

***Dino Love* by Michelle Worthington and Veronica Montoya —**

Teacher Notes

Catch a Star Books, 2020

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Recommended for 3-5 years

Early Childhood and Preschool Settings

About *Dino Love*

Love is big and small and all kinds of different colours. Love is doing your best. Love is never giving up. Celebrate love in all its forms with a cast of adorable dinosaurs.

Michelle's simple text, enhanced by Veronica Montoya's colourful and appealing illustrations, follows little dinosaur on a day at kindergarten or preschool.

Dinosaur learns that love involves saying goodbye to parents and siblings but that the day can be enjoyed even when missing them. Dinosaur learns to be brave and join in the day's activities by taking deep breaths, trying new things and never giving up. Dinosaur learns that families can come in different shapes, sizes and colours but that love is more to do with how you feel on the inside than how you look on the outside.

Dino Love is a perfect book to read when children are about to embark on an adventure in an early childhood setting, including kindergarten or preschool. It is equally suitable for sharing when children are already on their journey. Children will be attracted to the bright colourful dinosaurs and identify with aspects of Dino's day, including activities and feelings.

Themes

Love, diversity, difference, acceptance, being brave, not giving up

About the author Michelle Worthington

Michelle Worthington is an international award-winning author and screen play writer. Two-time winner of the International Book Award and finalist in the USA Best Book Awards, Michelle also received a Gellett Burgess Award and a Silver Moonbeam Award for her contribution to celebrating diversity in literature. Michelle addresses mental health through literacy with her picture books.

Find out more about Michelle Worthington from her website: michelleworthington.com.

About the author Veronica Montoya

Veronica is an artist and illustrator based in a small beach village near Alicante, Spain. She studied Fine Arts at UPV in Valencia. Her main influences come through books, classic tales, nature, and daily life. Dino Love is her first book with New Frontier.

Reading *Dino Love* (in an early childhood setting)

The front cover

Show children the front cover. Read the title as you run your finger under it.

Ask children to tell you who they see and explain why they think the book may be called *Dino Love*.

The half title page

Ask children to tell who else might be in the story.

The title page

Read the title again as you run your finger under it.

Ask children to tell you what they see and what they think is happening.

As you read each page, invite children to talk about:

- what they see in the illustration
- what is happening
- how it is similar/dissimilar to their situation
- how they think everyone, especially our main little green dinosaur, is feeling
- how they feel in similar circumstances.

For example:

On the first 'Love is ...' spread:

It is autumn — the leaves have changed colour and are falling of the trees.

The dinosaurs are wearing scarves and beanies — the weather is cool.

The green dinosaur is wearing a backpack — they might be going to kindy/preschool/school.

The dinosaurs look happy.

Spread 2 '... goodbye hugs.'

They have arrived at kindy/preschool/school.

The little green dinosaur is saying goodbye to the parent and sibling.

The parent and sibling look happy. The little green dinosaur looks a bit anxious wondering what the day will be like.

Invite children to discuss how they feel when they say goodbye or how they felt on their first day.

The last page

Discuss the pictures the dinosaur children have drawn of their friends and families.

Invite children to talk about who they love and who loves them.

After reading

Provide children with paper, pencils, crayons or paints to draw a picture of their family.

Label each drawing e.g. Michael's family. If desired, each family member could be labelled also.

Make a display of children's drawings. Use the display to discuss the diversity of families and to confirm that the one thing they all share is love.

Provide children with an A5 piece of card on which to draw themselves with their hands out to their sides. Have them cut out their drawings and make a display showing the children holding hands as in the illustration on the last page. Label the drawings with the child's name.

Links to The Early Years Learning Framework — Belonging, Being & Becoming

Outcome 1: Children have a strong sense of identity

Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self identities

Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect

Outcome 3: Children have a strong sense of wellbeing

Children become strong in their social and emotional wellbeing

Outcome 4: Children are confident and involved learners

Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Outcome 5: Children are effective communicators

Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Links to the Australian Curriculum — Foundation

English

Language

(ACELA 1433) Understand concepts about print, including how books work, and know some features of print, for example directionality, front and back covers; title and author

(ACELA 1434) Recognise that texts are made up of words and groups of words that make meaning

(ACELA 1786) Explore the different contribution of words and images to meaning in stories and informative texts

(ACELA 1437) Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school

Literature

(ACELT 1575) Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences

(ACELT 1577) Respond to texts, identifying favourite stories, authors and illustrators

(ACELT 1783) Share feelings and thoughts about the events and characters in texts

(ACELT 1578) Identify some features of texts including events and characters and retell events from a text