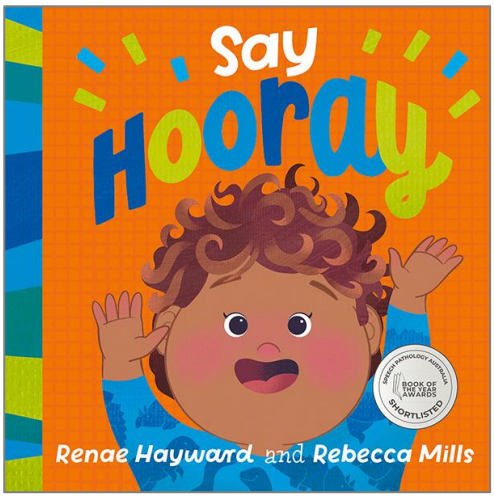
SAY HOORAY

RENAE HAYWARD & REBECCA MILLS
ISBN (BB): 9781760997663
YEAR LEVEL: YF–2



ABOUT THE BOOK

Say Hooray is all about celebrating developmental milestones so special and important in a new baby's life. Perfect for new parents or for families introducing new babies to older siblings, the book depicts babies with diverse backgrounds and abilities, including a deaf baby signing for the first time.

This fantastic, colourful read-aloud has been designed to captivate babies and celebrate their every move. We know from research that the more senses you engage while reading to bubs, the better their language and comprehension skills develop. That's why *Say Hooray* can be read, sung and acted out. The high-contrast and simple illustrations feature lots of recognisable words – like mum, dad, banana, teddy bear, dog and pyjamas. Plus, there are lots of chances for babies to participate – with sounds like zoom and woof, and actions like waving, kissing and peek-a-boo.

Informed by 15 years of perinatal and infant health work experience, and from an award-winning author-illustrator team, *Say Hooray* 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
- 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. Talk about the word 'Hooray'. It is a word we use when happy or excited. Ask the students what they do that makes them or their parents say 'hooray'.
3. Discuss how children learn to do lots of new things when they start school and, with the students' input, make a list on the board of things your class has learned to do since starting Kindy, e.g. answering to their name when the teacher calls the register, lining up, walking quietly to another area of the school, sitting and listening to instructions. They can also think about new things they have learned to do at home.
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 hooray for baby Ruth. Today she cut a brand new _____.'** 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. Syllable work. Write the names of the babies from the book on the board. Explain that a syllable is the beat in the word and demonstrate by clapping. You can also draw a line to show the syllable breaks in a word, e.g. Ja-ya. Then ask the students to join in with you as you clap. Go around the room and try with the students' names. Give students the opportunity to try by themselves if they wish.
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 Ruth.
8. Write more sentences 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, then write these sentences on the board. Choose a student to come up and circle the full stop.
10. Interactive reading of *Say Hooray*. Every time you say 'Say Hooray' the students shout 'Hooray', inviting students to copy actions performed in the book (wave, blow a kiss, peekaboo, make an aeroplane), pointing out objects on the page (dog, plane, block, cot, cake).
11. Nursery rhymes that tie-in to the book (e.g. If You're Happy and You Know It, Galumph Went the Little Green Frog), use instruments (bells, shakers, drums), wave coloured scarves.

Drawing and tabletop activities

1. Get the students to draw a picture of themselves doing a new skill/activity.
    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.

   Students' names will be dotted on the paper so the students can trace over it.
2. Match-up picture rhyming activity. Copy and laminate the pictures from the book and get the students to match them. Go through the rhymes with them, some will be able to remember the sentences, others will need prompting or will just listen as you say it.

The Arts

1. Draw a stick person on the board.
    a. Discuss with the class the details that you might include, such as hair length and colour, eye colour, hands and fingers, clothes you might be wearing, etc.
    b. Now draw the person again, ask the students to come up and add some of the details you have discussed.
2. Draw a stick person on the board and then a person with lots more detail. Ask the students to identify what extra detail you have added. Tick them off as you go.

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. Set up activities around the room for the students to engage with. At the end of the activity, have the students come to sit on the mat and ask them how they felt when they were doing the activity. They come up and turn their popstick to show their emotion and say why they were feeling that way.

   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 about how to show sadness, frustration, anger, etc. Use colour to help.
3. Make your own class emotion poster.

Creative Writing

1. Students can write a sentence starting: 'Say hooray for _____' They will input their name (support with dotted letters or teacher guidance) and continue: 'Today he/she/they _____ (write something they did that was exciting or happy). The sentence can be written on the board for the students to copy.
2. Refresh when to use a capital letter and full stop 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 syllables in words.
    - 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.

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 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.