

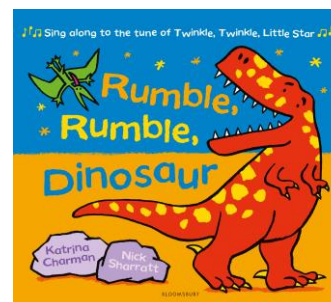
# LEARNING TIME

## Rumble, Rumble, Dinosaur

By Katrina Charman and Nick Sharratt

Action packed and language rich you will love this dinosaur packed book. Sing along to the tune of Twinkle, Twinkle, Little Star or stop on a favourite dinosaur and do the actions - stomping, crunching, prowling, soaring.

Younger children will love the bright colours, actions and rhythm of the book, whilst older readers will delight in the array of dinosaurs, naming and discussing their features. There is a lot to talk about here, remember, a book is a tool for conversation, language building and connection.



### Key Message for Parents | Children learn language by listening to it and using it

The brain is wired to learn language, encourage positive learning experiences through

- Choosing fun and engaging books that will engage you and the child
- Have fun! The best learning occurs in nurturing, positive relationships
- Explore new words in everyday life, 'Come on, let's **stomp** to the library!'

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

Educators can support children's learning through

- praising the child/ren for their attempts at learning new words or activities
- providing age-appropriate resources such as action books, or sing along books for toddlers
- catering for multisensory learning opportunities

## 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!*

## Rhyme

### Dinosaur, Dinosaur, turn around (to the tune of Teddy Bear, Teddy Bear)

*Dinosaur, dinosaur, turn around*

*Dinosaur, dinosaur, touch the ground*

*Dinosaur, dinosaur, reach up high*

*Dinosaur, dinosaur, wink one eye*

*Dinosaur, dinosaur, touch your nose*

*Dinosaur, dinosaur, touch your toes*

*Dinosaur, dinosaur, slap your knees*



### Before Reading

Prepare some props, either from templates or using models, toys or books depicting Dinosaurs. Visual aids help to keep young children interested in the activity. Let families know your expectations, are the children free to move around, or do you prefer them to be seated for the story. If appropriate you could encourage the adult to sit with the child in their lap to build that positive bond whilst they are learning.

### During Reading

Point out the bright cover and ask, 'What do you think the story is about?'. Introduce the author and illustrator names and let the children know the book can be sung to the tune of *Twinkle, Twinkle, Little Star*. Ask them if they know the tune and encourage participation. You may choose to sing the whole book, or just parts. If the audience gets distracted, try getting them up to do the actions and singalong with you.

### After Reading

Reflect on the book, the different dinosaurs you learnt about and the actions. Maybe the audience enjoyed a particular page, you can revisit it at the end and spend more time on it. Invite the children to come and look more closely at the pictures or to use the visual aids.

### Songs

#### Ten Little Dinos

*One little, two little, three little dinos*

*Four little, five little, six little dinos*

*Seven little, eight little, nine little dinos*

*Ten little dinos for me!*

#### Five Enormous Dinosaurs

*Five enormous dinosaurs, letting out a roar,*

*One went away and then there were four.*

*Four enormous dinosaurs, munching on a tree,*

*One went away and then there were three.*

*Three enormous dinosaurs didn't know what to do,*

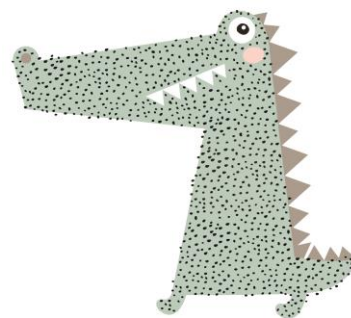
*One went away and then there were two.*

*Two enormous dinosaurs having lots of fun,*

*One went away and then there was one.*

*One enormous dinosaur afraid to be a hero,*

*He (she) went away and then there were zero.*



## Extension Ideas

### Read

- Borrow nonfiction books from the library to explore Dinosaurs in more detail.
- Read one page of the book you have each day and spread the learning over a longer time. Teachers and Librarians might decide to study a particular type of Dinosaur over a week such as plant eaters.
- Repeat the same books, or favorite parts as many times as your child/ren is interested in it. Repetition builds strong neural pathways.

### Sing

- Be creative, think of all the songs your already know and see if you can change the words to add Dinosaur names. Try Old McDonald or Baa Baa Black Sheep. Singing is a wonderful way to have fun learning new words and is very engaging for toddlers.
- Sing anytime, anywhere!

### Talk

- Focus on all aspects of the dinosaurs, what are their feet like, count their toes. What would their skin be like, rough or smooth, scaly or bumpy? Do they walk on two legs, and what are their hands like? Do they have special protective features? What do they eat? Look at the teeth, are they pointy, sharp, big, small? Can you count their scales, plates or teeth?

### Play

- Playdough is a great sensory experience for children of all ages. Try making your own Dinosaur shapes using cutters or roll some Dinosaur eggs
- Create a miniature world with toy Dinosaurs, let your child/ren explore!
- Dress up as Dinosaurs, with some scarfs as tails, and bright colors to match the book

### Playdough recipe

- all-purpose flour
- hot water
- cream of tartar
- table salt
- vegetable or canola oil
- food colouring or essential oils (NOTE: always check for allergies)

<https://livingwellmom.com/easy-homemade-playdough-recipe/>

## STEM Focus: Science, Technology, Engineering and Mathematics.

Making playdough is a fun and useful STEM experience. The recipe is above.

### Skills children will learn:

**Science** | Making animals or people out of playdough promotes biological science learning. Following a recipe and instructions, counting out cups, stirring and mixing and just being able to spend time on a collaborative project with an adult are all meaningful and important experiences!

**Technology** | Using different utensils or tools to cut, roll and shape the mixture. Add some wheels to create a motion force vehicle.

**Engineering** | Playing with playdough provides an open-ended medium that can be used in many ways, including building, construction and even physics!

**Maths** | Taking the dough apart and putting it back together is using concepts like 'part to whole,' and exploring 3-D and 2-D shape awareness. They are also estimating and measuring, while exploring weight and volume.

### Additional benefits include:

- Increased curiosity sparked by imaginative, open-ended play
- Language development through conversation, referring and storytelling
- It has a calming effect
- It's fun!

## Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. The Little Big Book Club 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:

- **Ten Little Dinosaurs** by *Mike Brownlow*
- **Dinosaurampus** by *Tony Mitton and Guy Parker-Rees*
- **I'm a Dirty Dinosaur** by *Janeen Brian and Ann James*

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 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.....)!*