

The
Early Years Count
Literacy
Connection



**A Little Like
Magic**

Written and Illustrated by
Sarah Kurpiel

Preschool edition

Overview of Book

The girl in the story doesn't want to go. She doesn't like the cold, being in crowds or anywhere that is new. But she goes with her mom not once, but twice. It's the second time she first realizes there may be a little magic after all.

Genre: Picture

Vocabulary

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

whirring
familiar

sculptor
glisten

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

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

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

**Connecting with the
HighScope Curriculum**

COR Advantage

Approaches to Learning
Item A
(Initiative and planning)

Science & Technology
Item EE
(Tools and technology)

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

Reading Tips

Read at a slow, steady pace. After the first few pages ask, "What do you notice about the girl?" As she and the others watch the ice sculptors ask, "Why do you think all the people are there?" Later when she drops her toy horse ask, "What do you think will happen when she realizes she lost her toy?" As she and her mom gaze at the ice foal ask, "Why do you think the girl decided making the ice sculptures was worth it now?" At the end, make sure everyone sees the drawing of the seasons changing. Ask, "What do these pictures mean?" This can open a discussion about how the illustrator shows time passing.

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to 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.

Use ice cubes as drawing or building material at **Small Group Time**.

Play “sculptures” (freeze dance) and then use wax paper sheets to “ice-skate” for **Large Group Time**.

At **Greeting Time**, make a list of the animal ice sculptures. Choose from the list to move as for **transitions**.

Around the Room

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

Add clay or playdough and sculpting tools to the **Art Area**.

Add tools to the **Block Area**. Bring them outside as well.

Have ice cubes in the **Sand and Water Area**.

Post photos of real ice sculptures in the **Book Area** for children to see as they enjoy the story again.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *A Little Like Magic*:

What was your favorite part of the story?

Which ice sculpting tool would you want to use? Why?

Have you ever lost something like the girl in the story? What did you do?

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

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@ Home

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

As you and your child read this story, ask, “Do you like heavy coats? Do you like itchy hats? Do you like boots that don’t let you bend your ankles? What about cold wind?” Talk about what your child has in common with the girl in the story. Notice when she drops her toy horse. Ask, “Oh- she dropped her little horse. What do you think she will do?” After they return to see the finished ice sculptures, and later when she is thinking about the ice sculptures say something like, “What would you say to her if you could be her friend?” Talk about how we keep memories safe, which is a little like magic!