

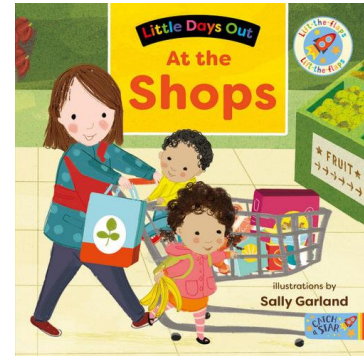
LEARNING TIME

At the Shops Sally Garland

At the Shops is part of the Little Days Out series that explores shopping for food. A family gets ready to visit the shops to buy some fruit and vegetables.

A sturdy and colourful board book with lift the flap on each page that will engage babies and develop early word recognition.

Rare and interesting words: managers, special, eyesight, aisle, trolley.



Key Message for Parents | The best learning happens in nurturing relationships

Babies brains best develop when they have warm and caring relationships with the adults who care for them. Research tells us that over 1 million neural connections are formed every second in a baby's brain so creating positive learning environments will support optimal brain development. Spending time with your baby talking, playing, singing and reading helps develop a warm and nurturing relationship. Some ideas to share with parents are;

- Cuddle up and share a book together
- Talk to your baby about what is happening around them. Describe colours and shapes.
- Sing songs face to face

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 to your sessions, get to know their names and make a fuss 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.

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.

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!

Song : We're Going to the Market

We're going to the market

We're going to the shop

When we find some {Eggs, bread, etc.}

Then we're going to stop.

Repeat with a range of foods.


Before Reading

Set up a comfortable reading area for families with cushions or seats. If you can provide copies of the book for all families this will allow each parent and baby to interact with the book closely.

Encourage parents to sit with their child in their lap and hold the book in front of them. Allow the baby to hold and touch the book as this is how they learn.

Explore the cover together. Some ideas to share include

- How many people can we see? 1, 2, 3. There are 3 people.
- What are the people doing? They are at the shops
- What colour is the little girls jacket? Its pink.
- What is the lady pushing? It's a shopping trolley

A yellow circle containing text. The text is in a black, sans-serif font and reads: "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." data-bbox="717 353 889 450"/>

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.

During Reading

Remind parents that they are their child's first and best teacher and during reading a book they are teaching their baby a lot. Babies learn how to hold the book and turn the pages by watching their parent model the behaviour.

Encourage parents to use their finger to glide under the words as they read. This helps develop print awareness - that the words on the pages mean something. Guide and support baby hands to open the flaps on each page.

After Reading

Read

Re-read the book. Repetition supports brain development. Repeating information strengthens brain connections hence allowing the information to be retained or learnt.

Re-read again and talk about the other things that are happening in the illustrations. Talk about the colours on each page – "Let's find everything that is blue on this page". Count the foods on each page. The illustrations are an important part of the story and can tell the reader so much.

Practice opening and closing the flaps.

Sing

This little piggy

This little piggy went to market
This little piggy stayed home
This little piggy had roast beef
And this little piggy had none
And this little piggy went wee wee wee all the way home

Talk

Before going to the shop talk to your baby about what you need to buy at the shop. Make a shopping list. Babies love to hear your voice so talking to you baby about what you are doing is exposing them to a range of vocabulary.

Play

Hide and Seek Food - Lay out some pieces of fruit or veg and point and name each one. Then cover one piece of the fruit or veg with a cloth (tea towel, hand towel, play silk). Say where did the banana go? Lift the cloth saying there is the banana. While being fun this simple game teaches object permanence.

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:

- **At the Park** by *Sally Garland*
- **My food Shapes** by *Fiona Bowden*
- **Food, Me and ABC** by *Raising Literacy Australia*

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.....)!