Reading EGGSPRESS

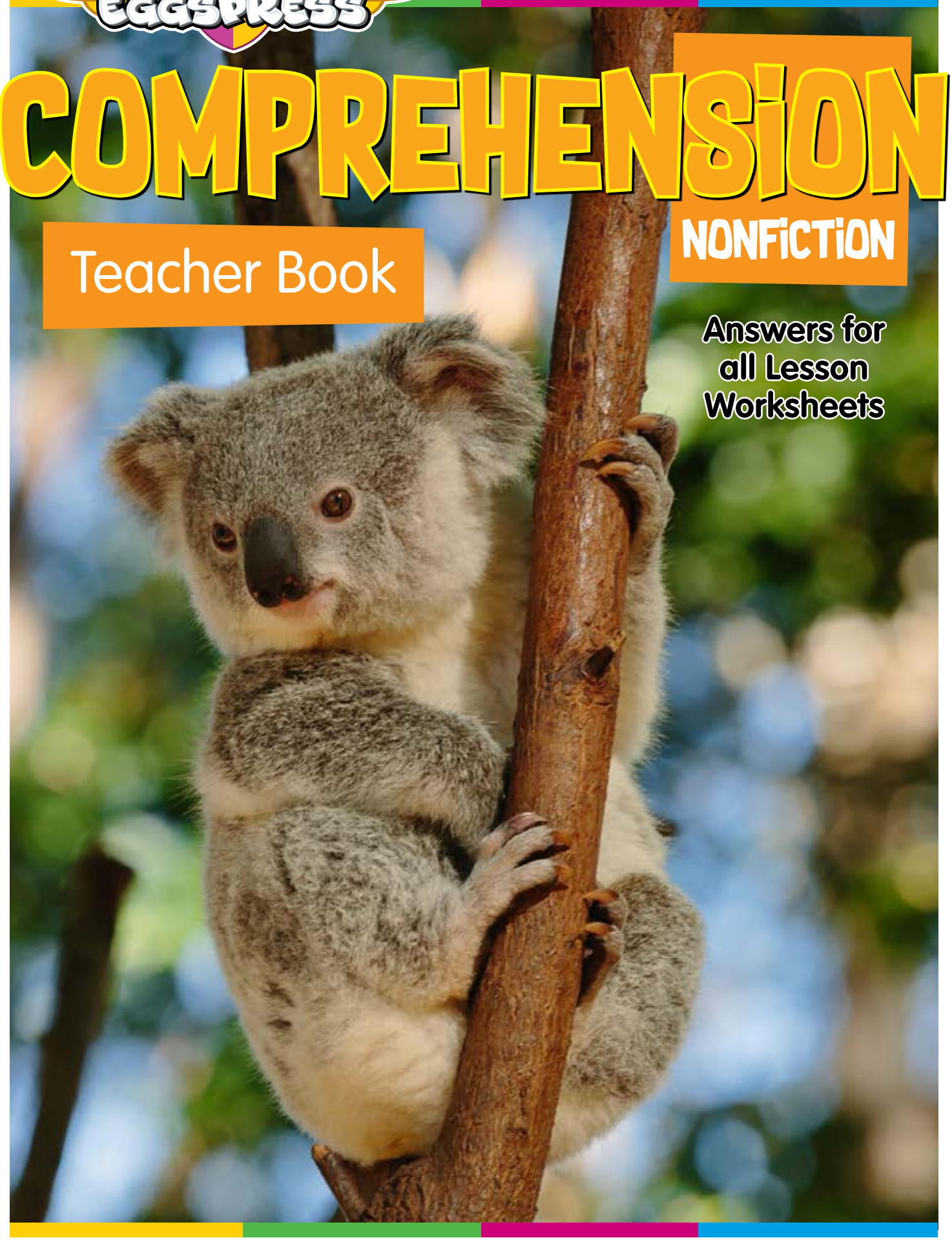
YEAR 3

COMPREHENSION

NONFICTION

Teacher Book

Answers for all Lesson Worksheets



www.readingeggspress.co.uk

Reading Eggspress Comprehension Year 3 Teacher Book, Nonfiction

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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.	Main idea and details	17, 29, 33
	Sequencing events	7, 35
	Finding facts and information	1, 21
Inferential Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Cause and effect	5, 19, 25
	Drawing conclusions	15
	Making inferences	37
	Compare and contrast	3, 11
Critical Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Making connections	23
	Visualisation	27
	Point of view	13, 31, 39
Vocabulary Uses context clues and own knowledge to understand key words in the text.	Word study	9

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Class record sheet

Comprehension Nonfiction Year 3

	Section 1					Section 2				
Name	Finding facts and information	Compare and contrast	Cause and effect	Sequencing events	Word study	Compare and contrast	Point of view	Drawing conclusions	Main idea and details	Cause and effect

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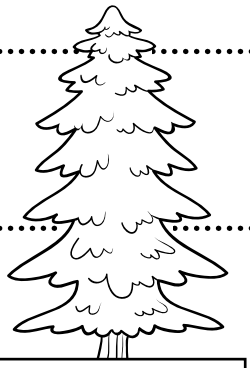
Class record sheet

	Section 3					Section 4				
Name	Finding facts and information	Making connections	Cause and effect	Visualisation	Main idea and details	Point of view	Main idea and details	Sequencing events	Making inferences	Point of view

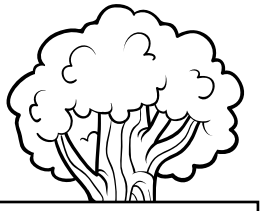
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Finding facts and information

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



Read the passage.



Colour what big, flat leaves can do.

Put a box around when some deciduous trees lose their leaves.

Highlight four words that describe the size of the leaves.

Trees

Most species of tree are broadleaf trees. They often have flat, wide leaves.

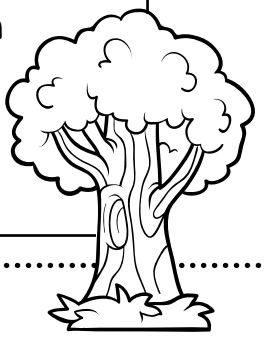
Big, flat leaves can catch lots of sunlight, and they need lots of water. Some broadleaf trees are deciduous and lose their leaves in winter.

Broadleaf evergreen trees, such as holly and orange trees, grow in warmer areas. They do not lose their leaves. Broadleaf evergreen trees have thicker, waxy leaves that often contain oil. The leaves can be large, small, long or short.

Broadleaf trees are flowering plants. New seeds grow from the flowers.

Underline where holly and orange trees grow.

Circle what is often found in broadleaf evergreen trees.





Circle the correct answers.

1 What are the big, flat leaves of broadleaf trees able to do? Catch lots of …

a rainwater **b** insects **c** seeds **d** sunlight

2 When do deciduous trees lose their leaves?

a in summer **b** in winter **c** in autumn **d** in spring

3 Where do holly and orange trees grow?

a in warmer areas **b** in cooler areas
c in very hot areas **d** in very cold areas

4 What do the leaves of broadleaf evergreen trees often contain?

a fruits **b** seeds **c** oil **d** roots

5 Where do the new seeds of broadleaf trees come from?

a the stems **b** the leaves **c** the flowers **d** the roots

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Finding facts and information

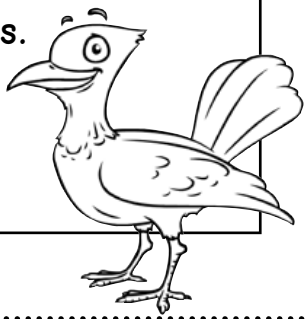
Read the passage.



Many small mammals live in trees. Trees provide shelter from wind, rain and other animals. Holes in trees become homes for squirrels, and acorns are their food. Koalas live and feed in eucalyptus trees.

Many birds live their lives in trees. They build their nests in the branches or hollows of trees. Trees provide fruits, nectar and seeds for birds to eat.

Millions of insects live in trees. Many types of beetles, ants and butterflies depend on trees for food and shelter.



Circle what squirrels eat.

Underline where koalas live.

Highlight where birds build their nests.

Colour three things that trees protect small mammals from.

Put a box around the things birds eat.

Underline examples of insects that depend on trees for food and shelter.

6 What do squirrels eat? acorns

7 Where do koalas live? eucalyptus trees

8 Where do birds build their nests?

in the branches or hollows of trees

9 What do birds find to eat in trees?

fruits, nectar and seeds

10 What types of insects depend on trees for food and shelter?

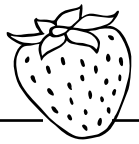
beetles, ants and butterflies

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Compare and contrast

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

Read the passage.



Highlight the words *peaches* and *cherries*. **Colour** the key words that tell us how they are similar.

Circle the words that tell about the kind of weather raspberries and apples prefer.

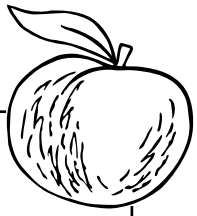


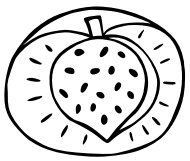
Plants as Food

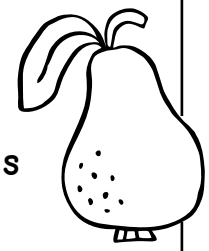
Stone fruits, fruits with pits, grow on trees. They have one hard seed covered with soft flesh. Peaches, plums, cherries and apricots are stone fruits.

Many fruits are quite small. Strawberries, raspberries and blackberries are all small fruits with lots of seeds. They grow on small plants or bushes in cool areas.

Apples and pears grow on trees in cool areas. They both have a core with small seeds inside. Some apples are grown to make juice to drink.

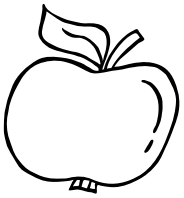




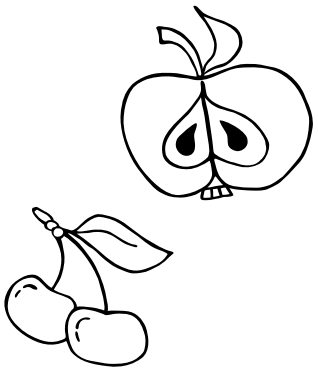


Put boxes around the information about the seeds in peaches and in pears.

Underline the words that tell what kind of plants strawberries and blackberries grow on.



Carefully read the following sentences. Put a T next to the statements that are true, and an F next to the statements that are false.



1 F Peaches and pears have the same number of seeds.

2 T Peaches and pears grow on trees.

3 T Cherries and strawberries are fruits.

4 F Cherries and strawberries are both stone fruits.

5 T Raspberries and apples prefer cooler weather.

6 F Raspberries and apples are both small fruits.

7 T Strawberries and blackberries grow on small plants or bushes.

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Compare and contrast

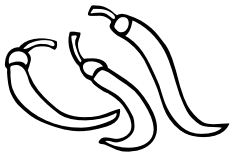
Read the passage.



Circle the key word that shows how honey and sugar are similar.

Underline what herbs and spices are used for.

Colour the words that tell how chocolate and vanilla are similar.



Many animals have a "sweet tooth". Birds and bees drink sweet nectar from flowers, and bears eat honey. People eat sugar made from the dried juice of sugar cane.

Herbs and spices are used in cooking. Herbs such as basil and parsley are used as seasoning. Garlic adds flavour, and chillies are hot and spicy.

Chocolate, vanilla and cinnamon are also plant flavours. Chocolate is made from seeds. Vanilla is made from seed pods, and cinnamon is ground from the dried bark of a tree.

Many drinks are made using plants. Coffee beans and tea leaves both come from plants. Lemonade is made from the juice of lemons.

Put a box around the sentence that shows how garlic and chillies are different.

Highlight the difference between chocolate and vanilla.

Circle two ways in which tea and coffee are similar.

8 In what way are honey and sugar similar? They are both sweet.

9 How are herbs and spices similar? Herbs and spices are both used in cooking.

10 What different results would a cook get from adding garlic and chillies to food? Garlic adds flavour; chilli makes the food hot and spicy.

11 How are chocolate and vanilla similar and different? Chocolate and vanilla are both plant flavours. Chocolate is made from seeds and vanilla is made from seed pods.

12 List two similarities between coffee and tea. Coffee and tea are both drinks. Coffee beans and tea leaves both come from plants.

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Cause and effect

Writing describes actions and thoughts. Ask why something happens (the cause) and what the result is (the effect).

Read the passage.



Underline what forms when too little rain falls.

Colour what forms when lots of rain falls.

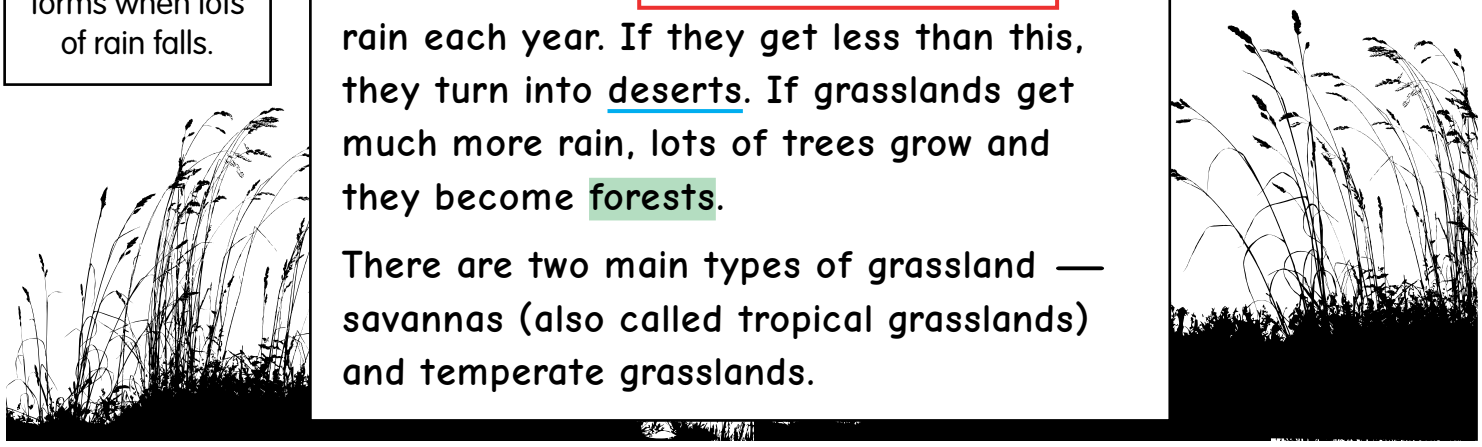
Grasslands

Grasslands are environments in which grass is the main plant, rather than shrubs or trees.

Grasslands need 25 to 100 centimetres of rain each year. If they get less than this, they turn into deserts. If grasslands get much more rain, lots of trees grow and they become forests.

There are two main types of grassland — savannas (also called tropical grasslands) and temperate grasslands.

Put a box around the amount of rainfall grasslands need each year.



Circle the correct answers.

1 What causes deserts to form?

a hot weather **b** fires **c** not enough rain **d** too much rain

2 What is the effect on the environment when too little rain falls?

a It turns into tropical grasslands. **b** It turns into forests.
c It turns into temperate grasslands. **d** It turns into deserts.

3 What causes forests to form?

a high rainfall **b** low rainfall **c** snow and ice **d** flooding rivers

4 What is the effect on the environment when it rains a lot?

a Deserts form. **b** Forests form. **c** Mountains form. **d** Savannas form.

5 What type of environment do we get when an area receives between 25 to 100 centimetres of rain a year?

a deserts **b** forests **c** grasslands **d** tundras

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Cause and effect

Read the passage.

Circle the cause of the grasses dying off.

Colour the effect the hot winds have on the grasses.

Underline why many animals migrate in the dry season.

The African savanna has cycles of dry and wet seasons.

1. Dry season

Hot winds begin to blow. Grasses die off at the surface, but the roots remain alive. Fires may burn whole areas. Waterholes dry up, causing many animals to migrate. There are often violent thunderstorms before the wet season starts.

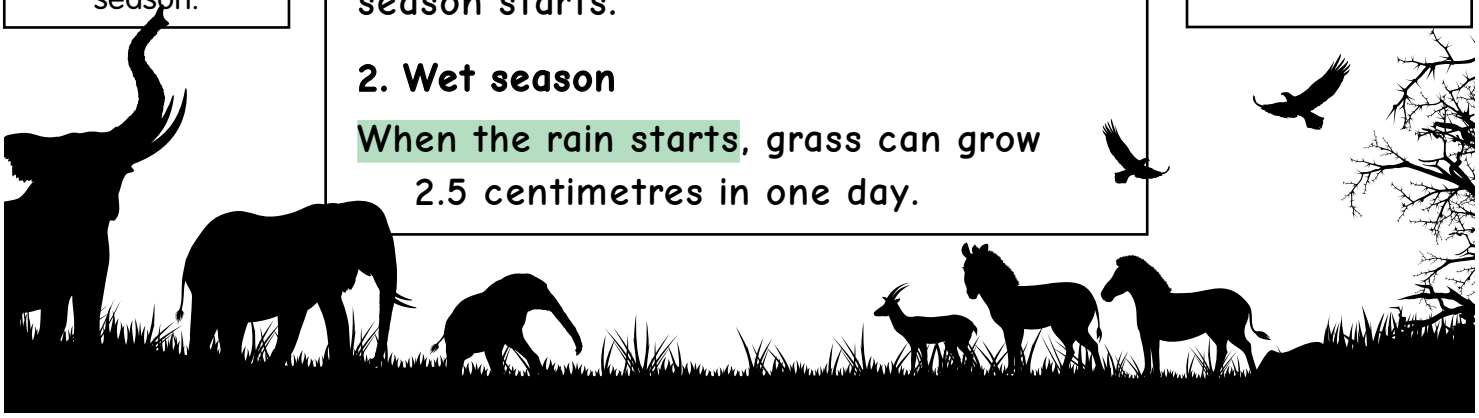
2. Wet season

When the rain starts, grass can grow 2.5 centimetres in one day.

Put a box around what happens when the waterholes dry up.

Highlight the reason the grasses don't completely die off.

Colour the reason the grasses start growing again.



6 What causes grasses on the African savanna to die off?

when hot winds begin to blow

7 What effect do hot winds have on the African savanna?

They cause grasses to die off.

8 Why do many animals migrate in the dry season?

because waterholes dry up

9 What happens when the waterholes dry up?

Animals begin to migrate.

10 What causes the grass to start growing again?

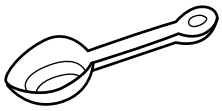
rain during wet season

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Sequencing events

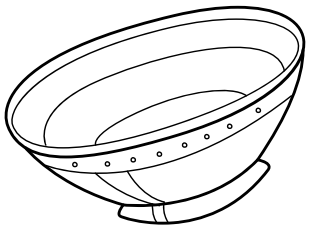
Numbers and words give clues to the order in which things happen.

Read the passage.



Underline what the recipe says to do first.

Circle the time words in Step 3.



Anzac Biscuit Recipe

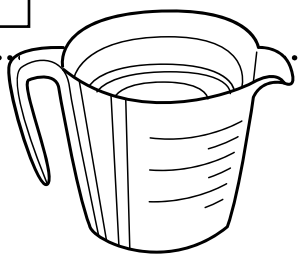
Method

1. Turn on the oven to 180° Celsius. Put baking paper on the baking trays.
2. Place flour, sugar, rolled oats and coconut in the bowl.
3. Melt the butter and golden syrup in the small saucepan, and then add bicarbonate of soda and water.
4. Stir the wet mixture into the dry ingredients and mix well.

Highlight what should be added after the rolled oats.

Put a box around what should be done after melting the butter and syrup.

Underline the final step.



Circle the correct answers.

1 What does the recipe tell you to do first?

a put flour in the bowl **b** turn on the oven
c add the water **d** melt the butter

2 What should you do before you add flour to the bowl?

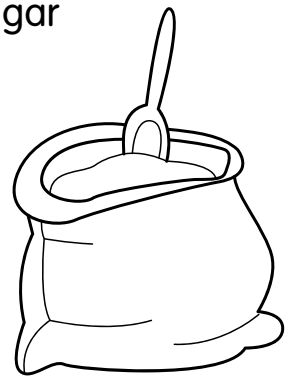
a put baking paper on the trays **b** add bicarbonate of soda and water
c add the coconut **d** melt the butter and syrup

3 Which of the following ingredients is added last in Step 2?

a rolled oats **b** flour **c** coconut **d** sugar

4 What should you do after you have melted the butter and syrup?

a put paper on the trays
b add the coconut
c combine the wet and dry ingredients
d add the bicarbonate of soda and water



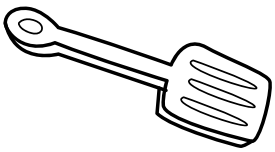
5 Which is the fourth step in the recipe?

a melting the butter and golden syrup **b** turning on the oven
c adding coconut to the mixture **d** combining the wet and dry ingredients

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Sequencing events

Read the passage.



Underline where the small balls should be placed.

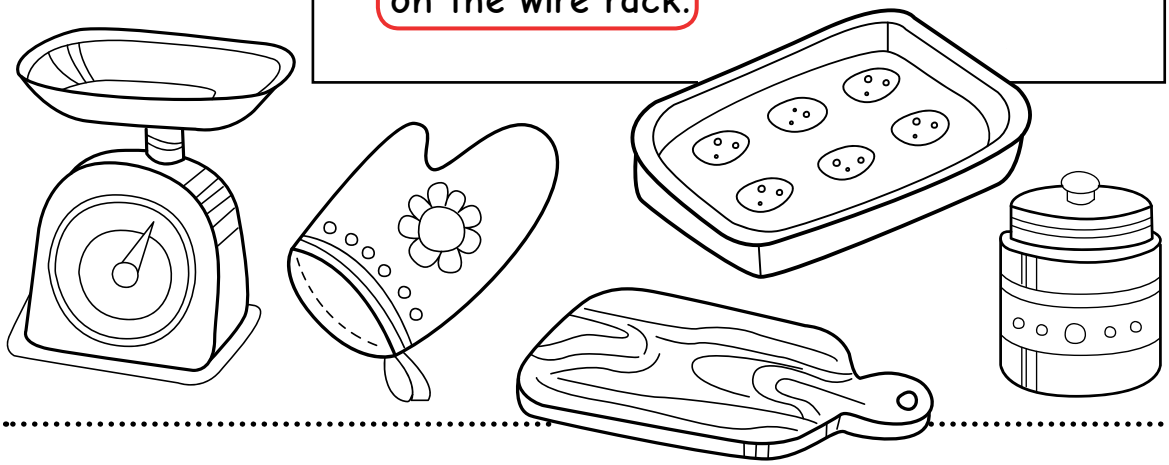
Highlight what should happen while the biscuits are baking.

5. Roll teaspoonfuls of mixture into small balls and place on the trays. Leave about 3 centimetres between them.
6. Bake for 10 to 15 minutes. Check the biscuits frequently to make sure they are not burning.
7. Let the biscuits cool slightly before lifting them off with a spatula, to cool on the wire rack.

Put a box around the amount of time the biscuits should spend in the oven.

Colour the key words that tell when to lift the biscuits off the tray.

Circle where the biscuits should cool.



6 What should you do after you roll the mixture into balls?

Place the balls on the trays 3 centimetres apart.

7 What should you do after placing the balls on the trays?

Bake for 10 to 15 minutes.

8 What should you do while the biscuits are baking?

Check the biscuits frequently.

9 When should you lift the biscuits off the tray?

After the biscuits have cooled slightly.

10 What is the final thing you should do before you can eat the biscuits?

Let them cool on the wire rack.

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Word study

Use clues in the text to work out the meaning of words you do not understand.

Read the passage.

Circle the word that tells us where the farmers got the spaghetti from.

Colour the word that tells us what nationality the farmers were.

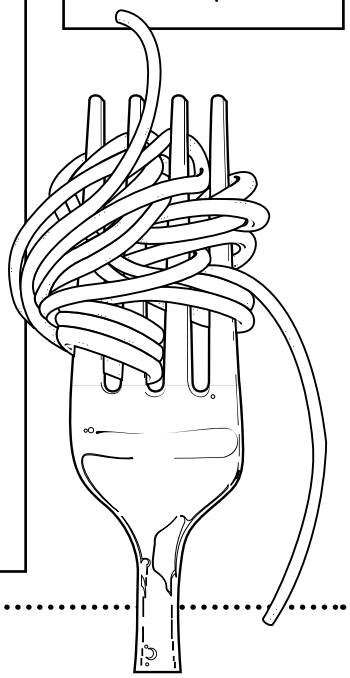
Underline how many people did not know where spaghetti came from in the 1950s.

Hoaxes, Fibs and Fakes

On April Fools' Day in 1957, a TV programme showed Swiss farmers picking spaghetti from trees. Hundreds of people called the TV station and asked how to grow spaghetti trees. They were told to "place a sprig of spaghetti in a tin of tomato sauce and hope for the best".

Because spaghetti was an exotic food in England at that time, many people didn't know where it came from. They believed that it could grow on trees!

Highlight the sentence that tells us why many English people believed the April Fools' joke.



Circle the correct answers.

1 Some people wanted to grow their own spaghetti trees. A tree is a type of …

a animal. **b** plant. **c** rock. **d** soil.

2 Based on question 1's answer, we can infer that the word 'sprig' most likely means …

a tail. **b** string. **c** stem. **d** ribbon.

3 In the 1950s, how many people did not know where spaghetti came from?

a very few **b** one or two **c** everyone **d** many

4 In the TV programme, who was picking spaghetti from the trees?

a English farmers **b** TV hosts **c** Swiss farmers **d** children

5 Based on the answers to questions 3 and 4, we can infer that the word 'exotic' most likely means …

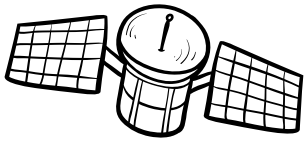
a from a foreign country. **b** from the same country.

c from the earth. **d** from a factory.

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Word study

Read the passage.

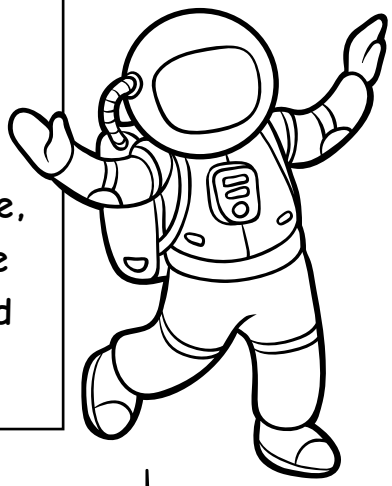


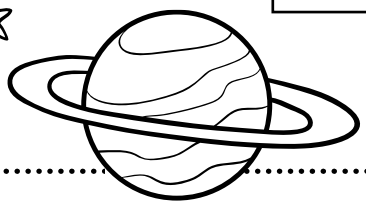
Circle three words that can help us work out what an astronomer does.

Underline words that can help us work out what gravity is.

We often believe things we read, especially things that sound scientific. On 1 April 1976, astronomer Patrick Moore announced that Pluto would pass behind Jupiter. He said that this would lessen the gravity on Earth. If people jumped in the air at the exact moment the planets were in line, they would be able to float — just like astronauts in space. Some people said they had floated up to the ceiling!







6 What does an astronomer do? Teacher check

7 If you didn't know the answer to question 6, which words would have helped you work out the meaning of the word?

Teacher check

8 Which clues in the text can help you work out the meaning of the word 'gravity'?

He said that this would lessen the gravity on Earth /they would be able to float.

9 Now write a definition for the word 'gravity'.

Teacher check

10 What does an astronaut do? Teacher check

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Compare and contrast

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

Read the passage.

Highlight the CSIs' main job.

Underline the lab-based forensic scientists' main job.



It's a Mystery

Each member of the forensic team has his or her own job.

Crime scene investigators (or CSIs) examine the scene of the crime and collect evidence.

Lab-based forensic scientists carefully analyse this material, often using the latest technology.

Medical forensic scientists, such as pathologists and dentists, are called in if they are needed.



Circle the names of the different types of medical forensic scientists.



Circle the correct answers.

1 How are members of a forensic team different? They …

a work in different cities.
b wear different uniforms.
c do different jobs.
d speak different languages.

2 How are CSIs and lab-based forensic scientists alike? They both …

a examine the scene of the crime.
b try to solve a crime.
c analyse material using microscopes.
d work in a laboratory.

3 How are lab-based and medical forensic scientists similar?

a Neither uses technology.
b Both help CSIs collect evidence.
c Both work outdoors.
d Both analyse evidence.

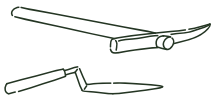
4 How are lab-based and medical forensic scientists different? Medical forensic scientists are …

a not always needed.
b the first ones on the scene.
c always needed.
d the most important members of the team.

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Compare and contrast

Read the passage.



Underline the similarity between archaeologists and detectives.

Highlight the different things Ötzi might have used his cloak for.

Archaeologists are like detectives. They look for clues too. But they're not looking for clues to a crime; they're looking for clues to the past. In 1991 hikers in Austria's mountains found a body buried in the ice. Scientists discovered it was 5300 years old – the best-preserved natural mummy ever! Archaeologists called the iceman 'Ötzi' and set out to investigate his mystery.

Ötzi was wearing his cloak when he died. It was braided from long grasses and would have been a waterproof layer over his fur clothes. He probably also used it as a blanket or a ground cover.

Colour the different kinds of clues archaeologists and detectives look for.

Circle different materials Ötzi's clothes were made from.





5 How are archaeologists and detectives alike?

They both look for clues.

6 How are archaeologists and detectives different?

Detectives look for clues to a crime; archaeologists look for clues to the past.

7 What different things do archaeologists think Ötzi used his cloak for?

as a waterproof layer over clothes; as a blanket or ground cover

8 What different materials were Ötzi's clothes made from?

long grasses and fur

9 In the following sentence, circle the correct answer.

Ötzi's cloak and clothes were both made from natural / synthetic materials.

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Point of view

To identify the author's point of view, consider their choice of words and other details. For example, in a review a writer might write 'I believe' or 'we think'.

Read the passage.

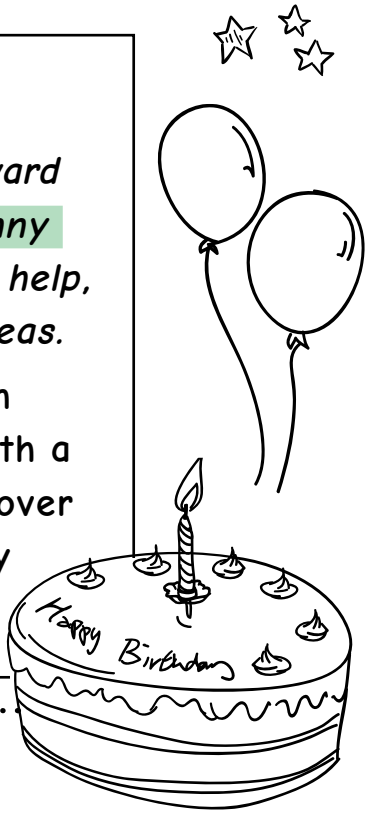
Colour the event that made Darren change his mind about his party.

Circle two adjectives that help to show the reviewer's opinion of the programme.

TV Guide

It's Darren's birthday, and he's looking forward to his party until he discovers Mother's bunny decorations! He asks Kerry the goldfish for help, but Admiral Bubbles-in-a-Bowl has other ideas.

Darren Eller Dressed in Yella helps children see foreign lands — in their own rooms. With a new, crazy adventure each week, kids discover that there are magical worlds, full of funny characters, right in their own homes.



Circle the correct answers.

1 How does Darren feel about his birthday party before he sees the bunny decorations?

a He is nervous about it. **b** He is angry about it.
c He is looking forward to it. **d** He does not want a party.

2 When do Darren's feelings about his party start to change?

a when he sees his mother
b when he speaks to Kerry the goldfish
c when Admiral Bubbles-in-a-Bowl arrives
d when he sees the bunny decorations

3 Which punctuation helps us to understand Darren's feelings about the bunny decorations?

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

4 In the second paragraph, the reviewer calls the show *funny*. This tells us the reviewer thinks the programme is ...

a boring. **b** entertaining. **c** exciting. **d** scary.

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Point of view

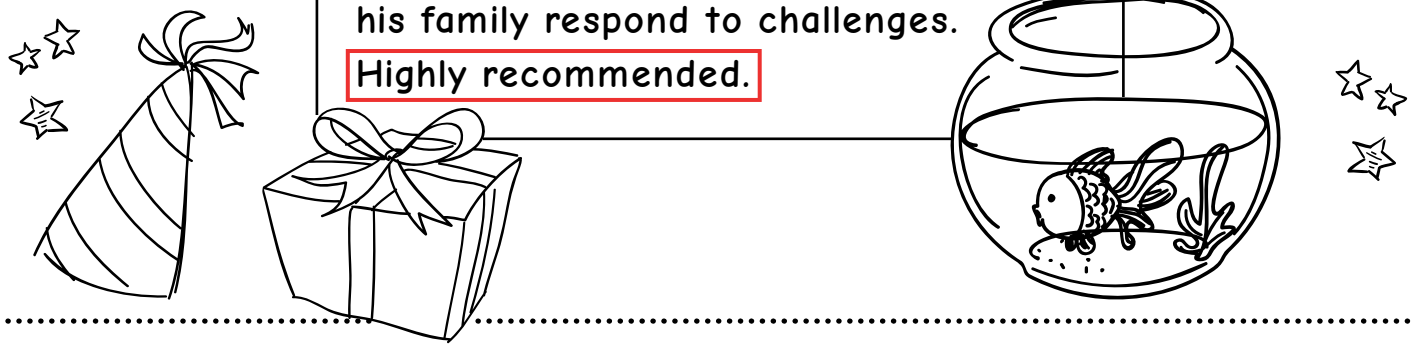
Read the passage.

Underline what the reviewer thinks of the animation.

Highlight the things children can learn from the programme.

The animation in this show is always bright, on the go, and very detailed. It doesn't have the homemade look that is popular in children's television these days. As children follow Darren's adventures, they explore everyday emotions, such as love, fear and happiness, and see how Darren and his family respond to challenges. Highly recommended.

Put a box around the reviewer's overall opinion of the programme.



5 Does the reviewer think the animation is good, or bad? Support your answer with evidence from the text.

Teacher check

6 Does the reviewer believe that children can learn something from the programme? Support your answer with evidence from the text.

Teacher check

7 Would you recommend this programme to someone with a young child? Why, or why not?

Teacher check

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Drawing conclusions

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

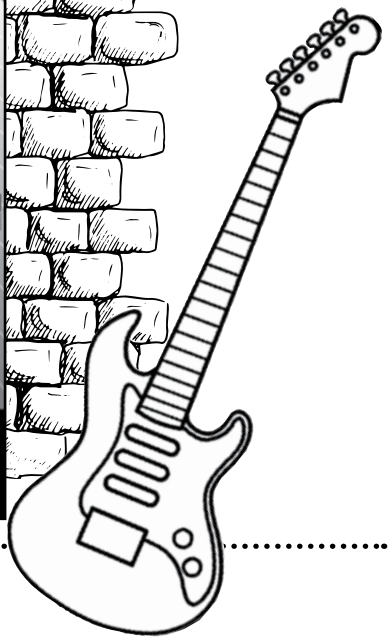
Study the poster.

Circle the words that tell when the event is.

Put a box around where the event will be.

Highlight the list of legends.





Circle the correct answer/s.

1 What is the best conclusion? Pick in the Park takes place in the …

a spring. **b** autumn. **c** winter. **d** summer.

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

a Saturday **b** February **c** Park **d** Pick

3 What is the best conclusion? The performance will take place …

a outdoors. **b** on a boat. **c** on a beach. **d** in a hall.

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

a legends **b** Tickets **c** Pick **d** Park

5 What conclusion can we draw from the list of legends?

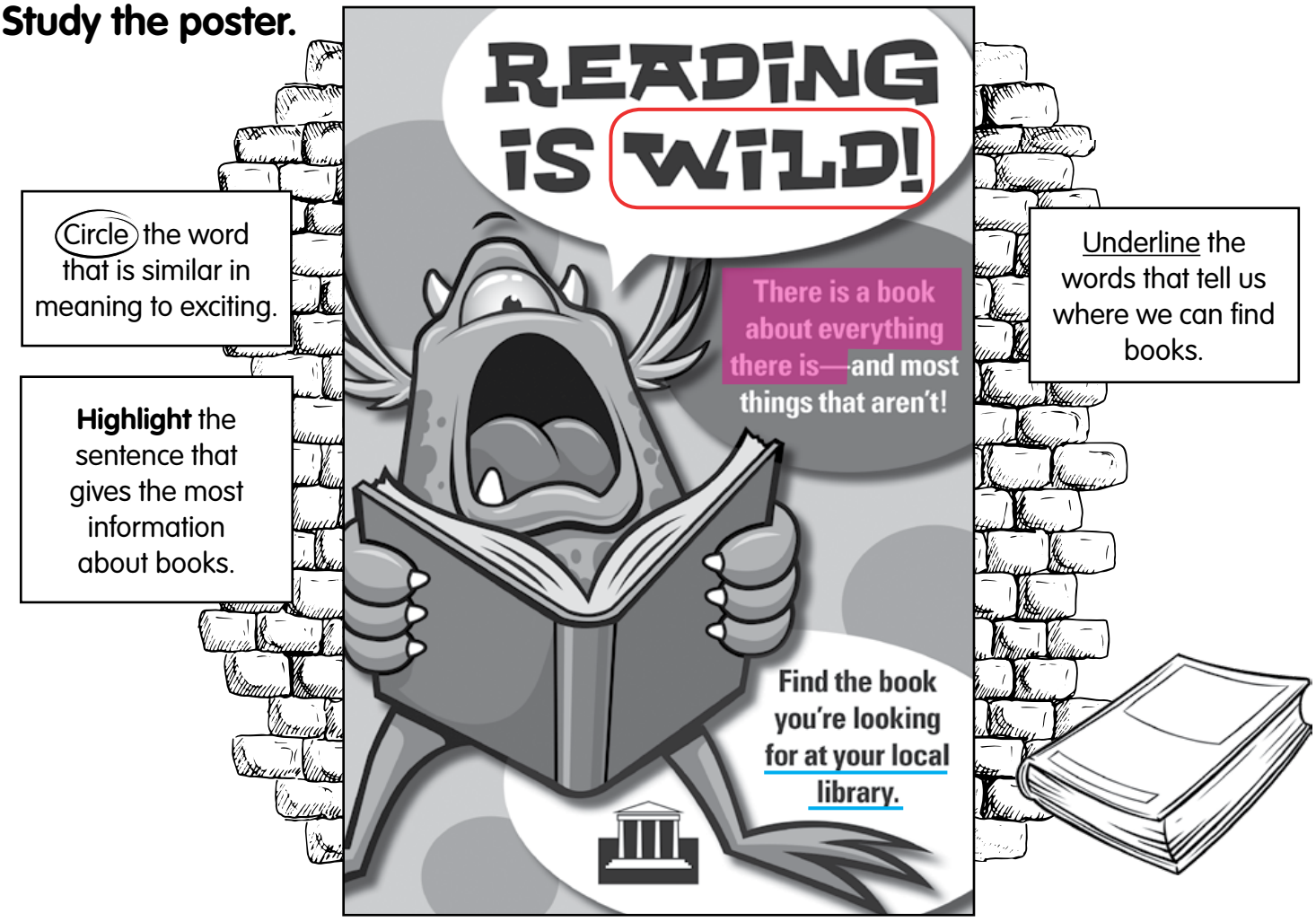
a The concert will be over in minutes. **b** The concert will run for a few hours.

c The legends are mainly students. **d** The legends are mainly teenagers.

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Drawing conclusions

Study the poster.



6 Which five conclusions can we draw from the words and pictures in the poster? Circle the correct answers.

- **a** Aliens like to read.
- **b** There are books on many different topics.
- **c** Aliens sometimes read scary books.
- **d** Reading can be exciting.
- **e** Aliens are nervous.
- **f** People who read are wild (exciting).
- **g** Some books are about unusual things.
- **h** Libraries have a wide variety of books.
- **i** Aliens scream when they are scared.
- **j** There are libraries in most neighbourhoods.



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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 all the types of animals.

Highlight two kinds of forest.

Underline the number of animal species that inhabit a square kilometre in a rainforest.

Put a box around where possums are commonly found.

Forests

Forests are full of animals.

There are more insects in a forest than any other type of animal. They make up half the mass of all animal life in a rainforest.

About half of all the world's animal species live in tropical rainforests. Hundreds of bird, mammal and reptile species live in each square kilometre of tropical rainforest.

Most rainforest mammals and reptiles are arboreal. This means they spend most of their lives in trees.

Small animals, such as possums, are common in temperate forests.

Circle the correct answers.

1 What is the passage mainly about?

- **a** tropical and temperate forests
- **b** different kinds of insects
- **c** what forest animals look like
- **d** different kinds of forest animals

2 Which sentence best supports the main idea?

- **a** Most rainforest mammals and reptiles are arboreal.
- **b** Forests are full of animals.
- **c** This means they spend most of their lives in trees.
- **d** They make up half of all animal life in a rainforest.

3 Colour the word or phrase that best supports the main idea.

- **a** mass
- **b** insects
- **c** live in trees
- **d** each square kilometre
- **e** bird, mammal and reptile species
- **f** common

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Main idea and details

Read the passage.

In paragraph 1, circle three words that can help us identify the main idea of the text.

Underline the words that tell us what people in forests use plants for.

Forest plants contain chemicals that can be made into medicines.

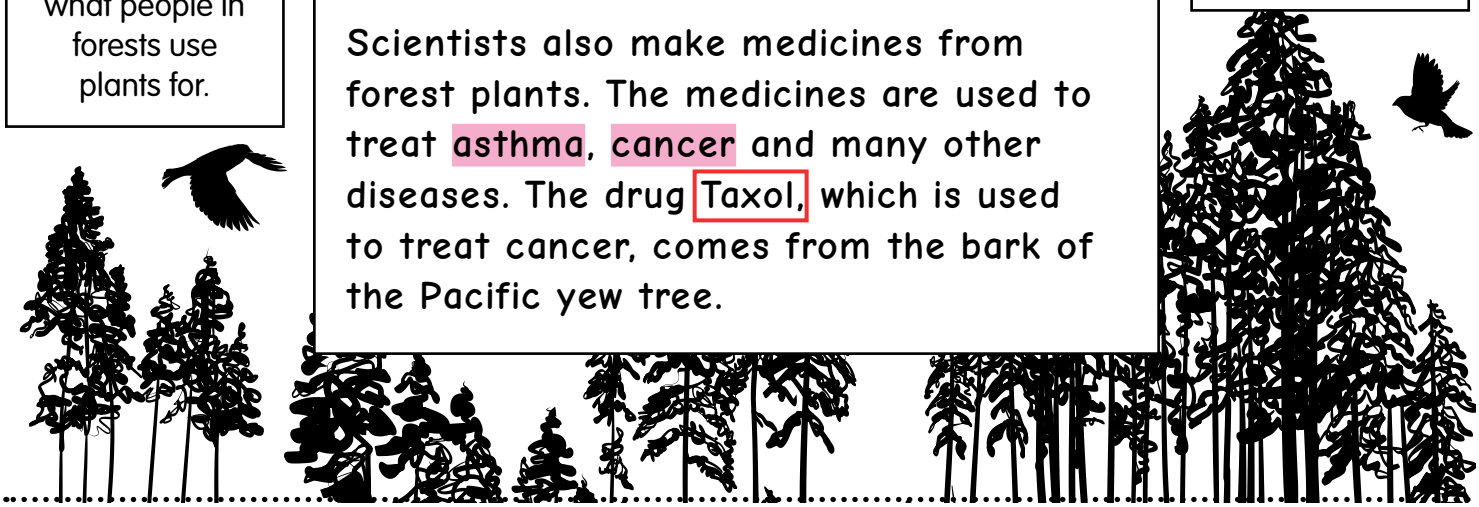
Plants make these chemicals to protect themselves from diseases, pests and plant eaters.

People living in forests make medicines from plants. They use seeds, leaves, fruits and bark.

Scientists also make medicines from forest plants. The medicines are used to treat asthma, cancer and many other diseases. The drug Taxol, which is used to treat cancer, comes from the bark of the Pacific yew tree.

Highlight the diseases that medicines from forest plants are used to treat.

Put a box around the name of a specific drug that comes from a forest plant.



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

Teacher check

5 Write down three details that support the main idea.

a Teacher check

b

c

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Cause and effect

Writing describes actions and thoughts. Ask why something happens (the cause) and what the result is (the effect).

Read the passage.

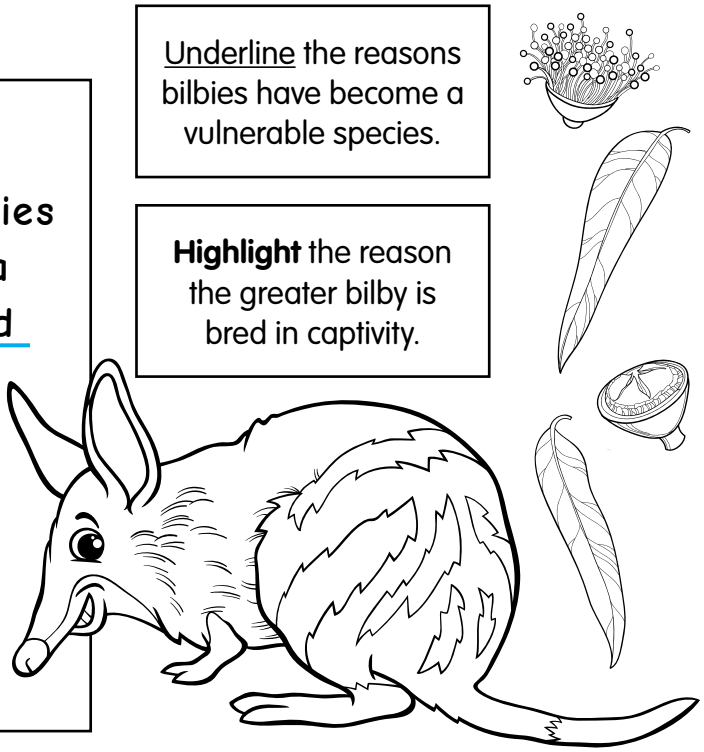
Marsupials

The greater bilby is the largest species of bandicoot. Australian bilbies are a vulnerable species. Cattle, sheep and rabbits eat the food they need. Foxes and feral cats prey on them.

To save the greater bilby from extinction, they are bred in captivity and then released back into the wild.

Underline the reasons bilbies have become a vulnerable species.

Highlight the reason the greater bilby is bred in captivity.



Circle the correct answers.

1 What has caused bilbies to become a vulnerable species?

(a) predators and lack of food
b diseases and fires
c air and soil pollution
d climate change

2 What effect has farming had on the bilby population? It has caused …

a bilby numbers to increase.
b bilbies to become extinct.
(c) bilby numbers to decrease.
d bilbies to leave their habitat.

3 Why are greater bilbies bred in captivity?

a to keep them safe from rabbits
b to make sure they have enough food
c to try to domesticate them
(d) to prevent them from becoming extinct

4 What is the result of breeding greater bilbies in captivity?

a They lose their fear of humans.
b Scientists can learn more about their habits.
(c) They are saved from extinction.
d They become stronger.

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Cause and effect

Read the passage.

Highlight what happens to Tasmanian devils that have tumours on their mouths.

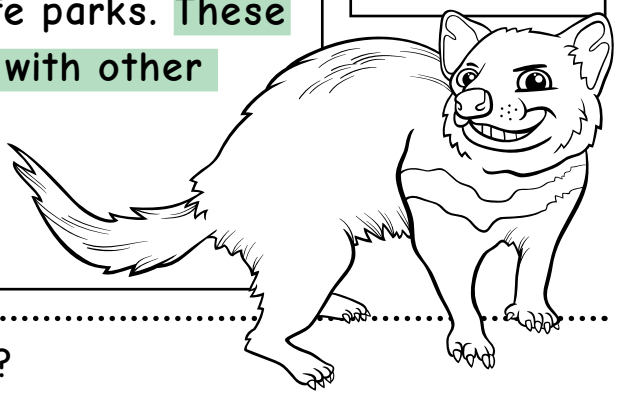
Colour the reason only healthy Tasmanian devils are allowed to breed.

Since 1996, many Tasmanian devils have died from a horrible disease. Lumps grow around the devil's mouth that turn into tumours. These spread across the face and body. The tumours make it hard for the devils to eat. Many starve to death.

Scientists are working to save the Tasmanian devil from extinction. They take healthy devils to wildlife parks. These disease-free animals breed with other healthy Tasmanian devils. In the future, they may be released into the wild.

Underline the reason many Tasmanian devils have died.

Circle two adjectives that describe the Tasmanian devils the scientists use in their breeding programme.



5 What has caused many Tasmanian devils to die?

tumours that make the devils starve to death

6 How do tumours on the mouth affect the Tasmanian devils?

The tumours make it hard for them to eat.

7 Why are scientists making sure only healthy Tasmanian devils breed with each other?

to make sure the baby Tasmanian devils are healthy

8 What are scientists hoping will happen as a result of their breeding programme for Tasmanian devils?

They are able to save Tasmanian devils from extinction.

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Finding facts and information

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

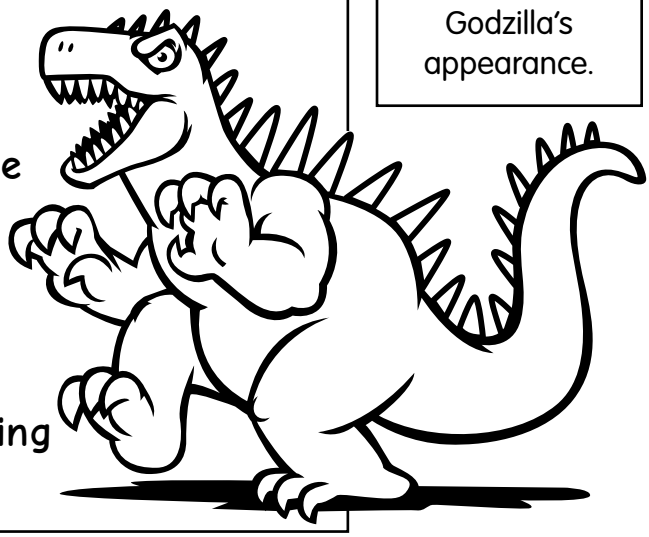
Read the passage.

Circle the name of Japan's favourite monster.

Underline the phrase that tells us where Godzilla used to live.

Monsters

Big things are big trouble. Enormous monsters cause chaos and destruction wherever they go. Godzilla is Japan's favourite monster. He first blasted onto Japanese movie screens in 1954 and he's still there today. Godzilla slept on the bottom of the sea until an atomic bomb forced him up to the surface. He looks like a giant *Tyrannosaurus rex* having a temper tantrum. He is angry because he thinks people are destroying the world.



Highlight the year of the first Godzilla movie.

Colour the words that describe Godzilla's appearance.

Circle the correct answers.

1 Who is Japan's favourite monster?

a a giant **b** a dinosaur **c** Tyrannosaurus rex **d** Godzilla

2 When did Japan's favourite monster first appear on movie screens?

a 1945 **b** 1954 **c** 1956 **d** 1964

3 Where did Godzilla live before he was forced into the world?

a on an island **b** in a forest

c on the bottom of the sea **d** in the sky

4 What does Godzilla look like?

a a huge *Tyrannosaurus rex* **b** a giant

c an angry person **d** a sea monster

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Finding facts and information

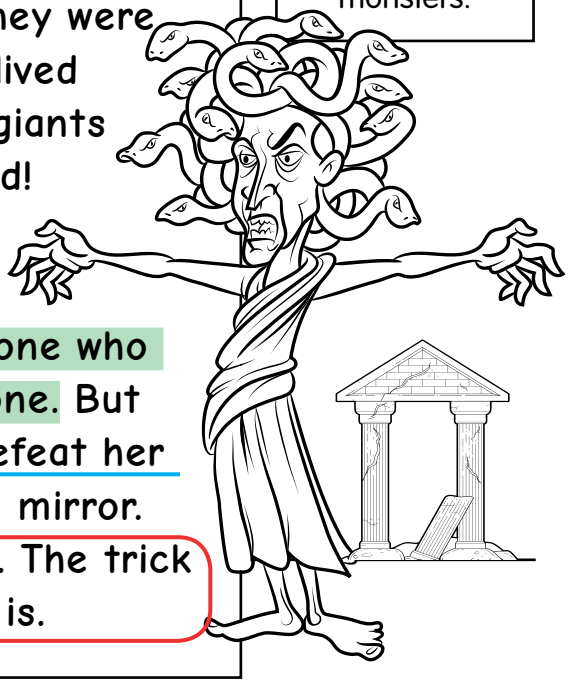
Read the passage.



Every country has its own stories, or myths, about monsters. Monsters were a good way to explain the unknown. If people didn't know what caused an earthquake, for example, they could say a monster did it.

When Native Americans first dug up dinosaur bones, they thought they were the bones of giant lizards that lived deep in the earth. When these giants shivered, the whole earth quaked!

Many myths tell of monsters with terrible powers. Medusa had snakes instead of hair. Anyone who looked at her was turned to stone. But the hero Perseus was able to defeat her by looking at her reflection in a mirror. Every monster has a weak spot. The trick is to find out where, or what, it is.



Colour Medusa's terrible power.

Underline the actions of Perseus.

Circle the key to defeating monsters.

Underline the words that tell us why people tell monster stories.

Highlight what Native Americans believed dinosaur bones to be.

Circle words that describe Medusa's appearance.

5 What are monster myths used for? as a way to explain the unknown

6 Which countries have monster myths? in every country

7 What was Medusa's terrible power? Anyone who looked at her turned to stone.

8 Who defeated Medusa? Perseus

9 Which steps will help you defeat any monster? to find out where, or what its weak spot is

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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.

Many animals feed on the nectar from flowers. As a result, the animals carry pollen from flower to flower.

Many insects feed on flowers. Flowers have colour and perfume to attract insects. As insects feed on the nectar, they also pick up some pollen. The pollen catches a ride to the next flower. After being pollinated, flowers make seeds.

Birds, bats and even some lizards are also attracted to flowers.

Circle the word in each text that tells us what insects feed on.

Underline the words in each text that tell us what attracts insects to certain flowers.

Highlight the word in each text that tells us what insects carry from flower to flower.

Colour the words in each text that tell us what flowers produce after they have been pollinated.

Pollination is an important part of the life cycle of plants. Insects such as bees, butterflies and ladybugs are attracted by the bright colours and smells of certain flowers. They know that these flowers contain the sweet nectar that they need to grow and lay eggs. While sucking the nectar, some of the pollen on the flowers sticks to their legs. This pollen gets transferred to the next flower they move to. The pollen fertilises the flower's egg cells to make seeds.

Circle the correct answers.

1 What do both texts tell us?

- **a** Many insects feed on the nectar from flowers.
- **b** The bright colours and perfumes of plants help to attract insects.
- **c** Insects lay their eggs in flowers.
- **d** Insects play an important role in pollination.
- **e** Bees and butterflies need nectar to grow and lay eggs.
- **f** Some flowers grow into fruits.
- **g** Insects carry pollen from flower to flower.
- **h** Flowers make seeds after they have been pollinated.
- **i** Birds and other animals also play a role in pollination.

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Making connections

Read the passage.

Flowering plants are able to live in many different parts of the world. Rainforests, deserts and cold mountains are all home to different flowering plants.

Rainforests get plenty of what plants need — rain, warmth and sunshine — so plants grow in great numbers. A huge variety of flowering plants, such as trees, vines and other tropical plants, grow in rainforests.



Underline all the words in both texts that refer to the climate in rainforests.

Highlight all the words in both texts that refer to the number of plants found in rainforests.

Rainforests cover about 6% of the earth's surface but contain more than half of the world's plant and animal species.

Rainforests have hot, humid climates. They also have a very high annual rainfall. That's why they are called rainforests!

At least two-thirds of the world's plant species grow in rainforests.



2 Use the information in the texts to write a short report about rainforests. Use the headings provided.

Rainforests

Climate: Teacher check

Plants:

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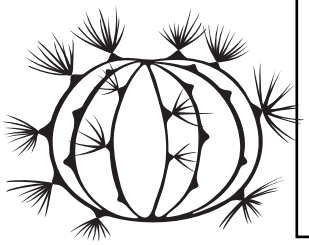
Cause and effect

Writing describes actions and thoughts. Ask why something happens (the cause) and what the result is (the effect).

Read the passage.

Circle the reason large desert animals are able to stay cool.

Underline the effect a fur covering has on a large desert animal's body temperature.

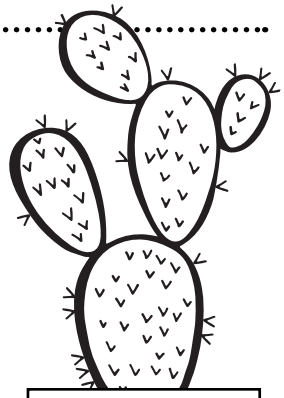


Deserts

Desert animals conserve water. They try to avoid very hot and very cold temperatures.

The fur or hair of large desert animals keeps them cool. The outer layer of a camel's coat can be 30 degrees Celsius hotter than its body.

Some desert animals, such as the marsupial mole, burrow underground to escape extreme temperatures. It is cooler underground in hot deserts. In cold deserts, it is warmer underground.



Highlight what the marsupial mole does to stay cool.

Colour the key word that tells why animals in cold deserts might burrow underground.

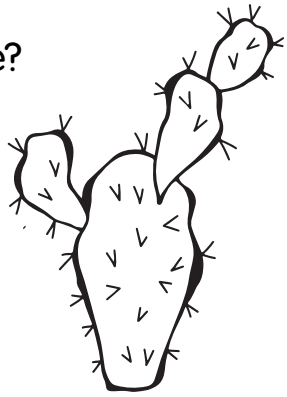
Circle the correct answers.

1 What causes large desert animals to stay cool?

a their skin **b** their fur **c** their tails **d** river breezes

2 How does a desert animal's hair or fur affect its body temperature?

a It keeps it warm. **b** It causes it to overheat.
c It keeps it cool. **d** It causes it to freeze.



3 Why is the marsupial mole able to stay cool in the desert?

a It burrows underground. **b** It lies in the shade.
c It drinks lots of water. **d** It sprays water on itself.

4 What effect does burrowing underground have on the marsupial mole?
It enables it to …

a stay warm. **b** find water. **c** find food. **d** stay cool.

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Cause and effect

Read the passage.

Put a box around the key word that tells us what drilling and mining do to desert environments.

Circle the word that tells us who causes damage to desert water supplies.

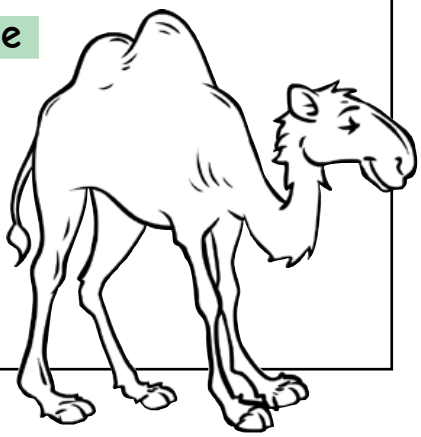
Colour the words that show how farm animals damage desert environments.

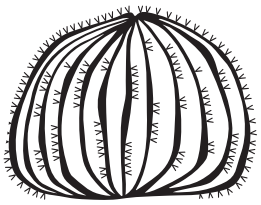
Deserts often contain oil and iron ore. Drilling for oil and mining can harm desert environments.

Tourists can damage desert water supplies. Vehicles damage desert soils and plants.

When farms are on the edge of a desert, they can damage the fragile desert soil.

Farm animals pound the soil with their hooves. This breaks up the soil. It is then more likely to be eroded by wind and rain.





Highlight the effect vehicles have on desert environments.

Colour the effect farms have on desert environments.

Underline what happens when farm animals break up desert soil.

5 What human activities cause damage to desert soils?

drilling for oil and mining; farming

6 What effect do tourists have on deserts?

Tourists can damage desert water supplies.

7 Explain how farm animals cause damage to desert soils.

They break up the soil with their hooves, making it more likely to be eroded by wind and rain.

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Visualisation

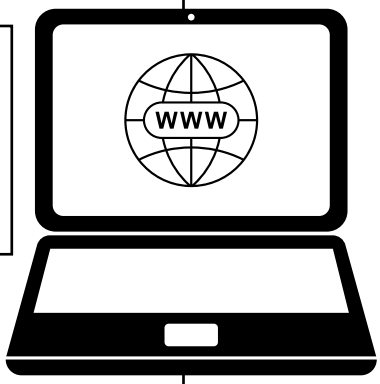
Imagining images of people, places and events can help to build understanding of a text.

Read the passage.

Highlight the words that help you see how the internet started in the 1960s.

Underline the words that help you see how the internet spread.

Colour the words that help you see how people use the internet today.



MEDIA

In the 1960s, a few large computers in the USA connected to each other.

If one of the computers broke down, the others would keep working. Universities began to connect computers in the same way. This grew into the internet—lots of computers connected to each other.

The internet spread as more people were allowed to use it. Thousands and then millions of computers went online around the world. The speed at which the internet sent information got much faster.

Today, billions of people use the internet to find and share information, for entertainment, and to buy and sell goods.

Read the passage again. As you do so, visualise what you are reading about. Draw pictures of the images as you read about the different stages in the growth of the internet.

The start of the internet—the 1960s

Teacher check

More people are allowed to use the internet

Teacher check

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Visualisation

Read the passage.

A storyboard artist turns a film script into a series of drawings to help the people making the story imagine what it is going to look like.

Script for a short film about Humpty Dumpty

Scene 1: *Humpty Dumpty is sitting on the castle wall. He waves to the crowd below.*

Humpty: Hi everyone.

Scene 2: *Humpty stands up. He loses his balance and starts toppling forward.*

Humpty: Aaaaaahhhhhh!

Scene 3: *The people in the crowd look down at Humpty's cracked body. Someone takes out a phone and calls an ambulance.*

Person in crowd: (*talking on phone*) Come to the castle wall quickly. Prince Humpty's had an accident.

Scene 4: *The paramedics patch up Humpty's cracked body.*

Paramedic: You're very lucky, Prince Humpty. If the cracks had been any deeper, you would have needed a yolk transfusion.

Circle the words that help you see what Humpty does in Scene 1.

Highlight the words that help you see what Humpty does in Scene 2.

Underline the words that help you see what Humpty looks like after the accident.

Colour the words that help you see what the paramedics do to Humpty.

Imagine you are a storyboard artist. Create a storyboard for the film about Humpty Dumpty.

Scene 1

Teacher check

Scene 2

Scene 3

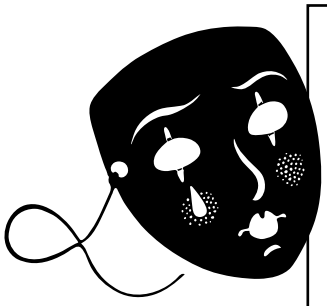
Scene 4

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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 passages.



Drama

Many people work as a team to put on a play. The stage manager has one of the most important jobs.

The stage manager helps the director, actors and stage crew. They plan and run rehearsals and set up the stage. They listen to the actors to check if they are following the script.

When the play is in performance, the stage manager is in charge. They make sure the stage lights go on and off when they need to. They check that the set changes correctly.

The smooth running of the play is the stage manager's responsibility.

Highlight the name of the person who plays an important role in putting on a play.

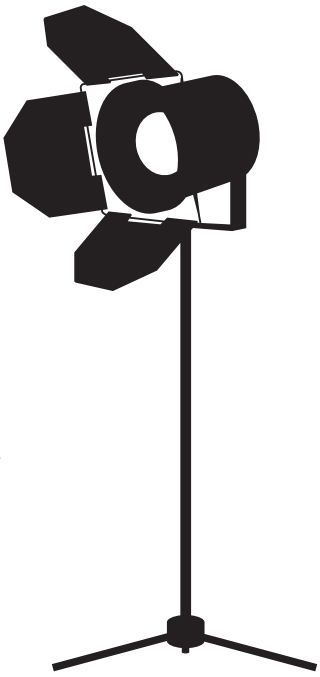
In paragraph 2, circle all the verbs that tell us what the stage manager does.

Underline the things the stage manager is responsible for when a play is in performance.

Colour the word that describes how the play should run.



Circle the correct answers.



1 What is the passage mainly about?

- **a** the director's jobs
- **b** the stage crew's jobs
- **c** the stage manager's jobs
- **d** the actors' jobs

2 Which three details support the main idea?

- **a** People work as a team to put on a play.
- **b** The stage manager helps the director, actors and stage crew.
- **c** The stage manager sets up the stage.
- **d** The set changes between scenes.
- **e** The stage manager sees that the play runs smoothly.

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Main idea and details

Read the passages.

Circle the name of Shakespeare's play.

Underline the sentence that tells us about the play's setting.

Colour two sentences that describe what the play is about.

William Shakespeare wrote plays more than 400 years ago. One of his most famous plays is *Romeo and Juliet*.

The play is set in Italy. It is the story of a young man and woman who fall in love. Their families are enemies who don't want Romeo and Juliet to be together. The story has sword fighting, love, sadness and humour.

There have been many interpretations of *Romeo and Juliet*. An interpretation is the way the play is presented. The story and words remain the same, but the setting changes.

The *Romeo and Juliet* story has been used in computer games, songs, operas, ballets and more than 40 films.

Highlight the definition of *interpretation*.

Circle the part of a play that changes with different interpretations.

Underline the different ways in which the *Romeo and Juliet* story has been used.



3 What is the passage mainly about?

the play *Romeo and Juliet*

4 List three details that support the main idea.

a Teacher check

b

c

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Point of view

To identify the author's point of view, consider their choice of words and other details. There are clues in the way they express what they think.

Read the passage.

Underline how the boy feels about the snow.

Circle the punctuation that helps us understand how the boy is feeling.

The First Snowstorm

Farewell, walks to Rivoli! Here is the beautiful friend of the boys! Here is the first snow! Ever since yesterday evening, it has been falling in thick flakes as large as gillyflowers.

It was a pleasure this morning at school to see it beat against the panes and pile up on the windowsills. Even the schoolmaster watched it and rubbed his hands.

Colour the words that help us understand how the schoolmaster feels about the snow.

Circle the correct answers.

1 How does the boy feel about the arrival of the first snow? He is …

a disappointed. **b** excited. **c** upset. **d** nervous.

2 Which phrase in paragraph 1 is a clue to how the boy feels?

a the first snow **b** falling in thick flakes

c beautiful friend of the boys **d** since yesterday evening

3 In paragraph 2, which word does the boy use to express his feelings about the snow?

a beat **b** pile **c** pleasure **d** rubbed

4 How does the schoolmaster feel about the arrival of the first snow? He is …

a disappointed. **b** annoyed. **c** curious. **d** pleased.

5 Which phrase is the clue to how the schoolmaster feels?

a rubbed his hands **b** pile up

c at school **d** beat against the panes

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Point of view

Read the passage.

Underline the words that tell us how Stardi felt about the snow.

All the boys were glad when they thought of making snowballs, and of the ice which will come later. Stardi, entirely absorbed in his lessons, and with his fists pressed against his temples, was the only one who paid no attention to it.

What beauty, what a celebration there was when we left school! All danced down the streets, shouting and tossing their arms, catching up handfuls of snow, and dashing about in it, like poodles in water.

Put a box around the words that show you how the boys felt.



6 Explain how the boys felt about the arrival of the first snow.

Teacher check

7 How did Stardi feel about the arrival of the snow?

Teacher check

8 What does the word 'celebration' tell us about how the writer viewed the events?

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.

Colour why insects are attracted to the plant.

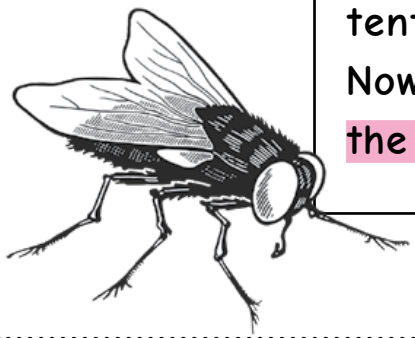
Circle what causes the insect to stick to the plant.

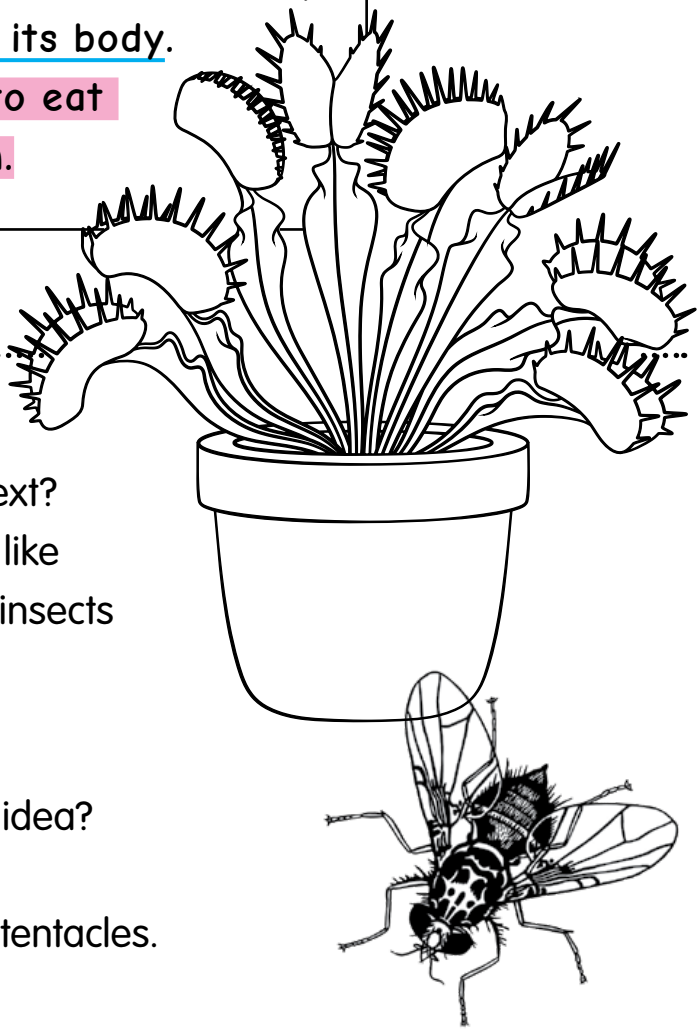
Plants That Bite Back

Each leaf of the sundew plant has hundreds of tentacles. Each tentacle has a drop of sticky liquid on the end. When insects come to drink the nectar, they stick to the liquid. As an insect struggles to get free, the sticky tentacles wrap around its body. Now the plant begins to eat the insect's juicy flesh.

Underline what happens when the insect tries to free itself.

Highlight what finally happens to the insect.





Circle the correct answers.

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

- a to describe what a sundew plant looks like
- b to explain how the sundew plant traps insects
- c to explain why insects drink nectar
- d to show how plants get their food

2 Which three details best support the main idea?

- a The sundew plant is tropical.
- b There is sticky liquid on the ends of the tentacles.
- c An insect comes to drink the nectar.
- d The insect sticks to the liquid.
- e The insect struggles to get free.
- f The sticky tentacles wrap around the insect's body.
- g The sundew plant eats the insect.

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Main idea and details

Read the passage.

Underline how long a giraffe spends eating from a tree.

Highlight what happens when the giraffe starts to eat the leaves.

The giraffes don't eat from one tree for very long. They munch away at a tree for a short time and then they move on.

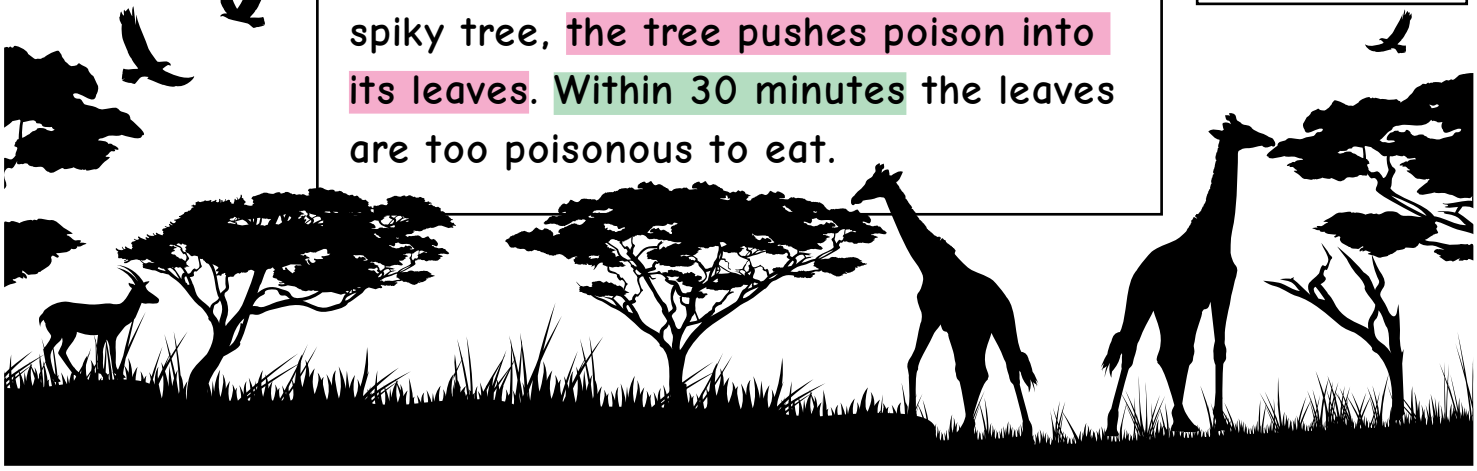
People watching may think the giraffe is being nice to the tree. The real reason turns out to be very different.

The acacia tree has another way to defend itself—poison.

As the giraffe starts to munch on the spiky tree, the tree pushes poison into its leaves. Within 30 minutes the leaves are too poisonous to eat.

Circle the key word that tells us how the acacia tree protects itself from animals that want to eat its leaves.

Colour how long it takes before the leaves become too poisonous to eat.



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

The acacia tree uses poison to defend itself.

4 Which three details support the main idea?

a Teacher check

b

c

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Sequencing events

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

Read the passage.

Circle the key word that tells us the source of water.

Colour what happens to the water in the cracks.

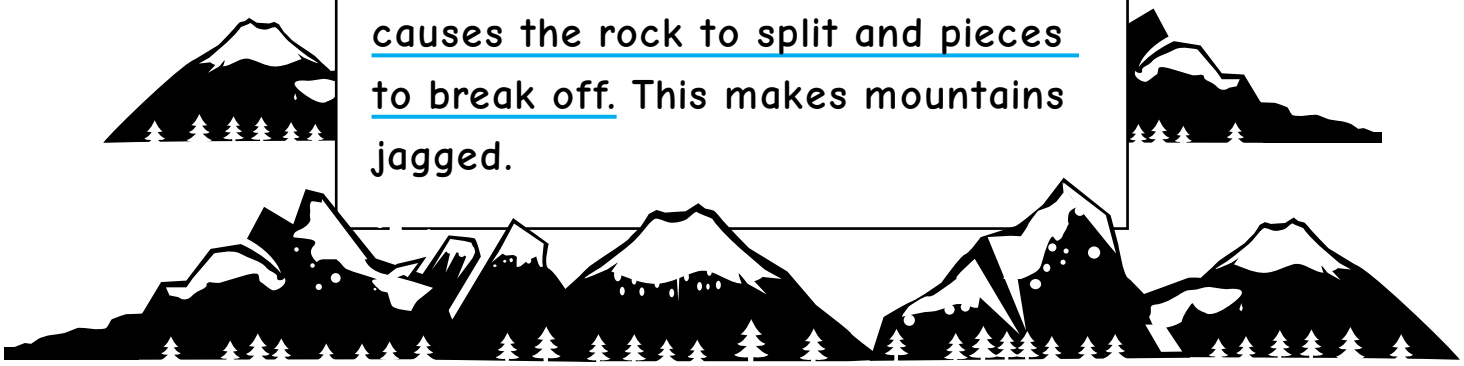
MOUNTAINS

Mountains are always eroding. This is mainly due to the effects of ice, rain and wind.

At the tops of mountains, water freezes in cracks in the rock. The water expands when it freezes. It causes the rock to split and pieces to break off. This makes mountains jagged.



Underline what happens after the frozen water expands in the cracks.



1 For jagged mountains to form, a number of things must happen. Number the events below to show the order in which they happen.

5 The rock splits.

4 The rainwater in the cracks freezes.

2 Rain falls.

7 Jagged mountains are formed.

1 At the tops of mountains, cracks form in the rock.

6 Pieces of rock break off.

3 Rainwater trickles into the cracks in the rock.

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Sequencing events

Read the passage.

Circle **when** the black bear hibernates.

Underline what the bear does before it goes into its den.

Highlight how long the bear spends sleeping.

Put a box around when the bear comes out of its den.

Some animals survive the winter on a mountain by hibernating. This means they sleep through the coldest months, living on food they have stored.

Black bears in the mountains of North America hibernate every winter.

The bear eats as much as possible in summer and autumn. In winter, when there is not much food left, the bear goes into a den to sleep. The den might be a cave, burrow, or the space under some logs on the ground.

The bear's breathing rate drops. It can be as slow as one breath every 45 seconds. It sleeps from four to seven months.

The bear comes out of the den in the spring.

Colour the season that comes after summer.

Underline the season that comes before spring.



2 What does the black bear do before the winter sets in?

It eats as much as possible in summer and autumn.

3 What does the black bear do once the winter sets in?

It goes into a den to sleep.

4 How long does the black bear stay in its den?

four to seven months

5 Which season comes after winter?

spring

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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.

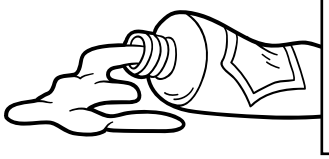


Read the passage.



Underline the sentences that tell us about the liquids used in oil and acrylic paints.

Colour the words that show how long it takes oil and acrylic paints to dry.



Visual Arts

Oil paint is pigment mixed with oil. It takes a long time to dry. Acrylic paint is pigment mixed with a synthetic liquid. It looks like oil paint but dries faster. Watercolour paints are pigment mixed with water. They are used on dry or wet paper.

Some artists mix paint with things such as sand, cement or even straw. This gives the painting an interesting texture.

Highlight the sentence that tells us how watercolour paints are used.

Put a box around the different things artists use to give their painting an interesting texture.



Circle the correct answers.

1 Which is the best inference? Oil paint and acrylic paint …

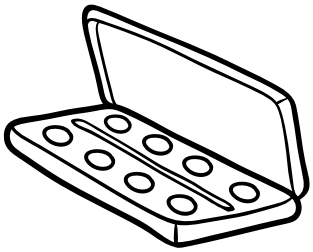
- **a** are exactly alike.
- **b** are made with different liquids.
- **c** both dry quickly.
- **d** both take a long time to dry.

2 Which is the best inference? Pigment is mixed with liquid to …

- **a** create the paint's colour.
- **b** make the paint dry faster.
- **c** give the paint texture.
- **d** make the paint easier to apply.

3 From reading the passage, we can infer that some artists use paint in creative ways. What is the clue?

- **a** They use paint on dry and wet paper.
- **b** They mix pigment with different liquids.
- **c** They mix paint with things like sand, cement and straw.
- **d** They mix oil and acrylic paints.



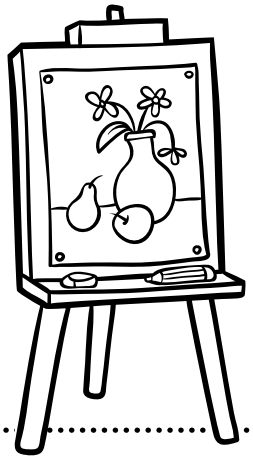
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Making inferences

Read the passage.

Underline the sentence that tells us what a curator does.

Circle the verb that is similar in meaning to *advise*.

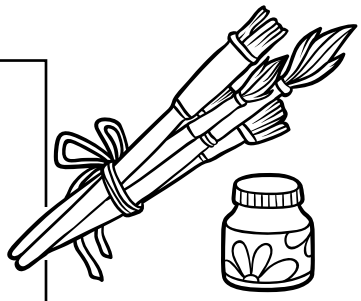


A curator cares for a collection of artworks. Every art gallery has a curator.

Curators make sure that artworks are stored and shown properly. They often suggest which artworks the art gallery should buy.

Curators spend a lot of time studying art. They write about art in books.

Curators plan exhibitions. They decide which artworks to put in an exhibition. Some artworks may need to be borrowed from other places. The curator asks to borrow the artworks and organises to have them brought to the gallery.



Colour the sentence that tells us how curators share their knowledge of art.

Highlight the sentence that sums up one of the curator's most important jobs.

4 We can infer that curators know a lot about art. What are the clues?

Teacher check

5 We can infer that the curator plays an important part in the running of an art gallery. What evidence is there in the text to support this statement?

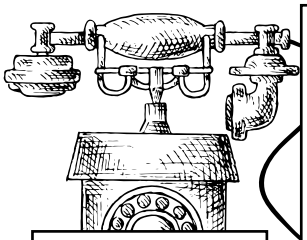
Teacher check

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Point of view

To identify the author's point of view, consider their choice of words and other details. For example, a writer might write 'I believe' or 'we think' to express an opinion.

Read the passage.



Put a box around Ted Wren's opinion of Alexander Graham Bell.

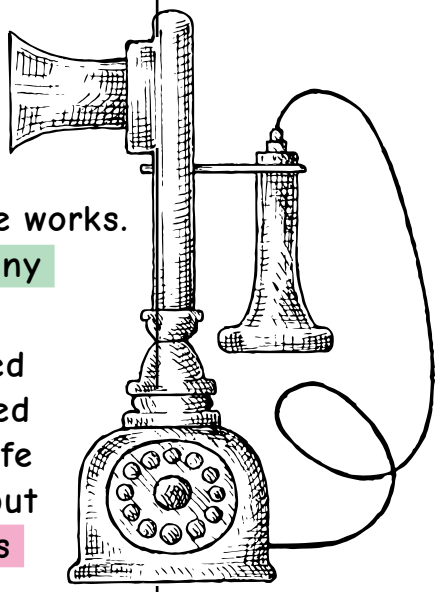
Highlight the words that tell us what most people believe about Alexander Graham Bell's inventions.

TALES OF INVENTION

Voiceover: Ted Wren continues his series about famous inventors. This week, he looks at Alexander Graham Bell.

I believe Alexander Graham Bell was one of the greatest inventors of the 19th and 20th centuries. He was born in Scotland in 1847. His father, Alexander Melville Bell, was an expert on speech and how the voice works. His mother, Eliza, had poor hearing but many say she played the piano very well.

Alexander Graham Bell moved to the United States in 1871. Five years later he developed the first successful telephone. During his life he took out patents for many inventions, but most people believe that the telephone was his most important invention.



Colour the phrase that gives an opinion of Eliza Bell.

Circle the correct answers.

1 What is the author's opinion of Alexander Graham Bell? Alexander Graham Bell was …

- **a** an expert on speech.
- **b** an excellent pianist.
- **c** a great inventor.
- **d** a kind man.

2 Which is an opinion about Eliza Bell? Most people think Eliza Bell …

- **a** played the piano very well.
- **b** had poor hearing.
- **c** was Alexander Graham Bell's mother.
- **d** invented the telephone.

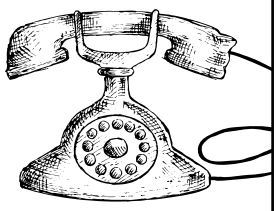
3 How do most people feel about the invention of the telephone? Most people believe it was Alexander Graham Bell's most …

- **a** dangerous invention.
- **b** useless invention.
- **c** curious invention.
- **d** important invention.

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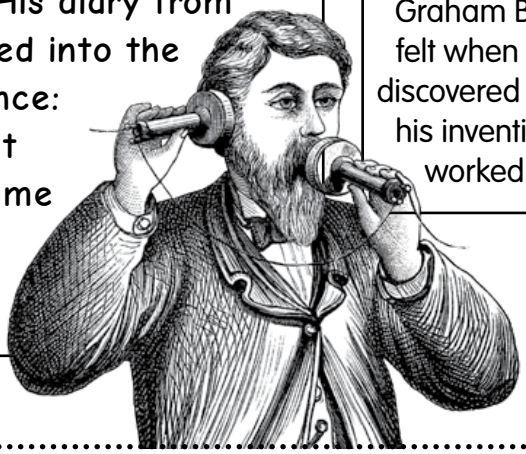
Point of view

Read the passage.



In 1865 Bell studied how the mouth was used to make sounds and speech. In 1870, the Bells moved to Canada, then America. The next year, young Alexander began to teach at a school for deaf people. He experimented with many inventions. Bell came up with the ideas and his assistant, Thomas Watson, made the equipment. They invented an electric speaking telegraph, which we now call a telephone.

On 10 March, 1876, Alexander Graham Bell made the first ever telephone. His diary from that day records, "I then shouted into the mouthpiece the following sentence: 'Mr Watson, come here — I want to see you.' To my delight he came and declared that he had heard and understood what I said."



Underline a sentence that shows that Alexander Graham Bell wanted to help people.

In paragraph 1, circle the role of Mr Watson.

Highlight the phrase that shows that the telephone was only one of Alexander Graham Bell's inventions.

Colour the phrase that tells us how Alexander Graham Bell felt when he discovered that his invention worked.

4 In your view, which of the following words could be used to describe Alexander Graham Bell? You may choose more than one word. Teacher check

a curious **b** lazy **c** imaginative **d** talented

5 Now explain why you chose those words. Use evidence from the text to support your reasons.

Teacher check

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