

Striving To Improve



Viewing

For students aged 11 - 15 years who are underachieving at their year level

Sample

www.istock.com/Chris Schmidt



Edited by Lindsay Marsh

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Teachers' Notes

Viewing is part of the *Striving To Improve* series which is targeted at children aged between 11 and 15 years who are struggling to meet the expected requirements specified by the Australian Curriculum for their age group.

The children who you teach may be struggling with their school work because they have been diagnosed with learning difficulties such as ADHD or dyslexia. They may be struggling because of social factors which have resulted in them missing a lot of school. Whatever the reason, this book will help students begin to interpret and create a range of visual texts skillfully and confidently.

Activities in this book are linked to the Australian Curriculum for Years 5, 6 and 7, so children feel that what is being asked of them is actually achievable. To make the tasks more manageable, they have been broken down into small parts which gives each student the opportunity to process the idea at a time. Time limits have been either abandoned or made flexible for students.

The *Striving To Improve* series is designed to prevent those students who have been left behind from regressing any further and help them to feel that they too can be successful at school.

Australian Curriculum Links

Year 5 - ACELA1521

- Interpret narrative texts told as wordless picture books.
- Identify and compare sequences of images.

- Observing how concepts, information and relationships can be represented usually through tables, maps, graphs, diagrams and icons.

Year 6 – ACELA1524

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts.

Year 7 - ACELA1764

- Analysing how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance.

* Life Cycle Diagrams 1

Diagrams can be used to make written information clearer.

*** TASK** Read the report below entitled *Insects and Dead Bodies*, then complete the questions.

Insects and Dead Bodies

Insects can be used to show when someone has died, whether a body has been moved after death or in the case of smuggled goods, reveal where they originated from. Dead insects found next to or underneath a decomposed body or skeleton may even suggest that the person was poisoned.

There are more than a million different species of insects in the world and they play many roles. Luckily, in terms of forensic science, some are carrion feeders (i.e. they eat dead bodies).

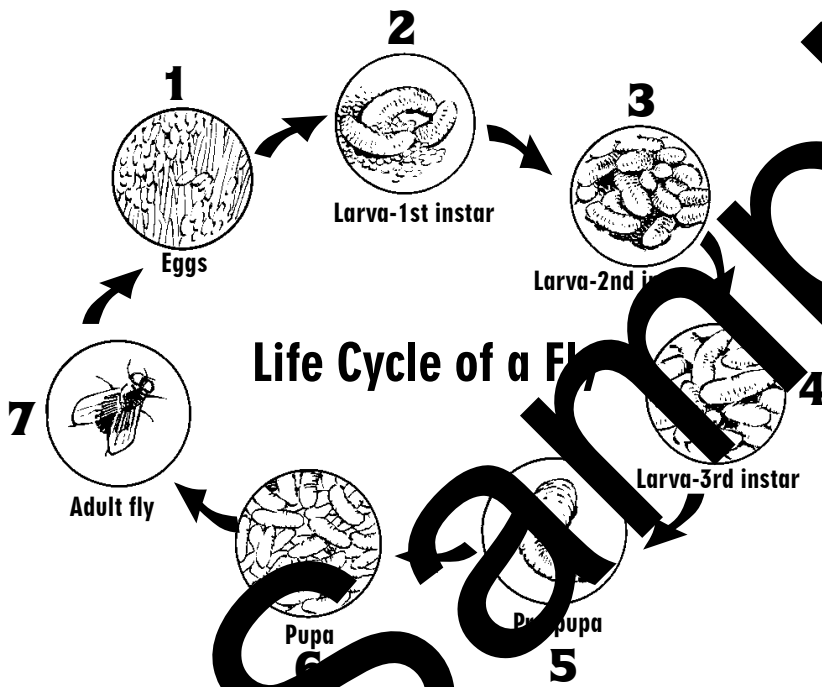
Different species of insects attack a corpse at different stages of its decay. One of the

first insects to arrive on a dead corpse are blowflies.

Within two days of the death of a human being, female blowflies lay their eggs on a dead body.

The eggs hatch and go through the seven stages shown in the diagram left.

By knowing the time between each stage of the insects' life cycle a forensic scientist can calculate the time since the first eggs were laid and therefore how long ago a person died.



1. What does the life cycle diagram in the report explain to the reader?

2. Why has the writer of this report chosen to include this life cycle diagram?

3. If a female blowfly is found on a dead body and there is no sign of eggs, for how long would you say the body has been dead?

* Life Cycle Diagrams 2

Diagrams can be used to make written information clearer.

* TASK

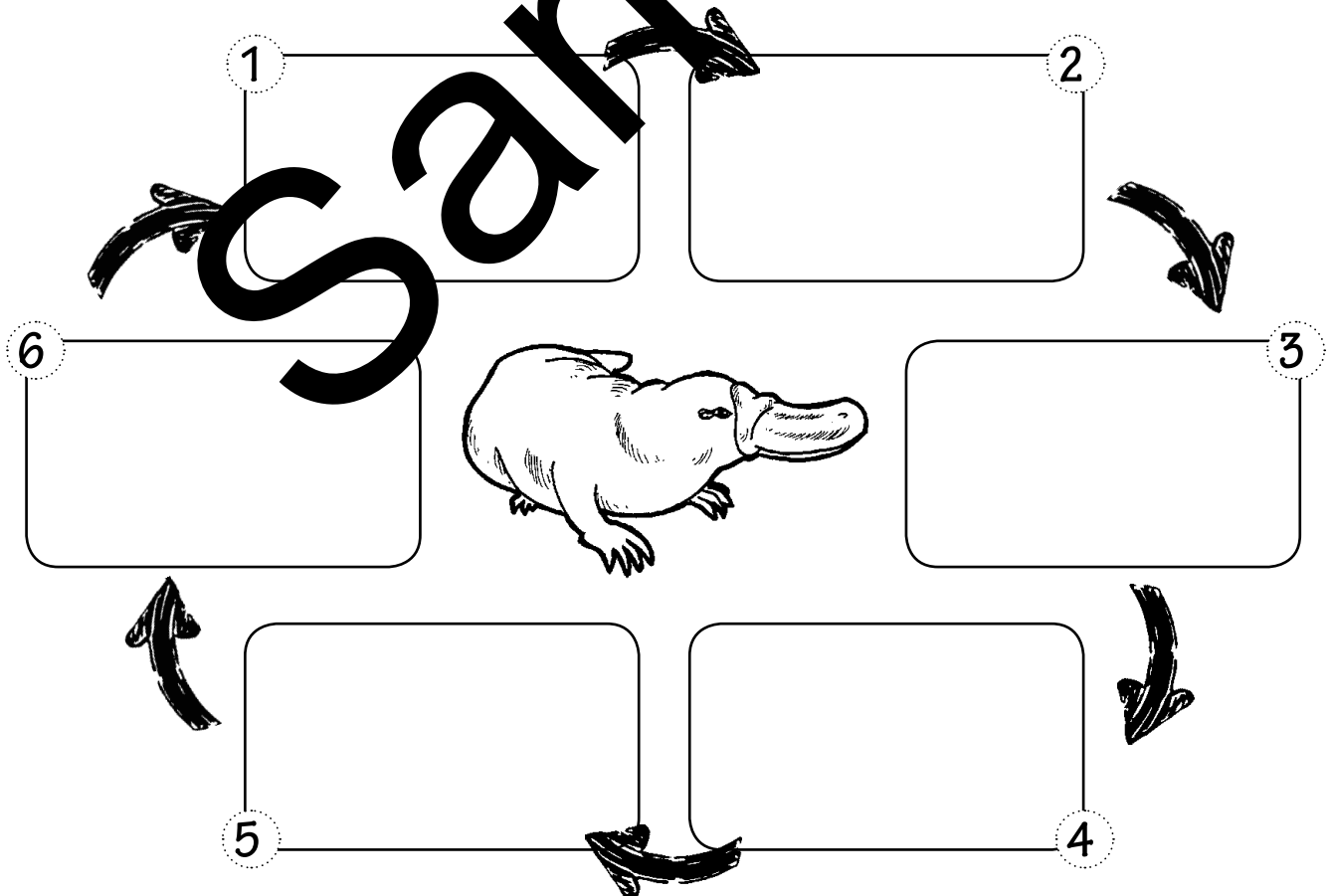
Read the information report below. Complete the life cycle diagram with words and/or pictures to explain some of the information in the report.

The Platypus

Shy platypuses, along with echidnas, are monotremes. During the breeding season in spring, platypuses build nesting burrows up to 20 metres long. The females close off part of the burrows and lay up to three leathery eggs each. They keep their eggs warm by curling their tails around them until they hatch. Then they feed their little puggles with milk. After about four months the females take their babies out of the dark burrows to rivers.

Platypuses will usually dive underwater and swim away with water. If they are unable to escape, male platypuses use their short, sharp poisonous spurs on the inside of both of their back legs to wound the attacker. The poison is strong enough to kill a dog.

Platypuses have natural enemies like goannas, water rats and foxes. Their main threat comes from humans who pollute the rivers and clear their habitat.



* Labelled Diagrams 1

Labelled diagrams can help readers visualise and therefore better understand information presented.

* TASK A

Labelled diagrams are used in cooking books to help readers follow the written steps. Can you think of other examples when labelled diagrams are used?

* TASK B

Use the information below to label the skeleton's: skull, rib cage, hinge joints, pivot joints and fixed joints.

► Scientists divide the skeleton into two parts based on two main functions.

The **axial skeleton**: consists of bones that protect the body's delicate organs, e.g. the skull (protects the brain), and the sternum and rib cage (protect the heart and lungs).

The **appendicular skeleton**: consists of bones which act as anchors for the muscles and are involved with movement, e.g. bones of the arms and legs.

Bones are connected to other bones at joints. You have over 230 joints in your body, and they come in different types.

Ball and socket joints

move in several directions. Examples are: humerus and scapula, femur and hipbone.

Hinge joints

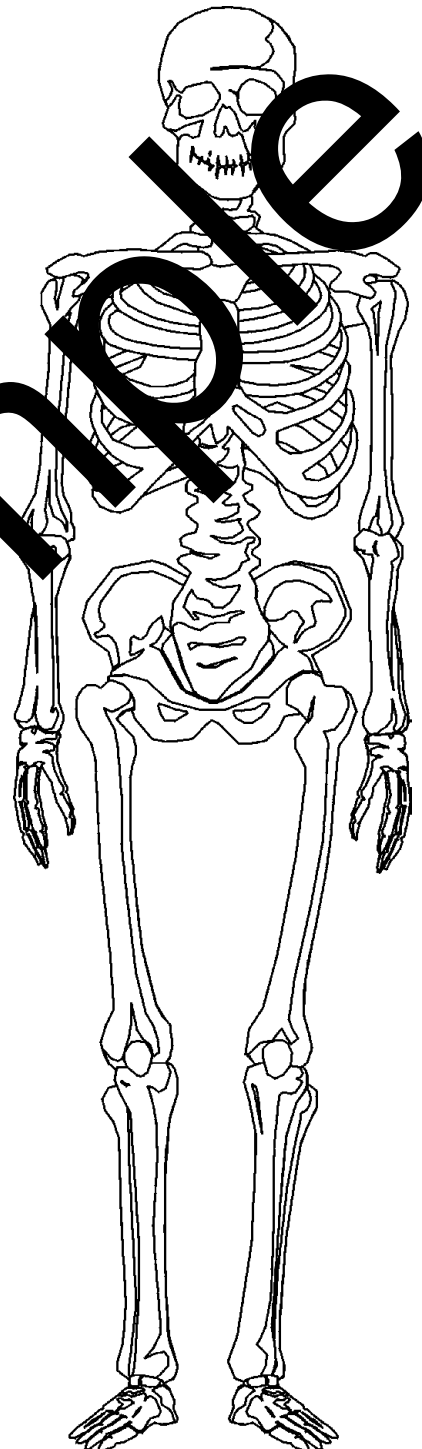
examples are: the knee, fingers and toes.

Pivot joints

are a combination of ball and socket joints and hinge joints. Examples are: the wrists and the ankles.

Fixed joints

are strong and immovable, e.g. the skull.

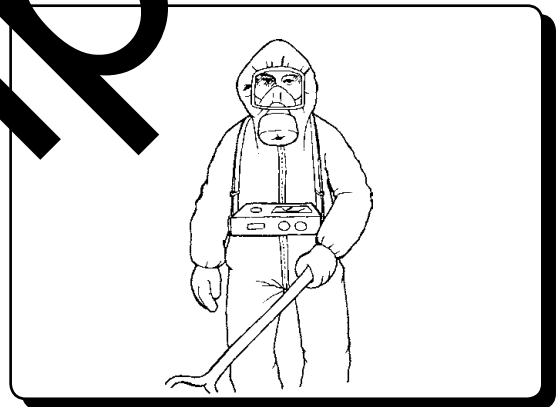
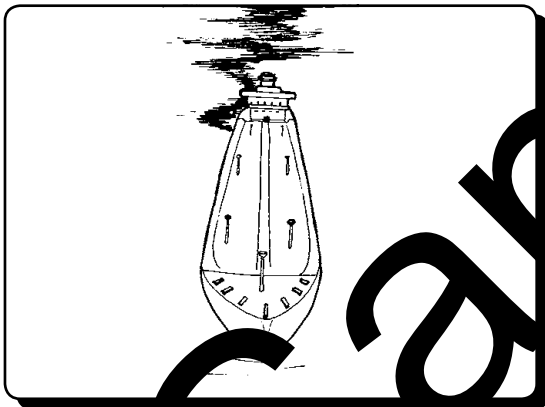
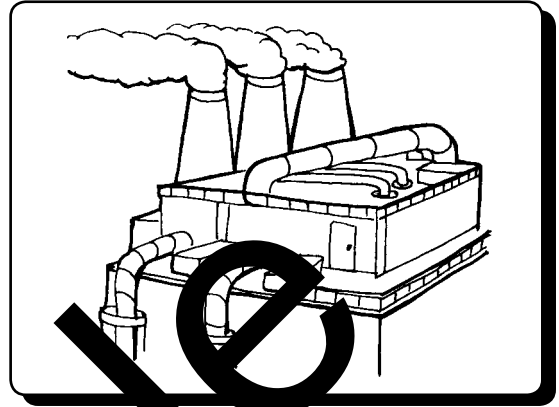
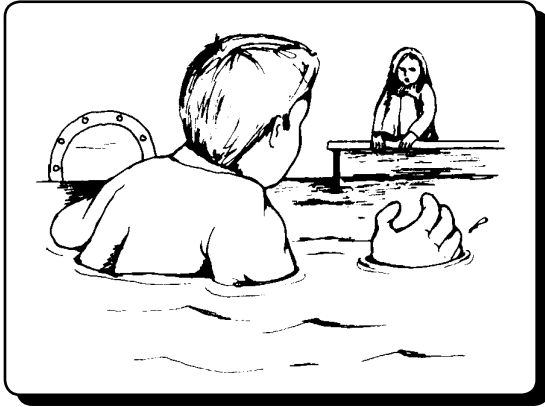


* Drawings 2

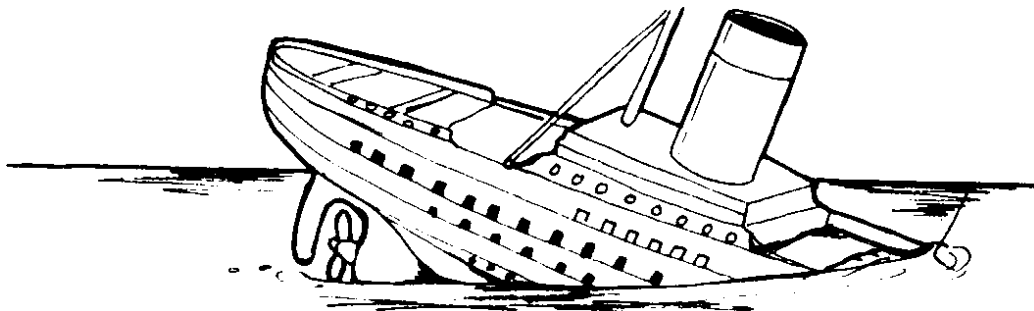
Drawings can be used to support written information and explain relationships between things.

* TASK A Match the article headings with the drawings.

- Workers Are Called In To Measure Radiation Levels
- There Will Be A Tax On Carbon
- The Worst Oil Spill In The Southern Hemisphere
- An Ordinary Hero



* TASK B Create three headings which could accompany this drawing.



* Graphs 1



Graphs can be used as a more concise way of showing information.

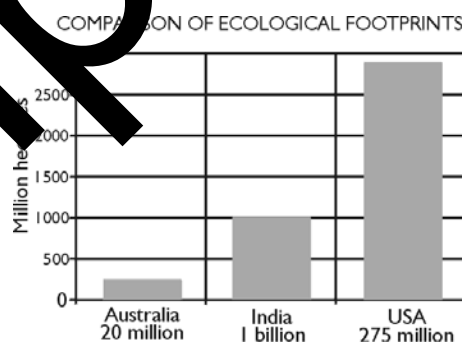
* TASK

Read the informative text below entitled *Ecological Footprints* and look at the graphs that accompany this written text. Then answer the questions below.

Ecological Footprints

To understand the compounding effect of environmental damage to the planet, often environmentalists refer to a person's *ecological footprint*. A person living in Australia or the United States of America has a high environmental impact per person because of the amount of natural resources individually being consumed compared to, say, a person living in India.

For example, it takes about 10.9 hectares of land to sustain each person in Australia, as opposed to only one hectare to sustain a person in India. But if you look at the compounding effect of population on the use of natural resources, the impact of India as a country is much greater than Australia because their population is so much higher. (See graphs right.)



1. Look at the first graph what does it tell you about Australians compared to Indians?

2. What does the first graph tell you about Americans compared to Australians?

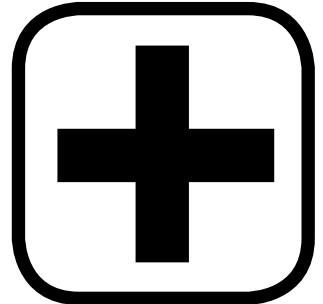
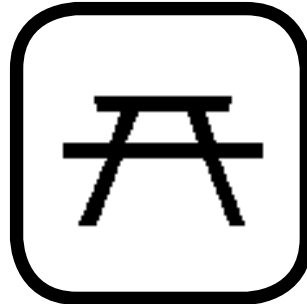
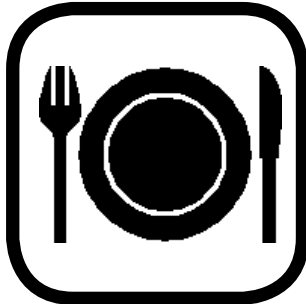
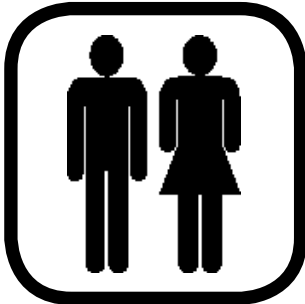
3. Look at the second graph, who is the most environmentally friendly?

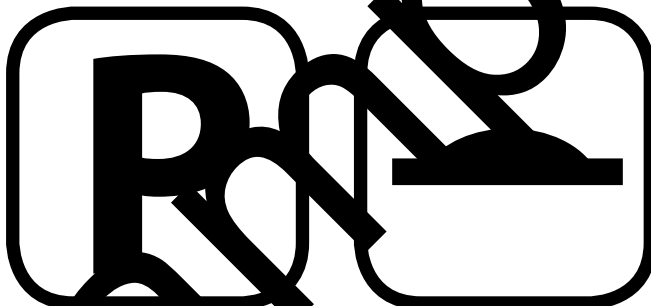
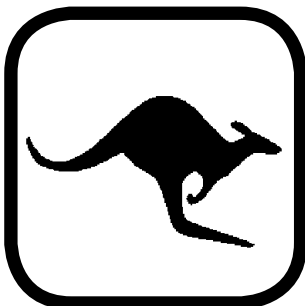
4. Who is the least environmentally friendly?

* Signs

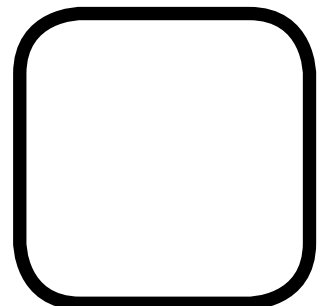
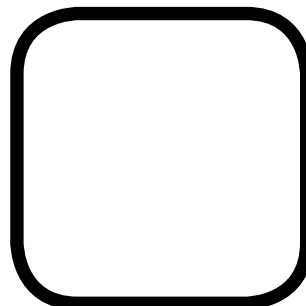
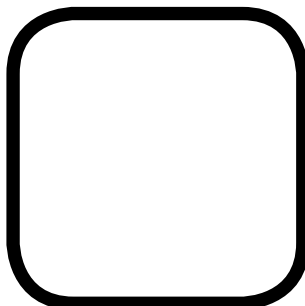
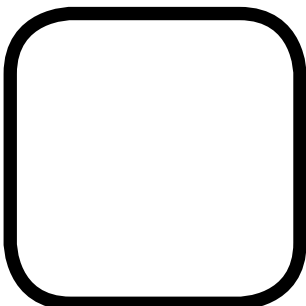
Information can be conveyed to us via images.

*** TASK A** Look at the images below. Write what you think each one tells us.





*** TASK B** Draw some more signs which don't use any words.



* Pictures Tell Stories 4

Pictures can tell stories without using any words.

* TASK

Look at the sequence of images below. It tells a story without words. Write the story that you think it tells, for example: One day there was a little lonely seed, etc. Give your story a title.



Sample

* Pictures Tell Stories 6

Images tell stories without words.

* TASK

The pictures below tell a story without using words. Write down your interpretation of each picture below to create a narrative.



