Banks PS Library Term 2 Program Overview

An action research project developed as part of the Lighthouse School project supporting the introduction of Oliver Library System.

Unit Aims

* Increase student interest and participation in the Premier’s Reading Challenge
* Promote and familiarise students in the access and application of the library system

Areas of Focus

* The Premier’s Reading Challenge: Reading for enjoyment over sustained periods of time
* Book Review Writing: Communicating a message using a range of mediums

English Syllabus links

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| --- | --- | --- | --- |
| Focus | Stage 1 | Stage 2 | Stage 3 |
| Persuasive Writing- Reviews | EN1-2Ause effective strategies to plan ideas for writing,  | EN2-2Aplan, compose and review persuasive texts | EN3-2Aplan, draft and publish  [persuasive texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax), choosing and experimenting with [text structures](http://syllabus.bos.nsw.edu.au/glossary/eng/text-structure/?ajax), [language features](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax), images and digital resources appropriate to [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) and audience |
| Point of View | EN1-8B select a widening range of texts for enjoyment and pleasure and discuss reasons for their choice | EN2-7Bexpress a point of view for a particular purpose in writing, with supporting [arguments](http://syllabus.bos.nsw.edu.au/glossary/eng/argument/?ajax) | EN3-3Adiscuss aspects of [literature](http://syllabus.bos.nsw.edu.au/glossary/eng/literature/?ajax) that influence personal choice in reading |
| Composers purpose and craft | EN1- 10Crecognise and begin to understand how composers use creative features to engage their [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) | EN2-10Cshare responses to a range of texts and identify features which increase reader enjoyment | EN3-7Ccompare how composers and illustrators make stories exciting, moving and absorbing to hold readers' interest |
| Personal preference and point of view | EN1-11Dexpress preferences for specific texts and authors and listen to the opinions of others | EN2-11Ddiscuss literary experiences with others, sharing responses and expressing a point of view | EN3-8Dunderstand how to move beyond making bare assertions and take account of differing [perspectives](http://syllabus.bos.nsw.edu.au/glossary/eng/perspective/?ajax) and [points of view](http://syllabus.bos.nsw.edu.au/glossary/eng/point-of-view/?ajax) |
| Value reading | EN1-12Edevelop an [appreciation](http://syllabus.bos.nsw.edu.au/glossary/eng/appreciation/?ajax) for books | EN2-12Ereflect on own reading and identify the qualities of texts that have contributed to enjoyment of the text | EN3-9Ediscuss how the reader or viewer can enjoy and discover a wide range of literary experiences through texts |

OLIVER features to be explored

* Search
* Loan History
* Reading Lists- personal and PRC
* Reviews and rating
* Embedded video content
* Featured authors
* Embedded web links
* More like this feature

Supporting resources

* Spaghetti Bookclub website
* Premier’s Reading Challenge website
* Persuasive and Emotive language Word wall
* Can it be for me
* Six C’s
* Inquiry Circle role

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| --- | --- | --- | --- | --- | --- | --- |
| Focus | Explicit Teaching | Activity | OLIVER feature | Workbook | Six C | Inquiry Circle |
| Locate and Read PRC titles | Identify fiction and non-fiction PRC shelving locations within the library space as indicated in the Oliver catalogue record.Show PRC sticker system to identify books on shelves. | Select PRC books and read for a sustained period of time (as per the Literacy Continuum) | Search  | Record titles of PRC books and comment on book using emotions | ChooseCompose | My Take |
| Refine and broaden reading preferences | Demonstrate how to refine and broaden a search using:* The author and series radio buttons.
* PRC website
* More like this feature

Show how a PRC title is indicated by the ‘worm’ image. | In small groups use the list of authors explore the Oliver catalogue and PRC website using the demonstrated features to identify PRC titles. | Author and series radio button More like this featurePRC listsPRC worm | Record the details of three books located and indicate if they are PRC titles. | ChooseCompose Chart | Note taker |
| Rate resources to indicate opinions about PRC texts  | Talk through the ‘Can it be for me’ checklist to demonstrate to students how to determine the ‘value of a book’Jointly explore an e-book (PRC title) using the checklist. Have students check the list according to their response. Compare responses.Demonstrate how to post a review and rating for a title.  | Think Pair Share to explore a print book (PRC) and complete the checklist.Complete the checklist individually using a PRC title.Students log onto Oliver and post their rating and review sentence. | Rating and review | Complete the checklist using three titles. Complete the recommendation sentence for one title. | ChooseConverse | ListenerMy take |
| Develop a PRC reading list for each class.  | Review the language used to:* Participate in group discussion to make a decision: Good idea, I agree, Have you thought about
* State your opinion: I strongly believe, I know that, this book is the best because.

Demonstrate to staff how to create a Reading List.Demonstrate the how to look up Loan History to see which titles have been borrowed. | Small groups of 6 meet in an inquiry circle to decide which of the books they have read should be added to a class reading list. Each group decides on two titles. Create a class Reading list of the selected titles and email the list to class teacher. The list is printed to record when a student borrows from the list. Students who complete the list receive a star award.Students refer to the list to make borrowing selections. | Reading ListsLoan History | Students refer to already recorded titles. | Converse Collaborate | ListenerMy take |
| Illustrator | Revise the job of the illustrator in producing a book/story.View a range of Illustrations to understand the range of techniques used by illustrators to create images.Demonstrate how to open a hyperlink and go back on the IWB. | Students work in cave or waterhole groups to research their class illustrator (as selected by class teacher). Hyperlinks are embedded in Oliver through catalogue entries and via the landing page.Students can also access websites through the library website. | Hyperlinks | Australian Illustrator questions | Compose | Note taker |
| Book Reviews1-2 | View Spaghetti Book club website to review emotive and persuasive language and identify facts and opinions.Direct students to the word wall to assist with their writing and statement of position.Stage 3- view book trailers from 2014 book forum. | Read one PRC title (for each class group) by class illustrator. Work in pairs to complete the review plan sheet. in a campfire complete the review scaffold | Reviews | Review PlanReview scaffold | Continue | Messenger |
| Book Reviews3-4 | Select one PRC title illustrated by class illustrator. Plan, compose and publish a book review to indicate fact and opinions about the text.  | Reviews | Review PlanReview scaffold |
| Book Trailers5-6 | Students will be guided in the creation of book trailers for PRC titles. This video content will be uploaded to the library system and linked to the title’s catalogue record. | Hyperlinks | Review PlanReview scaffoldBook Trailer plan |