teachers teachers

Reading Conventions

4



• Lauren O'Brien •

SAMPLE

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SAMPLE

The Pencil Problem

Ming and Sarah were best friends who spent all of their time together. The girls had been friends for two years and never argued, at least not until that day.

"Ming, may I borrow your new pencil?" Sarah asked. Ming's dad had just given her a special pink pencil with red hearts on it and a heart-shaped eraser.

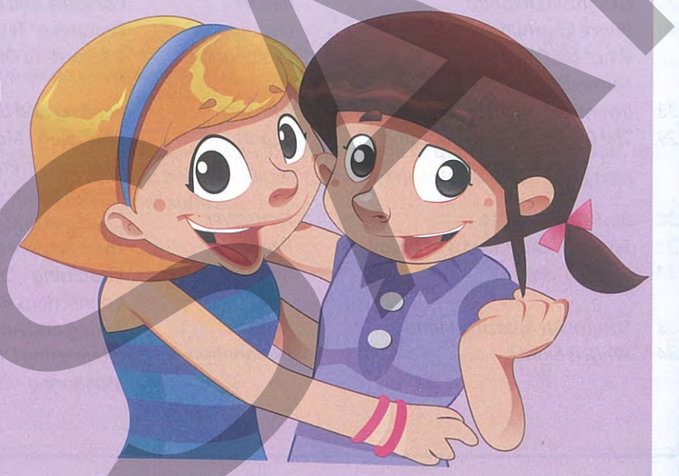
"Of course! You're my best friend," answered Ming.

Sarah used the pencil for the afternoon. At the end of the school day, Ming asked for it back. Sarah looked and looked, but she could not find it!

Ming was so upset that she didn't walk home with Sarah like she always did. Instead, Ming ran home and cried. She was angry at Sarah for being so careless, and she worried that her dad would be mad too.

The next day at school, Sarah ignored Ming. When Ming got home, her dad noticed the big frown on her face. He asked her what was wrong. Ming told him what happened and said Sarah was careless to have lost her pencil. Her dad said that he wasn't angry and that Ming shouldn't be either! Sometimes accidents happen, even between best friends. He said, "Having a friend is more important than having a pencil."

Ming thought about what her father said. At last she realised that he was right and decided she would talk to Sarah the next day. She would ask Sarah to forgive her so they could be best friends again.



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Literal Questions

1 *Who were Ming and Sarah?* _____

2 *For how long had they been friends?* _____

3 *What did Sarah ask to borrow?* _____

4 *Why didn't Ming walk home with Sarah?*

_____

5 *Who told Ming she shouldn't be angry?* _____

Focus: ***Visualising - Creating Mental Images***

When you visualise, you form mental images based on what you read. It's like making a movie in your mind and will help you to understand what is happening.

6 *Draw a picture of Ming's pencil.*

7 *Draw Ming after she realised Sarah had lost her pencil.*

Inference Questions

8 *Why was Ming worried that her dad would be mad?*

_____

9 *Circle the words that could describe how Ming was feeling in paragraph five.*

angry	*worried*	*happy*	*silly*	*devastated*	*upset*	*jolly*	*mad*	*cranky*
joyful	*joyless*	*bothered*	*concerned*	*pleased*	*distressed*	*glad*		

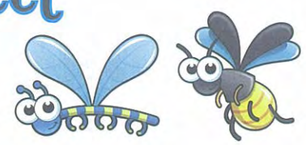
10 *Tick what word in the story means* ***mishap***.

☐ important ☐ accident ☐ special

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SAMPLE

What Makes an Insect an Insect?



Note: *Before you begin to read the text, answer Questions 1 and 2 on the opposite page.*

How are an ant, a bee and a fly all alike? That's right—they are all insects. But what makes them insects? For one thing, they all have six jointed legs. They also have three main body parts: a head, a thorax and an abdomen.

An insect's head has eyes, a mouth and two antennae. The antennae are used for smelling and tasting and can sense motion, heat and sound. The middle part of an insect's body is the thorax. If an insect has wings, this is where they are located. The hind part of an insect's body is usually the largest. It is the insect's abdomen.

Insects have skeletons that are on the *outside* of their bodies, and they are called exoskeletons. These skeletons are very hard, and they protect the soft inside part of the insect's body.

Insects are the most diverse group of animals on Earth; there are more than a million known insect species. They represent more than half of all known living creatures. Scientists think there may be millions more to discover.

The next time you see a bug, look at it closely. Is it an insect or not?



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Focus: *Asking and Answering Questions About a Text*

Before you read a text, ask yourself, "What questions do I have about this topic? What do I hope to learn?" Then as you read, look for the answers.

1 *Look at the title of the text. In the first column of the chart below, write something you already know about this topic.*

2 *In the second column of the chart, write something you want to know.*

What I know	What I want to know	Answer

3 *Read the text. Write the answer to your question in the third column.*

Literal Questions

4 *What are the three main body parts of an insect?*

_____

5 *Name two insects mentioned in the text.* _____

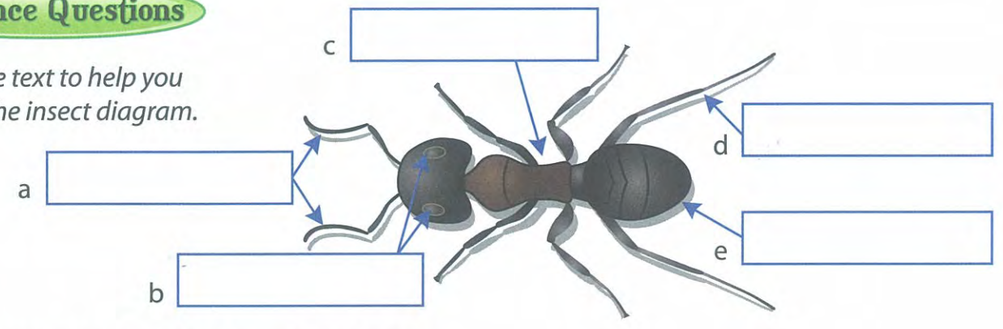
6 *Where are insects' skeletons?* _____

7 *What is an insect's skeleton called?* _____

8 *What are the antennae used for?* _____

Inference Questions

9 *Use the text to help you label the insect diagram.*



10 *Do all insects have wings? How do you know?*

_____

_____

11 *Now that you know more about insects, is a spider an insect? Why?*

_____

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Book 4 Answers

Teachers please note
*The term **hands on** is used on many occasions throughout the series when answering questions. It refers to the fact that many answers, like answers to the numerous inference questions, can not be answered with a clearly defined statement. Answers may vary based on the child's interpretation of the text. When the term **hands on** is given as an answer it is often followed by a suggested answer.*

UNIT 1 - The Pencil Problem

1. They were best friends.
2. Two years
3. Ming's new pencil
4. Ming was upset and angry at Sarah for losing the pencil.
5. Ming's dad
6. Hands on - picture should show a pink pencil with red hearts and a heart-shaped eraser.
7. Hands on - picture should show a girl who is upset
8. Ming's dad had given her the pencil that Sarah lost.
9. angry, worried, devastated, upset, mad, cranky, joyless, bothered, concerned, distressed
10. accident

UNIT 2 - What Makes an Insect an Insect?

1. Hands on
2. Hands on
3. Hands on
4. The three main body parts are the head, thorax and abdomen.
5. Any of the following: ant, bee or fly
6. They are on the outside of their bodies.
7. It's called an exoskeleton.
8. Smelling, tasting and sensing
9. a antennae b eyes c thorax d leg e abdomen
10. No, in paragraph 2 it states, "If an insect has wings," indicating that not all insects do.
11. No, a spider has eight legs and only two body segments.

UNIT 3 - Apricot Banana Shake

1. Chilled orange juice is used.
2. ½ a cup of milk is used.
3. The banana needs to be peeled.
4. Two large servings
5. It's broken into four pieces.
6. a Ingredients you will need: lists the foods and drinks needed.
   b Equipment you will need: lists the equipment needed.
   c Directions: gives step-by-step instructions on how to complete the recipe.
7. Verbs
8. Hands on
9. Hands on - for example: An adult is needed to help for safety reasons as a blender can be dangerous.
10. a apricots with their seeds removed

UNIT 4 - The Gorilla Caper

1. No, it is an inflatable gorilla.
2. inflated, huge, shiny, mean, big, blue, angry
3. The gorilla appears to be on Maple Hills High School's football field.
4. A reporter named Ken
5. Constable Jenkins
6. He asks six questions.
7. Maple Hills High School, St Mary's High School
8. After the game
9. a Able to be inflated with air.
   b Seeing something happen.
10. No, because he said to bring the gorilla back after the game as it will bring them good luck.
11. Tick: d both b and c

UNIT 5 - The Flavour of Taste

1. Taste, smell and touch work together.
2. sweet, salty, sour, bitter
3. They reach specific nerves in the upper part of our noses.
4. Chocolate
5. a identify, recognise
   b odours, scents
   c disallow, decline
6. inform
7. a salty b bitter c sour d sweet
8. Hands on - for example:

sweet	salty	sour
lollies	popcorn	lemon

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