

NELSON LITERACY DIRECTIONS



CARDS – NLD 4

Cross-Country Run

Literal Comprehension

1. Did the girl who wrote this poem finish the race? (Yes, with the help of her friend she finished the race.)

Inferential Comprehension

2. Which word tells you there were lots of children in the race? (*pack – The pack moves off...*)
3. Why is the girl looking up the road? What do you think she is hoping to see? (She is hoping to see the finish line.)
4. Why did the other girl stop to help her friend? (She wanted to show her friend that she cared about her, and she wanted her to finish the race.)
5. Do you think the girl in the poem does a lot of running? Why? (No, probably not. She becomes quite tired early in the race and thinks she might not make it to the finish line.)
6. Why were the people at the finish line pleased when the girls ran past? (They liked the fact that the girl's friend helped her to finish the race.)

Response

7. In a cross-country run, what sometimes happens if the runners start off running very fast? (They sometimes run out of energy and are unable to finish or have to slow down.)

Major Blink

Literal Comprehension

1. What is Major Blink's occupation? (Major Blink is a crime fighter.)

Inferential Comprehension

2. If Major Blink has *street cred to burn*, does he have a lot or a little? (He has a lot of street cred.)
3. Do you think the author has seen Major Blink in action? How do you know? (Yes – the expression *seeing is believing* tells you the author has seen Major Blink at work.)
4. How does Major Blink convince the bad guys to apologise? (He stares really hard at them until they agree to his wishes.)
5. Do you think Major Blink is a successful superhero? (Yes – he convinces the bad guys to say sorry to their victims and they do.)
6. Why is the 'How to Draw Major Blink' section supported by illustrations? (The illustrations support the written text by visually showing the reader what to do.)

Response

7. Why do people like drawing superheroes? (They enjoy drawing characters that they can relate to or look up to.)

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The Stamp of Creativity

Literal Comprehension

1. Where does the girl sell her cards? (at a stall at the local market)

Inferential Comprehension

2. What is special about a card that is *unique*? (There are no other cards like it.)
3. Why do you think people want to touch the cards? (To have a closer look at them and to feel all the lovely materials that had been used to make them.)
4. How is the girl able to make each card different? (Because she has so many different materials to use.)
5. Do you think the girl in the text will continue to make cards to sell? Why? (Yes she will – she is happy that people like them and want to buy them.)
6. How is the optical illusion created? (The letters of the words 'kick me' look like the pattern on the wings of the butterfly.)

Response

7. Do you think the people at the market are unkind when they laugh at the girl's cards? (No – they probably just thought the words 'kick me' were a joke.)

Rock or Rap?

Literal Comprehension

1. Why did the author set up this blog? (To hear the opinions of other people about whether they prefer rock or rap.)

Inferential Comprehension

2. Which word could replace detest on p. 2? (loathe, despise, dislike intensely)
3. How much knowledge does Elijah have about rap music? (He knows a great deal – he has a lot of knowledge like an encyclopaedia.)
4. Why is it unfair to criticise music you don't like? (There are many different opinions about what 'good' music is.)
5. How do MP3 players help overcome the problem of people liking different styles of music? (Other people can't hear the music from an MP3 player.)
6. What would you say about the ages of people who commented on this blog? (They are mostly teenagers or young adults.)

Response

7. Would you prefer to listen to rock or rap music? Why? (various responses)

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Realistic Painting

Literal Comprehension

1. Before the Renaissance, what was the subject of most artwork? (religion)

Inferential Comprehension

2. What are the three dimensions referred to in the term *three dimensional*? (length, height and depth)
3. About how long did the Renaissance period last for? (over 100 years)
4. Why might Renaissance artists have wanted to paint scenes from everyday life? (Everyday life was a subject that they were very familiar with, and it contained a great deal of variety.)
5. What information is the author conveying in this text? (Information about the change to artists' work during the Renaissance period.)
6. What did artists do in their sketches to help get the correct proportion? (Drew light guidelines that could be painted over.)

Response

7. If you were a famous artist, which type of paintings would you like to produce? Why? (various responses)

Television or Books: A Debate

Literal Comprehension

1. What are three purposes of television and books? (to amuse or entertain; to educate or inform; to keep people occupied on rainy days)

Inferential Comprehension

2. What is the meaning of *remote*? (In this context it is a control used from a distance.)
3. Why is a debate a good way of discussing this issue? (The listener or reader hears both sides of the issue being discussed.)
4. What is the first argument that is put forward in this discussion? (Watching TV is better than reading because it is easy to get variety by switching from one channel to another.)
5. Does the author think that television or books are better? (The author believes it is better to use both television and books.)
6. Why is most of the text on pp2–3 in speech bubbles? (The speakers are presenting their arguments in a debate.)

Response

7. Why do you think people spend more time watching television than reading books? (It is easier to watch television because you don't have to concentrate as much; reading is an independent activity, whereas television can be watched by several people at the same time, so can be a social activity.)

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The Art of Architecture

Literal Comprehension

1. How are buildings part of our everyday life? (We live, work, learn and shop in different buildings.)

Inferential Comprehension

2. What makes a building interesting? (A building is creative if it has different features or structures than most other buildings.)
3. How does having better tools and materials available help architects design more creative buildings? (They can construct buildings more easily and make them look different to previous building designs.)
4. Why do you think people sometimes do not like more unusual designs for buildings when they are first built? (They may expect the building to look like other buildings, and it takes time to adjust to a new design.)
5. Why would architects want to build different styles of buildings? (They might want their buildings to 'stand out' from all the others so they design more original buildings.)
6. Look at the buildings photographed on pages 2 and 3. What design elements are important in each one? (Casa Mila has curved walls; the Solomon R. Guggenheim Museum has a rounded design; the Sydney Opera House has huge 'sails'.)

Response

7. Why don't people always agree on what 'good' architecture is? (Architecture is like an art form and people prefer different styles of buildings and materials.)

The Rainbow Serpent

Literal Comprehension

1. According to the story, how can you see the Rainbow Serpent today? (According to the story, you can see the Rainbow Serpent as a rainbow in the sky.)

Inferential Comprehension

2. What is a more common word for *serpent*? (snake)
3. Why do you think the young man thought the hunters should have speared the serpent? (The hunter probably wanted it for food.)
4. Why do you think the hunters needed to rest after they had eaten? (They would be tired from hunting the food they had just eaten.)
5. Do you think the younger hunters believed the Dreamtime story? (Yes – they believed all the stories about how the land and the animals were created.)
6. What are some of the common design elements in the artwork? (repeating shapes, dotted patterns, use of rich colours)

Response

7. Why do families pass stories down from one generation to the next? (as a form of entertainment; to pass on information about specific cultures)

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Urban Art

Literal Comprehension

1. Where can you see examples of urban art? (walls, lamp posts and footpaths)

Inferential Comprehension

2. What is another word for *response*? (reaction, answer, reply)
3. Aside from having her age at the end of the text, how does the author tell you that she is an older member of the community? (She says *I've been on this planet a fair while now...*)
4. Why do people practise urban art? (People practise street art to improve the appearance of an area, to engage with other people, to deliver a message or to prompt other people to think.)
5. Where do you think this writing has been published? (possibly in a newspaper or magazine)
6. Which surfaces are most effective for displaying urban art? (The most effective surfaces for street art are firm and reasonably flat.)

Response

7. Do you think urban art makes the neighbourhood look better or worse? (various responses)

Never Bored Again

Literal Comprehension

1. What did Chris's mum do when she heard that Chris had gotten hurt? (She called the ambulance.)

Inferential Comprehension

2. How do the words *board* and *bored* create a funny final sentence for this narrative? (It sounds unusual to use both words in the same sentence, but it indicates the different meaning of the two words.)
3. Do you think Jake has ever been skateboarding before? (Probably not – he couldn't skateboard very well when Chris asked him to come and try it.)
4. Although Jake was bored, and thought skateboarding wasn't very exciting, why do you think he joined Chris at the skateboarding park? (The boys were friends and they wanted to spend time together.)
5. How do you think Jake behaved in the time following Chris's accident? (He behaved responsibly – he got help for his friend and went to visit him in hospital.)
6. Although Chris had an accident, what things probably helped to make his injuries less serious? (He was wearing protection on his knees and elbows, and a helmet on his head.)

Response

7. Besides skateboarding, what other activities would Chris not be able to do because his leg was in plaster? (He wouldn't be able to ride a bike, go swimming, play soccer, etc.)

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Three Cities

Literal Comprehension

1. In which country is New York City? (New York City is in the USA.)

Inferential Comprehension

2. What does the word *famous* mean? (well-known, popular)
3. Is Melbourne a coastal or inland city? (Melbourne is a coastal city.)
4. Why are there so many tall buildings in New York City? (Many people live and work in New York City. Land is very valuable and there is a need to build multi-storey buildings to accommodate the city's needs.)
5. Which of these cities would be the youngest? How do you know? (Melbourne, because Australia was only settled by Europeans and cities began to be established about 200 years ago.)
6. Why do you think the photographs on pp1, 2 and 3 have been chosen to support this text? (They show one of the most important features of each of the cities.)

Response

7. How can people learn about cities in other parts of the world? (watching television; listening and reading the news; reading about foreign destinations on the Internet)

Pirates' Plunder

Literal Comprehension

1. Name the two main characters in this story. (Captain Bloodboots and Bartholomew the Barbarian)

Inferential Comprehension

2. What does the word *unkempt* tell you about the Captain's beard? (It was untidy and not well looked after.)
3. Why do you think the clues on the chart are faded? (The map is very old.)
4. Why do you think the pirates left the island quickly after they had found the treasure? (They didn't want anyone else to know they had found the treasure.)
5. How accurate did the pirates have to be to locate the treasure from the clues on the chart? (They had to carefully follow the clues to make sure they dug in the right place.)
6. From the illustrations, can you work out what *doubloons* and *pieces of eight* might be? (They are valuable coins.)

Response

7. What do you think pirates might do at a wild party? (dance a jig, tell stories and sing sea shanties)

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Rivers in Our World

Literal Comprehension

1. Why are rivers important? (They provide a source of food and water, are homes for animals and are used for recreation, farming and industry.)

Inferential Comprehension

2. A slow-moving river could meander across the countryside. Is this true or false? (true)
3. What affects rivers and causes them to change? (The speed of the water causes erosion of the river beds and riverbanks.)
4. How can the Amazon River carry more water if it is not as long as the Nile? (The Amazon River is a very wide river.)
5. Are all rivers safe places to swim? Why? (No – some rivers could have hidden obstacles such as sticks and logs; some are home to dangerous animals; some could be polluted.)
6. For each photograph, explain which aspect of the river is being shown. (p1: the path of water across the land; p2 [top]: the size of the river; p2 [bottom]: erosion; p3: controlling the flow of the river; p4: rivers as home to animals)

Response

7. What do we need to do to ensure rivers survive for the benefit of future generations of people and animals? (Do not pollute rivers or use too much water – use water responsibly.)

Escape from Darfur

Literal Comprehension

1. Why did the family leave their home in Darfur? (They were scared they would be killed if they stayed in Darfur.)

Inferential Comprehension

2. Why did the author describe the refugee camp as a *nightmare*? (It was so horrible it was like a bad dream.)
3. Why did Sittina celebrate her life in her new country? (It is so much happier and more comfortable than her life in Sudan.)
4. Why do you think the family cried when they found out that they could leave the refugee camp? (They were only leaving to keep safe and knew they might never be back.)
5. If she returns to Darfur, how might Sittina be able to help the people there? (She could teach them to speak English, take them books to read, and teach them about other countries.)
6. What country do you think the family might have moved to? Why do you think this? (The illustrations look like they could have moved to Australia or England.)

Response

7. What might happen to people living in war zones who are not able to move to another country? (Some of them would be killed, and others would live in poverty and fear until the war was over.)

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Staying Fit and Healthy

Literal Comprehension

1. Why is it important to have breakfast? (The body's energy levels are low, having not eaten overnight.)

Inferential Comprehension

2. Suggest two words that could replace *function* on page 3. (operate, perform)
3. Why does your body need more water when you are exercising? (When you exercise, your body loses water through sweating.)
4. How would you know that your body is functioning properly? (You would have lots of energy and not get sick very often.)
5. Do you think your diet has to be uninteresting to be healthy? (No – you should try to eat a variety of healthy foods.)
6. Why do you think a pyramid is used to show which foods you should include in your diet? (It is larger at the bottom to show foods we should eat a lot of like fruit, vegetables and grains; and smaller at the top for foods we should only eat occasionally, such as sugars and fats.)

Response

7. Having read this information, what is one change you could make to have a healthier lifestyle? (various responses)

The First Australians

Literal Comprehension

1. Why did Indigenous Australians have to move from place to place? (They needed to move around to find food and water.)

Inferential Comprehension

2. How did the climate affect the landscape? (there was very little rain in some areas; land was not good enough to grow crops; poor soil for crops)
3. Why are areas with lots of trees unsuitable for growing food? (The trees use up the water supply and block out the Sun.)
4. How were Indigenous Australians able to trap animals using fire? (The animals came out of their homes or nests to run away from the fire, so the people could catch them more easily.)
5. Although the environment was varied, how were the First Australians able to survive following their arrival? (They understood the land and tried to work with it, instead of trying to change or conquer it.)
6. On p1, how is the key on the map helpful in understanding the arrival and settlement of Indigenous people during the last 50 000 years? (The red colour shows what the land formation was like and the green arrows show where people came from and where they migrated to.)

Response

7. Why did Europeans come to Sydney Cove in 1788? (The first Europeans settled there because they needed a place for convicts from Britain.)

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CARDS – NLD 4

Coat of Arms

Literal Comprehension

1. What is a *coat of arms*? (A coat of arms is a symbol that represents a country or institution.)

Inferential Comprehension

2. What is a word that could replace *element* in the part of the sentence *the most important element* on page 1? (part, feature, component)
3. What are indicators of a country moving forward? (The population is growing; industry and production are increasing; people are becoming well educated.)
4. Why do you think the symbols on the New Zealand Coat of Arms were chosen? (They represent a cross section of all the elements of New Zealand life.)
5. How has the use of coats of arms changed from when they were first used? (They were originally used for identification, but now they are used on official documents to represent the country.)
6. Why do you think coats of arms have different symbols for different countries? (The symbols represent the culture, beliefs and industries, and these differ from country to country.)

Response

7. If you could design a coat of arms to represent your family, which symbols would you include? (various responses)

Forces of Nature

Literal Comprehension

1. What are some examples of the forces of nature? (tsunamis, fires, floods, cyclones, storms)

Inferential Comprehension

2. Are all forces of nature caused by bad weather or changes in Earth's surface? Which word tells you this? (not always – the word *mainly* suggests there are other possible reasons)
3. Why didn't all the previous residents of New Orleans return to the city? (many residents' homes were destroyed; perhaps some found employment elsewhere; some were too emotionally affected to return)
4. How can people be responsible for starting bushfires? (dropping cigarette butts on the ground; lighting fires for barbecues, burning off rubbish)
5. Which aspect of natural disasters rates them as being *one of the worst*? (The severity is measured by the number of people who lose their lives.)
6. In the photographs on pp2–3, what do you think might cause an outbreak of disease? (The water supplies become contaminated and people drink it.)

Response

7. Are there any types of natural disaster that are more likely to occur in the area where you live? (various responses)

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Telescopes

Literal Comprehension

1. How are telescopes today different to when they were first invented? (They are much stronger and can see much further.)

Inferential Comprehension

2. What do you think the prefix *tele-* means? What other words do you know that begin with this prefix? How are their meanings related? (*tele-* means at or over a distance – telephone, television, telegram, telegraph)
3. Do you think Johannes Kepler's telescope was big or small? (It was big and more difficult to use than the telescope Isaac Newton developed 60 years later.)
4. Why would scientists have wanted telescopes with better lenses and mirrors? (So they could see things that are smaller and further away.)
5. What objects would scientists be interested in seeing through a telescope? (planets, comets, etc.)
6. What does the information on the labelled diagram of the telescope tell you about how telescopes work? (The diagram includes the names of different lenses and what happens when light enters the telescope.)

Response

7. What other scientific instruments or devices do you know that operate on solar power? (water heating systems, navigation buoys, aircraft warning lights, road safety signals, water pumps, calculators)

Dangerous Animals

Literal Comprehension

1. What is the world's most dangerous animal? (The mosquito, because it kills the most people by spreading a disease called malaria.)

Inferential Comprehension

2. A bear is a large animal. What could threaten it? (people, or large male bears)
3. What would be the greatest danger in being attacked by a hippopotamus? (The large size of the hippo is its greatest threat.)
4. When a person gets attacked by a shark, why is it sometimes very difficult to get help quickly? (The person may be a long way from shore or on an isolated beach.)
5. What is the difference in the way small and large animals attack? (Both small and large animals usually bite but small animals usually inject poison into their prey using tentacles or stingers, whereas large animals attack using their sharp teeth or claws.)
6. In the photograph of the mosquito on p. 4, why does the mosquito not seem dangerous? (It is very small, and just appears to be sitting on the person's skin.)

Response

7. What is the most dangerous animal in the area where you live? How can you avoid the danger it presents? (various responses)

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Leonardo da Vinci: My Story

Literal Comprehension

1. During his lifetime, what did Leonardo da Vinci want to be? (an artist, a mathematician, a scientist and an inventor)

Inferential Comprehension

2. Leonardo da Vinci liked designing things. What does the word *design* mean? (To create and draw up plans for something new.)
3. When was Leonardo da Vinci born? (15 April 1452)
4. How do you think Leonardo's *Mona Lisa* became one of the world's best-known paintings? (Lots of people saw it and liked it; copies have been placed at various locations around the world; it has been used in advertising and has become internationally recognised as a famous painting from the 1500s.)
5. Why did Leonardo believe he would die a happy man? (Because he had made contributions to what people of his day knew about the world.)
6. How did the design of Leonardo's hang-glider compare with that of a modern hang-glider? (The designs were quite similar, although Leonardo's hang-glider was much heavier.)

Response

7. What goals do you hope to achieve in your lifetime? How will you go about achieving them? (various responses)

Zoos

Literal Comprehension

1. Why has this website been created? (To tell people about the good work done by zoos.)

Inferential Comprehension

2. If an animal is in a *confined space*, what does this mean? (It is in a small area.)
3. Who do you think has rated this as *the number one website on zoos*? (Probably the person who is in charge of the zoo or perhaps in charge of the website.)
4. What could be causing the natural habitats of some animals to be destroyed? (clearing land for building or growing crops; pollution of the environment; natural disasters)
5. How do zoos help people to learn about animals? (Zoos show people animals they otherwise may not see; they present information sessions about particular animals; zookeepers learn about animals from watching their behaviour.)
6. What purpose do the tabs at the top of the website serve? (They allow the viewer to move to another page on the website to read more information.)

Response

7. What is your personal opinion about zoos? (various responses)

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CARDS – NLD 4

The Internet: Then and Now

Literal Comprehension

1. What are some of the reasons people use the Internet? (to keep in touch with friends, to read news items; to do business; to purchase items; to locate information)

Inferential Comprehension

2. What is a word or phrase that could replace *access* in the first paragraph of this text? (developed, invented)
3. What are some of the common ways of communicating with friends on the Internet? (emails, chat rooms, social networking sites)
4. Why has it become easier to use the Internet than when it was first created? (the Internet is now widely available, and it is easier and faster to move from one webpage to another.)
5. Why has the Internet changed the way people do things forever? (It would be impossible to go back to a situation where people no longer use the Internet.)
6. How does the blue and black background on pp2–3 relate to computers? (The system of numbers – 0 and 1 – and the blue-black colours are typically associated with printing and computers.)

Response

7. Why do you think people would want to spread *viruses* over the Internet? (They like to cause trouble by infecting computers belonging to other people.)

Newton and the Apple

Literal Comprehension

1. Why do we remember Sir Isaac Newton? (We remember him for his theory of gravity and his Laws of motion.)

Inferential Comprehension

2. Which word tells you where William James' recount was going to be reported? (*Gazette*)
3. Why do most people believe the apple fell on Isaac Newton's head? (This is the way the story has been retold over the years by people who didn't actually see what happened.)
4. Why did Isaac Newton treat William with a piece of apple pie? (He was pleased that William had helped him realise how gravity worked.)
5. What do you think Isaac Newton did after this event that made him famous? (His knowledge probably helped other scientists understand gravity and learn about the physical world.)
6. Usually a letter does not include illustrations. What makes this text recognisable as a letter? (The letter is addressed to the receiver and is dated; the letter begins with *Dear Henry Muddiman* and signs off with *Yours sincerely*.)

Response

7. What would happen if there was no gravity? (Objects would float around above the ground.)

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CARDS – NLD 4

The Great Stink

Literal Comprehension

1. For what will the year 1858 be remembered? (The year of The Great Stink.)

Inferential Comprehension

2. Find three words in the text that mean *a bad smell*. (miasma, stench, odours)
3. Why would Walter Thompson think London might not survive if the problem of the Great Stink wasn't fixed? (Many people would die from disease.)
4. Why had London developed a problem with sewage? (It was allowed to flow into the river rather than being pumped away from the city.)
5. After Bazalgette's plan was put into action, how did the river become cleaner? (Brick sewers were built to take the waste away from the city.)
6. Why was a newspaper article an effective way to communicate to the people of London? (In the 1850s, this was a popular form of communication – many people would read the newspaper because there was no television.)

Response

7. What is done in some areas today to assist in reducing the amount of waste material from sewage? (Water is separated out and cleaned; some of it can be re-used.)

Can Humans Fly Like Birds?

Literal Comprehension

1. What are three reasons humans cannot fly? (Humans have no wings, they have heavy bones, less developed lungs and weaker chest muscles.)

Inferential Comprehension

2. What is another word that could be used to replace *extracting* in this text? (removing)
3. Why do humans need to have stronger bones than birds? (Humans live on land and do more physical activity than birds.)
4. What physical changes would humans need to undergo in the future to be able to fly? (In order to fly, humans would need wings, better developed lungs and stronger chest muscles.)
5. Do you think Professor Jo believes humans will ever fly using their own power? (No – our body is designed for life on the ground.)
6. Who might the *Is It Possible?* team be? How do you think children can communicate with the members of this team? (The *Is It Possible?* team is a group of experts who answer readers' questions via a website.)

Response

7. Why do you think some people want to fly like birds? (In the early days it was a faster way to move from place to place; it would just be fun!)

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Radio Waves

Literal Comprehension

1. What are some ways we use radio waves? (mobile phone, wireless Internet, radio-controlled cars, microwave ovens)

Inferential Comprehension

2. What effect does the suffix *-less* have on the meaning of *wireless*? (This prefix means 'without', thus *wireless* means 'without wires'.)
3. Why have scientists not always been aware that radio waves exist? (They occur naturally in the air and cannot be seen.)
4. What part of a radio is most important in producing sound? (the transmitter)
5. If there was a great distance between a mobile phone and the nearest base station, how clear would the signal be? (not very clear)
6. What information do you think telescopes like the one on page 4 will provide to astronomers in the future? (Information about space objects that have not yet been discovered, as well as more detailed information about the universe.)

Response

7. How do you feel about the increasing use of radio waves in modern living? (various responses)