

Scan

the journal for educators

inspire
connect
transform

share

reflecting and sharing new knowledge

In this issue

ebooks for learning
apps engaging learners
environmental sleuths
new curriculum support
financial literacy

Scan

Published by NSW Curriculum and Learning Innovation Centre (NSW CLIC), *Scan* is a quarterly refereed journal that focuses on the interaction between information in a digital age and effective student learning. *Scan*'s articles and reviews explore the use of curriculum resources in the learning environment.

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are sourced from YouTube, teachers in NSW DEC schools should note that these resources are accessible only by staff.

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contents

Volume 31, Number 4, November 2012

From the Editor	3
Currents	4
Learning and teaching	
Ebooks for leisure and learning Colleen Foley	6
Students create ebooks Wendy Dawson	15
<i>Murder under the Microscope 2012: Lament in the lucky country</i> Catherine Nielsen	21
The MuM diaries Belinda Doyle and Robyn Greenhalgh	25
MuM: Thirrouligan sleuths Sharon McGuinness	28
Research	
iPads and Kindergarten students' literacy development Matthew Jones	31
Curriculum support	
Australian curriculum in New South Wales Raju Varanasi	40
Assisting students to be <i>MoneySmart</i> Colleen Blancato	42
Indonesian: where it can take you! Lyndall Franks	46
Share this	49
Readings by the river Sue Hillery	49
The Library Café Nigel Paull	50
Local champions read Julie Lake	52
Igniting the reading spirit Katherine Hannaford	53
Resource reviews	54



from the editor

Welcome to the November issue of *Scan*.

Check out our new video! Enjoy a taster of our leading interactive, online publication. Learn some handy hints for an enjoyable reading experience, and see how to share articles with colleagues easily. You might like to use the video with colleagues during a professional learning session.

Thank you subscribers, advertisers, publishers, writers and reviewers for sharing *Scan's* online transition. It has been an interesting adventure.

Enjoy the summer holidays.

Cath Keane
Editor



Scan's new promotional video.



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6

Ebooks for leisure and learning

Colleen Foley overviews a recent ebooks partnership project. Key findings, and comments from students, teachers and the community reflect exciting learning and possibilities. Click to access the full project report from the article.



15

Students create ebooks

Join the students of Mount Terry Public School on their journey of virtual discovery. Using ebooks in their research, they created a set of interactive procedural texts to share with much younger students on the school's iPads and IWBs.



21

Murder under the Microscope 2012: Lament in the lucky country

Discover the captivating online murder mystery challenge, *Murder under the Microscope*. Catherine Nielsen explains the 2012 competition, then teacher librarians and teachers from Erskine Park High School and Thirroul Public School share their successful sleuthing stories.



31

iPads and Kindergarten students' literacy development

Assistant Principal Matthew Jones shares his stimulating action research project, working with his Kindergarten class at Wiley Park Public School to increase the students' confidence and skills in literacy. Apps engaged learners and assisted students to record themselves retelling favourite picture books.



42

Assisting students to be MoneySmart

The importance of today's students becoming financially literate is highlighted in Colleen Blancato's article about a new Commonwealth initiative. *MoneySmart Teaching* packages are currently being trialled in primary and secondary schools.

currents

Ebooks and learning

The [National Year of Reading 2012](#) has been an exciting time of focused attention on books and reading. Schools have engaged their students and communities in a range of exciting activities, such as Readings by the river, a Library café where parents and carers share ebooks with their children, and more.



**National
Year of
Reading
2012**

In the context of a year celebrating reading, it was timely that a test project exploring ebooks for leisure and learning was conducted. See what students, teachers and communities thought about using ebooks at their school, and click to access the full project report.



Glen Innes High School students enjoying ebooks



How to make friends ebook, written by students at Mount Terry Public School

Share the excitement of Mount Terry Public School students when they used ebooks as a jumping off point to create their own ebooks featuring procedural text. In terms of maximising interactivity and learning, a key finding of this partnership project was the importance of scaffolded, planned activities using the resources and technology. This reiterates other research that emphasises the significance of planning and programming when using tablet and other technology to engage students in flexible, learner-centred, creative endeavours which support higher order thinking. It is further confirmation of the importance of an evidence based practice approach for teachers and school libraries.

It is not too late to dip into the [Raps and book raps](#) to continue the collaborative reading adventures.

Resourcing learning 21C

Diverse reading for learning and life, effective inquiry in a complex digital environment, building capacity and confidence in dealing with conflicting information for our cyber citizens is explored in a range of ways throughout articles in this issue.

Read about game based learning supported by the *Murder under the Microscope* challenge, which offers rich experiences for students researching and thinking to solve an environmental crime.



Colleen Foley is Team Leader, School Library and Information Literacy, NSW Curriculum and Learning Innovation Centre (NSW CLIC).
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Consider the importance of financial literacy and how Kindergarten students can be supported by tablet technology for literacy learning.

Access to, and meaningful, scaffolded use of resources and technologies in an interactive suite of learning activities, is essential. This concurs with the trends reflected in the [Horizon 2012 report](#). The report is a stimulating and accessible read for all educators. Aspects including bring your own device (BYOD) and bring your own technology (BYOT) are shown to be relevant when planning ongoing resourcing, learning and teaching.

NMC Horizon Project Preview: 2012 K-12 Edition

Time-to-Adoption Horizon: One Year or Less

- Mobiles and Apps
- Tablet Computing

Time-to-Adoption Horizon: Two to Three Years

- Game-Based Learning
- Personal Learning Environments

Time-to-Adoption Horizon: Four to Five Years

- Augmented Reality
- Natural User Interfaces

Key Trends

Significant Challenges

Predicted technology adoption in education over the next five years, from [NMC Horizon Project Preview, 2012 K-12 Edition](#)

Thank you for joining us in our online adventure with *Scan* in 2012. We look forward to more great professional reading, and wish you the best for the coming Christmas and New Year period.

Exploring Scan's online edition

Engage

with multimedia and social content, including embedded videos, future image galleries and Twitter feeds

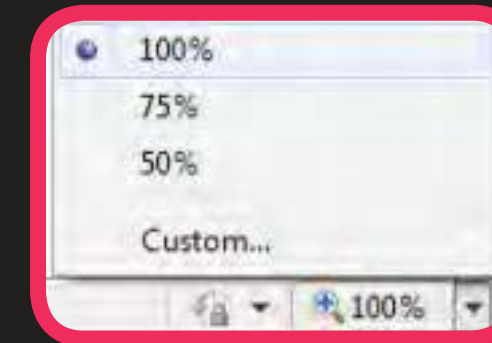


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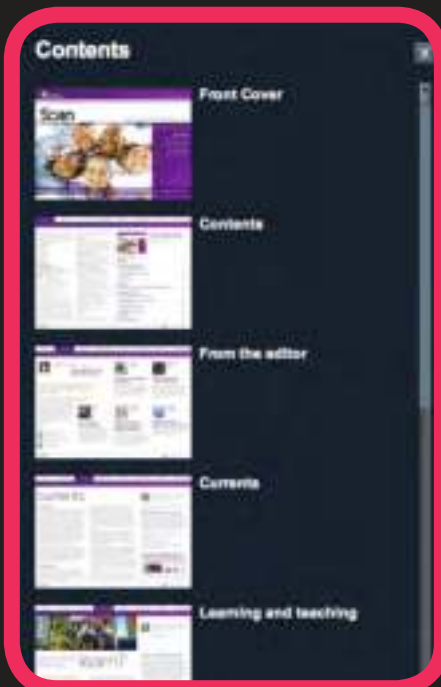
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For more tips, [click here](#) to view Scan's video taster.



Ebooks

for leisure and learning



During Term 2, 2012, an ebooks test project was undertaken. This project was a collaboration between NSW Department of Education and Communities and Softlink Australia, which is the provider of software and support for the 22 schools and two state offices that use the *Softlink Oliver* resource management system. The full [Ebooks for leisure and learning report](#) is available online.

ebooks project overview

The aim of this test project was to explore:

- use of ebook resources for learning and leisure
- teaching and learning issues involved with the use of ebooks
- technical and logistical issues for NSW Department schools.



Colleen Foley, Leader, School Libraries and Information Literacy, NSW Curriculum and Learning Innovation Centre, overviews the excitement, learning and results of a recent ebooks test project, in consultation with the project team.

In the context of significant interest in ebooks by schools, teachers and teacher librarians, and it being the [National Year of Reading](#), this was a timely project.

The project was also in keeping with the vision of the NSW Department of Education and Communities reflected in the [5 Year Strategic Plan 2012-17](#). This outlines quality teaching, innovation and leadership as essential to student outcomes, including improving literacy for all children and young people. The Plan also includes a priority to explore *better use of digital media and technology*.

The ebooks test project was coordinated by the Leader, School Libraries and Information Literacy, NSW Curriculum and Learning Innovation Centre (CLIC), in partnership with Information Technology Directorate (ITD) and Softlink Australia. Selected Department schools and state offices using the *Oliver* resource management system were involved. These were:

- Dubbo School of Distance Education
- Glen Innes High School
- Mount Terry Public School
- NSW State Braille and Large Print Unit
- Ryde School Libraries, NSW Curriculum and Learning Innovation Centre.

Project participants included:

- students, staff and community members of the schools
- a small number of itinerant teachers with selected vision impaired students
- a range of interested Departmental officers with responsibilities for areas such as English and literacy, other curriculum areas, online curriculum resources, information technology, distance education and school libraries.

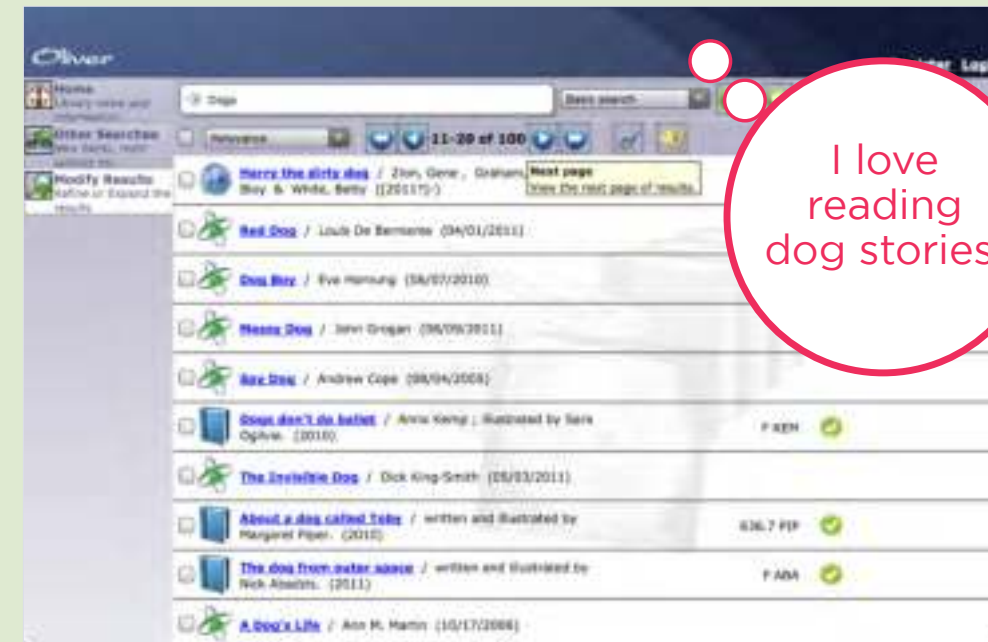
Access to some 5000 [OverDrive](#) eresources in various formats (EPUB, PDF, video, audio, music) was facilitated via the *Oliver* resource management system in an integrated manner. Resources could be searched like any other physical or electronic resource, then delivered to the requestor in a secure, Digital Rights Managed (DRM) manner. Age based authentication to resources was enacted.

What did borrowing a resource look like?

At School Libraries catalogue home page - ready to search

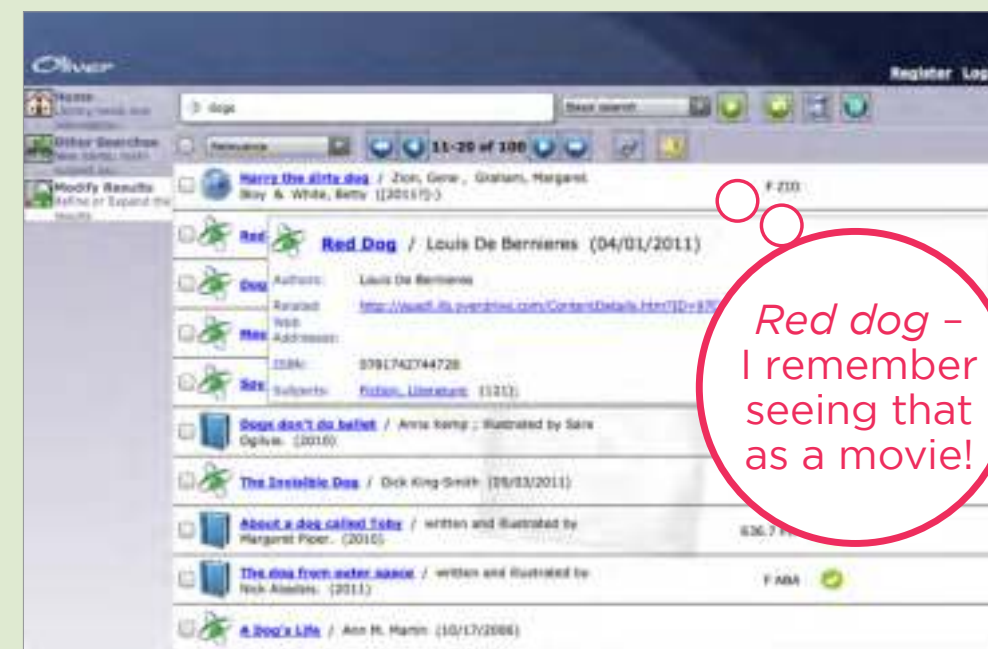


My search: dogs



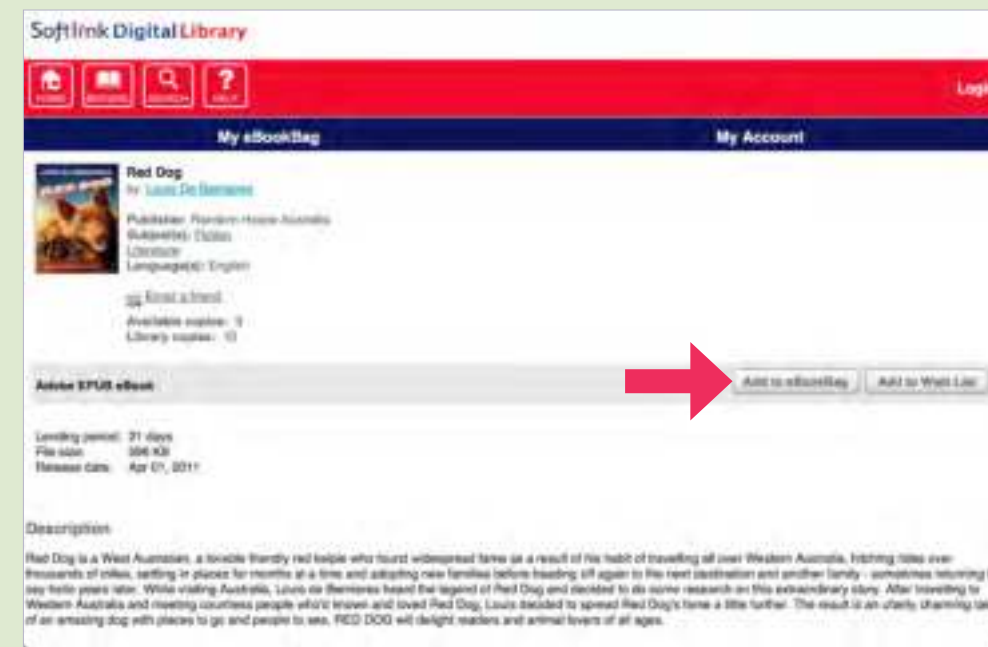
I love reading dog stories!

Select: Red dog catches my eye.

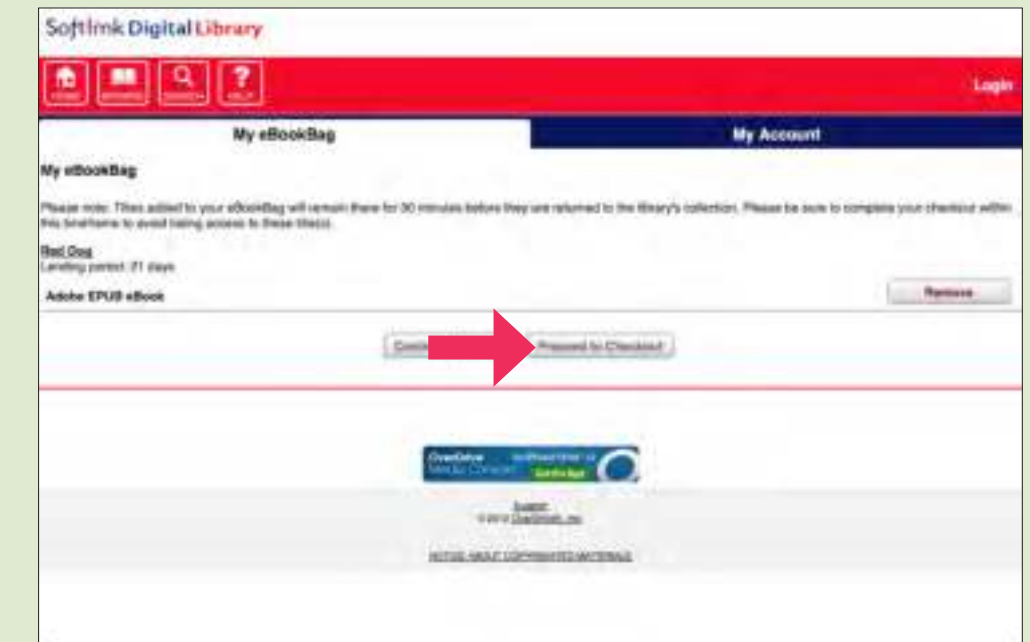


Red dog - I remember seeing that as a movie!

Yes, I'll add it to my eBookBag!



Proceed to checkout to borrow this ebook...

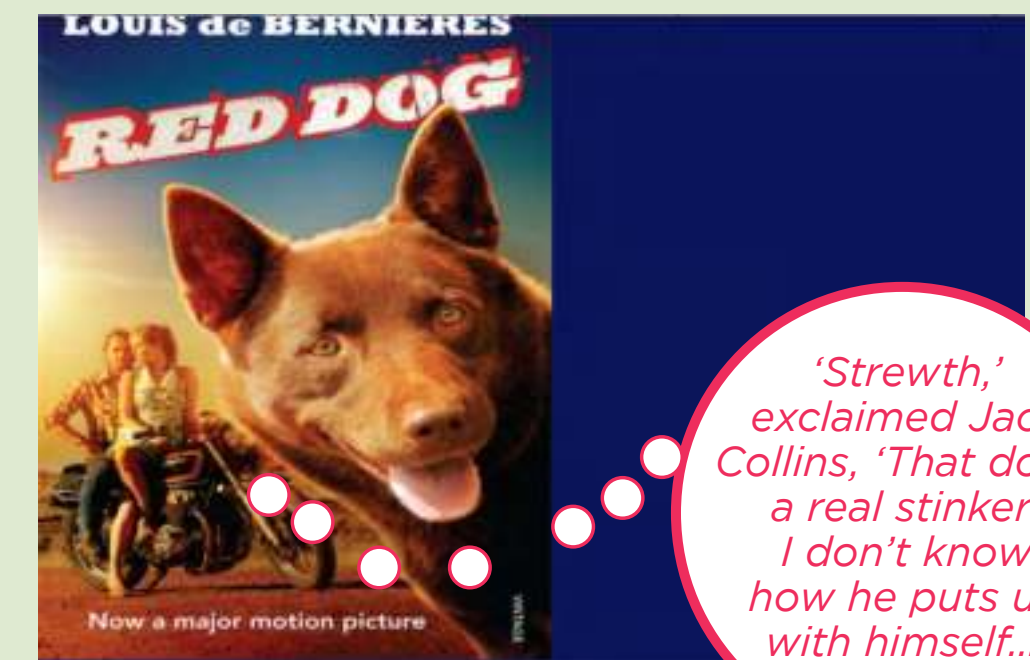


Red dog is listed with my items out (borrowed and I can download and read!)



I have already borrowed two other digital resources, one of which is an audio book.

Reading now ...



'Strewth,' exclaimed Jack Collins, 'That dog's a real stinker! I don't know how he puts up with himself...'

Key findings

The project was exciting and challenging for all concerned. Key findings were that:

- all participants were enthusiastic about accessing ebooks
- access to, and reading of, ebooks was most prolific where there were planned, explicit learning activities
- reading and writing enjoyment and skills development was evidenced by quality student work samples and feedback resulting from these planned learning activities
- the opportunity to access a range of ebooks enriched the collection of resources available to students and teachers
- further exploration of specific needs and support for vision impaired students is required.

Read the full [Ebooks for leisure and learning report](#).



Glen Innes High School students enjoying ebooks

Project survey responses:

- 41% of students indicated they were reading more than usual
- 47% of teachers indicated students were enjoying reading more, with 21% believing reading skills were improved
- 100% of parents/carers expressed desire for ongoing access to ebooks
- students believed using ebooks improved their writing and creativity, and reading independently
- teachers and teacher librarians saw the greatest benefit was in reading comprehension.

Participating in the ebooks project

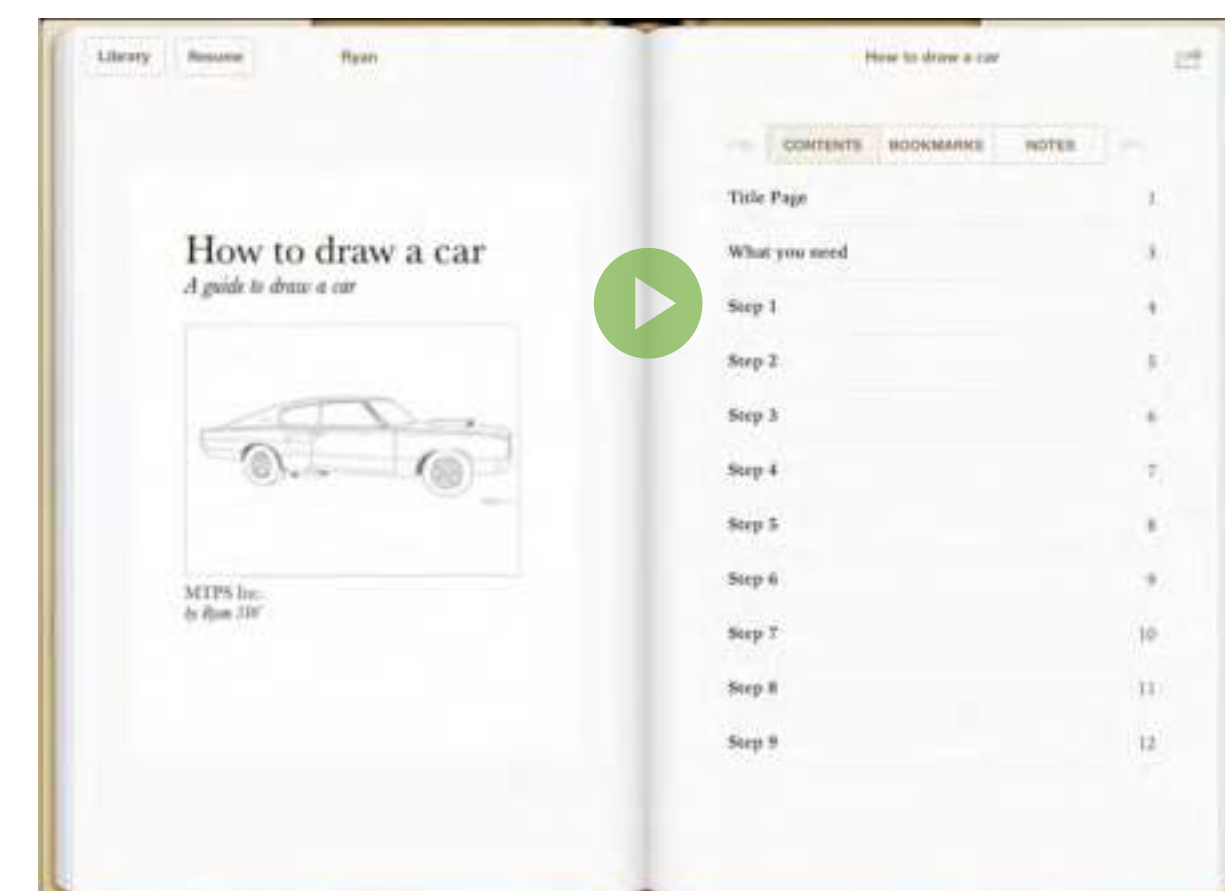
The teacher librarian in each school worked with teacher colleagues and provided information about the project to the school community, drawing on a [communication package](#) provided by Colleen Foley and Doug Jenkins. While specific classes in the schools were targeted for scaffolded learning activities, anyone who had borrowing rights through the participating libraries could read and enjoy the ebooks.

Teacher librarians and teachers working with targeted class groups used the ebooks resources, in conjunction with activities and resources from the [Join a reading adventure!](#) rap and the Department's [National Year of Reading 2012 support](#) site. These activities were incorporated with their own planning and programming, in keeping with the needs of their students.



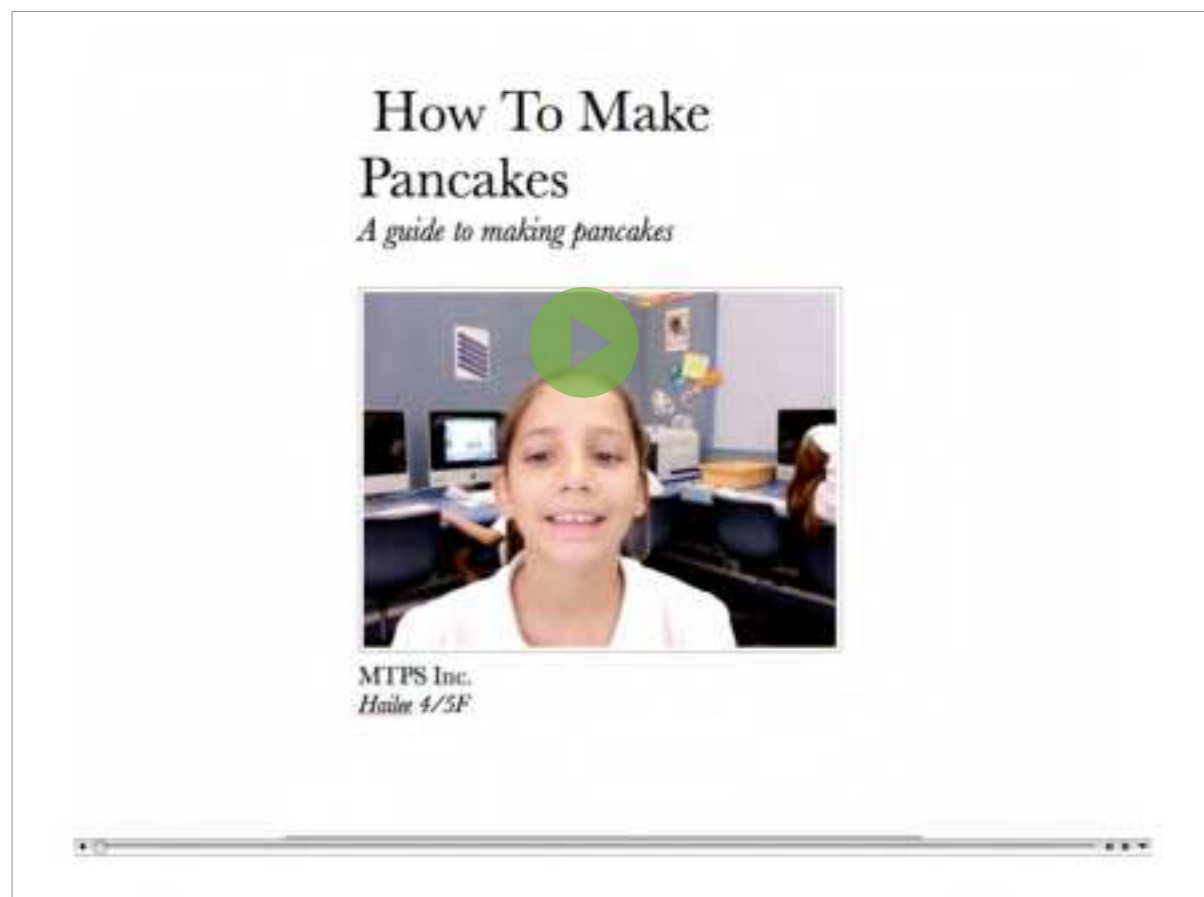
NSW DEC supporting National Year of Reading 2012

The targeted classes engaged in scaffolded learning activities were the highest users of the ebook resources. Mount Terry Public School, for example, through planned activities focusing on instructional text, used the ebooks resources as a jumping off point to create their own instructional ebooks. Visit the [Join a reading adventure!](#) rap [Gallery](#) to watch a movie version of one of their ebooks, *How to draw a car*.



A student's ebook: *How to draw a car*

View also *How to make pancakes*, and some of the results of OverDrive ebooks brainstorm activities from students at the participating schools.



A student's ebook: *How to make pancakes*



ebooks student work at the raps [Gallery](#)

Meeting high learning expectations

Students, teachers and parents/carers at all schools were enthusiastic about accessing the ebooks, and wished they could continue to access them after the project was completed. Student, teacher and parent expectations about how the ebooks might help reading enjoyment, activity, general and specific skills were realised through the project.

Formal survey and anecdotal data gathered as part of the project indicated that skills such as comprehending, reading with a group, guided reading, creativity, communication and using computers increased during the project. Areas of improvement were related to the sort of explicit learning activities implemented.

From such data, a realistic conclusion is that the more focused reading related activities during the project period stimulated additional engagement and interest in reading generally, and that engagement with ebooks also stimulated further reading.

Over 80% of students agreed or strongly agreed in the project surveys that technology helped them read. The surveys also indicated the popularity of audio books. This was further verified by checkout statistics, with 28% of ebooks borrowed being audio book format.

What did students think?

Brendan, Year 5

When we got ebooks and audiobooks I started to read a bit more than I usually do. Making ebooks was fun as we could choose our own topic. Audiobooks and ebooks remember where you're up to.

Rural high school students

I loved it! I love reading and didn't think I'd like ebooks, but I do. I like reading solid books. It felt like it was forever when I tried an ebook because I couldn't see when it ended ... Books don't run out of batteries. It was good to listen to books rather than having to read them. I got to hear the story and I could listen while I was falling asleep.

Plus:

The experience has been a phantasmagorical event.

What did teachers think?

Year 5 teacher

Having ebooks got the kids very excited about the units of work as they were working in a new way. They added a new dynamic to the learning. Using the ebooks helped make it real ... Overall the students felt more ownership in the lessons particularly when they could use the iPad and have it in front of them. The kids who borrowed the ebooks/audiobooks at home were excited by the technology and it encouraged some of the reluctant readers to read and really enjoy their reading.

I liked being able to download books from home ready for lessons the next day.

Distance education Science teacher

*I enjoyed reading the ebooks at the gym while on the walking machine.
Challenges? Not really, once shown how to proceed with borrowing of ebooks.*

Distance education teacher librarian

I found the ebooks to be very beneficial for conducting satellite lessons as clarity of the picture books being read on the students' computer screen interface is far superior to the present system we currently use ... All the students agreed that this was a far better way to view the books being read.

Rural high school teachers

Loved it! ... Nice and big font so easy to read on Smart Board. Can highlight and bookmark sections. Flick back and forth easily. Students loved this format and were excited by it. I do love my physical books, but this was loved by everyone and very motivating ... it was great for classroom use.

Rural high school teacher librarian

On best achievements:

*engagement of students - realising there is more to a smart phone than phone calls, text and Facebook; and more to an iPod/iPad than playing games
disinterested readers showing some interest ...
discovering Adobe Digital editions was installed on the DER laptops so all students from Years 9 to 10 and all staff could easily access ebooks ...*

Enjoyed:

*ready access to a large supply of resources ...
variety of resources (and easy, 24 hour access to them) ...
portability - ease of taking a dozen books on a trip; resources easily accessed ... options to bookmark and highlight relevant areas; easy to flick between and find a variety of resources within the classroom at the last minute (as lesson needs change).*

Plus:

I look forward to the opportunity to add ebooks, audiobooks and videos permanently to the school library collection.

Community response

Distance education parent

*Some advantages with having ebooks as part of our school library collection:
Information and books on the day rather than wait for the mail system was fantastic.*

Enjoyed:

*The novelty of being able to get books ASAP.
Be able to read on the iPad without the drama*

of actually holding, seeing and reading a normal book, can read at night without the drama of light, easy to read format.

Rural high school parents

*I loved it! I read a few books myself. It was great to be able to take so many books with us when we went away and I loved being able to read at night without bothering people. Easy to flick through and you don't have to worry about people teasing you about what you are reading which is great for kids who love to read but don't want to be seen as a nerd.
My kids are not avid readers, but they were more than happy to listen to the audio books. It was great because there was such a large collection to choose from. Every night they were eager to hear the next bit of the story or choose a new book. I don't think I've ever seen them so happy to know what happens next!*

Plus:

*I love reading and it was great to finally have my children love it as well.
Amazing as we had access to a library on the day we wanted to read a book, rather than wait for a visit to a local/school library as they are 80kms/400kms away. Keep the project going please.
I enjoyed reading some ebooks with my child.*

Choice and access

The schools had significant selection of some 5000 titles from which to choose during the short ebooks test period. Formats available were EPUB, PDF, video, music and audio books. Age based

Over 80% of students agreed or strongly agreed in the project surveys that technology helped them read

appropriateness was catered for and, while the top 40 titles were mostly fiction, nonfiction items were available, and could well be proportionately increased in any future such activity. The option to increase numbers of copies of titles of choice as required within 48 hours, was set up to allow for teachers wanting class sets.

No preferred reader was recommended for the project. The most commonly used devices were supported by [OverDrive](#). Teachers, students and parents/carers used a range of technologies to access and read the digital resources at school, at home, and even in the car and at the gym 24/7. Technologies used included DER laptops, school computers and tablets such as iPads, and home and personal computers, iPods and iPhones and the like 24/7.

Integration with resource management meant that authentication of borrowers was not an issue. Age appropriate authentication of borrowers was seamless. Some searchability issues were raised. These would be easily addressed by further integration and the addition of Schools Catalogue



A selection of Overdrive ebooks and audio books

Information Service (SCIS) records to provide greater flexibility and higher search success. SCIS is committed to such a process. *Scan* readers will also be familiar with the range of apps, ebooks, online and digital resources being reviewed and catalogued, including by the NSW SCIS Agency supporting the review program.



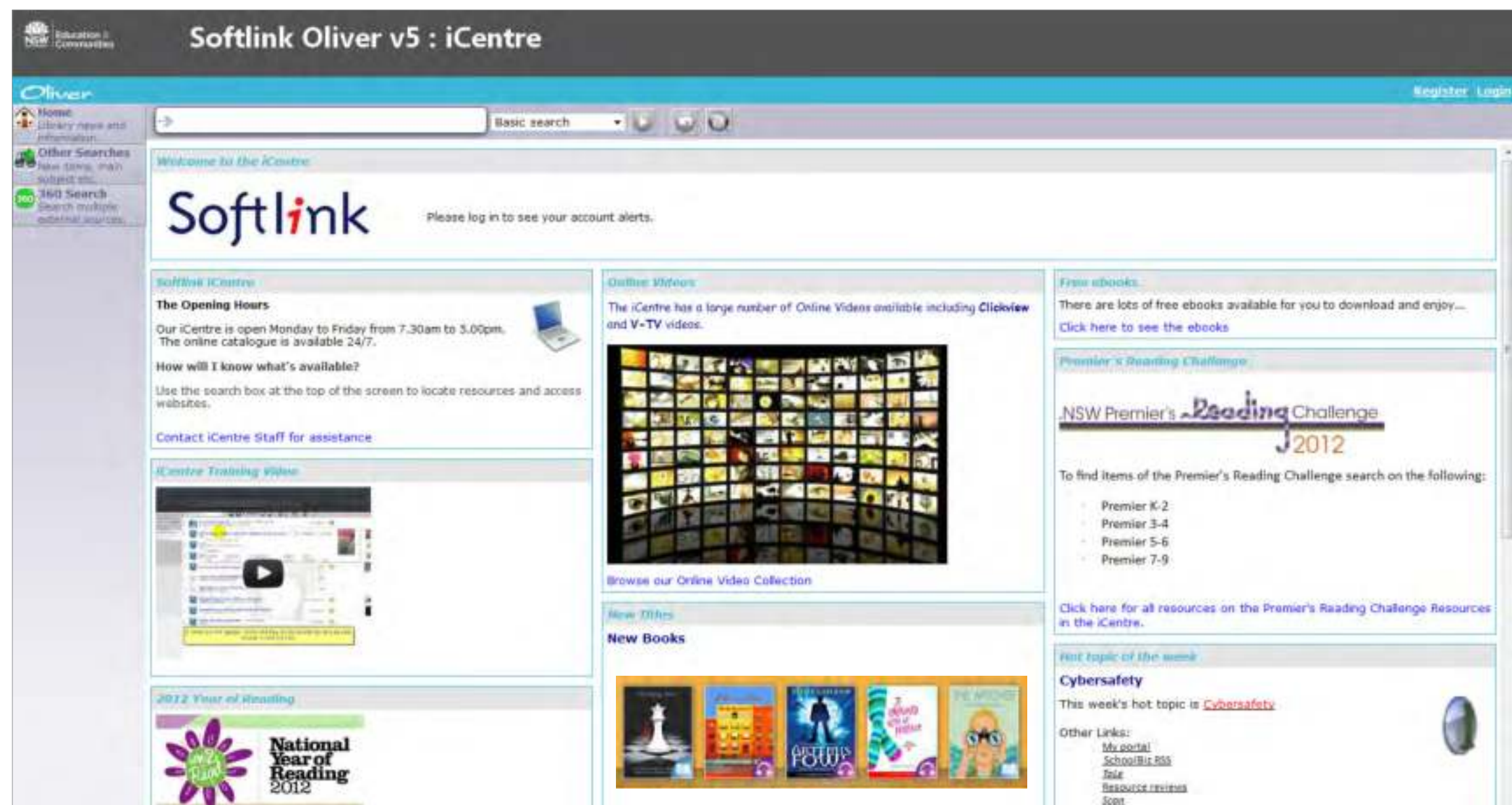
A comprehensive range of resources, including ebooks, is available via the [Resource reviews database](#)

School libraries resourcing learning 21C

The choice and range of resources students and teachers want is increasingly diverse. Collaborative learning and teaching support for using the full range of resources, such as that undertaken during this ebooks test project, enriches learning experiences and outcomes. This was well illustrated by the ebooks project.

Students and teachers appreciate a 24/7 library or iCentre. The following image illustrates what such a welcoming library home page, with embedded highlights, targeted collections and pathfinders and diverse resources supporting learning could be like. This suggestion, developed for professional learning support materials provided by Softlink Australia in partnership with the Department, is an interesting example.

Students and teachers in NSW Department schools currently enjoy 24/7 access to their library catalogue through their portal. The *Web Enquiry* browser enables this for *OASIS Library* users as an interim measure.



Welcome to our library!

Local digital resources

While the capacity to host digital resources and locally produced materials was not part of the test project, the Mount Terry Public School teacher librarian, Wendy Dawson, successfully uploaded the student created ebooks to the *Oliver* resource management system, providing integrated access and use, along with other resources.

See [Students create ebooks](#) by Wendy Dawson.



Engaging with ebooks

Where to from here?

Interest in ebooks is high. The ebooks test project demonstrated that an ebook platform is educationally desirable, and would be used most constructively as part of a resource management system that integrates with and is used effectively for learning and teaching. The ability to browse and enjoy digital resources, on a range of devices 24/7, was viewed favourably by participants. The most frequently accessed resource formats in the test project were EPUB, PDF and audio books.

Staff and student enthusiasm for using both school computers, including iPads and DER laptops, and their own devices, including iPods and iPhones, was outstanding during the ebooks test project. This supports bring your own device (BYOD) and bring your own technology (BYOT) approaches as relevant to any future planning. The [Horizon 2012 report](#) reflects such trends.

The ebooks test project illustrated that scaffolded and meaningful learning and teaching experiences, contributing to interactivity and high level engagement, results in significantly greater resource use.

The overall success of this test project contributes to improving education and learning outcomes for students in terms of:

- engaging students' interest in reading and learning
- increasing the number of titles students read
- providing new platforms for teachers and teacher librarians to deliver world class programs
- enhancing student literacy skills such as writing, creativity, comprehension
- use of ebooks at school and at home.

Schools appreciate the example of 21C options provided through Department initiatives such as the freely available ebooks in the interim *Web Enquiry* browser, related SCIS records which can be downloaded, and capacity to add such lists in school resource management systems, for example *Oliver*. Greater variety is clearly needed into the future. Schools would welcome infrastructure to support such choices. This could include integrated

access to other resources and databases, whether such resources are local, part of a resources sharing or central arrangement, produced by the Department, or external. Further information will be available to Department schools as the *OASIS library/resources* management system replacement strategy is delineated. For further information, NSW DEC schools can contact [Colleen Foley](#).

Did you know?

In NSW Department schools using *OASIS Library*, a range of freely available ebooks – mainly fiction – can be readily located from *Links4Learning* on the *Web Enquiry* home screen. Titles range from *The jungle book* by Rudyard Kipling (text only) and *The wind in the willows* by Kenneth Grahame (full text with many colour-plate illustrations) to *Alice's adventures under ground* (digital preservation of Louis Carroll's original, handwritten gift to Alice Liddell, with optional audio book narration) and a sampler of *The lost thing* by Shaun Tan (graphic novel). Staff and students can view these ebooks through their portal.

Sample FAQs

What about subscription based ebooks and ebooks packages?

When considering the purchase of ebooks and subscription packages, think about whether or not you wish to be managing more than one resources management system. Consider:

- do I have the support of teachers and leaders in my school?
- planning and budget needs in context of school priorities
- what programming and interactive learning activities for using ebooks resources are needed or in place?
- a framework is required to manage related digital rights and provide access: does my resources management system integrate with ebooks platforms? (*OASIS Library* does not)
- explore the range of products available and select one or more to suit your school's needs
- read proposed contracts carefully, checking for hidden costs
- ebooks purchased for individual reading devices, and ereaders, need to be managed individually
- NSW Department schools should contact [Colleen Foley](#) for the latest Department information and advice.



Jas, Matt and Lachlan enjoy reading ebooks outdoors

Are there SCIS records for eresources?

SCIS records, and some special orders, are available for ebooks, websites and electronic resources, such as *Clickview* digital videos, TV4Ed videos, apps and selected learning objects. Standards for cataloguing ebooks allow ebooks to have a GMD of *website* or *electronic resource*. SCIS records for selected ebooks and subscription databases are available. If you have enquiries about eresources you wish to include in the catalogue, for which you cannot find a SCIS record, NSW schools can contact the NSW SCIS Agency, via [email](#) or by phone (02) 9886 7503. See also [e-resources, e-books, and SCIS cataloguing for resourcing curriculum: implications for student searches](#).

Why add SCIS records for ebooks to the library catalogue?

In the current digital learning and information environment, a balanced collection includes:

- access to information in online and multimedia formats
- support for using online and digital information and texts.

Providing ready access to a range of resources, including those freely available on the web, ensures an engaging, contemporary collection to resource curriculum. Windows or web enabled enquiry browsers, e.g. *OASIS Web Enquiry* and *Oliver*, allow easy, clickable access to online resources through library in the portal for Department teachers and students. When SCIS records for online resources are added to the catalogue, users undertaking a search for information will quickly see options for both online and physical resources, such as books, in order to select the most relevant for their needs. Where clickable access is not yet an option, other strategies will assist access at this stage. See related FAQ: [How can access to ebooks be provided through the library catalogue?](#) See also [e-resources, e-books, and SCIS cataloguing for resourcing curriculum: implications for student searches](#).

How can access to ebooks be provided through the library catalogue?

For websites, URLs are downloaded with the SCIS catalogue record, for clickable access using an enquiry browser. For selected other resources such as ebooks, where clickable access is not yet an option or because access to the database subscribed to involves a local URL, a statement in the notes field can clearly indicate choices for users. Sample statements might include:

- Collect the ebook reader and ebook at the circulation desk.
- See our library user guide for the database password.

See also [e-resources, e-books, and SCIS cataloguing for resourcing curriculum: implications for student searches](#).

For websites, URLs are downloaded with the SCIS catalogue record, for clickable access using an enquiry browser.

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 Charles Sturt University

students create ebooks

As a teacher librarian who is excited about the possibilities tablet devices, such as the iPad, are bringing to education, I was thrilled when our school was included in the recent NSW Department ebook test project.



Wendy Dawson, teacher librarian and computer coordinator at Mount Terry Public School, Albion Park NSW, participated in the NSW Department of Education and Communities' ebook test project. Wendy and Year 4/5 teacher, Matthew Fownes, collaborated on a unit of learning that involved students partaking in the *Join a reading adventure!* rap and creating and sharing their own ebooks.



@WendyDawson

The full *Ebooks for leisure and learning* report is available online. An overview of the project, *Ebooks for leisure and learning* by Colleen Foley, is also included in this issue.

Mount Terry Primary School has over 640 students. The library uses *Softlink Oliver* library management system. A variety of technology is available within the school, including Apple and Windows computers, iPads and interactive whiteboards (IWBs). All staff are provided with an Apple laptop and the school is fully networked, with wireless access available in all areas. Many of our teachers are also using their personal iPads in their classrooms.

Ebooks and audio books are now becoming mainstream and it is important that schools provide digital resources alongside traditional print resources in a balanced library

collection, particularly if we are to remain relevant to today's youth.

As part of the ebooks test project, the school community had access to *OverDrive's* collection of digital resources, which includes picture books, fiction and nonfiction titles, and teacher resource material. Students and staff were able to investigate digital resources by downloading ebooks and audio books to school computers and iPads, in addition to their personal devices. Many students were familiar with such devices, such as the iPod touch or iPad, because they owned or had access to these devices at home. Library loans could be made from anywhere with internet access, at any time. Borrowers could be loaned up to ten items at a time, with a choice of loan periods up to 21 days.

Creating our own ebooks

A collaborative unit of learning (Table 1) was designed with Matthew Fownes, for his Year 4/5 class. Matthew and I were keen to involve the students in the *Join a reading adventure!* rap that supports the *National Year of Reading 2012*. The rap provided many ideas, a blog, and an online space for students to share their work in a *Gallery*. We chose to have the students create their own ebook during the rap, as this activity enriched the ebook test project and provided a valuable interactive component.

Our goals were to:

- engage and motivate the students to read and write
- improve information communication technology (ICT) skills
- improve writing skills
- provide a wider audience for student writing
- improve understanding of procedural and persuasive texts
- increase knowledge and understanding of ebooks.

The task

During the test project we had access to *OverDrive* ebooks and audio books via our online *Oliver* library catalogue.

This meant students and staff could readily locate an ebook and display it on the school iPads, or share it collaboratively via the IWBs in the library or classrooms. The chosen ebook could be used as a shared text.

As the students were in the process of learning about procedural texts in the classroom, this became the type of text they were asked to produce. *First baking activity book: fantastic step by step ideas* by Helen Drew was selected to be shared via the IWB and the class was able to explore the essential features of an ebook and a procedural text.

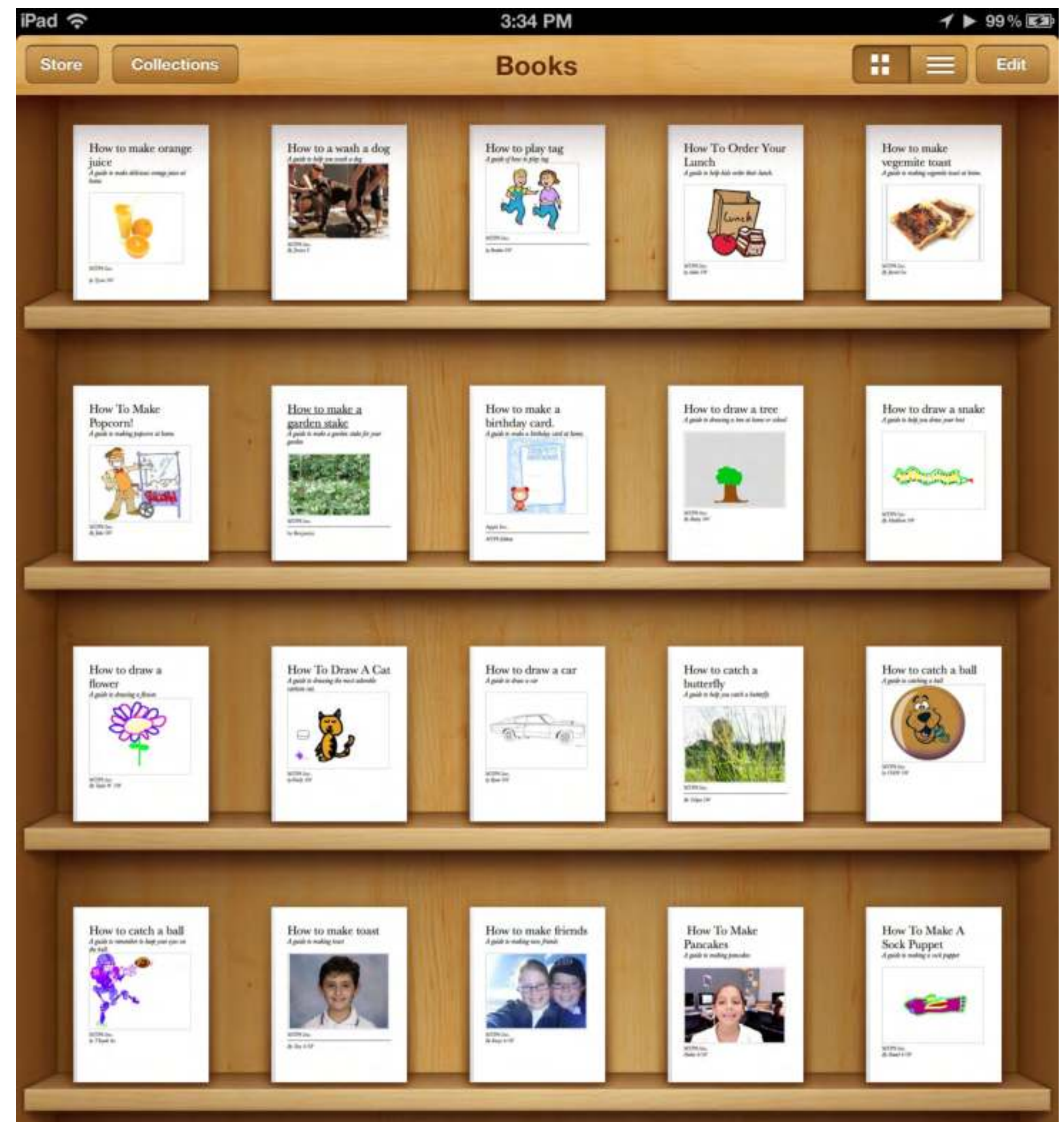
Steps

The students' intended audience for the ebooks was Early Stage 1, as the finished books would be downloaded to our school iPads. These are primarily used by the school's five Kindergarten classes. Matthew's students were able to choose any topic that they thought would be of interest to Early Stage 1 students. Some of the brainstormed topics included *How to borrow a book from the library*, *How to clean your teeth* and *How to make friends*.

The students created a draft of their book using a scaffolding worksheet. They needed to create their own images to accompany the text. Some students chose to take digital

photos at school or at home, while others created their images on the computers using drawing software such as *Kidpix* and *Artrage*.

There are many ways to produce a simple ebook. IOS apps, such as *Book creator for iPad*, *Creative book builder* and *ebook creator*, can be



used to easily create colourful and interactive books. For this task, our students used the *Pages* software on our Apple computers, which has the functionality to save documents as EPUB files, a common format for ebooks. The students used a template, freely available from Apple, to create their ebooks. This template creates an interactive table of contents that automatically updates as new sections are added to the document. The resulting ebooks have the capacity to fit any page size, and font sizes are readily adjustable. Apple has also released a computer application, *iBooks author*, which is an alternative to the regular *Pages* word processing package.

Sharing the ebooks

The finished EPUB files were transferred to our iPads. The students were engaged and motivated throughout the entire activity and the highlight was sharing their completed ebooks with the Kindergarten students (Figure 2).



Figure 2 Sharing an ebook on a school iPad

All the students enjoyed interacting with the ebook by touching and sliding to turn pages and enlarge images (Figure 3). They were very proud of what they had produced and were thrilled to be able to share their work on the iPads and on the rap *Gallery*.



Figure 3 A student enjoying reading her own ebook

The ebooks proved so popular they have now been added permanently to our *Oliver* online catalogue and can be accessed and downloaded by any member of our school community to their own personal devices. Students are very excited to see their names listed as authors and knowing their work is now available for others to enjoy.

Figures 4 and 5 illustrate an *Oliver* OPAC search for students' ebook titles.



Figure 4 *Oliver* OPAC search showing *epub* ebook titles



Figure 5 *Oliver* OPAC record for an individual ebook

The students' use of the ebooks and, in particular, their enthusiasm for creating their own digital texts, are vivid demonstrations of how current technology can be utilised to enthuse and motivate students. The emphatic success of the project also highlighted the importance of school libraries and classrooms in maintaining pace with technological developments and the relevance of this to providing quality education.

Class teacher, Matt Fownes, says:

My students were given access to an incredible amount of stage-appropriate digital reading resources at the click of a button. They gave lots of positive feedback, mainly due to the fact that they could borrow so many different ebooks at one time.

Technology is having a huge influence on our learning and I believe that the ebook project has helped to promote the importance of reading on a regular basis for 4/5F.

It was encouraging to see some of my students, who were not the most confident readers, talking about how awesome it was, being able to read a particular book on the iPad, laptop or computer.

Parents have also commented on how they have witnessed a change in their child's attitude towards reading at home. Reading logs for homework are being filled up in record time.

Ebooks are part of the future and my class and I have appreciated the time we were given to experiment and play with this marvellous form of technology.

During lessons with the teacher librarian, it was clear that the class thoroughly enjoyed this learning experience. As their teacher, I experienced the value of this work during follow up lessons in the classroom, where my students seemed to gain a better understanding of the content and structure needed for a successful procedural text.

There was much excitement when 4/5F shared their work with our school's youngest students.

Technology is having a huge impact on our learning ...



Boy choosing ebook from menu



Two students turn pages to read an ebook on an iPad

Mount Terry's Principal, Stuart Dewar, says:

This project enhanced the developmental work the school was undertaking using Apple iPads as teaching tools. The format of the test project permitted all participants to access the test project material using multiple platforms. This aspect further encouraged participants to use the material, as there was no restriction placed on what devices or platforms they had available at home.

The material provided in the test project proved to be wide ranging and offered access to a substantial range of texts. Additionally, audio books delivered another level

of access, particularly for those students who were reluctant readers.

The project was successful at the school within the parameters established by the project design. It was an exciting opportunity for the school to be involved in.

<p>Topic/Unit support: English [Class 4/5F] <i>Writing and producing an ebook.</i> Focus: Exploring ebooks, procedural texts and related ICT opportunities.</p> <p>Support for cross-curriculum content including:</p> <ul style="list-style-type: none"> • Information and Communications Technologies (ICT) to locate, access, evaluate, manipulate, create, store and retrieve information; and express ideas and communicate with others • Information skills: locating, selecting and organising information; presenting and assessing final product. 	
<p>Resources:</p> <ul style="list-style-type: none"> • <i>Join a reading adventure!</i> rap ebooks and digital stories • <i>First baking activity book: fantastic step by step ideas</i> ebook by Helen Drew • <i>Pages application</i> – ebook template 	<p>Pre-unit assessment to gauge current level of understanding:</p> <p>Talking and listening – General class discussion around ebooks</p> <ul style="list-style-type: none"> • What ebooks have you read/experienced? • What elements make an ebook memorable? • What are the essential elements of an ebook?
<p>Syllabus outcomes:</p> <p>RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience</p> <p>WS3.12 Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways</p> <p>WS3.13 Critically analyses own texts in terms of how well they have been written, how effectively they present the subject matter and how they influence the reader.</p> <p>Related computer competencies focus:</p> <ul style="list-style-type: none"> • Understands text formatting (chapter headings, bullet lists, captions etc) • Creates a simple ebook with text and graphics • Inserts images • Chooses design and layout • Understands navigation between pages • Understands the purpose of different file formats. 	<p>Teaching and learning activities/strategies:</p> <ul style="list-style-type: none"> • Whole class, small group and individual reading of an ebook from the ebooks test project collection using iPads and IWB • Guided introduction to the essential elements of a procedural text, including: <p>Goal or aim – state what is to be done Materials – listed in order of use; including all items needed to complete task Method – a series of steps Evaluation – how the success of the procedure can be tested</p> <ul style="list-style-type: none"> • Critically evaluate an example of a procedural text from the ebook collection: <i>First baking activity book: fantastic step by step ideas</i> by Helen Drew • Brainstorm ideas for topics for ebook titles • Write draft text with teacher guidance. Intended audience – Kindergarten • Model creating an ebook using <i>Pages application – ebook template</i> • Demonstrate step-by-step creation an ebook, based on the essential elements of a procedural text • Model strategies for locating appropriate images to illustrate the steps in their procedure using digital camera, internet search (Creative Commons only), webcam, creating original images in a drawing program, eg <i>KidPix</i> • Students create <i>Pages</i> document from ebook template including title page, contents, chapters and images • Exporting <i>Pages</i> documents to <i>epub</i> format • Adding published <i>epub</i> ebooks to set of iPads • Sharing ebooks with class and Kindergarten students.
<p>Assessment</p> <p>After sharing of completed ebooks with class and Kindergarten students:</p> <ul style="list-style-type: none"> • Did the readers understand how to complete the task after reading the book? 	<ul style="list-style-type: none"> • What did I do well? • What could I have done better? • What would I do differently if the task was repeated? <p style="text-align: right;"><i>Blank sample proforma for planning and programming</i></p>

Table 1. Planning and programming proforma for Class 4/5 unit of learning, *Writing and producing an ebook*

Apps for creating digital stories

Here are some apps to try with your students.

[ArtRage](#)

[Book creator for iPad app](#) (\$5.49)

[Creative book builder app](#) (\$4.49)

[Composing a graphic novel](#) (Laptop wrap)

[Creating cartoons](#) (Laptop wrap)

[Creating digital stories](#) (Laptop wrap)

[Creating a picture book](#) (Laptop wrap)

[ebook creator](#) (\$4.49)

[Kid pix deluxe 3D](#) (15-day trial available)

[Kizoa](#) (Create slideshows with music and effects) [Instructions](#).

[PhotoPeach](#) PhotoPeach (Create captioned slideshows and spiral slideshows) [Instructions](#)

[PowerPoint help](#) (Microsoft – saves as PowerPoint show)

[Tools4U: SMART notebook](#)

[UCreate animations](#)

[UCreate a slideshow](#)

[UCreate a video podcast](#)

[Visual humour](#) (Laptop wrap)

[Wordle](#) (Create word clouds – saves to Word and PDF)

Also see:

[Technology tips](#) for cybersafety.



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[Editor's note: Stage 2 students creating procedural digital texts as PowerPoint shows.]

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Murder under the Microscope 2012: Lament in the lucky country

Accusation Day 2012

At precisely 11:00 AEST on 23 August, tens of thousands of students around Australia stood poised over their computers, ready to submit an accusation answering the environmental mystery in *Murder under the Microscope 2012*.

Within 60 seconds, 351 accusations had been received at catchment headquarters and within one hour, over 850. Milliseconds rather than seconds were used to differentiate team times. The students' sense of urgency was not due to coercion, financial gain or a need to access exam results. What made them so eager? What provoked such a passionate level of responsiveness?



Catherine Nielsen, Senior Learning Development Officer, NSW Curriculum and Learning Innovation Centre, shares the 2012 experience of the exciting online murder mystery challenge, *Murder under the Microscope*.



Note: With the competition now complete, teachers may select *Guest login* to access resources and videos on the MuM website.

Guest Login

The accusation in *Murder under the Microscope* (MuM) is the culmination of weeks of investigative work done by students and their teachers to discover the villain, crime site and victim of a fictitious environmental disaster.

Cleverly wrapped in a metaphor of a murder mystery, MuM continues to engage students in this annual challenge. A record number of 35 000 students participated in MuM 2012, *Lament in the lucky country* (Figure 1).

Solving the mystery

Clues to the mystery are progressively rolled out via a [sophisticated web interface](#) where students are also able to [communicate with real science](#)



Figure 1 In 2012, 35 000 students from Australia and new Zealand participated in MuM

[experts](#) to help solve the mystery. Clues may include water sample results, temperature charts, rainfall and bushfire statistics and maps. Typical victims are endangered animals, typical villains are ecological pests or contaminants, and crime sites are typically ecologically sensitive environments. Many of the clues are cryptic and embedded within an episodic human drama (Figure 2). Survey results have indicated that the drama helps to initially engage students and then they become immersed in the scientific methodology and content.

Students soon learn how to decipher clues in the dialogue of the videos, text messages and multimedia messages that are provided over the course of the game (Figure 3). Deciphering and checking the clues with others adds to the excitement and joy of discovering information and knowing that the team is making real progress with the investigation.

There is a strong reliance on collaboration, with students sharing the research and analysis of information. Additionally, many of the students' findings need feedback from the others who may have specialised in researching a particular aspect of the mystery. Working together, students ascertain the impact of new information on the facts already gathered. Critical thinking and information skills are given a huge workout during the process (Figure 4).



Figure 2 Many of the clues are cryptic and embedded within an episodic human drama



Figure 3 Students decipher clues conveyed through videos, as well as written notes and multimedia messages

Conspiracy450 from Harrington Park Public School

Over the five weeks of the investigation phase, the winding pathway of scientific discovery immerses students in a battle of wits, as they compete to be the first team to correctly identify the victim, villain and crime site. The atmosphere in any MuM classroom can reach fever pitch, as was the case at Harrington Park Public School. So eager were some students in Roslyn O’Gorman’s class, team *Conspiracy450*, to contribute to class discussion on the team’s accusation, that one hand up was sometimes not enough. Two hands, standing up, and even doing star jumps were strategies used by students to draw attention to clues they had deduced (Figures 5 and 6).



Figure 4 Students interpret cryptic clues and evaluate evidence to solve the mystery



Figure 5 Ms Roslyn O’Gorman and her class at Harrington Park Public School



Figure 6 Enthusiastic students raise their hands, stand up and even try star jumps to draw attention to clues they had deduced

Sounds like chaos but it wasn’t. As Ms O’Gorman explained:

Though at times it seemed like chaos, it was organised chaos! Most of the time they even didn’t realise they were learning scientific concepts or methodology because they were so excited about solving the case.

Conspiracy450 placed a correct accusation, though they were not the first team listed. Regardless, they were buoyed by a sense of success in finding the right answers.

While speed is needed to make the first correct accusation, the MuM program provides other ways to recognise teams for their efforts. After solving the mystery, teachers and their students may elect to create and submit a piece of work related to their learning. This product could document the scientific trail they followed to reach their conclusion, highlight the *eureka* moment of discovery, or propose a plan for action that minimises the environmental damage at the crime site.

Solution to Lament in the lucky country



Crime site – Pentecost catchment Kununurra



Victim – Northern Quoll *Dasyurus hallucatus*



Villain – Gamba grass *Andropogon gayanus*

First five teams to place their correct accusation

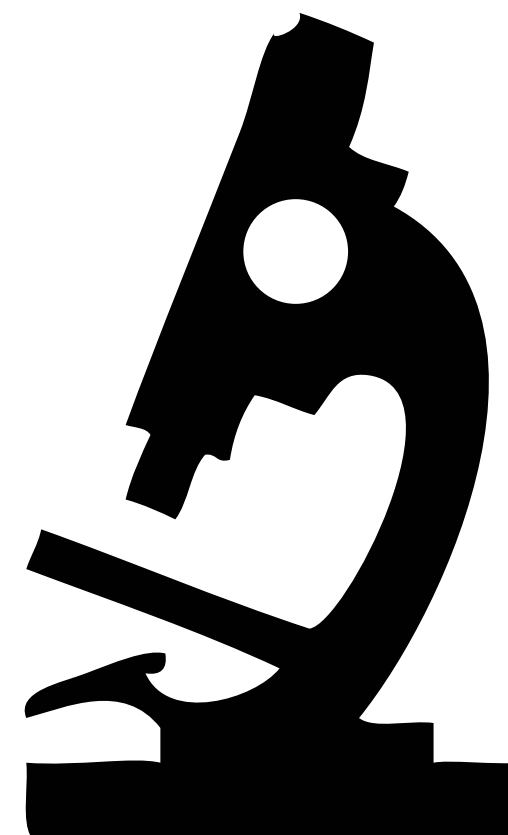
Team	School	State	Submission timestamp
BUNJIL 2	Eltham College	VIC	23/08/2012 11:00:13.793 AM
6S Sleuths	Moss Vale Public School	NSW	23/08/2012 11:00:14.623 AM
SCAS Crusaders S	St Columba Anglican School	NSW	23/08/2012 11:00:14.950 AM
Hawkeye	Hawkesbury Independent School	NSW	23/08/2012 11:00:15.530 AM
Carmeleons	Mount Carmel Yass	NSW	23/08/2012 11:00:15.780 AM

First team from each state/territory to place their correct accusation

State	Team	School
ACT	CGGS6G	Canberra Girls Grammar School
NSW	6S Sleuths	Moss Vale Public School
NT	7eg	Rosebery Middle School
QLD	Nolan	Nudgee Junior College
SA	Mad Scientists	Sunrise Christian School
TAS	Weep No More	Sorell School
VIC	BUNJIL 2	Eltham College
WA	Hilda4J	St Hilda's ASG

Accusation winners declared the Eco-Sleuths 2012

A ceremony will be held on November 2 to announce the winners of all awards. Check the website for details www.microscope.edu.au or email Catchment.HQ@det.nsw.edu.au



Participating in MuM in 2013

Key dates for the next *Murder under the Microscope* will be available in term 4, 2012.

For more information, visit the [website](#) or contact Emmanuel Karayiannis, project manager:



Catchment.HQ@det.nsw.edu.au

Telephone: 1800 822 977 (NSW only)
or + 61 2 9715 8877

Wiki: <http://murderunderthemicroscope.wikispaces.com/>



www.twitter.com/catchmenthq



www.facebook.com/microscope.edu.au

The University of Western Sydney is the principal sponsor of *Murder under the Microscope*.

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The MuM diaries



MuM has proven to be a huge success with students who use investigative tools to research crime sites, victims and villains.

Mrs Greenhalgh has been coordinating MuM since 1998 and she recommends the collaborative approach, involving the teacher and teacher librarian, as the most effective way to organise this program. The interaction and planning has served as a real world model of teamwork and collaboration for the students.

Management

In 2012, the teacher librarian and Head Teacher Science decided to organise one class into two teams to participate in MuM. Team meetings occurred in Science lessons and time was also contributed from other key learning areas (Figure 1). Half of a lesson was frequently used to minimise the interruption to lesson time (all lessons are 75 minutes duration and Year 7 has five Science lessons per fortnight). Some meetings occurred in the lunch break. Students understood that they had a responsibility to catch up any class work that they missed while participating in MuM.

Teachers' roles

The teachers' role was to monitor team dynamics, suggest suitable websites and remind students to justify their ideas with evidence. With neither students nor teachers knowing the answers, focused inquiry and careful evaluation of the available evidence were crucial. Engaging student-student and teacher-student collaborations were embedded in the learning process.

Edmodo was a useful tool in the investigation, as communication could be monitored remotely and intervention provided, when necessary, to keep teams functioning.

Note: *using Edmodo meant that teachers could monitor the progress of students' research, thinking, direction of ideas and team dynamics. Rules were clearly explained and students were encouraged to ask their parents to join the Edmodo group. This enabled parents to understand MuM and be able to communicate to teachers if they wished. Teachers could*



Belinda Doyle, teacher librarian, and Robyn Greenhalgh, Head Teacher Science, are in their third year of team teaching with the exhilarating *Murder under the Microscope* (MuM) investigative game at Erskine Park High School in Western Sydney.



@bestplaceinthe

post privately to one another or to a student – particularly useful if a post needed to be removed and an explanation provided.

Selection and organisation

Mrs Greenhalgh discussed the program in class and outlined the goals of MuM. Students then considered nominating themselves for the program. The supervising teachers collaborated in the selection of teams, consisting of five or six members. Each team decided its leader through consensus and roles were assigned. The main considerations were to keep the groups manageable in size: small enough to be able to work efficiently out of class, and be composed of students with the ability and determination to manage the project and catch up with missed lessons. Four students from the previous year's team volunteered to mentor the two teams and helped to design the badges that became each group's symbol.



Figure 1 The library was used as the venue for all group meetings

Information literacy

Research tools and the authority of websites were discussed. Alternate websites, such as [Twurdy](#), were mentioned. [Google maps](#) was important for research, as were the [Atlas of living Australia](#) and the [Bureau of Meteorology](#). Each group decided how it would organise the research on pinboards, and brainstormed using a whiteboard throughout the investigation (Figure 2).



Figure 2 Each group brainstormed using a whiteboard throughout the investigation

Note: With the competition now complete, teachers may select *Guest login* to access resources and videos on the MuM website.

[Guest Login](#)

The investigation

Students viewed an [introductory video from MuM](#) about biodiversity and the many environments that make up Australia. With the publication of the crime site list, students collated background information, such as the catchment reports for the possible crime sites. The geographical background

to each catchment was given in report format. The interpretation of this information was critical in determining the crime site. Quizzes in [Training](#) helped students to familiarise themselves with each catchment.

There were common procedures that students needed to perform every day. They needed to check messages and research any clues given, for example, the victim in *Lament in the lucky country* was described as *aggressive, nocturnal* and *highly endangered*. Which of the victims matched the criteria? The crime site was identified by climate statistics for rainfall and temperatures, and these statistics helped to determine the location. Teams identified that the crime site was in Northern Australia because of the distinct seasons – hot, wet and hot, dry. This information led to discussion about other types of climate that did not match the statistics. Other clues were given to help determine the crime site.

Week 1 – Crime sites

Time was spent researching the location and features of the crime sites. Teams worked to locate crime sites on a map of Australia obtained from [Google images](#). This was an appropriate time to complete the quizzes about some of the locations. The teams were quickly filling the pinboards with [Messages](#) and research about the victims and villains.

Weeks 2 and 3 – Victims and villains were posted

Teams researched victims and villains by obtaining the photographs, distribution maps and characteristics of each one. Teachers suggested

cross-referencing and taught students how to tabulate this information simply. Information from the crime site catchments was used here. Victims and villains were listed and each student was assigned a victim and villain to research.

In Week 3, the teams continued investigating the villains and trying to link messages to possible victims, villains and a crime site (Figure 3). Students were wary that some of the postings were deliberately sent to mislead, so they were open to all possibilities. There was some interesting information coming through about fires.



Figure 3 Teams were investigating the villains and trying to link messages to villains, victims and a crime site

Teams and mentors met with teachers daily to consolidate information and sift through clues to narrow the research focus. Both teams of students became competitive. Teams shared some research, but kept their conclusions and hypotheses within their own teams.

Week 4

Water sample data was posted at the end of the third week. It was time consuming and not easy to find the information for which teams were looking. Students researched the features of the water sample to discover answers to questions such as, *What were the acceptable levels of faecal coliform in water for it to be drinkable?* Teachers provided guidance in locating and interpreting water quality data to keep teams progressing.



Figure 4 It looked as though there may be several villains

It looked as though there may be several villains (Figure 4). Teams were counting down and ready for anything. Some students were getting concerned that they yet have all the answers and time was restricted.

Final days before the Accusation

Both teachers attended team meetings and guided groups with key questioning. Teachers did not provide answers, instead scaffolding students' learning and insisting that teams deduce, infer, eliminate and hypothesise to gain results. With [accusation](#) time, the moment participating teams log on to submit their suspected villain, crime site and victim, only three days away, one student decided that the crime site was incorrect. He approached the teachers and was given a brief to prepare a case and present his evidence to his team within the time allowed.

Accusation Day

All students came together and teachers led a plenary session where new evidence was tabled and validity discussed. Both teams were undecided about the villain and had decoded a puzzle to gain access to the latitude and longitude of the alleged crime site. After much debating and cross-examination of facts, the answers were decided. There was much excitement as teams logged in to make the final accusation.

Questioning

Questioning is a key theme in the NSW Professional Teaching Standards and NSW Quality Teaching model, facilitating deep understanding and encouraging higher order thinking skills.

Looking for resources?

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Reflection

At the conclusion of Mum, students completed a [KWL](#) report detailing what they *knew* at the beginning of the investigation, *what* they needed to discover, and what they *learned*. The teams were excited and eagerly awaited the result from *Lament in the lucky country*.

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MUM: Thirrouligan sleuths

Following successful accusations in both 2010 and 2011, Thirroul Public School entered a passionate team of eight Stage 3 students in this year's competition.

The group was highly committed, with students using their lunchtimes to check messages, while also working on the project during weekly enrichment sessions in the library. The teacher librarian's role was to provide guidance and direction: I felt I was still learning myself.

The sleuthing begins

As in previous years, the project concerned an environmental crime. From late July 2012, information was meted out via the [MuM website](#), revealing ten possible [crime sites](#) and a number of [victims](#) and [villains](#). Clues were relayed in dramatised messages from scientists and the main investigator, Danno.

Thirroul's team of investigators, the *Thirrouligans*, immediately organised themselves into researchers and note takers, using the whiteboard to record potential crime sites, villains and victims. Students dealt with messages systematically, and scrutinised each for possible clues.

The mini MuM task, offered early in the challenge, proved to be an ideal training exercise. This short pre-game challenge provided a valuable taster of the real investigation and taught students how to identify clues within messages. Moreover, it helped teams recognise the need to conduct their own research, without simply accepting the information provided on the MuM website.

Note: With the competition now complete, teachers may select Guest login to access resources and videos on the MuM website.

[Guest Login](#)



Sharon McGuinness, teacher librarian at Thirroul Public School, has been a *Murder under the Microscope* (MuM) addict since 2010, working with various classes and students. In 2012, she guided a small, enthusiastic enrichment group of Stage 3 students through this stimulating challenge.



Unearthing the clues

Each week, students' excitement and interest grew, as clues were exposed. Evidence was collected, questioned, critically evaluated, and then recorded or discounted (Figure 1). The team soon learned to distinguish the genuine crime plot line from trick back stories and deliberate distractions. Students demonstrated impressive skill in locating information specific to the crime site, victim and villain. Confident about the victim in the first week, the team similarly narrowed down the crime site possibilities by the end of the second week. Some students were convinced of the villain's identity early on, though were encouraged to examine the evidence scientifically, using critical thinking skills and keeping an open mind until they had sufficient evidence for a conclusive conviction.

Detecting the victim and crime site

Vital clues about the victim's behaviour convinced students that the victim was the Northern Quoll (Figure 2). Looking at its distribution, noting key words in the messages about the crime site, such as *Big wet* and *Top end*, plus rainfall figures, narrowed the crime site possibilities to two - one in the Northern Territory (Katherine) and the other in North East Western Australia (Kununurra). One key clue was the fact that the crime site area was



Figure 1 Sian, Dakota and Jasmin keeping track of key clues. In addition to formal weekly meetings, students zealously checked the MuM website at home, during lunch, and in the school playground, updating the whiteboard daily

largely burnt by wildfires each year. However, the clue that ultimately confirmed the team's suspicions was a reference to pink diamonds. Knowing that the crime site had associations with both cattle and mining, one of the students began researching Kununurra and discovered that it is an area where pink diamonds are mined. It was clear that something was affecting the Northern Quoll at Candy Downs Station, located at Kununurra in Western Australia.



Figure 2 The victim: Northern Quoll, *Dasyurus hallucatus*

Note: With the competition now complete, teachers may select Guest login to access resources and videos on the MuM website.

[Guest Login](#)

Cracking the case: a grassy villain

Identifying the villain was a tougher test of students' research and critical thinking skills. The main clue was a reference to *stopping the problem at the border*. Students examined each of the possible villains to establish potential relationships with the Northern Quoll, within the context of the main clue. Initially, the cane toad was identified as a distinct possibility – one seemingly confirmed by a separate reference to *Bufo marinus*, the scientific name for the cane toad.

Careful to keep an open mind before committing themselves, students awaited further clues to confirm their suspicions. Sure enough, another message referred to *seeding*, sending a couple of sceptical students researching the [other villains](#). Gamba grass was then highlighted as a possible

villain and students eagerly awaited additional clues, which could eliminate or confirm their suspicions. The cane toad hypothesis soon started looking highly questionable, with reports that *Bufo marinus* was not located on the site.

Finally, on the morning of the 23rd August, students' excitement peaked as an image of Danno in long grass appeared, with Danno virtually proclaiming that the villain was now obvious.

Gamba grass! the students cried.

Prove it, was my reply.

And prove it they did, by immediately searching [Google images](#) for Gamba grass. Imagine their absolute delight when they successfully located an identical image, matching the clue. Achieving final confirmation by searching *Northern Quoll and Gamba grass*, the team discovered that the quolls and their habitat were indeed being decimated by the Gamba grass fires. Imported to seed properties as cattle feed, Gamba grass is invasive and burns up to ten times hotter than native grasses. It seemed that the owner of Candy Downs Station had seeded his property with Gamba grass to feed his cattle, but it spread. In an effort to control the growth, he burnt large areas, which only made things worse for the Northern Quoll.



Mr Gary Graham, Principal, visits Dakota and Rosie to see the team's progress. Learner engagement was remarkable, with students enthusiastically talking a mile a minute to explain their hypotheses and investigative strategies

Case closed

Lodging the team's accusations was an anxious exercise, as students counted down the seconds to 11am, when submissions opened on Accusation Day. Computer freezes and internet delays didn't dampen the team's spirits, as they eagerly entered their selections, lodging an accurate submission at 11.01.53am.

With another successful investigation complete, students at Thirroul Public School are already fervently anticipating next year's MuM challenge.

Can I recommend MuM to other teacher librarians and teachers? As a compelling, inquiry-based challenge, MuM develops skills associated with critical thinking, research, problem-solving and cooperative team work. It is a uniquely motivating learning experience!

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iPads and Kindergarten

students' literacy development

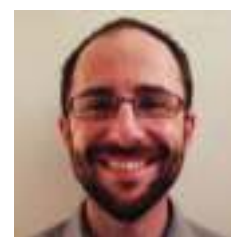
Evidence based practice: assessment for learning

Key to the effective implementation of the Early Action for Success strategy in schools will be the use of Best Start Kindergarten assessment and ongoing monitoring using the Literacy and Numeracy Continuums.

The Best Start Kindergarten assessment that is used in NSW public schools assists teachers in gathering consistent, accurate and reliable information about each student's knowledge, skills and understandings. It enables teachers to plot all students' starting points for literacy and numeracy teaching and learning on the Literacy and Numeracy Continuums. Individual student's progress will be monitored and assessed against the continuums across the K-2 years.

[Early action for success: implementing the NSW Literacy and Numeracy Action Plan,](#)

NSW Department of Education and Communities,
June 2012, p.5



Matthew Jones, Assistant Principal at Wiley Park Public School, explores the impact of play-based learning on language and literacy development in this action research article. He also explores how selected apps can enhance student learning.



Play School art maker review by smartappsforkids

The introduction of interactive tablet technologies, such as iPads, to classrooms in Australia is a growing phenomenon (Goodwin, 2012). Many children are entering school with a wide range of information communication technology (ICT) skills because they have been developing them since birth (Prensky, 2001).

It has been argued that schools need to embrace new technologies and use this resource to enhance meaning making in early childhood literacy provisions (Burnett, 2010, p. 265). Further rigorous research into the impact of digital texts on student engagement in educational settings and children's literacy is needed (Burnett, 2010; Goodwin, 2012).

In February 2012, I began a project which examined the impact of technology on Kindergarten students' literacy development in a low-socioeconomic community. Child-initiated play needs to be restored to Kindergarten because *complex forms*

of socio-dramatic play vastly enhance language development (Miller & Almon, 2009).

As oral language is a critical element of the early years of learning and impacts on reading comprehension (Munro, 2011), the project focused on the impact of play-based learning and its role in language development. I therefore examined how iPads could be used in play-based situations to enhance oral language and communication. In particular, the [Play School art maker](#) app (Figure 1) and quality picture books were used to develop the students' oral language and reading comprehension, as demonstrated by their ability to tell and retell a story.

complex forms of socio-dramatic play vastly enhance language development ...

of multiliterate practices (Turner & Turbill, 2007). *Practitioners in early childhood education need to embrace literacy as social and cultural*

practice where educators acknowledge children's multiple literacies such as bilingual experiences and literacies of popular culture and technologies (Jones Diaz, Arthur & Beecher, 2000). Language is a semiotic system that constructs meaning (Hammond, 2001; Gibbons, 2002). Students ultimately need to build an understanding of how language works for different purposes and different audiences. Language learning is also a rapid process and requires the teacher to be aware of how best to support and scaffold this development.

English language learners come into school with a range of levels of fluency in English. The use of talk is a major means by which students encounter new language and learning (Rossbridge & Rushton, 2010). It is crucial that teachers provide opportunities for students to be immersed in the rich linguistic environment of the English language, especially through the reading of authentic texts (Gibbons, 2002). Teachers need to be equipped with the knowledge of how texts are created and how the grammatical choices made by the writer create meaning.

The context

Wiley Park Public School is situated in south west Sydney. It has over 530 students, with 514 students developing English as an additional language (EAL). My Kindergarten class consists of ten boys and ten girls, who entered formal schooling with a range of literacy skills. When the [Best Start Kindergarten assessment](#) was administered,

100% of these students were placed in Cluster 1 (Best Start Level 0) for *Reading Texts, Aspects of Speaking and Comprehension*. The assessment analysis revealed that these students:

- demonstrated little variation of pace and volume when speaking
- gave an incomplete retell of a story
- were unable to read any words in a sentence
- were unable to predict a next event in a story.

One of the most useful items of information gathered from the *Best Start* assessment was that most of the class had entered school with limited awareness of print. This indicated that these students were still working towards achieving skills which many other students develop in a preschool context.

[Being, belonging and becoming: the early years learning framework \(EYLF\)](#) defines play as a *context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations* (2009, p. 46). The majority of students who entered Kindergarten at Wiley Park Public School did not experience an early childhood education setting and many may have had fewer play-based opportunities before entering school. It is these experiences that help to develop print awareness.

It was evident from the beginning, when the iPad was introduced, that the students already had prior knowledge of this type of technological device. They were familiar with a touch screen format. They knew how to navigate between different apps and demonstrated simple problem solving



Figure 1
Students using the [Play School art maker](#) app for iPad

Contemporary theory and literacy development

The development of literacy is a social practice and literacy is learned in social contexts. Children who enter Kindergarten bring with them a wide range

strategies if something did not work. The students often commented that their parents had iPhones or mobile devices that featured a touch screen. Little guidance was needed as the students themselves explored how to navigate through different apps. This suggested that technology was already an important part of their daily lives.

Popular culture has a powerful impact on children. It offers many potential contexts, ideas, characters and narratives for children to use and innovate on in their own play (Jones Diaz, Arthur & Beecher, 2000). Early childhood educators therefore need to fully embrace literacy development as a social and cultural practice and build upon children's literacy experiences as crucial starting points from which teachers can engage and extend literacy learning (Jones Diaz, Arthur & Beecher, 2000). The new technologies have impacted on children's literacy learning; their implementation can be supported through *collaborative multimodal dialogue* (Wolfe & Flewitt, 2010, p. 397). That is, through appropriate and supported interactions between children, adults and multimodal texts.

Teaching with apps to develop language and literacy

It can be argued that traditional childhood play has to some extent been replaced by time spent on computers, interactive whiteboards (IWBs) or iPads and similar tablet devices. This play represents a new form of symbolic play in which children treat screen images as concretely as they do the manipulation of blocks and toys (Verenikina & Herrington, 2008). Early childhood educators need to focus on the importance of using developmentally appropriate information

communication technologies (ICT) resources to encourage children to play, explore, investigate and problem solve (Figure 2) and which will promote communication and interaction (Downes, Arthur & Beecher, 2001).



Figure 2 Developmentally appropriate ICT resources can encourage Kindergarten play, exploration, investigation and problem solving

The *Play School art maker* app was chosen as it is a free application that is based on the ABC television show *Play School*. It utilises and recreates the *look* and the *feel* of the program. The main characters are very familiar to children and adults from around Australia. Big Ted, Little Ted, Humpty, Jemima and other toys are presented in different costumes to match the various settings. There are seven themes or settings from which students can choose, such

as the farm, the beach or the moon, or users can import a background image. From there, students can very simply create pictures, animated movies and digital slideshow narratives using any character or craft item. There are also puzzles to solve.

This exciting app has other interactive features which support student engagement with learning. For example, the app can capture, record and share the students' learning and excitement. It also supports and enhances learning that is student initiated and which involves interaction, choice and decision making. The range and depth of possible experiences for each student is dependent on the quality of the adult interactions with the students to ensure the app is being used to its full potential. The positive impacts on student learning rely on the teacher's understanding of literacy and language development and how this can be furthered through explicitly taught activities, such as the retelling of a narrative.

Making connections

Reading and understanding become easier when the students are familiar with the content and can make connections to prior learning. Before reading an unseen text, teachers can assist students to build up field knowledge of the topic by exploring vocabulary and concepts, enabling the students to access meaning. Through planned and guided talking and listening opportunities, students can come to a shared and jointly constructed understanding. Duke & Pearson (2002) call these conditions rich talk about a text. Gibbons (2002, p. 87) also argues that the more time a teacher spends on pre-reading activities, the more likely that students will read for meaning.

During-reading activities can have a different purpose. They *bring the text to life* – students need to see that *print has meaning and is not simply a functionally empty experience* (Gibbons, 2002, p. 87).

Planned and spontaneous after-reading experiences use the original text as a springboard, challenging students with *an opportunity to respond creatively* (Gibbons, 2002, p. 91). Making texts talk (Lemke, 1989) means learning to speak a text's thematic patterns. Students having opportunities to restate texts in their own words is an important aspect in developing their comprehension skills (Figure 3).

In particular, the following *Talking and listening* and *Reading* outcomes were addressed during the project:

TES1.1 Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

TES1.2 Demonstrates basic skills of classroom and group interaction, makes brief oral presentations and listens with reasonable attentiveness.

RES1.5 Demonstrates developing reading skills to read short, predictable written texts on familiar topics.

RES1.7 Demonstrates an emerging awareness that written and visual texts convey meaning and recognises that there are different kinds of texts that serve different purposes

([English K-6 syllabus](#), 2007. See also [ESL steps: ESL curriculum framework K-6](#), 2005.)



Figure 3 Finger puppets and plastic farm animals inspired story retellings: a popular after-reading experience

Data collection

The data was collected by teacher observation. The students were also supported to record themselves with the iPads as they enacted a retelling of the story with the characters provided in the app. The data was continually analysed for further teaching points and lesson ideas.

To support the students to understand each text, lessons contained a range of planned and programmed *before-*, *during-* and *after-* reading experiences. Some of the before-reading activities used to develop field knowledge and vocabulary included:

- predicting the subject matter of the picture book
- discussing key images and words
- responding to short video clips related to the topic.

Implementation

After the *Best Start* assessment was completed the *Comprehension* aspect of the NSW Department of Education and Communities' [Literacy continuum K-6](#) was examined for teaching points and lesson and learning goals. Students were placed in clusters. The cluster allocations were examined for student groupings.

The initial learning goal, based on the *Best Start* assessment data, was for students to give a sequenced retelling of a story when prompted. Initially, two to three comprehension and oral language lessons were conducted each week to support achievement of this goal. Suitable quality picture books, matched to the themes from the [Play School art maker](#) app, were chosen as a stimulus. The picture books chosen as most appropriate to the task were Pamela Allen's *Grandpa and Thomas* and its sequel, *Grandpa and Thomas and the green umbrella*, Margaret Wild and Jane Turner's *There's a sea in my bedroom*, and Jez Alborough's *The gobble gobble moooooo tractor book*.

During-reading activities consisted of reading the text aloud to the class, using appropriate pausing and expression, and adding appropriate comments (think alouds) to enhance meaning. Students were asked to make connections to events from the text by identifying similarities with their own experiences. Each picture book was always read a number of times during the week before the actual app-enhanced lessons.

The next stage of the lessons consisted of after-reading experiences. The students were encouraged to choose from a variety of activities related to the book or theme. These included:

- developing drama by using finger puppets to re-enact the story
- playing in the sand tray with artefacts from the story, such as shells and small toys
- drawing pictures to identify the stages of a narrative: the beginning, middle and end of a story.



Figure 4 Retelling the narrative *Grandpa and Thomas* on iPads

Using the iPad

One of the learning experiences was working with the teacher using the iPad and the *Play School art maker* app to retell the story (Figure 4). Fluid and flexible groupings were a key feature of every

lesson. Three or four students at a time, depending on ability and cluster allocation, worked on the app with the teacher for a period of ten minutes. While this was occurring the rest of the students were engaged in other related experiences of their choice. When working with the teacher and the iPad, the students were explicitly shown how to create a scene using the characters and props from the app and how to make the characters move and talk to tell a story.

Visualising

Retelling a narrative is a complex task especially if students do not know how to identify what happened in the beginning, middle and end of a story. In additional lessons, the students had to be taught the metacognitive strategy of *visualising*: making mental images during the reading of a text using the teaching strategy of *sketch to stretch* (refer to Figure 5 and *Teaching comprehension strategies: curriculum K-12*, NSW Department of Education and Training, 2010, p. 6).

Various passages were read from the current picture book and students drew pictures related to what was read. This activity complemented and sometimes extended the previous retellings. The skills were practised and consolidated using the pictures students had drawn. A graphic organiser (Figure 6) was then introduced to scaffold the students while they retold the story with the iPad.

Restating the narrative in their own words was an important aspect of the students' developing comprehension skills.



Figure 5 Visualising a story for retelling using the *sketch to stretch* scaffolding strategy

What happened in the beginning?	What happened in the middle?	What happened at the end?
--	-------------------------------------	----------------------------------

Figure 6 Template of a simple graphic organiser to scaffold a retelling

Explicit scaffolding

Restating the narrative in their own words was an important aspect of the students' developing comprehension skills. The purposeful use of expression, intonation and extended statements was also taught explicitly as, initially, the students were using babble to narrate their movies. The students were shown how to create a cohesive oral recount using grammatical features such as *In the beginning ...*, *and then ...*, *Next ...* and *After that ...*. The students were encouraged to use scaffolds as a support in the use of a variety of appropriate vocabulary drawn from the texts.



Figure 7



Figure 8



Figure 9

Figure 9 Wiley Park Public School students recording their efforts so that the final product can be replayed



Figure 10

Figure 10 A graphic organiser scaffolds the students, encouraging them to sequence events when retelling a story

These video clips show the typical progression from student narration that is little more than babble (Figure 7), early in the project, to one towards the end (Figure 8) which demonstrates a more successful retelling, with some purposeful use of expression, intonation and extended statements.

In these video clips, the students use a seaside background and *Play School* characters (Figure 9) to work in small groups as they retell the story of *Grandpa and Thomas and the green umbrella* with the iPad. The *Play School art maker* app allows

them to record their efforts so that the final product can be replayed and critiqued.

Next (Figure 10), three students demonstrate a range of skills and confidence levels in using the iPad to retell *The gobble gobble mooooooo tractor book* with farm-related characters and vocabulary. A graphic organiser scaffolds the students to remember to use the typical three-part structure of a narrative to sequence events when retelling a story.

By the middle of the year, 75% of the class had moved into the next learning cluster and were working towards retelling a story without prompting. These students are able to orally recount a story using appropriate language features and vocabulary. They are beginning to identify the various stages of a narrative.

As of August 2012, there were six students in my class in Cluster 3 (30%), eleven in Cluster 2 (55%) and three in Cluster 1 (15%). At this time last year, a similar cohort of students had 26% still in Cluster 1.

Conclusion

The easy and accessible nature of the *Play School art maker* app ensured that these Kindergarten children were developing their literacy skills, not just their ability to use an iPad.

The iPad has had a significant impact on the students' level of engagement in the classroom (Figure 11). The students displayed sustained interest and attention when working with the iPad to retell stories. They were engaged in both the device and the task itself, especially in the ability to play back their recorded movies when reflecting on their learning.

This tablet technology helped the teacher to scaffold literacy learning and can be a powerful medium for meaning-making. It was also used in an integrated way to track and record student learning, supporting assessing and ongoing planning to address observed learning needs.

The iPad has had a significant impact on the students' level of engagement in the classroom.



Figure 11 The iPad has had a significant impact on the students' level of engagement in the classroom

Ongoing student-centred learning

The iPad and the *Play School art maker* app became additional tools for scaffolding student learning and allowed them to construct meaning in a play-based situation. The technology enabled the students to restate the text in their own words and create their own texts. The app facilitated the creation of an environment in which the students could successfully interact with the technology and the teacher through *dialogue*. Interactions and guidance from an experienced teacher is central to literacy development, especially when technology is involved (Wolfe & Flewitt, 2010). The teacher enabled the students to use vocabulary related to the books and scaffolded their capacity to retell stories sequentially.

... a shift from teacher-centred learning to student-centred learning ...

There has also been a shift from teacher-centred learning to student-centred learning where the teacher takes on the role as a facilitator and the students become the leaders in the learning process (Goodwin, 2012). The iPad has become a major feature of our classroom.

Other Kindergarten teachers at the school are also very interested in the technology and its ability to aid students' literacy development. The iPad is now used on Friday mornings during the play-based learning sessions in which all of our Kindergarten classes are involved. The students use the same app to retell a story that they have heard at the beginning of the session. It is also used during most literacy and mathematics sessions and during independent learning experiences.

Some of the other apps regularly used on the iPad are interactive ebooks, including traditional children's tales in the *Kidzstories* series, such as *The ugly duckling* and *Goldilocks and the three bears*. Digital versions of well recognised picture book titles (Figure 12), for example Rod Campbell's

Dear zoo and Linley Dodd's *Hairy Maclary* series, are popular. The iPad goes beyond the limited, more traditional listening post sets and adds layers of

interactivity to the ways in which students and teachers use picture books.

The iPad enables further interaction, communication and discussion. There are many apps from which to choose to help support the language and literacy development needs of the students.

Qing Xie, Support Teacher (Learning and Support), Wiley Park Public School, says:

When used effectively and purposefully, interactive multimodal iPad applications have allowed our teachers to better scaffold, engage and support the Kindergarten ESL students in their receptive and expressive oral language development at our school. The Play School art maker app has been an effective tool for the students to use when retelling stories. Particularly powerful has been the storyboard sequencing facility, when used after a modelled reading experience, and the instant feedback when using the recording and playback functions. After using this app, students were able to gain deeper understandings of how to manipulate oral language in an engaging, hands-on way.

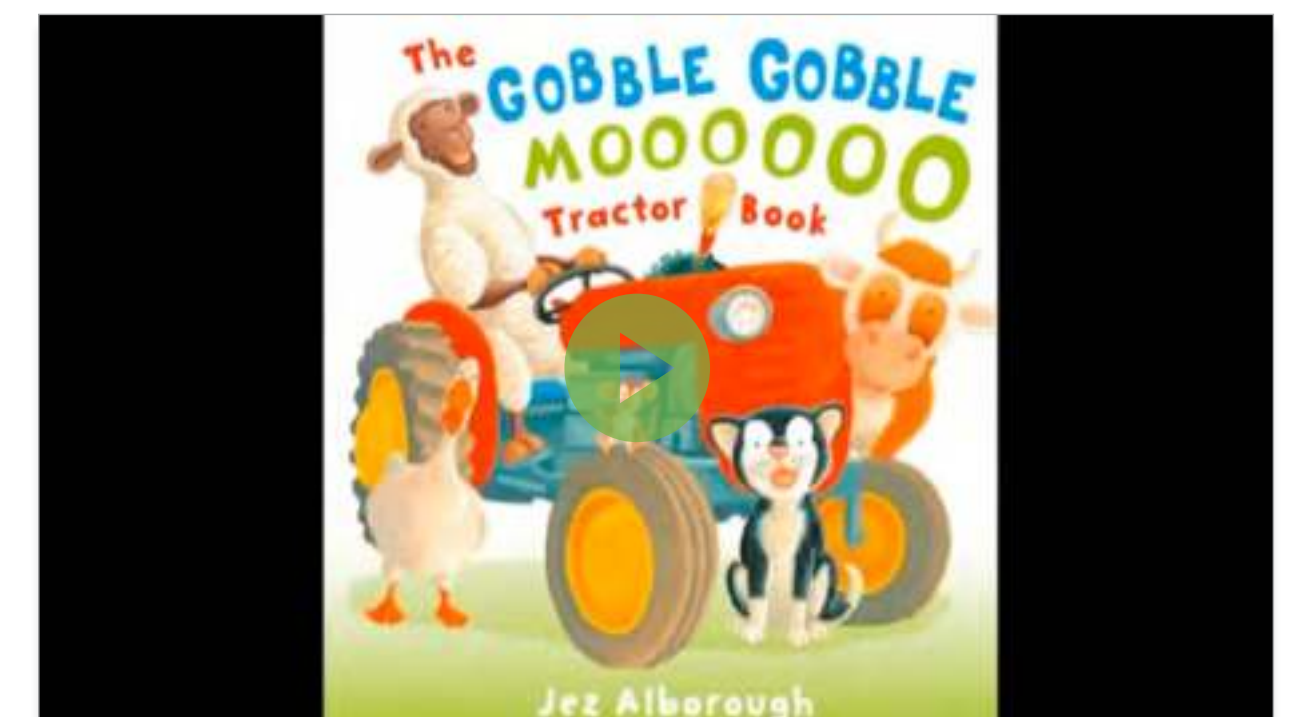


Figure 12 Author/illustrator Jez Alborough reads his picture book, *The gobble gobble mooooooo tractor book*

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Australian Curriculum in New South Wales



Raju Varanasi is Director, NSW Curriculum and Learning Innovation Centre (CLIC).

Preparing and planning to implement

The new Board of Studies NSW syllabuses that incorporate content for the Australian Curriculum have now been released. Teachers and schools are in varying stages of preparation as they plan to meet the deadlines for implementation. 2014 is the first start date in a staggered implementation schedule, and while that may seem a long way off, it is important to be familiar with the new syllabuses and start planning. Support is being provided to assist schools to plan and prepare.

Some quick facts

The [Board of Studies NSW](#) has been developing syllabuses that incorporate Australian Curriculum

content. When you teach the syllabuses the Board provides, you will be teaching Australian Curriculum content. Extensive consultation with the educational community took place during the development of the new syllabuses. The Board has now released the [finalised syllabuses](#) in English K-10, Mathematics K-10, Science K-10 (incorporating Science and Technology K-6), and History K-10. The diagram (Table 1) summarises the implementation timeline recently announced in a [joint memorandum to principals](#).

A [narrated video version of the timeline](#) and a [Parents' guide to the new NSW K-10 syllabuses](#) video are also available.

What support is there?

NSW Department of Education and Communities' teachers and schools are able to access online support resources easily by clicking on [Curriculum resources](#) on the Department's portal.

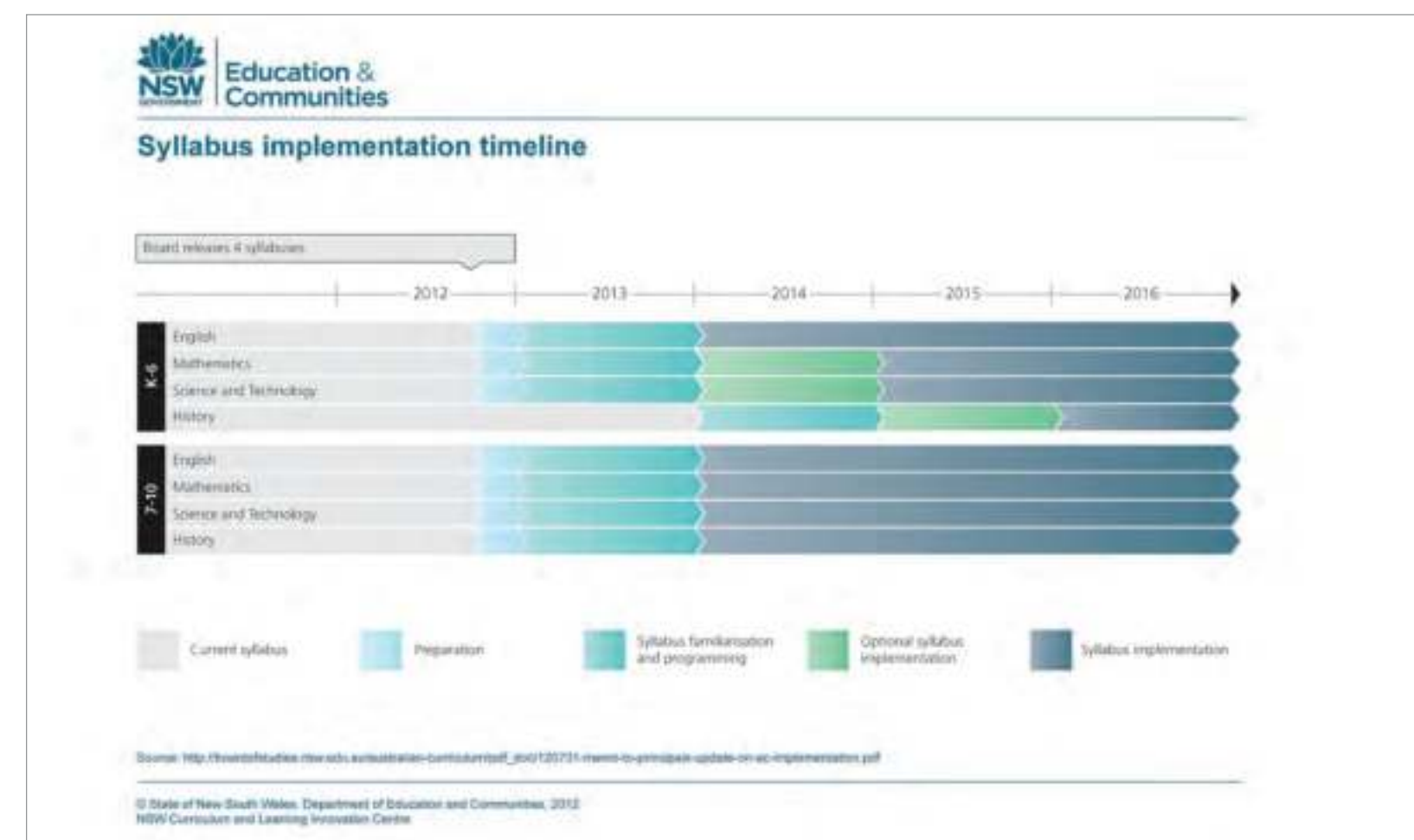


Table 1 [Syllabus implementation timeline](#)

Many current resources will continue to be relevant in supporting new syllabuses. Resources are available from a growing number of Department and National Scootle resources.

The resources include:

- professional learning for teachers and leaders
- materials that help teachers address issues with new,

changed or challenging content

- learning resources that teachers and schools can use with their students
- access to collaboration with colleagues on the Department's microblogging tool, *Maang*
- information, news and other communication channels, including *Scan* and *SchoolBiz*, to encourage collaboration and

discussion, and frequently asked questions about current and future implementation of the Australian Curriculum in NSW.

Table 2 shows the professional learning courses and resources that are available to support the implementation of the new syllabuses, both now and forthcoming in early 2013.

NSW Institute of Teachers. It contains plenty of rich multimedia.

There is a clear two-hour pathway through the course, although there is sufficient scope for teachers to engage deeply with materials and self-identify more hours. Any professional learning is probably richer if attempted in a group and

this course is no exception. Extensive presenter notes are included with the package. These are really useful for presenters as well as for teachers doing the course alone. Have fun with it and look for more courses to be published before the end of the year.

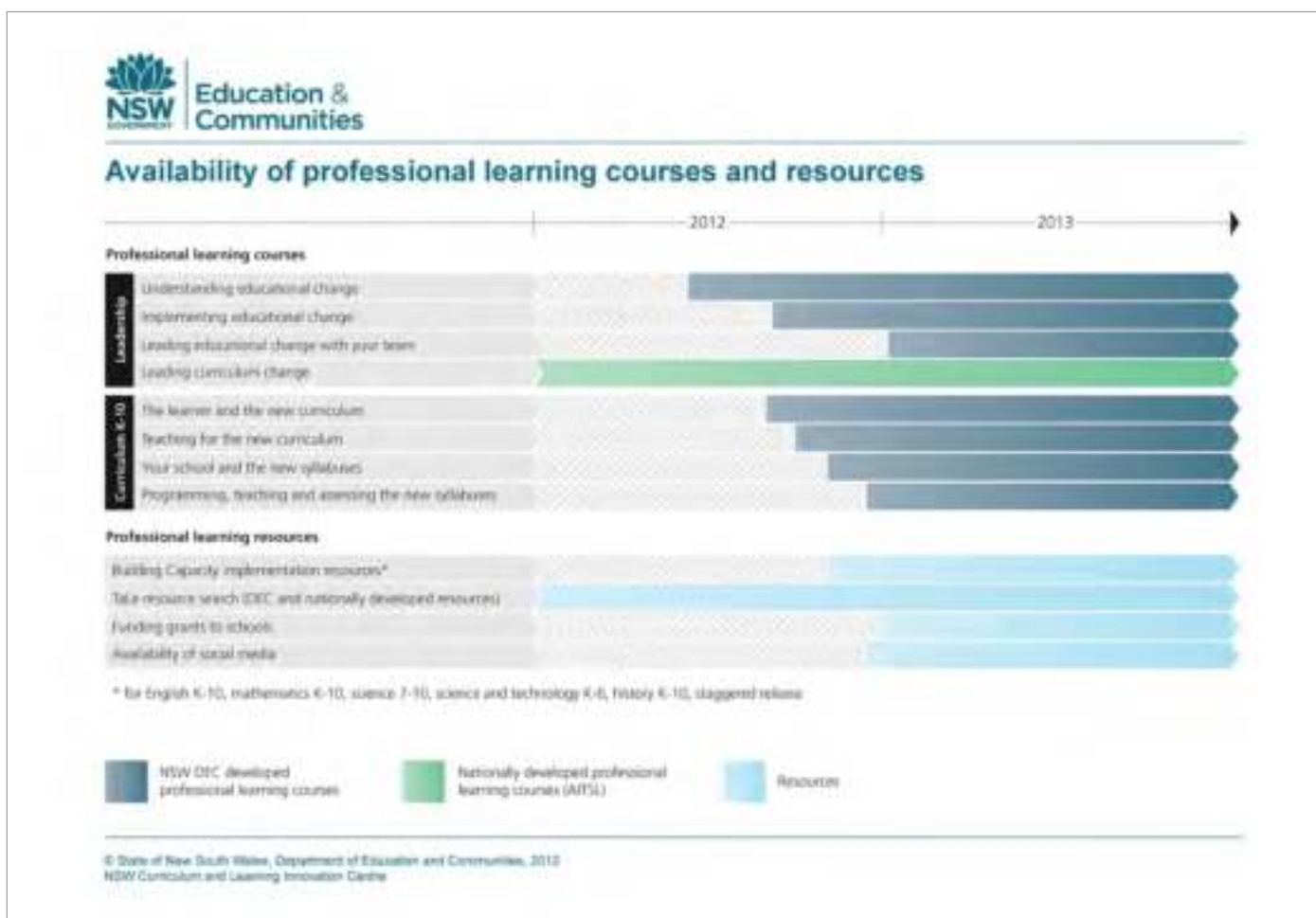


Table 2 Professional learning courses and resources to support the implementation of the new syllabuses

Sneak previews

The learner and the new curriculum focuses on diverse learning needs in the 21st Century and introduces the new syllabuses. This course is registered for two hours accredited professional learning at the level of professional competence with the



The learner and the new curriculum (NSW DEC intranet only)

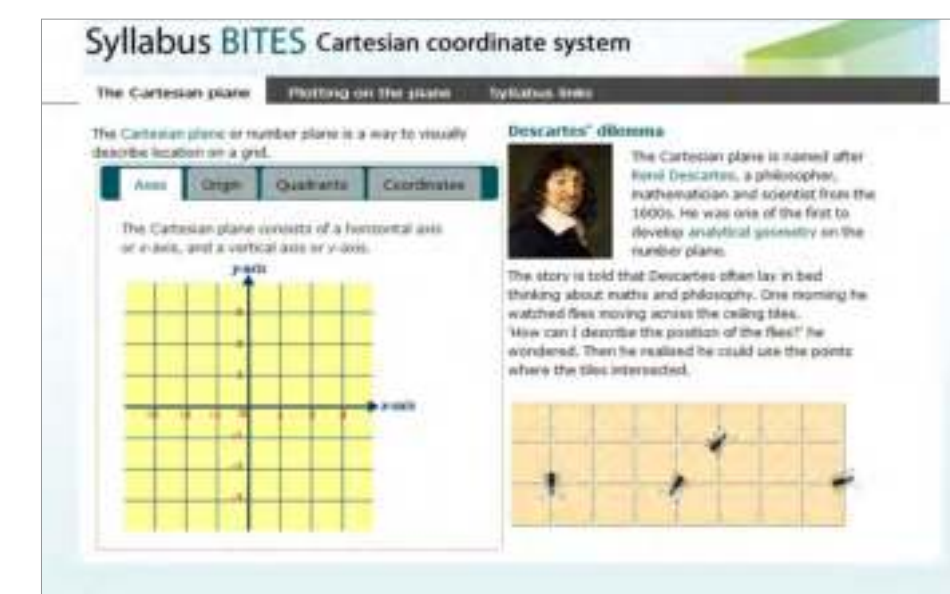


Teaching for the new curriculum provides guidance on planning and programming, allowing analysis of your current situation, reasons and principles for planning and programming, and good practical ideas on where to start (NSW DEC intranet only).

In addition to professional learning courses, the Department is providing a number of subject specific resources for the new syllabuses of English, Mathematics, Science (incorporating Science and Technology K-6) and History. Each of these resources promotes the potential of new syllabus content and skills for K-6 and 7-10 subjects by providing teachers with practical advice and teaching and learning materials.



The front page of the teaching resource, *Exploring new text requirements* (NSW DEC intranet only).



The front page of the Mathematics Syllabus Bites, *Cartesian coordinate system*, a resource for teachers and students on changed content (NSW DEC intranet only).

NSW Department of Education and Communities schools and teaching teams, including the teacher librarian, can use these materials to support their planning and preparation for new curricula in NSW.

References and further reading

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Assisting students to be MoneySmart



Colleen Blancato, NSW Project Officer *MoneySmart Teaching*, NSW Curriculum and Learning Innovation Centre (CLIC), provides an overview of this initiative which supports the development of students' financial literacy.



@NSWCLICLS

Helping NSW students understand money matters

One of the most important core skills in today's society is understanding how to manage personal finances. Effective consumer and financial education empowers students to pursue personal and professional opportunities and contribute to society's economic health. From this month, students in 15 New South Wales primary schools will learn about saving, spending, donating and investing through the *MoneySmart Teaching* Primary package - a new resource to help teachers integrate financial literacy into the classroom.



Money box with coins.
©iStockphoto.com/
Lizmoore79

Overview

Developed by the Australian Securities and Investments Commission (ASIC), *MoneySmart Teaching* is part of the Australian Government's \$10 million *Helping Our Kids Understand Finances* initiative to improve financial literacy in schools.



Just over half of 18-24 year olds have some consumer debt, mostly car loans or other personal loans. About half of those have a credit card.

Australian Government Office for Youth 2009.
<http://www.youth.gov.au/articles/Pages/StateofAustraliaYoungPeoplereportstatisticalsnapshot.asp>

The NSW Minister for Education has signed an agreement with the Commonwealth for local schools to trial ASIC's *MoneySmart Teaching* packages for primary and secondary schools (resources for secondary schools are expected to be released in December). This project provides an opportunity for a significant number of teachers to undertake professional learning and to trial new financial literacy resources in their classrooms. The agreement includes the identification and participation of schools across primary and secondary as *MoneySmart schools*.

Thirty teachers representing 15 NSW cross-sectoral schools attended the launch of ASIC's primary package during a national conference which trained participants to be *MoneySmart* trial school facilitators.



About one-fifth of young people with credit cards hardly ever or never pay the full balance every month.

Australian Government Office for Youth 2009.
<http://www.youth.gov.au/articles/Pages/StateofAustraliaYoungPeoplereportstatisticalsnapshot.asp>

What is financial literacy?

Financial literacy is about understanding money and finances and being able to confidently apply that knowledge to make effective decisions.

The National Financial Literacy Strategy

Young people today are interacting with money and making consumer choices from an early age. They are growing up in a fast paced consumer society where money is increasingly invisible, where there is a growing range of choice and complexity in consumer and financial products, increasing use of online and digital environments for shopping and making financial transactions, and where individuals carry a greater level of responsibility for the decisions they make in these contexts.

National Consumer and Financial Literacy Framework, Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA), 2011

Important skills

Paul Clitheroe, Chairman of the Australian Government Financial Literacy Board, comments on how changes in the financial world have made dealing with money more difficult for young people.



Important skills: Paul Clitheroe talks about young people and money changes

Why does a typical 25 year old have close to \$2300 credit card debt? he asks. In most cases, Paul says, this all-too-common predicament starts with an unexpected \$200 mobile phone paid for by a cash advance on a credit card. According to Paul, Money is invisible and will become increasingly invisible and the youth of today (having financial difficulties) fail to understand one of the

? *The key to effective financial literacy education is to start young. We need to encourage students and their families on a practical and accessible level - from the very beginning of their schooling.*
Peter Kell ASIC Commissioner

fundamental financial literacy principles - I must be spending more than I earn. Effective financial education allows students to have the opportunities to learn:

- *how to manage their finances and plan for their needs and wants, now and into the future*
- *the language of money, how to navigate the ever-changing consumer and financial landscape and where to go for assistance*
- *about the rights and responsibilities of consumers in modern society and the wider impact of our everyday consumer and financial decisions*
- *to develop a range of enterprising behaviours.*

'Important skills', National and Financial Literacy Framework, Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEEDYA), 2011

The MoneySmart Teaching strategy: integrating financial literacy into the Australian Curriculum

MoneySmart Teaching recognises that the most effective way to produce financially literate young people is to incorporate consumer and financial literacy education as a context for learning within the school curriculum. Rather than adding to a crowded curriculum, and expecting schools to introduce a new curriculum focus, the *MoneySmart Teaching* package provides teachers with professional learning and integrated units of work that match with the *National Consumer and Financial Literacy Framework* and address the outcomes and content of the Australian Curriculum and the new NSW Australian Curriculum syllabuses for English, Mathematics and Science. Authentic, real-life tasks provide the context for consumer and financial literacy education.

Year level	Knowledge and understanding	Skills	Attitudes
Year 1	●	●	●
Year 2	●	●	●
Year 3	●	●	●
Year 4	●	●	●
Year 5	●	●	●
Year 6	●	●	●
Year 7	●	●	●
Year 8	●	●	●
Year 9	●	●	●
Year 10	●	●	●

Screenshot from the *National Consumer and Financial Literacy Framework, 2001* (MCEEDYA website). Clicking the pig icons reveals specific detail about students' knowledge, competence and responsibility at that Year level

The National Consumer and Financial Literacy Framework outlines essential consumer and financial capabilities and provides guidance on how consumer and financial education can support a progression of learning from Kindergarten to Year 10.



NSW MoneySmart facilitators with the primary package at the Adelaide conference

Teachers may ask why it is our concern to teach Financial Literacy. I believe it is time for change and action in the way we, adults and children, perceive and/or handle money. Money makes the world go around, well ... in the past 50 years money or the invisible nature of it (ie: credit cards) has been spinning the world around very fast and many are struggling to hold on due to lack of skills and Financial Literacy.

Antonella Albini: MoneySmart facilitator, Canley Vale Public School



MoneySmart Teaching professional learning packages

The aim of the **packages** is to support students to be smart with money and to become consumer savvy. Students will develop the knowledge,

understanding, skills and behaviours to organise their personal finances, behave as responsible consumers, generous donors, wise investors and creative entrepreneurs.

Some of the behavioural outcomes will include ethical decision-making, and the capacity to be economically and environmentally discerning.

MoneySmart Teaching Primary teacher guide, page 8.

This can be achieved by increasing the number of teachers who are skilled, confident and committed to teaching consumer and financial literacy and who have the ability to teach it across the various learning areas.

We are excited to be facilitating the MoneySmart program at North Rocks PS. Educating students about money must be a priority if we are to properly prepare children for financial success and equip them with the values and attitudes to be responsible consumers in a digital world where credit is so readily available.

Tom Moth: MoneySmart facilitator, North Rocks Public School

The MoneySmart Primary package includes:

- Teacher guide
- Facilitator guide
- Units of work for Kindergarten to Year 6. Five integrated units for English, Science and Mathematics and three Mathematics specific units that align to the Australian Curriculum and the new NSW Australian Curriculum syllabus outcomes and content. Included

in this is a K-2 Big Book resource that will be developed into an interactive whiteboard resource.

- Enterprise case study.



NSW MoneySmart facilitators at the Adelaide conference.

By working through the four workshops included in the Facilitator Guide of the package, teachers will be guided through a process that will enable their school to embed consumer and financial literacy into their learning programs. There is also a workshop for parents/carers. ASIC acknowledge that, by playing an integral part in the education of their children, parents/carers will have already provided them with the first lessons relating to money — particularly about attitudes to money. Because of this, it is important to work with parents/carers and keep them informed about what your school is doing in this important area.

All students need to learn about money to participate effectively in the modern world. The MoneySmart resources are exciting and very effective – the students love them and they learn lots!

Sean McLoughlin: MoneySmart facilitator, Darcy Road Public School

The *MoneySmart Teaching* package is supported by an extensive range of online resources that can be accessed on the *MoneySmart Teaching* website.



Screenshot from ASIC the *MoneySmart Teaching* website

ASIC has also developed tools and resources to assist teachers and the general community to improve their own personal finance health. A complete version of the primary teaching package is available on the *MoneySmart Teaching* website.

Urgent savings,
©iStockphoto.
com/hidesy



How can I access these resources?

Project Officers have been appointed in each state and territory and they will provide professional learning and support in their jurisdiction to schools that are interested in implementing the *MoneySmart Teaching* primary package.

Hot topics

Primary teaching package
MoneySmart Teaching primary package now available

MoneySmart Schools
Information on the MoneySmart Schools trial

Financial Health for Teachers
Issue 1 is now available

MoneySmart Week Awards
MoneySmart Week Awards

Resource showcase

Milba Djunga
Visit Milba Djunga

Money management kit
Includes videos and activities for students

Screenshot from ASIC the *MoneySmart Teaching* website, showing *Hot topics*

All teachers who participate in the *MoneySmart Teaching* Workshop 1 – *Introduction to Consumer and Financial Literacy Education* will receive a hard copy of the *MoneySmart Teaching* package. This, together with all online resources, is available on the *MoneySmart Teaching* website.

Contact the Project Officer for more information

NSW: Colleen Blancato

Telephone: (02) 9715 8206

Email: colleen.blancato@det.nsw.edu.au

[Editor's Note: The units of work in the package reference the ACARA Australian Curriculum. The NSW Project Officer has developed a document that clearly shows where the units and activities align to the new NSW Australian Curriculum syllabuses in English, Mathematics and Science developed by the Board of Studies NSW.]



Lyndall Franks, Indonesian Language Consultant, NSW Curriculum and Learning Innovation Centre, works closely with teachers in schools that have an Indonesian program. The recent Indonesian student day at the University of Sydney celebrated the common goals of these teachers: improving student's language skills and raising the profile of Indonesian in our schools.

Indonesian remains the third most studied language in Australian schools and is one of the four priority languages supported by the National Asian Languages and Studies in Schools Program (NALSSP).

The aim of the program is to increase opportunities for school students to become familiar with the languages and cultures of Australia's key regional neighbours: China, Indonesia, Japan and Korea. The Language Unit offers more information, and access to a variety of materials to support a range of Languages on its website.

Indonesian student day 2012

A joint initiative between the Association of Independent Schools, the Catholic Education Commission, the Department of Education and Communities and the Indonesian Department at the University of Sydney, the day aimed to inspire students to continue their study of Indonesian to Year 12 and beyond.

Indonesian: where it can take you!

After an Indonesian lunch, provided by the Indonesian Consulate, students participated in a range of language and cultural activities (Figure 1). They heard inspiring stories from a range of guest speakers about how their study of Indonesian had influenced their life and career path.



Figure 1 Balinese dancer Ayu Puspita Dewi with Year 9 students from Woollooware High School

The student day was officially opened by Bapak Nicolas Manoppo, the Cultural Affairs Consul from the Indonesian Consulate. Guest speakers then presented students with their personal stories of



 Flower by [snopek](#)

how they have used Indonesian in the workplace. These speakers included: Dr Jeff Neilson from the School of Geosciences at the University of Sydney, Violet Rish from AusAid, Melanie Morrison from SBS Television's Dateline, and current students from the university's Indonesian Department, Tim Everson (Medicine) and Nick Mark and Katrina Steedman (Indonesian Honours students).



Figure 2 Nicholas Mark and Katrina Steedman from The Jogaroos perform live at Indonesian student day 2012

Nick and Katrina were MCs for the day and also performed a song from their band, The Jogaroos, which was formed when they lived in Yogyakarta (Figure 2). Nick has recently been featuring in the Indonesian media, as his book of children's stories, *Petualangan Anak Indonesia*, was officially launched by his Indonesian publisher.

Aktivitas Bahasa

Group language and cultural activities were led by the 15 schools' accompanying teachers and current students from the university's Indonesian Department. Popular activities included a *lokakarya tari* (dance workshop), *tur kampus dan kuis* (campus tour and quiz), *lomba iklan* (advertisement competition) and *membuat ketupat* (ketupat making). The audience was treated to group performances by students including the *lomba iklan* and *tarian Bali*.



Figure 3 Students from the Australian International Academy with their bags.



Figure 4 Student from Macarthur Anglican School with his Indonesian information pack

Each student also received a bag packed with Indonesia-related materials and information, as modelled by these students from the Australian International Academy (Figure 3) and Macarthur Anglican School (Figure 4).

Scholarships for students of Indonesian

At the event, the Modern Languages Teachers Association (MLTA) of NSW announced three scholarships of \$500 each, for current Year 10 students of Indonesian who continue their study of Indonesian in 2013. There will be one scholarship awarded to a Beginner, Continuers and Heritage student.

The Australia-Indonesia Association (AIA) of NSW will be awarding the *Lottie Maramis Scholarship* to a Year 12 student of Indonesian who intends to continue their study of Indonesian in 2013. This will be an annual scholarship of \$500 and is named in honour of [Charlotte Maramis](#), who was one of the founding members of the AIA.

... students heard inspiring stories from a range of guest speakers about how their study of Indonesian had influenced their life and career path

More information about these scholarships, including an application form and eligibility criteria will be sent to schools very soon!

Further information

If you would like to share some of this information with your students, you can visit the following websites:

[ACICIS: Australian Consortium for In-Country Indonesian Studies](#)

[Australia Indonesia Association of NSW](#)

[Australia-Indonesia Institute](#)

[Bahasa Indonesia](#) (SBS Radio)

[Department of Indonesian Studies](#) (University of Sydney)

[Go8 LOTE incentive schemes](#)

[Indonesian](#) (University of New England)

[Indonesian language major](#) (Australian National University)

[International Studies](#) (Indonesian - University of NSW)

Photos of the event courtesy of Dr Tiffany Tsao, Honorary Associate, Department of Indonesian Studies, University of Sydney

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Olympic medals isolated on white ©iStockphoto.com/ilbusca

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Champions read

When the National Year of Reading 2012 meets Children's Book Week, the winner is... **READING!**

Sue Hillery and Nigel Paull share the power of reading and innovation at South Grafton Public School. Meanwhile Julie Lake and Katherine Hannaford embrace the Champions read theme and demonstrate innovative ways to excite their school communities during Book Week.

Readings by the river

Literature, learning, community – these were the key concepts linking the National Year of Reading 2012 with Education Week in the Clarence Valley this year.

Students, teachers, principals, politicians, and key community members were invited to participate in an initiative called *Readings by the river*. They were asked to choose an excerpt from a piece of literature that they loved or one that had inspired them in some way.



A student reads to the crowd

The setting for the readings was the bank of the beautiful Clarence River, in the park, underneath the magnificent *Faraway Tree*.

From the banks of the river, past the sacred island to the southern bank, with the outline of the bendy bridge as a backdrop, a more picturesque scene could not have been painted.

Each day, as the readings began, the magic of literature permeated the riverbank space. From Dr Seuss to Roald Dahl, from AB Paterson to Joseph Heller, from Dorothea Mackellar to Paul Jennings and from Myles Franklin to JK Rowling, the audience listened in awe to the clarity, empathy and invitation of the voice.

Sue Hillery, Principal, South Grafton Public School, recalls some magical reading moments during Education Week.



Sue Hillery reading aloud, on the banks of the Clarence River

The Community of Schools included talented teachers and students from South Grafton Public, Gillwinga Public, Westlawn Public, Grafton Public, South Grafton High and Grafton High. Our community readers included:

- Janelle Saffin (Federal Member for Page), who found inspiration from *My brilliant career*.
- Chris Gulaptis (State Member for Clarence), whose favourite book was *Catch-22*.
- The local Mayor, Mr Richard Williamson, whose hero was Sir Donald Bradman
- Cate McQuillen (writer/producer of the television series *Dirt girl*), who found insight and humour in the text *Riding the black cockatoo*.



Federal MP, Janelle Saffin, shares *My brilliant career*

community. A new connection was made with the narrative, with fiction, with poetry and with the colour and wonder of words.

In listening to the readers we were introduced to places, times and characters that we never knew existed.

We laughed, we sympathised, we were saddened and we were enlightened. A new connection was made between

students, educators and the wider



Writer and producer, Cate McQuillen, shares her favourite book

The Library Café



Nigel Paull is teacher librarian at South Grafton Public School. His concept of creating a cafe in the library was supported and promoted by the Principal and staff.

When the bell rings at 3.00pm on Thursdays at South Grafton Public School, the sound of hissing steam emanates from the library, the aroma of coffee wafts out the door and the seating patterns change as the library morphs into the Library Café.

With our beautiful BER library completed, we always had in the back of our minds an intention to make the most of the available facilities. Like most schools, we have our staff meetings, P&C meetings and applicable training and development opportunities in the library. The Principal, Sue

Hillery, and the library staff felt we could use the library for additional initiatives.



Sharing a book in the big red chair

After school academy

Teachers and community experts run workshops for selected students most afternoons from 3:30–5:00pm for an eight week period. These

workshops are funded by our Low SES budget and include athletics, cooking, video production, French lessons and environmental education. The library houses some of these workshops and we have run Academy workshops involving research skills and blog creation.

Café innovation

Beginning this year, the concept of a café in the library came to fruition. We saw this as an opportunity to engage with parents in an informal setting, to promote reading during the National Year of Reading 2012, and to offer students access to the resources in the library after hours.

At the heart of any good café is a quick and easy to use espresso machine. Naturally, we chose a red one! With coffee ticked off the list, we decided to extend the parent/adult section of our collection

by adding a small selection of fiction and nonfiction books and an assortment of magazines. A number of books were donated, others purchased and some moved from the general collection.

Books about cooking have proven popular.

Families reading and learning

Before we opened the doors of the Library Café, the decision was taken to encourage pre-schoolers and high school siblings to attend as well; the one stipulation being that all students have a parent or caregiver to accompany them. Although this potentially limited numbers, we did not want to operate a drop-in centre on an *ad hoc* basis. We also deemed it important that parents could help their child to select resources, see demonstrations of their child's prowess using technology, and model good reading habits themselves by borrowing books (on their child's OASIS card), or simply to browse a magazine or book while sipping a flat white.



Mother and daughter enjoying a read at the café

Sharing tech 4 reading

The numbers of parents and students attending fluctuates in the Library Café, depending on diverse conditions, from the weather to the number of assignments due. We have found that adding a guest speaker or highlighting aspects of technology or classroom initiatives results in higher numbers of people attending. We have demonstrated our Kobo eReaders and iPads, had our deputy principal talk to parents about encouraging good reading habits in the *Early Years*, run mini workshops on *Photoshop*, and specifically invited the parents of students working on the mathematics intervention program, *Quicksmart*, to learn about its attributes. Additional ideas we have planned include more iPad workshops, inviting an author to speak, animation classes and conducting a book club for parents and teachers.



Children and adults enjoy visiting the Library Café

What we have found is that:

- parents enjoy meeting staff and other parents over a cup of coffee
- students relish having their parents help select books or help with assignments
- not all students have computers, internet access or printers at home; some depend upon libraries as a venue for working on assignments
- parents will browse the selection of books in the Parent Zone (we have had some dads, who don't usually pick up books, ask to take home the motorcycle travelogues, *Going postal* and *Is that thing diesel?*, and enjoy discussing them when they are returned)
- parents modelling reading is a great attribute in the National Year of Reading.



A young girl enjoys reading in the big red chair at the café

At 5.30pm on Thursdays we close the doors of the Library Café, clean up, pack away the coffee machine, rearrange the furniture and reflect on what is normally an interesting and productive afternoon for our school community. When we open up the next morning, that enticing coffee aroma is still lingering!

Local champions read



Julie Lake has been a teacher librarian for 17 years and is in her third year at Woonona Public School. For Book Week this year, the school supplemented its annual K-2 book character parade with an innovative morning of rotating literature-based activities for the Years 3-6 classes.

Planned by each primary teacher, the literature sessions were based on a CBCA short listed title or the 2012 Book Week theme: *Champions read*. We decided to invite a range of champions, from various fields – not only elite sportspeople – to visit our school and read to the students. The idea snowballed and, after numerous phone calls, letters and emails, we had 24 local champions for our 16 classes. The aim was to highlight to students the role that reading plays in the lives of the Illawarra's champions.



Wollongong's Lord Mayor, Gordon Bradbery, shares his favourite book

Our local champions included:

- the Lord Mayor
- two newsreaders from WIN TV
- the i98 radio breakfast presenter
- a retired NSW DEC Principal, who was the first Indigenous principal in New South Wales
- two sportswomen who have represented Australia
- several fathers of students – police inspector, fire station officer, paramedic and a member of the armed forces (an Order of Australia recipient)
- a member of our ancillary staff who represents Australia in gridiron
- the Illawarra Hawks basketball team, including their head coach, an ex-student.

The local NRL team, St George, was also invited but they had received many similar requests to visit schools in Book Week. In order to reach a maximum audience, NSW DEC staff and St George officials organised a Connected Classroom session, which our students enjoyed.

It was hard to beat an opportunity to meet champions in the flesh. The brief given to the local champions was to share *their story*, why they might be seen as being a champion, and to discuss how reading is important in their life. Each class had come up with questions to ask their champion and these had been passed on ahead of time so that the champions would be prepared. The conclusion of the 30 minute session saw each champion read from their favourite story. These books included childhood favourites, such as *Green eggs and ham* by Dr Seuss, *It's a busy, busy day!* by Richard Scarry, and *Pigs and honey* by Jeanie Adams.



Woonona Public School's local champions. Teacher librarian Julie Lake (centre) recycled her *Tashi* costume for the day

The responses by the students and teachers have been outstanding. Students learnt much from their champion and, over the subsequent morning tea, the local champions unanimously sang the praises of the students, their questions and attitudes. The whole event was well covered by the local media, including an article in the local *Mercury* newspaper.



WIN TV's newsreader, Kerryn Johnson, shares *The monster at the end of this book* by Jon Stone & Michael Smollin



Local Illawarra champion Vic Chapman, a retired Principal, is interviewed by WIN TV

Igniting the reading spirit



Katherine Hannaford is the teacher librarian at Macquarie Fields High School. With support from community members and students, the school was able to feature an inspiring Book Week display to celebrate the 2012 slogan *Champions read*.



@MissKHannaford

This year, the world's focus on the Olympic and Paralympic Games in London complemented the Book Week theme perfectly. Our library display started with the discovery of a Sydney 2000 banner and an official flag in the library storeroom. The current Year 7 students were born in 2000 and therefore have limited knowledge about those Games of *the new millennium*.



By contacting people who had volunteered at past Olympic Games, the school was able to borrow several uniforms, toys of past Olympic mascots, and other Olympic and Paralympic memorabilia. A community member with Paralympic

The banner in this display would have originally hung from a light pole along the route of the torch relay. The volunteer uniforms are displayed on mannequins created in the school library

affiliations lent much of the other memorabilia, including three official relay torches. The artefacts supported a Stage 5 PDHPE assignment in which the students were to identify their *10 most significant events at the Olympics*.



A lockable glass cabinet was purchased to showcase the loaned memorabilia, which included three official torches. The aim of this display was to encourage students to learn about the history of the Olympics and Paralympics, and to attract more students and teachers into the library



Skeletons created from PVC piping formed a strong armature for the papier maché mannequins.

The displays have encouraged students to ask probing questions about the Olympics and Paralympics ...

The displays have encouraged students to ask probing questions about the Olympics and Paralympics and to make connections between the daily news reports and images of London 2012 and the objects in our library. Teachers appreciated that the artefacts were linked to key learning areas, such as Personal development, health and physical education (PDHPE). It has been a wonderful opportunity to bring our school and local communities together to reignite the spirit of Sydney 2000.



Other elements of the *Champions read* display included London 2012 pictograms decorating the library windows and a model of a Book Week running track. Racing bibs were created for the CBCA nominated novels, and the participants were arranged on a tablecloth race track



Therese Kenny
Assistant Editor

resource reviews

Contents

Eresources	55
Professional reading	74
Picture books	76
Fiction for younger readers	83
Fiction for older readers	87
Information, poetry and drama	92
Who reviews?	101



Resource reviews are provided for teachers to support their teaching and learning programs.

The views expressed by reviewers are their own and should not be considered as an endorsement of the material by the NSW Department of Education and Communities (NSW DEC).

Reviews are sometimes accompanied by embedded video or multimedia content, book trailers, or links to other sources. Publication of such does not imply endorsement by the NSW Government, the Department or *Scan*. Since many of these videos are sourced from YouTube, teachers in NSW DEC schools should note that these resources are accessible only by staff.

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reproduction of reviews in part or full for any purpose must be sought in writing. For further information contact colleen.foley@det.nsw.edu.au.

Resources are reviewed by teacher librarians, teachers and consultants across NSW. See [Who reviews?](#) for more information.

Access to reviews and resources

The searchable [database of resource reviews](#) includes those published in *Scan* and more!

Selected reviews for HSC syllabuses are also available on [NSW HSC online](#).

Use *Scan* to select resources for learning, teaching and leisure. For example, use the barcodes of eresources to scan your selections into a SCIS order or go to the SCIS *Special order files* for the *Scan* Primary, Secondary and Professional website compilations. NSW DEC users can ensure ready access for teachers and students to the range of online resources through *Library*, in their portal.

Classification given in *Scan* for nonfiction material is the 14th Abridged Dewey, although when ordering SCIS cataloguing records, the 23rd may be specified.

KLA and **USER LEVEL** should only be used as a guide, as many resources transcend age and subject barriers.

USER LEVELS ARE GIVEN IN STAGES AS FOLLOWS:

Early Stage 1	Preschool/kindergarten/early childhood
Stage 1	Years 1-2
Stage 2	Years 3-4
Stage 3	Years 5-6
Stage 4	Years 7-8
Stage 5	Years 9-10
Stage 6	Years 11-12
Community	for community/parent/adult
Professional	for teachers

KEY LEARNING AREA (KLA) ABBREVIATIONS USED:

CA	Creative Arts
English	English
HSIE	Human Society & Its Environment
Languages	Languages
Mathematics	Mathematics
PDHPE	Personal Development/Health/Physical Education
Science	Science
SciTech	Science & Technology
TAS	Technology & Applied Studies

AND

AC	Australian Curriculum
VET	Vocational Education and Training
CEC	Content Endorsed Course
COGs	Connected Outcomes Groups from the Planning and programming framework

Abstract indicates a resource is described rather than evaluated

eresources

Resources are listed in Dewey order

Changes happen daily on the internet. Sites may not be permanent or structured as they were when reviewed. Reviews indicate fees, registration or devices as needed.

Icons used:



app for iPad/iPhone/iPod touch;
app for Android



digital authoring tool; learning
platform software



ebook; ejournal; online database



interactive
e.g. game; learning object



media presentation
e.g. podcast; slide show;
digital story; video; audio



website



must be purchased



scan selected eresources into
SCIS Create orders or check
SCIS Special order files

Icons for eresources are from [Microsoft clip art and media](#) and [Open Clip Art Library](#).

Cinderella: a 3-D fairy tale



Original music, exciting illustrations and highly engaging animations make this app very appealing for a young audience. The story can be listened to or read online in either British or American English spelling styles. The ability to set the speed at which the words stay on the screen makes this digital picture book highly suitable for beginning readers. Interactive sections appear on each page and every scene can be selected, creating a sense of jumping to favourite pages of a book. The use of a child's voice for the narration adds to the feeling that this fairytale belongs in a child's imagination. Students who are unfamiliar with traditional fairytales are sure to engage with this story. Recalling the storyline and describing the characters will be a natural follow-up to their experience with this version of *Cinderella*. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1
Professional

KLA: English

SYLLABUS: English K-6

PUBLISHER: Nosy Crow, UK

REVIEW DATE: 08/10/2012 [F]

SCIS 1554117 \$6.49



Cinderella for iPad, iPhone, and iPod touch (official trailer) by Nosy Crow

Van Gogh and the sunflowers



In a world of vibrant colours and sunflowers, this narrative is read with a moderate English accent, accompanied by background clarinet mood music. Words are highlighted in colour as they are read across the screen. The story includes animated objects such as moving flowers and moving people. In the artist's palette, a selection of colours can be chosen to embellish the main object of the painting with colour manipulations. Another exciting feature of the app is the transformation of moveable objects into mechanical components. Mechanical pieces appear and can be re-assembled, so that when they are complete the characters will move. A time frame is given in which to drag the pieces back into place. Each painting can be moved to the wall of a 3D gallery, enhanced by written and

audio background information about the paintings. D. Johnston

USER LEVEL: Stage 2 Stage 3
Professional

KLA: CA

SYLLABUS: Creative Arts K-6

PUBLISHER: Auryn, USA

REVIEW DATE: 08/10/2012 [F]

SCIS 1556646 \$3.99



Auryn - Van Gogh and the sunflowers.mov
by Auryinc

That's not cool.com



This site explains that mobile, internet messaging, and online accounts are private, and that anyone attempting to control, disrespect or pressure another person in those spaces *is not cool*. Using teenage friendly graphics and language, there are three sections to help young people manage relationships. [Callout cards](#) suggest replies to send to people who are bothersome. These messages attempt to defuse a problem in a humorous way.

[Talk it out](#) provides a forum about harassment. [Need help?](#) may assist a student to decide whether they are in an abusive relationship. This is a site that students may find interesting and, with teacher guidance, it could be used to generate fruitful class discussion. A. Soutter

USER LEVEL: Stage 4 Stage 5
Community Professional

KLA: PDHPE

SYLLABUS: PDHPE 7-10

PUBLISHER: Family Violence
Prevention Fund, USA

REVIEW DATE: 08/10/2012 [004.67]

SCIS 1498748 



The break in - girlfriend's story - that's not cool
by thatsnotcool

Thinkb4u

Knowing how to navigate digital spaces safely and responsibly is a critical 21st century skill. This site has information for teachers, parents and students about how to maintain safety online, which can be accessed using the coloured dots on the right side of the page. It gives information on thinking before buying, sending, sharing, and so on. The educators' section has lesson plans and a downloadable [Net cetera community](#) outreach kit with presentations for parent and community members. The site contains a variety of digital citizenship messages in different formats for students, including the very topical *Be present and unplug*. There are great tips for parents of social media users, including solutions for common digital dramas. The YouTube videos on topics such as oversharing and pranking are part of an [engaging series](#). Students in NSW DEC schools will be unable to access these. Users may also need to update Adobe Flash player, or use an HTML5 supported browser. A collaboration between Google and expert safety partners Common Sense Media, ConnectSafely, and the National Consumers League, the site has much more to offer than most cyber safety sites because it tackles the subtleties of digital life. A. Soutter

USER LEVEL: Community Professional
KLA: AC; English; HSIE; PDHPE; Science; TAS

PUBLISHER: Common Sense Media, USA

REVIEW DATE: 08/10/2012 [004.67]

SCIS 1552688 



Overshare - intro by ThinkBe4U

Wallwisher

An interactive notice board, [Wallwisher](#) allows the posting of online sticky notes onto a wall created by the user. The site is explained with geek language and humour in [About us](#) and [FAQs](#). It is a collaborative Web 2.0 tool, where teachers can create a topic for the wall and control the posts. Useful for short answers, ideas and thoughts on any topic, this resource has been used widely in education, for purposes such as brainstorming, book reviews, class haikus, defining a subject's jargon, planning ANZAC Day, excursion

feedback, and posting hypotheses. One interesting use is as a suggestion box on the school library's website. Images can be uploaded and the site can play media from linked URLs. Walls can be private or public, comments can be moderated, and the 160 character limit is an excellent device requiring succinct, meaningful comments. C. Thomas

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: AC; CA; English; HSIE; languages; PDHPE; Science; SciTech; TAS

PUBLISHER: Wallwisher, USA

REVIEW DATE: 08/10/2012 [004.693]

SCIS 1454930 



Wallwisher by eduTeacher



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

IFTTT



Best described as a technological recipe book, *If this, then that (IFTTT)* allows users to socially syndicate content from their other applications and networks. Once an account has been created, a user can create rules from a number of recognisable *Trigger channels*, including *Twitter*, *Facebook*, and *Evernote*. Ideas such as obtaining the weather via SMS, receiving specific online notifications, and utilising functions on social media sites can enhance the internet experience for users. Other applications include creating automatic rules for popular tools and apps. For example, a user could use a *recipe* which specifies: *if I create any new photos via Instagram, then these files should be automatically added to my Dropbox*. An automatic thank you email could similarly be sent to new *Twitter* followers, or an individual's tweets could be simultaneously archived to *Google calendar*. Definitions and further information is available on the [About IFTTT](#) page. Providing a free platform to streamline and personalise tasks, this site is a quirky, efficient way of sharing knowledge and offers many practical applications. N. French

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes and Technology Stage 6

PUBLISHER: Ifttt Inc, USA
REVIEW DATE: 08/10/2012 [005.36]

SCIS 1564914



IFTTT tutorial - create workflows to distribute content across multiple networks by SnazzyLabs

QR voice



This site encodes text messages into a *Quick Response (QR)* code, which, when scanned with a QR reader on a smartphone, converts the text into speech. The data is transformed into an electronic voice that reads the language in which the QR code was created. The language choices offered are English, Spanish, Japanese, and Portuguese and each barcode is limited to 100 characters. Teachers of these languages can explore how to create *motivating exercises* that require students to listen and respond to text embedded in the QR codes. Communicating tasks between home and school are facilitated by the effective use of such

Web 2.0 tools. The potential for using these tools in education is exciting. S. Rasaiah

USER LEVEL: Professional
KLA: English; Languages
SYLLABUS: English K-6; Japanese K-10; Spanish K-10
PUBLISHER: M. Duran, USA
REVIEW DATE: 08/10/2012 [006.4]

SCIS 1554045

Twurdy



A search engine with a twist, *Twurdy* uses text analysis software to calculate website readability. It displays search results with a basic colour code and a readability number to help students decide if the page is suitable for them. The readability test counts words, syllables, and sentence length. The site is powered by *Bing*. Entering a URL to search may mean students have to scroll through results to find their URL. Students searching for a topic or term will get better results. Teachers could experiment with the site to compile a list of suitable websites for student use in a defined task. In Beta mode, the resource has potential, though is not fast yet. Younger students using the site may need some basic practise in interpreting results to get full value. C. Thomas

USER LEVEL: Stage 3 Stage 4
 Stage 5 Professional
KLA: TAS
PUBLISHER: Twurdy.com, USA
REVIEW DATE: 08/10/2012 [025.0425]

SCIS 1548977

You are what you read



The power of books and their ability to leave an indelible mark on our lives is explored on this positive site. After free registration, requiring the user's email address, it is possible to access all pages. *Bookprint* allows individuals to share five books that have most influenced them. By doing so, users can celebrate books and have the opportunity to connect with readers from around the world. There are many notable people who have recorded their reading, including Hillary Clinton, Daniel Radcliffe, the Jonas Brothers and Suzanne Collins. *Spotlight* highlights a particular novel, and short quizzes offer interesting trivia. A specific section is available to primary students. In the National Year of Reading 2012, this commendable site provides many classroom opportunities for fostering and sharing a love of reading. H. Gardiner

USER LEVEL: Stage 3 Stage 4
 Stage 5 Professional
KLA: English
SYLLABUS: English K-6; English 7-10

PUBLISHER: Scholastic, USA
REVIEW DATE: 08/10/2012 [028]

SCIS 1552679



You are what you read by TheScholasticChannel

Australian children's laureate



An initiative that has been so successful in the UK and US, to promote reading, creativity and stories for children, is to be welcomed in the tour of Australia's inaugural children's laureates, Alison Lester and Boori Monty Pryor. On this site it is possible to follow these two revered authors as they travel Australia, promoting a love of books and reading. Photographs and editorials of their wanderings are posted in [News](#). The layout is simple and clear, and the site contains promises of resources to come. The [blog](#) is for teachers and it has some interesting graphics that school libraries may find useful. One of the most interesting and useful parts of the site is the

collection of seven YouTube videos containing readings and comments on the [Australian Children's Laureate Channel](#). At this stage, the site seems to still be evolving, with more content expected for the children for whom this program is about. G. Maugle

USER LEVEL: Stage 3 Stage 4
Community
Professional

KLA: English

SYLLABUS: English K-6; English 7-10

PUBLISHER: Australian Children's Literature Alliance, Vic

REVIEW DATE: 08/10/2012 [028.5]

SCIS 1555707



Meet the Australian children's laureate film
by AustralianLaureate



Scan the SCIS barcodes to select resources for your collection.

We give books



There are many charities that encourage book donations. This foundation also encourages digital reading. Students choose a charity from the site and select a book which they read online. The company then donates a book to the chosen charity in a selected region. Books are targeted at readers under 10 years old, and there are age and topic guides to make searching easier. The books are not interactive, nor do they have audio, though they are suitable for individual reading and for sharing interactively using an IWB. There are many titles from which to choose, including fiction and nonfiction; some are available permanently, some are seasonal, while others change regularly. The site has a pleasant look, flexibility for readers, and the whole process is clearly explained in the section titled [About](#). R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
Stage 2

KLA: English

SYLLABUS: English K-6

PUBLISHER: Pearson Foundation, USA

REVIEW DATE: 08/10/2012 [070.5]

SCIS 1554127



We give books readmobile by WeGiveBooks

Green Cross Australia



A strong focus on sustainability and the development of community resilience, with reference to recovery from extreme weather events, is the focus of this environmental site. This community supported, not-for-profit initiative offers many opportunities to promote environmental action at the local level. [Our projects](#) includes the [Green Lane diary](#), a curriculum linked education program for K-6 students. The diary supports local environmental action by students and schools through inspiration around environmental issues. The [Witness king tides](#) project encourages communities along the coast of Queensland to capture images of king tide levels. A linked repository of photographs provides a community gathered resource, tangibly demonstrating the potential effects of sea level rise under a greenhouse-effect climate regime. The information on this site could support NSW DEC's

[Environmental education policy for schools](#). R. Morante

USER LEVEL: Stage 2 Stage 3
Stage 4 Stage 5
Stage 6

KLA: HSIE; Science; SciTech

SYLLABUS: Earth and
Environmental Science
Stage 6;

Geography 7-10;
Science & Technology
K-6; Science 7-10

PUBLISHER: Green Cross Australia,
Qld

REVIEW DATE: 08/10/2012 [333.7]

SCIS 1499748



Miranda Mason talks about Witness king tides on Totally wild by GreenCrossAustralia

[The great energy challenge](#) 

Packed with information from *National Geographic*, this site has pages about the main fuel types, including biofuels, fuel cells, hydropower, solar energy, wind power and geothermal energy. As well as an explanation, there are links to related articles, image galleries and hot topics. The explanations are clear and aimed at upper primary to secondary comprehension level. The site is very useful in explaining various energy sources and the environmental effects of obtaining and using them. Fifteen [quizzes](#) allow students to evaluate energy use, and interactive activities explain issues related to energy. This site would be useful in Stage 3 COGs units (E): *Global and social issues* and (F): *Physical phenomena*. R. Parnis

USER LEVEL: Stage 3 Stage 4
Stage 5 Professional

KLA: Science; SciTech

SYLLABUS: Science 7-10; Science
& Technology K-6

PUBLISHER: National Geographic
Society, USA

REVIEW DATE: 08/10/2012 [333.79]

SCIS 1552497



Great energy challenge by NationalGeographic

[Google green](#) 

Google is a huge carbon neutral company, and most of this site reads like a resume for their environmentally friendly work. Using a friendly, personable tone and a mainly Q&A format, with lots of images and colour, the site presents and reads very well. [Campus operations](#) shows how and where Google works sustainably. The site explores the company's radical ideas and indicates how Google is moving to use only renewable energy. It presents Google's help with disaster response and their work with international businesses and organisations in the clean energy sector. [The big picture](#) ties these smaller sections together and gives more detail about Google's energy use. There is plenty here in data and videos for students to investigate. Overall, the site would make a good case study for students exploring Google's environmentally friendly credentials and aspirations. C. Thomas

USER LEVEL: Stage 5 Stage 6

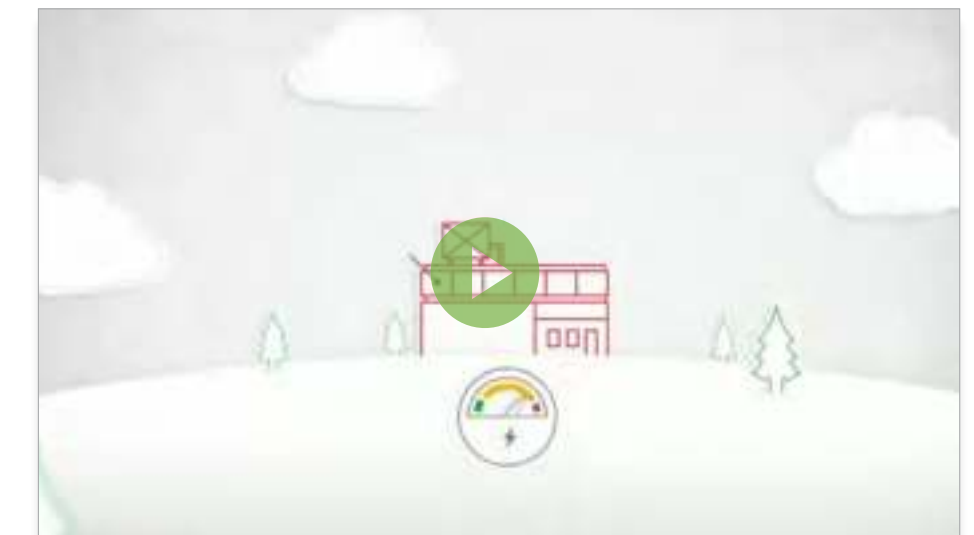
KLA: HSIE

SYLLABUS: Business Studies
Stage 6; Commerce
7-10; Geography 7-10

PUBLISHER: Google, USA

REVIEW DATE: 08/10/2012 [338.7]

SCIS 1548992



Greening our grid through renewable energy purchases by GoogleGreen

[Find legal answers: information about the law in NSW](#) 

The Legal Information Access Centre (LIAC) has for several years provided resources specifically tailored for the Legal Studies Stage 6 course. Their new website, with clear navigation and plenty of plain English information for understanding the law in NSW, caters for students as well as local libraries and the wider community. Student resources include the [HSC Legal Studies research](#)



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

guide, which is arranged by topic, and there are case studies that focus on crime and the administration of criminal law. Also very useful for the Commerce 7-10 Topic: Law and society, the site is an indispensable resource for teachers and students alike. J. White

USER LEVEL: Stage 5 Stage 6
Community
Professional

KLA: HSIE

SYLLABUS: Commerce 7-10; Legal
Studies Stage 6

PUBLISHER: State Library of NSW,
NSW

REVIEW DATE: 08/10/2012 [349.944]

SCIS 1556205



Ministry of Consumer Affairs



Promoting awareness of consumers' rights and responsibilities is the aim of this New Zealand government site. There are separate areas for teachers and students, with lesson plans, activities and digital learning objects. The most useful part of the site is in the teachers' section: [Overview of ACE consumer lessons](#). Here, students interactively take on the role of consumers and, in six sequential lessons, they cover factors that influence purchasing decisions, rights, legal aspects and where they apply,

responsibilities of consumers and businesses. Students are shown how to make a complaint to a trader about faulty goods and how our actions as consumers can influence the market. Students are encouraged to be active, critical and enquiring, and this supports learning in the Commerce 7-10 syllabus. R. Higginbottom

USER LEVEL: Stage 4

KLA: HSIE

SYLLABUS: Commerce 7-10

PUBLISHER: Ministry of Consumer
Affairs, NZ

REVIEW DATE: 08/10/2012 [352.70993]

SCIS 1099053



1000Poppies.org



Bringing remembrance activities into the 21st century, this website is designed to provide users with digital participatory options. These include planting a virtual poppy, uploading photographs, and making videos. There is a [teachers](#) section that indicates student levels for materials, and offers teaching and learning ideas. Students and teachers can join groups; registration is required. The site has plenty of materials, including a photographic library for students to use and resources from the [Spirit of Anzac teacher group](#). The website

has limited application in Stage 3 HSIE. B. Hull

USER LEVEL: Community Professional

KLA: HSIE

SYLLABUS: HSIE K-6

PUBLISHER: 1000Poppies.org, Vic

REVIEW DATE: 08/10/2012 [355.1]

SCIS 1538158



How to do research



The [Kentucky Virtual Library](#) has created this online guide to research. Bright and colourful with lots of links to information, the website is a great tool to teach information skills, and for students to use independently as a reminder of the process. The site uses an example topic to explain the steps associated with conducting a research task. The page is divided into four sections, [Plan](#), [Search for information](#), [Take notes](#) and [Use the information](#). Each section contains links to more detailed explanation. These explanations often contain interactive activities and animations, as well as short written definitions aimed at primary students. All capitalised words are listed in a [Glossary](#), accessible through another link. In the [Use the information](#) section, tips about the credibility of information are particularly useful, with the [Five finger test](#) outlined and different note taking proforma

available for printing. The website would be useful for any subject in which students need to research. The [Teacher's toolbox](#) and the menu at the bottom of the page contain printable activities to reinforce vocabulary used on the website. For primary students in NSW DEC schools, a link to the site is included in *Links4Learning* under *Information skills*. R. Parnis

USER LEVEL: Stage 2 Stage 3
Stage 4 Professional

KLA: CA; English;
HSIE; Languages;
Mathematics; PDHPE;
Science; SciTech; TAS

PUBLISHER: Kentucky Virtual
Library, USA

REVIEW DATE: 08/10/2012 [371.3028]

SCIS 1411002



ThinkTank: helping students develop a list of topics and subtopics for reports and projects



Effective researching is a skill that needs to be taught explicitly when using the internet to search for information. This site aims to help students define and locate information. Students write their research topic and are then asked to be more specific by writing subtopics.

They are prompted with suggestions that help them refine the topic. There is an option to generate random subtopics which would also be helpful in refining the topic. Once this has happened, internet searching will hopefully be more effective. Topics researched can be saved so that students may return to their topic list, or it can be exported to another product called [NoteStar](#). Once a teacher has set up an account, [NoteStar](#) can be used to record notes and sources. Progress can be tracked by group members or the teacher. The site would be useful to support teaching of information skills and the process lends itself to collaborative group work. R. Higginbottom

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: CA; English;
HSIE; Languages;
Mathematics; PDHPE;
Science; TAS

PUBLISHER: ALTEC, USA

REVIEW DATE: 08/10/2012 [371.3028]

SCIS 1554135



Planning learning activities using apps? Note that the NSW DEC web filter currently only permits app downloads by staff.

Discovery atlas



An interactive atlas, this site allows the viewer to select a country from a scrolling menu. Countries can also be chosen by clicking on the world map. After zooming into the country on the map, the site offers four areas of interest: *culture*, *government*, *history* and the *natural world*. A pop-up window lists videos related to the country and the chosen topic; a short synopsis of the film appears next to the window. Most videos are movie newsreels, television specials, or short narrated *National Geographic* films. They cover a wide range of screen times and subjects within the four main topics, including a two minute film of Ernest Rutherford introducing the elements, and an 11 minute film on working with bats in Australia. This site could be shared interactively using an IWB. R. Parnis

USER LEVEL: Stage 2 Stage 3
Stage 4 Professional

KLA: HSIE; Science

SYLLABUS: Geography 7-10; HSIE
K-6; Science 7-10

PUBLISHER: Discovery
Communications, USA

REVIEW DATE: 08/10/2012 [371.33]

SCIS 1552516



Educreations



Registering and setting up an account for this free site and iPad app is all that is required to turn the iPad or IWB into an online, recordable whiteboard. The potential for the use of this application in education is limitless. Teachers can record a lesson, demonstrate a mathematics solution, annotate and add commentary to photographs and diagrams, and record lectures or meetings while taking notes. Once a video has been recorded, it can be shared via email or embedded into a blog or website. The resource is straightforward to use and the [FAQ](#) section will answer enough queries to get users started. The interface is minimal with a choice of 10 colours and options to import files or images. Privacy settings are available. This app promotes peer tutoring and can provide evidence of deep understanding as students record their own lessons with teacher supervision. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Stage 4 Stage 5
Stage 6 Professional

PUBLISHER: Educreations, USA

REVIEW DATE: 08/10/2012 [371.33]

SCIS 1543076



iTutor: [Educreations app](#) by woodfordSTLP

Word circle



Teaching spelling skills will take on a novel edge when students discover this interactive literacy game which can be shared interactively using an IWB. Random spelling puzzles, comprising nine letters, challenge users to make as many four letter words as possible while always including the central letter, which is depicted in a different colour for easy identification. Scoring methods are outlined but not mandatory. An optional timer is available, which may extend more able users. The lettering is large and clear though not cursive, as the site is authored in the UK. The colours are bright and engaging, and the instructions are direct and easy to follow. Part of the [TeacherLed](#) site, this interactive resource will enhance the teaching and learning of spelling skills for primary aged students and would be a useful addition to any classroom literacy program. G. Cale

USER LEVEL: Stage 2 Stage 3
Professional
KLA: English
SYLLABUS: English K-6
PUBLISHER: Teacher LED, UK
REVIEW DATE: 08/10/2012 [428.1076]

SCIS 1531432



Grammar dragon



Rescuing friends from the dragon is the aim of this interesting activity for primary students. Users must select the correct part of speech, including prepositions, pronouns, interjections and conjunctions, to earn a coin in their money bag. Audio indicates whether answers are correct or incorrect, and answers are helpfully highlighted after each question. Accuracy is displayed at the end of each level and students must gain 80% to move up a level. Interesting scenes from a medieval theme introduce unfamiliar language, such as the *serf* and *squire* who are to be rescued. This challenging app, available for iPhone, iPod Touch and iPad, could be used to engage students and reinforce grammar skills. D. Johnston

USER LEVEL: Stage 2 Stage 3
Professional
KLA: English
SYLLABUS: English K-6
PUBLISHER: NRCC Games, USA

REVIEW DATE: 08/10/2012 [428.2076]
SCIS 1541235 \$0.99

Applied mathematics: a collection of focus studies



ABSTRACT

The six practical applications for Mathematics on this section of [Sites2See](#) are *Communication, Driving, Design, Household finance, Human body* and *Personal resource usage*. Each page has basic information for teachers and students, and provides links to exercises that students can use to investigate a chosen topic. Examples include comparing and contrasting *phone plans*, budgeting for *renting a property* and trying a simple *heart rate activity*. Teachers can develop tasks which incorporate the content and links, or let students use the site as an independent research tool. *Syllabus links* and *More teacher suggested links* to similar sites are included. This site is primarily designed to support Mathematics in Stage 6, although there are some cross-curriculum applications to the PDHPE syllabus. P. Hannan

USER LEVEL: Stage 6 Professional
KLA: Mathematics; PDHPE
SYLLABUS: General Mathematics
Stage 6; PDHPE
Stage 6

PUBLISHER: Centre for Learning
Innovation, NSW
REVIEW DATE: 08/10/2012 [510.76]

SCIS 1565491



Get the math



These interrelated video clips and interactive tools are designed to help students understand the real world applications of algebra. [Video](#) links to audiovisual segments covering algebra applications in the fashion, music and video game industries. Each segment provides background information on the industry and then presents industry related [challenges](#) for students. The videos, such as [Math in music](#), are professionally produced and should stimulate thought and discussion among students. The [Teachers](#) link contains a 30 minute video of a sample lesson and also provides lesson plans which incorporate the challenges. Easy navigation and high quality vision and sound make this an effective and engaging tool for teachers to place algebra in a highly relevant context for students. P. Hannan

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional
Mathematics
KLA: Mathematics
SYLLABUS: General Mathematics
Stage 6; Mathematics
7-10
PUBLISHER: Thirteen, USA

REVIEW DATE: 08/10/2012 [512]

SCIS 1553877



Get the Math: Math in restaurants by Thirteen kids

PocketCAS pro



All that users would ever need in a graphics enabled calculator with CAS problem-solving capacity is present in Version 3 of this app. The problem-solving capacity of this device enables students, who use the app in their studies, to explore mathematical problems in a manner that extends and builds understanding, although NSW secondary students are not allowed to use a calculator app in examinations. Any able student who wants to explore mathematics for interest and pleasure could benefit from using this suite. The power of this app is impressive and would satisfy all but the most demanding requirements for a handheld calculator. Output from *PocketCAS* can be exported in a number of formats, so that it can be

incorporated into other documents. A comprehensive [user manual](#) can be downloaded as a PDF and tutorials about how to use the package are located on the main menu and are detailed and clear. R. Morante

USER LEVEL: Stage 5 Stage 6
Professional

KLA: Mathematics

SYLLABUS: General Mathematics
Stage 6; Mathematics
Stage 6; Mathematics
Extension 1;
Mathematics
Extension 2

PUBLISHER: Eurocomp, Germany

REVIEW DATE: 08/10/2012 [512]

SCIS 1567209 \$20.99

Pirate treasure hunt: eight challenges

Combining puzzles and adventure, this app gives students eight interesting challenges in order to find the treasure. Beginning with directions from the parrot, users then make short words. To complete an activity, students must problem solve to arrange puzzle pieces, get matches, add the correct amount of gunpowder and brace themselves for an explosion. Then they arrange the stone pieces and watch as it gradually becomes gold and turns into a statue which points the way to the treasure. This app is intriguing for young

students and provides engaging, games-based learning opportunities to reinforce mathematical literacy skills and motivate further learning. D. Johnston

USER LEVEL: Stage 1 Stage 2
Professional

KLA: English; Mathematics

SYLLABUS: English K-6;
Mathematics K-6

PUBLISHER: Education Services
Australia, Vic

REVIEW DATE: 08/10/2012 [516]

SCIS 1541246 

Molecules



Requiring iOS 4.2 or later for iPad, iPhone and iPod touch, this app offers access to a number of specific biological molecules that are rendered and presented in 3D. Using swipe technology, the molecules can be manipulated and viewed in ball and stick and space-filling visualisation modes. The 3D model can be fully rotated, allowing for a deeper understanding and appreciation of the beauty of molecular structure. Sharing the app interactively via an IWB greatly enhances student engagement. This is an extremely powerful visual display, particularly when explaining to students the complexity and

double helix structure of DNA. The range of molecules that can be downloaded and viewed is large though the standard set available with the free app is probably sufficient to satisfy the educational needs of most students and teachers. Discussion forums and additional information about the use of this app are available on the [developer's website](#). R. Morante

USER LEVEL: Stage 5 Stage 6

KLA: Science

SYLLABUS: Biology Stage 6; Senior
Science Stage 6

PUBLISHER: Sunset Lake Software,
USA

REVIEW DATE: 08/10/2012 [541]

SCIS 1567199 



Molecules app review by iguitardude2744



must be purchased.

Helping plants grow well



Part of a broader BBC site on science, this webpage looks at plants and what they need to grow. An interactive tool allows students to add water and heat, and adjust light to see if they can make a plant grow. The task is followed by a quiz. The [Resources for teachers](#) section contains lesson plans and a worksheet to reinforce the interactive activity. This webpage would be useful in a science lesson on growth, within the *Living things* strand of the syllabus or in Stage 2 COGs unit (C): *Effects of growth and change*. The activity would be highly suited to use with an IWB. R. Parnis

USER LEVEL: Stage 2

KLA: SciTech

SYLLABUS: Science & Technology
K-6

PUBLISHER: BBC, UK

REVIEW DATE: 08/10/2012 [571.8]

SCIS 1444896 

iSpoke flash cards



Designed originally for students with special needs, this app contains examples of flash cards in five categories: *Australian animals*, *Endangered animals*, *Farm animals*, *Jungle animals* and *Sea creatures*.

Each card loops in alphabetical order, unless randomised, and each name is spoken in Australian English. With every flash card, information appears to describe the creature presented, and a link to Wikipedia is offered for additional information. The ability to create personal flash cards, stored in albums, is a feature. The capacity to use customised images and create personal voice-overs could be a useful tool for teachers, parents, or caregivers. The program can be altered in many ways to suit individual requirements. S. Rasaiah

USER LEVEL: Early Stage 1
Stage 1 Stage 2
Stage 3 Community
Professional

PUBLISHER: A. Toben, NSW

REVIEW DATE: 08/10/2012 [590]

SCIS 1554017 \$4.49

Healthline bodymaps

The human body, male and female, can be examined in 3-D models on this informative website. Students can navigate different layers, including skin, muscles, nerves, vessels, organs and bones. Additional information is accessed using the *body menu* and clicking the available thumbnail images magnifies selected areas for closer inspection. Organs are located and labelled via cursor rollover, and clicking provides detailed diagrams, videos and descriptions. Associated

articles regarding injuries and illnesses affecting each area of the body, information about maintaining health, and other related articles are also available. Because of the advertising and level of detail presented, the site is best used as a teacher directed resource. The keyword search uses predictive text searching and specific body parts can be found through the *anatomy list*. N. Chaffey


USER LEVEL: Stage 3 Stage 4
Stage 5 Stage 6
Community Professional
CA; PDHPE; Science;
SciTech

KLA:

SYLLABUS: Biology; Dance; PDHPE
K-6; PDHPE 7-10;
Physical Activity and
Sports Studies CEC
7-10; Science Years
7-10; Senior Science
Stage 6

PUBLISHER: Healthline Networks, USA

REVIEW DATE: 08/10/2012 [611.0022]

SCIS 1543009 



Healthline BodyMaps Tour by BodyMaps

FoodSwitch

Complying with Food Standards Australia New Zealand, this app assists consumers to make better food choices when grocery shopping. The nutritional information for thousands of products is provided, with more constantly added. Users scan the barcodes of packaged foods with a smartphone or tablet camera. Foods are given colour coded ratings according to sugar, salt, saturated fat and total fat content: red is the least healthy choice, amber is a reasonable choice and green is a healthier choice. The app then provides a list of similar foods that are healthier choices and these can be saved to a shopping list. Information can be shared on social networking sites. This app supports understandings in the Food Technology 7-10 Core: *Nutrition and consumption* and the Focus Area: *Food selection and health*. It also supports the Food Technology Stage 6 Modules: *Nutrition* and *Contemporary nutrition issues*. H. Myers

USER LEVEL: Stage 5 Stage 6
Community
Professional

KLA: TAS

SYLLABUS: Food Technology 7-10;
Food Technology
Stage 6

PUBLISHER: Bupa Australia, Vic

REVIEW DATE: 08/10/2012 [613.2]

SCIS 1553720 




The George Institute - Professor Bruce Neal explains FoodSwitch app by TheGeorgeInstitute

Grow your own potatoes

Australian educators will find some useful resources at this engaging website developed in the UK. It is easy to use and navigate, and has some interesting features. There are lesson plans, videos, worksheets, PowerPoint presentations and games. It also features a variety of imaginative *Recipes* such as *Monster mash* and *Potato sailboats* with accompanying photographs, plus a section on healthy eating. The educational resources can be downloaded without cost. This site could be used for a creative class planting project within the Science and Technology syllabus. J. Saxby

USER LEVEL: Stage 1 Stage 2
Professional

KLA: SciTech
SYLLABUS: Science & Technology K-6
PUBLISHER: Potato Council, UK
REVIEW DATE: 08/10/2012 [635]
SCIS 1552770 



Dr Rob Clayton talk about the effects of light, air, water, food and temperature by Grow Your Own Potatoes

Vegetables: be inspired

Promoting positive attitudes about vegetables, so students and professionals can create gourmet vegetable sensations, this colourful site will help formulate interesting lessons in several syllabuses. Users can research vegetables and learn about types, ripeness indicators, storage, nutritive value, availability and preparation – especially while studying meal planning and nutritional requirements. Fact sheets and downloadable study guides are aimed at secondary students. In [Education](#), Hospitality students will find the illustrated vegetable cuts and

information on maintaining quality to be especially useful. The site excels at presenting information with an engaging combination of image and language; for example the [wedged in... potato recipes](#). Resources include charts, posters, blogs, and pamphlets for parents of young children.
 M. Timperley

USER LEVEL: Stage 4 Stage 5
 Stage 6 Community Professional
KLA: PDHPE; TAS; VET
SYLLABUS: Exploring Early Childhood CEC Stage 6; Food Technology 7-10; Food Technology Stage 6; Hospitality Curriculum Framework Stage 6; PDHPE 7-10

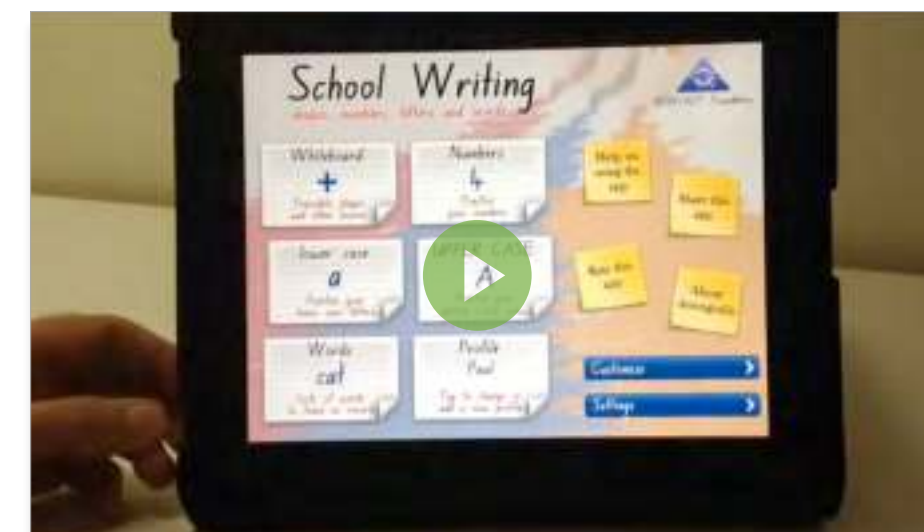
PUBLISHER: Horticulture New Zealand, NZ
REVIEW DATE: 08/10/2012 [641.6]
SCIS 1555572 

School writing: shapes, numbers, letters and words

An array of writing activities, including tracing letters, shapes and numbers, practising alphabetical order, cloze exercises and handwriting tasks, make this app a versatile component of a diverse literacy program. The app can be set to the approved handwriting

font used in Australian schools. Using audio and written instructions, teachers can customise lessons for individual students who can respond by emailing the completed lessons to the teacher with tracing and recordings included. The banks of prepared lessons within each section provide a rich reservoir for possible skill development. Personal images can be added to the photo library and incorporated into phonics lessons. Useful information on the [publisher's website](#), including the corresponding video, provide further suggestions for using this resource. The capacity to manage multiple student profiles will support teachers developing individual programs across a range of learning requirements.
 D. Johnston

USER LEVEL: Early Stage 1 Stage 1
 Stage 2 Professional
KLA: AC; English; Mathematics
SYLLABUS: English K-6; Maths K-6
PUBLISHER: Demografix, Qld
REVIEW DATE: 08/10/2012 [652]
SCIS 1567226 \$5.49



School writing iPad app by demografixapps

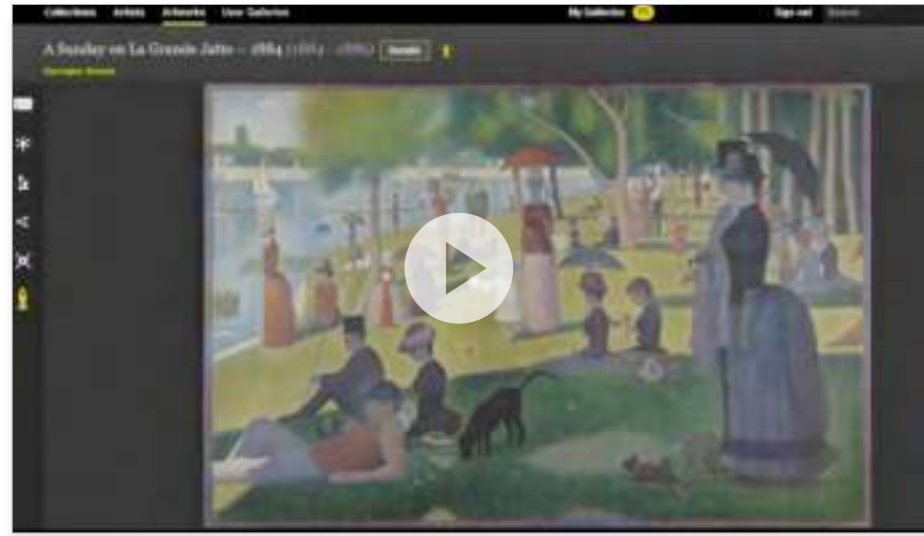
Google art project

Art galleries and museums around the world bring many renowned collections into the reach of all through this website. By virtually travelling the globe a viewer can access the [Tate Britain](#) in London, the [Van Gogh Museum](#) in Amsterdam and the [Museum of Modern Art](#) in New York, just to name a few. Virtual tours place a viewer into the gallery space and allow different rooms to be explored. Manoeuvring from room to room is relatively easy and gives the viewer a clear impression of the layout and arrangement within the gallery space. Individual artworks can be zoomed to give a clear impression of surface textures and fine details. The site is an excellent alternative to viewing printed reproductions of artworks as it gives students an insight into gallery collections and the placement of famous artworks within particular spaces. Students and teachers can even curate their own exhibitions in [My Galleries](#) by dragging artworks into a new private or public collection. N. French

USER LEVEL: Stage 3 Stage 4
 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K-6;
 Visual Arts 7-10;
 Visual Arts Stage 6
PUBLISHER: Google, USA

REVIEW DATE: 08/10/2012 [708]

SCIS 1510512



Art project - how to use the site by GoogleArtProject

Smarthistory



A huge collection of methodically catalogued art history makes this site particularly useful for teaching and learning in Visual Arts. Artworks and artists can be searched by way of the drop-down menus for *Time*, *Style*, *Artist* or *Theme*. Artworks range from those of ancient cultures through to the Post-colonial period. Most artists, and major artworks, have accompanying videos showing various aspects of the work and its historical context. Different art historians present the videos, making them interesting and informative. The [Tools for teaching with images](#) link offers valuable tips on how students can annotate online images and keep a record of their notations. Overall, this online resource is worthwhile for

students and teachers of Visual Arts and may be useful in other areas of study that focus on the analysis of visual images. J. White

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: CA

SYLLABUS: Visual Arts 7-10;
Visual Arts Stage 6

PUBLISHER: Khan Academy, USA

REVIEW DATE: 08/10/2012 [709]

SCIS 1414861



Claude Monet, *Cliff walk at Pourville, 1882* by smarthistoryvideos

Strip designer



By selecting a design, layout, inclusions and a range of sharing options, personal comic strips can be created for the iPad or iPhone using this straightforward app. The image source can be maps, photographs, or original sketches. Speech balloons and text boxes can be manipulated in a myriad of styles and colours. Stickers and warped text

can be added and customised, and professional results can be obtained using filters and by zooming and panning. The finished comic strip can be shared via email, or through social networks such as Facebook. This app supports the creation of digital stories and affords an alternative tool for demonstrating creativity, learning, and deep understanding of narrative and visual concepts. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Stage 3 Stage 4
Professional

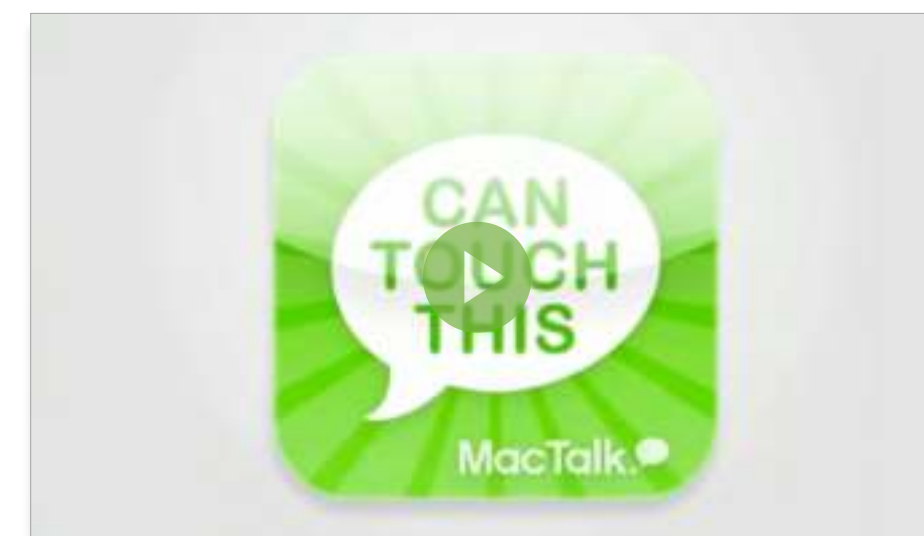
KLA: AC; CA; English

SYLLABUS: English K-6; English
7-10; Visual Arts 7-10

PUBLISHER: Vivid apps, Denmark

REVIEW DATE: 08/10/2012 [741.5]

SCIS 1554028 \$2.99



Can touch this video review - Strip designer by cantouchthisau

PicMonkey



Online photo editing is made easy with this free site that has no registration requirements. Basic editing tasks, such as cropping and colour balancing, can be completed on the sample images provided or applied to uploaded personal images. More sophisticated functions, similar to those available in *Photoshop*, are available with very positive results. The ease of this application makes it very suitable for Stage 3 students as effects are simple to adjust and apply, and the site is easy to navigate. All results can be saved for possible display. This site could act as a good introduction to photo editing techniques across a range of media syllabuses, allowing students to gain confidence, prior to the introduction of complex *Photoshop* editing. N. French

USER LEVEL: Stage 3 Stage 4
Stage 5 Stage 6

KLA: CA; TAS

SYLLABUS: Creative Arts
K-6, Technology
(Mandatory) 7-8, Visual
Arts 7-10, Photographic
& Digital Media 7-10;
Photography, Video &
Digital Imaging CEC
Stage 6

PUBLISHER: PicMonkey, USA

REVIEW DATE: 08/10/2012 [770.28]

SCIS 1564900



How to use PicMonkey.com by aravere1

Formative feedback



This encouraging video analysis app uses the iPad's camera to record students' work and provides a mechanism for delivering constructive feedback. Using this evaluation tool, students are given opportunities to critique their own presentations. Students could monitor their performance collaboratively or work with a teacher to discuss where improvements to a task could be made. Reading progress could be reviewed or students could be recorded explaining a procedure, such as how to animate objects in PowerPoint. Four icons are used to facilitate the feedback process. For example, a pencil icon draws or circles aspects of how students present or position themselves in public speaking, dance or sport

activities. There is no facility to save or add written comments. The publisher provides useful [examples via videos](#) on his blog and an overview is presented in the accompanying [YouTube video](#).
D. Johnston

USER LEVEL: Stage 1 Stage 2
Stage 3 Stage 4 Stage 5
Professional

KLA: CA; English; HSIE;
Languages; PDHPE

PUBLISHER: Paul Hamilton, Qld

REVIEW DATE: 08/10/2012 [770.7]

SCIS 1567214 \$1.99



Educational app Formative feedback by formativefeedback

Animoto



Providing a simple means of creating short animations, this wonderful site can be used in a multitude of ways in the English classroom. It is available free with a *lite* option for an unlimited number of 30 second videos. Subscriptions are available

for users wishing to make longer videos. There are [Sample videos](#), with some inspiring models in the business category. After choosing from a range of themes, the process of making video slideshows can begin. Animations are created quickly and intuitively by selecting images or clips and adding music from the Animoto library. Once ready, videos can be burnt to DVD or uploaded to social media. Usefully, Animoto is also [available as an iOS app](#), with further assistance available via the developer's handy [video demonstration](#).
H. Gardiner

USER LEVEL: Stage 3 Stage 4
Stage 5 Professional

KLA: CA; English

SYLLABUS: English K-6; English
7-10; Photographic
& Digital Media 7-10;
Visual Design 7-10

PUBLISHER: Animoto, USA

REVIEW DATE: 08/10/2012 [779]

SCIS 1414262



How to create an Animoto video by Animoto

Photo pin



An online bank of free photographs, this collection can be accessed by entering keywords to search for desired content. A wide selection of free images, with varying degrees of resolution, is available for download. The site uses the Flickr API and searches Creative Commons images. Results can be filtered by license type. The target market is bloggers and a condition of use is to include image attribution, which is automatically prepared by clicking *get photo*. Some images have embedded content and watermarks that cannot be removed. There are many educational uses for this visual content, as images could be used in photographic or digital manipulation projects.
N. French

USER LEVEL: Stage 5 Stage 6
Professional

KLA: CA

SYLLABUS: Photographic &
Digital Media 7-10;
Photography, Video
& Digital Imaging
CEC Stage 6

PUBLISHER: Photo Pin, USA

REVIEW DATE: 08/10/2012 [779]

SCIS 1552920



Australian screen



A treasure trove of Australian film can be readily accessed on this site. A vast array of resources can be searched by title, people, time period and genre. [Education](#) contains over 1000 clips with teaching notes developed through Education Services Australia. Teacher guidance would be necessary to maximise student learning. Classification of film clips is clear and helpful for school viewing. The website is useful for individual student research and for group study using an IWB. Students completing the History 7-10 Topic: *Australia's social and cultural history in the post-war period*, will find the site a valuable resource. English students undertaking film studies can access entire films, biographies of people in the film and television industry, and commentaries on films. It is a rich and extensive site that will require time to fully explore its possibilities and applications. B. Hull

USER LEVEL: Stage 5 Stage 6
Professional

KLA: English; HSIE

SYLLABUS: English 7-10; History 7-10; Modern History Stage 6; Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 6

PUBLISHER: National Film & Sound Archive, ACT

REVIEW DATE: 08/10/2012 [791.43]

SCIS 1328716



The bones of building (1956) by Waterside Workers' Federation Film Unit

Film English



Specifically aimed at English and ESL teachers, this comprehensive site promotes the critical and creative use of film in the classroom. With an appealing layout, navigation is easy. Downloadable materials, including lesson plans, are available on the homepage or via the archives. Some adaptation of the lesson plans may be necessary to ensure that syllabus outcomes are addressed. A search function provides quick access to specific teaching resources. [Film language](#) is a handy section that provides a detailed glossary. Many of the commonly used film terms are exemplified with video clips. The site contains numerous embedded clips of short films, foreign films and recent cinema releases that are suitable for

classroom use. Other useful cinema related sites can be found within [Film links](#). As a springboard for teaching film, this outstanding site is sure to be a worthwhile resource. H. Gardiner

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional

KLA: CA; English

SYLLABUS: English 7-10;
Photography, Video & Digital Imaging CEC Stage 6; Visual Arts Stage 6

PUBLISHER: K. Donaghy, Spain

REVIEW DATE: 08/10/2012 [791.4307]

SCIS 1552766



Puppet pals HD



Providing opportunities to create and produce simple animated movies, this free app supports beginners with basic narrating tools. Students could draft, edit and re-create plays for specific audiences and purposes. Shows can be saved with title, length and date and then replayed, deleted or exported from the camera roll for sharing via email. Seven fairytale characters are available, including knight, fairy godmother and dragon, along with three free backgrounds. Additional, optional themes are accessible via in-app purchasing. Characters can be moved around, enlarged or reduced.

This app introduces the concept of storyboarding and develops techniques in delivering expressive commentary. A quick internet search unearths numerous blogs by teachers using the app, including a helpful post on [Adventures in learning](#) which provides advice for successful use, examples of educational applications, and several positive responses from educators. This straightforward app supports more complex literacy activities in the classroom. D. Johnston

USER LEVEL: Stage 1 Stage 2
Stage 3 Professional

KLA: English

SYLLABUS: English K-6

PUBLISHER: Polished Play, USA

REVIEW DATE: 08/10/2012 [791.5]

SCIS 1567218



Puppet pals HD review by Brad Flickinger



Scan the SCIS barcodes to select eresources for your collection.

Science of NFL football

Science and physics in sport are examined on this site from the perspective of American professional football. The topics covered include projectile motion, Pythagorean theorem, nutrition, Newton's laws of motion, velocity and acceleration. The website hosts videos in which experts from American universities and former players or coaches from the NFL discuss the scientific principle shown in each video. As imperial units of measurement are used for length, mass, velocity and energy, a teaching opportunity presents itself as the same measurements could be adapted to our metric system using Australian codes of football. The principles of science are applied well on this site and many students will find the context engaging. R. Morante

USER LEVEL: Stage 5 Stage 6
Professional

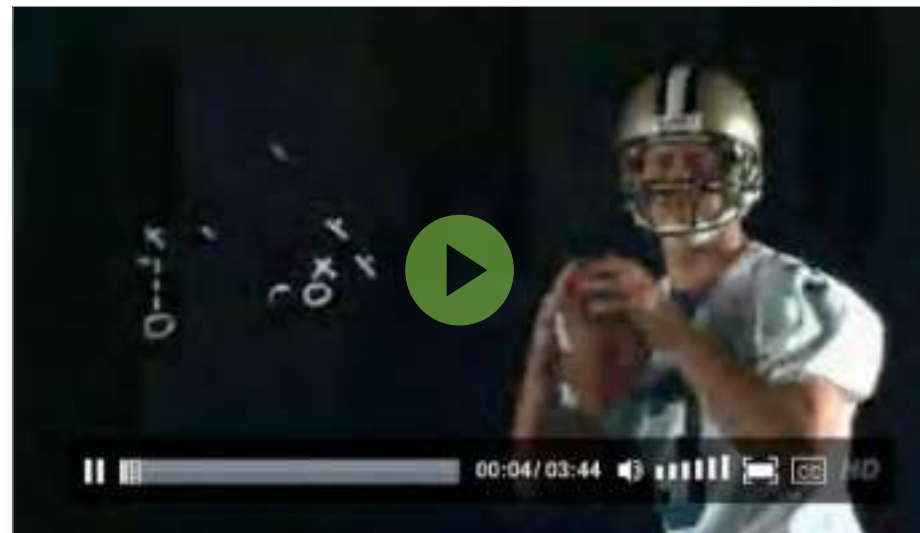
KLA: PDHPE; Science

SYLLABUS: PDHPE 7-10; Physical Activity and Sports Studies CEC 7-10; Physics Stage 6; Science 7-10

PUBLISHER: NBC Learn, USA

REVIEW DATE: 08/10/2012 [796.332]

SCIS 1566694



Science of NFL football: Pythagorean theorem
by NBC Learn

Share what you're reading

Students can learn about book reviewing on this website. [Write a review](#) offers tips on how to structure a book review and a template is provided for students to submit their own book reviews. All submissions are checked and moderated before being published online. The [Writing with writers workshop](#) gives detailed step-by-step instructions and models for review writing. [Read book reviews](#) allows access to reviews on a wide range of books that can be browsed by genre or grade. Reading other students' responses to particular titles can be useful, as peer recommendations are often valued by young readers. Some titles and reviews within grade categories do not appear to be appropriate for the intended age level, though with teacher direction, the guidelines to improve students' writing skills could be useful. Teachers could also

encourage students to compare a range of reviews from different sources, including those published in *Scan* and the associated [Resource reviews database](#). E. Sly

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: English

SYLLABUS: English K-6; English 7-10

PUBLISHER: Scholastic, USA

REVIEW DATE: 08/10/2012 [808]

SCIS 1552612



Litcharts: get lit

This site provides contextual background, plot summaries, character analysis and a colour coded theme tracker for a range of literary texts, including those frequently set for study in high school English. Shakespeare, J. D. Salinger, S. E. Hinton, Harper Lee, and John Knowles are some of the authors whose work is listed. While it is free to read or download printable PDFs from the website, the LitCharts iOS apps incur a small charge. This is an accessible site that provides a good starting point for the study of literature and the apps may have appeal for iPhone users. Students should be guided in their use of the resource in order to assist them to critique and evaluate the information provided. B. Hull

USER LEVEL: Stage 4 Stage 5
Stage 6

KLA: English

SYLLABUS: English 7-10; English Stage 6

PUBLISHER: LitCharts, USA

REVIEW DATE: 08/10/2012 [809]

SCIS 1553354



Les Murray

Dedicated to the discussion and practice of writing and ideas, Melbourne's Wheeler Centre has hosted many writer talks. In this video clip, Australian poet Les Murray reads a selection of poems from his 2010 publication, *Taller when prone*. The 20 minute presentation can be downloaded in audio or video format and it is a rewarding experience to see and hear the poet reading his own compositions. Delivered in a gritty voice, informal register and with a wry sense of humour, Murray conveys perceptions of places and experiences that demonstrate his mastery of words. Whether writing about Sydney, Melbourne, London, mistaken identity, the opera, a bootmaker, or conversational trivia, Murray's epigrammatic style leaves a reader, or listener, pondering. A worthwhile resource for English students, this will readily support a study of the poet's work. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
PUBLISHER: Wheeler Centre, Vic
REVIEW DATE: 08/10/2012 [A821]

SCIS 1531568



Les Murray by The Wheeler Centre

Pottermore



A [video](#) on this site explains the concept of J. K. Rowling's interactive online platform, built around the Harry Potter books. The author invites readers to contribute material and share thoughts about [Pottermore](#), and provides a preview via another [video](#). Registration requires an email account and password, and explicit conditions for users under 13 years of age are supplied in the [Pottermore child safety policy](#) and [Privacy policy](#). The official blog at [Pottermore insider](#) and the associated [Facebook](#) and [Twitter](#) pages are not password protected.

Here, users are encouraged to share comments, artwork, writing and questions. [Pottermore Insider](#) will allow members to join a house and earn points as they play, read and contribute. Ebooks and digital audio books can be purchased from the [Pottermore shop](#). The interactive components, game techniques and insertions by J. K. Rowling are designed to encourage Harry Potter readers to reflect on their reading of the novels and their perception of the details. S. Pollard

USER LEVEL: Stage 4
KLA: English
SYLLABUS: English 7-10
PUBLISHER: Pottermore, UK
REVIEW DATE: 08/10/2012 [823]

SCIS 1565959



Pottermore sneak peak by pottermore

Writers talk: Belinda Jeffrey



ABSTRACT

Delivered in nine short video clips, this interview with Belinda Jeffrey conveys details about her two books for young adult readers. Jeffrey explains her motivation and ideas behind the creation of *Big river, little fish* and *Brown skin blue*. A set of PDF [teaching notes](#) presents syllabus links for Stage 5 and Stage 6 English students. The [Resources](#) PDF has links to teaching guides on each of the novels and a range of NSW CLIC resources that are available via the [Teaching and Learning exchange \(TaLe\)](#). There is also a list of websites with additional information on Jeffrey's books.

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
PUBLISHER: NSW Curriculum and Learning Innovation Centre, NSW
REVIEW DATE: 08/10/2012 [823]

SCIS 1551397



Belinda Jeffrey - character and setting by NSW CLIC

Writers talk: Sean Williams



ABSTRACT

Science fiction and fantasy writer, Sean Williams, discusses his work and his collaboration with Garth Nix. Eight short video clips focus on a recent collection of books called *Troubletwisters*. [Teaching notes](#) are available as a PDF document. A [Resources](#) PDF contains a link to the [Troubletwisters website](#) and a range of NSW CLIC resources that are available via the [Teaching and Learning exchange \(TaLe\)](#). There is a detailed list of books by Sean Williams and links to other relevant websites for further information and book trailers.

USER LEVEL: Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English K-6; English 7-10
PUBLISHER: NSW Curriculum and

Learning Innovation
Centre, NSW

REVIEW DATE: 08/10/2012 [823]

SCIS 1551392



Sean Williams - introduction by NSW CLIC

Texts in the city: Ransom

Jenny Niven and Peter Rose discuss David Malouf's 2009 novel, *Ransom*, in this edition of *Texts in the city*. *Ransom* is a story which adapts Achilles' tale of adventure and power from *The Iliad*. The intriguing historical novel has attracted a great deal of comment and criticism since its publication. Discussion in this videorecording delves into the structure and themes of the novel and demonstrates a method of critical analysis of text. Niven and Rose are articulate commentators and the interview ends with questions from a largely student audience. An eloquent discourse, this resource provides a valuable learning experience for students. S. Pollard

USER LEVEL: Stage 6 Professional

KLA: English

SYLLABUS: English Stage 6

PUBLISHER: Wheeler Centre, Vic

REVIEW DATE: 08/10/2012 [A823]

SCIS 1532261



Texts in the city: Ransom by The Wheeler Centre

HM Bark Endeavour

ABSTRACT

Another in the series of *Sites2See* resource guides, this page is about [Captain James Cook's](#) ship, the [HM Bark Endeavour](#). On Cook's first voyage, from 1768 to 1771, his mission was to chart the islands and coastlands of the Pacific and further the knowledge of astronomy. The links throughout this succinct report entice students to explore events and personalities such as Joseph Banks under headings including *Background to the voyage* and *The fate of the Endeavour*. Historical documents in [scientific investigations](#) would

enhance understanding of the history of Science for Stage 4 students. The guide supports the study of British colonisation of Australia and is especially relevant to Stage 2 COGs unit (G): *Our fleeting past*. S. Rasaiah

USER LEVEL: Stage 2 Stage 4

KLA: HSIE; Science

SYLLABUS: HSIE K-6; Science 7-10

PUBLISHER: NSW Centre for Learning Innovation, NSW

REVIEW DATE: 08/10/2012 [910.92]

SCIS 1543045



Romans

Many aspects related to ancient Rome are included in this comprehensive website. The site has 11 main sections: [City of Rome](#), [Invasion](#), [Rebellion](#), [Roman defence of Britain](#), [The Roman army](#), [Roads and places](#), [Leisure](#), [Family and children](#), [Technology](#), [Religion](#) and [Roman remains](#). Each of these areas has explanations, photographs, videos, entertaining facts, interactive activities, lesson ideas and a list of pertinent support sites. An interactive timeline runs across each page in the site and a [comprehensive teacher resources section](#) compiles the links, lesson ideas and activities shown on the classroom pages into a concise list. An archaeological dig game on

the [Romans index](#) page will test students' skills at identifying artefacts. R. Parnis

USER LEVEL: Stage 4 Professional

KLA: HSIE

SYLLABUS: History 7-10

PUBLISHER: BBC, UK

REVIEW DATE: 08/10/2012 [937]

SCIS 1433042



Witness: one voice at a time

Suitable for independent student research, this website contains film clips of interviews with Holocaust survivors. Each clip has a brief description or summary of its focus. To view full testimonies, users must register. The site is easy to navigate with a wide range of 56 topics, such as Kristallnacht and working in the resistance. Films range from one minute to over an hour in length. The [Resources](#) section contains an extensive list of online materials. Students completing the Stage 6 Modern History Option C: *Germany 1918-1939*, will find the website a useful adjunct to their studies. English teachers may find this resource of benefit when studying a specific literary text, such as *The diary of Anne Frank*, or a unit on oral histories or autobiographies. B. Hull

USER LEVEL: Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: English 7-10; Modern History Stage 6
PUBLISHER: USC Shoah Foundation Institute, USA
REVIEW DATE: 08/10/2012 [940.53]
SCIS 1553376 




Teaching with Holocaust testimonies: 2009
 USC Shoah Foundation Institute master teacher workshop by USCShoahFoundation

Stalin

Presenting the history of Stalin's Russia in bite-sized portions, this activity takes about ten minutes to complete. Users listen to a narrator and answer three or four multiple choice questions at the end of each segment. Scores are provided at the end. The graphics and sound in this module detract from the factual content and the English bias is evident when it is considered important to know that Stalin was known as *Uncle Joe* in England.

Other modules in the unit are text-only and contain notes, explanations, quizzes and critical thinking exercises. This interactive may support Life Skills students learning about *History as the study of people*. H. Myers

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History 7-10; Modern History Stage 6
PUBLISHER: BBC, UK
REVIEW DATE: 08/10/2012 [947.08]
SCIS 1531371 

Australia and the Vietnam War

ABSTRACT

Online resources for the Stage 5 History topic *Australia in the Vietnam War* era are available on this [Sites2See](#) webpage. There is a link to an updated, hip hop version of the Vietnam War inspired song I was only 19. Images and links to archival video clips from Australian Screen and teachers' notes are available. [Australia and the Vietnam War](#) provides an educational PDF ebook produced by the Department of Veterans' Affairs and there is a link to activities in a Laptop wrap titled [Voices of Vietnam](#).

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE

SYLLABUS: History 7-10
PUBLISHER: NSW Centre for Learning Innovation, NSW
REVIEW DATE: 08/10/2012 [959.704]
SCIS 1526575 

DigiMacq: Parramatta and the spirit of Lachlan Macquarie

Visually appealing, this app takes users on a sequenced tour, though there are some issues to consider when using this resource. It appears no deviation from the tour sequence can be made, nor is it possible to pause, other than at the end of each sequence. Unlabelled, presumably archival images and well-spoken audio reproductions apparently drawn from historical records, depict the people and landscape of 200 years ago. Colourfully displayed portraits of Governor Macquarie and Lady Macquarie against a background of convicts and farming start the sequence. We hear recreations reflecting Macquarie's Scottish brogue apologising for the poor state of the house to Elizabeth, a conversation leading to his appointment, and officials complaining of the cost of repair to his residence. There is also an animated story of the electric fireball

that passes through the roof of the Macquarie residence. The grid design and naming of Parramatta's streets and the striking of local coins from Spanish sovereigns are well presented. References are made to 'Aborigines', apparently using wording or concepts from documents and debate of the era. The audio production is appealing. Guided critical reflection on the lack of referencing, and how resources used could be authenticated, would be essential both from an historiography perspective, and, more importantly, when considering the Aboriginal images used and voices created for part of the content. It would be essential to consult with the local Aboriginal community when using this resource. Teachers should explain to students that terms used in reference to Aboriginal people are inappropriate today and could cause offence. Guiding critical understanding of the demeaning impact of such terms as used in the past would be an important part of learning activities. Consideration should be given to the sensitivities of Aboriginal students who may be in classes where this resource is used. The *Glossary* and *Key questions in evaluating resources* in the first volume of [Aboriginal education K-12 resource guide](#) could assist in such activities. It would be ideal to make use of additional resources to

supplement and compare with the information provided by the app. This resource can be used as part of a 45 minute walking tour of Parramatta.

USER LEVEL: Stage 2 Stage 3
Stage 4

KLA: History; HSIE

SYLLABUS: History 7-10; HSIE K-6

PUBLISHER: Parramatta City Council, NSW

REVIEW DATE: 08/10/2012 [994.02]

SCIS 1556661



DigiMacq opening by pccweb



must be purchased.

Australia's Prime Ministers



Aimed at a wide audience, this site presents Australia's political history through its leaders and their individual impact through decisions they have made. It is a referenced site and users can explore primary source documents to form their own opinions. Documents are gathered from a variety of sources and are held in many libraries. Some are digitised documents from the National Archives holdings. On a more basic level, the site provides a timeline of Australia's prime ministers. This includes biographical profiles, important events or achievements in office, record of office, and links to relevant documents. There is a limited [gallery](#) of photographs, audio, and video clips relating to only a few prime ministers, and additional links to such files would make the site even more useful. R. Higginbottom

USER LEVEL: Stage 3 Stage 5

KLA: HSIE

SYLLABUS: History 7-10; HSIE K-6

PUBLISHER: National Archives of Australia, ACT

REVIEW DATE: 08/10/2012 [994.04092]

SCIS 1122964



Prime Minister Paul Keating - Redfern Park speech from National Archives of Australia

Dictionary of Sydney Trust



A unique project, this website aims to produce a new kind of history of Sydney. Its geographical parameters include the whole Sydney basin and historically it intends to span the years from the earliest human habitation to the present. Contributors include academics, professional historians, heritage specialists, local studies experts, genealogists, enthusiasts, volunteers and readers. The project welcomes all kinds of history including engineering history, social and cultural history, economic history and so on. The dictionary contains new historical writing and other resources, such as images, maps, sound, music, oral history, film, documents and pointers to important objects in Sydney collections. A growing online history venture, it includes subsections on

[Artefacts](#), [Buildings](#), [Events](#), [Natural features](#), [Organisations](#), [People](#), [Places](#) and [Structures](#). New material will be added regularly, and linked to what is already there. There is an internal search engine and [Subjects](#) can be browsed alphabetically. C. Sly

USER LEVEL: Stage 3 Stage 4
Stage 5 Professional

KLA: English; History; HSIE

SYLLABUS: English K-6; English 7-10; History 7-10; HSIE K-6

PUBLISHER: Dictionary of Sydney Trust, NSW

REVIEW DATE: 08/10/2012 [994.4]

SCIS 1529182



The Dictionary of Sydney by dictionaryofsydney

professional reading

Resources are listed in Dewey order

Teach baby to talk – and make reading fun: the importance of speech and language in learning to read

SMITH, Sandra Jean

Strategic, USA, 2012

ISBN 9781609768621 [302.2071]



Written by a teacher librarian, this informative text sheds light on the importance of talking as a foundation for children learning to read. Aimed specifically at

parents, the complexities of literacy development are explored in an understandable yet comprehensive manner. Each of the eight chapters focuses on a specific step of early literacy growth ranging from meaningful social interactions with babies through to the teaching of reading in Kindergarten. Throughout,

many practical, yet simple, strategies are offered so that parents can enhance the literacy learning of their children prior to the commencement of school. There is also a section in each chapter where relevant research into literacy learning is explained in a non-threatening way. In addition, a useful list of recommended reading is provided to support literacy learning at home. For interested parents, this effective text offers beneficial advice and support. Further information on the topic can be found in [Ten ideas to help your child with reading](#) and [Parent materials](#). H. Gardiner

USER LEVEL: Community
Professional

SCIS 1545627 Paper \$19.99

Ditto's keep safe adventure pack [kit]

Bravehearts, Qld, 2010

Described as a vital child protection tool for every family, this kit is designed to help parents teach children about personal safety. It teaches children how to recognise potentially dangerous situations and gives advice on how to deal with them. The *Parents guide* booklet offers advice on conversations with your child and also on keeping children safe in different situations. The whole package is attractive to children.

The DVD provides a pantomime with songs and guide for children. With principal approval, it could well be used in infants' classrooms with the activity book. The CD has five songs from the show to sing along to and reinforce the message. The toy is Ditto, a lion with a heart on the end of his tail. The [Bravehearts](#) website enables schools to book a live adventure show, as previewed in the accompanying video. A. Soutter

USER LEVEL: Early Stage 1
Stage 1 Community
Professional

KLA: PDHPE

SYLLABUS: PDHPE K-6
Kit \$36.36

Reviewed titles in this kit:

Ditto's keep safe activity book
SCIS 1558401

Ditto's keep safe adventure CD-ROM, parents guide, and toy lion
SCIS 1179731

Ditto's keep safe adventure DVD
SCIS 1543254

Ditto's keep safe adventure songs CD
SCIS 1543253

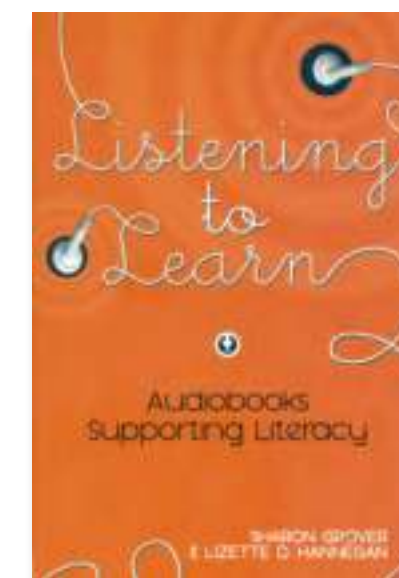


Bravehearts teaching kids to be safe with Ditto's keep safe adventure by bravehearts

Listening to learn: audiobooks supporting literacy

GROVER, Sharon & HANNEGAN, Lizette D.

American Library Association, USA, 2012
ISBN 9780838911075 [371.33]



The authors of this detailed text offer a strong argument for the use of audio books within classrooms and libraries to engage both primary and secondary students. Drawing upon actual

teaching and learning experiences, each chapter focuses on how audio books can be beneficial to the different stages of schooling. Practical examples and ideas are incorporated so as to support

teachers and teacher librarians. Many chapters contain a wide-ranging reading list, but most of the recommendations are for American literary texts. The appendices contain an evaluation checklist that is particularly helpful when discerning the quality of audio books. Also, a list of audio book publisher websites may prove handy when seeking specific resources. Although written for an American context, many of the strategies could be adapted to suit the needs of NSW school students. H. Gardiner

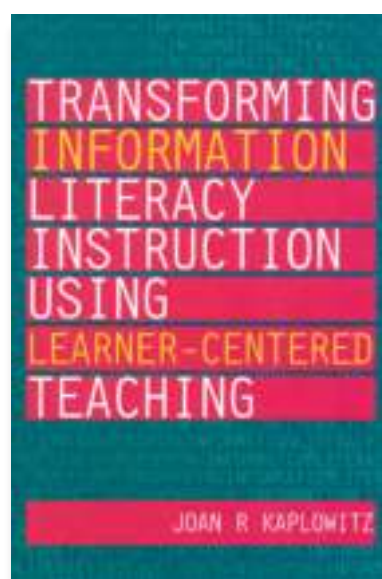
USER LEVEL: Professional
SCIS 1547289 Paper \$59.95

Transforming information literacy instruction using learner-centered teaching

KAPLOWITZ, Joan R.

Facet, UK, 2012

ISBN 9781856048354 [371.33]



This insightful book rethinks the teaching on information literacy. Advocating the need for collaboration, participation and shared responsibility, the text is divided into four sections

that explain how to implement a

learner-centred approach with school libraries. Practical suggestions for planning, preparing and applying learner-centred teaching are offered and, in each instance, theory is connected to practice. Essential information is summarised in tables, adding to the ease of reading. Many of the advantages and disadvantages of a variety of information literacy teaching strategies are also examined. Numerous case studies and vignettes provide different perspectives on the teaching of information literacy in a range of educational contexts. In addition, assessment and evaluation are addressed in a comprehensive manner. By listening to, engaging and inspiring students, learner-centred teaching is presented as an effective means of enhancing information literacy instruction. H. Gardiner

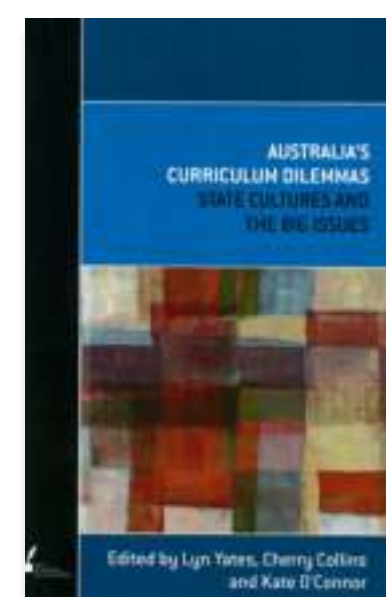
USER LEVEL: Professional
SCIS 1547242 Paper \$99.95

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

Australia's curriculum dilemmas: state cultures and the big issues

Edited by Lyn Yates,
Cherry Collins & Kate O'Connor.

Melbourne University Press, VIC, 2011
ISBN 9780522857702 [375]



With the transition to an Australian Curriculum imminent, the complexity of curriculum development and associated state-specific big issues is a topic of universal interest. The collection of edited chapters in this volume explores pertinent issues, such as rethinking curriculum as competition for space between subjects, knowledge versus learning, and continuity and coherence of curriculum development K-12. As educators and scholars, the authors present a critique that challenges the political, structural and organisational desire for greater national uniformity for common achievement measures and easier transfer for students across state boundaries. Important understandings are investigated through the lens of increasing Commonwealth profile in curriculum development and the differing state trajectories in rethinking what is

acceptable core curriculum to meet the diverse learning needs and demographic differences of Australian students. Finally, the three editors draw together past and future curriculum challenges by positioning the history of Australian state-based curriculum to make sense of the policies and reforms that will shape an Australian Curriculum. F. Whalan

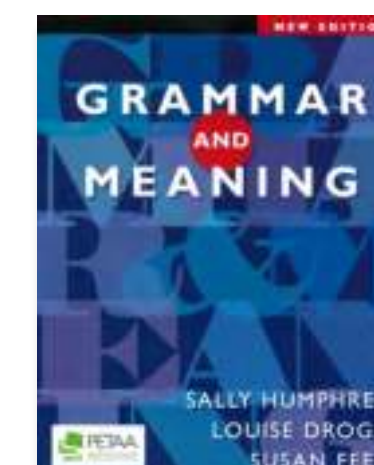
USER LEVEL: Professional
KLA: AC; CA; English; HSIE; Languages; Mathematics; PDHPE; Science; SciTech; TAS
SCIS 1548991 Paper \$49.99; ebook \$39.99

Grammar and meaning

HUMPHREY, Sally, DROGA, Louise & FEEZ, Susan

PETAA, NSW, 2012

ISBN 9781875622917 [428.207]



With the imminent implementation of a new English K-10 curriculum, this excellent publication offers a meaningful approach to the teaching of grammar.

It aims to provide teachers with a method of discussing language with their students. Visually represented by a toolkit, the easy to read chapters are organised according to the

four metafunctions of language: expressing ideas, connecting ideas, interacting with others, and creating cohesive texts. Utilising authentic visual, factual and literary texts, numerous practical exercises explore the way in which language operates at the whole text, paragraph, sentence, and clause level. Answers to the exercises are incorporated towards the end of the book. The appendix also contains a very useful overview of text types that allows teachers to fully comprehend how language is a resource for making meaning. Suitable for both primary and secondary teachers, this worthwhile text is a versatile resource. Teachers may also wish to refer to the [literacy policy and support materials](#) and [Australian Curriculum](#) support provided by the NSW Department of Education and Communities. H. Gardiner

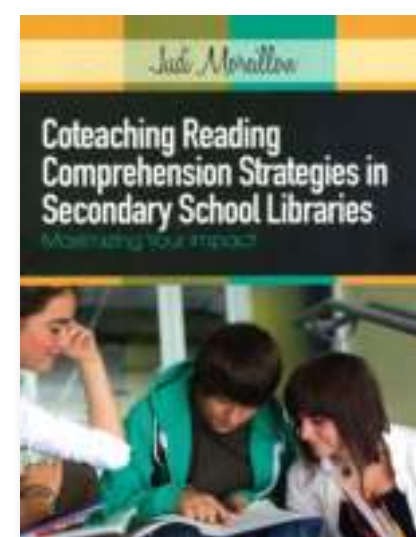
USER LEVEL: Professional
KLA: AC; English
SYLLABUS: English K-6; English 7-10
SCIS 1545833 Paper \$39.95

Coteaching reading comprehension strategies in secondary school libraries: maximizing your impact

MOREILLON, Judi

American Library Association, USA, 2012

ISBN 9780838910887 [428.4071]



According to this versatile text, the collaboration between teachers and teacher librarians is a crucial element in developing students' reading comprehension across the key learning areas. With a specific focus on high school, seven teaching strategies are detailed in discrete chapters. Ranging from activating background knowledge to questioning and synthesising, the practicalities of each strategy are meticulously explored. Interspersed throughout the chapters are references to websites that offer additional help. Also of assistance are the many teaching ideas and examples of guiding questions that support the implementation process. A variety of picture books, novels and digital stories illustrate how the strategies operate. Furthermore, comprehensive lesson plans elucidate

the application of the strategies in practical contexts. However, as the lesson plans address American learning standards, it would be necessary to adapt them to suit the Australian context. H. Gardiner

USER LEVEL: Professional
SCIS 1547294 Paper \$65.00

picture books

Picture books are arranged alphabetically by author.

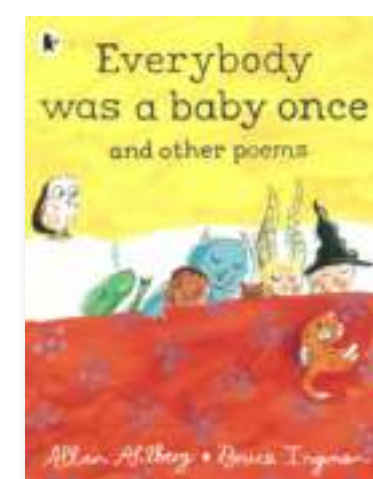
Some books in this section are nonfiction or have relevance to a particular KLA.

Everybody was a baby once: and other poems

AHLBERG, Allan & INGMAN, Bruce

Walker, UK, 2011

ISBN 9781406330007 [821]



Witches, robbers, snowmen, lizards, monsters and favourite nursery rhyme characters abound within the pages of this picture book of poems.

A great mixture of poetry, ranging from limerick to parody and including both funny and wistful content, will appeal to young children. Alliteration, repetition and word play thrive in this screaming, whistling, shouting, smiling, playing, chasing, rhyming romp. The opening page is delightful, containing an introductory poem and a sketch of the author writing. The final poem similarly concludes the collection well, leaving the reader with the sense that poems are fun. The print is clear, and the text and font are varied and well supported by energetic ink drawings. This is a wonderful introduction to the world of poetry. G. Maugle

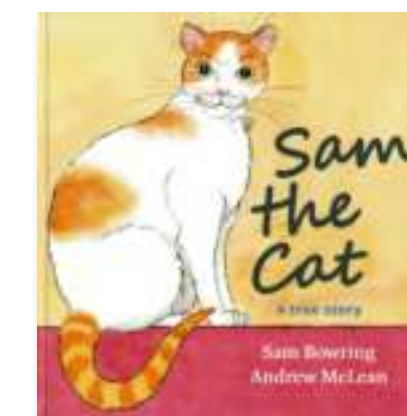
USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SCIS 1520400 Paper \$17.95

Sam the cat: a true story

BOWRING, Sam & McLEAN, Andrew

Working Title, SA, 2012

ISBN 9781921504297



Sam lives quite happily looking after a young couple as they renovate their older home, until they have a baby. They decide to call their son Sam and this means they will need to give the cat another

name. The story is told from the point of view of the cat, who resents the baby taking his name and all the family attention – so he runs away. He does not feel his new name, Jack, suits him, and the illustrations show the cat's personality and point of view very well. He fancies an illustrious name, such as Lord Strongtail, Master of the House. Jack becomes lost and has to fend for himself until he is found a great distance away from home. This picture book features a pleasant story with a lovely ending. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
SCIS 1543161 \$24.95

Santa's Aussie mix-up

BUCHANAN, Colin & SWINGLER, Simon

Scholastic Australia, NSW, 2011
ISBN 9781742830070

A Colin Buchanan Christmas song, set to the tune of *Advance Australia Fair*, this boldly illustrated picture book examines how an array of native animals compete for the privilege of assisting Santa Claus, as he delivers presents to the people of Australia. A kangaroo and an emu have a *stand-up barney* until Santa suggests a compromise. Hilariously, everybody receives the wrong gifts! Illustrator Simon Swingler gives his art a distinctive Australian quality;

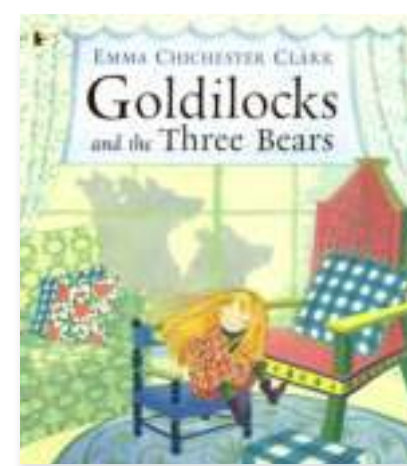
the backgrounds make extensive use of ochre landscapes. The book contains the riotous song, both with lyrics or as instrumental only, on the bonus CD. I. McLean

USER LEVEL: Early Stage 1 Stage 1
Stage 2
SCIS 1529003 \$19.99

Goldilocks and the three bears

CHICHESTER CLARK, Emma

Walker, UK, 2011
ISBN 9781406330755 [398.2]



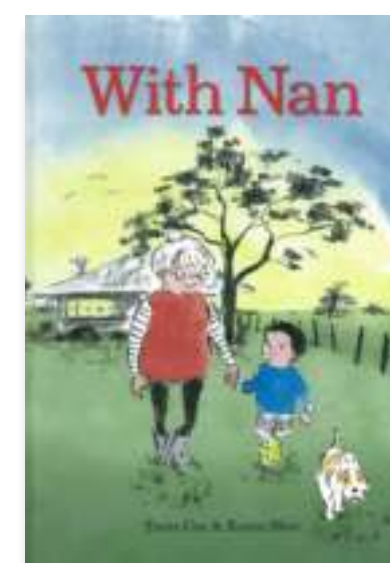
An old tale, this is written with some amusing twists and updated language. It is beautifully and imaginatively presented. Its larger size makes it a delightful picture book to share with a class. Students never seem to tire of the tale of the naughty little girl, Goldilocks, who has the audacity to make herself at home in the bears' house. She eats their porridge, sits on their chairs and tries out their beds. The enchanting illustrations of the house and its interior, the characters' amusing antics, and the dramatic exclamations of Goldilocks and little bear will all contribute to the entertainment of younger readers. J. Saxby

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
SCIS 1536469 Paper \$16.95

With Nan

COX, Tania & BLAIR, Karen

Windy Hollow, Vic, 2012
ISBN 9781921136122



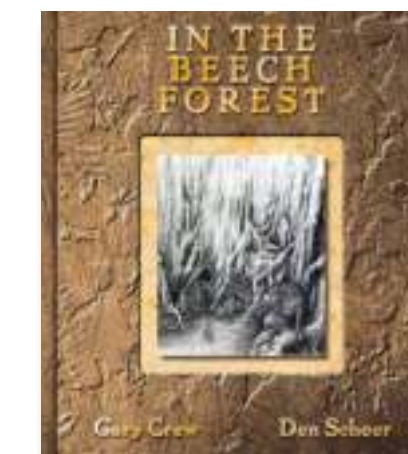
The role of grandparents as teachers is highlighted in this delightful picture book that reminds us to slow down and really look at our environment, especially in nature. Nan lives on a rural property and as she walks with her grandson Simon, she points out things that we do not often notice unless we stop and actively look. Animals are camouflaged, but when the pair look carefully they see such things as a rock that hops (a frog), a leaf that flies (a butterfly) and a bush that burrows (an echidna). At the end of the day, Simon recalls all that he has experienced with Nan before falling asleep on his favourite pillow, her lap. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
SCIS 1543947 \$27.99

In the beech forest

CREW, Gary & SCHEER, Den

Ford Street, Vic, 2012
ISBN 9781921665578



Evocative, atmospheric illustrations reflect the psychological aspects of this book, while the simple prose of Crew relates the physical journey. Layers of symbolism are thus produced in this complex and intense picture book. This is a coming of age story, as a young boy faces his fears, entering the primal beech forest. His journey allows him to discover his psyche, confronting the battle between male and female elements, resolving in harmony and existing together. His fear dissipates. The Earth reveals itself to be a living creature, with a beating heart. The ambiguous nature of the story opens a wide range of interpretations and discussions, especially the colour and symbolism inherent in the illustrations. Both rational and emotional responses could be discussion topics. B. Hull & C. Sly

USER LEVEL: Stage 5
SCIS 1548972 \$29.95

The pros and cons of being a frog

DeGENNARO, Sue

Scholastic, NSW, 2012
ISBN 9781742830636

The two friends in this inventive picture book could not be more different. One speaks in numbers and the other is obsessed with dressing up. Their mutual respect is what makes their friendship special, as each tries to understand and support the other. The layered illustrations and varied typeface inject humour and originality into a familiar theme. Students who have disagreed and then reconciled with a best friend will empathise with the feelings of these characters when they fall out, suffer loneliness and ultimately make-up. This creative book delivers messages of acceptance and generosity of spirit and could be included in a personal development program for Early Childhood students. S. Rasaiah

USER LEVEL: Early Stage 1 Stage 1

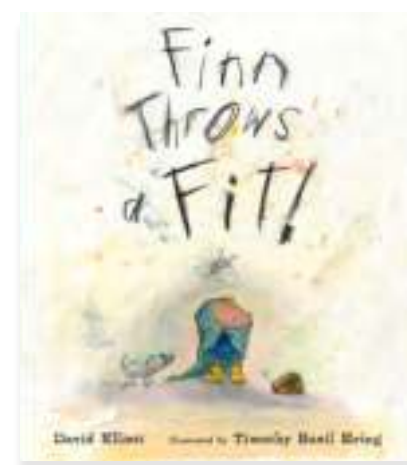
SCIS 1550069 \$26.99

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

Finn throws a fit!

ELLIOTT, David & ERING, Timothy Basil

Candlewick, USA, 2011
ISBN 9780763656041



With exaggerated imagery in the written text and dramatic illustrations, this is a tale of a toddler who descends into a terrible fit of rage. Finn creates thunder in the nursery, the house floods, tidal waves sweep through the living room and blizzards blow in the bathroom. The tantrum goes on and on until finally there is peace. The illustrations are composed in charcoal, oil paint and grease pencil on paper. The skilful use of brush and pencil strokes enhances the text and assists in creating the horror, and also amusement, associated with the situation. This is a picture book for Early Stage 1 and Stage 1 but would be enjoyed by all ages. J. Saxby

USER LEVEL: Early Stage 1 Stage 1

SCIS 1520378 Paper \$11.95



Finn throws a fit by PigNPepperProds

French ducks in Venice

FREYMANN-WEYR, Garret & McGUIRE, Erin

Candlewick, USA, 2011
ISBN 9780763641733

Filmic illustrations set the tone of this picture book that has a whimsical, fairytale feel to it. Set in Venice, California, the story is about two ducks that construct their world through their imaginations, interacting like humans, both with people and personified aspects of their environs. French ducks, as the book points out, are *by far, the best sort of ducks for coffee and conversation*. Their princess is a kind, young dressmaker, who works magic with fabric until her prince leaves and sadness reigns. Grief and loss is healed by friendship, loyalty and time. The language requires a competent reader, although a younger reader could listen with satisfaction, while

following the digitally created images that beautifully portray the action of the narrative. N. Chaffey

USER LEVEL: Stage 2 Stage 3

SCIS 1536411 \$27.95

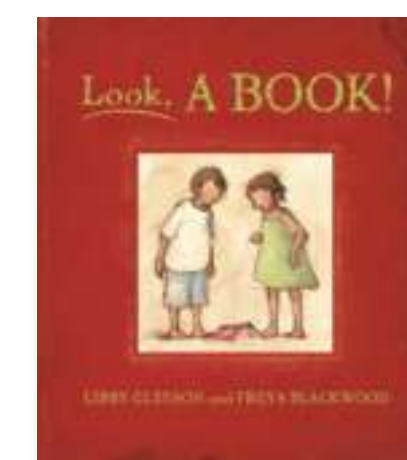


French ducks in Venice book trailer by emcguirestudio

Look, a book!

GLEESON, Libby & BLACKWOOD, Freya

Little Hare, Vic, 2011
ISBN 9781921541803



Seemingly designed to be used in an intimate, shared reading experience between child and adult, this richly nuanced resource both explores and

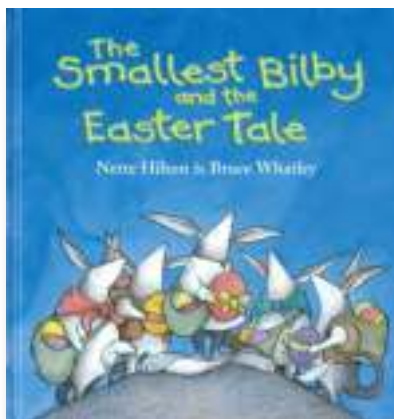
celebrates the wondrous possibilities within picture books for unlocking the imagination. An elderly bag lady, pushing a junk filled supermarket trolley, is observed to lose a book

from her bags of treasured possessions. It is retrieved by two barefooted children who, during their quest to return it, realise its extraordinary power to transport them out of their daily lives. Gleeson's words are spare but incisive and evocative. Blackwood creates forests and ships' masts from telegraph poles, umbrellas and canoes from teacups, blimps from plastic soft drink bottles and a whole town from recycled cartons and cans. This is a beautiful book to complement the aims of the National Year of Reading 2012. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
SCIS 1530263 \$24.95

The smallest bilby and the Easter tale

HILTON, Nette & WHATLEY, Bruce
Working Title, SA, 2012
ISBN 9781921504426



In this playful picture book, rabbits have entrusted the bilbies with the very important task of delivering eggs to all the animals in the bush. Under the midnight star they scurry around. They are nearly finished when the smallest bilby, Brush, falls over the

edge, breaking his eggs. He becomes distressed, as he will not be able to finish the task. Billy and the others try to rescue him but cannot reach him until a clever plan allows him to be pulled to safety. The bilbies are ultimately able to deliver the Easter eggs in time. This search and rescue tale again raises awareness of the endangered bilby and highlights the uniqueness of Australian wildlife. R. Higginbottom

USER LEVEL: Early Stage 1 Stage 1
SCIS 1543175 \$24.95

Goldilocks and just the one bear

HODGKINSON, Leigh
Nosy Crow, UK, 2012
ISBN 9780857630438



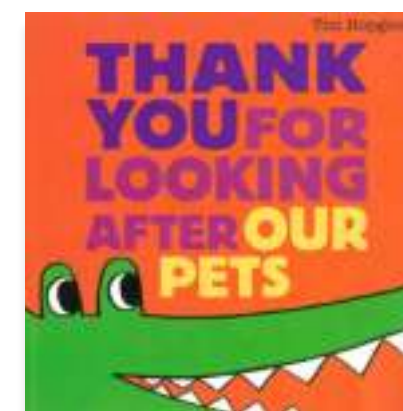
In this playful subversion of the Goldilocks tale, Little Bear (now not so little) has wandered into the home of adult Goldilocks and her children. Little Bear tastes porridge, sits on chairs and lies down, just as Goldilocks did in the original story, and with a similar running commentary. The city house is modern, with decor that is unusual for Little Bear, so the illustrations tell a story that differs from the written

text. For example, the sloppy porridge is a bowl of goldfish and the noisy chair is the cat. When Little Bear is confronted by the family, Goldilocks recognises the scenario and forgives him. Enthusiastic illustrations, a humorous tone, and interesting fonts lend this picture book to a dramatic read aloud experience. R. Higginbottom

USER LEVEL: Stage 1 Stage 2
SCIS 1543044 \$24.99

Thank you for looking after our pets

HOPGOOD, Tim
Simon & Schuster, UK, 2011
ISBN 9780857071156



Caring for someone's pets while they are away takes on new and unexpected dimensions in this picture book. The simple, big and bold illustrations, with brief written text, are attention grabbing. Liberally sprinkled with humorous images of zoo animals, each new page offers a surprising twist, as the owners deliver careful instructions about the individual peculiarities of each pet. Hopgood's [website](#) contains some interesting background information about the

author and his art. This is a book to be shared and enjoyed. N. Chaffey
USER LEVEL: Early Stage 1 Stage 1
SCIS 1535015 Paper \$14.99

Tom, Tom, the piper's son: by the pig himself as told to Priscilla Lamont

LAMONT, Priscilla
Frances Lincoln, UK, 2011
(Nursery rhyme crimes)
ISBN 9781847801555 [821]

An alternative version of this well known nursery rhyme unfolds within the pages of this quality picture book. The events are revealed by the pig as he tells how his friend, Tom, saved him from a bacon, ham and sausages ending. In simple, lyrical verse, the pig reveals how he was the only one who enjoyed Tom's pipe playing and he would dance to the tunes while everyone else would cover their ears. Delightful, old fashioned illustrations, gently created using pen and watercolour, radiate humour and give the book a warm and cosy feel. They are reminiscent of the late Janet Ahlberg. The book could be included in a nursery rhyme unit by exploring [the original verse](#), also found in the front of this book. Students can compare the versions and create similar accounts of other nursery rhymes. Teachers could use it for a

mini lesson on alternative points of view. Did Tom *get beat* for losing the pig? This question hangs in the air at the conclusion of the story and could be a great discussion starter.

G. Maugle

USER LEVEL: Early Stage 1 Stage 1

SCIS 1541384 \$29.95

If I could paint the world

MASSINI, Sarah

Gullane Children's, UK, 2011
ISBN 9781862338043



A picture book that indulges in some fanciful play, this explores some of our notions about colour. The endpapers move from a grey palette, to the world with colours as we know

it, while in between the protagonist experiments with colour. She washes her world with a variety of hues to suit her whims, in a manner that is somewhat reminiscent of Picasso's rose and blue periods. She changes the colours of things we encounter every day, including food and clothing, and the colours and names of characters from folktales and fairytales. Appropriately, her constant companion is a chameleon, who blends in with every change. The

narrative whips up into a frenzy of colour changes and, when exhausted, the girl decides that the world is probably perfect just the way it is. This publication could provide a useful stimulus for art and literacy activities. N. Chaffey

USER LEVEL: Stage 1 Stage 2
Stage 3

SCIS 1535043 \$27.95

Show day

MATTHEWS, Penny & McLEAN, Andrew

Omnibus Books, SA, 2012
ISBN 9781862916890

On a day when the country comes to town and the atmosphere is full of fun and excitement, this picture book depicts a family outing. It is about Lil's whole family, including the much beloved pets, who have been preparing for the country show for weeks. The narrative shows that being a part of something is sometimes as good as winning, and that even when things do not go to plan, there can be unexpected delights. This is an ideal book to discuss a variety of topics, such as agricultural shows, farming and farm animals, pets, competition, uncertainty, and how we cannot control everything in our lives. For ideas on these topics, [teacher's notes](#) are available through the Scholastic website. M. Sutera

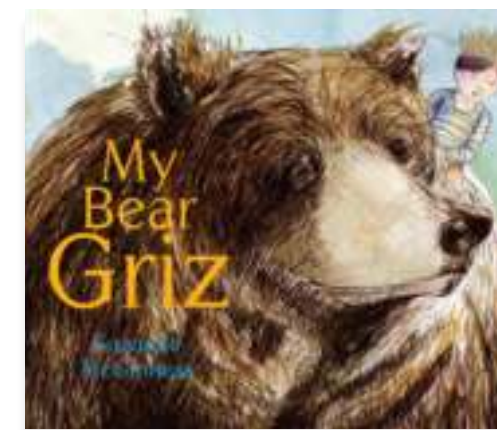
USER LEVEL: Early Stage 1 Stage 1

SCIS 1543171 \$26.99

My bear Griz

McGINNESS, Suzanne

Frances Lincoln, UK, 2011
ISBN 9781847801135



A combination of collage, pen and ink drawings and crayon sketches convey a large grizzly bear and a small boy in this

comfortably large format picture book. The clear, oversized font and direct language deliver a message of friendship and familiarity to its early childhood audience. The subtext is revealed in Billy's scribbled comments which, when used in a shared reading context, may elicit lively discussion about the author's purpose. The style of this book leads students toward making connections between the fictitious tale and a factual text about bears, which could serve as a precursor to unpacking the differences between fiction and nonfiction writing. An astute audience could predict the twist in the ending, following the sequence of *I see, I think, I wonder*. This process can deepen understanding of the

techniques used in visual literacy. S. Rasaiah

USER LEVEL: Early Stage 1

SCIS 1541335 \$27.95

Kick it to me

McMULLIN, Neridah & HUDSON, Peter

One Day Hill, Vic, 2012
ISBN 9780980794861

Explaining the origin of Australian Rules football through a fictional reconstruction of the life of Tom Wills, this picture book extols the virtues of tolerance, being a good sport and mateship. Set in 1846, the story of Tom's friendship with the children of the Djab Warrung people is told through dynamic illustrations and depictions of the Western Districts of Victoria. The Aboriginal game, Marn-grook football, was to inspire Tom in later years to suggest that a football club be formed in Victoria. The new game, Australian Rules football (AFL), has become the most popular spectator sport in the country and one in which Aboriginal players constitute over twelve percent of its population. Upon reading this account, students may be encouraged to investigate other Aboriginal games and the part that sport plays in our history.

Interestingly, the book is introduced by Eddie McGuire. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Stage 3

SCIS 1537743 \$24.99

Lightning Jack

MILLARD, Glenda & MULLINS, Patricia

Scholastic Australia, NSW, 2012
ISBN 9781741693911 [821]

Out of all the horses at the muster, Sam Tully only has eyes for one. The midnight black stallion with a jagged blaze on its brow has a power and ferocity that intrigues the young boy. When challenged to ride the wild horse, Sam cannot resist. In a breathtaking whirlwind, the reader follows Sam's turbulent journey as he tries to tame the fiery brumby. Sam and Lightning Jack traverse the Australian landscape, facing many dangers and encountering a range of characters. Surprisingly, Phar Lap and Ned Kelly play a role in this magical, lyrical narrative. Beautiful, vibrant illustrations provide a perfect match to the untamed nature of the wonderful tale. It is only the unforeseen twist in the conclusion that offers a moment to pause in this amazing picture book. [Teaching notes](#) are available from the Scholastic Australia website. H. Gardiner

USER LEVEL: Stage 1 Stage 2

SCIS 1542081 \$26.00

Bush bash!

MORGAN, Sally & KWAYMULLINA, Ambelin

Little Hare Books, Vic, 2012
ISBN 9781921714771

Bypassing a variety of lively creatures, a dashing dingo travels along a bush track. As he moves from page to page, his footprints form a meandering pathway which is surrounded by an engaging array of patterns and geometric designs. The rich illustrations throughout this stunning Aboriginal picture book expose a vibrant display of stunning colours which are a pleasure to explore. Each group of animals is described in animated, alliterative phrases which provide repetition of the focus phrase and build the vocabulary of the reader. As a numeracy adventure, the story encourages predicting and forwards counting from one to ten, and culminates with an opportunity for counting revision as the animals arrive for a birthday party. This tale would provide a starting point for a study of celebrations. It also offers opportunities for studying

outstanding Aboriginal pictorial works and art techniques. D. Johnston

USER LEVEL: Early Stage 1 Stage 1

KLA: CA; English

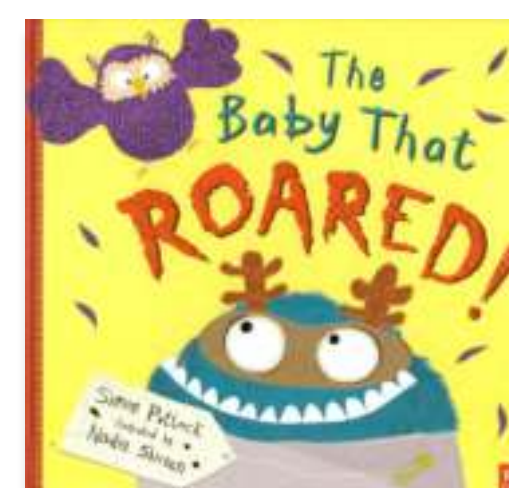
SYLLABUS: Creative Arts K-6;
English K-6

SCIS 1543932 \$24.95

The baby that roared!

PUTTOCK, Simon & SHIREEN, Nadia

Nosy Crow, UK, 2012
ISBN 9780857630186



Mr and Mrs Deer would love to have a baby, and one day their wish comes true: they find a little bundle on their doorstep. The baby keeps roaring, so they ask for advice from family and friends, who send them off to fetch what they think the baby needs. What is peculiar is that each time Mr and Mrs Deer return from their errands, someone is missing. *The baby that roared!* twists humorous elements of some traditional tales to create a new and engaging story. All the characters are animals, depicted with colour and energy. This picture book will hold special appeal for children with a new brother or sister. [Nosy Crow's website](#)

allows teachers to preview the first few pages. M. Sutera

USER LEVEL: Early Stage 1 Stage 1

SCIS 1544417 \$24.99

Food chain

ROBERTSON, M. P.

Frances Lincoln Children's, UK, 2012
ISBN 9781847801654



Using graphic panels and colourful illustrations, this picture book demonstrates how the food chain works in a way that children will understand. When a *naughty little boy* puts a goldfish down the toilet, the sewerage system sends the fish to the sea, with bigger fish. The chain of events unfolds in vivid and humorous detail, and borrows greatly from *Finding Nemo*. Despite gaps in logic, the book could be used to show the ways in which living things interact in their environment. In addition, the book highlights opposites, big and little, in a way that younger readers should find entertaining. J. Saxby

USER LEVEL: Stage 1 Stage 2

KLA: SciTech

SYLLABUS: Science & Technology K-6

SCIS 1539016 Paper \$16.95

Lily and the fairy house

TANNER, Jane

Penguin Group (Australia), 2012
(Viking)
ISBN 9780670075102



Tanner explores the world of a child's imagination in this charming picture book. During her idyllic backyard playtime, when all is quiet, Lily

communes with native flora and fauna and discovers a friendship with a gathering of fairies. She shares a tea party with them. They build Lily a crown of flowers and she builds them a fairy [leaf boat](#) for sailing on puddles. The narrative complication involves fluttering wrens who are concerned about their tiny speckled egg. Happily, our champion comes to the rescue. The impact of the text is enhanced by the delicate, painted illustrations of flowers, ferns, and silvery winged fairies. The text is supported by a simple website, which includes a [Behind the scenes](#) preview that demonstrates the watercolour techniques of the author illustrator. This rich text will enhance the thoughts and vocabulary of young students and give them insight into a world of harmony. D. Johnston

USER LEVEL: Stage 1 Stage 2
SCIS 1545153 \$24.95

Tanglewood

WILD, Margaret & GOODMAN, Vivienne

Omnibus, SA, 2012
ISBN 9781862915701

The friendship between a seagull and a tree forms the basis of this multi-layered story. Simple repetitive text eloquently portrays the pathos and loneliness of Tanglewood's existence on the island. The illustrations, ranging, from full page to series of sequential pictures, complement the story and allow the reader great scope to predict and add background to the story. The double page illustration of the seagull arriving on the island has no text and the reader must infer the back story. Themes of friendship, loneliness, family, loyalty and nature can form the basis of study of this book. HSC English students completing the Area of Study: *Belonging* could include this picture book as an additional text. Teachers exploring the concepts of family and friendships may find this a pertinent introduction. B. Hull

USER LEVEL: Stage 2
SCIS 1550074 \$26.99

The emperor's new clothes horse

WILSON, Tony & DeGENNARO, Sue
Scholastic, NSW, 2012
ISBN 9781742830452

Reinterpretations of old stories are rather like movie sequels; even if not as good as the original. The discussion points that arise when comparing textual adaptations and appropriations can be invaluable teaching opportunities. In this witty retelling of *The emperor's new clothes*, the emperor is desperate to win the Cristobel Cup and so looks far and wide for the fastest racehorse in the land. Two international trainers claim to have a magical horse that cannot fail to win the race *BUT to those who are stupid or unfit for their work, she will appear as nothing but a humble clothes horse*. Young readers will recognise this wheeled contraption as a bizarre combination of a hobby horse and a rack for drying laundry. The book is well illustrated in cartoon style, with generous use of white space, helping to give the story a freshness for modern times. A. Soutter & I. McLean

USER LEVEL: Early stage 1
KLA: English
SYLLABUS: English K-6
SCIS 1554622 \$26.99

Going home: an Australian girl's art diary in China

WU, Lily

Translated by Kathy Huang.

Rainbow Dragon, NSW, 2008
ISBN 9780980363432 [951.2]



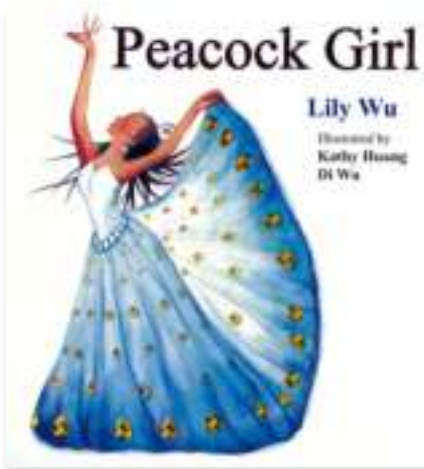
On a visit to see friends and family in China, Australian born Lily Wu keeps a written and pictorial diary of her trip. In this publication, she shares the highlights and excitement of

her travels. Presented in English and Chinese script, the book will fascinate young readers. Wu comments on various places, customs, events and dining experiences, giving us a glimpse into many aspects of Chinese culture. Colourful naïve style illustrations and photographs support the written text. This enjoyable resource is relevant to the study of a different culture, and it could be used as a model for students to create a real or fictional travel diary of their own. C. Sly

USER LEVEL: Stage 2 Stage 3
KLA: AC; HSIE; Languages
SYLLABUS: Chinese K-10; HSIE K-6
SCIS 1387473 \$24.95

Peacock girl

WU, Lily & WU, Di & HUANG, Kathy
Rainbow Dragon, NSW, 2007
ISBN 9780980363401



A tale of a young girl wearing a peacock dress and dancing in a cultural festival frames recollections of a sad period of family history.

Seeing her grandmother staring at a golden peacock feather and an old photograph encourages the narrator to ask about the girl in the picture. The family's experience of the Cultural Revolution in China is unveiled. The storyteller learns of her mother's and grandmother's past and discovers her own role in the continuum of the peacock dress. An evocative, delightfully illustrated picture book, it readily captures a significant aspect of family history and provides a springboard to reflect on the background of families from different cultures now living in Australia. It could elicit interesting class discussion, stimulate ideas for further research, or act as a model for story writing in a similar style. C. Sly

USER LEVEL: Stage 2 Stage 3

KLA: AC; HSIE

SYLLABUS: HSIE K-6

SCIS 1352697 \$24.95

fiction for younger readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these books are also suitable for lower secondary students.

The new kid

ABELA, Deborah

Random House Australia, NSW, 2012
(Ghost Club)
ISBN 9781742750804



Racing down a murky corridor in pursuit of a moaning apparition, Angeline and Edgar feature prominently in the new Ghost Club series. Hell-bent on destroying them, the ghoul smashes valuable antiques

and throws custard and green slime to avoid capture. Eventually, a force of penetrating energy removes the offending being with a flash of white smoke. This is a day in the life of the

young ghost catchers who are about to embrace and welcome a new assistant. Grandma is involved in this chapter book, helping them collect photographic evidence of spirits. Featured poems may be integrated into literacy work, and a range of [teachers' resources](#) to support the novel are featured on the [author's website](#). Sample [ebook chapters](#) can be previewed for free. Students will be entertained by the twists and turns of this spooky adventure. D. Johnston

USER LEVEL: Stage 2 Stage 3

SCIS 1543714 Paper \$15.95



Ghost Club.mov by maxremysuperspy

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

Andy Roid [series]

ARENA, Felice

Penguin Books Australia, 2012 (Puffin)



An ongoing series of short science fiction novels, these adventures focus on an android, Andy, who just four months earlier was a normal boy, whose parents owned a seemingly innocent bakery shop.

A foiled kidnapping results in Andy being rebuilt with robotic technologies. He returns to school unaware of the full extent of his new powers. Espionage, secret identities, foiling bank robbers, and an escaped silverback gorilla, become part of a regular day in the life of this young, reluctant, not-yet superhero. The stories move at a fast pace, with a likable support cast. Although written in Australia, there are few indicators of geographical setting; terms such as *field trip* for *excursion* strive for a more international flavour. The publisher is supporting this book series with [official trailers](#). I. McLean

USER LEVEL: Stage 2 Stage 3 Stage 4

Paper \$9.95 each

Reviewed titles in this series:

Andy Roid and the field trip of terror

SCIS 1548229

Andy Roid and the superhuman secret

SCIS 1548232



Andy Roid - by Felice Arena (Official Trailer 2012) by FleechTV

Alice and the Apple Blossom Fair

BELL, Davina & MASCIULLO, Lucia

Penguin Group (Australia), Vic, 2012 (Puffin) (Our Australian girl) ISBN 9780143306306



It is 1918 and Alice's father is missing in the war. Her brother has enlisted and she has had to abandon her passion and talent for dancing as her tutor has been interned in a camp. A great deal of responsibility has fallen to her but when her best friend's brother

returns wounded and acting strangely, she is forbidden from seeing her friend. Alice feels even more isolated but she decides to have a stall at the Apple Blossom Fair to support the soldiers and the war effort. Although part of a series, the book can be read alone and gives an informative insight into the life of children in this period.

R. Higginbottom

USER LEVEL: Stage 2 Stage 3

SCIS 1552832 Paper \$14.95

Discovery at Paradise Island

BOYCE, Sharon

USQ Printery, Qld, 2011 ISBN 9780958161060

Sarah is invited to go on holiday to Paradise Island with her best friend, Alexandria, and her family. Sarah is keen to go but feels their activities will be limited as Alexandria's mother, who suffers from rheumatoid arthritis, is in a wheelchair. Their action-packed week away alters Sarah's preconceptions. Thought-provoking questions at the end of each chapter and several questions at the end of the book provide useful discussion starters. The novel deals well with disability but lacks literary finesse. While the story is easy to read, it tends more towards a listing of events experienced by undeveloped characters. However,

in an appropriate context, and with teacher guidance, it could be quite useful. This large print chapter book is also available [through the author's website](#) in ebook, audio book, and DAISY formats. C. Sly

USER LEVEL: Stage 2 Stage 3

SCIS 154813 Paper \$19.95

The terrible thing that happened to Barnaby Brocket

BOYNE, John

Doubleday, UK, 2012 ISBN 9780857531476



Barnaby Brocket is no ordinary child, much to the disappointment and embarrassment of his parents, who excel at being normal. Their other two children are normal, why not Barnaby? Barnaby could float from the moment he was born and his body refuses to obey the law of gravity. He tries desperately to please his parents but, at the age of eight, the terrible thing of the title happens, and he finds himself far from his Sydney home and family. On his travels Barnaby meets a variety of delightful, sometimes eccentric people who give him

advice, but he desperately wants to return home. Boyne's lighthearted prose and the whimsical nature of Barnaby's remarkable adventures belie the underlying message of how the joys of being different relate to the need for acceptance and belonging. Younger readers will delight in Barnaby's amazing journey, while older readers will become acutely aware of the book's underlying message of acknowledging, accepting and celebrating difference, both in oneself and others. H. Myers

USER LEVEL: Stage 3 Stage 4

SCIS 1558851 Paper \$19.95



The terrible thing that happened to Barnaby Brocket by John Boyne - book trailer by kidsatrandomhouse

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

Tiger tangle

FRENCH, Jackie & WHIDBORNE, Terry

Scholastic, NSW, 2012 (Animal rescue)
ISBN 9781742833835

Glam Rock is a famous pop star who performs onstage with his tame tiger. But Leo, who can talk to animals, senses something is wrong – he can read terror and despair from the tiger. His friend, Mozz, flies a jet, rescuing wild animals from around the world, and together they commence an adventure to rescue the tormented tiger from Glam's huge property, against a backdrop of guards, fans and television cameras. The story is humorous and action-packed, and accompanied by fairly ordinary black and white illustrations. Themes such as family and friendship support subtle messages about building confidence and caring for the planet, particularly for animals. Brief notes on Siberian tigers, included at the end of this short text, will help readers gain more understanding. M. Sutera

USER LEVEL: Stage 2

SCIS 1555055 Paper \$9.99

Boy vs beast: battle of the mega-mutants [series]

PARK, Mac

Pop & Fizz, Vic, 2012

Kai Masters and his bionic canine, BC, continue their relentless battle against the Beasts of Beastium, although the stakes have been raised considerably with the genesis of the feared megamutants. To aid in their cause, Kai is teamed up with new border guards, Will and Jay, and their battle buddies, Squirrel and Robohawk. While these stories are instalments in an ongoing saga, sufficient previous material is reprinted so that the adventures can be read in any order. A very large font supports young readers who may be more comfortable in front of a computer game; labelled graphics, status cards and maps are similarly inspired by popular computer and role playing card games. The [Border Guard Club website](#) provides related games and extension activities to enhance, encourage and support the reading experience. I. McLean

USER LEVEL: Stage 2 Stage 3

Paper \$9.99 each

Reviewed titles in this series:

Chillterratan

SCIS 1544845

Torlavasaur

SCIS 1544844

The silver door

RODDA, Emily

Omnibus, SA, 2012
(Three doors trilogy)
ISBN 9781862919136

In the sequel to *The golden door*, Rye is willing to risk everything to save his brother who is lost in another terrifying world. Sonia is determined to find and destroy the enemy that is sending ferocious flying beasts to ravage the city. Their new challenge is to go beyond the silver door and continue their quest. Fantasy ingredients of magic, monsters and supernatural beings complicate the siblings' quest, with themes of making choices, moving from safety into danger, and family relationships. The narrative is based on the world of Deltora, but it is not necessary to have read the *Deltora quest* series or the first title in this new series to enjoy the sequel. The Scholastic website contains teacher's notes for both books, [The silver door](#) and [The golden door](#). M. Sutera

USER LEVEL: Stage 2 Stage 3

SCIS 1550146 Paper \$16.99

Jake's concert horror

SPILLMAN, Ken & NIXON, Chris

Fremantle, WA, 2012
ISBN 9781921888755



When Jake is chosen to be Prince Eric in the school performance of *The little mermaid*, he is appalled at the thought of having to kiss Ariel at the end of the play. This junior novel cleverly

leads the reader up to opening night, building the feelings, tensions and preparations with short chapters and humorous sketches that depict Jake's nervousness and insecurity. The inclusion of Jake's father as the stabilising element who reassures his son, and Nana who helps him with his lines, may support students who are learning about families and nurturing. This short narrative could be shared with a group of students and may springboard discussions about conquering fears, facing the unknown and realising that we do not have to be perfect. [Teaching notes](#) are available. S. Rasaiah

USER LEVEL: Stage 2

SCIS 1548387 Paper \$10.95

Lost treasure of the emerald eye; The curse of the cheese pyramid

STILTON, Geronimo

Scholastic Australia, NSW, 2012
ISBN 9781742831299

For lovers of the unassuming mouse editor and author, this omnibus is a double bonus. The first story sees Geronimo and members of his family become shipwrecked on what they think is a deserted island while following a treasure map and imagining all kinds of riches. It is not until they are rescued and flying home that they realise the treasure is a natural landmark, reminding us that there are richer and more rewarding things than money. The second title sees Geronimo visiting Egypt to write a news article about a discovery for alternate fuel. His adventures and mishaps along the way, as he travels by substandard planes and boats, are typical of Geronimo and his family. Both titles use onomatopoeic expressions and the usual pun filled language and engaging colour graphics. This is a great addition to the collection. R. Higginbottom

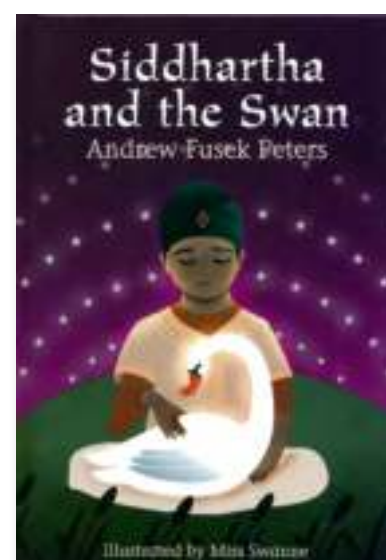
USER LEVEL: Stage 1 Stage 2
SCIS 1548326 Paper \$14.99



The Geronimo Stilton Books by PuffinBooks1

Stories from the world religions [series]

A & C Black, UK, 2012



Students will be intrigued by these beautifully illustrated books which tell stories from major religions of the world in a clear and concise way. The books have been designed to be read by Year 2 students. The story of *Siddhartha and the swan*, with many difficult character names, has no more than three lines of written text per page, while the story of *Rama and Sita* has about five lines per page. The books are written by different authors so they vary considerably in style. *Rama and Sita* is rather ambitious in attempting to tell most of the story of the *Ramayana* in 29 pages. It will raise a lot of questions about demons and

monkeys and perhaps spark an interest in Indian culture. The Buddhist story of Siddhartha is a simple tale about caring for birds and animals, and would be very appealing to young students. A. Soutter

USER LEVEL: Stage 1 Stage 2
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
\$21.99 each

Reviewed titles in this series:

Rama and Sita

SCIS 1550265

Siddhartha and the swan

SCIS 1550267

Waarda series for young readers [series]

Fremantle, WA, 2012



Sally Morgan is the founding editor of this series written to support the literacy needs of Indigenous students. Realising that Aboriginal students need to hear stories written and told by Aboriginal people, Sally worked on this project with new authors in the School of Indigenous Studies at the University of Western

Australia. Engaging Aboriginal and non-Aboriginal readers with tales of bushcraft and bush creatures, these cheerful first chapter books are accessible and fast paced. The writing is clear and the amusing black and white sketches readily support the storylines. The biographies at the end of each book authenticate the background of the [authors](#) and indicate where their county is on an Australian map. Teaching notes are available for [Emu and the water tree](#) and for [Yippee! Summer holidays](#). S. Rasaiah

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 each

Reviewed titles in this series:

Emu and the water tree

SCIS 1548411

Yippee! summer holidays

SCIS 1548402



Sally Morgan and Gladys Milroy on The couch
by FreoPress

The secret of the swords

WATTS, Frances & ROGERS, Gregory
Allen & Unwin, NSW, 2012 (Sword girl)
ISBN 9781742377285



Creating a strong female protagonist by allowing her to overcome obstacles takes on a twist in this emergent readers' chapter book. The talking cat and chatty ghostly weapons assist

Tommy, the newly appointed Keeper of the Blades in Flamant Castle, to impress Sir Walter. The historic context and references to knights and chivalry should engage this novel's audience. Illustrated by Gregory Rogers, the message in the story is about good over evil and how doing the right thing brings just rewards. Overcoming disadvantage and bullying, the heroine, *Sword Girl*, has compassion and kindness for the weapons in her charge, all of which represent someone in the past who fell on their sword. Students who are reluctant to transition to independent reading may be inspired to follow this unusual story and move to the next in the series. S. Rasaiah

USER LEVEL: Stage 2
SCIS 1545942 Paper \$11.99

fiction for older readers

Resources are arranged alphabetically by author. See also [eresources](#).

Some of these items are also suitable for upper primary students.

The future of us

ASHER, Jay & MACKLER, Carolyn
Simon and Schuster, UK, 2012
ISBN 9780857076076



Set in 1996, when computers and the internet were still new and exciting, reality is presented through dual narrative perspectives. Emma and Josh are given the opportunity to

see their future. Emma discovers something called *Facebook* on her email account and there encounters entries from herself, 15 years in the future. While the narrative revolves around questions of future and choice, it also provides an interesting

perspective on current obsessions. Emma and Josh find their worlds begin to centre on what is happening online. For investigating historical context, the role of technology in our lives, or the difficult concept of identity, this narrative would be interesting and could support the study of *Belonging* in HSC English. S. Pollard

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10;
English Stage 6
SCIS 1539406 Paper \$16.99



2. Jay Asher and Carolyn Mackler discuss *The Future of Us*.mov by PenguinYoungReaders

Everneath

ASHTON, Brodi
Simon & Schuster, UK, 2012
ISBN 9780857074577

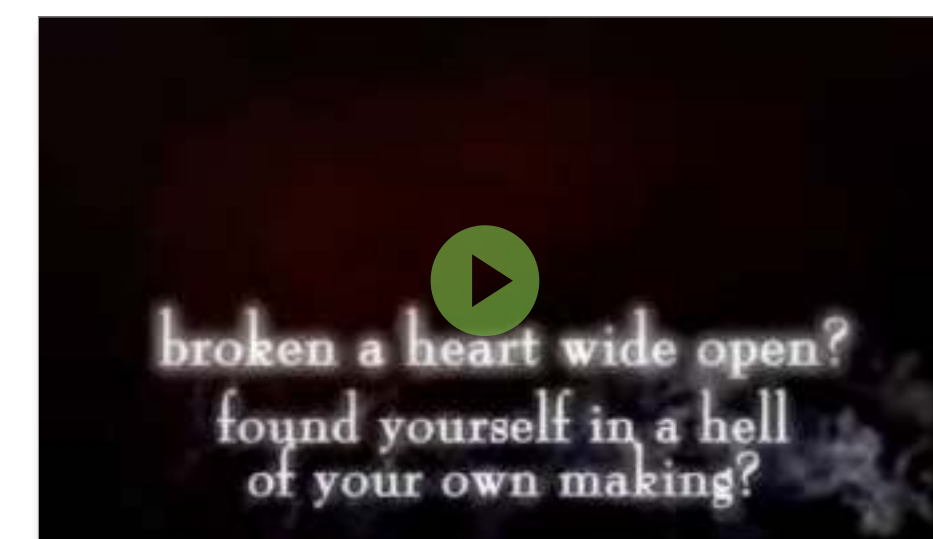
Nikki Bennett went missing six months ago. Now she is back, but she is not the same. As the story unfolds, the reader is drawn into



Nikki's struggle to come to terms with the decision that led her to follow the enigmatic Cole to Everneath, a world where immortals like Cole feed on emotionally vulnerable humans.

Nikki has been allowed to return to her family, friends and her boyfriend Jack, for a limited time. In this time she must try to make peace with those she left behind, before she returns to the Everneath forever. This modern version of the ancient Greek myth of Persephone and Orpheus will keep readers intrigued right to the end. H. Myers

USER LEVEL: Stage 5 Stage 6
SCIS 1541348 Paper \$19.99



Everneath by Brodi Ashton by harperteen

Ishmael and the hoops of steel

BAUER, Michael Gerard

Omnibus, NSW, 2011
ISBN 9781862919174

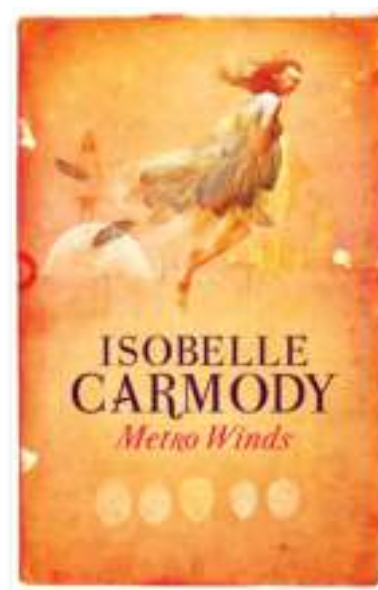
Readers will quickly be absorbed by the easily identified adolescent nonsense of Ishmael and his friends as they continue to struggle to make sense of their world. For these teenagers, life involves senior school, Shakespeare, girls and the unusual opportunities that life throws up along the way. Fast paced and presented in quick chapter instalments, the novel allows readers of all levels to be comfortable with the text. Issues such as friendship, relationships, acceptance and morality are explored in a humorous style. While superficial in structure, there is depth to the content which gives the book value as a classroom resource. There is a wealth of supplementary material provided via the [author's blog](#) that can be used as stimulus for classroom discussions, creative writing exercises, text analysis and exploring character development. The novel is well supported by Scholastic [teaching resources](#). B. Kervin

USER LEVEL: Stage 4 Stage 5
SCIS 1516109 Paper \$19.95

Metro winds

CARMODY, Isobelle

Allen & Unwin, NSW, 2012
ISBN 9781865084442



Readers who enjoy fantasy with twists, should enjoy this collection of short stories. Presenting wolves, fairies, supernatural powers and vampires, Carmody opens a thought-provoking spectrum of

characters and narratives. In *The dove game*, Daniel's quest leads him to encounter the pain and the blood of the dove spectacle, in which truth and forgiveness are entwined with death. The wolf prince has to find a human bride to end the family curse and questions of loyalty and love are raised. Themes of dreams, inspiration, responsibility and reality pervade. Questions are posed but not answered and readers are left to find their own resolutions. Some may find this challenging, though others will enjoy the freedom. B. Hull

USER LEVEL: Stage 5
SCIS 1552905 Paper \$24.99

The winds of heaven

CLARKE, Judith

Allen & Unwin, NSW, 2012
ISBN 9781742378336



Two young cousins from vastly different backgrounds share a special bond as they journey through life. Clementine enjoys a stable family home with loving parents, while Francesca has a broken home and a mother who abuses

her, both physically and mentally. The novel interweaves stories of other characters; Fan's sister is a runaway, and an old Aboriginal man befriends Fan and gives her a means of escape from her difficult life. He gives her Aboriginal names which have beautiful meanings and these words raise her self-esteem, unlike the cruel words her mother uses to describe her. The moving story sensitively touches on rape, hints at promiscuity and ends with a suicide. The book is suited to mature readers. It provides plenty of opportunity for discussion about the importance of love in all sorts of relationships, as well as the harm done by psychological abuse. N. Drougas

USER LEVEL: Stage 5 Stage 6
SCIS 552906 Paper \$18.99

The ghost of Ping-Ling

COOPER, Peter

Omnibus, SA, 2012
(Tales of the blue jade)
ISBN 9781862919181

Set long ago in Imperial China, this action-packed fantasy quest centres on a 15 year old orphan, Dillen. Blamed for a freak fire in his village temple, Dillen is forced to flee and undertake a perilous quest to find Hallegat, a mysterious sorcerer and powerful lord. Dillen and two brave companions, Tajni and Koto, frequently find themselves in dangerous situations. Relying on their wits and cooperative effort, they fend off armies of pig-like sinister brigands, despicable wood-demons, and a fiery dragon, on their way to aid the elusive Hallegat. A lively, plot-driven story, this is sure to enthrall young readers who enjoy historical fantasy. E. Sly

USER LEVEL: Stage 3 Stage 4
SCIS 1542066 Paper \$17.99

A new kind of dreaming

EATON, Anthony

UQP, Qld, 2012

ISBN 9780702232282



A life of petty crime has not paid for Jamie Riley. As a final resort before imprisonment, Jamie has been sent to the remote coastal town of Port Barren. The reception he receives is far from welcoming, especially

from local police sergeant, Elliot Butcher. As Jamie tries to adapt to his new life, he becomes embroiled in a long-standing controversy. What mystery surrounds the ramshackle boat rotting on the beach? Why is Butcher trying to silence Jamie? In an action-packed plot, readers are taken on a tumultuous journey as Jamie seeks the truth. Some coarse language, sensitive situations and issues pertaining to asylum seekers are evident, but they add to the grittiness of the narrative. Well-rounded characterisation also enhances the novel's appeal. As it explores the theme of belonging, this engaging novel would be a valuable related text for the Stage 6 Area of Study: *Belonging*. This publication is a tenth anniversary reissue of a 2001 publication. H. Gardiner

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English Stage 6

SCIS 1548380 Paper \$19.95

Twelve minutes to midnight

EDGE, Christopher

Nosy Crow, UK, 2012

ISBN 9780857630506



Full of mystery and suspense, this novel is set in London, 1899, giving students an insight into the world back then. Penelope, 13, is an orphan and owner of the bestselling magazine, *The penny dreadful*. Her tales

of ghastly and sinister events are gripping Victorian Britain, and no one knows the identity of the author. When a letter arrives from the governor of the notorious Bedlam hospital for the insane, Penelope is plunged into a terrifying adventure. There is mention of famous English writers of the time, and objects now almost obsolete, such as a typewriter. The story is an historical thriller and it successfully establishes an eerie Victorian atmosphere. To get a feel for the story, the first chapter of the

book can be read on [Christopher Edge's website](#). M. Sutera

USER LEVEL: Stage 3 Stage 4

SCIS 1544620 Paper \$14.99

The invaders

FLANAGAN, John

Random House Australia, 2012

(Brotherband)

ISBN 9781741664508



The sequel in this fantasy series carries the outcasts onward in their quest to redeem themselves and retrieve the Andomal from the evil pirate, Zavac. Taking refuge in a sheltered bay, the disparate band of teenage warriors hones fighting skills and rekindles the team's cohesion in readiness to face their foe. As the Skandians embrace new allies, the suspense builds towards the conclusion of this fight to the finish. The combination of humour, a hint of romance and a dash of violence provides just the right ingredients for readers to engage with this second book in the trilogy. Teachers may use the writing in this series as an example of how contemporary language can tell an ancient Viking tale and meet the expectations of a modern audience. S. Rasaiah

USER LEVEL: Stage 4 Stage 5

SCIS 1553972 Paper \$17.95



John Flanagan talks about *Brotherband chronicles 2: The Invaders* by PenguinYoungReaders

Red

GLEESON, Libby

Allen & Unwin, NSW, 2012

ISBN 9781741758535



A gripping mystery unfolds in the aftermath of a devastating cyclone: a young girl is unable to remember her name or where she comes from. Amid the chaos, she meets Peri who takes her in

and names her Red. Together, they set about finding Red's real identity and family. At the same time, Red makes a discovery, and finds she has an important mission to accomplish. Not a typical mystery story, the narrative is a legal mystery which is

less important than the mystery of the self. It asks *who am I* rather than *whodunit*. The book touches on various topics, such as personal identity, the effects of global warming, ethical behaviour, resilience, friendship and family. The short chapters and uncomplicated style make this book accessible and enjoyable for younger readers.

[Teacher's notes](#) are available on the Allen and Unwin website. M. Sutera

USER LEVEL: Stage 3 Stage 4

SCIS 1552898 Paper \$15.99



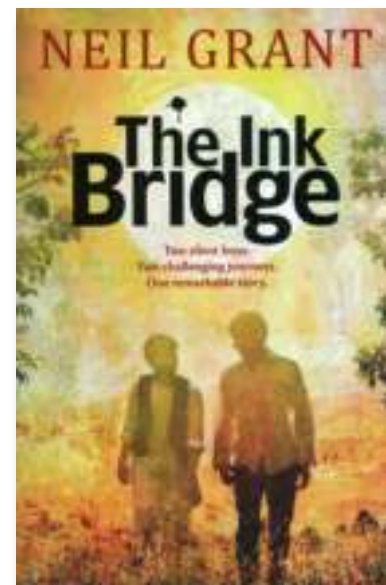
Red by Libby Gleeson - book trailer by Allenandunwin

The ink bridge

GRANT, Neil

Allen & Unwin, NSW, 2012
ISBN 9781742376691

The dichotomous worlds of two silent young boys are explored with rawness and heartbreak in this beautifully crafted novel. For Omed, a young Afghani boy, silence is

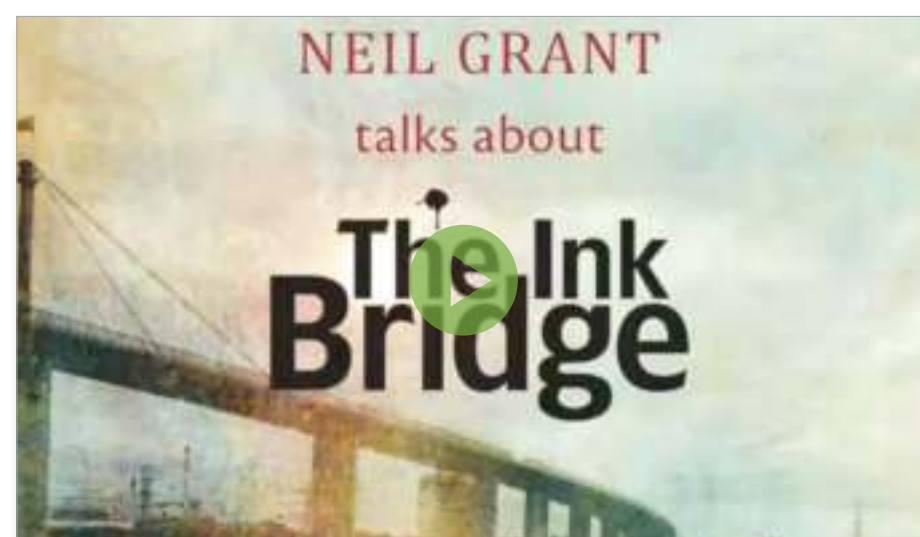


inflicted upon him. For Hector, who lives in Melbourne, it is a means of escape. Divided into three parts, the poignant narrative explores the plight of Omed, who is desperate to escape the violence

and repression of his homeland. Omed's story is paralleled with that of Hector who retreats into a world where his words are muted. Their lives collide in a suburban candle factory. Due to some sensitive content including the horrific trade in people smuggling, and the repercussions of suicide, careful consideration in relation to class use would be necessary. Yet, despite a permeating sense of tragedy, there are unwavering glimmers of hope in this unforgettable novel. H. Gardiner

USER LEVEL: Stage 5 Stage 6

SCIS 1543257 Paper \$17.99



Interview with Neil Grant on 'The ink bridge' by Allenandunwin

The children of the king

HARTNETT, Sonya

Penguin Group (Australia), 2012 (Viking)
ISBN 9780670076130



With a story set in World War II England, Hartnett interweaves the experiences of Cecily and Jeremy, with those of the two boys who are discovered in the Snow Castle. Jeremy is upset that he is not

allowed to remain in London with his father, but sent to the country instead. His sister persuades their mother to take in Mary Bright, an evacuee, who does not conform to Cecily's expectations. Within this narrative, Peregrine tells the story of two boys who were denied their rightful place in history. The theme of power, its quest, acquisition and consequences, are explored in both strands of this novel. Parable like in its style, the book raises issues of responsibility, desires, family and friendship. It would provide a springboard for class discussions and further research as to the identities of the two boys. *A Books and arts daily* interview with Sonya Hartnett is available [on the ABC Radio National website](#). B. Hull

USER LEVEL: Stage 4

SCIS 1547140 \$24.95

The unbecoming of Mara Dyer

HODKIN, Michelle

Simon & Schuster, UK, 2012
ISBN 9780857073631

Dark and complex, this story centres on a young girl who has been involved in a fatal accident, the details of which are known only to her. Unfortunately, she cannot recall the event. The story opens with a group of young people consulting an ouija board about how one of them will die. The answer given is the name of the main character, Mara; it becomes apparent later that her friends are dead. While the story will be enjoyed by readers in their mid-teens, it does contain references which may cause concern. There are covert references to an attempted suicide and a sexual comment. A psychological thriller, this may be disturbing for some readers. The narrative does not conclude satisfactorily. N. Drougas

USER LEVEL: Stage 6

SCIS 1541100 Paper \$16.99



The unbecoming of Mara Dyer trailer by SimonSchusterVideos

Things a map won't show you

Edited by Susan La Marca & Pam Macintyre.

Penguin Group (Australia), 2012
ISBN 9780143565314



A selection of 28 works with wide appeal, this book has comic art, photographs, short stories and poems from Australia and the Asia-Pacific region. The compilation is

an excellent resource for English teachers who are researching contemporary voices and gathering resources to expand the book room with the Australian curriculum in mind. With works from well-known and emerging writers, these short stories provide insight into life and culture, sport, and teenage romance in a range of genres and styles, from humorous poems to thought-provoking articles. They target junior high school students, and the subject matter, visual content and economy of presentation offer a great deal to engage students in the classroom. N. Drougas

USER LEVEL: Stage 4
KLA: AC; English
SCIS 1543021 Paper \$24.95

Shiny guys

MacLEOD, Doug

Penguin Group (Australia), 2012
ISBN 9780143565307



Questions of *normality* and *reality* are explored in this dark struggle of acceptance and guilt. Set in a nineteen eighties mental institution, the story focuses on the central character's

efforts to understand his past and the consequences of his earlier actions. His journey becomes a complex jigsaw of conspiracy theories, aliens and reactive defence mechanisms. The ending struggles to provide the necessary conclusion readers will require. However, as an example of using language, text and style to create understanding and character, it is admirable. The concept of mental disorder and paranoia are well presented through dialogue and imagery. The flawed characters are believable and readers will have some sympathy with their plights and experiences, although the issues of tragedy, abuse, loss and self-esteem need teacher direction and input. Further information is available on the author's quirky [website](#). B. Kervin

USER LEVEL: Stage 5 Stage 6
SCIS 1542513 Paper \$17.95

The swan kingdom

MARRIOTT, Zoe

Walker, UK, 2011
ISBN 9781406333749

In this fairytale style novel, Alexandra is the only daughter and youngest child of the king and queen in a distant kingdom. She is adored by her mother and brothers but shunned by her father as she is not pretty enough. Alexandra has learned from her mother how to use the magic of the earth. When her mother is tragically killed, her father remarries quickly and Alexandra and her brothers are exiled from the kingdom, their stepmother not being all that she appears. Can Alexandra find her brothers and return to her rightful home? This novel is a retelling of Hans Christian Andersen's *The wild swans*. The story reads like a fairytale, with elements of the original story present. However, the author reworks the elements of revenge, romance, transformations, violence and loyalty into a more comprehensive fantasy narrative, creating a novel to appeal to a young adult audience, accustomed to reading stories of vampires and the supernatural. H. Myers

USER LEVEL: Stage 4 Stage 5
SCIS 1530848 Paper 16.95

Punchlines

PHOMMAVANH, Oliver

Penguin Group (Australia), Vic, 2012
(Puffin)
ISBN 9780143306511



Humour is very useful in breaking the ice, but for teenagers it does not always fix the situation. Johnny and Josie both have Asian heritage and their families have mixed socially for as long as they

can remember, but, as they mature, romantic feelings arise. Johnny is concerned that if he makes his feelings known it will frighten Josie away so he remains her best friend and shoulder to cry on when her other relationships end. Johnny has a good sense of humour, and his wisecracks and comedy routines see him representing the school as a stand-up comedian and following in his father's footsteps. This humorous book will hold particular appeal for male readers. R. Higginbottom

USER LEVEL: Stage 4
SCIS 1547136 Paper \$16.95



Oliver Phommavanh extended interview
by WorldNewsAustralia

Alex

WARBURTON, Alan & JONES, Pamela

Grandma Bella, SA, 2011
ISBN 9780987144607



Important health and lifestyle issues are raised in this very engaging book which may appeal to middle school students. Alex discovers she has gained a lot of weight when trying

on special clothes to wear on her thirteenth birthday. It turns out that she also has type 2 diabetes, like her mother, so she has to find a way to adopt a healthy lifestyle. At the same time Alex has to battle with normal teenage relationship problems and some bullying about her weight. The story has good information about

preventative health care woven into an engrossing story. The last 70 pages provide more specific information, some from the point of view of different characters in the story. The novel's companion [website](#) contains useful teaching resources and information endorsed by Diabetes Australia, the Heart Foundation, the Cancer Council, and Lifeline. A. Soutter

USER LEVEL: Stage 3 Stage 4

KLA: PDHPE

SYLLABUS: PDHPE K-6; PDHPE 7-12

SCIS 1549017 Paper \$14.95

information, poetry and drama

Resources are in Dewey order

Every day on Earth: fun facts that happen every 24 hours

MURRIE, S., MURRIE, M. & BLOOM, T.

Scholastic, USA, 2011
ISBN 9780545297066 [030.2]

Making facts relevant and attractive is the key behind this user-friendly resource. Students will enthusiastically explore the information presented in eight broad categories: *Earth, living things, the human body, food, space, pop culture, sports, and technology*. The one page segments of information are uniformly structured with an opening question, supporting facts and a context statement. The book's value is in its ability to create an awareness of the information from a personal perspective on daily life. Visually attractive and well supported by cartoon interpretations, it draws a reader into the world of general knowledge, allowing random searches of well researched and indexed topics. B. Kervin

USER LEVEL: Stage 3

KLA: HSIE: SciTech

SYLLABUS: HSIE K-6; Science & Technology K-6

SCIS 1529491 Paper \$19.99

Respectful relationships



Edited by Justin Healey.

Spinney, NSW, 2012
(Issues in society 336)
ISBN 9781921507663
[158.2]

Secondary students can spend much of their time

developing and maintaining their social relationships by every available means from Facebook to just *hanging out* with friends. Most will be intrigued by this addition to the *Issues in society* series which has three sections, including *Friendship and family relationships, Couples relationships, and Abuse and conflict in relationships*. There are also articles for parents on topics of concern, including *Frenemies and toxic relationships*. Same sex relationships are never specifically mentioned although one photo of two men illustrates an article on couples. Online relationships are covered quite well in several articles. As usual in this series, there are fast facts, web links, a glossary, and worksheets and activities. A. Soutter

USER LEVEL: Stage 4 Stage 5
Stage 6 Community

KLA: PDHPE

SYLLABUS: Crossroads Stage 6;
PDHPE 7-10

SCIS 1543277 Paper \$24.00

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

Sisters of the Son series. *Vol. 1*

Edited by Evonne Paddison.

Access Ministries, Vic, 2010
ISBN 9780980864052 [270.082]



Readers may be inspired and moved by the deep and profound faith of these six women. Their different stories reveal compassion, strength of character, belief, selflessness and honesty. While

a couple of the writing styles are stilted and simplistic, the underlying messages are powerful. Jean Carter's beautiful story of her family's separation as part of the Stolen Generations would have significance for some students, who may require additional support. The story could be used as a source study within HSIE syllabuses. The book supports the study of the influence of religious traditions on individuals in Studies of Religion Stage 6. B. Hull

USER LEVEL: Stage 5 Stage 6
Professional

KLA: HSIE

SYLLABUS: Aboriginal Studies
Stage 6; History 7-10;
Studies of Religion
Stage 6

SCIS 1516277 Paper \$18.99

Issues in society. *Volumes 335-339*

[Series, electronic resource]

Edited by Justin Healey.

Spinney, NSW, 2012
(Issues in society 335-339)
ISBN 9781921507748 [300.994]



Five interactive PDF versions of the *Issues in society* books are available on this CD. Interactive functions include links to source documents and websites; a full text search function; and the ability to add

sticky notes, highlight or underline text, and add attachments or audio comments. There are clear instructions about how to use each of these functions. Together with the activities and worksheets in each book, the functions allow a teacher to adapt the materials to deliver a lesson on the IWB, tailored to the needs of each class. The topics are of inherent interest and provide up-to-date materials. *Vegetarianism* has chapters on *Reasons for choosing a vegetarian diet* and *Vegetarian diet and health*. *Nuclear energy debate* has chapters on the Australian context and presents arguments for and against. *Extreme weather* has chapters on *Climate and extreme weather events*

and *Natural disasters in Australia*. This title, plus the other two books are reviewed separately in this edition of *Scan*. A. Soutter

USER LEVEL: Stage 4 Stage 5
Stage 6 Community

KLA: HSIE; PDHPE; Science
SYLLABUS: HSIE 7-10; HSIE Stage
6; PDHPE 7-10; PDHPE
Stage 6; Science 7-10;
Senior Science Stage 6

SCIS 1544203 \$130.00

Reviewed titles in this series:

Extreme weather and natural disasters

SCIS 1542910

Respectful relationships

SCIS 1542875

Nuclear energy debate

SCIS 1542864

Self-harm and young people

SCIS 1542860

Vegetarianism

SCIS 1542848

Aboriginal studies

Edited by Allison Cadzow
& John Maynard.

Nelson Cengage Learning, Vic, 2011
ISBN 9780170196284 [305.89]

ABSTRACT



A respected consortium of experts contributes to this authoritative, collaborative book. It is not a textbook. Written to support the NSW HSC

Aboriginal Studies course, it provides Aboriginal perspectives central to this subject, and relevant to a number of other subjects and Cross-Curriculum priorities in Australian Curriculum. The book has relevance for all educators, high school and university undergraduate students. As Linda Burney MP, in the *Foreword*, states: *Aboriginal culture is a fundamental part of the Australian narrative*. Diverse perspectives, materials and voices are presented, connecting readers with personal Aboriginal and Torres Strait Islander stories, discussions, debates, images, photographs, articles, statistics and global perspectives to assist learning and critical analysis. Content is arranged in four main thematic groupings: Colonialism, racism and

prejudice; Aboriginality and the land; Heritage and identity; Social justice and human rights. Within these, issues covered include: Stolen Generations; Aboriginal art in NSW; Australian Indigenous resistance; sport; health; education; housing; employment; and economic independence. International case studies from Canadian First Nations and Michif communities, US Native American people, NZ Maori people, and the Saami of Scandinavia are included.

USER LEVEL: Stage 4 Stage 5
Stage 6 Professional
Community

KLA: AC; CA; English;
HSIE; Science

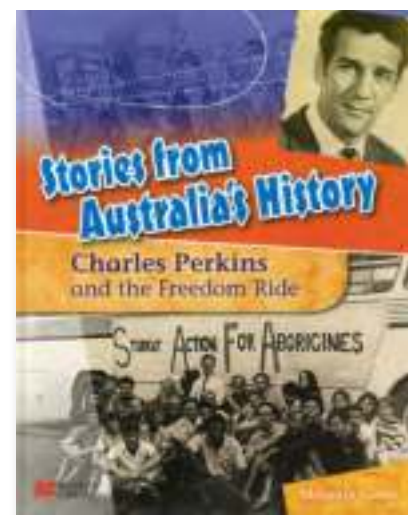
SYLLABUS: Aboriginal Studies
Stage 6; English Stage
6; Drama Stage 6;
Geography Stage 6;
Legal Studies Stage 6;
Modern History Stage
6; Senior Science
Stage 6; Society &
Culture Stage 6

SCIS 1563149 Paper \$59.95

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

Charles Perkins and the freedom ride

GUILE, Melanie & BURNS, Chris
Macmillan Library, Vic, 2011
(Stories from Australia's history)
ISBN 9781420281095 [323.119]



An overview of causes, participants and consequences of the freedom ride supporting Aboriginal civil rights is provided by this short book. It is well illustrated with photographs, maps and a timeline. An interesting graphic novel approach is used to explain some of the events, which may enable less confident readers to engage with the historical event. Some of the information is repeated and the simplistic approach to the topic may prove problematic. The websites, book and DVD listed as supplementary resources would have to be assessed for curriculum relevance. This could be used as part of an introduction for Stage 5 History students completing Topic 6, *Changing rights and freedoms*, and Topic 7, *People power and politics in the post-war period*. B. Hull

USER LEVEL: Stage 3 Stage 5

KLA: HSIE

SYLLABUS: History 7-10

SCIS 1499155 \$31.99

Heroes of Australian science [series]

Macmillan Education Australia, Vic,
2012



Focusing on significantly heroic and innovative achievers and inventors, in various fields of science and technology, these books provide concisely and thoughtfully presented information that is readily accessible to students of varying abilities. Three to four Australian scientists are profiled in each volume. These include astronomers, environmentalists, medical research pioneers (including the development of the bionic ear by Graeme Clarke and wireless internet by John O'Sullivan), and conservationists studying renewable energy sources, and the impact of human interactions upon native and introduced species. Each person profiled has a *Fact file*, listing awards and university studies, plus the primary and secondary schools they attended as students. Other pull out boxes highlight quotations, *Did you know?*, *The science behind it*, *More about...*, *Science jargon* and *Web watch*. I. McLean

USER LEVEL: Stage 2 Stage 3
Stage 4

KLA: HSIE; SciTech
SYLLABUS: HSIE K-6; Science
& Technology K-6
\$31.99 each

Reviewed titles in this series:

Astronomy

SCIS 1548913

Environmental science

SCIS 1548892

Health and medicine

SCIS 1548906

Plant and animal conservation

SCIS 1548930

Sustainable energy

SCIS 1548923

Technology

SCIS 1548932

You and your lawyer

LUKER, Trish. Updated by
Lynda Muston.

Legal Information Access Centre,
NSW, 2011 (Hot topics)
ISBN none [340.023]



Each volume in this respected series focuses on a particular aspect of the legal system. *You and your lawyer* continues this tradition, however it is more

heavily geared to a general readership than some other volumes in the series. General information about the role of legal practitioners, including solicitors and barristers, is accompanied by details of professional ethics and responsibilities to both the client and the court. Of particular interest to students are the sections on alternative dispute resolution, Aboriginal legal assistance, and definitions of key legal terms and concepts. J. White

USER LEVEL: Stage 5 Stage 6

KLA: HSIE

SYLLABUS: Commerce 7–10;
Legal Studies Stage 6

SCIS 1539398 Paper \$22.00

The cat and the fiddle: a treasury of nursery rhymes

Compiled & illustrated by Jackie Morris.

Frances Lincoln Children's Books, UK, 2011

ISBN 9781845079871 [398.8]

Containing over 40 traditional nursery rhymes, including familiar and lesser known works wrapped in superb fantasy art, this publication is a feast. The art sets it apart from other nursery rhyme versions. Richly coloured double-page spreads demand closer inspection to explore the fantasy and whimsy they

display. The pictures of the rhymes join and even overlap so that one illustration portrays two, or even three, nursery rhymes. Little Bo Beep makes a regular appearance. Beyond the rhymes, these detailed pictures could be used as stimulus for creative writing. They are sure to ignite young imaginations. This book is a journey, as each turn of the page takes the reader to another place, with backdrops of castles, cottages, medieval houses set upon hills and mountains, all with a bewitching timeless beauty. G. Maugle

USER LEVEL: Early Stage 1 Stage 1

SCIS 1532119 \$29.95

Number rhymes: tens and teens

DUNN, Opal & SHAW, Hannah

Frances Lincoln Children's Books, UK, 2011

ISBN 9781847802309 [398.8]

Inviting students into an array of traditional and new number rhymes, the end papers of this book are adorned with brightly artistic numbers surrounded by paintbrushes, tins and splodges of paint. Initially, the author emphasises the enjoyment of numbers and offers clues for remembering numbers greater than 12. The compilation of counting rhymes and poetry is wide ranging, appealing, and relevant to young

learners. Rhymes include *Ten little monkeys*, *Twelve fat sausages* and *Twenty green bottles hanging on the wall*. Colourful, quirky illustrations of animals actively participating enhance each rhyme. This book will assist teachers seeking inspiration for supporting learning about numbers. Each individual item would make an engaging wall poster. D. Johnston

USER LEVEL: Early Stage 1 Stage 1

KLA: Mathematics

SYLLABUS: Mathematics K–6

SCIS 1535835 Paper \$16.95

La mappa misteriosa

[videorecording]

BBC, UK, 2011 (90 min.)

ISBN none [458.0076]

In this Italian language video adventure, students take part in a quest and a race as one of the protagonists. Students find a map, which leads to a mystery adventure in 12 episodes, and an ending created by the players. There is a cast of characters and some delicious regional specialties, and the uncovering of a family secret. Students learn to speak Italian with the guidance of the characters met as they journey through the Emilia Romagna region of Italy. Broadcast on ABC television in 2012, the series' target audience is beginners, however the language used is a little difficult

and some students will need to use the subtitles for comprehension. The resource can also be used for intermediate level students to enhance their aural skills. There is a very useful [accompanying website](#), containing full episodes, a user guide, exercises and teaching notes.

M. Sutera

USER LEVEL: Stage 4 Stage 5

KLA: Languages

SYLLABUS: Italian K–10

SCIS 1558496 \$POA;
\$0.00 streamed
via [BBC website](#)



La Mappa Misteriosa: Introduzione by BBC

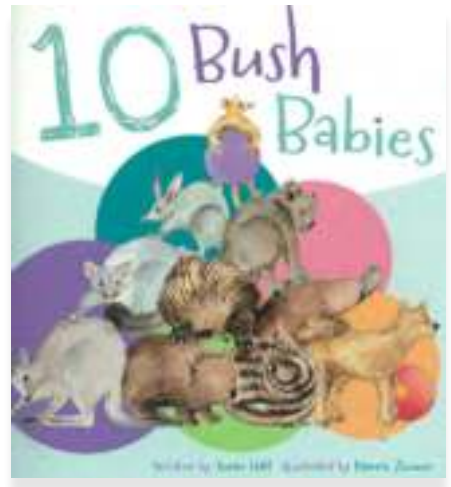
10 bush babies

HALL, Susan & ZOUWER, Naomi

National Library of Australia, ACT, 2011

ISBN 9780642277329 [513.2]

Illustrated in watercolour, this publication will delight young readers. Accompanying a count down from 10 are circular fold out flaps and



Did you know? Australian animal facts. The wombat, echidna, koala, possum, bilby, platypus, kangaroo, quoll, dingo and emu are all included.

The background of the pages and the font are varied and colourful. This book could be useful as a basis for a short play or an assembly item for Stage 1 or 2. A dramatic enactment could incorporate the *ding-ding-ding-ding* sound which is part of the text, animal masks, and reading of the factual text about each baby Australian animal. The book could support Science and Technology understandings in the Stage 1 strand, *Living things*, and in the Stage 2 unit, *Our Australia*.
J. Saxby

USER LEVEL: Stage 1 Stage 2
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS 1523685 Paper \$17.95

Please be aware that the price of a text may change between the time we receive the resource and the publication of the resource review. Prices include GST.

Extreme weather and natural disasters

Edited by Justin Healey.

Spinney, NSW, 2012
(Issues in society 335)
ISBN 9781921507649 [551.6]



Australia's weather varies significantly in different parts of the continent. This is the starting point for an examination of why Australia has such extreme weather events. The book examines Australia's weather patterns, including La Niña. It presents studies that link extreme weather, climate change and risk management; the country's natural disasters, their impact and aftermath, and emergency management. Included is a survey of Australia's natural disasters since the late 19th century. Extensive illustrations, graphs and tables provide starting points for class discussion and give visual reinforcement to the articles. Fact sheets, case studies, work sheets, research activities and links to web resources provide teachers and students with access to a variety of materials to support the topic. H. Myers

USER LEVEL: Stage 5 Stage 6 Professional
KLA: HSIE; Science

SYLLABUS: Geography 7-10; Science 7-10; Senior Science Stage 6
SCIS 1543275 Paper \$24.00

Calling all animals

CROSER, Josephine

Era, SA, 2011
ISBN 9781741205138 [590]

Looking at the range of animals on Earth, this book describes similarities and differences between animal groups, while emphasising the fragility of some species and our ecological interdependence. Visual appeal is utilised well, with all pages featuring diagrams, graphs and photographs demonstrating animal classification, features, statistics or vulnerability. A number of examples from animal groups are described, allowing the reader to build upon existing knowledge in bite-sized chunks, and creating greater knowledge and understanding. Marketed as a component of the *Deep end* literacy scheme, this book more than holds its own as a factual text for leisure reading, or for more detailed research tasks. Its detailed information and suitability for varying reader levels allows it to support Science and Technology understandings in Stage 2 COGs unit (G): *Our fleeting past* or Stage

3 COGs unit (C): *Interconnecting growth and change*. S. Morton

USER LEVEL: Stage 2 Stage 3
KLA: SciTech
SYLLABUS: Science & Technology K-6
SCIS 1515234 Paper \$13.95

Animals and me

GREENWOOD, Marie

Dorling Kindersley, UK, 2011
ISBN 9781405356954 [590]



A visual dictionary of animal attributes, this resource is invaluable to support any number of class discussions and more formal research tasks

on the topic of animals, such as the Stage 3 unit *Endangered animals* in Science and Technology. Over twenty categories of animal attributes are presented, including *Shaping up* about skeletons, *Being nosey*, *Family life* and *Go to sleep*. A variety of font sizes supports different stages and reading levels. Circular text cells, headed *Me!*, provide a comparative fact in relation to humans, which could form a springboard to discussion. Additional, unusual factoids are in cells labelled *Animal!* Clean white backgrounds and

attractive layout of photographs and captions enhance usability, especially for students in need of concise, easy to interpret, descriptions. I. McLean

USER LEVEL: Early Stage 1 Stage 1
Stage 2 Stage 3

KLA: SciTech

SYLLABUS: Science & Technology
K-6

SCIS 1473223 \$19.95

Ready to read. Level 1 [series]

Scholastic, NSW, 2011

Superb photographs, including 3D covers, a combination of rhyme and informative text, and questions with answers, make this series about animals attention-grabbing and very useful. The books are designed for beginning readers, combining simple words and sentences with colour photographs of animals and machines. Each 30 page book includes a short dictionary and list of key words to assist students with their literacy. The facts are interesting so that students can easily remember them and perhaps develop a thirst for more information about the subject of each book. The books would be invaluable in introducing students to nonfiction and could be used to support Stage 1 COGs unit (C): *Growing and changing*. S. Bannerman

USER LEVEL: Stage 1

KLA: HSIE; SciTech

SYLLABUS: HSIE K-6; Science
& Technology K-6
Paper \$6.99 each

Reviewed titles in this series:

Bugs

SCIS 1531655

Dangerous dinos

SCIS 1542060

Extreme animals

SCIS 1542052

Mighty machines

SCIS 1539424

Sharks

SCIS 1532644

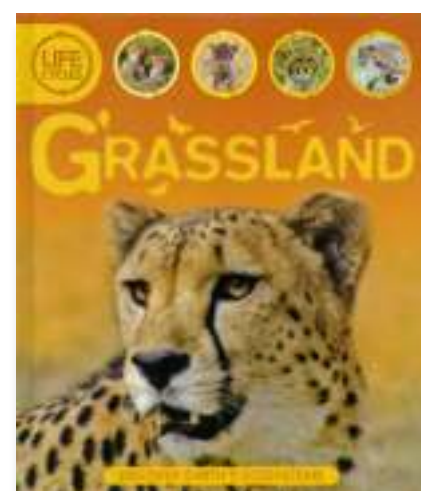
Slithering snakes

SCIS 1542057

Grassland

CALLERY, Sean

Kingfisher, UK, 2011 (Life cycles)
ISBN 9780753431917 [591.74]



Australia is mapped as a country with

Filled with lovely close up photographs, the book describes the life cycles of 11 species that inhabit the grasslands of the world. Although

large areas of grasslands, no Australian animals are described. The species included are from the African grasslands, South American pampas and North American prairies. The descriptions and photographs focus on the life cycles of each species with three interesting facts presented about each. Supporting the study of *Living things* in Science and Technology, the book would be useful for students learning about food chains and ecosystems, despite the lack of Australian content. S. Bannerman

USER LEVEL: Stage 1 Stage 2

KLA: SciTech

SYLLABUS: Science & Technology
K-6

SCIS 1532732 \$14.99

Self-harm and young people

Edited by Justin Healey.

Spinney, NSW, 2012

(Issues in society 338)

ISBN 9781921507700 [616.85]



Since six to seven percent of young Australians aged 15-24 harm themselves in any given year, all secondary teachers need to be informed on this topic, and this book provides a good digest of the

available information. It is a resource school counsellors will be keen to have in their office because some of the articles, which provide advice on how to deal with self-harm, can be shared and discussed with self-harming students, concerned friends, and families. Importantly, none of the information can be seen as even remotely glamorous by students contemplating self-harm. In fact, the book clearly shows the negative impact self-harm has on family members and friends. The Lifeline toolkit for helping someone at risk of suicide and the article on the warning signs for suicide are also particularly helpful. A. Soutter

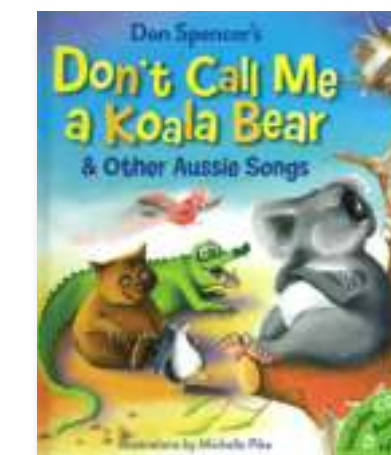
USER LEVEL: Stage 6 Community

KLA: PDHPE

SYLLABUS: PDHPE Stage 6

SCIS 1543281 Paper \$24.00

Don Spencer's Don't call me a koala bear & other Aussie songs



SPENCER, Don
& PIKE, Michelle
Five Mile, Vic, 2011
ISBN 9781743001356
[782.42]

Spencer is a songwriter and performer who has put together a superb compilation of 13 Australian

songs. The first verse and chorus of each song are presented as a double page spread against a backdrop of quirky, humorous and brightly coloured illustrations of Australian flora and fauna. The book contains a CD and a songbook of the full lyrics of each song. The publication works beautifully as a picture book, with the added dimension of music and song, allowing teachers to explore various media with students. Children will love singing and dancing along to favourites like *Bob the kelpie* and *Thumbs up!* The book and CD support understandings in Stage 2 COGs unit (B): *Being Australian*.

H. Myers

USER LEVEL: Early Stage 1 Stage 1
Stage 2

KLA: HSIE

SYLLABUS: HSIE K-6

SCIS 1541411 \$16.95



Don Spencer - for kids by DonSpencerMusic

There's a hole in my bucket!

COOPER, Jennifer

Scholastic, NZ, 2011

ISBN 9781775430469 [782.42083]

A traditional nursery song is used to create a humorous picture book, with Henry the goat discovering a hole in his bucket and asking advice from Liza the duck on how to fix it. Bright, colourful illustrations are used throughout with Henry sporting a scarf and a pair of rain boots and Liza adorned with spectacles, apron and kerchief hat. Included is a CD of the song, sung by the enthusiastic Topp Twins, which adds to the read aloud quality of this text. It would be an enjoyable addition to a unit on farm animals or a music lesson. R. Parnis

USER LEVEL: Early Stage 1 Stage 1

SCIS 1523077 Paper \$16.99

Football codes [series]



GOTT, Robert

Macmillan Library,
Vic, 2012

Visually appealing
and with an
abundance of
information, this

series is a valuable and effective resource for teaching the basic skills and rules of Australia's football codes. The books promote community

involvement and include player interviews, a history of the codes, milestone timelines and records achieved. They would be more suitable to the PASS 7-10 module, *Coaching*. The books identify the main terms of the codes and they give insight through questions and answers with some of the principal players. They usefully promote safe physical activity and community involvement in recreation, through the supporting of teams. A companion CD edition of the series is also available, providing interactive PDFs with a full site licence. A. Bovill

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: PDHPE

SYLLABUS: PDHPE K-6; Physical
Activity and Sports
Studies CEC 7-10

\$31.99 each

Reviewed titles in this series:

Australian rules

SCIS 1546487

Rugby league

SCIS 1546491

Rugby union

SCIS 1546488

Soccer

SCIS 1546485

Football codes

[electronic resource]

Macmillan Digital, Vic, 2012

ISBN 9781420293920 [796.33]



Engaging and detailed, this CD is a useful resource for the teaching of football in Australia. The concise information provides a guide to history, rules, player positions, record of

achievements and the key terms used in each code. Effectively supported with thorough and engaging lesson plans, the resource enables students to gain a deep understanding of the requirements of each game. This valuable resource supports a variety of syllabus topics, including the PASS 7-10 module, *Coaching*, and could be shared interactively using an IWB to explore the football codes. The CD looks at some popular key players and provides strong links to community involvement in sport and recreation. Companion print editions are also available, including *Australian rules*, *Rugby league*, *Rugby union* and *Soccer*. A. Bovill

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: PDHPE

SYLLABUS: PDHPE K-6; Physical

Activity and Sports
Studies CEC 7-10

SCIS 1550272 \$112.00

Australia's Olympic story: going for green and gold

BRASCH, Nicolas

Macmillan Library, Vic, 2012
ISBN 9781420293487 [796.480994]



Using a visually appealing layout with an easy to read and engaging format, this recount of Australia's participation in the Olympics will

be an effective resource for those investigating Australia's sporting history, or researching drugs in sport, or issues relating to athletes with different abilities. This accurate report enables a deep understanding of sporting events, medal tallies and records achieved. There is a timeline of events from the start of the Olympics until the 2008 games. Heavily illustrated pages are formatted with bold, colourful headings, fact boxes, and *Did you know?* points of interest. The book is supported by a CD of digital resources, which could be shared interactively on an IWB. Both

resources have relevance to the study of *Event management* in PASS 7-10, and *Games and sports* and *Active lifestyles* in PDHPE K-6. A. Bovill

USER LEVEL: Stage 3 Stage 4
Stage 5

KLA: PDHPE

SYLLABUS: PDHPE K-6; Physical
Activity and Sports
Studies CEC 7-10

SCIS 1538688 \$64.99

Other reviewed title in this series:

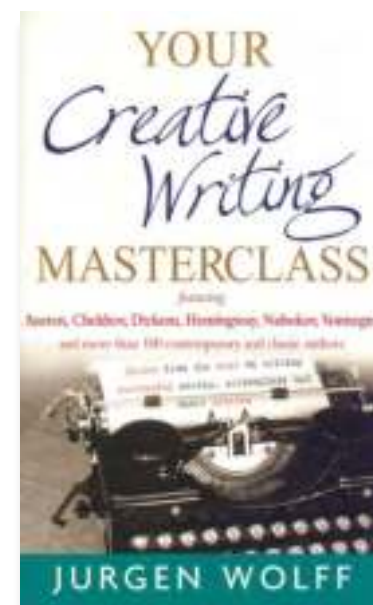
Australia's Olympic story: going for green and gold [electronic resource]

SCIS 1538693

Your creative writing masterclass

WOLFF, Jurgen

Nicholas Brealey, UK, 2012
ISBN 9781857885781 [808]



include *inspiration*, *characters* and *process*. Each topic has a series of

An extremely readable and practical approach to creative writing is presented in this book. Novels, screenplays and short stories are the formats highlighted but Wolff explores much more. Topics

quotations from well-known authors, including Dickens, Kafka and Meyer, offering advice, ideas, and an insight into the authors themselves.

Accompanying this are practical exercises, such as observing people's clothes to assist in character development. These are simple exercises that could be easily incorporated into the aspiring writer's daily life. The book has a [website](#) that complements the written text. Students completing the Stage 6 English Extension 2 course would find this a very useful reference tool, while any budding author will discover a wealth of ideas and approaches in this book. Teachers will also find this text a valuable source of ideas for student writing. B. Hull

USER LEVEL: Stage 5 Stage 6
Professional

KLA: English

SYLLABUS: English 7-10; Stage 6
English: *Extension 1*

SCIS 1545432 Paper \$19.99

The watch that ends the night: voices from the Titanic

WOLF, Allan

Candlewick, USA, 2011
ISBN 9780763637033 [811]

With the centenary of the sinking of the RMS *Titanic*, this book is one of many that have been produced to commemorate the anniversary.

This contribution stands out from the others in that the author tells the story of the *Titanic's* passengers and rescuers in poetry. Fictional recreations will have limited appeal to historians, but the narrative offers unique appeal for English students. The stories are compelling as they portray the experiences of, and give voice to, first and third class passengers, lowly crew and those in charge, as well as the iceberg and a ship rat. The author is a poet and the book is really a novel in verse. The story of the *Titanic* intrigues students and this form is an interesting model for student writers. J. White

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10; English
Stage 6: *Extension 2*

SCIS 1541378 \$27.95

Edge music



COOKE, Stuart

Interactive, Qld, 2011
ISBN 9781921869426
[821]

Focusing on the diversity and beauty of Australia's multifaceted

landscapes, this mesmerising anthology challenges traditional concepts of poetry. In

three discrete sections, the poems explore Aboriginal connections to place, the complexity of human relationships, and the nuances of the creative process. Blending a range of forms, the poems offer new perspectives on the familiar and the abstract. Vivid descriptions and subtle voices are evident throughout. As a study of the power of words and the relevance of poetry to the contemporary world, this collection is certainly a worthy example.

Discerning readers will find value in this versatile collection. It is an ideal related text for the English Stage 6 Area of Study: *Belonging* and for *Navigating the Global* in English Stage 6: *Extension 1*. H. Gardiner

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10;
English Stage 6

SCIS 1533388 Paper \$25.00

The language of cat: and other poems

ROONEY, Rachel

Frances Lincoln Children's, UK, 2011
ISBN 9781847801678 [821]

A collection of verse by a new children's poet, this contains some delightful and imaginative observations. Her brief and often humorous poems offer new

perspectives on everyday experiences such as fishing, encountering one's reflection, friends, mothers, and growing up. Her frequent use of amusing wordplay and inclusion of a poem in pig Latin will intrigue young readers. Different poetic styles and rhythms are employed to capture the nature of each subject. Supported by whimsical black and white illustrations, the publication contains a good range of poems for students who enjoy light-hearted verse, for teachers selecting poems to read aloud to a class, or for selected samples to model poetry writing styles. E. Sly

USER LEVEL: Stage 2 Stage 3

KLA: English

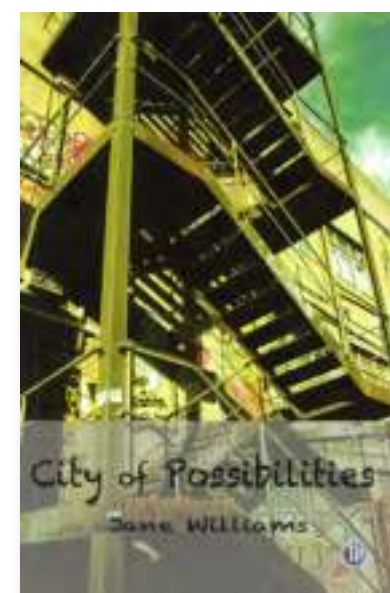
SYLLABUS: English K-6

SCIS 1512013 Paper \$15.95

City of possibilities

WILLIAMS, Jane

Interactive, Qld, 2011
ISBN 9781921869105 [821]



The gritty rawness of urban life forms the basis of this beautifully crafted anthology. Each poem is a highly descriptive piece that captures an intimate moment in time. As a result, readers

become both voyeurs and intruders as they enter into this private universe. Whether casting a scrutinising eye upon the anonymity of the city worker, the lasting disillusionment of a first kiss, or an individual's existence within a sterile environment, the contemporary world is explored in a subtle yet honest manner. A range of poetic forms is utilised, including free verse and the lesser known Japanese haibun that combines prose and haiku. Ultimately, the intricate fabric of these dexterous poems is enhanced by the vibrant voices that speak to a wide audience. H. Gardiner

USER LEVEL: Stage 5 Stage 6

KLA: English

SYLLABUS: English 7-10;
English Stage 6

SCIS 1533381 Paper \$28.99

The bedtime band

WORTHINGTON, Michelle
& TEMPLE, Sandra

Wombat, Qld, 2011
ISBN 9781921633577 [821]

A verse picture book featuring Australian native fauna and the sounds they make at night, this tale is rhythmic and would be an enjoyable bedtime story. The illustrations, which are in soft hues, feature animals making natural sounds and sometimes playing an instrument. The onomatopoeia of the

text will delight young students when read aloud. The book could be used to engage students in imaginative play and dramatic situations. It would be a great introduction to dance movements, music and drama.

J. Saxby

USER LEVEL: Early Stage 1 Stage 1

KLA: CA

SYLLABUS: Creative Arts K-6

SCIS 1533202 \$19.95

House on fire

OSWALD, Debra

Currency, NSW, 2011
ISBN 9780868198880 [A822]



A madcap family drama, this play exposes the problems of three sisters. Their father has recently remarried and has gone on his honeymoon. Evie is trying to make

friends at her new school. Michaela is in a panic studying for the HSC exams. Bec has dropped out of her university course, lost her job and been evicted from her unit. It seems that things cannot get any worse, but they do. Their tale is narrated by India, an intelligent and socially awkward twelve year old neighbour, who interacts with the characters

throughout the play. A lively, comical drama, it focuses on coming to terms with difficult situations. Strong characters and a high level of activity make the play a good choice for script study or as a performance piece. E. Sly

USER LEVEL: Stage 4 Stage 5

KLA: CA; English

SYLLABUS: Drama 7-10; English 7-10

SCIS 1522076 Paper \$17.95

Remembrance [videorecording]

Larry McGrath Photography, NSW, 2005 (64 min.)
ISBN none [940.54]



Eight participants in various theatres of the Second World War recount their experiences in this thought-provoking DVD. Servicemen from the army, navy and air force, and

a chaplain, vividly recount their experiences, from volunteering to service, being captured, and later reflections. Their narratives are supplemented with photographs, war footage and artefacts. Emotions are still raw and regrets are vocalised. Teacher discretion and exposition would be important, especially with the accounts of Japanese treatment

in the camps. This resource could be used in Stage 5 History Topic 4: Australia and World War II, to explore the experiences of Australian soldiers. B. Hull

USER LEVEL: Stage 5

KLA: HSIE

SYLLABUS: History Years 7-10

SCIS 1309367 \$35.00 + postage

The mysteries of Angkor Wat: exploring Cambodia's ancient temple

SOBOL, Richard

Candlewick, USA, 2011
ISBN 9780763641665 [959.6]

The temple complex at Angkor Wat forms the background for the lavish photographs of children in this first person account of visiting the World Heritage site. Sobol reveals how the carvings on the walls of the temples are reflected in the everyday activities of people, such as harvesting lotus flowers and apsara dancing. The photographer encounters a group of children who show him amazing secrets. This text could be used by Stage 3 HSIE students in their study of a cultural group. It could also be an adjunct to Stage 4 Geography students as they research World Heritage sites. B. Hull

USER LEVEL: Stage 3 Stage 4

KLA: HSIE

SYLLABUS: Geography 7-10; HSIE K-6

SCIS 1520391 \$29.95

Who reviews?

Sally Bannerman, Animal Welfare Officer

Alison Bovill, East Hills Girls Technology HS

Gayle Cale, teacher

Nuala Drougas, The Hills Sports HS

Nicole French, Singleton HS

Heather Gardiner, Bulli HS

Patrick Hannan, Chifley College Bidwill Campus

Ruth Higginbottom, Tomaree PS

Bronwyn Hull, Goulburn HS

Di Johnston, Blackwell PS

Bede Kervin, Bowral HS

Gillian Maugle, Wiley Park PS

Ian McLean, Penrith PS

Richard Morante, Hurlstone Agricultural HS

Sue Morton, teacher

Helen Myers, Camden HS

Adam Parnis, Greystanes HS

Rhonda Parnis, Sherwood Grange PS

Shauna Pollard, Rooty Hill HS

Sally Rasaiah, Cammeray PS

Jean Saxby, Galston PS

Cathy Sly, consultant

Eleana Sly, Davidson HS

Alison Soutter, Project Officer, FACS

Maria Sutera, Orange Grove PS

Carol Thomas, teacher

Michelle Timperley, The Entrance HS

Frances Whalan, Association of Independent Schools

Jason White, Chifley College Bidwill Campus

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