

Reading

First Name

Last Name

School Name

Room Number / Class

Choose a circle to show how much each sentence is like you

Very Unlike Me 1	Unlike Me 2	Like Me 3	Very Like Me 4
---------------------------	-------------------	--------------	----------------------

01. I like reading at school.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

02. I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

03. My teacher thinks I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

04. My Mum and Dad think I am good at reading.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

05. I enjoy reading in my own time (not at school).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

06. I like going to the library to get something to read.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------

Read the information and answer practice questions P01 to P08

BIRDS NESTS

Some birds build their nests on the ground; others build them in trees or bushes. Nests keep birds safe and provide them with shelter, a place to lay their eggs and a place to raise their young. Some nests are made from twigs and feathers, which are woven together with strands from a spider's web. Some are made from mud, grass or leaves.



P01. Why do birds build nests?

- To keep themselves safe.
- Because they like mud.
- To help them find food.
- Because they like to eat spiders.

P02. Correctly spell the underlined words in the space provided.

Baby birds are calld chicks. _____

Bird's nests are high in the trea. _____

P03. What materials would you **MOST LIKELY** find from the following sources?

	Source Location	Materials
<input type="checkbox"/>	1. Ground	a. Feathers
<input type="checkbox"/>	2. Birds	b. Grass
<input type="checkbox"/>	3. Trees	c. Mud
		d. Leaves

P04. Choose the circle (radio button) beside the option you believe to be correct.

- | | TRUE | FALSE |
|---------------------------------------|-----------------------|-----------------------|
| Birds only build their nests in trees | <input type="radio"/> | <input type="radio"/> |
| Birds use feathers to build nests | <input type="radio"/> | <input type="radio"/> |

P05. What do birds use to build their nests?

- Mud
- Eggs
- Twigs
- Spiders

P06. Write the numbers 1, 2 and 3 in the boxes to show the correct order for building a nest.

- Weave the grass and twigs together
- Find a good place to build nest
- Collect grass and twigs

P07. Places where birds build their nests

- (i) On the Ground
- (ii) _____
- (iii) _____

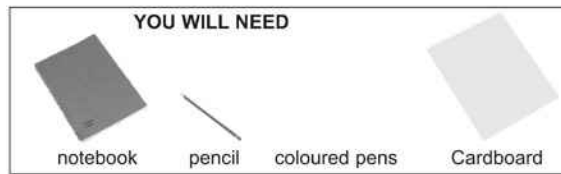
P08. Shade the bubbles to show which words should have capital letters.

different types of birds build their nest in different ways.

Read Nature Maps and answer questions 01 to 04

Nature Maps

Make a map of the area around your home. You can use it to work out a nature trail. Take your friends around the trail and ask them to help you look for animals.



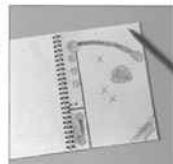
Step 1



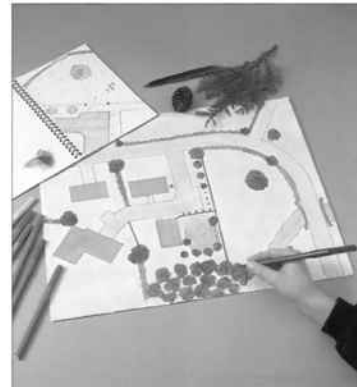
Step 2



Step 3



Step 4



Step 5

Step 1. Using a pencil, draw a map of the paths, roads, buildings and other structures you can see around your home. Colour them in grey or brown.

Step 2. Using shades of green, draw in the areas that are covered in grass, the hedges and other plants.

Step 3. Draw in any puddles, ponds, rivers, rocks, logs, fences and any other special features you can see.

Step 4. Invite your friends to come for a walk along the trail you have marked on your map. Draw a cross to mark the positions of any animals you find while walking along the trail. Look for footprints to help you find the animals.

Step 5. Make a larger copy of your map on a piece of cardboard. Include all the details from steps 1 to 4 on the map.

01. What are the first things you need to draw on the map?

- Animals and special features
- Grass, hedges and other plants
- Rocks, logs and fences
- Paths, roads and buildings

02. Which of the following symbols shows where an animal was found?



03. This information can **BEST** be described as a



set of instructions.



list of materials.



lesson on how to find animals.



story about the neighbourhood.

04. Which picture is missing from the list of things you will need?

End of Section

Use the following information to answer questions 05 to 07

In the selection below, a young girl named Anastasia Krupnik has a surprise for her mother. Read the story to learn about the surprise. Then answer the questions that follow.

From Chapter 1 of Anastasia

by Lois Lowry

"Mum!" shouted Anastasia as she clattered up the back steps and into the kitchen after school. "Guess what Meredith Halberg gave me! Just what I've been wanting! And it didn't cost *anything!*"

Mrs. Krupnik put a casserole into the oven, closed the oven door, and adjusted the temperature. She turned around. "Let me think," she said. "Chicken pox?"

Anastasia made a face. It was terrible, having a mother who always made jokes. "Ha ha, very funny," she said. "I said it was something I'd been wanting. Anyway, I had chicken pox years ago."

"Well," said her mother, "I can't think of anything else that doesn't cost anything."

Anastasia was so excited she was almost jumping up and down. "You'll never guess! Wait, I'll show you. They're on the back porch. They're probably getting cold. I'll bring them in."

"Hold it," her mother said. She looked suspicious. "What do you mean, they're getting cold? It's not something *alive*, is it?"

But Anastasia had already gone, banging the door behind her. In a minute she was back, holding a wooden box with a wire mesh cover over it. A rustling sound came from the inside of the box.

Her mother retreated instantly, behind the kitchen table. "No!" she said. "I've told you and told you that I can't stand -"

Anastasia wasn't listening. Her mother was so boring sometimes. She undid the latch and lifted the cover of the box.

"*Gerbils!*" she announced with delight.

Her mother backed away until she was against the refrigerator. She picked up a wooden spoon and held it like a weapon. "GET THOSE THINGS OUT OF MY KITCHEN IMMEDIATELY!" she bellowed.

"But, Mum, look how cute they are -"

"I SAID, OUT OF MY KITCHEN!"

Grouchily, Anastasia covered the box again. She took it to the back hall. "Mum," she said when she returned, "you can open your eyes now. They're in the back hall."

Her mother sat down and took some deep breaths. She looked around warily. "Anastasia," she said, "you know I can't stand rodents."

"Mum, they're sweet, furry little -"

"Rodents." Her mother shuddered.

05. Why is "**GET THOSE THINGS OUT OF MY KITCHEN IMMEDIATELY**" in capital letters?

- To make the words stand out and seem louder.
- Because they are someone's exact words.
- Because there is an exclamation mark at the end.
- To show that her mother only thought them in her mind.

06. What is the most important problem Anastasia has to solve at the end of the story?

- How to persuade her mother to let her keep the gerbils.
- How to pay Meredith Halberg for her new pets.
- How to keep the gerbils in their cage.
- How to clean up the gerbil's nest.

07. Why was Anastasia so excited about the gerbils?

- They did not cost her anything.
- She needed them for a science project.
- She knew they would scare her mother.
- She had wanted gerbils for some time.

End of Section

Read Races and answer questions 08 to 10

RACES

Here are 4 different kinds of races that you might like to try.

Three-legged Race

A three-legged race is run in pairs. Ankles are tied together with soft rope or an old tie. The first pair across the finish line is the winner.



Wheelbarrow Race

A wheelbarrow race is run in pairs. One person gets down on all fours, while their partner picks them by their ankles. When everyone is ready, they race to the finish line - trying not to fall!

Egg and Spoon Race

Each person lines up holding a spoon. They put an egg onto the spoon and try to run to the finish line without dropping the egg. The winner is the first person to reach the finish line with an unbroken egg on their spoon.

Sack Race

Each person stands inside a sack or pillow case. When the race begins, they have to run or jump to the finish line. The best way is to jump with both feet together, holding the sack with both hands.



08. Which of these races can be run in pairs?

- Sack race and wheelbarrow race
- Egg and spoon race and sack race
- Three-legged race and wheelbarrow race
- Three-legged race and egg and spoon race

09. Which race does **NOT** need any equipment?

- Three-legged race
- Wheelbarrow race
- Egg and spoon race
- Sack race

10. This information could **BEST** be described as

- a recipe.
- an outline of rules.
- an invitation to a party.
- a list of indoor party games.

End of Section

Use the following information to answer questions 11 to 14

Do you know how "to tell time"? Read the poem below and answer the questions that follow.

Lengths of Time

Time is peculiar
And hardly exact
Though minutes are minutes,
You'll find for a fact
(As the older you get
And the bigger you grow)
That time can
Hurrylikethis
Or plod, plod, slow.

Waiting for dinner when you're hungry?
Down with the sniffles in your bed?
Notice how an hour crawls along and crawls along
Like a snail with his house upon his head.

But when you are starting
A game in the park,
It's morning,
It's noon,
And suddenly it's dark.
And hours like seconds
Rush blurringly by,
Whoosh!
Like a plane in the sky.

-Phyllis McGinley

11. In the second verse, **you're** is a contraction meaning

- you have.
- your.
- you are.
- you had.

12. In verse three, the author used the word ***Whoosh*** to describe

- time when you are having fun.
- how snails move in their house.
- the wind outside the house.
- the sound of her sniffles.

13. The words in the last two lines of the first verse show that time

- gets bigger as you grow.
- can pass quickly or slowly.
- can run out.
- sneaks up on you.




14. The purpose of the second verse is to describe

- why time changes during the day.
- when time moves slowly.
- how time races when you are hungry.
- when time can disappear.

End of Section

Use the following information to answer questions 15 to 18

The Fox and The Crow

<p>1</p> 	<p>2</p> 	
<p>Once an old crow stole a lump of cheese. He carried it away to the nearest tree.</p>	<p>Just as he was about to eat the cheese, he heard a noise on the ground below him.</p>	<p>It was a fox. He saw the cheese and wanted it for himself. He smiled at the crow.</p>
		<p>3</p> 
		<p>"Oh lovely crow!" he said. "Your eyes are so bright and your feathers are so lovely"</p>

4

5

6

7

“You are such a beautiful bird,” he went on, “I’m sure you must sing sweetly too.”

The crow was very pleased and ruffled up his feathers. He believed the fox.

The crow opened his beak to give a loud ‘caw’ and the cheese fell to the ground.

The fox quickly gobbled it up. He looked up at the crow with a wicked smile on his face.

“Thank you,” he said. “You may have a voice, but you certainly have no brains!”

Don’t always believe people who flatter you.

15. What does the word **flatter** mean?

- To calm someone down.
- To understand and help someone in trouble.
- To praise someone without really meaning it.
- To find fault with someone.

16. What does the fable teach us?

- Never trust foxes.
- It is good to make people feel happy.
- Your first instinct is often correct.
- You can't always trust praise.

17. The crow ruffled up his feathers because he was

- pleased by what the fox had said.
- about to fly away.
- scared of the fox.
- about to sing sweetly.

18. Which word gives the **BEST** description of the fox?

- Cruel
- Cunning
- Stupid
- Vain

End of Section

Use the following information to answer questions 19 to 22

CLARA AND THE FOX FAMILY

*In **Clara and the Fox Family**, Bonnie Bisbee tells how Clara feels when her father ploughed a field that is home to a fox family. She stays away in the woods all day, worried and crying for the baby foxes.*

AFTER SUPPER DAD STOOD UP.

"Clara," he said. "Come outside. I have something to show you."

Clara got up and followed her father. But she still had nothing to say. What was there to talk about when the foxes' home had been ruined?

Clara walked along behind her father. She didn't even notice where they were going. She didn't even notice the beautiful golden light of the spring evening.

Finally Dad stopped. "Look," he said. Clara looked around. There was the back twenty. And it looked just as she knew it would - brown rows of freshly ploughed earth. But wait a minute! A beautiful green island had been left in the very middle of the big field.

"Oh, Dad!" she exclaimed. "You saved the foxes' home."

As she watched, several plump, red fox pup shapes tumbled out of their den. In the last rosy light of day the young foxes began to play. Then two larger and more graceful red forms came out of the den. It was the parent foxes, quietly watching over their young.

"Thanks, Dad," said Clara softly, holding her father's hand.

"Had to plough around the rocks anyway," said Dad smiling. "Besides, now the foxes are working for me. They'll help keep the mice out of the cornfield."

Clara giggled and hugged her dad. And he hugged Clara right back.



19. How does Clara feel at the end of the story?

- Angry that her father has tricked her
- Happy that the fox family is safe
- Excited about playing with the foxes
- Disappointed that the field has been ploughed

20. Why does Clara's dad want her to come outside near the beginning of the story?

- So he could talk to her
- So he could give her a present
- So she could get some fresh air
- So she could see the field

21. How did Dad explain why he saved the foxes' home?

- "You were right, Clara. I couldn't hurt those babies."
- "The tractor broke down when I got to the rocks."
- "The foxes scared me away from the rocks."
- "Had to plough around the rocks anyway."



22. What does Clara's dad plan on doing with the part of the field that is ploughed?

- Leave it for the fox to play in
- Sell the land to a neighbour
- Use it to plant corn
- Plant a flower garden

End of Section

Read the library notice and answer questions 23 to 26

**COME ALONG TO
PLUNGE INTO THE SEA
AT KURAPA LIBRARY**



WHEN? Monday 11 June

WHAT TIME?

10:30 am – 11:30 am	Pre-schoolers
4:30 pm – 5:30 pm	5 – 8 year olds
7:00 pm – 8:00 pm	9 – 12 year olds

WHERE? Kurapa Library, corner of Pearse Street and Kanuka Road, opposite the police station.

There will be a treasure chest filled with books and movies about the sea, computer games, a treasure hunt and even a display of sea shells.

There are great prizes to be won for the person dressed as the best sea creature. So, get busy making your costume and come along.

BOOKINGS ARE ESSENTIAL!
Phone the library between 9 am and 11 am daily on 983 4104 to let Chris know you're coming.

Coming next month ... Dinosaur Time.

23. Kare is 11 years old. When should she visit the library for the *Plunge into the Sea* activities?

- In the morning
- At lunch time
- In the afternoon
- At night

24. Which list shows three things that Kare will find at the library on Monday 11 June?

- List A: Computer games, movies about the sea, dinosaur display
- List B: Shell display, treasure hunt, computer games
- List C: Costume making, books about the sea, movies about the sea

25. The **MAIN** purpose of the notice is to

- tell people where the library is.
- encourage people to read books.
- encourage people to come to a special library event.
- let people know what time the library is open.

26. Which piece of information on the notice would be **MOST** useful if you wanted to make a booking to go to the ***Plunge into the Sea*** activities?

- The address of Kurapa Library
- The name of the contact person
- The library's phone number
- The times when the contact person is available

Use the following information to answer questions 27 to 30

One Giant Leap

On July 16, 1969, *Apollo 11* launched toward the moon with astronauts Neil Armstrong, Edwin "Buzz" Aldrin, and Michael Collins aboard. Four days later Armstrong and Aldrin reached the moon's surface in the *Eagle* landing craft while Collins stayed aboard *Apollo 11* in orbit around the moon.



- 1 Neil Armstrong studied the *Eagle's* gauges. The spacecraft was working perfectly. If things continued to go well, he and Buzz Aldrin would soon become the first men to land on the moon. From 60 miles away the moon didn't look much like the small, flat white circle he had seen all his life. Mountains and craters dotted its dusty grey surface. As he waited to begin the final descent, Armstrong marvelled at what he was about to do. For centuries people had dreamed of this moment, and now he and Aldrin were on the brink of making history.
- 2 As the *Eagle* slowly circled the moon, Armstrong thought back to the mission's beginning. Just four days earlier the astronauts had been on Earth, anxiously waiting for a rocket to propel them into orbit. Thousands of people had gathered to witness the launch, and millions more around the world had watched on television. As the powerful rocket lifted off, Armstrong had wondered what the next eight days would bring. Much about the moon remained a mystery. Armstrong couldn't help but feel a bit anxious. He understood why people around the world were focused on this flight. Landing on the moon wasn't just his dream; it was everyone's. This journey was for people everywhere.
- 3 Now, as he prepared to land, Armstrong shook his head in amazement. When *Apollo 11* had been launched, the moon had been thousands of miles from where it was now. Yet scientists had been able to chart a course to this precise location, knowing the moon would be there to meet Armstrong, Aldrin, and Collins. Armstrong thought of the thousands of people who had made his mission possible. Without them he wouldn't be minutes away from doing what had never been done before.
- 4 Finally the command came to begin landing. As Armstrong ignited a small rocket engine to slow the spacecraft, he remembered his training. Safety came first. If anything went wrong, he was supposed to cancel the landing. Suddenly, just 5,000 feet from the surface, a caution light blinked on - a computer alarm! Armstrong's heart sank. Would they have to turn back when they were so close? After a few tense seconds, mission control said to continue. The computer had just needed more time to complete its operations.

- 5 Then Armstrong saw another problem. There was a large crater in the landing area. Could he land there safely? The surface was only 500 feet below, but he decided to fly past the crater. Landing was one of the most dangerous parts of the mission, but Armstrong calmly worked the controls. He was only 40 feet away now. Exhaust from the engines created a cloud of dust. Armstrong strained to see. Then mission control informed him that only 30 seconds of fuel remained in the landing engine. Finally the craft shook slightly; the *Eagle* had landed!
- 6 Standing on the ladder outside the *Eagle* later, Armstrong remembered that everyone was watching and listening back home. In a few seconds he would become the first person to set foot on any place other than Earth. His heart raced as he stepped down onto the moon's surface and said, "That's one small step for man, one giant leap for mankind."

One Small Step

- 1 Andy tried again to force his leg to move. It only quivered, shooting pain up his back. "I'll never walk again," he said bitterly. "Who am I kidding?"
- 2 "Let's try a couple of steps," Nurse Parker suggested cheerfully. Andy liked her, but today her good mood made him feel worse.
- 3 "Leave me alone," he said, frowning.
- 4 "Bad day?" she asked, pushing his wheelchair toward the walking bars.
- 5 "Okay, on your feet," Nurse Parker said, parking Andy's chair in front of the bars.
- 6 "I won't do it," he said. "I'm tired, and it'll hurt. Besides, what's the use?"
- 7 "Andy," Nurse Parker said, "you *are* making progress. These exercises are important to your rehabilitation. We have to teach your legs to walk again. It takes time."
- 8 "Easy for you to say," Andy said. "When's the last time your legs forgot how to walk?" With her help he pulled himself upright. His legs screamed with pain. They were on fire, and he was hardly putting any weight on them. Sweat rolled down his cheeks as he stood there, supporting himself with his arms. "I can't do it," he said, grimacing.
- 9 "Yes, you can. Try!" Nurse Parker said. At that moment he hated her. Did she think it was easy? What did she know? Couldn't she just leave him alone?
- 10 Gripping the cold metal bars, Andy thought back to the gymnastics competition. "Andrew Farnsworth on the parallel bars," the announcer's voice echoed through his memory. He had mounted the bars with grace and confidence, pushing his body into a perfect handstand. Then he had swung below the bars and back up as he started his routine. Suddenly his hand had slipped, and he had crashed to the floor. With pain exploding through his body, he had fought back tears, unable to move.

- 11 He had fractured a vertebra and sustained a minor spinal cord injury. It would take time, but he would recover. He was lucky, the doctor had said.
- 12 "Yeah, lucky Andy," he thought, wincing as he tried to move his leg. Pain shot through him. Then, just as he was about to give up, his foot rose ever so slightly. Andy couldn't believe it. Ignoring the pain, he strained to move the leg forward. Finally it inched ahead just a little.
- 13 "There you go!" Nurse Parker said.
- 14 Andy exhaled. It was just one small step, but it felt like a giant leap. There would be no more thoughts of quitting.

27. In paragraph 2 of ***One Giant Leap***, Armstrong was a little anxious because he

- wasn't sure what lay ahead and he knew that people were counting on him.
- thought the spacecraft might have been too heavy for the rocket to carry into space.
- had been in space for a long time and wanted to return to Earth.
- wasn't sure that he would be able to remember everything he needed to do.

28. In paragraph 7 of ***One Small Step***, the word ***rehabilitation*** means the

- process of getting back to a former condition.
- ability to concentrate for long periods of time.
- desire to succeed or accomplish something.
- act of escaping from possible danger.

29. Which of these is a theme in both ***One Giant Leap*** and ***One Small Step***?

- People should always remember where they started.
- Great progress is the result of many small steps.
- Planning ahead ensures success.
- There can be no progress without pain.

30. Which of these statements **BEST** describes Andy's attitude at the end of ***One Small Step?***

- Andy thinks that physical therapy is a waste of time.
- Andy accepts that he will never compete in gymnastics again.
- Andy is determined to recover from his injury.
- Andy realises that his physical therapy isn't really very painful.