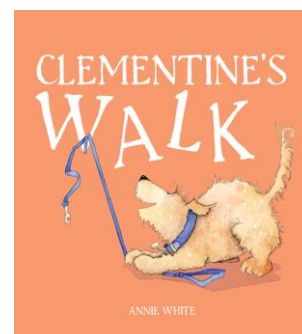


## Clementine's Walk by Annie White

### Theme: Getting out and about (November 2013)

Clementine wants to go for a walk, but everyone in her family has something else to do! Try as she might, Clementine can't get anyone to take her for her walk. Eventually, the family comes together again to walk Clementine.



### Key Message for Parents: Good health and exercise are critical for development

- Exercise can benefit brain development and learning
- Stories are a great starting point for promoting a healthy, active lifestyle
- As a family you can enjoy being active together, like going for a walk.

### Learning Outcomes: Children have a strong sense of wellbeing

- Children enjoy participating in physical play
- Children can explore and respond to their world
- With support, children can self-regulate and manage their emotions in ways that reflect the feelings and needs of others.

### Welcome

Ask carers to write nametags for themselves and their children. Welcome everyone! (Introduce yourself) and remind adults to turn their mobile phones off and remind them that there will be time for adults to chat after the story and songs.

### Sing 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: Everybody Do This Just Like Me (action song)

Everybody walking, walking, walking, everybody walking just like me!  
Everybody clapping, clapping, clapping, everybody clapping just like me!  
Everybody jumping, jumping, jumping, everybody jumping just like me!  
Everybody sitting, sitting, sitting, everybody sitting just like me!

Now let's get ready to read! Remind children about how good listeners listen to a story: sitting still, hands in your laps, lips still, ears open to listen and eyes on the book.

## Introduce Book

This story is called 'Clementine's Walk' and is written by Annie White. It is also illustrated by Annie White. This means she wrote the words and drew all of the pictures. Have a look at the front cover, what animal do you see? I wonder what the animal's name is?

Do you have a dog or know someone who has a dog? What is your dog's name?

Let's have a look at the end page (turn over). What pictures can you see: paintbrush, scarf, bone, puzzle piece, ball, book, teddy, slipper and a ball of wool. Now let's think about these things...I wonder where they will be in the story? Let's read and find out.

## During Reading

Clementine really wants someone to take her for a walk. On each page you will see her asking each person in her family to walk with her, but she does it in a way that makes something happen. Stop on each page to see what happens: when she asks James, she messes up the puzzle. When she asks Nanna, she drops her knitting, when she asks mum, she spills her paints.

Identify the effect of Clementine's request on each of his family members on each page.

## After Reading

Ask about the sequence of the story: who did Clementine ask first and what was their task that they were busy doing? Who was next? Who was last?

Where did they find Clementine?

If you went for a walk with your family, where would you go in your neighbourhood?



## Song: Little Puppy Clementine

Let's sing a song to the tune of "Clementine" (traditional)

Little puppy, little puppy, little puppy Clementine  
Oh please won't you come a-walking with sweet puppy Clementine?  
Who will walk her, who will walk her, little puppy Clementine?  
When the family is busy, who will walk sweet Clementine?

Little puppy, little puppy, little puppy Clementine  
Now your family wants to walk you, where are you Clementine?  
Here you are now, we have found you, let's get ready Clementine  
Let's go walking in the sunshine with our puppy Clementine

## Activity Time

Make a dog puzzle (see last page for template)

Materials needed:

- glue
- textas
- dog template

Procedure:

1. Colour in the dog
2. Cut out the jigsaw pieces,
3. Put the jigsaw together and
4. Glue it onto a page to make a picture of Clementine!

## Further Learning Time Ideas

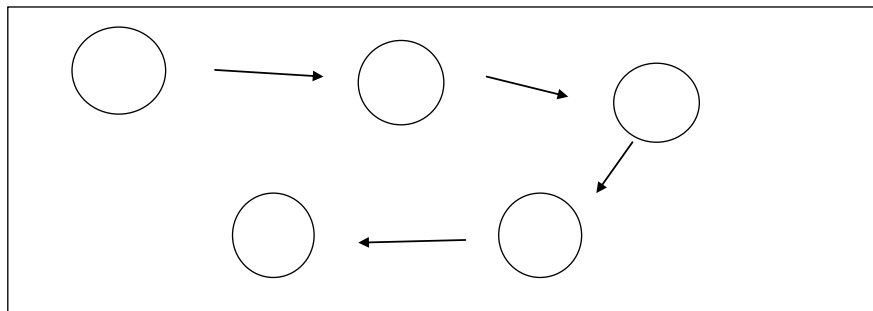
- Go on a **walk together** and point out all of the things you can see up high, down low, over, under, left and right
- Play **treasure hunt**. Hide a fluffy toy (a dog, teddy) somewhere in the space. The children can look for the treasure. Give clues: is it up high, is it down low, is it under the cushion, is it on the chair?
- Go to the library and borrow a **book about pets**.



## Further Learning Time Ideas

For Kindergarten aged children **sequence the events** in the story

- Draw a puzzle, a ball of wool, a newspaper, a paintbrush and a chook and mix them up
- Ask the children to put the sequence back in order to help retell the story
- You could draw a story map (diagram below) with a little path and stick the events in order on the path.



## Goodbye

Conclude the session with some suggestions of relevant books that parents might want to borrow. The Little Big Book Club recommends the following books to support further learning:

- Going On A Bear Hunt by Michael Rosen and Helen Oxenbury
- Dogs Don't Do Ballet by Anna Kemp and Sara Ogilvie
- Seadog by Claire Saxby and Tom Jellett

## Goodbye Song

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.....!)

Depending on the size of your group, you may wish to insert each child's name in the last line rather than 'library friends' 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.

