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ID#:	
Course:	EDED11406 Teaching Reading
Assessment Task:	Assessment Task 1
Brief Description of Assessment Task:	Six quality texts will be chosen from a range of contexts suitable for children in a variety of grades. For each text an overview of text purpose, context and genre will be provided. Also for each text activities for before, during and after reading will be identified.
Submission Due Date:	29 th March 2012
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Title: Hairy Charlie and the Frog	Author: Jackie French Illustrator: Dee Huxley
Publisher: Koala Books	Date of Publication: 2001
Audience: This book is suitable for children in the Preparatory Year to Year Three.	
<p>Overview of Text: This is a fiction picture book that is a good quality text, which is very humorous for children. The text tells a story of a farmer named Hairy Charlie, who goes down to his letterbox on Monday, Tuesday and Wednesday to find a big frog in his letterbox. Each day the frog makes Hairy Charlie jump and yell out. Even though Hairy Charlie moves the frog into the bushes each day and explains to the frog that letterboxes are for letters, he some how finds his way back into the letterbox. All Hairy Charlie wants to do is get his mail in peace, but the frog likes the letterbox too. On Wednesday Hairy Charlie decides he needs to do something about this cheeky frog, so he builds the frog his very own letterbox next to the original letterbox and labels it frog house. On Thursday when Hairy Charlie goes down to the letterbox, he is content that the frog will be in his frog house, but once again when Hairy Charlie opens the letterbox the frog is there and gives him a big fright. Hairy Charlie does not know what to do, so he goes back inside to think and also talks to the people of his community. He decides to write a note on the letterbox, to the postman to put the letters in the frog house instead of the letterbox. When Hairy Charlie goes to the letterbox Friday the mail is in the frog house and the frog is very happy in the mailbox. This is a text that can be read to children over and over again.</p>	
<p>Language Features: Hairy Charlie and the frog demonstrates a meaningful story line that is written in present tense. The text is written from the perspective of Hairy Charlie the main character. Throughout the text there is a variety of onomatopoeia used such as Hairy Charlie saying AHHHHH when he opens the letterbox and the frog croaks. Descriptive language is used throughout the text to demonstrate to the readers Hairy Charlie's visit to the letterbox each day. It goes into depth when Hairy Charlie opens the letters box, to build up suspense for the readers to reveal if the frog is in the letterbox again. This is done also by carrying sentences over two pages, such as Hairy Charlie goes down to the letter box, he opens the lid and the sentence finishes on the following page with the frog croaking and Hairy Charlie yelling. A main feature of the text is the sequence of the book being identified by using the days of the week. This allows the book to be predictable, as there is repetition, when Hairy Charlie goes to the letterbox to find the frog. In the text there is rich and authentic language, such as the days of the week, as they are learning throughout the text. Throughout the text there is a range of vocabulary used that children may not know of, such as words like startles, paused and grumbled. These are words that children may need to identify the meaning of to add to their own vocabulary. Throughout the text there is also a strong use of grammar including capitalisation, full stops, commas, exclamation marks and speech marks when Hairy Charlies is talking. When Hairy Charlie is talking he uses personal voice such as 'I hope' and 'I thought.' Through the book there is also the use of contractions, words including I'd, won't and there's. The text also demonstrates labels, when Hairy Charlie labels the letterbox and the frog house. Through the book there is also letter writing, when Hairy Charlie writes a letter to the Postman to inform him to put the mail in the frog house to keep the frog happy. This particular text also promotes questioning; such as why does the frog continuously find his way back to the letterbox. Hairy Charlie and the Frog is a text the readers can relate to themselves if they are scared of frogs or have a frog in their letterbox. The text can also be related to other texts that focus on key components of the text.</p>	
<p>Other Textual Features: Hairy Charlie and the Frog is a text that has illustrations that have been created with watercolours. The pictures are done in a frame and do not take the whole page up. In each frame the main focus is on Hairy Charlie, the frog or the letterbox. The text could simply be read through the images, without the text. Hairy Charlie is certainly very hairy in the images and is always seen in a spotty shirt with his belly pocking out and a farmer's hat. This adds humour to the text. Throughout the images the expressions on the characters faces are clear with the scared and surprised</p>	

face of Hairy Charlie when he finds the frog in his letterbox to the annoyed frogs expression when he is removed from the letterbox. Throughout the text the images are simplistic but match the text. The images are presented to create a strong sense of humour throughout the book.

Before Reading Activities (Including questions from Bloom's Taxonomy) <ol style="list-style-type: none"> Before reading the Learning Manager will demonstrate to the learners the front cover, the title, the author, the illustrator and the illustrations found on the front cover. The Learning Manager will conduct a picture walk of the text by simply flipping through the book, allowing the learners to see the illustrations. On a small piece of paper the children will write what they predict will happen in the text. As a collaborative learning activity they will walk around the room discussing with their peers the prediction they have made. The children will discuss other texts that feature a frog to activate their prior knowledge. 	Justification/ Role of the Reader <p>Code Breaker Role: Through demonstrating the front cover, title, author, illustrator and illustrations learners are looking at cracking the text through whole words and book conventions (NSW Department of Education, 1997, p.12).</p> <p>Aboriginal learners prefer information being shared or demonstrated rather than using basic questioning which they believe is pointless (Dhinawun Consultancy, 2011, p.2).</p> <p>For ESL children the picture walk allows the learners to come to the text with a sense of what they will be reading about, reading becomes a much easier task because they have more resources to draw on (Gibbons, 2002, p. 85).</p> <p>Code-breaker Role: Through the picture walk learners are decoding the text and looking at the meaning of the text through the illustrations. By using this information they then infer what the text is about through their prediction (NSW Department of Education, 1997, p.12).</p> <p>Text-participant Role: Through the walk and talk activity learners are interacting in the classroom with others to understand the meaning of the text (NSW Department of Education, 1997, p.12).</p> <p>The walk and talk is beneficial for Aboriginal children as it allows them the opportunity to work with their peers, a range of learning styles are catered for and learners are able to use their oral language, to build up confidence in individuals (Dhinawun Consultancy, 2011, p.2).</p> <p>Text-participant Role: Through discussing other texts that feature a frog learners are activating their prior knowledge. (NSW Department of Education, 1997, p.12).</p> <p>Through the walk and talk, and discussion it gets ESL learners using their oral language in a collaborative group situation (Hertzberg, 2012, p. 35).</p>
During Reading Activities (Including questions from Bloom's Taxonomy) <ol style="list-style-type: none"> Through the text the Learning Manager will ask the children questions such as what happened after Hairy Charlie found the frog in his letterbox, how many days has the frog been in the letterbox, what is the farmers name and what colour is the frog. (<i>Blooms Taxonomy Remembering</i>) Half way through the text the children will be asked what has occurred in the text and how they think the text will end. (<i>Blooms Taxonomy Understanding</i>) Key points of the text will be pointed out such as contractions, letter writing, onomatopoeia and labelling. Discuss with the children how they can make connections from the text with their own lives. 	Justification/ Role of the Reader <p>Text-participant Role: Through the questions learners are summarising what the text is trying to say and looking at the possible meanings of the text (NSW Department of Education, 1997, p.12).</p> <p>Text-participant Role: By deciding how the text will end learners are using their prior knowledge of what has occurred in the text to create meaning and understanding (NSW Department of Education, 1997, p.12).</p> <p>Code-breaker Role: By looking at key points of the text learners are decoding whole words and text conventions (NSW Department of Education, 1997, p.12).</p> <p>Text-participant Role: By making connections from the text with their own lives learners are using their prior knowledge to make meaning of the text (NSW Department of Education, 1997, p.12).</p> <p>Making connections for Aboriginal learners allows them to relate the text to their own home lives and their culture, which can be very different to Anglo children (Dhinawun Consultancy, 2011, p.3)</p>
After Reading Activities (Including questions from Bloom's Taxonomy) <ol style="list-style-type: none"> Divide the children into five small groups and give each group a day of the week featured in the book between Monday and Friday. For the day the group has been given they will write and create a short retell and draw an image to match their text. In the younger grades the children will need a scribe. On completion each small group will perform what they wrote in their retell. Each group's retell will be displayed in the classroom as a wall story, after the children place each story in the correct sequence. Learners will be asked to evaluate the ending of the text and offer alternative endings to the class in pairs. (<i>Blooms Taxonomy Evaluating</i>). Learners will individually draw a story map featuring the path that Hairy Charlie takes each day to the letterbox. The learners will interpret how they see Hairy Charlie by having the opportunity to create their own character costume with collage materials for prep and year one, and for children in years two and three they will create a character portrait including an image and the characters main attributes. The Learning Manager will demonstrate key features of the text including onomatopoeia and contractions. The Learning Manager will also demonstrate letter writing in the text. Learners will be asked to write a letter to Hairy Charlie in response to how else he could solve his frog problem. (<i>Blooms Taxonomy Creating</i>) 	Justification/ Role of the Reader <p>Text-participant Role: Through the retell learners are demonstrating what the text is saying to them and making meaning through the text (NSW Department of Education, 1997, p.12).</p> <p>Text-user Role: Through performing a role-play around the text learners are working in a social situation around the text to present their opinions of the text (NSW Department of Education, 1997, p.13).</p> <p>The role play allows Aboriginal learners to work with their peers, which is beneficial to build up individual confidence and allows them to use their oral language rather than writing (Dhinawun Consultancy, 2011, p.2)</p> <p>For ESL learner's, drama has been noted by researchers as a key as it allows learners to interpret the text through oral language (Gibbons, 2002, p. 86).</p> <p>Text-analyst Role: Through deciding on an alternative point of view learners are looking at who's interests are being served in the text and how could this be different (NSW Department of Education, 1997, p.13).</p> <p>Text-participant Role: Through creating a story map learners are making meaning of the text through the setting, they are inferring how they see Hairy Charlies trip to the letterbox (NSW Department of Education, 1997, p.12).</p> <p>Text-analyst Role: Through inferring how they see Hairy Charlies learners are expressing their point of view, which may be bias or alternate to the text (NSW Department of Education, 1997, p.13).</p> <p>Text-participant Role: Through looking at key features of the text such as onomatopoeia and contractions learners are making meaning of the text (NSW Department of Education, 1997, p.12).</p> <p>Text-user Role: By looking at letter writing and writing a letter to Hairy Charlie the learners are using the text to take action (NSW Department of Education, 1997, p.13).</p>

Title: Dance of the Brolga	Author: John Carr Illustrator: Astrid Matijasevic
Publisher: Wendy Pye Publishing	Date of Publication: 2012

Audience: This text is suitable for children in years three to five.

Overview of Text: This chosen text is a poem and explains how the Brolga, which is an Australian bird can dance. The poem is told in past tense and speaks of a Drover resting by a Billabong. He watches the Brolgas dance as they stretch their wings, bow, prance and toss grass stalks from beak to air. The Drover is simply in awe of the beautiful Brolgas and feels if he were young and quick, he would like to dance like the Brolga, to bob and leap. Though he feels that he is too old and his dancing days are done, so he has a sleep in the midday sun instead. Then suddenly he jumps into the air squawking like a Brolga, stretching out his arms, bobbing, bowing, prancing, stamping and dancing. After his dance, his horror reverts to a smile. As he can do the Brolga dance, thanks to the spider that crawled up his pants. As explained through the overview the poem is set in outback Australia, with the terms of billabong, drover and the cheeky red back spider. The humour of the text is not brought into the text until the end prompting the reader to read it again.

Language Features: Throughout the poem of Brolga's Dance there is a strong sense of rhyme. For example resting by a billabong, weary from his ride, the drover saw some Brolgas, dancing at the waters side. This allows the poem to really flow. Through the text of Brolga's Dance very descriptive language is used, making the text rich and authentic. For example 'the drover leaps with arms outstretched, he bobbed and bowed and pranced.' The use of descriptive language really sets the scene of what is occurring in the poem and the scenery of outback Australia. A range of vocabulary is used, for example 'when the dance was over, the drover rested for a while, as the horror on his craggy face reverted to a smile.' The word craggy is a word children may not have heard of before and will be able to add it to their own vocabulary list. Brolga's dance uses strong grammar with the use of comma's and full stops. There is also the use of speech marks throughout the poem when the Drover is talking. When the drover is talking he uses personal voice, such as 'If I was young' and 'I can do it.' At the end of the poem there is also humour brought into the poem when it is revealed that the Drover can do the Brolga dance, as a red back spider crawled up to his pants. This adds a quote of humour to the text. This is a text that children would be able to relate to themselves and the world, such as when they had been on a camping trip and a bug had crawled up their pants, or a news article discussing someone who had been bitten by a red back spider. It is also a text that children could connect with other texts that regard the Australian outback, such as Waltz Sing Matilda.

Other Textual Features: This poem has limited illustrations, though the images that are featured on the page, are simplistic and clearly set the scene for the poem. On the side borders of the poem is rippling crystal clear water. This could represent the Billabong that the Drover is resting beside while watching the Brolgas dance. In the right corner of the text is a block coloured blue Brolga. The blue Brolga is prancing, with his wings outstretched and has his head held high like the poem describes. Though the illustrations are limited it links with the text, allowing the reader to clearly focus on the words of the text. The text has been formatted into verses; each verse is a sentence focusing on one particular event. This text allows Aboriginal and Torres Straight Island children to share their knowledge about the Australian bush and the Brolga. As often these children have a vast knowledge for the bush and Australian fauna.

<p>Before Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 1. The Learning Manager will demonstrate the text, looking at the title, author, text type of a poem and the illustrations featured in the poem. 2. The children will discuss any other poems they have read. 3. As a class they will have a group discussion about what they believe the poem is about and justify their answer. 4. Individually the children will create a visualisation of their prediction. 	<p>Justification/ Role of the Reader</p> <p>Code-breaker Role: By the learners looking at the title, author, illustrations and type of text learners are decoding the text and the poetic patterns and conventions (NSW Department of Education, 1997, p.12). Aboriginal learners prefer information being shared or demonstrated rather than using basic questioning which they believe is pointless (Dhinawun Consultancy, 2011, p.2). Code-breaker Role: By looking at other poems learners are decoding the patterns and conventions of the text (NSW Department of Education, 1997, p.12). Text-participant Role: By predicting what the poem is about learners are using their prior knowledge, such as viewing the title, author illustrations and type of text to create meaning and understanding (NSW Department of Education, 1997, p.12). For ESL children through prediction they are reading the text with a sense of what they will be reading about, reading becomes a much easier task because they have more resources to draw on (Gibbons, 2002, p. 85).</p>
<p>During Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 5. The learners will modify or change their visualisation prediction. 6. To get the children thinking the Learning Manager will get the children's memory thinking by asking them questions about what the Brolga did during the dance. (<i>Blooms Taxonomy Remembering</i>) 7. The Learning Manager will question the children throughout the text to ensure they understand what is occurring, or find meaning of words in a dictionary they are unsure of. (<i>Blooms Taxonomy Understanding</i>) 8. Learners will be asked to make a connection with their own worlds by sharing any experiences they may have had of seeing a Brolga. (<i>Blooms Taxonomy Understanding</i>) 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: Through modifying their first prediction learners are looking at what the text is saying and creating possible meanings (NSW Department of Education, 1997, p.12). Text-participant Role: By summarising what the Brolga did during his dance learners are making meaning of what the text is trying to say through literal and figurative meanings of words and expressions (NSW Department of Education, 1997, p.12). As it is a poem by summarising what has happened ESL learners are able to make meaning of the text (The Learning Place, 2011m p. 1). Text-participant Role: Through discussing the meaning of the text and words learners are understanding the text (NSW Department of Education, 1997, p.12). By looking at the meaning of individual words making meaning of the text is easier for ESL learners (Gibbons, 2002, p. 84). Text-participant Role: By making a connection with their own worlds learners are making meaning of the text by relating to their prior knowledge (NSW Department of Education, 1997, p.12). For Aboriginal learners this allows them to relate to their own lives and culture, giving them a sense of comfort and order (Dhinawun, 2011, p3)</p>
<p>After Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 9. The Learning Manager will mask words of the text, to allow children to predict what the word is and offer alternative words to develop syntactic and semantic knowledge. 10. Children will complete a sequence story consisting of four sections. The individual learner will chose four major events in the poem and write two to three sentences for each event. They will also draw an image to match. As a finished product learners will have the images on the front and be able to flip over to their written text. 11. To demonstrate their interpretation of the text learners will draw an image of the setting of the poem on a hexagonal template. Each child's interpretation will be joined together to create a class picture quilt. 12. As a class the children will analyse the concept of rhyme in the poem and the words the author has used to rhyme. 13. Learners will be asked to analyse other poems that use the concept of rhyme in comparison with Dance of the Brolga. (<i>Blooms Taxonomy Analysing</i>) 14. As a class learners will look at the descriptive language used in the text. They will focus on words such as ageing and create a word cline, consisting of other words that could be used other than ageing. 15. Learners will be asked to create their own poem about an Australian animal using rhyme. (<i>Blooms Taxonomy Creating</i>) 16. Learners will research the brolga and a member of the Aboriginal or Torres Strait Islander community will come in to share their knowledge of the Brolga and other Australian 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: Through masking learners are breaking down the text, to find clear meaning and understanding. For ESL learners this is an opportunity for them to really see the structure of the English language (Gibbons, 2002, p. 89). Text-participant Role: Through the sequence story learners are making meaning of the text and demonstrating what the text is saying to them (NSW Department of Education, 1997, p.12). For ESL learners drawing how they see the text allows them to visually infer the meaning, and sequence the text (Gibbons, 2002, p. 86). Text-analyst Role: Through drawing a setting of the text learners are demonstrating their point of view of how they see the setting of the text, as there are limited illustrations in the text (NSW Department of Education, 1997, p.13). Text-analyst Role: Through looking at the concept of rhyme learners are looking at the underlying theme and what that theme does to them as readers (NSW Department of Education, 1997, p.13). Text-user Role: Through completing a word cline learners are using the text to prompt action and expand their own vocabulary. Text-user Role: Through researching the Brolga learners are taking action to learn more about the animal featured in the text (NSW Department of Education, 1997, p.13). Text-user Role: Through creating their own poem learners are using the poem to take action and use their knowledge of rhyme (NSW Department of Education, 1997, p.13). For Aboriginal learners they are able to use their cultural and general knowledge of an Australian animal in a higher order way (Dhinawun, 2011, p.2). Text-user Role: Through researching the Brolga and listening to a member of the community learners are taking action from the poem to learn more about the Brolga (NSW Department of Education, 1997, p.13). Through researching Aboriginal learners are using their metacognition to use skills of critical thinking and research skills (Dhinawun, 2011,</p>

animals.	p.2). By inviting elders and respected community members of the Torres Strait Islander and Aboriginal community, Aboriginal learners experience a sense of comfort and order (Dhinawun, 2011, p.3).
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Title: Seeds of Change

Author: Jen Cullerton Johnson

Illustrator: Sonia Lynn Sadler

Publisher: LEE & LOW BOOKS

Date of Publication: 2012

Audience: This text is suitable for children in years three to seven.

Overview of Text: Seeds of Change is an exhilarating book, which takes the reader into the African culture. For its brilliance Seeds of Change has received the Coretta Scott King Award. This is a fiction text and based on a true story. It is the biography of a Scientist Wangari the first African Woman to win a Nobel Peace Prize. Wangari is a young girl of Kenya, where she grew up to love the land, plants and animals that surround her. From the giant Mugumo tree, which the people believed provided shade for their ancestors to the small frogs amongst the lily pads. Wangari was the oldest girl in her family and as a child asked her parents to send her to school like her older brother. There her mind sprouted like a seed. Wangari graduated elementary school at eleven and wanted to continue her education. She moved to the city where there were no trees but skyscrapers. There her favourite subject was science, and she soon won a scholarship to travel to Kansas in America to study biology. After graduating from college Wangari travelled to Pennsylvania, where she received letters from home explaining how Kenya had changed due to a new President. America had changed Wangari, she had discovered a spirit of possibility, and she wanted to help the Kenyan's so she travelled home. She accepted a job at the University of Nairobi. Wangari watched as Governments sold more and more land to foreign companies for coffee plantations, each day forests were destroyed. Wangari travelled to villages, towns and cities to plant saplings and seeds with other women, they were known as the Green Belt Movement. They could not change the land but they could change the forest. Kenya grew green again. Foreign businessman grew greedy for land and hated the Green Belt Movement, so Wangari was soon put in jail. Though Wangari prayed and was soon released. Wangari realised that the people who put her in jail did not like change and to her help save her country she would have to spread the word. She began travelling and telling her story to teachers, Presidents, farmers, ambassadors and school children of the world. Kenyan people also listened, calling her *Mama Miti*, Mother of Trees; she was elected as minister of environment in the Kenya Parliament. In 2004, Wangari won the most prestigious peace prize in the world, the Noble Peach Prize. This text takes the reader all around the world, explaining the importance of protecting our world and environment, and how one person can make a difference.

Language Features: The text of Seeds of Change is told in past tense. Through the text of Seeds of Change there is meaning throughout the story line indicating that one person can make a huge difference in a town, city, country or even the world. Seeds of Change has rich authentic language, with phrases such as "she beckoned her young daughter over to a tall tree with a wide, smooth trunk and a crown of green oval leaves." This phrase also demonstrates the descriptive language used throughout the text. The use of descriptive language paints a clear picture of what is occurring in the text. Throughout the text there is a strong use of grammatical structure, with the use of comma's, full stops, exclamation marks, question marks, speech marks sentences and clear coherent paragraphs. The African culture is also brought through the language with the use of the African language. For example Wangari in Kenya was called 'Mama Mita', meaning Mother of Trees and the term 'Harabee' was used, meaning let's work together. This excites readers as they feel they are learning a new language through the text. Maths concepts are also featured through the text, including phrases such as twenty dived by two is ten, when Wangari is talking about the oceans of the world. This brings additional learning into the text. Seeds of Change promotes questioning, such as how can we look after our own environment around us and is too much land being destroyed for development. Through reading Seeds of Change learners are able to make connections with themselves, the world and other texts, as caring for our environment is such a common topic in our present world. Seeds of Change is a text that children will be able to read over and over again, and each time will discover new concepts in the text.

Other Textual Features: The illustrations in Seeds of Change are a main feature of the text as they are simply beautiful and work in conjunction with the text; they paint a robust portrait of the inspiring champion. The images have been done using watercolours and each separate image has a white border around it. This feature is because inspiration for the images was taken from a quilt. The white borders also create a sense of depth in the images, against the brilliant bright colours. Often many shades are used of a colour in one object such as the blue waterhole and green leaves. The different shades of colour make the illustrations look very realistic. Throughout the illustrations the African culture is also clearly defined with the green forests, rich soil and the African animals such as the elephants, monkeys and giraffes. These illustrations make a strong connection with the main point of the book, which is the environment. Throughout the illustrations the expressions on the characters faces are also very clear, it is clear through the images, when the characters are sad, happy, angry or worried. Strong expressions allow the readers to really feel how the characters are feeling. This text is also useful for ESL, Aboriginal or Torres Straight Islander children, as it is bringing a new culture and features people with different coloured skin and language. This can allow these particular children to feel a sense of comfort. Though it also allows Anglo children to experience a different culture and identify that everyone is different.

<p>Before Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 1. The learners will complete a bus stop activity to activate prior knowledge. Seeds of change focus' on rainforests being destroyed so through the bus stop activity learners in small groups will create a bus stop poster about what is happening to our world's environment and why should we care. 2. The Learning Manager will demonstrate to the children the front cover, the title, the author and illustrator. 3. Before beginning to read the learners will write a short prediction on a sticky note and place it on a piece of cardboard at the front of the class. The Learning Manager will read them out before reading 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: Learners will activate their prior knowledge in regards to the text, by looking at what they already know about the environment by completing the bus stop activity (NSW Department of Education, 1997, p.12). Aboriginal learners prefer information being shared or demonstrated rather than using basic questioning which they believe is pointless (Dhinawun Consultancy, 2011, p.2). Code-breaker Role: By looking at the front cover, title, author and illustrator learners are decoding the patterns and conventions of the text (NSW Department of Education, 1997, p.12). Text-participant Role: From the demonstration of the text conventions learners will use this knowledge to begin to make meaning of the text through their prediction (NSW Department of Education, 1997, p.12). For ESL children through prediction they are reading the text with a sense of what they will be reading about, reading becomes a much easier task because they have more resources to draw on (Gibbons, 2002, p. 85).</p>
<p>During Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 4. As it is a long text to make sure the children are remembering what is happening in the text the Learning Manager will ask what the main characters name is, how old was she when she went to school, where did Wangari go when she left elementary school and what was her favourite subject. (<i>Blooms Taxonomy Remembering</i>) 5. When Wangari leaves home the Learning Manager can conduct a class discussion and ask the learners how they think Wangari feels when she had to leave home. (<i>Blooms Taxonomy Understanding</i>) 6. Half way through the text the learners will be given the opportunity to write on a new sticky note to modify their predictions. 7. Through the text words will be identified that children do not know the meaning of. A dictionary will be used if necessary to find the meaning and to expand the learner's vocabulary. 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: Through the questions learners are summarising the text to begin to make meaning and understanding (NSW Department of Education, 1997, p.12). For ESL learners by looking at it in manageable 'chunks' the meaning of the text is clearer (The Learning Place, 2011, p.1). Text-analyst Role: By looking at the feelings of the characters learners are looking at how the text influences the reader. Text-participant: Through modifying their predictions learners are looking at the possible meanings of the text (NSW Department of Education, 1997, p.13). Text-participant Role: Through identifying the meaning of words learners are able to gain a better understanding of the text (NSW Department of Education, 1997, p.12). For ESL learners, identifying the meaning of individual words allows them to have a strong understanding of the text (Gibbons, 2002, p. 84).</p>
<p>After Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 8. To demonstrate their understanding of the text learners will work in small groups and use question cards to discuss the who, what, when, why, where and how of the book. In their small groups the learners will perform their interpretation of the text. 9. As pairs learners will complete a character inference, focusing on facts about the character, quotes the character says, actions of the character, how the characters feels and how as an individual do they infer the character. 10. As the illustrations are so vivid through the text the children will be asked to create their own visualisation through a drawing of the setting of the text. (<i>Blooms Taxonomy Creating</i>) As a class a photo album will be formed of all the visualisations. 11. Learners will be asked to make connections from the text to the world regarding environmental issues and how we as a class can look after the environment. (<i>Blooms Taxonomy Applying</i>) 12. Learners can research Africa including their language and culture, which can be very comforting for ESL or Aboriginal children. 13. Aboriginal, Torres Strait Islander and ESL children can demonstrate their language to the class if they feel comfortable. 	<p>Justification/ Role of the Reader</p> <p>Text-user Role: Through the question cards learners are working in a group situation to take action and understand the text (NSW Department of Education, 1997, p.12). For Aboriginal learners working in a group situation gives individual learners confidence (Dhinawun, 2011, p.4). For ESL learners, working in a group situation and using drama allows them to use their oral language in a collaborative setting (Hertzberg, 2012, p. 35). Text-participant Role: Through the question cards learners are also making meaning of the text (NSW Department of Education, 1997, p.12). Text-analyst Role: By the learners completing a character inference chart they are analysing the character with their points of view and bias in mind (NSW Department of Education, 1997, p.13). Through the character inference chart Aboriginal and ESL learners are able to work with a peer to gain individual confidence (Dhinawun, 2011, p. 4). Text-participant Role: Learners will make meaning of the text through drawing the setting (NSW Department of Education, 1997, p.12). Text-user Role: By looking at environmental issues in their local area like those in the text learners are taking action in a social situation (NSW Department of Education, 1997, p.13). Text-user Role: Through looking at the African culture, which features in the text learners are using the text to prompt them to take action (NSW Department of Education, 1997, p.13). Text-user Role: By looking at the different languages of the class, learners are taking action from the text to demonstrate their culture. For Aboriginal learners having the opportunity to use their own language demonstrates cultural acknowledgement, recognition and support (Dhinawun, 2011, p. 1).</p>

Title: Piggybook	Author / Illustrator: Anthony Browne
Publisher: Walker Books	Date of Publication: 1996
Audience: Piggybook is suitable for children in Preparatory year through to year five.	
<p>Overview of Text: Piggybook is a superb and best loved book of the Anthony Brown collection. This particular version of Piggybook is featured digitally on an Ipad. Through the digital book children are able to read it themselves, or the Ipad reads it for them. If they do choose to read it themselves they are able to click on words they are unsure of, and the Ipad will identify it for them. They are also able to click on characters and items in the illustrations and the Ipad will name them. The digital text is very engaging for readers. The text of Piggybook tells a story of an ordinary family, including a Mum, Dad and two children Simon and Patrick. The Mother in the family prepares breakfast, washes up, makes beds, vacuums and then goes off to work herself. The Father and sons do nothing and expect everything to be done. They return home one day to find their Mum not there and a note she has left, saying you are pigs. While their Mother was not there they realised how hard it was to prepare meals, wash up, wash clothes and clean up. When Mrs Piggot the Mother returns home she finds the house and her family is a big mess, they beg her to stay and she decides too. On her return Mr Piggot begins to wash the dishes and iron. Her sons make their beds and together they prepare a meal. They are all happy now, especially the Mum, she decided to mend the car. This is a text that can be read over and over again, and each time the reader will notice something new in the story line or illustrations.</p>	
<p>Language Features: The text of Piggybook is told in past tense. Through the text the language used is rich and authentic though at times very simple. For example "Patrick and Simon made the bed." This phrase is very simple using no descriptive language, but simply stating what is occurring. Though during the book there is use of descriptive language, such as when the text is talking about Mr Piggot's very important job and the children's very important school. Though when talking about Mrs Piggot's job it is just a job it is not very important. This use of language puts emphasis on the fact that the Father and sons think what they do is more important than what their mother does. There name the Piggot's also features the word pig, which is a strong topic throughout the text. Throughout Piggybook there is strong use of grammar with the use of comma's, full stops, question marks and speech marks. In the text Piggybook there is also the use of listing, when presenting the different jobs that Mrs Piggot does each day. Piggybook is a text that promotes questioning about why females do a lot of work in the house and children can make connections with the world about this stereotype. This is a text that learners can read over and over again and discover new concepts each time.</p>	
<p>Other Textual Features: The illustrations in Piggybook make strong connections with the text. Throughout the illustrations there is a strong domination of males and as the males begin to act more like pigs, there is an increasing amount of pigs in the illustrations. On the front cover of the text in the background of the picture there is pigs on the wallpaper and a power point that looks like a pig. Also the Mother is very unhappy where as the Father and children are very happy on her back. The males' clothes are very bright, with the Mothers clothes very dull. This already represents that the males of the story are dominating. This theme continues on the first page of the text with the Father and Sons right in the centre of the page, but Mrs Piggot the Mother is inside the house. Throughout the book when Mrs Piggot is completing her daily jobs, the images are very dull and dreary. From page four onwards in the book when Mrs Piggot is on the males call hand and foot, representations of pigs start to appear everywhere. Throughout the text the children have their mouths open like pigs and all of their reflections when they yell out for dinner is a pig. The Father also has a pig on the front of his newspaper and a pig broach. The males of the house also lay around like pigs with a pig moneybox on the table. As the children act more like pigs their emblem on their school uniform turns into a pig, the door knobs are a pig shape, there is pig wallpaper, pig vase, pigs featured in paintings, pig brick work and tile work around the fireplace and a pig headed fire starter. When receiving the note from the mother explaining that they are pigs the father has a pig hand, they now even look like pigs, the clock has a pig face and even the moon has a pig face. They are even living like pigs with food scraps and rubbish everywhere. The taps on the sink, light shade, telephone and the plates are even pig faces. They have food all over their clothes and even the dog has a pig snout. The males of the house are so desperate they are scrounging around the floor like pigs; everything in the lounge room from the wallpaper to the couch has pig faces. Mrs Piggot then returns and the males have learnt they need to help out and not rely on Mrs Piggot so they are no longer pigs and there are no pig's representations in the illustrations. The illustrations in the text are a main feature of the text as they are very quirky and work in conjunction with the text. Each time Piggybook is read, the reader is able to discover a pig representation, they did not see before.</p>	

<p>Before Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 1. The Learning Manager will demonstrate the title, author, illustrator and front cover of the text with particular focus on the pig representations and why the children and father are on the mothers back. Through this the class can look at the mothers expression and how she might be feeling. 2. As it is a digital text, to make it larger the Learning Manager can hook it through an interactive whiteboard. 3. As a class group they will discuss why they think the text is called Piggybook and why there is pig representations. 4. The Learning Manager will demonstrate a picture walk to see if the children can identify any more pig representations in the book. 5. Before reading the text children in years three to seven will complete their first prediction on their prediction flowchart, children in the lower grades will simply discuss their predictions. 	<p>Justification/ Role of the Reader</p> <p>Code-breaker Role: Through looking at the text conventions and illustrations learners are beginning to decode the visual information of the text (NSW Department of Education, 1997, p.12). Aboriginal learners prefer information being shared or demonstrated rather than using basic questioning which they believe is pointless (Dhinawun Consultancy, 2011, p.2).</p> <p>Code-breaker Role: By discussing the title of the text learners are beginning to decode the meaning of the text (NSW Department of Education, 1997, p.12).</p> <p>Code-breaker Role: Through the picture walk learners are decoding the text and looking at the meaning of the text through the illustrations (NSW Department of Education, 1997, p.12). For ESL children through the picture walk they are reading the text with a sense of what they will be reading about, reading becomes a much easier task because they have more resources to draw on (Gibbons, 2002, p. 85).</p> <p>Text-participant Role: By using the information from the picture walk learners begin to infer the meaning of the text through their prediction (NSW Department of Education, 1997, p.12).</p>
<p>During Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 6. Throughout the book the Learning Manager will particularly draw attention to the illustrations of the text such as the first page when it only features the males of the house and the pig representations throughout the book. 7. Throughout the text the Learning Manager will think aloud to model reading. 8. When Mrs Piggot is doing all of the jobs in the beginning of the text the learners will be asked how she would be feeling. (<i>Blooms Taxonomy Analysis</i>) 9. On pages eight, sixteen and twenty-four the children will continue their prediction flowchart stating their revised or new prediction and what their previous prediction confirmed. Lower grades will continue to make predictions throughout the book. 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: Through looking at the illustrations learners gain an understanding of the possible meanings throughout the text (NSW Department of Education, 1997, p.12). For ESL learners using visual clues, for example the illustrations, learners use their graphophonic knowledge to gain understanding of the text (The Learning Place, 2011, p.1).</p> <p>Code-breaker: By thinking aloud the Learning Manager is breaking down the conventions of the text for learners (NSW Department of Education, 1997, p.12).</p> <p>Text-analyst Role: By looking at the feelings of the characters learners are looking at how the text influences the reader (NSW Department of Education, 1997, p.13).</p> <p>Text-participant Role: By making predictions through out the text learners are looking at the different meanings of the text (NSW Department of Education, 1997, p.12).</p>
<p>After Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 10. The children will be asked to write down connections they can make through the text with the world and with other texts they have read. Lower grades will simply discuss their connections. (<i>Blooms Taxonomy Understanding</i>) 11. To demonstrate their understanding of the text learners will retell the text through images on a story cube. Demonstrating the story line on the six faces of the cube. Learners in lower grades will need assistance to assemble their cubes. The cubes can be displayed hanging from the ceiling. 12. Children in years three to seven will be asked to create a socio-gram of the relationships between the characters and their feelings towards each other at the beginning of the book and then at the end. (<i>Blooms Taxonomy Creating</i>) 13. With a focus on the characters of the text learners will participate in hot seat, which consists of one child pretending to be a character and being asked questions from the class about different things they said, did, feel or thought during the text. 14. Anthony Brown is a prominent Author and the children will be asked to complete an author research study and look at other texts he has written, for lower grades this can be completed as a class. 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: By making connections through the text with other texts and the world learners are drawing on their prior knowledge to understand the meaning of the text (NSW Department of Education, 1997, p.12). For Aboriginals making connections with their world, encourages cultural identify and pride (Dhinawun, 2011, p.1).</p> <p>Text-participant Role: Through the retell on the story cube learners develop a strong understanding of the text they have read (NSW Department of Education, 1997, p.12). For ESL learners creating visualisations of events in the text demonstrates the text in manageable chunks to create understanding of the text (The Learning Place, 2011, p.1).</p> <p>Text-analyst Role: Through developing a socio-gram learners are expressing how they see relationships among characters through the text (NSW Department of Education, 1997, p.13).</p> <p>Text-participant Role: By participating in hot seat learners are interacting with each other to look at all of the characters. (NSW Department of Education, 1997, p.12). For ESL learners Hot Seat allows them to participate in an enriching reading experience through their oral language (Gibbons, 2002, p. 92).</p> <p>Text-user Role: Through the author study learners are taking action to learn about an author who wrote a text they have read (NSW Department of Education, 1997, p.13).</p>

Title: Blueback

Author: Tim Winton

Publisher: Penguin Books

Illustrator: Andrew Davidson

Date of Publication: 1997

Audience: This text is suitable for children in years four to seven.

Overview of Text: Blueback is a novel featuring chapters and limited illustrations. The main character in the novel is Able, who lives with his Mother, Dora at Longboat Bay. Ever since he was very young he has had a great love for the sea and all the sea creatures. At the age of ten Able discovers a new friend and calls him Blueback. Blueback is a great big blue groper that loves to play with Able in the water. Able wishes the fish could talk and tell him all the secrets of the ocean. Able soon has to leave Longboat Bay to continue his schooling at high school and then at University. However he longs to be at Longboat bay swimming with Blue back in the crystal clear ocean water and returns home in the holidays. Able soon becomes a scientist that travels the world to help with disasters in the ocean such as pollution. He is soon married to Stella who also is a scientist and has a great love of the ocean. As the years pass, things change, but one thing seems to remain constant, the greed of humans. Able now has limited time to come home to Longboat Bay, but his Mother, Dora writes him letters explaining that the sea is not happy, things are changing. Able is very concerned that something will happen to Blueback. Developers are trying to take over Longboat Bay and humans are taking everything they possibly can from the ocean. Able's Mother soon begins to write letters to politicians and environmentalists all over the world to make Longboat bay a sanctuary, so no one can take anything from the area. Each year the weather gets worse and soon a big cyclone came. Able's mother is now very old and Able travels home with Stella to the place he loves the most. Soon longboat Bay is a wildlife sanctuary, Stella and Able now spend their time in Longboat boat studying the ocean and living Able's dream of learning the oceans secrets. Each day he swims with Blueback and the rest of the under the sea world that is safe in Longboat Bay. Ables mother then passes away but Able and Stella welcome a new member into their family named Dora after her grandmother. Soon the three of them are all swimming along with the big blue fish, Blueback. This is a beautiful story taking the reader on a journey to save the environment.

Language Features: The author Tim Winton is well known for his use of images as he uses his language to create images in the reader's minds. Blueback is a text that has been written so the words intertwine, so you feel like you are right there swimming with Blueback the big blue groper. The text is written in past tense. It includes figures of speech such as simile, metaphor and personification. Examples of similes include 'his Mother floated nearby, her hair like kelp above her' and 'a cloud of bubbles swirled around him clinging to his skin like pearls.' Examples of metaphors include 'he felt like a bubble on the sea, left by a breaking wave here for a moment then gone' and 'surf hammered against the shore and chewed it away.' An example of personification, 'if you cut down a karri tree, you could see the good years, written in the heart.' This text has a strong meaning in the story line and demonstrates that we must take care of our world and not be greedy. The language used is rich and authentic with a strong use of descriptive language. For example 'sunlight caught the windows of the shack above the beach so that every pane of glass looked like a little fire.' The use of descriptive language really grabs the reader's attention. The author also uses vivid verbs and nouns to draw the reader into the world of his characters. Blueback has strong grammatical structure with the use of sentences, paragraphs and clear chapters that represent a new topic. Throughout Blueback there is also a range of humour from when Able first meets Blueback to when his daughter meets the big blue fish. They both first get a fright and think it is a big shark coming to eat them, but then realise he is a friendly fish. This is a text children can relate to themselves, such as when they have been snorkelling and seen a big fish, or been fishing and caught a fish. It can also be related to the world events such as people being fined for taking illegal fish from the ocean. This is a text that promotes questions about why humans are so greedy and what can people do to change this. Blueback is a text that can be read over and over again for pleasure but also to think about what is happening in our world.

Other Textual Features: This novel is formatted into chapters and for each chapter there is a title page. On the title page there is the chapter number in numerals and a small black and white picture. The picture is usually a clue as to what is going to occur in the chapter. For example chapter fifteen has an image of a grave sight with the words Dora Jackson on the cross. As Dora, Able's Mother has been sick in the previous chapter, this gives the reader the clue that Dora is going to pass away in this chapter. Each chapter is about eight pages long, with the words and paragraphs clearly spaced, so the text is easy to read. Each chapter focuses on one topic, so the

reader understands what is occurring in the story.

<p>Before Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 1. When reading Blueback the children will have their own copy. 2. The Learning Manager will demonstrate to the learners the title, the author the quote on the front of the text and will read the blurb at the back of the book. 3. The Learning Manager will point out the illustrations of the text and the shadow of the great big fish. The class will discuss what they think the text is about and what exactly is blueback. 4. They will create a before, during and after prediction table. In a few short paragraphs they will write their prediction and read it to their class group. 5. The learners will be asked to activate their prior knowledge by writing what they know about the ocean and sea creatures. 	<p>Justification/ Role of the Reader</p> <p>Code-breaker Role: Through the text conventions and illustrations the learners will begin to decode the text through the patterns and conventions (NSW Department of Education, 1997, p.12). Aboriginal learners prefer information being shared or demonstrated rather than using basic questioning which they believe is pointless (Dhinawun Consultancy, 2011, p.2).</p> <p>Text-participant Role: Through discussing and writing their prediction of the text learners are beginning to infer the possible meaning of the texts (NSW Department of Education, 1997, p.12). By predicting the text ESL learners are reading the text with a sense of what they will be reading about, reading becomes a much easier task because they have the resources to draw on (Gibbons, 2002, p. 85).</p> <p>Text-participant Role: By activating their prior knowledge regarding sea creature's learners are beginning to explore possible meanings of the text (NSW Department of Education, 1997, p.12). For Aboriginal learners activating their prior knowledge allows them to connect to their own home lives and identity (Dhinawun, 2011, p.3).</p>
<p>During Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 6. Half way through the text learners will complete the during section of their prediction chart, which may be changing their prediction or confirming. 7. Throughout the text the Learning Manager will particular point out and explain the concept of similes, metaphors, vivid verbs and nouns. Learners will list these as they appear in the text. 8. Learners will mark with sticky notes the passages that elicit in them an emotional response. 9. If children come across words they do not know the meaning of as a class the children will use the dictionary to find the meaning. 10. After chapter five the children will be asked to complete a visualisation of the passage, which begins with birds chattering, as it clearly sets the scene of the text. (<i>Blooms Taxonomy Understanding</i>) 11. Throughout the text the Learning Manager will ask the children questions about characters and events to ensure they are remembering what is occurring. (<i>Blooms Taxonomy Remembering</i>) 12. Through the text the Learning Manager will vary reading styles by incorporating modelled, shared and guided reading using different chapters. 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: Through completing their prediction chart learners are beginning to gain an understanding of the meaning of the text (NSW Department of Education, 1997, p.12).</p> <p>Code-breaker Role: By looking at the similes, metaphors, verbs and nouns learners are decoding the text to understand the text (NSW Department of Education, 1997, p.12). For ESL learners, by looking at text concepts during reading it helps them understand the text (Gibbons, 2002, p. 84).</p> <p>Text-analyst Role: By looking at how the text elicits emotional response learners are viewing how the text attempts to position readers (NSW Department of Education, 1997, p.13).</p> <p>Text-participant Role: Through finding the meaning of words learners are gaining a better understanding of the text (NSW Department of Education, 1997, p.12). For ESL learners by identifying the meaning of individual words it makes the meaning of the text clearer (Gibbons, 2004, p. 84).</p> <p>Text-participant Role: Through creating a visualisation of the text learners are gaining an understanding of the meaning of the text (NSW Department of Education, 1997, p.12). For ESL learners drawing the visualisation helps them understand the text through visual clues (The Learning Place, 2011, p.1).</p> <p>Text-participant Role: By the Learning Managers asking questions the learners are able to summarise the text for themselves and understand the meaning of the text (NSW Department of Education, 1997, p.12).</p> <p>Text-participant Role: By the learner participating in various reading styles they are able to understand possible meanings of the text (NSW Department of Education, 1997, p.12).</p>
<p>After Reading Activities (Including questions from Bloom's Taxonomy)</p> <ol style="list-style-type: none"> 13. Learners will be asked to create connections from the text, with the world, themselves and other texts. In particular focus on the way Able and Dora live in comparison with themselves. (<i>Blooms Taxonomy Understanding</i>) 14. Learners will create a timeline of events to simply retell what happened in the text with a small group. 15. Using their list of similes, metaphors, verbs and nouns learners will be asked to write a description passage of their favourite part of the text. Learners will swap with a peer and they will draw a visualisation of what they think the text represents to value effectiveness. (<i>Blooms Taxonomy Applying</i>) 16. Learners will be asked to create Popplets, which is a presentation using ITC'S of a chosen character such as Blueback, Dora or Able. They will have the opportunity to present their Popplets to the class. (<i>Blooms Taxonomy Creating</i>) 17. Learners will be asked to work with a partner to create an epilogue for the main character of the story Able, how they see them in one month, one year and five years. (<i>Blooms Taxonomy Creating</i>) 18. Learners will be asked to compare a non-fiction text regarding goppers, which is the species type of Blueback to the text and discuss as a group ways in which they complement and differ from each other. (<i>Blooms Taxonomy Evaluating</i>) 19. A main topic in blueback is sustainability and how we need to look after our world for future generations. Learners will be asked to research the topic of sustainability and what they as a school community can implement in the local area. (<i>Blooms Taxonomy Applying</i>) 20. An Aboriginal or a Torres Strait Island member of the community will come into speak to the learners regarding their knowledge of the 	<p>Justification/ Role of the Reader</p> <p>Text-participant Role: By learners creating connections with the world, text and other texts, they gaining a strong understanding of the text (NSW Department of Education, 1997, p.12). For Aboriginals by making connections to their home lives and identity it gives them a sense of comfort and order (Dhinawun, 2011, p.3).</p> <p>Text-participant Role: Through the learners creating a timeline learners are able to gain a strong understanding of the meaning of the events and the main events of the text (NSW Department of Education, 1997, p.12). By creating a timeline in small groups ESL learners are able to use their oral language (Hertzberg, 2012, p. 35).</p> <p>Text-analyst Role: By using their list to write a descriptive paragraph learners are seeing the points of view that appeal to them (NSW Department of Education, 1997, p.13).</p> <p>Text-analyst Role: Through analysing the characters and creating Popplets learners are demonstrating their point of view of a character (NSW Department of Education, 1997, p.13). For Aboriginal learners using technology allows Aboriginal learners to expand and challenge their learning (Dhinawun, 2001, p. 3).</p> <p>Text-user Role: To complete the epilogue learners will use the text to take action and use their higher order thinking (NSW Department of Education, 1997, p.13).</p> <p>Text-user Role: By comparing the text with a non-fiction text the learners are taking action to find out more about goppers (NSW Department of Education, 1997, p.13).</p> <p>Text-user Role: By researching and implementing sustainability learners are taking action and using their knowledge from the text in a group situation (NSW Department of Education, 1997, p.13). For Aboriginal learners working in a group situation through implementing sustainability builds their individual confidence (Dhinawun, 2011, p. 4).</p> <p>Text-user Role: By the learners researching the sea and its creatures learners are taking action from the text (NSW Department of Education, 1997, p.13).</p>

Title: Down on the Farm - Chickens**Author:** Hannah Ray**Illustrator:** Chris Davidson**Publisher:** Steve Evens**Date of Publication:** 2006**Audience:** This text is suitable for children in Preparatory year to year seven.

Overview of Text: Chickens is a non-fiction text featuring a contents page at the beginning and a glossary and index page at the back. The text is an easy to read text, with complementing stunning photographs and interesting facts that capture the reader's attention. Throughout each page there is a new concept, with a heading. The first concept is chickens on the farm explaining that they produce eggs. It states there are chickens all over the world and have a larger population in the world than people. The next concept is chickens from beak to tail explaining their body parts, growth stages, weight and different types of chickens and the lifecycle. Then the text goes into who rules the roost, which is known as the pecking order, bigger stronger hens rule, with the lower order chickens staying away with their heads low. The text then discusses egg-citing explaining that different types of chickens lay different coloured eggs with different coloured yokes due to their diet. This section also explains what free-range eggs are and how to tell if an egg is fresh. The text then explains the concept of eggs, meat and feathers discussing that some chickens are for meat, some for eggs and their feathers are very absorbent and may be used in the future for nappies and oil spills. Through the next section of feathered friends the text discusses the different types of chickens including prairie chickens, polish bantam, frizzle and red jungle fowl. The next concept is chickens around the world. In Ukraine they have an egg tradition of decorating eggs, in China each year is named after an animal and one year is the rooster and in America they have an egg roll on the lawns of the white house. To finish the book there is step-by-step instructions on how to make a chirpy chick, with an egg. Also featured in each concept is a fun farm fact, such as a hen clucks to her chicks while still inside the eggs. The text Chickens has very interesting facts and has suitable knowledge for a range of age groups.

Language Features: Chickens is a text that is clearly formatted with headings at the top of each page. The headings are quirky, such as "It's a Chicken's Life" and introduce the reader to the topic. The language used throughout the text is rich and authentic, for example words such plumage and perch, which are words children can add to their own vocabulary. Words like the ones identified are bolded and the meanings of these words can be found in the glossary. There is also a strong use of descriptive language. For example 'newborn chicks have soft, fluffy feathers.' The descriptive language clearly defines the facts. There is strong grammatical structure throughout the text, with the use of comma's, full stops, exclamation marks, questions marks, sentences and paragraphs. There are also questions featured in the text, such as 'do you know where we get eggs for breakfast, and the tender, white meat that tastes so good in salads, sandwiches and barbeques?' This question promotes the reader to use their higher order thinking. The use of abbreviations are also used when discussing measurement, for example kg and cm. Throughout this text children can relate the information they are being told to themselves, whether it is that they have chickens themselves at home or simply eat eggs and chicken. They can also make connections with non-fiction texts such as Chicken Licken and Henny Penny. They can make connections to the world, with advertisements such as the free-range chickens featured in the Kentucky Fried Chicken advertisement. Chickens is an easy to read text and a range of knowledge can be gained.

Other Textual Features: Chickens has been formatted with the front cover and the border around each page being a clip art, farm themed border. The illustrations work in conjunction with the text and are photographs of real life chickens. Each photograph is very clear and helps describe what is being said in the text. The photographs are in a frame with a border, and on some pages the chicken's head is outside the frame, like it is looking at the reader. This gives the text a real-life feel. When describing the chicken from beak to tail the images are clearly labelled. Also there is reference to the size of a chicken with an illustration of a chicken standing next to a six year old child. This also allows the reader to make connections with themselves and the world in regard to size. The photographs of the text capture the reader to make the text engaging and interesting.

Before Reading Activities**(Including questions from Bloom's Taxonomy)**

1. The Learning Manager will demonstrate to the learners the title, author and illustrator.
2. As a class group they will discuss how the text is non-fiction with the Learning Manager pointing out key features including the contents page, headings, index and glossary.
3. As a class they will discuss and brainstorm the different things they know about chickens to activate prior knowledge.
4. For children in foundation to year two they will create as a class a before and after table and input the information they already know about chickens in the before column. Learners in years three to seven will individually create synthesis eggs by drawing three eggs, one representing prior knowledge, one representing new information and another a synthesis of their new understandings.

Justification/ Role of the Reader

Code-breaker Role: Through looking at the text conventions learners begin to decode the text (NSW Department of Education, 1997, p.12). Aboriginal learners prefer information being shared or demonstrated rather than using basic questioning which they believe is pointless (Dhinawun Consultancy, 2011, p.2).

Text-participant Role: By looking at the conventions of a non-fiction text learners begin to understand possibly meanings and concepts that will be introduced through the text (NSW Department of Education, 1997, p.12).

Text-participant Role: By brainstorming what they already know about chickens and creating the synthesis eggs or the class before and after chart learners are beginning to understand the possible meanings of the text (NSW Department of Education, 1997, p.12).

By brainstorming what they know about chickens ESL learners are reading the text with a sense of what they will be reading about, reading becomes a much easier task because they have the resources to draw on (Gibbons, 2002, p. 85).

For Aboriginal learners by acknowledging prior knowledge gives them a sense of comfort (Dhinawun, 2011, p.1)

During Reading Activities**(Including questions from Bloom's Taxonomy)**

5. Through the text learners will be asked to make connections from the knowledge they are hearing through the text with themselves, the world and other texts they have read like Rosie's Walk or Henny Penny. (*Blooms Taxonomy Understanding*)
6. As the text is being read if words come up that the learners are unsure of they will use the glossary or a dictionary to identify the meaning.
7. Throughout the text for the lower years new knowledge will be added to their before and after chart. For children in the older grades they will add to their own synthesis eggs.

Justification/ Role of the Reader

Text-participant Role: Through making connections with the text, learners are able to process and understand the information being stated throughout the text (NSW Department of Education, 1997, p.12). For Aboriginal learners making connections with their own lives helps them to feel that their culture is appreciated in the classroom (Dhinawun, 2011, p.3).

Text-participant Role: By finding meanings of words it allows learners to gain a better understanding of the text (NSW Department of Education, 1997, p.12).

For ESL learners finding the meaning of individual words through the text helps them understand the text (Gibbons, 2002, p. 84).

Text-participant Role: By continuing to add to their before and after chart and synthesis eggs learners are gaining all the possible knowledge and meaning from the text (NSW Department of Education, 1997, p.12).

After Reading Activities**(Including questions from Bloom's Taxonomy)**

8. Learners in the lower grades will complete their before and after charts, and children in the higher grades will complete their synthesis eggs.
9. Learners in the higher grades will be asked to create a senses chart of what chickens sound, look, feel, taste and smell like. (*Blooms Taxonomy Creating*)
10. Using their synthesis eggs and senses chart learners will be asked to write an information report on chickens. The children in lower grades will draw a detailed image of a chicken, which can be labelled by children in Year one and two and by the Teacher in Foundation. (*Blooms Taxonomy Applying*)
11. On page twenty and twenty-one of the text is a step-by-step process of how to make your own chicken, which can be completed by all grades.
12. The learners will be asked to read fiction and non-fiction books that relate to chickens and compare and

Justification/ Role of the Reader

Text-participant Role: By learners completing their before and after chart and synthesis eggs they will gain a strong understanding of the text (NSW Department of Education, 1997, p.12).

Text-participant Role: By completing their senses chart learners will explore all the knowledge featured in the text (NSW Department of Education, 1997, p.12).

Text-user Role: Through writing the information report and making the chicken for the younger grades learners are taking action using the knowledge from the text (NSW Department of Education, 1997, p.13).

By incorporating a range of tasks, all learning styles for Aboriginal learners are catered for (Dhinawun, 2011, p.3).

Text-analyst Role: By comparing texts with a fiction text learners are seeing alternative points of view and what the author of chickens wants the readers to understand (NSW Department of Education, 1997, p.13).

contrast how they complement each other, which would be done in more depth for the higher grades. (Blooms Taxonomy Evaluating)

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