

A Novel Study Incorporating the Dimensions of Learning
The Binna Binna Man

Content ⇒ Process ↓	People	Places	Events	Themes	Connections within the novel and with the reader's experience.	Structure and Methods (Use a range of reading strategies)
Comparing	What differences are there between the desires of youth and those of 'the elders' describe what is meant by the generation gap.	Draw up a table giving the advantages and disadvantages of living in the city compared with 'home country'		Read 'My GIRRAGUNJI' Compare and contrast the two novels using an A3 Venn diagram.		
Classifying					<i>'The Binna Binna man is a big fulla and he stinks like a goat. He can be good and heal you, but if you poke fun at him then you can get into big trouble, like die.'</i> Research other 'monsters' from fiction and folklore and describe their 'stinky' characteristics	
Abstracting			<i>In Binna Binna country you should watch where you go, even on a night when life is so stuffed up that nothing matters any more. You go wandering too far and you might come face to face with your worst nightmare - the Binna Binna man.</i> Who and What is the main character running from? How does this encounter remind him that 'you can run but you can't hide?'	List as many stories as you can with the message of listening to your elders... From fairy tales to movie scripts. See how many you can come up with. Give a quick run down of events and ending/resolution.		
Inductive Reasoning				Choose 6 habits of Mind you believe the main character has. Give examples of where he demonstrates these.		
Deductive Reasoning			In your opinion, who is right and should the main character stay or leave? Justify your answer.			
Constructing Support						

Analysing Errors or Misunderstandings		Name 6 Habits of Mind you think our main character needs to apply as he is stretched between two places, 2 lives, 2 peoples.				
Analysing Perspectives		In a Venn diagram 'compare the expectations of indigenous and non indigenous. Parents for their teenagers		Locate other Dreamtime stories. Read and record the Orientation, the problem and the solution for at least 4. What do you notice about the 'baddie' in these myths?	In a Venn diagram compare the expectations of teenagers and parents – hopes and dreams, interests of both.	
Using K Meaningfully						
	Write a picture book/short story/play script using your 'monster' with a similar theme to Binna Binna – finding your place in the world as you grow and branch out to new places, people and experiences.				Create your own 'boogy man' who serves as a warning to children. Draw, use tech. and describe the characteristics.	

Dimension 1: Attitudes and Perceptions

Classroom Environment: Establish a classroom environment that recognises the importance of reading and allows individuals to engage positively with literature. Encourage active engagement and reflection on past experiences with reading and support those with negative attitudes and perceptions of reading towards a change.

Pre-Reading: Encourage the students to consider, discuss, share and reflect on their prior knowledge and beliefs about the chosen text. Why was it chosen? What do they expect from the novel? What do they know about the author or the topic?

Dimension 2: Acquire and Integrate Knowledge

While Reading: Encourage the students to actively engage with the novel using a range of reading strategies appropriate to their needs as developing readers. Use post-it notes to identify key points in the stories development or to flag questions for discussion after reading

After Reading: Use story and character maps to track and record information from the novel, add detail to maps after each reading session or with each significant development.

Dimension 3: Extend and Refine Knowledge

Learning does not stop with acquiring and integrating knowledge. Learners develop in-depth understanding through the process of extending and refining their knowledge (e.g., by making new distinctions, clearing up misconceptions, and reaching conclusions.) They rigorously analyze what they have learned by applying reasoning processes that will help them extend and refine the information. Some of the common reasoning processes used by learners to extend and refine their knowledge are the following:

- Comparing
- Classifying
- Abstracting
- Inductive reasoning
- Deductive reasoning
- Constructing support
- Analysing errors

- Analysing perspectives

Use the planning matrix below to develop questions that use the common reasoning processes used by learners to extend and refine their knowledge.

Dimension 4: Use Knowledge Meaningfully

Provide opportunities to use what they have learned from their reading, by applying one of the six reasoning processes that encourage meaningful use of knowledge to a task post-reading

- Decision making
- Problem solving
- Invention
- Investigation
- Experimental inquiry
- Systems analysis

Dimension 5: Productive Habits of Mind

The most effective learners have developed powerful habits of mind that enable them to think critically, think creatively, and regulate their behavior. These mental habits are listed below as they may apply to a novel study:

Critical thinking:

- Be accurate and seek accuracy - encourage reading for accuracy, students should support their conclusions with evidence from the book
- Be clear and seek clarity - encourage students to clearly state their knowledge and thoughts using appropriate language
- Maintain an open mind - encourage wide reading and risk taking when selecting a novel, while reading keep an open mind to how the story is developing and where the author is leading you, consider alternative perspectives and ideas based on experience other than your own
- Restrain impulsivity - be willing to absorb the fine details, re-read a passage, consider the authors choice of words
- Take a position when the situation warrants it - what are your true feelings about what you have read, be prepared to support your ideas
- Respond appropriately to others' feelings and level of knowledge - listen to others, consider their point of view, understand what has shaped this and then respond

Creative thinking:

- Persevere - give the author a chance, give your understanding a chance to grow as you read more, use tools that will help you
- Push the limits of your knowledge and abilities
- Generate, trust, and maintain your own standards of evaluation - be honest when reflecting on your ideas and work
- Generate new ways of viewing a situation that are outside the boundaries of standard conventions

Self-regulated thinking:

- Monitor your own thinking
- Plan appropriately - use a scaffold to guide your responses

- Identify and use necessary resources - use a dictionary, keep notes, use post-it while you read
- Respond appropriately to feedback
- Evaluate the effectiveness of your actions