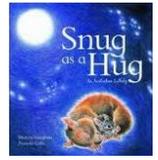


Snug as a Hug: An Australian Lullaby

By Marcia Vaughan & Pamela Lofts



Ideas for developing speaking, listening & literacy!

One of the best ways to encourage a love for reading is to read to your child. Reading gives you the opportunity for close bonding with your child, to develop their language and thinking and it supports their entry into a world of literacy. The 'magic' and learning happens not only when we read the words on the page but also when we talk about the book! This can occur before you open the book, while you're reading and after you've read the book. Make sure to read the book over and over—children benefit from repeated readings! We have compiled a range of ideas that you can use to further develop your child's oral language and early literacy based on the book 'Snug as a Hug'. All of these ideas and strategies can be used with any book that you share with your child. Enjoy!

Vocabulary - Let's learn some new words!

There are some exciting words in the book that you can talk about with your child. Keep the following helpful hints in mind when introducing new, tricky words:

[Reference: Building your child's vocabulary. EdExtra article: Reading Rockets]

1. Provide a simple, child-friendly meaning for the new word: Eg. Doze means a short, light sleep.

2. Then, provide a simple, child-friendly example that makes sense within their daily life:

Eg. Remember when we drove to Grandma's on the weekend – you had a doze in the car on the way there.

3. Encourage your child to develop their own example:

Can you think of another time when someone had a doze? That's right! Your little brother had a doze on the couch while we were watching Toy Story! He had a short sleep on the couch.

4. Keep your new words active within your house!

Over the next few days and weeks, take advantage of opportunities to use each new word in conversation.

5. Repeat the word –throughout the process frequently repeat the word and ask your child to say the word too!

Eg. What's the word that means a short, light sleep? Doze – that's right doze!

Here are some words you could talk about from the book:

Word	Sentence from the book	Simple meaning	Possible Examples
Breeze	'Lizard is listening to the lullaby breeze'	A breeze is a light wind blowing	There is a lovely breeze when we go down to the beach. We open the windows to let in the breeze.
Limb	'Koala is resting on a limb like a couch'	A limb is a large tree branch.	You were climbing on the tree limbs at the park. Daddy had to cut the limbs off the tree because they were getting too big.
Den	'Numbat nods off in a dark secret den'	A den is the home of some wild animals	We saw the lion's den when we went to the zoo!
Huddle	'Fruit bats are huddled outside the cave'	A huddle is a group of people or things close together	The basketball players are huddled together to talk about their next move.
Snug	'Bandicoot's snug as a hug in the leaves'	If you are snug you are warm and comfortable.	When we put the blankets over you at night, you are snug in your bed.

Questions

The following questions range in complexity from easy, concrete questions that directly relate to the pictures or the words through to more complex, abstract questions that require the child to predict, infer or provide an explanation.

Page	Questions
1/2	What is a joey? Where is the joey sleeping? What colour are the beetles? How many beetles are there? How can we tell the koala is asleep?
3/4	The turtle is at sea. Can you tell me some other sea animals? Why is the cockatoo yawning? What is this? (point to item on page eg. Feather/beak/fish/sea star) How are a turtle and a cockatoo different?
5/6	Look – the bowerbird has collected lots of blue things! Can you tell me some other things that are blue? Where is the peg/feather/flower? How many legs does the spider have?
7/8	Where is the lizard lying? Finish this sentence: 'The leaves are....'
9/10	Why does an echidna have spikes? What time of the day is it? How do you know?
11/12	Can you see something that is green and jumps? What is this animal called? (point to either the numbat or possum after you read the passage) What does the numbat look like?
13/14	Can you describe the fish in the water? Point to a fish that does not have yellow on it. (point to a fish & the dolphin) How are they the same? Where are the bats sleeping?
15/16	Say this 'Outside the animals are all sound asleep' Can you name all of the Australian Animals in this book? Can you think of any other Australian animals?
17/18	Where do we sleep? Why does she have a blanket on?
19/20	Point to the kangaroo and then to the echidna. Can you tell me the names of the animals on this page? Do you think the window is open or closed? How do you know?

Description:

Can you describe what the animals look like? Talk about:

- Where it lives?
- What parts they have.
- What colour/size they are. Can you compare them to other animals (eg. This is bigger/smaller than a...)
- How would they feel? (Compare soft/hard, smooth/rough)
- How does it move?
- What type of animal/object it is? (ie. category – animal / bird)

Can you describe other objects/animals from the book? You could try providing a description and see if the student can guess what the item is. Then swap roles and ask your child to describe one of the animals for you to guess.



Make up your own story together!!

Using 'Snug as a Hug' as a guide – make up a story about other animals (eg. Farm animals / sea animals / wild animals) and where they are going to sleep.

Example: The cow is snoring in the paddock. The sheep are dozing in the barn.

TIP:

- Encourage your child to speak and respond in sentences. A positive way to stress particular words or grammar is to **model and repair**. Naturally include this in conversation. For example:

Child: *Him felled down the stairs*

Adult: Yes. He fell down the stairs

- Expose your child to more complex language by expanding on what they say. Increase your child's utterance by one word or phrase. For example:

Child: *The dog's barking*

Adult: Yes. *The dog's barking at the car. Or The dog's barking loudly!*

Sound awareness activities

Rhyme

Snug as a Hug includes many rhyming word pairs. Highlight these rhyming words to your child.

Eg. 'Oh listen: round – ground – they rhyme! Round – Ground both sound the same at the end! Let's see if we can find some other rhyming words'.

Rhyming words in the story include: pouch-couch, sea-tree, round-ground, glen-den, wave-cave, deep-sleep, head-bed, night-tight.

Can your child think of any other words that rhyme with these words? Even made-up words are OK – it's all about listening and playing with sounds (eg. glen, den, when, Len, fen, men, Ben, gen, hen.....)

Syllables

When talking about words you can also talk about whether they are long or short words AND work out how many syllables/beats are in the word. Eg. '*Cockatoo- that's a long word. I wonder how many beats are in that word? Cock-a – too (clap/tap the beats) – it has three beats'.* Let's try and find some other long words!'

You could try: spi-der (2), slum-ber (2), lull-a-by (3), Band-i-coot (3), E-chid-na (3), din-go (2), dol-phin (2), a-ni-mals (3), won-der-ful (3).

First sounds

Play a game like 'I spy...' to find a picture/word in the book that starts with a particular sound.

Remember to say the sound NOT the letter name (eg. I spy something beginning with 'sssssss')

Parent Workshops:

If you would like further ideas to stimulate your child's oral language and literacy look out for the language and literacy workshops that will be offered in Term 1 / 2, 2015.

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