Reading EGGSPRESS

YEAR 3

COMPREHENSION

FICTION

Teacher Book

Answers for all Lesson Worksheets



www.readingeggspress.co.uk

Reading Eggspress Comprehension Year 3 Teacher Book, Fiction

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Contents

Comprehension • Section 1

Date Completed

Page 1 Finding facts and information ..... / /

3 Drawing conclusions ..... / /

5 Point of view ..... / /

7 Think marks ..... / /

9 Making predictions ..... / /

Comprehension • Section 2

11 Visualisation ..... / /

13 Making connections ..... / /

15 Main idea and details ..... / /

17 Making inferences ..... / /

19 Sequencing events ..... / /

Comprehension • Section 3

21 Analysing character feelings and motivation ..... / /

23 Sequencing events ..... / /

25 Finding facts and information ..... / /

27 Point of view ..... / /

29 Making connections ..... / /

Comprehension • Section 4

31 Cause and effect ..... / /

33 Making inferences ..... / /

35 Making connections ..... / /

37 Sequencing events ..... / /

39 Visualisation ..... / /

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In this book

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

Reading – Comprehension

Pupils should be taught to:

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

Comprehension strategy overview

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

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Class record sheet

Comprehension Fiction Year 3

	Section 1					Section 2				
Name	Finding facts and information	Drawing conclusions	Point of view	Think Marks	Making predictions	Visualisation	Making connections	Main idea and details	Making inferences	Sequencing events

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Class record sheet

	Section 3					Section 4				
Name	Analysing character feelings and motivation	Sequencing events	Finding facts and information	Point of view	Making connections	Cause and effect	Making inferences	Making connections	Sequencing events	Visualisation

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Finding facts and information

FICTION

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

Read the passage.



Highlight where Shugg and Katie were going.

Underline what Duke asked Shugg.

Shugg's Pet Octopus

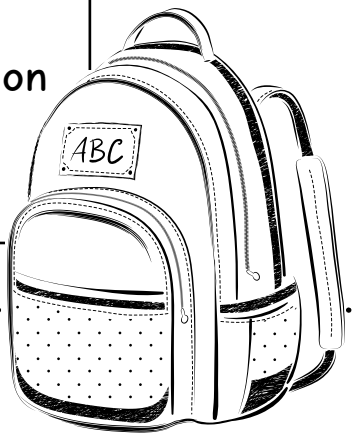
As Shugg and Katie walked home through the park, Duke stepped out from behind a tree. "Trying to scare me, were you?"

"No," said Shugg.

Duke snatched Shugg's backpack and threw it up into a very tall tree. He stood under the tree with his hands on his hips. "Now let's see you climb up and get it."

Colour where Duke threw Shugg's backpack.

Circle how Duke got Shugg's backpack.



Circle the correct answers.

1 Where were Shugg and Katie going?

a to school **b** to the park **c** home **d** to the beach

2 What does Duke ask Shugg?

a May I look inside your backpack? **b** May I look at your octopus?
c Where can we play this afternoon? **d** Were you trying to scare me?

3 How did Duke get Shugg's backpack?

a He snatched it. **b** He asked for it. **c** He bought it. **d** He tossed it.

4 Who threw Shugg's backpack?

a Duke **b** Shugg **c** Katie **d** Shugg's brother

5 Where did Shugg's backpack land?

a up a tree **b** under a tree **c** into the lake **d** under a chair

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Finding facts and information

Read the passage.



Highlight who saw the backpack.

Put a box around where the backpack was.

Circle when Shugg raided the larder.

Peter looked down at the backpack poking out from under the bed. Then he shook his head. "Nah! Not even you would bring home an octopus."

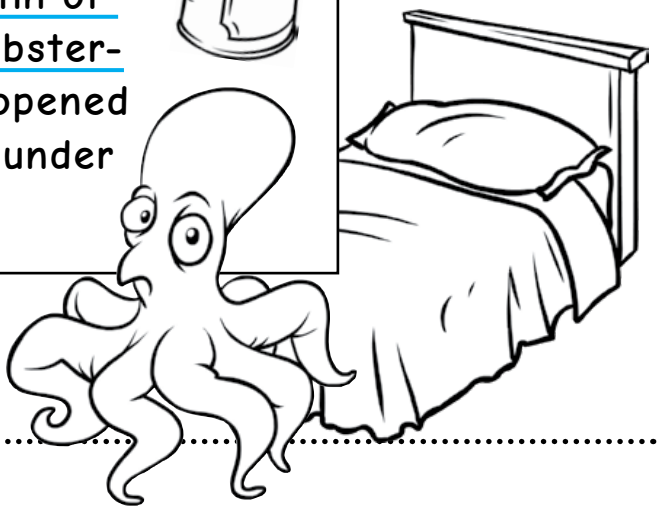
Later that night, Shugg raided the larder. He found a tin of crab meat and some lobster-flavoured noodles. He opened both and pushed them under the bed.

Colour Peter's words.

Underline the things that Shugg found in the larder.







6 Who looked down at the backpack?

Peter

7 Where was the backpack?

under the bed

8 What did Peter say?

"Nah! Not even you would bring home an octopus."

9 When did Shugg raid the larder?

later that night

10 What did Shugg find in the larder?

a tin of crab meat and some lobster-flavoured noodles

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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 the word that tells us Jack was enjoying the movie.

Highlight the word that tells what Jack's room looked like.

Underline why Jack didn't want to turn off the television.

NO PROBLEM!

It was Sunday afternoon. I was in my bedroom watching a good movie about aliens when Mum poked her head in. You could tell by the look on her face that she wasn't happy.

"Just look at the state of this room, Jack," she said. "It looks like a pigsty. Turn off that screen and clean it up."

"In a minute," I answered, wishing she'd go away. The aliens were about to attack Earth and I wanted to see what was going to happen.

Circle what the movie was about.

Put a box around the narrator's name.



Circle the correct answers.

1 Which is the best conclusion? Jack was watching a ...

a comedy. **b** cartoon. **c** science fiction movie. **d** horror movie.

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

a bedroom **b** aliens **c** good **d** watching

3 Which is the best conclusion? Jack's room was ...

a muddy. **b** spotless. **c** organised. **d** messy.

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

a pigsty **b** state **c** clean **d** good

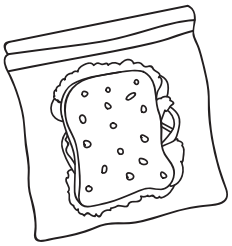
5 Which phrase tells us that the movie was at an exciting point?

a In a minute **b** go away **c** about to attack **d** wanted to see

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Drawing conclusions

Read the passage.



Put a box around who Jack asked where his lunch was.

Circle the word that suggests that Jack was in a bad mood.

I asked Mum where she'd put my lunch. Usually it was on the bench.

"Oh, I don't do lunches," Mum said. "You have to make your own sandwiches."

"I'm already late," I grumbled. "You're going to have to drive me to school."

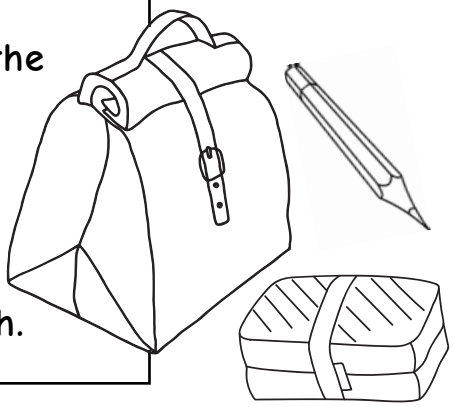
Mum shook her head. "I don't think so, dear. I don't run a taxi service. You'll have to walk."

Grabbing my school bag, I raced out the door. Thanks to Mum, I didn't have a hope of getting to school on time.

On the way I tried to think of a good excuse to tell my teacher. I decided it was easier to tell Mr Jones the truth.

Colour the reason Jack wanted Mum to drive him to school.

Underline who Jack blamed for being late for school.



6 What can we conclude about who usually made Jack's lunch?

Jack's mum usually made his lunch.

7 What is the clue to question 6's answer?

Usually it was on the bench.

8 Why can we conclude that Jack had probably overslept?

He was going to be late.

9 How do we know that Jack was going to be late for school?

He thinks he doesn't have a hope of getting to school on time.

10 Why can we conclude that Jack thought it was his mum's fault that he was going to be late for school?

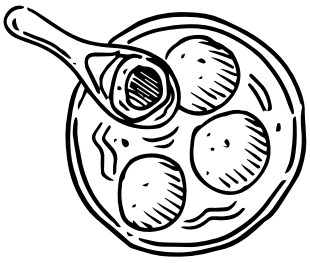
He says, "Thanks to Mum ..."

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Point of view

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

Read the passage.



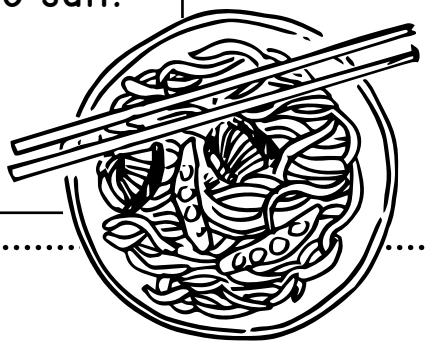
Kalo Li's New Country

A good thing about working in the restaurant is I can choose any dish I like. Wonton noodle soup is my favourite.

Some customers are funny and have a joke with you. Old people seem to be easier to talk to.

Others aren't so nice. When they order their food, they say things like, "No salt. No soy sauce. Be quick about it."

I'm very careful when taking down their order, so that I get it right.



Underline the words the narrator uses to describe the customers.

Put a box around the adjective the narrator uses to describe the soup.

Circle the food the narrator likes best.

Highlight why the narrator likes the old people.

Circle the correct answers.

1 From the narrator's point of view, which is the best dish in the restaurant?

a chicken's feet **b** wonton noodle soup **c** roast goose

2 How does the narrator express her opinion about the dish she likes most? She says ...

a it is delicious. **b** it's amazing. **c** she loves it. **d** it's her favourite.

3 What is the narrator's opinion of the older customers? She ...

a thinks they are funny. **b** doesn't like them.

c likes them. **d** is scared of them.

4 How does the narrator express her opinion of the older customers? She says they ...

a are easier to talk to. **b** tell funny jokes.

c don't like salt. **d** are in a hurry.

5 What is the narrator's overall opinion of the customers?

a She likes them all. **b** She doesn't like any of them.

c Some are nice and others are not so nice. **d** She thinks they are rude.

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Point of view

Read the passage.



Put a box around the pronouns that show that Kalo is the narrator.

Underline a sentence that shows that Kalo feels nervous.

Our school had a Food Day. Mum made me some honey king prawns to take to school.

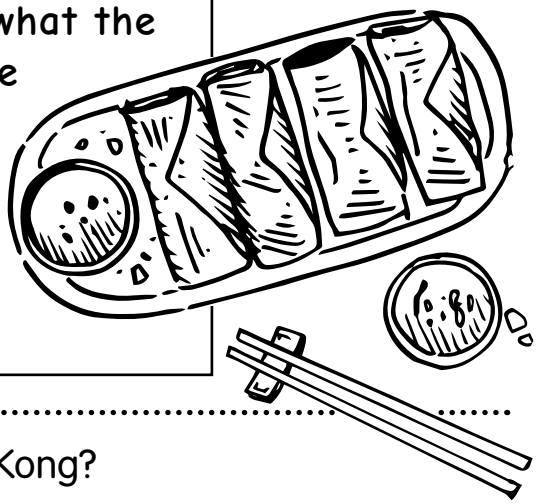
The principal was very impressed with our Hong Kong food.

On Friday, the principal said, "We're going to visit your restaurant, Kalo. My staff and I will be coming tomorrow night for dinner."

My face went red. I wondered what the principal would order. What if he didn't like the food? What if I dropped a spring roll on him? What would my principal say to Mum? I was not the best pupil in the school.

Circle what the principal thinks of Hong Kong food.

Highlight what kind of a pupil Kalo thinks she is.



6 What was the principal's opinion of food from Hong Kong?

The principal was very impressed with Hong Kong food.

7 How do we know that the events in the story are told from Kalo's point of view?

She is the narrator (first person viewpoint).

8 How does Kalo feel about the principal and his staff coming to visit her restaurant?

Kalo is nervous about the principal and his staff not liking the food.

9 Which sentence gives the best clue to question 8's answer?

My face went red.

10 What is Kalo's opinion of herself as a pupil?

Kalo thinks she is not the best pupil in the school.

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Think marks

Use special marks to label the parts of a text you see clearly; the parts you don't understand; and your personal connections to the text.

Read the passage. Teacher check passage

If you can see question 1's answer clearly place a ☺ next to it.

If you had to look up the meaning of the word *heron*, place a **W** next to it. If you knew the meaning, place a ✓ next to it.

Draw a chain next to a situation you can connect to.

The Lazy Tortoise

All the animals of the world were very excited.

"The great god Jupiter is getting married, and we're all invited to the wedding!" said a heron.

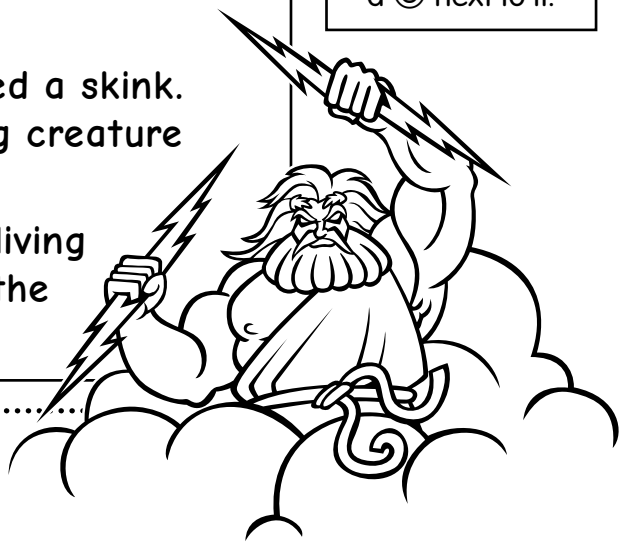
"What about me?" asked a cockroach. "Are you sure that even the small creatures are invited?"

"Yes, every one of us," replied a skink. "Jupiter said that every living creature is invited to the wedding."

Soon, an amazing swarm of living creatures began to head to the palace!

If you had to look up the meaning of the word skink, place a **W** next to it. If you knew the meaning, place a ✓ next to it.

If you can see question 4's answer place a ☺ next to it.



Circle the correct answers.

1 How were all the animals of the world feeling?

a happy **b** excited **c** confused **d** sad

2 What kind of creature is a heron?

a a reptile **b** a marsupial **c** an insect **d** a bird

3 What is a skink?

a a type of snake **b** a type of bird **c** a type of lizard **d** a type of monkey

4 Where were all the creatures going?

a to the palace **b** to the jungle **c** to the zoo **d** to the park

5 Which of the following situations can most of us connect to?

a going to a god's wedding **b** walking with a swarm of animals

c talking to a cockroach **d** feeling excited about something

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Think marks

Read the passage.

Teacher check passage

If you can see question 6's answer clearly place a ☺ next to it.

Place a ✓ next to question 7's answer to show that you understand that part of the text.

Place a ✓ next to furious if you know what it means. Use a **W** if you are unsure of its meaning.

Only after the wedding, when all the guests were enjoying a feast, did the tortoise plod up to the palace. Jupiter was very cross.

"Why are you so late?" he demanded. "Every other creature in the world managed to be at my wedding, but not you."

"Well, I didn't want to leave my home," said the tortoise. "I was happy at home, all snug and cosy."

Jupiter was furious. The tortoise would rather be in a filthy ditch than in his royal palace!

"So it shall be!" he said. "If you love your home so much, you will carry it on your back for the rest of your life!"

Do you understand how Jupiter punished the tortoise? If you do, place a ✓ next to the answer.

Draw a chain next to the part of the text that you can connect to.

If you had to look up the meanings of snug and cosy, place a **W** next to the words. If you knew the answer, use a ✓ instead.

6 How did Jupiter feel when he saw the tortoise plodding up to the palace?

He felt very cross.

7 What reason did the tortoise give for being late? The tortoise didn't want to leave home because he was snug and cosy.

8 What does it mean to be snug and cosy?

Teacher check

9 How did Jupiter punish the tortoise for being late? He made the tortoise carry his home on his back for the rest of his life.

10 Write about a time when you had to go somewhere but would rather have stayed at home.

Teacher check

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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.

Circle a word that tells us what Captain Red Beard and his crew like to collect.

Put a box around the word that shows how Captain Red Beard and his crew get their treasure.

What Kind of Pirate?

Narrator: Somewhere on the seven seas is a pirate called Captain Red Beard. The Captain has a ship called The Black Beast. It is a very fine pirate ship. Captain Red Beard and his crew like dropping in on other pirate ships and stealing their treasure.

Fingers: Pirate ship on the starboard bow, Captain.

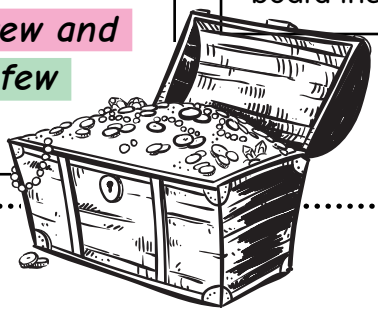
Captain Red Beard: Good spotting, Fingers. Happy seadogs! Let's meet them.

Ahoy there fellow pirates! Can my crew and I board your ship? We could swap a few pirate tales of terror and treasure.

Underline the things Captain Red Beard and his crew like to do.

Highlight the question Captain Red Beard asks.

Colour the reason Captain Red Beard gives for wanting to board the ship.



Circle the correct answers.

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

- **a** Captain Red Beard and his crew will invite the other crew onto their ship.
- **b** Captain Red Beard and his crew will board the pirate ship.
- **c** Captain Red Beard and his crew will shout louder.
- **d** Captain Red Beard and his crew will steal the pirates' treasure.
- **e** Captain Red Beard and his crew will tell the other pirates a story.

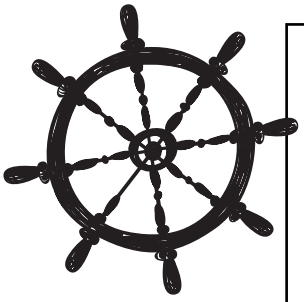
2 What evidence is there in the text to support your predictions? Choose three answers.

- **a** Captain Red Beard and his crew like dropping in on other pirate ships.
- **b** Captain Red Beard's ship is called The Black Beast.
- **c** Captain Red Beard and his crew like stealing other pirates' treasure.
- **d** Fingers spotted a ship on the starboard bow.
- **e** Captain Red Beard wants to meet the pirates on the other ship.

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Making predictions

Read the passage.



Narrator: Captain Red Beard had an idea.

Captain Red Beard: Well, Captain Rat, you are the nastiest pirates I have ever met. We would like to help you be nasty. You must decide on the nastiest thing you can do to us. My crew will go below decks while you have a nasty little meeting about it.

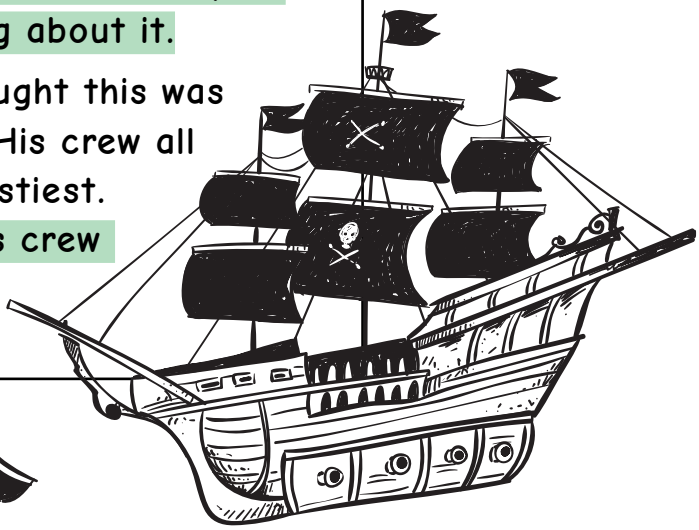
Narrator: Captain Rat thought this was a wonderfully nasty idea. His crew all argued about what was nastiest. Captain Red Beard and his crew went below.

Colour two sentences that help you understand what Captain Red Beard and his crew are planning to do.

Underline the adjectives Captain Red Beard uses to describe Captain Rat's crew.







3 What prediction can you make about what Captain Red Beard is planning to do?

He is planning to do something nasty / steal the pirates' treasure.

4 What do you know about pirates that helped you make your prediction?

They are nasty / they steal treasure.

5 What prediction can you make about what Captain Rat and his crew might do to Captain Red Beard and his crew?

Teacher check

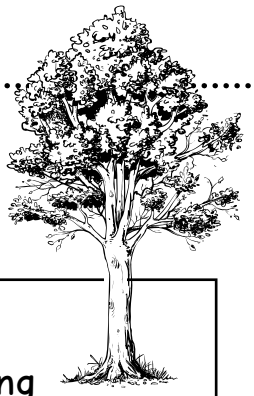
6 What evidence is there in the text that helped you make your prediction?

Teacher check

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Visualisation

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



Read the poems.

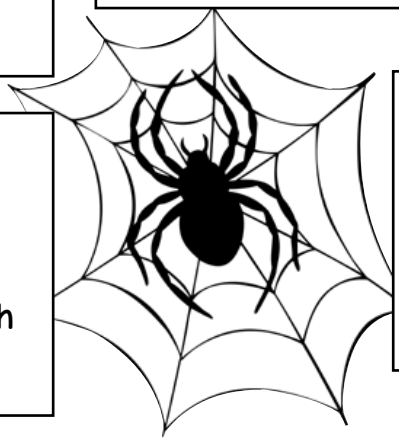
In Poem 1, circle the words that helped you see what was happening in the tree.

In Poem 2, **colour** the words that helped you see what the spaghetti looked like on the fork.

1. Tree
Giant, strong
Climbing, swinging, playing
Fun among the branches
Gum

2. Spaghetti
Loopy, meaty
Slurping, slipping, twisting
Between my fork and mouth
Yum

3. Spider
Hairy, hidden
Seeing, watching, knowing
Waits with all patience
Strikes



In Poem 3, underline the words that helped you see what the spider was doing.

Read each of the poems again. As you do so, visualise what you are reading about. Draw a picture of the images from each poem.

Poem 1	Poem 2	Poem 3
	Teacher check	

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Visualisation



Read the poems.

1. Zebra
Black and white stripes
Grazing on shrubs and leaves
Sudden snorts, the smell of lion
Run!

2. Balloons
Pink, white and blue
Bobbing in the garden
Happy children eating, playing
Party!

3. New shoes
Shiny, squeaky
Stepping, striding, stomping
Hurting my heels, pinching my toes
Ouch!

Circle the words that tell you what the zebra looked like.

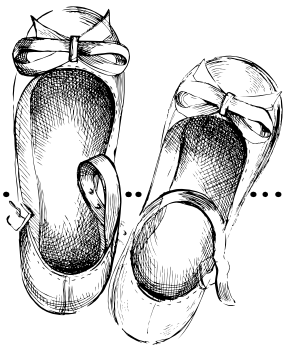
Underline the words that tell you where the balloons were.

Colour the words that helped you see how the shoes moved.

Highlight the words that helped you see why the zebra ran.

Put a box around the words that helped you see what the children were doing.

Circle the words that helped you visualise how the person wearing the shoes felt.



Read each of the poems again. As you do so, visualise what you are reading about. Draw a picture of the images as you read each poem.

Poem 1	Poem 2	Poem 3
	Teacher check	

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Making connections

Find the links between nouns and pronouns, so you can keep track of characters in a story.

Read the passage.

Circle the pronoun "I" and the noun it refers to.

Underline the pronoun that stands in place of "Garth and Snake".

Put a box around the pronoun "she" and the person it refers to.

The Fine Line

"Where are you going, Garth?" Mum called as I tried to slip out the front door.

I tried to tell myself it was only half a lie. I was going to Snake's place, I just wasn't staying there.

We sat out the front of his place while I put on my blades.

"Garth, if my mum asks," he said, standing up, "just say we went to the park, okay?" He laughed. "What she doesn't know won't hurt her, right? Come on."

Highlight the pronoun "myself" and the noun it refers to.



Circle the correct answers.

1 In the text, who does the pronoun "I" refer to?

a Snake **b** Snake's mum **c** Garth's mum **d** Garth

2 In paragraph 3, which noun could replace the pronoun "his"?

a Garth's **b** Snake's **c** Snake **d** Garth

3 In paragraph 4, who is speaking?

a Snake **b** Garth **c** Snake's mum **d** Garth's mum

4 In paragraph 4, who does the pronoun "we" refer to? Snake and …

a his brother **b** his mum **c** Garth **d** his dad

5 In paragraph 4, which phrase could replace the pronoun "she"?

a your mum **b** my mum **c** his mum **d** their mum

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Making connections

Read the passage.

Circle narrator's name.

Underline the pronoun "We" and the nouns it refers to.

Colour two pronouns that stand in place of the words "the dog".

Highlight two different pronouns that stand in place of the phrase "Garth and Snake".

"Pay the man, Garth," Snake said.

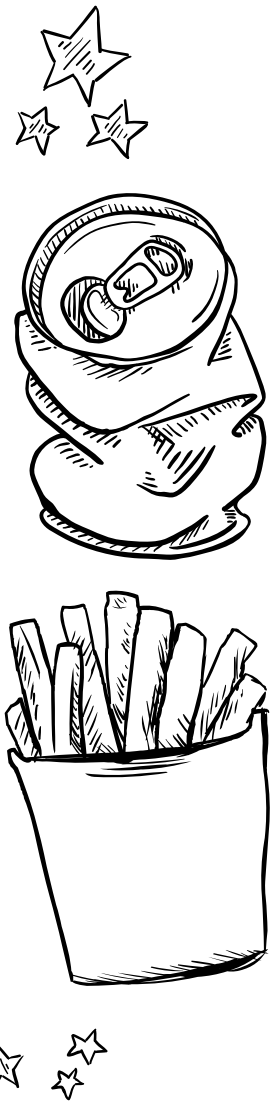
Luckily I had five quid on me, so I paid up.

We sat outside in the gutter to eat. We chose a spot so we could watch some builders working nearby.

One of the builders had a dog. He sniffed at us. I offered him a chip.

He liked that and he was coming back for another chip when Snake finished the last of his drink. He threw the can at him.





6 Who does the pronoun "I" refer to?

Garth

7 Which nouns could replace the pronoun "we"?

Garth and Snake

8 Who sniffed at us?

the dog

9 Who did Snake throw the can at?

the dog

10 In the last sentence, who do the pronouns "He" and "him" refer to?

Snake and the dog

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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.

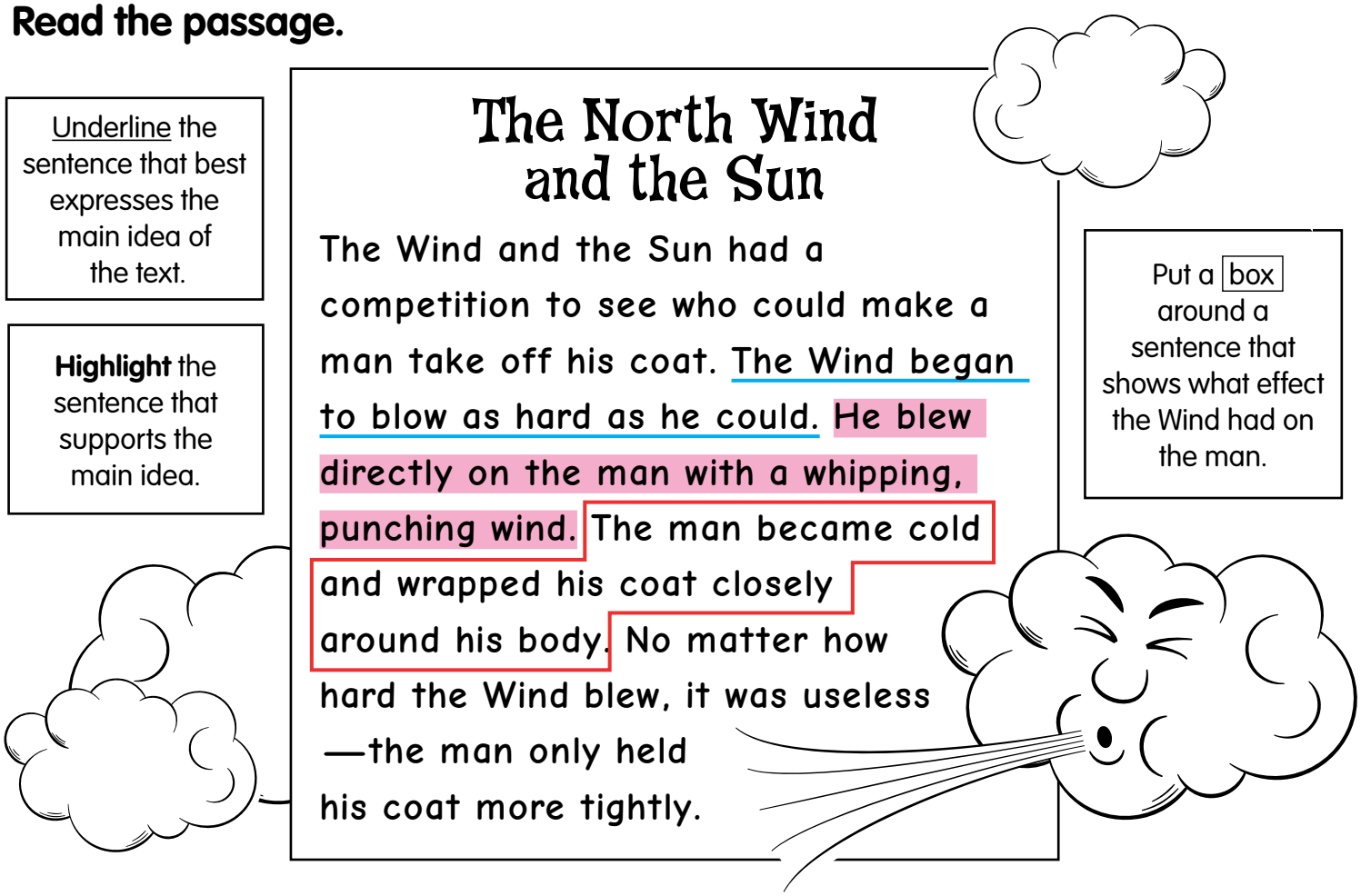
Underline the sentence that best expresses the main idea of the text.

Highlight the sentence that supports the main idea.

Put a box around a sentence that shows what effect the Wind had on the man.

The North Wind and the Sun

The Wind and the Sun had a competition to see who could make a man take off his coat. The Wind began to blow as hard as he could. He blew directly on the man with a whipping, punching wind. The man became cold and wrapped his coat closely around his body. No matter how hard the Wind blew, it was useless —the man only held his coat more tightly.



Circle the correct answer/s.

1 Which sentence best expresses the main idea of the text?

- **a** The Wind tried hard to frighten the man.
- **b** The Wind tried hard to make the man take off his coat.
- **c** The Wind tried hard to make the man hold on to his coat.
- **d** The Wind tried hard to make the man cold.

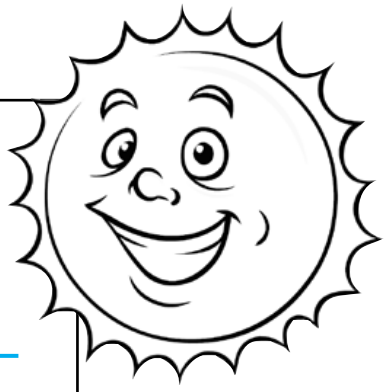
2 Which three details support the main idea?

- **a** The Wind whipped and punched around the man.
- **b** The man became cold.
- **c** The Wind blew directly on the man.
- **d** The man wrapped his coat closely around his body.
- **e** The man held his coat more tightly.
- **f** The Wind blew as hard as he could.

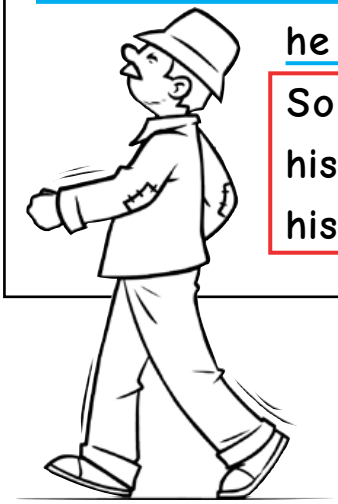
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Main idea and details

Read the passage.



Now it was the Sun's turn. She came out from behind the cloud and shone brightly. The man began to sweat from the heat and decided he could go no further. So he stopped, took off his coat and continued his walk.



Highlight the Sun's actions.

Underline the words that show what the Sun made the man do. This will help you find the answer to question 3.

Put a box around a sentence that shows what effect the Sun had on the man.

3 What is the main idea of the text?

The sun made the man take off his coat.

4 Which three details helped you find the main idea?

a Teacher check

b

c

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Making inferences

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

Read the passage.

Highlight the words that tell us why Olivia could tell that Wuzzy was real.

Circle the words that tell us what colour Wuzzy was.

Underline the sentence that gives the best description of Wuzzy.

Invisi-Pets

"What's a Whoowuzzler?" asked Olivia.

"It's an invisible pet," said Sam. "I've called mine Wuzzy."

"And what exactly does Wuzzy look like?" asked Olivia, putting her hand in the box. It was a shock to find that she could feel something small and soft even though she couldn't see anything.

"Well, he kind of looks like a guinea pig but he has feathers instead of fur. His feathers are red, with a few blue ones on his belly," Sam replied.

Olivia slowly felt the creature in the box all over. She had to agree that it was exactly what Wuzzy felt like — a feather-covered guinea pig.

Circle the correct answers.

1 What can we infer about Wuzzy from Sam's description?

a Wuzzy is furry.
b Wuzzy is colourful.
c Wuzzy is tiny.
d Wuzzy is scruffy.

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

a *guinea pig*
b *kind* and *looks*
c *feathers* and *fur*
d *red* and *blue*

3 What other inference can we make about Wuzzy? Wuzzy is …

a a guinea pig.
b a bird.
c an unusual creature.
d a soft toy.

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

a a feather-covered guinea pig
b creature in the box
c looks like a guinea pig
d a shock

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Making inferences

Read the passage.

Underline how Zazz moved.

Circle words that tell you that Wuzzy and Zazz were noisy.

Back at home, Zazz grew as fast as Wuzzy had done, but not from eating. The more she bounced the more Zazz grew. And she bounced everywhere! Wuzzy's screeching was no longer the problem. Now it was the thumping of Zazz's long tail.

The only way to stop the thumping was to get Zazz to jump on the bed. When Wuzzy saw how much fun jumping on the bed was, he wanted to do it too. And, when Olivia and Sam saw how much fun their invisi-pets were having bouncing on the bed, they couldn't help but join in.

Highlight four words that suggest the reason for Zazz getting bigger.

Put a box around the word that names a part of Zazz's body.

5 We can infer that Zazz has lots of energy. What is the clue?

He bounced everywhere.

6 Which two words suggest that Wuzzy and Zazz are noisy creatures?

screeching, thumping

7 Write a description of Zazz based on clues in the text.

Teacher check

8 What does the word *invisi-pets* suggest about Wuzzy and Zazz?

They are invisible.

9 How can we tell that Olivia and Sam enjoy playing with their pets?

They couldn't help but join in by bouncing on the bed.

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Sequencing events

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

Read the passage.

Underline the first thing Lucy did.

Colour the words that show what Lucy said **while** *Crazy Cleaner* was chugging through the surf.

Underline the question Grandad asked **when** he saw steam coming out of *Crazy Cleaner.*

Toothless!

Grandad and Lucy wheeled *Crazy Cleaner* down to the beach. Lucy set its dials to 'underwater' and 'pickup'. She pushed it into the water and turned it on. *Crazy Cleaner* chugged through the surf.

"Now we'll find your teeth," said Lucy.

"Is it supposed to spurt out steam like that?" asked Grandad. Steam was pouring from *Crazy Cleaner's* engine.

"Oh no! Something's wrong," said Lucy. "Look! It's heading up the beach." *Crazy Cleaner* was chugging over the sand towards them.

"Watch out!" shouted Grandad. They ducked, as *Crazy Cleaner* threw a hat at them and then an umbrella.

Highlight the words that tell us what Lucy did **before** she turned *Crazy Cleaner* on.

Circle the words that show that *Crazy Cleaner* threw the umbrella after the hat.

Number the sentences from 1–7 to show the order in which the events happened.

4 Steam started coming out of *Crazy Cleaner's* engine.

2 Lucy set the dials on *Crazy Cleaner.*

5 Lucy said that something was wrong with *Crazy Cleaner.*

7 *Crazy Cleaner* threw an umbrella at Grandad and Lucy.

1 Grandad and Lucy pushed *Crazy Cleaner* down to the beach.

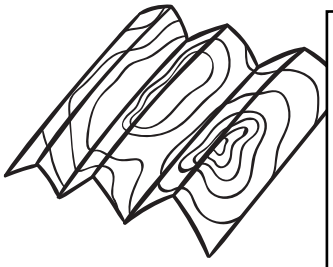
3 *Crazy Cleaner* chugged through the surf.

6 *Crazy Cleaner* threw a hat at Grandad and Lucy.

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Sequencing events

Read the passage.



Highlight Lucy's first action.

Colour what Grandad did **after** he grabbed his fishing rod.

"Are we there yet? Is this the spot?" asked Grandad, staring into the water.

Lucy pulled a map out of her pocket and studied it. "Yes, this is it."

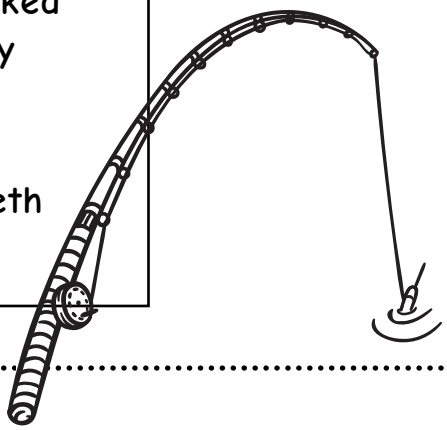
Grandad grabbed his fishing rod. He put a prawn on his hook. Lucy grabbed her fishing rod. Then, she pulled a metal box from her pocket. She tied it to the end of her fishing line.

"Isn't that *Doggie's Little Helper*?" asked Grandad. "How's that going to find my teeth?"

"It used to be *Doggie's Little Helper*, but I've fixed it. Now it finds false teeth instead of dog bones," said Lucy.

Underline what Lucy said **while** she studied the map.

Put a box around what Lucy did **before** she pulled the metal box from her pocket.



Write the following events in the correct sequence.

- Meanwhile Grandad put a prawn on his hook.
- Grandad asked if it was *Doggie's Little Helper*.
- Then Lucy pulled a metal box out of her pocket.
- First, Lucy pulled a map out of her pocket and studied it.
- Lucy said she'd fixed it and now it found false teeth.
- She tied the box to the end of her fishing line.

First, Lucy pulled a map out of her pocket and studied it.

Meanwhile Grandad put a prawn on his hook.

Then Lucy pulled a metal box out of her pocket.

She tied the box to the end of her fishing line.

Grandad asked if it was Doggie's Little Helper.

Lucy said she'd fixed it and now it found false teeth.

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Analysing character feelings and motivation

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



Read the passage.

Circle words that give us clues about how Mum felt.

Put a box around the phrase that tells us the narrator was relieved about something.



Chocolate Chuckles

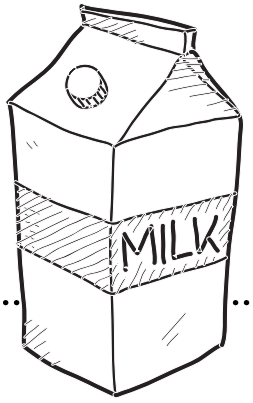
"There's no milk!" said Mum as she slammed the fridge door closed. She turned around and glared at me.

I didn't say a word.

Luckily for me, the kitchen was full of cupcakes, cheese and biscuits, bowls of crisps, sausage rolls, pickled onions, streamers, hats and party blowers. In the middle of it all was a huge ginger birthday cake with "Happy 80th Birthday" around the edge.

Lucky for me because Mum couldn't see the empty milk carton I'd just been drinking from.

Colour the sentence that shows why the narrator was pleased the kitchen was full of food.



Circle the correct answers.

1 When Mum says "There's no milk!", how does she most likely sound?

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

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

a turned **b** glared **c** fridge **d** milk

3 Which phrase is a clue to question 1's answer?

a slammed the fridge door **b** turned around

c Luckily for me **d** a huge ginger birthday cake

4 Which punctuation is a clue to question 1's answer?

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

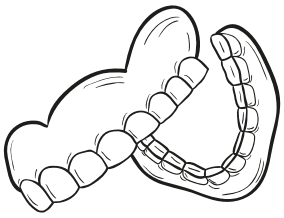
5 How would the narrator have felt when she realised her mum couldn't see the empty milk carton?

a disappointed **b** confused **c** relieved **d** afraid

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Analysing character feelings and motivation

Read the passage.



Underline Grandpa's dialogue.

Colour the narrator's thoughts on Grandpa's teeth.

Put a box around Grandma's dialogue.

"I'm not going to do it, Mabel," Grandpa was saying. He looked really grumpy and he was shaking his head.

"My teeth are staying in my head until I die." He waggled them with his tongue. They were the most disgusting pair of false teeth you've ever seen.

"They're so worn," said Grandma.

"It would be much easier to chew with new ones," said Mum.

In paragraph 1, **highlight** the words that show what Grandpa was doing.



6 Which word tells us that Grandpa was in a bad mood?

grumpy

7 Why was Grandpa in a bad mood?

He didn't want new false teeth.

8 What was the narrator's opinion of Grandpa's false teeth?

They were disgusting.

9 Why did Grandma think Grandpa needed new teeth?

They were worn.

10 Why did Mum think Grandpa should get new teeth?

It would make it easier for him to chew.

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Sequencing events

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

Read the passage.

Underline the first action that happens in the play.



Fairy's Wings

Scene 1 THE GARDEN

Late afternoon. Troy and Tania enter running. Troy has a tennis ball, and they engage in a game of tag.

Troy: Tania! Catch! *Chasing her.*

Tania: Troy ... It's too hard. Throw it softer. *She throws the tennis ball at him. Troy has disappeared.* Troy! Where are you? Give it back. It's my ball.

Troy reappears and torments Tania with her ball. As he does this he falls into a pile of freshly swept leaves.

Circle the scene number.

Highlight the word that tells us that Troy comes back on stage.

Colour Troy's final action.



Circle the correct answer for each question.

1 Which part of the play is this?

a the beginning **b** the middle **c** the end

2 How do we know which part of the play it is?

a It's late afternoon. **b** They're in the garden.

c It's Scene 1. **d** They're playing tag.

3 Number the following events to show the order in which they happened.

3 Troy goes off stage.

2 Troy throws the ball at Tania.

1 Troy and Tania come onto the stage.

5 Troy falls into a pile of leaves.

4 Troy comes back on stage.

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Sequencing events

Read the passage.

Underline Tania's first action.

Circle the word that tells us that Troy comes back on stage.

Colour the words that show when Tania breaks the propeller.

Tania bounces the thistledown on the palm of her hand.

Tania: Oh, it tickles.

Mum laughs. Troy re-enters flying a model aeroplane. They collide.

Troy: Tania, watch out!

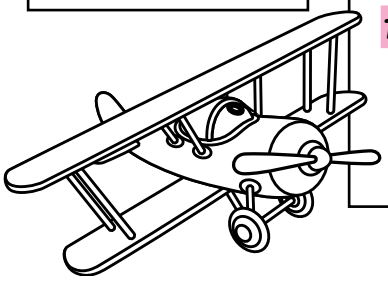
Tania: Troy.

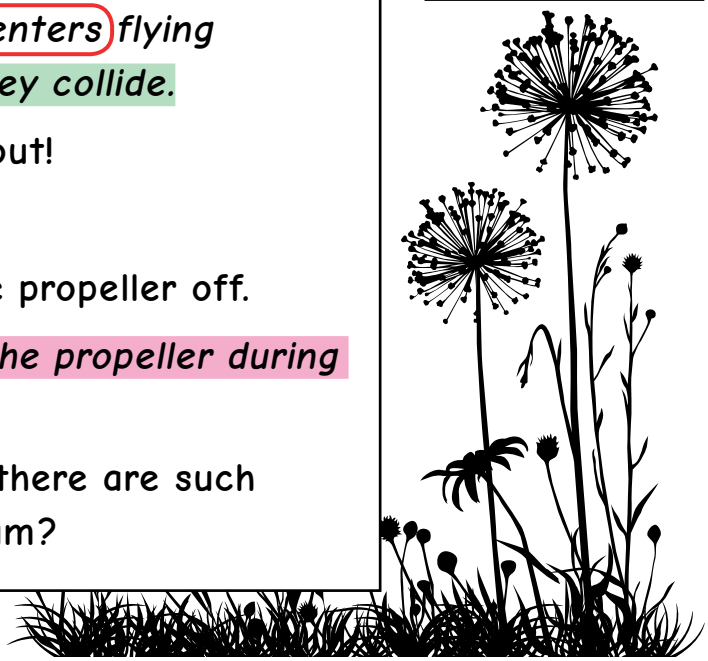
Troy: You broke the propeller off.

Troy attempts to fix the propeller during the following dialogue.

Tania: Do you think there are such things as fairies, Mum?

Highlight the words that show what Troy is doing while Tania is speaking to her mum.





4 In this passage, which is the first action that happens?

Tania bounces the thistledown on her hand.

5 Which word tells us that Troy has been on the stage before?

re-enters

6 What is Troy doing while Tania and her mum discuss fairies?

Troy attempts to fix the propeller.

7 Complete the following sentence:

Tania breaks the propeller on Troy's plane after Teacher check

and before _____

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Finding facts and information

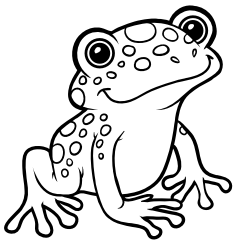
Some answers are clearly seen in the text. Ask these questions: *Who? What? Where? When?*

Read the passage.

Underline the phrase that tells us where the frogs lived.

Circle what frogs' eggs become when they hatch.

Highlight the sound frogs make.

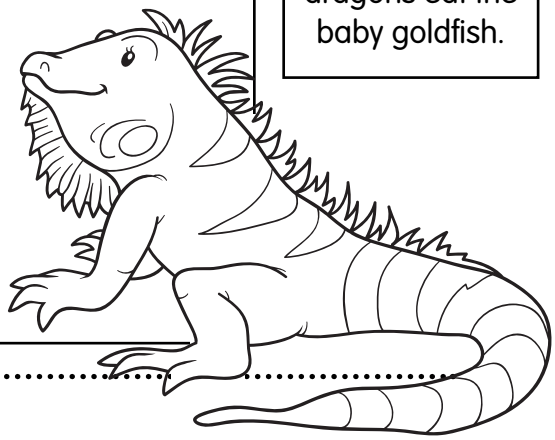


Wally the Water Dragon

Once upon a time, we used to have lots of frogs living in our pond. We watched their eggs hatch into tadpoles. The frogs croaked a chorus to us every night. They were especially loud when it rained.

We don't have frogs anymore. We have dragons instead. The dragons ate the frogs' eggs, the tadpoles, and the baby frogs. So the big frogs hopped away to find a safer home.

We still have big goldfish living in our pond. The dragons don't eat the adult goldfish, but I think they eat the babies.



Colour when the frogs croaked especially loudly.

Put a box around the pronoun that shows who thinks the dragons eat the baby goldfish.

Circle the correct answers.

1 Where did the frogs used to live?

a beside the river **b** among the flowers
c beneath the window **d** in the pond

2 What do frogs' eggs hatch into?

a goldfish **b** dragons **c** tadpoles **d** baby frogs

3 What did the frogs do every night?

a croak **b** swim **c** sleep **d** play

4 When did the frogs croak the loudest?

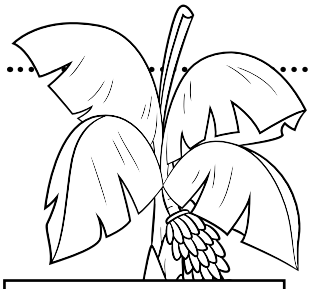
a at night **b** in the morning **c** when it rained **d** in the summer

5 Who thinks the dragons eat the baby goldfish?

a the adult goldfish **b** the narrator **c** the big frogs **d** the baby

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Finding facts and information



Highlight when the lizard appears.

Underline the blue-tongue lizard's home.

Circle the key word that tells us how the blue-tongue lizard catches insects.

Read the passage.

Colour the possums' nighttime behaviour.

A fat blue-tongue lizard lives under the garage box on our balcony. He comes out when the sun shines and flicks his long, blue tongue, trying to catch insects.

Possums hiss in the night and rustle through the trees. They are heading for the banana palms at the back of the house, hoping to find a bunch of ripe bananas for a feast.



6 Where does the blue-tongue lizard live?

under the garage box on the balcony

7 When does the blue-tongue lizard come out of its home?

when the sun shines

8 How does the blue-tongue lizard catch insects?

He flicks his long, blue tongue.

9 What do the possums do at night?

They make noises as they go looking for food.

10 Where are the banana palms?

at the back of the house

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Point of view

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

Read the passage.

Circle the word that means the same as *scared*.

Underline Ben's thoughts.

Yellow-Bellied Goalie

Ben unpacked the goalie gear from the bag. He pulled on the heavy chest plate, the green-coloured leg pads and the bright orange foot kickers. He put on the safety helmet.

"OK, Ben, you're ready for battle," said Coach.

Battle? That's what it was all right.

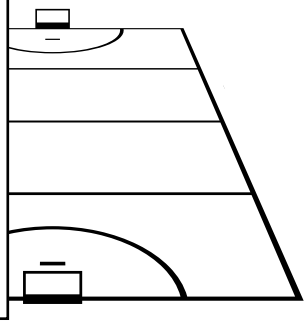
Ben couldn't move. He was afraid to move. He stood like a statue. He wanted to run away. The only trouble was he could barely walk in his leg pads, let alone run.

He'd be the biggest joke in the team. A giant, padded chicken, trying to escape its fate.



Highlight the sentence that tells us what Ben thought of himself.

Colour the word that is similar in meaning to *run away from*.



Circle the correct answers.

1 How did Ben feel about playing goalie? He was …

a excited. **b** angry. **(c)** scared. **d** happy.

2 Which is the best clue to how Ben felt?

a He couldn't move. **b** He felt like a statue.

c He was ready for battle. **(d)** He wanted to run away.

3 In Ben's view, what kind of goalie would he make?

(a) a bad one **b** a good one **c** a brave one **d** a strong one

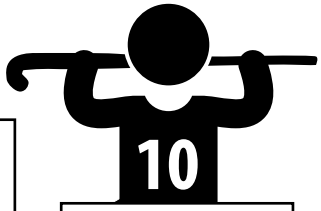
4 Which phrase helps you see Ben's view? He said …

a he'd try his best. **(b)** he'd be the biggest joke in the team.

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Point of view

Read the passage.



Underline the sentences that show what Ben's teammates said to him.

Highlight a phrase that shows that Ben was proud of himself.

The umpire blew the whistle. The game was over.

"You're a great goalie!" yelled David, patting Ben on the back.

"Benny, you're on fire," cheered another boy.

Ben held his head up high, held his chest out and threw his hands in the air, making high fives with his team.

Ben had done it. He had gone from yellow-bellied to big, brave goalie, and it hadn't hurt a bit.

Being a goalie wasn't so bad after all. Maybe, just maybe, he'd give it another go next week.

Circle the word that describes the kind of goalie Ben thought he was before.

Colour two adjectives that describe the kind of goalie Ben thinks he is now.



5 From the point of view of Ben's teammates, what kind of goalie is he?

He is a great goalie.

6 In your own words, explain how Ben's opinion of himself as a goalie has changed.

Teacher check

7 How does Ben feel about playing goalie in the future?

Being a goalie wasn't so bad after all. He'd give it another go.

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Making connections

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

Read the passages.

How Owl Got His Feathers

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.

"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers, and they'll make fun of me."

Hawk heard what Owl had said, and he told the other birds. Every bird gave Hawk a feather, and Hawk passed the feathers to Owl.

Underline the key words in each text that show why the main characters need a special outfit.

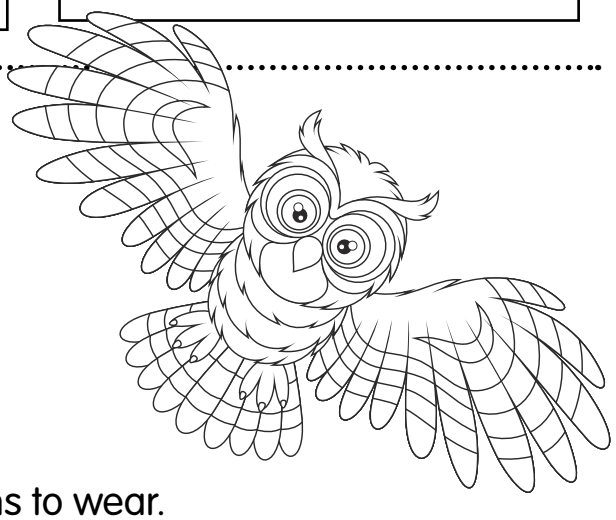
Highlight the key words in each text that show why the main characters can't go to the special event.

Colour the key words in each text that show who helped the main characters.

Cinderella gazed sadly at the dying embers in the fireplace. Her stepsister's cruel words rang through her head.

"You can't possibly come with us to the grand ball. Everyone will laugh at you in those miserable rags!"

"But you *can* go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother," continued the voice, "and I will give you a fine silk gown to wear."



Circle the correct answers.

1 What are the connections between the texts?

a The main characters have only rags to wear.

b The main characters want to go to a ball.

c The main characters are birds.

d The main characters are given fine silk gowns to wear.

e The main characters don't have suitable outfits to wear to a ball.

f The main characters are sitting in front of a fireplace.

g Kind strangers help the main characters.

h The main characters are afraid that people will make fun of them.

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Making connections

Read the passages.

Owl was so pleased! He flew proudly to the ball.

Owl was having such a wonderful time that he didn't want to give the feathers back, so he silently flew away and hid amongst the trees in the forest.

When the party was over, the other birds looked for Owl, but they could not find him. His new feathers helped him blend into the environment.

Now, Owl only comes out to hunt at night, when the other birds are sleeping.



Circle the word in each text that shows what owls are covered in.

Underline the words in each text that tell us what owls do during the day.

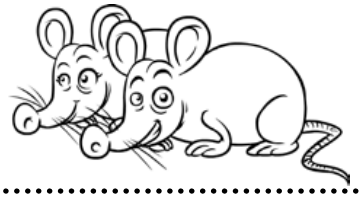
Highlight the words in each text that show how an owl's feathers help to protect it.

Colour the words in each text that tell us what owls do at night.

There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.

Most owls hunt insects, small mammals and other birds. Some species hunt fish. Their powerful talons, or claws, help them catch and kill their prey.

Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that helps them blend in with the environment.



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

Owls

Covering: Teacher check

Daytime activities: _____

Nocturnal activities: _____

Camouflage: _____

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Cause and effect

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

Read the passage.

Put a box around what the narrator did to pretend he was bored.

Highlight the sentence that shows why the narrator almost choked.

The Illawarry Cassary

"I've got an illawarry cassary," I said.

Angus eyeballed me. "A what?"

"An illawarry cassary. It's a type of meat eating bird."

"How come," said Angus, still standing with his elbows across his chest, "we haven't heard about this bird before?"

"You never asked," I said, and yawned as if I was really bored.

"We'd like to see it."

I almost choked in mid-yawn. "You idiot!" I was thinking. Of course they'd want to see it.

I thought fast. "It always spits on strangers."

Colour the clue to why the narrator called himself an idiot.

Underline what the narrator said when Angus asked to see the bird.





Circle the correct answers.

1 What happened when Angus asked why they'd never heard of the narrator's bird before? The narrator pretended to be …

a confused. **b** upset. **c** surprised. **d** bored.

2 What caused the narrator to almost choke?

a gulping in too much air **b** shock when he heard what Angus said

c a tickle in his throat **d** excitement when he heard what Angus said

3 Why did the narrator call himself an idiot?

a He'd spoken without thinking. **b** He should have brought the bird with him.

c He should have chosen a different pet. **d** He was embarrassed about choking.

4 What is the most likely reason the narrator said his bird spat on strangers?

a to impress Angus **b** to encourage Angus to come and see it

c to stop Angus wanting to see it **d** to warn Angus not to get too close to it

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Cause and effect

Read the passage.

Underline what happened just after Emu howled.

Colour why the narrator was surprised when the boys ran away.

Highlight the reason Angus, Martin and Alex ran away.

Underline two things that are different at school these days.

Emu gave another howl. In less than a second, I heard three sets of feet running down the driveway.

I couldn't move. What was going on? Surely they weren't scared of a little wet bantam calling out for his dinner? Hadn't they ever seen a chicken before?

I stepped forward to go and get Emu in out of the rain, when I suddenly saw it. From where Angus, Martin and Alex had stood, Emu was a two-metre-tall, spiky-feathered, war-helmeted, bloodcurdle-screaming, hungry illawarry cassary!

At school these days we never talk about our pets. And no-one calls me Flake anymore!





5 What happened just after Emu howled? The narrator heard people running away.

6 Why was the narrator surprised that Angus, Martin and Alex were running away?

He thought they were scared of a chicken.

7 What had caused Angus, Martin and Alex to run away?

They were running away from a hungry illawarry cassary.

8 Name two things that happened as a result of the boys seeing the narrator's 'illawarry cassary'.

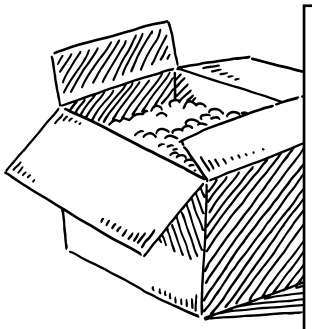
They never talk about their pets anymore, and nobody calls him Flake.

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Making inferences

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

Read the passage.



Lookout London

Hello, Will and Vika. You are needed urgently in London, England. Charles E. Worthington needs your help. Something very important is missing. Do not delay. In the corner of the room, under the junk, you will find a parcel containing two transporter wristbands. You must wear these wristbands at all times. They allow you to travel at the blink of an eye and they will keep us in contact.

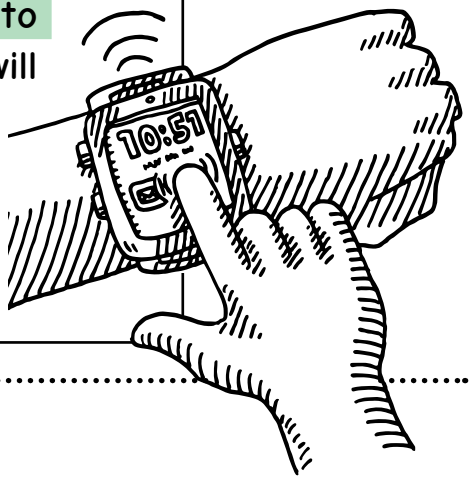
Remember, this mission is Top Secret. Do not tell anyone you are SWAT agents. You must leave at once.

Highlight why Charles E. Worthington needs help.

Colour two things the wristbands can do.

Circle where the parcel was.

Underline how long it will take to get to London.



Circle the correct answers.

1 Which is the best inference? Will and Vika are in a …

a neat room. **b** dark room. **c** big room. **d** messy room.

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

a parcel **b** junk **c** important **d** corner

3 How long will it take Will and Vika to get to London?

a hours **b** weeks **c** days **d** seconds

4 Which phrase is the clue to number 3's answer?

a the blink of an eye **b** Do not delay

c at all times **d** allow you to travel

5 What is the most likely reason Charles E. Worthington needs Will and Vika's help?

a to find out what's missing **b** to find what's missing

c to learn about being a SWAT agent **d** to find a parcel

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Making inferences

Read the passage.

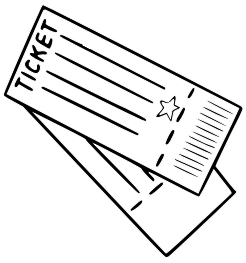
Underline Charlie's description of the West End.

Circle the word that means *lots of activity and movement.*

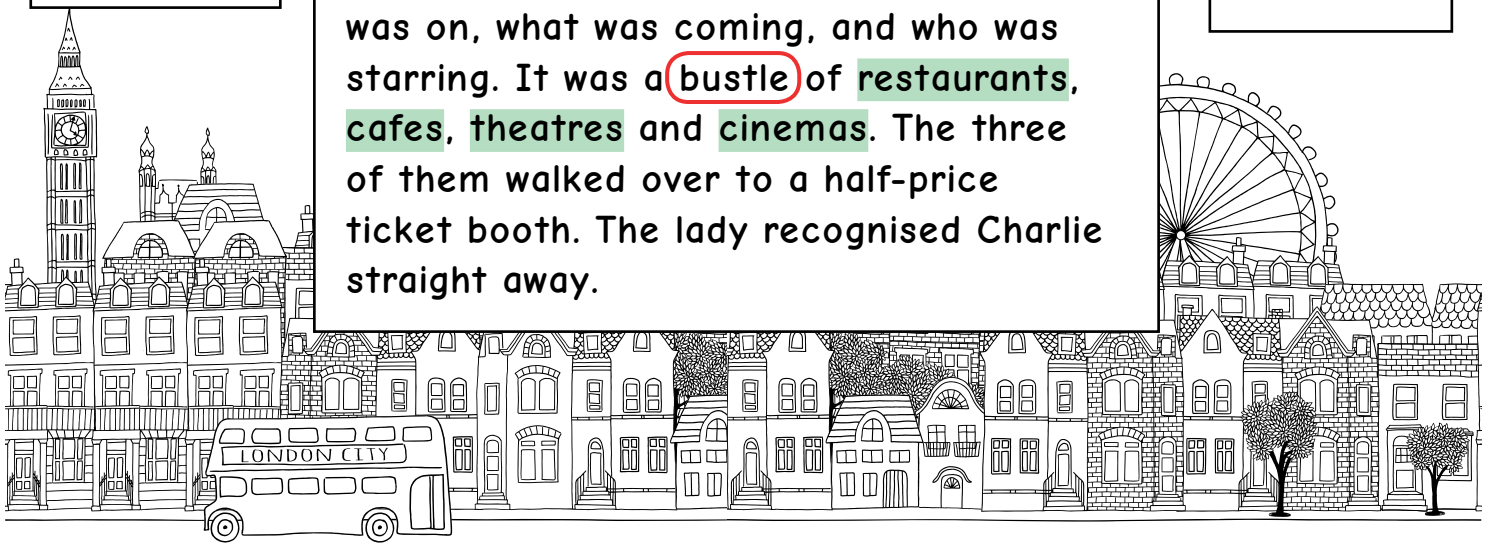
Once across the park they took a shortcut through some of London's old and narrow cobbled laneways. They came out at Piccadilly Circus.

"This part of the West End is the world's theatre capital," said Charlie.

There were signs everywhere saying what was on, what was coming, and who was starring. It was a bustle of restaurants, cafes, theatres and cinemas. The three of them walked over to a half-price ticket booth. The lady recognised Charlie straight away.



Colour the places that people can visit in the West End.



6 We can infer that many actors work in the West End. What is the clue?

It is the world's theatre capital.

7 What does the word *bustle* suggest about the kind of place the West End is?

It is a busy place.

8 What does the passage suggest about the kinds of things people can do in the West End?

Teacher check

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Making connections

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

Read the passage.

In paragraph 1, circle one verb that describes something you have done or might do.

In paragraph 2, **highlight** something you have thrown or might throw in the garbage bin.



Hedgehogs in the City

Zed and DD, each wrapped in a pickle jar, tipped over and began to roll slowly. The bottled hedgehogs picked up speed, bumping and spinning their way down Garbage Hill.

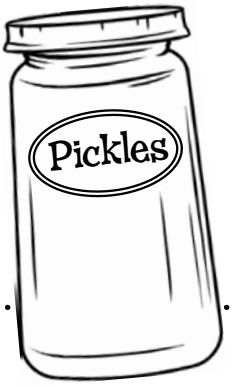
They skipped over old cars and spun off slimy piles of vegetables, getting air as they hurtled forever downwards.

The two jars collided in midair before landing with a PLUNK! DD's jar smashed into a million pieces. Zed's jar spun on the spot until he popped out, fast as a cork. He shot along the sand, grinding his way to a gritty stop.



In paragraph 3, underline what might happen if you dropped a glass jar.

In paragraph 3, **colour** what the sand felt like.



Circle your answers. Teacher check

1 Which of the following have you done, or might you do?

a buy a jar of pickles

b throw an empty pickle jar in the recycling bin

c roll down a slope in a pickle jar

d store things in an empty pickle jar

e roll down a slope

f see a hedgehog

g see a hedgehog in a pickle jar

h play on a garbage heap

i collide with someone

j watch an empty pickle jar smash into pieces

k fall in the sand

l collide with someone while wrapped in a pickle jar

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Making connections

Read the passage.



Underline the reason this place reminds the hedgehogs of home.

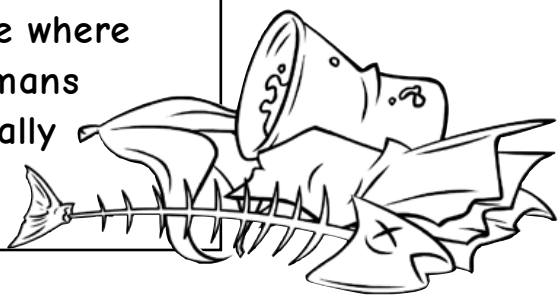
Highlight the key words that tell us who lives in this place.

The three hedgehogs fell into an oasis: a place that only a hedgehog could dream of. Piles of rotting rubbish filled the air with sweet aromas. It smelt like home.

As the hedgehogs settled on top of the heap, they slowly took in the landscape. Animals of all kinds stared back at them. This was a magical place where all animals were equal and humans did most of the work. "This really is paradise," Ruttel mused.

In paragraph 2, circle an adjective that describes the heap.

Colour the word Ruttel uses to describe this place.



2 The 'oasis' the three hedgehogs land in is a zoo. Carefully read the description of what they see around them.

If you have visited a zoo, write about the things you saw. If you haven't been to a zoo, think of books you have read and write about the things you would expect to see.

Teacher check

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Sequencing events

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

Read the passage.

Underline the event that happened first.

Highlight the first thing Fox said Bear should do.



Why Bear Has a Stumpy Tail

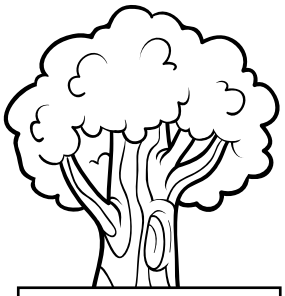
Fox saw her friend, Bear. Fox had just stolen a string of fish.

"Can you share them with me?" asked Bear.

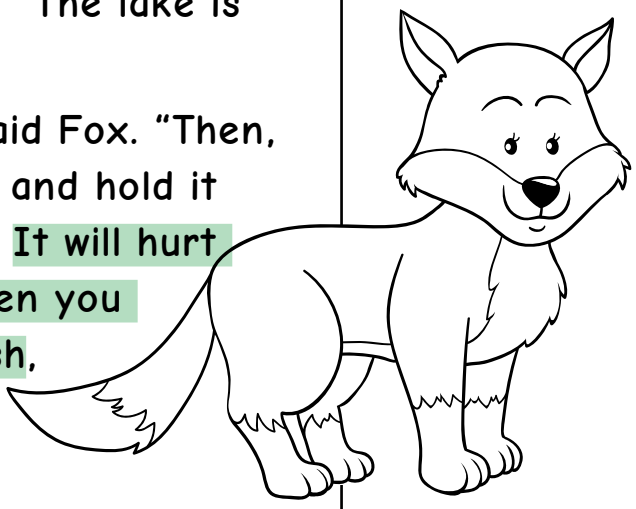
"No!" snapped Fox. "Catch your own."

"How can I?" asked Bear. "The lake is frozen."

"Cut a hole in the ice," said Fox. "Then, stick your tail in the lake and hold it there as long as you can. It will hurt when the fish grab it. When you think you have enough fish, give your tail a strong tug to pull out the fish."



Colour what should happen just before Bear gives his tail a strong tug.



Circle the correct answers.

1 Which event happened first?

a Fox saw her friend Bear. (b) Fox stole some fish.

2 Number the actions to show the order in which they should happen.

3 Fox said that Bear should wait until his tail started to hurt.

1 Fox said that Bear should cut a hole in the ice.

4 Fox said that Bear should pull out the fish.

2 Fox said that Bear should stick his tail in the water.

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Sequencing events

Read the passage.

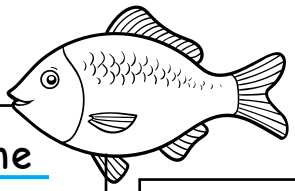
Underline what Bear did while Fox watched on.

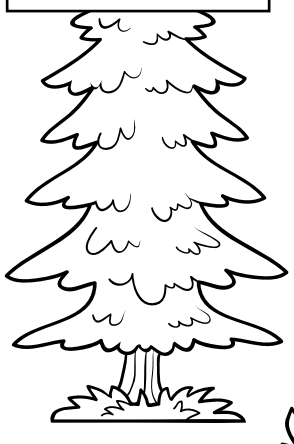
Highlight the words that show when Bear started pulling at his tail.

Fox watched as Bear put his tail in the water. Then she ran off laughing. Bear thought he felt some fish bite his tail. But what he was really feeling was water freezing around his tail. When the pain got too great, he pulled at his tail. Nothing happened. He pulled harder. He pulled so hard that his tail broke off. All that was left was a little stumpy tail, like bears have today.

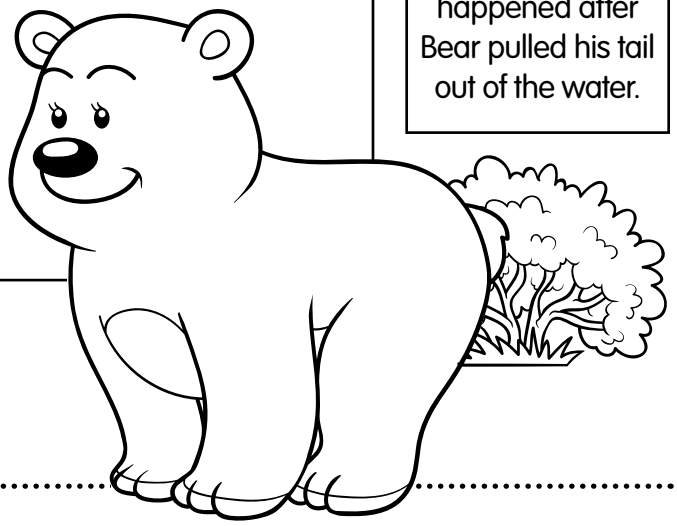
Circle the time word in the second sentence.

Colour the sentence that shows what happened after Bear pulled his tail out of the water.









3 When did Fox leave? after Bear put his tail in the water

4 When did the water start freezing around Bear's tail? when he thought he felt a fish bite his tail

5 When did Bear start pulling at his tail? when the pain got too great

6 What finally happened to Bear's tail? It broke off after pulling too hard.

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Visualisation

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

Read the passage.

Circle the adjective that describes the lady.

Highlight the phrase that describes what the lady's chin looked like.

Limericks

1. There was a young lady whose chin
   Resembled the point of a pin,
   So she had it made sharp
   And purchased a harp
   And played several tunes with her chin.

2. There was an old man with a nose,
   Who said, "If you choose to suppose
   That my nose is too long,
   you are certainly wrong!"
   That remarkable man with a nose.

Colour the instrument the lady played.

Circle the adjective that describes the man.

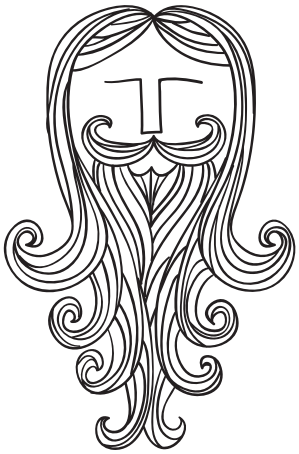
Underline the adjective that describes the man's nose.

1 Read the poems. As you do so, visualise what you are reading about. Draw a picture of the images as you read each poem.

Poem 1	Poem 2
Teacher check	Teacher check

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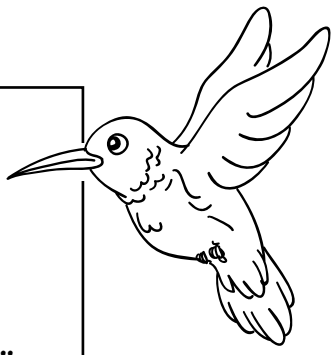
Visualisation



Read the passage.

1. There was an old man with a beard,
   Who said, "It is just as I feared!
   Two owls and a hen,
   Four larks and a wren,
   Have all built their nests in my beard!"

2. There was a young lady whose bonnet
   Came untied when the birds sat upon it;
   But she said, "I don't care!
   All the birds in the air
   Are welcome to sit on my bonnet!"

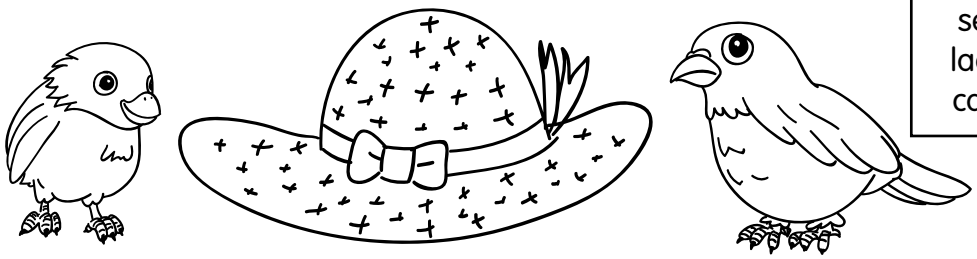


Circle the word that helped you see what the old man looked like.

Highlight the words that helped you see the different birds.

Put a box around the word that helped you see what the young lady wore on her head.

Underline the words that helped you see how the lady's bonnet came untied.



2 Read the poems again. As you do so, visualise what you are reading about. Draw a picture of the images as you read each poem.

Poem 1	Poem 2
Teacher check	Teacher check

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