

LEARNING TIME

Colours in the Garden

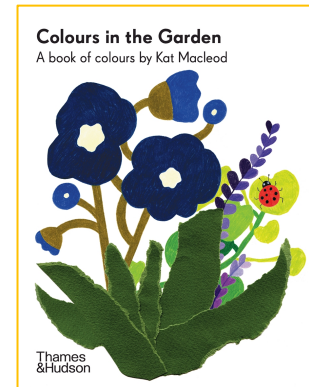
Kat MacLeod

Learn the colours in a garden full of life, from soil to butterflies, and ladybirds to leaves.

A perfect book for naming everyday things you might see in your garden or when out and about.

Themes: Colours, Nature, Insects

Rare and interesting words/concepts: soil, poppies, vines, peaches



Key Message for Parents | The First Five Years Last a Lifetime

- Learning about language happens through books, songs, conversations that introduce words in meaningful ways.
- Sharing books and stories builds a strong literacy foundation right from the start.
- Holding and handling books develops fine motor skills, concentration, and independent learning.
- Allow lots of opportunity to try new things, visit new places and meet new people.
- The best learning occurs in nurturing, safe, connected experiences with caregivers.

Australian Early Years Learning Framework | Outcome 1: Children develop their emerging autonomy, interdependence, resilience, and sense of agency.

Educators can support children's learning to be open to new challenges and discoveries

- helping the child to understand their feelings by naming those feelings
- Providing suggestions of self-regulation techniques
- providing a safe, predictable, and welcoming environment where the child is supported
- encouraging new experiences within the child's own level of comfort, acknowledging fears and concerns, and offering emotional support with positive language and encouragement.

Welcome

Ask caregivers to write nametags for themselves and their children.

Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and that there will be time for adults to chat after the story and songs.

Welcome Song (or your preferred song)

Have the words available as a handout or written on a board or butcher's paper for the adults to read and join in.

Good Morning

Good morning to you

Good morning to you

Good morning everybody

and welcome to you!

You may like to introduce the book at this stage or use a song to help prepare your group and introduce the upcoming story and activities.



Songs

Songs slow down language and engage children to listen and engage.



I can sing a Rainbow

Red and yellow and pink and green

Orange and purple and blue

I can sing a rainbow, sing a rainbow

Can you sing a rainbow too?

Three Little Ducks

Galumph Went the Little Green Frog

Two Little Dickie Birds

Five Butterflies



Five Little Butterflies

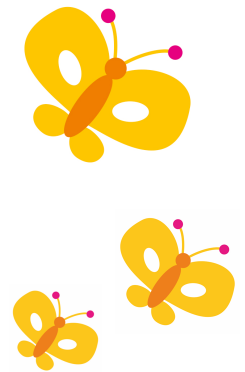
Five little butterflies resting at the door
One flew away and then there were four
Butterfly, butterfly, happy all day
Butterfly, butterfly, fly, fly away

Four little butterflies sitting in a tree
One flew away and then there were three
Butterfly, butterfly happy all day
Butterfly, butterfly fly, fly away

Three little butterflies looking at you
One flew away and then there were two
Butterfly, butterfly happy all day
Butterfly, butterfly fly, fly away

Two little butterflies sitting in the sun
One flew away and then there was one
Butterfly, butterfly happy all day
Butterfly, butterfly fly, fly away

One little butterfly left all alone
One flew away and then there were none
Butterfly, butterfly happy all day
Butterfly, butterfly fly, fly away, bye bye



Before Reading

- Greet families and children warmly, ask them how they are, awaiting their responses and acknowledging them.
- Explain the format of the session, including the book you are reading, songs and activities. You may want to use a visual board to support diverse language and learning needs.
- Ask the families to sit where they can see the pictures, as you will need them to watch closely!

During Reading

- Introduce the name of the book, author, and illustrator.
- Ask the families to join in as you find things in the book, like the ladybirds, bird or nest.
- Be intrigued and model engagement with the text, through looking interested in what they discover and check the children are following along. Suggested comments – ‘*can you see the butterflies, let’s count the ladybugs or the eggs are blue, like my jumper.*’

After Reading

- Reflect on the story. *Have you seen these things in your garden or on walk?*
- Allow time for the families to talk to their children. Suggest talking about the colors in the room.
- All communication from baby is important and should be responded to.

Extension Ideas – tips for families

Read

- Visit the Raising Literacy Australia website and find more book recommendations under Featured Stories. You can search by theme – insects or colours or by age.
- Borrow books from the other libraries.
- Many books are also freely available via Library subscriptions such as Libby and StoryBox Library for read aloud – making books accessible from home or when you are out and about.

Sing

- Singing slows down language so enables sounds to be heard more easily. Phonemic Awareness knowledge (sounds) is a foundation to literacy competency.
- Spotify and YouTube have a huge variety of songs. We have a Spotify Playlist ‘Raising Literacy Australia’ – Featured Stories
- Adapt your own from well-known tunes and your own made-up words.

Talk

- Talk about things at home, colours, and insects in and around your home.
- Demonstrate the serve and return model of communication, where baby is acknowledged in like, with smiles and sounds to match theirs.

Play

- Use colored scarves, hankies or material to play with and name colours
- Colour match, find colours in your home that match those in the book. Have fun finding them.

Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. Raising Literacy Australia suggests the following books to support learning in this area. If your library has copies, make them available for families to borrow or include them in your story time session.

For more stories to share, we recommend the following titles:

- **My First Coloured Shapes** by Fiona Bowden (Little Book Press)
- **Baby Touch Colours** by Ladybird
- **Brown Bear, Brown Bear, what do you See?** by Bill Martin Jr.

An Activity Time for this book is available to download for FREE from our website. This is a great resource to share with families, you are welcome to print and distribute as necessary.

Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family.

Sung to the tune of (*Here We Go Round the Mulberry Bush*) or your choice.

Goodbye

This is the way we say goodbye (wave) say goodbye, say goodbye

This is the way we say goodbye to all our library friends (or) (to our friend.....)!

