

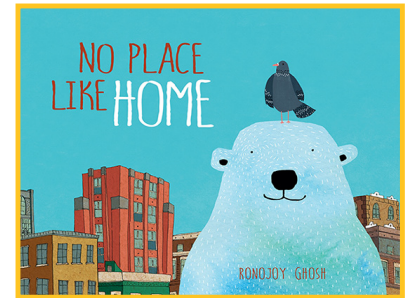
### Theme: Feelings

February 2016

Book title: NO PLACE LIKE HOME

By Ronojoy Ghosh

Meet George! He is a very big, and very grumpy polar bear. George feels quite out of sorts living in a big city, after all how many polar bears have you seen walking around town? Determined to find a place that feels more like home he sets out on an adventure, ultimately discovering that there is no place like home!



### Key Message for Parents

#### Children's Wellbeing is Critical to Brain Development and Learning

When children have a strong sense of wellbeing they thrive. Research shows that social and emotional development is just as important as intellectual development, and that children who feel safe and secure are better equip to take on learning challenges. Parents can support by:

- Taking time to talk about and acknowledge feelings and emotions. When children can recognise how they are feeling they will have more confidence to talk about their feelings, which leads to better management over their feelings and emotions
- Providing positive interactions such as smiling and laughing, these actions engage the brain in good ways that promote feelings of security
- Respond sensitively to the needs of children, follow their lead and value their decisions.

### Learning Outcomes

#### Outcome 3: Children Have a Strong Sense of Wellbeing

Educators, parents and carers can promote this by:

- Spending quality time with children and providing genuine affection, understanding and respect for all children
- Providing opportunities for children to engage in activities, tasks and play that foster independence and engagement through self-expression
- Build upon and extent children's ideas
- Value the child's opinion and create space for them to practise decision-making
- Celebrate attempts as well as achievements with children
- Have high expectations of each child's capabilities.

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 babies.

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. Singing "Hello" to children tells them that they are valued and that you are happy that they are here!

## Good Morning

*Good morning to you*

*Good morning to you*

*Good morning everybody*

*And welcome to you!*



## Song

Ask your parents and/or children sit in a circle and think about what they like to do with their family. Start singing the song and then ask selected children what they like to do

## Teddy Bear

*Teddy Bear, Teddy Bear, turn around.*

*Teddy Bear, Teddy Bear, touch the ground.*

*Teddy Bear, Teddy Bear, reach up high.*

*Teddy Bear, Teddy Bear, touch the sky.*

*Teddy Bear, Teddy Bear, turn around.*

*Teddy Bear, Teddy Bear, touch the ground.*

*Teddy Bear, Teddy Bear, bend down low*

*Teddy Bear, Teddy Bear, touch your toes*

*Teddy Bear, Teddy Bear, turn around.*

*Teddy Bear, Teddy Bear, touch the ground.*

*Teddy Bear, Teddy Bear, go to bed*

*Teddy Bear, Teddy Bear, rest your head*

*Teddy Bear, Teddy Bear, turn around.*

*Teddy Bear, Teddy Bear, touch the ground.*

*Teddy Bear, Teddy Bear, turn out the lights*

*Teddy Bear, Teddy Bear, say goodnight.*





## Before Reading

Take time to explore the front cover, “I wonder what today’s story will be about?” If children are confident at speaking in front of the group allow time for responses, if this is a new concept for the group simply pause. Silently count to 10 in your head, giving children time to look at the cover, work out what they are seeing and to think about it.

This story is written and illustrated by the same person. This means that (point to Author’s name) Ronojoy Ghosh has written the words and made all the pictures in this story. If you have spent time talking about authors and illustrators you might like to ask the question “who is an author/illustrator” remember that children will always put up their hand quickly, make sure you give them plenty of time to sort through the words they know, the experiences they have had and give them time to form their response – I promise it will feel like a long time for you, but it will be confidence building for the child if you give them time instead of rushing them or answering for them.

## During Reading

This story has simple statements accompanied by beautiful, finely detailed illustrations. Take time to linger on each page, allow children’s eyes to wander the page. Notice the fur on George’s body, the birds following him, the detail in shadows etc.

As the story progresses a pattern begins to form around George’s choice of new homes, invite children to predict George’s reaction. Ask open ended questions “what do you think will happen next?” instead of closed questions like “do you think George will like the jungle?” this kind of question only requires a yes or no answer and will not give children the extra opportunity to use their imagination! If you do get Yes/No responses then challenge children with their favourite question “Why” or “tell me more about your idea, that sounds interesting” this is validating the child and supporting their overall confidence.

## After Reading

Talk about George and how he was feeling. At the beginning of the book George was grumpy, and how was he feeling at the end? Why was he feeling better? How do we know George was feeling better?

Explore where George has found his home. In Australia we won’t see a polar bear unless we are visiting a zoo, watching a documentary or reading about them in books. In fact, many parts of Australia won’t even see real snow! You can take time to look at different kinds of bears, looking at photos and video clips of real bears, investigating where they each call home – what countries around the world and what types of environments.

## Activity Time

### Snow Dough

This is a slight adaptation to “cloud dough” let children be apart of the making process, talking lots about what you are doing. Involving them in the process is a great way to learn and to develop teamwork skills, following a recipe and for them to gain and understanding of how things work.

### What you will need:

- White flour
- Baby oil
- Glitter
- Plastic container
- Mixing bowl
- Wooden spoon or whisk



**Adult supervision is essential. Involve and talk with your child as much as possible.**

Image: <http://www.loveplayandlearn.com/snow-dough/>



### Instructions/method:

This can be a messy activity so make sure children have smocks or are wearing old clothes.

1. In a bowl add the flour
2. Mix in the glitter of your choice – silver is great for sparkly snow, but you can be creative and add any colour
3. Slowly add the baby oil and mix with the spoon or whisk. Let children mix and stir as well
4. Store snow dough in a plastic container to use again and again!
5. Use your imagination! And have lots of fun build snow castles and snowmen.

### Extension Activities:

- Find animal toys of animals who love to live in the snow and ice. If you don't have toys you can laminate printed pictures of seals, polar bears and penguins
- Explore different animals and discover where they call home.

### Goodbye

Conclude the session with some suggestions of relevant books that parents might want to borrow. The Little Big Book Club recommends the following books to support learning in this area -

- **Calpepper's Place** by Trudie Trewin & Donna Gynell
- **Wanted: The Perfect Pet** by Fiona Robertson
- **Ted** by Lelia Rudge
- **Bear and Chook by the Sea** by Lisa Shanahan & Emma Quay

### 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.....)!*

