

Activities  
between  
Years  
2 and 3



Reading **e****g****g****s**

**S** **U** **M** **M** **E** **R**

**FUN PACK**



[www.readingeggs.com](http://www.readingeggs.com)



## Dear Parent or Guardian,

Your child has take-home access to Reading Eggs/Eggspress, a highly engaging and personalised reading resource that makes learning to read fun for kids. They simply sign-in using any compatible computer or mobile device.

**Fast Phonics** is designed for students who are learning to read using systematic synthetic phonics as the key strategy, helping them to sound out words. Children explore peaks, full of fun activities and decodable reading books, along with the yeti and friends.

**Reading Eggs** makes learning to read interesting and engaging for kids, with great online reading games and activities. Children love the games, songs, golden eggs and other rewards which, along with feeling proud of their reading, really motivate children to keep exploring and learning.

**Reading Eggspress** is designed for the older readers and provides them with a unique and effective learning environment where they can improve their English language and comprehension skills in a way that is both exciting and relevant.

## What's included?

### Student Console Map



### Top 8 Tips on using Reading Eggs at home



### Activity Pack



Student Reading Eggs Login

Login and Password

Login

Password

Remember me [Need help? Click here](#)

Let me in

Reading Eggs can be accessed on PC / Mac, and Android devices as well as windows tablets and Chromebooks. Download the free app to access Reading Eggs, out and about, on your phone.

### Blue gems: Words

Students can review all of the new words they have learnt, organised per Peak. This is ideal for revision and for building confidence. Students can feel proud of their achievements.

### Yeti shop and coin count

Yeti is the core character in Fast Phonics. Students can use the Yeti coins they have earned to buy a different Yeti. The special purple Yeti is the most exclusive upgrade!

### Pink gems: Sounds

In the My Progress area, students can keep track of the letters and sounds they have learnt. They can also replay the videos to watch and enjoy at any time.

### Green gems: Books

This screen in the My Progress area shows students the collection of books they have read. Students can proudly watch their library grow, and they can reread any book whenever they want.



### Students' Yeti

Students can purchase different Yetis from the Yeti Shop.

### Play

Enter their current peak.

### Logout button

### Review Peak Progress

This screen lets students see an overview of their progress. It records their average score for End of Peak Quizzes, as well as the total number of sounds and words learnt, and books read. Results are displayed in a simple, colourful format for students to easily understand.

### Student's Yeti Cave

Students earn different cave upgrades as they progress through Fast phonics.

## Student Console Map



### My Program

The My Program feature provides more than 350 fiction and nonfiction books that match each student's reading level!



### Storylands

These 20 lessons contain 140 activities that cover Emergent and Early reading levels 1-10 and build reading, vocabulary and comprehension skills in the land of Clinker Castle. Storylands is available after lesson 60.



### Spelling

This section focuses on building students' skills in spelling. To access this area, students must have completed reading lesson 40.



### My Lesson

This is the core of the program - the reading lessons.



### Driving Tests

This section consists of tests covering sight words, phonic skills and content-area vocabulary. When a student successfully completes a test, they are rewarded with a racing car game. Driving Tests can be accessed after lesson 40 is completed.



### Reading Journal

The Reading Journal celebrates and supports reading for pleasure. It automatically records the books (or chapters) read by the student. They are then able to rate and comment on the books they read. Students even get to design their own Reading Journal.



### Story Factory

This section opens up a world of story writing with a weekly story writing competition. A student can access the Story Factory after they complete lesson 10.



### House

Each child can visit their house and find all their belongings, including any critters collected, and Story Factory stories they have submitted sitting on their bookshelf. This is available after lesson 10.



### Awards

This is where your awards are shown on your trophy shelf.



### Games

Students can earn Golden Eggs for completing stack up in the Eggy Bank and they can use them to play games. This can be accessed after students' complete lesson 5.



### Puzzles

Students complete word puzzles and practise sight word recognition whilst being rewarded with Golden Eggs! Puzzles are available after lesson 40 is completed.



### Critters

After each lesson, children are rewarded with a great new Reading Eggs critter to add to their zoo.



### Play

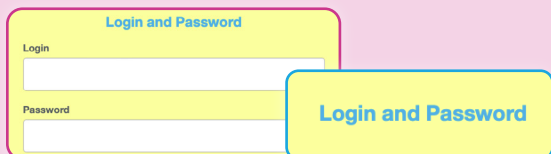
This room consists of seven sections with over 120 fun and exciting activities.



### Songs

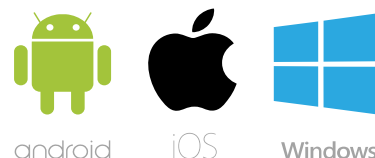
This is where you can access all of the fantastic songs from within the Reading Eggs lessons, all in one fun spot.

# Top 7 Tips for using Reading Eggs at home this summer



1. Make sure you have your child's Reading Eggs username and password.

2. Reading Eggs can be accessed on PC / Mac, iOS and Android devices as well as Windows tablets and Chrome books. Download the free app, to use Reading Eggs on your smart phone, great for when you are out and about or on a long car journey.



3. Sign up for a free parent account linked to your child's account. You'll get to see the progress your child has made at school, and as you spend time at home on Reading Eggs, you'll see your child continue to make progress.

4. Encourage your child to earn eggs by completing their lessons. They can use their eggs to shop for their house or Avatar.



5. Visit the Reading Eggs Library with over 3,500 books. Use the age sliders and the search facility to help you choose a book. Don't forget to design your Reading Journal where all your books are tracked automatically! You can even write a review and rate the book.

6. Practising off-line is important too!  
Use the worksheets below to practise on paper.



7. Reading Eggs is full of great additional activities that make learning fun. In the Play, House, Awards, Plaza, Games, and Critters Area, children will enjoy using their rewards to shop and play!






8. Celebrate achievements and effort!  
Certificates can be found in 'My Awards'.  
If you have access to a printer, print them off and display throughout the house.









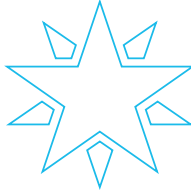

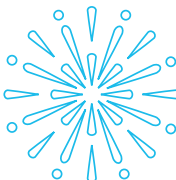

# Incentive chart for:

\_\_\_\_\_

Colour each one when you have completed work.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Online Lesson					

Worksheets					
------------	--	--	---	--	--

Done!					
-------	---	---	---	---	---

Notes/thoughts/ideas

---

---

---

---

---

---

---

---






---






---


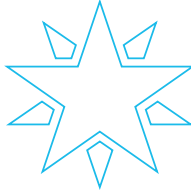

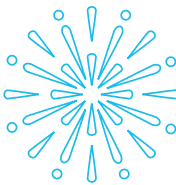

# Incentive chart for:

\_\_\_\_\_

Colour each one when you have completed work.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Online Lesson					

Worksheets					
------------	--	--	---	--	--

Done!					
-------	---	---	---	---	---

Notes/thoughts/ideas

---

---

---

---

---

---

---






---






---


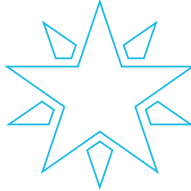

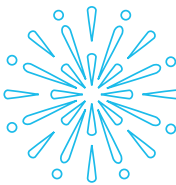

---

# Incentive chart for:

Colour each one when you have completed work.

Week	Day 1	Day 2	Day 3	Day 4	Day 5
Online Lesson					

Worksheets					
------------	--	--	---	--	--

Done!					
-------	---	---	---	---	---

Notes/thoughts/ideas

---

---

---

---

---

---

---

---

---

---





# Amazing!



[www.readingeggs.com](http://www.readingeggs.com)





# Yipeeee!



[www.readingeggs.com](http://www.readingeggs.com)

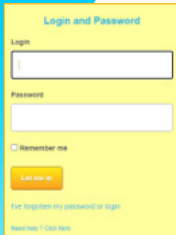


# Welcome!



This summer catch up program provides a great way to help your child make the successful transition into Year 3. Using fun-filled online learning activities, combined with carefully selected activity sheets, this program will boost your child's reading and literacy skills.

Bridging the gap is simple with **Reading Eggspress** and can be done in just half an hour a day. So, let's maximise the summer and get started today! The outline for each week will tell you the online lessons, additional reading, and worksheets to be completed.



## Login

Login with your parent email and password. If you are unable to remember either of these, please select the *I've forgotten my password or login* button and follow the steps.

To help you navigate through the site we have listed a few steps below. For more information on the program please see our *Parent User Guide*. This can be found on the Family Dashboard in Bonus Material.

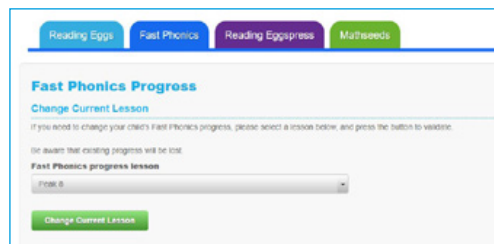


Your child will be working in both **Fast Phonics** and **Reading Eggspress**.

You will need to set them onto the correct level in each program.

For **Fast Phonics**, select the **blue** tab.

For **Reading Eggspress**, select the **purple** tab to adjust progress.



Select the program that you wish to adjust your progress for, then use the dropdown menus to adjust.



To get to the *Additional Library Books* select Library on the student navigation page.

## How to find books you need

You can search for books by topic, series, author, reading age, Lexile, or book title. For example, to locate texts about machines for a Grade 3/4 reading level:

Select Search, type in 'machines'.



Drag the pointers to specify an age range or Lexile. The shelves display books for you to browse.



Your child is now ready to begin!

# Get Ready for Year 3

## Reading skills focus

### Phonics, Spelling, and Word Recognition

- Hear and identify the sounds **ay**, **ie**, **ea**, **oy**, **ir**, and match each sound to its letters.
- Practise breaking a word into its sounds, then blend the sounds to read the word.
- Build reading comprehension skills.
- Read and write the word **please**.
- Practise reading comprehension of fiction texts.

### Comprehension: Fiction

- Literal comprehension: find facts and information.
- Inferential comprehension: predict actions, make connections, decide relevance, and draw judgments.
- Critical literacy: interpret character dialogue, behaviour, feelings, and motivation.
- Vocabulary and usage: understand the meanings of words.

### Grammar

- Grammar: **Nouns** (collective, irregular plurals, pronouns), **verbs** (irregular past tense)

## Online

### Fast Phonics Peak 15

- Letters and sounds focus: **ay, ie, ea, oy, ir**
- Split a word into its sounds for spelling.
- Read high frequency and tricky words – **being, called, comes, could, looked, Mr., Mrs., myself, often, or, other, please, people, should, would**
- Fast recall of the words: **away, bay, bird, boy, clay, could, crayon, day, dirt, first, girl, heap, joy, looked, Mr., Mrs., play, please, read, say, should, skirt, stay, third, today, toy, tray, would**
- Read 3 books and answer questions to build comprehension.

### Reading Eggspress, Lesson 41

- Comprehension focus: **Think marks**
- Build comprehension skills by making predictions, making connections, deciding relevancy, and interpreting dialogue.
- Understand the meaning of the words: **fragment** (noun), **inspire** (verb), **realise** (verb), **sketch** (verb), **treasure** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Lesson 42

- Comprehension focus: **Making inferences**
- Build comprehension skills by making predictions, and interpreting character behaviour, feelings, and motivation.
- Understand the meaning of the words: **itchy** (adjective), **cast** (noun), **rude** (adjective), **tickled** (verb), **wriggle** (verb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

To adjust your child's level, please see instructions on the previous page.

## Worksheets

Middle and end sounds **ay, ie**; Middle and end sounds **ay, ie, oy, ea**

Making words; Word: **please**

Missing words; Read. Draw. Write.

Think marks

Making inferences

## Poster

Sound Mat Peaks 15 to 20

## Bonus worksheets

Collective nouns

Irregular plurals

Reflexive pronouns

Irregular past tense verbs

## Additional Library Books

*Fantastic Frogs* by Cath Jones

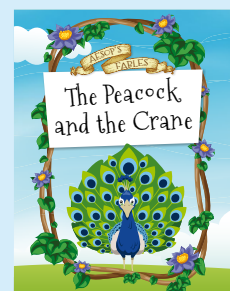
*Where is the Caterpillar?* by Sara Leman and Katy Pike

*The Peacock and the Crane* retold by Amy Russo

*Cheesecake with Frederick Douglass* by Kyla Steinkraus

*Bats* by Stephen Rickard

*Cows Don't Live in Trees* by Clara MacCarland



# Answers

- 1 ay: tray, crayon, clay ie: pie, bowtie, flies
- 2 play, cries, railway
- 3 ay: birthday, bay, plays ie: magpie, lies, fries
- 4 ay: tray, crayon ie: ties, fries oy: boy  
ea: beak, seal
- 5 Colour: ie, oy, ay, ea
- 6 play, beads, pies, cowboy

- 1 g/ir/l, p/ie/s, r/ea/d
- 2 play, clay, stay
- 3 flies, tries, dries
- 4-7 Parent check

## Day 3

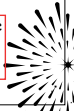
- 1 clean, beach, people, each, sure, seabirds
- 2-4 Parent check

**Imagine This, Imagine That**

"It's easy. One person starts imagining something that doesn't exist, say **a flying car**, and the next person has to add to it," said **Luke**.

"So you could imagine a **flying car shaped like a fish**," said **Aunt Stella**.

**Sophie** understood. "And the **flying car shaped like a fish could spray fireworks from its wheels**."




- 1 a
- 2 b
- 3 d

**Art Eyes**

"Look out for colours, patterns, shapes textures, and shadows that catch your attention. Draw them in your journal and collect as much treasure as you can!" Aunt Stella cried.

Sophie liked the shapes and colours of the shells. She collected **lots of shells of all shapes, sizes, colours, and patterns**.

Sophie also rubbed some rock textures into her journal and drew a rough sketch of the beach. But her most precious find was a **piece of blue, weathered glass**.



- 4 shells
- 5 a sketch of the beach
- 6 precious
- 7 Parent check


**SMELLY AND STUCK**

Jake's toenail went PING! **Jake** spun around like a corkscrew. And there he stuck.

Everybody pushed and shoved. People with cameras **took photos**. People with notebooks **asked questions**.

"What does it feel like to be trapped by your toenail, Jake? they asked.

**The longest toenail in the world was no fun** anymore.



- 1 b
- 2 d
- 3 a


**SAM'S COOL IDEA**

**The longest toenail in the world** was growing.

Longer and wider and taller! And it was growing FAST!

It **curled three times round his body**. It **shot past his ears**. It **twisted over his head**. It **snaked up past the diving board**.

Jake gasped as his toenail snaked and grew. As big as himself ... as tall as a tree ... as big as a house ... as tall as a crane.



- 4-5 Parent check
- 6 Jake gasped

## Bonus Worksheet 1

- 1 a flock b pride c pair  
d pod e swarm f fleet
- 2 a litter b school c band
- 3 a gang/thieves b library/books  
c bunch/flowers

## Bonus Worksheet 2

- 1 mice, women, people, oxen
- 2 a teeth b children c geese  
d feet e women
- 3 sheep, deer, moose

## Bonus Worksheet 3

- 1 you: yourself, he: himself, she: herself, it: itself, we: ourselves, you: yourselves, them: themselves
- 2 a himself b itself c themselves  
d ourselves e himself
- 3 a herself b themselves c ourselves  
d himself e yourself

## Bonus Worksheet 4

- 1 a thought b bought c fell  
d brought e went f felt
- 2 a gave b ate c was  
d won e stole f began  
g had
- 3 a knew b told c sat  
d wrote e flew f saw  
g made h taught

# Sound Mat Peaks 15 to 20

ay



crayons

ou



cloud

ie



tie

ea



beads

oy



boy

ir



girl

ue



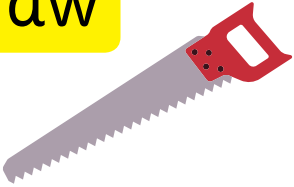
glue

ue



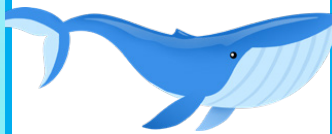
statue

aw



saw

wh



whale

wh



whole

ph



elephant

ew



stew

ew



screw

oe



toe

au



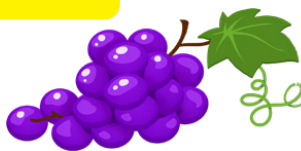
sauce

ey



key

a-e



grapes

e-e



concrete

i-e



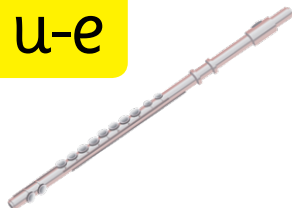
slide

o-e



bone

u-e



flute

u-e

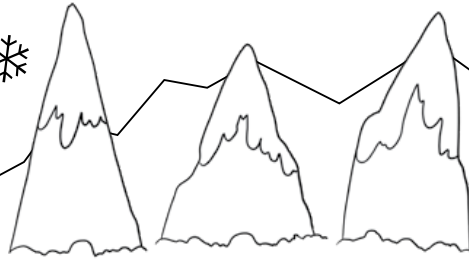


cube

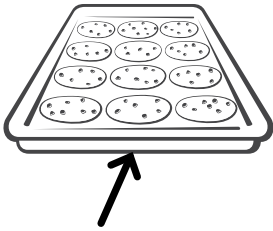




Middle and end sounds

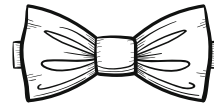


1 Match each picture to its sound.



ay

ie



2 Complete each word.

ay

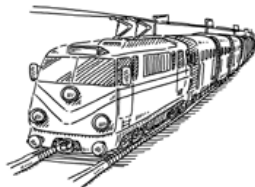
ie



pl\_\_\_\_\_



cr\_\_\_\_\_s



railw\_\_\_\_\_

3 Write the words in the correct boxes.

birthday bay magpie plays lies fries

<p>ay</p>	<p>ie</p>

Middle and end sounds

4 Match each picture to its sound.

ay  
ie  
oy  
ea

5 Colour the sound for each picture.

ay ie  
ea oy

ay ie  
ea oy

ay ie  
ea oy

ay ie  
ea oy

6 Unjumble the letters. Write each word.

l p ay

\_\_\_\_\_

ea d s b

\_\_\_\_\_

ie p s

\_\_\_\_\_

o c b w oy

\_\_\_\_\_



Making words

1 Say the word. Colour its beginning, middle, and end sounds. Write the word.



p g | ar ir | d l

\_\_\_\_\_



p b | ie ee | s d

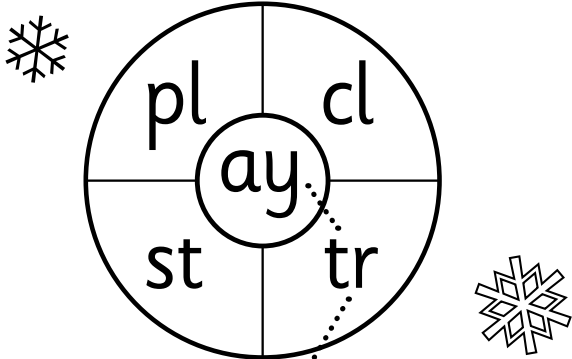
\_\_\_\_\_



n r | ay ea | g d

\_\_\_\_\_

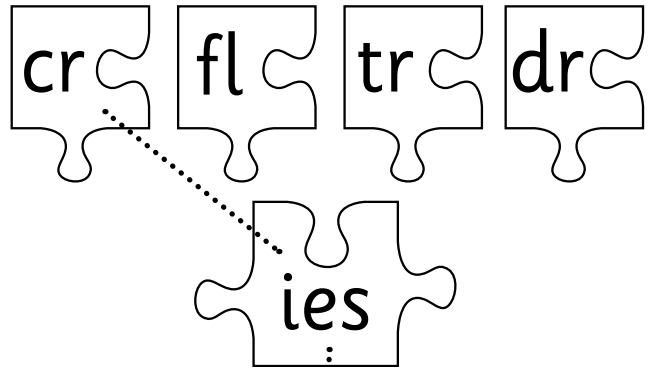
2 Use the wheel to make words. Write the words.



tray

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 Join the puzzle pieces. Write each word.



cries

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Word  
**please**

4 Make a rainbow  word.



**please**

5 Read **please** 3 times.

**please**

**please**

**please**

6 Circle every **please**.

p	l	e	a	s	e	l	p	s
l	p	l	e	a	s	e	l	p
e	p	l	p	l	e	a	s	e
p	l	p	l	e	a	s	e	p

7 Copy.

**Please may I speak?**



## Missing words




1 Read each sentence. Write the missing words.



people  
seabirds  
clean  
sure  
each  
beach

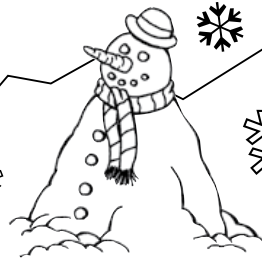
You will need to bring the right things to  
\_\_\_\_\_ up the \_\_\_\_\_.

These \_\_\_\_\_ have got grabbers to  
pick up the litter.

They \_\_\_\_\_ have a bag to drop  
the litter in. When they get rid of the litter,  
they can be \_\_\_\_\_ it will not harm  
the \_\_\_\_\_, fish, and animals. 



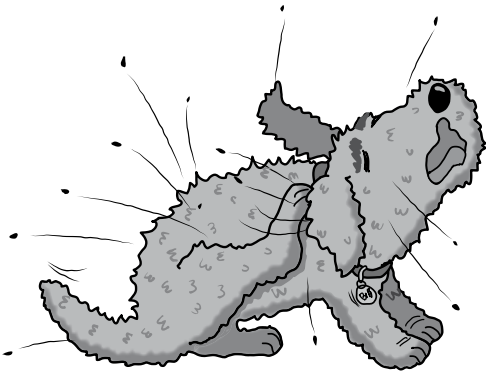
Read.  
Draw.  
Write.



**2** Read the words.    **3** Draw the picture.

The girl enjoys peach pie and cream.

**4** Look at the picture. Write a sentence.



---

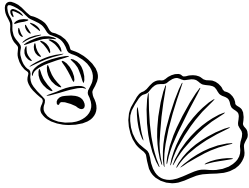
---

---

---



# Read the passage.



Box

**what** Sophie collected

Circle

**adjectives** that describe what Sophie collected

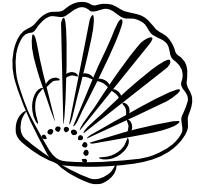
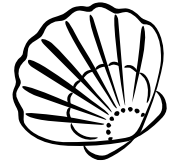


## Art Eyes

“Look out for colours, patterns, shapes, textures, and shadows that catch your attention. Draw them in your journal and collect as much treasure as you can!” Aunt Stella cried.

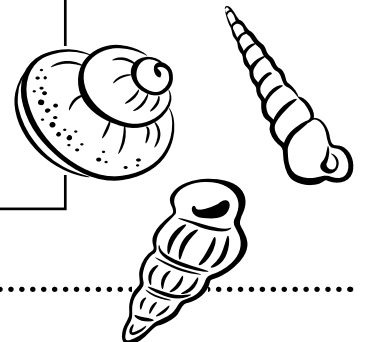
Sophie liked the shapes and colours of the shells. She collected lots of shells of all shapes, sizes, colours, and patterns.

Sophie also rubbed some rock textures into her journal and drew a rough sketch of the beach. But her most precious find was a piece of blue, weathered glass.



Colour

**what** Sophie liked best



4 What did Sophie collect? \_\_\_\_\_

5 What did Sophie draw? \_\_\_\_\_

6 Which word helps you understand that Sophie *valued* the piece of glass?

\_\_\_\_\_

7 Write about a time you found something precious.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Read the passage.**

**Circle**  
**who** was trapped

**Underline**  
**what** trapped the person

**SMELLY AND STUCK**

Jake's toenail went PING! Jake spun around like a corkscrew. And there he stuck. Everybody pushed and shoved. People with cameras took photos. People with notebooks asked questions. "What does it feel like to be trapped by your toenail, Jake?" they asked. The longest toenail in the world was no fun anymore.

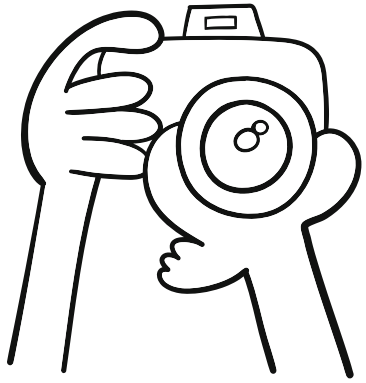
**Box**  
**what** the people were doing

**Colour**  
**how** Jake felt



**Circle** the correct answers.

- 1 Which best describes how Jake was feeling?  
**a** confused      **b** unhappy      **c** giddy      **d** happy
  
- 2 Which clue tells you this?  
**a** Jake's toenail went PING!  
**b** People pushed and shoved.  
**c** "What does it feel like to be trapped by your toenail, Jake?"  
**d** The longest toenail in the world was no fun anymore.
  
- 3 What inference can we make about Jake?  
**a** Jake is the center of attention.  
**b** Jake wants the longest toenail in the world.  
**c** Jake wants to travel the world.  
**d** Jake likes having his photo taken.



Read the passage.



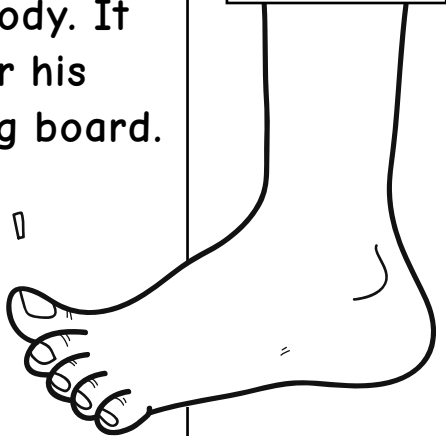
Circle  
what was  
growing

Colour  
where the  
toenail grew

**SAM'S COOL IDEA**

The longest toenail in the world was growing.  
Longer and wider and taller! And it was growing FAST!  
It curled three times round his body. It shot past his ears. It twisted over his head. It snaked up past the diving board.  
Jake gasped as his toenail snaked and grew. As big as himself ... as tall as a tree ... as big as a house ... as tall as a crane.

Underline  
the speed  
of Jake's  
growing  
toenail



4 Draw Jake and his enormous toenail.

5 How would you feel about having a very long toenail?

---

6 We can infer that Jake was worried. What is the clue?

---

---



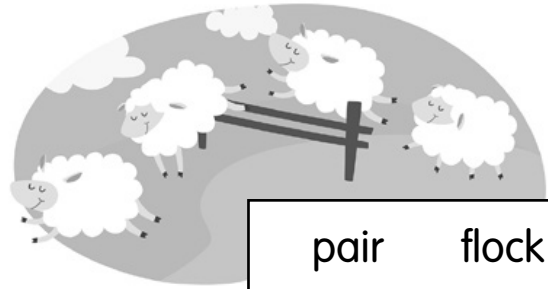
# Collective nouns

A **collective noun** names a **group** of people, animals or things; e.g., a **crowd** of people, a **herd** of cattle.



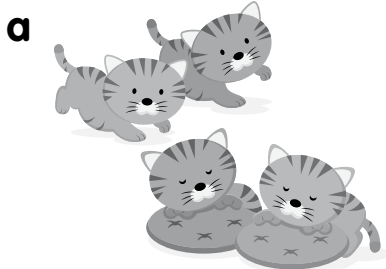
## 1 Complete each phrase with a noun from the box.

- a a \_\_\_\_\_ of sheep
- b a \_\_\_\_\_ of lions
- c a \_\_\_\_\_ of shoes
- d a \_\_\_\_\_ of whales
- e a \_\_\_\_\_ of bees
- f a \_\_\_\_\_ of ships



pair	flock
fleet	pride
swarm	pod

## 2 Draw lines to match the collective nouns to the pictures.



school

band

litter

## 3 Write the words next to each phrase under the correct headings.

**Collective noun**

**Common noun**

- a a \_\_\_\_\_ of \_\_\_\_\_
- b a \_\_\_\_\_ of \_\_\_\_\_
- c a \_\_\_\_\_ of \_\_\_\_\_

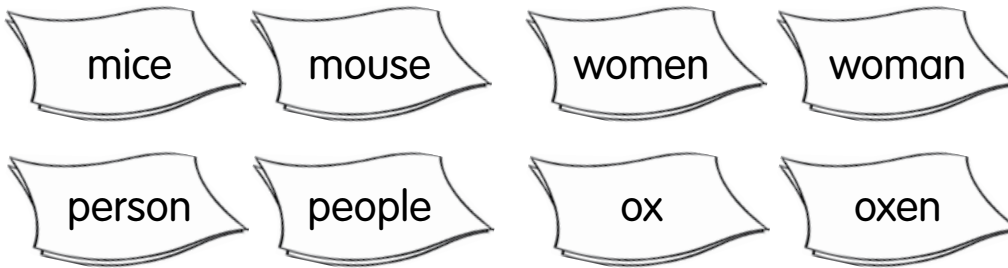
books	flowers
bunch	gang
thieves	library

# Irregular plurals

A **plural noun** names **more than one** person, place or thing. Most plurals are formed by adding **s** or **es** to the singular; e.g., birds, peach**es**. Some nouns change in other ways when written in the plural; e.g., 1 goose → 2 **geese**. Others do not change at all; e.g., 1 sheep → **3 sheep**.



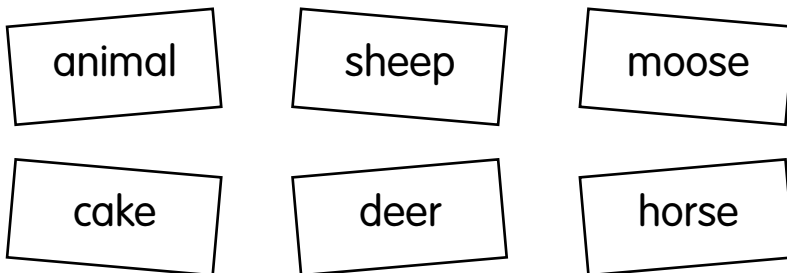
## 1 Colour the notes with plural nouns.



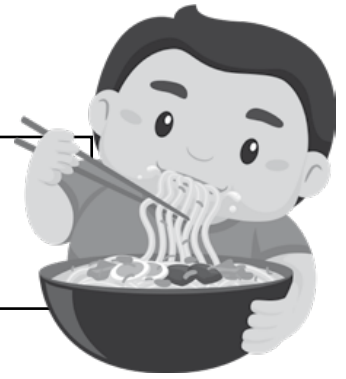
## 2 Write the underlined word as a plural.

- The dentist filled two of my tooth \_\_\_\_\_.
- The child \_\_\_\_\_ were making a lot of noise.
- I spotted two wild goose \_\_\_\_\_ among the ducks.
- I put on socks because my foot \_\_\_\_\_ were cold.
- The woman \_\_\_\_\_ are watching the game on TV.

## 3 Colour THREE nouns that stay the same in the plural.



# Reflexive pronouns



**Reflexive pronouns** refer, or "reflect", back to a noun or pronoun; e.g., I made **myself** noodles. The reflexive pronouns are **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**.

## 1 Draw lines to match the pronouns.

Singular		Plural	
I	himself	we	themselves
you	itself	you	ourselves
he	myself	them	yourselves
she	yourself		
it	herself		

*(Note: A line is drawn from 'I' to 'myself' in the original image.)*

## 2 Circle the correct word.

- The man told (yourself, himself) not to panic.
- Our cat cleans (ourselves, itself) with its tongue.
- The babies feed (yourselves, themselves) with spoons.
- We are watching (yourselves, ourselves) on television.
- My father blamed (themselves, himself) for the mistake.



## 3 Complete each sentence with a reflexive pronoun.

- She made it for \_\_\_\_\_ and no one else.
- They looked at \_\_\_\_\_ in the mirror.
- We helped \_\_\_\_\_ to more ice cream.
- Dad hurt \_\_\_\_\_ when he slipped on the banana skin.
- You will burn \_\_\_\_\_ if you get too close to the fire.



# Irregular past tense verbs



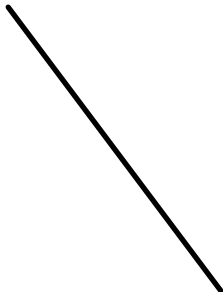
**Past tense verbs** show that an action has already happened. Some past tense verbs are formed by adding **ed** to the present form; e.g., They **talked**.  
**Irregular verbs** change in other ways, or do not change at all; e.g., break → broke, read → read.

**1 Draw lines to match the verbs.**

**Present tense**

**Past tense**

- |         |         |
|---------|---------|
| grow    | went    |
| a think | felt    |
| b buy   | brought |
| c fall  | thought |
| d bring | grew    |
| e go    | bought  |
| f feel  | fell    |



**2 Write the following verbs in the past tense.**

- a give \_\_\_\_\_
- b eat \_\_\_\_\_
- c is \_\_\_\_\_
- d win \_\_\_\_\_
- e steal \_\_\_\_\_
- f begin \_\_\_\_\_
- g has \_\_\_\_\_

**3 Write the words in the past tense to complete each sentence.**

- a I (know) \_\_\_\_\_ the answer.
- b We (tell) \_\_\_\_\_ them what to do.
- c They (sit) \_\_\_\_\_ on the bench.
- d She (writes) \_\_\_\_\_ in her book.
- e The bird (flies) \_\_\_\_\_ away.
- f I (see) \_\_\_\_\_ a rhino at the zoo.
- g He (makes) \_\_\_\_\_ a paper hat.
- h She (teaches) \_\_\_\_\_ me to read.



# Get Ready for Year 3

## Reading skills focus

Phonics, Spelling, and Word Recognition

- Review sounds: **ay, ie, ea, oy, ir.**

Comprehension: Fiction

- Literal comprehension: identify the main idea and find supporting details.
- Inferential comprehension: predict actions, make connections, and draw judgments.
- Critical literacy: interpret character behaviour, feelings, and motivation.
- Vocabulary and usage: understand the meanings of words.



## Online

### Reading Eggspress, Lesson 43

- Comprehension focus: **Visualisation**
- Build comprehension skills by making predictions, making connections, and interpreting character feelings.
- Understand the meaning of the words: **believe** (verb), **new** (adjective), **side** (noun), **terrible** (adjective), **wait** (verb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Lesson 44

- Comprehension focus: **Main idea and details**
- Build comprehension skills by making predictions and using context clues.
- Understand the meaning of the words: **afraid** (adjective), **froze** (verb), **interrupt** (verb), **performance** (noun), **trapeze** (noun), **troupe** (noun), **except** (preposition), **troupe** (noun).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Lesson 45

- Comprehension focus: **Main idea and details**
- Build comprehension skills by making predictions and drawing judgments.
- Understand the meaning of the words: **doze** (verb), **furious** (adjective), **gnat** (noun), **raged** (verb), **swipe** (verb), **worried** (verb), **nastily** (adverb).
- Complete a quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

### Reading Eggspress, Map 9 Fiction Assessment

- Complete a 16-question comprehension quiz testing literal, inferential, vocabulary and usage, text analysis, and critical literacy comprehension skills.

## Worksheets

Letters **ir**; Crossword  
Visualisation  
Main idea and details  
Main idea and details  
Ming Ming's Adventure

## Poster

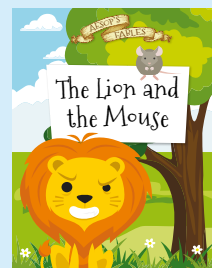
Fables

## Bonus worksheets

Aesop fable: *The Fox and the Crow* printable book

## Additional Library Books

*The World's Smallest Circus* by Lisa Thompson  
*Ali's Top Secret Diary* by Sharon Dagleish  
*The Lion and the Mouse* retold by Amy Russo  
*Cherry Pie with Daisy Bates* by Kyla Steinkraus  
*Night and Day* by Alice Hemming  
*Summer* by Katy Pike



# Answers

- 1 Parent check
- 2 Circle: dirt, sir, twirl, first, fir
- 3 Colour: bird, skirt
- 4 Parent check

## Crossword

- 1 down: birthday
- 2 across: tray
- 3 across: bird
- 4 across: toybox
- 5 down: beads
- 6 across: leaf
- 7 across: fries

### The Home Haircut

"Easy," said Jan as she cut. "Piece of cake!"

I remember when Jan said cooking was easy. We spent an afternoon scraping burned food off the stove.

Jan also told me that camping was easy. The tent fell on top of us during the night.

By three o'clock on Saturday afternoon, there was more hair on the bathroom floor than on my head.

- 1 c 2 c 3 a

### The Home Haircut

"Look in the mirror, Freya," said Jan.

I did. There was a lot of face and not much hair.

"Is it all right?" Jan said, looking worried.

"One side is longer than the other," I said softly.

Jan cut some more. Snip. Snip. Snip.

In the mirror, I looked strange. My hair was gone. Bits stuck out all over the place.

Jan's face was white.

- 4 she doesn't like it
- 5 she says, "I looked strange."
- 6 Answers will vary. Suggested answer: Drawing of Freya with short, uneven hair, and Jan looking very nervous.

### CAN I JOIN THE CIRCUS?

**Ringmaster Roy:** Chuckles, perhaps you could teach Snoz about being a clown.

**Narrator:** Chuckles had a great time dressing Snoz and painting him with makeup. But when Snoz saw himself in the mirror, he hid under the table.

**Snoz:** Not funny! Too scary! Snoz is scared!

**Narrator:** Snoz began to cry. Seeing a Snozalot cry made Chuckles cry too.

**Chuckles:** (sobbing) That is the saddest thing I have ever seen. A sobbing Snozalot!

- 1 a 2 b, c

**Ringmaster Roy:** Tell me troupe, what can Snoz the Snozalot Monster do?

**Chuckles:** I will tell you what he cannot do. He cannot make you laugh.

**Bendy Betty:** He cannot bend.

**Max Manyhands:** He cannot juggle.

**Ringmaster Roy:** I see, I see, I see.

And I know he can't fly through the air.

**Chuckles:** He's a nice monster.

**Bendy Betty:** A lovely monster, really.

**Max Manyhands:** But Snoz has no place in Circus Bizurkus.

- 4 Snoz the Snozalot Monster/Circus Bizurkus
- 5 a do circus acts.  
b no place in Circus Bizurkus.

### The Lion and the Gnat

The gnat dived at the lion and stung him on the nose. The lion was furious! He swiped at the gnat, but only ended up scratching himself with his sharp claws. The gnat attacked the lion again and again, and the lion raged.

- 1 d 2 a, e 3 d

Finally, the lion was worn out. He was dripping with blood from his own scratches and he lay down, defeated by the gnat. The gnat buzzed away to tell the whole Animal Kingdom about his victory over the lion, but instead he flew straight into a spider's web.

- 4 b
- 5 a defeated by the gnat  
b worn out the lion
- 6 Don't be too quick to claim victory.

- 1 d 2 b 3 b 4 b 5 c
- 6 c 7 a 8 b 9 c 10 b

### Bonus Worksheets

To assemble your printable book

- 1 Print pages 17–20 single sided.
- 2 Fold each page along the FOLD line.
- 3 Stack the pages into a single neat pile by squaring the edges.
- 4 Put two staples along the spine.



# Fables

A fable is a short story with animal characters.

These stories teach a lesson.



## The Ant and the Grasshopper

To work today is to eat tomorrow.



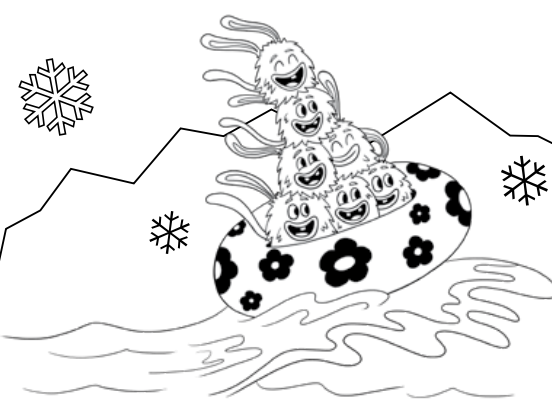
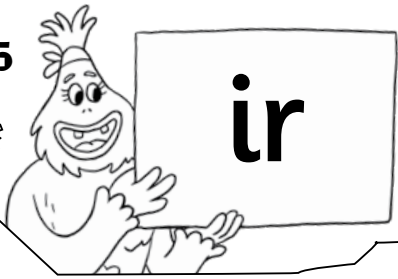
## The Tortoise and the Hare

Slow and steady wins the race.



## The Lion and the Mouse

Little friends can be great friends.



1 Trace and write.



2 Circle every ir word.



chip

harm

cork

dirt

hear

sir

twirl

farm

first

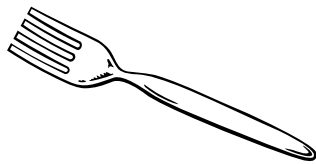
creek

tries

fir

3 Colour the picture in each row that has ir.

ir



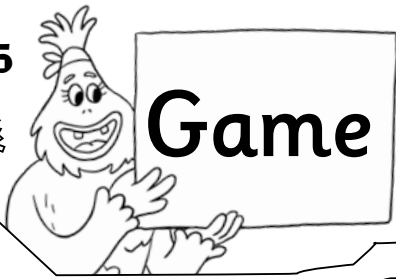
ir



4 Write ir on each T-shirt.



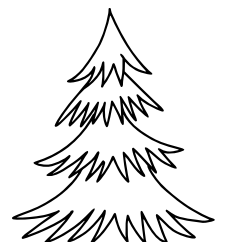
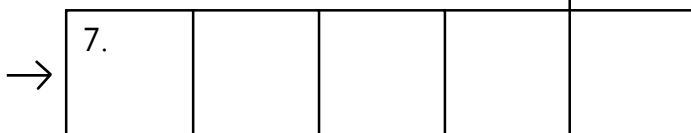
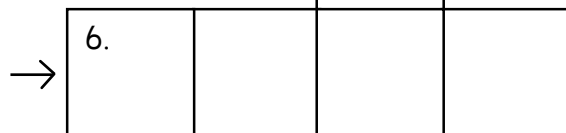
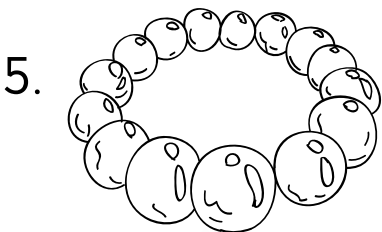
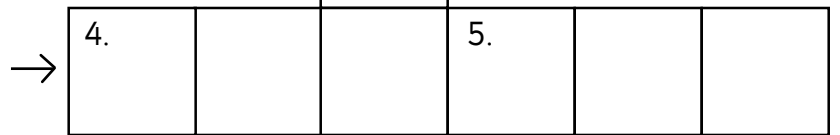
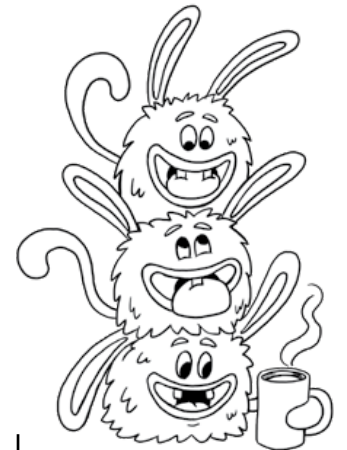
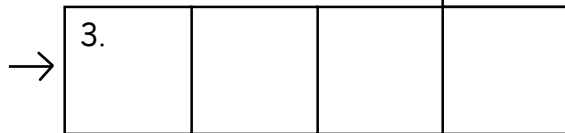
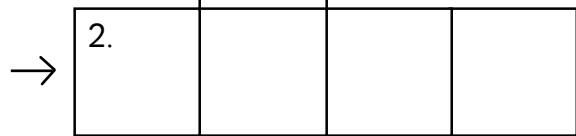
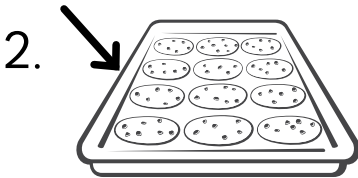
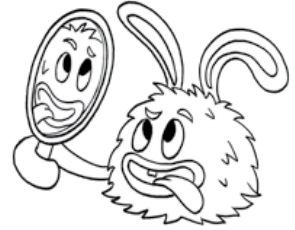
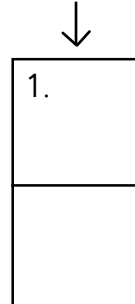
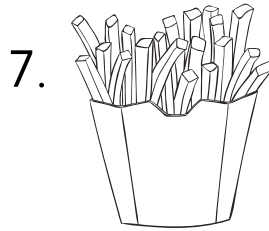




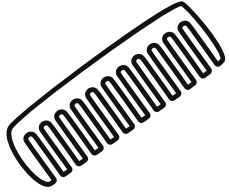
# Game

## Crossword

Use the pictures to solve the crossword puzzle.



Read the passage.



Underline

**what** Jan  
said about  
cooking

Circle

**what**  
happened  
when Jan  
cooked

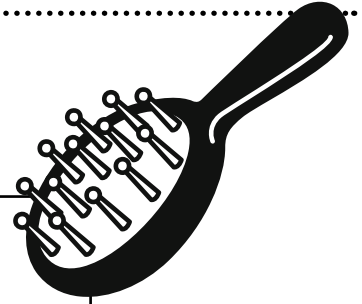
## The Home Haircut

"Easy," said Jan as she cut. "Piece of cake!"

I remember when Jan said cooking was easy. We spent an afternoon scraping burned food off the stove.

Jan also told me that camping was easy. The tent fell on top of us during the night.

By three o'clock on Saturday afternoon, there was more hair on the bathroom floor than on my head.

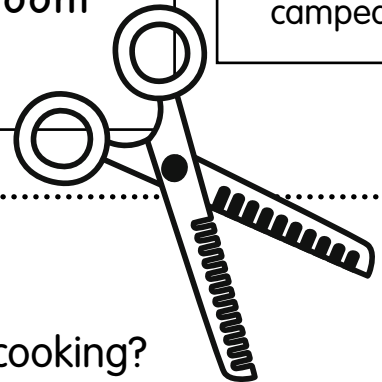


Box

**what** Jan  
said about  
camping

Colour

**what**  
happened  
when Jan  
camped



Circle the correct answers.

- Which key word describes what Jan thought about cooking?  
a remember      b scraping      c easy      d more
- Which phrase helps us visualise Jan's cooking?  
a piece of cake      b cooking was easy  
c scraping burned food off the stove      d tent fell on top of us
- How does this help the reader see Jan's cooking adventure? It was ...  
a unsuccessful.      b lots of fun.  
c a great success.      d tasteless.



Read the passage.

Circle

what  
Jan was  
doing

Colour

words that  
describe  
Freya's new  
hairdo

## The Home Haircut

"Look in the mirror, Freya," said Jan.

I did. There was a lot of face and not much hair.

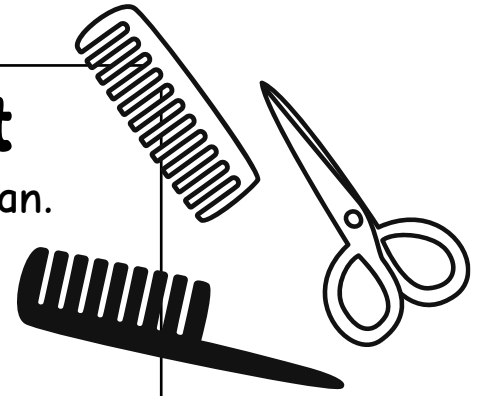
"Is it all right?" Jan said, looking worried.

"One side is longer than the other," I said softly.

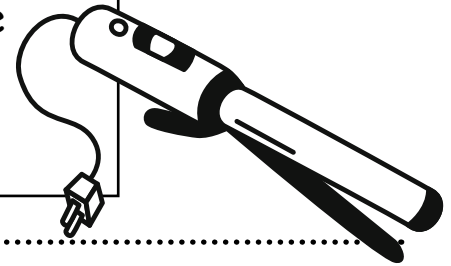
Jan cut some more. Snip. Snip. Snip.

In the mirror, I looked strange. My hair was gone. Bits stuck out all over the place.

Jan's face was white.



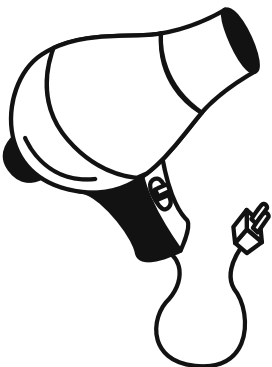
Underline  
words that  
describe **how**  
Jan **felt**



4 What does Freya think of her new hairdo? \_\_\_\_\_

5 Which clues tell you? \_\_\_\_\_

6 Draw Freya and Jan's faces in the mirror.



## Read the passage.

**Colour**

who is  
scared

Underline

why he is  
scared



### CAN I JOIN THE CIRCUS?

**Ringmaster Roy:** Chuckles, perhaps you could teach Snoz about being a clown.

**Narrator:** Chuckles had a great time dressing Snoz and painting him with makeup. But when Snoz saw himself in the mirror, he hid under the table.

**Snoz:** Not funny! Too scary! Snoz is scared!

**Narrator:** Snoz began to cry. Seeing a Snozalot cry made Chuckles cry too.

**Chuckles:** (sobbing) That is the saddest thing I have ever seen. A sobbing Snozalot!



**Box**

who is  
crying

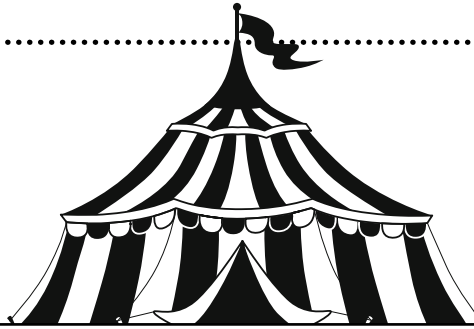


**Circle** the correct answers.

- Find the main idea of the text.
  - Snoz is scared of himself dressed as a clown.
  - Chuckles is a clown.
  - Clowns make people laugh.
  - Snoz can't wait to join the circus.
- Which two sentences support the main idea?
  - Chuckles had a great time dressing Snoz and painting him with makeup.
  - But when Snoz saw himself in the mirror, he hid under the table.
  - Snoz began to cry.
  - Seeing a Snozalot cry made Chuckles cry too.



**Read the passage.**



**Circle**  
the things  
Snoz **cannot**  
do

**Underline**  
**what**  
Chuckles  
says about  
Snoz

**Ringmaster Roy:** Tell me troupe, what can Snoz the Snozalot Monster do?  
**Chuckles:** I will tell you what he cannot do. He cannot make you laugh.  
**Bendy Betty:** He cannot bend.  
**Max Manyhands:** He cannot juggle.  
**Ringmaster Roy:** I see, I see, I see. And I know he can't fly through the air.  
**Chuckles:** He's a nice monster.  
**Bendy Betty:** A lovely monster, really.  
**Max Manyhands:** But Snoz has no place in Circus Bizurkus.

**Box**  
**what** Bendy  
Betty says  
about Snoz

**Colour**  
**what** Max  
Manyhands  
says about  
Snoz



**3** Fill in the missing words.

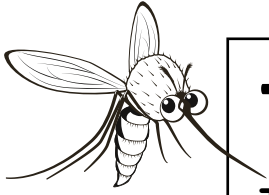
The main idea of the text is that \_\_\_\_\_ does not belong in \_\_\_\_\_.

**4** Which two details helped you find the main idea?

a Everyone says Snoz can't

b Max Manyhands says Snoz has

Read the passage.



Box

words that describe the lion's **feelings**

## The Lion and the Gnat

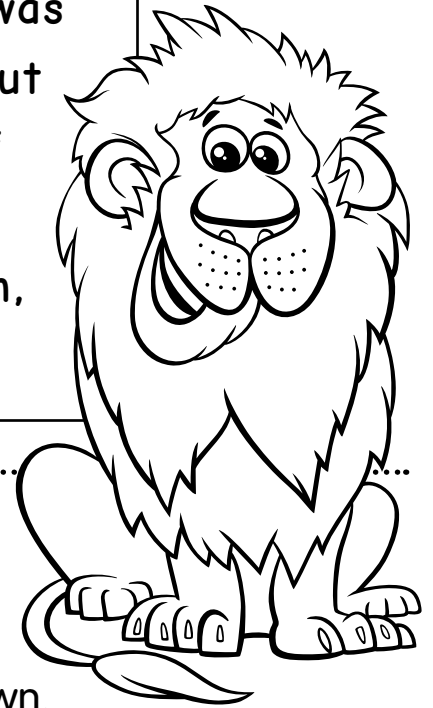
The gnat dived at the lion and stung him on the nose. The lion was furious! He swiped at the gnat, but only ended up scratching himself with his sharp claws. The gnat attacked the lion again and again, and the lion raged.

Circle

the gnat's actions

Underline

the lion's actions



**Circle** the correct answers.

- Which best describes the main idea of the text?
  - A lion attacked a gnat.
  - A lion fell down.
  - A gnat wanted to be a lion.
  - A gnat attacked a lion.
- Which two details support the main idea?
  - The gnat dived at the lion and stung him on the nose.
  - The lion was furious!
  - He swiped at the gnat.
  - The lion scratched himself with his sharp claws.
  - The gnat attacked the lion again and again, and the lion raged.
- Which best describes the gnat's actions?
  - selfish
  - kind
  - gentle
  - vicious

Read the passage.

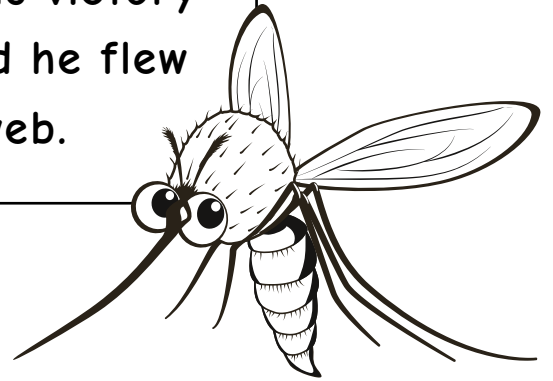
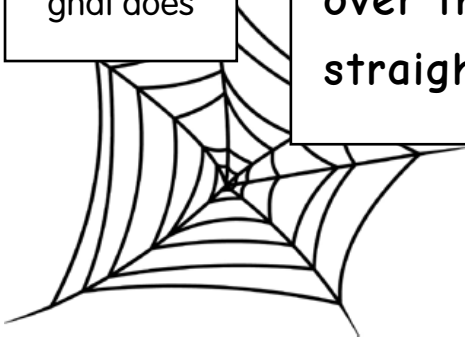
Underline

what the lion does

**Colour**

what the gnat does

Finally, the lion was worn out. He was dripping with blood from his own scratches and he lay down, defeated by the gnat. The gnat buzzed away to tell the whole Animal Kingdom about his victory over the lion, but instead he flew straight into a spider's web.



- 4 What is the main idea of the text?
- a The gnat celebrated a great victory.
  - b The smaller creature proved to be the more dangerous.

5 Which two details helped you find the main idea?

a The lion was

b The gnat had

6 What is the message from this fable? \_\_\_\_\_

## Ming Ming's Adventure

Ming Ming lived in the village of Jizhou. She was a daydreamer. She liked to pretend she was a princess.

Her father complained that she was a lazy child, but her mother said she had a good heart.

One day, Ming Ming's mother sent Ming Ming into the mountains to collect herbs. Her mother warned her to concentrate because the paths were dangerous.

Ming Ming set off. Before long, she was lost in her own imaginary world and tripped over a fallen log. She fell and smashed the special basket her mother had given her.

"Oh no!" she cried. "How will I carry the herbs home? Mother will never forgive me."

As Ming Ming wiped away her tears, she noticed some hollow seed pods nearby. She would use those to carry the herbs she collected.

When Ming Ming returned to the village, she told her parents what had happened. Her father praised his daughter for clever thinking.



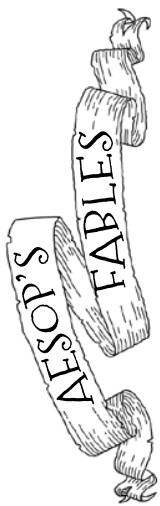
**Circle** the correct answers.

- 1 Which country is the village of Jizhou likely to be in? INFERENTIAL  
a Australia      b America      c England      d China
- 2 We can infer that Ming Ming didn't always do her chores. Which phrase is the clue? INFERENTIAL  
a a good heart      b a lazy child      c a quiet spot      d a young girl



**Circle** the correct answers.

- 3** Why did Ming Ming go into the mountains? LITERAL  
**a** to pick flowers **b** to collect herbs  
**c** to sit and daydream **d** to look for seed pods
- 4** Which words best describe Ming Ming? CRITICAL  
**a** lazy and cruel **b** kind and imaginative  
**c** hardworking and clever **d** clumsy and sad
- 5** Which word is closest in meaning to *concentrate*? VOCABULARY  
**a** listen **b** watch **c** focus **d** manage
- 6** What happened first? LITERAL  
**a** Ming Ming collected the herbs. **b** The basket broke.  
**c** Ming Ming tripped. **d** Ming Ming saw the seed pods.
- 7** Why was Ming Ming crying? She ... INFERENTIAL  
**a** was upset about the broken basket. **b** hurt herself when she tripped.  
**c** was scared of her father. **d** couldn't find any herbs.
- 8** What is the main purpose of the text? CRITICAL  
**a** to give information **b** to tell a story  
**c** to explain how something works **d** to state a point of view
- 9** What is the main message of the text? LITERAL  
**a** Respect your parents. **b** Take care of other people's things.  
**c** Every problem has a solution. **d** Look where you're going.
- 10** Why did Ming Ming's father praise his daughter? For her ... LITERAL  
**a** honesty **b** cleverness  
**c** bravery **d** hard work
-



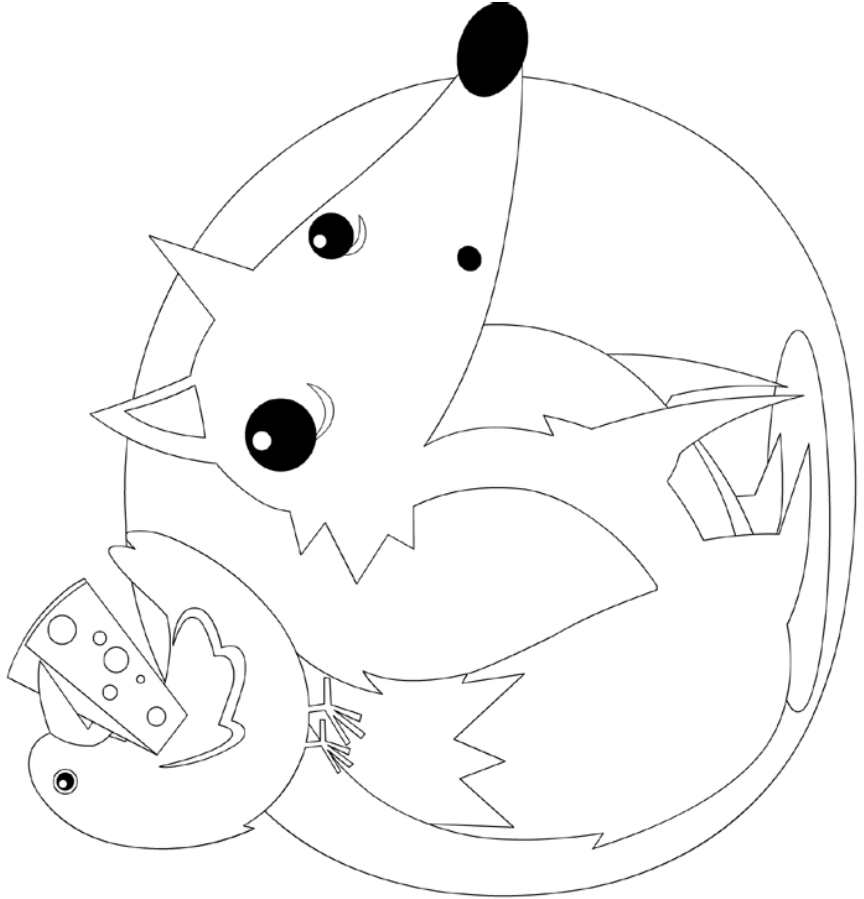
# The Fox and the Crow

-staple-

One afternoon, a hungry fox spied a large crow flying around with a chunk of cheese in its beak. The wedge of cheese looked delicious—creamy yellow and the perfect snack size.

The crow flew down and settled on a tree branch. The fox licked his lips. He wanted that cheese.

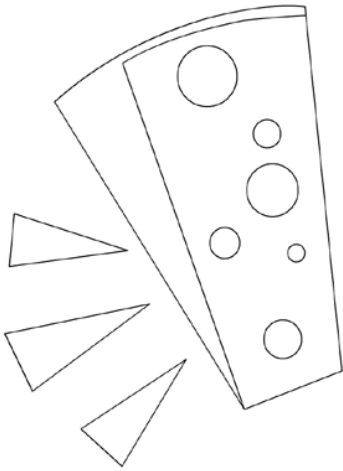
The fox circled the tree and called up.



-staple-



fold



“How are you feeling today?” asked the sly fox. The cheese glistened in the afternoon sun. “I’ll tell you, that cheese looks very tasty.”

The crow eyed the fox suspiciously.

“Now, I’m sure you’d like to share it with your friend who is feeling particularly hungry today.”

The crow stared at the fox with beady black eyes. The cheese was her treat. She slowly shook her head.

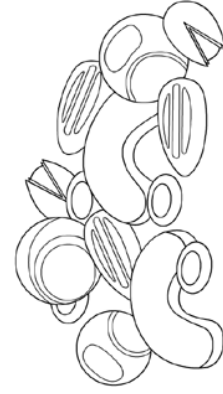
This was not going the way the fox had hoped. The fox looked up at the crow. Suddenly he knew what to do.



“What a beautiful bird you are!” cried the fox. “I’ve never seen such fine feathers.”

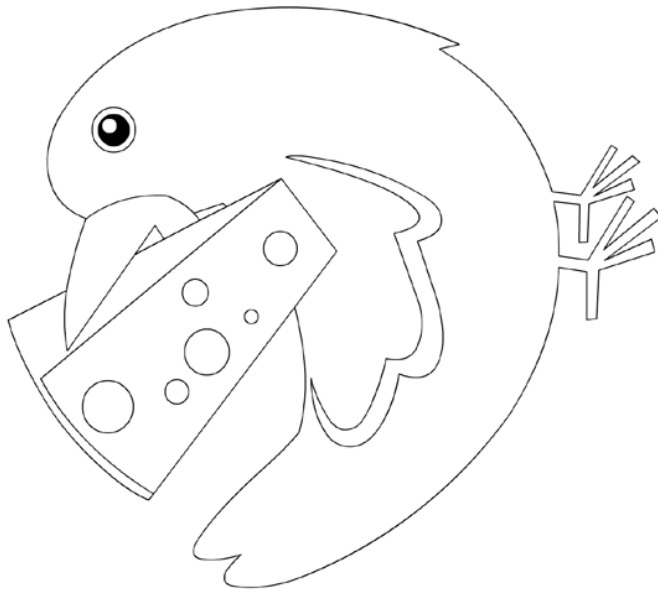
The crow looked at her feathers. They did look particularly lovely in the afternoon sun.

“Your beak is so shiny and strong. Not many birds are as fine as you.”



I do have a strong beak thought the crow. I can collect nuts, fruits and eggs with this beak.

fold



"I've heard you sing and you have a beautiful voice! It would be a lovely afternoon treat if you sang for me."

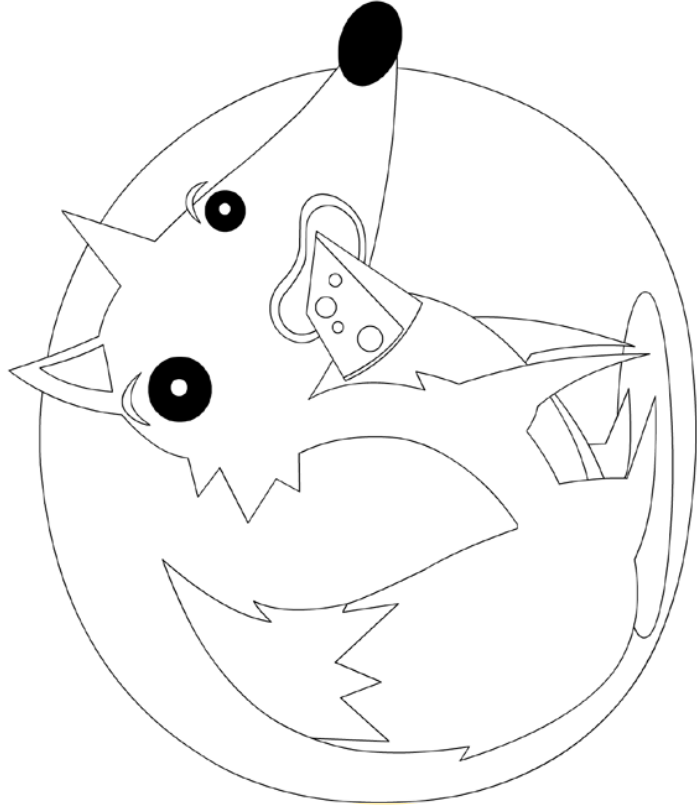
This surprised the crow. Every morning she cooed and cawed but she didn't think anyone listened.

The Fox and the Crow • 978-1-922538-35-2

5

She stood tall on the branch and puffed out her feathery chest. She would give the fox a melody he wouldn't forget. She opened her beak to begin the tune.

The cheese fell from her beak and dropped into the jaws of the clever fox below.



6

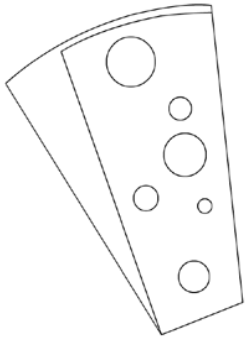
The Fox and the Crow • 978-1-922538-35-2



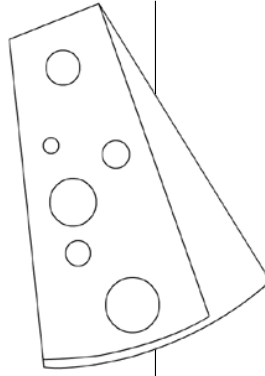
Don't trust people  
who flatter you,  
especially if you  
have something that  
they want.



The Fox and the Crow • 978-1-922538-35-2



It's afternoon snack  
time, but who will get to  
eat the delicious cheese?



Aesop Fables: *The Fox and the Crow*

ISBN: 978-1-922538-35-2

**Lexile® Measure: 520L**

For more information visit [www.lexile.com](http://www.lexile.com)

Lexile © 2013 MetaMetrics, Inc.

Copyright © 2021 Blake eLearning

Locked Bag 2022,  
Glebe NSW 2037

Ph: (02) 8585 4085

Fax: (02) 8585 4058

Email: [info@blake.com.au](mailto:info@blake.com.au)

Website: [www.blake.com.au](http://www.blake.com.au)

Publisher: Katy Pike

Series Editor: Amy Russo

Design and layout by The Modern Art Production Group

fold