Reading EGGSPRESS

YEAR 4

COMPREHENSION

FICTION

Teacher Book



Answers for all Lesson Worksheets

www.readingeggspress.co.uk

Reading Eggspress Comprehension Year 4 Teacher Book, Fiction

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In this book



The **Reading Eggspress Comprehension** programme shows pupils how to understand the literal meaning of a text, including its vocabulary, and its inferred meaning. This teacher book has the answers to the 20 step-by-step lessons, over four sections, that teach key strategies for pupils to use when they read. Each lesson uses a levelled extract and focuses on a single comprehension strategy. They support teaching of the following statutory requirements of the *National Curriculum in England*:

Reading – Comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books
  - discussing words and phrases that capture the reader's interest and imagination
  - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than 1 paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - retrieve and record information from non-fiction



Comprehension strategy overview

Comprehension type	Strategy	Pages
Literal Looks for explicitly stated answers in the texts. Answers *Who*, *What*, *When* and *Where* questions.	Finding facts and information	9
	Main idea and details	7
	Sequencing events	17
Inferential Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Cause and effect	13
	Compare and contrast	39
	Making inferences	27, 33
	Audience and purpose	25
	Making predictions	1
	Important information	29
	Figurative language	3, 21
Critical Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Character behaviour	19, 23
	Making connections	5, 31
	Point of view	11
	Visualisation	15, 37
Vocabulary Uses context clues and own knowledge to understand key words in the text.	Word study	35

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Class record sheet

	Section 1					Section 2				
Name	Making predictions	Figurative language	Making connections	Main idea and details	Finding facts and information	Point of view	Cause and effect	Visualisation	Sequencing events	Analysing character feelings and motivation

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Class record sheet

	Section 3					Section 4				
Name	Figurative language	Analysing character feelings and motivation	Audience and purpose	Making inferences	Important information	Making connections	Making inferences	Word study	Visualisation	Compare and contrast

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Making predictions

We can predict what is going to happen in a text based on clues in the words and pictures, and on what we already know.

Read the passage.

The Goats

Lots of children heard about the goats and came to visit. Morecambe and Wise put their heads down and butted them in all directions.

The children thought it was great fun—that is, the ones that got away did. The children who didn't escape went home crying and told their mothers.

Mr Kent smiled when he saw what was happening. "These goats are as good as a watchdog," he said. "This'll put a stop to whoever is nicking our strawberries."

Mr Kent wasn't so happy the next day.

He was at the pond. He leaned forward, then called excitedly to Mrs Kent, "We've got some baby newts! Hurray!"

Circle what the goats did to the children.

Underline why Mr Kent was pleased with the goats.

Put a box around where Mr Kent was when he saw the newts.

Highlight how Mr Kent was standing when he looked at the newts.

Colour why Mr Kent was excited.



Circle the correct answers. Teacher check

1 What three predictions can you make about what will happen next in the story?

- **a** One of the goats will butt Mr Kent.
- **b** Mr Kent will push the goats into the pond.
- **c** Mr Kent will be angry.
- **d** Mrs Kent will push Mr Kent into the pond.
- **e** Mr Kent will get wet.
- **f** The goats will eat the baby newts

2 What evidence is there in the text to support your predictions? Select two answers.

- **a** Mr Kent was excited about the newts.
- **b** Some of the children got away from the goats.
- **c** The goats have shown that they like to butt people.
- **d** Someone had been stealing the Kents' strawberries.
- **e** The children didn't like it when the goats butted them.
- **f** Mr Kent was in the right position to get butted.

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Making predictions

Read the passage.



When Mrs Kent went in to wake the children, she was terribly shocked.

"The children aren't here!" she cried to Mr Kent. "Where could they be?"

Mr and Mrs Kent looked everywhere. They looked inside the house and outside the house.

Morecambe starting butting his head against Mr Kent as he searched near the shed.

Wise started pushing against Mrs Kent while she peered under the car.

"The goats are trying to tell us something," said Mr Kent.

"Let's untie them and see what they do," replied Mrs Kent.



Circle how Mrs Kent felt when she saw that the children were missing.

Put a box around what Wise did to Mrs Kent.

Highlight what Morecambe did to Mr Kent.

Underline what Mr Kent said to Mrs Kent.

3 What do you think the goats are going to do after Mr and Mrs Kent untie them?

Teacher check

4 What evidence is there in the text that helped you make your prediction?

Teacher check

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Figurative language

An author uses figurative language to encourage the reader's imagination. *Alliteration* repeats consonant sounds. *Onomatopoeia* imitates sounds. *Simile* compares one thing to another using the words 'like' or 'as'. *Metaphor* also makes comparisons but without using 'like' or 'as'

Read the passage.



Underline the simile in paragraph 1.

Circle the animal that Great Grandpa compares Great Grandma to.

Getting rid of wrinkles

Tessa's Great Grandma Em had a face like a sheet of scrunched up newspaper. Great Grandpa Alfred teased her lots.

"You look like a hippopotamus that has been bathing in the river too long," he said at breakfast.

"The bags under your eyes could carry the treasure from a sunken pirate ship," he said at lunch.

Colour the simile in paragraph 2.

Highlight the metaphor in paragraph 3.



Circle the correct answers.

1 What is Great Grandma Em's face compared to?

a a sheet **b** a hippopotamus

c a newspaper **d** a sheet of scrunched up newspaper

2 The figure of speech in paragraph 1 is a simile. Which word tells us this?

a a **b** like **c** of **d** sheet

3 What does the simile in paragraph 1 suggest about Great Grandma Em's face? Her face is …

a very thin. **b** quite hard. **c** full of wrinkles. **d** very smooth.

4 What does Great Grandpa Alfred compare the bags under Great Grandma's eyes to? Bags that can carry …

a pirate treasure. **b** pirates. **c** ships. **d** sunken ships.

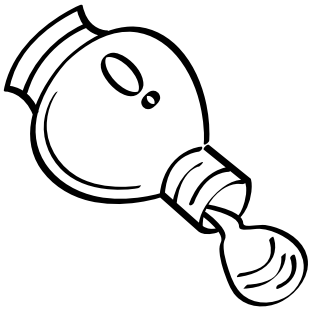
5 The figure of speech in paragraph 3 is a metaphor. What does it suggest about the bags under Great Grandma's eyes? The bags under her eyes are …

a colourful. **b** valuable. **c** large. **d** sparkly.

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Figurative language

Read the passage.



By the time the big day arrived, Great Gran's skin was as smooth as whipped cream, her cheeks were as rosy as ripe strawberries, and her eyes were like rich, dark chocolate drops.

"You're as lovely as the day I first saw you running across the field from the Maloney's prize bull," said Great Grandpa as he waltzed her around the living room.

Put a box around two adjectives that describe Great Gran's eyes.

Highlight the adjective that suggests that Great Gran had no wrinkles.

Underline three similes in paragraph 1.

Circle the words in paragraph 1 that show that the figures of speech are similes.



6 Great Gran's skin is compared to whipped cream. What picture of her skin does this create?

Teacher check

7 Great Gran's cheeks are described as being rosy. They are compared to ripe strawberries. Do you think this is a good comparison? Why, or why not?

Teacher check

8 What picture do we get of Great Gran's eyes from the comparison: *Her eyes were like rich, dark chocolate drops?*

Teacher check

9 Choose one of the similes in paragraph 1 and write it as a metaphor.

Teacher check

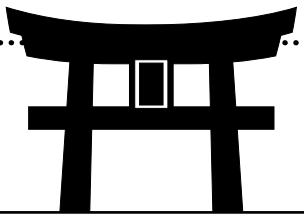
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Making connections

Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases in the texts to make the connections.

Read the passages.

Tokyo Techno



Anita unfolded a map of Japan.

"It says the capital of Japan is Tokyo. That's where we're going." She read on, "Japan is made up of four main islands and over 3000 little ones." Anita marked Tokyo, on the island of Honshu, with a red spot.

In the corner of the map Jason pointed to a white flag with a red circle in the middle. "That's the Japanese flag," he said. "The word Japan actually means *source of the sun*."

In each text, circle Japan's capital city.

In each text, **colour** the island on which the capital city stands.

In each text, underline the number of islands that make up the country of Japan.

In each text, **highlight** the words that tell what the word *Japan* means.

Japan is a country in the Pacific Ocean. It consists of four main islands and thousands of smaller ones. The capital city, Tokyo, is on the island of Honshu.

Japan is known as the *Land of the Rising Sun*. This is because its name means *sun origin*.

Japan is on the Pacific Ring of Fire. It experiences over 1500 earthquakes every year. In 2011, a huge earthquake and tsunami caused a lot of damage.

Circle the correct answer for each question.

1 Which information appears in both texts?

- **a** Japan consists of many islands.
- **b** The capital city of Japan is Tokyo.
- **c** Japan is on the Pacific Ring of Fire.
- **d** Tokyo is on the island of Honshu.
- **e** Japan often experiences earthquakes.
- **f** Four of Japan's islands are bigger than the others.
- **g** Japan is known as the *Land of the Rising Sun*.
- **h** The word Japan means *where the sun comes from*.



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Making connections

Read the passages.

Jason looked out the train window. Beyond the rice fields he could see a huge snow-capped mountain. "That mountain looks like an old volcano."

"It is. Japan is full of volcanoes," said Toshi. "That's Mount Fuji, Japan's most famous mountain."

Jason pulled an instant camera out and took a photo. On the bottom he wrote 'Mount Fuji, JAPAN—famous old volcano.'

Underline the words in each text that give the same information about Mount Fuji.

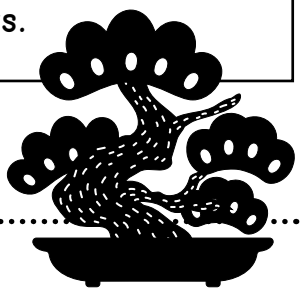
Colour the words in each text that give different information about Mount Fuji.

In each text, **highlight** the phrases that tell what passengers on the train often do when they pass Mount Fuji.

Mount Fuji is Japan's highest and most famous mountain. It has been worshipped as a sacred mountain for centuries.

Mount Fuji is an active volcano. It last erupted in 1708.

A good way to view Mount Fuji is from the train on the trip between Tokyo and Osaka. Tourists can often be seen taking photographs of Mount Fuji from the train windows.



2 What do both texts tell us about Mount Fuji?

Mount Fuji is Japan's most famous mountain.
It is an old volcano.

3 What extra information about Mount Fuji do we get if we look at the texts separately?

It is a snow capped mountain and it is the highest in Japan.
Mount Fuji has been worshipped as a sacred mountain for centuries. It is still an active volcano and it last erupted in 1708.

4 Imagine you are planning a trip to Japan. How would these two texts help you decide on the best way to view Mount Fuji?

Teacher check

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Main idea and details

The main idea or key point is what the text is about. Details support the main idea.

Read the passage.

Circle the word that tells how Tiddalik was feeling.

Highlight the noun that tells what Tiddalik needed.

Tiddalik the Frog

Narrator: Long ago in the Dreaming, Tiddalik the frog woke very thirsty one morning.

Tiddalik: I need water, I need water, I need water ...

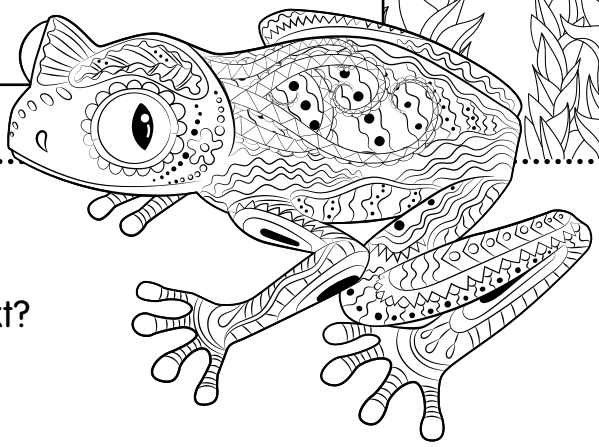
Narrator: So Tiddalik drank all the water he could find.

Tiddalik: *[gulp] [gulp] [gulp] [gulp]*

Narrator: He drank so much that every billabong and creek and every river and stream was emptied.

Put a box around the action verb that tells what Tiddalik did.

Underline the sentence that contains the main idea.



Circle the correct answers.

1 What is the main idea or key point of the text?

- **a** Tiddalik the frog was very thirsty.
- **b** Tiddalik the frog gulped down the water.
- **c** Tiddalik the frog lived long ago.
- **d** Tiddalik the frog drank all the water.

2 Which word best supports the main idea?

a water **b** emptied **c** drank **d** thirsty

3 Which phrase best supports the main idea?

- **a** every billabong and creek and every river and stream
- **b** need water
- **c** Long ago in the Dreaming
- **d** woke very thirsty

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Main idea and details

Read the passage.

Underline the name of the animal that tried to make Tiddalik laugh.

Highlight the reason Tiddalik started giggling.

Colour what Kookaburra thought was going to happen.

Put a box around the reason Wombat told everyone to stand back.

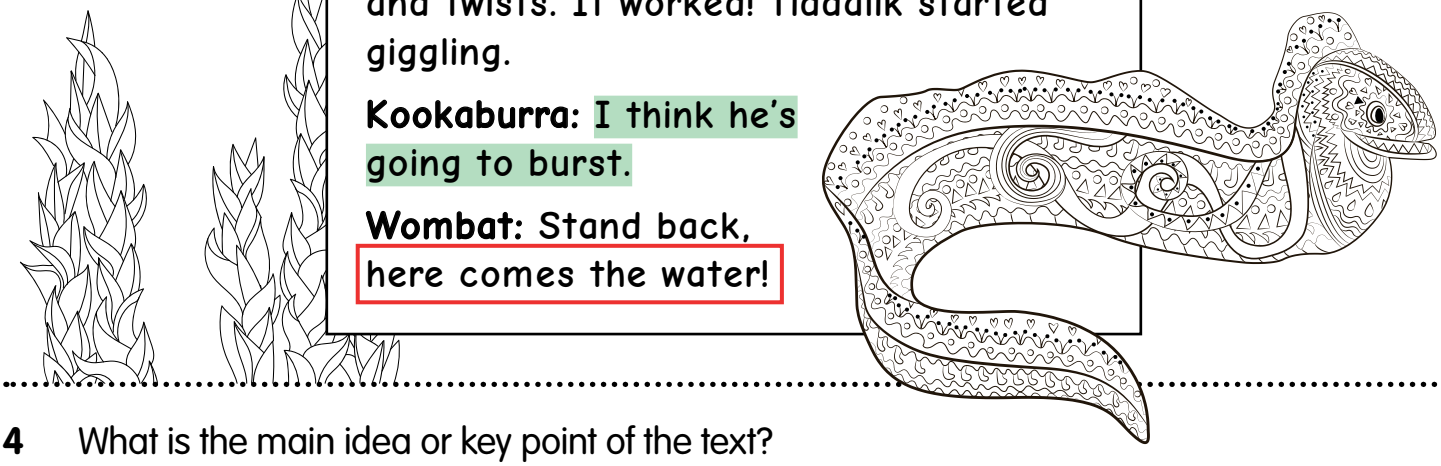
Narrator: Suddenly, Nabunum the eel, whose home had dried out because the water had gone, slithered up to Tiddalik.

Nabunum: Time for you to laugh, froggy.

Narrator: Nabunum began to dance, slowly at first, then faster and faster, wriggling into all sorts of shapes, knots and twists. It worked! Tiddalik started giggling.

Kookaburra: I think he's going to burst.

Wombat: Stand back, here comes the water!



4 What is the main idea or key point of the text?

Nabunum danced to make Tiddalik laugh.

5 List three details that support the main idea.

a Teacher check

b Teacher check

c Teacher check

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Finding facts and information

Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Read the passage.

Circle who lived in the pond.

Underline when the pond dried up.

Put a box around when the events in the story happened.

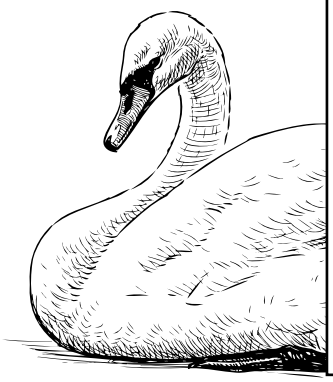
Highlight the turtle's words.

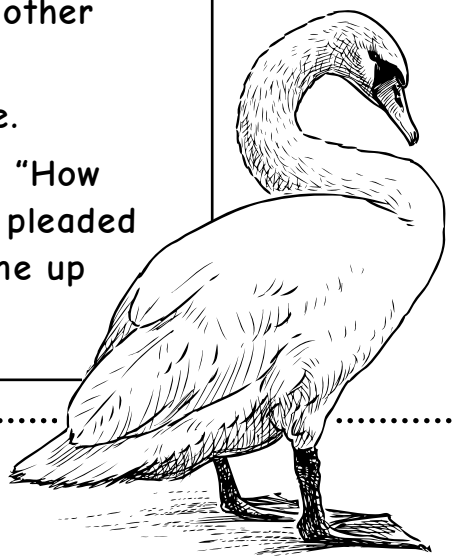
The Turtle Who Couldn't Stop Talking

Long ago, a turtle lived in a pond with two swans. The turtle loved to talk. After a long drought, the pond dried up. The two swans realised they would have to find another pond.

"Don't leave me!" begged the turtle.

"But you can't fly," said the swans. "How can you come with us?" The turtle pleaded and pleaded. The swans at last came up with an idea.





Circle the correct answer for each question.

1 How many creatures lived in the pond?

a one **b** three **c** two **d** four

2 When did the pond dry up?

a long after the drought **b** during the drought

c after the long drought **d** in the middle of the drought

3 Who decided to find another pond?

a the turtle **b** one of the swans **c** the fish **d** both swans

4 What did the turtle say?

a "I can't fly!" **b** "Come with me!"

c "Don't leave me!" **d** "Please help me!"

5 When did the events in the story happen?

a not so long ago **b** a long time ago

c during the drought **d** one hundred years ago

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Finding facts and information

Read the passage.

Underline what the turtle wanted to say when they flew high.

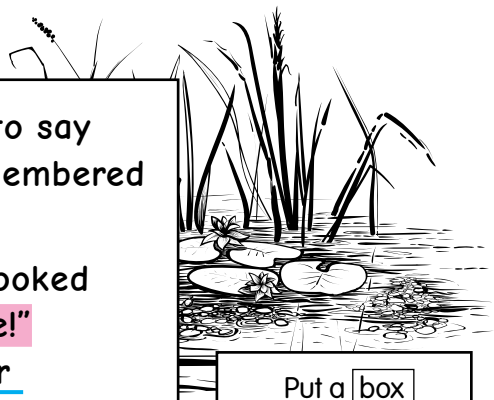
Highlight what the townspeople shouted.

When they flew high, the turtle wanted to say "Look at the beautiful view!", but he remembered the swans' warning not to say a word.

They passed over a small town. People looked up and shouted, "Look at that silly turtle!" The turtle wanted to cry out, "Mind your own business," but he again remembered the warning. As they flew on, more villagers spotted them. People began pointing and crying, "Crazy swans! Crazy turtle!"

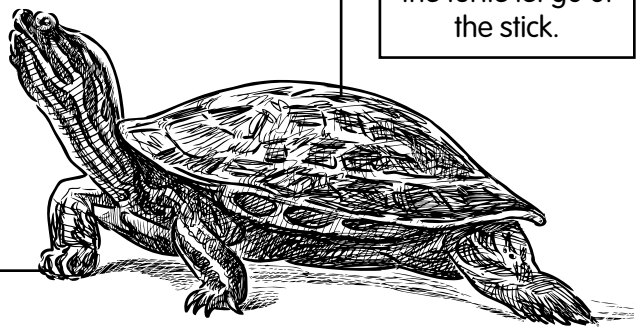
The turtle couldn't stand it any longer. He yelled out, "Go away foolish people!" But he let go of the stick in his mouth and fell to the ground, landing on his back and cracking his shell into a thousand pieces.





Put a box around the reason the turtle opened his mouth.

Colour what happened when the turtle let go of the stick.



6 What did the turtle want to say when he looked down at the view?

"Look at the beautiful view!"

7 Where were they flying when the people shouted, "Look at that silly turtle"?

over a small town

8 When did the turtle open his mouth?

when the people began pointing and crying

9 What happened when the turtle opened his mouth?

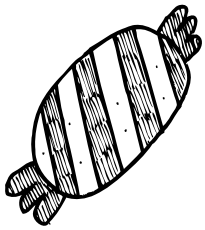
He fell to the ground, landing on his back and cracking his shell into a thousand pieces.

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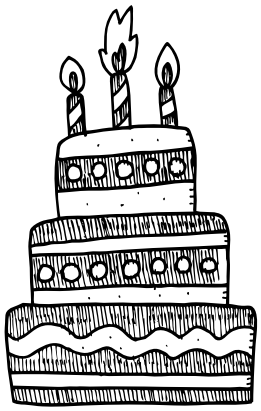
Point of view

To identify a character's point of view, consider how they behave and feel.

Read the passage.



Put a box around the narrator's name.

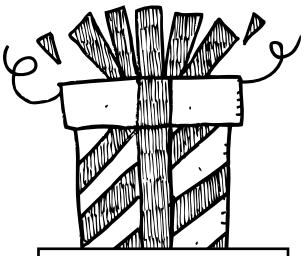


Feral and Spam

I hate being a twin. I guess it might be OK if you were an identical twin. You could fool other people by pretending you were the other twin. But Sam and I only got the bad bits of being a twin — like having to share our birthday. That was a real drag.

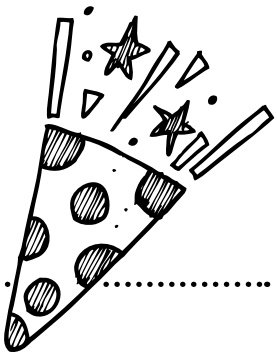
"I'm not having a party with all of his friends there," I yelled.

"Now Fairlie," Mum began in her best 'don't-argue-with-me' voice, "I'm not having two separate birthday parties. I don't see why you make so much fuss about this."



Circle how airlie feels about being a twin.

Highlight pronouns that show who is telling the story.



Circle the correct answers.

1 From Fairlie's point of view, what is one of the worst things about being a twin?

a swapping identities **b** sharing identities
c sharing birthdays **d** sharing chores

2 Which phrase is the best clue to question 1's answer?

a having a party **b** a real drag **c** Sam and I **d** the other twin

3 From whose point of view is the passage written?

a Fairlie's **b** Sam's **c** Mum's **d** a friend's

4 Which pronouns helped you answer question 3?

a *you* and *your* **b** *he* and *his* **c** *I* and *our* **d** *they* and *them*

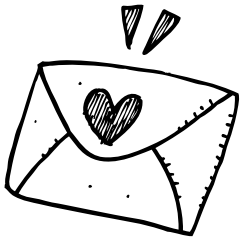
5 Which word shows that Mum thinks Fairlie is overreacting?

a separate **b** parties **c** birthday **d** fuss

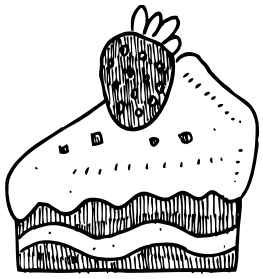
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Point of view

Read the passage.



Colour what Mum threatened to do.



"Perhaps I should just organise a party for Sam this year," Mum threatened.

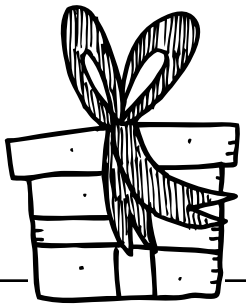
"Yeah. Perhaps there should just be a party for Sam," Sam agreed.

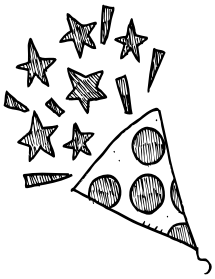
"Fine," I said. "Suits me. Sam can have his party this year and I'll have mine next year."

Sam didn't look quite so happy with that idea. Mum did though.

"What a wonderful idea, Fairlie," she said.

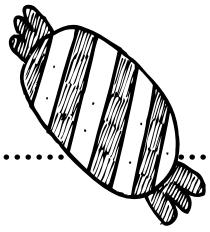
"Wonderful," Sam said without enthusiasm.





Underline what Mum thought of Fairlie's idea.

Put a box around how Sam said "Wonderful".



6 What did Mum think of Fairlie's idea?

She thought it was a wonderful idea.

7 How did Sam feel when Mum suggested that this year's party be just for him?

He thought it was a good idea.

8 How did Sam's feelings change when Fairlie suggested that they take turns in having a party?

He wasn't enthusiastic about taking turns.

9 Which phrase suggests that Sam did not really think that Fairlie's idea was so wonderful?

the phrase "without enthusiasm"

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Cause and effect

Writing describes actions and thoughts. Their cause (why they happen) leads to effects (what the results are).

Read the passage.

Highlight the object Toby tripped over.

Underline the reason Toby dug through the sand.

Circle the object that was buried in the sand.

Colour what was clinging to the bell.

Put a box around the date on the bell.

Isabella

Toby climbed down the stairs to the beach. He looked out across the sea as he walked. Suddenly, Toby tripped over something and fell face first into the sand.

Toby stood up and brushed the wet sand from his clothes. He bent down for a closer look at what he had tripped on.

It was a piece of wood. As Toby lifted it, something underneath caught his eye. He dug through the sand and uncovered a bell. Toby lifted the bell and scraped off the barnacles. There was a date carved on its side.

"1892," Toby read.

Circle the correct answers.

1 What caused Toby to trip?

a a bell **b** a broken stair **c** a hole in the sand **d** a piece of wood

2 What caused Toby to dig through the sand? He …

a saw something. **b** felt something. **c** heard something. **d** smelt something.

3 What happened when Toby dug through the sand? He found …

a some barnacles. **b** a bell. **c** a piece of wood. **d** an old box.

4 What is the most likely reason the bell was covered in barnacles? It had once been …

a on a boat. **b** in the ocean. **c** on a rock. **d** on dry land.

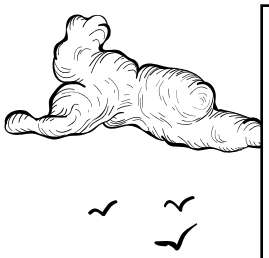
5 What happens when barnacles come in contact with a hard surface? They …

a try to eat it. **b** swim around it. **c** attach themselves to it. **d** play with it.

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Cause and effect

Read the passage.



Put a box around the date in the diary.

Highlight who wrote the diary entry.

Colour the reason the lighthouse keeper fell asleep.

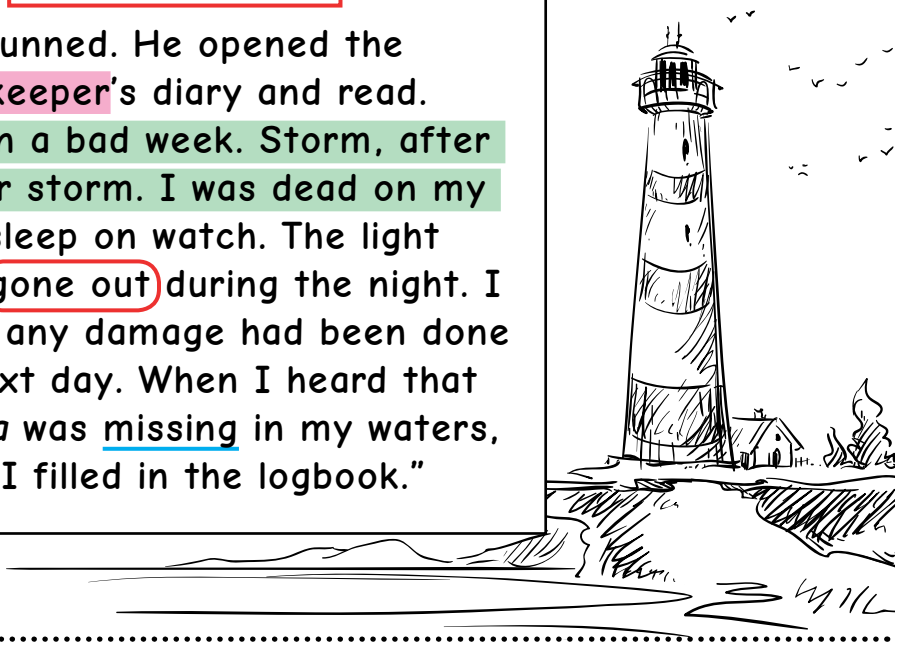
Felix Thompson was seated at the table.

Felix stood and looked at Toby. "I'm sorry about before." Then he handed Toby a black book. "This is my great-grandfather's diary. It tells all about the night of 12 October, 1892."

Toby was stunned. He opened the lighthouse keeper's diary and read. "It has been a bad week. Storm, after storm, after storm. I was dead on my feet. Fell asleep on watch. The light must have gone out during the night. I didn't know any damage had been done until the next day. When I heard that *The Isabella* was missing in my waters, I lied when I filled in the logbook."

Circle what happened to the light that night.

Underline what happened to *The Isabella*.



6 Why did Felix's great-grandfather fall asleep on the night of 12 October, 1892?

He was tired because it had been a bad week of storms.

7 What happened as a result of Felix's great-grandfather falling asleep that night?

A ship called The Isabella went missing in the waters near his lighthouse.

8 What is the most likely reason that Felix's great-grandfather lied when he filled in the logbook?

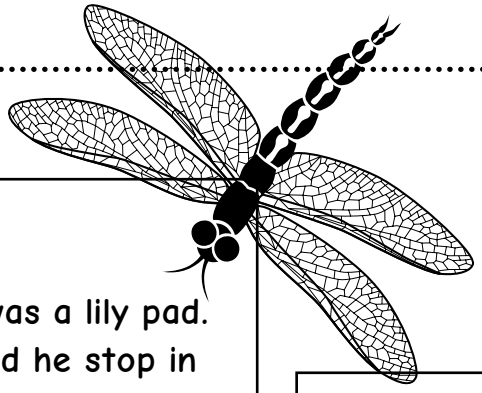
He didn't want to get into trouble.

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Visualisation

Imagining images of people, places and events can help to build understanding of a text.

Read the passage.



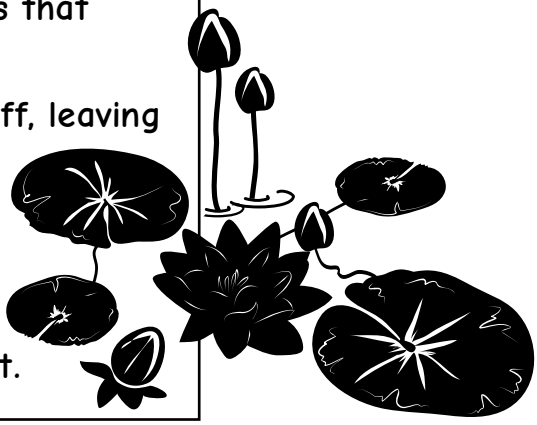
Caught in the Act

I couldn't believe it. The runway was a lily pad. We were going too fast. How would he stop in time? The lily pad seemed so small. Suddenly, the dragonfly stopped in midair. He hovered over the lily pad and dropped me. Luckily it was a soft landing.

"Do you have any idea how dangerous that was?" I yelled.

The dragonfly said nothing. He flew off, leaving me alone on the lily pad. A small boat, made from a leaf, pulled up to the side of the lily pad.

"Are you Troy Cooper?" asked the green beetle who was driving the boat.



Underline the words and phrases that helped you see how the dragonfly approached the runway.

Highlight the words and phrases that helped you see how the green beetle arrived at the lily pad.

Colour the words and phrases that helped you see how Troy landed on the lily pad.

1 Read the passage again. As you do, visualise what you are reading about.

Draw a picture of the images as you read about the events described in the passage.

Approaching the lily pad

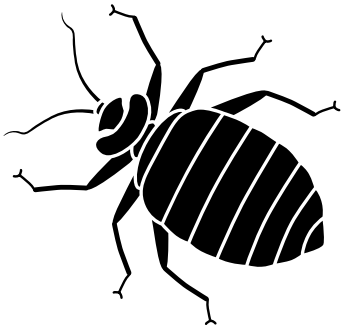
Teacher check

Landing on the lily pad

Teacher check

Meeting the green beetle

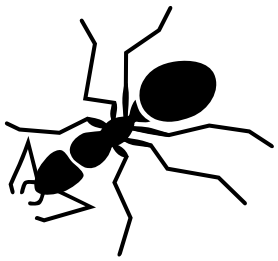
Teacher check



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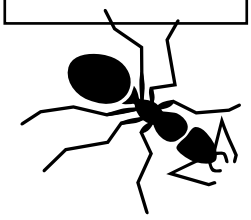
Visualisation

Read the passage.



Highlight the words and phrases that helped you see the ants taking Troy to the courtroom.

Underline the words and phrases that helped you see the courtroom.



The ants dragged me up the stairs and along a corridor. We came to a door, where another ant was standing guard.

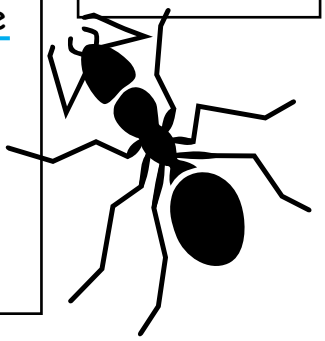
"Is this Troy Cooper?" asked the guard.

"Yes, this is the accused," replied one of my captors.

The door opened. The courtroom was huge. All sorts of insects were seated around the walls. I wished I'd just wake up from this nightmare.

A bee stepped in front of a large platform. "All rise," he buzzed. "I introduce to you the Honourable Judge William J. Moth."

Colour the words and phrases that helped you see the bee introducing the judge.



2 Read the passage again. As you do, visualise what you are reading about.
Draw a picture of the images as you read about the events described in the passage.

The ants taking Troy to the courtroom

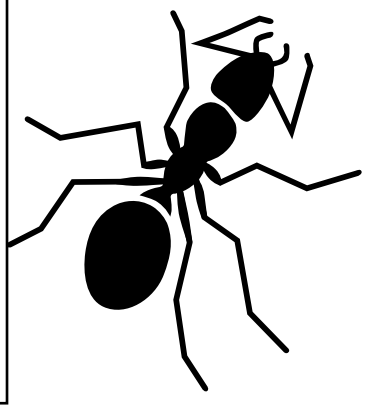
Teacher check

What Troy saw in the courtroom

Teacher check

The bee introducing the judge

Teacher check



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Sequencing events

Numbers and words give clues to the order in which things happen.

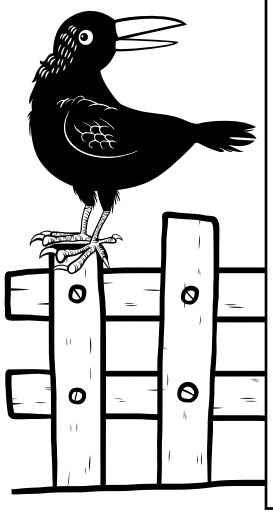
Read the passage.

Circle where the crows sat.

Highlight the words that tell how the crows talked.

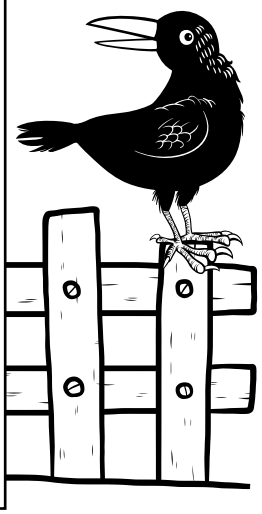
Two Old Crows

Two old crows sat on a fence rail.
Two old crows sat on a fence rail,
Thinking of effect and cause,
Of weeds and flowers,
And nature's laws.
One of them muttered, one of them stuttered,
One of them stuttered, one of them muttered.
Each of them thought far more than he uttered.
One crow asked the other crow a riddle.
One crow asked the other crow a riddle:
The muttering crow
Asked the stuttering crow,
"Why does a bee have a sword to his fiddle?"



Colour all the words that tell what the crows thought about.

Underline the question the crow asked.



Circle the correct answers.

1 In the passage, what is the first thing the two old crows do?

a fly to a fence
b sit on a fence
c think about nature
d talk to each other

2 What do the two old crows do after thinking of effect and cause? They think of …

a trees and bushes.
b grass and seeds.
c rivers and streams.
d weeds and flowers.

3 In the passage, what is the last thing that happens?

a One of the crows asks a riddle.
b One of the crows answers a riddle.
c One of the crows starts to mutter.
d One of the crows starts to stutter.

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Read the passage.



"Why does a bee have a sword to his fiddle?"
"Bee-cause," said the other crow,
"Bee-cause,
B B B B B B B B B B B B B B B B-cause."
Just then a bee flew close to their rail:
"Buzzzzzzzzzzzzzzzzzzzz zzzzzzzzz
zzzzzzzzzzzzzzz ZZZZZZZZ."
And those two black crows
Turned pale,
And away those crows did sail.
Why?
B B B B B B B B B B B B B B B-cause.
B B B B B B B B B B B B B B B-cause.
"Buzzzzzzzzzzzzzzzzzzzz zzzzzzzzz
zzzzzzzzzzzzzzz ZZZZZZZZ."

Underline what happened just after the crows heard the bee.



Circle where the crows were sitting when they heard the bee.

Colour the last thing the crows did.

4 Complete the following sentences.

Two black crows were sitting on a **a** a rail. Suddenly they heard

b "Buzzzzzzzzzzzzzzzzzzzz zzzzzzzzz zzzzzzzzzzzzzzz ZZZZZZZZ."

When they heard the bee, **c** the two black crows turned pale.

They were scared the bee would sting them, so **d** they flew away.

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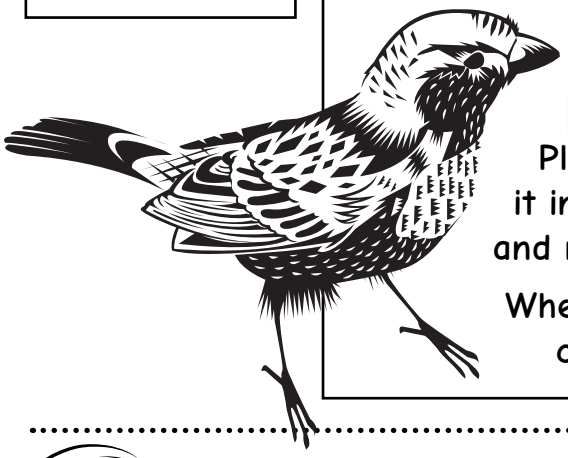
Analysing character feelings and motivation

Word choice and punctuation can reveal a lot about a character's feelings and what motivates them to behave in a certain way.

Read the passage.

Underline how the younger brother was different from his older brother.

Highlight what the younger brother did when he found the injured sparrow.



Two Brothers, Two Rewards

There were once two brothers who were very different from each other. The older brother, though rich, always wanted more. The younger brother was not rich, but he was happy with what he had.

One day the younger brother found a sparrow with a broken wing. He took it home and nursed it back to health. When it was time for the sparrow to fly away, it said, "You showed me great kindness, yet expected nothing in return. Please take this pumpkin seed. Plant it in your garden and wait for it to grow and ripen."

When the pumpkins ripened, they contained gold, silver and diamonds.



Colour the reason the sparrow rewarded the younger brother.

Put a box around the younger brother's reward.

Circle the correct answers.

1 What is the most likely reason the younger brother took care of the injured sparrow?

a He felt sorry for the sparrow. **b** He expected the sparrow to reward him.

c He wanted the sparrow as a pet. **d** He wanted to sell the sparrow.

2 Which adjective best describes the younger brother?

a greedy **b** rich **c** caring **d** curious

3 Which two phrases in the passage are the clues to question 2's answer?

a took it home **b** great kindness **c** fly away **d** nursed it

4 What is the most likely reason the sparrow rewarded the younger brother?

The sparrow was …

a angry with the younger brother. **b** grateful to the younger brother.

c scared of the younger brother. **d** feeling generous.

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Analysing character feelings and motivation

Read the passage.

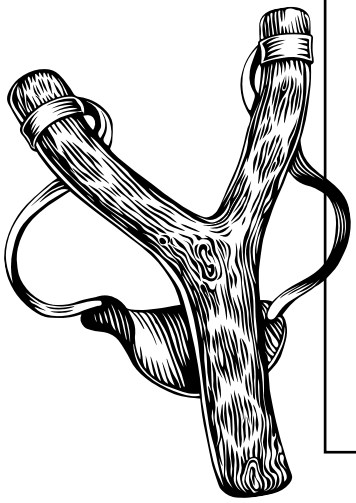


Circle the reason the older brother wanted the sparrow to get better quickly.

News of his brother's sudden fortune reached the older brother. When he heard what had happened, he took out a slingshot, shot a sparrow and broke its wing. He took the bird home and nursed it while thinking, "The sooner you are better, the sooner I get my reward."

When the bird was better, it gave the older brother a pumpkin seed. The seed sprouted into a vine, but the vine did not grow along the ground—it grew up into the sky. "I shall climb the vine and collect my reward," said the older brother.

He climbed the vine all the way to the moon. As soon as he stepped onto the moon, the vine disappeared.



Put a box around the reward the sparrow gave the older brother.

Colour what happened when the older brother got to the top of the vine.

5 Explain why the older brother nursed the sparrow.

He thought once the bird was back to health he would be given a reward.

6 How do you think the sparrow felt when the older brother broke its wing?

Teacher check

7 Do you think the older brother got the reward he deserved? Give reasons.

Teacher check

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Figurative language

An author uses figurative language to encourage the reader's imagination. *Alliteration* repeats consonant sounds. *Onomatopoeia* imitates sounds. *Simile* compares one thing to another using the words 'like' or 'as'. *Metaphor* also makes comparisons but without using 'like' or 'as'.

Read the passage.

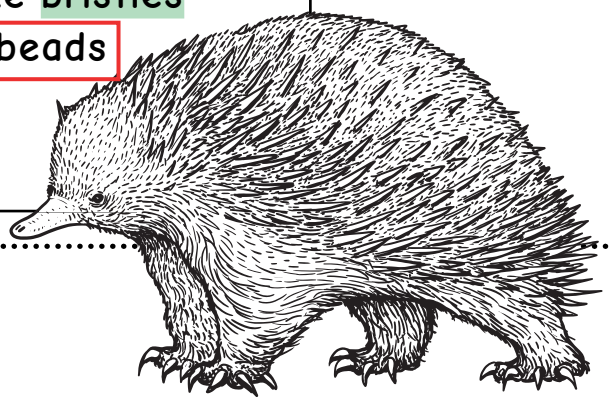
Highlight the objects the echidna's quills are compared to.

Colour the objects the hairs on the echidna's face are compared to.

Kevin's Echidna

Kevin could see the echidna so clearly—its black-tipped, creamy quills, as sharp as knitting needles; the coarse, black hairs on its face, like bristles on a brush; its eyes, two beads shining against the dull blackness of its snout.

Put a box around the objects the echidna's eyes are compared to.



Circle the correct answers.

1 Which two figures of speech are similes?

(a) the coarse, black hair of its face, like bristles on a brush
b the dull blackness of its snout
c its eyes, two beads
(d) quills as sharp as knitting needles

2 Which two words helped you identify the similes?

(a) as b on c against (d) like

3 What picture of the hairs on the echidna's face does the simile give us? The hairs on the echidna's face are …

a long. b beautiful. (c) prickly. d colourful.

4 Which figure of speech is a metaphor?

a like bristles on a brush
b sharp as knitting needles
c the dull blackness of its snout
(d) its eyes, two beads

5 What picture of the echidna's eyes does the metaphor give us? The echidna's eyes are …

(a) small and bright.
b big and dull.
c oval and grey.
d round and watery.

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Figurative language

Read the passage.

Kevin climbed to the highest branch of the tree and balanced there. His legs had turned to stone, but he forced himself to look down. Brown leaves were floating on the murky water, like little boats. He took a deep breath and plunged into the pool. It wasn't the greatest dive he had ever done, but as he surfaced, the fear was gone.

Highlight the objects the leaves are compared to.

Circle the object Kevin's legs are compared to.

6 The writer says Kevin's legs had turned to stone. What figure of speech is this?

metaphor

7 What do you think the writer is telling us when he compares Kevin's legs to stone?

Teacher check

8 Do you think this is a good way to describe how Kevin was feeling? Why, or why not?

Teacher check

9 The writer compares the brown leaves to little boats. What figure of speech is this?

simile

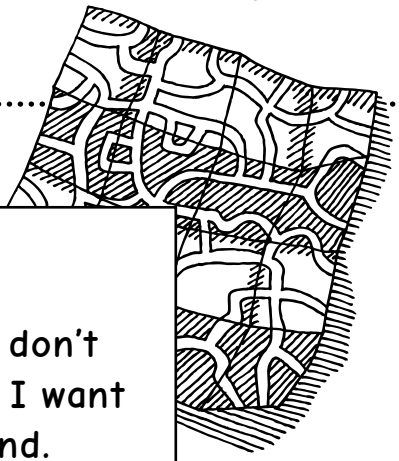
10 Do you think this is a good way of describing the leaves? Why, or why not?

Teacher check

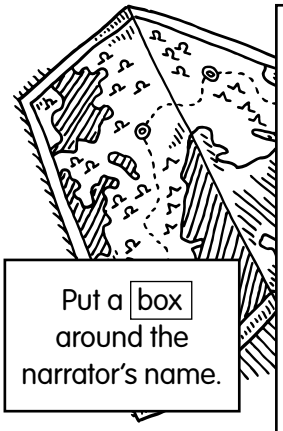
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Analysing character feelings and motivation

Word choice and punctuation can reveal a lot about a character's feelings and what motivates them to behave in a certain way.



Read the passage.



Buzz, the Computer Man

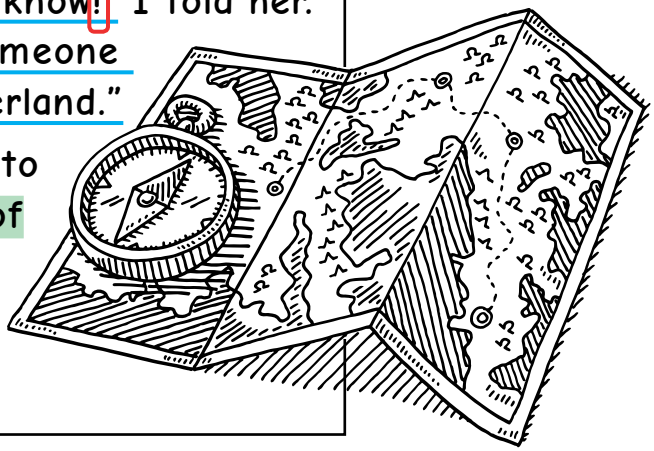
"If I win the map-a-thon," said Lisa, "I don't want to take Samantha to Wonderland. I want to take Sarah." Sarah is Lisa's best friend.

I couldn't believe that Lisa wouldn't want to take me. She knew how much I wanted to go to Wonderland. I didn't keep it a secret.

"You're the meanest person I know!" I told her. "It would serve you right if someone else won the tickets to Wonderland."

I decided I would do my best to try to win. Then I'd take one of my friends instead of Lisa.

I grabbed her atlas and went to my bedroom to study.



Put a box around the narrator's name.

Underline what Samantha said to Lisa.

Circle the punctuation that helps to show that Samantha was angry.

Colour how Samantha planned to get back at Lisa.

Circle the correct answers.

1 How did Samantha feel when Lisa said she wanted to take Sarah to Wonderland?

a pleased **b** confused **c** upset **d** excited

2 What is a clue to question 1's answer? Samantha accused Lisa of being …

a a liar. **b** lazy. **c** a cheat. **d** mean.

3 Which punctuation helps to answer question 1?

a . **b** , **c** ! **d** "

4 Why did Samantha decide to study for the map-a-thon? She wanted to …

a win the map-a-thon. **b** take one of her friends to Wonderland.

c help Lisa win. **d** show Lisa how clever she was.

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Analysing character feelings and motivation

Read the passage.

Highlight the words that show that the narrator was scared of Ram.

Circle two words that show that Ram was angry.

Put a box around what Ram did after Buzz praised him.

Underline the words that Buzz used to praise Ram.

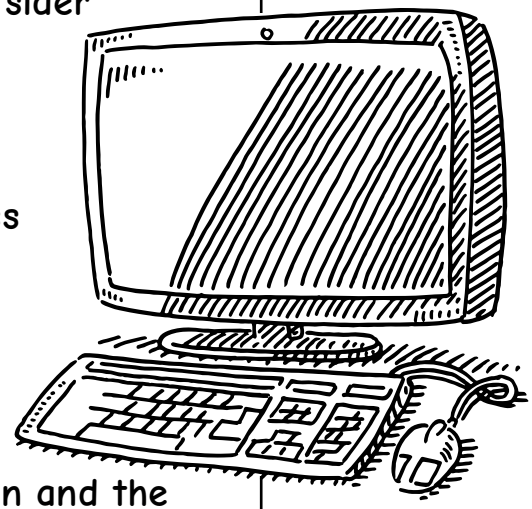
When Ram saw me, he stopped shouting. I hid behind Buzz, trying to make myself as small as possible.

Ram frowned. He loomed over Buzz. "Do you know the penalty for bringing an outsider into the computer?" he roared.

Buzz nodded. "But I was hoping you would see this as a special case," Buzz said, "and show a little kindness to a poor girl who needs the help of your great, almighty wisdom."

Ram stopped frowning and began to smile a little.

Buzz told Ram about the map-a-thon and the trouble that I'd been having. I needed something to help me remember the names of countries, and cities, and especially of oceans and seas.



5 Why might the narrator have tried to make herself as small as possible?

Teacher check

6 Which words suggest that Ram was angry with Buzz?

loomed and roared

7 Carefully explain how Buzz made Ram smile.

Buzz flattered Ram by talking about his greatness and then explained the map-a-thon.

8 Do you think that Ram will help the narrator? Give a reason for your answer.

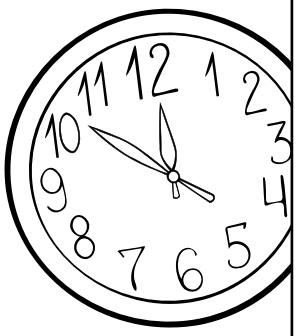
Teacher check

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Audience and purpose

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain. For example, a text with dialogue might be telling a story.

Read the passage.



The Creaky House Club

At home, Sam looked at the kitchen clock. One hour to go. Part of him was excited but the rest of him was terrified. What if the club members did something really bad to him? Something where they didn't mean to hurt him, but it went wrong?

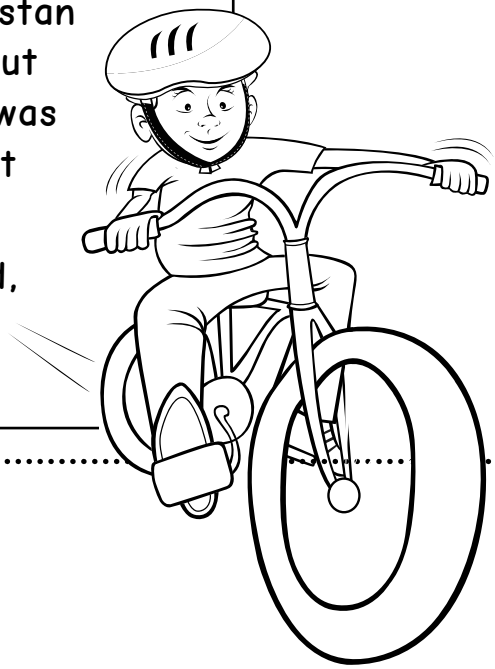
Sam knew there was no way out of it. He had to show up. He just wished that Tristan was coming too. He felt rotten about keeping it all from his friend. How was he going to tell Tristan if he did get into the Creaky House Club?

"I'll see you later, Dad," Sam called, as he left the house and cycled towards The Creaky House.

In paragraph 1, circle two adjectives that describe how Sam was feeling.

Underline the dialogue in the passage.

Highlight the adjective that shows how Sam felt about keeping a secret from his friend.



Circle the correct answers.

1 Which option best describes this text? It is part of …

a an explanation. **b** a story.

c a diary entry. **d** a set of instructions.

2 Based on your answer to question 1, what is the main purpose of the text?

a to inform **b** to persuade **c** to warn **d** to entertain

3 What can we infer about Sam and Tristan? Sam and Tristan are …

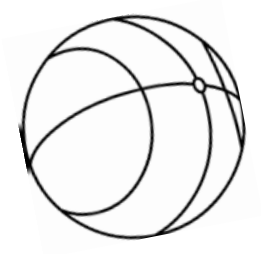
a at preschool. **b** in reception. **c** in primary school. **d** at university.

4 Who is the most likely audience for this text?

a under 5s **b** adults **c** 8–12 year-olds **d** cyclists

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Audience and purpose



Read the passage.

Circle the pronouns that show there was more than one person in the room.

Colour the word that helps us work out how old the boys were.

Highlight the informal expression Sam uses for *made a mistake.*

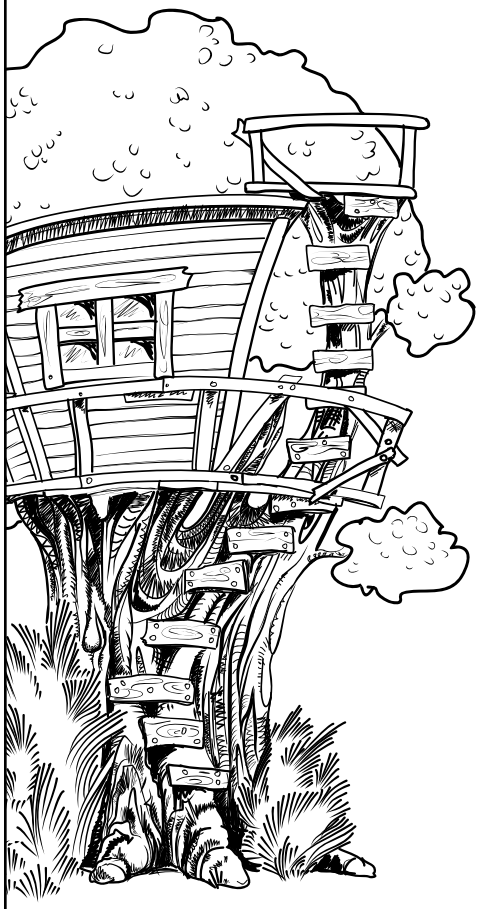
A voice that sounded familiar said, "Welcome to The Creaky House Club, Sam. As you know, we select our members very carefully. Firstly, we'd like to know why you want to join our club."

Sam had thought they'd ask him this question, but he still didn't have a good answer.

"Well ... I'm a good basketball player and I'd like to be part of the most popular group in school at the moment," said Sam.

"At the moment?" came the reply. "What do you mean 'at the moment'?"

"I've goofed already," Sam thought. But aloud he said, "Well, at the moment and in the future I mean."



5 Who is Sam talking to? The Creaky House Club

6 What does the dialogue suggest about the kind of text this is?

The dialogue is informal so the text is likely to be a narrative for children aged 8–12 years.

7 What is the main reason authors write these types of text?

to entertain young people and spark their imagination

8 Who do you think the target audience is for this text? Give a reason/s for your answer.

Teacher check

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Making inferences

Make inferences about a text by drawing on your own experiences, and looking for information in the text that is implied, not directly stated.

Read the passage.

Underline who Miya's father was.

Highlight what the voice offered to do.

Put a box around the type of country Miya travelled through.

The Woman and the Corn: A legend of the Pipil people

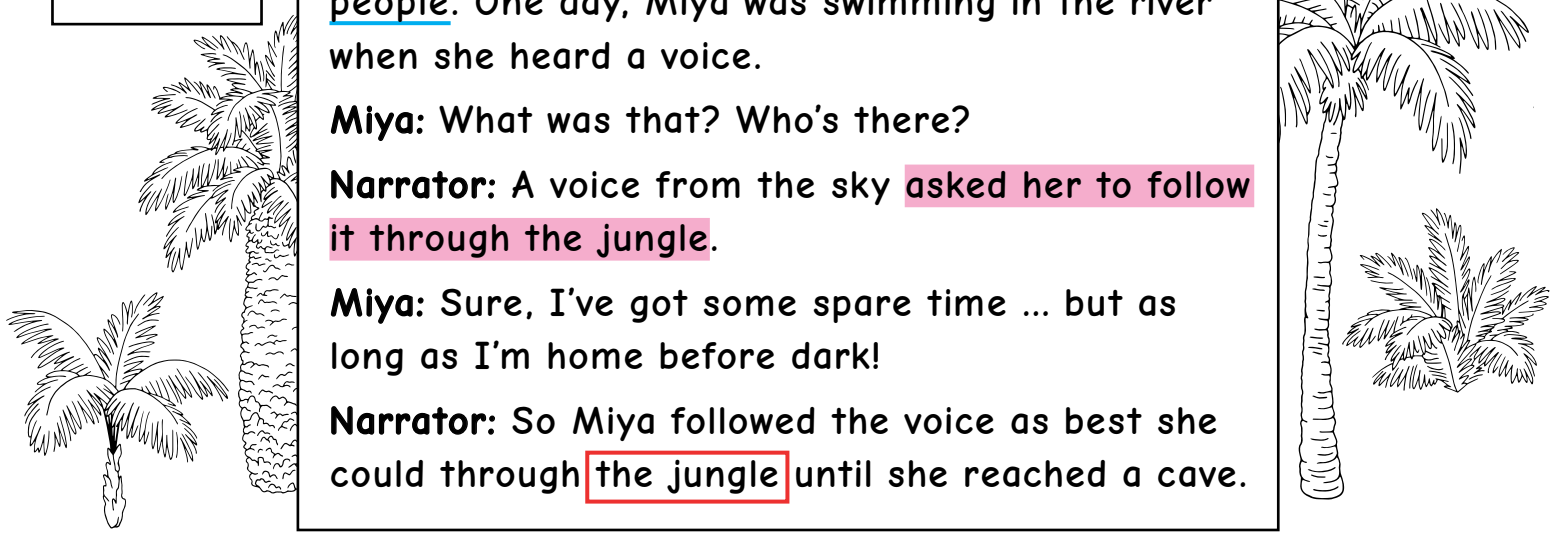
Narrator: Once upon a time, there lived a young woman called Miya. Her father was lord of his people. One day, Miya was swimming in the river when she heard a voice.

Miya: What was that? Who's there?

Narrator: A voice from the sky asked her to follow it through the jungle.

Miya: Sure, I've got some spare time ... but as long as I'm home before dark!

Narrator: So Miya followed the voice as best she could through the jungle until she reached a cave.



Circle the correct answers.

1 What inference can we make about the voice? It belonged to …

a the man of Miya's dreams. **b** someone Miya couldn't see.

c Miya's father. **d** an animal.

2 What is the clue to question 1's answer? In the text it states that Miya followed …

a the man. **b** the woman.

c the shadowy figure. **d** the voice.

3 What inference can we make about what Miya mainly saw on her way to the cave? Miya most likely saw lots of …

a trees. **b** deserts. **c** mountains. **d** oceans.

4 Which word is the clue to question 3's answer?

a cave **b** jungle **c** dreams **d** voice

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Making inferences

Read the passage.



Underline the reason Jose came to see Miya.

Colour the welcome the villagers gave Miya.

Narrator: One day Jose, a farmer from Miya's village, appeared at the cave.

Jose: Miya? Miya? Are you there? There is a famine and we have no food. We are starving. Help us!

Miya: *<to Lord of the Bats>* My husband, I love you but I must leave and return to my village. The villagers need me.

Narrator: So Miya and Jose returned to their village, but Miya did not receive a hero's welcome.

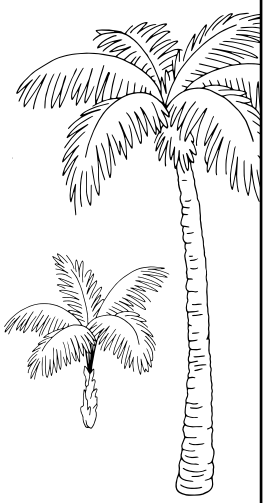
Miya's father: Stop right there! We are hungry because of you, Miya. It is your fault we have no corn.

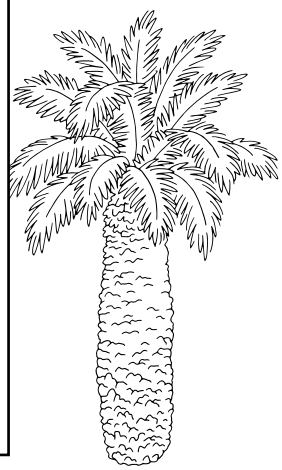
Narrator: Miya was very upset and returned to the Lord of the Bats.

Lord of the Bats: Don't cry, Miya, because you can still help your village. This is what you must do.

Highlight what Miya's father said to her.

Put a box around how Miya felt after her father spoke to her.





5 What can we infer about the kind of person Miya is? Support your answer with evidence from the text.

Teacher check

6 Why might Miya's father have blamed his daughter for the famine?

Teacher check

7 What can we infer about the kind of person the Lord of the Bats is? Support your answer with evidence from the text.

Teacher check

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Important information

To find the most important information, look for the words, phrases and sentences that tell the most about the subject.

Read the passage.

Underline the reason Lion King did not think Fox would make a good teacher.

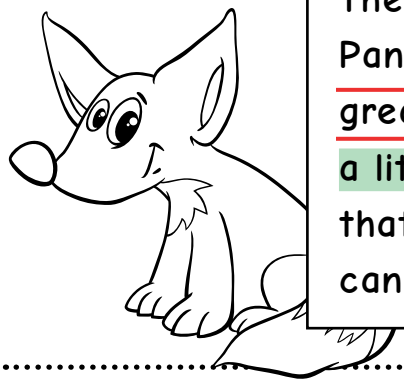
Highlight the reason Lion King did not choose Mole.

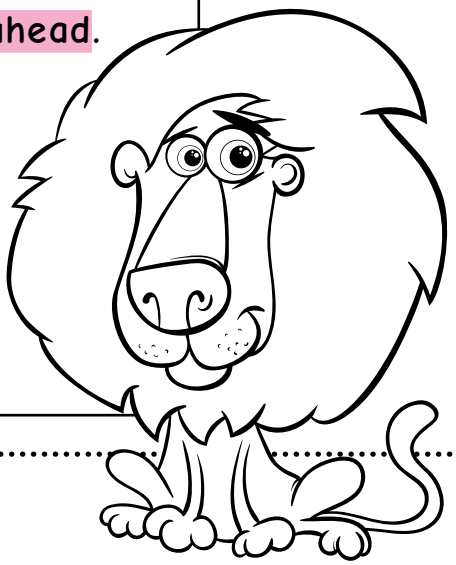
Put a box around the things Lion King liked about Panther.

Colour the reason Lion King did not want Panther to teach Lion Prince.

The Young Lion King

Lion King wondered which animal could teach the Lion Prince. He wondered if Fox could do it. Fox, though clever, was a great liar and liars always cause trouble. He wondered about mole. Mole was orderly and careful but never looked far ahead. The King wondered about Panther. Panther was strong, brave and a great fighter, but liked fighting a little too much. The Lion knew that a good king is just, wise and can solve things without fighting.





Circle the correct answers.

1 Which three animals did Lion King think of when looking for a teacher for the Lion Prince?

a Fox **b** Panther **c** Wolf
d Mole **e** Bear **f** Snake

2 Which three sentences give the most information about why Lion King did not choose those animals?

a He did not think Fox could do it.
b Fox, though clever, was a great liar and liars always cause trouble.
c He wondered about Mole.
d Mole was orderly and careful but never looked far ahead.
e The King wondered about Panther.
f Panther was strong, brave and a great fighter, but liked fighting a little too much.

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Important information

Read the passage.



Lion was still thinking when Eagle flew by. "Of course!" Lion cried. "Eagle!" The Lion King sent his son to study at Eagle's court.

Years later, Lion Prince returned to his father, in time to take over his kingdom.

"Father," said the Lion Prince, "I have learnt many things. I can tell where every bird can find water. I know what kind of food each bird needs. I know how many eggs it lays and the wants of every bird that flies. When I am in charge of the kingdom, I shall begin to teach our animals how to build nests."

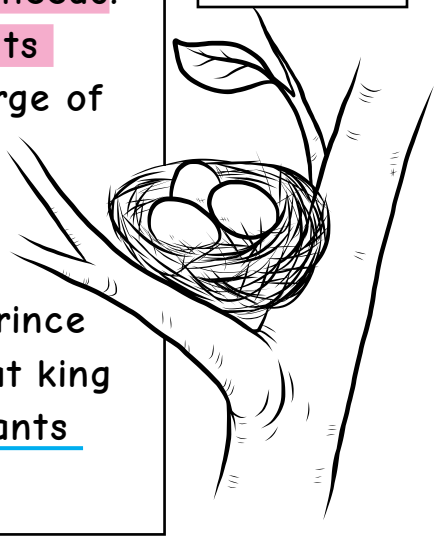
The animals in the King's court howled with laughter. The King realised the Lion Prince had not been taught the knowledge a great king needs most of all — a knowledge of the wants and needs of his own people and land.

Circle the animal Lion King chose to teach his son.

Colour what the other animals did when they heard what Lion Prince had learnt.

Highlight what the Lion Prince had learnt.

Underline the information that the Lion Prince needed most of all.



3 Eagle taught Lion Prince the things he would need to know if he were going to rule the bird kingdom. What important information did Eagle give the young prince?

a where every bird can find water

b what kind of food each bird needs

c how many eggs each bird lays

d the wants of every bird that flies

4 What should the Lion Prince have learnt?

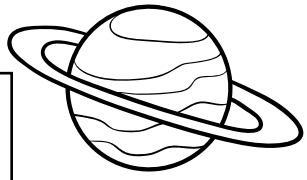
the wants and needs of his own people and land, so he could build a strong and happy kingdom

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Making connections

Linking a text to your own life is a great way to build understanding. Look for key words and phrases in the text to make connections.

Read the passage.



Underline the words that describe Sarah's new home.

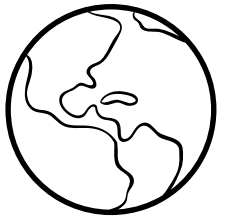
On Our Way to Alpha Centauri

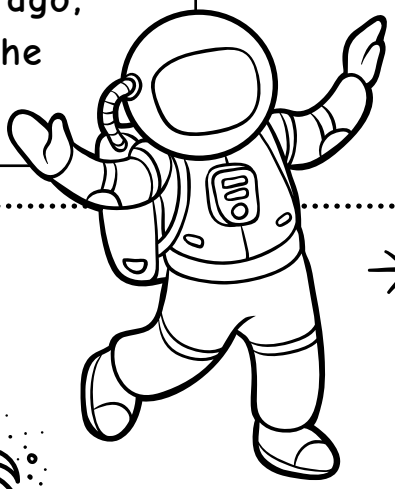
From now on Sarah's home would be a large, travelling space station. The shuttle was taking them to the big mother ship, Star Wanderer. It would carry all three hundred of them towards Alpha Centauri, and a lifetime of new discoveries.

Suddenly Sarah was scared. It was such an unknown future that lay ahead — like it was for those sailors, hundreds of years ago, who thought they were sailing over the edge of a flat Earth.

Circle a feeling you most likely have experienced.

Put a box around the word that refers to the time ahead.





Circle the correct answers. Teacher check

1 Which of the following have you experienced?

- **a** living on a space station
- **b** moving to another home
- **c** making new discoveries
- **d** travelling on a space shuttle
- **e** feeling scared
- **f** sailing on the ocean
- **g** wondering what the future holds
- **h** travelling somewhere with lots of other people

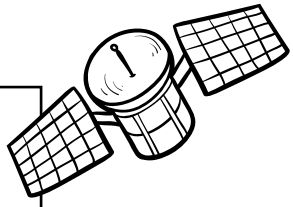
2 Which of the following is it possible you will experience in the future?

- **a** embark on exciting adventures
- **b** sail over the edge of a flat Earth
- **c** travel in outer space
- **d** sail around the world

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Making connections

Read the passage.





"We've all left a lot behind us," started Sarah, and many faces grew serious. Dr Singh was worried. Was Sarah going to remind them too much of earthly celebrations?

"For me, the most important part of Christmas is the Christmas tree. Every year I'd dream about what it would look like. I couldn't wait until it was time to start decorating it." Sarah continued, "Kapil and I have something special that comes from Earth. Something from the past to take us into the future."

Sarah signalled to Kapil, who tugged a cord.

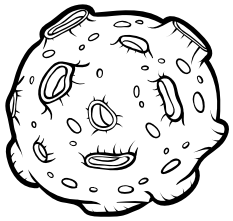
The curtain fell. In front of them was a young apple tree, holding its branches and green leaves high. Seven red apples hung from the branches.

Underline a sentence that suggests that the people celebrating Christmas are not on Earth.

Circle the object that Sarah considers to be the most important part of Christmas.

Highlight who helped Sarah prepare the Christmas surprise.

Colour the phrase that describes the tree.



Sarah, Kapil and the other people on the spaceship are celebrating their first Christmas away from Earth.

3 Write a paragraph describing a celebration, such as your birthday or a religious holiday, that you have especially enjoyed. What did you do? What did you eat? Were there any decorations? Did you receive any presents? Who shared the celebration with you?

Teacher check

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Making inferences

Make inferences about a text by drawing on your own experiences, and looking for information in the text that is implied, not directly stated.

Read the passage.

Circle the adjective the narrator uses to describe the kind of fisherkid she is.

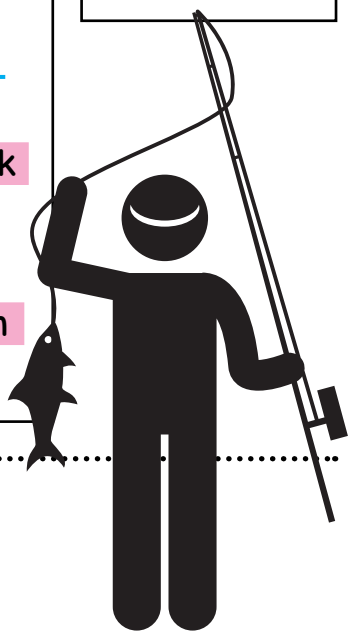
Underline the sentence that shows that the narrator likes to spend her free time fishing.

Highlight two sentences that suggest the narrator knows a lot about fishing.

Lure

I must be the worst fisherkid on Earth!

It isn't that I don't try. Every chance I get, I'm dangling a line in the water somewhere. My bookshelves are full of every fishing book and fishing map ever printed. I buy the best fishing line pocket money can buy. And I watch all the fishing reports on TV and listen to them on the radio as well.



Circle the correct answers.

1 What can we infer about the narrator?

a She hates fishing.
b She likes eating fish.
c She loves fishing.
d She wants to give fishing a try.

2 Which sentence is the best clue to question 1's answers?

a Every chance I get, I'm dangling a line in the water somewhere.
b I must be the worst fisherkid on Earth!
c It isn't that I don't try.
d I buy the best fishing line pocket money can buy.

3 What can we infer about the number of fish the narrator catches?

a She always catches lots of fish.
b She sometimes catches lots of fish.
c She never catches any fish.
d She often catches a few fish.

4 Which sentence is the best clue to question 3's answer?

a Every chance I get, I'm dangling a line in the water somewhere.
b It isn't that I don't try.
c I buy the best fishing line pocket money can buy.
d I must be the worst fisherkid on Earth!

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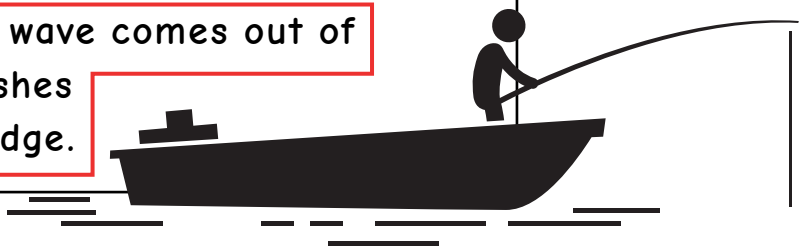
Making inferences

Read the passage.



The fishing report suddenly becomes very serious. The reporter is warning people about the dangers of fishing from a popular local spot. Two fishermen have gone missing. The camera zooms in on the spot where the fishermen were last seen.

I know the spot — it's called Devil's Rocks. It's a good spot to catch cod. Suddenly, a huge wave comes out of nowhere and crashes over the rocky ledge.



Highlight words that show that the narrator is watching television.

Put a box around the words that suggest that Devil's Rocks is near the ocean.

Underline the words that describe the place where the fishermen went missing.

Colour the name of the place where the men went missing.

5 We can infer that people often visit the spot where the two fishermen went missing. What is the clue?

The reporter describes "a popular local spot".

6 The reporter warns that it could be dangerous to fish from the spot where the two men went missing. What other clue is there to suggest that this is a dangerous spot?

The fishing spot is called Devil's Rocks and during the report a huge wave crashes over the rocky ledge.

7 We can infer that the narrator is watching the fishing report on television. What are the clues?

The text says, "the fishing report suddenly becomes serious", and "the camera zooms in".

8 What evidence is there to suggest that the spot where the men were fishing is near the ocean?

The text says, "a huge wave comes out of nowhere and crashes over the rocky ledge".

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Word study

Authors shape our view of a subject through their choice of words. A descriptive verb tells exactly how an action or thought occurs.

Read the passage.

Circle the verb that is similar in meaning to stood stiffly.

Highlight the verb that creates a picture of someone moving slowly and carefully.

Lost in the Woods

Leaving the brilliant sunshine, it took a while for his eyes to adjust to the inky blackness. The hairs on the back of his neck bristled. Unaware that he was holding his breath, Spook inched forward, his shoes scraping on the earth. His fists were clenched. His fingernails bit into his palms.

The cave was narrow inside. Cobwebs veiled the walls like gauze.

Put a box around the verb that creates a picture of a creature sinking its teeth into flesh.

Underline the verb that creates a picture of something soft and filmy.

Circle the correct answers.

1 Which verb in the passage is similar in meaning to 'moved'?

a bristled **b** scraping **c** inched **d** clenched

2 Why is the verb you chose in question 1 more effective than 'moved'? It creates a picture of how …

a awkwardly Spook moved. **b** slowly and carefully Spook moved.

c quickly Spook moved. **d** smoothly and gracefully Spook moved.

3 Which of the following words from the text is not a descriptive verb?

a clenched **b** bit **c** bristled **d** was

4 Which verb in the passage is similar in meaning to 'covered'?

a veiled **b** bristled **c** clenched **d** was holding

5 Why is the verb you chose in question 4 more effective than 'covered'? It creates a picture of how …

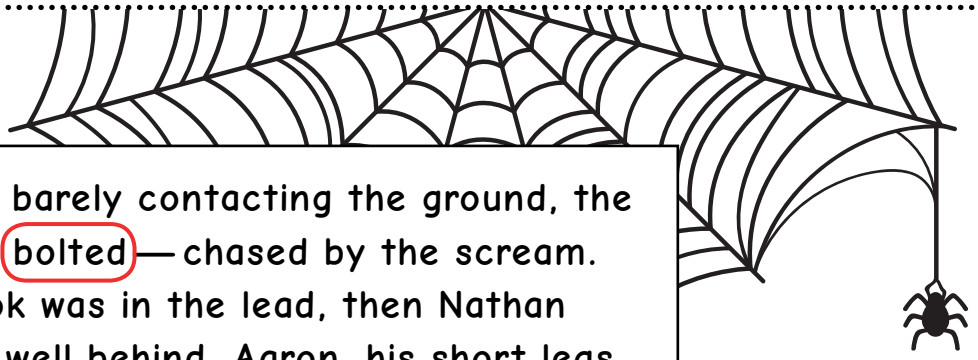
a thick and rough the cobwebs were. **b** thin and delicate the cobwebs were.

c sticky and dirty the cobwebs were. **d** messy and broken the cobwebs were.

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Word study

Read the passage.



Feet barely contacting the ground, the boys bolted — chased by the scream. Spook was in the lead, then Nathan and, well behind, Aaron, his short legs hardly able to keep pace. Branches and thorns stabbed and snatched at them. Long grass tickled their legs like creepy crawlies.

Eventually, out of breath, the trio stopped. They doubled over and gasped for air and their legs ached.

Circle the verb that is similar in meaning to ran.

Highlight the verbs that suggest that the branches and thorns were attacking the boys.

Colour the verb that lets us imagine what the grass felt like on the boys' legs.

Underline the verb that shows that the boys were taking short, quick breaths.

6 Which descriptive verb has the author used in place of 'ran'?

bolted

7 What picture of the thorns do the verbs 'stabbed' and 'snatched' create?

Teacher check

8 The author writes that the long grass tickled the boys' legs. What picture does the verb 'tickled' create?

Teacher check

9 What does the verb 'gasped' suggest about the way the boys were breathing?

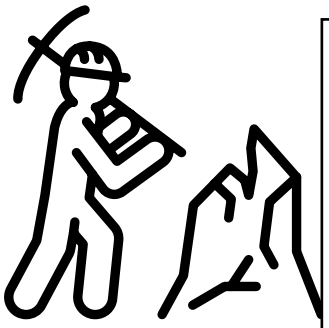
short, raspy, noisy breathing as they tried to get air

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Visualisation

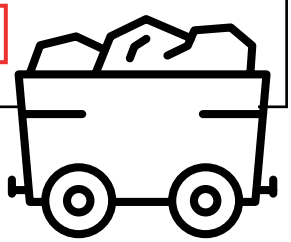
Imagining images of people, places and events can help to build understanding of a text.

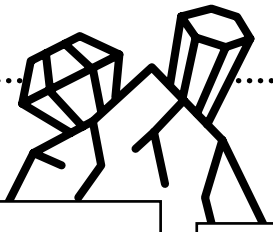
Read the passage.



The Opal Miner

In the harsh and brittle desert
In a world of arid air
The rainbow's bending arch
Is magical and rare.





Circle the words that helped you imagine what the desert looks like.

Highlight the words that helped you imagine what the rainbow looks like.

Put a box around the word that tells you that you won't often see a rainbow in the desert.

1 Read the poem again. As you do so, visualise what you are reading about. Draw a picture of the images you create of the desert and the rainbow.

The desert

Teacher check

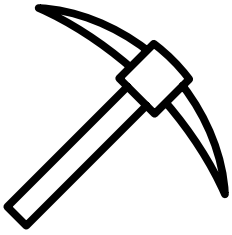
The rainbow

Teacher check

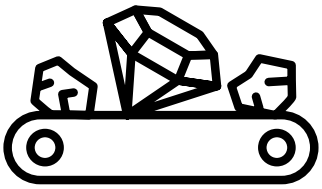
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Visualisation

Read the passage.



Circle the words and phrases that helped you imagine what the tunnels look like.



The Opal Miner

In the tunnels far below it
In a world of stubborn stone
The miner probes and follows
Strange visions of his own.

The miracles he dreams of
Far from dust and heat
Are glowing rainbow fragments
Underneath his feet.

Highlight the words and phrases that helped you imagine what the miner does in the tunnels.

Put a box around a phrase that helped you imagine what the opals look like.



2 Read the poem again. As you do so, visualise what you are reading about. Draw a picture of the images you create of the miner in the tunnels.

The miner in the tunnels	The miner seeing visions of opals in the rock
Teacher check	Teacher check

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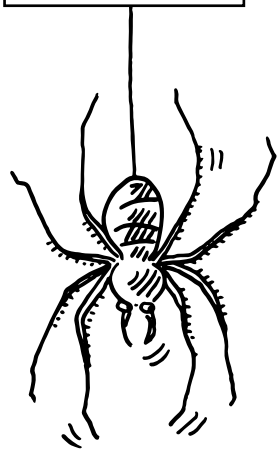
Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.

Circle the clue to how Eagle reached the top of the mountain.

Highlight how Spider moved above Eagle's head.

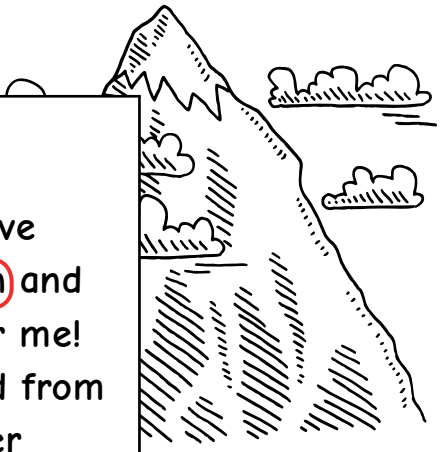


The Eagle and the Spider

"How lucky am I," said Eagle, "that I have such powers of flight to take me so high and so far. There is no mountain too high for me! Here I am, looking down on all the world from a height no other living creature has ever reached!"

"What a boaster you are," said Spider, from a nearby twig. "Look where I am sitting. It isn't so far below you, is it?" Spider jumped to another twig, just above Eagle's head. He began to busily spin a web, just above Eagle.

"How did you reach this height?" asked Eagle. "You are weak and wingless. Did you somehow manage to crawl all the way up here?"



Underline what Spider did when he was above Eagle's head.

Put a box around how Eagle thought Spider had reached the top of the mountain.

Circle the correct answers.

1 In what way are Eagle and Spider similar? Both are …

a birds. **b** animals. **c** insects. **d** mammals.

2 In what way are Eagle and Spider different? Only …

a Spider can fly. **b** Spider can hop. **c** Eagle can fly. **d** Eagle can run.

3 What can Spider do that Eagle can't?

a spin a web
b flap its wings
c build a nest
d soar above the earth

4 Which of the following sentences is true?

a Spider is bigger than Eagle.
b Spider is stronger than Eagle.
c Eagle is shorter than Spider.
d Eagle is heavier than Spider.

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Compare and contrast

Read the passage.

Underline the reason Eagle was surprised that Spider had reached the top of the mountain.

Highlight the clue to how the wind affected Eagle.

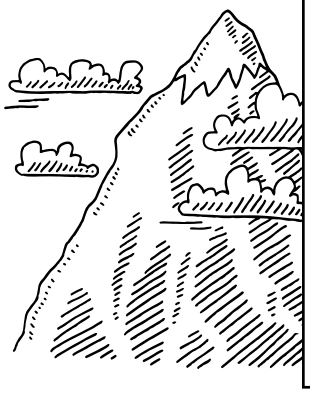
"How did you reach this height?" asked Eagle. "You are weak and wingless. Did you somehow manage to crawl all the way up here?"

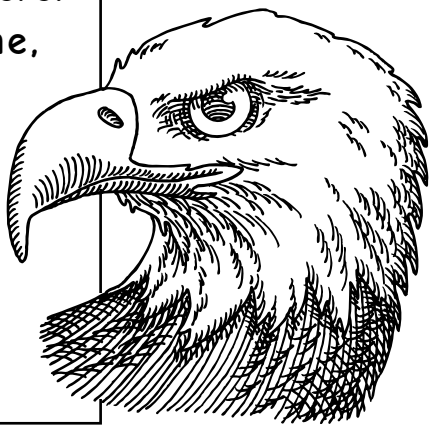
"No!" laughed Spider. "I simply attached myself to you, and you lifted me from the valleys below on your tail feathers. And I can get along very well without your help too, now that I am way up here. So, Eagle, don't put on any airs with me, because I want to tell you that ..."

Suddenly, a gust of wind swept across the top of the mountain. It slid right by Eagle but it brushed Spider, web and all, back down into the depths of the valley.

Colour words that tell how Spider reached the top of the mountain.

Underline the words that tell what the wind did to Spider.





5 Carefully explain the different ways in which Eagle and Spider reached the top of the mountain.

Eagle flew up to the top of the mountain. Spider attached himself to Eagle, so Spider could reach the top of the mountain.

6 Why didn't the wind blow Eagle off the mountain?

Eagle is heavier than Spider.

7 Why did the wind blow Spider off the mountain?

Spider is light and couldn't withstand the wind at the top of the mountain.

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