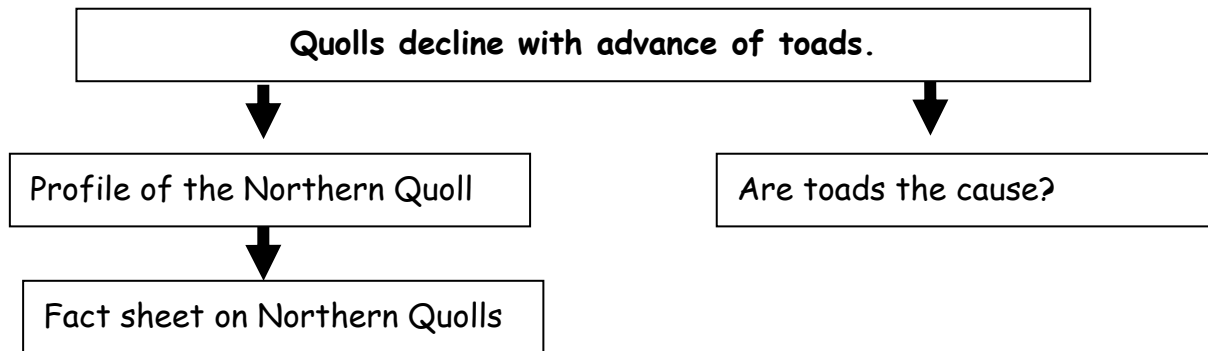


## Graphic Outline



## **Quolls decline with advance of toads; a three level guide strategy.**

- a. Students read the article independently, as group, round robin etc.
- b. Students independently select the statements they agree with, working one level at a time.
- c. Students discuss the statements and their responses in groups of 4-6.
- d. The group decides on commonly agreed statements which are shared at the end of the discussion time.

### **Level 1 Literal (knowledge and comprehension)**

Tick the statements which focus on what the author says in this article.

Discuss your choices and reasons with your group.

1. There are different opinions about how the cane toad will affect native animals in the NT.
2. There is lot of scientific data to inform us about the impact of cane toads in Kakadu.
- 3.. Cane toads were first recorded in Kakadu in 2001.
- 4.. Northern quolls are carnivores that will eat frogs.
- 5.. Quolls will learn not to eat cane toads by watching others.
- 6.. There was a decline in quoll numbers prior to cane toads arriving.
- 7.. Quolls are very successful predators and were becoming overcrowded.
- 8.. Long term scientific monitoring will be happening in the Mary and East Alligator Rivers.
9. The Northern Quoll population will be extinct very soon.

### **Level 2 Interpretative (inferences about what the author may be saying)**

Tick the statements which you think are what the author meant in the article.

Discuss and be prepared to justify your choices with your group.

- 1 No one really knows what the long term impact of cane toads will be.
2. Monitoring the quoll populations will help us save the quoll population.
3. Nothing can be done to save the quoll population.
4. The decline in quoll numbers is due to the coming of cane toads.
5. Monitoring quolls may give us ideas to save them.
6. Support for long term studies needs to be provided.

### **Level 3 Applied (content objectives)**

Tick the statements you know the author would support.

Be prepared to give your reasons when you discuss your choices.

1. Experts agree that the advance of the cane toad will result in mass extinction of native animals.
2. Methodical scientific monitoring is an important strategy in understanding the environmental impact of an invasive species.
3. Social species of animals are better at surviving change.

## **Quolls decline with advance of toads.**

**Savannah Links Issue 26 July –Oct 2003**

### **Three level guide strategy:**

This is a strategy to help learners gain a deeper understanding of the text they are reading. It will assist them to make judgments about or challenge concepts or ideas in the text and relate these ideas and concepts to other contexts.

The teacher firstly determines the objective for reading the text and then develops a series of statements about the text at the 3 levels of comprehension.

1. Literal
2. Interpretive
3. Applied

After reading the focus article the teacher then presents the statements to the students.

Students individually select the responses (do one level at a time) and then discuss in groups.

The group select commonly agreed statements to share as class.

The statements are presented in blocks to separate the levels and to demonstrate to students that information can be explicit, inferred and can be extended to real life.

### **References**

**Learning to Learn from Text: effective reading in the content area.** A Morris and N Stewart-Dore, Addison-Wesley, NSW 1990.

**Teaching and learning strategies for ESL Learners R-12.** Education Department of South Australia, Adelaide 1993

**Quolls decline with advance of toads.** Dr Meri Oakwood, Savannah Links, CRC Australia, Issue 26, July-Oct, 2003.

## Graphic Outline

Graphic outline is a strategy which shows learners how to navigate a factual text which uses headings, subheadings, figures and illustrations. A graphic outline is a diagram of what the text is about and how it is organised. Learners survey a text to find out the main points and what aids are used to support the information before they read it. This strategy should support later scanning activities when students are looking for specific text chunks.

The teacher provides a blank graphic outline of the text using the headings and layout. This is then presented to learners who fill in the graphic outline together. After students are familiar with using graphic outlines a second stage can be added to have a prediction element.

### References

**Learning to Learn from Text: effective reading in the content area.** A Morris and N Stewart-Dore, Addison-Wesley, NSW 1990.

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