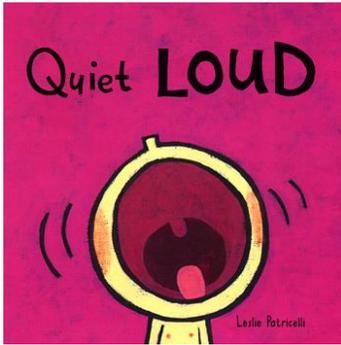




SEEDS for Story Time

Promoting Social Emotional Development Through Books



Quiet LOUD

By Leslie Patricelli

Quiet LOUD is all about noises. Many examples of quiet and loud noises, animals, places, and objects are provided in this boisterous book of opposites. Sniffles are quiet, but sneezes are loud. The illustrations and repetitive text will have all children 'reading' along while using quiet and loud voices. (Ages 1-3)

Introducing this book to young children:



CLL2.4a

Before reading the book, discuss quiet and loud and what each one means. Demonstrate the difference in the sounds by having pots, pans, and drums for the children to bang loudly. Whisper to demonstrate quiet. Ask the children if they can think of something that is quiet and something that is loud. Tell them that you are going to read a book about things that are quiet and loud. Show children a few of the pictures in the book and ask them to guess whether they think the page shows something that is quiet or loud. Then tell them that you are going to read the book to find out! While reading the book, change the volume of your voice to model quiet and loud voices. Encourage children to whisper or shout out along with the text.



CLL5.4d

Have pictures of various animals or use toy animals. Show children the pictures/objects and see if they can name the animal and the sounds they make. Ask the children if they think the sound the animal makes is quiet or loud. For example, do they think a lion's roar is quiet or loud? Do they think a bird's chirp is quiet or loud? Have the children make the sounds of the animals being quiet or loud. Make a list of the quiet and loud animals using pictures and words so the children can identify the animals and sounds. You could also use Velcro or tape so the children can place the animals on the quiet or loud side of the chart.



SED2.4b

Create a classroom Quiet LOUD book with the children that includes daily routines and activities. Encourage the children to think of all the different activities and things they do during the day. Help toddlers participate by listing the activities/schedules and then talking about whether those activities are quiet or loud. Ask questions such as "while we are playing outside, are we quiet or loud?" Take pictures of the children during each part of the routines/schedule. Take pictures of objects/people/pets in the classroom/school that make quiet and loud sounds to include in the book.

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Repeated readings of the same book provides opportunities for infants and toddlers to develop a sense of competence and confidence. Children learn to point at and label pictures, turn pages, discuss the story, and make predictions of what will happen next, while learning new words and relating the story to their own experiences. Read *Quiet LOUD* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.



GELDS Activity Spotlight

Group Time

Sing the following to the tune of “London Bridge”:

When I point to you, say your name,

say your name, say your name.

When I point to you, say your name,

because we’re glad you’re here!

Point to a child and have that child say his/her name. Encourage children to say their name loudly and then quietly. Continue singing until all the children have had their names called.

SED1.1b

Outside

Invite the children to select an instrument. Explore “outdoor sounds and indoor sounds.” Have the children play loudly during outdoor time and quietly indoor time. **SED2.3b**

Centers

Give each child a paper towel tube to talk through. Make quiet, loud, squeaky, silly sounds for children to imitate. Select a leader to make the sound for other children to imitate. **APL3.1d**

Focus on Family

When the class-made Quiet LOUD book is complete, read it often and then put it in the book area for children to look at and talk about. Invite families to “check out” the book and take it home to read. Make multiple versions as appropriate. Encourage families to create their own Quiet LOUD book. Make supplies (ex: construction paper, tape, crayons/markers, etc.) available for families near the “check out” area. **SED2.4b**

