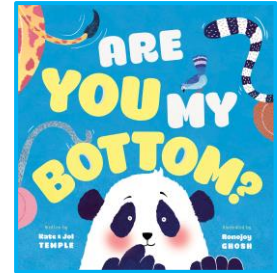


Are You My Bottom?

By *Kate and Jol Temple and Ronojoy Ghosh*

A cheeky picture book about a small panda who has lost his bottom. Small Panda finds bottoms everywhere – a stripy one under a tail, a feathery one up a tree and a pink one that’s definitely seen too much sun – but none are his. Finally, Small Panda spots a furry black and white behind but if it’s not his, whose could it be?



Key Message for Parents | Children Learn Through Being Engaged And Doing

We now know the huge influence the experiences a child has in the first few years of life have on the development of their brain and how this can affect their life course. Some ideas to share with parents are:

- Young children are active not passive learners. Play, more than any other activity, promotes healthy social, emotional and intellectual development. Play allows and encourages children to be engaged – it is the source of fun, laughter, joy, wonder, delight and fabulous memories. The repetitive nature of play helps shape and builds the important networks in children’s brains.
- Sharing stories and songs is one of the most important things a parent can do to help their child’s developing brain. When parents read, sing, talk and play with their child it ensures that they feel loved and secure. This in turn develops confidence and the desire to learn new things.
- Pre-schoolers learn a lot about language and social skills through imaginative, creative play.

Early Year Learning Framework | Outcome 4: Children are confident and involved learners

As educators and practitioners we can help young children take responsibility for their own learning. We can help young children become socially responsible by:

- Providing a supportive, active learning environment which fosters curiosity and engagement
- Allowing time in the day for play, song and stories
- Giving praise and recognizing all achievements, big and small
- Encouraging children to use language to describe and explain their ideas.

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 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

5 Little Pandas - <https://www.youtube.com/watch?v=7fGuM2EGM9U>

Five little Pandas jumping on the bed,

One fell off and bumped his head,

Mumma called the doctor and the doctor said "No more Pandas jumping on the bed!"

Four little Pandas jumping on the bed

One fell off and bumped his head

Mumma called the doctor and the doctor said "No more Pandas jumping on the bed!"

(Repeat with 3, 2 and 1 little Panda's)

One little Panda jumping on the bed,

One fell off and bumped his head,

Mumma called the doctor and the doctor said,

"Put those Pandas right to bed, No more Pandas jumping on the bed!"

Action Tip: Repeat again and this time get the children to crouch down low and slowly rise up, stretching their bodies until they are on their "tippy toes"



Before Reading

When you first open this book point out all the animals on the endpapers (the endpapers are the inside front cover, first page and inside back cover and last page). Ask questions such as;

- ‘Do you notice anything about the way the animals are placed?’ (From shortest to tallest; facing the front /back).
- ‘What might the story be about?’ Prediction is an early reading skill and talking about the front cover before reading the title also educates the parents about the importance of picture clues in anticipating what the written words might say later.

You could hold the book upside down and back to front. Ask ‘Am I ready to start reading?’ This silly game helps children to understand *concepts of print* (e.g. that books have parts such as a front and back cover, title page, and spine; that stories have a beginning, middle, and end; that text is read from left to right and from top to bottom, etc) is another important skill for young children to learn before they can begin to read independently. Usually you’ll find that children of this age will love to correct you and much fun and laughter can come from this activity.

When you are finally holding the book in the correct way (in English culture), you can begin by sharing the title, author and illustrator. ‘Our story today is called Are You my Bottom? The authors are Kate and Jol Temple and the book is illustrated by Ronojoy Ghosh.’

During Reading

Read through the book and stop to chat about the various things on each page (e.g. rhyming words, vocabulary they may not have heard before, bath time routines, shadows, the way each animal continues on with Panda to help him, etc.) Take your guide from the children’s responses as to how long you spend on each page. Pre-schoolers love the word ‘bottom’, ‘bum’, ‘rear’, ‘botty’ etc. and might come up with even more words to describe this body part.

Alternatively you could read right through the story and then go back to discuss various things you think the group might like. You will know your group best.

After Reading

You could show the end pages again and ask if the children could group themselves into a line from shortest to tallest. This could be very noisy but will also show up different children’s personalities. Encourage them to help each other as the animals in the story did for Panda. To settle the children again before explaining the week’s activity, the following rhyme might be useful:

*My name is Panda, how do you do?
I live in China, I eat bamboo
I eat the honey, up in the trees
It doesn’t hurt me, to swallow bees
I live in China, both day and night
I have no colour, I’m black and white,*

*I am quite fuzzy, as you can see,
I’m not a monkey, what can I be?
I’m not a dragon, I’m not a pig,
I might be small, I might be big
So do you know me, or do you care?
I’m not a raccoon, I am a bear
My name is Panda, how do you do?
I live in China, I eat bamboo.*

The Super Simple Songs youtube website, has 20 songs about many different animals which you may like to use. <https://tinyurl.com/y7hmsrc2>



Activity Time

Blotchy and Splotchy Painting

What you need:

- Small bowls of thick coloured paint
- Large brushes
- Water to wash out brushes if necessary
- Sponges for each child
- Paper or card
- Painting smocks
- Wipes for cleaning up



What to do:

1. Put out the paper or card on tables
2. Place small amounts of thick different coloured paint into plastic bowls
3. Place brushes into the bowls
4. Have enough sponges on the table for each group of children
5. Children can paint colours onto their sponge with the brush and swirl it onto the paper or card to make splotchy, blotchy pictures (thin side of the sponge could also be used for paint)
6. Encourage the use of fingers, too but have wipes handy for clean up



Extension Activities:

- Go on a Panda Hunt (instead of a Bear Hunt) and hide a soft Panda toy or picture for children to find
- Find a collection of books about the animals in 'Are You my Bottom' for families to borrow
- On a sunny day go outside to look at the children's shadows and other shadows around them.

STEM | Science, Technology, Engineering & Maths

Research shows that having a strong foundation in early math, for example, can lead to higher achievement in both math AND reading later in school.

Children develop measurement skills as they explore the size, length, height, and weight of people or objects. Positional words (front, back, high, up, down, behind, etc) are also mathematical terms that can be used in everyday language. Put words to their actions:

- 'You are reaching so far to get the ball!' Or, 'That one is very near—can you get it?'
- Ask them to sort a set of objects from smallest to largest. Help children learn by asking questions like 'Who is taller?' and 'Which ball is heavier?'

At the park, you can explore and measure everyday objects together. Use a stick or a leaf to see how long or tall the slide is. Is it three or four sticks long? Build skills to create future scientists by exploring and measuring things together!



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.

For some more stories to share, we recommend the following titles:

- **Uno's Garden** by Graeme Base
- **The Very Cranky Bear** by Nick Bland
- **The Emperor's Kingdom** by Dr Roger Kirkwood
- **Ollie and the Wind** by Ronjoy Ghosh
- **Parrot Carrot** by Kate and Jol Temple and Jon Foye

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 choice.

Goodbye

This is the way we say goodbye (wave) say goodbye, say goodbye

This is the way we say goodbye to all our library friends (or) (to our friend.....)!

