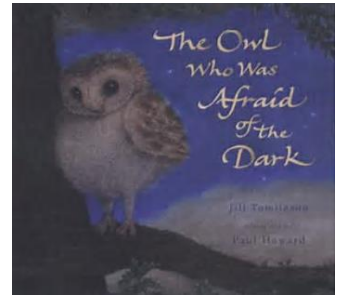


# The Owl who was Afraid of the Dark

## Jill Tomlinson



### Core Lesson 1

Listening, talking and discussion on the book.

### Resources needed

The Owl who was Afraid of the Dark books

Pencils

Owl outline pupil page

### Lesson Introduction

Discuss the title of the story, the author and the illustrator. What do each of these people do?

Use the front cover of the book and discuss with the children what they predict the novel will be about from the title and picture.

### Lesson Activity

(Before reading any of the novel) After a group discussion each child will be given an owl outline and they will write inside the owl what they like about the dark and outside the owl what they dislike about the dark. Feedback their thoughts to the group.

Read through the extract (pages 1-3) and allow the children to read aloud/ follow you with their book if they wish to. First discussion will be about typography specifically the use of capital letters. Punctuation should also be pointed out, particularly the exclamation marks and speech marks.

Read further on in the book (up to p6, before the old lady) Discuss if the children agree with the little boy that dark is exciting because of the fireworks. Do they enjoy fireworks? Can they guess what time of the year it is? What new things has Plop learned about the dark?

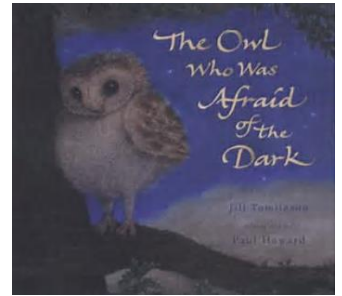
### Experiences and Outcomes covered

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes LIT 0-01b/LIT 0-11b*

*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*

# The Owl who was Afraid of the Dark

## Jill Tomlinson



### Learning Statements

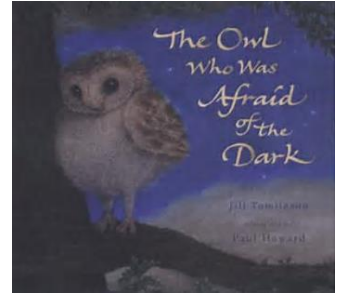
- I can make predictions about what might happen next.
- Typography- I can recognise and begin to identify different ways of presenting text in print. (Italics, bold, font)
- Mood/Atmosphere – I can, when prompted, talk about what the character is feeling from the writer's choice of words.
- I can begin to identify the purpose of the text.
- I can attempt to give a simple opinion on the success of the text.

### Assessment

- Is Plop a night bird or a day bird?
- Why do you think owls are never afraid of the dark?
- Why do you think Plop's mum wants to help him?
- How do you think Plop's mum is feeling?
- How do you think the author will describe the dark as exciting?
- Do you want to read the rest of the story? Why?

# The Owl who was Afraid of the Dark

## Jill Tomlinson



### Core Lesson 2

Writing a poem about fireworks night.

### Resources needed

The Owl who was Afraid of the Dark books

Pencils

### Lesson Introduction

Group discussion to recap over the story so far and what they children like and dislike about the story.

Have a group discussion about being at a fireworks night. Using flipchart sheet record things that the children see, hear, touch, taste, smell, feel and wish. The children have to then create a sense poem about fireworks using the senses to start each line ie I see..., I hear..., The children can do this as a class, looking for words that rhyme with the senses.

### Lesson Activity

Making predictions:

Tell the children the name of this next part of the story –Dark is Kind. How do they think the author will explain that dark is kind? What kind of character could be used to say that dark is kind?

Read through the extract (part of the story about the old lady) and allow the children to read aloud/look at the book if they wish to.

Discuss if the children agree with the old lady that dark is kind. What new things has Plop learned about the dark?

### Experiences and Outcomes

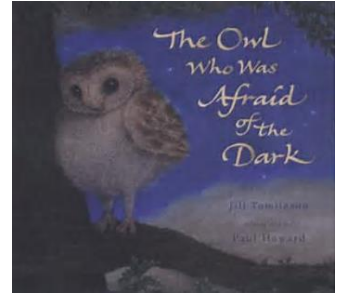
*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways LIT 0-09b/ LIT 0-31a*

### Learning Statements

- I can make predictions about what might happen next.
- I can recognise rhyming words and/or sounds.
- I can contribute to group discussions.
- I can share my thoughts and experiences.

# The Owl who was Afraid of the Dark

## Jill Tomlinson

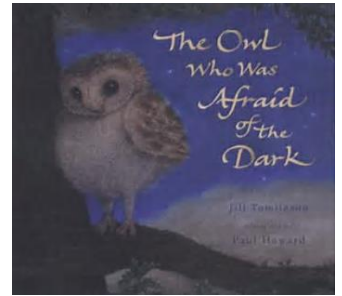


### Assessment

- What does the dark help to forget according to the old lady?
- Do you think the old lady enjoyed the owl's visit? Why?
- Have you ever felt scared or lonely in the dark?
- If you feel lonely in the dark the old lady said you should remember good things. What memories would you remember in the dark?
- Do you ever go and visit an old person? How does it make you feel? How do you think it makes them feel?

# The Owl who was Afraid of the Dark

## Jill Tomlinson



### Core Lesson 3

Listening, talking and discussion on the book.

### Resources needed

The Owl who was Afraid of the Dark books  
Pencils  
Jotters

### Lesson Introduction

Group discussion to recap over the story so far and what they children like and dislike about the story.

Discuss how Plop is afraid of the dark. Have discussion and encourage the children to discuss what their fears are. Then they children have to write about their fear, what makes it so frightening, how does it make them feel and how could they get over their fears?

### Lesson Activity

Tell the children the name of this part of the book is –Dark is Fun. How do they think the author will explain that dark is fun? What kind of character could be used to say that dark is fun?  
Read through the extract and allow the children to read aloud if they wish to.

Discuss if the children agree with the Boy Scout that dark is fun. What new thing has Plop learned about the dark?

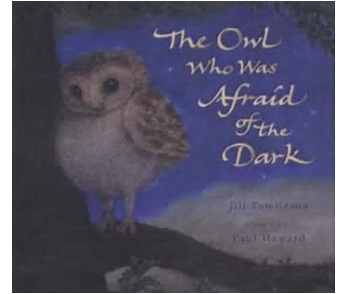
Read the next part of the book with the little girl.

### Experiences and Outcomes

*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*

# The Owl who was Afraid of the Dark

## Jill Tomlinson



### Learning Statements

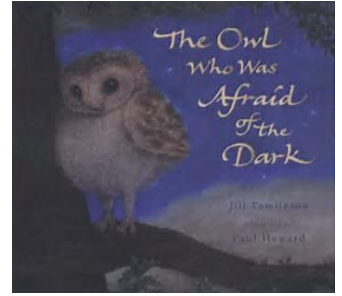
- I can make predictions about what might happen next.
- I can use adjectives to describe my emotions.
- I can contribute to group discussions.
- I can share my thoughts and experiences.

### Assessment

- What do you call animals that only come out at night?
- Do you know of any other animals that come out at night that the lady did not mention?
- Why do you think Plop would not tell the lady he was afraid of the dark?
- How do you think knowing that there are other night animals will help Plop not be afraid of the dark?
- How do you think the author would describe dark as fun and necessary?

# The Owl who was Afraid of the Dark

## Jill Tomlinson



### Core Lesson 4

Listening, creative talking.

### Resources needed

The Owl who was Afraid of the Dark books

Pencils

Jotters

### Lesson Introduction

Group discussion to recap over the story so far and what they children like and dislike about the story. The children have to make a list of all the people that Plop has met so far.

### Lesson Activity

Tell the children the name of this extract –Dark is Wonderful. How do they think the author will explain that dark is wonderful? What kind of character could be used to say that dark is wonderful?

Read through the extract and allow the children to read aloud if they wish to..

Read to the end of the section about the wonderful dark. Discuss if the children agree with the man that dark is wonderful. What new thing has Plop learned about the dark?

Describe what constellations are and ask them to draw their own constellation and name it?

### Experiences and Outcomes

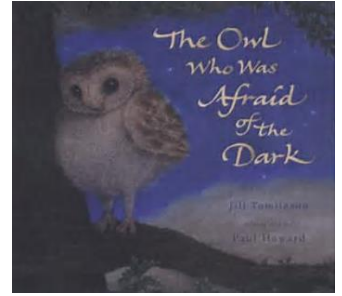
*I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b/lit 0-31a*

### Learning Statements

- I can make predictions about what might happen next.
- I can be creative and imaginative.
- I can contribute to group discussions.
- I can share my thoughts and experiences.

# The Owl who was Afraid of the Dark

## Jill Tomlinson



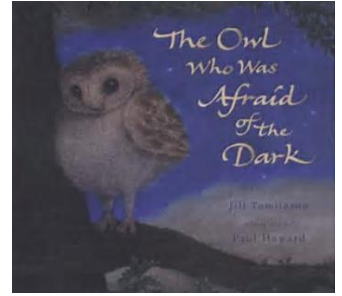
### Assessment

- What is a telescope for?
- Why might they not be able to see a lot of stars?
- Why does the man think it is odd that Plop doesn't like the dark?
- Do you think Plop is excited about the stars?
- Do you agree with the man that dark is wonderful because you can see the stars? Why?



# The Owl who was Afraid of the Dark

## Jill Tomlinson



### Core Lesson

Active listening and discussion techniques.

### Resources needed

The Owl who was afraid of the Dark books

Pencils

Jotters

### Lesson Introduction

Group discussion to recap over the story so far and what they children like and dislike about the story. How will the story end? What will happen to Plop?

### Lesson Activity

Read through the rest of the story, allowing the children to read aloud if they wish to.

Have a discussion with the children to decide which was their favourite part of the book, which bit described the darkness the best and can they decide why they like it the most?

Can they draw the character from the section of the book they liked the best. Put key words on the board and the children can label the parts of their pictures ie tree, owl, man, lady, girl, fire,

### Experiences and Outcomes

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

### Learning Statements

- I can share my likes and dislikes.
- I can be creative and imaginative.
- I can contribute to group discussions.
- I can share my thoughts and experiences.

### Assessment

- When did Plop wake up?
- Where did Plop and the cat go to watch the stars?
- What word would you use to describe the dark to someone that was scared?

# The Owl who was Afraid of the Dark

Jill Tomlinson

