Train Trippers

MCj03209540000[1]

Why do people travel**?**

**Program of work - *Train Trippers***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Task 1 | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
| WritingListingBrainstorming**Reading**Paddy up a Gum TreeComprehensionSpellingWeek 1 Topic words  * Alphabetical order  Handwriting **Quiet Reading Time** | Reading  * Matching information  Writing  * Bush fires  HandwritingSpelling  * Silent final *e*   **Quiet Reading Time** | Reading  * *The Great Train Race* comprehension   **Geography**   * + Mapping  Writing  * Mapping * Write a report  Handwriting **Health & PE**   * + Running games   **Spelling**   * Commonly used words   **Quiet Reading Time** | **Health**   * + Staying safe   **Reading**   * + Whale sharks   **Writing**   * Report   **Spelling**   * Topic words  HandwritingArts  * + Construction of a steam engine   **Quiet Reading Time** | Science  * Map reading  Spelling  * Magic Words games * Silent final e   **Handwriting**  **Arts**   * Convey speed with paint  Reading  * *My trip to the Blue Mountains* * Order events   **Quiet Reading Time** |
| **Task 6** | **Task 7** | **Task 8** | **Task 9** | **Task 10** |
| WritingLearning reflectionParagraphScience  * Mapping weather * Climate Change  Reading  * *Climate zones*  Desert animals and plants  * *Kings Canyon*   **Spelling**   * Topic words * Alphabetical order  Handwriting **Quiet Reading Time** | Science  * Adaptation  Reading  * *King of the Birds*  WritingDescribing wordsArt  * Animal search  HandwritingSpelling  * sound patterns   **Quiet Reading Time** | Reading  * *Devils Marbles*  ScienceCommunicationMappingSpelling  * Adding *ing* * Initial sound  Arts  * + Drawing  Speaking and Listening  * + Interview  HandwritingPhysical Education  * Running games   **Quiet Reading Time** | WritingSentencesPunctuation **Spelling**   * Topic words  Arts  * + Construction  Reading  * *Australian deserts*  Handwriting **Quiet Reading Time** | Reading KakaduMusic  * + Waltzing Matilda  Science  * Bush tucker and Billy tea   Spelling   * + Plurals   + Magic Words games  HandwritingWritingData chartsTopic evaluation **Quiet Reading Time** |

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| camelride |
| **Extra things you will need for Module D:**  **Day 3**: running shoes  **Day 8**: CD player, two foam cups, long string, ten flat sticks  **Day 10:** CD player  **Why do people travel?**  [Description: http://ts4.mm.bing.net/th?id=I4848816898573335&pid=1.9](http://www.bing.com/images/search?q=aboriginal+creation+story&view=detail&id=78294B23F80A851B7A6041026E82F15EC525506A&first=31&FORM=IDFRIR) [http://ts2.mm.bing.net/th?id=H.4720243140463549&pid=1.7&w=175&h=144&c=7&rs=1&url=http%3a%2f%2fstrategy-radar.com%2fghan-train-australia](http://www.bing.com/images/search?q=ghan+train&FORM=HDRSC2&adlt=strict#view=detail&id=DD3E7F3B48EB62FFB48BD4C4AF9918A36BEB2BB4&selectedIndex=20)  **Learning intentions:**   * understand The Ghan train and its journey from Alice Springs to Darwin; * identify the features of a report; * follow written instructions for cooking; * understand the importance of Dreamtime Stories to the Aboriginal people and why they are important today; * create art work to present factual information; * read and interpret the features, key and symbols of maps; * identify animal and plant adaptations for different environments. |

**Information for Students and Supervisors**

There is a train that travels 3 000 kilometers from Adelaide to Darwin on a transcontinental journey through the Red Centre of Australia. This train is called The Ghan and it is named after the Afghan cameleers who opened up access to Central Australia. The Afghan cameleers with their camel teams delivered supplies to people across Australia, no matter how far away they were.

In this module you will board The Ghan and travel up the centre of Australia stopping along the way to learn about interesting places, people, animals and Indigenous culture.

**All aboard!**

|  |
| --- |
| aust-map |

**Discuss the following questions with a member of your family:**

* Why do people travel?
* What do we need to think about before we travel?
* Will the weather be different where we’re going?
* As you travel, how do the types of plants and animals change?
* What do I already know about the places I’m going to visit?

The first thing you will do is fill out your Rail Pass which will be your ticket to travel on The Ghan.





Complete the Passport at the end of each day to get your Ghan Train Tripper Certificate and to keep a record of what you have done.

**Day 1**

**Activity 1 - All aboard**

Before you can travel you will need to buy a ticket.

Because you are under twelve years of age your ticket will cost you twenty-five dollars.

Tick the correct number of boxes to make twenty-five dollars.

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| **20dollars** | **Australian_$10_note_1988** | **Australian_$10_note_1988** |
|  |  |  |
| [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTeuk5swmz9qgcJ_dbT3mp9hwgj3wdAoCgLR7yFOR6f0vKc07c8QQ](http://www.google.com.au/imgres?imgurl=http://wowpics.in/wp-content/uploads/2012/03/A-colourful-five-dollar-Australian-note.jpg&imgrefurl=http://wowpics.in/amazing-pics/the-worlds-most-beautiful-currencies/&h=400&w=620&tbnid=HXtoS0am6XXb4M:&zoom=1&docid=T94szz1tmJrH5M&hl=en&ei=1nerU67-EIeYkQXjqYHQDg&tbm=isch&ved=0CDsQMygJMAk&iact=rc&uact=3&dur=966&page=2&start=9&ndsp=15) | [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTeuk5swmz9qgcJ_dbT3mp9hwgj3wdAoCgLR7yFOR6f0vKc07c8QQ](http://www.google.com.au/imgres?imgurl=http://wowpics.in/wp-content/uploads/2012/03/A-colourful-five-dollar-Australian-note.jpg&imgrefurl=http://wowpics.in/amazing-pics/the-worlds-most-beautiful-currencies/&h=400&w=620&tbnid=HXtoS0am6XXb4M:&zoom=1&docid=T94szz1tmJrH5M&hl=en&ei=1nerU67-EIeYkQXjqYHQDg&tbm=isch&ved=0CDsQMygJMAk&iact=rc&uact=3&dur=966&page=2&start=9&ndsp=15) | [https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTeuk5swmz9qgcJ_dbT3mp9hwgj3wdAoCgLR7yFOR6f0vKc07c8QQ](http://www.google.com.au/imgres?imgurl=http://wowpics.in/wp-content/uploads/2012/03/A-colourful-five-dollar-Australian-note.jpg&imgrefurl=http://wowpics.in/amazing-pics/the-worlds-most-beautiful-currencies/&h=400&w=620&tbnid=HXtoS0am6XXb4M:&zoom=1&docid=T94szz1tmJrH5M&hl=en&ei=1nerU67-EIeYkQXjqYHQDg&tbm=isch&ved=0CDsQMygJMAk&iact=rc&uact=3&dur=966&page=2&start=9&ndsp=15) |
|  |  |  |

Fill out your ticket and let’s get going!

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| |  | | --- | | the_ghan |   My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  I am \_\_\_\_\_\_\_\_\_\_\_ years old.  Today’s date is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **Ticket number 150562** |

**Activity 2 - Brainstorming**

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| In this booklet you will be exploring Australia from coast to coast.  **In the first five tasks of this booklet you will travel from South Australia to the Red Centre.** | unit4_travel_map |

Draw or write your ideas on the brainstorm chart below:







My Brainstorm

Things I’d like to find out more about.



Hello. My name is Carl Camel and I am going to be your travelling companion.

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**Activity 3 - Packing**

Remember that you will be away for two weeks.

List the clothes that you will pack for your two week trip.

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Maybe you’d like to take a camera with you.

List other things you want to take with you and explain why you want to take them.

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| suitcase | suitcasebox | suitcase |

**Activity 4 - Reading**

# Look at the picture on the cover of the book below.

Answer the questions on the next page.

|  |
| --- |
| *year2_bookbycover1* |

[](http://www.bing.com/images/search?q=kookaburras&FORM=HDRSC2&adlt=strict#view=detail&id=B7740593FD90E6A9B4BD82B2C21F9943FC30948D&selectedIndex=21)On your train journey you will see similar trees and birds to the ones on the cover of this book.

Finish these sentences:

The **title** of the book is

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The **author** of the book is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

[](http://www.bing.com/images/search?q=magpies&FORM=HDRSC2&adlt=strict#view=detail&id=A784777CA862DD70E28528445D08EB0C670D8528&selectedIndex=1)

The **illustrator** of the book is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Answer the following questions.**

Do you think this book is Australian? Why?

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Which character in the book do you think Paddy is?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What do you think is going to happen in this book?

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|  |

**Activity 5 - Topic Words**

Read and discuss the Topic Words for Week 1 with a family member.

Try saying each word in an interesting sentence.

|  |  |
| --- | --- |
| train | race |
| fun | track |
| enter | map |
| steam | runner |
| win | whistle |

Write the topic words in alphabetical order on the lines below.

Remember that if two words begin with the **same** letter you need to then look at the second letter.

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**Activity 6 - Handwriting**

*Practise the letter* A*.*

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

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| --- | --- |
| Start at the top.  Pull down to the left with a slope and exit. Then from the top complete the other side. Finish with a horizontal line to join the two sides. |  |

Trace and copy letter A.

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A A A A A A

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Copy the words:

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Alice Alligator Aborigine

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Copy the sentence:

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| Leave at least one finger space between words and remember the full stop at the end of the sentence. | year2_handwriting_hands |

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Alice Springs is a small

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**Activity 7 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to a family member.
4. Discuss what you have read.

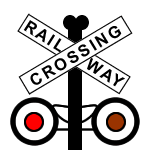
*Fill in the* ***Books I Have Read*** *sheet at the back of this booklet.*

|  |
| --- |
| carlcamel |

Fill out the first page of your passport on the next page.

**Activity 8 - Passport Page**





Today is the first day of your trip and you have left Adelaide for Alice Springs. Draw a picture of yourself in the train window below. Cut out the passport stamp from the back of this booklet and paste in the box below.



**Passport**

**Stamp**

**goes here.**

**Day 2**

|  |
| --- |
| *carlcamel* |

Yesterday your journey began in **Adelaide** and by the end of today you will arrive in **Port Germein.**

**Activity 1 - Match the boxes**

Read through the information in the boxes with an adult and draw a line between the boxes that go together.

|  |  |
| --- | --- |
| The distance between Adelaide and Port Augusta is | 25 degrees celsius. |
| Animals I might see along the way include | 402 kilometres. |
| The temperature yesterday was | Darwin. |
| In Central Australia I will see a big rock called | echidnas and  wallabies. |
| The last stop on my train trip will be | Uluru or Ayres Rock. |

**Activity 2 - Writing**

Central Australia can be a hot and dry place. Today you will learn about bushfires and how we can prevent them from happening*.*

Look at the pictures below and read what is written next to each of them. Discuss each picture with your supervisor.

Here is how some bush fires start:

|  |  |
| --- | --- |
| year2_bushfire1 | Holiday makers ignoring total fire ban days. |
| Playing with matches. | year2_bushfire2 |

|  |  |
| --- | --- |
| year2_bushfire3 | And worst of all . . . people lighting fires deliberately (arsonists) so that the fires will spread and do lots of damage. |

Some bushfires also begin this way:

|  |  |
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| Look at the picture and write down on the lines below what you think has happened. | year2_bushfire4 |

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| year2_bushfire5JPG | These campers are leaving their campsite. How should they put out their camp fire?  Write your answer on the lines below. |

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Look at the first picture of this activity. What are the holiday makers doing that is wrong?

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| If you saw someone lighting a fire in a dangerous place on a hot and windy day, what should you do? | year2_bushfire6 |

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| --- |
| **j0240777Activity 3 - Handwriting** |

Practise the letter N.

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

|  |  |
| --- | --- |
| Start at the top.  Pull down with a slight slope and exit.  Complete the other lines in the correct order. | N  1..  2  3 |

Trace and copy:

……………………………………………………………………………………..

N N N N N N

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Ned Newport Nullabor

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**Activity 4 – Silent Final e**

Look at the pictures and read the words aloud. All of these words have something in common. Can you see what it is?

|  |  |  |
| --- | --- | --- |
| rose_sketch | j0078842 | MCj04080560000[1] |
| rose | late | kite |
| MCHM00388_0000[1] | MCj03980050000[1] | MCj04300510000[1] |
| nose | plate | bite |

Did you notice that each of the words has a silent final *e*?

|  |
| --- |
| **carlcamel** |

The silent final *e* changes the sound of the first vowel in each word.

|  |
| --- |
| **Important facts!**  Vowels are the letters **a, e, i, o, u.**  The vowels in these words make a short sound.  k**i**t h**a**t t**u**b h**i**d s**i**t  When **e** is added to the end of the word, the vowel makes a long sound.  32398189k**i**t**e** h**a**t**e** t**u**b**e** h**i**d**e** s**i**t**e**  Exceptions to this rule are:  l**o**v**e** g**i**v**e** h**a**v**e** |

Read the words in the table below. They end with a ***silent final******e*** andhave a long vowel sound.

Write the words without the ***silent final e*** on the end. Say this new word to your supervisor and listen for the change in the vowel sound; it will be a short vowel sound.

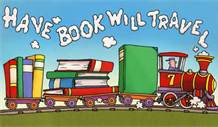
Colour or circle the vowel that changes the way it sounds.

|  |  |  |  |
| --- | --- | --- | --- |
| Long Vowel Sound | Short Vowel Sound | Long Vowel Sound | Short Vowel Sound |
| made = mad | | ripe = rip | |
| cape = \_\_\_\_\_\_\_\_\_ | | mate = \_\_\_\_\_\_ | |
| huge = \_\_\_\_\_\_\_\_\_ | | bite = \_\_\_\_\_\_\_ | |

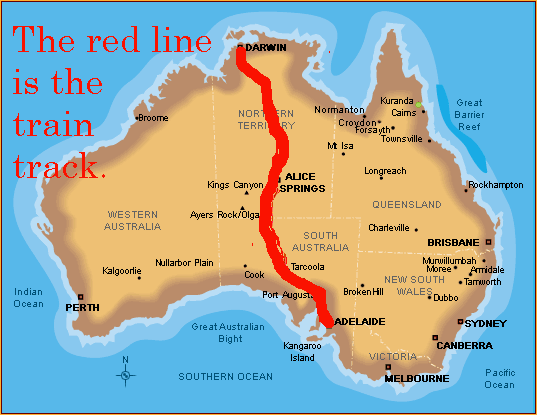
**Activity 5 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to a family member.
4. Discuss what you have read.

Fill in the **Books I Have Read** sheet at the back of this module.

[](http://www.bing.com/images/search?q=reading+a+book+on+the+train&FORM=HDRSC2&adlt=strict#view=detail&id=1EC3A453FB0C9C8E9B2A44D13C3E1A07ADD4B689&selectedIndex=121)

|  |
| --- |
| **Welcome to Port Germein!** |



|  |
| --- |
| You are here! |

****

Fill out day two of your passport on the next page. Read the instructions to find out what to draw in today’s passport window.

**Activity 6 – Passport Page**

Train Tripper Passport





Today you have arrived at Port Germein.

Draw a picture of what you see on the train window below.

Cut the passport stamp from the back of this booklet and paste in the box below.



**Passport Stamp**

**goes here.**

**Day 3**

This morning you get off the train at **Port Germein** to take part in the great train race to **Port Augusta.**

|  |
| --- |
| *carlcamel* |

|  |
| --- |
| **year2_traincompre2** |

**Activity 1 - The Great Train Race**

Look at the poster on the previous page and talk about it with your supervisor. Answer the following questions.

What is the name of the train in the race?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where does the race start?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where does the race end?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How much will it cost you to go in the race?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who do you think will win? The Ghan or some of the runners?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Why do you think that?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Activity 2 - Geography - Mapping**

A map like this is given to all the runners who enter The Great Train Race. It shows them which way The Ghan travels and which track they should run on*.*

|  |
| --- |
| **year2_trainrace1**  runnerF |

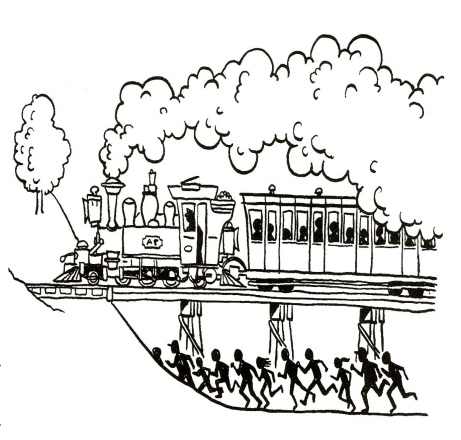
Start at Port Germein and run your finger along the railway track until you come to Port Augusta*.*

Now do the same along the runners’ track.

Does one **feel** longer than the other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Trace over The Ghan’s track and the runners’ track with different coloured pencils.

**Activity 3 - Writing**



Look at the picture. Just after Port Germein, the runners run **under** the train travelling along the track.

How do you think they do that?

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Look at the map on the previous page and you will see that the runners’ track crosses the train line in four places. Mark each of these four places with a red X for danger.

Why do you think you would need to be careful at these four points?

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**Activity 4 - Write a Report**

Choose five words from this week’s **Topic Words**, from the list on *page 11*. Use them to write a description of the The Great Train Race from Port Germein to Port Augusta.

Pretend that you were a runner in the race and write the report.

Before you begin, think about: Was it hot? Did the train win? Did you

see any animals on the way? How did you feel when you got to the finish line?

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| --- |
| **j0240777Activity 5 - Handwriting** |

*Practise the letter* M*.*

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

|  |  |
| --- | --- |
| Start at the top.  Pull down with a slight slope and exit.  Complete the other lines following the arrows. | M |

Trace and copy:

……………………………………………………………………………………..

M M M M M M M

……………………………………………………………………………………..

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Trace and copy the sentences:

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| --- |
| **hands** |

I hold my pencil correctly.

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I am careful with capitals.

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I end all of my sentences

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|  |
| --- |
| fullstop |

with a full stop.

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………………………………………………………

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Activity 6 - Health and Physical Education - Running**

Lots of sports require running. Look at the pictures to see good running technique.

|  |  |  |  |
| --- | --- | --- | --- |
| pe_running_pic | | | |
| Run on the balls of your feet. | Lift your knees forward. Lift your knees high. | Lean your body forward and keep your arms relaxed. | Keep your arms close to your body and bend your elbows. |

**Play these running games:**

**Frost and Thaw**

One player is Frost who is the chaser. Another player is Thaw. Frost tries to tag as many of the other players as possible. Once tagged, the players must freeze on the spot. Thaw can melt these players by tagging them.

**French Tag**

Play with a group. When tagged, a player has to hold the place on the body where the tag was made and also take over as the new tagger.**Activity 7 - Commonly Used Words**

Read these ***commonly used words*** aloud.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| an | by | do | go | if |
| me | my | no | or | up |

The ***commonly used words*** are written jumbled up in the boxes below.

Re-write them correctly beneath the jumbled words.

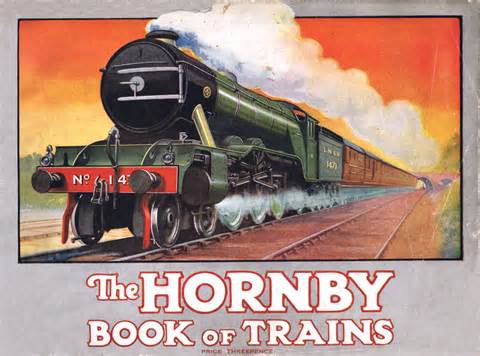
The first one has been done for you.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| na  **an** | ym | ro | on | pu |
| em | yb | og | od | fi |

**Activity 8 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to a family member.
4. Discuss what you have read.

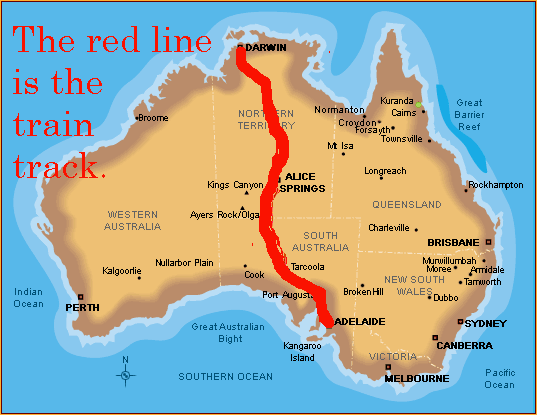
|  |
| --- |
| Fill in the **Books I Have Read** sheet at the back of this module. |



|  |
| --- |
| **Welcome to PORT AUGUSTA!** |

Fill out day three of your passport on the next page. This time there’s something looking through the window at you. Do you know what it is?

|  |
| --- |
| **camelride** |



You are here!

**Activity 9 - Passport Page**

|  |
| --- |
| Train Tripper Passport  coat_of_arms  [Description: http://ts4.mm.bing.net/th?id=I4619461373855691&pid=1.9](http://www.bing.com/images/search?q=rest+area+2kms+road+signs&view=detail&id=31B4657095EDD350FB4A7B8843C6F45644232199&FORM=IDFRIR)  Port Augusta. Wow, you have come a long way! Next stop is a short flight to Exmouth on the WA coast before getting back on The Ghan and going to Alice Springs.  kangaroowindowCut and paste the passport stamp from the back of this booklet and paste in the box below.  **Passport**  **Stamp**  **goes here.** |

**Task 4**

**Activity 1 - Staying safe**

|  |
| --- |
| *carlcamel*  There are some important things to think about in order to stay safe when travelling in the Outback. |

|  |  |  |  |
| --- | --- | --- | --- |
| Put the correct words in the sentences below for rules on how to stay safe in the bush. Read the rules to your supervisor. | | | |
| lost | clothes | water | bush |
| map | someone | animals | snakes |
| 1. Take care of the trees, wildflowers and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. You may need a compass and a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to find your way. 3. You should wear strong shoes and warm, comfortable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 4. If you get \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ stay where you are until help arrives. 5. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can be dangerous on your own. 6. You must tell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ where you are going. 7. Watch out for insects and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . 8. Take some \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to drink. | | | |

**Activity 2 - Staying Safe**

|  |
| --- |
| *carlcamel* |

Choose two important rules from Activity 1 and draw a picture of them in the spaces below.

Write a heading for each picture.

|  |
| --- |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **hikerhikerhikerhikerhikerhikerhikerhiker** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .** |

**Activity 3 – Reading - Shark watching**

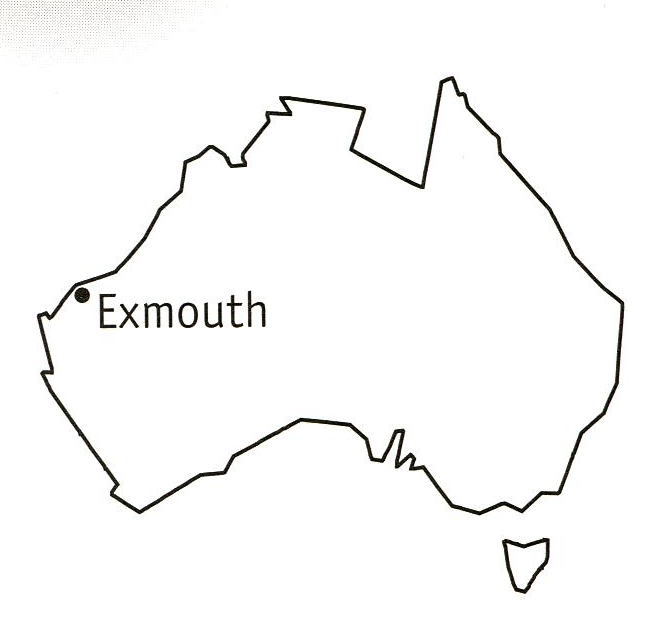
|  |
| --- |
| *carlcamel* |

You are going on a flight to Exmouth in Western Australia to meet some giants of the sea*.*

|  |
| --- |
|  |

**Read with your supervisor**

Did you know that in March, every year, the world’s largest fish visit Australia? They arrive at Ningaloo Coral Reef just near the town of Exmouth.



These large fish are called whale sharks. Unlike some other sharks, they are very gentle and people travel from all over the world to swim with them. They have huge mouths without teeth that act like vacuum cleaners. They suck in plankton and krill and little fish like anchovies and sardines for their dinner.

Whale sharks grow up to 12 metres long and have rows of white dots on their skin. Scientists believe that whale sharks could live to be 100 years old.

|  |
| --- |
| [Description: http://ts1.mm.bing.net/th?id=I5064097822933760&pid=1.1](http://www.bing.com/images/search?q=whale+shark+images&view=detail&id=B30A146692EAAD490DCB278102ACBEFD7C4D3BAF&first=31&FORM=IDFRIR) |

Write a report about whale sharks in these huge mouths.

|  |
| --- |
| year2_whalesharks2 |

**Activity 4 - Word Watch**

Write the Topic Words in the correct spaces.

\*See page 11 for your **Topic Words**.

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**j0240777Activity 5 - Handwriting**

*Practise the letter* F*.*

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

|  |  |
| --- | --- |
| Start at the top.  Pull down to the bottom.  Complete the other lines beginning from the top  following the arrows. | F |

Trace and copy:

……………………………………………………………………………………..

Ff Ff Ff Ff Ff Ff

……………………………………………………………………………………..

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Trace and copy this sentence:

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Francis finds fine foods.

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Trace and copy these F words:

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Footscray Fiona Frank

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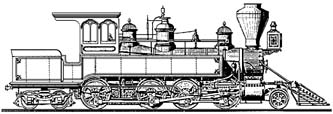
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MCAN00467_0000[1]

**Activity 6 - Build your own engine and carriage**

Design, build and decorate your own steam engine and carriage.

|  |
| --- |
| Think about the following parts of the train in your design:  **Driving wheels** – the large steel wheels attached to the engine.  **Cab** – the place where the engineer rides and operates the train.  **Carriage** – part of the train designed to carry passengers or goods.  **Smokestack** – place where steam and smoke leave the train. |
| |  | | --- | | **driving wheels** |   Train_07   |  | | --- | | **carriage** |  |  | | --- | | **smokestack** |  |  | | --- | | **cab** |   Look at the pictures of engines and carriages to help formulate ideas for your own design.  Train_03Train_09 |



**Brainstorm** your ideas for the materials you could use. For example; tissue box, cardboard tubes, lids…

Think about joining materials also. For example, glue, sticky tape…

|  |  |  |
| --- | --- | --- |
| |  | | --- | | **Materials** |  |  | | --- | | Tissue Box | |

Draw what your engine and carriage will look like. Remember to label the materials you are using in your design.

|  |
| --- |
|  |

**MAKE YOUR ENGINE AND CARRIAGE.**

****



**Some safety rules before you begin.**

1. Always ask an adult for permission before you begin.
2. Hold scissors safely.
3. If you are using paint or glue, always put paper down first to protect table tops.
4. If using paint or glue, wash your hands once you are finished.
5. Always pack away any mess you make.

**Activity 7 - Reflecting on my train making**

Fill in the following:

|  |
| --- |
| My train looks like my design: Yes No |
| What would you do differently if you made the train again?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  …………………………………………………………………………………….. |
| Imagine you were taking your new train for a drive:  train driverWhere would you go? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Who would go with you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  How long would you go for? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Activity 8 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to a family member.
4. Discuss what you have read with your supervisor.

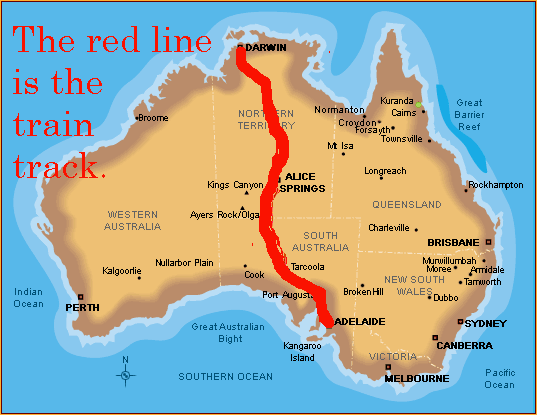
Fill in the **Books I Have Read** sheet at the back of this module.

**Welcome to Alice Springs!**

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**You made it!**

Fill out day four of your passport on the next page.



|  |
| --- |
| **You are here**! |

C:\Users\jbeaton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\QTVG521T\MC900332334[1].wmf

**Activity 9 - Passport Page**

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| |  |  | | --- | --- | | schoolairsign | **Passport**  **Stamp**  **goes here.** |   Train Tripper Passport  coat_of_arms[Description: http://ts4.mm.bing.net/th?id=I4615230833426643&pid=1.1](http://www.bing.com/images/search?q=animal+road+signs&view=detail&id=87ABACD117DF13611FB582BFF5810345908E6231&FORM=IDFRIR)  Welcome to Alice Springs in the heart of Central Australia on Day 4 of your journey. Near here you will find Kings Canyon, the Olgas and Uluru. Cut out the passport stamp from the back of this booklet and paste in the box below. |

|  |
| --- |
| *carlcamel* |

**Day 5**

**Activity 1—A visit to the Sanctuary**

This Sanctuary is a place where animals and plants from all over the world are looked after and protected.

Look at the map on the next page and talk to your supervisor about where these animals come from.

Run your finger around the road that the cars and bikes travel on.

Find the walking tracks that are marked like this 

and colour them brown.

The areas marked with a  are waterholes – colour them blue.

The bus that takes you from the train to the sanctuary,

parks near the entrance where the  sign is. Draw the bus in the car park.

You can hire a bike to ride around the park. Find the road you would use and colour it green.

Find and put a circle around my cousin Carmelia Camel and my friend Whiptail Wallaby.

Find a good place to stop for a picnic lunch and mark it on the map by drawing a picture of you.

Find the toilets on the map. Explain where they are on the map and how to get there without pointing to the map.



**The Sanctuary**

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| year2_gozoo1 |

**Activity 2 - Spelling**

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| --- | --- |
| C:\Users\cforbes\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VGUWFON8\MC900198618[1].wmf | Play games using the Magic Words. |

**Activity 3 – Silent Final e**

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| --- | --- |
| The girl used her nose to smell the rose. She was late so she ran to the park with her kite. | MCj03113980000[1] |

1. Read the sentence and circle the words with **silent final e**.
2. Read the sentence again—underline the capital letters and full stops.

List more **silent final e** words:

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**j0240777Activity 4 - Handwriting**

Revision

**Remember:**

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

Trace the letters once and copy the capital letters twice.

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A A N N M M F F

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Trace and copy this sentence:

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Anna’s new frog Matt.

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**Activity 5 - Using art materials to convey speed**

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| camelride  Draw a picture of the Red Centre. | speeding train |

image057Paint or draw a picture which includes a train travelling through the desert at great speed.

Think about the colours you are going to use.

* What colour will the sky be?
* What colour will the desert be? Remember you are travelling through the Red Centre of Australia on The Ghan railway.
* What shapes are trains made out of?

Here are some words to help you think:

|  |  |  |
| --- | --- | --- |
| **dark** | **shiny** | **sleek** |
| **rectangles** | **circles** | **whizzing by** |

**Some ideas:**

Perhaps the background stays still and your train is a blur.

Perhaps the desert scenery is blurry and the train is still.

**Activity 6 - Does it make sense?**

|  |  |
| --- | --- |
| camelride  On your way back from the Sanctuary to Alice Springs there is another student on the bus with you and she tells you a story about her trip to the Blue Mountains when she was four years old*.* |  |

Read what happens in thestory and answer the questions on the next page.

My trip to the Blue Mountains

By Siobhan Khoury

When I was four years old I went on a trip to the Blue Mountains with a friend called Julie.

We went right around the place and we had lunch at a really nice café.

Then we walked around a park. My mum bought Julie a little angel necklace.

When we started to drive down the mountain, I was sick out the car window.

We were nearly home when my dad came driving up behind us. He was on his way home from work. I waved and he stuck his tongue out at me.

Here are six drawings of what happened to Siobhan on her trip to the Blue Mountains. The drawings are not in order. Number the drawings in the order that they happened.

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| year2_sequencing pic 1 |
|  |
| year2_sequencing pic 2 |
|  |

**Activity 7- Quiet Reading Time**

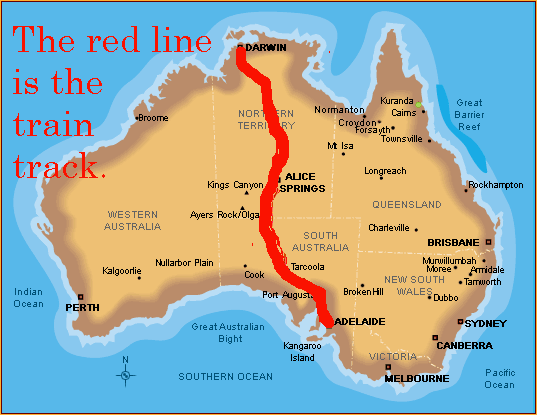
1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to a family member.
4. Discuss what you have read.

Fill in the **Books I Have Read** sheet at the back of this module.

[](http://www.bing.com/images/search?q=the+red+centre&FORM=HDRSC2&adlt=strict#view=detail&id=106BBD4019F251E4BDEF55C94A1461C3E83B68DE&selectedIndex=127)

|  |
| --- |
| **Welcome to Uluru!**  Fill out Day 5 of your passport on the next page.  For more information, photos and video footage of Uluru visit:   * <https://uluru-australia.com/about-uluru/uluru-facts/> * [**www.outback-australia-travel-secrets.com/ayers-rock-australia.html**](http://www.outback-australia-travel-secrets.com/ayers-rock-australia.html) |

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| **You are here!** |

**Activity 8 - Passport Page**

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| |  |  | | --- | --- | | Uluru Sunset From The Bus Viewing Area  Uluru | coat_of_arms |  |  | | --- | | Welcome to Uluru in the heart of Central Australia on Day 5 of your journey.  ccmapCut out the passport stamp from the back of this booklet and paste in the box below.  **Passport**  **Stamp**  **goes here.** |   Train Tripper Passport |

**Day 6**

**Activity 1 — Where have you been and what have you seen?**



Think about what you have learned so far and then fill in this chart together.

The best thing I have done in this booklet so far is:

I think I’m getting better at:

The most challenging activity was:

Remember these questions from Day 1?

* Why do people travel?
* Will the weather be different where we’re going?
* How does the flora and fauna change?

Choose one of these questions and write a paragraph about it on the lines below.

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**Activity 2 - Weather in Australia**

**Weather** is what happens every day.

**Climate** is the weather of a place over time.

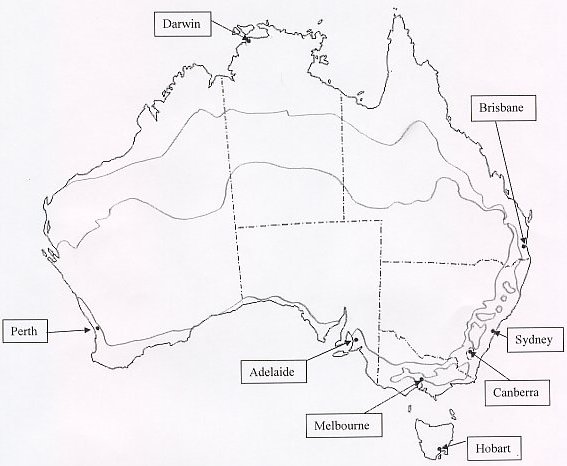
[](http://www.bing.com/images/search?q=hand+drawing+with+coloured+pencils&qs=n&form=QBIR&pq=hand+drawing+with+coloured+pencils&sc=0-0&sp=-1&sk=&adlt=strict#view=detail&id=992E2D7F8D0748AC6ADAFCA14170659B2E141F55&selectedIndex=77)Weather and climate affect our lives. Knowing about the weather helps people choose where and when they go on holidays.

There are several climate zones in Australia. In this module you are travelling from Adelaide in the south to Darwin in the north so you may be spending time in several different climates.

The map on the next page shows the climate zones in Australia.

Use this key to colour the climate zones on the map.

|  |  |  |
| --- | --- | --- |
| **Zone key** | 1. Hot and humid | Red |
| 2. Hot dry summer, mild winter | Orange |
| 3. Hot dry summer, cold winter | Yellow |
| 4. Warm summer, cool winter | Light blue |
| 5. Mild/warm summer, cold winter | Dark blue |



**1**

**2**

**3**

On the map, draw a line to show the route you have travelled so far in this module.

Discuss with your supervisor which climate you like the best. Write why you chose that climate.

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**Activity 3 - Talking about climate changes**

Weather plays a big part in our lives. Read about how the weather is affecting the people in these pictures.

Only a few places in Australia get cold enough to have snow falling every year. This boy is snowboarding in Mount Bulla in Victoria.

Farmers grow apples in Donnybrook in Western Australia because the temperature is cool and the rainfall is high.



Darwin has a humid climate in summer. This makes people feel very sticky and sweaty.

In Coober Pedy in South Australia, many people live underground to escape the hot summer temperatures.



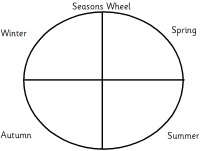
Write and draw another example:

|  |
| --- |
|  |

In Australia the climate changes during the year. These changes are called **seasons.** The **seasons** are **summer,** **autumn**, **winter** and **spring**.

Discuss which season it is now and how it affects: Draw a picture to represent each season.

|  |  |
| --- | --- |
| * the activities you do | * the food and drinks you enjoy |
| * the clothes you wear | * the sports you play |



**Activity 4 - Desert Plants and Animals**

|  |
| --- |
| *Grey fur*  *bilby*  *Black tail with a white tip* |

*Read how the bilby and spinifex have adapted to live in the desert.*

The little bilby shelters in a long deep burrow during the day. It comes out to feed on insects and seeds at night when it is cooler.

It can survive on the water it

gets from its food. The bilby has large ears which help it keep cool.

1. Using the information above, colour the picture of the bilby.

Underline the information in the text to answer each question and write the answers on the lines below:

1. Where does the bilby shelter during the day?

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1. Why does it shelter during the day?

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1. Its large ears help keep it . . .

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| spinifex |

Spinifex grass is found in the desert as it needs little water and can survive the hot sun. It is sometimes called ‘porcupine grass’ as its leaves are long, thin and spiky. Very few animals will try to eat it because its leaves are tough. It grows in a ball shape.

Underline the information in the text and then write the answers on the lines below:

1. (a) Spinifex grass is sometimes called

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1. (b) Why?

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1. Very few animals eat spinifex grass because it is…

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**Activity 5 - Topic Words**

Read the Topic Words below.

|  |  |
| --- | --- |
| tree | eagle |
| wombat | desert |
| plant | animal |
| night | thistle |
| windy | soil |

Write the topic words in **alphabetical order** on the lines below.

Remember that if two words begin with the **same** letter you need to then look at the second letter.

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**Activity 6 - Handwriting**

*Practise the letter* E*.*

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

|  |  |
| --- | --- |
| Start at the top.  Pull down slightly to the left with a slope and exit. Then from the top across. Then the middle stroke and finish with the third horizontal line. | E |

Trace and copy:

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E E E E E E

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Copy the words:

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Ellen Eleven Elephant

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Copy the sentence:

|  |  |
| --- | --- |
| Leave at least one finger space between words and remember the full stop at the end of the sentence. | year2_handwriting_hands |

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Ellen’s eleven elephants

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eat eight eggs each

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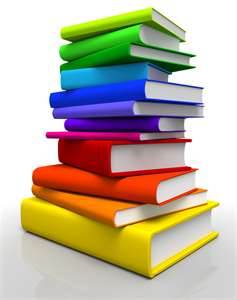
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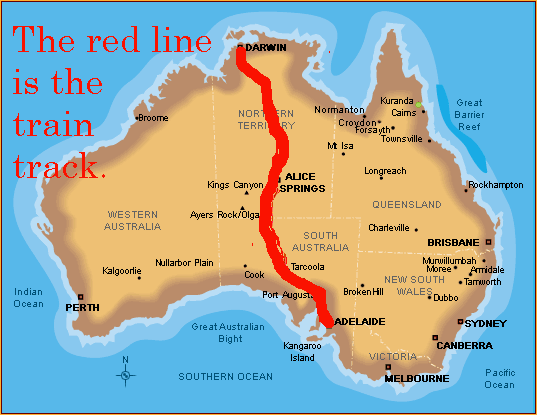
**Activity 7 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to your supervisor.
4. Discuss what you have read with your supervisor.

Fill in the **Books I Have Read** sheet at the back of this module.

[](http://www.bing.com/images/search?q=books&view=detail&id=C0E60DA3CF1206FFC44E7A1A052036DDCB482EBB&FORM=IDFRIR)

|  |
| --- |
| **Welcome to Kings Canyon!** |

****

|  |
| --- |
| **You are here!** |

To find out more about the exciting activities on offer at Kings Canyon visit:

[**http://www.kingscanyonresort.com.au/**](http://www.kingscanyonresort.com.au/)

*Fill out the page of your passport on the next page.*

|  |
| --- |
| carlcamel |

**Activity 8 - Passport Page**

|  |  |  |  |
| --- | --- | --- | --- |
| |  |  | | --- | --- | | [Description: http://ts3.mm.bing.net/th?id=I4794459809187442&pid=1.1](http://www.bing.com/images/search?q=kangaroo+road+sign+image&view=detail&id=5F86B6B951F6D146D71B9C75CA1CCEE2008C2492&qpvt=kangaroo+road+sign+image&FORM=IDFRIR) | coat_of_arms |   Train Tripper Passport   |  | | --- | | Today is Day 6 six of your trip and you are in **Kings** **Canyon**. Draw a picture of something you might see outside in the train window below. Cut out the passport stamp from the back of this booklet and paste in the box below. |   emptywindow  **Passport**  **Stamp**  **goes here.** |

**Day 7**

**Activity 1—Adapting to the Environment**

Read what Karl is saying and discuss with an adult.

|  |
| --- |
| *carlcamel* |

Yesterday you discovered how the bilby and the spinifex plant have adapted to suit their environments.

Remember how the bilby stays out of the heat of the sun and has large ears to keep itself cool?

Remember how the spinifex needs very little water and its leaves are spiky so animals don’t like to eat it?

I am also well designed to live in the desert.

The hump on my back helps me to survive for an extremely long time (up to two weeks) without food or water. I have a strong stomach so I can eat almost any plant I find, including that prickly spinifex.

I have huge padded feet with only two toes on each of them so I don’t sink into the sand.

Can you work out why camels are called

**ships of the desert**?

|  |
| --- |
|  |

Research an animal or plant that lives in the desert. Draw it in the box below. What characteristics does it have that are well suited to surviving in a desert environment? Label these on the picture.

|  |
| --- |
| **desert 2** |

List two reasons why this animal or plant would survive well in a desert environment.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Activity 2 - The King of the Birds**

In the Outback, you can see and hear many different kinds of birds. Here is a story called *The King of the Birds*, retold by A. Woods and adapted from an Irish tale.

**Before you read**

Draw a crown on the bird that you think could be the King of the Birds.

|  |
| --- |
| kingofthebirds_1 |

One day all of the birds met for a contest to see who was the king of all the birds. They all agreed that the bird who could fly the highest should be the King.

Little Wren was so small that he was able to hide in Eagle’s feathers without being seen. The signal to start the contest was given and all of the birds flew up into the sky.

|  |
| --- |
| kingofthebirds_eagle |

They flew for minutes.

They flew for hours.

They flew for days.

Higher and higher they flew.

Soon all of the birds had dropped out of the contest except Eagle.

Eagle called out that he was King of the Birds because he had flown the highest.

Then little Wren popped out of Eagle’s feathers and flew a metre above the great bird.

“You have not won, Eagle, for I am higher than you,” said Little Wren.

“Where did you come from?” asked Eagle. “I did not see you in the contest.”

“I was in the contest and so close to you that even with your eagle eye you could not see me. Surely I must be King of the Birds,” said the little Wren.

|  |
| --- |
| kingofthebirds_wren |

And so it is, that Little Wren has been

King of the Birds ever since.

Discuss and answer these questions with your supervisor.

Underline the answers in the text and then write on the lines below.

1. Why did the birds have a contest?

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1. Where did Little Wren hide?

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1. How long did the birds fly for?

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1. There is one question in the story. Write it on the line below.

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1. Use the word **because** to join the two sentences below to make one sentence.

Eagle called out that he was King of the Birds. He had flown the highest.

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**Activity 3 - Bird research**

In the table below draw or write the names of four more birds that could have been in the contest.

|  |  |
| --- | --- |
|  |  |
|  |  |

**Activity 4 - Describing the Environment**

Draw a circle around the words or phrases that describe the outback environment.

|  |  |  |
| --- | --- | --- |
| hot in the day | dusty | huge trees |
| red soil and sand | wet | cold at night |
| spinifex everywhere | dry | ships of the desert |

Write some more words or phrases to describe the outback:

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

**Activity 5 - Animal search**

There are 10 desert animals in this picture. Can you find them all? Colour each in a different colour and underline the name in the same colour.

|  |
| --- |
| gridart_colourin |

Answers:

|  |  |
| --- | --- |
| 1. Thorny Devil Lizard | 1. Blue-Tongue Lizard |
| 1. Goanna | 1. Gecko |
| 1. Red Kangaroo | 1. Spinifex Hopping Mouse |
| 1. Scorpion | 1. Honeypot Ant |
| 1. Sandhill Frog | 1. Death Adder Snake |

**j0240777Activity 6 - Handwriting**

*Practise the letter* H*.*

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

|  |  |
| --- | --- |
| Start at the top.  Pull down with a slight slope and exit.  Next complete the horizontal line and finally the last vertical line. | H |

Trace and copy:

……………………………………………………………………………………..

H H H H H H

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Copy the words.

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Hat Harold Hot Hop

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Copy the sentence.

|  |  |
| --- | --- |
| Leave at least one finger space between words and remember the full stop at the end of the sentence. | j0363840 |

……………………………………………………………………………………..

Harold hops in his hat.

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**Activity 7 - Sound patterns**

Read the words aloud to your supervisor.

All of these words have something in common.

Can you see what it is?

Underline the similarity.

|  |  |  |
| --- | --- | --- |
| j0078715 | j0232431 | j0155807[1] |
| running | jumping | skipping |
| j0078781[1] | j0105204 | pe02703_[1] |
| swimming | pushing | twisting |

Write some more words that end with ‘ing’:

|  |  |
| --- | --- |
|  |  |
|  |  |

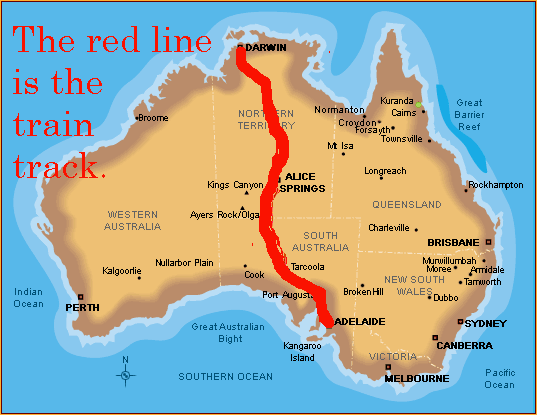
**Activity 8 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to a family member.
4. Discuss what you have read.

Fill in the **Books I Have Read** sheet at the back of this module.

[](http://www.bing.com/images/search?q=silent+reading&FORM=HDRSC2&adlt=strict#view=detail&id=2F8A58028FBCFD3C018BB992DC1FA143D35EE03D&selectedIndex=626)

|  |
| --- |
| **Welcome to Tennant Creek!** |

****

|  |
| --- |
| **You are here!** |

Complete Day 7 of your passport on the next page.

****

**Activity 9 - Passport Page**

Train Tripper Passport

This evening you are due to arrive in Tenant Creek. Out of the window you pass the Devils Marbles.

Cut out the passport stamp from the back of this booklet and paste in the box below.



The Devils Marbles

**Passport**

**Stamp**

**goes here.**

**Task 8**

|  |
| --- |
| *carlcamel*  Today you will learn about the Devils Marbles and then you will make a bush telegraph. |

|  |
| --- |
| **image003** |
| **Devils Marbles**  The Devils Marbles are massive granite boulders that have been formed over millions of years. The Aborigines say that the Devils Marbles are Rainbow Serpent eggs.  The Devils Marbles are 393 km north of Alice Springs and 1 hour south of Tennant Creek via the Stuart Highway in the Northern Territory.  Many animals live around the Devils Marbles including snakes, emus, dingoes, lizards, birds, kangaroos and wallabies. |

**The Bush Telegraph**

In the Outback you can travel for days without seeing anyone.

This is why it is sometimes called the Never-Never.

Never ending landscape? Never ending horizon?

Never meeting anyone?

**



|  |  |
| --- | --- |
| Task101. In the early days of settlement in the outback it was very difficult to contact anyone in an emergency. | 2. If people became unwell or had an accident they often died because medical help was so far away. |
| 3. The pedal radio made a huge difference to communication in the Outback. | 4. It also meant that medical help was available from the Royal Flying Doctor Service. |
| boy_microphone5. Children could be part of a school by having *School of the Air* lessons. | 6. These days more people use computers and the Internet to communicate in the Outback.  Task11 |

**Activity 1 - Make your own bush telegraph**

In this activity you will make your own telephones to find out how sound travels.

**You will need:**

Will the sound of my voice travel along the string?

* 2 foam cups
* a long piece of string
* another person

****

**What to do:**

* Make a hole in the base of each cup
* Put the string through the holes
* Tie knots to secure the string
* Pull the string tight
* Speak into one end. Your friend should hear your message.



Try humming a tune into your telephone for your partner to guess.

Could you hear what your partner was saying? Yes / No

Could you feel the sound vibrating along the string? Yes / No

**More experiments:**

* Use a longer string. Does it work better? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Use plastic cups or tin cans. Are your voices are clearer? \_\_\_\_\_\_\_\_\_\_\_\_\_
* Use fishing line or wool. What was the result? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **image002** |

**Activity 2 - adding *ing* to the end of words**

Look closely at what happens to the following words when we add *ing.*

|  |  |
| --- | --- |
| **race** | **racing** |
| **make** | **making** |

When we add *ing* to words which end in an *e*, you take the *e* away before you add *ing*. For example: hav**e** = hav**ing**

Have another look at the words below and cross out the e.

|  |  |
| --- | --- |
| **line** | **lining** |
| **take** | **taking** |

This time add *ing* to the word, remember to take the *e* away.

|  |  |
| --- | --- |
| **bake** |  |
| **shake** |  |



Add *ing* to the following words and then fill in the missing word to complete the sentences.

Read the sentences aloud.

|  |  |
| --- | --- |
| **race =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **The mouse was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_away from the cat.** |
| **make =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some cakes.** |
| **take =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ my books to school.** |
| **line =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_up to go to the zoo.** |
| **shake =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **They are**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hands to say hello.** |

****

To help you remember this spelling rule there is a saying. It goes ‘**when *ing* comes to stay, *e* goes away’.**

Say this 3 times with your supervisor.

Add *ing* to the following words and draw a picture of someone doing the new *ing* words.

|  |  |
| --- | --- |
| **race =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **bake =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **drive =**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| **Write one of your own:** |  |

|  |
| --- |
| karl_reverse |

Re-write the sentences below changing the **bold** words into *ing* words so that the sentence is correct. Read them aloud to your supervisor.

Remember the new rule you have learnt today!

|  |
| --- |
| I am **drive** my scooter to the shop.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I am **make** a nice card for my friend.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Will you be **take** your dog to the beach?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  ……………………………………………………………………………………..  ……………………………………………………………………………………..  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Activity 3 - More about the Devils Marbles**

Uluru or Ayer's Rock is said to be the birth place of the Rainbow Serpent. Uluru is the symbol of creation for the Aboriginal people.



In the Aboriginal creation story of the Dreaming, the Rainbow Serpent created the Earth and then returned to a spot east of the Kimberleys at a place where the rainbow meets the Earth to lay its eggs.

The Rainbow Serpent's eggs turned to stone and became what non-Aborigines now call the Devils Marbles. The Aborigines call them *Karlukarlu*.

Because of this, the Devils Marbles Conservation Reserve is a sacred site to all Aboriginal people.

**In the space below, draw what you think the Rainbow Serpent might look like:**

|  |
| --- |
|  |

**Activity 4 - Where you have been and where you are going**

|  |
| --- |
| image026 |
| image026 |

1. Draw a circle around Alice Springs on the map.
2. Draw a line under the Telegraph Station at Barrow Creek.
3. Trace over the Stuart Highway starting at Alice Springs all the way to Tenant Creek.
4. Fill in the missing letters to make the name of a town you can find on this map.

W\_\_ \_\_ c h \_\_ \_\_ e

This word is pronounced *walk up*.

**Activity 6 - Handwriting**

j0240777

*Practise the letter* R*.*

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

|  |  |
| --- | --- |
| Start at the top.  Pull down with a slight slope and exit.  Then back to the top and follow the arrow. | R  1  2 |

Trace and copy:

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R R R R R R

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Copy the words:

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| **image032** |

Rolling Robert Running

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Round Red Ring Rock

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Read Rubbish Rib Ran

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| fullstop |

Real Rabbit Rip

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**Activity 7 – Words that begin with the letter ‘r’**

Write the word to match the picture:

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| |  |  |  |  | | --- | --- | --- | --- | | **1.** | |  |  | | --- | --- | | **image034** |  | | | |  |  |  |  | | --- | --- | --- | --- | | **2.** | |  |  | | --- | --- | | **image035** |  | | |
| |  |  |  |  | | --- | --- | --- | --- | | **3.** | |  |  | | --- | --- | | **image036** |  | | | |  |  |  |  | | --- | --- | --- | --- | | **4.** | |  |  | | --- | --- | | **image037** |  | | |
| |  |  |  |  | | --- | --- | --- | --- | | **5.** | |  |  | | --- | --- | | **image038** |  | | | |  |  |  |  | | --- | --- | --- | --- | | **6.** | |  |  | | --- | --- | | **image039** |  | | |
| |  |  |  |  | | --- | --- | --- | --- | | **7.** | |  |  | | --- | --- | | **image040** |  | | | |  |  |  |  | | --- | --- | --- | --- | | **8.** | |  |  | | --- | --- | | **image041** |  | | |
| |  |  |  |  | | --- | --- | --- | --- | | **9.** | |  |  | | --- | --- | | **image042** |  | | | |  |  |  |  | | --- | --- | --- | --- | | **10.** | |  |  | | --- | --- | | **image043** |  | | |

**Activity 8 - Health and Physical Education - Running games**

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| --- |
| image044 |
|

**Fly**

**What you will need**

Up to 10 flat sticks without spiky bits on them. Get your supervisor to check them. You will also need a playing space about the size of a carport or garage.

**Instructions**

Place the flat sticks about 30 centimeters apart in a straight line. **Do not** use sticks on a hard surface such as cement.

Players line up at the start and run over each stick, placing only one foot at a time between each stick.

If a player successfully reaches the end, that person takes one more step and then calls for one of the sticks, of their choice, to be moved and placed at the spot where they landed.

|  |
| --- |
| image002 |

The game continues until only one person can complete the course.

Remember to play safe and stay safe! Never play where there are cars around.

**Activity 9—Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to your supervisor.
4. Discuss what you have read with your supervisor.

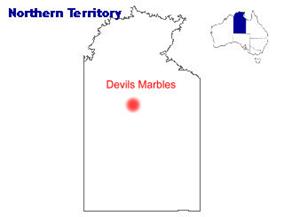
Fill in the **Books I Have Read** sheet at the back of this module.

**Activity 10 - Passport Page**

Fill out Day 8 of your passport on the next page.

Do you remember the name of the statue and the town he is from?

Train Tripper Passport

Wauchope, pronounced *walk up,* is near the Devils Marbles on the map. Wow, you have come a long way!

Cut out the passport stamp from the back of this booklet and paste in the box below.

[](http://www.bing.com/images/search?q=aileron+statue+image&view=detail&id=438E1E02CD34E43AAFEB760ECCE69C83C4E6A9DD&qpvt=aileron+statue+image&FORM=IDFRIR)

**Passport**

**Stamp**

**goes here.**

.

**Task 9**

**Activity 1 - Sentence Sense**

Punctuation helps sentences make sense.

To make a sentence you need to know three things*.*

|  |
| --- |
| *carlcamel* |

Read what Carl tells you carefully.

**1. A sentence is a group of words that makes sense.**

|  |
| --- |
| *carlcamel* |

*Cheese, car, house, table on Tuesday.*

This isn't a sentence - it doesn't make sense.

*I left my bicycle next to my house*.

This is a sentence. You can understand what it means. It makes sense on its own.

|  |
| --- |
| *carlcamel* |

**2. When you are writing you need to use the right sentence punctuation.**

Using punctuation will show the person who is reading your writing where a sentence begins and ends.

sense.

|  |
| --- |
| *carlcamel* |

A sentence must begin with a capital letter.

A sentence must end with a full stop, a question mark, or an exclamation mark.

**3. A sentence also needs two kinds of words in it**:

|  |
| --- |
| *carlcamel* |

A sentence must have a **VERB** (a doing word).

For example: like, is, cooking, walked, need.

A sentence must also have a **SUBJECT**. This is the person, or the thing, that is doing the verb.

For example: I, Mark, Tuesday, dog, you, table, the weather.

|  |
| --- |
| *carlcamel* |

Read my sentence to your supervisor.

See how my sentence makes sense.

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Carl Camel loves to eat

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spinifex grass for lunch.

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**Activity 1 continued**

Add two words below to make a sentence that makes sense. Read the sentence aloud to check that it makes sense.

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| *carlcamel* |

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I feed \_\_\_\_\_ dog

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twice \_\_\_ day.

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| *carlcamel* |

Copy the complete sentence on the lines below in your best handwriting.

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**Activity 2 - Exclamation (!) and Question Marks (?)**

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| *carlcamel* |

A question mark (?) is a punctuation symbol written at the end of a sentence to show that a question is being asked.

An exclamation mark (!) is a punctuation symbol written at the end of a sentence to show that an exclamation is being made.

|  |  |
| --- | --- |
| markani | exani |
| A question mark | An exclamation mark |

|  |
| --- |
| *carlcamel* |

**Examples to read to your supervisor**

This is a question:

*Can I please have some ice-cream?*

An exclamation is something said or shouted forcefully or suddenly. It may often be used when someone is very happy, surprised, annoyed or angry.

This is an exclamation:

*Everybody listen to me!*

|  |
| --- |
| *carlcamel* |

Read these sentences and decide whether a **question mark (?)** or **exclamation mark (!)** is needed at the end. Put in the correct one.

|  |
| --- |
| ***exclamation***  ***markani***  ***exclamation***  ***markani***  ***exclamation***  ***markani*** |

1) What is your name

2) When is your birthday

3) I can’t believe you said that

4) Can I play with you

5) Sit down and be quiet

6) Stop doing that

7) How many brothers do you have

8) Wonderful news, congratulations

9) Everybody listen to me

**Activity 3 - Sentence building with the Topic Words.**

Choose five topic words and write each one in a sentence. Remember to begin each sentence with a capital letter and end it with a full stop, question mark or exclamation mark.

|  |  |
| --- | --- |
| tree | eagle |
| wombat | desert |
| plant | animal |
| night | thistle |
| windy | soil |

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**Activity 4 - Make your own Carl Camel from an egg carton.**

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| --- |
| *carlcamel* |

Whew!

See my exclamation mark?

Wow! There’s a question mark in the last line too.

Let’s do some art.

**You will need:**

|  |
| --- |
| desert_art_camel_eggs3 |

An empty egg carton

scissors

textas

glue

scrap materials

**What to do:**

1. Place the egg carton upside down.
2. Draw the camel shape below on to the empty egg carton.

|  |
| --- |
| **desert_art_camel_eggs1** |

1. Ask an adult to help you cut it out.
2. Stand your camel on its feet and decorate it using textas and scrap materials.

|  |
| --- |
| **desert_art_camel_eggs2** |

1. Draw or stick a photo of your Carl Camel in the space below.

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|  |

**Activity 5 - Did you know?**

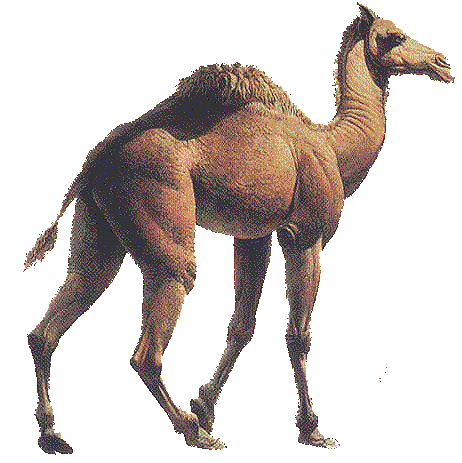
|  |
| --- |
| *carlcamel* |

Draw a circle around the question mark above. Read all about my great-grandparents and how we came to Australia to live in the desert.

Mmmm! I smell spinifex!

**Read with your supervisor**

Camels were introduced to Australia in 1840. Camels were used for exploring the deserts of Australia. The first big expedition of Burke and Wills set off with 24 camels to explore Australia. Over time many camels were set free and their offspring now live wild in large numbers in the desert. Today there are over 300 000 wild camels living in the outback.



**Activity 6 - Deserts in Australia**

|  |
| --- |
| *carlcamel* |

Camels were used for exploring the deserts of Australia. Have a look at all the deserts there are for all of my family to wander in.

|  |
| --- |
|  |

1. Colour the deserts red.
2. Label the states of Australia.

On our journey we have travelled through the Great Victorian Desert, past the Simpson Desert, the Great Sandy Desert and the Central Desert.

The weather is changing and the climate is more tropical as we arrive in Kakadu.

Kakadu is Australia’s biggest rainforest!

**

j0240777**Activity 7 - Handwriting**

*Practise the letter* K*.*

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

|  |  |
| --- | --- |
| Start at the top.  Pull down to the bottom.  Complete the other lines  following the arrows. | K |

Trace and copy:

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Kangaroo Kiwi Kisses

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Fill in the missing letters.

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| --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | 1. | M3xSL5nhD1C8y0e  \_\_ i \_\_ g | | |  |  | | --- | --- | | 2. | Wd3eV2XSPn6s94b  k \_\_ s \_\_ | |
| |  |  | | --- | --- | | 3. | BL7dQo5yPV38b1l  ka \_\_ garo \_\_ | | |  |  | | --- | --- | | 4. | L1tV3Cq2fvAX8JP  ki \_\_ k | |
| |  |  | | --- | --- | | 5. | Im1E3Dlp6V5Xi4d  koa \_\_ a | | |  |  | | --- | --- | | 6. | QIq48dRw7cW9Nhx  \_\_ nuckl \_\_ | |
| |  |  | | --- | --- | | 7. | TYx0fZ6AKvs79aG  ki \_\_ \_\_ | | |  | | --- | | 8.  E9fQmK54Jjv8RNh  \_\_ nit | |
| |  |  |  |  | | --- | --- | --- | --- | |  | |  |  | | --- | --- | | Draw two of your own ‘k’ words. |  | | | |  |  |  |  | | --- | --- | --- | --- | |  | |  |  | | --- | --- | |  |  | | |

**Activity 8 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud** to your supervisor.
4. Discuss what you have read with your supervisor.

Fill in the **Books I Have Read** sheet at the back of this module.



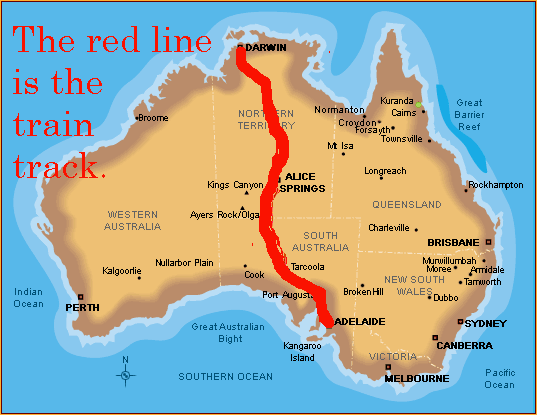
|  |
| --- |
| **Welcome to Kakadu!** |

****

**You made it!**

Fill out Day 9 of your passport on the next page.

Let’s get off and stretch our legs for a bit. Let’s learn something about rainforests…

****

|  |
| --- |
| **You are here!** |

**Activity 9 - Passport Page**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | [Description: http://ts2.mm.bing.net/th?id=I4925254424331273&pid=1.9](http://www.bing.com/images/search?q=Kakadu+road+sign+images&view=detail&id=C8ED9C001E829A12A85BB026CEAB8159CADBF485&first=91&FORM=IDFRIR) | coat_of_arms |  |  | | --- | | Welcome to Kakadu up near the top of Australia on  Day 9 of your journey. Here you will find the Yellow Water Billabong and learn Waltzing Matilda. Cut out the passport stamp from the back of this booklet and paste in the box below. |   Train Tripper Passport   |  | | --- | | camelride2 |   **Passport**  **Stamp**  **goes here.** |

**Day 10**

|  |
| --- |
| *karl_reverse*  Welcome to Kakadu National Park. Kakadu is on the border of Arnhem Land and is 133 km North East of Darwin. |

|  |
| --- |
| **kakadu-map-large** |

**Activity 1—Reading with your supervisor**

|  |
| --- |
| *carlcamel* |

Kakadu has two seasons, *wet* and *dry*. In the wet—October to April, many of the great places to see are impossible to get to, so the dry season—May to September, is the most popular time for visitors.

The wetlands here are beautiful. The crocodiles sleep on the banks of the Alligator River or the many billabongs for most of the day but can also be seen floating or swimming in the water.

At dusk on the Yellow Water Billabong, hundreds of birds fly overhead landing and taking off from half-submerged trees. Ospreys sit on termite mounds and look for prey in the still waters.

The Kakadu billabongs are the setting for a famous Australian song called Waltzing Matilda.

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|  |

Yellow Water Billabong (Ngurrungurrudjba)

**Activity 2 - Waltzing Matilda**

*Waltzing Matilda* is Australia's most widely known folk song.

*Waltzing Matilda* was written in 1895 by Banjo Patterson, a famous Australian poet, and the music was written by Christina Macpherson.

Banjo Patterson wrote *Waltzing Matilda* while staying at a bush station in Queensland.

|  |
| --- |
| *carlcamel* |

MCj02815900000[1].

Here are the lyrics.

*Once a jolly swagman camped by a billabong,*

*Under the shade of a Coolibah tree,*

*And he sang as he watched and waited 'til his billy boiled*

*"Who'll come a-waltzing, Matilda, with me?"*

*Waltzing Matilda, Waltzing Matilda*

*"Who'll come a-waltzing, Matilda, with me?"*

*And he sang as he watched and waited 'til his billy boiled,*

*"Who'll come a-waltzing, Matilda, with me?"*

*Along came a jumbuck to drink at the billabong,*

*Up jumped the swagman and grabbed him with glee,*

*And he sang as he stowed that jumbuck in his tucker bag,*

*"You'll come a-waltzing, Matilda, with me."*

*“Waltzing Matilda, Waltzing Matilda*

*Who'll come a-waltzing, Matilda, with me?”*

*And he sang as he stowed that jumbuck in his tucker bag,*

*"Who'll come a-waltzing, Matilda, with me?"*

*Up rode the squatter, mounted on his thoroughbred,*

*Down came the troopers, one, two, three,*

*"Whose is that jolly jumbuck you've got in your tucker bag?*

*You'll come a-waltzing, Matilda, with me."*

*Waltzing Matilda, Waltzing Matilda*

*Who'll come a-waltzing, Matilda, with me?*

*Whose is that jumbuck you've got in your tucker bag?*

*Who'll come a-waltzing, Matilda, with me?*

*Up jumped the swagman, leapt into the billabong,*

*"You'll never catch me alive," said he,*

*And his ghost may be heard as you pass by the billabong,*

*"Who'll come a-waltzing, Matilda, with me?”*

*Waltzing Matilda, Waltzing Matilda*

*Who'll come a-waltzing, Matilda, with me?*

*And his ghost may be heard as you pass by the billabong,*

*"Who'll come a-waltzing, Matilda, with me?"*

|  |
| --- |
| **biilybong** |

Here’s a picture of the swagman with his billy of teaand he probably has some bush tucker in his tuckerbag too. Colour the scene.

|  |
| --- |
| *carlcamel* |

**Draw:**

|  |  |
| --- | --- |
| **billabong** | **billy** |
| **jumbuck** | **tuckerbag** |

**Plurals**

A plural is a word that shows that you are talking about more than one thing. The plurals we are going to be learning about today are the ones where you don’t just add an *s* but an *es* instead.

|  |  |
| --- | --- |
| box | boxes |
| box | boxes |

If there is more than one, the plural of box is boxes.

Add *es* to these words to make them plurals:

|  |  |  |
| --- | --- | --- |
| wish | +es |  |
| fox | +es |  |
| dish | +es |  |
| kiss | +es |  |

Take the *es* away from these words to show there is only one.

|  |  |
| --- | --- |
| boxes | box |
| boxes | box |

Take away the *es*to make these words mean only one.

|  |  |  |
| --- | --- | --- |
| wishes | -es |  |
| foxes | -es |  |
| dishes | -es |  |
| kisses | -es |  |

|  |
| --- |
| **MCj00842500000[1]MCj00841980000[1]MCj00843400000[1]MCj00842120000[1]MCj00841040000[1]MCj00841160000[1]** |

Write the plural that describes the picture in the box.

\_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_

**Challenge:**

In some words you change the second last letter to make the plural.

|  |  |
| --- | --- |
| One man | Three \_\_\_\_\_\_\_ |
| man | men |

|  |  |
| --- | --- |
| One woman | Three \_\_\_\_\_\_\_\_\_ |
| woman | women |

Can you think of any more?

|  |  |
| --- | --- |
| One \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Four \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| One \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Six \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Activity 6 - Spelling**

|  |  |
| --- | --- |
| C:\Users\cforbes\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VGUWFON8\MC900198618[1].wmf | Play games using the Magic Words. |

**j0240777**

**Activity 7 - Handwriting**

Write a sentence about something you have learned on your travels through the centre of Australia.

Remember:

* Write with a pencil.
* Use correct pencil grip.
* Sit at a table.
* Start all letters at the correct starting point.

Write your sentence on the lines below.

……………………………………………………………………………………..

……………………………………………………………………………………..

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

……………………………………………………………………………………..

……………………………………………………………………………………..

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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……………………………………………………………………………………..

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Activity 8 - Getting to know your travels**

Now that you know your way around Australia, it’s time to gather some **interesting facts** about what you have learned.

|  |
| --- |
| karl_reverse |

The information you collect in this task will also help you to complete the next activity.

When you gather information, you collect all sorts of things. Information can include photos, pictures and text (writing).

**Helpful resource**

The Tourist Bureau is a useful source of information about interesting places to visit. Books, brochures and the Internet are other sources of information.

Each state and territory has many tourist attractions.

|  |
| --- |
| carlcamel |

On the next page there are lots of ideas to help you get started.

|  |  |
| --- | --- |
| * Interesting places | * Famous landforms |
| * Climate, weather conditions | * Entertainment |
| * Famous buildings | * Sporting events and arenas |
| * National Parks | * Australian flora and fauna |
| * Flags | * Annual events |

Here is one way to sort your information into categories.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Adelaide** | **Exmouth** | **Kakadu** | **Uluru** |
| **Flags or**  **symbols** |  |  |  |  |
| **Animals** |  |  | *Crocodiles* |  |
| **Famous landmarks** |  |  |  | Ayers Rock |
| **Activities** |  |  |  | *Hiking* |

On a blank sheet of paper ask your supervisor to draw up a grid using this one as an example. Choose four places you have visited in this module and use the names of these places as headings. You can use pictures, sentences, words, photos or magazine cuttings to complete your grid.

**Activity 9 - Box it!**

|  |
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| carlcamel |

Put together some of the information you have collected and present it in a three dimensional model.

You could use a cereal box, a packing box or maybe a shoe box.

You could use a cereal box, a packing box or maybe a shoe box.

Decorate each face of the box with different information.

The information on your grid on *page 137* will help you.

You can use collage, found materials, illustrations, travel brochures, and your own creative talents to produce this showcase cube!

Attach string to hang your model.

|  |
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| karl_reverse |

The Ghan goes all the way to Darwin.



Whale sharks live in Exmouth.



If your cube or box can be collapsed flat you can send your work of art to your teacher for display. Otherwise, you can take a photo of your cube and send this to your teacher.

**Activity 10 - Quiet Reading Time**

1. Choose a book to read.
2. Read for ten to fifteen minutes.
3. Read a part **aloud.**
4. Discuss what you have read.

Fill in the **Books I Have Read** sheet at the back of this module.



**Welcome to Darwin!**

|  |
| --- |
| **camelride** |

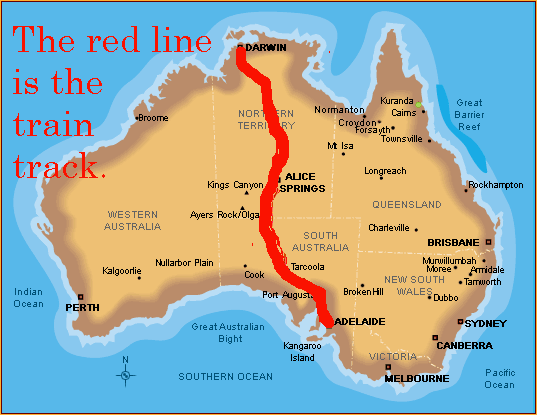
**You’ve done it!**

Fill out Day 10 of your passport on the next page.

3000 kilometres in ten days!

We’ll be saying goodbye here.

Time for a well-deserved break!

****

|  |
| --- |
| **You are here**! |

**Activity 11 - Passport Page**

Train Tripper Passport

WELCOME TO

DARWIN

[](http://nashos.org.au/~qld/NT%20Flag.gif)

Welcome to Darwin at the top of Australia on the final day of your journey. Here you get off the Ghan for the final time. Congratulations you did it!

Cut out the passport stamp from the back of this booklet and paste in the box below.





**Passport**

**Stamp**

**goes here.**

**Passp**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DAY 1**  **karl_reverse**  WELL DONE | **DAY 2**  **karl_reverse**  WAY TO GO | **DAY 3**  **karl_reverse**  KEEP IT UP | **DAY 4**  **karl_reverse**  TERRIFIC | **DAY 5**  **karl_reverse**  HALF WAY |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **DAY 6**  **carlcamel**  WOW | **DAY 7**  **carlcamel**  VERY GOOD | **DAY 8**  **carlcamel**  EXCELLENT | **DAY 9**  **carlcamel**  FANTASTIC | **DAY 10**  **carlcamel**  AWESOME |

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | **What I have learnt about travelling by train.** | MC900089026[1] |   Before I started this module I thought that...  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Now I know that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The most interesting thing I learned was that \_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- |
| **Magic Words Games and Activities** |

**Tic-Tac-Toe**

Cut out the word cards and place them face down.

Point to different cards and say this rhyme: “Tic, Tac, Toe, here I go, where I stop I do not know.”

Pick up the card that you landed on and:

* **Read** the word on the card. If you can read it you can keep it.
* **Read** and then **spell** the word on the card without looking at it. If you can read it and spell it you can keep it.
* **Read** the word, **spell** the word and say it in a **sentence**. If you can read it, spell it and say it in a sentence you can keep it.

**Find the word**

C:\Users\cforbes\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\CUNQ80OG\MC900198618[1].wmf

Place some of the word cards face up.

One person says a word and the other has to find it as quickly as possible.

**Computer**

Type the words on the computer in different fonts.

Type sentences on the computer using the words.

**Writing**

Write the words in different colours and using different materials – textas, crayons, pencils, paint, etc.

**Make the words**

Make the words using playdough, matchsticks, or anything else you can find.

**Wordsearch**

Find the words in books, newspapers, magazine, etc.

**Make up your own games using the Magic 200 Words.**

**BOOKS I HAVE READ–MODULE D**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Author** | **Type of book (fact, fiction, picture story book, magazine, etc.)** | **Opinion** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**BOOKS I HAVE READ–MODULE D**

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Author** | **Type of book (fact, fiction, picture story book, magazine, etc.)** | **Opinion** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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|  |  |  |  |

Useful Websites

<http://www.readwritethink.org/>

<http://www.atschool.co.uk/>

<http://www.surfnetkids.com/>

<http://www.southaustralianhistory.com.au/>

|  |
| --- |
| **YOUR QUESTIONS OR COMMENTS** |

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