

NELSON LITERACY DIRECTIONS



CARDS – NLD 5

Rap as Poetry

Literal Comprehension

1. What special language effects are often included in raps? (similes and metaphors)

Inferential Comprehension

2. Which words on page 1 suggest that not all rap accompaniments, beats and lyrics are exactly the same? (*usually, often, many*)
3. If the accompaniment for a rap can be *just a beat*, what could be used to create that beat? (a drum, another percussion instrument, body percussion, tapping on a table, or any other rhythmical sound)
4. At the end of 'School Daze Rap', what did the narrator realise? (She had been having a bad dream and she wasn't really at school!)
5. What are the skeletons doing to make the *click, clap, snap* and *chink* sounds of the rap? (The skeletons are dancing in the boneyard to the rhythm of the rap.)
6. Why do you think the illustrations for each of these raps is in cartoon style? (The topics are make-believe, so the pictures can't be realistic.)

Response

7. If you were going to write a rap lyric, what theme are you passionate enough to write about? (various responses)

Celebration for the Queen

Literal Comprehension

1. For how long had Queen Victoria been queen? (60 years)

Inferential Comprehension

2. Which word in the text tells you that the light from the fireworks was spreading into the darkness? (*scattering*)
3. Were the townspeople going to be involved in setting off the fireworks? (No – the firemaster was putting on the fireworks display, so the people would only be watching.)
4. Why do you think the author described the fireworks display as *magic*? (She had never seen fireworks before, so they seemed like magic; she almost couldn't believe what was happening.)
5. Why do you think the townspeople put so much effort into organising a celebration for Queen Victoria? (She was obviously a popular leader, and the townspeople wanted to arrange a special celebration for her Diamond Jubilee.)
6. Do you think all the fireworks pictured would have been made especially for this celebration? (The frame that shows the crown and the words 'Victoria 60 years' would have been, but the Catherine wheels and rockets might not have been as they could have been used for other occasions.)

Response

7. If you were helping to organise the celebration, what else could you have included to make the night memorable? (various responses)

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Designing for Readers

Literal Comprehension

1. Why do schools have educational books? (to teach students to read and to help students find out about different topics)

Inferential Comprehension

2. Which word in the text means *a set of books that belong together?* (*series*)
3. Which person in the publishing team would locate and correct a spelling error in a written text? (the editor)
4. Why might the page proofs have several changes before the final design is accepted? (Several people check the designs and they might have different ideas about how the design should look; sometimes when one element is changed, other elements need to be changed to keep them consistent.)
5. How does the design of a book help make it easier to read and understand the information? (Appropriate photographs, illustrations, maps or diagrams can help to explain what has been written; different fonts can be easier or more difficult to read; the colours used can link with the topic of the book.)
6. On the cover of *A Run of Force and Motion*, why do you think the designer has chosen mainly red and yellow colours? (The text is based on a race in the Sahara Desert, where the climate is extremely hot, so the colours match the topic.)

Response

7. Locate a book you have read recently that appealed to you because of its creative design. Which aspects of the design attracted your attention? (various responses)

Unauthorised Artists

Literal Comprehension

1. What type of artwork does Julian Beaver produce? (He draws pictures on footpaths.)

Inferential Comprehension

2. In the opening sentence, how does the word *so-called* support the author's opinion? (It suggests that the author doesn't really consider graffiti to be art.)
3. How does the author feel about the people who create street art? (The author believes these people are wilfully vandalising property and that they should be stopped.)
4. Why does the author think that drawing on footpaths is a nuisance? (The author believes that footpaths are for walking on, not drawing on, and that the drawings are distracting and potentially dangerous. The author also believes that having someone drawing on the footpath could get in the way of access for pedestrians and could delay people getting to their destinations.)
5. What concern is the author voicing in this text? (The author believes that if street art is not stopped or prohibited, the appearance of the city will be spoilt.)
6. How does Julian Beaver create the three-dimensional effect in his artwork? (He uses darker shades of colour to create the effect of depth.)

Response

7. How do you feel about street art? (various responses)

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Māui and the Taming of the Sun

Literal Comprehension

1. What is the Māori name for New Zealand? (Aotearoa)

Inferential Comprehension

2. Which word tells you that Māui was half god and half human? (*demigod*)
3. What did Māui mean when he told his brothers that Tama-nui-te-rā was mocking them? (He thought that the sun, Tama-nui-te-rā, was laughing at them because he wasn't doing what they wanted.)
4. What time of day is it in the first panel on page 3? (It is just before sunrise, because the brothers are working quickly before the sun rises.)
5. By harnessing and talking to the sun, what strategy did Māui and his brothers use to stop him from moving so quickly across the sky? (They were able to negotiate with the sun to do as they wanted as a trade-off for releasing him.)
6. How has the illustrator shown the strong physiques of the Māori men? (The illustrator has cleverly used shadowing to reveal the muscles on their bodies.)

Response

7. If you were Māui, how would you have solved the problem of the sun streaking across the sky? (various responses)

Messages in Advertising

Literal Comprehension

1. Who is the Rapt deodorant advertisement aimed at? (teenage boys and young men)

Inferential Comprehension

2. What is the meaning of the word *cool* as it is used in this text? (stylish, trendy, fashionable, groovy)
3. What is meant by *They are not "women of action"*? (This implies that the women would prefer to watch the men in action, rather than join in the activity.)
4. How does this advertisement encourage young men to buy Rapt deodorant? (by suggesting those who buy this product are daring and that it will make them appealing to young women)
5. Why do you think advertisers specifically choose males to advertise some products and females to advertise other products? (Some products are portrayed as making the user or wearer attractive to the opposite sex, which can make people want to buy these items.)
6. What safety equipment do rock climbers need to use? (a helmet to protect their head and a safety harness)

Response

7. How effective do you think this advertisement is? (various responses)

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Dances of the World

Literal Comprehension

1. What are some of the ways dances can be different? (They can be performed alone, in pairs or in groups; they can tell a story, or show feelings; they can tell stories about beliefs or events from history.)

Inferential Comprehension

2. Which word on page 2 tells you that the polka is not a slow dance? (*lively*)
3. Do all Indigenous Australian groups perform the same dances? (No – each group has their own collection of dances.)
4. Why would performing the bharata natyam on stage be different to performing the haka on a sports field? (Performing outside may create a different sound and atmosphere, particularly as the bharata natyam is a solo dance, whereas the haka is performed by a large group of dancers.)
5. Why do you think most of the dances are performed to music? (Music helps dancers to keep the correct rhythm; the music can help set the mood of the dance; the music can allow other people to perform the dance as well.)
6. How are the costumes for the ghawazi different to those used in Indigenous Australian dance? (Costumes for the ghawazi are soft and floating; Indigenous Australian dancers wear minimal clothing and decorate their bodies with paint and ochres.)

Response

7. What is your favourite type of dance? Where do you perform it? What do you wear? (various responses)

AKA: Author Pseudonyms

Literal Comprehension

1. What is the real name of the person who wrote *A Series of Unfortunate Events*? (Daniel Handler)

Inferential Comprehension

2. Which two other terms used in the text have the same meaning as *pseudonym*? (*fake* or *“pen” name*)
3. Why might people need to be able to spell an author’s name to buy a book? (To help find the book: when buying from a shop, books are generally organised alphabetically by author; online, you can use the author’s name to search for the book.)
4. Why wouldn’t it be good if an author’s name sounded too much like another author’s name? (A person wanting a book by one author could accidentally buy one written by another author.)
5. Why does the author avoid having a definite opinion about the use of pseudonyms? (The author considers this a personal matter; each author should make an independent decision, and not necessarily be persuaded by the arguments in this text.)
6. What design element in this text helps to show the different arguments for and against the use of author pseudonyms? (The ‘for’ and ‘against’ arguments are presented in separate text boxes.)

Response

7. If you were an author using a pseudonym, what would you choose? Why? (various responses)

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Designing for Film and TV

Literal Comprehension

1. What is a job that all kinds of designers working on a film or TV show do? (All types of designers make decisions about how the design jobs are to be done, including how something is supposed to look or sound, and how to make that happen.)

Inferential Comprehension

2. What is another word that could replace *head* in *head a whole department* on page 2? (lead, control, supervise, rule, direct)
3. On a small-budget film, why might one designer have to do all the designing and building? (There might only be enough money available to pay one designer.)
4. Why might some designers need a lot of time to plan and implement their ideas? (Some films or TV programs require many different effects, sets or costumes, and a lot of time is required to have these ready before filming begins.)
5. What characteristics are most important for a person who designs for film or TV? (It is essential to be well organised, with clear and original thoughts, and to be able to work within a budget and as part of a whole team of workers.)
6. Look at the photographs in this text. What design elements can you see? (costumes, building sets, storyboards, character models)

Response

7. If you were working on a film set as a designer, which area would you most like to be involved in? (various responses)

Currency Lads

Literal Comprehension

1. Where had the ship at the wharf come from? (England)

Inferential Comprehension

2. How are free emigrants different from convicts? (Free emigrants had chosen to come to Australia, but convicts were brought here because they had committed a crime.)
3. Why did the young boy offer to carry the bags for the gentleman? (He hoped that by doing a job for the man he would receive some money in return.)
4. Why did one of the boys say, *Serves him right*? (He thought that the man hadn't been very kind when he had rejected the offer to help carry his bags, so he believed that the man deserved to drop and lose some of his possessions.)
5. What is the moral of this story? (It is always better to be honest, as sometimes other people are watching or listening to what you do.)
6. How can you tell which parts of the written text are being spoken? (The spoken parts are in speech bubbles.)

Response

7. Do you think the woman in the story did the right thing by supporting the boys, or was she interfering? (various responses)

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Letters to the Editor

Literal Comprehension

1. What does Amy Cooper think should happen to zoos? (She thinks they should all be closed down now.)

Inferential Comprehension

2. Which word on page 1 could be replaced by *habitat* without changing the meaning of the text? (*environment*)
3. Why does Amy believe we are not seeing zoo animals living as they would in the wild? (In zoos, animals do not have to get their own food, and they do not have as much space as they do in the wild.)
4. What is Aahil Hussein's main argument in support of zoos? (The main argument is that people can get first-hand experience of animals in a zoo, and therefore learn about the animals.)
5. Why is a newspaper a suitable place to air opinions about this issue? (Newspapers are read by lots of people, and many of them will have an opinion on this subject; the letters page is a convenient and appropriate place for sharing personal comments.)
6. Where do you think these letters are currently being displayed? (possibly on a mobile phone or on a tablet device such as an iPad, as there are symbols at the top to help the reader navigate the pages)

Response

7. With which letter do you agree, and why? (various responses)

How Climates Have Affected Humans

Literal Comprehension

1. How are humans responsible for changing the climate? (by burning fossil fuels; by cutting down forests to clear land for farms and buildings)

Inferential Comprehension

2. Which word in the text is opposite in meaning to *lean*? (*stocky*)
3. How would the lowering of the sea levels have allowed people to cross to other continents? (When the sea levels were low, more land would have been exposed, so people could have walked across the land, or crossed more easily.)
4. Which change in weather conditions enabled humans to become farmers? (The warmer weather that arrived after the ice age ended about 11 000 years ago allowed people to grow crops for food and feed for animals, and thus remain in the one place to begin farming.)
5. What are some of the things we do, buy and use that affect our climate? (use fossil fuels, waste water, clear land, use too much electricity, use too many plastic products)
6. Which two symbols on the map help the reader understand what the map is showing? (The red arrows indicate the direction of migration; the picture shows where the old stone tools that provided new information to scientists were found.)

Response

7. Do you think our lives today are more, or less, affected by the climate than in years gone by? Why? (various responses)

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Best Friends Forever

Literal Comprehension

1. What activities did Kate and Angie enjoy doing together? (They liked drawing pictures, acting in school plays and playing the recorder.)

Inferential Comprehension

2. Which word tells you that Kate looked very comfortable and relaxed when she was skating on the ice? (*gracefully*)
3. What did the teacher mean by *while she settles in*? (This means while Ellie learns her way around, learns the new timetable and gets to know other people at her new school.)
4. Why was Kate unhappy when she realised that Angie and Ellie would be spending time together at the weekend? (She was worried that they would become good friends and she might be left out.)
5. What happens in the story to tell you that Ellie has a nice personality? (She wants to learn new things that her friends are interested in and is not trying to destroy their existing friendship.)
6. What activity do you think the three girls will enjoy doing together? (Playing their musical instruments.)

Response

7. How do you think the friendship among the three girls will develop after a little more time? Why? (various responses)

Migration Long Ago

Literal Comprehension

1. What enabled people long ago to move more freely to new lands? (Thousands of years ago, the land masses were closer together, so people were able to move more easily between them.)

Inferential Comprehension

2. Which word on page 1 suggests that it is not certain that Indigenous Australians came from South-East Asia? (*believed*)
3. Did clans of Indigenous Australians move all around the country, or did they restrict their movements to certain areas? (They only moved around in their own territory and each clan had a certain area in which to hunt.)
4. Why would the Māori people have watched the birds migrate? (By following the birds, the Māori people would have known where to find new lands.)
5. Why do you think the author said *these three groups of people travelled bravely*? (These people left their native homelands and moved to unknown areas, uncertain of what they would find there.)
6. Which group of people in this text was the first to migrate to another country? (The Indigenous Australians began arriving about 50 000 years ago, so they were the first of these groups to resettle.)

Response

7. If you moved to live in another country now, in what ways would it be easier than what these groups of people experienced? (various responses)

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The Age of Discovery

Literal Comprehension

1. Why did people want to trade? (Trade gave them access to goods and services they otherwise might not have been able to get.)

Inferential Comprehension

2. Which word on page 1 means the same as *depended?* (*relied*)
3. Due to the journeys being dangerous, what might have happened to some of the explorers who set sail in search of other lands? (They might not have survived the journey.)
4. What probably encouraged shipbuilders to improve the design of ships during the Age of Discovery? (They may have realised that the explorers needed to have ships that were faster, stronger and safer to travel in over such long distances.)
5. What traits of human beings caused the Age of Discovery to occur? (the desire of people to explore previously unknown places; the courage of people to sail long distances away from their homes)
6. Why are the journeys of each explorer marked in different colours on the map on page 1? (so the reader is easily able to distinguish one explorer's journey from another) What is another way to show this? (different styles of lines: dotted, dashed, combination of long and short dashes)

Response

7. How has the world of today been shaped by the Age of Discovery? (various responses)

Surviving in Unusual Places

Literal Comprehension

1. What are three unusual places in which humans have learnt to survive? (Antarctica, in space and underwater in a submarine)

Inferential Comprehension

2. Which term on page 1 tells you that scientists in Antarctica have people who help them to feel more comfortable in the harsh environment? (*support staff*)
3. How do base camps help to make survival in Antarctica a little more comfortable? (Base camps offer facilities similar to those people experience at home.)
4. What would happen to submariners if they suffered from a fear of confined spaces? (They wouldn't be able to complete their duties; they would feel very apprehensive; they would be a burden to other submariners.)
5. How do you think people are selected to work in unusual places? (They would have to do training and perform tests to see if they are suitable candidates.)
6. Why are submarines an important method of transportation during wartime? (They can move around underwater without being seen by the enemy.)

Response

7. Which of these three unusual places would you most and least like to experience? (various responses)

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A Very Strange Night

Literal Comprehension

1. In World War I, which were some of the countries that made up the *Allied Forces*? (The Allied Forces included Great Britain, Australia and New Zealand, as well as the Arab Forces.)

Inferential Comprehension

2. Which word suggests that Damascus would soon be taken into the hands of the Allies? (Damascus would soon *fall*.)
3. What did the Turks think would happen if the Arabs caught up with them? (The Turks believed they would all be killed by the Arabs.)
4. Why didn't the Australians attack the Turks? (The Australians did not feel confident that the Arabs would support them, and thought that they would have to do all the fighting with little advantage to them.)
5. Why do you think the Australian and Turkish soldiers decided to share their food and trenches for the night? (The Australian and Turkish soldiers had a mutual respect, and both sides thought the Arabs were untrustworthy, so the Australians stayed with the Turks and protected them until the Turks could safely surrender in the morning.)
6. What is the purpose of the timeline running along the bottom of pages 2–3? (The timeline summarises the significant events in World War I.)

Response

7. If you were an Australian soldier at this time, how would you have felt about sharing the night with the enemy? (various responses)

Megacities

Literal Comprehension

1. How is a *megacity* defined? (A megacity is a city that has a population of more than 10 million people.)

Inferential Comprehension

2. What does the author mean by the term *lose out*? (This means that small towns become disadvantaged, or have fewer benefits, because they are not as big as the megacities.)
3. Why might some people want to move out of a megacity? (Some people like the quieter life of a smaller town; older people may want to retire to a smaller centre; some people prefer to live in a country area to raise their family.)
4. How are jobs created in a megacity? (People move to the megacity to find jobs, meaning that more facilities are required to support the population; more businesses grow from this, and thus even more jobs are created.)
5. What considerations would a family have before making the decision to move to a megacity? (availability of employment; cost of living; availability of suitable housing; availability of recreational activities)
6. In which hemisphere are most of the world's megacities located? (in the northern hemisphere)

Response

7. What do you think is the greatest disadvantage of many people living close together in a megacity? (various responses)

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Cyclone!

Literal Comprehension

1. At what time of day did Cyclone Vasi hit Queensland? (at midnight)

Inferential Comprehension

2. Which words tell you that a category 5 cyclone is the worst? (*most severe*)
3. Which sentence on page 1 means the same as *A lot of heavy rain caused major flooding?* (*Torrential rain caused substantial flooding.*)
4. How do people benefit from huddling together in a storm? (It helps to keep them warm; they can comfort each other; they know that other family members are safe; they can keep pets close at hand.)
5. How did Ethan's reaction compare with that of Carla the storm chaser? (Ethan thought the whole experience was very frightening, but Carla enjoyed the ferocity and strength of the storm.)
6. Where do you think the paragraph *Yasi Devastates Coast* has come from? What clues are there? (This looks like an extract from a newspaper report. It shows the date at the top and reports on when and where the cyclone struck, and how it affected people.)

Response

7. If you were trapped in your house in a severe storm, what would you be most concerned about? (various responses)

Billy the Frog

Literal Comprehension

1. Why was Billy uncertain that he was a frog? (He didn't have any legs, so he wasn't like all the other frogs.)

Inferential Comprehension

2. What does it mean to say that the pollution had made the creek *foul*? (It means the water was offensive to the senses; revolting.)
3. What does Billy mean when he says, *as soon as I get the hang of hopping with these things*? (He means when he gets used to hopping using his new legs.)
4. What does Billy think is the reason he hasn't grown legs? (He thinks the polluted environment where he lives is causing his legs not to grow.)
5. What was really happening to Billy throughout this story? (He was going through the natural stages of the tadpole-to-frog life cycle.)
6. How has the illustrator made each of the frog characters easily identifiable? (He has given them human characteristics such as clothing, hair, ribbons and glasses.)

Response

7. Why do you think Billy's mother was not concerned about him not having legs? (various responses)

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The Best Cooked Potato

Literal Comprehension

1. What was the fork used for in the experiment with the microwave oven? (to make small holes in the potato to allow the steam to escape, and to check if the potato was cooked properly)

Inferential Comprehension

2. What helped the children decide which was the best way to cook potatoes? (The best way depended on whether they preferred steamed, baked or boiled potatoes.)
3. What is meant by the sentence *Annie gave it another minute?* (This means Annie cooked the potato for another minute in the microwave.)
4. Which cooking method would be best if you preferred baked potatoes? (A conventional oven is best for baking potatoes.)
5. How could you measure which method of cooking people liked most? (You could conduct a survey asking a large group of people which method they preferred, and graph the results or present them in a table.)
6. Which of the cooking methods used the most power? (the conventional oven)

Response

7. Which of these three ways do you prefer potatoes to be cooked? (various responses)

Asteroid, Meteoroid and Comet Facts

Literal Comprehension

1. What are asteroids and meteoroids mostly made of? (rock)

Inferential Comprehension

2. What is a word that could replace *remnants* on page 1? (leftovers, fragments, remains, traces, scraps)
3. Where is the asteroid belt located? (between the planets Mars and Jupiter)
4. After the year 2061, when will Halley's comet come past Earth again? (around the year 2137)
5. Why are scientists interested in learning about asteroids, meteoroids and comets? (Scientists want to learn more about our solar system; they want to know if any of these objects are likely to collide with Earth.)
6. Why is the comet's elliptical orbit at the bottom of page 2 a drawing, not a photograph? (It is not possible to photograph an orbit around the Sun, as it is not visible.)

Response

7. If you could work in the field of astronomy, what would you like to investigate? (various responses)

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CARDS – NLD 5

The Mechanics of Movement

Literal Comprehension

1. What factors can affect the way an object moves? (how heavy the object is, the type of surface it moves on, how it moves and where the object is)

Inferential Comprehension

2. Which word in the text has a similar meaning to *motion*? (*movement*)
3. With the same amount of force, which object would accelerate more quickly: a tennis ball or a soccer ball? (the tennis ball, because it is smaller and lighter)
4. According to Newton's first law of motion, what type of force could affect a moving object? (Pushing or pulling the object will change the way it moves.)
5. Why do you think the laws of motion discovered by Sir Isaac Newton are still studied today? (These laws were based on observation and they still apply because they are true.)
6. Why are selected words in the text written in bold? (These are the words included in the glossary on p4.)

Response

7. Where can you see examples of Newton's laws of motion in operation? (various responses)

Charles Darwin: The *Beagle* and Beyond

Literal Comprehension

1. Where did Charles Darwin go to conduct much of his research? (to places that had not been studied before)

Inferential Comprehension

2. On page 2, which word has been used that means the same as *maps*? (*charts*)
3. Which sentence on page 2 tells you that conditions on the ships were not very comfortable? (*During that time he lived and worked in small, cramped quarters on the ship.*)
4. If the seashells were found high up in the mountains, what other theory could explain this, apart from the land rising? (It could also mean that the sea level was dropping.)
5. How could you summarise the work of Charles Darwin? (Charles Darwin was a scientist who presented scientific evidence showing that plants and animals can adapt to their environment.)
6. Look at the map on page 2. Which countries did Charles Darwin sail to or near? (England; countries in South America; Galapagos Islands, part of Ecuador; Tahiti; Australia; New Zealand)

Response

7. If you were Charles Darwin, living in our modern society, apart from writing a book, how else could you promote the results of your work? (various responses)

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How a Camera Works

Literal Comprehension

1. What are three places in which you might find a camera? (Answers may vary, including in a mobile phone, tablet device, computer and in public areas.)

Inferential Comprehension

2. Which word on page 3 tells the reader that the colours red, blue and green are mixed to make millions of other colours? (*combine*)
3. If a camera did not have a lens, what might the photographs look like? (The photographs might be blurry and out of focus.)
4. Why are cameras not considered to be *specialised* equipment anymore? (Cameras are very common now; they are inexpensive to purchase and many people have one, so they are not regarded as 'special'.)
5. How do the instructions on making a pin hole camera help with understanding how a camera works? (They reinforce and simplify the way a camera works so it is easier for the reader to understand.)
6. Which part of a camera performs the same basic function as the retina in the human eye? (the sensor)

Response

7. Do you use a camera? If so, what do you mainly use it for? (various responses)

Space Probes

Literal Comprehension

1. Where are space probes sent? (Some are sent to orbit Earth or the Moon; others go further into space to study other planets and galaxies.)

Inferential Comprehension

2. Why do you think the word *probe* has been used for this type of spacecraft? (Probe means to investigate, research, inquire, examine or explore, and this describes the work of a space probe.)
3. Why does the author say that humans *dare not* go to some places in space? (We do not know about the environment or conditions, and it could be extremely dangerous to venture there.)
4. Why can space probes be successful even though they are quite small? (The equipment they carry to perform their tasks is quite compact; they don't need to be large enough to hold people and the equipment that would be needed to support them.)
5. How successful do you feel the use of space probes has been to date? (A great deal of information about previously unknown places has been learnt through the work of space probes.)
6. Look at the photograph on page 3. What do you think might create the different colours in the rings around Saturn? (Possibly, different substances such as ice, dust and rocks show up as different colours.)

Response

7. Do you feel that space exploration is a good or bad use of time and/or money? Why? (various responses)

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CARDS – NLD 5

How the Human Body Works

Literal Comprehension

1. What is the basic unit of all living things? (*cells*)

Inferential Comprehension

2. What is a word that could replace *transfers* on page 2, without changing the meaning of the sentence? (*sends, transmits, transports, conveys*)
3. Which major organs receive protection from the skeleton? (The lungs and heart receive protection from the ribs, the brain from the skull, the liver from the pelvis.)
4. What might happen if there was a breakdown of the nervous system? (Because the nervous system controls all movement and thoughts, other body functions would be impaired if the nervous system stopped working properly.)
5. Why are very small parts of the body, such as cells, known as *building blocks*? (They form bigger and bigger structures that work together for the human body to function; this is similar to the way a building is made up of different materials, all of which are required to make the building complete.)
6. Why does the image of the red blood cells need to be magnified? (Red blood cells are too small to be seen with the naked eye.)

Response

7. Which body system do you think is the most important? Why? (various responses)