

# The Early Years Count **Literacy** Connection



## Who Says Quack?

A Pudgy Book by Gosset  
& Dunlap, Inc.

*Infant/Toddler edition*

### Overview of Book

Photos of farm animals ask the question, "Who says Quack?" Not the piggy, not the chicken, not the horse. Who then?

Genre: Informational/concept based (animal names and sounds)

### Vocabulary

Books are a rich source of words new to children. Here are some words from *Who Says Quack?* to introduce in your classroom:

Farm animal names  
Animal sound words  
Location names (meadow,  
pond, field, etc...)

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

Language, Literacy  
and Communication  
Item N  
(Phonological awareness)  
Item Q  
(book enjoyment and  
knowledge)

Creative Arts  
Item AA  
(Pretend play)

Science and  
Technology  
Item BB  
(Observing and  
classifying)

### Reading Tips

Bring the book to the children as they play and explore the animal props and pictures provided in the classroom. Begin with the opening question, "Who says quack?" and lead into whatever animal the child is interested in at that time. For example, if a child has located and is looking at the posted picture of the pig say, "Who says quack? Not the pig! The pig says oink-oink." Take the opportunity to use the book-related vocabulary words.

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.

Use animal sounds from the book at **Greeting Time**.

Pretend to be the animals from the book at **Group Time**.

Recall the animal names and sounds with children during bodily care opportunities.

### **Around the Room**

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

Place labeled photographs of farm animals at children's levels throughout the classroom.

Add stuffed animals and puppets representing the animals from the book to the **Toy Area**.

Place other animal books in the **Book Area**.

### **Active Engagement**

Reading with infants is all about relationship, connection, and words.

Use a questioning tone as you point to some of the illustrations or read some of the words.

Draw babies in to the story with your comments, questions, and pauses.

Infants may not be able to answer questions yet, but they will quickly appreciate the 'back and forths' with books.

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

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

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### **@ 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 *Who Says Quack?* with their children. Here's a sample message you can send:

As you read *Who Says Quack?* with your baby, playfully imitate the animal sounds. Linger on the pages that your baby appears to be interested in. Add details about what the animals might be doing. Extend the interaction by joining your baby on the floor and pretend to be the animals. This will also reinforce new and novel vocabulary words.