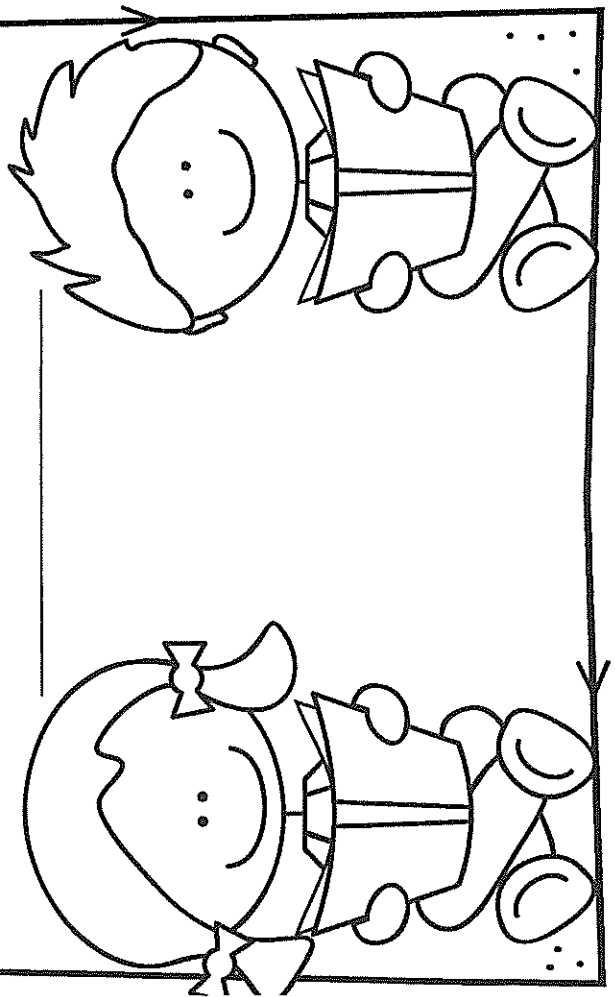


READING
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COMPREHENSION

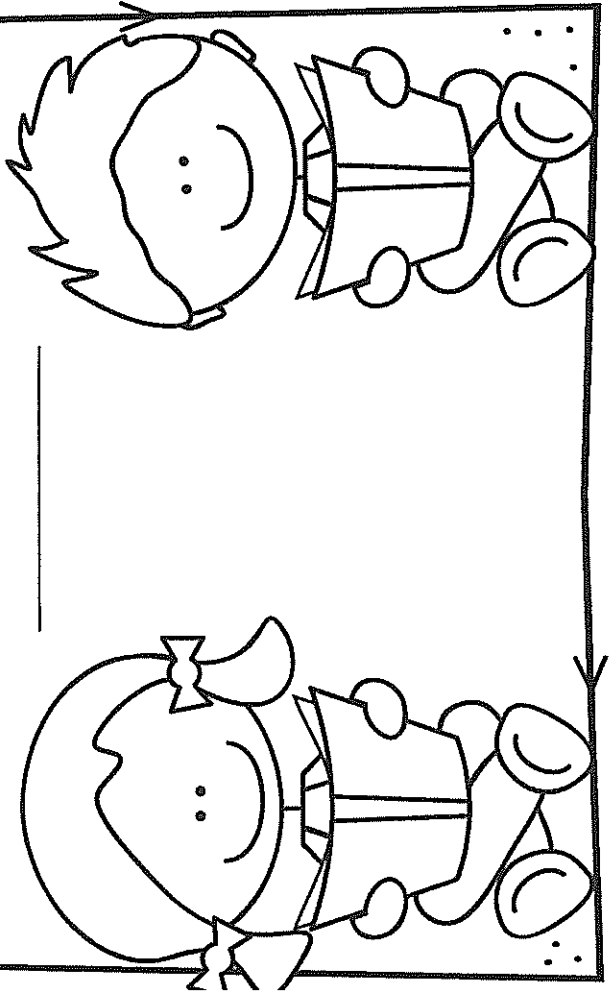
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READING
&
COMPREHENSION

11

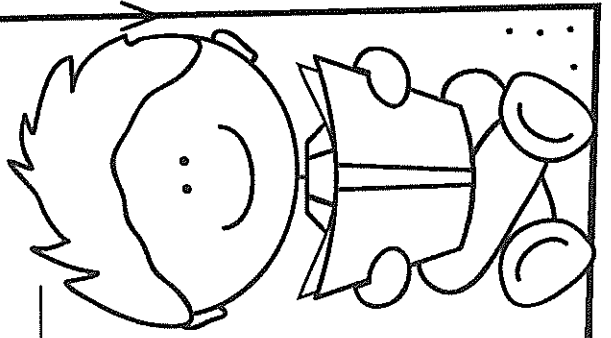
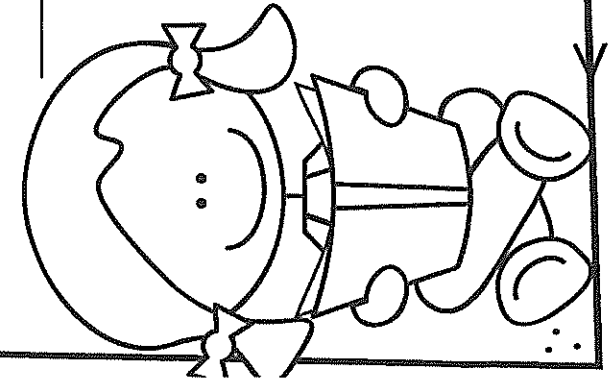
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L2

READING
&
COMPREHENSION

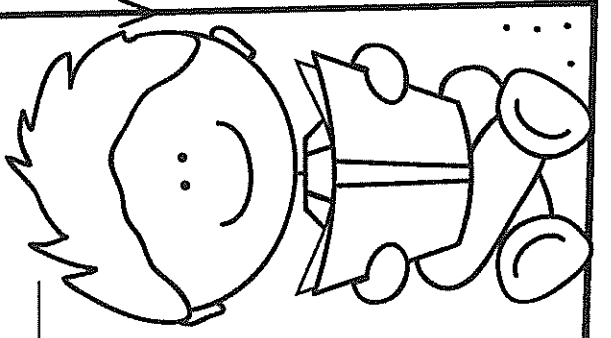
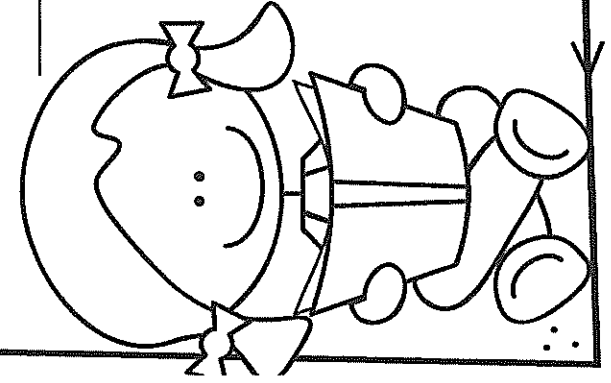
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L3

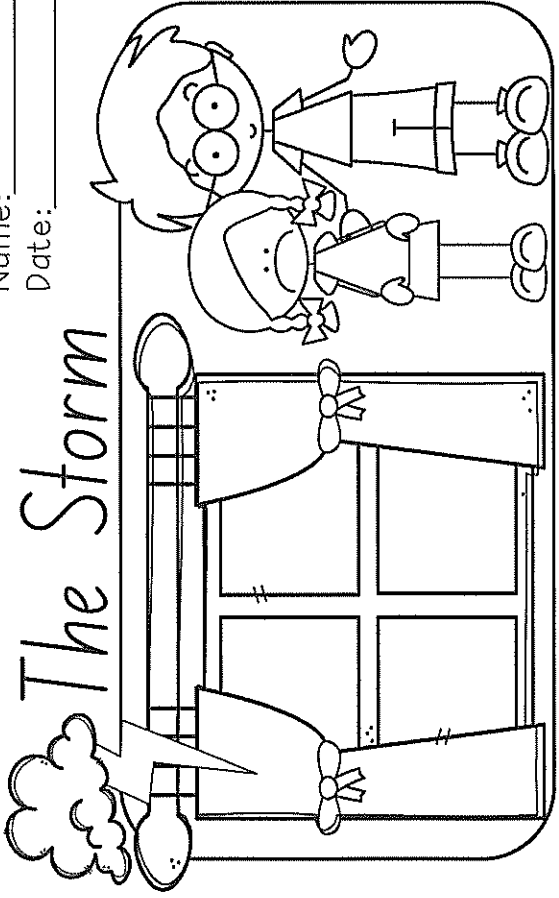
READING
&
COMPREHENSION

THIS BOOK BELONGS TO :



The Storm

Name: _____
Date: _____



Lilly and Tom were playing outside when the wind started to blow.

"Get in quick!" said Mum. "It's coming!"

They ran inside the house as the sky turned black.

"BOOM!" a crack of thunder shook the windows. A flash of lightning lit up the sky.

"I'm scared!" cried Lilly, hugging onto Tom.

Mum got the torches and candles from the cupboard.

Just then Dad walked in the door. "It's raining cats and dogs out there" he said as he hung his jacket.

1. What were Lilly and Tom doing at the start of the story?

2. Who do you think Lilly and Tom were to each other?

3. Why did Mum tell Lilly and Tom to come inside?

4. How did Mum know the storm was coming?

5. What sound did the thunder make?

6. How was Lilly feeling? Why?

7. What did Mum get from the cupboard? Why?

8. Where do you think Dad had been?

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

10. What are some of the things you must do when there is a big storm?

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

Student answers comprehension questions based on

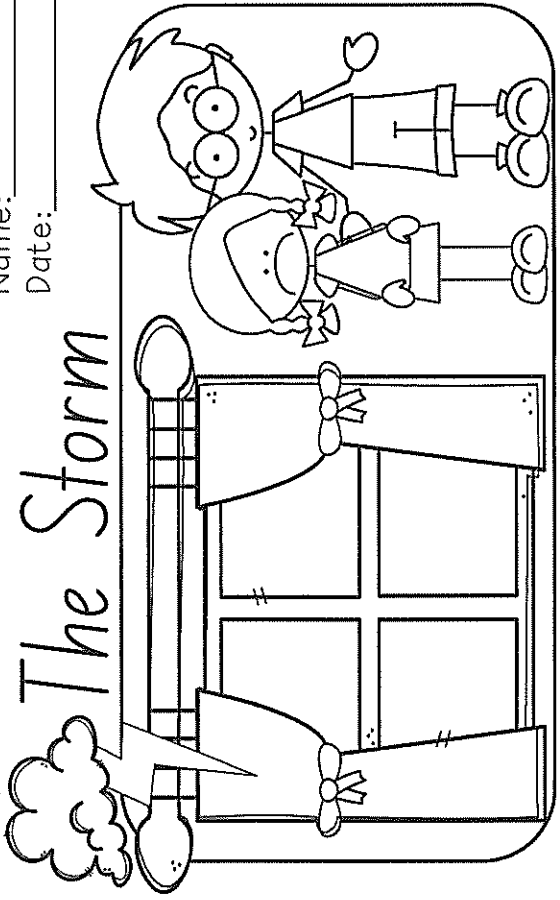
Directly stated information within the text. (Literal) Q 1, 5, 6

Inferring. Q 2, 3, 7, 8, 9

Connecting. Q 10

The Storm

Name: _____
Date: _____



Lilly and Tom were playing basketball outside when the wind started howling.

"Get in quick!" said Mum. "It's coming!"

They ran inside the house as the sky filled with clouds and turned black.

"BOOM!" a crack of thunder shook the windows. A flash of lightning lit up the sky.

"I'm scared!" cried Lilly, hugging tightly onto Tom.

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

Suddenly the rain began, as Dad walked in the door.

"Wow!" said Dad, shaking the rain from his coat. "It's raining cats and dogs out there!"

1. What were Lilly and Tom doing at the start of the story?

2. Who do you think Lilly and Tom were to each other?

3. Why did Mum tell Lilly and Tom to come inside?

4. What were the first signs that the storm was coming?

5. How was Lilly feeling? Why?

6. What was Mum collecting from the cupboard?

7. What did Mum mean by 'just incense'. What are the torches for?

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

9. What do you think might happen next?

10. What are some of the things you must do when there is a big storm coming?

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

Student answers comprehension questions based on

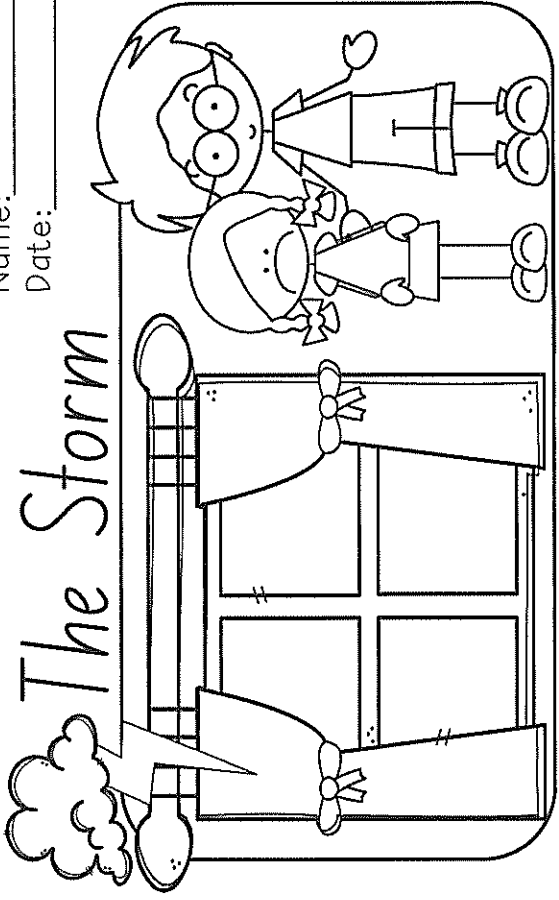
Directly stated information within the text - (Literary) Q. 1, 4, 5, 6 Inferring - Q. 2, 3, 7, 8, 9

Connecting - Q. 10 Predicting - Q. 9

The Storm

Name: _____

Date: _____



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

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

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

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

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

Suddenly the rain began, it was loud and heavy.

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

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

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

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

4. What sentences describe the beginning of the storm?

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

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

7. Which words are used to describe the rain?

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

9. What do you think might happen next?

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

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

Student answers comprehension questions based on

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

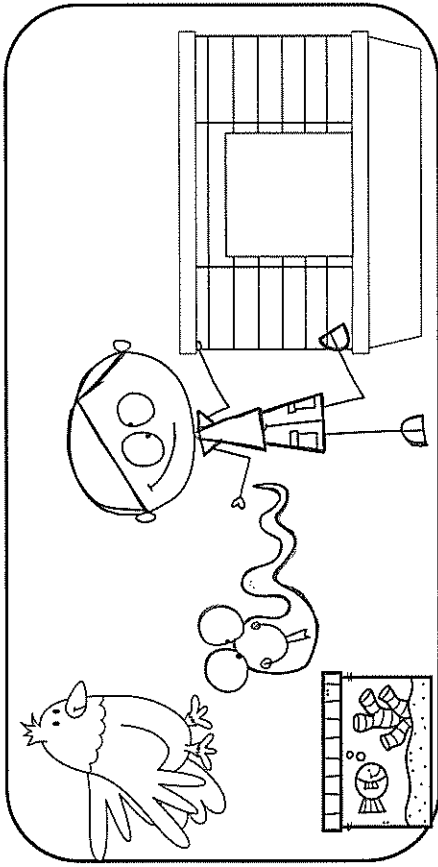
Inferring - Q. 2, 3, 7, 8, 9

Connecting - Q. 10


A New Pet


Name: _____


Date: _____



Jake was excited. Today he was getting his first pet!

First, Jake looked at the . There were big fish and small fish. Red fish and blue fish. But they were too quiet. They were not the pet for him.

Then Jake looked at the . "Want a cracker?" the bird screeched loudly. Jake covered his ears. This was not the pet for him.


Next Jake looked at the . He tapped on the glass and the snake hissed at him. Jake jumped! This was not the pet for him!


Finally Jake came to a cage. Inside the pet was white and fluffy. He had big feet and big fluffy ears. He hopped towards Jake. "Yes!" Jake shouted. "This is the pet for me!"


1. Why was Jake excited?

2. What animal did Jake look at first?

3. What type of  were there?

4. Why did Jake not want a pet ?

5. Which animal did Jake look at after the ? Why was this not a good pet?

6. Why did Jake jump when the  hissed at him?

7. What animal do you think Jake chose? What clues tell you what it is?

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

9. What kind of pet would you choose?

10. What will Jake have to do to look after his new pet?

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

Student answers comprehension questions based on

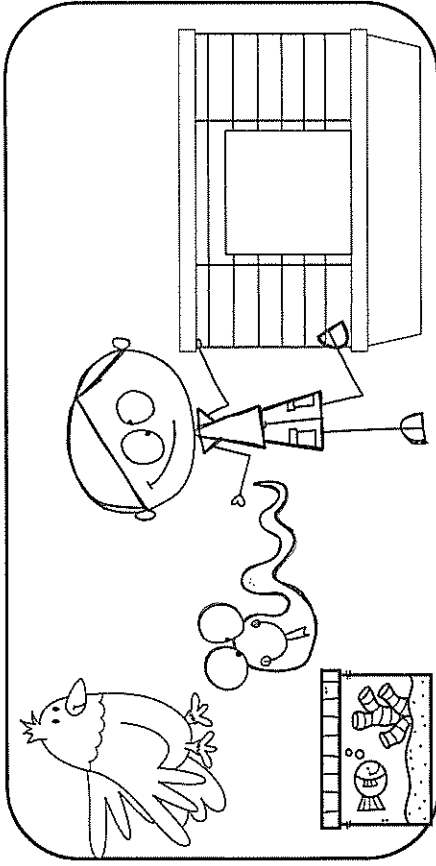
Directly stated information within the text - (Literal) Q. 1, 2, 3, 1, 5 Inferring - Q. 6, 7, 8, 10

Connecting - Q. 9

Name: _____

Date: _____

A New Pet



Jake was excited as he walked into the pet store. He could not wait to choose his first pet.

First, Jake went to the fish tanks. There were lots of fish. Red fish, blue fish, big fish and small fish. But a fish was not the pet for him.

"Pretty boy!" Jake heard a screech. He spun around to see a large parrot sitting on a perch. "Want a cracker?" the bird squawked so loudly Jake covered his ears. This was not the pet for him.

Next Jake went to the large glass tanks where he watched the snakes slither lazily under the warm lights. As Jake tapped the glass a snake spun and hissed angrily at him. Jake jumped back. This was not the pet for him.

Finally, Jake came to a cage. Inside was a pet that was fluffy and white. He had big feet, large floppy ears and a fuzzy tail. "I've found him!" shouted Jake. This was the pet for him!

1. Why was Jake excited?

2. What kind of fish were in the pet store?

3. Why did Jake not want a pet parrot?

4. How do you think Jake felt about a pet snake?

5. What pet did Jake choose? What clues tell you what type of animal it is?

6. What do you think Jake might call his new pet?

7. How do you think you would feel if you were getting a new pet?

8. What type of pet would you choose? Why? What would you call it?

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

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

Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q

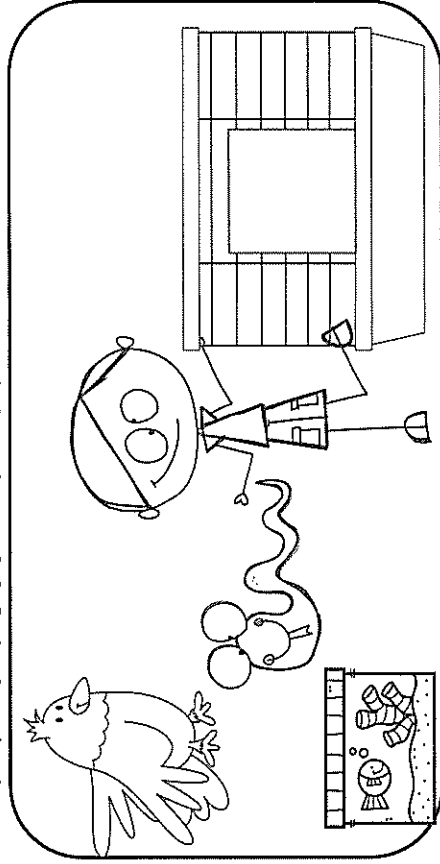
Inferring - Q 2, 3, 4, 7, 9

Connecting - Q 8, 9.

A New Pet

Name: _____

Date: _____



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

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

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

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

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

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

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

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

4. Why did Jake not want a pet parrot?

5. What made Jake jump with fright?

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

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

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

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

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

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

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

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

Student answers comprehension questions based on

Directly stated information within the text. (L-Literati) Q. 1, 2, 3, 5

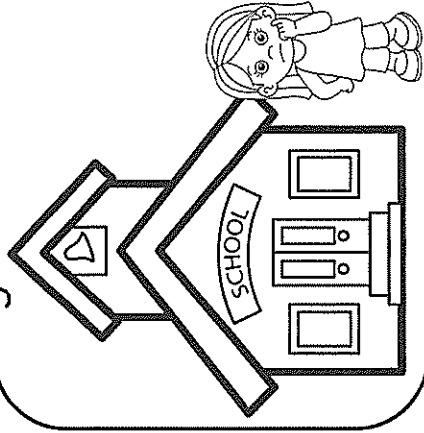
Inferring Q. 7, 7, 8

Connecting Q. 7, 10, 11, 12

Name: _____

Date: _____

Molly's First Day



Molly felt nervous. Today was her first day at a new school.

As she walked into school she held her dad's hand. Her tummy did a funny flip.

A lady came over. "Hello Molly! I'm Mrs. Smith, your new teacher," she said. Mrs. Smith took Molly's hand and showed her to her new desk.

"Molly, this is Lucy and Ben. You will sit with them," Mrs. Smith said. Lucy and Ben smiled and waved to Molly.

At lunchtime, Molly's new friends showed her where to eat and play. They had lots of fun together.

At 3 o'clock Molly's Dad came back. "How was your day?" he asked. "Great!" Molly replied with a big grin! "I can't wait to come back tomorrow!"

1. How was Molly feeling at the start of the story?

2. Why was Molly feeling this way?

3. Why do you think Molly was scared to start at a new school?

4. What was Molly's teacher's name?

5. Who did Molly make friends with?

6. What time did school end?

7. How was Molly feeling at the end of the story? Why?

8. If a new person came to your class, what sort of things do you think you could show them in your school? Write two or three.

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

In the picture, draw the other characters that were in the story.

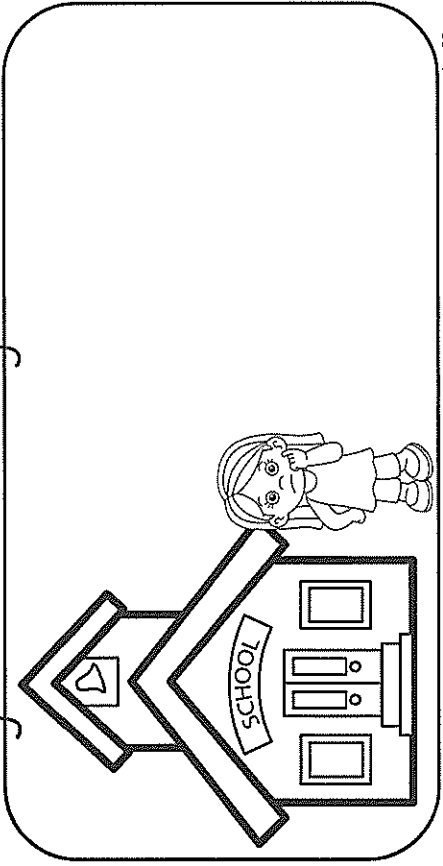
Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q. 1, 5, 7 Inferring - Q. 2, 6, 7

Connecting - Q. 3, 8, 9

Name: _____
Date: _____

Molly's First Day



Molly woke up with a funny feeling in her tummy. Are you ready? asked Dad as he helped her pack her bag. But Molly felt nervous. Today was her first day at a new school.

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

Mrs. Smith took Molly to her new desk where a boy and a girl were sitting. They smiled at her. "Molly, this is Lucy and Ben. You can sit with them."

Molly felt shy, but Lucy and Ben were kind to her. They showed her where to eat and play. By the end of the day Molly was chatting and laughing with them. The butterflies had gone from her tummy.

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

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

1. How was Molly feeling when she woke up? Explain why.

2. What was the name of Molly's teacher?

3. What does it mean by 'Molly's tummy did a flip'?

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

5. What time did school end?

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

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

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

9. Write a list of the verbs and adjectives you read in your story.

Verbs

Adjectives

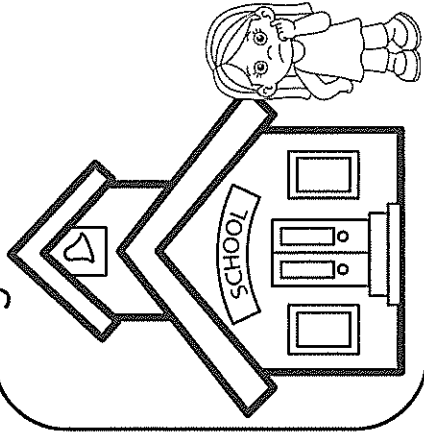
In the picture, add the other characters from the story.

Student answers comprehension questions based on

- Directly stated information within the text - (Literal) Q 1, 2.
- Inferring - Q 1, 3, 4, 5, 6
- Connecting - Q 7, 8
- Language conventions - Q 7, 8

Name: _____
Date: _____

Molly's First Day



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

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

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

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

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

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

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

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

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

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

5. What time did school end?

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

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

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

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

Verbs

Adjectives

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

Student answers comprehension questions based on

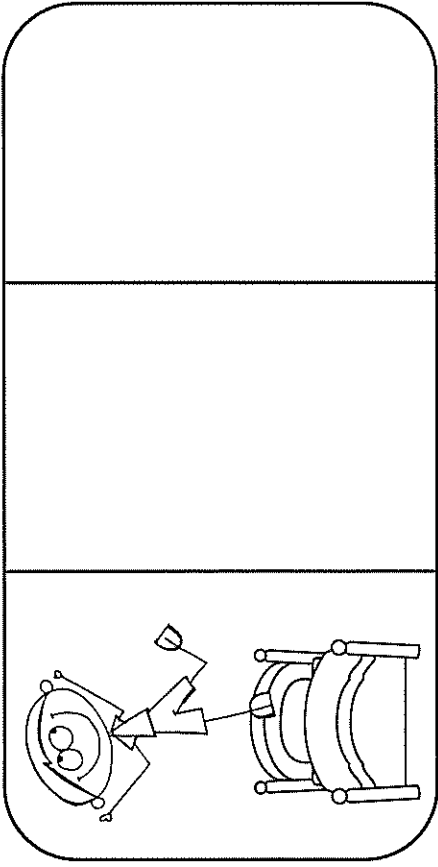
Directly stated information within the text - (Literal) Q. 1, 5.

Inferring - Q. 2, 4, 5, 6.

Connecting - Q. 2, 7, 8. Language conventions - Q. 7, 8.

Name: _____
Date: _____

The Broken Arm



"Be careful" said Mum to Chris as he jumped on the bed.

But it was too late. Chris slipped and fell.

He came crashing to the floor.

"Ow! Chris cried holding his arm. It was bent backwards.

Mum ran over. "Oh dear!" she cried. "I think it is broken. We will have to go to the hospital."

On the way to the hospital Chris tried to be brave.

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

They put on a green cast. It was Chris' favourite colour.

On the drive home Chris felt much better. He thought about the lesson he had learnt that day.

1. What did Mum say to Chris? Why?

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

3. What happened to Chris' arm?

4. How did Mum know his arm was broken?

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

6. What colour was Chris' cast?

7. What lesson did Chris learn?

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

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

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

Student answers comprehension questions based on

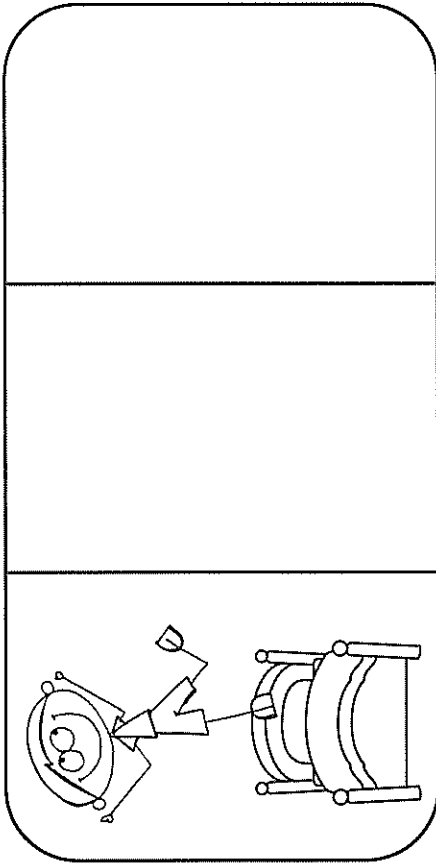
Directly stated information within the text - (Literal) Q. 1, 2, 3, 5, 6 Inferring - Q. 1, 7

Connecting - Q. 8, 9

Name: _____

Date: _____

The Broken Arm



'Be careful' Mum said to Chris as he jumped on the bed. But it was too late. Suddenly Chris slipped and fell.

He came crashing to the floor with a thud.

'Owl! Chris cried holding his arm. It was bent backwards.

Mum ran over. 'Oh dear!' she cried. 'I think it is broken. We will have to go to the hospital.'

On the way to the hospital Chris tried to be brave but his arm throbbed with pain.

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

The doctors told Chris he would need a cast on his arm for 6 weeks to keep his arm still and let the bone heal. Chris chose a green cast, his favourite colour!

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

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

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

3. What happened to Chris' arm?

4. How did Mum know his arm was broken?

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

6. Why did Chris like his cast?

7. What lesson did Chris learn?

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

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

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

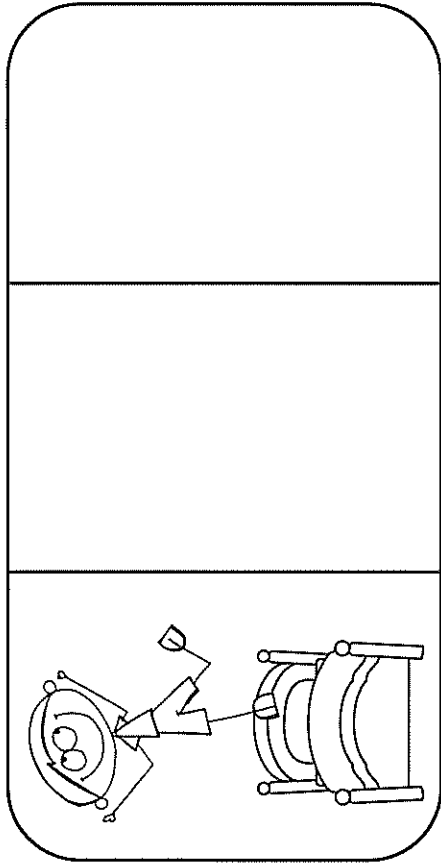
Student answers comprehension questions based on

Directly stated information within the text - (Literal) Q. 1, 2, 3, 5, 6 Inferring - Q. 1, 7

Connecting - Q. 8, 9

Name: _____
Date: _____

The Broken Arm



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

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

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

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

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

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

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

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

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

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

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

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

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

7. Why did Chris like his cast?

8. What lesson did Chris learn?

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

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

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

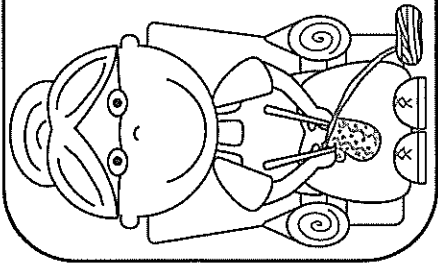
Student answers: comprehension questions based on

Directly stated information within the text - (Literal) Q. 2, 5, 6 Inferring - Q. 1, 3, 7, 8, 10



Connecting - Q. 8, 9



Name: _____
Date: _____



Rockin' Granny



I love my grandma. She is not like any grandma. My grandma is a rockin' grandma!

Some grandmas like to bake cookies . But my grandma likes to do science experiments! 

Some grandmas like to knit . But my grandma likes to ride her motorbike. 

Some grandmas like to do gardening . But my grandma is in a rock n roll band. She plays the drums.  They are called the Rockin' Grannies!

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

I love my grandma. she rocks!

1. What do most grandmas like to do?

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

4. What 2 words were used to describe grandma's hugs in the story?

5. Write 3 words that describe grandmas.

6. What does your grandma like to do?

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

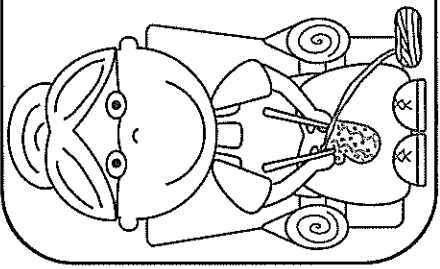
In the picture, draw the four things the Rockin' Granny did.

Student answers comprehension questions based on

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

Name: _____
Date: _____

Rockin' Granny



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

Some grandmas like to bake yummy cookies. But not my grandma. My grandma does science experiments that blow things up!

Some grandmas like to knit warm scarves or teddies. But not my grandma. My grandma loves to ride her motorbike as fast as she can go!

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

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

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

1. What do most grandmas like to do?

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

4. What 2 words were used to describe grandma's hugs in the story?

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

6. What does your grandma like to do?

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

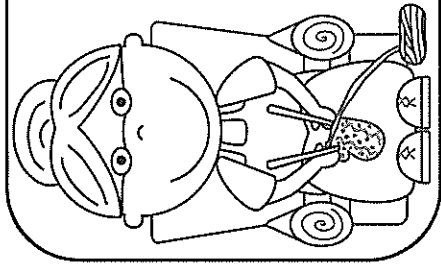
In the picture, draw the four things the Rockin' Granny did.

Student answers comprehension questions based on

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

Name: _____
Date: _____

Rockin' Granny



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

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

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

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

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

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

1. What do most grandmas like to do?

1. _____
2. _____
3. _____

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

1. _____
2. _____
3. _____

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

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

5. What does your grandma like to do?

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

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

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

Student answers comprehension questions based on

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