

# Reptiles & Amphibians Story Books

by Rebecca Johnson

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.



**\$5.95** RRP



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:				

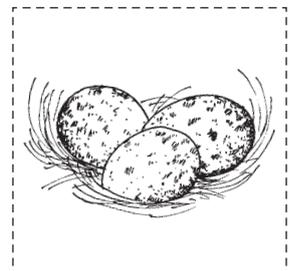
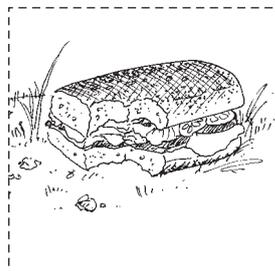
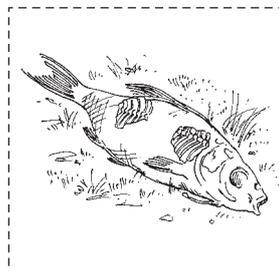
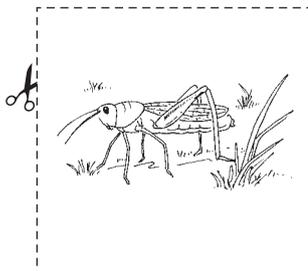
Anna the Goanna © 2015 Pascal Press. All rights reserved.

✂ Wednesday

Monday

Thursday

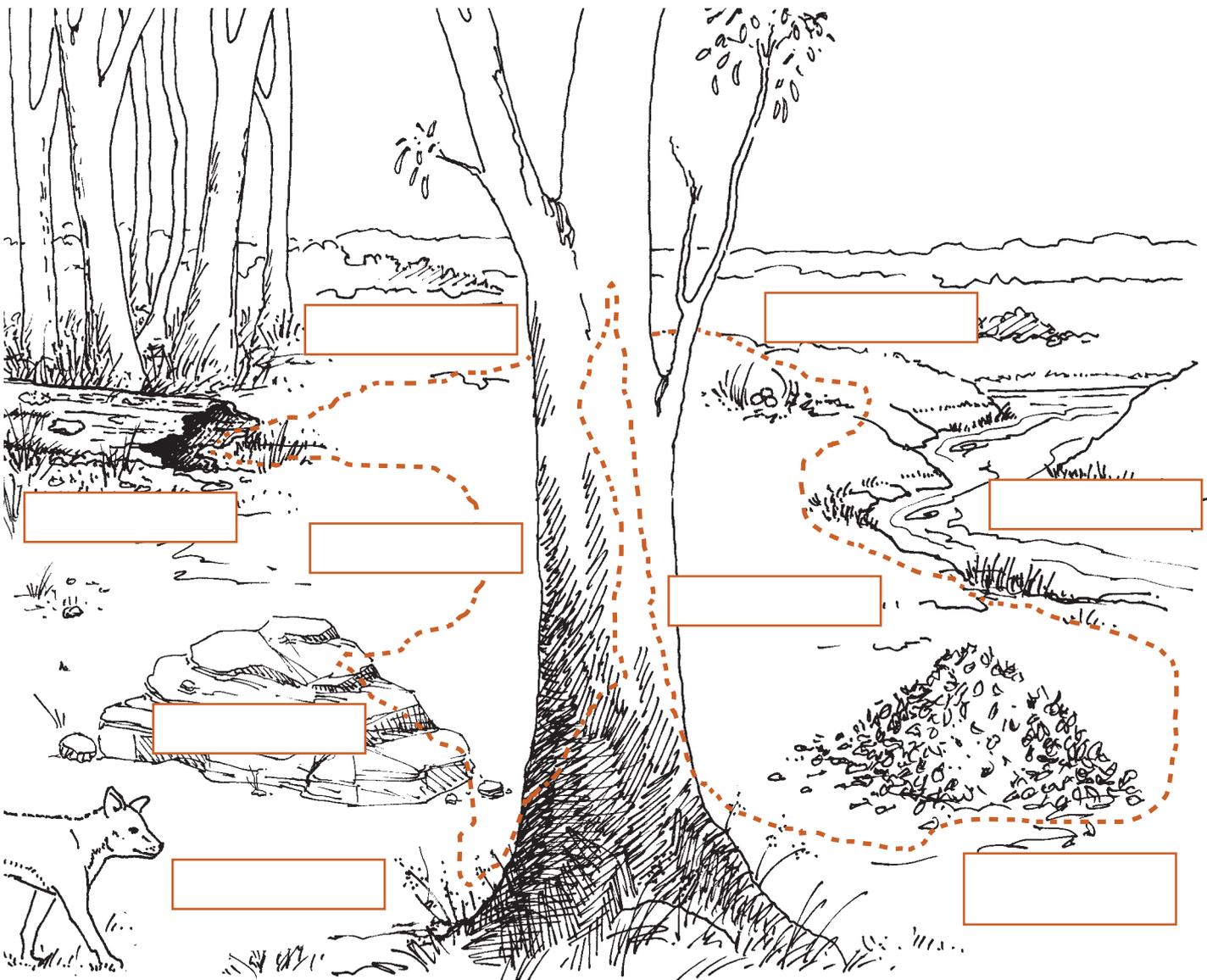
Tuesday



# 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

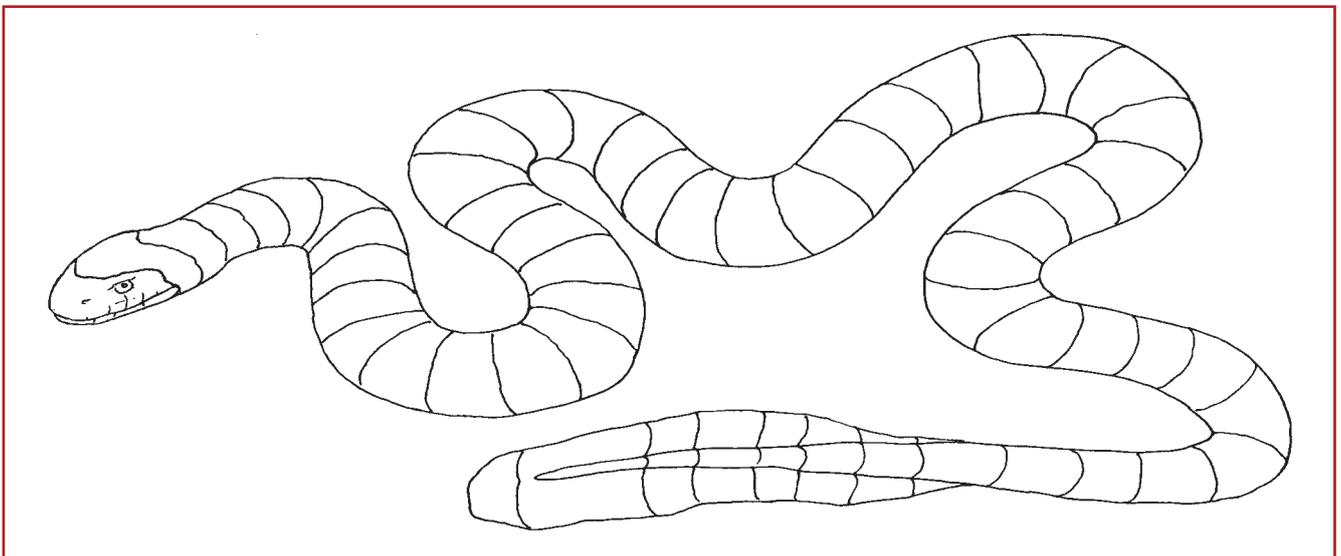
Walked to creek

# 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

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.

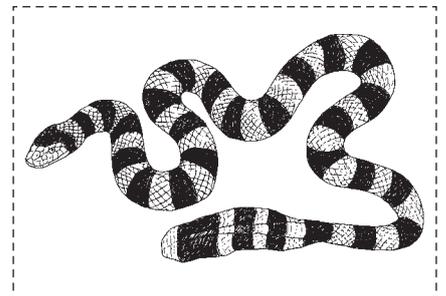
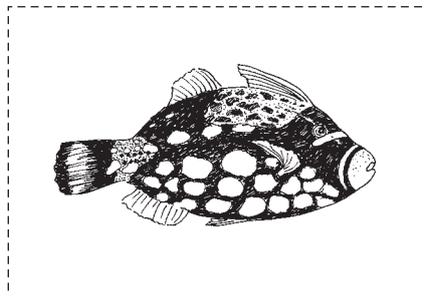
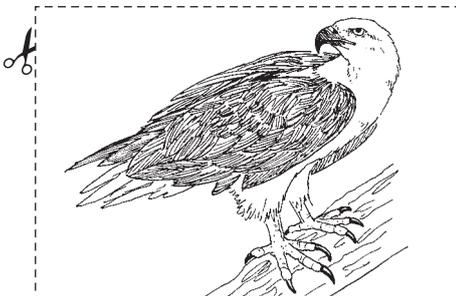
DESCRIPTION	Glue picture here
Long, banded reptile that lives in the sea among coral in parts of the Indian and Pacific Oceans	
BEHAVIOUR	
Moves its tail in a way that confuses predators into thinking that its tail is its head	
NAME	

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

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.**

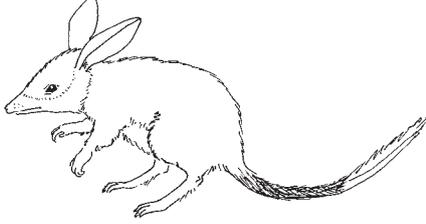
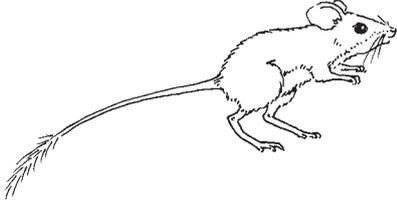
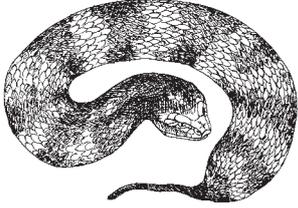
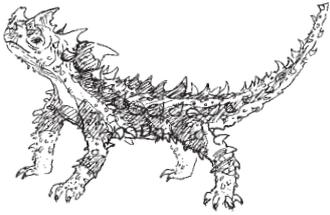
Look at the list of animals below. Write **Yes** in the box if you think they are reptiles and **No** if you think they belong to a different group of animals.

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

NAME

# Desmond the Death Adder

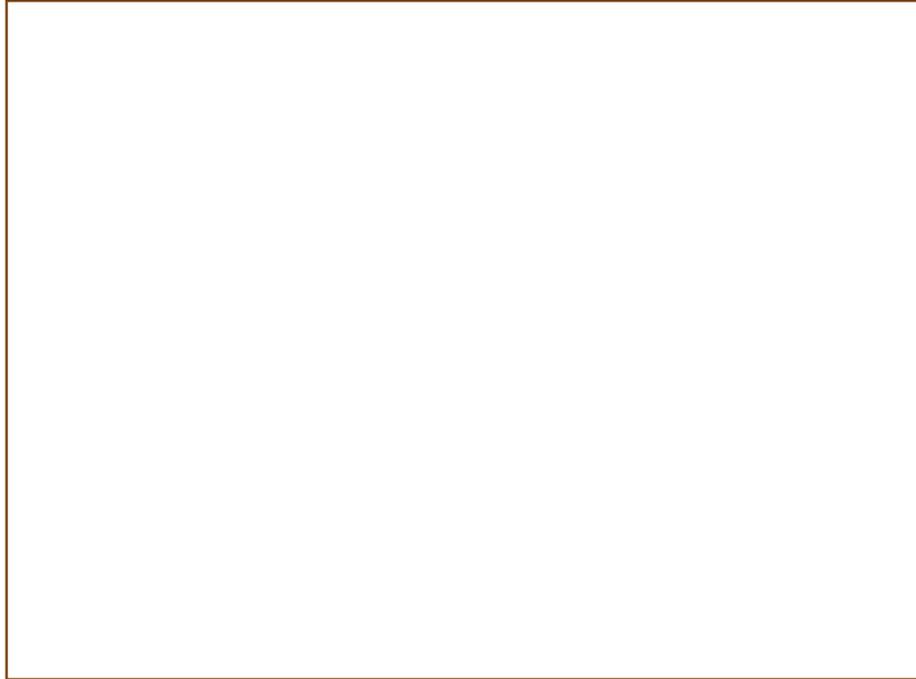
Match the name of the animal to its picture and description by lightly shading over the boxes in matching colours. Choose a different colour for each animal. Make sure you shade lightly enough to still see the writing. The first one has been done for you.

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

# 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

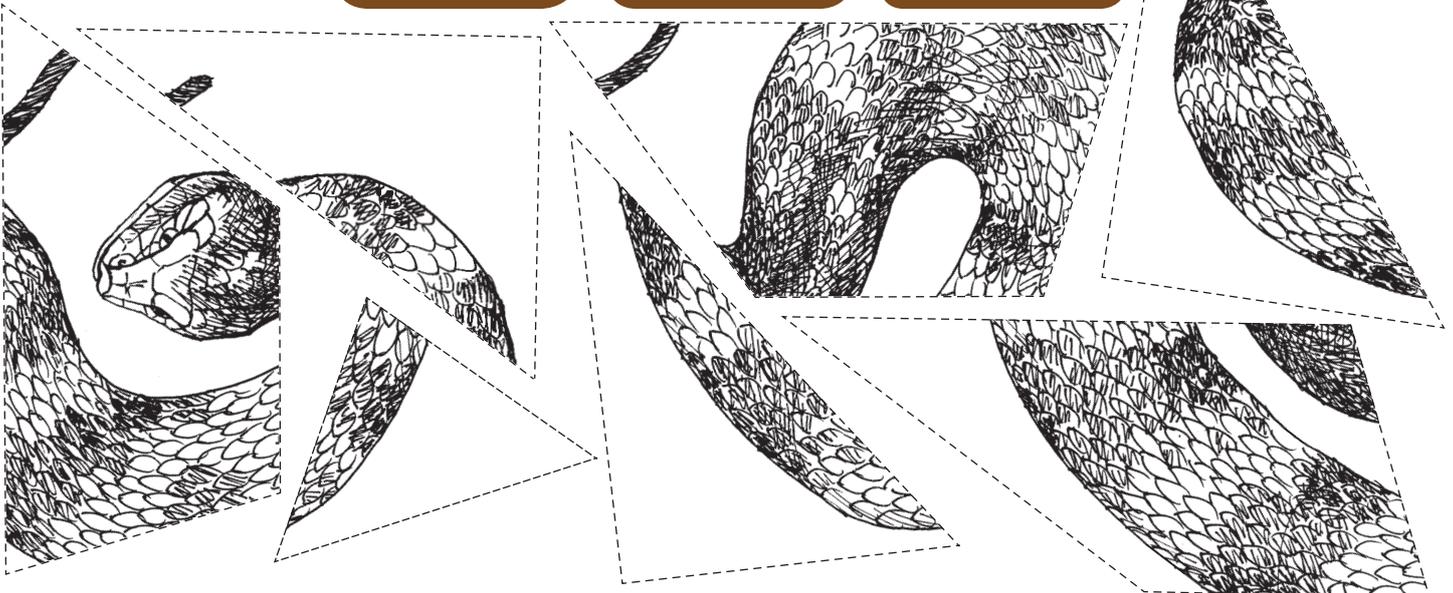
Red, orange and yellow scales to help it blend in (or camouflage) with the sand

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

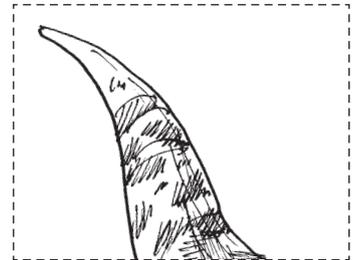
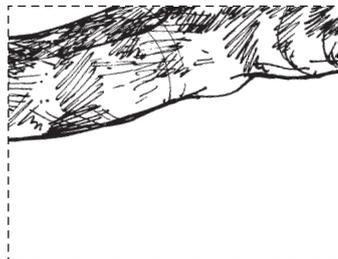
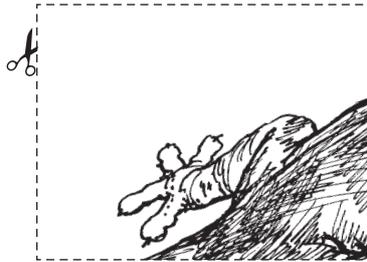
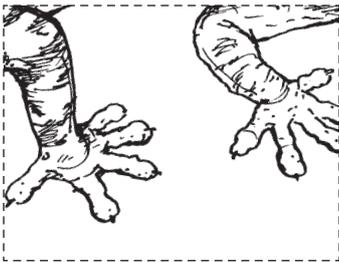
Cut out the pieces of the picture to build a gecko.

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

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**

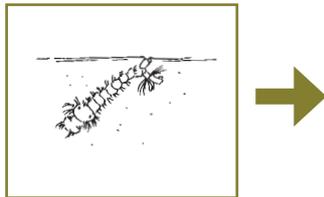
to move around the edge of something

NAME

# 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:

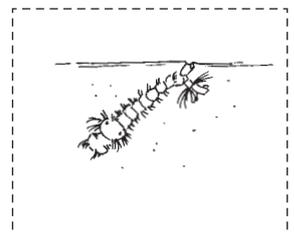
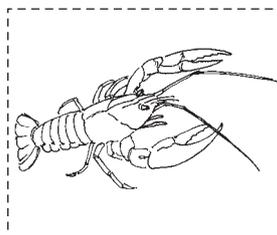
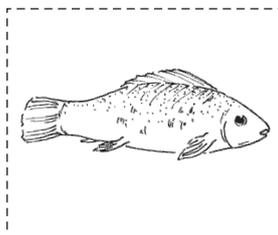
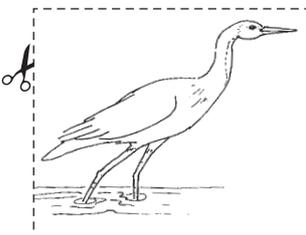


- 3 Make sure you have the arrow facing in the direction that the energy from the food travels.
- 4 Now use the book to find which animal eats the wrigglers and add it to the food chain.
- 5 Continue until all four animals are in the food chain.

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



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



# Stanley the Saw-shelled Turtle

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 \_\_\_\_\_

# 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?

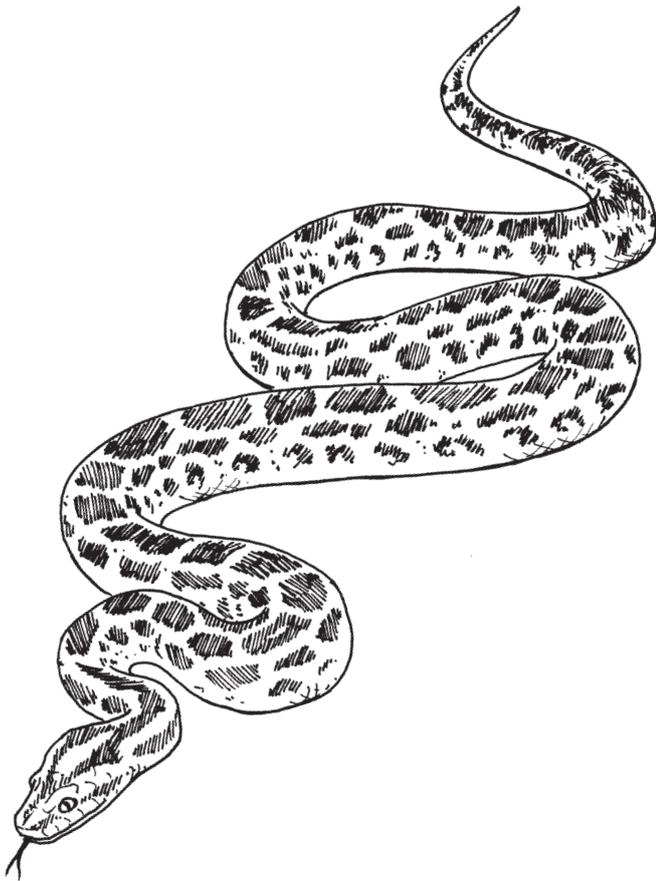
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# Super Snakes

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

# Terry the Toad

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

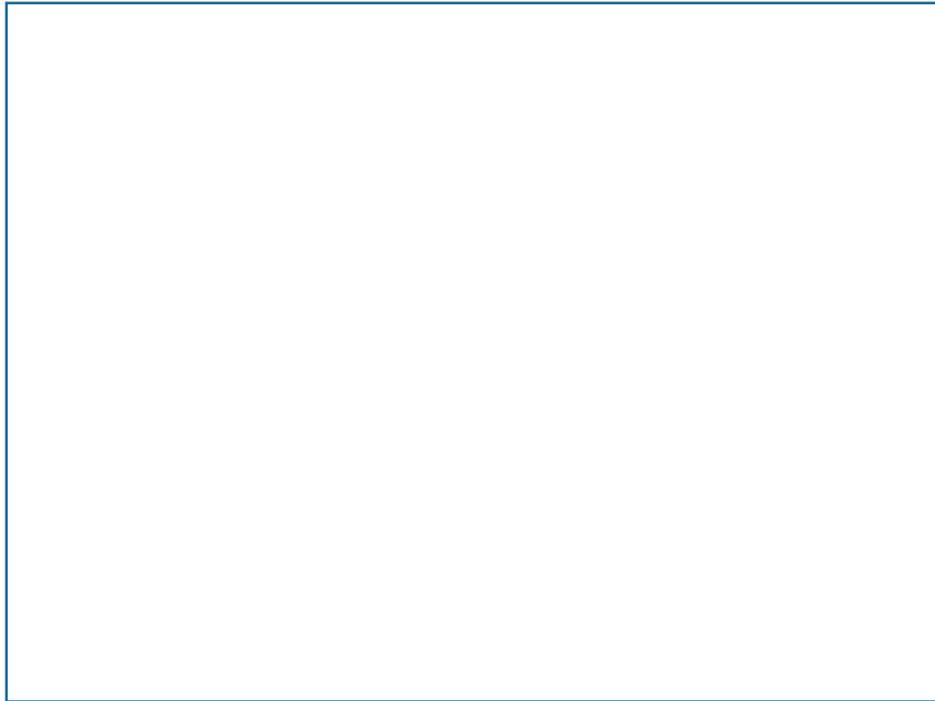
More information can be found on the inside covers.

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

# 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 \_\_\_\_\_

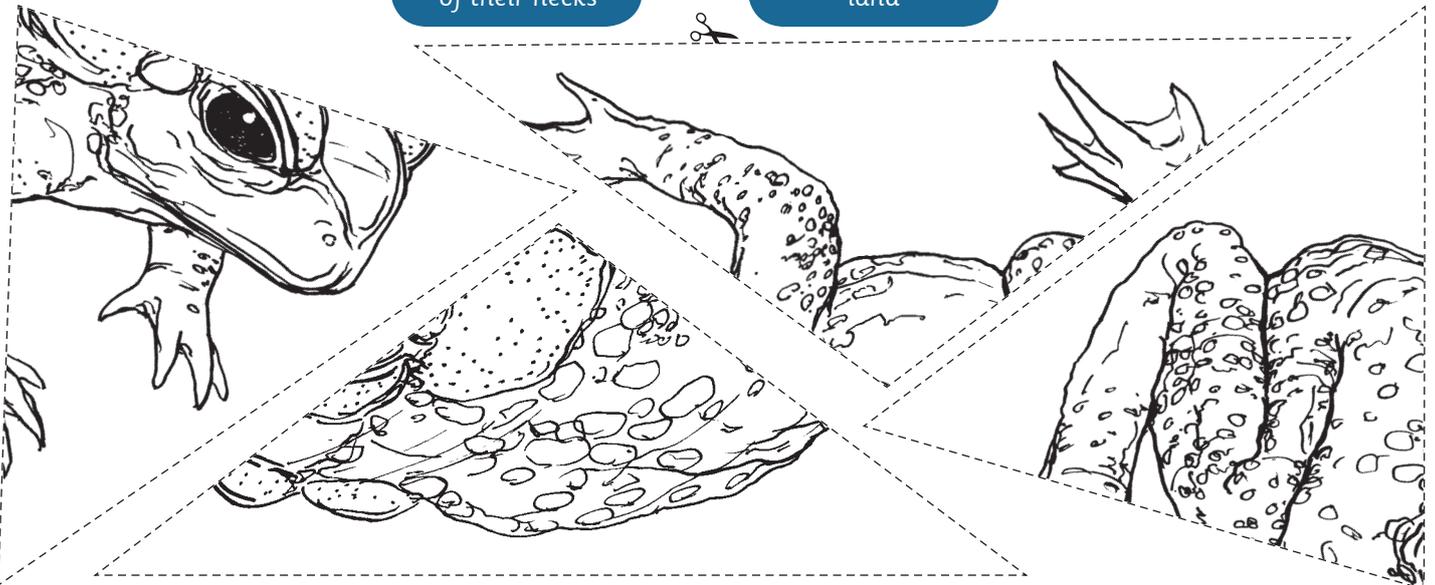
Terry the Toad © 2015 Pascal Press. All rights reserved.

Have dry, rough skin

Have poison glands on the sides of their necks

Can travel long distances across land

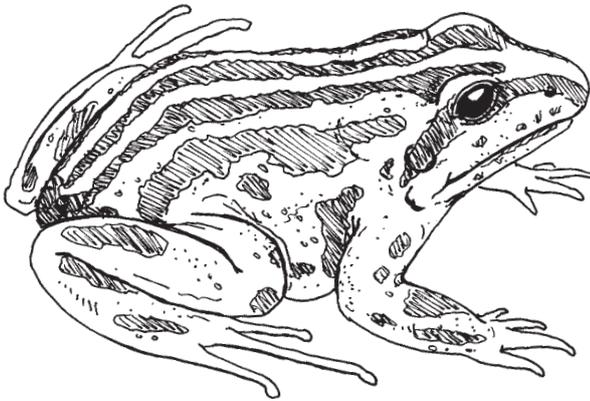
Eat a lot of different things



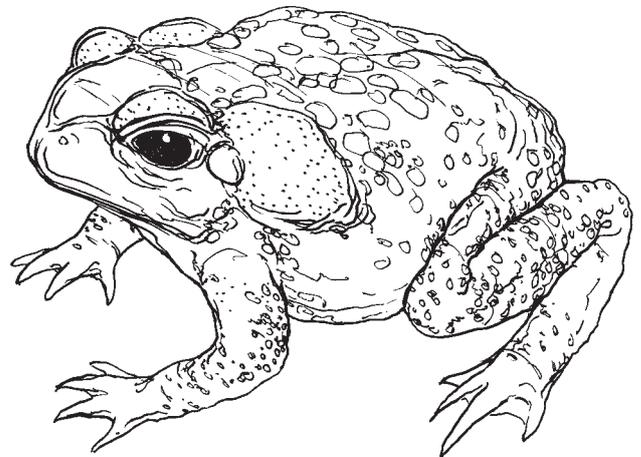
# Trevor the Tadpole

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

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

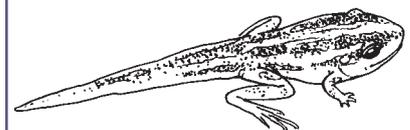
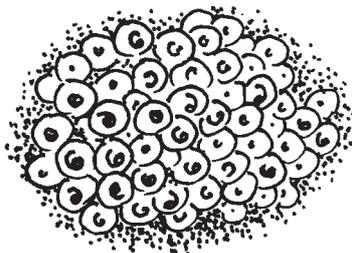
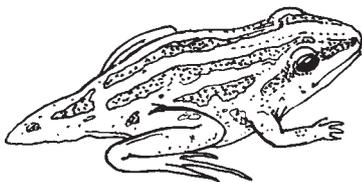
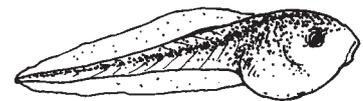
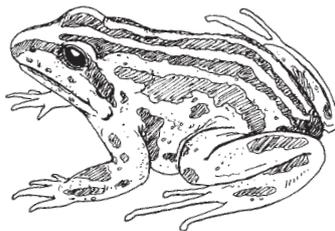
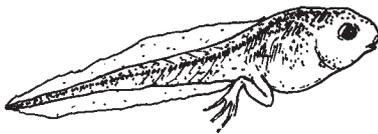
Tail is absorbed

Egg

Frog

Front legs appear

Tadpole



# Insects Story Books

by Rebecca Johnson



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



Foundation	Living things have basic needs, including food and water.	(ACSSU002)
Year 1	Living things have a variety of external features.	(ACSSU017)
	Living things live in different places where their needs are met.	(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.	(ACSSU072)
	Living things depend on each other and the environment to survive.	(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

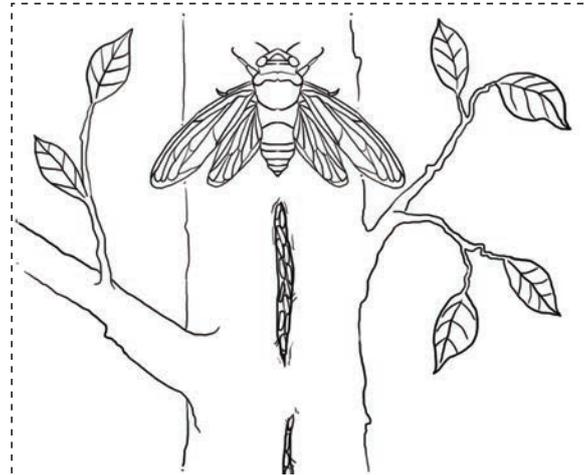
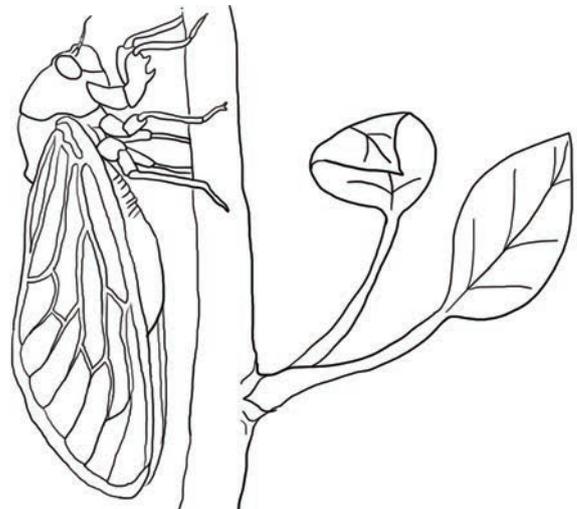
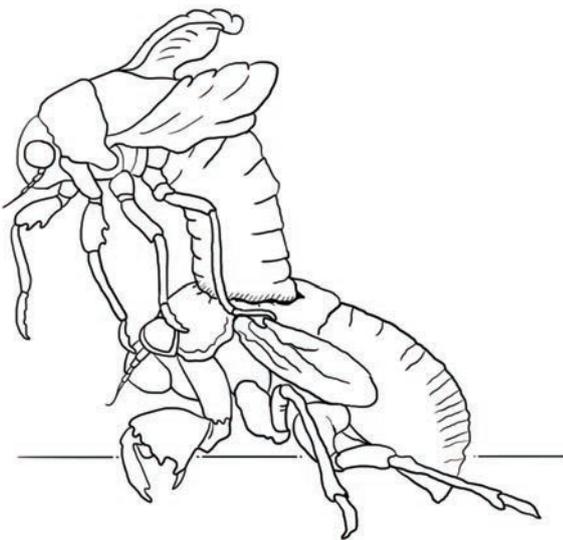
# Boris the Beetle

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

- 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.

## YOU WILL NEED:

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



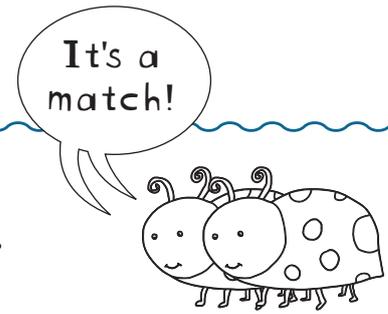
Mature nymph  
climbs up the  
tree at night

Eggs are laid  
into scars cut by  
adults into tree

Adult cicada  
emerges from  
the nymph

# Boris the Beetle

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

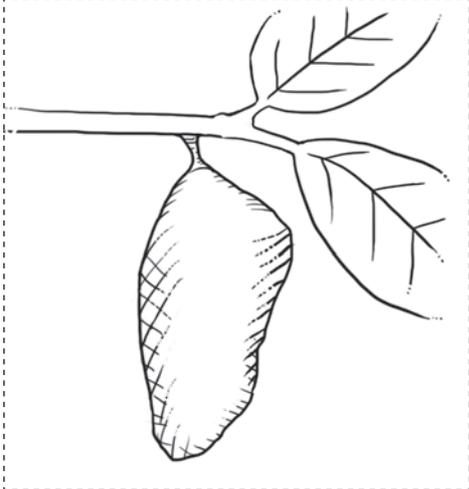
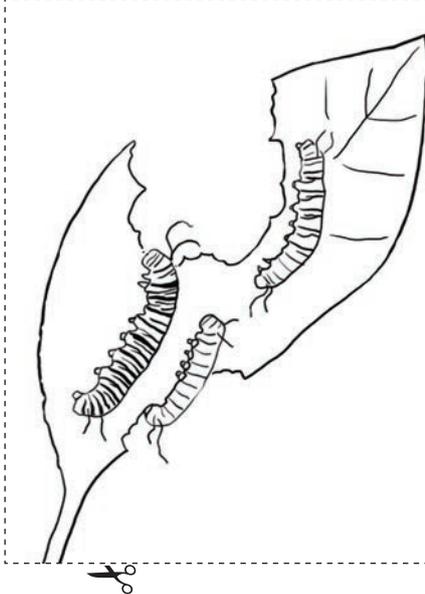
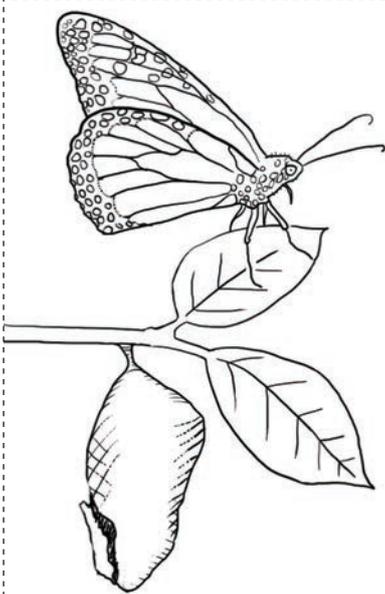
# Cassie the Caterpillar

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

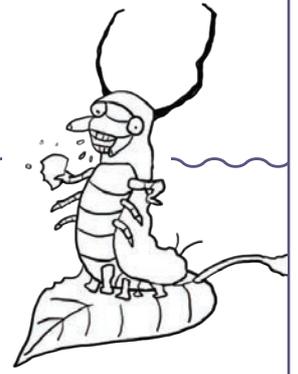
Caterpillar hatches and starts to eat and grow

Adult butterfly emerges and flies away

Caterpillar hangs under a leaf and forms a chrysalis



# Cassie the Caterpillar



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

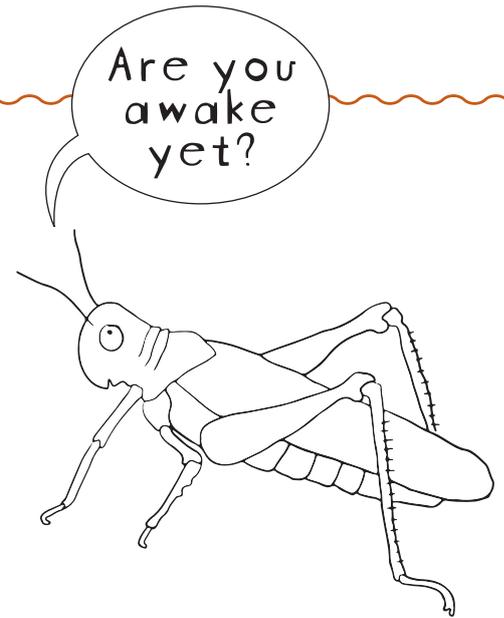
NAME

# 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

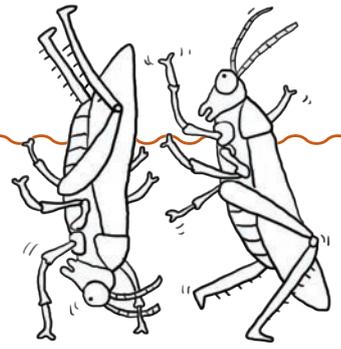
Quoll

Kookaburra

Cricket

NAME

# Crazy Crickets



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. \_\_\_\_\_

# Doug the Dung Beetle

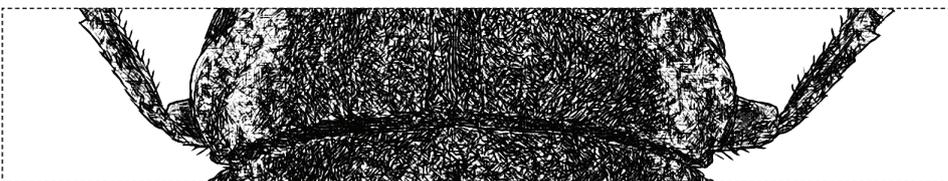
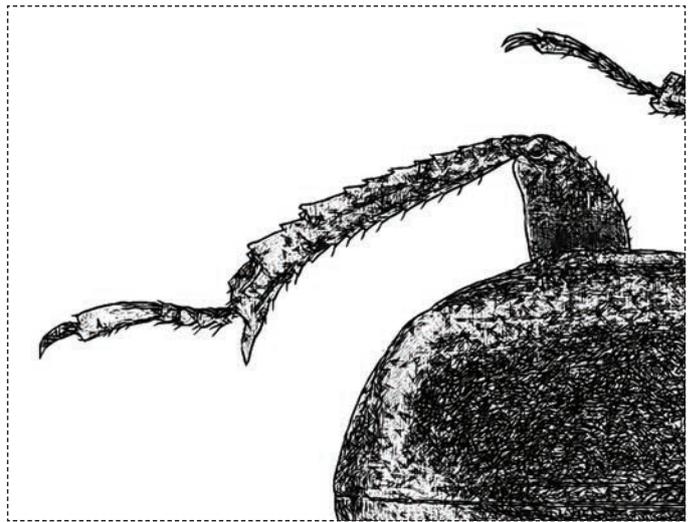
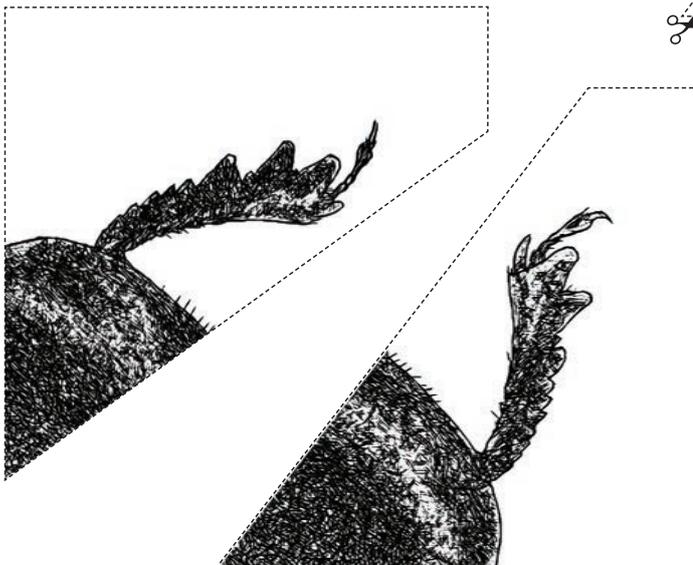
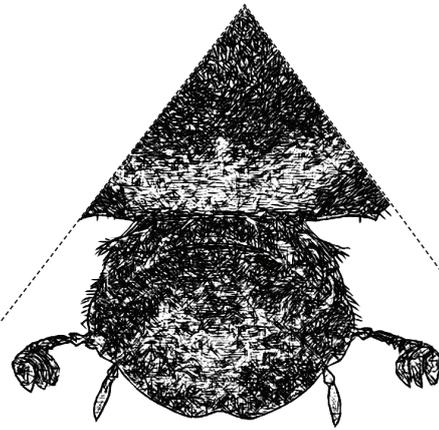
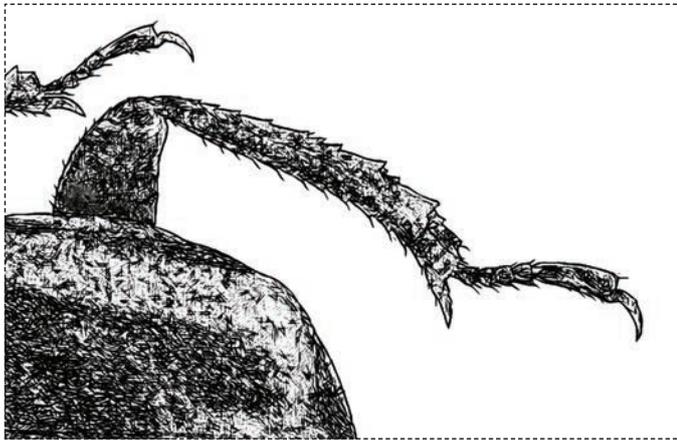
Use the *Doug the Dung Beetle* book to help you with this activity.

- 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:

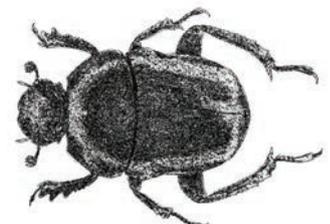
Head    Thorax    Abdomen    Legs    Antennae

## YOU WILL NEED:

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

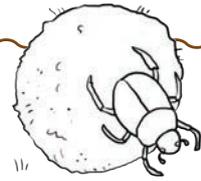


Final  
image



# Doug the Dung Beetle

Been there,  
dung that!



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

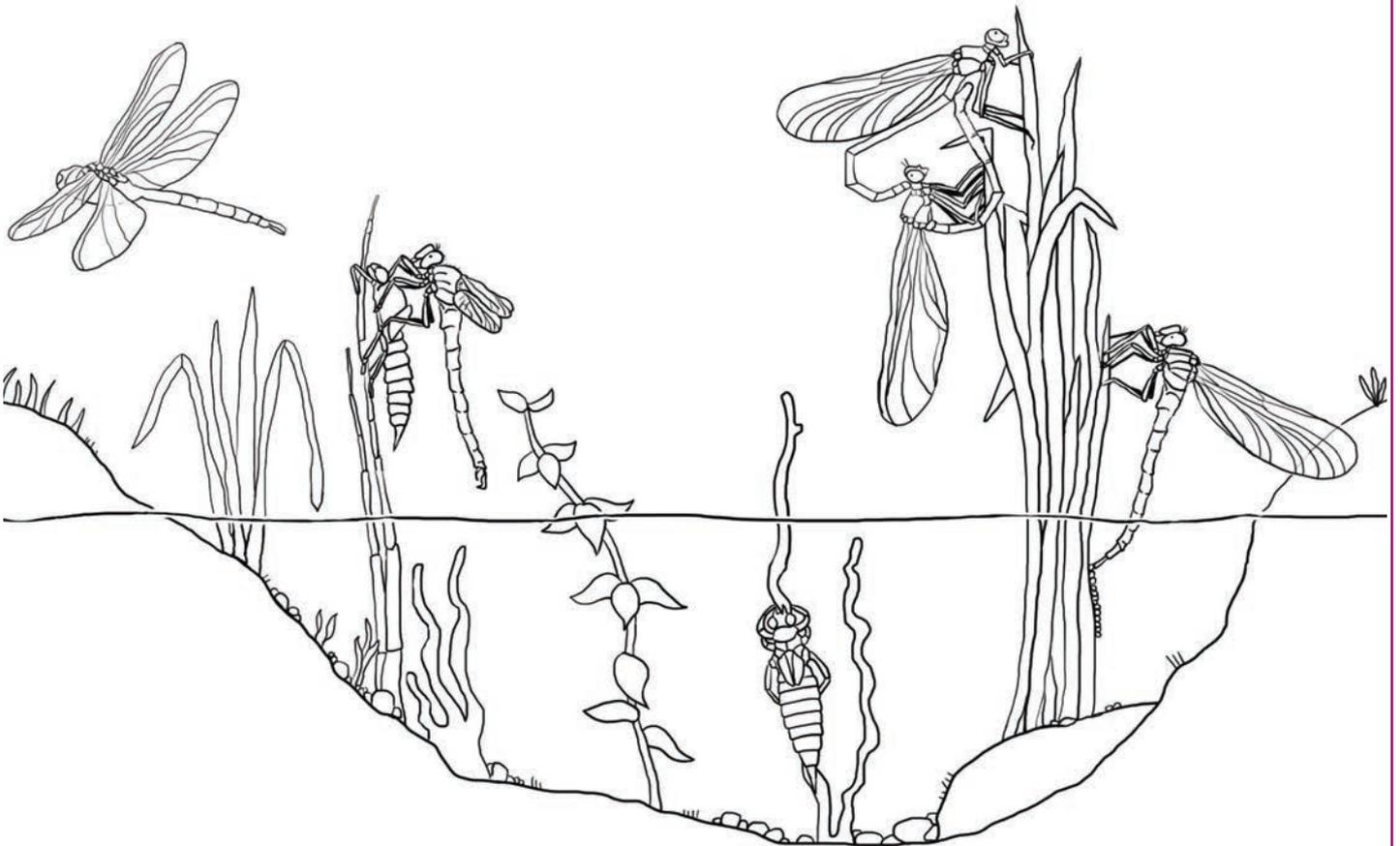
- The calves told a joke about dung beetles.
- The big bull dropped some dung near the beetle.
- The bull said sorry.
- There was more dung so more flies came.
- The dung beetle stomped off angrily.
- The fly eggs turned into maggots.
- The cows laughed.
- The flies annoyed the cows.
- The dung beetles 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

# 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

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 \_\_\_\_\_

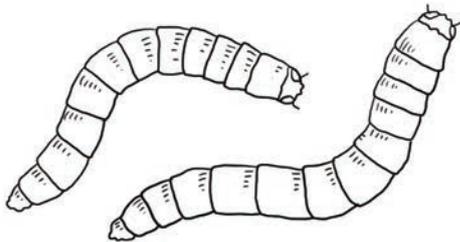
# Max the Mealworm

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.

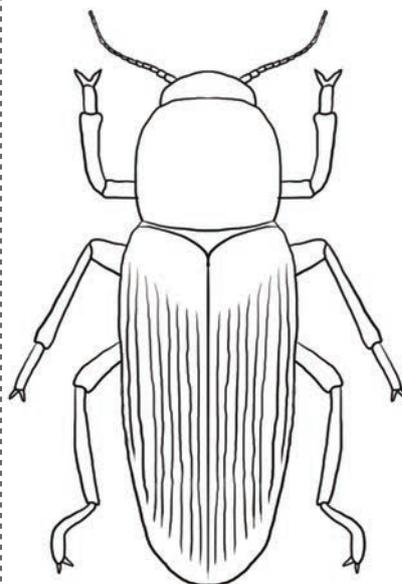


Mealworms turn into pupas and lie still in bran

Eggs hatch into mealworms that grow

Darkling Beetles mate and female lays eggs in bran

Adult Darkling Beetle emerges



# Max the Mealworm



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

# 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

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.

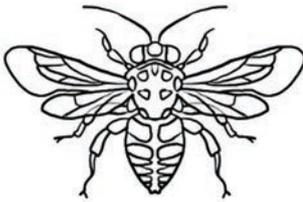


**HINT**

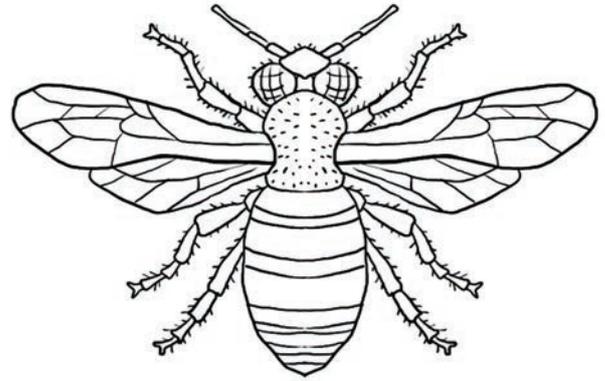


Read the inside cover of the book for help with the answers.

## 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

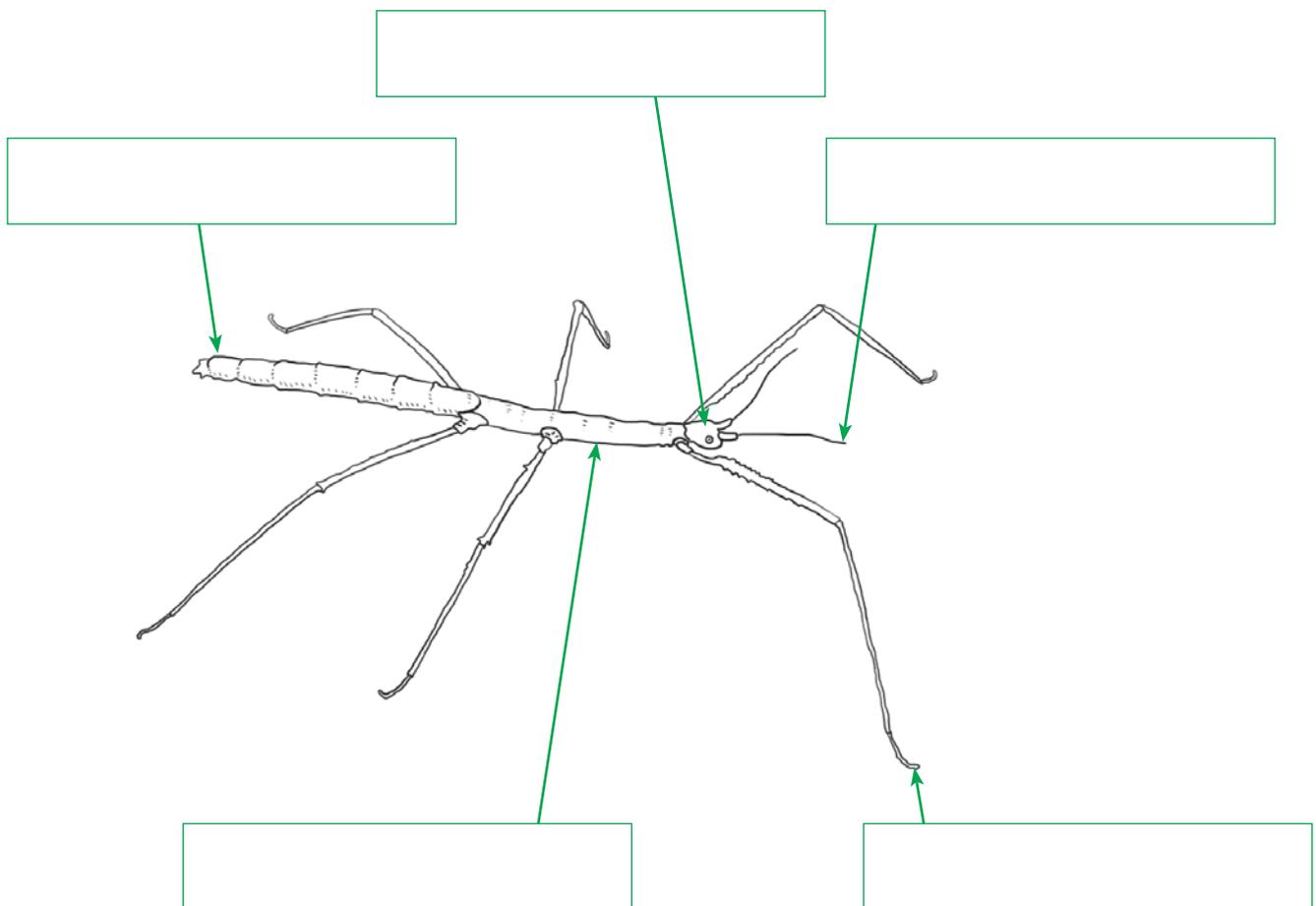
- 7 Some are stingless
- 8 A large bee
- 9 Can't get into very small flowers
- 10 Make their own hives
- 11 Can carry only a small amount of pollen and nectar
- 12 Have a sting

NAME

# 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



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

## Insects

Goliath Stick Insect

Spiny Leaf Stick Insect

Granny's Cloak Moth

Children's Stick Insect

### DESCRIPTION

Large, brownish-grey moth with eye spots and scalloped pattern

### BEHAVIOUR

Likes to blend in with dry leaves

Insect name: \_\_\_\_\_

### DESCRIPTION

Females look like leaves and can be bright green, yellowish or even pinky

### BEHAVIOUR

Likes to hide in trees with large green leaves

Insect name: \_\_\_\_\_

### DESCRIPTION

Bright green and very large; has yellow patches on the head, legs and thorax

### BEHAVIOUR

Likes to blend in with tree trunks

Insect name: \_\_\_\_\_

### DESCRIPTION

Looks like brown, curled-up leaves

### BEHAVIOUR

Likes to hide in gum trees

Insect name: \_\_\_\_\_

NAME

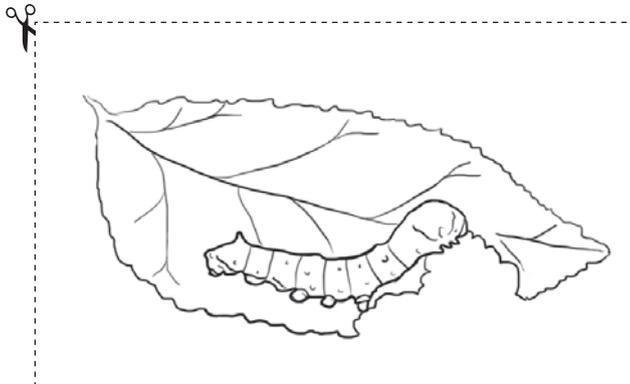
# Stella the Silkworm

Use the *Stella the Silkworm* book to help you with this activity about the silkworm'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 'Silkworm life cycle' and write your name at the bottom.

## YOU WILL NEED:

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

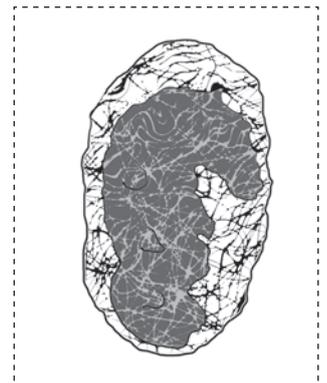
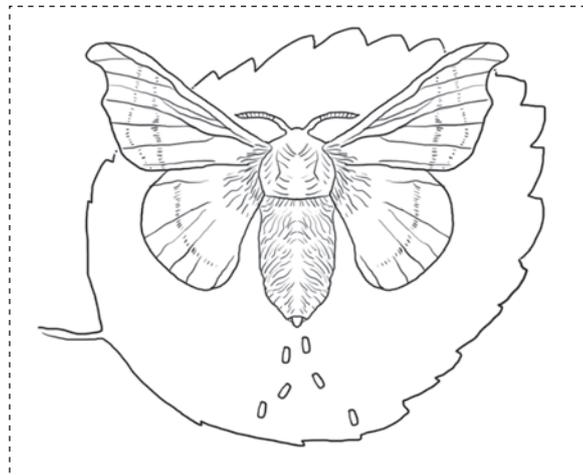


Adult silk moth  
emerges

Larva eats  
mulberry leaves

Larva spins a  
silk cocoon

Egg is laid and  
hatches in  
10–12 days



# Stella the Silkworm

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

# 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 mosquito's life cycle.

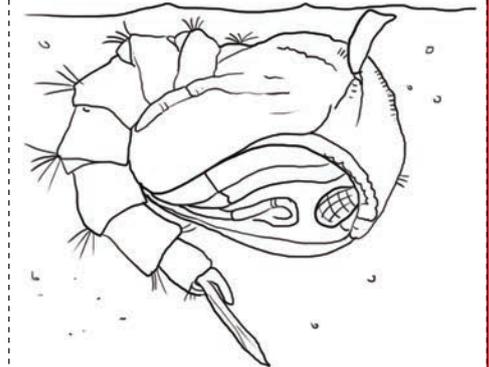
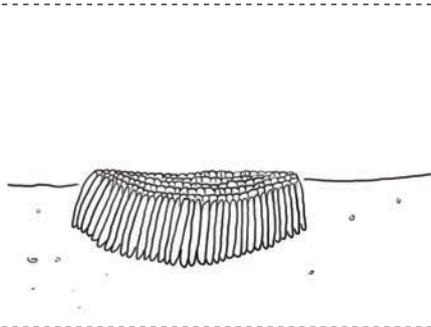
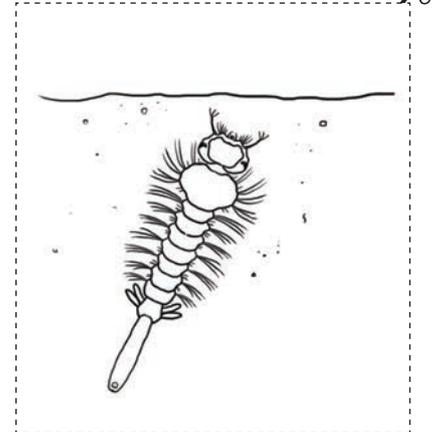
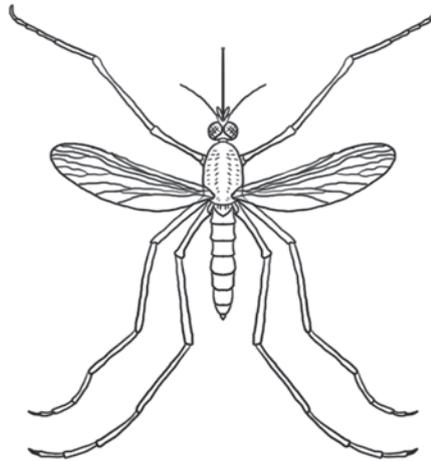
- 1 Cut out the four pictures and the four label boxes.
- 2 Glue the pictures in the correct life cycle order.
- 3 Then glue the correct label next to each one.
- 4 Draw an arrow in red between each life cycle stage and number them 1, 2, 3 or 4.
- 5 Give your diagram the title 'Mosquito life cycle' and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

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?

---

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NAME