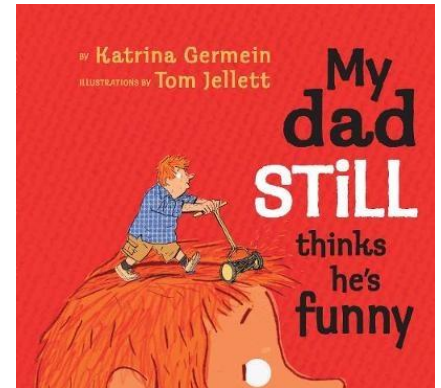


# LEARNING TIME

## My dad STILL thinks he's funny By Katrina Germain and Tom Jellett

*Dad's back. And he still thinks he's funny! When I ask Dad for a hand, he starts clapping. Full of Dad jokes and awesome one liners, this story is a light hearted look at all the funny things Dad's say. This celebration of Dads will make you laugh, smile or just roll your eyes!*



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

Stories use lots of words and phrases not normally used in everyday language. Reading books is a great way to expose children to rare words and sayings which will help to increase their vocabulary. The more words a child hears and more words they will understand and be able to use.

Some ideas to share with parents/carers are:

- Language is all around us, not just in books. Point out words and letters when you see them out and about on signs, at the shops or at the park.
- You can also point out numbers and count together with everyday objects, such as clocks, books or dice.
- Talk, talk and talk with your child. Explain what you are doing and look for opportunities to use rare, new and exciting words.
- Sing nursery rhymes. Songs are full of repetition and rhyme and a great way to increase the amount of words a child hears in a day.

### Australian Early Years Learning Framework | Outcome 5: Children are effective communicators

Educators can support children to become effective communicators by;

- providing a literature rich environment. Have lots of books and other texts like magazines, newspapers etc available that children can reach and model reading throughout the day in their play.
- Allowing time after reading for reflections and discussion. Practice turn taking when having a conversation and listen carefully to children's ideas and reflections.
- Provide play opportunities and ask them to tell you about their play.

## 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

A nice introduction to storytime is to sing a song about reading a book. Children will enjoy making a book with their hands and doing the actions by placing their hands together and then opening them like opening a book.

### The Book Song (to the tune of London Bridge Is Falling Down)

*Now it's time to read a book, read a book, read a book*

*Now it's time to read a book, let's have fun today!*

*Now it's time to read a book, read a book, read a book*

*Now it's time to read a book, I'll read a book to you!*

## Before Reading

Set up a comfortable area to read the story. Once all the children are seated run through the guidelines of Storytime. Letting children know your expectations at the beginning of the session means there are no surprises for them, and they are more likely to engage with the session.

- Has everyone got their listening ears on- turn them on by modelling squeezing your ear lobes,
- Open your watching eyes (point to your eyes)
- Hands in your lap (model hands in lap)
- Join in and singing the song and do the actions.

Not all children may be ready to pay attention and participate in this behaviour. Through our regular modelling and having realistic expectations, we are able to give children lots of opportunity to practice and develop these skills over time.

Start your session by showing the cover of the book and reading the title and the author and illustrator. Talk about the cover. What is happening? Dad is mowing hair! Can he really mow someone's hair? Is that funny?

What makes something funny? Children may answer make you laugh, smile or be happy. Ask if any has someone in their family who is funny? Spend time listening to each child's story as this demonstrates you value each child's contribution and it will increase their self-esteem and feelings of worth. If this does take longer than expected save some time to hear more stories after you read the book.

## During Reading

Use lots of expression when reading to bring the story alive. If you are enjoying reading it the children will enjoy listening to it.

As you are reading pause at the end of each funny saying and let the children process what has been said. Allowing children time to digest and process the words they have heard will give them greater understanding. Some of the sayings might need some discussion for children to fully understand.

Encourage the listeners to join in for each "My dad thinks he's really funny". Pause after saying 'my' to cue the children and wait for them to all join in.

## After Reading

After you finish reading spend a few minutes to reflect on the story. Ask the children to think about what their favorite part of the story was.

Listen to any more funny stories the children may like to share.

Talk about what are some other funny things people might say or jokes that the children know. Record the answers and make this into a poster to display.

## Song

### Shake your sillies out

Everyone might be feeling a little silly after all those dad jokes. Get the children up and moving and shake those sillies out.

We're gonna shake, shake, shake our sillies out,  
Shake, shake, shake our sillies out,  
Shake, shake, shake our sillies out,  
And wiggle our waggles away.

We're gonna clap, clap, clap, our crazies out,  
Clap, clap, clap our crazies out,  
Clap, clap, clap our crazies out,  
And wiggle our waggles away.

We're gonna jump, jump, jump our jiggles out,  
Jump, jump, jump our jiggles out,  
Jump, jump, jump our jiggles out,  
And wiggle our waggles away.

We're gonna jog, jog, jog our jitters out,  
Jog, jog, jog our jitters out,  
Jog, jog, jog our jitters out,  
And wiggle our waggles away.

We're gonna stretch, stretch, stretch our stretchies out,  
Stretch, stretch, stretch our stretchies out,  
Stretch, stretch, stretch our stretchies out,  
And wiggle our waggles away.

We're gonna yawn, yawn, yawn our yawnies out,  
Yawn, yawn our yawnies out,  
Yawn, yawn, yawn our yawnies out,  
And wiggle our waggles away.  
Repeat all, And wiggle our waggles away. ■

[https://www.youtube.com/watch?v=NwT5oX\\_mqS0](https://www.youtube.com/watch?v=NwT5oX_mqS0)

### Extension Ideas

- Make a funny face collage from cutting up magazines and newspapers
- Make a clock from a paper plate
- A great activity for developing fine motor skills is to have a bowl of peas and get children to put the peas onto a fork like in the illustrations.

### STEM Focus

There are various opportunities for STEM related activities you can explore based on the story.

#### **Mathematics**

##### **Time**

One of dad's sayings is about time and getting a watch. You can explore the watch face and talk about the numbers that are on a clock. Make your own clocks with paper plates getting the children to stick the numbers on in the right order.

##### **Fractions**

The pizza in the story is cut into 4 pieces as dad is too full for 8. This is a great lead in to talk about fractions in a fun and meaningful way. Print out 2 pictures of a pizza making sure they are the same size. Cut one pizza into 4 pieces and the other into 8. Ask the children which pizza is bigger - the one with 4 pieces or the one with 8?

##### **Science- Balance**

At the end of the story dad is balancing a spanner on his face. Have a collection of objects and see what can be balanced on your body. You could have spoons, pencils, Duplo or other play adjuncts. Try under your nose, on your head, on your arm or knee. Children love to explore and experiment.

## 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:

- **My Dd thinks he's funny** by *Katrina Germain and Tom Jellett*
- **Parrot Carrot** by *Jol and Kate Temple*
- **My Mum says the strangest things** by *Katrina Germain*

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.....)!*