

Learning possibilities

Text: Santat, D 2016, *The adventures of Beekle: The unimaginary friend*, Hachette Australia, Sydney, NSW.

Engage

- Step 1. Gather your child/children for a story using the song, 'If you want to hear a story'.
- Step 2. Encourage your child/children to predict what the story is about from the cover.
- Step 3. Read or watch the story (see link in the Resources box)
- Step 4. Here are some questions to ask your child/children about the story.
1. Who is Beekle? (an unimaginary friend)
 2. Tell us about where Beekle lived? (far away on the island of unimaginary friends)
 3. What did Beekle discover when he sailed to the real world? (no children ate cakes, no-one stopped to listen to music and everyone needed naptime)
 4. Why did Beekle leave his island? (because he needed to find a friend and no-one chose him)

Resources

Song

'If you want to hear a story'
(Tune: 'If you're happy and you know it')

If you want to hear a story, come sit down,
If you want to hear a story, come sit down.
Let's share a great big smile, as we read and talk a while,
It's time to hear a story, come sit down.

Video

The Adventures of Beekle: The Unimaginary Friend – Read Aloud Stories for Kids (YouTube, The StoryTime Family)

https://www.youtube.com/watch?v=alM51_iCbjI

Respond

Invite your child/children to share their understanding of the meanings of the rare words in the story, e.g. "I wonder what this word means?"

Rare words	Synonym
scary	frightening, creepy
courage	brave
imagination	images in your mind
perfect	no mistakes

Like *The Invisible boy*, this story explores the concept of friendship, being chosen to be a friend and how it feels to be excluded. Invite your child/children to share their ideas about what it means to be a friend and to identify the behaviours that support friendships. Highlight the importance of being kind to one another and discuss that when problems arise in everyday life, there are always solutions.

Extend

Use the story to initiate collaborative play between you and your child/children. This could be playing going on a holiday, at the shops, being a baker etc. Let your child/children come up with the idea.

Make a play plan by writing down their ideas to model writing for a purpose. Talk with your child/children about what they might need, how they might share materials and invite them to share their knowledge of how to play co-operatively.

Offer feedback to your child/children about the positive cooperative behaviours they use during the play, for example: 'When you explained to Maddison how to use the cash register, it helped her to serve me as the customer.' 'That was great waiting Michael, Ava was able to finish her turn and now it's your go!'