

# The Early Years Count Literacy Connection



## Baby Sounds

Illustrated by  
Joy Allen

Infant/Toddler edition  
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### Overview of Book

The happy baby in this book experiences all the sounds of a day, from morning til night time. The baby is surrounded by friends, family and opportunities for play and exploration. The illustrations on each page provide conversation starters, are useful for naming objects, and offer a starting point for putting together a story of a day.

Genre: Non-fiction

### Vocabulary

Books are a rich source of words new to children. Here are some words from *Baby Sounds* to introduce in your classroom:

phone	keys
park	swing
bath	kiss
pots and pans	

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

Use age- appropriate definitions and/or refer to the illustrations to help children understand each word's meaning.

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

### Connecting with HighScope Curriculum

#### COR Advantage 1.5

Creative Arts Item Y  
(Music)

Creative Arts Item AA  
(Pretend Play)

Language, Literacy,  
and Communication  
Item N (Phonological  
Awareness)

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

### Reading Tips

Move slowly through the pages and pause to see what draws baby's attention. This is a small board book, perhaps best used an individual read. See what the baby looks at and then use that to start your conversation. Each page has many different sources of sounds in a baby's world, so there are many 'conversation' starters. Make the sounds that match the illustrations and have fun exploring.

Three readings are recommended to familiarize children with the story. During each reading the adult can 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.

Throughout the day, draw the children's attention to the sounds around them. Remind them to "listen," and model how to do that. Watch for the child's focus and name what that child might be listening for.

At **group time**, play some listening games where you play a sound and together guess what that sound might be. Bring in some pots and pans and have fun making "music."

### **Around the Room**

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

Consider "sound" as a sensory experience—how are you inviting children to experience a range of sounds? Do children have the opportunity to create and control the level of sound they are hearing?

The baby in the book moves through the day experiencing sounds along the way. Look to your room for opportunities to clang pots and pans, hear birds and animals, pretend to move in a car or talk on the phone.

### **Open-ended Questions**

Enhance active engagement and early critical thinking skills by asking open-ended questions. These "wondering aloud" questions support children's developing focus and attention as they encourage young children's capacity to make connections and see possibilities.

Here are some questions you might ask for *this book*:

- What sounds do you hear when you are in your bed?
- Where will the baby and the mommy drive in their car?
- I wonder why those babies are smiling at each other?
- What are the baby ducks saying to their mama?

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

website—  
[www.famconn.org](http://www.famconn.org)

Facebook—  
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—  
574-237-9740

### **@ Home**

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

We've been enjoying the new book *Baby Sounds* and hope that you and your child have too. Some of the new words in the book that we've been talking about are "pots and pans," "park," and "kiss." Throughout the day, we pay attention to the sounds that your child is interested in, we name those sounds and encourage your child to create his or her own sounds. As you move through your day with your child, point out some of the sounds around you and have fun together creating new sounds and recreating what you hear. Happy reading—and happy sound making!