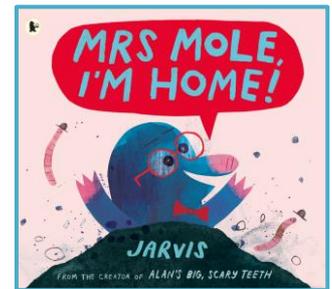




Mrs Mole, I'm Home!

by Jarvis

Mr. Morris can't find his glasses anywhere. But he needs to find his way home from work. He trusts his intuition and tries to get home without them. He has a few hiccups along the way and he meets some interesting families. This book introduces the idea of maps for tracking your journey (numeracy theme) and carries a message about family, belonging and persistence. The illustrations are rich in detail and the plot has a hint of comedy that both children and adults alike will enjoy. Will Morris make it home to Mrs. Mole and his children?



Key Message for Parents:

Children Are Born Ready To Use And Learn Mathematics

- Young children learn and understand mathematical concepts more effectively through trying things and finding out things themselves, rather than by rote or drill
- Children's fingers have an important role in their mathematical development. More brain development occurs through hands on learning than those developed by rote learning
- Children benefit from many and varied experiences that provide opportunities for them to experiment and use mathematical concepts in the context of play and relationships
- Mathematics is more than just number and counting, it includes sorting and comparing, measurement, patterning, shape and colour

Learning Outcomes:

Outcome 4: Children are confident and involved learners

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, researching and investigating. We can see evidence of these skills when children:

- Make predictions and generalisations about their daily activities and environments, using patterns they identify and communicate these using mathematical language and symbols
- Create and use representation to organise, record and communicate mathematical ideas and concepts.

This learning can be supported by;

- Encouraging children to use language to describe and explain their ideas
- Recognising mathematical understanding that children bring to learning and build on these in ways that are relevant to each child
- Providing children with time to explore and understand their place and space in the world.

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

thelittlebigbookclub.com.au     



Themes within this story

- Humour
- Animals
- Rhyming Stories
- Senses

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

Five little monkeys

Five little monkeys sitting in a tree,

Calling "Mr. Crocodile You can't catch me!"

Along comes Mr. Crocodile

As quiet as can be and...SNAP!

(repeat as you count down, 5, 4, 3, 2, 1)

Four little monkeys sitting in a tree...

Three little monkeys sitting in a tree...

Two little monkeys sitting in a tree...

One little monkey sitting in a tree,

Calling "Mr. Crocodile You can't catch me!"

Along comes Mr. Crocodile

As quiet as can be and....SNAP!

And away swims Mr. Crocodile as full as he can be!

Action Tip:

Before singing ask children to hold up one hand and spread out their fingers, swinging then from side to side.

Explain that you are going to sing a song about number five and that we need the five fingers on our hand to help us sing the song.

As you sing and Mr. Crocodile 'snaps' drop down one finger.





Before Reading

Introduce the book by showing the children the front cover. Read the title and name of the author.

Ask: "Who do you think the story will be about? What animals can you see on the front cover? "

Continue "What else do you notice? What is the mole wearing on their face?"

Explain "This story is about Mr Mole trying to find his way home, but he gets a little bit lost because he has forgotten his glasses. Should we begin and see if he finds his way home?"

During Reading

Look at the first page together and ask "What can you see?" and "What do you think is going to happen?"

After you've read the second page, some children will probably mention that the glasses are in fact on top of his head. "Oh no, he hasn't realised!"

Mr. Mole thinks of following a visual map to get himself home step by step. Talk to the children about what appears in his thought bubble. Introduce some mathematical concepts and language about maps such as measurement, distance, direction (arrows and start and end points) and length.

To further focus on mathematical concepts in the book you could point out examples of number groups in the illustrations whilst reading, asking the children to count the number of animals in each family.

You may need to explain some definitions of words like "burrowed" and explain that moles lives under the ground. The children will enjoy guessing if Mr Mole has found his home with each page and the repetition in the language gives the children some predictability about the plot. Each time you can ask "Is this his home?"

An extended version of his map to get home is shown late in the book and you can remind the children of the steps that he took to try to get home and recap on who he visited.

After Reading

You can share in the joy of the ending and ask them "what can you recall from the story and what went wrong in the story?"

Continue "what happened at the end of the story?"

You could ask the children to recall the animal families that he met and the habitat or home of each.

Activity Time

Make your own map home

Mapping how to get to our own homes (e.g. from the local library or preschool or grandmas house). Mapping is quite a complex skill but children will be able to share a lot of their mathematical understanding through this activity and connect with their families through this experience and make meaning in a way that is relevant to their worlds.

This is an invitation for children to explore the idea, there is no right or wrong but instead many different ways of getting somewhere.

What you need

- Blank paper, A3 would provide the children lots of space to work
- Textas or crayons
- A hard and flat surface for the children to work on
- Post its notes or scraps of paper for writing the children's voice (adults to support this)
- Examples of simple maps to show the children





What to do

1. Refer back to the map featured in the book and model making a map of your own “I want to get from the library to my home. I will walk, I need to turn left and go past the shop”. Explain that when you a drawing a map you need to pretend that you are a bird or a plane flying in the sky and are looking down. This is called a ‘bird’s eye view’
2. Get the adults and children to collect their resources and have examples of maps available for them to look at
3. Encourage a conversation first before the child begins recording their representation of a map to home. They may also want to draw their family on the picture too. You might like to have some conversation starters on a sheet to support your families
4. Ask the parent/carer to record the child’s description of what they have drawn
5. Regroup to share a few examples and highlight any numeracy thinking that has been recorded.



Extension Activity

- Do a local walk with your child and create a map as you are walking along, recording what you see as you go and the directions you take.
- Explore where different animals live. Use nonfiction/information books, photographs or YouTube videos if you have a projector or smartboard. Talk about animals that live in the water (in ponds, lakes or oceans), up high in trees, in the desert, the forest or jungle or underground like the animals in the story.

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.

- ***Alans Scary Teeth*** by Jarvis
- ***No Place Like Home*** by Ronojoy Ghosh
- ***No Bears*** by Meg Mckinlay and Lelia Rudge
- ***Gary*** by Lelia Rudge

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.....)!

