

Reading Comprehension



Chapter 1: Down the Rabbit-Hole



Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

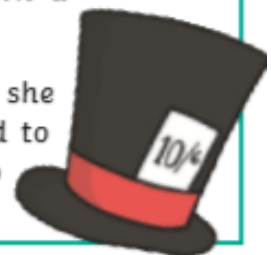
So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next. First, she tried to





Chapter 1: Down the Rabbit-Hole

look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves; here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed; it was labelled 'ORANGE MARMALADE', but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past it.

'Well!' thought Alice to herself, 'after such a fall as this, I shall think nothing of tumbling down stairs! How brave they'll all think me at home! Why, I wouldn't say anything about it, even if I fell off the top of the house!' (Which was very likely true.)

Down, down, down. Would the fall never come to an end! 'I wonder how many miles I've fallen by this time?' she said aloud. 'I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think--' (for, you see, Alice had learnt several things of this sort in her lessons in the schoolroom, and though this was not a very good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) '--yes, that's about the right distance--but then I wonder what Latitude or Longitude I've got to?' (Alice had no idea what Latitude was, or Longitude either, but thought they were nice grand words to say.)

Presently she began again. 'I wonder if I shall fall right through the earth! How funny it'll seem to come out among the people that walk with their heads downward! The Antipathies, I think--' (she was rather glad there was no one listening, this time, as it didn't sound at all the right word) '--but I shall have to ask them what the name of the country is, you know. Please, Ma'am, is this New Zealand or Australia?' (and she tried to curtsey as she spoke-- fancy curtseying as you're falling through the air! Do you think you could manage it?) 'And what an ignorant little girl she'll think me for asking! No, it'll never do to ask: perhaps I shall see it written up somewhere.'

Down, down, down. There was nothing else to do, so Alice soon began talking again. 'Dinah'll miss me very much to-night, I should think!' (Dinah was the cat.) 'I hope they'll remember her saucer of milk at



Chapter 1: Down the Rabbit-Hole

tea-time. Dinah my dear! I wish you were down here with me! There are no mice in the air, I'm afraid, but you might catch a bat, and that's very like a mouse, you know. But do cats eat bats, I wonder?' And here Alice began to get rather sleepy, and went on saying to herself, in a dreamy sort of way, 'Do cats eat bats? Do cats eat bats?' and sometimes, 'Do bats eat cats?' for, you see, as she couldn't answer either question, it didn't much matter which way she put it. She felt that she was dozing off, and had just begun to dream that she was walking hand in hand with Dinah, and saying to her very earnestly, 'Now, Dinah, tell me the truth: did you ever eat a bat?' when suddenly, thump! thump! Down she came upon a heap of sticks and dry leaves, and the fall was over.

Alice was not a bit hurt, and she jumped up on to her feet in a moment. She looked up, but it was all dark overhead; before her was another long passage, and the White Rabbit was still in sight, hurrying down it. There was not a moment to be lost: away went Alice like the wind, and was just in time to hear it say, as it turned a corner, 'Oh my ears and whiskers, how late it's getting!'



Tick the correct option to complete each sentence below.

1. The story is mainly told from the perspective of...

- | | | | |
|-----------------------|--------------------------|-------------------|--------------------------|
| the rabbit | <input type="checkbox"/> | the author | <input type="checkbox"/> |
| Alice's sister | <input type="checkbox"/> | Alice | <input type="checkbox"/> |
-

2. At the start of the extract both girls are...

- | | | | |
|----------------|--------------------------|----------------|--------------------------|
| talking | <input type="checkbox"/> | sitting | <input type="checkbox"/> |
| reading | <input type="checkbox"/> | fishing | <input type="checkbox"/> |
-

3. Alice fell...

- | | | | |
|---------------------------|--------------------------|-------------------------|--------------------------|
| down a rabbit hole | <input type="checkbox"/> | down a deep well | <input type="checkbox"/> |
| down river | <input type="checkbox"/> | down stairs | <input type="checkbox"/> |
-

4. The first three paragraphs are set...

- | | | | |
|--------------------|--------------------------|---------------------------|--------------------------|
| in a town | <input type="checkbox"/> | in the countryside | <input type="checkbox"/> |
| in a tunnel | <input type="checkbox"/> | in a well | <input type="checkbox"/> |

5. Order these events as they happen in the story. Number them 1, 2, 3, 4.

- Alice saw a white rabbit run close by.
- Alice went down a rabbit hole.
- Alice was sitting on the bank.
- Alice landed at the bottom of a large well.



6. *'In another moment down went Alice after it, never once considering how in the world she was to get out again.'*

Explain **two** things that the sentence suggests about Alice.

- 1. _____
- 2. _____



7. Why do you think the rabbit didn't stop to talk to Alice?

8. How old do you think Alice is? Use the text to explain your answer.



9. Which words does the author use to show how Alice is feeling as she runs across the field after the rabbit?

10. What do these words tell you about the way she was feeling?

11. What time of year do you think the story is set? Explain your answer.

12. Throughout the story Alice feels a range of feelings.

Find and copy **one** sentence from the text that shows she was feeling **bored**.

Find and copy **one** sentence that shows she was feeling **drowsy**.

13. '*Alice is very clever.*' Do you agree with this?

yes yes and no no

Explain your answer using evidence from the text.

14. '*Oh my ears and whiskers, how late it's getting!*'

Find and copy another sentence that supports the idea that the rabbit was late for something.

15. '*There was nothing so very remarkable in that.*'

Give another word with the same meaning as **remarkable** that could have been used instead.

16. Based on what you have read in the story, explain why **'Alice was not a bit hurt,'** when she finally landed at the bottom of the well.

Read this short text and answer the questions. You could try this recipe for Hot Chocolate at home! Post any photos and your thoughts on how it tastes on Class Dojo if you do try it!

Hot Chocolate and the Maya

Between 900BC and 250BC, the Maya civilisation in Mexico and central America used ground cacao (chocolate) to make a spicy, hot chocolate drink, which was used in rituals and ceremonies. Only the rich, noble members of society drank this rich, wholesome drink. Will you enjoy it?

Ingredients

3 tablespoons cocoa powder
250ml milk
1 teaspoon ground cinnamon
Pinch chilli powder



1. Mix the dry ingredients in a jug.
2. Heat the milk slowly until it is frothy. (Always be careful and ask for adult help.)
3. Add the milk to the jug and mix well.
4. Pour back and forth between two jugs to increase frothiness (optional).
5. Serve and enjoy!

1. What was used to make hot chocolate in ancient Maya times?

2. Find two words that mean **celebrations** or **occasions**.

3. The word rich has been used twice. Can you explain the two different meanings?

4. Do you think you would enjoy this hot chocolate? Why?

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Calculations Code Breaker

Solve the calculations and use the code breaker to spell out a summer-themed joke. The joke will read down the tables.

A	B	C	D	E	F	G	H	I	J	K	L	M
6	15	21	5	13	24	18	7	12	1	25	19	9

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
22	16	11	26	2	17	20	3	10	8	14	23	4

	Answer	Letter
$64 \div 8$		
$63 \div 9$		
$1300 \div 100$		
0.02×100		
1.3×10		

	Answer	Letter
$55 \div 11$		
$160 \div 10$		

	Answer	Letter
0.24×100		
$144 \div 12$		
$1700 \div 100$		
$56 \div 8$		

	Answer	Letter
1.8×10		
$1600 \div 100$		

	Answer	Letter
4×4		
2.2×10		

	Answer	Letter
$42 \div 6$		
8×2		
$190 \div 10$		
$96 \div 8$		
0.5×10		
$48 \div 8$		
0.23×100		?

	Answer	Letter
3×8		
$60 \div 5$		
0.22×100		
$1900 \div 100$		
$54 \div 9$		
11×2		
0.05×100		

Question: _____

Punchline: _____

Number Puzzles

Work your way from the end number back to the beginning to calculate out the answer to these puzzles. Remember to show your working out.

I collect some shells on the beach.

I multiply the number of shells by 5.

I then subtract 15,

multiply by 7,

and divide by 2.

I end with the number 735.

How many shells did I collect?



I decorate my sandcastle with flags.

I multiply the number of flags by 7.

I then add 78,

multiply by 4,

and divide by 3.

I end with the number 300.

How many flags did I use to decorate my sandcastle?



I practise cartwheels on the sand.

I multiply the number of cartwheels by 8.

I then subtract 132,

multiply by 10,

and divide by 4.

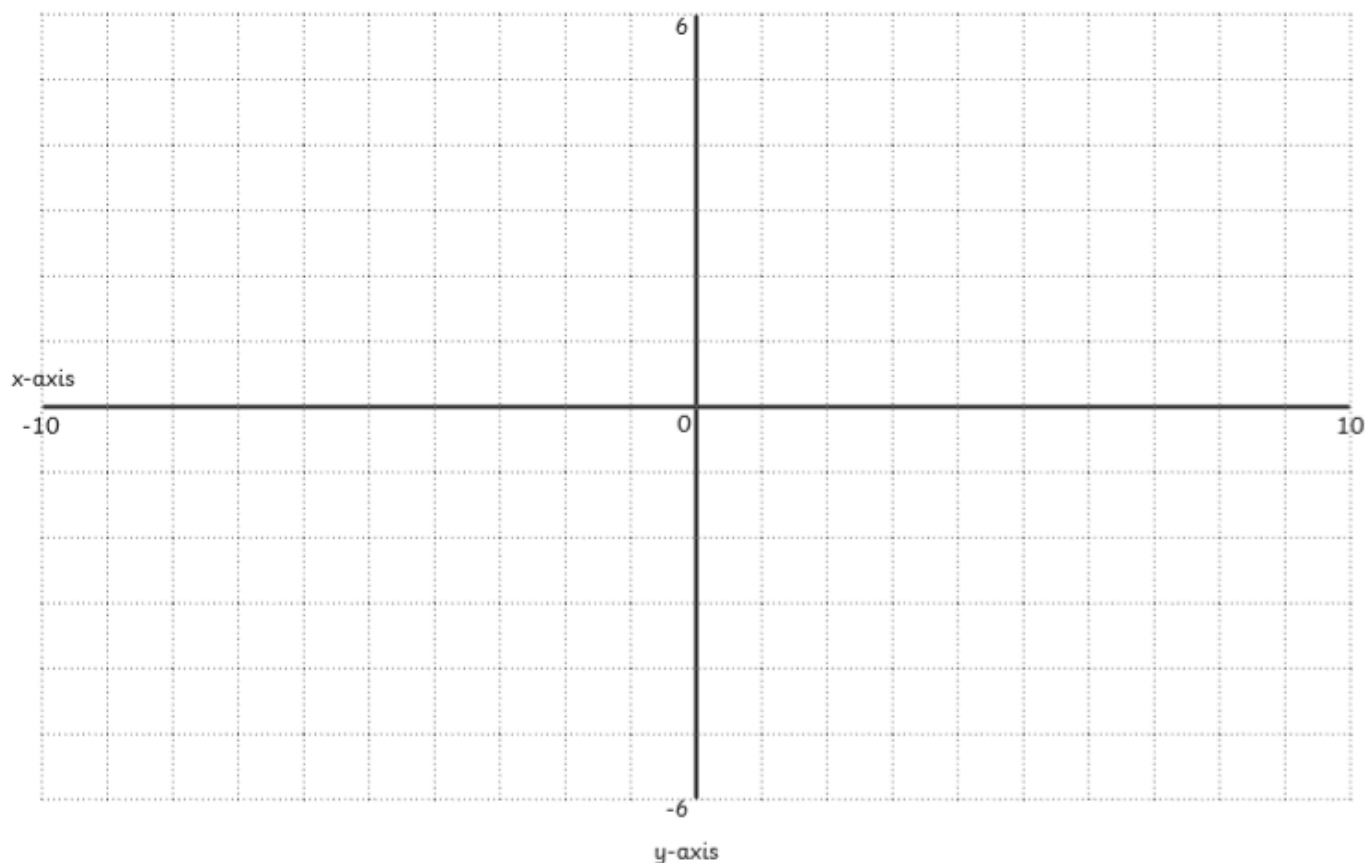
I end with the number 30.

How many cartwheels did I do?



Coordinate and Reflection Mystery Picture

Plot these shapes onto the coordinate grid and join them together with straight lines. Next, reflect the shapes over the y-axis to reveal a mystery picture.



1. $(-7, 3), (-5, 3), (-5, 5), (-4, 4), (-4, 2), (-3, 1), (-2, 1), (-2, 2), (-1, 2), (-1, 1), (0, 1), (0, -4), (-1, -4), (-3, -3), (-4, -2), (-4, -1), (-3, 0), (-5, 2), (-6, 2), (-7, 3)$
2. $(-4, -1), (-6, -1), (-6, -2), (-4, -1)$
3. $(-4, -2), (-6, -3), (-5, -4), (-4, -2)$
4. $(-3, -3), (-3, -5), (-2, -5), (-3, -3)$

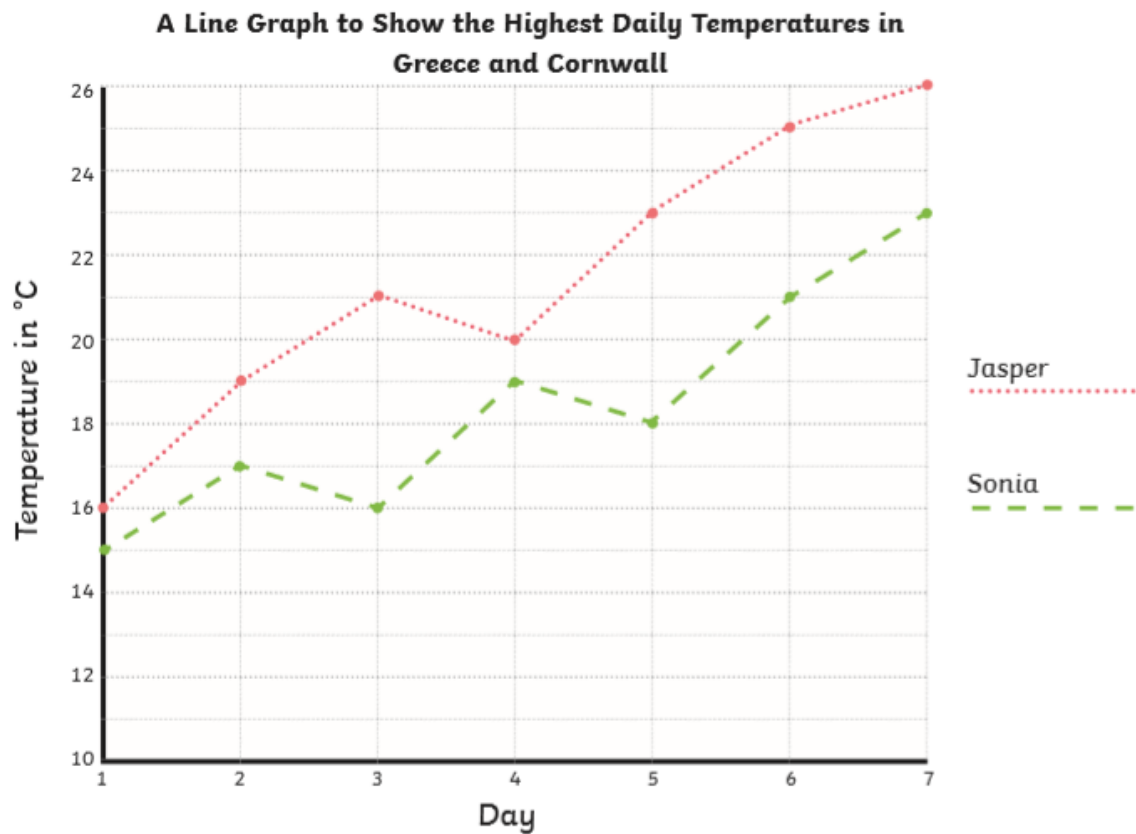
The mystery picture is _____

Summer Holiday Temperatures

Line Graph

Jasper went on his summer holiday to Greece. Sonia went on her summer holiday to Cornwall. Here is a line graph showing the highest daily temperature on each day of their summer holidays.




Use the graph to answer the questions.



1. What was the temperature on day 4 of Jasper's holiday? <input type="text"/>	2. What was the temperature on day 1 on Sonia's holiday? <input type="text"/>
3. What was the difference in temperature between Greece and Cornwall on day 3? <input type="text"/>	4. How much warmer was it in Greece than Cornwall on day 7? <input type="text"/>
5. On which day was the temperature of Sonia's holiday 21°C? <input type="text"/>	6. On which day did the temperature in Greece decrease? <input type="text"/>

Research Project

Using the internet and non-fiction books, research the endangered Galapagos Penguin and complete the table below.

Animal: Galapagos Penguin	Status:											
What it looks like:												
 <p style="font-size: small; margin-top: 5px;">Photo courtesy of (@flickr.com/msakz) - granted under creative commons licence - attribution</p>												
Distribution:  <p style="text-align: center; margin-top: 10px;">Shade the map to represent where the endangered animal can be found.</p>	Approximate numbers remaining in the wild: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <tr><td>10000</td></tr> <tr><td>9000</td></tr> <tr><td>8000</td></tr> <tr><td>7000</td></tr> <tr><td>6000</td></tr> <tr><td>5000</td></tr> <tr><td>4000</td></tr> <tr><td>3000</td></tr> <tr><td>2000</td></tr> <tr><td>1000</td></tr> <tr><td>0</td></tr> </table> <p style="text-align: center; margin-top: 10px;">Shade the graph to represent the numbers remaining in the wild.</p>	10000	9000	8000	7000	6000	5000	4000	3000	2000	1000	0
10000												
9000												
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2000												
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0												
Diet:	Factors which have led to the animal becoming endangered:											



Research another *endangered* species of animal or plant and produce a detailed report showing what you have found out.

You can present your findings in either:

- a written text
- a word processed document
- an informative poster.



Remember to include lots of information and upload your work to Class Dojo.