

# LEARNING TIME

## We All Sleep

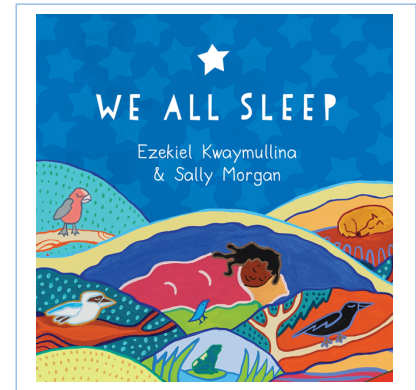
By Ezekiel Kwaymullina and Sally Morgan

From dawn to dusk, connect to country through land, sea and sky. Discover a wide range of Australian flora and fauna.

**Themes:** Aboriginal, Environment, Australian animals

**Rare and interesting words:** Reeds, shady, mangrove, rocky ridges and tides.

**Action words(verbs):** call, leap, sing, sway, hide, lies, set, swim, slither, dive, fly, howl, sleep.



### Key Message for Parents | Children's learn through being engaged and doing.

- Children learn best when they have exposure to rich language, hands on experiences and the chance of repeat activities.
- Play is critical to young children's social, emotional, and intellectual development.
- Provide opportunities to explore in non-structured ways as often as possible to allow children to lead the play.
- Play provides for language rich conversation and diverse problem solving, collaboration and imaginative skills.

### 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

**Bring this song to life with hand actions, waving side to side and opening hand wide at Gulumph.**

### Galumph

*Galumph, went the little green frog one day*

*Galumph, went the little green frog*

*Galumph, went the little green frog one day*

*Galumph, galumph, galumph, galumph, galumph*

*Now we all know frogs go*

*La de da de da la de da de da la de da de da*

*We all know frogs go la de da de da*

*But this little frog went galumph*



*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 need to move, and create an interactive session to suit their needs.

### During Reading

- Introduce the name of the book, author, and illustrator.
- 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 star, and the moon. There are lots of bush animals, let's try to count them. Can you help me to name them?*
- This book allows opportunities for the audience to identify aspects of their world – dusk and dawn, the sun, moon, stars, nature – trees, birds, animals, tides, waves and mangroves.

### After Reading

- Reflect on the story.
- Talk about words and concepts, reflecting on ones in their settings eg: if you have a tree or beach nearby. Talk about these things with descriptive language such as big, rough, colourful etc.
- Can the participants remember any animals in the story? You can review the pages and see if they can spot the animals you name. 'Can you find the Kookaburra?'
- What colours did they see? Can they see those colours in your setting? Try identifying children wearing those colours, you can ask them to point them out or ask them to stand up if they are wearing that colour \*especially if you need to get them moving.
- 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 practised.



Look deep into nature,  
then you will understand everything better.  
Albert Einstein

## Extension Ideas

### Read

- Borrow books about nature, birds or plants from the library, use non-fiction books to gather lots of facts. 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.
- Visit a nature park like the Botanic Gardens or go on a hiking trail. Use online information or pamphlets on the area to build concepts around those environments.
- Read books by Aboriginal authors and illustrators.

### 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 <https://www.youtube.com/watch?v=-oewPAYbdPY>

### Talk

- Talk about when the moon comes out, what are stars? What makes a rainbow (sun & rain)?
- Discuss the difference between night and day. Use the words sun/moon, light/dark, dawn/dusk.
- Talk about being in nature, things you can see and do.
- Name the colours in the book, try using some different colour descriptions like aqua, mauve or indigo. Point to all the colours as you name them together.
- Identify unique aspects of Aboriginal art, such as the line and dot painting and earthy colours
- Visit an art gallery and explore Aboriginal art.

### Play

- Play in a sandpit or with kinetic sand, making patterns and enjoying the sensations.
- Have a picnic and enjoy connecting with nature, play in the dirt, using toes to make patterns.
- Play a game of eye spy in the garden, on a walk or in a park.
- Try a game of Simon Says, actions are in the book, eg: sway, leap, slither, dive, fly, howl.
- Sing a Rainbow song <https://kids.niehs.nih.gov/games/songs/childrens/sing-a-rainbow/index.htm>

Living Kurna Cultural Centre <https://www.facebook.com/LivingKurnaCulturalCentre/>

Understanding Country <https://youtu.be/GqnXuzny--o>

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



### Shaving Cream Patterns

1. Large ziplock baggie
2. Gel shaving cream
3. Tape

### How To Make

Place some shaving gel into a large ziplock bag. Make sure it is well sealed. Tape it to the table and then let your child squish it!

They will see the reaction of the gel turning into foam and be able to squish it around.

You can add small items such as buttons for your child to push around as well.

Explore making shapes, lines and squiggles.

Older children can practice writing numbers and letters in the foam.

**Science:** Mixing and exploring the media, predicting and observing the reaction.

**Maths:** making shapes.

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

**Photo credit:** <https://playcreateexplore.blogspot.com/>

## 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:

- **Warna Manda Baby Earth Walk** by *Susan Betts and Mandy Foot*.
- **Dreamers** by *Ezekiel Kwaymullina and Sally Morgan*
- **Little Bird's Day** by: *Sally Morgan and Johnny Warrkatja Malibirr*

An Activity Time for this book is available to download for FREE from our website. 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.

## 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.....)!*



**Warna Manda Baby Earth Walk** by Susan Betts and Mandy Foot