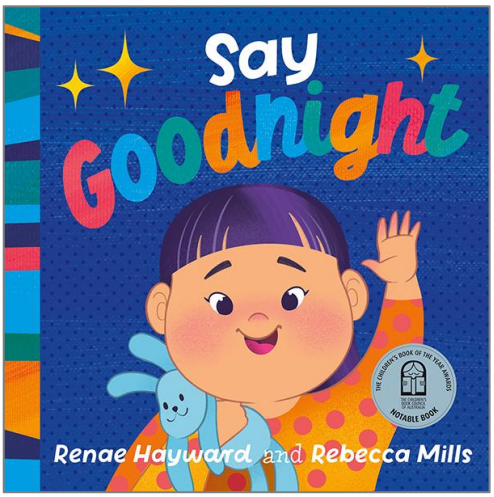
SAY GOODNIGHT

RENAE HAYWARD & REBECCA MILLS
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YEAR LEVEL: YF–2



ABOUT THE BOOK

The third book in the Say series, this board book celebrates the wonderful world of baby bedtimes.

Research shows that the more senses you engage while reading to bubs positively impacts the development of their language and comprehension skills. That's why *Say Goodnight* can be read and sung, and has simple, high-contrast illustrations featuring many recognisable words, like mum, dad and pyjamas. Plus, it explores all the things babies love to do as they get ready for bed – from bedtime stories to massages from mum.

Informed by 15 years of perinatal and infant health work experience, and from an award-winning author-illustrator team, *Say Goodnight* is now available in a new, small-format board book for babies to love.



ABOUT THE AUTHOR

Renae Hayward was born in WA's Pilbara region, but spent her formative years by the beaches of Perth's northern suburbs. She has authored several books for children, *Barking Mad* (Walker Books Australia) and the Say Series (*Say Hooray*, *Say Hello* and *Say Goodnight*) (Fremantle Press), and was the inaugural recipient of the Ray Koppe Young Writers Residency (Australian Society of Authors/Varuna).

She is also the Bookaburras Ambassador for Fremantle Press's Books for Little Bookaburras program. Renae now lives near Fremantle with her husband, James, their two children and Frankie the labrador in a house overflowing with books.



ABOUT THE ILLUSTRATOR

Rebecca Mills is a graphic designer and illustrator, best known for her bright, colourful, whimsical illustrations. Creating for both the corporate world and the children's market, Rebecca's illustrations have made it into exhibitions and onto prints, puzzles, clothing, stamps, surfboards, even the Sydney Opera House!

She grew up in Three Springs, in WA's Midwest, but you can now find her working from her home in Perth, with her husband, two kids and very silly dog.

THEMES

- Rhyming
- Feeling and emotions
- Actions and routines
- We are all unique
- Descriptive language

AUSTRALIAN CURRICULUM OUTCOMES

- YF–2 English
- YF–2 Languages
- YF–2 The Arts

See end of document for detailed information on curriculum outcomes.

USEFUL WEBSITES

- Author's website: renaehayward.com
- Illustrator's website: rebeccamills.com.au
- Kindergarten Curriculum Guidelines: k10outline.scsa.wa.edu.au/home/teaching/kindergarten-curriculum-guidelines
- Year P Curriculum Content: k10outline.scsa.wa.edu.au/home/pre-primary-to-year-6/pre-primary

CLASSROOM IDEAS

Mat activities

1. Read the story a few times. Ask the students what time of day it is in the book. How can they tell?
2. Talk about routines. What sort of things do they do before they go to bed?
3. Talk about classroom routines.
    a. What happens each day?
    b. Discuss how having familiar routines helps prepare them for the day so that they know what to expect.
    c. Prepare a picture of the routines in their day and use them as a picture timetable each day (include recess and lunch as well as the learning activities).
    d. Make time at the beginning of each day to go through the planned activities so they know what to expect.
4. Talk about sounds in words and that when words end in similar sounds, we call this rhyming. Go through the book and find the rhyming words.
5. Oral close activity. Once the students are familiar with the text, see if they can input the final rhyming word on each page. Teacher says: **'Say goodnight to baby Josh. He's in the bath to have a ____.'** This can be done as a whole class or by calling on individual students to finish the sentence. Picture prompts from the book could be used if the students need extra support. The beginning sound of the word could also be given. This activity could be great for sending them out to lunch/recess, etc.
6. Model using descriptive language for the students. On the first page, talk about the white bubbles, the 3 yellow ducks and the big bottle of soap. Now ask the students to describe what they can see on the following pages. For each item they say, prompt them to give an adjective (describing word). Talk about how this extra information makes their answers more interesting.
7. Capital letter work. Discuss how capital letters are used at the start of sentences and for names. Show where they are on the first page with baby Josh.
8. Write the next sentence(s) on the board and ask the students where the capital letters are. Choose students to come up and circle the capital letter.
9. Full stop focus. Show how full stops are used at the end of sentences. Have students identify where they are in the book and the written sentences on the board. Choose a student to come up and circle the full stop.
10. Do some action nursery rhymes together that tie into the book (e.g. 'Dingle Dangle Scarecrow', 'Teddy Bear, Teddy Bear', 'Ten in the Bed', 'Rock-a-Bye Your Bear').
11. Interactive reading of *Say Goodnight*. Every time you say 'Say goodnight', the students put fingers to lips to say 'shhh' and fold hands under an ear to show going to sleep.
12. Everyone sits in a circle as if they were going to play Duck, Duck, Goose. The same rules apply, but it's 'Good night, Good night, Wake up'. It's on the 'wake up' that they do the chasing.

Drawing and tabletop activities

1. Prepare a cut-and-stick activity. The students have an A4 piece of paper with their picture in the middle. They can cut out pictures of what they do before they go to bed. Have pictures of PJs, bath/shower time, story time (books), teddy, etc. so they can choose what to stick around their picture. Get the students to write their name on it or get them to trace over their name if needed.
2. Each student can decide what is their favourite thing to do before bed and draw a picture of it. Go around to each student and get them to tell you what they have drawn and annotate the picture for them. Prompt them to give extra information using an adjective as appropriate.

The arts

1. Hand painting activity to reinforce the idea of 'same' and 'different'.
    a. All the students do a handprint or two on a piece of paper. Let them choose the colour they want. They then add extra detail onto the handprint to create an animal picture, such as a tiger, deer, echidna, etc.
    b. Brainstorm ideas with them to start with and do a couple of examples on the board to get them started (there are some great ideas on the internet).
    c. Make a class display of their work. It could be called 'Same, same but different'.

Health and protective behaviours

1. We are all unique: language focus – same, different. Look at the last page of the book and get the students to describe what they can see. Talk about what looks the same on each baby, and what is different. Point out things like one of the babies is awake; they have their eyes open; one of them has a dummy; they are all wearing different clothes, etc. You can point out the different hair and skin colour if the students don't notice these.
2. Discuss how we must all be kind to each other, in our words and our actions, and show respect to everyone.
3. Talk about being inclusive, playing together and letting others join in if they want to.
4. Make a poster of class rules together, asking the students what rules they think are important. Each student can write their name or draw a picture on it to show that they all know the rules that make this classroom a safe place where:
    a. everyone belongs;
    b. everyone is unique and special; and
    c. everyone is growing and learning together.

Creative Writing

1. Mat time first – look at all three books from the author: *Say Hooray*, *Say Hello*, *Say Goodnight*. Get ideas from the students about which book they liked best and why. Write their ideas on the board. Students can then complete the sentence which is already written out for them:
    a. My favourite book is …
    b. I like this book because …

    Students can then draw a picture to go with their writing.
2. Refresh when to use a capital letter and full stops with the students. They will then check/edit their work for capital letters and full stops.

FURTHER INFORMATION: CURRICULUM OUTCOMES

Interacting verbally and non-verbally with others for a range of purposes

- Focus – Developing phonological awareness skills:
    - Exploring and playing with rhythm, rhyme and alliteration in words to promote enjoyment of language.
- Focus – Conveying and constructing messages for a range of purposes in a variety of contexts:
    - Verbalising ideas and simple concepts, and asking questions to clarify concepts.
    - Retelling a simple story in a logical sequence.
    - Engaging in discussion and exploring common language patterns in narratives and informational texts, and participating in retells of personal or learning experiences.
    - Using imagination to recreate roles and experiences.
- Focus – Building aural and oral language and active listening:
    - Using language to ask and answer simple questions, greet people, recall personal experiences, negotiate, tell stories, express feelings, play, communicate information and solve problems.
    - Using speech, non-verbal gestures, signs and expressions that can be understood by others.
    - Listening attentively and responding to what they hear with relevant questions and comments.
    - Extending auditory memory to recall words to simple songs and rhymes.

Engaging in and extending literacy practices in personally meaningful ways

- Focus – Developing understanding of purpose and meanings in a range of texts:
    - Sharing a range of texts for enjoyment.
    - Making connections between their own experiences and ideas in texts.
    - Identifying key ideas from simple texts.
    - Joining in with the chorus from narratives and rhymes in stories, nursery rhymes, songs and chants.
- Pre-primary (revisiting and building on skills from Kindy).

Language

- Text structure and organisation:
    - Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences.
- Expressing and developing ideas:
    - Recognise that sentences are key units for expressing ideas.
    - Recognise that texts are made up of words and groups of words that make meaning.
    - Explore the different contributions of words and images to meaning in stories and informative texts.
    - Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught in school.
- Phonics and word knowledge:
    - Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words.
    - Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents.

Literature

- Literature and context:
    - Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences.
- Responding to literature:
    - Respond to texts, identifying favourite stories, authors and illustrators.
    - Share feelings and thoughts about the events and characters in texts.
- Examining literature:
    - Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures.

Literacy

- Interacting with others:
    - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations.
    - Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact.
- Creating texts:
    - Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge.
    - Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops.

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