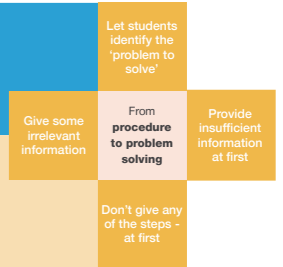








GOAL – Getting the students doing the thinking in English

Transforming tasks strategy: From procedure to problem solving

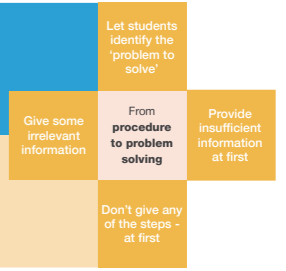



Technique	Before	After	Reflection: Why and how?						
<p>Students identify the 'problem to solve' Present a provocation and ask students to determine the problem to solve.</p>	<p>Read Meerkat Mail, by Emily Gravett (2007)</p> <p>Create a desert area in the sandpit to show the meerkat's home.</p> <p>Take a photo of the desert area to use on a postcard.</p> 	<p>Read this page from 'Meerkat Mail', by Emily Gravett (2007), (before reading the book).</p> <p><i>Dear Everyone, I'm off to find somewhere perfect to live. (Don't worry Mom, I'll be staying with our mongoose relatives, so will be quite safe). Love from Sunny PS I promise to write.</i></p> <p>What does this make you wonder? What would you like to find out more about?</p> 	<p>WHY would you... have students devise their own questions to investigate in a text? So students learn to formulate authentic questions and transfer their learning to other contexts.</p> <p>HOW does this develop powerful/expert learners? Students learn to be inquisitive and actively make meaning when they are presented with a provocation and asked to determine the problem to solve.</p>						
<p>Provide insufficient information at first Give a perplexing problem and slowly provide information as needed.</p>	<p>Crocodiles</p> <ol style="list-style-type: none"> Research some information about crocodiles. Find out what they eat, where they live and characteristics of their behaviour. Use the information to write a report about crocodiles. 	<p>Writing an information report</p> <p>Headline: Crocodiles to be culled in the Northern Territory.</p> <p>You will be producing an objective report for someone who is undecided on this issue.</p> <p>They will be to using this information to formulate their own opinion. What do you need to know to write this report? Why? Discuss.</p> 	<p>WHY would you... ask students to identify what information is important to make a decision about an issue? So students take a position on an issue, analyse which information is important, and find evidence to support their view.</p> <p>HOW does this develop powerful/expert learners? Students consider different perspectives in an issue, think creatively and analytically, and communicate effectively.</p>						
<p>Don't give any of the steps - at first Provide prompts and support to scaffold the learning as needed.</p>	<p>Read the text and answer the following questions:</p> <p>Many dinosaurs used their horns, spikes or armour to defend themselves. But even those without armour had their own defence weapons. Apatosaurus could rear up on its hind legs and crush an attacker with its front feet, or use its tail to injure a predator. Many other sauropods travelled in herds, relying on safety in numbers so that only weak or sick animals would be attacked. Pachycephalosaurus could use its thick skull to defend itself against both predators and other members of its own species. Large predators such as Tyrannosaurus hunted alone, and relied on a surprise rush. The bird-mimic dinosaurs such as Gallimimus used their speed to escape. Diplodocus's tail was longer than a tennis court. It used the tail for support when it reared up to crush a predator with its front legs. Triceratops's neck was a massive frill of solid bone.</p> <ol style="list-style-type: none"> Different dinosaur species had different names. How many different dinosaur species are mentioned in the text? Which dinosaurs were attacked by predators? Which of those were attacked by predators and members of their own species? 	<p>Read the text and answer the following questions:</p> <p>Many dinosaurs used their horns, spikes or armour to defend themselves. But even those without armour had their own defence weapons. Apatosaurus could rear up on its hind legs and crush an attacker with its front feet, or use its tail to injure a predator. Many other sauropods travelled in herds, relying on safety in numbers so that only weak or sick animals would be attacked. Pachycephalosaurus could use its thick skull to defend itself against both predators and other members of its own species. Large predators such as Tyrannosaurus hunted alone, and relied on a surprise rush. The bird-mimic dinosaurs such as Gallimimus used their speed to escape. Diplodocus's tail was longer than a tennis court. It used the tail for support when it reared up to crush a predator with its front legs. Triceratops's neck was a massive frill of solid bone.</p> <p>Which two species of dinosaurs had to defend themselves against attacks by members of their own species?</p> <p>Source: NAPLAN question.</p> <p>Use the 'Understanding Text' questions to help your thinking.</p> <table border="1" data-bbox="1225 1602 1952 1717"> <thead> <tr> <th colspan="2">UNDERSTANDING TEXT</th> </tr> </thead> <tbody> <tr> <td>What is the question asking?</td> <td>Which information helps me?</td> </tr> <tr> <td>What are the clues?</td> <td>What do I need to know?</td> </tr> </tbody> </table>	UNDERSTANDING TEXT		What is the question asking?	Which information helps me?	What are the clues?	What do I need to know?	<p>WHY would you...have students answer a multi step comprehension question, with only a generic framework to scaffold their thinking? So students identify the information required, and strategically and independently organise the steps they need to take to solve the problem.</p> <p>HOW does this develop powerful/expert learners? Students become more resourceful and independent when they 'know what to try, even when they don't know what to do'.</p>
UNDERSTANDING TEXT									
What is the question asking?	Which information helps me?								
What are the clues?	What do I need to know?								
<p>Include some irrelevant information</p> <p>Give additional information that is not required to do the task.</p>	<p>View 'The Hunger Games' (2012) by Suzanne Collins.</p> <p>Think about the character of Katniss Everdeen.</p> <p>Choose 3 adjectives to best describe her personality. Explain your choices, using examples from the story.</p> 	<p>View 'The Hunger Games' (2012) by Suzanne Collins.</p> <p>Think about the character of Katniss Everdeen.</p> <p>Which of the following gives you information about her personality? What information does it tell you? Why do you think that? Compare your ideas with others.</p> <ul style="list-style-type: none"> She volunteered to take the place of her sister in the 74th Hunger Games. She makes her mother promise to take care of Prim. She wears a black unitard to represent coal. The blade of the knife lodged in her backpack. Madge gives her the mockingjay pin to wear. She warns Rue she is about to cut the nest down. She nicknamed a contestant 'Foxface'. She successfully hits the apple with an arrow. 	<p>WHY would you... give students additional information that may be irrelevant to the question they need to answer? So students can evaluate and distinguish between relevant and irrelevant information</p> <p>HOW does this develop powerful/expert learners? Students use reasoning and exercise logic as they decide which information is important and relevant to the task, and which is not.</p>						



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Technique	Before	After	Reflection: Why and how?				
<p>Students identify the 'problem to solve'</p> <p>Present a provocation and ask students to determine the problem to solve.</p>	<p>Jabberwocky (Lewis Carroll) Tell students that this poem contains many nonsense words that can be predicted based on context and picture clues. Read the poem. 1. Use contextual clues to make lists of the likely verbs, nouns, adjectives, adverbs and pronouns. 2. Find the dictionary meaning of the verbs.</p> <table border="1" style="margin-left: 40px;"> <tr> <th colspan="2">Did you notice?</th> </tr> <tr> <td>Carroll left the action verbs intact. This helped the poem to be deciphered.</td> <td>The poem retained the story line, but some meaning has to be inferred.</td> </tr> </table> <p>3. Find out about portmanteau words. Create some portmanteau words of your own.</p>	Did you notice?		Carroll left the action verbs intact. This helped the poem to be deciphered.	The poem retained the story line, but some meaning has to be inferred.	<p>Jabberwocky (Lewis Carroll)</p> <p>T'was brillig and the slithy toves Did gyre and gimble in the wabe... All mimsy were the borogoves And the mome rats outgrabe</p> <p>Read the poem.</p> <ol style="list-style-type: none"> What do you think? Work with a small group to come up with as many ideas questions/strategies as you can, and compare them. 	<p>WHY would you...have students work out strategies for creating new words? To develop skills in identifying patterns, devising creative strategies and analysing thinking.</p> <p>HOW does this develop powerful/expert learners? Students use reasoning in devising creative solutions to problems.</p>
Did you notice?							
Carroll left the action verbs intact. This helped the poem to be deciphered.	The poem retained the story line, but some meaning has to be inferred.						
<p>Provide insufficient information at first</p> <p>Give a perplexing problem and slowly provide information as needed.</p>	<p>View a visual text, for example, a non-fiction information video about a topic.</p> <p>Answer the following questions...</p>	<p>View the first few minutes of a visual text.</p> <ol style="list-style-type: none"> What questions has it raised? What other questions do you have? What ideas do you have? If (possible scenario) happens what could result? <p>Finish watching the visual text.</p> <ol style="list-style-type: none"> Were all your questions answered? Have other questions been raised? How could you find out more? 	<p>WHY would you...have students articulate questions after watching only a segment of a visual text, and then provide further information? To reflect on issues that have been raised, and predict what further information may be given.</p> <p>HOW does this develop powerful/expert learners? So student curiosity is aroused, and they actively seek information which has personal relevance and meaning.</p>				
<p>Don't give any of the steps - at first</p> <p>Provide prompts and support to scaffold the learning as needed.</p>	<p>Find several newspaper articles and analyse them in terms of bias, using the following questions:</p> <ol style="list-style-type: none"> What is the point of view that the writer is trying to convey? What is the evidence that is presented to support this view? How well does the evidence support the claims that are being made? How credible are the sources of this evidence? Is any action done to undermine the credibility of sources that may disagree with the view that is presented? (eg unflattering photos) What might be the motive of the newspaper in presenting this view? 	<p>Analyse a newspaper article in terms of bias.</p> <p>Write down the steps you took and compare to those of another group.</p> <ul style="list-style-type: none"> Can your process be improved? Does your process work when analysing other newspaper articles? 	<p>WHY would you...have students devise their own guiding questions for detecting bias in newspapers? So students analyse how bias is evidenced, and evaluate their ideas by applying them in context.</p> <p>HOW does this develop powerful/expert learners? Students think creatively to skilfully solve problems and evaluate their reasoning in authentic contexts</p>				
<p>Include some irrelevant information</p> <p>Give additional information that is not required to do the task.</p>	<p>Piggy's glasses were symbolic of wisdom and civilisation in William Golding's story 'Lord of the Flies'.</p> <p>Research to find out about some of the symbolic features William Golding used in this story.</p> <p>What was the message he was trying to get across?</p> <p>Which symbols do you believe were most important?</p>	<p>Piggy's glasses were symbolic of wisdom and civilisation in William Golding's story 'Lord of the Flies'. Think about the message you think Golding was trying to get across in this novel, and work in a small group to sort the following features of the story into two piles according to whether or not you believe they also had intended symbolic meaning.</p> <table border="1" style="margin-left: 40px;"> <tr> <td> hunts parachute the pig's head Ralph's hair colour clothing the Beast body paint the officer the fire </td> <td> the conch the sea the plane the glasses the beach the piglets the littluns Samneric the knife </td> </tr> </table> <ol style="list-style-type: none"> Discuss what each feature might symbolise. Does everything have symbolic meaning? Explain. 	hunts parachute the pig's head Ralph's hair colour clothing the Beast body paint the officer the fire	the conch the sea the plane the glasses the beach the piglets the littluns Samneric the knife	<p>WHY would you...have students apply their understanding of the underlying message of a novel, in deciding which, if any, of a range of items has symbolic meaning ? So students relate their knowledge of the symbolic meaning of artefacts to the message of the novel, but are cautioned by knowing that not all items are intended to be symbolic.</p> <p>HOW does this develop powerful/expert learners? Students think analytically and learn to use evidence to justify their ideas.</p>		
hunts parachute the pig's head Ralph's hair colour clothing the Beast body paint the officer the fire	the conch the sea the plane the glasses the beach the piglets the littluns Samneric the knife						