

Fast Finishers English
Fiction
Ages 9-10

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Fast Finishers English
Fiction

Extension activities for home and school.
Great for Fast Finishers!

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Fiction
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Mini-passages with
comprehension questions
Perfect for:
Early finishers in class
Extension work
Independent practice
Homework
Preparation for
national tests

Master key comprehension skills in just 10 minutes a day!

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Fiction

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100 motivating mini-passages with questions covering:

- Inference
- Settings
- Characters

...and many more key comprehension skills

Focus topic



QR code for online version of the card

Mini-passage

You can't have one without the other

Day and Night were arguing. "I bring brightness and light and I help plants to grow. What do you bring when it's your turn? Nothing!" Day scoffed. "On the contrary, I show those who live on Earth the stars and the moon and the beauty of the Northern Lights," replied Night. "They cannot see them in your time because everything is too bright." They kept arguing until the Universe intervened. "You are both important, as you have both proved," said the Universe. "Just because you are different, doesn't mean you are more or less important." Day and Night thought about this, then agreed. "Without Night there would be no Day," said Day. "And without Day, there would be no Night," Night replied.

KEY QUESTIONS

1. COMPARE: How are Day and Night similar?
2. CONTRAST: How are Day and Night different?
3. DETAILS: Personification is when an object that is not a person is given human characteristics. Can you find three examples of personification in this story?
4. CONTEXT CLUES: What do you think *intervened* means?
 - interrupted
 - shouted
 - lectured
5. S-T-R-E-T-C-H: Which do you prefer - night or day? Why?

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Focus topic questions

Bonus question

Vocabulary question

Creative question

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Context clues

Hints that readers use to work out the meaning of an unknown word in a text.

Context clues can come before or after the unknown word.

TIP

Authors use many words you may not know. But nearby words, phrases and sentences can offer important clues about the meaning of an unfamiliar word. As you read, play detective and search for clues to the mystery word's meaning.

This will help improve your understanding and vocabulary without using a dictionary.



Examples

- **Definition Clues:** *The unknown word is defined in the text.*
- **Example Clues:** *An example of the unknown word is provided in the text.*
- **Synonym Clues:** *A word with a similar meaning is near the unknown word.*
- **Antonym Clues:** *A word with the opposite meaning is near the unknown word.*

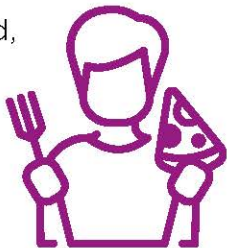
Nathan's bottomless pit

Nathan was hungry all the time and his family could not keep up with his constant demands for food. As soon as his father filled the fridge, it was empty within hours. His mother made him thick milkshakes and Nathan downed them in seconds and asked for more. Every waking hour of every day, Nathan's hunger was **insatiable**.

In the end, Nathan's father took him to the doctor.

"There's nothing to worry about," the doctor laughed. "Nathan's just having a growth spurt. Let him eat." Relieved, they left the office. Nathan's father spied his son eating a sandwich and asked where he got it from.

"The doctor's lunchbox," Nathan said. "I didn't think she'd mind."



KEY QUESTIONS

- 1. INFERENCE:** What evidence is there to show how hungry Nathan is?
- 2. INFERENCE:** Why do you think the title is 'Nathan's bottomless pit'? What does it mean?
- 3. SETTING:** In which two places does this story take place?
- 4. CONTEXT CLUES:** What do you think *insatiable* means?
 big
 endless
 normal
- 5. S-T-R-E-T-C-H:** Is Nathan right to take the doctor's sandwich? What will his father's reaction be?

Fast Finishers English: Fiction (Ages 9-10)

INTRODUCTION

As children move through primary school and learn to read independently, they will move from reading words accurately and fluently to understanding the meaning of texts. The power of reading stories is integral to building this 'reading comprehension' – both to entertain and explain their world. That said, many learners are not achieving 'deep comprehension' because they fail to master basic comprehension skills. The National Curriculum in Years 5 and 6 requires children to understand what they read by learning essential skills such as:

- asking questions to improve understanding
- drawing inferences such as inferring characters' feelings, thoughts, motives and actions and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas...and identifying key details that support the main ideas
- discussing and evaluating how authors use language, including figurative language, and how this impacts on the reader
- explaining and discussing their understanding of what they have read
- providing reasoned justifications for their views.

Fast Finishers Fiction is here to help learners improve these key comprehension skills in just minutes a day! The 100 comprehension cards in this box offer motivating mini-passages with key questions related to:

- Prediction
- Inference
- Character
- Setting
- Point of view
- Tone
- Theme
- Compare and contrast
- Conflict and resolution
- Cause and effect

How to use Fast Finishers

These compact cards are designed for instant and flexible use. They are great for independent practice work – slot them in at the end of an English lesson as meaningful extension work or as homework. They could also be used with partners, small groups, or even the whole class. The questions on the cards could be responded to in

SAMPLE ANSWERS

1: Red-hot embarrassment

1. Fern will tell her mother that she is sunburned.
2. Fern's mother will be angry that Fern lied. She may also be concerned about the sunburn.
3. Fern is stubborn. She thinks she knows it all and doesn't listen to her mother. (Other answers are possible.)
4. *Wincing* means 'flinched'.
5. Yes, because her sunburn is painful./No, because she is stubborn.

2: Not fair

1. Isabella stays on the Ferris wheel but vows never to go on it again. (Other answers are possible.)
2. Isabella won't try new rides next time as she realises she still only likes the carousel. (Other answers are possible.)
3. The text says that: 'her heart started pounding and her head started spinning'. This shows that she is scared/nervous/worried.
4. *Pathetic* means 'feeble'.
5. Answers will vary.

3: Flat as a pancake

1. The cake doesn't rise. (Other answers are possible.)

2. Gregor will be happy with his cake if it looks all right. (Other answers are possible.)
3. Gregor's dad reminds him about the baking powder.
4. *Pestering* means 'bothering'.
5. Gregor will feel embarrassed that he forgot the baking powder despite yelling at his dad. (Other answers are possible.)

4: The bear and the bees (an Aesop's fable)

1. Bear will stay in the lake until the bees have gone. (Other answers are possible.)
2. Yes, because Bear loves honey./No, because he has learned how badly bees can sting.
3. Bear loves honey very much and will do what he can to get it. He is also quick to anger, as seen in his reaction to the bee sting.
4. *Aggression* means 'violence'.
5. Answers will vary.