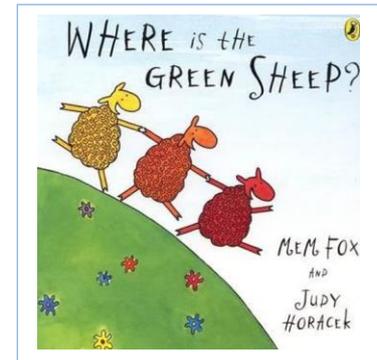


LEARNING TIME

Where is the Green Sheep? by Mem Fox and Judy Horacek

A fun story about searching for the elusive green sheep. Each page is full of bright and clear illustrations of different sheep doing silly activities that will delight both children and adults. The clever rhyme and repetition of the phrase 'Where is the Green sheep' is perfect for little readers language development. The story introduces concepts such as up and down, scared and brave and near and far, as well as colours and shapes. But... where is that green sheep?!



Key Message for Parents | The brain develops through use

Toddlers' brains are a work in progress. A child's early experiences (both positive and negative) impact on how they develop. Regular positive experiences are required to form strong connections of neurons for best possible brain development.

Parents and carers can positively support a child's developing brain by:

- Talking to toddlers in everyday life experiences. Explaining what you are doing will expose toddlers to language and increase their vocabulary.
- Snuggling up and reading. Reading together is a perfect time for snuggles and way to bond. Books contain rich language and rare words so reading every day will support language development.
- Singing songs. Singing slows down your voice making it easier for toddlers can hear the words and sounds.
- Playing with their toddler. Join in your toddlers play and point out everyday objects and name them.

Australian Early Years Learning Framework | Outcome 5: Children are effective communicators

Educators can support children become effective communicators by:

- Providing opportunities for engagement with a wide range of texts. Have lots of books within a child's reach and encourage spending time reading.
- Talk about what's happening in the illustrations of a picture book. Ask children what they can see. Make up your own story based on the pictures. Count things in the illustrations.
- Listen to children's ideas and respond positively as this validates and recognises a child's thoughts and achievements.

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

Baa Baa Black Sheep

Baa baa black sheep

Have you any wool?

Yes sir, yes sir, Three bags full.

One for the master

And one for the dame

And one for the little boy

Who lives down the lane



Before Reading

Decide on the space where you will read the story. Pick somewhere with enough space for the children to all see the book and get up and move around during songs and activities.

Prepare any props or music you will use during the session. Keep your props in arms reach to allow your session to flow.

Read the title and show the cover to the group. Point out the author and illustrators' names. Talk to the children about sheep? What noise does a sheep make? Where would you find sheep?

Count how many sheep are on the front and back cover. Ask the children is there a green sheep? I wonder where the green sheep is? The children can predict where the green sheep is.

During Reading

The repeated phrase “Where is the green sheep?” provides the perfect opportunity to get children involved in the story by encouraging them to say it after you say “But..... “

Some questions you might ask in this story are:

- What type of sheep is that? (Use the text to help point out the different describing words of the sheep).
- What are those sheep doing?
- Can sheep really swing?

After Reading

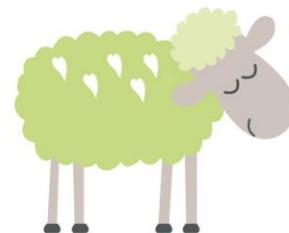
Give a summary of what you have read to help children remember what happened in the story. This is re-call and re-tell that helps build children’s comprehension skills. For example, “We were looking for the Green Sheep in the story, and we had fun meeting a lot of other sheep along the way and when we got to the end, we found the Green sheep, and what was he doing? That’s right, he was fast asleep!”

Go back to the page where there are lots of sheep on the hill and talk about all the different kinds of sheep. Tell the children to try and remember as many of the different types as possible. Close the book and see how many the children can recall.

Movement Activity

Green Sheep, Green Sheep Turn Around

Green Sheep Green Sheep turn around.
Green Sheep Green Sheep touch the ground.
Green Sheep Green Sheep show your shoe.
Green Sheep Green Sheep that will do.
Green Sheep Green Sheep go up the stair.
Green Sheep Green Sheep comb your hair.
Green Sheep Green Sheep turn out the light.
Green Sheep Green Sheep say goodnight.



Extension Ideas

Colours

Explore and talk about colours. How many different coloured sheep were in the story. Look for those colours in the room. What are the children's favourite colours?

Opposites

There were quite a few opposites in the story- up/down, thin/wide, scared/brave, near/far, sun/rain- Can the children think of other opposites?

Opposites are a tricky concept to learn so using simple games to demonstrate the concept will make it easier for toddlers to understand. To help toddlers learn opposites use lots of everyday activities and repetition

For example;

- hot and cold can be talked about in relation to drinks (cold milk, hot cup of tea) or bath water vs ocean water, heaters and fridges.
- Big and little - Children could go on a hunt around the house/setting to find toys or objects then sort them into big things and little things.

Treasure Hunt

Go on a Green sheep treasure hunt- hide pictures of the different types of sheep around your space let the children find as many as they can.

Colouring and decorating

Print out a sheep template and make all the different types of sheep with paint, pencils/crayons

<https://www.learning4kids.net/wp-content/uploads/2012/08/Printable-The-Green-Sheep-Outline.pdf>

Create a family involvement activity by sending home the sheep template and have families decorate it using anything from home. Have families write a short story about their sheep. When children bring back their sheep, have them share their sheep and story with the group. Invite families to name their sheep.

STEM Focus

Sheep Facts

Look at sheeps habitats. Where do they live, what do they eat.

<https://www.sciencekids.co.nz/sciencefacts/animals/sheep.html>

Investigate wool

Talk about where wool comes from and what it is used for.

<https://kids.kiddle.co/Wool>

Explore a variety of textures with your group. Collect different types of fabric, a piece of sandpaper, a piece of fake fur, a wool sock, etc. Help them notice which textures are rough and which ones are soft like a sheep.

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:

- **I went Walking** by *Sue Williams and Julie Vivias*
- **Spot goes to the Zoo** by *Eric Carle*
- **Time for Bed** by *Mem Fox and Jane Dyer*

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.....)!