



Counting book

This lesson will take either a day, or a series of lessons as timetabled.



CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓	✓	✓	

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓	✓		✓				✓

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓	✓	✓	✓	✓

TOPIC INFORMATION

PURPOSE

To provide opportunities for students to design and create a counting book in the local language.

STUDENT OUTCOMES

The focus of learning in this activity is on:

- how people select and use particular materials;
- the importance of materials in modern life; and
- a technology process that encourages students to learn about, use, create and assess products for intended uses whilst avoiding risks and inefficient use of resources.

KEY BACKGROUND POINTS

This activity is based on the book, *Kutju* (one), *Kutjarra* (two), *Marnkurra* (three) ... *Pirni* (many), which is used as a model for student work.

CULTURAL & PROTOCOL CONSIDERATIONS

Contact AIEOs, local Indigenous people, Aboriginal education staff at your District Education Office to ensure correct words and pronunciation.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
book and cards	Karlkurla Language & Culture Aboriginal Corporation	<i>Kutju, Kutjarra, Marnkurrpa...Pirni.</i>	Kalgoorlie Learning Centre (KLC), 288 Hay St, Kalgoorlie 90914705
book	Karlkurla Language & Culture Aboriginal Corporation	<i>Wangkatha dictionary</i>	KLC
website	Department of Education and Training	<i>Curriculum Framework</i>	p18 (Materials)

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- counting book (*Kutju ...*)
- Wangkatha dictionary
- A-4 paper/card
- pictures of Australian animals
- materials showing pictures of Australia's flora, fauna, tools, and artifacts ... used by traditional Aboriginal people
- laminator (optional)
- writing and colouring materials

LESSON STEPS

Preparation

- **Plan** the lesson in consultation with AIEO (and/or other Wangkatha speakers) to ensure correct pronunciation of words.
- **AIEO** (or DEO Aboriginal education team) to **co-ordinate** and **organise** local people to participate.
- **Organise** adequate materials and class set of Wangkatha dictionaries (see TEACHING RESOURCES above).
- **Collect** and display pictures of Australian animals, people, flora, and artifacts.
- **Ask** students to bring any pictures they have – or find – to add to class collection.

Implementation

Please note that this lesson will take much longer than average lesson time. You may like to take up to a day if your timetable allows that, or to break it into sections for activities over a number of days. You may also like to build on and develop further lessons that suit your students' needs, perhaps a set of cards for the memory game (matching pairs) using a different topic, and making two cards of each item.

Whole class

- **Read** local counting book, *Kutju, Kutjarra, Marnkurrpa...Pirni*, to the students, then discuss content and presentation, that is, how pictures and text are arranged on the page, the way they are ordered in the book, parts of the book, and reasons for all they have discussed.
- **Display** class collection, discuss individual pictures that children select, and ask why they chose the particular items.

Working in pairs

- **Explain** to students that they are going to work with a partner to design and create their own local language book for pre-primary and year one students.
- **Display** pictures and books on Australian flora, fauna, artifacts ...
- **Encourage** students to study and discuss these materials.
- **Ask** students to decide on a topic for their booklet (eg flora: native plants, trees, wildflowers ... fauna: animals, insects, birds, fish, people ...).





- **Direct** students to make a list from the Wangkatha dictionary of words they will use in their books. They must select ten items, about their topic for their books, to draw and label in both Standard Australian English and the local language.
- **Explain** that their books are not only about the 10 items they have chosen, but are also counting books. The first page has one item, the second page has two of the item chosen, the third page has three of the item chosen, and so on ...
- **Distribute** paper and art materials as needed.
- **Explain** that students may cut out pictures from magazines, but not books. They may copy or trace pictures in books, or draw the items they have chosen for their book.
- **Offer** guidance as children proceed with drawing and labelling their chosen items, then ordering them in their books. They may like to make a cover, too, with their name on it as writer and illustrator.
- **Laminate** covers and pages (optional).
- **Staple** pages to make a book.
- **Assess** books to see that they have all the required components, and reflect on the process of making their books.
- **Share** books with other class members, and then with pre-primary and year one students.

ASSESSMENT

Assess completed books for accuracy, creativity, design process and artwork.

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