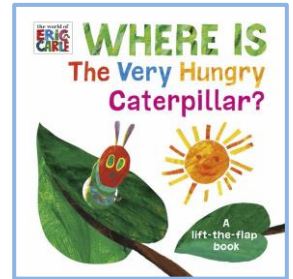


Where Is The Very Hungry Caterpillar? By Eric Carle

The world of Eric Carle introduces a bright and beautiful peek-a-boo book. The Very Hungry Caterpillar has sold over 41 million copies worldwide in over 62 languages. In this new lift-flap book, children are asked where the Hungry Caterpillar might be hiding. Is he hiding in the grass? No, that's a chirpy cricket! Is he nibbling the strawberry? No, that's an ant! The lift-flap on every spread lets little readers join in the fun as they search in this entertaining, interactive take on the beloved children's classic.



Key Message for Parents | The best learning happens in nurturing relationships

Babies' brains adapt to the environment in which they find themselves. Nurturing relationships that are consistent, warm and loving provide children with the secure attachments and the best environment for babies to develop and grow.

Some ideas to share with parents are:

- To provide an environment that is predictable and calm and where babies begin to understand routines that occur every day
- It is natural for babies to try to stimulate interaction with babbling, facial expressions and gestures. Loving and supportive adults respond with positive sounds and gestures back at them. This back-and-forth (or serve and return) process is critical to the wiring of the brain in the early years
- Read, sing, talk and play with your baby every day.

Learning Outcomes | Outcome 1: Children have a strong sense of identity

Babies need to feel safe, secure and supported by those around them and as facilitators you can acknowledge and respond sensitively to babies' cues and signals during Story Time. This also role models that it is important for parents and carers to be emotionally available to support children's expressions of their thoughts and feelings.

You can help babies develop their identity at Story Time by:

- Acknowledging each child's uniqueness in positive ways
- Spending time interacting with each family to discover more about them
- Helping each family explore and engage with the social and physical environment that you set up.

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

thelittlebigbookclub.com.au     



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



Songs

Parent/ carers can join babies' hands together to move them as you sing

The Fuzzy Caterpillar

(To the tune of "Incy Wincy Spider")

The fuzzy caterpillar,

Curled upon a leaf, (use a finger as the caterpillar and the leaf as your other hand)

Spun her little chrysalis (spin finger around)

And then fell asleep. (close eyes)

While she was sleeping, (folded hands under cheek)

She dreamed that she could fly, (use hands together to flap and fly)

And later when she woke up,

She was a butterfly! (open eyes wide and flap arms)





Ten Little Butterflies

(to the tune of Ten Little Indians)

1 little, 2 little, 3 little butterflies

4 little, 5 little, 6 little butterflies

7 little, 8 little, 9 little butterflies

10 little butterflies all flying away.

(Use fingers to count before flying them all away)



Encourage parents/ carers to move around the room lifting their babies to fly as butterflies.

Before Reading

You could have the original version of 'The Very Hungry Caterpillar' to show and there may well be carers who had this book read to them as a child so it will be familiar and well loved. You could talk about the author and that it has sold over 41 million copies worldwide in over 62 languages.

Explain that babies learn through exploration, so allow time for parent/carer and baby to explore the physical book before reading it (with very young babies this may include them putting the book into their mouth). Make suggestions for your families, encourage baby to feel the book, to try to turn the pages, flip it and open and close it. Parents / carers can respond to their baby, showing them the illustrations by gently pointing to them as you read and opening the lift-the-flaps.

During Reading

If possible have multiple copies of the book so that parent / carers can have one to one time with their baby and the book. As you run your Story Time session, role model for families how to interact with the book.

Read each page, modelling the actions (nibbling, hiding, munching, resting and sleeping) before looking underneath the flaps. Encourage the babies to use their fingers to lift the flaps and discuss the other items on each page as you read. Conversations about food and nature will come naturally from the illustrations. Follow the cues of the babies in your group, continue while there is engagement, and stop or move on with the story when needed.

After Reading

You could hand out some soft scarves or squares of material to the adults and play 'Who is hiding under the scarf?'

Invite parents/or carers to play peek-a-boo with light material and sing this song with their baby. Lift up the scarf to find and say the baby's name with lots of joy and laughter.

Be aware though that some babies may not like this sensation so other parts of the body can be used (a hand or foot) or perhaps a soft toy could be used instead.

Song

Who is hiding under the scarf?

Who is hiding under the scarf?

Who can it be? Who can it be?

Who is hiding under the scarf?



Play time

We Can All Be Caterpillars

Depending on the age of the babies, perhaps the beginning song 'One little, Two little Butterflies' could be changed to 'caterpillars' and adults and babies could crawl around the space singing the song. Remember Story Time is so much more than reading to children. Related and enriching experiences ensure meaningful learning happens and movement is beneficial in strengthening the connections in the brain.

The poem below could be written in a large piece of paper and adults and babies could do the actions it's read out, using the scarf /material again in the last line (where'd you go?) as most babies tend to like 'peek-a-boo' games at this age.

Caterpillar, Caterpillar (sung to the tune of Teddy Bear, Teddy Bear)

Caterpillar, caterpillar, long and slow.

Caterpillar, caterpillar eat and grow.

Caterpillar, caterpillar close your eyes.

Caterpillar, caterpillar change your size.

Caterpillar, caterpillar where'd you go?

Depending on the age of your group, you may like to put out some resources to make a simple caterpillar. However please don't get too caught up in how things look. If they are engaging with the materials they are developing skills and concentration. If young children constantly hear "no" or "do it this way" or "here let me do it" they will lose the motivation to try new things. The goal is to have meaningful time together (and the bonus of developing new skills) in a fun and light manner. Be playful!

Activity Time

What you need:

- Paper plates
- Paint or crayons (wet thick pieces of chalk may be a sensory alternative)
- Cardboard faces cut out as above
- Scissors
- glue



What to do:

1. The whole paper plate could be used as adults help with colouring of the plate.
2. Cut out the paper plate in an arch shape.
3. Staple on the face to the paper plate caterpillar shape.
4. Let the babies move the caterpillars around the floor, singing the song again.
5. Use the scarf / material over the caterpillar and sing 'Who is hiding under the scarf?' again.



Extension Ideas:

- Repetition is something young children love and babies will let you know through laughter, smiles and gestures when they are enjoying the goings-on just as they will tell you when it is time to stop an activity.
- Repeat any of the above experiences as often as babies are still engaged with the book and songs.

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.

Activity Time for this book is available to download for FREE from our website. This is a great resource to share with families, you are welcome to print and distribute as necessary.

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

- **The Very Busy Spider** by Eric Carle
- **Hello Bugs** by Smriti Prasadam
- **Playtime Peekaboo** by DK

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.....)!