



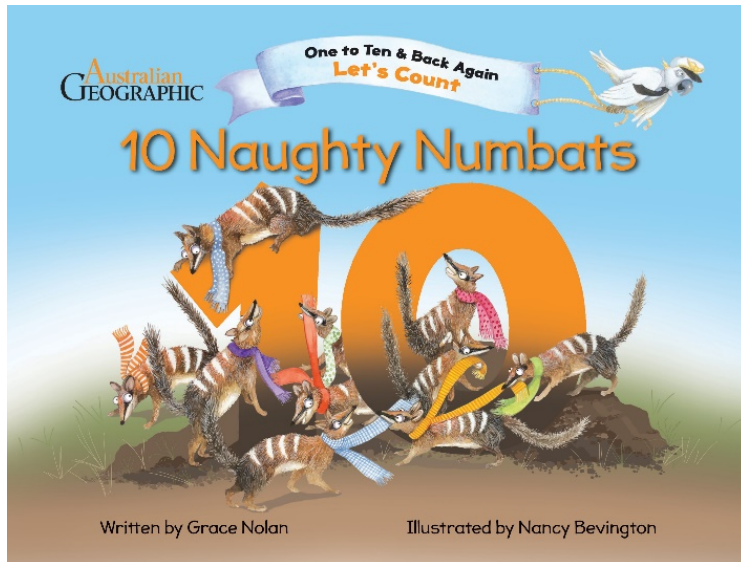
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# TEACHERS' NOTES

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## ONE TO TEN AND BACK AGAIN SERIES



### Book 1 Let's Count:

## **TEN NAUGHTY NUMBATS**

Text & Teachers' Notes: Grace Nolan

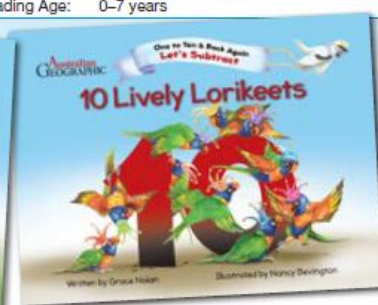
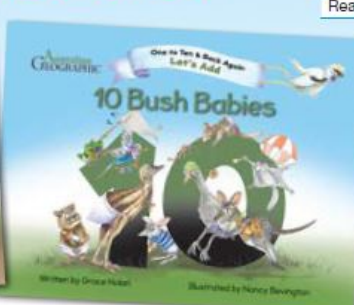
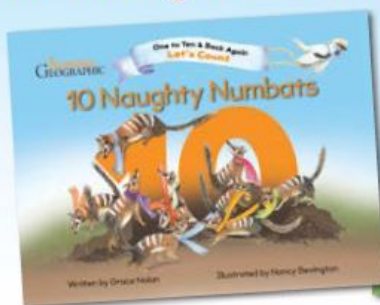
Illustrations: Nancy Bevington

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Author:	Grace Nolan
Illustrator:	Nancy Bevington
ISBN:	978-1-922265-61-6 One to Ten & Back Again 1 Let's Count!: Ten Naughty Numbats 978-1-922265-62-3 One to Ten & Back Again 2 Let's Add!: Ten Bush Babies 978-1-922265-63-0 One to Ten & Back Again 3 Let's Subtract!: Ten Lively Lorikeets
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Reading Age:	0-7 years



**A delightful counting adventure with adorable Aussie animals!**  
**Count! Add! Subtract!**

Fun and learning go together in this beautifully presented counting series *One to Ten and Back Again* which teaches the cardinal numbers from one to ten using native Australian animals. Children will learn to count to 10 in Book One with an introduction to Addition and Subtraction in Books Two and Three – while learning the names of thirty different Australian animals. Both children and adults will love the imaginative rhyming text and the expressive illustrations full of life and humour. The simple reinforcement activities included at the end of each book add to the fun.

## About the Author

Grace Nolan has been a reviewer for the Children's Book Council of Australia online magazine *Reading Time* for over 4 years and, together with her husband, is co-founder of *The Nolan Historical Children's Literature Research Collection* at the ACU library in Melbourne. As well as being an experienced teacher at both Primary and Secondary levels, Grace was script writer, composer and performer in a popular children's show which toured Victoria. She was awarded first prize by the Literary Association of Italian-Australian Writers for original poem, was the winning composer in the *International Festival of Italian Song* and the state-wide winner for original poetry in the *Dante Alighieri Poetry Competition*. Grace has a great passion for children's education through poetry and story and holds a Master of Philosophy and Graduate Diploma of Education in Children's Literature.

## The Author's Motivation

A vital part of creating this series is to raise children's awareness of the environment and the importance of protecting it and all wildlife. My aim is to help them appreciate the beauty of our natural world and Australian animals and plants in particular.

As a teacher, it's hard to see children of all ages struggle with simple Maths concepts. It means they don't have a solid base to build on. Giving children a good grounding from the very beginning is vital to their understanding of number and to the formation of their attitude to Maths for the rest of their lives. A solid introduction has the advantage of opening them up to different ways of thinking and serves to build up their confidence in dealing with new number concepts. A good way for children to be given an introduction to number is to make it interesting and organic to their play. If this can be done in a fun and exciting way such as the way number is presented in this series, children will be receptive to it and enthusiastic to continue their exploration of number. Simple counting from one to ten and an introduction to the operations of Addition and Subtraction at the simplest level gives children a good start to their number journey.

Young children love animals and learning to count, so combining the two is a winning formula – add Australian native animals and children will be inspired to learn to count and to know the names of all the animals. The stimulating rhyme, rhythm and alliteration of the text together with the beautiful illustrations, encourage children to engage with the books and want to read them over and over again.

## About the Illustrator

Nancy Bevington is an energetic, multifaceted visual artist. Her artistic career spans over three decades, working in painting, illustration and concept creation and execution. Picture books are one of her real passions. Using her many styles and techniques she has the ability to interpret the written word and bring a story to life. Nancy uses traditional media including gouache and watercolour, as well as photography and creative programs such as photoshop. She approaches every narrative with fun and sensitivity. Many books in her portfolio have been sold worldwide and nominated for awards.



## Key Themes:

- Cardinal numbers 1 to 10.
- Language and text structure
- Learning to recognise rhyme, rhythm, repetition, alliteration
- Nature
- Australian animals
- Australian plants
- Australian birds

## Key Learning Points:

- Learning to count from 1 to 10
- Naming and visual identification of Australian animals
- Using rhyme, rhythm and alliteration to aid learning and memory.

## Key Curriculum Areas

### ENGLISH

#### *Sequence of content F-6 Strand: Literacy*

##### ***Sub-strand: Comprehension strategies***

Strategies of constructing meaning from texts, including literal and inferential meaning.

Foundation: Use comprehension strategies to understand and discuss texts listened to, viewed or read independently. (ACELY1650)

Year 1: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features. (ACELY1660)

Year 2: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures. (ACELY1670)

#### *Sequence of content F-6 Strand: Language*

##### ***Sub-strand: Visual language***

How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.

Foundation: Explore the different contribution of words and images to meaning in stories and informative texts. (ACELA1786)

Year 1: Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning. (ACELA1453)

Year 2: Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words. (ACELA1469)

### ***Sequence of content F-6 Strand: Literature***

#### ***Sub-strand: Language devices in literary texts, including figurative language***

Language devices that authors use and how these create meanings and effects in literary texts, especially devices in poetry.

Foundation: Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures. (ACELT1579)

Year 1: Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme. (ACELT1585)

Year 2: Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs. (ACELT1592)

More information on the English curriculum is available at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/english/>

## **MATHEMATICS**

### ***Sequence of content F-6 Strand: Number and algebra***

#### ***Number and place value***

Foundation: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point. (ACMNA001)

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond. (ACMNA002)

More information on the Mathematics curriculum is available at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/>

# Discussion Guide

*The following questions are a general guide only to be adapted to the experience of the students.*

## Before Reading

Teacher could prepare a set of 10 posters/large cardboard squares with the numbers 1 to 10 to display around the learning space. They can also be used for the activities below.

Pictures of the Australian native animals used in the book can also be labelled, discussed and displayed.

## Discussion Questions

### Before Reading

Can you guess what this book is about by looking at the cover?

What does the illustrator do to make this clear?

The front cover includes the words “Australian Geographic” What does this mean?

Did the same person write the words and do the drawings?

What does it mean if an animal or plant is native to Australia?

Can you name any native Australian animals?



### After Reading

Can you name the native Australian tree seen in the illustrations?

Can you name a native Australian animal or plant not included in the book?

Describe where one of the animals in the book lives? (habitat)

Which animals in the book can be found on both land and water? (platypus and swan)

What do you notice about the colour of each animal?

What do you notice about the shape of each animal?

Which is your favourite picture in the book and say why you like it best?

Who is your favourite animal character? Why?



How does the illustrator create the sense that the animals are alive and moving?

How does the illustrator create a sense of space in the drawings? (double pages)

What do you notice about the words in the text? (rhyming)

What sort of word is used before the name of each animal? (adjective)

Can you count to ten on your own?

## Activities

### Classroom Activities – Drama

#### *Curriculum content description - Foundation to Year 2*

Explore role and dramatic action in dramatic play, improvisation and process drama. (ACADRM027)

Use voice, facial expression, movement and space to imagine and establish role and situation. (ACADRM028)

Present drama that communicates ideas, including stories from their community, to an audience. (ACADRM029)

Respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal and Torres Strait Islander Peoples. (ACADRR030)

More information on the Drama curriculum is available at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/drama/>

## Activities:

To make the following activities more interesting, simple props could be used to help bring the characters to life. These could include a small bag of coloured feathers to represent any bird and the child can either hold it or have it clipped onto their clothes. Other animals could be evoked by cardboard or coloured paper ears on a headband or paper tails sewn or stapled onto elastic that can be worn around the waist.

Have the children act out the entire book, the teacher choosing the characters as they come up next eg. For “One playful platypus swimming in the stream” choose a child to be the platypus and act this out in front of the class. That child sits down and then choose two children to be the “cute koalas having happy dreams.” Next are the “three bouncy kangaroos hopping up and down”. Allow the

children to have fun and use their imaginations to act out the scene. The teacher can point to the three individuals and the class counts aloud. Continue this process through to the 10 naughty numbats.

Read the book aloud and allow the children to anticipate the next number. First do this with the whole class participating then reread the book and choose individual children to have a turn at predicting the next number.

## Classroom Activities – Music

### ***Curriculum content descriptions – Foundation to Year 2***

Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion. (ACAMUM080)

Sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community. (ACAMUM081)

Create compositions and perform music to communicate ideas to an audience. (ACAMUM082)

Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples. (ACAMUR083)

More information on the Music curriculum is available at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/music/>

## Activities:

Simple or improvised musical instruments such as shakers, rattles and wooden sticks can be used by chosen children to beat in time to the rhythm of the rhyming lines in the text. The text can be sung to any simple tune. On guitar use chords A and D for the easiest possible accompaniment.





## Classroom Activities – Visual Arts

### ***Curriculum content description - Foundation to Year 2***

Use and experiment with different materials, techniques, technologies and processes to make artworks (ACAVAM107)

#### ***Elaborations***

- exploring a range of natural and man-made materials and technologies to visually express their experiences, for example, paint, pencils, ink, sand, photography and graphically.
- comparing the qualities and properties of materials such as paint, crayons, clay and found objects and select appropriate applications to represent something or someone they like.
- using techniques to demonstrate various compositional effects, for example, overlapping or crosshatching.
- following technical processes and safe practices to make artworks, for example, drawing onto Styrofoam to print on paper.

### ***Curriculum content description***

Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)

#### ***Elaborations***

- trialling different options for designing representation by looking at artworks about a theme or subject matter, such as a 'circus', and make their own interpretation based on their ideas, experiences, observations and/or imagination.
- observing and recording the shapes, colours and textures of people, objects and concepts they experience in their daily lives, for example, drawing faces, insects, plants, food.
- considering viewpoints – forms and elements: For example – What colours were used? What is it made of? How is the colour used, and why is it used in this way?
- practising drawing images and making objects related to self, others and personal environments in different forms, for example, painting, sculpture, photography.
- identifying and using visual conventions in their artworks after investigating different art, craft and design styles from other cultures and times, for example, Expressionism, Fauvism, Aboriginal and Torres Strait Islander Peoples, and Asia.

More information on the Visual Arts curriculum is available at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/>

## Activities:

For a simple drawing activity, children could be given a series of choices using animals from the book to reinforce the number concept. For example, they could draw 4 hungry possums, 3 sleepy wombats, 7 happy kangaroos, 5 tall emus including the numeral as part of the picture. Children could then be encouraged to use their imaginations by asking them questions such as “What are the possums eating?” “Why are the kangaroos happy?” “Where are the wombats sleeping?” etc. and having them show this in their drawing.

Children can make hand puppets using socks, wool and felt to create the animals. These can then be used in simple puppet plays to reinforce the number concepts. One idea could be “Come to my Party” where Kaycee Koala invites the other animals to her birthday party and counts them as they arrive and leave.

The shakers, rattles etc. used for the musical activity could also be made and decorated by the children to represent the animals from the text, using simple plastic containers and texta colours.

Different styles and cultural influences can be tried throughout these activities.

## Classroom Activities - Australian Fauna Picture Book

### ***English - Sequence of content F-6 Strand: Language***

#### ***Sub-strand: Visual language***

How images work in texts to communicate meanings, especially in conjunction with other elements such as print and sound.

Foundation: Explore the different contribution of words and images to meaning in stories and informative texts. (ACELA1786)

Year 1: Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning. (ACELA1453)

Year 2: Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words. (ACELA1469)

## Activities:

### **Creating Picture Books**

Have the whole class join in to make a counting book. Children can work in pairs or groups and contribute one page per group.

Make a class list of Australian animals not included in the series.

Examples include: Tasmanian Devil, Frill-necked Lizard, Tawny Frogmouth, Wedge-tailed Eagle, Antechinus, Zebra Finch, Leafy Sea Dragon, Jabiru, Corroboree Frog, Dugong, Brush Turkey, Goanna, Spinifex Hopping Mouse

Try to make the pages rhyme

For Example:

- One Tasmanian Devil having lots of fun.
- Two Frill-necked lizards basking in the sun.
- Three Leafy Sea Dragons swimming in the sea.
- Four happy Hopping Mice having cups of tea.

Alternatively, children can create their own counting book using animals of their own choosing and without rhyme if desired. For Example:

- One fluffy grey cat watching a bird.
- Two cute puppy dogs wagging their tails.
- Three shiny goldfish swimming round and round.

As an extension activity, children can learn to recognise, name and draw the 10 different native animals and birds which appear in the book. They could select their favourite and learn facts about it that they can share in an oral presentation with the class either individually or in groups.

For further information about the ***One to Ten and Back Again Series*** and about the author.

<http://www.gracenolanauthor.com>

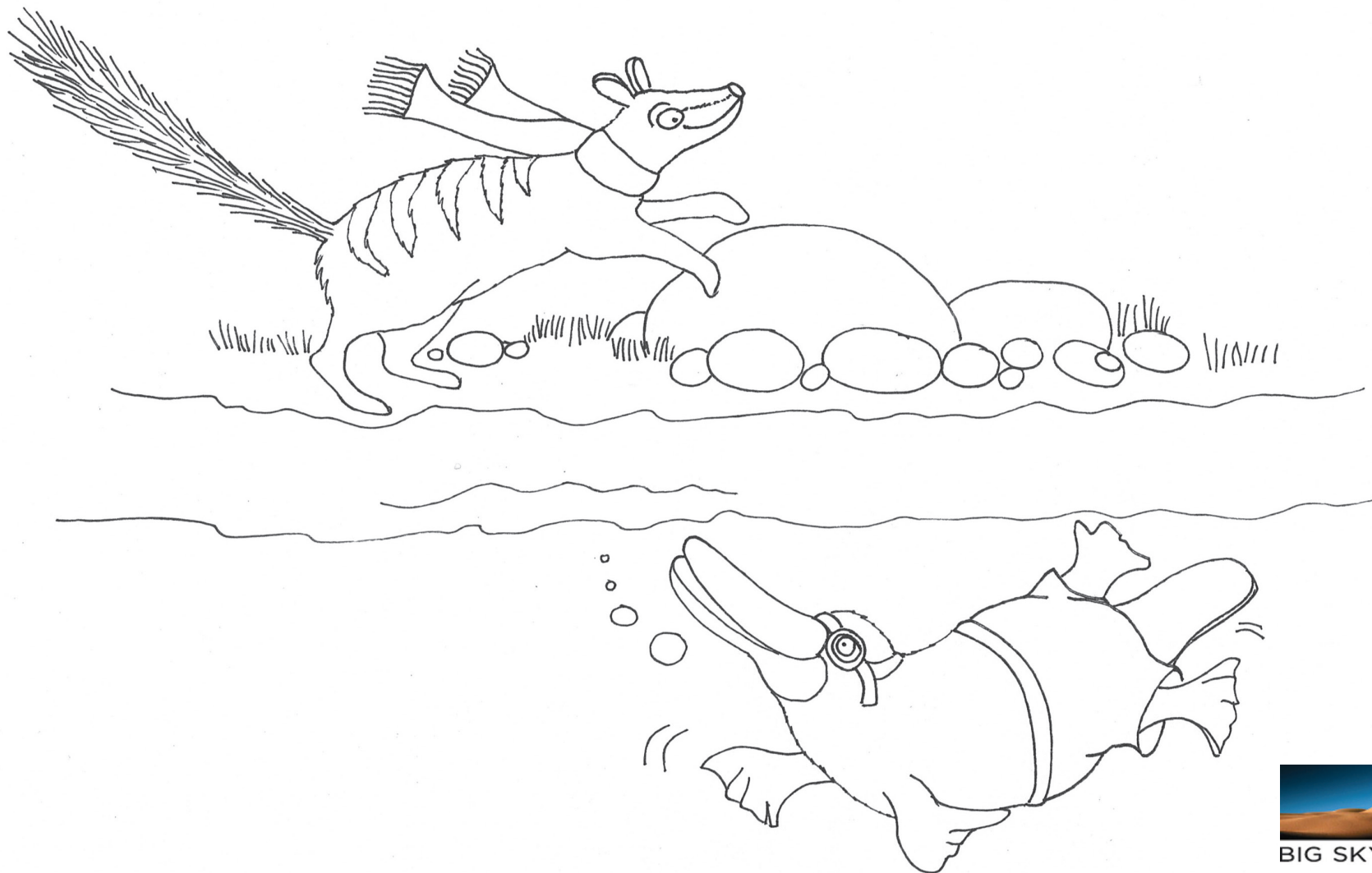
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# 10

## Naughty Numbats

**One to Ten & Back Again**  
**Learning to Count Series**

Print to Colour  
and Decorate!



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