

Experimenting

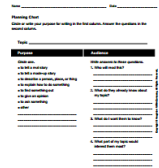
Ideas for teaching and learning activities using graphic organisers and processes

Stage 5 descriptor

Students compose critical and imaginative responses to texts. They adopt, combine and adapt conventions of genre and style to experiment with textual concepts and with ideas drawn from texts to come to deeper understandings.

Stage 4 descriptor

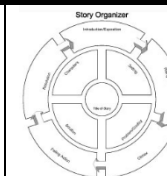
Students use, adapt or subvert particular textual conventions across modes and media to experiment with a range of meanings and textual concepts.

Experimenting teaching and learning ideas	Syllabus intent	Links to graphic organisers
<p>Use scaffolds to help organise ideas for a new text/ analyse a given text to support understanding and use to adapt/ transform/ subvert etc. For example, analyse a persuasive text and complete the persuasion map. Then move this information into the story organiser to create a new text with the same message.</p>	<ul style="list-style-type: none"> • compose imaginative, informative and persuasive texts • use imaginative texts as models to replicate or subvert textual conventions to create new texts • experiment with language forms and features for pleasure and enjoyment • use increasingly sophisticated verbal, aural, visual and or written techniques 	<p>Planning Chart: Topic/ Purpose/ Audience (PDF 20KB)</p>  <p>Go to Education Oasis to download the Story organizer: Introduction/ Rising Action/ Climax/ Falling Action/ Resolution/ Characters/ Setting/ Problem/ Conflict/ Solution/ Title of Story</p>

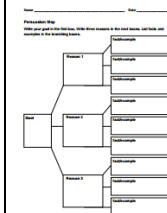
Experimenting teaching and learning ideas

Syllabus intent

Links to graphic organisers





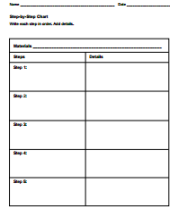
[Persuasion Map](#): Goal, Reason x 3, Fact/example x 9 (PDF 16KB)

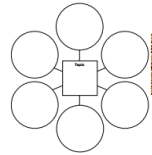
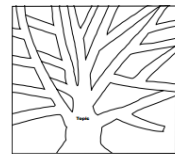



[Film strip](#): Title – 1-6 (PDF 39KB)



[Poetry terms](#): Alliteration/ Rhyme/ Metaphor/ Personification/ Simile/ Onomatopoeia/ Poetry Topic (PDF 147KB)

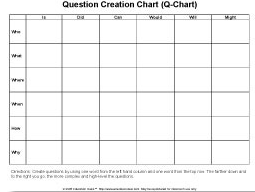

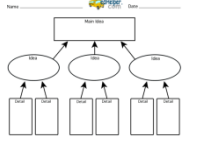
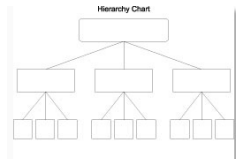
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<p>Help students to organise their projects which might include learning new skills such as software, experimenting with different forms, researching information or techniques etc. ensuring they allocate time for experimenting with their new skills, knowledge and ideas.</p>	<ul style="list-style-type: none"> compose imaginative, informative and persuasive texts adapt/ transform/ experiment/ respond to and compose... 	<p>Goal Setting Worksheet: My goal is/ Completion date/ 5 x steps and Target completion dates (PDF 84KB)</p>  <p>Step by Step chart: Topic/ Step/ Details (PDF 16KB)</p> 
<p>Help students brainstorm for ideas and ways to adapt/ transform texts or elaborate/link their ideas with mind mapping tools such as these. Use them to map the ways other texts have been created, providing both new</p>	<ul style="list-style-type: none"> analyse and explain the ways language forms and features, ideas, perspectives and originality are used to shape meaning use imaginative texts as models to replicate or subvert textual conventions to create new texts 	<p>Cluster/ Word Web (PDF 15KB)</p>

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<p>understanding of the ways ideas and techniques interrelate and models for replicating, adapting, subverting etc.</p>	<ul style="list-style-type: none"> compose a range of visual and multimodal texts using a variety of visual conventions, including composition, vectors, framing and reading pathway 	 <p>Tree Chart (PDF 32KB)</p> 
<p>These organisers can help students clarify their choices and effectiveness of their own work through guiding their own reflective processes or by asking peers for their input.</p> <p>Students can survey other students about style/ language/ appreciation/ effectiveness of different features/ modes form choices or ideas and use the results to inform or make changes to their compositions.</p> <p>Use the question generator sheet to formulate questions and answers to explore their compositions.</p>	<ul style="list-style-type: none"> experiment with texts structures and language features to refine and clarify ideas to improve the effectiveness of student's own texts creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts 	<p>Survey: Question: Responses/ Number of people (PDF 44KB)</p>  <p>Question Creation Chart (Q-Chart): Who, What, Where, When, How, Why/ Is, Did, Can, Would, Will, Might (PDF 28KB)</p>

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<p>Help students organise their ideas prior to experimenting with the creation of new texts or to synthesise information organisation in other texts, as a means of supporting their own creations.</p>	<ul style="list-style-type: none"> compose imaginative, informative and persuasive texts locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts 	<p>Main Idea Mountain (PDF 59KB)</p>  <p>Main Idea/ Idea/ Detail (PDF 52KB)</p>  <p>Go to Education Oasis to download Hierarchy chart</p> 
<p>Help students research effectively, by taking accurate notes, quotes, summarising their readings and forming opinions, to support their creation of new texts.</p>	<ul style="list-style-type: none"> locate, select, synthesise and creatively use information, ideas and arguments from texts to compose new texts 	<p>Cornell Notes Template: Key Points/ Details/ Summary (PDF 17KB)</p>

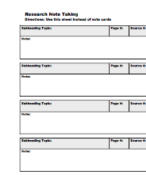
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[Research Note Taking](#): Subheading
Topic/ Page#/ Source #/ Note (PDF
12KB)



Use a scamper chart to help students think about the ways they could alter a text or ideas in new and inventive ways. Fill in the chart with as many ideas as possible and then make choices based on other factors such as audience or style preferences.

- respond to and compose new print and multimodal texts, experimenting with appropriation and intertextuality
- create literary texts that adapt stylistic features encountered in other texts
- compose texts that make creative connections with, adapt or transform other texts
- creatively adapt texts into different forms, structures, modes and media for different purposes, audiences and contexts

See below for the SCAMPER chart-substitute, combine, adapt, modify/magnify/minify, put to other, eliminate, reverse/rearrange

The intention of this document is to illustrate teaching and learning activities based on graphic organisers and each of the processes.

	<i>Technique</i>	<i>Meaning</i>	<i>Examples of idea-spurring questions</i>	<i>Sample questions for story-writing/ creative reading of a story - content changes</i>	<i>Sample questions for story-writing/ creative reading of a story – textual changes</i>
S	Substitute	To replace one thing with another To change the parts	What can you use instead?	How would the story develop if the main character was replaced by an animal?	How would the story change if you substituted elements of a new genre?
C	Combine	To add/put more things together	How can you combine different things or parts to make something more useful?	What would the new story be like if we put together the protagonist from one story with the antagonist from another?	What would happen if you combined two types of texts?
A	Adapt	To meet other needs	What will happen if the item is used in a different situation?	What would the story be like if the villain had a different end goal?	What would the story be like if the intended audience was changed?
M	Modify	To change the look/quality	Can you change the item to another shape?	What would happen if the protagonist was vain?	What would happen if the form was altered?
	Magnify	To make a thing bigger, heavier, faster, or more frequent	Can you make the item bigger or stronger?	What would happen if the antagonist could think twice as fast as everyone?	What would happen if the climax was greater?
	Minify	To make a thing smaller, lighter, slower, less frequent	Can you make the item smaller or less frequent?	What would happen if the protagonist was able to shrink when needed?	What happens if you have to halve your word count?
P	Put to other uses	To use a thing in other ways	How can you use the item in a new way?	What would happen if the protagonist used her glass slipper for another use?	What would happen if the story had a new purpose?
E	Eliminate	To take away a characteristic part or whole	What can be omitted or removed to make the item more environmentally friendly or convenient to use?	What would happen if one of the allies was removed from the story?	What would happen if you eliminated the start/ending of the story?
R	Reverse	To turn a thing around	Can you do the opposite?	What would happen if you swapped the protagonist and antagonist roles?	What would happen if you told the story from the opposing point of view?
	Rearrange	To change to the opposite To change the order	Can you change the order of items?	What would happen if the order of events in the story was changed?	What would happen if you changed the order of the plotline?

Adapted from Eberle, B. (1971). *SCAMPER: Games for Imagination Development*. New York: Dok Pub. and [Nurturing Pupils' Creative Thinking in the Upper Primary English Classroom](#)

	Technique	What aspects of the current text could be changed?	Brainstorming ideas/ Planning	Choose one or more ideas you will use in your new text Yes/No
S	Substitute			
C	Combine			
A	Adapt			
M	Modify Magnify Minify			
P	Put to other uses			
E	Eliminate			
R	Reverse Rearrange			

