

COMPREHENSION Student Book NONFICTION

My Name

www.readingeggspress.com

Reading Eggspress Comprehension Year 4 Student Book, Nonfiction

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In this book

The **Reading Eggspress Comprehension** program shows students how to understand the the literal meaning of a text and its vocabulary, and its inferred meaning. This workbook has 20 step-by-step lessons, over four terms, that teach key strategies for students to use when they read. Each lesson uses a levelled extract and focuses on a single comprehension strategy. The lessons align with the following components of the Australian Curriculum:

Australian Curriculum content codes and descriptions

ACELA1489 – Understand differences between the language of opinion and feeling and the language of factual reporting or recording

ACELA1490 – Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience

ACELA1498 – Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research

ACELY1690 – Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text

ACELY1692 – Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

Comprehension strategy overview

Comprehension type	Strategy	Pages
Literal	Main idea and details	1, 13
Looks for explicitly stated answers in the texts.	Sequencing events	5
Answers Who, What, When and Where questions.	Finding facts and information	25, 31
	Cause and effect	27
Inferential	Drawing conclusions	9, 39
Finds implied information in the text. Looks for text	Important information	19
clues and evidence that point to the correct answer.	Making inferences	23
	Compare and contrast	3, 21, 37
	Audience and purpose	15
Critical	Making connections	33
Asks for connections or opinions on information in	Visualisation	17
the text. Uses text clues to support the connections.	Fact or opinion?	35
	Point of view	7
Vocabulary Uses context clues and own knowledge to understand key words in the text.	Word study	11, 29



NONFICTION

Main idea and details

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



- c Many homes in developing countries still do not have electricity.
- d Electric refrigerators replaced iceboxes.
- e Most homes received electricity over a hundred years ago.
- f Electric light bulbs replaced kerosene lamps and gas lights.



α

b

С

Main idea and details

Read the passage.



3 Which sentence sums up what the passage is about?

4 List three details that support the main idea.

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Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.

Circle) what kind of animal whales and seals are.

Highlight the reason whales and seals cannot breathe under water.

Colour what whales and seals feed their babies.



Sea Life Whales, dolphins, seals and sea lions are marine mammals. Underline where baby whales Mammals cannot breathe under water are born. because they have lungs, not gills. They must come to the surface to breathe. Put a box around where seal pups The babies of whales and dolphins are born are born. under water. The mothers push the babies to the surface to take their first breath. Underline where seals spend Seals and sea lions spend most of their their time. time in the water, feeding on fish, squid and penguins. They also spend time on land, resting. Seal pups are born on land and like all marine mammal babies, they are fed on milk.

Circle) the correct answers.

- In which three ways are whales and seals similar? 1
 - **a** Both give birth to their babies on land.
 - Both must come to the surface to breathe. **d** Both are mammals. С
 - Both spend all of their time in the water. **f** Both feed their babies milk. e
- In which two ways are seals different from whales? 2
 - Their babies are born on land. a
 - They have lungs, not gills. b
 - They are marine mammals. С
 - **d** They spend time in the water and on land.
 - They spend all their time in the water. е

- **b** Both spend time resting on land.



	Many birds depend on the sea for their food. Wading birds, penguins, albatrosses, gulls and pelicans hunt and eat fish and other sea creatures.	
Circle what wading birds and	Wading birds, such as oystercatchers, live and feed along the shore. Long, spindly legs help them wade through shallow water. Their thin	Highlight how oystercatchers find their food.
albatrosses eat.	beaks dig around for small animals in the water and mud.	Put a box around where albatrosses
<u>Underline</u> where	Out over the deeper ocean, birds need to be able to fly for long periods of time. The albatross has	find their food.
oystercatchers live and feed.	very long wings so that it can glide for hours. It can stay in the air for weeks at a time. These seabirds dive into the water to catch their food.	Colour how penguins are different from other seabirds.
albatrosses catch their food.	Penguins cannot fly at all. They use their flippers and their webbed feet to swim very fast and catch fish.	
••••••		•••••

3 Describe one way in which oystercatchers and albatrosses are similar.

4 Describe the different ways in which oystercatchers and albatrosses find their food.

4

5 Describe the main difference between albatrosses and penguins.



Sequencing events

Numbers and words give clues to the order in which things happen.

Read the passage.

Circle what happens just before the female goes to feed.

Highlight how long the female stays at sea.





Polar Animals

Emperor penguins are the only warm-blooded animals that spend winter in Antarctica.

In May, the female lays a single egg, and then walks to the sea to feed. She stays at sea until the egg hatches.

The male stays behind to look after the egg. He balances the egg on his feet and protects it under a thick roll of skin called a brood pouch. During this time, the male does not eat.

The egg hatches after about two months. The chick stays in the brood pouch until it can survive on its own.

The female returns to feed the chick. The male then leaves to find food.

<u>Underline</u> how the male protects the egg.

Colour how long the chick stays in the brood pouch.



Circle the correct answer for each question.

- 1 When does the female Emperor penguin go to the sea to feed?
 - **a** after the egg hatches
 - c after she lays the egg

- **b** while the egg is hatching
- ${\bf d}$ before she lays the egg
- 2 What happens while the female is feeding?
 - **a** The male looks after the egg.
 - **c** The male goes in search of food.
- **3** When does the female return from the sea?
 - **a** just before the egg hatches
 - c while the egg is hatching

- **b** The other penguins look after the egg.
- **d** The male grows a brood pouch.
- **b** once the egg hatches

5

 ${\boldsymbol d}$ once the chick can survive on its own



Circle when caribou migrate north.

Put a box around the season that comes after spring.

Highlight what caribou do in summer.

<u>Underline</u> the season that comes before spring.



Caribou are wild reindeer. They live in the Arctic regions of Russia, Alaska, Canada and Greenland. Caribou live in herds. The herd protects calves from predators, such as bears, lynxes and golden

.....

In spring, caribou migrate about 5000 kilometres north to breed on the Arctic tundra. All summer, they eat leaves and grass to build up their fat stores for winter.

When the tundra becomes cold and windy, the herds migrate south to the forests. They spend winter in forests, feeding on plants such as lichens and mosses.



4 When do caribou migrate to the tundra?

eagles.

5 Use the information in the text to help you complete the following sentences.

During **a**_____, caribou build up their fat stores for **b**_____. The herds migrate south when **c**_____.

During **d**_____, caribou live in forests, where they feed on plants

such as lichens and mosses.

When spring returns, e_____



Point of view

To identify the author's or a character's point of view, consider their choice of words and other details. They can help reveal their beliefs, personal judgements and attitudes.

Read the passage.

Letter to the Editor

<u>Underline</u> three words that show what the writer thinks of Mr Frame's remark.

Highlight two words that show the writer's opinion of the number of overweight children.

С

Dear Sir/Madam,

Mr Frame's remark ("That's What Cars Are For", *Tagownda Times*, 12.10.2010) about the role of cars in our community completely misses the point. The debate is about cars picking up and dropping off children outside Tagownda Primary School; it is not an attack on the motor car. The simple question remains: why are so many children arriving at school by car?

The National Children's Nutrition and Activity Survey recently revealed that almost one quarter of children aged two to 16 are overweight. This is a shocking statistic. Encouraging children to walk to school might help to address this major health issue. Put a box around how the writer thinks children should get to school.

Circle) the correct answers.

- 1 What is the writer's opinion of Mr Frame's remark about the role of cars in the community? He thinks Mr Frame ...
 - **a** is silly. **b** knows what he is talking about.
 - has a good point. **d** is missing the point.
- 2 How does the writer feel about the number of children who are overweight?
 - a surprised b shocked c confused d disappointed
- How serious does the writer believe the problem of overweight children is?He believes it is ...
 - **a** a major health issue. **b** a minor problem.
 - **c** quite serious. **d** nothing to worry about.
- 4 From the writer's point of view, how should most children be getting to school?

7

- **a** by car **b** by bus
- **c** on a bike

d on foot





- 5 How does the writer support his view that using cars less will make our streets safer?
- **6** What other benefit does the writer believe using cars less will have?

7 Explain the writer's offer of help to get more students walking to school.

8 How do we know that the letter is written from Ted Chu's point of view?



Drawing conclusions

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

Read the passage.

(Circle) where sand, limestone and soda ash are melted.

Put a box around the word that shows that glass can be used over and over.



Materials

Glass is made by mixing sand, limestone and soda ash in a furnace. The molten glass is poured into a mould or laid out in sheets. It hardens as it cools.

Glass breaks easily. This property can be changed by adding chemicals or by changing the way glass cools. If you reheat glass, then quickly cool it, the glass becomes much stronger.

Pyrex glass is a special type of glass. It does not expand when it is heated as much as normal glass.

Glass can be recycled over and over again.



Underline what happens to molten glass.



Circle) the correct answer for each question.

- Which is the best conclusion? Glass is made by melting a mixture of minerals at ... 1
 - **b** freezing temperatures. **c** very high temperatures. **a** low temperatures.
- 2 Which is the best clue to question 1's answer?
 - **b** furnace **c** mould **d** sheets **a** poured

3 Which is the best conclusion? Glass can be made into ...

- **a** one shape only. **b** flat shapes only.
- long shapes only. С
- Which two words are the best clues to question 3's answer? 4
 - mould and sheets a
 - hardens and cools С
- Which is the best conclusion? Glass ... 5
 - **a** is an eco-friendly material.
 - has very few uses. С

- **d** lots of different shapes.
- **b** sand and limestone
- **d** mixing and poured
- **b** is harmful to the environment.
- **d** is a very soft material.





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Drawing conclusions

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Read the passage.



- **6** The text suggests that there are different ways of collecting metals from ores. Which words are the clues?
- 7 Why can we conclude that iron and steel will corrode faster in sea water?

8 Why can we conclude that steel and stainless steel have different properties?

Word study

Authors shape our view of a subject through their choice of words. A descriptive verb tells exactly how an action or thought occurs.

Read the passage.

Colour the object the meteorologists sent into the atmosphere.

Highlight three things the balloon recorded.

ANTARCTICA

Research stations in Antarctica are busy places. A visitor might describe a typical day like this:

Early this morning I joined a group of meteorologists as they launched a weather balloon. The balloon rose high into the sky and recorded temperature, wind speed and air pressure. Scientists will study the results. Put a box around what the glaciologist was drilling.

<u>Underline</u> the reason glaciologists study ice cores.



After that, I watched a glaciologist drill ice cores. Ice cores contain air bubbles of gas from thousands of years ago. Glaciologists study the ice cores to learn __

more about the Earth's atmosphere.

Circle the correct answers.

- 1 What did the meteorologists send into the atmosphere?
 - **a** a hot air balloon **b** a heliu
 - **c** a weather balloon
- **b** a helium balloon
- **d** a water balloon

d snowstorms form.

- 2 What word can best replace the phrase temperature, wind speed and air pressure?
 - **a** tornadoes **b** weather **c** hurricanes **d** snowstorms
- **3** Based on your answers to questions 1 and 2, what is the best definition of a meteorologist? Someone who studies how ...

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- **a** weather affects the environment.
- **c** tornadoes form.
- **4** What is a glacier? A slowly moving mass of ...
 - a mud b soil c water
- **5** What does a glaciologist most likely study? All forms of ...
 - **a** soil **b** ice **c** water
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... **d** mud

d ice

b balloons affect the environment.





- 6 What were the geologists doing?
- 7 What information do the rocks contain?
- 8 Use your answers to questions 6 and 7 to help you write a description of what a geologist does.

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9 What is a marine animal?



Main idea and details

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

Read the passage.



Circle) the correct answers.

- 1 What is the main idea or key point of the passage?
 - **a** why electricity is made

- **b** how electricity is made
- **c** where electricity is made
- **d** when electricity is made
- 2 Which three details best support the main idea?
 - a Lightning is an electrical current that jumps through the air.
 - **b** Electricity is made by burning coal.
 - c A solar cell absorbs sunlight to make electricity.
 - **d** Electrical energy can be converted into heat.
 - e Wind and water can power a generator to make electricity.





Main idea and details



.....



Audience and purpose

To help identify an author's purpose, work out who the text was written for. The author's choice of words can also reveal what their purpose is — to inform, persuade, instruct or entertain. For example, texts about scientific subjects contain technical words.

Read the passage.

The Arctic Highlight how Underline why The countries that make up the Arctic often many countries much oil and argue about who owns it. Many countries want natural aas argue over who the Arctic's valuable oil and gas deposits. there is in the owns the Arctic. Arctic. In 2007. 50 Russian scientists used a mini submarine to research the seabed under the Colour the If you don't reason Russian North Pole. They were trying to prove that the know what the scientists land underneath the Arctic Ocean is connected term *oil and* researched the to their land in Siberia. They even planted a gas deposits land beneath means, put a W the Arctic Russian flag on the seabed. next to it. If you Ocean. There are billions of barrels of oil and natural know what the term means, gas deposits in the Arctic territory. Canada, put a 🗸 next Norway and Greenland are also trying to to it. prove that they own the land under the Arctic waters. Circle) the correct answers. What is the author's main purpose in writing this text?

- **a** to persuade readers that Russia owns the land beneath the Arctic waters
- **b** to inform readers about the countries that are trying to prove ownership of the Arctic

- c to entertain readers with stories about the Arctic
- 2 Who is the target audience for this text?
 - **a** scientists
 - c oil and gas companies

- **b** politicians
- **d** the general public
- **3** What is the clue to question 2's answer? The author uses language that ...
 - **a** most people can understand.
 - **c** only politicians can understand.
- **b** only scientists can understand.
- **d** only adults can understand.





- 5 List six verbs that helped you work out the answer to question 1.
- 6 Who would be most likely to build an igloo?
- 7 Do you think that people who live in places where it doesn't snow would be interested in reading the text? Give one or more reasons for your answer.

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8 Based on your answer to question 4, who is the target audience for the text?



Underline the

words that helped

you see what

other jobs the

advertiser does.

Visualisation

Imagining images of people, places and events can help to build understanding of a text.

Read the passage.



Advertisements

It's summer — let us mow your lawn! Our fast, on time lawn mowing service always does a great job. Long list of happy customers, who enjoy professional work with a smile. Free quotes based on the size of your lawn, how many trees in it and how overgrown it is for the first mow. We also do yard cleanups, weed removal and gutter clearing. No job too big or small.

 Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create as you read about some of the things in the advertisement.

The kind of service the advertiser offers	Other jobs the advertiser does
What the advertiser's quotes are based on	





2 Read the passage again. As you do so, visualise what you are reading about. Draw a picture of the images you create as you read about some of the things in the advertisement.

Cartoon animals	Cartoon people
	Narrator eating breakfast
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Important information

To find the most important information, look for the words, phrases and sentences that tell the most about the subject.

Read the passage.



Circle three verbs that tell what screws do.

Put a box around the tool that is needed to turn a screw.

Simple Machines

Screws hold things together, and lower and raise things.

A screw is an inclined plane wrapped around a cylinder. The inclined plane forms a ridge along the cylinder. This ridge is called the thread of the screw.

As a screw is turned by a screwdriver, it turns a greater distance than it moves forward. The turning motion becomes a forward motion.

A Greek mathematician called Archimedes invented a screw machine more than 2200 years ago. It was used to lift water into fields and out of ships. Underline the sentence that gives the best description of a screw.

Colour what the first screw machine was used for.

WWWW

Circle) the correct answers.

- Which three sentences tell how a screw works?
 - **a** Screws hold things together, and lower and raise things.
 - **b** A screw is an inclined plane wrapped around a cylinder.
 - c The inclined plane forms a ridge along the cylinder.
 - **d** This ridge is called the thread of the screw.
 - **e** As a screw is turned by a screwdriver, it turns a greater distance than it moves forward.
 - **f** Some screws work by lowering and raising things.
 - **g** A Greek mathematician called Archimedes invented a screw machine more than 1200 years ago.
- 2 Of the three sentences you chose in question 1, write out the one you think best sums up what screws are used for.



A wheel with a rod, called an axle, through Put a box its centre can lift and move loads. around what gives an axle its The axle is joined to the wheel. When power. either the wheel or axle turns, the other part also turns. The steering wheel in a car Colour the is a wheel and axle. sentence that explains what a The circle turned by a wheel is much larger gear is. (Circle) two verbs than the circle turned by the axle. The that tell what a longer distance turned by the wheel makes wheel fitted with an axle does. the axle turn more powerfully. A wheel and axle is often Highlight the used with gears. A gear is example of a a wheel with cogs around wheel and axle. its edge. Several gears can be connected, so that their cogs lock into each other. Write out the sentence that best describes what a wheel fitted with an axle can do. 3

4 Find and write out the sentence that explains how a wheel and axle work together.

5 Find and write out two sentences that give examples of ways a wheel and axle can be used.

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Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.

(Circle) the

cause of earthquakes,

wind and

waves.

Underline

what happens

when plates

push against

each other and

pull apart.

Forces

Forces cause earthquakes, wind and waves in and on the Earth.

The Earth's surface is made up of large, slowmoving plates of rock. The plates push against each other and pull apart. This releases energy, which causes the land above the plates to move. This might be an earth tremor that you can't feel or a violent earthquake.

Wind is caused by changes in air pressure. When warm air rises, cooler, heavier air rushes in to fill the space. This moving air is called wind.

Colour the words that show the difference between earth tremors and earthquakes.

Highlight what happens to warm air.

Ocean waves are caused by the pushing force of the wind.

Circle) the correct answers.

- How are earth tremors and earthquakes similar? Both are caused by ... 1
 - changes in air pressure. a
 - violent winds. С

- **b** moving plates of rock.
- **d** the earth's gravitational pull.
- 2 How are earth tremors and earthquakes different? Earth tremors are ...
 - **a** stronger than earthquakes.
 - weaker than earthquakes. С
- 3 How are wind and waves similar? Both are caused by ...
 - pushing and pulling apart. a
 - slow-moving plates of rock. С
- How are warm air and cool air different? Warm air is ... 4
 - dirtier than cool air. a
 - saltier than cool air. С

b louder than earthquakes.

d bigger than earthquakes.

- **b** changes in air pressure.
- **d** gravity.

- **b** thicker than cool air.
 - **d** lighter than cool air.



Compare and contrast

Read the passage.



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5 Which force causes both the ball and the aircraft to slow down?

6 Which force causes both the ball and the aircraft to return to Earth?

7 Explain the reason:

- a the basketball reaches the net.
- **b** the aircraft moves forward.



Making inferences

Make inferences about a text by drawing on your own experiences, and looking for information in the text that is implied, not directly stated.

Read the passage.

Underline the

main reason people set sail in

early times.

(Circle) what

people used to

think the Earth

looked like.

People and the Sea

From early times people have set sail on the oceans to explore the unknown. Some explorers looked for new lands to settle. Others looked for fame. treasure or adventure.

Long before science helped us understand the oceans, people thought the Earth was flat. Sailors believed that if they sailed far enough, they would fall off the edge of the world. Of course they never did, but storms, pirates and hidden reefs meant that some ships did sink to the bottom of the sea. Today, adventurers go in search of sunken treasure!

Colour the reasons some ships sank.



Circle) the correct answers.

- What can we infer about early explorers? 1
 - They all wanted to find new lands. a
 - They went to sea for different reasons. **d** They all found fame and fortune. С
- 2 Which two words are the best clues to question 1's answer?
 - explore and unknown a
 - lands and settle С
- What can we infer about some of the old ships that sank? 3
 - They contained treasure. a
 - They fell off the edge of the world. С
- 4 Which sentence is the best clue to question 3's answer?
 - **a** Others looked for fame, treasure or adventure.
 - **b** Some explorers looked for new lands to settle.
 - Sailors believed that they would fall off the edge of the world. С

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- **d** Today, adventurers go in search of sunken treasure!
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- **b** They all hoped to find treasure.

b Some and Others

b They were steam ships.

d They didn't sail far enough out to sea.

d sail and oceans



Making inferences

Read the passage.



- **5** We can infer that there are different methods of catching fish. What evidence is there in the text to support this statement?
- **6** We can infer that more fish are caught today than were caught in the past. What evidence is there in the text to support this statement?

7 Based on the information in paragraph 3, what can we infer about seaweed?

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<u>Underline</u> the winning entrant's

nationality.

Finding facts and information

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

Read the passage.

Architecture

(Circle) what Many famous buildings become icons. The **Colour** the date many famous Sydney Opera House has become an icon of work on the buildings Sydney Opera Australia. become. House began. In 1955, the NSW State Government decided Highlight the that Sydney needed an opera house. It Highlight where number of in Sydney the wanted one of the world's great buildings, so entries the State **Opera House** Government it ran a competition. There were 233 design stands. received. entries from 32 countries. The winner was Jøern Utzon, a Danish Put a box architect. He worked with Ove Arup, around the name of the an English civil engineer. Work began winning entrant. in March 1959 at Bennelong Point on Sydney Harbour. Circle) the correct answers.

1	according to the text, what do many famous buildings become?					
	a ruins b	tourist attractions	С	icons	d	world heritage sites
2	Who designed the S	Sydney Opera House?				
	a Ove Arup		b	Jøern Utzon		
	c the NSW State G	overnment	d	the Australia	n G	overnment
3	From how many entries was the winner of the competition chosen?				sen?	
	a 232	b 32	С	233		d 323
4	Where did the winn	ing architect come fro	m?			
	a Denmark	b Australia	С	England		d United States
5	When did work on the Sydney Opera House begin?					
	a in 1955	b in 1995	С	in 1963		d in 1959
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Finding facts and information

Read the passage.



6 What does an architect think about when designing a building?

- 7 Who designed Fallingwater?
- 8 When did the architect design Fallingwater?
- 9 Where did the architect who designed *Fallingwater* come from? _____
- 10 Explain how the architect responded to the site when designing Fallingwater.





Cause and effect

Writing describes actions and thoughts. Their cause (why they happen) leads to effects (what the results are).

Read the passage.

Underline the reason many scientists say temperatures are rising.

Highlight where ice is melting.

(Circle) the cause of the melting ice.



EDITORIAL: Your Carbon Footprint

Almost all climate scientists believe that we should be concerned about global warming. Firstly, they say measurements taken on Earth and in space show that the average temperature is getting higher. They attribute this rise in temperature to the gases released into the atmosphere when fossil fuels are burned. Secondly, the warmer temperatures are causing vast chunks of ice to melt around the north and south poles, resulting in rising sea levels. This could lead to coastal areas and low-lying land being swamped.

Finally, they point to the shrinking of glaciers in many parts of the world.

Circle) the correct answers.

- According to scientists, what is causing temperatures to rise? 1
 - **a** storms on the sun
 - disappearing rainforests С

- **b** earthquakes and volcanoes
- **d** burning fossil fuels
- According to scientists, what effect are gases from burning fossil fuels having on the 2 earth? They are causing ...
 - **a** temperatures to fall.
 - lots of thunderstorms. С

b temperatures to rise. **d** earthquakes and volcanoes.

b heavy rainfall

d strong winds

- 3 What could happen if sea levels continue to rise?
 - a Swamps will form.
 - Coastal areas will be swamped. **d** The continents will break up. С
- 4 What do scientists believe is causing glaciers to shrink?
 - **a** rising temperatures
 - not enough rainfall С

- **b** The land will rise with the water.
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Colour what

could happen

if sea levels

continue to rise.

Put a box

around how rising

temperatures

are affecting

Highlight the key phrase that tells us what some people believe about global warming.

<u>Underline</u> what some people blame global warming on.



But some people believe that global warming is a natural process that has been happening for the last 6000 years. The average temperature today, they say, is approximately 11 degrees warmer than it was back then, but it has been rising gradually since that time, not suddenly in the last 100 years. These people blame global warming on the way our planets are aligned and the effect they have on our orbit, and that is something we have no control over.

I don't buy those arguments — I believe the science. I have always preferred to err on the side of caution, so I will continue to switch off lights and do whatever I can to reduce my carbon footprint on the planet.

Colour what the author is going to continue doing.

5 Carefully explain what some people believe is the cause of global warming.

6 What effect does the author believe his or her actions might have on the environment?



Word study

Authors shape our view of a subject through their choice of words.

Read the passage.

	••••••••••••••••••••••••••••••••••••••	•		Se of the second	Q
	Underline words that explain what camouflage is.	Coral Re Many reef fish h provides them wi Colourful spots of difficult to see a fish can even ch hide from predat trumpetfish, are colour to trick th	eefs ave bright colours. Th good camouflag and stripes make the mong the coral. So ange their colour t fors. Others, such a predators that cha heir prey.	This e. hem ome o as ange Put a box around the reason some predators change colou	r.
	rcle the correct a	nswers.			
I	which besi descri	bes what camoullag		d speed	
•				u speed	
2	Which phrase is fra bright coloursc trick their prey	ne clue to question l'a	s answer? b Colourful spo d make them d	ts and stripes ifficult to see	
3	Which best descri	bes a predator?			
Ū	a a hunter	b a victim	c an old fish	d a large fish	
4	 What are the two a have to hide fr b have bright co c are predators d have good car 	best clues to questic om predators. lours. that change colour to mouflage.	on 3's answer? Some f o trick their prey.	ish	
5	Which word in the	passage is the oppo	site of predator?		
	a fish	b spots	c trick	d prey	
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Word study

Read the passage.



6 What does the phrase *need to be protected* suggest about the meaning of the word, fragile?

7 Use the clues in paragraph 2 to help you write a definition for erosion.

8 Use the clues in paragraph 3 to help you write a definition for pollution.





NONFICTION

Finding facts and information

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

Read the passage.



Circle) the correct answers.

1	Where is Hoover Dam? On the border between					
	a Arkansas and Nevadac Arizona and Nebraska			Arizona and New	exico	
				d Arizona and Nevada		
2	On which river is Ho	over Dam? On the				
	a Arizona River	b Mississippi River	С	Colorado River	d	Snake River
3	When was the dam	completed?				
	a in 1931	b in 1935	C	in 1924	d	in 1937
4	How many years al	nead of schedule was	the	dam completed?		
	a less than two	b exactly two	C	more than two	d	three
5	In what part of the United States is Hoover Dam? In the					
	a south-west	b west	С	north-west	d	south
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- **6** Where is the Golden Gate Bridge?
- 7 What kind of bridge is the Golden Gate Bridge?
- 8 How deep is the water in the bay?
- 9 When was the Golden Gate Bridge completed?
- 10 What holds up the road?



Making connections

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.

Plants are an essential part of the ocean's food chains. Some sea creatures eat plants. Others are carnivores that eat other sea creatures.

Food chains in the ocean begin with plankton. Plankton is a mixture of tiny animals and algae. Like all plants, the algae use the sun's energy to make food. Very small crustaceans feed on the tiny algae and together they are known as plankton.

Oceans

<u>Underline</u> the words in each text that tell what plankton is.

Highlight the words in each text that tell how algae make food.

Colour the words in each text that tell what tiny crustaceans feed on.

33

The word plankton is Greek for wanderer or drifter. It refers to a category of drifting organisms found in the middle and upper levels of the ocean.

Plankton consists of algae, which live near the surface where they can draw on the sun's energy to make food, and tiny crustaceans that feed on the algae.

Small creatures such as krill and shrimps feed on the plankton and larger fish eat the shrimps.

Circle) the correct answers.

- 1 Which information appears in both texts?
 - **a** where the word plankton comes from
 - **b** what plankton consists of
 - c where algae live
 - **d** how algae make food
 - e what tiny crustaceans eat
 - f what krill and shrimps eat
 - g what larger fish eat





The ocean floor has many of the same features you find on land. Mountain ranges, volcanoes, deep trenches and wide, flat plains are all found on the ocean floor.

When measured from the ocean floor, Hawaii's Mauna Kea rises more than 9 145 metres, making it the tallest mountain on Earth!

Chains of underwater volcanoes, known as seamounts, exist on all ocean floors. Some islands are seamounts that have risen out of the ocean. The Hawaiian Islands are at the end of a chain of underwater volcanoes. In both texts, <u>underline</u> the things we can expect to see on the ocean floor.

In one of the texts, **highlight** the sentence that shows how little we know about the ocean floor.

In both texts, circle the name of the highest mountain on Earth.

In both texts, **colour** the height of the tallest mountain on Earth.

In one of the texts, **highlight** the name of underwater volcanoes. The ocean floor is a mysterious world waiting to be explored. We know more about the surface of the moon and our closest planets! What we do know, however, is that the ocean floor has similar features to those found on land, such as mountains, volcanoes and deep trenches.

The tallest mountain in the world actually starts on the ocean floor. It's Mount Kea in Hawaii, which is about 4200 metres above sea level. But below sea level it measures almost 6000 metres, making it higher than Mount Everest.

2 What information do both texts give us about the features found on the ocean floor?

3 What information do both texts give us about the highest mountain in the world?

4 What extra information does one of the texts give us about the Hawaiian Islands?



Fact or opinion?

Nonfiction contains facts and opinions. A fact is a statement that can be proved true. An opinion is a statement that expresses a belief or feeling.

Read the passage.

In paragraph 1, <u>underline</u> a statement that we can prove is true.

In paragraph 2, highlight the words that express an opinion.



To the Limit

Some people think that plunging down the side of a mountain on a pair of skis is the most exciting feeling in the world. People who do this are called speed skiers. They can reach speeds of 240 kilometres an hour.

It takes cool nerves and topnotch protection to be a speed skier. Rocks, boulders and trees can be deadly, so helmets are essential. Avalanches can also be a danger, so you need to carry a special light. Then you can be found and dug out of the snow if you are buried by an avalanche. In 1999, skier Harry Egger of Austria set off down a mountain in France. By the time he reached the bottom, Harry had set a new world record of 248 kilometres per hour. When he got to the bottom of the mountain, he vomited.



In paragraph 1,

colour a

- Are the following statements facts, or opinions? Write F next to the facts and O next to the opinions.
 - a Speed skiers reach speeds of 240 kilometres an hour.
 - **b** It takes cool nerves and topnotch protection to be a speed skier.
 - c Speed skiers carry a special light.
 - **d** Speed skiers wear helmets.
 - e Some people think that speed skiing is exciting.
 - f Harry Egger comes from Austria.
 - **g** In 1999, Harry Egger set a new world record for speed skiing.
 - **h** Harry Egger vomited after setting the world record for speed skiing.





2 In the passage, what three facts has the writer given us?

3 In the passage, what three opinions has the writer expressed?





Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.



<u>Underline</u> what type of waste fossil-fuel power stations produce.

Highlight what coal and oil are used to produce.

Colour the word that tells what type of fuel coal and oil are.



Technological Wonders

Nuclear energy is released from the nucleus of a uranium atom, a very dense metal found in the ground. Nuclear energy produces about 10% of the world's electricity.

Supporters of nuclear energy argue that nuclear power stations are safe and much cleaner than fossil fuel power stations. They say there have been very few major accidents in nuclear power stations over 50 years of operation in 30 countries.

More than one-third of human-made greenhouse gases come from fossil-fuel power stations. As people continue to use coal and oil to produce electricity and fuel for transport, the amount of greenhouse gas emissions will increase. Nuclear power stations do not emit these gases, although they do produce radioactive waste. Put a box around the metal from which nuclear energy is produced.



Circle the type of waste nuclear power stations produce.



Circle) the correct answers.

- In what way are nuclear power stations and fossil-fuel power stations similar?
 - **a** Both produce greenhouse gases.
 - **c** Both use coal and oil.

- **b** Both produce electricity.
- **d** Both help to clean the air.
- 2 In what two ways are nuclear power stations and fossil-fuel power stations different?
 - a They produce different types of waste.
 - **b** They use different types of fossil-fuels.
 - c They affect the environment differently.
 - **d** They produce different types of energy.



<u>Underline</u> how Charles Lindbergh's flight was different from John Alcock and Arthur Brown's.

Put a box around the name of the first woman to fly across the Atlantic.



Important Dates in the History of Flight

1903: Orville and Wilbur Wright completed the first flight in an aircraft.

1919: John Alcock and Arthur Brown completed the first non-stop flight across the Atlantic Ocean.

1927: Charles Lindbergh completed the first solo, non-stop flight across the Atlantic Ocean.

1928: Amelia Earhart became the first woman to fly across the Atlantic Ocean.

1961: Yuri Gagarin became the first person to travel in space.

1969: Neil Armstrong and Buzz Aldrin became the first people to walk on the moon.



Colour the name of the ocean Alcock, Brown, Lindbergh and Earhart flew across.

Highlight how Neil Armstrong and Buzz Aldrin's experience in space was different from Yuri Gagarin's.

3 How was the Wright brothers' and Alcock and Brown's experience with flight similar?

4 What was similar about the flights of Lindbergh and Earhart?

5 What was the main difference between the flights of Yuri Gagarin, and Neil Armstrong and Buzz Aldrin?



Drawing conclusions

Make your own judgements to draw conclusions from a text. Clues in the text will help you.

Read the passage.

Circle)how many insects there are for each human.

Highlight the number of new species of insect that are discovered each year.



Biggest, Highest, Fastest

What makes a small bug big? It's all to do with some very big numbers. Scientists have worked out that there could be 10 guintillion insects alive at any one time. That's 10,000,000,000,000,000,000 bugs or 1.6 billion of them for every one of us. And about 8000 new kinds are discovered each year.

Some insects, such as locusts, move in huge, hungry groups called swarms. Swarms can contain thousands of millions of locusts. To stay alive, every locust needs to eat its own body weight in food each day. A swarm of locusts strips trees bare and gobbles up crops. There is nothing left after a locust swarm has passed.

Underline how much a locust eats in a day.



Circle) the correct answers.

- Which is the best conclusion?
 - **a** Humans outnumber insects.
 - Insects outnumber humans. С
- **b** Insects are big bugs.
- **d** Insects have long life spans.
- 2 Which sentence is the best clue to question 1's answer?
 - **a** There are 1.6 billion of them for every one of us.
 - **b** About 8000 new kinds are discovered each year.
 - **c** It's all to do with some very big numbers.
 - **d** What makes a small bug big?
- Which is the best conclusion? Locusts ... 3
 - **a** help the environment.
- weigh a lot. С

- **b** kill insect pests. **d** destroy crops and trees.
- Which group of words is the best clue to question 3's answer? 4
 - body weight **b** hungry groups a
- **c** nothing left
- **d** thousands of millions



Drawing conclusions

Read the passage.



5 We can conclude that animals use different methods to kill their prey. Which sentence is the clue?

6 Which sentence suggests that most animals are both predators and prey?

7 What overall conclusion can we draw about survival in the animal kingdom?



