

## **Mad About Mini Beasts!** by Giles Andreae and David Wojtowycz

### **Theme: Bugs & Butterflies May 2013**

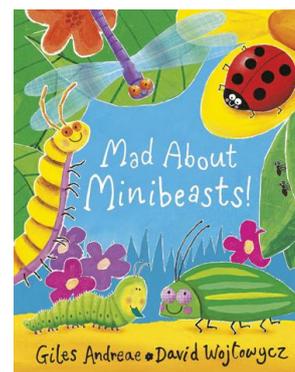
*The sun is in the sky  
And it's a lovely summer's day.  
The mini-beats have seen you \And they want to come and play!*

*Come into the garden for lots of noisy, rhyming creepy-crawlie fun!*

### **Key Message for Parents**

#### **Children Are Born Ready To Learn**

- Children are constantly learning.
- Secure, nurturing relationships are critical.
- The experiences that take place in early childhood provide the foundation for lifelong learning, behaviour, physical and mental health.



### **Learning Outcomes**

#### **Outcome Five: Children Are Effective Communicators.**

*Children interact verbally and non-verbally with others for a range of purposes.*

*Educators promote this learning when they:*

- Engage in sustained communication with children about ideas and experiences and extend their vocabulary.
- Provide a learning environment that enables children to use language and the representations from play, music and art to share and project meaning.

### **Welcome**

*Ask carers to write name tags for themselves and their children.*

*Welcome everyone, introduce yourself, remind adults to turn their mobile phones off and remind them 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/afternoon**

*Good morning to you  
Good morning to you  
Good morning everybody  
And welcome to you!*



## Song

Tell the children that you are going to be singing and reading about some creatures that you might find in a garden.

**Old Macdonald's Garden** (As you sing, use some laminated pictures or felt pieces of Old Macdonald, some flowers and some bugs for a visual display. Visuals are a great way to engage toddlers).

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a spider,  
ee-ie-ee-ie-oh.  
With a scuttle, scuttle here and a scuttle, scuttle there,  
Here a scuttle, there a scuttle, everywhere a scuttle, scuttle,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh.

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a bee,  
ee-ie-ee-ie-oh.  
With a buzz, buzz here, and a buzz, buzz there,  
Here a buzz, there a buzz, everywhere a buzz, buzz,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh.

Old Macdonald had a garden  
ee-ie-ee-ie-oh,  
And in that garden was a snail,  
ee-ie-ee-ie-oh.  
With a slide, slide here, and a slide, slide there,  
Here a slide, there a slide, everywhere a slide, slide,  
Old Macdonald had a garden,  
ee-ie-ee-ie-oh.

(make up other verses if needed)

Share the key message with parents. Young children are naturally inquisitive and curious about their environment; both natural and man-made. They want to explore! They want to find out and to know about things. Secure, responsive relationships that give appropriate sensory input, build healthy brain architecture which creates a strong platform for lifelong learning, behaviour and health.

## Book Introduction

What can the children tell you about the cover of the book – what can they see?

Read the title. Open the page to reveal the big white spider web. What can they tell you about this illustration – who would live here?



## During reading

You might consider some of the following;

Can the children identify and name the various bugs? Make your fingers move like a snail, a slug and a worm as you read the words.

Draw attention to new words like feelers, scuttle, pinchers. Use your fingers to illustrate these words visually. Can you see the pinchers on the earwig? Can you make your pinchers go snip, snip? Ask if they know what has happened to the caterpillar? Can the children count the spots on the ladybird with you?

## After reading

Consider which mini beast was their favourite. Which was yours? Can they guess – you could give some clues!

It is timely to tell children that it is not safe to touch all mini-beasts – some can hurt and bite or sting. **Remind them to ask a parent first.**

### Share with parents:

This book is such a wonderful launching pad for discussion about the world of mini-beasts. Before reading each page, give your child the opportunity to look at the illustrations and to tell you what they know about these creatures. Can you and your child find some in your garden? Turn an old container into a 'nature jar', equip yourselves with magnifying glasses and then go and explore!

## Song

**Bugs** (sung to the tune of Frere Jacques)

Big bugs, small bugs,

Big bugs, small bugs,

See them crawl, on the wall?

Creepy, creepy, crawling,

Never, never, falling,

Bugs, bugs, bugs,

Bugs, bugs, bugs.

## Activity Time - A word about activity time experiences/activities;

Activity Time at your library may be the only time that some children have the opportunity to colour, cut and paste. Activities like these are essential, not only for a child's fine motor skill development but for also for their imagination, creativity and development of their planning, design and language skills.

Try and make the activities as open-ended as possible, by providing a range of different textured collage materials, writing/drawing tools, paste, scissors, masking tape or paint.

The aim of activity time should be to encourage children in learning *how to think* **not** *what to think*.

Open-ended materials offer multiple entry points for each child to engage at their own developmental level. There is no right or wrong way and the process of *making* becomes more important than the product at the end. Let them take the lead!! The children need to be able to choose and use their own materials. Their construction of a spider does not have to look like a spider or look like the other 20 spiders in the room.



## Activity Time ..continued

When commenting on children's creative work, try not to ask "What did you make?" Often children have been busy experimenting with tools and processes and haven't necessarily made anything. Such questioning may put children on the spot, even to the point of where they feel compelled to give an answer that they think the adult is seeking. It's more desirable to comment "That looks interesting – tell me about this" or "I like how you've used the patty pans here", and see where the conversation might lead.

Remember, each child is an individual and their 'work' should reflect their uniqueness.

## Make some mini-beasts



Provide some paper plates and some of the following:

Sticker dots, pipe cleaners, streamers, different coloured/textured paper, feathers, pop sticks, googly eyes, scissors, paste, patty pans, masking tape, fabric, crayons, textas and let the children create their own mini-beast. Comment on their work "That looks interesting, tell me about your mini-beast".

You may photocopy some of the pictures from the book to display for inspiration, but remember that these are only a guide and at 2-3 years of age we would not expect their creation to be at the representational stage of art!

## Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children about bugs and butterflies (insects)

*Hello Bugs* by Smriti Prasadam & Emily Bolam

*Charlie & Lola- But Excuse Me But That's My Book* by Lauren Child

*Aaaarrgghh Spider* by Lydia Monks

*The Very Hungry Caterpillar* by Eric Carle

*Caterpillar and Butterfly* by Ambelin Kwaymullina

## Goodbye Song

*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.....)*

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.