

A robber at Pop's

Worksheet 1: Phonics

Name: _____ Date: _____

I. Word sort

Read the words below out loud. Listen carefully to the sound the 'oo' makes in the word.

Sort the words into the appropriate columns according to what sound the 'oo' makes.

**shoot, look, too, good, shook, broom,
shooting, looks, oops, loot, room, woof**

/oo/ as in shoot	/oo/ as in shook

A robber at Pop's

Worksheet 1: Phonics - continued

Name: _____ Date: _____

2. Fill in the table below.

Word	Meaning image	Child-created definition
shoot		
loot		
broom		
shook		
woof		

Meaning image is a small drawing which simply represents the meaning of the word.

Child-created definition is a definition of the word created by the student in their own words not from a dictionary.

A robber at Pop's

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *A robber at Pop's*.

1. Who is the story about?

2. How would you describe the character, Pop?

3. What is the problem in this story?

4. How did this problem start?

5. How did Frank try to solve the problem?

A robber at Pop's

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. How did Flora try to solve the problem?

7. Did the problem end up making the film better in the end? How?

A robber at Pop's

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

3. Create a storyboard of drawings to represent the sequence of events in the story, *A robber at Pop's*.

Characters	Setting	Problem	Solution

Use your drawings above to help you to retell the story in your own words.

Who was the story about?

Where did the story take place?

The problem in the story is

It is a problem because

The problem is solved when

In the end,

A robber at Pop's

Worksheet 3: Film-making

Name: _____ Date: _____

1. Film-making uses special words (vocabulary) to explain what the actors and film-makers are doing when they make a film.

Draw a line to match the word to the definition.

Shooting	A very famous actor
Acting	The place where a film is shot
Film set	Photographing or filming someone or something
Film	Being a character on stage or in a movie
Star	A story recorded on camera, shown at a cinema or on TV

2. Fill in the blanks

Read the words below. Write them in the blank spaces to make the sentences make sense.

shooting, acting, film set, film, star

This is going to be the best _____ !

Flora, look at how you shook that broom! You are a _____ !

Pop starts _____ in the film.

Nick is _____ a film.

Pop's house is the _____ .

A robber at Pop's

Worksheet 3: Film-making - continued

Name: _____ Date: _____

3. Each of these words has more than one meaning. Read the 2 definitions. Tick the definition that is right for how the word is being used in this story.

Word	Definition 1		Definition 2	
Star	A very famous actor or sportsperson.		A shining ball of gas in the night sky.	
Film	A thin covering or layer of something.		A story or event recorded on camera to be shown in a cinema or on TV.	
Shooting	Moving or growing quickly.		Photographing or filming someone or something.	

A robber at Pop's

Worksheet 4: Script writing

Name: _____ Date: _____

1. Now, you can write a script for Pop and Nick's film. Draw a picture to illustrate the action. Write what you would like each character to say in each scene. You can make up your own words or use those in the book. Once you have written your script, practise your play and perform it with class mates.

This tells you what is happening.	Draw what is happening.	Write what each character will say.
	Scene 1	
Pop is the robber. He creeps and peeps.		Pop says:
	Scene 2	
Pop puts one foot in the room. Then PC Colin's car pulls up.		Pop says: PC Colin says:
	Scene 3	
Pop points here and there. Flora runs at Pop with the broom.		Pop says: Flora says:

Cool cars

Worksheet 1: Phonics - continued

Name: _____ Date: _____

2. Fill in the table below.

Word	Meaning image	Child-created definition
speed		
sleek		
creek		
beep		
screech		

Meaning image is a small drawing which simply represents the meaning of the word.

Child-created definition is a definition of the word created by the student in their own words not from a dictionary.

Cool cars

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Sentence completion

Complete the sentences below, using a word from this list:

speed, screech, sleek, creeks, need, feel, green, beep, bleep, been, keep

It's fun to _____ the wind in your hair in a soft top.

Big trucks _____ a lot of gas to go.

A 'green' car can _____ the power from sun so it can run at night.

When the light turns green, drag cars _____ off.

High-_____ road cars have a lot of power.

Big trucks can cross _____ with no problems.

Hot rods are old cars that have _____ fixed up.

_____ cars are good for the planet.

High-speed road cars are _____ and sit near to the road.

Electric cars _____ and _____ to tell us they are near.

Cool cars

Worksheet 2: Comprehension

Name: _____ Date: _____

I. Summary sentences

Summarise the information you have read about each type of cool car below. Write 2 sentences about each type of car in your own words.

a) High-speed road cars

b) A big truck

c) Sunlight-powered cars

Cool cars

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

d) Electric cars

e) Classic cars

f) Hot rods

Cool cars

Worksheet 3: History/Research - written report

Name: _____ Date: _____

History: Bruce McLaren

1. Listen to your teacher or partner read the following paragraph to you:

Bruce McLaren was a New Zealand racing car designer, driver, engineer, and inventor. He had a difficult childhood and was sick in hospital from a young age. Bruce had a passion for speed and overcame his illness to become New Zealand's most highly recognised Formula 1 driver and racing car designer.

2. Plan a written report on Bruce McLaren. Use the information given above, or do further research on the life and achievements of Bruce McLaren. Use the report writing template on the next page to organise your report. When writing a report, the writing needs to be true, clear and interesting.

Cool cars

Worksheet 3: History/Research - written report - 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?

Cool cars

Worksheet 4: Science/Technology

Name: _____ Date: _____

Cool cars have all sorts of incredible components.

1. Design your own cool car. You can use some of the parts listed below or include some of your own ideas in your design.

- Airfoil
- Sunlight-powered
- Twin jets
- Wings
- Sharp, pointed tip
- Thick bars
- Propellers
- Electric-powered
- Soft top
- Water propeller

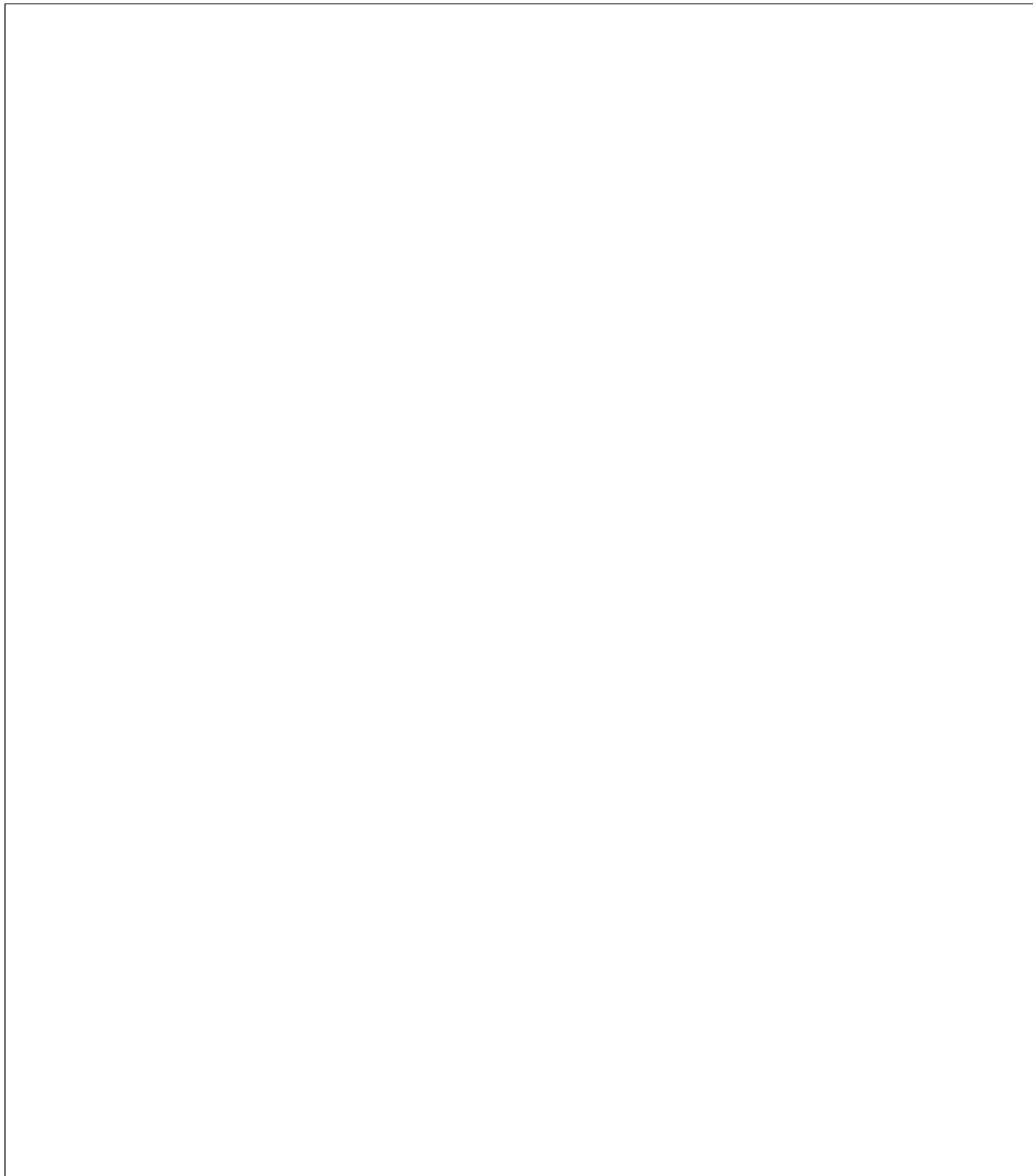
Use the space below to write down the parts/ideas you will use in your design. On the next page, you will draw a diagram of your car and label its parts.

Cool cars

Worksheet 4: Science/Technology - continued

Name: _____ Date: _____

2. Draw your car here and label the parts.



Cool cars

Worksheet 4: Science/Technology - continued

Name: _____ Date: _____

3. Write some brief sentences below describing your car and what the parts do.

Hair!

Worksheet 1: Phonics

Name: _____ Date: _____

1. /air/ is a trigraph, that is, 3 letters that make one sound. Write the trigraph /air/ across the page, say the sound /air/ as you write it.

2. These words contain /air/:

air, hair, pair, chair

Read it (read the word), write it (write the word), draw it (draw a picture of the word).

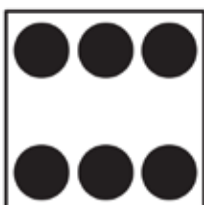
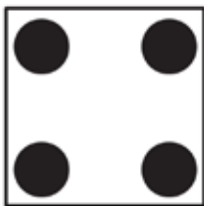
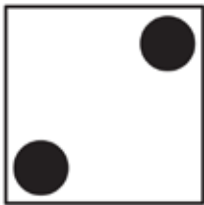
Read	Write	Draw
air		
hair		
pair		
chair		

Hair!

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Play this game with a partner. Roll a dice. Look at the row with that number. Read one of the words in the row. If you read the word correctly, put a counter on the word. First player to get 4 in a row wins.



air	chair	pair	hair
chair	air	hair	pair
hair	pair	chair	air
pair	air	hair	chair
chair	pair	air	hair
hair	air	chair	pair

Hair!

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the following questions about the book, *Hair!*

1. Why did Annika and Jill sit on the top deck of the bus?

2. Where are they going?

3. What is the name of the hairdressers' shop?

4. Where did Annika's dad go while the girls were at the hairdressers?

5. Why was Jill a bit sad during her haircut?

6. What was Stella's plan for Jill's hair?

Hair!

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Agree or disagree?

Dogs look like their owners.

Write a paragraph below explaining why you either agree or disagree with this statement. Remember to back up your ideas with evidence. You can use the text to help you.





Hair!

Worksheet 3: History of hair

Name: _____ Date: _____

I. Locating information

Use the information in the book to help you write 2-3 sentences describing these hair styles from the past.

	Description
	
	
	
	

Hair!

Worksheet 3: History of hair

Name: _____ Date: _____

2. Did you know that different hairstyles have their own names? Draw a line from the name of the hairstyle to its description. If there are any you don't know, ask a partner or work in a group.

Mullet Hair is parted down the middle, and two bunches are tied on either side of the head.

Mohawk A braid where 3 pieces of hair are plaited from the top of the head to the neck.

Dreadlocks Both sides of the head are shaved and there is a long piece spiked up in the middle.

French plait Short hair on the front and sides, and long at the back.

Undercut Hair hangs in long, thick rope-like pieces.

Pig tails Short hair on the back and sides and longer on the top, it can be slicked back.

3. Choose three of the hairstyles from the list above. Draw them onto the faces below. Label them with the correct name.



Hair!

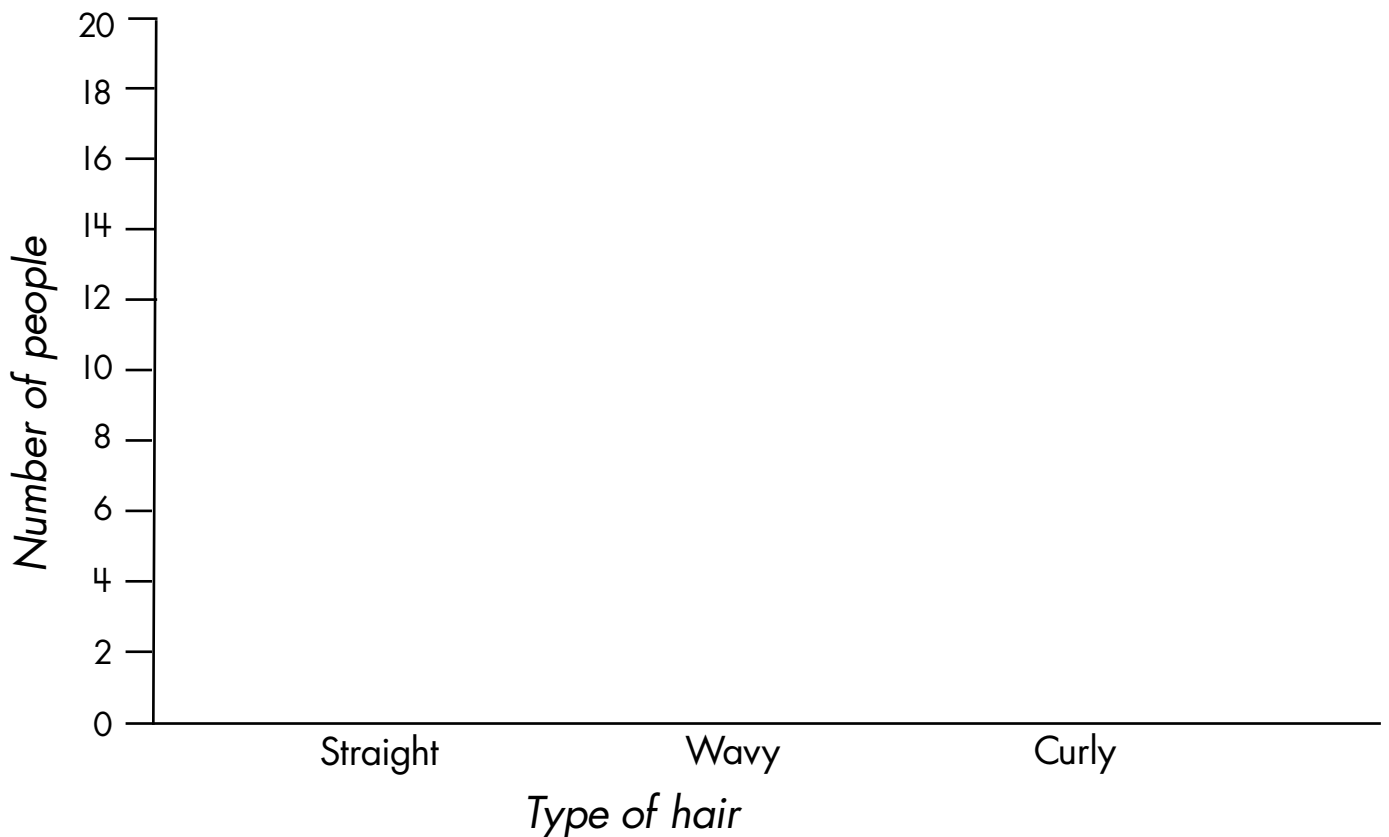
Worksheet 4: Maths

Name: _____ Date: _____

1. Carry out a hair survey. Ask each of your classmates to say what kind of hair they have: straight, wavy, or curly. Complete the tally chart.

Type of hair	
Straight	
Wavy	
Curly	

2. Create a bar graph to display your data.



Hair!

Worksheet 4: Maths - continued

Name: _____ Date: _____

3. Write two sentences to explain what you found out from your hair survey.

Let's go camping

Worksheet 1: Phonics

Name: _____ Date: _____

1. A group of three letters that make a sound is called a trigraph. There are many one-syllable words which contain the /ear/ trigraph.

Write the following words three times in the boxes below. Read them out loud as you write them. Use a highlighter to highlight the /ear/ part of the word.

gear			
near			
year			
years			

2. Let's explore the meaning of these words.

Gear: Equipment used for a specific purpose, e.g. camping.

Near: Not far.

Year: A unit of time, 12 months or 365 days.

Years: A plural, meaning more than one year.

Read the sentences below. Each sentence includes one of those /ear/ words. Write your own sentence including the /ear/ word.

We still have fun, as long as we bring the right **gear**.

We are not **near** to the camp yet.

We will come camping here for **years** and **years**.

Let's go camping

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. More /ear/ words

Here are some more words which contain the /ear/ trigraph. Read them out loud and then write your own definition of the word. You might like to use a dictionary to help you.

Fear:

Hear:

Tear:

Let's go camping

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the following questions about *Let's go camping*.

1. Name three things Oliver will pack for the camping trip.

2. When Oliver and Grandad get to the camping spot they must look for a flat spot. Name two more things that they look for in a camping spot.

3. Why is it not a good idea to camp near a creek?

Let's go camping

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

4. Why did Oliver and Grandad put their backpacks inside the tent?

5. Name two animals in the story that hunt at night.

6. What will happen if you pack up a wet tent?

Let's go camping

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

7. Writing solutions

In the story *Let's go camping* there were some problems for Grandad and Oliver. Read the problems below and write in your own words how they solved them.

a) Problem: Oliver didn't catch any fish for dinner.
Solution:

b) Problem: It was raining when Grandad and Oliver woke up in the morning.
Solution:

c) Problem: It was hard for Oliver to push the tent pegs into the soil.
Solution:

d) Problem: Ants might get into the tub with the choc-chip cookies.
Solution:

e) Problem: Grandad and Oliver want to sit by their tent without getting wet.
Solution:

Let's go camping

Worksheet 3: Science

Name: _____ Date: _____

I. Essential equipment

When you go camping it is essential that you pack the correct clothing and gear. Read the list of camping clothing and gear below. Explain in 1–2 sentences why it is important to take each one.

Gear: Sleeping bag

Why it is important:

Gear: Gas cooker or barbeque

Why it is important:

Gear: Raincoat

Why it is important:

Gear: Torch

Why it is important:

Gear: Sunscreen

Why it is important:

Gear: Warm clothing

Why it is important:

Let's go camping

Worksheet 3: Science - continued

Name: _____ Date: _____

2. Eels

In *Let's go camping*, Oliver and Grandad go looking for eels.

Reread page 14 and fill in the information organiser below. Use the information in the text to help you.

When do they hunt?

What do they hunt for?

Eels

Where do they live?

What do they hide under?

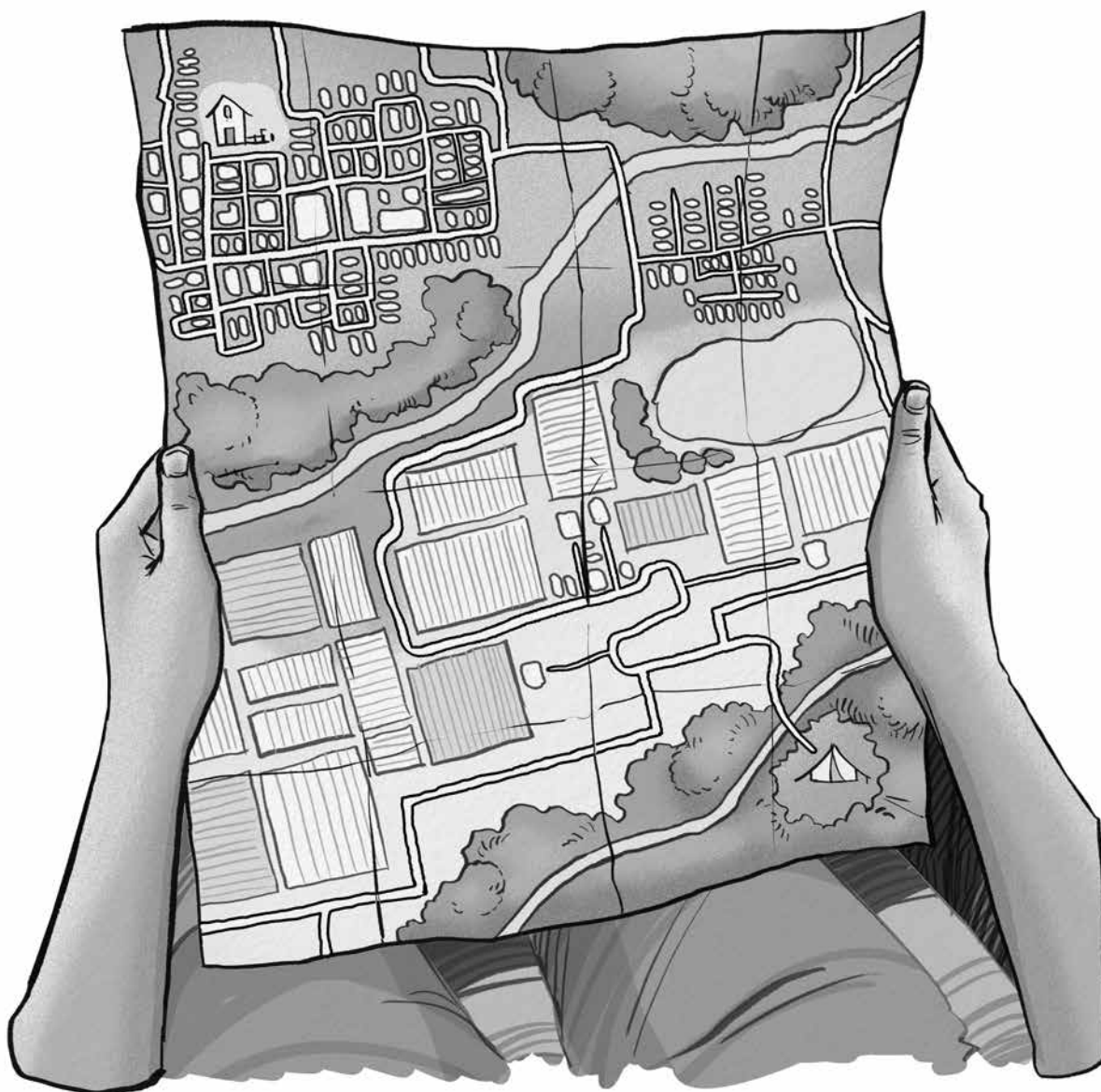
Let's go camping

Worksheet 4: Geography: maps

Name: _____ Date: _____

1. Look at Oliver's map. Look for the start and end of Oliver and Grandad's trip.

Draw a line from the starting point, along a likely route they would have taken, to their camping spot.



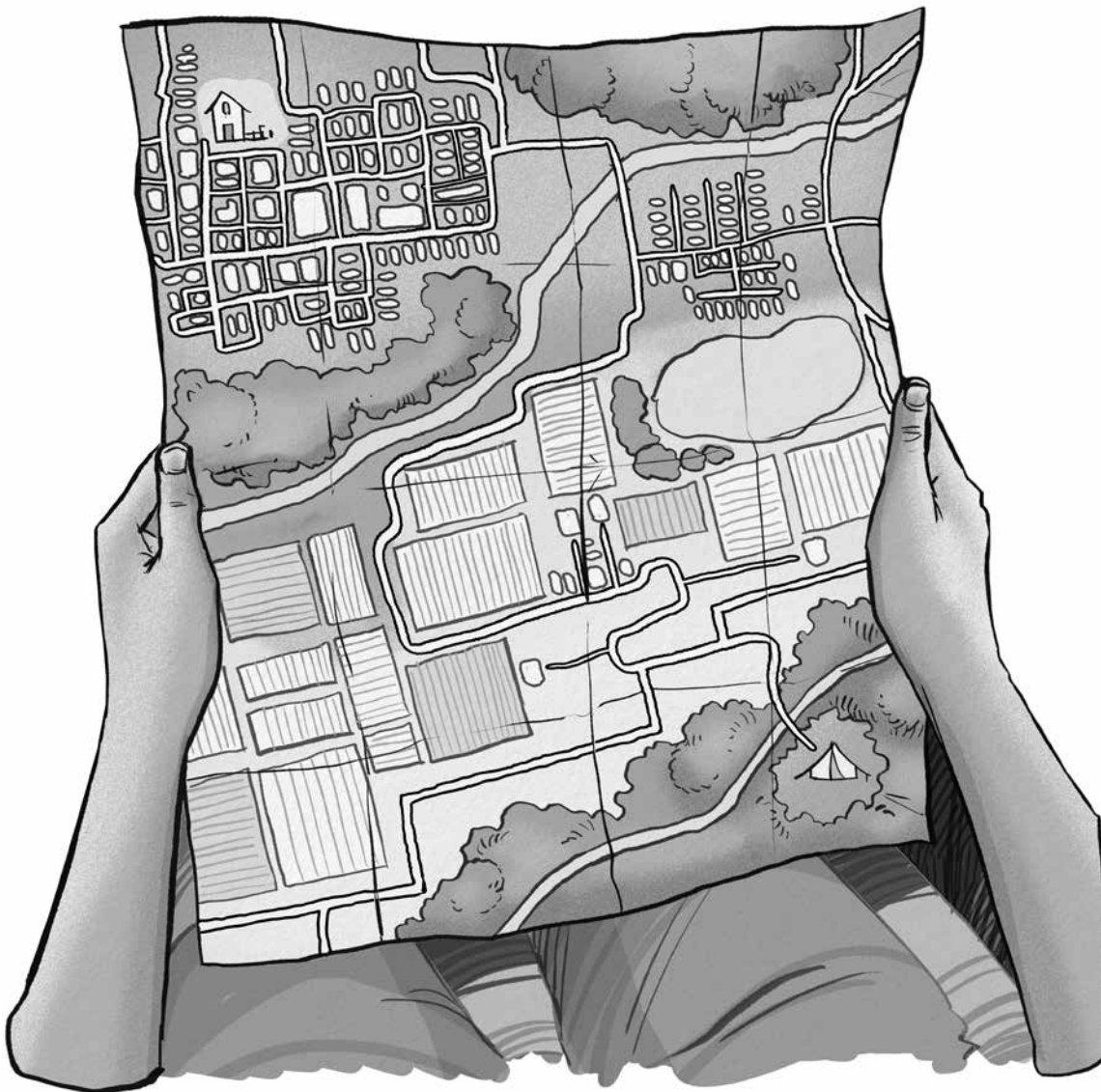
Let's go camping

Worksheet 4: Geography: maps - continued

Name: _____ Date: _____

2. This map has many important features. Label the following features on the map. Then add a drawing of that feature to the *Map key*. Oliver's house has been done as an example.

- Oliver's house
- Housing area
- Lake
- Forest
- Field area
- River
- Camp site



Map key

House 

Housing area

Lake

Forest

Field area

River

Camp site

Look out!

Worksheet 1: Phonics

Name: _____ Date: _____

1. Adding suffixes

Add the suffixes -s and -ing to the base words which contain the vowel sound /ur/. Write the new words.

Word containing /ur/	Add -s	Add -ing
surf		
hurt		
burn		
turn		

2. Vocabulary

a) Base word: **surf**

Choose 1 new vocabulary word (circle it): **surfs/surfer/surfing**

Complete the activities below using your chosen word.

Break the word into syllables: _____ / _____

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

Look out!

Worksheet 1: Phonics - continued

Name: _____ Date: _____

b) Base word: **hurt**

Choose 1 new vocabulary word (circle it): **hurts/hurting/hurtful**

Complete the activities below using your chosen word.

Break the word into syllables: _____ / _____

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

c) Base word: **burn**

Choose 1 new vocabulary word (circle it): **burns/burning/burnt**

Complete the activities below using your chosen word.

Break the word into syllables: _____ / _____

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

Look out!

Worksheet 1: Phonics - continued

Name: _____ Date: _____

d) Base word: **turn**

Choose 1 new vocabulary word (circle it): **turns/turning/turned**

Complete the activities below using your chosen word.

Break the word into syllables: _____ / _____

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

e) Choose one of your words and draw an illustration of it.

Look out!

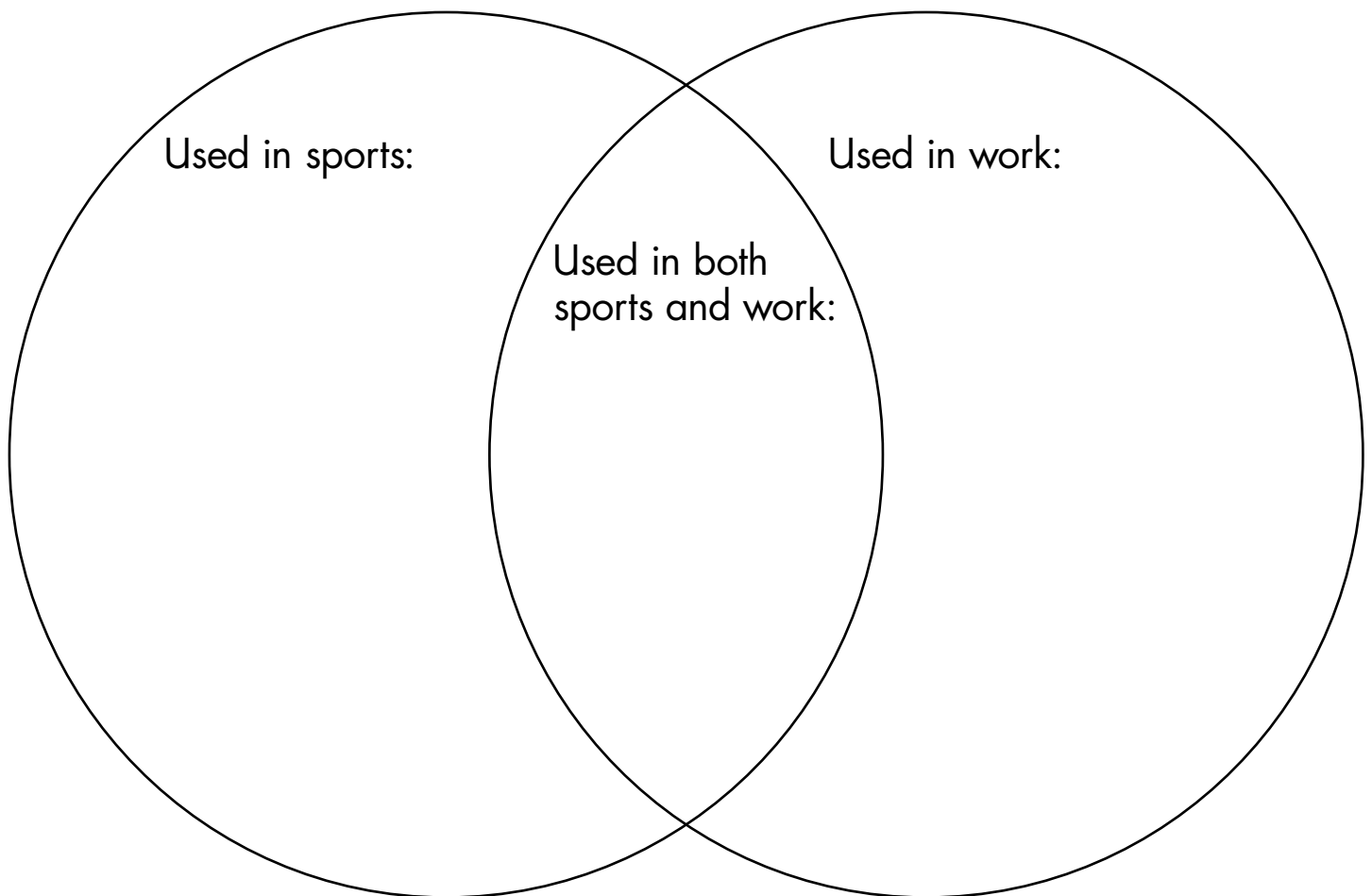
Worksheet 2: Comprehension

Name: _____ Date: _____

I. Safety gear

Complete the Venn diagram below. List 2 bits of safety gear used specifically for sport and 2 bits of safety gear used specifically for work (jobs) in each side circle. In the centre, where the two circles overlap, list a bit of equipment that is used in both sports and work.

Safety gear



Look out!

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Complete the paragraph

The topic sentence, first sentence and the conclusion of this report about safety have been written for you.

Choose two of these topics. Write two sentences in the report to explain what gear is needed to keep safe during those activities.

- Flipping and swinging
- Winter sports
- Tricks at the track
- On the river
- Surfing or swimming

Safety report

We all like doing fun things. But fun things can have risks, too.

We have gear to keep us from harm when we are doing sports and having fun.

[write your sentences here]

If we have the right gear, we can do the things we love, without getting hurt.

Look out!

Worksheet 3: Wellbeing

Name: _____ Date: _____

I. Keeping safe on the job

Some jobs are very dangerous and need special safety gear to keep the people who do them safe.

Two jobs are listed below. There is an explanation of the job, and then a list of the safety gear the workers use. For each job, write the name of the safety gear in the blank spaces to complete the sentences.

Job: Underwater welders

What they do: Underwater welders work under the ocean, fixing pipes, ships, and dams.

Safety gear: mask diving suits gloves tanks

- a) Thick _____ keep the welder's body warm in the very cold water.
- b) To weld under the sea you need to wear _____ full of air so you can breathe.
- c) A face _____ keeps water out of the welder's eyes.
- d) _____ protect the welder's hands and keep them warm so they can work.

Look out!

Worksheet 3: Wellbeing - continued

Name: _____ Date: _____

Job: Miners

What they do: Miners work deep underground collecting coal and gold. There are many dangers in a mine, such as explosions, gas leaks, and falls.

Safety gear: mask gas alarm boots helmet

- a) A strong _____ made of thick plastic protects the miner's head.
- b) Air in the mines can be dangerous to lungs. A miner wears a _____ to help them breathe safely.
- c) Each miner has their own _____ that goes off if there is dangerous gas in the mine.
- d) Miners wear _____ to keep their feet safe from falling rocks.

Look out!

Worksheet 4: Science

Name: _____ Date: _____

1. Think about some of the dangers of the sports listed below. Write down two injuries that could happen when you are playing this sport and what you could do to prevent them.

Sport	Harm	Protection
Paintball	1. 2.	1. 2.
Water polo	1. 2.	1. 2.
Gymnastics	1. 2.	1. 2.
Rock climbing	1. 2.	1. 2.
Mountaineering	1. 2.	1. 2.

Look out!

Worksheet 4: Science - continued

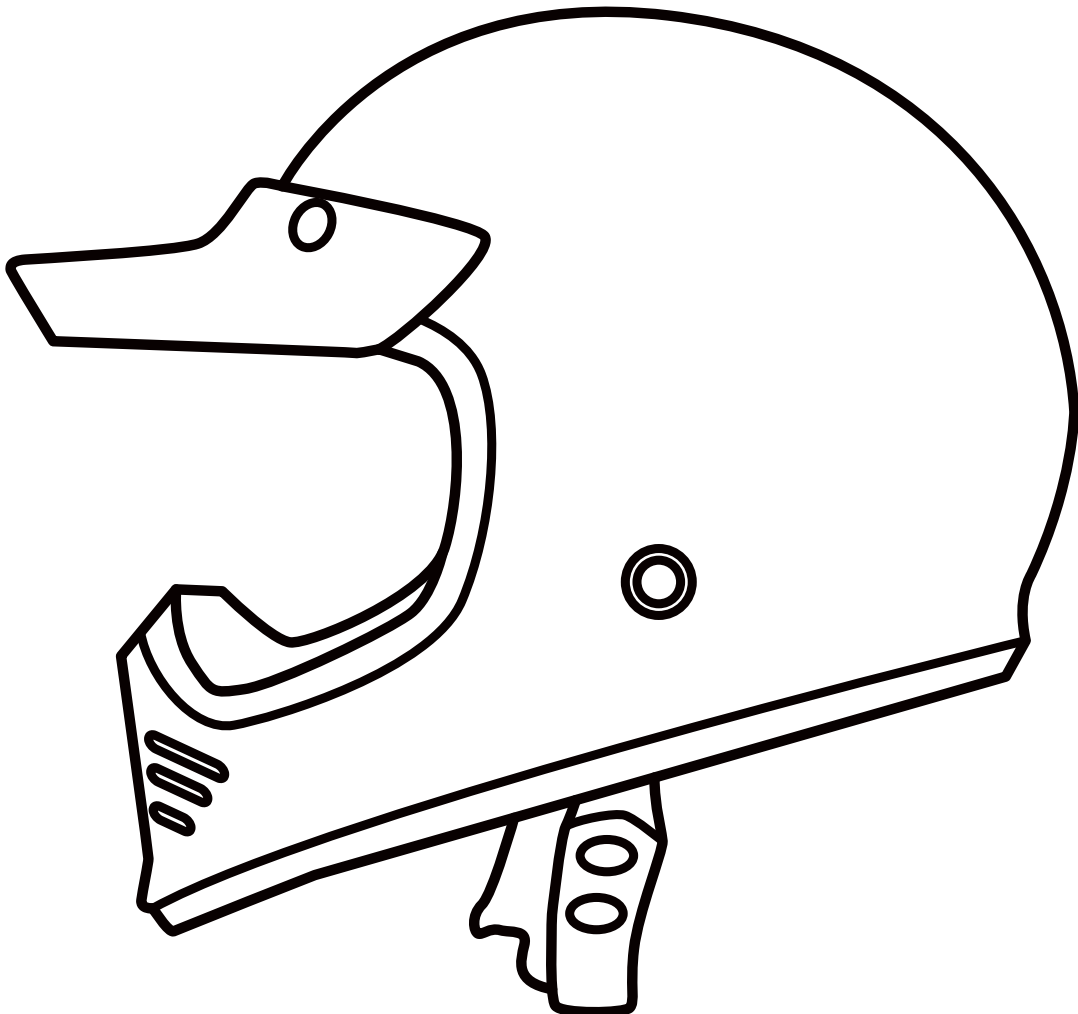
Name: _____ Date: _____

2. Label the parts of a helmet

A helmet is essential for sports such as moto-cross and mountain biking.

Label this diagram of a helmet using the labels below.

face shield
chin strap
mouth vent
outer shell
impact absorbent liner



Sleeping spots

Worksheet 1: Phonics

Name: _____ Date: _____

1. Vowel sound /or/

Write the syllable 'or' and say /or/ aloud, as you write it across the page.

2. These words contain the vowel sound /or/. Read them aloud.

formed porch sort short storks forget sorts

3. Write the words in the table below. Then use a highlighter to highlight the /or/ part of each word.

4. Read the list of words again, from the top to the bottom and then again from the bottom to the top.

Sleeping spots

Worksheet 1: Phonics - continued

Name: _____ Date: _____

5. Fill in the missing words from the sentences. Use this word bank:

formed porch sort short storks forget sorts

A _____ flight can be fun, but a long flight will be hard if you cannot sleep.

Big _____ need big nests to sleep in.

A skunk den might be under a _____ or in a log.

This is the biggest _____ of nest there is.

Do not _____ your sleeping bag as there will be no sheets or blankets!

All _____ of sleeping spots.

Dens can be _____ from wood or mud.

Sleeping spots

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Matching words and definitions

Draw a line to match the words to the definitions.

glamping	an animal's hidden spot
den	a river otter's den
trek	a spot for birds
holt	camping with less effort
nest	a long tramp
hammock	a hut in the woods
cabin	a swinging bed made of netting

2. Read the following statements. Circle T if the statement is true or F if it is false.

- a) A bobcat does not sleep in a den. T/F
- b) A chipmunk's den has just one room. T/F
- c) Nests can be formed out of spit. T/F
- d) Storks have little nests. T/F
- e) You must camp out if you are on a trek. T/F
- f) A hammock is a cloth bed that can be hung between two trees. T/F
- g) You can nap in a summer hut on the sand. T/F
- h) Owls sleep at the bottom of trees. T/F

Sleeping spots

Worksheet 3: Wellbeing

Name: _____ Date: _____

1. Keep a sleep diary

Read the following information with a teacher or friend.

Getting a good amount of sleep each night is essential for our wellbeing. If you have a regular sleep routine and get the recommended 10–12 hours of sleep every night, then you will be able to concentrate on tasks for longer, have better problem-solving abilities, be able to make better decisions, learn and remember new things and have more energy for the day.

A sleep diary can highlight your sleep patterns and make you think about how rested you are.

Keep a sleep diary for two weeks and see what this tells you about the sleep you are getting.

- For each day record the date and day.
- Record the time you went to bed on this night.
- The next day record the time you woke up.
- Calculate your total sleep time (count how many hours and minutes it was between the time you went to sleep and the time you woke up).

Give each day a sleep mood scale rating from 1 to 5. This is a measure of how refreshed you feel in the morning.

This is the scale:

- 1 = Very sleepy, irritable, and unresponsive. Need to go back to sleep.
- 2 = Tired and not very enthusiastic. Will need to take it easy today.
- 3 = Relaxed, not at full alertness. May need a little while to wake up fully.
- 4 = Able to concentrate, quite happy. Able to handle a normal day.
- 5 = Active, very happy, full of energy.

When you have finished this task, you will look at the results to work out if you are getting enough sleep.

The sleep diary is on the next page.

Sleeping spots

Worksheet 3: Wellbeing - continued

Name: _____ Date: _____

2. Sleep diary - Your results

Count the sleep mood scale ratings on your sleep diary.

How many of each rating do you have?

Rating 1 ____

Rating 2 ____

Rating 3 ____

Rating 4 ____

Rating 5 ____

What number did you rate most often? _____

If you rated mostly between 1 and 3, it means you probably need to be getting more sleep. If you are waking up and still feeling tired, are grumpy and want to go back to sleep, these are signs that you are not getting enough rest. Try going to bed earlier and getting a few extra hours and see if that makes a difference to how you feel.

If you rated mostly between 4 and 5, congratulations on your sleep ratings. You are getting enough sleep and feel energetic and ready to take on the day with lots of energy.

Sleeping spots

Worksheet 4: Science

Name: _____ Date: _____

1. Did you know that there are some animals who sleep in some very odd sleeping positions?

Research the sleeping positions of the following animals. Then fill in the table.

Animal:	Bat
Sleeping position:	
Reason for sleeping position:	Bats can't take off from the ground. Their wings aren't strong enough.

Animal:	Sea otters
Sleeping position:	
Reason for sleeping position:	To avoid drifting away.

Animal:	Horse
Sleeping position:	
Reason for sleeping position:	To protect themselves and keep safe.

Animal:	Meerkats
Sleeping position:	
Reason for sleeping position:	To keep warm.

Stick Man

Worksheet 1: Phonics

Name: _____ Date: _____

1. Add the suffixes -s and -ing to the end of the words in the table. When adding -ing to a one-syllable word, you double the final consonant **ONLY** if the word ends in one vowel and one consonant.

Word containing /e/	Add -s	Add -ing
tell		
wet		
get		
bet		
step		

2. Highlight the short vowel sound /e/ in each of the words below. Then write a sentence which contains all three of the words. You can use ideas from the story to help you.

Dev	stepped	then
-----	---------	------

a)

Stick Man

Worksheet 1: Phonics - continued

Name: _____ Date: _____

tell	better	bet
-------------	---------------	------------

b)

well	legs	them
-------------	-------------	-------------

c)

den	kept	wet
------------	-------------	------------

d)

Stick Man

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Retell the story *Stick Man* in your own words using this story framework template.

Title:
When and where did the story take place?
Who are the characters in the story?
What happened first?

Stick Man

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

What happened next?

What happened next?

How and why did these events happen?

Problem solved? Did the characters solve the problem?

How did the story end?

Stick Man

Worksheet 3: Science

Name: _____ Date: _____

1. Caving can be dangerous. To keep safe you should follow a set of safety guidelines.

Read the safety guidelines in the table below with a partner or teacher.

Then ask yourself: Did Dev and Kath consider them when they entered Stick Man's lair (a cave)? Tick **Yes** or **No**.

Provide evidence for your answers. You can use the text or illustrations to help you make your decision.

Safety Guideline	Yes	No	Evidence
Go with an experienced caver.			
Cave as a team – help each other through the cave.			
Ask an adult if you can go and tell them where you are going before you enter the cave.			
Stay on the marked and obvious paths.			
Take water, food, a first-aid kit and warm clothing with you.			
Be careful where you put your hands and feet in the cave.			
Take all your equipment and rubbish with you when you leave the cave.			
Cave slowly. You will see and enjoy more if you move slowly through the cave. There will also be less chance of damage to the cave and yourself.			
Do not camp in a cave.			

Stick Man

Worksheet 4: History and geography

Name: _____ Date: _____

1. Listen to a teacher read the information below about cave systems. These three cave systems are well known due to their special features and unique qualities. After you have read the information, write down **6 key words** from the text that you could input into an AI program to generate a short piece of text about the cave system.

- **Honeycomb Hill Caves – South Island, New Zealand**

The Honeycomb Hill Caves are part of the 13km network of underground passages. The name Honeycomb was chosen for these caves because of the small spaces and chambers that look like the cells in a honeycomb. These caves contain bones and fossils of extinct species of animals and birds. There is a river that runs through the caves system which adds to its natural beauty. Honeycomb Caves is part of a special protected area, which will keep the caves safe for the future.

Key words			
1		4	
2		5	
3		6	

- **Jenolan Caves – New South Wales, Australia**

The Jenolan Caves are the most famous cave system in Australia. The caves were formed more than 340 million years ago. The word Jenolan means 'high mountain'. There are 11 limestone cave chambers, all thick with crystal formations. Each of the cave chambers has its own name, and you can take tours into them all. The Orient chamber has a tall stalagmite and a crystal pool with stunning pale blue water. The Jenolan caves are an inspiring natural wonder.

Stick Man

Worksheet 4: History and geography - continued

Name: _____ Date: _____

Key words

1		4	
2		5	
3		6	

- **Crystal and Fantasy Caves – Hamilton Parrish, Bermuda**

This cave system in Bermuda is special because of its pale blue underground pools and rock formations of every shape and size. There are two main caves called the Crystal Cave and the Fantasy Cave. If you go into the Crystal Cave you walk on floating pathways across a crystal, clear underground lake. These caves are over 15 metres underground. The Fantasy Cave is like a jewel box of crystal formations. This cave has been lit with colourful lights which make entering it a magical experience.

Key words

1		4	
2		5	
3		6	

Tap dog Ted

Worksheet 1: Phonics

Name: _____ Date: _____

1. Vowel sound /ow/.

Write 'ow' in the spaces to finish the word, and then read the word. Draw a picture to show the meaning of each word.

b _ _

fl _ _ e r s

h _ _ l

c r _ _ d

d _ _ n

2. Write the /ow/ words below:

Tap dog Ted

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Read the sentences below. Fill in the spaces in the sentences using the correct word from this word bank.

Bow bows Flowers howl crowd

1. Tonight is the night of the _____ Wow Hop.
2. _____ rain down on Ted. Ted _____ and _____.
3. The dogs start to clap to the song. They wag. They _____.
4. Ted taps and taps for the _____.

4. 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. **Ted taps for the crowd.**
2. **Ted bows and flowers rain down.**

Tap dog Ted

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Fill in the graphic organiser below about Ted and the story *Tap dog Ted*.

<p>Some things Ted said:</p> <p>1.</p> <p>2.</p>	<p>Some things Ted did:</p> <p>1.</p> <p>2.</p>
<p>Some things I know about Ted:</p> <p>1.</p> <p>2.</p>	<p>What I think about Ted:</p> <p>1.</p> <p>2.</p>

Tap dog Ted

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Story map

Think about the beginning, the middle and the end of the story. Complete the story map.

	Beginning of the story	Middle of the story	End of the story
Explain what happened in a few words.			
Draw a picture to illustrate what happened.			

Tap dog Ted

Worksheet 3: Vocabulary

Name: _____ Date: _____

1. Choose one of the following words. Write your word at the top of the word web. Fill in the word web.

dazzling dashing darting

Word web

My word:

Number of letters:

Number of syllables:

Meaning of the word:

Copy a sentence from the book that has this word:

Draw a picture to show how the word is used in the book:

Tap dog Ted

Worksheet 3: Vocabulary - continued

Name: _____ Date: _____

2. Read the sentences. Find the correct meaning of the bold word in the column on the right. Draw a line from the sentence to the correct meaning of the bold word.

“You were **dazzling**, Ted.”

running

“Thanks, Mum,” says Ted, **blushing**.

amazing

He loves the **sparkling** lights.

thumping music

He hears the **drumming** in the night air.

turning red

Darting for rings and **dashing** to get sticks is fun for dogs.

glittering

Tap dog Ted

Worksheet 4: Word work

Name: _____ Date: _____

1. In the story *Tap dog Ted* there are lots of describing words (adjectives) and doing words (verbs).

In the circles below, an action from the story is written. Choose 2 words from the list below which describe that action. Write them next to the circle.

Then write 2 of your own describing or doing words in the other spaces.

drumming dazzling sparkling strumming

Ted's tap dancing

**The band at the
Bow Wow Hop**

Teeth

Worksheet 1: Phonics

Name: _____ Date: _____

1. Words with 'er' at the end.

'er' at the end of a word sounds like short /u/, e.g. camper sounds like c-a-m-p-u.

Write 'er' across the page. As you write it, say the sound /u/.

2. Read this list of words (they all contain the 'er' spelling pattern).

hunters
dinner
clever
killer
bigger
never
river
hunter
winter
proper
Goosander

Teeth

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Read the following sentences. Then use a highlighter to highlight the words which contain the 'er' spelling pattern.

Hunters have fangs.

This light helps it get a fish for dinner.

It is a clever killer with big sharp teeth.

The sharp teeth never stop getting bigger.

She needs a lot of food as she sleeps all winter in a den.

4. Fill in the blanks in the sentences using a word from this word bank.

hunter Goosander river killer proper

Can you see him in the _____?

The _____ (or 'tooth duck') looks like she has lots of sharp teeth.

But they are not _____ teeth.

The dragonfish is just a little fish, but it has big _____ teeth.

She is a top _____.

Teeth

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Use the information in *Teeth* to fill in this comparison chart.

Animal	What type of teeth do they have?	Number of teeth	A fact about their teeth
<i>Kangaroo</i>			
<i>Zebra</i>			
<i>Croc (crocodile)</i>			
<i>The boss (brown bear)</i>			
<i>Killer shark</i>			
<i>Honk! (hippo)</i>			
<i>Orca</i>			

Teeth

Worksheet 3: Science

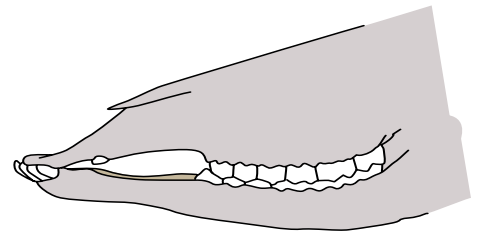
Name: _____ Date: _____

1. Lots of living things have teeth. There are three main sorts of teeth – flat teeth, sharp teeth and pointed teeth. Animals have a combination of these teeth types in their mouths.

Flat teeth

Flat teeth mash green food into little bits.

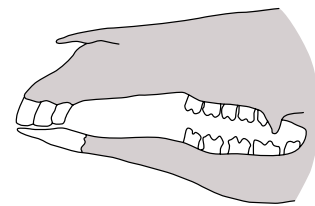
Name three animals that have flat teeth.



Sharp teeth

Sharp teeth can cut off greens.

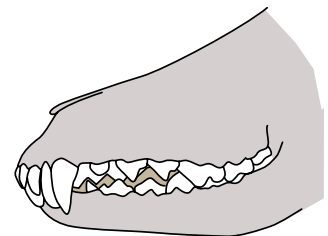
Name three animals that have sharp teeth.



Pointed teeth

Pointed teeth are 'fangs'. Fangs rip food into shreds.

Name three animals that have pointed teeth.



Teeth

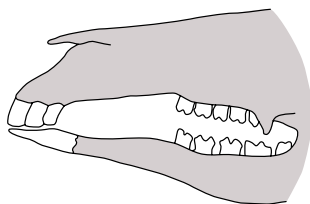
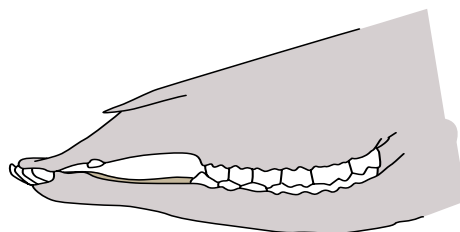
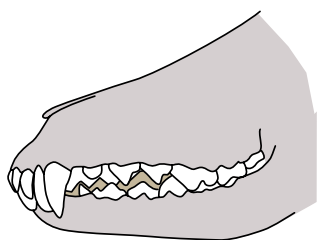
Worksheet 3: Science - continued

Name: _____ Date: _____

2. Read the following sentences. Look at the two suggested animals next to the sentence. Think about which of the two animals the author is writing about. Circle the one you think is correct. You can use the information in the text to help you and to confirm you are right.

Sentence	Which animal?
The teeth are sharp and hooked.	Dragonfish/Orca
He is a bit odd as he chomps on greens, but he has a pair of long fangs.	Rat/Toothed stag
The sharp teeth never stop getting bigger.	Rat/Raccoon
She rips bark with her fangs to get bugs.	Kangaroo/The boss of the woods
The teeth do not have roots.	Killer shark/Big cat
They look like they are chomping gum.	Kangaroo/Croc
No one has teeth as sharp as her.	Zebra/Orca

3. Label the diagrams of teeth below, with these labels: **sharp, flat, fangs**



Teeth

Worksheet 4: Wellbeing

Name: _____ Date: _____

1. Having healthy teeth is critical for our overall health and wellbeing. If we do not take care of our teeth we can suffer from other illnesses.

Read the following statements. Circle T if the statement is true or F if it is false.

We should brush our teeth twice a day (morning and night). T/F

We should only visit the dentist for a check up when we feel like it. T/F

High-sugar drinks will keep teeth free of decay (holes). T/F

Drinking water or milk is best for teeth. T/F

Lift your lips to check under them for signs of tooth decay (holes). T/F

Use fluoride toothpaste when brushing your teeth. T/F

Only replace your toothbrush every 10 years. T/F

Flossing between your teeth is optional and not necessary for oral health. T/F

2. Healthy snacks and foods that are low in sugar are the best choices for keeping our teeth free of decay (holes).

Read the list of snacks below. Write a healthy, low sugar, alternative beside it.

Sugary snack	Healthy alternative
Biscuits/Cookies	
Candy/lollies/sweets	
Chocolate spread	
Ice-cream	
Energy drinks/Sports drinks	
Soft drinks/Soda	

Ticking-clock quicksand

Worksheet 1: Phonics

Name: _____ Date: _____

1. Word sort

Use a highlighter to highlight the /ur/ or /ar/ vowel sounds in the words below. Then read the words aloud.

surf

barks

turn

smart

bark

start

starts

harder

turns

further

hard

fur

far

arms

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

ur	ar

Ticking-clock quicksand

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Write words with /ur/ and /ar/.

Fill in the spaces with either /ur/ or /ar/.

Write the word again underneath and read it out loud. Draw a picture in the space below the word to show you understand what the word means.

Fill in the space with 'ur'

f _ _ _____	t _ _ n _____	s _ _ f _____
--------------------	----------------------	----------------------

Fill in the space with 'ar'

b _ _ k _____	sm _ _ t _____	h _ _ d _____
----------------------	-----------------------	----------------------

Ticking-clock quicksand

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Fill in the story framework below.

Title: _____

Characters: _____

Setting: _____

Problem

What happened first?

Next?

Next?

Next?

Solution

How was the problem solved?

Ticking-clock quicksand

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Vocabulary

Find out the meaning of these words (you can use a dictionary or go online) and write your own definition. Draw a small picture next to the definition to show what the word means.

Word	Meaning	Picture
inch		
object		
oozing		
quicksand		
gripping		

Ticking-clock quicksand

Worksheet 3: Science

Name: _____ Date: _____

1. Learn about quicksand

Read the following information with a friend or listen to your teacher read it aloud.

Quicksand

Real quicksand is hard to get out of, but according to current studies it is impossible for a person to be completely drawn under by quicksand. In fact, humans can float in it!

What is quicksand made of?

Quicksand is made of a combination of fine sand, clay and salt water.

The science of quicksand

If you move your body quickly quicksand turns to liquid very fast. The faster you move the more liquid it becomes. This is why our body begins to sink if we move fast and panic in quicksand. We will never go all the way under though because the quicksand is denser (thicker, more compact) than our bodies. We will get stuck, but we won't get sucked all the way to the bottom. Our lungs also help keep us afloat because they are filled with air.

Ticking-clock quicksand

Worksheet 3: Science - continued

Name: _____ Date: _____

2. Do a quicksand experiment

Cornstarch quicksand

This is a quick and easy science experiment.

The cornstarch fluid gets thicker when force is applied (e.g. if you stir it fast) and more fluid when that force is removed. The fluid simulates real quicksand. It is easy to sink into but more difficult to pull free from.

Experiment

You will need:

A large bowl

Cornstarch

Water

Food colouring (optional)

Wooden spoon

Instructions:

1. Find an area that can get a little messy and is easy to clean up.
2. Mix 2 measures of cornstarch with 1 measure of water. For example, if you have 2 cups of cornstarch, mix it with 1 cup of water.
3. Add a few drops of food colouring just for fun (optional).
4. You can use the wooden spoon to stir the mixture, but it can be difficult.

Use your hands to enjoy the oozy quicksand feeling.

5. Have fun exploring the Cornstarch Quicksand.
6. Make it into balls, let it flow through your fingers.
7. Store the Cornstarch Quicksand in a lidded container to enjoy later.
8. When you are finished, put it in a rubbish bin as it can clog up your sink.

Ticking-clock quicksand

Worksheet 4: Geography

Name: _____ Date: _____

1. Where does quicksand occur?

Read the following information with a friend or listen to your teacher read it aloud.

Although quicksand can occur anywhere in the world, it is most likely to form in areas with natural springs, coastal areas, riverbanks, marshes and swamps.

These areas usually have loose sandy soil which can become saturated with water. When the loose sand particles mix with the water it causes a mixture known as quicksand.

2. Match the location to the definition

Draw a line to connect the location to its correct definition. If you are unsure, you can discuss with a partner or do some research on the internet.

Natural springs

An area of low-lying ground which is flooded in the wet season or high tide.

Coastal areas

An area of natural land where water collects.

River banks

A place where water from under the ground flows to the surface.

Marshes

The land along the edge of a river.

Swamps

Land or sea areas that border the shoreline.

Ticking-clock quicksand

Worksheet 4: Geography - continued

Name: _____ Date: _____

3. Escaping from quicksand

Work with a partner to read the following pairs of suggestions for escaping from quicksand.

One of the suggestions is true and one is false. Discuss with your partner or do some research to work out which suggestion you think is true. Tick the suggestion you think is correct.

When you are free, roll onto your side and roll free of the quicksand.

OR

When you are free, get to your feet and jump across the quicksand.

Try and push yourself deeper into the quicksand.

OR

Allow your feet to become free and loose.

Breathe deeply to relax and fill your lungs with air.

OR

Hold your breath for as long as you can.

Move your body quickly, wiggle fast to escape.

OR

Relax and don't panic!

Try and take off your shoes.

OR

Keep your shoes on and put on extra heavy clothing.