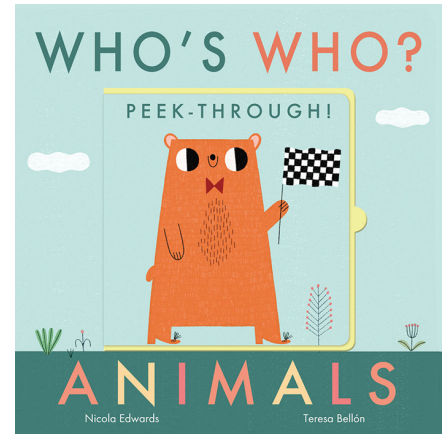


LEARNING TIME

Who's Who Animals?

By Nicola Edwards and Teresa Bellon

Who will be the first over the finish line? Readers will love peeking under the flap to find the animals! Teresa Bellon's modern illustration style is appealing and friendly. Each animal in the race is recognizable and yet uniquely illustrated; the text is also easy and fun to read! Get ready, get set....Get reading!



Key Message for Parents | Children Learn Language By Listening To It and Using It

Reading, talking and singing provide opportunity to practice and develop oral skills and active listening, which are all essential in building language skills.

When reading to toddlers take your time and don't rush. Slow the story down making sure to emphasise new words. Try to pause when reading to allow your child to see your facial expressions and the words being formed. This also builds connection and develops a sense of togetherness with your child.

Make reading part of your day, today!

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

We can help foster connectedness by:

- Allowing time after story time for discussion and contributions from each child. Encourage them with questions such as "What was your favourite animal? Where do we usually find this animal?"
- Building learning opportunities into your story time sessions, which foster creativity and participation
- Modelling appropriate listening and language skills when interacting with children and praising good behaviour within the group as it occurs
- Promoting cultural diversity through a story time program which is welcoming and culturally inclusive.

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

Animal Fair

www.youtube.com/watch?v=kbcKvW-mjfA

*I went to the animal fair
The birds and beasts were there
The old baboon by the light of the moon, was combing his
golden hair (comb hair) The monkey fell out of his bunk
(clap hands together)
Right onto the elephants trunk (make a trunk gesture)
The elephant sneezed (ahh-chooo!) and fell on his knees
(hit knees)
And that was the end of the monk, the monk, the monk
– that was the end of the monk!*



Before Reading

Encourage parents/carers to get into a comfortable listening position. As this book is quite small, it would be great to have multiple copies available for use.

When children have settled and ready to listen, introduce the story.

Today's story is "Who's Who!" It is written by Nicola Edwards, and Teresa Bellon has done the pictures. What can we see on the cover? A bear. And what is he holding? A flag! What kind of a flag is it? Oh and look! There is a door to open...If everyone is quiet and ready to listen we can open it!I wonder what we will find – lets open it and see!

During Reading

As each door is opened, encourage the children to guess what animal they think it might be! Give them a couple of clues, then open the flap! The text is **bold**, indicating which words to emphasise. It might be fun to make some animal sounds and encourage the children to make some too!

After Reading

What animals did we meet in the story? See how many the children can recall.

There are five animals in total: Tortoise, mouse, frog, elephant, dog, rabbit, fox and finally cheetah.

Who came first?

Play a guess the animal game! Get the children to choose an animal from the story and pretend to be that animal.



Activity Time

Paper Plate Cheetah

Make a spotty cheetah or animal face.

What you need:

- Paper plates
- Cotton tips
- Sticky tape or glue sticks
- Yellow, brown and black paint
- Orange or black triangles for the ears
- Paddle pop sticks
- Wool for whiskers (optional)



What to do:

Due to the age of the children have a simple cheetah/animal face pre-drawn on the plates Use cotton tips to carefully dot the face with paint and allow to dry

If desired add some wool whiskers

Add a paddle pop stick for holding!

STEM Activity: MOVEMENT

Slide toy animals down a ramp. Talk with your child and predict which animal will come first. Talk about why – was the animal lighter or heavier? Was it the shape? Was it the size? Use play as a springboard for learning!

Extension Activities

- Introduce the concept of cardinal numbers ie. 1st, 2nd, and 3rd.
- Have a race crawling across the carpet!
- Play a memory game! Have the five animals on a tray hidden under some material. Without the children seeing take one animal away. Can they guess which animal is missing?

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.

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:

- **Australian Animals ABC** by Bambi Smyth
- **I'm A Dirty Dinosaur** by Janeen Brian and Ann James
- **My Cat Likes to Hide In Boxes** by Eve Sutton and Lynley Dodd

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.....)!

