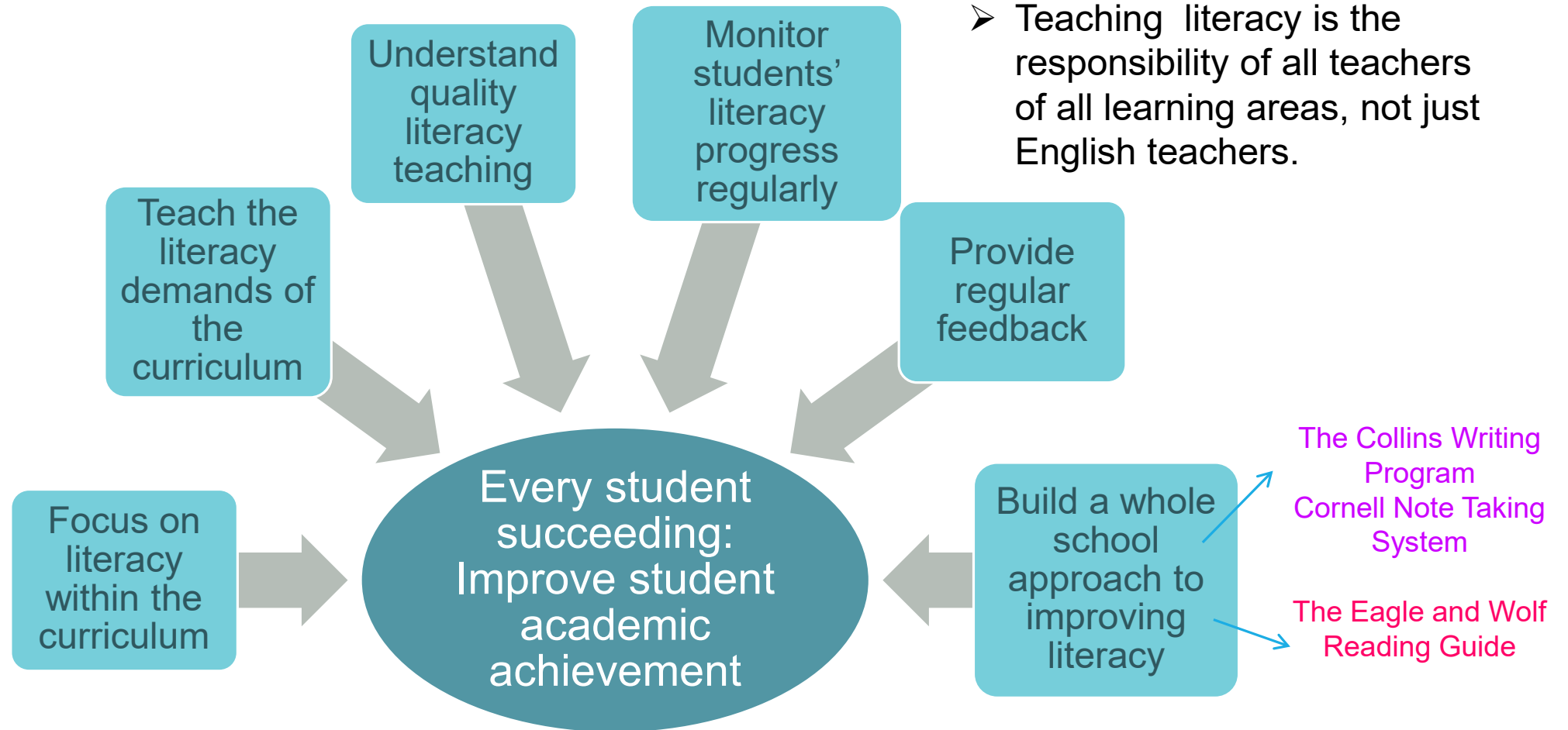# PARENT INFORMATION EVENING – 17 MAY 2021

Collins Writing Program

Cornell Note Taking System

Eagle and Wolf Reading Guide

Numeracy – SIM strategy

MOVING LITERACY FORWARD

Understand quality literacy teaching

Monitor students' literacy progress regularly

> Teaching literacy is the responsibility of all teachers of all learning areas, not just English teachers.

Teach the literacy demands of the curriculum

Provide regular feedback

Focus on literacy within the curriculum

Every student succeeding: Improve student academic achievement

Build a whole school approach to improving literacy

The Collins Writing Program
Cornell Note Taking System

The Eagle and Wolf Reading Guide

✓ **Literacy** is not a learning area/subject in its own right but **is fundamental to all learning areas/subjects**.

✓ Literacy is a **general capability** included in learning across the curriculum content in the Australian Curriculum.

WHY IS READING AND WRITING IMPORTANT?

❑Being able to communicate, read and write, is a priority and the ultimate investment we can make for our future. Just being able to read is not enough, you need to be able to use written information to function in a modern society

❑At Benowa SHS, we believe that reading and writing is an essential skill that flows across all curriculum areas therefore all teachers need to have the confidence to be able to 'teach' reading and writing and the skills associated with it. Since 2016 our school has implemented the 'Eagle and Wolf Reading Guide' and the 'Collins Writing Program', in 2019 the school introduced the 'Cornell Note Taking System'

EAGLE & WOLF

EAGLE & WOLF

Created to improve student performance on comprehension of more difficult texts and on higher-order inferential questions (QCAA, 2015)

Provides a visual reference to help students understand why a particular approach is being used at a particular point.

- eagle, with its keen eyesight, can see small prey on the ground but also the big picture
- wolf with a keen sense of smell doggedly follows the scent of its prey. It can travel by night and locate hidden things. It can recall past hunting experiences and good places to find prey, and can even draw on the resources of other wolves in the pack.

This Eagle and Wolf approach of looking for prey in the 'terrain' of the text helps students avoid a superficial reading of the text so they can arrive at a whole-of-text meaning

WHAT CAN I DO AT HOME?

Encourage your child to read for pleasure and learning.

Fiction Books

Play Script

Magazines

Sports Program

Comics

Travel Brochures

Newspapers

Catalogues

Recipe Books

Manuals

Aim to have up to 30 minutes of reading. This is the goal by the end of Year 7.

DOLPHIN DREAMING (How the Dolphin Got Its Blowhole)

Back in the Dreaming, before there were any men, a great battle took place to see if Unbigumbi should belong to the land or the sea animals. The giants of the sea and the land had fought a great fierce battle and so long was the conflict that all the land along the coast was trampled flat and all the big trees were smashed into the ground so that no trace of them remained.

Animals were giants in those days and when Yowgurra, the great goanna, hurled his spear it splashed down far out in the sea. Kowonda the porpoise rushed to seize it and hurl it back but Boogaban the sparrowhawk dived down from the sky, grabbed the spear and, flying high up into the air, dropped it so its point sank deep into the top of Kowonda's head.

In a flurry of pain and fury, Kowonda leapt and dived and hurled himself about in the sea in an effort to free the spear, but it remained fast. So Kowonda opened his mouth and drew in a great draught of sea water, then closed his jaws and blew with such force that the spear was pushed out of this head, followed by a huge spout of water that flooded all the flattened land, with the result that animals could no longer live there.

Even a long time later, when the water had drained away, many big swamps and lagoons remained. The hole made by the spear in the top of Kowonda's head never healed and, even to this day, his descendants breathe through a hole in the top of their heads.

EAGLE QUESTIONS

PREPARE
- Based on the title what do you think the story is going to be about?
- What type of text do you think it will be? Fiction or non-fiction.

HYPOTHESISING
- How do the graphics provide you clues as to the topic of this narrative?

VISUALISING
- What images would you use if you were to make a film of this story?

SUMMARISING
- Using one or two sentences, describe the subject matter.

NON-FICTION TEXTS

Fly over the text   **EAGLE**

Prepare carefully by reading/considering any other information besides the text on the page, e.g. the introduction, words explained in the glossary, illustrations, graphics or layout.

Hypothesise why the text was selected. Is it mainly concerned with:
- describing
- explaining
- sharing
- exploring
- challenging
- criticising
- promoting

Identify an underlying pattern in how the information is presented in the extract, e.g.
- compare/contrast
- cause/effect
- problem/solution
- false/true
- present/past (or future)
- cumulative listing of detail

Identify two or three distinct **sections** in the text. Look for change of subject matter, change of tone or change of place or time.

Visualise or film the place, person, animal, phenomenon, experience, discovery.

Summarise the subject matter to explain what the text is about in a couple of sentences.

WOLF QUESTIONS

Analysing textual features and figures of speech

What words are used to communicate the actions of Yowgurra, Kowonda and Boogaban?

How do these word choices influence readers to see the story and animals in a particular way?

Analysing the tone

How would you describe the tone of this text? (Tone refers to the general feelings it gives readers, the mood or atmosphere)

Comparing or contrasting

In what ways are Kowonda and Yowgurra similar?

In what ways are Kowonda and Yowgurra different?

Making connections

The word 'ecosystem' means a large community of living organisms (plants, animals) and how they interact with their environment. For example, a desert ecosystem includes cacti, birds, lizards, scorpions and sand. What ecosystems are described in this text?

Hunt through the text *WOLF*

Analyse
- how the argument/ideas connect and develop
- the tone or atmosphere
- the effect that visual features outside the written text have on the information or viewpoint (e.g. photographs, graphs, illustrations, diagrams, layout features)

the effect that features within the written text have on the information or viewpoint (e.g. anecdotes, metaphors, data, historical examples, other viewpoints).

Did the author use **comparison** or **contrast**? Was it effective?

As a result of the close study of word choices what can you **deduce** about the **author's purpose**?

Look deeper into the text *WOLF*

Identify and explore the effect of **any inconsistencies, problems or gaps in the text**.

Evaluate the effectiveness of the text either as a whole or of some aspect of it.

Look beyond the text *WOLF*

Does something in the text speak to you on a personal level, or can you see **connections** to another text?

Do you need to **research** something (e.g. the author's background, other opinions or cultural practices) to better understand the text?
Do you need to check the facts, the data or statistics used, especially if they appear manipulative or unfair?

THE COLLINS WRITING PROGRAM

The Collins Writing Program is based on three principles :

- Developing students' thinking and writing skills with frequent and meaningful practice
- Giving students a variety of timed writing experiences to create engagement
- Using 5 key types of writing

* Can parents help??? Yes! Especially with Type 1 and 2 writing tasks

Collins Writing Types – 5 types
Type 1: Short brainstorm or lists *
Type 2: Respond correctly *
Type 3: Timed Paragraphs with Points
Type 4: Drafting and editing skills
Type 5: Publishing a good copy (assignment)

TYPE 1 WRITING – SHORT BRAINSTORM

❑Type 1 writing is an informal and timed quick write that helps develop fluency. It is writing to **get ideas on paper, brainstorming, recollecting ideas or making lists.** It's short and quick which means your child might be more inclined to do it!

❑Ideas that can easily be implemented at home :

▪ Shopping list

▪ Christmas and birthday wish list

▪ Ingredient list for favourite recipe

▪ Holiday ideas

▪ To do list (added bonus – it reduces anxiety)

▪ Places you want to visit

▪ Movies you want to see

TYPE 2 WRITING – RESPOND CORRECTLY

❑Type 2 writing shows that the writer knows something about a topic. The focus is on what has been written, the content. It has to be clear and correct. Often as parents, you will be able to expand on Type 1 writing

❑Ideas that can easily be implemented at home :

▪ Christmas and birthday wish list (Type 1) → compare presents in re to cost, where can you buy them, why do you deserve this present… e.g. Give 2 reasons why I should buy you an electric scooter for Christmas (Type 2)

Example : I believe it would be a great idea to buy me an electric scooter for Christmas. It will increase my independency and will save my parents time because they won't have to do the school drop off and pick up. Electric scooters are eco-friendly; they don't pollute the air so my present will contribute to a better and cleaner environment.

TYPE 2 WRITING – RESPOND CORRECTLY

- Ingredient list for favourite recipe (Type 1) → write out the recipe and method for cooking a meal (Type 2)

- Holiday ideas (Type 1) → Write reasons why you want to visit, travel journal, review of hotel, cost analysis of trip, advantages of different modes of transport (Type 2)

- Movies you want to see (Type 1) → write a review of the movie or a recommendation to a friend (Type 2)

- Type 2 ideas – personal diary, gratitude journal, photobook, budget book :

- write about your favourite moment from today

- write about a challenging situation that taught you something
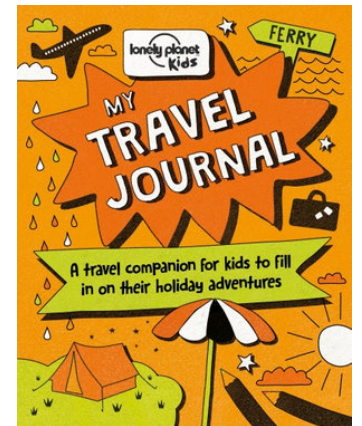
TYPE 3 AND 4 WRITING – PARAGRAPH WRITING LEADING TO THE PERFECT STORY (TYPE 5)

❑Type 3 and 4 writing moves students from merely producing and recording ideas to refining the way they present ideas.

❑Students create a draft, read it out loud and review it to see if the draft meets the criteria of the task

❑Teacher focus, harder to achieve this at home without making it 'boring'

❑Teacher will focus on at least 3 focus correction areas related to
- Content – relevant details, technical language
- Organisation – beginning and ending, clear sequence of ideas, transitions…
- Conventions – complete sentences, correct capitalization, punctuation
- Style – sentence variety, balance between long and short sentences, powerful verbs, figurative language

The Collins Writing Program

The Five Types of Writing

Writing @ Benowa
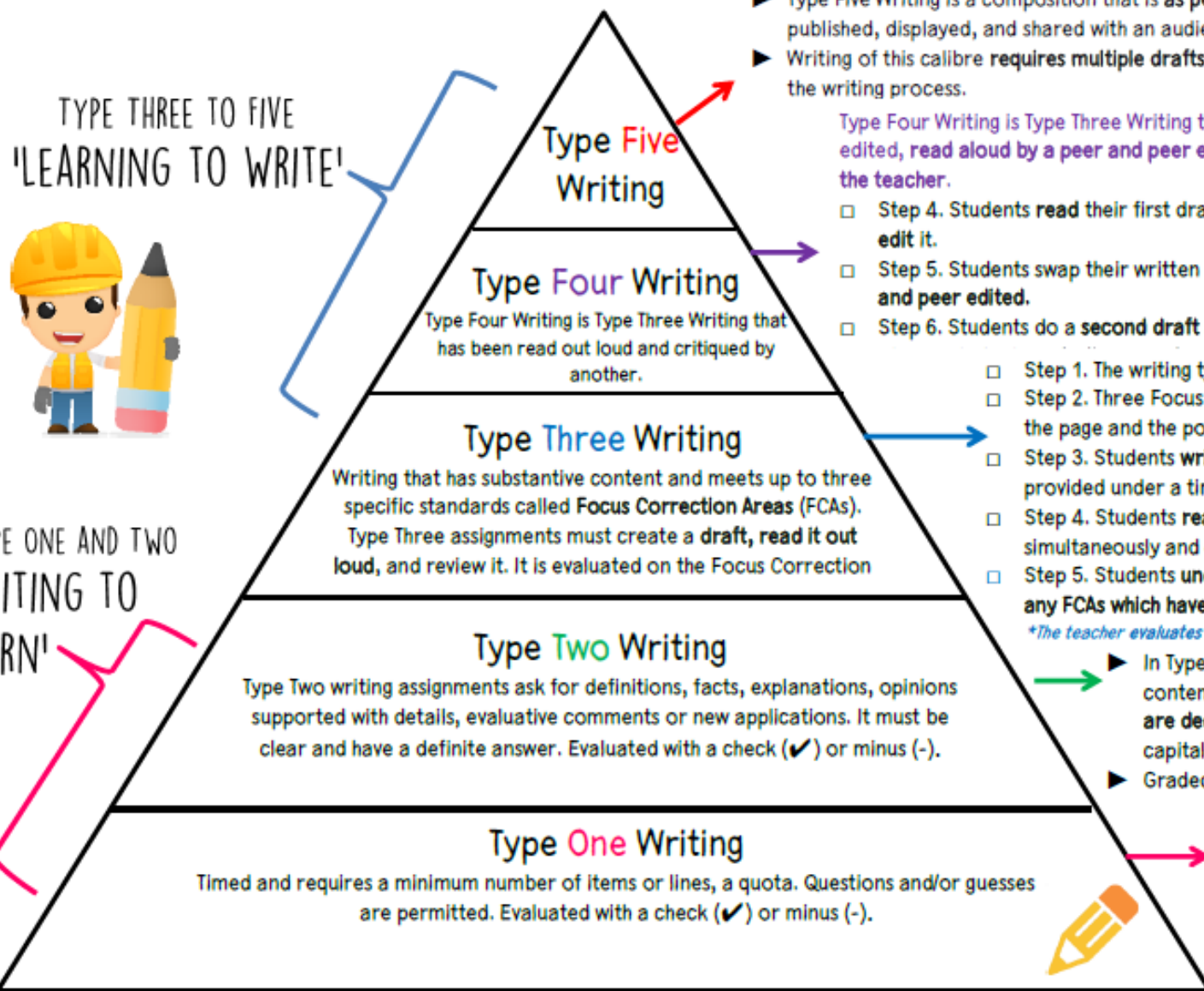
► Type Five Writing is a composition that is **as perfect as possible**. It is meant to be posted, published, displayed, and shared with an audience, usually outside of the classroom.

► Writing of this calibre **requires multiple drafts** and is evaluated by all of the standards of the writing process.

TYPE THREE TO FIVE 'LEARNING TO WRITE'

Type Five Writing

Type Four Writing is Type Three Writing that is read aloud by the author and self-edited, **read aloud by a peer and peer edited**, and **rewritten before it is submitted to the teacher**.

☐ Step 4. Students **read** their first drafts out loud to themselves simultaneously and **edit it**.

☐ Step 5. Students swap their written response. Their writing is **read aloud by a peer and peer edited**.

☐ Step 6. Students do a **second draft** and can **rewrite and edit** their writing again.

Type Four Writing

Type Four Writing is Type Three Writing that has been read out loud and critiqued by another.

Type Three Writing

Writing that has substantive content and meets up to three specific standards called **Focus Correction Areas (FCAs)**. Type Three assignments must create a **draft, read it out loud,** and review it. It is evaluated on the Focus Correction

☐ Step 1. The writing type is listed at the top of the page
☐ Step 2. Three Focus Correction Areas (FCAs) are listed at the top of the page and the points assigned to each.
☐ Step 3. Students **write** their response to the question or prompt provided under a time constraint.
☐ Step 4. Students **read** their first drafts out loud to themselves simultaneously and **edit** their writing.
☐ Step 5. Students **underline or colour code** each of the FCAs. **Number any FCAs which have a quota.**

The teacher evaluates the writing according to the focus correction areas.

TYPE ONE AND TWO 'WRITING TO LEARN'

Type Two Writing

Type Two writing assignments ask for definitions, facts, explanations, opinions supported with details, evaluative comments or new applications. It must be clear and have a definite answer. Evaluated with a check (✔) or minus (-).

► In Type Two Writing the evaluation criterion is that the content must be **clear and correct** because **no points are deducted** for spelling, punctuation and capitalisation.

► Graded for **content only not conventions**

Type One Writing

Timed and requires a minimum number of items or lines, a quota. Questions and/or guesses are permitted. Evaluated with a check (✔) or minus (-).

► Type One follows the rules of brainstorming. Students must write a **specified amount** in a **specified time**.

► Type One Writing could be: *a list, reflection, learning log or response journal, a graphic organiser or chart.*

CORNELL NOTE TAKING

The Cornell Note Taking System was developed by Walter Pauk, an education professor at Cornell University. The system was invented to benefit students in the classroom and helps them formulate a way in which they can understand the lesson while at the same time being organised
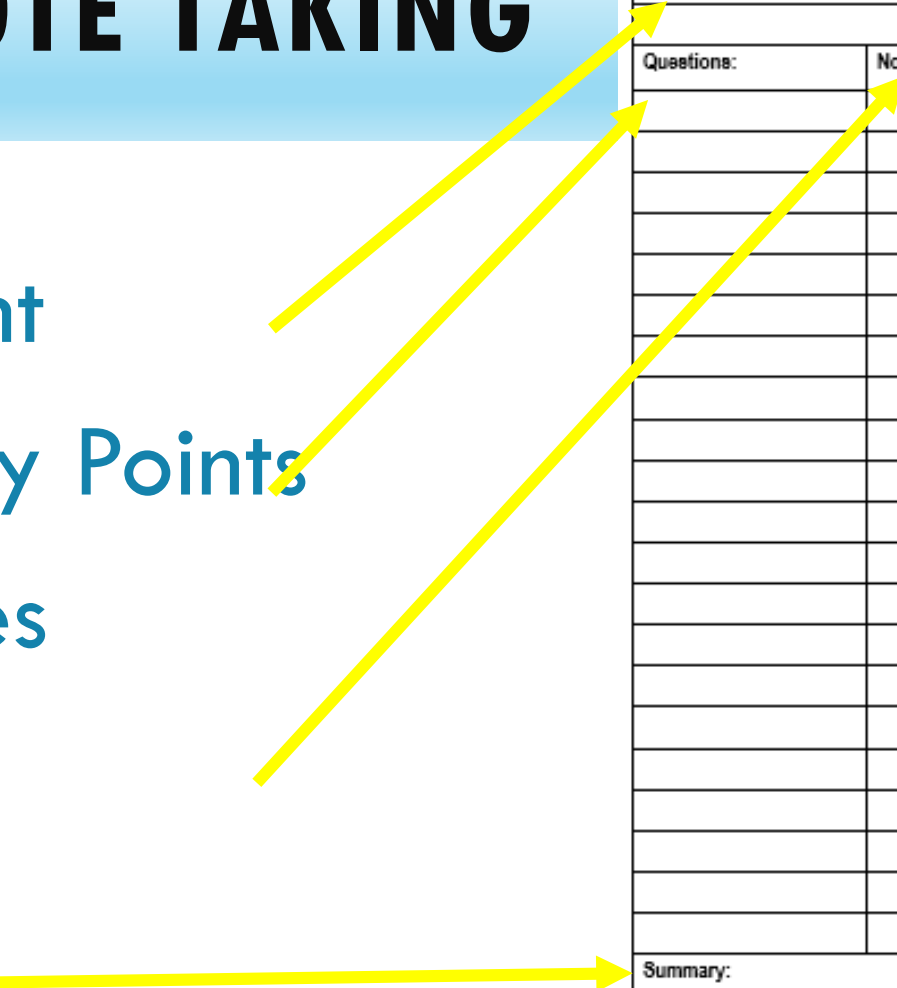
CORNELL NOTE TAKING

Learning Intent

Questions/Key Points

General Notes

Summary

Cornell Notes	Subject:	Name:
	Topic:	Class/Period:
		Date:

Learning Intent:

Questions:	Notes:

Summary:

Cornell Notes	Topic/Objective:		Name:
Writing @ famous	Otzi Case Study		Class/Period: 7E
	• https://www.youtube.com/watch?v=nk261CZaCKg		Date: Wednesday 17/3/21

Learning Intent: Students will understand the **methods used by historians or archaeologists** to analyse unidentified human remains in investigating the ancient past. Students will be able to explain how archaeological evidence can reveal **cause and effect** and **change over time**.

| Questions/Key points:	Notes:
Who was Otzi?	The oldest human body ever found. Has brown eyes
Where did he live? (Where was he found?)	Dissonant mountains, high altitude, was 11,000 feet high. Found in Italy (on the border with Austria)
When did he live? (When was he found?)	Found in September 1991 Died in c.3000 BC, lived very end of the stone age lived in a time of great transition.
How did he live/survive?	Hunting, finding food and started farming
'Occupation'	Hunter or Shepard
Environment	wolves, wild boars, snow, windy he was prevented from sliding down due to the rocks he was stuck by forming trenches
Survival Skills	created axes and weapons. ==Food- he ate grains and meat==
Tools & Equipment	Knife, warm shoes rope, fungus for a first aid care, back pack with wood frame – proves his character and stone age designs were sophisticated Bow and arrow made with maple and unfinished and unusable An axe made of copper
Clothing	Fur coat, leather
Health before death	Lyme disease- was found by looking at Otzi DNA Left knee shows swelling and Heart disease. Was lactose intolernet.
Cause(s) of death	An arrow shot in the back- it hit a subclavian bone, bled to death Shot by hunters, stone carvings showed the axe of great symbolic meaning He was on the run before his death- there is a deep cut on his hand that could have already fought, why would killers leave axe behind, someone was trying to not be discovered. ==If there was blood it would mean he had a head trauma before dying. He could have hit his head on a rock or at close range before dying.== Why would Otzi die while eating a full meal. Died by someone in the community and did not know it coming
Scientific methods of investigation	Carbon dating- found how old Otzi Operation/ body samples- investigating its body for 9 hours, body parts that were frozen moved CT scan- how he died ==Operation/forensic- of blood==- way he could have died

Historical importance of his discovery	The copper age marked that it occurred 1,000 years before other parts of the world. In his stomach found what they eat 5,000 years ago. DNA operation shows modern disease are very old and existed during the Stone age
Other interesting facts	Oldest human body ever found, human relic. Was found by two hikers while they were climbing. In a freeze box in a -4.83 C in 98% humidity. Over 50 tatoos. He is a cultural treasure, been intact over 2 million days. His stomach moved

Summary: (Synthesise your notes above and understanding from the documentary. Write one paragraph about the discovery of Otzi and the investigation of his remains, and what it reveals about the ancient past. Remember to refer to the key historical concepts of cause and effect and change in time in your paragraph.)

Found in 1991 by two hikers, 5,000 year old Otzi the oldest human body ever found gives us an insight on the human life back in that day. Otzi tells us a number of things that occurred during that time to the present day. One thing we found out was food by Otzi's stomach which had moved overtime ate a big meal before he died, meat and grains, this can tell us the during that time they would have just started moving to agriculture and farming but still relied on meat. By looking at the DNA multiple doctors found disease Otzi had such as Lyme disease and heart disease which we thought were only very recent. There are many different ways people believe Otzi died but the one the at supports the most evidence is that someone from his community killed him without knowing and took the arrow stick so that he was not found. With the support of operations/investigations of DNA, blood , Ct scans and carbon dating it has given as a big insight of human civalisation but still to this day Otzi sits in a freeze box with a mystery still unsolved.
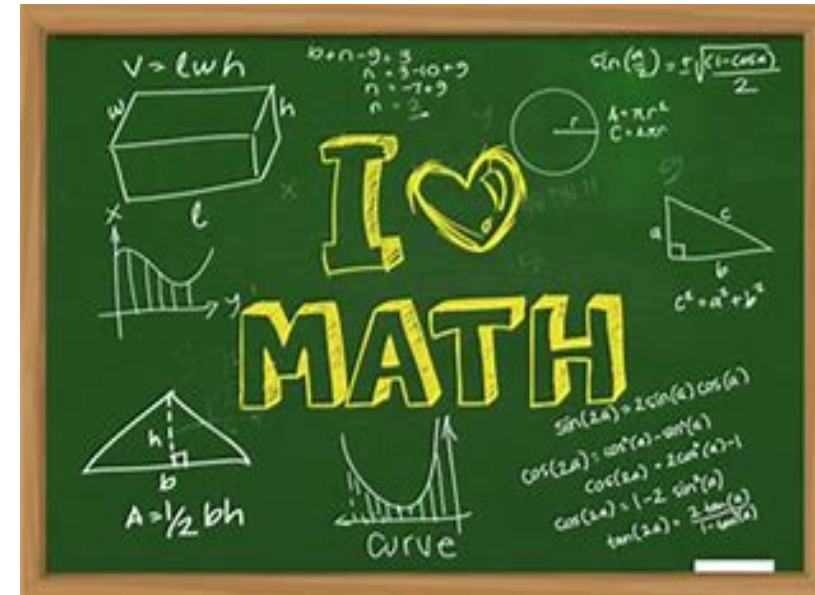
NUMERACY AT BENOWA SHS

COUPLE OF QUESTIONS?
HONESTY

Was this YOU?

Or This?

MATH
Mental Abuse To Humans
So true
Crd. ifunny.mobi
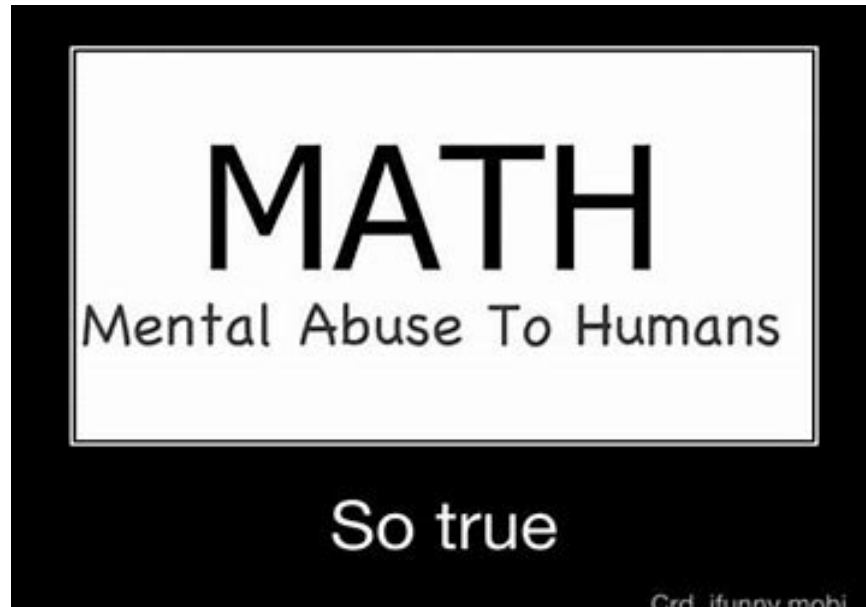
ACARA – GENERAL CAPABILITIES - NUMERACY

1. Estimating & calculating with whole numbers – egs. costings, money

2. Recognising and using patterns and relationships – egs. identifying

   trends, prediction of patterns

3. Using fractions, decimals, percentages, ratios and rates

4. Using spatial reasoning – egs. Interpret maps & diagrams (2D, 3D)

5. Using statistical information

6. Using measurement – (estimate, measure, compare and calculate using

   length, area, volume, time, mass)

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PRINCIPAL

"I wish we hadn't learned probability 'cause I don't think our odds are good."

ANDERSON

WHAT IS NUMERACY?

- Initially was seen as the mirror of literacy – an "at-homeness" with numbers
- Developed over time
- Numeracy is a term used to identify knowledge, skills and practices related to the use of mathematics in non-mathematical context's (such as work, home and life).

- Numeracy is not just MATHS!
- Cross curricular responsibility
- Numeracy informs global citizenship

NUMERACY

SIM Strategy

See

Investigate

Model

SIM STRATEGY – HOW TO APPROACH NUMERICAL PROBLEMS IN ALL SUBJECTS

See

Looking at task (read)

Listening to explicit instructions by teacher.

Student starts to observe the task information and commence collecting and identifying information presented.

Make connections with what information is available and what the task requires them to solve.

When coupled with explicit instruction, the student begins decoding and comprehending the task

SIM STRATEGY – HOW TO APPROACH NUMERICAL PROBLEMS IN ALL SUBJECTS

Investigate

Students begin to analyse the information available and start to dig through the mathematical information like a wolf.

What is the important information and how this relates to solve the task

This information + their mathematical knowledge ➔ student considering possible actions/strategies to help solve the task.

Such possible actions could be looking for a pattern, drawing a diagram, simplifying the problem, making a list, guess and check, making assumption's, assigning names etc

After these considerations, students can devise a plan that they believe to be the way to answer the task correctly.

SIM STRATEGY – HOW TO APPROACH NUMERICAL PROBLEMS IN ALL SUBJECTS

Model

Students rely on their mathematical capacities and knowledge and carry out their plan. Coming to a conclusion that solves the problem.

Depending on the complexity of the task, students need to draw upon greater and more complicated mathematical concepts that they have at their disposal.

After working through their solution and checking its viability where appropriate, it is just as important that they are able to communicate the solution to the problem.

LEARNING INTENTION - IDENTIFY HOW TO ADD AND SUBTRACT FRACTION PROBLEMS UTILISING THE SIM STRATEGY.

What fraction of a large pizza was eaten altogether if Jasmine had $\frac{5}{12}$ of the pizza and Lara has $\frac{1}{3}$ of it?

SEE

What fraction of a large pizza was eaten altogether if Jasmine had $\frac{5}{12}$ of the pizza and Lara has $\frac{1}{3}$ of it?

INVESTIGATE

What fraction ~~of a large pizza~~ was eaten altogether if jasmine had $\frac{5}{12}$ of the pizza and Lara has $\frac{1}{3}$ of it?

MODEL

$$= \frac{5}{12} + \frac{1}{3}$$

x 4

x 4

$$= \frac{5}{12} + \left(\frac{1}{3}\right)$$

$$= \frac{5}{12} + \frac{4}{12}$$

Simplify by dividing by HCF

$$= \frac{9}{12}$$

$$= \frac{3}{4} \text{ of pizza was eaten}$$