

## 3<sup>rd</sup> Class Reading Comprehension Activity:

Below are some important tips to help you when completing a reading comprehension:

1. Look at the reading comprehension **questions** first. This will help you when answering them at the end. You may even spot or think of some of the answers while reading which saves time.
2. **Read aloud** and **re-read** sections that may be confusing.
3. Write down '**tricky-words**'. A post-it note/ notebook is very useful for this. This allows you to ask what the words mean or to look the meaning of them up in the dictionary.
4. **Summarize** the key points in your head after reading.
5. Ask yourself if you can make any **connections** with the story?



### The Sea-thing Child 'Tricky Words':

Word	Definition
Howling	To utter or make a long, loud, sad sound like that of a wolf or dog.
Flung	To throw hard or with force.
Heap	Many things lying on top of each other; pile.
Foam	A mass of small bubbles that forms on the surface of a liquid.
Hissing	To communicate, or express disapproval or dislike of, with a hiss.
Draggled	To trail or be dragged over the ground or through mud.
Igloo	A hut, shaped like a dome and made of blocks of ice or hard snow.

## 3<sup>rd</sup> Class Reading Comprehension Activity:

### Unit 9

# The Sea-thing Child



The wind was howling, the sea was wild, and the night was black when the storm flung the sea-thing child up on the beach. In the morning the sky was fresh and clean, the beach was littered with seaweed, and there he lay — a little black heap of scales and feathers, all alone.

All alone he was, and behind him the ocean roared and shook its fist. He lay there, howling not very loud, “Ow, ow, ow! Ai-ee!” while the foam washed over him and went hissing away again. He was too little to swim very well and he hadn’t learned to fly yet. He was nothing but a little draggled heap of fright.

After a while he crawled up among the big old seaweed-bearded rocks by a tide-pool and he went to sleep there, cheeping softly to himself.

When he woke up he ate some seaweed and some mussels and he felt stronger. He listened to the pebbles clicking in the tide-wash as the tide came in, then he gathered up some round stones and some broken bits of bottles, cups, and saucers that the sea and sand had smoothed to lumps of sea-glass and sea-china.

He built a sea-stone igloo all around himself with no door and no window, then he sat inside it breathing hard and making faces.

*Russell Hoban*


## 3<sup>rd</sup> Class Reading Comprehension Activity:

### Question Time

A

1. What was the wind doing?
2. What colour is used to describe the night?
3. What two words describe the sky in the morning?
4. What washed over the sea-thing child?
5. What two things did he eat when he woke up?
6. What did he listen to in the tide-wash?
7. Name the four things he collected on the beach.
8. Why could the sea-thing child not swim away?
9. What did he build all around himself?
10. What did he do inside the igloo?

B

1. What words tell us that the sea-thing child may have been a bird?
2. Where did he go to sleep?
3. Why, do you think, did he not put any doors or windows in the igloo? 
4. What group of people is most associated with igloos?
5. Why, do you think, was he breathing hard and making faces?
6. Find the word in the story that means
  - (a) sandy area beside the sea \_\_\_\_\_
  - (b) a very big sea \_\_\_\_\_
  - (c) very small stones found on a beach \_\_\_\_\_
  - (d) a house made of ice \_\_\_\_\_
  - (e) a scare \_\_\_\_\_
  - (f) very dark \_\_\_\_\_
  - (g) threw with force \_\_\_\_\_

### Think and Talk

1. Imagine that you have been washed up on a tiny island.  
Talk or write about how you would feel. How would you get food?  
How would you protect yourself against wild animals?
2. Do you think this is a true story? Talk about it.
3. How do you think the bottles, cups and saucers got into the sea?

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### A and An

- We usually put **a** before words beginning with a consonant, e.g. **a** sailor, **a** daisy.
- We usually put **an** before words beginning with a vowel, e.g. **an** orange, **an** egg.

**A.** Underline each word that begins with a vowel.

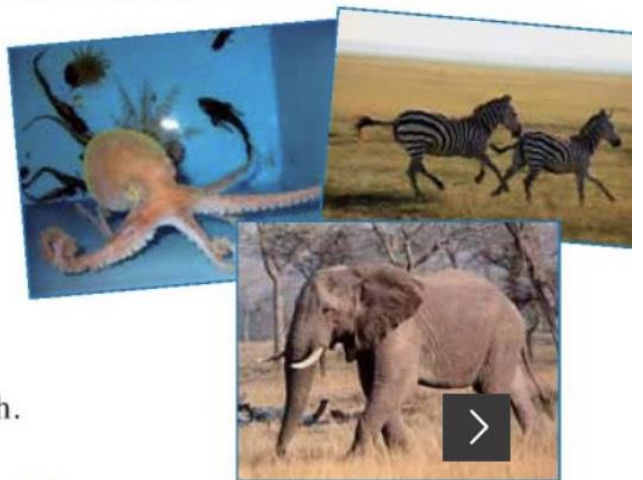
orange	runner	sock	box
iceberg	apple	uncle	end
pepper	onion	owl	avenue

**B.** Write **a** or **an** before each of the words in exercise **A** above.

Begin like this: **an** orange

**C.** Correct each of the following sentences:

1. I ate a a apple and a pear.
2. We saw a elephant and a zebra.
3. There are many maps in a atlas.
4. A octopus has eight legs.
5. A evil witch put a spell on an girl.
6. I have a egg and an sandwich for lunch.



**D.** Write four sentences using the words **a** and **an** correctly.

- If a word begins with a **silent h**, we write **an** before the word, e.g. **an** hour.

**E.** Underline each word that begins with a **silent h**.

holiday	hour	home	horn	honour	honest
house	hotel	hero	half	hurricane	heir

**F.** Write **a** or **an** before each of the words in exercise **E** above.

Begin like this: **a** holiday

**G.** Write **a** or **an** in each space.

1. I got \_\_\_ huge parcel and \_\_\_ lovely card for my birthday.
2. We had to be home in \_\_\_ hour.
3. \_\_\_ acorn grows on \_\_\_ oak tree.
4. It was \_\_\_ honour to receive the prize.
5. The children had \_\_\_ great holiday in \_\_\_ enormous hotel.
6. "You are \_\_\_ honest boy and you deserve \_\_\_ reward," said the teacher.
7. She is \_\_\_ heir to the throne.
8. Dad bought \_\_\_ apple and \_\_\_ orange in the shop.

