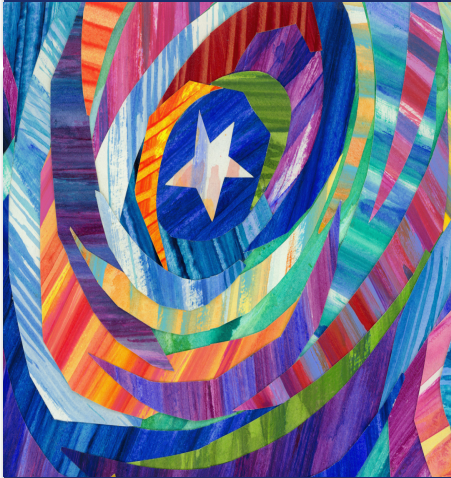


# The Early Years Count Literacy Connection



## Brick By Brick

Written and illustrated by  
Heidi Woodward Sheffield

*Preschool edition*

### Overview of Book

Luis is so proud of his father who is a bricklayer for the city. Both Luis and his daddy create things that help the family and others. There are lots of similarities as they go about doing their work each day. How can they work together to fulfill the family dream?

Genre: Picture, realistic fiction

### Vocabulary

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

scaffold	mortar
fade	glistening
rumbling	garden

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*)

Social and Emotional  
Development  
Item D (*Emotions*)

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

Creative Arts  
Item X (*Art*)

### Reading Tips

Read this as if you are Luis, the boy in the story. Use your voice to sound impressed and inspired as Luis is when he talks about his Papi. Be ready to imitate the sound effects; encourage the children to imitate them as well. "Whirrrrr... let's all be the cement mixer! Let's help Luis's Papi make the bricks!" "Slap... Pat... let's build with clay." At the end ask, "What do you want to help your Mom or dad do at your home?"

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."

### 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 play dough or clay with tools and encourage children to make bricks and create a special house at **Small Group Time**.

Use unit or hollow blocks at **Work Time** to create a city of towers and skyscrapers.

Pretend to be Papi and other bricklayers at **Outside Time**. Climb the "scaffolding." Bring blocks and yellow construction hats outside to assist in acting out parts of the story.

### Around the Room

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

Add construction hats, tool belts and tools, and blueprints to the **Block Area**.

Add books to the **Book Area** that relate like *Little Excavator* by Anna Dewdney, *If I Built a House* by Chris Van Dusen, or *Roadwork* by Sally Sutton.

Add construction vehicles and trowels to the **Sand and Water Area**. Encourage children to try and make bricks to build a little city there.

### 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 *Brick By Brick*:

What do you pretend when you climb?

Luis reads books over and over. What do you like to do over and over?

What is your favorite lunch when you are home?

*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 *Brick By Brick* with their child. Here's a sample message you can send:

While reading this book with your child, linger on the pages to talk together about how Luis feels about his Papi and his family. Draw family pictures together and encourage your child to tell you about their pictures. While on errands or walks, look for new construction. Point out that the men and women working might have a little child who they go home to each day. Ask your child open-ended questions like, "What do you think they tell their child when they get home?" or, "I wonder what you think it would be like to work on this building?" On a Saturday, find a fun task or job around your home for your child to help you do. Say, "I just want you to be near me to help me!"