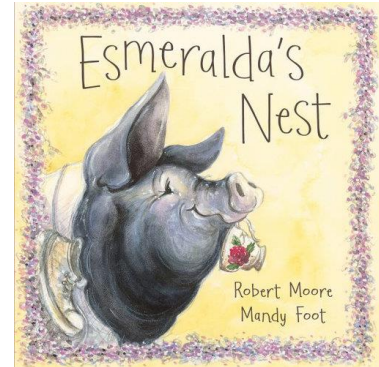


LEARNING TIME

Esmeralda's Nest by Robert Moore and Mandy Foot

Each day Esmeralda collects a variety of objects and waddles down the hill. Everyone wonders why the Saddleback sow is carrying a bottle, fencing wire and a pair of trousers in her mouth.

Only Esmeralda knows. Nothing will stop her. *Esmeralda's Nest* is a sweet story introducing children to the days of the week and the way that animals nest.



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

The brain is naturally wired to learn language. The more language a child hears the bigger and stronger their vocabulary becomes and the more confident they become at using language. It is important to talk, read and sing with your child every day.

Australian Early Years Learning Framework | Outcome 4: Children are confident and involved learners

Educators can support children's learning:

- Children express ideas and make meaning using a range of media and resources such as books, worksheets, video's and songs to support the expression of ideas.
- Children interact verbally and non-verbally with others for a range of purposes: provide role playing activities and time for conversation to encourage talking and learning through play.
- Model new language, how to pronounce it and how to use it in context.
- Children engage with a range of texts and gain meaning from these texts; read stories and share books on the theme. Allow children to choose texts of interest to them. Involve them in choosing supporting stories and non-fiction books to support their learning.

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. This book includes the days of the week in it, so you may like to teach these through this song.

Song

Seven Days are in one week

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Seven Days are in one week

I like to sing them softly (other words to try: loudly, clap them out, stomp them out)

<https://tinyurl.com/vykudl5e>

Before Reading

Encourage everyone to get comfortable and ensure the children are ready to engage.

- Introduce the book name, author and illustrator.
- Invite the children to think about the cover and guess what the book is about
- Introduce the idea of animals living on farms, and see what animals they know of.
- Let them know there are some tricky words in the book, but you will explain them as you read and you will talk about the book at the end of the reading.
- Remind the children of the days of the week and tell them to listen out for them in the book.

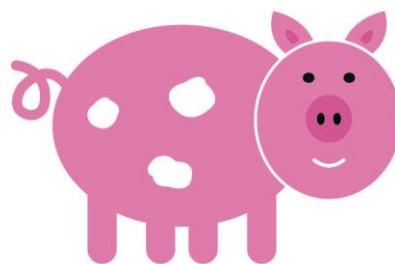
During Reading

Look interested in the book, and share your enthusiasm with the children.

- Spend time on the pictures, there are two stories running here, one about Esmeralda and one of the humans in the background looking after the farm.
- Emphasise the days of the week with a louder voice or different tone. Check to see if the children register. Ask them to join in with you in saying the name of that day.
- Ask prediction questions: '*What do you think she will do next, what is she building?*' etc.
- Introduce new concepts as you read, such as weather words such as *torrential downpour, gale, mist*, and farm activities such as using a *grippler tool, and spinning jenny, fixing/repairing and planting*.
- Check for understanding and engagement from the participants.

After Reading

- Express your enjoyment, pointing out parts you enjoyed.
- Encourage the children to share their observations about the book.
- Reflect together on new words, like *Saddleback sow, paddock, torrential downpour, gale, mist, wisteria, clover hay, farrow*. Congratulate them on learning so many new words!
- Invite children to find other books on the theme.
- As there is a lot of detail in this book so you may want to read it again and give the children time to ask more questions. Or you may want to highlight parts of the story or pictures, depending on the questions/interests of the children in your group.



Song

This Little Piggy

This little piggy went to market,
This little piggy stayed home,
This little piggy had ice cream,
This little piggy had none.
This little piggy went wee, wee wee!...
All the way home...



Try substituting words like corn instead of ice cream, or library instead of market.

<https://www.youtube.com/watch?v=1bFXS2OEGMQ>

Extension Ideas

- Role play: Imagine you are making a cosy place to rest, what things that you will need to bring. Draw a picture to show your own 'nest' or role play it with a parent/friend/partner.
- Vocabulary builder: share pictures of different farm animals and their offspring. Use this to talk about the names of different animals and their young.
- Vocabulary comprehension: play Simon Says style game using words like: gale, mist, downpour, boiling. Make the actions together first, so the children can practice. Then explain the game. If you do not say Simon Says then the child does the action say "Oops! I didn't say Simon Says, try again!".
- Sequencing: Supply the days of the week on cards and play a game of putting them in order, colour code each day and demonstrate to the group first. You might add a picture to reflect what Esmeralda did on each day. Encourage them to sing the Days of the Week song to help remember the order.
- Playing: Memory game: *What's Missing*. Create a tray of objects that were in the book, or make picture cards with them on. You can include the words if you like eg: cup, plastic bag etc. In pairs have one child turn around, and the other child takes an object away, the child who wasn't looking will try to guess what was missing. Repeat until all items removed, then swap turns. If you want to include a maths component then talk with the children about scoring and keep a tally of the correct guesses. Explain how to tally first.
- Story Comprehension: Supply a picture list of the items that Esmeralda put in her nest, and a few other random items. Ask the children to cut out and paste onto another sheet, the items that went into Esmeralda's nest.

STEM Focus

This book has a wonderful range of concepts related to STEM – Science, Technology, Engineering and Mathematics. You can extend the book with play and/or everyday routines through these ideas:

- Record the weather together: make a chart of weather and record it using pictures and/or words.
- Encourage the children to think about predicting weather, watching weather reports and seeing how accurate the weather was.
- Make a simple rain gauge together (use a clear plastic drink bottle) and record the rainfall - utilising numeracy knowledge. <https://theimaginationtree.com/homemade-rain-gauge/>
- Investigate life cycles of farm animals, talking about those that have live young (cows, pigs, horses, sheep) and those that have eggs (chickens, geese and ducks).
- Learn the names of the offspring of a variety of animals.

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:

- **Little Birds Day** by *Sally Morgan and Johnny Warrkatja Malibirr*
- **When No-one's Looking On The Farm** by *Zana Fraillon & Lucia Masciullo*
- **Possum Magic** by *Mem Fox*

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.....)!