

A shadow in the surf

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /or/ can be spelt 'oar'.

1. Read the following 'oar' words aloud and then fill in the missing letters, below.

board boards surfboard roar roaring aboard

b _ _ _ d

r _ _ _

b _ _ _ ds

ab _ _ _ d

surfb _ _ _ d

r _ _ _ ing

2. When 2 words sound exactly the same but have a different spelling and a different meaning they are called homophones. Below are some homophones for words with the 'oar' spelling of the sound /or/.

Write a brief explanation of each word.

board:	bored:
roar:	raw:
boar:	bore:
soar:	sore:

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Worksheet 1: Phonics - continued

Name: _____ Date: _____

The long vowel sound /oo/ as in 'moon' can be spelt 'ue'. This spelling mostly appears at the end of words.

3. Read the following words out loud:

blue true clue glue

4. Write the words in a list below and read them to a friend.

5. Choose which word from the word bank fits into the sentences below, and write it.

blue true clue glue

A green- _____ wave rises near them and they all paddle as fast as they can.

I wouldn't have a _____ what to do if I saw a shark.

A surfboard can be repaired with a waterproof _____.

Is it _____ that sharks mistake surfers for seals?

A shadow in the surf

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /v/ can be spelt 've'.

6. Read the following words out loud:

have swerve give olive serve

7. Write the words and highlight the /v/ sound.

_____	_____
_____	_____
_____	_____

8. Vocabulary

a) word: **swerve**

Number of syllables: _____

Write your own definition of the word:

Write a sentence with the word:

b) word: **give**

Number of syllables: _____

Write your own definition of the word:

Write a sentence with the word:

A shadow in the surf

Worksheet 2: Comprehension

Name: _____ Date: _____

Verbs

Fill in the tables below for the following verbs (doing words).

roaring breaking washes tumbles smashed

I. Word: roaring
Write 2 synonyms (words that mean a similar thing): 1. 2.
Write a sentence from the book that uses this word:
Write your own sentence using this word:

A shadow in the surf

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Word: breaking

Write 2 synonyms (words that mean a similar thing):

1.

2.

Write a sentence from the book that uses this word:

Write your own sentence using this word:

3. Word: washes

Write 2 synonyms (words that mean a similar thing):

1.

2.

Write a sentence from the book that uses this word:

Write your own sentence using this word:

A shadow in the surf

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

4. Word: tumbles

Write 2 synonyms (words that mean a similar thing):

1.

2.

Write a sentence from the book that uses this word:

Write your own sentence using this word:

5. Word: smashed

Write 2 synonyms (words that mean a similar thing):

1.

2.

Write a sentence from the book that uses this word:

Write your own sentence using this word:

A shadow in the surf

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. Fill in the story planner below to help you identify the story's characters, setting, plot, problem and solution. Use the planner to retell the story to a partner or family member.

Title:

Characters:

Setting:

Problem

What happened first?

Next?

Next?

Next?

Solution

How was the problem solved?

A shadow in the surf

Worksheet 3: Health & Wellbeing

Name: _____ Date: _____

Like all sports, surfing is fun but also has dangers. In the text, *A shadow in the surf* there were 3 potential risks mentioned.

1. Read the dangers below and write 2-3 sentences on what the dangers are from those risks and how best to avoid them.

Risk	Danger	Prevention
sea currents (rips)		
loose surfboard		
sharks		

A shadow in the surf

Worksheet 3: Health & Wellbeing - continued

Name: _____ Date: _____

Surfing can be good for your health in many ways. It is a fun way to exercise and exposes your body to sunshine and fresh air. Surfing also improves your coordination and balance and is a wonderful way to make friends. Lastly, surfing is an amazing way to connect with nature and relax in the ocean. Think about a sport or hobby that you like to do.

2. Fill in the table below with three benefits (good things) that you get out of doing your favourite sport or hobby. Then write 2-3 sentences to describe the benefit in more detail and why your sport/hobby gives you that benefit.

The sport/hobby I like to do is: _____

Benefits	Description
1.	
2.	
3.	

A shadow in the surf

Worksheet 3: Health & Wellbeing - continued

Name: _____ Date: _____

3. Building self-esteem

Throughout the story Leo and Zara support Denzel and encourage him as he is learning to surf. Encouraging others with kind words of support helps build self-esteem, makes you feel good and makes learning new things fun.

Write a list of the encouraging things Leo and Zara said to Denzel as he was learning to surf.

4. Think about something that has happened to you when someone you knew needed some help. Write about what happened and what words you said, or that you could have said, to encourage the other person.

A shadow in the surf

Worksheet 4: Sport

Name: _____ Date: _____

I. Surfing vocabulary

Lots of sports have their own vocabulary. It can sometimes feel like the people doing those sports are speaking a different language! Below are some surfing terms and what they mean. Read them with a friend or ask your teacher to read them to you.

Air The surfer and the board speed off the top of a wave and into the air

Axed To get hit hard by a breaking wave

Barrel/Tube The hollow tube on the inside of a wave just before it breaks

Bottom turn A sweeping turn at the bottom of a wave at the start of a ride

Carving/Ripping Surfing well

Close out When the wave breaks at once, leaving no room to surf

Duck dive Getting through a breaking wave when paddling out to surf

Eat foam To swallow water

Front side A surfing position where the surfer is facing the wave

Green room The hollow part of a wave where the surfer is surrounded by water

Leash-lag dragged Getting dragged underwater by the leg rope

Rag-dolled To get tumbled by a wave

Shoot the pipe Surfing into the barrel of a wave and making it out the other side

Spin-cycled When a surfer gets wiped out and spun around by a breaking wave

Steamer A wetsuit

Turn and burn To turn around quickly and catch a wave that comes up suddenly

A shadow in the surf

Worksheet 4: Sport - continued

Name: _____ Date: _____

2. Play charades with a partner or a small group. 'Charades' is a game where you act something out, without speaking, and the others have to guess what you are acting. Choose something from the list of terms on the previous page and act it out for a maximum of 1 minute (set a timer). Did your partner guess it? Everyone takes a turn.

3. Choose one of these two tasks.

EITHER If you do a sport or other hobby which has its own language create your own 'dictionary' where you explain some of the phrases that you use in that sport or hobby that other people might not understand.

OR Write a short story about a day spent surfing at the beach. Include at least four of the surfing terms given on the previous page.

Brave battle friends

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /ur/ can be spelt 'or'.

1. Read the following words out loud:

worked world worm worth work

2. Write the words in a list below and read them to a friend.

3. Give your word list to a friend. Ask them to read out each word. After they have read out a word, spell the word out loud to them. Then write the word.

Brave battle friends

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /ur/ can also be spelt 'ear'.

4. Read the following words out loud:

earth heard early pearl learn

5. Write the words in a list below and highlight the /ur/ sound.

_____	_____
_____	_____
_____	_____

6. Sort these words into the correct list and then read them to a partner.

born earn fort worm search worldwide word porch heard

/or/ spelt 'or'	/ur/ spelt 'ear'	/ur/ spelt 'or'

Brave battle friends

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The long vowel sound /ai/ can be spelt 'eigh'.

7. Read the following words out loud:

neigh eight weigh sleigh freight

8. Write the words in a list below and highlight the /ai/ sound.

9. Fill in the table below by writing definitions for the words.

Word	Definition
neigh	
eight	
weigh	
sleigh	

Brave battle friends

Worksheet 1: Phonics - continued

Name: _____ Date: _____

10. Vowels can make a schwa sound. This is when the vowel does not sound the way it should do. This most often happens in two or more syllable words.

Read the words below. The letters 'or' make the schwa sound instead of the /or/ sound. The schwa sound is an /u/ sound.

Major

actor

sailor

Write each of the words two times below and highlight the schwa sound.

Write your own sentence for each of the words.

Brave battle friends

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Brave battle friends*.

Bill the Horse

1. Why were horses needed in battle zones?

2. Write three words to describe Bill.

3. What does a packhorse do?

4. What happened to Bill once the war was over?

The Pointer Dog

5. Name 4 ways the Pointer dog was helpful to humans.

1. _____

2. _____

3. _____

4. _____

6. How did Frank smuggle the Pointer onto a ship and to another prison camp?

7. What happened to the Pointer dog once the conflict was over?

Brave battle friends

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Red Lead the Cat

8. What was the name of the ship that Red Lead and Bob Collins boarded?

9. How was the cat discovered on the ship?

10. How did the cat get her name, Red Lead?

Rex and Megan

11. What was Rex trained to do during war time?

12. What happened in 2006 which changed Meg and Rex's lives?

13. Megan wanted to 'adopt' Rex. What does this mean?

Brave battle friends

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Expanding Sentences (writing) - Who? What? Where? When? Why?

Using the 5 Ws allows you to add a lot more information to a sentence.

Example:

(who?) Bill the horse.

(who? what?) Bill the horse went to war.

(who? what? where?) Bill the horse went to war in Africa.

(who? what? where? when?) Bill the horse went to war in Africa in 1914.

(who? what? where? when? why?) Bill the horse went to war in Africa in 1914 to work as a packhorse transporting guns, food and water.

Create your own expanded sentences using the 5 W'. The who? has been written for you.

14. The Pointer dog. (who?)

Who? What?

Who? What? Where?

Who? What? Where? When?

Who? What? Where? When? Why?

15. Red Lead the cat. (who?)

Who? What?

Who? What? Where?

Who? What? Where? When?

Who? What? Where? When? Why?

16. Rex and Megan. (who?)

Who? What?

Who? What? Where?

Who? What? Where? When?

Who? What? Where? When? Why?

Brave battle friends

Worksheet 3: History

Name: _____ Date: _____

A timeline is a list of important events arranged in the order in which they happened.

1. Read the following sentences about the Pointer dog's story. They are all muddled up.

When the conflict ended, she was smuggled onto a troopship, safe and free at last.

The crew and the dog were discovered by the enemy and taken to a prison camp.

She lived with Frank for the rest of her life.

She met Leading Aircraftman Frank in a camp. They became friends.

The dog was put to work on a ship called Gnat

She was rescued from the water, and she found Frank again.

She was put on a different ship, called Grasshopper.

The ship was hit by a torpedo, Frank pushed the dog through a porthole to save her.

Frank smuggled her onto a ship going to another prison camp by hiding her in a sack.

2. Number the sentences to put them in order. Or you can cut the sentences up and rearrange them into the right order.

Brave battle friends

Worksheet 3: History - continued

Name: _____ Date: _____

3. Now use the information to fill in the events on this timeline for the story of the Pointer dog, making sure you get the order right.

First

Then

After that

Not long after

Next

Then

At last

Finally

In the end

Brave battle friends

Worksheet 4: Maths

Name: _____ Date: _____

1. This book tells us about **four** brave animals. Practise the 4 times table. Fill in the answers.

$1 \times 4 =$	
$2 \times 4 =$	
$3 \times 4 =$	
$4 \times 4 =$	
$5 \times 4 =$	
$6 \times 4 =$	
$7 \times 4 =$	
$8 \times 4 =$	
$9 \times 4 =$	
$10 \times 4 =$	
$11 \times 4 =$	
$12 \times 4 =$	

2. Can you work out the following?

$$13 \times 4 =$$

$$14 \times 4 =$$

$$15 \times 4 =$$

Brave battle friends

Worksheet 4: Maths - continued

Name: _____ Date: _____

3. Years and dates calculations

Make the number 1914 in three different ways, using any numbers between 0-2000 and the plus, minus, divide and times symbols.

Example $2000 - 86 = 1914$

Make the number 1936 in three different ways, using any numbers between 0-2000 and the plus, minus, divide and times symbols.

Make the number 1941 in three different ways, using any numbers between 0-2000 and the plus, minus, divide and times symbols.

Make the number 2005 in three different ways, using any numbers between 0-2000 and the plus, minus, divide and times symbols.

Food flukes

Worksheet 1: Phonics

Name: _____ Date: _____

The long vowel sound /oa/ can be spelt 'oe', like in the word 'toe'.

1. Write 'oe' across the page, saying the sound /oa/ as you write it.

2. Read the following words out loud, then write the word. Then write the word again, and highlight the /oa/ sound.

Read	Write	Write and highlight
toe		
goes		
tomatoes		
potatoes		
volcanoes		
Joe		

3. Choose three of the words and write a sentence with that word.

Food flukes

Worksheet 1: Phonics - continued

Name: _____ Date: _____

4. Read one of your sentences out to a partner. Ask them to write your sentence down. Together, check your and your partner's spelling and punctuation to make sure the sentence is written correctly.

Your partner can then read you one of their sentences. You write the sentence. Together, check the sentences for accuracy.

5. The long vowel sound /ee/ can be spelt 'ie'.

Read the following words out loud:

brownie slushie cookie stories chief

6. Write the words in a list below and read them to a friend.

7. Fill in the gaps in the sentences using one of these words.

brownie slushies stories

There are lots of stories about the first _____ !

_____ are the perfect drinks for boiling hot days.

_____ can get muddled up over time.

Food flukes

Worksheet 1: Phonics - continued

Name: _____ Date: _____

8. Word Sprint (1 minute)

Here is a list of words. In some of them the /ee/ is spelt 'y', in some of them it is spelt 'ie' and in some it is spelt 'ea'.

Set a timer for one minute. Start the timer. Read the first word (beach) and read across the page and then go onto the next row. Sound them out in your head before you say them (if you need to). Keep going. When the buzzer goes, write down how many words you read. Practise and see if you can read more words the second time.

beach	belief	leap	mean	baby
thief	party	funny	heat	clean
candy	shield	heap	brief	bean
tricky	relief	lady	rocky	chief
field	bunny	each	hurries	eat

- How many words? _____
- How many words? _____

Food flukes

Worksheet 2: Comprehension

Name: _____ Date: _____

1. The following foods were all discovered by fluke. A fluke is when something surprising happens by accident.

Fill in the table below explaining briefly how the food started off, and then what fluke happened to create the new food.

Food name	Original food	Fluke (what happened?)
crisps		
yogurt		
slushies		

Food flukes

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Food name	Original food	Fluke (what happened?)
brownies		
ice cream cones		
popsicles		
pink lemonade		

Food flukes

Worksheet 3: Science/Food Technology

Name: _____ Date: _____

Create your own ice cream flavour

In the book we discovered that lots of delicious foods were all discovered by fluke. A fluke is when something surprising happens by accident.

Now, try and create your own food fluke.

Fill in the recipe template below for a 'new' flavour of ice cream. Your ingredients should contain something surprising that people might not expect to find in an ice cream.

1. Write a list of your ingredients.

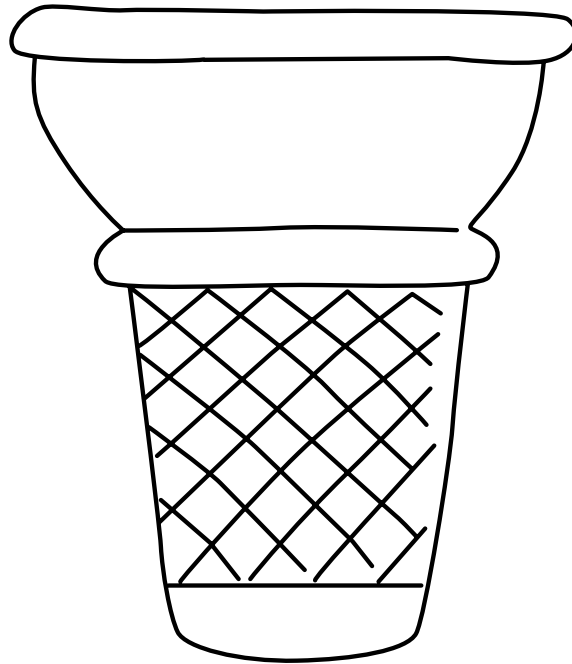
2. Write a name for your ice cream flavour:

Food flukes

Worksheet 3: Science/Food Technology - continued

Name: _____ Date: _____

3. Draw a scoop of your ice cream in the cone below.



4. Now show 11 people your ingredients, your ice cream name and your drawing. How many thought it sounded good? If six or more liked the sound of it, you might just have invented a new food fluke!

Who liked it?	Who didn't like it?

Did you invent a food fluke?
Colour one face.



Food flukes

Worksheet 4: History

Name: _____ Date: _____

1. Read the following paragraph with a partner or listen to your teacher read it to you. It tells about another 'food fluke'.

The choc-chip cookie

In the 1930s, a cook was making some cookies for visitors to her hotel in America.

The cook put bits of chocolate bar into the cookie dough. She thought they would melt into the cookie when it was baking in the oven.

But when she took the cookies out of the oven, the chocolate bits were still there.

When the company that made the chocolate bar heard about this, they put the recipe for choc-chip cookies on the choc bar wrapper!

2. Plan a written report on how 'choc-chip cookies' were discovered using the information given above.

Use the report writing template on the next page to organise your report.

Food flukes

Worksheet 4: History - continued

Name: _____ Date: _____

Introduction: Tell the reader what they will be learning about and convince them it will be worth reading.

Subtopic: Further information and details and topic sentence.

Topic sentence:

Subtopic: Further information and details and topic sentence.

Topic sentence:

Subtopic: Further information and details and topic sentence.

Topic sentence:

Conclusion: Summarise the main ideas. Can you leave the reader wanting to learn more about your topic?

Food flukes

Worksheet 4: History - continued

Name: _____ Date: _____

3. Now write your report. Don't forget the title. You can illustrate with a drawing or photo of choc-chip cookies if you want to.

Helicopters that help

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /or/ can be spelt 'au'.

1. Read the following words out loud:

astronaut haul launch haunt August

2. Write the words in a list below and read them to a friend.

_____	_____
_____	_____

3. Draw a line to match each word to its definition.

astronaut	carry a heavy thing
haul	a month of the year
launch	a ghost in a house
haunt	person who goes into space
August	zoom up into the air

Helicopters that help

Worksheet 1: Phonics - continued

Name: _____ Date: _____

Sentence completion

4. Complete these sentences in your own words. You can look at the book for help if you need to.

Astronauts went to the moon _____ .

Helicopters are used to haul different things. They are useful for this job because

The United States launched a rocket to the moon. Helicopter 66 helped by

The long vowel sound /oo/ as in moon can be spelt 'ou'.

5. Read the following words out loud:

you wounded group toucan

6. Write the words in a list below and highlight the /oo/ sound.

Helicopters that help

Worksheet 1: Phonics - continued

Name: _____ Date: _____

7. Fill in the table below by writing definitions for the words.

Word	Definition
group	
wounded	

8. Choose one of the words and write a sentence with that word.

9. Read your sentence out to a partner. Ask them to write your sentence down. Together, check your and your partner's spelling and punctuation to make sure the sentence is writtenly correct.

Your partner can then read you their sentence. You write the sentence. Together, check the sentences for accuracy.

Helicopters that help

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Helicopters that help*.

Night flying

1. What 3 colours are lights on a helicopter?

Air ambulance

2. What letter is painted on hospital rooftops to guide helicopter pilots when they are landing?

3. What are 2 advantages of an air ambulance over a regular ambulance?

a. _____

b. _____

Air support helicopters

4. What do air support helicopters use to help them track people?

Fire department helicopters

5. What special training do fire department helicopter crews have?

Helicopters at sea

6. How do the crew evacuate people from boats?

7. How do the pilots avoid bad weather?

Helicopters that help

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Mountain helicopters

8. Name two risks when flying a helicopter in the mountains.

a. _____

b. _____

Army helicopters

9. Name 2 jobs army helicopters do during conflicts.

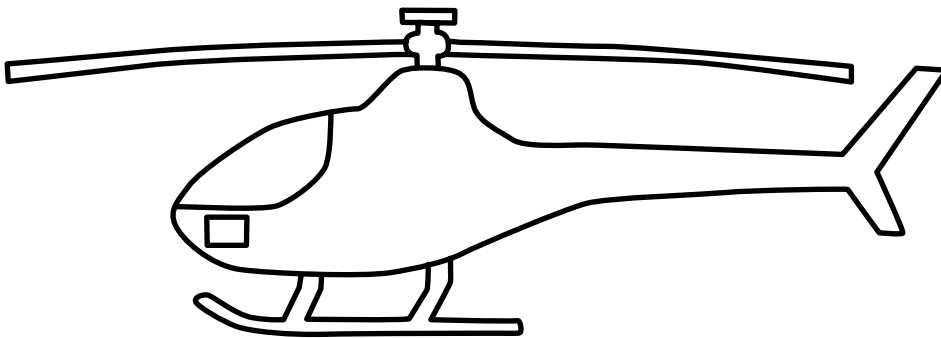
a. _____

b. _____

Helicopter colours

10. Colour in each of these helicopters in a correct colour to reflect the job they do (more than one colour may be correct). Write a sentence describing the work that each one does.

a. An ambulance helicopter

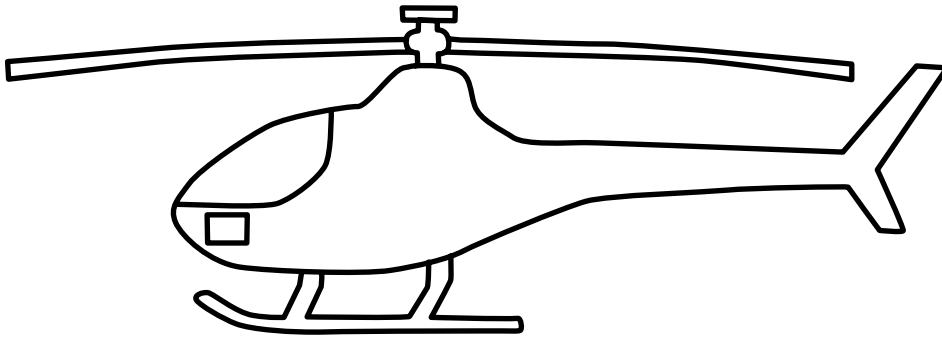


Helicopters that help

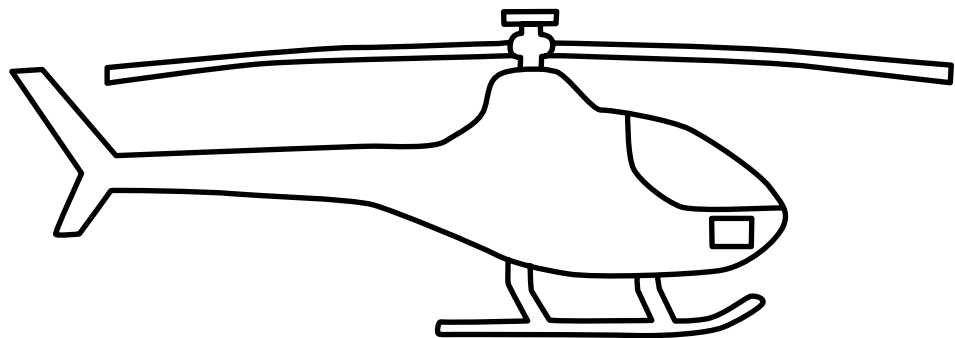
Worksheet 2: Comprehension - continued

Name: _____ Date: _____

b. A fire department helicopter



c. A power lines helicopter

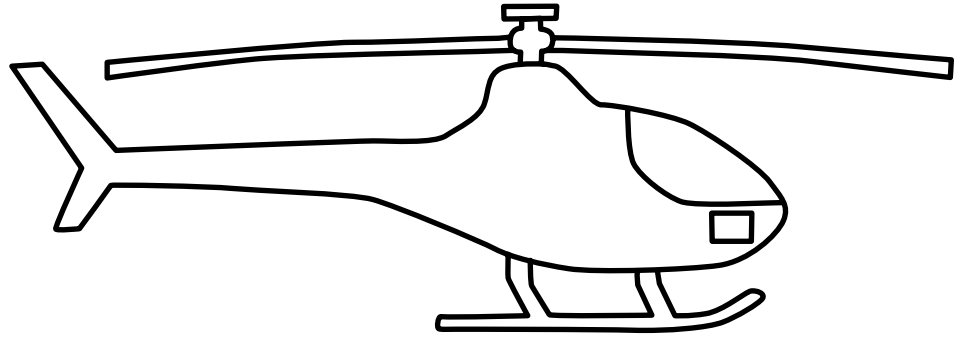


Helicopters that help

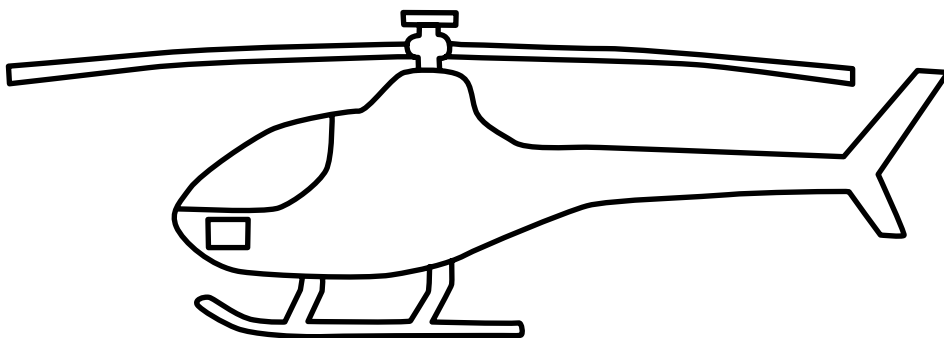
Worksheet 2: Comprehension - continued

Name: _____ Date: _____

d. An army helicopter



e. A wildfire fighting helicopter



Helicopters that help

Worksheet 3: Engineering

Name: _____ Date: _____

Make a simple hand crank winch

1. A winch is a useful machine to do heavy lifting for us. It is used on a helicopter to lift people to safety and to load and unload equipment.

You will need

2 cardboard tubes

Spool (cotton reel) (if possible)

Straw

String (about 35cm)

Tape

Scissors

Small basket/box lid or other object to attach to the string



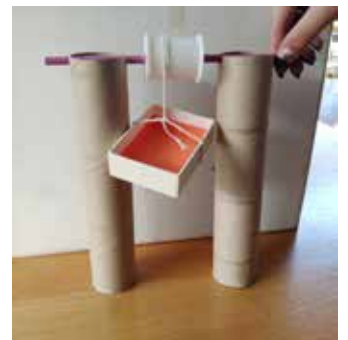
a. Cut 2 slots at the top of each cardboard tube just big enough for the straw to rest in and be able to spin.



b. If you have a cotton reel, slide it onto the straw. Tape it to the straw so it doesn't spin around.

c. Tape one end of the string to the spool, or directly onto the straw if you don't have a spool. Tie the basket/box lid to the other end of the string.

d. Rest the straw in the slots of both tubes. Tape the 2 cardboard tubes (standing upwards) to a table.



e. Turn the straw to test your winch. Can you raise and lower it?

Helicopters that help

Worksheet 3: Engineering - continued

Name: _____ Date: _____

2. Draw a diagram of your winch below or take a photo and stick it on the page.

Your hand crank winch

Helicopters that help

Worksheet 4: Word Work - Vocabulary

Name: _____ Date: _____

To help understanding of some words in the text that might be new to you, work through the following activities for each of these words with a partner.

incidents **evacuate** **communicate** **hover** **combat**

Then you can each choose another word from the text that you'd like to explore and go through the activities with those words, too.

I. incidents

Definition:

Incidents are events that catch our attention because they're a bit different from usual day-to-day events. In the story, air ambulances fly to **incidents** such as road traffic accidents.

Which one of these is an 'incident'? Circle your answer.

- Falling off your bike
- Making your bed

Tell your partner the meaning of 'incidents' in your own words.

Write a sentence containing 'incident'.

Write another word that means something similar to 'incident'.

Helicopters that help

Worksheet 4: Word Work - Vocabulary - continued

Name: _____ Date: _____

2. evacuate

Definition:

To leave a place quickly to get away from danger, and go to a safer spot. In the book, they use ropes and winches to **evacuate** people from ships.

In which one of these situations would you need to evacuate? Circle your answer.

- Flood waters are rising around your house
- Friends are coming to visit

Tell your partner the meaning of 'evacuate' in your own words.

Write a sentence containing 'evacuate'.

Write another word that means something similar to 'evacuate'.

3. communicate

Definition:

To make contact with someone else to give information. A helicopter crew will **communicate** with crew on the ground to tell them what they can see.

In which one of these situations are two people communicating? Circle your answer.

- I go for a walk and think about who I'll invite to my party.
- I ring up my friend and ask them to meet me at the park at 3 o'clock.

Tell your partner the meaning of 'communicate' in your own words.

Write a sentence containing 'communicate'.

Write another word that means something similar to 'communicate'.

Helicopters that help

Worksheet 4: Word Work - Vocabulary - continued

Name: _____ Date: _____

4. hover

Definition:

To stay in one place in the air. A helicopter will **hover** above a boat in a storm to give the crew time to save the people on the boat.

In which one of these situations will a helicopter need to hover? Circle your answer.

- On a mountainside in order to winch an injured climber aboard
- When flying crew to a forest fire

Tell your partner the meaning of 'hover' in your own words.

Write a sentence containing 'hover'.

Write another word that means something similar to 'hover'.

5. combat

Definition:

A battle. Fighters are involved in **combat** against their enemy.

Which of these involves combat? Circle your answer.

- Two different countries at war with each other
- A shark at a nearby beach

Tell your partner the meaning of 'combat' in your own words.

Write a sentence containing 'combat'.

Write another word that means something similar to 'combat'.

Helicopters that help

Worksheet 4: Word Work - Vocabulary - continued

Name: _____ Date: _____

6. Your choice of word: _____

Look in the book and find the word. Read the sentence with the word. Discuss with your partner to find out what the word means. Write the definition here:

Tell your partner the meaning of your word.

Write a sentence containing your word.

Write another word that means something similar to your word.

7. Your partner's choice of word: _____

Look in the book and find the word. Read the sentence with the word. Discuss with your partner to find out what the word means. Write the definition here:

Your partner will tell you the meaning of the word.

Write a sentence containing the word.

Write another word that means something similar to the word.

Lost in the woods

Worksheet 1: Phonics

Name: _____ Date: _____

The long vowel sound /y-oo/ can be spelt 'ew'.

1. Read the following words out loud:

new few phew dew stew

2. Write 'ew' across the page. Say the long vowel sound /y-oo/ as you write it.

3. Read the word, write the word, write it again and highlight the /y-oo/ sound.

Read it	Write it	Write it and highlight /y-oo/ sound
stew		
new		
phew		
dew		
few		

Lost in the woods

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The long vowel sound /y-oo/ can also be spelt 'ue'.

4. Read the following words out loud:

rescue argue due statue value

5. Write the words in a list below and read them to a friend.

_____	_____
_____	_____

6. Choose 2 of the words from the list, and write a sentence for each of your words.

Lost in the woods

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The vowel sound /oo/ as in 'look' can be spelt 'u'.

7. Read the following words out loud:

mindful helpful put bush wonderful

8. Write the words in a list below and highlight the /oo/ sound.

Lost in the woods

Worksheet 1: Phonics - continued

Name: _____ Date: _____

9. Play this game with a partner. Roll a dice. Look at the row with that number. Read one of the words in the row to your partner and ask them to spell it without looking at it. If they spell the word correctly, they put a counter on the word. Then it is their turn to roll the dice. First player to get 4 in a row wins.



push

put

helpful

argue



new

bush

statue

stew



value

helpful

renew

bull



argue

pushes

full

put

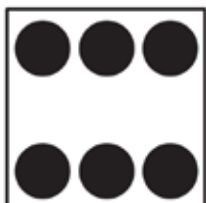


argue

bullet

put

bush



renew

statues

value

rescue

Lost in the woods

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Lost in the woods*.

Chapter 1

1. Where and when do Rohan and Mick plan to meet?

2. What supplies does Mick pack into his backpack?

3. What is the 'little problem' Mick refers to in his text message to Rohan?

Chapter 2

4. Circle the words which best describe how Rohan is feeling when he finds out about Sandy coming on the hike.

excited frustrated delighted annoyed

5. When does Rohan say it will start to get dark?

Chapter 3

6. Sandy loves nature. Name 2 things she stops to admire on her walk.

1. _____

2. _____

Lost in the woods

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Chapter 4

7. How does Sandy feel when the boys ate all the food and drank all the water?

8. Why do the boys think they know the right way to go on their return down the track?

Chapter 5

9. How did the boys realise that they were lost?

Chapter 6

10. How does Sandy help the boys calm down?

11. Who had showed Sandy how to do a box breath?

Lost in the woods

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Chapter 7

12. Why do you think Sandy was able to find the right way back?

13. Will the boys take Sandy on their next hiking trip? Explain why.

Understanding the story

14. Name 2 things Sandy did in the story which helped keep everyone safe and to find their way back.

1. _____

2. _____

15. Rohan and Mick made some mistakes. Name 2 things which they did on the hike which could have put them in danger.

1. _____

2. _____

Lost in the woods

Worksheet 2: Comprehension - continued

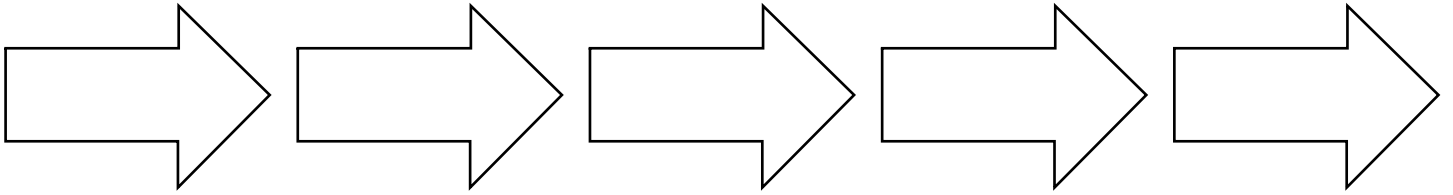
Name: _____ Date: _____

16. Write a book analysis.

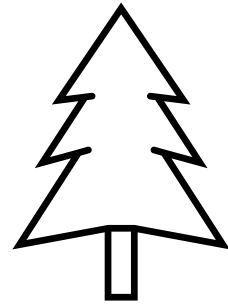
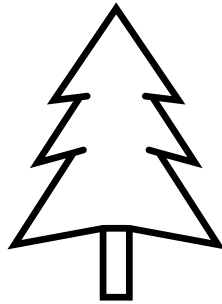
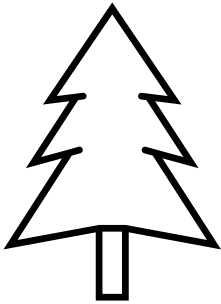
Title: _____

Author: _____ **Illustrator:** _____

FIVE words to describe this story (write them in the arrows):



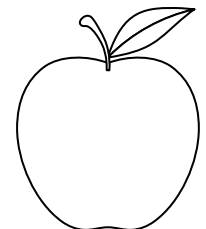
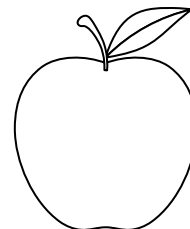
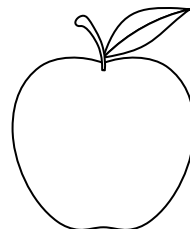
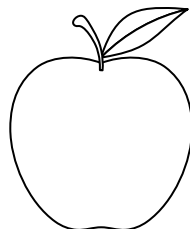
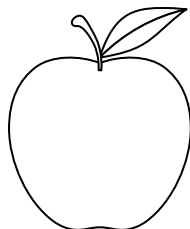
THREE words to describe the illustrations (write them in the trees):



Other books about friends and adventures that I have read:

I would / would not recommend this book to my friends because:

Colour the apples to show how you rate this story.



Lost in the woods

Worksheet 3: Health and Wellbeing

Name: _____ Date: _____

Box Breaths

Doing a box breath is a way of being mindful and calming your brain. It can be helpful if you are feeling anxious or are panicking about something. Once you have mastered it, you can use the box breath to calm you anytime you need it, even in the classroom or out in the playground.

1. Let's learn to do a box breath like Sandy, Mick and Rohan.

Take a breath in slowly, counting 1, 2, 3, 4.

Pause, counting 1, 2, 3, 4.

Let your breath out slowly, counting 1, 2, 3, 4.

Pause, counting 1, 2, 3, 4.



Answer these questions:

2. How do you feel?

3. Do another box breath. How do you feel now?

You might need to do a few repeats of the box breath cycle to feel calmer, depending on how you are feeling.

4. Do you think you will use box breaths to calm yourself in the future? Write why or why not.

Lost in the woods

Worksheet 4: Writing: Working with Nouns

Name: _____ Date: _____

I. Nouns: A noun names a person, place, or thing.

Write these nouns from the story in the right column in the table.

Sandy **rescue** **Old Goat Track** **apple** **Mum**
Summit Hill **torch** **Rohan** **Gran** **woods**
hospital **Mick** **panic** **backpack** **moss**

Person	Place	Thing

Lost in the woods

Worksheet 4: Writing: Working with Nouns - continued

Name: _____ Date: _____

2. Highlight the nouns in these sentences.

The boys inhale and exhale.

Mick nods, "So do I. Sandy to the rescue!"

Sandy watches the boys start to panic.

Sandy follows the boys down the hill.

Soon, Sandy is up at Summit Hut.

"Can I have a bit of sandwich and a piece of fruit?"

Sandy takes a torch out of her jacket pocket.

3. For each of the following nouns, write a descriptive word (adjective) in front of it, to make the noun more interesting. The first one has been done as an example.

noun: stuff

adjective + noun: silly stuff

Your turn:

noun: rock

adjective + noun: _____

noun: hut

adjective + noun: _____

Lost in the woods

Worksheet 4: Writing: Working with Nouns - continued

Name: _____ Date: _____

noun: creek

adjective + noun: _____

noun: sandwich

adjective + noun: _____

noun: bridge

adjective + noun: _____

noun: smile

adjective + noun: _____

noun: tree

adjective + noun: _____

River's roar

Worksheet 1: Phonics

Name: _____ Date: _____

The long vowel sound /ai/ can be spelt 'ea'.

1. Write each of the following words 3 times. Highlight the /ai/ sound.

break			
great			
steak			

The long vowel sound /ai/ can also be spelt 'ey'.

2. Write each of the following words 3 times. Highlight the /ai/ sound.

they			
hey			
grey			
prey			

3. Word Sort

Read the following words aloud. Listen carefully for the /ai/ sound. Can you hear it in the middle or end of the word?

The 'ea' spelling is mostly found in the middle of a word.

The 'ey' spelling is mostly found at the end of a word.

they great hey break grey steak prey obey survey

River's roar

Worksheet 1: Phonics - continued

Name: _____ Date: _____

4. Sort the words into the correct column.

they great hey break grey steak prey obey survey

/ai/ spelt 'ey'	/ai/ spelt 'ea'

The sound /j/ can be spelt 'ge'.

5. Write the words in a list below and read them to a friend.

challenge surge large hinge urge strange

River's roar

Worksheet 1: Phonics - continued

Name: _____ Date: _____

6. Choose 3 of the words from the list, and write a sentence for each of your words.

River's roar

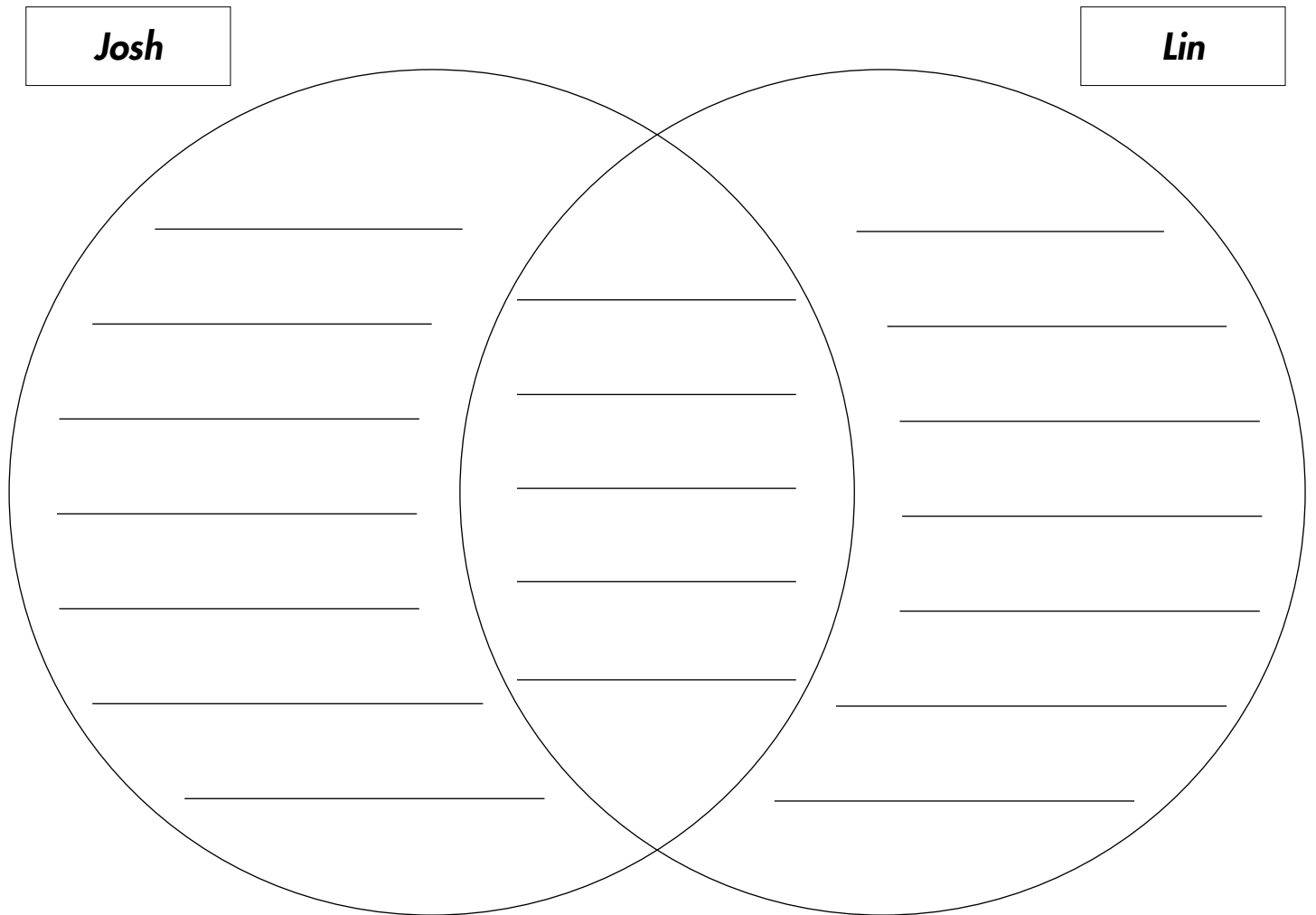
Worksheet 2: Comprehension

Name: _____ Date: _____

1. Use the Venn diagram below to show the similarities and differences between the characters Josh and Lin.

Write their similarities in the centre (overlapping) part of the circle and their differences on the remaining section.

Use the illustrations and text to help you.



River's roar

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Fill in the story framework below. Then use the framework to retell the story to a partner or family member.

Title: _____

Characters: _____

Setting: _____

Problem

What happened first? _____

Next? _____

Next? _____

Next? _____

Solution

How was the problem solved? _____

River's roar

Worksheet 3: Health/Communication/Science

Name: _____ Date: _____

Do one or both of the following activities.

1. In *River's roar*, Josh is Deaf. He and his best friend Lin use Sign Language to communicate.

Sign Language has an official alphabet. Sign Language alphabets are different depending on the country you come from.

Work with a partner. Research online to find the Sign Language alphabet (it might be called fingerspelling) for your country. Use the alphabet to sign out words, such as your name, your friend's name, your teacher's name and the name of your school to each other. Your partner should follow along and say what you are signing.

Then write a short report on your experiences of this exercise, include comments on whether it was hard or easy to sign words, did your partner find it hard or easy to work out what you were signing, did it get easier as you had more practice, would you be interested in learning more about Sign Language?

River's roar

Worksheet 3: Health/Communication/Science - continued

Name: _____ Date: _____

AND/OR

Answer the questions below on using signs to communicate in day-to-day life and the history of how Sign Language came to exist.

3. What sign do you think a baby uses to show they are hungry?

4. If you meet someone who speaks a different language, what are some signs you could use to give them directions to a local landmark?

5. What are some signs you could use to tell them your name and ask them their name?

6. What signs might you use to a friend when you see them over the far side of a busy room?

River's roar

Worksheet 3: Health/Communication/Science - continued

Name: _____ Date: _____

7. Read the passage below on the history of Sign Language, or ask a teacher to read it to you, then answer the questions below.

References to forms of communication using hand signs date back more than 2,000 years ago. The recorded history of sign language as a way to communicate in Western societies starts in the 1600s.

In the 1700s, a priest in France set up a school for Deaf children. He created a communication system involving spelling out letters with hand gestures to make words and signs that communicated ideas. This evolved into French Sign Language, which is still used in France.

Some Sign Languages develop in places where there are a lot of Deaf community members. This happened in Martha's Vineyard, which is an island in America. There were a lot of Deaf inhabitants on this island in the 1800s. Both hearing and Deaf people developed and used their own Sign Language. It had signs for things that were important to them and to their area.

6. Using the information in the passage above, describe how and when French Sign Language developed.

7. Why do you think residents of Martha's Vineyard developed a Sign Language?

River's roar

Worksheet 4: Sport/Social Science

Name: _____ Date: _____

1. Safety when rafting

Read the safety tips below with a partner, or a teacher will read them to you.

Listen to your guide

Wear the right gear - helmet, life jacket, closed toe shoes, quick drying clothes that are appropriate for the temperature

Wear sunscreen

Never go alone

Go with people who know what they are doing

Hold your paddle properly

Use proper equipment

Know the river

Wear a life jacket

Know the weather

Know your limitations

Do not panic

Stay in the boat

2. Design an eye-catching safety poster on the next page to help keep people safe when they are river rafting. Include all the information above.

River's roar

Worksheet 4: Sport/Social Science - continued

Name: _____ Date: _____

A large, empty rectangular area defined by a dashed black border, intended for students to write their answers to the worksheet questions.

Robots

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /or/ can be spelt 'our'.

1. Read the following words out loud.

pour your four tour

2. Write the words in a list below and read them to a friend.

3. Fill in the table below by writing your own definition of the word.

Word containing /or/	Meaning
pour	
your	
four	
tour	

Robots

Worksheet 1: Phonics - continued

Name: _____ Date: _____

4. Complete the following sentences by inserting the correct word from the Word Bank.

pour your four tour

The robots can book visitors in, show them to their rooms and _____ out drinks.

This dogbot walks on _____ legs like a dog.

One day you might even have a robot to cook _____ meals for you.

In the future, robots could take you on a _____ around famous sites.

Robots

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /s/ can be spelt 'ce'.

7. Read the following words out loud.

since service fence prince

8. Sort the following words into the correct list and then read them to a partner.

voice city force mince notice icy cell since service spicy

/s/ spelt 'ce'	/s/ spelt 'c'

Robots

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Graphic organiser

Fill in the graphic organiser below. It will support you in remembering what you have read and learnt about robots.

Some things I already knew about robots. (What did I know?)
1.
2.
3.
Some things robots can do. (What does the text say?)
1.
2.
3.
Some things robots are helping us with. (What does the text say?)
1.
2.
3.
Some things robots might do in the future. (What does the text predict?)
1.
2.
3.

Robots

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Vocabulary

The following questions will help you to learn new vocabulary words in the book, *Robots*.

Answer these questions for each of the words in the Word Bank.

currently instruct packbots snakebot sensor

1. The word: currently	Tick when done
Read the sentence in the book with this word in it (page 4): Engineers are currently designing a tiny robot the size of a fly.	
How many syllables?	
What does it mean?	
Write the word.	
Write your own sentence with the word in it.	

Robots

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. The word: instruct	Tick when done
Read the sentence in the book with this word in it (page 3): We instruct robots how to act with 'coding'.	
How many syllables?	
What does it mean?	
Write the word.	
Write your own sentence with the word in it.	

3. The word: sensor	Tick when done
Read the sentence in the book with this word in it (page 20): The lawnmower has a sensor on it.	
How many syllables?	
What does it mean?	
Write the word.	
Write your own sentence with the word in it.	

Robots

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

4. The word: packbots	Tick when done
Read the sentence in the book with this word in it (page 8): The army uses small robots called packbots.	
How many syllables?	
What does it mean?	
Write the word.	
Write your own sentence with the word in it.	

5. The word: snakebot	Tick when done
Read the sentence in the book with this word in it (page 16): A snakebot is a long, pipe-shaped robot with a camera on the end.	
How many syllables?	
What does it mean?	
Write the word.	
Write your own sentence with the word in it.	

Robots

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. True or False?

Read the following statements and decide if they are true (T) or false (F)?
Circle T or F to show your answer.

Engineers are currently designing a tiny robot the size of a fly. T or F

Robots have a brain so they don't need to be told what to do. T or F

Airplanes are very small and easy to clean. T or F

Hotels use small robots called packbots. T or F

Not all robots are on Earth. T or F

Robots cannot work in caves and mines. T or F

Robots are only used in factories and never in the home. T or F

Hotel robots all look like people. T or F

Robots are useful in outer space as they don't need air to breathe. T or F

Robots

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

7. Plus/Minus/Interesting

Completing a PMI (Plus/Minus/Interesting) table helps us think about ideas in a different way.

Fill in the table below for some things you have learnt about robots. To complete the table we think about what is positive (plus) about robots, what is negative (minus) about robots, and what is neither good or bad, but is worth thinking about (interesting).

On the top row, write the heading Robots and decorate it to make your table look interesting.

Robots		
Plus	Minus	Interesting

Robots

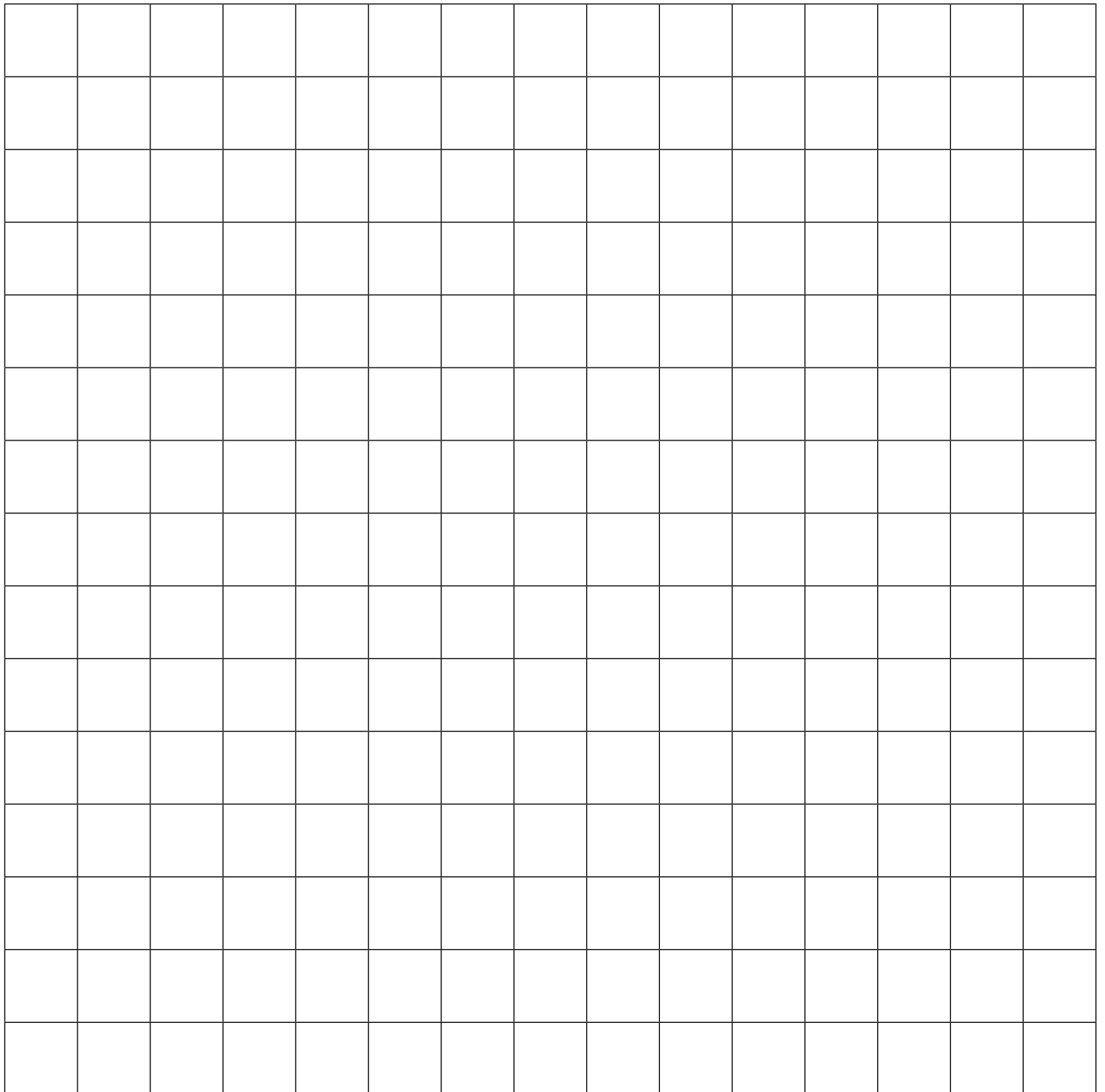
Worksheet 3: Design/Engineering/Art

Name: _____ Date: _____

I. Design your own robot.

Use this grid sheet to design and draw your own robot.

Then answer the questions on the next page.



Robots

Worksheet 3: Design/Engineering/Art - continued

Name: _____ Date: _____

a. What is your robot called?

b. What is your robot made of?

c. What does your robot do?

d. Who does your robot help?

e. Could your robot be made today? If not, what year do you think your robot will be able to be made?

Robots

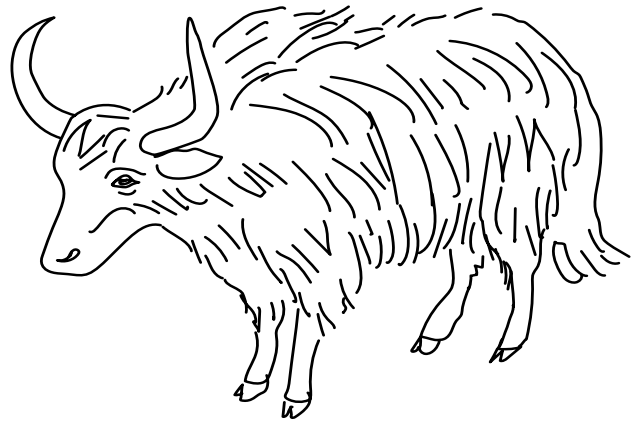
Worksheet 4: Science/Technology

Name: _____ Date: _____

1. Read the following paragraph with a partner or a teacher will read it to you.

The Robotic Yak

At this moment, many different teams around the world are trying to make an exciting new robot. One robot that is being developed is a Robotic Yak. A yak is a large, strong ox that can carry big loads for long distances over snowy mountain terrain. This Robotic Yak can run very fast. It can walk, trot, run and jump. It can go up and down steps, through trenches and up cliffs. This makes it a good helper for people to transport materials over gravel, muddy roads, grasslands, sandy fields, and snow. Just like a yak in real life.



2. Plan a written report on the Robotic Yak. Use the report writing template on the next page to organise your report.

Robots

Worksheet 4: Science/Technology - continued

Name: _____ Date: _____

Introduction: Tell the reader what they will be learning about and convince them it will be worth reading.

Subtopic: Further information and details and topic sentence.

Topic sentence:

Subtopic: Further information and details and topic sentence.

Topic sentence:

Subtopic: Further information and details and topic sentence.

Topic sentence:

Conclusion: Summarise the main ideas. Can you leave the reader wanting to learn more about your topic?

Robots

Worksheet 4: Science/Technology - continued

Name: _____ Date: _____

3. Write your report here. You can illustrate your report with a drawing of what you think a Robotic Yak might look like.

Shipwreck! Shipwreck!

Worksheet 1: Phonics

Name: _____ Date: _____

The long vowel sound /oo/ as in 'moon' can be spelt 'ui'.

1. Write each of the following words 3 times. Highlight the /oo/ sound using a highlighter.

fruit			
suit			
cruising			
suitable			

2. Draw lines to match the words with the correct definitions.

- suitable** foods that grow on plants
- fruit** moving in a slow, peaceful way
- cruising** the right thing for something

Shipwreck! Shipwreck!

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Write a sentence containing all 3 of the words in each of the rows below. You can use ideas from the story to help you.

survive	fruit	spirits
----------------	--------------	----------------

suitable	waterproof	boat
-----------------	-------------------	-------------

waves	sail	cruising
--------------	-------------	-----------------

Shipwreck! Shipwreck!

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The long vowel sound /y-oo/ can be spelt 'u_e'.

4. Read the following words out loud.

use dispute cube tune

5. Write the words in a list below and highlight the /y-oo/ sound.

6. Dictated sentences

There are two sentences below. Work with a partner.

Your partner reads the first sentence out to you. They repeat the sentence. Now you say the sentence. Now say the sentence again one last time.

Write the sentence. Read out the sentence you have written to your partner. Check your sentence for capital letter, the word order, punctuation and spelling. Count the number of words in the sentence.

Now, swap. You read the second sentence out to your partner, and repeat the above steps.

1. 'Mayday' is a word that people all around the world use when they call for help.

2. They looked after each other and resolved any disputes.

Shipwreck! Shipwreck!

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the following questions about *Shipwreck! Shipwreck!*.

1. What is a shipwreck?

2. Name 4 reasons why shipwrecks happen.

1. _____

2. _____

3. _____

4. _____

3. When do sailors use the word 'Mayday'?

4. What is a castaway?

Shipwreck! Shipwreck!

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

5. Name 3 things that can happen to shipwrecks.

1. _____

2. _____

3. _____

6. What is the biggest danger today when a container ship gets shipwrecked?

7. What is the impact of this danger on birds and sea life?

Shipwreck! Shipwreck!

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

8. Nouns: A noun names a person, place, or thing.

Highlight the nouns in these sentences.

Ships can crash into icebergs that are hidden underwater.

Shipwrecks can also happen if a ship bangs into a whale!

People who survive shipwrecks can sometimes swim to land.

The Dundonald had a crew of 28.

There was a small sturdy boat there, too.

9. For each of the following nouns, write a descriptive word (adjective) in front of it, to make the noun more interesting. The first one has been done as an example.

noun: boat

adjective + noun: sturdy boat

Your turn:

noun: boys

adjective + noun: _____

noun: storm

adjective + noun: _____

noun: land

adjective + noun: _____

noun: shipwreck

adjective + noun: _____

Shipwreck! Shipwreck!

Worksheet 3: History

Name: _____ Date: _____

The Titanic - Write a Newspaper Article

1. Read the following summary of events with a partner, or a teacher will read it to you.

On 10 April 1912, a huge luxury passenger ship called the Titanic set sail from Southampton, United Kingdom on its way to New York in the United States of America. It had 2,200 passengers and crew on board. Just a few days into the trip, the Titanic hit an iceberg, which made a big hole in the ship. It began to sink and the people on board had to find a way to escape. On 15 April 1912, the Titanic sank in the North Atlantic Ocean. It was a very sad and scary time because not everyone could find their way to the lifeboats. The Titanic tragedy taught us a lot about safety on the sea. Now there are many more safety measures in place to keep passengers and crew safe.

2. Using the template on the next page, write a story for the front page of The Evening Star newspaper about the Titanic setting off on its trip. You might like to do some additional research to add interesting facts and figures to your newspaper article. You could discuss the size the ship, the long journey ahead of it, the dangers of the trip. You can draw your own picture to illustrate the story too (see pages 2-3 of Shipwreck! Shipwreck! to see how The Titanic looked).

Shipwreck! Shipwreck!

Worksheet 3: History - continued

Name: _____ Date: _____

The Evening Star

Issue: 1246

10 April 1912

1 penny

Shipwreck! Shipwreck!

Worksheet 4: Maths/Logic

Name: _____ Date: _____

1. This is a shipwreck version of the popular game of Battleships. Plot the location of these shipwrecks and see if your opponent can find out where they are. You can copy the templates to play multiple times.

Shipwrecks!

Instructions:

Place your shipwrecks: Each player has five shipwrecks of different lengths: a container ship (5 squares), a liner (4 squares), a speedboat (3 squares), a rowboat (2 squares), and a kayak (1 square).

Place your shipwrecks on Grid A (you can either cut out the templates of the shipwrecks or colour in squares on Grid A to represent the shipwrecks). Ships can be arranged horizontally or vertically but cannot overlap or touch. Don't let your opponent see where you've placed your shipwrecks!

Play the game: Players take turns calling out coordinates to try to find their opponent's shipwrecks. For example, "B4" means column B, row 4. The opponent responds with "Hit" if the coordinate hits one of their ships, or "Miss" if it doesn't.

Mark the hits and misses on Grid B. Use an "X" for hits and an "O" for misses.

Winning the game: Players continue taking turns until one player discovers the location of all their opponent's shipwrecks. They shout "Shipwreck!" and win the game.

Shipwreck! Shipwreck!

Worksheet 4: Maths/Logic - continued

Name: _____ Date: _____

Grid A for Player 1's shipwrecks

A								
B								
C								
D								
E								
F								
G								
H								
	1	2	3	4	5	6	7	8

Grid B for Player 1's opponent's shipwrecks

A								
B								
C								
D								
E								
F								
G								
H								
	1	2	3	4	5	6	7	8

C	C	C	C	C
---	---	---	---	---

Container ship

L	L	L	L
---	---	---	---

Liner

S	S	S
---	---	---

Speedboat

R	R
---	---

Rowboat

K

Kayak

Shipwreck! Shipwreck!

Worksheet 4: Maths/Logic - continued

Name: _____ Date: _____

Grid A for Player 2's shipwrecks

A								
B								
C								
D								
E								
F								
G								
H								
	I	2	3	4	5	6	7	8

Grid B for Player 2's opponent's shipwrecks

A								
B								
C								
D								
E								
F								
G								
H								
	I	2	3	4	5	6	7	8

C	C	C	C	C
---	---	---	---	---

Container ship

L	L	L	L
---	---	---	---

Liner

S	S	S
---	---	---

Speedboat

R	R
---	---

Rowboat

K

Kayak

The winning edge

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /j/ can be spelt 'g'.

1. Write these words in a list below and read them to a friend.

gently stage legend urgent ginger

2. Give your word list to the friend. Ask them to read out each word. After they have read out a word, spell the word out loud to them. Then write the word.

The winning edge

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The vowel sound /or/ can be spelt 'oor'.

4. Read the following words out loud.

door floor doorway

5. Write the words in a list below and highlight the /or/ sound.

6. Sort the words into the correct list and then read them to a partner. The words all have the /or/ sound.

door sore pour your more floor shore court

/or/ spelt 'oor'	/or/ spelt 'ore'	/or/ spelt 'our'

The winning edge

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Fill in the graphic organiser below to help you identify the story's characters, setting, problem, plot, and solution. Then use it to retell the story to a partner.

Characters	Setting When? Where?
Problems	
Major events	
Solution	

The winning edge

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Vocabulary work

Write a definition in your own words of the following words. You can use a dictionary or discuss with a partner if you need help with any of them.

Word	Definition
bass	
talent quest	
scowling	
pale	
blare	

The winning edge

Worksheet 2: Comprehension - continued

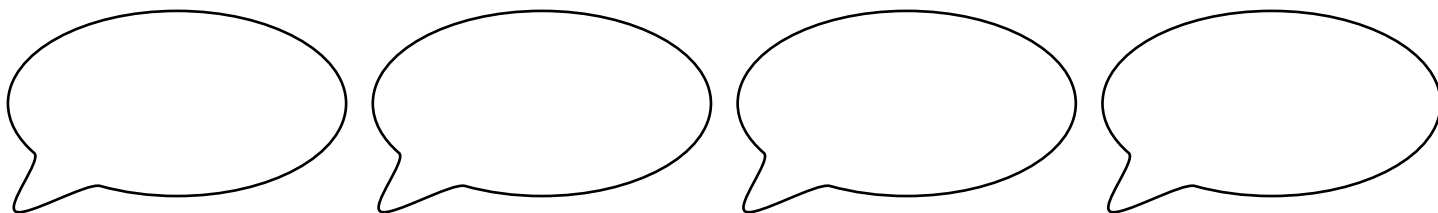
Name: _____ Date: _____

3. Write a book analysis.

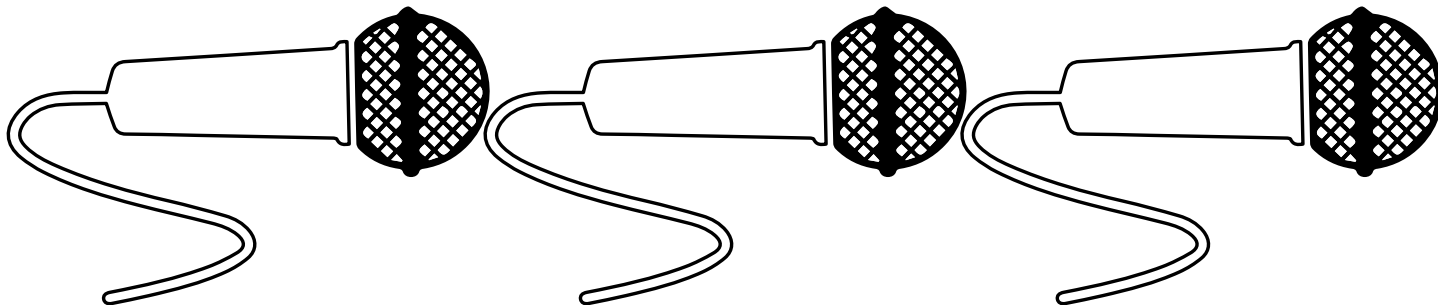
Title: _____

Author: _____ Illustrator: _____

FOUR words to describe this story (write them in the speech bubbles):



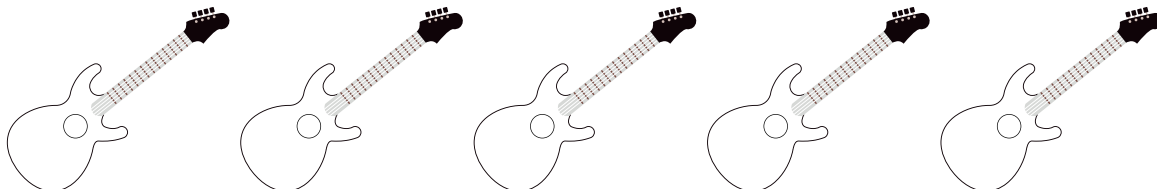
THREE words to describe the illustrations (write them in the microphones):



Other books about friends or contests that I have read:

I would / would not recommend this book to my friends because:

Colour the basses to show how you rate this story.



The winning edge

Worksheet 3: Word Work

Name: _____ Date: _____

I. Homonyms

Homonyms are words that sound the same and have the same spelling, but they have more than one meaning. For example, the word 'ring' can mean the sound that a bell makes or jewellery on your finger.

Write down 2 meanings for each word in the table. The first one has been done as an example.

Word	Meaning 1	Meaning 2
<i>pen</i>	<i>writing tool</i>	<i>enclosure for an animal</i>
pounds		
string		
rock		
well		
right		
Jet		

The winning edge

Worksheet 3: Word Work - continued

Name: _____ Date: _____

2. What am I?

Write your own “What am I?” puzzle for a partner using the following instructions.

Choose one of the following words (keep it secret), or another word from the book:

drums

bass

singer

talent quest

band

stage

bean bags

Describe the word to your partner, using the following sentence starters. Your partner takes a guess after each description. See how long it takes them to guess.

What am I?

- You find me ...
- I can do this ...
- An important thing about me is ...
- When you look at me, you can see ...

For example if the word was ‘piano’ you might say:

“What am I? You find me on a stage.”

“I can make beautiful sounds.”

“An important thing about me is that I have keys.”

“When you look at me, you can see your reflection in my polished wood.”

The winning edge

Worksheet 4: Health and Wellbeing

Name: _____ Date: _____

Feelings and emotions

In the story Clare was worried that the 3 Jays were going to win the Talent Quest rather than her band, the Swan Queens. Because of this she made a bad decision and hid and damaged Jet's bass. Our feelings and emotions can get overwhelming and when that happens we can make mistakes or do things that we regret.

1. Read the following emotions and circle all the ones you think Clare would have been feeling when she made her bad decision.

worried excited jealous concerned sad angry relieved

2. Think of some times when you made a bad decision. (We have all made bad decisions at some time in our life.)

- What happened?
- How was it resolved or fixed?
- How did you feel when it happened?

Fill in the table below:

Decision/Mistake	Resolution/Fix	Emotion (I felt....)

The winning edge

Worksheet 4: Health and Wellbeing - continued

Name: _____ Date: _____

3. When Clare apologised, Jet forgave her. Jess said: “Forgiveness might not always win us medals, but it will give us the winning edge in life!”

Think about what Jess meant by this. You can discuss with a friend if you like. Write your answers to the questions below.

If forgiveness does not win you a medal, is it still worth forgiving people? What is the benefit?

What do you think ‘the winning edge in life’ means?

Wombat Valley

Worksheet 1: Phonics

Name: _____ Date: _____

The vowel sound /oo/, as in 'look', can be spelt 'ou'.

1. Read the following words out loud.

would should could

2. Write the words in a list below and read them to a friend.

3. Insert the missing word in the sentences below. Choose from: **would**, **could** or **should**. Sometimes more than one word makes sense.

“Perhaps we _____ hook it with a stick.”

Enzo _____ learn a lot about Australian animals that summer.

“She _____ keep us away from her joey!”

Enzo _____ be more careful with his camera.

Wombat Valley

Worksheet 1: Phonics - continued

Name: _____ Date: _____

4. Write 3 sentences of your own, one for each of the words **would**, **could** and **should**. Write sentences that could fit into the story *Wombat Valley*.

1. _____

2. _____

3. _____

The long vowel sound /ee/ can be spelt 'ey'.

5. Read the following words out loud.

key jockey valley joey turkey donkey

6. Write the words in a list below and highlight the /ee/ sound.

Wombat Valley

Worksheet 1: Phonics - continued

Name: _____ Date: _____

7. Fill in the table below.

Word	Write your own definition
joey	
valley	
turkey	

Wombat Valley

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Wombat Valley*.

Chapter 1

1. Name 4 things Enzo and Coen enjoyed doing together.

2. Why didn't Enzo know what a wombat was?

3. What was the problem that happened at the end of Chapter 1?

Chapter 2

4. Write a list of the equipment Enzo and Coen used to get the camera back.

Chapter 3

5. Why did Enzo and Coen try to climb the tree?

Wombat Valley

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. What animal was up the tree?

7. What other animals did the boys meet as they tried to escape the wombat?

Chapter 4

8. Who took the surprise photo?

9. What did Coen's mum (Jill) and the wombat have in common?

Wombat Valley

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

10. Fill in the story template below, then use it to retell the story of *Wombat Valley* in your own words to a partner or family member.

Title: _____

When and where did the story take place? _____

Who are the characters in the story?

What happened first? _____

What happened next? _____

What happened next? _____

How and why did these events happen? _____

Did the characters solve the problem? If so, how? _____

Wombat Valley

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

11. Get into a group of 3. Decide who will be Coen, who will be Enzo and who will be Jill. Read page 9 together as though it were a play. Use expression in your voices to show how the characters are feeling. The text of page 9 is also given below.

Chapter 2

Burrow

“Wombats protect their home,” said Jill.

“If you go in, they may bite you.”

“That sounds a bit rude!” said Enzo.

“The wombats think someone is wandering into their house without an invite,” said Coen.

“Oh, I see what you mean,” said Enzo.

“We’ll think of another way to get your camera out,” said Jill. “Perhaps we could hook it with a stick.”

Coen had a thought. “We have fishing rods at the house. We can fish it out!”

“Perfect!” said Enzo.

“Let’s talk about it at lunch,” said Jill.

Wombat Valley

Worksheet 3: Science

Name: _____ Date: _____

Australian Animals

The story *Wombat Valley* mentions different native Australian animals and insects, such as:

- Wombat
- Lizard (Lace Monitor Lizard)
- Kangaroo
- Birds (Bush Stone Curlew birds)

Do the following tasks. You can use the text and illustrations in the book to help you, too.

1. Read the facts given in the table on the next page about each of these animals.
2. Write something about each animal. If you know a new fact about the animal, you can write that. If not, write the most interesting fact you have learned about the animal in your own words.
3. Write one question that you would like to find out about the animal.
4. Draw a picture of each one.

Wombat Valley

Worksheet 3: Science - continued

Name: _____ Date: _____

Animal Name and Facts	Write a Fact	Write a Question	Draw a Picture
Wombat Wombats live in burrows. They sleep during the day.			
Lace Monitor Lizard These lizards can climb trees. They are big and heavy.			
Kangaroo A group of kangaroos is called a mob. They like to sleep in the shade of trees.			
Bush Stone Curlew birds A group of birds is called a flock. They have long legs and are easily frightened.			

Wombat Valley

Worksheet 3: Science - continued

Name: _____ Date: _____

Marsupial Animals

A marsupial is an animal that carries its babies in a special pouch. The babies continue growing and developing in the pouch until they are big enough to explore the outside world.

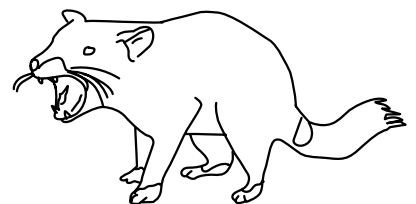
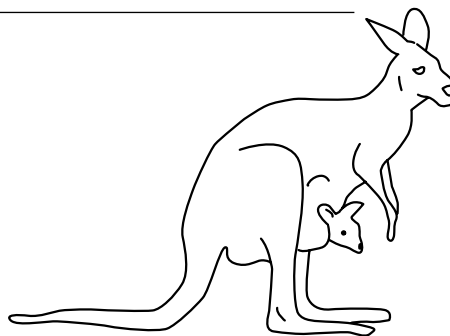
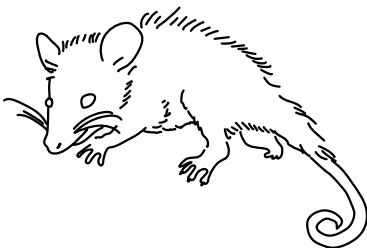
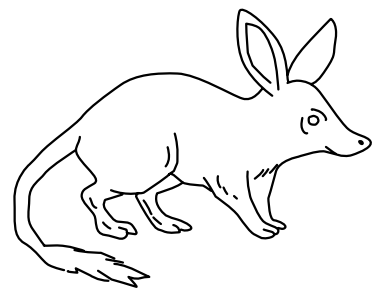
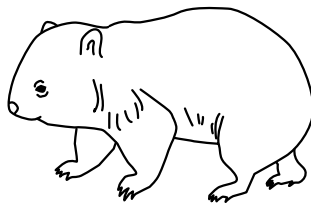
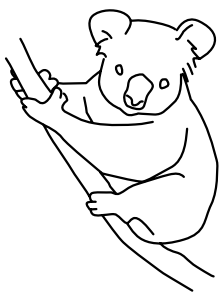
There are 2 marsupial animals in this story. What are they?

- 1.
- 2.

The following animals are marsupials:

Tasmanian devil, kangaroo, wombat, koala, bandicoot, opossum

These animals are pictured below. Work with a partner to decide which animal is which and write the correct name below each picture. Check in a book from the library, or with other people in your class, to see if you are correct.



Wombat Valley

Worksheet 4: Handwriting

Name: _____ Date: _____

1. This is page 2 of Wombat Valley. Copy this text in your own writing onto the next page. Make your writing as neat as possible. Don't forget the chapter number and title.

Chapter 1

Camera

Enzo and his family had come all the way from Italy. They were visiting Coen and his family on their farm, Wombat Valley. Coen's mum, Jill, was going to have a baby soon. She was happy to see her friends for the long summer holiday.

Coen and Enzo were having a great time, swimming in the waterhole, paddling down the river, riding bikes and climbing trees.

It was so much better than school!

Enzo loved the name of the farm.

"I keep meaning to ask you something," he said to Coen one morning.

"What is a wombat?"

2. When you have finished, give your writing to a partner. Together, check that you have the correct capital letters, punctuation and so on.

Wombat Valley

Worksheet 4: Handwriting - continued

Name: _____ Date: _____

3. Work with a partner. Your partner reads out page 19 of the book. You write the text here as your partner reads it out.

4. Now you read out page 20 for your partner to write.