



Teacher Resource and Activity Pack

A classroom-ready resource for shared reading, comprehension, writing, creativity and social-emotional learning

Prepared for schools, teachers, parents and young readers

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Resource note

This document has been prepared as a school-ready resource pack. Sections with placeholders can be updated once final cover art, page references and colouring-in sheets are available.

The activities intentionally avoid requiring exact page numbers, so they can be used flexibly during whole-class read alouds, small-group reading, literacy rotations or home learning.

1. Resource Overview

This resource pack supports teaching and learning with Harvey's Last Day in Australia. The activities are designed for early childhood and junior primary learners, with a strong focus on oral language, comprehension, vocabulary, emotional literacy, creative thinking and written response. The activities encourage children to make predictions, discuss feelings, explore Australian animals and places, make personal connections, and create their own written and visual responses. Designed for parents and educators, the pack can be used at home, in the classroom, or as part of a shared reading experience.

The pack can be used as a short one-week picture book unit, a series of literacy rotations, a home reading extension, a Book Week resource, a transition or moving-house discussion prompt, or a cross-curricular unit about Australian places, animals and belonging.

Book title	Harvey's Last Day in Australia
Author	David Kulikowski
Suggested year levels	Kindy to Year 3, with strongest links for Year 1 to Year 3
Primary audience	Teachers, school leaders, parents, librarians and literacy support staff
Main characters	Harvey and Roo
Central ideas	Saying goodbye, friendship, family, travel, memory, Australian animals, belonging, courage and change
Learning areas	English, Literacy, Humanities and Social Sciences/Geography, Health and wellbeing, Visual Arts
General capabilities	Literacy, critical and creative thinking, personal and social capability, intercultural understanding

How teachers can use this pack

- Use the lesson sequence as a ready-to-go unit or choose individual activities to match your class needs.
- Print the worksheet templates at the end of the document for independent work, rotations or home learning.
- Add final illustrations, colouring sheets or page references where placeholders are marked.
- Differentiate by allowing oral responses, drawings, sentence starters, shared writing, partner work or extended writing.
- Use the assessment checklists and rubrics to collect evidence for reading, writing and speaking/listening outcomes.

2. Book Overview and Teaching Purpose

Harvey's Last Day in Australia follows Harvey and Roo as they reflect on places, animals and memories connected to Australia before Harvey begins a new chapter. The book gives children a gentle way to explore change, goodbyes, friendship and the special places that help shape who we are.

The story is especially useful for classrooms because it links personal experience with bigger ideas children can understand: home, belonging, family, travel, courage, memory and the mixed feelings that can come with change.

Teacher framing statement

This is a story about remembering special places, caring about friends and family, and finding courage when something is changing. As we read, we will think about what Harvey notices, how he feels, and how Roo helps him along the way.

Key teaching opportunities

- Build prediction and inference skills through the title, cover, character actions and illustrations.
- Strengthen vocabulary by exploring words connected to feelings, movement, place and Australian environments.
- Support emotional literacy by discussing nervousness, sadness, excitement, bravery, comfort and belonging.
- Use illustrations to practise visual literacy and evidence-based discussion.
- Invite children to make personal connections to family, travel, moving, memories and special places.
- Extend the text through postcards, letters, travel posters, new story pages and creative visual responses.

3. Suggested Curriculum Connections

The following links are written as broad curriculum connections so schools can align them to their local planning documents, state requirements and year-level achievement standards.

Learning area	Relevant skills	Example activities in this pack
English: Reading and Viewing	Predicting, sequencing, retelling, identifying characters and settings, using evidence from words and pictures.	Cover prediction, stop-and-think questions, retell the journey, beginning-middle-end, illustration detective.
English: Literature	Responding to characters, discussing themes, exploring personal connections and author purpose.	Making connections, feelings tracker, discussion circle, letter to Roo.
English: Writing	Planning, composing, editing and publishing short imaginative, informative and personal texts.	Postcard from Harvey, My Last Day in Australia, create a new page, travel poster.
Speaking and Listening	Sharing ideas, listening to others, explaining opinions, presenting creative work.	Pair-share predictions, class mural, poster presentation, discussion cards.
HASS/Geography	Places, features of places, connection to place, maps and Australian environments.	Australia memory map, travel poster, Australian animal research.
Health and wellbeing	Recognising emotions, coping with change, friendship and support networks.	Feelings suitcase, character feelings tracker, goodbye and belonging discussion.
Visual Arts	Using colour, shape and detail to communicate ideas and feelings.	Illustration detective, colouring sheets, new book page, class mural.

Assessment evidence teachers may collect

Oral responses during discussion, completed worksheets, student drawings, written postcards or letters, retell sequencing tasks, presentation of posters, and teacher observation notes.

4. Unit Planning Guide

This suggested sequence can be taught over one week, or expanded into a two-week unit with additional writing, visual arts and geography tasks.

Session	Focus	Main activities	Resources	Evidence of learning
1	Before reading	Cover prediction, Australia memory map, feelings suitcase discussion.	Book cover, map of Australia, worksheet templates.	Predictions, oral language, drawing labels.
2	Shared reading	Read aloud, pause for stop-and-think questions, identify key events.	Book, sticky notes or class chart.	Student responses and teacher observations.
3	Comprehension and emotion	Feelings tracker, making connections, character comparison.	Feelings chart, worksheet templates.	Evidence-based statements and personal connections.
4	Language and illustration	Describing Australia word bank, illustration detective, powerful words poster.	Selected illustrations, word bank chart.	Vocabulary use and visual literacy responses.
5	Creating texts	Postcard from Harvey, letter to Roo or create a new page.	Writing templates, art materials.	Written response, sentence structure, creativity.
6 optional	Cross-curricular extension	Travel poster, class mural, animal fact page or word search.	Templates, animal images, map.	Presentation, artwork, animal facts and reflection.

Suggested weekly timetable

- Day 1: Introduce the text, make predictions and discuss special Australian places.
- Day 2: Read the story aloud and record Harvey's feelings as a class.
- Day 3: Re-read selected pages and focus on inference, personal connections and vocabulary.
- Day 4: Complete a writing response such as a postcard, letter or new page for the book.
- Day 5: Share creative work, complete reflection and collect assessment evidence.

5. Before Reading Activities

Activity 1: Cover Prediction

Suggested year levels: Kindy to Year 3	Time: 15 to 25 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students use the title, cover image and prior knowledge to make thoughtful predictions about the story.
Success criteria	I can explain what I think the story may be about. I can use clues from the cover to support my idea.
Materials	Book cover, interactive whiteboard or printed copy, prediction worksheet.
Teaching steps	• Show students the cover without reading the story. • Read the title aloud and ask students to notice the words Last Day and Australia. • Invite students to describe what they can see: characters, colours, animals, setting, facial expressions and clues about mood. • Record predictions using the sentence starter: I think Harvey and Roo will... • After reading, return to the predictions and discuss which ones changed.
Differentiation	Allow students to draw their prediction instead of writing. Provide sentence starters and word banks for students needing support.
Extension	Ask students to justify their prediction using evidence: I think this because I can see...
Assessment notes	Look for students who can link a prediction to a visual or title clue.

Activity 2: Australia Memory Map

Suggested year levels: Pre-primary to Year 3	Time: 25 to 40 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students identify Australian places that are special, familiar or interesting and connect them to the idea of home and memory.
Success criteria	I can name a place in Australia. I can explain why a place might be special to someone.
Materials	Map of Australia, sticky notes, coloured pencils, worksheet template.
Teaching steps	• Display a map of Australia and identify your school location. • Ask students what places they know, have visited, or have heard about. • Discuss beaches, bushland, cities, farms, outback, parks, landmarks and family places. • Students draw or label one special Australian place. • Students complete: A special place in Australia is _____ because _____.
Differentiation	Students can point to a place, verbally explain their idea, or draw a picture if writing is difficult.
Extension	Students add compass directions or create a short travel route for Harvey and Roo.
Assessment notes	Collect student sentences to assess place vocabulary and simple explanation.

Activity 3: Feelings Suitcase

Suggested year levels: Kindy to Year 3	Time: 25 to 35 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students explore what memories, people, places and objects can help someone feel safe during change.
Success criteria	I can identify feelings connected to saying goodbye or moving. I can choose items or memories that might comfort a character.
Materials	Suitcase template, pencils, feelings word bank.
Teaching steps	• Explain that when someone leaves a place, they may take important things and memories with them. • Brainstorm what Harvey might pack if he was leaving Australia. • Discuss the difference between objects and memories. • Students draw five items or memories inside a suitcase. • Students share one item and explain why it matters.
Differentiation	Use picture prompts such as family, toy, beach, pet, book, photo, animal or home.
Extension	Students write a short explanation for each item in the suitcase.
Assessment notes	Listen for students naming feelings and explaining why an item or memory may matter.

6. During Reading Activities

Activity 4: Stop and Think Questions

Suggested year levels: Kindy to Year 3	Time: During shared reading	Grouping: Whole class, small group or independent
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Learning intention	Students pause during the story to monitor meaning, infer feelings and discuss what is happening.
Success criteria	I can answer questions about the story. I can use words and pictures to explain my thinking.
Materials	Book, stop-and-think question cards, sticky notes or class chart.
Teaching steps	• Read the story aloud slowly and with expression. • Pause at key moments, especially when Harvey notices places, animals or signs of leaving. • Ask literal questions first, then inference questions. • Record strong student responses on a class chart under What we know and What we infer. • Encourage students to agree, build on or respectfully challenge each other's ideas.
Differentiation	Use yes/no, either/or and picture-supported questions for younger students.
Extension	Students generate their own stop-and-think questions for a partner.
Assessment notes	Assess whether students can refer to a detail from the text or illustration when answering.

Activity 5: Character Feelings Tracker

Suggested year levels: Pre-primary to Year 3	Time: 25 to 40 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students track how Harvey's feelings may change across the story.
Success criteria	I can name a character feeling. I can give evidence for why the character may feel that way.
Materials	Feelings tracker template, emotion word bank, book.
Teaching steps	• Before reading, introduce feelings words: excited, nervous, sad, proud, brave, worried, curious, happy, calm. • After each major part of the story, ask: How might Harvey be feeling now? • Students place or write a feeling in the tracker for beginning, middle and end. • Students add evidence from words, pictures or character actions. • Discuss how one person can feel more than one feeling at the same time.
Differentiation	Provide emoji faces or feelings cards for students to choose from.
Extension	Students add a second feeling and explain mixed emotions.
Assessment notes	Look for evidence-based statements: Harvey feels _____ because _____.

Activity 6: Making Connections

Suggested year levels: Year 1 to Year 3	Time: 25 to 35 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students connect the story to their own experiences, other texts and the wider world.
Success criteria	I can explain how the story reminds me of something in my life, another story or the world.
Materials	Connection worksheet, sentence starters.
Teaching steps	• Introduce three types of connections: text-to-self, text-to-text and text-to-world. • Model one connection: This story reminds me of a time when... • Students choose one connection and draw or write it. • Invite students to share with a partner. • Discuss how connections help readers understand characters more deeply.
Differentiation	Students choose from visual prompts such as moving house, saying goodbye, holiday, family, pet, friend or special place.
Extension	Students write all three types of connections.
Assessment notes	Review whether students explain the connection rather than only naming it.

7. After Reading Comprehension Activities

Activity 7: Retell the Journey

Suggested year levels: Kindy to Year 3	Time: 25 to 45 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students retell the main events of the story in order.
Success criteria	I can retell what happened using sequence words.
Materials	Retell template, picture cards or student drawings.
Teaching steps	• Revisit the story and identify the main events. • Teach or revise sequence words: first, next, then, after that, finally. • Students draw or write the events in order. • Students practise orally retelling their sequence to a partner. • Students check whether the retell includes characters, setting and key events.
Differentiation	Provide four picture boxes instead of five. Students can orally retell to an adult scribe.
Extension	Students include feelings and setting details in each step.
Assessment notes	Assess sequence accuracy and use of time connectives.

Activity 8: Beginning, Middle and End

Suggested year levels: Pre-primary to Year 3	Time: 25 to 35 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students identify the basic structure of the story.
Success criteria	I can explain what happened at the beginning, middle and end of a story.
Materials	Beginning-middle-end worksheet, book.
Teaching steps	• Create a class three-column chart. • Ask students what happened at the beginning: Who did we meet? What was happening? • Ask students what happened in the middle: Where did Harvey and Roo go? What did they notice? • Ask students what happened at the end: What changed? How did Harvey feel? • Students complete their own three-part response.
Differentiation	Students draw one picture for each part and orally explain it.
Extension	Students add a sentence about the message or lesson of the story.
Assessment notes	Look for accurate event selection, not minor details only.

Activity 9: Harvey and Roo Character Comparison

Suggested year levels: Year 1 to Year 3	Time: 30 to 40 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students compare the two main characters and identify similarities and differences.
Success criteria	I can describe two characters. I can explain how they are similar and different.
Materials	Venn diagram or comparison table, character word bank.
Teaching steps	• Brainstorm words to describe Harvey and Roo. • Discuss what each character does in the story. • Students sort descriptions into Harvey, Roo or Both. • Students choose one similarity and one difference to explain. • Class discussion: How does Roo help Harvey?
Differentiation	Provide word cards such as brave, helpful, kind, nervous, adventurous, caring, curious.
Extension	Students write a paragraph comparing the characters.
Assessment notes	Assess character understanding and use of comparative language.

8. Language and Illustration Activities

Activity 10: Describing Australia Word Bank

Suggested year levels: Kindy to Year 3	Time: 25 to 40 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students build vocabulary for places, animals, feelings and describing words.
Success criteria	I can collect useful words. I can use describing words in my own sentence.
Materials	Large chart paper, word bank worksheet, coloured markers.
Teaching steps	• Create four headings: Places, Animals, Feelings, Describing Words. • Add examples from the story and from student prior knowledge. • Encourage sensory words: bright, warm, noisy, quiet, wide, sandy, green, peaceful. • Students choose words to write three descriptive sentences. • Share strong examples and discuss how descriptive words help readers picture a place.
Differentiation	Allow students to copy from a shared word bank.
Extension	Students write a short descriptive paragraph about a place Harvey visits or could visit.
Assessment notes	Assess vocabulary use and sentence completeness.

Activity 11: Illustration Detective

Suggested year levels: Pre-primary to Year 3	Time: 25 to 40 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students use illustrations as evidence to understand setting, character and mood.
Success criteria	I can notice details in an illustration. I can explain what the picture tells me.
Materials	Selected illustration, magnifying glass prompt card, worksheet.
Teaching steps	• Choose one illustration from the story or display it to the class. • Ask students to silently notice details for 30 seconds. • Prompt discussion: What do you notice first? What colours are used? What feeling does the picture show? • Students identify details that tell more than the words alone. • Students complete the illustration detective worksheet.
Differentiation	Use partner talk before written responses.
Extension	Students compare two illustrations and explain how mood changes.
Assessment notes	Look for visual evidence and explanatory language.

Activity 12: Powerful Words Poster

Suggested year levels: Year 1 to Year 3	Time: 30 to 45 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students explore important words connected to the themes of the story.
Success criteria	I can choose an important word and show what it means in the story.
Materials	Poster paper, pencils, word cards.
Teaching steps	• Display powerful words: home, goodbye, memory, brave, friendship, journey, belonging, adventure, family. • Discuss the meaning of each word in everyday life and in the story. • Students choose one word and create a mini poster. • Poster must include the word, a simple definition, a picture and a sentence. • Students present the word to a small group.
Differentiation	Provide sentence frame: In the story, _____ means _____.
Extension	Students add synonyms and antonyms.
Assessment notes	Assess conceptual understanding of vocabulary and theme.

9. Creating Texts Activities

Activity 13: Postcard from Harvey

Suggested year levels: Year 1 to Year 3	Time: 30 to 45 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students write from a character's point of view using details from the story.
Success criteria	I can write a postcard as Harvey. I can include a place, a feeling and a memory.
Materials	Postcard template, word bank, book.
Teaching steps	• Discuss who Harvey might send a postcard to. • Model a short postcard using the structure: Dear..., Today Roo and I visited..., I felt..., I will always remember... • Students plan their place, feeling and memory. • Students write and illustrate their postcard. • Students read their postcard aloud to a partner.
Differentiation	Provide sentence starters and a reduced number of blanks.
Extension	Students write a reply postcard back to Harvey.
Assessment notes	Assess point of view, sentence structure and inclusion of story details.

Activity 14: My Last Day in Australia

Suggested year levels: Year 1 to Year 3	Time: 40 to 60 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students write a personal imaginative response inspired by the story.
Success criteria	I can plan and write about a special last day. I can include who, where, what and how I feel.
Materials	Writing planner, lined paper, art materials.
Teaching steps	• Ask students to imagine it was their last day in Australia. • Brainstorm places to visit, people to see, animals to meet and memories to keep. • Students complete a planner with five prompts. • Students write a short story or paragraph. • Students revise by checking: capital letters, full stops, details and feelings.
Differentiation	Students may draw and label their plan before writing.
Extension	Students write a full narrative with orientation, complication and resolution.
Assessment notes	Assess planning, personal detail, sequencing and emotional vocabulary.

Activity 15: Create a New Page for the Book

Suggested year levels: Kindy to Year 3	Time: 40 to 60 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students design an additional page that fits the style and themes of the story.
Success criteria	I can create a new page with a place, an animal, a feeling and a sentence.
Materials	Blank page template, coloured pencils, optional animal reference images.
Teaching steps	• Explain that students will add one extra page to the book. • Students choose one Australian place, one Australian animal and one feeling. • Students draft one sentence Harvey might say or think. • Students create an illustration to match their sentence. • Create a class book or display titled More Adventures with Harvey and Roo.
Differentiation	Provide animal choices and sentence starter: Harvey and Roo saw a _____. Harvey felt _____ because _____.
Extension	Students write a two-page spread with dialogue.
Assessment notes	Assess connection to the original story, sentence clarity and visual detail.

Activity 16: Letter to Roo

Suggested year levels: Year 1 to Year 3	Time: 30 to 45 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students write a thank-you letter from Harvey to Roo.
Success criteria	I can write a letter. I can explain how Roo helped Harvey.
Materials	Letter template, word bank.
Teaching steps	• Discuss what Roo does for Harvey in the story. • Model a simple letter with greeting, body and sign-off. • Students complete the letter frame or write independently. • Students include a favourite part of the adventure and one feeling. • Students share letters in pairs.
Differentiation	Use a cloze template with key words available.
Extension	Students write a second letter from Roo back to Harvey.
Assessment notes	Assess letter structure, gratitude language and character understanding.

10. Creative and Cross-Curricular Activities

Activity 17: Australian Animal Colouring and Fact Pages

Suggested year levels: Kindy to Year 3	Time: 30 to 45 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students combine creative colouring with simple information about Australian animals.
Success criteria	I can colour carefully. I can write or share one fact about an Australian animal.
Materials	Colouring sheets for Harvey, Roo, koala, echidna, magpie, quokka, kookaburra and wombat; animal fact prompts.
Teaching steps	• Provide one colouring page per student or allow choice. • Discuss the animal's features and where it might live. • Students colour the page and add one fact or sentence. • Students share their page with a partner or add it to a class display. • Optional: create an Australian animals mini-book.
Differentiation	Students can copy a fact from a class chart or dictate to an adult.
Extension	Students research diet, habitat and one interesting fact.
Assessment notes	Assess oral explanation, fact accuracy and presentation.

Activity 18: Harvey Word Search

Suggested year levels: Year 1 to Year 3	Time: 20 to 30 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students practise vocabulary from the story in an engaging word search format.
Success criteria	I can find and read key words from the story.
Materials	Word search template or generated grid.
Teaching steps	• Introduce the word list and read each word aloud. • Discuss meanings of selected words such as belonging, journey and memory. • Students complete the word search. • Students choose three words and use each in a sentence. • Optional: students design their own word search for a friend.
Differentiation	Use a shorter word list and larger grid for younger students.
Extension	Students sort words into categories: characters, animals, places, feelings and actions.
Assessment notes	Assess vocabulary recognition and sentence use.

Activity 19: Design a Travel Poster

Suggested year levels: Year 1 to Year 3	Time: 45 to 70 minutes	Grouping: Whole class, small group or independent
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Learning intention	Students create a persuasive visual text encouraging people to visit Australia.
Success criteria	I can create a poster with a title, picture, place, animal and reason to visit.
Materials	Poster planner, A3 paper, pencils, optional reference images.
Teaching steps	• Show examples of travel posters or advertisements. • Discuss persuasive language such as visit, explore, discover and enjoy. • Students choose a place in Australia and an animal to feature. • Students write a short reason to visit and create a bold illustration. • Students present their poster using one persuasive sentence.
Differentiation	Provide poster headings and sentence starters.
Extension	Students add three persuasive reasons and a slogan.
Assessment notes	Assess audience awareness, persuasive detail and visual communication.

Activity 20: Class Mural

Suggested year levels: Kindy to Year 3	Time: 60 minutes or ongoing	Grouping: Whole class, small group or independent
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Learning intention	Students collaboratively create a mural representing Harvey and Roo's Australian adventure.
Success criteria	I can contribute one detailed part to a class artwork. I can explain how my part connects to the story.
Materials	Large backing paper, art materials, animal/place templates.
Teaching steps	• Create a large display title: Harvey and Roo's Australian Adventure. • Assign each student one element: animal, place, map marker, memory, suitcase item or landscape. • Students create and label their element. • Arrange pieces together to form a journey or map. • Hold a gallery walk where students explain their contribution.
Differentiation	Provide templates and pre-cut shapes.
Extension	Students add speech bubbles or captions from Harvey or Roo.
Assessment notes	Assess oral explanation and connection to the story.

11. Discussion Questions

Use these questions for whole-class discussion, small groups, oral language warm-ups, reading response journals or assessment conferences.

Question type	Questions
Literal questions	• Who are the main characters? • Where does the story take place? • What does Harvey notice during the story? • Who helps Harvey? • What happens at the end?
Inferential questions	• Why might Harvey feel sad or nervous? • How does Roo help Harvey? • What clues show us how Harvey is feeling? • Why are memories important in this story? • What message might the author want readers to understand?
Personal response questions	• Have you ever had to say goodbye to someone or somewhere? • What place feels like home to you? • What would you miss if you moved away? • Who would you take on a special adventure? • What memory would you keep forever?
Creative thinking questions	• What other Australian animal could Harvey meet? • What new place could be added to the story? • How might Roo feel at the end? • What would happen if Harvey came back to visit? • What object would symbolise Harvey's memories of Australia?

12. Assessment Tools

Reading comprehension checklist

Skill	Emerging	Developing	Secure
Predicts using cover/title clues	Needs prompting	Makes a simple prediction	Uses evidence to justify prediction
Retells story events	Retells isolated details	Retells main events with some order	Retells beginning, middle and end clearly
Identifies character feelings	Names basic feelings	Links feeling to a story moment	Uses evidence from words or pictures
Makes connections	Shares a personal idea	Explains a relevant connection	Explains how connection helps understanding
Uses vocabulary from the text/unit	Copies words	Uses words in simple sentences	Uses descriptive or thematic words independently

Writing response rubric

Criteria	Beginning	Progressing	Achieving
Ideas	Includes one simple idea	Includes relevant story or personal details	Includes clear details connected to character, place and feeling
Structure	Needs support to organise ideas	Uses a simple beginning and ending	Organises ideas clearly for the chosen text type
Vocabulary	Uses familiar words	Uses some descriptive words	Uses expressive words linked to place, feeling or memory
Conventions	Uses letters/words with support	Uses some capital letters/full stops	Mostly uses sentence punctuation and readable spelling

Speaking and listening evidence

- ☐ Participates in partner or group discussion.
- ☐ Listens to others and builds on ideas.
- ☐ Explains a prediction, connection or opinion.
- ☐ Presents a poster, page or artwork clearly.
- ☐ Uses appropriate volume and eye contact for age level.

13. Differentiation and Inclusion Notes

The activities are designed to be flexible. Teachers can adjust the amount of writing, level of independence and type of response to suit different learners.

Support	Core	Extend
Use oral responses, drawing and adult scribing.	Use sentence starters and word banks.	Write full paragraphs or multi-page texts.
Provide picture cards and feelings icons.	Complete worksheets independently or with a partner.	Add evidence, reasons and alternative viewpoints.
Reduce the number of written responses.	Use the main templates as provided.	Research Australian animals, places or migration stories.
Allow students to point, match, trace or copy key words.	Encourage students to explain their thinking.	Create a class presentation, digital poster or extended narrative.

Sensitive content note

Because the story explores leaving, moving and saying goodbye, some children may connect it to separation, migration, family change or grief. Keep discussion gentle, allow students to pass, and provide drawing or private reflection options.

14. Printable Worksheet Templates

The following templates can be printed directly or copied into separate downloadable PDFs. Add final illustrations or page references where placeholders are shown.

Worksheet 1: Cover Prediction

Look carefully at the cover. Use the title and illustration clues to make a prediction.

Student details

Name: _____ Date: _____

Class: _____

I think Harvey and Roo will...

I think this because I can see...

Draw your prediction here

Worksheet 2: Australia Memory Map

Draw or label a place in Australia that is special, familiar or interesting.

Student details

Name: _____ Date: _____
Class: _____

[INSERT SIMPLE OUTLINE MAP OF AUSTRALIA OR DRAWING SPACE]

A special place in Australia is _____ because
_____.

Worksheet 3: Feelings Suitcase

What would Harvey pack if he was leaving Australia? Add objects, people, places or memories.

Student details

Name: _____ Date: _____

Class: _____

[DRAW A LARGE SUITCASE TEMPLATE HERE]

One thing I would pack is _____ because

_____.

Worksheet 4: Stop and Think Questions

Answer these questions as your teacher reads the story.

Student details

Name: _____ Date: _____
Class: _____

Where are Harvey and Roo now?

What can Harvey see, hear or feel?

How might Harvey be feeling?

How does Roo help Harvey?

What do you think might happen next?

Worksheet 5: Harvey's Feelings Tracker

Track how *Harvey's* feelings change across the story.

Student details
Name: _____ Date: _____
Class: _____

Part of the story	How Harvey feels	Evidence from words or pictures
Beginning		
Middle		
End		

Worksheet 6: Making Connections

Choose one connection and explain your thinking.

Student details

Name: _____ Date: _____
Class: _____

This story reminds me of...

I have felt like Harvey when...

A place I would miss is...

A person or animal I would take on an adventure is...

Draw your connection here

Worksheet 7: Retell the Journey

Use sequence words to retell the story.

Student details
Name: _____ Date: _____
Class: _____

Sequence word	What happened?
First	
Next	
Then	
After that	
Finally	

Worksheet 8: Beginning, Middle and End

Show the three main parts of the story.

Student details
Name: _____ Date: _____
Class: _____

Beginning	Middle	End

Worksheet 9: Harvey and Roo Character Comparison

Compare the two main characters.

Student details
Name: _____ Date: _____
Class: _____

Harvey	Both	Roo

Worksheet 10: Describing Australia Word Bank

Collect words and use them in descriptive sentences.

Student details
Name: _____ Date: _____
Class: _____

Places	Animals	Feelings	Describing words

Sentence 1: The _____ is _____.

Sentence 2: I can see _____.

Sentence 3: Australia feels _____ because _____.

Worksheet 11: Illustration Detective

Look closely at one illustration and record what you notice.

Student details

Name: _____ Date: _____
Class: _____

What do you notice first?

What colours are used?

What feeling does the illustration show?

What does the picture tell us that the words do not?

What Australian details can you find?

Worksheet 12: Powerful Words Poster Planner

Choose one important word from the story.

Student details

Name: _____ Date: _____

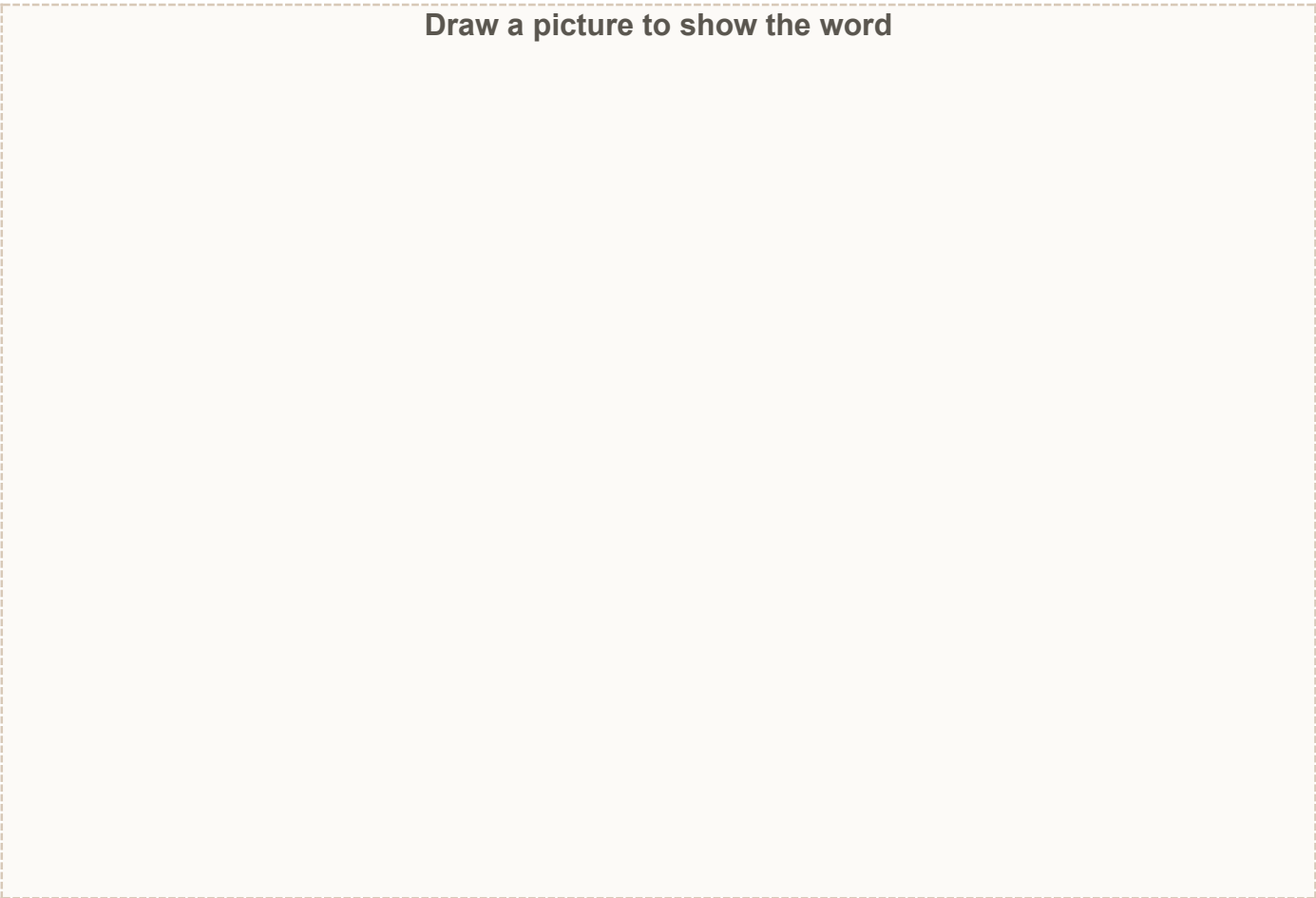
Class: _____

My powerful word is: _____

This word means:

In the story, this word connects to:

Draw a picture to show the word



Worksheet 13: Postcard from Harvey

Write a postcard from Harvey to someone he loves.

Student details	
Name: _____	Date: _____
Class: _____	

Message	Picture
Dear _____,	
Today Roo and I visited _____.	
I saw _____.	
I felt _____ because _____.	
I will always remember _____.	
From Harvey	

Worksheet 14: My Last Day in Australia

Plan your own story response.

Student details	
Name: _____	Date: _____
Class: _____	

Prompt	My ideas
Where would you go?	
Who would you take?	
What animal would you meet?	
What food would you eat?	
What memory would you keep?	

Start writing: If it was my last day in Australia, I would...

Worksheet 15: Create a New Page for the Book

Design one extra page for Harvey and Roo.

Student details
Name: _____ Date: _____
Class: _____

My page plan	My illustration
Australian place: _____ Australian animal: _____ Feeling: _____ Harvey and Roo were: _____ _____ _____ _____ _____ _____ _____	

Worksheet 16: Letter to Roo

Write a thank-you letter from Harvey to Roo.

Student details

Name: _____ Date: _____

Class: _____

Dear Roo,

Thank you for _____.

My favourite part of our adventure was _____.

You helped me feel _____ because _____.

I will always remember _____.

From Harvey

Worksheet 17: Australian Animal Illustration and Fact

Choose an animal from the story or from Australia.

Student details
Name: _____ Date: _____
Class: _____

Draw an Australian Animal (or use a colouring in sheet)

Examples: Roo, koala, echidna, magpie, quokka, kookaburra, wombat

Animal name: _____

One fact about this animal is:

Worksheet 18: Harvey Word Search

Find the words in the word search and write them in the box below

Student details

Name: _____ Date: _____
Class: _____

[Write the words that you find in the word search here, be creative]

Worksheet 19: Design a Travel Poster

Create a poster called *Come and Visit Australia!*

Student details

Name: _____ Date: _____
Class: _____

Place to visit: _____

Animal to include: _____

Reason to visit: _____

Slogan: _____

Poster planning space

Worksheet 20: Class Mural Contribution

Plan your part of the class mural. What is a mural and why do we have them?

Student details

Name: _____ Date: _____
Class: _____

My mural piece will be a: ☐ place ☐ animal ☐ memory ☐ suitcase item ☐ building

My label will say: _____

This connects to the story because:

Sketch your mural piece here

Worksheet 21: Word Wall

Thank you for downloading this resources
from storiesbydavidk.com.au

HARVEY'S LAST DAY IN AUSTRALIA



Join Harvey and Roo on their Aussie Adventure

**This resource contains words extracted from
the book *Harvey's Last Day in Australia*.**

The words can be used to create a word wall
display to help children write more creative stories
and to use words that might not be familiar.

You may choose to laminate each page before
cutting out the words to make it more durable if
planning to re-use or share with others.

If you have new ideas for resource that might be useful,
please contact us and we can see if it's something that
we can arrange together.

Email: storiesbydavidk@gmail.com
Website: storiesbydavidk.com.au

Australia

Kangaroo

Tasmania

Memory

Sleepy

Dreaming

Cackling

Vibrant

Cheeky

Leaping

Dangerous

Mining

Curious

Delight

Selfie

Leapt

Cruised

Twirled

Raced

Noticed

Muddy

Yawned

Drover

Cattle

Drifted

Memories

Treasure

Shine

Magic

Courage

Magpie



Koala



Echidna



Kookaburra



Quokka



Worksheet 22: Prediction



Predict what you think will happen in this book

I predict that the characters in the story are...

Main Characters: _____

Other Characters: _____

I predict that the story is located in...

I predict that the story is about...

I predict that the story will end...

Worksheet 23: Summarising



Write a summary of this book using the template below

Main Character/s	Location (Setting)
Beginning (What happened at the start of the story)	
Middle (What was the interesting thing that happened)	
End (What happened at the end of the story)	

HARVEY'S LAST DAY IN AUSTRALIA



Draw a summary of what you wrote using the template below

Main Character/s	Beginning
Middle	End

Worksheet 24: Creative Writing

Write a summary of your own book using the template below

The title of my book is:

This book is written and illustrated by:

Main Character/s ----- -----	Location (Setting) ----- -----
Beginning (What happened at the start of your story) ----- -----	
Middle (What were the interesting things that happened) 1. ----- 2. -----	
End (What happened at the end of your story) ----- -----	

Draw a summary of what you wrote using the template below

Main Character/s	Location (Setting)
Beginning	Middle (Part 1)
Middle (Part 2)	End

Worksheet 25: Fiction and Non-fiction



Describe what makes Roo a fictional character.

Non-fiction



Fiction



Roo is a fictional character because...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

HARVEY'S LAST DAY IN AUSTRALIA



Create your own fictional character using Roo as an example.

Non-fiction



Fiction



Non-fiction



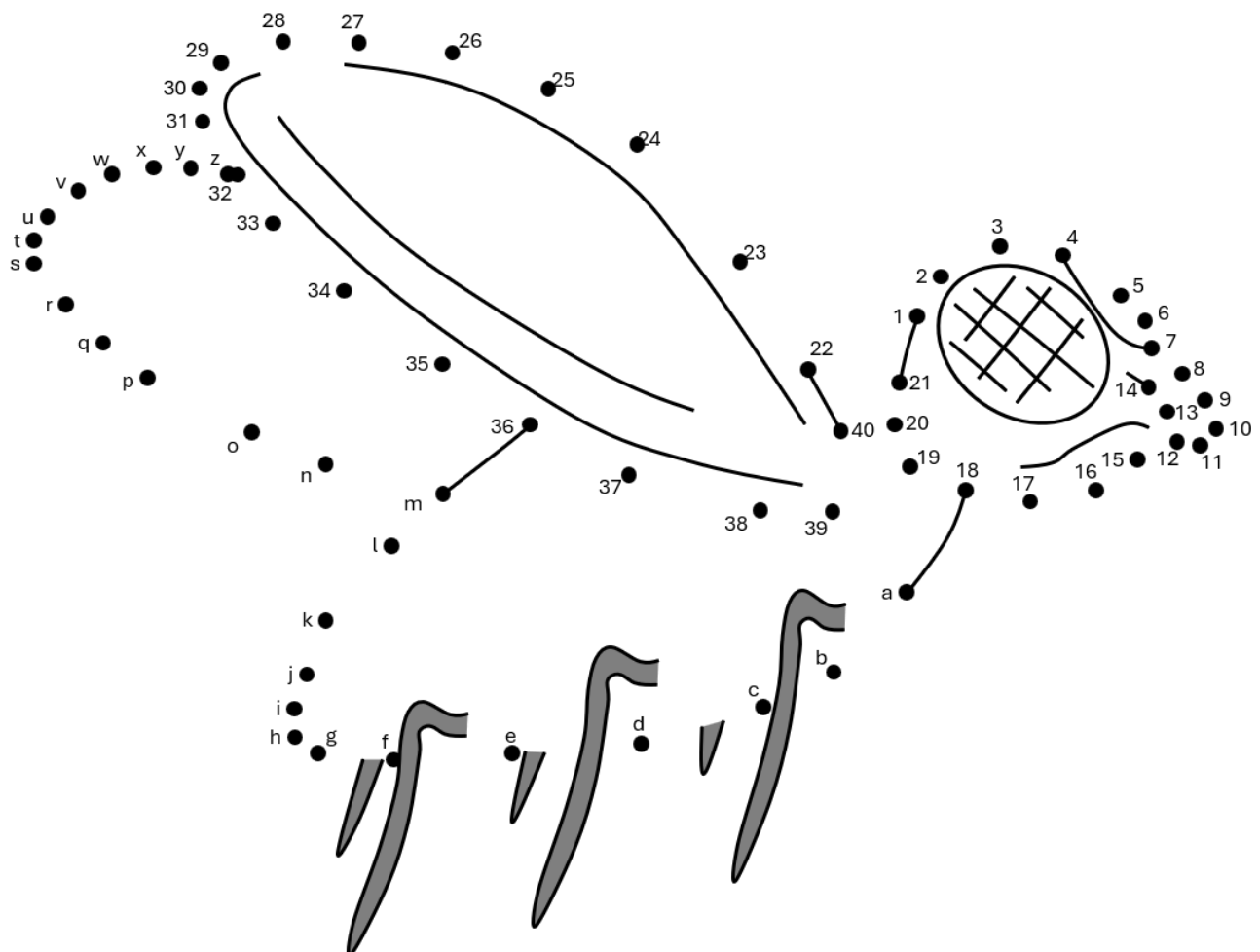
Fiction



Worksheet 26: Join the dots



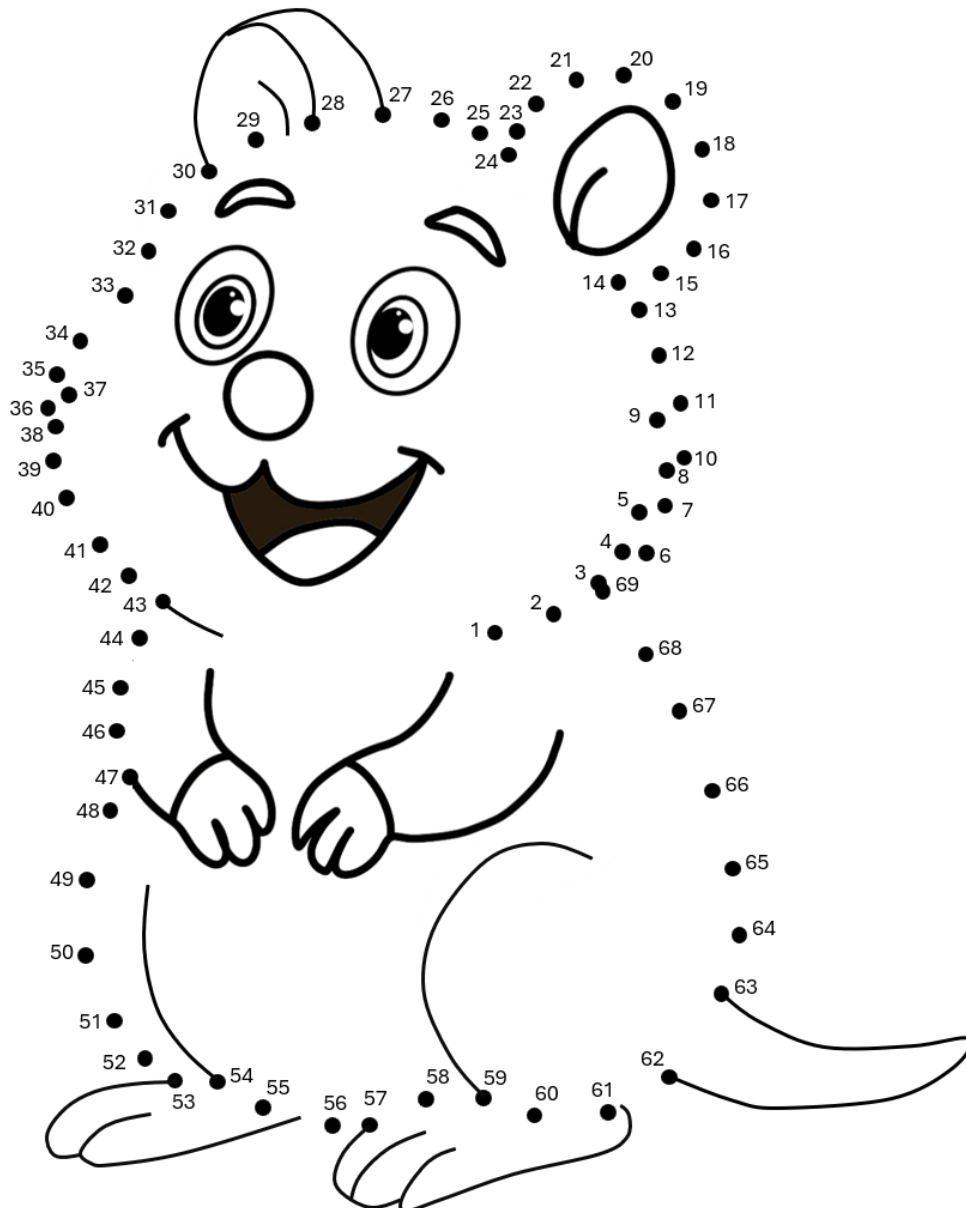
Join the dots to uncover a character from *Harvey's Last Day in Australia*



HARVEY'S LAST DAY IN AUSTRALIA



Join the dots to uncover a character from *Harvey's Last Day in Australia*



Worksheet 27: Understanding Feelings

Feelings Thermometer

HARVEY'S LAST DAY IN
AUSTRALIA

6		ANGRY Why are you feeling like this, do you need to take a deep breath?
5		FRUSTRATED Why are you feeling like this, do you need to take a break?
4		TIRED Why are you feeling like this, do you need to have longer sleep?
3		CALM Why are you feeling like this, are you ready to learn?
2		GIGGLY Why are you feeling like this, should you be concentrating on something?
1		HAPPY Why are you feeling like this, what made you happy today?



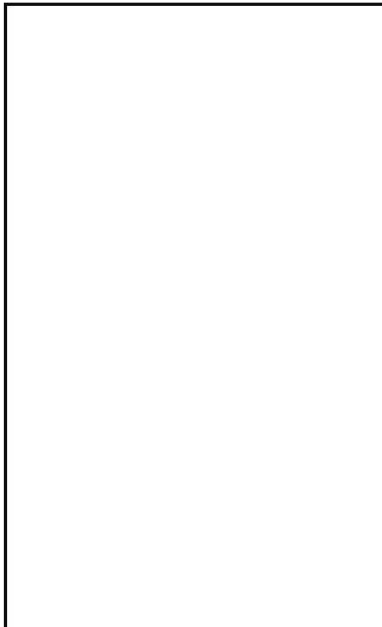
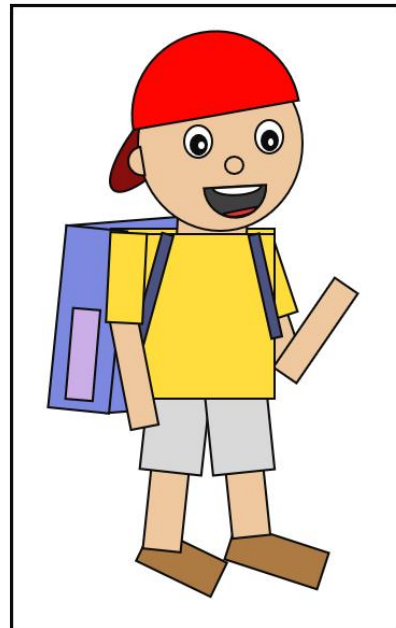
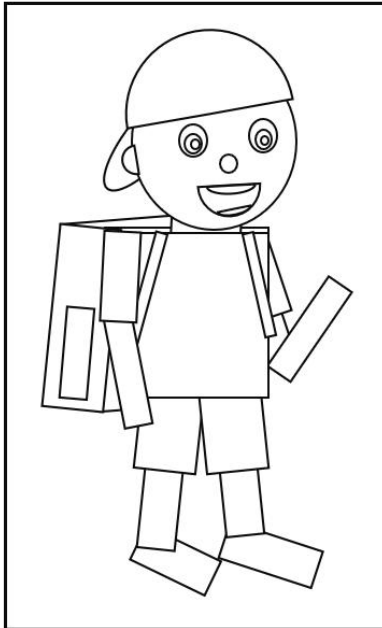
It's ok to have big feelings.
Talk about it. Take a breath. You've got this!



Worksheet 28: Drawing Skills



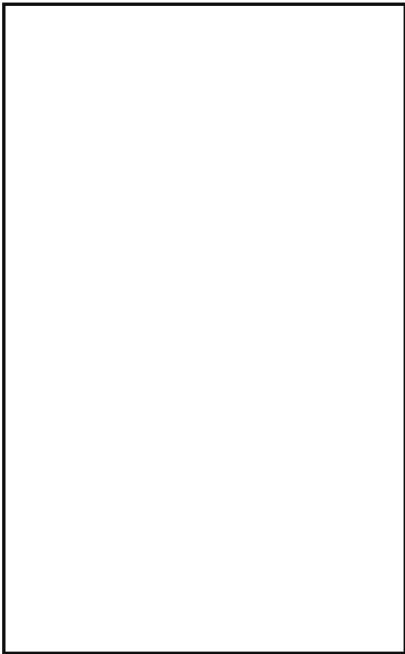
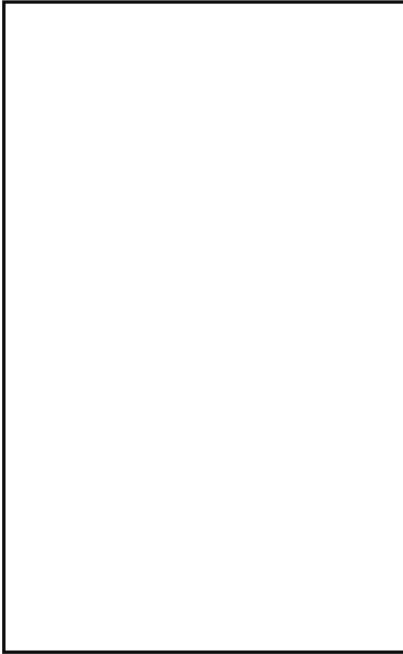
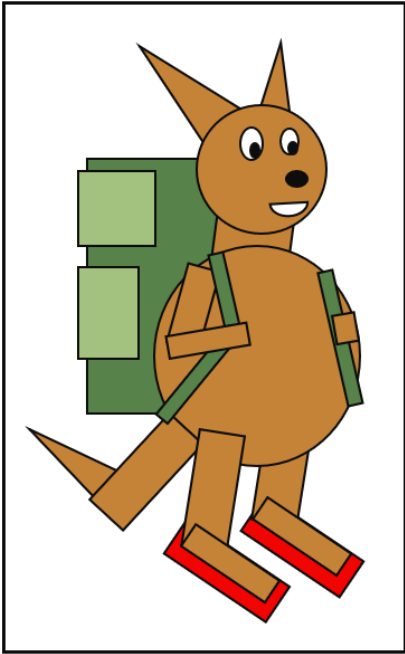
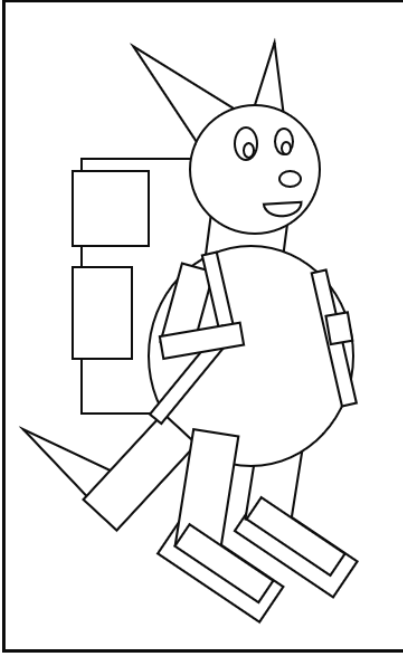
Drawing Harvey using simple shapes



HARVEY'S LAST DAY IN AUSTRALIA



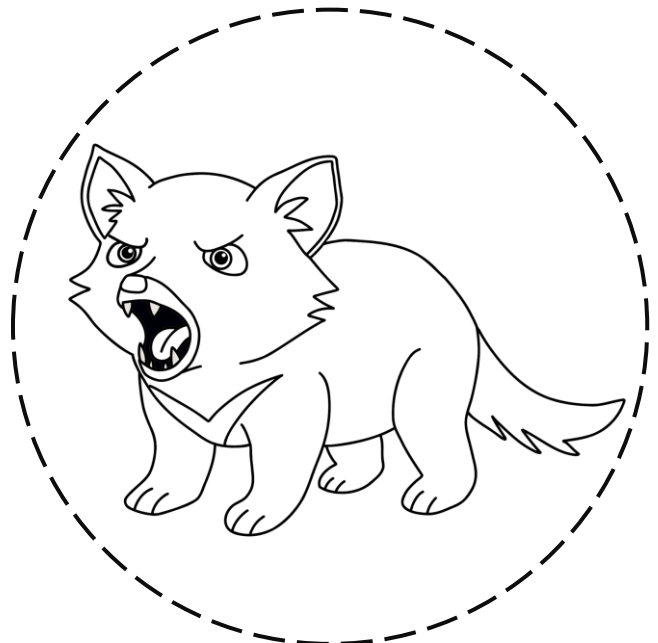
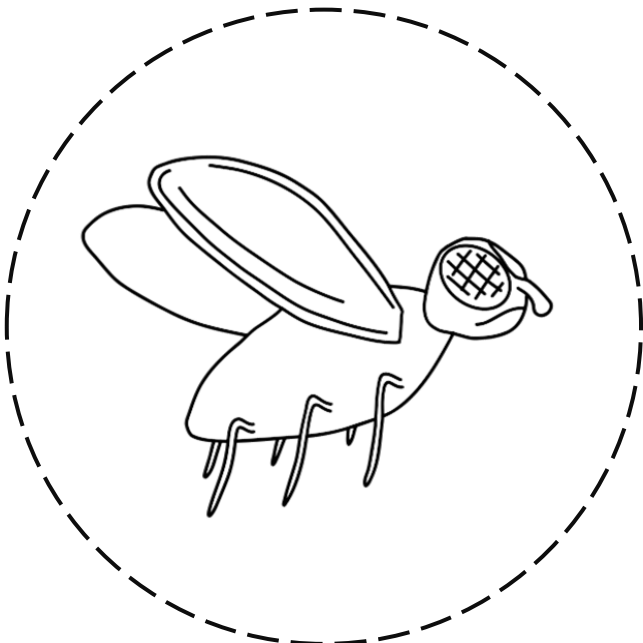
Drawing Roo using simple shapes

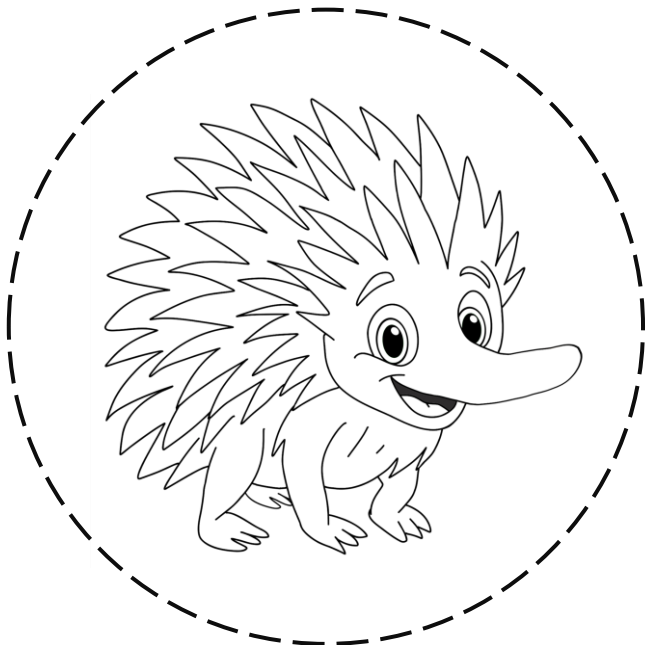
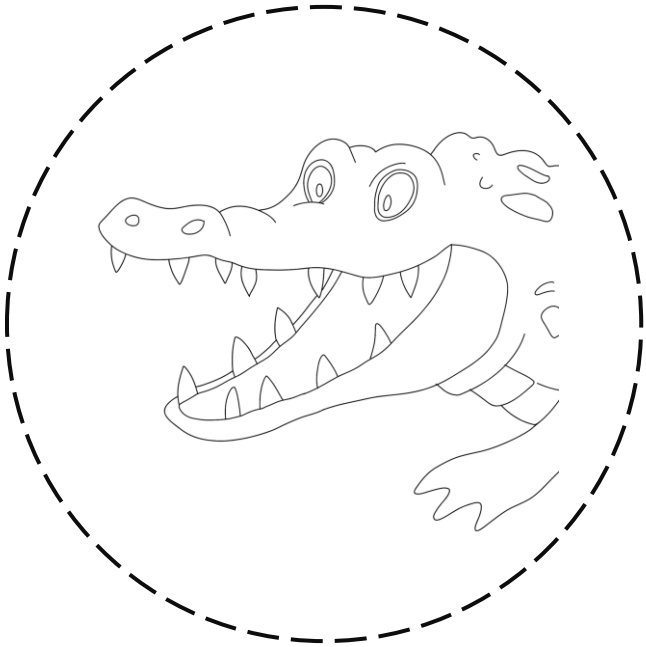
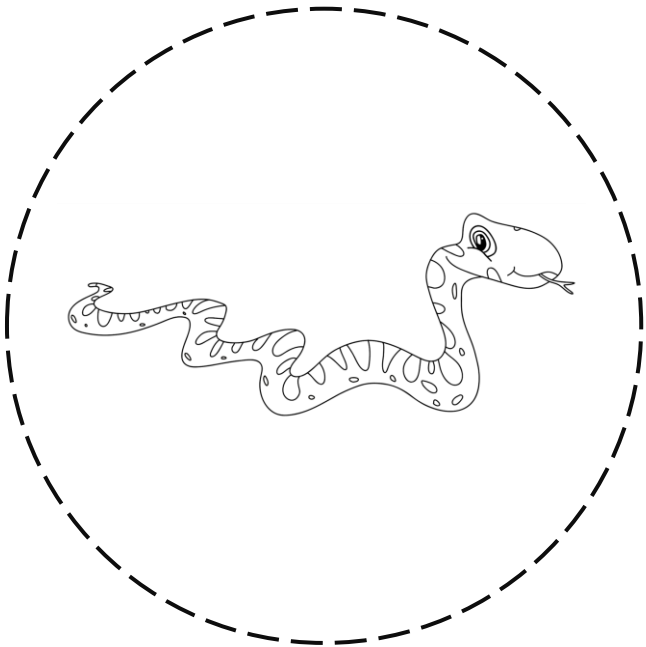


Puppet Show

Instructions:

0. *Optional to laminate the pages if re-using the activity*
1. Cut out the character cards
2. Glue the cards onto a pop stick
3. Ask about the behaviour and/or sound of each character
4. Allow children to interact with their puppets
5. Re-read the book and allow children to act out their puppet when its their turn (behaviour and/or sound).
6. Print the scene posters so children can imaginative play

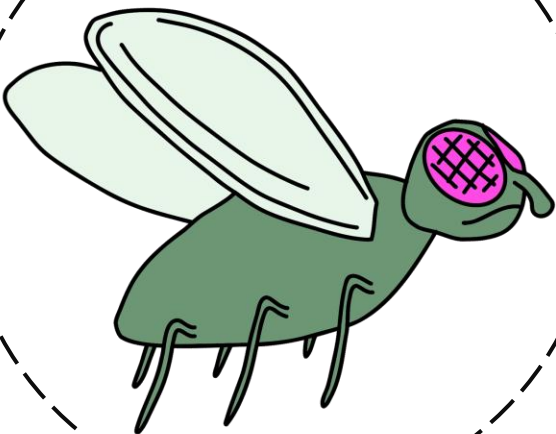


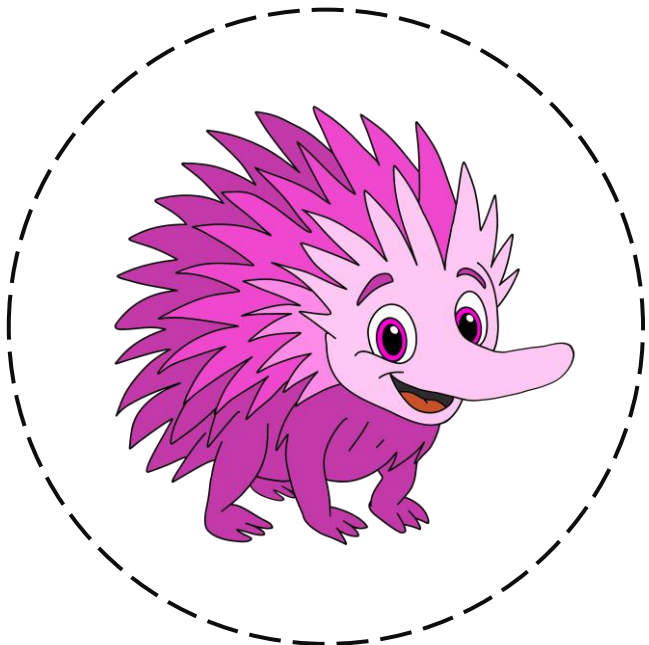
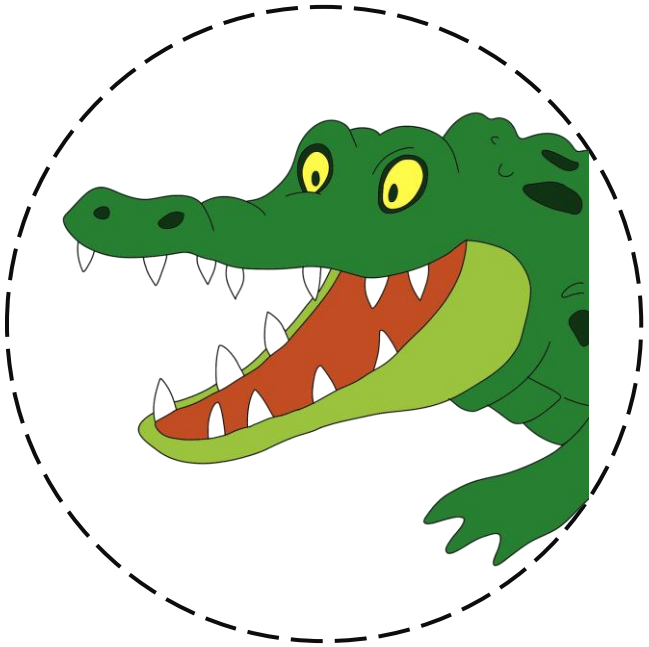
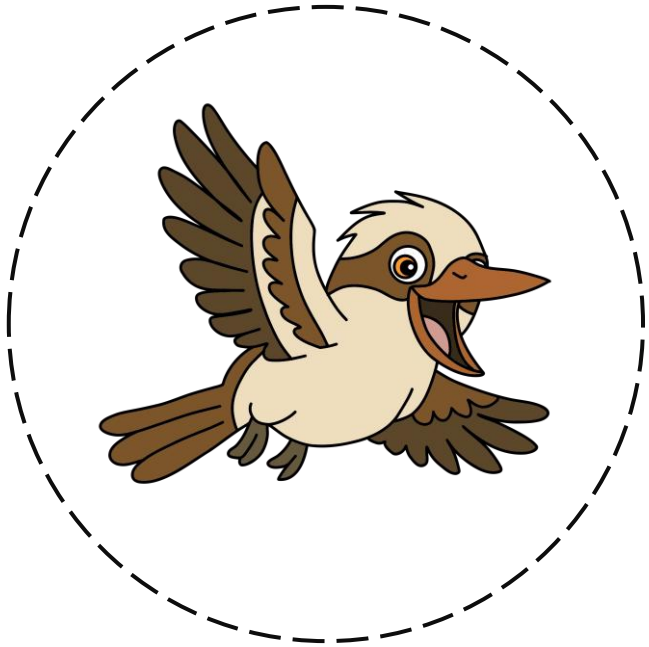
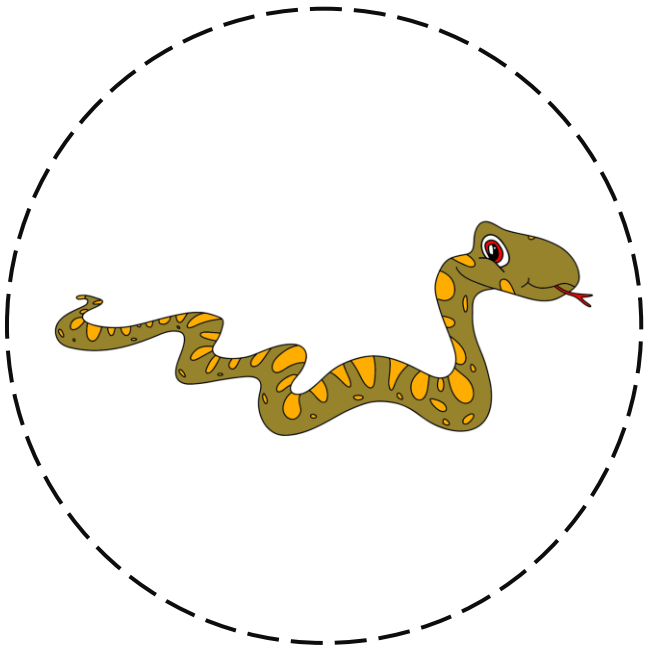


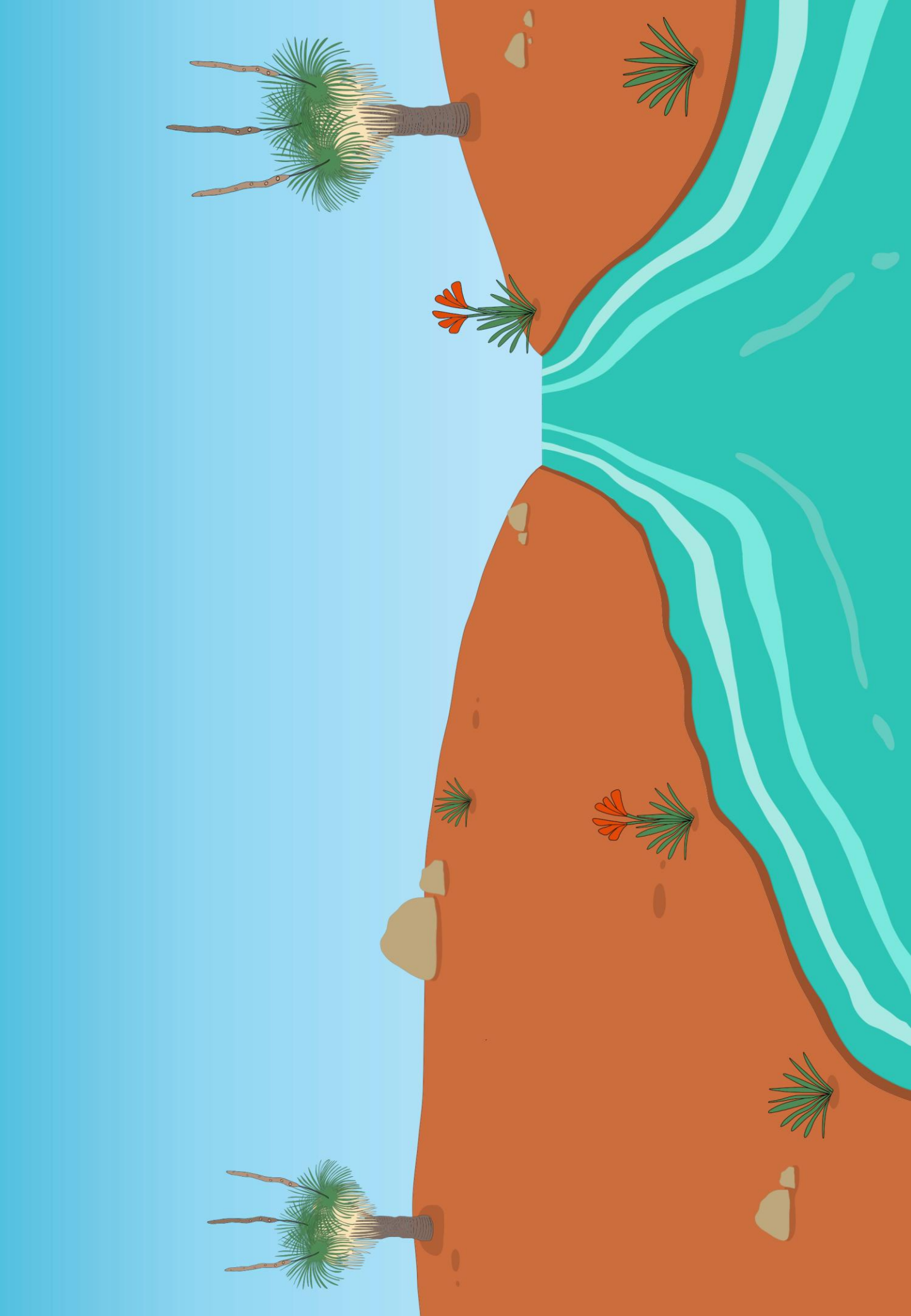
Puppet Show

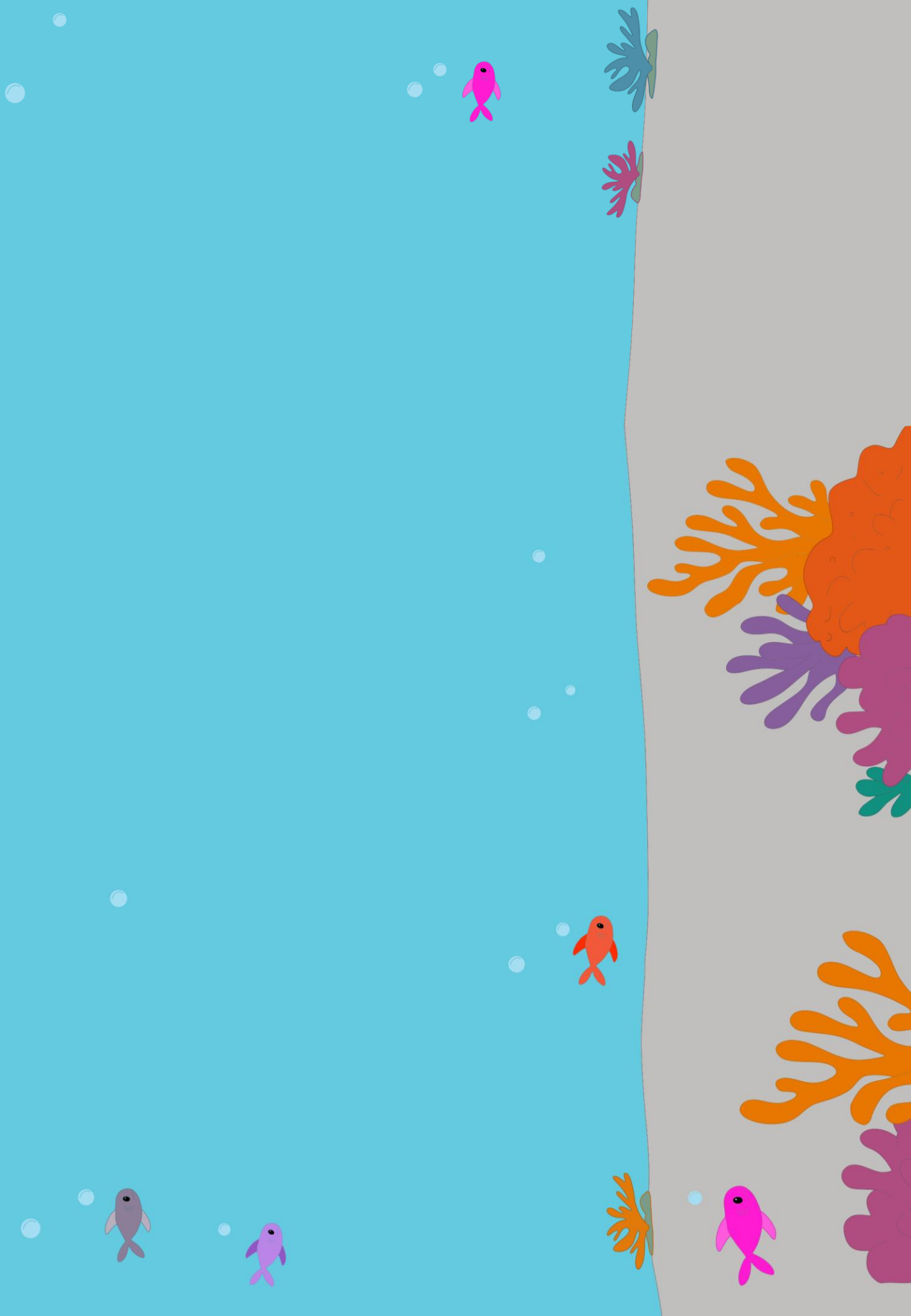
Instructions:

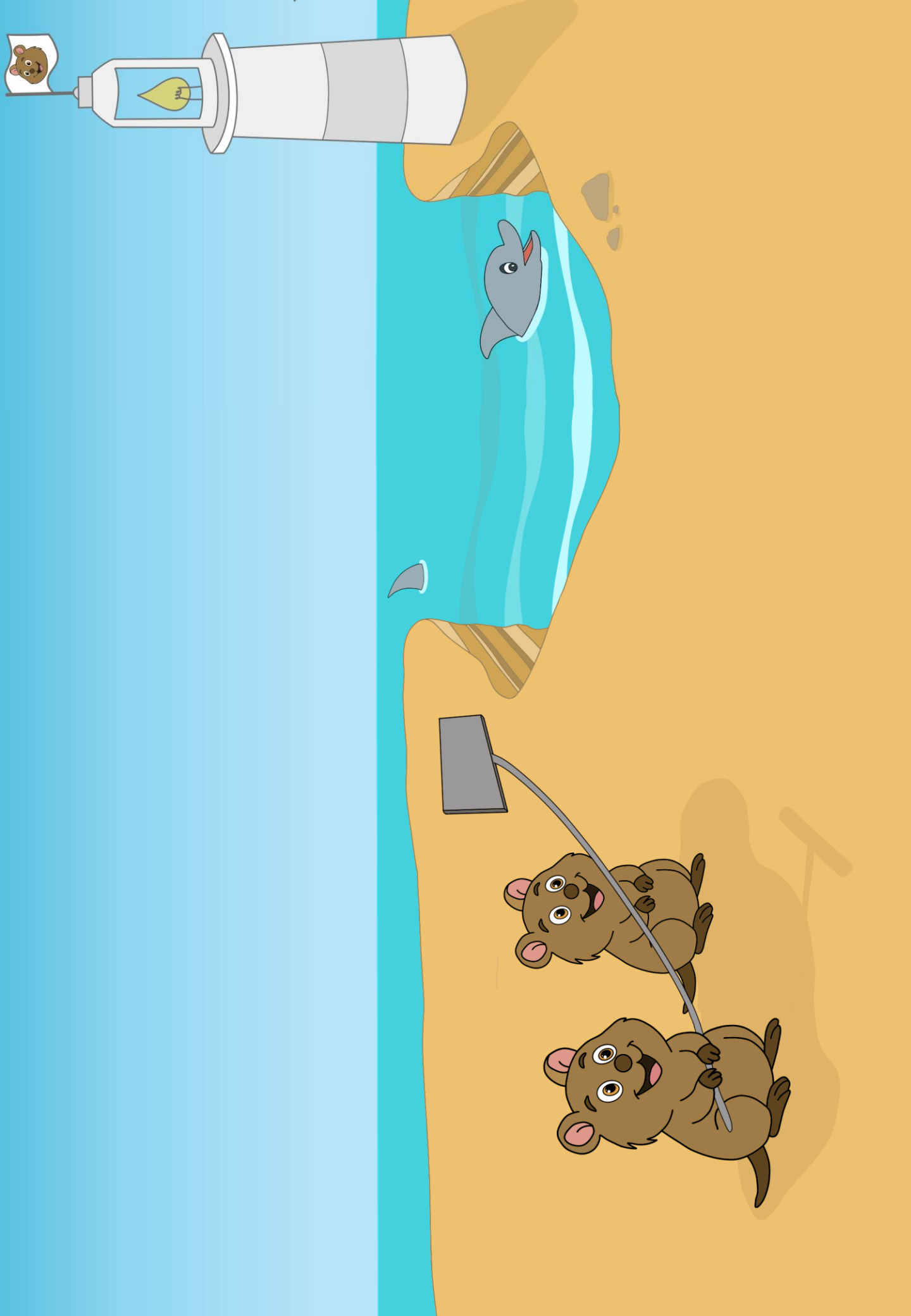
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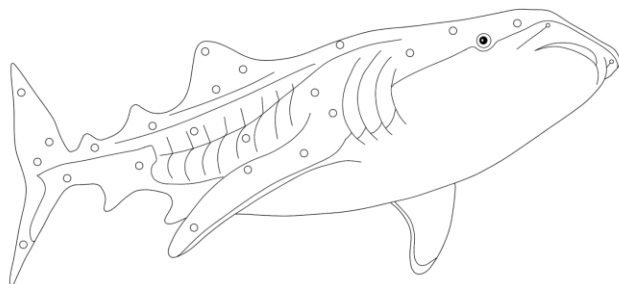
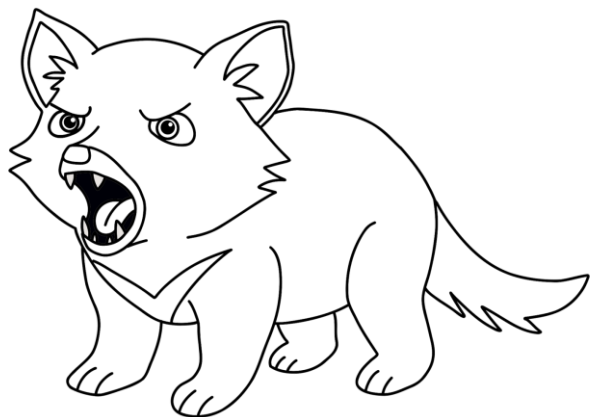
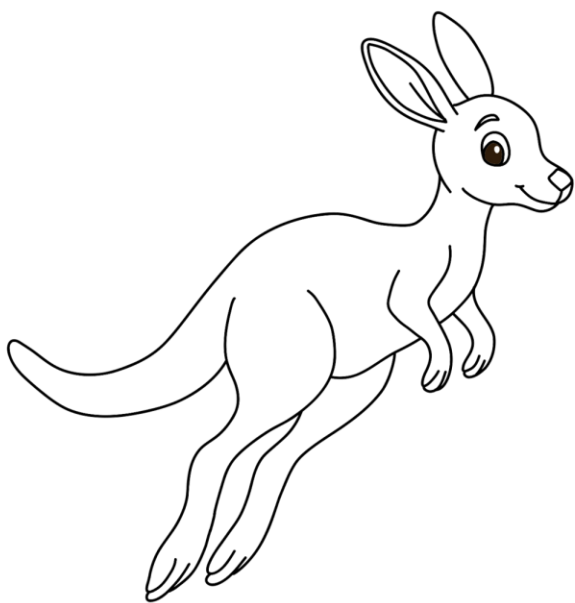


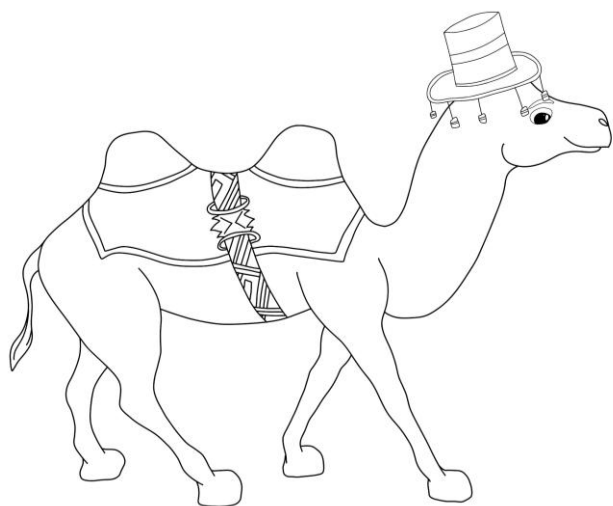


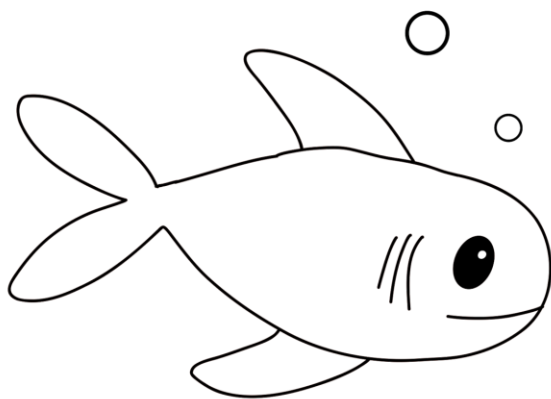
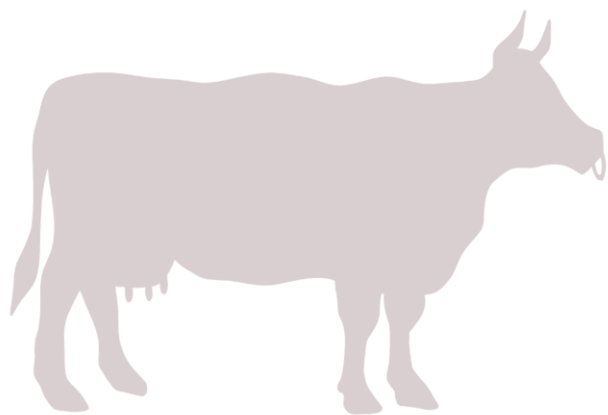
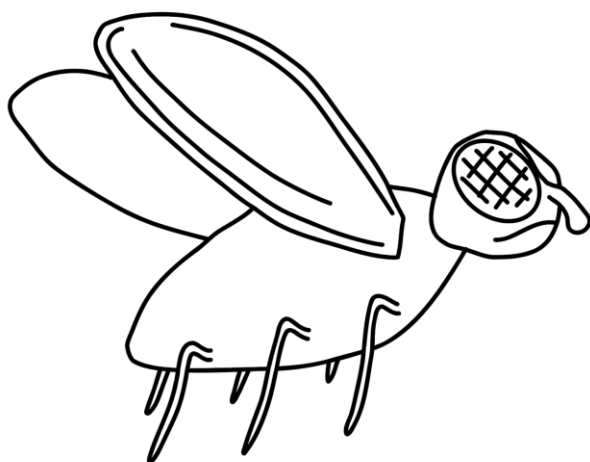
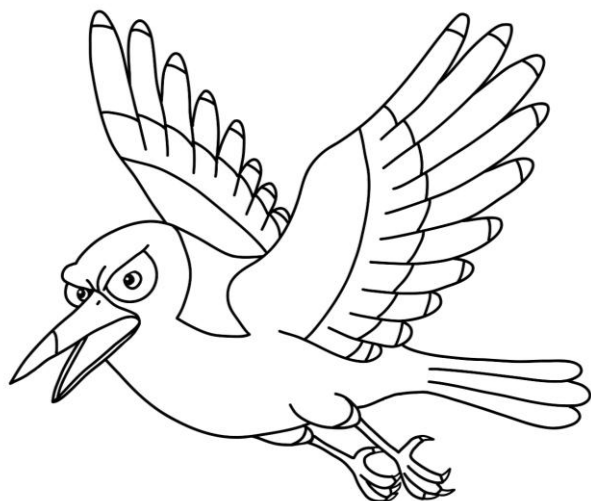
Match an Onomatopoeia to a Character

Instructions:

0. *Optional to laminate the pages if re-using the activity*
1. Cut out the Onomatopoeia and character cards
2. Form groups of two
3. Demonstrate how to change your voice for Onomatopoeias
4. One reads the words, the other finds the matching character
5. Swap roles
6. If not laminated, students can colour in the cards
7. Additionally, print multiple copies for a card matching game



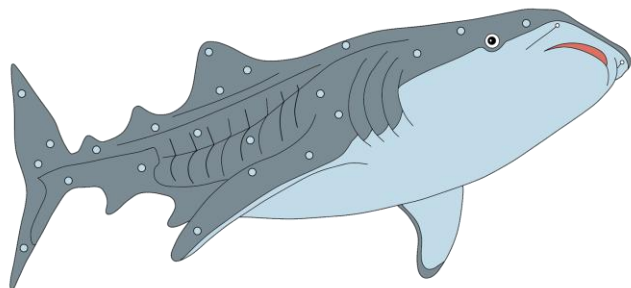
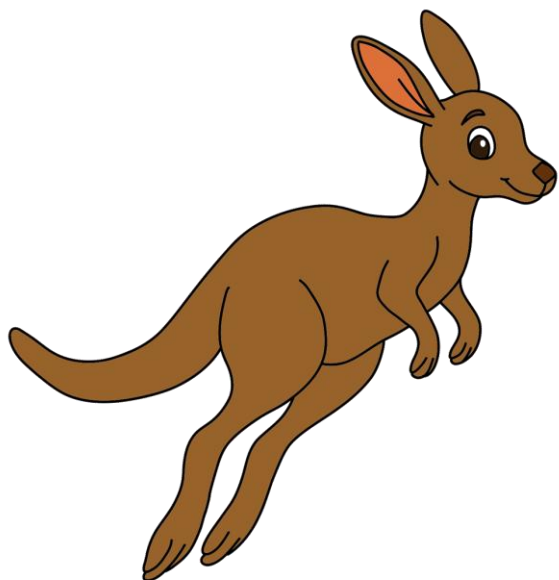


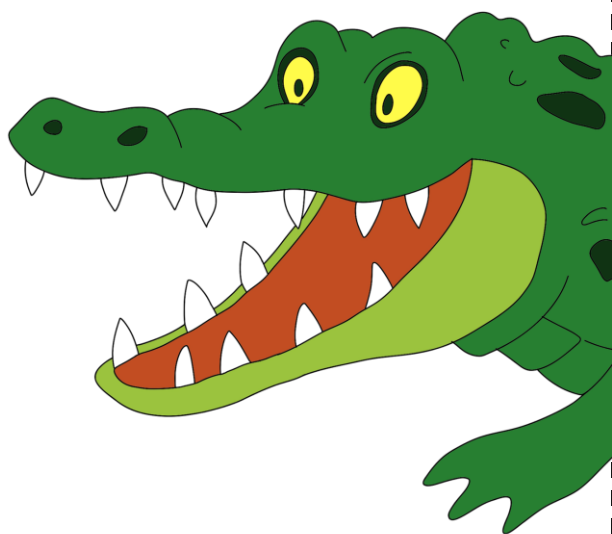
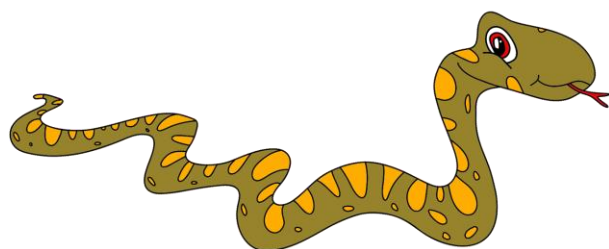
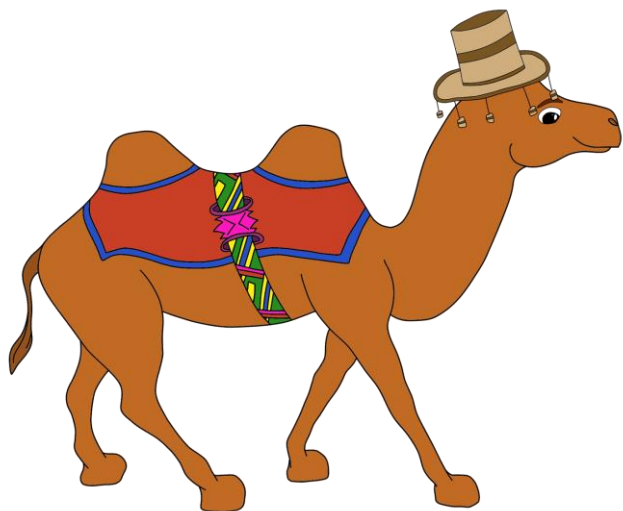


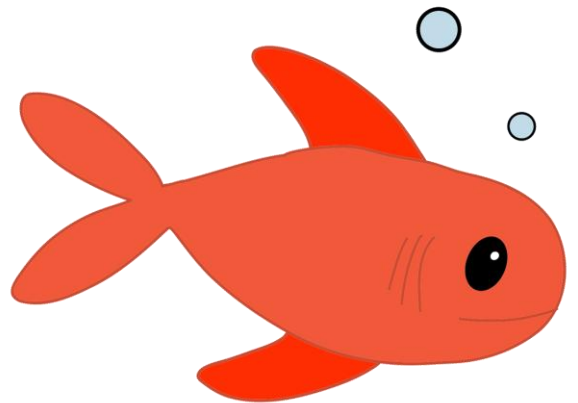
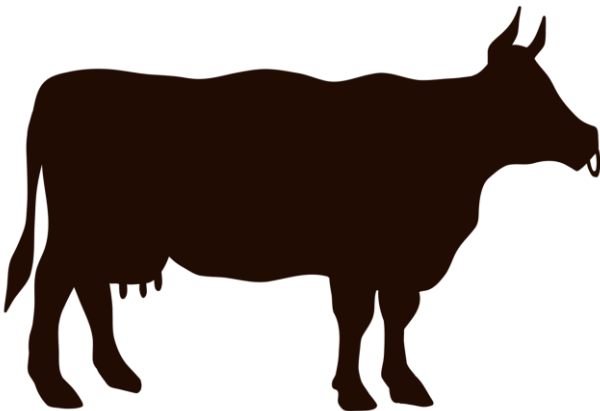
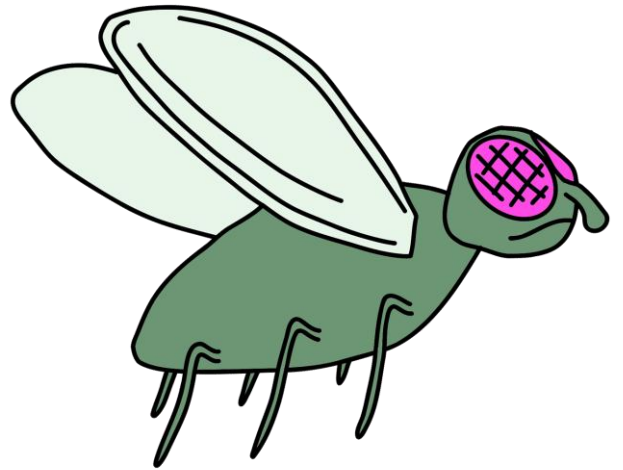
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Instructions:

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3. Demonstrate how to change your voice for Onomatopoeias
4. One reads the words, the other finds the matching character
5. Swap roles
6. If not laminated, students can colour in the cards
7. Additionally, print multiple copies for a card matching game







Buzz, Buzz

Caw, Caw

Sss, Sss

Koo-Kaa, Koo-Kaa

Bloop, Bloop

Snap, Snap

Flick, Flick

Boing, Boing

Knock, Knock

Grrr, Grrr

Sniff, Sniff

Swish, Swish

Plop, Plop

Aah-Oo, Aah-Oo

Moo, Moo

15. School and Home Use Notes

Note for schools

This resource pack has been designed to support teachers using Harvey's Last Day in Australia as a shared picture book text. It can be adapted for classroom instruction, literacy rotations, library lessons, small-group support, home reading or school community events.

Note for families

Families can use these activities after reading the story together. Children can talk about their favourite page, draw a special place, write a postcard, colour an Australian animal, or share a memory about somewhere that feels like home.

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