

Comparing the Book to the Film

Teach 

Books are often made into movies. This sheet will help you critically review each one individually, and then compare the two.



BOOK



What was your favourite part of the book?

Who was your favourite character? Why?

Is there anything you did not like about the book?



FILM



What was your favourite part of the film?

Who was your favourite character? Why?

Is there anything you did not like about the film?

What was different between the film and the book? Put a check mark (✓) next to changes you liked and (X) next to changes you did not.

Which was better? Which did you enjoy more? Explain your answer.

If you were remaking the movie what would you do differently?

Who would you cast as the main characters if you were the director?

Draw the movie poster for your new version of the film on the back of this sheet.

Tutankhamun's Tomb



Who Found His Tomb?

The tomb was found by a group of researchers led by Howard Carter. It was discovered in 1922, which means that all of the treasures and the body inside have been left in very good condition. Carter worked out from other important finds that the tomb would be in the Valley of the Kings. A man named Theodore Davis found a cup with Tutankhamun and his wife on it. This was a clue that helped Carter find the tomb.

What They Found Inside

Inside the tomb they found over 3000 treasures meant for Tutankhamun to take with him into the afterlife. Many of the items were made from, or covered in, gold – perfect for a king. The tomb was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus (a decorated stone coffin).

Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place for a king.

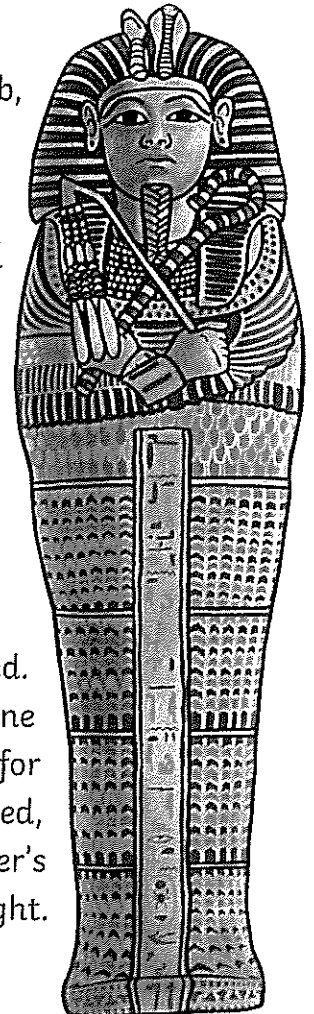


Normally, all the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly.

The images on the walls were from a ritual called the 'opening of the mouth'.

The Curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers and will curse anyone who disturbs them. It started when Lord Carnarvon, the man who paid for the dig of King Tut's tomb, died soon after it was opened. As soon as he died, all the lights in Cairo went out mysteriously. Other stories are that Carter's pet canary was killed by a cobra and Carnarvon's dog died the same night. Some think it was a germ but others say it was magic.



Tutankhamun's Tomb Questions

1. Which year was Tutankhamun's tomb discovered? Tick **one**.

1992

1922

1912

1299

2. Where did Carter find the tomb?

3. What is the name of the room that had the sarcophagus in? Tick **one**.

tomb

burial chamber

sarcophagus area

Tutankhamun

4. Use the information in the text to match the people up to their role in the discovery.

Lord Carnarvon

Paid all the workers who discovered the tomb.

Howard Carter

Found a cup that led to the discovery.

Theodore Davies

Discovered the tomb.

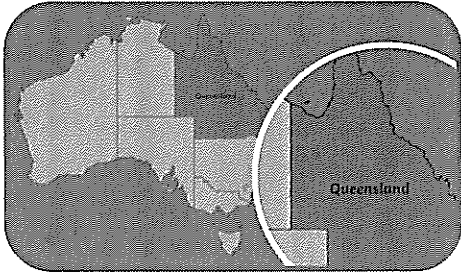
5. Tick the boxes to say whether the sentences are true or false.

Sentence	True	False
Some people think Mummies can curse people who find them.		
Lord Carnarvon's cat died the same night as the canary.		
When Lord Carnarvon died, the lights went out in Egypt.		
Some people say Lord Carnarvon died from a germ.		

6. What is the name of the ritual that can be seen in the paintings in the burial chamber?

7. Do you believe the mummy's curse? Use the text to support your answer.

The Great Barrier Reef



Where Is the Great Barrier Reef?

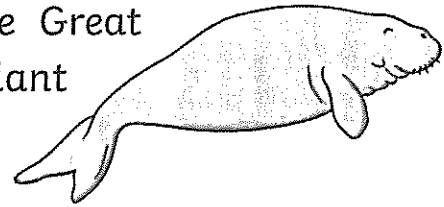
The Great Barrier Reef is in Australia. It has 2900 reefs and 900 islands. The Great Barrier Reef is in the Coral Sea, near Queensland.

How Big Is the Great Barrier Reef?

The Great Barrier Reef is 2600 kilometres long. It is the world's biggest living structure. Astronauts can see it from outer space!

Which Animals Live in the Great Barrier Reef?

Many thousands of animals live in the Great Barrier Reef, such as fish, sea turtles, giant clam, seahorses, sea snakes, sea turtles, stingrays, sharks and many more.

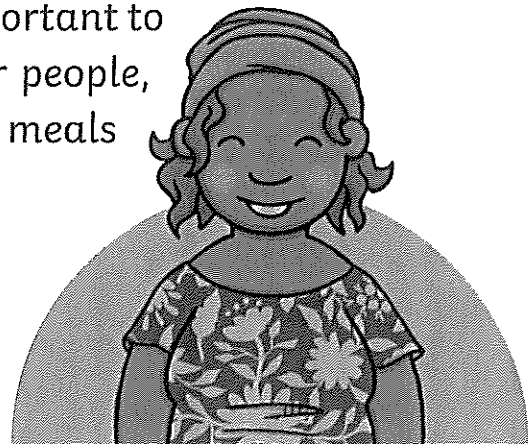


What Else Lives in the Great Barrier Reef?

Many other species live in the Great Barrier Reef; including corals and sponges. 360 species of hard coral grow there. Hot weather and warm water are bad for coral and cause 'coral bleaching'.

How Do Aboriginal People Use the Great Barrier Reef?

Aboriginal and Torres Strait Islander people are the traditional owners of the Great Barrier Reef. Aboriginal and Torres Strait Islander people have used the sea to give them food for thousands of years. Today, food from the sea is important to Aboriginal and Torres Strait Islander people, who still collect food and prepare meals using their traditional methods.



Questions

1. In which country is the Great Barrier Reef?

2. In which sea is the Great Barrier Reef?

3. From where can the Great Barrier Reef be seen?

4. List four animals that live in the Great Barrier Reef.

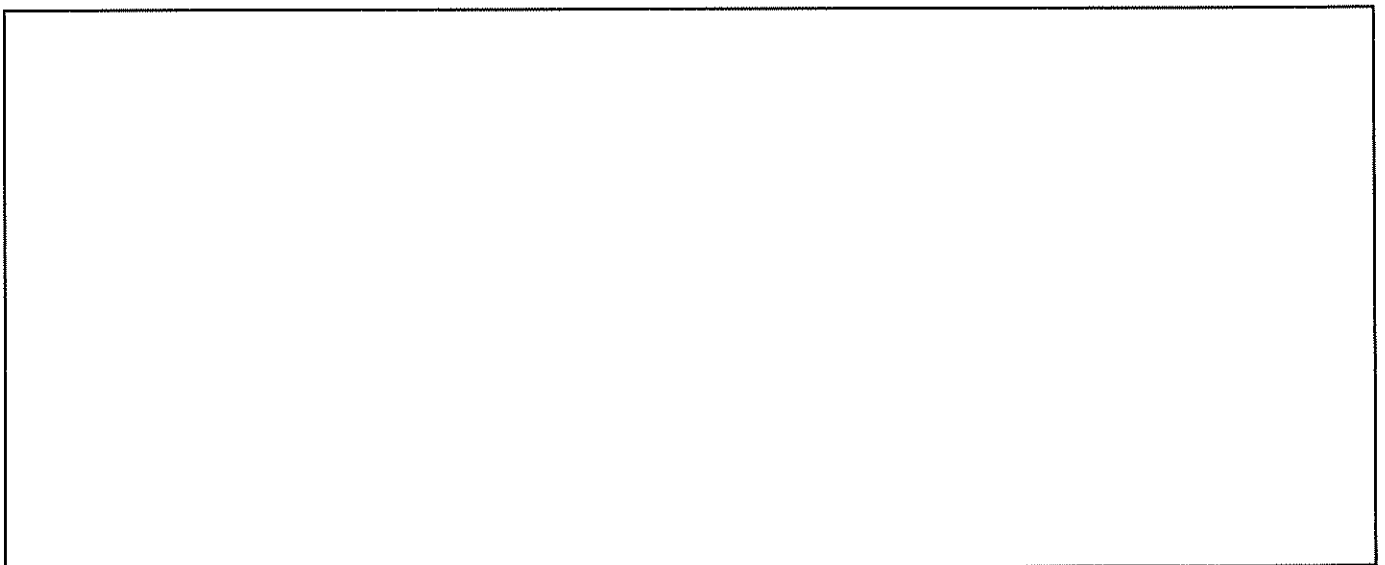
5. What causes coral bleaching?

6. Who are the owners of the Great Barrier Reef?

7. What do these people use the Great Barrier Reef for?

8. Describe an interesting fact that you have learned about the Great Barrier Reef.

9. Draw a picture of what you think the Great Barrier Reef looks like.



Inference First Level

Text One

Tina's heart was beating fast and her tummy was in knots. She looked at the clock. It was only one minute later than when she had last looked at it. For the hundredth time she peered out the window and looked both ways down the street, there was no sign of anyone. She let the curtain fall back down and turned away, sighing loudly. Just then, the letterbox clattered and Tina squealed. It was here!



1. What was Tina waiting for?

- a) a telephone call
- b) the post
- c) someone to come to the door

What were the clues in the text?

2. How was Tina feeling?

- a) nervous
- b) happy
- c) bored

What were the clues in the text?



Summarize It!

Cross-Curricular Focus: Study Skills

You have probably written a summary after the completion of a book you have read. You may have told about the characters. You may have told about the setting. You probably told about how a problem was solved. But did you know that summarizing is not just for stories? You can use your summarizing skills to be better prepared in all your subjects.

Some students have a hard time with science and social studies because there are lots of new words. There is also a lot of information to remember. Research shows that just writing things down will help you remember them. It works even if you never read what you wrote again. Wow! That's a great reason for taking notes.

Did you know that taking notes is summarizing? When you read your science and social studies textbooks, keep a notebook with lined paper close to you. Most textbooks are divided into sections that have headings. Headings are like titles in darker letters. Write down the heading of each section before you read the section. As you read, jot down the big ideas. Look for new words. You can also use your summary to study!

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why are science and social studies hard for some people?

2) What does research say about writing things down?

3) What is a heading in your textbook?

4) Based on the other information in the last paragraph, what do the words "jot down" mean?

5) What can you use when you study?

Sequencing Events

Write numbers 1-6 to show the order of the events.

____ Kate got the dog shampoo and squirted some into the water.

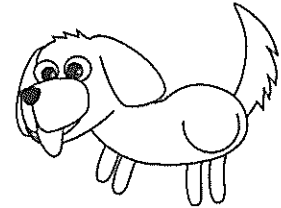
____ Kate used the dog brush to comb Max's wet coat.

____ Kate filled the dog bath with water from the hose.

____ Kate raced around the backyard to try and catch Max ready for his bath.

____ Kate put Max into the dog bath and lathered up the soap and water.

____ Max rolled in dirt during his walk, so Kate decided to give Max a bath.



Using the picture as a guide, come up with a sequence of events that occurred before this picture was taken, during and after.

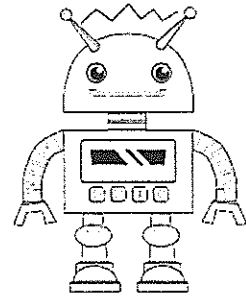


Before	During	After

Finding the Main Idea 2

Read the paragraph, then write the main idea and three bits of detail.

Inventing begins with daydreaming, or maybe the thought “if only...”. The invention process begins with collecting ideas and writing them down, reading, learning new things, and experimenting. Along the way, inventors uncover ideas and facts which are not yet known. After a lot of patience and a little luck, a new invention is created. Not all inventions always work out, sometimes they fail, but that’s all part of the challenge of inventing something new.



1. What is the main idea of this paragraph?

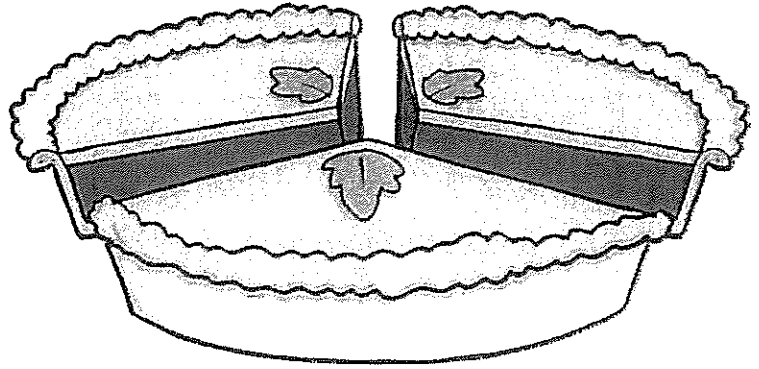
2. Write three bits of detail:

Author's Purpose

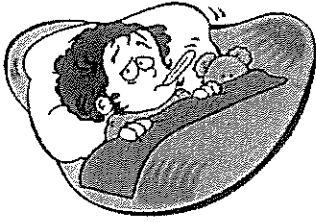
Persuade or convince the reader to do or believe something.

Inform or tell the reader more information about a topic.

Entertain the reader with an interesting or funny story.



1. a newspaper article about a winter storm		6. a thesaurus	
2. a commercial for a new candy		7. a biography of Abraham Lincoln	
3. a story about a friendly giant		8. a speech by someone running for student council	
4. a billboard for a new store		9. a book of jokes	
5. a fiction book about unicorns		10. a magazine article about birds in Africa	



Name: _____

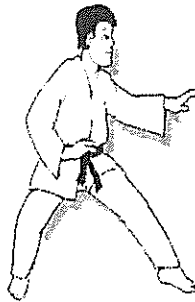
What Happened?

Directions: Match the cause to its effect. Write the correct letter on the line.

Effect

Cause

- ___ 1. Sue covered her ears because...
- ___ 2. Louie bought a cake because...
- ___ 3. The waiter dropped his tray of food because...
- ___ 4. Paul did his homework at night because...
- ___ 5. The popcorn mom made burned because...
- ___ 6. Ian received his black belt in karate because...
- ___ 7. Julie's mom brought Julie to the doctor because...
- ___ 8. The dog was all wet because...
- ___ 9. The milk was sour because...
- ___ 10. George had a drink because...



- a. it jumped into the pool.
- b. she forgot it in the microwave.
- c. the siren on the firetruck was very loud.
- d. he was hot and thirsty after running outside.
- e. it is his mom's birthday.
- f. he had soccer practice after school.
- g. he passed the final test.
- h. he tripped on a napkin and fell.
- i. someone took it out and left it on the counter.
- j. she had a fever.



Name: _____

Date: _____

Making Predictions

Can you predict what is going to happen next?

1. Jonathan was looking up at the sky when his friend threw him the football...

2. The sky grew dark, the wind began to blow and suddenly...

3. Jane worked really hard on her school project about gardening and was pleasantly surprised when...

4. Declan rode his bike over some broken glass on the footpath...

5. Amy was rollerblading across a footpath, but she didn't know there was a broken tree branch across the path...

6. I picked a beautiful red rose from the garden, suddenly...

7. Mum turned on the tap to run us a bath, she walked away...

Fact or Opinion?

Activity 1

Are these sentences facts or opinions? Tick the appropriate box to show what you think.

	Fact	Opinion
1. That man has a beard.	<input type="checkbox"/>	<input type="checkbox"/>
2. Red is the best colour.	<input type="checkbox"/>	<input type="checkbox"/>
3. Apples taste better than pears.	<input type="checkbox"/>	<input type="checkbox"/>
4. Peter can run faster than Paul.	<input type="checkbox"/>	<input type="checkbox"/>
5. There's a frog in the pond.	<input type="checkbox"/>	<input type="checkbox"/>
6. I don't want sausages for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
7. Chelsea will definitely win.	<input type="checkbox"/>	<input type="checkbox"/>
8. I am the smartest kid in my class.	<input type="checkbox"/>	<input type="checkbox"/>
9. He's better at art than maths.	<input type="checkbox"/>	<input type="checkbox"/>
10. You shouldn't go swimming in the sea.	<input type="checkbox"/>	<input type="checkbox"/>

Activity 2

These passages contain facts and opinions. Underline the parts you think are facts in one colour and the parts you think are opinions in another colour. Fill in the key below to indicate which colour is which.

1. Hate housework? You'll love the SuperSweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and receive a 1% discount! Miss out and you'll regret!
2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometres! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.
3. The jungle is a very dangerous place to visit. There are lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

Key

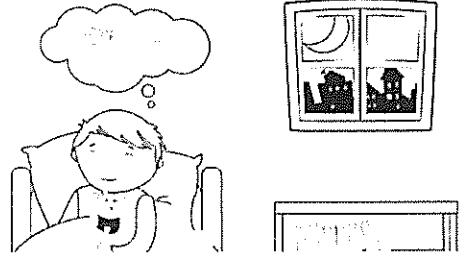
fact

opinion

Sequencing Text

Read the paragraph about dreaming. Write numbers 1-6 to sequence the sentences.

Dreams are stories and pictures our brains create when we are asleep. Researchers have been trying to discover the truth about dreams for centuries. Most dreams happen during the time in the night when we are the most deeply asleep, and our eyes begin to move around quickly under our eyelids. This is called Rapid Eye Movement, or REM. Researchers originally thought the only time we had dreams was during our REM. However, most experts agree that we can dream at just about any time of the night. Maybe REM dreams are just our most realistic dreams.



-
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- _____ However, most experts agree that we can dream at just about any time of the night.

Name

Date

Author's Purpose

PERSUADE

INFORM

ENTERTAIN

a book of jokes	a book of recipes	a book of fairy tales	a biography	an advertisement for toys
a billboard about voting for mayor	a book on how to draw	a letter to the principal from a student about having longer lunchtimes	a newspaper article	a book of poems



Cause and Effect

The effect is what happened. The cause is why it happened.

Cause- The girl did not do her homework.

Effect- She had to work on it during recess.

Directions: Cut out the sentences. Pair the correct cause and effect sentences next to each other.

- | | | | |
|---|--|--|--|
| • He missed the bus and was late to school. | • Sandy was running down the hall. | • Bob's kite flew high in the sky. | • He studied every night. |
| • The phone rang. | • She fell and hurt her knee. | • Dan was soaked from head to toe. | • Stan earned a 100% on his spelling test. |
| • The sun went down. | • The new puppy chewed it up. | • Billy forgot to set his alarm clock. | • He walked home in the rain. |
| • It was a very windy day. | • Dennis left his favorite toy on the floor. | • Sandy answered it. | • It got dark outside. |

Cause

Effect

--

--

Predictions

DIRECTIONS: What do you think happens next? Explain your answer using evidence from the text.

1. Rachel's friends told her that Joshua really likes her. Rachel really likes Joshua, too. When he walks up to her in the cafeteria...



2. Ken didn't study for his algebra test. He isn't doing well in class, and if he fails another test, he won't have any hope of saving his grade. In a panic, he glances around and sees that Ian, who does very well in the class, is sitting in such a way that Ken can clearly see Ian's test paper...

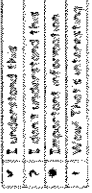


3. Isabel has been very short and a bit sullen lately when Carter has called. She doesn't smile at him anymore, and it's starting to make Carter feel uncomfortable. He wants to ask Isabel if she is still his girlfriend, but when she comes up to him after school, she speaks to him first.



Learning from Home READING GRID

INSTRUCTIONS: Read a book from home or online (such as EPIC or Storyline Online) and complete an activity from the grid every day.

<p>Favourite Part</p> <p>What was your favourite part of the text? Why? Detail your reasons in full sentences.</p>	<p>Visualisation</p> <p>Read a page or two of a story and draw a picture of what is happening from what you visualised in your head.</p>	<p>Summarising</p> <p>Jot down as many V.I.P's (Very Important Points) from the text as you can</p>	<p>Monitoring Coding Strategy to help monitor your reading. Mark the codes on the page if you are allowed.</p> 	<p>Predicting</p> <p>Looking at the title and front cover, make a prediction about the text. Whilst reading, check your prediction and alter it if needed.</p>	<p>Questioning</p> <p>Before reading an information text, write 'I wonder' in the middle of the page. Next, write questions you have about the topic before reading. Once you read the text, write down the answers to your questions.</p>
<p>Text-to-text Connections</p> <p>List down how this text relates to something you have read or viewed in another text.</p>	<p>Text-to-world Connection</p> <p>List down how this text relates to something that has happened in the real world</p>	<p>Text-to-self Connections</p> <p>List down how this text relates to something in your own life.</p>	<p>Character Map</p> <p>Draw a picture of a character in your text. Label your character.</p>	<p>Problem/Solution</p> <p>Identify and write the problem and the solution of your story.</p>	<p>Inferring</p> <p>What's in my teacher's bag or trash? Make inferences about what is in their bag based on what you know about your teacher.</p>
<p>Character Comparison</p> <p>Choose two characters and compare. How are they different? How are they the same?</p>	<p>Setting</p> <p>What is the setting of your story? Write about it in detail.</p>	<p>Non Fiction</p> <p>Read non-fiction books and write or draw about something you learned.</p>	<p>Non Fiction</p> <p>List 3 interesting facts you read in your book. Complete some extra research and add some more facts</p>	<p>Retell</p> <p>After reading the story, retell it to a family member using first, next, lastly.</p>	<p>Inferring</p> <p>Use your background knowledge + text clues to make an inference about your book.</p>
<p>B-M-E</p> <p>Identify and summarise in paragraphs the Beginning, middle and end of your story.</p>	<p>Different Ending</p> <p>Change the ending of your story. Illustrate after you have written.</p>	<p>Tricky Words</p> <p>Write down any tricky words you come across while reading. Find them in a dictionary and write the meaning down.</p>	<p>Character Traits</p> <p>Draw a picture of a character. Label the character with their traits.</p>	<p>Activating Prior Knowledge</p> <p>Choose a topic and write what you already know, then research the topic and in a second column, write what you now know.</p>	<p>Scanning</p> <p>Scan a newspaper and find the following: birth notice, weather forecast, advertisement, sports result, good news article and bad news article. Glue them under their headings if you wish.</p>