

<b>Title:</b> The Rabbits	<b>Author /Illustrator:</b> John Marsden and Shaun Tan
<b>Publisher:</b> Simply Read Books	<b>Date of publication</b> 2000
<b>Audience:</b> Years 5-7	
<b>Overview of text (purpose, content, genre)</b> This narrative introduces the rabbits as they first arrive. The number of rabbits throughout the book is emphasised as they continue to grow and grow. The rabbits unlike the tree dwellers colonised the land with food, housing and animals. As they colonised they destroyed the tree dwellers homes, and stole their children. Although it is clear that the text is about rabbits it is suggested through analysis that the purpose of this storybook is to tell the factual events of the colonisation of Australia, Europeans posing as the rabbits and, aboriginals as the three dwellers	
<b>Language features (grammatical features, style)</b> The text is written from the point of view of the tree dwellers this is evident as the script is in second person. The rabbits throughout the book are silenced and their point of view is not seen. Descriptive language throughout the text is used. There is a large amount of adjectival and descriptive language used throughout the text. An example of the descriptive language is the section, “the land is bare and brown and the wind blows empty across the plain.” This creates imagery. The author also used repletion to emphasis a point, “rabbits, rabbits, rabbits, millions of rabbits, everywhere we look rabbits.” The author John Marsden has incorporated aboriginal English into the text. An example of this is, “the rabbits came many grandparents ago.”	
<b>Other textual features (e.g. format, illustrations, graphics)</b> The angles, which the illustrator uses, are distant. This would be due to position, which the tree dwellers are in, they are viewing the rabbits from afar. However, as the book progresses the illustrations are close up suggesting that some tree dwellers would have been within the faculties of the rabbits or saw their colonisations up close. The colours, which the illustrator uses, are bold and bright, however, when the text begins to discuss war the colours turn to dark and gloomy. Proving that the images support the text.	

<p><b>Before reading activities Bloom's (Revised) Taxonomy</b>  <b>Text participant-</b> Show the learners the cover of the book and have them engage in an informal class discussion. What is this book about? Read them the first two sentences. What is the book about? Have their ideas altered why? Share in small groups.  <b>Code Breaker:</b> Read the first page. Highlight many grandparents ago. What and who is the text about? Have the students analyse the image and way the text is written.  <b>Blooms Questions:</b> Evaluating: What do you think the text will be about and what makes you think that? Who do you think the text is about and why? Analysing: What does the first page signify?</p>	<p><b>Justification/Role of the reader</b>  The first activity is supportive to Indigenous and ESL Learners. The discussion has been designed to give indigenous children the, "face-to-faced delivery" which has been identified as effective to their learning by Hyde. (2010) The use of collaborative learning is also supportive to the Indigenous learners. It will assist them to gain confidence (Sstrategies to Support Teachers Working with Central Australian Indigenous Students, 2007). The text, "many grandparents ago" is an Aboriginal-English term, which will encourage home language use in the classroom (Mapping Aboriginal Perspectives and Cross-curriculum Content, 2009). By incorporating this into the class the Learning Manager is showing acceptance to the students' home background language, culture and ethnicity (Mapping Aboriginal Perspectives and Cross-curriculum Content, 2009).</p>
<p><b>During reading activities Bloom's (Revised) Taxonomy</b>  <b>Code Breaker:</b> While reading the text stop on page six and seven. Have the children analyse the symbols in the text. Use think-pair-share and have them determine what they think will occur next. The answers must be derived from the illustrations.  <b>Text Participant:</b> As the text is being read model a flow chart, which shows each main event in the text. Discuss each phase with the children and determine why they highlighted each aspect as a main event.  <b>Blooms Questions:</b> Remembering: why didn't the tree dwellers like the rabbits? What would you classify as a main event, why?</p>	<p><b>Justification/Role of the reader</b>  <b>Group activity for indigenous learners</b>  Activity one accommodates for Indigenous and ESL learners as the think-pair-share model gives the child individual time to process the question in their head and think of how they are going to state their ideas, they then present it to a partner in a comfortable setting. This model gives the student the opportunity to model their thinking by example. (Robertson, K 2006) The group work is also beneficial to Indigenous learners as stated by What Works (2012). Activity two has been designed for the learners as cognitive development. Although the students may not participate in the questioning and answering they will be learning cognitively (Hughes, P 1997).</p>
<p><b>After reading activities Bloom's (Revised) Taxonomy</b>  <b>User Participant:</b> Inform the students that the text is an allegory. Discuss what the allegory is in the text. Discuss the language features used as in word choice, adjectives, verbs, language and sentence structure. Give the example of the allegory in Holes. Break the children up in groups and have them write a plan for a short allegory story.  <b>Text Analysis:</b> Discuss with the class who is silenced in the text. In groups write dot points for how the rabbits might have felt. Draw a picture and then write a short paragraph individually on how the story may have altered.  <b>Blooms Questions:</b> Analysing: Who does the text silence? Evaluating: How would the text change if it was from the rabbits perspective? Creating: Why did you make your picture look like..?</p>	<p><b>Justification/Role of the reader</b>  The first and second activities are suitable for Indigenous learners as they involve collaborative learning. "Indigenous cultures that rely on oral traditions, being able to talk with peers seems to resonate with these cultures"(Jorgensen, R 2009). The second activity is also assisting the learners to understand the text, which has been identified as beneficial to their reading by Jim Cummins (2002). By having the children draw an image of what they have written about it enables them to display a skill that is not effected by literacy skills, encouraging confidence and self-esteem in the classroom. (Winch, G &amp; Johnston, R &amp; March, P &amp; Ljungdahl, L &amp; Holliday, M 2006)</p>

<b>Title:</b> Possum Magic	<b>Author /Illustrator:</b> Mem Fox and Julie Vivas
<b>Publisher:</b> Omnibus Book	<b>Date of publication:</b> 1983
<b>Audience:</b> Prep to Year 2	
<b>Overview of text (purpose, content, genre)</b> In the Australian Bush live two possums Grandma Poss and Hush. Grandma Poss with her magic turns Hush invisible. At first Hush loves to slide down kangaroos tails and avoid snakes but after some time she wants to see his reflection again. However, Grandma Poss is unable to find the book that contains the spell to reverse the invisibility. However, the next morning she wakes and is reminded that the solution is a human food. Grandma and Hush travel around Australia eating different types of food and slowly Hush turns visible.	
<b>Language features (grammatical features, style)</b> This fiction text is written from the point of view of person viewing the story. This is evident as there is no use of first or second person throughout the text. The language with the author uses is descriptive as lots of adjectives can be found. An example that supports the descriptive language is the passage, “ once upon a time but not very long ago, deep in the Australian bush.” The text also has rhythmic sections, which use rhyming an example of this is, “ she looked into this book, and she looked into that, there was magic for thin and magic for fat, magic for tall and magic for small.” The author uses repetition throughout the book to make an emphasis on certain points, “ because she couldn’t been seen she could be squashed by koalas, because she couldn’t be seen she could slide down kangaroos, because she couldn’t be seen she was safe.” The author has used a large variety of punctuation including commas, quotation marks, explanation marks and full stops an example is, ““Don’t loose heart!’ Said Grandma Poss.”	
<b>Other textual features (e.g. format, illustrations, graphics)</b> The illustration which the author has used are washed out yet have various colours incorporated. The illustrations flow with the text and as the author writes about Grandma Poss’s sadness the colour become very dull with blues to portray her sadness. When Poss gets her colours back the author has used brighter colours to indicate happiness, excitement and joy. Each idea within the text is supported by the illustration, even on the pages which have numerous ideas the illustrator has supported each one, this is seen on pages three and four.	

<p><b>Before reading activities Bloom's (Revised)</b>  <b>Taxonomy</b>  <b>Text Participant:</b> Create a KWL chart on magic. Have a class discussion and fill it in groups of four. When the text has been read complete the L section. For questions that weren't answered research further.  <b>Text Participant:</b> Show the children the front covers of the book have them predict and justify what they think the text will be about. Record the predictions on the board.  <b>Text User:</b> Explore Mem Fox. Create a KWL chart on Mem Fox. Guide the children to ask deeper question such as the text types, text format, and text title. Read Possum Magic and answer the KWL. Research what could not be answered.  <b>Blooms Questions:</b> Creating: What do you predict happens during the story? Why do you think that will happen?</p>	<p><b>Justification/Role of the reader</b>  The activities have been modified for indigenous learners/ ESL learners in various ways. The first activity is indigenous supportive as it uses collaborative learning. As discussed on What Works an indigenous support group, indigenous learners, like most students respond well to collaborative learning (2012). The first, second and third activity have been designed for indigenous learners although they may not interact with the teacher directly they will be learning cognitively which has been identified by Hughes, P as an effective learning style for indigenous learners (1997). All of the before reading activities are verbal activities which is a strong point in most indigenous learner (Hughes, P 1997). Ensuring that the students are all participating and engaging with the lessons.</p>
<p><b>During reading activities Bloom's (Revised)</b>  <b>Taxonomy</b>  <b>Code Breaker:</b> Stop reading on page eight, This is when Grandma Poss remembers that there is a way to make Hush visible. Ask the children to draw and image which represents the solution to the spell. Discuss the drawings in small groups. Explain why you predicted this.  <b>Text Participant:</b> Stop on page fourteen (his page discusses how Hush wants to be visible but Grandma Poss can't remember the solution to the spell.) Begin a discussion about Grandma Poss wanting to help Hush. Relate the text to children real life experiences, in particular being sick.  <b>Blooms Taxonomy:</b> Remembering: Can you tell me why you drew that image? Have you ever been sick and had someone want to care for you? Evaluating: Can you draw an image showing the solution to the spell?</p>	<p><b>Justification/Role of the reader</b>  The first activity is designed to be hands on activity, which has the children engaging with the task. Hands on tasks have been identified as effective ways to teach indigenous learner (What Works, 2012). This has been proven as an effective teaching strategy for Indigenous learners as it helps them make an understanding of the task. (What Works, 2012) The second part of the activity requires children to share their work. Collaborative learning has been identified as an effective learning style for aboriginals as they are able to engage in quality discussions successfully with their peers (Jorgensen, R 2009). The second activity links the Indigenous learner's prior knowledge to the book, which has been deemed helpful to the learners understanding (Klenowski, V 2007).</p>
<p><b>After reading activities Bloom's (Revised) Taxonomy</b>  <b>Code Breaker:</b> Read page three. Write the passage on the board "Grandma Poss made bush magic. She made wombat's blue and kookaburras pink. She made dingo's smile and emus shrink." Discuss the rhyming elements with the children. In groups have them create their own verse in Mem Fox's writing style. Give them an example.  <b>Code Breaker:</b> Form groups of children. Give each group two or three pages to act out. Invite other classes and have the children perform their parts in sequence. Then have them evaluate what they did and didn't like about their performance.  <b>Blooms Questions:</b> Evaluating: What did and didn't you like about your performance, how would you change it? Do you think you portrayed the book well, why?</p>	<p><b>Justification/Role of the reader</b>  Activity one is a suitable activity for Indigenous learners as it involves collaborative learning and rhyming. Creating activities, which involve rhyming, is good for Indigenous and ESL learners. "Poetry is universal among all societies, giving insights into individuals' lives, cultures, beliefs, and practices, and it can be successfully utilized as a rich linguistic tool and resource for all English language learners." (Scudder, R 2012) It also incorporates collaborative learning, which has been identified by What Works as an appropriate learning style for Indigenous learners (2012). Activity two is drama based. As identified in Mapping Aboriginal Perspectives and Cross Curriculum Content Indigenous students should be given the opportunity to perform and appreciate various types of drama (2009). The Activity is also collaborative.</p>

<b>Title:</b> Where The Wild Things Are	<b>Author /Illustrator</b> Maurice Sendak
<b>Publisher</b> Harper and Row	<b>Date of publication</b> 1963
<b>Audience:</b> Prep to Year 2	
<b>Overview of text (purpose, content, genre)</b> The text, a narrative has been set in the home of a young boy, max who dresses like a wolf and acts like a “wild thing.” As a result of his “mischief” actions he is sent to bed, without supper. In his room a wild forest begins to grow as his imagination wanders. He sails to a far away land and arrives at filled with large creatures known as Wild Things. After fiercely confronting the Wild Ones he becomes the leader, participating in a ‘wild rumpus.’ After sometime he returns to his boat and sails home where his warm super is awaiting.	
<b>Language features (grammatical features, style)</b> This fiction book has been written in the perception of an onlooker. This is evident as there is no use of first or second person dialogue. The language which author uses in this picture book is extremely descriptive an example of this is when the author says, “they roared their terrible roars and mashed their terrible teeth and rolled their terrible eyes and showed their terrible claws.” This phrase like many in the book contains many adjectives. The author has also incorporated repetition. An example of this is, “a forest grew, and grew, and grew.” This creates an emphasis on how large the forest actually grew. This is done numerous times throughout the text.	
<b>Other textual features (e.g. format, illustrations, graphics)</b> The images, which the illustrator uses, are generally plain and dull while max is in the house, however, when he arrives at the land of the Wild Things the pictures become more bold and bright. The illustrator has supported the text by doing this, as it is clear that his home is boring in contrast to the Wild Things.	

<p><b>Before reading activities Bloom's (Revised) Taxonomy</b></p> <p><b>Text Participant:</b> Show the children the front covers of the book have them predict and justify what they think the text will be about. Record the predictions on the board.</p> <p><b>Text Participant:</b> Inform the children that the text will be about dreams. Have them break off into groups and discuss their dreams. Give an example of a dream, which you have had, that is far fetched. Have them discuss what the think dreams might have to do with this text.</p> <p><b>Blooms Questions:</b> Analysing: What do you think will happen in the text, why? What dreams have you had that are like Max's?</p>	<p><b>Justification/Role of the reader</b></p> <p>Activity one and two are suitable for Indigenous and ESL learners as it is assisting the students to develop good reading strategies for future practices (Jim Cummins, 2002).</p> <p>Both of the activities will also assist the students to learn cognitively which has been identified as an effective teaching strategy for ESL and Indigenous learners (Hughes, P 1997). Both of the activities involve collaborative learning. Aboriginal culture or way of being, which makes it, appropriate to combine collaborative learning with activities (Taylor, M 2008).</p>
<p><b>During reading activities Bloom's (Revised) Taxonomy</b></p> <p><b>Text Participant:</b> After reading page nine, which describes the Wild Things, have the students create their own. Have the children create a wild thing which they feel represents them. Then have them adjectives surrounding the image that also depicts them. Show the students an example.</p> <p><b>Code Breaker:</b> Stop reading when the text says, "let the wild rumpus begin." Have the children break off into small groups. Have them display to the class what they feel is a wild rumpus. Continue to read they book. Discuss if they were wrong or right.</p> <p><b>Blooms Questions:</b> Remembering: Why did the Wild Rumpus start? Understanding: What is an example of an adjective? Creating: Can you create your own Wild Rumpus?</p>	<p><b>Justification/Role of the reader</b></p> <p>The use of drawing has been combined in activity one as it has been identified by Winch, G &amp; Johnston, R &amp; March, P &amp; Ljungdahl, L &amp; Holliday, M as an effective teaching strategy with Indigenous learners. Having the children create an image of Wild Thing that represents them will allow them to use a skill which will no be hindered by their literacy capabilities (2006). As a result the drawing will improve the children confidence in the classroom. (Winch, G &amp; Johnston, R &amp; March, P &amp; Ljungdahl, L &amp; Holliday, M 2006) By having them surround the image with adjectives they are furthering their understanding of describing words. Activity two is suitable for Indigenous learners as it incorporates collaborative learning and dance. Winch, G &amp; Johnston, R &amp; March, P &amp; Ljungdahl, L &amp; Holliday, M suggest that incorporating dance into the classroom will benefit Indigenous learners (2006). It also incorporates collaborative learning, which is a suitable learning style for Indigenous learners (What Works, 2012).</p>
<p><b>After reading activities Bloom's (Revised) Taxonomy</b></p> <p><b>Text Participant:</b> The students engage in the game Hot Seat. One person is selected to be a character and the children have to ask the character questions. This will be done in groups of five. Each student will be in the hot seat.</p> <p><b>Text Analysis:</b> Discuss that the text has been written from the perspective of an onlooker. Discuss how Max's version of the story might be different. In groups write Max's version of the story.</p> <p><b>Blooms Questions:</b> Remember: Why did you sail to the land of Wild Things? Evaluating: What do you think Max's side of the story would be like? Creating: Can you make a new story, which tells Max's perspective?</p>	<p><b>Justification/Role of the reader</b></p> <p>The first activity uses collaborative learning and drama to assist ESL and Indigenous learners. According to What Works collaborative learning is beneficial to Indigenous learners. Mapping Aboriginal Perspective and Cross Curriculum Content suggests that Indigenous students are given the opportunity to participate in various types of drama (2009). Activity two allows the children to learn cognitively. Hughes has identified that cognitive learning relates to culture. As a result cognitive learning is an effective teaching for Indigenous learners (1997).</p>

<b>Title:</b> Pigs and Honey	<b>Author /Illustrator:</b> Jeanie Adams
<b>Publisher:</b> Omnibus Books	<b>Date of publication:</b> 1989
<b>Audience:</b> Prep to Year 2	
<b>Overview of text (purpose, content, genre)</b> This picture book tells the story of an aboriginal family which goes camping in the bush. All of the family pile into their uncles truck and they head east. Shortly after arriving, the men begin to walk through the bush to find pigs, while the women search for honey. After the family locate the food they create a ground oven and create a feast. They then eat and fall asleep to the stories of the past.	
<b>Language features (grammatical features, style)</b> The text has been written from the perspective of a young aboriginal boy whose name is not mentioned. This is evident as the author uses second person and in some areas the text is directed at the boy. An example of this is when his father says, "Boy, go and ask your Uncle if he'll take us all in the truck tomorrow." The author of this non-fiction narrative has used descriptive language throughout the text an example of this is in the passage, "we drove east as the sun came up, out past the Dry Swamp, past Karkan..." The author has used numerous onomatopoeias throughout the text and example of this is, "pow!" The structure of the text is that of a traditional narrative as there is a obvious orientation, complication and resolution.	
<b>Other textual features (e.g. format, illustrations, graphics)</b> Adams has used angles in the illustrations, which make you feel as if you are apart of the text. This is effective in grasping the viewer's attention and flows with the story. He has also used water-based colours to paint the pictures; the colours are bright and dull. The bright colours are generally used in contrast to man-made things and the natural colours are used when painting nature. Each picture on the page corresponds with the text, which the author uses. An example of this	

<p><b>Before reading activities Bloom's (Revised) Taxonomy</b></p> <p><b>Text participant-</b> Show the learners the cover of the book and have them engage in an informal class discussion. What is this book about? Read them the first two sentences. What is the book about? Have their ideas altered why? Share in small groups.</p> <p><b>Text Participant:</b> Flip through the text and show the children the images. Create an informal class discussion with the students about the illustrations in the book. Scaffold the learners in the discussion.</p> <p><b>Blooms Questions:</b> Analysing: What do you think the text will be about why? Evaluating: How do you feel about the images in the book, why?</p>	<p><b>Justification/Role of the reader</b></p> <p>Both the first and second activities are beneficial to Ingenious learners as it enables them to learn cognitively which contrasts with their culture. Therefore, if they do not engage directly in the discussion they will still be able to benefit from the activity. (Hughes, P 1997) The second activity involves collaborative learning, which has been identified by What Works as a effective teaching strategy for Indigenous learners (2012).</p>
<p><b>During reading activities Bloom's (Revised)Taxonomy</b></p> <p><b>Text participant:</b> After reading page one and two make it clear that the text is narrative about camping. Have the students draw an image of what it looks like when their families go drawing. After reading the book have the children compare their camping trip image to the one in the book through think-pair-share.</p> <p><b>Code Breaker:</b> Stop reading the text on page eleven. Create a cause and effect chart. Discuss with the children what the causes and effect are in the text. Have the causes and effects previously written for the children and have them place them in order. Have them predict what they think the next cause and effect will be. When the book is finished complete the cause and effect chart with the class.</p> <p><b>Blooms Taxonomy:</b> Knowledge: Why did the family go camping? Understanding: How is your camping trip different /similar to the one in the book?</p>	<p><b>Justification/Role of the reader</b></p> <p>This first activity caters for Indigenous and ESL learners as it is collaborative and involves drawing. Giving the learners the opportunity to draw an illustration of what their family camping trip looks like will allow the to gain self confidence and self esteem in the classroom as drawing is a skill that cant be hindered by literacy skills. The activity also involves think-pair-share. This model enables the ESL and Indigenous learners to think about what they are going to say, and process the question. The second activity involves cognitive learning which has been identifies by Hughes as an effective teaching strategy for Indigenous learners as it contrasts with their culture (1997).</p>
<p><b>After reading activities Bloom's (Revised) Taxonomy</b></p> <p><b>Code Breaker:</b> Inform the students what onomatopoeia is. Have the students break into groups and brainstorm onomatopoeias. Then have then individually write five sentences that contains onomatopoeias.</p> <p><b>Text Participant:</b> The students engage in the game Hot Seat. One person is selected to be a character and the children have to ask the character questions. This will be done in groups of five. Each student will be in the hot seat.</p> <p><b>Blooms Questions:</b> Analysing: Why did you decide to sleep under the stars? Understanding: How often do you go camping?</p>	<p><b>Justification/Role of the reader</b></p> <p>The first and second activities involve the learners learning collaboratively which has been identified as an effective teaching strategy for Indigenous learners (What Works, 2012). The second activity also uses collaborative learning and drama to assist ESL and Indigenous learners. Mapping Aboriginal Perspective and Cross Curriculum Content suggests that Indigenous students are given the opportunity to participate in various types of drama (2009).</p>



<b>Title:</b> The Outback	<b>Author /Illustrator:</b> Annaliese Porter and Bronwyn Bancroft
<b>Publisher:</b> Magabala Books	<b>Date of publication:</b> 1993
<b>Audience:</b> 1-4	
<b>Overview of text (purpose, content, genre)</b>  <p>This non-fiction picture book tells the story of the life in the Outback in rhyme. It looks at the land, the people of the out back and the weather. The text does not have a traditional storyline, as it is a ballad.</p>	
<b>Language features (grammatical features, style)</b> <p>The author has written the text from the point of view of an onlooker. This is evident as there is no use of first, second person throughout the narrative. However, the tense which the author uses is past, "where dreamtimes sat under coolabah and hunted wallaby and bird." The language, which the author uses, is both rhythmic and descriptive an example of this is the passage, "A desert interior, harsh, sandy, miles of dunes, the scurrying of animals are the only tunes." The narrative does not hold a tradition storyline of orientation, complication or resolution and as a result there is no characters who have defined identities. The author has used specific and action nouns, which creates a more vivid picture in the readers mind. An example of a specific noun in the text is, "gidgee" or "spinfex." The author uses writing throughout the text such as "the didgeridoo is heard" and "they have felt the softness of country and seen the crystal sky."</p>	
<b>Other textual features (e.g. format, illustrations, graphics)</b> <p>The illustrator paints the view from an onlooker's perspective, which goes hand in hand with the way, the author has written the text. Each text on the page complements the illustrations. When the author writes about rainbows then there will be a rainbow within the illustrations. The illustrations have been done in an aboriginal style. This is evident as throughout the book there is a large use of dot painting and the earth is not seen as a dull brown but a vasty array of colours which complement each other.</p>	

<p><b>Before reading activities Bloom's Taxonomy</b></p> <p><b>Text Participant:</b> Show the children the text. Tell them that it is a ballad. Have a guided discussion about what is a ballad. If one person is not able to define it they will all go back to their seats and look up the definition in a dictionary and write it in their books. They will then be asked to use it in two sentences.</p> <p><b>Text participant-</b> Show the learners the cover of the book and have them engage in a informal class discussion. What is this book about? Read them the first two sentences. What is the book about? Have their ideas altered why? Share in small groups.</p> <p><b>Code Breaker:</b> Show the children the first page of the text, read the text and show them the illustration. Have them think-pair-share who, what, when, where and why about what they think the text might be about. They must justify each response. An example is Who- the text will be about aboriginals because the illustrations are in aboriginal painting style.</p> <p><b>Blooms Taxonomy:</b> Analysing: What do you predict will happen in the novel? Why do you think the text will be about this? Explain the colours used by the illustrator.</p>	<p><b>Justification/Role of the reader</b></p> <p>The first second and third activities are suitable for Indigenous and ESL learners as they involve collaborative learning. Collaborative learning has been identified by What Works as a effective learning strategy for Indigenous students (2012). The first and second activity involves collaborative learning. If some children to not directly engage in the discussion with the Learning Manager (LM) they will still be learning cognitively which is a Indigenous learning style (Hughes, P 1997). Think-pair-share is a learning model which assists ESL and Indigenous learners as it gives the students time to process their thoughts in both languages (Robertson, K 2006). Using texts of different cultures is an important part of having an ESL and Indigenous learners (Winch, G &amp; Johnston, R &amp; March, P &amp; Ljungdahl, L &amp; Holliday, M 2006).</p>
<p><b>During reading activities Bloom's Taxonomy</b></p> <p><b>Text Participant:</b> The text has various words, which are aboriginal known words such as "spinfex" the text also uses some difficult words such as "parched." The students will be informed of the difficult words and the text will be read slowly. When they encounter a word they have difficulty understanding they will be asked to make their best attempt at writing it. The LM will stop on each page a read each word, which they may have trouble with again. (The students are to identify their own capability.) The will then be asked to look the definitions up in their dictionaries and use each word in a sentence.</p> <p><b>Code Breaker:</b> Stop on page three which reads "dark, read earth surrounding flat, stony plains- gibbers lay on scorching sand, where seldom it rains." Create a class discussion what does this text mean and how does the illustration support your ideas?</p> <p><b>Blooms Questions:</b> Evaluating: How do you feel about the way this was written?</p>	<p><b>Justification/Role of the reader</b></p> <p>Activity one looks at the Aboriginal language which is used in the text. Winch, Johnston, March, Ljungdahl, and Holliday suggest that incorporating children's first language in the classroom is beneficial to the learners. (2006)Doing this will create a sense of comfort in the classroom for the ESL and Indigenous learners. In the second activity the Indigenous and ESL learners will be able to cognitively learn. Even if the learners do not participate in the discus they will learn cognitively through listening. (Hughes, P 1997)</p>
<p><b>After reading activities</b></p> <p><b>Including questions from Bloom's Taxonomy</b></p> <p><b>Code Breaker:</b> Look at the colours, which the illustrator has used. Have the children in groups write ideas how the images make them feel and why they think such bold colours have been used. Example: I think that this text is exciting because there are such bright colours....</p> <p><b>Text participant:</b> Inform the students that the text is a ballad, give them the example of Green Eggs and Ham. Have them form groups of five and have them identify other ballads they know of.</p> <p><b>Blooms Questions:</b> Remembering: What type of text was the book? Analysisng: Can you seen books or songs like this before? Evaluating: How would you feel if the author used dull colours?</p>	<p><b>Justification/Role of the reader</b></p> <p>Activity one and two are both suitable for Indigenous learners as it uses collaborative learning due to the contrast of culture (What Works, 2012). This text will assist learners to see the cultural differences of aboriginals as they are seen throughout the text (Winch, G &amp; Johnston, R &amp; March, P &amp; Ljungdahl, L &amp; Holliday, M 2006).</p>

<b>Title:</b> The Chronicles of Spiderwick: Arthur Spiderwick's Field Guide	<b>Author /Illustrator:</b> Tony DiTerlizzi and Holly Black
<b>Publisher</b> Simone and Schuster	<b>Date of publication:</b> 2003
<b>Audience:</b> Year 4-6	
<b>Overview of text (purpose, content, genre)</b> This fiction chapter book tells the story of the Grace family; Simone, Mallory and Jared f that move to the decaying Spiderwick Estate. After finding a secret library in the house Jared discovers The Arthur Spiderwick's <i>Field Guide to the Fantastical World Around</i> filled with pages of information about mythical creatures. As mischief things start to occur around the house, which Jared is blamed for they discover a Boggart? The Chronicles of Spiderwick is a six book series.	
<b>Language features (grammatical features, style)</b> This book is written in chapters and has various language features, including descriptive language. An example of the descriptive language is the passage, "the doors were faded grey, worn with age. The only traces of paint were an indeterminate cream, stuck deep in crevices and around the hinges." The descriptive language is used to create a vivid image of each character in the text. The fiction text also has a tradition story line of a orientation, complication and resolution.	
<b>Other textual features (e.g. format, illustrations, graphics)</b> Due to they text not being a picture book there are limited illustrations, however, when there is they are mainly black and white. However, the few images, which are coloured, are dark and gloomy, creating a mysterious atmosphere. The images are from an onlooker's perspective which links with the way the text is written.	

<p><b>Before reading activities Bloom's (Revised) Taxonomy</b>  <b>Text Participant:</b> Read the title to the students. Highlight the word chronicle. Have them think-pair-share what a chronicle is and have them list examples of a chronicle while they are in small groups which they have heard of or read.  <b>Text Participant:</b> Show the children the front cover of the book has them predict and justify what they think the text will be about. Record the predictions on the board.  <b>Text Participant:</b> Read the title and highlight the field guide. Create an informal class discussion on what they think a field guide might be and whether or not they have come across one in the past.  <b>Blooms Questions:</b> Analysing: What do you predict will happen in a text? What do you think a field guide is? What hints does the front cover give you?</p>	<p><b>Justification/Role of the reader</b>  Activity one is suitable for Indigenous and ESL learners as they are using the think-pair-share model and collaborative learning. Collaborative learning has been identified by What Works as an effective teaching strategy for Indigenous people (2012). The think-pair-share model is considered appropriate for ESL children as it enables them time to consider what they are going to say (often translating from one language to another) and then to say it in a small comfortable group (Robertson, K 2006).  Both activities two and three are suitable for Indigenous and ESL students as they use cognitive learning. Although some students may not directly participate in the discussions they will still learn cognitively which is an appropriate teaching strategy for Indigenous learners (Hughes, P 1997)</p>
<p><b>During reading activities Bloom's (Revised) Taxonomy</b>  <b>Text Analysis:</b> Break the classes into groups. After there is a detailed description of each character have them write a summary of them in groups of four. The summary will be on a large poster. As the text continues they will add more. The chart will be displayed in the classroom.  <b>Code Breaker:</b> Read the students the text and write a list of words they will not know the meaning for such as "dumbwaiter." Have them create a part in their writing books and write the definition for each word. Look each definition up in pairs.  <b>Blooms Taxonomy:</b> Analysing: what do you think dumbwaiter means? Why would a description about Jared be told first? Knowledge: Who is the main character?</p>	<p><b>Justification/Role of the reader</b>  The first and second activities are appropriate for Indigenous learners as it uses collaborative learning. Collaborative learning has been identified by What Works as an effective teaching strategy for Indigenous learners (2012).</p>
<p><b>After reading activities Bloom's (Revised) Taxonomy</b>  <b>Text User:</b> Have the students in groups research an assigned mythical creature such as a unicorn. Have them do a report to the class about the mythical creature.  <b>Text Analysis:</b> Have a class discussion how the students feel the text would have changed if it were from Simone's perspective. Have them draw a picture what illustrates how the text may change and a short summary underneath it.  <b>Blooms Taxonomy:</b> Evaluating: What is mythical about the creature? What do you think the most interesting thing about the creature is? Analysing: How do you think the text will change if it is in Simone's perspective?</p>	<p><b>Justification/Role of the reader</b>  Activity one is designed for Indigenous and ESL learners as it uses collaborative learning which has been identified as a suitable teaching strategy (What Works, 2012) Activity two suits Indigenous and ESL Learners as it uses drawing. Drawing is a good skill for ESL learners as it enables them to participate in a skill, which is not hindered by their literacy levels. Therefore they are becoming more confident in the classroom (Winch, G &amp; Johnston, R &amp; March, P &amp; Ljungdahl, L &amp; Holliday, M. 2006).</p>

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