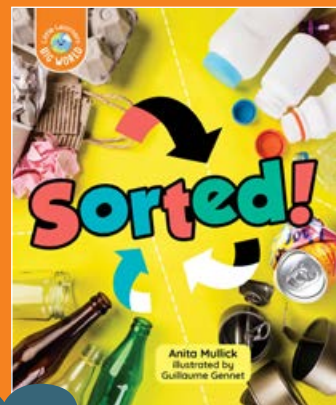


# Stage 7.5: Sorted!

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. Read more: it is important to read a range of other books to children to build their vocabulary and comprehension skills. What other books could you read to children about rubbish and recycling? Or perhaps you might read some more books with diagrams to children and compare them with this book.



## More about rubbish and recycling

This smart street recycling machine in China is called the **Small Yellow Dog**. It pays you for your recycled items, based on their type and weight. All you need is a smartphone and a bank account. If you give it non-recyclable items, an alarm goes off!



Electric waste items such as TVs, phones and tablets are called **e-waste**. In some places, e-waste is banned from general rubbish bins. You can drop it off at some stores or take it to your local resource recovery centre.

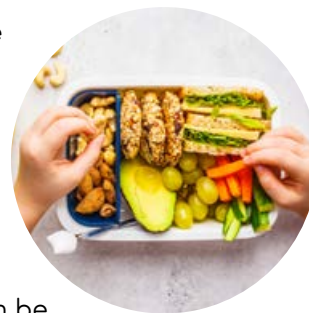


Did you  
know?

Most jobs at a recycling sorting facility (sometimes called a Mixed Recycling Facility or MRF for short) are done by machines and cool technology. **Optical sorting** uses computers, cameras, lasers, robotics and high-speed conveyer belts.



Some **schools** encourage children to bring 'nude food' – food that has little or no disposable packaging. Instead of using cling wrap, paper bags or foil to wrap your lunch items, go for sturdy containers that can be washed and re-used.



## Talk about it

- Where can you take things to be recycled?
- What do you have in your lunchbox? Which things are 'nude' and which are not?
- What kinds of machines did you see in the book? Why do you think machines are used so much at recycling plants?

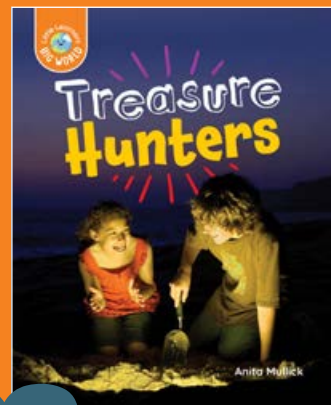
## Write about it

Ask children to design a new product made from recycled materials. They should include a 'before' picture of the items for recycling with labels and an 'after' picture of the finished product with a caption.



# Stage 7.5: Treasure Hunters

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. Read more: it is important to read a range of other books to children to build their vocabulary and comprehension skills. What other books could you read to children about treasure? Or perhaps you might read some more information texts to children and compare them with this book.



## More about treasure

Over 150 years ago in Australia, gold was discovered in several places, leading to a string of 'gold rushes'. Treasure hunters came from all over the world in search of a giant nugget like the 'Welcome nugget', which weighed almost 70kg! That's around 3 times as heavy as an eight-year-old child!



Did you know?



You don't have to be a grown-up to be a **paleontologist**! Over 200 years ago, Mary Anning from Dorset in the United Kingdom discovered an animal skeleton when she was 12 years old. It turned out to be an ancient marine reptile called an **ichthyosaur** (*ik-thee-oh-sore*). Mary taught herself about fossils and made lots of important dino discoveries.

ichthyosaur



Many people used to think that **street art** like Banksy's was trash. Now, many cities have tours and festivals to show off their street art!

## Talk about it

- What treasure have you seen either in real life or in books, on TV or online? What made it valuable?
- What is an object you have that is important to you but most people wouldn't call it treasure? Why does it mean a lot to you?
- If you used a metal detector, what sort of things could you find? Would it all be treasure?

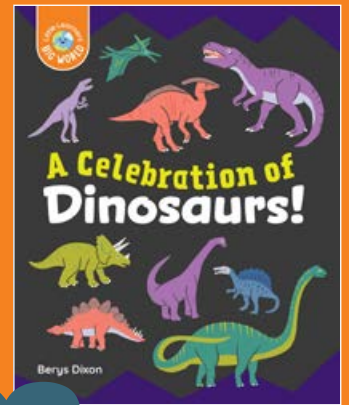
## Write about it

Ask children to draw a simple treasure map and place an 'X' where the treasure is. Encourage them to label the map. They can also write 1–5 simple treasure hunt clues to go with their map.



# Stage 7.5: A Celebration of Dinosaurs!

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. Read more: it is important to read a range of other books to children to build their vocabulary and comprehension skills. What other books could you read to children about dinosaurs? Or perhaps you might read some more texts containing presentations, discussions and brochures to children and compare them with this book.



## More about dinosaurs

Dinosaurs roamed the earth for **160 million** years! During that time, the south pole was covered in plants and forests, not ice! Paleontologists have discovered dinosaur fossils there. The kangaroo-like *Leaellynasaura* is one of them.



**Anchiornis huxleyi**

For a long time, scientists have had to use guesswork to figure out the colours of the dinosaurs. But now, the true colours of some dinosaurs have been revealed! Using special microscopes, paleontologists have discovered **traces of colour** in fossilised feathers.

Fossils of the *Anchiornis huxleyi* reveal that it had black and white feathers on its wings and a **flashy red crest** on its head!

When dinosaurs roamed the earth there were no humans around to draw them, but now we have **paleoartists**. Paleoartists study the fossilised remains of dinosaur bones, skin and footprints to create realistic models and paintings of those amazing creatures.

If you like drawing dinosaurs, perhaps you could be a paleoartist one day!



Did you know?



**Leaellynasaura**

## Talk about it

- Imagine you had a time machine and went back to the time of the dinosaurs. What would you see, hear, smell? What would you do?
- How would you feel – scared, brave, curious or a mixture of all three?
- Which dinosaurs would you like to learn more about?

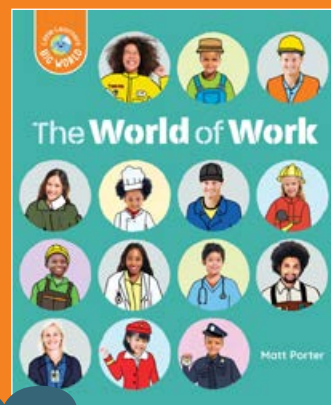
## Write about it

Ask children to choose some fascinating facts about dinosaurs and make a brochure, like Jack's in 'A Celebration of Dinosaurs'.



# Stage 7.5: The World of Work

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. Read more: it is important to read a range of other books to children to build their vocabulary and comprehension skills. What other books could you read to children about work? Or perhaps you might read some more texts containing interviews to children and compare them with this book.



Did you know?

## More about work

Some workers, like paramedics, **work at night**. This can be tough. Experts recommend catching up on sleep the next day as soon as possible, in a dark, quiet room. Earplugs, an eye mask and a 'do not disturb' sign might help, too!



Some animals have jobs! **Guide dogs** use their intelligence and senses to help visually impaired people. Experts are studying animal work to make sure people know how to treat animals properly and protect them from stress.



You don't need to be an adult to create a **booming business**! From hair scrunchies to online toy reviews, and candles to candy, kids around the world are coming up with ideas that solve problems and make money!

## Talk about it

- What is your dream job? What does it involve?
- What business would you set up if you had the chance? What problem would it solve or what would attract customers?
- What other jobs might there be in future? Would you like to do any of them? Why?

The world is changing fast due to new technology. Jobs of the future are likely to be different to jobs today. One study by Australian experts predicts that **robot mechanic** might be a job – someone that fixes robots when they break down!



## Write about it

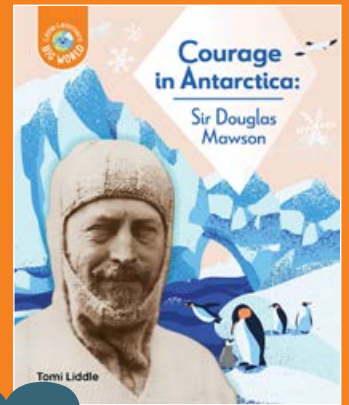
Ask children to imagine a job of the future and draw a picture of them doing it. They can write the name of the job and a short list of skills you would need to do it.





# Stage 7.5: Courage in Antarctica: Sir Douglas Mawson

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. Read more: it is important to read a range of other books to children to build their vocabulary and comprehension skills. What other books could you read to children about Sir Douglas Mawson? Or perhaps you might read some historical texts to children and compare them with this book.



Did you know?

## More about Mawson's hut

The hut that Mawson and his team built in 1911 was covered in so much snow that only the roof was visible. The men couldn't leave the hut using the door – they had to **climb out of a window** in the roof!

Mawson and his team had **no TV or internet** in the hut to keep them entertained. They did have a music player called a **gramophone** and different instruments, including a harmonica and a tin whistle. They also read aloud to each other and performed plays.



Snowdrifts kept the temperature in Mawson's at around 4 degrees Celsius. That's like **living in a fridge!** If the hut got any warmer, frozen ice on the ceiling would melt and drip onto their beds.



Mawson's food supplies were organised into breakfast, lunch and dinner and included a range of foods to keep everyone healthy. **Sweets** (including fruit and plum pudding) and **dessert** (including figs and toffee) were also on the menu, as were baked beans!



## Talk about it

- Can you imagine what life was like in Mawson's hut? What would be the main challenges? What ways might these be overcome?
- Do you like being in the cold? How do people adapt to living in cold places?
- Would you like to visit Mawson Station in Antarctica? Why?

## Write about it

Ask children to draw a picture of themselves in Mawson's hut and write about one thing they can see, hear, taste, smell or feel.



# Stage 7.5: Heroes of Invention!

Read this page to children (it is not decodable). Use the questions and prompts to talk and write about the topic. Read more: it is important to read a range of other books to children to build their vocabulary and comprehension skills. What other books could you read to children about inventions? Or perhaps you might read some more information texts to children and compare them with this book.



Did you know?

## More about inventions



Frank Epperson patented his Popsicle idea in 1923. A **patent** gives an inventor the right to stop other people copying their invention. Frank sold the rights to the Popsicle a while later, and now lots of people make and sell their own icy poles.



George de Mestral **persevered** for years while working on inventing Velcro. He had the idea while on a walk with his dog in 1941, but only filed a patent in 1955 once his invention was ready to share.



Sam Houghton is thought to be the **youngest person** to be granted a patent. He had his idea for his broom when he was three and received a patent for it when he was only five years old!



## Talk about it

- Which invention have you most enjoyed learning about?
- What inventions in your life would you like to investigate?
- What do you think the world would be like if we didn't have imaginative people inventing things?

The microwave oven was **invented by accident!** American engineer Percy LeBaron Spencer was working on a microwave energy machine called a 'magnetron' when he noticed the snack in his pocket had melted. He put all kinds of food near the magnetron to test his theory that **microwave energy** could cook it. Eventually, this became the microwave oven we use today!



## Write about it

Ask children to draw an invention of their own, making it as weird and wonderful as they like! They can write an explanation piece about it, including things like: What is it called? What is it for? How does it work? What is it made of? Why do we need it?

