

# Blockbusters!

## Worksheet 1: Phonics

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

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

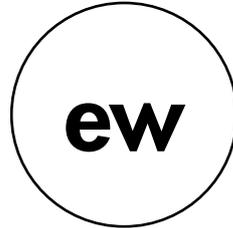
Read the following words out loud:

**crew grew**

2. Add **ew** to the words below to make new words.

**fl** \_\_\_\_\_

**bl** \_\_\_\_\_



**gr** \_\_\_\_\_

**ch** \_\_\_\_\_

3. Write the new words here. Read them out loud.

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# Blockbusters!

## Worksheet 1: Phonics - continued

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

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

Read the following words out loud:

**popular**

**human**

**computer**

**regular**

**costume**

**music**

Now, highlight the /y-oo/ sound in the words above.

7. Choose a word from the Word Bank to complete the sentences below.

**popular**

**computer**

**costume**

**humans**

**music**

Loud \_\_\_\_\_ was playing on the radio.

There were long lines of people to watch the \_\_\_\_\_ film.

Hobbits looked like small \_\_\_\_\_ .

An elf wears a green \_\_\_\_\_ with a hat.

I type my work on a \_\_\_\_\_ .

# Blockbusters!

## Worksheet 2: Comprehension

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

### 1. Word meanings

Draw a line to connect the word to its correct meaning.

<b>script</b>	group of people working as a team
<b>conflict</b>	risky acts done in a safe way for a film
<b>crew</b>	person who acts in a film
<b>stunts</b>	battle between two different sides
<b>performer</b>	the story in a film
<b>gaffer</b>	person who makes the clothing for a film
<b>costumer</b>	lighting expert

### 2. Vocabulary word - hover

#### ***hover***

*means:* stay in the same spot without moving much

*Example:* Film fans might feel a chill if they spot someone hovering in the shadows.

*Past tense: add suffix -ed*

*Present tense: add suffix -ing*

Write the word:

Write the word:

\_\_\_\_\_

\_\_\_\_\_

# Blockbusters!

## Worksheet 2: Comprehension - continued

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

### 3. Vocabulary word - thrill

***thrill***

*means: excite*

*Example: Car chases and fights thrill film fans.*

*Past tense: add suffix -ed*

*Present tense: add suffix -ing*

Write the word:

Write the word:

\_\_\_\_\_

\_\_\_\_\_

# Blockbusters!

## Worksheet 2: Comprehension - continued

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

Answer the questions about *Blockbusters!*

1. What is a script?

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2. Name three jobs in a film crew.

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3. What are two examples of stunts in a film?

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4. What does a make-up artist do?

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5. What are prosthetics?

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# Blockbusters!

## Worksheet 2: Comprehension - continued

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

6. What are two prosthetics that a make-up artist can make?

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7. Who chooses the clothing worn by performers in a film?

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8. What job do gaffers do?

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9. How was a thunder sound effect made before computers?

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# Blockbusters!

## Worksheet 2: Comprehension - continued

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

10. Read this paragraph.

The film 'The Hobbit' was about 'hobbits'. Hobbits looked like small humans, but they had big hairy feet. The feet were prosthetics and were made by skilled make-up artists. Each day, a fresh pair of fake feet was worn by each hobbit. So, hundreds of pairs of hairy feet were needed.

11. Summarise the paragraph.

	Put a star next to the main idea of the paragraph. The main idea is the who or what the paragraph is about.
	Underline 2 supporting details about the main idea.
	Write your own summary, below, about hobbits by putting the paragraph into your own words.

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# Blockbusters!

## Worksheet 3: History of film - continued

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

### 2. Sound effects in 'King Kong'

Look at the picture. What do you think is happening in this picture? Write two sentences about what kind of sound effects might have been needed in the film.



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# Blockbusters!

## Worksheet 3: History of film - continued

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

### 3. Film facts

Write two things you know about these three films. They could be things you learned from the book or things you already knew.

<b>Film: Toy Story</b>
Film facts:
1.
2.

<b>Film: Star Wars (Luke Skywalker films)</b>
Film facts:
1.
2.

# Blockbusters!

## Worksheet 3: History of film - continued

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

Film: Harry Potter films
Film facts:
1.
2.

# Blockbusters!

## Worksheet 4: Maths

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

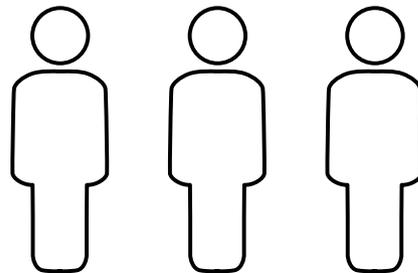
### Equal sharing

1. Share the cupcakes among the crew members.

There are 6 cupcakes.  
There are 3 crew members.  
The crew members will share the cupcakes equally during their lunch break.

How many will each crew member get?

Draw a line or colour in the cakes and crew members to show how they can be shared equally amongst each crew member. Then write the answer below.



Each crew member will get \_\_\_\_\_ cupcakes.

# Blockbusters!

## Worksheet 4: Maths - continued

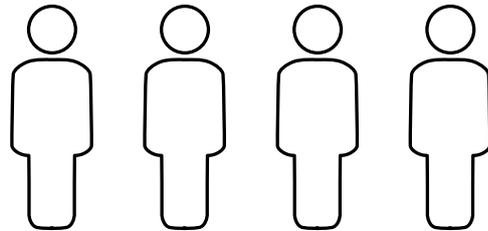
Name: \_\_\_\_\_ Date: \_\_\_\_\_

2. Share the cupcakes among the crew members.

There are 10 cupcakes.  
There are 4 crew members.  
The crew members will share the cupcakes equally during their lunch break.

How many will each crew member get?

Draw a line or colour in the cakes and crew members to show how they can be shared equally amongst each crew member. Then write the answer below.



Each crew member will get \_\_\_\_\_ cupcakes.

# Blockbusters!

## Worksheet 4: Maths - continued

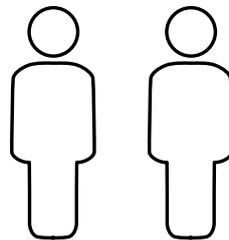
Name: \_\_\_\_\_ Date: \_\_\_\_\_

3. Share the cupcakes among the crew members.

There are 5 cupcakes.  
There are 2 crew members.  
The crew members will share the cupcakes equally during their lunch break.

How many will each crew member get?

Draw a line or colour in the cakes and crew members to show how they can be shared equally amongst each crew member. Then write the answer below.



Each crew member will get \_\_\_\_\_ cupcakes.

# Blockbusters!

## Worksheet 4: Maths - continued

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

### 4. Measurements

Using a ruler, design and draw your own hobbit feet. Your feet must be 15cm long and 8cm high. Decorate them however you like.

# Ducks in a row

## Worksheet 1: Phonics

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

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

1. Read the following words out loud:

**basin baby basic paper acorn**

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

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

# Ducks in a row

## Worksheet 1: Phonics - continued

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

The long vowel sound /ai/ can also be spelt 'a\_e'.

4. Read the following words out loud:

**gave save made grate lane lake came lemonade**

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

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

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# Ducks in a row

## Worksheet 1: Phonics - continued

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

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

7. Read the following words out loud:

**day pay spray way away okay stay**

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

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# Ducks in a row

## Worksheet 1: Phonics - continued

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

9. Sort the following words into the correct list according to the spelling of the /ai/ sound.

**lay take same bacon bake cave hooray crayon apricot stray**

<b>ay</b>	<b>a_e</b>	<b>a</b>

10. Read the lists to a partner.

# Ducks in a row

## Worksheet 1: Phonics - continued

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

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

Read the words below. They have the schwa sound instead of the /ai/ sound. This schwa sound is an /i/ sound.

**fountain**

**captain**

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

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Write your own sentence for each of the words.

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# Ducks in a row

## Worksheet 2: Comprehension

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

Answer the questions about *Ducks in a row*.

### Chapter 1

1. Why did Emma not like Tam's lemonade?

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2. Where were the ducklings stuck?

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3. How did Emma and Tam get to Green Park?

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### Chapter 2

4. Who gave Tam and Emma a duck-saving plan?

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5. What did Emma find near the rubbish bin?

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# Ducks in a row

## Worksheet 2: Comprehension - continued

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

6. What words on page 11 did the author use to tell you that the mum and dad ducks were not happy?

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7. Why was number 7 duckling harder to get?

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8. What was part two of the friends' duck-saving plan?

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### Chapter 3

9. Where were Emma and Tam taking the ducklings?

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10. On page 16, what does "flapped off in a huff" mean?

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# Ducks in a row

## Worksheet 2: Comprehension - continued

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

11. How did the ducklings get out of the box?

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### Chapter 4

12. On page 22, what word tells you that number 7 duckling was not happy?

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13. What made number 7 duckling jump into the water?

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14. Why do you think the people clapped and waved at Emma and Tam?

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# Ducks in a row

## Worksheet 2: Comprehension - continued

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

15. Reread Chapter 1 (pages 2-7) with a partner.

Use the RAP method to summarise Chapter 1. **RAP** means:

**R** - read the page

**A** - ask yourselves who or what is the most important thing on the page

**P** - put your answer into your own words

Now, write a short summary of Chapter 1 in your own words.

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# Ducks in a row

## Worksheet 3: Social Science

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

### 1. Everyday heroes

Think about the word 'hero'.

Write down five words to describe a hero.

1.

2.

3.

4.

5.

Talk to a family member or partner about being a hero. Think about someone you know or have heard about who you think is a hero.

Write their name and two sentences about why they are a hero.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

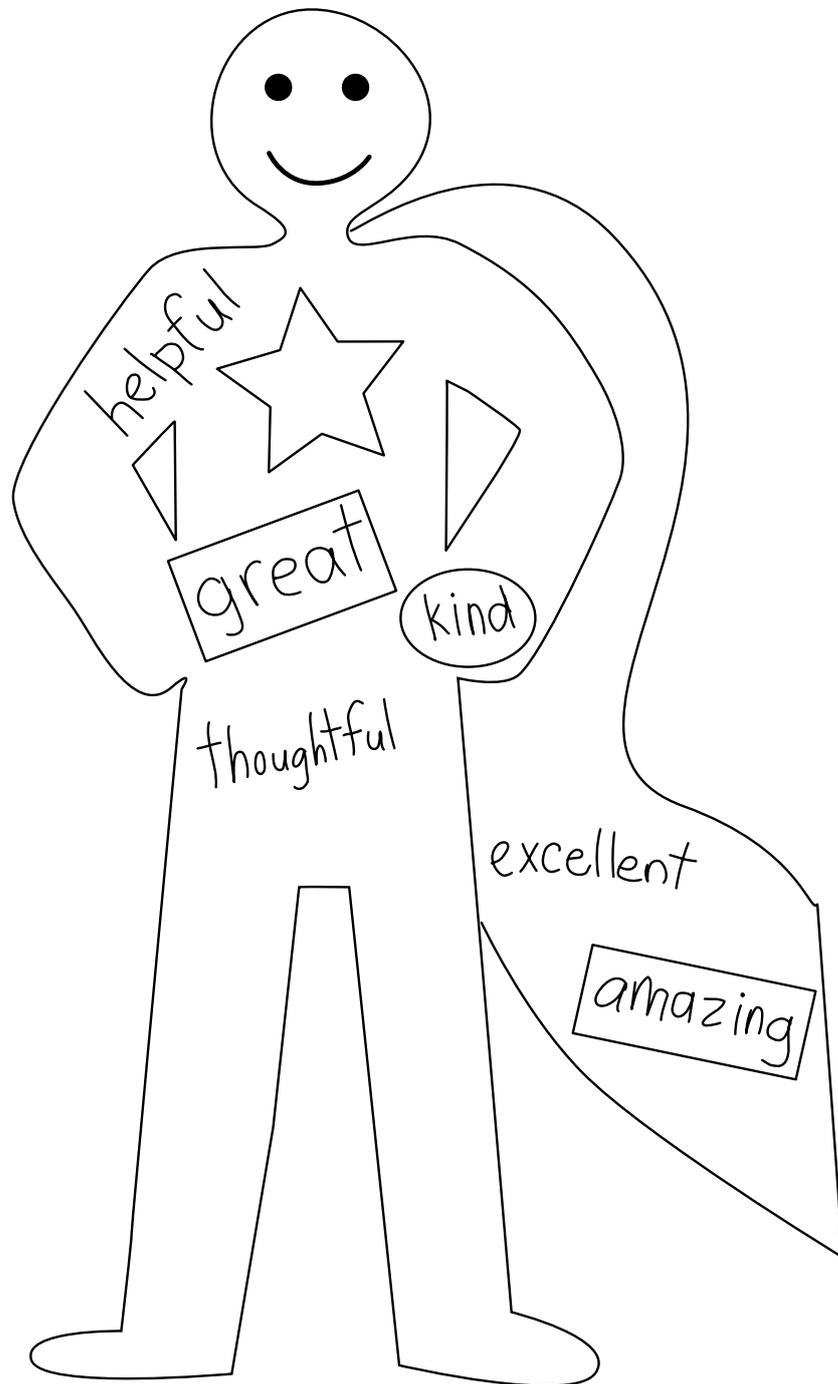
# Ducks in a row

## Worksheet 3: Social Science - continued

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

### 2. Superhero art

By yourself or with a partner, create a poster of a hero of your choice. First draw the outline of your hero with some superhero clothes on. Then write words or cut out words from old newspapers or magazines to describe your hero and write or paste them onto your poster.



# Ducks in a row

## Worksheet 4: Maths

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

1. Tam and Emma saved 7 ducklings. Practise the 7 times table.  
Fill in the answers.

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



# Go, Eve, go!

## Worksheet 1: Phonics

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

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

1. Read the following words out loud to a partner:

**each beat seat reach**  
**team teacher leap peach**

2. Write the words below and read them again. Highlight the /ee/ sound.

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3. Choose four of the words and write a sentence for each word.

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# Go, Eve, go!

## Worksheet 1: Phonics - continued

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

The sound /f/ can be spelt 'ph'.

4. Read the following words out loud to a partner:

**photo dolphin trophy**

5. Write the words in a list below. Highlight the /f/ sound.

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6. Fill in the table below. Write the /f/ words given above. Draw a picture to show the meaning. Then write a short definition in your own words to explain the meaning of the word.

Word	Picture	Definition

# Go, Eve, go!

## Worksheet 1: Phonics - continued

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

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

7. Read the following words out loud to a partner:

**her stern herb fern herd sternly**

8. Write the words in a list below. Highlight the /ur/ sound.

_____	_____
_____	_____
_____	_____

9. 'sternly' means to speak in a serious way. Write your own sentence using the word 'sternly'.

\_\_\_\_\_

\_\_\_\_\_

10. A 'synonym' is another word that means the same as the word you are using. A synonym for 'shut' is 'close'. Write a synonym for the following words:

photo \_\_\_\_\_

stern \_\_\_\_\_

leap \_\_\_\_\_

# Go, Eve, go!

## Worksheet 2: Comprehension

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

Answer the questions about *Go, Eve, go!*

1. Name three things that Eve packed in her sports bag.

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2. What colour team was Eve's swimming team?

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3. Why do Eve's cheeks feel red on page 8?

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4. What problems does Eve have in her first race?

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5. Where does Eve come in her backstroke race?

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6. Who were the members of the relay team?

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7. Where did Prem finish in the relay?

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# Go, Eve, go!

## Worksheet 2: Comprehension - continued

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

8. What stroke did Zac swim?

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9. What spurs Eve on when she is swimming in the relay?

---

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10. What did the team win for coming first in the relay?

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11. Draw a line to match the word to the definition.

**contest**

bend

**district**

move your arms and legs wildly

**competing**

climb up

**clamber**

event or competition

**gaze**

area of a town or city

**gulp**

trying to do well against someone else

**thrash**

swallow hard

**crouch**

motivate

**spur**

look or stare

# Go, Eve, go!

## Worksheet 2: Comprehension - continued

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

12. Fill in the Story Report below.

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

Who are the characters?	Where does the story take place?
Write 3 things that happen in the story.	Who was your favourite character?
Did you enjoy the story? Why or why not?	Draw an illustration for your report here:

# Go, Eve, go!

## Worksheet 3: Social Science

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

1. Brainstorm with a partner or in a small group some ways that teamwork helps. List your ideas here.

# Go, Eve, go!

## Worksheet 3: Social Science - continued

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

2. Eve showed good teamwork and was supportive in this story.

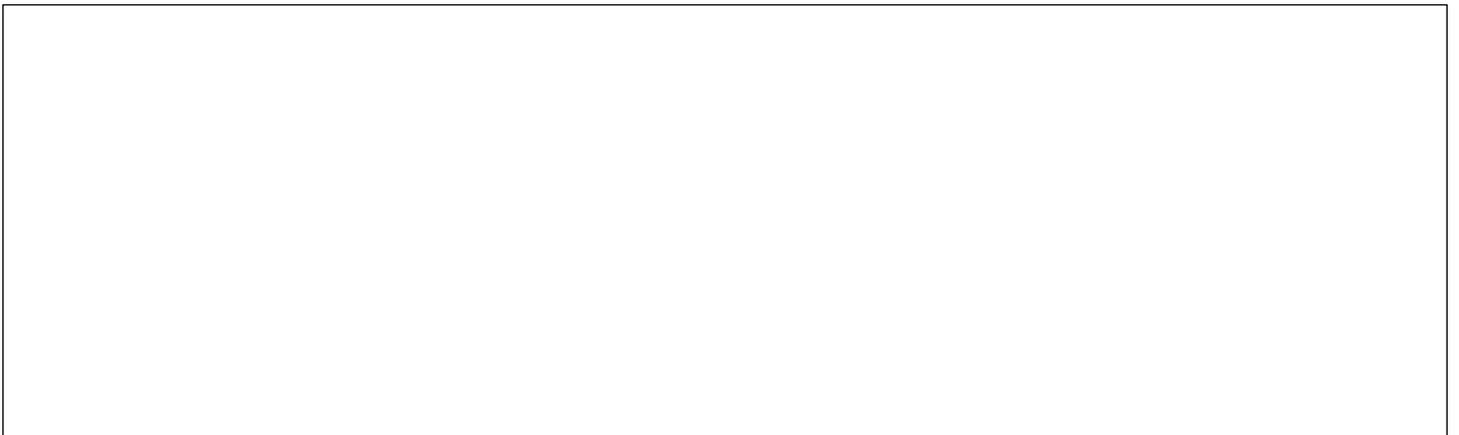
Draw pictures of two things that Eve did that showed she was a good team member. Write a sentence under each illustration to explain what Eve did.



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# Go, Eve, go!

## Worksheet 3: Social Science - continued

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

3. Design a flyer or poster with a positive message about teamwork. Ask your teacher if you can display the poster in the classroom or hand out a flyer to students who have worked well in a team.

# Go, Eve, go!

## Worksheet 4: Maths

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

1. Work with a partner to play a maths game with two dice.

Decide whether the lowest score wins or the highest score wins.

Write your names in the table. Player 1 rolls both the dice and add up the numbers. Write the total in the 'Round 1' box below. Now Player 2 does the same thing. When you have both rolled your dice six times, add up the six scores and see who won.

	Player 1 name	Player 2 name
Round 1		
Round 2		
Round 3		
Round 4		
Round 5		
Round 6		
<b>TOTAL</b>		

Today's winner was \_\_\_\_\_

# Kick. Fly. Draw. Drum.

## Worksheet 1: Phonics

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

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

1. Read the following words out loud:

**paw draw lawn drawing Takraw jigsaw jaw**

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

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# Kick. Fly. Draw. Drum.

## Worksheet 1: Phonics - continued

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

3. Choose words from the Word Bank to complete the sentences. Put in the correct punctuation, too.

<b>draw   paw   lawn   jaw</b>
--------------------------------

My \_\_\_\_\_ is part of my face not part of my foot

Does the grass on the \_\_\_\_\_ need cutting

Can you \_\_\_\_\_ me a picture

Does a cat use its \_\_\_\_\_ to clean itself

The vowel sound /ow/ can be spelt 'ou'.

4. Read the word. Write it 2 times. Highlight the /ow/ sound.

<b>out</b>		
<b>found</b>		
<b>shout</b>		
<b>around</b>		
<b>thousand</b>		
<b>ground</b>		

# Kick. Fly. Draw. Drum.

## Worksheet 1: Phonics - continued

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

5. Write a sentence for each of these /ow/ words.

**around amount sour mouth**

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

6. Read the following words out loud:

**walk chalk talk**

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

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# Kick. Fly. Draw. Drum.

## Worksheet 1: Phonics - continued

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

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

stalk   prawn   saw   squawk  
chalk   awful   strawberry   talk

/or/ spelt aw	/or/ spelt al

# Kick. Fly. Draw. Drum.

## Worksheet 2: Comprehension

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

### I. Summary sentences

Summarise the information you have read about each hobby by writing 2 sentences about them in your own words.

a) Takraw

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b) Footgolf

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c) Kite-fighting

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d) Kite-surfing

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# Kick. Fly. Draw. Drum.

## Worksheet 2: Comprehension - continued

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

e) Manga

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f) Street art

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g) Conga drums

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h) African drums

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# Kick. Fly. Draw. Drum.

## Worksheet 2: Comprehension - continued

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

2. Answer the questions about *Kick. Fly. Draw. Drum.*

a) How does the crowd in Brazil show support for their team?

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b) What colours are on the flag of Brazil?

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c) What happens in Jakarta each year?

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d) What do some of the kites in a kite fest look like?

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e) What does the author say might be a fun thing to take home from a holiday?

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f) Where can you get your portrait drawn on the street?

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g) In a Scottish pipe band, what do the drumsticks look like and what kind of sound do they make?

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h) What instrument is played in a Scottish pipe band along with the drums?

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# Kick. Fly. Draw. Drum.

## Worksheet 3: Geography

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

1. Have a look at the world map below. The places mentioned in the book have an arrow to them. Use an atlas or go online to research where the places are. Label them correctly, and then colour in the map.

Also label the country that you live in.



Label these places:

Brazil

Bangladesh

Cuba

Singapore

Italy

Africa

Netherlands

Morocco

Scotland

Jakarta, Indonesia

Japan

# Kick. Fly. Draw. Drum.

## Worksheet 4: Engineering

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

1. Use craft and recycled materials to design and built a miniature kite.

Some materials you can use include:

paper  
cardboard  
decorative tape  
straws  
ribbon  
string  
paper or plastic bags  
pipecleaners  
sticks

You can make your kite any design you like, but if you need help, here are some tips:

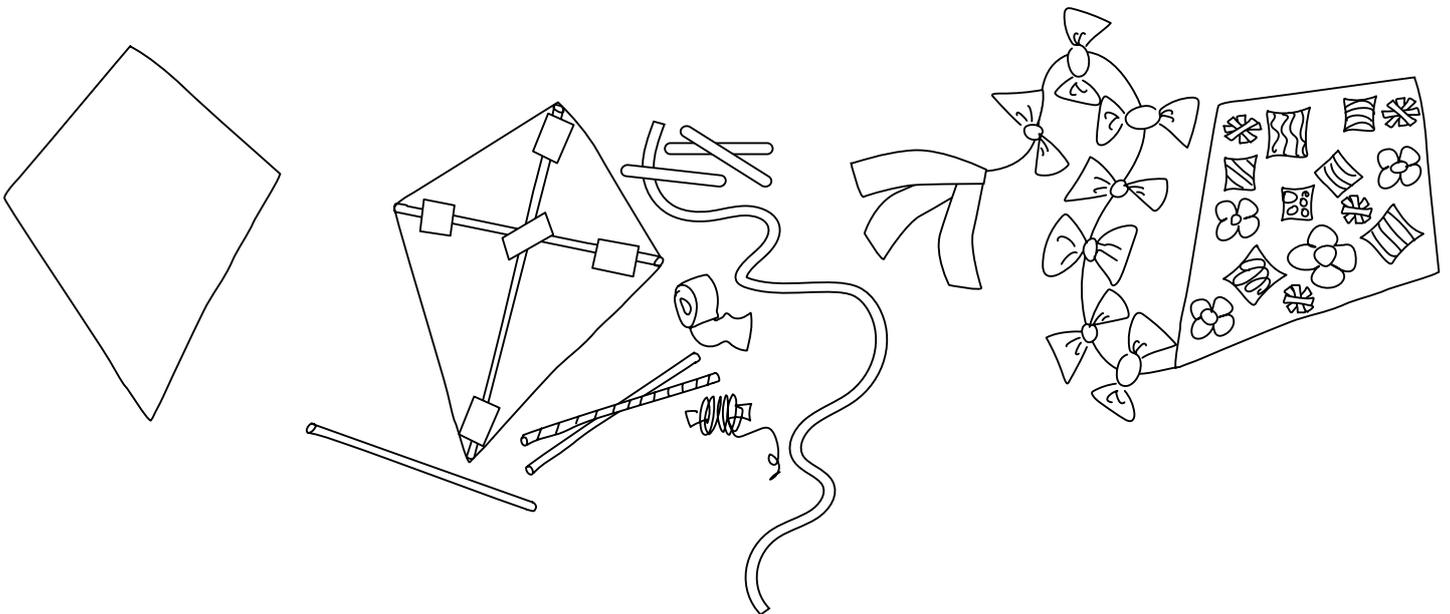
Cut paper or plastic into a diamond shape (see next page for template).

Add straws or sticks to give it strength and support.

Make a long tail from string, plastic or ribbon and attach it to the body.

Decorate the kite.

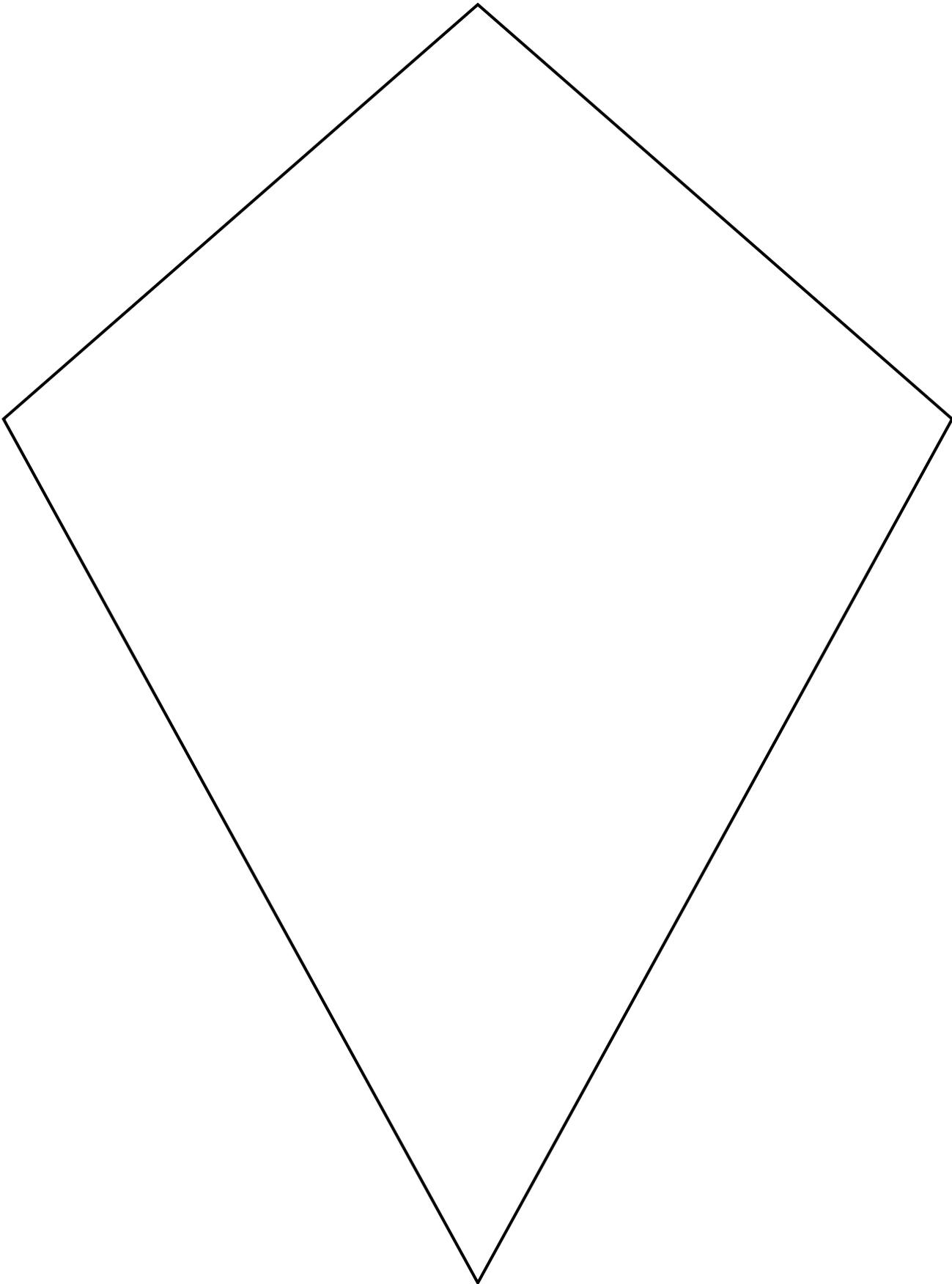
Finally, group all the class's kites together to make a classroom display.



# Kick. Fly. Draw. Drum.

## Worksheet 4: Engineering - continued

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



# Landmarks

## Worksheet 1: Phonics

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

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

1. Read the following words out loud:

**more store explore shore snore Rushmore**

2. Complete the words below by adding the /or/ sound.

m \_\_\_\_\_

sh \_\_\_\_\_

st \_\_\_\_\_

sn \_\_\_\_\_

expl \_\_\_\_\_

Rushm \_\_\_\_\_

3. Add the following suffixes to these words:

Suffix →	-s	-ed (remove the e from the word first)	-ing (remove the e from the word first)
store			
snore			
explore			

# Landmarks

## Worksheet 1: Phonics - continued

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

The long vowel sound /oa/ can be spelt 'o\_e'.

4. Read the following words to a partner:

**globe zone smoke rope home bone frozen**

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

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6. Choose two of the words from the list above, and write your own sentence with them.

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# Landmarks

## Worksheet 1: Phonics - continued

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

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

Read the words below. They have the schwa sound instead of the /ai/ sound. The schwa sound in these words is an /i/ sound.

**mountain**

**curtain**

8. Read the words in a sentence:

**A landmark can be a mountain.**

**I have a green curtain in my bedroom.**

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

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10. Write your own sentence for each of the words.

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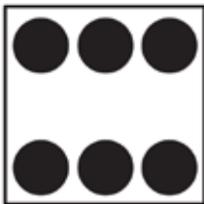
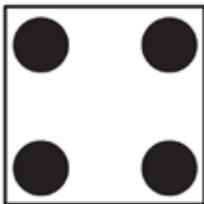
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# Landmarks

## Worksheet 1: Phonics - continued

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

11. 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.



<b>more</b>	<b>explore</b>	<b>zone</b>	<b>phone</b>
<b>zone</b>	<b>more</b>	<b>joke</b>	<b>score</b>
<b>joke</b>	<b>drove</b>	<b>phone</b>	<b>more</b>
<b>score</b>	<b>more</b>	<b>nose</b>	<b>zone</b>
<b>explore</b>	<b>phone</b>	<b>snore</b>	<b>shore</b>
<b>shore</b>	<b>smoke</b>	<b>explore</b>	<b>zone</b>

# Landmarks

## Worksheet 2: Comprehension

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

1. The landmarks discussed in this text are split into two sorts - natural landmarks and landmarks made by people. In your own words, what is the difference?

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2. List three different landmarks of each sort, either from the text or ones that you know about.

Natural landmarks	Landmarks made by people

3. Choose two landmarks from the table above. Write two things about each landmark.

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# Landmarks

## Worksheet 2: Comprehension - continued

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

4. Answer the following questions about *Landmarks*.

a. Which is the highest mountain on the planet?

\_\_\_\_\_

b. What kind of canyon is Antelope Canyon?

\_\_\_\_\_

c. What animals live in the Congo rainforest?

\_\_\_\_\_

d. What is at the top of the Big Ben tower?

\_\_\_\_\_

e. Why was the Acropolis built at the top of a hill?

\_\_\_\_\_

f. What is the free fall ride at the top of Canton Tower called?

\_\_\_\_\_

5. If you could ask the author of *Landmarks* one thing about the book, what would it be?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Landmarks

## Worksheet 2: Comprehension - continued

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

6. Write a summary of *Landmarks*.

**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

Fiction/Non-Fiction (circle)

Your rating:



Draw an illustration of your favourite landmark below.

Knowledge/Facts:

Write the names of three landmarks that you didn't know before reading the book.

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Your opinion:

Did you enjoy this book? (colour your choice)



Write what you liked or disliked about the book.

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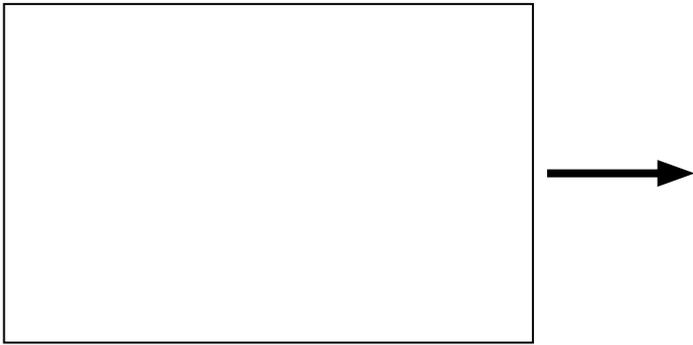
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# Landmarks

## Worksheet 3: Science

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

1. Reread pages 14-15 about cloud forests. Use that information to make a flowchart to show how 'fog drip' is caused. Draw an illustration and write a sentence explaining what happens. Then draw an arrow to the next box and draw and write what happens next. Draw as many arrows and boxes as you need. The first box has been drawn for you. Work with a partner if you need to.



# Landmarks

## Worksheet 3: Science - continued

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

2. Fog drip is an important source of water for animals and plants in a cloud forest. Design and create your own cloud forest diorama using everyday recyclable materials, e.g. cereal box, shoe box, paper towel rolls, corks, egg cartons, jar lids, etc.

3. Write about life in your cloud forest.

What kind of animals, birds and plants live in your cloud forest?

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4. Why do you think fog drip is important to the things that live in a cloud forest?

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# Landmarks

## Worksheet 4: History & Report Writing

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

1. With a partner, reread pages 20-21 about The Acropolis and the Parthenon. Complete the graphic organiser below by putting down notes (not complete sentences) to answer the questions about The Acropolis and the Parthenon.

<b>Middle</b>	<b>Fact 1</b> What country are they in?	<b>Fact 2</b> Where in the town were they built? Why?	<b>Fact 3</b> Why is the Parthenon damaged?	<b>End</b> What do you think about these buildings?
<b>Introduction:</b> Who built them and when?				

# Landmarks

## Worksheet 4: History & Report Writing - continued

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

2. Use the information you have noted down in the graphic organiser to write a report on The Acropolis and the Parthenon.

Report title: \_\_\_\_\_

Written by: \_\_\_\_\_

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

<i>Introduction - Give a short introduction to what you are writing about</i>	
<i>Middle - Give 3 detailed facts</i>	
<i>End - Give an opinion to conclude the report</i>	

# Make it!

## Worksheet 1: Phonics

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

The long vowel sound /oa/ can be spelt 'o'.

1. Read the following words out loud:

**over go open photo gecko open**

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

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

# Make it!

## Worksheet 1: Phonics - continued

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

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

4. Read the following words out loud:

**always small ball also call almost**

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

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

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# Make it!

## Worksheet 1: Phonics - continued

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

### 7. 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. You have to get both balls to that corner.**

---

### **2. Now, clip on your photos.**

---

# Make it!

## Worksheet 2: Comprehension

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

Answer the questions about *Make it!*

1. What can you store in a desk tidy?

---

2. How can you brighten up your sneakers?

---

3. What can you do with bead pins?

---

4. How many pipe cleaners do you need to make a pipe cleaner pet?

---

5. What do you use an art display for?

---

6. Pick one of the maze games on page 28, and draw a diagram to explain how to play it.

# Make it!

## Worksheet 2: Comprehension - continued

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

### Writing a procedure

A procedure explains how to make or do something. A procedure gives the steps in order. It uses linking words, like 'first', 'next', 'then', 'finally'.

7. Write your own procedure for how to make bead pins. You can choose one of the linking words in the far column to show the order of the steps.

Title:	
	<i>Firstly, First, To begin</i>
	<i>Secondly, Next, Then, After that</i>
	<i>Thirdly, Next, Then, After that</i>
	<i>Fourthly, Next, Then, After that</i>
	<i>Lastly, Finally, At the end, To finish</i>

# Make it!

## Worksheet 3: Social Science

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

Imagine that you are going to make a product from the book and sell it at a school Market Day.

I. First, write a business plan.

### Market Day Business Plan

*Name of product being made:*

*Group members:*

*Materials we will need:*

*Drawing of the product:*

*Price of product:*

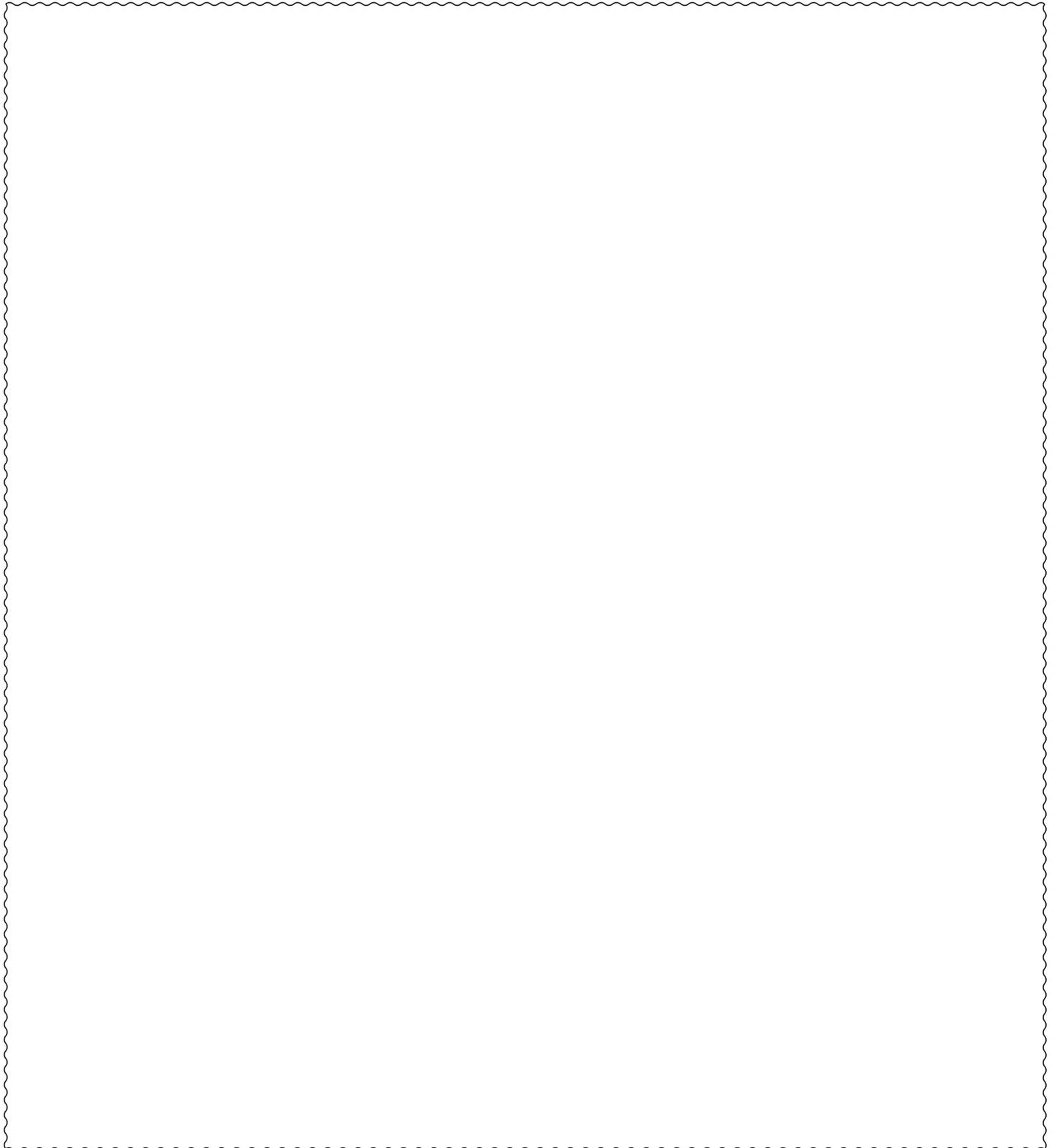
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# Make it!

## Worksheet 3: Social Science - continued

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

2. Next, design a flyer for your stall and product. Write a slogan and design a logo for your business and add them to the flyer.



# Make it!

## Worksheet 4: Maths - Geometry and Design

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

Use the template on the next page to make a cube box which you can put small things in.

Follow these instructions:

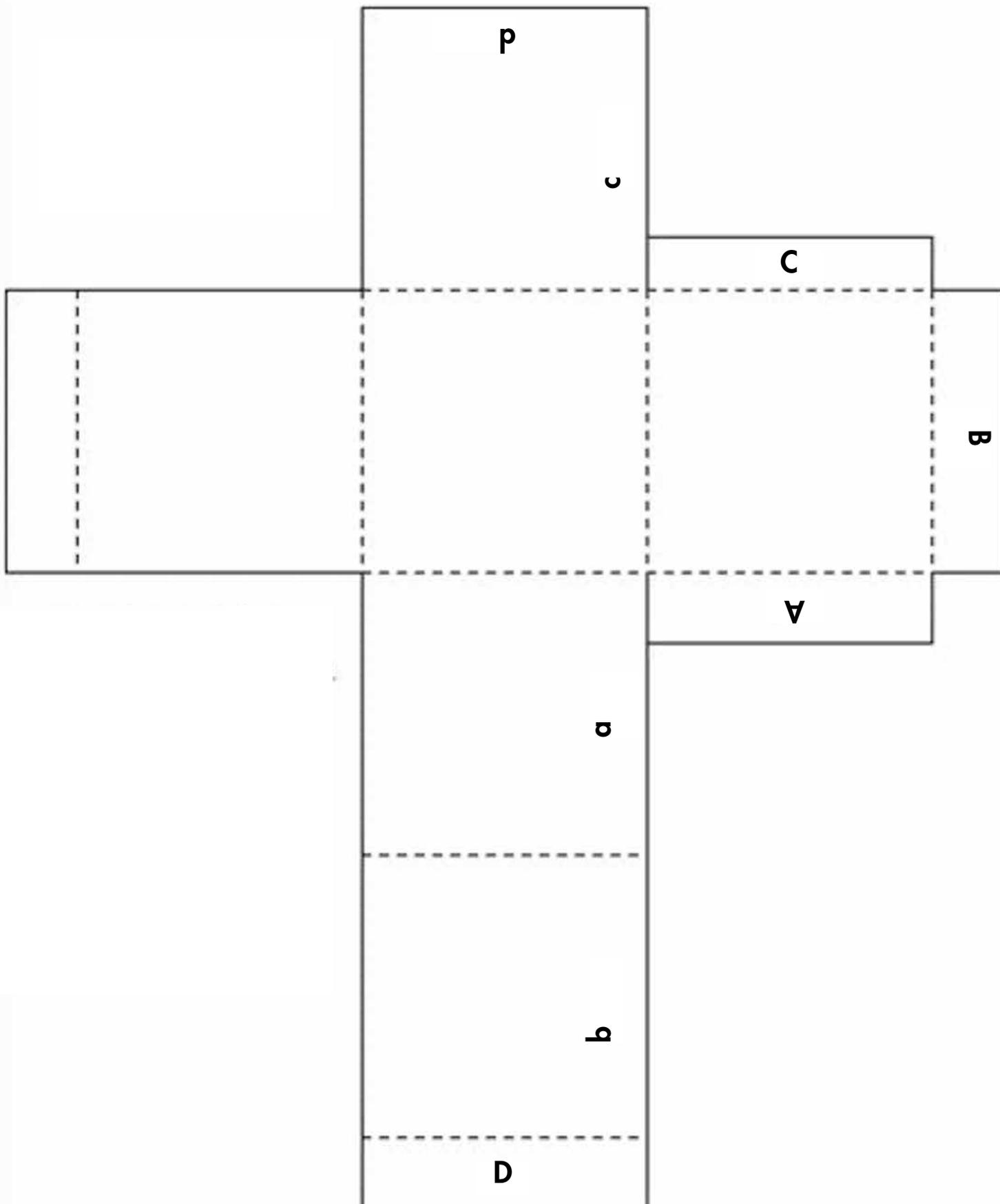
1. Decorate the template for the cube box.
2. Cut out the template along the solid lines.
3. Fold along the dashed lines.
4. Glue flaps 'A' and 'B' to the inside of the sides marked 'a', 'b' to create the bottom of the box.
5. Tuck flap 'D' in, then glue flap 'C' to the inside of the box at point 'c'.
6. Glue flap 'D' to the inside of the side marked 'd'.

This will turn the template into a cube with a lid that opens and closes.

# Make it!

## Worksheet 4: Maths - Geometry and Design - continued

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



# Odd fish countdown

## Worksheet 1: Phonics

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

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

1. Read the following words out loud:

**quickly sticky oddly only baby jelly thorny**

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

_____	_____
_____	_____
_____	_____
_____	_____

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

# Odd fish countdown

## Worksheet 1: Phonics - continued

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

4. Write a word from the Word Bank so that the sentence makes sense.

**baby   body   thorny   jelly   quickly**

The \_\_\_\_\_ fish was prickly to touch.

After dinner we had \_\_\_\_\_ .

The \_\_\_\_\_ was happy.

A fish's \_\_\_\_\_ is covered in scales.

A cheetah can run \_\_\_\_\_ .

The vowel sound /oi/ can be spelt 'oy'.

5. Read the following words out loud:

**joy   toy   boy   destroy   enjoy   annoy**

6. Write the words below and highlight the 'oi' sound.

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# Odd fish countdown

## Worksheet 1: Phonics - continued

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

7. To 'annoy' someone means to 'irritate' them.

Write the word 'annoy' two times.

---

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8. Add the following suffixes to the word 'annoy':

Suffix →	-s	-ed	-ing
annoy			

9. Write a sentence for each of the new words you have made.

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# Odd fish countdown

## Worksheet 2: Comprehension

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

Answer the questions about *Odd fish countdown*.

1. Where are Blobfish found?

---

2. How do Triggerfish defend their eggs?

---

---

3. What do Horn Sharks do if they are annoyed?

---

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4. What do Jawfish look like?

---

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5. Where will you find Catfish?

---

6. Write an odd fact about the Red-lipped Batfish.

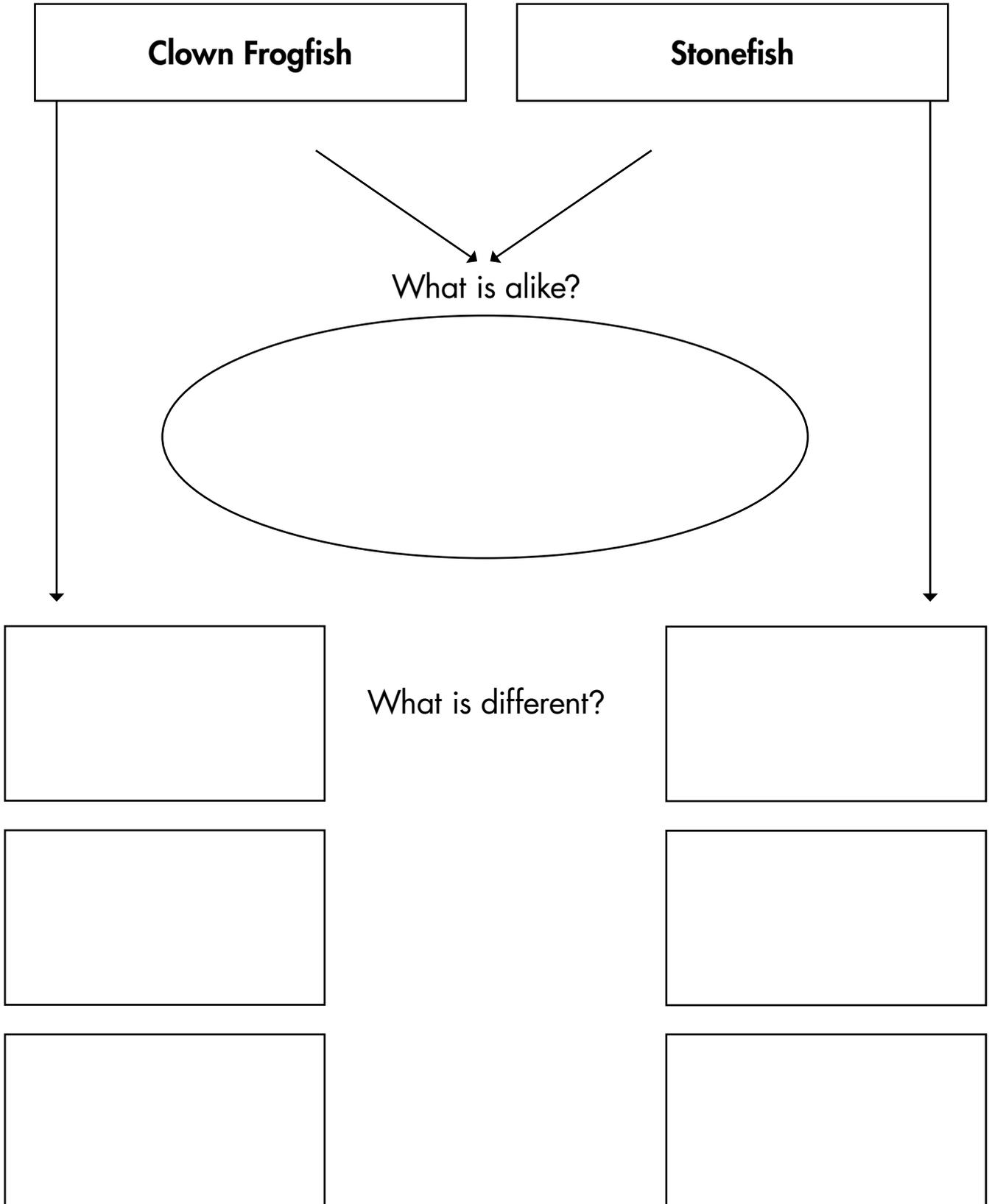
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# Odd fish countdown

## Worksheet 2: Comprehension - continued

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

7. Compare the Clown Frogfish and the Stonefish (pages 18-23). Fill in the diagram below to show what is the same and what is different about these fish.



# Odd fish countdown

## Worksheet 3: Science - The Living World

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

1. Choose a fish from the book to do a report on.

Which fish have you chosen? \_\_\_\_\_

Why did you choose that fish? \_\_\_\_\_

2. Complete the following table about your fish.

What do they look like?	Where are they found?
Fish name	
What do they eat?	An odd fact

# Odd fish countdown

## Worksheet 3: Science - The Living World - continued

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

3. Write a report on your fish, using the notes you made in the table above. Illustrate your report with a drawing of your fish.

### Information report.

<b>Fish name:</b>	
<i>Introduction</i>	
<i>Topic sentence 1</i>	
<i>Topic sentence 2</i>	
<i>Topic sentence 3</i>	
<i>End</i>	
<b>Illustration:</b>	

# Odd fish countdown

## Worksheet 4: Maths

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

Answer the following maths questions based on fish measurements. You can use the ruler below to help if you wish.

1. Triggerfish grow to around 50cm in length. How much more is it from 15 to 50? *Hint: Use your x5 to help you get there.*

$$15 + \underline{\quad\quad} = 50$$

2. Thornback Cowfish grow up to 23cm in length. How much more is it from 15 to 23?

$$15 + \underline{\quad\quad} = 23$$

3. Catfish can grow from 12cm to 20cm. How much is it to get from 12 to 20? *Hint: Use your x2 to help you get there.*

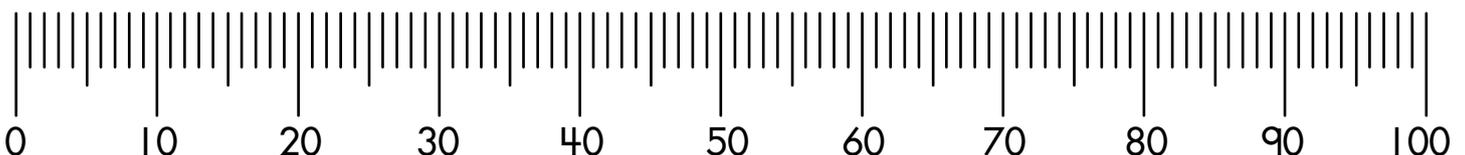
$$12 + \underline{\quad\quad} = 20$$

4. Blobfish can grow from 30cm to 71cm. How much is it to get from 30 to 71? *Hint: Use your x10 to help you get there.*

$$30 + \underline{\quad\quad} = 71$$

5. Clown Frogfish can grow from 5cm to 40cm. How much is it to get from 5 to 40? *Hint: Use your x5 to help you get there.*

$$5 + \underline{\quad\quad} = 40$$



# Odd fish countdown

## Worksheet 4: Maths - continued

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

Do the following calculations.

6.  $50 + 23 + 20 + 71 + 40 =$  \_\_\_\_\_

7. Half of 50 is \_\_\_\_\_

8. How many 10s are in 50? \_\_\_\_\_

### Create a bar chart to show fish habitats

9. Look at the 'Where are they found?' section in the book for each of the fish in the text. Read where the fish live. Find the right column in the chart on the next page and write the name of the fish in its own box in the correct column (it might need to go into more than one column if it lives in more than one place).

10. When you have done all 10 fish, colour in the boxes that have a fish name using a different colour for each column to create a bar graph.

11. Then use the information in the chart to answer the questions below.

Which habitat is the most popular for our fish?

\_\_\_\_\_

Which habitat has the least fish?

\_\_\_\_\_

How many fish live in rivers?

\_\_\_\_\_

How many fish live in the deep sea/deep waters?

\_\_\_\_\_

# Odd fish countdown

## Worksheet 4: Maths - continued

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

### Where fish live - bar chart

								Beach/sand/ shallows
								Deep sea/deep waters
								Sand caves
								Rivers
								Seaweed/kelp
								Reefs

Fish  
names

Places

# On Fog Hill

## Worksheet 1: Phonics

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

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

1. Read the following words out loud:

**be me she we he**

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

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3. Write a sentence for each of the words above.

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# On Fog Hill

## Worksheet 1: Phonics - continued

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

The long vowel sound /ee/ can also be spelt 'e\_e'.

4. Read the following words out loud:

**these eve compete evening complete**

5. Write the words below and highlight the /ee/ sound.

---

---

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---

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

**concrete Pete be theme we these extreme she**

<b>/ee/ spelt e</b>	<b>/ee/ spelt e_e</b>

# On Fog Hill

## Worksheet 1: Phonics - continued

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

The vowel sound /ur/ can be spelt 'ir'.

7. Read the following words out loud:

**girls birthday first whirl**

8. Write the words below and highlight the /ur/ sound.

\_\_\_\_\_

\_\_\_\_\_

9. The word 'whirl' means to spin round and round.

Add the following suffixes to the word 'whirl':

Add suffix →	-s	-ed	-ing
whirl			

10. Write a sentence for each of the new words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# On Fog Hill

## Worksheet 2: Comprehension

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

Answer the questions about *On Fog Hill*.

### Chapter 1

1. Where did Anya suggest she and Jude go for a walk?

\_\_\_\_\_

2. Why was Fog Hill a good spot?

### Chapter 2

3. Why were they all a bit puffed?

\_\_\_\_\_

4. What was Anya looking for as she was turning over rocks?

### Chapter 3

5. What is the first thing that Jude points out to Anya in the water?

\_\_\_\_\_

6. What does Jude call a group of dolphins?

\_\_\_\_\_

7. What does Dad suggest they do when Jude trips up?

\_\_\_\_\_

8. Why was Anya amazed at Anand and Lok?

\_\_\_\_\_

# On Fog Hill

## Worksheet 2: Comprehension - continued

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

### Chapter 4

9. How does Anand help Jude?

---

10. Who does Dad phone?

---

### Chapter 5

11. What does Anand suggest they can do to pass the time?

---

12. How does Lok entertain them?

---

### Chapter 6

13. What animal made a racket in the night?

---

14. Does Anya find a lizard in the end? How?

---

# On Fog Hill

## Worksheet 2: Comprehension - continued

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

15. Reread Chapter 1 (pages 2-5) with a partner. Use the **RAP** technique summarise the chapter. The **RAP** technique is:

**R** = Read the chapter

**A** = Ask yourselves who or what is the most important thing on the page

**P** = Write your answer in your own words

Pages 2-3

Pages 4-5

16. Use the information you've written above to fill in the table below.

Who are the characters?	What are they going to do?	Where is the story taking place?	When is the story happening?	Why are they doing this?

# On Fog Hill

## Worksheet 2: Comprehension - continued

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

### 17. Sentence work

Rewrite these sentences with the correct punctuation.

whats up anya asks

---

look theres a pod of dolphins shouts jude

---

where did this come from says jude

---

lets all get into the hut says dad

---

i wish we hadnt come anya says to dad

---

# On Fog Hill

## Worksheet 3: Grammar

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

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

Place the following nouns from the story into the right column of the table.

**Anya**  
**shop**  
**hut**

**dolphin**  
**Fog Hill**  
**Anand**

**snacks**  
**Lok**  
**fog**

**lizard**  
**Jude**  
**school**

Person	Place	Thing

2. Highlight the nouns in these sentences.

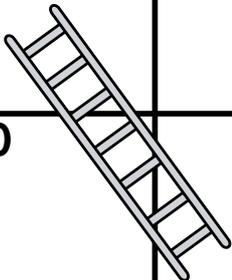
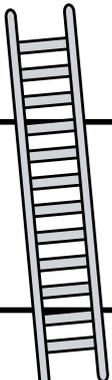
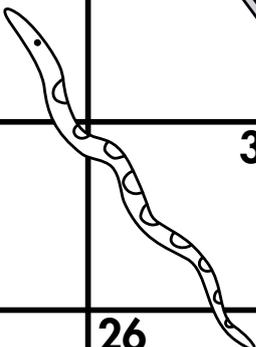
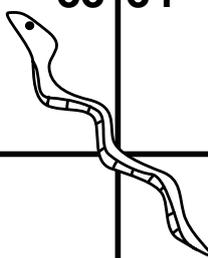
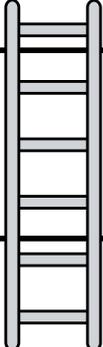
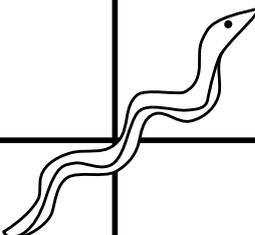
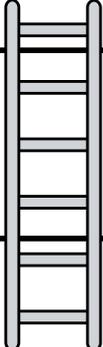
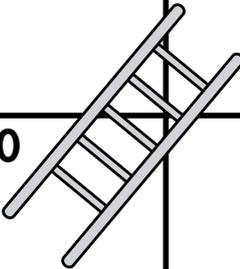
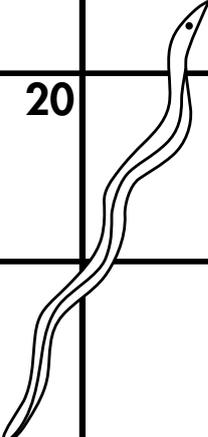
1. “See that boat?” says Anya.
2. “I think it’s a dolphin,” says Dad.
3. “Can Jude and I walk up Fog Hill?” Anya asks her mum.
4. Anya turns some rocks over.
5. “The hut’s just round that bend,” says Dad.
6. Jude is talking to Anand and Dad is talking to Lok.
7. There is no Bigfoot out on Fog Hill!

# On Fog Hill

## Worksheet 4: Social Science/Maths

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

1. On the snakes and ladders game below, write a positive thing that happened to you recently at the bottom of each ladder. Write a disappointing thing at the top of each snake. For example, a positive thing might be 'helped a friend with their maths'. A disappointing thing might be 'lost my netball'. Now play the game with a partner or small group.

43	44	45	46	47	48	FINISH
						49
42	41	40	39	38	37	36
			31	32	33	34
29	30					35
28	27	26	25	24	23	22
				18	19	20
15	16	17				21
14	13	12	11	10	9	8
						
	1	2	3	4	5	6
START						7

# Out of orbit

## Worksheet 1: Phonics

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

The sound /w/ can be spelt 'wh'.

1. Read the following words out loud:

**whirl when while whirlpool wheel meanwhile**

2. Read the sentences in the table and highlight the /w/ sound. Then write the 'wh' words in the next column.

Sentence	Write the 'wh' words
When are you going?	
The wheel fell off the bus.	
While you are cooking, I will tidy up.	

3. 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. Meanwhile, the Beeps are happy, too.**

**2. We are in a whirlpool!**

# Out of orbit

## Worksheet 1: Phonics - continued

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

The long vowel sound /igh/ can be spelt 'i\_e'.

4. Read the words with the /igh/ sound. Write them. Highlight the /igh/ sound.

Read the word	Write the word
arrive	
fine	
Nine	
Spike	
like	
time	
slime	

5. Choose three of the /igh/ words and write your own sentence for them.

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# Out of orbit

## Worksheet 1: Phonics - continued

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

The long vowel sound /igh/ can also be spelt 'i'.

6. Read the following words out loud:

**idea pilot I item hi find**

7. Write the words in a list below and highlight the /igh/ sound.

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

**wide ivy violin dive bike pipe pilot**

/igh/ spelt 'i_e'	/igh/ spelt 'i'

# Out of orbit

## Worksheet 2: Comprehension

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

Answer the questions about *Out of orbit*.

1. Why were Kassin and Spike sent to planet Cloud Nine?

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2. Why did their rocket ship start to rock about?

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3. What treat did Kassin give to the friendly alien?

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4. What did the flowers do to the children?

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5. What did Spike get zapped with?

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6. What name did Kassin give to the friendly alien?

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# Out of orbit

## Worksheet 2: Comprehension - continued

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

7. Why did Kassin give it that name?

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8. How did the Beep family help the rocket ship to fly?

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

<b>slime</b>	thrown with force
<b>hurled</b>	going around a planet
<b>shelter</b>	investigate
<b>whirlpool</b>	sun, stars and planets
<b>orbit</b>	swirling water
<b>explore</b>	yucky goo
<b>solar system</b>	a safe spot

# Out of orbit

## Worksheet 2: Comprehension - continued

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

10. Complete the table below.

Word	Illustrate the word	Write a definition
typhoon		
seeds		
choc bar		
rocket ship		
cosmic storm		

# Out of orbit

## Worksheet 2: Comprehension - continued

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

11. A story has characters, a setting, problems, solutions, and a conclusion. Fill in the table below, then use it to retell the story to a partner.

Setting - where does the story take place?
Characters - who were the characters in the story?
Problems - what were the problems in the story?
How did the story end?

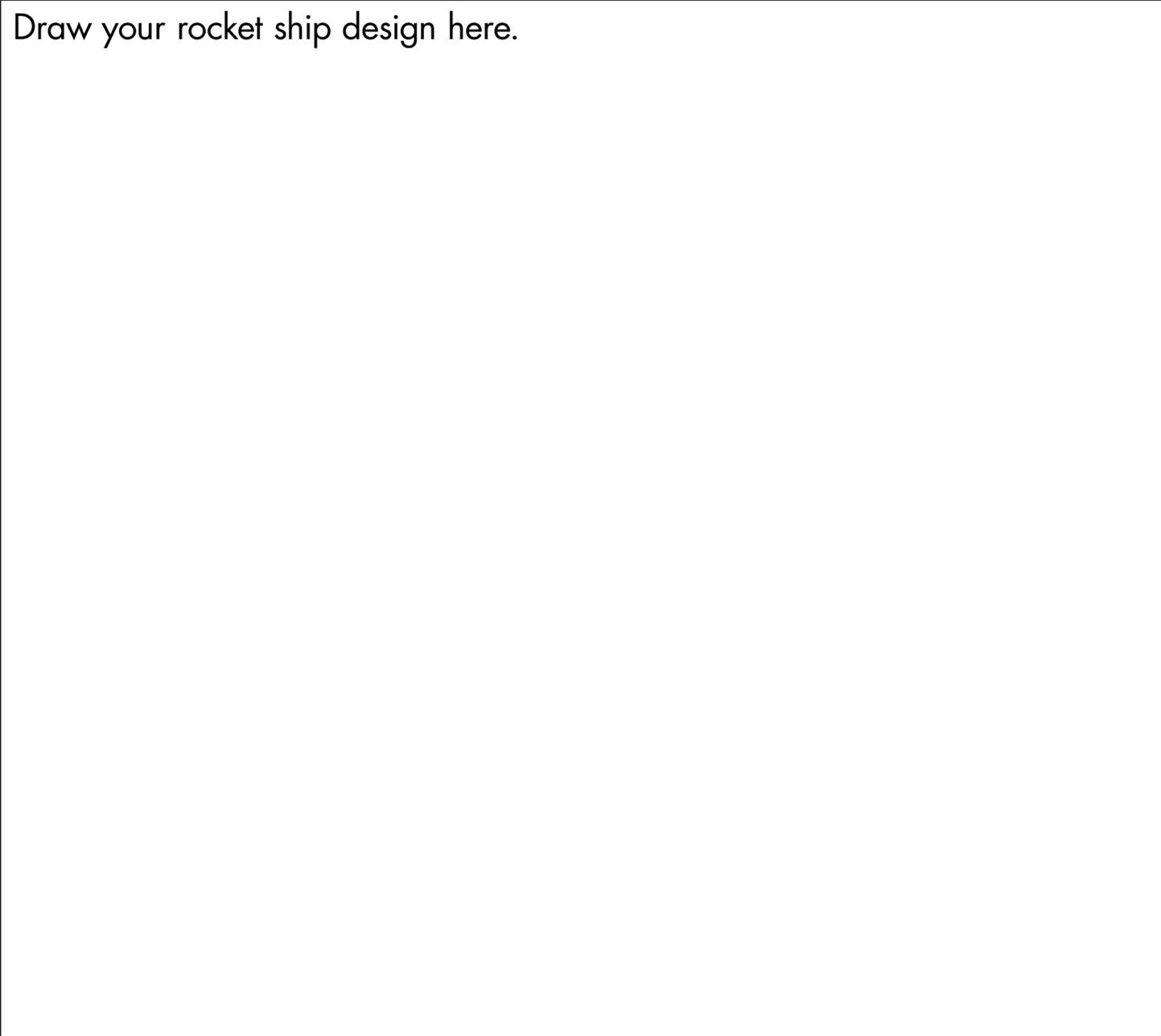
# Out of orbit

## Worksheet 3: Science and Technology

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

1. Plan and build a rocket ship using everyday materials.

Draw your rocket ship design here.



2. Write a list of the materials you used to build your rocket ship here.

# Out of orbit

## Worksheet 4: Art and Writing

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

### 1. Create your own 3D Planet Storyteller

#### You will need:

Paper - white or coloured

Scissors

Circle template (on next page)

Glue stick

String

Pens and pencils

#### Instructions

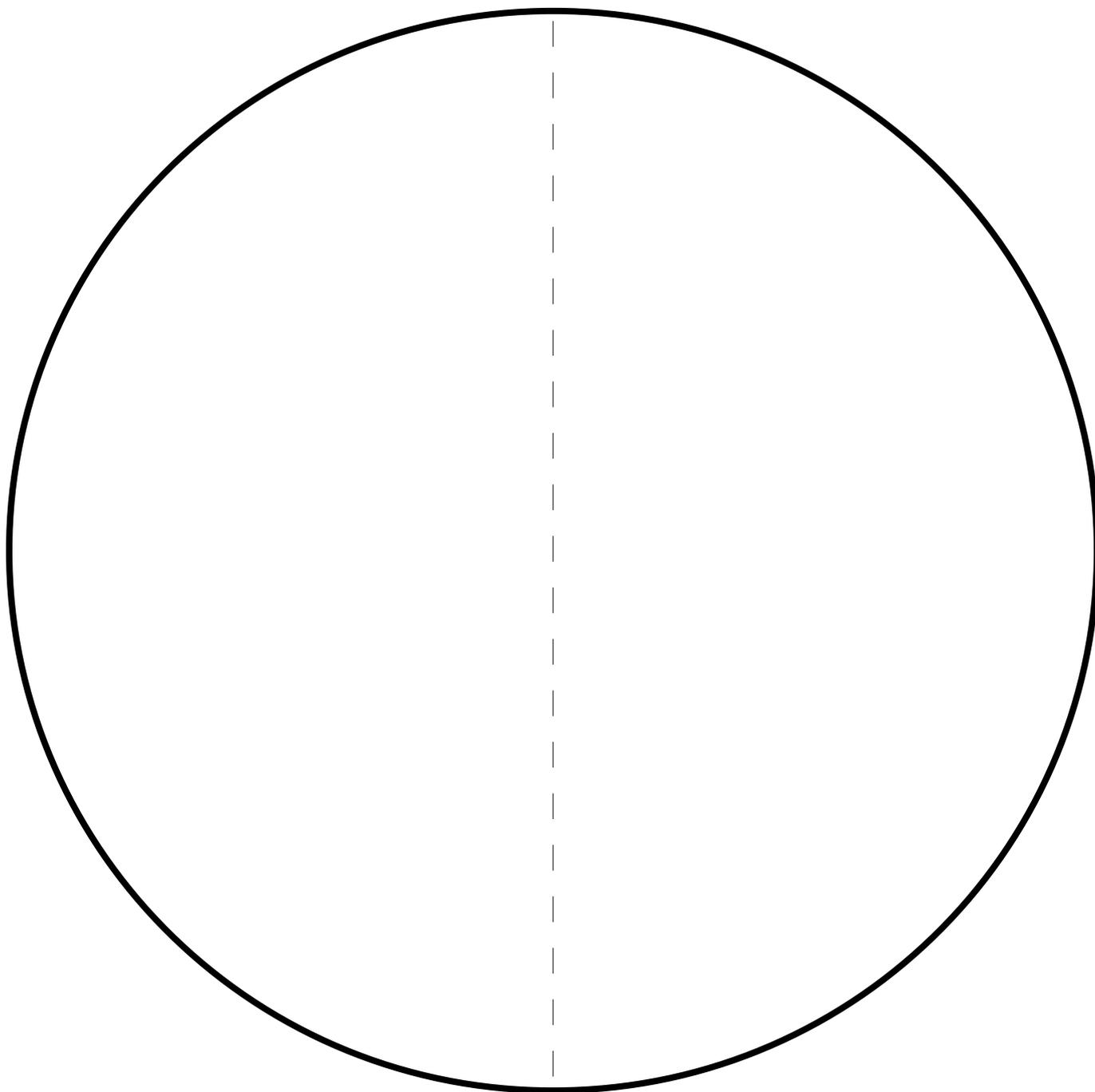
1. Cut out the circle template on the next page. Then use your cut-out as a template to cut out two more, so that you have three.
2. On one circle draw an event from the story. Write a sentence to describe what is happening in your picture.
3. On a second circle, draw the planet as a background. Then write 4 words with the /w/ sound spelt 'wh' on it.
4. On the third circle, draw Beep's house as a background. Then write 6 words with the /igh/ sound spelt 'i\_e' or 'i' on it.
5. Fold each of your three circles in half vertically along the dotted line.
6. Glue a blank half of circle 1 to a blank half of circle 2. Glue the other blank half of circle 2 to a blank half of circle 3. Repeat with circle 3 and circle 1.
7. Make a hole at the top and thread string through the hole. Hang your 3D Planet Storyteller up to display it.



# Out of orbit

## Worksheet 4: Art and Writing - continued

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



Cut out 3 of these circles to make a 3D Planet Storyteller.

# Pie in the sky

## Worksheet 1: Phonics

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

The long vowel sound /igh/ can be spelt 'y'.

1. Read the following words out loud:

**my by try fly why sky**

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

_____	_____
_____	_____
_____	_____

3. Write a sentence for each word.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Pie in the sky

## Worksheet 1: Phonics - continued

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

### Spelling rule:

**I fly. She flies.**

4. For a verb ending in y, change y to 'i' and add the suffix 'es'. Write the words in the table below.

Word	Change 'y' to 'i' and add 'es'
I fly	He
I cry	She
I try	She
I supply	He

5. Complete the words.

I fly. The bird fl\_\_\_\_\_ over the tree tops.

I cry. The baby cr\_\_\_\_\_ when he is hungry.

I try. The girl tr\_\_\_\_\_ to lift the box.

I supply. The teacher suppl\_\_\_\_\_ all the pens.

# Pie in the sky

## Worksheet 1: Phonics - continued

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

The long vowel sound /oa/ can be spelt 'ow'.

6. Read the following words out loud then write them two times. Highlight the /oa/ sound.

	Write it and highlight	Write it and highlight
<b>low</b>		
<b>own</b>		
<b>show</b>		
<b>follow</b>		
<b>slow</b>		
<b>window</b>		

7. Underline the spellings of the long vowel sound /oa/ in the following story.

Patty was in her cozy bedroom, sitting on her low bed near the window. She got an idea to put on a show. Billy, her cat, always followed her, so he needed to be part of the show.

# Pie in the sky

## Worksheet 2: Comprehension

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

I. Answer the questions about *Pie in the sky*.

a. What does Patty think Dad will cook for dinner?

b. What does Bill always add to his pie?

c. Who tries to grab the pie first?

d. What is the name of the street they run under?

e. Where do all the pies go?

f. What do the pies spell in the sky?

g. Name two sorts of pie in the sky.

h. Name three sorts of dessert pies in the story.

i. What kind of dessert pie did Patty want?

j. What topping does Dad think is the best for a dessert pie?

k. What topping does Bill think is the best for a dessert pie?

# Pie in the sky

## Worksheet 2: Comprehension - continued

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

2. Draw a line from each word to the correct meaning.

<b>groan</b>	natural stream of water
<b>creek</b>	deep moaning sound
<b>cutlery</b>	unfriendly sound an animal makes
<b>growl</b>	things that you eat with
<b>spectacular</b>	eat
<b>munch</b>	feeling of wanting to eat something
<b>appetite</b>	wonderful and amazing

3. Add the suffixes 's', 'ed' and 'ing' to the end of the word 'growl'.

<b>growl</b> <i>unfriendly sound an animal makes</i>		
-s Present tense: I growl. It _____	-ed Past tense: It has already happened.	-ing Present tense: It is going on right now.

# Pie in the sky

## Worksheet 2: Comprehension - continued

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

4. Add the suffixes 's', 'ed' and 'ing' to the end of the word 'groan'.

<b>groan</b> <i>deep moaning sound</i>		
<b>-s</b> Present tense: I groan. It _____	<b>-ed</b> Past tense: It has already happened.	<b>-ing</b> Present tense: It is going on right now.

5. Write a short story using the vocabulary words below.

**groan munch spectacular growl appetite creek**

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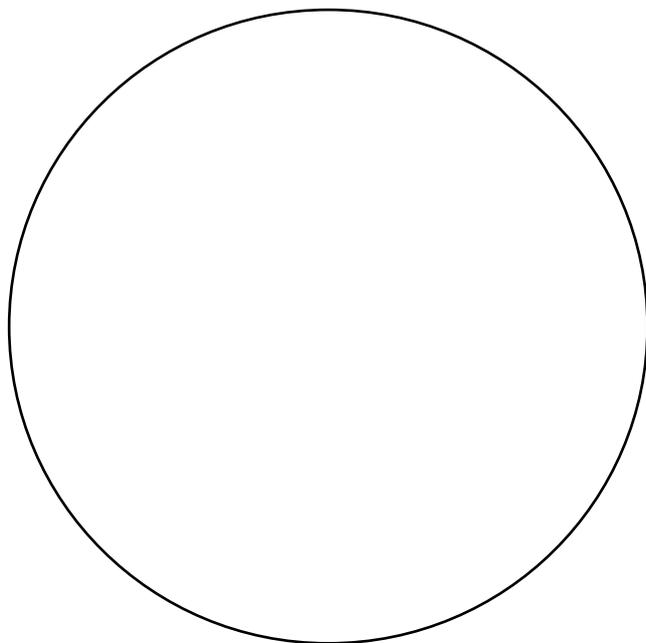
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# Pie in the sky

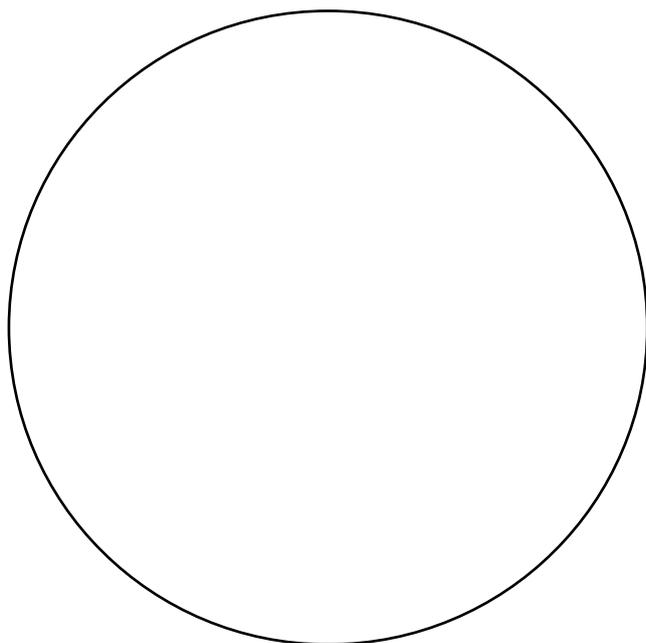
## Worksheet 3: Maths

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

1. Divide the pie into two equal parts.



2. Divide the pie into three equal parts.

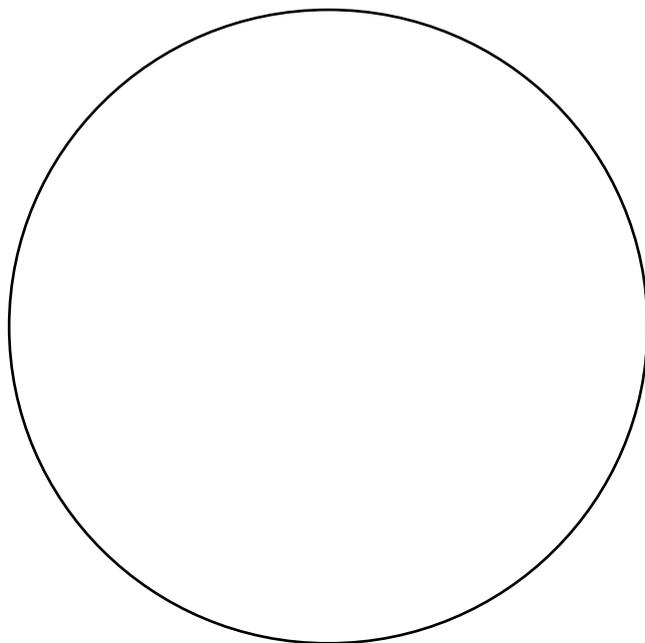


# Pie in the sky

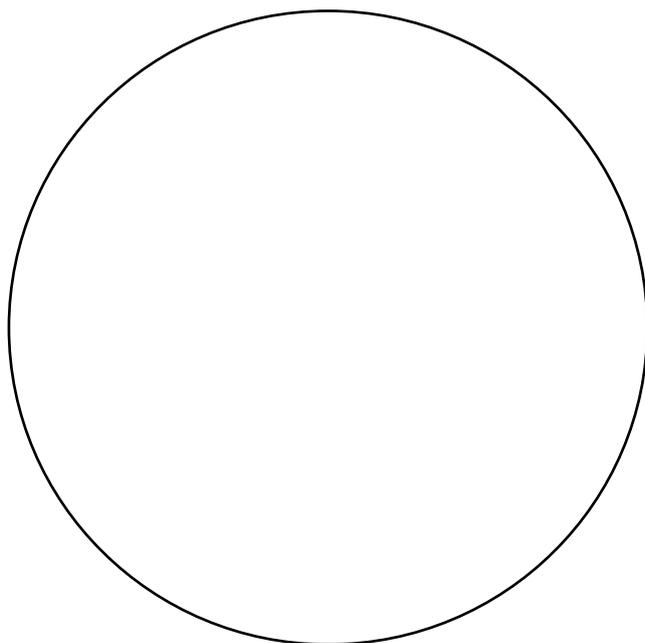
## Worksheet 3: Maths - continued

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

3. Divide the pie into eight equal parts.



4. Divide the pie into four equal parts.



# Pie in the sky

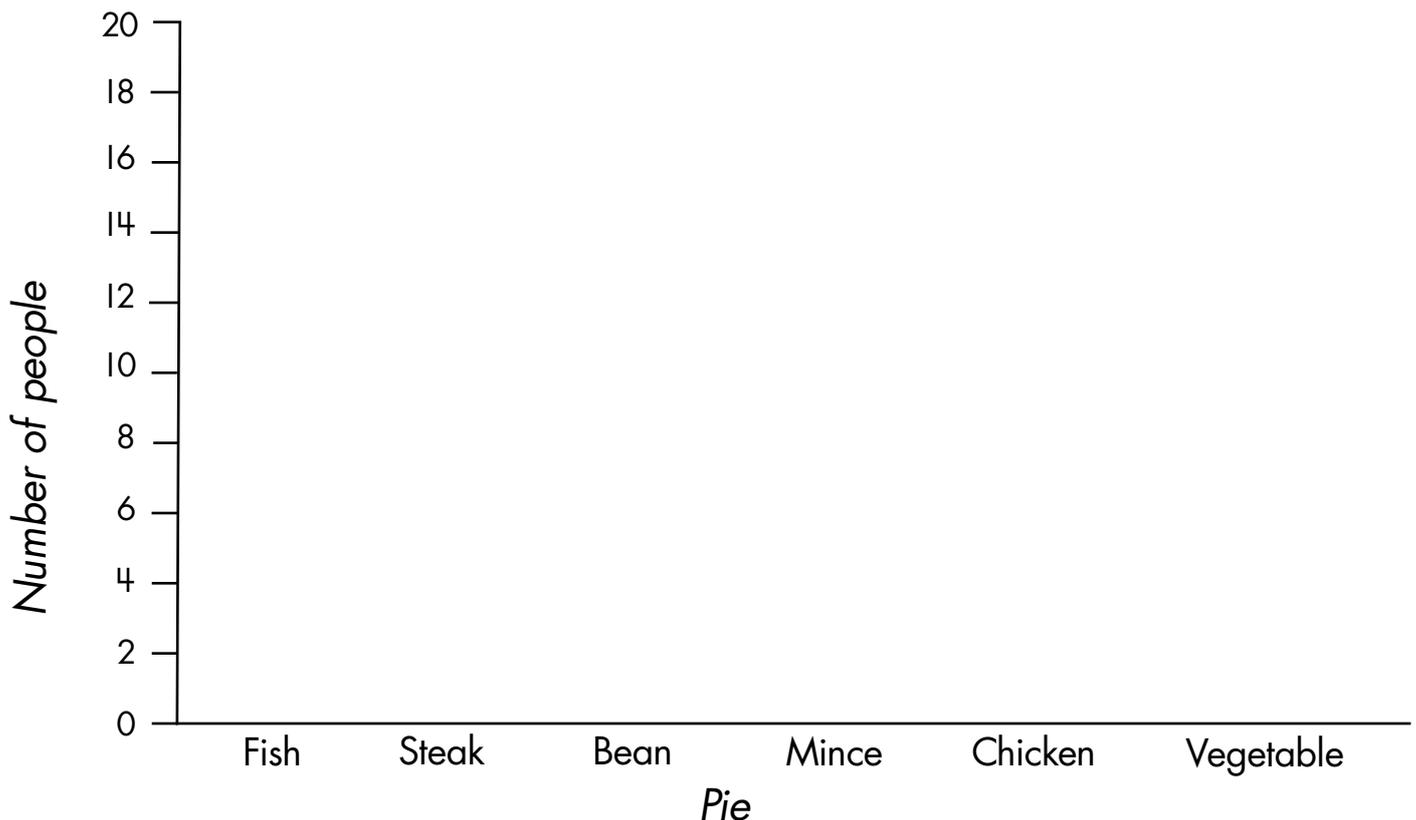
## Worksheet 3: Maths - continued

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

5. Do a survey to find out which pie is the most popular in your classroom. Ask students in your classroom which pie is their favourite of the choices. Complete the tally chart. This will show you which is the most popular pie.

Pies	Number of children
Fish pie	
Steak pie	
Bean pie	
Mince pie	
Chicken pie	
Vegetable pie	

6. Create a bar graph to display your data.



# Pie in the sky

## Worksheet 4: Creative Writing

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

1. The Ancient Egyptians were the first to invent a dish close to what we know as a pie today. It was a honey filling covered in a crusty cake made from oats, wheat, rye or barley. A recipe for chicken pie was also discovered on a tablet carved more than 4,000 years ago.

Design your own pie filling, sweet or savoury. What special ingredients or flavouring would you put into your pie? Write your pie fillings in the pie shape below. You can decorate the pie, too.

