

Bella grows a BICYCLE

Lellie
Lopter

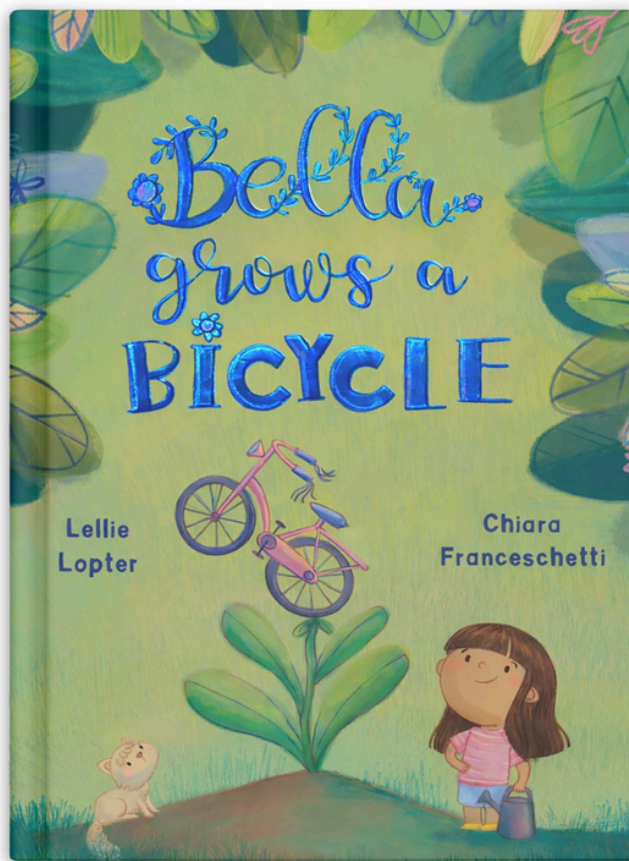
Chiara
Franceschetti



TEACHER NOTES

Teacher notes by Romi Sharp

**FIVE
MILE**



Bella grows a BICYCLE

Creators: **Lellie Lopter & Chiara Franceschetti**

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Publisher: Five Mile

Website: fivemile.com.au

Contact: lellielopter.com

About the Book

Join clever and determined Bella on a delightful swapping adventure! Starting with a tiny seed, Bella dreams big and trades her way through a series of creative exchanges, working towards her goal of a shiny new bicycle. Along the way, she discovers the value of patience, resourcefulness, and thinking outside the box. With charming illustrations and an engaging, feel-good storyline, Bella Grows a Bicycle introduces young readers to early financial literacy concepts in a fun and accessible way, celebrating perseverance, independence, and the joy of achieving a goal.

Key Selling Points

- Builds early financial literacy by introducing value, trade, and goal-setting in an age-appropriate way.
- Encourages creative thinking, decision-making, and problem-solving.
- Supports understanding of cause and effect through Bella's choices and outcomes.
- Promotes resilience, patience, and the satisfaction of working towards a goal.

Themes

- Sustainability / Environmentalism
- Community engagement
- Financial literacy
- Trading / Goal-setting
- Critical thinking and creative problem solving
- Gardening / nature
- Patience and resilience

About the Creators

Lellie Lopter is an international award-winning author, illustrator, and creator who isn't afraid to write about big feelings and tricky topics. Lellie's stories encourage children to think big, to feel deep, and to laugh out loud.

Connect with Lellie Lopter on Instagram @lellielopter or at www.lellielopter.com

Chiara Franceschetti has always loved and wanted to draw. She went to a linguistic high school and then graduated in architecture. Chiara started by creating paintings with paper, depicting fruit, vegetables and ice cream with cheeks and a smile, so she picked the name 'le-facciotte'.

Chiara is known for her happy and cute characters, loving attention to detail, and a joyful colour palette. She lives in the north of Italy with her husband and two kids.

Visit Chiara at her website: www.lefacciotte.com

Teacher Notes

N.B. These questions and activities can be adapted to suit the experience and ability of students. Activities are linked to the Australian Curriculum.

Cross-Curriculum Priorities:

Sustainability -

SS2: Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

SS3: Social, economic and political systems influence the sustainability of Earth's systems.

SW2: World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

SD1: Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

SD2: Creative and innovative design is integral to the identification of new ways of sustainable living.

SD3: Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

General Capabilities -

Critical and Creative Thinking

Ethical Understanding

Personal and Social Capability

DISCUSSION

BEFORE READING-

Tuning in:

- Show students a seed or several seeds and have them pass them around.
- Ask, where do seeds come from? What do you think might grow from these seeds? How do you grow seeds? Where can you grow seeds? Do all seeds grow in the same conditions? Why are these seeds so important?
- Imagine you could grow anything from a seed, such as a bicycle! Do you think it's possible? Why or why not?

Students can brainstorm all their favourite items they'd wish they could grow from a seed.

- Show students the cover of *Bella Grows a Bicycle*. Before reading, ask students to help complete a table with the headings: **I See, I Think, I Wonder** and record their answers.
- Looking at the cover, ask students to observe what else they notice in the picture. Why would these characters grow a bicycle, and do you think this is possible? How do you think Bella might feel in this story? Why? How does this cover make you feel?
- What do you think this story is about?
- Do you think this book will be helpful? How?

DURING READING-

- Upon opening, Dad says that bikes are expensive, and maybe they could grow one. What is meant by 'expensive'? Why might it be easier or cheaper to grow one (or something else that costs money)?
- How did Bella grow her tiny seed? Why is she disappointed when it was finished growing?
- What is the purpose of the 'swap-berry'? Have you ever swapped anything before? Was it worth the same or greater value?
- Following Bella's swapping journey, consider whether each 'swap' is fair for both Bella and for the other children.

- What do you notice about Bella's sign each time she has a new item to swap?
- What is meant by the terms 'upcycling' and 'recycling'? What has Bella 'upcycled' and what has she 'recycled'? (N.B. Bella upcycled the t-shirt into a tote bag, and she recycled her sign instead of making a new one each time)
- How do you think Bella is feeling about working hard to fix, clean and upcycle the items for swap? How would you feel?
- What did you think of the ending to this story? Was it expected or were you surprised? How do you feel about it?



AFTER READING-

- What is the story about? What is the main idea? How did it make you feel? Do you have a part that you relate to or enjoyed the most?
- What did you learn about Bella, her Dad, and the other characters in the book? How have they all worked as a community?
- What words can you use to describe Bella's personality and behaviour? Some terms to consider might include: perseverance, resilience, patience, hard-working, resourceful, creativity, entrepreneurial, environmentally-aware, and so on.
- What has this story taught you about, a) sustainability / care for the environment, b) financial literacy / fair trading, c) setting and achieving goals – no matter how big or small?
- What are the benefits of swapping, donating or upcycling things you no longer need? How does this help you and the environment?
- Why was it important for Bella to swap items that were clean and unbroken? Do you think she would have been successful if she didn't go to the effort? Why or why not?
- How do you think Bella will continue to achieve her goals after the story?
- What would you rate as more important: Owning a new, expensive item or re-using an old item in good condition? Give reasons for your answer. Alternatively, describe the benefits and disadvantages of each.
- In what way can you relate to this story? Do you own items you no longer need? Have you swapped or upcycled an item for something better? What are some positive strategies you could use to achieve a big goal? Turn and talk to a friend about it.
- How can you describe the language used by the author? How does the author use literary devices like repetition ('swap'), metaphors (from small things big things grow), and alliteration (Bella, bicycle)?
- What do you like about the illustrations? What kinds of colours, shapes, textures, perspectives, facial expressions and body language has the illustrator used to express different emotions, actions, sequences, and focal points of the story? Discuss the visual cues that show us how the 'unspoken' message comes through the pictures.
- What did you find most surprising / interesting / impactful / enjoyable about this story?

ACTIVITIES

ENGLISH



Vocabulary: Spelling 'cycle'

AC9EFLY10 AC9EFLY12 AC9EFLY13 AC9EFLY14 AC9E1LY11 AC9E1LY13 AC9E1LY14 AC9E2LY09 AC9E2LY10 AC9E2LY11

Identify the phonemes of the 'c' in 'cycle' ('s' and 'c'), and practise spelling words incorporating 'cycle' in them.

Students can:

- Make a list of words with 'cycle', such as 'cycles', 'bicycle', 'recycle', 'upcycle', 'motorcycle'.
- Say the words out loud.
- Clap the syllables in each word.
- Write the words broken up by syllables. Eg. bi/cy/cle.
- Write the words in alphabetical or length order.
- Write the words with different media (pencils, crayons, letter stamps, textas, etc) or make them with natural materials, such as seeds, flower petals, stones, twigs or leaves.
- Write sentences using some of the 'cycle' words around a bicycle / wheel template.

Comprehension: Sequence of Events



AC9E2LE02 AC9EFLE05 AC9E1LE05 AC9E2LE05 AC9EFLY05 AC9E1LY05 AC9E2LY05

Students can place each sentence in order of the events in the story.

1. Bella planted a tiny seed.
2. Bella swapped the radish for a lemon.
3. Tabitha swapped her old T-shirt, and Bella turned it into a tote bag.
4. Terry gave Bella old sneakers for the bag.
5. Bella swapped the clean shoes for roller skates.
6. Tanya swapped her scooter for the nice roller skates.
7. Bella cleaned the scooter and swapped it for Tina's bicycle.



Alternatively, students can create an accordion book or paper chain showing the sequence of events with pictures.

Eg. seed > radish > lemon > t-shirt > tote bag > sneakers > roller skates > scooter > bicycle.

Comprehension

AC9EFLE01 AC9EFLE02 AC9EILE02 AC9E2LE02 AC9EFLE05 AC9EILE05 AC9E2LE05 AC9EFLY05 AC9E1LY05 AC9E2LY05

Ask students to think about the text and how this connects to what they know. Answer and write about the following questions...

Text-to-Self: What are some aspects in the story, *Bella Grows a Bicycle*, that you can relate to in your own life? Do you like bike riding, sewing, gardening, recycling, upcycling, setting goals, swapping or selling items you no longer need? Have you ever worked on a big family or community project, or helped to care for the environment?

Text-to-Text: Compare aspects of the story to those in another similar text, such as a different book (fiction or non-fiction) about gardening, sustainability, resourcefulness, or texts relating to working in the community.

Text-to-World: Find out about the impacts of recycling, upcycling and repurposing items in and around your neighbourhood, and how your area considers preserving the environment. What does the community and local council do to help people come together to create a better world? Do you have a community garden, local markets, swap events, or garage sales? Have you been to visit any of these?

Create a poster, brochure or digital presentation to share the features and benefits of your local community events that focus on sustainable living. Include information about where it's located, what attracts people, and add your choice of diagrams or pictures.

Brainstorm on a web concept map all the ways to achieve big goals (ie. how to best use your time and resources, and reduce spending). A prompt might be: Your cat needs a new cat-scratching tower to play on. How will you obtain one without spending money?

How can this story help other children across the world?



Creative Writing: Descriptive Language – Innovation on Text

AC9EFLE01 AC9EFLE05 AC9E1LE05 AC9E2LE05 AC9EFLY06 AC9E1LY06 AC9E2LY06

Students can write short stories, poems or lists about the following line with their own innovative descriptions about their ideal object/item. Include interesting or emotive words or phrases to describe why it's important, how it works or how it looks.

Students write an innovative piece using the line, ***'From a small thing, I can grow...'***. Illustrate.

Narrative Writing

AC9EFLE01 AC9EFLE02 AC9E1LE02 AC9E2LE02 AC9E1LY01 AC9E2LY01 AC9EFLY06 AC9E1LY06 AC9E2LY06

Students can write a narrative story based around the above 'Creative Writing' concept, or a character who turns a small item or simple idea into something 'big'. This could be heartfelt or funny.

Ask students to think about who their characters are, and what might be the conflict or problem to solve.

What events or situations might be experienced (real or imagined)?

What is the tone of the story?

What personal emotional or physical challenges might need to be overcome?

How will they be resolved?

Begin your narrative with a sizzling start, such as dialogue, onomatopoeia, action or scene setting. Think about using interesting figurative and emotive language. Set it out with a beginning, middle and end.



Procedural Text

AC9E1LA03 AC9E2LA03 AC9E1LA09 AC9E1LE02 AC9EFLY01 AC9EILY01 AC9E2LY01 AC9EFLY03 AC9EILY03 AC9E2LY03 AC9EFLY07
AC9EILY06 AC9EILY07 AC9E2LY06 AC9E2LY07

Science links: Biological sciences - AC9SFU01 AC9SIU01

AC9SFH01 AC9SIH01 AC9S2H01 AC9SFI01 AC9SII01 AC9S2I01 AC9SFI02 AC9SII02 AC9SFI03 AC9SII04 AC9S2I04 AC9SFI04
AC9SII05 AC9S2I05 AC9SFI05 AC9SII06 AC9S2I06

Bella and her Dad grew a radish from a tiny seed. Students can write and share a procedural text on how to care for and grow a chosen seed/plant/vegetable. For example, the steps to growing a radish are:

- Choose a partially sunny location, with loose, well-drained soil.
- Plant the seeds into the ground or patch.
- Mulch the roots and apply compost or leaf litter.
- Water consistently to keep the soil moist.
- Remove weeds and watch for pests.
- Harvest grown radishes, and store in a cool, dark place... or swap for a lemon!

Alternatively, students can choose a topic of their choice. For example, 'How to Use a 'Swap-berry', or 'How to Make a Tote Bag from a T-shirt'.

Students need to understand the structure and format of procedural texts including an introductory paragraph, points describing each step in the process, and a summary / conclusion with additional tips.

Thinking Tools / Graphic Organisers

AC9EFLE01 AC9EFLE02 AC9EILE02

-**Venn Diagram:** Use a 2- way or 3-way Venn Diagram to compare the similarities and differences between items, such as equipment with wheels (eg. roller skates / scooter / bicycle), or fruit and vegetable (eg. radish and lemon). Students should consider their appearances, functions, sizes, etc.

-**Ranking Ladder:** Use a ranking ladder to order the most to the least favourite / useful items in the book. Students provide reasoning for their choices.

-**KWHL Chart:** Over time, students can complete a KWHL chart about what they learned in the book or from their own 'swapping' adventures. When reflecting on a trading experience, students should to consider the projected timeframe, resources needed, and strategy. The headings of their chart include **K (I Know)**, **W (What I Want to Know)**, **H (How Will I Find Out)**, and **L (What I Have Learnt)**.

N.B. Prepare students for situations where they may not achieve their goal and for showing resilience.

Visual Literacy

English links: AC9E2LA08 AC9EFLE01 AC9E2LE02

Visual Arts: AC9AVAFD01 AC9AVA2D01 AC9AV AFC01 AC9AVA2C01 AC9AVAFP01 AC9AVA2P01

Through the illustrations, we can learn more about Bella's thoughts and emotions by her facial expressions and body language. There are also other visual clues that tell us more than the text alone, including the signs, sequences, and other details within her upcycling projects.

- What words would students use to describe Bella's changing emotions?
- What is happening in the pictures when Bella is feeling happy, disappointed, confused, hopeful, determined, proud, etc?
- How do the colours, textures, patterns and perspectives drawn by the illustrator reflect the feelings and the familiarity of homemade / household items?

With understanding the visual literacy represented in *Bella Grows a Bicycle*, students can create their own expanding book (like a stretching accordion) showing the sequence of events. This can be folded vertically (like a growing plant) or horizontally (like a bicycle path). See the 'Comprehension: Sequence of Events' task. Alternatively, these could be represented in the spokes of a bicycle wheel cut-out.

Assess students' ability to express and sequence a narrative, express emotion, be concise, and include illustrations and layouts that focus on effective composition and arrangement.



Financial Literacy – Money and Comparing Value

Number: AC9MFN01 AC9MFN03 AC9MFN05 AC9MFN06 AC9M1N01 AC9M1N03 AC9M1N04 AC9M1N05 AC9M2N01 AC9M2N04 AC9M2N05

Although this book doesn't involve 'selling' and counting money, having financial literacy includes the understanding of currency and monetary value.

- Students can familiarise themselves with their country's currency, including the appearance, size, shape and value of different coins and notes. Write and draw these in order from least value to highest value.
- Set up a 'selling' station with toys and other products, using pretend money to exchange for goods. As an extension, ask students to calculate totals for multiple products, as well as practising giving change.
- Students can write their own number sentences with addition and subtraction scenarios. For example, a cup of lemonade is 50c and a tote bag is \$3.

'50c + \$3 = \$3.50.

If I gave \$5, what change would I get? '\$5 - \$3.50 = \$1.50'.

- Students use their judgement to place a value on different items and decide if it would be a fair trade. In pairs, collect items to 'swap', from things of little value to those of larger value. Ask students to value items based on monetary value, quality, age, functionality, etc. Which items are 'worth more' or 'worth less' than others?



'Wow!' said Terry. 'Cool bag!'
'I'll swap you my sneakers for it.'



Bella washed the shoes and replaced the old laces.
Then she changed her sign.

'Great shoes!' said Tina. 'Can I swap my old roller skates for them?'
'Absolutely!' said Bella.



Dad helped Bella clean the old skates until they looked new.

Understanding Time: Patience is a virtue!

Measurement: AC9MFM02AC9M1M03 AC9M2M03

Bella practiced patience to reach her goal one step at a time, starting with a tiny seed and waiting for it to grow into something big. Students can explore the concept of time with various activities, including:

- Bella's birthday was a while away. Learn, say and sing the days of the week and the months of the year, in chronological order.
- Mark events, celebrations and goals you'd like to achieve on a calendar. These can include family members' birthdays, plans to complete a task, community events or your own 'swap' days, or other significant celebrations.
- Time yourself on a stopwatch doing various activities, such as, making a sign, squeezing a lemon, creating a tote bag, riding from one end of the path to the other, etc.
- Measure and record the growth of a seed over time.
- Notice, in the book, that Dad is wearing a watch. Tell the time to the hour, half past and quarter past/to on analogue and digital clocks. Write equivalent times, for example, half past nine is the same as 9.30.

SCIENCE / STEAM

The Study of Plants and Creating Gardens

Science links: Biological sciences - AC9SFU01 AC9S1U01

AC9SFH01 AC9S1H01 AC9S2H01 AC9SFI01 AC9SII01 AC9S2I01 AC9SFI02 AC9SII02 AC9SFI03 AC9SII04 AC9S2I04 AC9SFI04 AC9SII05 AC9S2I05 AC9SFI05 AC9SII06 AC9S2I06

Students can research and write / draw about a chosen plant and its needs. Some informational videos can be found at:

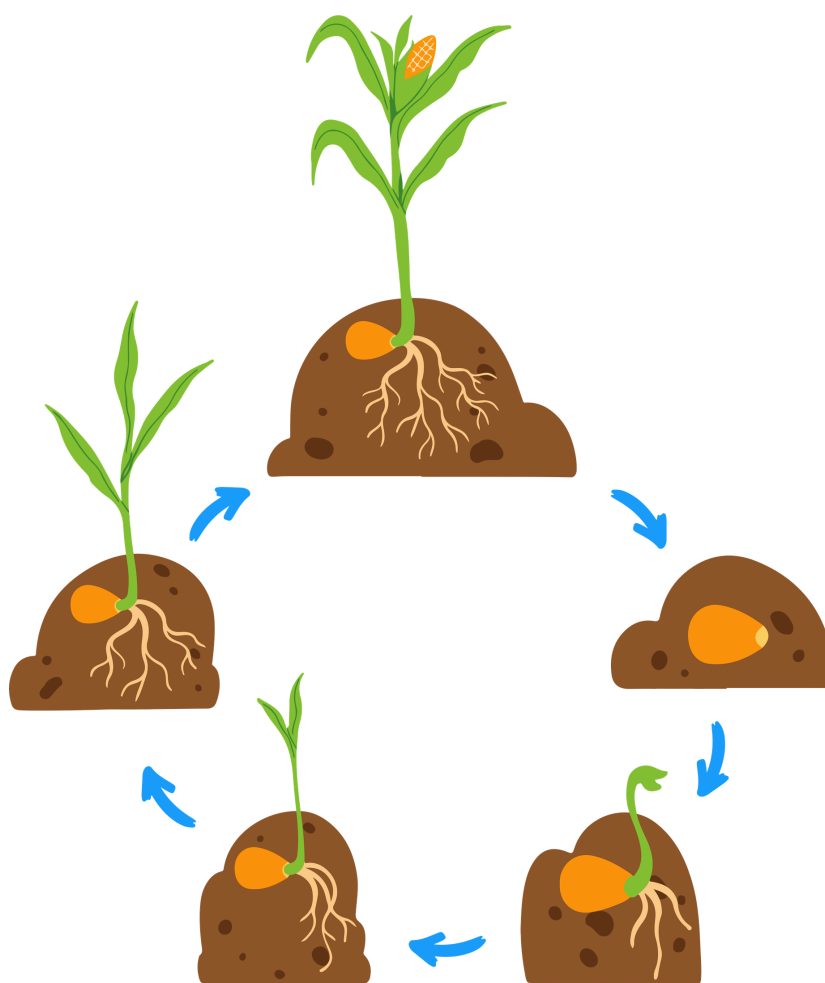
Preparing to plant a garden: Let's Plant a Garden! | Squeaks Grows a Garden! | SciShow Kids (youtube.com)

Different plants' needs: Make a Calendar of Seeds! | Squeaks Grows a Garden! | SciShow Kids (youtube.com)

How seeds grow: Watch a Seed Sprout! | Squeaks Grows a Garden! | SciShow Kids - YouTube

Students can:

- Learn about the meanings of each stage of the plant's life cycle, and complete a diagram with their findings.
- Write simple sentences about what seeds and plants need to grow.
- Plant a seed as a group for future generations to enjoy. (Refer to the Procedural Text task for writing about the process of planting seeds.)
- Measure and record the plant's growth over time using a record table / diary and photos or drawings.
- Compare the outcomes of different seeds planted in different areas and conditions.
- Create your own class/school garden for the students to tend to and enjoy. Include a range of flowers, herbs, vegetables, fruits and other plants.
- Include a compost area with worms to help create nutritious soil for your garden. More information about composting can be found at: [How to set up a worm farm the easy way](#) | [Kookaburra Worm Farms](#)



Design and Build Your Own 'Wheels'

Science – Physical sciences: AC9SFU02 AC9SIU03

Design and Technologies: AC9TDEFP01 AC9TDE2K01 AC9TDE2K02 AC9TDE2K03 AC9TDE2P01 AC9TDE2P02 AC9TDE2P03 AC9TDE2P04

Students can learn the STEM concepts behind bicycle technology:

- Learn about the **science** behind a bicycle's wheel and axle system – the bearing between the wheel and axle fights friction. Friction is when two objects resist each other and force them to slow down. The bearing helps the rider to go fast because the friction becomes almost non-existent.
- Learn about how **technology** has helped evolve the bicycle – a century ago bikes would have been made with wooden wheels. With continually evolving equipment and design, bikes are much more effective and streamlined.
- Learn about the **engineering** behind the elements of the bicycle – mechanical engineers have designed and tested the safety and accuracy, and comfort of the ride. Civil engineers have designed ramps and tracks to safely enjoy different riding sports.
- Learn the **mathematics** of riding a bike – Newton's first law of motion involves the force of movement from the rider, and the stopping of the movement from the rider. Also factor in the gear ratio used on different terrains and for different speeds.

Other activities can include:

- Watch a video on how bikes work at: [How Does a Bicycle Work?](#) | [Writing and Science Activity](#)
- Label a diagram of a bicycle, including saddle, handlebar, wheels, pedal, chain, and brakes.
- Students follow a design process to imagine, plan, create, test, and improve a 'bicycle' (in partners or small groups).

Address the importance of using re-used or environmentally sustainable products as a part of their designs. These can include paper drinking straws, paper cups, dowels or matchsticks, cardboard or recycled plastic bottles, elastic bands or string. Evaluate the model's effectiveness, appearance, durability and function in meeting the needs of its target audience.

- An example of a working bike construction can be found at: [How to make a Bicycle with straw](#) | [DIY miniature cycle](#) | [Handmade toys](#)

HEALTH AND PHYSICAL EDUCATION / PERSONAL AND SOCIAL CAPABILITY -

Ideas for Healthy Mind / Healthy Body / Healthy Interpersonal Skills:

AC9HPFP01 AC9HP2P01 AC9HPFP02 AC9HPFP03 AC9HPFP04 AC9HP2P02 AC9HP2P03 AC9HP2P04 AC9HPFP05 AC9HP2P05
AC9HPFM01 AC9HPFM02 AC9HP2M01 AC9HP2M02 AC9HPFM03 AC9HP2M03 AC9HPFM04 AC9HP2M04 AC9HP2M05

Mindfulness and physical activity are ideal for mental, emotional and physical health, as well as building safe and healthy relationships with family and friends.

Students can:

- Ride a bicycle, scooter, or roller skates around your neighbourhood or at your local community park.
- Find items in your home or school that can be cleaned, fixed or upcycled, or even donated, to help reduce clutter and commercial waste.
- Plant seeds, tend to them and watch them grow in your garden – decide what ‘business’ you could do with the plant/flower/vegetable/fruit that you’ve grown.
- Use a recipe to make your favourite fruit or vegetable dish.
- Make lemonade!
- Turn old clothes into something new, like a tote bag!
- Hold a ‘swapping’ stall at or near your home or school with items you no longer need and things you’ve upcycled/repurposed.
- Draw and/or write about your ‘dream’ goal and how you might achieve it.
- Think about ways you can practise patience, resilience, perseverance, and care for the environment.
- Be responsible for your pets.
- Read your favourite books under your favourite tree.
- Visit a community space, such as markets, where you can contribute to sustainable living.
- Draw a picture or write about your feelings in a journal, or communicate with a trusted adult about your feelings, plan some strategies that can help you achieve your goals.
- Celebrate achieving a goal with family and friends!



THE ARTS: SUSTAINABLE VISUAL ARTS -

AC9AVA2E01 AC9AVAFD01 AC9AVA2D01 AC9AVAF01 AC9AVA2C01 AC9AVAFP01 AC9AVA2P01

Nature Art with a Twist

Students can create art with the subject of nature, or by using natural materials to create a collaged piece. They can experiment with different patterns, colours and media, including paints, or crayons, or nature items like leaves, seeds and dried flowers, etc to create an abstract piece, a garden scene, or a book character. Students could add a surprise item in their piece, such as a bicycle (or favourite item) on a tree or sprouting from the ground! Explore other famous artworks with gardens or nature as subjects, such as the work of the Impressionists.



Image: [Craft Ideas for Kids](#)

Easy DIY Tote Bag

Students can create their own tote bags with an old T-shirt! This no-sew activity is simple and fun to do. Materials needed are a T-shirt and scissors, with optional fabric paint and ribbons to decorate. Please find instructions attached.



Paint Rolling

Create an abstract piece of art using a 'wheel' or something that rolls! This can include a cardboard tube, rolling pin, paint roller, or even the wheels of a roller skate. Use bright rainbow colours like in *'Bella Grows a Bicycle'* where Bella imagines her bike growing from the swap-berry, and try the techniques of long and short rolling and colour mixing across the whole canvas.

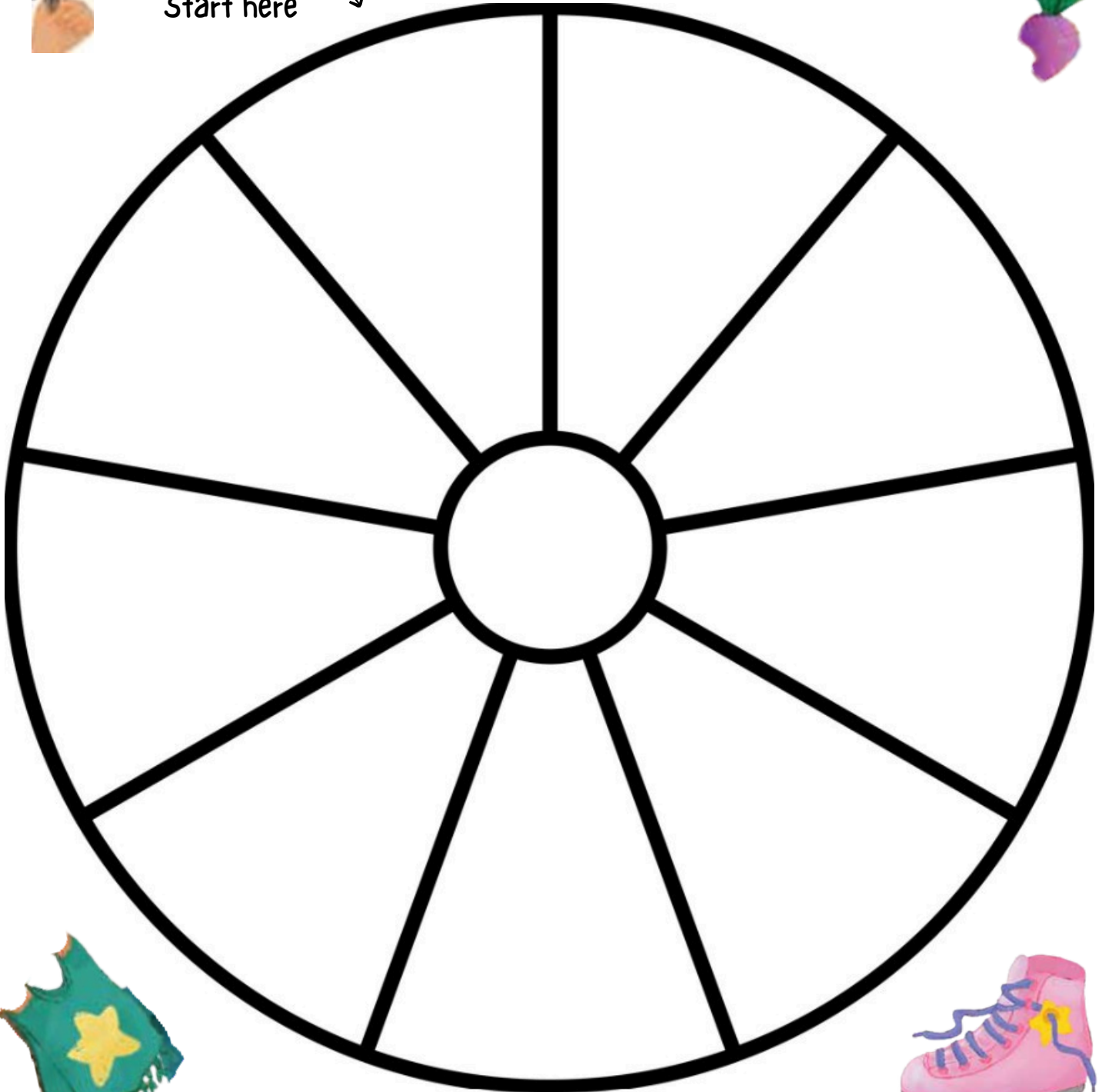
Sequence Wheel



Write or draw the items Bella 'grew' in the order of events.



Start here



radish seed tote bag bicycle sneakers
lemon roller skates t-shirt scooter

I Can Grow...

Complete the sentence with a description, then draw a picture of what you'd like to grow.

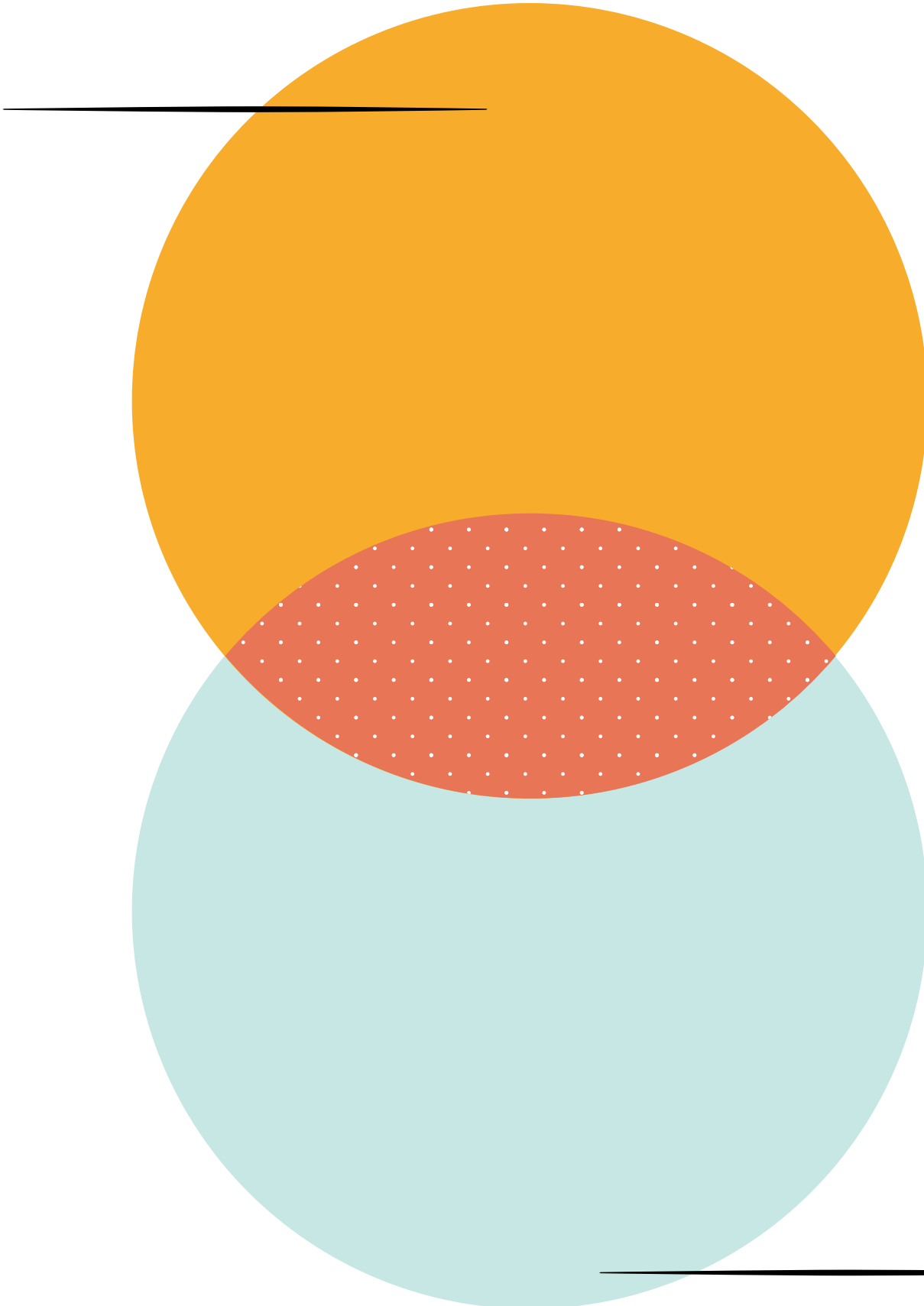


From a small thing, I can grow _____



Venn Diagram

Complete the Venn Diagram, comparing the similarities and differences of two objects.



Ranking Ladder

Order the items from book from least to most favourite/useful on the Ranking Ladder.

bicycle

radish

seed

roller skates

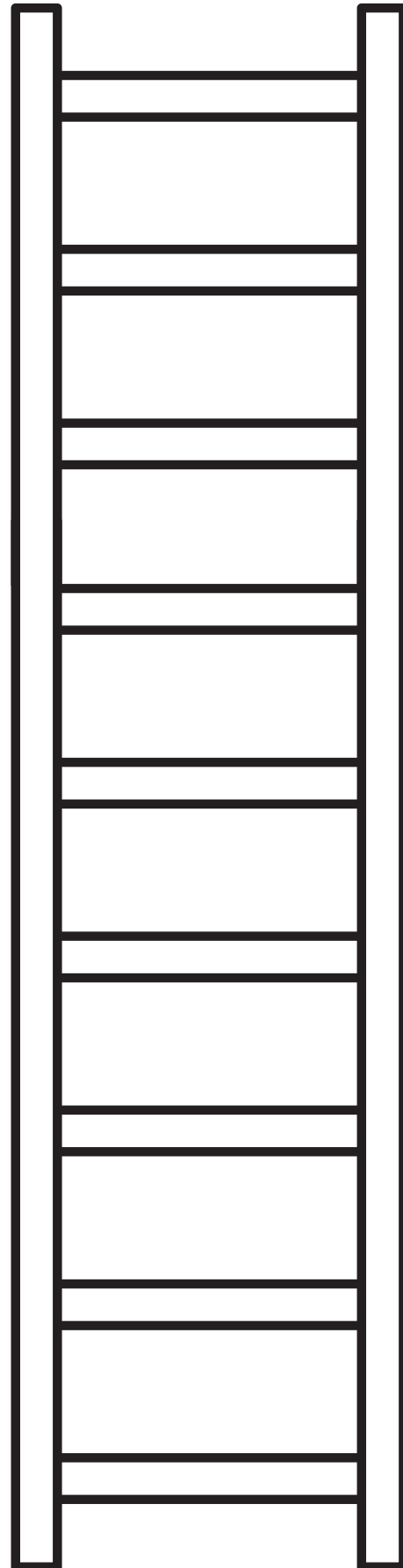
scooter

t-shirt

lemon

tote bag

sneakers



KWL Chart

Complete the KWL Chart with your findings.

K

(What I Know)

W

(What I want
to know)

H

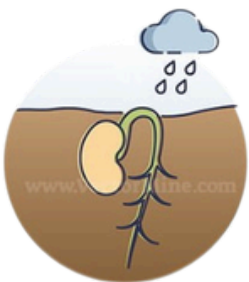
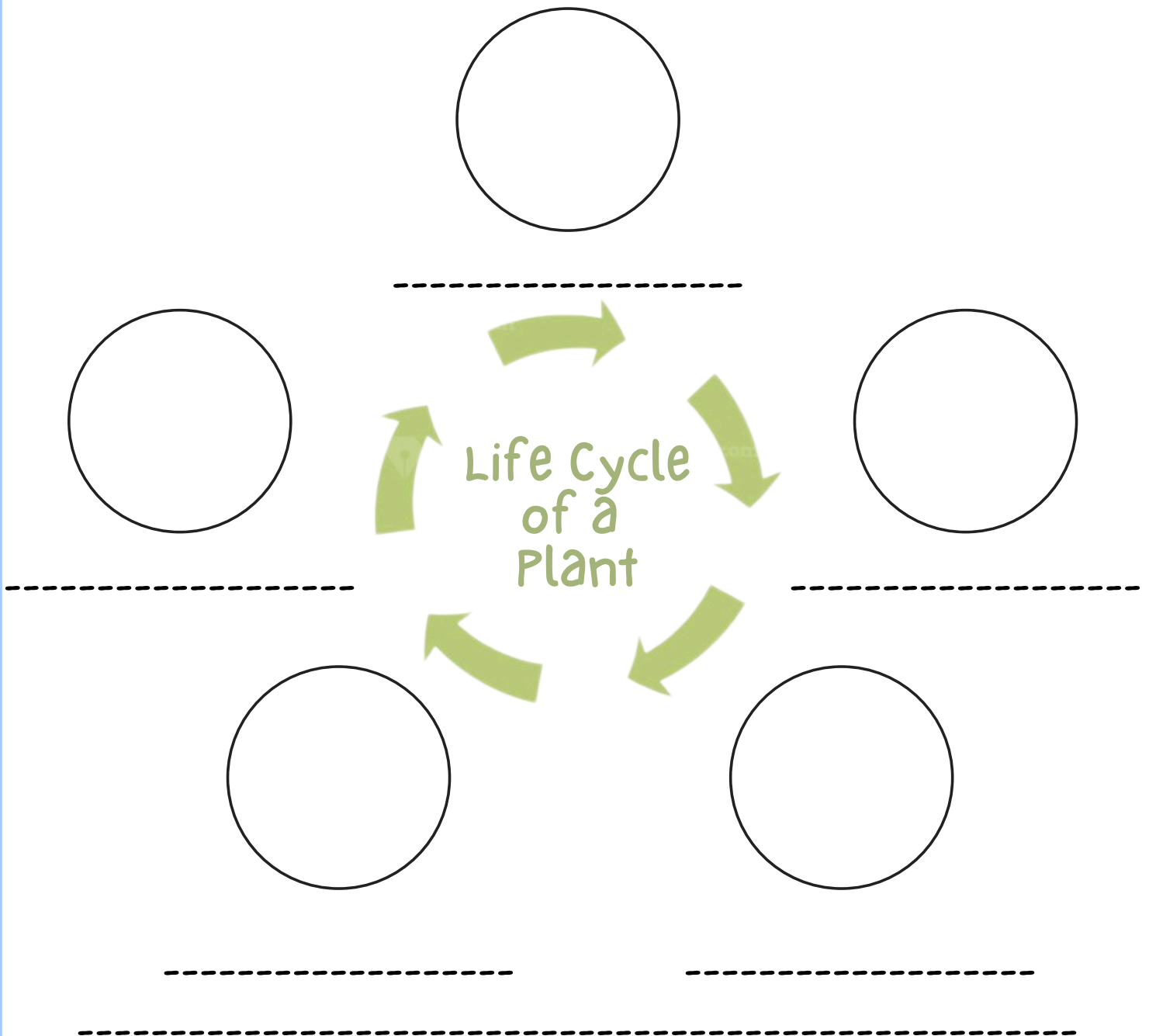
(How I Will
Find Out)

L

(What I Have
Learnt)

Plant Life Cycle

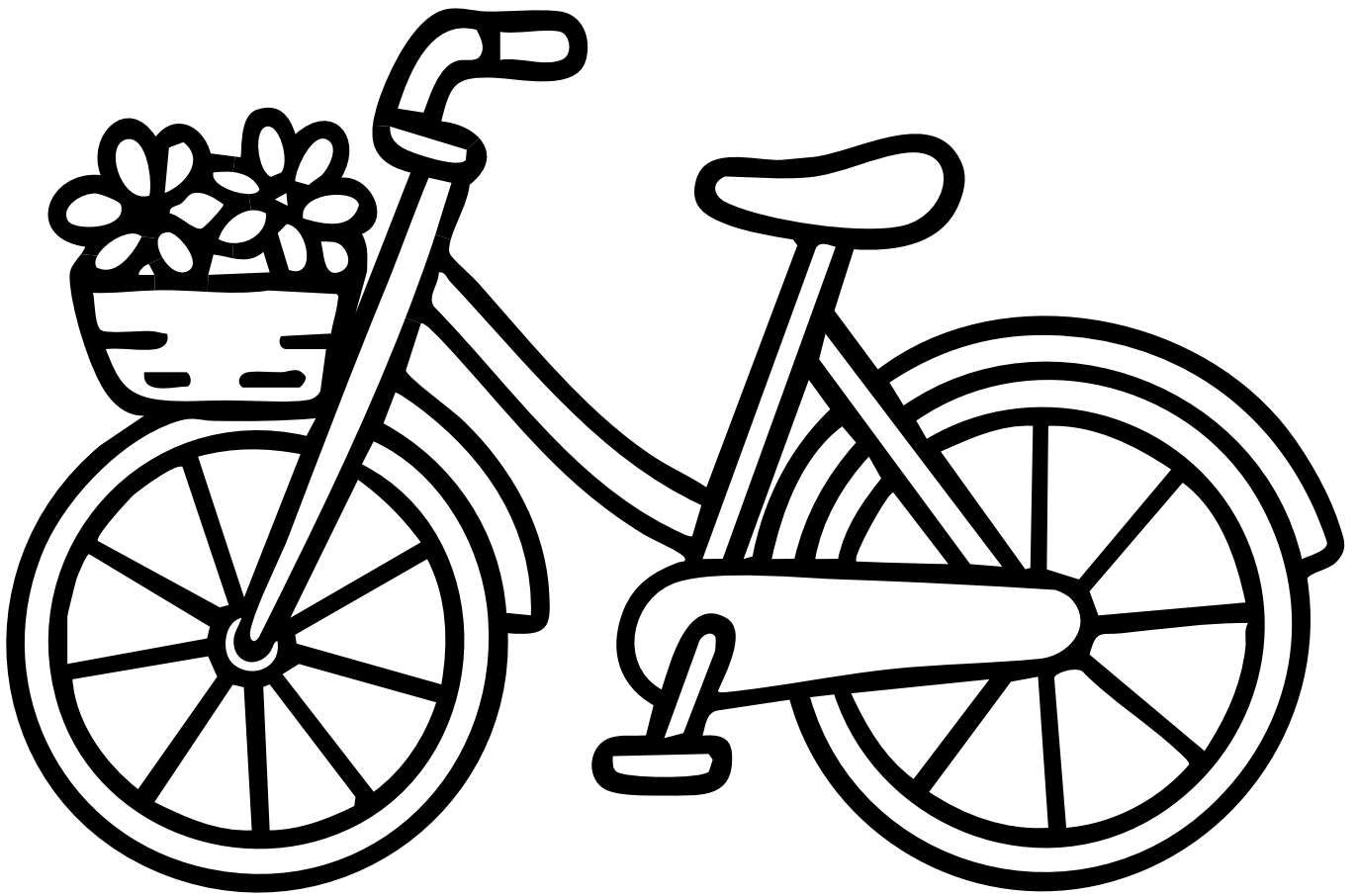
Complete the life cycle of a plant. Cut out the pictures, paste them in order and match them with the labels.



seed | germination | seedling | adult plant | pollination

Bicycle

Label the parts of the bicycle.



saddle
brakes

wheels
pedal

handlebar
chain guard

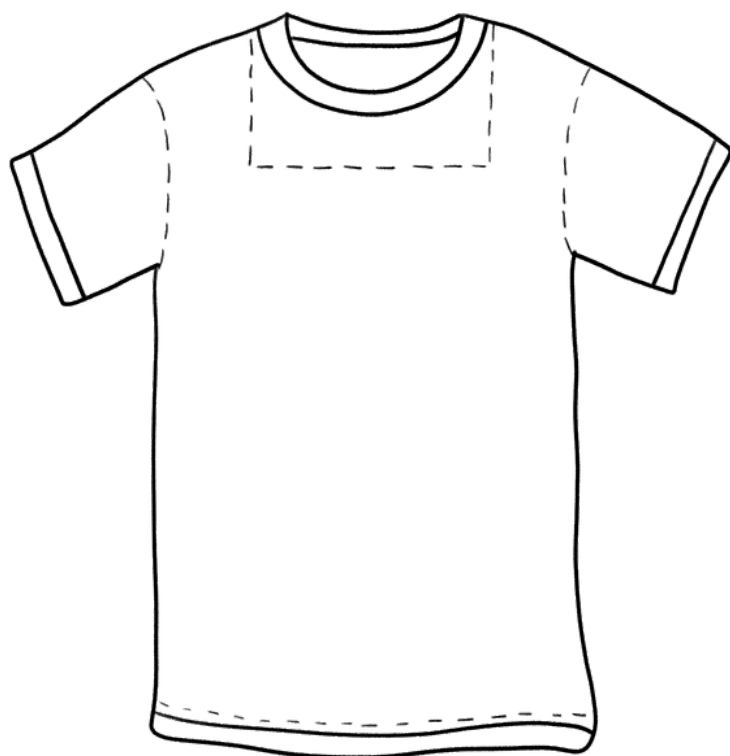
How to Make a Tote Bag

Page 1

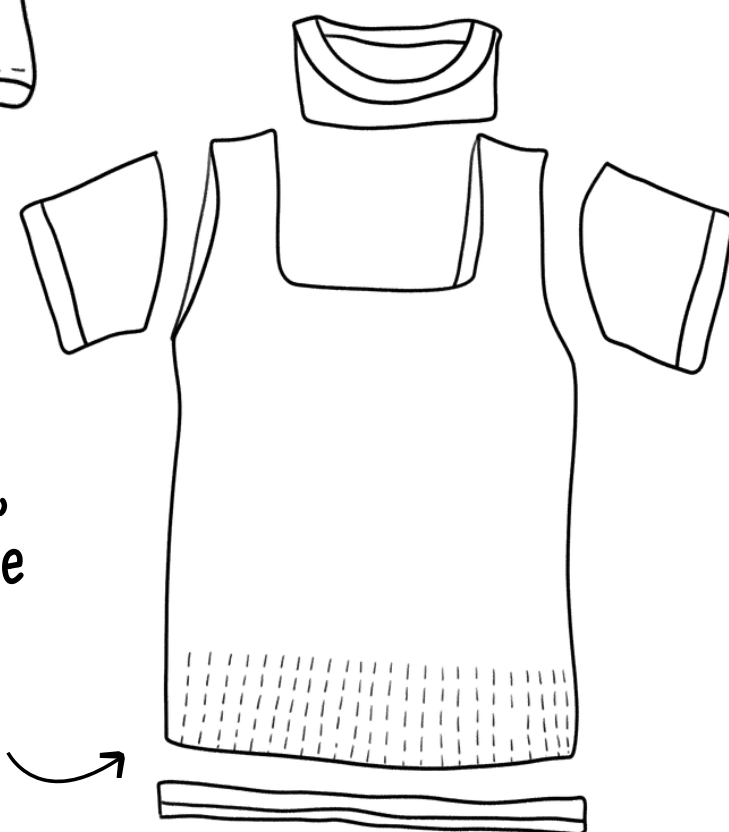
Follow the instructions to make your own tote bag from an old t-shirt.



1. Cut along the dotted lines



2. Remove the cut pieces.
3. Cut off the bottom hem, and cut thin strips up the bottom of the t-shirt



How to Make a Tote Bag

Page 2

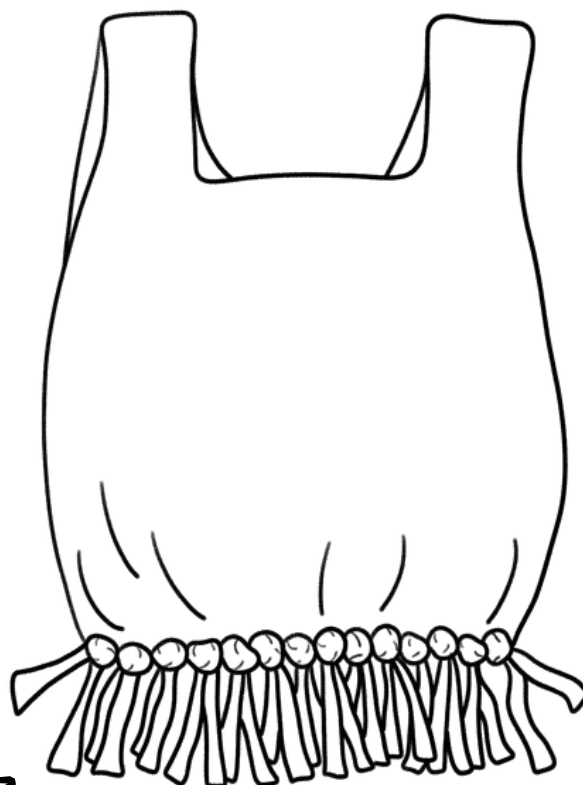
Follow the instructions to make your own tote bag from an old t-shirt.



4. Separate the strips. ↗

5. Take two strips at a time and tie them together until they're all tied.

6. Your bag is complete! Decorate as desired. ↗



Bella Grows a Bicycle Word Search

Find the words from Bella's swapping adventure!



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

BELLA BICYCLE LEMON RADISH SCOOTER SEED

SNEAKERS SWAPBERRY TOTE BAG TSHIRT





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