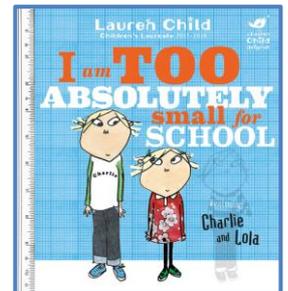


I am Too Absolutely Small for School by Lauren Child

Lola is not sure about starting school. After all, why would she need to count higher than ten when she never eats more than ten cookies at a time? And why write letters when you have a telephone? Once again, it's up to ever-patient big brother Charlie to persuade Lola that school is worthwhile -- and that her invisible friend, Soren Lorensen, will be welcome, too. Lauren Child's delightful sibling duo returns to tackle first-day-of-school jitters with their own special brand of energy and humour.



Key Message for Parents | Self-regulation is critical for learning, responsibility and relationships

Self-regulation is the ability to regulate or adapt one's behaviour, emotions and thinking according to the situation. It includes the abilities to start or stop doing something even if one does not want to do so. Learning to manage emotions takes many years so it is essential for parents/carers to support their child and help them to navigate and manage their emotions, needs and impulses while they are learning to do this for themselves.

Some ideas to share with parents are:

- Children are not born knowing what acceptable and unacceptable behaviours are. They learn self-control by modelling the behaviour of the people around them. Children also need appropriate boundaries so they can make safe choices, develop responsibility and experience success.
- Children learn through watching and copying so the behaviour that is modelled to them is what they will repeat.

Learning Outcomes | Outcome 2: Children are connected with and contribute to their world

Experiences of relationships and participation in communities develop a sense of belonging, respect for diversity and understanding the world around them. During Story Time, educators and practitioners have many opportunities to help young children develop their responsibilities in making our world a better place.

We can help young children with self-regulation at Story Time by:

- Providing a supportive environment for children to explore and experience social interaction and play activities which foster curiosity and engagement
- Planning opportunities for children to participate in meaningful ways in group discussions and shared decision making about rules and responsibilities
- Noticing and listening carefully to children's concerns on fair and unfair behaviour such as when a child dominates in the use of resources. Assist children to find solutions and problem solve together.

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

thelittlebigbookclub.com.au     



Themes within this story

- Families
- New Experiences
- Humour
- school

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

This is a good song to remind everyone of children's names (and alphabet skills) as well as moving around before settling to a story.

My Friends Go Marching

My friends go marching one by one, hurrah, hurrah!

My friends go marching one by one, hurrah, hurrah!

My friends go marching one by one, friends whose name starts with (choose letter) sit down,

And we'll all keep marching round and round, till we all sit down.

(repeat)

Source: <https://teachingmama.org/back-to-school-songs-for-preschoolers/>

If you are looking for inspiration, the website below has other simple songs and poems you may like to use.
<http://www.dltk-kids.com/school/songs.htm>



Before Reading

Find out how many of the group are about to start school or kindergarten/preschool. A discussion about what happens at school/kindergarten compared to childcare/preschool/library sessions might be appropriate. During this discussion, a number of concerns may surface.

“Today’s story is called ‘I am too absolutely small for school’ and the author and illustrator is Lauren Child.” When reading a picture book to a group of children you can spend a few moments looking at the front cover together, introducing the title, the author and the illustrator. Ask children to describe what they can see on the cover. This is a perfect opportunity to see what has the interest of the children. “Our story today is about a little girl named Lola who is about to start school just like some of you. Let’s find out what Lola is concerned about. Charlie is her big brother and he’s very helpful because he already goes to school”.

Children may recognise the characters from other Charlie and Lola books they have seen before.

During Reading

Read through the book and stop to chat about the various things Lola is nervous about. Take your guide from the children’s responses as to how long you spend on each page. Alternatively you could read right through the story and then go back to discuss the issues that arise. (TIP: keep sticky notes handy to mark pages to return to later.)

After Reading

You could write up some of the things that children are worried /happy / excited about when going to school for the first time. Use this list to add additional verses to the song below.

Sing *I Like To Go To School* (sing to the tune of *Farmer in the Dell*)

I like to go to school.

I like to go to school.

Heigh-ho-the-derry-oh,

I like to go to school.

I like to sing new songs.

I like to sing new songs.

Heigh-ho-the-derry-oh,

I like to sing new songs.

I like to play with friends.

I like to play with friends.

Heigh-ho-the-derry-oh,

I like to play with friends.





Activity Time

Make your own pencil holder

A perfect activity to keep at your centre, library, kindy or for children to take home

What you need

- recycled tin cans washed out or plastic yoghurt tub
- Coloured pop sticks (or plain and decorate with textas)
- Craft PVA glue
- A completed pencil holder to show the children the finished product



What to do:

1. Have the resources on a table/s where families can work together sharing glue and pop sticks.
2. Each child can collect a container and some pop sticks.
3. Glue the pop sticks around the tin. This could be random colours, the same colour or a pattern of colours. TIP: Tie ribbon or wool around the completed pencil holder until dry to keep pop sticks in place.

Extension Activities:

- Play the following song about the first day of school while children are making their pencil holders https://www.youtube.com/watch?v=_NI-cwf5kzw
- Have some playdough available and try some of the following or send the ideas home with families.

Rolling into snakes

Strengthening little hands and fingers for writing is as simple as rolling playdough! It can also help develop vocabulary and explore numeracy concepts (long, short, thick and thin).

Snipping playdough

Looking to introduce scissors to your child? Playdough to the rescue! After rolling the dough into snakes, give your child a pair of dough scissors (or normal scissors) and let them snip away! Encourage your child to get creative with the 'snippings' – add them to a little pot to make 'dinner', use them as playdough hair for alien creatures or crazy eyes for a face.



Item hunt

Correct pencil grip comes automatically for some children, but for many others, they need help and plenty of practise to develop the strength in their hands. Developing the strength and in-hand manipulation skills necessary for good pencil grip is as simple as using playdough!

- Hide some objects, like round plastic disks, pirate coins or real coins into playdough and ask your child to find these objects.
- Once they have found them, ask them to place these items in the palm of one hand. Encourage them to move the object in the palm of their hand to the tips of their fingers and thumb.
- Once here, get them to post it into a money box or an empty box with a slit in the top.



STEM Focus

STEM stands for science, technology, engineering and math. STEM can refer to the subjects individually or one or more working together, but can also mean a way of doing things that includes solving problems, asking questions, and exploring the world around us. For example, children learn about the concept of technology when they're exploring tools or simple machines and investigating how they work. These can be items they use every day like a pair of scissors, or things they might see like the wheels of a car as they walk outside.

For young children, we focus on STEM through exploration, play, and building curiosity about the natural world and the way things work. STEM learning is important for everyone and can happen anytime, anywhere. The real-life skills that are developed through STEM experiences support children to become strong problem-solvers and learners.

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. If your library has copies, make them available for families to borrow or include them in your story time session.

For some more stories to share, we recommend the following titles:

- **Starting School** by Jane Godwin and Anna Walker
- **My Two Blankets** by Irina Kobald and Freya Blackwood
- **Heather Has Two Mummies** by Leslea Newman and Laura Cornell
- **A School Like Mine** by DK Books

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.....)!