

Billie and the Blue Bike

Written and illustrated by Ambelin Kwaymullina

OVERVIEW

Billie wants the blue bike and she asks her Mum to buy it for her – but her Mum has no money to spend on a bike. She asks Uncle Jack and he won't give her the money either, but he will help her save up to buy the bike herself. She can work for him for \$10 per week for 10 weeks to save the \$100 for the bike. But Billie is impatient, and she tries washing cars and even enters her dog Spike in a dog contest – neither of which works out. She eventually she goes back to Uncle Jack and saves the money in 10 weeks – and she is able to purchase the bike!

Billie and the Blue Bike is a fun and engaging way to introduce young children to financial literacy knowledge, and is written for Indigenous children in particular. This brightly illustrated and instructive picture book, written and illustrated by the award-winning Ambelin Kwaymullina, has been designed to include financial literacy learning relevant to students at a Year 2 level.

Billie and the Blue Bike references the National Consumer Financial Literacy Framework, which sets out three dimensions of learning that underpin consumer and financial education: knowledge and understanding; competence; and responsibility and enterprise. Teachers and parents can use the book as a resource to help children understand core financial literacy matters through storytelling.

- Well-known and award-winning author and illustrator
- Engaging and beautifully illustrated hardcover children's picture book
- The story itself helps children understand core financial literacy matters
- Extensive teacher notes that reference the National Consumer Financial Literacy Framework

ABOUT THE AUTHOR & ILLUSTRATOR

Ambelin Kwaymullina belongs to the Palyku people of the eastern Pilbara region of Western Australia. She is a writer, illustrator and law academic who works across a range of genres including YA, science fiction, verse and non-fiction.



THEMES

- Aboriginal Peoples – Social Life and Customs
- Mathematics
- Perspective

AUDIENCE AND WRITING STYLE

Billie and the Blue Bike explores the story of how Billie is wanting to buy a blue bike and strategically plans out how she is going to purchase it. Ambelin Kwaymullina includes unique, colourful and interactive illustrations that helps tell the story and provides an alternative way in assisting children to problem solve by including visual aids.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years 2-4
Mathematics	Years 3-4
The Arts	Years 2-4

CLASSROOM IDEAS

ENGLISH

- Before reading the book, facilitate discussion on what the book could potentially be about. Focus on the illustrations and the title.
- Provide background information about the author and discuss the language group of the author (Palyku People). Use 'AITSIS Map of Indigenous Australia' from the internet to locate where they Palyku People are from.
- Read the story and facilitate discussion on whether students can relate or not. Ask students what their family morals and beliefs are.
- Why do you think 'Uncle Jack' wouldn't just buy the bike for Billie?
- Facilitate discussion by asking students what they think the moral of the story is and justify why the author might have made this story.
- Ask students what are some ways that they earn pocket money.
- What aspects of the book can you relate to and how do you think it might reflect Aboriginal Peoples beliefs and values? Justify why.
- Create a story graph as a class and discuss the components of a narrative including the beginning, complication, climax and resolution. Get students to create their own graph and include their own illustrations in each section.
- Get students to re-write their own version of the story including what item they want to save up for and how they would save up to purchase that item.
- Get students to plan and create a short role play in how they would come up with a way for Billie to earn \$100 for her bike.

THE ARTS

- Discuss why the illustrator might have included particular illustrations in the book. Do they or do they not reflect the story? How would you change the illustrations and why?
- Much of this story is told through illustrations rather than text. For example, the illustration at the end of the book that shows Billie working to earn money doesn't have any text. Ask students whether they think words or pictures are a better way to tell a story, justifying why.
- This story is designed to teach students about financial literacy. Ask students to choose a picture and discuss what techniques the illustrator uses to convey the story.
- Get students to share their favourite illustrations and justify why.
- Get students to create a short cartoon strip using illustrations reflecting the same story line of *Billie and the Blue Bike*.

MATHEMATICS

- Read the first page and show students the bike costs \$100. Ask students to come up with as many number sentences as possible that equal to \$100.
- Ask students how much Billie would need to earn each week for 10 weeks in order to make \$100. Remind students to recall their multiplication facts of 10.
- Ask students if Billie gets her cousins to help by paying them \$10, is she going to get the full \$100? Justify how.
- Can students come up with a quicker solution to make \$100? E.g. lemonade stall,
- Get students to draw their own visual representation of how they'd make \$100.



APPENDIX – LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
2	English
	Literature <ul style="list-style-type: none">• Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587 - Scootle)• Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666 - Scootle)• Create events and characters using different media that develop key events and characters from literary texts (ACELT1593 - Scootle)
3	English
	Literature <ul style="list-style-type: none">• Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596 - Scootle)• Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601 - Scootle) Literacy <ul style="list-style-type: none">• Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676 - Scootle)• Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680 - Scootle)
4	English
	Literature <ul style="list-style-type: none">• Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605 - Scootle)• Create literary texts that explore students' own experiences and imagining (ACELT1607 - Scootle) Literacy <ul style="list-style-type: none">• Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687 - Scootle)• Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689 - Scootle)• Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692 - Scootle)
3	Mathematics Number and algebra <ul style="list-style-type: none">• Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055 - Scootle)• Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056 - Scootle)• Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057 - Scootle)
4	Mathematics Number and algebra <ul style="list-style-type: none">• Recall multiplication facts up to 10×10 and related division facts (ACMNA075 - Scootle)• Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076 - Scootle)



F-2 The Arts**Visual Art**

- Use and experiment with different materials, techniques, technologies and processes to make artworks ([ACAVAM107](#))
- Create and display artworks to communicate ideas to an audience ([ACAVAM108](#))
- 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 - Scootle](#))

3-4 The Arts**Visual Art**

- Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations ([ACAVAM110](#))

Cross-Curriculum Priority – Aboriginal and Torres Strait Islander Histories and Cultures; Sustainability

