

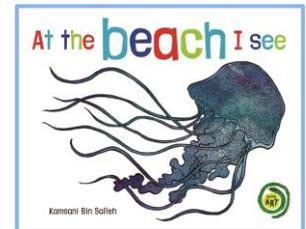
At The Beach I See

By **Kamsani Bin Salleh**

This delightful board book will mesmerise babies and young children as well as older readers. The black line work and colourful wash backgrounds work beautifully with the lyrical text. Together they introduce extraordinary creatures and birds that we can discover and observe around our Australian coastline.

'Dancing jellyfish', 'scuttling crabs', 'scattered shells', 'waving coral' and 'gliding seabirds' evoke the wonder of our beaches and the treasures to be found.

The book creator is an emerging illustrator descended from the Nimunburr and Yarwuru people of the Kimberley and Ballardong Noongar people of the Perth region in Western Australia.



Key Message for Parents | The Best Learning Happens in Nurturing Environments

Story Time is an ideal way to build respectful relationships with families and provide an environment that is predictable and calm. You can be a positive role model and establish trust so that communication about how children develop can be shared and valued by everyone.

Some ideas to share with parents include:

- Parents are a child's first and most important teachers, babies are watching and learning from caring adults from the moment they are born
- Nurturing relationships that are consistent, warm and loving ensure optimal brain development in babies, cuddling up with a story is a perfect activity to share in with a baby
- Nurturing relationships in the early years forms the foundation for developmental outcomes that benefit a child for life (e.g. self-confidence, motivation, a love of learning, achievement at school and beyond, ability to control emotions)

Learning Outcomes | Outcome 1: Children Have a Strong Sense of Identity

Young children learn about themselves through relationships with their family and communities. Identity is shaped by experiences and Story Time is an ideal opportunity to help babies begin to develop a strong sense of who they are. As facilitators we can:

- Be mindful of all interactions and the language we use. As often as possible role-model face-to-face interactions and avoid too much 'baby-talk'. Use a wide range of interesting words and sounds when talking with babies.
- Support babies (and adults) in times of change/transition and bridge the gap between familiar and new experiences. Create a welcoming and supportive environment for families to connect with
- Spend time through play conversing and getting to know families. Set up multi-sensory play experiences with blocks, scarves, music instruments or different fabric and materials.

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 babies. 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!

Encourage parents to sing facing their baby so that baby can watch their mouth move as they sing and talk – this helps babies learn to speak themselves.

Songs

All The Fish

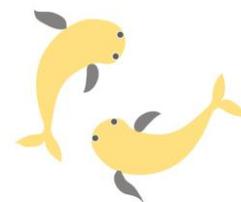
All the little fishes are swimming in the water (hold hands together wriggling them side to side)

Swimming in the water,

Swimming in the water.

All the little fish are swimming in the water

Splish, splish, splish, splish, splash!



Before Reading

If possible have multiple copies of the book so that parent / carers can have one to one time with their baby and the book. As you run your Story Time session you will be role-modelling for families how to interact with the book.

Explain that babies learn through exploration, so allow time for parent/carer and baby to explore the physical book before reading it. With very young babies this may include them putting the book into their mouth – reassure parents that this is normal and okay! Make suggestions for your families, encourage baby to feel the book, to try to turn the pages, flip it and open and close it. Parents/carers can respond to their baby, showing them the illustrations by gently pointing to them as you read.



During Reading

Read the title and author's name (depending on cultural background of families, you could share the information about the author).

'Who's been to the beach? I love walking on the sand and jumping in the waves. Different sea creatures live in the water at the beach. Let's share this story together, we can look at the pictures in the book.'

As you look at each page, describe the creatures from a number of perspectives (size, shape, colour, position on page) pointing to the features as you are talking about them. This helps give families ideas on ways they can share the story with their baby, beyond just reading the words.

As you read each line in the book you might like to sing the song again using the sea creature. '*All the scuttling crabs are swimming in the water*' and you could make a crab shape with your hands by linking your thumbs and wiggling your fingers.

Repeat as often as babies are still engaged with the book and song.

After Reading

Encourage your families to stand up and cuddle their babies. If parents/carers are comfortable then they could all sing the 'Fishes swimming in the water' song while gently dancing and moving around the space holding their babies, etc.

Cloud Dough

What you need:

- 8 cups plain flour (consider allergies and use alternative flours if necessary)
- 1 cup of canola or vegetable oil

What to do:

- Work ingredients together with your hands until combined. Spread it into a large tray to make a mini 'sandpit'. It will mould together into shapes, but fall apart easily.

Activity time

Another Song, Sand and Water Play



What you need:

- A large song sheet that parents / carers can see easily
- Plastic sheeting for the floor or an outside space
- Wet wipes to clean babies' hands
- Trays of sand (depending on size of group) or 'Cloud Dough'
- A couple of water trays (depending on size of group)
- A variety of shells and / or plastic sea creatures
- A variety of scarves (as an alternative to sand/cloud dough play)



What to do:

1. Sing a song together (see words below for **A sailor went to sea, sea, sea,**) Encourage the parents / carers to touch their babies hands, feet while singing. Sensory play is loved by babies.
2. Put shells and /or sea creatures into ice trays the day before to freeze.
3. Put them into the water tray before Story Time so that they begin to melt.
4. Spread out the plastic sheeting and encourage the parents / carers to help their babies explore the sand and water play.
5. Have wet wipes available to protect clothes and wipe hands.
6. Having a variety of scarves available for babies to wrap around themselves or crawl through or hide under or play 'peekaboo' with parents / carers is always another option if sand or water doesn't appeal.

A sailor went to sea, sea, sea,

A sailor went to sea, sea, sea,

To see what he could see, see, see (point to eyes)

But all that he could see, see, see

Was the bottom of the deep blue sea, sea, sea.

A sailor went to pat, pat, pat, (pat their heads)

To see what she could pat, pat, pat,

But all that she could pat, pat, pat,

Was the bottom of the deep blue pat, pat, pat.

A sailor went to knee, knee, knee, (point to knee)

To see what she could knee, knee, knee,

But all that he could knee, knee, knee,

Was the bottom of the deep blue knee, knee, knee.





Share with parents / carers about the benefits of sand and water play

- Experimenting with a different medium
- An effective way to introduce sensory play (seeing, hearing, touching, smelling, tasting?)
- Concentration and total involvement
- Develops coordination and muscle strength
- Is relaxing and calming
- Develops science and mathematical concepts through play

Extension Ideas

Suggest a trip to the beach so that the baby can really see the waves and sand and possibly make sand castles with other family members. Perhaps sea shells can be collected.

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, and you are welcome to print and distribute as necessary.

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

- **Let's Play** by Ali Durham
- **Miffy at the Seaside** by Dick Bruna
- **At the Zoo I See** by Joshua Button and Robyn Wells

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.....)!

