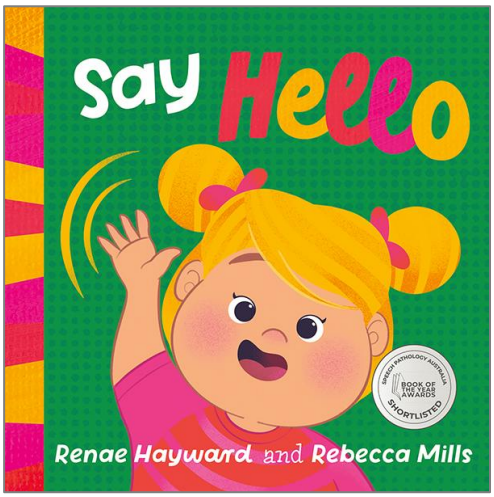
SAY HELLO

RENAE HAYWARD & REBECCA MILLS
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YEAR LEVEL: YF–2



ABOUT THE BOOK

A wonderful addition to a little one's bookshelf, *Say Hello* is the new book from the creators of *Say Hooray*.

This fun, bold, read-aloud book has been designed to captivate children from a young age. 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 Hello* can be read and sung, and has simple, high-contrast illustrations featuring many recognisable words. Plus, it explores things babies enjoy doing – from splashing water to kicking balls, shaking a rattle to making a muddy mess – this is an interactive book that gives babies a lot of chances to participate.

Informed by 15 years of perinatal and infant health work experience, and from an award-winning author-illustrator team, *Say Hello* 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

- Greetings
- Rhyming
- Feelings and emotions
- Actions
- Experiencing and achieving new things

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 through twice. Ask the students what things they can remember the babies did in the book.
2. Show them each page and ask, 'What is the baby doing?' Focus on the action or doing word.
3. Talk about greetings and the different words and gestures we use to say hello. Include greetings like 'Hi', 'How are you?' and 'Welcome', as well as hello in other languages your students may know, including the First Nations language of the land you're on. Also talk about gestures like waving, shaking hands, smiling and hugging.
4. Make a class poster of all the students saying 'hello' in a way they choose.
5. 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.
6. 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 hello to baby Rory. He loves to sit and hear 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.
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 Jake.
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 write sentences on the board. Choose a student to come up and circle the full stop.
10. Nursery rhymes that tie to the book (e.g. If You're Happy and You Know It, Shake My Sillies Out, Row, Row, Row Your Boat), use instruments (bells, shakers, drums), wave coloured scarves.
11. Interactive reading of *Say Hello*. Every time you say 'say hello' the students shout or wave 'hello'. Then go round the group and say hello to (name of the student) and encourage them to tell you something they love to do (it doesn't have to rhyme). The final page can be used as a prompt (who loves patting cats? Who loves bubbles?)
12. Blow some bubbles for the students, let them all chase and pop them first. Then ask them to sit down and listen for their name. When they hear their name, encourage them to jump up and catch/pop the bubbles.

Drawing and tabletop activities

1. Get the students to draw a picture of themselves doing something that makes them happy.
    a. Go around to each student and get them to tell you what they have drawn and annotate the picture for them. Make a classroom display with their work. This could also be done as a cut-and-stick activity with pictures from magazines for them to cut out.

   Students' names will be dotted on the paper so the student can trace over it.

The Arts

1. Bubble prints**.** For each bubble print colour, mix one part liquid tempera paint with two parts liquid dish soap in a small container. Place a straw in the container and blow until the bubbles rise above the rim of the container. Remove straw and place a piece of paper over the bubbles. As the bubbles break, they will leave a print on the paper. Each student will need their own straw for this activity. Before the activity, use a pin to poke holes near the top of the straws to prevent the students from accidentally sucking in the paint mixture.

Health and protective behaviours

1. Look carefully at the facial expressions in the book.
    a. Ask the students how the babies are feeling. How can they tell? (hands-up activity)
    b. Ask the students what makes them happy (hands-up activity).
    c. Ask the students what makes them sad or frustrated (hands-up activity).

   d. Take photos of the students with a happy face and a sad face. Stick these onto a popstick so one side is happy and one is sad. Hang the popsticks on a wall at the student's height so they can turn them around themselves.
   e. As the students come in each day, they can turn the popstick around to show how they are feeling.

   These can be used at any other time if the students are struggling with their emotions and want to share with you how they are feeling.
2. Talk about emotions. Stress that all emotions are okay, and that it is what we do with these emotions that matters. Ask the students to name as many emotions as they can. Draw a face on the board for each one and try to show that emotion. Ask the students for ideas on how to show sadness, frustration, anger, etc. Use colour to help.
3. Make your own class emotion poster.
4. Talk about hugging and how it can be a nice way to say hello if you know the person really well, like a family member. Explain to the students they should ask someone if it's okay to hug them before they do so. Stress that other people should ask them first if they want a hug, and that it is okay for them to say no if they don't feel comfortable with it. The students can practise asking each other if it's okay to have a hug.

Creative writing

1. Ask the students what things they love to do and make a list, with picture support, on the board.
   a. Students can write a sentence starting: 'Say hello to_____'. They will input their name (support with dotted letters or teacher guidance) and continue: 'He/She/They love(s) to _____' (write something they love to do). They can try rhyming this word with their name.

   The sentence can be written on the board for the students to copy.
2. Refresh when to use capital letters and full stops with the students. Students can 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 group of words that make meaning.
    - Explore the different contribution 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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