

# Teachers Notes (Middle Years) by Michelle Crofts

# Zarconi's Magic Flying Fish

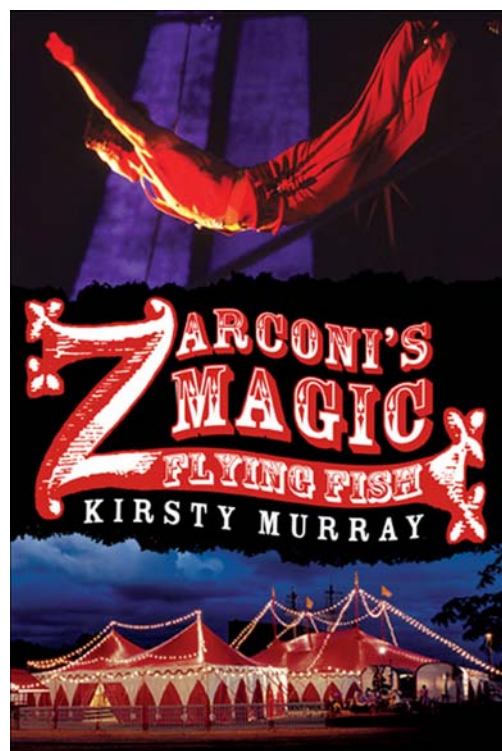
## Kirsty Murray

ISBN 1741148553

Recommended for ages 9-13+

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Introduction .....	2
Points for discussion .....	2
English activities .....	3
Familiarity with the novel .....	3
Characters .....	4
Themes .....	4
Language .....	5
The author .....	6
Book review .....	6
Book cover .....	6
Integrated Curriculum	
Mathematics & Science .....	6
Information Technology .....	7
The Arts .....	8
Performing Arts/Physical Education .....	8
Technology .....	8
Incursion/excursion .....	8
Handouts & Proformas .....	9 – 26
About the Writers .....	27



## INTRODUCTION

*Zarconi's Magic Flying Fish* is about the self-discovery of a young boy called Gus – how he fits into the world and to his family. It leaves the ending up to the imagination of the reader, which for many students can be challenging and provides some interesting discussion. The book is rich with themes about growing up and families and is set in an interesting and novel context for students to read about. It is suitable for readers of both genders.

These notes will provide some practical examples of activities that could be used to study the book. They have a strong focus on the use of IT in the English and cross-curriculum classroom but many could be adapted if this is not possible in your school context. The notes grew out of a unit of work designed by Michelle Crofts, an Essenden Cluster Educator who specializes in e-learning.

## PLOT SUMMARY

There was life before Gus's mum became ill; then there was life after. This is the tale of Gus's life after his mum gets cancer. First, he discovers he has grandparents who work in their travelling circus and that he must go and stay with them while his mum is in hospital. Over time Gus unravels the secrets of his family history; he learns all sorts of circus tricks and what life is really like under the big top; and he discovers his own identity.

## POINTS FOR DISCUSSION

These points could all be discussed in class or on-line by using a discussion forum. It is important when using discussion forums to establish class etiquette as we do for regular classroom discussions.

- Have you experienced major illness in your family? What impact did it have on the family?
- Gus talks about dividing his life into two parts: before his mum's cancer and after the cancer. (p. 14) Have you had any events in your life that have made it possible to divide your life into two? What were they and what was the impact on your life and your family's life?
- How would you feel if you found out that you had family that you did not know about? What things do you do with your extended family that you would have missed out on? What do you do with your extended family? Who is important to you? Why?
- What were some of the things that Gus struggles with about himself? Do you have similar things that challenge you in your life?
- In *Zarconi's Magic Flying Fish* people sometimes have to make hard choices. Who were these people? Why did they have to make these hard choices? What impact have these choices had on other people's lives?
- Hannah tells Gus, "Choice is not always a great thing, Gus. Sometimes it can be terrible. You have to choose between the things you love – between the people you love". (p.94) What hard choices have you had to make? How do you make decisions? How do the decisions that you make affect different people?
- Why did Kirsty Murray introduce Effie and her character into the book? What impact did she have on Gus? What impact do your siblings have on you? What is good and/or bad about having a brother or sister?
- Gus describes living in the circus: "It's like living in a fish bowl except all the fish have secrets, like they've swallowed magic rings or diamonds or stuff like that, but even though you can see everything in the fish bowl you can't see what's inside the fish." (p. 86) Think about some family secrets you have heard of or read about in stories. How did people cover them up or keep them a secret? Why do we have family secrets?
- When the willy-willy came and destroyed the circus tents, the local people gathered together to help recover the pieces that had spread all over the country side. In time of trouble, Australians should work together to help one another. Where have you seen this recently in the news? Have you had personal experience of this?

- Gus is given a number of names in *Zarconi's Magic Flying Fish*. What are these names and why were they given to Gus? Why are names important? What names do you have? Why are they important?
- "Gus, things aren't always what they seem." (p.102) In this part of the book Hannah is telling Gus that his assumptions about his grandfather are wrong. Things in life are not always what they seem. When have you assumed something and later found out it was something totally different? What can we do to stop making these assumptions in the first place?

## ENGLISH ACTIVITIES

### FAMILIARITY WITH THE NOVEL

- Complete the Zarconi's recall test provided. This is a simple ten minute activity to check that the students have read the book. See [Handout 1](#)
- Use *PowerPoint* to create a chapter presentation for each chapter – one per student which can then be printed and used as a timeline and reference for the students. There need to be five slides – one about the chapter title, its purpose and meaning; the second should have five dot points that summarise the key events in the chapter; the third slide lists all of the towns visited by the circus; the fourth should include 1-3 quotes from the chapter; and the final slide could be a visual representation of what happened in the chapter. It is advisable to prepare the five slides in a very basic format so that they function as a template for students to complete.

<p style="text-align: center;">Chapter Number</p> <p style="text-align: center;">Chapter Title</p>	<p style="text-align: center;">Chapter ? Summary</p> <ul style="list-style-type: none"> <li>• <b>5- 6 dot point summary goes here.</b></li> <li>• <b>Minimum font size of 24 pt.</b></li> </ul>
<p>Change the title and chapter number. Add a background to each slide (the same one) that reflects the mood of the chapter.</p>	<p>Write 5- 6 dot points about the chapter here that summarise the main points of your chapter. Your points should be clear enough so that if someone had not read the book, they could read your review points and be able to understand the plot.</p>

- Teach the students 'on the line' questions (where the answers can be found in the text), 'between the line' questions (where the answers can be inferred from the text) and 'over the line' questions (more hypothetical questions where the students might pose possible scenarios as answers) and have them develop these types of questions and answers for five chapters of the book. If they work in groups, all of the chapters can be covered. Students can then answer the questions posed by the other students in their group. They can also correct each other's questions and answers. See [Handout 2](#)

- Use *Hotpotatoes* (a freeware program you can obtain from <http://hotpot.uvic.ca/>) to make a quiz about the key events in the book. The students can develop quiz points from a chapter each and then they can be compiled into a class quiz about the book.
- What happens to Gus? Kirsty Murray leaves that decision to us. Why did she do this? What other books have also done this? Write the next chapter of the book that clearly tells us what you think will happen to Gus. The students could post these onto a discussion forum where they can be read and commented on by all of the students.
- Why is the book called *Zarconi's Magic Flying Fish*?

## THE CHARACTERS

- Use *Inspiration* to create a Mind Map of the characters in the book. Students should use the linking tool to connect characters and to indicate relationships between them.
- Use a discussion forum to hold a discussion about the changes that have occurred in Gus over the course of the book. This should be done as a class or in small groups. Students should be encouraged to identify the changes in Gus and to provide supporting evidence from the book on the discussion forum. This can then be summarized into a Mind Map in preparation for a more substantial written piece. See [Handout 3](#)
- Make a Snakes and Ladders game about Gus. The snakes represent the “set-backs” he has; the ladders represent the “positive” things that have happened to him during the book. The length of the snake or ladder is determined by the importance of the event. Naturally, the snakes and ladders should be replaced by something more relevant from the book. The students can write a short instructional piece on how to play the game. See [Handout 4](#)
- Take the students through the different purposes and audiences of letters, post cards, SMS text messages, MSN chat and email. They should then write a message from one character in the book to another, justifying the choice of audience and writing in the appropriate style. See [Handout 5](#)

## THEMES

Possible themes to use from the book include:

- Stereotypes
- Family
- Growing Up
- Relationships
- Animal rights

Many of the characters in the book do not fit their typical stereotypes. Complete discussions and activities around stereotypes in our society, the problems associated with stereotyping people and the way Kirsty Murray covers this in her book. See [Handout 6](#)

Make a Mind Map – using *Inspiration*, *MindManager* or by hand – about a chosen theme using evidence and examples from the book and making links to contemporary examples and evidence and/or other books. These maps can be used as the basis for formal writing on the topic or oral presentations or they can stand alone as assessment. See [Handout 7](#)

Watch the Flash animation created by Tim Robinson for Animal Liberation in NSW at the following link.

[http://www.animal-lib.org.au/multimedia/circus\\_swf.shtml](http://www.animal-lib.org.au/multimedia/circus_swf.shtml)

What do you think? Was this how Kali was portrayed in the book? What evidence from the book can be used to support this animation? What evidence can be used to refute the animation?

“A circus is not a circus without animals.” Use this as a debating topic for your class. Reference sites for supporting arguments include:

Anti-animals in the circus

<http://www.animalliberation.com.au/issues/circus.html>

<http://circuswatchwa.org/>

<http://www.animalliberation.org.au/circuses.php>

Pro-animals in the circus

<http://www.ringling.com/animals/>

[http://members.tripod.com/back-yard/just\\_animals.htm](http://members.tripod.com/back-yard/just_animals.htm)

## LANGUAGE

Collect circus pictures from the Internet, put them into *PowerPoint* and in the notes section under each of the pictures place prompts for the students to answer. For example: List words that come to mind when you look at this picture. Think of all of your senses – What can you hear? What do you feel? What do you see? What can you touch? What can you smell? What is being said?



List words that come to mind when you look at this picture.

Think of all of your senses:

What can you hear?

What do you feel?

What do you see? |

What can you touch?

What can you smell?

What is being said?

Read one of the many book reviews of the book, copy and save it into a word document. Use this document for the students to identify different parts of speech by highlighting them using different colours. For example, highlight 5 nouns in yellow, the adjectives in green, etc. See [Handout 8](#)

Possible sites to use include:

<http://www.allenandunwin.com/Media/product.asp?ISBN=1741148553>

<http://www.cool-words.com/review.asp?ID=115>

Investigate the use of advertising language and images in advertisements. Use images and film clips made by the students to create an advertising video for the Zarconi's circus.

*Zarconi's Magic Flying Fish* is littered with interesting lexicon. Students should read a chapter of the book and identify eight words with which they are unfamiliar. They should then investigate the meaning, the part of speech, related spelling rules and put the word into a new sentence. The class words can be collected together to use as a more formal spelling activity. See [Handout 9](#)

There are many metaphors used in *Zarconi's Magic Flying Fish*. Chapter One can be used to discuss metaphors and their use in writing. "He could feel the darkness inside of him". (p.10) The chapter titles can also be used for this type of activity.

"Gus O'Brien is no good, chop him up for fire wood. If he's no good for that, feed him to the old tomcat." (p.110) Make up a rhyme about a character in the book.

Vytas tells Gus of an Aboriginal legend about a dolphin. (p.78) Investigate other aboriginal legends and have the students read them to the class. Students can then write their own legends and publish them for the class to read.

Sites with Aboriginal legends on them are:

<http://www.users.bigpond.com/mptomas/space/abobeliefs2.html>

<http://www.crystalinks.com/dreamtime.html>

<http://myths.allinfoabout.com/australian.html>

## THE AUTHOR

Go to the Kirsty Murray web site (<http://www.kirstymurray.com>) and use *Inspiration* or *MindManager* to create a mind map about the author of the book. The linking tool should join common ideas and threads that appear in the website.

The book is written from the perspective of the third person. Explore other ways of writing and consider why Kirsty Murray might have used this method for writing the book. Re-write a section in first person voice.

Make a poster advertising Kirsty Murray, *Zarconi's Magic Flying Fish* and her other novels.

## BOOK REVIEW

There are many book review sites where the students can add their own reviews about books. You can add a student review to <http://www.readingmatters.co.uk/bookfeedback.php?id=80>

## BOOK COVER

Do you judge a book by its cover? What's the role of a book cover? What information should a book cover contain? Compare the two covers of the book. See [Handout 10](#)

## INTEGRATED CURRICULUM

### MATHEMATICS & SCIENCE

Calculate the distances traveled by Gus and make a distance chart for the trip.

Find the latitude and longitude points of the places visited.

Use the six steps research cycle below (see [Handout 11](#)) to develop a research project into the Maths and Science of one of the circus acts in Zarconi's. The students can present their findings in an oral format.

SIX STEPS RESEARCH CYCLE	What this involves
<b>1. DEFINING &amp; DECIDING</b>	In this stage you work out what it is that you will be investigating and decide upon the key questions to investigate.
<b>2. LOCATING</b>	Here you consider the resources that are going to best help you find answers to your key questions.
<b>3. SELECTING</b>	In this stage you collect and select the information to answer your key questions. This involves skimming and scanning texts for information and selecting the most appropriate for your research questions.
<b>4. SYNTHESIZING &amp; ORGANISING</b>	Here you use the information to solve or answer your key questions.
<b>5. PRESENTING</b>	In this stage you plan the presentation of your research and present it to the appropriate audience.
<b>6. EVALUATING</b>	Here you evaluate your research, how you have worked along the way and the quality of your final presentation.

Estimate the amount of rice in a juggling ball that the students make. Talk about the different ways of measuring or estimating this figure and the accuracy of each method.

Use the information on the Circus Oz site about tent specifications ([http://www.circusoz.com/digitalAssets/1229\\_1073561413281\\_Tent%20Specifications.doc](http://www.circusoz.com/digitalAssets/1229_1073561413281_Tent%20Specifications.doc)). Complete number and measurement activities around the circus using this information. Estimate the cost of running a circus, the intake for an evening, the material in a tent, etc.

Explore the use of forces in the circus acts performed in the books.

Use this site to develop activities about the science of the trapeze.  
[http://www.zinkle.com/p/articles/mi\\_m0BFU/is\\_16\\_89/ai\\_n6110169](http://www.zinkle.com/p/articles/mi_m0BFU/is_16_89/ai_n6110169)

Investigate a Gibbous moon (p.179) and the phosphorescent light in the water (p113 & 114).

## INFORMATION TECHNOLOGY

What makes a good website? Elicit from the students the qualities of a good website. Create a ranking sheet and have the students compare two of the following sites.

- <http://www.silvercircus.com.au/>
- <http://www.circusroyale.com/>
- <http://www.stardustcircus.com.au/index.asp?id=1>
- <http://www.circusoz.com.au>
- <http://www.fruitflycircus.com.au/>

Using the information from above, students can design their own Zarconi's website.

Use *Microworlds* or *Flash* to create an interactive multi-media map of Gus' journey with the circus. Import maps and program Gus to travel to each of the locations using the appropriate method of transport. Key points could be selected along the way where the students elaborate on the events that take place in that town. This could be done graphically using the many tools in *Microworlds* or *Flash*.

## **THE ARTS**

Create an advertising poster for Zarconi's Circus.

Use *Flash* to make a visual representation of Gus on the flying trapeze.

Use *Garage Band* to write some music for the final act on the beach.

## **PERFORMING ARTS / PHYSICAL EDUCATION**

Have the students learn a circus act and perform it.

Make juggling balls with balloons and rice, use the following sites for guidance and spend a class trying to juggle. These sites have animated examples for students to see and information about juggling.

[http://www.frontiernet.net/~steve\\_glimpse/juggle.html](http://www.frontiernet.net/~steve_glimpse/juggle.html)

<http://www.jugglenow.com>

## **TECHNOLOGY**

Make stilts and try to walk on them. The following sites have plans for making stilts.

<http://www.boyslife.org/workshop/stilts.pdf>

<http://www.mitre10.co.nz/advice/project.asp?iProjectID=319&Type=howto&LoggedIn=False>

## **INCURSION/EXCURSION**

There are often circus visits during the year to the major cities. Arrange an excursion to visit one of the local circus performances. Links to Australian circus acts can be found at:

[http://www.circusroyale.com/links\\_australian\\_circus.php](http://www.circusroyale.com/links_australian_circus.php)

Have Kirsty Murray visit the school and work with the class to develop their writing skills. She can be booked via:

[bookings@kirstymurray.com](mailto:bookings@kirstymurray.com)

## **HANDOUTS & PROFORMAS**

The following handouts and proformas support the activities referred to in these notes.

HANDOUT 1

**ZARCONI'S MAGIC FLYING FISH RECALL TEST**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Total /15

QUESTION	TRUE / FALSE	Grade
Gus grew up in Adelaide.		1
The tent was destroyed in the fire.		1
Doc is Gus' grandfather.		1
Gus' mother dies of cancer.		1
Gus looks like his father.		1
Pikkle cuts and bleaches Gus' his hair.		1
Effie the elephant dies.		1
Lulu always caws, "Silly bugger" at people.		1
Vytas believes in human magic.		1
Gus does a triple summersault on the trapeze.		1
In the end Gus stays in the circus.		1

Why is the title of the book *Zarconi's Magic Flying Fish*?

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/2

Did you like the book? Why or why not?

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# TYPES OF TEXT QUESTIONS

# ON THE LINE

QUESTIONS WHERE YOU CAN FIND THE ANSWER IN THE TEXT

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# BETWEEN THE LINE

---

QUESTIONS WHERE THE ANSWER TO THE QUESTION IS IMPLIED IN THE TEXT

# OVER THE LINE

---

QUESTIONS WHERE THE ANSWER TO THE QUESTION CANNOT BE FOUND IN THE TEXT

## DISCUSSION FORUM: ZARCONI'S MAGIC FLYING FISH



In this discussion forum you will work in groups of four. Your challenge is to think together and help each other explore the set topic.

### **What are you required to do?**

Over the week in your discussion forum you are required to **discuss the changes in Gus from the beginning of the book to the end of the book**. Consider not only his physical appearance but his social and emotional changes as well.

You must make at least six thoughtful contributions to the discussion forum over the course of the week. They should be spread out over the week and reflect that you have read and considered the contributions of others in the group. (The group manager will remind you of your responsibilities!)

You will need to back up your comments with evidence from the book.

You can and should respond to each other's comments. This allows you to further your thinking as a group.

You can choose from the following responses or come up with your own:

- You might **agree** with a comment and give another example. Do not simply repeat a comment if you do not have anything to add.
- You might **disagree** with a comment and give an example to show why you disagree. (Remember it is okay to have different opinions but it is not okay to criticize a person who has a different opinion to you.)
- You might **clarify** by asking, "Do you mean....?" or "Can you explain....?".
- You might explore an idea further or **qualify** someone else's statement by saying, "Yes, but...".

On \_\_\_\_\_ the discussion forum will close and the summariser will need to prepare a summary of the discussion for the group by \_\_\_\_\_.

## DISCUSSION CRITERIA

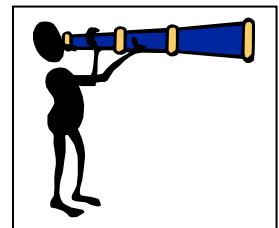
You will be assessed on:

- **COMPLETION OF THE TASK**
- **Understanding of the topic**
- **Evidence and examples from the text**
- **Recognising other's contributions**
- **Quality of the responses to other people's contributions**
- **Spelling, grammar and punctuation**

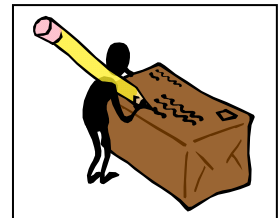
Some people have been assigned special roles for the group. They are required to take part in the discussion and to complete the extra activity. The roles are:

**Manager** – you are responsible for:

- making the forum for everyone;
- starting the discussion by posing the question (as written in bold italics above);
- ensuring that everyone is contributing to the discussion forum;
- You are also required to keep your discussion on track.



**Summariser** – at the end of the week you will be required to synthesize people's ideas and paraphrase the main points of discussion into a one page summary for distribution to the group. This will be due on Tuesday after the discussion is closed.



HANDOUT 4

**CREATING A SNAKES & LADDERS GAME**

You are to create a board game that shows your understanding of the 'highs' and 'lows' of Gus's life in the book *Zarconi's Magic Flying Fish*.

Before you begin drawing in the snakes and ladders, you need to identify the events that are good (ladders) and the events that are a challenge or set-back for Gus (snakes). The better the event, the longer the ladder; the worse the event, the longer the snake.

Fill in the following before you begin drawing. Give each event a rating out of 10 to help you determine the length of the snake or ladder. [Of course instead of drawing snakes and ladders, you could choose some other suitable symbols of positive and negative movement that are more relevant to the book.]

<b><u>Good Event</u></b>	<b><u>Rating</u></b>	<b><u>Bad Event</u></b>	<b><u>Rating</u></b>

**OBJECT OF THE GAME:**

**HOW TO PLAY:**

<u>100</u> <u>FINISH</u>	<u>99</u>	<u>98</u>	<u>97</u>	<u>96</u>	<u>95</u>	<u>94</u>	<u>93</u>	<u>92</u>	<u>91</u>
<u>81</u>	<u>82</u>	<u>83</u>	<u>84</u>	<u>85</u>	<u>86</u>	<u>87</u>	<u>88</u>	<u>89</u>	<u>90</u>
<u>80</u>	<u>79</u>	<u>78</u>	<u>77</u>	<u>76</u>	<u>75</u>	<u>74</u>	<u>73</u>	<u>72</u>	<u>71</u>
<u>61</u>	<u>62</u>	<u>63</u>	<u>64</u>	<u>65</u>	<u>66</u>	<u>67</u>	<u>68</u>	<u>69</u>	<u>70</u>
<u>60</u>	<u>59</u>	<u>58</u>	<u>57</u>	<u>56</u>	<u>55</u>	<u>54</u>	<u>53</u>	<u>52</u>	<u>51</u>
<u>41</u>	<u>42</u>	<u>43</u>	<u>44</u>	<u>45</u>	<u>46</u>	<u>47</u>	<u>48</u>	<u>49</u>	<u>50</u>
<u>40</u>	<u>39</u>	<u>38</u>	<u>37</u>	<u>36</u>	<u>35</u>	<u>34</u>	<u>33</u>	<u>32</u>	<u>31</u>
<u>21</u>	<u>22</u>	<u>23</u>	<u>24</u>	<u>25</u>	<u>26</u>	<u>27</u>	<u>28</u>	<u>29</u>	<u>30</u>
<u>20</u>	<u>19</u>	<u>18</u>	<u>17</u>	<u>16</u>	<u>15</u>	<u>14</u>	<u>13</u>	<u>12</u>	<u>11</u>
<u>1</u> <u>START</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>

### TYPE OF COMMUNICATION

TYPE OF COMMUNICATION	POTENTIAL AUDIENCE	PURPOSE OF THE FORM OF COMMUNICATION
LETTER		
POSTCARD		
SMS TEXT MESSAGE		
MSN CHAT		
EMAIL		

## STEREOTYPES

Stereotype means: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

STEREOTYPE	HOW WE KNOW	EXAMPLES
Grandmother		
Punk		
Mum		
Surfer		

HANDOUT 7

**CONTEMPORARY LINKS MINDMAP**

Take one theme and extend the Mind Map with more of your own ideas. You should use:

1. Examples from the book;
2. Quotes from the book;
3. Examples from other places, for example, other books, TV shows, songs lyrics, newspapers etc.

Name: \_\_\_\_\_ Theme: \_\_\_\_\_

**ZARCONI'S MAGIC FLYING FISH**  
**ASSESSMENT CRITERIA for a MINDMAP that links a theme from the novel with contemporary issues/events**

<b>CRITERIA</b>	<b>VH /5</b>	<b>H /4</b>	<b>M /3</b>	<b>L /2</b>	<b>NS /0</b>
Quality of the examples and quotes from the book					
Use of a variety of contemporary examples					
Quality of the links made within the theme and the examples					
Correct referencing of quotes					
Spelling, grammar, vocabulary					

**PARTS OF SPEECH**

<b>WORD FORM</b>	<b>Explanation</b>	<b>Way of recognising</b>	<b>Examples</b>
<b>Noun</b>			
<b>Pronoun</b>			
<b>Adjective</b>			
<b>Verb</b>			
<b>Adverb</b>			
<b>Preposition</b>			
<b>Conjunctions</b>			

**LANGUAGE FROM ZARCONI'S MAGIC FLYING FISH**

<b>WORD</b>	<b>PART OF SPEECH</b>	<b>MEANING OF THE WORD</b>	<b>USE THE WORD IN A DIFFERENT SENTENCE</b>	<b>SPELLING RULES ASSOCIATED WITH THE WORD</b>

## ZARCONI'S MAGIC FLYING FISH - BOOK COVER ACTIVITY

The following book covers have been used for two different editions of *Zarconi's Magic Flying Fish*.

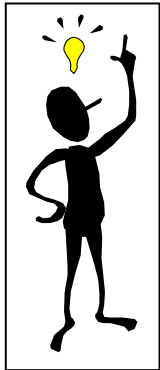


- a) There is an old saying, "Don't judge a book by its cover". Is this something that you do? Why?
  
- b) What is the role of a book cover? What information should it provide to the potential reader?
  
- c) Which of the book covers above do you find most appealing and why?
  
- d) You have been asked to design your own book cover. You may do this using the computer or by hand.
  
- e) Imagine that you are the teacher marking this representation of the book cover. What will you use as marking criteria? How many points will you allocate to each criterion? You have 20 points to allocate in total. Complete the table on the next page.

CRITERIA	Points allocated to this criteria	Reasons for the criteria and the point allocation.	Your score

Overall grade:

## THE BIG 6 RESEARCH CYCLE

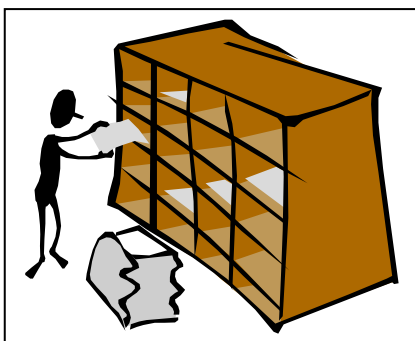
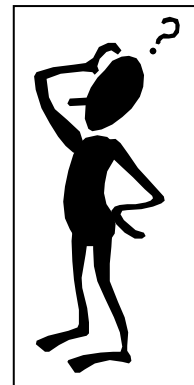


### 1. DECIDING

What do I really want to find out?  
Why do I need to find this out?  
What are the key words and ideas of the task?  
What do I need to do/ what am I expected to do?  
What do I already know?  
How much time have I got?

### 2. LOCATING / FINDING

What do I still need to find out?  
What sources and equipment can I use?  
How do I use those sources?  
Who can suggest other sources?

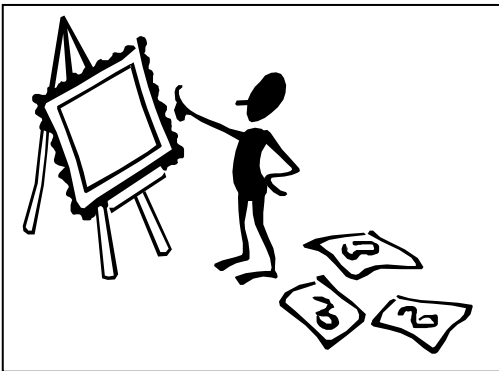
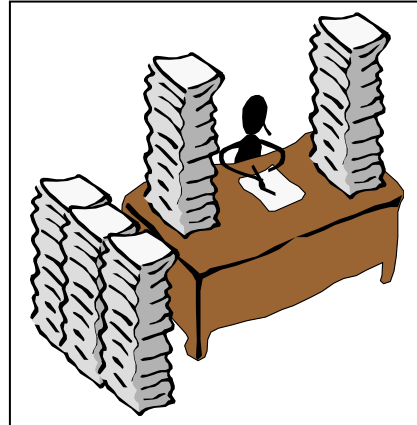


### 3. SELECTING / USING

What information do I really need to use?  
What information can I leave out?  
How useful is this source?  
How relevant is the information I have found?  
How will I record the information I need?  
How credible is the information I have found?

## 4. ORGANISING & SYNTHESISING / RECORDING

How can I best use this information?  
Have I enough information for my purpose?  
Do I need to use all this information?  
How can I best combine information from different sources?

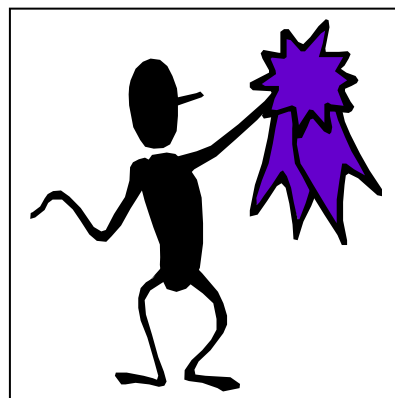


## 5. CREATING & PRESENTING

How can I or how should I present this information?  
Who/what is my audience?  
What format is required/appropriate?  
What resources will I use to make my presentation?

## 6. EVALUATING

What did I learn from this?  
Did I fulfil my purpose/meet the criteria?  
How did I go with each step of the process?  
Where do I go from here?  
What would I do differently next time?



## ABOUT THE WRITERS

### KIRSTY MURRAY

*Zarconi's Magic Flying Fish* was the winner of the WA Premier's Children's Book Award in 2001. Kirsty Murray is the author of junior novels and the first three books in the *Children of the Wind* series. She has also written several non-fiction books for children. She has worked as a forest ranger, archivist, artist and teacher, and now is a full-time writer. Other books by Kirsty Murray are:

*Prayer for Blue Delaney* (A&U 2005)

*Becoming Billy Dare* (A&U 2004)

*Bridie's Fire* (A&U 2003)

*Walking Home with Marie-Claire* (A&U 2002)

*Market Blues* (A&U 2001)

*Howard Florey Miracle Maker* (A&U 2000)

*Tough Stuff* (A&U 1999)

*Man-Eaters and Blood-Suckers* (A&U 1998)

### MICHELLE CROFTS

Michelle Crofts works in Melbourne for the Victorian Department of Education and Training as an Essendon Cluster Educator.

Her job is to work with Middle Years teachers in seven schools to improve the learning opportunities available to the teachers and the students. She also teaches English to the Year 7 e-Learning class at Niddrie Secondary College.

Michelle has a keen interest in middle years education and the ways to entice students to learn. She believes that technology can be used to help students to learn so she seeks new ways of using it in her classes. Michelle thinks learning is "cool" and hopes to pass on this attitude to her students.

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