

Teachers notes – 1

The focus of this section is on the following skills:

Sequencing

Finding similarities and differences

Predicting

Sequencing

Objective

- Pupils will sequence events.

Background information

This section demonstrates how to determine the order in which events occur, sometimes using time markers and other strategies to identify the relationship between events.

Knowing the sequence of events is an important, often critical, factor in a reader's understanding of a text.

Firstly, pupils need to determine from the question which events they are required to sequence. Then, they should locate them in the text and look for any time markers that could be helpful. Examples could include *before*, *then*, *when*, *while*, *after*, *finally*, *at last* or *following*.

Pupils may also find creating time lines of sections of the text or specific events a useful strategy.

Answers

An exciting day pages 28–31

• Practice: page 30

- (c)
- (a)
- Last mouthful is eaten;
The doorbell rings;
The hairdresser arrives.
- They are told not to fiddle.
They feel like princesses.
They wave to neighbours who are watching.
- Auntie Jean and Gran arrive carrying bags and boxes and hugging everybody they can reach.

• On your own: page 31

- (4) The girls set the table
(2) The girls have showers
(3) The girls collect the cutlery and place mats from the kitchen
(1) The girls jump out of bed
- (b)
- (c)
- She collects dresses from bedroom; She removes dresses from the plastic bags; The girls get dressed; The bridesmaids help Sally into her dress.

Make a rocket boat! pages 32–33

• Try it out: page 33

- (c)
- Fill it three-quarters full with hot water. Replace the cork tightly.
- (b)
- Loop tape and use it to attach each candle to the boat.
- Ask an adult to light the candles.

Finding similarities and differences

Objective

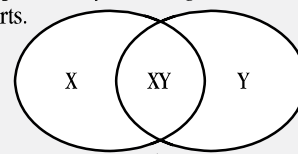
- Pupils will compare and contrast people, places and events.

Background information

The ability to compare and contrast the information provided in a text enhances the reader's understanding of that text and is an important comprehension skill pupils need to practise.

Pupils are required to categorise information to determine what some people, places and events have in common or how they differ.

Graphic organisers are a very useful tool for identifying similarities and differences, particularly Venn diagrams, T-charts and compare and contrast charts.



Venn diagram

same	different

T-chart

A	B	A	B
compare		contrast	

Compare and contrast chart

Answers

The echidna and the platypus..... pages 34–37

• Practice: page 36

- (d)
- (c)
- The platypus is in the common area as it dwells in land and water. The echidna is only in the land section.
- Some examples are:
Echidnas have a long snout; Platypuses have a bill; Echidnas are covered in coarse hair and spines; Platypuses are covered in fur; Platypuses have a tail; Platypuses have webbed feet.
- They both are very sensitive and help the animals to find food.

• On your own: page 37

- (c)
- (a) Echidnas use their front claws for digging and the platypus uses its front feet for propelling itself through water.
(b) Echidnas use their back claws for grooming and the platypus uses its back feet for steering and braking (when in the water).
- (d)
- A platypus releases venom from spurs on inside of each hind leg and an echidna rolls into a ball, showing its spikes.
- They lay eggs which hatch after 10 days' incubation. Both babies suckle milk from the mother.

Film reviews pages 38–39

• Try it out: page 39

- (d)
- (b)
- European city, cobbled streets, churches, a bridge, picturesque scenery.
- Both men are fathers who are heroic and trying to save their families.
- (a) There is a villain who has an agenda which is affecting a family.
(b) One is about an international villain who wishes to assassinate a leader, the other is about a leader of a company who wishes to demolish a shop and build apartments.