

LITERACY**96 GAMES FOR BEGINNERS IN ESL***Karmel, J.*

428.4307 KAR

This book is designed for use with secondary ESL students who have been in Australia for less than 12 months. The games are divided into six sections: Structural, functional games; Communication games; Vocabulary games; Spelling games; Maths games; and Science games.

THE ABC OF TWO-WAY LITERACY AND LEARNING*Rochecouste J.*

428.24071 DEV

A IS FOR AUSTRALIA*Brennan, J.*

421.1 BRE

An alphabet book which explores many facets of Australia. Beautifully illustrated with colour photos.

ABORIGINAL STUDENTS AND ENGLISH LANGUAGE ACQUISITION

Education Dept of SA. 1996.

Classroom teachers, support staff and Aboriginal education workers have written the articles in this book. The articles reflect classroom research and good teaching practices by educators and emphasises the changes they have made to improve the learning outcomes of their students. The articles in this book will assist educators to respond more effectively to the specific language and literacy needs and aspirations of aboriginal students.

ADDRESSING LITERACY IN THE ARTS – A MIDDLE YEAR RESOURCE

700 DUM

Dumbleton, Mike

A middle years resource, which provides a practical framework for responding to the full range of student literacy demands within the learning area of Arts. Includes examples on how to develop effective literacy teaching strategies and teaching programs and improve student learning outcomes in art.

ADDRESSING LITERACY IN SCIENCE – A MIDDLE YEAR RESOURCE

507 DUM

Dumbleton, Mike.

A middle years resource, which provides a practical framework for responding to the full range of student literacy demands within the learning area of Science. Includes examples on how to develop effective literacy teaching strategies and teaching programs and improve student learning outcomes in science.

ADDRESSING LITERACY IN SCIENCE – A MIDDLE YEAR RESOURCE

301 DUM

Dumbleton, Mike.

A middle years resource, which provides a practical framework for responding to the full range of student literacy demands within the learning area of Society and Environment. Includes examples on how to develop effective literacy teaching strategies and teaching programs and improve student learning outcomes in Society and Environment.

AND WHAT ELSE?*Massam, J.*

428.4 MAS

A step by step guide to a range of activities which will provide children with a broad base of language and reading experiences. Lower primary.

AT HOME: IN WORDS AND PICTURES*Thomson, R.*

643 THO

88 high quality photographs of familiar things found in the home, each accompanied by its name in large clear print. Useful for word pattern recognition and to encourage thought and discussion.

AUTONOMOUS LEARNER MODEL OPTIMISING ABILITY*Betts G. & Kercher J.*

371.956 BET

This book is divided into five dimensions, Orientation, Individual Development, Enrichment, Seminars and In-Depth Studies. Provides a range of activities, which help students to develop their own knowledge and skills and teach them to learn independently.

BASIC WORDS LOTTO

428.1 BAS

Game for early readers or children experiencing difficulty in word recognition.

BECOMING A LANGUAGE TEACHER IN THE PRIMARY SCHOOL*Breen, M.*

407 BRE

Report of a study of 21 generalist primary teachers who completed a program to become LOTE teachers in the primary school. The report examines:

- The teachers' perceptions of the effectiveness of the training program.
- Effective models for primary language programs and the support needed for them.
- The teachers' experience of change in becoming a language teacher.
- The professional development and support needs of primary language teachers.

BEGINNING ESL*Education Victoria*

428.24071 BEG

A practical resource for teachers of newly arrived ESL learners. It is organised into sixteen thematically based units of work and aims to provide material to support a classroom program. The units will help teachers to teach the basic English that students will need to communicate simple needs and wants, and that will help them to participate in their new classroom environment. Each unit provides learning outcomes, both for English and for the topic, lists of appropriate vocabulary and grammar features, and additional references and resources.

BLEND DOMINOES

428.1 BLE

The set contains 108 dominoes designed to give practice in the use of initial consonants, blends, digraphs and endings; to reinforce and develop vocabulary and basic reading and spelling skills; and to practice word building skills.

A BLUEPRINT FOR LITERACY SUCCESS*Iversen, S.*

428.407 IVE

Designed as a comprehensive resource providing support for teachers in helping beginning readers and writers to achieve competency. The book is packed with practical ideas and innovative procedures that are developed from a strong theoretical basis. It uses the latest research into beginning reading and writing and will help teachers understand why the ideas work, thus enabling them to develop their own ideas for their classroom.

THE BOOK OF CHALKFACE - VOLUME ONE*Min. of Ed. Victoria*

428.007 BOO

A lively collection of language activities which teachers can put into action immediately.

BRINGING IT ALL TOGETHER*Johnson, T.*

428.4071 JOH

Literacy programs for primary and secondary schools based on literature in the classroom.

BUILDING ON BIG BOOKS: STRATEGIES FOR USING TEXTS*Clyne, M.*

428.007 CLU

Big books can provide a whole class focus for a wide range of activities and curriculum areas. This book shows how they can be used to provide strategies to give structure and cohesion to classroom programs and integrate language across the curriculum.

CHILDREN AS STORYTELLERS*Mallon, K.*

808.543 MAL

This book explores the place of storytelling as a vehicle for creative and imaginative learning. It demonstrates how children can be encouraged to create and tell stories as a means of making sense of their world.

CHOICES AND DECISIONS

Martin, R.

428.43 MAR

A storehouse of ideas and activities for using Magic Bean strand A big books to develop problem solving skills.

CHRISTMAS

Jansen, M.

394.268282 JAN

A Christmas program based on content area reading strategies and designed to allow a whole language approach to the Christmas theme. Years 1-3.

CRITICAL LITERACY: A PROFESSIONAL DEVELOPMENT RESOURCE

Lohrey, Andrew. 1998

302.224 LOH

This resource has been produced as a support to the delivery of professional development workshops on critical literacy. As a support document, it is meant to act as a guide for teachers when developing and refining their own critical questions and close reading practices. This resource is aimed at developing some essential strategies and skills in students. These are critical literacy strategies, which place the control of learning into the hands of the students.

THE COLLINS AUSTRALIAN RINGBINDER DICTIONARY

423 COL

Practical help with spelling and word finding. Ideal for school use.

DART ENGLISH

Forster, M.

420.76 FOR (AV)

An assessment package designed to assist teachers of upper primary and lower secondary in their assessment of students' viewing, reading, listening, speaking and writing skills. It consists of classroom activities developed around the film *Danny's Egg*. Assessment tasks are integrated and thematic and are accompanied by guidelines for judging and rating student performance.

DEVELOPING LANGUAGE THROUGH DRAMA

Sowden, C.

428.007 SOW

This book aims to help teachers recognise and exploit the tremendous potential of drama as a means of learning. It gives strategies and practical advice on using drama to develop language skills and how to organise and evaluate the drama experience. Primary/lower secondary.

DEVELOPMENT OF SOCIOCULTURAL UNDERSTANDINGS THROUGH THE STUDY OF LANGUAGES

Dept. of Education, Training and Employment

407.1 PAU

This book aims to help develop teachers' understandings of how learning a language develops sociocultural understandings and which aspects of language production and linguistic behaviour are evidence of sociocultural understandings. It begins with the theoretical aspects of the topic and then provides a wealth of specific examples of social and cultural language behaviours across a wide range of languages. It includes a section on practical ways of achieving sociocultural understandings in the classroom together with a useful set of references and resources.

DIMENSIONS

Methuen

428.6 DIM (RS)

Traditional and contemporary literature for the classroom. Consists of anthologies for 8-12 year olds, a teacher's resource book and audio-cassettes to accompany each book. Years 3-7.

DINOSAUR ROAR

Stickland, P.

428.1 STI

ENGLISH/LITERACY

A book of opposites written as a narrative poem. Bright, colourful watercolour illustrations imbue each dinosaur with its own distinct personality. Useful for vocabulary extension and introducing language concept in English. K-middle primary.

DING DONG DAILY THE EXTRA

Hill, K.

808.042 HIL (BB)

Big book sets. Stimulus material for use in language classes. The big books are accompanied by 4 small activity books packed with ideas to encourage children to write for a variety of purposes and to produce their writing in many excitingly different ways.

DOUBLE POWER: ENGLISH LITERACY AND INDIGENOUS EDUCATION

Wignall, P.

379.2408 DOU

A collection of articles which address both the political and practical aspects of literacy in English and Indigenous Australians. Two writers contribute to the political aspect of the issue. Mandawuy Yunupingu writes of his experiences in becoming literate across two cultures, and Martin Nakata, a Torres Strait Islander, presents an impassioned case for English literacy in schools in the Torres Straits Islands. Other article document case studies of actual practice, ranging from adult workplace literacy to literacy for adults in tertiary education to literacy in primary and secondary schooling. All are written by practitioners with experience in the field and document actual practice.

EARLY YEARS LITERACY PROFILE

White, C.

428.4 EAR

Developed as a framework for monitoring the literacy achievements of students in the pre-compulsory years, this profile outlines sequences of literacy learning outcomes across all areas of study. Children come to preschool and school with a variety of out of school experiences as speakers, listeners, readers, viewers and writers and a great diversity of oral and literate competencies. This framework endeavours to represent the diverse ways in which students are able to demonstrate early literacy achievements in educational settings. It will assist teachers to exercise their professional judgement to assess individual student's literacy learning in order to determine their 'entry points', and monitor their progress, along the literacy continuum.

EASY ESL STRATEGIES FOR EFFECTIVE TEACHING

Bortolotto, C.

428.2407

A collection of practical listening, speaking, writing and reading strategies that are easy to implement and require little preparation time. Each strategy is set out clearly and provides details as to its purpose, procedure and assessment. Useful at both primary and secondary level.

ELIKIT : VERBS

European Language Institute

420 ELI

A collection of 18 flash cards and 24 picture cards designed to assist learning basic English vocabulary and structures through games. The kit includes a teacher's guide containing a wealth of ideas for a range of fun teaching activities.

ENGLISH GRAMMER: A FUNCTIONAL APPROACH

Collerson, J.

425 COL

A clear explanation of the English grammatical system, aimed at providing teachers with the information and skills to feel comfortable in their knowledge of the system.

ESL DEVELOPMENT: LANGUAGE AND LITERACY IN SCHOOLS ; VOL. 1 TEACHERS' MANUAL

NLLIA

428.2407 ESL

This volume presenting the major outcomes of the NLLIA Language and Literacy in Schools Project, includes sets of ESL bandscales for junior, middle and upper primary and secondary levels plus exemplar assessment activities and reporting formats.

ESL ESSENTIALS : JUNIOR PRIMARY AND A BEGINNERS STAGES*Dept of Education, Victoria*

371.97 SAK

This book gives teachers an insight into the early development of English with junior primary students, outlining what that development will look and sound like and suggesting teaching strategies and methods to assist development. It also provides a practical and easy-to-use format for planning units of work.

ESL FRAMEWORK OF STAGES: AN APPROACH TO ESL LEARNING IN SCHOOLS*Mckay, P.*

428.2407 MCK

Provides a framework for grouping learners in Stages according to their phase of schooling and their English language skills, together with sample procedures for determining the Stage at which each ESL learner is developing. For each Stage the book provides suggested goals and objectives for language and literacy development within the context of mainstream learning. Also included are many activities appropriate to each Stage.

ESL LITERACY LINKS :SECONDARY ESL LITERACY STUDENTS : STAGE 1L LITERACY AND BEGINNERS*Dept of Education, Victoria*

428.2407 MED

A resource for teachers of secondary ESL students who are in the early stages of learning English but who also have no literacy or limited literacy in their first language. The book describes students in this category and suggests how to organise a program for them. It uses the ESL Framework of Stages (see entry above) to provide a basis for showing pathways through the Stages of ESL learning to the mainstream curriculum. It offers many strategies and examples showing how to assist development in both literacy and in English and provides teachers with a choice of two practical and easy to use formats for planning units or work.

ESL TEACHER'S ACTIVITIES KIT*Claire, E.*

428.0076 CLA

Over 160 language-generating games and activities to increase ESL student motivation, participation and retention. Each includes suggested age and ESL levels, learning objectives, materials needed and step-by-step procedures. The book also provides helpful suggestions for getting started in communicating with the English limited child, and a *Language Needs Checklist* to help create a curriculum that responds to the student's unique needs, background and ability. In addition it has tips on classroom organisation, record keeping and storage and retrieval of learning materials.

EVALUATION: WHOLE LANGUAGE, WHOLE CHILD*Baskmill, J.*

428.007 BAS

Useful and manageable alternatives to the traditional testing procedures.

EXPLORING HOW TEXTS WORK*Derewianka, B.*

428.071 DER

A sequel to "Writing for Life". This book is based on the experiences of a group of teachers who trialed various ideas and approaches with the aim of developing a functional model of language in schools.

FAINT FROGS FEELING FEVERISH*Obligado, L.*

421.1 OBL

An alphabet book with a difference. Each letter of the alphabet is represented by a tongue twister and accompanied by detailed full colour pictures that children will love to pore over.

FIRST STEPS

TEACHING CHILDREN HOW TO WRITE INFORMATIONAL TEXTS : MODULE

808.042 SLO

MODELLED WRITING : MODULE

808.042 MOD

A PROBLEM-SOLVING APPROACH TO TEACHING WRITING : MODULE

808.042 KOV

WRITING : LEARNING CONTINUUM

808.042 WRI

ENGLISH/LITERACY

WRITING : DEVELOPMENTAL CONTINUUM	808.042 RAI
USING A SPELLING JOURNAL IN THE LANGUAGE PROGRAM : MODULE	
	428.107 REE
TEACHING GRAPHOPHONICS : MODULE	428.107 DEW
WORD STUDY : MODULE	428.007 KOV
SPELLING : DEVELOPMENTAL CONTINUUM	428.107 SPE
HELPING CHILDREN WHO HAVE READING DIFFICULTIES : MODULE	
	428.4207 HEL
CONTEXTS FOR READING : MODULE	428.407 CON
READING COMPREHENSION : MODULE	428.407 REA
READING : DEVELOPMENTAL CONTINUUM	428.407 REA
TEACHING GRAMMAR : MODULE	428.207 BIN
LANGUAGE OF SOCIAL INTERACTION : MODULE	428.307 LAN
LANGUAGE AND THINKING : MODULE	428.307 LAN
LITERACY-RELATED SKILLS : MODULE	428.307 LIT
ORAL LANGUAGE : DEVELOPMENTAL CONTINUUM	428.007 EVA
Ministry of Education resources to support the First Steps Program	

FLY WITH ME

Liddlelow, L. 428.007 LID
Language development through drama, poems, stories. Junior Primary.

FOR THE LOVE OF WORDS/FOR THE LOVE OF SPEAKING AND LISTENING

Suid, M. 428 SUI
These books are packed full of unique projects, games, lessons, work sheets and special challenges for gifted students.

FOUNDATIONS OF LITERACY

Holdaway, D. 401.9 HOL
This book attempts to embody the learning which arose from those early lessons in the fundamentals of education. It is a child watcher's guide to literacy.

FRAMEWORK FOR IMPROVING LITERACY OUTCOMES FOR ABORIGINAL AND TORRES STRAIT ISLANDER LEARNERS.

371.8299915 FRA
This literacy frame work developed by the Education Queensland outlines national goals and processes to ensure equitable and appropriate achievement for Aboriginal and Torres Strait Islander students.

- National goal in literacy aimed at ensuring every child achieves a minimum acceptable literacy and numeracy standard
- Process of reconciliation
- National goals for schooling
- Objective of achieving educational equity for Aboriginal and Torres Strait Islander Australians
- Goal that all English as a second language learners achieve proficiency in Standard Australian English through participation in high quality ESL education.

FROG FANDANGO

Jacaranda 428.307 SUL
Listening strategies for upper primary and lower secondary years. Book plus 6 audiotapes.

A GAGGLE OF GEESE

Browne, P. 591 BRO
A delightful, picture book that introduces students to the collective names of different animal groups. Superb, large, bold coloured illustrations complement the single line rhyming text. Some

background information on the origin of the collective names is included as well as brief notes on each animal's habitat and behaviour. K-middle primary.

GETTING STARTED IN WHOLE LANGUAGE

Cutting, B.

428.007 CUT

This book explains how teachers can organise a "whole language" classroom using the "Sunshine" reading series.

GETTING STARTED – IDEAS FOR THE LITERACY TEACHER

428.007 GET

Provides many of those fresh approaches and ideas across the various primary grades. Its underlying principles are that teaching and learning must focus on individual students, and that teaching is both rewarding and challenging work.

- Classroom and community relationships
- Classroom organisation and routines
- Assessment of literacy
- Talking, reading, writing, viewing and technology and spelling.

GIRO ABC

428 GIR

An alphabet game for 2-4 players aged 6-10 years.

GRAMMAR GAMES : COGNITIVE, AFFECTIVE AND DRAMA ACTIVITIES FOR EFL STUDENTS

Rinvoluceri, M.

428.24 RIN

A collection of games to enable teachers of ESL students to integrate grammar practice into their classes in novel and motivating ways. This book contains material for a wide variety of games, each one focusing on one or more points of English grammar. A specification is given for each game, describing its level, materials needed, grammar points practised and time required.

GRAMMAR SKILLS 1

GRAMMAR SKILLS 2

Monaghan, E.

428.2 MON

The fundamentals of English grammar and punctuation. Each book covers the use of dictionaries, word derivations, parts of speech, sentence building, and punctuation. Each explanation is accompanied by examples and there are exercises at the end of each section. Book 2 builds on the skills developed in Book 1.

HANDS ON CONCEPTS

FARM FRIENDS & FAIRY TALES COLLECTION

428.007 JAR

THE CAMP OVEN MAN KIT

428.007 JAR

AUSTRALIANA PACK

428.007 JAR

HANDS ON KINDY COLLECTION

428.007 JAR

HANDS ON JUNIOR COLLECTION

428.007 JAR

Jarred, A.

A series of kits which include interactive overlays to help young children to explore language and early maths concepts. Each overlay is supported by a wealth of curriculum ideas to assist teachers to provide an integrated learning environment. The kits are designed to promote interaction between children and to foster an understanding of the connection between oral and written language. Teachers can use Hands-On concepts to establish a cooperative learning environment where the computer is used effectively as a tool to aid children's progress.

HELP YOURSELF

Bird, B.

428 BIR

This book provides students with ideas, exercises, puzzles and games that will encourage them to "Help Themselves" to become better talkers, writers and readers.

IMAGES OF GREATNESS: UNDERSTANDING GIFTEDNESS THROUGH EMINENT PEOPLE*Williams, K.*

371.956 WIL

An investigative unit, which focus on Understanding the Giftedness and Individual Development. Provides students with a variety of activities in researching an eminent person and learning about their giftedness and importance in society.

I'M ALL EARS

153.6807 IM (428)

A listening skills program consisting of 60 task cards, (teacher/student cards and student/student cards) each holding an activity designed to develop a specific listening skill. Each card also includes supplementary activities to use for the purposes of practice and review. The program is aimed at K-3, but may also be useful for older children with special needs, and may be used individually, with small groups, or with an entire class.

INFUSING THINKING INTO THE MIDDLE YEARS - ENGLISH, PERFORMING & VISUAL ARTS & LOTE.

Pohl, Michael 2002

153.407 POH

Explains just what higher-order thinking is and provides examples of thinking-skills activities for secondary English, performing arts, visual arts and LOTE, as well as cross curriculum units.

INITIAL CONSONANTS BINGO

428.1 INI

A bingo game for 3 to 36 players. A fun way to help letter recognition.

THE IMPACT OF FIRST STEPS ON SCHOOLS AND TEACHERS

428.007 IMP

THE IMPACT OF FIRST STEPS ON THE READING AND WRITING ABILITY OF YEAR 5 STUDENTS

428.007 IMP

REPORT ON THE EVALUATION OF THE VALIDITY OF THE FIRST STEPS

WRITING AND SPELLING CONTINUA

428.007 REP

Three reports on the 1992 ACER evaluation of the First Steps project.

INSIDE WHOLE LANGUAGE*Brown, H.*

428.0071 BRO

Practical interpretations of theory, lesson plans, advice on strategies to promote learning and examples of how to program and evaluate that learning. A useful book for whole language practitioners as well as newcomers to the concept.

AN INTEGRATED LITERATURE APPROACH TO PLANNING : THE EARLY*YEARS AND BEYOND*

372.13 INT

A collection of practical cross curriculum units of planned activities based on well loved literary pieces.

INTERNET TASKS FOR SECOND LANGUAGE STUDENTS*Cohn, D.*

025.06418 COH

A compilation of student activities that incorporate the Internet into the classroom and make learning meaningful and fun. The text is seamlessly integrated with its supporting web site to help students navigate self-guided activities using click-on icons for instant visual recognition. Chapters begin with clearly stated aims to promote student focus. Instructions and tips are given for the work sheets and each chapter concludes with a follow-up activities page of creative projects which suit the diversity of student's multiple intelligences.

INTO BOOKS*Thomas, R.*

807 THO

One hundred and one literature activities for the classroom. Designed to help teachers develop an enriched literary environment within the classroom.

INTO BOOKS AGAIN*Perry, A.*

807 THO

A sequel to *INTO BOOKS*. Even more literature activities for the classroom. It is arranged in 3 levels to correspond to junior, middle and upper primary. Each level includes many popular themes as well as studies of favourite authors.

INTO BOOKS TOO : MORE LITERATURE ACTIVITIES FOR THE CLASSROOM

Thomas, R.

807 THO

In the same series as the two books above and similarly arranged in three levels, this book uses a thematic approach to help teachers with their literature programs.

JUST ME

Van Allen, R.

428.6 ROB (BB)

A comprehensive program on the theme "Me", designed to help young children develop literacy skills. This kit includes: big book, 4 small books, teacher's guide, 8 posters, audio-cassette.

KANGAROOS KALANGADOO

THREE BEARS KIT

Jarred, A.

428.007 JAR

Designed to enrich maths and language learning in early childhood, these kits provide a diverse range of activities and flexible strategies which can be used across the curriculum. The Three Bears Kit includes a story book, a felt story pattern, barrier game, board game and role play masks. Kangaroo Kalangadoo includes a big book and four small books, a board game (all based on a story adapted from the fairy tale *The Three Billy Goats Gruff*). Each includes a teacher's resource book packed with ideas and activities.

KEY INTO LITERACY

Dillon, F

808.042 DIL

This time-saving guide for teaching different forms of writing is arranged by genre and provides:

- Background notes to assist in planning lesson.
- Successfully trialed activities to engage students in speaking, listening, reading and writing.
- Suggestions for literature resources and useful resources from reading schemes.

An invaluable resource for all primary teachers.

KEY LITERACY PLANNING: PLANNING AND PROGRAMMING FOR LITERACY

EQUITY

Curriculum Corporation

808.042 KEY

This book explores major issues affecting literacy learning and teaching in years K - 3. It demonstrates speaking, listening, reading, viewing and writing strategies for ensuring that students from diverse backgrounds meet demands of the range of texts in the key learning areas. It includes annotated teaching programs, lesson plans and classroom experiences plus examples of planning grids used by experienced practitioners.

LADO PICTURE DICTIONARY

Lado, Robert

428.1 LAD

Lively pictures with a touch of humour feature in this picture dictionary for ESL students. The dictionary is arranged into 10 units, each unit covering many aspects of a particular topic, eg. the topic 'Self and Family' includes Body, Family, Emotions, Describing People Adjectives, etc. The word list which accompanies each illustration is linked to the illustration with numbers. The dictionary lends itself to many classroom activities guided by the teacher.

LANGUAGE ASSESSMENT IN PRIMARY CLASSROOMS

Edited by Beverly Derewianka. 1992.

428.2076 LAN

The aim of this book is to provide you with some of the tools to undertake assessment. There is an overview of assessment activities and record keeping strategies, which will enable the teacher to

ENGLISH/LITERACY

build up profiles on individual learners. Following chapters elaborate on assessment issues and methods in a number of key areas and for different groups of students.

LANGUAGE & COMMUNICATION ENHANCEMENT FOR TWO-WAY EDUCATION.

Malcolm, Ian J 427.994 MAL
Report . A project conducted for the Department of Employment, Education a and Training.

LANGUAGE ARTS ACTIVITY CARDS

The West Australian 808.042 LAN
Language activities involving the use of newspapers. 50 cards for years 4-7.

LANGUAGE CHALLENGES

Beale, G. 656.8076 LAN
Each book presents a collection of activities providing open-ended and divergent educational challenges for able learners.

LANGUAGE CHECKPOINTS - BOOK 1, BOOK 2

Norman, J. 428.0076 NOR
Material arranged in thematic units to provide a thorough grounding in all the essential language skills. Years 2-3

LANGUAGE EXPERIENCE ALPHABET,

Tester, B. 428.007 TES
A wealth of classroom strategies and activities.

LANGUAGE LINK UP

Peguero, L. 428.0076 PEG
Book 1 and Book 2. Through a wide selection of poetry, prose extracts and a play, and a variety of related activities, students gain an appreciation of different writing styles.

LANGUAGE LEARNING CENTRES

Rice/Davies 428.007 RIC
2 files of language activities for years 1-3 and 4-7.

THE LANGUAGE OF MATHEMATICS

Martin, R. 428.43 MAR
Information and practical ideas based on Magic Bean strand C big books.

LANGUAGE PLUS

Kelly, B. 428.007 LAN
A down-to-earth, hands on, primary teaching resource book covering everything you wanted to know about teaching from a language perspective.

LANGUAGE RESOURCES

Scholastic 428.007 TEA
A 'Bright Ideas' teachers' handbook, holding a myriad of stimulating ideas for language activities.

LANGUAGE SKILL BUILDERS I, II, III

Winch, G. 428 WIN
Self directing language skill cards with activities to enhance the literary skills of spelling, reading recognition and comprehension, writing, punctuation, dictionary and language. Each kit aims to assist teachers of lower, middle and upper primary respectively to teach and monitor an effective language arts program.

LANGUAGE & WORK

NT Dept. of Education 418.007 LAN

ENGLISH/LITERACY

A resource package for secondary LOTE teachers, career educators and students, developed with the aim of providing opportunities for them to work cooperatively to promote the learning and teaching of languages. It includes professional background reading for teachers, PowerPoint presentations on disk for teachers and students, sample activities and a selection of flyers, brochures and posters.

LANGWIJ COMES TO SCHOOL : PROMOTING LITERACY AMONG SPEAKERS OF ABORIGINAL ENGLISH AND AUSTRALIAN CREOLES

371.979915 LAN

This booklet is intended to help teachers to assist young Aboriginal and Torres Strait Islander students achieve proficiency in Standard Australian English through a better understanding of the diversity and validity of the language backgrounds of these students. It states the issues, provides basic information about the linguistic matters involved, and suggests three steps to improve outcomes, awareness, acknowledgment and action. These steps are illustrated by case studies.

LAUGH LINES

Mallon, K.

808 MAL

An exploration of the types and appeal of humour in children's literature. Lists of humorous titles are included as well as suggestions for practical activities in the classroom.

LEARNING IN ELECTRONIC WORLD: COMPUTERS IN THE CLASSROOM

Downes, T.

371.334 DOW

A book of practical advice for both novices and those language teachers who are experienced computer users and are keen to extend the range of text types and the variety of learning experiences available to their students. It shows how computers can be used to enhance and extend existing practices and planned outcomes by teachers at all primary levels.

LEARNING TO LEARN IN A SECOND LANGUAGE

Gibbons, P.

428.2407 GIB

Essential reading for ESL teachers. This book exemplifies current theories of second language development through a wide range of strategies and practical suggestions for the classroom teacher.

LET'S READ

Chatfield, H.

428.2 ALT

A program to meet the needs and interests of K-7. Fairy tales, picture story books, poetry and novels, and lively, imaginative and practical activities for the teacher to use with them.

LET'S TELL A STORY

398.2 LET (EC)

6 sets of 4 sequential pictures of traditional fairy tales, plus teachers' guide.

LINGO BINGO

428.1 LIN

Two games in one with different levels of challenge. Children create their own game cards to play rhyming bingo or phonics bingo with digraphs and blends. Junior primary.

THE LISTENING ACTIVITY BOOK

Smith, C.

428.3 SMI

Teaching literal, evaluative and critical listening in the primary area.

LITERACY DEVELOPMENT

Preen, B.

428.007 PRE

Comprehensive text for teaching reading, writing and spelling with remedial activities and checklists.

THE LITERACY AGENDA: ISSUES FOR THE NINETIES

Furniss, E.

302.2244 LIT

This book presents discussion papers by 15 teachers and teacher educators who worked together for a year to find out just what current theories about literacy development look like when they are

put into practice. Issues discussed include: how children learn to read and write; what happens if they don't succeed; what happens when cultures of home and school differ; how to provide equal learning opportunities for girls and boys; how to assess literacy development; how to teach second language learners; how to involve parents.

LITERACY AND THE KEY LEARNING AREAS : SUCCESSFUL CLASSROOM STRATEGIES

Jennings, C. 428.007 JEN

This book presents a range of quality teaching and learning strategies for the key learning areas. The strategies develop essential learning skills and promote social, cooperative, problem-solving and research skills. Each strategy contains an overview, a list of goals, procedural steps, links with computer technology, assessment indicators and a work sample to illustrate the procedure.

THE LITERACY CENTER : CONTEXTS FOR READING AND WRITING

Morrow, L. 428.407 MOR

A wealth of ideas for motivating reading and writing, based on Lesley Morrow's research which showed that giving children choices, challenging activities, and the opportunity to collaborate with teachers and peers leads to their becoming more engaged in reading and writing. The book begins by describing practices for motivating reading and writing, the design of literacy centres in the classroom and how to use them. The second part of the book consists of activities for modelling literature experiences to interest children in reading for use in social collaborative settings.

LITERACY EVALUATION : ISSUES AND PRACTICALITIES

Bouffler, C. 428.007 LIT

Recent developments in language assessment, issues surrounding these and how some teachers and systems have tackled the issues. Offers practical suggestions for organising assessment in the classroom.

LITERACY FOR YOUNG LEARNERS

Wilkinson, L. 428.407 WIL

A clear, simple guide to the teaching/learning process of early literacy. It offers a host of practical classroom strategies and suggestions for choosing and using resources.

LITERACY THROUGH LITERATURE

Johnson, T. 428.4 JOH

Literacy programs for primary and secondary schools based on literature in the classroom.

LITERATURE IDEAS FOR INFANTS

Hooper Education Centre 028.5343 LIT

Discussions, ideas and activities for planning and implementing effective literature programs in the primary classroom.

MAKING THE JUMP : A RESOURCE BOOK FOR TEACHERS OF ABORIGINAL STUDENTS

Berry, R. 428.249915 BER

The focus of this book is the acceptance of Aboriginal students' home language and the use of that language as a jumping off point for teaching Standard Australian English. It encourages two way learning by teaching the English language and culture while retaining and validating students' home language and culture. It promotes the use of code-switching between the student's home language and Standard Australian English and shows teachers how to pinpoint their students' linguistics needs and plan appropriate programs to increase their competency in English.

MANAGING LITERACY ASSESSMENT WITH YOUNG LEARNERS

Weeks, B 428.0076 WEE

This book draws together a selection of assessment procedures developed and used by a number of teachers in their classrooms. The procedures are described within an organising framework

that encompasses the essential elements of a comprehensive and balanced classroom program. This system can be used or adapted for students of any age, and examples of work from students of different ages are provided to illustrate this point.

MASKS

428.007 BRU

16 character masks for use in language classes with children with non-English speaking backgrounds. The masks all represent fairly unusual and distinctive characters, providing natural inspiration for role plays and dialogues. They encourage students firstly to listen to the descriptions given by the teacher and then to invent situations and dialogues, to talk, act out, and immerse themselves in their new roles.

THE MEDIA CONNECTION*Monaghan, B.*

302.2307 MON

Hundreds of stimulating whole language activities using newspapers, radio and television. This book provides a basis for understanding the media while enabling students to develop skills within a range of subject areas. Upper primary/lower secondary.

MOVING ON IN WHOLE LANGUAGE*Cutting, B.*

428.007 CUT

Based on the Sunshine Reading Series, this sequel to "Getting Started in Whole Language" offers a practical guide to extending the principles of whole-language teaching into the middle school.

MOVING ON WITH BIG BOOKS*Davidson, M.*

428.407 DAV

Advice and suggestions on how to use big books with middle/upper primary, ESL and high school students.

MTA LISTENSKILLS CASSETTES

INTRODUCTORY LEVEL (K-1)

LEVEL 1 (yrs 1-2)

LEVEL 2 (yrs 3-4)

LEVEL 3 (yrs 5-6)

428.2 HOW

Short, entertaining stories with high factual content so the child gains general knowledge while acquiring auditory skills and auditory discrimination. The material is carefully graded within each level to facilitate progression of learning from first tape to last. It is also suitable to be used as remedial material or for ESL students. Each set consists of 6 audiotapes plus notes.

MULTILITERACIES – LITERACY LEARNING AND THE DESIGN OF SOCIAL FUTURES

Cope, Bill. Kalantzis, Mary.

428.007 MUL

Considers the future of literacy teaching in the context of the rapidly changing English language. The essays deal with issues such as:

- The fundamental premises of literacy pedagogy
- The effects of technological change
- Multilingualism and cultural diversity
- Social futures and their implications on language teaching.

MY FIRST ALPHABET LOTTO*DK Games*

421.1 MY

My first alphabet lotto helps preschool children learn the alphabet and recognise the associated letter sounds. Ages 3 – 5 years.

NEGOTIATED EVALUATION*Woodward, H.*

371.27 WOO

An explanation of, and practical suggestions for, implementing a program of evaluation known as "negotiated evaluation". The author believes the program can enhance each child's development,

help parents develop an understanding of their child's progress and ensure a growing appreciation of each child's needs by teacher, parents and child.

NEWSPAPER KNOW-HOW

Farnette, C.

428.4 FAR

Highly motivating, activity-packed cards designed to promote independent student growth through investigation, analysis and interpretation. Useful in Learning Centres.

NURSERY RHYMES SEQUENCE CARDS

153.22 JEN (EC)

A set of 18 posters featuring four well known nursery rhymes, each poster illustrating a line or two of the nursery rhyme. Teacher's notes included.

OPQ : OFFBEAT ADVENTURES WITH THE ALPHABET

Rasmussen, Greta

421.1076 RAS

Challenging activities designed to appeal to middle and upper primary. The projects revolve around the alphabet, require a multiple learning approach but focus mostly on the visual/spatial and linguistic intelligences. Information, suggestions and instructions for teachers presenting the projects are included.

ORAL ENGLISH PROGRAMMES

400 NAR

These structured programs include a wide variety of situations that allow for purposeful interactive language based on the child's experiences. Years 2-7.

ORAL LANGUAGE RESOURCE BOOK

Education Department of WA

428.007 ALL

A resource book for the FIRST STEPS program. It expands on the teaching suggestions given in the "Developmental Continuum" books.

OUTSIDE SOUNDS

152.15 OUT (EC)

16 posters plus audiotape featuring common sounds of the outdoor environment. The set is accompanied by teacher's notes providing suggestions for games and activities and including photocopiable sheets for bingo games.

OXFORD PHOTO DICTIONARY

Oxford University Press

428.1 OXF

Colour photographs are used to depict over 2400 words. Topics covered include family, body and clothes, home and city, shops and food, money and the bank, school and work, science and the environment, sport and animals. It also includes practice exercises and an index with phonetic transcription.

PARALLELS BETWEEN BOOKSHELF AND THE K-7 ENGLISH LANGUAGE SYLLABUS

Cahill, R.

428.6 CAH (RS)

A summary of the parallels, and a brief overview of using Bookshelf within the framework of the syllabus. It also provides a suggested teaching plan,

PATHWAYS OF LANGUAGE DEVELOPMENT

Dept. of Ed. and the Arts, Tasmania

428.007 PAT

A practical resource designed to help teachers focus their observations of students, to interpret their observations and to plan meaningful activities to promote language growth. The central part of this work is section 3 where focus questions and teaching strategies may be found. For all primary levels.

PHONETIC QUIZMO

428.1 PHO

This bingo game for K-3 students provides practice in recognising consonants, vowels, and phonetic blends, and can be played by up to 36 players. The players are required to listen to a word and then search for phonetic components on bingo-style answer cards.

PHONICS*Hill, S.*

428.107 HIL

This book provides a clear theoretical background to the principles of phonics teaching, and shows how this can be applied in a constructive and relevant way in the classroom. It discusses the alphabetic principle and phonological awareness and looks at the different approaches to teaching phonics. It includes practical ideas for phonics instruction such as using everyday print and jingles, raps and rhymes. It also provides methods of assessing children's use of phonics within real literacy activities.

PHORGANS PHONICS

428.4 FOR

Forgan, H.

Forty-eight lesson plans that introduce, reinforce, and extend phonic fundamentals, with ready-to-reproduce "Hidden Pictures", "Word Objects" and games for every lesson.

PHOTO NOUNS

105 clear, bright photographs divided into 3 categories to help develop and reinforce basic concepts. These cards are ideal for naming, expanding vocabulary, understanding and classification. K- 2. Located in the Early Childhood section of the Centre.

**PICTURE THIS
IN THE PICTURE
THE BIG PICTURE***Quin, R*

428.0071 QUI

These three books for upper primary, lower secondary and middle secondary respectively are designed to develop students' skills in viewing visual texts with critical understanding and appreciation. Each one offers stimulating images for discussion and analysis, activities for developing analytical skills, ideas for creating texts and strategies for linking the study of visual and written texts.

PLANNING YOUR LITERACY PROGRAM*Wilson, J.*

428.007 WIL

10 units of work, based on titles from "Bookshelf" stages 1-7, to assist teachers with whole language programs.

POCKET ALL : A USERS GUIDE TO THE TEACHING OF LANGUAGES AND ESL*Vale, D.*

418.007 VAL

A handy, quick reference, digest version of the ALL (Australian Language Levels) Guidelines, to help teachers designing, implementing, assessing and evaluating language learning programs. ALL Guidelines provides a generic curriculum framework consisting of a set of flexible guidelines that can be used for all languages. Pocket All is essentially a workbook for teachers to move through sequentially. It provides planning tools, supporting frameworks and a number of pro formas. There are also *Touchstones* which display or summarise the crucial characteristics of the main ALL concepts along with *Reflections* and *Want To Know More* sections.

PRACTICAL IDEAS FOR WHOLE LANGUAGE CLASSROOMS*Kenworthy, H.*

808 KEN

Simple, practical ideas that teachers at all primary levels will find useful.

PRACTICAL LANGUAGE ACTIVITIES*Baker, B.*

428.0076 BAR

Teaching strategies and activities to develop the knowledge and use of oral and written English in children from non-English speaking backgrounds. The focus is on practical activities that represent an integrated approach to English over several subject areas. The book is divided into popular classroom themes, and other features include a peer tutoring system and a multi-language dictionary.

PRACTICAL LITERACY PROGRAMMING

Primary English Teaching Association. 2002

428.007 PRA

Primary-School teachers know that classroom experiences do not just happen. They reflect a teaching and learning program that synthesises a host of complementary, and sometimes competing concerns. There are students' differing starting points. There are the requirements mandated by systems and schools. There are short- and long-term learning goals- some quite specific, others more generic. There are ever evolving technologies. There are new ideas about curriculum and pedagogy. There are constraints of resources and time. To be coherent, therefore a program is something of an art form. This book elaborates some programming approaches developed by expert practitioners around Australia, shedding light on the most critical function of the teacher out of class time.

PRE-READING KIT*Aboriginal Education Resource Unit*

428.0076 PRE

This kit aims to develop language and is particularly appropriate for reluctant talkers and for those for whom English is a second language. Useful for pre and primary children. It includes: - Language development book; Conditions and sequences pad; Thought train pad; Sequence sets pad; and What do you think? pad.

PREPOSITIONS

32 textless picture cards and teachers notes to encourage expressive language and develop awareness of space and movement. K-1. Located in the Early Childhood section of the Centre.

PRESS FOR LITERACY*Cavill, V.*

371.32 CAV

Newspaper activities to foster literacy. Each section covers a different part of the newspaper and covers a diverse range of subjects. All primary levels.

PRIMARY ENGLISH PROGRAMS*Martin, Ed.*

428.007 PEP

Themes across the curriculum. Each book contains some 25 thematic units grouped under general headings. Particularly valuable for ESL teachers. Book 1 Lower Primary, Book 3 Upper Primary.

PRIMARY LANGUAGE*McGregor, V*

808.042 MCG

Books 1-4. Designed around themes capable of stimulating high interest in language work - middle and upper primary.

PRONOUN PARADE*Webber, Sharon*

428.2076 WEB

A fun deck of cards, for students to learn the correct use of the pronouns he, she and they. The deck is arranged into character cards with a "who" question at the bottom and their matching pronoun cards. A fun, easy way for students to become experts at pronoun use. Grades K – 5

PUNCTUATION BINGO

421.1 PUN

A fun way for middle and upper primary to develop their knowledge and understanding of the correct use of punctuation.

QUEST FOR WONDERS: MYTHS AND LEGENDS IN THE CLASSROOM*Tingay, J.*

398.042 TIN

The sharing of myths and legends offers a valuable and powerful experience in today's primary classrooms. This book suggests ways of using myths and legends in the classroom. It includes an annotated bibliography of useable sources.

QUICK AS A CRICKET*Wood, A.*

428.1 WOO

A beautifully illustrated book of similes.

RACING WITH BLENDS

428 RAC

A game for 4 players, designed to reinforce and develop basic reading, spelling and word building skills. Can be adapted to suit different ability levels.

READ AND WRITE BOOK 1

808.042 MCC

READ AND WRITE

428.007 MCC

McCartney, D.

Language activities for junior and middle primary. Reproducible pages.

**READING AND WRITING COMMUNITIES : COOPERATIVE LITERACY LEARNING
IN THE CLASSROOM**

Hill, S.

428.0076 HIL

This book documents the ways in which teachers are purposefully and strategically developing cooperative classroom communities where reading and writing are valued and used for a range of purposes. It presents guidelines, case studies and practical activities to show how a powerful reading and writing community can be built within the classroom.

READING, WRITING AND CARING

Cochrane, D.

428.007 REA

Outlines strategies based on current educational theory and research which have all been used successfully in the classroom.

**READING/WRITING TO LEARN: FACTUAL WRITING THROUGH THE INQUIRY
PROCESS**

Ocean Reef Primary School

371.30281 RE

Information, starting points and strategies to increase reading comprehension skills. K-secondary.

RESEARCH SKILLS FOR BEGINNERS

371.302 GAR

An autonomous learner guide, which provides a practical, developmental approach in developing students' research skills. Provides teacher with detailed lessons on how to improve their student's researching ability.

RHYMING AT THE ZOO

420 RHY

This simple rhyming game for 4 players is played on a large vinyl mat, and is adaptable to various ability levels.

SCHOOLHOUSE WORD ATTACK 1C

S.R.A.

428 CLA

Set of cards that provide practice with phonic and word analysis skills. Year 3.

A SEA OF TALK

Dwyer, J.

428.007 SEA

This book focuses on talking and listening - its place and importance in the primary school classroom. The author believes that talk has an important place across the whole curriculum.

SECOND LANGUAGE LEARNING : THROUGH COOPERATIVE LEARNING

High, J.

418.007 HIG

The author of this book believes that traditional classroom approaches to second language learning have failed. Fluency in a language is acquired in the repeated process of negotiating meaning in the context of supportive social interactions rather than by memorising grammar rules and structures. What is needed is to structure social interaction to maximise the need to communicate in the target language. Accordingly, this book provides over 100 simple, fun oral and written activities, requiring little or no support materials, which are firmly rooted in language acquisition theory. Suitable for use at all levels.

SENTENCE BRIDGES

428.2 SEN

Language game which requires the players to make an inference from print and illustrations then select a fitting response. May be useful as a diagnostic instrument.

SHARING IDEAS*Miller, J.*

428.007 MIL

A progressive, developmental course in the oral language areas using movement, sound and talking activities based around six popular and wide ranging themes. All primary levels.

SMILE

(RS)

A series of picture story books intended for use with children aged five to seven who begin school with little or no English. Each book includes two sets of caption cards, enabling the text to be read at three levels of complexity. The series also includes teacher's notes; work sheets; aural discrimination work sheets and audiocassette; a story cassette; and games.

SOCIAL LIVING*Martin, R.*

428.4 MAR

Teacher's resource book packed with information, ideas and classroom strategies using Magic Bean big books.

SOLID ENGLISH

Education of Western Australia

427.994 SOL

This distillation of research into the language and learning of Aboriginal students in Western Australian schools has been compiled to assist teachers to develop innovative and culturally appropriate ways of addressing the needs and cultivating the talents of Aboriginal students. Teachers looking for a background about Aboriginal English and for ideas that will help them to implement culturally appropriate programs will find these materials invaluable.

SOME WELL-KNOWN TALES : (OR SOME WELL-TOED NAILS)*Reid, D.*

428.307 REI

A listening activity for junior primary. This book and tape set holds a collection of five favourite fairy stories in which some of the words have been changed and replaced with mostly rhyming alternatives. Both book and tape contain the correct as well as incorrect versions of the stories and the book includes photocopiable sheets and suggestions for follow-up activities.

SOUND LOTTO

152.15 SOU (EC)

4 Sound Lotto games to develop the child's perception of familiar sounds, concentration, sequencing of activities and descriptive and naming language.

SOUNDS IN SPACE

793.73 (428)

An appealing floor game which will help students to develop word building skills and reinforce their recognition of fundamental sounds such as: ai; ee; oa; ing; ir; ock; ear. The game can be adapted to suit various ability levels so is appropriate for lower primary classes and for middle primary students experiencing reading difficulties.

SPEAKING & LISTENING IN MULTILINGUAL CLASSROOMS**WRITING IN MULTILINGUAL IN CLASSROOMS****READING IN MULTILINGUAL IN CLASSROOMS**

Edwards, Viv

428.007 EDW

The presence in many classrooms of second language learners in another development which has helped to focus teachers' minds on the optimal conditions for learning. Multilingual classrooms are now common in cities throughout the English speaking world and in many European countries. In some locations, the majority of children will come from one speech community; in others, there is a dazzling array of different languages.

SPECIAL KID'S STUFF*Farnette, C*

428.007 FAR

Designed to help children use basic communication skills. High interest, low vocabulary reading and language skills activities; activity cards, readiness experiences and puzzles.

SPOONER OR LATER*Jennings, P.*

793.73 JEN

A hilarious book of spoonerisms by the wacky combination of Paul Jennings, Ted Greenwood and Terry Denton who claim to have produced the world's weirdest word book.

STIRRING THE WATERS : THE INFLUENCE OF MARIE CLAY*Gaffney, J.*

428.007 STI

A tribute to Marie Clay whose research has influenced international educationalists in the fields of early literacy; assessment; teacher education; professional development; developmental, cognitive, and school psychology; and research design. The book represents the depth and breadth of her contribution to wide ranging disciplines. Each of the distinguished writers of this collection of papers has been influenced in their ideas by the work of Marie Clay.

STORYTELLING*Dey, D.*

808.543 DEY

A practical guide to storytelling. It explains its importance and place in the development of creative thinking and listening skills and includes stories, activity sheets and hints on technique.

STRIVING FOR THE THIRD PLACE: INTERCULTURAL COMPETENCE THROUGH LANGUAGE EDUCATION*Bianco, J. Lo*

407.1 BIA

A collection of papers by key researchers and practitioners addressing the issues of whether multilingualism is a necessary feature of multiculturalism; whether the teaching of language /culture contributes to inter-cultural harmony and what competencies are required for today's world.

SUCCESS STORIES FROM THE CLASSROOM Vols 1, 2*Badger, L.*

808.042 SUC

A collection of writings based on the first hand experiences of teachers involved in teaching language skills. The articles explore a wide variety of teaching and learning issues over the whole primary range.

SUCCESSFUL INTERVENTION – K-3 LITERACY*Russell, M.*

428.007 SUC

A comprehensive guide to assist teachers to cater, within the mainstream classroom, for the literacy difficulties faced by individuals. Within the focus on a whole school approach, strategies are directed at diagnosing student difficulties, supporting individual progress and developing classroom management and practices that address the literacy needs of all students. A video entitled *Getting better at – successful intervention* is also available to be used in conjunction with the book.

TAKING A CLOSER LOOK AT LITERATURE BASED PROGRAMS*Nicoll, V.*

428.407 NIC

Basic principles and practical advice on planning effective literature based programs. Detailed units of work demonstrate recommended practices in lower, middle and upper primary contexts.

TALK WITH ME*Liddlelow, L*

428.007 LID

Language development through drama, poems, stories. Junior Primary.

TALKING TO LEARN*JONES, P.*

428.307 TAL

The contributors to this book consider the nature of talk and its place across the curriculum, planning for talk and assessing it, cooperative learning, the uses and abuses of news time, oral narrative debating and voice training. The practices they describe are drawn from a variety of teaching contexts and reflect the diversities of the mainstream in which we work.

TEACHATOT SENTENCE BUILDER

428 TEA

Interlocking words and pictures to make a sentence.

TEACHING AND LEARNING STRATEGIES FOR ESL LEARNERS R – 12*Education Department of SA.*

A excellent resource, which provides clear answers to many great questions, that are asked about teaching ESL learners. Includes series of activities involving the macroskills of language, speaking, hearing and writing. A step to step guide.

TEACHING LANGUAGE SECONDARY*Siems, R.*

428.007 TEA

A collection of activities and units designed to help teachers teach written and spoken language more effectively and to create learning experiences for the students in the context of their own language – looking at aspects of their own speaking, listening, reading, viewing and writing and how they can use this knowledge effectively in constructing and responding to text. Each unit is clearly linked to outcomes in the English profile and some units provide strategies for assisting ESL students. Secondary.

TEACHING VIEWING AND VISUAL TEXTS : PRIMARY**TEACHING VIEWING AND VISUAL TEXTS : SECONDARY***Quin, R.*

428.0071 QUI

Two collections of practical suggestions for teaching about visual texts and developing students' visual language skills. Part I of each book is an introduction to the topic, while parts two and three provide a range of classroom units each of which features suggested learning outcomes, engaging classroom activities, supporting activities and links to other areas, sample pointers to assist teachers with assessment and student work samples.

TELL IT YOUR WAY

300 TEL

Set of study prints of every day situations suitable for use in group or individual activities.

TELLING TALES*Brownie, M.*

398.207 BRO

Wide ranging language activities, based on 14 well known fairy tales, aimed at developing children's oracy and literacy skills. Middle/upper primary.

TENSE SEQUENCING*Gormiak, S.*

A set of 39 textless picture cards and teachers notes designed to help children practice tenses and early sequencing. The cards illustrate the past, present, and future tense of 13 regular and irregular verbs. The set is located in the Early Childhood section of the Centre. Pre-primary – lower primary.

TEXTS: THE HEART OF THE ENGLISH CURRICULUM*DECS*

428.007 TEX

15 practical broadsheets to support the selection and use of a broad and balanced range of texts in English programs. Each broadsheet examines an issue in text selection and use, and provides practical classroom examples of ways in which teachers can address the issue in their English programs

THINKING TOGETHER: PHILOSOPHICAL INQUIRY FOR THE CLASSROOM

Cam, P.

107 CAM

How story-based material can be used to help children raise philosophical puzzles and problems that will set them thinking. Questioning techniques, group discussion and other activities to develop thinking skills and concepts that can be applied across the curriculum.

THRASS : TEACHING HANDWRITING READING AND SPELLING SKILLS

THRASS Conference Australia 1997

428.007 THR

These two audiotapes hold six presentations on the implementation of THRASS given by teachers and advisers at the Perth THRASS Conference, 1997. Includes contributions from Alan Davies and Denyse Ritchie.

TIME FOR TALKING*Love, E.*

428.307 LOV

A practical, up to date resource and ideas book to support teachers seeking to promote oral language skills in the early years of schooling. Many of the ideas could be adapted for older children. The book provides background information, suggestions for activities and a resource list of various kinds of language materials.

TOG THE DOG**JEN THE HEN****MIG THE PIG****PAT THE CAT****ZUG THE BUG***Hawkins, C.*

428.1 HAW

These five appealing books with witty pictures and rhyming text will help children to gain confidence in reading alone and provide a novel way of teaching phonics. They would also be a good starter for innovated texts using a similar strategy for other consonant-vowel-consonant combinations. K-2.

TOM'S PIRATE SHIP*Dupasquier, P.*

793.73 DUP

Tom is building a pirate ship. A "Spot the Difference" book with lively, detailed illustrations.

USING BIG BOOKS AND PREDICTABLE BOOKS*Lynch, P*

428.407 LYN

A practical book intended mainly for teachers who are just beginning to use "Big Books" and "Predictable Books" as integral parts of their language arts program.

USING SOFTWARE IN ENGLISH*Fatouros, C.*

428.007 FAT

Practical ideas on how to use readily available computer packages to improve and extend children's language development. A wide range of software types is covered and divisions of activities into early, intermediate and advanced caters for diverse ages and abilities. Each learning unit states suitable activities related to given texts, samples of computer visuals to demonstrate its possibilities and cites links to National Outcome Statements.

USING THE ENGLISH LEARNING AREA STATEMENT : GETTING STARTED -

ENGLISH

Curriculum Council

428.0071 USI

5 case studies supported by an introduction that comments on the key ideas and issues raised in the case stories. The case stories draw from the breadth of the English Learning Area Statement and across the phases of schooling. Collectively they illustrate the process teachers have used in getting started with the Curriculum Framework. The case stories include the experiences of an early childhood teacher, a primary teacher, lower and upper secondary teachers and an ESL teacher.

WALKING TALKING TEXTS

Northern Territory Board of Studies 428.2407 MUR
 A program for Teaching and Learning English as a Second Language. Written by teachers of Aboriginal students in Northern Territory Schools.

WATCHING CHILDREN READ AND WRITE

Kemp, M 428.42 KEM
 Observational records for children with special needs. This book is a valuable and significant contribution to the field of literacy evaluation.

WAYS OF COMMUNICATING

George, E. 428.007 WAY
 A FIRST STEPS module. Language learning experiences for early childhood.

WHAT'S WHOLE IN WHOLE LANGUAGE?

Goodman, K 428 GOO
 Concentrates on the "forward to fundamentals" approach to learning English. It aims at having students doing things with language.

WHAT'S THE STORY? – MAKING MEANING IN PRIMARY CLASSROOMS

Lowe, Kaye 808.54307 LOW
 For every individual, stories are one of the earliest and most enduring ways of sharing and constructing meaning. Narrative schemes, overt and hidden, are to work in all children's lives as they try to connect new information and concepts with their existing understandings. They are also at work in primary classrooms in ways both small and large. Packed with insights and fresh ideas, What's the Story? Explores the central place of 'storying' in classroom learning.

WHOLE LANGUAGE EVALUATION**WHOLE LANGUAGE EVALUATION : FOR THE MIDDLE SCHOOL**

Eggleton, J. 428.007 EGG
 Practical ideas for evaluating and monitoring children's progress in reading, writing and spelling. These books are produced to accompany the "Sunshine Books" reading series.

WHOLE LANGUAGE: INQUIRING VOICES

Watson, D. 428.007 WAT
 From the "Bright Ideas" series. This book complements "What's Whole in Whole Language", from the same series. The author has set out to demonstrate how a whole language approach can transform education into inquiry and learning in a universal curriculum.

WITHIN THE FOREST: A NEW APPROACH TO FAIRY TALES

Ohanian, S. 807 OHA
 Three traditional tales - The 3 little pigs, Rumpelstiltskin, Goldilocks - are used as the basis of comprehensive teaching programs for middle-upper primary.

WRITE ME A SIGN

Wilson, L 428.007 WIL
 With this book, Lorraine Wilson has set out to assist teachers who are attempting to implement language experience programs in their classroom

WRITTEN GENRES IN THE SECONDARY SCHOOL

Hardy, J. 808.042 HAR
 A copy free text in-service manual from the STEPPING OUT program. Support materials and information for teachers who are introducing the various genres into their teaching of language across the curriculum. Although written for secondary levels, primary teachers would also find it to be a useful reference.

YELLOW PAGES FOR STUDENTS

428.007 YEL

ENGLISH/LITERACY

The yellow page sections from the "Kids' Stuff" Series, with many special resources for teaching basic reading, writing and thinking skills