D ADVICE FOR WORKSHEET

	Worksheet	Objectives	Notes to Teacher	Comprehension Strategies	Optional Activities
1.	Water World	• Analyse and extract information from a fantasy narrative to answer literal, inferential and applied questions. • Predict the actions of characters based on background knowledge and information provided in the text. • Compare and make connections within the text and between the text and himself/herself.	Students may be better able to understand the activities presented in 'Try This' if they have opportunities to discuss the problems and possible solutions in small groups.	• Using prior knowledge • Making predictions • Making inferences • Scanning for specific information • Identifying problem-solution in a text	• Brainstorm to list factors that may have contributed to such a major environmental disaster. • Compile a list of characters from fantasy books and films. Identify any of their non-human characteristics and classify these characters as 'good' or 'evil'. • Discuss the effectiveness of leaving 'what happens next' to the reader's imagination.
2.	The Rocket Builder	• Analyse and extract information from an autobiography to answer literal, inferential and applied questions. • Make predictions about the responses of a number of characters in a text. • Make comparisons between the text and himself/herself.	The character, Jake Gilligan, is fictional. However, the autobiography was based on a real person — Homer Hickam. Homer grew up in Coalwood, USA, and started to build rockets as a boy with his friends. He went on to become an engineer for NASA.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information • Comparing and contrasting	• Students use a search engine such as 'google' to find out about the life of a person who interests them. Students write a profile about the person they have researched. • Watch the movie 'October Sky' and make comparisons between the character Homer Hickam and the autobiography of Jake Gilligan.
3.	The Golden Fish	• Analyse and extract information from a folk tale to answer literal, inferential and applied questions. • Predict the conversation of two characters based on information provided in the text. • Scan text to identify main messages. • Compare and make connections between the text and the student's own life to create a role-play.	• 'The Golden Fish' is a folk tale that is believed to have originated in Russia. Some of the messages in the story are: – Be kind to others. – Appreciate what you have. – Don't expect more than you should. – Be humble. – Live simply.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information • Comparing and contrasting • Drawing conclusions	• There are many websites dedicated to folk tales. Students can use a search engine such as 'google' to find and read more examples of folk tales. • Students perform their role-plays to another class. After the role-play, ask the audience if they know what the 'message' of the play was.

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4.	Princess Bella and the Frog Prince	• Analyse and extract information from a fairy tale to answer literal, inferential and applied questions. • Predict information about a character and consider own choices if one is in a similar situation. • Make connections between a text and a well known fairy tale to synthesise the conventions of the fairy tale genre.	Before completing the activities, students may benefit from reading or discussing a range of fairy tales and comparing common character traits, magical happenings or beings, the beginning/endings of the stories, talking animals or disguises.	• Using prior knowledge • Making inferences • Scanning for specific information • Comparing and contrasting	Read other fairy tales and fractured fairy tales such as: 'Snow White in New York' by Fiona French 'Princess Smartypants' by Babette Cole The Paper Bag Princess' by Robert Munsch 'Revolting Rhymes' by Roald Dahl 'Legally Correct Fairytales' by David Fisher
5.	Petrified Wood	• Analyse and extract information from a horror narrative to answer literal, inferential and applied questions. • Make connections between the text and his/her own experiences. • Predict how a character will react to a specific object when the setting changes from night to day.	For the activities in 'Try This', students complete sentences describing any personal connections they made to the text. These connections may have occurred due to: staying overnight at a relative's or neighbour's house without other family members present, sleeping in a room with an eerie object at the window, being afraid of something, causing them to become afraid of something that is actually not very scary in a different context, etc.	• Using prior knowledge • Making predictions • Making inferences • Scanning for specific information • Comparing and contrasting	• Students compile lists of authors of the horror genre and titles such as the 'Goosebumps' series by RL Stein. • Students draw or paint a picture of the tree described in the story. They write a poem describing its spooky features.
6.	Braille	• Analyse and extract information from an explanation to answer literal, inferential and applied questions. • Make connections between his/her own ideas and new information presented in a text to plan a speech. • Determine the importance of information contained in a text.	Before the students complete the activities in 'Try This', teachers should emphasize that their ideas are to be written in note form. The students must either present their speeches using as much eye contact as possible or present them entirely from memory.	• Using prior knowledge • Making inferences • Scanning for specific information	Encourage the students to read a range of nonfiction texts. Internet search engines specially for children will also show a range of explanation texts online.

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7. Lone Survivor	• Analyse and extract information from a journal to answer literal, inferential and applied questions. • Scan text to identify relevant events. • Make connections between text and a character's emotions. • Compare similarities and differences between interpretations of text. • Predict the next entry in a journal.	• After students have read the journal, they may be interested to know the following details about that ordeal. Unknown to Mawson and Mertz, toxic levels of vitamin A in the livers of the dogs they were forced to eat was the cause of them becoming ill: they were slowly being poisoned. The ship that was to take the expedition back to Australia was forced to leave before the ocean froze over, not long before Mawson made it back to base camp. It could still be seen on the horizon and the six men who had stayed behind in the hope of rescuing Mawson and his men, plus Mawson, had to wait until the following December to return. • Before completing Question 1 in 'Try This', students could highlight keywords and phrases to identify various incidents that occurred in the journal before deciding on the emotion felt by Mawson. Different pairs of students may interpret a particular incident as depicting a different emotion. For example, Mawson could have felt panic or despair when he realised that Ninnis had fallen into the crevasse. • Discuss how the journal is written in the present tense before students write their own entry for Question 3 in 'Try This'.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information • Drawing conclusions	• Students can use the Internet or locate nonfiction books in the library to discover more about Sir Douglas Mawson's expeditions to the Antarctic and his life in general. • Other famous polar explorers include Roald Amundsen, Robert Scott, Robert E Peary, Richard Byrd, Sir Ernest Henry Shackleton and Sir James Clark Ross.

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8.	Sir Donald Bradman	• Analyse and extract information from a biography to answer literal, inferential and applied questions. • Scan a text to locate specific details. • Compare a character in a text with others and himself/herself. • Make connections between a text and himself/herself.	• A biography is an account of a person's life written by someone other than that person. • Before completing the activity, ask the students to brainstorm any prior knowledge they may have about the late Sir Donald Bradman.	• Using prior knowledge • Making inferences • Scanning for specific information • Comparing and contrasting • Identifying fact and opinion	Look at the biographies of other elite cricketers on the Internet using a search engine such as 'google'. • Ricky Ponting • Ian Botham • Allan Border • Graham Gooch • Adam Gilchrist • Sir Richard Hadley • Steve Waugh • Imran Khan • Matthew Hayden • Douglas Jardine
9.	A Sonnet and an Elegy	• Analyse and extract information from two poems to answer literal, inferential and applied questions. • Scan for relevant information. • Make comparisons between two poems. • Make connections between feelings expressed in a poem and own feelings.	• An elegy, in classical times, was a love poem written in a specific metre. However, since the seventeenth century, it has become more commonly known as a poem about sorrow or consolation. The subject of an elegy is often the death of a person, the passing of time, the loss of beauty or reflections about life and death. • A sonnet is a poem which consists of fourteen lines following a set rhyming scheme in iambic pentameter (a set of five unstressed and five stressed syllables — a total of ten syllables in a line). Sonnets may be of the Italian or English variety. The Italian sonnet has the rhyming scheme (for the last word of each line) 'abbaabba' then 'cddcdc' or 'cdeedc' or 'cdecde'. The English (Shakespearean) sonnet follows the form 'abab cdcd efef gg'. The first eight lines of a sonnet are traditionally rather sad or morbid, while the last six lines express joy or a resolution to sorrows. The sonnet in this example follows the English format. • Students should be given some of the above information before reading the poems in the worksheet, particularly the information about the rhyming patterns.	• Using prior knowledge • Making inferences • Scanning for specific information • Comparing and contrasting • Analysing organisational patterns in a text	• The poems given in this example will probably not appeal to most students. Some may be interested to read 'Elegy' by Robert Bridges, 'Elegy Written in a Country Churchyard' by Thomas Gray or one of Shakespeare's many sonnets. • Students may feel that writing an elegy helps to express their grief when a favourite pet or relative dies.

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10. Mercury and the Workmen	• Analyse and extract information from a fable to answer literal, inferential and applied questions. • Use sensory imaging to write paragraphs from the viewpoint of different characters. • Make connections between the characters in the text and others.	Review what the 'moral' of a story means before reading the fable.	• Using prior knowledge • Making inferences • Scanning for specific information • Comparing and contrasting	• Students select and compare a number of short Aesop's fables. • Students write a fable to fit a given moral such as 'The most vocal person is not always the one with the best answer', 'Appearances can be deceptive', 'A workman can only do the best work if he has the best tools', etc. • Students choose a moral for a peer to write a fable about.
11. The Creation of New Zealand	• Analyse and extract information from a legend to answer literal, inferential and applied questions. • Use sensory imaging to consider a text from the main character's point of view. • Make connections between his/her own senses and what a character from a text might have sensed.	Before the students complete the activities in 'Try This', teachers should explain that they do not have to write words for each of the senses — just those they feel are appropriate for each event.	• Using prior knowledge • Sequencing details • Making inferences • Scanning for specific information	• Traditional Maori tales can be found online at http://www.maori.org.nz. This website also provides a list of books containing Maori legends. Students may also like to view the movie 'Whale Rider' for more information on Maori culture. • Read legends from different cultures and compare the common themes. There are many books available which contain collections of myths and legends.

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12. The Mystery of the Cave	• Analyse and extract information from a mystery story to answer literal, inferential and applied questions. • Consider how sensory imaging can be used by authors to set the scene for the reader. • Make connections to the setting and the characters in a text.	• For the activities in 'Try This', students reread the text and highlight phrases or sentences that describe the scene using the five senses — sight, sound, smell, taste and touch. • Students write a paragraph describing any personal connections they made to the text. Students may comment on the author's use of the senses to describe the scene or discuss a similar adventure they have had with a group of friends. Students may also have connected to the text due to previous experiences such as camping or venturing into caves or from movies they have seen. Students then decide which character they are the most similar to.	• Using prior knowledge • Making predictions • Making inferences • Scanning for specific information • Comparing and contrasting	Other mystery stories include: 'The Mennyms' by Sylvia Waugh 'Harriet the Spy' by Louise Fitzhugh 'The Hazel Green' series by Odo Hirsch
13. First Mission	• Analyse and extract information from an adventure narrative to answer literal, inferential and applied questions. • Use sensory imaging to describe what he/she imagines the characters and settings of a narrative to look like. • Scan a narrative to locate character and setting information.	For the activity in 'Try This', invite the students to close their eyes to help them focus on the images they imagined when reading. After the students have completed Question 3, a class discussion could be held.	• Using prior knowledge • Making predictions • Making inferences • Scanning for specific information • Comparing and contrasting • Drawing conclusions	Other adventure stories include: 'Redwall Series' by Brian Jacques 'Chronicles of Narnia' by C S Lewis 'A Series of Unfortunate Events' by Lemony Snicket
14. Junk Food Vegetables	• Analyse and extract information from a persuasive text — advertisement to answer literal, inferential and applied questions. • Determine the importance of information contained in a text.	The students may consider claims made in other food advertisements to help them answer Question 1 in 'Try This'.	• Using prior knowledge • Making inferences • Scanning for specific information	Ask the students to collect different forms of persuasive writing from newspapers and magazines. These may include letters, articles, editorials, etc.

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15. The Tree House	• Analyse and extract information from a science fiction story to answer literal, inferential and applied questions. • Identify key elements in a story. • Make predictions about a character. • Make connections with events in a text and his/her own beliefs.	• For activities in 'Try This', students identify important information and consider the structure of a science fiction text. • Students make predictions about the personal traits and appearance of a character in Question 2 in 'Try This'. Predicting helps the reader to construct meaning. • Students work in pairs to make connections between the events in the text and their own beliefs and evidence regarding the existence of extraterrestrials.	• Using prior knowledge • Sequencing details • Making inferences • Scanning for specific information • Comparing and contrasting	Science fiction novels include: 'The Watertower' by Gary Crew 'The Neverending Story' by Michael Ende 'The Lord of the Rings' by JRR Tolkein
16. Childhood Obesity	• Analyse and extract information from a report to answer literal, inferential and applied questions. • Determine the importance of information contained in a text. • Paraphrase main ideas in a report.	Note: Obesity in children can have some of the following effects: Health risks – hypertension (high blood pressure), respiratory ailments, diabetes (type 2), depression Social risks – bullied/teased, ostracised, find it difficult to make friends, low self-esteem • Discriminating between important and less important information contained in a text is a vital skill for students to gain, especially for their studies in secondary and tertiary education. Students need to practise the strategy of stripping away extraneous information to obtain the main idea from the text.	• Using prior knowledge • Sequencing details • Making inferences • Skimming for the main idea • Scanning for specific information • Comparing and contrasting • Categorising and classifying given details	• In groups, choose one of the following topics and create a survey for a group of students in your school: – time spent watching television vs time spent being active – nutritional vs unhealthy food eaten – availability of sports after school hours (school sports, club sports, cost, transport, etc.) – advertising during children's television programmes – effect of junk food advertisements on children – childhood obesity: Who is responsible? – effects of obesity on children (for example, depression, bullying, health risks, etc.)

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17. Beach Hotel	• Analyse and extract information from a movie review to answer literal, inferential and applied questions. • Scan a movie review to locate and identify the writer's opinions. • Compare and analyse differing opinions and aspects of a review.	Before the students begin the activities in 'Try This', some additional examples of writing an alternative point of view may be necessary. Encourage the students to use humour for Question 2.	• Using prior knowledge • Making predictions • Making inferences • Skimming for the main idea • Scanning for specific information • Comparing and contrasting • Identifying fact and opinion	Newspapers, the Internet and magazines are excellent sources of movie reviews. The students could compare the styles used in different sources.
18. Bus Timetable	• Analyse and extract information from a bus timetable to answer literal, inferential and applied questions. • Scan text to locate specific information.	Timetables present information in a succinct and accessible format. Students should be aware of these requirements and how they are achieved. They could try to represent a portion of the timetable information in narrative script to enhance their understanding of the value and usefulness of the visual representation provided by timetables.	• Using prior knowledge • Making inferences • Scanning for specific information	• Collect examples of timetables and categorise them according to different criteria such as transport or television programmes. • Many timetables use a 24-hour clock. Discuss reasons for this and practise converting 12-hour time notation to 24-hour time. • Students conduct a survey and graph the results, showing how class members travel to school.
19. Pay Attention	• Analyse and extract information from a humorous narrative to answer literal, inferential and applied questions. • Write qualities of a character and the main idea of a plot of a humorous narrative. • Predict events that may take place after the end of a given narrative.	Students may require scrap paper to draft their answers to the questions in 'Try This'. This page could be completed individually or in pairs.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information • Categorising and classifying given details	Read humorous books by authors like Paul Jennings, Roald Dahl and Andy Griffiths.

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20. The Expert	• Analyse and extract information from a play to answer literal, inferential and applied questions. • Identify the main events in a play.	After completing the activities in 'Try This', the students could present their answers as television news reports or interviews.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information • Analysing organisational patterns in a text	Look for plays adapted from popular children's books such as: 'Charlie and the Chocolate Factory' by Roald Dahl 'Charlotte's Web' by E B White 'Hating Alison Ashley' by Robin Klein 'The Lion, the Witch and the Wardrobe' by C S Lewis
21. Lucky Jim	• Analyse and extract information from a diary excerpt to answer literal, inferential and applied questions. • Use sensory imaging to assist with the overall understanding of the writer of the diary. • Predict and make connections to continue a written text.	When reading the text, students may be encouraged to become the writer and feel his experiences rather than just reading about them.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information	• Suggest that students research the following: – events held at medieval festivals – the history of the battles which are re-enacted and/or the countries which hold medieval festivals and battle re-enactments • Read literature set in medieval times such as: 'Catherine, called Birdy' by Karen Cushman 'The Midwife's Apprentice' by Karen Cushman 'Proud Knight, Fair Lady' by Naomi Lewis 'A Single Shard' by Linda Sue Park 'The Magician's Apprentice' by Sidney and Dorothy Rosen 'The Ramsey Scallop' by Frances Temple

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22. The Rescue	• Analyse and extract information from an adventure story to answer literal, inferential and applied questions.
	• Use sensory imaging to set the scene for the reader.
	• Predict and make connections between the text and the traits of the characters.
		• Clarify any terms students are unsure of in the story. Some of these include:
		  – Yabby: Australian freshwater crayfish.
		  – Dam: a pond for farm use, with built up walls on the sides, constructed by an excavator.
		• Students may reread the story and highlight phrases or sentences that describe the scene using the five senses — sight, sound, smell, taste and touch.
		• Students may write a paragraph describing any personal connections they make with the text. These connections may have occurred due to prior knowledge of the setting or new information presented in the text. Students may comment on the author's use of the senses to describe the scene or discuss a similar adventure they had with a group of friends. Students may also have connected to the text due to experiences on a farm or fishing in a dam.
		• If students are having difficulty continuing the story, as directed in 'Try This', Question 2, ask them prompting questions such as:
		  – Was Mr Bell happy that the boys saved the sheep?
		  – How did he react to the boys taking his truck without permission?
		  – How did he react to Shane driving his truck (without a licence)?
		  – Was Mrs Bell happy to have the three buckets of yabbies for tea?
		  – Do the boys have to cook and peel the yabbies themselves?
		  – Are the boys punished for taking the truck?
			• Using prior knowledge
			• Making predictions
			• Sequencing details
			• Making inferences
			• Scanning for specific information
			• Comparing and contrasting
			• Categorising and classifying given details
				• Other adventure stories include: 'Alanna: The First Adventure' by Tamora Pierce
				
				'The Dark is Rising' by Susan Cooper
				
				'The Railway Children' by E Nesbitt

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23. Goody Two Shoes	• Analyse and extract information from a horror/supernatural narrative to answer literal, inferential and applied questions. • Make comparisons and connections from the text to create character profiles. • Determine important information necessary in analysing key elements of a story.	In 'Try This', students should be encouraged to compare the different points of view on each of the criteria. Mr Wizard may focus on his neatness and good grooming, while Ben might be more likely to describe the more disturbing aspects of his appearance such as his eyes.	• Using prior knowledge • Making predictions • Making inferences • Scanning for specific information • Comparing and contrasting • Categorising and classifying given details	• Students compile lists of authors of the horror/supernatural genre and titles. • Brainstorm the different characteristics and features of this genre. • Discuss the effectiveness of leaving 'what happens next' to the readers' imagination.
24. Hex and the Captive City of Hur	• Analyse and extract information from a fairy tale to answer literal, inferential and applied questions. • Make comparisons between a character in a text to himself/herself. • Make comparisons between a well-known fairy tale and the one given. • Make connections between the information in the text and his/her own world.	The students may be read more difficult or unfamiliar fairy tales before completing this activity to reaquaint them with the genre. They may like to retell very familiar fairy tales in their own words.	• Using prior knowledge • Making inferences • Scanning for specific information • Comparing and contrasting • Drawing conclusions	• The students may wish to research and read fairy tales from other countries. • The students may like to read titles such as: 'Once Upon a More Enlightened Time' by James Finn Garner 'The Enchanted Forest Chronicles' by Patricia Wrede 'Book of Enchantments' by Patricia Wrede • Read some of Roald Dahl's Revolting Rhymes to the students and encourage them to write their own 'fractured' fairy tales.
25. A Surfing Champion	• Analyse and extract information from a biography to answer literal, inferential and applied questions. • Discriminate between important and less important information contained in a text. • Identify key information contained in a text to paraphrase the biography.	Discriminating between important and less important information contained in a text is a vital skill for students to gain, especially for their secondary and tertiary education in the future. Students need to practise the strategy of removing extraneous information from a text to get the main idea. Discuss with the class that they need to identify the main idea of who Layne Beachley is and what she has achieved.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information • Categorising and classifying given details	Look at the biographies of other elite surfers on the Internet, using a search engine such as 'google'. Kelly Slater Mark Occhilupo Taj Burrows Yvonne Byron Stephanie Gilmore (Roxy-pro champion of 2005)

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26. Bare Trees Baffle Local Farmer	• Analyse and extract information from a newspaper report to answer literal, inferential and applied questions. • Scan text to locate words and to find contextual information to assist in determining meaning. • Paraphrase to show the understanding of the meaning of a word before writing it and checking a dictionary.	• The journalistic report uses some challenging vocabulary which is the focus of the activities in 'Try This'. Students should be encouraged to select less familiar words to include in their word charts or the words can, alternatively, be teacher selected. • Students will check a dictionary and write another definition to complement or correct their definition.	• Using prior knowledge • Using contextual clues • Making predictions • Making inferences • Scanning for specific information	• Collect newspaper reports and sort them into categories: sports, business, human interest stories, crime, social events. Discuss similarities and differences. • Discuss the importance of headlines and headers, what they aim to do and what makes them successful or unsuccessful.
27. Mirror Image	• Analyse and extract information from a science fiction text to answer literal, inferential and applied questions. • Scan a science fiction text to locate specific information. • Synthesise information to compare characters from a text and to complete arguments for and against a debate.	• Teachers should exercise care and sensitivity when completing the applied question as it deals with adoption and may affect some students in the class. • 'Try This', Question 1, expects students to show comprehension of the text by completing a character profile. Question 2 requires students to use the examples from the text and their own background knowledge to plan in point form the arguments for and against a claim.	• Using prior knowledge • Making inferences • Scanning for specific information • Categorising and classifying given details • Drawing conclusions	Students may enjoy reading these science fiction titles, some of which relate to the topic of adoption, increasing the numbers of endangered species and family relationships: 'The Angel Factory' by Terence Blacker 'The Exchange Student' by Kate Gilmore 'Earthborn' by Sylvia Waugh 'Space Race' by Sylvia Waugh
28. Life of a Convict	• Analyse and extract information from an autobiography to answer literal, inferential and applied questions. • Use synthesis to consider, compare and analyse the effects of a major event in a writer's life.	Before the students begin the activities in 'Try This', teachers may like to give more examples of how life events can be seen in a positive and negative light, emphasising the positive.	• Using prior knowledge • Making predictions • Sequencing details • Making inferences • Scanning for specific information • Comparing and contrasting • Categorising and classifying given details • Drawing conclusions	Find autobiographies of the students' favourite authors on the Internet.