LITERACY STRATEGIES HANDBOOK

National Professional Development Program

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WHAT WOULD HAPPEN IF THE WHOLE WORLD BECAME LITERATE?

ANSWER: NOT SO VERY MUCH, FOR THE WORLD IS BY AND LARGE STRUCTURED IN SUCH A WAY THAT IT IS CAPABLE OF ABSORBING THE IMPACT. BUT IF THE WHOLE WORLD CONSISTED OF LITERATE, AUTONOMOUS, CRITICAL, CONSTRUCTIVE PEOPLE, CAPABLE OF TRANSLATING IDEAS INTO ACTION, INDIVIDUALLY OR COLLECTIVELY — THE WORLD WOULD CHANGE.

Introduction to Booklet

This Literacy Strategies Handbook contains a number of effective strategies which can be used to develop classroom activities. Although the strategies have been presented as three discrete skill sections – Talking and Listening, Reading and Writing, many develop more than one skill, for example, dictagloss involves listening, speaking and writing.

The activities suggested in this booklet can be incorporated into any of the stages of the teaching/learning process (Module 4) to enhance student understanding.
Talking and Listening

Introduction

Talking and listening are important literacy skills in every KLA. To comprehend what they have heard, students need to select information they wish to process, interpret and summarise.

Students need opportunities to interact in both formal and informal situations to develop these skills.

The following talking and listening strategies are provided as samples of activities which assist students in developing their listening and speaking skills.

Talking and listening can occur in:

- informal group activities eg brainstorming, problem solving tasks, enquiry and elimination questions and
- formal group activities, eg hot seat.
Formal group activities:

**Hot Seat**

This is an activity in which students are able to take on roles and use questions in an interview situation. One student may take on a role of either a real or fictitious character. Other students take on roles of investigators such as journalists. The teacher takes a mediating role. The questions usually explore why the character has carried out certain actions.

**Polarised debates**

In a polarised debate students debate a statement such as: 'Feral animals should be destroyed using whatever means are available'. Before the debate begins, students sit around in a horseshoe shape.

Those who agree with the statement to be debated sit on the right-hand side of the horseshoe, those who disagree sit on the left-hand side and those who are undecided sit across the top of the horseshoe.

The debate begins with a speaker who agrees with the statement, followed by a speaker who disagrees with the statement and then by a person who has yet to decide. Students may change positions around the horseshoe as the debate progresses, if they modify their views.

Students may keep a log of their opinions and feelings, making entries every time they change positions around the horseshoe. This helps students to clarify their thinking and is a useful record of students' thought processes during the debate. When asking students to keep a log, regular pauses during the debate should be made to provide time for writing.

A polarised debate allows students to argue a viewpoint and to modify that viewpoint as the debate proceeds.

**Retelling**

Retelling is a technique that involves reading, either silently or aloud, and then retelling what has been read. In the retelling, a student reveals the parts of the text that were most significant to her or him, and the way in which the links are being made in the process of reconstructing the text.

The teacher can assist the reader in making the appropriate links in the text as the text is being read aloud and/or as the student retells it.

Procedures for using this strategy might include:

- having students in groups share a retelling of the text
- sequencing sentences, sequencing drawings, creating cartoons
- having students revisit the text to confirm or modify their retellings.
Dictagloss

Dictagloss is a very useful technique that assists students to use language in order to learn.

Description:

Dictagloss is an activity in which short pieces of language are read out at normal speed to students. They take down the key words and then attempt to reconstruct their passage from the general understanding or gist of the text from their notes. It is important that students are familiar with the content area.

The task of reconstructing the text in their own words requires the students to consciously focus on their knowledge of the content and the relationship between ideas and words. It is dependent upon small group interaction since the students do not work alone in the reconstructions, but pool their key words and understandings to complete the task.

Purpose:

Dictagloss differs from dictation in that it requires active engagement with the text. Students are required to actively employ their knowledge of the topic and of language to make appropriate choices. The generic stages and language choices must be appropriate to accurately reconstruct the content.

The group reconstruction requires active negotiation of meaning between students, allowing them to experiment with their growing control over the appropriate language forms. Working together during the text reconstruction encourages students to vocalise and think through the grammatical choices they are making and assess the effects that each choice has on the emerging text. Together they are developing strategies for editing their work as they write, and skills in expressing content in the most appropriate way, as they come to mutually acceptable decisions.

Dictagloss provides an interesting way to lead students to re-read a short text many times, emphasising important content at the same time as heightening awareness of language resources.

The note-taking components of the activity provide an additional benefit.

Procedure:

1. A short text is read to students at normal speed, while they listen.
2. The text is read again and students take note of key words and phrases.
3. Working in small groups, students pool their notes and attempt to reconstruct a version of the text from their shared resources. Their version contains the main ideas of the text and approximates the language choices of the passage.

4. Various student versions are discussed and the students can adjust their own text in the light of the discussion. One means of doing this is to have students write their version of the text on the board. If, for example, students are working in four groups, divide the board into four columns and ask one student from each group to enter his/her version of the text down one column. This enables the students and teacher to draw on all four versions to decide on the best final text. Alternatively, OHTs (one per group) can be used. It is useful for the teacher to prepare for this phase of the lesson by considering the most important language features of the text, so as to be prepared to focus on them with the students.

**Model Dictagloss**

**Wool**

Wool is the fleece of the sheep that is spun and woven after the animal has been shorn. Different qualities of wool come from different varieties of sheep. Fleeces from merino sheep are most commonly used in Australia.

Wool is a protein fibre called keratin. Like human hair, wool fibres have scales which overlap each other. It is because of these scales, which trap in the air, that wool keeps you feeling warm or cool.

**Identifying a speaker's point of view**

- Students can be asked to comment on the tone of voice used by the speaker and the language choices made eg repetition, personal language and emotive words.

**Model speaker's view**

**Martin Luther King:**

I have a dream my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today.

**Video guided note making**

Summarising information from talks or audio/video presentations using guided note making proformas or scaffolds.
Model guided note making

**Teacher instruction**

The students are shown a video *The Open Sea* in which different sea creatures are introduced.

1. Teacher previews the video with the students by informing them of the kinds of sea creatures they will be introduced to in the documentary and some interesting facts about them. These previewing techniques are important because they provide the students with a context for the information they are about to be given. The guided note making sheet assists students by organising notes for them and providing a focus for the listening.

2. Guided note making sheet provided.

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**Guided note making sheet**

(one section only is shown below)

The sea creatures shown in this video were:

**Sharks**

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**Porpoises**

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There are ______ kinds of sharks. The ______ shark is the largest and measures up to ______ metres in length.

Most sharks are ______ in colour and have ______ skin.

Two sharks dangerous to humans are:

The great ______ shark

_________________________ shark.

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Another guided note making sheet based on the video *Composting: A down to earth approach. How to do it, where to do it, why to do it and how easy it is*. South Australian Waste Management 1991, appears below. It is accompanied by a set of criteria to assess student listening and viewing.
Composting: A down to earth approach

Note making proforma

Use this sheet to record the main points as you watch the video. The headings are in the same order as the information is shown in the video. Remember, when note making, only record the key words or phrases which will help you remember the main ideas later on.

What is composting?

Why should we do it?
How is compost made? (You might include the different ways of composting, what are the ingredients, any hints for successful composting, any DOs and DON'Ts.)
Assessing the listening task

When designing listening tasks for students, we should be aware of the criteria with which we judge how successfully the students have completed the task.

Use the criteria below as a guide to assess students' listening and viewing abilities. The criteria have been organised under the broad categories of information and organisation.

**Information**

Is it accurate?

Has the vocabulary of the topic been used correctly to show understanding?

Is the information complete, taking into account the purpose of the note making?

Has important detail been included?

Has irrelevant information been avoided?

**Organisation**

Is the information organised under appropriate headings and subheadings?

Does it make sense under these headings?

Have the students been able to manipulate the information – to take information from various aspects of the video and combine them to expand their information.
Reading

Introduction

In Sweden throughout the eighteenth and nineteenth century literacy was not taught through schooling but through the family. It was the duty of the head of the family to teach all members of the household to read. Reading ability was tested regularly by the clergy, and those who couldn't read were not allowed to marry. They had a very high literacy rate.

Students in high school are required to read an enormous range of texts for a variety of purposes. The type of reading required will depend on the type of text and the purpose for reading (e.g. skimming as opposed to single-speed reading; scanning a text as opposed to detailed reading of the text).

This section contains a number of strategies for reading different types of texts for different purposes.

They are designed to build on and extend the reading skills which students bring from primary school.

The individual strategies can be adapted for most content areas, however, some will be more applicable to one than another.
Previewing a text

A number of strategies for previewing a text follow.

Making predictions

Prediction is used to motivate students, activate content knowledge, increase anticipation and highlight important concepts.

Description:

Predicting requires the student to make a judgement or best guess about what a text will contain. This is a process of preparing the mind-set for what is to come.

Purpose:

• Activate prior knowledge.
• Use context clues (and hear what clues other students are using).
• Gain confidence in making a guess – all answers are accepted.
• Understand that a first prediction can constantly be revised in the light of new information.

Example:

• Display the heading or title of the material (either on overhead or by distributing text face down and asking students to fold over the top of the page to reveal the heading only).
• Students discuss in whole class, groups or pairs what the story might be about (all suggestions are acceptable). Students share their reasons for making particular predictions (eg What made you think that?). This helps students to identify and interpret a wide range of clues.
• Students predict words that might occur.
• Students read and revise or verify predictions.
• After reading, students write down what they can remember and check with a partner.
• Students discuss what they remembered and why they remembered that part.

This technique introduces new technical vocabulary and allows discussion of new concepts.
Structured overview in vocabulary development

Procedure

- Choose a word or topic related to classroom work.
- List the word on a large chart or on the blackboard.
- Encourage the students to think of as many words as they can that are related to the selected key word and then to list the words by categories on a sheet of paper.
- Students then share the prepared lists orally and all words are written on the class map in categories.
- Discussion of the semantic map is, perhaps, the most important part of the lesson. The purpose of the exercise is to encourage students to become aware of new words, to gather new meanings from old words, and to see the relationships among all the words.

Model structured overview

**Topic:** The family

Brainstormed words:

Mother and father
Parents
Aunties and uncles
Brothers and sisters
Grandparents
Cousins
Nuclear family
Extended family

**Skimming and scanning**

**Description:**

Skimming is reading quickly through the material to get the gist of it.

Scanning is searching for a particular element (eg a date).

Both are important in preparatory work for reading for information or note taking. It cannot be assumed that students have these skills, they need to be taught. Practice activities using these skills need to be provided.

For instance, in skimming, students could be asked to consider what a page is about by looking at:

- the headings
- diagrams and pictures
- words in bold type
- reading the text previews, paragraph previews
- reading the last sentence of a paragraph or text.

For example, look at the text below.

- What information will you find in this page?
- What are the photographs about?
ABORIGINAL AUSTRALIA

The making of objects from animal and vegetable fibres was once a very important activity for Aboriginal people. They made ritual objects for use in their religious life, and everyday items essential to their survival as they collected food, hunted and fished.

Nowadays Aborigines have no need for many of their traditional fibre products. However, in many communities people still take pride in making beautiful baskets, bags and mats. Some of these are kept for personal use or to give away as presents, but most are sold.

Sources of fibre

Many plant species provide Aborigines with fibre to make string, string bags, rope, baskets and other objects. Plant parts that yield fibre include:

- the bark and inner bark (bast) of trees and shrubs, for example, from species of acacias and hibiscus;
- the leaves and stems from plans such as the spiny-headed mat rush; and
- the root-like stems (rhizomes) of, for example, the bulrush.

In parts of tropical Australia, lawyer vines are split lengthways to make baskets and animal traps. A strong, raffia-like fibre from the epidermis (outer skin) of cabbage palm leaves is a preferred fibre in North Queensland and other parts of northern Australia.

Aborigines also use animal fibres, in particular human hair and animal fur and sinew. The hair and the fur are spun into string, usually separately but sometimes mixed together. Sinew is occasionally twisted into two-ply string, but normally it is used as a binder and needs no special treatment except to be moistened before use. One use for kangaroo sinew is to bind spear points to their shafts. Until quite recently people in the mountainous desert areas of Central Australia made netting traps from animal sinew to set across the paths of rock wallabies.

Preparation

Once the appropriate plant parts have been collected it is necessary to extract or separate the fibrous material. Different methods are used depending on the nature of the raw material.

Some materials are soaked in water until the non-fibrous tissue rots away. The remaining fibrous matter is then softened by chewing or by being scraped with a shell or a similar tool. The starchy stems of the bulrush are chewed because they are a source of food and afterwards the fibrous residue is available for string making.

Thelma Carter of Lake Tyers, Vic. collecting leaves of the spiny-headed mat rush. (Photo: A.L. West)

Stripping fibre from cabbage palm leaf, Edward River, Qld. (Photo: A.L. West)

The stems of the spiny-headed mat rush and similar plants are split, while still fresh, and dried in the sun. Before use, they are soaked in water to make them pliable again.

The sappy inner bark of trees and shrubs - the part which provides useful fibre - is collected from strips of bark by separating it at one end and then peeling it away from the outer bark. Paperback of course needs almost no preparation. Sheets of it are simply peeled from the trees and used straight away to make water containers, mat, wallets or liners for babies' baskets.

CULTURE AND SOCIETY
In scanning, teachers could provide short paragraphs flashed on an overhead (10 seconds) and ask students to identify information by posing a question.

**For example:**

**What tree yields fibre?**

*Many plant species provide Aborigines with fibre to make string, string bags, rope, baskets and other objects. Plant parts that yield fibre include:*

- the bark and inner bark (bast) of trees and shrubs, for example, from species of acacia and hibiscus;
- the leaves and stems from plants such as the spiny-headed mat rush; and
- the root-like stems (rhizomes) of, for example, the bulrush.

**How is sinew treated?**

*Aborigines also use animal fibres, in particular human hair and animal fur and sinew. The hair and the fur are spun into string, usually separately but sometimes mixed together. Sinew is occasionally twisted into two-ply string, but normally it is used as a binder and needs no special treatment except to be moistened before use. One use for kangaroo sinew is to bind spear points to their shafts. Until quite recently people in the mountainous desert areas of Central Australia made netting traps from animal sinew to set across the paths of rock wallabies.*

**Why is the stem of the bulrush chewed?**

*Some materials are soaked in water until the non-fibrous tissue rots away. The remaining fibrous matter is then softened by chewing or by being scraped with a shell or a similar tool. The starchy stems of the bulrush are chewed because they are a source of food and afterwards the fibrous residue is available for string making.*
Skimming helps students decide quickly what they want or need to read. It shows that sometimes they only need to read a few words to get the gist of a passage.

Scanning helps students find the precise information they need quickly.

This technique helps students focus on technical vocabulary to identify the purposes of the text, which is encapsulated in the text type.

**Reading to gain information**

**Analysing texts for layout**

This previewing strategy consists of the following six steps:

1. Analysing the chapter title.
2. Analysing the subtitles.
3. Analysing the visual aids.
4. Reading the introductory paragraph (text preview).
5. Reading paragraph previews.
6. Reading the concluding paragraph.
7. Deriving the main idea.

Before students begin to read a text they analyse the title to discuss what might be included. Next, students skim through the chapter to locate and read any subtitles. Pictures and graphics are then discussed to determine what they represent.

Next students read the introductory and concluding paragraphs which provide some general ideas about the chapter. The following proforma might be useful.
The survey technique

CHAPTER TITLE:

SUBTITLES:

LIST OF PHOTOS, GRAPHS, DIAGRAMS, CARTOONS:

INTRODUCTORY PARAGRAPH (TEXT PREVIEW) IS ABOUT:

READING PARAGRAPH PREVIEWS:

CONCLUDING PARAGRAPH IS ABOUT:

THE CHAPTER MAIN IDEA IS:

More specific questions can be asked for greater guidance if appropriate. For example:

• What words are in bold?
• What words are in the largest print? Why?
• What is written in italics? Why?
• Write the title of the sub-sections
• What is each one about?
Sequencing

Purpose:
Sequencing requires students to use their understanding of the context and syntax (grammar) to reassemble a text.

Procedure:
Cut up texts either into stages, paragraphs, sentences or words.

Students reassemble the texts into the correct order being aware of how the text hangs together, eg:

- repetition of words, parts of words or synonyms
- reference words, this, he, they, here.

Methods:
- Strips on overhead for teacher directed sequencing.
- Sentence or stage strips on paper for individual/pair/small group work.
- Cardboard strips for whole class/teacher work.
- Body grammar for individual words. Body grammar is the name for the technique whereby each student in a group has a word that is part of a sentence. Students reassemble the sentence by physically moving around.

Grammatical resources such as classifying adjectives or describing adjectives in noun groups or nominalisation can be discussed in sequencing activities.
Jigsaw

Description:

"In a jigsaw activity groups of students read different but connected passages, each of which supplies some part of what they need to know. They then come together to exchange and pool their information and are thereby enabled to reconstruct a complete picture or perform a task." (Ur, Penny (1994) Teaching Listening, Cambridge University Press, p. 152).

Purpose:

The jigsaw activity is different to other reading activities in that each group has different information and it is only by pooling that information that the students can completely understand the information provided. There are a number of benefits to using the jigsaw activity.

- There is an almost total absence of "chalk-and-talk" by the teacher which allows the students to take a more active role in the reading and learning process.
- There is a high retention rate of materials used.
- All readers, both confident and struggling, are given a real reason and motivation for attempting to comprehend the materials.
- The jigsaw adds interest and variety into the teaching situation for both students and teachers.

Procedure:

- Write the first sentence of the Jigsaw reading on the black board. Ask students to predict what the texts will be about. This process activates their background knowledge.
- Put students into groups of 3, 4, or 5. Each group receives a different part of the text. The group reads its part and answers the questions designed to ensure its understanding. The teacher checks that all students understand their section of the jigsaw.
- Ask students to regroup so that each new group has a member who has read Parts A, B, C and D.
- Ask students to answer the final task questions. They should then try to identify the correct order of the stages by retelling them to each other.
- The texts can be parts of a single text, different points of view, different descriptions of the same thing, event etc. The text can be cut into any number of parts. Initial and/or final sections can be read as a class.
The teacher can choose a number of texts that are of the same text type or a text that is a mixture of texts types combined to form one reading. Students can discuss not only the context but the type of text chosen to achieve the purpose of the text.

**Model jigsaw instructions**

- Place students in groups, eg five.
- Read the introduction together.
- Give each student one reading (marked Readings 1-5).
- Tell them to read the section and answer the questions at the bottom of the reading.
- Share the information from each student with the group.
- Construct a time line together based on the shared information about the human species from the earliest known humans to present day man.

**Introduction**


We are the only species of human being alive today. Our scientific name is *Homo sapiens sapiens*. In the past, however, there may have been seven or more species of humans. The earliest humans may have lived about four million years ago. They were small and had apelike brains but they walked upright.

**Reading 1**

**The Oldest Known Humans**

There is some evidence that humans arose about 7 million years ago but the oldest fossil evidence of humans dates from 3.6 – 3.0 million years ago. It is the skeleton of a young woman (nicknamed ‘Lucy’), which was found by Don Johnson in Ethiopia in 1974. Lucy was quite small, probably just over one metre (3 feet 6 inches) tall, but she had long legs and clearly walked upright. Her brain was, however, ape sized and her teeth were still like those of an ape. Lucy belongs to the species *Australopithecus afarensis*.

Then, in 1976, Mary Leakey discovered a trail of several dozen human footprints, which were dated at 3.75 million years old – older than Lucy. These footprints prove that the first human characteristic to evolve was the ability to walk upright.
Questions:
1. What data is given for the oldest fossil evidence of humans?
2. What characteristics did Lucy have?
3. What did the footprints prove?

Reading 2

The Australopithecines

Various australopithecines (' southern apes') were already known before these discoveries. In 1924, Raymond Dart found the skull of a child in South Africa. He named this *Australopithecus africanus*. Many more species of *Africanus* and of other large species (*A. robustus* and *A. boisei*) have now been found. These three species date from about three to one million years ago. They probably lived on the edge of the African plains and fed on fruit and small animals. They might have made simple tools from stones and broken bones.

Questions:
1. What date has been given for the species *Africanus*, *A. robustus* and *A. boisei*?
2. Where did they live?
3. What did they eat?

Reading 3

The First True humans

'True' humans, such as *Homo habilis* and *Homo erectus*, arose about two million years ago. At first they lived side by side with the australopithecines in Africa. *Homo habilis* ('handy man') had a larger brain than any of the australopithecines, even though they were about the same size - around 1.3 metres (4 feet) tall. Fossils of *Homo habilis* have been found with stone tools. *Homo erectus* ('upright man') may have been the first true hunter. They were larger than the australopithecines and had a bigger brain than *Homo habilis*. *Homo erectus* soon spread throughout much of the world and fossils are known from as far apart as England, China, South Africa and Indonesia. *Homo erectus* made a variety of tools and also used fire for cooking. The last of these early humans died out in Africa about 130,000 years ago.
Questions:

1. What data has been given for *Homo habilis* and *Homo erectus*?
2. Name a feature of *Homo habilis* and a feature of *Homo erectus*?
3. How was *Homo erectus* different from *Homo habilis*?
4. When did these early humans die out?

Reading 4

The Neanderthals

*Homo sapiens sapiens* ("thinking man") arose as long as 250,000 years ago. An early form is called Neanderthal man. These people lived mainly in Europe and died out about 35,000 years ago. The first skeleton was found in the Neander valley in Germany in 1857. It was deformed by disease but the discoverers did not realise this. They thought that the Neanderthals were slouching, dim-witted brutes.

In fact the brain of a Neanderthal was as big as the brain of living humans. They walked fully upright and made excellent tools. Because they lived in the cold conditions of the last ice-age, they sheltered in caves and wore clothing made from skins. They also made carvings in stone and bone and buried their dead with ceremonies.

Questions

1. What date has been given for the existence of *Homo sapiens sapiens*?
2. When did they die out?
3. Describe some feature of Neanderthal man.

Reading 5

Modern Humans

Modern *Homo sapiens sapiens* lived at the same time as the Neanderthals but mainly in Africa at first. They later spread into Europe and Asia and eventually replaced the Neanderthals. They made better tools and have left evidence of very good carvings and paints. Humans reached Australia by 33,000 years ago and North America between 35,000 and 11,000 years ago.
The last ice-age ended about 11,000 years ago and some humans changed from hunting to farming soon after that. The farmers built houses and villages; goods were traded between one village and another and language improved. Civilisation had arrived.

Questions

1. When did modern Homo sapiens sapiens live?
2. How were they different from Neanderthals?
3. When did humans reach Australia?
4. When did humans reach North America?
5. What are some things that human did that showed civilisation had arrived?

Cloze

Description:

Cloze procedure refers to a reading passage in which words have been systematically deleted. The reader is asked to fill in the spaces.

Purpose:

Cloze procedure forces students to use their understanding of syntax, grammar and semantics (meaning) to make meaningful guesses about the missing word. It slows down the reading so that students concentrate on the meaning of the text.

Procedure:

In cloze passages, words may be deleted on the basis of:

- fixed ratio, eg every 9th word
- variable rating eg words are deleted from pre-determined criteria such as content words or classifying adjectives
- groups of words, phrases or sentences are deleted, requiring students to focus on the overall pattern and meaning of the text to replace them.
The decision to omit certain words should be based on the purpose for doing the cloze. Purposes might include:

- Revising or testing.
- Highlighting and practising grammatical features, such as:
  - reference words
  - connectives
  - verb endings
- When using cloze procedure for the purpose of encouraging students to use context clues, take care to delete words that can be replaced by reading the surrounding text (context).
- Encourage students to read beyond the deletion so they process the clues available in both prior and subsequent context. Inexperienced readers tend to make decisions using only the context prior to the deletion.
- Students must have the opportunity to discuss and justify their choice of insertions for this activity to be really worthwhile.

Some variations might be to:

- Include the first letter of the missing word.
- Include dashes to indicate the number of letters in each missing word.
- Provide a list of the deleted words; include a few distracters.

Points to remember:

- Have a clear purpose in mind and design the cloze accordingly.
- Provide a meaningful context for the cloze.
- At least, the first and last sentences should be left intact to provide a context for the reader.
- Take the opportunity to provide different clozes to groups of students who may have different needs. Clozes are an efficient way to meet the individual needs of students.
Fill in each blank in the following passage with the one word you think makes most sense. Work by yourself and think about why you chose each word. When you have finished, compare your ideas with those of your partners and decide which words fit best.

The Force That Stops Motion

Investigation 1 showed three things:

1. To (1) ________________________ a rubber band, you use a force.

2. A stretched rubber band can (2) ________________________ movement.

In (3) ________________________ words, it can exert a (4) ________________________

3. The bigger the stretch, the (5) ________________________ the force.

The force of a stretched rubber band can move a block of wood.
(6) ________________________, the block does (7) ________________________ move far across the table. It soon (8) ________________________ down and stops. Why does it (9) ________________________?

If you want to stop anything, you have to exert a force (10) ________________________ to the way it is moving. With the (11) ________________________ block, it seems that the (12) ________________________ force acting is the force exerted by the (13) ________________________ rubber band.

(14) ________________________ there must be (15) ________________________ force. The block is touching the table top. The (16) ________________________ that (17) ________________________ the block moving must be caused by the (18) ________________________ surfaces (19) ________________________ together. This (20) ________________________ is called friction.

In the text beneath most describing and classifying adjectives have been deleted. The missing words have been placed in the box below. Use these words to complete the text.

weaving  straight  safety
parallel  cyclist  slow

Cycling in a straight line

Key points

There are some important things to remember when cycling. Being able to cycle in a _____ line and consistently doing so, is one of the most important techniques of all. When cycling on road, cyclists should imagine that they are cycling between closely-spaced _____ lines. This makes cycling more predictable for motorists and thus can prevent both _____ injuries and motorists' annoyance.

A _____ cyclist may weave from side to side to maintain balance. A _______ cyclist is very wobbly. The faster the speed, the less weaving there is. With practice, the width needed for weaving can be reduced to only a few centimetres at normal speeds.

Source:

RTA, March.
Three level guides

Description:

A three level guide is a study guide which asks questions at three levels of comprehension – literal, interpretive (ie between the lines) and applied (ie making connection beyond the text).

The teacher makes a series of statements about the text to which the students respond with a true or false answer. The statements are at the literal, interpretive and applied levels.

Students then defend their answers in pairs, small groups or whole class discussion.

Purpose:

The literal statements help students recall the text.

The interpretive statements focus the students' attention on comprehension, and help them to make inferences (you can design these questions by asking: "what does the print say?", "what does that mean?", what doesn't it say?").

The applied statements help students to make connections between the new information and the wider world (you can design these by looking at the concepts and generalisations you would like your students to take away).

Three level guides take time to construct so choose an important aspect of the topic or something that students are finding difficult.

The guide should be able to be completed in one session.

There needs to be enough time for students to work alone initially, and then to be able to give reasons for their answers in groups or whole class discussion. Small groups can share answers, reach a consensus and then share with the whole class.
Married at 16 and abused from day one, Vidya Watt Shama suffered beatings for 19 years before she summoned the courage to get out.

She escaped minus the sight of one eye. But for the intervention of villagers, Vidya is convinced she would have lost her life at the hands of her husband and in-laws. Her crime? "It was because my parents could not give enough," she said. "They said I came from a low family to give such a lousy dowry."

The giving or taking of dowry was made illegal in India, in 1961 but that has done little to stop what is widely regarded as a social evil. Hundreds of Indian women like Vidya end up dead each year, many of them suffering horrible deaths after being doused in kerosene and burnt alive or driven to suicide.

In many cases the police can never be sure what really happened. In the paragraph or two such deaths rate in India's newspapers, they are usually termed "kitchen accidents."

Delhi police have a special unit staffed by 100 officers devoted to combating crimes against women. Deputy Policy Commissioner Vimla Mehra who heads the Crime Women Cell said the cause of 60 per cent of cases is the failure of women's families to satisfy in-laws' insatiable desire for dowry cash and gifts.

At blame, according to women's groups, is the passionate desire for consumer goods that many families can only satisfy by getting as much as possible in dowry for marrying their son.

Dowry can range in value from 200 to 500,000 rupees ($21 to $54,000) depending on the bridegroom's worth.

Studies show dowry demands coming on top of the huge cost of lavish Indian weddings are often out of all proportion to a family's ability to pay and can cause economic ruin. But worse problems come later, when the husband and his family, not satisfied with what they have extracted, begin to milk the bride's parents for more.

Humiliation and violence are their weapons.

Telling her story in the dingy office of New Del's Saheli women's group, Vidya said: "My parents-in-law and my husband, they wanted to kill me from the beginning of my marriage."

Eventually, she said, they decided to do it in her husband's family village in Naryana State north of Delhi.

"When they put me in a room by myself and gagged and blindfolded me I got very frightened and started struggling," she said.

"I moved the cloth from my face and started screaming and all the people of the village came to see why I was screaming," she said.

She always returned to her married home, however, even after being incarcerated in a mental asylum by her husband until discharged on her father's demand after three days.

That is not unusual, according to a full-time Saheli worker who asked to be identified only as Liz. For an Indian woman and her parents a broken marriage is a disgrace.

Liz said on a really bad day she gets up to 10 women coming into Saheli from Delhi and outside the city suffering from abuse.

In the first 11 months of 1987 there were 224 unnatural deaths of women in Delhi, according to the police. "Nine of them were murder," said Hehra, and 31 were recorded as dowry deaths under which a husband or relative can be held responsible for a women's death if they are shown to have treated her cruelly.

However, a study prepared in July for the Government by the Centre of Social Research in New Delhi, revealed there were thousands more cases than those showing up in police statistics.

Fleeing from a Dowry of Death

Level 1:
- Vidya escaped her husband without any permanent injury.
- Dowry giving or taking is regarded as a social evil.
- Deaths due to dissatisfaction about dowries are called "kitchen accidents".
- The desire for consumer goods is the reason why families try to get as much as possible in dowry for marrying their son.
- Vidya did not return to her husband’s home after being released from a mental asylum.
- Indian women stay with their husbands even if they are treated badly because a broken marriage is a disgrace.
- Police statistics have accounted for all unnatural deaths.

Level 2:
- Vidya was 36 years old before she managed to escape her husband.
- 40% of crimes against women were not related to in-laws’ desire for dowry cash and gifts.
- Dowry giving or taking was made illegal in India 27 years ago.
- Once a dowry is paid by the bride’s family there are no more demands made on the family.
- Relatives accused of dowry deaths were not punished by Indian law.

Level 3:
- Women in India still have few rights.
- Indian women deserve their life style
Read the following poem then write either true (T) or false (F) next to the statements in the space provided.

**Lorikeets**
*for Noel & Norma Howard*
North from the rain-forests
They invaded our trees
In their screeching flocks –
Each morning, bringing summer
On green-and-gold wings, crimson breasts,
Purple rainbows of outspread tails:
These nomads that lay waste
To orchards and crops – camphor laurels,
Silky oaks, black bean-trees
Arching with blossoms and honey.
Leaving the ground darkened
With torn leaves, branches, empty buds.
By midday they were gone
Like a storm cloud – south or north
We could never tell,
As they wheeled in circles.
Above the valley forests
Or skirmed the river like driven snow:
Back and forth over a green mirror
That would not show the colour
Of their eyes – leaving a forecast
Of hail or mountain fires
Written in a strange, piercing tongue
On every tree and morning dream they had ravaged.

Peter Skrzynecki

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**Level 1**

- The lorikeets came from the north. [ ]
- When the lorikeets left they went south. [ ]
- The lorikeets arrived in the summer. [ ]

**Level 2**

- Lorikeets are in the orchards and crops all day. [ ]
- Lorikeets are brightly coloured. [ ]
- The birds move from place to place. [ ]
- The birds eyes are green. [ ]

**Level 3**

- The birds are seen as despoilers of nature. [ ]
- The birds have great beauty. [ ]
Problem solving

Problem solving provides students with the opportunity to engage in thinking about a topic and the range of alternative ways to approach the problem solving task.

The examples following are for a Maths classroom although problem solving is not restricted to this key learning area.

'Men who could neither read nor write have lived, some of them not unsuccessfully; but without Arithmetic nobody has every lived, or can live.'

Massachusetts Teacher, 15 (1862), 10, May, essays, 23.

The following two problem solving activities challenge students to think logically.

a) The same letter is missing 15 times in the jumble of letters below. What is the letter? Insert it in the appropriate places and separate the words formed to uncover a factual statement.

nrdrvk'smmmlththshrpclwsndttcstnts

b) What is the next symbol in the following sequence?

\[ \text{A} \text{B} \text{X} \text{O} \text{E} \]

The next activity focusses on brain patterns.

C) Look at this sequence of numbers. What is the basis for their progression?

\[ 8 \ 1 \ 6 \ 4 \ 3 \ 7 \ 0 \ 1 \ 2 \]

d) All of the letters of the alphabet are arranged along this line – except for the Z. Where does the Z go, above the line or below it?

\[ \text{A} \text{E} \text{F} \text{H} \text{I} \text{K} \text{L} \text{M} \text{N} \text{T} \text{V} \text{W} \text{X} \text{Y} \text{BCD} \text{G} \text{J} \text{OPQRS} \text{U} \]
e) Recreate the pattern below using one continuous line. You can't lift your pencil off the paper, and you can't retrace any of the lines.

![Pattern](image)

f) Look at the design below and find a perfect star:

![Design](image)

**ANSWERS**

Answer (a): The missing letter is "a". The statement is: An aardvark's a mammal that has sharp claws and attacks ants.

Answer (b): The sequence is the letters A-F. The right-hand portion of each symbol is the letter. The left-hand portion is the mirror image of the letter. So the next symbol in the sequence is F and its mirror image.

*Answer (c):* Sequence of numbers: Most people try to solve this mathematically, but the sequence is actually based on the shapes of the numbers. Did you notice that every other number has a curve in it?

*Answer (d):* The Z goes above the line. Just as in the sequence of numbers problem, the answer is based on the shapes of the letters. All those below the line are curved.

Answers (e) and (f):

![Pattern](image)  ![Design](image)
Writing

Introduction

Throughout the Literacy across the KLA course, modelling and scaffolding strategies to assist students to develop their understanding of text types have been presented. In this section two additional strategies to further assist writing development are suggested. They are note making and structured overviews.

Note making

"Note making is preparing brief, concise and accurate notes with a task or purpose in mind. The notes must be both understandable and organised... note making is both a learning activity in itself and a process by which learners create a learning aid for themselves."

K-12 Writing Document.

Why take notes?

- To select and order information.
- To become familiar with the content.
- To make judgements about the content.
- As a preparatory stage to joint or independent writing.

Procedure for note making

- Check the purpose for the activity (eg as basis for an essay, for revision).
- Read the material to get the gist of it (use skimming and scanning strategies).
- Identify the main points.
- Decide how to organise the information according to the purpose, eg:
  - structured overviews
  - scaffolds
Sample scaffolds have not be included in this booklet as they have been modelled in detail in Modules 1 and 4.

**Structured overviews**

Structured overviews for vocabulary development were introduced in the talking and listening sections of this booklet. They can also be useful for note making as detailed below.

**Description:**

A structured overview is a visual representation of a topic being studied. It provides both an outline of a topic and its essential vocabulary in diagrammatic form.

**Purpose:**

It allows students to see the overall picture and to begin to make connections with existing knowledge by linking together ideas and seeing relationships.

The structured overview can be an advance organiser to introduce a topic or as a means of organising new information. It can be jointly constructed with students, or teacher constructed as an overview.

```
- Development of Festivals
  - Religious
    - Thanksgiving
    - Christmas
    - Penance
    - Lent
  - Military
    - Victorias Flag Waving
  - Cultural
    - Plays
    - Circus
    - Greece
    - Rome
  - Sporting
    - Athletics
    - Blood Sports
    - Olympics
    - Gladiators
```
