



## Millie Mae and the Windy Day by Natalie Marshall

It's a very windy day and Millie-Mae is wondering just what to do on a blustery autumn day when suddenly she spies her kite hiding in a box under her bed.

This brightly illustrated touch and feel board book with simple words and actions is perfect for capturing a toddler's attention.



### Key Message for Parents

#### Children learn through being engaged and doing

Play can accelerate a child's learning in all areas of their life. When children are having fun and are engaged and completely involved in something that interests them they are "learning through play". Children gain knowledge by exploring their surroundings in meaningful ways.

Families can help their toddler to explore and play by:

- playing outdoors in all types of weather
- using the environment to your advantage e.g. when it is windy take the opportunity to fly a kite.
- reading books to toddlers about their world will provide opportunities and ideas to stimulate their minds and ideas.

### Learning Outcomes

#### Outcome 4: Children are confident and involved learners

Children develop understandings of themselves and their world through active, hands on play and investigations.

Ways we can support children to be confident and involved include:

- talking to them about what is happening in their world. Answer their questions about everyday differences like the weather
- following their lead, but stay a distance away to allow them to truly explore independently
- providing encouragement and additional ideas or extensions to play
- reflecting with children on what and how they have learned
- providing sensory and exploratory experiences with natural materials and environments

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

[thelittlebigbookclub.com.au](http://thelittlebigbookclub.com.au)     



### Themes within this story

- Weather
- Getting out and about
- Seasons

### 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

#### Rain, rain go away

*Rain, rain go away*

*come again another day*

*little (insert child's name) wants to pay*

*rain, rain go away*



**Mix up other favourite songs and change the words, such as "If you're happy and you know it" with: If it's windy and you know it grab a kite**

### Before Reading

Have a look at the front cover of Millie-Mae and ask what kind of day the children think it is based on the illustration. What kind of weather does it look like on the book? And what kind of weather is it outside today?

Have a box of dress up clothes, hats and accessories including beanies, scarves, gloves, mittens and even earmuffs. Ask the children which items they might wear on a windy day. Are the dress-ups the right clothes for wearing for today's weather? (Depending on your group, it may help to gather up the items and put them away until after the story, so they are not a distraction during the story time. You can put them out again for play later).



### During Reading

What can they see that makes it look windy in the book? Point out how windy it is by showing the children that it looks like the leaves are blowing in the wind, and Millie-Mae can hear the wind blowing in the trees. Ask the children to think about what they might see, hear or do if it is a windy day.

### After Reading

Talk about why Millie-Mae chose to fly a kite and what kind of weather we need to do certain things. Ask the children to tell you about the current weather and if they are aware of the current season. Bring the box of dress-ups back out and talk about what we wear in different seasons – bathers for swimming in Summer, rain jackets to keep us warm and dry in Winter, etc. What other special clothes can the children think of?

### Action song

Sing this song to the tune of Frere Jacques

I hear Thunder (shake fists in the air)  
I hear Thunder  
Hark don't you? (hold hand up to ear)  
Hark don't you?  
Pitter, patter raindrops (flutter your fingers as you wave your hands downwards)  
Pitter, patter raindrops  
I'm wet through (put your hands on your shoulders and shrug)  
So are you! (point to a friend and smile!)

### Activity Time

#### Leaf rubbing tree

#### Materials needed:

- white and/or coloured paper
- scissors
- leaves from the garden
- crayon sticks
- glue



#### What to do:

1. collect a variety of leaves and petals when out and about
2. place the leaves flat under a piece of paper
3. use a crayon stick to rub gently over the top of the paper (with the leaf underneath) to expose a leaf pattern
4. draw a tree trunk onto another large piece of paper
5. children can cut out the leaves and glue them to the tree trunk scene
6. If your child likes they can draw on to the scene or add any other pictures that will enhance the picture they are creating



### Extension Ideas

Suggest to parents that they can try some of these ideas at home

- Season/weather dress up- have a box of dress up clothes/hats/items and ask the child to dress up according to the type of weather you call out
- fly a kite
- make your own kite and fly it
- rug up and go for a walk in the cooler weather talking about the clouds, sky, trees and environment
- read stories or sing songs about the weather

### 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:

- ***Duckies Ducklings*** by Frances Barry
- ***Hooray for Birds*** by Lucy Cousins
- ***A Bit Lost*** by Chris Haughton
- ***Perfect*** by Danny Parker and Freya Blackwood

### 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.....)!*

