

NELSON LITERACY DIRECTIONS



CARDS – NLDC 4

The Benefits of Music

Strategy to Skill

1. (Literal comprehension) What are three different types of music? (pop, classical, hip hop, rock, jazz, techno, rap, opera)
2. (Visualising – fact and opinion) How do you know that many of the comments in this text are based on the author's opinion, and not necessarily on fact? (The author uses words such as *we* and *us*, which seem to indicate that everyone has the same feelings about music. However, some people don't value music as much as the author of this text.)
3. (Visualising – compare and contrast) How is this text different to a discussion? What would be included in a discussion about the topic of music that is not in this text? Why? (A discussion presents both sides of an issue. It would be difficult to write a discussion on this topic, as most people would believe that music has benefits, even if not everyone enjoys the same type of music.)
4. (Visualising – compare and contrast) How do modern musical instruments differ from those used in traditional ceremonies and celebrations? (Most modern instruments can be tuned; they have a range of notes; they may be made from synthetic materials.)
5. (Visualising – visual elements) What do crowd members at a rock concert do to show that they are connecting with the performer? (They sing along with the performer; they dance to the music; they try to establish physical contact; they applaud, stamp their feet, cheer.)
6. (Visualising – visual elements) In the photograph on page 1, do you think the young girl is performing for an audience, or just for her own pleasure? (Most likely she is just enjoying her own playing and singing – the setting is very casual and she appears very relaxed.)
7. (Response) How do you feel you benefit most from music in your life? (various responses)

Drawing Emotions

Strategy to Skill

1. (Literal comprehension) How can we tell how another person is feeling? (We can tell by their facial expression and their body language.)
2. (Making connections – visual elements) Which emotion is most likely to be drawn showing the person's eyes partially closed? (Often when people are sad their eyes are not wide open.)
3. (Making connections – draw conclusions) Why do artists need to study real-life facial expressions and body language? (Artists use these as models of emotions and expressions and can then replicate the emotions in their work.)
4. (Making connections – draw conclusions) Why is the background of *The Scream* composed of wavy, swirly lines? (This evokes a more powerful emotion of pain and turmoil; if the lines had been soft and gentle, the emotion would have been one of calmness.)
5. (Making connections – compare and contrast) How do the colours in the two paintings on page 5 create different moods? (The red and yellow are intense and vibrant; the blue and yellow are peaceful and serene.)
6. (Making connections – visual elements) In the bottom picture on page 3, if the woman was laughing, which part of her face would change the most? (Her nose would be more relaxed and the lines near the bridge would disappear.)
7. (Response) When you wear different colours, how do you feel? Which colours make you feel best? (various responses)

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How Optical Illusions Work

Strategy to Skill

1. (Literal comprehension) What are optical illusions? (Optical illusions are pictures that take advantage of the way our brains work in order to trick us.)
2. (Determining important ideas – cause and effect) What is the cause and effect of the illusion in the pattern on page 2? (The cause is the way our eyes and brains process light, and the effect is that we see flashing black dots that aren't really there!)
3. (Determining important ideas – compare and contrast) How are cognitive illusions different to physiological illusions? (Cognitive illusions occur because our brains expect to see something that isn't really there; physiological illusions occur because the physical processes of our eyes and brains trick us.)
4. (Determining important ideas – compare and contrast) How does the waterfall illusion artwork resemble a true waterfall? (The water appears to be blue; it has the illusion of depth; the water pools at the bottom of the waterfall.)
5. (Determining important ideas – summarise the text) Why are people intrigued by optical illusions? (They help us to learn about the way the human brain functions; they are fun to work with.)
6. (Determining important ideas – visual elements) Why might the triangle sculpture be located in an outdoor area? (This allows lots of people to stop and look at it; if it was indoors fewer people would see it and its impact would be lessened.)
7. (Response) Which of the three types of optical illusions interest you most? Why? (various responses)

Keep the Fox Flying!

Strategy to Skill

1. (Literal comprehension) What bad news did the Halpert family receive at the start of their holiday? (They learned that the flying fox at the holiday park was closed.)
2. (Asking questions – fact and opinion) Do you think Bernard Construction is a famous company? Why? (It could be, but because Mr Halpert owns the company, he wants people to believe it is famous.)
3. (Asking questions – draw conclusions) Why did Mr Halpert seek the opinion of the other people at the park before deciding what to do? (He needed to know that they wanted the flying fox fixed, too. He would need their support to organise a way to solve the problem.)
4. (Asking questions – draw conclusions) Why didn't Mr Scott *expect this to happen today*? (Usually a job of this size would take a long time to complete, but because there were lots of helpers the job was finished the same day.)
5. (Asking questions – summarise the text) Why did Mr Bernard want people to wear his company T-shirt when they rode on the flying fox? (This was a form of free advertising for his company, as the name of the company was on the T-shirt.)
6. (Asking questions – visual elements) On page 4, what distinguishes the construction workers from the people holidaying at the park? (The workers are wearing hard hats and high-visibility vests.)
7. (Response) Have you ridden, or would you like to ride, on a flying fox? How would it feel? (various responses)

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Legendary and Mythical Creatures

Strategy to Skill

1. (Literal comprehension) What are myths and legends? (They are forms of traditional stories.)
2. (Visualising – fact and opinion) Which sections of this text are factual and which are based on fiction? (The information about the characters and the myths and legends are true, but the traditional stories themselves are not based on fact.)
3. (Visualising – compare and contrast) What did the eagle and the lion have in common that made them suitable creatures to combine to form the griffin? (These animals were considered to be the rulers of the animals and birds, thus would be an unbeatable combination.)
4. (Visualising – visual elements) Why is it significant that the image of Pegasus and Bellerophon is in gold on a black background? (The contrast between the two colours is very striking; gold represents strength and value, and is reserved for important occasions and events.)
5. (Visualising – fact and opinion) Why did some people from traditional cultures invent stories about how different elements of the world came into being? (They didn't know how things really happened, so they created stories to explain the existence of the unknown.)
6. (Visualising – visual elements) How similar is Pegasus to an ordinary horse? (The two are very similar; Pegasus has a body exactly like a horse, but the main difference is the addition of wings.)
7. (Response) Which of the legendary or mythical characters interests you the most? Why? (various responses)

Public Art: Love or Loathe It?

Strategy to Skill

1. (Literal comprehension) What is public art? (art that has been made to be shown in public spaces)
2. (Determining important ideas – cause and effect) What would be some suitable locations for public art that would make it accessible to more people? (in parks, near major landmarks, near shopping centres)
3. (Determining important ideas – compare and contrast) How does the public art on page 2 make the area more interesting? (The artwork has lots of bright colours and the natural landscape is rather boring, so the public art adds lots of interest.)
4. (Determining important ideas – compare and contrast) How can artists earn a living from their work? (A regular artist would need to sell lots of paintings to art galleries or art collectors. A public artist would be paid by a government body to produce artwork suitable for public display.)
5. (Determining important ideas – summarise the text) What are the main arguments for and against public art? (For: beautifies an area, makes people think about issues, makes art more accessible, is good for artists; Against: the art itself, the cost, location)
6. (Determining important ideas – visual elements) How does the sculpture of *Little Bull* compare with the sculpture of *Vault*? (*Little Bull* is smooth and rounded, and is a dull colour; *Vault* is sharp and angular and a bright yellow colour.)
7. (Response) What is your opinion about public art? Do you love it or loathe it? Why? (various responses)

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Puppets Around the World

Strategy to Skill

1. (Literal comprehension) When and where were the first puppets made? (They were made in India over 5 000 years ago.)
2. (Making connections – visual elements) How are the puppets from Burma different to the Punch and Judy puppets? (The Burmese puppets are marionettes, which have strings attached to their arms and legs so the operator can make the puppet move.)
3. (Making connections – draw conclusions) Do you think children would remember stories better if they were told by puppets than if they were just read or spoken? Why? (Most likely – the children would probably remember the actions of the puppets, any music that accompanied the performances, and the reactions of the audience as well.)
4. (Making connections – draw conclusions) Why is a sock a good item to use for the body of the puppet? (Everyone would have an old sock at home that would be suitable to use, so most people who wanted to make the puppet could do so. Also it fits comfortably over the person's arm who wants to control the puppet.)
5. (Making connections – compare and contrast) How is the hand puppet described on pages 4–6 similar to and different from the Punch and Judy puppets on page 2? (Both are hand puppets, but they vary in the amount of detail in their clothing.)
6. (Making connections – visual elements) What other decorations have been added to the final stage of the sock puppet on page 6? (a tongue, arms and some hair)
7. (Response) Which type of puppet would you like to operate or watch in a performance? (various responses)

The Queen's Secret

Strategy to Skill

1. (Literal comprehension) What is the name of the kingdom in this story? (The Kingdom of Upper Nonsense)
2. (Making inferences – fact and opinion) Which words indicate that this is not a true story? (*Poetic Licence, the Kingdom of Utter Nonsense*)
3. (Making inferences – cause and effect) What did each of the characters do when they got information about the queen's knickers? (Each person rushed to pass on the information, and when they did, they exaggerated by adding more and more details to the story!)
4. (Making inferences – main points and bigger idea) What do you notice about the names of the characters in the text? How do they relate to their occupations? What effect does this have? Does this make the text more entertaining? Why? (The names are linked to the jobs the people do, e.g. *Mrs Crust* is the cook; *Mrs Wishy-Washy* is the washerwoman. This adds humour to the text and makes it more entertaining for the reader.)
5. (Making inferences – main points and bigger idea) What is the lesson we can learn from reading this story? What did the characters do that we shouldn't really do? (We shouldn't exaggerate information to make it appear more interesting or entertaining, as sometimes this can worry other people or make us seem unreliable.)
6. (Making inferences – visual elements) Why does the thought bubble become more and more cluttered? (Because each person adds more and more animals to the story about what is in the queen's underwear.)
7. (Response) What feeling is created by this text? How do you feel about what the characters are saying to one another? (various responses)

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Sid the Seagull: Public Messenger

Strategy to Skill

1. (Literal comprehension) Why has the Cancer Council's advertising campaign been so successful? (The message is clever, simple and easy to remember.)
2. (Evaluating/synthesising information – draw conclusions) Whose responsibility is it to protect people from harmful exposure to the sun? (Each individual is responsible for their own protection.)
3. (Evaluating/synthesising information – draw conclusions) Why is it important to present information in many different ways throughout the campaign? (The more ways people access information about sun safety, the more likely it is that people will learn about the dangers of exposure to the sun.)
4. (Evaluating/synthesising information – main points and bigger idea) Why is it a good sign that the author sings the song on his way to the beach? (This means the jingle is easy to remember, and if people remember it then they are more likely to remember the steps to sun safety.)
5. (Evaluating/synthesising information – summarise the text) Apart from hearing the jingle, what else makes the campaign appealing? (The posters are visually attractive and easy for young children to read; people enjoy interacting with the mascot; Sid is easily recognisable.)
6. (Evaluating/synthesising information – visual elements) How has Sid changed since the early version of his character? (Sid is now in full colour, and updated information about sun safety has led to the addition of the words *Seek!* and *Slide!*)
7. (Response) How have Sid and the campaign encouraged you to be more sun smart? (various responses)

Captain James Cook: Navigator and Explorer

Strategy to Skill

1. (Literal comprehension) What was the name of the ship that Captain Cook sailed to Australia? (the *Endeavour*)
2. (Determining important ideas – cause and effect) Why do you think Captain Cook worked on a farm before he became an apprentice on coal ships? (Perhaps it was a natural progression from growing up on a farm to then work on the farm, or perhaps it took a while for him to be accepted as a ship's apprentice, or maybe when he was younger he didn't really know what job he wanted to do.)
3. (Determining important ideas – compare and contrast) How does the map of the Pacific region on page 4 compare with a map of the same region as we know it today? (It is definitely recognisable, although not as accurate as modern maps.)
4. (Determining important ideas – compare and contrast) What is another area of exploration being undertaken today that could be likened to the voyages undertaken by Captain Cook? (Scientists are developing space travel and outer space explorations in an attempt to learn more about the world beyond our planet.)
5. (Determining important ideas – summarise the text) How would you best summarise this text? (Captain James Cook was a keen explorer, who risked his life to travel to previously undiscovered lands in an attempt to learn about unknown parts of the world.)
6. (Determining important ideas – visual elements) On the map on page 5, why is there an ending point at Hawaii for Captain Cook's third voyage? (Cook was killed in Hawaii and never returned to England.)
7. (Response) What do you think would have been some of the hardships of exploring unknown areas in the time of Captain Cook? (various responses)

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Country Living is Best!

Strategy to Skill

1. (Literal comprehension) What does the author believe is the best thing about country life? (The author likes the fresh food grown in the garden.)
2. (Evaluating/synthesising information – draw conclusions) Do you think the author has ever lived in the country? (The author probably has lived in the country, but he could just be using arguments that other people have used about life in the country.)
3. (Evaluating/synthesising information – main points and bigger idea) Why is air cleaner in the country than in the city? (There are many more cars and factories in the city, which contribute a lot to air pollution.)
4. (Evaluating/synthesising information – main points and bigger idea) What might the author do in the country instead of spending time with friends? (He enjoys nature, so he might look after the vegetable garden, help with the animals, or do jobs to help with crops.)
5. (Evaluating/synthesising information – summarise the text) What does the author recommend to the reader about country life? (The author recommends that people should try living in the country – it may not be easy, but it will allow them to experience a different way of life to what the city offers.)
6. (Evaluating/synthesising information – visual elements) Do you think many cars use the road in the photograph on page 3? (No – this is probably just the road that goes to the property where the people live; most likely it is not a public road.)
7. (Response) How do you feel about the author's arguments? Does country life appeal to you? (various responses)

Earth's Spheres

Strategy to Skill

1. (Literal comprehension) What are the four areas Earth is made up of? (land, water, air and living things)
2. (Visualising – fact and opinion) What features does this text have that indicate it is a factual text? (photographs, fact boxes, maps, labelled drawings)
3. (Visualising – compare and contrast) How would scientists decide where the different layers of the atmosphere begin and end? (This would be based on the location of specific objects or events that usually occur within each layer.)
4. (Visualising – compare and contrast) What plants and animals would usually live in a tropical rainforest biome? (birds, monkeys, reptiles, frogs, insects, vines, flowering plants, fungi)
5. (Visualising – fact and opinion) Which part of the author's message is fact and which part is opinion? (These spheres keep Earth in balance [fact]; humans have a responsibility to take care of them to assist the survival of everything on our planet [opinion].)
6. (Visualising – visual elements) Between which two lines on the map does most of the Earth's savanna landscape occur? (between the Tropic of Capricorn and the Tropic of Cancer)
7. (Response) Which of the four spheres did you learn most about through reading this text? (various responses)

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Immigration After World War II

Strategy to Skill

1. (Literal comprehension) Who went with the girl to the museum? (Nonna Rosa went with her.)
2. (Evaluating/synthesising information – draw conclusions) Why did so many people come to Australia after World War II? (They wanted a better life for their families; after the war people had no money or jobs; the Australian government needed people to work in Australia.)
3. (Evaluating/synthesising information – summarise the text) Was the decision to immigrate to Australia a good decision for most families? (Yes – the move provided people with a good lifestyle and a job to support their family.)
4. (Evaluating/synthesising information – main points and bigger idea) How did the skills people brought to Australia help develop the economy? (These skills allowed people to work in shops and start up businesses; they provided more work for other people and provided goods and services for everyone.)
5. (Evaluating/synthesising information – main points and bigger idea) How has Australia benefited from immigration since World War II? (People have brought foods, customs and beliefs from other cultures, and this has brought a greater number of options or choices for all people living in Australia.)
6. (Evaluating/synthesising information – visual elements) What age were the people who immigrated to Australia? (People of all ages came to Australia: young children, their parents and grandparents.)
7. (Response) If you had to choose to immigrate to another country, where would you go and why? (various responses)

Infrastructure: Who Should Pay For It?

Strategy to Skill

1. (Literal comprehension) What are some items of infrastructure in the community? (roads, bridges, water supply, sewers, electricity, libraries, postal services, museums, schools)
2. (Determining important ideas – cause and effect) Why does paying a road toll mean the user is paying twice? (Road users pay fees to register their vehicles, and another toll for using a bridge or a toll road, which is an additional cost.)
3. (Determining important ideas – cause and effect) Apart from building new roads, how else would the government use taxes to support road users? (As more cars are on the roads, the roads need repairing more often to keep them in good condition.)
4. (Determining important ideas – compare and contrast) How does Bao justify paying tolls on certain roads? (He believes that the toll roads allow you to reach your destination in a shorter time than using regular road networks. If drivers want this benefit they should pay more money.)
5. (Determining important ideas – summarise the text) What are the main arguments presented to the radio host regarding who should pay for infrastructure? (Some people believe everyone should share in the cost of infrastructure because each person uses some of the facilities; other people argue that only the people who use the facilities should pay for it.)
6. (Determining important ideas – visual elements) In the picture on page 3, which types of travel are not permitted on the toll road? (People are not permitted to ride bikes or walk along the toll roads.)
7. (Response) How do you think city infrastructure should be funded? Why? (various responses)

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Live, Work and Play Safely

Strategy to Skill

1. (Literal comprehension) Why are rules put in place at work, play or at school? (to make sure people can take part in activities safely, and without causing problems for other people)
2. (Making connections – visual elements) What safety rules could apply to the surgeons in the photograph on page 1? (must wear gloves; mask must be worn; do not touch objects that could cause infection to spread; use good lighting in the theatre; keep hair covered; wear surgical gowns)
3. (Making connections – draw conclusions) What are some types of machinery that have emergency stop buttons? (machines such as lathes, grinders or saws that have cutting blades or wheels; machines with electric engines; heavy vehicles used on mining sites)
4. (Making connections – draw conclusions) Why are some rules at school hard to obey? (sometimes it seems as though the rules are not necessary, as the likelihood of an accident is low; some rules affect everyone, but not all students are guilty of breaking the rules; sometimes children are less aware of the dangers of a situation and think rules aren't necessary)
5. (Making connections – compare and contrast) How is the role of a sports committee similar to that of the teachers at a school with regard to setting rules? (Both groups make decisions and rules that aim to protect all members; both groups are responsible for checking that rules are obeyed by all members)
6. (Making connections – visual elements) What safety precautions is the woman on page 6 taking while operating the electric drill? (reading the instructions; wearing gloves; covered-in shoes; safety glasses)
7. (Response) Which rule at your school do you think has prevented the most accidents or injuries to students and teachers? (various responses)

The Lost and Found Camera

Strategy to Skill

1. (Literal comprehension) Where had Lindsay and Ella been before the story started? (They had been at the shopping centre.)
2. (Making inferences – problem and solution) How did Lindsay's attitude about the camera change when he met the owner? (He realised how important it was to her and seemed pleased to be able to return it.)
3. (Making inferences – main points and bigger idea) How does Ella's behaviour in this story help to convey the author's message? (Ella believed that if someone found something belonging to another person, then an effort should be made to return the item to its owner.)
4. (Making inferences – cause and effect) If the *effect* is that people look at the council website, what is the *cause* of this action? (Those people have lost something and are looking at the website to see if it has been found by someone else.)
5. (Making inferences – main points and bigger idea) Why was the woman so pleased to have the photos of her grandson returned to her? (Her grandson was overseas and she wouldn't have the opportunity to see him very often, so the photos were extremely important to her.)
6. (Making inferences – visual elements) Why do you think it was difficult to see the camera at the bus stop? (The camera was underneath the seat and it was a similar colour to the floor in the bus shelter.)
7. (Response) What would you have done to try to locate the owner of the camera? (various responses)

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CARDS – NLDC 4

Our Land

Strategy to Skill

1. (Literal comprehension) In the first response, why does the author describe the land as his *mother*? (The land is where he believes he comes from, and it is part of his life.)
2. (Asking questions – draw conclusions) In the first response, what has made the author so respectful of the land? (He respects the land because he understands that it provides for him and he wants to maintain it so that his own children can also benefit from it.)
3. (Asking questions – draw conclusions) How do the two headings for the responses provide clues to the attitudes of the authors? (The first title suggests that the author and the land are connected, but the second title suggests that the author *owns* the land.)
4. (Asking questions – fact and opinion) Which statements in the second response are backed up by the pictures and are therefore likely to be factual? (The pictures show that the following statements are true: there is plenty of grass for animals; there is enough water for irrigating crops; and there is wide open land for grazing sheep.)
5. (Asking questions – summarise the text) How are the attitudes of the two authors different in regard to how they interact with the land? (The Indigenous author uses, cares for and appreciates the land, but the second author believes the land is his to use to his own advantage, and wants it to provide for him and his family and no-one else.)
6. (Asking questions – visual elements) What is the Indigenous man doing in the image on page 3? (He is probably catching small fish to eat, as he has spears with him for hunting.)
7. (Response) If you were to write a response about your connection with the land, which of these two responses would be more like yours? (various responses)

You've Got Buckley's!

Strategy to Skill

1. (Literal comprehension) What does the expression *You've got Buckley's* mean? (It means that you have almost no chance.)
2. (Visualising – compare and contrast) Which sections of the recount text are also recorded in the narrative? (The parts where Buckley returned to the white settlement; when he helped the white explorers to learn about the Indigenous people in the area; his move to live in Van Diemen's Land.)
3. (Visualising – visual elements) In what ways did the artists who painted the pictures of Buckley on page 1 and page 2 show that he looked like a "wild man"? (In the paintings, Buckley is wearing animal skin clothes and no shoes. His hair is long and he carries a spear. These things suggest he has lived in the bush a long time, and give him a *wild* appearance.)
4. (Visualising – compare and contrast) How did Buckley's life with the Indigenous people compare with his life in the white settlement? (He wore animal skins for clothing, carried a spear and a throwing stick, spoke the native language and learnt to survive on the land.)
5. (Visualising – compare and contrast) How would the white people have known that William Buckley was not one of the Indigenous people from the area? (He had a tattoo, which only white people had; after a short while he showed he was able to speak English; he understood the ways of the white people.)
6. (Visualising – visual elements) How did the white people feel when they saw Buckley emerge from the bushland? (They were very surprised and perhaps frightened. They wouldn't have recognised him and wouldn't have known whether he was dangerous or not.)
7. (Response) Do you think Buckley made a wise decision to move to Van Diemen's Land? Why? (various responses)

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The Biggest Telescope on Earth

Strategy to Skill

1. (Literal comprehension) What type of telescope will the largest telescope on Earth be? (It will be a radio telescope.)
2. (Visualising – fact and opinion) Which words on page 1 indicate that the information about the telescope is factual? (Words such as *biggest, most powerful, 10 000 times faster*, are factual and realistic measurements.)
3. (Visualising – compare and contrast) In which ways will the SKA be different to most other telescopes? (It is larger; it is made up of a series of smaller receivers; it is located in Africa, Australia and New Zealand; it is a radio telescope; it will see further into the universe; it will scan the sky 10 000 times faster than any other telescope on Earth.)
4. (Visualising – visual elements) When will the SKA be fully functioning? (The timeline along the bottom of pp2–4 suggests the SKA will be fully working by the year 2024.)
5. (Visualising – visual elements) In which states and territories of Australia will SKA receivers be placed? (Queensland, New South Wales, Tasmania, South Australia, Western Australia and Northern Territory)
6. (Visualising – visual elements) What do the red arrows indicate in the diagram on page 4? (These show the radio waves striking the dish and bouncing inwards towards the receiver.)
7. (Response) Do you think we really need to know how the galaxies and stars were formed, or should the money for this telescope be spent in other areas? (various responses)

Can a Pulley Make You Seem Stronger?

Strategy to Skill

1. (Literal comprehension) Why do people use pulleys? (People use pulleys to lift heavy objects.)
2. (Asking questions – fact and opinion) How do you know that the information about pulleys in this text is based on fact, not on opinion? (By setting up a pulley you can prove for yourself that this makes it easier to lift a load.)
3. (Asking questions – draw conclusions) Why do you think pulleys were first developed? (People needed to be able to move heavy objects or loads and weren't able to do it without the help of pulleys.)
4. (Asking questions – draw conclusions) Why is it important to try to lift the weight without the pulley before beginning the experiment? (to compare how easy it is to lift the weight in both situations)
5. (Asking questions – summarise the text) What can you say about the number of pulleys and the energy needed to lift heavy weights? (The more pulleys used, the easier it became to lift the weight.)
6. (Asking questions – visual elements) How do the illustrations show that it is even easier to lift the weight with two pulleys than one? (Two hands are needed to lift the weight with one pulley, but only one hand is needed if two pulleys are used.)
7. (Response) What are other situations where pulleys are used to lift weights? (various responses)

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CARDS – NLDC 4

A Desert Habitat

Strategy to Skill

1. (Literal comprehension) What is the definition of a habitat? (A habitat can be described as a place where things live.)
2. (Visualising – fact and opinion) Which fact in the text provides a specific measurement that is used to define a desert? (Deserts usually get less than 25 centimetres of rain each year.)
3. (Visualising – compare and contrast) How would a desert landscape like Antarctica compare with a landscape like the Sonoran Desert? (There would be a huge difference in the maximum temperature; there would be different animals living there; different species of plants would survive in each location.)
4. (Visualising – compare and contrast) What simple food chain might exist where you live? (A food chain could be, for example, plant, caterpillar, bird, cat.)
5. (Visualising – visual elements) Why is it helpful to see the food chain in the form of a diagram on page 5? (This diagram shows all the links in the food chain at the same time, whereas the text describes them one after the other.)
6. (Visualising – visual elements) Why is the area of the Sonoran Desert enlarged on the map on page 2? (This allows the reader to see more clearly the shape of the desert area; the large map shows the desert's relative size and general location.)
7. (Response) How would you describe the location of desert landscapes throughout the world? (various responses)

Earth Movers

Strategy to Skill

1. (Literal comprehension) What factors contribute to erosion? (the action of water, ice and wind)
2. (Asking questions – fact and opinion) How do the photographs support the facts presented in the text? (The photographs show actual examples of the effects of erosion and weather. If the text had drawings, models or illustrations, it would be less realistic.)
3. (Asking questions – drawing conclusions) Why does a flood in a river cause erosion to occur at a much faster rate than usual? (The extra water surging in the river cuts away at the river bank with greater force than the usual flowing stream.)
4. (Asking questions – drawing conclusions) How do melting ice caps contribute to rising sea levels? (When the ice melts it becomes water, and this additional water is held in the oceans and seas. As the oceans become fuller the water level in coastal areas becomes higher.)
5. (Asking questions – summarise the text) What does the author want the reader to understand about the occurrence of erosion? (Some erosion is caused by the weather and natural phenomena, but it can be reduced by careful management and strategic farming.)
6. (Asking questions – visual elements) How effective is the lightning strike as a design element? (It catches the reader's attention and encourages them to read the fact box that accompanies the photograph.)
7. (Response) What is being done in your local area to prevent erosion? Should other measures also be put in place? (various responses)

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CARDS – NLDC 4

Hunt on the Ice

Strategy to Skill

1. (Literal comprehension) Why did the mother polar bear sometimes carry her cubs on her back? (Sometimes the snow was too deep for the little cubs to walk through.)
2. (Evaluating/synthesising information – main points and bigger idea) Why was the seal unable to smell the polar bear and her cubs? Draw a picture to show the position of the animals and the direction of the wind. (The wind was blowing away from the seal and towards the polar bear, so the seal couldn't smell the bear.)
3. (Evaluating/synthesising information – main points and bigger idea) What did the polar bear cubs eat before they ate meat? (They drank milk from their mother.)
4. (Evaluating/synthesising information – draw conclusions) Why was the area near the edge of the ice referred to as the *hunting grounds*? (This is the area where the seals lived, as they needed to be able to catch fish to eat in the water.)
5. (Evaluating/synthesising information – summarise the text) How did the polar bear catch the seal? (The bear first grabbed hold of the seal with her claws, and then bit it with her teeth to kill it.)
6. (Evaluating/synthesising information – visual elements) What did the cubs do when the mother polar bear went after the seal? Why? (They watched her from a little way back. They had never seen their mother catch a seal before.)
7. (Response) What can people do to help protect polar bears? (various responses)

Patterns in Nature

Strategy to Skill

1. (Literal comprehension) Where can patterns be found in nature? (Patterns can be found among animals, plants and landscapes.)
2. (Making connections – visual elements) How is camouflage assisting the tiger in the photograph on page 2? (The colour of the tiger's stripes matches the colour of the grass where the tiger is hiding, making it more difficult for predators to see the tiger.)
3. (Making connections – draw conclusions) When do you think a peacock might spread its tail feathers into a fan shape? (It may do this when predators come near, or when it doesn't feel safe in its natural environment.)
4. (Making connections – draw conclusions) Why are hexagons the best way for bees to use space in a bee hive? (Hexagons are a regular shape and therefore when they are put side by side and on top of each other, there are no spaces in between. This means the maximum space in the hive can be used.)
5. (Making connections – compare and contrast) Which patterns in the text would you describe as simple, and which patterns are more complex? (The patterns on animal coverings are simple, as well as the patterns inside fruit; patterns that are made by insects are more complex in design.)
6. (Making connections – visual elements) Where do you sometimes see shapes that are similar to snowflake patterns? (as decorations used in the house or on trees at Christmas time; as a symbol to represent winter or extreme cold; it was a symbol for the 2002 Winter Olympic Games)
7. (Response) Which pattern photographed in this text is most appealing to you? Why? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 4

Plastics: Good or Bad?

Strategy to Skill

1. (Literal comprehension) What are some items we use every day that are made from plastic? (storage containers, drinking vessels, toothbrushes, toys)
2. (Determining important ideas – cause and effect) What are the benefits of plastic that cause it to be widely used in our everyday lives? (Plastic is light to transport, strong to use, and can very easily be moulded into different shapes.)
3. (Determining important ideas – cause and effect) Why are scientists trying to produce other types of plastic that are not made from oil? (They are trying to produce a product that is made from an unlimited resource, as oil is a fossil fuel and one day the oil reserves will be depleted.)
4. (Determining important ideas – compare and contrast) How would our lives be different if plastic had not been developed? (We wouldn't have the benefit of movie films, storage items, toys, medical supplies and many other plastic-based products; however, we would also not have the damage to our environment through the misuse of plastics.)
5. (Determining important ideas – summarise the text) What are the main arguments presented for and against the use of plastics? (For: plastic is light, strong and can easily be moulded. Against: it is made from non-renewable resources, is harmful to the environment, and can be dangerous for animals.)
6. (Determining important ideas – visual elements) How might plastic fishing nets be a hazard to sea creatures? (These nets can easily become tangled and can cause creatures to be less mobile, starve, get infections, drown or smother.)
7. (Response) How could you reduce the amount of plastic you use in your everyday life? (various responses)

Stars

Strategy to Skill

1. (Literal comprehension) What are stars? (Stars are giant balls of very hot, glowing gas.)
2. (Determining important ideas – cause and effect) What is the effect of pressure building up inside stars? (This causes the stars to shine.)
3. (Determining important ideas – compare and contrast) How does the size of the Milky Way Galaxy compare with other galaxies? (Many other galaxies are much larger than the Milky Way.)
4. (Determining important ideas – compare and contrast) Why is the Sun a yellow colour? (On the temperature range, the Sun is moderately hot, so it appears between red and white in the colour range.)
5. (Determining important ideas – summarise the text) What are the three main factors that affect the brightness of stars when viewed from Earth? (Brightness depends on size, temperature and the distance from Earth.)
6. (Determining important ideas – visual elements) In the photograph on page 4, what are the white lines in the sky? (These lines represent the glow of stars in the sky when the exposure has been extended over a long period of time.)
7. (Response) What are other questions you would like answered about stars? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 4

What Is Motion?

Strategy to Skill

1. (Literal comprehension) What are two examples of movement caused by forces that are mentioned in the text? (waves moving up and down a beach; rain falling to the ground; riding a skateboard down a hill)
2. (Making connections – visual elements) What is the purpose of the headings in this text? (Each type of force is explained separately; headings help to direct the reader to locate specific information more easily.)
3. (Making connections – draw conclusions) What is another example of an applied force used in playing a sport? (various responses, e.g. hitting a tennis ball with a racquet, hitting a cricket ball with a bat; throwing a goal in basketball)
4. (Making connections – draw conclusions) If gravity pulls objects towards each other, what would happen on Earth if there was no gravity? (Objects would be floating above the ground, just like they do in space.)
5. (Making connections – compare and contrast) What are the two main types of forces explained in this text? How are they the same and different? (contact forces and non-contact forces: contact forces occur when two objects come into contact; non-contact forces cause a change without making contact with the object.)
6. (Making connections – visual elements) Why is the diagram helpful for the coin experiment? (This shows the reader exactly how to apply the force so the experiment will be successful.)
7. (Response) Imagine you are doing a craft activity at school. What are some examples of forces that might be used? (various responses)