

## THERE'S AN ALIEN IN MY BEDROOM

'... and so Flobot and Marty Martian lived happily ever after,' finished Mum.

'Read it again!' Ben cried excitedly. *The Tales of Marty Martian* was his favourite bedtime story.

'Not now, darling. It's time for bed. Goodnight,' his mum replied after she tucked him in.

Ben snuggled into his blankets and soon found himself drifting off to sleep.

Suddenly, Ben woke up! Why was he awake? Then he heard it, a strange humming sort of noise. He listened carefully. It was coming from outside his bedroom window. Quietly, he hopped out of bed and put on his slippers (he didn't want to wake up Mum). Then he tiptoed over and opened his window just a crack.

'Zzzwwweeee!!!' In through the window zoomed a ... a ... a... Ben didn't know what it was. It was hard to get a good look at it since it was zipping all around his bedroom. From what he could see, it was shaped like a football. Not a proper pumped up one, it was more like one that had a hole in it.

'Cool!' said Ben and at once the thing stopped behaving like a crazy mosquito and began to hover over Ben's desk. A beam of light shone down and from it emerged the smallest alien Ben had ever seen.

'He looks pretty harmless,' Ben said to himself. But was he in for a surprise!

*Text sourced from: Blake's Writer's Guide, Merryn Whitfield*

**Read the text and shade a bubble or write an answer to each question.**

**1** What type of text is this?

MONITORING

- ☐ personal recount
- ☐ exposition
- ☐ narrative
- ☐ report

**2** This is written in the:

MAKING CONNECTIONS

- ☐ first person
- ☐ second person
- ☐ third person
- ☐ the story does not say

3

What sorts of stories does Ben like best?

MAKING CONNECTIONS

- ☐ fairytales  
☐ bedtime stories  
☐ science fiction  
☐ romance stories

4

Which story was Mum reading to Ben?

QUESTIONING

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5

What woke Ben up?

QUESTIONING

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6

What type of word is 'quietly'?

MAKING CONNECTIONS

- ☐ noun                      ☐ verb  
☐ adjective                ☐ adverb

7

Why did Ben put on his slippers?

MONITORING

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8

What flew through Ben's window?

QUESTIONING

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9

What shape was the object?

VISUALISING

- ☐ round and fat                      ☐ oval and flat  
☐ donut-shaped                      ☐ square

10

'Like a crazy mosquito' is:

MAKING CONNECTIONS

- ☐ a metaphor                      ☐ a simile  
☐ personification                ☐ onomatopoeia

11

What type of ending is used?

SUMMARISING

- ☐ surprise                              ☐ circular  
☐ happily ever after                ☐ cliffhanger

12

What do you think the alien will do next?

PREDICTING

- ☐ return to its own planet  
☐ sit quietly in Ben's bedroom  
☐ create trouble and chaos  
☐ harm Ben

NUMBER OF CORRECT ANSWERS

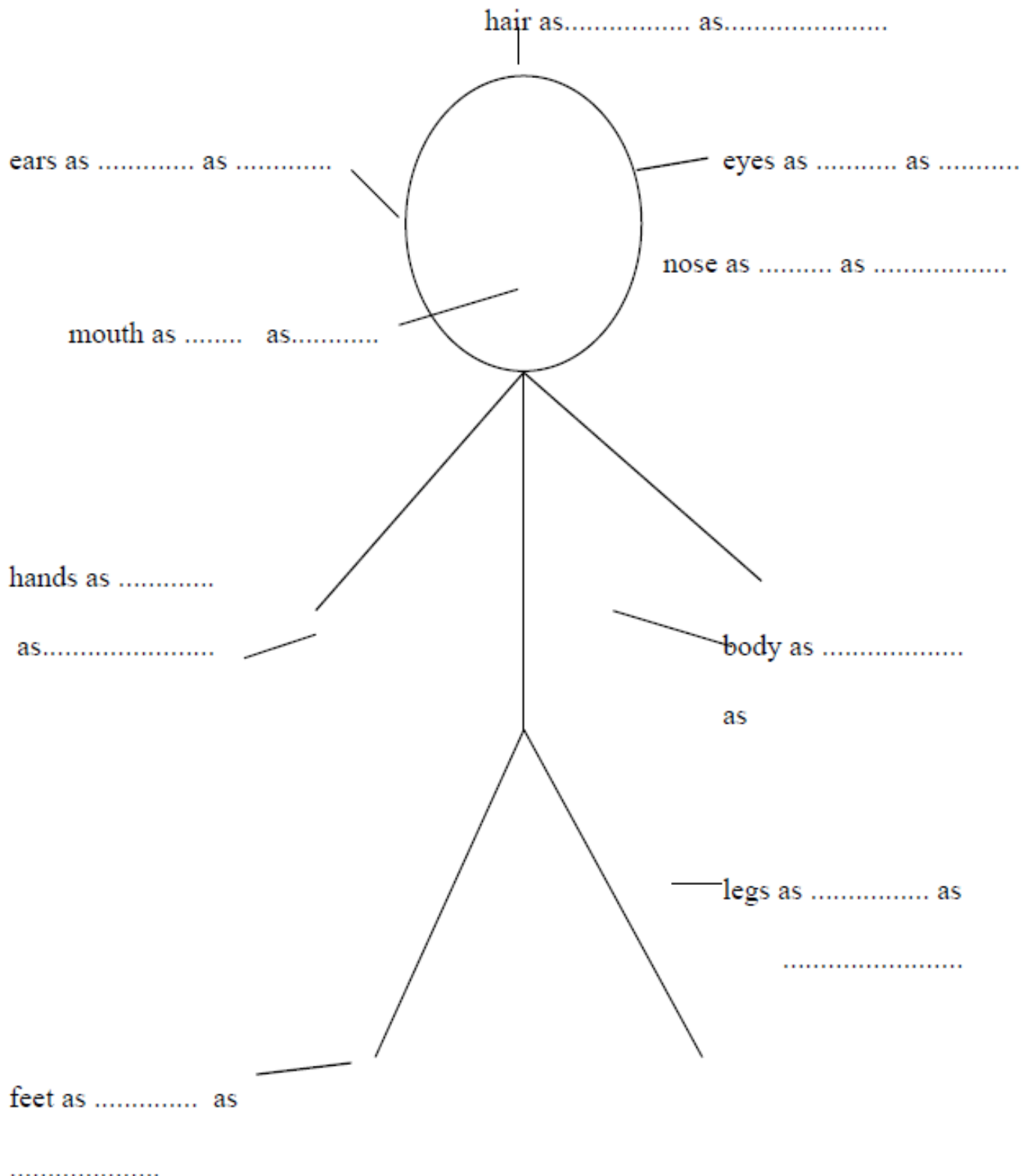
12

# SIMILE MAN WOMAN OR THING

Copy the diagram below in your book then add similes to describe your person **OR** thing.

Draw a picture of your Man, Woman or Thing illustrating **the similes you used** on A3 paper **OR** an open double page of your Remote Learning Book. Include the similes in your picture.

**Be creative** in your presentation e.g., coloured pencils, textas etc...



# METAPHOR MEANINGS



*Metaphors* are a way to compare two things by saying that one thing is another thing. For example, we say somebody is a *fool*. In the past in Europe, a fool was a person who entertained the king or queen by doing silly things. The fool was a kind of clown. He often did crazy or stupid things to make people laugh. So when we call somebody a fool we really mean that he or she is doing something silly or stupid. We don't really mean that they are somebody who entertains the king or queen. We are using a metaphor.

**What do we mean when we say these things? Use the internet to investigate these metaphor meanings.**

When we say *someone is a pig* we really mean that

When we *call someone an angel* we really mean that

If we say *someone is a giant* we really mean that

When we *call a man an ogre or a woman a witch* we really mean

When somebody plays cards and we *call them a shark*, we really mean that

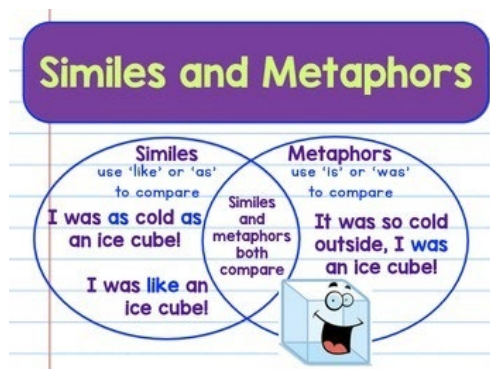
If we say that *somebody is a volcano ready to explode*, we really mean that

When we say somebody is *bright* we mean that

## SIMILES & METAPHORS

Read each simile and metaphor then simply explain what each one means.


You may have to research its meaning on the internet.



SIMILES	MEANINGS
As sharp as a knife	The object is very, very sharp
As wise as an owl	
As white as snow	
As blind as a bat	
As old as the hills	
As strong as a bull	
As flat as a pancake	
As gentle as a lamb	
As happy as a lark	
As hungry as a horse	
<b>Make up 2 of your own similes with their meanings</b>	
<b>METEPHORS</b>	
to drink like a fish	The person drinks a lot
to eat like a bird	
to eat like a horse	
to eat like a pig	
to fight like cats and dogs	
to sing like an angel	
to sleep like a log	
to smoke like a chimney	
As gentle as a lamb	
<b>Make up 2 of your own metaphors with their meanings</b>	







Cities and towns in Australia are host to hundreds of bird species. Some live in these places permanently, others visit during the summer or pass through during annual migrations. The captions below give information about a few of the native and introduced species that may be seen in people's backyards.

**Kookaburra:** An Australian icon that enjoys gardens and parklands. They are carnivorous, feeding on lizards, insects and small mammals. **Voice:** A distinctive staccato "laugh". **Status:** Fairly widespread.

**Australian King Parrot:** A large brightly-coloured parrot; the male has a scarlet-coloured head and the female a green one. They feed on seeds and fruit and they are usually seen in pairs. **Voice:** Long, ringing whistle and harsh screeches. **Status:** Fairly widespread.

# backyard birds

**Galah:** A native species that feeds on seeds, grains, nuts and insect larvae. They are found throughout Australia. Usually seen in pairs or flocks. **Voice:** Creaky. **Status:** Fairly widespread.

**Australian Magpie:** A large bird that digs for worms and grubs in lawns and parks. **Voice:** Loud musical flute-like song. **Status:** Widespread and numbers increasing.

**Common Myna (Indian Myna):** An introduced species that thrives in urban habitats. They are omnivorous and are usually seen in pairs or flocks. They forage on the ground looking for insects to eat and scavenge fruit and soft berries. **Voice:** Raucous rattles. **Status:** Prolific and numbers increasing.



# BIG FOX READING STRATEGY - BACKYARD BIRDS

Read the Non Fiction text then complete the BIG FOX reflection.

<b>B</b>	<b>BOLD</b> – List words that are in bold.	
<b>I</b>	<b>ITALICS</b> – List any words or phrases that are in Italics.	
<b>G</b>	<b>GRAPHICS</b> – Describe any graphics (photos, drawings, graphs, charts, maps tables etc....) you see.	
<b>F</b>	<b>FACTS</b> - Write 5 Facts found in the text.	
<b>O</b>	<b>OPINIONS</b> - Write an opinion found in the text or one of your own.	
<b>X</b>	<b>X marks the spot</b> – Write what the <b>MAIN IDEA</b> of this article is about.	



## READING COMPREHENSION

**HIGHLIGHT** the correct answer for each question.

Make sure you find evidence in the text.

1. This text is about birds that

- a) are native to Australia.
- b) may be seen in Australian backyards
- c) migrate to all cities and towns in Australia
- d) live only in people's backyards in Australia.

2. Some live in these places permanently, **others** visit during summer.....

The word **others** refers to

- a) birds
- b) cities
- c) places
- d) people

3. Why are two Australian King Parrots pictured?

- a) To describe the colours
- b) To show they are king-sized
- c) To show that they are always found in pairs

4. In this text the sub-heading **Status** gives us information about

- a) Bird migration
- b) Bird popularity
- c) Bird population
- d) Bird characteristics

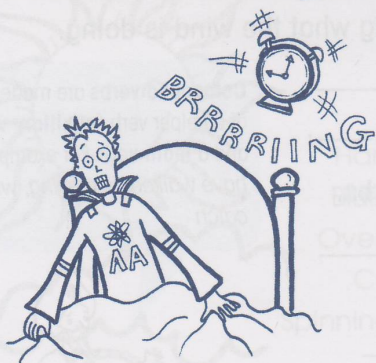
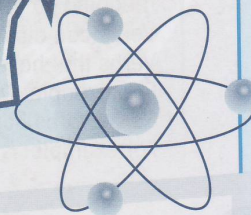
5. Which bird's voice sounds like a whistle?

- a) Galah
- b) Common Myna
- c) Australian Magpie
- d) Australian King Parrot

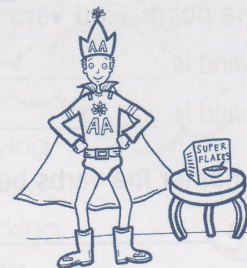
# Unit 10

Focus: Verb tense

# ATOM ANDY



Atom Andy is waking.



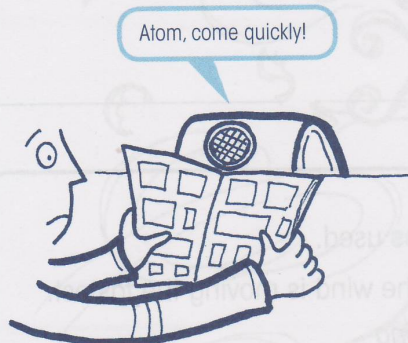
Atom Andy has woken, showered, eaten and dressed ready for another day at the Super Deeds office.



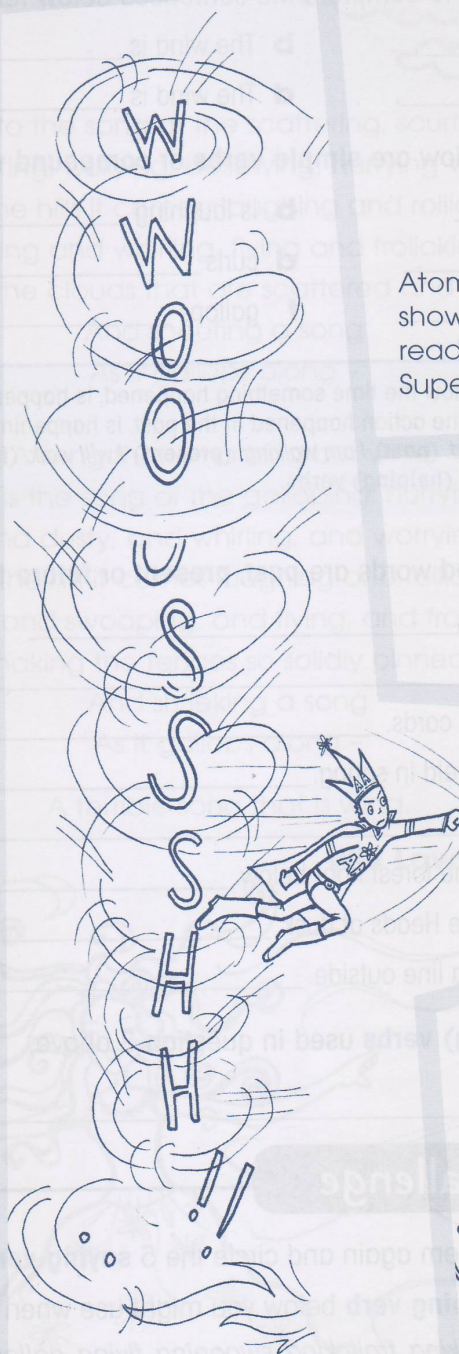
Atom Andy is leaving home.



Atom Andy has walked, hopped, skipped, run, swum, flown and crawled his way to work.



Atom Andy is receiving his first emergency call for the day.



Atom Andy has raced, hurried and sped to the scene of the emergency.



Mrs Atom Andy has given Atom his cut lunch which he had left on the kitchen bench.



Verbs not only tell us what is happening in a sentence, they also tell us the time the action takes place. This is called **verb tense**. Verb tense tells us whether the action happened in the past, is happening in the present or will happen in the future.

For example: *slept* (**past**), *is sleeping* (**present**), *will sleep* (**future**)

**Helper** or **auxiliary verbs** help to tell us the **tense** of a sentence.

For example: *was flowing* (*was*, the auxiliary, tells us the tense is **past**)  
*is flowing* (*is*, the auxiliary, tells us the tense is **present**)  
*will flow* (*will*, the auxiliary, tells us the tense is **future**)

- 1** Identify and write the **auxiliary verb** and **verb tense** (write **past**, **present** or **future**) of these sentences.

- a** Atom Andy has woken. *auxiliary verb* \_\_\_\_\_ *tense* \_\_\_\_\_
- b** Our hero will hurry to the scene. *av* \_\_\_\_\_ *tense* \_\_\_\_\_
- c** Andy is receiving his first emergency call. *av* \_\_\_\_\_ *tense* \_\_\_\_\_
- d** Mrs Andy has given Atom Andy his lunch. *av* \_\_\_\_\_ *tense* \_\_\_\_\_
- e** Andy's wife and his dog are waiting for him at the door. *av* \_\_\_\_\_ *tense* \_\_\_\_\_
- f** The Super Flakes were sitting on the kitchen table. *av* \_\_\_\_\_ *tense* \_\_\_\_\_

- 2** Rewrite these sentences as **past tense** by changing the **auxiliary verb**.

For example: *I **am** walking.* *I **was** walking.*

- a** They are eating their lunches.

\_\_\_\_\_

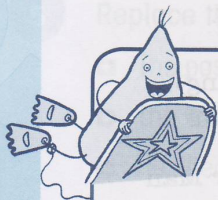
- b** I am writing a story about a strange fish.

\_\_\_\_\_

- c** Mai will bite her apple.

\_\_\_\_\_

## Star challenge



Write the following verbs in the **past**, **present** and **future tense** using auxiliary verbs when necessary.

- a** steal \_\_\_\_\_
- b** break \_\_\_\_\_
- c** see \_\_\_\_\_
- d** catch \_\_\_\_\_
- e** buy \_\_\_\_\_