# Developing Visual Literacy in Science, F–8

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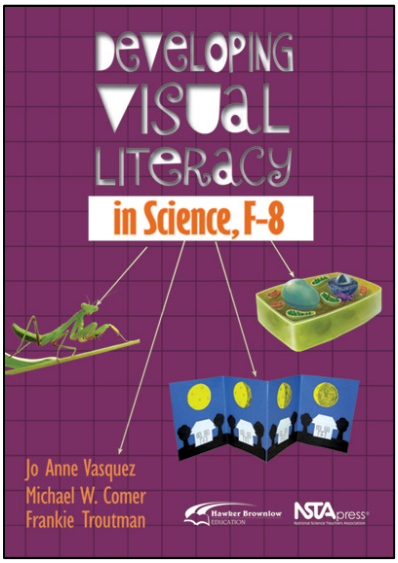
**Year Level:** F–8, Teachers and Administrators
**Focus Area:** Classroom Practice and Direct Instruction, Graphic Organisers, Professional Development
**Key Learning Area:** Science




## Summary

Today's primary science textbooks and other school materials depend heavily on visual representations to demonstrate science concepts. Teachers cannot assume, however, that their students know how to unlock the information in these often complicated images.

With *Developing Visual Literacy in Science, F–8*, teachers can help their students develop the skills they need to "read", or make meaning from, visual images. These skills include interpreting scientific photographs, charts, diagrams, figures, labels and graphic symbols. Students can then learn to communicate to others - perhaps by creating their *own* graphic representations - the understandings and insights they have acquired from visual images.

The book also demonstrates an alternative to written and spoken language as means of instruction. Students who tend to process information visually, rather than verbally or linguistically, will be among the beneficiaries of their teachers' use of this book. Finally, three content chapters - on insect metamorphosis, phases of the Moon, and force and motion - show how easily visual literacy skills can be incorporated into existing lessons.

## Other Resources

- *I See What You Mean, Second Edition: Visual Literacy, F–8* (SHP8092)
- *Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime Cartoons, and More to Develop Comprehension and Thinking Skills* (CO5481)
- *Teaching with Digital Images: Acquire, Analyse, Create, Communicate* (IST4008)
- *The New Science Teacher's Handbook: What You Didn't Learn From Student Teaching* (NST0614)