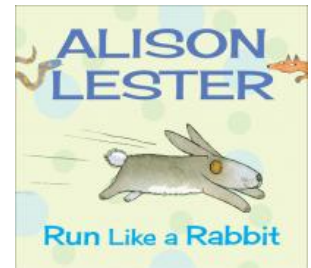


## Run Like a Rabbit by Alison Lester

Theme: Differences      Month: January 2013



Can you run like a rabbit?

Can you jump like a frog or laze like a lizard stretched out on a log?

Yes you can!

This board book from much-loved author-illustrator Alison Lester is perfect for little children discovering the world around them. Have fun doing the actions of animals and birds, and learning new words together.

### Key Message for Parents

**Good nutrition, Health and Exercise are Critical.**

- Good nutrition, health and exercise are necessary for a child's brain to develop and function.
- Recent studies have shown that exercise helps produce new brain cells (Reynolds, 2010).
- Exercising (through play) forms and strengthens the neural bridges that are necessary for learning academic skills later in life.

### EYLF Learning Outcomes

**Outcome Three: Children have a strong sense of well-being.**

*Children take increasing responsibility for their health and physical well-being.*

*Educators promote this learning when they;*

- Plan for and participate in energetic physical activity with children including dance, drama, movement and games.
- Provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation

### Welcome

*Ask carers to write name tags for themselves and their babies. (optional)*

*Welcome everyone, introduce yourself, remind adults to turn mobile phones off and that there will be time for adults to chat after the story and songs.*

### Sing

**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

To develop your infant's motor skills, sing the following to the tune of "London Bridge is Falling Down" and follow the directions.

### Lots of Movement

*Put your hands up in the air,*

*In the air, in the air*

*Put your hands up in the air,*

*Clap, clap, clap.*

*Put your hands down to the ground, to the ground*

*To the ground,*

*Put your hands down to the ground*

*Clap, clap, clap*

### Other ideas include:

*Kick your leg into the air...*

*Move your arm from side to side*

*Take your legs and march, march, march*

Every time you play, sing or read with your children, they are learning about language. Suggest to parents that they try and offer some balance in their child's day; allowing time for active energetic play and quiet, restful periods.

## Book Introduction

You might like to begin with a draw string bag that contains 3 or 4 different creatures that move in very different ways (eg a rabbit, a snake, a butterfly and a fish). Can the children tell you the names of the creatures? Do they know the sound that they make? Can they tell you or show you how these creatures might move? The concentration of toddler's is short, so know your group and keep the introduction short.

Explain that today's book is about animals and the different ways that they move. What animals can you see on the front of the book?

Invite them to 'read' along with you....

I can run like a ..... (pause) and wait for a response, then say rabbit.

Jump like a ..... (pause) and wait for a response, then say frog.

## After Reading

### Children's rhyme (with actions)

Develop your toddler's language skills by saying the following poem and doing the actions. This is a great poem because the children will need to *listen* and *respond* to the rhyme with actions. Encourage the parents to join in by finding a space for both them and their child to move, that does not interfere with others. **For full actions to the song please check out It's Rhyme Time DVD**

*Row Row Row Your Boart*

*Row, row, row your boat,*

*Gently down the stream*

*Merrily, merrily, merrily, merrily*

*Life is but a dream.*

*Row, row, row your boat,*

*Underneath the sea,*

*Ha, ha, fooled you,*

*I'm a submarine.*

*Row, row, row your boat*

*Gently down the stream,*

*If you see a crocodile*

*Don't forget to scream – AAAGGH!*

*Rock, rock, rock your boat*

*Gently to and fro,*

*Wibbledy, wobbledy, wibbledy, wobbledy,*

*Into the water you go...SPLASH!*



## Share with parents

Find time to talk, sing, play, and dance together! Walk and talk with your child. Even if your child is not yet speaking; he/she is *listening* and benefiting from quality time spent with you!

Snuggling up together to read or tell a story to your children will help 'grow their brain' and encourage them to associate books with what they love most – your voice and closeness. At home, find time to relax with your child; create a reading nest, nook or corner to snuggle up and share a story.

You may be interested in joining a local Babygym or Kindergym, where you can play, dance, move and exercise with your child. You can 'Google' to find a centre near you.

## LBBC Run Like A Rabbit Activity Time

### Wriggle, jump, waddle!

Explore how different animals move in interesting ways.

**You will need:** You and your baby.

### Instructions:

- Talk with your baby about each animal – describe size, shape, colour and what makes each different
- Make animal movements with your toddler
- If your baby is little then use your hands and fingers as puppets.



### Ideas

Talk with your baby about where each animal lives and what they like to eat. Can you find these animals in other books that you read?

### Goodbye

Conclude the session with some suggestions of books that parents might want to borrow that promote opportunities to engage and extend their children in creative music and/or movement activities.

*See Me Move* by Sascha Hutchinson

*Ten Little Fingers and Ten Little Toes* by Mem Fox

*Let's Go Baby-O* by Janet and Andrew McLean

*My First Body* by DK Publishers

*Dear Zoo* by Rod Campbell

*Look, Baby* by Penny Matthews and Cheryl Orsini

*Spot's First Walk* by Eric Hill

### Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the last line rather than '*library friends*' 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.....)*



## Additional Suggestions

### Encourage tummy time for babies

Tummy time during waking hours is important to the motor development of your baby as it allows him/her to gain head and body control.

If your baby can't support his/her weight on his/her forearms, support him/her on a rolled-up towel placed beneath his/her arms, with his/her arms forward so he/she can practise mini push-ups or play with a toy. When he/she can get up on his/her forearms independently, remove the pillow and let him/her work on his/her motor skills without it.

If your baby cries when you put him/her on his/her tummy, help him/her become more confident by playing some of these baby games:

- Lie down on the floor facing your baby and talk or sing to him/her.
- Hold a rattle or a squeaky toy; wave a colourful silky scarf or place a mirror in front of baby, for him/her to look at.
- Sit on the floor and hold your baby on his/her tummy across your lap or thighs. Gently stroke him/her rhythmically down his back, making circular motions between his/her shoulder-blades.
- Lie him/her on different textures: a (treated) lambskin or a 'feely blanket' made of squares of contrasting fabrics such as soft velvet and corduroy, coarse hessian, shiny satin, and woollen, fleecy or fluffy fabrics. Curtain shops often sell sample squares of suitable fabrics in inexpensive bundles.
- Place a toy within baby's reach – perhaps a coloured ball or a plastic bottle with some bells or marbles and tinsel in it (make sure the lid is tightly secured and supervise).
- Swish your baby through the air to music, supporting him/her with your arms and hands under his/her body and chest.
- While you are lying on your back or reclining, lay your baby on your tummy so that he/she will be encouraged to lift up and look at your face. Try gently rocking him/her from side to side as you hold him/her.

### Suggested language/motor activities for Toddlers

#### Crawl to the Toy

- Have some soft toys or large animal adjuncts.
- Encourage the parents to place one of the animals at a space in the room.
- Encourage the parents to get down on the floor and crawl to the toy. When they reach the toy, pick it up and pretend that it says; "Come on (child's name), can you come and get me?"
- Encourage your little one to crawl to the toy. Use descriptive language eg: "Now you've got the big grey elephant!"
- If your child is getting ready to walk, place the toy at a higher level so that he/she will try to pull herself up to reach it.

#### Move like this animal

Have some soft toys or hard plastic animals in a box. Take turns with your toddler in choosing an animal. Move your body like the animal that you have chosen. Does the animal make a sound?

#### Follow the leader

By encouraging toddlers to copy you as you move like a different animal, you help them develop their observation and listening skills. Describe what you are doing. For example: "I am a great big elephant and I am crawling (or walking) slowly around the chair.

Crawl or walk;

- to the wall and say "ta dah!"
- around a chair and make the animal sound.
- to the door and count to three.
- In a circle and sit down saying "chi chi boom!"