

NELSON LITERACY DIRECTIONS



CARDS – NLDC 3

Clothing Technology: The Latest Fashions

Strategy to Skill

1. (Literal comprehension) What are the main reasons people have worn clothes over the years? (to keep themselves warm and dry)
2. (Asking questions – fact and opinion) Which fact about sports clothing led to the banning of swimmers wearing “shark skin” suits? (Swimmers who wore these suits were able to break existing Olympic swimming records.)
3. (Asking questions – draw conclusions) Why do you think runners’ clothing was designed to have dimples, like a golf ball? (A golf ball travels through the air very efficiently when it is hit, so this principle was used to help runners move faster.)
4. (Asking questions – draw conclusions) How does purchasing jackets made from recycled plastic help to save the environment? (Because plastic does not break down easily, any plastic used to make the jackets is not placed in landfill, and therefore doesn’t harm the environment.)
5. (Asking questions – summarise the text) How does the author respond to the changes in clothing technology? (The author states that changes in clothing will soon become a very important aspect of our lives, and will no longer be just a way of keeping warm and dry.)
6. (Asking questions – visual elements) What are the people doing in the photograph on page 3? (They may be bushwalking or orienteering; they are reading a map to help them find their way in the outdoors.)
7. (Response) What is your opinion about the use of special clothing for sportspeople? Should athletes be allowed to use clothing that improves their performance? (various responses)

Creating a Scene: Painting and Drawing

Strategy to Skill

1. (Literal comprehension) Under which general heading do the activities of painting and drawing come? (Art)
2. (Visualising – fact and opinion) Why does the author use the word *almost* in *Drawings and paintings can be made so that the people and things in them look almost like a photo*? (It is difficult to make them look exactly like a photo – but images can be very detailed and accurate.)
3. (Visualising – visual elements) What aspects of Cubist paintings make them appear unrealistic? (The shapes are very simple, and the colours are often bright and bold.)
4. (Visualising – compare and contrast) Of the artworks shown in this text, which appear to be most realistic? (The landscape on p1, the painting of the train on p.2 and the seascape on p.4 are all realistic paintings.)
5. (Visualising – compare and contrast) Which aspects of the drawing on page 5 would need to be changed if the author was explaining how to draw a winter scene? (the trees might be bare of leaves, flowers not in bloom, grass yellow or brown, sky grey)
6. (Visualising – visual elements) What is the story being told in the Cubist painting on page 4? (This painting shows how Sydney Harbour Bridge was constructed.)
7. (Response) Which style of painting and drawing do you like most? Why? (various responses)

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The Fish of Māui

Strategy to Skill

1. (Literal comprehension) What does Māui tell the reader in this story? (Māui tells how he discovered the North Island of New Zealand.)
2. (Determining important ideas – cause and effect) What did Māui do to trick his lazy brothers? Was he successful? (Māui successfully used his magic powers to make the shore seem further away than it really was.)
3. (Determining important ideas – cause and effect) How did Māui explain the creation of the mountains and valleys on the North Island of New Zealand? (He said these were caused by the heavy blows from his brothers' weapons.)
4. (Determining important ideas – compare and contrast) How was Māui different to his brothers? (Māui was energetic and strong, but his brothers were lazy and greedy.)
5. (Determining important ideas – summarise the text) Why do you think Māui wanted to retell the story about how the North Island of New Zealand was created? (Māui wanted to share this story because he was very proud of his achievements.)
6. (Determining important ideas – visual elements) What caused the water to become rougher and the brothers to become off balance in the picture at the top of page 3? (As Māui was attempting to haul the huge 'fish' out of the water, the water was disturbed and this caused the boat to move around a lot.)
7. (Response) What is a story from your culture that you would like to pass on to future generations? (various responses)

Hansel and Gretel (Not So Sweet)

Strategy to Skill

1. (Literal comprehension) What suggestions did Belinda have to stop the children from being bored? (She suggested they could ride their bikes or call a friend for a play date.)
2. (Making inferences – problem and solution) How did the things the old woman taught Hansel and Gretel help them to survive? (When they were lost in the bush, the old woman taught the children how to find food to eat, and how to light a fire for cooking or warmth.)
3. (Making inferences – cause and effect) Why didn't the old woman speak to the children? (Perhaps she spoke a different language, but probably she wanted the children to learn how to take care of themselves out in the bush by watching the things she did.)
4. (Making inferences – main points and bigger idea) Why do you think the children were poorly behaved when they were at home? (They had lots of modern gadgets to keep them occupied, but they weren't very good at really caring for themselves. Also, they didn't like their stepmother, or her telling them what they should do.)
5. (Making inferences – main points and bigger idea) Why did Belinda and Dad take Hansel and Gretel to the soup kitchen? (They thought this would indicate that not everyone was as lucky as Hansel and Gretel, and that perhaps the children would understand just how lucky they were to have a good home and people who cared about them.)
6. (Making inferences – visual elements) What did Hansel and Gretel's parents do to look for them when they were lost? (Maybe they contacted the police, because there were helicopters in the sky, possibly searching for the children.)
7. (Response) How do you think Hansel and Gretel will behave now they have had the experience of being lost in the forest? (various responses)

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Just For Fun

Strategy to Skill

1. (Literal comprehension) What do poets have to figure out before they write a poem? (They work out what reaction they want from the reader.)
2. (Making connections – visual elements) Which part of the text links with the illustration on page 1? (The sentence *A Welsh poet names Dylan Thomas once said that poetry made his toenails sparkle!*)
3. (Making connections – draw conclusions) Why does the woman on page 3 feel much bolder answering the door when she has the spider on her shoulder? (She feels more confident, because she knows most people would be frightened of the spider and wouldn't bother her.)
4. (Making connections – compare and contrast) How does Bernice compare with a typical child? (Bernice unpacks the PC but doesn't have enough knowledge to set it up correctly. When her mother realises she has eaten the PC, and questions her, Bernice gets angry and begins to cry, like a young child.)
5. (Making connections – draw conclusions) Why does the boy in the Ghost Train poem want to go to see the cake display? (The boy is afraid to go on the ghost train, but knows that he can choose something pleasant to eat from the cake display that won't be scary!)
6. (Making connections – visual elements) What does the visitor who rings the doorbell do when the woman appears with the spider on her shoulder? (The visitor turns and goes away in fright.)
7. (Response) Which of the poems presented in this text did you enjoy the most? Why? (various responses)

Let's Get Into Digital Art!

Strategy to Skill

1. (Literal comprehension) What is the first argument presented in support of digital art? (anybody can do it)
2. (Making connections – visual elements) What is one item in the photograph at the bottom of page 2 that you could use to complete your digital art? (You wouldn't need any of the materials, but you might want to have the vase of flowers on the table as a model to draw from.)
3. (Making connections – draw conclusions) Do you think parents would prefer children to do digital art rather than use paint and brushes? Why? (Yes – it takes only a short time to set up and there is no risk of making a mess.)
4. (Making connections – draw conclusions) Why is digital art suitable for companies, such as Disney, that make animation films? (When creating characters, they can be repeated easily without having to redraw them over and over again.)
5. (Making connections – compare and contrast) How are non-digital forms of art shared with people in the general community? (The only way this art can be shared is for people to visit a gallery to see it, or to look at photographs of the original work.)
6. (Making connections – visual elements) Look at the photograph of the statue on page 4. How might this piece of art have been damaged? (something heavy may have fallen on it; something may have been thrown at it; there may have been a fault in the mould.)
7. (Response) Do you agree with the arguments presented in this text? (various responses)

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Making a Stop-Motion Animation

Strategy to Skill

1. (Literal comprehension) Why do characters in stop-motion animations appear to move? (Lots of photographs are played very quickly one after the other and it appears as though the characters are moving.)
2. (Visualising – fact and opinion) Do you think the sentence, *It is one of the simplest ways to make a movie*, is a factual statement or the author's opinion? (It could be a little of both; this was probably an original opinion of a person making the movie, and has since been proven to be quicker and easier.)
3. (Visualising – visual elements) What is the purpose of the thick black line and the purple arrow in the illustration on page 3? (The thick black line indicates the starting point for the story and the arrow indicates the direction for the order of the scenes.)
4. (Visualising – compare and contrast) How and why is a script different to a story in a book? (A script gives information about what the characters are doing, the types of shots required and where the scene will be shot. This information is not included in a book.)
5. (Visualising – compare and contrast) Why would having three-dimensional (3D) models be better than preparing lots of drawings for making animated movies? (It would be very difficult to produce lots of drawings where all the characters look exactly the same, whereas using models of the characters would eliminate this problem.)
6. (Visualising – visual elements) Who do you think would be likely to use the script on page 4? (The people making the animation, including the camera operator, would need this information, as it provides details about the shots and location.)
7. (Response) What could happen if there were too many characters in a home-made stop-motion animated movie? (various responses)

Telling the Graphic Novel Story

Strategy to Skill

1. (Literal comprehension) What are graphic novels? (long comics)
2. (Evaluating/synthesising information – draw conclusions) Which text type do you think most graphic novels would be? (narratives, as they tell action-packed stories)
3. (Evaluating/synthesising information – draw conclusions) What does it mean for a picture to be *worth a thousand words*? (The details shown in one picture can provide information and ideas that would take many words to describe in writing.)
4. (Evaluating/synthesising information – summarise the text) What is the author's response to graphic novels? (The author believes that presenting a story as a graphic novel is a great idea. It moves quickly and allows the reader to place his/her own interpretation on some of the events.)
5. (Evaluating/synthesising information – main points and bigger idea) Why is it important for an author to keep up the pace of a story? (This keeps the reader interested and wanting to know what will happen next. If nothing happens for a while, the story can become boring or uninteresting.)
6. (Evaluating/synthesising information – visual elements) How many years have passed between the first and second panels on page 5? (Probably 1000 years, as the second frame has the caption '3013'.)
7. (Response) What graphic novels have you read? What do you enjoy most about them? (various responses)

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What's Better: Live or Recorded Music?

Strategy to Skill

1. (Literal comprehension) What do we sometimes want to do when we hear music? (Sometimes we want to dance or sing.)
2. (Determining important ideas – cause and effect) What makes live music sound amazing? (It is heard exactly as it is played, without any changes or corrections.)
3. (Determining important ideas – compare and contrast) What are the strongest arguments for live music and recorded music? (Live music is a total live experience; recorded music is much more accessible and can be played repeatedly.)
4. (Determining important ideas – compare and contrast) What are the strongest arguments against live music and recorded music? (Some live performances have mistakes; some recorded music sounds less exciting as it is not original.)
5. (Determining important ideas – summarise the text) What is the author's opinion about the topic of live and recorded music? (The author believes that both live and recorded music have advantages, but the decision depends on what each person really wants.)
6. (Determining important ideas – visual elements) How has the person presenting the arguments been presented in this text? (This person has been illustrated, rather than photographed. A speech bubble at the start introduces the topic for discussion.)
7. (Response) Do you think listening to live or recorded music is better? Why? (various responses)

1844: My Year of Change

Strategy to Skill

1. (Literal comprehension) After William's father lost his job on the farm, where did he go to find work? (He went to the city.)
2. (Making connections – visual elements) Who was the adult in the picture on page 3? What do you think he was doing? (This was probably one of the factory managers, checking that the boy didn't stop for a break.)
3. (Making connections – draw conclusions) Why did William's father lose his job on the farm? (The threshing machine could do more work than he could, so he wasn't needed.)
4. (Making connections – draw conclusions) Why do you think the factory was able to pay William's father more money than he got working on the farm? (The machines at the factory could produce more goods in a shorter time, so the company could make more money than the farmer.)
5. (Making connections – compare and contrast) How did William's life change when he moved from the farm to the city? (His life in the city was much harder because he had to work long hours, but he would have felt more comfortable because he was able to help his family earn more money.)
6. (Making connections – visual elements) What was William reading in the illustration on page 4? (He was reading the recount he had written about his life during the past year.)
7. (Response) How do you think William would have felt, knowing that he was helping his family? (various responses)

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The Census: Snapshot of a Nation

Strategy to Skill

1. (Literal comprehension) What is a census? (A census is a way of counting people and collecting information about them.)
2. (Determining important ideas – cause and effect) If the census showed that most people travel to work by train, what could the government decide to do? (The government might decide to spend more money on train services and building new railway lines.)
3. (Determining important ideas – cause and effect) Why does the government want to know where people were born? (This helps them to work out how a country's population is made up and how many people have moved to that country to live from overseas.)
4. (Determining important ideas – compare and contrast) Do people in your country mostly live in urban or rural areas? How would this affect government spending? (In Australia and New Zealand, more people live in the cities than in the rural areas, so a greater proportion of taxes would be spent in the cities.)
5. (Determining important ideas – summarise the text) What is the main reason for governments wanting to collect census information? (The government needs to plan services for people in different parts of the country, according to the population that lives there and the needs they have.)
6. (Determining important ideas – visual elements) Where do you think the photograph at the top of page 3 was taken? (This photograph would have been taken in a large city, where there is a lot of traffic moving through the area.)
7. (Response) What is a question you would like answered about people in your country that could be included in a national census? (various responses)

City Life: Yes or No?

Strategy to Skill

1. (Literal comprehension) How many people live in New York City? (more than 21 million)
2. (Making inferences – fact and opinion) Why does the author include information about the density of Beijing, rather than just telling the reader it is a large city? (Population density is a measurement of how many people live in a space; it is not an opinion about how big or busy the city is.)
3. (Making inferences – cause and effect) Why are most days in Beijing not very sunny? (There is a lot of pollution from the large number of cars and factories, which partially blocks out the sun's rays.)
4. (Making inferences – cause and effect) Why does Fran's mum have to drive a long way to work? (In a small town there wouldn't be many jobs, so she would have to work in a nearby city.)
5. (Making inferences – main points and bigger idea) After hearing from people who live in other parts of the world, what did Tom learn about where people live? (There are good points and bad points about wherever you live.)
6. (Making inferences – visual elements) Why are there so many tall buildings in the photograph on page 2? (These buildings are apartments or offices for the people who live or work in the city.)
7. (Response) If you could move to live in another part of the world, where would you go? Why? (various responses)

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Family History

Strategy to Skill

1. (Literal comprehension) What is family history? (the story of a family's past)
2. (Asking questions – fact and opinion) Why is it important to check all the information for a family history? (If information has been collected verbally, it may not be entirely accurate.)
3. (Asking questions – draw conclusions) Do you think any two families will have the same family history? Why? (No – each family has unique experiences and different family members, so it is unlikely two histories would be the same.)
4. (Asking questions – draw conclusions) How many names would appear on a family tree? Why? (The number of names would vary according to the size of the family. Families with more children would have more names listed.)
5. (Asking questions – summarise the text) What are some personal characteristics that have been passed to you by your ancestors? (This could include hair, skin and eye colour, height, temperament, skills, etc.)
6. (Asking questions – visual elements) In the picture of the family tree at the top of page 5, what do you think would usually be written in the box in the centre? (It is usual to write the family name in the centre of the family tree.)
7. (Response) If you were helping to put together your family history, what are three questions you would like to know about your family? (various responses)

Irrigation

Strategy to Skill

1. (Literal comprehension) What is irrigation? (Irrigation is when farmers supply land or crops with water.)
2. (Visualising – visual elements) How often do you think farmers would flood irrigate their trees as shown in the photograph on page 1? (Not very often, as lots of water is applied at one time and it would soak into the land.)
3. (Visualising – fact and opinion) Which word on page 2 tells the reader that the sentence might not be entirely factual, but could be the author's opinion? (*The first type of irrigation was **probably** a bucket.*)
4. (Visualising – compare and contrast) Which type of irrigation do you think would use the least amount of water? Why? (Probably drip irrigation, as the water is applied to the plants very slowly and none of it runs away.)
5. (Visualising – compare and contrast) Which sentence on page 3 compares spray irrigation with another type of watering system? (*It is like the way people spray their lawns and flowers.*)
6. (Visualising – visual elements) On page 3, why is the ground in the bottom picture being irrigated? (Most likely, seeds have been sown and have not yet sprouted.)
7. (Response) If you managed a farm, which type of irrigation would you prefer to use? Why? What would help you to make this decision? (various responses)

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Settlement Patterns

Strategy to Skill

1. (Literal comprehension) Where did the first modern humans live? (in the south of Africa)
2. (Making connections – visual elements) According to the timeline, when did the first humans come to Australia? (between 60 000 and 40 000 years BCE)
3. (Making connections – draw conclusions) Why didn't the early humans spread into Antarctica? (Perhaps the weather was too extreme, or perhaps these people were quite comfortable living where they were and didn't want to travel further.)
4. (Making connections – draw conclusions) What are two reasons why early humans didn't plan where they wanted to go as they moved from one country to another? (They just went wherever there was a supply of food and water; they wouldn't have known what lay ahead of them, as the areas they moved to were previously uninhabited by humans.)
5. (Making connections – compare and contrast) Which factors do you think caused civilisations to develop differently? (People encountered different climatic conditions; they found different foods to eat.)
6. (Making connections – visual elements) Approximately how long did it take people to reach Australia and New Zealand from Africa? (It took approximately 140 000–160 000 years.)
7. (Response) How are our lives today influenced by people from other countries and cultures? (various responses)

Sharing the Skatepark

Strategy to Skill

1. (Literal comprehension) What was the notice on the gate at the skatepark? (Park Closed Until Noon)
2. (Evaluating/synthesising information – draw conclusions) Why would it have been scary for the little children when the bigger children were using the skatepark? (The bigger children would have been louder, faster and possibly doing more difficult tricks in the skatepark.)
3. (Evaluating/synthesising information – draw conclusions) Why did the man who put up the sign tell Jake to talk to the parents of the young children about the decision to close the park until noon? (He was not responsible for making the decision to close the park, it was simply his job to erect the sign.)
4. (Evaluating/synthesising information – main points and bigger idea) What helped Jake and Katy to better understand the reason for the decision to share the skatepark? (Vijay explained the decision from another point of view – he told them how much Sunita enjoyed using the skatepark when it wasn't so scary.)
5. (Evaluating/synthesising information – summarise the text) Why was Vijay more tolerant of this decision than either Jake or Katy? (Vijay has a young sister, Sunita, and he wants her to be safe and enjoy using the skatepark.)
6. (Evaluating/synthesising information – visual elements) Look at the man putting up the sign. How does his expression change from the start of the job to when it is finished? (At first he is happy to be getting his work done; later he is a little angry because he feels the children think it was his decision to close the park.)
7. (Response) If you were a parent of a young child, what other solution could you have suggested to allow everyone to use the skatepark safely? (various responses)

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Where Does Our Food Come From?

Strategy to Skill

1. (Literal comprehension) Which group of people is the first link in the supply of food to consumers? (food producers)
2. (Determining important ideas – cause and effect) How has the development of a large food industry affected people? (They can buy food and not have to grow it themselves.)
3. (Determining important ideas – compare and contrast) Which products are suitable to be grown or produced in Australia that are not suitable to be grown or produced in other countries? Why? (Livestock and crops are traditionally grown and produced in Australia because it is a large country with a relatively small population. Many other countries don't have space for pastures and crops.)
4. (Determining important ideas – compare and contrast) What are the advantages and disadvantages of buying food that has already been processed? (Sometimes the cost is higher, but it is a convenient way of preparing a meal.)
5. (Determining important ideas – summarise the text) What is the purpose of this text? (The author wrote this text to introduce the reader to the food industry and help them understand how food is produced, manufactured and delivered.)
6. (Determining important ideas – visual elements) According to the graph on page 5, how much does it cost to buy a kilogram of potatoes at a shop? (The cost is about \$3.75.)
7. (Response) Do you think people should buy produce grown in other countries? Why? (various responses)

Who Needs a Golf Course?

Strategy to Skill

1. (Literal comprehension) How do some people want to change the park? (Some people want to change the park into a golf course.)
2. (Asking questions – fact and opinion) Is the comment *This isn't fair* (page 1) a fact, or is it the author's opinion? (This is the author's opinion because he doesn't want the park to be changed.)
3. (Asking questions – draw conclusions) What could be done with the playground equipment if it was removed, rather than taking it to the tip? (The equipment could be moved to another local park, or the materials could be recycled.)
4. (Asking questions – draw conclusions) Why doesn't golf appeal to young children as much as other games and activities? (It takes a long time to play a full round of golf; children need an adult to accompany them on the golf course; golf clubs are expensive to buy and not all families can afford them for their children.)
5. (Asking questions – summarise the text) What are the main reasons the author doesn't want the park changed into a golf course? (A golf course would only attract some people; existing equipment would be wasted; a park has more activities for children; dog owners can use the park; the park can be used for other activities; golf is expensive.)
6. (Asking questions – visual elements) Look at the photographs of people enjoying different activities offered at the park. What are the age groups that use this area? (A range of ages, from young children through to adults, use the park.)
7. (Response) Do you agree or disagree with the arguments presented in this text? (various responses)

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Bridge Climb!

Strategy to Skill

1. (Literal comprehension) Which vehicles can travel across Sydney Harbour Bridge? (cars, trains, buses and trucks)
2. (Making inferences – fact and opinion) Which sentence on page 4 is not based on fact, but is a comment by the author? (*We felt like we could almost touch the sky.*)
3. (Making inferences – fact and opinion) Which words in the judgement indicate that the author is giving an opinion? (*We think; a special part; more fun; We enjoyed*)
4. (Making inferences – cause and effect) What journeys can take place because of the great height of Sydney Harbour Bridge? (Ships can sail under the bridge and into the harbour.)
5. (Making inferences – main points and bigger idea) Why do people need to be able to cross from one side of Sydney Harbour to the other? (Lots of people live on one side of the harbour and work on the other side, so they need to be able to cross the water.)
6. (Making inferences – visual elements) Which two bridges photographed in the text look most alike? (the Sydney Harbour Bridge and the Hell Gate Bridge in New York)
7. (Response) How do you think you would feel if you climbed to the top of Sydney Harbour Bridge? (various responses)

Getting the Dirt on Soil

Strategy to Skill

1. (Literal comprehension) What is the name of the layer where most plants grow? (the topsoil)
2. (Making connections – visual elements) Why does the tree in the diagram on p. 2 have roots that extend into the subsoil? (The tree is taller than the plants, so has deeper roots to keep it stable.)
3. (Making connections – draw conclusions) Which weathering process could cause small particles of sand to form and then mix with decaying plants and animals? (Erosion could cause this to occur.)
4. (Making connections – compare and contrast) How does the size of the particles change from the subsoil to the bedrock? (Particles in the topsoil are the smallest, some small rocks start to occur in the subsoil and the bedrock has large rocks and pieces of solid rock.)
5. (Making connections – draw conclusions) Why is clay unsuitable for growing plants? (Plants need both air and water to survive, but because clay is thick and sticky, the air and water can't pass through it for the plants to use.)
6. (Making connections – visual elements) What total part of soil do air and water make up in the diagram on page 3? (In combination, air and water make half of the total: $\frac{1}{4}$ for air and $\frac{1}{4}$ for water.)
7. (Response) What are some of the uses of soil? (various responses)

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Gross Parasites, or Not?

Strategy to Skill

1. (Literal comprehension) What is a parasite? (A parasite is a small organism that lives inside a bigger organism.)
2. (Asking questions – fact and opinion) Which parts of the text, or which words in the text, indicate the author's opinion? (words such as *pretty gross*, *the gross scale*, *next time someone calls you a maggot*, say, "Thanks for the compliment!", *the bad guys*)
3. (Asking questions – draw conclusions) What information in the text confirms that most parasites are very small? (*But most parasites are so small that you don't even know they are there.*)
4. (Asking questions – draw conclusions) How are true parasites different to leeches, ticks and mosquitoes? (True parasites remain in or on the host all the time, but leeches, ticks and mosquitoes leave the host after they have eaten.)
5. (Asking questions – summarise the text) What would happen to your body if the balance between fungi, yeast, bacteria and parasites got out of balance? (You might feel unwell, or have symptoms of an illness.)
6. (Asking questions – visual elements) Which word best describes the appearance of the yeast on page 6 – spiky, fluffy, smooth, fuzzy, rough? (fluffy or fuzzy)
7. (Response) Have you eaten blue vein cheese? What does the fungus part taste like? (various responses)

Sound and Light

Strategy to Skill

1. (Literal comprehension) How do sound and light travel? (Sound and light travel in waves outwards from the place they started.)
2. (Evaluating/synthesising information – draw conclusions) What would the sound wave of a very loud, high-pitched sound look like? (The wave would be deep and narrow.)
3. (Evaluating/synthesising information – main points and bigger idea) Why is the reflection from a calm pool of water clearer than the reflection from a body of water with ripples? (The flat surface of the pool reflects the light straight back, whereas the water's ripples disturb the light waves and they bounce at different angles, thereby distorting the reflection.)
4. (Evaluating/synthesising information – main points and bigger idea) What can people do to soundproof rooms, besides have carpet and put up curtains? (Walls can be made thicker; insulation can be used; walls can be covered with sound-absorbing materials like felt; window glass can be thicker.)
5. (Evaluating/synthesising information – summarise the text) Light and sound are important ways of communicating with the world. How could we communicate if there was no light or sound? (The world would be totally quiet and we wouldn't be able to see anything. Realistically, there would be no means of communication.)
6. (Evaluating/synthesising information – visual elements) What is the order of different light waves, beginning with the one with least energy, and moving to the one with most energy? (radio, microwave, infrared, light, ultra-violet, x-ray, gamma rays)
7. (Response) What would you miss most in your life if you were unable to hear or see well? (various responses)

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The Nest

Strategy to Skill

1. (Literal comprehension) What was the father bird doing in the nest? (Using twigs to make a strong floor for the nest.)
2. (Making inferences – cause and effect) Why did the mother and father bird look at each other before looking at the ripples in the water? (They knew the crocodile was a threat to them and their impending family.)
3. (Making inferences – cause and effect) What caused the mother bird to squawk loudly? (She took fright when the crocodile burst out of the water.)
4. (Making inferences – main points and bigger ideas) Why was it important that the nest didn't have any holes in it? (So that the eggs, and later the chicks, could not fall out of the nest.)
5. (Making inferences – problem and solution) How did the birds solve their problem? (They moved the twigs for their nest higher up in the tree.)
6. (Making inferences – visual elements) Where is this story set? (In some bushland or forest near the water's edge.)
7. (Response) Do you think that white-faced herons would survive as well in city environments as in the country? Why? (various responses)

Plants

Strategy to Skill

1. (Literal comprehension) What are the three main parts of a plant? (roots, stems and leaves)
2. (Visualising – fact and opinion) Which words on page 6 suggest that the end result of the experiment is not entirely predictable? (*probably, should and might*)
3. (Visualising – visual elements) Which two gases are used in photosynthesis? What happens to each gas? (Carbon dioxide is used by the plant and oxygen is given off by the plant and released into the air.)
4. (Visualising – compare and contrast) In what ways are plants all over the world basically the same? (They all have the same parts, but these parts can be different shapes, textures and colours.)
5. (Visualising – compare and contrast) In the experiment, how do the results vary from one container to the other? What does this tell you about what plants need to grow? (The seeds that had no light didn't grow; the seeds with no water didn't grow; this means plants need both light and water to grow.)
6. (Visualising – visual elements) How does the drawing of the plant on page 3 help you to better understand the process of photosynthesis? (It shows what the plant needs to make its food, and also shows the movement of these components into and away from the plant.)
7. (Response) Why do you think the seeds without light grew a little at first, but then died? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 3

Sundials

Strategy to Skill

1. (Literal comprehension) Why and when did people use sundials? (to tell the time before clocks were invented)
2. (Determining important ideas – cause and effect) Why does the Sun appear to rise, move across the sky, and then set? (The Earth spins, so it seems as though the Sun is moving.)
3. (Determining important ideas – compare and contrast) What do you think would be a disadvantage of only having a sundial to tell the time? Why? (If the Sun wasn't shining there would be no shadow, and it would be impossible to tell the time accurately.)
4. (Determining important ideas – summarise the text) When reading the sundial you made, why would it be very important to make sure the cup was correctly lined up? (If it was not lined up in exactly the same position each time, the shadow might point to the wrong number, so the time wouldn't be accurate.)
5. (Determining important ideas – cause and effect) How is a shadow created on the sundial? (The light from the Sun is blocked out by the gnomon, so the area behind the gnomon appears darker and this is called a shadow.)
6. (Determining important ideas – visual elements) What time is shown on the sundial on page 1 of this text? (The time is a quarter to four, or 3:45.)
7. (Response) Which materials would be suitable to use to make a sundial? Why? (various responses)

Transferring Heat

Strategy to Skill

1. (Literal comprehension) How many rods were needed for this experiment? (five – aluminium, brass, copper, wood and plastic)
2. (Determining important ideas – cause and effect) What type of heat transfer causes the water in the glass jug to heat up when it is placed on the electric plate? (This is conduction heat because the jug and the plate are in direct contact with each other.)
3. (Determining important ideas – cause and effect) Why was it necessary to cover the jug with plastic wrap? (This prevented heat escaping into the air and reducing the temperature of the water.)
4. (Determining important ideas – compare and contrast) Arrange the rods in order from the most efficient heat transfer to the least efficient. (aluminium, copper, brass, plastic, wood)
5. (Determining important ideas – summarise the text) Why did the butter slide down the aluminium rod before any of the other rods? (The heat transferred from the water to the aluminium rod faster than the other rods, so the butter on the aluminium rod melted quicker.)
6. (Determining important ideas – visual elements) Why are there a lot of small illustrations on page 4? (There are a large number of simple steps and each one has been illustrated so the reader knows exactly how to conduct the experiment to achieve the goal.)
7. (Response) What safety precautions do these team members take to ensure their personal safety? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 3

The Water Cycle

Strategy to Skill

1. (Literal comprehension) How much of Earth is covered by water? (almost three-quarters)
2. (Asking questions – fact and opinion) Which sentence in the text proves that water on Earth is continually being recycled? (*We drink the same water that the dinosaurs drank!* p. 6)
3. (Asking questions – draw conclusions) What forms can water take in the different stages of the water cycle? (It is a liquid when it is in the ocean or when it rains, a vapour when it is drawn up into the clouds, and a solid when it is hail or snow.)
4. (Asking questions – draw conclusions) Why doesn't the water cycle ever stop? (Because the water on Earth is recycled and the process repeats over and over.)
5. (Asking questions – summarise the text) Why is the water cycle a vital part of life on Earth? (The water cycle is important because it ensures that there is fresh, clean water on Earth to be used by plants and animals.)
6. (Asking questions – visual elements) Why has a graph been included in the text on page 1? (This shows where all the water on Earth can be located – 97% in the oceans and 3% fresh water in rivers and lakes. A graph is a simple way of presenting this factual information.)
7. (Response) What are some ways that we can recycle water in our own homes? (various responses)