



YEAR 2

COMPREHENSION

Student Book

NONFICTION



My Name

Reading Eggspress Comprehension Year 2 Student Book, Nonfiction

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In this book



The **Reading Eggspress Comprehension** programme shows pupils how to understand the literal meaning of a text, including its vocabulary, and its inferred meaning. This workbook has 20 step-by-step lessons that teach key strategies for children to use when they read. Each lesson uses a levelled extract and focuses on a single comprehension strategy. They support teaching of the following statutory requirements of the *National Curriculum in England*:

Reading – Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books and how items of information are related
 - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read, and correcting inaccurate reading
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far



Comprehension strategy overview

Comprehension type	Strategy	Pages
Literal Looks for explicitly stated answers in the texts. Answers <i>Who</i> , <i>What</i> , <i>When</i> and <i>Where</i> questions.	Main idea and details	5
	Sequencing events	7, 9, 11, 21, 35
	Finding facts and information	1, 23
Inferential Finds implied information in the text. Looks for text clues and evidence that point to the correct answer.	Making inferences	19, 29, 39
	Compare and contrast	3, 13, 15, 25, 33, 37
Critical Asks for connections or opinions on information in the text. Uses text clues to support the connections.	Making connections	17
	Visualisation	27, 31



Finding facts and information

NONFICTION

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

Read the passage.

Circle

what flowers
make in
summer

Box

what covers
trees in
summer

Colour

what happens
to fruit in
summer

Plants in Summer

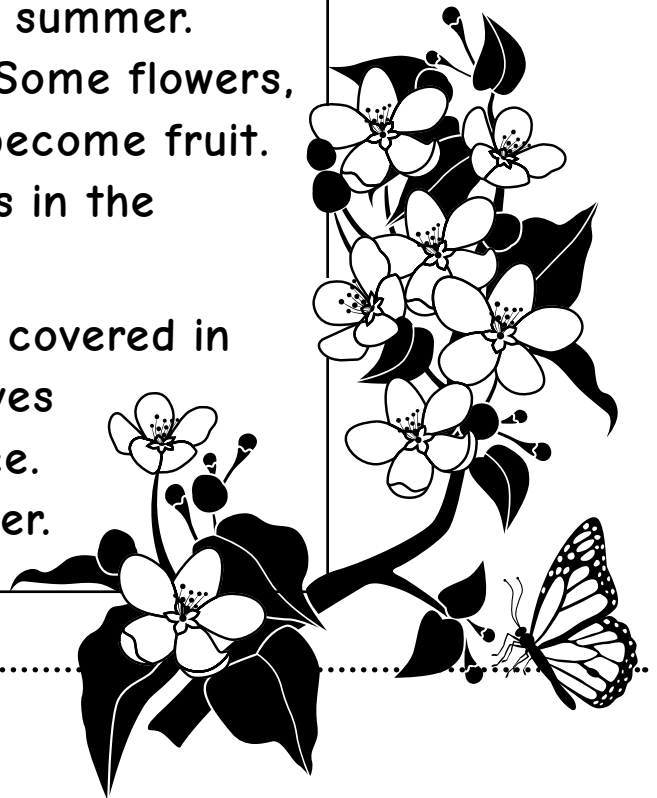
Plants grow quickly in summer.

Many plants flower in summer.
Flowers make seeds. Some flowers,
like apple blossoms, become fruit.
Fruit grows and ripens in the
summer.

In summer, trees are covered in
green leaves. The leaves
make food for the tree.
The trunk grows thicker.

Underline

what happens
to tree trunks in
summer



Circle the correct answers.

1 When do apple blossoms become fruit?

- a** summer **b** spring **c** winter **d** autumn

2 What do the leaves of a tree do in summer?

- a** attract insects
b make food for the tree
c make roots
d protect the trunk



3 What ripens in summer?

- a** leaves **b** trees **c** fruit **d** flowers

Read the passage.



Circle

summer
foods



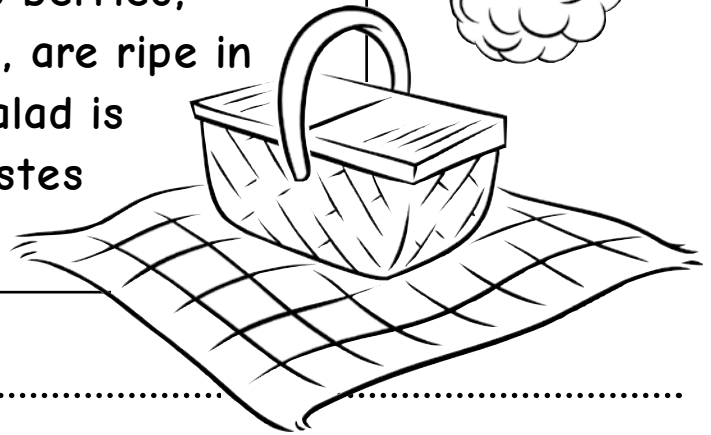
Summer Food

We eat more fresh food in summer.

Salads are made from fresh summer vegetables. Families enjoy the outdoors by having picnics and barbecues.

Many fruits, such as berries, melons and peaches, are ripe in the summer. Fruit salad is good for you and tastes good too.

Underline
summer
activities



4 What do we eat more of in summer? _____

5 What ingredients go into a salad? _____

6 Where do families enjoy barbecues? _____

7 What are some summer fruits? _____

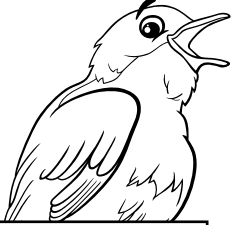
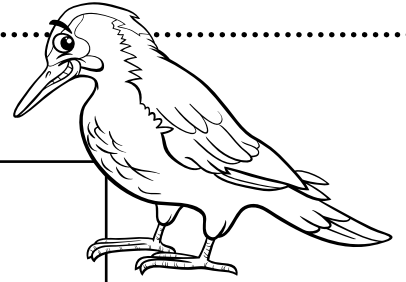
8 What can be made with summer fruits? _____

Compare and contrast

NONFICTION

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

Read the passage.



Box

what is
hard for all
animals to
find in a
dry place

Circle

how large
mammals
find water

Finding Water

Water is hard to find in a dry habitat.

Birds and large mammals, such as antelopes, elephants and zebras, travel long distances to find water.

Other animals get water from the food they eat. Bilbies and kangaroo rats get water from insects, fruit, seeds and leaves.

Underline

how
bilbies and
kangaroo
rats get
water



1 Put a ✓ next to information that is true. Put a ✗ next to information that is false.

- a ☐ Antelopes and elephants are mammals.
- b ☐ It is hard for all animals to find water in a dry habitat.
- c ☐ Zebras drink more water than any other animal.
- d ☐ Bilbies and kangaroo rats are ocean animals.
- e ☐ Fruit, seeds and leaves can give some animals water.
- f ☐ Bilbies are large mammals.

Read the passage.

Box

what special strategies all desert animals have

Colour

how kangaroo rats and fennec foxes conserve water

Conserving Water

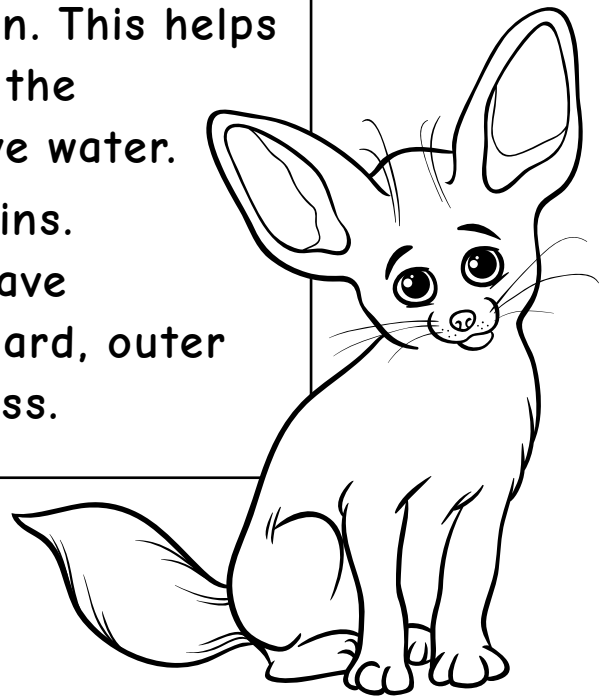
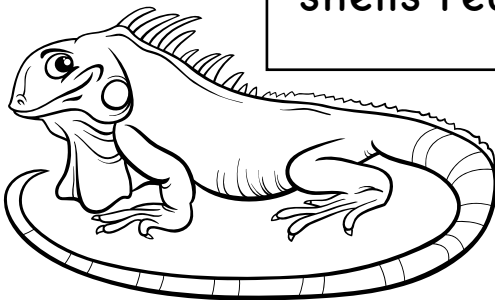
Desert animals have special water-saving strategies.

Some animals in dry habitats do not sweat to cool down. This helps the kangaroo rat and the fennec fox to conserve water.

Reptiles have thick skins. Spiders and insects have exoskeletons. These hard, outer shells reduce water loss.

Underline

how reptiles stay cool



2 Put a ✓ next to information that is true. Put a ✗ next to information that is false.

- a** ☐ The fennec fox does not sweat to help it cool down.
- b** ☐ All desert animals have ways to conserve water.
- c** ☐ Kangaroo rats have thick skins to help them save water.
- d** ☐ Spiders have exoskeletons to keep cool.
- e** ☐ Desert animals need to always be near water.
- f** ☐ An exoskeleton can help an animal reduce water loss.

Main idea and details

NONFICTION

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

Read the passage.

Circle

which trains
were pulled
by steam
engines

Box

how steam
is made

OLD TRAINS

The first trains were pulled along by steam engines.

Steam engines burn coal. The burning coal heats water to make steam. The steam makes the wheels turn.

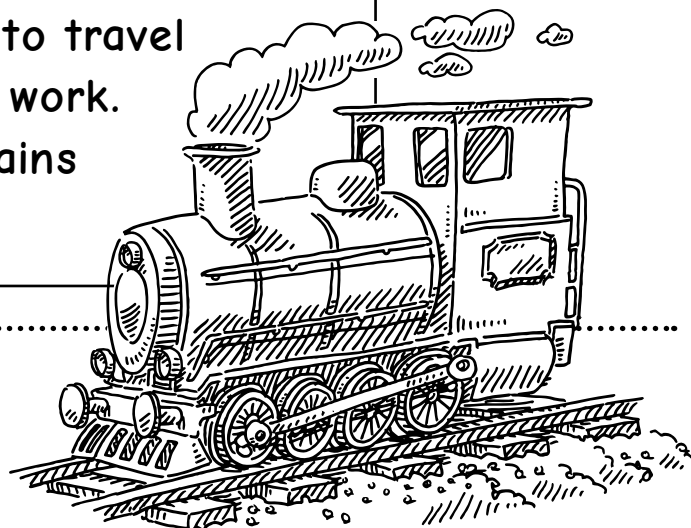
In the 1800s steam trains were a quick and cheap way to travel for fun as well as for work. Today most steam trains are for tourists.

Underline

what steam
engines burn

Colour

when steam
trains were
used



Circle the correct answers.

- 1 What is the main idea of the text?
 - a to give facts about why train travel is fun
 - b to describe how steam trains burn coal
 - c to explain how steam trains work and were used
 - d to tell others where to ride steam trains
- 2 Which two sentences best support the main idea?
 - a Today most steam trains are for tourists.
 - b The first trains were pulled along by steam engines.
 - c In the 1800s steam trains were a quick and easy way to travel.
 - d The steam makes the wheels turn.

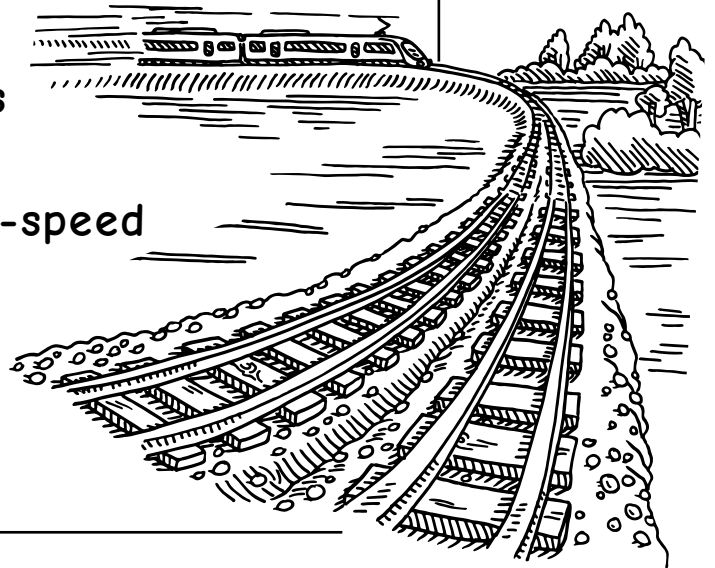
Read the passage.

New Trains

Today, most trains have diesel or electric engines.

The new engines are quieter and cleaner than coal-powered steam engines. Diesel trains are often used in country areas. Many electric trains run in cities.

Some electric trains can travel very fast. They are called high-speed trains. The bullet trains in Japan can travel three times faster than a car.



Colour

how modern trains are powered

Underline

features of new trains

Box

where new trains are used

3 Fill in the missing words.

This text is about different types of _____.

4 Give two details that support the main idea.

a Most trains

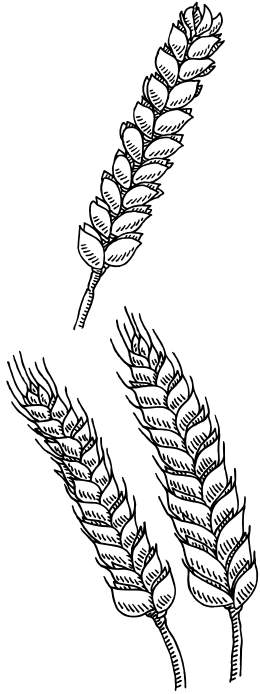
b New train engines

Sequencing events

NONFICTION

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

Read the passage.

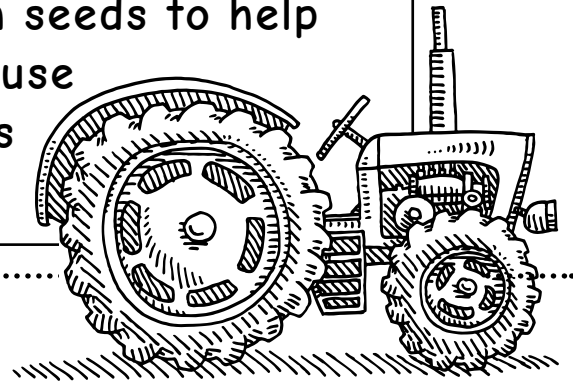


Growing Grain

*Wheat, oats, rye and rice are all grains.
People eat more grain than any other food.*

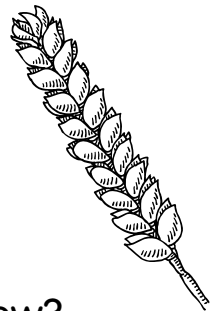
Farmers grow wheat in large, flat fields.
They use machines called cultivators to
prepare the soil for planting.

Farmers mix fertiliser with seeds to help
the grain grow. They then use
a seeder to drop the seeds
into furrows.



1 Order the events to grow grain.

- ☐ Use a seeder to drop seeds.
- ☐ Mix fertiliser with seeds.
- ☐ Choose your grain.
- ☐ Use a cultivator to prepare the soil for planting.
- ☐ Choose a large, flat field.



2 Draw what would need to happen next for the seeds to grow?

Read the passage.

Box

how long
the grain is
soaked

Circle

how the
wheat gets
to the flour
mills

Refining

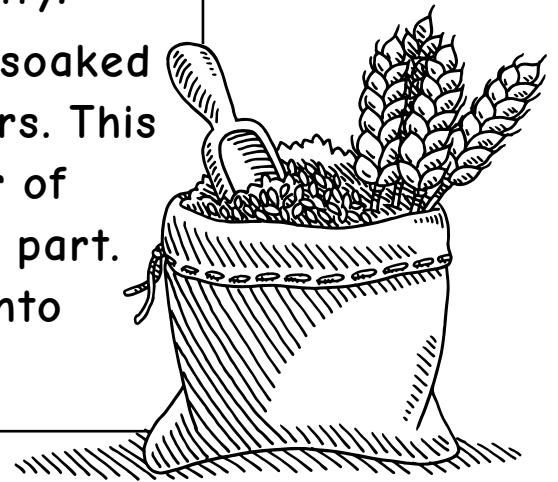
Trucks carry wheat to flour mills. The wheat grains are made into flour.

People inspect the wheat to make sure it is good quality.

The grain is cleaned and soaked in water for 10 to 20 hours. This separates the outer layer of bran from the soft, inner part. Rollers crush the wheat into a powder called flour.

Underline

what
crushes the
wheat



3 What happens to the wheat before it is soaked?

4 What happens to the wheat after it is soaked?

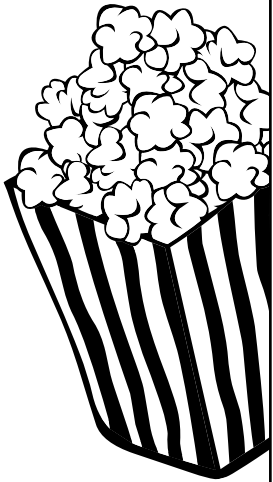
5 What does this text explain?

Sequencing events

NONFICTION

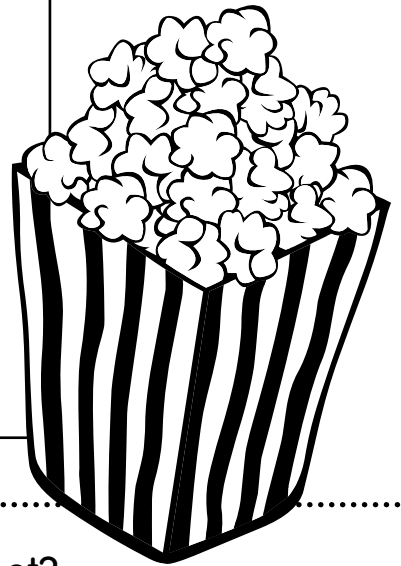
Numbers and words give clues to the order in which things happen.

Read the passage.



Popcorn Recipe

1. Put the oil into the pot. Add the popping corn.
2. Cover the pot with a lid. Place the pot on the stove. Set the stove to medium heat.
3. Don't open the lid while the corn is popping. Turn off the heat when the popping stops.
4. Let the popcorn cool, and then eat.



1 What happens before you put the popping corn in the pot?

- a Heat the pot.
- b Fill the pot with warm water.
- c Add salt to the pot.
- d Put oil into the pot.

2 Order the events using the numbers 1-4.

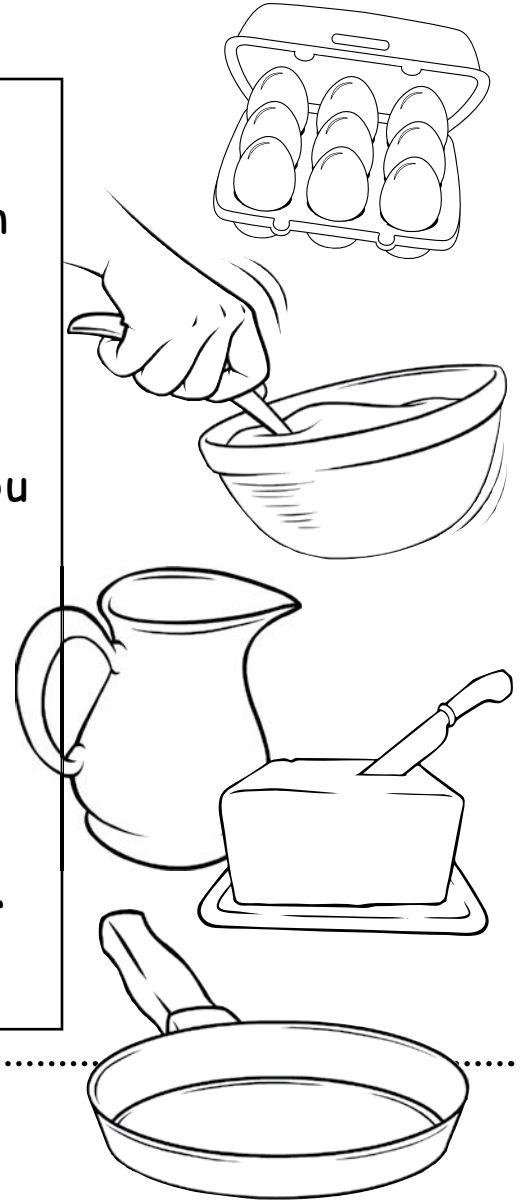
- ☐ Pour the popcorn into a bowl and enjoy.
- ☐ Place the pot onto a medium heat.
- ☐ Gently move the pot off the burner.
- ☐ Put the oil and popping corn in the pot.



Read the passage.

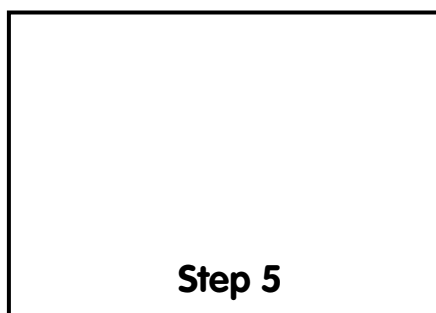
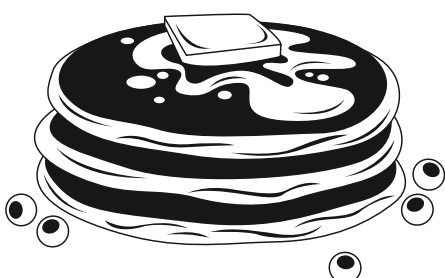
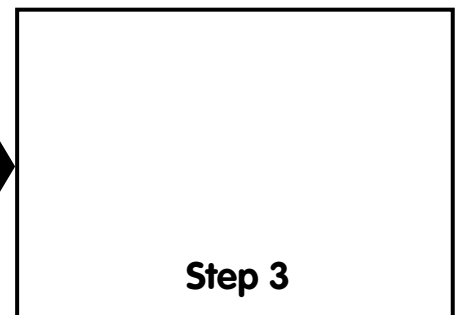
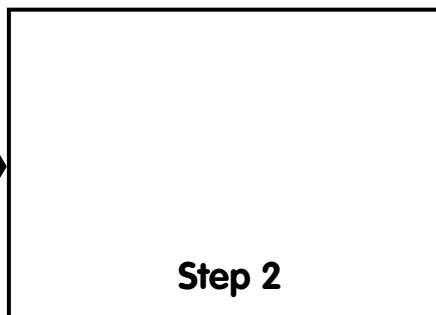
Pancake Recipe

1. First, whisk the eggs in a bowl and add the milk. Place the dry ingredients in a separate bowl.
2. _____, pour the milk mixture into the flour. Stir until you have a smooth batter.
3. _____, heat butter in the frying pan. Add a spoonful of batter to the pan.
4. _____, cook until the bubbles pop. Flip the pancake over and cook until golden brown.



3 Add in time adverbs for the pancake recipe.

4 Draw the pancake recipe. Add step 5.



Sequencing events

NONFICTION

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

Read the passage.

Berries to Jam

Berries can be eaten fresh. They can also be cooked with sugar to make jam.

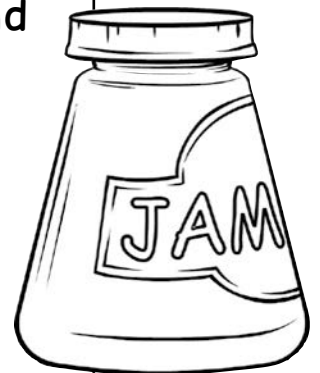
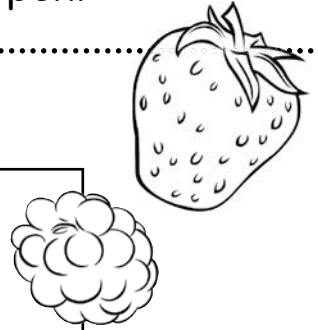
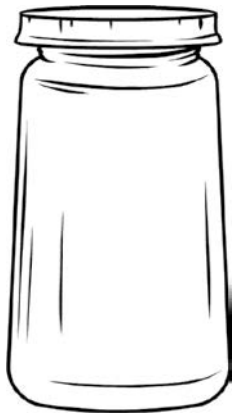
1. Berries grow on small bushes or plants in fields and hothouses.
2. Some farmers use machines to harvest the ripe berries. Other farmers pick them by hand.
3. The berries are washed, trimmed and cut up or mashed. Then, the berries are cooked with sugar until the mixture is thick.
4. Next, the hot jam is poured into jars and sealed to keep it fresh.

Circle

two ways of
harvesting
berries

Underline

what
happens to
the berries
before they
are cooked



1 What happens to the berries before they are harvested?

2 What happens to the berries after they are washed and mashed?

3 Where is the jam poured after it is cooked?

4 What text feature tells you the steps must be done in order?

Read the passage.

Cows to Milk

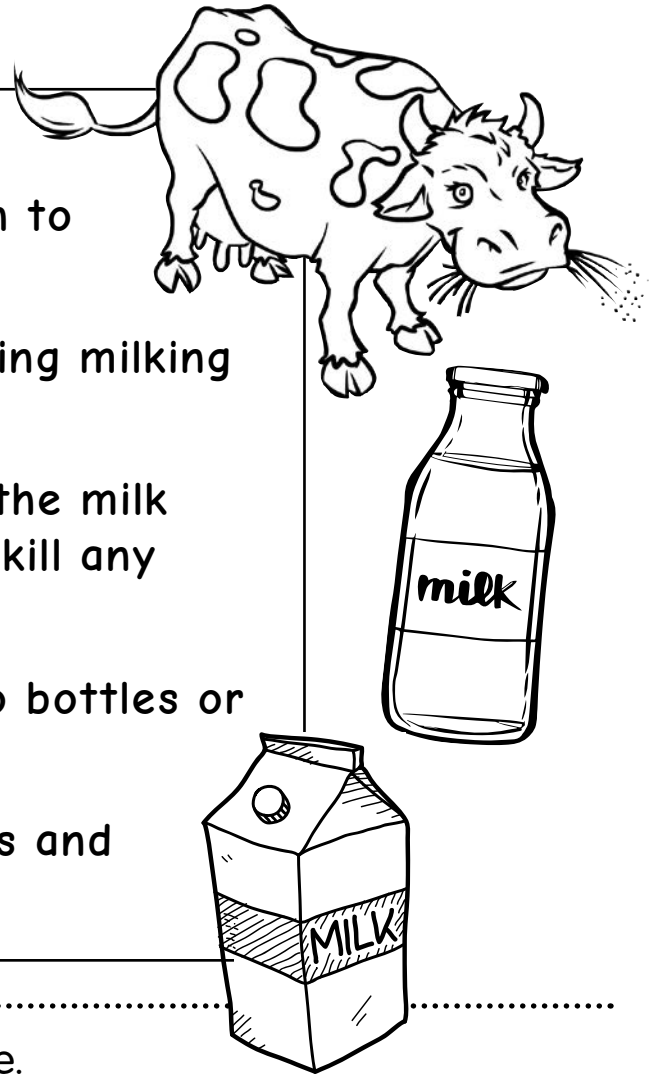
First, the cows are taken to the milking shed.

_____, they are milked using milking machines.

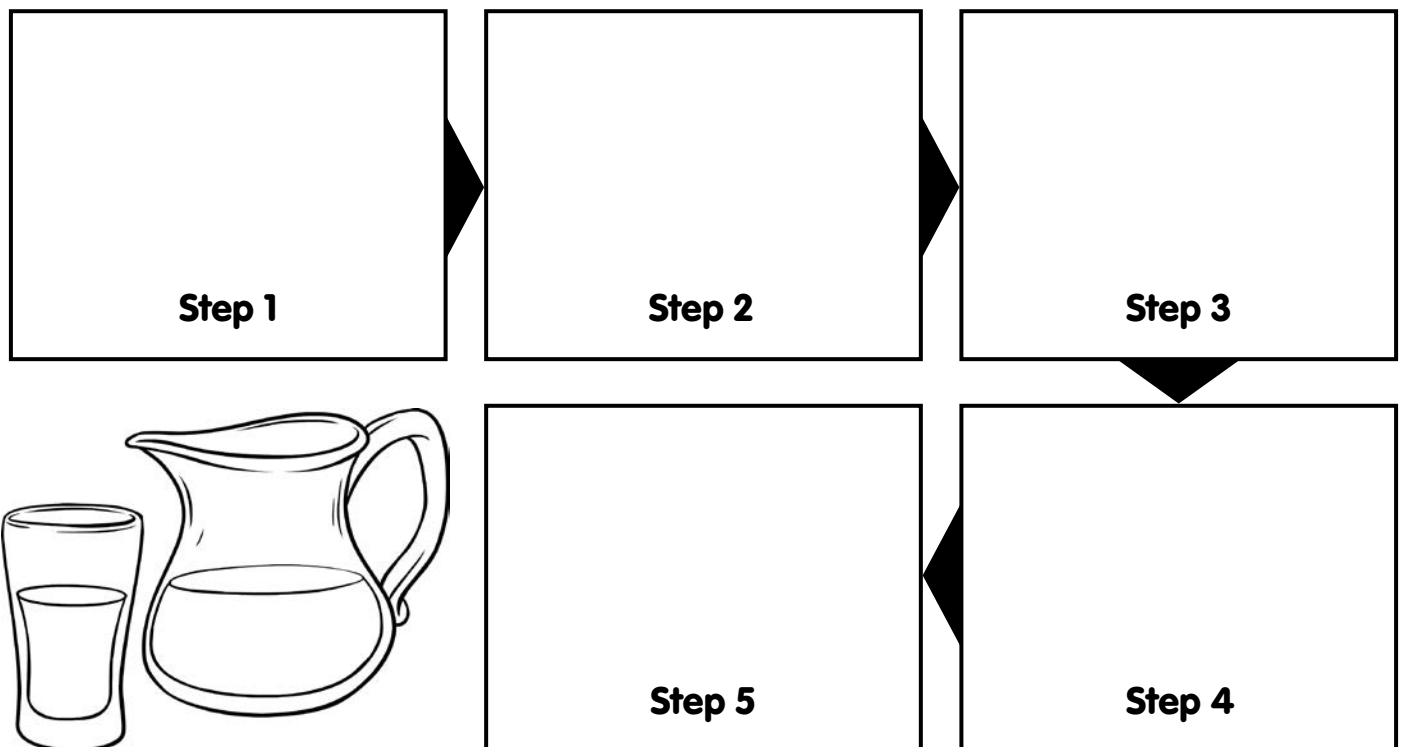
_____, milk tankers take the milk to a factory where it is heated to kill any harmful germs.

_____, the milk is put into bottles or cartons and kept refrigerated.

_____, it is taken to shops and supermarkets.



- 5 Add in time adverbs to complete the passage.
- 6 Draw the process from cows in the milking shed to milk in the supermarket.



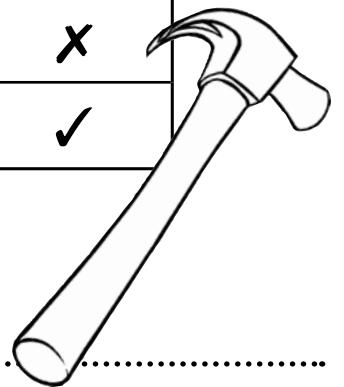
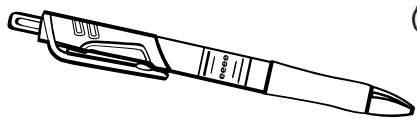
Compare and contrast

NONFICTION

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

Read the table.

Tool	Function	Powered by humans	Powered by electricity	Powered by battery
hammer	used to hammer nails, break rocks and remove nails	✓	✗	✗
pen	used to write	✓	✗	✗
blender	used to mix foods and liquids	✗	✓	✗
calculator	used to do maths	✗	✓	✓



1 Put a ✓ next to information that is true. Put a ✗ next to information that is false.

- a ☐ Hammers and calculators are both powered by electricity.
- b ☐ You must have a battery to use a pen.
- c ☐ Batteries power calculators.
- d ☐ Pens and hammers are powered by humans.
- e ☐ A hammer and a pen have the same function.
- f ☐ Blenders are powered by electricity.



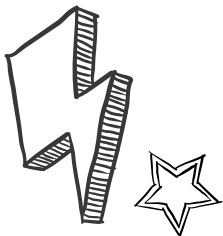
Find the answer in the table.

- 2 Which tools are powered by humans? _____
- 3 Which tools are *not* powered by electricity? _____
- 4 Which tool is powered by battery? _____
- 5 Which tool is powered by electricity? _____

Read the passage.



Colour
tools schools
used **from**
the 1970s



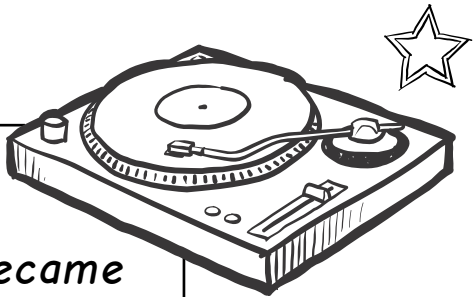
1970s

Many new tools and gadgets became popular in the 1970s.

Prior to the 1970s, most schools used books, blackboards and paper as educational tools.

By the 1970s, many schools had film projectors, record players and tape recorders to help children learn.

By the late 1970s, people began to buy personal computers for their homes.



Box
tools schools
used **before**
the 1970s



6 Complete the table using ✓ and ✗.

School Tool	Used before 1970	Used in the 1970s	Used today
Books			
Blackboards			
Paper and pencils			
Film projectors			
Record players			
Tape recorders			

7 Which tools were used before 1970?

8 Which tools were used before the 1970s and are still used in schools today?

Compare and contrast

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

Read the passage.

Underline
the **purpose**
of transport

Box
types of
public
transport



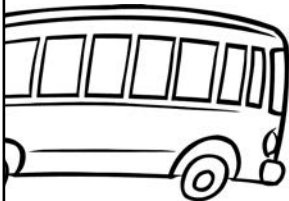
TRANSPORT

Vehicles, such as cars, buses, trains, planes and boats, transport us from one place to another.

Some people use transport to make short, daily trips to work or school. Others use it for longer journeys, such as a holiday or business trip overseas. Public transport is designed for moving large groups of people. Buses, trains, trams, ferries and planes are types of public transport. Private transport includes cars, motorcycles and bicycles.

Colour
a **word** that
means the
same as
types of
transport

Circle
types of
private
transport

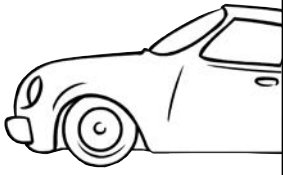


1 Complete the table about transport.

	Purpose	Examples
Private transport		
Public transport		

2 What does all transport do? _____

Read the passage.



Box

when people
began buying
cars

Underline

when
more roads
appeared

CARS

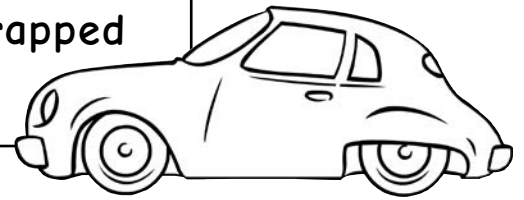
In the early 1900s, people began to buy their own cars. In 1908, Henry Ford began making cars on an assembly line. His factory made cars at a much faster rate. These mass-produced cars were cheaper to buy. In the 1950s, many more people owned cars. More cars meant more roads. With more cars on the road, people started to think about car safety. The first seat belts strapped across the driver's lap.

Colour

why Ford's
cars were
affordable

Circle

how road
safety became
an issue



3 Make a timeline about cars.

Early 1900s	1908	1950s

4 When were cars first mass produced?

- a** 1901–1910 **b** 1961–1970 **c** 1911–1920 **d** 1951–1960

5 When were more roads built?

- a** 1931–1940 **b** 1901–1910 **c** 1951–1960 **d** 1941–1950

Making connections

NONFICTION

Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases to make the connections.

Read the passage.

Underline

when they went
to the zoo

Box

what they saw
at the zoo

Colour

who went to
the zoo

Circle

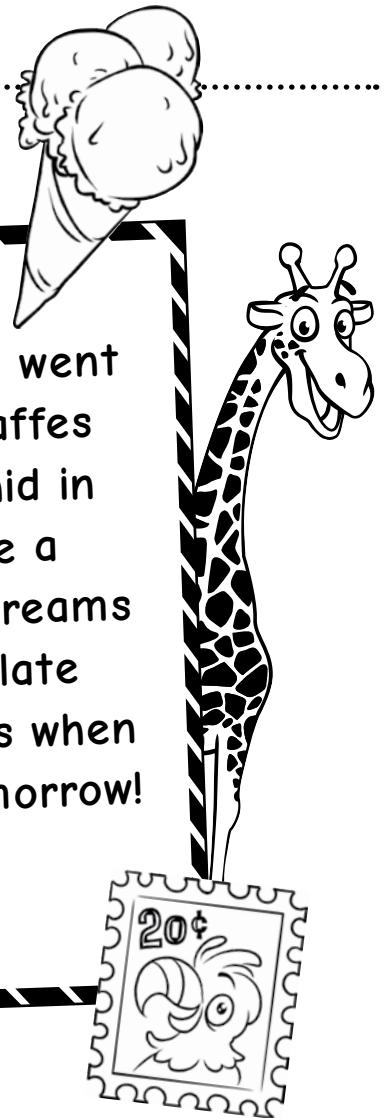
what they ate at
the zoo

Dear Mum,

Today we got up really early and went to the zoo. It was huge! The giraffes had lots of room and the lions hid in the bushes. Dad pretended to be a mountain goat. We bought ice creams after lunch. Boo-boo had chocolate and I had vanilla. Dad carried us when we got really tired. See you tomorrow!

Love, T

xx



1 Draw a  if you can connect with these ideas from the postcard.

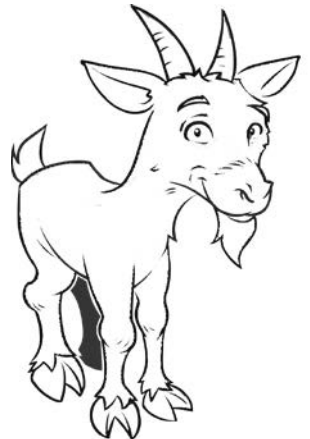
- a Today we got up really early.
- b We went to the zoo.
- c I saw giraffes and lions.
- d Dad pretended to be a mountain goat.

2 Share with a friend a story of one of your connections.

Did the story happen to you?

Did it happen in a book you read?

Did you connect with the same or different ideas from the postcard?



Read the passage.

Bonjour!

Colour
who is in Paris

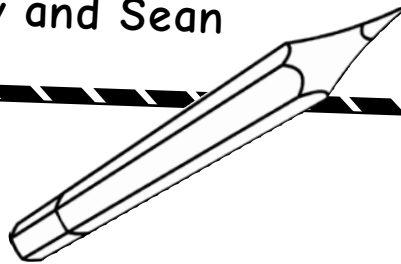
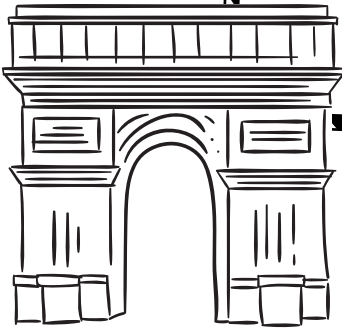
Circle
where they
went in Paris

Underline
when they
arrived in Paris

Box
what they
thought
of Paris

Dear Anna and Janek,
We arrived in Paris yesterday
afternoon. Last night we went
up to the top of the Eiffel Tower.
The city was all lit up and so
pretty. Today we went to three
art galleries, so I have sore feet!
What have you been doing?

Love, Vicky and Sean



Use your knowledge to answer questions about postcards.

3 What is a postcard? _____

4 Why do people write postcards? _____

5 What information do people give in a postcard? _____

6 What is another question you could ask Anna and Janek?

Making inferences

NONFICTION

Use clues to find answers about a text. Not all information is directly stated!

Read the signs.

Sign 1

Circle

the
compound
words

→

**KEEP THE
WILD IN
WILDLIFE**

**DO NOT
FEED THE
WATERFOWL**

Underline

the verbs

→

**KEEP THE
WILD IN
WILDLIFE**

**DO NOT
FEED THE
WATERFOWL**

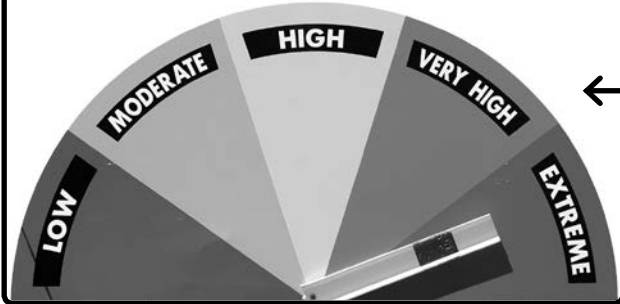
Sign 2

Box

the title

←

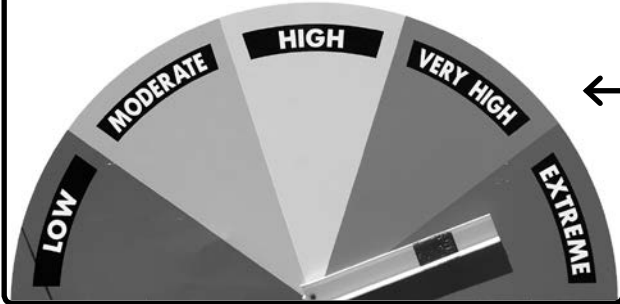
**FIRE DANGER
TODAY**



Highlight
new
vocabulary

←

**FIRE DANGER
TODAY**



Sign 1

1 Use your word knowledge to complete these definitions.

a

b

WILD

+

LIFE

=

WILDLIFE
Animals from

WATERFOWL
A bird that

Sign 2

2 Use your word knowledge to complete this paragraph.

The highest fire danger warning is _____.

Another word which means the same is _____.

People feel safest when the sign reads _____.

Read the sign.



Think about the sign and answer the questions below.

3 What does fragile mean? _____

4 Which clue helped you? _____

5 Name three things that are fragile. _____

6 Where would you expect to see this sign? _____

Sequencing events

NONFICTION

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

Read the passage.

Circle

where you
might find
fossils

Finding Fossils

Places where rocks are eroding might have fossils. Creek banks, dry riverbeds and cliff faces are all good places to look. Most fossils are covered by a thick layer of rock. At some sites, explosives blow up the rock and bulldozers cart it away. Often the whole block of rock, with its bones, is cut out. This is taken back to the lab where the bones are carefully removed.

Box

what the
bones are
removed
from



1 Order what happens at some sites.

☐

Transport to a lab.

☐

Use explosives to blow up the rock.

☐

Confirm dinosaur bones are in the rock.

☐

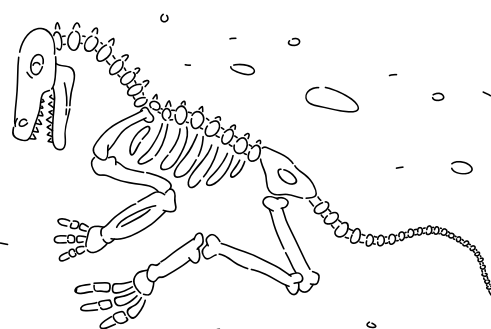
Use a bulldozer to remove the rock from the site.

☐

In the lab carefully remove the bones.

☐

Find a place with eroding rock—creek bank, riverbed or cliff face.

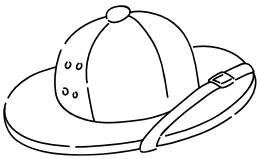


2 After this, where might children view the fossils? _____

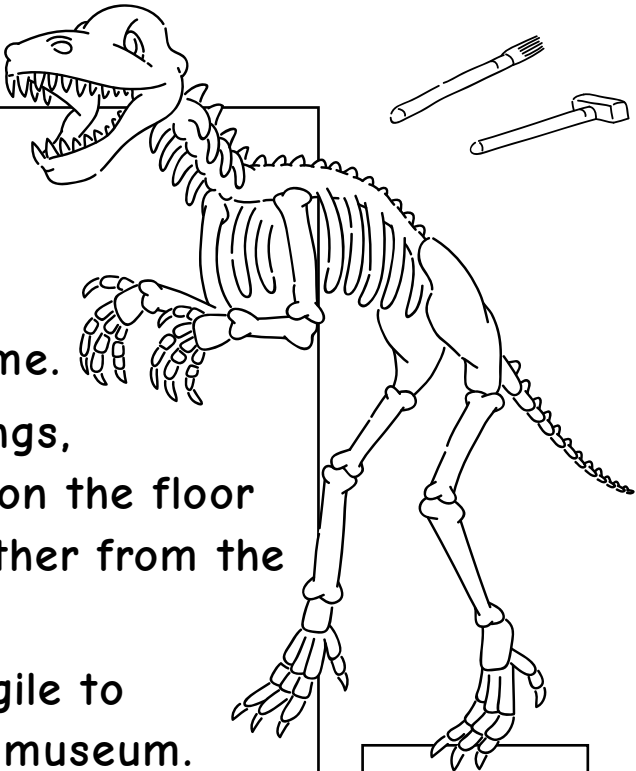
Read the passage.

Underline
what is
needed before
the bones are
assembled

Circle
the first thing
done with the
skeleton



Giant Jigsaw Puzzles
Putting a dinosaur back
together takes skill,
patience and a lot of time.
Using photos and drawings,
the skeleton is laid out on the floor
and then put back together from the
ground up.
Most bones are too fragile to
become a skeleton in a museum.
A plaster or plastic cast is made.
It is rare to find a complete
skeleton — most museums' dinosaurs
are put together with extra parts.



Colour
why casts
are made of
bone

3 Draw the process of putting together dinosaur skeletons.

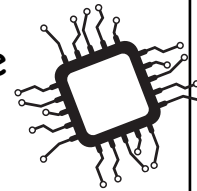
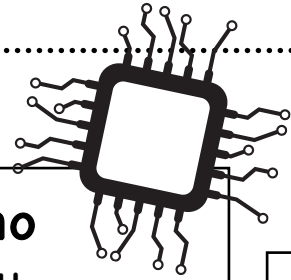
Step 1	Step 2
Step 3	Step 4

Finding facts and information

NONFICTION

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

Read the passage.



A World-changing Gizmo

It all began in 1947. That's when three scientists invented the transistor. The three scientists were from the Bell Laboratories. Their names were John Bardeen, Walter Brattain and William Shockley.

The first transistor was about the size of your thumb. It was made from a paperclip, gold foil, wire and a bit of plastic. Transistors were first used in telephones. Transistors are in almost all electronic devices. They are in computers, mobile phones, TVs, video cameras, calculators, hand-held games, radar and satellites.

Circle

who
invented the
transistor

Underline

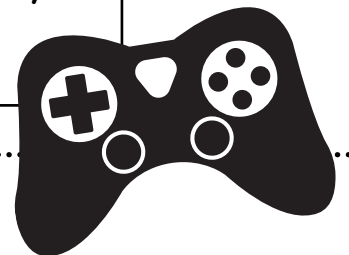
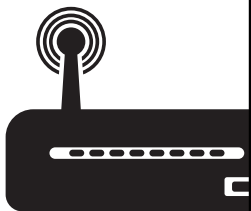
when
the first
transistor
was made

Box

what
the first
transistors
were made
from

Colour

where
transistors
were first
used



Circle the correct answers.

- 1 What was the occupation of the inventors?
a teachers **b** doctors **c** scientists **d** professors
- 2 What size was the first transistor?
a paperclip-sized **b** thumb-sized
c mobile phone-sized **d** telephone-sized
- 3 Where are transistors used today?
a paperclips **b** mobile phones **c** plastic **d** your thumb

Read the passage.



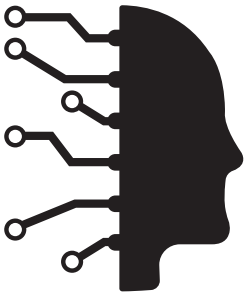
Highlight
how many
inventions
Dr Nakamatsu
has

Underline
what
Dr Nakamatsu
invented

Why Didn't I Think of That?
Dr Nakamatsu is a modern inventor.
He has over 3200 inventions.
Dr Nakamatsu often came up with ideas underwater. He invented a notepad that he could use underwater to write down his ideas.
Dr Nakamatsu only sleeps four hours a night. He says the best time for new ideas is between midnight and 4 am. He has two special rooms that help him think.

Box
when
Dr Nakamatsu
likes inventing

Colour
where
Dr Nakamatsu
invents



4 What was Dr Nakamatsu’s underwater problem?

5 What was Dr Nakamatsu’s solution?

6 Think of a problem that you could invent a gizmo for.

Who would need it?	What would it be?	Where would it be used?	When would it be needed?

Compare and contrast

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

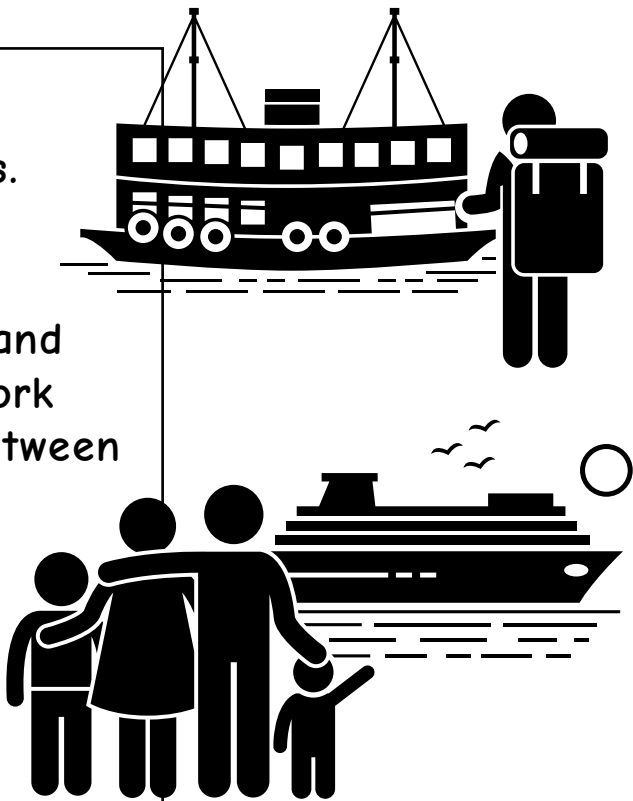
Read the passage.

Moving People

People travel short distances on ferries. Cruise ships can take you all the way around the world.

Ferries travel across rivers, harbours and lakes. Some people catch ferries to work or school. Larger ferries also travel between islands or even between countries.

People take holidays on cruise ships. You live on the ship as it travels to different cities and countries. Cruise ships have restaurants, shops, movie theatres and bedrooms called cabins.



1 Compare and contrast everyday boats we use. Tick ✓ the correct answers.

	Travels on and between					Travel for			Time spent on board		On board	
	rivers	harbours	lakes	cities	countries	work	holiday	school	Minutes or hours	Days or weeks	shops	movie theatres
ferry												
cruise ship												

Use the information in the table to answer the questions below.

- 2 For what reason would people use both ferries and cruise ships?
- 3 Between which two places do both ferries and cruise ships travel?

Read the passage.

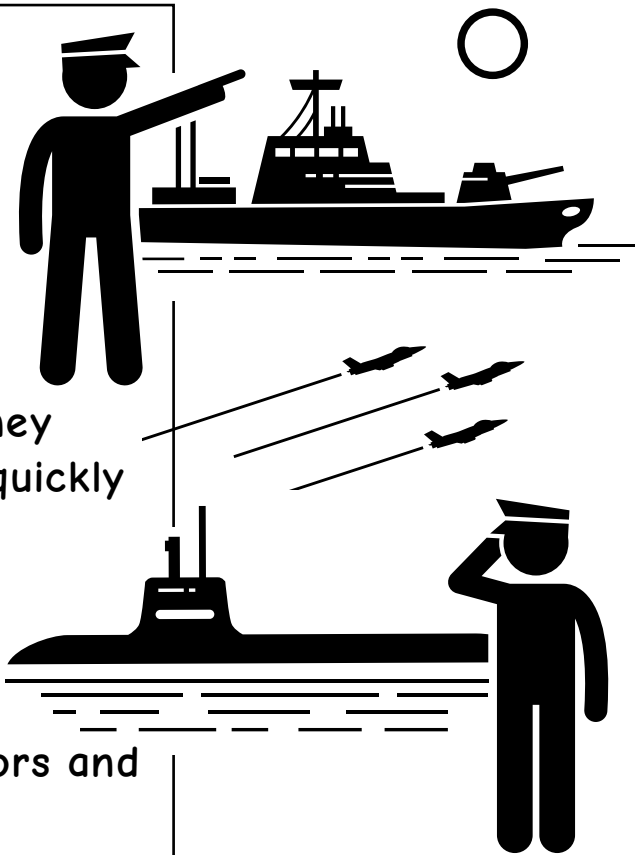
The Navy

Destroyers, submarines and aircraft carriers are all used by a navy.

Destroyers are fast. They are often used to protect bigger, slower ships. They carry about 300 people.

Submarines travel under the water. They hold up to 160 people and can move quickly if they must.

Aircraft carriers are the biggest ships in the navy. They carry planes which can take off and land on their long decks. They can have up to 4500 sailors and pilots on board at any one time.




4 Complete the table.

Boat	What does it do?	How many people can it hold?	Interesting fact
destroyer			
submarine			
aircraft carriers			

5 How are destroyers, submarines and aircraft carriers similar?

To understand what you are reading, it helps to imagine pictures! This is called visualising.

Read the passage.



To: Kosoko
From: Matilda

Please come to my: 8th birthday party

Where: Memorial Park, Dale Street

When: Saturday, 14 September

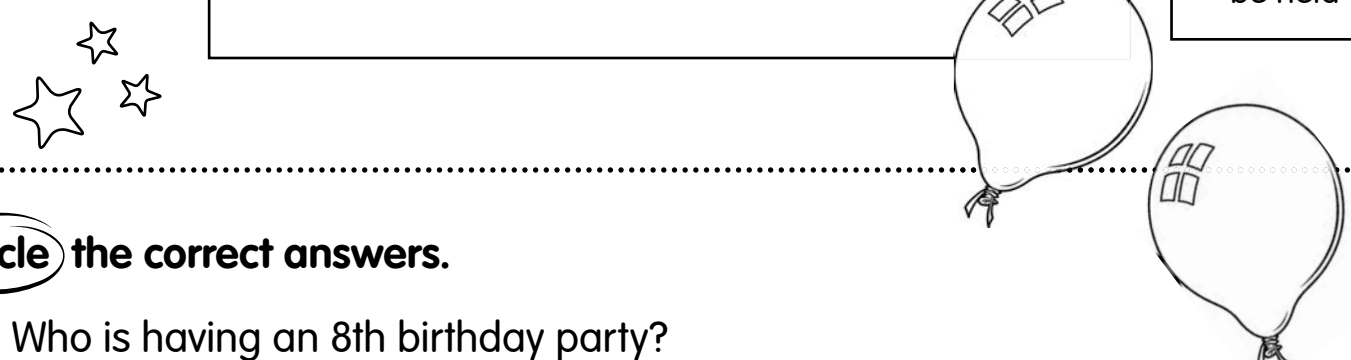
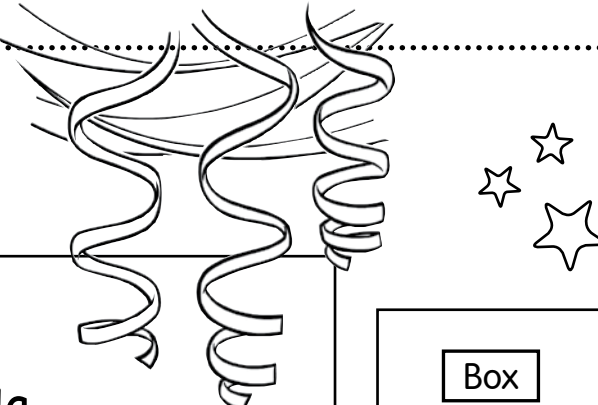
RSVP: 03 2590 1234

Circle
who is having the party

Box
what the party is for

Underline
who is invited to the party

Colour
when the party will be held



Circle the correct answers.

- Who is having an 8th birthday party?
a Matilda **b** Kosoko **c** Dale **d** Parker
- Which month is the party?
a August **b** November **c** February **d** September
- Which street is Memorial Park on?
a Kosoko St **b** Dale St **c** Saturday St **d** Park St
- Write down games you have played at a birthday party.

Read the passage.



Circle

who is having
the sleepover

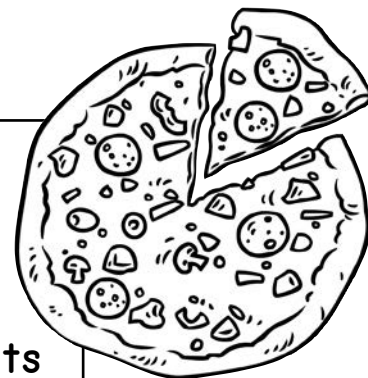
Underline

who is
invited to the
sleepover

Dear Amy,

I am going to have a sleepover at my house next Friday. Do you want to come? We will play games, eat lots of pizza and stay up really late. Mum says that she can drive you home the next morning. My address is 48 Trig Street. Please let me know if your mum and dad say it is OK to come. It will be lots of fun!

Bye,
Hua



Box

what they will eat

Colour

what they will
play



- 5** Draw pictures of the images you create in your head of the sleepover. Make connections to sleepovers you have been to and add extra information.

What will you see?	What will you taste?	What will you smell?	What will you hear?
---------------------------	-----------------------------	-----------------------------	----------------------------

Making inferences

NONFICTION

Use clues to find answers about a text. Not all information is directly stated!

Read the passage.

Circle

the **hoofed animals**

Underline

the **collective noun**

Hoofed Mammals

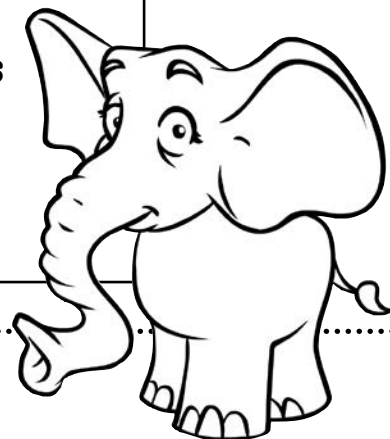
Hoofed mammals eat plants. They are herbivores. Zebras, giraffes and elephants are all hoofed mammals.

Many hoofed mammals live in groups called herds. They often live on open plains or grasslands. The herd moves from place to place in search of food. Zebras and wildebeests live in large herds.

Elephants are the largest land animals. They live in family groups called herds. Baby elephants feed on mother's milk for two years while they grow.

Box

two verbs
that tell
what baby
elephants
do



Circle the correct answers.

- 1 Which best describes how hoofed animals live?
 - a in harmony with many other animals
 - b on their own
 - c in pairs
 - d in large groups
- 2 Which clue tells you this?
 - a Hoofed mammals eat plants.
 - b Zebras, giraffes and elephants are all hoofed mammals.
 - c Many hoofed mammals live in groups called herds.
 - d The herd moves from place to place in search of food.
 - e Elephants are the largest land animals.

Read the passage.



Underline
the word that **compares** the **size** of apes and monkeys

Box
the word that **compares** the **size** of gorillas and other apes

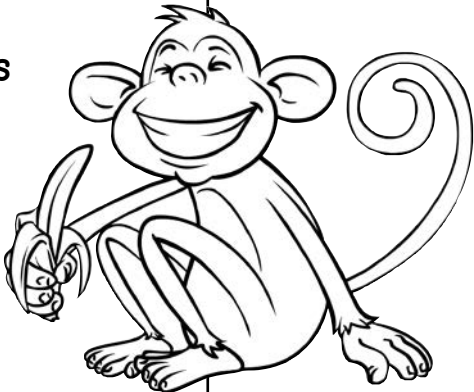
Monkeys and Apes

Monkeys and apes are mammals called primates. They are warm-blooded, furry animals that suckle their young.

Baboons, mandrills and howlers are all monkeys. Monkeys are very good climbers. They use their hands, feet and tails to help them climb.

Apes are larger than monkeys. Chimpanzees, gibbons, orangutans and gorillas are all apes. Apes do not have tails.

Gorillas are the largest of all the apes and are tailless. They live in family groups.



Colour
which
primates
have tails

Circle
which
primates
don't have
tails

3 Use the information to order the size of primates.

small	larger	largest

4 What is the main physical difference between monkeys and apes?

5 Which clue tells you? _____

To understand what you are reading, it helps to imagine pictures! This is called visualising.

Read the passage.

Colour

where tigers live

Box

a word that describes a tiger's coat



Bengal Tigers

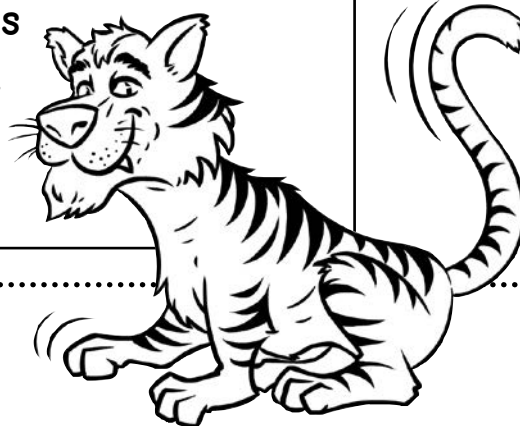
Some Bengal tigers live in the mangrove forests of India and Bangladesh.

Tigers hunt mammals, such as wild boars. Bengal tigers also eat saltwater crabs and fish. Tigers are quick and powerful hunters. They have soft foot pads that help them quietly stalk prey. Their striped coats help tigers hide in the forest. Every tiger has a different pattern of stripes.



Underline

why a tiger's prey doesn't hear it coming



Circle the correct answers.

- 1 Where do Bengal tigers live?
a at the park **b** in the snow **c** in Africa **d** in the forest
- 2 Why might tigers be difficult to spot?
a Tigers' stripes help camouflage them.
b Tigers hunt at night and sleep all day.
c Tigers have excellent eyesight.
d Tigers have soft foot pads.
- 3 Draw three things tigers eat.

Read the passage.

Colour
where
hippos live

Box
how a
hippo
moves

Hippopotamuses
Hippos live in swampy lakes and rivers in Africa.
Hippos spend the day in the water. A hippo’s eyes, ears and nostrils are on the top of its head. It can watch for danger while the rest of its body is underwater. Hippos nurse their young and even sleep underwater. Hippos do not truly swim. They run or walk along the river bed. Hippos are often aggressive. They open their mouths to warn off intruders.

Underline
what is
on top of
a hippo’s
head



- 4 Draw and label a picture of a hippo based on information in this text. You can make connections to hippos you’ve read about in stories, or seen at the zoo.

Compare and contrast

NONFICTION

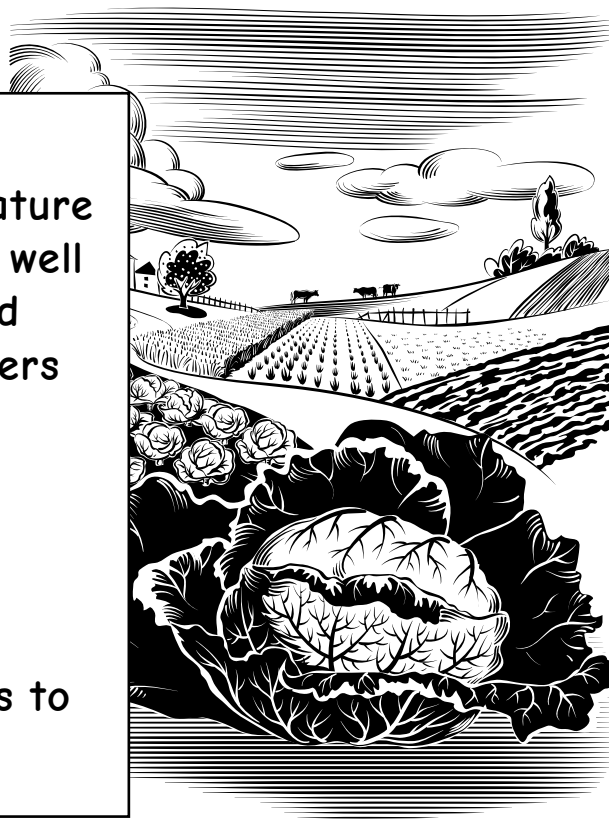
Finding the similarities and differences in a text helps us understand it.

Read the passage.

Vegetables

Many vegetables need a certain temperature to grow well. Some vegetables that grow well in cooler weather are carrots, onions and winter lettuce. Tomatoes, corn and peppers need hot, sunny weather to grow well.

Some vegetables, such as lettuce and peppers, are quick growing. Lettuce is ready to eat in six to eight weeks. Other vegetables, such as carrots, tomatoes, onions and corn take four to five months to grow and ripen.



1 Complete the table using ticks ✓.

Vegetable	Grows best in cooler weather	Grows best in warmer weather	Quick to grow	Longer to grow
carrot				
corn				
peppers				
onion				
winter lettuce				
tomato				

2 Put a ✓ next to true information.

- a ☐ Carrots and corn are quick-growing vegetables.
- b ☐ Onions and tomatoes are best grown in winter.
- c ☐ Peppers are quick-growing vegetables that like warm weather.
- d ☐ You would have more tomatoes and corn in summer than in winter.
- e ☐ Winter lettuce likes cool weather.

Read the passage.

Box

what
farmers use
cows for

Underline

the name for
a **group of**
cows

Cows and Sheep

*Some farmers raise large herds of cattle.
Others raise large flocks of sheep.*

Farmers raise herds of cows, called cattle, for their meat and hides. Leather is made into shoes, clothes and furniture. Cattle eat grass in fields or are fed hay and grain.

Dairy cows make milk. Milk can be made into cheese, yoghurt and ice-cream.

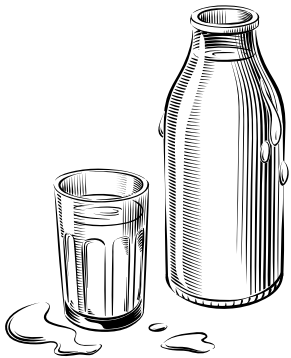
Farmers raise sheep for their wool, meat and milk. Farmers shear sheep once a year. The wool can be made into jumpers, blankets and carpets.

Colour

what
farmers use
sheep for

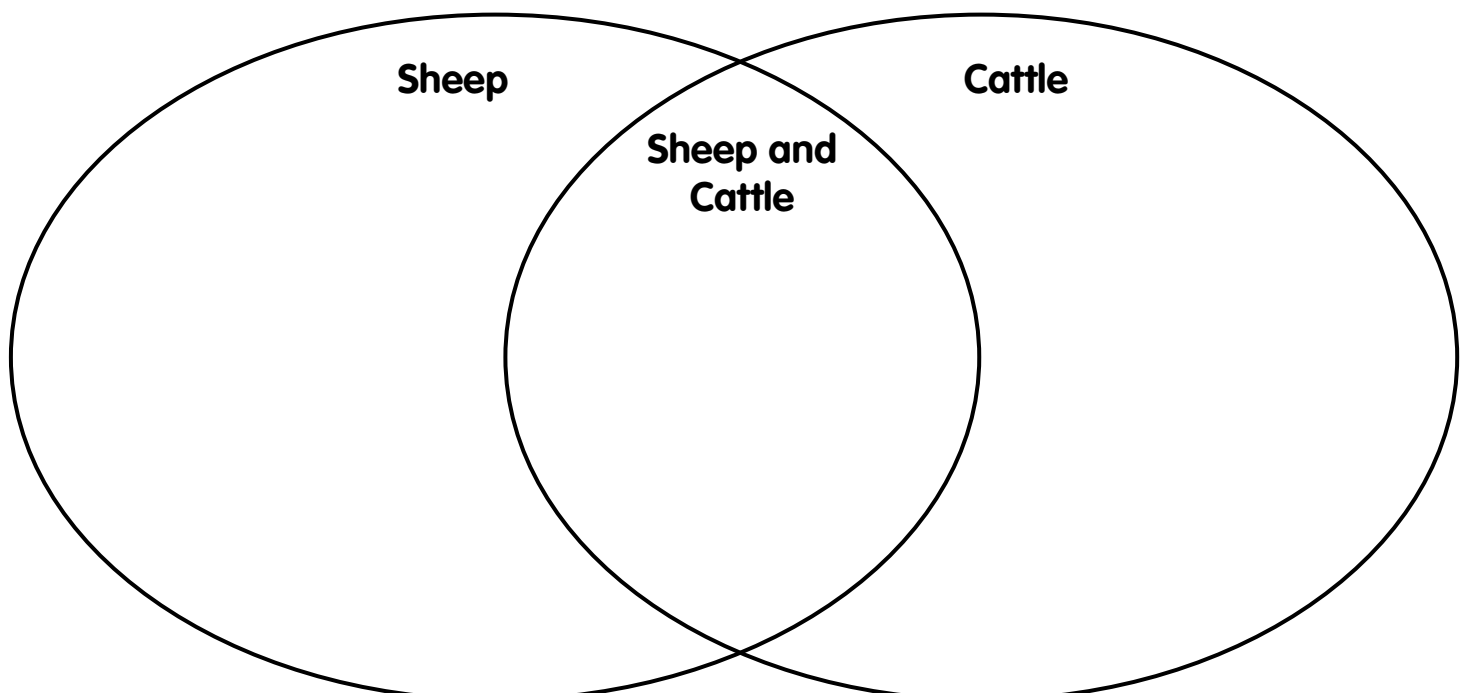
Circle

the name
for a **group**
of **sheep**



3 Use the information in the text to compare and contrast sheep and cattle.

Compare and contrast products we get from sheep and cattle.



Sequencing events

NONFICTION

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.

Box

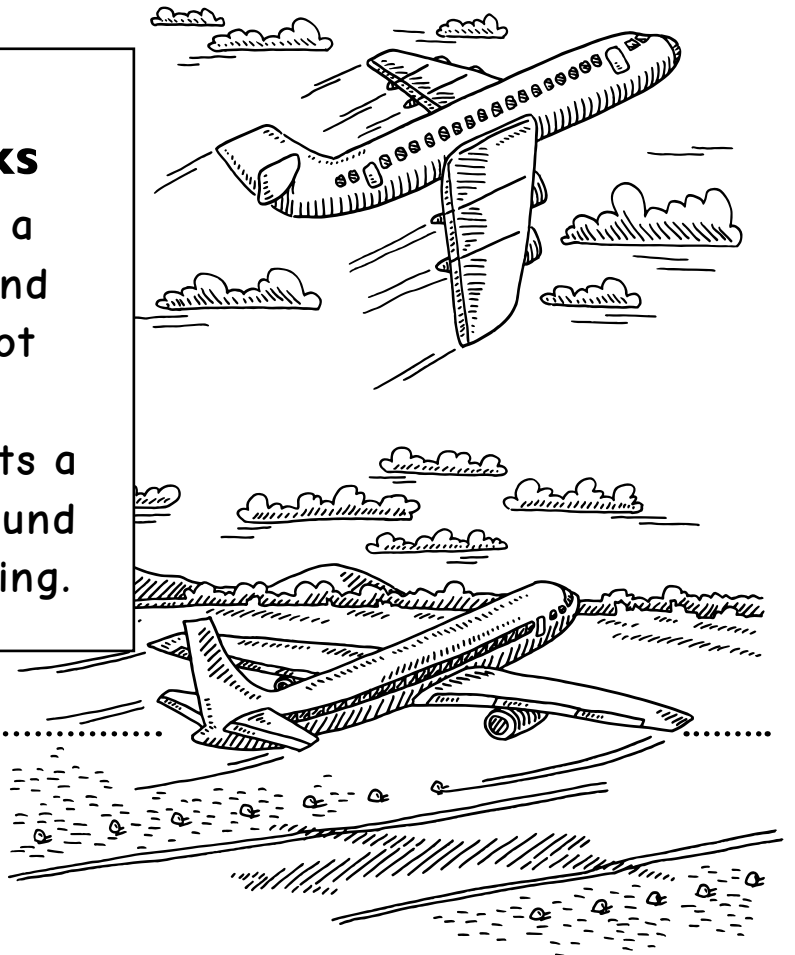
what gets a plane off the ground

Underline

how hot gases are made

How a jet engine works

Jet engines burn a mixture of fuel and air. This makes hot gases, which give thrust. Thrust gets a plane off the ground and keeps it moving.



- 1 What does a jet engine burn?
 - a thrust and ground
 - b fuel and air
 - c gases and thrust
 - d jets and air
- 2 Order the events using the numbers 1-5.
 - ☐ The hot gases give thrust.
 - ☐ Thrust lifts a plane off the ground
 - ☐ A plane is loaded with fuel.
 - ☐ Thrust keeps the fighter plane moving.
 - ☐ Jet engines burn a mixture of fuel and air.

Read the passage.**Colour**

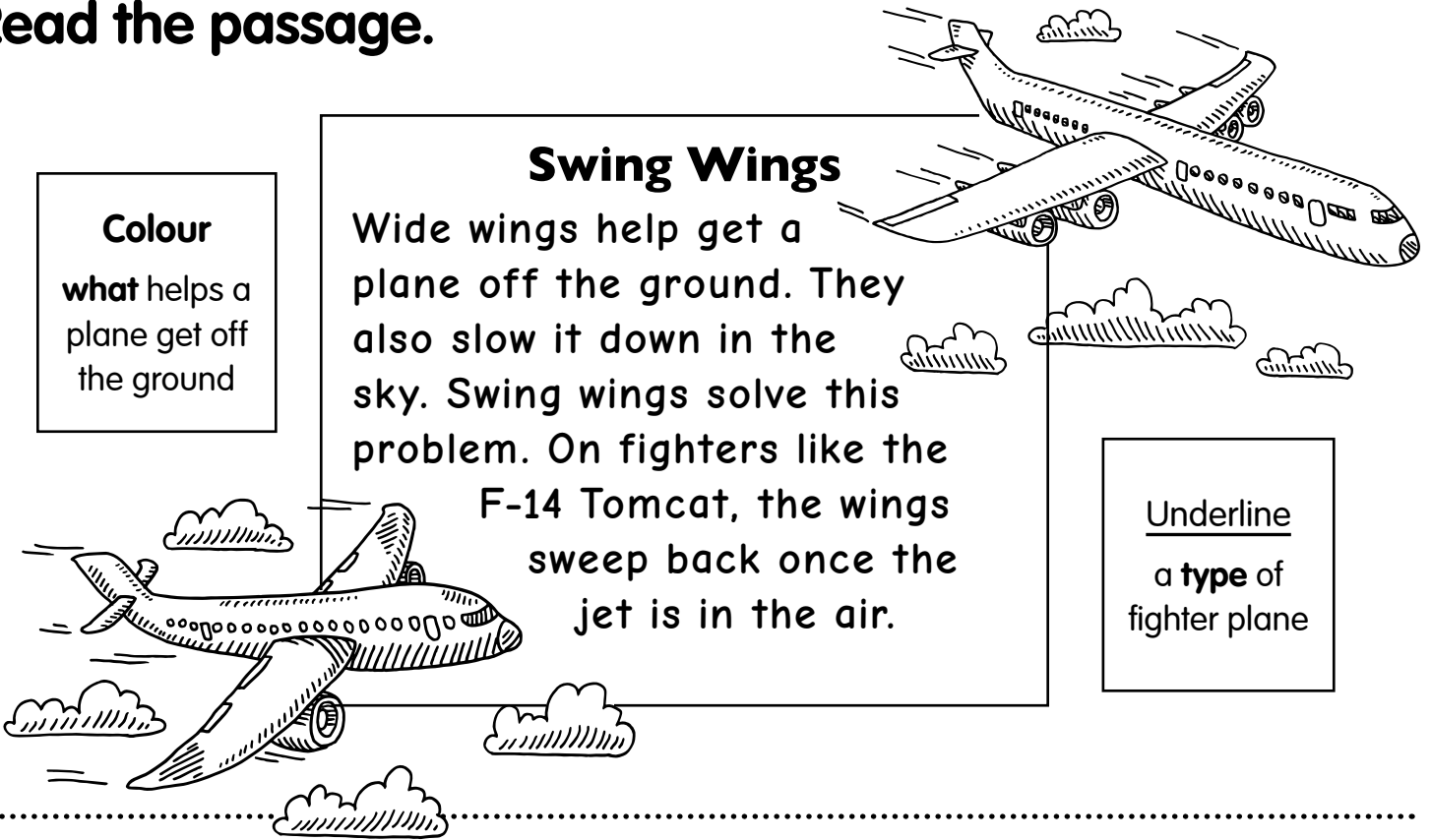
what helps a plane get off the ground

Swing Wings

Wide wings help get a plane off the ground. They also slow it down in the sky. Swing wings solve this problem. On fighters like the F-14 Tomcat, the wings sweep back once the jet is in the air.

Underline

a **type** of fighter plane



3 What helps a plane take off?

4 On an F-14 Tomcat, where are the wings at take-off?

5 On an F-14 Tomcat, when do the wings sweep back?

6 What do you predict will happen to the wings when it is time to land?

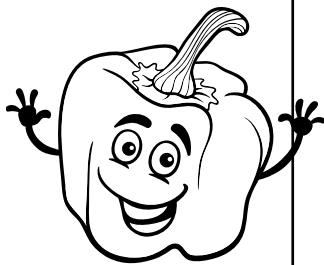
Compare and contrast

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

Read the passage.

Underline
what is in
a balanced
diet

Circle
different
types of food



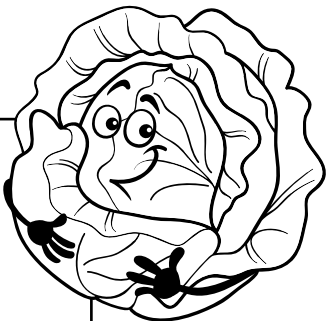
Healthy Foods

Your body needs a variety of good foods to grow and stay healthy.

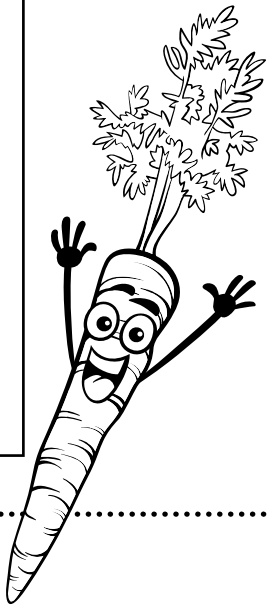
The food we eat is called our diet. A balanced diet contains a wide variety of foods.

Carbohydrates in foods such as bread and rice give us energy. Other foods, like fruits and vegetables, are full of vitamins and minerals.

We need protein to make muscles, skin and hair. Meat and eggs are high-protein foods. We need calcium for our teeth and bones. Dairy foods, like cheese and milk, are high in calcium.



Colour
why we
need good
food



1 Complete the table.

Why we need them		Examples
Carbohydrates		
Fruit and vegetables		
Protein		
Dairy		

Read the passage.

Box

what can
be made
with grains

Circle

what grains
give the
body

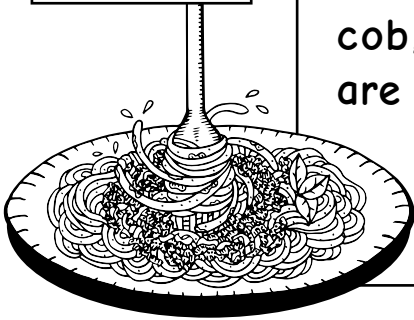
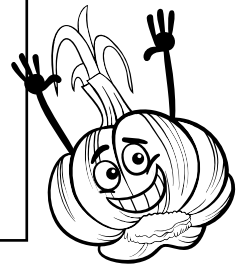
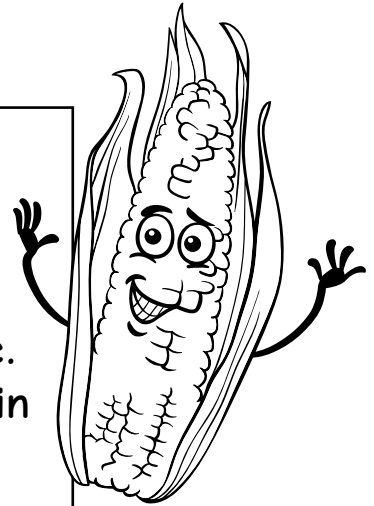
Grains

A healthy diet should include grains, such as wheat, rice and corn.

Some grain is cooked and eaten whole. These are wholegrain foods. Other grain is ground into flour to make bread, pasta and cereals. All grains have carbohydrates, which give the body energy.

Some wholegrain foods are corn on the cob, rice and wholegrain bread. They are high in fibre. Wholegrains contain magnesium, a mineral that helps build strong bones and teeth.

Underline
wholegrain
foods



2 What do all grains give the body?

3 What extra nutrients do wholegrains give the body?

4 What is magnesium good for?

Making inferences

NONFICTION

Use clues to find answers about a text. Not all information is directly stated!

Read the passage.

Circle

when
machinery
for making
clothes was
invented

Box

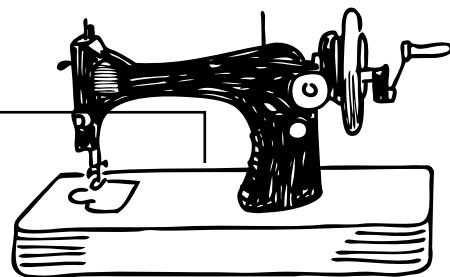
the
adjective
that
describes
clothes of
the 1800s

1800s

During the 1800s, machinery for making clothes was invented. More factories were built. Textiles became mass-produced.

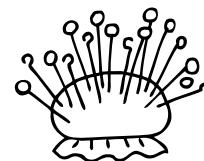
Before machinery, weavers and tailors made clothes by hand.

Sewing machines were invented and then mass-produced during the 1800s. This allowed women at home to make clothing quickly and easily. Clothes of the 1800s were often uncomfortable to wear. Women wore bone corsets that laced up tightly.



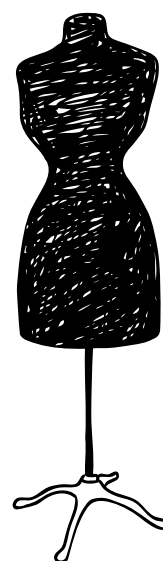
Underline

the
invention
that led
to clothes
being mass-
produced



Circle the correct answers.

- 1 Which best describes the big change in the clothing industry in the 1800s?
 - a Machinery was used to make clothes.
 - b Sewing machines were affordable but uncomfortable.
 - c Women liked to make fashionable clothing.
 - d Men made clothes.
- 2 Which two clues tell you this?
 - a Women wore bone corsets that laced up tightly.
 - b During the 1800s, machinery for making clothes was invented.
 - c More factories were built.
 - d Clothes of the 1800s were often uncomfortable to wear.
 - e Sewing machines were invented and then mass-produced during the 1800s.
 - f This allowed women at home to make clothing quickly and easily.



Read the passage.

Underline

popular
clothes in the
1990s



1990s

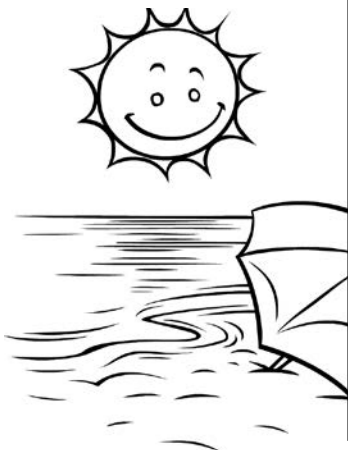
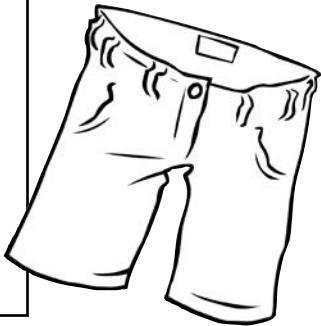
During the 1990s, people wore shirts, hats and sunglasses to protect against skin cancer.

Hats were not popular in the 1970s and 1980s. In the 1990s, people became more aware of skin cancer. Hats became common again.

Many swimming costumes, especially for young children, once again covered much of the body. This was to protect them from the sun.

Box

the
description
of **swimming
costumes**



3 Draw people dressed for the beach in the 1970s and 1990s.

1970s

1990s