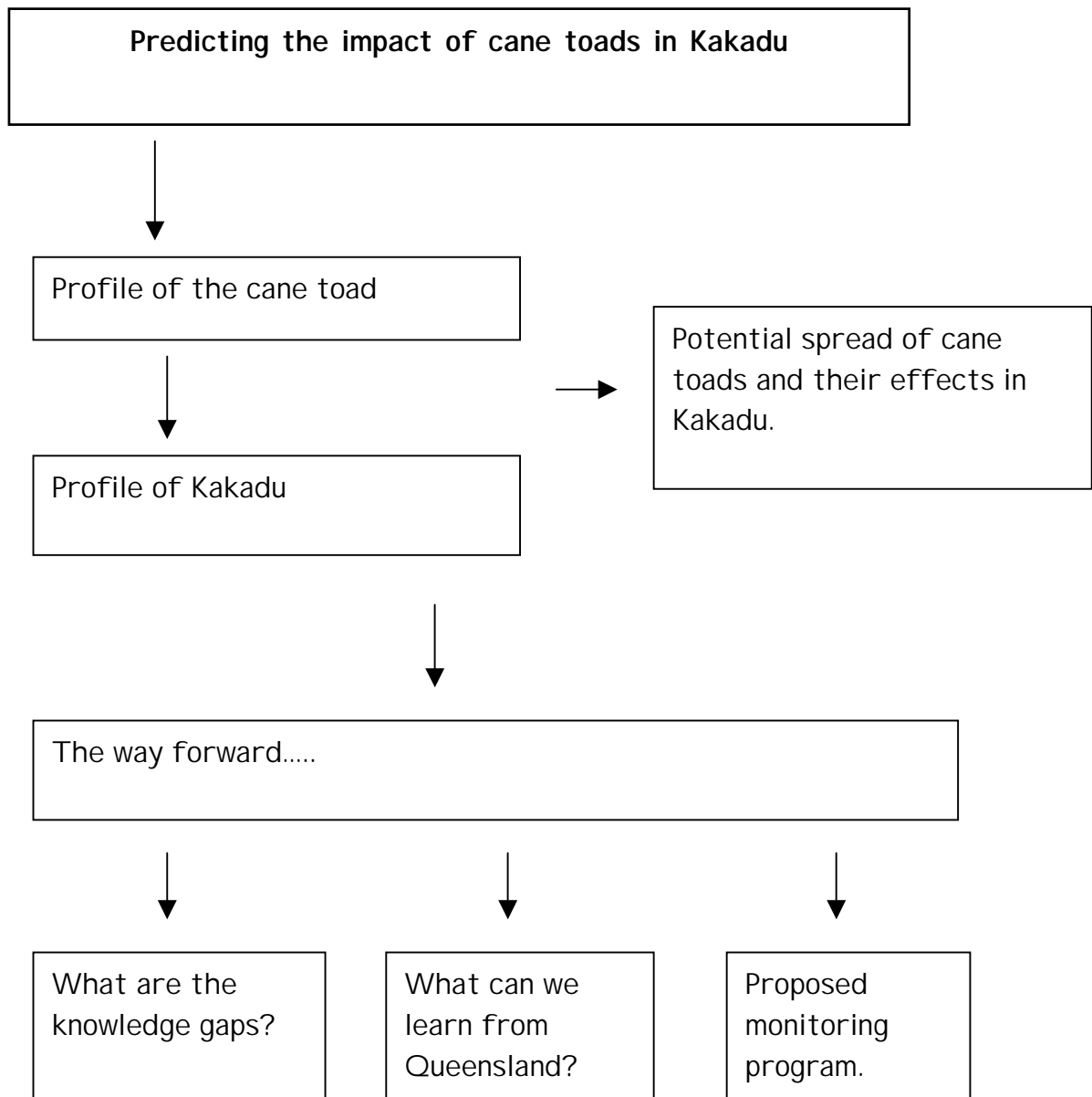


Graphic Outline - *Predicting the impact of cane toads in Kakadu*



Name: _____

Three-level guide strategy - *Predicting the impact of cane toads in Kakadu*

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

Level 1 Literal (knowledge and comprehension)

✓ Tick the statements that focus on what the author says in this article. Be able to show where you found the answers in the text.

Discuss your choices and reasons with your group.

- ___1. There are a limited number of habitats found in Kakadu National Park.
- ___2. The risk assessment was done because people weren't concerned about the cane toads' impact in Kakadu National Park.
- ___3. Cane toads are omnivorous, eating a wide variety of prey including their young.
- ___4. A variety of predators will die if they mouth or ingest toads.
- ___5. Scientists haven't been able to identify definite species that are susceptible to cane toads.
- ___6. A few species appear to be immune to the cane toad's toxin or feed in a way that avoids the poison.

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

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

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

- ___1. The extended dry season of Kakadu will suit the cane toad.
- ___2. Cane toads will only increase the rich biodiversity of Kakadu National Park.
- ___3. The waterways in Kakadu provide ideal conditions for toads to travel to new areas and to breed ferociously.
- ___4. Cane toads will only increase the rich biodiversity of Kakadu National Park.
- ___5. Certain habitats and species in Kakadu National Park are at risk from the impact of cane toads.

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. The impact in Kakadu might not be as bad as we think because there is less land disturbance there.
- ___2. Northern Quolls and various monitor lizard species need to be monitored closely if they are to survive the impact of cane toads.
- ___3. People need to be vigilant with their boats and cars making sure they are not helping the spread of cane toads.

Name: _____

Predicting the impact of cane toads in Kakadu

Graphic Outline

Graphic outline is a strategy that shows learners how to navigate a factual text that 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.

Three-level guide strategy

This strategy helps learners gain a deeper understanding of the text they are reading. It assists 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 three levels of comprehension.

1. Literal
2. Interpretative
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

Education Department of South Australia. (1993) *Teaching and Learning Strategies for ESL Learners R-12*. Education Department of South Australia: Adelaide.

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Van Dam, R.A., Walden, D.J. and Begg, G.W. (2002) *A Preliminary Risk Assessment of Cane Toads in Kakadu National Park Scientist Report*. Supervising Scientist: Darwin.

Name: _____