

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		

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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.

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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.

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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

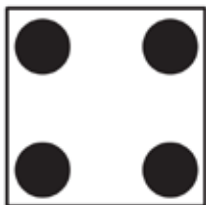


value

helpful

renew

bull



argue

pushes

full

put

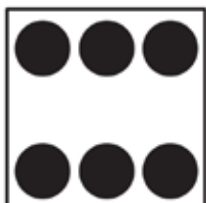


argue

bullet

put

bush



renew

statues

value

rescue

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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. _____

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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?

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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. _____

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Worksheet 2: Comprehension - continued

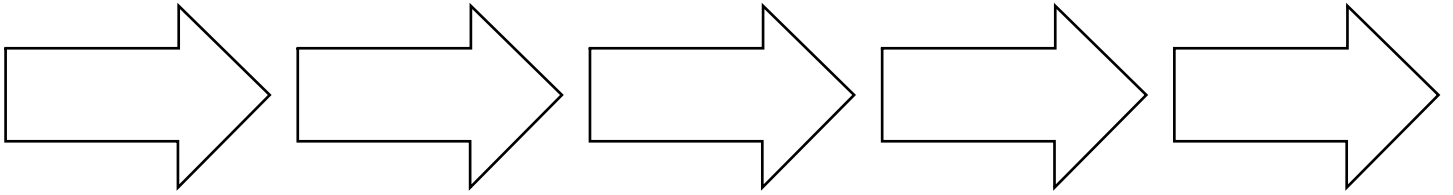
Name: _____ Date: _____

16. Write a book analysis.

Title: _____

Author: _____ **Illustrator:** _____

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



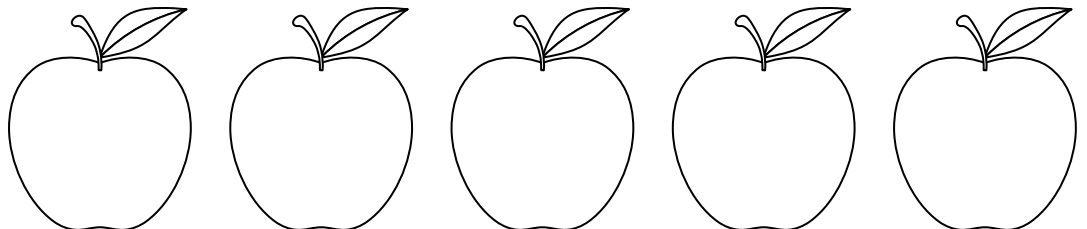
THREE words to describe the illustrations (write them in the trees):



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.



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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.

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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

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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: _____

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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: _____