

Table of Contents

Introduction	4
Teacher's Notes	6
Unit 1 A Long Way from Home	11
Unit 2 The Babysitter's Revenge	16
Unit 3 The Farmer, His Son and a Donkey	21
Unit 4 Sarah and the Secret Castle	26
Unit 5 The Great Race	31
Unit 6 The Dolphin Mystery	36
Unit 7 Bowey Island	41
Unit 8 Bakerstown Council	46
Unit 9 The Troll/Different	51
Unit 10 The Giant with Teeth of Fire	56
Unit 11 Stop Clowning Around!	61
Unit 12 The Saltshaker Trick	66
Unit 13 Superstitious	71
Unit 14 Cinema Situation	76
Unit 15 Leonardo da Vinci	81
Unit 16 The Painting in the Shed	86
Unit 17 Blaze Destroys School	91
Unit 18 The First Spider	96
Unit 19 Firstborn Fury!	101
Unit 20 Change Your Life!	106
Australian Curriculum	111

Introduction

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

These may include humor, fantasy, myth/legend, folktale, mystery, adventure, suspense, fairy tale, play, fable, science fiction, poetry and informational/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

Teacher Information

Unit 1
A Long Way from Home

Teacher Information

READING FOCUS

- Analyzes and abstracts information from diary entries to answer literal, inferential and applied questions
- Makes predictions about a character in a text to create dialogue
- Compares the advantages and disadvantages of two different settings

Genre: Diary

ANSWER KEY

Literal (Page 11)

1. A school uniform and sports gear. His mother also bought him new weekend clothes.
2. If someone from his hometown was going to cheer for his school.
3. He would like to prove to the other children that he's a fast runner. He used to be the fastest runner at his old school.
4. Luke asked his mother to make him muffins and biscuits because the food at the school was horrible. He shared the treats.

Inferential (Page 11)

1. Answers will vary. Possible answers: humiliated, angry, hurt, embarrassed.
2. He thinks that there are way too many students to remember each and every name.

Applied (Page 12)

1. Answers will vary. Possible answers: Luke may feel a little bit more optimistic about how his year will be; he may feel that there are some good things about his new school.
2. Answers will vary. Possible answers: Luke may go back to the country and become a farmer; he may go back to become a veterinarian and take care of farm animals.
3. Answers will vary.

Applying Strategies (Page 12)

1. Answers will vary. Possible answers:
Advantages – meeting new friends, gaining new experiences, learning to be independent
Disadvantages – being away from home, missing his family, being lonely
2. Answers will vary.

EXTENSIONS

- Students can imagine they are Luke and write a letter home describing life at the school.
- Imagine that 10 years have passed. Students can write a letter from Luke to Young in Vietnam, describing the last five years of his life since he left school.
- The class can hold a discussion regarding how Luke should respond to the person who locked him in the toilet. In pairs, students can write an "action plan" detailing how to deal with people who bully.

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Text Page

Unit 1
A LONG WAY FROM HOME

Name _____

Read the diary entries and answer the questions on the following pages.

Diary Entry 1 (Page 11):
Dear Mum,
I'm writing to you from my new school in Vietnam. It's so different here. I miss you and Dad. I miss our old school and all the friends I made there. I miss the food, especially the muffins and biscuits you made for me. The school here is huge. There are so many students. I don't know any of them. I'm a bit nervous. I hope you're all well. Love, Luke

Diary Entry 2 (Page 12):
Dear Mum,
I'm writing to you from my new school in Vietnam. It's so different here. I miss you and Dad. I miss our old school and all the friends I made there. I miss the food, especially the muffins and biscuits you made for me. The school here is huge. There are so many students. I don't know any of them. I'm a bit nervous. I hope you're all well. Love, Luke

Questions:

1. What does Luke miss about his old school?
2. How does Luke feel about his new school?
3. Why does Luke miss his mother's muffins and biscuits?
4. How does Luke feel about the new school?

Writing Prompt:
Write a letter to your family from your new school. Describe how you are getting on and how you are feeling. Tell them about your new friends and how you are getting used to the new school.

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- **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 books 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

A LONG WAY FROM HOME

Right There Find the answers directly in the text.

1. What did Luke need before he started at his new school?
2. What would make Luke feel better about going to his new school?
3. Why does Luke decide he will need to work hard in PE class?
4. What helped Luke to make new friends at the school?

Inferential Think about what the text says.

1. How do you think Luke felt when he was locked in the toilet? Write some words or phrases to describe how he felt.
2. Why do you think Luke feels as though the teachers will never learn his name?

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Activity Page 2

Name _____ Activities

A LONG WAY FROM HOME

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

1. How do you think Luke's feelings about moving to the city and going to a new school have changed by the end of the first week?
2. Luke mentions in his diary that Yong is going to be a doctor when he goes home. What do you think Luke will be when he goes back to the country?
3. How would you feel about being a new student at a boarding school?

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- **Literal** questions provide opportunities to practise locating answers in the text.
- **Applied** questions provide opportunities to practise applying prior knowledge.
- **Inferential** questions provide opportunities to practise finding evidence in the text.

Applying Strategies

Name _____ Applying Strategies

A LONG WAY FROM HOME

Comparing Use the text on page 12 to complete the activities. Luke's life has changed dramatically. Even being in a small country town with his family is becoming a large city school.

1. With a partner, discuss what you think the advantages and disadvantages of moving to the city might be for Luke. Record your ideas below.

Advantages	Disadvantages

Predicting Imagine that Luke has completed his first year of Gibson Boarding School. He goes home for summer holidays and sees one of his old friends. Write a dialogue between the two friends. Include statements or questions about what has happened in the past year.

Luke: _____

Friend: _____

Luke: _____

Friend: _____

Luke: _____

Friend: _____

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

Unit 1

A Long Way from Home

Teacher Information

Genre: Diary

READING FOCUS

- Analyses and extracts information from diary entries to answer literal, inferential and applied questions
- Makes predictions about a character in a text to create dialogue
- Compares the advantages and disadvantages of two different settings

ANSWER KEY

Literal (Page 13)

1. A school uniform and sports gear. His mother also bought him new weekend clothes.
2. If someone from his hometown was going to Gilson Boarding School also.
3. He would like to prove to the other children that he's a fast runner. He used to be the fastest runner at his old school.
4. Luke asked his mother to make him muffins and biscuits because the food at the school was inedible. He shared the treats.

Inferential (Page 13)

1. Answers will vary. Possible answer(s): humiliated, angry, hurt, embarrassed.
2. He thinks that there are way too many students to remember each and every name.

Applied (Page 14)

1. Answers will vary. Possible answer(s): Luke may feel a little bit more optimistic about how his year will be; he may feel that there are some good things about his new school.
2. Answers will vary. Possible answer(s): Luke may go back to the country and become a farmer; he may go back to become a veterinarian and take care of farm animals.
3. Answers will vary.

Applying Strategies (Page 15)

1. Answers will vary. Possible answer(s):
Advantages – meeting new friends, gaining new experiences, learning to be independent
Disadvantages – being away from home, missing his family, being lonely
2. Answers will vary.

EXTENSIONS

- Students can imagine they are Luke and write a letter home describing life at the school.
- Imagine that 10 years have passed. Students can write a letter from Luke to Yong in Vietnam, describing the last few of his life since he left school.
- The class can hold a discussion regarding how Luke should respond to the person who locked him in the toilets. In pairs, students can write an "action plan", detailing how to deal with people who bully.

Name _____

Read the diary entries and answer the questions on the following pages.

Luke Curtin. KEEP OUT!

WEDNESDAY 21

Today was our first PE class. Back home, I'm the fastest runner in the school. Here, I'm just a country kid new to the school. I'm going to have to work hard to show them I'm fast.

Not a good day! One of the older kids locked me in the toilets and called me "farm boy". Everyone was laughing. I wasn't!

THURSDAY 22

Mum's muffins and biscuits arrived today. I made a lot of new friends. We shared them in the common room.

FRIDAY 23

My first week is over! Tomorrow morning, after practice, we are allowed to go down to the beach to swim. Then, Yong and I are going to the arcade to play games. (Certainly beats helping Dad feed the sheep!)

This diary belongs to . . .

SATURDAY, 17 SEPTEMBER

Five hours of getting dragged through the shops by mum is not my idea of fun. I thought once the school uniform and sports gear were bought that we would leave, but mum decided I needed lots of new "weekend clothes" as well. Ugh!

Tomorrow we are heading to the dormitories to see where I am going to live for the next six years. I just wish someone else from home was going to Gilson Boarding School, too.

MONDAY 19

I'm sharing a room with a boy named Yong from Vietnam. His family is paying for him to study here, but eventually, he will go home and be a doctor.

(I guess we have something in common, as we both know what we are going to be when we go home.)

Today was all about multiplication facts, bells and being shoved around by hundreds of kids. Pretty strange considering I've come from a school with 63 kids in it! I don't see how the teachers are ever going to remember my name.

TUESDAY 20

Three days and I haven't seen anything edible in the dining hall yet. I called Mum and asked her to send me some homemade muffins and biscuits so I don't fade away. What I would give for some fresh scrambled eggs for breakfast — really yellow eggs — straight from the chicken.

THE BABYSITTER'S REVENGE



Right There

Find the answers directly in the text.

1. What were Kate and Scott doing before they realised they were being babysat by Meg?

2. Why were the children able to play pranks on Meg the last time she babysat them?

3. Why were Scott and Kate surprised when they were given the costumes to wear?

Inferential

Think about what the text says.

1. Do you think Meg needed the photographs for a web page she was designing? Look for a clue in the text that tells you she may have been lying.

2. Write some words and phrases to describe how you think Meg reacted and felt when she discovered that the contents of her purse had been tampered with.

3. Do you think that Kate and Scott are normally well-behaved children? Explain your answer.

THE BABYSITTER'S REVENGE

On Your Own

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

1. Do you think Meg will agree to babysit the children again? Explain your answer.

2. Do you think the children deserved to be humiliated in front of their friends? Explain your answer.

3. If you were Meg, what would have been a better way to handle the situation?

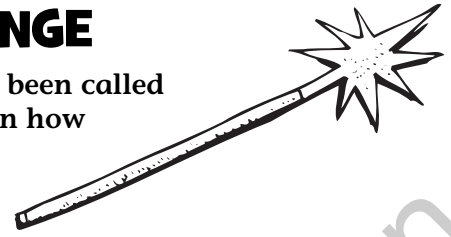
4. Should Meg get in trouble for the prank she pulled? Why or why not?



THE BABYSITTER'S REVENGE

Predicting

Kate, Scott, and their mother have been called into the principal's office to explain how and why their images now appear on the school's website.



1. a. In groups of four, allocate a character to each person in your group.

Kate: _____ The children's mother: _____

Scott: _____ The principal: _____

- b. Discuss the situation with your group. Make some predictions about what each of the characters would be thinking and saying about the incident.

The Principal	The Children's Mother
Kate	Scott

2. Plan and present a humorous role-play that takes place in the principal's office.

a. How does the scene start? _____

b. How do Scott and Kate explain their images on the school's website? _____

c. How does the scene end? _____

3. Practise your role-play. When you are ready, present it to the class.