
Section 3—*Snapshots Up Close*

Aims

To further familiarise participants with the three methods of planning curriculum units as described in the *Teacher Guide*, particularly:

- using topics as specific starting points for cross-cultural, integrated studies
- using language skills and concepts as a starting point

Introduction

During this section participants will examine how the common topics from the *Snapshots of Asia* series can be used as specific starting points for planning cross-cultural, integrated studies and also how teachers can use language skills or concepts as a starting point when planning curriculum units.

The big books can be used to raise students' awareness of topics and themes and stimulate their interest and enthusiasm for more in depth studies. They also offer a rich source of informational text forms which can be used to extend students' knowledge of language.

The *Teacher Guide* outlines suggestions for studies based on the common text topics and provides extension activities that assist the students to become immersed in and go beyond the concepts behind the *Snapshots* texts. It also provides ideas for developing students' literacy abilities within country and topic specific studies. Many of the ideas listed have cross-curricula applications and with some simple differentiation of the tasks, will easily cater for multi-level classes.

Planning for Delivery

Photocopy overheads

Prepare multiple copies of handouts

Select and write topic names into Resource 3.1

Expertise Required

Familiarity with *Snapshots of Asia* series including the *Teacher Guide*

An understanding of text forms

Resources Required

Overhead projector and pens

Pens and paper

Adequate numbers of the *Snapshots of Asia* big books

Adequate numbers of the *Teacher Guide*

Bibliography

Refer to Resource 1.6

Delivering the Section

1. Welcome and Introduction

Show **OHT 3.1: ‘Workshop Aims’** and briefly outline the aims of the section.

2. Using Topics as Specific Starting Points

Show **OHT 3.2: ‘Format of the *Teacher Guide*’**, drawing attention to the place of ‘Using Topics as Specific Starting Points’ in the *Teacher Guide*. It is envisaged that when teachers choose to select a topic as a starting point, they will be looking at that topic across more than one country. One or more topics can be explored in detail or in a comparative manner.

Show **OHT 3.3: ‘Topics Explored in the *Snapshots of Asia Series*’** and note that the *Teacher Guide* provides supportive material—both generic- and topic-specific for all topics except those asterisked. (‘Interesting Places’ is in the format of a board game and ‘A Folk Tale’ can be treated as one of the many text types found in the books.)

Show **OHT 3.4: ‘Generic Ideas for Introducing Topics’** and introduce the generic ideas for exploring each of these topics from the *Teacher Guide*.

Show **OHT 3.5: ‘Information on Each of the Topics from the Text’** and explain that in addition to the generic ideas, the *Teacher Guide* provides suggestions specific to each of the topics and provides extension activities to assist students to go beyond the concepts presented in the *Snapshots of Asia* series. These suggestions are presented in the same format for all topics.

3. Big Book Round Robin

Before beginning this section, select and write different topics in the space provided on the participants’ copies of **Resource 3.1: ‘Exploring Topics Across Countries’**.

Distribute the sheets to individual participants, explaining that each of them has been allocated one of the common topics from the *Snapshots of Asia* texts and will be exploring that topic across all six countries. Participants then read the section relating to their topic from the *Teacher Guide*. Topics suggested for this activity are:

- Our Environment
- Getting About
- Structures and Shapes
- School
- Going Shopping
- Cooking
- Playing Games, Having Fun
- Practising and Performing
- Something to Celebrate

(Depending on the number of participants and the number of big books available, this activity may be conducted in pairs or small groups.)

Each participant will be given a big book for approximately five minutes during which time they will glean country-specific information relating to their allocated topic from the text. After this time, the big books will be passed around until all participants have had access to all six big books.

Participants will use the handout to make notes of the country-specific information relating to their topic. This can then be used as a starting point for a study of topic based similarities and differences between Australia and the Asian countries. Encourage participants to think about links across learning areas. Note that Australia has been included in the handout so that participants can make a note of Australian information relating to their topic.

(This activity can be modified so that fewer countries are studied if time does not permit. However looking at all six texts gives participants a greater familiarity with the entire series.)

Lead participants in a sharing session. Reinforce that the big books provide a snapshot of each topic which can be used as a springboard to more in-depth studies. Discuss links across the learning areas.

4. Using Language Skills and Concepts as a Starting Point

Show **OHT 3.6: ‘Planning Approaches’** and discuss the third suggested way of using the *Snapshots of Asia* series which is using the development of language skills and concepts as a starting point for planning. A feature of the *Snapshots of Asia* big books is the range of text forms used in the series. This is particularly useful in developing students’ awareness of and ability to use different text forms to extract and present information for a variety of purposes and audiences. The *Teacher Guide* offers a range of teaching ideas for enhancing students’ literacy development.

Show **OHT 3.7: ‘Beliefs about Language Learning’** and introduce participants to the beliefs about language learning which underpin the *Snapshots of Asia* series. Keep OHT 3.7 on display.

5. Language Learning Scenarios

Show **OHT 3.8: ‘Language-Specific Starting Points’**. The matrix from the *Teacher Guide* outlines the key text forms used on each page of the big books. This provides the teacher with an overview of the range and spread of text forms throughout the *Snapshots of Asia* series.

As mentioned in **Section 1 — *Introducing Snapshots***, the incorporation of a range of factual text types, often on the same page, needs explicit explanation, as do the use of conventions such as index pages, technical terms and glossaries for students to be supported in reading the texts.

Ask the participants to form three groups and hand each group a scenario—one of **Resources 3.2a, 3.2b or 3.2c: Scenarios for Developing Language Learning**. Participants should have access to both the *Teacher Guide* and the *Snapshots of Asia* big books.

Ask participants to discuss how they would use the big books to develop students’ language skills and concepts—in this case developing an awareness of and ability to use different text forms—in the teaching scenarios described. Let participants know that they will be sharing the outcomes of their discussions with the entire group.

(It should be noted that this is a training exercise only and that classroom teachers would make teaching decisions based on a wealth of information about their students’ learning needs.)

Lead participants in a sharing session. They should be asked to describe the scenario and their suggestions for meeting the students’ learning needs.

This should stimulate a discussion about the challenge of developing students' language skills and concepts within authentic learning contexts. Discussion points may include:

- the range of informational text forms presented in the big books
- the big books as useful resources when developing students' ability to extract information from texts when reading and incorporate different text features in their writing
- the need to base instruction on students' learning needs
- the importance of interest and active engagement in the content of the text for skill development to be meaningful
 - the need for the purpose of skill development to be made explicit to students.

Show **OHT 3.9: 'Snapshots of Asia—Supporting Students' Language Development'**, and outline other ways the *Snapshots of Asia* series supports the development of students' language skills.

Key points to make are:

2.2b Ideas from the Text and Beyond the Text

While all of these suggestions support students' language development, those listed on **OHT 3.9** specifically focus on skill development.

2.2c Country-Specific Activities

The activities and ideas in *Developing Literacy* are specific to the country being explored.

6. Reflecting on State/Territory Curriculum Documents

It may be appropriate to include a discussion with participants of the potential of the *Snapshots of Asia* series in supporting students to meet the learning outcomes from relevant State or Territory curriculum documents and the national benchmarks.

Workshop Aims

To further familiarise participants with the three methods of planning curriculum units as described in the *Teacher Guide*, particularly:

- **using topics as specific starting points for cross-cultural, integrated studies**

- **using language skills and concepts as a starting point**

Format of the Teacher Guide

1. *Snapshots of Asia* Overview

2.1 Planning Ideas

2.2 Country-Specific Starting Points

2.3 Using Topics as Specific Starting Points

- **generic ideas for introducing topics**
- **information on each of the topics from the text (eg Structures and shapes)**

Topics Explored in the *Snapshots of Asia* Series

Welcome to My Country

Meet My Family

Our Environment

Getting About

Structures and Shapes

School

Interesting Places*

Going Shopping

Cooking

Playing Games, Having Fun

Practising and Performing

Something to Celebrate

A Folk Tale*

Generic Ideas for Introducing Topics

Classroom Displays

Picture Study

Similarities and Differences

Literacy Ideas

Mathematical Concepts

Other Learning Areas

Integrated Ideas (as for the Country-Specific Starting Points)

Information on Each of the Topics from the Text

(eg 'Our Environment')

**Setting the Scene—Diagram and
Explanation**

Concept Map

Specific Texts from Each Book on the Topic

Developing Literacy

Developing Mathematical Concepts

Integrating Other Learning Areas

Planning Approaches

The three suggested methods of planning described in the *Teacher Guide* are:

- **using the country as a starting point**
- **using a topic as a starting point**
- **using language skills and concepts as starting points**

Beliefs about Language Learning

Language develops through:

- **the active engagement of the learners**
- **interactions in meaningful events**
- **joint construction of meaning in a range of contexts**

Readers:

- **bring a range of experiences, background knowledge and feelings to the text**
- **gain meaning from print**
- **integrate the cueing systems of language**
- **construct meaning at a word, sentence and text level**
- **are involved in an active process**
- **understand the purposes of reading**

Language-Specific Starting Points

	China	Japan	Thailand	Korea	Indonesia	Vietnam
Welcome (host character)	Li Shen	Keiko Nakamura	Tiwa Sawat	Kim So-Yong	Sugito Soesano	Tran Thi Ban
Meet My Family	diagram using a family tree	email	letter	invitation	map table	letter
Our Environment	postcard	interview	description labels	report	report	poem
Getting About	rhyming questions	Exposition - arguments for and against	report	dialogue	description	description timetable
Structures and Shapes	description	description	quiz	explanation	description	quiz
School	alliteration diary	timetable recount	diary recount	recount	diary timetable	recount poem
Interesting Places (board games)	instruction	instruction	instruction	instruction	instruction	instruction
Going Shopping	advertisements	poem	lists	report	lists report	list rebus
Cooking	menu procedure <i>Zhurou Paigu</i> (Barbecued Pork Spare Ribs)	menu procedure <i>Yakitori</i> (Chicken Kebabs)	menu procedure <i>Pad Thai</i> (Vegetarian Rice Noodles)	menu procedure <i>Bibim Guksu</i> (Mixed Vegetables and Noodles)	menu procedure <i>Gado-Gado</i> (Steamed Vegetables with Peanut Sauce)	menu procedure <i>Goi Cuon</i> (Fresh Spring Rolls)
Playing Games, Having Fun	thank-you notes	dialogue thought bubbles	acrostic poem	recount	rebus	storymap
Practising and Performing	recount	explanation definitions	letter recount	recount	report	recount of a tale
Something to Celebrate	report	report	report description	recount	postcard	definition explanation
A Traditional Tale	narrative 'The Story on the "Blue Willow" Plate'	narrative 'The Legend of the Crane'	narrative 'Black Crow' poem	storyboard narrative 'The Strongest Person in the World'	storyboard narrative 'Why Cats and Dogs are Enemies'	narrative 'The Legend of Widow's Island'

***Snapshots of Asia*—Supporting Students' Language Development**

2.2b Ideas From the Text and Beyond the Text (p 9)

- **Text Innovation**
- **What Text is That?**
- **Word Study Activities**

2.2c Country-Specific Activities (p 8)

- **Developing Literacy**

Resource 3.1

Exploring Topics Across Countries

Topic:

Country	Notes
Australia	
China	
Indonesia	
Japan	
Korea	
Thailand	
Vietnam	

Resource 3.2a

Scenarios for Developing Language Learning

Scenario A

Introducing a report to beginning readers

Resource 3.2b

Scenarios for Developing Language Learning

Scenario B

Developing students' ability to identify the purpose and features of procedural texts

Resource 3.2c

Scenarios for Developing Language Learning

Scenario C

Teaching students to write a narrative text in the form of a folk tale