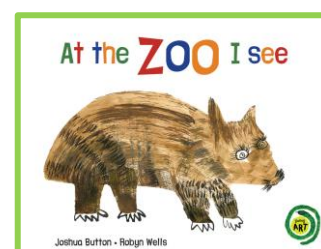


At the Zoo I See by Joshua Button and Robyn Wells

This is a vibrantly illustrated book about animals from around the world that may be found in the Zoo. It includes some animals which may be well known, but also introduces some less familiar species.



At the Zoo I See is an animal book with a difference as you not only learn about the animals name but are given a describing or action word about their behaviour, which helps to bring the animals to life on each page.

Key Message for Parents

Children Learn Language By Listening To It And Using It.

Developing language and literacy skills begins at birth through everyday loving interactions - sharing books, telling stories, singing songs, and talking to one another. (National Centre for Infants, Toddlers, Families, 2012)

Parents and carers can support their baby to develop strong language skills by:

- Sharing stories. Talking and reading to children in the early years has a significant effect on later language skills development.
- Babies and children need to hear people talk to them about what they are seeing and experiencing, for their brains to fully develop language skills.

Learning Outcomes

Outcome 5: Children Are Effective Communicators

Children need to engage with a range of texts and gain meaning from these texts. *Story Time* is an effective way to introduce children to a wide range of stories, words, sounds and concepts which will help to support children to become effective communicators.

As facilitators we can see evidence of this when children:

- Listen and respond to sounds and patterns in speech, stories, rhymes in context
- View and listen to texts and respond with relevant gestures and actions
- Actively use, engage with and share the enjoyment of language and texts in a range of ways.

We can promote this learning during *Story Time* by:

- Reading and sharing a range of books and other texts with children
- Sing and chant rhymes, jingles and songs
- Engage children in play with words and sounds.

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

thelittlebigbookclub.com.au     



Themes within this story

- Animals
- Getting Out and About
- Zoo

Welcome

Ask carers to write nametags for themselves and their babies. 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. If you would like to see how to sign this song visit YouTube

<https://www.youtube.com/watch?v=tKCGF2hvg3I>

Hello Friends

Hello Friends

Hello Friends

It's time to say hello

(This can be repeated if you like)

Song

An Elephant

An elephant goes like this and that

(stomp feet)

He's terribly big

(raise arms over head)

And he's terribly fat

(stretch arms to side)

He has no fingers

(wiggle fingers)

And he has no toes

(wiggle feet)

But, goodness gracious WHAT A NOSE!!!!

(Make an Elephant/trumpet noise)

Encourage parents to:

- Face their baby and make eye contact with them so that they can see you clearly
- Invite parents/carers to hold their baby's hands and try to act out the movements with them while singing
- Lots of smiles – babies will respond positively to a happy face





Before Reading

If possible, have multiple copies of the book so that parent/carers can have one to one time with their baby and the book. As you run your Story time session, role model for families how to interact with the book.

Explain that babies learn through exploration, so allow time parent/carer and baby to explore the physical book before reading it. Make suggestions for your families, encourage baby to feel the book, to try to turn the pages, flip it and open and close it. Parents/carers can respond to their baby, show them the illustrations by gently pointing to them as you read.

During Reading

Read the title and author's names. Describe what a Zoo is and explain that it is a park where animals are kept. Introduce the front cover *"I can see an animal on the front cover."* Start describing the image on the front cover *"It's big and brown, has two eyes and has four legs. I think it might be a Wombat. Let's open the book and see."*

Describe the animals on each page from a number of perspectives For example; Size, shape, colour, position and point to the features as you are describing them. This helps give families ideas on how to read aloud to their baby.

As you read each line of the book (animal name and describing/action word) act out an action, for example, Flying - put your hands out to your sides. You might like to make the sound of each animal too.

Repeat each line to allow repetition for the baby.

After Reading

Re read the book again so that the babies have the opportunity to revisit the story, hear the language repeated and look at the illustrations again.

Activity Time

Exploring photographs and watercolour finger painting

What you will need

- Laminated photographs/images of local Zoo and animals from the book e.g. Wombat, Elephant, Jaguar.
- Bright watercolour palates that are similar to the colours featured in the book (If you don't have water colours - you can use any washable, non-toxic paint and add a little water to thin it out.
- Water to add to palates
- Large pieces of white paper/butchers paper
- Smocks
- Wet wipes for cleaning babies hands/feet after



Image sourced: nourishedchildren.org



Instructions/method

1. Find a large area on the floor to stick the pieces of paper, a safe outdoor area would be preferable.
2. Set up the water colour palates next to the paper so that the babies can reach and add water to the palates to moisten.
3. Have the smocks and wet wipes ready to protect clothes and clean up after painting.
4. In small groups: support the babies to explore making marks with the bright colours on the paper.
5. Whilst some children are painting, provide other babies and parent/carer with photographs of the Zoo and animals to engage with. Interact with your baby physically by making the animal sounds and by talking about the differences between them. The aim is for the babies to see images of the animals in the book that are real to their lives whilst connecting with their parent/carer.

Share with Parents about the benefits of finger painting

- Children can experiment and learn about mixing and exploring colours.
- An effective way to introduce sensory play. All the senses are involved: seeing, hearing, touching, smelling, and (if you use edible paint) tasting!
- Finger painting strengthens the finger and hand muscles, thereby improving fine motor development.
- The development of hand-eye coordination is supported.
- If you place the paper on the floor, large muscle control and balance could be improved.
- Finger painting is easier for little fingers that are not yet ready to manipulate a brush with skill.

Extension ideas:

- As a follow up, take your baby to the Zoo so that they can see the animals in person for an authentic experience that will be relevant to their world.

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.

- ***Once I Heard a Little Wombat*** by Renée Trembl
- ***A Bit Lost*** by Chris Haughton
- ***Run Like a Rabbit*** by Alison Lester
- ***Australian Animals ABC*** by Bambi Smyth
- ***Wild Babies*** by Natalie Marshall

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.

Goodbye Friends

Goodbye Friends

Goodbye Friends

It's time to say Goodbye

(This can be repeated if you like)

