

Only for students who **do not** have  
access to Reading Eggs!

# READING & COMPREHENSION

THIS BOOK BELONGS TO :

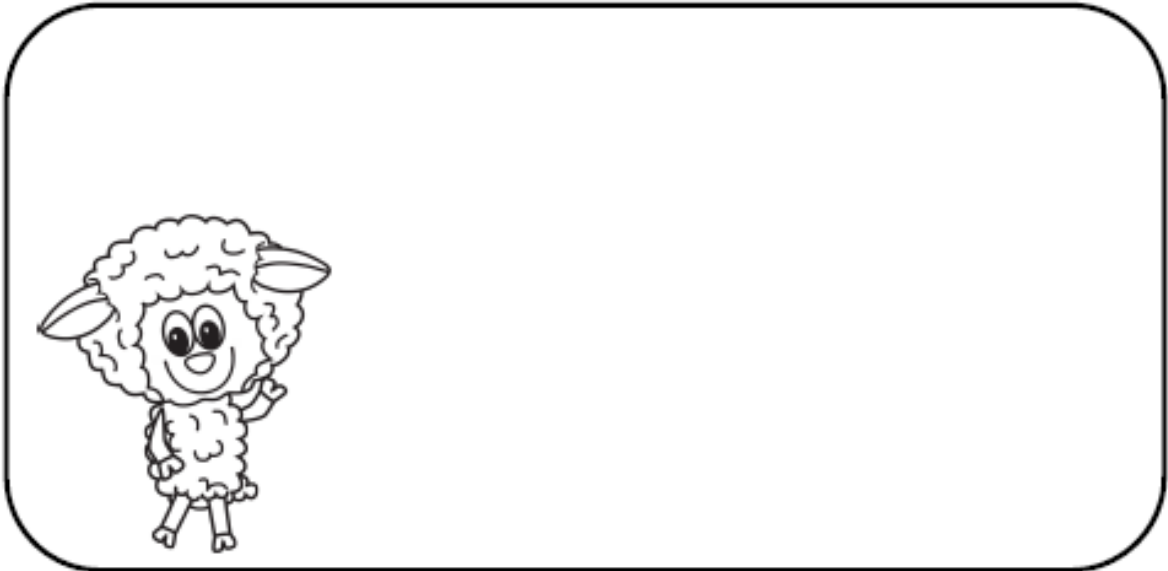


Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Uncle Mick's Farm



We left home when it was still dark at 6am. By 8am we arrived at Uncle Mick's long dusty driveway.

As we stopped the car and hopped out, Rex came running over, barking and wagging his tail.

"Lets go see the sheep" suggested Uncle Mick, starting the motorbike. We jumped on and held on tight.

When we got to the sheep yard the gate was swinging in the breeze. A trail of footprints was leading straight to the grain shed.

"Not again!" growled Uncle Mick angrily. "Those cheeky sheep!"

We rode the motorbike to the shed where Uncle Mick kept his wheat.

"Oh no" groaned Uncle Mick as his opened the barn door..

1. How long did it take to get to the farm?

2. Why was Rex barking and wagging his tail?

3. Name 2 animals that were in the story.

4. What was the problem in the story?

5. How did the sheep get out?

6. What do you think the sheep were doing in the shed?

7. Was this the first time the sheep had escaped? How do you know?

8. What do you think Uncle Mick saw when he opened the barn door?

9. How do you think Uncle Mick was feeling? What clues tell you?

10. What could Uncle Mick do to stop the sheep getting out next time?

11. What 3 words have been used instead of "said" in the story?

In the picture, draw Uncle Mick and Rex on the farm.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 1, 3, 4,

Predicting - Q: 8, 10

Inferring - Q: 2, 3, 6, 7, 9

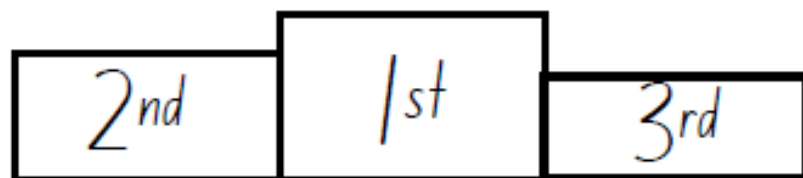
Language - Q: 11

Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# The Big Race



I trained for the big race for over two weeks.

Every evening I ran two laps of the oval while Dad timed me. He said I was getting much faster as the days went on.

On Friday, the big day was here! I woke up early and stretched. I prepared myself a healthy breakfast of two eggs on toast and a berry smoothie. I felt confident and ready!

There was a buzz of excitement in the air at school. Everyone was raring to go as we marched down to the oval.

It felt like forever, but finally it was my turn to run. I lined up at the starting line and waited for Miss Green to start the race.

"3, 2, 1, GO!" she yelled loudly.

I took off quick and ran as fast as I could. But even so, my friend Josh ran past me and crossed the finish line first.

I hung my head at the end of the race. I was disappointed that I didn't win but I was happy for my best friend as I saw the giant smile on his face. Miss Green said I was a good sport as she gave me my second place ribbon and suddenly, second place didn't feel so bad!

1. How did the boy prepare for his big race? Write 3 things he did.

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2. Do you think it was important that he ate a healthy breakfast? Why?

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3. What does it mean by "there was a buzz of excitement in the air"?

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4. Do you think the boy thought he was going to win? Why do you think this?

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5. What does the boy mean when he says "it felt like forever"?

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6. Who won the race?

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7. Do you think the boy should be disappointed with his race? Why do you think this?

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8. Do you think he will do anything differently next year?

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9. Have you ever had a running race? Describe how you felt before and after.

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10. What sort of things would you do to prepare for a big race?

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In the picture, draw and label the boy and his friend Josh on the podium.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 1, 6

Inferring - Q: 2, 3, 4, 5, 7, 8, 9

Connecting - Q: 10

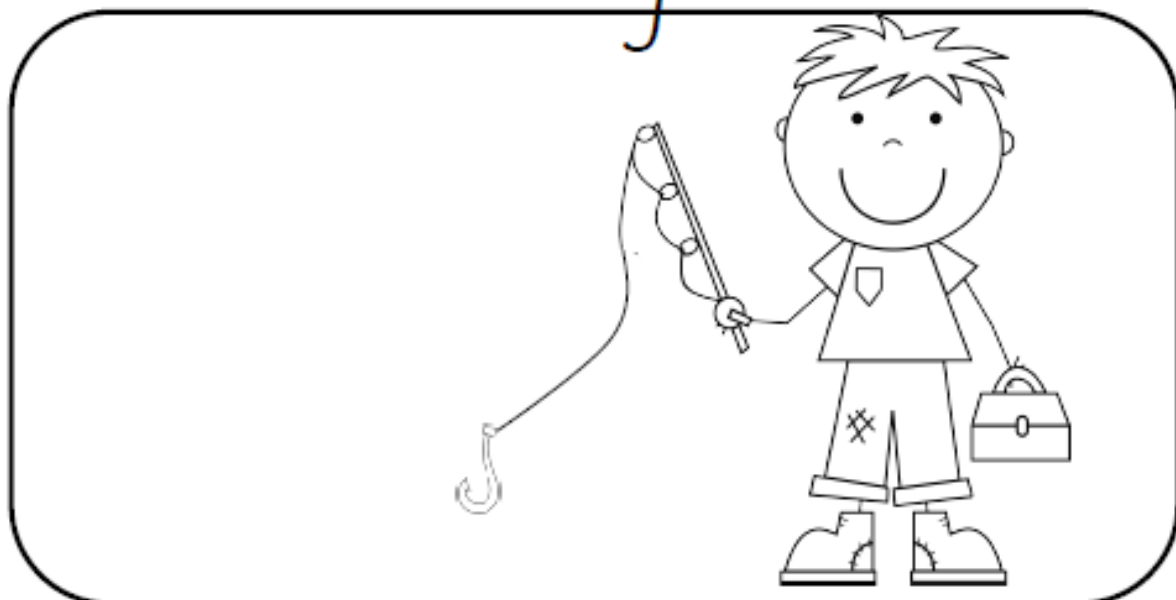


Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Gone Fishing



Dad and I woke up before the sun and headed to the river in the dark.

When we arrived, we collected our rods, bait and buckets from the back of the car and found a place on the jetty to set up.

I baited my hook with some help from Dad and then I cast my line as far as I could into the river. I heard a slight 'plop' as my hook entered the water.

I sat patiently and reeled my line in slowly while I waited to feel a bite.

Suddenly, my line pulled tight and I felt a tug on the end. I had a bite! I jumped to my feet and began to reel it in as fast as I could.

As I lifted my catch out of the water it felt big and heavy. I excitedly peered over the jetty, eager to see what I had caught.

My smile faded when I saw that it wasn't a fish, it was a...

## Day 8 Reading Comprehension

L 3

1. What time of day did they go fishing? How do you know?

2. Write the first 3 main events that happened in the story.

First, \_\_\_\_\_

Then, \_\_\_\_\_

Next, \_\_\_\_\_

3. How did the boy know he had caught something?

4. What words did he use to describe what was on his hook?

5. Do you think this boy had been fishing before? Why do you think this?

6. What do you think the boy caught? Why?

7. Write about a time when you have been fishing:

8. List the verbs, adjectives and adverbs you read in your story:

Verbs	Adjectives	Adverbs
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

In the picture, draw what you think was on the end of the hook!

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 4,

Inferring - Q: 1, 3, 5,

Connecting - Q: 7

Summarising - Q: 2

Predicting - Q: 6

## Reading and Comprehension

## Lost

Name: \_\_\_\_\_

Date: \_\_\_\_\_



I dragged my feet as I followed Mum into the store. "Hold my hand" she warned as she checked her list and we grabbed a basket to hold our shopping.

We headed to the vegetable isle first where Mum selected a lettuce and some carrots.

Next we wandered to the fruit section and she chose some pears and some apples.

As she reached for an apple, one fell from the stack and went tumbling down onto the floor.

Letting go of Mum's hand, I bent down to get the bright red apple that had rolled under the table.

As I was about to stand, something shiny caught my eye. A \$2 coin! Finally this shopping trip was looking up! I crawled further under the table to get it.

Standing back up I looked around, but Mum was no where in sight.

"Oh no!" I thought. "Where is she?" I started to panic...



1. What kind of store did the girl and her Mum go to?

2. Why did Mum ask the girl to hold her hand?

3. Write 4 things that were on Mum's list.

4. What 3 events lead to the girl getting lost?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

5. Do you think the girl liked shopping? What clues tell you?

6. How do you think the girl is feeling? Why do you think this?

7. Where do you think her mum is?

8. What do you think the girl will do next?

9. Explain a time when you have been lost. How did you feel?

10. What should you do if you get lost at the shops?

In the picture, draw where the girl is standing in the shops. Add the girl's mum to the picture. How do you think Mum is feeling?

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 3,

Inferring - Q: 1, 2, 5, 6,

Connecting - Q: 9, 10

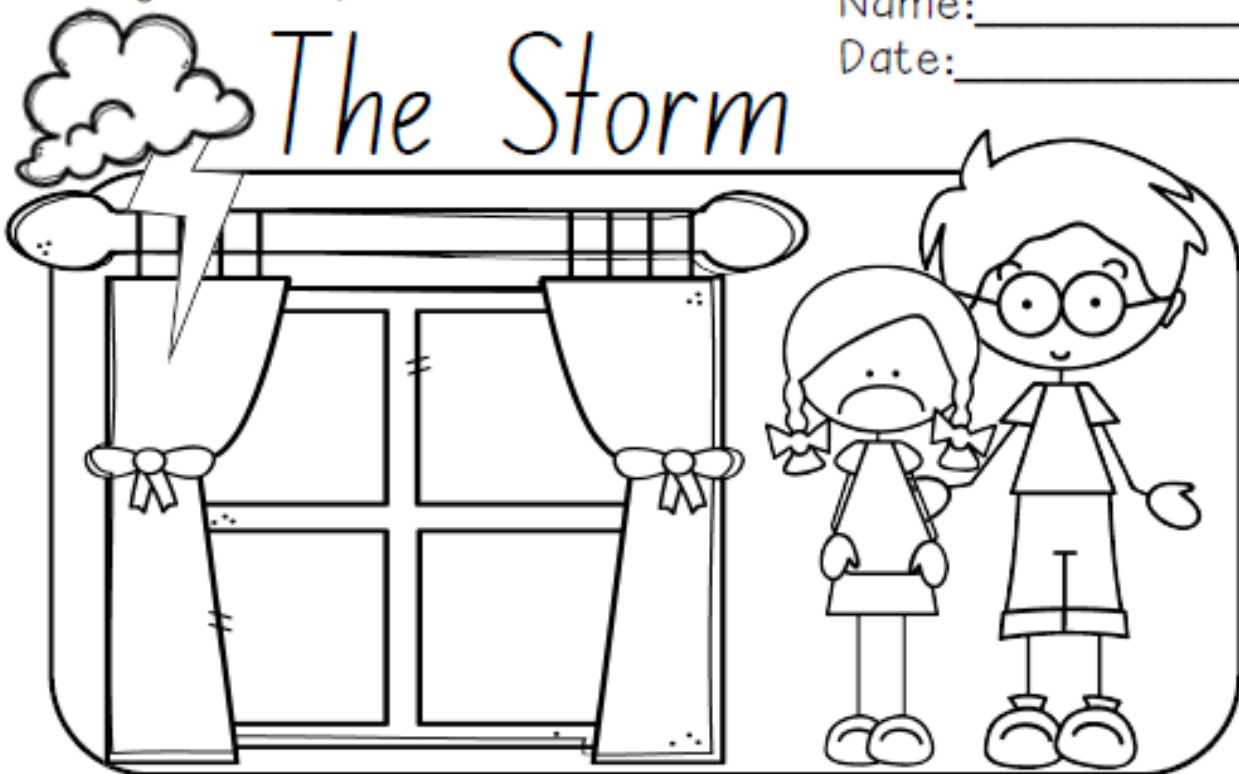
Predicting - Q: 6, 7, 8,

Summarising Q: 4

Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_



The leaves of the trees rustled overhead as the wind began to howl. "Uh oh" shouted Tom to Lilly. "we had better get inside quickly! It's coming!"

As they ran towards the house the sky turned black and filled with clouds.

"BOOM!" a crack of thunder rattled the windows. A flash of lightning lit up the sky. "Phew!" sighed Tom. "just in time!"

"I'm scared!" cried Lilly, hugging tightly onto Tom as another roll of thunder shook the house.

Mum collected torches and candles from the cupboard. "Just incase" she said, as she placed them on the table.

Suddenly the rain began, it was loud and heavy.

Dad walked in, shaking the rain from his coat. "It is raining cats and dogs out there!"

## Day 10 Reading Comprehension

L3

1. What was the first sign that the storm was coming?

2. Why did Tom tell Lilly they must get inside quickly?

3. What 3 things happened as Tom and Lilly ran back inside?

4. What sentences describe the beginning of the storm?

5. Do you think this was a big or little storm? What clues tell you this.

6. What was Mum collecting from the cupboard? Why?

7. Which words are used to describe the rain?

8. What does Dad mean when he says "it's raining cats and dogs".

9. What do you think might happen next?

10. What are some of the things you must do to prepare for a big storm?

In the picture, draw what you think Lilly and Tom would see out the window.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 1, 5, 6

Inferring - Q: 2, 3, 4, 7, 8, 9

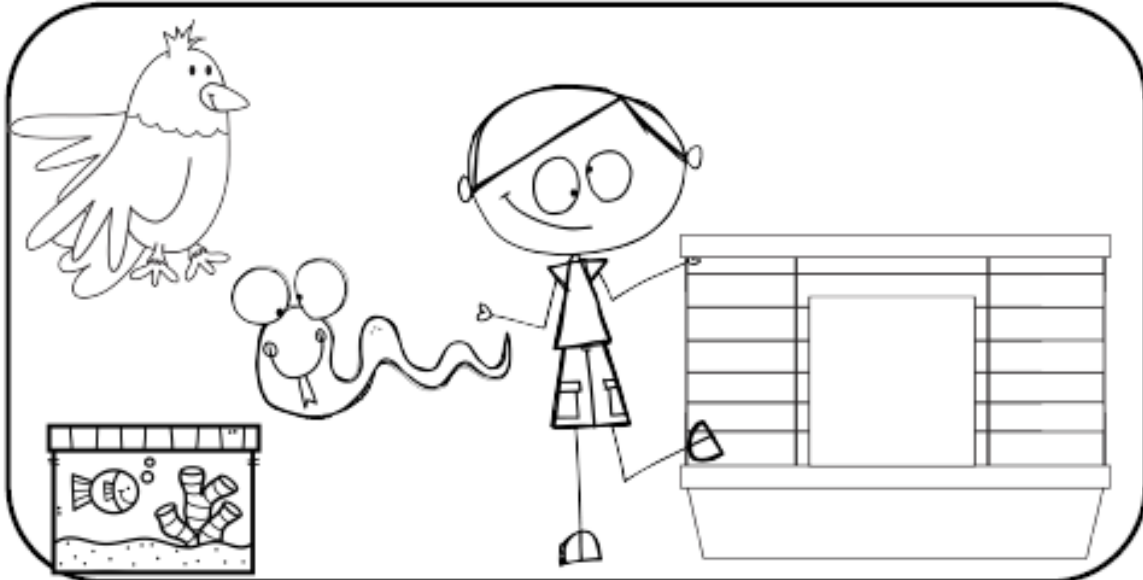
Connecting - Q: 10

Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# A New Pet



Jake was buzzing with excitement as he entered the pet store. He had waited so long for his first pet.

"I want a pet that is small" thought Jake as he wandered to the fish tanks. There were big fish, small fish, blue, red and yellow fish. There were fish that were spiky and fish with big eyes. "I want a pet I can talk to" said Jake. This was not the pet for him.

"Pretty boy!" Jake spun as he heard a screech. Perched up high was a large colourful parrot. "Want a cracker?" The bird squawked so loudly Jake covered his ears. "I want a pet that is quiet!" said Jake. This was not the pet for him.

Next Jake went to the large glass tanks where he watched the snakes slither lazily under the warm lights. As Jake tapped the glass a snake spun and hissed angrily at him. Jake jumped back with a fright. "I want a pet I can cuddle!" said Jake. This was not the pet for him.

Finally, Jake came to a cage. Inside was a pet that was fluffy and white. He had big feet, large floppy ears and a fuzzy tail. "This pet is small, quiet and cuddly" thought Jake. A smile crossed his face! "I've found him!" shouted Jake! This was the pet for him!

## Day 11 Reading Comprehension

L 3

1. How was Jake feeling at the beginning of the story and why?

2. What 3 things was Jake looking for in a pet?

3. What type of fish were in the pet store?

4. Why did Jake not want a pet parrot?

5. What made Jake jump with fright?

6. In the paragraph about the snake, there are 7 verbs. Write them below.

7. Why were the snakes under lights in their cage?

8. What pet did Jake choose? Which clues tell you what animal it is?

9. What do you think Jake will call his new pet?

10. Describe how would you feel if you were getting a new pet?

11. What type of pet would you get? Why? What would you call it?

12. Write 3 things that Jake will have to do to take care of his new pet.

In the picture, draw Jake's new pet in its cage.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 1, 2, 3, 5

Inferring - Q: 1, 7, 8

Connecting - Q: 7, 10, 11, 12

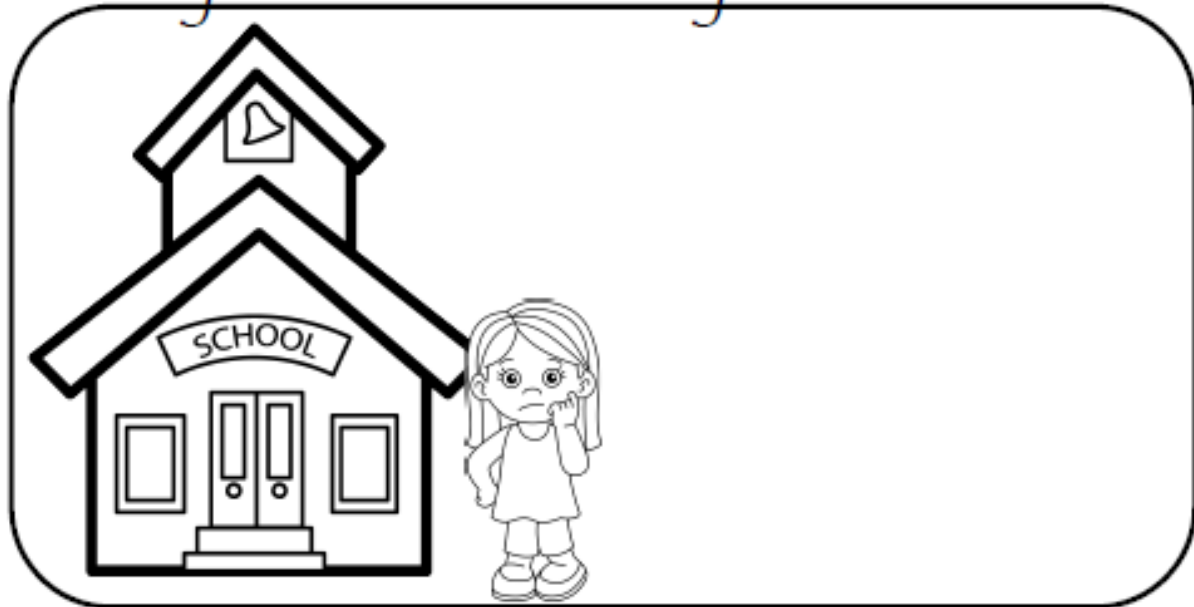


Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Molly's First Day



Molly woke up with butterflies in her tummy. "Are you ready?" asked Dad as he helped her pack her bag. Her stomach was in a knot and it did a little flip. Today was her first day of school.

When they arrived, a friendly lady met them at the gate. "Hello Molly!" she said cheerfully. "I am Mrs. Smith, your new teacher!" Mrs. Smith took Molly's hand and waved her Dad away. "See you at 3 o'clock!" she called to him.

Mrs. Smith led Molly to her new desk where a boy and a girl were already seated. As they saw her approach they waved to her and smiled. "Molly, this is Lucy and Ben. You can sit with them."

Throughout the day Lucy and Ben looked after Molly. They showed her where to eat and play. By the end of the day Molly was chatting and laughing with them. The butterflies had gone from her tummy.

At 3 o'clock Molly's dad returned. Molly waved goodbye to her new friends and teacher with a big smile on her face.

"How was your first day?" asked Dad. "Great!" Molly replied. "I can't wait to go back tomorrow!"

1. How was Molly feeling when she woke up? Which sentences tell you?

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2. What does it mean, when the story says she had "butterflies in her tummy" or "her stomach was in a knot"? Explain

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3. What was the name of Lucy's teacher. Write a word to describe her.

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4. Were Lucy and Ben nice friends to Molly? How do you know?

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5. What time did school end?

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6. How was Molly feeling at the end of the day? Why do you think this is?

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7. Imagine if a new person was starting at your school, what sort of things would you have to show or teach them? Write 3 or 4.

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8. Write about a time when you felt scared or nervous.

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9. Write a list of as many verbs and adjectives you can find in the story.

Verbs	Adjectives
<hr/>	<hr/>
<hr/>	<hr/>

In the picture, add the other characters from the story.

Student answers comprehension questions based on

- Directly stated information within the text - (Literal) Q: 1, 3,
- Connecting - Q: 2, 7, 8

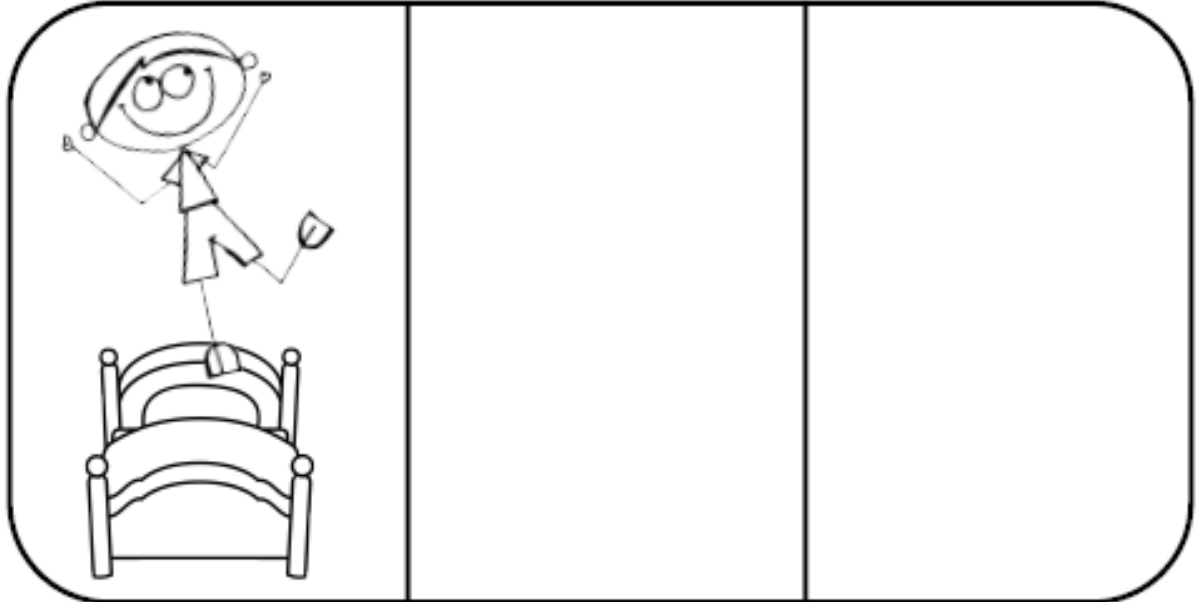
- Inferring - Q: 2, 4, 5, 6,
- Language conventions - Q: 7, 8

Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# The Broken Arm



"Be careful" Mum warned Chris as he jumped on the bed. But it was too late. Suddenly Chris slipped and fell. He came crashing to the floor with a thud.

"Ow!" Chris screamed in pain. He grabbed his arm which was now bent backwards.

Mum raced to Chris and her face turned white when she saw him. "Oh dear!" she cried. "I think it is broken. We will have to go to the hospital."

On the way to the hospital Chris tried to be brave and held back his tears. "I should have listened to Mum" he thought as his arm throbbed with pain.

When they arrived at the hospital the doctors did an X-ray to show Chris where his bone was broken.

The doctors told Chris he would need a cast on his arm for 6 weeks to keep his arm still and let the bone heal. Chris chose a green cast, his favourite colour! The doctors gave Chris a list of things he couldn't do while his arm was in the cast.

On the drive home Chris felt much better. He was excited to show his friends his cast and to tell them the important lesson he had learnt that day!

1. Why do you think Mum warned Chris to be careful?

2. What was the cause of the problem in this story?

3. Why did Chris wish he had listened to his Mum?

4. Why did Mum's face 'turn white' when she saw Chris?

5. What 2 things did the doctors do at the hospital?

6. Why did the doctors put a cast on his arm?

7. Why did Chris like his cast?

8. What lesson did Chris learn?

9. Describe a time you have hurt yourself and how you felt. What did you do to get better?

10. What will Chris not be able to do while his arm is broken?

In the picture, draw Chris in the middle and the end of the story.

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q: 2, 5, 6

Inferring - Q: 1, 3, 4, 7, 8, 10

Connecting - Q: 8, 9



Reading and Comprehension

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Rockin' Granny



Grandmas are special. They are warm, sweet and kind. I love my grandma, but she is not like any other grandma. My grandma is a rock 'n roll grandma!

Some grandmas enjoy baking delicious cookies. But not my grandma. My grandma does awesome science experiments like making slime and blowing things up!

Some grandmas enjoy knitting. They knit warm scarves and beanies, or teddies for children. But not my grandma. My grandma loves to zoom around on her motorbike, riding as fast as she can go.

Some grandmas like to do gardening. But not my grandma. My grandma plays the drums in a rock 'n roll band! They are called the Rockin' Grannies!

Some grandmas give big warm hugs, the best hugs in the world. Just like my grandma!

Everyone loves their grandma, especially me! My grandma rocks!



Day 14 Reading Comprehension

1. What do most grandmas like to do?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

2. What does the grandma in this story like to do?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

3. What other activities do you think the Rockin' Granny likes to do?

4. What 3 adjectives were used to describe grandmas in the story?

5. What does your grandma like to do?

6. Write about something special you and your grandma or grandpa do together.

Noun	Which word that described it in the story	Another word to describe it
cookies		
scarves		
hugs		
science experiments		

In the picture, draw the four things the Rockin' Granny did.

Student answers comprehension questions based on

- Directly stated information within the text - (Literal) Q: 1, 2, 4
- Inferring - Q: 3,
- Connecting - Q: 5, 6
- Language- Q: 4, 7