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# Lesson

# Finding Main Idea

## PART ONE: Think About the Strategy



### What Is Main Idea?

Stories and books all have a main idea. A movie or TV show also has a main idea. The main idea is the most important idea. It tells what something is mostly about.

1 Write the name of a favourite movie.

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2 Write two things that happen in the movie.

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3 Write what the movie is mostly about.

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### Work with a Partner

- Tell your partner about a book you have read.
- Take turns telling each other what the book is mostly about.

## How Do You Find the Main Idea?

You can find the main idea of most stories in the first or last sentence.

**Read the story below. Think about the most important idea in the story.**

Winter is the coldest season. The days are short, and it gets dark early. Plants stop growing in the winter. Some animals grow thick coats to keep warm.

1. Let's look at the chart below. The sentences in the top three boxes tell about the main idea of the story. But they do not tell the most important idea.
2. The first sentence of the story does tell the most important idea. This sentence tells what the story is mostly about.
3. Write the main idea in the empty box below.

The days are short, and it gets dark early.

Plants stop growing in the winter.

Some animals grow thick coats to keep warm.

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# Lesson

# 4

# RECOGNISING CAUSE AND EFFECT

## PART ONE: Think About the Strategy



### What Is Cause and Effect?

There is a reason for everything that happens. What happens is called the *effect*. Why it happens is called the *cause*.

- 1 Write what happens to flowers when they don't get water for a long time.

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- 2 This happens because

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### Work with a Partner

- Take turns telling about things that happen and why.
- You might say, “I got 100 on my spelling test because I studied very hard” or “I fell off my bike because I rode over a big bump in the road”.

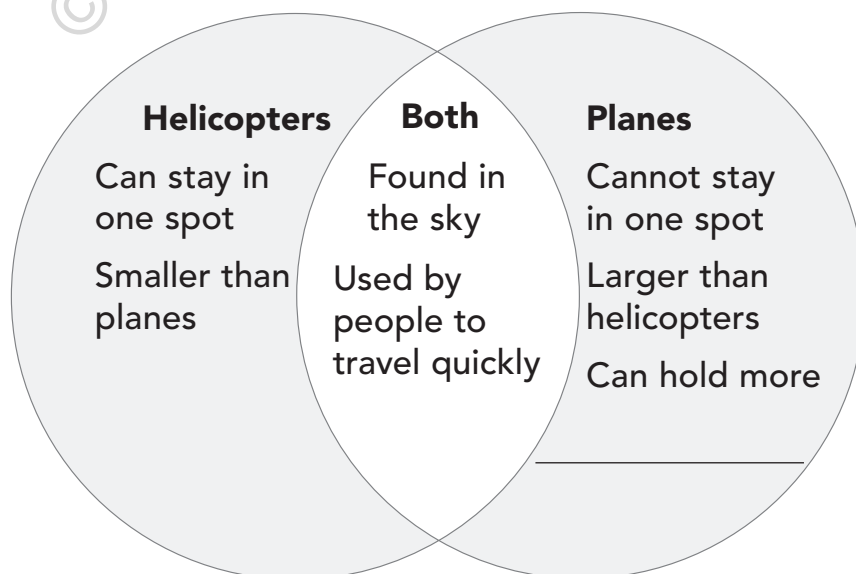
## How Do You Find Likenesses and Differences?

Many stories compare and contrast two or more things. You can find examples of comparing and contrasting by thinking about the details you read.

**Read the story below. Think about how the two things in the story are alike and different.**

Helicopters and planes are both found in the sky. People ride in them to travel to places quickly. Helicopters can stay in one spot in the air. Planes cannot. Planes are larger than helicopters. They also can hold more people.

1. Think about the details that tell how helicopters and planes are alike.
2. Now think about the details that tell how they are different.
3. Look at the circles below. The part of the circle labelled *Helicopters* tells how helicopters are different from planes. The part of the circle labelled *Planes* tells how planes are different from helicopters. The part of the circle labelled *Both* tells how planes and helicopters are alike.
4. Fill in the missing information. Show one more way that planes are different from helicopters.



## Which Answer Is Correct and Why?

Look at the answer choices for each question. Read why each answer choice is correct or not correct.

3. What will an owl probably do when it's hungry?

Ⓐ look for a tall tree

This answer is not correct. The story says that *"They like to live in tall trees or sheds."* You can guess that a hungry owl will not look for a place to live. A hungry owl will look for something to eat.

Ⓑ look for berries

This answer is not correct. The story says that *"Owls do not look for worms or berries to eat."*

Ⓒ look for a mouse

This answer is correct. The story says that *"They like to eat small animals."* You can make a good guess that a hungry owl will look for a small animal, like a mouse, to eat.

Ⓓ look for worms

This answer is not correct. The story says that *"Owls do not look for worms or berries to eat."*

4. Which detail from the story helped you make your prediction?

Ⓐ Owls like to live in tall trees or sheds.

This answer is not correct. This detail from the story tells where owls like to live.

Ⓑ Owls are large birds.

This answer is not correct. This detail from the story tells about the size of owls.

Ⓒ Owls do not look for worms or berries to eat.

This answer is not correct. This detail from the story tells what owls do not eat.

Ⓓ Owls like to eat small animals.

This answer is correct. This detail from the story tells what owls like to eat when they are hungry.

## PART FOUR: Build on What You Have Learned

### MORE TO KNOW

- Look for details that tell about the way a person or character looks, acts, thinks, feels and talks.
- Think about where something happens or when it happens in a story. If something happens in a park, you know that it is happening outside.

**Read the first part of a story about a baby bird that needs help. Then answer the questions.**

Mia and James were playing in Mia's yard. They found a baby bird near some bushes.

James looked up at a large oak tree. "I think he fell out of a nest," he said. "But I don't see a nest. We need to help him."

"Let's ask my mum what we should do," Mia said.

Mia's mum helped the children fill a shoe box with tissue. This made a nice bed for the bird. Then she told them to put the box under a lamp so the bird would not get cold.

5. You can tell that Mia found the bird
  - (A) in a tree.
  - (B) in a nest.
  - (C) on a branch.
  - (D) on the ground.
6. The children could not return the bird to the nest because
  - (A) they could not find the nest.
  - (B) they wanted to keep the bird.
  - (C) they could not reach the nest.
  - (D) they were afraid to climb the tree.
7. The children will put the bird under a lamp so that
  - (A) the bird will be warm.
  - (B) the bird will have light.
  - (C) the bird will be easier to see.
  - (D) the bird will feel safe.
8. You can tell that
  - (A) Mia's mother does not want the bird.
  - (B) the children want to keep the bird as a pet.
  - (C) the children often care for birds.
  - (D) the children care about the bird.

**Read the next part of the story about the baby bird. Then answer the questions.**

Soon the bird made a peeping noise. It looked up and opened its mouth wide.

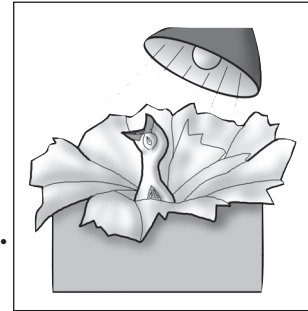
"I think he's hungry," James said. "What do we feed him? Toast? Milk?"

Mia's mum shook her head. "Toast is too big. Bread crumbs are better. And no milk. We will give him water."

The children gave the bird water by using an eyedropper. Then they gave the bird some bread crumbs. The bird then fell asleep. But soon it was peeping again. The bird was hungry already. In fact, the bird was hungry all the time.

"We can't do this for long," Mia said. "We have to go to school and soccer practice and do our homework."

Mia's mum helped the children get the ladder. Soon the mother bird was the one feeding the baby bird.



9. You can tell that the bird made peeping sounds because
- Ⓐ it was hurt.
  - Ⓑ it was sleepy.
  - Ⓒ it was hungry.
  - Ⓓ it was afraid.
10. The children fed the bird bread crumbs because
- Ⓐ the bird asked for bread crumbs.
  - Ⓑ they had nothing else to feed him.
  - Ⓒ the crumbs were small enough for the bird to eat.
  - Ⓓ they did not know what else to feed it.
11. Why did the children need a ladder?
- Ⓐ to feed the bird
  - Ⓑ to reach the nest
  - Ⓒ to find food
  - Ⓓ to hide from the bird
12. The children put the bird back in its nest because
- Ⓐ the mother bird was looking for the baby bird.
  - Ⓑ Mia's mother told them to.
  - Ⓒ the children could not feed the bird all the time.
  - Ⓓ the children did not like the bird.



## PART FIVE: Prepare for a Test



### TEST TIPS

- A test question about identifying the author's purpose may ask you why an author probably wrote a certain story.
- A test question about identifying the author's purpose may ask you what you think an author wants readers to know. It may also ask you what you think an author feels or believes about something.

**Read this fable about an ant and a grasshopper. Then answer questions about the fable. Choose the best answer for Numbers 13 and 14.**

An ant was busy gathering food for the winter. Suddenly, a grasshopper leapt toward the ant. The grasshopper looked thin and tired.

"Could you spare some food?" he asked. "I am so hungry."

"What have you been doing the past few weeks?" asked the ant. "All of the other insects have been gathering food."

"I was enjoying the end of summer. I was dancing, hopping and making music with my legs." The grasshopper made a sad face. He hoped the ant would feel sorry for him.

"You should have been getting ready for winter."

With those words, the ant went on his way.

Moral: Be ready today for the problems of tomorrow.

13. The author wrote the fable mainly to
- Ⓐ describe.
  - Ⓑ explain.
  - Ⓒ teach a lesson.
  - Ⓓ persuade.
14. What does the author probably want you to know?
- Ⓐ Insects are often unkind.
  - Ⓑ Autumn is a time to gather food.
  - Ⓒ Ants are smarter than grasshoppers.
  - Ⓓ It is a good idea to be prepared.

Read this poem about one of the seasons. Then answer questions about the poem. Choose the best answer for Numbers 15 and 16.

**Autumn Is Here!**

Red, orange,  
Yellow and gold,  
Leaves fall softly,  
When they turn old.

A cool wind blows  
Across the sky.  
Birds travel south,  
And wave good-bye.

The fields are full,  
The crops are ripe.  
The scarecrows watch  
To stop a swipe.

Sights and sounds,  
They make it clear;  
Summer is gone,  
And autumn is here.



15. The author wrote the poem mainly to

- Ⓐ describe.
- Ⓑ explain.
- Ⓒ entertain.
- Ⓓ persuade.

16. Which of these does the author probably believe?

- Ⓐ Autumn is better than summer.
- Ⓑ Nature is fun to watch.
- Ⓒ Everyone should write poems.
- Ⓓ Summer is the most interesting season.