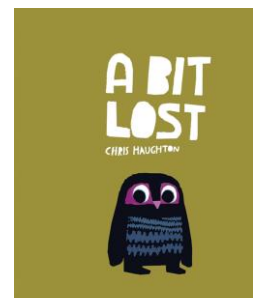


A Bit Lost by Chris Haughton

Don't worry, little friend. I'll find your mummy. What does she look like?... A friendly and kind squirrel offers baby owl some help to find Mummy owl after he had fallen out of the nest, and every page comes with a funny surprise. Will the baby owl find his mummy?

THEME: Being Brave February 2013



Key Message For Parents

Children Learn Language By Listening To It And Using It.

Learning to read and write doesn't start in kindergarten or first grade. Developing language and literacy skills begin at birth through everyday interactions – sharing books, telling stories, singing songs, and talking to one another. (*National Centre for Infants, Toddlers, and Families, 2012*)

- Early interactions between adults and babies have an amazing impact on brain development.
- Research shows that talking and reading to children in the early years has a significant effect on later language skills and that passive exposure to language such as listening to adults talking amongst themselves or watching television has very little benefit.
- Babies and children need to hear people talk to them about what they are seeing and experiencing, for their brains to fully develop language skills.

Learning Outcomes

Outcome Five: Children Are Effective Communicators.

Children learn to interact verbally and non-verbally with others for a range of purposes.

This is promoted when we

- Engage in enjoyable interactions with babies as they make and play with sounds.
- Are attuned and respond sensitively and appropriately to children's efforts to communicate.
- Listen to and respond to children's approximations of words.
- Model language and encourage children to express themselves through language in a range of contexts and for a range of purposes.

Welcome

Ask carers to write name tags for themselves and their children. (optional)

Welcome everyone, introduce yourself, remind adults to turn off their mobile phones off and also remind them that there will be time for them to chat with each other, after the story and songs.

Welcome Song

Good morning to you (sung to the tune of Happy Birthday) **or** your preferred welcome song.

Good Morning

Good morning to you

Good morning to you

Good morning everybody

And welcome to you!



Then say that today we are going to sing a song using all of our fingers – can you hide them away behind your back so that I can't see them?

Where Is Thumbkin?

Where is thumbkin?

(Keep fingers behind your back)

Where is thumbkin?"

“ “

Here I am!

(Bring the thumb to the front)

Here I am!

(Then the other thumb)

How are you today sir?

(Bend one thumb at the middle joint as if bowing to the other)

Very well I thank you

(Repeat with the other thumb)

Run away, run away

(Take one thumb behind your back and then the other)

Continue using your index finger (pointer), middle finger (tall man), ring finger (ring man) little finger (baby) and then all fingers (all men) singing;

Where are all men?

(Same as above, but use all fingers)

Where are all men?

Here we are!

Here we are!

How are you today sirs?

Very well we thank you,

Run away, Run away.

Share the *key message* with parents and thank them for coming to share this special Story Time at your library. Explain that today's story is an excellent one to share with toddlers. The plot is short and simple with a happy, safe ending. It explores the adventures of a kind squirrel and a little owl, who after falling out of his nest and losing his mum, set off to find her. Of course it's absurd that the squirrel thinks that a bear, a rabbit or a frog could be the mother of the owl. But, toddler's are developing their sense of humour and just love the ridiculous!

Book Introduction

Introduce the book by showing the children the cover. Read the title and the name of the author/illustrator.

Ask: "Do you know this creature?"

Continue "This story is about a brave little owl. Do you know what it means to be brave?"

Continue by saying, "I wonder why this little owl was brave, let's open the book to find out what happens....."

During Reading

Look at the first page together – "What do you think is going to happen?"

Draw attention to the animal silhouettes "What animals can you see?"

As you read and repeat the words: "Here's your mummy", ask the group "Is this the baby owl's mummy?"

Explore how they think the baby owl might be feeling since he can't find his mum; (sad or scared perhaps?) What about when the baby owl finds his mum – how would he be feeling now?

Look carefully at the illustrations on the last page – invite the children to *predict what might be going to happen?*



After Reading

For children to become readers and to love books, they need to understand what is being read to them?
What can the children recall from the story?

Photocopy, laminate and Velcro some pictures from the book and place them on a felt board in response to these questions:

- Who was looking for his mummy?
- Who helped the little owl?
- What animals did the owl meet along the way?
- How was the owl brave?

Sequence the characters in the right order – use mathematical language: did they meet the frog *before* or *after* the rabbit?

Song

Make some pop up puppets (as outlined in activity time) that reflect the characters in the story, using some pop-sticks, disposable cups and laminated pictures of the:

- Baby owl
- Squirrel
- Big bear
- Fluffy rabbit
- Hoppy frog
- Mummy owl

Where is...?

Where is baby owl?

(Hold the pop up puppet with the owl hidden inside)

Where is baby owl?

Here I am!

(Push the stick up to reveal the owl)

Here I am!

How are you today sir?

Very well I thank you,

Run away, Run away.

(Pull the stick down to hide the owl)



Continue by singing the names of the other story characters and make them pop up out of their cup!!

Share With Parents

As a storyteller your main aim should be to help children fall in love with books.

Try and do the following:

- Read together, read often and have fun reading.
- Snuggle up together (.
- Create a special place for books and or reading.
- Use different voices to make the stories interesting and fun.
- Visit the library often.
- Give books for presents.
- Let children see you read for both pleasure and information.
- Make reading a happy time that you can cherish.



Activity Time

Make a pop-up puppet.

You will need:

- Paper cup (or styrofoam cup)
- Brown construction paper
- Crayons, markers, or tempera paint
- Craft stick (popsicle stick)
- Scissors
- Optional: googly eyes
- Glue



Invite the children to make any creature they like.

To make the puppet: Cut a circle or oval from the white card (this will be its body). Cut a smaller circle out of strong card (this will be the head).

Draw a mouth and eyes on the head (optional - glue on googly eyes). Attach any collage you like (feathers, fabric, wool, coloured paper etc). Glue the two pieces (the puppet) onto a craft stick (popsicle stick).

Cut a small slit in the bottom of the paper (or styrofoam) cup.

Decorate the paper cup (or styrofoam cup) with markers or tempera paint.

Insert the bottom of the pop stick into the hole.

You now have your pop-up puppet, by moving the stick up and down to hide the puppet.

When completed you can sing the song and play "Where is....."

Goodbye

Conclude the session with some suggestions of books that parents might want to borrow that explore friendships and the feelings of being brave.

Maisy Goes to Hospital by Lucy Cousins

Are You My Mother by P. D. Eastman

Koala Lou I Do Love You by Mem Fox

The Terrible Plop by Ursula Dubosarsky & Andrew Joyner

Squish Rabbit by Katherine Battersby

Annie to the Rescue by Deborah Niland

Goodbye Song

Depending on the size of your group, you may wish to insert each child's name in the last line rather than 'library friends' as it develops a more personal relationship between yourself, the child and the family.

Goodbye sung to the tune of; (*Here We Go Round the Mulberry Bush*) **or** your preferred choice.

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.....)