

Title	Author /Illustrator
The Rabbits	John Marsden and Shaun Tan
Publisher	Date of publication
Lothian Books	1998
Overview of text This text is a picture book that represents the colonisation of Australia by European settlers and convicts and the affect it had on Aboriginal peoples in a modern, interesting and easy-to-understand way. However, it could also be interpreted as being about rabbits (literally) as a pest, which to this day interferes with the well being of our delicate eco-system.	
Language features Metaphor Imagery Second person tense Repetition Vectors Reference words Descriptive language (adjectivals)	
Other textual features (e.g. format, illustrations) Bright, imaginative illustrations generally support text Clause combinations (compound and single) Re-tells the story in a non-bias and friendly way Allegory	
Audience	Genre
Year 1-7	Fiction Picture Book

Title of text	
Before reading activities	Justification*
1. Text participant- Give learners the first two sentences from the book to predict what the text may be about. (The rabbits came many grandparents ago. At first we didn't know what to think. The looked a bit like us. There weren't many of them. Some were friendly.) 2. Text participant- Do a semantic web on the colonisation of Australia by European settlers (European settlement in Australia).	This activity develops the role of students as text participants because it teaches them the reading strategy (which assists with comprehension) of predicting. Due to this book using a metaphor to explain the Europeans, it may provoke a wide range of different predictions about what this text will be about. Predicting whilst reading is an important strategy for all students to use because it helps learners in developing their text participant skills (Burns, 1999 and Gibbons, 2002). The second activity is important for this particular text because it provides students with prior knowledge about its context. This assists with comprehension and supports students' in their role as text participants because they will have more resources to draw on when trying to understand what is happening in the text and why (Saskatchewan Education, 1992).

During reading activities	Justification*
<ol style="list-style-type: none"> 1. Code Breaker- Conduct a modelled-reading of the text. Model semantic, syntactic and graphophonic cueing systems using think-aloud strategies. 2. Text Participant- Whilst reading, pause occasionally (before a main event), and get the learners to predict what is going to happen. Where appropriate, create suspense before asking for predictions by using tone and emotion. 3. Text Participant/Code breaker- Mask words the following words in the book – <i>rabbits, and, but</i>. 4. Text Participant- Read the story to the children for enjoyment- do not show them the book or the cover or any of the illustrations. Ask them to focus on what they believe the Rabbits would look like. 	<p>This activity develops students' code breaking skills because the teacher explicitly models different strategies that readers use to decode text.</p> <p>The second activity promotes the development of the learners as text participants because it gives children the opportunity to actively participate in the meaning-making process (Gibbons, 2002). The concern is not of them making correct predictions, but to engage with the text and check to see if their predictions were correct or not by comprehending it (Burns, 1999).</p> <p>The third activity (adapted from Gibbons, 2002) focuses on both grammar and comprehension. Firstly, the students draw on their context knowledge and employ their semantic cueing systems by asking themselves 'which word would work there the best?' considering the context it's in. That is where they will develop their text-participant skills. The words 'and' and 'but' have been masked to teach the learners about conjunctions. Knowledge of these functional words is important in developing the student's syntactic cueing systems (Gibbons, 2002) and is why this activity develops students' code-breaking skills.</p>
After reading activities	Justification*
<ol style="list-style-type: none"> 1. Text Participant- Students do a story map of the text. 2. Text Participant- (This is sequential to <i>During Reading: Activity 4</i>) Ask the children to draw what they think the rabbits looked like and to write some adjectives next to their picture. Ask questions about what made them think the character looked like what they thought they did and why they chose those the adjectives that they did. Tell the students who the Rabbits really are and make them aware that if they drew a Rabbit (animal) they are correct because, on a literal (<i>here</i>) level, they are correct and if they drew a European person, they are also correct because they have used their inferential comprehension skills to imagine the character. Use this text to explicitly show students how important thinking beyond the 'literal' part of the text is. 	<p>The first activity has been chosen for this text specifically because this is part of Australia's history. It develops the students' text participant skills because they have to remember and reproduce (draw) the text/text's events in sequential order.</p> <p>The second activity requires the student to visualise the characters of the text and in particular, the rabbits, as they are listening to the story. This develops learners' text participant skills because it teaches them to visualise as they read. Teaching children to develop images of characters and places in texts is important, especially when the learners move onto reading novels. This is because the learners need a stage to set the story that is being read on to help them make more sense of what is happening (Burns, 1999).</p>

Questions from Bloom's (revised) Taxonomy

Remembering- What types of things did the rabbits bring to the country with them?

Understanding- What is this story about?

Whose cultural perspective has been conveyed in this book (who are 'us')?

Analysing- Who is the author referring to when he says 'the rabbits'?

Whose voice has the authors left out of the text and why have they done this?

How has the author positioned you to feel about the 'rabbits'? What techniques has he used to do this?

Evaluating- Why didn't the Europeans and the Aboriginal people get along?

If the Europeans and the Aboriginal peoples had of made friends rather than fighting, what might our society have been like today?

Creating- Was there a fairer solution to the problem that the Aboriginal and European people faced?

Title	Author /Illustrator
Mermaid Story	Unavailable
Publisher	Date of publication
Dust Echoes (ABC)	2007
Overview of text This text is a virtual dreamtime story that is found online. It is about a song man who goes wandering one day and finds a waterfall with mermaids and turtles in it. He becomes friends with the creatures and lives there until he realises he misses his friends and family and consequently moves home. This is a narrative text with a clear orientation, complication and resolution.	
Language features Multimodal text Body language and gestures	
Other textual features (e.g. format, illustrations) Body language and gaze (emotive) Framing (establishing shot, long shot, medium shot and close-ups) Composition	
Audience	Genre
Year 3-7	Fiction narrative (dreamtime story)

Title of text Mermaid Story	
Before reading activities	Justification*
<p>1. Text participant- Give the learners the title of the virtual dreamtime story and get them to predict what it will be about. Record predictions on the whiteboard.</p> <p>2. Text participant- Complete a KWL chart on 'dreamtime stories'.</p> <p>3. Text participant- Point out where the story was set on a map to the learners. Introduce them to the Indigenous tribe that lived in this part of Australia, along with the tem 'song man' and the definition of it. Show them photos of the land and the people. Talk about what dreamtime stories are and make it clear to the learners that they are <i>not</i> fairytales, fables or anything similar- they are cultural stories which are of great significance to Indigenous Australian people.</p>	<p>The first activity develops students' text participant skills because predicting is a reading strategy that supports comprehension. This is because when students predict something about the text, they have to actively comprehend it to see whether their predictions were correct or not (Burns, 1999).</p> <p>The second activity could be used in the context of introducing a unit on dreamtime stories. KWL charts assist the learners in comprehending texts because they require the students to brainstorm all of their prior knowledge about the topic/issue the text is about. Giving the students basic prior knowledge about the topic may enable them to relate the new information back to what they already know and build on it, hence supporting the learners' in their role as text participants (Saskatchewan Education, 1992). They may also find things that they <i>want</i> to learn about whilst reading this text.</p> <p>The third activity introduces students to the land the story was made in and the types of people that the</p>

	story was made about. This background knowledge may aide comprehension for students as it may enable them to understand why the characters act and they look the way that they do (Burns, 1999).
During reading activities	Justification*
<p>1. Text participant- As the story is being played, model how you are comprehending the body language of the characters using talk-aloud strategies.</p> <p>2. Text participant- Replay the story and pause it after significant parts of the text. Facilitate questions such as ‘Who are the main characters?’, “What is he doing here?”, “What does his body language tell us about how he feels here?”, “How do you know that that is what is happening?”</p>	<p>This activity requires the students to listen to and watch the story, whilst listening to and watching the different cues that the teacher is using to comprehend what is going on. This may assist the students in developing their own text-participant skills because they may become more aware of what cues they need to use to make meaning from this kind of text. This teaches the students what types of cues to look for in the future and how to use them.</p> <p>This activity develops learners in their roles as text participants because guided class discussions (which are conducted whilst the text is being read) can teach students to explore the text in depth. This is because the students are able to raise different discussion points, clarify thoughts and compare their ideas with their peers (Burroughs, 1993). All of this interaction about the text assists students’ comprehension and therefore supports the students in their rolls as text participants (Winch et al., 2010).</p>
After reading activities	Justification*
<p>1. Text participant- Hot Seat- the class sits in a circle and one student sits in a chair that’s the ‘hot seat’. He or she takes on the role of the main character and the other students ask the hot-seat student questions about the character. The student in the ‘hot seat’ must provide answers that stay true to their perceived personality of the character and the learners take turns in being in the hot seat. The characters profile builds as each child has a go (the children cannot say anything that is inconsistent with the story or other hot seaters answers about the character).</p> <p>2. Text participant – The students are given a picture of each main part of the story and they must narrate text to go with it (turn it into a picture book). They cannot change the events or the meaning of the story and it must remain in sequential order.</p> <p>3. Text Analyst/Text participant- <u>Comprehension</u> (see questions below from the taxonomy) (Note to Susie/Jacqui: This section originally</p>	<p>The first activity has been adapted from Gibbons (2002).</p> <p>This particular activity has been chosen for this text because the text does not provide much character description, if any. Learners will build a character profile and then re-watch the story. It is assumed that new and deeper understandings and/or thoughts will then be made from the text which will ultimately facilitate a deeper overall comprehension (Gibbons, 2002). This is because focusing on and understanding characters in any text has a large influence on effective text comprehension (Lowe, 1994). Therefore, this activity develops learners’ text-participant skills.</p> <p>The second activity is an adaption of the ‘matching pictures to text’ and ‘summarising the text’ activities from Gibbons (2002). Due to the text being multimodal (no print), the adaption of these activities seemed highly appropriate- it seemed more interesting and meaningful to act as the author and create text to go with the story rather than just summarise what happened. This activity supports students in their role as text participants because if the students can create written text for the story that</p>

<p>contained a variety of <i>here, head</i> and <i>heart</i> questions but they were removed because they were very similar to those below. The justification still applies to the questions that were here and to those that are below).</p>	<p>stays true to the story line, it indicates that they have competently comprehended the text.</p> <p>The third activity develops students' text-analyst skills because the questions require the learners to think about the text from an analytic point of view. This teaches the students that authors can write text with bias and can include/exclude different images and words to make readers feel a certain way about something. Teaching students to comprehend a text beyond what is there in concrete material and to think about it in analytic ways are significant in effective teaching-reading pedagogies (Knobel and Healy, 2003).</p>
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Questions from Bloom's (revised) Taxonomy

Understanding- Why did the song man leave his home?

Applying- What questions would you ask of the song man if you had the chance?
What is the main message that this dreamtime story carries?

Analysing- What were the problems that the song man faced if he chose to stay at the waterfall?
Why has the author used a range of long, medium and close-up shots of the illustrations throughout the story?
What effect do the close-up shots have on the readers when family and friends come to find him and they are crying?

Evaluating- What was the turning point in this story for the song man?
Would you have done the same thing? Why/why not?

Title	Author /Illustrator
The Plot Chickens	Mary Jane Auch, Herm Auch
Publisher	Date of publication
Holiday House	2009
Overview of text This is a fiction picture book about a chicken that is fond of reading and writing. This text can be used for a variety of teaching purposes across years 3 to 6. The most valuable part of this text is that it contains a set of Writing Rules that can be used to support literacy units on narratives, specifically on writing narratives.	
Language features Character dialogue Repetitiveness Personification Onomatopoeia Plays on words	
Other textual features (e.g. format, illustrations) Illustrations match text Narrative Structure Combined sentences (compound, complex and single)	
Audience	Genre
Year 3 to 6	Fiction Picture Book

Title of text The Plot Chickens	
Before reading activities	Justification*
1. Text Participant: Introducing a unit on writing narratives: do a semantic web on narratives with the students. Discuss the features and components of narratives. Ask for examples of favourite narratives. Tell students that when reading this book that they will be looking out for information about narratives. 2. Text Participant: Discuss the meaning of a 'play on words'. Write meanings given by learners in a semantic web on the white board. Give examples of common plays on words and ask the learners to suggest any that they know of.	This book has been chosen specifically because it could be the focus text for a unit on narratives. According to Winch (2010), the most effective reading experiences occur when the purpose for the reading sits within meaningful cultural or situational contexts. Semantic webs have been used in activity one and two because they are an effective tool to activate learners' prior knowledge about different/specific elements of a text. The activation of this prior knowledge before reading a text is then used to facilitate deeper text-comprehension, which supports students in their roles as text participants (Napper, n.d.). (Activity two has been designed for this text specifically because there are quality examples of plays-on-words in the text).
During reading activities	Justification*
1. Text User/Text Participant: Conduct a shared reading of the book. As you read, match the 'rules' used by Henrietta to the class's semantic web and	The first activity is effective because it models to the students that good readers are not only able to decode words fluently, but they are also actively involved with the

<p>have a scribe add to the web as you read and learn new things about narratives.</p> <p>2. Text User: The learners will skim and scan the book in pairs to find the words that the author has manipulated into a 'play on words'.</p>	<p>text; they interrogate it and use it for their specific needs (Gibbons, 2002). This activity models and encourages participation from students on <i>how</i> to use a text for a specific purpose by demonstrating that you are recognising the information that is needed in the text and are recording it for further use (develops text-user skills). This activity also supports students in their roles as text participants because it gives us the opportunity to make sure the readers are operating in conjunction with the text to make meaning from it through explicitly relating what is being read to what they know (Winch et al., 2010).</p> <p>The second activity also develops students' text-user skills as they have to <i>use</i> the text to find specific information. They do this through a reading strategy called skimming and scanning. This is an important strategy that readers employ when 'using' the text for a specific purpose. It is important because it allows the reader to find the information that they need in a fast and efficient manner (Gibbons, 2002). It is also a beneficial skill for a reader to have because having the ability to skim a text before thoroughly reading it can assist with comprehension (Gibbons, 2002).</p>
<p>After reading activities</p>	<p>Justification*</p>
<p>1. Text Participant/Code Breaker: In reading pairs, go through the list of 'play on words' words (eggsilering, eggstasy, eggsitedly). They will then discuss together what they think these words are and what they think they mean before discussing the answers as a class. Encourage learners to use their reading strategies (i.e. semantic cues, visual cues, syntactic cues) to figure out what the words are and what they mean in this context. Use dictionaries to find out the meaning of words where necessary (last resort)</p> <p>2. Text Participant: Do a 'cloze' activity on the book, extracting the sentences where the author has used language that relates to chickens directly, rather than a more common word most people would use in that place. Talk about the title of the book and whether it makes <i>literal</i> sense. Write the title on board but black out 'Chickens'- Who has heard of this phrase? What word usually sits in the phrase where 'chickens' is? What does this phrase mean? Why do you think the author changed it to 'chickens'? Do this with the following sentences (shading means word will be taken out, replaced by students in cloze activity, uncovered and discussed) : "Henrietta clucked a the top of her lungs", "Henrietta found a type-writer and began to peck out a story", "hatch a plot", "lays an egg". In discussion, as questions like, "Your chosen word would make perfect sense there, so why do you think the author chose to use clucked instead of <i>*students chosen word?</i>"</p>	<p>The learners have been purposely grouped into heterogeneous pairs because discussion can facilitate deeper learning and new understandings (Winch, 2001). This activity focuses primarily on getting the students to use their semantic, syntactic and picture cues to solve the words. Semantic cues are used because the students must assess whether the chosen word would make 'meaning' in the context its being used in. Syntactic cues will need to be used to make sure the word fits grammatically- does it make sense (code breaker)? Picture cues can also be used to further help them solve the word. Overall, finding out what these words mean will further their comprehension of the book and help it make more meaning to them. Ultimately, this activity focuses on the development of their text participant skills.</p> <p>This strategy has been designed to get the students to explore the different words that could possibly go in the cloze without changing meaning of the sentence (develop vocabulary knowledge). It has been designed to get the students to think outside of the square and understand the language techniques the author has used in the book e.g. in the title "The Plot Chickens". This activity allows the teacher to assess whether the students are actively comprehending the book because completing these cloze activities require the learners to not only <i>comprehend</i> the authors ideas and use of words, but to also <i>apply</i> this knowledge by choosing their own words to fill the cloze (Smith and Dalton, 1986).</p>

Questions from Bloom's (revised) Taxonomy

Remembering- What are Henrietta's 8 writing rules?

Understanding: Why did Henrietta stop reading?
Is Henrietta a normal hen? How is she different?

Analysing: Do you think Henrietta's love of reading ever went away when she stopped reading and writing? Why/why not?
What main message is the author putting across to the readers in this text? How do you know that?
How did Henrietta demonstrate her 'spirit' to us in this book?

Evaluating: How would you feel if you received the letter that Henrietta received? What would you do?

Title	Author /Illustrator
Angel of Kokoda	Mark Wilson
Publisher	Date of publication
Hachette Australia Pty Ltd	2010
Overview of text This is a fiction picture book based on a young Papua New Guinean boy that faced World War II on his own. It evokes emotion and creates a sense of reality for the reader regarding what it may have been like to be a Papua New Guinean civilian child at that place in time. It depicts the stereo-typical attitude of an Australian soldier and tells the story of a friendship made during the war between the young boy named Kari and the Australian soldier.	
Language features Emotive language Onomatopoeia Descriptive language Broad range of punctuation (dialogue, exclamation, commas) Imagery Quality adverbials and adjectivals	
Other textual features (e.g. format, illustrations) Illustrations match most of the words Letters written by Australian soldiers during the war, maps of Kokoda, and official letters from the Commonwealth of Australia are also integrated into the illustrations of this text.	
Audience	Genre
Grade 7	Fiction picture book

Title of text Angel of Kokoda	
Before reading activities	Justification*
1. Text participant: Students must close their eyes and imagine that they are a young child who lives on the banks of a river near a small village. You are free-spirited native person to the land of Kokoda and often go exploring in the jungle. It's a peaceful and beautiful place where you live... 2. Text Participant: Talk about Kokoda with the children- who has heard of it? What is it's significance? Has anyone been there? Use a map to show the children where Kokoda is on Google Earth. Zoom in closer and closer whilst talking to them about it. Show children photos of the Kumusi River and the Kokoda jungle so that they can see how	This text has been chosen to support the <i>Time, Continuity and Change</i> component of the Essential Learning's document for grade 7s-teaching about war/Anzac day (Queensland Studies Authority, 2007). The first activity touches on role play/drama. This has been used specifically because students, especially those who are ESL, learn more about reading when they are learning in an environment that involves feelings and emotions, and when personal identifications can be made with the text/context of the text (Dougill, 1987). This supports the text participant role because these personal connections may support the learners' interpretation of the book and could potentially deepen the meaning that they make of it. The second pre-reading activity is important for the learners as text participants to understand where Kokoda is, what it looks like, and where exactly the little boy in the book lived. This is because visuals of an unknown place (the setting of the story) provide learners with a stage to set the story on (Burns, 1999). Students that can then visualise the story will result in a much deeper level of comprehension

<p>tough the conditions were.</p> <p>3. Text Participant: Show a photo of my own pop in his official army uniform from when he fought in the Second World War at Kokoda. Talk about his role in the war (it was not a violent role and will not offend the children in any way), and ask the learners if any of their grandparents/family/friends have been involved in any wars or have been a part of the army before.</p>	<p>(Burns, 1999). In addition to this, most of the information learnt from the text will be transferred into the childrens' long-term memory due to the brain storing more visual information than what it does verbal (Zhang, 1993).</p> <p>The third activity (a class discussion) has been used due to its effectiveness. According to Burns (1999), facilitating topic-related class discussions before reading is one of the most useful activities to activate prior knowledge and develop concepts which ultimately assist in comprehension (text participant). The 'hook' aspect of the activity is evident by the way the discussion relates to (some) students directly on a personal level. This sense of personal identification has been established through the connections of important people they know that have participated in a war of some sort.</p>
During reading activities	Justification*
<p>1. Text Participant: This activity requires the students to predict what is going to happen next. There are many moments throughout the book where the children could have the opportunity to use their prior knowledge to guess what is going to happen and to justify why they believe that that is what's going to happen next.</p>	<p>The purpose of this first activity is for the teacher to pause, and the learners to predict what will happen next. Pausing and predicting is an effective reading strategy that supports the students in their role as text participants. This is because students who predict what is going to happen next actively comprehend the text through monitoring whether their prediction was correct or not (Burns, 1999). It is also another one of Winch's (2010) metacognitive strategies which he believes must be explicitly taught and then continually practised to make students executive readers.</p>
After reading activities	Justification*
<p>1. Text Participant: Make a new ending to the story.</p> <p>2. Code Breaker: Discuss the meaning of noun groups, adjectivals, verbs and adverbials. Un-punctuate pages 15, 26 and 28 of the text. Students must highlight the adjectivals and adverbials using two different coloured highlighters, followed by re-punctuating the text using commas, question marks, inverted commas/quotation marks, full stops and apostrophes (first page as a whole class, second page in pairs, third page individually).</p> <p>3.Comprehension questions</p> <p>Text Analyst- Head What was the main message in this book? What would you have done if you were Kari in this book? Why? How do you think the author wants you to feel about world war 2? From this text, how do you think the author himself feels about war? Do you think that this could have really happened during the war? Why/why not? What types of questions would you ask the Australian soldier if you were Kari? Why?</p> <p>Text Participant- Heart</p>	<p>The first activity requires students to use their existing knowledge of war (stereo-types, discourses) to create a <i>realistic</i> alternative ending to the story. The learners use their text-participant skills in this because knowledge about the topic, the main events and the characters in the text are required to complete the task.</p> <p>Second activity: This book has good quality descriptive language. Therefore, an activity which requires the students to identify the adverbials and adjectivals in the text has been incorporated into this activity. There is also a lot of dialogue in this text which is why this text lends itself to punctuating. Completing these post-reading tasks support the learner in developing their code-breaking skills by learning where and why quotation marks go where they do (the use of quotation marks in writing is an important part of the Year 7 Essential Learnings-language elements (QSA, 2007)). Grammar is important to focus on in a balanced reading program because being educated about grammar has a large impact on ones understanding of text and therefore, on their ability to read and comprehend competently (Perfetti, 2003).</p> <p>The third activity focuses on <i>head</i> questions first. These develop learners' text analyst skills as the questions require them to think about the author, abstract components (such as the values and feelings associated with the book) and the text's main message. It also requires them to think about it in a critical way by analysing whether they think it could really happen. All of these questions require them to analyse different components of the text.</p> <p>The <i>heart</i> questions develop the students' text-participant skills</p>

<p>If you were Kari, how do you think you would have felt throughout the events that happened in the book? Why?</p> <p>How does this make you feel about 'war'? Why?</p> <p>What emotions did you feel when you were reading this book? Why?</p>	<p>because they require a thorough understanding of the text to be able to comment on and/or answer the questions. The <i>head</i> and <i>heart</i> question-types were chosen because they facilitated the most learning from the text regarding the topic of war.</p>
<p>Questions from Bloom's (revised) Taxonomy</p> <p><u>Understanding</u>- What was the main idea of this book?</p> <p><u>Applying</u>: What questions would you like to ask Kari and the Australian soldier if you had the chance?</p> <p><u>Evaluating</u>: Do you believe that this is a true story? Why/why not?</p> <p style="padding-left: 40px;">If you were Kari, how do you think you would have felt during the events that happened in the book?</p> <p style="padding-left: 40px;">Why?</p>	