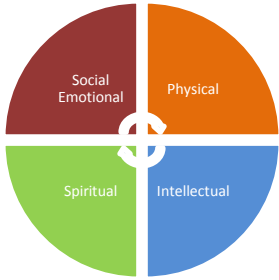


Using Children’s Literature to Supporting Learning in Developmentally Appropriate Ways



Book Title: *Owl Babies* by Martin Waddell

Age: Infant Toddler Preschool-Aged

(check as many as apply)

Which areas of holistic development does this book support?

(check as many as apply)

Intellectual Physical

Social Emotional Spiritual

Essential Learning Experiences: (Which specific experiences does this book support? Most books will support many different experiences so identify your focus.) **Note:** The ELE are for preschool aged children but knowledge of child development can allow educators to consider the earliest experiences that will support children’s eventual development in the areas.

- Social Emotional
 - Separating from Family without Distress
 - Identifying and Regulating Emotions
- Intellectual
 - Solving Problems
 - Exploring Time

Vocabulary: (Identify new words or phrases to introduce to children. When and how will you introduce the vocabulary and provide a way for children to experience/discover the meaning(s) in an active and developmentally appropriate way?)

- **Soon** Introduce time concepts – of **soon** and **after** and provide opportunities for children to experience what these mean in authentic and meaningful ways – after snack we will go outside, soon we will wash and have lunch. Hearing the words used repeatedly in context will allow the children to begin to form understandings of these time concepts.
- **Emotion words such as Happy, Sad and Brave-** “**Brave**” is used in the book but may be too complex for infants and toddlers–focus on happy and sad as early emotion words– the owls were happy when they saw their mom, they were sad when she was not there. Label the emotions throughout the day for children to support them to build an understanding and connect to their own experience.

Opportunities for Exploration and/or Representation: (materials to create an invitation, representing ideas)

- Provide feathers for children to explore with their senses. You can brush the feather on the skin of young children while older children can explore more independently.
- Provide photos of adult and baby animals to view. Some children may be ready to add words to identify the animals, others may be ready to match the baby to the mother and some may

Using Children's Literature to Supporting Learning in Developmentally Appropriate Ways

simply enjoy viewing the photos and being introduced to the new words provided by the educator to describe the photo.

Opportunities to Extend: (Ideas from the book based on interests of the children such as questions to encourage exploration, outdoor experiences, cultural connections, family engagement)

- Play peek a boo with young babies. This helps them to develop object permanence or the understanding that something still exists even if it cannot be seen.
- Post photos or have non-breakable photo frames at the children's height featuring the child's family. Allow them to view photos as they wish or carry them around. Reassure the child that they are loved and who will be picking them up – that they will be back.
- Offer props for children to incorporate into their play that provide opportunities to explore the parent/caregiver-child relationship. Example could include baby dolls in the dramatic play centre, small plastic animals that can be used in the block centre or other areas
- Are there owls in your community? What other birds are prevalent in your local area? Is there an opportunity for the children to view a bird(s) up close? Can they observe what birds eat? What sounds they make? Watch them fly etc.?
- Have children pretend they are flying. Provide a small raised area for children to jump off to launch into flight (if developmentally appropriate for age and skills of the children).

Cultural Connections/Considerations

- Many cultures have their own set of beliefs, attitudes and values regarding animals. Be open and responsive to possible positive or negative connotations that may be attached to animal stories. Ensure that you allow for the variety of beliefs and that your own do not impose your own on children or families.

