

Individual Journal Guideline Questions

Week 6 - Creating the picture story book/ Learning about the genre

My group consisted of Karen and Shuyin. They are both lovely girls who were very easy to work with and we had no trouble in diving right into the creation of our storybook. We were inspired by bubble milk tea and decided to make our story about a friendship between two main characters, Milk and Tea, who were very adorable and designed to look like a milk carton and a tea cup. The story was set in England, due to the idea of English Breakfast tea, and the plot was about how Milk and Tea had a conflict due to jealousy and how they went around resolving it. Since Karen and Shuyin were both not born in Australia, I was inspired to create a bilingual storybook with them, having been inspired by some bilingual books from our tutor Anne. Furthermore, we decided on creating a multimodal text that included, written text as well as audio and visual text. “Engaging children in multimodal storytelling can set up rich contexts for literacy learning – contexts that allow for creative explorations essential to 21st century learning (Lenters & Winters, 2013, p.228)”, and so by having the audio recording and written text in both English and Chinese, this would enhance the student’s experience with the storybook and may lead to their own creative works in a similar fashion. Due to the sweet personalities of my group members, I thought the story’s style should resonate with the disposition of its authors. Having worked so quickly and passionately, our storybook was made efficiently and was one of the most fascinating projects I had ever done at university.

Lenters, K., & Winters, K. (2013). Fracturing Writing Spaces: Multimodal storytelling ignites process writing. *The Reading Teacher*, 67(3), 227-237. doi: 10.1002/trtr.1210

Week 7 – Building the Field

Most of our readers would have prior knowledge on what ‘friendship’ means and how it applies to themselves and their peers. Furthermore, the characters Milk and Tea should be identifiable with the readers as they are common products found in the kitchen. We would build up this understanding of friendship and conflict through the use of multimodal texts, ranging from other picture storybooks to online videos on YouTube. As Kalantzis and Cope (2012) explain, “in today’s learning environments, we need to supplement traditional reading and writing skills with multimodal communications, particularly those typical of the new, digital media (p.2).” ‘The Present’ is a great example of a multimodal text to demonstrate friendship and acceptance as it uses clear sounds and facial expressions to highlight how the character are feeling without the use of much speech. This video would be useful for a classroom of children, as well as a classroom of students learning Chinese as a second language or English as a second language, as it uses visual language to portray its meaning. To help scaffold the student’s understanding of friendship, a task would occur where the teacher distributes sticky notes to the students, and ask everyone to write down their response to “What makes a good friend?” They are

also encouraged to write down moments of friendship that they have shared with members of their class and are able to display the sticky notes on a window for all the students to see every day. To support reading comprehension and meaning making, an activity would occur where students are to write short texts to shape their meaning through similes and metaphors. With the help of guiding questions on the worksheet, students are able to plot out the story and how the conflict begins and becomes resolved, and this will assist them with their own texts.

Kalantzis, M., Cope, B. (2012). *Literacies* (p. 2). Cambridge: Cambridge University Press.

Week 8 - Supported Writing

If writing depends on having models and examples, there are many available models for narrative structures in all areas of the curriculum (Bearne & Reedy, 2017, p.308). With modelled writing, the teacher would guide students to come up with different settings for the text "Milk and Tea" through the use of descriptive language, sensory language and metaphors and similes. With modified writing, the teacher would encourage students to replace aspects such as the character, setting and feelings to change the entire story, thereby demonstrating how important these elements are. Collaborative writing is a very important experience for students, as they are able to actively relay their ideas and share knowledge with their peers. Teachers can run activities or games that encourage this collaboration, such as the game where students create a story by adding one word after another as they stand in a circle. A very important aspect of supported writing is joint construction writing, where teachers act as a scribe as students share their ideas as they construct a text together. This allows teachers to scaffold their students and provides a visual aid of how someone would begin to plan and create a narrative. When watching the video "Water Cycle- Joint construction", I identified how the teacher was scaffolding her students to write about the water cycle. This was one of the many videos we watched where teachers would actively collaborate with their students to create texts together, and I will definitely be using this with my future students in the classroom.

Bearne, E., & Reedy, D. (2017). *Teaching Primary English : Subject Knowledge and Classroom Practice* (pp. 308-317). London, United Kingdom: Taylor & Francis Ltd.

Week 9 – Independent Writing

In regard to independent writing, we wanted students to be able to deconstruct the elements of writing a narrative. They were to look back at 'Milk and Tea', and be able to identify the theme, setting, characters, and plot (orientation, complication, resolution). Students were to be given highlighters to help them visualise the order of the narratives, and then be able to use this knowledge to independently write a narrative story based on a central theme. With their quick piece of writing, students were encouraged to develop their proofreading skills by sharing their work with their peers, and this would help them

improve their writing for when it came time to assessment. Furthermore, it would help students with becoming more confident in their writing abilities, as students will be meeting the same text types over and over again throughout the primary school years, each time adding another layer of sophistication of what they could do previously (Holliday, 2011). Independent writing allows students to extend themselves beyond what they could do previously and encourages them to develop on things they are uncertain on, whether it be their grammar, sentence order or spelling.

Holliday, M. (2011). *Strategies for Writing Success* (pp. 49-57). Marrickville, NSW, Australia: Primary English Teaching Association (PETA).

Week 10 – Assessment

To assess the students, my group decided on creating an assessment called the 'Big Write Project', which was inspired by the exciting program created by Andrell Education that was being run at my fieldwork school, Dandenong Primary School. We decided on testing the students through these three forms of assessment: self, peer and formative. Through the use of self and peer assessment, students were able to individually identify and critique their own work and be able to improve their writing. Campbell (2017) suggests that rubrics would be discussed as one way to assess and analyse children's writing, and our group agreed with this statement. By using a rubric based on a 5 star rating system and doing a self-assessment, students are able to 'be the teacher' and have their own chance to mark their work with the same system that the teacher would use. This ensured that when it came down to the final presentation and the formative assessment, students had filled in all the gaps and had presented their best work possible.

Campbell, R. (2017). Assessing writing for effective teaching. *Assessment into practice: Understanding assessment practice to improve children's literacy learning* (pp. 89-99). Sydney, Australia: Primary English Teaching Association Australia.

Week 11 – Final Reflection about the project

Reflecting on the process of creating our storybook, I think we had an enjoyable, creative experience. We were able to redraft our storybook across the weeks as we learnt more about what was required to make a fantastic book, such as having a clear theme and plot, as well as the storyline having an orientation, complication and resolution. We also added in more descriptive words to animate the text, as well as create a better idea of how our characters looked and felt. Some challenges in working as a group included some members changing work of others or adding in things which other members did not agree with. However, we were able to overcome these challenges by treating this as opportunities to improve and develop better communication skills. Using the teaching-learning cycle approach (Derewianka & Jones, 2012), we found that a big strength was that it helped guide us in the formation of our book, as we regularly referred to it to ensure we had included all the stages. I found that I was also surprised at my love for creating and reading books, as if a spark from my childhood was reignited and I fell in love

with storybooks all over again. I have started forming a list of picture storybooks that I want to collect for my future students and kids, as I feel these books were the reason I fell in love with language in the first place.

Derewianka, B. & Jones, P. (2012). *Teaching language in context*. Oxford University Press

Title	ISBN/Item #	Your Price	Your Total
TIDDALICK THE FROG WHO CAUSE	9780140503494	\$ 14.95	\$ 14.95
Eleventh Hour	9780140541489	\$ 19.95	\$ 19.95
Hairy Maclary From Donaldson's Dairy Book and Plush Set	9780143307068	\$ 24.99	\$ 24.99
Sunday Chutney	9780143504108	\$ 16.99	\$ 16.99
Ziba Came on a Boat	9780143505518	\$ 14.99	\$ 14.99
Mao's Last Dancer	9780143574323	\$ 24.99	\$ 24.99
EDWINA THE EMU	9780207189142	\$ 14.95	\$ 14.95
VERY HUNGRY CATERPILLAR HARDBACK	9780241017982	\$ 29.95	\$ 29.95
WHERE IS THE GREEN SHEEP	9780670041497	\$ 19.95	\$ 19.95
ARE WE THERE YET	9780670880676	\$ 24.95	\$ 24.95
DIARY OF A WOMBAT	9780732286620	\$ 14.99	\$ 14.99
Rabbits	9780734411365	\$ 17.99	\$ 17.99
Red Tree	9780734411372	\$ 17.99	\$ 17.99
Lost Thing , The	9780734411389	\$ 17.99	\$ 17.99
The Arrival	9780734415868	\$ 19.99	\$ 19.99
WINDOW	9780744594867	\$ 16.95	\$ 16.95
RAINBOW FISH - HARDCOVER	9781558580091	\$ 26.99	\$ 26.99
IMAGINE	9781741147124	\$ 15.99	\$ 15.99
The Little Refugee	9781742378329	\$ 24.99	\$ 24.99
Magic Hat 10th Anniversay Edition	9781742834450	\$ 15.99	\$ 15.99
WeirDo - #01 WeirDo	9781742837581	\$ 15.99	\$ 15.99
Possum Magic Book and Plush Toy Box Set	9781742990064	\$ 29.99	\$ 29.99
Pig the Pug	9781743624777	\$ 16.99	\$ 16.99
WeirDo - Big Weirdo: Books 1, 2 + 3!	9781760279875	\$ 19.99	\$ 19.99
FOX	9781864489330	\$ 15.95	\$ 15.95
AMY & LOUIS	9781865049366	\$ 15.99	\$ 15.99

Personal Literacy Plan

Activity 1

Identified literacy area	Strategies for Improvement	Evidence of improvement
A literacy area I need to actively focus on improving would be to develop my knowledge of digital	Talking to my tutor, Anne, and Kelly, who made the presentation about digital multimodal texts was my	I have attached a list of digital software and websites that I could use to 'spice up' my future lessons,

<p>technologies used in literacy. As a pre-service teacher in the 21st century, I believe it is important to be up to date with the current technology in order to teach my students in the most effective and entertaining way. There are many platforms that teachers can now use to demonstrate their teachings, and I would like to learn a lot more.</p>	<p>first strategy for improvement, as their experience in the literacy field helped guide me to the right areas to develop my skills.</p> <p>I would then aim to try as many digital technologies I can, and even use them in my current studies to test how effective they would be for my future students.</p>	<p>and I enjoyed testing them out. I learnt that there were so many programs that students and teachers could use to demonstrate their work, whether it be through colourful posters on Canva, narrated videos using a talking cake with Chatterpix, or decorating an infographic with an animated picture of yourself using Tellegami. Having tried out Book Creator, I found that it was very easy to use, and suggested to my group members that we should use this for our own picture storybook, which we ended up doing.</p>
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COOL APPS

- Comic Life
- Chatterpix
- Puppet pals
- Tellegami
- Sock puppets
- <https://www.teachstarter.com/widget/avatar-creator/>
- <https://evscicats.com/web-tools-for-teachers-avatar-creation/>
- <https://www.educatorstechnology.com/2013/02/8-great-avatar-creation-tools-for.html>
- Toondoo (comic)
- Adobe spark (movie)
- Powerpoint
- Toontastic
- Screen chomp
- Book creator
- 30 hands
- Imovie
- Glogster
- [Laoblogger](#)
- Dreamstime
- Fotolla
- Stock photo
- [Shutterstock](#)
- clipart

Apps for creating multimodal texts

Kelly Carabott: Blog: www.ictintheclassroom.edublogs.org (Litology and More)

Linguistic
Audio
Gestural
Spatial
Visual



Book Creator (\$6.49)
create e books with text, photos, drawings, narration.



30 hands (Free)
Allows for drawing, uploading of pictures, text and narration.



Story Creator (Free)
Allows for drawing, uploading of pictures, text and narration.



Animoto (Free)
slideshow allows for pictures, text and music.



Puppet Pals (Free) Toontastic (Free)
Both apps allow for image, narration, music, gesture (animation).



Paper (Free)
drawing app to create artwork. (app smash with 30hands, animoto, story creator.



Explain everything (\$2.99)
screen casting app. Combine photos, drawings and narration (creates multiple slides).



Tell about this \$2.99.
Story prompts with the ability to record a narrative.



Pic Play Post (Free)
One page collage enabling pictures, video and text.



Screen Chomp (Free)
screen casting app. Combine photos, drawings and narration (one slide).



Tellagami (Free)
combine animation, gesture and narration.



Story Robe (Free)
Import pictures and add narration. (could combine with apps such as pic collage or doodle buddy).



imotion (Free) and imovie (\$6.49)
Combine stop motion action with text, music and narration.



pic collage (Free) and imovie (\$6.49)
Combine collage, pictures, text, music and narration.

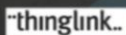


Strip Designer (\$3.79)
Comic creator

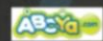
Websites for creating multimodal texts

Kelly Carabott www.ictintheclassroom.edublogs.org

Linguistic
Audio
Gestural
Spatial
Visual



www.thinglink.com
Embed pictures, video, text



<http://www.abcya.com/animate.htm>
Animation program



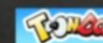
<http://goanimate.com/>
Animation program to create movies



<http://edu.glogster.com/>
Virtual Foster.
Embed video, pictures, text.



<http://www.padlet.com>
Virtual pinboard. Embed text, video and pictures



<http://www.toondoo.com/>
Create comics using text and visual



<http://museumblog.e2bn.org/>
Embed text, video, pictures to portray historical events



<http://www.spicynodes.org/>
Mindmapping: embed pictures, video, text



<http://www.wix.com>
Create your own website
embed pictures, video, text



<http://www.powtoon.com/>
Create animated videos and presentations. Audio, visual and text



<http://www.voki.com/>
Create you own avator using audio



<http://voicethread.com/>
Combine documents, video and audio into a presentation.



<http://zunal.com/>
Create a webquest. Embed video, text and visual



<http://scratch.mit.edu/>
Imagine and create video games, stories and animations



<http://www.haikudeck.com/>
Create visual and text presentations

<https://www.vyond.com/>

Inanimate Alina

Activity 2

Identified literacy area	Strategies for Improvement	Evidence of improvement
<p>I need to focus on improving my writing skills as I lack confidence and often try to put off doing any writing. I am a harsh critic of my own work, and often think nothing I write is good enough. I realised this was an area that I needed to improve on when writing the personal letter to the tutor at the start of the semester, as I found that I struggled with that piece, especially with trying to complete the essay.</p>	<p>Some strategies of improvement would be to practice writing small pieces of work each day or week, whether it be writing by hand or typing. I can write recounts of the week, or use some writing starting points to write some short stories. Furthermore, I should actively share my work with those that are close around me, and learn to not fear compliments and criticism.</p>	<p>I have attached a few pieces of writing that I had done over the semester, both which had revolved around the topic of mental health. I chose this topic because it is something that I am passionate about and due to my past experiences, I thought it was something I would find difficult to write about. By writing those pieces, I found that I have somewhat overcome my fear of writing, as I was able to share these unpolished, raw and personal experiences with others. I still have a long way to go with writing, but I feel like this will only keep improving with time.</p>

The bell rang, and Mr M's PE class filed into the classroom ready for a health lesson, rather than a practical class in the gym. The bubbly Year 9 students, still filled with excitement from all starting out at a new school together, filled the room with chatter while Mr M was setting up his PowerPoint on the smartboard. A hush came over the room as the students began to realise what today's lesson would consist of, and quietly stared at a plain PowerPoint slide with the title: Mental Health. Mr M got the attention of the class and started off his lesson with a request: "Please raise your hand up if you have ever been affected by a mental illness or has known someone who has been affected."

He immediately grabbed my attention. Why would he ask students such a daunting question and expect those who have had a mental illness to raise their hands and be exposed? Did he not realise the stigma behind having a mental illness? Did he not realise the school he was teaching at, where the students were told they were always perfect and were not allowed to have anything wrong with them, and would never admit to having anything that could taint them, especially in front of their peers? Did he not realise how difficult it was for students to even admit they have a mental illness to themselves, and how much more difficult it was to tell their loved ones? I thought to myself, 'This must be a trick question. He's going to expect someone like me to put up my hand because I'm brave and then I'll have to tell everyone about the awful past few years of my life, and I would embarrass myself in front of all my new friends.'

That girl told the Queen Bee, and claimed that I had written it about the girl who read it, who apparently was feeling 'suicidal' and that I wanted her to die. The miscommunication was incredibly misleading, which made the event even more frightening. At lunch, I was dragged by the wrist into the girls' bathroom with the popular girls, and the door was locked behind us. What happened after that consisted of accusations, screams, threats and tears from a horrified teenage girl surrounded by her ex best-friends. They let me out at the end of lunch, and I ran to the end of the school with their voices ringing in my head telling me to die and to leave to school and wishing that I was never born. I hid until a teacher found me, and said nothing until my parents came to pick me up. Any little piece of strength I had me had dissolved and I was empty and ready to die. My own best friends, the people I thought I could trust the most, had all turned on me and treated me worse than I could have ever imagined.