

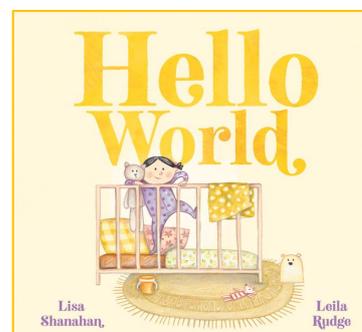
# LEARNING TIME

## Hello Word

by Lisa Shanahan and Leila Rudge

See the world through the eyes of a toddler, with this perfect new picture book from much-loved pair Lisa Shanahan and Leila Rudge.

The sun is up and so is one gorgeous munchkin, ready to welcome the world! With an enticing rhyming text and engaging illustrations, here is a celebration of all the small wonders waiting to be discovered, in a single ordinary day.



### AWARDS

Notable - CBCA Early Childhood Book 2022

Longlisted - Australian Book Design Awards 2022

**Themes:** family, belonging, identity

**Language Tier 1:** world, sun, milk, toast, shorts, hat, fruit, suit, glitter, glue, clouds, trees, breeze, lizard, hose, clothes, blankie, bed, ted, car, seat, birds, street, school, boys, park, swing, slide, slippery-dip, thunder, rain, hide-and-seek, mash, peas, summer, sneeze, bath, soap, tummy, boat, you, me, story, knee, kiss, hug, cot, moon, begun, again, now, soon.

**Language Tier 2:** twirly-curly, superhero, sticky, drippy, cranky, joys, sneaky, floating, cosy, snug.

### Key Message for Parents | The brain develops through use

Messages to share with parents and families include:

- Everyday experiences build language
- Hands on and repeated activities build strong brain connections
- Explaining the world around them to their child is meaningful and provides context to new words.

### Australian Early Years Learning Framework | Outcome 2: Children are connected with, and contribute to their world

Educators can support children's learning by

- Sharing information about the natural environment utilising library collections whereby children can learn about plant types and how to grow plants
- Providing multi-sensory child led play-based experiences
- Scaffolding concepts by explaining new words
- Provide outdoor experiences to explore their natural environment
- Explain new vocabulary and reinforce learning with hands on experiences.

## Welcome

Ask carers 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.*

## Song

*If you're happy and you know it clap your hands (clap hands)*

*If you're happy and you know it clap your hands*

*If you're happy and you know it*

*And you really want to show it*

*If you're happy and you know it clap your hands*

*If you're happy and you know it say hello (wave)*

*If you're happy and you know it say hello*

*If you're happy and you know it*

*And you really want to show it*

*If you're happy and you know it say hello! (wave)*

*Visit Spotify – Raising Literacy Australia – Featured Stories List.*

### 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 children to sit where they can see the pictures, as you will need them to watch closely!
- Be patient with toddlers who need to move. Assist them by creating an interactive session to suit their needs.

### During Reading

- Introduce the name of the book, author, and illustrator
- Discuss the cover, ask enquiry questions like ‘what do you think this is about?’
- This book has lovely end papers, show them and point out some of the images
- Be intrigued and model engagement with the text, through looking interested in what they discover and check the children are following along. You can observe the new environments on each page together – “*I see the toy cat ..... can you see it too?*”
- This book allows opportunities for the audience participate in guessing, predicting, and responding to questions. A great opportunity for drawing out language.
- Remember to focus on the key concepts of things that are enjoyable – favourite things.

### After Reading

- Reflect on the story. Return to the most engaging pages and reiterate the main points
- Talk about words and concepts, reflecting on ones in their settings eg: do you like to .....?
- Can the participants remember anything from the story? Building focus and reading comprehension is an important literacy skill
- 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
- Refer participants to follow our Instagram page <https://www.instagram.com/raisingliteracyaus/>



Rejoice with your  
family in the  
beautiful land of life!

**Albert Einstein**

## Extension Ideas

### Read

- Libraries – display books on like themes such as Families and books about everyday life
- Encourage children to borrow books from the library. Many books are also freely available digitally via Library subscriptions such as Libby and StoryBox Library for read aloud – making books accessible from home or when you are out and about – promote these services
- Encourage families to pack a board book in your child’s bag, to make reading a part of everyday, like when you grab a snack or drink
- Suggest reading books at times other than bedtimes, earlier might be a better time.

### 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
- Learn a song in Kurna or another indigenous language – try this one using Kurna language for Heads, Shoulders, Knees and Toes <https://www.youtube.com/watch?v=-oewPAYbdPY>

### Talk

- Compare the endpapers at the start of the book and at the end. How and why do they change?
- Name the colours in the book. Discuss the colours in the book, what feelings do they represent?
- Promote conversations around the favourite things in the children’s life, through asking open ended questions “what does your dog look like?”
- Make a verbal list of things that are part of your normal day that make you happy, count them out on your fingers. Add them up, increasing numeracy concepts.
- The Activity Time will extend the language found in the book and create hands on learning. This is a great resource to share with families, you are welcome to print and distribute as necessary. <https://raisingliteracy.org.au/books-activities/resources/>

### Play

- **A bingo game**, with lots of favourite things in the pictures. You can call the names of the things and the children can make a mark on the sheet of the items they enjoy.
- **Roll the dice** – make a number represent each item you have on display eg: 1=a teddy bear, 2=a book. As you roll each number ask the children to predict which one it will be. When you see the number call it out and get them to say the name of the item. You can choose one person from the group to come and show you (point to it) – if the dynamics suit this.
- **I Spy** – choose a letter sound, colour or type of item eg: “I spy something starting with the t sound”, “I spy something that is green” or “I spy something that is a toy”.
- An Activity Time for this book is available to download for FREE from our website. <https://raisingliteracy.org.au/books-activities/resources/>

SING



## Juicy Apples

Apples juicy, Apples round,  
On the trees and on the ground.

Apples yellow, Apples red,  
Apple juice or pie and bread.

Apples crunchy,  
Apples sweet,  
Apples are so good to eat!

**STEM Focus.** Science, Technology, Engineering and Mathematics.

## Apples – Are they all the same?

### What you need:

- Apple Varieties – try Granny Smith, Golden Delicious, Royal Gala, Red Delicious, Pink Lady, and Fuji.
- Knife for slicing apples
- Paper plates
- Your senses!

### What to do:

1. Choose your apple types and place each one on a paper plate.
2. Label the plate with the apple's name.
3. Get an adult to use a knife to cut out wedges of apple for everyone.
4. Time to observe how each apple tastes, smells, feels, and crunches!
5. Talk about what is their favourite and why.

**Science:** predicting what will be different, examining the difference through the senses.

**Maths:** slicing a whole into parts – talk about halves, quarters, thirds.

**Language:** smell, taste, texture, sweetness, bitterness, crunch, chew.

## Goodbye

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

- **Let's Go Strolling** by Katrina Germein and Danny Snell (Little Book Press)
- **Love Always Everywhere** by Sarah Massini (Nosy Crow)
- **Grateful** by Sarah Ward (Lake Press)

Visit **Raising Literacy Australia** – <https://raisingliteracy.org.au/books-activities/featured-stories/> for more ideas!

Support us by following our Facebook page, Instagram and Youtube channel.  
<https://www.facebook.com/raisingliteracyaustralia>

## 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.....)!*

## Let's Go Strolling by Katrina Germein and Danny Snell

