

NELSON LITERACY DIRECTIONS



CARDS – NLD 3

Perseus & Medusa

Literal Comprehension

1. Who is the goddess of wisdom? (Athena)

Inferential Comprehension

2. What does *immortal* mean? Why is Perseus immortalised? (*Immortal* means 'able to live forever'. He is immortalised because he brings Medusa's head to the king, who is turned into stone.)
3. Why does Perseus gulp when the king asks him to bring him the head of Medusa? (He knows he could be turned into stone.)
4. How does Perseus get revenge on the king? (He uses Medusa's head to turn the king to stone.)
5. What do you think the king hopes will happen to Perseus if he finds Medusa? (He hopes he will be turned to stone.)
6. What do the illustrations of the four main characters tell you about their personalities? (Medusa and the king look evil, but Perseus and Athena look kind.)

Response

7. How do you think the gods know what Perseus will need to complete this task? (They know what Medusa can do, so they are able to give Perseus the right equipment to kill Medusa.)

Codes and Signals

Literal Comprehension

1. What are two reasons codes and signals are used? (To send information or to ask for help.)

Inferential Comprehension

2. How is a *code* different to a *signal*? (Codes usually spell out words for messages, but signals send a general warning by lights or flares.)
3. What are three examples of where coloured lights warn of danger? (on police cars, ambulances and fire engines)
4. What would be a disadvantage of using semaphore to send a message? (It would be slow, because every word has to be spelled out.)
5. Why do you think many of these signals are used for ships at sea? (Often radio signals are not very strong; lights can be seen a long way away.)
6. Which of the codes or signals shown are best for warning of danger? Why? (Flashing lights or beacons are best because they are instantly recognisable as a sign of danger.)

Response

7. Why do you think there are so many different systems of codes and signals? (Different methods of communication are better in different situations; new and improved methods are being developed all the time.)

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Alien Fashion Show

Literal Comprehension

1. What is the purpose of this fashion show? (To prove that Zesun clothes are better than the clothes of Earth people.)

Inferential Comprehension

2. The word *trim* has more than one meaning. What does it mean in this context? (a decoration)
3. Is all Earth sleepwear made from natural products? (No – *unlike Earth sleepwear* means that Earth sleepwear is not like Zesun sleepwear.)
4. Why does the author say the gold glasses are a must-have *item*? (The author is trying to convince Earth people that they need a pair of these glasses.)
5. What do the aliens want the Earthlings to do once they have seen the fashion show? (The aliens want Earth people to buy some of the alien clothes.)
6. How do the illustrations help make the meaning of the text clearer? (They illustrate the written description of the clothes in the text.)

Response

7. If you were at the fashion show, which alien outfit would you like to buy? Why? (various responses)

The Art of Animation

Literal Comprehension

1. What are the three main ways to make animation? (hand-drawn, stop-motion and computer animation)

Inferential Comprehension

2. What does the word *illusion* tell you about using animation? (It means the objects look as though they are moving, but they really aren't.)
3. Why were zoetropes a popular form of animation in the 1860s? (This was one of the first forms of animation.)
4. What skills would be needed by a person who prepares hand-drawn animation? (They would need to be able to draw well and have lots of patience.)
5. Why do you think computer animation would be easier than stop-motion animation? (It is easier to make many copies of pictures on a computer, rather than taking separate photos of a scene.)
6. How is computer-generated animation more sophisticated than hand-drawn images? (The animation is 3-D and is more realistic.)

Response

7. What are some movies you have seen that use animation? (various responses)

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Pen Pals

Literal Comprehension

1. What present did Joshua receive for his birthday? (a trail motorbike and all the safety gear)

Inferential Comprehension

2. Why did Joshua's mother send an *urgent* message to Oliver? (She needed to tell him not to come to visit because Joshua had broken his leg.)
3. Why did Oliver describe his computer as being *from the age of the dinosaurs*? (The computer was very old.)
4. Why wouldn't the teachers think it funny that the goat ate the flowers in the garden? (The flowers made the garden look pretty; they would have to be replanted.)
5. How are the pen pals in this text different to the usual pen pals? (Traditional pen pals send letters to each other, not emails.)
6. How can you calculate the time that has passed between these messages being sent? (Look at the time shown below the picture of each boy, and work out how much time has passed.)

Response

7. What would you have written in your message to Joshua when you heard about his accident? (various responses)

Laser Queen

Literal Comprehension

1. Why did Max want the Laser Queen card? (The Laser Queen was valuable and worth a lot of points.)

Inferential Comprehension

2. On p. 1, who is *Everybody* in *Everybody wanted the Laser Queen...*? (All the people who were collecting Space Quest cards.)
3. Why do you think Max is confident that Sebastian would have stolen the Laser Queen card? (Sebastian is a bully, and he has probably taken things from other people before.)
4. Why was Max not worried about trading his Satellite Moon Soldier and his Gorgon Galaxy Guard? (He had two of each of those cards.)
5. Why do you think the Laser Queen might have been smiling when Sebastian ran away? (She was smiling because she had outsmarted the bully.)
6. Why do you think Sebastian was terrified of the Laser Queen? (He wasn't expecting anyone to burst from Max's pocket; he was afraid that someone else might threaten him!)

Response

7. Why are some people bullies? What is the best way to deal with bullies? (Some people get satisfaction from being unkind to other people. Try not to let a bully intimidate you; tell an adult about the bully.)

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Pop Song Basics

Literal Comprehension

1. What are the basic features of pop songs? (lyrics, tempo, melody, length)

Inferential Comprehension

2. What does the term *airtime* tell you about a song? (How many times it is played on radio or TV for people to hear.)
3. How could a pop song's success be related to luck? (The theme could be about a current world issue; a well-known artist might have recorded it; it could've been played at a major event.)
4. Why do listeners often remember the words to the chorus of a song? (The chorus occurs several times throughout the song.)
5. Why do songwriters want their songs to be hits? (Because they will make a lot of money.)
6. In the photos on p. 1, p. 2 and p. 4, how are people interacting with the music? (They are listening to or dancing to it and enjoying it.)

Response

7. If you were to write a pop song, what would you choose as the theme for the lyrics? Why? (various responses)

Clay Animation

Literal Comprehension

1. What are the characters and objects made from in clay animation? (plasticine clay)

Inferential Comprehension

2. If the characters are moved *slightly*, how much are they moved? (only a very small amount)
3. Why can't the characters' clothing be changed in different scenes? (It is easier to have copies of the character dressed in different clothes to avoid having to change them throughout the movie.)
4. Although the frames are still photographs, why does the finished movie appear as though the characters are moving? (The frames are played in order, one after another, very quickly.)
5. What would the completed movie look like if the animators decided to take fewer photographs for each second of film? (The movements of the characters would be jerky, instead of smooth.)
6. What is the purpose of the *armature* in a clay model? (It allows the character to be changed from one position to another.)

Response

7. How effective are the movements of a character when you watch clay models in an animated movie? (They are very effective – it really looks as though the characters are alive!)

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Graphic Poetry

Literal Comprehension

1. In the poem called 'Leaf Pile', what did Dad tell the children not to do? (To keep things neat and not spread the leaves all down the street.)

Inferential Comprehension

2. What does the author mean by *graphic poetry*? (The shape of the words is related to the subject of the poem.)
3. What is *the secret* in Cory's Kite poem? (Winter is over and spring has begun.)
4. How does Allison liken her kite-flying experience to fishing? (She calls it *upside-down fishing* because in fishing the line goes down into the water but in kite-flying the line goes up into the air. She is trying to catch a breeze with her kite, instead of a fish.)
5. Do you think Cory, Allison, Emily and Joshua like kite flying? (Yes – they each have positive things to say about the experience.)
6. Which poem would be most difficult to understand if there were no illustrations? (Possibly 'Swing' – without the illustration as the reader wouldn't know where the action was taking place.)

Response

7. Why do you think the children want to jump into the leaf pile? (It is fun to jump into the soft pile of leaves, and feel the leaves against your skin.)

The Password Thief

Literal Comprehension

1. Who finds Emily's password? (Mia)

Inferential Comprehension

2. What does *posing* as Emily mean? (to pretend to be Emily)
3. What is the chaos Mia causes? (Emily thinks Sal doesn't want to be her friend anymore.)
4. How could Mia pretend to be Emily? Does anyone know? (She knew Emily's password, so she could pretend to be Emily without anyone knowing.)
5. What does the author want to show in this text? (To keep passwords secure; not to hurt people by making up stories about others.)
6. Where is this story set? Why is this a good place for bullies to operate? (The story is set in a school. Bullies have lots of people to hurt at school.)

Response

7. Have you ever been involved in a 'joke' that turned out to be quite serious? (various responses)

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The Ocean

Literal Comprehension

1. What type of water is in the ocean? (salt water)

Inferential Comprehension

2. What do the words *per cent* mean? What other words do you know that could help you work it out? (*per cent* means ‘for every hundred parts’)
3. Why would it be very cold and dark in the deepest part of the ocean? (Heat and light from the Sun couldn’t reach the deepest parts of the ocean.)
4. Where would the water come from that causes rocks on the beach to break up? (waves or rain)
5. Do you think the amount of water in the ocean changes very much? (No – it just recycles to the clouds, falls as rain, and flows back into the ocean.)
6. What would happen to the land if there was a lot more water in the oceans? (The land would be covered over.)

Response

7. What name is given to the process of rain falling, rising into the air, and flowing back to the ocean? (the water cycle)

Two Shipwrecks, Two Girls Called Grace

Literal Comprehension

1. What does a lighthouse keeper do? (He guides ships through dangerous areas at sea.)

Inferential Comprehension

2. What were the people on the island doing if they were *huddled* together? (They were crowded together for protection.)
3. What was Grace Bussell doing when Sam Isaacs arrived at her home? (She was drying the dishes.)
4. Why do you think the survivors grabbed at the clothes and horses of Grace and Sam? (So they could be rescued and not washed further out to sea.)
5. Why do you think these ships were wrecked? (They were washed onto rocks in rough seas.)
6. Why do you think most of the illustrations in this text are drawn? (Photographs of these events are not available.)

Response

7. What are other occasions you know of when people have been awarded medals for bravery? (various responses)

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Global Migrants

Literal Comprehension

1. Why did Mary and her family leave Sudan and go to Egypt? (There was a war between Christians and Muslims and their family wasn't safe.)

Inferential Comprehension

2. Which word in the text means *special abilities*? (skills)
3. In 1840s Ireland, how might the crop failure have caused people to starve to death? (They had no food, and no money from the sale of their crops.)
4. In wartime, why do many people feel they need to leave their home? (Their lives could be in danger, so it is safer to leave.)
5. What is the main difference between a migrant and a refugee? (Migrants leave their home to live in another country by choice; refugees leave their
6. How do migrants contribute to the culture in their new country? (They bring different arts, crafts, food, dances and religions to their new country.)

Response

7. How has the culture in your local area changed because of migration? (various responses)

The Parthenon: History in Danger

Literal Comprehension

1. When was the Parthenon built? (between 448 BC and 432 BC)

Inferential Comprehension

2. What would the Greek government need to do to *restore* the Parthenon? (Repair the damaged sections to how it was when it was originally built.)
3. Why were copies put in their place when the carvings were removed from the Parthenon? (So the building looked the same as the original; so that if they were damaged they could be replaced again.)
4. What do you think might have happened to the statue of Athena? (It could have been totally destroyed or taken away.)
5. Although much of the Parthenon has been ruined, why is it still considered to be a beautiful building? (Enough of the building remains to see how it looked when it was first built; people can see pictures of the original building.)
6. After looking at the photographs of the Parthenon, explain why an artist would be responsible for building it. (It has many artistic features, such as carvings and statues.)

Response

7. Do you think old buildings should be restored, or should they be pulled down? (various responses)

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Getting a Pet

Literal Comprehension

1. How does having a pet create work for the owner? (Pets may have to be exercised, fed, bathed, groomed and taken to the vet.)

Inferential Comprehension

2. Which word in the second sentence of this text suggests that sometimes people buy a pet because it looks cute and cuddly? (adorable)
3. How could bored pets create work for their owner? (They could make a mess while their owners are away from the house.)
4. Why is it important for children to learn how to care for living things? (It helps them to think about the needs of another living thing; it teaches them to organise their time to cater for a pet and teaches responsibility.)
5. How do you think the author feels about having a pet? (People should only have a pet if they look after it properly and it suits their lifestyle.)
6. Why is getting a pet a very important decision for a family to make? (Having a pet can involve all family members, and everyone should agree that it is a suitable choice.)

Response

7. What pet would you like to have? Would it be suitable for your family? (various responses)

Colonising Australia: 1788–1800

Literal Comprehension

1. Who was the first recorded European to sight the east coast of Australia? (Captain James Cook)

Inferential Comprehension

2. Why did 42 people die on the way to New South Wales? (They were crammed onto the ships. They had only poor-quality food and no medicine.)
3. How did colonisation destroy the food supply of Indigenous people? (Land was cleared for buildings, and animals left the area because their habitat was disturbed.)
4. How did the free settlers help the colony to spread and develop? (These settlers were allowed to move away from the colony.)
5. Why was Australia a suitable place to send British convicts? (The convicts could not escape easily.)
6. How does the timeline across the bottom of pp2–3 support the text? (It serves as a summary of the most important events in the text.)

Response

7. When the convicts had finished their sentences, where do you think many of them decided to live? Why? (They lived in the Sydney area because they had no way of returning to Britain.)

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Map-Making

Literal Comprehension

1. What are two different ways maps can be drawn? (by hand or using computer software)

Inferential Comprehension

2. Which word could replace *precise* without changing the meaning of the sentence? (accurate, specific, exact)
3. How did telescopes help people to draw more accurate maps? (They could see a greater distance and draw the landscape more accurately.)
4. Do you think people in Babylon needed to know about countries that were far away? (No – they probably didn't know other countries existed.)
5. Why do you think the author has included an activity that requires you to draw a map? (So that you can see what is involved in drawing a simple map.)
6. What is one advantage of a GPS over a paper map? (It is smaller and easier to handle; it can give spoken directions; a GPS has maps of all areas.)

Response

7. How does your family use maps and which type is most appropriate for this purpose? (various responses)

Life on Wheels

Literal Comprehension

1. What do the characters in these two poems have in common? (They both use a wheelchair.)

Inferential Comprehension

2. Why is this text called *Life on Wheels*? (Both the main characters use a wheelchair to move around.)
3. Why did the players have to wait to play their baseball game? (There was a lightning storm and heavy rain.)
4. Why are some people *scared* when they see someone in a wheelchair? (Sometimes people are unsure how to treat a person in a wheelchair; they often don't know what to say to them.)
5. Do you think the people in the wheelchairs in this text are happy? (Yes – they are doing many of the things other people do.)
6. Why does the speaker's mum's hair look so different in the illustrations on pages 3 and 4? (One illustration shows Mum's *bed hair* and the other shows her hair when it has been combed.)

Response

7. What other team sports can be played by people with a disability? (basketball, tennis, handball)

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Surfing a Soundwave

Literal Comprehension

1. What is the name of the invention the author is working on? (an air-board)

Inferential Comprehension

2. Which word tells you that the boy shrank very quickly? (suddenly)
3. What caused the safety mask to slip? (When the boy became smaller, the mask was too big and wouldn't stay in place.)
4. Do you think the boy in the text shrank a lot or only a little bit? Why? (He shrank a lot because he was able to go inside the dog's ear.)
5. Are there any parts of this text that are true? (There is a canal going down to the eardrum, and a tube going to the back of a dog's nose.)
6. What has the illustrator done to show how small the boy and his air-board are? (She has made the boy look very small by drawing the dog much bigger than normal.)

Response

7. What adventure would you like to have if you could shrink to a very small size? (various responses)

Phone Box Costume-Change

Literal Comprehension

1. What did the *Is It Possible?* team want to find out in this experiment? (To see if an ordinary person could get changed in a phone box in less than 30 seconds.)

Inferential Comprehension

2. How does adding the prefix *super-* change the meaning of the word *hero*? (*Super* means *outstanding* – over and above the usual.)
3. Why was the team disappointed that none of them could change in less than 30 seconds? (They wanted to be like a superhero.)
4. Why do you think Mel was the quickest of the three to get changed? (Mel already had part of the costume on under her street clothes.)
5. Which paragraph of the text was summarised in the graph on p4? (the second paragraph on p1)
6. How do you think the information on this card will be communicated to other people? (People can look at the website.)

Response

7. What do you think the team members will do next time to try to reduce the time they take to put on the superhero costume? (Have less clothes on that need to be taken off, and more of the superhero costume on under their street clothes; practise so that they can be faster.)

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The Northern Lights

Literal Comprehension

1. What did the family do just before it became dark? (set up their tent)

Inferential Comprehension

2. What are two synonyms that could be used instead of *strange* in this text? (weird, unusual, odd, peculiar)
3. Do you think all the *lights* came on at the same time? (No – they flicked on at different times.)
4. When the girl rushed to look at the tree branch, what did she expect to find? (a piece of green material from the robes)
5. How do you think the girl feels as these events are taking place? (She feels frightened because she doesn't know what is causing the strange lights.)
6. What causes the northern lights? (The northern lights are a natural light display caused by Earth's magnetic field.)

Response

7. Why do you think scientists and the local people would have different opinions about what causes the lights? (Local people pass their beliefs and observations on from one generation to the next, but scientists form theories based on experiments.)

Electricity

Literal Comprehension

1. What is the name of a machine that makes electricity? (a generator)

Inferential Comprehension

2. Why does the author compare *electricity* with *magic*? (Because electricity can't be seen, it seems as though appliances work by magic.)
3. Which things in your home would not work without electricity? (television, lights, computer, kitchen appliances, etc.)
4. What is creating the energy to make electricity in the experiment? (Contact between two different materials – rubbing increases the amount of contact between them.)
5. How would our lives be different if we didn't have electricity? (Many tasks would be more labour intensive. We'd have fewer luxuries.)
6. Look at the diagram of the atom. What do you think the electrons do? (They move around the nucleus of the atom.)

Response

7. Where does your body get energy so that it can work properly? (Energy for our body is provided by the food we eat.)

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Message Received

Literal Comprehension

1. What are some different forms of communication? (letter, email, phone call, smoke signal)

Inferential Comprehension

2. How do the two small words in *spacecraft* help you to understand the meaning of the word? (A spacecraft is a vessel that flies in space.)
3. What does the author mean by this sentence? *They make the world feel a little bit smaller.* (The world seems to be smaller because people can communicate with others much more quickly.)
4. Which form of communication would have been quicker – smoke signals, pigeons, or the Pony Express? Why? (Pigeons, as they could fly directly to where the message was to be delivered.)
5. What is the main difference between communication in the past and modern methods of communication? (Modern methods are much quicker.)
6. How does the timeline on pp 2–3 match with the presentation of the text? (Both the timeline and the text present the communication methods in chronological order.)

Response

7. Are there any disadvantages of modern methods of communication? (Some people spend too much time using a computer; some people deliberately transmit viruses through computer networks.)

Cochlear Implants

Literal Comprehension

1. What is a cochlear implant? (A device put into the head of a deaf person to help them hear)

Inferential Comprehension

2. How does being able to lip-read help deaf people to communicate? (They can see what people are saying)
3. Why are scientists continually trying to improve the sounds people hear through cochlear implants? (To enable deaf people to hear better)
4. What do you understand to be the main reason why Joe doesn't have a cochlear implant? (They can cause problems and do not work for everyone)
5. What part of the structure of this text does the presenter's role fulfil? (To introduce the topic)
6. Where are the events in this text taking place? (In a television studio)
How do you know?

Response

7. If you were deaf, would you prefer to have a cochlear implant or to communicate by lip-reading and deaf sign language? (Varied responses)

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The Speed of Light and Sound

Literal Comprehension

1. Which travels faster – light or sound? (light)

Inferential Comprehension

2. What is in a vacuum? (There is no matter in a vacuum.)
3. What does it mean to break the sound barrier? (To travel faster than the speed of sound.)
4. What matter does sound travel through on Earth? (Sound waves travel through air.)
5. Why would sound travel faster through water than air? (Because water is denser than air.)
6. On pp. 2–3, how do the cartoon, the black and white photograph and the colour photograph support the text? (The cartoon is used because it represents an imaginary situation, the black and white photo was taken in 1947, before colour film was widely available, and the coloured photo is of a more recent event.)

Response

7. What are some other scientific terms you know that have been named after the people who invented them? (Fahrenheit, Celsius, Richter)

The Ultimate Sailing Experience

Literal Comprehension

1. Why do some people say multihulls are unsafe? (They can flip over end-to-end if they hit a wave at high speed.)

Inferential Comprehension

2. Why is sailing an *ideal* sport? (It is suited to anyone of any age.)
3. What *conditions* need to be right for a multihull to move quickly? (stiff breeze, experienced sailors)
4. What has the greatest effect on the type of ride you experience on a multihull? (the strength of the wind)
5. What is the author's purpose in writing this text? (to convince the reader that multihulls are the best type of yacht to sail)
6. What safety precautions do sailors take? (They wear life vests, know how to sail, probably know CPR, have flares/beacons on board.)

Response

7. Which activity would you enjoy most – a steady sail or a fast race? Why? (individual responses)

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The Human Brain

Literal Comprehension

1. Which body system does the brain control? (the nervous system)

Inferential Comprehension

2. Why are some foods said to be *protein-rich*? (Protein-rich foods contain a lot of protein.)
3. Why is the brain protected by the skull? (The brain is essential for the proper functioning of all parts of the body, so it needs protection.)
4. Why are people who are in a coma unable to wake up or feel pain? (The brain is damaged and only works at a very low level.)
5. How important for the human body is the functioning of the brain? (The functioning of the brain is of major importance to the human body.)
6. Why are there photographs of different foods accompanying this text? (These foods are excellent choices for helping the brain function properly.)

Response

7. Where do you think messages go when they enter the brain stem? (They spread to other parts of the body to help them work properly or travel to the brain to send back sense data.)