

# LEARNING TIME

## Say Hello

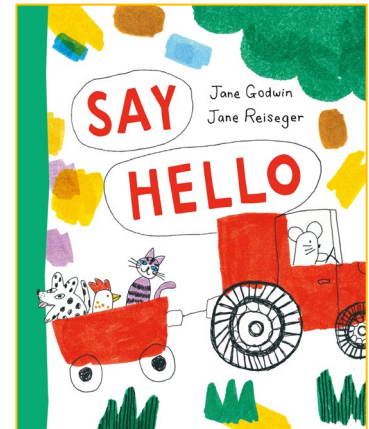
Written by Jane Godwin

Illustrated by Jane Reiseger

A fun and bright adventure featuring a wide variety of animals. There are many things to name, count, make sounds along with and discover, even a little mouse.

**Themes:** Animals, Colours, Sounds

**Rare and interesting words/concepts:** nook, flowerbed, shipwrecks, volcanoes, jungles, solar systems, rocket, planet comet, galaxies, love.



### Key Message for Parents | The Best Learning Happens in Nurturing Relationships

- Brains are a work in progress, all positive experiences build healthy brains
- Share stories that talk about feelings and how to show them in a positive way
- Be patient, children learn at their own pace and need lots of practice.

### Australian Early Years Learning Framework | Outcome 3: Children have a strong sense of wellbeing.

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

- Providing a safe, predictable, and welcoming environment where the child is supported
- Modeling positive, patient, empathetic interactions
- Listening carefully to the child, modeling the 'serve and return' interaction style
- Providing opportunities for movement, self-discovery, and exploration
- Allowing time for children to use language to describe their own experiences
- 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 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

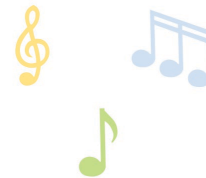
*Good morning to you*

*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.*



## Finger Rhyme

### Where is thumbkin - (Frere Jacques tune)

*Where is thumbkin, where is thumbkin? (thumb)*

*Here I am, here I am.*

*How are you this morning? Very well, I thank you.*

*Have a good day, have a good day!*

*Where is pointer, where is pointer? (pointer finger/first finger)*

*Here I am, here I am.*

*How are you this morning? Very well, I thank you.*

*Have a good day, have a good day!*



(other fingers referred to as Tall Man- middle, Ring Man – third, and Pinkie - fourth)

### Before Reading

- Think about the setting, is it suitable for the group. Check lighting, seating, ensuring comfort for all participants.
- Greet families and children by name if you can, 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!
- Invite adult caregivers to be involved, staying close and guiding conversation and attention.

### During Reading

- Introduce the name of the book, author, and illustrator.
- Let them know there is a little mouse hiding throughout the book, invite them to spot the mice
- Be intrigued and model engagement with the text, through looking interested in what they discover and check the children are following along. You can ask – *wow, these animals are not making the right noises! Can you help them to make the right sounds?*
- Allow time to linger on pages of interest.
- Use illustrations to inspire movement breaks such as: pretend to climb a jungle tree or ride in a rocket.

### After Reading

- Reflect on story.
- Ponderings....
- *How many mice were hiding in the book?*
- *Where were the mice hiding (use words behind, on top, inside, under between)*
- *What is your favourite animal?*
- *What animal in the book was red, brown, green, or white?*
- *How do you say hello in your home language?*
- *Let's learn some other ways to say hello \*ask audience to participate*
- Provide sufficient 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 as a part of the literacy journey.

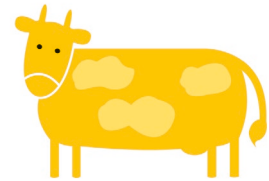
### Hello in 15 languages

#### HOW TO Say Hello in 15 Different Languages | GoNoodle

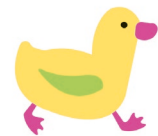
[https://youtu.be/nnVmsWlh\\_d0](https://youtu.be/nnVmsWlh_d0)

## Old MacDonald had a farm

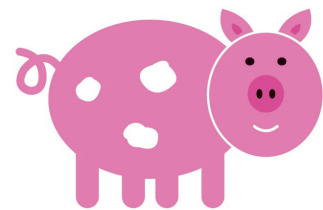
Old MacDonald had a farm - *Ee i ee i o*  
And on his farm he had some cows - *Ee i ee i oh*  
With a moo-moo here, and a moo-moo there  
Here a moo, there a moo  
Everywhere a moo-moo  
Old MacDonald had a farm - *Ee i ee i o*



Old MacDonald had a farm - *Ee i ee i o*  
And on his farm he had some ducks - *Ee i ee i o*  
With a quack quack here and a quack quack there  
Here a cluck, there a quack  
Everywhere a quack quack  
Old MacDonald had a farm - *Ee i ee i o*



Old MacDonald had a farm - *Ee i ee i o*  
And on his farm he had some pigs - *Ee i ee i o*  
With an oink-oink here and an oink-oink there  
Here an oink, there an oink  
Everywhere an oink-oink  
Old MacDonald had a farm  
*Ee i ee i o*



Source: [LyricFind](#)

Songwriters: George Noriega / Joel Someillan / Traditional

Old MacDonald Had a Farm lyrics © Warner/Chappell Music, Inc

## Extension Ideas



### Read

- Visit the Raising Literacy Australia website and find more book recommendations under Featured Stories. You can search by theme – Feelings.
- Further book recommendations at the end of this document.
- Borrow books about feelings from the library. 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.
- Parenting Guides from Parenting SA eg: <https://parenting.sa.gov.au/easy-guides/tantrums-parent-easy-guide#dealing-with-feelings>

### Sing

- Music activates a range of areas in the brain, creating strong connections for memory.
- 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: If your happy and you know it, Five in the bed.
- Adapt your own from well-known tunes and your own made-up words.

### Talk

- Talk about animals, what names does the child know?
- Explore their sounds and actions.
- Colour awareness is developed in the early years, now is a great time to point them out in your environment.
- What is in your environment that you can count? Point to things you can count to connect the name of the number with the physical amount.

### Play

- Prepare a role play experience whereby children can act out the story, be a farmer or whatever they choose to do.
- Make a cosy nook for families to snuggle and share books together.
- Set up a road map, and toy people and animals, to talk about taking outings/going places.
- Draw with coloured crayons, exploring colours.

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

### Sorting the Farm



#### You will need

- A variety of animals (farm and non farm)
- Two containers to sort them into
- Patience!

#### What to do

1. Explain the activity
2. Start with a pile of mixed animals (or animal cards)
3. Put the farm animals into one container (with a sign if you have), and non-farm animals in the other container. You can assist the child by demonstrating how to do this activity.
4. Keep giving suggestions and let them explore, what animals produce something, therefore making them likely to be held on a farm.
5. To extend this activity you can count the animals, which group has more/less?

#### Play ideas

**Science:** classification, animals as food sources/producers

**Maths:** counting, the animals, which has more/less, sizes of animals, patterns.

**Engineering:** make your own containers, or make enclosers for the animals after sorting

**Technology:** document with photos, create a video.

**Language:** sort, farm, non-farm, produce

For more extension or the worksheets for this activity please visit

<https://www.teacherspayteachers.com/Product/Farm-Preschool-Kindergarten-Unit-2777377>

## 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.

Libraries can purchase bulk copies of our books at discounted rates. Visit Little Book Press at <https://littlebookpress.com.au/collections/books-for-toddlers>

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

- **Let's Go Visiting** by Sue Williams and Julie Vivas
- **When No-one's Looking on the Farm** by Zana Fraillon and Lucia Masciullo
- **Hip Hop Barn** by Phil Cummings and Mandy Foot (Little Book Press)
- **Little Chicken Chickabee** by Janeen Brian and Danny Snell (Little Book Press)

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.....)!*



*Chicken from Hip Hop Barn*

