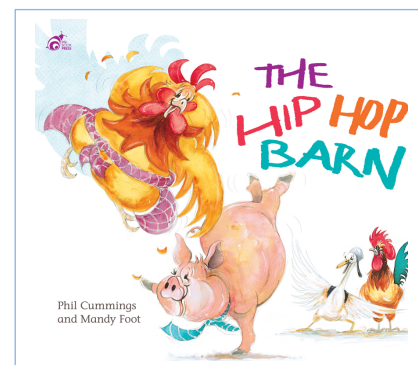


LEARNING TIME

The Hip Hop Barn By Phil Cummings and Mandy Foot

*When the farmer goes to bed the animals decide it's time to dance! Filled with hilarious animal characters **The Hip Hop Barn** is sure to entertain and amuse. A fun rhyming text with lively illustrations that children and families will adore.*



Key Message for Parents | Children learn language by listening to it and using it.

We can support families by sharing messages that include:

- Talking and reading with children regularly in the early years has a significant effect on later language skills.
- Babies and children need talking to be directed at them and with them, not simply hearing people talk around them.
- Children are active learners who learn in playful ways with family and friends.

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

Educators support children and scaffold their learning by understanding that:

- Children interact verbally and non-verbally with others for a range of purposes. Watching for body language, eye contact and gestures is just as important as what is spoken.
- Children engage with a range of texts and gain meaning from these texts. Providing a range of books and other printed materials (catalogues, brochures, magazines, posters, illustrations, non-fiction books, etc) gives children opportunity to learn new stories and discover how texts work.
- Children begin to understand how symbols and pattern systems work when they can explore at their own pace.

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.

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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.

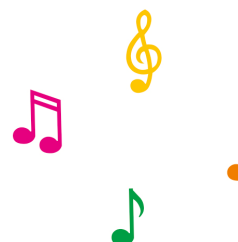
Good Morning

Good morning to you

Good morning to you

Good morning everybody

and welcome to you!



Song

Old MacDonald Had a Farm

Sing this song with a dog, cow, a sheep, chicken, duck and pig which all feature in today's story. Print out large A4 size pictures of each of the animals, or use animal toys/puppets/figurines to hold up and show the children for each verse.

Old MacDonald had a farm

Ee i ee i o

And on that farm he had a dog

Ee i ee i oh

With a woof-woof here

And a woof-woof there

Here a woof, there a woof

Everywhere a woof-woof

Old MacDonald had a farm

Ee i ee i o



Welcome everyone! – You are going to love today's story, it is called *The Hip Hop Barn!*

Before Reading

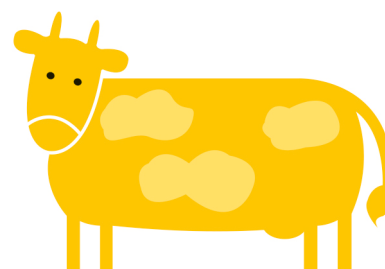
Take your time to introduce the book and look at the cover, to set the scene for the story.

- Show the children the cover of the book and ask them what they can see.
- What do they think the animals are doing?
- What else do they notice about the animals?
- The words in the title are fun to say. Read the title to the children and then encourage them to join in and say it together a couple of times.
- Ask the children, "What does hip hop mean?" "What's a barn?"
- Ask the children what they think is going to happen in the story.

During Reading

You may want to use one or just a couple of the following as prompts to help engage children in the story, or to help them learn how books work. It will depend on what you want to focus on, the size of your group and how well you know the children.

- Open the book and pause at the endpapers. Ask the children to name the animals and continue the discussion about what the animals might be doing.
- On the title page, point out the chicken standing on its head. The children may find this funny. Laugh with the children and ask them what they think the chicken is doing *upside-down*. Compare the chicken with the rooster, which is the *right way up*.
- Say the title again together *The Hip Hop Barn*
- Ask the children questions about the characters and ask them to join in with some the actions as you read.
- For example: *Show me how you sleep like the dog. The farmer is snoring. Can you pretend to snore? How can we dance like the cow? The sheep is standing on two legs to dance. Can you dance like the sheep? How might a chicken move its wings when it dances? The duck is doing a very tricky move. Have a look at the picture and see if you can do it. Roll around like a pig dancing in the mud.*
- Alternatively, the children may like to remain seated and join in with the fun dance words – CLICKETY CLACK, TIPPETY TAP etc. Say the words then ask the children to repeat the words with you. They might like to clap their hands with the words.
- At the *STOOOOOP!* page talk about the big writing – this tells us to use a loud voice. The children may like to say the word ‘stop’ with you in a loud voice, and also, *GO TO SLEEP!*
- Talk about how the farmer might be feeling when he gets up to talk to the animals. How does he look? What is his face saying? Why might he be feeling grumpy? Ask the children how they feel when they’re tired or when they get woken up in the night.
- Shhhhhh! Is another fun word for the children to say with you. Show them how to raise their forefinger to their lips – this is a gesture or signal that it’s time to be very quiet, stop talking and stay still.
- Upon reaching the final fold out page let the children know the book has a secret ending, a secret page. What do they think is going to happen on the secret page? Then have a look together.
- Ask the children how the animals might be feeling. Ask the children how they feel when they dance?



After Reading – Dance Time!

After listening to such a fun story it’s time to get up and do some dancing too!

- Put on some music and invite the children to do some hip-hop dancing like the animals in the story. Encourage the children to dance any way they like. Join in and dance with the children and encourage adults to do so too.
- For dance-move inspiration look back through the pages of the book and try to dance like the various animals.
- Use music of different tempos and ask children to move their bodies in time – Can you dance slowly? Can you dance quickly? Experiment with loud and soft music as well.

Encourage children to try different moves such as spinning, jumping, hopping, shaking, rolling, swaying, stomping, tiptoeing and bobbing. Linking words with real life actions helps children learn the meaning and remember it better later on.

- Make a circle and ask one child or adult to demonstrate a dance-move in the centre for everyone to copy. Take turns at being in the centre.
- Ask children to hold hands with their special adult (or a friend) to do some partner dancing.

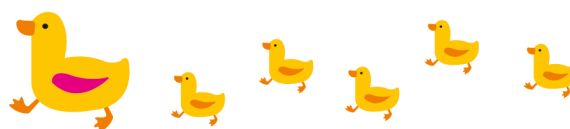


Song

The Farmer in the Dell

To help give cues for the sequence of animals in this song it's good to give some clear visual cues. You can use the animal props from the Old MacDonald song to place each animal in a line as the song progresses. Alternatively, everyone stand in a circle and hand out props/print outs to some children. As you sing go around the circle and each child can hold up their prop/printout for each animal in the song.

The farmer in the dell (2x)
Hi-ho, the derry-o
The farmer in the dell
The farmer takes a dog (2x)
Hi-ho, the derry-o...
The farmer takes a dog
The dog takes a cow (2x)
Hi-ho, the derry-o...
The dog takes a cow
The cow takes a sheep (2x)
Hi-ho, the derry-o...
The cow takes a sheep
The sheep takes a chicken (2x)
Hi-ho, the derry-o...
The sheep takes a chicken
The chicken takes a duck (2x)
Hi-ho, the derry-o...
The chicken takes a duck
The duck takes a pig (2x)
Hi-ho, the derry-o...
The duck takes the pig
They all fall asleep (2x)
Hi-ho, the derry-o...
They all fall asleep



Extension Ideas

You may want to continue the conversation and spend time answering children's questions about animals or other aspects of the story. You can also encourage families to find out more about animals or continue 'animal play' at home:

- Ask the children if they have ever visited a farm. What did they see there?
- Talk about why animals live on farms. Use the book or printouts from the song to prompt answers if need be. Talk about the noises the animals make and how they move (fly, waddle, walk)
- Consider the different animals and ask why they might live on a farm. (Milk, meat, eggs etc.)
- How do farmers look after their animals? (Food, shelter, water etc.)
- What other animals live on farms?
- Small world play – set up opportunities for children to play farms with animal figurines. Include some people to be the farmers and other props like animal food and shelter for the animals. This could be an indoor or outdoor experience.
- Encourage parents to continue the conversation at home when cooking and eating. *Where do you think these eggs came from? Where did this milk come from?*
- Explore non-fiction books - There are many books about farms with engaging images. Look at the pictures of these books with your child and name the animals and talk about their features. Let your child set the pace and choose which pages to look at. It's okay to skip pages or start in the middle. You don't need to read out the information on the page.

STEM Focus

Experimenting with making music and creating sounds – Encourage children to make music and create sounds with their body or easily available items. E.g. Clapping hands, banging pots, stamping feet, scrunching paper. Talk about loud and soft sounds and fast and slow beats. Encourage children to mimic volume and beats with their voice. Ask children scientific question such as, "What do you think will happen if...?" "What else could you try?" "Is this the same or different?" "Which one is louder?" "Can you make it faster?"

If you have been trained in music and understand timing, then you could try counting out loud along with the timing of the music and encouraging the children to join in. For eg, some people could sing Twinkle Twinkle Little Star, while you count out the beats of 4. Some children may be able to join in and others won't - encourage everyone to give it a try.

Designing dance steps: Experiment with beats (repeating patterns). This will help children develop an understanding of creating and following commands (coding). Model how to create a dance pattern with your child and encourage them to choreograph their own. For example "Jump, clap, jump, clap, jump, clap" or "nod, shake, nod, shake, nod, shake, nod," Carry out the dance moves together.

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:

- **Old MacDonald Had A Farm** by Mandy Foot
- **Fancy Pants** by Kelly Hibbert and Amanda Graham
- **A Squash and a Squeeze** by Julia Donaldson and Axel Sheffler
- **When No-one's Looking: On The Farm** by Zana Fraillon and Lucia Masciullo

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.....)!