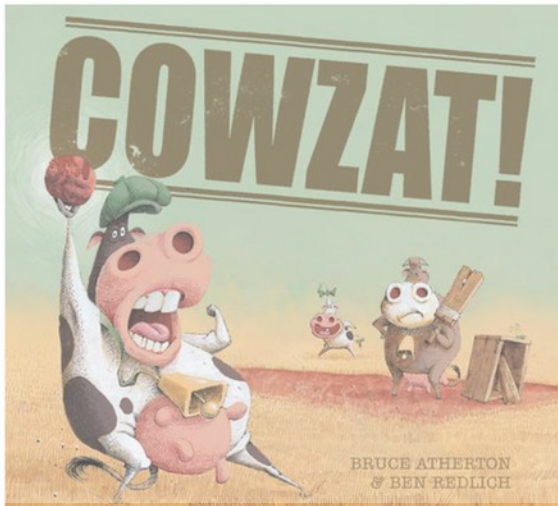


Classroom Ideas

Written by Jackie Small

Cowzat!



Author:
Bruce Atherton

Illustrator:
Ben Redlich

Publisher:
Windy Hollow Books
Australia, 2010

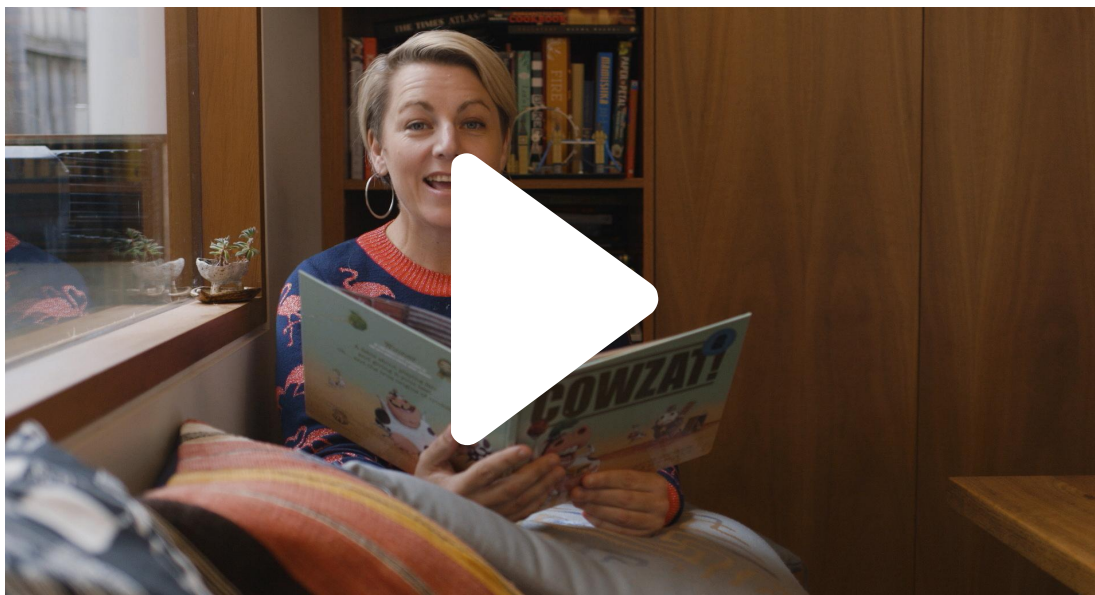
Format:
Picture Book

Themes:
Friendship, Community,
Sport, Activity,
Traditions, Australia,
STEM

Year Levels:
1, 2, 3, 4, 5 & 6

Storyteller:
Nelly Thomas

Click on the image below to play story teaser

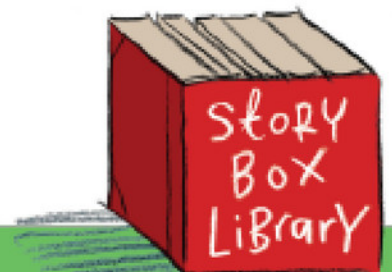


Making Predictions:

- Predict what the story may be about by considering:
 - The title of the book
 - The cover
 - The blurb
 - The illustrations

Making Connections:

- Identify the author/ illustrator of the book. Have they created any other books? Find some of their other books in your school or local library. How are they similar or different to *Cowzat!*?
- Complete a KWL (Know, Wonder, Learn) Chart based on your knowledge and questions regarding cricket.
- Organise a tour of the cricket ground at your closest capital city.
- Also view [Sporty Kids: Cricket](#) from the Story Box Library catalogue.



- What was your favourite part of this story? Explain your choice.
- Discuss the title of the story.
- Discuss the writing and illustration techniques used by Bruce and Ben to create an entertaining story about the game of cricket.
- Use a T-Chart to record the advantages and disadvantages of setting this story on a farm.
- Bruce uses puns in the story (*a pun is a clever use of a word or phrase with multiple meanings*).
 - Identify and discuss the puns in the story
 - Search the internet for other puns. As a class, discuss their meaning and the concept of homonyms/homophones.
 - Create a list of homonyms and homophones.
 - Use these to write puns of your own.
- ‘*A herd of cows was eating grass and making milk and cream.*’ Identify the collective noun in this sentence.
 - Research and create a booklet of collective nouns.
- List the social conventions used by the characters in the story to show successful cooperation during their game of cricket.
- Create a handbook featuring the cricket terminology used throughout the story (*e.g. caught, howzat, stumps, coin toss, run, out etc.*).
- ‘*There skills were such the local news reported on the match.*’ Read and view a range of newspaper articles and identify the headline, byline, dateline, lead paragraph, and quotations in each.
 - Use your information regarding essential parts of a newspaper article, to write an article about the first cricket game according to the events in *Cowzat!*

CURRICULUM LINKS

Classroom Ideas are suitable for the following year levels:

Years 1, 2, 3, 4, 5, 6

Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:

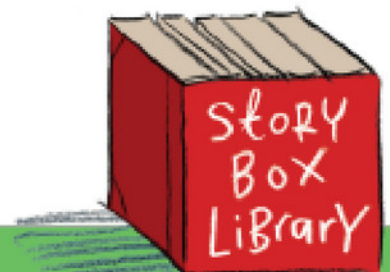
Language: Language for interaction; Text structure and organisation; Expressing and developing ideas

Literature: Literature and context; Responding to literature; Examining literature; Creating literature

Literacy: Texts in context; Interpreting, analysing, evaluating; Creating texts

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, ICT, Critical and Creative Thinking, Personal and Social Capability



- ‘They picked two teams and tossed a coin to get things underway...’ Play a game of **Two-Up** or Heads and Tails to explore the chance and data of a coin toss. Before the teacher tosses two coins, students put their hands on their head, hips or one on each to guess how the coins will land. The teacher continues to toss the coins until there is one student left standing. Students are eliminated from the game if they guess incorrectly.
 - Talk about the probability of toss outcomes (Heads 25%, Tails 25%, Odds 50%)
 - Use words to describe the probability of each outcome (likely, unlikely, probably, possibly etc.)
 - Use fractions/percentages to describe the probability of outcomes (e.g. 25% or 1/4)
 - Test the probability. Keep a tally of each coin toss and record the results using fractions.
- Set-up a lemonade stand in your school grounds.
 - As a class, follow a recipe to make your own lemonade. List and categorise the units of measurement used in the recipe.
 - Charge 10 cents for each cup of lemonade, practising addition and subtraction when giving change and when calculating profit and loss once deducting expenditure from your takings.

Curriculum Links

Classroom Ideas are suitable for the following year levels:

Years 1, 2, 3, 4, 5, 6

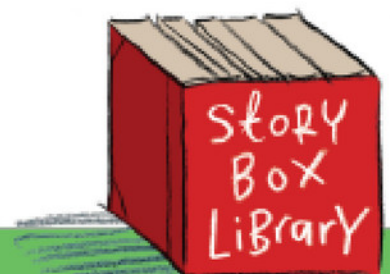
Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:

Measurement and Geometry: Using units of measurement

Number and Algebra: Money and financial matters

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability



- ‘*One sunny day Down Under...*’ Where does the story take place, and what is the clue in the text to suggest this?
 - What does the term, Down Under mean? Find out where and when the term originated?
- On a map of the world, show the location of countries that participate in Test Cricket.
- Undertake research on the history of cricket, or develop your own questions for a personal inquiry on the origins of cricket.
- Using an Australian atlas, find where farms can be found in Australia.
- View and compare other stories in the [Story Box Library](#) that are set on a farm (e.g. *The Windy Farm, My Dog Bigsy, Nannie Loves, Wendy, Banjo and Ruby Red, The Water Witcher, All I Want for Christmas is Rain and Lizzie Nonsense*)

Curriculum Links

Classroom Ideas are suitable for the following year levels:

Years 1, 2, 3, 4, 5, 6

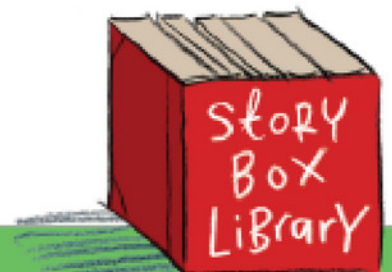
Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:

Inquiry and Skill: Questioning; Researching; Evaluating and reflecting; Communicating

Knowledge and Understanding: History; Geography

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability, Intercultural Understanding



- Discuss the various roles each of the characters played during the game.
- Create a handbook featuring the cricket terminology used throughout the story (*e.g. caught, howzat, stumps, coin toss, run, out etc.*)
- Watch a game or clip of cricket. Create a list of equipment that is needed to play cricket and discuss the rules of the game.
- Find out through discussion and research the different formal and informal ways that cricket can be played.
 - Discuss how the variations of the game encourage inclusivity and participation.
 - Choose one of the variations of the game to play as a class, applying the basic rules and scoring system.
 - Use your experience to write or illustrate a 'How to play' guide.

Curriculum Links

Classroom Ideas are suitable for the following year levels:

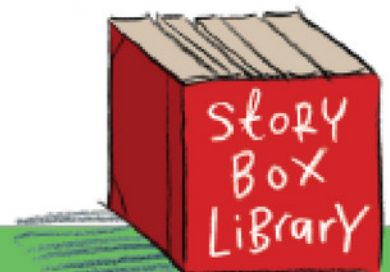
Years 1, 2, 3, 4, 5, 6

Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:

Movement and Physical Activity: Moving our body; Understanding movement; Learning through movement

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability



- View a range of images and videos (see our [Resources](#) page for a starting list) or undertake further research on the design and construction of cricket bats over time.
 - Compare traditional and modern methods of making cricket bats.
 - Discuss the choice and suitability of materials and design used to make cricket bats.
- Design and construct your own cricket bat. Be prepared to explain your choice of materials and design features.

CURRICULUM LINKS

Classroom Ideas are suitable for the following year levels:

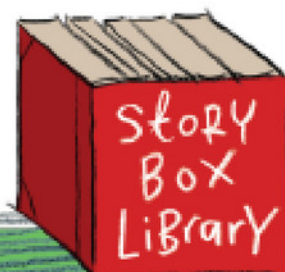
Years 1, 2, 3, 4, 5, 6

Classroom Ideas address Content Descriptors in the following Subjects and Bands:

Design and Technology: Knowledge and Understanding; Process and Production Skills

Classroom Ideas address the Organising Elements within the following General Capabilities:

Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability



My Little Bookcase. 2013. *Activity: Come In Spinner- An ANZAC game for kids* [ONLINE] Available at: <http://www.mylittlebookcase.com.au/activities/activity-come-in-spinner-an-anzac-game-for-kids/>

The Sydney Morning Herald. 2018. *From willow to wicket - the crafting of a cricket bat.* [ONLINE] Available at: <https://www.smh.com.au/national/from-willow-to-wicket--the-crafting-of-a-cricket-bat-20150708-gi7m2r.html>

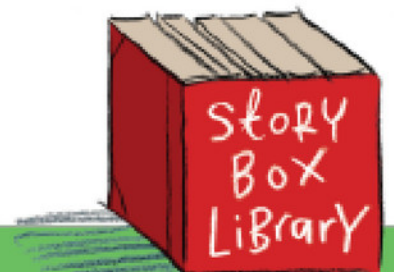
Cricket Lovers. 2018. *History of cricket bats* [ONLINE] Available at: <https://cricketmost.weebly.com/history-of-cricket-bats.html>

ABC News. 2018. *Interview: Paul Bradbury.* [ONLINE] Available at: <https://www.abc.net.au/news/2012-12-01/interview-paul-bradbury/4402826>

British Pathé. 2014. *How to Make Cricket Bats: Old Traditions & Modern Methods (1962)* [ONLINE] Available at: <https://www.youtube.com/watch?v=fWkJ5bTfehC>

Cricket Australia. 2018. *Shane Watson on how a bat is built* [ONLINE] Available at: <https://www.cricket.com.au/video/shane-watson-explains-how-a-cricket-bat-is-made-at-the-gm-factory-in-nottingham/2015-08-12>

Al Jazeera English. 2017. *Meet Paul Bradbury, the man keeping traditional art of cricket bat-making alive* [ONLINE] Available at: <https://www.youtube.com/watch?v=Sk-v7RKjhB4&t=8s>



Viewing and Listening Post Activity.

Print this page for your students to use during Literacy Rotations.

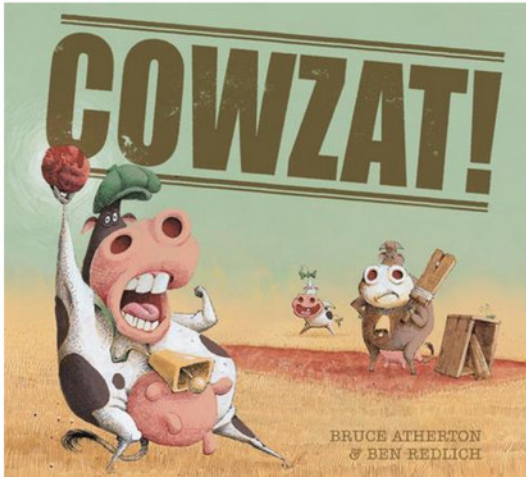
Today, you will be viewing and listening to:

Cowzat!

Author:
Bruce Atherton

Illustrator:
Ben Redlich

Publisher:
Windy Hollow Books
Australia, 2010



Learning Tasks

After viewing the story, choose one of the following activities to complete.

- 'A herd of cows was eating grass and making milk and cream.'* Identify the collective noun in this sentence. Research and create a booklet of collective nouns.
- On a map of the world, show the location of countries that participate in Test Cricket.
- 'There skills were such the local news reported on the match.'* Write an article about the first cricket game according to the events in *Cowzat!* Remember to include a headline, byline, dateline, lead paragraph and quotes.

Scan your QR Code
to view the story.

