

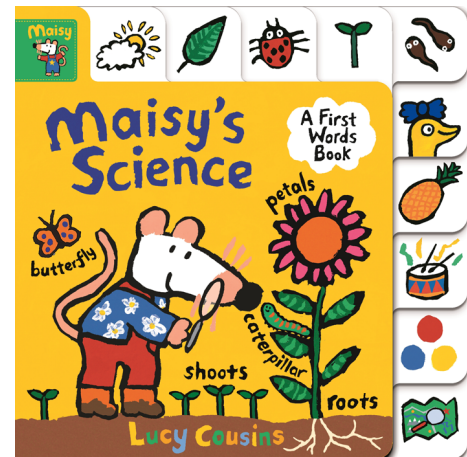
LEARNING TIME

Maisy's Science: A First Words Book By Lucy Cousins

Maisy loves to learn and this fun interactive book details the wonderful world around us! A first book of science with bright, appealing illustrations and topic words. Explore weather, growing, textures, sounds and more.

Key Message for Parents | Children are born ready to learn

- Children are born eager to learn.
- Children are constantly learning.
- Regular exposure to nurturing language helps brain connections to grow.



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

Children may resource their own learning through connecting with: people, place, technologies and natural and processed materials.

This is promoted when we provide opportunities for children to:

- transfer and adapt what they have learned from one context to another.
- develop dispositions for learning such as curiosity, creativity, enthusiasm and imagination.
- develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

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!*

Song: I Like the Flowers (Traditional)

Available on iTunes and Spotify.

<https://www.youtube.com/watch?v=WvkFWihLQrc>

Make sure the words are displayed for the adults to sing along too.

*I like the flowers
I like the daffodils
I like the mountains
I like the rolling hills
I like the fireside
When the lights are low*

*Boom de-ahh-da
Boom de-ahh-da
Boom de-ahh-da
Boom de-ahh-da
Boom de-ahh-da
Boom de-ahh-da
Boom de-ahh-da
Boom de-ahh-da*



Before Reading

Ask the children what they can see on the front cover of the book and lead a discussion about the animals and objects. Encourage the children to say the names of the pictures as you point to them. Read the title of the book and ask the children if they can see where Maisy is.

Talk about what Maisy is holding and what else the children notice about Maisy – such as Maisy’s muddy boots or Maisy’s flowery top. Read the title of the book and say something like, *Let’s see what Maisy discovers in this book.*

During Reading

There is so much to talk about in this book. Sometimes, it may be necessary to say, “Let’s look at the next page,” to redirect attention back to the book. Ask the children what they can see on each page. Point to the items and encourage the children to say their names with you. *Let’s say ‘butterfly’ together.* The children might like to share stories of when they’ve seen or experienced some of the things in the book. You can encourage discussion through open-ended prompts such as *Tell me what you know about the sun.*

Body parts are one talking point. Ask the children to point to the body parts in the pictures as you encounter them. Then ask the children to point to the same part on their own body. *Where are your ears? Show me where your elbow is etc.* You might also ask the children to role-play animal body parts – *Show me your tail. Flap your arms like wings. Can you make a beak with your hands?* Etc. On the ‘Sounds’ page you might like to ask children to make the sounds with you.

Another small feature of the story is the color mixing. You may like to spend a little bit of time talking about this and perhaps perform a colour mixing demonstration.

Not every page needs to be considered in detail during every reading. This book can be revisited again and again. Follow the children's lead and interests.

After Reading

Song – I Like the Flowers

Find the page in the book with flowers and daffodils and sing the introductory song again. You might like to encourage everyone to clap their hands or pat their knees during the chorus.

Making noise: Provide children with a variety of musical instruments. These might be store bought or home made. Instruments might include tambourines, bells, tapping sticks, drum and whistles. Alternatively, you can create a shaker by half filling a plastic bottle with rice. (Ensure lid is tightly secured so as not to present a choking hazard.) Boxes can be used as drums and car keys can be used as bells. Wooden spoons and pots and pans will also create noise! Children can also make noises by humming, stomping and clapping.

Talk with the children about what they can hear and feel in their hand and in the rest of their body. Play the instruments loudly and softly. Play them fast and slow. Chat with children about what sounds they can hear. Allow children some free playtime with the instruments. You might like to sing the *I Like the Flowers* song one more time while children play along on their instruments.

Exploring wobbly jelly: Jelly can provide a wonderful sensory experience for children. Encourage children to notice how set jelly looks. *What does it look like? What colour is it? Can you see through it? It is moving (wobbling)? How can we make it wobble?* Stroke the jelly gently. *How does it feel?* Allow children to explore an individual jelly portion. They may like to lick, squish, taste, touch poke and eat the jelly. Support children to use a range of senses and continue the conversation about what the jelly looks like, feels like, smells like and tastes like. They might even be able to hear some jelly sounds!

Garden Exploring: Using a magnifying glass if you have one, go outside and search for interesting bugs, plants and weather events. Talk about the things you see and notice.



Extension Ideas

Colour mixing - Finger painting

Drop some washable paint onto a flat, clean surface. Allow children the opportunity to select the first colour. Then choose one more colour to dollop near the first colour. Support children to experiment with swirling and mixing the paint, gently directing their attention to any colour changes.

Sensory Tub: Using ideas from the 'Textures' page assemble a collection of items for children to feel and touch. Support language development by talking with your child about what they can feel.

Exploring the weather: Notice the sky with the children. Talk about the colour of the clouds and the sky. Notice wind, rain and rainbows. Ask *What's the weather like today. What can we see?* Talk about appropriate clothing for the weather. Use words to describe the temperature such as *warm, hot, scorching hot, cold, freezing etc.*

Songs

- *Heads, Shoulders, Knees and Toes*
- *Doin' It (Making the Garden Grow)* by Justine Clarke
<https://www.youtube.com/watch?v=vTk1ksMuUG0>
- *Incy Wincy Spider*

STEM FOCUS

Sorting and classifying

Gather a collection of small natural objects in three categories – about 15 things. For example 5 flowers, 5 sticks and 5 feathers. Take some time to support children to explore the various objects. This is a great opportunity to think about intentionally using words that build vocabulary and STEM concepts with children for eg. talk with the children about *observing, analyzing* and *describing* how the objects *look, feel* and *smell*. Use a wide range of describing words and explain any words they are unfamiliar with. Then say something like, *Let's see if we can sort these into groups. How about we put all the feathers together and all the sticks together.* You might like to use 3 lunchboxes as sorting trays. Then encourage the children to suggest their own grouping – such as by colour, shape or their own idea. Observe and listen as they move the objects into different areas. Talk about the collections and maybe count the objects. You can also look at which stick is biggest, which flowers is smallest etc. You maybe even like to create a pattern with the objects.



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.

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.

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

- ***With Nan*** by Tania Cox and Karen Blair
- ***The Very Hungry Caterpillar*** by Eric Carle
- ***My First Body*** by DK Books

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 preferred choice.

Goodbye

This is the way we say goodbye (use a waving action) Say goodbye, say goodbye This is the way we say goodbye

To all our library friends (or) (to our friend.....)!

