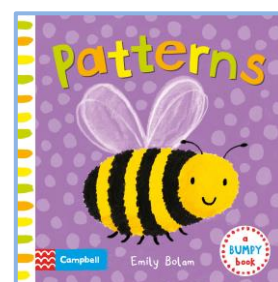


Patterns

By Emily Bolam

This super cute first concept board book is a great introduction to patterns for babies. The embossing draws the reader to touch each page and the simple words encourage early language skills. Bright and colourful a great tactile learning experience for babies.



Key Message for Parents | The first 5 years matter, and last a lifetime

Parents/caregivers play a critical role in ensuring babies get the best possible start in life. The growth of a baby's brain is affected by the care and experiences adults provide. Loving attention and positive early experiences help brain connections that make learning possible.

Babies brains are open to learning but also vulnerable to negative experiences. Therefore, babies need positive relationships, rich learning opportunities and safe environments in order to develop to their full potential.

Hugs, cuddles and lots of interaction with your baby through singing, talking and reading in the early years will prepare your baby for success.

Australian Early Years Learning Framework | Outcome 3: Children have a strong sense of wellbeing

As educators we can help babies develop a strong sense of wellbeing by:

- Providing warm and trusting relationships. Welcome the babies and parents/carers to your sessions, get to know their names and use positive words and body language when you see them, wave, smile and say hello
- Providing a safe and predictable environment. Establish simple routines to your sessions so babies and parents know what to expect such as the same hello and goodbye songs
- Engaging babies in conversations, songs and books. Regularly talking with babies exposes them to everyday language while singing and reading stories gives access to more complex and usual words and concepts.

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

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.

Welcome song - Come Along

Come along and sing with me, sing with me

Come along and sing with me, It's time for story time

Repeat and replace 'sing' with bounce, rock, clap etc.

Come along and bounce with me, bounce with me, bounce with me

Come along and bounce with me, it's time for story time

Songs

Put a Spot Over Here

Put a spot over here and a spot over there

Put a spot on your ear, and a spot on your hair

And a lot of little spots in the air everywhere

It's a spotty kind of day

Put a stripe over here and a stripe over there

Put a stripe on your ear, and a stripe on your hair

And a lot of little stripes in the air everywhere

It's a stripey kind of day

Put a swirl over here and a swirl over there

Put a swirl on your ear, and a swirl on your hair

And a lot of little swirls in the air everywhere

It's a swirly kind of day

Encourage parents to sing facing their baby so that baby can watch their mouth move as they sing and talk – this helps babies learn to speak themselves.



Action Tips:

Babies lay on their backs while parent gently use their finger to put pretend spots, stripes and swirls in the air, and around your baby, gently touching their tummy, legs and hands.

To see the song in action visit: <https://www.youtube.com/watch?v=T120o5j5h-w&t=30s>





Before Reading

Set up your group time area so it is warm and welcoming either with some cushions or a rug for families to sit on. Have copies of the book to hand out as families arrive.

Before you start reading do a brief introduction of yourself and about what will happen during the session plus any general rules/guidelines that are specific to your centre/library.

Take time to explain that this session is a time for parents to interact with their child - to bond and strengthen relationships - and that there will be plenty of time after the session to chat to other parents.

Also outline that if a baby becomes unsettled during the session to feel free to step away from the group and rejoin when baby is feeling better- we all have rough days!

During Reading

Encourage parents to sit close with their baby while reading. Invite them to guide baby's fingers over the different patterns and shapes on each page and tell them this helps create a multisensory experience where babies can connect what they see, feel and hear.

This story only has a few words there are plenty of opportunities to talk and discuss. Tell families the importance of hearing words – the more words that babies hear regularly the bigger their vocabulary will be.

Take your time to explore each page. Read the pattern word, feel the pattern, talk about the animal and the colours on each page. Relate what you read to your own world. For example, "look at the snail. We saw a snail in our garden yesterday. This snail is purple and blue, but we saw a brown snail."

After Reading

Talk about how babies learn largely through their senses, their eyes, ears, nose, hands and mouth are their tools. Touching and being touched are great ways for baby to learn and it helps to build a warm and caring environment for your baby. Sing another song to reinforce the patterns concept and to stimulate the senses of hearing and touch.

Action Tip:

Gently touch baby with your fingers making spots all over their body. For the stripes gently wiggle all your fingers down baby's body.

Spots song

*Spots, spots, spots, spots,
Spots, spots, spots, spots
A leopard has lots of spots
What a lot of spots he's got,
a tiger's stripes are always nice but
A leopard has lots spots, spots spots, spots,
spots spots, spots, spots, spots
Tickle tickle*

To hear the tune of this song visit: <https://www.youtube.com/watch?v=cvUKufoe0s>



Activity time

Fun with Pom-Poms (spots)

Pom-Pom Velcro Play

What you need:

- Velcro strip
- Pom-Poms

What to do:

1. Stick a strip of Velcro onto a wall or onto cardboard for families to use (spread out on the floor of the space you have available)
2. Have a range of pom-poms for babies to stick onto the Velcro
3. Talk about what the pom-poms feel like as opposed to the Velcro (soft vs rough)
4. For older babies you could experiment with sorting pom-poms in to sizes or colours.



Pom-Pom whisk

What you will need

- Pom poms
- A whisk

Instructions

1. Fill the whisk with pom poms
2. Hand the whisk to your baby who will try to get the pom poms out of the whisk.
3. First your baby may try to pull each pom pom out individually but may also explore and discover that if they bang the whisk on the ground more pom poms come flying out.- so much more fun
4. This activity is great fine motor practice as well as fabulous for hand eye coordination, focus and concentration.

Extension ideas

- Take your baby for a walk and try to find some patterns. Look at trees, leaves, cracks, lines in pavements, sand at the beach, flowers and plants.





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:

- **My Every Day Shapes** by Fiona Bowden
- **Where is Little Fish** by Lucy Cousins
- **Where is the Very Hungry Caterpillar** by Eric Hill

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.....)!

Tickle the Stars

Tickle the stars

Tickles your toes

Turn around and tickle your nose

Reach down low

Reach way up high

Storytime is over

So wave goodbye

