Reading EGGSPRESS

YEAR 2

COMPREHENSION

FICTION

Teacher Book



Answers for all Lesson Worksheets

Reading Eggspress Comprehension Year2 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 pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
  - being introduced to non-fiction books that are structured in different ways
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read, and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far

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	3
	Main idea and details	7, 9, 15, 27, 29, 39
	Think marks	1, 17, 21
Inferential Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Drawing conclusions	33
	Making inferences	5, 11, 23, 31
	Making predictions	35
Critical Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Visualisation	13, 19, 25, 37

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Class record sheet

Comprehension Fiction Year 2

	Section 1					Section 2				
Name	Think marks	Finding facts and information	Making inferences	Main idea and details	Main idea and details	Making inferences	Visualisation	Main idea and details	Think Marks	Visualisation

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Class record sheet

	Section 3					Section 4				
Name	Think marks	Making inferences	Visualisation	Main idea and details	Main idea and details	Making inferences	Drawing conclusions	Making predictions	Visualisation	Main idea and details

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Think marks

Use special marks to show what parts of a text you see clearly. You can also show which parts you understand and which parts you don't.

Read the passage. Teacher to check passage

Use 👀 for parts of the story you can see.

Use a **W** for words you don't know the meaning of.

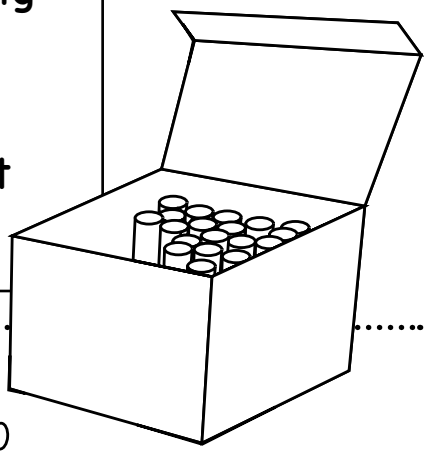
Place a ✓ next to the part of the story you understand.

The Chalk Box

The chalk box moves! The class gasps. Just a tiny gasp each, but together it makes the sound of a gust of wind.

Mr Mooney turns around. We're sitting quietly, so there's nothing he can say.

Mr Mooney turns back to the board. We go back to staring at the chalk box.



Circle the correct answers.

1 What are the children watching?

a Mr Mooney **(b)** the chalk box **c** gust of wind **d** the board

2 Who is sitting quietly?

(a) the class **b** the board **c** Mr Mooney **d** the principal

3 What is moving?

(a) the chalk box **b** the wind **c** the board **d** the class

4 What is a *gasp*?

a the sound of the wind **(b)** a quick intake of breath

5 Which word could replace *turns* in this story?

(a) spins **b** pushes **c** circles **d** shows

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Think marks

Read the passage.

Use think marks to help you understand the passage.

Box
what Mr Mooney's face looks like

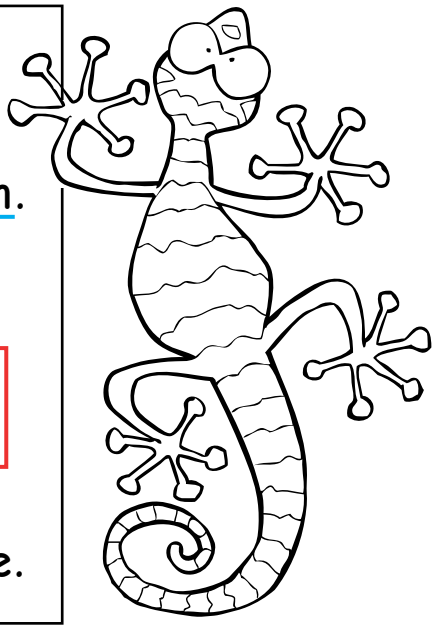
Underline
where the gecko climbs

A Gecko on the Teacher!

The gecko jumps onto Mr Mooney's hand. It runs up his arm. It leaps onto his head and waves at us.

Mr Mooney's eyes roll up and his mouth is the shape of an O.

His arms freeze halfway to his head, as if he's too afraid to move.



6 What is the gecko doing?

running up Mr Mooney's arm to his head

7 How does Mr Mooney feel?

scared, afraid

8 Write about a time when you were were really surprised by something.

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.



Box
what the flowers grow into

Circle
who is asking about a tree

A Good Idea

"Haven't you ever seen a money tree?" asked Mandy.

Tim shook his head. "How do people get a money tree?"

"Easy!" Mandy laughed. "They plant a coin in a pot full of dirt. Then they water it."

"When the coin grows into a tree, flowers grow on it. The flowers turn into money," she told him.

Underline
what type of tree Tim is asking about

Colour
where to plant the tree



Circle the correct answers.

1 Who is explaining about the money tree?

a Mandy **b** Tim **c** Mum **d** Sam

2 What is the first step to grow a money tree?

a Prune the tree. **b** Plant a coin.

c Water the plant. **d** Pick the flowers.



3 Where do you plant a money tree?

a in the forest **b** next to a bank

c in a pot **d** by a lake

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Finding facts and information

Read the passage.

Circle
who was playing tricks

Box
what Mandy needed to do

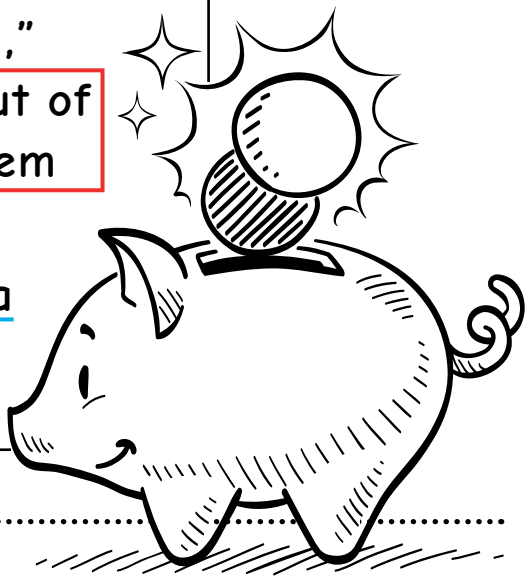
Underline
what Mandy wanted to buy

Trouble!

Mum didn't like Mandy playing tricks on Tim.

"There's only one thing to do," Mum said. "Take the coins out of your piggy bank and stick them on Tim's tree."

"But I was saving up to buy a book!" Mandy told her.



4 Who was playing tricks? Mandy

5 What does Mum want Mandy to do? for Mandy to take the coins out of her piggy bank and give them to Tim

6 Why must Mandy do this? She played a trick on Tim.

7 What had Mandy been saving for?

a book

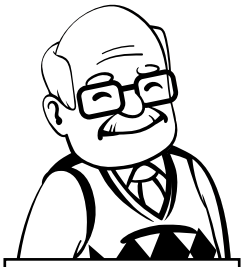


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Making inferences

Use clues to find answers about a text. Not all information is directly stated!

Read the passage.



Circle **who** was in the park

Box **what** the birds did at the park

Happy Birds

Lots of cages hung in the trees. Grandpa hung Yan's cage with the others.

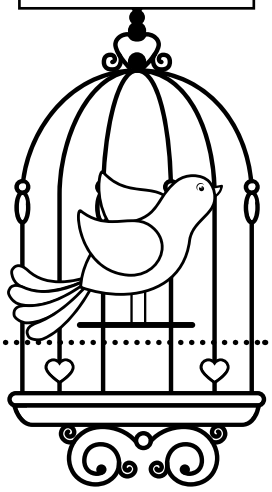
There were lots of grandpas and lots of songbirds. All the birds whistled.

The air was full of whistles. Grandpa sat on a bench and whistled too.

Yan liked to sing with the other birds. Grandpa liked to whistle with the other grandpas.

Underline **where** the cages hung

Colour **what** the grandpas did at the park



Circle the correct answers.

1 How did the birds feel about going to the park?

a scared **b** angry **c** confused **d** happy

2 Which clues tell you this?

a Lots of cages hung in the trees. **b** There were lots of grandpas.

c All the birds whistled. **d** Grandpa hung Yan's cage.

3 What inference can we make about the birds?

a Birds sing when they are happy.

b Birds like being in cages at the park.

c Birds are good for grandpas.

d Birds shouldn't be kept in cages.

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Making inferences

Read the passage.





Dear Grandpa,

The birds in Australia have bright feathers. Some are grey and pink. Others are white and wear yellow hats. They all sing very loudly.

I wish you could hear the birds, Grandpa. They are happy birds. I am sure Yan would be happy in Australia. You would be happy too.

I miss going to the park with you, Grandpa.

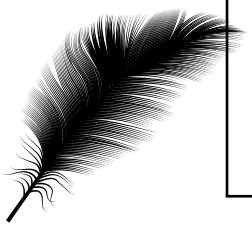
Love, Ling

Circle the **colours** of the birds

Box **how** the birds sing

Underline **what** Ling wants

Colour **what** Ling misses



4 How do we know Ling likes Australian birds?

Ling says they are bright, colourful and happy

5 Does Ling want her Grandpa to move to Australia? How do we know?

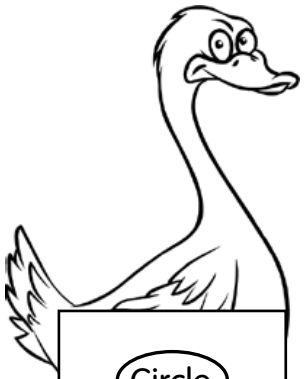
Yes: Ling wishes Grandpa could hear the Australian birds, and she thinks Yan and Grandpa would be happy in Australia.

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Main idea and details

The main idea is what the text is about. Details help us find the main idea.

Read the passage.



Circle the **animals**

Box Stella's **dialogue**

More Unusual Pets

A goose flew in through the window. She landed with a thump. She grumbled as she got up off the floor.

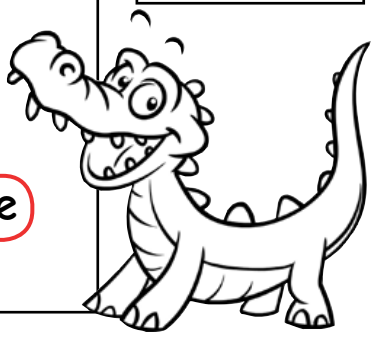
Then a hyena came to the door. He had the hiccups. He saw the goose and laughed.

They began to argue. It went on and on until Stella yelled, "Stop!"

The room was silent. The crocodile stood very still.

Underline **how** the goose came through the window

Colour **what** made Stella yell



Circle the correct answers.



1 What is the main idea of the text?

- **a** Stella has ordinary pets.
- **b** Stella doesn't want the animals to fight.
- **c** Stella is excited.
- **d** Stella is angry with the goose.

2 Which two sentences support the main idea?

- **a** A goose flew in through the window. She landed with a thump.
- **b** Then a hyena came to the door. He had the hiccups.
- **c** They began to argue. It went on and on until Stella yelled, "Stop!"
- **d** The room was silent. The crocodile stood very still.

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Main idea and details

Read the passage.

Underline the lion's **dialogue**

Circle the rabbit's **dialogue**

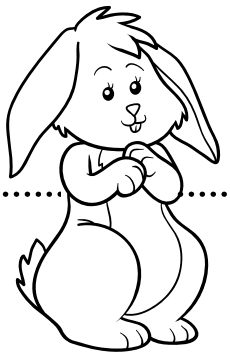
Box **how** the lion **felt**

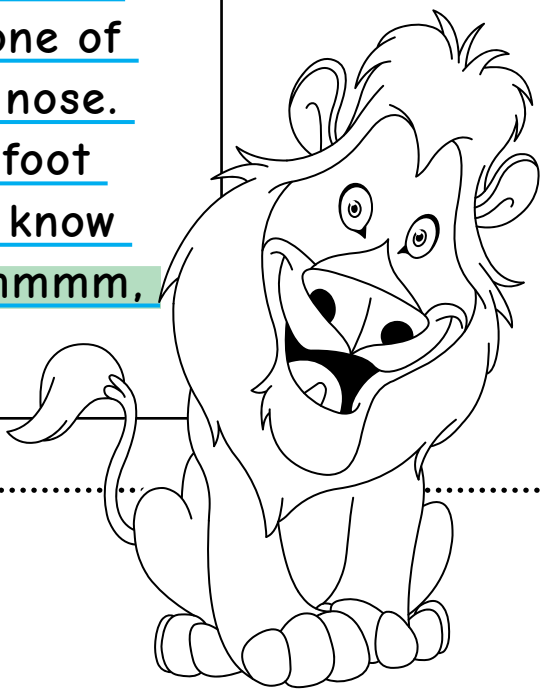
Rabbit Chase

"Help! Help!" yelled the rabbit. "The lion is trying to eat me!"

"I am not," said the lion. He sounded hurt. "I was trying to whisper in your ear. But one of your whiskers tickled my nose. I just slipped. Then your foot was in my mouth. I don't know how that happened. Mmmmmm, yummy."

Colour the **clue** that the lion was tasting the rabbit





3 Fill in the missing words.

The main idea of the text is that the lion

tried to eat the rabbit.

4 Which two details helped you find the main idea?

a The rabbit says, "Help! Help! The lion is trying to eat me!"

b The lion says, "Mmmmmm, yummy."

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Main idea and details

The main idea is what the text is about. Details help us find the main idea.

Read the passage.

Circle the **adjective** that describes the water

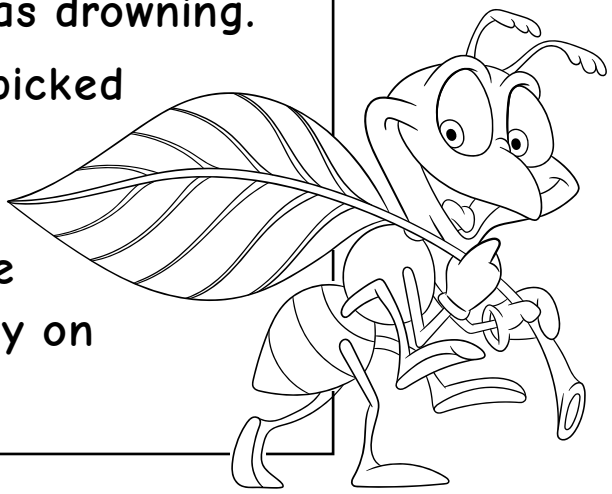
Box **what** the dove did with the leaf

Underline **what** the water did to the ant

The ant and the dove

A thirsty ant came to the edge of a river to get a drink. The fast-moving water splashed the ant and knocked it into the river. The ant was in trouble! It tried to swim but it was drowning.

A dove sitting in a tree picked a leaf and dropped it in the river, near the ant. The ant climbed onto the leaf and floated to safety on the bank of the river.



Circle the correct answers.

1 Which best describes the main idea of the text?

a A dove saved an ant. **b** An ant fell in the water.

c An ant was thirsty. **d** A dove was flying by the river.

2 Which two details support the main idea?

a The water was moving quickly. **b** Ants aren't good swimmers.

c A dove dropped a leaf in the river. **d** The leaf floated to safety.

3 Which best describes the dove's actions?

a excited **b** kind **c** worried **d** angry

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Main idea and details

Read the passage.

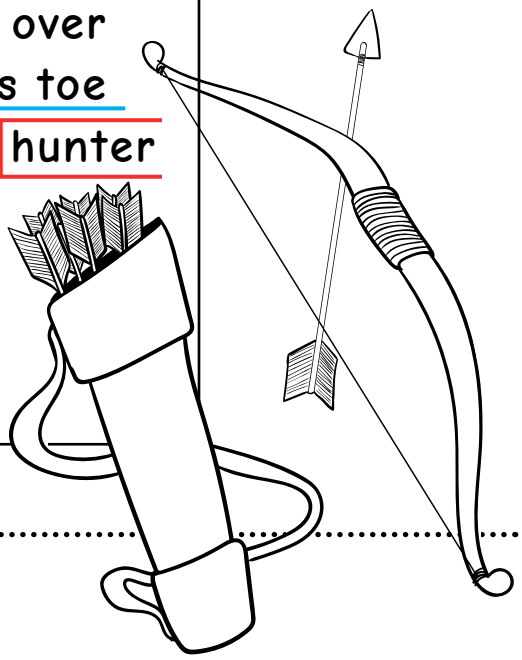


A little while later, a hunter came to the edge of the river. He saw the dove sitting in the tree and quickly drew his bow and aimed at the resting bird. The ant saw what was about to happen. It ran over to the hunter and bit his toe as hard as it could. The hunter cried out and dropped his bow. The dove was startled and flew away to safety.

Box
why the dove flew away

Underline
what the ant did to the hunter

Circle
what the hunter did when he saw the dove



4 Fill in the missing words.

The text is about how the ant

saved the dove .

5 Which two details helped you find the main idea?

a The ant bit the hunter's toe as hard as he could

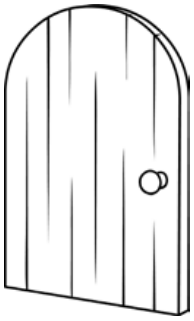
b The hunter cried out and startled the dove so it could fly away

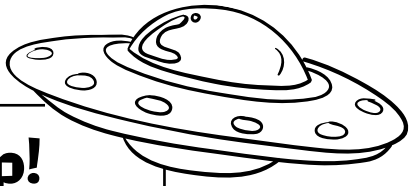
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Making inferences

Use clues to find answers about a text. Not all information is directly stated!

Read the passage.





Thump! Thump! Thump!

What is that?

"Thump!"

It's coming from the wardrobe. Tim creeps over and slides the door open. A tiny purple alien steps out and pokes Tim on the foot.

"Take me to your weader!"

Tim jumps back on the bed. The alien is only as big as a teddy bear but he has a zap gun. The gun is pointed at Tim.

"Wha ... what?" Tim asks.

Circle the **alien's dialogue**

Box **adjectives** that describe the **alien**

Underline **how** Tim moves to the closet

Colour **Tim's dialogue**



Circle the correct answers.

1 How does Tim feel about the alien?

a scared **b** angry **c** confused **d** happy

2 Which clue tells you this?

a "Thump!" **b** "Take me to your weader!"

c What is that? **d** "Wha … what?" Tim asks.

3 What inference can we make about Tim?

a Tim is bigger than the alien. **b** He has a very messy room.

c Teddy bears are his favourite toys. **d** He lives on a planet with aliens.

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Making inferences

Read the passage.

Circle words that describe **Gweep's appearance**

Box **Gweep's dialogue**

Underline **Tim's dialogue**

Slime Jelly

"Here is some slime instead," Tim yells.

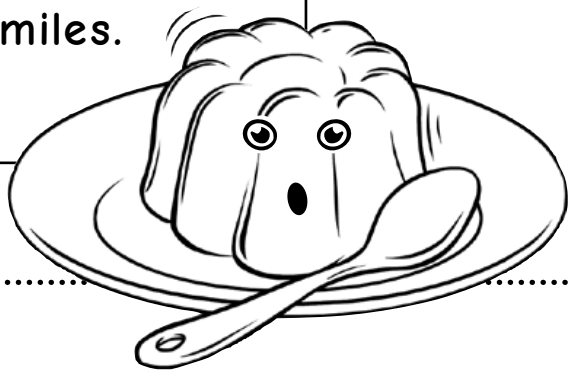
Gweep looks in the bowl. "This bad."

Tim looks at the yummy, wobbly, green jelly. "It's really very nice."

Tears form in Gweep's three round eyes. "It's saying no!"

"The slime isn't saying no. It's shaking because it's scared of you."

"Is it scared?" Gweep smiles. "Of me?"



4 Why does Tim call the jelly *slime*?

because it looks like slime as it is green and it wobbles

5 Do you think Gweep is happy at the end? How do you know?

yes: Gweep smiles because he thinks the jelly is scared of him

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Visualisation

To understand what you are reading, it helps to imagine pictures!
This is called visualising.

Read the passage.

Circle the **noises** Tim made

Underline **how** Mum moved

Beds Are Not Trampolines

Tim did a star jump. Then he fell off the bed and landed on his nose. He started to cry.

He cried louder and louder. Mum came running into the room and picked him up.

"Now what have you done?" she asked, looking at his red nose.

"Mandy made me do it," Tim sobbed.



Circle the correct answers.

1 How was Tim feeling?

a scared **b** nervous **c** excited **d** sad

2 Which key words tell what Tim did?

a running into the room **b** landed on his nose

3 Which word helps us hear how Tim was feeling?

a landed **b** sobbed **c** nose **d** fell

4 Which word helps us see Tim's nose?

a landed **b** jump **c** cry **d** red

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Visualisation

Read the passage.

Circle **what** happened to Tim's balloon

Big Trouble

Tim was in big trouble. He had climbed out our bedroom window to make a water balloon.

As he turned the water on, his balloon flew off. Water sprayed all over the yard.

Just then, Mum and Aunt Beth stepped into the garden. Both of them were sprayed with water. Boy, were they angry!

Underline **how** Mum and Aunt Beth **felt**





5 Imagine if you turned on water and it sprayed on you. How would you feel?

Teacher check

6 What sounds would people make if you sprayed water on them?

Teacher check

7 Re-read the story. Draw Tim, Mum and Aunt Beth's faces at the end.

Teacher check

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Main idea and details

The main idea is what the text is about. Details help us find the main idea.

Read the passage.

Circle the **verbs** about **eating**

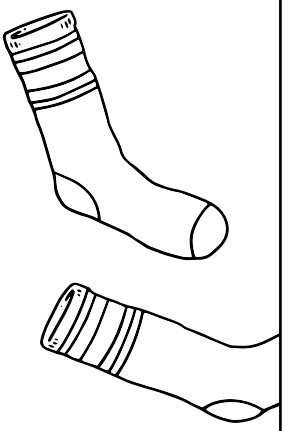
Underline the **things** Greedy Guts tried to **eat**

Gee-Gee?

When I picked him up, Greedy Guts chewed on my fingers. Then he gnawed the strap of my watch.

I put him on the floor and he untied my shoelaces. Then he tried to pull my left sock off. He loved me so much, he wanted to eat me. How could I resist him?

"Mum, please," I begged. "He's perfect."





Circle the correct answers.

1 Find the main idea of the text.

- **a** Greedy Guts was bought from a pet shop.
- **b** Greedy Guts is perfect.
- **c** Greedy Guts likes to eat everything.
- **d** Greedy Guts wants to wear socks.



2 Which two sentences best support the main idea?

- **a** "Mum, please," I begged. "He's perfect."
- **b** We bought Greedy Guts at a pet shop.
- **c** When I picked him up, Greedy Guts chewed on my fingers.
- **d** Then he gnawed the strap of my watch.
- **e** He loved me so much, he wanted to eat me. How could I resist him?



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Main idea and details

Read the passage.



Circle **who** sent the jacket

Colour **what** the jacket looked like

Underline **why** Mum got the jacket

Yesterday was Mum's birthday. Aunt Minnie sent Mum a fluffy pink jacket. Mum hates pink, and she hates fluffy.

"I must ring her to say thank you," Mum said. "Aunt Minnie is a dear to remember my birthday, even if she doesn't remember what I like," Mum said.

"Aunt Minnie is family, and you can't choose your family. Mmmm ... perhaps I could wash it and say that it shrank."





3 Fill in the missing words.

The text is about what Mum thinks of her birthday present.

4 Which two details helped you find the main idea?

a Mum hates pink and she hates fluffy.

b "she doesn't remember what I like"

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Think marks

This poem is a nonsense poem. It wants to make us laugh! Use special marks to show what parts of the poem you see clearly. Also use marks to show which parts you understand and which parts you don't.

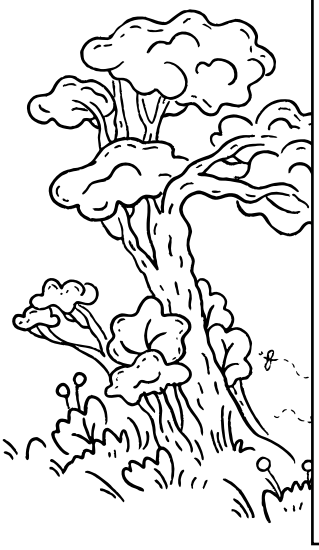
Read the passage.

Teacher to check passage

Use 👀 for parts of the story you can see.

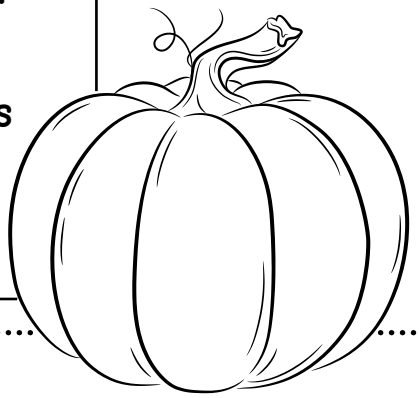
Place a ✓ next to the part of the poem you understand

Use a **W** for words you don't know the meaning of.



The Courtship of the Yonghy-Bonghy-Bo

On the coast of Coromandel
Where the early pumpkins blow,
In the middle of the woods
Lived the Yonghy-Bonghy-Bo.
Two chairs, and half a candle,
One old jug without a handle —
These were all his wordly goods:
In the middle of the woods,
These were all the worldly goods
Of the Yonghy-Bonghy-Bo,
Of the Yonghy-Bonghy-Bo.



Circle the correct answers.

1 Where does the Yonghy-Bonghy-Bo live?

a in an old jar
b inside a small pumpkin
c in a jug
d in the middle of the woods

2 What does *worldly goods* mean?

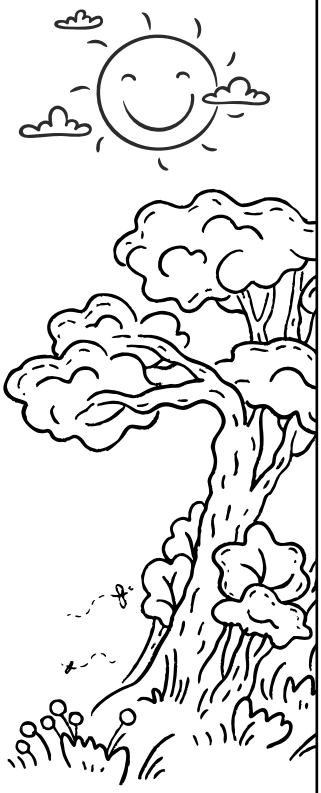
all of the things a person owns in the world

Reading Eggspress © Blake eLearning

Think marks

Read the passage.

Use think marks to help you understand the passage.



The Courtship of the Yonghy-Bonghy-Bo

On the coast of Coromandel
Where the early pumpkins blow,
In the middle of the woods
Lived the Yonghy-Bonghy-Bo.
Two chairs, and half a candle,
One old jug without a handle —
These were all his wordly goods:
In the middle of the woods,
These were all the worldly goods
Of the Yonghy-Bonghy-Bo,
Of the Yonghy-Bonghy-Bo.

Circle

words that describe the **area** around the Yonghy-Bonghy-Bo's home

Box

the word that **rhymes** with Yonghy-Bonghy-bo

5 Draw a map of the area where the Yonghy-Bonghy-Bo lives.

Teacher check

Reading Eggspress © Blake eLearning

Visualisation

To understand what you are reading, it helps to imagine pictures! This is called visualising.

Read the passage.

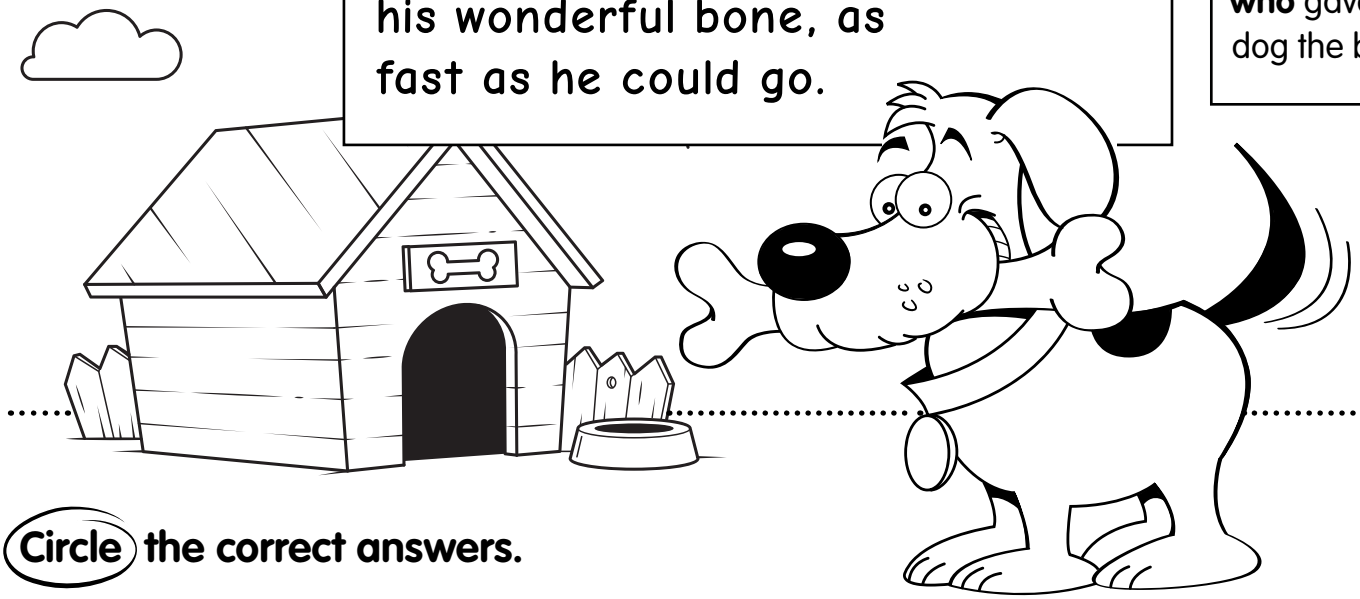
Box
where the dog was going

Circle
words that **describe** the **bone**

Underline
who gave the dog the bone

The Dog and His Reflection

A dog had a fresh, meaty bone, which a butcher had thrown to him. He was heading home with his wonderful bone, as fast as he could go.



Circle the correct answers.

1 What did the butcher throw?

a a bone **b** a biscuit **c** a treat **d** a ball

2 Which key word describes the dog's feelings about the bone?

a fast **b** wonderful **c** butcher **d** thrown

3 Which two words help us visualise the bone?

a butcher **b** meaty **c** wonderful **d** fresh

4 Which words help us visualise the dog's speed?

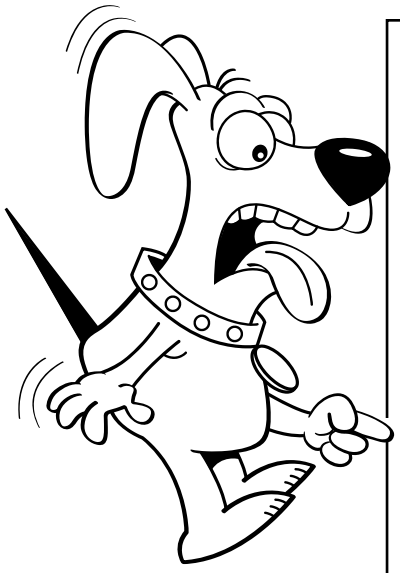
a wonderful bone **b** meaty bone

c thrown to him **d** as fast as he could go

Reading Eggspress © Blake eLearning

Visualisation

Read the passage.

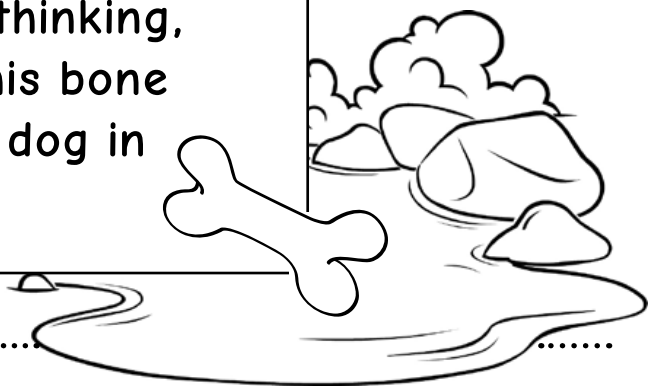


As the dog crossed a bridge over a pond, he looked down and saw himself reflected in the quiet water. The image was like looking in a mirror.

But the dog thought he saw a real dog carrying another bone — a bone much bigger than his! Without thinking, the dog dropped his bone and leaped at the dog in the pond.

Underline a word that **describes the water**

Circle what the **dog saw**



5 Where did the dog see himself?

a the ocean **b** a waterfall **c** a pond **d** a swimming pool

6 Which words helped you visualise the water?

quiet, like looking in a mirror

7 What did the dog see?

a a mirror **b** a bigger dog **c** a bigger bone **d** his reflection

8 Where can you see your own reflection?

Teacher check

9 What would the dog's reflection have looked like in the water?

the same

Reading Eggspress © Blake eLearning

Think Marks

Use special marks to show what parts of a text you see clearly. You can also show which parts you understand and which parts you don't.

Read the passage.

Colour
who is in the story

Circle
what Luke imagined

Imagine This, Imagine That

"It's easy. One person starts imagining something that doesn't exist, say a flying car, and the next person has to add to it," said Luke.

"So you could imagine a flying car shaped like a fish," said Aunt Stella.

Sophie understood. "And the flying car shaped like a fish could spray fireworks from its wheels."

Box
what Sophie imagined

Underline
what Aunt Stella imagined

Circle the correct answers.

1 What does Luke imagine?

a a flying car
b a fish in a flying car
c a flying car that can swim
d a fish spraying fireworks

2 Who is in the story?

a a fish, a flying car, Aunt Stella
b Aunt Stella, Luke, Sophie
c a fish named Fireworks, Aunt Sophie, a car
d Luke, a flying car, Spray



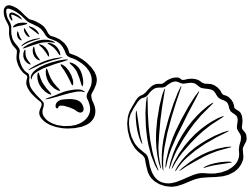
3 Which word could replace *understood* in this story?

a hugged **b** won **c** proved **d** followed

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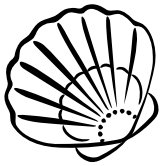
Think Marks

Read the passage.



Box
what Sophie collected

Circle
adjectives that describe what Sophie collected

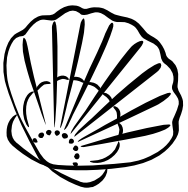


Art Eyes

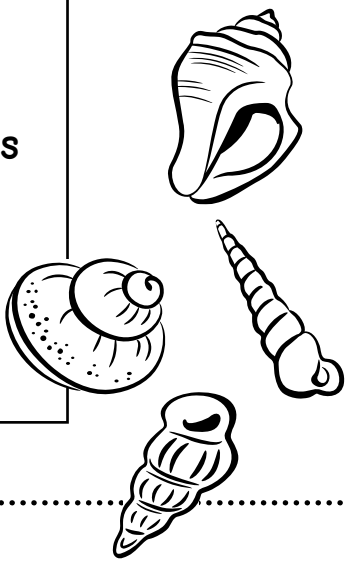
"Look out for colours, patterns, shapes, textures and shadows that catch your attention. Draw them in your journal and collect as much treasure as you can!" Aunt Stella cried.

Sophie liked the shapes and colours of the shells. She collected lots of shells of all shapes, sizes, colours and patterns.

Sophie also rubbed some rock textures into her journal and drew a rough sketch of the beach. But her most precious find was a piece of blue, weathered glass.



Colour
what Sophie liked best



4 What did Sophie collect? shells

5 What did Sophie draw? a sketch of the beach

6 Which word helps you understand that Sophie *valued* the piece of glass?

precious

7 Write about a time you found something precious.

Teacher check

Reading Eggspress © Blake eLearning

Making inferences

Use clues to find answers about a text. Not all information is directly stated!

Read the passage.

Circle **who** was trapped

Underline **what** trapped the person

Box **what** the people were doing

Colour **how** Jake felt

SMELLY AND STUCK

Jake's toenail went PING! Jake spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions.

"What does it feel like to be trapped by your toenail, Jake? they asked.

The longest toenail in the world was no fun anymore.



Circle the correct answers.

1 Which best describes how Jake was feeling?

a confused **b** unhappy **c** giddy **d** happy

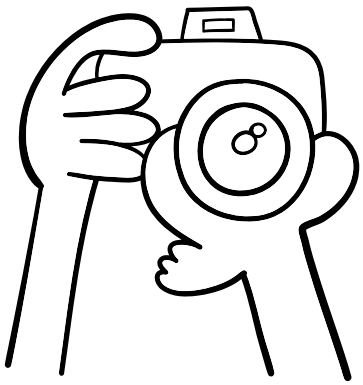
2 Which clue tells you this?

a Jake's toenail went PING!

b People pushed and shoved.

c "What does it feel like to be trapped by your toenail, Jake?"

d The longest toenail in the world was no fun anymore.



3 What inference can we make about Jake?

a Jake is the centre of attention.

b Jake wants the longest toenail in the world.

c Jake wants to travel the world.

d Jake likes having his photo taken.

Reading Eggspress © Blake eLearning

Making inferences

Read the passage.



Circle **what** was growing

Colour **where** the toenail grew

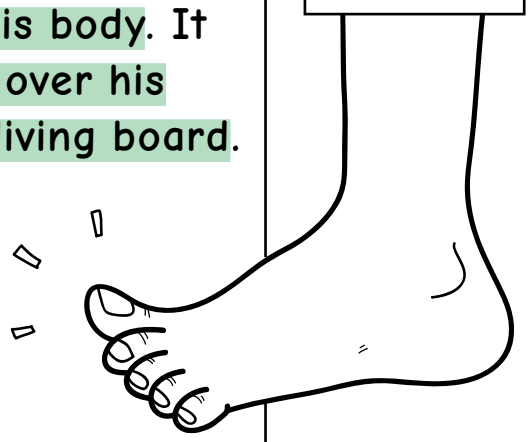
SAM'S COOL IDEA

The longest toenail in the world was growing.

Longer and wider and taller! And it was growing FAST!

It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.

Jake gasped as his toenail snaked and grew. As big as himself ... as tall as a tree ... as big as a house ... as tall as a crane.



Underline the speed of Jake's growing toenail

4 Draw Jake and his enormous toenail.

Teacher check

5 How would you feel about having a very long toenail?

Teacher check

6 We can infer that Jake was worried. What is the clue?

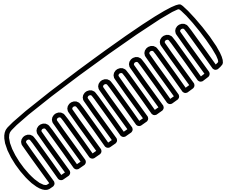
Jake gasped

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Visualisation

To understand what you are reading, it helps to imagine pictures! This is called visualising.

Read the passage.



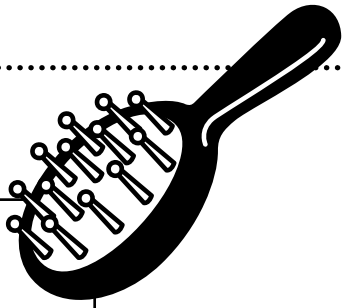
The Home Haircut

"Easy," said Jan as she cut. "Piece of cake!"

I remember when Jan said cooking was easy. We spent an afternoon scraping burnt food off the cooker.

Jan also told me that camping was easy. The tent fell on top of us during the night.

By three o'clock on Saturday afternoon, there was more hair on the bathroom floor than on my head.

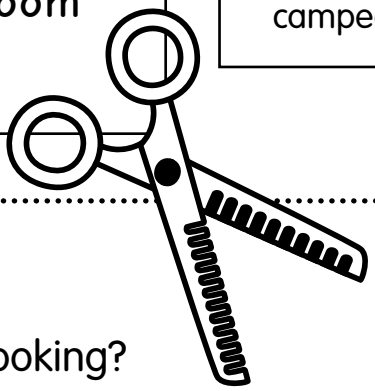


Underline **what** Jan said about cooking

Circle **what** happened when Jan cooked

Box **what** Jan said about camping

Colour **what** happened when Jan camped



Circle the correct answers.

1 Which key word describes what Jan thought about cooking?

a remember **b** scraping **c** easy **d** more

2 Which phrase helps us visualise Jan's cooking?

a piece of cake **b** cooking was easy

c scraping burnt food off the cooker **d** tent fell on top of us

3 How does this help the reader see Jan's cooking adventure? It was ...

a unsuccessful. **b** lots of fun.

c a great success. **d** tasteless.

Reading Eggspress © Blake eLearning

Visualisation

Read the passage.

Circle **what** Jan was doing

Colour words that **describe** Freya's new hairdo

Underline words that describe **how** Jan **felt**

The Home Haircut

"Look in the mirror, Freya," said Jan.

I did. There was a lot of face and not much hair.

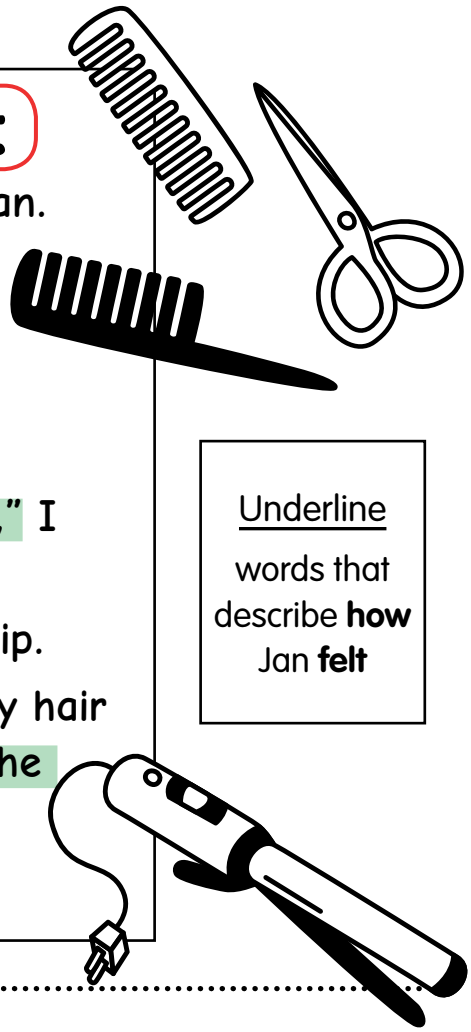
"Is it all right?" Jan said, looking worried.

"One side is longer than the other," I said softly.

Jan cut some more. Snip. Snip. Snip.

In the mirror, I looked strange. My hair was gone. Bits stuck out all over the place.

Jan's face was white.



4 What does Freya think of her new hairdo? She doesn't like it.

5 Which clues tell you? She says, "I looked strange."

6 Draw Freya and Jan's faces in the mirror.

Teacher check

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Main idea and details

The main idea is what the text is about. Details help us find the main idea. The text below is a script. Different people play the roles.

Read the passage.

Colour **who** is scared

Underline **why** he is scared

CAN I JOIN THE CIRCUS?

Ringmaster Roy: Chuckles, perhaps you could teach Snoz about being a clown.

Narrator: Chuckles had a great time dressing Snoz and painting him with make-up. But when Snoz saw himself in the mirror, he hid under the table.

Snoz: Not funny! Too scary! Snoz is scared!

Narrator: Snoz began to cry. Seeing a Snozalot cry made Chuckles cry too.

Chuckles: (sobbing) That is the saddest thing I have ever seen. A sobbing Snozalot!





Box **who** is crying



Circle the correct answers.

1 Find the main idea of the text.

- **a** Snoz is scared of himself dressed as a clown.
- **b** Chuckles is a clown.
- **c** Clowns make people laugh.
- **d** Snoz can't wait to join the circus.

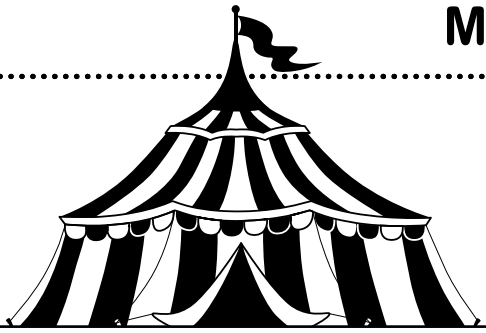
2 Which two sentences support the main idea?

- **a** Chuckles had a great time dressing Snoz and painting him with make-up.
- **b** But when Snoz saw himself in the mirror, he hid under the table.
- **c** Snoz began to cry.
- **d** Seeing a Snozalot cry made Chuckles cry too.

Reading Eggspress © Blake eLearning

Main idea and details

Read the passage.





Circle the things Snoz **cannot** do

Underline **what** Chuckles says about Snoz

Ringmaster Roy: Tell me, troupe, what can Snoz the Snozalot Monster do?

Chuckles: I will tell you what he cannot do. He cannot make you laugh.

Bendy Betty: He cannot bend.

Max Manyhands: He cannot juggle.

Ringmaster Roy: I see, I see, I see. And I know he can't fly through the air.

Chuckles: He's a nice monster.

Bendy Betty: A lovely monster, really.

Max Manyhands: But Snoz has no place in Circus Bizurkus.

Box **what** Bendy Betty says about Snoz

Colour **what** Max Manyhands says about Snoz



3 Fill in the missing words.

The main idea of the text is that Snoz the Snozalot Monster does not belong in Circus Bizurkus.

4 Which two details helped you find the main idea?

a Everyone says Snoz can't do circus acts.

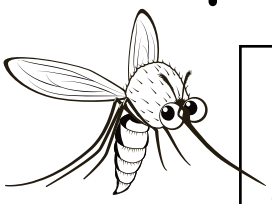
b Max Manyhands says Snoz has no place in Circus Bizurkus.

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Main idea and details

The main idea is what the text is about. Details help us find the main idea.

Read the passage.



Box
words that describe the lion's **feelings**

The Lion and the Gnat

The gnat dived at the lion and stung him on the nose. The lion was furious! He swiped at the gnat, but only ended up scratching himself with his sharp claws. The gnat attacked the lion again and again, and the lion raged.

Circle
the gnat's **actions**

Underline
the lion's **actions**



Circle the correct answers.

1 Which best describes the main idea of the text?

a A lion attacked a gnat. **b** A lion fell down.

c A gnat wanted to be a lion. **d** A gnat attacked a lion.

2 Which two details support the main idea?

a The gnat dived at the lion and stung him on the nose.

b The lion was furious!

c He swiped at the gnat.

d The lion scratched himself with his sharp claws.

e The gnat attacked the lion again and again, and the lion raged.

3 Which best describes the gnat's actions?

a selfish **b** kind **c** gentle **d** vicious

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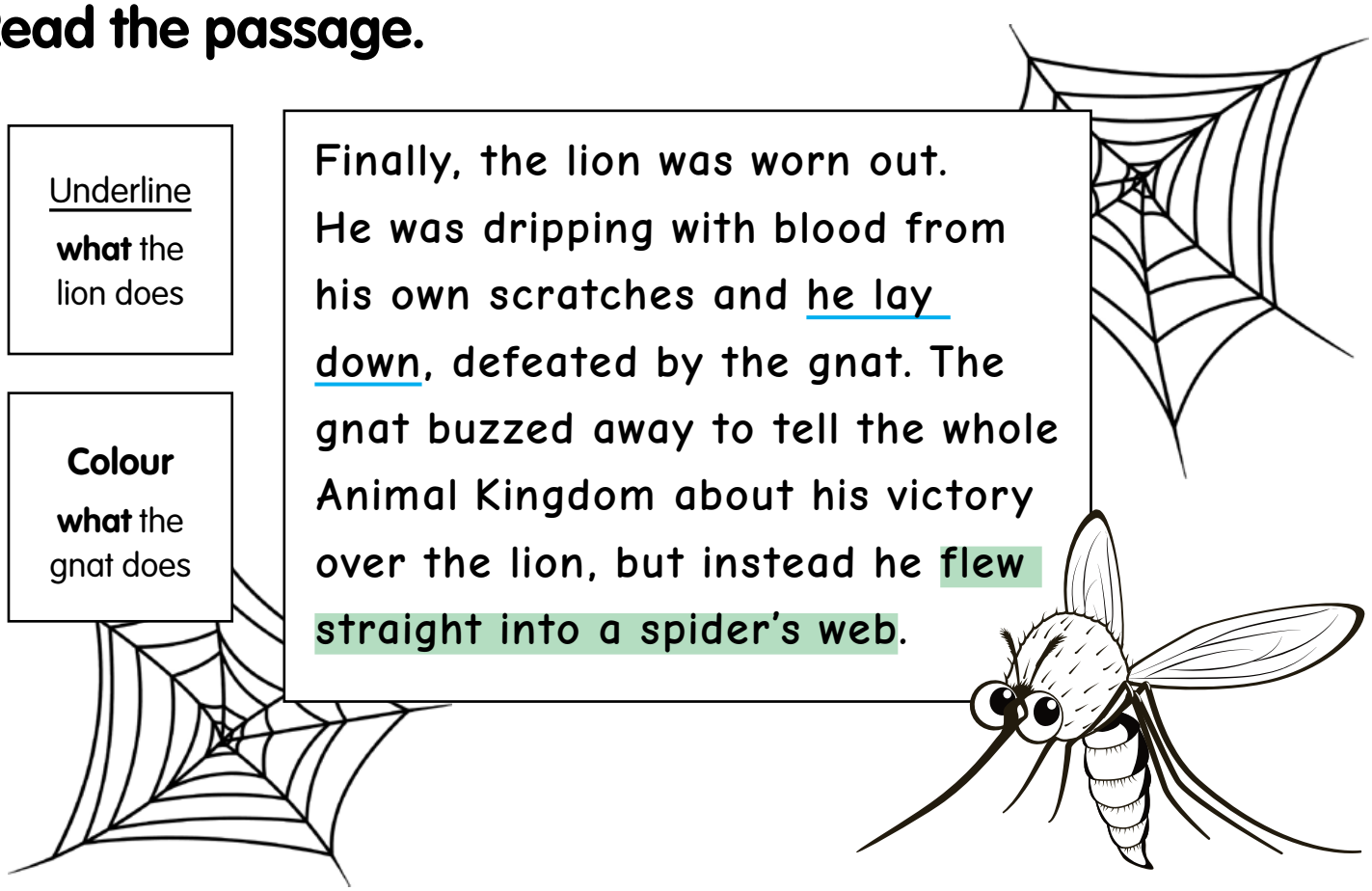
Main idea and details

Read the passage.

Underline **what** the lion does

Colour **what** the gnat does

Finally, the lion was worn out. He was dripping with blood from his own scratches and he lay down, defeated by the gnat. The gnat buzzed away to tell the whole Animal Kingdom about his victory over the lion, but instead he flew straight into a spider's web.



4 What is the main idea of the text?

a The gnat celebrated a great victory.

b The smaller creature proved to be the more dangerous.

5 Which two details helped you find the main idea?

a The lion was defeated by the gnat.

b The gnat had worn out the lion.

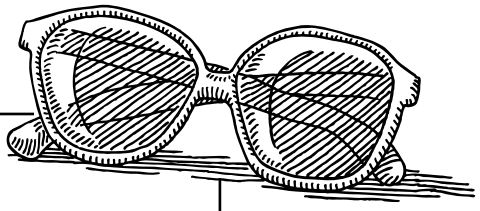
6 What is the message from this fable? Don't be too quick to claim victory.

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Making inferences

Use clues to find answers about a text. Not all information is directly stated!
The text below is told from Danny's point of view.

Read the passage.



Zac the Champion

Mr McFee asked Zac to read aloud. Zac said he couldn't find his glasses. He said his mother would look for them after work.

"Can't you see without your glasses?" I asked.

Zac shook his head.

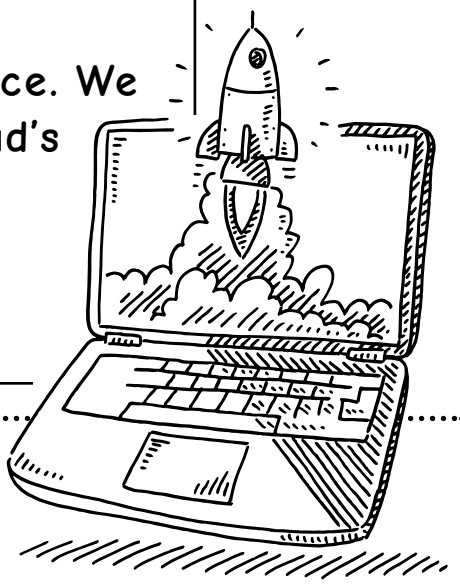
After school, Zac came to my place. We played computer games on my Dad's computer.

Zac could see well enough to play them. He won every game.

Circle **who** was asked to read

Box **who** played computer games

Colour the **excuse** for not reading



Circle the correct answers.

1 What was Zac unable to find?

a his computer **b** his mother **c** his glasses **d** his work

2 Why did Danny think it was strange that Zac won the computer games?

a Zac played without his glasses. **b** Zac hadn't won a game before.
c Zac played with his eyes closed. **d** Zac said he didn't like to play.

3 What inference can you make about Danny?

a Danny is competitive and wanted to win the game.
b Danny thinks Zac is lying about needing glasses.
c Danny is an excellent reader but not a good computer game player.
d Danny and Zac are going to be good friends forever.

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Making inferences

Read the passage.

Circle
who visited Zac

Colour
what Zac was doing when Nina and Danny arrived

Box
which part of his body Zac held

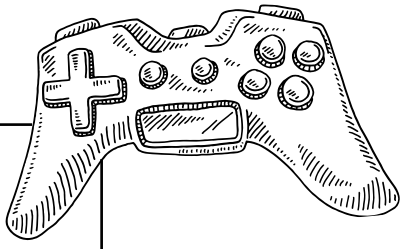
Zac Skips School

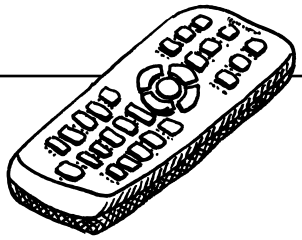
The next day Zac didn't come to school. Nina and Danny went to Zac's house after school. He was watching a cartoon.

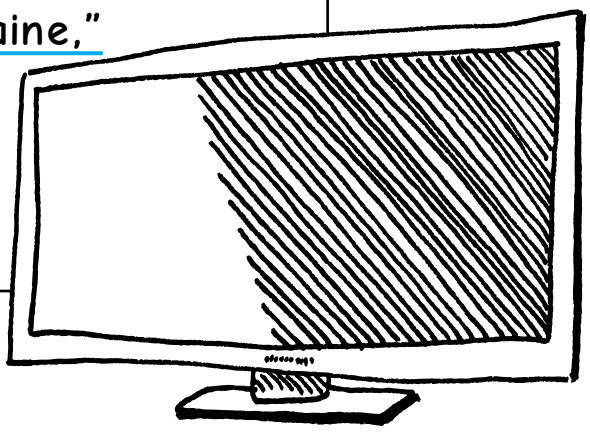
When he saw them he rolled around on the floor. He held his stomach.

"I have a very bad migraine," he said. "Mum's going to take me to the doctor."

Underline
what Zac said was wrong







4 How was Zac feeling?

unwell

5 Which clues tell you?

Zac held his stomach and said he had a migraine.

6 Is Zac lying? What is the clue?

When you have a migraine your head is sore, not your stomach

7 Why might Zac be lying about being sick?

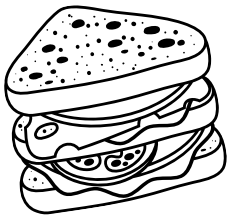
He doesn't want to go to school.

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Drawing conclusions

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

Read the passage.



Circle three verbs that show **how Vinnie moved**

Underline Vinnie's **dialogue**

The Sniffles

Vinnie raced in the front door. His bag skidded across the living room floor.

"What's going on in here?" Vinnie's mum stood in the doorway, hands on her hips.

Vinnie walked over and picked up his bag.

"Sorry, Mum. I'm in a bit of a hurry."

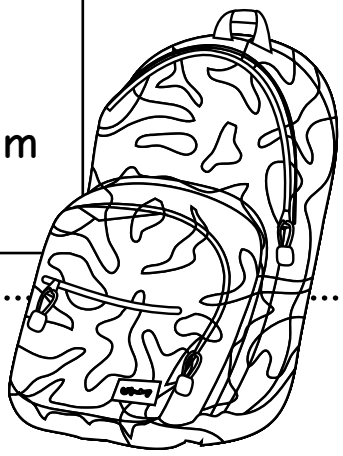
"What about a snack?"

"I'm not hungry."

Mum stood in shock as she watched him run up the stairs.

Box a word that shows **how Vinnie's mum felt**

Colour Mum's **dialogue**



Circle the correct answers.

1 Which is the best conclusion?

(a) Vinnie was in a rush. **b** Vinnie likes doing his homework.

c Vinnie is hungry. **d** Vinnie likes to keep things neat and tidy.

2 Which two words are clues to question 1's answer?

a walked (**b**) raced (**c**) run **d** stood

3 Which is the best conclusion?

a Mum is untidy and doesn't like tidying.

b Mum doesn't like making snacks.

(c) Mum was surprised Vinny didn't want a snack.

d Vinnie was tired from a long day at school.

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Drawing conclusions

Read the passage.

Colour words that describe **Dr Hacker's arrival**

Box Dr Hacker's **dialogue**

Dr Hacker

Vinnie pulled the ad from his pocket and dialled the number.

"Hello," said the voice on the other end of the line.

"Are you Dr Hacker?" asked Vinnie.

"That's right."

Vinnie explained his problem.

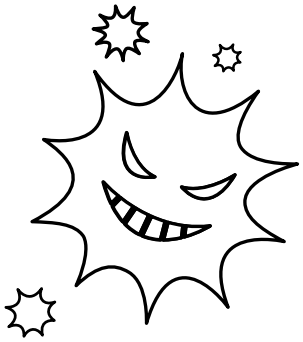
"Never fear, young Vinnie. I'll be there in a flash," said Dr Hacker.

Vinnie hung up. Smoke filled the hall and a flash of light blinded him.

Dr Hacker waved away the smoke.

"Show me your ill computer."





Underline Vinnie's **dialogue**



4 What can we conclude about Vinnie's problem?

It's a computer problem.

5 From his arrival, what can we conclude about Dr Hacker?

He is magical.

6 Which clues tell you?

The text says, "Smoke filled the hall and a flash of light blinded him."

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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.

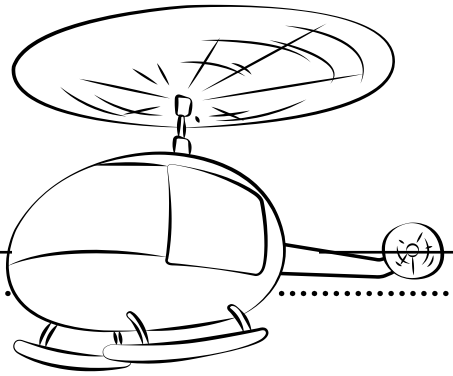
Game Plan

Dear Sophie,

Thanks for your letter. I am sending you and your friend Luke my latest Cosmic Creature called Radiant. I would be delighted to share a few tricks of the trade with you and Luke. I will send my helicopter to pick you up at 10:15am this Saturday, from the football field near your house. Bring Gizmo along too.

Don't be late. I don't like to wait.

Yours in fun,
Professor Flukelar



Circle the correct answers.

1 Which two predictions can you make about what will happen next in the story? Teacher to check

- **a** Luke will forget to bring Gizmo, and Professor Flukelar will be angry.
- **b** Sophie and Luke will spend the day with Professor Flukelar.
- **c** Sophie will break her Cosmic Creature because she doesn't like it.
- **d** Sophie and Luke will learn many new ideas from Professor Flukelar.

2 What evidence is there in the text to support your predictions?

- **a** Don't be late.
- **b** I am sending you and your friend Luke my latest Cosmic Creature called Radiant. Teacher to check
- **c** I would be delighted to share a few tricks of the trade with you and Luke.
- **d** Thanks for your letter.
- **e** Bring Gizmo along too.

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Making predictions

Read the passage.

'What if ...'

"But how do you think of things like that?" asked Sophie.

"Yeah," said Luke. "How do you get to be the one who sees something in a new way, when no one else has?"

"Well," said the professor smiling, "there are a few little tricks that I can share with you."

The professor led them into his workroom. It was lined with his wonderful creations. All the Cosmic Creatures were there, as well as his siren balls, superfast glider kits and stretchable blocks.



3 What prediction can you make about what Sophie and Luke will learn from Professor Flukelar?

Teacher to check

4 Predict one piece of advice the professor will give Sophie and Luke.

Teacher to check

5 Draw what a Cosmic Creature might look like.

Teacher to check

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Visualisation

To understand what you are reading, it helps to imagine pictures! This is called visualising. These poems are haikus, a type of poem from Japan. They describe a moment in time. You can visualise what the poet says with just a few words.

Read the passage.

Circle the **things** in the room

Box the **punctuation marks**

Haikus

A man, just one—
also a fly, just one—
in the huge drawing room

Kobayashi Issa

Underline the **adjectives**

Colour the **repeated** phrase

Circle the correct answers.

1 Which two things are in the drawing room?

a man **b** huge **c** bay **d** fly

2 Which two punctuation marks are used?

a question marks **b** commas
c colons **d** dashes

3 What do these punctuation marks tell the reader to do?

a shout **b** pause **c** whisper **d** look up

4 Which word best describes how the drawing room would look?

a crowded **b** empty **c** full **d** noisy

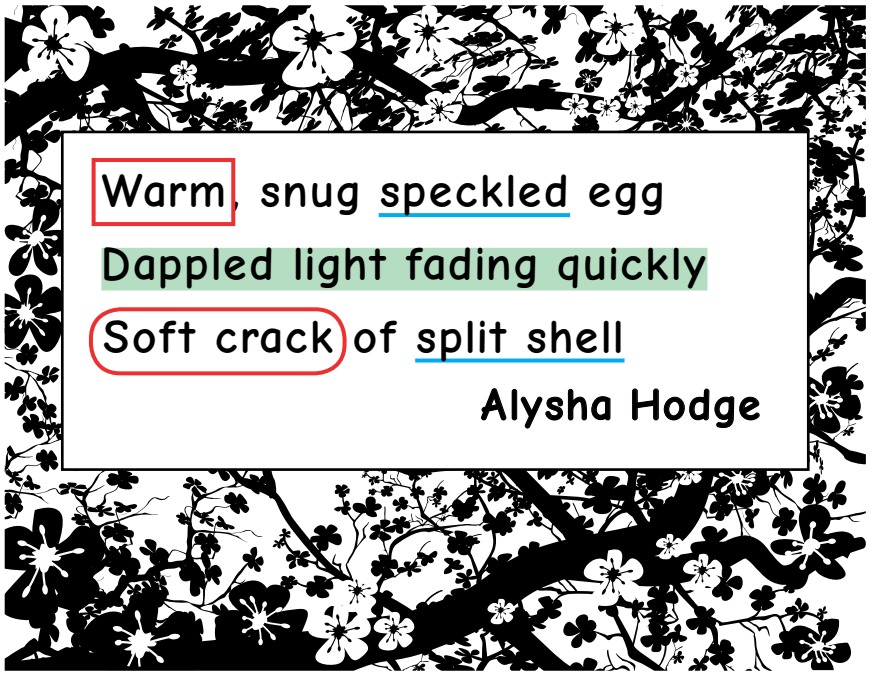
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Visualisation

Read the passage.

Circle
the **sound** words

Box
the word that describes the **feel** of the egg



Warm, snug speckled egg
Dappled light fading quickly
Soft crack of split shell
Alysha Hodge

Underline
the words that describe what the egg **looks like**

Colour
words that describe the **light**

Circle the correct answers.

5 At what time of day is the poet looking at the egg?

a morning **b** late at night **c** midday **d** late afternoon

6 Which phrase describes the sound of the egg breaking?

a dappled **b** warm snug **c** fading quickly **d** soft crack

7 To hear this sound, how far away is the poet from the egg?

a far away
b behind it in a field
c very close
d in the next town

8 What is the poet seeing?

a a person taking a photo of an egg
b two chickens wrapped in a warm blanket
c two farmers ploughing the field
d a bird hatching



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Main idea and details

The main idea is what the text is about. Details help us find the main idea.

Read the passage.

Circle words that describe the **fox**

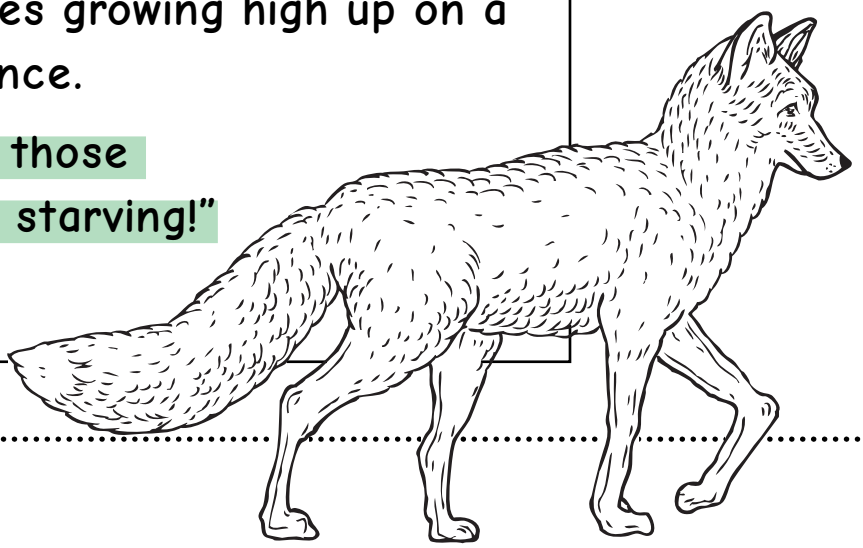
Colour the fox's **dialogue**

Underline words that describe the **grapes**

The Fox and the Grapes

A hungry fox was looking for food. She saw bunches of juicy, plump grapes growing high up on a farmer's fence.

"I will have those grapes. I'm starving!" she said.



Circle the correct answers.

1 Which best describes the main idea of the text?

- **a** A fox wanted to become a farmer.
- **b** A farmer was growing juicy, plump grapes.
- **c** A greedy farmer put food too high for the fox.
- **d** A hungry fox was looking for food.

2 Which two phrases support the main idea?

- **a** growing high up
- **b** hungry fox
- **c** plump grapes
- **d** I'm starving!

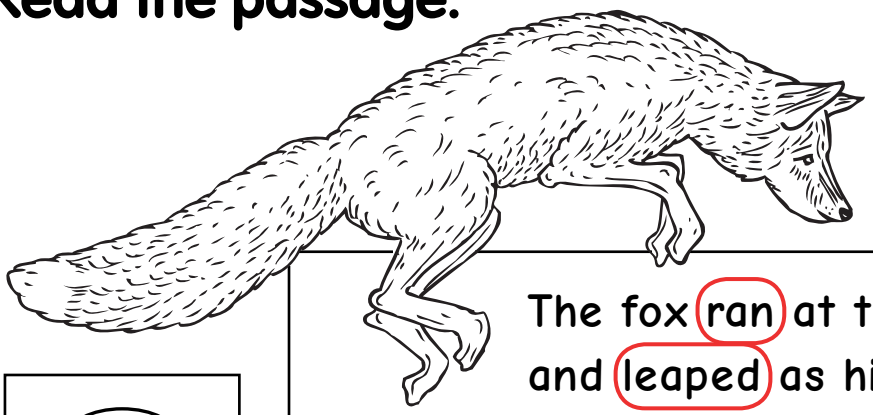
3 Which best describes what the fox plans to do?

- **a** Steal the fence.
- **b** Eat the grapes.
- **c** Starve the farmer.
- **d** Grow grapes.

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Main idea and details

Read the passage.



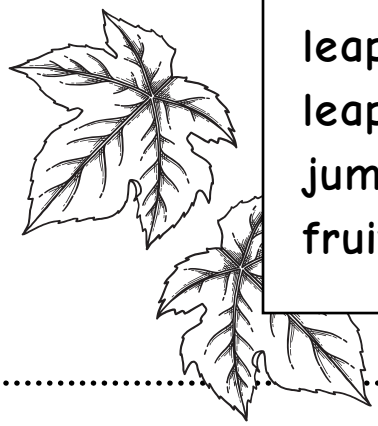
The fox ran at the fence and leaped as high as she could. It was a great leap—but it wasn't high enough. She hadn't even reached the lowest bunch of grapes.

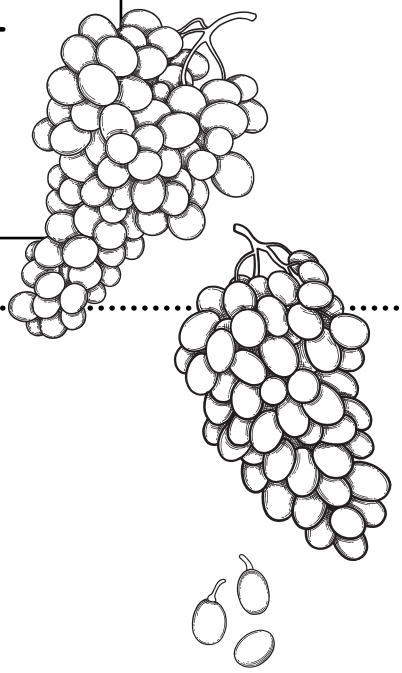
The fox tried again. She ran and leapt and it was another wonderful leap. But once again, she did not jump high enough to reach the fruit. She didn't give up though.

Underline **adjectives** that describe the leaps

Circle **two verbs** that tell how the fox moved

Box **what** the fox was trying to reach





4 What is the main idea?

a The fox wanted the grapes.

b The fox tried unsuccessfully to reach the grapes.

c The fox refused to give up.

5 Which two details helped you find the main idea?

a The fox leapt a great leap but it wasn't high enough.

b The fox tried again and it was a wonderful leap but it wasn't high enough.

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