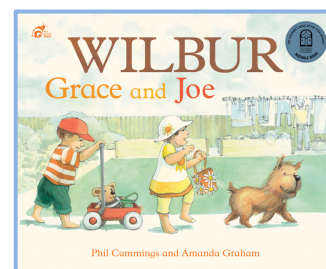


LEARNING TIME

Wilbur, Grace and Joe

By Phil Cummings and Amanda Graham

This is a heart-warming story following the tale of Wilbur, Grace and Joe. Join Wilbur, a fun-loving family pet as he shares the joy of Grace and Joe's first years. Wilbur is one very endearing dog and Grace and Joe are two playful children making childhood memories. Wilbur worries when they fall, he rejoices with their first steps and faithfully joins in all their adventures.



Key Message for Parents | Children Are Born Ready To Learn

From birth, children are constantly learning and the experience a child has provides the blue print for their future growth and development. Some ideas to share with parents are:

- What and how children learn in the early years determines whether or not the brain develops a strong or fragile foundation which underpins all of the learning, health and behaviour that follows.
- When an activity is repeated over and over it becomes a permanent structure in the brain. Talking, singing and reading to babies and young children helps to form the necessary connections in their brain for all future learning.
- The family is a child's first teacher and these relationships form a strong foundation that increases the probability of positive, future outcomes for children.

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

Creating play opportunities for children to take responsibility for their own health and physical wellbeing is important. Books can help to introduce a wide range of movements that can support children to:

- engage in increasingly complex sensory motor skills and movement patterns,
- combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama,
- respond through movement to traditional and contemporary music, dance and storytelling.

By fostering and building upon a child's curiosity practitioners can help children to develop dispositions towards learning. Educators can help young children become confident learners by:

- Providing sensory and exploratory experiences with natural and processed materials,
- Including open ended activities that engage individual interests and abilities of children in your session,
- Giving praise and recognise all achievements, big and small.

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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.

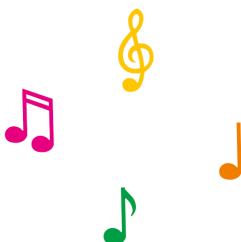
Good Morning

Good morning to you

Good morning to you

Good morning everybody

and welcome to you!



Song

Everybody Do This

Everybody jumping, jumping, jumping

Everybody jumping, just like me.

Everybody clapping, clapping, clapping

Everybody clapping, just like me.

Everybody wriggling, wriggling, wriggling

Everybody wriggling, just like me.

Everybody tiptoe, tiptoe, tiptoe

Everybody tiptoe, just like me.



Before Reading

Ask the children in your group “Do you remember when you were a baby? “

Show the cover of the book and see if children would like to guess how old the children are. Look closely at all the pictures chatting together about different aspects (e.g who’s hanging out the washing on the clothes line, where are the children, what are they doing, etc?)

“Our story today is called Wilbur, Grace and Joe and it’s written by Phil Cummings (he is the author, the person who writes the words) and the illustrator is Amanda Graham (she drew the pictures to fit the words on each page). Who do you think is Wilbur? Grace? Joe?”

Turn the book upside down and back to front. “Am I ready to read the story now?” (Concepts of print are important early reading proficiencies that young children need to learn about before they can read independently. Other skills are the fact that letters and words convey a message and print is what we read. The ‘return sweep’, where the reader moves from one line to the next is another ability as is knowing that illustrations in a book correspond to the print and that every book has a front, back and an author.)

During Reading

“Before I read to you, we’re going to go on a ‘picture walk’ – this means we’re just going to look at the illustrations and see if we can work out what the words might say before I read them to you.”

Ignore the text and just show the group each page, asking them to comment on each page about what they think is happening. Children are likely to go off on different tangents but this doesn’t matter. It’s the language and communication that is important. You can draw them back gently by asking specific questions about the characters on each page. Perhaps they’ll recognise the clothes Grace and Joe are wearing about half way through the book are the same as on the front cover. There are so many experiences to chat about as each page is turned, that this could take quite a while – again this is not a problem as young children become more confident and effective communicators as they both talk and listen to each other.

As you come to the end of the book, “now let’s begin again and see what the author said.” After you’ve completed reading, you can have another discussion about how the group’s ideas were similar and /or different to the text and why that may have happened.

After Reading

You might suggest to the parents and carers that they go home and make their own books about their child’s life so far. The child could talk about their memories and the adult could scribe (write) on the page while the child then draws the picture. Children are more likely to remember what they’ve said and then ‘read’ it back if it’s a memorable experience that they’ve told you about.

Activity Time | Movement Games

Here is an video to help familiarise yourself with this repetitive game

<https://www.youtube.com/watch?v=lob3Q7TKmQQ>

The game of Simon Says is not a new game. In the old version of Simon Says, if you made a mistake you were OUT! But if you are a visual learner, you may be quicker to follow what Simon did, rather than what Simon said. So here's a slightly different version where everyone can still participate. After all, it's the physical movement you want to encourage in the children, not winning and losing.

What to do

1. Ask children to stand in a circle and explain the rules. "The action is done by everyone if 'Simon Says' but stand very still if his name is not given, just do the action."
2. Give lots of 'Simon Says' movements and praise for the actions.
3. Occasionally put in an action without 'Simon Says' and just have lots of laughs together, saying "let's start again with another game."

Extension Ideas

Play Freeze – this is another similar movement game except children need to display good balance in stopping

STEM Focus (delete if not required)

When children are using language they are developing STEM Habits of Mind. They are Inquirers when they wonder how things work and why things happen. They are Observers when they watch closely things in nature and the world around them. They are Describers when they describe what they see and do using precise language. They are Encoders when they represent what they do and see with drawings and symbols. They are Decoders when they make meaning of representations and symbols. They are Engineers when they design, build and make things. They are Experimenters when they try and test things to learn how things work and what might happen.

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 more stories to share, we recommend the following titles:

- **Koala Lou** by *Mem Fox and illustrated by Pamela Lofts*
- **Harry the Dirty Dog** by *Gene Zion and illustrated by Margaret Bloy Graham*
- **Wash your Face in Orange Juice** by *Peter Combe and illustrated by Danielle Mc Donald*

An 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.

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.....)!