

LEARNING TIME

Bush Magic

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Themes: Australia, Imagination, Nature

Rare and interesting words: adventure, favourite, forgot, unlike, crown, maze, crowded, stranded, looping, weaving, bobbed, plucked, whirlpool, monstrous, greedy, sunken.



Jarrah and Grandad are stuck at home on a rainy day, but that doesn't dampen their adventure. Delve into the imagination and be whooshed away on a journey with Australian animals, diverse environments, and a monstrous mound.

Key Message for Parents | Children Learn Being Engaged And Doing

Research shows that social and emotional development is as important as intellectual development.

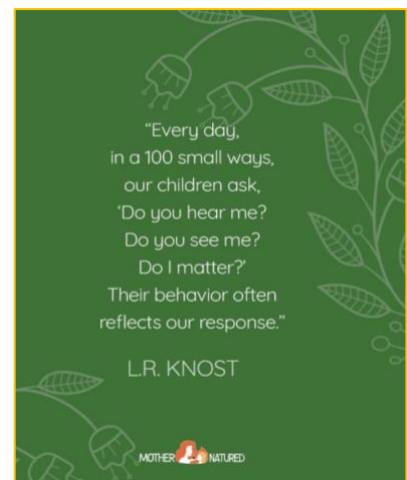
The quality of a child's relationships in the early years lay the foundation for range of developmental outcomes such as self-confidence, motivation, self-regulation, and learning.

Play is critical to young children's social, emotional, and intellectual development.

Australian Early Years Learning Framework | Outcome 4 Children are confident and involved learners

Educators can support children's learning by:

- Creating a safe, welcoming environment
- Being child focused and following their lead, adapting activities to their skills and interests
- Modelling serve and return interactions
- Considering different learning needs
- Scaffolding concepts by explaining new words and providing context to vocabulary
- Providing culturally rich experiences for inclusion
- Reinforcing learning with hands on experiences
- Planning sensory and exploratory experiences with natural materials.



Welcome

Ask adults 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.

Acknowledgement of Country

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.

Nina Marni - Welcome

Nina Marni - welcome, welcome!

Nina Marni - welcome here today.

We are here on Kurna Land, Kurna Land, Kurna Land,

We are here on Kurna Land here today.



The More We Get Together and Read Together

<https://youtu.be/yIrg6U2b8xU?list=PLcw3Y8sV0xpuV8woqMSnY2MpjuYfPERja>

Finger Rhyme

Five Cheeky Monkeys Jumping on The Bed (substitute the word monkeys with Joeys)

Five cheeky *joeys* jumping on the bed (hold up five fingers and make them jump up and down)

One fell off and bumped his head (rub head)

Mama called the doctor and the doctor said (pretend to call on phone)

"No more monkeys jumping on the bed" (wag pointer finger like scolding someone)

Four cheeky *joeys* jumping on the bed....



Before Reading

- Have the book on display and have some props to support the book, perhaps Australian animals/puppets or an example bush crown.
- 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 children to sit where they can see the pictures, ask them to 'read' the pictures as you read the words.
- Introduce and discuss any words or concepts in the story that may need to be explained.
- Provide families with words to supporting songs, rhymes etc.

During Reading

- Introduce the name of the book, author and illustrator.
- Introduce concepts of print, show the upside-down cover and ask the audience if the book is the right way up. Have some fun letting the audience tell you how to read the book.
- Talk about what is on the cover, asking the audience to let you know what they see, or what they think the book is about?
- Possible questions to facilitate engagement with the text, eg:
 - *What can you do on a rainy day?*
 - *Can you make a rhyme? Like ziggety-zoo - kangaroo*
 - *Let's help them through the maze – use your finger and ask children for directions*
 - *Can you help me name the animals on the island?*
 - *Let's pretend to have a leaf that is whooshing in the greedy wind – blow into your hand*
 - *Can you point up, up, up, and down, down, down*
 - *What do you think this mound is?*
- Be intrigued and model engagement with the text, by looking interested in what they discover and check the children are following along. Watch for communication clues - are they restless, do they need a movement break, do you need to explain more, do you need to slow down?

After Reading

- Reflect on the outcome of the story, did they enjoy the book, do they think the girl – Jarrah has a good imagination? Note that the story had a few problems or obstacles to overcome.
- Can the participants remember the problems/obstacles?
- How did Jarrah help the animals and overcome these issues?
- Talk about Imagination. Define: ideas, or images or concepts of external objects not present/real. Encourage their ideas, if it is incorrect you can say 'that's interesting, or thank you for sharing', as participation and talking is the aim. It doesn't matter so much what is correct or not. You can model how to respond positively to a child's ideas saying things such as;
- 'let's research that!' or 'I am not sure', 'let's find out together' or 'what a great idea/questions'.
- Provide time for children to express their experiences and thoughts. Communication skills include turn taking, eye contact, voice and expression, respectful responses, timing, explaining, and listening. These all need time to be practiced.

Song

Five Jellyfish

Five jellyfish, five jellyfish (hold up five fingers)
Five jellyfish sitting on a rock.
One jumped off! Splash! *fist*



(tuck a finger down into a fist)

Four jellyfish, five jellyfish (hold up four fingers)
Four jellyfish sitting on a rock.
One jumped off! Splash!

(tuck another finger down into a fist)



Three jellyfish, five jellyfish (hold up three fingers)
Three jellyfish sitting on a rock.
One jumped off! Splash!

(tuck another finger down into a fist)

Two jellyfish, five jellyfish (hold up two fingers)
Two jellyfish sitting on a rock.
One jumped off! Splash!

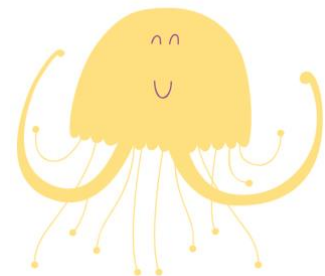


(tuck another finger down into a fist)

One jellyfish, five jellyfish (hold up one fingers)
One jellyfish sitting on a rock.
It jumped off! Splash!

(tuck last finger down into a fist)

No jellyfish, no jellyfish,
No jellyfish sitting on a rock.
One jumped up! Hooray!



Extension Ideas

Read

- Borrow from the library: picture books about friendships, or non-fiction books for facts about how plants grow. 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. Ask your local library.
- Make books a part of everyday moments, not something only to be shared for learning time, or bedtime.
- Model an interest in reading by talking about books you enjoy and showing yourself to be a reader.

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
- Here are some song names you could try: The Ants Go Marching • Round and Round the Garden • We're going on a Bear Hunt • Jack and Jill went up the Hill • If You're Happy and You Know It • One Grey Elephant Balancing
- Adapt your own from well-known tunes and your own made-up words.

Talk

- Discuss the concept of adventures, asking if they have had any adventures and what would be an adventure they would like to have.
- Talk about Australian Animals You could use questions like; '*What animal names do you know?*', '*What animals in the book are only found in Australia?*' '*Where do these animals live?*' Compare animals that are not Australian natives.
- When you are outside, talk about what you can see, hear, smell, and feel. There are lovely descriptions the books such as "greedy gust" and "sunken trees". Introduce the idea of descriptive words, try out making the descriptions new and different.

Play

- "Guess" One player thinks of an animal, give some verbal clues, and the other person must guess. Add more clues until the guess is correct! Then you switch roles. Build vocabulary!
- "Playing house" – let the children show you what's in their imagination.
- Go on an outdoor nature hunt, take a basket, and go hunting and gathering.
- Use gathered materials to create a nature craft, like a leaf monster.
- Use dough to create imaginary monstrous mounds!



STEM Focus: Science, Technology, Engineering and Mathematics.

Nature Weaving

Materials

- 4 sticks
- Twine, string, long grass leaves
- Items from nature like leaves, flowers, etc.
- Scissors



Vocabulary: over and under, or in and out, weave.

Hints and Tips

- The nature items that we will include here include leaves, flowers, petals of flowers, twigs, berries, feathers, weeds, grass, etc.
- The procedure of creating the frame might be difficult and you can assist to make it.
- As the children weave the items into the twine, teach them how to pass the items over the twine and under the twine. Ask them to say “over and under, over and under”, as they do the weaving.
- You could also ask the children to notice the difference in their piece of art after a couple of days as they start drying up. They could keep the frame intact and create another piece of art with it.
- This whole activity involves a lot of hand-eye coordination and fine motor activity too. The children learn their pincer grasping skills through this.
- It will require patience and persistence. Help keep their confidence up.

Science: observing how plants have different textures, some are flexible, others rigid.

Maths: measure the sticks and compare, count out the rows.

Engineering: constructing a framework for the weaving.

Photo source: <https://aussiechildcarenetwork.com.au/>

Extension Idea: Weaving Frame

https://www.instagram.com/reel/CcztFOnDr2D/?utm_source=ig_web_copy_link

Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. Raising Literacy Australia recommend 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:

- **Molly Moores has a House Like Yours** by Kaliah Tsakalidis and Ross Morgan
- **Let's go Strolling** Written by Katrina Germein and Danny Snell
- **A Stick and a Stone** by Sarina Dickson and Hilary Jean Tapper
- **My Summer with Grandad** by Tom Tinn-Disbury

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

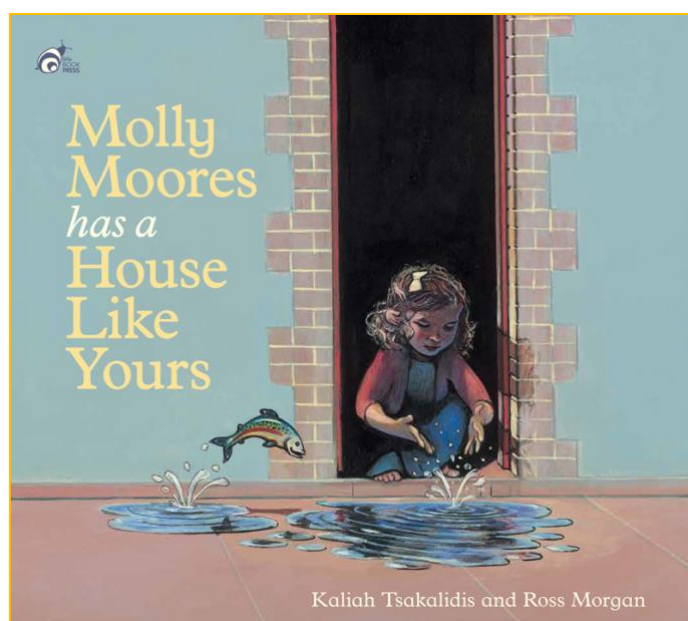
Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family.

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.....)!



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