

<b>Context</b>	<b>AUTHOR STUDY</b>
<b>Curriculum Organisers</b>	<p><b>Life Pathways and Active Citizenship</b> (Developing initiative and enterprise) -5</p> <p><b>Multiliteracies and Communications Media</b> (Blending traditional and new communications media) -1;2;4 (Making creative judgments and engaging in performance) -1;3;4 (Mastering literacy and numeracy) -1;2;3;4;5</p> <p><b>Active Citizenship</b> (Operating within shifting cultural identities) -4</p> <p><b>Environments and Technologies</b> (Working with design and engineering technologies) -5</p>
<b>Deep Knowledge and Deep Understandings</b>	<p>Analysis of similarities and differences between and interactions of characters, plot, and settings.</p> <p>Selecting &amp; combining words, images, &amp; sound to present PowerPoint.</p> <p>Effective PowerPoint Presentation employs effective layout, use of colour and font appropriate to the target audience.</p>
<b>Significant Questions to be Answered</b>	<p>How does the author effectively present his books? What is the purpose of a PowerPoint Presentation? What are the features of a PowerPoint Presentation?</p>
<b>Rich Task/s to Demonstrate Repertoires of Practice</b>	<p>1.1. Web Page Design 1.4 Read and Talk About Stories</p>
<b>Integrating Device</b>	<p>Students should become familiar with the use of PowerPoint as a means of communicating information. They should apply this knowledge to make a PowerPoint presentation related to the narrative genre. They should present their work to others.</p>
<b>Major Maths Content</b>	<p>Sequencing / Sorting and Classifying /Data Collecting / Graphing</p>
<b>Major Genre</b>	<p>Description / Recount / Computer Interaction</p>
<b>Incidental / Minor Genres</b>	<p>Interviewing/Recording in a log/letter writing/riddles</p>
<b>Context Parameters</b>	<p>Learning Technology - Students will work individually with peer assistance when needed.</p> <p>Students will work in small groups and as a class to demonstrate sharing and co-operation skills.</p>

**Focused  
Productive Pedagogies**

Recognition of Difference

\*narrative

Connectedness

\*knowledge integration

Intellectual Quality

\*Higher order thinking \*Substantive Conversation

\*Metalanguage

Supportive Classroom Environment

\*student direction \*social support

\*explicit quality performance criteria

**Explicate  
Multiliteracies**

Information Literacy Processes - • Defining task; • Locating information;  
• Selecting relevant information; • Organising information; • Presenting; •  
Assessing

Computer Literacy - • Powerpoint - incorporating sound and graphics; • Story  
software

Visual Literacy - • Picture books; • Videos; • Props

Traditional Literacy - • Traditional tales; • Recording journal

Critical Literacy - • Evaluating problem and solution; • Self and peer assessment;

WEB PAGE DESIGN

111. Adapting ideas derived from exemplars of successful practice in the area

112. Composing material for viewing (with due regard to layout, use of colour and  
images)

115. Employing appropriate communication strategies for audience and context

116. Exploiting the features of a web page and other software in making use of an  
intranet

117. 118. Selecting, structuring and sequencing information

119. Using a wide range of vocabulary

1110. Using correct spelling, punctuation and grammar

READ AND TALK ABOUT STORIES

141. Comparing and contrasting

142. Empathising with characters in a story

145. Recording and plotting relationships

MULTI-MEDIA PRESENTATION

121. Classifying ideas and information

1210. Understanding the potential of media technologies

DANCE PRESENTATION

136. Recalling/remembering a sequence

HISTORICAL & SOCIAL ASPECTS OF A CRAFT

153. Establishing personal criteria for decision-making

154. Evaluating options

156. Explaining to others face-to-face and spontaneously

157. Objectively assessing one's own abilities and interests

158. Setting out/arranging/displaying

**Focused  
Repertoires of  
Practice**

**Opportunities exist  
for the development  
of these  
Repertoires of  
Practice**