

# Dot and Dash

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Double letters make one sound, e.g. pp in hopping is read as /p/.  
• Read the words below with double letters.  
• Count the sounds on spelling fingers.  
• Write the different sounds in the boxes.

For example: **hopping**

h	o	pp	i	ng
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**cannot**

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**muffin**

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**chopping**

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**napping**

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**sitting**

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2. Change the vowel sound to create new words that end in ck.

Start with **luck**

Swap **u** for **a**. The new word is \_\_\_\_\_

Swap **a** for **o**. The new word is \_\_\_\_\_

Swap **o** for **i**. The new word is \_\_\_\_\_

# Dot and Dash

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Complete the story map for *Dot and Dash*. Write key words to show the settings (places), characters (people and animals), the problem, and the ending.

Settings:
Characters:
Problem:
Ending:

2. Think about how the two characters, Dot and Dash, are the same. Think about how they are different. Complete the chart to show what is the same about them, and what is different.

What is different about them?	What is the same?

3. How did Dot learn to be a pal? Write a sentence to explain.

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# Dot and Dash

## Worksheet 3: Science: Ladybug life cycle

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Here is some information about ladybugs. Have a friend or teacher read it with you.

### **Lifespan**

Ladybugs can live for one or two years.

### **Food**

Ladybugs eat insects and insect eggs. They even eat ladybug eggs sometimes!

They eat nectar and pollen, too.

### **Life cycle**

The life cycle of a ladybug takes 4-6 weeks.

First, the ladybug lays about 15 eggs on the underside of a leaf.

Ladybug larvae hatch after about 5 days. They have a long body, not a round body like the adult ladybug.

After the larvae hatch, they immediately start eating. As they get bigger, they shed their skin.

Larvae turn into adults in about 10 days. As the adults age, their spots fade.

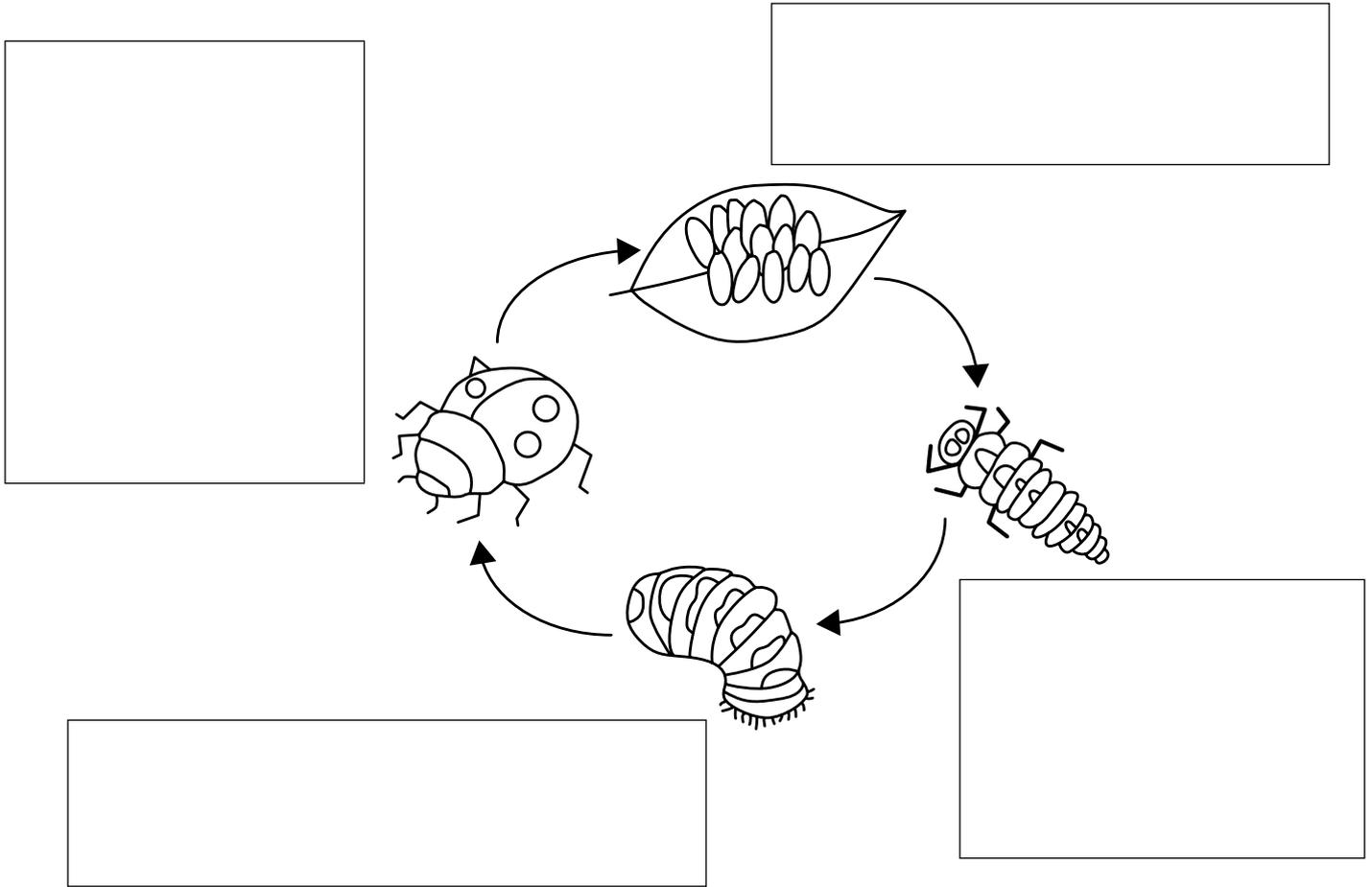
Then, the adults lay more eggs and the cycle begins again.

# Dot and Dash

## Worksheet 3: Science: Ladybug life cycle - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Label the diagram using the labels in the label bank to show the ladybug's life cycle. Use the information you read on the previous page to help.



### Label bank

Eggs are laid on a leaf.  
Larvae hatch.

Larvae turn into adults.  
Larvae eat, get bigger, and molt.

3. Take a walk outside and look for ladybugs or any other insects. Make a list of the insects you see.

### Insects in our school grounds

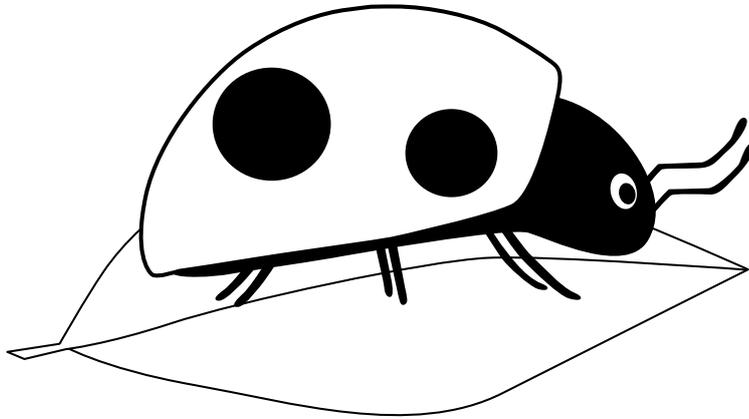
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# Dot and Dash

## Worksheet 4: Maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_



1. This ladybug has 2 dots. Practise the 2 times table. Fill in the answers.

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

# Fit to finish

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Words with /ai/.
- Read the words below with /ai/.
  - Count the sounds on spelling fingers.
  - Write the different sounds in the boxes.

**For example: rain**

r	ai	n
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**raining**

--	--	--	--	--

**aimed**

--	--	--

**aim**

--	--

**wait**

--	--	--

# Fit to finish

## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Words that end with er.

Read the words that end with er. The er sounds like /u/.

**better**

**fitter**

**under**

**winners**

Think of four other words that end with er.

You might like to think about things you do and describe yourself with that word. For example:

I like to camp. I am a camper.

I like to paint. I am a painter.

Write your words here:

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# Fit to finish

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Complete the sentences by choosing one of the words given below:

**aim, hoops, winner, rain, top**

Kit and Liz cannot go to the park in the \_\_\_\_\_ .

Liz will kick and will \_\_\_\_\_ for the box.

Kit needs to get better to be a \_\_\_\_\_ .

Kit will do tap-the- \_\_\_\_\_ .

Dad says Liz cannot shoot \_\_\_\_\_ .

2. Kit says to Liz's dad: "Thanks, we will not get under your feet!" What does this mean? Write a sentence to explain.

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# Fit to finish

## Worksheet 2: Comprehension - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Make a list of five things you like to do when it is raining. Draw pictures to illustrate the list.

Things to do when it is raining	Picture
1.	
2.	
3.	
4.	
5.	

# Fit to finish

## Worksheet 3: Physical education

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Teach a drill

- a) Look at page 14. Read Tom's instructions for tap-the-top, and look at the pictures.
- b) Look at page 17. Read Tom's instructions for the bell tap, and look at the pictures.
- c) Take a ball outside or to the gym. Practise the two drills: tap-the-top and the bell tap.
- d) Choose one of the drills and draw your own diagram to teach other people how to do it, too.

Name of drill: \_\_\_\_\_



# Fit to finish

## Worksheet 4: Science and maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Read this information about breathing with a friend or teacher.

### Why do we get puffed?

- When we exercise, our muscles work harder and our body uses more oxygen.
- Our breathing rate increases to pull more oxygen into our lungs and body.
- Oxygen is carried around the body by our blood.
- Our heart rate increases to help take the oxygen around the body.

### Our breathing rate when resting and when exercising

- When we are resting, our breathing rate is about 15 times a minute.
- After exercise, it can be about 50 times a minute.

2. Do an experiment to see how much faster you breathe after exercise.

- Set a timer for one minute. Count how many breaths you take in one minute.
- Set a timer for two minutes. Jog on the spot for two minutes.
- Set the timer again for one minute. Count your breaths again.
- Do the same for three friends in your class.
- Record the results in the table on the next page.

# Fit to finish

## Worksheet 4: Science and maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Names	Resting breath rate (breaths per minute)	Exercising breath rate (breaths per minute)

3. Write a sentence to explain something you notice about your results.

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# How to be cool

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Words with: /oo/, /sh/, /ear/, /ai/.
- Read the words.
  - Swap or add a sound.
  - Write the new word.
  - Read the new word.

The first one has been done for you as an example.

<b>cool</b>	<b>Swap c for p</b>	<b>pool</b>
pool	Swap p for f	
coop	Swap c for l	
fish	Swap f for d	
wish	Add -ing at the end	
year	Swap y for n	
ear	Add -s at the end	
tail	Swap t for h	
rail	Swap r for t	
sail	Add -ing at the end	

2. Most of the new words have just one syllable (one beat). Which words have two syllables (two beats)? Write them here.
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3. Write two rhyming sentences for one of these pairs of words:

**pool, cool**  
**year, near**

**fish, wish**  
**tail, hail**

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# How to be cool

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Finish each sentence to explain one way the animals keep cool.

A fox keeps cool by \_\_\_\_\_

\_\_\_\_\_

A hippo keeps cool by \_\_\_\_\_

\_\_\_\_\_

An elephant keeps cool by \_\_\_\_\_

\_\_\_\_\_

A dog keeps cool by \_\_\_\_\_

\_\_\_\_\_

A fish keeps cool by \_\_\_\_\_

\_\_\_\_\_

2. This book is called *How to be cool*. The title is a play on words. We may think of the other meaning of 'cool', which refers to the way we act and not body temperature.

Name a person who you think is cool. List three things that make them cool.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

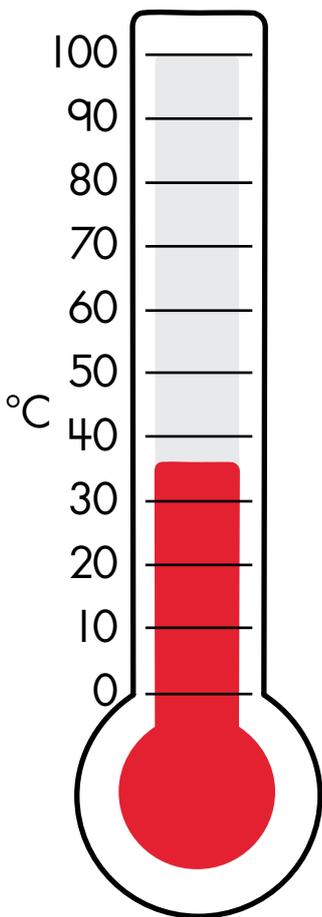
\_\_\_\_\_

# How to be cool

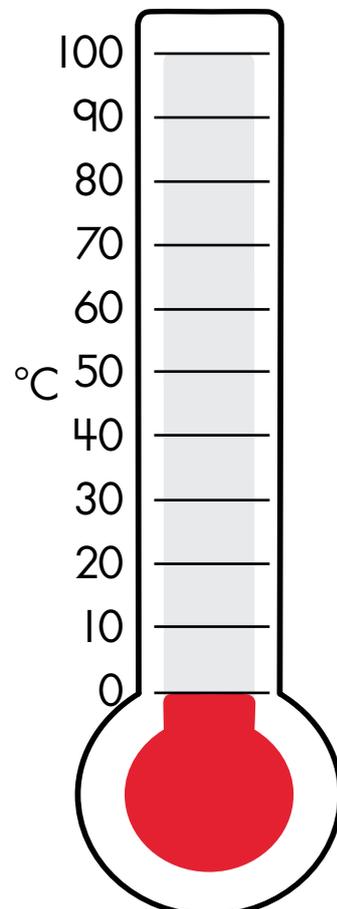
## Worksheet 3: Maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The body temperature of a healthy person is about 37 degrees Celsius. We write that like this:  $37^{\circ}\text{C}$ . This is what that looks like on a thermometer.



Water freezes to ice at zero degrees Celsius. We write that like this:  $0^{\circ}\text{C}$ . This is what that looks like on a thermometer:

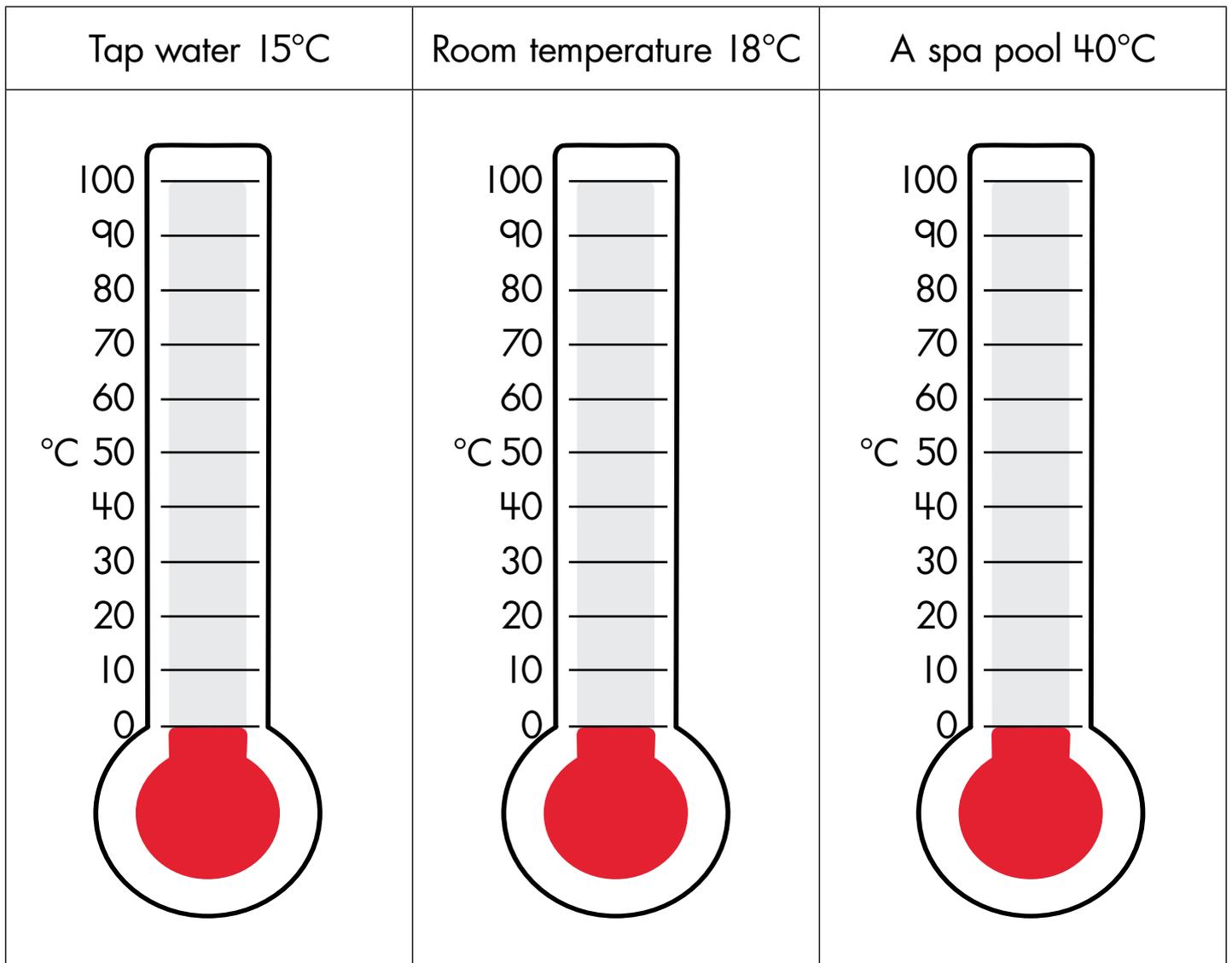


# How to be cool

## Worksheet 3: Maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

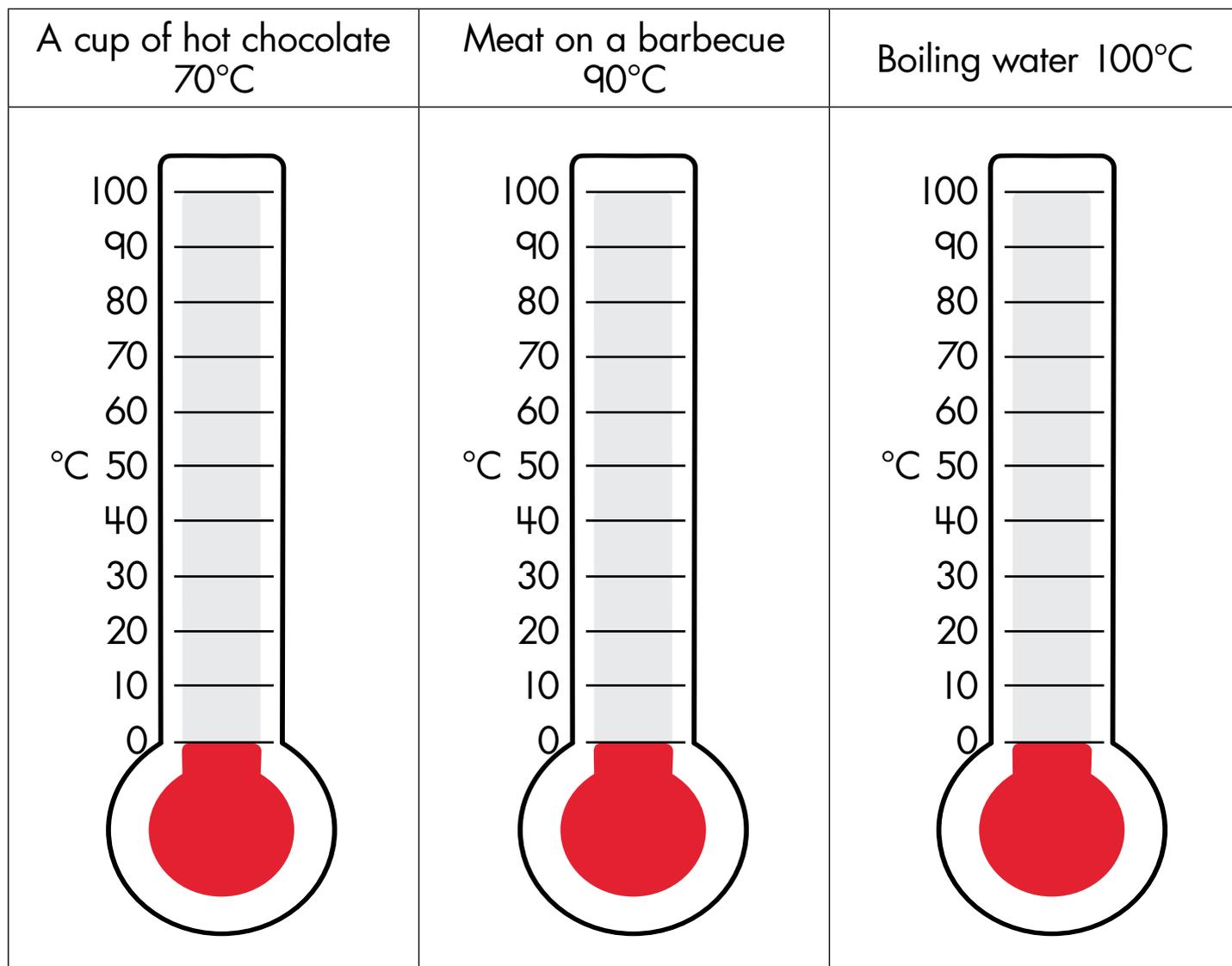
Colour in the thermometers to show the temperatures of some other things:



# How to be cool

## Worksheet 3: Maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_



# How to be cool

## Worksheet 3: Maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Compare the average and highest air temperatures for three different places on earth: Sahara Desert, Antarctic continent, Hawaii. Note that some temperatures are lower than 0 degrees. These have a minus sign in front of them, so minus 10 degrees Celcius would look like this:  $-10^{\circ}\text{C}$ .

	Sahara Desert	Antarctic continent	Hawaii
Highest daytime temperature	$58^{\circ}\text{C}$	$-10^{\circ}\text{C}$	$28^{\circ}\text{C}$
Lowest daytime temperature	$-4^{\circ}\text{C}$	$-60^{\circ}\text{C}$	$26^{\circ}\text{C}$

Answer the following questions by looking at the table.

a) Which place gets the hottest?

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b) Which place gets the coldest?

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c) Which place has the biggest difference between its highest and lowest temperatures?

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d) Which place would you like to visit, and why?

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# How to be cool

## Worksheet 4: Design and technology

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Architects can design houses that are good for hot places. They include features to keep the house cool. These are things like:

- Using dense materials like concrete, stone and earth, so the inside of the house does not heat up quickly.
- Having windows where the breeze can flow through.
- Shading windows with awnings or trees.
- Positioning the house so that it faces away from the sun.
- Using a reflective roof so that the sun's rays bounce off it.
- Using ceiling fans.

1. Design a 'cool house', which is a home for a hot place. Label the important features.



# Look at the tails!

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Read the /or/ and /sh/ words.
  - Count the sounds on spelling fingers.
  - Write the letters for the different sounds in the boxes.

**For example: short**

sh	or	t
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**sort**

--	--	--

**shark**

--	--	--

**for**

--	--

**shoo**

--	--

**fish**

--	--	--

**sheds**

--	--	--	--

**shoal**

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# Look at the tails!

## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Words that end with er.

Finish the sentences using *short* or *shorter*.

Some cats have \_\_\_\_\_ tails.

A bobtail cat has a \_\_\_\_\_ tail than most other cats.

Finish the sentence using *big* or *bigger*.

A cat can puff up its tail to make it look \_\_\_\_\_ .

Finish the sentences using *better* or *dinner*.

A vet can make a sick pig feel \_\_\_\_\_ .

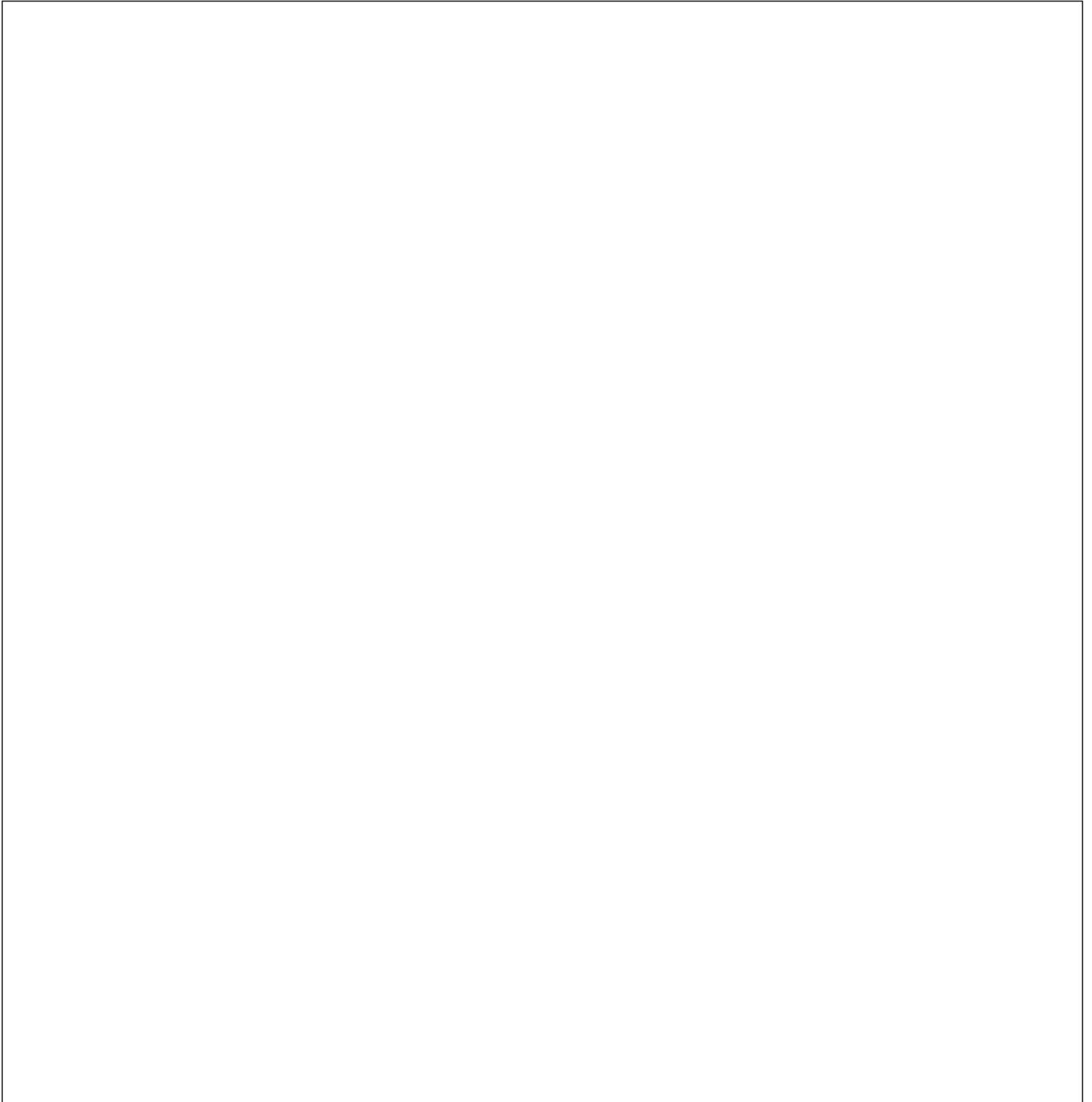
A shark feeds on fish for its \_\_\_\_\_ .

# Look at the tails!

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Your job is to teach people about how pets use their tails to tell us things.
  - Choose cats or dogs.
  - Make a poster showing two different tail actions for the animal you choose.
  - Write a sentence beneath each picture to tell people what the tail tells us.

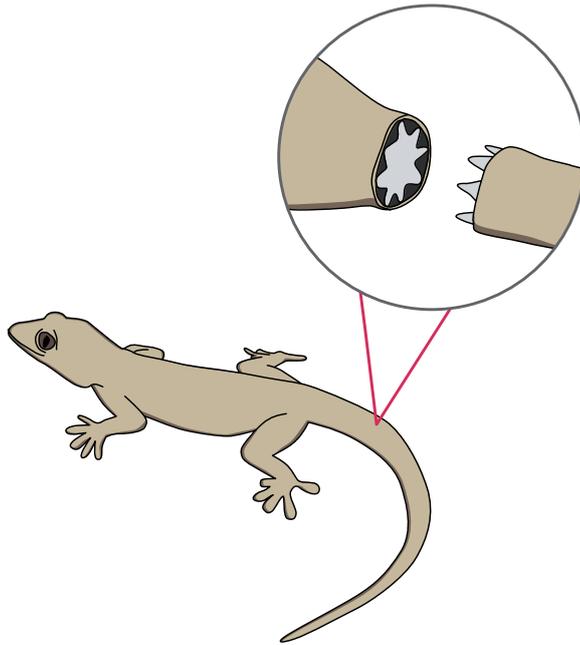


# Look at the tails!

## Worksheet 2: Comprehension - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Look at page 17. A lizard can shed its tail because its tail is connected by pillars which fit into sockets. Label this diagram to show which are the pillars and which are the sockets.



3. Which is your favourite animal from the book? Draw a picture of it and list three things that you like about it.

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# Look at the tails!

## Worksheet 3: Science

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Scientists think about animals as belonging to certain groups. The group is sometimes called a 'class'.

In *Look at the tails!*, we meet animals that are in the following 'classes':

**mammals, reptiles, fish and birds.**

Read the definitions of these classes with a teacher or friend.

**Mammals** are warm blooded. They have a backbone. They have hair or fur. Mammal mothers give birth to live young. They feed their babies milk.

**Reptiles** are cold blooded. They have backbones and scaly skin. They breathe air and crawl or move on their bellies. Reptiles lay eggs.

**Fish** are cold blooded. They have backbones but no limbs. Fish have fins and gills and live in water.

**Birds** are warm blooded. They have backbones. They have feathers, wings and a beak. Birds lay eggs.

2. Using the information you read above, complete the table to show which class animals from the book belong to.

Where do these animals go? **cats, bats, pigs, dogs, cockatoos, sharks, lizards, rats, foxes, peacocks, stingrays, skunks, whales**

Mammals	Reptiles	Fish	Birds

# Look at the tails!

## Worksheet 3: Science - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

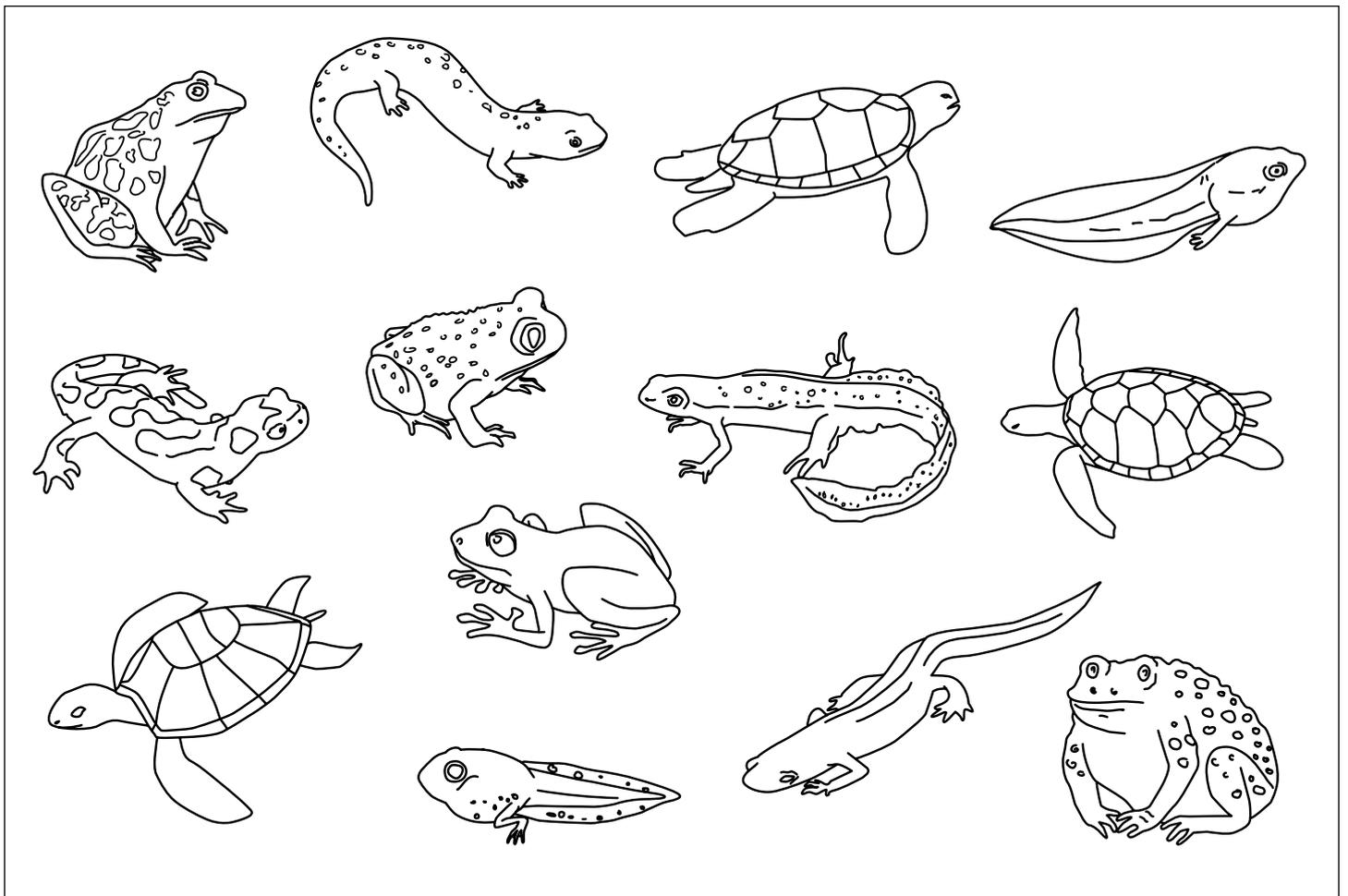
3. There is another class of animal. This is 'amphibians'. There are no amphibians in the book.

Here are some facts about amphibians:

### Amphibians

- Have cold blood
- Live on land and in the water
- Lay eggs
- Do not have scales
- Have webbed feet

Look at the pictures of the amphibians below. Circle pictures of the amphibians with tails. They are: salamanders, newts, tadpoles, turtles. Frogs and toads are amphibians without tails. See how many you can label.



# Look at the tails!

## Worksheet 4: Science/Written language

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write a report to explain how animals use their tails. Choose three different animals to focus on.

You are writing to teach your classmates about the topic. Your writing needs to be true, clear, and interesting.

Use the **introduction** to tell the reader what they will be learning about.

Use the **three middle paragraphs** for each of the three animals. Start each paragraph with a topic sentence. This is a sentence that introduces the main topic of the paragraph, so use it to introduce each animal.

Use the **conclusion** to remind your reader of something interesting, or to ask a question for further research.

1. Plan your writing using the boxes below.

Introduction
Subtopic 1/Animal 1 (Start with a topic sentence, then add details).
Subtopic 2/Animal 2 (Topic sentence + details).
Subtopic 3/Animal 3 (Topic sentence + details).
Conclusion

# Look at the tails!

## Worksheet 4: Science/Written language - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Write your report here.

# My farm jobs

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Create new words with: /oa/, /oi/
  - Read the words.
  - Swap or add a sound.
  - Write the new word.
  - Read the new word.

The first one has been done for you as an example.

moat	Swap m for b	boat
road	Swap r for t	
coat	Swap c for b	
roam	Swap r for f	
oil	Add b to the beginning	
soil	Swap s for f	
foil	Swap f for t	

2. Read words with /ch/.
  - Count the sounds on spelling fingers.
  - Write the different sounds in the boxes.

For example: chip

ch	i	p
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Coach

--	--	--

check

--	--	--

# My farm jobs

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The girl helps to look after the animals on the farm. Complete the chart to show what she does for each one.

Animal	Girl's job
Sheep	
Cows	
Alpacas	
Ducks	
Pigs	
Hens	
Max the dog	
Coach the cat	

# My farm jobs

## Worksheet 2: Comprehension - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Would you like to live on a farm? Why or why not? Write two sentences to explain your point of view.

I would/would not like to live on a farm because

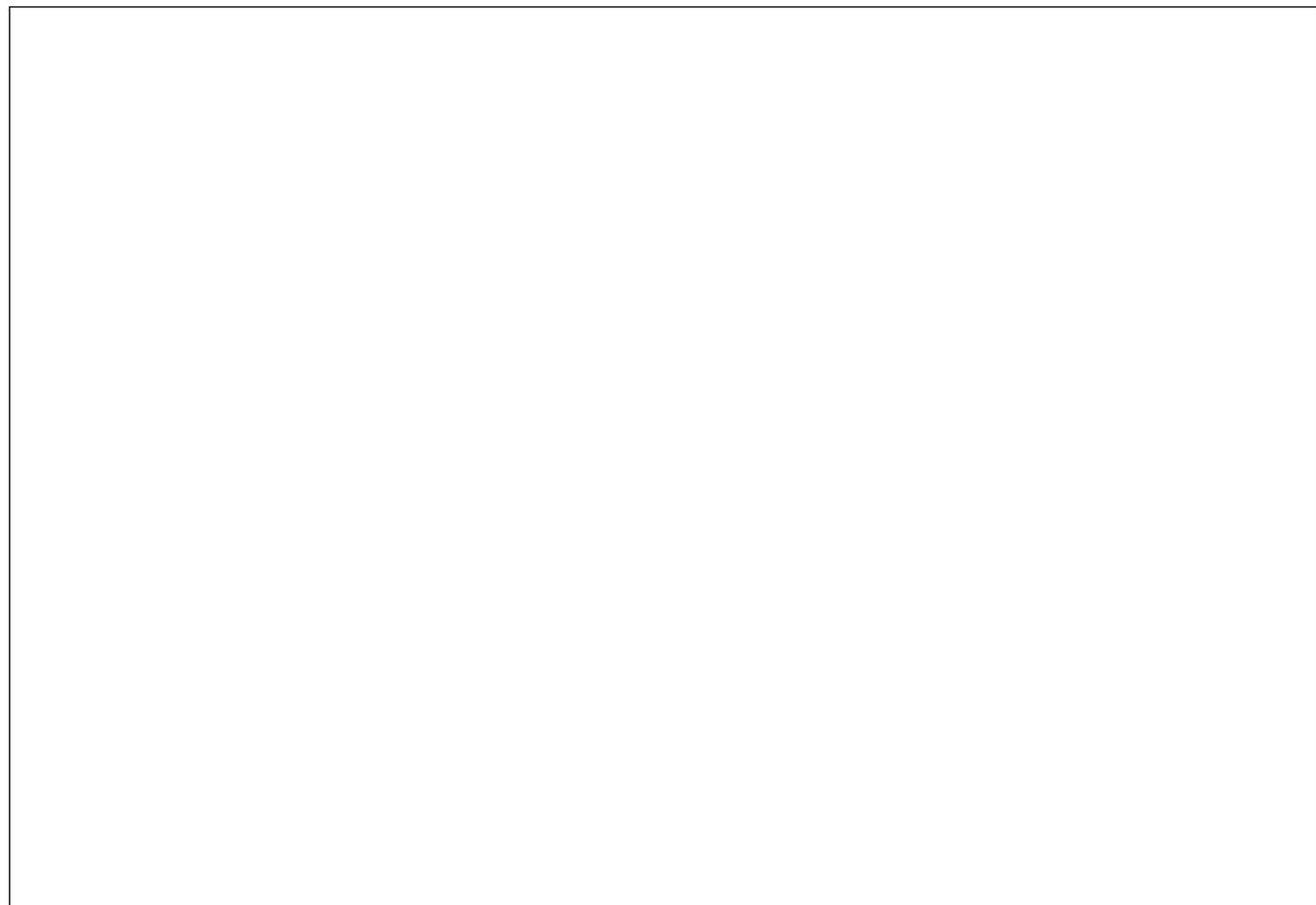
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3. Draw a picture to illustrate your sentences above.



# My farm jobs

## Worksheet 3: Maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. We use sheep's wool for many things. Farmers sell their wool to be made into things like:

- clothes
- blankets
- carpets

Find something in your classroom that is made of wool. Write what you found:

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2. A farmer sells one bag of sheep's wool for \$25.

Using that information, answer the following questions.

a) How much will 4 bags of wool cost?

$$4 \times \$25 =$$

b) How much will 8 bags of wool cost?

$$8 \times \$25 =$$

c) How much will 10 bags of wool cost?

$$10 \times \$25 =$$

d) There are 300 sheep on the farm. Half will go in one paddock. Half will go in the other paddock. How many sheep go in each paddock?

$$\frac{1}{2} \text{ of } 300 =$$

e) There are 1000 sheep on the farm. Half will go in one paddock. Half will go in the other paddock. How many sheep go in each paddock?

$$\frac{1}{2} \text{ of } 1000 =$$

# My farm jobs

## Worksheet 3: Maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

f) The farmer has 300 sheep and then gets 200 more. How many sheep does the farmer have now?

$$300 + 200 =$$

g) The farmer has 700 sheep and then gets 200 more. How many sheep does the farmer have now?

$$700 + 200 =$$

# My farm jobs

## Worksheet 4: Creative writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Write a five-sentence story set on a farm. Use the prompts and boxes below.

1. Choose a story problem from the list below, or think of your own:

- An animal is sick
- A tractor gets stuck in the mud
- The farm dog has gone missing
- Heavy rain has caused a flood

2. Now plan your story, using the prompts below.

Sentence 1, describe the setting (the place where the story happens).	
Sentence 2, introduce the characters (the people and animals in the story).	
Sentence 3, write about the story problem.	
Sentence 4, write about what the characters do to solve the problem.	
Sentence 5, write the ending. Was the problem solved?	

# My farm jobs

## Worksheet 4: Creative writing - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Write your story in full here.

# On your feet

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Pick a sound from each column to write /ee/ words. You can use the sounds more than once. One has been done for you as an example.

f		p
sh		n
qu	ee	t
m		th
t		d
d		
s		
w		

feed

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# On your feet

## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Pick a sound from each column to write /or/ words. You can use the sounds more than once. One has been done for you as an example.

<b>f</b>		<b>t</b>
<b>w</b>		<b>d</b>
<b>c</b>	<b>or</b>	<b>k</b>
<b>sh</b>		
<b>l</b>		
<b>p</b>		

fort

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3. Write two sentences that rhyme, using these words: weed, seed

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4. Write two sentences that rhyme, using these words: fort, short

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# On your feet

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Complete the sentences below using words from this word bank.

**deep   boots   short   worn   teeth   heels**

Geta have \_\_\_\_\_ to keep feet out of the mud.

Rubber boots can go in \_\_\_\_\_ rivers.

Some boots are long and some boots are \_\_\_\_\_ .

A queen in the 1800s used to wear \_\_\_\_\_ .

Rich men in the 1700s used to wear \_\_\_\_\_ .

Up until the 1800s, socks were \_\_\_\_\_ only by the rich.

2. What is your favourite thing to wear on your feet, and why?  
Here are some ideas, or choose your own: skates, boots, skis, sneakers, wellingtons, sandals, slippers.

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# On your feet

## Worksheet 3: Maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_

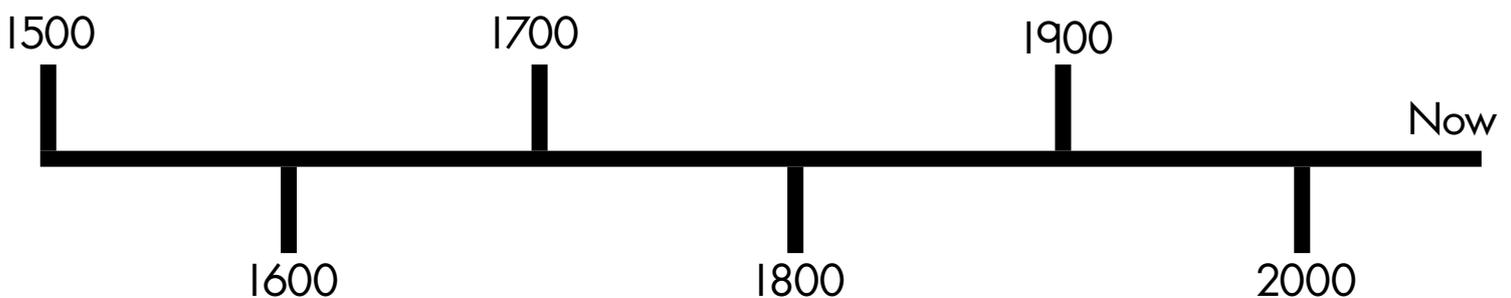
1. This book tells us about footwear over time. Cut and paste (or write) the events below onto the correct place on the timeline:

Men went to the moon for the first time in 1969.

A queen in the 1800s had boots.

Rich men in the 1700s had heels.

Men in the 1600s wore long boots.



# On your feet

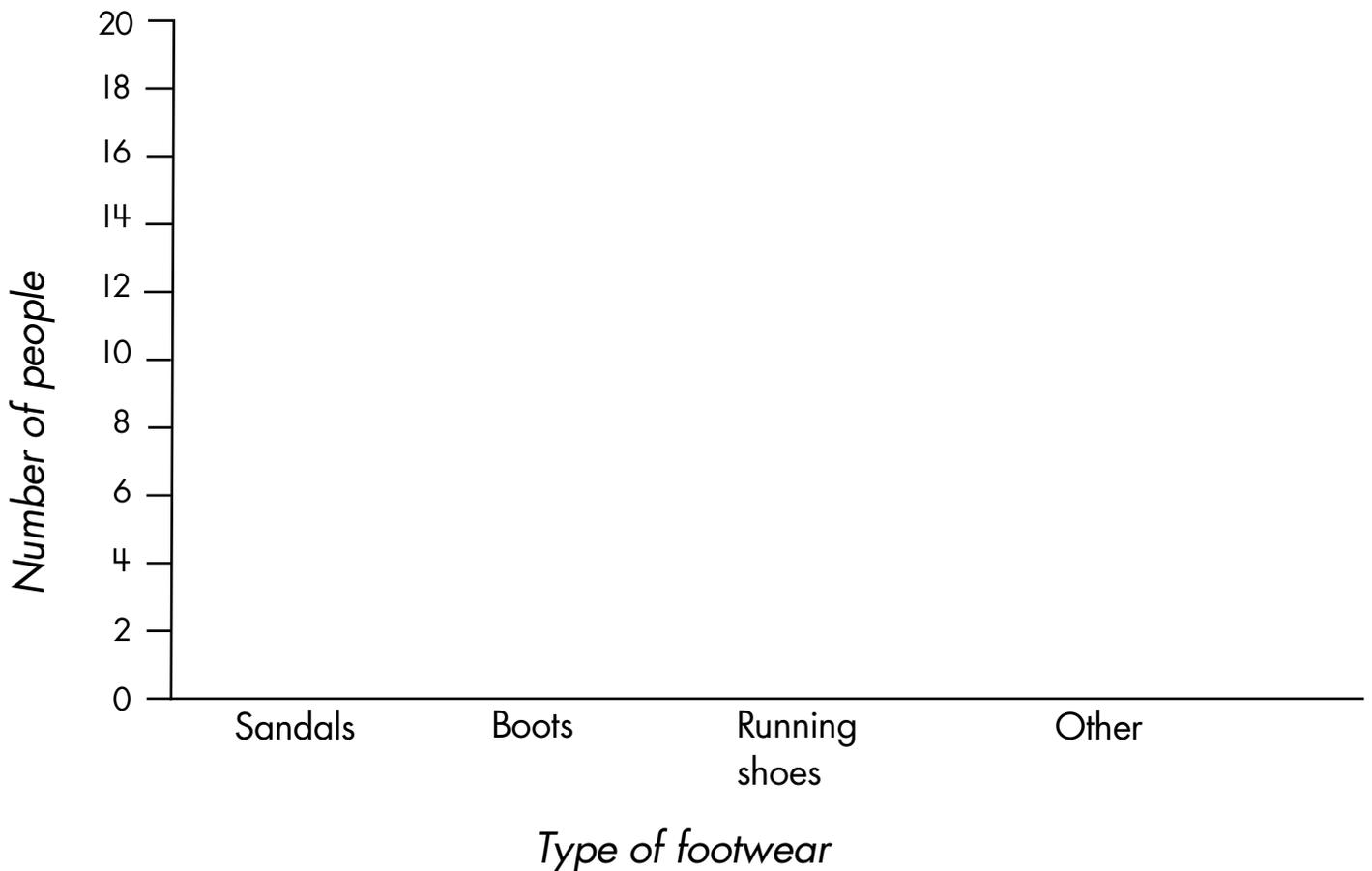
## Worksheet 3: Maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Ask students in your classroom what kind of footwear they wear to school. Complete the tally chart. This will show you which is the most popular footwear.

sandals	boots	running shoes	other

3. Create a bar graph to display your data.



# On your feet

## Worksheet 3: Maths - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

4. Write a sentence to tell what your research found out about the footwear worn in your classroom.

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# On your feet

## Worksheet 4: Design and technology

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Imagine you have been asked to design footwear for one of these workers:

- An explorer
- A zookeeper
- A pop singer
- A sports coach
- A movie star

Choose a worker. Draw a picture of the footwear, below, and label the features that make it useful to the worker.



# One top dog

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Look at the text to find a word that rhymes with these words.  
Write the word.

bow \_\_\_\_\_

might \_\_\_\_\_

huff \_\_\_\_\_

luck \_\_\_\_\_

2. There are lots of words with /igh/ in the story. Read the words:

**light, might, tight, fight, right, sigh**

3. Make some more /igh/ words by changing the first sound. Write the words.

light	Swap l for s	
might	Swap m for n	
sigh	Swap s for h	

# One top dog

## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

4. Look at the text to find words with 'run' in them.  
Write the words here. Read the words.

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5. Write two sentences about Ruff that rhyme. You can look at the list of /igh/ words on the previous page if you need help.

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# One top dog

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. In this story, there were lots of problems for Pop, Nick and Ruff. List three problems in this story and draw a picture to illustrate one of the problems.

Problem	Picture
1.	
2.	
3.	

2. Do a character brainstorm for Ruff. Think about what Ruff is like.

Draw a picture of Ruff. Then write words and phrases next to the picture to describe what kind of dog he is.

Picture of Ruff	Words to describe him

# One top dog

## Worksheet 3: Creative writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Create a comic-strip story about a dog.

1. Pick a character, setting and problem. You can choose them from the boxes below or you could think of your own.

Character	Setting	Problem
A funny dog	At the park	A dog runs away
A clever dog	At the shops	A dog gets lost
A shy dog	At home	A dog is sick

2. Use the comic strip template on the next page to tell your story (turn the page on its side). Draw the characters and write their speech in a speech bubble. You can add a caption at the top of the boxes if you want to. Add a title.

# One top dog

## Worksheet 3: Creative writing - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

The title of my story is: \_\_\_\_\_


# One top dog

## Worksheet 4: Science: Classification

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Some things are the same about all breeds of dogs. Some things can vary.

Think about what things are the same? What can be different?

Write your ideas in the boxes below.

Things that are the same	Things that are different

# One top dog

## Worksheet 4: Science: Classification - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Dogs are **canines**. This word means 'dog-like'. Other animals are canines, too. Other canines include:

- Wolves
- Jackals
- Foxes
- Coyotes

Find pictures of these other canine species in a book or on the computer. Choose one, and write two sentences about it.

I have chosen to write about \_\_\_\_\_

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# Rock it!

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. We can read words with /ng/. We can read words with /nk/. Both patterns have the same /ng/ sound.

Sort the words below into the right spot in the table. Read the words to yourself and then to a friend.

**think, bang, long, sink, thing, thank, sank, sing, king, tank, wink, bang**

Words with ng	Words with nk

2. Change the vowel sound to create a new word. Write the new word. Read the new word.

sing                  Swap **i** for **a**. The new word is \_\_\_\_\_

sang                  Swap **a** for **o**. The new word is \_\_\_\_\_

ring                  Swap **i** for **a**. The new word is \_\_\_\_\_

picking              Swap the first **i** for **a**. The new word is \_\_\_\_\_

# Rock it!

## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. There are words with qu in this book: quick, Queen.

q is always followed by u.

Design a spelling rule card to help others to remember this rule. You could draw a picture of q and u as characters working together. Write a sentence to explain the rule.



The qu rule \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Rock it!

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions about the story. Write the answers or tell them to a partner.

1. What instrument does Jess play?

2. Why is Jin scared to rock it at the fair?

3. Is Jin a good singer?

4. What does Jess think will happen when Jin sings at the fair?

5. What is Jess's idea for helping Jin?

6. Do the friends rock it? How do you know?

7. On page 16, the story says, "Jet gets quick at picking his riffs." What do you think this means?

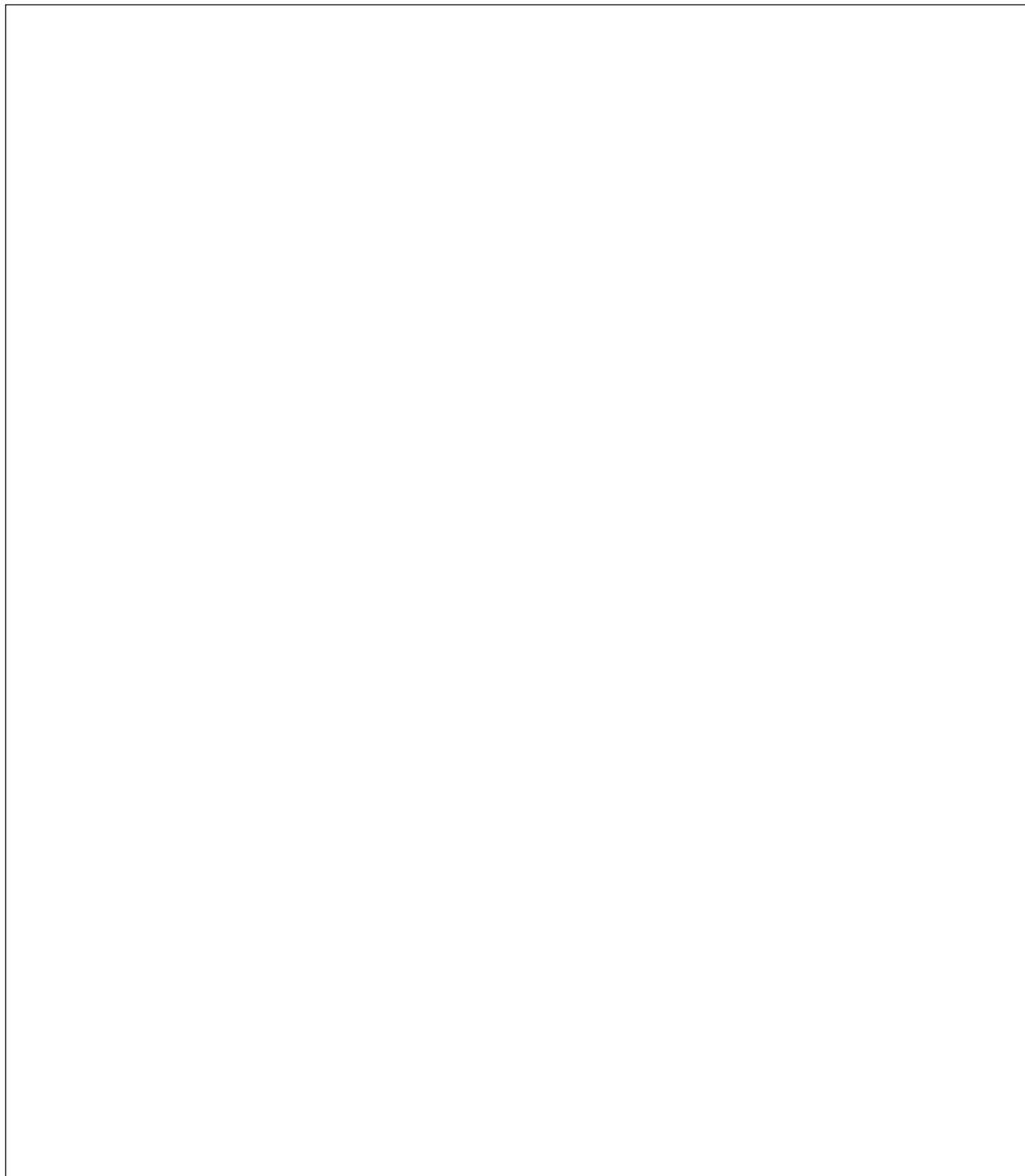
8. Why do you think the band members have JJJ on their t-shirts for fair day?

# Rock it!

## Worksheet 2: Comprehension - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

9. Design a flyer for the concert by the Three Js at the town fair.



# Rock it!

## Worksheet 3: Creative writing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A 'theme' is a 'big idea'. A theme of *Rock it!* is 'getting over fear'. The friends in the story write a song with the same theme.

1. Write the lyrics of a song for a theme that matters to you. You could choose one of the themes listed below, or think of your own:

- Getting over fear
- Friendship
- Achieving your goals
- Helping others
- Caring for the planet

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2. Give your song a title.

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3. Give your band a name.

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# Rock it!

## Worksheet 4: Design and technology

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Make a tin can drum and a shaker.

You will need:

- 2 empty tin cans with the tops removed
- 2 balloons
- Rubber bands
- Uncooked rice
- Scissors
- Chopsticks

Method to make the shaker:

1. Choose one tin can for the shaker. Put some rice into it.
2. Cut the end off a balloon.
3. Fit a balloon over the top of the can and secure it with a rubber band.
4. Shake the shaker and see how it sounds.

Method to make the drum:

1. Cut the end off a balloon.
2. Fit it over the top of the other can. Secure it with a rubber band.
3. Use the chopsticks as rods and see how the drum sounds.

# Rock it!

## Worksheet 4: Design and technology - continued

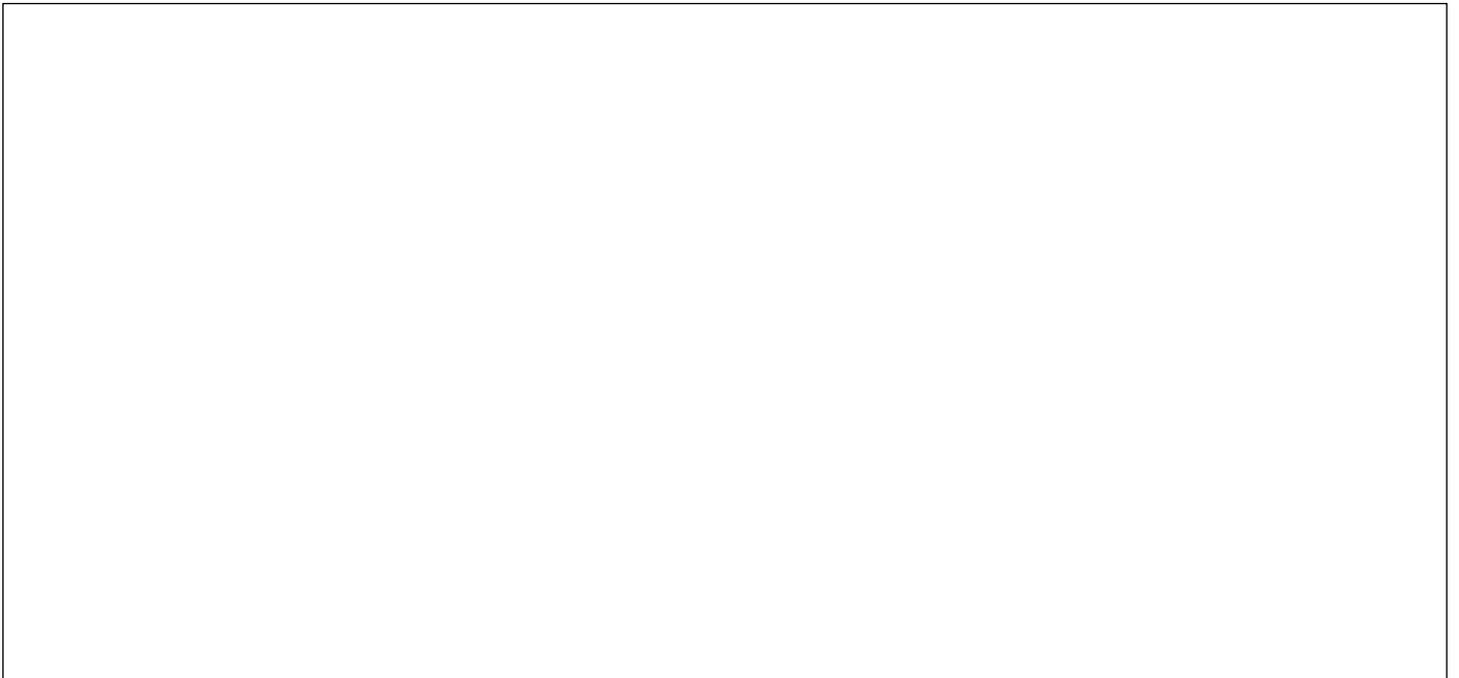
Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Design your own drum.

Drums need to be hollow so that the sound waves vibrate inside. Design your own drum using things you have at home and at school.

Write the instructions or draw a diagram and label it to show how it is made.

Diagram



Instructions:

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3. Make your own drum by following your own instructions. Or switch instructions with a partner, and make their drum.

# The dark thing

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Create new words with /ar/.

- Read these words:

**arm, harm, dark, park, mark**

- Swap or add a sound in the table below.
- Write the new word.
- Read the new word.

arm	add h to the beginning	
harm	Swap h for ch	
dark	Swap d for p	
park	Swap p for m	
mark	Swap m for b	

# The dark thing

## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. The two sounds of /th/.

Sometimes we say /th/ with voice, like in **the, there, this**.

Sometimes we say /th/ with just breath, like in **panther**.

Say the /th/ words you know. Put one hand on your throat. Put one hand in front of your mouth. Can you feel the breath? Can you feel the vibrations in your throat? Create a learning card to teach people about the two sounds of /th/. Include a picture to show them where they will feel the sounds.



# The dark thing

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the questions about the story.

1. What did Jack's mum ask him to do for her?

\_\_\_\_\_

2. What is an oak?

\_\_\_\_\_

3. What did Jack think the dark thing might be?

\_\_\_\_\_

4. How did Jack find out that the dark thing was NOT a panther?

\_\_\_\_\_

5. Who is Hop-Hop?

\_\_\_\_\_

6. How did Chen work out what the dark thing in the oak really was?

\_\_\_\_\_

7. At the end of the story, Jack says, "The sun has fooled us. It was one big hoax." What is a 'hoax'?

\_\_\_\_\_

8. Do you think Jack is brave? Why or why not?

\_\_\_\_\_

9. Choose a name for the cat that scared Jack and Chen.

\_\_\_\_\_

# The dark thing

## Worksheet 3: Science: Shadows

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Do a shadow experiment.

Shadows change. Sometimes they are big. Sometimes they are small.

*You will need:*

- A piece of chalk
- A ruler

*What to do*

- Go outside on a sunny day. Take your chalk.
- Look for the shadow of something which will not move. It could be a tree, a building, or something else that is fixed in place.
- Mark the edges of the shadow with your chalk.
- Go back to your classroom and wait for an hour.
- Return to your shadow and chalk marks.
- Have the edges of the shadow moved? Mark the new edges.
- Do this at least three times throughout the day. Then answer the questions below.

2. What thing's shadow did you mark with chalk?

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3. What happened to the shadow you were watching?

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4. Why do you think this happened?

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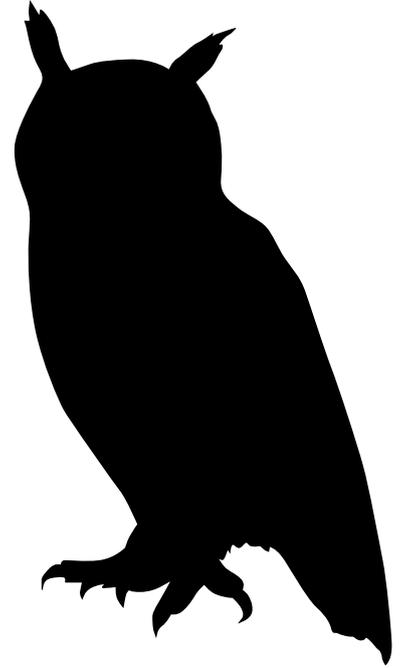
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# The dark thing

## Worksheet 4: Art - spooky tree silhouettes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. A silhouette is the dark shape and outline of something. It looks like a shadow. What do you think this is a silhouette of?



You can make interesting art with silhouettes.

### Spooky tree task

*You will need:*

- White paper (A3 or A4)
- Crayons
- Black paper
- Scissors
- Glue

*What to do:*

- Use crayons to draw sunset colours on the white paper. Fill the whole page with colour.
- Cut a spooky tree silhouette out from the black paper.
- Glue the tree silhouette onto the sunset background.

You could try this method for other spooky silhouette shapes too:

- A cat
- A haunted house
- A pumpkin
- A witch on a broomstick
- A crow

\* The silhouette above is an owl. Did you guess?

# Tip that hat

## Worksheet 1: Phonics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Words with /igh/.
- Read the words with /igh/.

**light, might, high, right, higher, lighting**

- Count the sounds on spelling fingers.
- Write the different sounds in the boxes.

**For example:**

**light**

l	igh	t
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**right**

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**might**

--	--	--

**higher**

--	--	--

**high**

--	--

**lighting**

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# Tip that hat

## Worksheet 1: Phonics - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Write two rhyming sentences using the pairs of /a/ words below.

- hat, cat

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- lad, bad

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- tapping, rapping

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# Tip that hat

## Worksheet 2: Comprehension

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Complete the table to show when each type of hat is worn.

Hat	When is it worn?
Posh hat	
Bucket hat	
Hat for fans	
Woollen cap	
Hard hat	
Hat with a light	
Hat for cooks	

2. What is bad luck with hats?

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# Tip that hat

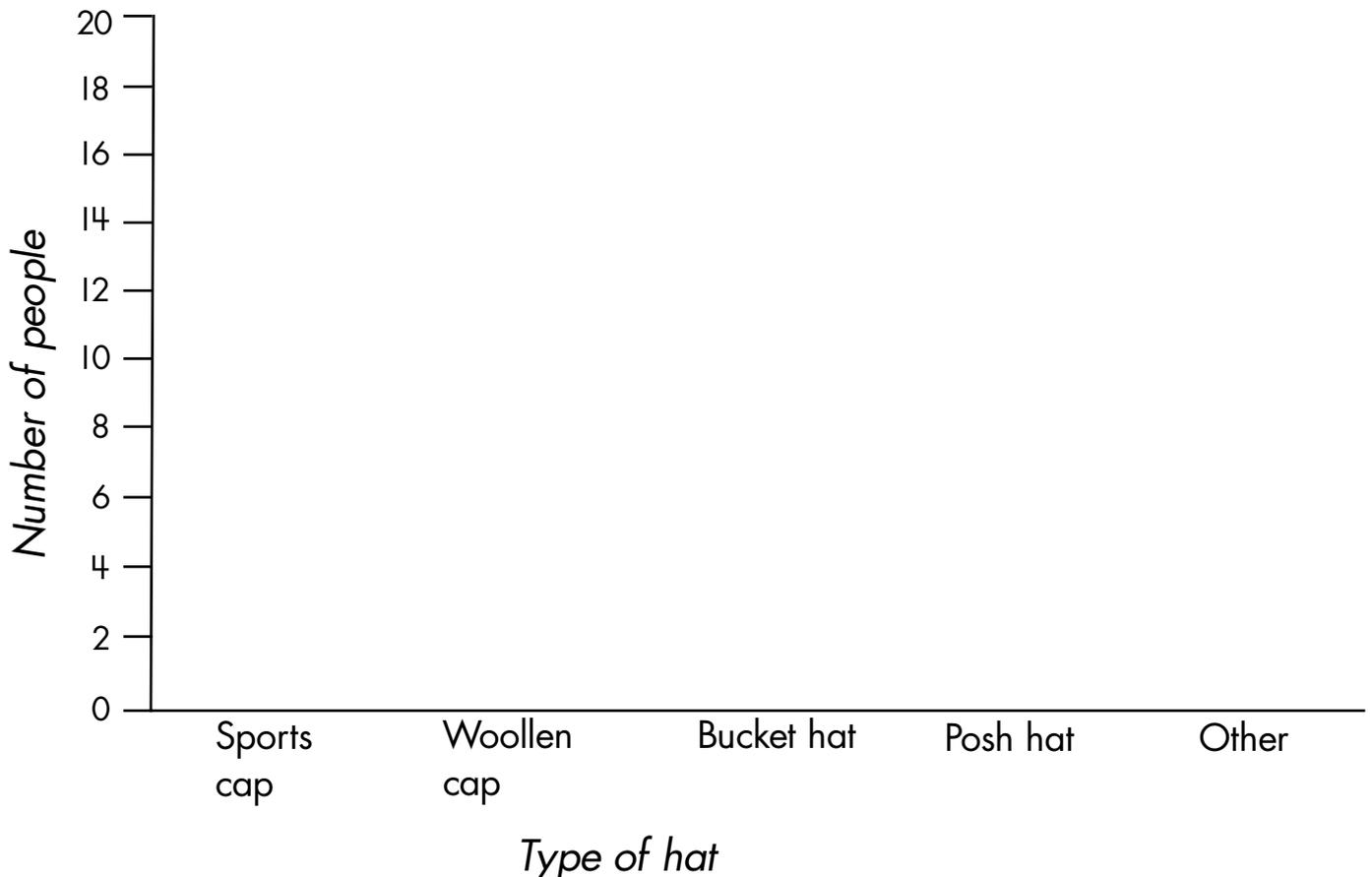
## Worksheet 3: Maths

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Carry out a 'favourite hat' survey. Ask each of your classmates to look at the list and say which is their favourite kind of hat. Complete the tally chart.

Type of hat	
Sports cap	
Woollen cap	
Bucket hat	
Posh hat	
Other	

2. Create a bar graph to display your data.



# Tip that hat

## Worksheet 4: Design and technology

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Design your perfect hat. Draw the hat and label its features.



# Tip that hat

## Worksheet 4: Design and technology - continued

Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Label the parts of the hat and cap. Use the word banks to help you.

a) cap

front panel

top button

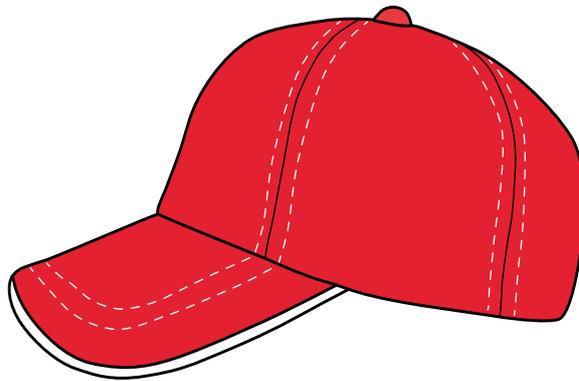
eyelet

stitching

back panel

side panel

bill (or brim)



b) hat

crown

brim

band

trim

