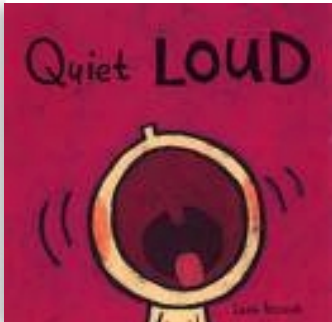


Book Nook

Using Books to Support Social Emotional Development



Quiet LOUD

by Leslie Patricelli
Candlewick Press

Quiet LOUD is a book about noises! The book provides many fun examples of quiet and loud noises, places, objects and animals (whispering is quiet and screaming is loud; turtles are quiet and monkeys are loud). The illustrations and the simple and repetitive text will encourage children to “read” along while using their quiet and loud voices! *Quiet LOUD* is also available in Spanish, “*Silencio Ruido*” and in Braille. (Ages 1-4)

Examples of activities that can be used while reading *Quiet LOUD* and throughout the day to promote social and emotional development:

- Before reading the book, have a discussion about 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.
- Have the children practice quiet and loud while singing a familiar song like the good morning song. They can sing it quietly (whispering) the first time and then sing it loud. Audiotape the children as they sing and then play it back to see if they can hear the difference in the quiet and loud versions of the song. Ask if they like singing the song in a quiet voice or a loud voice. Try singing other favorite songs like “If you’re happy and you know it.” Sing one verse in a quiet whisper and then sing it in a loud voice.
- Have pictures of various animals or 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 so the children can place the animals on the quiet or loud side of the chart.
- Ask children how they feel when they are doing something quiet or loud. For example when they are banging on pots and pans they may feel happy or excited. When they are coloring, they may feel quiet, thoughtful or creative. When they are happy or excited, they might yell and laugh in a really loud voice. When they are sad, they might cry quietly. Ask the children what they do when



something is too loud? Do they put their hands over their ears? What about when something is too quiet? Do they say “I can’t hear,” turn their ears toward the sound or move closer to the sound? Try playing music that is quiet and then loud and see how the children react. Point out their reactions to the sounds (covering their ears or moving closer to the music to hear better). Children can also clap along with the quiet and loud music.

- 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 taking naps, are we quiet or loud? When the babies are sleeping, are we quiet or loud? When we play on the playground, are we quiet or loud?” Once the children have thought about the routines of the day and whether they are quiet or loud, take pictures of the children during each part of the routines/schedule. Go around the center/school and take pictures of objects/people/pets that make quiet and loud sounds to include in the book. When the book is complete, read it often and then put it in the book area for children to look at and talk about. Allow children to “check out” the book and take it home to show their families.
- Point out quiet and loud sounds as they happen during the day. Involve the children in determining whether they are quiet or loud noises.

Reading the same book for several days in a row is a great way to provide opportunities for infants, toddlers, and preschoolers to develop a sense of competence and confidence, which is an important part of social and emotional development. They become able to turn pages, point at and label pictures, talk about the story, predict what will happen next, learn new vocabulary words, talk about their own experiences in relation to the story and even make up their own story! Try reading *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.

Quiet and Loud

Transitions: Before one of your daily transitions, remind the children about the quiet and loud sounds you have been talking about since reading the *Quiet LOUD* book. Try having the children make quiet and loud voices/sounds during transition times. For example, have the children sing the clean up song in loud voices or quiet voices. When lining up to walk down the hall, ask the children what they can do to walk quietly down the hall. When lining up to go outside, have the children walk like an elephant (big, loud, stomping steps) or walk quietly like a little bird or mouse. Refer back to the list of loud and quiet animals from the activity suggested above.

Music/Movement: Provide various musical instruments that make different sounds (tambourines, drums, maracas, sticks and shakers) so the children can experiment with different quiet and loud sounds. Encourage the children to make loud sounds with the instruments like the sounds they read about in the *Quiet LOUD* book. Then try making soft, quiet sounds. Ask them to try making various sounds like: rain, thunder, elephants walking, horses running, mice running, fire truck sirens, snow falling or wind blowing. As they try making the different sounds, talk about whether they are quiet or loud. If you don’t have instruments, children can make their own by filling coffee cans with rice, beans or pebbles (all of which will make different quiet and loud sounds). Have a parade around the room or outside. The children can play their instruments quietly or loud!

Outside: Tell the children before you go outside that you are going to play some quiet and loud games just like the sounds in the *Quiet LOUD* book. Pretend to be barking dogs, flying airplanes or play chasing games. Put pots, pans and sticks in the sand box for banging. Tiptoe quietly back to the classroom after outside play is over.