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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.

Introduction *(cont.)*

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 28 units in *Mastering Complex Text Using Multiple Reading Sources, Year 4* and each one fits the bill. Here's how:

✱ **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 Australian Curriculum: English 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 28 units, which do not need to be taught in any particular order. Each unit is either three or four pages in length and 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 "Interpreting, analysing, evaluating" sub-strand 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 | * word etymology | * compare and contrast |
| * deduction | * parts of speech | * cause and effect |
| * grammar and usage | * literary devices | * analogies |
| * vocabulary in context | * authorial intent | * 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 two-question 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. Students are also asked to name the source in which they found the word or phrase.

*** Another Approach** Assign students to small groups, and have each group collaboratively come up with two suitable scavenger hunts 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.

The Painting Project

Read each source below. Then complete the activities on pages 3–4.

Source 1

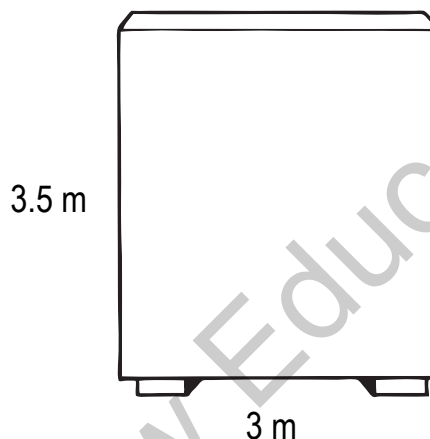
Our after-school club is doing everything we can to make Oakfield Primary beautiful. We've planted flowers, we've picked up rubbish and now we're going to start our biggest project yet. Mr Clark just informed us that the school will give us \$100 for the supplies to paint the rebound wall on the playground. It's 3.6 metres high! We use the wall for all kinds of games, but it hasn't been painted since my oldest brother first went to school here in 2011. That was 14 years ago. That paint is older than me, and it shows!

The school says we need to tell them how much paint to buy. It's a good thing our maths teacher just taught us how to find the area of a rectangle. You multiply the longest side by the shortest side. For a wall, we need to multiply the height of the wall by the width of the wall. Area is measured in square units, so our answer will be in square metres. Once we have our answer, we can go to Colour City to purchase paint and other supplies. We know we'll need to paint both sides of the wall. We also know that we'll need to put two **coats** of paint on each side.

Soon, Oak Primary will have a freshly painted green wall in our playground. I hope it will last at least another 14 years!

Source 2

Rebound Wall at Oakfield Primary School



Source 3

See what's on sale at

Colour City



Only \$35.00

Also available in 1-Litre size for \$12

(1 litre covers 9 square metres)
(GST included in price)

Mary Reibey's Reward (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	4
1. People have moved to Australia from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Convicts came to Australia in 1792.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Mary Reibey was arrested for theft.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Money was worth more long ago.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

5. Using the information from Source 3, how much pocket money would Jim earn in 6 weeks?
 - A) \$25
 - B) \$30
 - C) \$56
 - D) \$60

6. Imagine that Mary Reibey's boat journey took seven months. If she arrived in October, what month could she have left in?
 - A) March
 - B) December
 - C) April
 - D) January

7. Which word from the sources could be defined as "an increase in price and a decrease in the purchasing power of money"?
 - A) immigrant
 - B) inflation
 - C) inspection
 - D) calculator

8. A piece of writing is *nonfiction* if it is made up entirely of facts and true events from history. Which piece of writing is most likely *nonfiction*?
 - A) Source 1
 - B) Source 2
 - C) Source 3
 - D) both A and C

Part 3: Search "Mary Reibey's Reward" to find one example of each of the following. Then write the number of the source in which you located this information.

9. a year from the 18th century _____ Source #: _____
10. a year from the 20th century _____ Source #: _____

Mary Reibey's Reward (cont.)

Name: _____

Part 4: Refer back to the sources, and use complete sentences to answer these questions.

11. Using what you learned in Source 2, how old was Mary Reibey when she came to Australia?

Write her age here: _____

Explain how you got your answer.

12. Imagine that in 1850, Mary Reibey is given a gold piece worth £10. Using the information from Source 4, fill in the blank box below to show how much £10 worth of purchases would cost today. Then, explain how you came up with this answer.

Inflation Calculator		
Worth In	<input type="text" value="1850"/>	<input type="text" value="£1"/>
Worth Now	<input type="text"/>	

Explain. _____

13. Imagine that you are Mary Reibey when she first arrived in Sydney, Australia. Write a short journal entry that describes your experience.

Dear Journal,

Life in the Desert

Read each source below and on page 9. Then complete the activities on pages 10–11.

Source 1

Mr Gobi said, “Class, if I asked you to picture a camel, what is the first thing you’d think of?”

“Humps!” shouted half of the students.

“Humps. I see. Camels do have humps. Now what do you suppose is in those humps?”

“Water!” shouted all of the students.

“Ah,” said Mr Gobi. “That was once thought to be true. But we now know that those humps are filled with fat.”

“Eww!” said everybody.

“It might sound gross,” said Mr Gobi, “but that fat is very useful. Camels can store up to 36 kilograms of fat in a hump, and this fat helps them survive in hot, dry climates. When this fat breaks down, a good amount of it converts into water. In fact, this is just one of the many ways in which camels are perfectly built for life in hot, harsh climates.”

Mr Gobi grabbed a texta and walked up to the classroom whiteboard. He wrote *Desert Living* on the board and put a large oval around it. “As we talk about camels, let’s create a diagram. This diagram will give us a clearer picture of these unique animals. Let’s begin by talking about the environment in which they live. Deserts are unique places, and not every animal would be able to live in them. Then we’ll talk about what makes camels so especially equipped to thrive in deserts.”

Source 2

There are two types of camels. One has two humps, while the other has just one. There are other differences between these two camels, as well.

Type of Camel	Number of Humps	Where They Live	Maximum Weight	How Many
Dromedary 	1	Africa (Sahara Desert)	up to 590 kilograms	about 15 million of them alive
Bactrian 	2	mostly in deserts in Asia	up to 1000 kilograms	about 2 million of them alive