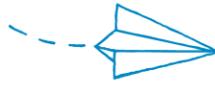


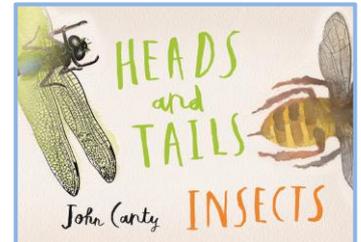
## Learning Time – session plans



## Heads and Tails Insects

by John Canty

You can only see my tail.... What insect am I?



This gorgeous follow up book to John Canty's Heads and Tails is again full of beautiful watercolour illustrations and a fun journey of discovery. With only a tail visible and simple but clear clues on each page the reader is challenged to guess what insect is hiding on the next page. Be ready to meet lots of crawly insects but be on the lookout for an unexpected surprise at the end.

### Key Message for Parents | Children learn language by listening to it and using it

The brain is naturally wired to learn language. The more language a child hears the more connections are made in the brain. Talking, singing, playing and reading to children from a young age has a significant effect on their language skills. Encourage parents to talk with their child about what is happening around them. Parents can:

- Ask their child questions, be patient and wait for their child's response
- Sing songs. Singing songs with actions help to add meaning to words that children hear. Sing favourite songs over and over again!
- Describe the environment- what colour is the sky, what is that noise you can hear?

All these positive language exchanges will help their brain develop language skills and give them the words to respond.

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

We can help young children become confident learners by:

- Encouraging children to discuss their ideas and understandings. Listening to what a child has to say signals to them that their ideas are important. It also gives the child practice in using language to convey their ideas
- Asking questions that extend and challenge thinking. Can you think of other insects that are not in the story?
- Engaging with children and their families at your session. Children are more willing to contribute and be involved if they feel safe and supported. Get to know the children in your session, learn their names, greet them as they arrive, ask about their day. Taking an interest will give them confidence to share their ideas and learning.

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

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

### Five ladybugs

*Five little Ladybugs climbing up a door  
One flew away then there were four*

*Four little ladybugs sitting on a tree  
One flew away then there were three*

*Three little ladybugs landed on a shoe  
One flew away and then there were two*

*Two little ladybugs looking for some fun  
One flew away and then there was one*

*One little ladybug sitting in the sun  
She flew away and then there were none*

#### Action Tip:

Hold up five fingers to represent the ladybugs

Put 1 finger down each time a ladybug flies away





### Before Reading

- Introduce the book by showing the cover and read the title and author.
- Ask children to predict what they think the story might be about.
- Point out the tail of the insect on the cover and explain that this book is about insects and that only the tail of an insect will be shown and we have to guess what it is. Explain there will be some clues on each page and we need to listen carefully and wait to hear all the clues before having a guess.

Before you start reading you might like to talk about the different parts of an insect. Have some large clear images to show children. Start by asking children what they know about insects. What makes them special?

Parts of an insect to talk about – Insects have

- six legs
- 1 or 2 sets of wings
- antennae
- 3 body segments - head, thorax, abdomen

### During Reading

Look at the end papers, which are the pages at the beginning of the book and at the end. What insects are on those page? How many insects can you count?

Read each clue and give the children time to think before turning the page to reveal the insect. Children may know the answer, have a question or simply want to make a comment.

You may like to spend some time pointing out features in the illustrations, for example, red spotted body, 4 wings. This helps children make the connection between the words you are reading and the picture they see.

### After Reading

Take time to talk with the children in your group about the story they have just heard. This helps to build comprehension skills. You might like to:

- Ask if children can remember and name all the insects in the story? You can show them pictures as clues. If your group is interested record children's answers and write them onto a whiteboard/blackboard/butcher's paper. This could be a fun mural to decorate later.
- Talk about describing words. Invite children to describe each insect. You can give prompts about colours, size or textures. You can have real life props such as toys or different types of material to help when describing the insects. Be sure to follow the children's lead and allow their interests to guide the discussion.
- Ask if anyone has seen any insects in their garden at home or at the park.



## Movement Rhyme

After sitting for a while it's a good idea to get the children up and moving. A brain break is a great way to incorporate some physical activity into your session which will assist with brain development and help get those wriggles out.

### Bumblebee, Bumblebee

*Bumblebee, Bumblebee buzzing all around*  
move around making a buzzing sound

*Bumblebee, Bumblebee buzzing on the ground*  
crouch down to the ground

*Bumblebee, Bumblebee buzzing up so high*  
reach up high

*Bumblebee, Bumblebee buzzing in the sky*  
pinch fingers together and pretend they are bees buzzing in the sky

*Bumblebee, Bumblebee buzzing past your toes*  
touch your toes

*Bumblebee, Bumblebee buzzing on your nose*  
touch your nose

## Activity Time

### Insect headband

#### What you need:

- Eye template (attached)
- Pipe cleaners
- Pom-poms
- Strip of card/paper long enough to fit around child's head
- Sticky tape
- Scissors

#### What to do:

1. Print out the eye template and cut out
2. Measure the strip of card/paper to fit the child's head and tape it into a circle to make a headband
3. Attached the eyes to the headband
4. Attached the pom-pom to one end of the pipe cleaner. Bend the pipe cleaner into a wavy shape
5. Attach the other end of the pipe cleaner to the headband



#### Extension ideas:

- Using small magnifying glass go for a hunt for insects in a garden or park.
- Play a game where the children describe themselves with 3 clues just like the book. I live, I have, I can



## STEM | Science, Technology, Engineering and Maths

One early STEM concept that toddlers understand is sorting. Scientists love to sort and classify and young children are no different. Here is an activity that supports STEM – Science.

### Sorting the butterflies

#### Things you will need

- Bowtie pasta
- Food colouring
- Vinegar
- Small bowls the same colour as the food colouring
- small tongs - optional



#### What to do:

1. Dye the dry pasta with the food colouring and a little vinegar. Best way is to put pasta into a zip lock bag and add a few drops of colouring and vinegar. Seal the bag and shake until the pasta is covered in colour. Dry the pasta on a tray. Repeat with other colours
2. Once all the pasta is dry place all the colours into a large tray/bowl and mix
3. Place the coloured bowls next to the tray of mixed pasta. Children can use mini tongs or just their fingers to pick up each butterfly and put it into the same coloured bowl. This is a great way to develop fine motor skills.

### 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:

- **Busy Little Creatures** by Fiona Bowden
- **Millie Loves Ants** by Jackie French and Sue deGennaro
- **Where is the Very Hungry Caterpillar** by Eric Hill
- **Tiny Creatures** by Natalie Marshall

### 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.....)!*

Eye Template

