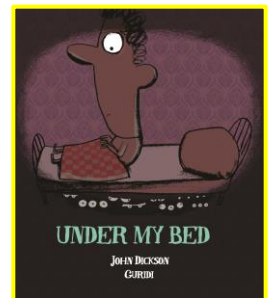


Under My Bed

By John Dickson and Guridi

Don't be put off by its dark cover; *Under My Bed* by John Dickson and Guridi is a fun and rollicking read. A party in his bedroom, under his bed, disturbs a young child's sleep. It's a loud, busy Monster Day party, and as the back cover states, "When confronted by our fears sometimes it's much more fun just to join in!" Written in humorous rhyme, and illustrated with fun pictures, *Under My Bed* might just cure that fear of monsters for life.



Key Message for Parents | Children's wellbeing is critical to brain development and learning

Wellbeing is defined as the result of social, emotional, cognitive and physical health. It is enhanced through good nutrition, exercise and spending 1:1 time with your child. Making time to read, play and talk together is crucial for a child's self-esteem and confidence. It tells a child they are valued and loved.

Fears and phobias can develop early in children and are usually based on fear of the unknown. Today's story addresses two common fears; the dark, and monsters. Share tips with parents, such as:

- If your child experiences these fears, reassure and comfort them with hugs and kind words - never dismiss them
- Be sensitive to their exposure to television and media, which may trigger these fears
- Reading a story like *Under My Bed*, or drawing a picture about what's worrying them might help alleviate their fears.

Australian Early Years Learning Framework | Learning Outcome 3: Children have a strong sense of wellbeing

Ways we can positively affect and support a child's sense of wellbeing include:

- Understanding that all children are unique individuals and all learn differently and at their own pace
- Listening and talking with children about their feelings. Today's story addresses a common fear of monsters. Talking and reading together can help work through these fears.
- Puppets are an invaluable teaching tool, which could be used when presenting and discussing feelings and emotions. You might find it beneficial to have specific puppets to help explore feelings and behaviours with young children. (Kimochis <http://www.kimochis.com/>)

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!



Alternative Hello Song

I'm in the mood for stories, hey how about you

I'm in the mood for stories, hey how about you

I'm in the mood for stories, reading along with you

Hey, hey what do you say, I'm in the mood for that today

Hey, hey what do you say, I'm in the mood for that!

Song

The Monster Song

(Sung to the tune of *Heads, Shoulders, Knees and Toes*)

Horns (put fingers on head) *and fangs* (fingers in front of mouth)

And knees (touch knees) *and claws* (make claws), *knees and claws, knees and claws*

Horns and fangs and knees and claws, knees and claws

Eyes and ears and tail and paws!

Horns and fangs and knees and claws, knees and claws!

Source: www.notimeforflascards.com



Before Reading

Encourage children to sit comfortably on the floor (or in a chair or on a cushion – whatever works best in your setting). Establish a routine to help children ‘get ready to listen’ – sitting with hands in laps ready to listen.

Take time to look at the front cover together. Introduce the title of the book, and the author (the person who writes the words) and illustrator (who creates the pictures in the book). *Today’s story is called Under My Bed and it is written by John Dickson and illustrated by Guridi.*

Ask children to describe what they can see on the cover and on the pages inside the cover (these are called end papers.)

- *How is the little boy feeling? How can you tell how he is feelings?*
- *I wonder why his expression looks like that?*
- *How do the pictures in the end pages make us feel? Let’s open the book...are we all feeling brave?*

During Reading

John Dickson’s text is rhythmic and fun to read, and you can use your voice in different ways to bring the story to life.

- Begin by reading a whisper or hushed voice.
- After “*I would like to go to sleep...*” the child expresses annoyance rather than fear, so use a louder more confident voice.
- Consider the pace of your reading and pause occasionally, giving children time to look at the pictures.
- Take time to enjoy expressions such as “*week old cockroach socks*” or “*dirty chopping blocks*” Your listeners will delight in these fun filled rhymes.
- The monsters note can be read in a gruff ‘monster’ voice.
- As the party is in full swing the illustrations remain quite dark and sombre, you can add a ‘happy bounce’ in your voice to convey the lively, party mood.

After Reading

Then as the story ends we catch a glimpse of the monsters eyes behind the cupboard – see if you can guess which eyes belong to which monster!

How did the main characters mood or feelings change through the book. You could use a simple **feelings** chart to identify which feelings he felt. Children need opportunities to match feelings and emotions. You might like to have hand held mirrors available for children to look at their own face as they make different faces to represent emotions:

- Happy
- Surprised
- Scared
- Angry
- Excited

Monster Dress Up Game

Have an assortment of dress up clothes and props in a big box in the middle of the floor. Play some dancing theme music like **Monster Mash!** Get the children to dance around the dress up box and when the music stops they must put on one piece of clothing or a prop from the box! Keep going till all the clothing or props have been put on!



Activity Time

Monster Mask

Using a half paper plate, create a monster mask to take home.

What you need

- Paper plates/cut in half with holes cut out for eyes
- Sticky tape/ masking tape
- Glue, scissors , crayons
- Long craft sticks/pop sticks
- Decorating materials such as craft paper, cellophane cut into strips, pipe cleaners, googly eyes, or collect natural objects such as leaves, flowers, gumnuts etc.



What to do:

Give each child half a plate with two holes pre – cut. Provide an assortment of craft materials to create an amazing monster – let their imaginations go wild! Attach a stick with tape at the back so it can be held up to their face. Encourage them to think of a name for their monster. Can they say it in a monster voice?

Extension Activities:

- Make some Monster Cookies
- Use Play dough to create 3D monsters
- Make a monster paper bag puppet

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.

- **Where The Wild Things Are** by Maurice Sendak
- **The Gruffalo** by Julia Donaldson & Axel Scheffler
- **Pip and Posy and the Scary Monster** by Axel Scheffler

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 choice.

Goodbye

This is the way we say goodbye (wave) say goodbye, say goodbye

This is the way we say goodbye to all our library friends (or) (to our friend.....)!