

LEARNING TIME

Big Love

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Illustrated by Beck Feiner

CBCA's Notable Early Childhood Book 2022

No matter how different our families may be, the one thing we all have in common is love. The evocative text and vibrant artwork explore the boundless love of a parent, comparing the scope of the familiar and the great unknown to the love they have for their child.



Themes: Family, Feelings, Diversity

Rare and interesting words/concepts: nook, flowerbed, shipwrecks, volcanoes, jungles, solar systems, rocket, planet comet, galaxies, love.

Key Message for Parents | The Best Learning Happens in Nurturing Relationships

- Brains are a work in progress, all positive experiences build healthy brains
- Share stories that talk about feelings and how to show them in a positive way
- Be patient, children learn at their own pace and need lots of practice.

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

Educators can support children's learning to be open to new challenges and discoveries by

- Providing a safe, predictable, and welcoming environment where the child is supported
- Modeling positive, patient, empathetic interactions
- Listening carefully to the child, modeling the 'serve and return' interaction style
- Providing opportunities for movement, self-discovery, and exploration
- Allowing time for children to use language to describe their own experiences
- Encouraging new experiences within the child's own level of comfort, acknowledging fears and concerns, and offering emotional support with positive language and encouragement.

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!



You may like to introduce the book at this stage or use a song to help prepare your group and introduce the upcoming story and activities.

Song

Skidamarink

*Skidamarink a dink a dink,
skidamarink a doo, I love you.*

*Skidamarink a dink a dink,
skidamarink a doo, I love you.*

*I love you in the morning,
and in the afternoon.*

*I love you in the evening,
and underneath the moon.*

*Oh, skidamarink a dink a dink,
skidamarink a doo, I love you.*

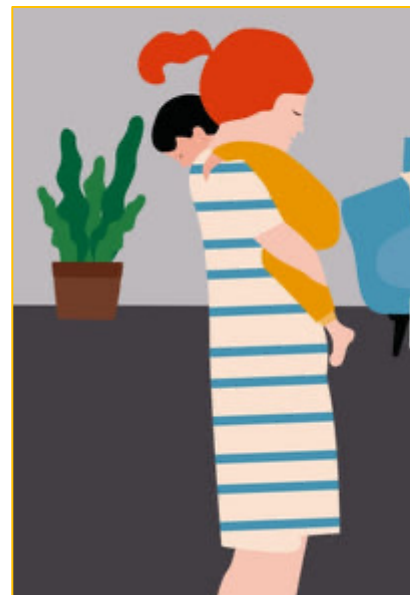


Image: Beck Feiner

Before Reading

- Think about the setting, is it suitable for the group. Check lighting, seating, ensuring comfort for all participants.
- Greet families and children by name if you can, ask them how they are, awaiting their responses and acknowledging them.
- Explain the format of the session, including the book you are reading, songs and activities. You may want to use a visual board to support diverse language and learning needs.
- Ask the children to sit where they can see the pictures, as you will need them to watch closely!
- Invite adult caregivers to be involved, staying close and guiding conversation and attention.

During Reading

- Introduce the name of the book, author, and illustrator.
- Have a look at the endpapers and discuss what the children think may happen in the book.
- Be intrigued and model engagement with the text, through looking interested in what they discover and check the children are following along. You can ask – *wow, did you think that was big? Did you see the...?*
- Allow time to linger on pages of interest.
- Use illustrations to inspire movement breaks such as: pretend to climb a jungle tree or ride in a rocket.

After Reading

- Reflect on story.
- Ponderings...
 - What was the biggest thing in the book?
 - What is the smallest thing in the book?
 - How big is the world?
 - How can we measure love?
- Provide sufficient time for children to express their experiences and thoughts. Communication skills include turn taking, eye contact, voice and expression, respectful responses, timing, explaining, and listening. These all need time to be practiced as a part of the literacy journey.

Learn more about the creators

Megan Jacobson <https://meganjacobson.com/>

Beck Feiner <https://www.beckfeinercreations.com/>

Extension Ideas



Read

- Visit the Raising Literacy Australia website and find more book recommendations under Featured Stories. You can search by theme – Feelings.
- Further book recommendations at the end of this document.
- Borrow books about feelings from the library. Many books are also freely available via Library subscriptions such as Libby and StoryBox Library for read aloud – making books accessible from home or when you are out and about. Ask your local library.
- Parenting Guides from Parenting SA eg: <https://parenting.sa.gov.au/easy-guides/tantrums-parent-easy-guide#dealing-with-feelings>

Sing

- Singing slows down language so enables sounds to be heard more easily. Phonemic Awareness knowledge (sounds) is a foundation to literacy competency.
- Spotify and YouTube have a huge variety of songs. We have a Spotify Playlist ‘ Raising Literacy Australia’ – Featured Stories.
- Here are some song names you could try: If your happy and you know it, Five in the bed.
- Adapt your own from well-known tunes and your own made-up words.

Talk

- Talk about experiences – what big things have you seen or know about?
- What are big feelings? Anger, Frustration, Jealousy, Sadness.
- Name feelings when they appear – model accepting feelings.
- Talk about calming feelings, how we learn to overcome big feelings.
- Discuss things that make you feel loved, perhaps a special birthday or a time together?

Play

- Make a role play experience whereby children can demonstrate feelings, using baby dolls are a good prop for this activity.
- Make a cosy nook for families to snuggle and share books together.
- Teach the name of feelings through role playing, like charades.
- Create a love heart collage with torn up red paper in a heart template (see our Activity Time).

STEM Focus. Science, Technology, Engineering and Mathematics.

Let it rip

You will need

- Measuring tape
- Paper
- Patience!

What to do

1. Talk about different measurements, length, height, and width.
2. Instruct your child to rip paper up
3. Ask them to rip a small piece, then increase the size, rip a bigger piece.
4. Keep giving suggestions and let them explore, big and small.
5. What is the biggest piece, the smallest etc.



Play ideas

Science: Measuring, predicting, trialing

Maths: Measurements

Engineering: Make your own measuring devices

Technology: Document with photos, create a video.

Language: measure, big, small, bigger, biggest, smaller, smallest, height, high, width, wide.

Goodbye

Conclude the session with some suggestions of books that parents might want to share with their children. Raising Literacy Australia 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.

Libraries can purchase bulk copies of our books at discounted rates. Visit Little Book Press at <https://littlebookpress.com.au/collections/books-for-toddlers>

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

- **Let's Go Strolling** by Katrina Germein and Danny Snell (Little Book Press)
- **Guess How Much I Love You** by *Sam McBratney and illustrated by Anita Jeram*
- **When I am Feeling Loved** by *Trace Maloney*

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 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.....)!

