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| **Four Resources Model** |
| **Questions to develop code breaker strategies:*** What words are interesting?
* How did you work out the difficult word?
* What letter/s make that sound?
* What other words have that sound?
* What other words have that sound?
* What other words have a similar meaning?
* How is the word used in this context?
* What other words come from the same base word?
* What other words have the same prefix/suffix?
* Is the picture high/low angle, close up/long shot?
* How would you describe the music in this video?
* What colours have been used?
 | ***Exercise 2: Oral Cloze******Exercise 8: Make a vocabulary list Exercise 9: Organise this list in alphabetical order******Exercise 10: Develop a dictionary using these words Exercise 12: Develop a wall thesaurus******Exercise 14, 16: Sort scrambled text*** ***Exercise 17: Create alternative endings/beginnings for sentences******Exercise 18: Complete written cloze******Exercise 21: Listening (to the sounds of English)*** ***Exercise 37: Identify and use questions and statements***  |
| **Questions to develop text participant strategies:*** Can you predict what the text is about?
* What message is the author presenting?
* Does the text remind you of something that has happened to you?
* What did you feel as you read the text?
* What might happen next?
* What would you do in this situation?
* What words or phrases give you this idea?
* What are the main ideas presented?
* How does the picture make you feel?
* What other information does the picture give you?
* Is the character like anyone you know?
* What are the characters thinking/feeling?
 | **Activity 1: Discovering the text (see page 51)****Activity 3: Teacher and students exchange ideas, opinions, feelings about the text (see page 55)****Activity 4: Plan together to role play the text and/or parts of it (See page 57****Activity 5: Read the text again and talk about the contents of the text (see page 59)****Activity 7: Students re-tell the text (see page 61)****Activity 19: Explore the text through poetry and/or music (See page 69)****Activity 20: Teacher and students produce a written text of the poetry/music (see page 71)****Activity 23: Explore the text through art/craft (see page 75)****Activity 24: Teacher and students write a group-negotiated text of the art/craft work (see page 77)*****Exercise 25: Independent writing based on the art/craft work******Exercise 33: Making judgements about multiple choice answers******Exercise 37: Identify and use questions and statements*** **Activity 38: Explore the text through an oral presentation (see page 95)*****Exercise 40: Independent writing to support the oral presentation***  **Activity 41: Oral presentations (see page 99)**  |
| **Questions to develop text user strategies:*** What text form is this?
* How do you know?
* How is this text put together?How can you find information in this text?
* If you wrote a text like this, what words would you make sure you used?
* How is this text like others you have read?
* What is the purpose of this text?
* If you were going to put this text on the web, what changes would you make?
* How would the language/structure change if you were to use these ideas in a poem/brochure/poster?
* How is this text different from/like the last one we read?
 | **Activity 5: Read the text again and talk about the contents of the text (see page 59)*****Exercise 6: Inform the students about the genre of the text and how it works*****Activity 11: Teacher and students write a group-negotiated text of the original (see page 65)*****Exercise 13: Independent writing, modelled on the stimulus text******Exercise 15: Create a story map or graph*****Activity 23: Explore the text through art/craft (see page 75)****Activity 24: Teacher and students write a group-negotiated text of the art/craft work (see page 77)*****Exercise 25: Independent writing based on the art/craft work*****Activity 19: Explore the text through poetry and/or music (See page 69)****Activity 20: Teacher and students produce a written text of the poetry/music (see page 71)*****Exercise 31: Examine the differences between spoken and written English******Exercise 33: Making judgements about multiple choice answers*****Activity 35: Improvise on the text by using the original as a model to write a group-negotiated text in the same genre (see page91)** ***Exercise 36: Independent writing modelled on the improvised text******Exercise 37: Identify and use questions and statements*** **Activity 38: Explore the text through an oral presentation (see page 95)** ***Exercise 40: Independent writing to support the oral presentation*** **Activity 41: Oral presentations (see page 99)**  |
| **Questions to develop text analysis strategies:*** Is this text fair?
* What would this text be like if the main characters were boys/girls/from different cultural background?
* Why do you think the author chose that particular word/phrase/title/illustration?
* How would this text be different if told in another place or time or point of view?
* Are there stereotypes in the text?
* Who is allowed to speak?
* Who is quoted?
* What is fact and what is opinion?
* Who does the text favour or represent?
* Who does the text reject or silence?
 | **Activity 5: Read the text again and talk about the contents of the text (see page 59)*****Exercise 6: Inform the students about the genre of the text and how it works******Exercise 31: Examine the differences between spoken and written English******Exercise 32: Decide about true/false statements*** ***Exercise 33: Making judgements about multiple choice answers*** ***Exercise 34: Recognising and correcting substitutions/lies in the text******Exercise 37: Identify and use questions and statements*** **Activity 38: Explore the text through an oral presentation (see page 95)** ***Exercise 40: Independent writing to support the oral presentation*** **Activity 41: Oral presentations (see page 99)**  |

**Activities 27A, 28A, 29A, 30A: Explore appropriate curriculum area related to the text (see page 83)**

**Activities 27B, 28B, 29B, 30B: Teacher and students write a group-negotiated text of the activities done in the integrated curriculum areas (see page 85)**

*Exercise: 27C, 28C, 29C, 30C: Independent writing based on the integrated curricula work*

*References:*

Critical Literacy in Australia: A Matter of Context and Standpoint

Allan Luke. Journal of Adolescent & Adult Literacy.Vol. 43, No. 5, Re/Mediating Adolescent Literacies (Feb., 2000), pp. 448-461

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