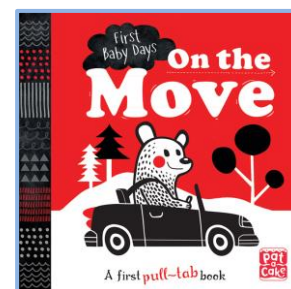




On the Move

illustrated by Mojca Dolinar

On the Move is a brightly coloured book designed to stimulate a baby's vision by providing pull tabs to help them focus during Story Time. Babies and children are fascinated with objects and toys with moving parts and the pull tabs help make this book come alive. The story uses the colours of red, black, grey and white in the illustrations to give the images and shapes contrast with playful cartoon representations of animals and different kinds of transport. The language of the book focuses on the sounds that the different vehicles make, modelling to your baby how to begin to make simple sounds themselves.



Key Message for Parents | Children Are Born Ready To Learn

“Children are born ready to learn, with their neurological wiring programmed to develop specific skills and neuro-pathways.” (The Learning Partnership, 2008)

The structure of the brain begins to develop before birth and continues into adulthood. Children are constantly learning and the experiences that a child has provides the blueprint for future growth and development. Every interaction babies have (or don't have) has an impact on their developing brain. When an activity is repeated over and over it becomes a permanent structure in the brain.

Secure, responsive relationships that give appropriate sensory input build healthy brain architecture, which creates a strong platform for lifelong learning, behaviour and health.

Talking, singing and reading to babies helps to form the necessary connections in the brain for all future learning. A baby may not understand all the words in the story but they are regularly hearing language in a nurturing way this form connections in their brain.

Learning Outcomes | Outcome 4: Children Are Confident and Involved Learners

When children feel confident they are able to take on learning opportunities and develop dispositions for learning such as curiosity, imagination and reflexivity. We can see evidence of this when children:

- Express wonder and interest in their environment
- Are curious and enthusiastic participants in their learning

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

thelittlebigbookclub.com.au





We promote this learning during story time by:

- Recognising and valuing babies and young children's involvement in learning
- Encouraging children to engage in the learning process
- Building on children's knowledge, language and understanding
- Planning a predictable routine, so that babies can anticipate what comes next.

Themes within this story

- Getting out and about
- transport
- shapes
- movement

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.

Welcome song- Come Along

Come along and sing with me, sing with me

Come along and sing with me

It's time for story time



Repeat and replace "sing" with bounce, rock, clap etc.

Come along and bounce with me, bounce with me, bounce with me

Come along and bounce with me, it's time for story time

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.



Song

Explain to parents and carers we are going to sing a song where we will be interacting with our babies. Whilst sitting, face your baby to you so that they can see you clearly (role model this holding a toy baby or soft toy). Encourage parents to hold their baby's hands and try to act out the movements with them as you sing the song. Be responsive to their movements while making eye contact and smiling at them. Try to replicate the movement of the focus of each verse, e.g. the circular action of a wheel moving.

The wheels on the bus

The wheels on the bus go round and round,

Round and round,

Round and round,

The wheels on the bus go round and round,

All through the town!

The People on the bus go up and down,

Up and down,

Up and down,

The people on the bus go up and down,

All through the town!



Repeat the verse with different words, e.g. horn goes beep, babies go waa, motor goes zoom

Before Reading

If possible, have multiple copies of the book so that parent/careers can have one on one time with their baby and the book whilst you can model the reading and interactions for them. Encourage parent/carer and baby to explore the physical book before reading it. Encourage the baby to feel it, to try to turn the pages, show them the pull tabs, flip it and open and close it. Encourage the baby to look at the illustrations. Be responsive to their sounds, pointing and actions.

During Reading

Let the group know that you are beginning by reading the title and authors name.

Introduce the front cover "I can see an animal in a vehicle on the front cover." Start describing the image "I think it's a bear driving a black car. I wonder if we will see some other types of transport throughout the book. Let's open the book and see."

Open the book "I can see more cars". Describe the differences of each vehicle from a number of perspectives e.g. Size, shape, colour and patterns on the cars and point to the features as you are doing so. Repeat the sounds that the machines make "Brrm brrm, beep beep". You could even gesture with some hand actions to reinforce. Talk about what else you can see on the page, such as trees and clouds and the animal driving the vehicle. Finish the page by pulling out the tab and again talk about the sound that the car is making, describe the animal and pattern on the car.



Continue repeating the process for each page. You could make some of the sounds of each animal too. Repeat each line and the sound of the machines to allow repetition for the baby. They may want to explore the tabs of the book and encourage them to do so if able. You could introduce some action vocabulary as you use the tabs e.g. push and pull or up and down.

After Reading

Read the book again so that the babies have the opportunity to revisit the content, hear the language repeated, play with the tabs and look at the illustrations again. You could act out the movements with your baby too.

Activity time

Babies and children are fascinated with moving parts and exploration. This experience will be about allowing the babies to explore toys and materials provided with movable parts and made up of varying materials and textures while the parents/caregivers are encouraged to interact and model language and actions around the props.

What you need:

- A mix of toys with wheels or moving parts e.g. cars and trains
- Toys that can be pressed and make a sound or move
- Tinker materials/ loose parts material e.g. door handles that move, old calculators with buttons (take batteries out), latches that can open and close
- Fabric pieces that have different textures
- Baby safe mirrors
- Musical instruments, rattles, shakers etc.
- Big baskets to present the materials in



Safety note: Please ensure the cleanliness of materials selected, ensure that they do not pose a choking hazard or contain small batteries.

Instructions/Method:

- Set up a few baskets spread out around the room for small groups to engage with.
- Encourage parent/caregiver to sit with their child in close access to the materials and support them to begin exploring the baskets contents
- Encourage the parents/caregivers to follow their child's lead and if they are showing a certain interest in a material/toy, support their exploration of it using all their senses
- Encourage conversations about each material, describe it and model how it moves/feels to the child and talk about which senses it engages
- Provide enough time for the babies to explore the material and then join the group back together again to reflect on the experience. Did the babies seem more interested in any particular resources? You could discuss this.



Learning to share with families:

By providing learning opportunities that are flexible and open ended children's learning dispositions will be supported. When adults are responsive to children's learning by responding, commenting, providing encouragement and additional ideas, children's learning is scaffolded to a higher level than what they can achieve on their own.

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.

- **Noodle Loves to Eat** by Marion Billet
- **Out of Shapes** by Ashley G
- **Small, Smaller, Smallest** by Corina Fletcher and Natalie Marshall
- **My Every Day Shapes** by Fiona Bowden
- **Hello Bugs** by Smriti Prasadam and Emily Bolam

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.....)!

