

Don't Embarrass Me, Dad!

Name: Date:



Fill in this story outline about
Don't Embarrass Me, Dad!

1. Main characters (Who is in the story?)

2. Setting (When and where is the story set?)

3. Orientation (What happens at the beginning of the story?)

4. Complication (What problem does the main character have?)

5. Resolution (How is the problem solved?)

6. Ending (How does the story end?)

Don't Embarrass Me, Dad!

Name: Date:



▶▶ Read each sentence to help you to identify the word in *italics*. Listen to the missing sound in the underlined word. Fill in the missing letters to represent the long vowel sound.

1. The problem was that he didn't *kn*___ when to stop being a basketball coach.
2. "Why does your dad have a whistle around his neck all the *t*___*m*___?" asked Greg.
3. But it wasn't as *ea*s___ as that.
4. "Don't *worr*___," said Mum.
5. When Ben's dad came *h*___*m*___, the boys were ___*ting* burgers and *fr*___*s* in the *famil*___ room.
6. "Okay," said Dad. "You *kn*___ the rules. *F*___*v*___ fouls and you're out!"
7. "Bet you can't *r*___*ch* the bin from over there," said Callum.
8. The boys took turns *thr*___*ing* rubbish into the bin.
9. "It's too ___*sy*" said Callum. "Move the bin *h*___er up."
10. Ben's dad *sm*___*l*___*d*. "That's nothing," he said. "Would you *l*___*k*___ to see me dribble?"

Fast Forward – Level 13

Don't Embarrass Me, Dad!

Name: Date:



 Read the contraction in the brackets.
Complete the sentence by writing the two words that make up the contraction.

(wasn't) But it _____ as easy as that.

(won't) "Dad _____ embarrass you at the sleep over."

(I've) " _____ got some DVDs and games we can play."

(How's) " _____ the team?"

(We're) " _____ having a sleep over."

(We'll) " _____ have a team talk at half time."

 Rewrite each of these as contractions.

do not _____ can not _____

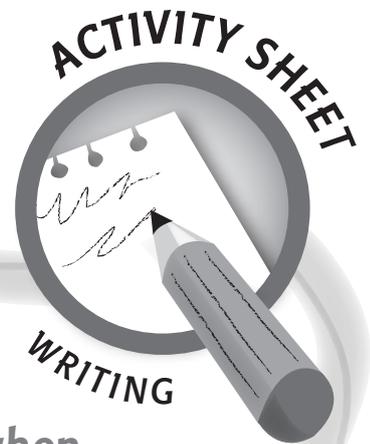
what is _____ you are _____

that is _____ I am _____

Fast Forward – Level 13

Don't Embarrass Me, Dad!

Name: Date:



 Read each sentence. Underline the word or phrase in the sentence that tells where or when an event happened. Use the clue in brackets to help you. An example is done for you.

1. "Why does your dad have a whistle around his neck all the time?" (when)
2. "I guess he forgets to take it off after the game" (when)
3. "Dad won't embarrass you at the sleep over." (where)
4. You can all set out your sleeping bags in the family room. (where)
5. "We'll have a team talk at half time." (when)

 Use your own ideas about the story to write sentences that contain these phrases that tell where or when an event happened. You can use the phrase at the beginning, middle or end of your sentence.

1. after the game (when) _____

2. in the family room (where) _____

3. when Ben's dad came home (when) _____

Metal Mouth

Name: Date:



Fill in this story outline about *Metal Mouth*.

1. Main characters (Who is in the story?)

2. Setting (When and where is the story set?)

3. Orientation (What happens at the beginning of the story?)

4. Complication (What problem does the main character have?)

5. Resolution (How is the problem solved?)

6. Ending (How does the story end?)

Metal Mouth

Name: Date:



▶▶ Read each sentence to help you to identify the word in *italics*. Listen to the missing sound in the underlined word. Fill in the missing letters to represent the long vowel sound.

1. I was *ok*__ to look at.
2. My *l*__*f*__ used to be all *r*____*t*.
3. At *l*____*st* I didn't have *br*__*c*__*s*, like Emma Green.
4. A *w*____*k* later, I had a *f*__*c*__ full of metal.
5. Suddenly, there was a loud C-R-A-C-K! and *l*____*tning* hit the ground close to me.
6. I got a terrible *fr*____*t*.
7. When I __*t*__ dinner that *n*____*t*, my fork stuck to my *br*__*c*__*s*.
8. "Stop *pl*____*ing* with your food."
9. "My *br*__*c*__*s* are *l*__*k*__ a magnet."
10. But we got *fr*_____.

Fast Forward – Level 13

Metal Mouth

Name: Date:



Read the contraction in the brackets.

Complete the sentence by writing the two words that make up the contraction.

(wasn't) I _____ the best looking kid in class.

(didn't) At least I _____ have braces, like Emma Green.

(I've) "Brad, _____ just had a talk with the dentist."

(That's) " _____ not a good look, Brad," Mum said.

(I'm) " _____ not playing," I said.

(don't) " _____ worry. I'm sure the effect won't last."



Rewrite each of these as contractions.

must have _____ will not _____

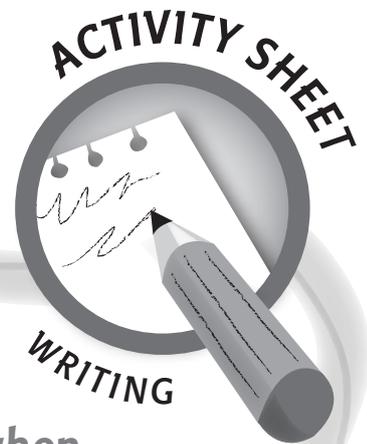
it is _____ how is _____

we are _____ we will _____

Fast Forward – Level 13

Metal Mouth

Name: Date:



 Read each sentence. Underline the word or phrase in the sentence that tells where or when an event happened. Use the clue in brackets to help you. An example is done for you.

1. I wasn't the best-looking kid in my class. (where)
2. A week later, I had a face full of metal. (when)
3. One stormy afternoon, I was walking home from school (when)
4. Suddenly, there was a loud C-R-A-C-K! and lightning hit the ground in front of me. (where)
5. As I was putting my school notes together, something very odd happened. (when)
6. The little bits of metal we were using flew up and into my mouth. (where)

 Use your own ideas about the story to write sentences that contain these phrases that tell where or when an event happened. You can use the phrase at the beginning, middle or end of your sentence.

1. in my class (where) _____

2. one stormy afternoon (when) _____

3. in science class (where) _____

Fast Forward – Level 13

Scar

Name: Date:



Fill in this story outline about *Scar*.

1. Main characters (Who is in the story?)

2. Setting (When and where is the story set?)

3. Orientation (What happens at the beginning of the story?)

4. Complication (What problem does the main character have?)

5. Resolution (How is the problem solved?)

6. Ending (How does the story end?)

Fast Forward – Level 13

Scar

Name: Date:



Read each sentence to help you to identify the word in *italics*. Listen to the missing sound in the underlined word. Fill in the missing letters to represent the long vowel sound.

1. Nick was really *br v*.
2. He could do a 360° flip on his *sk t* board.
3. Scar lived on Nick's *str t*.
4. The dog's *ner* had *p nted* a picture on the fence.
5. Since the first day Nick saw it, he had *dr med* about Scar.
6. He knew, any second, Scar would *h r* him.
7. The little gap was now a monster-sized *h l*.
8. *W t!* That bush moved.
9. He could see eyes, green and *gl ing*.
10. Nick saw a short, fluffy dog *r c* across the grass to the man.

Fast Forward – Level 13

Scar

Name: Date:



Read the contraction in the brackets.

Complete the sentence by writing the two words that make up the contraction.

(didn't) Nick _____ stop running until he reached the park.

(wasn't) There was one thing Nick _____ brave about.

(It's) _____ only a dog.

(couldn't) This time, Nick _____ hear anything.

(He'd) _____ never tell anyone about Scar.



Rewrite each of these as contractions.

do not _____ is not _____

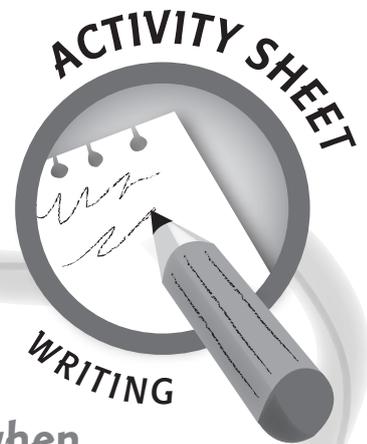
she had _____ will not _____

I have _____ it is _____

Fast Forward – Level 13

Scar

Name: Date:



 Read each sentence. Underline the word or phrase in the sentence that tells where or when an event happened. Use the clue in brackets to help you. An example is done for you.

1. Scar lived on Nick's street behind a high fence. (where)
2. Since the first day Nick saw it, he had dreamed about Scar. (when)
3. One day Scar would get out. (when)
4. He knew, any second, Scar would hear him. (when)
5. Then, in his head, he saw his shoe disappear under the fence. (where)
6. Nick saw a short, fluffy dog race across the grass to the man. (where)

 Use your own ideas about the story to write sentences that contain these phrases that tell where or when an event happened. You can use the phrase at the beginning, middle or end of your sentence.

1. behind the leaves (where) _____

2. down the street (where) _____

3. any second (when) _____

Time Travel: Ship Ahoy!

Name: Date:



Fill in this story outline about
Time Travel: Ship Ahoy!

1. Main characters (Who is in the story?)

2. Setting (When and where is the story set?)

3. Orientation (What happens at the beginning of the story?)

4. Complication (What problem does the main character have?)

5. Resolution (How is the problem solved?)

6. Ending (How does the story end?)

Time Travel: Ship Ahoy!

Name: Date:



▶▶ Read each sentence to help you to identify the word in *italics*. Listen to the missing sound in the underlined word. Fill in the missing letters to represent the long vowel sound.

1. Georgia and Charlie had a *t__m__* machine in their garden.
2. Charlie was a bit *afr__d*, but he still followed Georgia inside the *tr__* trunk.
3. "I can't *w__* to *s__* where the *t__m__* machine *t__k__* *s* us this *t__m__*," Georgia said.
4. "*Ok__*," snapped Georgia, and she started walking away.
5. The ship was about to set *s__l*.
6. "We're from a different *t__m__* and *pl__c__*," said Georgia.
7. The boy *tr__d* to get away, but Georgia would not let go.
8. The boy *scr__med* and *scr__med* but they held onto him.
9. The world's biggest passenger ship hit an *__c__berg* *yesterd__*.
10. More than 1500 people *d__d* when the ship sank.

Fast Forward – Level 13

Time Travel: Ship Ahoy!

Name: Date:



Read the contraction in the brackets.

Complete the sentence by writing the two words that make up the contraction.

(can't) "I _____ wait to see where the time machine takes us this time," Georgia said.

(Let's) "_____ see where we are," said Georgia.

(I'll) "I think _____ stay here," said Charlie.

(We're) "_____ from a different time and place," said Georgia.

(I'm) "_____ about to get on this ship."

(you'll) "One day, _____ thank us," Georgia told the boy.



Rewrite each of these as contractions.

did not _____ was not _____

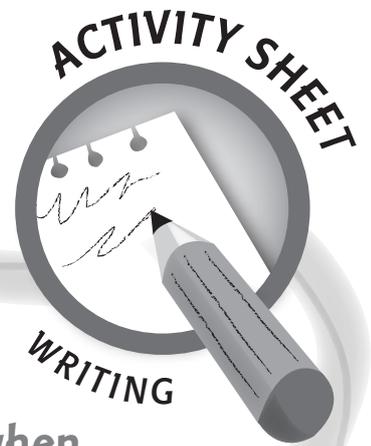
I have _____ that is _____

I am _____ must have _____

Fast Forward – Level 13

Time Travel: Ship Ahoy!

Name: Date:



Read each sentence. Underline the word or phrase in the sentence that tells where or when an event happened. Use the clue in brackets to help you. An example is done for you.

1. Georgia and Charlie had a time machine in their garden. (where)
2. Georgia's and Charlie's last adventure took them back to the time of the dinosaurs. (where)
3. They saw a crowd standing by some water. (where)
4. The boy screamed and screamed, but they held onto him until the ship had left the dock. (when)
5. Then the boy saw his aunt on the ship. (where)



Use your own ideas about the story to write sentences that contain these phrases that tell where or when an event happened. You can use the phrase at the beginning, middle or end of your sentence.

1. inside a tree trunk (where) _____

2. as the ship sailed away (when) _____

3. to the dock (where) _____

Fast Forward – Level 13

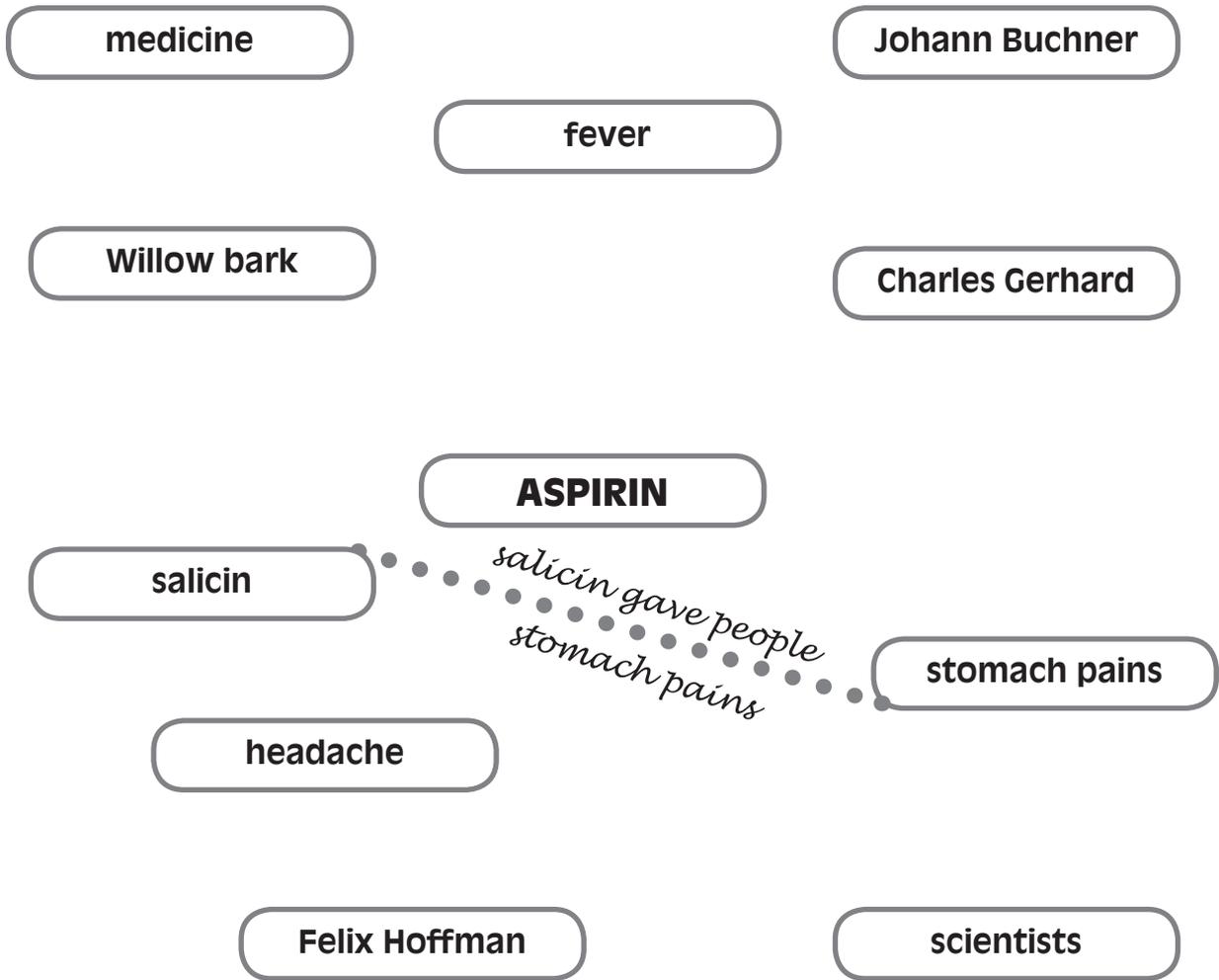
Aspirin

Name: Date:



Read these key words from the book.

Think about the way these words might connect with each other based on your reading. When you know what connections you can make, draw lines to link the words together. Write words or phrases along the lines to explain why you made the connection. An example is done for you.



Fast Forward – Level 13

Aspirin

Name: Date:



Say each syllable of these words aloud.

Write the number of syllables in each word, and then use lines to show the breaks between the syllables. An example is done for you.

- | | | | | |
|---------------|-----------------------------------|--------------|-----|-------|
| 1. thousand | <u> 2 </u> <u> thou-sand </u> | 6. medicine | ___ | _____ |
| 2. aspirin | ___ | 7. yellow | ___ | _____ |
| 3. people | ___ | 8. invention | ___ | _____ |
| 4. problem | ___ | 9. company | ___ | _____ |
| 5. advertised | ___ | 10. wonder | ___ | _____ |



Now, read the clues to find a word from the book.

Use lines to separate the syllables.

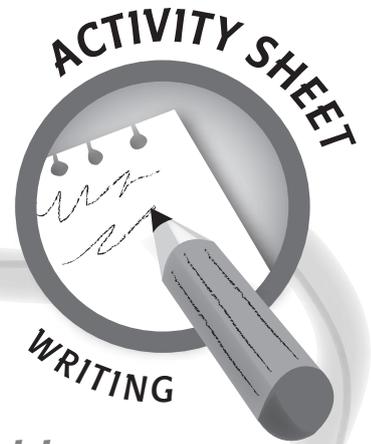
1. A 2-syllable word that means a pain in the head (p.4):

2. A 1-syllable word that is part of a tree (p.7): _____
3. A 3-syllable word that means people who test their ideas using science (p.8): _____
4. A 3-syllable word that names the yellow chemical that was added to the willow bark (p.9): _____
5. A 2-syllable word that tells how the salicin tasted (p.11):

Fast Forward – Level 13

Aspirin

Name: Date:



Use this writing plan to think about what the author would need to do to write *Aspirin*.

Write 3 key questions that the author wanted the book to answer about aspirin and how it was invented. Start your questions with *When, How, Why, Where* or *What*.

Q 1. _____

Q 2. _____

Q 3. _____

Write 5 facts about aspirin that the author would need to know to write this book.

1. _____

2. _____

3. _____

4. _____

5. _____

Write a list of key words the author would need to know to use in the book.

Best of Friends

Name: Date:



Read these key words from the book.

Think about the way these words might connect with each other based on your reading. When you know what connections you can make, draw lines to link the words together. Write words or phrases along the lines to explain why you made the connection. An example is done for you.

family

email

common

different

FRIENDS

friends share good times and bad times

time

share

together

send

bonds

team

Best of Friends

Name: Date:



Say each syllable of these words aloud.

Write the number of syllables in each word, and then use lines to show the breaks between the syllables. An example is done for you.

- | | | | |
|---------------|----------------------------|--------------|-------|
| 1. money | <u> 2 </u> <u>mon-ey</u> | 2. other | _____ |
| 3. together | _____ | 4. special | _____ |
| 5. because | _____ | 6. different | _____ |
| 7. along | _____ | 8. something | _____ |
| 9. every | _____ | 10. common | _____ |
| 11. Australia | _____ | 12. China | _____ |



Now, read the clues to find a word from the book.

Use lines to separate the syllables.

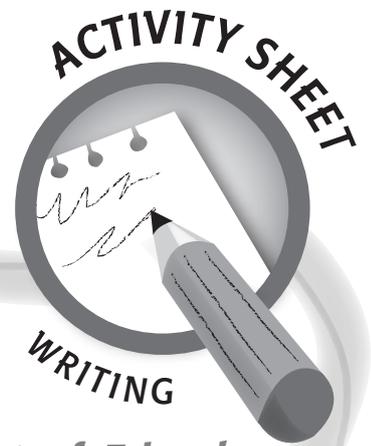
1. A 1-syllable word that means a mother (p.9):

2. A 1-syllable word that rhymes with bike (p.4):

3. A 3-syllable word that is a sport (p.15): _____
4. A 3-syllable word that starts with 'h' (p.19): _____
5. A 3-syllable word that is a day of the week (p.16):

Best of Friends

Name: Date:



Use this writing plan to think about what the author would need to do to write *Best of Friends*.

Write 3 key questions that the author wanted the book to answer about friendship. Start your questions with *When, How, Why, Where* or *What*.

Q 1. _____

Q 2. _____

Q 3. _____

Write 5 facts about friendship that the author would need to know to write this book.

1. _____

2. _____

3. _____

4. _____

5. _____

Write a list of key words the author would need to know to use in the book.

Death of the Dinosaur

Name: Date:



Read these key words from the book.

Think about the way these words might connect with each other based on your reading. When you know what connections you can make, draw lines to link the words together. Write words or phrases along the lines to explain why you made the connection. An example is done for you.

meteorite

Earth

metal

iridium is a strong metal

iridium

DINOSAURS

fossils

Mesozoic era

crater

scientists

climate

volcanoes

Fast Forward – Level 13

Death of the Dinosaur

Name: Date:



Say each syllable of these words aloud.

Write the number of syllables in each word, and then use lines to show the breaks between the syllables. An example is done for you.

- | | | | |
|---------------|------------------------------|---------------|-------|
| 1. million | <u> 2 </u> <u>mill-ion</u> | 2. dinosaurs | _____ |
| 3. Mesozoic | _____ | 4. climate | _____ |
| 5. metal | _____ | 6. scientists | _____ |
| 7. natural | _____ | 8. continents | _____ |
| 9. electrical | _____ | 10. movement | _____ |



Now, read the clues to find a word from the book.

Use lines to separate the syllables.

1. A 1-syllable word that is the planet we live on (p.5):

2. A 2-syllable word that means what the dinosaurs left behind (p.8): _____
3. A 4-syllable word that describes what might have hit the Earth (p.12): _____
4. A 4-syllable word that names the metal that was found in rock fossils (p.14): _____
5. A 3-syllable word that names the country where a crater was found (p.22): _____

Death of the Dinosaur

Name: Date:



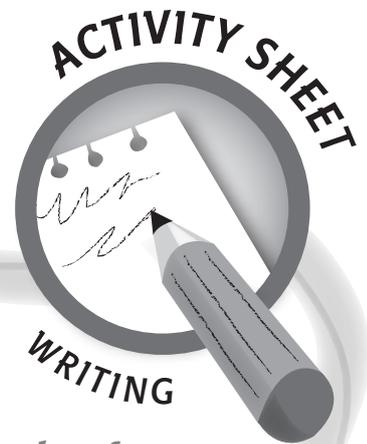
Read each sentence, and then fill in the missing word. Use the missing words to make a word find in the grid below. Write the words wherever you like in the grid, using one space for each letter. When you have written the words, fill in the gaps with any letters.

Give your word find to a friend to solve.

1. Dinosaurs lived during the _____ era.
2. Dinosaurs lived for about 180 _____ years.
3. _____ have studied dinosaur fossils.
4. Some scientists believe the dinosaurs died out when the _____ changed.
5. Some scientists think the dinosaurs died out when a _____ hit the Earth.
6. Maybe the dinosaurs died out because _____ erupted and this could have changed the Earth's climate.
7. Scientists found a metal called _____ that is not found in many places on Earth.
8. The dinosaurs may have died out because there was no _____ for them to eat.

Death of the Dinosaur

Name: Date:



Use this writing plan to think about what the author would need to do to write *Death of the Dinosaur*.

Write 3 key questions that the author wanted the book to answer about dinosaurs and when they died. Start your questions with *When, How, Why, Where* or *What*.

- Q 1. _____
- Q 2. _____
- Q 3. _____

Write 5 facts about why the dinosaurs died out that the author would need to know to write this book.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Write a list of key words the author would need to know to use in the book.

Fast Forward – Level 13

Energy in Sport

Name: Date:



Read these key words from the book.

Think about the way these words might connect with each other based on your reading. When you know what connections you can make, draw lines to link the words together. Write words or phrases along the lines to explain why you made the connection. An example is done for you.

endurance runners

proteins

marathon

breakfast

proteins fix bodies when they are injured

ENERGY

injured

carbohydrates

run

sprinters

fuel

muscles

Fast Forward – Level 13

Energy in Sport

Name: Date:



Say each syllable of these words aloud.

Write the number of syllables in each word, and then use lines to show the breaks between the syllables. An example is done for you.

- | | | | | | |
|--------------|-----------------------------|------------|------------|-------|-------|
| 1. people | <u> 2 </u> <u>peo-ple</u> | 2. muscles | ___ | _____ | |
| 3. endurance | ___ | _____ | 4. prepare | ___ | _____ |
| 5. body | ___ | _____ | 6. glasses | ___ | _____ |
| 7. injured | ___ | _____ | 8. cereal | ___ | _____ |
| 9. energy | ___ | _____ | 10. pasta | ___ | _____ |



Now, read the clues to find a word from the book.

Use lines to separate the syllables.

1. A 3-syllable word that names the games where people race (p.9): _____
2. A 2-syllable word starting with 'm' that names how far people have run (p.9): _____
3. A 2-syllable word that names runners who run over a short distance (p.8): _____
4. A 3-syllable word that names a race that is 42 kilometres long (p.17): _____
5. A 4-syllable word that is found in pasta (p.22):

Fast Forward – Level 13

Energy in Sport

Name: Date:

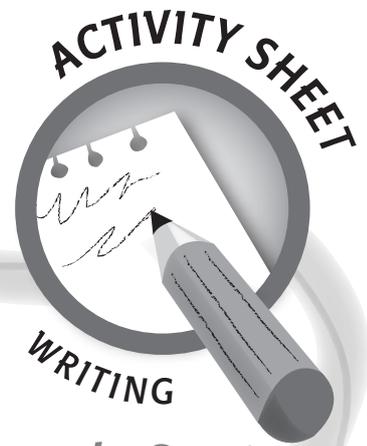


Read each sentence, and then fill in the missing word. Use the missing words to make a word find in the grid below. Write the words wherever you like in the grid, using one space for each letter. When you have written the words, fill in the gaps with any letters. Give your word find to a friend to solve.

1. People who play sport need a lot of _____ .
2. _____ are people who run over a short distance.
3. Sprinters need to build up their _____ .
4. _____ runners run over a long distance.
5. The best foods for building muscles have lots of _____ .
6. Proteins help to fix the body when it is _____ .
7. Endurance runners need _____ bodies.
8. People who run long distances need foods with carbohydrates and _____ .

Energy in Sport

Name: Date:



Use this writing plan to think about what the author would need to do to write *Energy in Sport*.

Write 3 key questions that the author wanted the book to answer about energy and sport. Start your questions with *When, How, Why, Where* or *What*.

Q 1. _____

Q 2. _____

Q 3. _____

Write 5 facts about energy in sport that the author would need to know to write this book.

1. _____

2. _____

3. _____

4. _____

5. _____

Write a list of key words the author would need to know to use in the book.

Fast Forward – Level 13

Hip Hop

Name: Date:



Read these key words from the book.

Think about the way these words might connect with each other based on your reading. When you know what connections you can make, draw lines to link the words together. Write words or phrases along the lines to explain why you made the connection. An example is done for you.

music

the Bronx

DJs

break dancing

rap

HIP HOP

money

Jamaica

neighbourhoods

songs

graffiti art

culture

DJs from Jamaica played rap

Fast Forward – Level 13

Hip Hop

Name: Date:



Say each syllable of these words aloud.

Write the number of syllables in each word, and then use lines to show the breaks between the syllables. An example is done for you.

- | | | | | |
|--------------|--------------|----------|------------------|-------|
| 1. dancing | <u> 2 </u> | danc-ing | 2. music | _____ |
| 3. everybody | _____ | _____ | 4. rapping | _____ |
| 5. important | _____ | _____ | 6. neighbourhood | _____ |
| 7. different | _____ | _____ | 8. culture | _____ |
| 9. money | _____ | _____ | 10. ideas | _____ |



Now, read the clues to find a word from the book. Use lines to separate the syllables.

1. A 3-syllable word that names the country where rap music started (p.8): _____
2. A 2-syllable word starting with 'r' that names what DJs played (p.9): _____
3. A 1-syllable word that names where break dancers dance (p.14): _____
4. A 3-syllable word that means painting on walls that is not legal (p.17): _____
5. A 2-syllable word that names the groups of people who said yes to painting on public spaces (p.17): _____

Fast Forward – Level 13

Hip Hop

Name: Date:



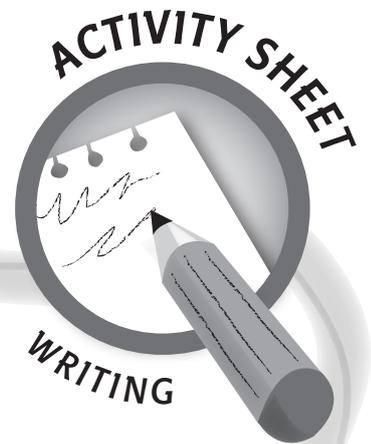
Read each sentence, and then fill in the missing word. Use the missing words to make a word find in the grid below. Write the words wherever you like in the grid, using one space for each letter. When you have written the words, fill in the gaps with any letters. Give your word find to a friend to solve.

1. In rap _____ , DJs say things in between parts of the song.
2. Rap music talks about making the _____ a better place for everybody.
3. Break dancers do their dance on the _____ .
4. _____ dancers do a lot of very hard moves and try to out-do each other.
5. Some people liked _____ art so much that the councils made it legal to paint in some places.
6. Some councils let artists do their painting in _____ places.
7. Graffiti art is an important part of hip hop _____ .

Fast Forward – Level 13

Hip Hop

Name: Date:



Use this writing plan to think about what the author would need to do to write *Hip Hop*.

Write 3 key questions that the author wanted the book to answer about hip hop. Start your questions with *When, How, Why, Where* or *What*.

Q 1. _____

Q 2. _____

Q 3. _____

Write 5 facts about hip hop that the author would need to know to write this book.

1. _____

2. _____

3. _____

4. _____

5. _____

Write a list of key words the author would need to know to use in the book.

Peacekeepers

Name: Date:



Read these key words from the book.

Think about the way these words might connect with each other based on your reading. When you know what connections you can make, draw lines to link the words together. Write words or phrases along the lines to explain why you made the connection. An example is done for you.

United Nations

elections

peace

families

doctors

PEACEKEEPERS

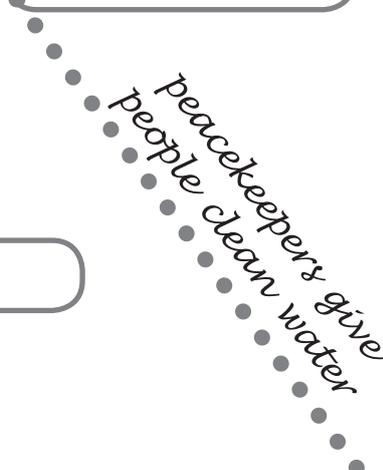
build

soldiers

protect

refugees

clean water



Fast Forward – Level 13

Peacekeepers

Name: Date:



Say each syllable of these words aloud.

Write the number of syllables in each word, and then use lines to show the breaks between the syllables. An example is done for you.

- | | | | | |
|-----------------|--------------------------------|-----------------|-----|-----|
| 1. together | <u> 3 </u> <u>to-ge-ther</u> | 2. peacekeepers | ___ | ___ |
| 3. protect | ___ | 4. rebuilding | ___ | ___ |
| 5. organisation | ___ | 6. unsafe | ___ | ___ |
| 7. understand | ___ | 8. children | ___ | ___ |
| 9. families | ___ | 10. travel | ___ | ___ |



Now, read the clues to find a word from the book. Use lines to separate the syllables.

1. A 2-syllable word that is the organisation called the United _____ (p.6): _____
2. A 2-syllable word that means places in the world (p.7): _____
3. A 3-syllable word that means the same as hard (p.9): _____
4. A 3-syllable word that means people who have had to leave their homes because of war (p.11): _____
5. A 3-syllable word that means when people can vote (p.16): _____

Fast Forward – Level 13

Peacekeepers

Name: Date:



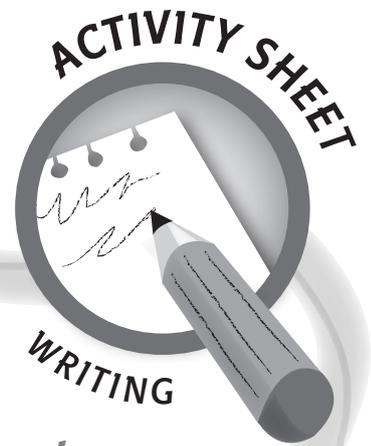
Read each sentence, and then fill in the missing word. Use the missing words to make a word find in the grid below. Write the words wherever you like in the grid, using one space for each letter. When you have written the words, fill in the gaps with any letters. Give your word find to a friend to solve.

1. Peacekeepers are people who go to places where there has been _____ .
2. Many peacekeepers are _____ .
3. Peacekeepers go to countries that _____ help.
4. Peacekeepers know that _____ places takes time.
5. The United _____ sends peacekeepers to different parts of the world.
6. Peacekeepers help people stay _____ .
7. _____ are people who leave their homes because of war.
8. The life of a _____ can be hard.

Fast Forward – Level 13

Peacekeepers

Name: Date:



Use this writing plan to think about what the author would need to do to write *Peacekeepers*.

Write 3 key questions that the author wanted the book to answer about aspirin and how it was invented. Start your questions with *When, How, Why, Where* or *What*.

Q 1. _____

Q 2. _____

Q 3. _____

Write 5 facts about peacekeepers that the author would need to know to write this book.

1. _____

2. _____

3. _____

4. _____

5. _____

Write a list of key words the author would need to know to use in the book.
