New Resources

This term we have purchased a large number of resources. This edition of SERUpdate will focus on these new resources.

In this introduction I have selected 4 resources to highlight the rich potential these resources offer for contextualised cross curricular learning opportunities.

One focus for the new purchases has been on high quality children’s literature packaged with additional resources. For example Alison Lester’s Are We There Yet? the story of eight year old Grace’s three month camping trip around Australia. This is packaged with an audio CD ROM and a teaching resource titled Oracy Around Australia by Adele Wallis. The language program in this teaching resource targets primary students with language difficulties and provides a range of rich oral language tasks which can be developed into written language. This wonderful picture book can provide the basis for oral and written language, visual literacy, numeracy and the arts.

Students can research what the weather’s like in different parts of Australia and construct a pictorial table.

Students can explore the cutaways and cross section in Lester’s book and show the students how to do their own cut-away and cross sections on pieces of fruit.

For example: help students develop a timeline and to see how long it takes young Grace to travel from place to place; look at the distances travelled and how much petrol costs and calculate the cost to get from place to place; introduce flow maps which record processes through space such as the map of the journey or collect Australian weather maps and support the students to work out what the symbols on these maps represent and then to design their own symbols for use on weather maps.
Examine the Aboriginal rock art Grace views at Kakadu and encourage students to search online sites for further examples of Aboriginal rock art. For more on visual literacies you may like to borrow Steve Moline’s I See What You Mean—Children at work with visual information.

Another focus has been on theme packs such as the Life Cycles Pack. This includes a big book, Keeping Silkworms for explicitly teaching reading strategies to groups of children with lots of varied visual texts; a 5 piece manipulable set on frog life cycles; another set on the butterfly life cycle; a superb information book titled Being Born which explores the many ways animals develop before being born; another book titled The Butterfly; and a story puzzle The Chicken Family which is a three layered wooden puzzle telling the story of how eggs are laid and turn into chickens.

A third focus has been on books related to Autism. These have been recommended by Kathy Meredith, Project Officer, Statewide Verification and Professional Support Team who is developing a starting pack for teachers on Autism Spectrum Disorder. This collection of new books includes the touching, humorous and insightful All Cats Have Asperger Syndrome by Kathy Hoopmann, shortlisted for the 2007 Eve Pownall Award and Information Books.

Also included are two books by Dr Jed Baker designed for children and young people with social and communication challenges. The first of these The Social Skills Picture Book: Teaching Play, Emotion And Communication To Children With Autism is designed for young children, the second The Social Skills Picture Book for High Schools and Beyond targets teenagers.

The author Dr Jed Baker practices what he preaches. A key feature of his books is understanding the importance of visual aids in facilitating both attention and language comprehension when working with children and young people with Autism Spectrum Disorder. The books are primarily aimed at teaching social skills and use digital photographs of actual students combined with text and cartoon bubbles to help children and young people to visualise and break down abstract skills into more concrete steps.
The step by step illustrations of social situations illustrate both the positive and negative consequences of interacting in particular ways.

Dr Baker suggests the book be used to initiate the first of 4 stages:
(1) initial instruction, which should be followed by
(2) role-playing the skill,
(3) reviewing the skill steps with corrective feedback and
(4) generalisation.

He notes that the first three stages can be repeated many times. He also provides ideas on how parents, teachers and students can identify target skills and make their own pictures books.

So have a browse at some of our new resources online, phone and talk to our duty teachers or come in and look through them yourselves before you borrow, we are open during the holidays from 9.00 am to 4.00pm.

Ruth Motley—Manager

**ART**

**What To Do With a Squirt of Glue, Howard, L, 2004. 41-0038-01.**
This book, suitable for educators, provides creative art experiences for learners of any age. The book has been divided into chapters by predominant art media with each chapter providing projects and techniques as well as alternative ways of exploring the various materials. The chapters are: Ways with Paint; Scribbles and Squiggles; Sticky Situations; Stamp, Ink and Roll; Hanging By A Thread; Construction Work; Mess-Abouts.

**Focus on Indigenous Art—Ages 8-10, Strong, D, 2006. 41-0037-01.**
This book contains integrated, planned and sequential art units of work that relate directly to the curriculum. The book guides the educator through art experiences that link making and appreciating aspects of visual arts with Indigenous perspectives. The units also link directly to Science or Society and Environment/Humanities topics.

**Preschool Art, Kohl, M. 41-0036-01.**
This book offers over 200 process-oriented art experiences for children ages 3-6. It uses materials commonly found in the home, childcare, or preschool program to create open-ended art experiences.
**ASSESSMENT**

**The Assessment Companion, Huisingh, R et al, 1993. 59-0069-01.**
This reference book provides quick ways to collect information to evaluate the communication skills of preschool children through to high school students. Contents include: Early Language; Vocabulary and Semantics; Syntax and Morphology; Pragmatics; Thinking; Listening and Auditory Processing; Articulation and Phonology; Voice; Fluency; Metalinguistics.

**Phonological Awareness Procedure, Gorrie, B; Parkinson, E, 1995. 55-0131-01.**
This book provides details of the Procedure (assessments) and a range of remediation games. The procedure was designed to screen a population of specific language impaired learners aged eight years and above who were also experiencing reading and writing difficulties.

**Authentic Assessment—Designing Performance-Based Tasks, Luongo-Orlando, K, 2005. 59-0071-01.**
This book aims to support teachers to implement performance-based learning and authentic assessment practices throughout the curriculum.

**AUTISM**

This program, designed for anger management problems in learners with Asperger Syndrome, can equally be applied to learners with high functioning Autism and Pervasive Development Disorder, Not Otherwise Specified.
See also: 66-1345-01—Exploring Feelings: Cognitive Behaviour Therapy to Manager Anxiety.

**Understanding and Teaching Children with Autism, Jordan, R; Powell, S, 1995. 19-0119-01.**
The purpose of this book is to aid in understanding the development processes and problems of learners with autism, and the implication of these problems for social and educational learning. It discusses the advantages of early intervention and the different ways autism is experienced by individuals.

**The Social Skills Picture Book: Teaching Play, Emotion and Communication to Children with Autism, Baker, J. 66-1342-01.**
This book, using a primarily visual strategy to teach social skills has picture sets depicting step-by-step, children demonstrating various social skills. The book assists learners to visualise the positive outcomes of performing a skill and how people think and feel in response to their behaviours. The nearly 30 social skills demonstrated include conversation, play, emotion management and empathy.

**Perfect Targets: Asperger Syndrome and Bullying, Heinrichs, R, 2005. 19-0116-01.**
This book begins by providing an overview of the theoretical constructs that underpin our understanding of bullying, interspersed with a series of vignettes relating the bullying experiences of young people with Asperger Syndrome.

**Finding A Different Kind of Normal: Misadventures with Asperger Syndrome, Purkis, J, 2006. 19-0121-01.**
This autobiography, written by a woman diagnosed with Asperger Syndrome at the age of 20, follows her life from birth in England to migration to Australia.
**AUTISM**

*All Cats Have Asperger Syndrome*, Hoopmann, K. 2006. 19-0114-01.
This book has full page coloured photographs of cats in various poses providing visual cues to the accompanying text. This playful, humorous and insightful look at Asperger Syndrome draws inspiration from the feline world in a way that will strike a chord with those familiar with Asperger Syndrome.

This autobiographical book, written by a woman who was diagnosed with Asperger Syndrome at the age of 43, details her life and how the diagnosis transformed her life.

**CONCEPTUAL AND ABSTRACT REASONING**

This book contains reproducible pages on craft activities to support the development of basic conceptual language. The activities targets 5-7 year olds.
**DEVELOPMENTAL LEARNING CENTRE**

**Wiggly Giggly Ball, Hands On Toys, 2005. 81-1419-01.**  
This colourful rubber ball, which does not require batteries, makes noise each time it is rolled, shaken or moved.

**Toddle Tots School Bus Wheelchair Accessible, Little Tikes. 81-0643-02.**  
This colourful plastic school bus, which is wheelchair accessible, has several plastic passengers and a wheelchair in which any of the passengers can fit.

**Fishing, Gogo Toys. 83-1581-01.**  
This wooden magnetic fishing game can be used to develop and improve fine motor skills, eye hand coordination, basic concepts—number and colour.

**EARLY CHILDHOOD**

**Reaching for Rainbows Game, Creative Playthings. 85-0550-01.**  
This game, suitable for kindergarten and early primary aged students, is a good way to develop social skills such as turn taking and responding to question, for example what are the three colours in the traffic lights? What is a baby kangaroo called?  

**Bread Cutting Set, Fun Factory. 62-0391-01.**  
This wooden food cutting set consists of replicas of a loaf, roll, slices of bread, a tomato and egg each in several segments attached as a whole by Velcro. The wooden knife can be used to ‘cut’ the food.

**Busy Tumble Top, Playskool, 2005. 81-1434-01.**  
This colourful, hard plastic top can be used to develop fine motor and cause and effect skills. When the large red button at the top is depressed it activates a spinning motion which then sets the coloured balls inside the clear Perspex case bouncing and turning.

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**EARLY YEARS**

*Shopping Theme Pack.* 61-0863-01.
This shopping pack, collated for learners in the early years, could assist with a range of skills including play, classification, sorting, visual discrimination, matching, basic concepts, counting, sociodramatic play, creativity, fine motor, and expressive/receptive language development.

**GENERAL**

This book supports Howard Gardners' theory of multiple intelligences by providing ideas for teaching kinesthetic learners. The first section of the book provides lesson starters and warm-ups and is followed by specific sections for Maths, English and Science lessons.
See also: 18-0161-01 Learning On Their Feet—Lower Primary; 18-0161-02 Learning On Their Feet—Middle Primary.

**HEALTH AND PERSONAL DEVELOPMENT**

This book provides practical physical movements that have been designed to aid learning. The ten physical functions that can be enhanced by movement in learning are: synaptic connections; motor control; brain integration; balance and movement; attention and reward; circulation and respiration; stress; sensory motor systems; cognition; memory.

*Winning Connection Gender Cards.* 66-1219-01.
These laminated cards depict girls, boys, men and women across a wide age range. They aim to assist in the recognition of essential components in pictures, in this case gender, and to encourage language.

*Win Win Games For All Ages,* Luvmour, J&B et al, 2002. 66-1215-01.
This book of games for all ages is designed to assist in deepening relationships and offers ways to express values and demonstrate skills and self-expression. The games are inclusive and provide safe ways to discuss difficult issues. There are also more complex games which focus on group problem solving activities and advanced exercises that explore trust-building in week-long experiences.

This book contains practical strategies for educators to teach students to: increase their ability to stay on task, develop fine motor skills, develop creativity, increase self-esteem and provide leisure time activities.

This book contains photocopiable pages covering a range of emotions and feelings. Each page has drawings and phrases to complete including: I look forward to...; I'm scared...; I lose my temper...; etc.

This book is an instructional package to use with learners who require some direct instruction in vocabulary related to workforce participation.
**HEALTH AND PERSONAL DEVELOPMENT**

**How to Stop Your Words From Bumping Into Someone Else’s: and Other Really Useful Stories**, Tullemans, A; Valentine Dixon, R, 2005. 66-1235-01. This book, designed to assist in teaching communication skills to learners on the autism spectrum, aims to teach language skills that are age appropriate and peer acceptable in order to encourage communication with others.

**Healthy Hurdles.** 66-1232-01. These nutrition and fitness games are suitable for 2-6 players aged 6 and over. The aim of the games is that learners will be able to identify multicultural foods and which food groups they belong to. They will understand the different components of a healthy meal as well as the importance of daily exercise as part of a healthy lifestyle.


**Multiple Intelligences Activities**, Korff Wilkins, D, 1996. 66-1221-01. This book, containing photocopiable pages, contains a range of multiple intelligences activities suitable for learners in the Early Years. Contents include: Theory of Multiple Intelligences; Teaching with the Multiple Intelligences; Multiple Intelligence Assessment; Multiple Intelligences Activities—Verbal/Linguistic Intelligence, Logical/Mathematical Intelligence, Visual/Spatial Intelligence, Bodily/Kinesthetic Intelligence, Musical/Rhythmic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence.

**Teaching Values,** Rowan, L et al, 2007. 25-0174-01. In 2005 the Australian Federal Government introduced a National Framework for Values Education in Australian Schools which names nine values. This book has been developed to support educators introducing these nine values to their learners within the work that they and their schools do in values education.

**Puberty and Your Body**, Cooper A, 2005. 66-1213-01. With fact boxes, diagrams, helpful tips and large colour photographs, this book is designed to help teenagers to understand all about having a healthy body. Contents include: What is Puberty? The Male and Female Body; Girls at Puberty; Boys at Puberty; Growth; Skin Problems; Emotions; Sex; Under Pressure.

**Doing It Right: Making Smart, Safe and Satisfying Choices About Sex**, Pardes, B. 66-1209-01. This book provides clear, factual and easy to read information regarding smart and safe choices related to sex. Topics include: Am I Ready? No Glove, No Love: Protecting Against STDs; Planning, Not Parenthood: Birth Control.

**What’s Happening to Me?** Frith, A, 2006. 66-1208-01. This easy-to-read and informative book is related to boys and puberty. Contents include: Getting Hairy; Shaving; Other Boys Look Different; Power and Responsibility; Feelings; Good Food; It’s Different for Girls; Trials of Life.

**Classic Yard Games**, Powell, G, 2002. 43-0087-01. This book contains a collection of games that can be played in the school playground and at home. The book is divided into seven sections: Skipping Games; Elastics; Hopscotch; Marbles; Running and Chasing Games; Ball Games; Scoring Games.
HEALTH AND PERSONAL DEVELOPMENT

Mother and Baby Puzzle. 66-1236-01.
A double layered puzzle. Remove the ladies tummy to reveal what lays beneath.

The Social Skills Picture Book: For High School and Beyond, Baker, J. 66-1343-01.
This book uses a primarily visual strategy to teach social skills. The picture sets depict learners demonstrating various social skills. Each skill is formatted sequentially, similar to a cartoon strip, with digital pictures of actual young people combined with text and cartoon bubbles.

Circle Time is a framework for developing the social, emotional and behavioural skills that are the foundation for emotionally literate relationships. The activities promote listening and attention skills, raise self-awareness and self-esteem and focus on class cohesion, empathy, cooperation and a sense of belonging.

This book and DVD package, is an auditory rehabilitation program for children under 12 month identified with a hearing impairment. The program follows the natural development of the child from birth to preschool age and contains ideas and strategies for developing spoken language through listening.

LITERACY AND NUMERACY

Literacies In Place: Teaching Environmental Communications, Peta Association, 2007. 36-0250-01.
This book records the experiences and outcomes of place-based (Murray Darling basin) enquiry by a group of teachers and students. These students have found ways to respond to the eco risks of their local environment with informed action and multiple forms of literate practice.

Days Of The Week, Creative Educational Aids. 64-1384-01.
The object of this game, suitable for learners aged 4 and up, is to be the first player to complete the 7 days of the week puzzle in sequence. The learning objectives are to: understand that there are 7 days in a week; learn the concept of today, tomorrow and yesterday; name the days of the week; learn to organise and plan ahead.

This picture book has full page humorous coloured illustrations providing visual cues to the accompanying rhyming text. This book takes the old poem Twas the Night Before Christmas and provides a humorous Australian version.

A collection of phonological awareness activities for students from 5 to 10 years of age who have difficulty processing auditory information in a classroom learning environment.
**LITERACY AND NUMERACY**

**On First Reading: Ideas for Developing Reading Skills...**, James, F; Kerr, A, 2004 63-3127-01.
This book, one of the *Belair* series, presents a range of activities to develop reading skills in children aged 4 to 7. The book is divided into three sections: visual aspects of print; the sound system of our alphabet; contextual understanding as a cueing device.

See also: 67-0533-01 Early Years Activities to Promote Emergent Writing; 61-0851-01 Early Years Rhymes; 64-1362-01 Early Years Number and Calculating; 64-1361-01 Early Years: Shape, Space and Measurement.

**Dark Flight Series, Blake Education, 2007. 63-3160-01.**
Dark Flight is a series of ten books suitable for readers in upper primary and lower secondary. Each book has line drawings and topics chosen to appeal particularly to boys with a reading age of 6.5 to 7 years and a maximum word count of 1,500 words.

**Designing Rubrics for Mathematics, Depka, E, 2005. 59-0070-01.**
This book, providing step-by-step instructions on rubric design for the mathematics curriculum, is designed to assist educators to understand ways that rubrics are closely aligned by the teacher, student or both.

**Story Writing Scaffolds Middle Primary—Book 1, MacKay, F; Whitfield, M, 2007. 67-0539-02.**
This book, part of the *Storywriting Scaffold* series, is intended to be used to assist in teaching learners how to write effective short stories in a variety of different formats or genres. Each unit includes information and activities on at least one sentence-level feature which assists in enhancing learner knowledge of grammar, punctuation and text style. Includes blackline masters.

**Tari’s First Christmas, Diestel-Feddersen, M, 1987. 60-0899-01.**
This picture book has full page coloured illustrations providing visual cues to the accompanying rhyming text. The story tells of a young kangaroo, Tari, who finds out the true meaning of Christmas while experiencing all the usual Australian traditions.

**First Flight Series: Reading Age 6 years, Blake Education, 2007. 63-3159-01.**
The First Flight series, written to appeal to 9 to 14 year old learners with a reading age of 6.5 to 7 years, contain a variety of genres and styles designed to especially appeal to boys. The *Teaching Guide* contains a five page section of ideas and activities for each of the ten books in the series.

**Touch and Count, Smile Education. 64-1383-01.**
This *Touch and Count* activity pack for learners 3 and over is designed to develop: early number concepts; understanding and manipulation of numbers; addition, subtraction, multiplication and division skills.

**The Lighthouse Keeper’s Christmas, Armitage, G, 2003. 60-0900-01.**
This picture book has full page coloured illustrations providing visual cues to the accompanying text. It is Christmas Eve and a storm is raging and Mr Grinling and his nephew George are stranded at the Lighthouse. There is no food, no presents and a possibility that Father Christmas may not find them.

**Rhyming Sounds Match Ups, Lakeshore Learning. 63-3161-01.**
These two piece phonemic awareness match up puzzle pieces are self correcting and designed to assist learners to identify a variety of rhyming sounds. The twenty 2 piece puzzles include: train/chain; fan/pan; sled/bed; shoe/glue.
LITERACY AND NUMERACY

There Was an Old Lady Who Swallowed a Fly Pack, Modern Teaching Aids.
63-3144-01.
This pack, There Was An Old Lady Who Swallowed a Fly, contains a big book, interactive book and cloth models of the old lady and the seven animals she ‘swallowed’. The big book has full page coloured illustrations providing visual cues to the cumulative, rhythmic text. The cloth models of the animals and the old lady can be used for retelling, creative play and to add interest and action to the storytelling.

This picture book with full page humorous illustrations and text contains an Australian version of Jingle Bells. Accompanying the book is a CD containing the Aussie Jingle Bells song, karaoke and Blowfly mix.

This picture book contains coloured illustrations providing visual cues to the accompanying text. The story relayed is about a little girl called Charlotte who likes writing letters but one day she accidentally sends Father Christmas her mother’s shopping list instead of her own Christmas list.

Melrose and Croc Together at Christmas, Chichester Clark, E, 2006. 60-0903-01.
This picture book, one in the Melrose and Croc series, has full page coloured illustrations providing visual cues to the accompanying text. The story relayed is of Melrose and Croc alone in a big city on Christmas Eve and how they met and changed their Christmas.
**Natural Maths Strategies and Assessment Guide Book 1: 5 to 7 years, BAKER, A&J, 2006. 64-1365-01.**

This book and CDROM, from the Natural Maths Strategies series, provides starting points for three-part lessons. These lessons focus on the concepts required to teach maths to learners in the early years. The Assessment Guide for Book 1, combines the three techniques—observations, interviews and work samples—which provide information on what learners know and can do. See also: 64-1364-01 Beginning Level (4-5 year olds); 64-0366-01 Book 2 (7-9 year olds); 64-1367-01 Book 3 (9-11 year olds); 64.1368.01 Book 4 (11-13 year olds).

**Clock Pack. 64-1379-01.**

This math clock pack contains a variety of time pieces including: three clock dials with moveable hands, each depicting the hours and providing a varied representation of seconds and minutes; two timers; a stop watch; a clock face stamp and stamp pad; coloured plastic tockers which when set in motion move for the amount of time indicated on them; sand timers.

**Number Balance Scale. 64-1352-01.**

1 plastic base, 1 upright, 1 crossbeam, 2 two-litre bowls with plastic hangers, 20 hanging beads, 4 weight adjusters, 40 weights (10 each 10g, 5g, 2g, 1g), 1 instruction booklet.

**Jolly Jingles Big Book and Card, Grierson, A, 2000. 63-3158-01.**

The Jolly Jingles big book and accompanying CD are part of the Jolly Phonics series. The jingles have been developed to provide a connected reading experience to reinforce the 42 letter sounds introduced in Jolly Phonics.

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This pack of More Magic Words builds upon Magic 100 Words (see 63-1338-01) and together these 200 words make up almost two thirds of the words in reading.

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**Dominoes Set (Math), Swan, P, 2001. 64-1376-01.**

This domino math pack contains various types of dominoes and a book. Dominoes can be used to develop mathematical skills such as number work, probability and the development of logical thinking. Each activity in the book includes a guide showing whether the activity is best suited for junior, middle or upper primary learners. The activities are also classified according to whether they focus on number or working mathematically.


This pack of More Magic Words builds upon Magic 100 Words (see 63-1338-01) and together these 200 words make up almost two thirds of the words in reading.

**Brain Games For Babies, Silberg, J, 1999. 25-0173-01.**

This book contains a collection of ways to develop the brain capacity of babies. Included are everyday opportunities to nurture brain development in the period from birth through 12 months. Each game has information on the latest brain research, and a discussion of how the activity promotes brain power. See also: 25-0173-02 Brain Games for Toddlers and Twos.

**Assessment and Learning, Gardner, J (ed), 2006. 34-0340-01.**

This practical book, concerned with instructional content and practice, looks at different learning styles and provides suggestions on how to adapt teaching to suit these styles.

Adapting Curricular Material Volume 1: An Overview, Kame‘enui, K; Simmons, D, 1999. 34-0341-01.
This book provides strategies to construct and offer a differentiated curriculum.

This book begins with a synthesis of cognitive research, from the work of leading neuroscientists, psychologists and educators. It provides an introduction to brain organisation and architecture, the role of emotion in attention, and memory systems in learning. This leads to a brain-based rationale and description of three major instructional methodologies Cooperative Group Learning (and the collaborative skills learners need to work cooperatively), Thinking Skills and Graphic Organisers.

This booklet and DVD, is designed to support teachers who have limited or no experience of teaching students with disabilities. The DVD features interviews with parents, students and educators and demonstrations of practice.

This book is a guide to writing and using targeted social stories to develop the understanding of social interaction. The key elements of social stories are explained, and the guidelines for writing them are reviewed.

This revised and updated edition examines new research and developments in brain functioning and the implications for effective classroom strategies and activities.

This book details an accelerated learning technique Model Mapping and is designed to assist in improving thinking skills through teacher explanation and student understanding.

This book, written by a school psychologist, provides educators at all levels with the information and practical strategies required to recognise and respond effectively to 30 of the most common problems encountered in today’s classrooms. Each of the 30 problems provides background information, a menu of strategies and specific references.
This Dinosaur Pack provides a range of ways to explore the topic and includes: a small knob puzzle depicting 9 dinosaurs, ten small rubber replica figures, Touch Feel and Hear Dinosaurs interactive book, an interactive My First Dinosaurs book, I Like Dinosaurs containing facts about dinosaurs.

This Diplodocus Pack contains a picture book and a wooden interlocking 20 piece puzzle and base. The book, with easy to read text and accompanying coloured illustrations explores the traits, behaviour and extinction of the Diplodocus and the puzzle depicts a Diplodocus.

This Lifecycle Pack, collated for learners in the Early Years, contains a big book, puzzle, game, models and picture books which provide a variety of ways to explore the theme.

Transport Pack—Aeroplanes. 61-0858-01.
This Transport Pack—Aeroplanes, collated for learners in the Early Years, could assist with skills of play, classification, sorting, visual discrimination, matching, basic concepts, counting, sociodramatic play, creativity, fine motor, and expressive/receptive language development.

This pack, for learners aged between 4 and 14 years of age, includes activities designed to assist in the development of expressive language and verbal reasoning skills. See also: 610847-01—Descriptive Language Activity Kit; 61-0844-01—Language Adventure Games.

ACHIEV for Phonology, Martin, K et al, 1990. 61-0819-01.
This book is part of the ACHIEV (Activities for Children Involving Everyday Vocabulary) series and is for young children 3-7 years. This resource will support educators to use play to provide meaningful context in which young children can improve their phonological awareness.

99 Easy to Use Speech and Language Activities, Williams, C et al, 1984. 61-0829-01.
This book containing photocopiable pages is suitable for learners from Kindergarten to Year 6. It contains 99 easy-to-use speech and language activities covering a range of areas including: Auditory Skills; Articulation Skills; Language Skills; Combination Skills.

ACHIEV Blue Lesson Plans, Linguisystems, 1990. 61-0840-01.
This book is part in the ACHIEV (Activities for Children Involving Everyday Vocabulary) series and is a lesson planner designed to assist in organising daily, weekly and monthly language plans for children to 10 years of age.

The activities in this game, designed primarily for students between 5 and 10 years of age, are designed to improve skills in following directions and comprehending auditory information.
**SPEECH AND LANGUAGE**

*Mirror Me Puzzle, Tuzzles.* 66-1233-01.
This colourful 24 piece inset puzzle depicts a child’s face expressing an emotion. The facial expressions and emotions on the face can be altered using the range of eye and lip puzzle pieces.

*Farm Theme Pack 1.* 61-0862-01.
This *Farm Theme Pack 1* pack, designed for children in the Early Years, can be used to assist with skills of play, classification, sorting, visual discrimination, matching, basic concepts, counting, sociodramatic play, creativity, fine motor, and expressive/receptive language development.

*Farm Theme Pack 2.* 61-0862-02.
This *Farm Theme Pack 2* pack, designed for children in the Early Years, can be used to assist with skills of play, classification, sorting, visual discrimination, matching, basic concepts, counting, sociodramatic play, creativity, fine motor, and expressive/receptive language development.

*Oracy Around Australia / Are We There Yet?* 61-0836-01.
*Oracy Around Australia* is an oral language program based on the book *Are We There Yet?* It targets learners in middle and upper primary who have difficulties with language and literacy.

**SPELLING / WRITING**

*Writing: Early Years Activities to Promote Emergent Writing, Evans, J, 2007.* 67-0533-01.
This practical book, one in the *Belair* series, is suitable for educators of children aged 3-5 years. It provides creative play activities for emergent writers. See also: 61-0851-01 *Early Years Rhymes;* 63-3127-01 *On First Reading: Ideas for Developing Reading Skills;* 64-1361-01 *Early Years: Shape, Space and Measurement;* 64-1362-01 *Early Years: Number and Calculating.*

*What’s Next For This Beginning Writer?, Reid, J et al, 2005.* 67-0530-01.
This book provides a step-by-step approach to engage young writers and to assist confident young writers to build on what they can already do and what they know about writing.

**VISION IMPAIRMENT**

Part of the *Like Me, Like You* series, this book details a day in the life of Charlotte who has impaired vision.
SERU Workshops – Term 4, 2007

- Inclusive Practices for Students with Language Disorder  
  Wednesday 17 October 2007 from 4.00pm to 6.00pm—$16.50
- Using Visual Communication Strategies in the Classroom  
  Wednesday 24 October 2007 from 4.00pm to 6.00pm—$16.50
- Oral Language in the Curriculum  
  Wednesday 31 October 2007 from 4.00pm to 6.00pm—$16.50
- Practically Oral  
  Wednesday 7 November 2007 from 4.00pm to 6.00pm—$16.50
- Boardmaker 5  
  Thursday 15 November 2007 from 1.00pm to 4.00pm—$16.50
- Clicker 5  
  Friday 15 November 2007 from 9.00am to 4.00pm—$22.00

For information on all workshops and to download registration forms visit: [http://web.seru.sa.edu.au](http://web.seru.sa.edu.au)
For bookings contact: Jeanne Hall – jeanne.hall@seru.sa.edu.au
Telephone: 8235 2871.

PLEASE NOTE:

SERU will be open throughout the year (including term school holidays) except for 3-4 weeks at the end of the 2007—beginning of 2008 (dates to be advised).