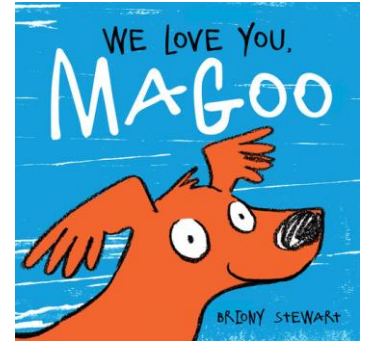


# LEARNING TIME

## We Love You Magoo By Briony Stewart

Magoo has his own ideas about what a dog should do – in the kitchen, in the car, at dinnertime and bedtime! A perfect read-aloud picture book that captures Magoo's energy and emotion in every line.

Pitched perfectly at the preschooler, just learning the rules who loves being the boss. Gorgeous illustrations and a rhyming text that's a delight to read out loud.



### Key Message for Parents | The brain develops through use

We can support families by sharing messages that include:

- Children are active learners who learn in playful ways with family and friends.
- Talking and reading together in the early years has a significant effect on later language skills.
- Children are born to learn, allowing them varied opportunities will increase their brain development.

### Australian Early Years Learning Framework | Outcome 4: Children are confident and involved learners and Outcome 5: Children are effective communicators

Educators can support children's learning through;

- Understanding that children interact verbally and non-verbally with others for a range of purposes. Watch for body language, eye contact and gestures and allow time for children to talk about things of interest to them.
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. Allow time to think about cause and effect and how actions create consequences. Explain the concept of rules and encourage your child to think about what rules exist and why.

### 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!*

### Songs

Sing along with actions, try AUSLAN sign at <http://www.auslan.org.au/>

#### Skidamarink

Skidamarink a dink a dink,

Skidamarink a doo, I love you.

Skidamarink a dink a dink,

Skidamarink a doo,

I love you.

I love you in the morning

And in the afternoon,

I love you in the evening

And underneath the moon;

Oh, Skidamarink a dink a dink,

Skidamarink a doo,

I love you!



Animated video <https://www.youtube.com/watch?v=6916kVhbEZw>

How to teach with actions <https://www.youtube.com/watch?v=2KYkzrqTUDk>

### How much is that doggie?

How much is that doggie in the window?  
The one with the waggly tail  
How much is that doggie in the window?  
I do hope that doggie's for sale

I don't want a bunny or a kitty  
I don't want a parrot that talks  
I don't want a bowl of little fishies  
He can't take a goldfish for a walk

How much is that doggie in the window?  
The one with the waggly tail  
How much is that doggie in the window?  
I do hope that doggie's for sale

<https://www.youtube.com/watch?v=-1fmXsWX6SM>

### Before Reading

Invite the children and families to sit down on the mat or around the space, and get ready to enjoy today's story. When everyone is comfortable, you can use the following prompts and questions to engage the children.

- Take time to introduce the book and look at the cover
- Introduce the title and author
- Point out interesting things like the colours, Magoo's features and *ask children what they see? Hopefully one of the children will state 'dog'.*
- Use the word dog and name the character, talk about his expression, *does Magoo look happy?*

### During Reading

This book has a lot of humour in every day situations that children with pets may relate to. Don't rush as the pictures tell a lot of the story. Take time to explore each page with the children:

- Check in with the children's engagement and respond to their questions.
- Model interest and excitement in your reading, ponder *what will happen next?*
- Notice Magoo's expressions, they tell more than the words. *What do you think he is feeling?*
- Name things in the book like *fried eggs, steering wheel, doghouse, doggy door, tennis ball, unravelling toilet paper, water bowl, water jug, bath tub.* You may need to explain some of these words or items.
- Use the characters names in the book, *Look it's the baby, Is that mum? Oh look at Magoo!*

## After Reading

Reflect together, allowing the children time to talk about what they noticed in the book:

- Talk about pets or animals that children may have at home that are like Magoo.
- Talk about how Magoo had to learn the rules, things that were ok to do, and things that were not. Give examples of your own rules, *What rules can you think of?*
- Reflect on how love is something that is a feeling that is shared between humans and animals. It never goes away even when something or someone does something wrong.
- Talk about how much you enjoyed the book and suggest further books to explore.

## Song

### Simon Says

**A song about following instructions.**

Simon says put your hands on your knees  
Simon says put your hands on your hips  
Put your hands on your head  
Whoops!  
I didn't say 'Simon says'

Simon says put your hands on your cheeks  
Simon says put your hands on your chin  
Put your hands on your nose  
Whoops!  
I didn't say 'Simon says'

Simon says put your hands on your ears  
Simon says to stand on one leg  
Touch your nose with your toes  
Whoops!  
I didn't say 'Simon says'  
Whoops!

He didn't say 'Simon says'  
Whoops!  
I didn't say 'Simon says'

<https://www.youtube.com/watch?v=eDFFUPU15Zc>

## Extension Ideas

This book is all about rules! Many favourite games have rules to follow. You might like to play simple games with the children in your group, and start to introduce the concept of 'rules'. It will take children lots of practice to begin to understand the concept of rules. Here are some ideas;

- Eye spy (only things you see that are blue, or only things you see that are in the room etc..).
- Simon says (listen to and follow the rule of Simon saying, before doing).
- Hop scotch (hop and skip numbers as you roll the dice).
- Musical chairs (only sit when the music stops) or Musical statues (stay still when music stops).
- Pass the parcel (unwrap a layer when the music stops).

## STEM Focus

How can you link this book to STEM – Science, Technology, Engineering and Mathematics?

In this book Magoo does something wrong, and is corrected. You can use the Science concept of cause and effect to link to this idea.

Understanding cause and effect is actually an important step in language development. Babies need to understand that they can take an action to cause a change. This relationship is the basis of communication – communicating a want or need (such as, "I'm hungry") to cause action (getting some food). Extend on the children's curiosity, investigation and language skills.

- Make an instrument like a pot and spoon to demonstrate hitting it produces a sound.
- Whisk a bowl filled with soap free shampoo, see what happens.
- Offer flashlights to the children in your group and let them experiment by turning it on and off
- Blow bubbles.

## 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:

- **Barkley** by *Rebecca Crane*
- **My Friend Fred** by *Frances Watts*
- **Oi Cat!** by *Kes Gray and Jim Field*

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 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.....)!*