

Making predictions

FICTION

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 what the goats did to the children.

Underline why Mr Kent was pleased with the goats.

Put a box around where Mr Kent was when he saw the newts.

The Goats

Lots of children heard about the goats and came to visit. Morecambe and Wise put their heads down and butted them in all directions.

The children thought it was great fun—that is, the ones that got away did. The children who didn't escape went home crying and told their mothers.

Mr Kent smiled when he saw what was happening. "These goats are as good as a watchdog," he said. "This'll put a stop to whoever is nicking our strawberries."

Mr Kent wasn't so happy the next day.

He was at the pond. He leaned forward, then called excitedly to Mrs Kent, "We've got some baby newts! Hurray!"

Highlight how Mr Kent was standing when he looked at the newts.

Colour why Mr Kent was excited.



Circle the correct answers.

- What three predictions can you make about what will happen next in the story?
 - One of the goats will butt Mr Kent.
 - Mr Kent will push the goats into the pond.
 - Mr Kent will be angry.
 - Mrs Kent will push Mr Kent into the pond.
 - Mr Kent will get wet.
 - The goats will eat the baby newts
- What evidence is there in the text to support your predictions? Select two answers.
 - Mr Kent was excited about the newts.
 - Some of the children got away from the goats.
 - The goats have shown that they like to butt people.
 - Someone had been stealing the Kents' strawberries.
 - The children didn't like it when the goats butted them.
 - Mr Kent was in the right position to get butted.



Making predictions

Read the passage.

Circle how Mrs Kent felt when she saw that the children were missing.

Put a box around what Wise did to Mrs Kent.



When Mrs Kent went in to wake the children, she was terribly shocked.

"The children aren't here!" she cried to Mr Kent. "Where could they be?"

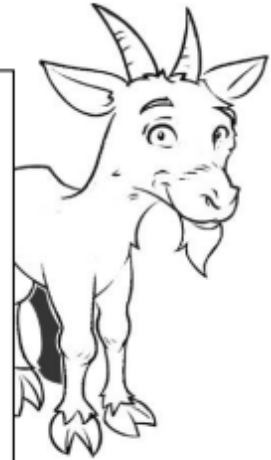
Mr and Mrs Kent looked everywhere. They looked inside the house and outside the house.

Morecambe starting butting his head against Mr Kent as he searched near the shed.

Wise started pushing against Mrs Kent while she peered under the car.

"The goats are trying to tell us something," said Mr Kent.

"Let's untie them and see what they do," replied Mrs Kent.



Highlight what Morecambe did to Mr Kent.

Underline what Mr Kent said to Mrs Kent.

3 What do you think the goats are going to do after Mr and Mrs Kent untie them?

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

Read the passage.



Underline three similes in paragraph 1.

Circle the words in paragraph 1 that show that the figures of speech are similes.

By the time the big day arrived, Great Gran's skin was as smooth as whipped cream, her cheeks were as rosy as ripe strawberries, and her eyes were like rich, dark chocolate drops. "You're as lovely as the day I first saw you running across the field from the Maloney's prize bull," said Great Grandpa as he waltzed her around the living room.

Put a **box** around two adjectives that describe Great Gran's eyes.

Highlight the adjective that suggests that Great Gran had no wrinkles.



.....

6 Great Gran's skin is compared to whipped cream. What picture of her skin does this create?

7 Great Gran's cheeks are described as being rosy. They are compared to ripe strawberries. Do you think this is a good comparison? Why, or why not?

8 What picture do we get of Great Gran's eyes from the comparison: *Her eyes were like rich, dark chocolate drops?*

9 Choose one of the similes in paragraph 1 and write it as a metaphor.

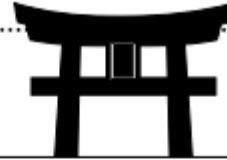
Making connections

FICTION

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 passages.

Tokyo Techno



Anita unfolded a map of Japan.

"It says the capital of Japan is Tokyo. That's where we're going." She read on, "Japan is made up of four main islands and over 3000 little ones." Anita marked Tokyo, on the island of Honshu, with a red spot.

In the corner of the map Jason pointed to a white flag with a red circle in the middle. "That's the Japanese flag," he said. "The word Japan actually means *source of the sun*."

In each text, **circle** Japan's capital city.

In each text, **colour** the island on which the capital city stands.

In each text, **underline** the number of islands that make up the country of Japan.

In each text, **highlight** the words that tell what the word *Japan* means.

Japan is a country in the Pacific Ocean. It consists of four main islands and thousands of smaller ones. The capital city, Tokyo, is on the island of Honshu.

Japan is known as the *Land of the Rising Sun*. This is because its name means *sun origin*.

Japan is on the Pacific Ring of Fire. It experiences over 1500 earthquakes every year. In 2011, a huge earthquake and tsunami caused a lot of damage.

Circle the correct answer for each question.

- 1 Which information appears in both texts?
- a Japan consists of many islands.
 - b The capital city of Japan is Tokyo.
 - c Japan is on the Pacific Ring of Fire.
 - d Tokyo is on the island of Honshu.
 - e Japan often experiences earthquakes.
 - f Four of Japan's islands are bigger than the others.
 - g Japan is known as the *Land of the Rising Sun*.
 - h The word Japan means *where the sun comes from*.



Making connections

Read the passages.

Jason looked out the train window. Beyond the rice fields he could see a huge snow-capped mountain. "That mountain looks like an old volcano."

"It is. Japan is full of volcanoes," said Toshi. "That's Mount Fuji, Japan's most famous mountain."

Jason pulled an instant camera out and took a photo. On the bottom he wrote 'Mount Fuji, JAPAN—famous old volcano.'

Underline the words in each text that give the same information about Mount Fuji.

Colour the words in each text that give different information about Mount Fuji.

In each text, **highlight** the phrases that tell what passengers on the train often do when they pass Mount Fuji.

Mount Fuji is Japan's highest and most famous mountain. It has been worshipped as a sacred mountain for centuries.

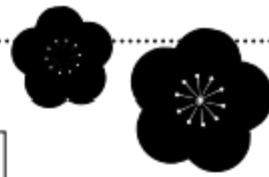
Mount Fuji is an active volcano. It last erupted in 1708.

A good way to view Mount Fuji is from the train on the trip between Tokyo and Osaka. Tourists can often be seen taking photographs of Mount Fuji from the train windows.

- 2 What do both texts tell us about Mount Fuji?

- 3 What extra information about Mount Fuji do we get if we look at the texts separately?

- 4 Imagine you are planning a trip to Japan. How would these two texts help you decide on the best way to view Mount Fuji?



Main idea and details

FICTION

The main idea or key point is what the text is about. Details support the main idea.

Read the passage.

Tiddalik the Frog

Narrator: Long ago in the Dreaming, Tiddalik the frog woke very thirsty one morning.

Tiddalik: I need water, I need water, I need water ...

Narrator: So Tiddalik drank all the water he could find.

Tiddalik: [gulp] [gulp] [gulp] [gulp]

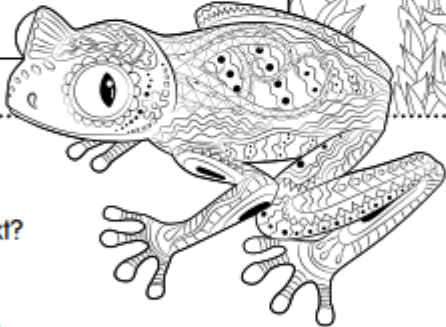
Narrator: He drank so much that every billabong and creek and every river and stream was emptied.

Circle the word that tells how Tiddalik was feeling.

Highlight the noun that tells what Tiddalik needed.

Put a box around the action verb that tells what Tiddalik did.

Underline the sentence that contains the main idea.



Circle the correct answers.

- What is the main idea or key point of the text?
 - Tiddalik the frog was very thirsty.
 - Tiddalik the frog gulped down the water.
 - Tiddalik the frog lived long ago.
 - Tiddalik the frog drank all the water.
- Which word best supports the main idea?
 - water
 - emptied
 - drank
 - thirsty
- Which phrase best supports the main idea?
 - every billabong and creek and every river and stream
 - need water
 - Long ago in the Dreaming
 - woke very thirsty

Read the passage.

Underline the name of the animal that tried to make Tiddalik laugh.

Highlight the reason Tiddalik started giggling.

Narrator: Suddenly, Nabunum the eel, whose home had dried out because the water had gone, slithered up to Tiddalik.

Nabunum: Time for you to laugh, froggy.

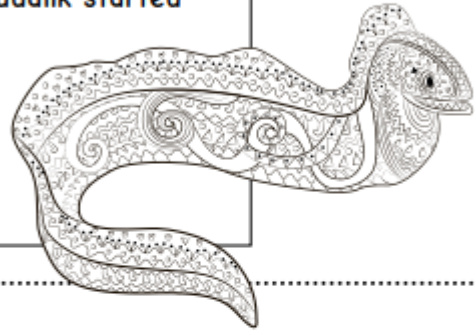
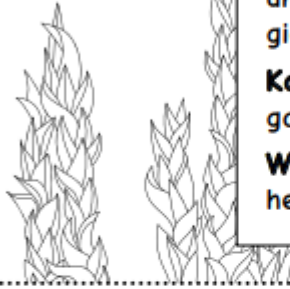
Narrator: Nabunum began to dance, slowly at first, then faster and faster, wriggling into all sorts of shapes, knots and twists. It worked! Tiddalik started giggling.

Kookaburra: I think he's going to burst.

Wombat: Stand back, here comes the water!

Colour what Kookaburra thought was going to happen.

Put a **box** around the reason Wombat told everyone to stand back.



4 What is the main idea or key point of the text?

5 List three details that support the main idea.

a

b

c

Finding facts and information

FICTION

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

Read the passage.

Circle who lived in the pond.

Underline when the pond dried up.



The Turtle Who Couldn't Stop Talking

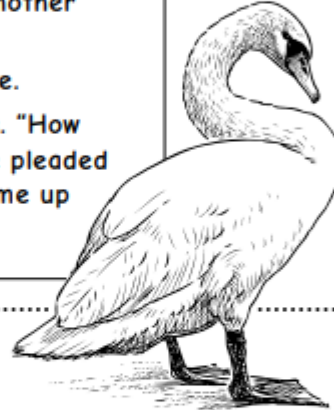
Long ago, a turtle lived in a pond with two swans. The turtle loved to talk. After a long drought, the pond dried up. The two swans realised they would have to find another pond.

"Don't leave me!" begged the turtle.

"But you can't fly," said the swans. "How can you come with us?" The turtle pleaded and pleaded. The swans at last came up with an idea.

Put a box around when the events in the story happened.

Highlight the turtle's words.



Circle the correct answer for each question.

- How many creatures lived in the pond?
a one b three c two d four
- When did the pond dry up?
a long after the drought b during the drought
c after the long drought d in the middle of the drought
- Who decided to find another pond?
a the turtle b one of the swans c the fish d both swans
- What did the turtle say?
a "I can't fly!" b "Come with me!"
c "Don't leave me!" d "Please help me!"
- When did the events in the story happen?
a not so long ago b a long time ago
c during the drought d one hundred years ago

Finding facts and information

Read the passage.

Underline what the turtle wanted to say when they flew high.

Highlight what the townspeople shouted.

When they flew high, the turtle wanted to say "Look at the beautiful view!", but he remembered the swans' warning not to say a word.

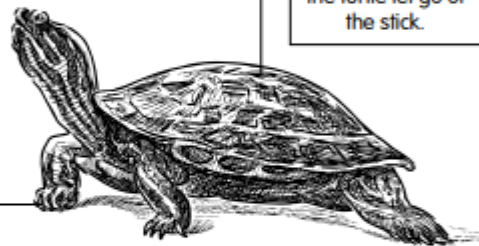
They passed over a small town. People looked up and shouted, "Look at that silly turtle!"

The turtle wanted to cry out, "Mind your own business," but he again remembered the warning. As they flew on, more villagers spotted them. People began pointing and crying, "Crazy swans! Crazy turtle!"

The turtle couldn't stand it any longer. He yelled out, "Go away foolish people!" But he let go of the stick in his mouth and fell to the ground, landing on his back and cracking his shell into a thousand pieces.

Put a **box** around the reason the turtle opened his mouth.

Colour what happened when the turtle let go of the stick.



6 What did the turtle want to say when he looked down at the view?

7 Where were they flying when the people shouted, "Look at that silly turtle"?

8 When did the turtle open his mouth?

9 What happened when the turtle opened his mouth?
