

To the Student

In *FOCUS on Understanding Sequence, Book H*, you will read passages and answer questions. You will practise using the reading strategy called Understanding Sequence. You will learn about the strategy on the Learn About pages. You will see a sample passage, sample questions and sample answer choices on the Lesson Preview pages. Then you will practise using the strategy in twenty lessons.

Each lesson has a passage and five questions. After you finish reading the passage, answer the five questions. For the first four questions, fill in the correct answers on the Answer Form on page 53. Or, you may fill in the correct answers directly on the page. For the fifth question, write the answer on the lines provided on the page. Fill in the circle on the Answer Form to show that you have completed the fifth question.

Use the Tracking Chart on page 47 to show when you have finished each lesson and to show the number of questions that you answered correctly. After each group of five lessons, you will complete a self-assessment to see how you are doing.

So . . . FOCUS and enjoy!

Acknowledgments

Product Development

Project Developer and Editor: Dale Lyle

Writer: Jeanine Jenks Farley

Reviewer: Mary McNary

Design and Production

Project Designer: Susan Hawk

Photo Credits:

Pgs. 2, 4, 6, 8, 12, 14, 18, 26, 32, 34, 40
42, ©2006 Jupiter Images, Inc.

©Shutterstock.com: pg. 10 Holly Jahangiri and
graphyx, pg. 20 Tim Hope, pg. 22 Paul Cowan,
pg. 28 danilo ducak

Pg. 36 Courtesy of NASA

Originally published by

CURRICULUM ASSOCIATES®, INC.

Republished in Australia by

hawker brownlow.
publishing

Printed in Australia

Code: CA10277

ISBN: 978 1 923150 26 3

1223

HBP edition

PO Box 40, Southland Centre, Vic 3192

Phone: (03) 8518 6600

Website: www.hawkerbrownlow.com

Email: orders@hawkerbrownlow.com

© 2006 Curriculum Associates, Inc.

© 2023 Hawker Brownlow Publishing

This work is copyright. Apart from any fair dealings for the purposes of private study, research, criticism or review or as permitted under the Copyright Act, no part may be reproduced, transmitted, stored, communicated or recorded by any process without written permission. Enquiries should be made to the publisher.

Table of Contents

Learn About Understanding Sequence.....	2
Lesson Preview	4
Lesson 1 Space Walk.....	6
Lesson 2 Confusing Your Brain	8
Lesson 3 Suds Up.....	10
Lesson 4 Julirde, a West African Puzzle Game	12
Lesson 5 Interview with a Landscape Architect.....	14
Lesson 6 Sally Morgan	16
Lesson 7 The Crane's Reward	18
Lesson 8 Juggling Act	20
Lesson 9 The Mango Trees	22
Lesson 10 Victor Chang.....	24
Lesson 11 Rescuing the Stranded Whales	26
Lesson 12 The Life Cycle of a Star	28
Lesson 13 Evonne Goolagong Cawley.....	30
Lesson 14 How to Make a Quill Pen and Walnut Ink.....	32
Lesson 15 Wanda Discovers Metuk.....	34
Lesson 16 Food in Space	36
Lesson 17 Tim Flannery	38
Lesson 18 John Flynn.....	40
Lesson 19 Gregor Mendel and Genetics	42
Lesson 20 Truganini.....	44
Tracking Chart	47
Self-Assessment 1, Lessons 1–5	48
Self-Assessment 2, Lessons 6–10	49
Self-Assessment 3, Lessons 11–15	50
Self-Assessment 4, Lessons 16–20	51
Self-Assessment 5, Lessons 1–20	52
Answer Form	53

Learn About

Understanding Sequence

Sequence is the *order* in which *events happen* or *things are done*. Often when you read, something happens first, then something else happens next and then something else happens and so on.

Read this passage to find out what a young woman named Liz experienced when she moved to a new country.

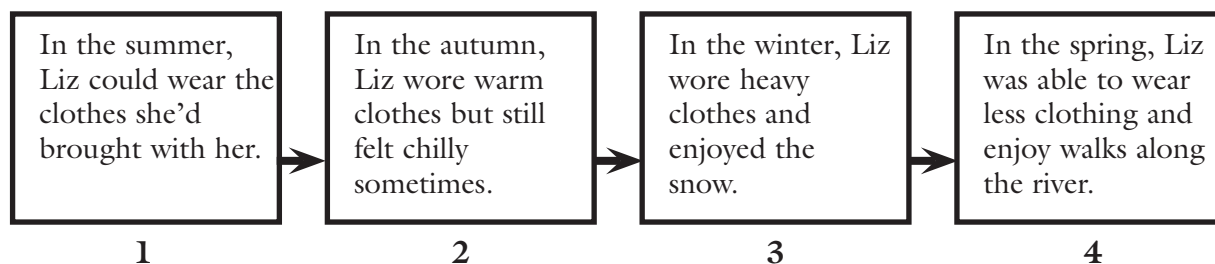
Last summer, I moved from Sydney to Toronto, Canada. When I arrived in summer, it was hot and humid. I thought, “It is wonderful that the weather in Canada is so very similar to the weather back home in Australia in summer and I can wear the clothes that I brought with me.”

But *in the autumn*, the weather became colder, the leaves turned red and yellow and soon there was frost on the ground in the mornings. The weather was no longer like the weather at home and I wore a warm coat, a woollen hat and waterproof gloves when I needed them. But I still felt chilly some of the time.

In the winter, I saw snow, which I had never seen before. When we got a lot of the white stuff *in one day*, I was totally amazed and even though it was extremely cold out, I put on heavy clothes and went outside to enjoy the snow!



That spring, I was glad when the weather warmed up again because I was able to wear less clothing and take walks along the river. *At the same time*, I was aware that I was happy not only with spring, but with all the seasons in my new home.



The timeline shows the sequence of some of the events in the passage.

To understand the sequence in a passage, think about what happens or what is done first, second, third, fourth and so on.

Clue words such as *first, next, then, last, finally, soon, before* and *after* may tell the order in which things happen.

Words and phrases that indicate time may also signal sequence. Such clues can tell the general or specific time of day, the day of the week, the month, the year, the season, a duration of time and so on. Some **time words and phrases** are *yesterday, noon, at sunrise, Friday afternoon, during the evening, for ten minutes, immediately, early in December, 2001, late night, last winter, 7:30 p.m., early in the morning, for two weeks, meanwhile* and *at the same time*.

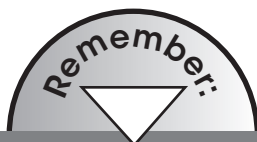
In the passage about Liz, the time words *last summer, in the autumn, in the winter* and *that spring* are used to signal things that happened. What other clue words are used to signal events in the passage? The words *soon, in one day* and *at the same time* are used.

You will also find clue words in a set of directions. These clue words follow a sequence, from the beginning to the end of the task. Numbers (1, 2, 3 and so on) are also often used to show the sequence in a set of directions, such as in a recipe or the rules for a game.

For example, here is how to make a kite:

1. Cut a diamond shape out of a sheet of paper.
2. Arrange two sticks in a cross shape and tie them together.
3. Attach the sticks to the four corners of the paper.
4. Tie one end of a large roll of string to the middle of the sticks.
5. Use cloth to make a tail for the kite. Tie it to the bottom of the kite.
6. Fly your kite.

If you don't see clue words in a passage, you can still figure out sequences. Just ask yourself what you already know about the order in which events happen or things are done.



Sequence is the order in which events happen or the order in which things are done.

Lesson

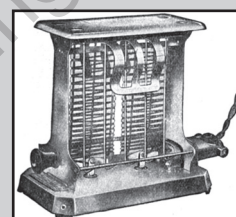
Preview

Read this sample article about the history of toasters. As you read, pay attention to the order in which things happen. Look for clue words.

The History of Toasters



In 1909, the first electric toaster was patented. Toasting a piece of bread in this toaster involved many steps. First, you plugged in the toaster to start it because this toaster did not have an on/off switch. Then the heating element started to toast one side of the bread and you carefully watched over the toast so that it would not burn. When the bread reached the perfect shade of brown, you unplugged the toaster to turn it off. Then you had to toast the second side! To begin toasting the second side, you first had to turn the piece of bread around and then you followed the same steps that you had followed for the first side. Finally, the whole piece of bread was toasted.



Needless to say, the first electric toaster was not very popular. In 1919, Charles Strite invented the modern pop-up toaster. By 1922, 400,000 of these pop-up toasters had been sold and by 1930, that number had increased to 1.2 million. Later in 1930, a bread company started selling sliced bread. Sliced bread made toasters even more popular because every slice of bread was the same thickness and could fit easily into a toaster. Today, almost every home has a toaster.

1. The boxes tell about some of the events in the article.

In 1909, the first electric toaster was patented.		By 1922, 400,000 of these pop-up toasters had been sold.
---	--	--

1 2 3

Which of these belongs in box 2?

- Ⓐ By 1930, that number had increased to 1.2 million.
- Ⓑ In 1919, Charles Strite invented the modern pop-up toaster.
- Ⓒ Later in 1930, a bread company started selling sliced bread.
- Ⓓ Today, almost every home has a toaster.

2. In 1909, what was the first thing you did to begin toasting the second side of a piece of bread?

- Ⓐ You plugged in the toaster to start it.
- Ⓑ You unplugged the toaster to turn it off.
- Ⓒ You turned the piece of bread around.
- Ⓓ You carefully watched over the toast so it would not burn.

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

1. The boxes tell about some of the events in the article.

In 1909, the first electric toaster was patented.		By 1922, 400,000 of these pop-up toasters had been sold.
---	--	--

1

2

3

- Ⓐ By 1930, that number had increased to 1.2 million.

This answer is not correct because the event in box 2 has to have happened after 1909 (the date in box 1) and before 1922 (the date in box 3). This event happened in 1930.

- In 1919, Charles Strite invented the modern pop-up toaster.

This answer is correct because 1919 is after 1909 and before 1922.

- Ⓒ Later in 1930, a bread company started selling sliced bread.

This answer is not correct because, although it is a true statement, it did not happen between 1909 and 1922.

- Ⓓ Today, almost every home has a toaster.

This answer is not correct because 'today' means sometime in the 2000s, which is after 1922.

2. In 1909, what was the first thing you did to begin toasting the second side of a piece of bread?

- Ⓐ You plugged in the toaster to start it.

This answer is not correct. The article says that you had to turn the bread around first before following the steps that you had followed for the first side, the first of these steps being to plug in the toaster.

- Ⓑ You unplugged the toaster to turn it off.

This answer is not correct. You unplugged the toaster to finish toasting the first side, but this is not the first thing you did to begin toasting the second side.

- You turned the piece of bread around.

This answer is correct because the article says that this is the first thing you had to do to begin toasting the second side of the bread. "To begin toasting the second side, you first had to turn the piece of bread around."

- Ⓓ You carefully watched over the toast so it would not burn.

This answer is not correct, for although you did have to carefully watch the bread when both sides were being toasted, it is not the first thing you did to begin toasting the second side.

Lesson 1

Read this story about Theodore. As you read, pay attention to the order in which things happen. Look for clue words.

Space Walk



With trembling fingers, Theodore opened the hatch and entered the room where the spacesuits were kept. This was also the clean room, a place that was disinfected and contained no bacteria or other organisms that could cause disease. Whenever people returned from a space walk, their spacesuits were disinfected in this room.

Theodore eagerly took down spacesuit number 417 – a spacesuit that had been made especially for him. Today was the morning of Theodore’s first space walk, for one had to be at least 16 years old to venture out on such a mission. First, Theodore hastily pulled on his space pants and shirt. Next, he tugged on his space boots and zipped them on to the legs of the spacesuit. Finally, he attached the space helmet to the neck of his suit.

Before he stepped outside, Theodore knew that he had to test to see if the suit was functioning properly. He concentrated on his breathing as he adjusted the air-flow button up and down. Yes, everything seemed to be in order and Theodore was now ready to step outside the ship. He pressed a button on an intercom near the outside door. “I’m ready,” he spoke, his voice a barely audible whisper that echoed eerily in the room.

Theodore heard a series of loud clicks and then the door slid open. Although Theodore had lived on this space station since he had been born sixteen years ago,

he had never before been allowed to venture outside.

His heart pounded as he pushed himself away from the door. He was weightless now and if it were not for a long tether that connected him to the space station, he would have drifted away forever.

“Steady now,” he commanded himself, for he did not want to get overexcited and do something foolish. He had a mission to perform; he was not out here just to fool around. Something had banged into a solar panel on the ship overnight and it was Theodore’s job to visually inspect the damage and report back to the commander. It wasn’t the most exciting job in the world and none of the other astronauts had time to spare this morning, so the task was his – and his alone!

Slowly Theodore pulled himself hand-over-hand to the roof, where the solar panels were located. Theodore could not see any debris on the panels, but there was a slight dent in panel number 3D. Theodore pressed the TALK button on his spacesuit and reported his findings to the commander.

“Excellent job, Theodore,” said the commander.

“Yes, sir!” replied Theodore respectfully, but his heart skipped with joy, for he felt he had become a real astronaut that day.

Answer these questions about the story.

1. Which of these happened first in the story?

- Ⓐ Theodore pulled on his space pants and shirt.
- Ⓑ Theodore heard a series of loud clicks.
- Ⓒ Theodore entered the clean room.
- Ⓓ Theodore tested his spacesuit.

3. What happened after the outside door slid open?

- Ⓐ Theodore said, "I'm ready," in a barely audible whisper.
- Ⓑ Theodore took down spacesuit number 417.
- Ⓒ Theodore adjusted the air-flow button up and down.
- Ⓓ Theodore pushed himself away from the door.

2. Before Theodore attached his space helmet, he

- Ⓐ pressed a button on the intercom near the outside door.
- Ⓑ disinfected his spacesuit.
- Ⓒ zipped his boots on to the legs of his spacesuit.
- Ⓓ concentrated on his breathing.

4. Which clue word or words tell when something had banged into a solar panel on the ship?

- Ⓐ overnight
- Ⓑ this morning
- Ⓒ yesterday
- Ⓓ late Monday

5. Describe what happened after Theodore pulled himself hand-over-hand to where the solar panels were located. Put the events in the correct sequence. Use clue words.
