

This book has toddler-friendly images and scenarios related to things that are quiet or loud. The words “quiet” and “loud” are repeated throughout the book. This provides opportunities for children to actively listen for these key words and to practice attending to the words in a story.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Attend to, understand, and respond to communication

Teachers will:

- ◆ Use gestures and/or visual supports to encourage listening

TEACHING TIP

Many people wonder whether using gestures or sign language with children can slow down the progress of language development. In fact, gestures or signs that pair to spoken language are ways to reinforce words for children and can make it easier for children to learn new words. You can almost think of the gestures as ‘highlighters’ that help young children pay attention and remember key words, ideas, and information.

1. INTRODUCE

- ◆ “I’m going to read this book, *Quiet LOUD*. When I’m reading, you listen for some special words – *quiet* and *loud*.”

2. READ THE BOOK

- ◆ Before reading, introduce and demonstrate the gesture for “quiet” and for “loud.”
- ◆ During reading, prompt children to use the gesture when the word “quiet” or “loud” appears in the book.
- ◆ Reinforce their use of the gestures in response to the book.

Use Gestures and/or Visual Supports to Encourage Listening

Introduce words and gestures: “Listen for the words ‘quiet’ or ‘loud.’ When you hear those words do this with your hands.”

Demonstrate: For ‘quiet,’ put your pointer finger to your lips and purse your lips as if you’re saying, ‘Shhhh.’ For ‘loud,’ point to your ear and then shake both fists in front of you. (see <https://www.youtube.com/watch?v=DxGFJeUfAlw>)

Read: “‘Crayons are *quiet*... Pots and pans are *LOUD*.’”

Prompt: “Did you hear the word ‘quiet?’ Show me what you do when you hear the word ‘quiet’ (*demonstrate*). Did you hear the word ‘loud?’ Show me what you do when you hear the word ‘loud’ (*demonstrate*).”

Reinforce: “You heard it! When you heard the word ‘quiet,’ you moved your finger to your mouth to show me you heard it! When you heard ‘loud,’ you pointed to your ear and shook your fists!”

Read: “‘Snow is *quiet*. Rainstorms are *loud*.’”

Prompt: “Did you hear the word ‘quiet?’ Show me what you do when you hear the word ‘quiet’ (*demonstrate*). Did you hear the word ‘loud?’ Show me what you do when you hear the word ‘loud’ (*demonstrate*).”

Reinforce: “You heard it! When you heard the words ‘quiet’ and ‘loud,’ you moved your hands to show me that you heard them!”

3. REVIEW

- ◆ “You listened for the words ‘quiet’ and ‘loud’ in this book and moved your hands to show me that you heard them!”

4. KEEP IT GOING

- ◆ Throughout the day, incorporate gestures into your daily routines, or when introducing new or complex instructions, to support children’s understanding. For example, when it’s time to rest, “Let’s go find our mat (*point to mats*) so we can lay down and rest (*lay your head on your hands*).”