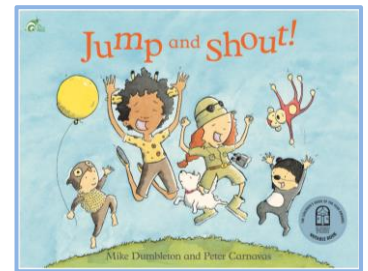




## Jump and Shout

*By Mike Dumbleton and Peter Carnavas*

Jump and Shout is a lively rhyming story of a family day out. It is jam-packed with action and full of fun for the readers. The children in the book delight in climbing, swinging, picnicking and playing ball, with high-energy kicks, trips and tumbling along the way. The story resonates with sound and movement from the first enthusiastic ‘clap’ and ‘cheer’ to the final ‘zzzs’ after a wonderful excursion. Mike Dumbleton’s marvelous text provides a riot of activity to be enjoyed by all, and Peter Carnavas’s delightful, illustrations give life and joy to every moment of the day.



### Key Message for Parents | Children learn by being engaged and doing

When children are engaged in activities that are fun and meaningful to them – there is great potential for learning. Educators are in an ideal position to share key messages with parents such as:

- The importance of including books into play. Using the story as a platform into role play and exploring imagination,
- Children learn best through play based activities. Making time to play throughout the day is not only enjoyable but the learning opportunities are endless,
- Invite children to ‘read’ the story. Encouraging children in all their reading efforts helps them to see themselves as a reader.

### Early Years Learning Framework

#### Learning Outcome 3: Children have a strong sense of wellbeing.

Creating play opportunities for children to take responsibility for their own health and physical wellbeing is important. Books can help to introduce a wide range of movements that can support children to:

- engage in increasingly complex sensory motor skills and movement patterns,
- combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama,
- respond through movement to traditional and contemporary music, dance and storytelling.

By fostering and building upon a child’s curiosity practitioners can help children to develop dispositions towards learning. Educators can help young children become confident learners by:

- Providing sensory and exploratory experiences with natural and processed materials,
- Including open ended activities that engage individual interests and abilities of children in your session,
- Giving praise and recognise all achievements, big and small.

Find booklists, tip sheets, nursery rhymes and activity and learning time sheets @

[thelittlebigbookclub.com.au](http://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!*



## Sing

### Everybody do this

*Everybody jumping, jumping, jumping*

*Everybody jumping, just like me.*

*Everybody clapping, clapping, clapping*

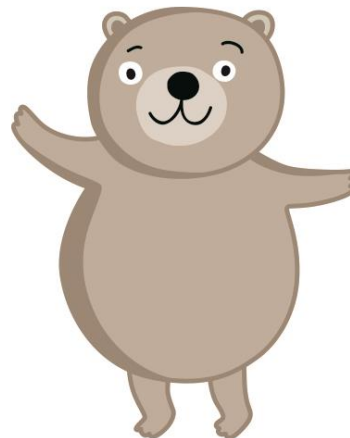
*Everybody clapping, just like me.*

*Everybody wiggling, wiggling, wiggling*

*Everybody wiggling, just like me.*

*Everybody tiptoe, tiptoe, tiptoe*

*Everybody tiptoe, just like me.*





### Before Reading

Jump and Shout is the perfect book to read with toddlers. Share this story interactively by acting out the movements. You might like to introduce the story and point the name of the author and illustrator. Before reading the words and doing the actions, take time to practice. List the actions you will see in the story and pretend/act out while you read the story.

### During Reading

Stand in a circle so that children can see each other. Hold the book so children can see the illustrations (you might like to move around the center often circle as you read aloud). As you read invite children to:

- mime the actions in the words,
- make the sounds (slurp, chew and yawn),
- Saying the last rhyme in some couplets - when children are familiar with the story. (E.g. adult says Clap, cheer, we're going out! Walk, run, jump and ..... (adult waits for/supports child to say 'shout!').

### After Reading

Enjoy reading this story a second time. This book has simple text, which makes it easier for children to join in with reading the story. Pause often and allow them to say the words in the story.

You might also play a game of I Spy and invite children to see if they can:

- Spot the little dog on each page,
- Find/follow the monkey in the pictures,
- Identify/point to the correct actions in the pictures.

### Sing

#### Jump, jump, jump

*Jump, jump, jump  
If you feel you want to.  
Jump, jump, jump  
If you feel you can.*

*Hop, hop, hop  
If you're feeling bouncy.*

*Shake, shake, shake  
Altogether now.*

*Stamp, stamp, stamp  
When you're feeling cranky!*

*Clap, clap, clap,  
then take a bow.*





## Activity Time | Roll and move!

### What you need:

- Template (attached)
- Crayons
- Scissors and sticky tape or glue

### What to do:

1. Cut dice out along the solid line
2. Fold along the dotted lines
3. Use glue or sticky tape to secure tabs to form a cube
4. Take turns rolling the dice and moving around the space in different ways.



### Extension/ other activities

- With older children you might like to play copying games such as Simon Says
- Create a safe obstacle course around your setting. Think about a range of movement, such as over, under, through and around. Consider ways to move, such as hopping, bouncing, and crawling etc.
- Make an owl or panda mask for dress-ups, like the children in the story
- Have a range of dress ups or costumes to experiment with.

## STEM FOCUS

Singing and dancing helps to strengthen your child's balance and coordination skills as well as incorporates math skills through learning about beat and rhythm. Songs help children to learn new concepts and understand how things work – this helps to build their confidence which is vital for their future learning.

## 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

- **Giraffes Can't Dance** by Giles Andreae and Guy Parker-Rees
- **Muddled up Farm** by Mike Dumbleton and Jobi Murphy
- **Boom Bah!** by Phil Cummings and

## Goodbye Song

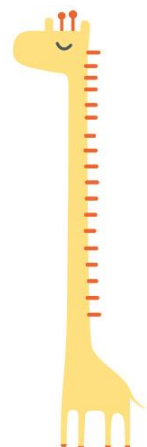
Depending on the size of your group, you may wish to insert each child's name in the place of 'you' as it develops a more personal relationship between yourself, the child and the family. Sing to the tune of (Here We Go Round the Mulberry Bush) or your preferred choice.

## 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.....)!*



jump

clap

shout

roll

STOP

cheer