

<b>Title</b> Round fish square bowl	<b>Author/Illustrator</b> Tom Skinner and Mini Goss
<b>Publisher</b> New Frontier Publishing	<b>Date of publication</b> 2006
<b>Audience</b> Ages 5 – 8 (Years P - 3)	
<b>Overview of text (purpose, content, genre)</b> <p>This fictional picture book uses expressions to get the reader to question their feelings and views of themselves. It focuses on, seemingly negative, traits (scared, slow, stubborn, mad, clumsy, ugly, poor) but then shows that these negatives may also be seen as positives.</p> <p>The first line in the book is a rhetorical question, “Have you ever felt as if you don't quite fit in?” This starts the self-reflective thinking. It then follows with several phrases, like “slow as a tortoise?” and “ugly like an ugly duckling?” The turnaround of the book is when it assures the reader that “sometimes the opposite is true...”, and continues to demonstrate “The tortoise beats the hare.” and “Ugly ducklings turn into beautiful swans.”</p>	
<b>Language features (grammatical features, style)</b> <p>This book uses similes to explore various personality traits. Similes are useful for exploring descriptive words (adjectives). It allows children readers to be exposed to phrases or sayings which they may hear adults use. The similes are structured as questions, during the first section of the book, but the positive opposites are structured as complete sentences.</p> <p>The book is written in personal voice (second person), as though the author is speaking directly to the reader.</p> <p>This book uses a variety of punctuation (exclamation mark, question mark, full stop, comma and ellipsis) and repetition of an adverb “very, very, very co-ordinated”</p> <p>Although this book is ideal for younger students to understand and be proud of their individual differences, it is also a useful resource for teaching older students about similes.</p>	
<b>Other textual features (e.g. format, illustrations, graphics)</b> <p>Throughout this book key words are printed in font which complements their meaning (<b>scared</b>, <b>ugly</b>, <i>clumsy</i>, and <i>beautiful</i>). This concept makes the descriptive words stand out, as most of the remaining text is written in a mono-tone font. The middle of the book, the turn around, is written in bold pink writing “But hey! That's ok!” This makes it clear that the author is urging the reader to stop their ill feelings of the mentioned traits.</p> <p>The colourful illustrations link to the text and clearly demonstrate the similes.</p>	

<p><b>Before reading activities</b></p> <ol style="list-style-type: none"> <li>1. Class discussion: Ask students what they think the title of the book means and what they think the story is be about. Go through the book and try to make meaning of the pictures without the text.</li> <li>2. Class discussion: What are similes?</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Understanding: What do you think the title of the book means?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant – identify literal and inferential meanings</p> <p>Code Breaker – building prediction practices</p> <p>Text User – understand different types of texts have different purposes</p>
<p><b>During reading activities</b></p> <ol style="list-style-type: none"> <li>1. When reading the turn-around, “But hey! That's OK!” ask students “why is it ok?” before continuing with “Because remember that sometimes the opposite is true...”</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Understanding: Why is it (the individual traits) OK?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant – use knowledge of common English expressions to construct meaning</p>
<p><b>After reading activities</b></p> <ol style="list-style-type: none"> <li>1. Watch “the book video trailer: round fish square bowl” to help students understand what the book is about.</li> <li>2. Class discussion: Ask students if they've seen the characters somewhere else (Alice in Wonderland, The Three Little Pigs, The Hare and The Tortoise).</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Analysing: Have you seen these characters (Mad Hatter, Hare and Tortoise, Little Pig) before?</p> <p>Understanding: When/what situations would you hear these similes being said?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Analyst – compare text on the same topic in different media</p> <p>Text Participant – relate the text to their experiences with other texts</p>

<b>Title</b> Lost in the Bush	<b>Author/Illustrator</b> R. E. Wells
<b>Publisher</b> Rona Eleanor Wells	<b>Date of publication</b> 2004
<b>Audience</b> Ages 6 - 9 (years 1 - 4)	
<b>Overview of text (purpose, content, genre)</b> <p>This text is a fictional picture book. The story is about two Wallaby Joeys, Whiptail and Wattle, who decide they are bored and want to follow a track which leads into the tall grass. When the Wallabies realise they are lost, their efforts to find their way home becomes the adventure of the story. Along the way they meet Bobby Bandicoot, George Goanna, Betty Buffalo, and Charley the Crocodile. The Joeys need to be careful though, not all the animals are friendly. The story changes scenery, in chapter three, as it moves to see what Mr and Mrs Wallaby have been doing while their Joeys are lost. With the help of Janey Jabiru, Katie and Ken Kookaburras, and other birds, the Joeys are found and returned home.</p>	
<b>Language features (grammatical features, style)</b> <p>This story follows a typical narrative layout of introduction, events, and resolution. The narrative is written in third person. It also has the added concept of, half way through the book, exploring multiple characters' events during the one time frame.</p> <p>The text uses a good variety of nouns, pronouns, verbs, adjectives and adverbs. It also uses a variety of punctuation (full stop, comma, speech marks, exclamation mark, and apostrophe).</p>	
<b>Other textual features (e.g. format, illustrations, graphics)</b> <p>There are two types of illustrations throughout this text. Firstly are the coloured, full page pictures which show the animals in the story. These cover approximately every third page of the book. Secondly is the faint grey sketches which create the background for the pages with the writing on. These do not link specifically with the content on that page, but are of animals involved in the overall story. This text begins with an introduction to the author, Rona Eleanor Wells, describing how this story is from events which happened to Rona's child, while living in the Northern Territory wetland area. It also ends with a “message to the children” and information about one of the animals mentioned within the story. The story is presented as chapters, although there is no contents page, and each chapter has its own title.</p>	

<p><b>Before reading activities</b></p> <ol style="list-style-type: none"> <li>1. Class discussion: Ask students if they have been lost. Describe being lost, how does it feel and what happens?</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Remembering: Describe being lost, how does it feel and what happens?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant – relate text to own experiences and knowledge</p>
<p><b>During reading activities</b></p> <ol style="list-style-type: none"> <li>1. Read the title of chapter three “now we have to go back and find out what Mr and Mrs Wallaby have been doing”, then ask students to write what they think has been happening.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Creating: What do you think Mr and Mrs Wallaby have been doing while the Joeys are lost?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant - relate text to own experiences and knowledge</p>
<p><b>After reading activities</b></p> <ol style="list-style-type: none"> <li>1. Students, in groups, are to act out a scene from the book for the rest of the class to guess which scene it is.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Applying: Using a scene from the book, can you create a presentation to the class?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Analyst – compare texts on the same topic in different media</p>

<b>Title</b> Hoosh! Camels in Australia	<b>Author/Illustrator</b> Janeen Brian/
<b>Publisher</b> ABC Books	<b>Date of publication</b> 2005
<b>Audience</b> Ages 10 - 13 (years 5 - 7)	
<b>Overview of text (purpose, content, genre)</b> <p>This text is a non-fiction, hard-cover book about Camels. It looks at the origins of the camel, comparing two humps and one hump, their ability to survive, reproduction, capturing and training, their history, equipment used (saddle, nose peg, etc), Afghan Cameleers, explorers/police and their camels, fossils, camel products and recipes. This book is ideal for readers who are looking for a broad range of information about Camels.</p>	
<b>Language features (grammatical features, style)</b> <p>As this text is information based, it is written in third person. The words used are formal and informative; this is an ideal resource for readers to broaden their vocabulary. This text uses nouns, pronouns, verbs and adjectives. Pronouns are a key element within this text as it identifies policemen, Queensland border, Afghan Cameleers, explorers, etc. With being a fact book, the punctuation is basic but it also presents data in the form of bullet points.</p>	
<b>Other textual features (e.g. format, illustrations, graphics)</b> <p>The illustrations within this text are photographs, maps and diagrams, which are relevant to the content but not used for pragmatic cueing. The photographs range from black and white historical features to colourful modern events. The maps are of various sections of Australia, as well as a whole map of Australia which shows routes taken across the land by explorers and their Camels. The diagrams demonstrate how camels are used with retrieving water from a well, as well as the skeleton of a camel.</p> <p>The text's format also includes a contents page, glossary, acknowledgements and index. These features are typical of non-fiction books. The contents is categorised into Camel Facts, Camels in Australia, and The Future. The chapters are sorted so the specific information is in an organised manner. Each chapter is then sub-divided into specific content information.</p>	

<p><b>Before reading activities</b></p> <ol style="list-style-type: none"> <li>1. Think, Pair, Share: What do you know about Camels?</li> <li>2. Class discussion: What would be the purpose of this text? Discuss how a text's structure contributes to its meaning.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Remembering: What do you know about Camels? What would be the purpose of this text?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant – relate text to own experiences and knowledge.</p> <p>Text User – interact with others around a text.</p>
<p><b>During reading activities</b></p> <ol style="list-style-type: none"> <li>1. Class discussion: highlight structures and features, within the text, which identify it as non-fiction.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Analysing: Which features and structures identify this text as non-fiction?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Analyst – understand structures and features contribute to the way the text portrays ideas.</p>
<p><b>After reading activities</b></p> <ol style="list-style-type: none"> <li>1. Draw a concept map of the new information about Camels.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy</p> <p>Understanding: What do you now know about Camels?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant – make meaning</p>

<b>Title</b> The ABC Book of Australian Poetry	<b>Compiler/Illustrator</b> Libby Hathorn and Cassandra Allen
<b>Publisher</b> Harper Collins Publishers	<b>Date of publication</b> 2010
<b>Audience</b> Ages 10 – 13 (Years 5 - 7)	
<b>Overview of text (purpose, content, genre)</b> <p>This hard-covered book is a compilation of Australian poetry specifically for young people. The poems are from a range of classical and contemporized poets. These include A.B. “Banjo” Paterson, Libby Hathorn, Henry Lawson and James Lister Cuthbertson, This text also includes a selection of indigenous poetry from Eva Johnson, Fred Biggs and Oodgeroo of the Tribe Noonuccal.</p>	
<b>Language features (grammatical features, style)</b> <p>The language features vary, depending on the individual poet. Poetry is an exploration and experimentation of words, thoughts, feelings and views. Readers are required to interpret the author’s viewpoint to be able to thoroughly understand the content of the poem.</p> <p>Poetry can use punctuation in abstract ways, leaving the reader with confusion if unable to address and understand “out-of-context” usage.</p>	
<b>Other textual features (e.g. format, illustrations, graphics)</b> <p>This text has a “note form Libby Hathorn”, which explores her concerns for realisation that classical Australian poetry could be slipping away.</p> <p>The book is formatted into 6 parts, or chapters, which categorises the poems.</p> <p>The illustrations throughout this book are not to enhance the reader’s comprehension of the poems, nor to assist with deciphering unknown words. They are simply to add colour and entertainment for the reader.</p> <p>This text includes an Index of Authors and Titles, as well as an Index of First Lines, and a list of Sources used to compile the poems.</p>	

<p><b>Before reading activities</b></p> <p>1. Class Mind Map – What is poetry?</p> <p>Including questions from Bloom's (Revised) Taxonomy Remembering: What is poetry?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant – relate text to personal experiences and knowledge</p>
<p><b>During reading activities</b></p> <p>1. Think Pair Share - In what ways can we use this text?</p> <p>2. Class discussion – How do you interpret these poems? (The Star Tribes – Fred Biggs, Supermarket – Libby Hathorn, The Man From Snowy River – A.B. “Banjo” Paterson)</p> <p>Including questions from Bloom's (Revised) Taxonomy Remembering: In what ways can we use this text? Evaluating: How do you interpret these poems?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text User – use texts for a range of purposes</p> <p>Text Analyst – talk about opinion and point of view in texts</p>
<p><b>After reading activities</b></p> <p>1. In groups, plan for and design a board game based around one of the poems.</p> <p>Including questions from Bloom's (Revised) Taxonomy Creating: How are you going to plan for your board game? What types of board games are suitable for your poem? Why?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Participant – use knowledge of word and common English expression meanings to construct meaning with the text</p>



<b>Title</b> Dust Echoes; ancient stories, new voice <a href="http://www.abc.net.au/dustechoes/dustEchoesFlash.htm">http://www.abc.net.au/dustechoes/dustEchoesFlash.htm</a>	<b>Author/Illustrator</b> Wugullar (Beswick) Community
<b>Publisher</b> ABC	<b>Date of publication</b> 2007
<b>Audience</b> Ages 9 - 14 (years 4 - 7)	
<b>Overview of text (purpose, content, genre)</b> <p>This text is an Australian website. It consists of twelve aboriginal dreamtime stories from Arnhem Land, in the Northern Territory. The individual stories were “recorded as audio then interpreted as short animated movies.” The main page organises the stories into four elements; billabong, earth, sky, and camp, which are presented as scenery. Once the viewer clicks on one of these elements, they are taken to scrolling scenery, focused on that particular element. The moving picture allows the reader to choose a story which is camouflaged into the scenery. The individual stories are presented as narrated cartoons however; each story also allows the viewer to experience the origin and meaning of the story, as well as the original written story. Once the viewer has seen and read the story, they can attempt the quiz, download wallpaper and create their own version of that story.</p>	
<b>Language features (grammatical features, style)</b> <p>This text uses Australian English for most aspects of the website. It also uses specific tribal language features throughout the individual original stories. The website uses the term “explore” to demonstrate to viewers the areas in which they can discover the dreamtime stories.</p> <p>All the stories are written in third person tense.</p> <p>The website uses terminology relevant for internet users; download and PDF. This website is multimodal and uses listening, reading/viewing and writing/creating throughout</p>	
<b>Other textual features (e.g. format, illustrations, graphics)</b> <p>The illustrations, throughout this website, use earth colours to present cartoon pictures of people, animals and places. The animations also use earth colours; however the original story does not display any illustrations.</p> <p>Within each story page there is a map which shows the tribal area that the story originated from. The website includes a glossary, study guides, and downloads. The glossary section allows the viewer to see specific Aboriginal words, hear the word, and learn meaning and pronunciation of the word. This page also lists the stories in which these words are used.</p>	

<p><b>Before reading activities</b></p> <ol style="list-style-type: none"> <li>1. Class Mind Map: What is the dreamtime and what are dreamtime stories?</li> <li>2. Class discussion: What is the author's purpose with this text?</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy Remembering: What is the dreamtime and what are dreamtime stories?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Analyst – talk about an author's purpose in constructing a text.</p>
<p><b>During reading activities</b></p> <ol style="list-style-type: none"> <li>1. Individually explore the website and listen to the various dreamtime stories.</li> <li>2. Make a list of new words you discover.</li> <li>3. Attempt the quizzes after each dreamtime story.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy Understanding: Summarise one of the dreamtime stories?</p>	<p><b>Justification/Role of the reader</b></p> <p>Code Breaker – use and integrate knowledge about digital texts Text User – understand the different social and cultural functions influence the way texts are structured.</p>
<p><b>After reading activities</b></p> <ol style="list-style-type: none"> <li>1. Use the website to create your own version of your favourite dreamtime story.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy Creating: What features will you use in your story that is the same/different as the original story?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text Analyst – present an alternate position to the one taken in a text</p>

<b>Title</b> National Geographic Kids <a href="http://kids.nationalgeographic.com/kids/">http://kids.nationalgeographic.com/kids/</a>	<b>Author/Illustrator</b> National Geographic
<b>Publisher</b> National Geographic Society	<b>Date of publication</b> 2012
<b>Audience</b> Ages 9 - 12 (years 4 - 7)	
<b>Overview of text (purpose, content, genre)</b> <p>This non-fiction website provides a variety of information from the world in which we live. It allows viewers to explore things like animals and pets, countries, science and space, history, people and places, explorers and forces of nature. The website is interactive through games, jokes, crafts, recipes, photo fill-ins and contests. The Country tab and the Animals and Pets tab show facts and photos, video, map and e-cards. There is also a Community tab which allows readers to register and blog (monitored by National Geographic Kids staff) about “unique thoughts and experiences online, through words, pictures, and videos” as well as through comments.</p>	
<b>Language features (grammatical features, style)</b> <p>The language used within this website is relevant and informative. This is an ideal resource for readers to broaden their vocabulary and knowledge in relation to the content.</p> <p>This website is multimodal and uses listening, reading/viewing and writing/creating throughout. The website uses present tense to deliver the content.</p> <p>The text navigation is more flexible than reading in a linear fashion, using links to move between pages and digital objects.</p>	
<b>Other textual features (e.g. format, illustrations, graphics)</b> <p>The website is aesthetically pleasing. There is an ample variety of illustrations, including colourful cartoon pictures, cartoon games, real-life videos and photographs, maps and e-cards. Each of these is relevant to the content of the website.</p> <p>The layout of this website includes a tab bar which is constant throughout all the associated pages. Unfortunately, each page also has advertisements which are live links to buy National Geographic Kids subscriptions.</p>	

<p><b>Before reading activities</b></p> <ol style="list-style-type: none"> <li>1. As a class, view the website and explore the various sections. Discuss areas which are possibly useful for the pairs' presentation.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy Understanding: What type of information will you need for your end presentation?</p>	<p><b>Justification/Role of the reader</b></p> <p>Code Breaker – use predict likely text and sentence structures</p>
<p><b>During reading activities</b></p> <ol style="list-style-type: none"> <li>1. Individually, discover the website.</li> <li>2. Discuss photographs and content with your partner.</li> <li>3. Write a summary, in pairs, of the information needed for your presentation.</li> <li>4. Attempt the quizzes and play the games, record scores on the class monitor.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy Remembering: What is a main feature of the country you have chosen?</p>	<p><b>Justification/Role of the reader</b></p> <p>Code Breaker – use and integrate knowledge about images</p> <p>Text Participant – unpack literal and inferential meanings of the text</p> <p>Code Breaker – use and integrate knowledge about digital texts</p>
<p><b>After reading activities</b></p> <ol style="list-style-type: none"> <li>1. In pairs, create a presentation (advertisement/project) to the class. Convince everyone to visit the country of your choice. Remember to include relevant information (places to see, people, cultures, beliefs, animals, etc). Using this website and books from the library, compare information about that country to gather the best information.</li> </ol> <p>Including questions from Bloom's (Revised) Taxonomy Creating: How will you present your project? Do you think this is the best way to present your information?</p>	<p><b>Justification/Role of the reader</b></p> <p>Text User – use texts for a range of purposes</p> <p>Text User – interact with others around a text</p>

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