

## **Toon Talent**

Complete the first two components, Pre-Reading Zone In and Pre-Reading Predicting, before reading the complete text. Then undertake the remaining components, from During Reading My Connection. Each component will open the relevant pages of text, if applicable, but you can go back to any part of the text at any time.

### *Tab 1 Pre-Reading Zone In*

Discuss as a class before moving to Pre-reading Predicting.

### *Tab 2 Pre-Reading Predicting*

Discuss as a class before moving to each new screen.

### *Tab 3 During Reading My Connection*

### *Tab 4 Visualising*

### *Tab 5 Questioning*

### *Tab 6 Summarising*

### *Tab 7 Monitoring*

### *Tab 8 Word Works Activity 3*

You may want to use the tips for writing explanatory texts, from Blake's *Writer's Guide for Primary Students* (included at the end of this document).

### *Tab 9 Assessment*

The first three questions are literal questions, so the correct statement can be found in the text. The next two are interpretative or inferential questions, meaning that students need to interpret or infer from the text to find the correct statement. The final question is an applied or evaluative question, so students need to apply or evaluate the information from the text to choose an answer, and there may be no "correct" answer.

Here are the answers for the assessment task.

#### **Literal**

1. a 2D cel animation is the most traditional form of animation.
2. c Animators need to be very patient and have an eye for painstaking detail.
3. b *Gertie the Dinosaur* screened in 1914 and was one of the first animated cartoons.

#### **Interpretative or inferential**

1. b *Toy Story* was hugely successful because of the quality of the animation and the fact that many children could identify with the story.
2. a Camera angles are used to influence how a viewer interprets and relates to characters in an animated movie.

#### **Applied or evaluative**

Answers may vary.

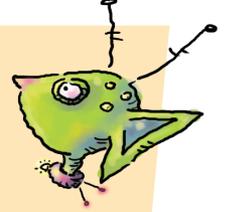
As an additional assessment task, ask each student to read the following text out loud. Then mark any errors and work out the percentage of accuracy to see how well each student can read aloud.

This text is 106 words. To convert to a percentage of accuracy, divide the number of words pronounced correctly by 106 and multiply by 100.

Almost all movies we see today have some kind of CGI special effect in them, whether it is to make a natural element look more dangerous, like fire, smoke or clouds, or it is a whole character or background

Special effects animators often rely on computer programs to recreate how things look and act in the real world — like clouds swirling, or a rock being dropped and bouncing.

They then see where and when they need to add their enhancements. Or even add a completely different effect, like a flash of light or a puff of smoke, that would not naturally occur but would look believable.



**Purpose:** An explanation is written to explain how or why something in the world happens or how something works. They are written about actions rather than objects and are usually found in scientific or technical fields.

An explanation is a formal, professional text type that describes a process. It may be medical researchers explaining how a new medicine will work, or weather forecasters explaining why there will be a thunderstorm tomorrow, or a scientist explaining the life cycle of a butterfly.

## STRUCTURE

### CORE FEATURES

title – often written in the form of a question to be answered – it gives a definition of the process

a general statement to introduce or identify the topic

a series of events or logical steps in the process – written in separate paragraphs and showing cause and effect relationships

labelled diagrams / flow charts

### ADVANCED FEATURES

use words such as 'how...' or 'why...'

extra information (facts) can be put into boxes

a concluding statement or paragraph

## LANGUAGE

### CORE FEATURES

use of present tense

general nouns and noun groups to build good descriptions

non human subjects

time conjunctions and connectives to link and sequence events

use of technical language

use of action verbs to explain the cause

glossary for technical language

reference your work

### ADVANCED FEATURES

adverbial phrases to tell where and when actions occurred

use of passive voice

## Key features: Explanation – The Life Cycle of a Bee

Read the example information report below.

Can you find the key features of its *structure* and *language*? Use the features box to help you look.

### How does a bee develop?

Bees are social insects that live in organised groups called colonies. Each colony lives in a hive and each hive has one queen, some drones or male bees, and lots and lots of worker bees. It is the drones' job to mate with the queen so that she can lay eggs.

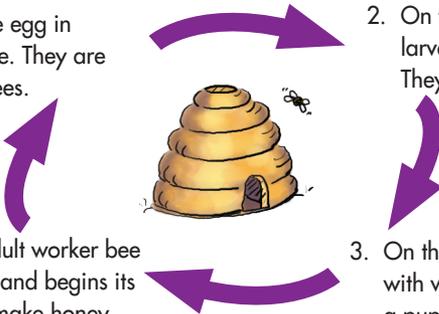
A queen bee will begin laying eggs 10 days after mating. Each egg will be placed in a cell in the comb (inside the hive). She will lay about 3000 eggs a day for the rest of her life, about 2 years, and she will never leave the hive.

Four days after being laid, the eggs will hatch. At this stage they are called larvae. The larvae will be fed 'bee bread', which is a mixture of nectar and pollen.

On the ninth day after hatching, the larvae cells will be covered with wax and they begin the transformation into a pupa. During this stage, the pupa will not eat.

Finally, 21 days from the beginning of the life cycle, the pupa opens and an adult worker bee emerges, ready to begin life collecting pollen to make honey for the hive.

This life cycle for bees is known as **metamorphosis**. (kidcyber.com.au 2001)

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1. The queen bee lays one egg in each cell of the bee hive. They are cared for by nursery bees.
  2. On the fourth day, the eggs hatch into larva. They look like small white sausages. They are fed nectar and pollen.
  3. On the ninth day, each cell is covered with wax and the larva transforms into a pupa. The pupa does not eat.
  4. On the 21st day, the adult worker bee emerges from the pupa and begins its life collecting pollen to make honey.



### FEATURES: **STRUCTURE** **LANGUAGE**

**Concluding statement**  
**General statement to identify**  
**Labelled flow chart to support**  
**New paragraph for each new event**  
**Series of steps in the process of bee life cycle**  
**Title in the form of a question**

**Action verbs**  
**Adverbial phrase**  
**Noun groups**  
**Technical language**  
**Time connectives**  
**Words in bold for glossary**  
**Reference**

## Text sample: Explanation – The Life Cycle of a Bee

Audience: Children researching

Purpose: To explain how a bee changes through its life

Format: Magazine feature

### FEATURES

Title in the form of a question

General statement to identify the topic

Technical language

Series of steps in the process of bee lifecycle

New paragraph for each new event

Action verbs

Adverbial phrase

Time connectives

Noun groups

Concluding statement

Words in bold for glossary

Reference

Labelled flow chart to support explanation

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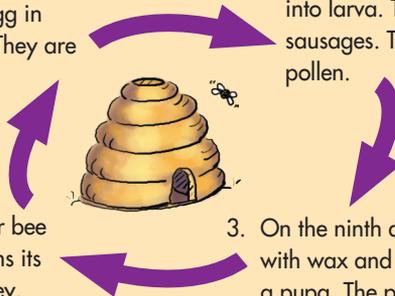
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