

D ADVICE FOR WORKSHEET

Worksheet	Objectives	Notes to Teacher	Comprehension Strategies	Optional Activities
1. The Clever Judge	<ul style="list-style-type: none"> Analyse and extract information from a folk tale to answer literal, inferential and applied questions. Predict the responses of characters in a folk tale. Make connections with events in a folk tale and his/her own life. Make comparisons between characters in a folk tale and people in his/her own life. 	Discuss the role of the judge in a court. Discuss who might act as a 'judge' in a school or at home.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Sequencing details Making inferences Scanning for specific information Comparing and contrasting 	<p>Collections of folk tales from around the world can be found in the following books:</p> <p>'Folk Tales and Fables' series by Robert Ingpen and Barbara Hayes</p> <p>'Rich Man, Poor Man, Beggarman, Thief: Folk Tales from Around the World' by Marcus Crouch</p> <p>'The Young Oxford Book of Folk Tales' by Kevin Crossley-Holland</p>
2. What's On	<ul style="list-style-type: none"> Analyse and extract information from an information report to answer literal, inferential and applied questions. Predict what television shows will be about. 	Teachers may need to read some of the information with the students, particularly if the students are not familiar with texts such as schedules.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Making inferences Scanning for specific information 	<ul style="list-style-type: none"> Students should read texts with this format, such as movie programme schedules, schedule of activities at a particular event, term/semester schedules for schools etc. Students may record their home activities in a timetable format and share them with the class.
3. Three Fables	<ul style="list-style-type: none"> Analyse and extract information from a fable to answer literal, inferential and applied questions. Make connections between an animal character in a traditional fable and a human character of his/her own age to write a new fable. Use synthesis to write a new fable with the same moral as a traditional fable. 	<ul style="list-style-type: none"> Ensure that the students understand the meaning of each moral before they begin the activities in 'Try This'. A discussion of question 2(b) would be an ideal way to do this. Depending on the ability of the class, teachers may find it beneficial to discuss possible storylines for 'human' fables before the students begin the activities in 'Try This'. Teachers should request that the students give their characters fictitious names. This will help to avoid any animosity or hurt feelings if a student intends to base a character on a class member. 	<ul style="list-style-type: none"> Using prior knowledge Recalling main ideas and key details Making inferences Scanning for specific information Drawing conclusions 	Find fables on the Internet by typing 'Aesop's Fables' into a search engine. Other well-known authors of fables include Phaedrus, Babrius, Bidpai and de France.

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4. Scones	<ul style="list-style-type: none"> Analyse and extract information from a procedure to answer literal, inferential and applied questions. Use sensory imaging to describe what he/ she would hear, touch, smell and taste while making a recipe. 	Before the students work on 'Try This', teachers should instruct them to close their eyes to help them imagine what they would sense while making the scones.	<ul style="list-style-type: none"> Using prior knowledge Sequencing details Making inferences Scanning for specific information 	<ul style="list-style-type: none"> There are many books containing collections of recipes suitable for children. Recipes can also be found on the Internet by typing in 'recipes children' or the name of a recipe into a search engine. Some simple recipes for children may be found in: 'Cool Kids Cook' by Donna Hay 'How to Teach kids to Cook' by Gabriel Gate 'Donna Hay Magazine' – Kids issue 'There's a Chef in My Soup!' by E Lagasse 'Hocus-pocus Magical Cookbook' by D Boundy
5. Back to Sivrax	<ul style="list-style-type: none"> Analyse and extract information from a science fiction narrative to answer literal, inferential and applied questions. Make connections between his/her own feelings and those of a fictional character. Predict the next event to take place in a science fiction narrative. 	Before the students work on 'Try This', the class could brainstorm a list of things they would like to know about moving to another planet and what they might miss about living on Earth.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Making inferences Scanning for specific information Drawing conclusions 	<ul style="list-style-type: none"> Some science fiction novels for children include: 'Computer Nut' by Betsy Byars 'Animorphs Series' by K A Applegate 'My Teacher is an Alien' by Bruce Coville
6. Enid Blyton	<ul style="list-style-type: none"> Analyse and extract information from a biography to answer literal, inferential and applied questions. Make connections with the characters in a series of books. Use synthesis to build up knowledge of particular characters in a series of books. 	Explain any unfamiliar vocabulary. Bring together a collection of Enid Blyton series and discuss the regular characters in each.	<ul style="list-style-type: none"> Using prior knowledge Making inferences Scanning for specific information 	<ul style="list-style-type: none"> Complete a 'family tree' for a chosen series of Enid Blyton Books. Choose a character from a series and write a detailed description. Make a class list of all the books in each series and as the students complete each one, they record their opinions on a simply-designed book review sheet.

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7. A Threat to Polar Bears	<ul style="list-style-type: none"> Analyse and extract information from a report to answer literal, inferential and applied questions. Make connections between human-caused changes to the environment and the natural world. Use synthesis to understand and learn more about the effects of environmental change on a chosen animal. 	<ul style="list-style-type: none"> Explain any unfamiliar vocabulary. Show the Arctic on a globe or map of the world. If possible, show a video of polar bears in their natural habitat. Help students to visualise the knock-on effect global warming has on the polar bear population. 	<ul style="list-style-type: none"> Using prior knowledge Sequencing details Scanning for specific information Distinguishing between cause and effect 	<ul style="list-style-type: none"> Write a project entitled, 'A Year in the Life of a Polar Bear'. On a map of the world, students highlight major areas where environmental change has had a detrimental effect on fauna and flora. Consider ways in which students might help to stem the tide of environmental damage in the country.
8. Little John	<ul style="list-style-type: none"> Analyse and extract information from a play to answer literal, inferential and applied questions. Compare and make connections between the moods of the characters in a play and how they respond to different stimuli. Use synthesis to plan and write a short play, including background and directions, following the format of the text. 	<ul style="list-style-type: none"> Explain any unfamiliar vocabulary. Provide a brief account of the legend of Robin Hood. When reading the text, highlight the background and the directions in brackets. Explain their purpose. Discuss the different moods of Robin and the stranger throughout the text. Allow students to make notes and a draft copy of their conversations before completing 'Try This'. 	<ul style="list-style-type: none"> Using prior knowledge Using contextual clues Sequencing details Making inferences Scanning for specific information Drawing conclusions 	<ul style="list-style-type: none"> Read, review and act out short plays. Research the legend of Robin Hood. Compile a 'family tree' of the members of the band of Merry Men, indicating where they came from and under what circumstances they joined the band.
9. Lost	<ul style="list-style-type: none"> Analyse and extract information from a horror narrative to answer literal, inferential and applied questions. Use sensory imaging to connect with a character in a text. Predict the ending of a horror story. 	<p>Ask students if they have read other horror stories. What do the students think the criteria are for a horror story? Make a list on the board.</p>	<ul style="list-style-type: none"> Using prior knowledge Making predictions Recalling main ideas and key details Sequencing details Making inferences Scanning for specific information Categorising and classifying given details 	<ul style="list-style-type: none"> Students can compile lists of authors of horror stories and the titles of the books such as the 'Goosebumps' series by RL Stein. Students can write a horror story that uses the five senses to describe how a character is feeling or the setting he/she finds himself/herself in.

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10. Mystery in the Night	<ul style="list-style-type: none"> Analyse and extract information from a mystery to answer literal, inferential and applied questions. Use sensory imaging to set the scene of a story. Determine the important features of a description. 	Explain that visibility is diminished in foggy conditions. Show pictures or footage of foggy conditions if possible.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Sequencing details Making inferences Scanning for specific information Comparing and contrasting Drawing conclusions 	<ul style="list-style-type: none"> Research other animal species that are threatened by poaching and baiting. Make a class collection of mystery stories from a range of authors. Read stories involving the relationships between people and animals such as: <ul style="list-style-type: none"> 'Black Beauty' by Anna Sewell 'In Flanders Fields' by Norman Jorgensen 'One Unhappy Horse' by CS Adler 'Saving Lilly' by Peg Kehret 'Star in the Storm' by Joan Hiatt Harlow
11. The New Girl	<ul style="list-style-type: none"> Analyse and extract information from a humorous narrative to answer literal, inferential and applied questions. Use sensory imaging to describe how he/she might feel about and react to situations experienced by a fictional character. Make connections between the feelings and reactions of a fictional character and his/her own feelings and reactions. 	After the students have completed the activity in 'Try This', they could try role-playing the different situations with a partner or small group.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Making inferences Scanning for specific information Comparing and contrasting Drawing conclusions 	Read humorous books by authors like Paul Jennings, Roald Dahl and Andy Griffiths.
12. The Story of Gelert	<ul style="list-style-type: none"> Analyse and extract information from a legend to answer literal, inferential and applied questions. Determine importance of events within the story. Use sensory imaging to illustrate the story. 	Work through the key points of a well known story, such as 'Snow White', to explain how the story might change if one or more key points were left out or changed.	<ul style="list-style-type: none"> Using prior knowledge Using contextual clues Making inferences Skimming for the main idea Scanning for specific information 	<ul style="list-style-type: none"> Look for other stories where students can identify with the actions of the characters and where an animal proves to be a loyal friend. Research on the Internet for legends from around the world. Record references from literature which indicate how places gained their names.

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13. The Journal of Kublai Khan	<ul style="list-style-type: none"> Analyse and extract information from a journal to answer literal, inferential and applied questions. Determine and use the important information in a journal entry to complete a table. 	<ul style="list-style-type: none"> Cambaluc is the city now called Beijing. Myanmar is the republic bordered by Thailand, Laos, China and Bhutan; it is also called Burma. Explain any unknown words to the students. They need not completely understand words such as 'Yuan' except to know that it is the name of a dynasty. Interested students may look up names such as Mongol in the dictionary or on the Internet. An atlas may help students to understand the region that is being discussed and will assist in completing 'Try This'. 	<ul style="list-style-type: none"> Using prior knowledge Making inferences Scanning for specific information Drawing conclusions Interpreting and integrating information from a variety of sources 	<ul style="list-style-type: none"> Students keep a weekly journal of school and home activities. Read stories such as 'The Adventures of Tom Sawyer' and 'The Adventures of Huckleberry Finn', which detail events in the lives of the main characters. Students keep an art journal.
14. Letters for a Purpose	<ul style="list-style-type: none"> Analyse and extract information from three letters to answer literal, inferential and applied questions. Scan the text to locate specific information. Synthesise information from the text to deduce its purpose and style. 	<ul style="list-style-type: none"> Ask the students if they write letters and to whom they write them. Discuss the difference between formal and informal language. <ul style="list-style-type: none"> Formal letters – follow rules <ul style="list-style-type: none"> include personal information such as address, phone number, email formal ending such as 'Yours sincerely' or 'Yours faithfully' use formal language ('have not' rather than 'haven't', etc.) no exclamation marks include full names and the author's signature Informal letters – include first names <ul style="list-style-type: none"> can include shortened words (I'd, can't, etc.) can use exclamation marks friendly style 	<ul style="list-style-type: none"> Using prior knowledge Making inferences Scanning for specific information Comparing and contrasting Analysing organisational patterns in a text Drawing conclusions 	<ul style="list-style-type: none"> Discuss with the class the use of emails instead of handwritten letters. Students can create a survey asking others such as teachers, siblings, parents and grandparents, etc. what they think of using emails instead of handwritten letters. Students can compile their data and present their findings to another class.

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15. Concert 'All-Round Disappointment'	<ul style="list-style-type: none"> Analyse and extract information from a review to answer literal, inferential and applied questions. Scan a text to find information to complete a list of facts. Determine the importance of information in a text so as to write from a fictional character's point of view. 	After the students have completed the questions in 'Try This', they could write a positive review of the band's next performance.	<ul style="list-style-type: none"> Using prior knowledge Scanning for specific information Comparing and contrasting Drawing conclusions 	Weekend newspapers and the Internet are excellent sources of concert and other reviews.
16. Fairies in the Garden	<ul style="list-style-type: none"> Analyse and extract information from a fantasy text to answer literal, inferential and applied questions. Scan text to find specific words and clues to help write definitions. 	When completing the table in 'Try This', encourage students to read the sentences around each word when looking for clues.	<ul style="list-style-type: none"> Using prior knowledge Using contextual clues Making inferences Scanning for specific information 	Suggest that students: <ul style="list-style-type: none"> type 'fairies in fantasy tales' into a search engine to find a range of 'fairy stories' design posters for current school activities use a poster as a prompt to present a mini-topic on a chosen subject
17. Teachers on Television	<ul style="list-style-type: none"> Analyse and extract information from a newspaper article to answer literal, inferential and applied questions. Use synthesis to plan and write an email based on the information contained in a newspaper article. 	Students who wish to write longer emails could do so on a separate sheet of paper.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Sequencing details Making inferences Scanning for specific information Identifying the purpose and audience of text read or viewed 	Collect articles from newspapers and the Internet. Use them as examples to help the students write their own articles.

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18. The Princess and the Mouse	<ul style="list-style-type: none"> Analyse and extract information from a fairy tale to answer literal, inferential and applied questions. Identify the setting, characters, main events and themes contained in a fairy tale. Compare the main elements of two fairy tales. 	Before the students complete the activity in 'Try This', the class could make a list of all the fairy tales they know and write keywords to describe their settings, characters, main events and themes.	<ul style="list-style-type: none"> Using prior knowledge Sequencing details Making inferences Scanning for specific information Comparing and contrasting Identifying problem-solution in a text 	<ul style="list-style-type: none"> Read other fairy tales and fractured fairy tales such as: 'Snow White in New York' by Fiona French 'Princess Smartypants' by Babette Cole 'The Paperbag Princess' by Robert Munsch 'Revolting Rhymes' by Roald Dahl 'Legally Correct Fairy Tales' by David Fisher A range of fairy tales from other countries can be found on the Internet by typing 'fairy tale' and the name of the country into a search engine.
19. Ghost Train Adventure	<ul style="list-style-type: none"> Analyse and extract information from an adventure narrative to answer literal, inferential and applied questions. Describe the events in a narrative from a character's point of view. Make connections between the decisions made by the characters in a narrative and his/her own decisions. 	In addition to the decisions used in 'Try This', the other decisions made by Hayden and Jenna (hiding behind the rock and running when the men spotted them) could also be discussed. The students could try rewriting the story with the characters making different decisions to find out what effects these changes have on the plot.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Sequencing details Making inferences Scanning for specific information Comparing and contrasting Identifying problem-solution in a text 	Read other adventure series. 'Redwall' series by Brian Jacques 'Chronicles of Narnia' by C S Lewis 'A Series of Unfortunate Events' by Lemony Snicket

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20. Hina, Maui and the Captured Sun	<ul style="list-style-type: none"> Analyse and extract information from a poem to answer literal, inferential and applied questions. Paraphrase information in a poem. 	<ul style="list-style-type: none"> This Hawaiian legend concerns the demigod, Maui, and his mother, the lovely goddess, Hina, who was renowned for the beautiful bark cloth (kapa) she made. In this legend, Maui also took his magic club and paddle to assist him to accomplish his task. Due to the space available for this poem, it has not been stated how parts of each leg of the Sun were broken off when clubbed by Maui's magic club. Kapa was a cloth produced in Hawaii and the Polynesian islands. It was a beautiful cloth, decorated with figures and stripes. Kapa was used to wrap babies, for clothing or blankets, cut into strips to decorate the arms legs and hair, to decorate idols and even to construct towers to house the gods. Because the process was very labour intensive and time consuming, kapa today is considered a rare and treasured artefact. The activities in 'Try This' aim to illustrate student comprehension of the format and content of a poem rather than just the content of the story itself. 	<ul style="list-style-type: none"> Using prior knowledge Using contextual clues Making predictions Making inferences Scanning for specific information Comparing and contrasting 	<ul style="list-style-type: none"> Students may write well-known legends in their own words or attempt to write them in poetry form. Read a small section of an epic poem such as 'The Odyssey' to the students. Students research to find other myths or legends written in poetic form.
21. Elf Boy Meets Superman®	<ul style="list-style-type: none"> Analyse and extract information from a humorous narrative to answer literal, inferential and applied questions. Make predictions about a narrative and use these to plan a role-play. 	Once the students have presented their role-plays, they could use the ideas to write narratives that continue the story of Eden and Josh.	<ul style="list-style-type: none"> Making predictions Sequencing details Making inferences Scanning for specific information Comparing and contrasting Categorising and classifying given details Identifying problem-solution in a text 	Read humorous books by authors like Paul Jennings, Roald Dahl and Andy Griffiths.

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22. The Children of Lir	<ul style="list-style-type: none"> Analyse and extract information from a folk tale to answer literal, inferential and applied questions. Determine the importance of particular events within the text. Make connections between characters to create a family tree. 	<ul style="list-style-type: none"> When reading the text, students may be encouraged to consider the story from each character's position. Completing the family tree in 'Try This' will clarify the relationships among the characters as information presented in graphical form is more visual and obvious. 	<ul style="list-style-type: none"> Using prior knowledge Sequencing details Making inferences Scanning for specific information Categorising and classifying given details Drawing conclusions 	<p>Suggest that students:</p> <ul style="list-style-type: none"> research other Celtic folk tales from Ireland, Wales, Scotland, Cornwall in England and Brittany in France. locate real places mentioned in tales on a map of the abovementioned Celtic regions. research Celtic place names (For example, 'Erin and Albain are the Celtic names for Ireland and Scotland'.)
23. The Mystery of the Locked Door	<ul style="list-style-type: none"> Analyse and extract information from a mystery to answer literal, inferential and applied questions. Make connections between a text and the conventions of the mystery genre to plot a chapter. 	<ul style="list-style-type: none"> Before students complete the activity in 'Try This', teachers could hold a class discussion on mystery novels or stories the students have read and ask them to describe their plots. After the students complete the activity, they can try writing their chapters on a separate sheet of paper. 	<ul style="list-style-type: none"> Making predictions Sequencing details Making inferences Scanning for specific information Comparing and contrasting Making simple generalisations 	<p>Read other mystery titles like:</p> <ul style="list-style-type: none"> 'Antonio S and the Mystery of Theodore Guzman' by Odo Hirsch 'Emily Eyefinger' series by Duncan Ball 'Encyclopedia Brown' series by Donald J Sobol 'The Roman Mysteries' series by Caroline Lawrence
24. Class Timetable	<ul style="list-style-type: none"> Analyse and extract information from a class timetable to answer literal, inferential and applied questions. Make connections and compare timetabled information with own experiences. Formulate literal, inferential and applied questions. 	<ul style="list-style-type: none"> Students are asked to reflect on the purposes and range of different timetables. They should be aware of how accessible information is when presented in this format. In 'Try This', students need to formulate literal, inferential and applied questions. The different types of questions in the text may aid their understanding of the different questions. One way of conceptualising these differences is: <ul style="list-style-type: none"> Literal – the answer is 'right there' in the text. Inferential – the reader is required to 'read and think'. Applied – the reader is 'on his/her own' and required to think and make judgments based on personal experiences. 	<ul style="list-style-type: none"> Using prior knowledge Sequencing details Making inferences Scanning for specific information Drawing conclusions 	<ul style="list-style-type: none"> Collect examples of different timetables and list similarities and differences. Students write descriptive text to provide the same information given in a section of a timetable and compare the two in terms of ease of retrieval and presentation time.

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25. Don't Count Your Chickens	<ul style="list-style-type: none"> Analyse and extract information from fables to answer literal, inferential and applied questions. Determine the important features of fables and use these to write his/her own modern fable. 	Students can write a modern fable with a different moral such as 'Honesty is the best policy', 'A stitch in time saves nine', etc.	<ul style="list-style-type: none"> Using prior knowledge Using contextual clues Sequencing details Making inferences Scanning for specific information Distinguishing between cause and effect Comparing and contrasting Categorising and classifying given details 	Find fables on the Internet by typing 'Aesop's fables' into a search engine. Other well-known authors of fables include Phaedrus, Babrius, Bidpai and de France.
26. Irish Legends	<ul style="list-style-type: none"> Analyse and extract information from a report to answer literal, inferential and applied questions. Scan text to locate keywords and phrases and main ideas. Determine the importance of information within a text by writing a main idea statement. 	Before completing 'Try This', students could highlight keywords and phrases in the text to help them complete the table and explain the main idea for each legend. Students could compare their statements and determine those which accurately described the main idea.	<ul style="list-style-type: none"> Using prior knowledge Making predictions Making inferences Skimming for the main idea Scanning for specific information Drawing conclusions 	<ul style="list-style-type: none"> Students can report two other Irish legends, 'The Wearing of the Green' and the 'Claddagh Ring'. If students are interested in Irish legends and mythology, the much-loved Irish fairy tale, 'The Children of Lir', can be found in worksheet 22.