

Reading Comprehension

CARDS

Teacher's Guide

Includes Table of Contents, Answer Key,
Record Tracking Sheet Template and
Student Answer Sheet Template



Introduction

The Reading Comprehension Card Set is a collection of 60 progressively difficult stories. The set includes non-fiction and fiction stories to engage students with varied interests and learning styles and expose them to different genres. The non-fiction stories are based on content areas of maths, science, and social studies for year six students. The stories include five multiple-choice questions for students to answer after reading the stories orally or silently.

The set is designed to provide supplemental activities to a reading programme and can be used in a language learning station, whole-class activity, or independent work. Cards are sequentially numbered to encourage independent practice and self-pacing.

The cards are levelled in progression of reading ability to allow teachers to challenge students at individual reading levels. The table of contents indicates the AL (Attainment Level) and TYG (Targeted Year Group) of each card. Teachers are encouraged to evaluate the cards and adjust the levels according to their own observations.

Each card includes a short story and photograph to aid reading comprehension. Use the story cards individually or photocopy them for small-group or whole-class reading activities.

Five multiple-choice comprehension questions are listed on the reverse side of each story card. The questions focus on subjects including: main idea, cause and effect, sequencing, predicting outcomes, making inferences, context clues, and drawing conclusions.

Use the student answer-sheet template card to track answers and scores. Make enough copies of the answer sheet for students to work independently. The answer sheet includes an area for students to create their own 5W questions (who, what, when, where, and why) to extend comprehension skills. These questions will vary and should be marked subjectively. Use a wet-erase marker with the story cards for individual quick-response answers.

Note: For multiple uses of each card, always use a wet-erase marker. To ensure that your marker doesn't leave a permanent mark, test it on the corner of a card. Use a damp cloth to remove marks. Cards will warp if saturated with water.

Use the answer key for a quick reference when marking. Record and track students' progress on each story using the record sheets. Make copies of this sheet to use with multiple classes. Do not store the answer key and record sheets in the box of cards that students can easily access. The recorded data is a great discussion tool during parent-teacher meetings.

Table of Contents		Fiction	Content Area	TYG	AL
Card	Title	Non-Fiction			
1	Farm Expert	Fiction		6	4
2	Plant and Animal Cells	Non-Fiction	Science	6	4
3	Fasten Your Seatbelts	Fiction		6	4
4	Stuck in a Hole	Non-Fiction	Maths	6	4
5	Kiss the Cook	Fiction		6	4
6	World Time Zones	Non-Fiction	Soc. St.	6	4
7	Sunday Brunch	Fiction		6	4
8	Photosynthesis	Non-Fiction	Science	6	4
9	My Remarkable Rabbit	Fiction		6	4
10	Ticket Total	Non-Fiction	Maths	6	4
11	Canoe Comedy	Fiction		6	4
12	Eiffel Tower	Non-Fiction	Soc. St.	6	4
13	The Mighty Hunter	Fiction		6	4
14	Parts of the Blood	Non-Fiction	Science	6	4
15	Fishing For Laughs	Fiction		6	4
16	Pie-Eating Contest	Non-Fiction	Maths	6	4
17	The Buzz About Our New House	Fiction		6	4
18	Sistine Chapel	Non-Fiction	Soc. St.	6	4
19	The Duck In	Fiction		6	4
20	Insect Metamorphosis	Non-Fiction	Science	6	4
21	Misbehaving	Fiction		6	4
22	Shopping on a Budget	Non-Fiction	Maths	6	4
23	Four More Pages	Fiction		6	4
24	Ben Franklin	Non-Fiction	Soc. St.	6	4
25	Playing Games	Fiction		6	4
26	Energy	Non-Fiction	Science	6	4
27	The Jolly Roger Banana Boat	Fiction		6	4
28	New Shoes	Non-Fiction	Maths	6	4
29	In it to win it!	Fiction		6	4
30	Neil Armstrong	Non-Fiction	Soc. St.	6	4

*AL - Attainment Level

*TYG - Targeted Year Group

Table of Contents		Fiction	Content Area	TYG	AL
Card	Title	Non-Fiction			
31	The Tooth Mystery	Fiction		6	4
32	Keep your germs to yourself!	Non-Fiction	Science	6	4
33	Pirates on the High Seas	Fiction		6	4
34	Flu Season	Non-Fiction	Maths	6	4
35	Luge Dreams	Fiction		6	4
36	The White House	Non-Fiction	Soc. St.	6	4
37	The Note	Fiction		6	4
38	Innate vs. Learned	Non-Fiction	Science	6	4
39	Antarctic Journey	Fiction		6	4
40	Brothers and Sisters	Non-Fiction	Maths	6	4
41	Our Beloved Pig	Fiction		6	5
42	Climate Around the World	Non-Fiction	Soc. St.	6	5
43	My Grandmothers Zoo	Fiction		6	5
44	Earth's Moon	Non-Fiction	Science	6	5
45	Roller Skates and Cola Floats	Fiction		6	5
46	It's Show Time	Non-Fiction	Maths	6	5
47	New Lake in Town	Fiction		6	5
48	The Holocaust	Non-Fiction	Soc. St.	6	5
49	Outside the City	Fiction		6	5
50	States of Matter	Non-Fiction	Science	6	5
51	Mariana	Fiction		6	5
52	Green Slime	Non-Fiction	Maths	6	5
53	The Dilettante	Fiction		6	5
54	Buckingham Palace	Non-Fiction	Soc. St.	6	5
55	Tarantula!	Fiction		6	5
56	Killer Whales	Non-Fiction	Science	6	5
57	The Usher	Fiction		6	5
58	Let's Race!	Non-Fiction	Maths	6	5
59	Moon Garden	Fiction		6	5
60	Digging into the Past	Non-Fiction	Soc. St.	6	5

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Digging into the Past

60A

Archaeology is the study of the culture and behaviour of humans from the past. Archaeologists learn about past humans by finding and examining the remains of societies. Remains can be **artifacts**, such as pottery, jewellery, and tools. Remains can also be the remnants of buildings or other structures. They can even be human fossils, such as pieces of tooth or bone. Remains provide archaeologists with clues as to how people once lived. For example, ancient tools can provide clues about how people hunted or grew food.

Archaeological digs, or **excavations**, are **meticulously** planned and documented. The place where archaeologists dig is called a site. Archaeologists keep a detailed record of everything they find at a site. They try not to disturb the site more than necessary.

Conducting an excavation requires using a variety of tools. Archaeologists use picks and shovels to remove dirt. As they get closer to the remains, their tools get more precise. They use **trowels** to dig around small pieces of material. They use sifting screens, picks, and brushes to uncover the smallest and most delicate finds.

Archaeologists today have even more advanced ways of finding and studying sites. For example, they can use radar to look underground for potential sites without digging.

Through these and other methods, archaeologists are continuing to discover more about humanity's past.



Digging into the Past

Comprehension Questions

60B

1. What do archaeologists do?
 - a. They collect artifacts from the past.
 - b. They study the past by examining remains.
 - c. They try to predict the future based on information from the past.
2. Why do you think archaeologists' tools get more precise the closer they get to the remains?
 - a. They don't want to damage the remains.
 - b. They can't find the remains without precise tools.
 - c. They like to clean the remains until they are spotless.
3. **Meticulously** means
 - a. quickly.
 - b. frequently.
 - c. carefully.
4. What kinds of tools do archaeologists use last when uncovering remains?
 - a. trowels
 - b. sifting screens, picks, and brushes
 - c. picks and shovels
5. Archaeologists probably try not to disturb a site more than necessary because
 - a. they want to preserve the site.
 - b. they are afraid of what they might unearth.
 - c. they don't want to upset the people who live on the site.