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# Introduction

Twenty different texts from a variety of genres are included in this reading comprehension resource.

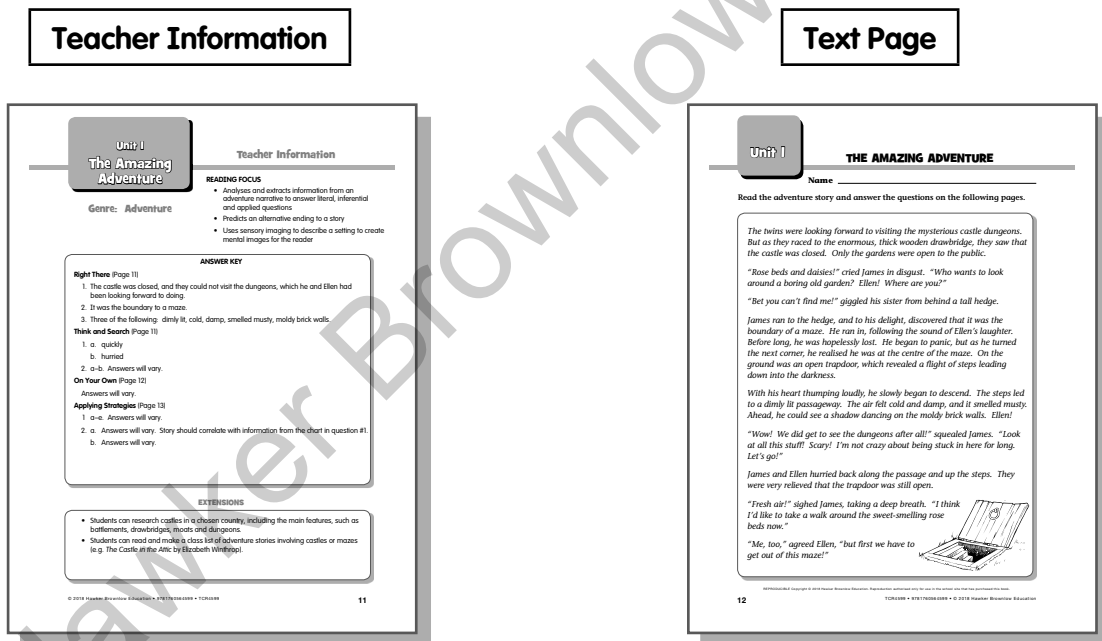
These may include humour, fantasy, myth/legend, folktale, mystery, adventure, suspense, fairy tale, play, fable, science fiction and poetry, as well as nonfiction texts such as a timetable, letter, report, procedure, poster, map, program, book cover and cartoon.

Three levels of questions are used to indicate the reader's comprehension of each text.

One or more particular comprehension strategies have been chosen for practice with each text.

Each unit is five pages long and consists of the following resources and strategies:

- teacher information: includes the answer key and extension suggestions
- text page: text is presented on one full page
- activity page 1: covers literal and inferential questions
- activity page 2: covers applied questions
- applying strategies: focuses on a chosen comprehension strategy/strategies



- **Reading Focus** states the comprehension skill emphasis for the unit.
- **Genre** is clearly indicated.
- **Answer Key** is provided. For certain questions, answers will vary, but suggested answers are given.
- **Extension Activities** suggest other authors or book titles. Other literacy activities relating to the text are suggested.
- The title of the text is provided.
- Statement is included in regard to the genre.
- Text is presented on a full page.

# Introduction (cont.)

## Activity Page 1

Name \_\_\_\_\_ Activities

**THE AMAZING ADVENTURE**

**Right There** Find the answers directly in the text.

1. Why was James grumpy at the beginning of the story?  
\_\_\_\_\_
2. What did James discover about the tall hedge?  
\_\_\_\_\_
3. Write three words or phrases from the story that describe the dungeons and passageway.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Think and Search** Think about what the text says.

1. Mark or write the correct answer.
  - a. James and Ellen left the dungeon  slowly.  quickly.
  - b. Which word in the story tells you this?  
\_\_\_\_\_
2.
  - a. Which twin do you think is the more adventurous?  
\_\_\_\_\_
  - b. Why do you believe this?  
\_\_\_\_\_  
\_\_\_\_\_

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## Activity Page 2

Name \_\_\_\_\_ Activities

**THE AMAZING ADVENTURE**

**On Your Own** Use what you know about the text and your own experience.

James and Ellen wanted to visit the dungeons, yet when they found them, they did not want to stay very long.  
Write words and phrases in the boxes to describe a situation that might be both exciting and a little scary.

**Brief description of the situation:**  
\_\_\_\_\_  
\_\_\_\_\_

Exciting Parts)	Scary Parts)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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- **Right There** consists of literal questions.
- **Think and Search** consists of inferential questions.
- **On Your Own** consists of applied questions.

## Applying Strategies

Name \_\_\_\_\_ Applying Strategies

**THE AMAZING ADVENTURE**

**Predicting** James and Ellen left the dungeons very quickly. How do you think their adventure might have ended if they had explored a little further?

1. Answer the questions to help you write a plan for a different ending to the story. Use descriptive words and phrases to make the readers feel they really are in the castle dungeon.

a. Where did they go next? _____ _____	b. Were they separated? If so, how did it happen, and how did they find each other again? _____ _____
c. Did they see any wildlife or other people? _____	d. Did they find another way out of the dungeon? _____
e. How did they get back to the gardens? _____ _____	

2. 

- a. Use your answers from question 1 to write a story on another sheet of paper about exploring the dungeon.
- b. Give your story a title: \_\_\_\_\_

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- Comprehension strategy focus is clearly labeled.
- Activities provide opportunities to utilise the particular strategy.

# Unit 1

## The Amazing Adventure

## Teacher Information

**Genre: Adventure**

### READING FOCUS

- Analyses and extracts information from an adventure narrative to answer literal, inferential and applied questions
- Predicts an alternative ending to a story
- Uses sensory imaging to describe a setting to create mental images for the reader

### ANSWER KEY

#### Right There (Page 13)

1. The castle was closed, and they could not visit the dungeons, which he and Ellen had been looking forward to doing.
2. It was the boundary to a maze.
3. Three of the following: dimly lit, cold, damp, smelled musty, moldy brick walls.

#### Think and Search (Page 13)

1. a. quickly  
b. hurried
2. a–b. Answers will vary.

#### On Your Own (Page 14)

Answers will vary.

#### Applying Strategies (Page 15)

- 1 a–e. Answers will vary.
2. a. Answers will vary. Story should correlate with information from the chart in question #1.  
b. Answers will vary.

### EXTENSIONS

- Students can research castles in a chosen country, including the main features, such as battlements, drawbridges, moats and dungeons.
- Students can read and make a class list of adventure stories involving castles or mazes (e.g. *The Castle in the Attic* by Elizabeth Winthrop).

Name \_\_\_\_\_

Read the adventure story and answer the questions on the following pages.

*The twins were looking forward to visiting the mysterious castle dungeons. But as they raced to the enormous, thick wooden drawbridge, they saw that the castle was closed. Only the gardens were open to the public.*

*“Rose beds and daisies!” cried James in disgust. “Who wants to look around a boring old garden? Ellen! Where are you?”*

*“Bet you can’t find me!” giggled his sister from behind a tall hedge.*

*James ran to the hedge, and to his delight, discovered that it was the boundary of a maze. He ran in, following the sound of Ellen’s laughter. Before long, he was hopelessly lost. He began to panic, but as he turned the next corner, he realised he was at the centre of the maze. On the ground was an open trapdoor, which revealed a flight of steps leading down into the darkness.*

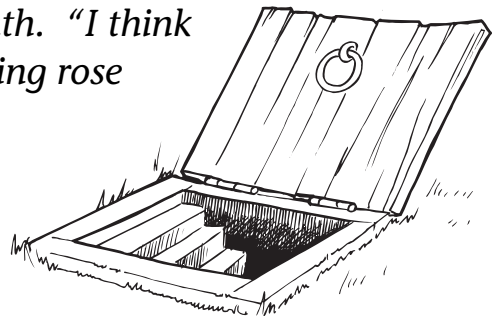
*With his heart thumping loudly, he slowly began to descend. The steps led to a dimly lit passageway. The air felt cold and damp, and it smelled musty. Ahead, he could see a shadow dancing on the moldy brick walls. Ellen!*

*“Wow! We did get to see the dungeons after all!” squealed James. “Look at all this stuff! Scary! I’m not crazy about being stuck in here for long. Let’s go!”*

*James and Ellen hurried back along the passage and up the steps. They were very relieved that the trapdoor was still open.*

*“Fresh air!” sighed James, taking a deep breath. “I think I’d like to take a walk around the sweet-smelling rose beds now.”*

*“Me, too,” agreed Ellen, “but first we have to get out of this maze!”*



**A DVD DIMENSION****Right There**

Find the answers directly in the text.

Read each sentence. Decide if each statement is **True** or **False**.

1. Carly was picking out some DVDs for her sleepover.  True  False
2. Carly was celebrating her seventh birthday.  True  False
3. *Amazing Girl* is a movie based on a comic book character.  True  False
4. Carly became Amazing Girl and caught the robbers.  True  False

**Think and Search**

Think about what the text says.

Complete the following sentences.

1. Carly and her friends wanted to watch the *Amazing Girl* movie because  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

2. The DVD that Carly touched was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

3. The two masked men had just \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

4. When Carly transformed into Amazing Girl, she also gained the ability to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

## A DVD DIMENSION

**On Your Own**

Use what you know about the text and your own experience.

1. Write about a comic book character you would like to be. Explain what this character would be able to do.

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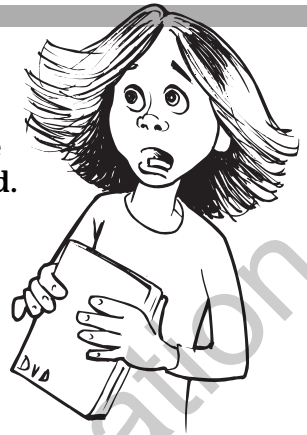
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2. Draw a picture of your comic book character.

**A DVD DIMENSION**

**Predicting**

After reading the text on page 17, make a prediction of how the story should end.



1. With a partner, discuss how the story should end. List some ideas to show how Carly could get back to the video store in time for her birthday party.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Complete the table to compare Carly and yourself.

**Comparing**

Similarities	Differences