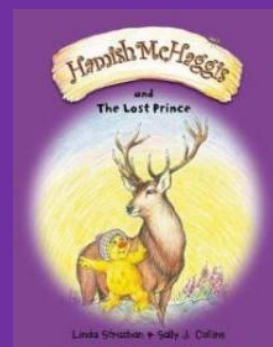
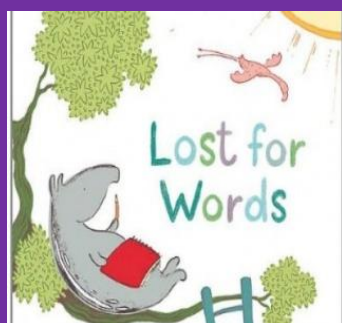
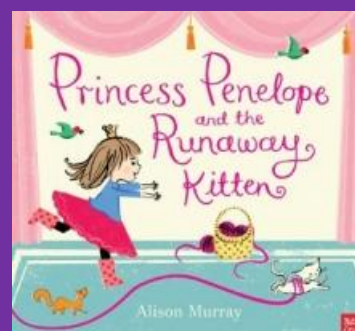
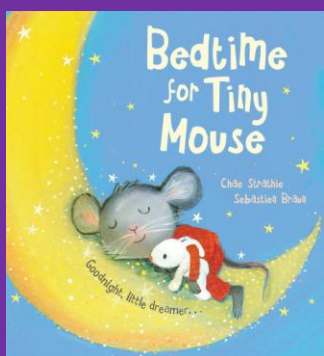


# Tales for Tots

## 2015



# Tales for Tots Project: Preschool

## Pack Contents:

- Project Overview
- Information and Guidance for Staff
- Crit Template, *Tell us your thoughts and feelings*
- Author Information Sheet
- Ideas & activities for the nursery
- Permission to film/Photographic consent form
- EECC Evaluation
- Curriculum for Excellence: Experiences and Outcomes



## Project Overview:

May 2015

Aimed at EECCs

45 min -1 hour sessions in local library  
for groups of up to 20 children

8 places available.



Tales for Tots offers West Dunbartonshire Early Education and Childcare Centre's the opportunity to bring groups of up to 20 children along to visit their local library to hear an author/illustrator tell a story/talk about their work in a session lasting 45mins-1 hour. Parents/carers are also invited to these sessions to extend the project into the home environment.

Nurseries will be sent information sheets about the author/illustrator beforehand along with copies of their books so that the children are aware of the authors work before the event. Library joining forms and invitations to attend the event will be sent to the nurseries to be handed out to the parents/carers.

**Delivered by:** Learning Development Team, Creative Learning Team, Libraries & Cultural Services

**Aim:** The main aim of this project is development of the children's literacy skills, experience of meeting an author/illustrator and enrichment of their vocabulary through listening, watching and talking.

Children learn through everything they experience, therefore a visit to the library to meet an author/illustrator will be a chance for the children to learn new things in different situations, as they continue to learn to take turns and develop awareness of when to talk and when to listen.

## Objectives:

- Introduce children to new authors/illustrators
- Enable pupils to engage with authors and illustrators
- Promote reading and sharing stories as an enjoyable activity
- Give children the opportunity to learn about the craft of being an author/illustrator
- Develop children's literacy skills
- Develop children's listening skills

**Activities:** Author/illustrator readings. Storytelling. Reading, writing, drawing, drama.

**Outcomes:**

- Children will have experience of interviewing an author/illustrator
- Children will develop their enthusiasm for reading, writing and/or drawing.
- Children will develop their enjoyment of reading and sharing stories
- Children will be introduced to new authors/genres
- Children will have the opportunity to join their local library
- Children will feel more confident in interacting with others
- Children will have a greater understanding of the author/illustrators craft

For more information please contact:

Learning Development Team

E: [learning.development@west-dunbarton.gov.uk](mailto:learning.development@west-dunbarton.gov.uk)

T: 01389 772 151



### Curriculum Areas Covered

Literacy & English

Drama

Art & Design

Health & Wellbeing

## Information & guidance for teachers



We are extremely pleased that your EECC has selected to take part in this Curriculum for Excellence informed project. To ensure your children get the most out of the project please read the following information and guidance closely.

### Pre visit

- Explain to the children that they will be meeting an author/illustrator in the library and discuss what authors and illustrators do.
- West Dunbartonshire Libraries & Cultural Services will loan copies of the author's books to use with your children. These can be used in the nursery and/or loaned to parents to read with the children.
- Please ensure parents/carers fill out the permission to film form and bring them with you to the session.
- Invite the parents of the selected group of children along to the event too.

### Author/Illustrator Session

In the session the author/illustrator will talk to the children about their books. This may include their method of writing/illustrating and how the book is created etc. They may also read the books and draw illustrations for the children. The sessions are always interactive getting the children to ask questions and can involve elements of drama, song and drawing.

The session will be videoed and a copy of the DVD provided to your EECC.



## Post visit

- Discuss the author/illustrator visit with the children and encourage them to talk about what they have learnt about the author/illustrator, what it's like to be an author/illustrator, what types of books the author writes, how they are published etc.
- Use the websites on the *author information sheet* (in this pack) as a starting point to research the author/illustrator online to find out more information about the author/illustrator and their books.
- Use the ideas and activities sheets designed to help further explore the author/illustrator and their books.

After discussion and while the session is still fresh in the children's minds, ask them to make a drawing and perhaps write a word or two to describe what they thought of the event. The drawing could be a happy or sad face, their favourite character from the stories or even a drawing of the event. A template for the children to draw their picture is enclosed for your use.

**Please also fill out the EECC evaluation form as fully as possible so we can improve any future projects.**

Return the Draw a picture, completed evaluation and the library books to your local library or post them to:

**Learning Development Team, Libraries and Cultural Services, 19 Poplar Road, Broadmeadow Industrial Estate, Dumbarton, G82 2RJ or through internal mail.**

We will put the author/illustrator visit and interview onto a DVD and send a copy to your EECC.



# Tales for Tots

## Draw a picture

This could be a picture about the author's/illustrator's books, visiting the library, discovering facts about the author/illustrator or just a smiley or unhappy face to say what you thought.







## CHAE STRATHIE

How did I become an author? Well, in the words of the song, it started with a kiss...

Actually, it didn't start like that at all. That would just have been weird. In reality my life of writing started with a teacher telling me to make up a story in Primary 1, way back in, ooohh, the mid-1990s. Ahem. OK, it's not as romantic as a kiss, but that's how it was. Yes, I was just knee-high to a grasshopper when my love of writing began. But nowadays I'm much, *much* bigger than grasshoppers and am far more successful an author than any insects I know. Take THAT grasshoppers!

My first book, *My Dad*, was published by Meadowside in 2008, followed a year after that by *The Tickle Tree*. These books have been reprinted all over the world, from the USA to Australia, and have been translated into Spanish, Korean and Thai.

Things really took off when I moved to Scholastic - home to the likes of Julia Donaldson, Horrible Histories and Philip Pullman - in 2010. My first book with them, *The Loon On The Moon*, was shortlisted for the Scottish Children's Book Awards and won the respected Dundee Picture Book Awards. It was recently made into a "Touch To See" braille book by the Living Paintings charity.

Two further books followed - *The Fabulous Flapdoodles* and *Ping* - with my most recent title, *Jumblebum*, being released in January 2013. It was illustrated by the fantastic Ben Cort, of *Aliens Love Underpants* fame. *Jumblebum* won the Bookbug category in the 2013 Children's Book Awards.

I have also worked as a reporter, columnist and sub editor for a national newspaper for nearly 20 years.

**Books:** *My Dad*, *The Tickle Tree*, *The Loon on the Moon*, *The Fabulous Flapdoodles*, *Ping!*, *Jumblebum*, *Bedtime for Tiny Mouse*.

**Website:** <http://www.scottishbooktrust.com/profile-author/33198>







## Natalie Russell

**Natalie Russell** is a Dundee based author, illustrator and printmaker. After completing a Master's Degree (Illustration and Printmaking) at Duncan of Jordanstone College of Art and Design in 1999, Natalie worked as the Education Co-ordinator at Contemporary Arts Print Studio until 2005. There she taught in all areas of contemporary print and co-ordinated workshops for the DCA Education Programme; including 'Fully Booked' and 'In the Garden' onsite print studio at Edinburgh International Book Festival.

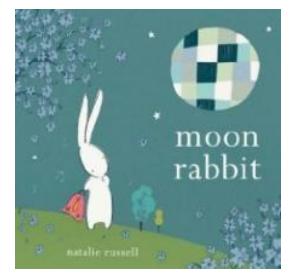
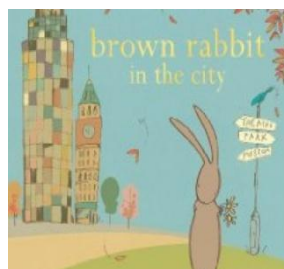
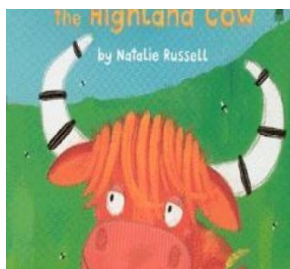
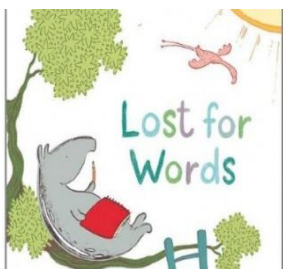
In 2003, Natalie published her first book 'Hamish the Highland Cow' with Bloomsbury which was later shortlisted for 'Best New Illustrator' in the Booktrust Early Years Awards in 2004. Since then she has continued to write and illustrate books for Bloomsbury, 'Home Sweet Hamish' and 'Donkey's Busy Day', and recently published her first book 'Moon Rabbit' with Macmillan Children's books.

Natalie has been shortlisted for the Scottish Children's book awards 2014 for her book 'Lost for Words'.

**Books:** *Brown Rabbit, Donkey's Busy Day, Hamish the Highland Cow, Home Sweet Hamish, Moon Rabbit, Mrs Floss and Mrs Fleece, Rabbits in the Snow and Lost for Words.*

Website: <http://www.natalierussell.co.uk/>

<http://www.scottishbooktrust.com/profile-author/987>





## Linda Strachan

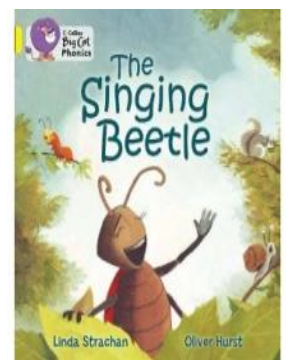
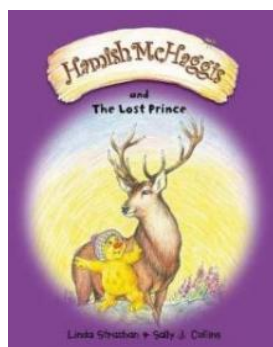
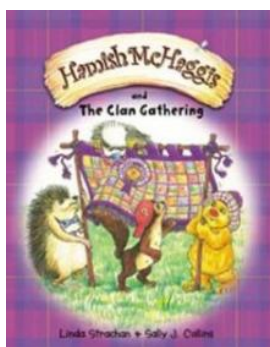
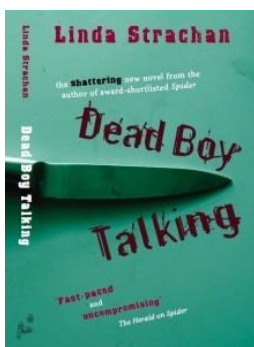
Linda Strachan is the award winning author of over 60 books for children. She writes for a wide range of ages from picture books like bestselling *Hamish McHaggis* series to edgy teenage novels such as the award winning *Spider* and her latest teen novel *Dead Boy Talking*. Her educational books are used in schools worldwide. She has also written a writing handbook for adults *Writing for Children*. Linda lives in Scotland and travels widely at home and abroad. She is an inspirational speaker presenting in schools, libraries, conferences and festivals.

She was born in Edinburgh to Scottish/Italian parents and had various jobs including being a bacteriology laboratory technician, a model and running a successful business with her husband. She has three grown up children and used to have a cat, a dog and a 14ft dinosaur called Archibald, but they all left home when the kids did. She never even considered that she could be a writer but now couldn't imagine doing anything else. She loves the fact that her books are being read by children all over the world. Previously she has been on the committee of the Society of Authors in Scotland and currently represents the Society of Authors on the Literature Forum for Scotland.

**Books:** *Hamish McHaggis series, The Singing Beetle, Greyfriars Bobby, Spider, Dead Boy etc*

Website: <http://www.lindastrachan.com/>

<http://www.scottishbooktrust.com/profile-author/970>





## Alison Murray

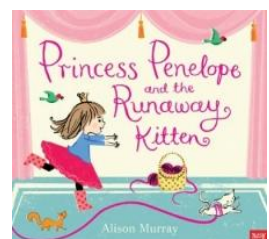
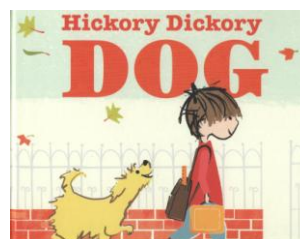
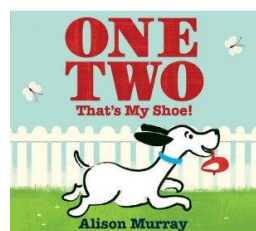
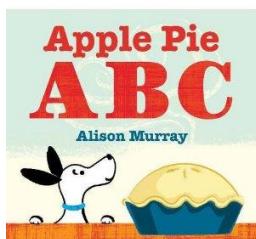
**Alison Murray** grew up in Lanarkshire near Glasgow and studied Textile Design at Glasgow School of Art. After graduating she moved to London where she did a variety of jobs including selling books for Waterstones and designing rugs for Habitat.

Alison graduated in design from the Glasgow School of Art and went on to work in a variety of jobs, including co-founding a successful interactive design company. Since moving back to Glasgow Alison has found her niche writing and illustrating children's picture books.

As a trained art teacher Alison likes to include some element of crafting and creativity in her events. At previous events she has made shoes, decorated biscuits, created superhero characters, made prints using techniques such as monoprinting, relief printing and potato printing.

**Books:** *Apple Pie ABC, One Two That's My Shoe, Hickory Dickory Dog, Princess Penelope and the Runaway Kitten.*

**Website:** <http://www.scottishbooktrust.com/profile-author/69247>  
<http://alisonmurray.net/>



# Tales for Tots



## Nursery Ideas & Activities



## Contents:

Introductory nursery activities

Nursery Activities for books by *Chae Strathie*

Nursery Activities for books by *Natalie Russell*

Nursery Activities for books by *Linda Strachan*

Nursery Activities for books by *Alison Murray*

Other Ideas & Activities





## Resources

These resources have been chosen to compliment the Tales for Tots project and are designed to help staff further explore the authors/illustrators works in the nursery.

## Introductory Activities

- Find out more about the author/illustrator. Read the information about them in their books, research on website etc.
- Children like to explore the story and talk about the pictures as well as what is being read to them using different voices or expression.
- Choose one of the author's books to act out with the children using fun props.
- Create your own books with photos or things collected from a day trip or a day in the nursery. Older preschool children could draw pictures to make into a story.
- Think about what you would like to know about the author/illustrator, their books and being a writer/illustrator. Devise questions.
- Look at the front and back cover of the novels. What can you tell about:
  - the type of story
  - the main character
  - other characters in the story
  - the settingHow can you tell? Discuss.
- Photocopy and make a display of the authors books and children's drawing of the books characters.
- Share the authors books with the children and get them to vote for their favourite one.

## Nursery Activities for Chae Strathie:

### Loon on the Moon

- Using papier mache and tissue paper create your own planet, make sure you give it a name.
- Once you have your own planet, why stop there? Draw your own solar system – remember the stars!
- Using papier mache and tissue paper make a model of your solar system. Invite parents to the unveiling of your solar system.
- Draw a 'magic' solar system with crayons then paint on your black background.
- Make your own alien. – How many arms, if any will it have? Will it be stripey? How many heads?
- Make an alien costume then hold an alien party in your nursery.

### Bedtime for little mouse

- Go for a walk around the local area. Look for places a mouse may sleep. Can you see any evidence of mice? Take photographs to create a wall display and show others back at nursery.
- Act out the story – do cartwheels, dance, drink milk, then sing a lullaby to send you to sleep.
- Make a mouse puppet.
- Make a cuckoo clock using recycled materials.
- Do a dance activity using various forms of dance – ballet, highland etc.
- Create your own lullaby.
- Bring in photographs from home of your own bedtime. Create a wall display of everyone's bedtime.
- Draw, in pictorial form your bedtime routine.





## Nursery Activities for Natalie Russell:

### Lost for Words

- Make papier mache tapir's, the bigger the better!
- Make model tapir's – using a variety of textures and mediums.
- Choose an African or South American animal to make a model of using recycled materials.
- Make a collage of animals from Africa and South America.
- Make a collage of animals with spots. What can you find in your nursery that has spots?
- Make a counting wall display with different African animals.
- Use the internet to research African animals. Choose an animal and write your own story or song about that animal.
- Make a giraffe height chart and mark the height of everyone in your group.
- \*Look on google maps for South America. Plan your journey to South America. How would you travel there? What would you need to pack?
- \*Pair up with someone else in your group. Ask them about the things they like. You can ask them what their favourite food is or their favourite place. You can draw a picture or write a story about their favourite things.
- \*Ask an adult at home about their favourite things, draw them a picture or write them a story.

\*Activities from Scottish Book Trust



## Nursery activities for Linda Strachan:

### Hamish McHaggis and the lost Prince

- Research different forms of transport. Design your own 'Whirry Bang'; your idea of a perfect vehicle.
- Create a model of your perfect vehicle using a variety of materials and mediums. Give your vehicle a name.
- Label the different parts of your perfect vehicle.
- Go for a walk and look for and discuss large and small things outside.
- Take photos of those large and small things seen on your walk and create a wall display in nursery.
- Make a storybook of your walk and the large/small things you came across.
- \*Explore a map of Scotland. Find Balmoral and then your own town. Discuss the distance between them. How would you travel to Balmoral from your town? How long would it take you? Talk about any landmarks that you would pass on the route to Balmoral. Would you pass any mountains or cross any rivers?
- \*Explore a map of your town. Find your nursery and then look for your own street. Highlight on the map where everyone in the group lives. How far away from nursery are they? How do they get to nursery? Talk about any landmarks that they pass on the route to nursery, do you pass any mountains or cross any rivers?
- Go for a walk around your local park. What landmarks are there in the park? Do you pass any mountains or cross any rivers?
- Have a haggis tasting session? Do a poll of everyone in nursery to see who likes/dislikes haggis. Create a table of you findings.

## Activities for Alison Murray

### Princess Penelope and the Runaway Kitten

- \*Create your own palace. Use an empty shoebox and other recycled materials to construct your rooms and furniture. Think about the kind of rooms you would need and what different materials would be suitable for each room.
- \*The palace in the book has a maze which is made from hedges. Find out about all the different wildlife which can be found in hedges. Make a collage of the animals or you could put your findings into a table with different headings (insects, mammals, amphibians etc).
- Using the computer design your own maze. In the playground measure out and create your maze using various materials. Ask others in your nursery to try out using your maze.
- Research well known mazes, you could look for British ones and ones across the world <http://www.countryfile.com/countryside/top-ten-british-mazes> or <http://travel.cnn.com/7-coolest-mazes-world-247701>
- The garden in the book has lots of green vegetables growing. Make a list of as many green vegetables as you can think of. Ask everyone at nursery which vegetables they like and create a pie chart with your findings, you could also ask everyone at home too.
- Cress is an easily grown green vegetable. Why not grow your own cress and make some sandwiches using it?
- Working in pairs, with a ball of wool or string ask your partner to go and hide while holding the wool/string. Use the wool/string as a guide to help you find your partner.
- Using different colours of wool/string try and find your partner in a large group.
- \*Decorate your nursery with lots of woolly crafts. You could make pom poms. Or try this activity: <http://laughingkidslearn.com/2013/08/fun-activity-for-kids-using-wool.html/>

\*Activities from Scottish Book Trust

**WEST DUNBARTONSHIRE LIBRARIES & CULTURAL PHOTOGRAPHIC AND FILM/AUDIO RECORDING CONSENT FORM**

Date taken: Event: Author event	Location:
Service: Libraries & Cultural Services	Contact: Aly McCulloch

**Declaration: I agree to the use of my child's photographic image and/or video/audio recordings in West Dunbartonshire Council and/or Glow publications/publicity/website for a period of five years.**

Signature: ..... School: .....  
(Parent Guardian)

Pupil's Name: : ..... School Contact no: .....  
(Print)

Pupil's D.O.B: ..... / ..... / ..... School E-mail: .....

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## West Dunbartonshire Libraries & Cultural Services

### TALES FOR TOTS EVALUATION 2015

Thank you for participating in West Dunbartonshire Libraries & Cultural services  
*Tales for Tots* project.

Please help us to improve the project by completing this form.

*Thank you for your cooperation.*

**EECC Name:**

**Age of children :**

**Nursery Teacher:**

**Date of visit:**

**Author event you attended:**

**Did you find the format of the learning pack useful?**

**Yes/No**

Please suggest improvements:

**Did you find the resources section useful?**

**Yes/No**

Please comment

**Was the amount of information provided prior to your visit sufficient?**

**Yes/No**

If no, please expand

**Did you receive your resources within a suitable time period?**

**Yes/No**

If no, when would be more suitable?

**Were the activities and information in the pack useful?**

**Yes/No**

Further comment

**Did you feel that the author/performer communicated well with the children?**

Further comment

**Yes/No**



**Did the content meet the intended experiences and outcomes?**

**Yes/No**

Which areas? *Please tick relevant boxes*

Literacy & English	<input type="checkbox"/>
Writing	<input type="checkbox"/>
Listening and talking	<input type="checkbox"/>
Reading	<input type="checkbox"/>
Social Wellbeing	<input type="checkbox"/>
Technologies	<input type="checkbox"/>

**Were the facilities during your visit adequate?**

**Yes/No**

If you have circled **no**, please indicate below

Toilets	<input type="checkbox"/>	Signage	<input type="checkbox"/>	Equipment	<input type="checkbox"/>
Room	<input type="checkbox"/>	Disabled Access	<input type="checkbox"/>		<input type="checkbox"/>

**Would you attend a similar event?**

**Yes/No**

**Are there any authors/illustrators/poets/performers or types of sessions (i.e. poetry or illustration workshops/storytelling) that you would like to see included in future programmes?**

**Is there anything that you think would improve the visit?**

**Overall how would you rate the quality of your visit?** *Please circle one*

Poor      Fair      Good      Very Good      Excellent

**Please rate your whole experience for us (from 1 = poor to 5 = excellent)**

**Overall Score**

**Contact email address**

Thank you for taking the time to complete this questionnaire. Please return this form to Learning Development. Email: [learning.development@west-dunbarton.gov.uk](mailto:learning.development@west-dunbarton.gov.uk). Address: 19 Poplar Road, Broadmeadow Ind. Est, Dumbarton, G82 2RJ.





## **My experiences and outcomes**

### **Enjoyment and Choice:**

- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-01c**

### **Tools for listening and talking:**

- As I listen and talk in different situations, I am learning to take turns, and am developing my awareness of when to talk and when to listen **LIT 0-02a/ENG 0-03a**

### **Finding and Using Information:**

- I listen or watch for useful or interesting information and I use this to make choice or learn new things **LIT 0-04a**

### **Understanding, analysing and evaluating:**

- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-07a/LIT 0-16a/ENG 0-17a**

### **Creating Texts:**

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a**
- I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. **LIT 0-09b/LIT 0-31a**
- As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. **LIT 0-10a**

## **EXPRESSIVE ARTS:**

### **Participation in performances and presentations:**

- I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. **EXA 0-01a/EXA 1-01a/EXA 2-01a**



## **HEALTH AND WELLBEING:**

### **Mental, emotional, social and physical wellbeing:**

#### **Mental and emotional wellbeing:**

- I am aware of and able to express my feelings and am developing the ability to talk about them. **HWB 0-01a/HWB 1-01a/HWB 2-01a/HWB 3-01a/HWB 4-01a**

#### **Social wellbeing:**

- As I explore the rights to which others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB 0-09a/HWB 1-09a/HWB 2-09a/HWB 3-09a/HWB 4-09a**
- Representing my class, school and/or wider community encourages my self worth and confidence and allows me to contribute to and participate in society. **HWB 0-12a/HWB 1-12a/HWB 2-12a/HWB 3-12a/HWB 4-12a**

#### **Physical wellbeing:**

- I know and can demonstrate how to travel safely. **HWB 0-18a/HWB 1-18a/HWB 2-18a/HWB 4-18a**

#### **Planning for choices and changes:**

- In every day activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. **HWB 0-19a**
- I can describe some of the kinds of work that people do and I am finding out about the wider world of work. **HWB 0-20a/HWB 1-20a**