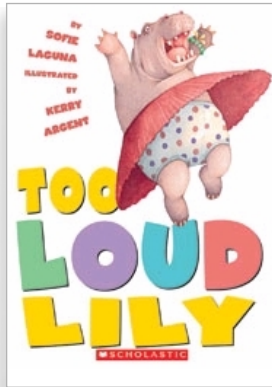


Book Nook

Using Books to Support Social Emotional Development



Too Loud Lily
by Sophia Laguna
Scholastic Press, 2002

Everything Lily Hippo does is too loud! She laughs too loud! She sings too loud! She even reads too loud! She is so loud that she wakes the baby at home and gets her friends in trouble at school. When a new teacher comes to Lily's school, she is asked to be in a play where she learns that there is a time and place to use her special talent. (Ages 4-7)

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

- Talk with children about loud and soft voices. Have children demonstrate a loud voice and a quiet voice. Have children think of some examples of good times to use loud voices and quiet voices. Talk about inside and outside voices. Where would you use a loud voice (outside)? Where would you use a quiet voice (inside)? Ask children what they would do if they felt like they wanted to use an outside voice, but it was not an outside time.
- Talk with the children about why they think Lily gets in trouble in the story. Did she mean to get her friends in trouble? Why were her friends mad at her? What could her friends have done to help her? How do they think Lily felt? Have children role play situations where they help Lily.
- Ask the children if they remember how Lily felt the night of the play (re-read that part of the story if needed). Why do they think that Lily was nervous on the night of the play? Make sure to talk about what nervous means. Talk about how Lily felt when she was nervous (her heart was thumping and her knees were shaking). Ask the children if they have ever felt nervous? Why did they feel nervous? Did their heart thump and knees shake?
- Talk with the children about what the word talent means and how we all have different talents. What types of things do they like to do? What are their talents? Help children think about things they like to do. For example, do they like to sing, dance, draw, or build things? Have a class talent show if children are interested in "showing off" their talents!



- Before reading the story, give each child a card with a “loud” picture (Lily yelling or cymbals crashing) on one side and a “quiet” picture on the other side. Label each side of the card as loud or quiet. On each page of the story, have all the children hold up their cards if they think it is a time for Lily to be quiet or loud. Continue the game with the daily schedule. Hold up pictures of different activities/routines across the schedule and let children use their cards to show if they think they should be quiet or loud during that activity.
- Ask the children to close their eyes and listen carefully. Tell them that you are going to stand in different parts of the room and talk in a loud or quiet voice. They will try to guess where you are standing. After trying this for a few minutes, ask the children if it is easier to guess when you are using a loud or quiet voice.

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 *Too Loud Lily* 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 Voices

Music and Movement: Play and dance to loud and quiet music. Remind children how Lily found out that she was very good at making music and dancing. Ask children if Lily played her music loud or quiet? Have a variety of instruments available so children can choose an instrument to play or they can just dance to the music. Using the same “loud and quiet” picture cards mentioned above, ask children to play the music or dance loud or quiet based on the picture card you show them. Ask which children like playing loud music. Who likes playing quiet music? Ask the children who are dancing, how dancing to quiet music is different from dancing to loud music. Which one do they like better? Children can switch places so everyone gets a turn to play instruments and dance.

Art: Remind children that one of the times Lily was too loud was when she laughed at a funny note that her friend had given her. Ask the children to think of some funny things that make them laugh that they would like to tell a friend. Give each child a piece of paper and some markers, crayons, pencils, etc. Encourage the children to draw something funny to give to a friend, and then individually support children in writing their “funny note.” Have the children pick a friend to give the letter to or have them draw names in order to make sure that each child gets a “funny note.”

Science: Experiment with loud voices and quiet voices. Play a game of “telephone” and try to whisper a word around to all of the children in the center. See if the word is the same when it is whispered to the last child as the word when the game started. Let the children experiment with paper cup telephones. Can they hear each other when they use their loud voices? Their whispering voices?

Language and Literacy: Tell the children that you can talk without making any noise at all! You can talk with your hands! Teach children some signs that they can use throughout the day (please, thank you, want, help, milk, juice, and cookie). Post pictures of the signs in the classroom and encourage children to try to use them. A good website for learning signs is: <http://commtechlab.msu.edu/sites/aslweb/browser.htm>. Have the children try to use their silent voices and talk with their hands. Ask the children if they think it would have been good for Lily to learn sign language. What signs would they teach Lilly?