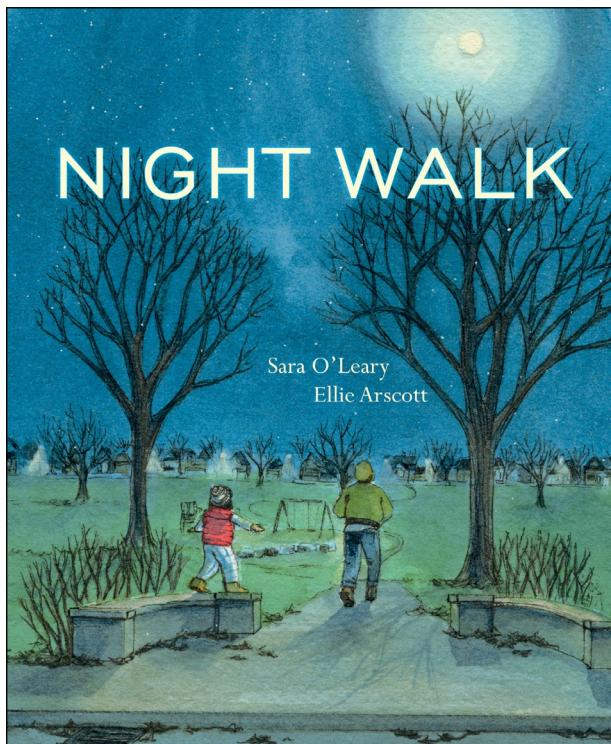




GROUNDWOOD STUDY GUIDES

Night Walk

*Written by Sara O'Leary
Illustrated by Ellie Arscott*



A child explores her neighborhood on a late-night walk with her dad, finding delight and comfort in moments of quiet and the warm windows into other people's lives.

CURRICULUM CONNECTIONS

Ages 3 to 7 / Grades PreK to 2

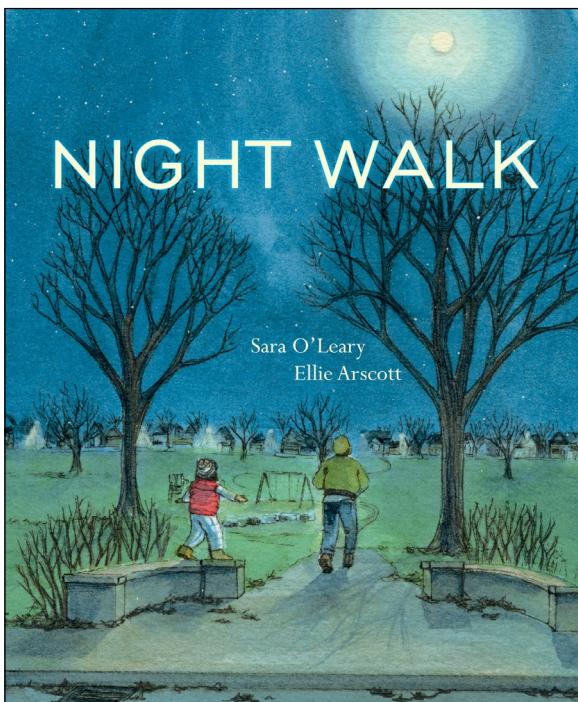
JUVENILE FICTION / Lifestyles / City & Town Life; Language Arts; Social studies

Full-color illustrations throughout / 8.25 x 10 / 32 pages

Hardcover with jacket / \$18.95 / 978-1-55498-796-2

Ebook / 978-1-55498-797-9

groundwoodbooks.com



BOOK DESCRIPTION

When a little girl can't sleep one night, her dad asks if she'd like to go for a walk. They tiptoe through the silent house and step out into the dark.

It's strange and exciting to be out so late. Walking down the street, the girl can see inside the lit-up windows of apartment buildings and houses where people's lives are unfolding. Kids are having a pillow fight in one house, while a family has gathered for a festive meal in another. She and her dad reach the still-busy shopping area, walking past restaurants and enticing store windows, then stop for a tranquil moment in the park before returning home.

Sara O'Leary has captured a child's nighttime wonder as she explores her neighborhood and comes to the comforting realization that she belongs. Ellie Arscott's illustrations, luminous and rich in color, perfectly complement the story.

DISCUSSION QUESTIONS FOR STUDENTS

BEDTIME

- What does your bedtime routine look like? Is it different from your friend's routines? Do you have a different bedtime routine if you are going from one parent's home to another home?
- What do you do when you can't sleep? How do you feel when you can't sleep?
- What helps you relax and unwind?
- What are some reasons you might have trouble sleeping?
- Do you sleep differently at different times of year or in different seasons? Do you sleep differently if you are in a new place?
- What makes you feel safe? Who makes you feel safe?
- How is your nighttime routine different from your daytime routine?
- What do you think kids one hundred or two hundred years ago did to go to sleep? What do you think they did if they couldn't sleep?
- What do kids around the world do to help them fall asleep? How is it the same from what you do? How is it different?

NEIGHBORHOOD

- What is community?
- What do you like about your neighborhood?
- Who is a part of your neighborhood? What places make up the parts of your neighborhood?
- What makes a good neighbor?
- Who are the helpers in your community?
- What would you change about your neighborhood?
- What do you see in your night sky?
- What creatures do you find at night in your neighborhood?

SOCIAL STUDIES CURRICULUM LINKS

Here are some parts of the social studies curriculum that can be employed while reading and discussing *Night Walk* with students.

GRADE 1

- A. Our Changing Roles and Responsibilities
- B. The Local Community

What Is a Community?

- Communities have natural and built features and provide services that help meet the needs of the people who live and work there
- A community consists of different areas, each of which has a specific layout and characteristics

Discussion Questions

- How would you describe the park nearby? What makes a park a park? Are there things that all parks have?

Activities

- Use elements of maps to help them extract information when reading or when constructing maps.
- Construct and use pictographs and maps.
- Use relative location, relative distance and relative direction to locate significant places in their community.
- Describe some of the ways in which people's roles, relationships and responsibilities relate to who they are and what their situations are, and how and why changes in circumstances might affect people's roles, relationships and responsibilities as well as their sense of self.
- Identify some of the significant people, places and things in their life, including their life in the community, and describe their purpose or role.
- Demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience.

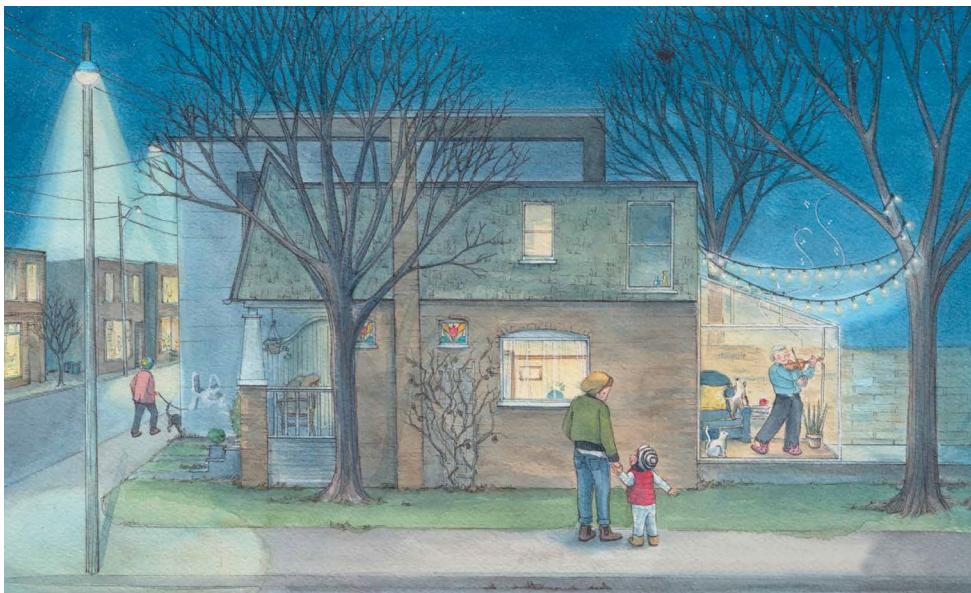
- Describe some of the ways in which people make use of the natural and built features and human services in the local community.
- Identify some services and service-related occupations in their community.
- Demonstrate an understanding of some common non-standard units of measurement (i.e. footsteps, blocks, houses, buildings).
- Demonstrate an understanding of the basic elements of a map when reading and constructing simple maps showing places that are significant to them.

GRADE 2

- A. Changing Family and Community Traditions
- B. Global Communities

Discussion Questions

- How does an understanding of unique individuals and groups help us appreciate the diversity in our community?
- Identify and locate physical features from selected communities around the world and describe some aspects of people's ways of life in those communities.
- Develop ability to use appropriate elements of maps to help extract information.
- Compare ways in which some traditions have been celebrated over multiple generations in their family.



- Compare their family's structure and some of their traditions with those of their peers' families.
- Compare some of the past and present traditions and celebrations of different ethnocultural groups in their local community.
- Formulate questions to guide investigations into some of the past and present traditions and celebrations in their own family and communities.
- Compare selected communities from around the world, including their own community, in terms of the lifestyles of people in those communities and some ways in which the people meet their needs.
- Analyze and construct simple maps to determine and illustrate patterns in the interrelationship between the location of some communities and human activities in those communities.
- Demonstrate the ability to extract information on the location and climate of a region from photographs and print, digital and/or interactive maps.
- Describe similarities and differences between their community and a community in a different region of the world.



Build Your Own Night Walk Neighborhood

Draw the home where you live or your favorite building in the neighborhood, just like in the book!

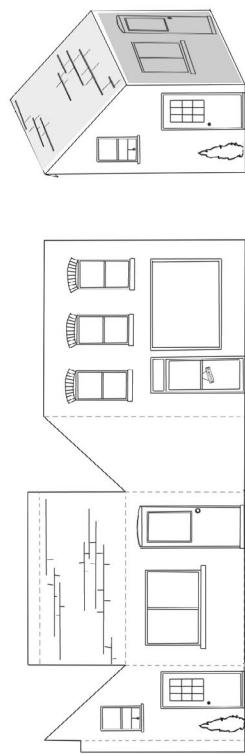
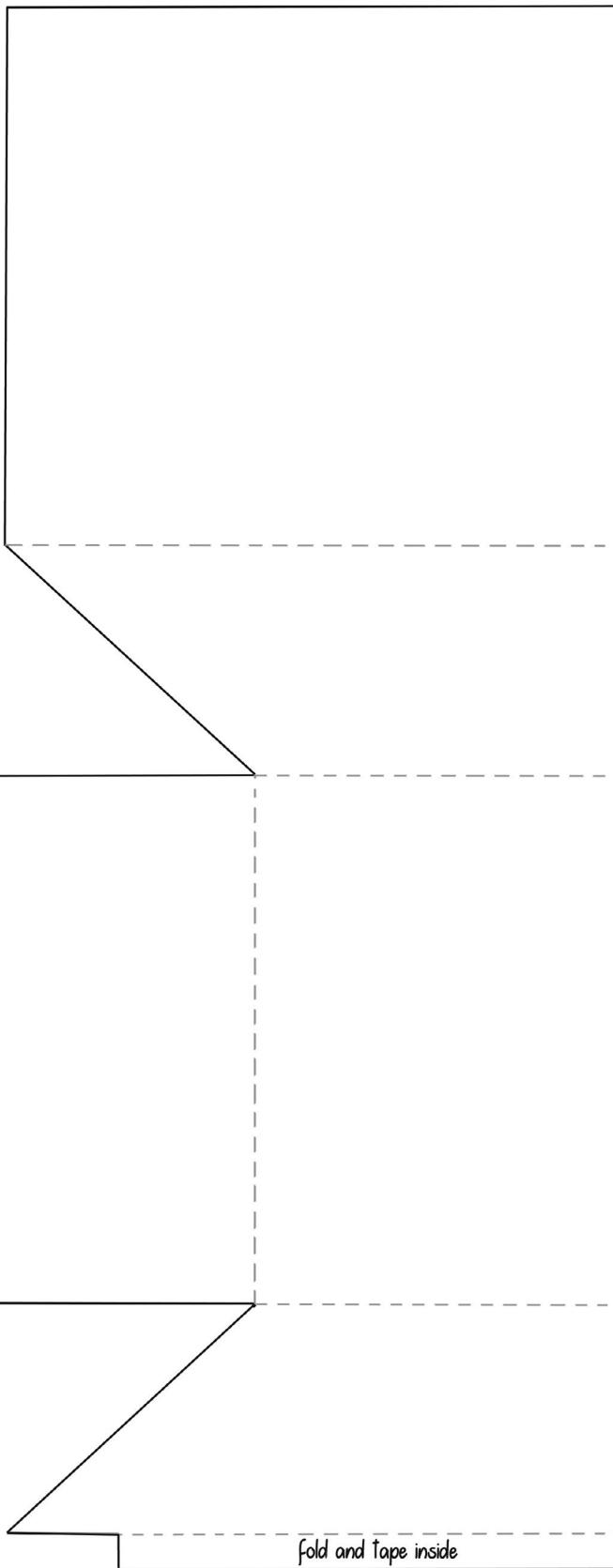
- 1- print this page on paper or cardboard.
- 2- draw and color your house or favorite building on the sides of the structure.
- 3- cut out, fold and tape. Voilà! You have a finished structure!
- 4- place it in your neighborhood creation.

fold this flap over outside of wall

fold lines

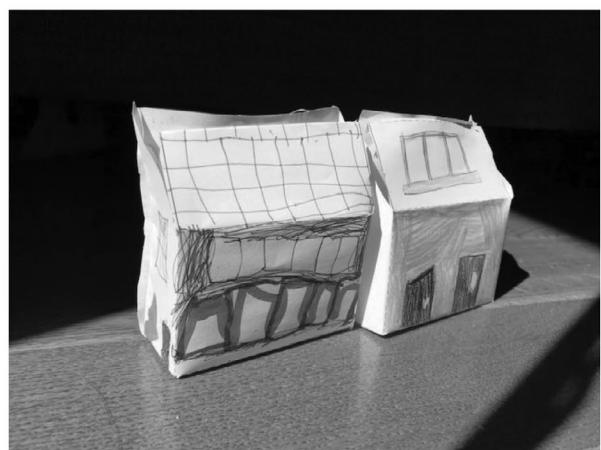
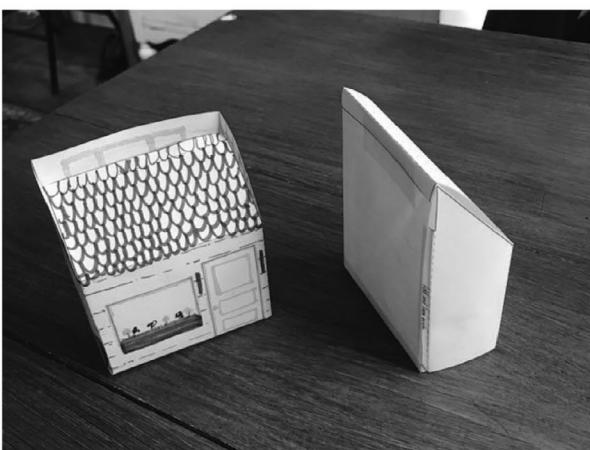
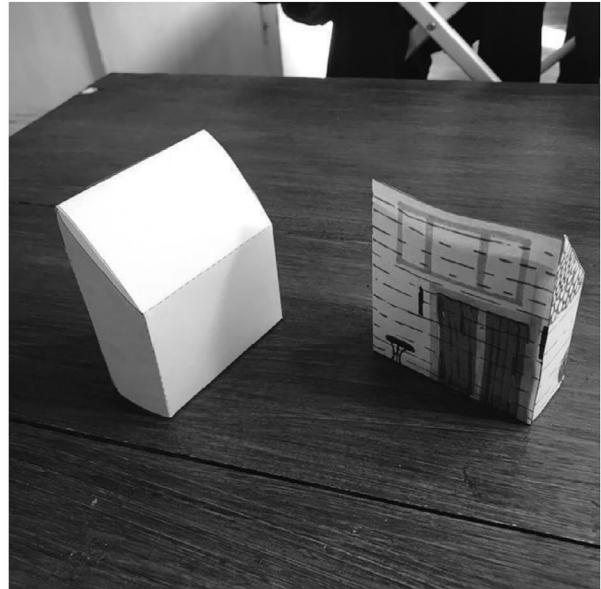
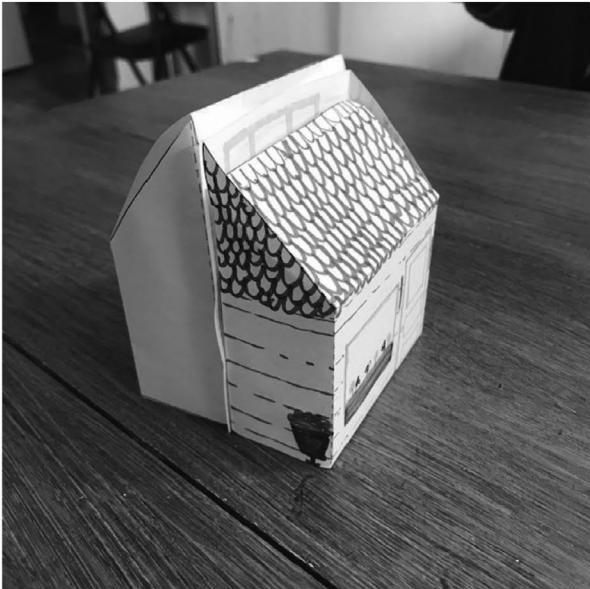
cut lines

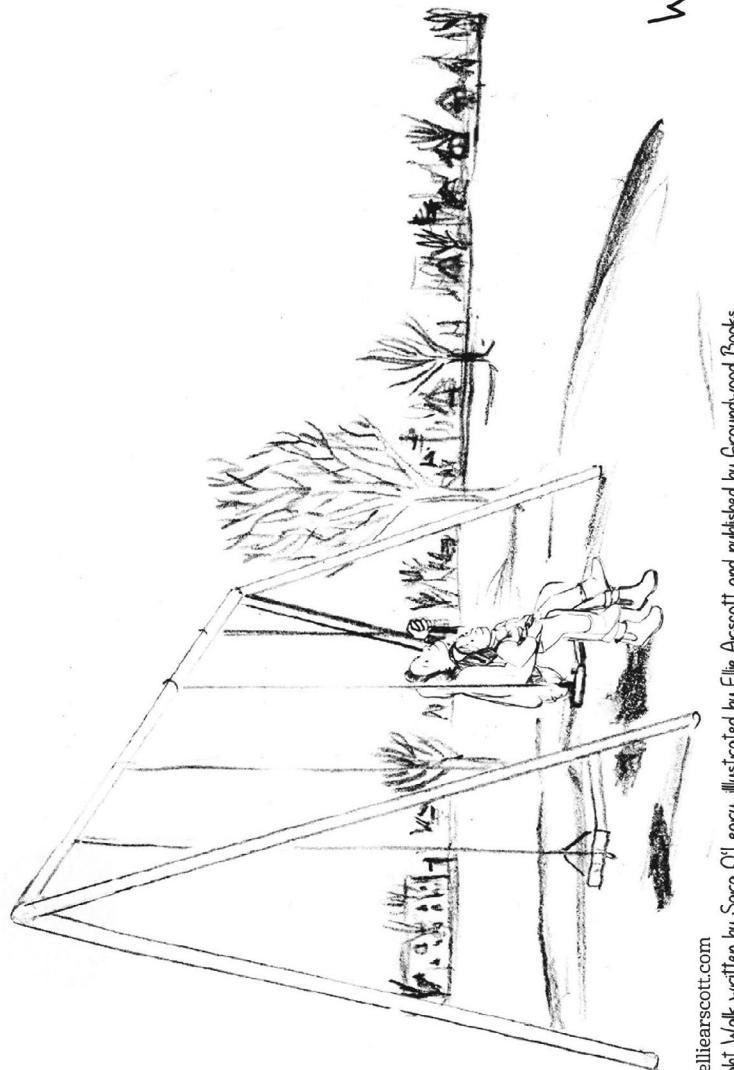
fold and tape inside



sample suggestions

BUILDING ACTIVITY EXAMPLES

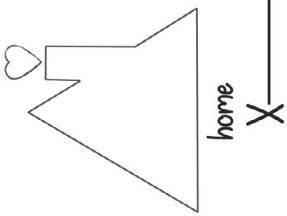




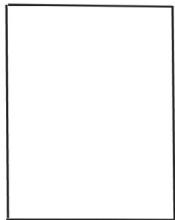
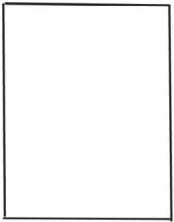
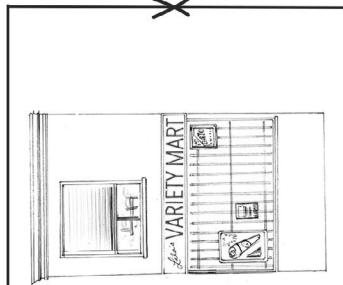
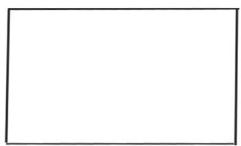
What does your sky look like at night?

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Night Walk written by Sara O'Leary, illustrated by Ellie Arscott and published by Groundwood Books.

Let's map your Night Walk neighborhood!

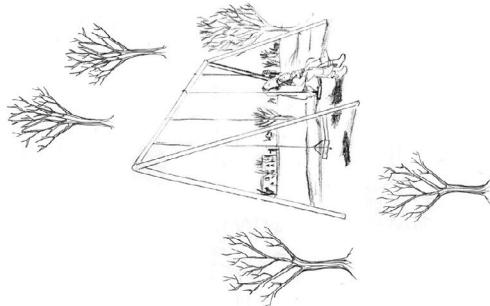


home



Map Key

- home
- school
- candy store
- my friend's home
- favorite park
- icecream shop
- library
- grocery store
-
-



AUTHOR AND ILLUSTRATOR BIOGRAPHIES



Sara O'Leary is a writer of fiction for both adults and children. Her highly acclaimed picture books include *Percy's Museum*, illustrated by Carmen Mok; *Night Walk*, illustrated by Ellie Arscott; *A Family Is a Family Is a Family*, illustrated by Qin Leng (USBBY Outstanding International Books); and *Maud and Grand-Maud*, illustrated by Kenard Pak. She has also written *This Is Sadie* (adapted for the stage for New York City Children's Theater) and the award-winning series of Henry books, all illustrated by Julie Morstad. Sara writes for children's animation and teaches at Concordia University in Montreal.



Ellie Arscott has been sharing her love of color and paint with a wide range of clients for twenty years. She has painted scenic art for Toronto's Young People's Theatre and the National Ballet of Canada, and she has worked with the Toronto District School Board creating mural projects with schoolchildren. This is her first picture book.