

The
Early Years Count
Literacy
Connection



Little Owl's Night

Written and Illustrated by
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Infant/Toddler edition
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Overview of Book

It's evening in the forest; Little Owl wakes up from his day-long sleep to watch his friends enjoying the night. Hedgehog sniffs for mushrooms, Skunk nibbles at berries, Frog croaks, and Cricket sings. A full moon rises and Little Owl can't understand why anyone would want to miss it. Could the daytime be nearly as wonderful? As Mama Owl begins to describe it to him, the sun comes up and Little Owl falls fast asleep.

Genre: Fiction

Vocabulary

Books are a rich source of words new to children. Here are some words from *Little Owl's Night* to introduce in your classroom:

waddle	sniff
gnaw	fog
hover	flutter
gazing	rustling
gliding	

Each time you read the book, highlight 2 or 3 words.

Use age-appropriate definitions and/or refer to the illustrations to help children understand each word's meaning.

Use the new words throughout the day, reminding children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage 1.5

Language, Literacy
and Communication
Item Q
(*Book enjoyment and
knowledge*)

Mathematics
Item D (*Number and
counting*)

Science and
Technology
Item DD (*Natural and
physical world*)

Reading Tips

This is a wonderful book for reading before quiet time. Quietly read the story aloud as if you were trying not to wake up an animal that may be asleep. Pretend to sniff the air when you read about the hedgehog sniffing around the mushroom patch. Croak like a frog and chirp like a cricket. As mama owl describes to her little owl how night comes to an end, begin to yawn and fall asleep as the story ends.

Three readings are recommended to familiarize children with the story. During each reading the adult can introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

During **Transitions** have children waddle in a row like the possums or flutter like the moths.

In **Large Group**, act out parts of the book. Children can sniff around the classroom, dance like fireflies, snore like the bear, croak softly like the frog and chirp like a cricket.

Have a stuffed owl “sleep” in your classroom during the day. During **Greeting** time, ask the children what they imagine the owl did during the night while they were home asleep.

Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Find a corner of the classroom or another good spot where a stuffed owl can sleep.

Place a basket in the **Block Area** with the animals from the story in it.

Make black construction paper and white chalk available in the **Art Area**.

Put *Little Owl’s Night* on display in the book area so the children can easily find it on their own.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These “wondering aloud” questions support children’s developing focus and attention as they encourage young children’s capacity to make connections and see possibilities.

Here are some questions you might ask for *this book*:

Why do you think Little Owl was having a wonderful night?

Why do you think turtle was hiding in her shell?

What do you think gnawing looks like?

Why do you think Little Owl loves the night forest?

*For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:***

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many children in our county will have this book at home, use it to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Little Owl’s Night* with their children. Here’s a sample message you can send:

Little Owl’s Night is a gently reassuring book about the many not-scary things that animals might do during the night while others are sleeping. Each time you read this book with your child, consider asking one or two “Why?” questions: “Why do you think turtle was hiding in her shell?” “Why do you think Little Owl loves the night forest?” This book also offers lots of descriptive, playful vocabulary words that you can weave into conversations with your child—words like waddle, sniff and gnaw; hover, flutter and fog; gazing, gliding and rustling. Enjoy!