

NELSON LITERACY DIRECTIONS



CARDS – NLDC 5

Editing Films

Strategy to Skill

1. (Literal comprehension) What is the job of a film editor? (The editor takes raw footage and puts it into sequence to create a logical story.)
2. (Determining important ideas – cause and effect) How is film editing judged? (Editing is judged by how well it flows, how it encourages the viewer to watch it, and how it adds interest to the film.)
3. (Determining important ideas – compare and contrast) Which method of editing film would be more efficient: using celluloid film or footage from a digital camera? (Digital footage is much easier to handle, because it can be cut and pasted using computer software before saving a final copy.)
4. (Determining important ideas – summarise the text) Why do you think the language of film editing has remained the same, although some of the processes have changed? (These words would already be known and understood by all editors, and there was probably no benefit to changing them. Perhaps some new words have been added to the vocabulary to accommodate more recent innovations.)
5. (Determining important ideas – cause and effect) How does using a camera strapped to the body allow the camera operator to shoot a scene in an *unbroken action*? (The camera operator can move around the set and capture smooth footage.)
6. (Determining important ideas – visual elements) In the diagram on page 4, why is Camera D coloured red? (This camera has 'crossed the line' and the footage from this angle could confuse the viewer.)
7. (Response) If you were involved in the film industry, which job would you prefer? (various responses)

The Four Winds

Strategy to Skill

1. (Literal comprehension) Which wind did the bear take control of? (Bear took control of the great North Wind.)
2. (Making inferences – problem and solution) Why did Ga-oh choose these particular assistants to manage the winds? (He believed they were able to provide the strength of wind that blew from each direction.)
3. (Making inferences – cause and effect) Why did Ga-oh continue to hold onto the four leashes? (So he was still able to control which winds blew and when.)
4. (Making inferences – main points and bigger idea) What does Ga-oh's choice of animals tell you about each of the four winds? (The temperament of each animal matches the strength of each of the winds.)
5. (Making inferences – figurative language) What did Ga-oh mean when he said to Panther, *Your breath can destroy the forests*? (This means that when really fierce winds blow, the trees in the forest can be blown down.)
6. (Making inferences – visual elements) Why are pieces of rock included in the illustration on page 2? (This supports the text that states, *pushing great mountains out of his path*.)
7. (Response) What are other animals that could have been used in this text to represent each of the four winds? (various responses)

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Who Can Make Art?

Strategy to Skill

1. (Literal comprehension) What are some forms of art? (paintings, statues, photographs, objects and murals)
2. (Asking questions – compare and contrast) How does the view of what art is differ from person to person? (Some people believe the purpose of art is to create an emotion in the person viewing it; others feel that art only needs to be pleasing or interesting to look at.)
3. (Asking questions – compare and contrast) Why was *Blue Poles* compared with the artwork of a toddler? (The painting appears to be made with simple techniques and to have little meaning, which is similar to how the work of a toddler may be interpreted.)
4. (Asking questions – draw conclusions) From the information presented in this text, what do many people consider to be the feature that defines *art*? (Many people feel that art should reflect the feelings and emotions of the artist.)
5. (Asking questions – summarise the text) Why will there always be different opinions about what is art, and who can make it? (Responding to a piece of art is a very personal thing, and people will have different reactions to the same stimulus.)
6. (Asking questions – visual elements) How do you think the children in the drawing on page 2 feel about the *Blue Poles* painting? (Some are frowning and some are smiling, so this suggests there is a mixture of feelings about this particular piece of art.)
7. (Response) Do you consider that an elephant can be a *maker of art*? Which side of the argument do you agree with? Why? (various responses)

Join the Shining Stars Ballet School!

Strategy to Skill

1. (Literal comprehension) How does learning ballet help to improve your memory? (Dancers have to learn new steps and remember routines.)
2. (Evaluating/synthesising information – fact and opinion) Do you believe that some footballers do ballet in the off-season? Why would they do this? (Yes, they do! Ballet helps footballers to improve their balance, flexibility and agility on the field.)
3. (Evaluating/synthesising information – fact and opinion) The author believes that ballet is the *greatest dance form ever invented*. Is this fact or opinion? Why has this statement been included? (This statement is the author's opinion, and has been included because the author is trying to encourage more people to take ballet lessons.)
4. (Evaluating/synthesising information – summarise the text) What are the main arguments the author presents in favour of people learning ballet? (Ballet is fun; dancers can take part in performances, make new friends, improve their memory and posture, and learn some French words; it's a good form of exercise.)
5. (Evaluating/synthesising information – main points and bigger idea) Why is ballet described as an art form? (Ballet can be an expression of the dancer's thoughts and feelings, and can tell a story to the audience, in much the same way as music, art or acting.)
6. (Evaluating/synthesising information – visual elements) Why do you think ballet dancers wear fitted clothing at ballet classes? (It is important that the dancers and the teacher can see the position of the body, arms and legs, to correct the dancers' movements.)
7. (Response) Has this text made you interested in signing up for ballet classes? Why/why not? (various responses)

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Junior Life Savers

Strategy to Skill

1. (Literal comprehension) What is the role of Surf Life Saving Australia? (This group trains people to be life savers, provides water-rescue services and teaches people about water safety.)
2. (Asking questions – draw conclusions) Why is it important for young children to be conscious of water safety? (They can keep themselves safe, encourage other children to be safe, and enjoy spending time in safe water-based activities.)
3. (Asking questions – draw conclusions) Why do life savers need to be fit? (To rescue people in the surf, the life savers might need to row or paddle a long way out from the beach, or they may have to swim quite a distance to reach a person who is in difficulty.)
4. (Asking questions – compare and contrast) In the exposition text on pages 4–6, how did the child's life change as a result of participating in Nippers? (The child became more energetic, and developed greater responsibility and confidence.)
5. (Asking questions – summarise the text) Why do people feel good about being part of Surf Life Saving Australia? (Many people enjoy doing something for other people; they enjoy learning new skills and meeting new people; they believe that helping the community is important.)
6. (Asking questions – visual elements) Why is the picture of a sausage sizzle included on page 6? (This is one way people fundraise for Nippers.)
7. (Response) What are other volunteer groups in your area that assist the local community? (various responses)

Keyboards Past and Present

Strategy to Skill

1. (Literal comprehension) What are some different types of keyboard instruments? (pianos, organs and synthesisers)
2. (Making connections – draw conclusions) Why are pipe organs used in churches and cathedrals? (Some people appreciate the sound of these beautiful instruments; pipe organs produce a loud enough sound to be heard throughout the building.)
3. (Making connections – compare and contrast) How was the piano designed so that its volume could be changed? (Unlike other instruments, a small hammer struck the strings; the harder a key was pressed, the louder the sound of the note.)
4. (Making connections – main points and bigger idea) Why would musicians want to be able to change the volume of the instrument they played? (Changing the volume allows for different effects and moods; instruments can be used in different-sized buildings; they can be used to accompany singers.)
5. (Making connections – main points and bigger idea) Why do you think musicians use the piano when they work on new compositions? (Most types of music can be played on a piano; sometimes composers make up a tune in their head and then play it on the piano and correct the sound until it is what they want.)
6. (Making connections – visual elements) Which instrument has a greater range of pitch: the harpsichord on page 3 or the piano on page 4? (The piano, because it has more notes and a greater number of octaves.)
7. (Response) Why do people enjoy playing portable keyboards? (various responses)

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East Meets West in Art

Strategy to Skill

1. (Literal comprehension) What did the author learn through visiting the “East Meets West” art exhibition? (The author learnt how the artwork of ancient Eastern civilisations influenced the art we see today.)
2. (Making connections – draw conclusions) Why do many modern artists create pieces of art? (Many modern artists create pieces of art to sell them for a living.)
3. (Making connections – draw conclusions) Why was gold used in different ways in artworks belonging to different civilisations? (Gold was seen as valuable by many civilisations; the most significant of their different beliefs were often linked with gold.)
4. (Making connections – cause and effect) Why do pieces of clay hold their form after they have been shaped? (The moisture in the clay dries out and the clay becomes solid.)
5. (Making connections – main points and bigger idea) Why might modern artists have adopted some of the geometric designs known as *arabesques*? (In their own right, *arabesques* are decorative and look impressive as a pattern.)
6. (Making connections – visual elements) What is the purpose of the drawings on the clay pot on page 2? (It is decorative but the figures possibly tell a story.)
7. (Response) Which type of art would you be most interested in seeing at this exhibition? Why? (various responses)

Industrial Design: Art Plus Science

Strategy to Skill

1. (Literal comprehension) What are the aims of industrial design? (to make objects better, smarter, more efficient and more beautiful)
2. (Visualising – fact and opinion) Do you think all industrial designs are *creative solutions to everyday problems*? Why? (While many industrial designs are successful and very popular, some may not be as well received by the general public.)
3. (Visualising – compare and contrast) Why are the words *better, smarter, more efficient and more beautiful* used in relation to industrial design? (Industrial design is about improving old designs and creating new ones that will better suit our modern world.)
4. (Visualising – cause and effect) Why is it important for industrial designs to have easy and cost-effective manufacturing processes? (If the manufacturing costs are too high, the cost of the product will increase, and fewer people will want to buy the product.)
5. (Visualising – cause and effect) Apart from cost, what other factors would affect whether or not people buy newer designs of the same object? (improved safety of new design, colours that match decor, smaller or more comfortable to use, powerful advertising)
6. (Visualising – visual elements) In the bottom photograph on page 4, why are not many people involved in the production line? (Machines are also used to assist in the assembly of cars, so fewer people are required.)
7. (Response) If you could choose an existing object to redesign, what would it be? Why? (various responses)

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Convict Ballads

Strategy to Skill

1. (Literal comprehension) Why did the British government decide to send convicts to Australia? (They had claimed Australia as their own country, and the prisons in Britain were overflowing with prisoners.)
2. (Making inferences – fact and opinion) Which word about the purpose of convict ballads suggests it might be the author's opinion? (... *but they were **probably** also intended to frighten people into obeying the law.* p3)
3. (Making inferences – problem and solution) What does the Convict Maid see as a solution to her problem? (She maintains that if she were set free, she would find herself a job and never commit a crime that would send her back to prison.)
4. (Making inferences – cause and effect) What were two reasons for sending convicts to Australia? (The British government needed somewhere with more space to house convicts, and they could be used to build the new roads and towns to establish the colony.)
5. (Making inferences – main points and bigger idea) Why do you think the convicts were forced to watch the hanging of fellow convicts? (Perhaps it was thought that this would deter the convicts from being disruptive, or make them work harder if they were being lazy.)
6. (Making inferences – visual elements) Why do you think the soldiers guarding the convicts in the illustration on page 2 have weapons? (If the convicts tried to escape, or weren't working according to the rules, they would be shot.)
7. (Response) How do you feel about the penalties that were inflicted on the convicts in relation to the crimes they committed? (various responses)

Gold in the 1850s and 1860s

Strategy to Skill

1. (Literal comprehension) Where did the major gold rushes of the mid-1800s occur? (California in the USA, New South Wales and Victoria in Australia, and Otago and West Coast in New Zealand)
2. (Asking questions – draw conclusions) In the USA, why did surface gold become harder to find? (Surface gold became difficult to find because there were so many people on the goldfields that the gold had already been picked up.)
3. (Asking questions – compare and contrast) How were the machines called the *whip* and the *whim* similar and different? (Both were gold mining machines; a whip had one bucket, could mine to 80 metres and a horse walked away and returned; a whim had two buckets, was used for deeper mining and a horse walked in a circle.)
4. (Asking questions – compare and contrast) How did the gold mining methods used in New Zealand compare with those used in other countries? (Gold mining methods used in New Zealand were similar to those used in other countries.)
5. (Asking questions – summarise the text) How did people who arrived for the gold rush help to grow the country? (They stayed in the country and used the skills they had to erect buildings, develop systems of transport and generally make the areas more liveable.)
6. (Asking questions – visual elements) Why is panning described as *the most common method used*? (The only equipment needed is the pan.)
7. (Response) If you were panning or mining gold with a friend, how would you decide how to share the findings? Why? (various responses)

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Needs versus Wants

Strategy to Skill

1. (Literal comprehension) What specific items does Charlie classify as needs? (ice-cream, swimming pool, T-shirt, MP3 player, computer, mobile phone, sunglasses)
2. (Determining important ideas – cause and effect) Why is water considered a need, but soft drink considered a want? (Our bodies need water in order to survive, as evidenced by *But without water, you would die.*)
3. (Determining important ideas – compare and contrast) How does Charlie justify wanting a house with a swimming pool? (He understands that shelter is a need, but doesn't realise that by wanting a bigger and better house, it ceases to become a need and becomes a want.)
4. (Determining important ideas – summarise the text) Why are there so many things in Charlie's life that he feels he needs but are actually wants? (He relies heavily on many items in his life, and he needs them to be comfortable and connected. However, they are not required for his survival so technically they are wants.)
5. (Determining important ideas – summarise the text) How does Ms Rasheed define needs? (She defines needs as items that are essential for our survival; in other words, we would die without them.)
6. (Determining important ideas – visual elements) On page 4, why is the font in the yellow box different to the main part of the text? (The section about cars is not part of the main discussion, but is included as an argument that many adults might use in this discussion.)
7. (Response) For your family, do you consider a car to be a need or a want? Why? (various responses)

Colonial Frontiers

Strategy to Skill

1. (Literal comprehension) Who claimed Australia and New Zealand for Britain? (Captain James Cook)
2. (Making connections – draw conclusions) Why did the Aboriginal and Torres Strait Islander peoples move from place to place? (They moved in search of plants and animals to eat, but they also knew not to overuse any particular parts of the land.)
3. (Making connections – draw conclusions) After the Treaty of Waitangi was signed, why did the Māori feel they had been treated unfairly? (By signing the treaty, the government promised they would follow all the rules contained in it, but they didn't. Although they purchased the land, as agreed, the price was sometimes very low.)
4. (Making connections – compare and contrast) Why did the inland settlers find life very difficult in Australia? (The country was quite different to the country in England. The weather was very hot, and they had to contend with drought and floods, which they weren't accustomed to.)
5. (Making connections – main points and bigger idea) How did life change for the indigenous peoples when early settlers came to Australia and New Zealand? (Their lives were changed forever; often they were driven away from land where they had lived for many years; they were upset by the way the land was changed through farming and growing crops.)
6. (Making connections – visual elements) How were trees cleared by the settlers? (They would have been chopped down and dug out, or pulled out using strong ropes.)
7. (Response) If you had been one of the early settlers, how would you have behaved towards the indigenous peoples when you arrived in their land? (various responses)

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Rebels or Freedom Fighters?

Strategy to Skill

1. (Literal comprehension) What is *apartheid*? (People of different races are kept apart, and some have fewer rights than others.)
2. (Making inferences – fact and opinion) Which parts of the text provide clues that the information is factual, rather than the author's opinion? (Specific names, events and dates are usually a clue that the reported information is true. Statements such as *I believe ...* are opinions.)
3. (Making inferences – cause and effect) Why would there be less work for shearers during times of drought? (Fewer people would have kept sheep as there would have been very little feed; some sheep could have died from starvation.)
4. (Making inferences – cause and effect) What was the main benefit of Gandhi's approach to the fight for freedom? (His approach still worked, but it meant that fewer people died as a result of his non-violent methods.)
5. (Making inferences – main points and bigger idea) What do you think happened to the Kalkadoons when they became trapped on the hill? (They were probably shot by the troops who were armed with rifles.)
6. (Making inferences – visual elements) How many years did Mandela spend in prison? (27 years: from 1962 to 1990.)
7. (Response) Have you experienced an occasion when you had to stand up for what is right? What did you do? (various responses)

Planning a City

Strategy to Skill

1. (Literal comprehension) What two things are needed at the location of a settlement? (a good supply of fresh drinking water and a reliable food source)
2. (Visualising – fact and opinion) Is the statement *City parks and gardens help to improve air quality* a fact or an opinion? (This is certainly based on fact, but the degree of *help* is also dependent on pollution levels in the city.)
3. (Visualising – compare and contrast) How is the development of Canberra different from many other cities? (Canberra was planned by an architect, Walter Burley Griffin – it did not grow randomly.)
4. (Visualising – cause and effect) Why are there limitations on the types of buildings that can be built in certain areas of a city? (It would be unfair to mix industrial properties with residential areas, as there could be noise, pollution and heavy traffic movements in areas where people want to sleep or relax.)
5. (Visualising – cause and effect) Why do you think more modern cities are being planned, rather than developing randomly? (Planners are more aware of potential problems in a large city, and endeavour to limit the effects of these problems before the city is built.)
6. (Visualising – visual elements) Why are there so many skyscrapers in some of the world's largest cities? (Because some countries are heavily populated, tall buildings accommodate a large number of people in a relatively small space.)
7. (Response) If you were responsible for designing a major city, what would your main priority be? (various responses)

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Law and Order in the Community

Strategy to Skill

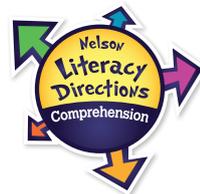
1. (Literal comprehension) What is the job of the government in our country? (The government's task is to make laws and rules that are fair for everyone.)
2. (Asking questions – draw conclusions) Why are some laws different in other countries? (Laws generally reflect a community's attitudes, which may not always be the same in other countries.)
3. (Asking questions – compare and contrast) Why is the lighting of fires not allowed in national parks during the hotter times of the year? (When the weather is hotter, plants and leaves dry out and are much more likely to accidentally catch fire.)
4. (Asking questions – draw conclusions) What are some safe food-handling rules that people who prepare food must observe? (wearing of gloves, wearing of aprons and/or hats, keep food covered or refrigerated, keep utensils clean, not handling money and food)
5. (Asking questions – summarise the text) Why are licences required for some activities? (To get a licence, people must have had some level of training and pass a test, and this reduces the number of accidents or injuries to other people.)
6. (Asking questions – visual elements) In the centre photograph on page 2, how are the students showing respect to other people and their property? (The students have placed their bags neatly on the shelf or pegs so other people do not trip over the bags, and so each person can access their own bag readily.)
7. (Response) What are some of the road rules you must follow if you are a cyclist? (various responses)

The British Legacy

Strategy to Skill

1. (Literal comprehension) What are some influences that countries have retained from being part of the British Empire? (language, government and legal systems, food, sport, flag)
2. (Making connections – main points and bigger idea) Why do many people in Australia and New Zealand speak English? (The first European settlers in Australia and New Zealand were English, and there was very little interaction with the Indigenous Australians and Māori, so everyone who was born in these countries learnt to speak English.)
3. (Making connections – draw conclusions) Why do juries decide on the outcome of some court cases? (Jury members are independent people who hear the evidence and decide whether or not a person is guilty.)
4. (Making connections – draw conclusions) Why is lawn bowls often played by older people? (Lawn bowls is less physically demanding than other sports and therefore more suited to older people.)
5. (Making connections – compare and contrast) How are the countries of the Commonwealth of Nations linked? (Many of these countries share common systems of government and laws; many have the same goals and ideals and can assist each other to achieve these goals.)
6. (Making connections – visual elements) On page 4, which country do you think the court is being conducted in? (Probably USA – there is a United States flag visible.)
7. (Response) What is your favourite sport to follow at the Commonwealth Games? Why? (various responses)

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Traditional Indigenous Land Use

Strategy to Skill

1. (Literal comprehension) How did Indigenous Australians feel about the land? (They believed the land was a living thing and everything else was connected to it.)
2. (Determining important ideas – cause and effect) Why would Indigenous Australians living near the coast practise different kinds of food gathering and farming to people who lived inland? (The coastal people would have had easier access to fishing; inland people would have had different plants available as food; coastal landscapes would have had more rain to grow crops.)
3. (Determining important ideas – compare and contrast) How were the practices of the Native American tribes different from the way some areas of land are farmed today? (The Native Americans believed they were guardians of the land, whereas some modern practices damage or destroy the natural landscape.)
4. (Determining important ideas – summarise the text) Why do indigenous peoples feel that the land doesn't belong to them? (They believe the land is part of them, and that it should be accessible to everyone. They are taught how to interact with the land without damaging it.)
5. (Determining important ideas – summarise the text) What is the main difference between how people feel about the land now, and how the indigenous groups felt? (People now believe that the land is theirs to buy, sell or change; indigenous groups believed that no-one owned the land but it was their responsibility to guard and care for it.)
6. (Determining important ideas – visual elements) In the photograph on page 2, how would the Aboriginal man have caught fish using the net? (He would have trailed the net in the river or lake, and the fish would have been trapped in the netting as they tried to swim by.)
7. (Response) How do you feel when you see large pieces of machinery clearing areas of land? (various responses)

The Common Law System

Strategy to Skill

1. (Literal comprehension) Which countries have legal systems based on British common law? (Australia, New Zealand, Canada and the USA)
2. (Evaluating/synthesising information – main points and bigger idea) Why are there laws insisting that people pay taxes to the government? (The government spends this money to provide services for people all over the country, but sometimes people don't like paying tax when they have worked hard to earn their money.)
3. (Evaluating/synthesising information – fact and opinion) Do you think that all court cases are proven to treat all people equally? (This is certainly the intention of the legal system, but no doubt there are occasions where a guilty person escapes conviction, or an innocent person is ruled guilty.)
4. (Evaluating/synthesising information – summarise the text) In a criminal court, why are there lawyers for the defendant and lawyers for the prosecution? (It would be too easy for the defendant to be dishonest or withhold the truth if there were no prosecution to ask questions or challenge statements.)
5. (Evaluating/synthesising information – summarise the text) If there were no separation of powers, how could one group of people hold all the power? (If the government, the police or the courts had more power, then they could force the other groups to make certain decisions.)
6. (Evaluating/synthesising information – visual elements) In the diagram on page 5, why does the green colour become darker from the lowest to the highest level? (This indicates that the courts have more power with each step up the ladder.)
7. (Response) How would you feel about dealing with criminal cases if you were a police officer? (various responses)

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The Chemistry of Cooking

Strategy to Skill

1. (Literal comprehension) What are the two changes that take place during mixing and baking? (physical and chemical changes)
2. (Evaluating/synthesising information – fact and opinion) How should cookies look when they are baked? Why? Is this a fact or an opinion? (It is a fact that the cookies will change colour and spread – but it is an opinion that this makes them more appetising.)
3. (Evaluating/synthesising information – summarise the text) What are some examples of the changes that take place during mixing and baking? (bonding of atoms to make dough; caramelising of edges; colour change; cooling to set the cookies)
4. (Evaluating/synthesising information – main points and bigger idea) Why do the balls of cookie dough need to be placed a few centimetres apart on the baking paper? (This prevents them from touching when the mixture becomes hot and spreads out.)
5. (Evaluating/synthesising information – main points and bigger idea) If you mixed sugar with egg whites, would this be a physical or chemical change? (This would be a chemical change because the two ingredients cannot be changed back to their original form.)
6. (Evaluating/synthesising information – visual elements) On page 5, where are the cookies shown to be in the photograph? (The cookies are inside the oven.)
7. (Response) Apart from chocolate chips, what other ingredients could be added to the basic cookie mixture to make different cookies? (various responses)

Sir Joseph Banks: South Pacific Scientist

Strategy to Skill

1. (Literal comprehension) From whom did the banksia plant get its name? (It was named after the great naturalist, Sir Joseph Banks.)
2. (Visualising – cause and effect) Why do you think Joseph Banks travelled overseas to study plants and animals? (His interest was so great that he wanted to learn about different types of plants and animals, and to see what different species lived in other parts of the world.)
3. (Visualising – compare and contrast) Why do you think Banks shared his collection with other naturalists? (Perhaps he believed that many people could benefit from his knowledge if he shared this information.)
4. (Visualising – compare and contrast) How would we record information about new plant and animal species in our modern world? (Scientists would take digital photos and video of new species so they could study their features and behaviours.)
5. (Visualising – summarise the text) Do you think Banks planned to do other voyages to various parts of the world after his trip on the *Endeavour*? (Most likely not – it seems as though he made every effort to make this journey very successful, by having all the necessary equipment and a competent team of workers.)
6. (Visualising – visual elements) What special award was bestowed on Banks for his work as a naturalist? (He was knighted by King George III.)
7. (Response) What is your favourite native plant? Where could you learn more about it? (various responses)

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What Is Colour?

Strategy to Skill

1. (Literal comprehension) What do your eyes sense when you see colour? (Your eyes sense light.)
2. (Making connections – draw conclusions) Why can't we see colours in the dark? (When it is dark, there is not enough light to reflect off an object to create colour.)
3. (Making connections – draw conclusions) How are black and white surfaces different in the way they reflect and absorb light? (white reflects all the colours and absorbs none; black absorbs all of the colours and reflects none)
4. (Making connections – main points and bigger idea) What determines whether an object is opaque, transparent or translucent? (This is dependent on what happens to the light when it hits an object.)
5. (Making connections – compare and contrast) How does looking at an object through coloured cellophane compare with looking at the same object through clear cellophane? (In both cases, the object can be clearly seen, but the coloured cellophane changes the colour of the object.)
6. (Making connections – visual elements) Which two materials in the experiment resulted in the viewer seeing a blurred or unclear image? (white tissue paper and bubble wrap)
7. (Response) What other materials could be included in this experiment? (various responses)

My Special Upside-Down Birthday

Strategy to Skill

1. (Literal comprehension) How long are the astronauts going to be living in the space station? (six months)
2. (Making inferences – problem and solution) Why would the astronauts have *Safety first in space* as their motto? (The astronauts need to be very careful as there is no-one else to help them, and no-one else to make repairs to the space station if something goes wrong.)
3. (Making inferences – figurative language) How does the author create pictures in the minds of the readers? (One technique is to use similes such as *like a wrinkly mop head* and *like watery fireworks*.)
4. (Making inferences – cause and effect) Why do the astronauts attach their trays to their clothes with velcro? (Due to there being no gravity, the trays would float around inside the space station if they weren't attached to something solid.)
5. (Making inferences – main points and bigger idea) Why do you think the astronauts have an exercise bike? (They cannot walk around because there is no gravity; they need some type of exercise because they are away from Earth for six months.)
6. (Making inferences – visual elements) How is the exercise bike in the illustration on page 2 different to the ones we have on Earth? (It doesn't look like a regular bike – we can't see any wheels; the handle bars are not in front of the rider; the bike keeps the rider upright.)
7. (Response) What would you miss most from Earth if you had to spend six months in space? (various responses)

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What Is Sleep?

Strategy to Skill

1. (Literal comprehension) What are three very important activities for the human body? (sleeping, eating and breathing)
2. (Asking questions – compare and contrast) Why do babies and children need more sleep than adults? (Bones, muscles and skin grow while a person is asleep, and young bodies grow more than adult bodies.)
3. (Asking questions – summarise the text) On page 4, why is the young girl dreaming about riding a skateboard? (Perhaps she would like to be able to ride a skateboard; perhaps she had been skateboarding during the previous day; perhaps she saw some people skateboarding.)
4. (Asking questions – draw conclusions) Why would the brain need to be flushed to remove waste products? (This would keep the brain free from disease and infection and allow it to work more efficiently.)
5. (Asking questions – draw conclusions) Why do shift workers sometimes have trouble sleeping during the daytime? (The body clock is naturally set to sleep at night-time, so it takes a while for their body to adapt to sleeping during the daylight hours.)
6. (Asking questions – visual elements) If a person slept for eight hours, how much time would they spend in deep sleep and REM sleep combined? (a total of four hours)
7. (Response) How do you feel when you haven't had enough sleep? (various responses)

A Solar-Powered Planet

Strategy to Skill

1. (Literal comprehension) Energy from the Sun reaches Earth in the form of what two things? (The Sun produces energy in the form of heat and light.)
2. (Determining important ideas – summarise the text) Which link in the food chain is always represented by a plant? (A plant is always the first step in a food chain, even if it has decomposed.)
3. (Determining important ideas – summarise the text) Why is it true to say that the entire surface of Earth is solar-powered? (The Sun creates heat, light, wind and rain, and all the plants and animals rely on the Sun for their survival.)
4. (Determining important ideas – compare and contrast) Why do the steps in the procedure explain exactly what size the pieces of foil, cardboard and plastic wrap need to be? (These pieces need to be exactly the right size so they cover the correct area to generate heat in the oven.)
5. (Determining important ideas – cause and effect) Why is it important to check that the Sun is reflecting off the inside of the lid and onto the plate? (This reflection directs the Sun's rays into the box which cooks the nachos.)
6. (Determining important ideas – visual elements) Why is an empty pizza box an ideal container from which to make the oven? (The box has a hinged lid, which allows it to stay attached to the base, and create the correct angle for the Sun's rays to reflect off the aluminium foil.)
7. (Response) What are some disadvantages of this type of solar-powered oven? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 5

Megafauna: Giants of the Past

Strategy to Skill

1. (Literal comprehension) What does the term *megafauna* mean? (Megafauna came from a Greek term, meaning “large animals”.)
2. (Evaluating/synthesising information – fact and opinion) What information would the artist use to create a drawing of the *Andrewsarchus*? How accurate would it be? (The artist would use information provided by scientists in various fields of work. It may not be entirely accurate, but is mainly based on scientific information.)
3. (Evaluating/synthesising information – summarise the text) How have scientists learnt about some megafauna? (Some megafauna lived at the time when early humans inhabited Earth. Sometimes they drew pictures on cave walls or bones of megafauna were discovered in caves.)
4. (Evaluating/synthesising information – main points and bigger idea) How can climate change affect the world’s population of animals and plants? (Climate change can also cause a change to animals’ food supplies and habitats, which can affect animal populations.)
5. (Evaluating/synthesising information – main points and bigger idea) Why might scientists think the giant short- faced kangaroo was one of the last of the megafauna to become extinct? (It closely resembles the kangaroos of today, so is likely to be a more recent relative.)
6. (Evaluating/synthesising information – visual elements) Which birds of today resemble the Stirton’s thunder bird? (any of the large, swift-footed, flightless birds, such as the emu, cassowary or ostrich)
7. (Response) What are some stories or movies that are based on megafauna? (various responses)

Dazzling Facts About Light

Strategy to Skill

1. (Literal comprehension) To the nearest minute, how long does it take the Sun’s light to reach Earth? (eight minutes)
2. (Visualising – fact and opinion) Is the author expressing a fact or an opinion in the sentence: *One of the properties of light is that it is extremely fast*? (It is a fact that light travels at 299 792 458 metres per second, but it is the author’s opinion that this is extremely fast.)
3. (Visualising – compare and contrast) Why has the author included the example of how long it takes light to reach Earth from the Sun, as well as stating how fast light travels? (This information allows the reader to better understand the huge distances and speeds involved.)
4. (Visualising – cause and effect) Why can you sometimes see a reflection of yourself when you look at glass doors or windows? (Because they are shiny, the light that is not transmitted is reflected off them in reasonably straight lines – the straighter the lines, the sharper the reflection.)
5. (Visualising – cause and effect) How does the refraction and reflection of light create rainbows? (When white light from the Sun passes through a raindrop, the light refracts into colours, then reflects off the back of the raindrop.)
6. (Visualising – visual elements) In the photograph on page 6, why is there such a perfect reflection? (The surface of the water on the lake is very smooth and shiny, so the light is reflected in straight lines, creating a clear reflection.)
7. (Response) What are some optical illusions you have seen or encountered? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 5

Air and Water

Strategy to Skill

1. (Literal comprehension) Why does air have volume? (Air has volume because it is made up of molecules, and these molecules take up space.)
2. (Visualising – fact and opinion) What proof is there that air has mass? (Weighing a deflated object, and then filling it with air and weighing it again, will prove that air has mass.)
3. (Visualising – cause and effect) How can we feel the effects of air pressure? (We can feel the wind pressing against our face, or feel the air compressing in front of our face when we run.)
4. (Visualising – compare and contrast) Although water has a very high specific heat capacity, in prolonged periods of really hot weather, what happens to the water temperature in pools, lakes and dams? (The water temperature in small swimming pools increases; in dams and lakes, if there is very little wind, the water near the surface warms up, but mostly the deeper water remains cold.)
5. (Visualising – cause and effect) What would a hot-air balloon pilot do to return the balloon to the ground? (The pilot would turn off the burners to reduce the temperature of the air inside the balloon. When this air cooled, it would become heavier and the balloon would return to the ground.)
6. (Visualising – visual elements) What effect have the illustrators used in the diagram of the hot-air balloon to show clearly what happens to the air inside the balloon? (The illustrator has 'cut away' a section of the balloon so the action of the molecules can clearly be seen inside the balloon.)
7. (Response) How is the water cycle linked to the properties of air and water? (various responses)