



# TEACHER NOTES

Teacher Notes by Belinda Bolliger

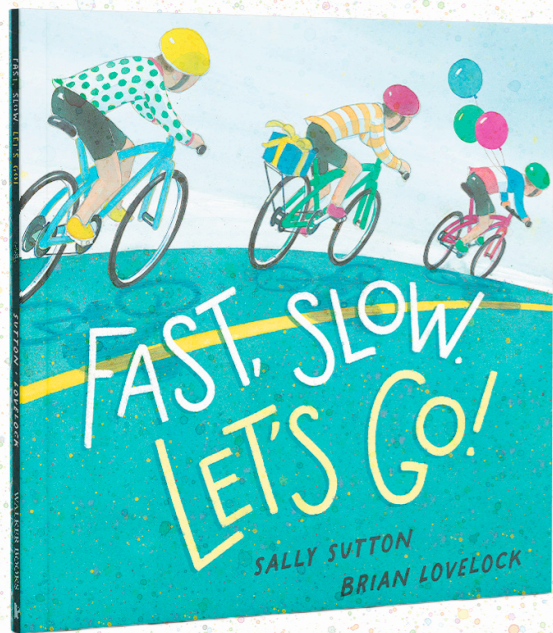
WALKER BOOKS



# INTRODUCTION

FAST, SLOW. LET'S GO!  
CREATORS: SALLY SUTTON AND BRIAN LOVELOCK  
ISBN 9781760653392 HARDBACK  
FEBRUARY 2024

From the creators of the best-selling  
**ROADWORKS SERIES,**  
a fresh new celebration of transportation!



*This is the way we skate along,  
skate along, skate along,  
This is the way we skate along  
on a sunny, funny morning.*

Borrowing from the childhood perennial and favourite song 'This is the way ...', a happy group of children scoot, bike, bus, swing, sail, run and ride their way across town to join a birthday surprise.

## CURRICULUM LINKS:

Humanities and Social Sciences, History, Technologies, English and the Arts,  
Health and Physical Education

## CROSS-CURRICULUM LINK:

Sustainability

## ABOUT THE AUTHOR

Sally Sutton is the award-winning and bestselling author of *Roadworks*, *Demolition*, *Construction*, *Dig*, *Dump*, *Roll* and *Wheels*. In 2009, *Roadworks* won the Picture Book category of the New Zealand Post Children's Book Awards, and in 2015 *Construction* was a finalist. Sally has also written many other books for children. She lives in Auckland, New Zealand, with her husband and two daughters.

## ABOUT THE ILLUSTRATOR

Brian Lovelock is an award-winning illustrator of 10 picture books including the *Roadworks* series, *The Raintrain*, *Flight of the Honey Bee*, *Gecko* and *Ambulance*, *Ambulance!* His illustration awards include Best Picture Book in the 2009 New Zealand Book Awards (for *Roadworks*) and the 2014 LIANZA Russell Clark Medal for illustration (*Flight of the Honey Bee*). Brian was long-listed for the 2013 CILIP Kate Greenaway Award for his work on *Demolition* and in 2019 he was a finalist in the Nami Concours illustration competition. Brian lives in Auckland where he works as a scientist in the power industry.

## ABOUT THE WRITER OF THESE TEACHER NOTES:

Belinda Bolliger worked as an editor and publisher of children's books for over twenty-five years. She was the Children's Publisher at Hodder Headline (now Hachette Australia) and Children's Commissioning Editor and Publisher for ABC Books/HarperCollins. She has worked with many award-winning authors and illustrators, including Libby Hathorn, Garry Disher, Frances Watts, Judith Rossell and Matt Ottley. Belinda was editorial manager for Australian Standing Orders (Scholastic) for over 11 years, reviewing and selecting the most suitable new releases from Australian publishers to send to schools around the country. Belinda now works as an associate agent at Key People Literary Management and as a freelance children's editor and project manager.



# ACTIVITIES

## PLANES, TRAINS AND AUTOMOBILES

After you have read the book to your class, start at the beginning again and ask:

- Can you name the different types of transport shown on each page?
- Which ones have you tried? Have you been sailing or been on a flying fox? Which types of transport would you like to try? Which ones don't you want to try? Why?
- How do you get around? How do you get to school? How do you get to the shops? How do you get to your best friend's house? Where else do you go? How do you get there?
- Discuss safety around different types of transport. Why do people wear helmets when riding a bicycle? What other safety equipment is necessary for some modes of transport?



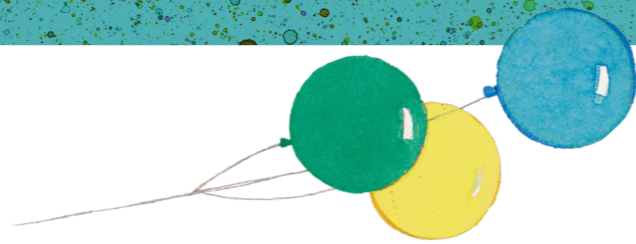
Discuss why transport is important.

- How does it help us every day?
- How does it help people in our community? Talk about people who need wheelchairs, buses, how trucks carry goods, planes take us on holiday and transport goods such as mail through the skies, ships that take us on cruises and transport goods across the seas, hobbies such as sailing, racing cars, riding bikes.
- How do some modes of transport help to keep us healthy? Why is it important to be active? How else can we get exercise if we don't have transport such as a bicycle or scooter (walking, swimming, jogging)?

## PAST, PRESENT, HERE, THERE AND EVERYWHERE

Find some pictures that show types of transport from different countries and through the ages. For example:

- o Horse and carriage
- o Chariots
- o Sailing ships
- o Camel caravans
- o Stagecoaches
- o Steam trains
- o Trams



- How has transport changed throughout the ages? Why has it changed?
- Why do some countries use different ways of moving around (for example, camels in the desert or huskies pulling sleds in the snow)?
- How has transport changed our world?
- Imagine it is thousands of years in the past before the wheel was invented. What modes of transport might have been used? Brainstorm some ideas as a class (they can be serious and silly – riding dinosaurs, woolly mammoths pulling sleds).
- Now imagine it is 100 years in the future. What modes of transport might be used? Break the class into small groups and ask each group to create a futuristic mode of transport.
  - o What does it look like?
  - o What fuel does it use?
  - o Where can it travel to?
- Create an artwork of your futuristic transport.
- Discuss the best ways to get around that don't cause damage to the environment. In small groups, ask children to invent a climate-friendly mode of transport. What does it look like? How will you use it (for example, to get to school, to go to the shops, to travel across or over the seas, to go to different planets)? How does it work? What fuel does it use?

## THE JOY OF LANGUAGE

- The structure of the text is similar to a song children may know: This is the way we brush our teeth. Find some performances of the original song online and sing the song together as a class. You might enjoy this one on YouTube: [https://www.youtube.com/watch?v=4XLQpRI\\_wOQ](https://www.youtube.com/watch?v=4XLQpRI_wOQ).
- The words that follow each verse – for example 'swish, swoosh, wish, whoosh' – are examples of onomatopoeia. Explain that onomatopoeia describes words that sound like the noises they make. For example, 'buzz' is the sound a bee makes, 'splash' is the sound water makes. Find examples of onomatopoeia throughout the book and then brainstorm some other examples.
- Break the class into small groups. Ask each group to come up with four verses about something that they do every day using this same rhyming pattern and structure. You might like to provide some prompts. For example:
  - o *This is the way we help our Dad [or Mum]...*
  - o *This is the way we walk the dog...*
  - o *This is the way we clean our room ...*

Make sure that each verse is followed by some onomatopoeic words!



- Have each group perform their verses to the rest of the class. They might like to put music or actions or percussion to the verses.
- Look at the words used on each page. For example, the scooter page (pp 10-11):

*This is the way we scoot along,*

*scoot along, scoot along,*

*This is the way we scoot along*

*On a sunny, funny morning.*

Ask children which other words could be used to describe how a scooter travels along (for example glide, cruise, roll, zip, spin). Do the same for some of the other pages. Explain to the class that these words are verbs – doing words. As a class, on a large roll of butcher’s paper, create a wall mural of verbs that can be used to describe how objects with wheels move around. Children might like to find pictures of different types of transport to cut out and stick on the mural.

## PARTY TIME!

When the reader reaches the end of the book, we can see that everybody is on their way to a party in the park.

- Did you guess where everyone was going?
- What clues in the illustrations gave it away?
- Is there a clue on every page? Can you find the clues?

The second-last spread shows a bird’s eye view of the park and everyone arriving at the birthday party on their various modes of transport.

- Look carefully at the bird’s eye view. Can you find each type of transport from every page in the story?
- Draw a bird’s eye view of an imaginary park. What would be in your park? A rollercoaster? A lake with pedal boats? Lions?!

Organise a class party!

## MAPS AND GRAPHS

Have children choose one of the modes of transport shown in the book and then draw a map of how the characters in the story might have travelled from home to the birthday in the park (through tunnels, up hills, over a bridge, along the street and so on).

Create a simple graph that shows the number of children who have bicycles, the number of children who have scooters and how many children have neither.

## BOOKS, GLORIOUS BOOKS

Read other books in the *Roadworks* series by Sally Sutton and Brian Lovelock.

Ask children to bring in a favourite picture book that features transport or find one in the library.

Create a classroom library with some other books with a transport theme. Some titles you might like to consider include:

*An Amazing Australian Road Trip* by Jakie Hosking and Lesley Vamos, Walker Books Australia

*Look Inside: Things that Go* by Rob Lloyd Jones and Stefano Tognetti, Usborne

*Tom the Outback Mailman* by Kristin Weidenback, Lothian Books

*Off We Go Around Australia!* by Roland Harvey, Allen & Unwin

*Are We There Yet?* by Alison Lester, Penguin Australia

*Follow that Map!* by Scot Ritchie, Kids Can Press





## 1. LET'S GO BINGO

Write the following words on the board and ask the class to fill in their bingo cards in whatever order they'd like. Once they're ready, explain the rules of bingo to them and then begin calling out the words in random order until someone achieves three in a row and yells "BINGO!". To keep the cards reusable, have the class place tokens on their spaces rather than crossing them out.

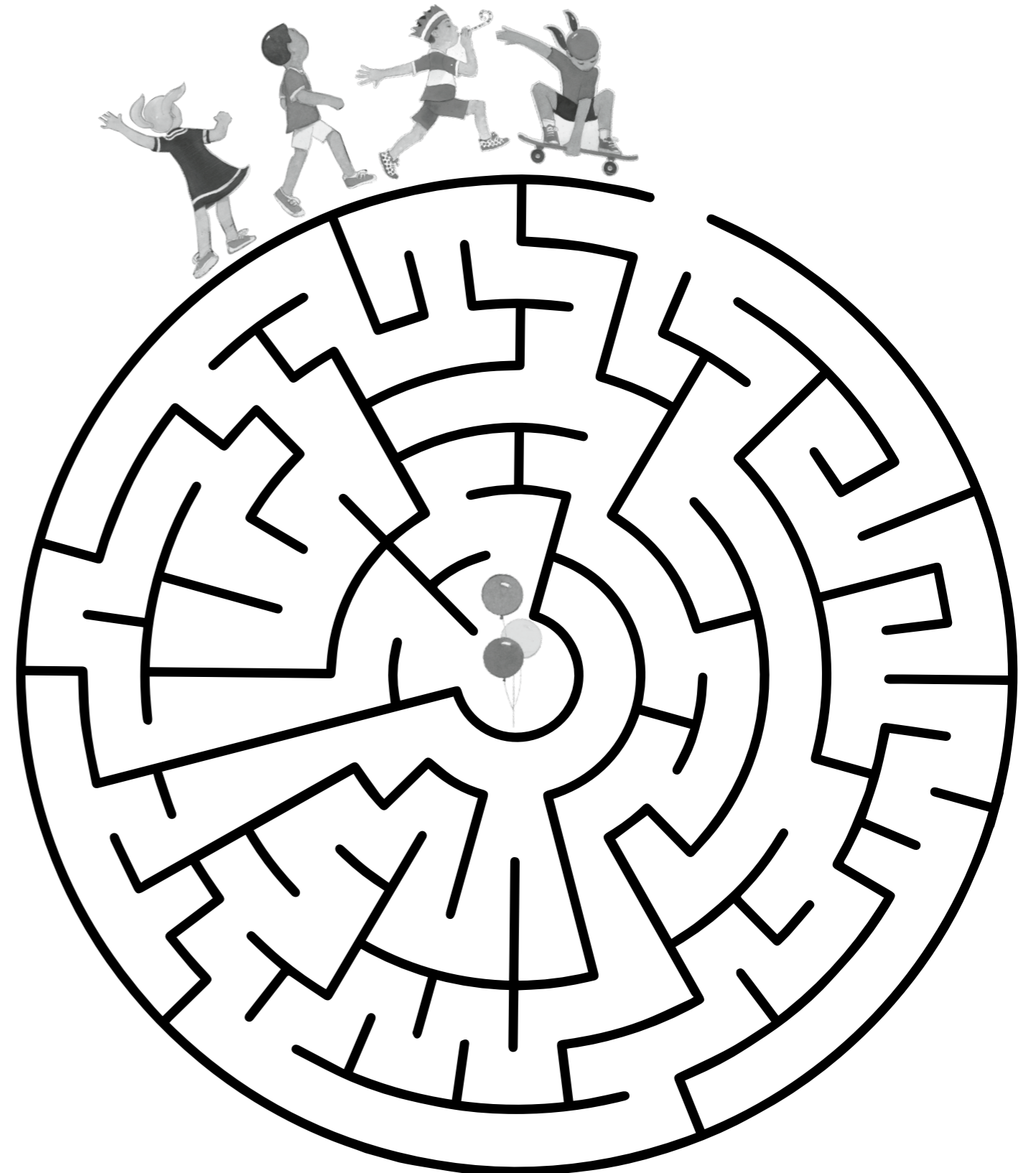
walk glide trike scooter bike swing  
sail skate train bus ride run

Name: .....


Name: .....


## 2. PARTY MAZE

Everyone is heading to the birthday party in the middle of the park. Can you help the characters find their way to the party in time?







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