

LET'S COUNT WILDFLOWERS

TRACEY GIBBS

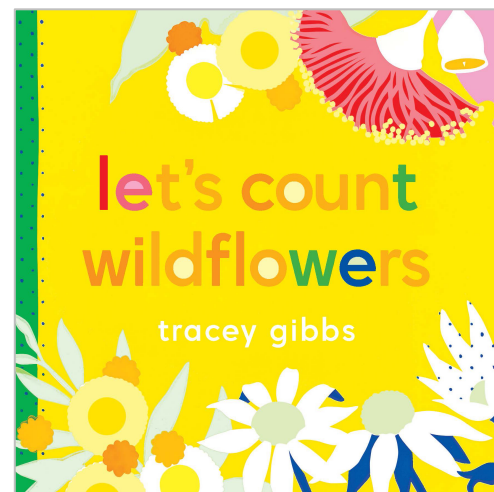
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YEAR LEVEL: K-1

CROSS-CURRICULUM PRIORITY: Sustainability

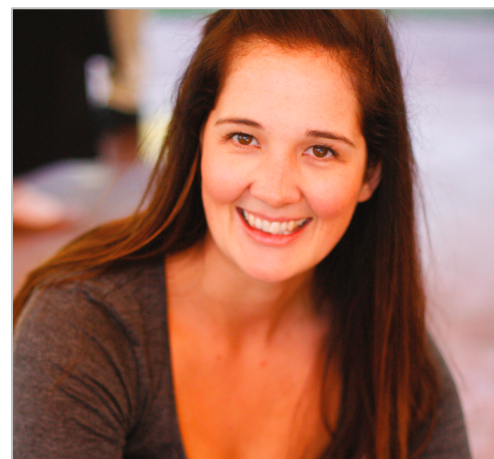
ABOUT THE BOOK

Let's Count Wildflowers is a board book for babies, young children and those who love them. It is a brightly illustrated counting book that travels from one to ten, dawn to dusk and from Australia's West to East, celebrating the amazing native flora at our fingertips. Tracey hopes that the book encourages children and their caregivers to take stock of the natural world around them, to be in awe of the myriad colours, shapes and textures that abound – and to find joy within the native Aussie bush.



ABOUT THE AUTHOR

Tracey Gibbs is a contemporary printmaker from Perth, Western Australia. She spent her early childhood roaming the paddocks on the family farm in the south-west of Western Australia – a real hotspot for wildflowers. This planted the seed, so to speak, for Tracey to develop a love of all things floral. *Let's Count Wildflowers* is Tracey's first book to have authored and it's illustrated in her signature pop art screen-printed style.



THEMES

- Wildflowers
- Numbers
- Counting
- Nature

AUSTRALIAN CURRICULUM OUTCOMES

K-1 English

K-1 Mathematics

K-1 Art

K-1 Science

USEFUL WEBSITES

- Author's website: www.traceygibbs.com
- Author's Instagram: www.instagram.com/lalleuca
- Author's Facebook: www.facebook.com/lalleuca

CLASSROOM IDEAS

Before reading

1. Show the front cover of the book. Ask children to discuss what they can see. Ask children what they think the book might be about.
2. Read the title to the children. Ask children: 'Does that give you a clue about what might be in the book?'

During reading

1. Pause regularly during reading to ask children: 'What do you think will be on the next page?' Check to see if they can predict the next number in the sequence.
2. With each new number ask children to show you 'how many'. Children can use many different ways to show how many, depending on age. They might hold up fingers, show with block or loose parts, hold up the number on a number fan or flashcard, or write the number on a mini whiteboard.

English

1. *Punctuation*: Ask children to go on a punctuation hunt through the book. Can they find a capital letter? A full stop? A hyphen? A comma? Give each child a mini whiteboard and ask them to record all the punctuation they find. How many full stops are there in the book? How many commas?
2. *Vocabulary*: Tell the children you are going to read the book again and if they hear a word that they don't know the meaning of, to put up their hand. Record these words on a large sheet of paper and discuss the meaning of each word.
3. *High-frequency words*: Play high-frequency word detectives. Children can work together or individually to search the text for high-frequency words. For added fun, add magnifying glasses. Children can record the high-frequency words they find on whiteboards, paper or a whole class sheet.
4. *Rhyming*: Ask children to listen very carefully to the words as you read them, and to tell you any words they hear that rhyme, e.g. morning and yawning. For added fun, make some 'Big Ears Headbands' by cutting out two big ears and sticking them to a band of cardboard for children to wear.
5. *Adjectives*: Discuss the use of adjectives to make sentences more interesting. Ask children to identify the adjectives in each sentence and record on a class chart. Write a simple sentence on the board and ask children to rewrite the sentence with their own adjectives to make it more exciting.

Mathematics

1. *Counting*: Practise counting to ten as you show each page. Turn the pages backwards and count back from ten to one.
2. *Missing numbers*: Read the book again and skip a page. Wait for children to notice and tell you that you missed a number. If they don't pick up on the missing number, prompt them.
3. *Indigenous knowledge systems*: Explain to students that different cultures count in a variety of ways, such as the number systems of the Wotjobaluk Nations in Victoria. You may wish to invite a member of your local Indigenous community to teach your class about the local traditional counting system.
4. *Comparing numbers*: Show two pages of the book and ask children which has more/fewer flowers.
5. *Partitioning*: Using the page for the number six, ask children if they notice anything about the way the flowers are arranged. If necessary, point out that there are two groups of three. Explain that six can be made up of three and three. Explore what other ways they can make six. Give students six object and ask them to break them up in different ways. Repeat for other numbers in the book.
6. *Graphing*: Children can ask other members of the class which was their favourite wildflower in the book and record the responses. Use this information to create a graph or chart to show which was the most/least popular.

Art

1. *Golden Wattle mural*: Create a wall mural by painting paper plates in a variety of sizes with yellow paint. Sponging or stippling the paint will give some added texture. Arrange the paper plates on the wall in groups to look like Golden Wattle blooms.
2. *Kangaroo Paws*: Paint the children's wrist and the lower half of their palm with red paint. Paint their fingers and the top half of their palm with green paint. Place hand/wrist down onto some paper to make a print that looks representative of the Kangaroo Paw.
3. *Wildflower art*: Place a display of wildflowers on a table and provide mini easels, paper and your chosen medium (paint, watercolours, pencils, markers, crayons or pastels). Children can represent the shapes and colours they see to create their own wildflower art. If wildflowers are not available, use the book as inspiration.
4. *Playdough/clay/plasticine*: Provide materials in a range of colours as well as loose parts such as popsticks, matchsticks, pipecleaners and ribbons. Allow children to experiment with making their own wildflowers.

Science

1. *How flowers grow*: Discuss the needs of flowers. Discuss how we grow flowers at home (e.g. in a pot or garden bed) and what we do to help them survive (e.g. water, fertiliser, weeding) and how this compares with how wildflowers survive in the bush.
2. *Wildflowers and Indigenous knowledge*: What is the name of the First Nations people(s) in your local area? What is the name of their language(s)? What are some of the traditional wildflowers that grow

- in your area and what are their Indigenous names? How has the local Indigenous community made use of these plants? What are the names of the seasons in the Indigenous language(s) of your area?
3. *Growing wildflowers*: What are the local wildflowers that grow in your region? What time of year do they appear? If possible, grow some wildflowers for the children to observe, or arrange an excursion to view them in the bush.

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