

# NATIONAL Literacy and Numeracy WEEK

## 'Catch-a-Reader'

*Catch-a-Reader* involves taking a photo or drawing someone that the student 'catches' reading. Students can 'catch' someone reading at home, in the community or at school.

The images can be displayed around the school as they are or incorporated with other media elements and published using a range of technology to create *Catch-a-Reader* posters.

### Foundation: Catch-a-Reader poster

#### Outcomes

- Construct texts using software including [word](#) processing programs ([ACELY1654](#))
- Identify some familiar texts and the contexts in which they are used ([ACELY1645](#))
- Explore the different contribution of words and images to meaning in stories and informative texts ([ACELA1786](#))

**Resources:** Digital camera or iPad, word processor, printer, paper, coloured pens and pencils

#### Activity

1. Students draw a picture or take a digital photo of someone they catch reading.
2. Students print the photographs.
3. Students draw or use a word processor to create a *Catch-a-Reader* sign.
4. Students display the drawings and photographs with a *Catch-a-Reader* sign on a noticeboard at their school or the local library.
5. Students examine the *Catch-a-Reader* display. They observe the different texts across all of the *Catch-a-Reader* posters. They discuss the purpose of the words and images they observe in the *Catch-a-Reader* display.

### Years 1-2: Catch-a-Reader – Catch of the Day poster

#### Outcomes

- Know some features of [text](#) organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines ([ACELA1466](#))
- Construct texts that incorporate supporting images using software including [word](#) processing programs ([ACELY1664](#))

**Resources:** Digital camera or iPad, computer and printer, word processor or [Canva](#) design program, Fishing Net image from [Wikimedia Commons](#)

### Activity

1. Students use cameras or iPads to take a photo of someone they 'catch' reading.
2. Students are provided with a Wikimedia Commons image of a fishing net.
3. Students use a word processor or the Canva design program to import the provided fishing net image to create the background of their poster.
4. Students layer their photograph of a reader and a *Catch-a-Reader* title over the fishing net background.
5. Students attribute any found images.
6. A new *Catch-a-Reader – Catch of the Day* poster is displayed in the school foyer each day.

### Years 3-4: Catch-a-Reader – Mystery Reader poster

#### Outcomes

- Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose ([ACELY1682](#))
- Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended [audience](#) ([ACELA1490](#))
- Explore the effect of choices when [framing](#) an image, placement of elements in the image, and [salience](#) on composition of still and moving images in a range of [types of texts](#) ([ACELA1496](#))
- Use a range of software including [word](#) processing programs to construct, edit and publish written [text](#), and select, edit and place visual, print and audio elements ([ACELY1697](#))

**Resources:** Computer and printer, digital cameras, iPads, word processor or [Piktochart](#) free design program, QR code generator, QR code scanner

### Activity

1. Students design a written invitation to members of the school staff, inviting them to be a part of a *Catch-a-Reader* initiative. The invitation asks that participants have their photograph taken holding two of their favourite reads (a fiction book and a non-fiction magazine may be given as an example). A place and time when the reader can be 'caught' in a photograph is arranged.
2. Students use cameras or iPads to 'capture' the photographs of the readers.
3. Students select, edit and place design elements to construct their poster, including a background, photograph, text and the *Catch-a-Reader* logo.
4. Students attribute images.

5. Students create a digital copy of their original poster and use a text tool to include the name of the reader. They then save the new version of the poster as an image file.
6. Students use a QR code generator to link this image to a QR code.
7. Students return to the original version of their poster and place a snip of the QR code over the face of their reader.
8. Students print and display their *Catch-a-Reader* posters along a wall or corridor at student height.
9. Students and members of the school community are invited to engage with the *Catch-a-Reader* display. They use the book choice clues to help identify each 'Reader'. They check if they are correct by using a QR code scanner app on an iPad. It will reveal the face and name of each 'Reader'.

### Years 5-6: Catch-a-Reader – All at Sea poster

#### Outcomes

- Understand how authors often innovate on [text](#) structures and play with [language features](#) to achieve particular [aesthetic](#), humorous and persuasive purposes and effects ([ACELA1518](#))
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with [text](#) structures, [language features](#), images and digital resources appropriate to purpose and [audience](#) ([ACELY1714](#))
- Use a range of software including [word](#) processing programs with fluency to construct, edit and publish written [text](#), and select, edit and place visual, print and audio elements ([ACELY1707](#))

**Resources:** Cameras or iPads, images from [Wikimedia Commons](#) or [Flickr](#). Pop up green screen backdrop for Chroma screen photography, [Paint.net 4.0.9](#) free digital image and photo editing software for Windows (this program is well supported by online forums and tutorials), [TodaysMeet](#) backchannel chat website or app to enable live feed conversation about class content if appropriate in your school.

#### Activities

1. Students search the Wikimedia Commons or Flickr websites and select an image of a sea creature, reading the Creative Commons licence to ensure that the image is without adapting and sharing restrictions.
2. Students use cameras or iPads. The student photographers instruct other students to pose in front of a green screen, while reading a book with an ocean theme.
3. Students plan how they will creatively incorporate and layer photographs taken of a student onto their found image of a sea creature.
4. Students import the found sea creature image as a Paint.net background.
5. Students import the pictures of the students reading in front of the green screen and use the photo editing tools of Paint.net to remove the green screen background.

6. Students manipulate the images to give the impression that the readers are being 'caught' by a sea creature.
7. Students attribute any found images.
8. Students print and display the *Catch-a-Reader – All at Sea* posters in the school library.
9. Students examine the collection of *Catch-a-Reader* posters on display.
10. If appropriate in your school, students can contribute to a [TodaysMeet](#) backchannel chat session, responding to their teacher's prompts to identify and comment on the creativity and effectiveness of the selection and placement of visual and text elements that make up the *Catch-a-Reader – All at Sea* stories that the posters tell.

### Years 7-8: Catch-a-Reader – Interactive poster

#### Outcomes

- Analyse how the [text](#) structures and [language features](#) of persuasive texts, including [media texts](#), vary according to the [medium](#) and [mode](#) of communication ([ACELA1543](#))
- Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of [subject](#) matter and particular language, visual, and audio features to convey information and ideas ([ACELY1725](#))
- Use a range of software, including [word](#) processing programs, to [create](#), edit and publish texts imaginatively ([ACELY1738](#))
- Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener ([ACELY1735](#))
- Compare the [text](#) structures and [language features](#) of multimodal texts, explaining how they combine to influence audiences ([ACELY1724](#))

**Resources needed:** Computers, cameras or iPads, [Glogster](#) ('glog' graphics blog interactive media poster creator app or website, 7 day free trial period available).

#### Activities

1. Students analyse the text structures and language features of interactive posters.
2. Student work collaboratively to design an interactive poster for a peer audience, with a creative take on the *Catch-a-Reader* theme.
3. Students work collaboratively to choose a book title, series or author that will be promoted through their interactive poster.
4. Students work collaboratively to combine media elements including:
  - Title
  - By-line
  - Video footage of the poster creators, showing the audience what they are reading and explaining their reading choice
  - Other text, graphics, images, audio and video that captures and supports the reading choice of the poster creators.
5. Students attribute all found material.

6. Students share and receive feedback on their completed *Catch-a-Reader – Interactive posters* through email or social media platforms.

### **Writer**

Sue Hamilton-Smith has taught in schools across Queensland and is presently Master Teacher at Fitzgerald State School, Mackay. She has been an organiser and regular contributor to regional, state and national professional development, with a particular interest in the critical role literacy plays in learning and communicating across the curriculum areas. Sue is the current ALEA Queensland State Director.