

Leon Loves Bugs

Read the text. Circle or underline the clues on the page that suggest **what** the characters are doing, **where** they are and **why**. Then write the clues in the box below. Two have been done for you.



"Mrs Leary!" shouted
Natasha. "Mrs Leary!
Leon's playing with
bugs again!"
Mrs Leary looked
over the heads of
the other children.

"Leon Mittel!" called Mrs Leary.
"Whatever you're doing, stop it this
minute!"

Leon stuck his tongue out at
Natasha, then turned to Mrs Leary.
"Me?" he asked innocently. "I'm not
doing anything."

The rest of the class stepped
aside as Mrs Leary marched
towards Leon. Mrs Leary knew

better than to believe that Leon
wasn't doing *anything*. Leon Mittel
was always doing something.

"What's that behind your back?"
she demanded.

Leon dropped the dazed
caterpillar on the grass.

"Nothing." He held up his hands.



playing with bugs

looked over the heads of the other children

Answer the questions below using the clues that you found in the text on page 36. Use 'because' to explain how you know. Then write your own detective questions and answers.



Underline the key words in the questions before you search for answers in the text clues.

1. Who is fascinated by bugs? How do you know that?

2. Is Leon right at the back of the other children? What clue suggests this?

Your detective question: _____

Your answer: _____

Your detective question: _____

Your answer: _____

Your detective question: _____

Your answer: _____



Compound words

A compound word is when two words are put together to make one word.



Read the text and look at the picture from the book *Journey* by Aaron Becker. Underline the **compound words** in the text and then match them to the meanings below. One has been done for you.

Every weeknight in the summer my friend Jim races over the railway bridge to meet me at the crossroads near my house. Sometimes we cycle to the seaside together on his tandem bike to swim in the sea, collect seashells and have an ice-cream in the last of the afternoon sunshine. Other times we ride to the countryside nearby and sit amongst the buttercups and daisies watching dragonflies dancing over the cool stream till sunset. Our imaginary bluebird watches over us as we cycle homeward at the end of each day exhausted but happy.



Example:

weeknight = evening during the week

_____ = fields/woodland

_____ = yellow flowers

_____ = occasionally

_____ = close

_____ = beach

_____ = junction

_____ = insects

Think about the meaning of the compound words in the story and answer the questions below. Then ask and answer your own clarification question about one of the compound words in the text.

1. Match the words in boxes **a.** and **b.** to make new compound words. Write the new words in box **c.**

a. eye in
any candle
note up

b. light lid
side book
hill body

=

c. eye _____ in _____
note _____ up _____
candle _____ any _____

2. Choose two compound words from the text or from the list above. For each one, write a simple sentence that explains its meaning.
1. _____
2. _____
3. In the story the boy and girl 'cycle homeward at the end of the day'. What does the author mean by the word 'homeward'?
- _____
4. Do the boy and girl go down to the seashore every so often? Explain how you know that.
- _____
- _____

Your clarification question: _____

Your answer: _____



The Steadfast Tin Soldier



Look at the picture and read the text. Circle the words in the text that have a similar meaning to the words in the boxes below. Then write the word from the text in the correct box.

Synonyms are words with similar meanings.

Antonyms are words with opposite meanings.

Example:

tiny
small

miniature
undersized

The word is little.

countless
numerous

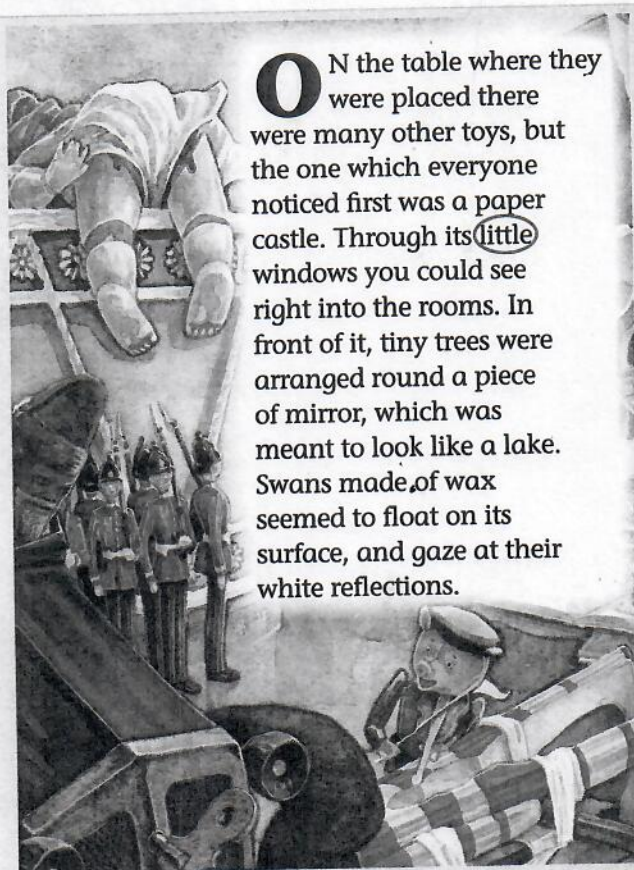
umpteenth
lots of

The word is _____.

organised
gathered

placed
positioned

The word is _____.



ON the table where they were placed there were many other toys, but the one which everyone noticed first was a paper castle. Through its little windows you could see right into the rooms. In front of it, tiny trees were arranged round a piece of mirror, which was meant to look like a lake. Swans made of wax seemed to float on its surface, and gaze at their white reflections.

Draw lines to match the words from the text with opposite meanings.

many

everyone

in front

arranged

behind

jumbled

no-one

few

Remember to look for synonyms and antonyms in the questions and text to help you answer.



Look again at the text on page 40 and then answer the questions below.

Example:

Question: Did more than one person spot the paper castle? How do you know that?

Answer: Yes, everybody spotted the paper castle because it says that 'everyone noticed the paper castle'.

1. Were there just a few other toys on the table? How do you know that?

2. Were the tiny trees placed behind the castle? Explain how you know.

3. Was the lake scene a bit of a jumble? Why do you say that?

4. The text says: 'Swans made of wax seemed to float on its surface, and gaze at their white reflections.' Rewrite the sentence replacing the word 'gaze' with another word that has a similar meaning.



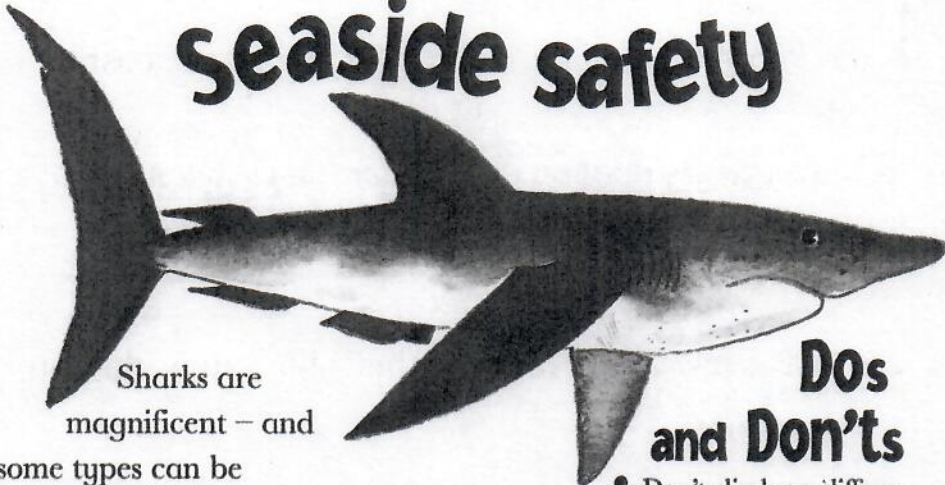
Seaside safety




Look at the pictures and read the text about seaside safety in Australia.

Skimming = identifying main ideas.
Scanning = searching for key words.

seaside safety



Sharks are magnificent – and some types can be dangerous when they think swimmers are tasty seal pups! But sharks are rare – there are a lot of other seaside dangers you should be much more careful about.



Do's and Don'ts

- Don't climb on cliffs or explore caves without an adult to supervise you.
- Don't swim unless you're with an adult and don't try to dodge big waves as they break on the beach. They could sweep you away. See the shark bite for more advice about safe swimming.
- Look out for stinging jellyfish and other poisonous beasts, such as weaver fish.
- Wash your hands after a day on the beach – microscopic germs love to live in the sand and sea water at the seaside.

Skim and scan to find the words below in the text. Circle or underline the words as you find them in the passage. One has been done for you.

<u>sweep</u>	dodge	think	microscopic
supervise	tasty	dangerous	magnificent
careful	swimming	rare	poisonous

Remember the answer is right there in the text and pictures.



Use the words you have underlined or circled in the text on page 42 to help you answer the questions below. Then ask and answer two of your own literal questions.

1. What is this passage about?

2. When are some types of shark dangerous?

3. What shouldn't you do without adult supervision?

Your literal question: _____

Your answer: _____

Your literal question: _____

Your answer: _____

How did you do?



Room on the Broom



Skim and scan the text below to find **synonyms** (words with similar meanings) for the words in the box. Draw a line to match the similar words. One has been done for you.

Read the text aloud using the synonyms instead of the original words. Does the text still make sense with these words?

Similar words (synonyms)

lengthy

lofty

beamed

soared

howled

fiercely

displayed

perched

The witch had a cat and a very tall hat,
And long ginger hair which she wore in a plait.
How the cat purred and how the witch grinned,
As they sat on their broomstick and flew through the wind.

But how the witch wailed and how the cat spat,
When the wind blew so wildly it blew off the hat.



Write antonyms (words with opposite meanings) for these words.

Example: wildly: gently

long: _____

blew: _____

wailed: _____

sat: _____

purred: _____



Skimming means identifying main ideas. Scanning means searching for key words.

Skim and scan the text on page 44 to help you answer the questions below. Underline the key words in the questions that link to similar or opposite meanings in the text.

The first one has been done for you.

Then ask and answer your own inference question using synonyms and antonyms.

Example:

Question: Was the witch's hair short and messy? How do you know?

Answer: No, the witch's hair was not short and messy because it says she had 'long' hair 'which she wore in a plait'.

1. Who was beaming as the witch and her cat soared through the wind on their broomstick?

2. Was the wind blowing so fiercely that the witch lost her hat? How do you know that?

Your inference question: _____

Your answer: _____

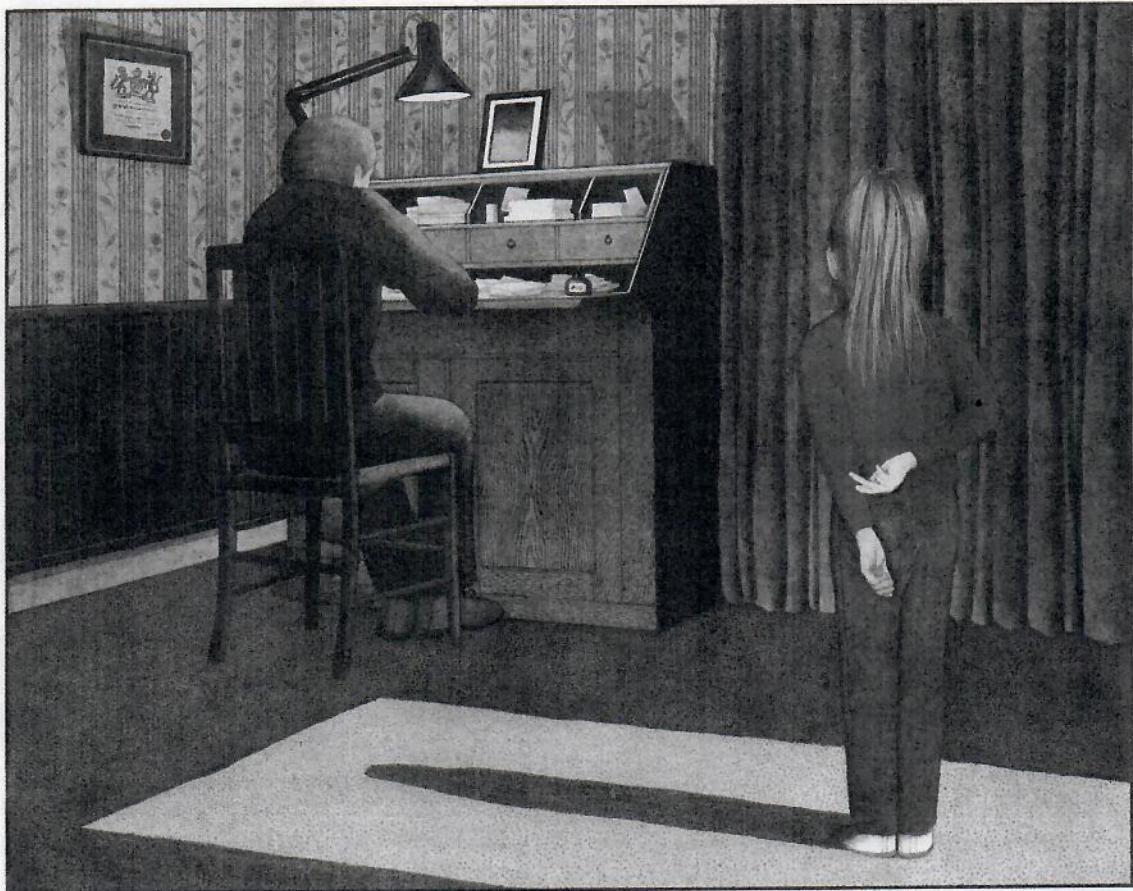


Gorilla



Read this extract from *Gorilla* by Anthony Browne. Think about how the words explain the characters' feelings.

Look closely at the picture. Think about what the body language tells you about how the characters are feeling.



He went to work every day before Hannah went to school, and in the evening he worked at home.

When Hannah asked him a question, he would say, "Not now. I'm busy. Maybe tomorrow."



Evaluation questions have no right or wrong answer – as long as you link your ideas to the information in the story.

Answer the questions below. Underline the clues in the questions to help you find the answers in the picture and text on page 46.

Then ask and answer your own evaluation question about what the characters are doing, how they are feeling and why.

1. Do you think Hannah is worried about disturbing her dad while he is working? Why do you say that?

2. How do you think Dad is feeling in this scene? Why do you think that?

3. Do you think Dad sees very little of Hannah? How do you know that?

4. How do you think Hannah feels when Dad says "Not now, I'm busy. Maybe tomorrow". Explain why you think that.

Your evaluation question: _____

Your answer: _____



Cloud Tea Monkeys

Read this extract from the book *Cloud Tea Monkeys*.

Look for the 'who', 'what' and 'where' information in the text and the pictures. Circle clues that explain what is happening and how the characters are feeling. Two have been done for you.



The next morning was the same Tashi knew that if her mother could not work there would be no money. With no money to pay the doctor, her mother would not get well. If her mother did not get well, she could not work and there would be no money. The problem went round and round. It was like a snake with its tail in its mouth and Tashi was frightened by it.

When her mother was asleep again, Tashi dragged the heavy tea-basket to the door. She found that if she leant her body forward she could lift the bottom of the basket off the ground. Bent like this she began the long walk to the plantation.

Use the clues from page 48 to help you answer the questions below.
Then ask and answer your own literal, inference and evaluation questions.

Literal question: Who is this story about?

Answer: _____

Inference question: Is Tashi's mother ill? How do you know that?

Answer: _____

Evaluation question: What does Tashi do to try to solve the problem?
How do you know that?

Answer: _____

Your literal question: _____

Your answer: _____

Your inference question: _____

Your answer: _____

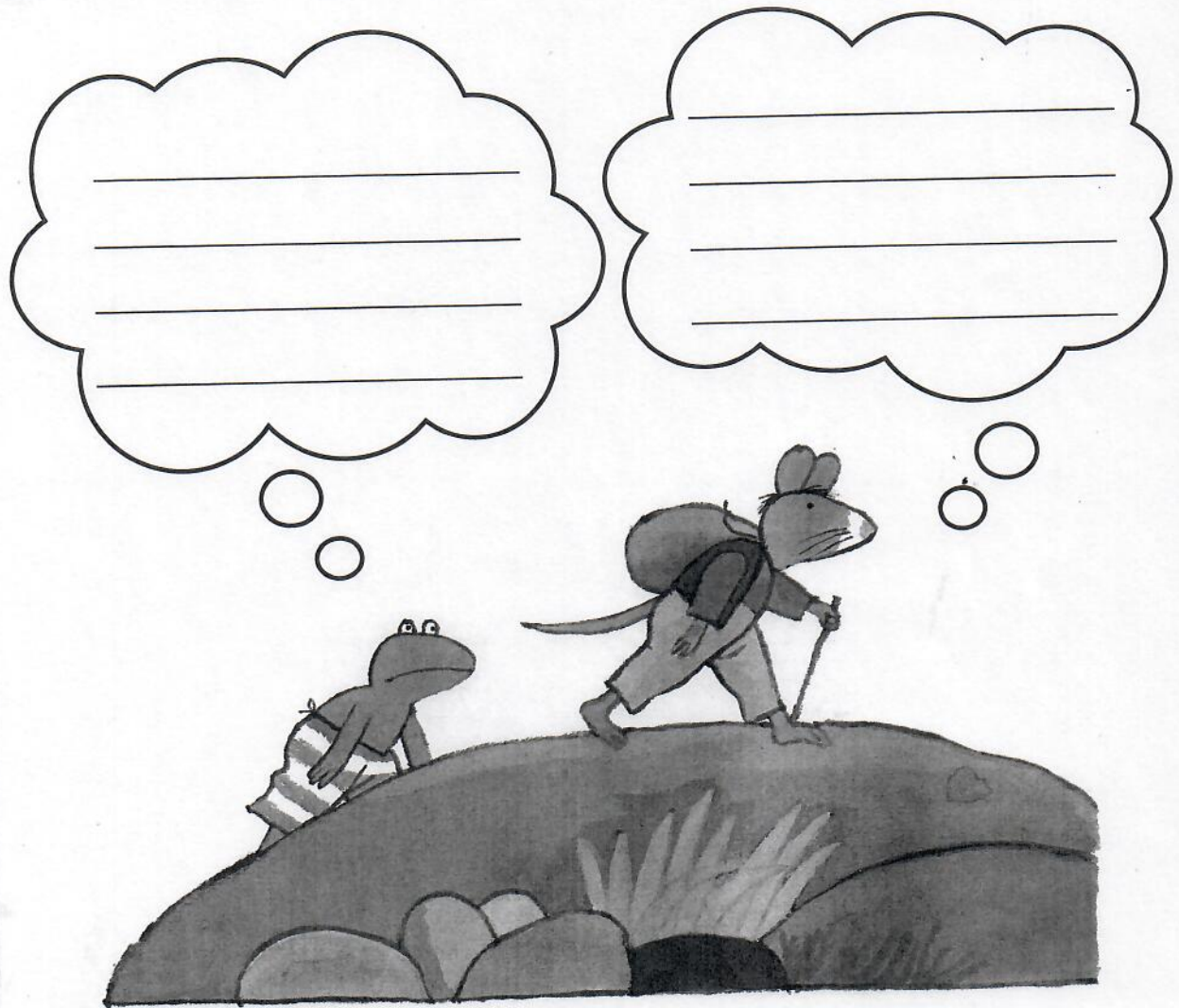
Your evaluation question: _____

Your answer: _____



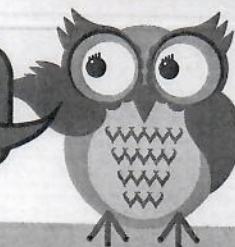
Frog and the Wide World

Look at the picture and read the text. What do you think Frog and Rat are thinking? Write their thoughts in the speech bubbles below.



When morning came, Frog didn't want to get up. But Rat was firm, and off they set, up hill and down dale, into the wide world. "Are we nearly there *now*?" panted Frog. "Not nearly," said Rat. "If you want to see anything of the wide world you have to persevere."

Evaluation questions have no right or wrong answer – as long as you link your ideas to the information in the story.



What do you think the characters are feeling and thinking? Answer the questions below. Then ask and answer your own evaluation question.

1. Why do you think Frog was reluctant to get up in the morning?

2. Do you think Frog or Rat is the leader? Why do you think that?

3. Do you think Frog has travelled far from home before?
Why do you think that?

4. Do you think both characters are feeling impatient at this stage of the journey? Explain why you think that.

Your evaluation question: _____

Your answer: _____

How did you do?



Dirty Bertie

Look at the picture and read the extract from *Dirty Bertie*. Circle or underline the clues in the text that might explain how the characters are feeling and why. The first clue has been underlined for you.

Bertie looked at Nick. Nick looked at Bertie. Both of them eyed the last slice of fudge cake. Then Nick did a surprising thing – he offered the plate to Bertie.



"You have it, Bertie," he said with a sickly smile. "I don't mind, really."

Bertie wasn't going to fall for that one. "That's okay, Nick, I want you to have it."

"Oh, well if you insist," said Nick. "We don't want it going to waste." He snatched the last piece and took a large bite. "Thanks, Bertie."

Bertie glared furiously. He'd been tricked! Well, that was it. No more manners, this was war. That fudge cake was his by right and he was going to get it back. Bertie reached into his pocket and brought out his hanky. Nick was too busy talking to Miss Prim to notice a hand dart across the table.

"Any second now," thought Bertie. "Five, four, three, two..."

Nick reached for the cake and raised it to his mouth. There was something black on top.

"ARGHHHHH! A fly!" screamed Nick, dropping the cake on the table.

"ARGGHHHH!" shrieked Miss Prim as Buzz landed in front of her.

"I'll get it!" cried Miss Skinner. She seized a spoon and attacked the blue bottle.

Use the circled text clues from page 52 and your own experience to help you answer the questions below. Remember to underline key words in the questions. Then ask and answer your own evaluation question.



Evaluation questions have no right or wrong answer – as long as you link your ideas to the information in the story.

1. Why do you think Bertie and Nick made a point of looking at each other as they 'eyed the last slice of fudge cake'?

2. Do you think Nick really wanted Bertie to have the cake when he offered it to him? Why do you say that?

3. When Bertie thought he 'wasn't going to fall for that one' what did he mean? Why do you say that?

4. Why do you think Bertie felt 'the fudge cake was his by right'?

Your evaluation question: _____

Your answer: _____



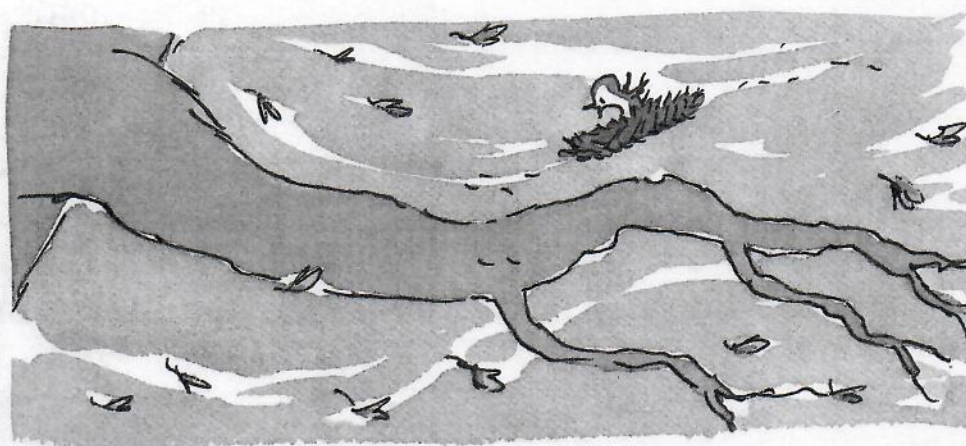
George Flies South

Look at the picture and read the text.



Whilst George waited, a strong gust of wind swept through the park.

It tore through the branches scattering the leaves everywhere.



George's nest wobbled ...

Use the text and picture on page 54 to help you answer the questions below. Think about the different question types.

1. Who is this story about and where does it take place?

2. What is George doing?

3. Why do you think George is sitting alone in his nest?

4. What time of year do you think it is? How do you know?

5. A strong gust of wind 'tore through the branches'. Tick the word below that has a similar meaning to the word 'tore'. It must make sense in the story.

☐ flowed

☐ ripped

☐ slipped

☐ ran

6. Do you think George is feeling safe in his nest in the tree?
Why do you think that?

7. What do you think might happen next? Why do you think that?

