



Tips for implementation in the classroom, for homework and as a part of your whole-school literacy strategy



www.wordflyers.com.au



WordFlyers is a comprehensive and flexible teaching resource that can be used in a number of ways in the classroom, and as a part of your whole-school literacy strategy.

### **Contents**

Homework3
Revision for the NAPLAN Language Conventions and Writing tests6
As a part of a whole-class lesson7
Differentiated lessons for class or homework9
A reward for completed classwork and early finishers10
Teach literacy skills across English, Science, Geography, History and Health11





### 1 Homework

Advantages of using WordFlyers for homework:

- Marking is automated.
- Easy-to-read and printable reports for all completed student activities.
- Content matches the requirements of the Australian Curriculum: English.
- ✓ WordFlyers is an ideal replacement for skills workbooks and photocopiable work sheets.
- Students are far more motivated to complete online activities.
- Using the website demonstrates an effective use of technology in your teaching program.

#### 1a. Reinforce a classroom teaching point – specific aspects of language

Your class might be learning about types of persuasive techniques used in advertising. Use the Study Plan tool on the Teacher Dashboard to set a unit for class homework that reinforces or extends what you have been teaching in class.



#### **Example: Language** aspects 1

7.2.9 Dinner for a dollar! is a Procedure in the form of a recipe that is provided to customers by a supermarket chain. The text is also an advertorial designed to sell specific products.

Set the four Reading comprehension and two Writing lessons for homework to help students learn more about how text and images are used to sell products.

This text can be used in Maths classes for lessons about measurement and literacy.



#### **Duckworth's Meal Ideas** Dinner for a dollar!

Looking for a tasty dinner on a budget? This classic tomato penne is quick, easy and delicious, and at around one dollar per serve, it won't break the bank!

**D** Ingredients

Find in-store at Duckworth's 340 g can Duckworth's Choice Diced Tomatoes 400 g Duckworth's Choice Dried Penne \$0.75 1 bunch fresh basil \$2.00

approx. \$0.30 at \$2.00/kg 2 garlic cloves approx. \$0.40 per garlic head at 12.99/kg

Total cost: approx. \$4.20 That's just \$1.05 per serve!

5. Reduce heat and simmer for around 5-7 minutes, until the sauce thickens.
6. Meanwhile, cook the pasta in a saucepan of salted boiling

From your pantry Pinch sugar Salt and freshly ground black pepper

1 tbsp. vegetable oil or olive oil If you need to buy oil, we recommend Duckworth's Choice Extra Virgin Olive

Oil at only \$5.15 for 500 mL!

- water for 9 minutes or until al dente.

  7. When the sauce is thick, stir through a pinch of sugar.
  Season to taste with salt and pepper. Remove from heat.

  8. Drain the pasta in a colander, and then toss the pasta and

- sauce together.

  9. Finally, stir through the remaining basil leaves before serving.



You can create lots of different tasty meals based on this classic dish! For a cheesy finish, dust with Duckworth's Choice Grated Parmesan. For a seafood twist, mix through a tin of Duckworth's Choice Tuna in Brine. Add some sliced fresh chilli with the garlic for a fiery touch.

#### Preparation

- Pick the basil leaves from the stalks. Finely chop the stalks.
- Tear or chop the leaves into small pieces.
  Peel the garlic cloves and crush or finely chop.
- Peel and dice the onion.

#### Cooking

- Heat the oil in a large frying pan on medium heat.
   Add the diced onion first and cook until soft, stirring frequently.
- Next. add the basil stalks and crushed garlic.
- Continue stirring for 1 minute.
  Then add the tomatoes and around half of the torn basil leaves.
- Bring to the boil







#### Example: Language aspects 2

9.3.4 FIFO is good for families is an Exposition in the form of an advertorial. It presents the viewpoint of a mining company.

Set the four Reading comprehension and two Writing lessons for homework to reinforce the purpose of this advertorial and to show how an Exposition uses evidence to support the point of view being presented.

> This text can be used in Geography classes to reinforce key ideas about industry and population.

### FIFO is good for families







#### 1b. Reinforce a classroom teaching point literacy basics

Students of all writing abilities can have poor punctuation skills that decrease the quality of their written expression. WordFlyers teaches and reinforces the aspects of spelling and punctuation that students need for the various forms of written communication.



Tips for implementation

#### **Example: Literacy basics 1**

Use an individual student or class Study Plan that focuses on a set of lessons to teach the use of possessive apostrophes. Each lesson provides clear rules for students to learn and opportunities to practise using this important punctuation mark.

- 7.1.10 A strange encounter Punctuation
- 7.1.11 Memories in a suitcase Punctuation
- 71.12 Is the book dead? Punctuation
- 7.1.14 From little things, a big community grows - Punctuation
- 7.3.2 The colour of our town Punctuation
- 7.3.5 Caution, Papou's here! -**Punctuation**
- 8.1.6 Children need homes, not camps - Punctuation
- 9.1.1 Back alive Punctuation

#### A STRANGE ENCOUNTER



#### Reg Baxter

VERY MAN and his dog laughed us out of town when I told the story about the dropbear at the pub. They thought I was as mad as a cut snake, had lost all my marbles. I may no longer be a young man but, I can tell you, I saw it with my own two eyes. So did Bluey, my dog, not that he talks much anymore at his age.

The bush was as quiet as a grave that balmy, dusky evening. It just finished helping Jack put in a new fence along his river boundary. "Those city slickers think they can swim anywhere," he had been saying under his breath all day. I suppose us country folk like things nice and peaceful around here.

Me and Bluey took Old Stockmans Bridge out of town, toward the coolibah tre camp was. You know sometimes when you sense a thing before it happens? Well, I fe fear down my spine and my insides went as soft as damper. Then the branch ab-started rustling.

It sounded like ten dead snakes when it hit the ground. Bluey jumped straight into my arms, squealing and shaking. Stone the crows if it wasn't the elusive dropbear! Its beady eyes glowed in the faint light; its claws scrabbled in the gum leaves. It bought we were gone for all money.

Then I remembered what my father used to say: "Rub Vegemire behind your ear if you ever see a dropbear. Works a treat." With eyes trained on the dropbear, I slowly reached into my swag and pulled out a jar. Bluey hated the stuff but I got a little under his good ear and some behind my own.

You'd never guess what happened next! The dropbear went up on its back legs, like a huge boxing kangaroo, and started a merry dance. Then a few seconds later it just flopped to the ground and it was out cold!

Bluey leaps down and went over to sniff the sleeping dropbear. It was snoring louder than an old tractor engine. We took our chance and scurried through Blind Mans Valley and made it safely to our camp. I can tell you now, we both sleept like logs that night.

To be honest, that night was like opening one of Mum's old music boxes. The haunting tunes and the wonky, mesmerising ballerina - they make you dream of different worlds where things aren't as they seem and anything is possible. Even a dancing dropbear.

POINTS AVAILABLE



LESSON MENU VIEW LESSON TEXT

version 3. 28/01/17

#### Read and listen to the tutorial about using apostrophes to show possession.

- . An apostrophe can show that one thing is owned or possessed. For example: the dropbear's
- The word dropbear is a <u>singular noun</u>. Only one dropbear 'owns' or possesses the eyes. We
  use an apostrophe and an '5' to show this possession.

. We use the same rule for singular nouns that already end in an 's'. For example: the platypus's For <u>plural nouns</u> that end with an 's' (for example, *trees*), only use the apostrophe to show possession. For example: *the trees' leaves* (meaning the leaves of more than one tree). Do not use an apostrophe to show possession in place names. For example: Old Stockmans Bridge. Also do not use an apostrophe in possessive pronouns like its (as in its tail).





#### Example: Literacy basics 2

Students often overuse or misuse the exclamation mark in their formal writing. This set of lessons ensures students learn about its purpose and apply the rules correctly. Use an individual student or class Study Plan to set these Punctuation lessons as homework.

- 7.1.1 Breaking up, for the best Punctuation
- 7.2.1 Ally's big break Punctuation
- 7.2.9 Dinner for a dollar! Punctuation
- 7.3.4 Who brings a bike to a ski run? -**Punctuation**
- 8.1.8 The curtain falls on The Voice for now - Punctuation
- 9.1.7 It could've been me Punctuation

#### If could've been me

"She definitely hasn't had any drugs?" the para me steraly, checking Hannah's pulse.

"You're not lying?"

I wasn't, about the drugs at least. All it took was three sips of Ged'up. It was a daily ritual that I'd started.

"To get our wings," I always said, popping the can open.

I watched as they strapped her to the ambulance gurney. Her were jiggling about wildly. Like Flapping wings, I thought. The heart rate monitor showed 222 \_ 235 ... 241.

Tm buzzing now about you?" Hav I could reply, her can hif the ground, red bubbles spilling everywhere. Then her head flopped into my lap.

It's strange, my best friend's life was in the balance and I was trying to picture how many sips I'd had. Five or six, Hannah had only three. So did that mean ...?

The larged green line on the monitor went flat. The paramedics tried to resuscitate Hannah but nothing happ

They grabbed the defibrillator and her body julted from the First shock. Then her pulse suddenly refurned

"We know that," one of them said, concentrating on the screen. "She's also got a weak heart."

But they weren't interested in me. Hannah's eyes opened and she looked straight at me. I turned away, reme she'd told me the first time I gave her a can.

"I'm not supposed to have stimulants. Apparently my heart is

It's easy to say I never thought the drinks were bad for Ha Buf I did. And in the ambulance I prefended I was in danger as well. Which is pathetic. I imagined the headline: Girl lucky to live after energy drink emergency. Best friend to blame. It wasn't



This text is ideal for use in Health classes as it explores the misuse of substances like energy drinks.

#### 1c. Extend students' understanding of a theme explored in class

Your class might be using a theme, such as Identity, to study a range of text types and to inspire students to develop their writing portfolios.

Use the Study Plan tool on the Teacher Dashboard to set a unit of work that

shows other writers' responses to the same theme. Students will analyse aspects of each text in detail over the 12 unit lessons.

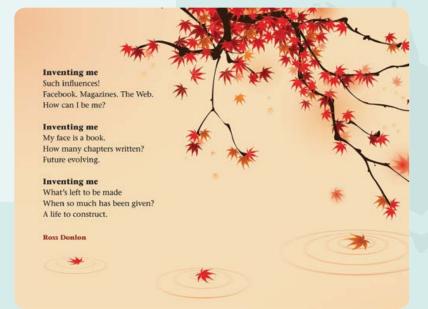


#### **Examples: Using a theme**

7.2.2 Inventing me (a series of three haiku poems that explore identity)

9.3.1 So many directions (a photo story about life as a journey)

9.1.2 Skin deep (a slam poem on society's expectations about body image)







### Revision for the NAPLAN Language Conventions and Writing tests

WordFlyers is an effective practice resource to ensure students are well prepared for the format of the national literacy tests.

- ✓ Each WordFlyers unit includes 20 Language Conventions questions and 10 Reading questions about a text.
- The Language Conventions set includes questions about punctuation, grammar, vocabulary and spelling.
- The Reading set includes both literal and inferential questions.

Use the Study Plan tool on the Teacher Dashboard to create a set of units about the specific text categories: Imaginative, Persuasive and Informative.



**Examples: literacy tests** 

#### **Imaginative**

7.1.1 Breaking up, for the best (Narrative / comic strip)

**7.2.1 Ally's big break (Narrative / short story)** 

7.2.7 I should have stayed at home (Recount / formal letter of complaint)

#### **Persuasive**

9.1.4 Would you buy a kidney? (Discussion/ newspaper survey)

9.1.6 The 'new' slaves of a global economy (Exposition / short essay)

9.1.8 Review: Star Pioneers (Text Response/ online game review)

#### **Informative**

7.3.3 How to create your own mehndi (Procedure / web page instructions)

8.1.3 If it's good enough for astronauts ... (Report / feature article)

8.1.5 How sapphires are formed (Explanation / textbook)

# Would you buy a kidney?

How desperate do you have to be to sell one of your own body parts? Sadly, this grisly question is being asked all too often. Take Pavé and Daniella Mircov of Serbia. The parents of two teenagers, they have been hard-hit by the financial crisis currently sweeping Europe. Out of work and unable to put food on the table, the couple recently advertised their organs for sale on the internet. They are not alone.

The sale of body parts is illegal in this country and most other parts of the world. Given the shortfall of organ donation and the increasing number of willing sellers, is it time to rethink the issue? Public opinion is divided. Would you buy or sell a kidney?



STACEY, 32, HAIRDRESSER



**KOSTA, 55, ACCOUNTANT** "My concern is the potential for abuse. People living in powerty might be exploited by others looking to make big bucks. If this became legal, we would need regulations to protect the vulnerable."



JASON, 23, SALESMAN "It's not like selling a part for your car-removing organs is risky! Then again, we do lots of risky things. Like driving. We don't all stay off the roads just in case we're in a crash! I think if people understand the risks and they still want to go ahead, then they should be allowed to. It's a free world."



RACHEL, 19, STUDENT "No way would I buy a kidney from someone online. It's a ridiculous idea. Who knows what diseases they have? You might end up with AIDS or something. I reckon it should be illegal."



### Mehndi Designs

HOME HAND DESIGNS FEET DESIGNS DESIGNS & MEANINGS BRIDAL FOR BEGINNERS

#### How to create your own mehndi

Looking for a different way to celebrate a special occasion? Try mehndi, the ancient tradition of decorating skin using tural henna dye.

Long practised by Indian brides before their weddings, this art form is catching on across the globe. Try it as a birthday alternative, or have a 'Henna Hen Party', 'It's fun, creative and a great way to bond with friends! Plus, you'll learn about a beautiful cultural tradition.

- cones to apply the paste see How to make cones stainless-steel mixing bowls lemon juice and sugar mixed into a paste paper and markers.

- paper and markers.
   Pactics your design on paper
   Mehndi are usually drawn on the hands and lower arms. Photocopy some hand outlines to practise on, or work out how large a design you need for a 'temporary tattoo' on the lower arm or ankle.
   Ty traditional mehndi lace and paisley patterns or create something completely original. See Sample disciput.

First, create your design with markers on paper. Then practise with henna on paper before you start on the skin.

- Step 3: Create your mehndi
   When you are ready, fill a cone with henna paste and squeeze your design gently onto the skin.
- Let the henna dry a little. Next, cover it with the lemon and sugar paste to help it set.
- Wait 2-6 hours, then gently scrape off the paste using your ha

#### Step 4: Look after your mehndi Henna paste leaves a deep red stain

- on the skin that darkens over 24 hours. It lasts for 1-3 weeks
- See Tips on making your mehndi











### 3 As a part of a whole-class lesson

Many teachers use the WordFlyers website on an interactive whiteboard as a part of a whole-class lesson.

- ✓ Each unit text ensures that learning is contextualised.
- Students share knowledge and show what they have learned.
- Texts are highly suitable for large-screen projection.

#### 3a. Exploring a text form

If you are teaching a class about the common features of a text form, such as Procedure, show the text on the whiteboard and ask individual students questions about it.



#### **Example: Text form**

#### 8.1.2 Cage your cat!

- What is the purpose of the text?
- Where would you see this type of text?
- What features of the text indicate it is a Procedure?
- Why do you think 'The purr-fect place for your feline friend!' text is placed at the top of the page?

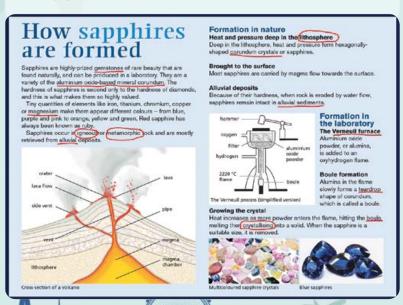
#### 3b. Defining technical language

Use the whiteboard tools to highlight examples of a concept revised in class.



#### **Example: Technical language**

Ask students to underline or circle examples of technical language in a text and explain their reasons for selecting them.



#### Cage your cat!

#### Assembly guide

#### The Cat Cube - "The purr-fect place for your feline friend!"

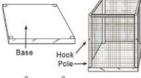
Inside the completed Cat Cube, your cat will be safe from any unwanted guests or bad weather, while still enjoying its morning play and long afternoon snooze.

#### Component checklist

- 1 collapsible base
- 4 steel poles (1 hook on each)
- 4 steel poles (with rectangular ends)
   3 metres highly durable mesh netting
- · 1 carpeted play tunnel 1 carpeted play tower
- · 1 fibreglass curved roof

#### Assembly steps

1 First, unfold the collapsible base onto a dry, flat surface.



4 Unroll the 4 mesh netting and then wrap it around the frame nsuring netting 'catches" on every hook.

2 Take the four steel poles with hooks and place them vertically into the circular grooves at each corner of the base ensuring the hooks face outward.





5 Position the carpeted play tunnel and tower leaving enough room for your bedding.

3 Now, take the four remaining steel poles and slot each rectangular end into the top of a vertical pole to complete the cube frame.





6 Finally, place the curved roof on top of the ridges rest against the horizontal poles. The lid can be removed to allow easy access

This text is ideal for use in the Science classroom to improve students' knowledge of important science language.

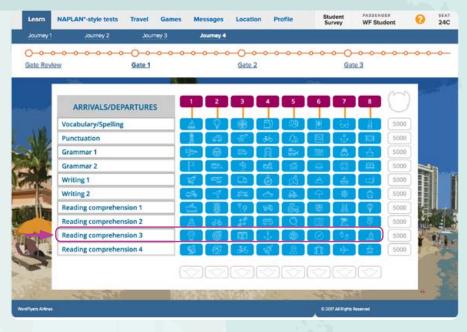
version 3. 28/01/17 Tips for implementation



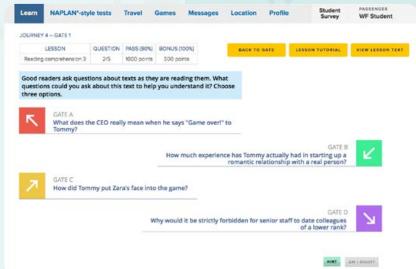
## 3c. Reinforcing a concept – inferential questions

Students can find answering inferential questions about texts challenging.

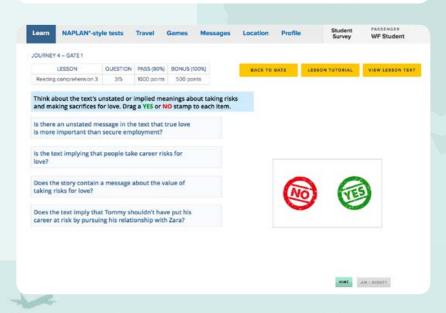
Select a WordFlyers unit, and as a class focus on only the inferential questions in the lesson Reading comprehension 3 (interpret and analyse content).



Examples: Inferential questions
10.1.1 Love is a two-player game
(Narrative / short story)
Reading comprehension 3, activity 2

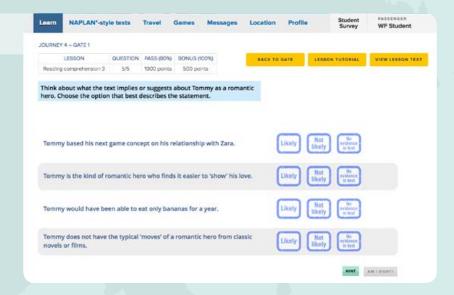


Reading comprehension 3, activity 3





Reading comprehension 3, activity 5



### 4 Differentiated lessons for class or homework

WordFlyers has been designed so that teachers can deliver a differentiated curriculum that suits the literacy requirements of each student in their class.

- ✓ Students can work on activities that are age and literacy level appropriate.
- ✓ All the units at any year level are open for students to choose from.

### 4a. Assisting students who have grammar skills at a primary school level

Sometimes students in secondary schools lack core literacy skills. As teenagers, they do not want to use primary school-type resources. Create a **Study Plan** for individual students that focus on only level 5 and 6 grammar skills.

### **Examples: Grammar skills**

7.1.2 Wind energy – what's your take?	Auxiliary verbs (tense), complex sentences
7.1.3 Lights, camera autograph please!	Action verbs, simple sentences
7.1.4 Depression – reading the signs	Relating verbs, subject and predicate in sentences
7.1. 6 Training diary of an elite athlete	Sensing verbs and relating verbs,
	compound sentences
7.1.8 Alone, cold and 14 tomorrow	Adjectives, compound sentences
7.1.9 Hope and adventure in Finding Nemo	Adjectival phrases, complex sentences





#### 4b. Extending capable students – cross-curriculum concepts

Students can work on units higher than their current year level's literacy standard, but are still age-appropriate. Choose a focused group of units and create a Study Plan that also reinforces other subject level content they are passionate about, such as Science or Geography.



#### **Example: Cross-curriculum concepts**

Study Plan with a science focus for a year 8 student:

**9.2.2 More than meets the ice** (how energy is transferred)

9.2.7 To spray or not to spray? (antibacterial products in domestic contexts)

9.3.6 The value and danger of stem-cell research

10.1.3 The 'Sleeping Beauty' syndrome (neurological disorders)

10.3.1 Companion 3000 (artificial intelligence)

#### A reward for completed classwork and early finishers

Many teachers find that their students are highly motivated to complete regular classroom activities if they are rewarded with time on WordFlyers.

#### **Example: Setting units as a reward**

- ✓ Set aside 20 minutes a week for students to work on WordFlyers activities.
- ✓ Use the units on WordFlyers as work to complete if you are unexpectedly absent from class.
- ✓ Set classroom goals such as the first student to collect a souvenir from five northern-hemisphere destinations.
- Challenge students to feature on the WordFlyers leaderboards in the top 10 on the Top scoring WordFlyers or Most destinations visited leaderboards.



# Teach literacy skills across English, Science, History, Geography, Health and Physical Education

Teaching students literacy skills is the responsibility of all teachers in a school community. But some teachers lack the time or expertise to do this. WordFlyers contains more than 50 units that specifically address content in subject areas other than English:

- ✓ Spelling and Vocabulary lessons that teach and reinforce technical language specific to Science
- ✓ Comprehension questions that enable students to read Science texts critically
- ✓ Texts that explore Health and Geography concepts with everyday examples
- ✓ Units that teach Australian, Indigeneous and Asia Pacific history.

### 6a. Example: Science

Use and influence of science (ACSHE120)
7.1.2 Wind energy – what's your take? (alternative energy forms)

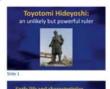
6b. Example: Geography

Environmental change and management (ACHGK070)

10.3.4 Water for the future (sustainability and resource management)

6c. Example: History

Japan under the Shoguns (c.794 – 1867) (ACDSEH063) 8.1.4 Toyotomi Hideyoshi: an unlikely but powerful ruler (representations of historical figures)



Early life and characteristics

Son of peasant hame? part time solder

Nicksamed point mostley, "mostley servers" and baid or if due to his looks

O'mening, during and section abidity, which helped him achieve his golds

Pattls to general:

Rose through the ranks to become a general and soot over holomaps's forces when his destroy (SAZ)

I became liquid's more powerful distrings

I became liquid's more powerful distrings

I be also be also powerful distrings

To be a bit in personnt background. Toystome

Name to be adopted by robbes to rube as assenged in personnel to SEX. Let then raised in the same of the Emperor.

Final failures but leading legacy

Two false attempts to inside Korea
(1950-93 and 1957-90)

Legal reforms that shaped lagach
judden system for centaints

Formings of the commons and Not theatte, established both as significant
aspects of apartness outwar Oversiew

\* Son 1536, ded 1558

\* Son 1536, ded 1558

\* Best in Nakomura, Owerl Province, Japan

\* Best in Nakomura, Owerl Province, Japan

\* Best in Stational Me in a personal but

that the province of the first Japan

\* undying Japan after more than

a contary of internal war

Early career

\* Various account of early education
and employment,
- Entered the service of the powerful warford
(demyn) (Oals retorning around 5557
- Monthle as a solden's Moderny), and
from as solden's Moderny, and
from as early as \$160 (Burtle of Chishazeny)

Unification and the use of reference to protect his power 
\* Must that only servine pictions could have reapon (1580) 
• Orfered northern papers vision clan 
to Trailly write pages (1590) 
• Banned charges in social state, making 
it impossible for others to rue from 
persons to refer (1591)

6d. Example: Health

10.0.6 Stretching after a workout (why you should stretch after exercise) Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083)



This is the transcript of a speech given by a fitness instructor, Glenn Parker, during an information session at the gym.

denn Parker

Stretching after a workout

It's a great feeling when you've finished exercising. Your body feels strong and your mind sharp. But people often ask me if you need to stretch after your workout. My answer is "absolutely".

n some ways, it's the most important part of exercising. Why? Because tretching gets rid of lactic acid that builds up in your muscles during mercise. It does this by increasing your body's blood flow.

Stretching for as little as five minutes after exercise helps reduce cramping and pain. It also helps sore muscles and assists with recovery, so you can start the next day feeling fresh!

# Get in touch with our WordFlyers team



If you have any questions or need any assistance regarding WordFlyers, please contact your local WordFlyers Education Consultant or our Customer Care team.

#### **Educational Consultants**

#### **NSW South**

Sonja Neraas 0409 714 212 sonja.nevraas@blake.com.au

#### **NSW North, NT & SA**

Angela Munyard-Jones 0458 066 382 angela.munyard@pascalpress.com.au

#### VIC

Adriana Rosamilia 0438 147 208 adriana.rosamilia@blake.com.au

#### **QLD**

Kara Davy 0419 637 964 kara.davy@blake.com.au

#### WA

Rachel King 0428 460 592 rachel.king@blake.com.au

WORDFLYERS<<<<<<<<

### **Customer Care**



1300 784 088



contact@wordflyers.com.au





www.wordflyers.com.au