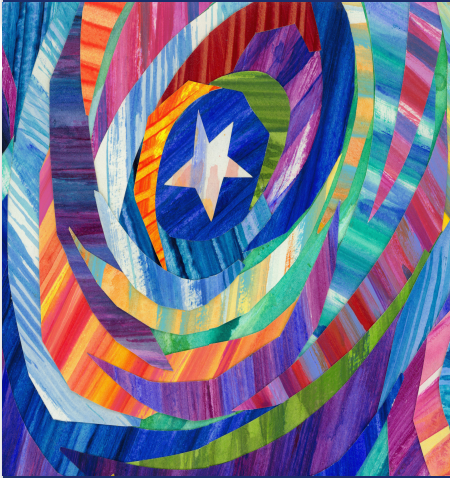


# The Early Years Count Literacy Connection



## Baby Builders

Written by  
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Illustrated by Hiroe Nakata

*Preschool edition*

### Overview of Book

Grab your hard hat and get to work with these busy babies. Fun rhymes tell how things get built, from things to keep builders safe like hard hats and neon vests, to the plans that guide the building, to the machine helpers that dig the holes and bring the supplies.

Genre: Picture/poetry

### Vocabulary

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

concrete	chutes
neon	masons
dapper	dandy

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

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

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

### Connecting with the HighScope Curriculum

#### COR Advantage 1.5

Approaches to Learning  
Item A (*Initiative and planning*)  
Item B (*Problem solving with materials*)

Language, Literacy and Communication  
Item L (*Speaking*), Item N (*Phonological awareness*)

Mathematics  
Item T (*Geometry: shapes and special awareness*)

### Reading Tips

Let your class know that they will be helping to read this story. After reading the title, ask, "What will this be about?" Allow for any and all comments and ideas. On each page ask the children to share what is happening and then read the rhyming text. Leave out the last word to encourage the group to shout out the word they think fits the text and the picture. At the end, ask "What did these babies do?" "What was your favorite part of the story?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

At the end of each reading, display the book in the book area so children can read it on their own.

### 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.

Have children build with bricks (sugar cubes) and *concrete* (glue) at **Small Group Time**. Use Q-tips as trowels to spread the *concrete*.

Play “Would you rather...” for **Transitions**. Ask children which builder job they would rather do and why.

Be construction equipment at **Large Group Time**. Have children pair up and be a wheelbarrow or imitate a towering crane.

### Around the Room

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

Add hard hats, tool belts and construction vehicles to the **Block Area**.

Add titles to the **Book Area** that expand interest in construction. Examples: *Brick by Brick* by Heidi Woodward Sheffield and *Road Work* by Anastasia Suen.

Add paint rollers and neon crayons to the **Art Area**.

Add pegs and peg boards to the **Toy Area** to pretend to hammer floors.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *Baby Builders*:

What job would you most want to do if you were a builder?

How does the *concrete* go down the *chute*?

The babies built a fun-filled building! If you were to help construct a building, what would you want to have in it?

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)

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### @ Home

Since many of the children in our county will have this book at home, use it as a way 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 Builders* with their child. Here’s a sample message you can send:

While reading *Baby Builders* with your child, ask them to help describe the action. Have fun with the rhymes and add more together. For example, notice *boots* and *chutes* and ask, “What other words can you say to rhyme with the sound oots?” On errands or walks, take time to notice construction going on and the equipment around the construction sites. Ask questions like, “What are they building there?” or “What are those called again? Aren’t those in our story?” At bedtime ask your child to choose some *dapper jammies* to put on and then read the story once again. Whisper the last few pages and add, “Now you can build in your dreams!”