SPOT ON Reading 8
Educator’s Guide

Lexile Level 700L – 850L
Spot On Reading Educator’s Guide provides educators with the necessary support to help learners engage with the texts and hone their reading skills. Each story is accompanied by

- Pre-reading discussion ideas to get readers to talk about themes or ideas related to the text they are about to read;
- Answers to the whilst-reading questions;
- Strategies focused on specific reading skills to guide readers and develop their comprehension skills;
- Comprehension Notes to guide learners through the comprehension practices should they encounter difficulties;
- Answers to the comprehension practices;
- Extension activities to get learners thinking beyond the text.
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Pre-reading

Draw readers’ attention to the title. Ask them if they can guess what the text is about. Get them to think about the winter season and whether they know of animals that sleep through the winter season.

Whilst-reading Questions

Get readers to read the text aloud, stopping to ask them the following questions.

- What is the arctic ground squirrel gathering?
  Answer: She is gathering grass and fur.
- What does the extra fat do for the ground squirrel?
  Answer: It helps to keep her alive through the winter.
- When does the ground squirrel stop “napping”?
  Answer: She will stop “napping” in April or May/after winter/when spring comes.

Reading Skills

1. **Identifying the Main Idea**
   Ask readers what the text is about. Guide them to identify that the text is about what and why the arctic ground squirrel needs to prepare for winter, as well as what happens during her period of hibernation. Point to the word “hibernating” (end of page 5) and explain how it is different from sleeping.

2. **Identifying Details**
   Use the following questions to help readers identify details in the text. Remember to tie the details back to the main idea.
   - Refer readers to page 5. Ask them to list what the arctic ground squirrel does to prepare for winter. Help them to understand how that helps her to survive through the winter months.
   - Get readers to look at the first two paragraphs on page 6. Ask them what happens to the squirrel while she hibernates. Help them to understand what happens to the squirrel’s body and how she reacts to outside forces during this season.
3. **Comparing and Contrasting**
   Get readers to think about what the squirrel is like and what she does during winter and the other seasons. Help them set up a table with two columns, one for winter and one for the other seasons. Guide them to list the differences in the squirrel’s body functions and activities during these seasons in the table.

**Comprehension Notes** (Pages 8–9)

1. Have readers think about when the squirrel will need the underground nest. Remind them that it would need to get the nest ready before that season arrives.

2. Guide readers to the second paragraph on page 4. Have them note the harsh winter conditions and that hibernation is the squirrel’s way of surviving.

3. Ask readers to think about why big animals, such as wolves and foxes, are a danger for the squirrels. Remind them that in winter, the squirrel would be hibernating so it would need to be in a place where other animals cannot reach it.

4. Get readers to think about why the squirrel is tucked away in a nest in winter. Remind them why she has collected grass and fur in her nest. Then, ask readers to think about how the furry tail might help if it is wrapped around her.

5. Read through the list of sentences. Ask readers to think about what the squirrel does in sequence. Point out how one activity follows another in a particular order. Encourage them to scan the text for help if required.

6. Refer readers to the first paragraph of page 6 and get them to identify the changes that occur to the squirrel as she hibernates.

**Answers** (Pages 8–9)

1. c 2. c 3. a 4. b 5. 6, 8, 1, 2, 4, 7, 5, 3

6. **Accept any three of the following:**
   - The artic ground squirrel’s body will become colder than ice.
   - Her heart will beat very slowly — one or two times per minute.
   - She will breathe very little — about three breaths per minute.
   - She will not move.

**Extension Activity**

Get readers to think about the squirrel’s underground nest. Ask them to make a simple drawing of what its tunnel and nest might look like. Invite readers to describe their drawing. Talk about whether a narrow tunnel would help keep the squirrel warm (it would allow less cold air in) and safe (it would keep big animals out). Talk about whether the nest would be small and cozy or roomy and spacious.
2 The Guard, the Monkey, and the King’s Crown (Pages 10–13) Lexile: 720L

Reading Skills: Inferring; Problem-solving

Pre-reading

Draw readers’ attention to the title and the first picture of the story. Ask readers if they can predict what the story might be about. Point to what the king and the monkey are doing. Then, ask what they think would happen at the end of the story.

Whilst-reading Questions

Invite readers to read the text out loud. Help them to better understand it by asking these questions.

• What did the monkey take?  
  Answer: She took the king’s crown.

• What did the king promise the guards?  
  Answer: He promised to reward them if they found his crown.

• What did the third monkey do?  
  Answer: She pulled out the king’s crown and placed it on her head.

Reading Skills

1. Inferring
   • Refer readers to the text on page 10 as well as the first paragraph on page 11. Point out that there were monkeys swinging outside the king’s bedroom window which was open. Help readers understand that only the monkeys could have climbed so quietly into the king’s room.  
   • Have readers think about why Ravi offered the monkeys two hats. Ask them to think about what Ravi noticed about the monkeys (they liked to show off) and how he used that to trick the monkey into showing where it had hidden the king’s crown.

2. Problem-solving
   Have readers go through the story again. Next, ask them what problem Ravi was trying to solve. Help them understand that the king had asked him and Ajay to find the missing royal crown. Then, ask readers what Ravi did to solve the problem. Guide them to understand that he observed the monkeys, then used their fondness for showing off to trick the third one into showing him where she hid the crown. From there, he was able to retrieve the crown and return it to the king.
**Comprehension Notes** (Pages 14–15)

1. Guide readers to the section of the text that tells how the monkey entered the king’s bedroom. Help them understand that the tree is close to the bedroom window which had been left open and that monkeys are able to jump and swing from branch to branch.

2. Direct readers to the first paragraph on page 10 where it explains what the monkeys liked to do.

3. Get readers to think about where the monkey had hidden the crown and where the guards were standing. Refer to the text on page 11 and remind them that it was a huge tree and there were many hollows. Then, discuss the guard’s thoughts about how hard it would be to find the crown.

4. Get readers to think about what Ajay and Ravi say about finding the crown. Point out to readers that while Ravi thinks the monkeys can show them where the crown was hidden, Ajay thought the monkeys would not help them.

5. Have readers recall the things Ravi did in order to show how his actions were kind. Help them to understand that Ravi did not harm the monkeys and he spoke to them kindly. Also ask readers what Ravi did when he received his reward.

6. Ask readers to identify the problem in the story and how Ravi solved this problem. Guide readers to see that Ravi tricked the third monkey into revealing the location of the crown.

**Answers** (Pages 14–15)

1. through the window  
2. it liked to collect sparkling trinkets  
3. c  
4. c  
5. d  
6. a. Ravi was trying to find the king’s crown.  
b. He noticed that the monkeys liked to show off. He used two old hats to get their attention and the third monkey took out the shiny crown to show off. That way, he found out where the crown was hidden.

**Extension Activity**

Get readers to think about the prediction they made before reading the story. Discuss what actually happened in the story. Talk about how making a prediction at the beginning was useful in creating interest in the story. Challenge readers to think of two other ways they could get the crown back from the monkey.
Pre-reading
Draw readers’ attention to the name “Cleopatra” in the title. Ask them if they know who she was. Explain that she was a queen from ancient Egypt. Then, talk about what we use our voice for. Explain what it means to find one’s voice.

Whilst-reading Questions
Ask readers to read the text aloud, stopping to ask them the following questions.
- Who was Cleopatra's father?
  Answer: He was the king of Egypt.
- Why did people crowd around when they saw the royal barge sail through?
  Answer: They wanted to see their ruler and his daughter.
- Where were Cleopatra’s ancestors from?
  Answer: They were from Greece.

Reading Skill: Drawing Conclusions
Get readers to think about why Cleopatra is remembered as a brilliant queen. Encourage them to think about her belief about how a ruler should be able to communicate with her people and her love for learning. Ask them why they think Cleopatra would want to know her people and how that made her different from her ancestors. Guide them to understand that she did so out of respect for her people and that, in turn, earned their respect for her.

Comprehension Notes (Pages 20–21)
1. Refer readers to the text on page 17 that explains Cleopatra’s ancestry and why that resulted in them not speaking the native language.

2. Get readers to think about what Cleopatra thought a ruler should know. Guide them to understand why she then wanted to learn the native language.
3. Revisit Cleopatra’s experience on the royal barge when she could not understand the words of the people. Direct readers to paragraphs 4 and 6 on page 17 that shows Cleopatra’s belief that a ruler should know her people and their language.

4. Get readers to think about what made Cleopatra different from the rulers before her. Guide them to see that while she was very intelligent and learned, the reason the people loved her was because of the respect she gave them by learning their language.

5. Ask readers to identify where Cleopatra’s father’s palace was located (page 16). Remind them that the palace would be in the capital of the country he ruled.

6. Read through the list of sentences. After each sentence, ask readers to consider whether it supports the idea that Cleopatra was a brilliant queen. Remind them of the reasons why she was considered brilliant — knowing her people, learning many languages, learning math and science, communicating with her people, respecting her people.

**Answers (Pages 20–21)**

1. a  
2. c  
3. b  
4. b  
5. Egypt

6. Tick: She was the only Egyptian ruler to learn the language of her people.; The people loved her for learning their language.; She showed the people respect and honor in many ways.

**Extension Activity**

Get readers to think about the advantages of being a ruler who knows many different languages, math, and science. Invite them to share their views on how Cleopatra’s rule would have been different from her father’s. Get them to consider why it might be important to Cleopatra to have her people love and respect her. Discuss also how her ability to speak other languages would help her relate to people outside of Egypt, e.g. with people in neighboring countries.
4 Tales from the Shore (Pages 22–25) Lexile: 750L

Pre-reading
Draw readers’ attention to the word “tales” and “shore” in the title and the text on the first page of the story (page 22). Ask them what they think the story might be about. Talk about whether tales are always true. Invite readers to share a tale of their own.

Whilst-reading Questions
Get readers to read the story aloud. Help them understand the text better by asking these questions.

- What gives us clues that a river has flooded?
  Answer: The debris/sticks and dead plants on the riverbank gives us clues.
- Whose footprints might be seen near rivers and streams?
  Answer: There might be footprints of animals and birds that live near there.
- Why do scientists study the midden?
  Answer: They study the midden to get clues about the lives of the ancient people who lived along these shores.

Reading Skills
1. Understanding Descriptions
Get readers to think about what a shore looks like. Help them understand that in this story, the shore refers to the land next to a river. Ask them to read through the story again and as they do so, jot down all the descriptions of the shore that they come across. This would include: grassy, a wide stretch of dried mud, jumbled piles of sticks, twigs, dead plants, zigzagging footprints, etc.

2. Inferring
Have readers look at the picture and text at the bottom of page 23.

- Ask them what the state of mud must be like for footprints to be made. Guide them to understand that the mud was wet.
- Direct them to the first sentence of the last paragraph on that page. Get them to think about why the footprints zigzag across the mud. Help them realize that this pattern shows that the web-footed bird must have been walking around looking for something.
3. **Comparing and Contrasting**  
Get readers to compare and contrast the clues in the four tales.  
- Compare the dried twigs with the clamshells. How do they tell two different tales?  
- Contrast the goose’s footprints with the fish skeleton. What do they tell about the animals that were there?

### Comprehension Notes (Pages 26–27)

1. Refer readers to the text on page 23 that describes the material left on the river’s banks after it has flooded.

2. Ask readers to recall what happens to a river during a flood. Get them to think about what floats along a river and what gets left behind when the water level goes down.

3. Ask readers to look at the bottom picture on page 23. Ask them to identify the shapes in the mud and what left them there.

4. Get readers to think about why there are footprints in the mud and how they could have come to be there. Remind them that footprints are not permanent and that they disappear when water covers them or something else disturbs them.

5. Discuss with readers why animals need homes (e.g. keeping safe, proximity to food and water, protection from weather, etc.) Then, ask them what animals that live near rivers and streams could find for food.

6. Read through the clues and the tales in the two columns. Ask readers to refer to the text if they need to and make connections between the clue (what can be seen) and the tale (what could have happened).

### Answers (Pages 26–27)

1. debris  
2. b  
3. tracks in the mud  
4. c  
5. d  
6. Debris on the river’s banks → The river flooded; Footprints in the mud → An animal walked on it recently; A fish skeleton → An animal ate the fish; A pile of clamshells → People ate clams and left the shells

### Extension Activity

Get readers to imagine a nature walk through a forest. Invite them to describe the things they might observe on such a walk. Talk about how they can infer things or make tales based on the things they see. For example, an empty nest, bird feathers, and broken twigs could show that birds have migrated to warmer countries.
Pre-reading

Ask readers if they know what the word “legend” means. Explain that a legend is passed on from one generation to the next and has important meaning for the culture from which it originates. Legends usually have an admirable character and fantastic events. Ask readers if they know of any legends from their own culture.

 Whilst-reading Questions

Get readers to read the text aloud, stopping to ask them the following questions.

• Where did the Kumeyaay live?
  Answer: They lived in temporary dwellings made of branches and clay.

• What did the young woman ask for?
  Answer: She asked for help for all the people.

• What did the woman have in her hand?
  Answer: The woman had corn kernels in her hand.

Reading Skills

1. Understanding Descriptions
   Get readers to revisit the pre-reading question about a legend. Explain that a legend usually has fantasy elements. Discuss the fantasy event in the story where a moon woman appears. Encourage readers to focus on the descriptive words, such as “a great ball of light”, “gleaming like stardust”, etc.

2. Comparing and Contrasting
   Ask readers what the lives of the Kumeyaay people were like before and after the moon woman’s visit. Help them create a table with two columns, one for “before” and one for “after”. Get them to list the various points in the relevant columns.

3. Summarizing
   Ask readers what the problem was and how it was solved. Explain that by answering those two questions, they will summarize the story. If they require more help, ask them the following questions:
   • Who faced the problem?
   • What were their lives like?
• What problem did they face?
• Who helped to provide a solution?
• What was the solution?
• How did the solution help to solve the problem?

Comprehension Notes (Pages 32–33)

1. Read through each statement and get readers to look at the text in the first three paragraphs to decide if each statement is true or false.

2. Guide readers to the text on page 29 which introduces the young Kumeyaay mother and why she had trouble sleeping.

3. Refer readers to the end of the story. Ask them what the young Kumeyaay mother taught the people. Remind them of the lives of the Kumeyaay people before they learned to grow corn and how that knowledge changed the way they searched for food.

4. Refer readers to what the moon woman said to the young mother. Help readers to understand the meaning of the word “unselfishly” and to note that the young woman did not just think of herself; she thought of all her people.

5. Remind readers about the main feature of a legend — that it is passed from elders to children. Discuss how, in this way, the story is believed by all the people.

6. Scan the story and recall the main events. Encourage readers to think about the main characters, the problem, and how the problem was resolved.

Answers (Pages 32–33)

1. a. F;  b. T;  c. T;  d. F  
2. b  
3. a  
4. a  
5. a  
6. Accept all reasonable answers. Suggested answer: The moon woman appeared in a meadow on a full moon night when a young mother asked her for help. She gave the young mother corn kernels so her people could grow corn for food.

Extension Activity

Get readers to revisit the pre-reading question about a legend. Remind them of the types of elements present in legends. Discuss how this story fits into the description of a legend.
Pre-reading

Have readers look at the title and guess what the story might be about. Then, get them to look at the subtitle. Explain that a subtitle usually comes after the main title to give more information about a book or story. Ask them again what they think the story might be about.

Whilst-reading Questions

Get readers to read the text aloud, stopping to ask them the following questions.

• What made the sound “chomp”? 
  Answer: The giant parrotfish did.

• Who did Nineti go to for help? 
  Answer: She went to the wisest woman in the village, the maga’haga.

• How did they catch the fish? 
  Answer: They used a net (made out of the women’s hair) to catch the fish.

• What did the people feast on that night? 
  Answer: They feasted on the giant parrotfish.

Reading Skills

1. Identifying the Main Idea

Ask readers what the giant fish was doing at the start of the story and how this affected the people on the island. What did they do about the problem? Help readers understand that the islanders, when faced with the problem of a giant fish, worked together to come up with a solution.

2. Sequencing

Get readers to think about the sequence of events in the story. Have them scan through the story again to pick out the relevant information.

• Ask them what happened in the beginning and what problem the villagers encountered.

• Next, ask them what the villagers did to prepare for the capture of the fish (cut their hair, weave the net).

• Finally, have them recount how the villagers finally caught the giant fish (maidens sang, net thrown, everyone pulled the fish in).
**Comprehension Notes** (Pages 40–41)

1. Direct readers to page 35 and direct them to what Nineti told the chief.

2. Ask readers what the parrotfish did whenever it heard the men approaching. Have readers note that it would hide in deep underwater caves.

3. Get readers to think about how Nineti was feeling before she joined the maidens and after they came up with the plan. Discuss what their song was about and the danger the villagers faced. Help them understand that Nineti loved her village and the villagers and was emotional about what they were going through.

4. Refer readers to page 38 and the text that describes the soothing melody of the maidens’ song and their enchanting voices. Discuss how the song drew the giant fish closer.

5. Direct readers to pages 38 and 39 of the text and ask them to think about why the maidens’ plan was successful. Guide them to recall how the islanders were able to capture the powerful giant fish.

6. Guide readers to recall the sequence of events in the story. Encourage them to scan through the text if necessary.

**Answers** (Pages 40–41)

1. c  
2. b  
3. c  
4. a  
5. b  
6. a. a strong net with hair;  b. a melodious song to draw the giant fish closer;  c. the net over the giant fish;  d. the captured giant fish to shore.

**Extension Activity**

Get readers to discuss the plan to trap the giant fish and how the plan was successful because the people worked together to overpower the giant fish. Ask readers if they can think of other ways the villagers could have chased the giant fish away. Next, get readers to think about the explanation of Guam’s waist. Discuss how the legend honors the bravery of the island’s women.
Reading Skills: Understanding Descriptions; Inferring

Pre-reading

Draw readers’ attention to the word “pocket” in the title. Ask readers if they know of any animals that have a pocket or pouch. Discuss what these animals use the pouch for.

Whilst-reading Questions

Get readers to read the text aloud, stopping to ask them the following questions.
• Where do the possum babies hide?
  Answer: They hide in Mama possum’s pocket.
• What food do the possums eat?
  Answer: They eat berries and bugs.

Reading Skills

1. Understanding Descriptions
   • Get readers to revisit the pre-reading discussion about animal pouches. Point to the words that describe the pouch — “safe and warm” — and how this fits in with what animals use their pouches for.
   • Next, point to the description of the babies on Mama possum’s back, that the babies “clasp and clamber in a topsy-turvy stack”. Discuss how these words suggest that the babies are small and are all crowded together on the mother’s back as she walks along the creek.

2. Inferring
   • Ask readers why Mama possum takes her babies along to find food. Help them to understand that she does not want to leave them alone because they are too young to defend themselves.
   • Have readers look at the text again and think about when possums are active. Guide them to understand that possums are nocturnal meaning that they are active at night. Point out to them that Mama possum starts looking for food at dusk and crawls back to her nest when day breaks.
   • Ask readers when possums sleep. Direct them to the text in the middle of page 43 that tells them that the babies sleep through the day. Help them see that this applies not just to the babies but also to Mama possum as they are nocturnal.
Comprehension Notes (Pages 44–45)

1. Refer readers to the text at the top of page 43 that describes where Mama possum is walking.

2. Ask readers to think about why the babies hide in Mama possum’s pouch and look at the top picture on page 43.

3. Get readers to recall what Mama possum is doing near the creek at dusk. Point to the words “bug or berry snack” to help readers understand that this means she is looking for food.

4. Remind readers when Mama possum sets out with her babies. Ask them to look at the pictures for clues to infer that the possum family searches for food all through the night and heads back to the nest at dawn when the “night stars fade away”.

5. Direct readers to the end of the text about the two names of the animal.

6. Ask readers to read through the text in the activity. Then, get them to look at the last word in the first line and think of words that rhyme with it. They can refer to the text if necessary to fill in the blanks.

Answers (Pages 44–45)

1. a 2. c 3. b 4. a
5. opossum 6. a. ride; b. stack; c. day

Extension Activity

Encourage readers to read the words in the text slowly. Point to the rhyming words and the use of alliteration. Explain that alliteration occurs when you have the words that start with the same sound close together. An example of this would be “Baa baa black sheep”, where the “b” sound is repeated. In the text, alliteration is found in “clasp and clamber”, “sleep and snuggle”, and even in the title (“possums in a pocket”). Discuss how this effect helps the rhythm of the text.
Pre-reading

Draw readers’ attention to the picture of the ship in a glass bottle. Ask them to suggest how it could have been made and for what purpose. Invite readers to talk about miniature models they may have seen.

Whilst-reading Questions

Get readers to read the text aloud, stopping to ask them the following questions.

- Who probably made the first ship in a bottle?
  
  *Answer: A sailor probably did.*

- What does Westervelt do with the wood from the wreck?
  
  *Answer: He uses it for the hull of the model ship.*

- Where can such miniature models be found?
  
  *Answer: They can be found in maritime museums.*

Reading Skills

1. **Understanding Descriptions**

   Guide readers to the descriptive language in the first two paragraphs of the text such as “a tiny ship, floating over white-tipped waves”, “a tiny sailor navigates”, “captured in miniature”. Help them understand that these serve to paint a picture of something smaller than ordinary. Remind them that ships are normally very large yet the ship in the bottle is entirely opposite to that.

2. **Sequencing**

   Get readers to recall the various steps in building a model ship. Direct them to page 47, and get them to list the various steps. Help them along by asking which part is built first, next, etc. Ask them also what helps the ship take its final shape inside the bottle.
Comprehension Notes (Pages 48–49)

1. Refer readers to paragraph 3 on page 46 where the writer describes the ship as sailing on an ocean of clay.

2. Direct readers’ attention to paragraph 4 on page 46 and identify the reasons why sailors might have built model ships in bottles.

3. Remind readers that the model ship is made first and then slipped through the bottleneck. Point to the narrow space in the pictures and explain that the model would need to be small enough to fit through the bottle’s mouth.

4. Ask readers to consider the position of the masts before they are placed inside the bottle. Point to the words “like wings on a bird” (page 47) and explain how they are set straight after the ship is inside the bottle.

5. Ask readers what the meaning of “tricky” is. Explain that this is an adjective used to describe something that requires care and skill because it is either difficult or awkward. Keeping this in mind, get them to think about how this applies to the making of model ships and placing them in bottles.

6. Read through the list of sentences. Point out how each step needs to follow on to the next in a particular order. Once readers have numbered the sentences, ask them to read them in order to check if they have got the correct sequence. Encourage them to scan the text for help if required.

Answers (Pages 48–49)

1. b 2. a 3. a 4. d 5. c
6. 4, 9, 10, 5, 6, 1, 2, 3, 7, 8

Extension Activity

Get readers to think about the procedure of building a model ship inside a bottle. Discuss what would be the hardest step and what would be an easy step. Talk about what skills one would need to make such a model ship.
Pre-reading

Ask readers if they write, draw, or paint. If they do, encourage them to share what they do and what they base their creations on. Get them to talk about what inspires them or get them to think about what might inspire writers or artists. If they don’t, ask which activity they would like to do most and why.

Whilst-reading Questions

Get readers to read the text aloud, stopping to ask them these questions.

- How did Nelly and her mother survive World War II?
  Answer: They survived because two non-Jewish friends protected them.
- What did Nelly create while she was in hiding?
  Answer: She created sixty-four little watercolor paintings.
- How did Nelly feel when she was placed with a non-Jewish family?
  Answer: She felt lonely for her parents and dreamed of going home.
- Where was their hiding place?
  Answer: It was in a secret window compartment.

Reading Skills

1. Comparing and Contrasting

Get readers to read through the stories linked with each of the paintings (pages 51–54). Next, ask them to compare each painting with real life events in Nelly’s world. How different or similar are they? Use these questions as prompts:

- How is “Kindergarten Class” (page 51) very different from Nelly’s world?
- How is the girl in “All Alone” similar to Nelly?
- How is “Friends Playing Dominoes” similar to and different from Nelly’s world?
- How is “She Sells All Her Sweaters” different from and similar to Nelly’s world?

2. Inferring

Have readers think about how Nelly’s art helped her when she was in hiding. Get them to infer that her art was not representative of her life but of her hopes for a normal life. Use the comparisons they make between the paintings and her real life as a way of discussing her art. Ask them the following questions:

- Why does Nelly create a different world in her paintings?
- Would it have been easier for her to paint what she saw or experienced?
- What do the paintings tell us about Nelly’s thoughts while she was in hiding?
Comprehension Notes (Pages 56–57)

1. Refer readers to the last two sentences of the first paragraph on page 50. Guide them to note that only Nelly and her mother survived.

2. Ask readers to look at the explanation that Nelly gives about her painting entitled “Friends Playing Dominoes” (page 53).

3. Ask readers to recall the reason why Nelly went into hiding and what danger she faced if she was discovered by the Nazi government. Direct them to the text on page 51 if necessary.

4. Get readers to think about why Nelly and her mother picked up all their belongings quickly before they hid. Discuss how careful they were about not being seen or heard.

5. Remind readers about the fact that Nelly had very few belongings and hardly any space of her own. Guide them to infer that she would only have had small sheets of paper to work with.

6. Scan through the story and help readers draw links between each painting and its description in the text.

Answers (Pages 56–57)

1. c  
2. d  
3. d  
4. c  
5. a  
6. Schoolchildren walked to kindergarten → Nelly did not dare to go outside; The girl in the portrait is lonely → Nelly felt lonely in her hiding place; Eva knits sweaters → Nelly’s mother knits her clothes; Two friends play dominoes → Nelly and her mother play dominoes

Extension Activity

Get readers to look at Nelly’s paintings again and pick the one they like the best. Ask readers to write a few sentences describing the painting in detail. Encourage them to share their opinion about what the painting shows about Nelly’s thoughts.
**Pre-reading**

Draw readers’ attention to the title and subtitle. Discuss why it is important to keep a watch for signs of fire. Ask them what would happen if there was a fire in their home. Talk about what kind of destruction a fire could cause if it grew bigger and started burning a larger area.

**Whilst-reading Questions**

Get readers to read the text aloud, stopping to ask them the following questions.

- Where do the fire watchers sit to search for signs of fire?  
  *Answer: They sit in fire towers.*
- Who was responsible for fighting forest fires after 1910?  
  *Answer: The United States Forest Service was responsible.*
- How do the fire watchers get to their posts?  
  *Answer: They hike there.*

**Reading Skills**

1. **Identifying the Main Idea**
   
   Ask readers to skim the text for the main idea of the story. Get them to think about what and who the text is talking about. Guide readers to note that it is about the work that fire watchers do and how they go about watching out for signs of fire.

2. **Identifying Details**
   
   - Direct readers to Peter Naumann’s account of his typical day (page 59) and get them to list the details he gives.
   - Ask them about the type of personality a fire watcher should have. Refer them to what Naumann says on page 60.
   - Have readers scan through the text on page 61 and pick out the technology the fire watchers use.

3. **Summarizing**
   
   Have readers think about the work fire watchers do and then, jot down the answers to the following questions:
   - Why is their work important?
   - How do they go about their task?
   - What skills and tools do they need?
Using their notes, get them to write a short summary about what fire watchers do and the importance of their jobs.

**Comprehension Notes** (Pages 62–63)

1. Refer readers to the text on page 59 that tells them about the largest fire recorded in U.S. history.

2. Although fire watchers do perform some of the other functions, direct readers to the word "main" in the question. Readers should understand that they need to identify the primary function of a fire watcher, that is, to locate and report fires.

3. Have readers look at the text on page 58. Help them understand that "a 360-degree view" means that a person will be able to see all around from the window.

4. Get readers to reread the section about encountering wildlife. Guide them to the text that says the bear scat (animal droppings) was fresh and recent ("shiny, steaming"). Help readers make the inference that the bear would not be too far away and so Naumann decided to go back immediately, to the safety of the tower.

5. Direct readers to what Naumann said about rainstorms and thunderstorms and what he needed to be watchful for.

6. Guide readers to think about the details they learned from the text. Encourage them to scan through the text again if necessary.

**Answers** (Pages 62–63)

1. d  
2. b  
3. d  
4. b  
5. b  
6. 

<table>
<thead>
<tr>
<th>Skills fire watchers need</th>
<th>Technology used by fire watchers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• read topographical maps</td>
<td>• Osborne Firefinder, which provides compass headings for fire locations</td>
</tr>
<tr>
<td>• monitor weather patterns</td>
<td>• Spotter planes</td>
</tr>
<tr>
<td>• read compass headings</td>
<td>• Helicopters</td>
</tr>
</tbody>
</table>

**Extension Activity**

Get readers to think about the important work of fire watchers. Ask them to imagine they work as fire watchers on a lookout. Get them to write a diary page describing a typical day at work. Encourage them to read the text about Peter Naumann and Sam Chapman’s experiences for ideas.