First Facts Dinosaurs

by Rebecca Johnson

Steve Parish KIDS

$7.95 RRP

Combine the teaching of science and maths content with literacy through these books and activity sheets. The eight books in the series are supported by two photocopiable worksheets each. The most reluctant readers are guaranteed to be interested by these dynamic books and fun activity sheets.

Through a slow release of information, each book builds a solid understanding of how dinosaurs are classified. The activity sheets reinforce this understanding through the presentation and repetition of information in a variety of ways. The tasks for this series are STEM based, and are designed to develop early research skills.

- The books guide students to:
- independently compare and contrast
- measure
- use glossaries and indexes
- decipher facts and information from tables and graphs
- complete design challenges
- make inferences about what they have read.

Linked to the Australian Curriculum science outcomes listed below, these books and their accompanying worksheets are valuable resources across primary schools, and cater to students with different needs and abilities.

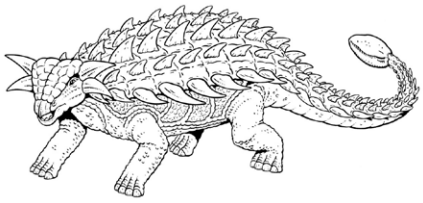
Australian CURRICULUM

Foundation	Living things have basic needs, including food and water.	ACSSU002
Year 1	Living things have a variety of external features.	ACSSU017
Year 2	Living things grow, change and have offspring similar to themselves. People use science in their daily lives, including when caring for their environment and living things.	ACSSU030 ACSHE035
Year 3	Living things can be grouped on the basis of observable features and can be distinguished from non-living things. Science involves making predictions and describing patterns and relationships.	ACSSU044 ACSHE050
Year 4	Living things have life cycles. Living things depend on each other and the environment to survive.	ACSSU072 ACSSU073
Year 5	Living things have structural features and adaptations that help them to survive in their environment.	ACSSU043

There are 8 books in the **First Facts Dinosaurs** series. Their titles, reading levels and ISBNs are listed below:

Title	Isbn	Reading Level
Horn-faced Dinosaurs	9781925425918	18
Bird-footed Dinosaurs	9781925425925	18
Thick-headed Dinosaurs	9781925425932	18
Plated Dinosaurs	9781925425949	18
Armour-covered Dinosaurs	9781925425956	19
Lizard-footed Dinosaurs	9781925425963	18
Prehistoric Flying & Marine Reptiles	9781925425970	30
Beast-like Dinosaurs	9781925425987	19

First Facts
Armour-covered Dinosaurs



1 Use the flow chart on page 7 to help you answer these questions:

a. Which group of dinosaurs was most closely matched to armour-covered dinosaurs?_____

b. Were ***Ankylosauria*** bird-hipped or lizard-hipped?_____

c. Which other group did Plated and armour-covered dinosaurs belong to?_____

2 Find the facts:

a. What does the term extinct mean? _____

Do you know of any other animals that are extinct? _____

b. What did armour-covered dinosaurs eat? _____

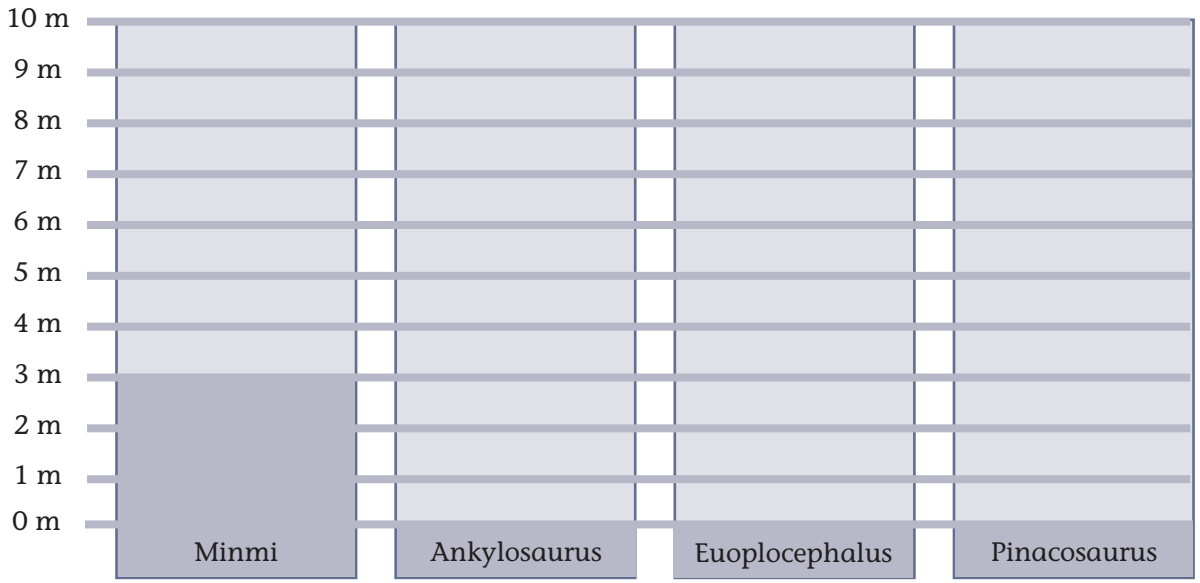
c. What did some armour-covered dinosaurs have on the end of their tail? _____

Why do you think they had that? _____

d. Name two continents that armour-covered dinosaurs have been found on _____ and_____

3 Graphing: Use the book to complete the graph below. The first one has been done for you.

Comparison of Dinosaur Lengths



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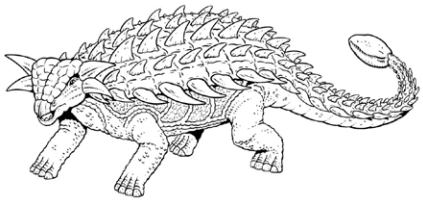
First Facts
Armour-covered Dinosaurs



4 Compare and contrast the dinosaurs from pages 14 to 21 to answer these questions:

a. Which was the heaviest armour-covered dinosaur featured? _____

b. Which species lived more than 100 million years ago? _____

c. Which was the shortest armour-covered dinosaur featured? _____

d. Which species was found in Australia? _____

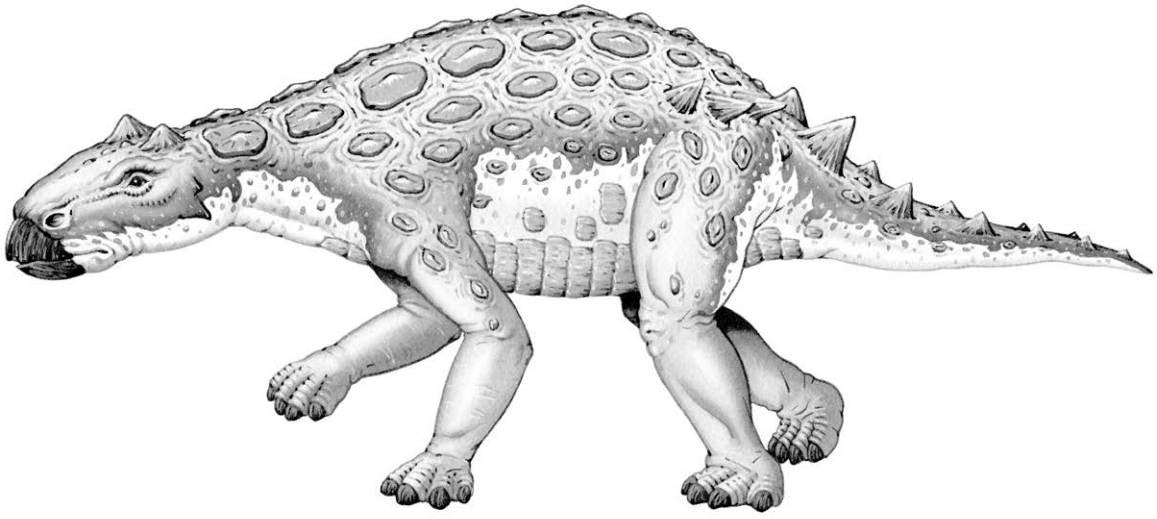
d. Which species did not have a bony knob on its tail? _____

e. What are two things in common with all of the armour-covered dinosaurs, apart from their armour? _____ and _____

f. Which two species were around the same weight? _____ and _____

5 Design challenge

Look at this picture of a Minmi dinosaur. Can you create three extra features that would have helped it to protect itself more? (For example, sharper teeth) Make sure you label each feature and say why you have added it.



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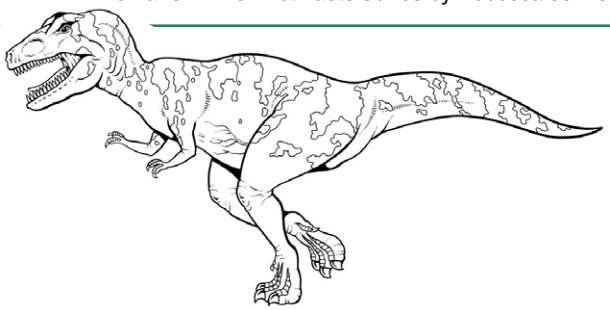
First Facts
Beast-like Dinosaurs



1 **Read the information about the four beast-like dinosaurs that are featured.**

Which one do you think was the most dangerous? _____

What features does it have that makes you think this? _____

_____

2 **Use the beast-like dinosaurs book to help you finish these sentences;**

a. Beast-like dinosaurs ate _____.

b. Tyrannosaurus Rex could run at _____ over short distances.

c. Velociraptor used its curved claw to _____.

d. Spinosaurus had spines on its back that were _____ high.

e. Allosaurus had teeth that were _____ long.

f. Velociraptor liked to hunt in _____.

g. Beast-like dinosaurs mainly lived in the _____ period.

h. Beast-like dinosaurs lived on every _____ in the world.

3 **Find the facts:**

a. Which was the heaviest beast-like dinosaur featured?_____

b. Which species was only found in Asia? _____

c. Which was the largest beast-like dinosaur featured?_____

d. Which species was smaller than a man? _____

e. Which species had large spines?_____

f. What are two things in common with all of the beast-like dinosaurs, apart from their sharp teeth?_____and _____

g. Which two species were around the same weight? _____

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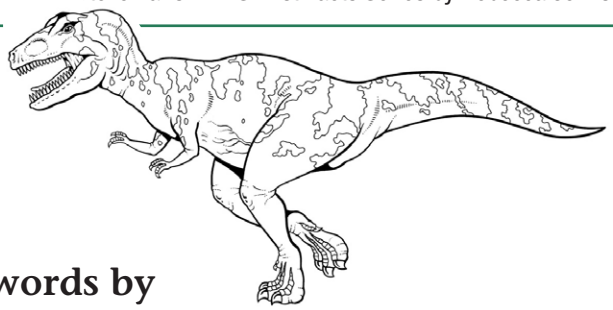
First Facts Beast-like Dinosaurs



4 **Can you come up with twenty new words by using the letters in TYRANNOSAURUS REX?**

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

_____ _____ _____ _____

5 **Circle the names of the beast-like Dinosaurs in the wordfind.** There are six to find.

P D G M F H Y G N O N J S W Y V S N C S
E M A I G A J P X B O P U M X M L D U J
A L R K G Z K I G X K I H P Z X X R V R
B Y L E Y Q Q Q N F E S C L E I U I M M
S I S Y H P O L E O C V Y I T A O R U T
Q B Z U V S A K S A E F N F S Q P S G Y
Z D J L H X U D E L O I O O M U J I V R
Y Q R P E M T R O R M V N F V V A Q P A
W D D S S J K C U M D I I B Q D K Z U N
Y H K N B J I E P A P C E R N C R I T N
Z Z B A D R P A V S T Y D W A K K D W O
X Q N N A W E X P C M O L C N P L W A S
L F K P B P D P X B A N N P T R T I D A
V T T A L L O S A U R U S R T J S O N U
I O E X K K U R K R N F U U A P X E R R
R L I Y V N K D C L S A F C C C D H P U
N R T M K F M K N W A M L Q G O D W U S
H B G P M X R O Z M V P O W O Z B U U S
Y F O K X I L H X Q A L G I S H H Z Y J
U I L L E P S R O R B C G Y L N M C Z K

~~ALLOSAURUS~~

CARNOTAURUS

COELOPHYSIS

DEINONYCHUS

OVIRAPTOR

SPINOSAURUS

TYRANNOSAURUS

VELOCIRAPTOR

6 **Look at the picture of the Oviraptor on page 12.** Why do you think it had each of these features?

Feature	Purpose
Long stiff tail	
Strong hind legs	
Bony plate on head	
Feathers	
Clawed fingers	

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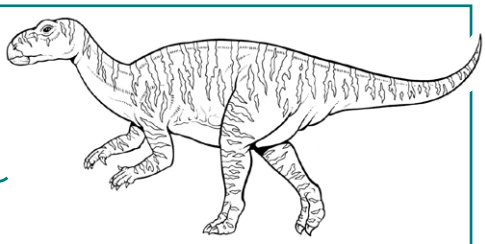
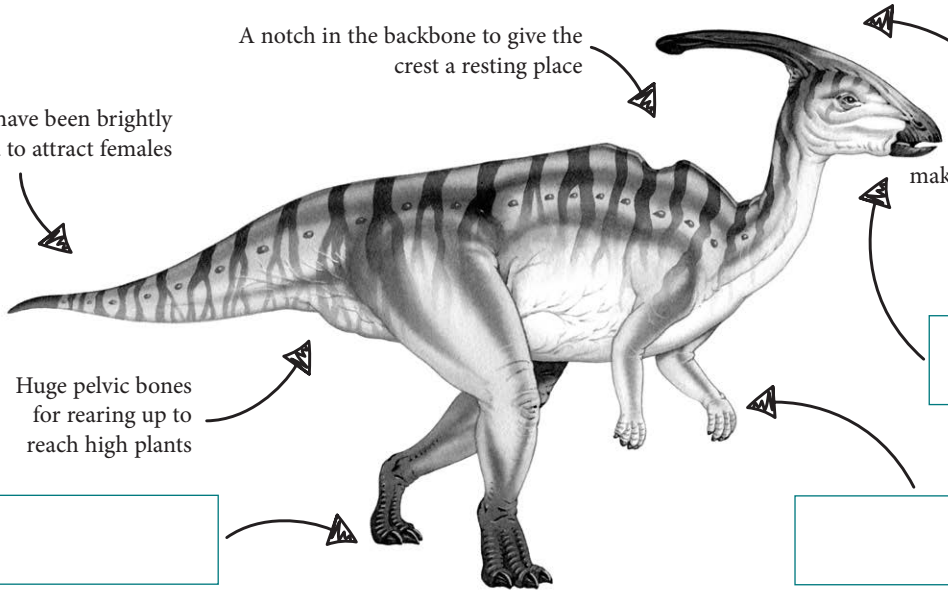
First Facts
Bird-footed Dinosaurs



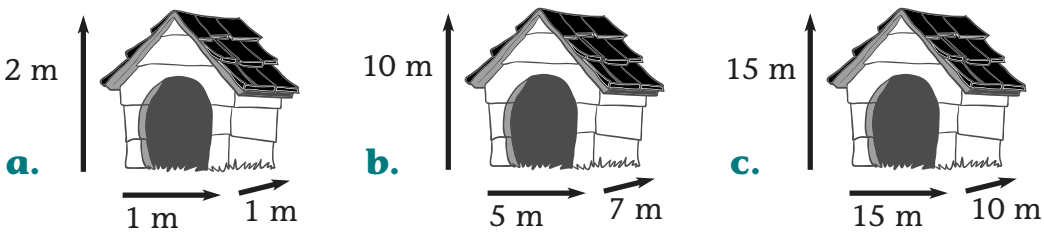
1 **This diagram already has some labels on it.**
Can you label the other parts of this dinosaur and say why you think it has this feature?



2 **Circle True or False:**

a. All bird-footed dinosaurs were the same size	True	False
b. Bird-footed dinosaurs could walk on 2 legs	True	False
c. Bird-footed dinosaurs were carnivores	True	False
d. Bird-footed dinosaurs usually lived in herds	True	False
e. Bird-footed dinosaurs had very sharp teeth	True	False
f. Bird-footed dinosaurs were only found in Australia, Asia and North America.	True	False

3 If Tom was building a shelter for his pet **Iguanodon**, which one do you think would suit him best and why?



I would choose shelter _____

because _____

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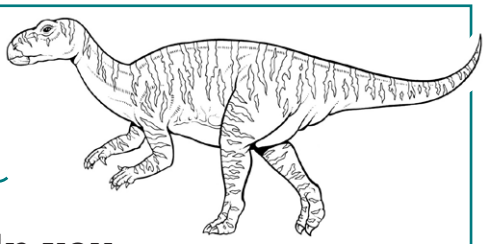
First Facts Bird-footed Dinosaurs



4 **Use the bird-footed dinosaurs book to help you complete the sentences:**

a. Bird-footed dinosaurs walked on _____ legs.

b. Bird-footed dinosaurs ate _____.

c. Bird-footed dinosaurs were _____blooded.

d. Bird-footed dinosaurs had horny _____.

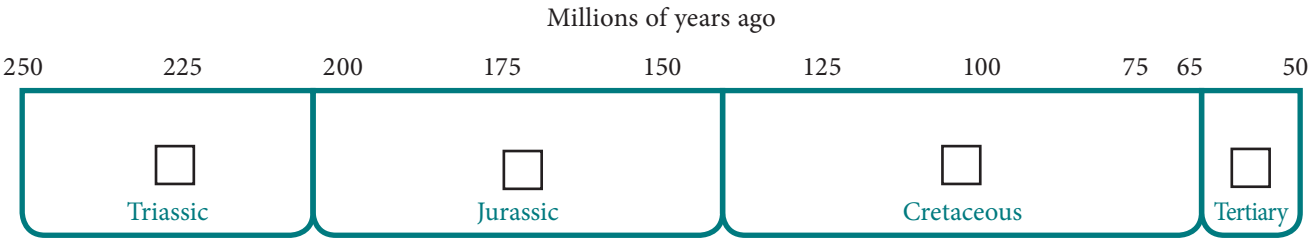
e. Bird-footed dinosaurs laid _____.

5 **Complete this statement:**

All bird-footed dinosaurs _____and

_____.

6 **Look at the timelines in the book. Tick the periods in which bird-footed dinosaurs lived:**



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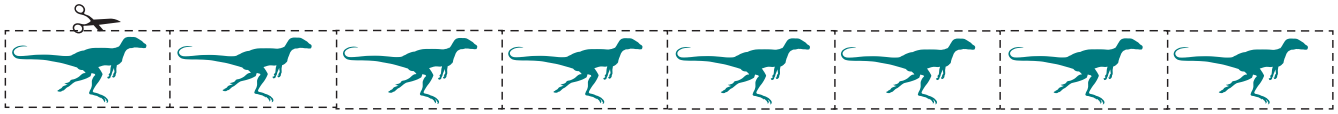
7 **Look at the size of the Iguanodon compared to the Lesothosaurus on page 8.**

How many little dinosaurs do you think would have to stand of top of each other to reach the height of the bigger? Before you cut and test them, what is your estimate? _____ What was the result? _____



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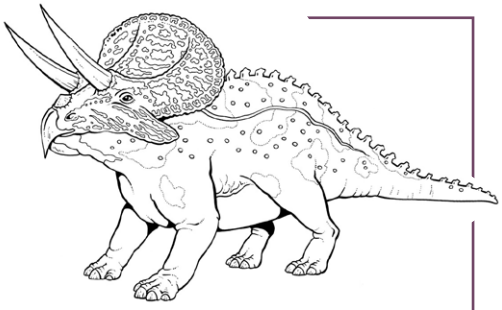
First Facts
Horn-faced Dinosaurs



1 **Use the flow chart on page 7 to help you answer these questions:**

a. Which two other groups of dinosaurs were most closely matched to horn-faced dinosaurs?_____and_____

b. Were Ceratopsia bird-hipped or lizard-hipped?_____

c. Which other group did horn-faced dinosaurs belong to, along with bird-footed and thick-headed dinosaurs?_____

d. What are the two groups of dinosaurs?_____

2 **Cross out the incorrect answer to make these statements correct.** Use the book to check your facts.

a. Horn-faced dinosaurs **did/did not** lay eggs

b. Horn-faced dinosaurs **did/did not** all walk on 4 legs

c. Horn-faced dinosaurs all weighed **over/under** 100 kg.

d. A Psittacosaurus fossil was one of the **smallest/largest** dinosaurs ever found

e. Horn-faced dinosaurs **lived/did not live** in the Triassic period

3 Many horn-faced dinosaurs had bony frills around their necks. What do you think this was for? _____

_____

Do you think the frill could have ever caused them problems? _____

What could be a problem?_____

4 Can you see a pattern relating to where these dinosaurs were found? Do you think they liked to live cold places or hot places?_____

_____

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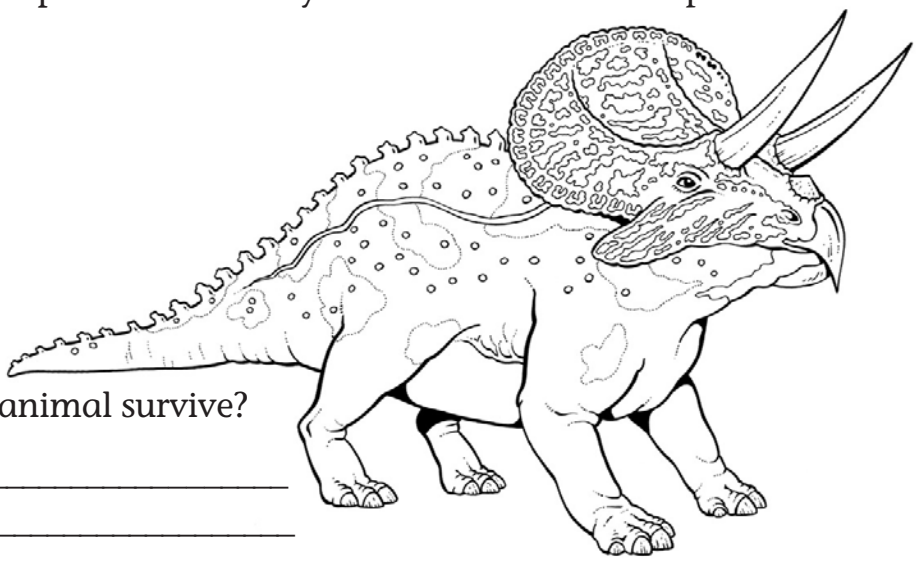
First Facts
Horn-faced Dinosaurs

5 Design challenge

Nobody actually knows for sure what colour dinosaurs were. Colour the picture of the Zuniceratops in the colours you think would best help it to survive.



Why did you choose those colours? How would they help the animal survive?

_____

_____

6 Battle of the horn-faces!

Imagine two of the featured Horn-faced dinosaurs got into an argument. Which two would you choose?

_____ vs. _____

Who do you think might win? _____

Why? Give as many reasons as you can, by looking at the features they have and how they might use them. _____

_____

_____

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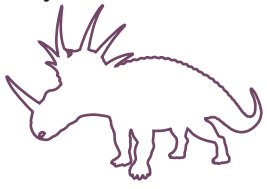
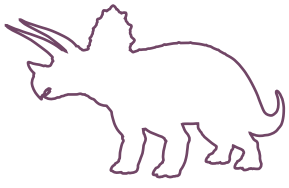
7

Cut and paste these dinosaurs and put them in order from smallest to largest. You will need to compare their sizes in the book.

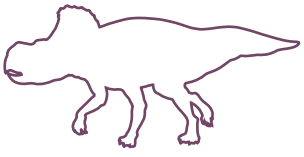
Styracosaurus



Triceratops



Protoceratops



Psittacosaurus

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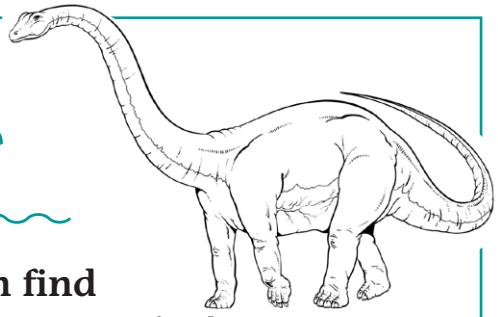
First Facts
Lizard-footed Dinosaurs



1 **Read this article and circle any words you can find that are synonyms for the word '<u>large</u>'.** There are 6 to find.

Scientists have found the world's biggest dinosaur footprints in Western Australia! The giant sauropod's prints measure a whopping 1.7 metres.

The footprints were found on the north-western coast of Western Australia, where the enormous animals were believed to have travelled up and down the vast coastline.

2 **Unscramble each of the clue words that are a characteristic of lizard-footed dinosaurs.** Copy the letters in the numbered cells to the mystery word cells with the same number, and reveal another name for lizar-footed dinosaurs.

GOLN

	7		

HYAEV

			2	

NALTP RAETE

						2			4
6									

ROFU GELS

7	3					8	

GEG LYRSAE

	2						8	

MYSTERY WORD

							D	
8	2	3	4	7	6	7		8

3 **Unjumble the letters to reveal the Lizard-footed dinosaur name**

uslopiddoc	aupatussora	onegratnisuuars

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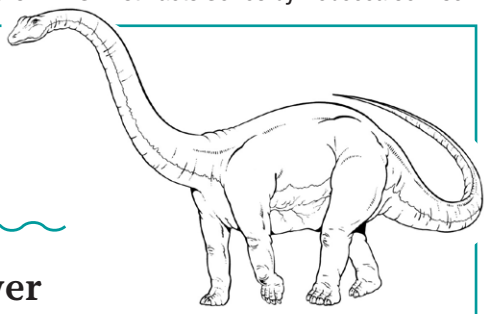
First Facts Lizard-footed Dinosaurs



4 **Use the lizard-footed dinosaur book to answer these questions:**

a. Which was the longest sauropod featured? _____

b. How many legs did sauropods walk on? _____

c. What did sauropods eat? _____

d. Which was the heaviest sauropod featured? _____

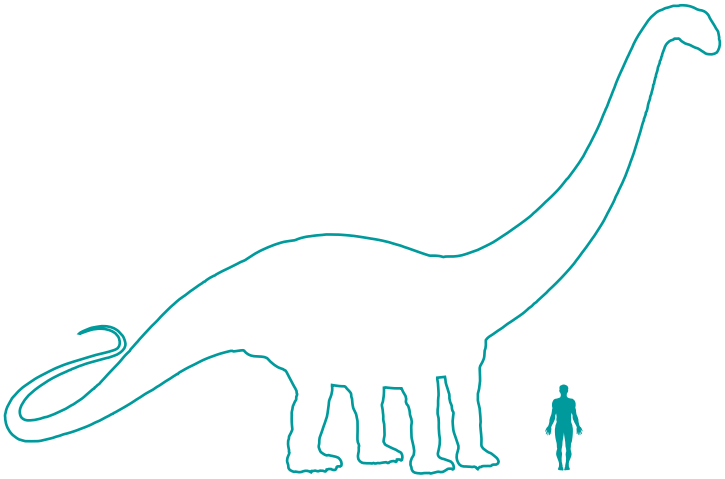
e. How many continents did sauropods live on? _____

f. Which sauropod featured was the last to become extinct? _____

5 **Which is heavier?** Colour the correct box

a 9 tonne school bus	a diplodocus
a D11 bulldozer (104 tonne)	a Brachiosaurus
a four axle train engine (125 tonne)	an Apatosaurus
11 huge male elephants (7 tonne each)	an Argentinosaurs

6 **Design challenge.** Do you like the idea of riding a huge lizard-footed dinosaur? Draw the things you might need on this Apatosaurus. Don't forget to think about how you are going to get on and off and steer it!



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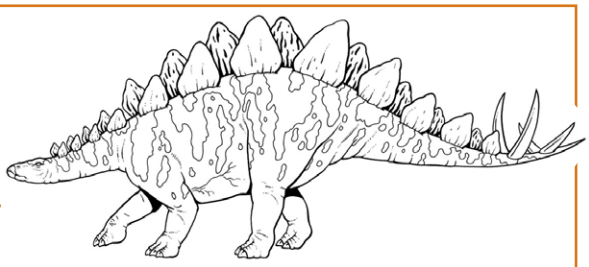
First Facts Plated Dinosaurs



5 Circle **True** or **False**:

a.	Plated dinosaurs could run very fast	True	False
b.	Plated dinosaurs used their spikes and plates for protection	True	False
c.	Plated dinosaurs ate plants	True	False
d.	Plated dinosaurs lived by themselves	True	False
e.	Plated dinosaurs often had spikes on their tails	True	False

6 **Things to consider....**

Look at the picture on page 11. How do you think being in a group helped them to protect themselves from predators?

_____

_____

7 **Some of the plated dinosaurs had very large spikes on their shoulders.** Can you think of one advantage and one disadvantage of these spikes?

Advantage	Disadvantage

8 **Design challenge....**

Look at the stegosaurus on page 14. There are lots of labels that relate to size, for example, small head with small teeth. Are you able to find all the words relating to size and draw the opposite on a new type of stegasaurus?

Opposite words to small

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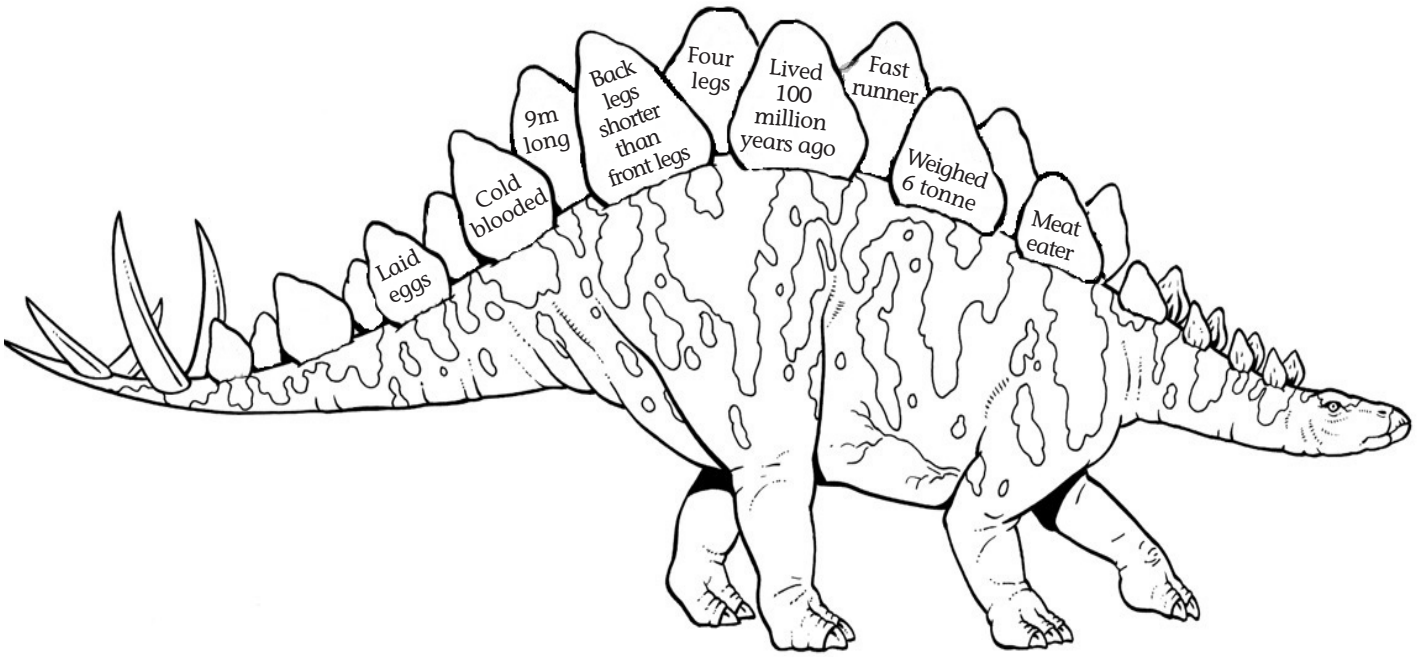
First Facts
Plated Dinosaurs

1 Colour the plates on the stegosaur's back that have correct facts about plated dinosaurs in them blue, and the incorrect facts in another colour.



2 **Compare and contrast**

Look at the dinosaurs on pages 18 to 20. Find three things that are the same about all of them, and three things that are different:

Common features	Different features
•	•
•	•
•	•

3 Were there more plated dinosaurs in the Jurassic period or the cretaceous period?

_____

4 **Make this statement correct by filling in the blanks.**

All plated dinosaurs _____ and

_____.

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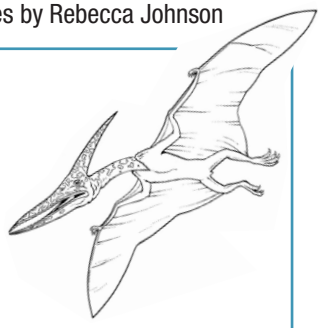
First Facts
Prehistoric Flying & Marine Reptiles



1 Compare and contrast the featured prehistoric marine reptiles from pages 9-13 to answer these:

a. Which was the last of the four to become extinct?_____

b. Which of the four was the longest?_____

c. Which prehistoric marine reptile was a really fast swimmer?_____

d. Which prehistoric marine reptile had fins on their backs?_____

e. How did all of the prehistoric marine reptiles move through the water?_____

g. How did they all breathe? _____

2 Look at the prehistoric flying reptiles on pages 17 to 21. Find three things that are the same about all of them, and three things that are different:

Common features	Different features

3 Look at the timelines in the book. Tick the periods in which prehistoric marine and flying reptiles lived.

Millions of years ago

250 225 200 175 150 125 100 75 65 50

☐ Triassic ☐ Jurassic ☐ Cretaceous ☐ Tertiary

4 Give five reasons why marine and flying reptiles were not dinosaurs?

a. _____

b. _____

c. _____

d. _____

e. _____

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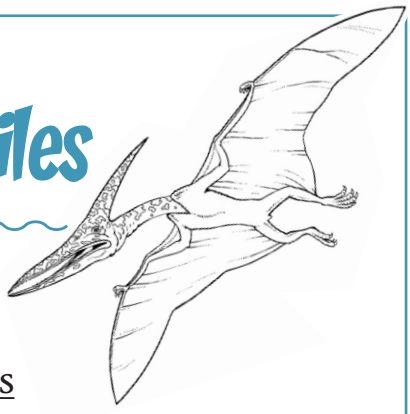
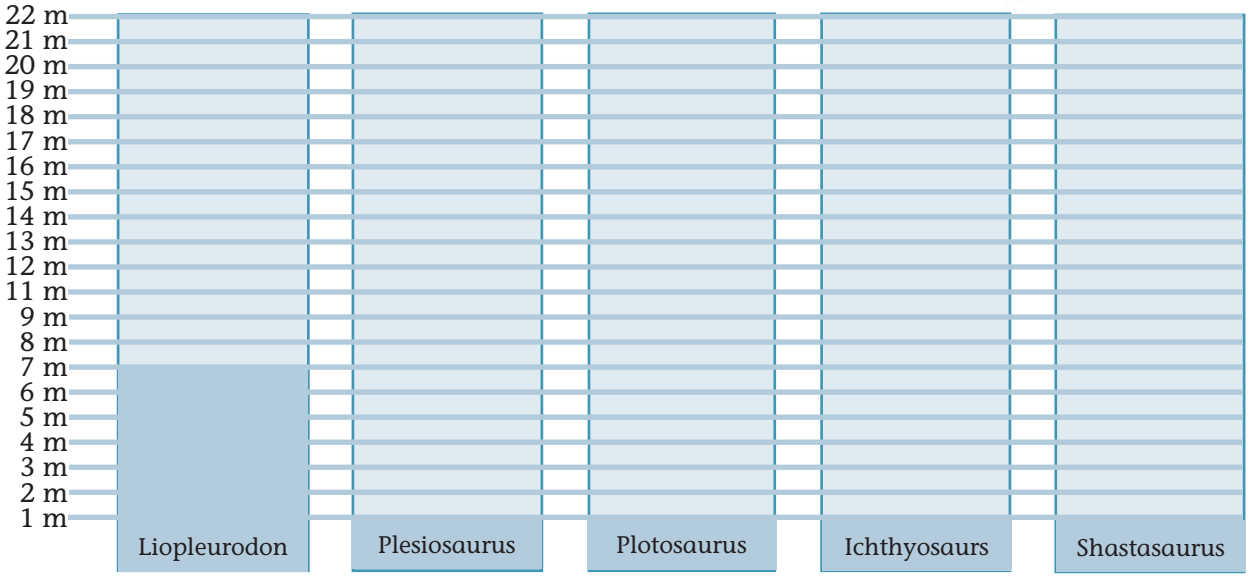
First Facts
Prehistoric Flying & Marine Reptiles



5 **Graphing: Use the book to complete the graph below.** The first one has been done for you.

Comparison of Plesiosaurs Lengths



6 Which prehistoric marine reptile was three times longer than another? Use the graph to help you work it out.

a. Liopleurodon
b. Plesiosaurus
c. Plotosaurus
d. Ichthyosaurus
e. Shastasaurus

7 **Design challenge**

Do you like fishing? Design the ultimate fishing rod to catch a prehistoric marine reptile. You need to think about what bait you might use, and how you are going to haul it in!

NAME

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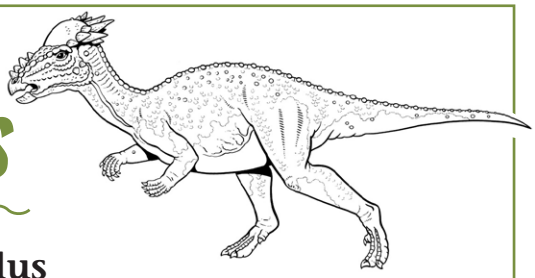
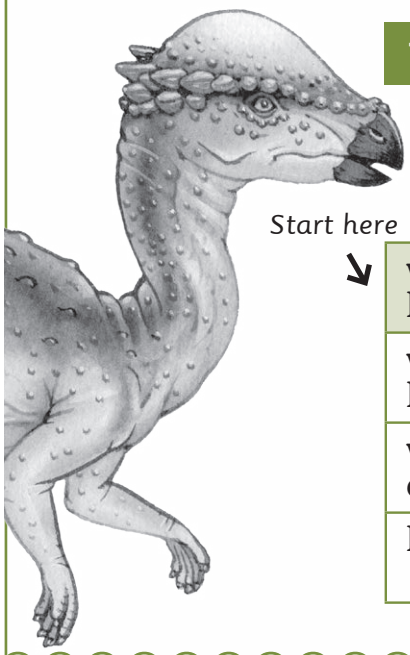
First Facts
Thick-headed Dinosaurs



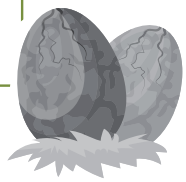


1 Help the mother Acrotholus get to her eggs.

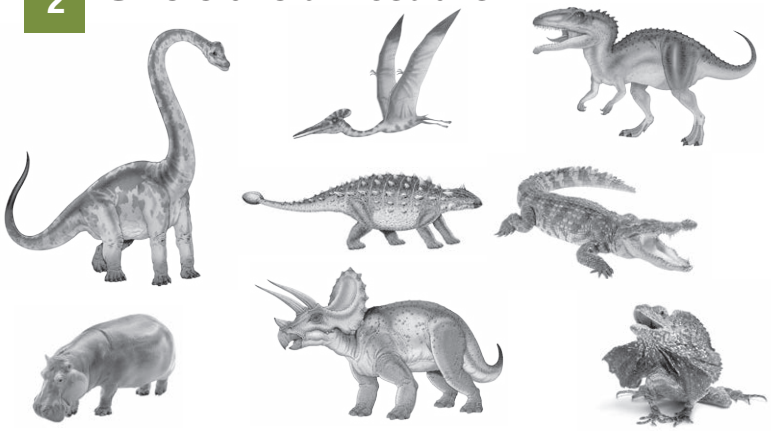
Shade the boxes that have thick-headed dinosaur characteristics. Each box you shade must touch another.

Start here ↘

were bird-hipped	cold blooded	walked on 4 legs	had soft lips
were lizard hipped	warm blooded	walked on 2 legs	had live young
were meat eaters	were plant eaters	could fly	were mammals
had fur	lived in the sea	mainly lived in herds	laid eggs



2 Circle the dinosaurs



3 Why do you think thick-headed dinosaurs had very thick skulls?

_____

_____

_____

_____

4

Look at the picture of Wannanosaurus on page 16. Why do you think it had each of these features?

Feature	Purpose
Heavy tail which stuck out stiffly	
Strong hind legs	
Small flat head	
Sharp teeth	
Clawed fingers	

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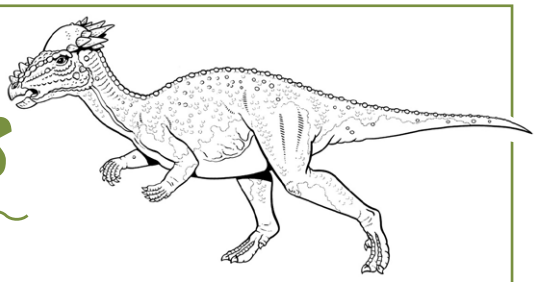
First Facts Thick-headed Dinosaurs



5 Compare and contrast the dinosaurs from pages 14 to 21 to answer these questions:

a. Which was the heaviest thick-headed dinosaur featured? _____

b. Which species lived in Asia? _____

c. Which was the smallest Thick-headed dinosaur featured? _____

d. Which species was bigger than a man? _____

e. Which species appeared to have feathers? _____

f. What are two things in common with all of the Thick-headed dinosaurs, apart from their thick heads? _____

g. Which two species were around the same length? _____

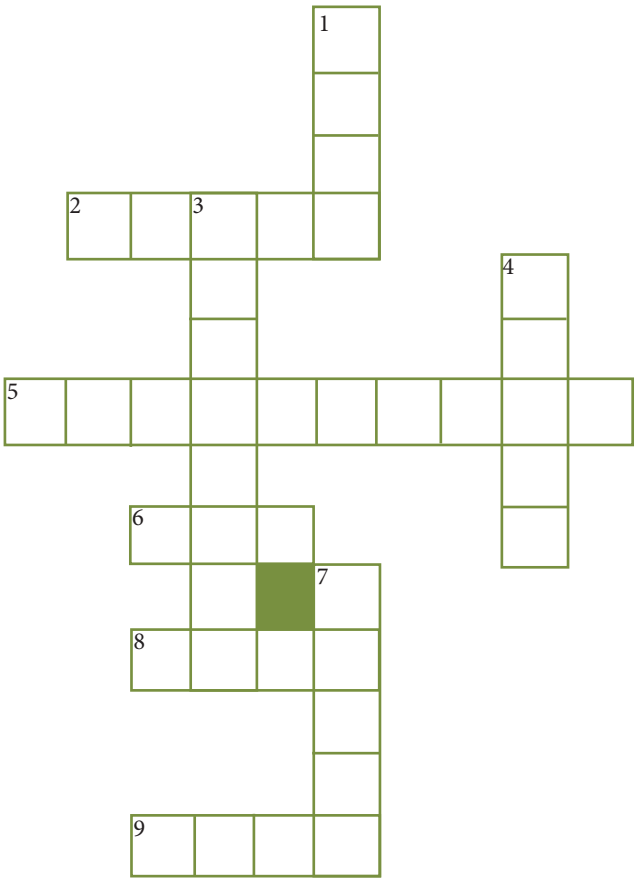
6 Complete this crossword using the Thick-headed Dinosaurs book to help you.

Across

2. the groups some dinosaurs lived in
5. the period Thick-headed dinosaurs lived in.
6. dinosaurs could not do this
8. a continent where Thick-headed dinos were found
9. number of legs Thick-headed dinosaurs had

Down

1. all dinosaurs laid these
3. all dinosaurs belonged to this group
4. the bony case for the brain
7. dinosaurs did not live in w_ _ _ _.



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First Facts by Rebecca Johnson

Use these activity sheets to teach your science content in combination with literacy. There are two photocopiable worksheets to support each of the eight books in the series.

Each book guides students to independently develop early scientific research patterns by:

- comparing and contrasting
- using glossaries and indexes
- deciphering facts and information from tables and graphs
- making inferences about what they have read.

$7.95 RRP

The books gradually release information in order to build a solid understanding of how the six main groups of animals are classified. The activity sheets reinforce this understanding through presenting and repeating the facts in different formats.

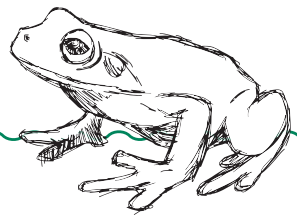
Linked to the Australian Curriculum science outcomes listed below, these books and their accompanying worksheets are valuable resources across primary schools, and cater to students with different needs and abilities.

Foundation	Living things have basic needs, including food and water.	ACSSU002
Year 1	Living things have a variety of external features.	ACSSU017
Year 2	Living things grow, change and have offspring similar to themselves. People use science in their daily lives, including when caring for their environment and living things.	ACSSU030 ACSHE035
Year 3	Living things can be grouped on the basis of observable features and can be distinguished from non-living things. Science involves making predictions and describing patterns and relationships.	ACSSU044 ACSHE050
Year 4	Living things have life cycles. Living things depend on each other and the environment to survive.	ACSSU072 ACSSU073
Year 5	Living things have structural features and adaptations that help them to survive in their environment.	ACSSU043

There are 8 books in the **First Facts** series. Their titles, reading levels and ISBNs are listed below:

Title	Isbn	Reading Level
Mammals	9781925425833	15–16
Birds	9781925425840	13–14
Reptiles	9781925425857	13–14
Fish	9781925425864	15–16
Amphibians	9781925425871	17
Insects	9781925425888	18
Kangaroos	9781925425895	15–16
Koalas	9781925425901	17

First Facts Amphibians



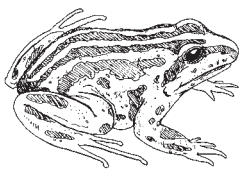
1 Draw and label the four groups of amphibians.

2 Look at the picture of the extinct gastric-brooding frog on page 12 of *Amphibians*. Why do you think it became extinct?

_____

_____

3 **Life cycle of a frog**. Use 4 different colours to match the stage to the word and the picture. The first one is done for you.

1	3	5	2	4
tadpoles	froglet	eggs	adult	back legs emerge
				

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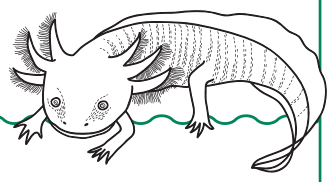
First Facts Amphibians



4 Colour the characteristics of amphibians.

cold blooded	look after their young	vertebrates
have scales	have hair or fur	lay eggs
spend part of their lives in water and on land	have moist skin	no legs

5 Use the *Amphibians* book to help you answer the questions.

a. How long can caecilians grow? _____

b. What do adult axolotls have that other adult amphibians do not? _____

c. Is a toad's tongue sticky? _____

d. Do adult frogs have tails? _____

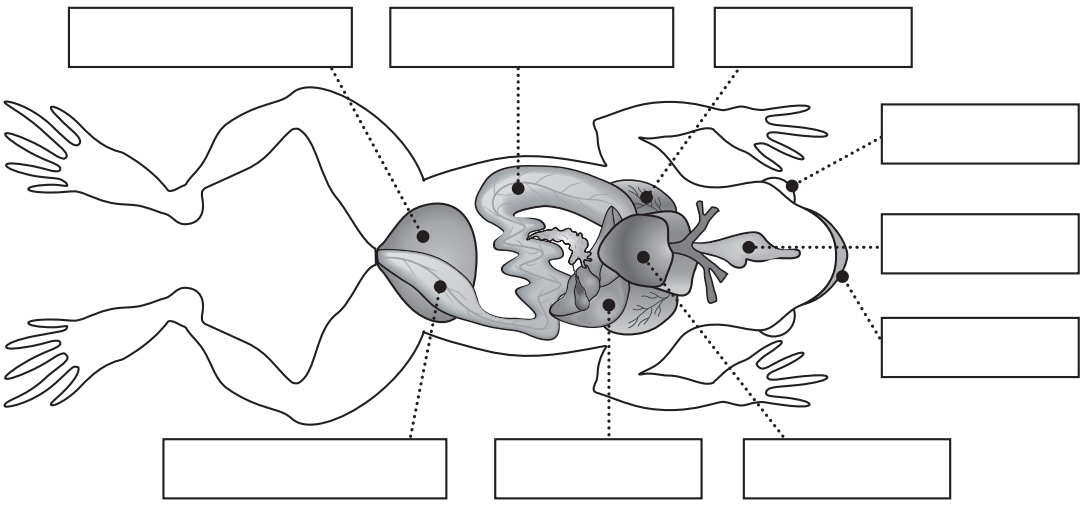
e. How many species of amphibians are there in the world? _____

f. Do all frogs protect their eggs? _____

g. What is the change of shape amphibians go through called? _____

h. What can amphibians do through their skin? _____

6 Label the parts of a frog.



bladder
stomach
lung
eye
brain
tongue
heart
liver
intestine

NAME _____

First Facts Amphibians © 2017 Pascal Press

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First Facts Birds

1 Use the *Birds* book to help you complete the sentences.

a. Birds lay _____ .

b. Not all birds can _____ .

c. Birds are _____ blooded.

d. Birds use their _____ to fly.

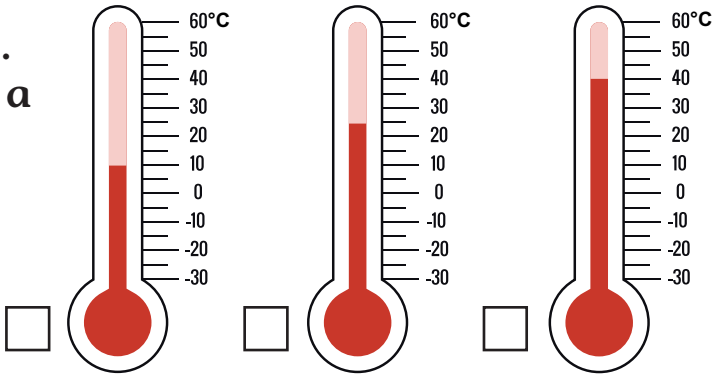
e. Birds' bodies are covered in _____ .

f. Birds have _____ bones.

2 Find a picture of a bird in the *Birds* book. Complete the statement.

Birds have two _____ , _____ and _____ .

3 Look at the thermometers. Tick the one which shows a bird's body temperature?



4 Find the 10 eggs hidden in the picture. Some birds lay their eggs in nests, and some lay them on the ground. Colour them.

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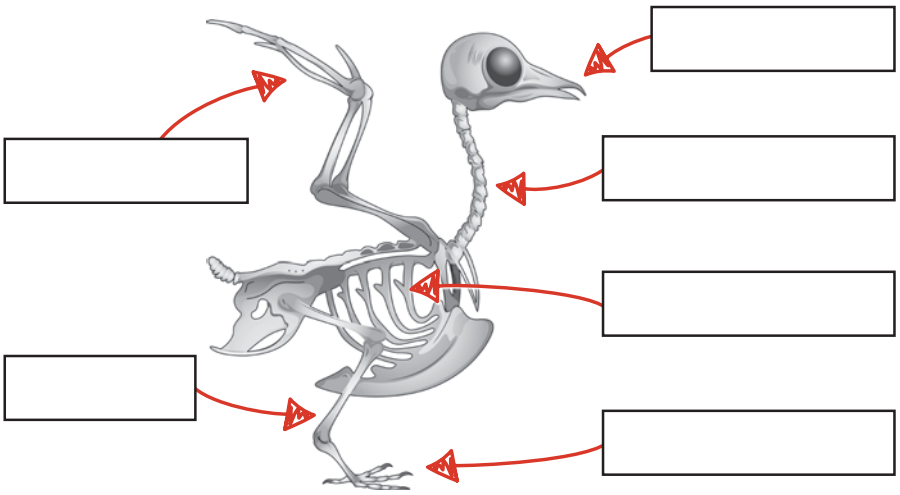
First Facts Birds

5 Label the diagram of a bird's skeleton.



feet

wing

ribs

backbone

beak

legs

6 Circle **True** or **False**.

a.	Birds breathe through their mouth.	True	False
b.	Birds are vertebrates.	True	False
c.	Birds are warm blooded.	True	False
d.	The shape of a bird's beak can tell you something about what it eats.	True	False
e.	Not all birds have wings.	True	False
f.	There are more bird species than mammals.	True	False
g.	Water birds often have webbed feet.	True	False

7 Help the mother bird feed her chicks. Shade the boxes that have bird features. Each box you shade must touch another.

Start here →

lay eggs	cold blooded	live babies	hair
4 legs	feathers	gills	6 legs
hollow bones	scales	swims	3 body parts
fur	vertebrate	wings	warm blooded

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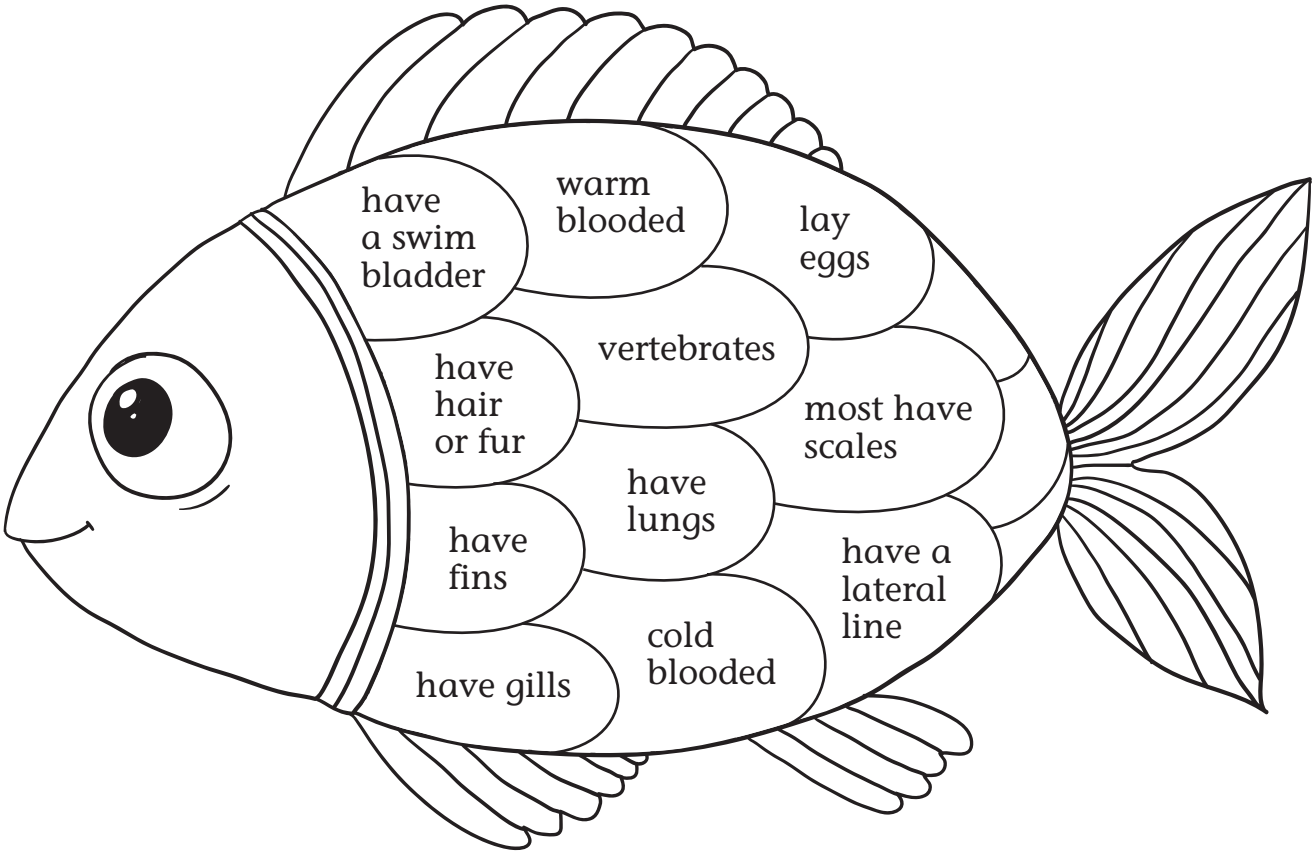
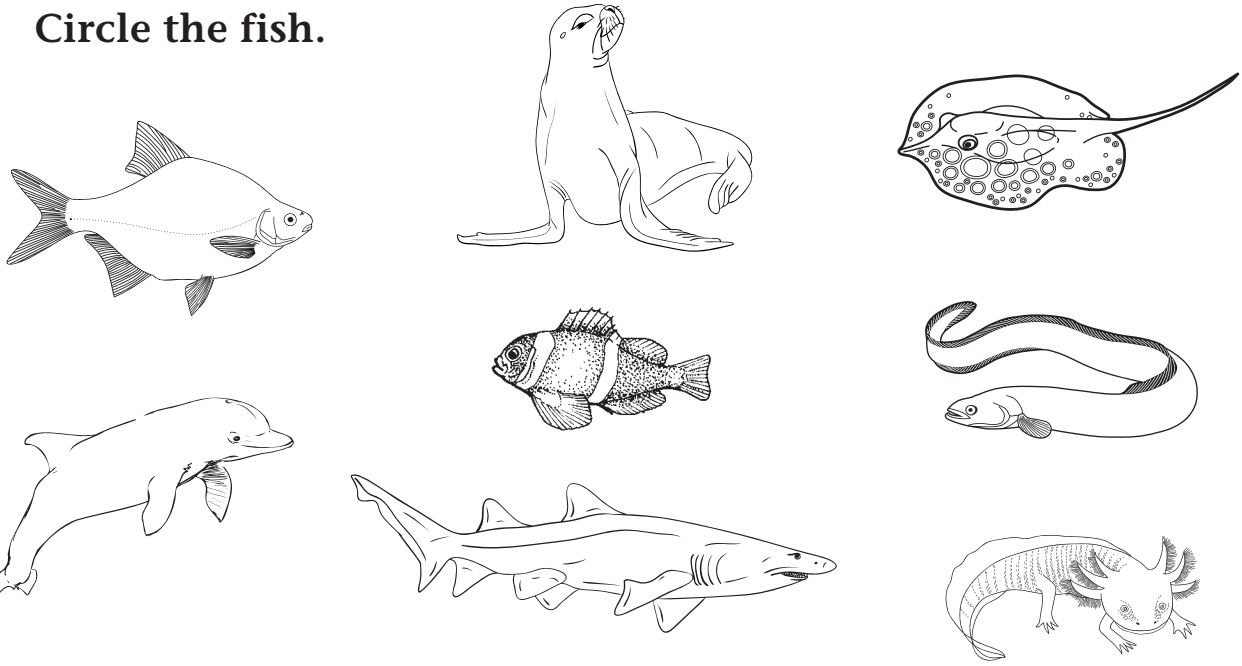
First Facts Fish

1 Colour the scales that have statements that are true about fish.



2 Circle the fish.



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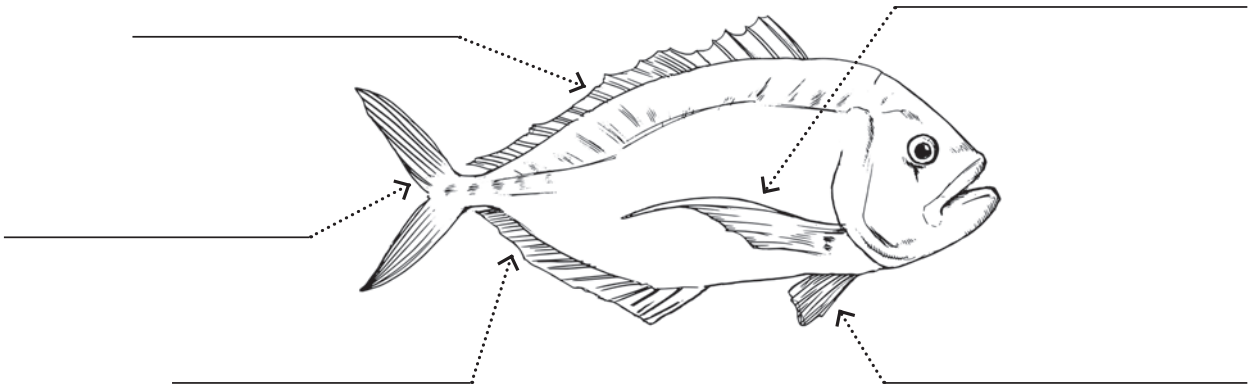
First Facts Fish

3 Label the fins of the fish.



4 Write **True** or **False**.

a. All fish have a lateral line. _____

b. Some species of fish can come onto land. _____

c. All fish lay eggs. _____

d. Baby fish are called fry. _____

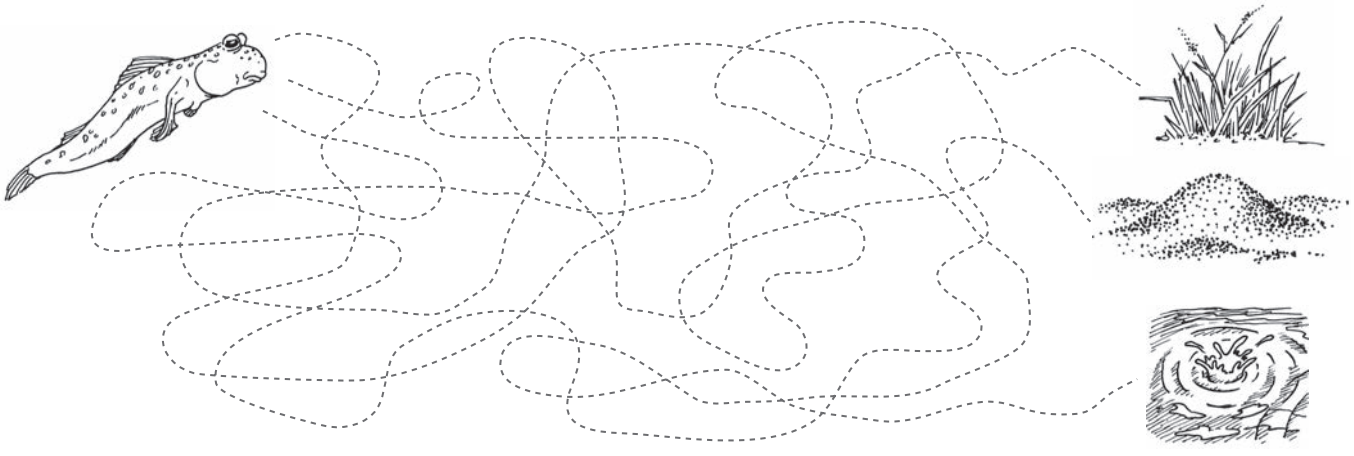
e. Male seahorses incubate the eggs. _____

f. All fish look after their young. _____

g. Fish are the largest group of animals in the world. _____

h. Fish are cold blooded. _____

5 Help the mudskipper back to the water by tracing over the correct line.



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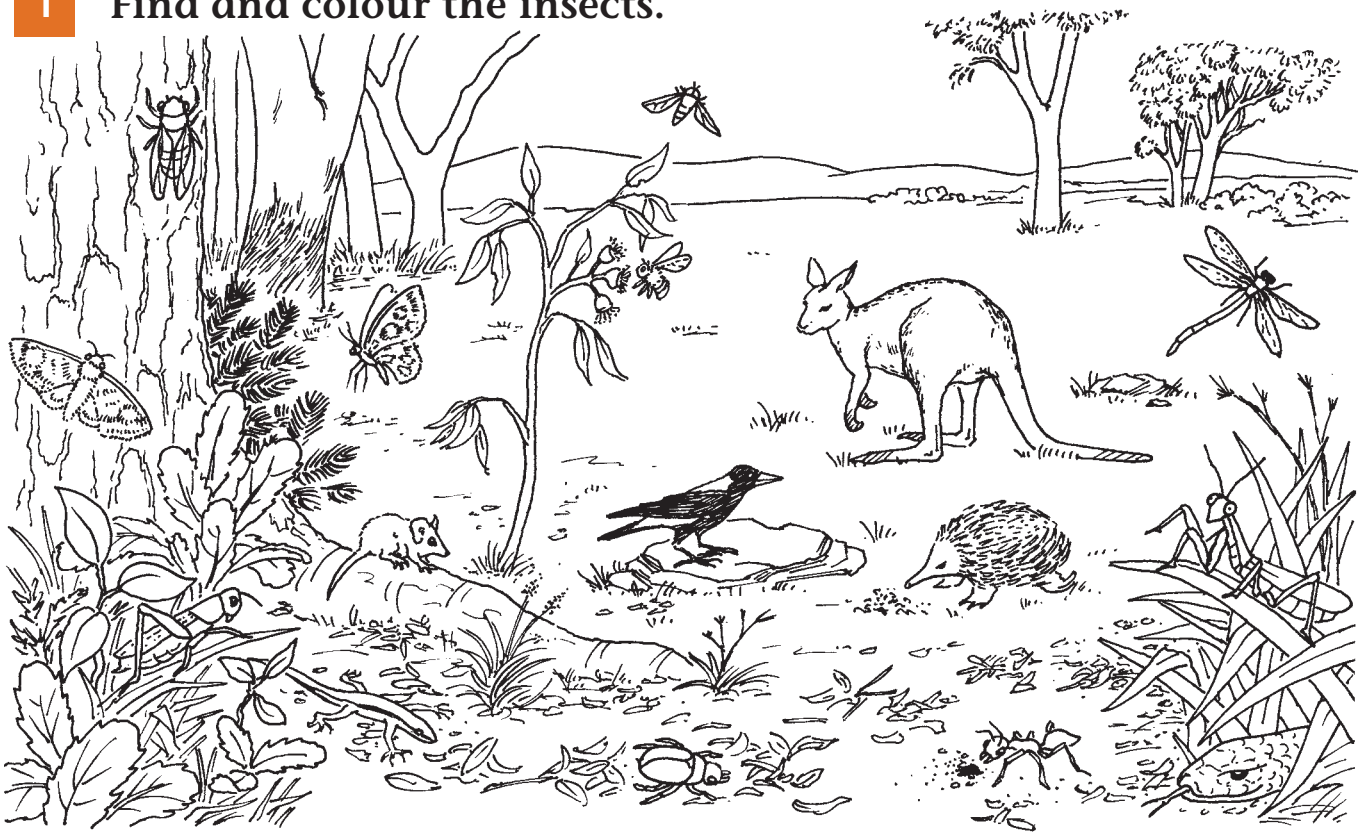
First Facts Insects

1 Find and colour the insects.



2 Use the *Insects* book to help you answer the questions.

a. How many body parts does an insect have? _____

b. What do you call animal with no backbone? _____

c. What is the special name given to an insect's eye? _____

d. Why do you think insects have antennae? _____

e. What do almost all insects lay? _____

f. What is the name for the openings insects breathe through? _____

g. What are the three body parts of an insect called? _____

h. What do we call the change of shape insects go through? _____

i. How many species of insects are there in the world? _____

j. What is the skeleton of an insect called? _____

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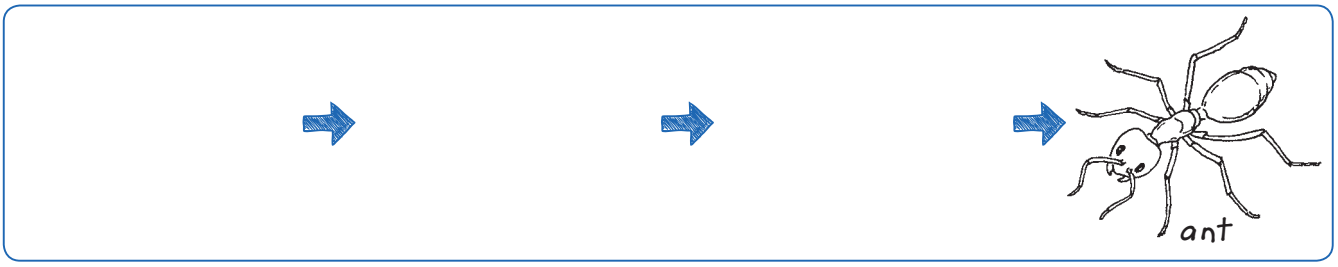
First Facts Insects

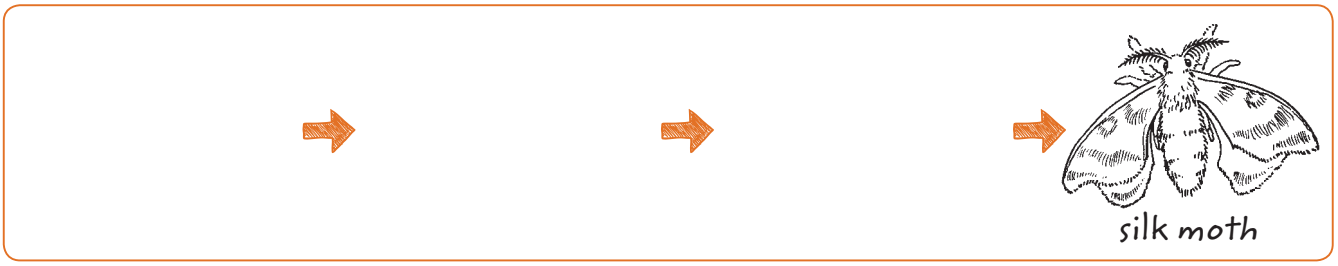
3 Do these insects go through complete or incomplete metamorphosis? Use the *Insects* book to help you.

Complete metamorphosis	Incomplete metamorphosis

cricket
cockroach
moth
fly
ant
bee
beetle
grasshopper
dragonfly
butterfly
stick insect

4 Cut and paste the pictures to complete the two life cycles.





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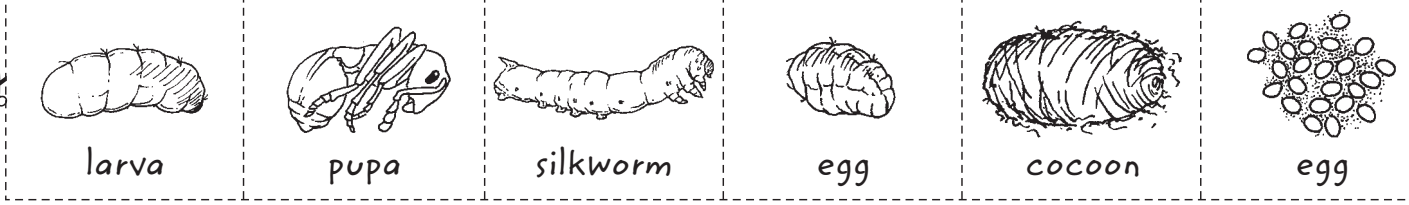

First Facts Kangaroos

1 Use the information on page 15 in the Kangaroo book about male and female red kangaroos. Shade the facts about males in yellow and females in green. Colour the facts that are common to both in blue.

Called does	Have strong tails	Stay with the mob as adults
Have big ears	Called bucks	Are bigger and stronger
Have a pouch	Are more red in colour	Hop on back legs
Leave the mob when adults	Have a backbone	Are more grey in colour

2 How does a joey get into its mother's pouch?

_____

Why do you think kangaroos have a pouch?

_____

How old is a joey when it leaves its mother's pouch?

_____

What are the three types of kangaroos?

_____

3 What are 6 other types of marsupials?

4 Can you label the parts of this kangaroo?

Strong tail
Large ears
Large feet
Joey
Pouch
Backbone

5 Use the glossary to match the word to its meaning

a. herbivore	☐	Animal that hunts and kills other animals to eat
b. native	☐	Parts of a female animal that give milk
c. pouch	☐	Found naturally in a particular area
d. predator	☐	A body that can make its own warmth
e. teats	☐	A pocket of skin on the belly of a marsupial
f. warm blooded	☐	Given food other than mother's milk
g. weaned	☐	Plant eater

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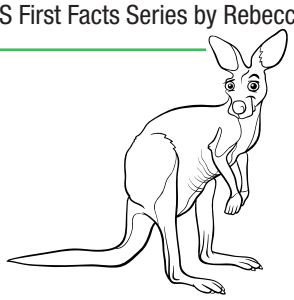
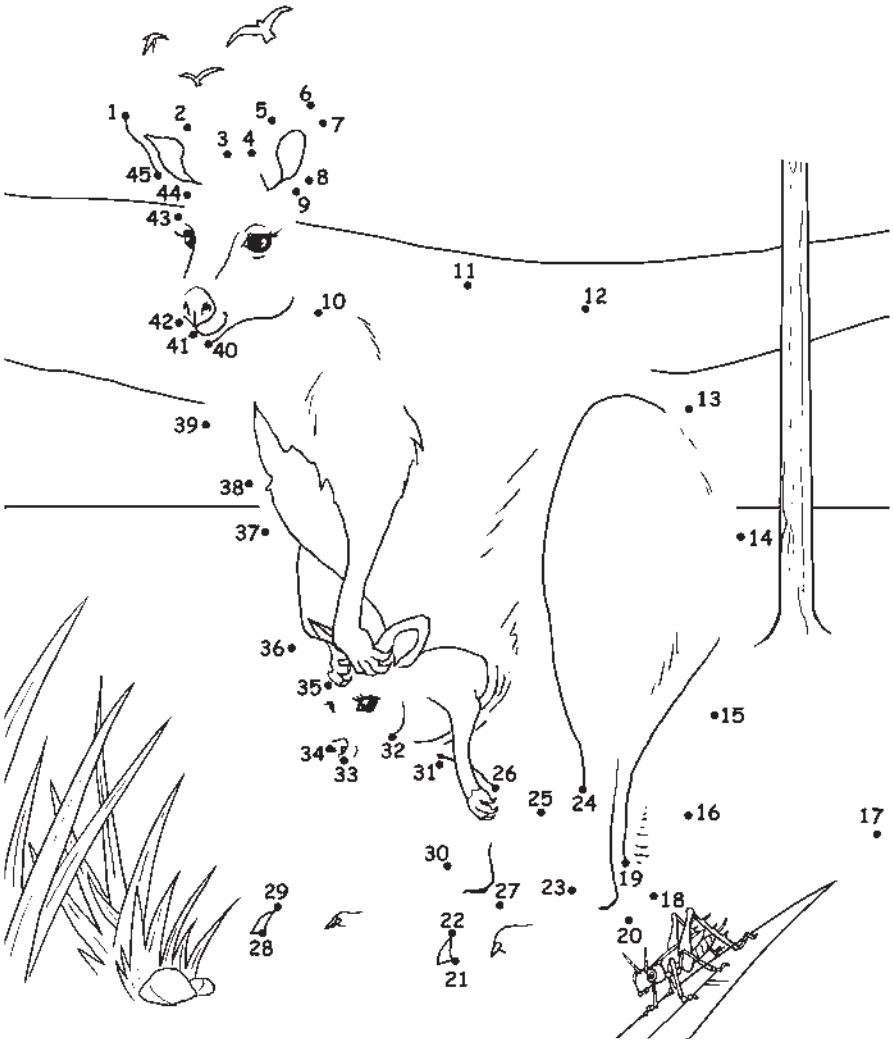
First Facts Kangaroos



7 Circle **True** or **False**.

a.	Wallabies and wallaroos are macropods, but not kangaroos	True	False
b.	Kangaroos only eat grass	True	False
c.	Kangaroos sleep more than people	True	False
d.	Kangaroos are diurnal	True	False
e.	Kangaroos live in groups called mobs	True	False
f.	A kangaroo's tail is for whacking predators	True	False
g.	A red kangaroo can jump over 3 meters high	True	False
h.	Kangaroos can swim	True	False
i.	Joeys stop drinking milk when they leave the pouch	True	False

6 Can you complete the kangaroo dot to dot?



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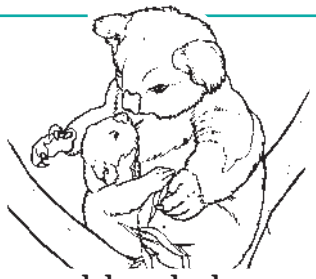
First Facts Koalas



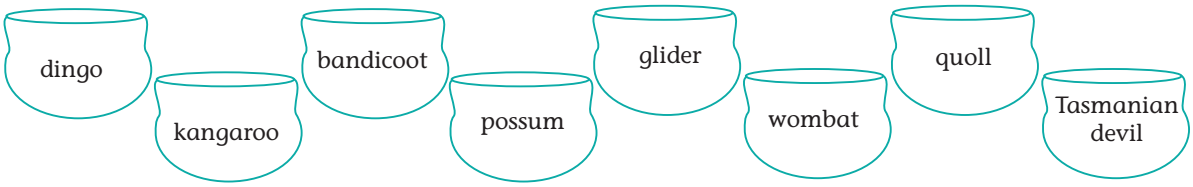
1 Circle the features of mammals.

have scales	have gills	warm blooded
have 4 legs	have feathers	moist skin
feed young on milk	cold blooded	have lungs
vertebrates	have hair or fur	compound eyes

2 What feature do marsupials have that other mammals don't?

_____

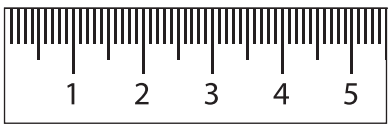
3 Use the Koala book to help you shade the pouches that belong to marsupials:



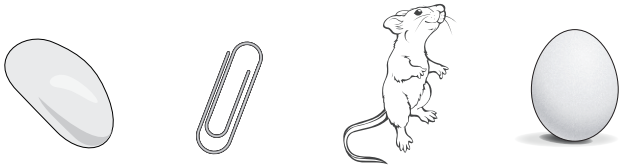
4 Why does a koala's pouch face backwards? _____

_____

5 Can you shade this number line showing how big a baby koala is when it is born?



6 Colour the object that would weigh about the same as a newborn koala red.



A jelly bean: 1 gram | A paperclip: 0.5 grams | A pet mouse: 400 grams | A chicken egg: 60 grams

7 Look at the pictures on page 9 in the Koalas book to fill in this table:

Ways that Northern and Southern koalas are the same	Ways that Northern and Southern koalas are different

NAME _____

9781925425901 First Facts Koalas © 2017 Pascal Press

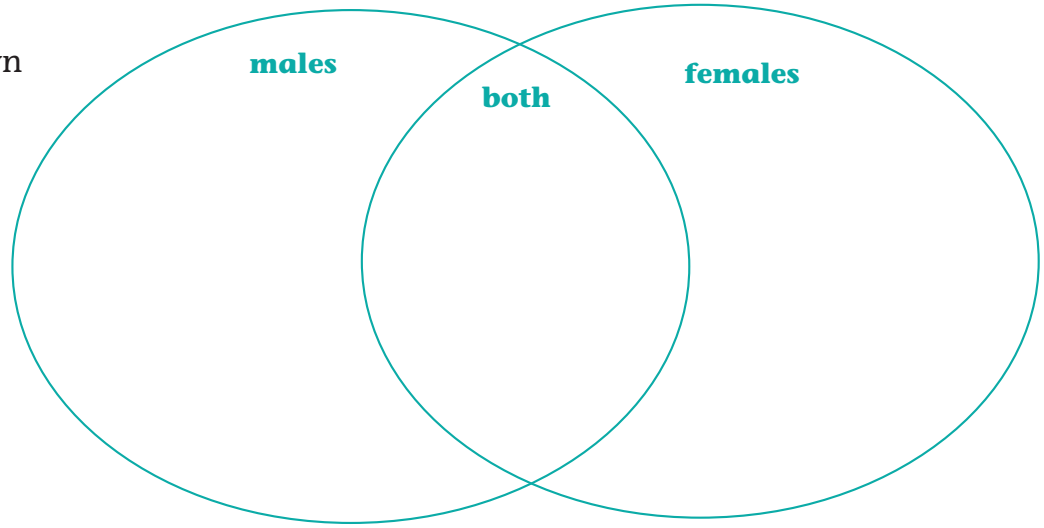
First Facts Koalas

8 Circle **True** or **False**.

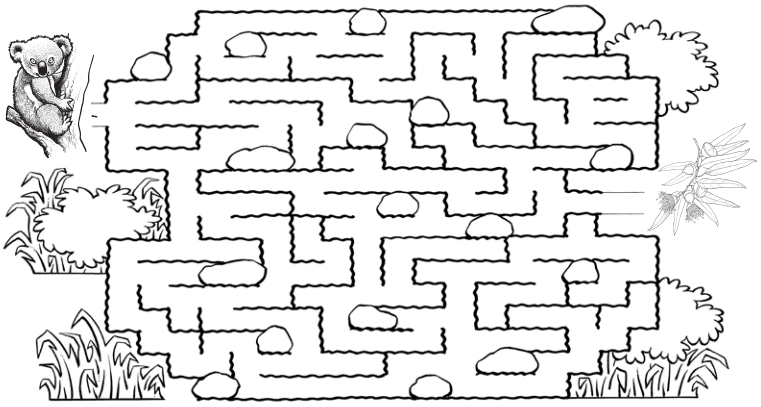
a.	Koalas eat dirt sometimes.	True	False
b.	Koalas eat any kind of leaves	True	False
c.	Koalas never eat the bark of the trees	True	False
d.	Koalas don't have to drink a lot.	True	False
e.	Koalas eat enough gum leaves a day to fill a shopping trolley.	True	False
f.	Koalas are nocturnal, but they sleep for some of the night too.	True	False
g.	Koalas like to live in large groups.	True	False

9 Fill in this Venn diagram with the letter for each fact to show what is different and what is the same about male and female koalas.

a. Has sticky brown patch on chest
b. Waterproof fur
c. Has a pouch
d. Can leap 2 m
e. Thick fur
f. Fluffy ears
g. Called a buck
h. Called a doe



10 Can you complete the maze to help the koala get to a gum tree?



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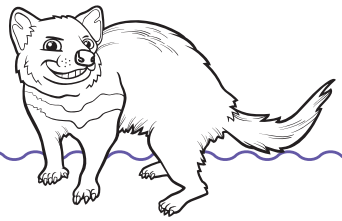
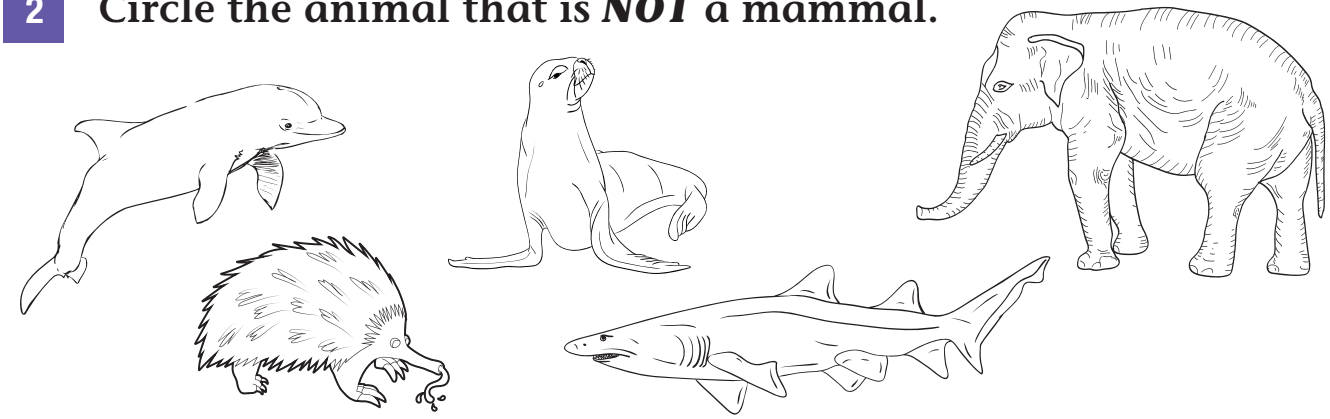
First Facts Mammals



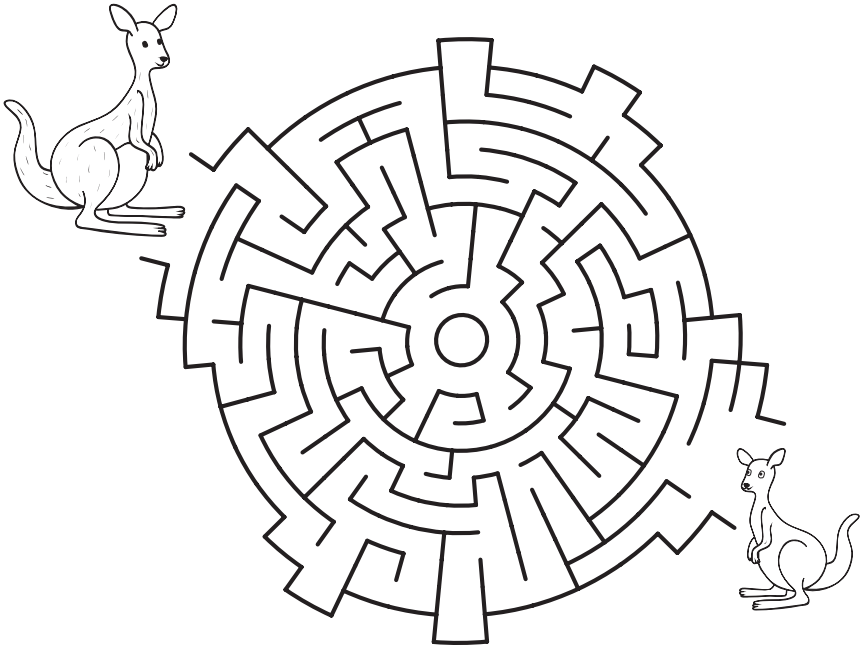
1 Circle the features of mammals.

have scales	have gills	warm blooded
have 4 legs	have feathers	moist skin
feed young on milk	cold blooded	have lungs
vertebrates	have hair or fur	compound eyes

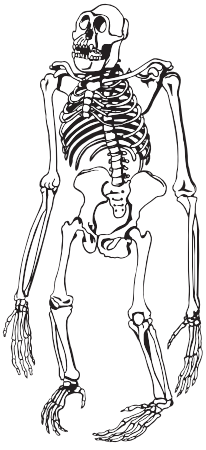
2 Circle the animal that is *NOT* a mammal.

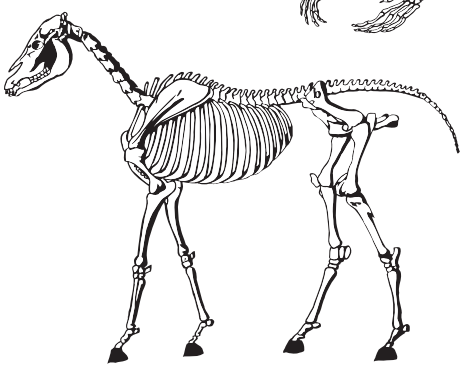


3 Help the kangaroo find her joey.



4 Colour the backbone of these vertebrates.



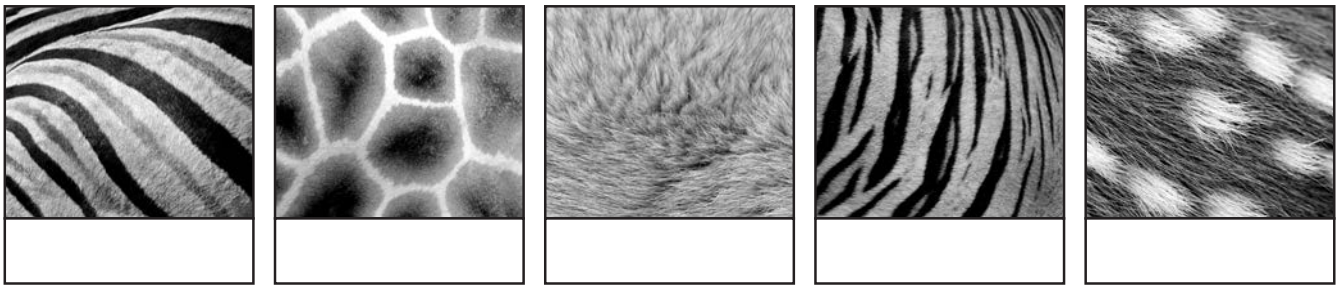


NAME

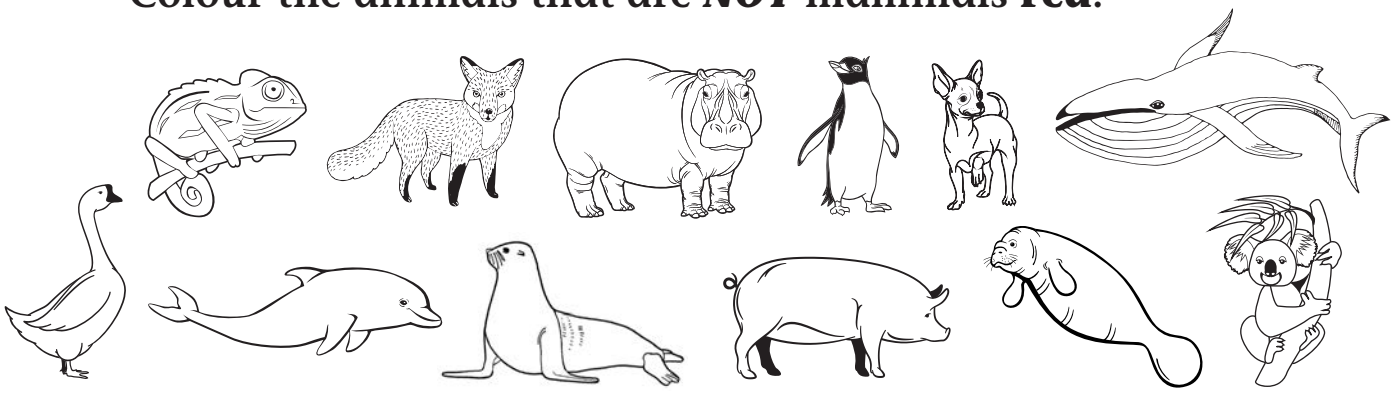
First Facts Mammals © 2017 Pascal Press

First Facts Mammals

5 Look at each fur pattern. Can you guess the mammal?



6 Colour the land mammals **green**. Colour the marine mammals **blue**. Colour the animals that are ***NOT*** mammals **red**.



7 Circle **True** or **False**.

a.	There are many types of monotremes.	True	False
b.	Baby marine mammals do not drink milk.	True	False
c.	Mammals breathe air into their lungs.	True	False
d.	A mammal's body temperature is usually below 36° C.	True	False
e.	There are over 5000 species of mammals in the world.	True	False
f.	There are three groups of mammals.	True	False

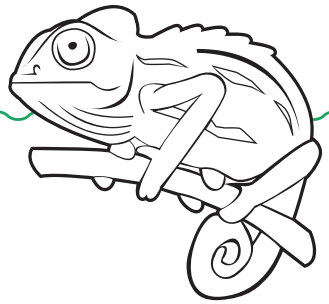
8 Draw a line to complete the statements.

a.	Marsupials	lay eggs.
b.	Monotremes	babies grow inside the mother.
c.	Placental mammals'	have a pouch.

NAME

First Facts Mammals © 2017 Pascal Press

First Facts Reptiles



1 Circle **True** or **False**.

a.	All reptiles have scales.	True	False
b.	Reptiles breathe through gills.	True	False
c.	All reptiles lay eggs.	True	False
d.	Reptiles are cold blooded.	True	False
e.	Reptiles have lungs.	True	False
f.	All reptiles have a backbone.	True	False

2 Use the *Reptiles* book to help you decide if the reptiles below are carnivores, herbivores or omnivores. Fill in the chart.

Carnivores	Herbivores	Omnivores

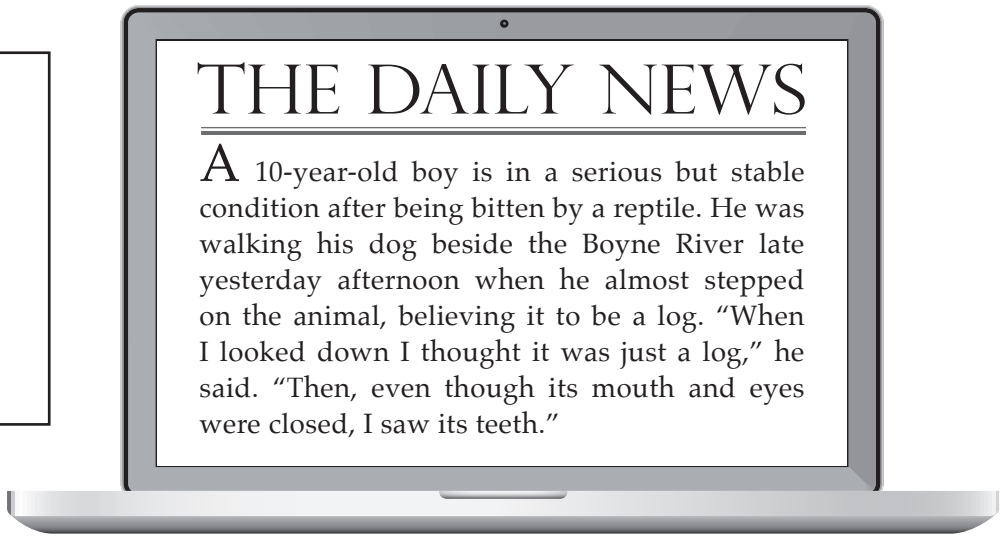
green turtle
bearded dragon
crocodile
blue-tongued lizard
snake
chameleon
aquatic turtle
iguana
giant tortoise

3 Read the news report. Circle the reptile the boy in the news report might have seen. Use page 20 to help you.

saltwater crocodile

freshwater crocodile

alligator



NAME

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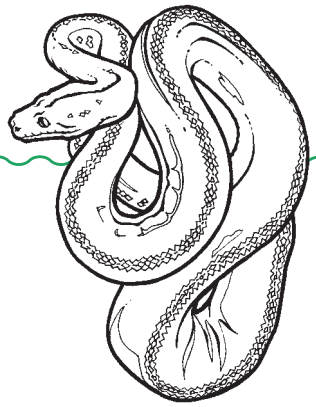
First Facts Reptiles



4 **Circle the names of reptiles in the wordfind. There are six reptiles to find.**

V	R	E	X	E	D	M	M	G	R	W	O	K	K	C
O	N	O	X	N	Z	P	C	Z	V	E	S	W	S	W
D	K	U	T	N	R	I	M	O	M	S	J	B	R	S
D	W	N	U	A	H	L	V	V	Q	I	H	X	E	D
I	I	K	E	F	G	X	K	G	H	O	Y	R	R	L
M	F	S	P	I	D	I	Z	W	Q	T	A	X	T	N
E	O	S	B	I	V	X	L	L	M	R	T	E	G	O
L	I	Z	A	R	D	D	Y	L	N	O	L	M	O	O
E	L	I	D	O	C	O	R	C	A	T	C	Q	O	I
P	U	H	X	Y	V	J	L	N	R	Z	I	I	W	K
S	G	K	G	P	R	F	W	U	S	Q	Q	Z	N	D
Q	N	M	W	X	J	Q	T	M	Y	O	C	Y	B	B
H	S	A	B	P	S	T	H	Y	V	F	T	F	C	H
D	M	F	K	M	F	N	P	C	L	Z	E	W	X	P
K	X	M	X	E	Q	B	D	A	I	C	Q	Q	F	R

~~SNAKE~~

TORTOISE

ALLIGATOR

LIZARD

CROCODILE

TURTLE

5 **Cut and paste the features of a legless lizard and a snake.**

Legless lizard	Snake

NAME

First Facts Reptiles © 2017 Pascal Press

can be venomous	*pointy nose*	*no scaly flaps under body*	*non-venomous*
rounded nose	*forked tongue*	*scaly flaps under body*	*tongue not forked*

Reptiles & Amphibians Story Books by Rebecca Johnson

Steve Parish KIDS

$5.95 RRP

Teach your science content while teaching literacy with these activity sheets. Each of the ten books in this series is supported by two photocopiable worksheets.

The books focus on a variety of Australian Curriculum biological science requirements. They target concepts such as:

- life cycles
- needs of living things
- features of survival
- relationships between living things and their environments.

Each book has a table in the front to make it easier to link these concepts to your teaching.

The correct understandings of these concepts are reinforced by the variety of fiction and non-fiction books in the series. The activity sheets then cement this understanding through a range of self-guided tasks, including comparing and contrasting, making inferences, and ordering and sorting.

These activity sheets are a fun and meaningful way to support the teaching of biological science concepts and enable greater understanding.

Linked to the Australian Curriculum science outcomes listed below, these books and their accompanying worksheets are valuable resources across primary schools, and cater to students with different needs and abilities.

Australian CURRICULUM

Foundation	Living things have basic needs, including food and water.	(ACSSU002)
Year 1	Living things have a variety of external features.	(ACSSU017)
Year 2	Living things grow, change and have offspring similar to themselves. People use science in their daily lives, including when caring for their environment and living things.	(ACSSU030) (ACSHE035)
Year 3	Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	(ACSSU044)
Year 4	Living things have life cycles. Living things depend on each other and the environment to survive.	(ACSSU072) (ACSSU073)
Year 5	Living things have structural features and adaptations that help them to survive in their environment.	(ACSSU043)

There are 10 books in the **Reptiles Story Book** series. Their titles, reading levels and ISBNs are listed below:

Title	Isbn	Reading Level
Anna the Goanna	9781925243260	23
Banjo the Banded Sea Snake	9781925243215	22
Crafty Crocodile	9781925243222	20
Desmond the Death Adder	9781925243239	23
Gorgeous Geckos	9781925243246	20
Grace the Green Sea Turtle	9781925243253	21
Stanley the Saw-shelled Turtle	9781925243277	23
Super Snakes	9781925243284	22
Terry the Toad	9781925243291	22
Trevor the Tadpole	9781925243307	24

Anna the Goanna

Use the *Anna the Goanna* book to help you with this activity.

1. Cut out the four pictures and the four day labels.
2. Match the days of the week to the food that Anna ate.
3. Glue them in order on the table below.
4. Give your table the title **What Anna the Goanna Ate**.

Title: _____

Name of day:				
What Anna ate:				

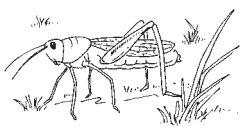
Anna the Goanna © 2015 Pascal Press. All rights reserved.

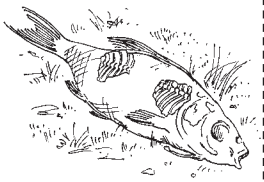
Wednesday

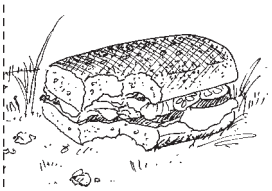
Monday

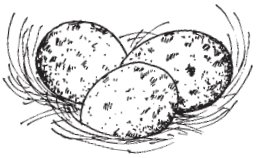
Thursday

Tuesday





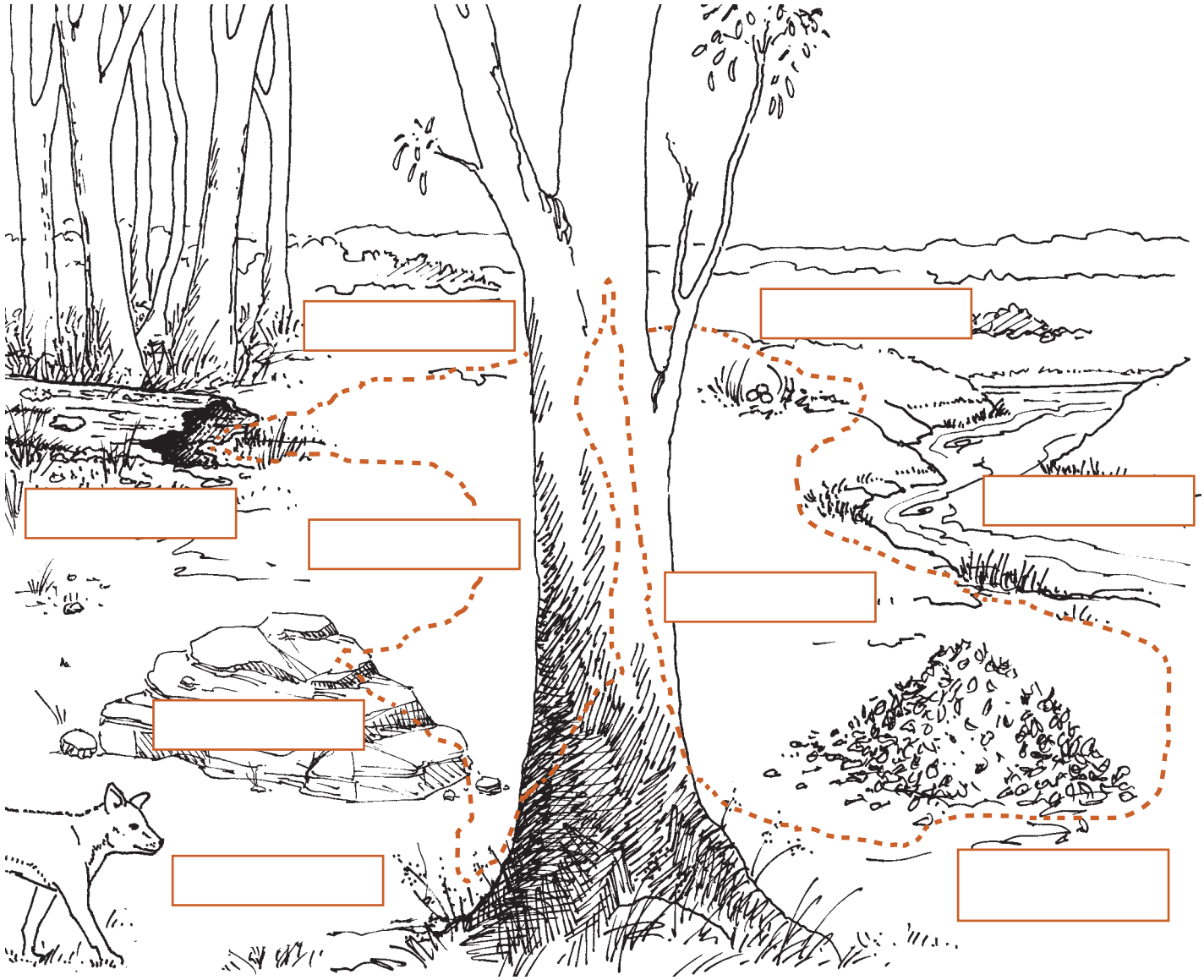




Anna the Goanna

Look at the map below.

Using the book *Anna the Goanna*, cut out the labels and glue them where they would go on the map.



NAME

Anna the Goanna © 2015 Pascal Press. All rights reserved.

Saw dingo

Climbed a tree

Left hollow log

Crossed park

Found eggs

Climbed a rock

Found turkey's nest

Headed home

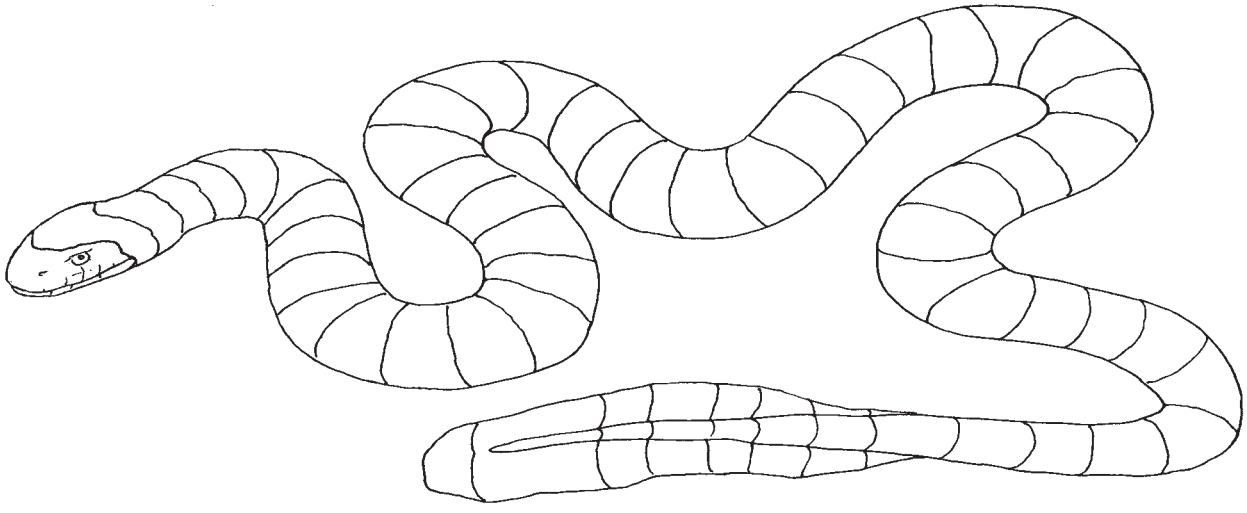
Walked to creek

Banjo the Banded Sea Snake

Answer True or False to these statements about facts from the *Banjo the Banded Sea Snake* story. More information can be found on the inside front and back covers.

1. Banded sea snakes (BSS) are also called kraits. _____
2. BSS eat jellyfish. _____
3. BSS need to come out of the ocean to drink fresh water. _____
4. BSS lay their eggs in the water. _____
5. BSS protect themselves by pretending their tail is their head. _____
6. Sea eagles hunt BSS. _____
7. BSS like to swim out in the open ocean. _____
8. Triggerfish like to eat BSS. _____
9. BSS often swim with larger fish. _____
10. Eagles catch BSS with their beaks. _____

Look at the picture in the book and colour this banded sea snake correctly.



Banjo the Banded Sea Snake © 2015 Pascal Press. All rights reserved.

Banjo the Banded Sea Snake

Read the book *Banjo the Banded Sea Snake* to find out which animals the description and behaviour boxes refer to. Cut out the picture of each animal and glue it next to your answer.

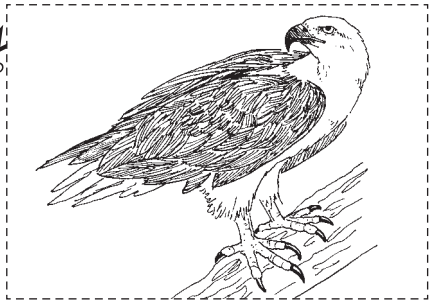
DESCRIPTION	Glue picture here
Long, banded reptile that lives in the sea among coral in parts of the Indian and Pacific Oceans	
BEHAVIOUR	
Moves its tail in a way that confuses predators into thinking that its tail is its head	
NAME	

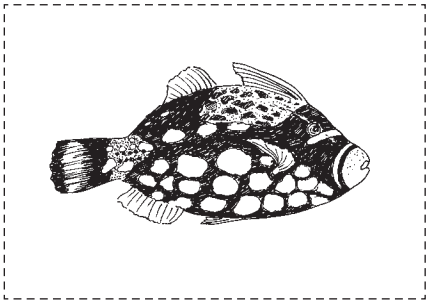
DESCRIPTION	Glue picture here
Large bird with strong claws and beak that lives near the sea	
BEHAVIOUR	
Hunts mainly for fish over the ocean. Some species are very large and can have a wingspan of over two metres.	
NAME	

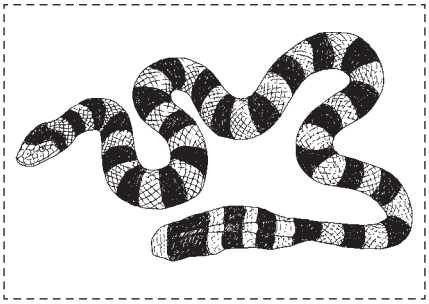
DESCRIPTION	Glue picture here
Brightly coloured fish often marked by lines and spots that inhabit tropical and subtropical oceans throughout the world	
BEHAVIOUR	
Eats mainly slow-moving, bottom-dwelling creatures like crabs, molluscs and sea anemones with its very strong teeth	
NAME	

NAME

Banjo the Banded Sea Snake © 2015 Pascal Press. All rights reserved.







Crafty Crocodile

Read the book *Crafty Crocodile* and answer True or False to these questions. You may need to refer to the inside covers of the books for some facts.

1. Crocodiles are covered in thick, bony scales. _____
2. Crocodile scales are there to keep them warm. _____
3. Crocodiles cannot leap out of the water. _____
4. Crocodiles like to hide from their prey. _____
5. Crocodiles swallow large animals whole. _____
6. Crocodiles cannot swim very fast. _____
7. Crocodiles are the only reptiles that look after their eggs and young. _____
8. It takes six months for crocodile eggs to hatch. _____
9. Crocodiles can weigh up to 1000 kg. _____
10. Saltwater Crocodiles are also known as Estuarine Crocodiles. _____
11. Crocodiles have live babies. _____
12. Crocodiles are carnivores. _____
13. Crocodiles can live for up to 70 years. _____

Crafty Crocodile © 2015 Pascal Press. All rights reserved.

Crafty Crocodile

Look at the pictures of the crocodile in the book *Crafty Crocodile*. Crocodiles are reptiles. They have:

- cold blood
- scales
- backbones (vertebrae)
- lungs.

Most reptiles also lay eggs.

Look at the list of animals below. Write **Yes** in the box if you think they are reptiles and **No** if you think they belong to a different group of animals.

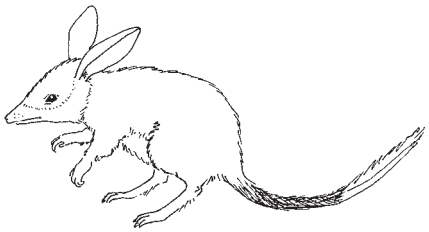
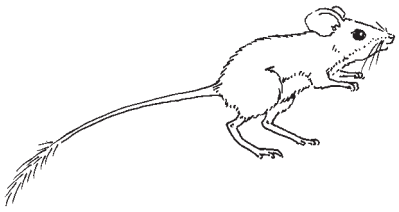
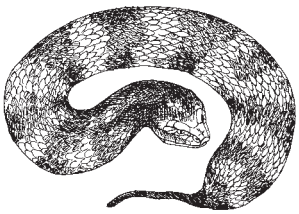
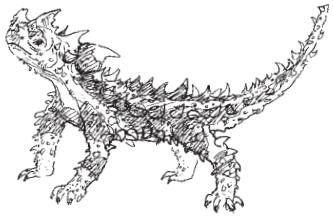
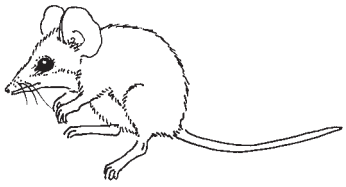
ANIMAL	REPTILE? YES OR NO
Crocodile	
Grasshopper	
Possum	
Turtle	
Green Tree-frog	
Bat	
Snake	
Goldfish	
Emu	
Lizard	

NAME

Crafty Crocodile © 2015 Pascal Press. All rights reserved.

Desmond the Death Adder

Match the name of the animal to its picture and description by lightly shading over the boxes in matching colours. Choose a different colour for each animal. Make sure you shade lightly enough to still see the writing. The first one has been done for you.

Striped Skink		A tiny, brown-coloured mammal with very large eyes, long back legs, a very long brush-tipped tail and a creamy underbelly
Death adder		A small lizard with smooth skin and stripes down its back
Bilby		A mouse-sized creature with a pointy nose, shortish chubby tail and mouse-like ears
Dunnart		A rabbit-sized mammal with long back legs and very large ears
Spinifex Hopping-mouse		A small lizard that is covered in hard, little, thorn-like scales
Thorny Devil		A yellow-and-orange-striped snake with faint stripes and a wide head

Desmond the Death Adder © 2015 Pascal Press. All rights reserved.

Desmond the Death Adder

Use the *Desmond the Death Adder* book to help you build and label the death adder.

Place the labels near the parts they describe and draw an arrow to each part.

NAME

Desmond the Death Adder © 2015 Pascal Press. All rights reserved.

Black tail tip that acts like a lure for other animals

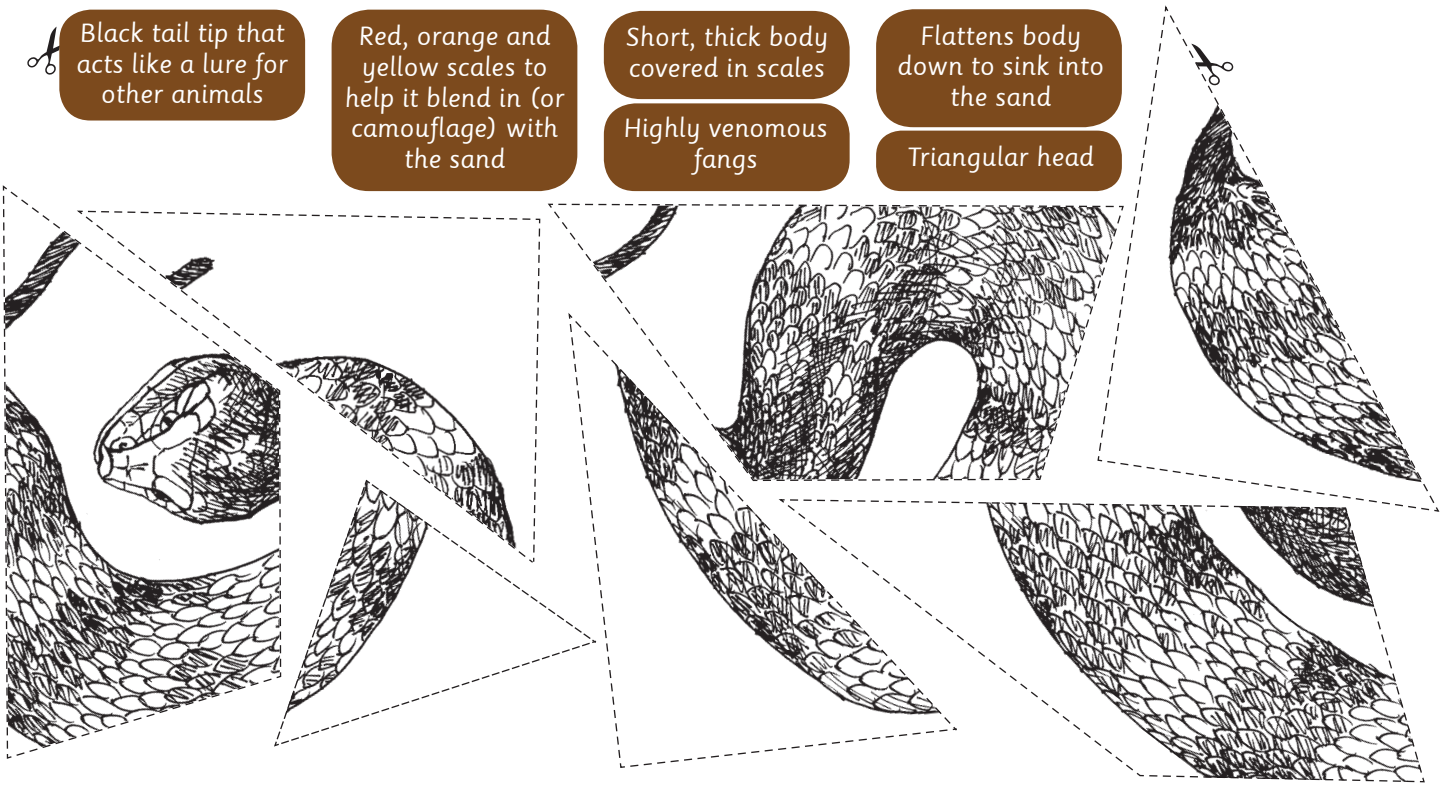
Red, orange and yellow scales to help it blend in (or camouflage) with the sand

Short, thick body covered in scales

Highly venomous fangs

Flattens body down to sink into the sand

Triangular head



Gorgeous Geckos

Use the words in the boxes to complete this information about geckos. As you use each word, make sure you cross it out. Read the *Gorgeous Geckos* book to help you with this activity.

windows	prey	warm	reptiles	feet
eyelids	geckos	tongues	colours	skin

Geckos belong to the group of animals called _____.

There are thousands of types of _____ in the world.

They can be found in most countries where there is a _____

climate. Geckos come in many different _____ and sizes.

Geckos can climb on walls and _____. They use their

setae on their _____ to help them to grip.

Most geckos do not have any _____. They use their

_____ to lick their eyes to keep them clean. Geckos

also use their tongues to catch their _____.

Geckos shed their _____. Geckos can lose their tail if they

are frightened or attacked but it will grow back.

Gorgeous Geckos © 2015 Pascal Press. All rights reserved.

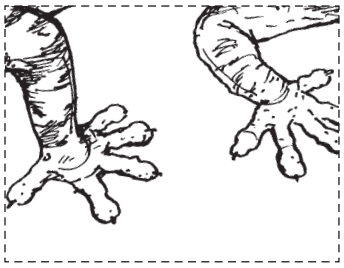
Gorgeous Geckos

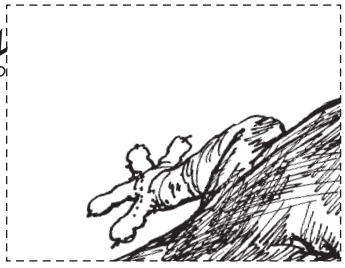
Cut out the pieces of the picture to build a gecko.

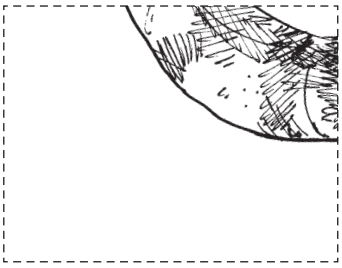
Use the information in the book to label the gecko in as many places as you can.

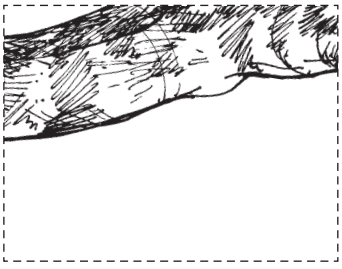
NAME

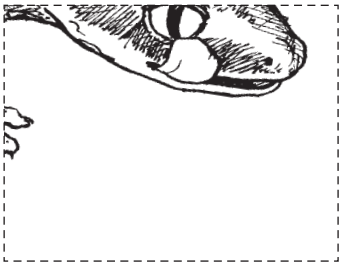
Gorgeous Geckos © 2015 Pascal Press. All rights reserved.

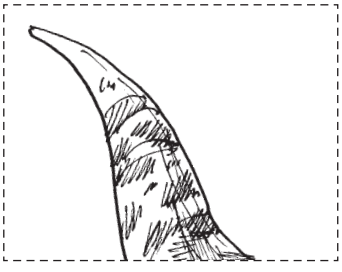












Grace the Green Sea Turtle

Number the events from 1–13 in the order they happened in the *Grace the Green Sea Turtle* story.

- ☐ Grace stops to eat some seagrass.
- ☐ Grace has to avoid the sharks.
- ☐ Grace lays nearly 200 eggs.
- ☐ Grace mates with a male turtle.
- ☐ Grace's babies hatch after a few months.
- ☐ Grace has to dive deep to avoid the boat propellers.
- ☐ Grace drags herself up onto the beach.
- ☐ Grace has to swim more than 2000 km.
- ☐ Grace pops her head out of the water.
- ☐ In 20 years, Grace's babies will come to the same beach to lay their eggs.
- ☐ The baby turtles make their way out to sea.
- ☐ Grace sees rubbish on a beach.
- ☐ Grace digs a deep hole with her flippers.

Grace the Green Sea Turtle © 2015 Pascal Press. All rights reserved.

Grace the Green Sea Turtle

Match the words from the *Grace the Green Sea Turtle* story by drawing a line to their definitions. The glossary in the book will help you.

littered	to come out of an egg
shallow	the parts at the back of an animal that are used for swimming
sense	a way of acting without thinking about it
skirt	spread across an area in a messy way
hind flippers	when animals come together to produce young
hatch	an important job or assignment
instincts	the part of a boat that spins and makes it move
shoreline	to have a feeling; to notice
mission	not very deep
mate	the line where a body of water and the shore meet
propellers	to move around the edge of something

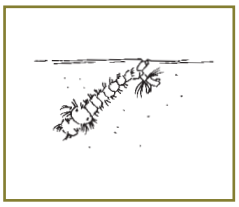
NAME

Grace the Green Sea Turtle © 2015 Pascal Press. All rights reserved.

Stanley the Saw-shelled Turtle

Use the *Stanley the Saw-shelled Turtle* book to help you with this activity about food chains.

1. Cut out the four pictures below.
2. When we make food chains, we start with the thing that would be eaten first. In this case, it is the mosquito wriggler or larva. Glue the picture of the wriggler on the left side of the page like this and draw a nice big arrow to the next picture:



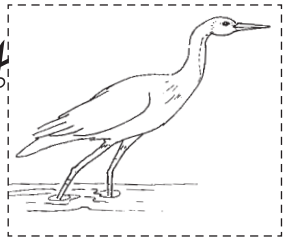
3. Make sure you have the arrow facing in the direction that the energy from the food travels.
4. Now use the book to find which animal eats the wrigglers and add it to the food chain.
5. Continue until all four animals are in the food chain.

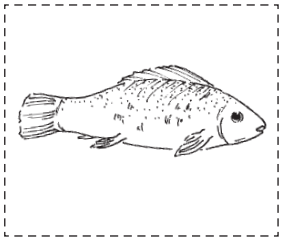
Title: _____

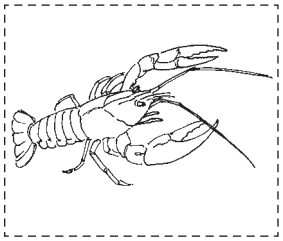
_____ _____ _____ _____

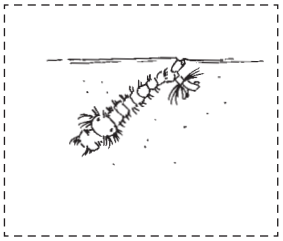
6. Label each animal under their picture and give your diagram the title **A Food Chain**.

Stanley the Saw-shelled Turtle © 2015 Pascal Press. All rights reserved.









Stanley the Saw-shelled Turtle

Answer these questions after reading *Stanley the Saw–shelled Turtle*. You will need to read the inside covers of the book to help you with some answers.

1 What was the first thing that Stanley noticed was wrong in his creek? _____

_____

2 Which animals were missing? _____

_____

_____

3 What was causing the problem in the creek? _____

_____

_____

4 How did the people solve the problem? _____

_____

_____

5 What is another name for a turtle's shell? _____

_____

6 What do Saw-shelled Turtles eat? _____

_____

_____

7 How do turtles stay underwater for long periods of time?

_____

_____

NAME _____

Stanley the Saw-shelled Turtle © 2015 Pascal Press. All rights reserved.

Super Snakes

Read the book *Super Snakes* then answer these questions.

1. Why don't a lot of people like snakes?

_____

2. What are some ways snakes stop themselves from being seen?

_____

3. Why are snake tongues forked?

_____

4. Are snakes slimy? _____

   What do they feel like? _____

5. How do snakes know if someone is around?

_____

6. Do all snakes lay eggs?

_____

7. Are there any snakes that can swim? _____

   Do you know any types? _____

8. How many different types of snakes are there in the world?

_____

9. When is a snake most likely to bite a person?

_____

10. Why wouldn't it be good if all the snakes in the world died?

_____

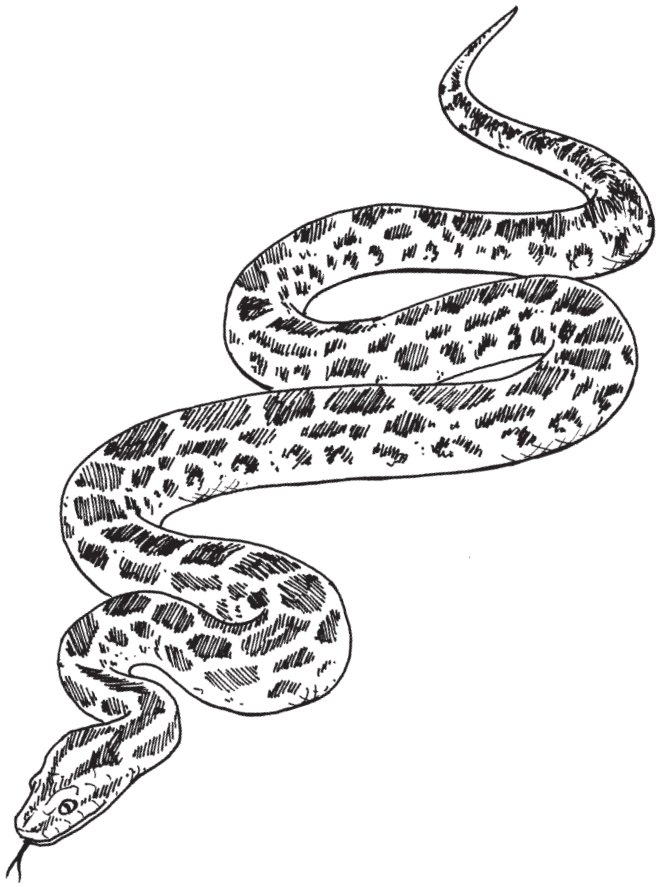
Super Snakes © 2015 Pascal Press. All rights reserved.

Super Snakes

Read the book *Super Snakes*. Read the statements below the pictures and decide if they refer to a snake or a rat.

Write an S for snake and an R for rat in the boxes provided.

Snake



Rat

Has scales		Has fur	
Has whiskers		Is cold-blooded	
Has a forked tongue		Has no legs	
Slithers		Has four legs	

NAME

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Terry the Toad

Answer True or False to these statements about facts from the *Terry the Toad* story.

More information can be found on the inside covers.

		TRUE	FALSE
1	Toads were brought to Australia to kill cane beetles.	☐	☐
2	Toads were brought to Australia in 1935.	☐	☐
3	There are now thought to be over 200 million toads living in Australia.	☐	☐
4	Toads mate and lay their eggs on the land.	☐	☐
5	Toad tadpoles don't like to swim together.	☐	☐
6	Toads can live where it is very dry.	☐	☐
7	Toads have poison glands on their stomachs.	☐	☐
8	Toad poison affects an animal's teeth and eyes.	☐	☐
9	Toad eggs are poisonous.	☐	☐
10	Native animals can eat cane toads and not get sick.	☐	☐
11	It is okay to be cruel to toads because they are a pest.	☐	☐
12	Toads like to hide in small, dark spaces.	☐	☐

Terry the Toad © 2015 Pascal Press. All rights reserved.

Terry the Toad

Use the *Terry the Toad* book to help you with this activity.

1. Cut out the pieces of the picture.
2. Glue them together to create a toad.
3. Cut out the fact labels and glue them near the parts of the toad that they describe.

NAME

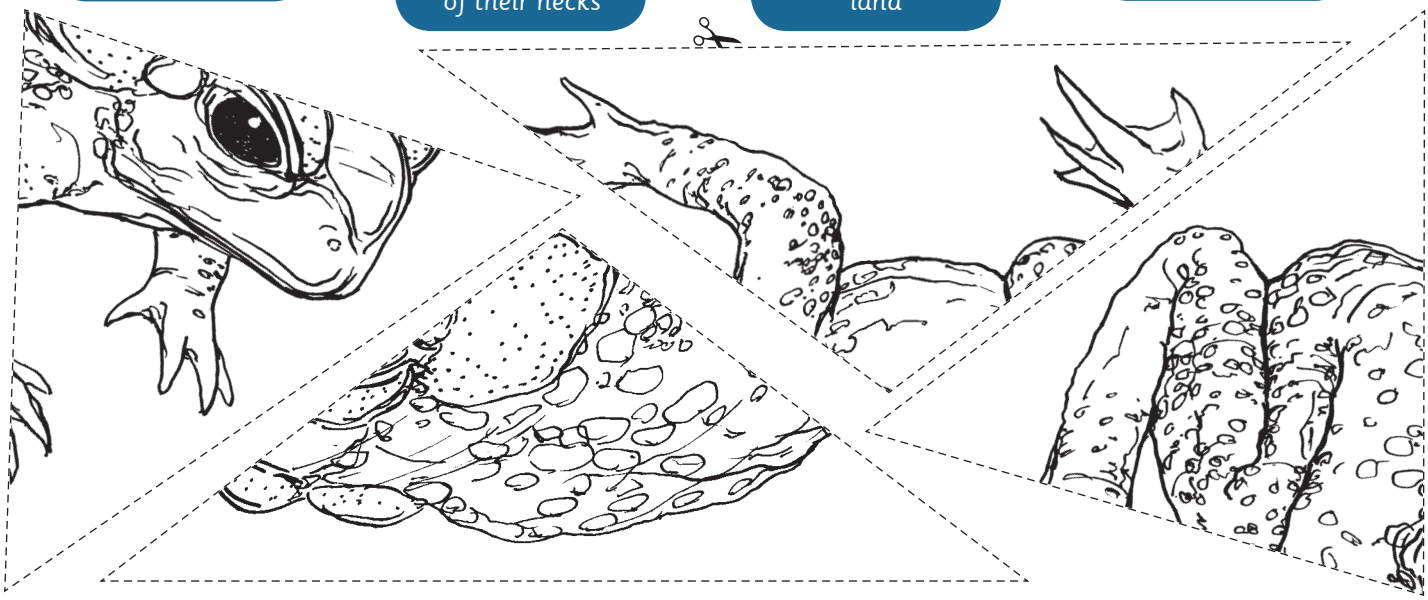
Terry the Toad © 2015 Pascal Press. All rights reserved.

Have dry, rough skin

Have poison glands on the sides of their necks

Can travel long distances across land

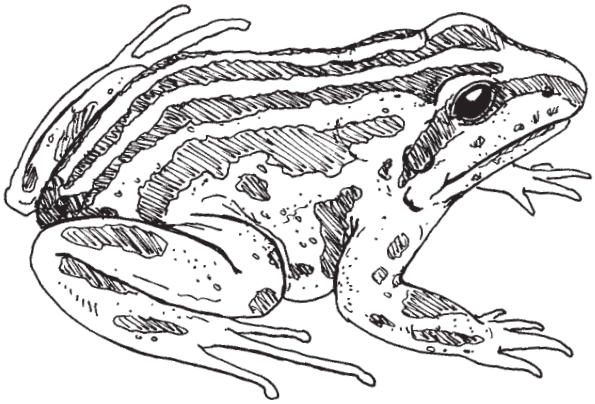
Eat a lot of different things



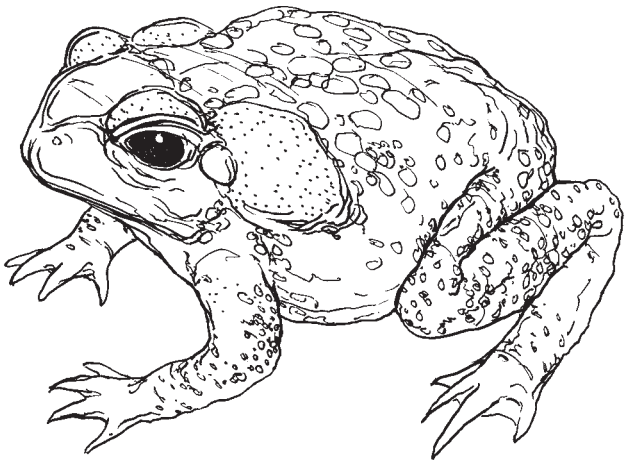
Trevor the Tadpole

Read the story *Trevor the Tadpole*. Read the 12 facts underneath the pictures and write the fact numbers below the amphibian that you think each one refers to. You may need to read the inside covers of the book to help you.

Striped Marsh Frog



Cane Toad



1. Lay eggs in clumps on top of the water
2. Have long legs for jumping
3. Have rough skin
4. Have tails only 1 ½ times as long as their bodies
5. Can see intestines through their tummy
6. Are an introduced ‘pest’
7. Have short legs
8. Lay eggs in strands
9. Have tails twice as long as their bodies
10. Have black tummies that don’t show intestines
11. Have smooth, moist skin
12. Are native to Australia

Trevor the Tadpole © 2015 Pascal Press. All rights reserved.

Trevor the Tadpole

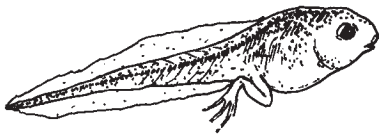
Use the book *Trevor the Tadpole* to help you with this activity about the life cycle of a frog.

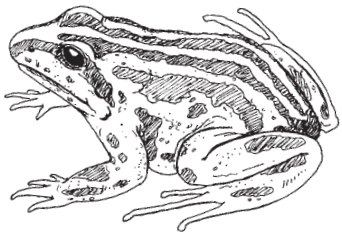
1. Cut out the six pictures and the six label boxes.
2. Glue the pictures in the correct life cycle order.
3. Glue the correct label next to each one.
4. Draw a red arrow between each life stage and label them.
5. Give your diagram the title Frog Life Cycle.

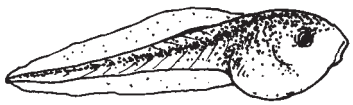
NAME

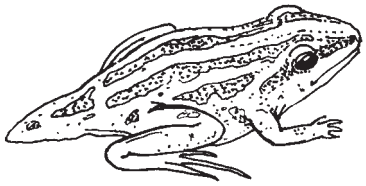
Trevor the Tadpole © 2015 Pascal Press. All rights reserved.

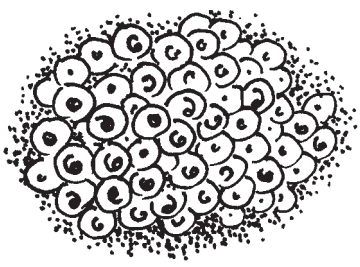
Back legs appear	Tail is absorbed	Egg
Frog	Front legs appear	Tadpole

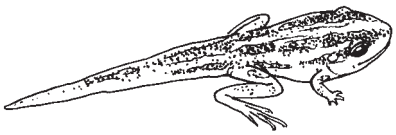












Insects Story Books by Rebecca Johnson

Steve Parish KIDS

Use these activity sheets to combine the teaching of science content and literacy. Two photocopiable worksheets support each of the ten books in the series.
Each book extensively covers a variety of Australian Curriculum biological science requirements and focuses on the following concepts:

- life cycles
- needs of living things
- features of survival
- relationships between living things and their environments.

The books are written in a variety of narrative styles, including poems and a journal. They reinforce the correct understanding of science concepts, with the activity sheets cementing this understanding through a variety of self-guided tasks. These include comparing and contrasting, making inferences, and ordering and sorting.

The activity sheets are a wonderful resource for reinforcing the teaching of biological science concepts. They present these concepts in fun and meaningful ways to enable greater understanding by students.

Linked to the Australian Curriculum science outcomes listed below, these books and their accompanying worksheets are valuable resources across primary schools, and cater to students with different needs and abilities.

$5.95 RRP

Australian CURRICULUM

Foundation	Living things have basic needs, including food and water.	(ACSSU002)
Year 1	Living things have a variety of external features. Living things live in different places where their needs are met.	(ACSSU017) (ACSSU211)
Year 2	Living things grow, change and have offspring similar to themselves.	(ACSSU030)
Year 3	Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	(ACSSU044)
Year 4	Living things have life cycles. Living things depend on each other and the environment to survive.	(ACSSU072) (ACSSU073)
Year 5	Living things have structural features and adaptations that help them to survive in their environment.	(ACSSU043)

There are 10 books in the **Insects Story Books** series. Their titles, reading levels and ISBNs are listed below:

Title	Isbn	Reading Level
Boris the Beetle	9781922225290	18
Cassie the Caterpillar	9781922123794	18
Crazy Crickets	9781922225276	17
Doug the Dung Beetle	9781922123800	18
Dragonfly Dance	9781922123831	17
Max the Mealworm	9781922123817	18
Nifty Native Bees	9781922225269	17
Sneaky Stick Insects	9781922225283	17
Stella the Silkworm	9781922123824	17
The Mosquitoes' Book of Dirty Tricks	9781922123848	19

Boris the Beetle

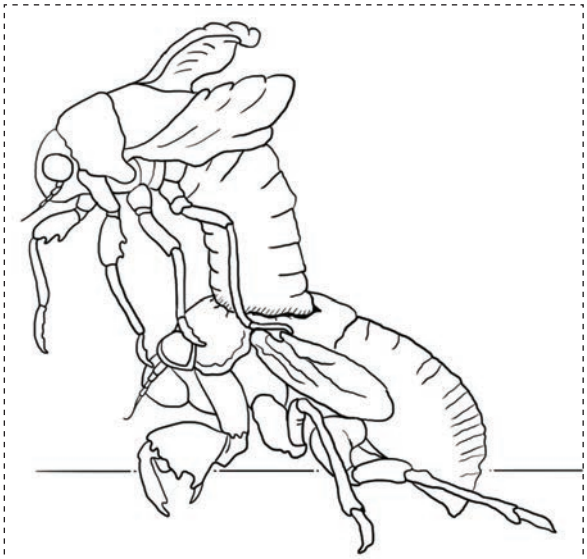
Use the *Boris the Beetle* book to help you with this activity about the cicada's life cycle.

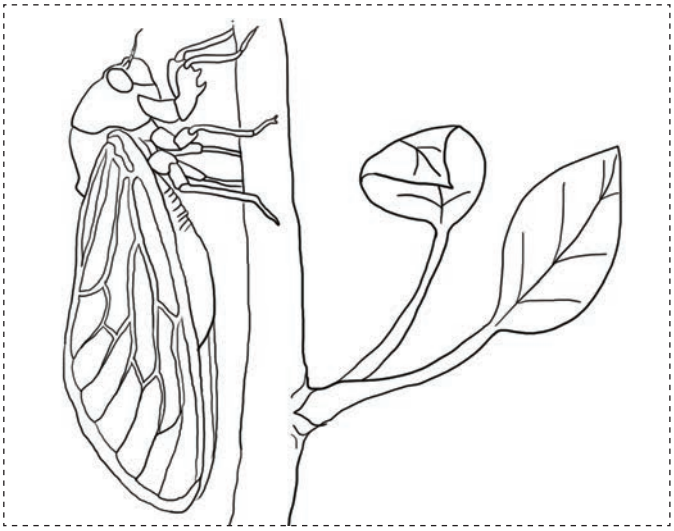
YOU WILL NEED:

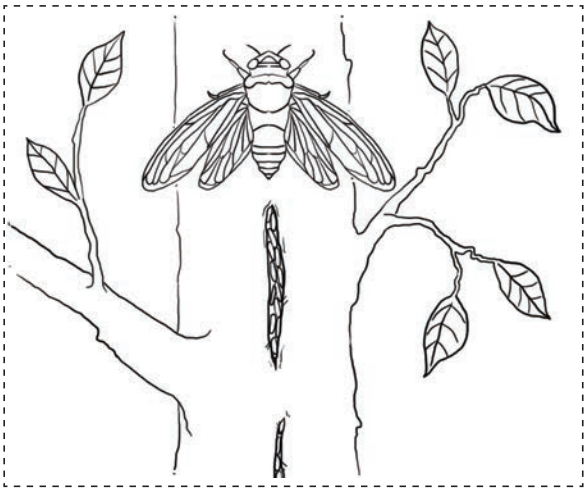
- scissors
- a piece of paper
- glue

a red pencil.

1. Cut out the three pictures and the three label boxes.
2. Glue the pictures in the correct life cycle order.
3. Then glue the correct label next to each one.
4. Draw an arrow in red between each life cycle stage and number them 1, 2 or 3.
5. Give your diagram the title 'Cicada life cycle' and write your name at the bottom.







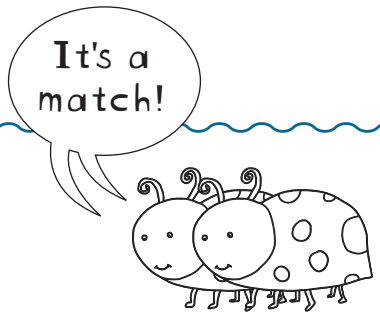
Mature nymph climbs up the tree at night

Eggs are laid into scars cut by adults into tree

Adult cicada emerges from the nymph

Boris the Beetle © 2014 Pascal Press. All rights reserved.

Boris the Beetle



Match the words from the *Boris the Beetle* story by drawing a line to their definitions. The glossary in the book will help you.

bulge	to speak softly
imagine	to come into view or appear
monster	a rounded projection or hump
emerge	to have the courage to try
exoskeleton	to form an image of something in your mind
dared	an ugly, frightening creature
whispered	a hard covering on the outside of the body of many animals

NAME

Boris the Beetle © 2014 Pascal Press. All rights reserved.

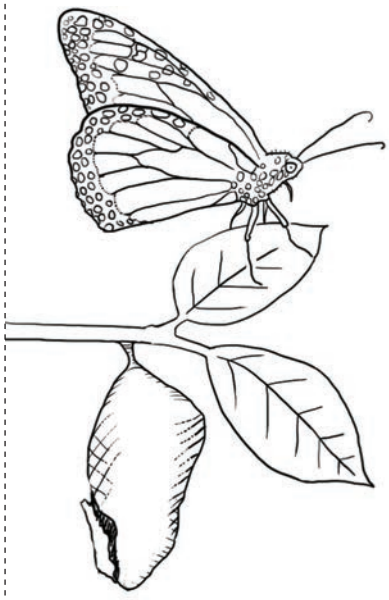
Cassie the Caterpillar

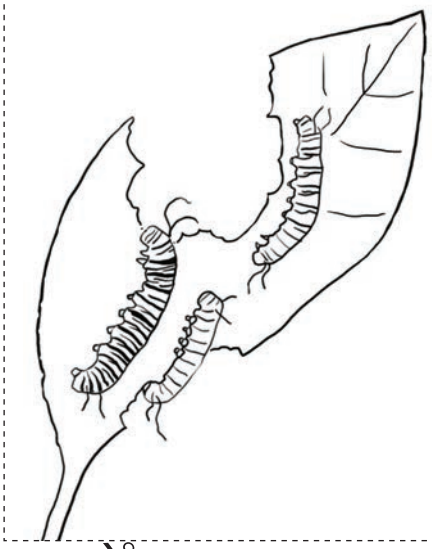
Use the *Cassie the Caterpillar* book to help you with this activity about the butterfly's life cycle.

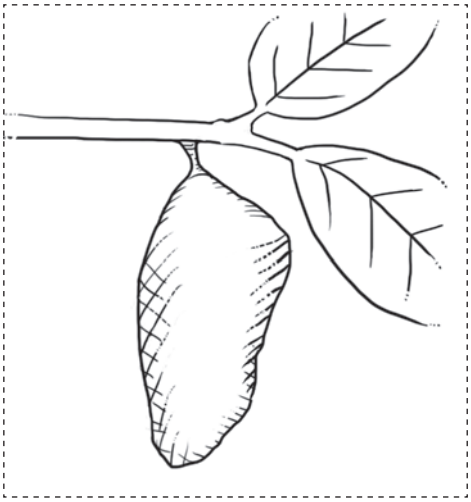
1. Cut out the four pictures.
2. Glue them in the correct life cycle order.
3. Add the correct label for each one.
4. Draw an arrow in red between each life cycle stage and number them 1, 2, 3 and 4.
5. Give your diagram the title 'Butterfly life cycle' and write your name at the bottom.

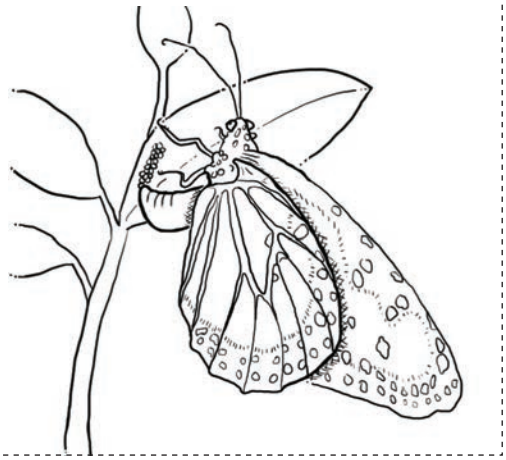
YOU WILL NEED:

- scissors
- a piece of paper
- glue
- a red pencil.









Butterflies mate, female lays egg on milkweed plant	Caterpillar hatches and starts to eat and grow
Adult butterfly emerges and flies away	Caterpillar hangs under a leaf and forms a chrysalis

Cassie the Caterpillar © 2014 Pascal Press. All rights reserved.

Cassie the Caterpillar

Match the words from the *Cassie the Caterpillar* story by drawing a line to their definitions. The glossary in the book will help you.

milkweed	to be without rough motion; still or nearly still
dainty	to be unusual, unfamiliar or weird
strange	the hard-shelled pupa of a butterfly
chrysalis	to be unable to escape
to shed	a plant that secretes a milky juice
trapped	to cast off
calm	a light or gentle wind
breeze	to be of delicate beauty

NAME

Cassie the Caterpillar © 2014 Pascal Press. All rights reserved.

Crazy Crickets

Use the *Crazy Crickets* book to help you with this activity.

The book uses the word 'nocturnal' to describe animals that are awake at night and sleep through the day.

Write **Yes** in the boxes below if you think the animals named are nocturnal and **No** if they are not.

Sugar glider

Possum

Bat

Lorikeet

Magpie

Sugar glider

Finch

Quoll

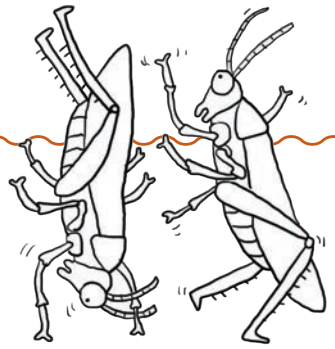
Kookaburra

Cricket

NAME

Crazy Crickets © 2014 Pascal Press. All rights reserved.

Crazy Crickets



Answer True or False to these statements about facts from the *Crazy Crickets* story. More information can be found on the front and back inside covers.

1. The crickets had been keeping the birds awake during the day. _____
2. Quolls eat birds sometimes. _____
3. Only female crickets chirp. _____
4. The lorikeets did not have the energy to make nests. _____
5. Crickets have strong jumping legs and long antennae. _____
6. The crickets made the noises to find their food. _____
7. The sugar glider was the only animal that liked the crickets. _____
8. All crickets look the same. _____
9. Crickets chirp mainly at night. _____
10. The cricket's chirping sound is made by rubbing its legs together. _____
11. Crickets chirp to attract a mate. _____
12. A female cricket can lay up to 2000 eggs at one time. _____
13. Crickets go through incomplete metamorphosis. _____

Crazy Crickets © 2014 Pascal Press. All rights reserved.

Doug the Dung Beetle

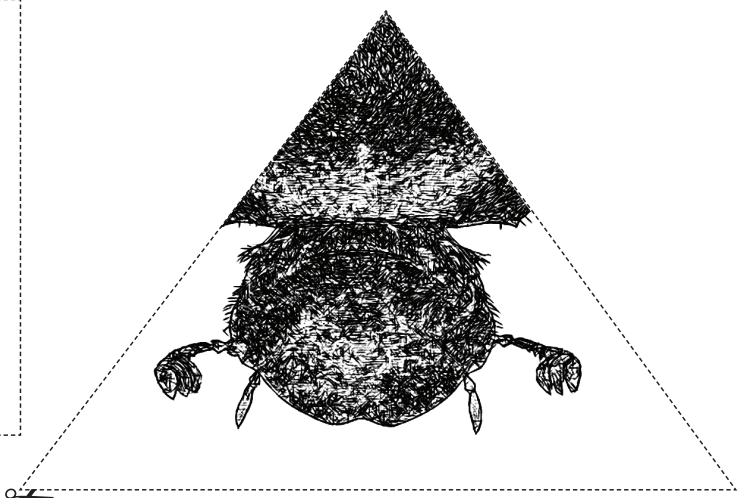
Use the *Doug the Dung Beetle* book to help you with this activity.

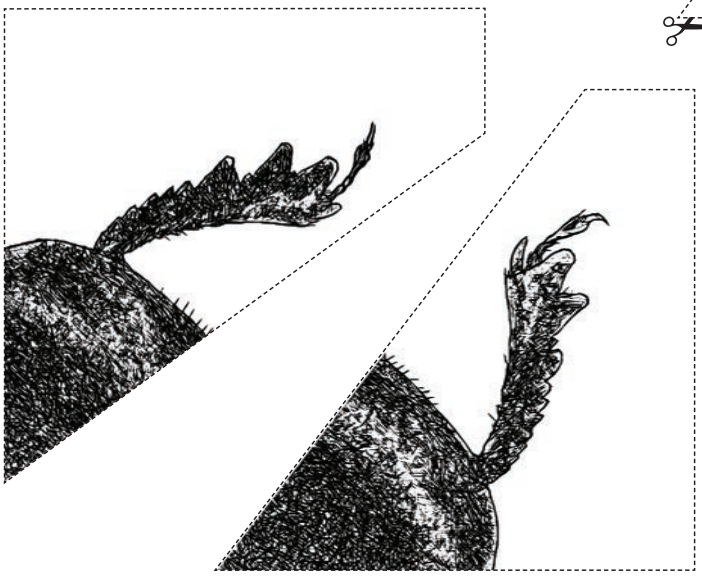
1. cut out the six pieces below carefully
2. glue them together to create a dung beetle
3. label the parts correctly using these words:

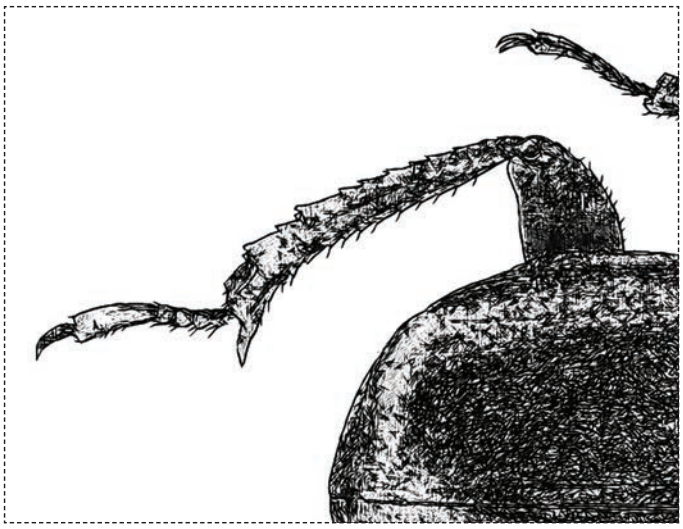
Head	Thorax	Abdomen	Legs	Antennae

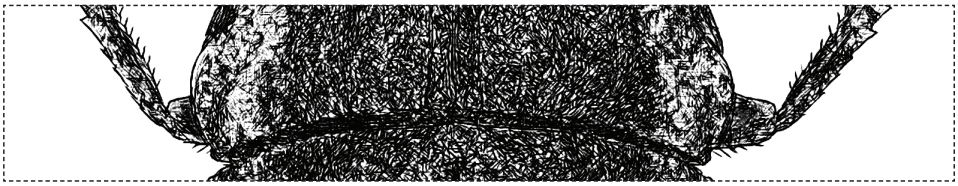
YOU WILL NEED:

- scissors
- a piece of paper
- glue
- a pen or pencil.









Final image

Doug the Dung Beetle © 2014 Pascal Press. All rights reserved.

Doug the Dung Beetle

Number these events from 1–12 in the order they happened in the *Doug the Dung Beetle* story.

- [ ] The calves told a joke about dung beetles.
- [ ] The big bull dropped some dung near the beetle.
- [ ] The bull said sorry.
- [ ] There was more dung so more flies came.
- [ ] The dung beetle stomped off angrily.
- [ ] The fly eggs turned into maggots.
- [ ] The cows laughed.
- [ ] The flies annoyed the cows.
- [ ] The dung beetles slept in and played games.
- [ ] The bull realised he had made a mistake.
- [ ] The dung beetles went back to work.
- [ ] The dung beetle was happily going about his job.

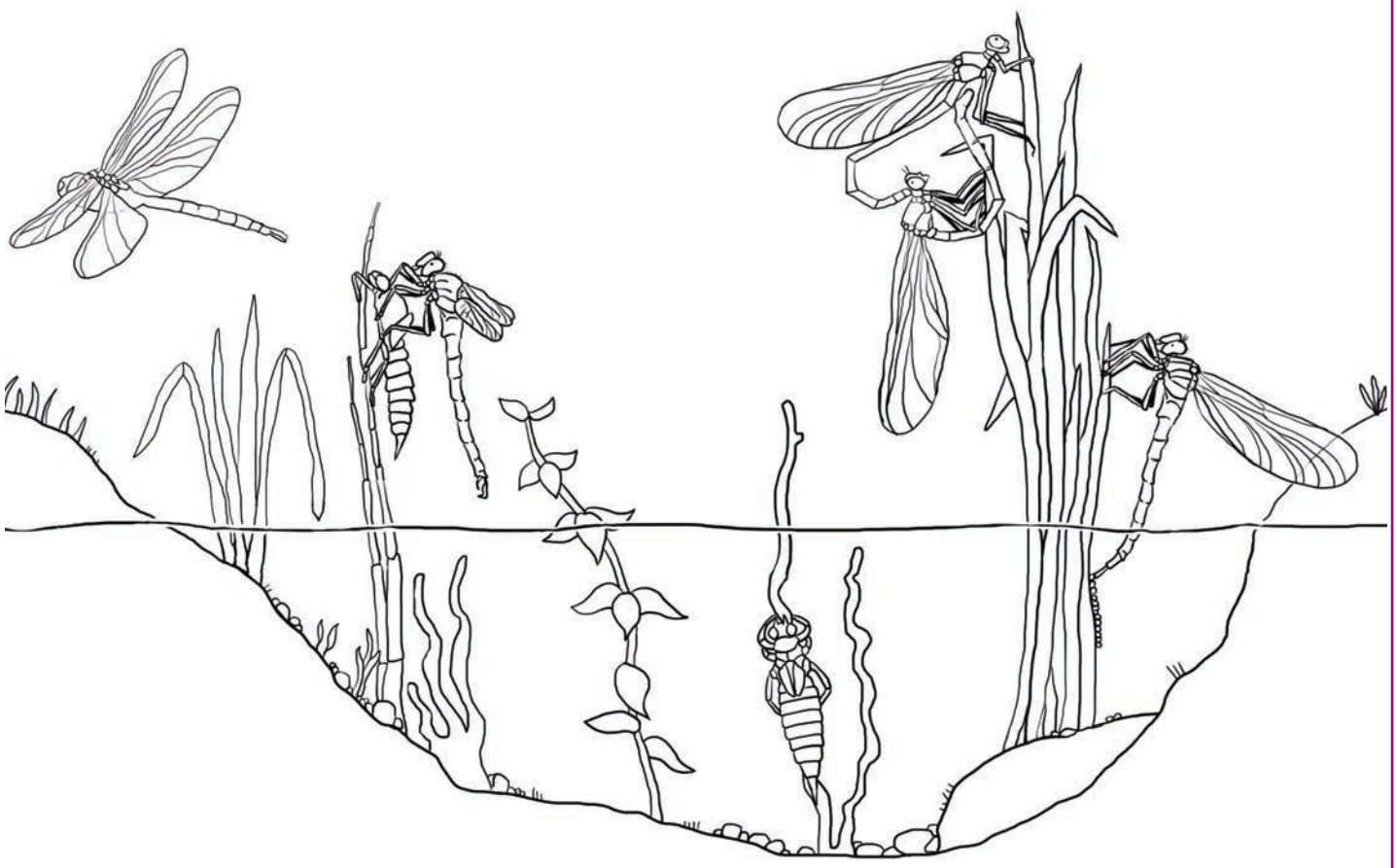
NAME

Doug the Dung Beetle © 2014 Pascal Press. All rights reserved.

Dragonfly Dance

Use the *Dragonfly Dance* book to help you with this activity about the dragonfly's life cycle.

- Look carefully at the picture below.
- Read the fact boxes underneath it.
- Write the number of the box next to part of the picture that matches the fact.



1. Adult dragonflies mate

2. Female lays egg on a reed in water

3. Nymph lives for years in water, moulting as it grows

4. On final moult, nymph leaves water

5. Adult flies away

NAME

Dragonfly Dance © 2014 Pascal Press. All rights reserved.

Dragonfly Dance

Answer True or False to these statements about facts from the *Dragonfly Dance* story. More information can be found on the front and back inside covers.

1. All dragonflies look the same. _____
2. Dragonflies spend the first part of their lives in the water. _____
3. Dragonflies eat plants. _____
4. Dragonflies moult up to 15 times. _____
5. There are only a few types of dragonflies. _____
6. Dragonflies must lay their eggs near water if they are to survive. _____
7. A young dragonfly is called a larva. _____
8. There are as many as 5000 types of dragonflies. _____
9. Dragonflies can walk on their legs. _____
10. Dragonflies can catch insects in mid-air. _____
11. Birds and frogs eat dragonflies. _____
12. Dragonflies can only fly in one direction. _____

NAME

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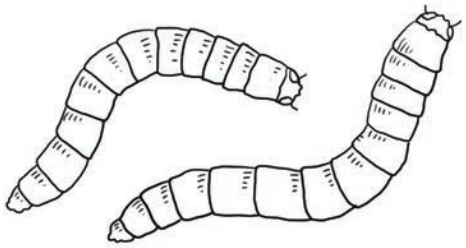
Max the Mealworm

Use the *Max the Mealworm* book to help you with this activity about the Darkling Beetle's life cycle.

1. Cut out the four pictures and the four label boxes.
2. Glue the pictures in the correct life cycle order.
3. Then glue the correct label next to each one.
4. Draw an arrow in red between each life cycle stage and number them 1, 2, 3 or 4.
5. Give your diagram the title 'Darkling Beetle life cycle' and write your name at the bottom.

YOU WILL NEED:

- scissors
- a piece of paper
- glue
- a red pencil.

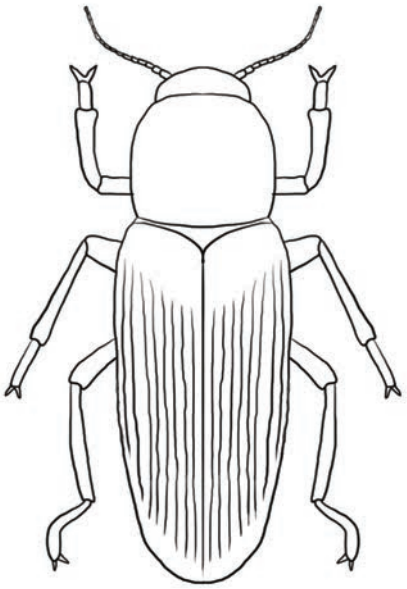


Mealworms turn into pupas and lie still in bran

Eggs hatch into mealworms that grow

Darkling Beetles mate and female lays eggs in bran

Adult Darkling Beetle emerges



Max the Mealworm © 2014 Pascal Press. All rights reserved.

Max the Mealworm

Number these events from 1–13 in the order they happened in the *Max the Mealworm* story.

- ☐ Max met a wasp. The wasp was rude.
- ☐ Max met an ant. The ant was rude.
- ☐ Max met a beetle. The beetle was rude.
- ☐ Max went back to his box of bran.
- ☐ Max had turned into a Darkling Beetle.
- ☐ Max was bored.
- ☐ Max showed his exoskeleton.
- ☐ Max had a rest in some mulch.
- ☐ Max showed his six legs.
- ☐ Max had turned into a pupa.
- ☐ Max left the box of bran.
- ☐ Max slept for ten days and nights.
- ☐ Max showed his two antennae.

NAME

Maxt the Mealworm © 2014 Pascal Press. All rights reserved.

Nifty Native Bees

Comprehension Quiz

Read the book Nifty Native Bees then answer these questions.

1 Why did the native bee have a problem?

_____

_____

2 Write two mean things the larger bees said to the native bees.

“_____”

“_____”

3a In what year were honey bees introduced to Australia? _____

3b Why do you think they were introduced?

_____

4 What can native bees do that larger bees can’t?

_____

5 How many species of native bees are there in Australia? _____

_____

6 Fill in the blanks using four words from the Word Bank.

Bees collect _____ and pollen from flowers. They then use it to make and store _____. Native bees can be very _____ and some have no _____.

Word Bank					
small	nectar	honey	sting	lollies	shy

NAME _____

Nifty Native Bees © 2014 Pascal Press. All rights reserved.

Nifty Native Bees

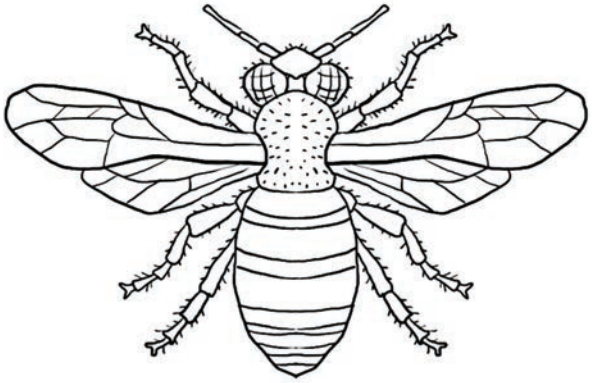
Below are pictures of a native bee and a common honey bee. Read the 12 facts underneath the pictures and write the fact numbers below the bee you think each one refers to. There are 6 facts for each bee.

HINT

Read the inside cover of the book for help with the answers.

Native Bee

Common Honey Bee



1. Introduced to Australia in 1822
2. Originally from Australia
3. Can be a very small bee
4. Live in man-made hives
5. Can get into very small flowers
6. Can carry heaps of pollen and nectar
7. Some are stingless
8. A large bee
9. Can't get into very small flowers
10. Make their own hives
11. Can carry only a small amount of pollen and nectar
12. Have a sting

NAME

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Sneaky Stick Insects

Use the *Sneaky Stick Insects* book to help you label this diagram of a stick insect correctly using the words below.

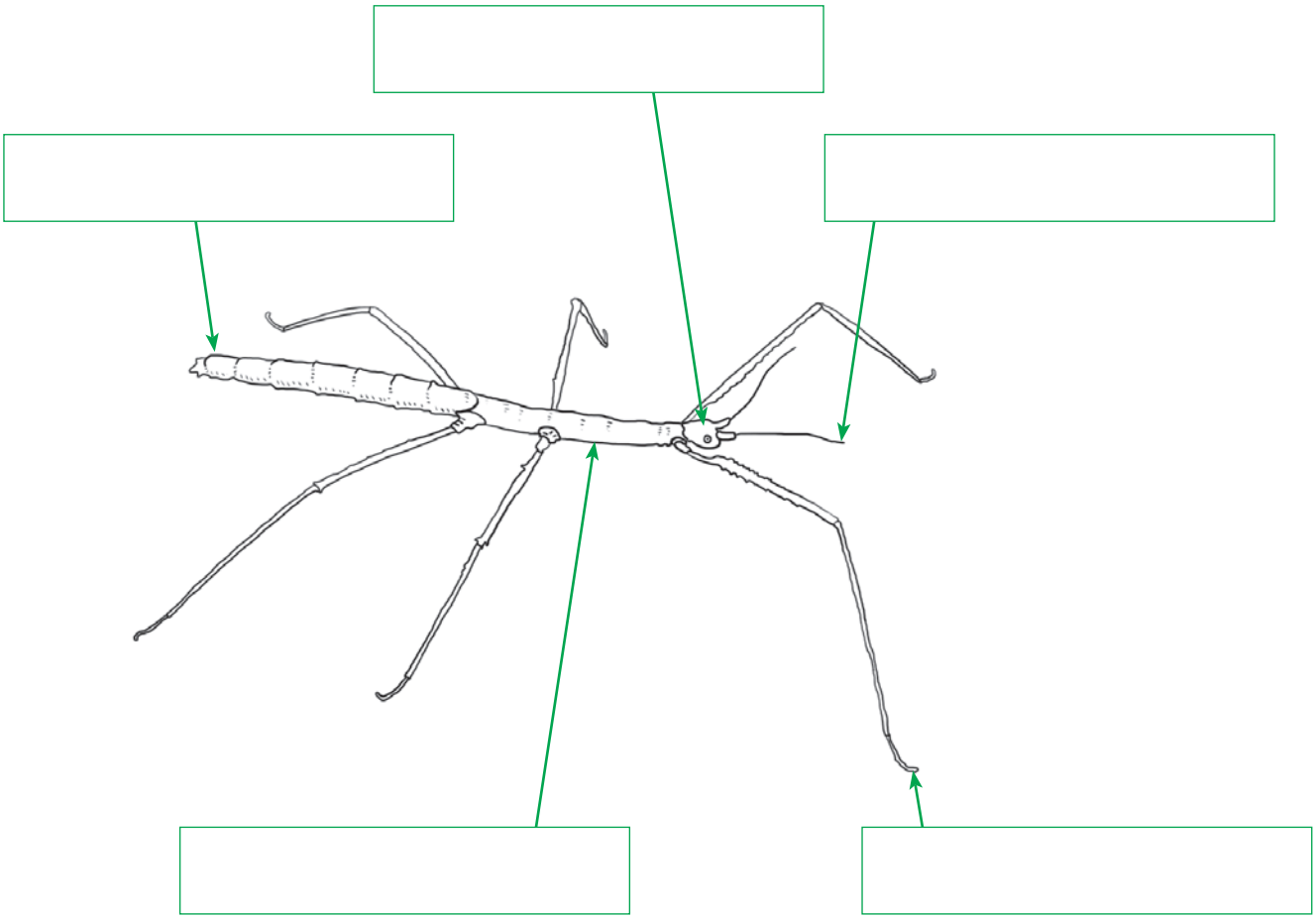
Legs — All insects have six of these. (Just label one)

Antennae — Found on an insect's head. Assists with touch and taste.

Head — Contains the brain, eyes and mouth

Abdomen — The last section of the body containing the stomach

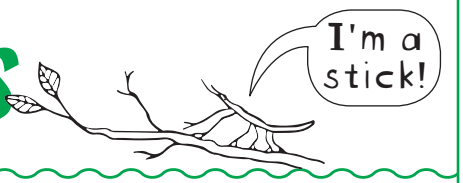
Thorax — Found between the head and the abdomen. Legs attach to it.



NAME

Sneaky Stick Insects © 2014 Pascal Press. All rights reserved.

Sneaky Stick Insects



Read the *Sneaky Stick Insects* book to find out which insects the Description and Behaviour boxes refer to.

Insects

Goliath Stick Insect
Granny's Cloak Moth
Spiny Leaf Stick Insect
Children's Stick Insect

DESCRIPTION	BEHAVIOUR
Large, brownish-grey moth with eye spots and scalloped pattern	Likes to blend in with dry leaves

Insect name: _____

DESCRIPTION	BEHAVIOUR
Females look like leaves and can be bright green, yellowish or even pinky	Likes to hide in trees with large green leaves

Insect name: _____

DESCRIPTION	BEHAVIOUR
Bright green and very large; has yellow patches on the head, legs and thorax	Likes to blend in with tree trunks

Insect name: _____

DESCRIPTION	BEHAVIOUR
Looks like brown, curled-up leaves	Likes to hide in gum trees

Insect name: _____

NAME

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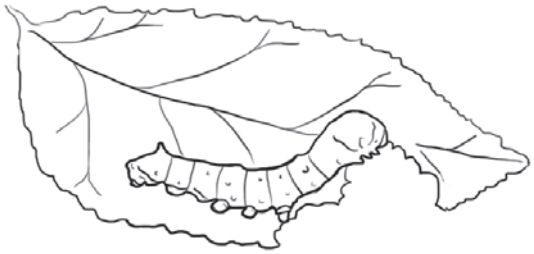
Stella the Silkworm

Use the *Stella the Silkworm* book to help you with this activity about the silkworm's life cycle.

YOU WILL NEED:

- scissors
- a piece of paper
- glue
- a red pencil.

1. Cut out the four pictures and the four label boxes.
2. Glue the pictures in the correct life cycle order.
3. Then glue the correct label next to each one.
4. Draw an arrow in red between each life cycle stage and number them 1, 2, 3 or 4.
5. Give your diagram the title 'Silkworm life cycle' and write your name at the bottom.

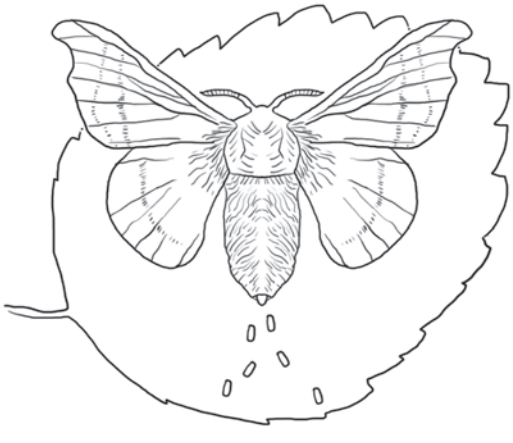


Adult silk moth emerges

Larva eats mulberry leaves

Larva spins a silk cocoon

Egg is laid and hatches in 10–12 days



Stella the Silkworm © 2014 Pascal Press. All rights reserved.

Stella the Silkworm

Below are two pieces of clothing. One is made from wool and the other is made from silk. Read the 12 sentences below. Do they refer to silk or wool? Write a W for wool or S for silk in the boxes provided.

HINT

Read the inside cover of the book for help with the answers.

SILK (S)

WOOL (W)

1	Comes from sheep	
2	Used to make brightly coloured clothing	
3	Extremely strong fibre	
4	First used in China	
5	Woven into fabric	
6	Warm and fluffy	
7	Comes from an insect	
8	Used mainly for warm clothing	

NAME

Stella the Silkworm © 2014 Pascal Press. All rights reserved.

The Mosquitoes' Book of Dirty Tricks

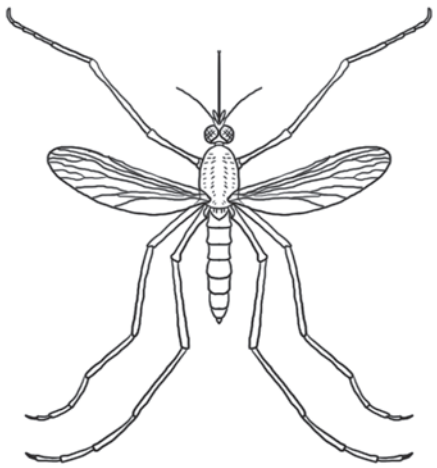
YOU WILL NEED:

- scissors
- a piece of paper
- glue
- a red pencil.

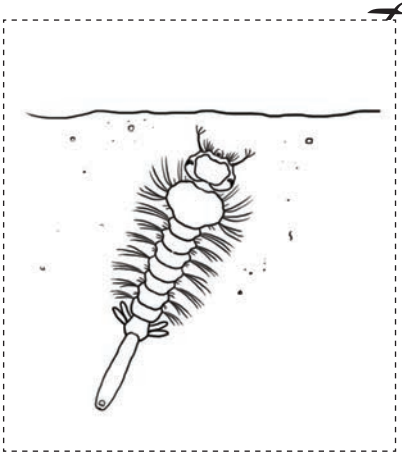
Use *The Mosquitoes' Book of Dirty Tricks* to help you with this activity about the mosquitoe's life cycle.

1. Cut out the four pictures and the four label boxes.
2. Glue the pictures in the correct life cycle order.
3. Then glue the correct label next to each one.
4. Draw an arrow in red between each life cycle stage and number them 1, 2, 3 or 4.
5. Give your diagram the title 'Mosquito life cycle' and write your name at the bottom of the page.

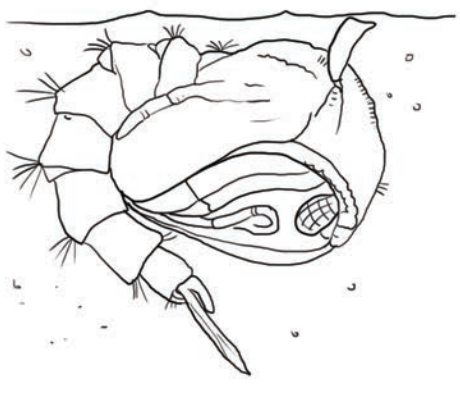
Adult mosquito emerges from pupa and flies away



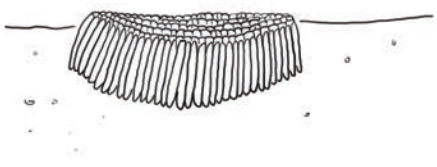
Eggs hatch into wrigglers and eat microscopic life in the water



Wrigglers become pupas (also called tumblers) and float just below the surface of the water



Adult mosquitoes mate and female lays a raft of eggs on top of water



The Mosquitoes' Book of Dirty Tricks © 2014 Pascal Press. All rights reserved.

The Mosquitoes' Book of Dirty Tricks

Answer these questions after reading *The Mosquitoes' Book of Dirty Tricks*.

1. Why do mosquitoes have to be sneaky?

2. What is the biggest problem humans have with mosquitoes?

3. Why does the water they lay their eggs in have to be still?

4. Why do only female mosquitoes bite?

5. What stage is the most dangerous one for a mosquito?

6. What are three diseases that mosquitoes carry?

7. What do male mosquitoes eat?

NAME

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