

NELSON LITERACY DIRECTIONS



CARDS – NLDC 6

Social Media: Friendly or Not?

Strategy to Skill

1. (Literal comprehension) How do people commonly use social media? (We use social media to connect with family and friends without actually being near them.)
2. (Determining important ideas – cause and effect) How can social media lead to people displaying poor behaviour? (Sometimes people try to make themselves popular by doing silly things, or things they wouldn't normally do.)
3. (Determining important ideas – compare and contrast) Why are there so many different social media websites? (People have different needs so people select which website suits them best.)
4. (Determining important ideas – compare and contrast) How is cyber-bullying different to other types of bullying? (Technology enables cyber-bullies to harass their victims anywhere or at any time.)
5. (Determining important ideas – summarise the text) What are the main arguments for and against the use of social media? (For: people can keep in touch with family and friends; it can be fun and creative; people can express thoughts and feelings, and interact with people who have a shared interest. Against: material can be misused; some people negatively change their behaviour; bullying can occur; people spend too much time on social websites.)
6. (Determining important ideas – visual elements) In the photograph on page 4, how do you think this boy is feeling? What may be causing him to feel like this? (He looks worried or concerned: he may be being bullied online; he may feel he has to change his behaviour to be *liked*; or he may be feeling weary because he has spent too much time online.)
7. (Response) Do you think social media will become more or less popular in future years? Why? (various responses)

Flags by Design

Strategy to Skill

1. (Literal comprehension) What are flags used for? (Flags are used as a symbol or for sending a signal.)
2. (Evaluating/synthesising information – fact and opinion) Which words in the text indicate that the information does not always apply to every situation? (words such as *often*, *sometimes*, *many*)
3. (Evaluating/synthesising information – summarise the text) How would you summarise the design and significance of the elements on the Australian flag? (The Union Jack represents the link with Britain; the Commonwealth Star represents Australia's membership of the Commonwealth; the Southern Cross represents Australia's location in the southern Pacific Ocean.)
4. (Evaluating/synthesising information – main points and bigger idea) Why might the people of New Zealand prefer a flag with a silver fern as part of the design? (This fern is one of New Zealand's national symbols; from a distance the current flag looks very similar to the Australian flag.)
5. (Evaluating/synthesising information – main points and bigger idea) Why does the author say (on page 6) to hang your completed flag on the wall? (Flags are designed to be seen by lots of people, so this is the best thing to do with it.)
6. (Evaluating/synthesising information – visual elements) Which colours on the Olympic flag represent New Zealand? (Red and blue represent the colours on the New Zealand flag.)
7. (Response) Why are national flags better known than other types of flags? (various responses)

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Body Art

Strategy to Skill

1. (Literal comprehension) What can body art show about a person? (how wealthy they are; tell a story about an event in their life; that they want to look their best)
2. (Determining important ideas – cause and effect) Why should people carefully consider getting a tattoo before they have it done? (Because a tattoo is permanent, people sometimes wish they hadn't had it done.)
3. (Determining important ideas – compare and contrast) How are traditional painting and decorating of the body different to tattooing and piercing? (Traditional painting and decorating of the body use natural materials.)
4. (Determining important ideas – compare and contrast) How is the purpose of traditional body art different to other forms of body art? (Traditional body art tells of social status and retells traditional stories. Other forms are mainly for decoration.)
5. (Determining important ideas – summarise the text) No matter how attractive body art is, what is more important than how a person looks? (It is more important to be a nice person and treat other people well.)
6. (Determining important ideas – visual elements) Which characters have been created in the body art on the young girls on page 6? (cheetah; tiger; butterfly; lady beetle.)
7. (Response) Which of these types of body art do you find most appealing? (various responses)

PIGnapped!

Strategy to Skill

1. (Literal comprehension) What were Snortimer and Prunella having for breakfast? (Super Strawberry Surprise)
2. (Making inferences – problem and solution) How did Ann Droid know that Percy hadn't really been pignapped? (Percy's story was inconsistent. He said he only observed the rascal from behind, but was able to describe his shifty eyes!)
3. (Making inferences – cause and effect) When Ann Droid moved three paces east, three paces north, three paces west and three paces south, how far did she actually move? (She would have moved in a square shape on the ground, finishing exactly where she started!)
4. (Making inferences – figurative language) How does the author create humour in the text? (The author includes some jokes, rhyming words, alliteration, slightly altered phrases and some made-up words to make the text humorous.)
5. (Making inferences – main points and bigger idea) Why did the author choose to have animals instead of people in this text? (The story is more entertaining with pigs instead of people, although the characters are engaging in many activities that are typical of humans.)
6. (Making inferences – visual elements) How does the illustration at the top of page 2 link with the text? (This is a picture of Percy *taking a bath in the swamp*, and is a play on the words *he was happy as a pig in mud*.)
7. (Response) Which other animals could have been used satisfactorily in this text? (various responses)

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3D Printing

Strategy to Skill

1. (Literal comprehension) What is a three-dimensional object? (A 3D object has depth, height and width.)
2. (Asking questions – compare and contrast) How is a 3D printer different to a regular printer? (A regular printer uses paper, and only prints a flat two-dimensional image; a 3D printer can reproduce an object that is made from different materials and has three dimensions.)
3. (Asking questions – summarise the text) When printing a 3D object, why wouldn't the material from the printer spray in all directions, making a mess? (The information sent from the computer would include the size and shape of the object to be created, similarly to the way a regular printer can print particular letters or shapes.)
4. (Asking questions – draw conclusions) What would be an advantage of making chocolates using a 3D printer? (The design could be quite detailed and hundreds of perfect samples could be produced.)
5. (Asking questions – draw conclusions) Why do products become cheaper as they become more popular? (When a greater number of the items are produced, the cost per unit is reduced, so the savings can be passed on to the consumer.)
6. (Asking questions – visual elements) What are the toys on page 2 made from? (They are probably made from plastic or rubber.)
7. (Response) If you had a 3D printer, what would you like to print? (various responses)

The Band Rocks

Strategy to Skill

1. (Literal comprehension) How did the author gather the information needed to write this text? (The author saw the band perform. Afterwards, the author spoke to each of the band members.)
2. (Making inferences – fact and opinion) Which sections of this text are based on fact and which are based on opinion? (The information about the instruments is based on fact, but how the author felt about the band's performance is an opinion.)
3. (Making inferences – cause and effect) How does the drummer create variety in the music he plays? (He uses the bass drum, snare drum and cymbals for the beat, but brings in the tom-toms and other cymbals to provide interest and variety.)
4. (Making inferences – main points and bigger idea) Why is it important for all the musicians to have input into the arrangements of the songs? (When everyone helps, they are all contributing with different ideas; people feel valued because their opinion is heard; a particular song might have a different focus because one person had a great idea!)
5. (Making inferences – main points and bigger idea) What does the author believe are the reasons this band is successful? (The band is not too big, it uses standard instruments, and the members cooperate and enjoy playing and practising together.)
6. (Making inferences – visual elements) Why have guitar shapes been chosen for the background? (Guitars are important to the sound of a rock band, so the guitar shapes link with the topic of the text.)
7. (Response) Which of the band members do you think has the most important job? Why? (various responses)

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Significant Statues

Strategy to Skill

1. (Literal comprehension) What are some reasons statues are important? (their size and beauty; technical skill in construction; historical significance or what they represent)
2. (Making connections – draw conclusions) Why would the Great Sphinx of Giza have been carved entirely by hand? (It was built at a time when only manual tools could be used.)
3. (Making connections – draw conclusions) Why would the Spring Temple Buddha have been expensive to construct? (its massive size; the cost of copper; lots of people were needed to complete the construction)
4. (Making connections – compare and contrast) How do statues show contrasting aspects of people's lives? (Statues can depict visible and invisible things that people value. They can represent heroes and victims, and important and unimportant people.)
5. (Making connections – main points and bigger idea) What does the sentence *Every statue has a story to tell* mean? (This sentence summarises the many reasons why people build, value and respect statues as part of their culture and surroundings.)
6. (Making connections – visual elements) Why do you think copper material might have been chosen for the Spring Temple Buddha statue? (This material gives the statue a reflective quality, which makes it appear expensive and valuable, thus appealing to many people.)
7. (Response) Which of the statues presented in this text do you find most appealing? Why? (various responses)

Endangered Languages

Strategy to Skill

1. (Literal comprehension) Why do we need language? (We need language to communicate with other people and to express ourselves.)
2. (Asking questions – draw conclusions) Why would the language of a larger or more powerful group take over the language of a smaller group of people? (The people in the larger group would be able to communicate with more people, so they would dominate; it would be easier for a few people to learn a new language than a large number to do the same; people would not assimilate well if they could not speak the language.)
3. (Asking questions – compare and contrast) How does the history of the San Bushmen compare with that of the early Indigenous Australians? (Their lives are very similar in that both groups had their land taken over. However, they are different in that the San Bushmen people began working on farms whereas the Aboriginal peoples mainly moved to other areas to live.)
4. (Asking questions – summarise the text) Why would languages that are not written down be more likely to become extinct? (Once the people who spoke the language died, there would be no record of the oral language.)
5. (Asking questions – summarise the text) How will government support and funding help to preserve indigenous languages? (By raising awareness of indigenous languages, developing language programs and teaching indigenous languages in schools, those languages will continue to be used and therefore not lost.)
6. (Asking questions – visual elements) In how many continents are there language hotspots? (four: North America, South America, Asia and Australia)
7. (Response) With your knowledge of cultures and civilisations, where else might you have expected there to be language hotspots? Why? (various responses)

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What's It All About, Artie?

Strategy to Skill

1. (Literal comprehension) What are the four styles of art discussed on the TV program? (traditional Indigenous Australian art, ancient Egyptian art, traditional Māori wood carving and graffiti.)
2. (Visualising – cause and effect) Why is art so important in a culture that does not have written language? (The art becomes a written record of some of the events that took place throughout history.)
3. (Visualising – compare and contrast) How are Indigenous Australian art and ancient Egyptian art similar? (Both types of art were concerned with delivering information.)
4. (Visualising – compare and contrast) How were early forms of graffiti different to the other types of art discussed in the text? (Early graffiti forms were designed to attract attention to the artist; the other types of art aimed to represent a culture, civilisation or events from history.)
5. (Visualising – fact and opinion) What are some words in the text that indicate an opinion? (*most interesting; most magnificent; clever; that's the way we like it!*)
6. (Visualising – visual elements) What story might the Indigenous Australian cave painting be retelling? (Perhaps it is retelling a hunting story, as it shows a boomerang and animal tracks.)
7. (Response) Which of these art forms do you think is most appealing? (various responses)

Tastes of the World: India and Greece

Strategy to Skill

1. (Literal comprehension) What is the main difference between Indian and Greek foods? (Indian food uses a lot of spices; Greek food relies heavily on herbs for flavour.)
2. (Making connections – draw conclusions) Why would the southern parts of India be noted for making fish dishes? (India has a long coastline, so fish would be readily available.)
3. (Making connections – draw conclusions) Why would many herbs grow wild in the Greek mountains during spring? (Lots of plants flourish when the weather is not too hot or cold.)
4. (Making connections – cause and effect) Why does olive oil hold the flavours together? (Olive oil absorbs the flavours of herbs very well; when the herbs are removed from the oil, their flavours are combined and retained.)
5. (Making connections – main points and bigger idea) Why are some breads used for mopping up a meal? (Many Indian dishes have a spicy sauce, and this can be soaked up by the bread.)
6. (Making connections – visual elements) How would you describe the pastry used to make *spanakopita*? (light and flaky)
7. (Response) Do you prefer foods that are flavoured with spices or those that are flavoured with herbs? (various responses)

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Living With, Living Without

Strategy to Skill

1. (Literal comprehension) What is the meaning of the term “standard of living”? (This term is used to describe how comfortable people’s lives are.)
2. (Making connections – main points and bigger idea) Why is the percentage of people with university degrees a consideration in a country’s standard of living? (Countries where more people have university degrees generally have better education systems.)
3. (Making connections – draw conclusions) Why does Singapore have so few natural resources? (The small physical size of the country would mean there is little space for natural resources to occur.)
4. (Making connections – draw conclusions) Which factor would have the greatest effect on life expectancy? (Health standards would have a huge impact on life expectancy, and also general wealth, and whether or not people can afford available healthcare.)
5. (Making connections – compare and contrast) Do countries with the largest populations necessarily have the lowest standards of living? (No – standard of living is dependent on many factors: natural resources, climate, war, services, health and education.)
6. (Making connections – visual elements) What does the graph on page 3 indicate that is not shown on the map on page 2? (The graph shows the ranking of each of the listed countries.)
7. (Response) What do some countries do to support other nations that have low standards of living? (various responses)

Notable Immigrants

Strategy to Skill

1. (Literal comprehension) Why might immigrants leave their home countries? (Immigrants might move from their home country to escape war, violence, a natural disaster or to find a better life in another country.)
2. (Making inferences – fact and opinion) Which words in the text provide clues about whether the information is factual, or the author’s opinion? (Specific names, events and dates are usually a clue that the reported information is true. Words such as *believe* and *felt* indicate opinions.)
3. (Making inferences – cause and effect) Apart from its size, why do you think Kate Sheppard might have carried the petition in a wheelbarrow? (This may have been for dramatic effect: her action would have emphasised the number of people who had signed the petition.)
4. (Making inferences – cause and effect) Why did Madeleine Albright work so hard to bring peace to other nations? (Her own life had been affected by the German invasion, and she wanted to try to protect other people from a similar fate.)
5. (Making inferences – main points and bigger idea) Why has the author selected these particular immigrants to include in this text? (These immigrants represented different sections of the community, and fought for different beliefs, but all contributed to improving conditions in their adopted country.)
6. (Making inferences – visual elements) How does the information about *The Model Maker* link with Victor Chang’s achievements? (It shows how he became interested in being a surgeon, which in turn helped him to save the lives of so many people.)
7. (Response) What was an occasion when you helped people? What did you do? How did you feel? (various responses)

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Using Natural Resources: Then and Now

Strategy to Skill

1. (Literal comprehension) How did people in the past get all the things they needed? (They made all the things they needed with their own hands from natural resources.)
2. (Evaluating/synthesising information – fact and opinion) Although this text is an opinion presented by the author, how much of it do you believe to be true? Why? (Basically all of this text is true; people in the past did live sensibly off the land, and modern generations should make a greater effort to reduce, reuse and recycle.)
3. (Evaluating/synthesising information – summarise the text) Why did the First Nations people dry meat supplies and keep it for a later time? (Fresh meat that was not eaten would very quickly perish, and this would be considered a waste of a resource.)
4. (Evaluating/synthesising information – main points and bigger idea) Why did the Inuit find it difficult to replace winter clothing? (Because they relied on animal skins for warmth, the Inuit would have to kill another animal to obtain the fur required for warm clothing.)
5. (Evaluating/synthesising information – main points and bigger idea) How did not killing female and young animals help to replenish numbers? (Adult females would be able to breed and produce more young; young animals would grow up to breed and produce their own young.)
6. (Evaluating/synthesising information – visual elements) Where would the photograph on page 1 have been taken? (Most likely this photograph was taken at a council waste management facility.)
7. (Response) What could you do to reduce the amount of waste you and your family produce? (various responses)

Mapping the Australian Coastline

Strategy to Skill

1. (Literal comprehension) Who was the first person to map the entire Australian coastline? (Matthew Flinders.)
2. (Visualising – fact and opinion) Why did Flinders think he had found the channel that separated New Holland from New South Wales? (People only thought this channel might exist; when Flinders got to the area he could see a gulf, but it didn't completely separate the land.)
3. (Visualising – cause and effect) Why was Flinders taken prisoner at Mauritius? (He was taken captive because the British and French were at war and the French were controlling Mauritius at the time.)
4. (Visualising – cause and effect) Why did Flinders's crew kill and preserve kangaroos they found on Kangaroo Island? (The crew needed the kangaroo meat because their supplies were running low.)
5. (Visualising – compare and contrast) How would the jobs of explorer, navigator and cartographer be similar? (A person who did all these jobs would need to have a love of adventure, be courageous, and have a strong desire to be a pioneer in times that were often difficult.)
6. (Visualising – visual elements) When was Matthew Flinders born? (March 1774)
7. (Response) How accurate do you think Matthew Flinders's map of Australia actually was? (various responses)

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Political States

Strategy to Skill

1. (Literal comprehension) How were these states made up before they formed unified countries? (The states were made up of separate colonies.)
2. (Determining important ideas – cause and effect) What do you think caused the War of Independence between the USA and Britain? (The people of the USA wanted to make and apply their own rules for their own people.)
3. (Determining important ideas – cause and effect) Why do you think Melbourne and Sydney could not agree on the location for Australia's capital city? (People who lived in each city would have thought their own city was the better place.)
4. (Determining important ideas – compare and contrast) Why would Tasmania and South Australia have had smaller populations than New South Wales and Victoria? (More European people went to Sydney, and then to Melbourne, and fewer people went as far as the other states.)
5. (Determining important ideas – summarise the text) Why might a law be passed by the House of Representatives but rejected by the Senate? (The law might get more votes by members of the House of Representatives due to population distribution, but all states have equal representation in the Senate.)
6. (Determining important ideas – visual elements) How does the size of the states in the USA compare with the size of the states in Australia? (The states of the USA are generally smaller than Australia; USA states are more uniform in their size.)
7. (Response) What are the advantages of a country being ruled by a federal government? (various responses).

Asia: Continent of Contrasts

Strategy to Skill

1. (Literal comprehension) Why does Asia have such a range of climates? (Asia is the largest continent and stretches from the polar regions in the north to the warmer lands further south near the equator.)
2. (Asking questions – compare and contrast) What are two contrasting landscapes that could be visited in Central Asia? (The beautiful scenery of Lake Balkhash, and the world's largest dry steppe.)
3. (Asking questions – summarise the text) Why would Asia be a suitable place to visit with a large group of people? (There is such variety in the landscapes and climate that everyone would find something they enjoyed!)
4. (Asking questions – draw conclusions) Why would cruise ships visit Provideniya between March and November? (This is the Arctic summer; ships would not be able to travel through all parts of the polar region in winter.)
5. (Asking questions – draw conclusions) Why is a large hydro-electric power station built on the Yangtze River? (The river is long so there is an abundant water supply to produce hydro-electric power.)
6. (Asking questions – visual elements) How do the four photographs on page 6 link with the arguments presented in the text? (These photographs are examples of the variety of landscapes available to tourists who visit Asia.)
7. (Response) Which part of Asia would you most like to visit? Why? (various responses)

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Lisette's Journey

Strategy to Skill

1. (Literal comprehension) How old was Lisette when she had to leave her country? (Lisette was eleven.)
2. (Visualising – problem and solution) Why was the family so worried when they couldn't find Lisette's youngest brother? (They knew he also had to be interviewed, but they would also have been concerned that they would be separated from him.)
3. (Visualising – cause and effect) Why did the family decide to leave the village without Lisette's dad? (Their lives were in danger, so they had to leave immediately. They hoped they would be reunited with him later.)
4. (Visualising – figurative language) How do the words *like deadly fireworks* add to the tension in the story? (These words indicate the level of danger experienced by the family. They also knew that the rebels didn't care if people were hurt.)
5. (Visualising – cause and effect) How would Lisette have felt living in a tent in another country away from the war? (She would have been pleased that her family was safe, but would have wanted her dad to be with them, and to be able to live in a permanent home in a country free from war.)
6. (Visualising – visual elements) Where did Lisette go to look for her youngest brother? (She looked at the school, where people were doing their washing, and at the medical centre or hospital.)
7. (Response) Do you think it is likely that Lisette will ever see her dad again? (various responses)

The Right to Vote

Strategy to Skill

1. (Literal comprehension) Which group was excluded from voting in some countries until recently? (indigenous peoples)
2. (Evaluating/synthesising information – fact and opinion) Do time lines contain fact or opinion? (A time line is a factual account of when and sometimes where events occurred throughout history – it is a factual summary.)
3. (Evaluating/synthesising information – summarise the text) Why were only men who owned land permitted to vote in the early Australian colonies? (These people were in power and they regarded their opinions as more valuable than those of others. Also, some of the laws may have been regarding property and this would have affected them more.)
4. (Evaluating/synthesising information – main points and bigger idea) When European settlement in Australia spread, why did each colony form its own government? (The settlements were far apart from each other and limited communication would have made it difficult to maintain rules from afar; they wanted to have their own rules; each colony may have wanted to develop in a different direction so different laws were needed; other settlements probably did not know what laws the other colonies had so it mattered less if they were different.)
5. (Evaluating/synthesising information – main points and bigger idea) Although Indigenous men were allowed to vote in Australia in the 1850s and 1860s, why do you think many of them did not? (The polling booths were probably relatively inaccessible to them, and perhaps that system of voting was seen as largely irrelevant in their culture.)
6. (Evaluating/synthesising information – visual elements) How many years passed between the Native American people of the USA having the right to vote in federal elections and Indigenous Australian people having the same right? (38 years: 1924–1962)
7. (Response) Why do you think there is an age limit that applies to the right to vote? (various responses)

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Kelp Forests

Strategy to Skill

1. (Literal comprehension) Where do kelp plants live? (Kelp plants live in cool, shallow seawater close to the shore.)
2. (Making connections – draw conclusions) How could the relationship or interaction between kelp, sea otters and sea urchins be described? (The relationship forms a food chain, because the sea otters feed on sea urchins and sea urchins feed on kelp.)
3. (Making connections – compare and contrast) Which part of the kelp plant is similar to a tree trunk? (The stipe is similar to a tree trunk because it is the main stem of the plant from which the blades branch.)
4. (Making connections – main points and bigger idea) When the sea otter populations increased, why did the sea urchin populations decrease? (Sea otters feed on sea urchins, so the numbers of sea urchins was reduced.)
5. (Making connections – main points and bigger idea) How could pollution destroy kelp forests? (Any pollutants that are piped into the sea could change the water quality, which would be harmful to the kelp forests; it could kill existing plants and prevent others from developing.)
6. (Making connections – visual elements) Look at the photograph on page 6. Why do you think the top layer of kelp is called the *canopy*? (A canopy is a covering, and the kelp almost covers the surface of the water.)
7. (Response) What do you think should be done to help protect kelp forests? (various responses)

Mr Lawson Proves His Point

Strategy to Skill

1. (Literal comprehension) What can happen to rubbish that is put in landfill? (If it doesn't decompose, it can leach into the ground and pollute the water.)
2. (Making inferences – problem and solution) Why do you think Mr Lawson involved the children in the task of sorting the rubbish from the bins? (He probably thought the solution might be more obvious if they could see exactly what the problem was!)
3. (Making inferences – cause and effect) Why did Mr Lawson suggest bringing fewer packaged snacks to school? (Less packaging means less rubbish!)
4. (Making inferences – main points and bigger idea) Why was it important to involve the whole school in the recycling project? (The more people who participate in recycling, the less rubbish goes to landfill.)
5. (Making inferences – figurative language) Why does Mr Lawson repeat the word *and* when he says, ... *fermenting and putrefying and mouldering and oozing and decaying ...*? (This technique is used to emphasise what happens when items that could be recycled are put into landfill.)
6. (Making inferences – visual elements) What are recycled bottles and cans used for? (Bottles are used to make new glass jars, and cans are used to make new tins.)
7. (Response) How effective is the recycling program in your school? (various responses)

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How Does an Electrical Switch Work?

Strategy to Skill

1. (Literal comprehension) What are the examples given of switches you use every day? (turning on a light, pressing the button to turn on the computer, turning on the toaster)
2. (Determining important ideas – cause and effect) What causes an electrical item to stop working when the switch is turned off? (The electrical circuit inside the item is broken, so there is no flow of electricity.)
3. (Determining important ideas – compare and contrast) Why does the author compare the switch to a gate or sliding door? (The break in the electrical wire can be opened to create the *off* position, or closed to create the *on* position.)
4. (Determining important ideas – summarise the text) How can people be harmed by electricity where there are fallen power lines? (People can be used by the electricity as a conductor, and complete a broken circuit.)
5. (Determining important ideas – summarise the text) Why are the items in the materials list in the experiment quite specific? (It is the composition of the object, not its shape or use, which determines whether it will be a conductor or insulator.)
6. (Determining important ideas – visual elements) What is the purpose of the metal spring at the base of the torch in the diagram on page 2? (When the batteries are in place, there is pressure and the spring is compressed and becomes tight, so the batteries do not move and break the circuit.)
7. (Response) Did any of the results in the experiment surprise you? Why? (various responses)

On the Move: Animal Migration

Strategy to Skill

1. (Literal comprehension) What are some of the reasons animals migrate? (Animals migrate to find warmer areas to live, to breed, or to find a better source of food.)
2. (Visualising – fact and opinion) How do scientists know that the Arctic tern has the longest migration journey of any animal? (A tracking device is attached to the bird to measure how far it flies on its journey.)
3. (Visualising – cause and effect) What would be the effect of the heart and flight muscles growing larger in some birds before they migrate? (The larger heart would be able to pump more blood and allow for increased oxygen flow, and larger flight muscles in the wings would allow the bird to fly more easily over long distances.)
4. (Visualising – cause and effect) Why would some animals need to move to warmer areas for breeding? (Survival rates would be better for young born in warmer climates, especially if they are not able to move around immediately after birth.)
5. (Visualising – compare and contrast) Are the life cycles of all monarch butterflies the same? Why? (No – some live only six weeks and others for six to eight months; some mate early and others later.)
6. (Visualising – visual elements) How would you describe the shape of the Arctic tern's flight path? (Basically, it flies in the shape of a figure eight from north to south and back again.)
7. (Response) What could be done to prevent destruction of the monarch butterfly's migratory feeding grounds? (various responses)

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Preserving Food

Strategy to Skill

1. (Literal comprehension) What is the purpose of preserving food? (Food can be kept for much longer if the bacteria that spoils it can be stopped or slowed.)
2. (Evaluating/synthesising information – fact and opinion) Which part of the text about pickling food could be the author's opinion? (The sentences, *This could have been an accidental discovery.* and *Or it might have been an attempt to change the flavour of the food.* could be statements of opinion.)
3. (Evaluating/synthesising information – summarise the text) Why do you think the methods of preserving food have been retained for so long? (These methods have proven to be successful and therefore there has been little need to improve on them.)
4. (Evaluating/synthesising information – main points and bigger idea) Why would people have cut ice from ponds and rivers to use in their homes? (Fridges and freezers weren't available so they relied on nature to provide the ice during the winter.)
5. (Evaluating/synthesising information – main points and bigger idea) Why did using extremely high temperatures help keep canned food safe to eat? (The high temperature would have killed any bacteria present in the food.)
6. (Evaluating/synthesising information – visual elements) How is freeze-dried coffee different in appearance to coffee beans? (Freeze-dried coffee is lighter in colour and has been broken into smaller granules.)
7. (Response) Which types of preserved foods does your family use? (various responses)

Major Geological Events

Strategy to Skill

1. (Literal comprehension) What is another name for Earth's surface? (Earth's surface is called the *crust*.)
2. (Determining important ideas – cause and effect) Why is it relatively easy for a volcano to erupt and send molten magma up through Earth's crust? (Earth's crust is not very deep, and tremendous pressure builds up from the heat of the magma.)
3. (Determining important ideas – summarise the text) Why are these geological events called *natural disasters*? (They are *natural* because humans haven't caused them and we cannot control them; they are *disasters* because they can cause great devastation and loss of life.)
4. (Determining important ideas – compare and contrast) Why don't all earthquakes cause tsunamis? (Tsunamis are caused when the earthquake occurs under the ocean's floor; if the earthquake occurs under land, it is a regular earthquake.)
5. (Determining important ideas – summarise the text) What might people do to prepare for a major geological event? (If they had warning, they could move away from the area, stabilise as many possessions as possible, ensure pets and stock are safe.)
6. (Determining important ideas – visual elements) Why does Australia have few geological events? (Australia is not situated on the edge of one of the plates, so there is less effect from their movement.)
7. (Response) How does the country where you live provide assistance to people and other countries affected by natural disasters? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 6

Massive Giants and Tiny Superheroes

Strategy to Skill

1. (Literal comprehension) Why have some animals changed size over a long period of time? (They have adapted to their environment to improve their chances of survival.)
2. (Asking questions – compare and contrast) Why do large animals require fewer regular meals than smaller animals? (Large animals generally have a slower metabolism, and utilise their energy more slowly; smaller animals have a faster metabolism and use their energy supplies very fast.)
3. (Asking questions – draw conclusions) What enables the giant squid to escape from its main predator? (The giant squid has some vision in the inky blackness of the deep water, but the sperm whale can't see, so the squid can escape before it can be seen by the whale.)
4. (Asking questions – draw conclusions) Why could cutting down trees cause some elephants to starve? (Elephants rely on the foliage from trees as part of their food supply, so without the trees they may not have enough food to eat.)
5. (Asking questions – summarise the text) How can being small help some animals to survive? (They are very light so can move easily; they can escape from danger; they don't need a large living space.)
6. (Asking questions – visual elements) Approximately how many times longer than a bus is a blue whale? (The blue whale is approximately two and a half times as long as a bus.)
7. (Response) Why do you think the tiny animals are called superheroes? (various responses)

Beyond the Solar System

Strategy to Skill

1. (Literal comprehension) What is the purpose of the missions by *Voyager 1* and *Voyager 2*? (to explore deep beyond our solar system)
2. (Visualising – fact and opinion) What are some sentences in this text that are based more on the author's opinion than on scientific evidence? (*This really must be the most significant journey in the history of space exploration!* p1; *And the result is clear for all of us to see.* p3)
3. (Visualising – cause and effect) How is the information obtained by the space probes relayed back to Earth? (Photographs are taken by the probes and sent back to NASA.)
4. (Visualising – compare and contrast) Why were the space probes launched in 1977? (This date allowed the probes to take advantage of the *slingshot* effect; this meant that they would travel beyond the solar system more quickly as they would travel at a faster speed.)
5. (Visualising – cause and effect) Why have *Voyager 1* and *Voyager 2* been able to travel faster than other spacecraft? (Each time they travelled by one of the giant planets, they took advantage of the *slingshot* effect; so each time their speed was increased.)
6. (Visualising – visual elements) What feature about the photograph of Saturn on page 6 would be of interest to scientists? (Scientists would be interested in the rings around the planet.)
7. (Response) Do you agree with the arguments presented in this text? Why? (various responses)

NELSON LITERACY DIRECTIONS



CARDS – NLDC 6

Ancient Building Techniques

Strategy to Skill

1. (Literal comprehension) What are some examples of famous constructions built using very basic techniques? (the pyramids; Stonehenge; Easter Island statues)
2. (Making inferences – fact and opinion) What clues indicate that this text is based on factual information? (Specific dates are always a good clue that information is factual, because they can be checked for accuracy.)
3. (Making inferences – cause and effect) What made the construction of the pyramids so amazing? (Their construction relied on manual power to move the blocks and haul them into place. There were no machines available for this type of construction at that time in history.)
4. (Making inferences – main points and bigger idea) Aside from moving the actual pieces of stone, what would have been another time-consuming task in building Stonehenge? (A lot of time and effort would have been spent carrying, depositing and removing the dirt beside the vertical pieces so the lintels could be placed in position.)
5. (Making inferences – main points and bigger idea) What do the time and effort taken to build the pyramids and Easter Island statues tell you about the Egyptian and Polynesian people? (They highlight the incredible respect and appreciation that the people had for their culture.)
6. (Making inferences – visual elements) How did the lintels prevent Stonehenge from falling down? (The recesses of the lintels covered the protruding sections of the vertical stones so the pieces were connected.)
7. (Response) How does this text support the adage *Necessity is the mother of invention*? (various responses)