

Name: _____ Date: _____

The vowel sound /u/ can be spelt 'o_e'.

1. Read the following words to a partner:

some come glove somehow welcome something

2. Write the words in a list below and highlight the /u/ sound.

_____	_____
_____	_____
_____	_____

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 words again on a clean sheet of paper (without looking at the word).

Name: _____ Date: _____

The vowel sound /o/ can be spelt 'a'.

4. Read the following words out loud:

what was wash watch

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

6. Write a sentence of your own for each of the words.

Spies

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Spies*.

1. Where did Rosy and Cooper explore first in their new house?

2. Name all the green things Rosy saw at 8 Tay Street.

3. What did Rosy see at 10 Tay Street?

4. Cooper squints his eyes. What does the word 'squint' mean?

5. What sentence on page 6 shows us that Cooper was feeling tearful?

Spies

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. Why didn't Cooper like his new glasses?

7. How did the two spies find their first puzzle to solve?

8. What things had gone missing from 10 Tay Street?

9. What did Cooper see out of his attic window just before he went to bed?

10. What is another way of saying 'keep your eyes peeled'?

11. Who had been taking the lost things?

12. If you gave the book a different title, what would it be?

Spies

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

13. Draw a line from the word to the correct meaning.

clatter

puzzled

gazing

staring or looking for a long time

quiver

run noisily

investigate

shake or tremble

perplexed

carry out research and find things out

14. Write a sentence of your own for each of the words below:

clatter gaze quiver investigate perplexed

Spies

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

15. Fill in the planner below, then use it to retell the story to a partner.

Story title: _____

The characters are:	The setting of the story is:
Two problems were: 1. 2.	
The solutions were: 1. 2.	
The ending was:	

Name: _____ Date: _____

Make invisible ink from lemon juice and use it to write a secret message

Lemon juice contains carbon compounds that are colourless at room temperature. Heat breaks down the compounds and releases the carbon. When it comes into contact with the air the carbon turns brown, making your invisible message visible.

1. Make the invisible ink

You will need

Lemon juice

Bowl

Water

Spoon

Cotton bud

White paper

Lamp or other heat source

1. Squeeze some lemon juice into the bowl and add a few drops of water – about half a teaspoon.
2. Mix the water and lemon juice with the spoon.

2. Write a secret message

1. Dip the cotton bud into the mixture and write a message onto the paper.
2. Wait for the juice to completely dry.
3. Swap messages with another student. Put their piece of paper under a light source, for example a lamp/torch/light bulb, and watch their secret message magically appear after a few minutes.

Name: _____ Date: _____

Answer the following questions about your experiment.

1. Did the experiment work?

2. If not, what do you think the problem was?

3. What will you do differently next time?

4. If yes, what message did you write?

5. What message did you receive?

6. What did you think of this experiment?

Spies

Worksheet 4: Maths

Name: _____ Date: _____

1. Rosy and Cooper move into number 9 Tay Street. Practise the 9 times table. Fill in the answers.

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

Name: _____ Date: _____

2. Street number spy calculations

Make the number 88 in six different ways, using any numbers between 0-100 and the plus, minus, divide and times symbols. Example: $100 - 12 = 88$

Make the number 99 in six different ways, using any numbers between 0-100 and the plus, minus, divide and times symbols. Example: $9 \times 11 = 99$

Make the number 10 in six different ways, using any numbers between 0-100 and the plus, minus, divide and times symbols. Example: $100 \div 10 = 10$

3. Do the following calculations.

$8 + 9 + 10 = \underline{\hspace{2cm}}$

$8 \times 8 = \underline{\hspace{2cm}}$

$8 \times 9 = \underline{\hspace{2cm}}$

$9 \times 9 = \underline{\hspace{2cm}}$

$9 + 8 = \underline{\hspace{2cm}}$

$10 \times 8 = \underline{\hspace{2cm}}$

$10 \times 9 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

$10 + 10 = \underline{\hspace{2cm}}$

$10 \times 10 = \underline{\hspace{2cm}}$