

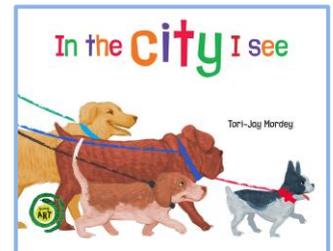


In the City I See

By **Tory-Jay Mordey**

Born on Thursday Island, Tory-Jay is descended from the Meriam and Maluyigal clans of the Torres Strait.

In this delightful board book for toddlers, the graphic illustrations bring the city to life in all its colourful glory. The bold and painterly art style celebrates the pace of the cityscape whether it is the built environment of tall buildings and big signs, or the moving panorama of long buses.



With a fresh and youthful eye, Tori-Jay captures the quirky gait of walking dogs and a jittery assembly of hungry pigeons as they share the streets with happy buskers and lots of people! 'In the City I See' is also a gentle snapshot of how our Indigenous culture is reflected in our cities.

Key Message for Parents | The First Five Years Matter and Last a Lifetime

All babies' brains are similar at birth and contain billions of brain cells. Positive early experiences help the connections in their brain that make learning possible, multiply and become stronger. The brain is far more impressionable (neuroscientists use the term 'plastic') in early life than in adulthood. This means that as an adult with a positive relationship with young children you can make a difference to how they might view gender, cultural identity and our multicultural society.

Share with parents:

- An understanding of how both good and bad experiences can have an impact on how the brain develops, and creates a foundation for lifelong learning, behaviour and physical and mental health.
- Young children's brains are very open to learning but that can also mean they are very vulnerable to negative experiences. A strong foundation in the early years increases the chances of positive outcomes for a more equal world for everyone.

Early Years Learning Framework | Outcome 2: Children are connected with and contribute to their world.

As a facilitator, we can help young children connect and contribute with their world by:

- Providing play activities which foster respectful, responsive relationships
- Creating an environment in which children experience mutually enjoyable and caring interactions with a range of people
- Model language that children can use to express ideas as they become aware of connections, similarities and differences between people
- Exploring the culture and traditions of each child in your Story Time community.

Find booklists, tip sheets, nursery rhymes and activity and learning time sheets @

thelittlebigbookclub.com.au     



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.

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

I Wiggle

*I wiggle my fingers,
(Standing, hold up fingers and wiggle them)*

*I wiggle my toes,
(Wiggle feet)*

*I wiggle my shoulders,
(Wiggle and shrug shoulders)*

*I wiggle my nose
(Wiggle nose)*

*Now all of my wiggles are out of me
(Sit down on the floor)*

I'll be as still, as still can be.





Before Reading

Our story today is about all the things we can see in the city. Depending on the area you are in, you might ask children about things they have seen in their city.

‘What about the smells? What about the sounds? We use more than our eyes to see, don’t we? I have a game where we are just going to hear one of our friend’s voices and we are going to try to recognise that voice without looking at the person’s face.’

Have a soft scarf available and ask if anyone would like to have their eyes covered and have a guess at a voice. This game will depend on the group knowing each other quite well and whether they are older toddlers who are prepared ‘to have a go’. Alternatively you could ask the parents / carers to become involved. Young children will recognise these voices more easily. When you have your first volunteer, wrap the scarf gently around the child’s eyes (you can hold it for them so they know you are close by) and point to an adult or child they know well to come up next to them and say ‘Hi(child’s name). Who am I?’ (It’s a bit tricky sometimes to just point and not say the name!)

After playing this for a while, you can settle the children once more with a rhyme or song (e.g. ‘*The Wheels of the Bus*’ using ‘all through the city’ rather than ‘all day long’.)

During Reading

This is a great story for lots of discussion as you look at each page. (e.g. the differences in the people on the first page, how the dogs and pigeons might sound, the musical instruments on the ‘happy buskers’ page, the variety of flags on the ‘tall buildings’ page, etc.)

You might like to learn more about the author of this book. Tell children, “the author of this book is Tori-Jay, she is from Thursday Island and is a Torres Strait Islander.” Have a globe or map to show children where Thursday Island is. You can then compare and discuss the area that you live in.

After Reading

The discussions may have gone on for quite some time and quite possibly moved off the topic quite a bit as young children will see something that they connect with in a book and want to tell others about it. It’s okay to have lots of children chatting to one another while the discussion is going on. Adults may be keen to participate with their child too and it doesn’t matter if there’s lots of noise. If you’re observing engagement by the children, you’re doing the right thing. When you want to end the discussion, try some movement activity that you can do together that will bring everyone back to the group. (Perhaps you can suggest using some musical instruments to all become buskers.) Remember your voice is an instrument, too. You could all explore the sense of sound through using loud and soft variations.



Activity Time

Exploring the Senses of Smell, Touch and Taste

Have a range of items to smell, touch and taste. Check with families to ensure there are no allergies in your group before you pass out objects to children.

What you need:

- plastic cups
- cotton balls
- essential oils or extract (peppermint oil or vanilla extract for example)
- fruits such as lemons, strawberries etc.
- flowers
- baking paper
- sticky tape
- snaplock bags
- shaving cream
- food colouring (optional)



What to do:

Smell and Taste

- Put a cotton ball inside each cup. Choosing different scents from the things you have brought along, pour a little bit of the scented liquid on each cotton ball. Cover with baking paper secure with sticky tape. Add some holes in the baking paper so that you can smell the scent inside).
- Encourage the parents to give their child opportunity to smell – ask their child what they think the smell is?
- Have some real fruits to smell, touch and even taste.

Touch

- Fill the snap lock bags (sandwich size is good for toddler size hands) with several squirts of shaving cream.
- If you like, add a couple of drops of food colouring.
- Encourage the children to squeeze the bags and move the food colouring around until it covers and colours the shaving cream.
- Talk about how it feels.

Engaging in Sensory Play - Things to share with parents about mess.

1. Be prepared. Have sheets, towels and bowls of water at the ready before you invite your child to play.
2. Cover the play space with a giant size sheet / plastic sheet to contain drips and spills.
3. Low sided tubs and trays are essential to 'contain the fun', like new kitty litter trays.
4. Start small and work your way up. A little bit of rice/kinetic sand can go a long way if you don't have much tolerance for messy play.
5. If all else fails, I throw in my standard singsong 'keep it in the tray or it goes away!' Usually young children respond to this because it's so much more fun playing with sand, water, paint, rice, etc. But remember, follow through with putting it away if you have told them this – consistency is the key for a successful play next time!



STEM FOCUS

Observation and description are scientific skills. Through inviting young children to use their senses and describe their observations you are encouraging these skills. By providing some materials and encouraging them to explore with you, you are connecting experiences to what they have done before.

Questions you can ask:

- How does it feel?
- What does it look like?
- How does it smell?
- How does it taste?
- How does it sound?

Mathematical ideas are everywhere in children's play and everyday experiences. Young children develop mathematical concepts through self-guided discoveries but adult support is essential to move mathematical development along. Sensory play allows lots of mathematical ideas and language to be used.

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.

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.

For more stories to share, we recommend the following titles:

- **At the Beach I See** by *Kamsani Bin Salleh*
- **To Get To Me** by *Eleanor Kerr and Judith Rossell*
- **Clementine's Bath** by *Annie White*
- **Let's Go Visiting** by *Sue Williams and Julie Vivas*

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.....)!

