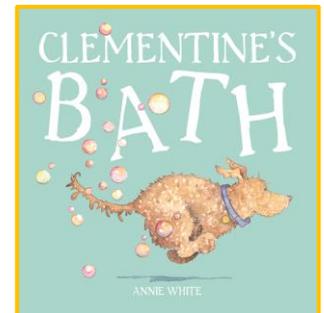


## Clementine's Bath by Annie White

Clementine is a very happy dog that loves being outside, getting messy and playing in the dirt. But when it's bath time, Clementine runs away. She finds hiding spots in every room in the house, but her smell gives her away. Will she be brave enough to get into the bath? This is a charming, rhyming narrative about being open to new or challenging experiences.



### Key Message for Parents

#### Children's 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 ability to start or stop doing something even if one does not want to do so.

(Maxwell, et al., 2009)

Toddlers experience big emotions and need plenty of support to help them learn to self-regulate. Parents and carers can support their children by:

- Lots of positive interactions between the caregiver and child.
- Help to manage children's emotions, needs and impulses when they do not have the ability to do it themselves
- Responding to children's needs in a caring and consistent way helps them to learn that feelings of distress are not permanent and that these feelings do pass.

### Learning Outcomes

#### Outcome 3: Children have a strong sense of wellbeing

With opportunities to interact and engage positively with others, children become strong in their social and emotional wellbeing. Story time is an appropriate activity for toddlers to participate in to help foster a strong sense of wellbeing. As facilitators we will see evidence during *Story Time* when children

- Remain accessible to others at times of distress, confusion and frustration.
- Make choices, accept challenges, take considered risks, manage change and cope with frustrations and the unexpected.

This is promoted during *Story Time* by

- Promote children's sense of belonging, wellbeing and connectedness.
- Challenge and support children to engage in and persevere at tasks and play.
- Talk with children about their emotions and responses to events with a view to supporting their understanding of emotional regulation and self control.

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

[thelittlebigbookclub.com.au](http://thelittlebigbookclub.com.au)     



### Themes within this story

- Dogs
- 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. If you would like to see how to sign this song visit YouTube

<https://www.youtube.com/watch?v=tKCGF2hvg3I>

### Hello Friends

*Hello Friends*

*Hello Friends*

*It's time to say hello*

(This can be repeated if you like)



### Song

#### Five Little Dogs (sung to the tune of Five Little Ducks)

*Five little dogs went out one day, over the hill and far away,*

*Mother dog said, bark, bark, bark, bark,*

*But only four little dogs came back.*

Repeat the verse five times, each time decreasing the number.

When you get to the number one, change the final line to "And all of the little dogs came back."

**ACTION TIP:** You will need 5 children helpers to sing the song. Select five children to stand at front of the group to be the dogs (you could have dog props for them to wear, for example ears or a tail). At the end of each verse, one child sits down until there's no children remaining.





## Before Reading

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

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

You could also bring children's attention to the bubbles and talk about the aqua colour of the cover as it is such a striking colour and will increase their vocabulary of the colour spectrum.

Explain "This story is about a very smelly dog called Clementine and she has to do something that she doesn't want to do. I wonder what it is that the Clementine has to do? Should we open the book and find out?"

## 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 first page mention "Ah, there's something special about some of the words in the book. There are rhyming words. Rhyming words are words that almost sound the same." Repeat the rhyming words again "too and do sound the same. Can you be rhyming detectives and help me find the words in the book that sound the same?" Mention the rhyming words on each page.

When Clementine begins hiding in places around the house, read the line "she hid behind the..." Giving time for children to look at the pictures and say where she is hiding e.g "underneath the bed."

There are lots of position words in the book and you could gesture these with your hands whilst reading the book. For example, if you are sitting on a chair, you can use the chair and your hands to show the position words, e.g. Put your hand under the chair for "underneath". When Clementine goes somersaulting through the air, ask the children "what do you think is going to happen?"

## After Reading

For children to become readers and love books, they need to understand what is being read to them. Ask them what they can recall from the story. Ask the children "Why did Clementine need to have a bath?"

To highlight the emotions behind the story ask "If you were Clementine, what would you do?" Continue "Are there things that scare/worry you and you don't like doing?" You might like to ask "Do you have a place you like to hide if you're feeling upset?"

There's detailed map illustrated at the end of the story. Ask the children "Can you remember where Clementine hid in each room?"

## Activity Time

### Bubble fun

Adult supervision is essential at all times when playing with water.

### What you will need

- Large flat buckets
- Old towels
- Non toxic dishwashing detergent
- Water to fill buckets up by a 3rd
- Plastic dolls/animals
- Brushes
- Smocks



Image sourced: [themeasuredmom.com](http://themeasuredmom.com)



### Instructions/method

1. Lay down some old towels on the floor (or do the activity in a safe space outside)
2. Place the buckets on the towels (Filled up with water approximately a 3rd full)
3. Add a small amount of dishwashing liquid
4. Place the brushes and plastic toys close to the buckets
5. Provide smocks to protect clothing
6. Encourage the toddlers to explore water play, use the tools and have a turn at "washing Clementine".
7. Introduce some of the position words that were in the story to their play.

### Share with Parents about the benefits of water play

- Water Play gives many opportunities to develop fine and gross motor skills across age ranges. Children will increase their fine motor skills and hand eye coordination through actions like pouring, squirting, scrubbing, stirring and squeezing.
- Water play allows children to explore a substance and make discoveries about it.
- Language development: imagine the number of new words they will learn while having fun with water and having conversations about it!
- Social-emotional growth: water play releases energy, it can be both invigorating or relaxing and calming for young children.

### Extension Idea

- Create your own cubby house/hiding spot (with old sheets, pegs and furniture) or play a game of hide and seek with your child. Most children love enclosing themselves in small spaces as it makes them feel safe and secure. This would be a nice place to talk with your child about how they are feeling.

### 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:

- ***Clementine's Walk*** by Annie White
- ***Quick as a Wink, Fairy Pink*** by Lesley Gibbes and Sara Acton
- ***Goodnight Everyone*** by Chris Haughton

### 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.

### Goodbye Friends

*Goodbye Friends*

*Goodbye Friends*

*It's time to say Goodbye*

*(This can be repeated if you like)*

