Striving To Improve

Viewing

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

Ready-Ed Publications

Edited by Lindsay Marsh

Contents

SAMPLE

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 one 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.

SAMPLE

✳ 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
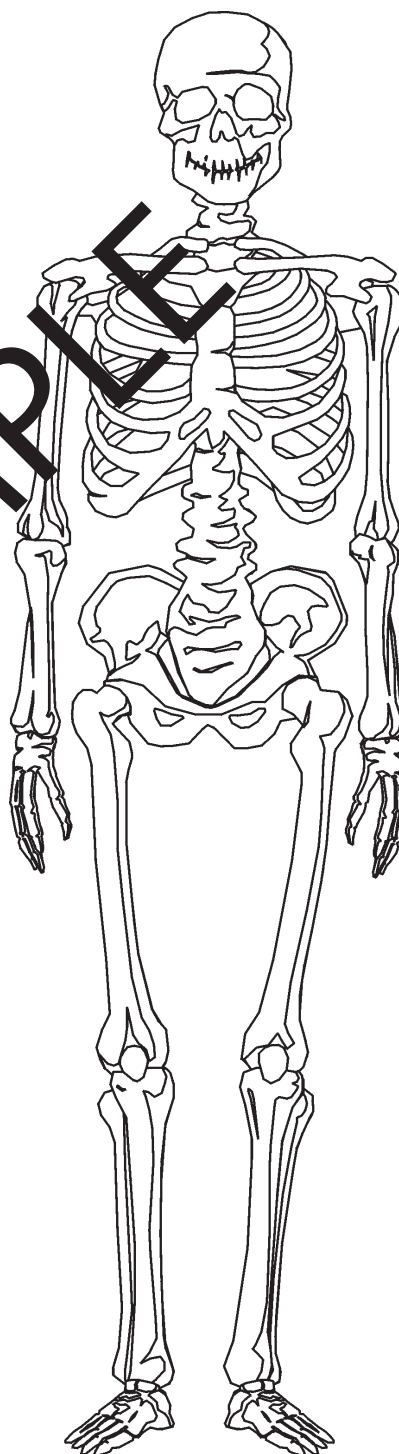scapula, femur and hipbone.

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.

✳ Tables 2 ━━━━━━━━━━━━━

Tables record information in a concise way so that it is easy to see and understand.

Disasters

Many different disasters occur around the world. They happen at any time and are usually difficult to predict or control. Disasters can be classified according to their origin as: natural, human-made or personal.

(✱ TASK) **Read the list of disasters below, then sort this list of disasters under the appropriate headings in the table.**

- A bush fire caused by the sun
- A bush fire caused by a match
- A landslide caused by bad weather
- A landslide caused by construction work
- A flood caused by a burst pipe
- A drought
- The collapse of poorly built houses
- A broken toe due to a fall
- Power cut due to lightning
- Power cut due to faulty wiring
- Bridge collapse due to wear and tear
- Railway crash due to bent rails
- A hurricane

- A heat wave
- A cracked skull from a bike fall
- Someone loses their job
- Cyclone Tracy
- Someone gets mugged
- Earthquake
- Sinking of the Titanic
- Athlete is injured during a race
- World War II
- A pet dies
- Volcano
- Person fails driving test
- Student fails an exam

Natural	Human-made	Personal

1. Could the information above be expressed just as clearly without the table? Give a reason for your answer.
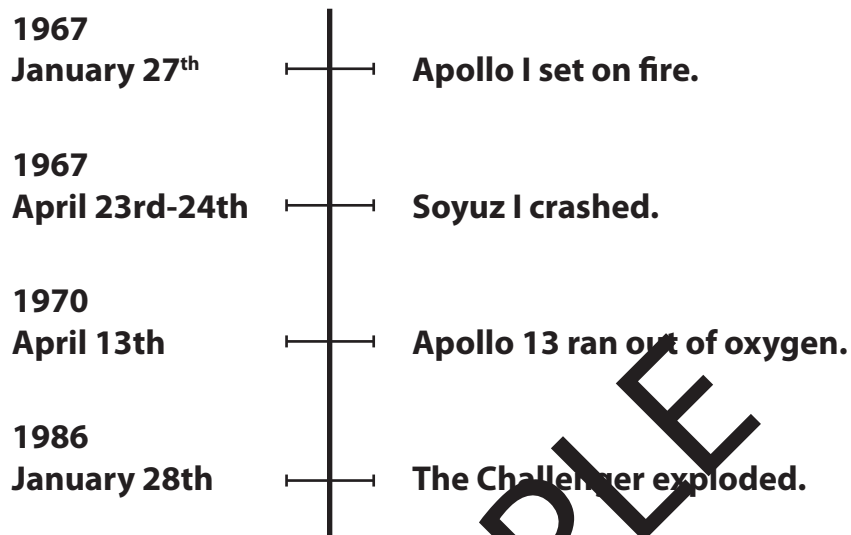
_____

_____

✳ Timelines

Timelines can help readers to see at a glance the
order in which important events happened.

✱ TASK A **Look at the timeline below. It tells us in what order famous space disasters occurred.**

Timeline Of Famous Space disasters

1967
January 27ᵗʰ ⊢—⊣ **Apollo I set on fire.**

1967
April 23rd-24th ⊢—⊣ **Soyuz I crashed.**

1970
April 13th ⊢—⊣ **Apollo 13 ran out of oxygen.**

1986
January 28th ⊢—⊣ **The Challenger exploded.**

SAMPLE

✱ TASK B **Create a horizontal timeline to show the order that the following sporting disasters occurred:**

Le Mans Grand Prix smash (1955)   Peru soccer disaster (1964)

Hillsborough Disaster (1989)   Bradford Stadium fire (1985)

Soccer stampede on Guatemala (1996)   Sydney to Hobart race (1998)

✳ 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

_____

_____

_____

_____

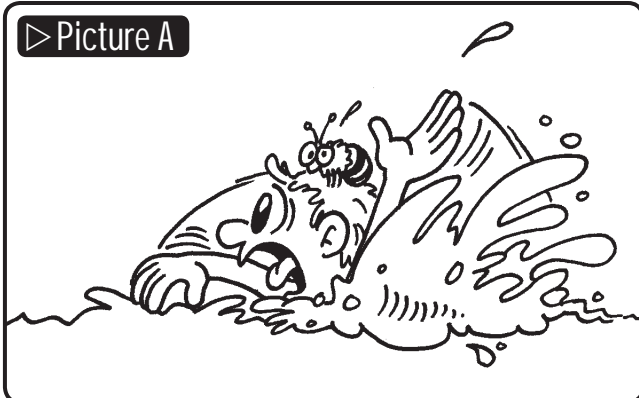_____

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✳ Body Language 1

Body language refers to the way that people/characters stand, the way that they hold their head, arms and other body parts. Body language can tell us a lot about a person's/ character's feelings and determine from whose point of view we see things.

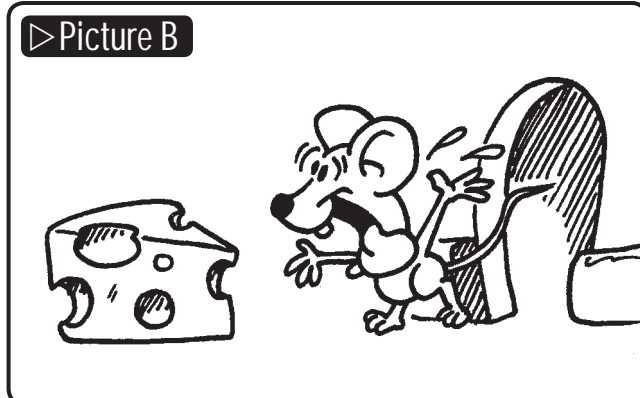(✱ TASK) **Look at the images below and complete the questions.**

▷Picture A

Describe the boy's body language.
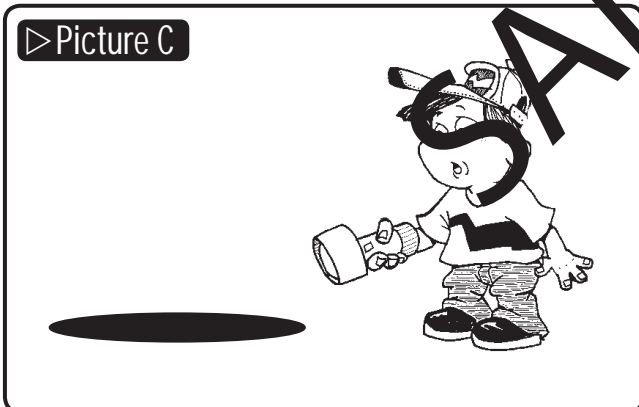
_____

_____

What does this tell us about him?

_____

_____

▷Picture B

Describe the mouse's body language.

_____

_____

What does this tell us about the mouse?

_____

_____

▷Picture C

Describe the boy's body language.

_____

_____

What does this tell us about him?

_____

_____

▷Picture D
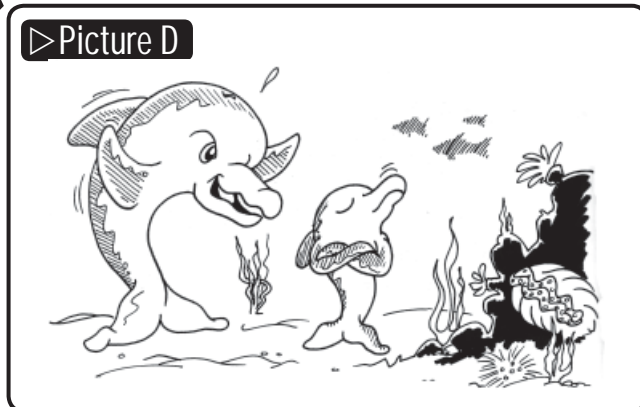
Describe the body language of the smaller dolphin.

_____

Describe the body language of the large dolphin.

_____

What does the body language in this image tell you about their relationship?

_____

✳ Camera Angles 4

An eye level shot means that the camera is not angled high or low but looks straight ahead. This shot can make us identify with the person or thing in the image and make us feel as if we have stepped into the shot with them. It can make us feel what they are feeling. Alternatively an eye level shot allows us to see a person in more detail.

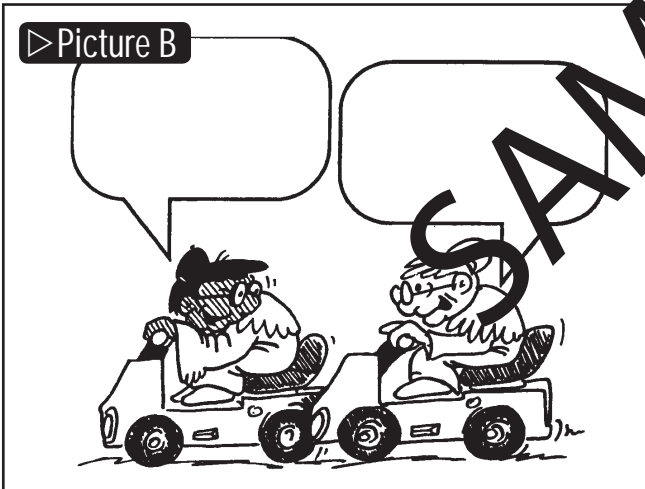## ✴ TASK A **Complete the questions below.**

▷Picture A
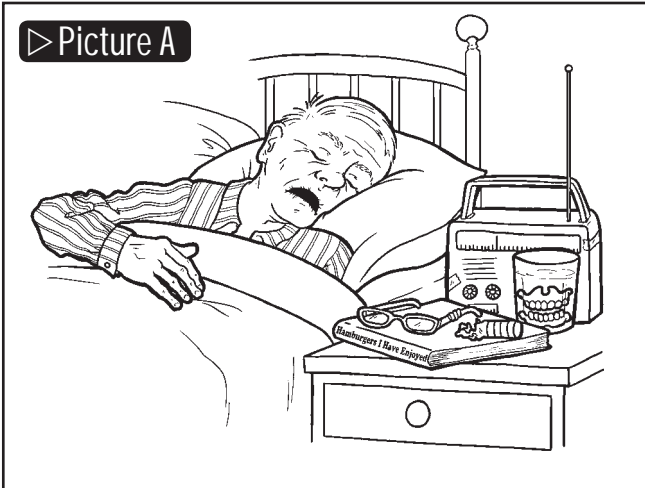
❍ This eye level shot provides us with lots of detail. What detail can we see and what does this tell us about the old man in the picture?
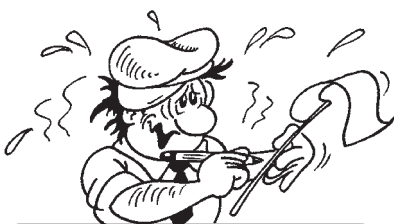
_____

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✴ TASK B

▷Picture B

❍ Look at the image left. It is an eye level shot. Whose point of view are we positioned to see things from?

_____

_____

_____

_____

_____

✴ TASK C

❍ All of the images below have been taken from eye level shots which positions us to share the emotions of the people/characters. Write down what emotions the people/characters are feeling.

✻ Positioning 1

Where people, characters or things are positioned in an image tells us a lot about their/ its importance, power, role and whose point of view we are seeing things from.

✳ TASK **Study the images below and answer the questions.**

▷Picture A

Who is the strongest person in this image?

_____

How does positioning tell you this?

_____

_____

▷Picture B

Who is the most important person in this image? _____

How does positioning tell you this?

_____

_____

▷Picture C

Who is centered in this image?

_____

_____

What does this tell you about this person?

_____

_____

▷Picture D

Who is centered in this image?

_____

What does this tell you about this person?

_____

_____

Which characters are not centered?

_____

What does this tell you about them?

_____

_____

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