

Table of Contents

Introduction	iii
How to Use This Book	v
Multiple-Source Units	
1. Primary Colours	2
2. Buzz Words	6
3. Star Light, Star Bright	10
4. Award-Winning Biscuits	14
5. Many Moons Ago	18
6. Supply the Answer	22
7. An Insect Emerges	27
8. Stop and Go	32
9. Sign Language	36
10. The Fast and the Slow	40
11. An Ancient Puzzle	44
12. Getting Enough Sleep	48
13. The Baker's Dozen	52
14. Extra Extra!	56
15. Show Their Stripes	60
16. Sharing a Name	64
17. Write and Wrong	68
18. Useful Machines	72
19. Time Will Tell	76
20. The Cricket Match	81
21. Gone the Way Of	86
22. Making Water Move	91
Additional Activities	96
Answer Key	97
Australian Curriculum	105

Introduction

Here we are, teaching and learning at the beginning of a new era of educational standards: the Australian Curriculum. This new directive has ushered in a slew of educational guidelines that are somewhat familiar and yet entirely ambitious. While the Australian Curriculum standards for English address many educational basics (reading comprehension, proficiency in the conventions of English grammar, the ability to express oneself both in writing and in speech), they also seek to define what it means to be a literate, resourceful, perceptive person in the 21st century. Ultimately, they aim to equip each student with the tools needed to be that kind of person.

With this new, ambitious focus comes the need for a new type of educational material – one that challenges and interests students while meeting the multifaceted criteria of the Australian Curriculum. There are a total of 22 units in *Mastering Complex Text Using Multiple Reading Sources, Year 3*, and each one fits the bill.

Introduction *(cont.)*

✱ **The units in this book are both familiar and innovative.**

They are familiar in that they pair reading passages with activities that test reading comprehension. They are innovative in how they accomplish this goal through the use of multiple text sources and multiple answer formats. These materials promote deeper understanding and thought processes by prompting students to analyse, synthesise, hypothesise and empathise.

✱ **The use of multiple reading sources promotes close reading.**

Close reading is the underlying goal of many educational standards worldwide. Close reading involves understanding not just the explicit content of a reading passage but also all of the nuances contained therein. A close reading of a text reveals all of the inferential and structural components of the content, while also illuminating the craft that went into the writing of it.

The best way to foster close reading of informational text is through text complexity. There are four factors needed to create a high level of text complexity – all four of which are achieved through this book’s use of multiple reading sources:

Factor	Meaning
1. Levels of Purpose	The purpose of the text should be implicit, hidden or obscured in some way.
2. Structure	Texts of high complexity tend to have complex, implicit or unconventional structures.
3. Language Conventionality or Clarity	Texts should use domain-specific language and feature language that is figurative, ironic, ambiguous or otherwise unfamiliar.
4. Knowledge Demands	Complex texts make assumptions that readers can use life experiences, cultural awareness and content knowledge to supplement their understanding of a text.

✱ **The activities prompt students to explore the reading material from all angles.**

By completing the four different activities found in each unit, students will be able to display a broad understanding of the reading material. Each activity and question is designed to make students think about what they have read – everything from how it was written, to why it was written that way, to how its subject matter can be applied to their lives. They gain experience locating information, making inferences from it and applying knowledge in a variety of ways.

The units in this book are supplemented by a comprehensive answer key (pages 97–104) and a full list of curriculum correlations (pages 105–108). Even more educational value can be mined from each unit’s reading material with “Additional Activities” (page 96). Make copies of this page (one per student per unit) and have students follow the instructions.

How to Use This Book

This book is divided into 22 units, which do not need to be taught in any particular order. Each unit is composed of reading material (one or two pages) and activity pages (two or three pages):

Reading Material

The reading material for each unit consists of three or four text sources. Have students read all of a unit's text sources before proceeding to the activity pages. These sources complement each other, and a connective thread (or threads) runs throughout them. Sometimes these connections will be explicit, while at other times they will be hidden or obscured.

*** Another Approach** After reading the source material, ask students to name all of the ways in which the reading sources seem to be related or connected. See page 96 for more details.

Activity Pages

Each unit is supported by two or three pages of activities. These activity pages are divided into four parts:

Part 1

One recurring theme in the Australian Curriculum: English sub-strand "Interpreting, analysing, evaluating" is that students should be able to use comprehension strategies to draw information from multiple print sources and demonstrate the ability to locate an answer to a question quickly. This section directly correlates to that standard. Students will gain valuable practice in scanning multiple text sources in order to locate information.

Before beginning this section, remind students to read the directions carefully. Some of the information can be found in two or more sources, which means that students will need to fill in more than one bubble in those instances.

*** Another Approach** Have your students practise their recognition of genres and formats. For each unit, have them fill in the chart on page 96.

Part 2

In this section, students are asked to provide the best answer(s) to multiple-choice questions. What sets these apart from the usual multiple-choice questions is their emphasis on higher-order thinking skills. Very few questions ask for simple recall of information. Instead, these questions are designed to provide practice and strengthen knowledge in a variety of areas, including the following:

- * inference
- * deduction
- * grammar and usage
- * vocabulary in context
- * word etymology
- * parts of speech
- * literary devices
- * authorial intent
- * compare and contrast
- * cause and effect
- * analogies
- * computation

*** Another Approach** Ask each student to write an original multiple-choice question based on the reading sources. Use the best or most interesting questions to create a student-generated quiz. See page 96 for more details.

How to Use This Book *(cont.)*

Activity Pages *(cont.)*

Part 3

This section takes the skills addressed in Part 1 and approaches them from another angle. Part 3 is in the form of a scavenger hunt that asks students to search the sources in order to locate a word or phrase that fits the criteria described.

*** Another Approach** Assign students to small groups, and have each group collaboratively come up with a suitable scavenger hunt from the reading material. These student-created scavenger hunts can then be completed and discussed by the entire class. See page 96 for more details.

Part 4

This section is composed of three questions that ask students to integrate information from several texts on the same topic in order to write knowledgeably about a subject. The vast majority of these questions are open-ended, while the rest involve using a new format (e.g. chart, diagram, graph) to organise and/or interpret data and information.

The questions in this section challenge students to blend close-reading concepts with flexible-thinking skills. Students are asked to do the following:

Analyse	Synthesise	Hypothesise	Empathise
<ul style="list-style-type: none">* authorial choices* intent of characters/historical figures* overall meanings* quotations in context* statistical data	<ul style="list-style-type: none">* combine different takes on the same subject* use information from different genres and formats (nonfiction, fiction, graphs, etc.) to draw conclusions* compare and contrast characters, ideas and concepts* draw conclusions from information and/or numerical data	<ul style="list-style-type: none">* make predictions about future events* explore alternatives to previous choices	<ul style="list-style-type: none">* connect to one's own life* put oneself in a character's/historical figure's place

*** Another Approach** The Australian Curriculum places a strong emphasis on teaching and applying speaking and listening skills. Many of the questions in Part 4 lend themselves well to meeting standards from this strand. Have individual students present oral reports on specific Part 4 questions. Or, form groups of students and ask them to engage in collaborative discussion before presenting their findings.

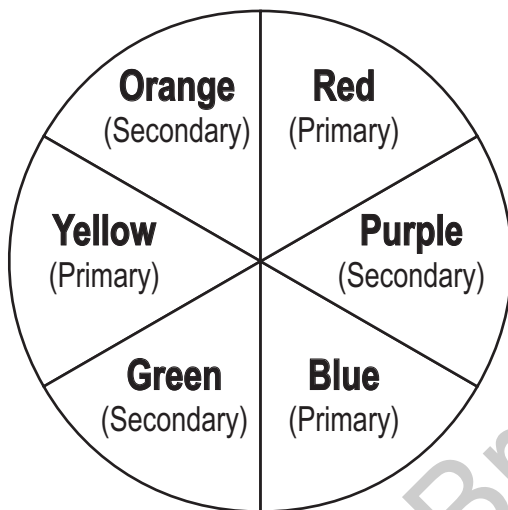
Primary Colours

Read each source of information. Then complete the activities on pages 3–5.

Source 1

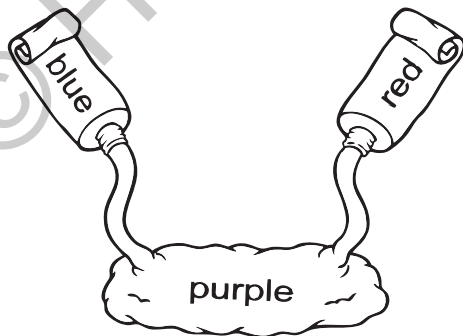
A colour wheel is a way to organise the different colours that we see. A basic colour wheel shows the three primary colours and the three secondary colours. There are many colours other than these.

Colour Wheel



The primary colours can be mixed together to make the secondary colours.

For example, red and blue can be mixed together to make purple.



Source 2

primary

Meanings:

1. most important
2. first in the order of development
3. not made from or caused by anything else
4. relating to schooling for children aged 5–12

Source 3

Important People in History

Lester Wire was a police officer. He invented the first electric traffic light. He did this in 1912. This **primary** traffic light had two colours: red and green. The red light was on top. It told drivers to stop. The green light was on the bottom. It let drivers know that they could go. A buzzer made a noise. The noise told drivers that the light was about to change colours.

The first electric traffic light with three colours was invented in 1920. It was invented by William Potts. He was also a police officer. He added a yellow light in between the red and the green. It meant "Caution". It told drivers to be careful. It let drivers know that the light would turn red soon.

Buzz Words (cont.)

Name: _____

Part 1: Read each idea. Which source gives you this information? Fill in the correct bubble for each source. (Note: More than one bubble may be filled in for each idea.)

Information	Sources ➔	1	2	3
1. Bees are insects.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Bees make a “bzzz” sound.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Dogs are the enemies of bees.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2: Fill in the bubble next to the best answer to each question.

4. Which of these statements is **not** true about a bee’s wings?

- Ⓐ They flap twice as fast as a mosquito’s wings.
- Ⓑ They flap half as fast as a mosquito’s wings.
- Ⓒ They are smaller than a butterfly’s wings.
- Ⓓ They make noise when they flap.

5. Which shows the correct order, **from slow to fast**, of how these insects flap their wings?

- Ⓐ butterfly, mosquito, bee
- Ⓑ butterfly, bee, mosquito
- Ⓒ mosquito, bee, butterfly
- Ⓓ bee, mosquito, butterfly

6. Look at the teacher’s name in Source 2. What does his name most sound like?

- Ⓐ a bee buzzing
- Ⓑ a person snoring
- Ⓒ a car horn honking
- Ⓓ a person sneezing

Part 3: Search Source 3 of “Buzz Words” to find the following:

7. a word that means the opposite of “friends” _____

Name: _____

Part 4: Use the sources to answer the following questions.

8. Your friend is going to watch a cricket match outdoors. She is worried that a bee will land on her and sting her. Tell her what would be the best colour to wear to keep this from happening. Explain the reason for your answer.

9. Look at the picture to the right. Find the arrow. To what piece of clothing does it point?

Find the sentence in Source 3 that gives you this information. Write that sentence here:



10. Look at the sentences below. Circle each onomatopoeia word.

I walked through the flower patch at the edge of the woods. A calm breeze whirred through the leaves of the trees. A bird chirped in one tree.

Another bird squawked as it flew over my head.

Star Light, Star Bright

Read each source of information. Then complete the activities on pages 11–13.

Source 1

The stars in the sky look like they twinkle. They also look very small. The truth is that the stars in the sky are very big, and they do not twinkle at all.

Stars are huge. Many are bigger than Earth! They look small because they are so far away. We can only see them because they are so big and bright. The brightest star in the night sky is called Sirius. It is also known as the “Dog Star”.

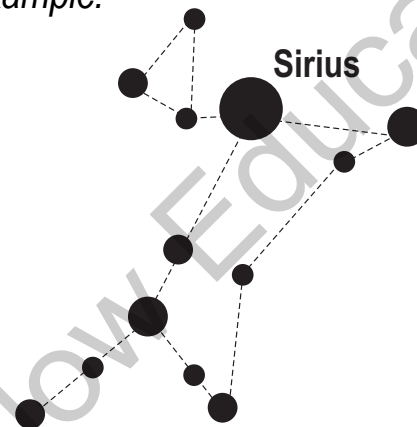
The light from stars has to travel far to get to Earth. There is a lot of stuff between us and those stars. There is a lot of air. This air is always moving. We are seeing the stars through this moving air. It makes the stars look as though they are twinkling. If you could get much closer to the stars, you would see that they do not twinkle at all.

Source 2

constellation

Meaning: a group of stars that form a pattern in the night sky

Example:



There are many constellations. The one above is called Canis Major*. “Canis Major” means “big dog” in the Latin language. Sirius is one star in Canis Major. Sirius is the brightest star in the night sky.

* *Canis Major is made up of more stars than are shown in the picture.*

Source 3

Tim and his dad were looking at the night sky. They were looking at the stars. Tim’s dad asked, “Do you see that really bright star?”

Tim saw it. “Yes,” he said. “I think that star is the brightest one in the sky.”

“It is,” said Tim’s dad. “That star is called Sirius. People also call it the Dog Star.”

“Why is it called that?” asked Tim.