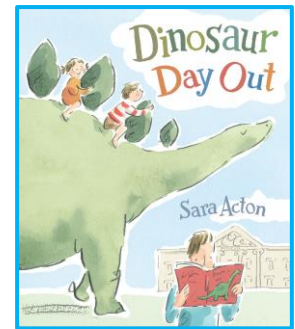




Dinosaur Day Out By Sara Acton

Sally and Max love dinosaurs. They can't wait to see them at the museum, but today the dinosaur exhibition is closed. Where will the dinosaurs go on their day off? This is a whimsical story with humour and heart from author and award-winning illustrator Sara Acton. Dinosaur Day Out is that ideal picture book you can read to a two year old, who will point to all of the dinosaurs, or to an older child who will read a bit more into it.



Key Message for Parents | The Best Learning Happens in Nurturing Environments

You can support parents' understanding of how the relationship they have with their child can shape brain circuits, laying the foundation for later developmental outcomes, from academic performance to mental health and interpersonal skills.

Some ideas to share with parents are:

- Healthy brain development is a result of consistent, caring relationships in stable, nurturing environments.
- Through a widening network of secure relationships, children develop confidence and feel respected and valued.
- Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families.

Australian Early Years Learning Framework

Learning Outcome 2: Children are connected with and contribute to their world

As educators, we can help young children connect and participate with others by

- providing play activities which foster curiosity and engagement
- communicating freely and respectfully with families
- engaging in shared decision making and trusting the relationships that are built together

Find booklists, tip sheets, nursery rhymes and activity and learning time sheets @
thelittlebigbookclub.com.au





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

The Dinosaurs Go Marching

(to the tune of *The Ants Go Marching*)

The dinosaurs go marching one by one, hurrah, hooray

The dinosaurs go marching one by one, hurrah, hooray

The dinosaurs go marching one by one, the little one stopped to stand in the sun,

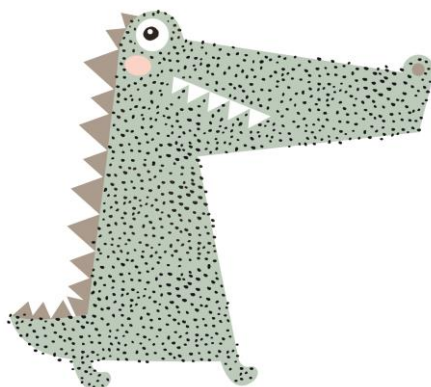
And they all go marching round and round and up and down.

More verses

The dinosaurs go marching two by two, the little one stopped to admire the view.

The dinosaurs go marching three by three, the little one stopped to eat from a tree

The dinosaurs go marching four by four, the little one stopped to give a roar





Before Reading

Set the scene.

- You could have a basket of toy dinosaurs to hand out to the children to.
- Ask children questions such as ‘Who likes dinosaurs?’ or ‘what do you know about dinosaurs?’
TIP: (If you have a large group, you could ask them to turn to someone next to them and have a ‘buddy chat’ about the dinosaur in their hand or favourite dinosaurs. This can save time and helps children feel they have had their say)

Explore the book:

- Show the cover of the book and see if children can predict what the story might be about. As there are no pictures of dinosaurs on the cover, they may or may not chat about dinosaurs.
- Look at the end papers (the endpapers are the inside front cover, first page and inside back cover and last page). Be patient and see where the group discussion goes. Follow the children’s lead and their interests as much as possible.

‘Our story today is called *Dinosaur Day Out* and it’s written and illustrated by Sarah Acton. What a clever person to be able to both write and draw published books.’

Hold the book upside down and back to front. ‘Am I ready to read the story now?’ this is a fun and silly way to introduce concepts of print to children. (Concepts of print are important early reading proficiencies that young children need to learn about before they can read independently. Other abilities are the fact that letters and words convey a message and print is what we read. The “return sweep”, where the reader moves from one line to the next, is another skill, as is knowing that illustrations in a book correspond to the print and that every book has a front, back and an author /illustrator. We can help children build these skills but simply sharing books together)

During Reading

The detailed illustrations in this book add so much to the story that it is important to allow time for children to “read” the pictures.

You might like to take a picture walk before you start to read. ‘Perhaps we could go on a picture walk through this book before I read any of the words to you.’ Ask the children, what can they see? What are the illustrations showing us? ‘Sometimes pictures say more than words and we can make up our own story about a book’.

Keep the suggestions open ended as there are many possibilities and the children can be as creative and imaginative as they like. By pretending, imagining and creating, children are building and strengthening the executive function (self-regulation) of their brain. (The executive function is a set of mental skills that help you get things done - e.g. manage time, pay attention, switch focus, plan and organize, remember details, avoid saying or doing the wrong thing, do things based on your experience, multitask, etc).

When you have completed the “picture walk” and the children’s ideas have all been discussed and accepted, say ‘You have had some great suggestions – let’s see now what the author wrote. Remember we all take different things from pictures so it will be interesting to see how our ideas are the same or different from this writer and illustrator.’



After Reading

Talk about the story. Did their predictions come true? What happened in the story? The humour of Dad not seeing the dinosaurs may be commented on by some children. Reflection and recalling the story is an effective way to build comprehension skills.

The following song *The Prehistoric Animal Brigade* will allow some movement by the group after sitting still for the story. <https://www.youtube.com/watch?v=bENTOFR66YY>

The Prehistoric Animal Brigade

Listen to the chorus of the Brontosaurus

And the Stegosaurus down by the swamp

Along comes the dinosaur making such a loud roar

Thumping with his feet and going stomp, stomp, stomp

Pterodactyl flapping, long beak clacking

Big teeth snapping down from the tree

Here's a woolly mammoth tusks all curly

Joins the hurly burly - oh dear me

What a noise!

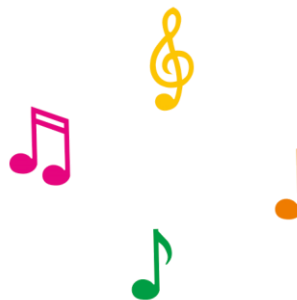
It's the boys

Of the prehistoric animal brigade

What a noise!

It's the boys

Of the prehistoric animal brigade





Activity Time

Dinosaurs and Eggs Circle Game

Playing games with others are fun and beneficial at any age. Circle games help develop social skills and are good preparation for more structured activities at school and kindergarten. Cooperation, communication, fun, coordination and movement are other skills practised in this circle game.



What you need

- Two different coloured balls about the size of tennis balls or Two different coloured bean bags
- Inside or outside area with suitable surface and size for group

What to do:

1. Ask parents / carers to join you. Sit cross legged in a circle close enough to be able to pass the balls/bean bags.
2. One ball is 'the egg' and the other is a 'dinosaur'. Pass each ball to a person sitting on opposite sides of the circle. The goal is for the dinosaur to catch the egg.
3. Ready, set, go! Carefully, but quickly, the egg and the dinosaur balls are passed around the circle. Each ball must pass to the person directly next to you, but you can move in either direction.
4. Celebrate when the dinosaur catches the egg and play again, if the egg catches the dinosaur ... yikes!

CHALLENGE: try using only one hand, or different objects to pass such as balloons or soft toys.

Extension Activities:

Jumping Game: if possible move to an open space, preferably outside that supports safe landing. Jumping games can support cooperation, communication, muscle development, balance, flexibility, stamina and is lots of fun.

What to do:

- Invite children to hold hands with one, two or three people.
- Jump together or one at a time.
- Start low and jump as high as you can.
- Jump with two feet and land on one.
- Move in a circle, jump around the space.
- In pairs, jump over a line.
- Jump and land like; a frog, a kangaroo, an elf, an elephant, a dinosaur.
- Find rhythm in the jumping. Count, sing or say words in time.

It is always a good idea to talk with children about what they are doing. Reflecting is a way to talk about what has happened. You can discuss:

- How does jumping make you feel?
- Did you feel comfortable?
- How does a noisy or quiet landing feel different?
- How can you make a really soft jump?



STEM FOCUS

Playing, exploring and asking lots of questions – that’s how children learn about themselves, about others and about the world around them. STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics. Through STEM, children learn to ask questions, work together, think creatively, solve problems, explore, take calculated risks, test solutions and discover new ways of doing things. By encouraging children to play, explore and investigate, you are helping them become active participants in their own learning. By giving children the opportunity to play by themselves and with others, their confidence and adaptability skills are built up. Mess is good! It’s an important part of playing and learning – so is cleaning up afterwards.

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

- **Find Spot at the Museum** by Eric Hill
- **Ballroom Bonanza** by Nina Rycroft
- **There’s a Hippopotamus on our Roof eating Cake** by Hazel Edwards

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.....)!

