



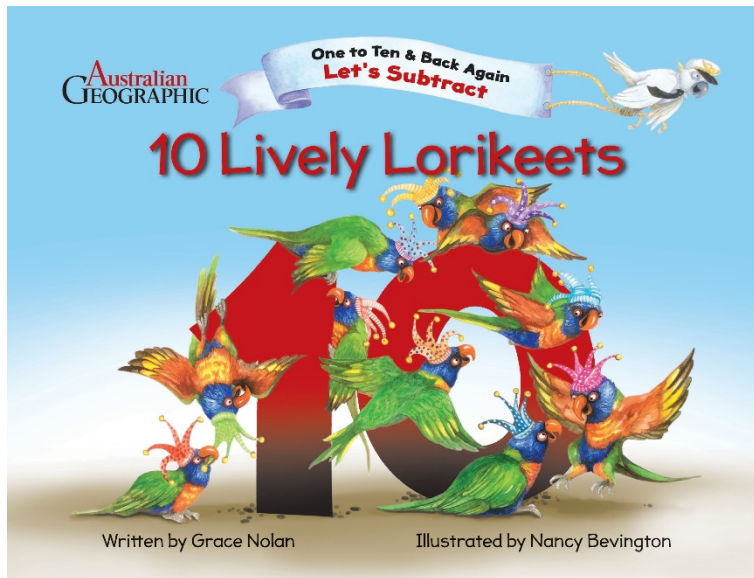
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ONE TO TEN AND BACK AGAIN SERIES



**Book 3 Let's
Subtract:**

***TEN LIVELY
LORIKEETS***

**Text & Teachers' Notes: Grace
Nolan**

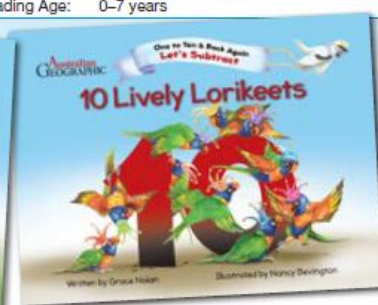
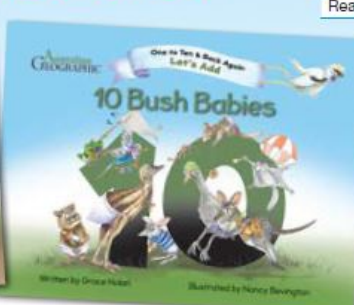
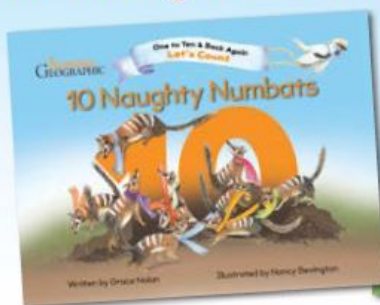
Illustrations: Nancy Bevington

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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
- Introduction to subtraction
- Introduction to subtraction equations
- 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)

Year 1: Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. (ACMNA015)

Year 2: Explore the connection between addition and subtraction. (ACMNA029)

Solve simple addition and subtraction problems using a range of efficient mental and written strategies. (ACMNA030)

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 any native Australian bird or plant seen in the illustrations?

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

What do you notice about the colour of each bird?

What do all the animals have in common? (All birds)

Which of the birds in this book are unable to fly? (lyrebird, emu chicks)

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

Who is your favourite bird character? Why?

How does the illustrator create the sense that the characters 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 phrase is repeated every time a lorikeet leaves?

Can you name the different colours of a Rainbow Lorikeet's feathers?

Can you name the colours of some of the other birds?

Can you count to ten and then back down to zero?

What is another way of saying minus?



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.

Choose 10 children to represent the 10 lively lorikeets and have them line up at the front of the class to dramatize the book. Choose 9 others to represent the 9 other birds that interact with the lorikeets. As the story is read aloud the magpie, cockatoo, lyrebird etc. leads one of the lorikeets away to another part of the room. After each departure the class can be asked to count how many lorikeets are left, reinforcing the idea of subtraction. When the class is confident with the above, they can then go through the process again only this time saying the equation aloud eg. "5 lorikeets take away/less/minus 1 lorikeet equals 4 lorikeets." After practise this can be changed to $5-1=4$.

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:

Children could make simple rattles and shakers using plastic bottles/containers and rice or other materials.

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 lines in the text.

Book 3 adapts well to the "10 Little Teddy Bears" tune eg.

"10 lively, 9 lively, 8 lively Lorikeets,

7 lively, 6 lively, 5 lively Lorikeets,

4 lively, 3 lively, 2 lively Lorikeets,

1 lively Lorikeet all alone” -

and then back again as the activity can be reversed, eg.

“1 lively, 2 lively, 3 lively Lorikeets,

4 lively, 5 lively, 6 lively Lorikeets,

7 lively, 8 lively, 9 lively Lorikeets,

10 lively Lorikeet in a row.”

An extension of the above activity is that 10 children are chosen to represent the 10 lorikeets and they stand in a line in front of the class. As their number is sung, they bob down until the end of the song at which point, they are all down. When the order of the song is reversed the last child jumps up with arms in the air followed by number 9, 8 etc. as the song is sung.

Another variation of this is that each child holds a big card with the number they represent written on it and they hold it up as their number is sung.

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:

Children can also create their own scenes using the birds from the book to represent particular sums, eg. $3 - 2 = 1$ could be depicted as, 3 lorikeets – 2 lorikeets = 1 lorikeet; $4 - 2 = 2$ can be shown as 4 lorikeets – 2 lorikeets = 2 lorikeets. They can draw the birds then write the sum underneath.

Children can make hand puppets using socks, wool and felt to create the birds. These can then be used in simple puppet plays to reinforce the subtraction concept. One idea could be "Come to my Party" where Lisa Lorikeet invites the other birds to her birthday party and counts them as they arrive and counts them down as they leave.

Children could create 3D representations of the lorikeets and other birds using a variety of materials such as feathers, sticks, leaves, sand etc. on paper.

They could also create Papier-mâché models of any of the birds.

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

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

General Reinforcement Activities:

Based on the book, create colouring-in sheets, word finds, crosswords, mazes, maths puzzles etc. suitable to individual student abilities.

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



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

<http://www.gracenolanaauthor.com>

www.bigskypublishing.com.au

One to Ten & Back Again
Let's Subtract



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10

Lively Lorikeets

Print to Colour
and Decorate!

One to Ten & Back Again
Learning to Count Series



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