

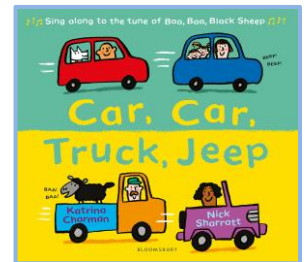
Learning Time – session plans



Car, Car, Truck, Jeep

By **Katrina Charman & Nick Sharratt**

This book is jam-packed with things on wheels. It is bursting with cars, buses, planes, trains, trucks, diggers and many more things that 'go'. Add to that is the text that reads to the tune of 'Baa, Baa, Black Sheep' and what a combination! 'Car, car, truck, jeep, have you any fuel? Yes, sir, yes, sir, three tanks full'.



With bold, colourful illustrations by the instantly recognisable Nick Sharratt and text by talented newcomer Katrina Charman, vehicle-obsessed little ones will never want to put this book down.

Key Message for Parents | The brain develops through use

You can support parents' understanding of how they can help their toddlers develop their natural learning abilities. Some ideas to share with parents are:

- The brain develops through a 'use it or lose it' process: only those connections and pathways that are frequently used are retained. Other connections that are not repeatedly used will be pruned or discarded so the active connections can become stronger.
- The brain is most flexible early in life and its ability to grow and develop decreases with age. Experiences that use the five senses help build the necessary connections for optimal brain development.
- Different areas of the brain develop at different times. Young children learn best when their experiences are play-based and developmentally appropriate.

Early Years Learning Framework | Outcome 4: Children are confident and involved learners

As educators we can help young children become confident learners by:

- Providing play activities which foster curiosity and engagement which then allows children to increasingly take responsibility for their own learning
- Listening carefully to children's attempts to expand on their thinking through conversation and questioning
- Giving praise and recognizing all achievements, big and small
- Reinforcing with parents how to cherish time with their children – spending time playing, talking, reading and singing will unlock skills, imagination and creativity that will benefit a child for life

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 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

Baa, Baa, Black Sheep

Baa, baa, black sheep, have you any wool?

Yes sir, yes sir, three bags full!

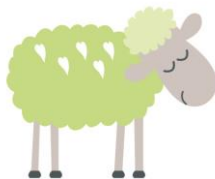
One for the master

One for the dame,

And one for our little friend

Who lives down the lane.

(You can change the words in a variety of ways. E.g. 'black' to 'white' or any colour)





Before Reading

When you first open the book, point out all the wonderful forms of transport on the endpapers (the endpapers are the inside front cover, first page and inside back cover and last page). You could spend time chatting about the different vehicles, asking children about their experiences. Young children love to tell stories about their world and you may be surprised at how long they are happy to listen to each other tell these stories. If you feel you are losing control of the chatting or it's going on for too long, bring them back by singing a song (e.g. 'The Wheels of the Bus'). You will know what works best for your group. You could say a rhyme 'Tic, Tac, Too, Mend a car's wheel, a red car, a red car, Tic Tac Too (clap hands together and say the verse in a normal voice), then 'Tic, Tac, Too, Mend a Bus' wheel, A black wheel, a black wheel, Tic, Tac, Too (put hands together like fists and shout the verse), then 'Tic, Tac, Too, Mend an aeroplane's wheel, a white wheel, a white wheel, Tic, Tac, Too' (put index fingers together and whisper this verse).

During Reading

Sing along to the tune of 'Baa, Baa, Black Sheep' as you read each page. You may like to read (sing) the whole book before going back to discuss each page or you may prefer to look at the illustrations as you go along. What can they see on each page? Where have they seen this before?

There's some great language to have fun with, 'clack, clickety, clack', 'flicka, flacka', 'chugga, chugga, choo, choo', etc. You could decide on different movements to go with each group of words and act them out.

Music is a language, and children are oriented toward learning language. Music evokes movement, and children delight in and require movement for their development and growth. Music's melodic and rhythmic patterns provide exercise for the brain and help develop memory.

After Reading

Sing some more songs that encourage movement.

'I'm a little Aeroplane' by Leanne Guenther (Sung to the tune of 'I'm a Little Teapot')

I'm a little aeroplane, way up high,

(Hold hand up to forehead to shade eyes looking into the sky and point with other hand)

With my great big silver wings, watch me fly!

(Hold arms out like wings and tilt them side to side)

When the pilot tells me, I'll come down,

(Hold hands over both ears like you're holding the radio headphones (earmuffs) pilots wear)

Swooping and gliding, to the ground.

(Hold arms out like wings and spin in a circle, then kneel on the ground)



Down By The Station

(Ask children to stand up and pretend to be trains as they move around the room singing the song.)

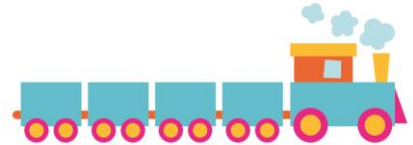
Down by the station

Early in the morning

See the little puffer billies all in a row

See the stationmaster pull the little handle

Puff, Puff, Toot, Toot, away they go!



Activity Time

Make Your Own Car, Boat, Bus or Train

Create a form of transport from cardboard boxes for the children to travel on their own journey.

What you need:

- Cardboard boxes (large and small)
- Coloured patty pans (for headlights)
- Paper plates (for wheels)
- Scissors / Stanley knife (for cutting out doors or windows) Make sure cutting is supervised by an adult
- Paint
- Streamers

What to do:

1. Put all the items on a table that the children can access with their carer. Let them decide what they want to make and what items they want to use. Imagine the fun young children will have opening and closing doors if they decide on a large cardboard box car or bus or train. Let them decorate and then use their form of transport for imaginative play with the other children.
2. You could also put out toy cars, trucks, buses and trains for the children and long strips of paper for roads to create a city for the children to drive around instead of making some form of transport.
3. Don't forget to sing or play some transport songs while the children are involved in the activity.





Extension ideas:

- Bus Ride (Think of the fun of singing ‘The Wheels on the Bus’ on a real bus.)
- Observing Transport (Go for a walk to the closest main road and see if you can see any buses. What colour are the buses? Are there any like in the story? If you have access to a camera you may like to take photos of all of the different vehicles on the road, then make your own transport book. Find a railway station or an airport where you can watch the trains and planes. Find a building site or visit a farm or go to a port by the sea –the opportunities are endless.
- If you’d like to sing-a-long to an online version it’s available on YouTube <https://www.youtube.com/watch?v=mYliOORoQDc>
- Create a ramp with a cardboard box or wooden board. Place objects with different shapes and materials at the top to find out what they do on the ramp. Some might roll. Some might slide. Some might not move at all! Talk about the attributes of objects that roll and those that slide.
- What Goes Round? Make a collection of objects such balls, toy cars, plastic plates, egg rings, frisbees and cardboard cylinders. The children can experiment with the objects seeing if they can make them roll or go round and round.

STEM Focus

From birth children are inquisitive. 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 people develop when learning STEM help make everyone better problem-solvers and learners.

Children can explore early engineering skills through building models, trying out new ideas, and designing structures. Like building their own form of transport in the Activity or creating the ramp with a cardboard box or wooden board or the collection of objects in the Extension Ideas.

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 Wheels on the Bus** illustrated by Mandy Foot
- **To Get To Me** by Eleanor Kerr and Judith Rossell
- **Tomie's Baa, Baa, Black Sheep: And Other Rhymes** by Tomie DePaola

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.....!