**Rationale**

Multimedia or multimodal texts are one of the new components of the NSW English Syllabus that students must both respond to and compose. Students need effective strategies to enable them to develop independent learning skills of multimodal texts which may contain a mixture of text, images, hyperlinks, audio, video and interactive activities. Reading on the internet provides an immediate example of the differences multimedia texts can make. The conventional notion of reading from left to right and from top to bottom is challenged when images and text are often not placed in a linear fashion. The visual weight of elements on the screen is what determines our order and manner of reading. Such changes in reading and viewing illustrate just one of the differences in studying multimedia texts.

Phasmids which was created by the Field of Mars Environmental Education Centre is an informational multimedia text suitable for Stage 2/3.

This ebook may be downloaded from iBooks at <https://itunes.apple.com/au/book/phasmids/id712107565?mt=13&ign-mpt=uo%3D8>

and currently costs $1.99. It works on both iPads and Mac computers with OS X 10.9 or later.

By changing some of the specific questions the ebook Ringtale Possums by Filed of Mars Environmental Education Centre could be used instead <https://itunes.apple.com/us/book/ringtail-possum/id881338771?mt=11&ign-mpt=uo%3D8>

In this unit students will spend the first 2 weeks learning and exploring the features of both multimodal texts and informational texts. In weeks 3 and 4 they will compose their own informational multimedia text using either an ebook creator such as

Voicethread, <http://voicethread.com>

Book Creator, <https://itunes.apple.com/us/app/book-creator-for-ipad-create/id442378070?mt=8>

Creative Book Builder, <https://itunes.apple.com/en/app/creative-book-builder/id451041428?mt=8>

Glogster <http://edu.glogster.com/?ref=com>

or Powerpoint. with text, images, hyperlinks, video and audio

**NSW English Syllabus Content**

**Week1/2**

EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

* identify the [audience](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) and [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) of informative [texts](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax). (ACELY1678) 
* interpret how imaginative, informative and persuasive texts vary in purpose, structure and topic
* identify characteristic features used in informative text to meet the purpose of the text (ACELY1690) 
* identify the features of online texts that enhance navigation (ACELA1790) 
* identify features of online texts that enhance readability including text, navigation, links, graphics and [layout](http://syllabus.bos.nsw.edu.au/glossary/eng/layout/?ajax) (ACELA1793)
* identify and interpret the different forms of visual information, including maps, tables, charts, diagrams, [animations](http://syllabus.bos.nsw.edu.au/glossary/eng/animation/?ajax) and images 

EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

* [skim](http://syllabus.bos.nsw.edu.au/glossary/eng/skimming/?ajax) a text for overall message and [scan](http://syllabus.bos.nsw.edu.au/glossary/eng/scanning/?ajax) for particular information, eg headings, key words
* identify and explain language features of texts from earlier times and compare with the vocabulary, images, [layout](http://syllabus.bos.nsw.edu.au/glossary/eng/layout/?ajax) and content of contemporary texts (ACELY1686) 
* summarise a paragraph and indicate the main idea, key points or key [arguments](http://syllabus.bos.nsw.edu.au/glossary/eng/argument/?ajax) in informative text.

**Week 3/4**

EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

* use visual representations, including those digitally produced, to represent ideas, experience and information for different [purposes](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) and [audiences](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) 

EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

* experiment with visual, multimodal and digital technologies to represent aspects of experience and relationships 
* respond to short films, documentaries and [multimedia](http://syllabus.bos.nsw.edu.au/glossary/eng/multimedia/?ajax) texts that express familiar and new aspects of the broader world

EN2-3A uses effective handwriting and publishes texts using digital technologies

* use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1685, ACELY1697) 

**Phasmids Multimedia text Stage 2 English Unit Week1/2**

Skim through the multimedia ebook Phasmids by Field of Mars Environmental Education Centre

**Is this an imaginative, informative or persuasive text?**

**…………………………………………………………………………..**

|  |  |  |
| --- | --- | --- |
| **Imaginative texts –** texts whose primary purpose is to entertain through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film | **Informative texts –** texts whose primary purpose is to provide information. They include texts which are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins | **Persuasive texts –** whose primary purpose is to put forward a point of view and persuade a reader, viewer or listener. They form a significant part of modern communication in both print and digital environments. They include advertising, debates, arguments, discussions, polemics and influential essays and article |

**What features does it have that make you think so?**

**Circle the ones that you see as you skim through the ebook (not all are there)**

Headings, subheadings, chapters, images, third person, present tense, maps, tables, charts, videos, diagrams, animations, videos, games/activities, title, glossary, scientific language,

**Now have a closer look at Chapter 1.**

How do you turn the page?

……………………………………………………………………………

What does this symbol mean? 

………………………………………………………………………….

How do you make the pop-up disappear?

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What does it mean when an image has several dots underneath it?

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How do you view the other images?

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How do you make a video play? Can you stop it half way?

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Why are some words in **bold**?

…………………………………………………………………………………………………………………………………………………………

What happens if you tap on them?

…………………………………………………………………………….

How do you close that activity page?

……………………………………………………………………………

What does the garbage bin symbol mean?

……………………………………………………………………………

**Chapter 2**

**Tap on the screen a drop down bar with**



**Explore what each of them do**

What does clicking on Library  do?

…………………………………………………………………………….

Everytime you open the ebook it opens where you last left it. The  icon lets you change chapters and go to the glossary. Move your finger along the dots at the bottom to change chapters.

What does the notepage  do?

…………………………………………………………………………………………………………………………………………………………

Experiment with making notes. Follow the instructions that appear when you click on the Notepage symbol. Close and then click it again. It collects the information you have highlighted. How could this be useful?

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What does the light  do?

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What does the magnifying glass  do?

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What does the bookmark  do?

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**Chapter 3**

When you first open a chapter the image is a bit blurry and then becomes more detailed. Why do you think this happens?

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Look at the Spiny Leaf Insect distribution map. Where in Australia would I find Spiny Leaf Insects in the wild? (Write the initials)

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What do these letters stand for? Write the states full names?

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How do you do the drawing in the “Draw a Phasmid” activity?

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Does having a real picture of a phasmid to trace over make it easier?

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In Chapter 3 is a diagram of a male and female Spiny Leaf Insect. A diagram is a drawn detailed picture with labels. What are some ways that a diagram or drawn detailed picture might be better than a photographic image.

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**Chapter 6**

Write down the meanings of:

Metamorphosis………………………………………………………………………………………………………………………………………

Moult…………………………………………………………………………………………………………………………………………………….

Instar…………………………………………………………………………………………………………………………………………………….

Capitulum……………………………………………………………………………………………………………………………………………….

Predators………………………………………………………………………………………………………………………………………………..

Nymph…………………………………………………………………………………………………………………………………………………

**Chapter 7**

Summarise in your own words how to collect phasmids

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**Chapter 8**

When we are reading information texts we don’t have to read the entire book. If we are looking for information on keeping Phasmids we can use the Table of Contents to go straight to Chapter 8. In ebooks we can use the search facility with the magnifying glass to type in what we are looking for and go straight to the right page.

Experiment by using the search bar. What page number would we find information on:

1. Lifecycles………………………………………………….
2. Scientists………………………………………………….
3. Goliath Stick Insects………………………………………

When we are on the right page we can use the subheadings to go straight to the information we need. If we want to know what to feed phasmids we look for the subheading **Feeding your Phasmid.**

What do phasmids eat? ...................................................................................................................................................................................................................

**Chapter 9**

Review is the second last chapter. Look up the meaning of review in the dictionary.

Review …………………………………………………………………………………………………………………………………………………………Why did the authors put this chapter in?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..

**Chapter 10**

Chapter 10 has credits and gives information about the authors and references for the information in the text. The references are live hyperlinks. If you click on them you will be taken to the website sources they used for their information. Are these credible sources? (Museums, educational sources, government organisations, The Australian Broadcasting Company and zoos are usually credible sources. Anyone can have a wordpress or .com or weebly account. You have to see if they are qualified).

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………… Looking at the authors, where they work and the references do you think that the information in this text is likely to be correct?

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**Features of paper/book information texts**

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**Features of multimedia information texts**

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**What type of information text do you like best, book or multimedia text? Give reasons for your choice.**

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**Weeks 3 and 4 Creating an Informational Multimedia Text**

You will be creating a multimedia text on Gondwana Rainforests. You will be able to collect images, audio and video when you have your school excursion to the rainforest. In order to do so effectively you need to have planned what you will need.

Using this [mind-mapping page from Global Education](http://www.globaleducation.edu.au/verve/_resources/webmap.pdf) or a mind-mapping tool such as Popplet Lite <https://itunes.apple.com/us/app/popplet-lite/id364738549?mt=8>

Place your topic in the centre and then think of all the other information about it you should include in an informational text.

Just write keywords and facts. This will make it easier for you to write it in your own words later.

In the circles of the page from Global Education write down the other media you will use to make your information text more interesting eg images, video, hyperlinks, audio, web2 tools.

You can record audio by using Audacity on your computer or a recording app such as Audio Memos Free <https://itunes.apple.com/en/app/audio-memos-free-voice-recorder/id304075033?mt=8>. Some ebook creators will let you record in the program.

Cameras, ipods, phones and ipads can be used to create video for your multimedia text.

Images can be drawn and then scanned or photographs that you have taken. Will you use maps, tables or diagrams in your text?

Use your own work rather than other people’s images from the internet.

Plan your multimedia text using the Storyboard. You can use it to plan what is going to be on each page and what multimedia you are going to use. This makes it easier to tick it off as you make it.

Draft your information and check for spelling and grammar errors.

Remember to make it easier to find information by using headings and subheading. Make a Table of Contents and hyperlink to the correct pages. Make a glossary of difficult words.

Each of these ebook creation possibilities has limitations and problems that you may have to overcome. If you have only a computer use Glogster, Voicethread or Powerpoint. Glogster and Voicethread will require a parent or guardian to make an account for you to use.

Little Story Maker, Book Creator and Voicethread are free apps for use on an Ipad. Creative Book Builder is probably the best but costs $3.99.

Give yourself plenty of time to experiment with the method that you choose.

Create your multimedia book, get an adult to proofread it, then publish and share with your teacher, family and friends.