

The  
Early Years Count  
**Literacy**  
Connection



## Ice Cream Face

Written and illustrated by  
Heidi Woodward Sheffield

*Infant/Toddler edition*

### Overview of Book

How many faces does the boy in the story have? There's the "ice cream at every meal" face and the "waiting-in-a-long-line-is-hard" face. What flavor will he get and will he eat it before it melts?

Genre: Picture book

### Vocabulary

Books are a rich source of words new to children. Here are some words from *Ice Cream Face* to introduce in your room:

a la mode	scoop
swirl	slurp
slop	kerplop

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

Approaches to  
Learning

Item A (*Initiative and  
planning*)

Social and Emotional  
Development

Item D  
(*Emotions*)

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

Creative Arts  
Item AA (*Pretend play*)

### Reading Tips

As you read and re-read this book to the group, keep a list of children's "favorite" ice cream, "favorite" ways to eat ice cream, and their "favorite" flavors. These will likely change as children think more about it, and share with each other and their family. Talk about why the main characters expressions reflect what he is feeling. Ask the group to imitate the expressions during the read aloud. Wonder why the ice cream melts and listen to responses.

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.

Add food coloring to water and make ice cubes for children to paint with at **Small Group Time**. “*Kinda drippy, kinda sticky!*”

Make paper cones to hold balled up socks for a game at **Large Group Time**. Create an obstacle course for the children to go through while holding their “ice cream cone” but don’t spill it! If you do, you have to yell, “Kerplop!”

### Around the Room

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

Add props to the **House Area** for children to pretend ice cream shop.

Add or make obvious mirrors in the **House Area** or near the sink. Encourage children to practice making and naming various “faces”.

Add tongs, colored plates and number cards in the **Toy Area**. Encourage children to use counting bears (or similar) to count items with 1:1 and match color and number “ice creams”.

### Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These “wondering aloud” questions support children’s developing focus and attention as they encourage young children’s capacity to make connections and see possibilities.

Here are some questions you might ask for *Ice Cream Face*:

How do you eat ice cream?

Do you have an “ice cream face”? Can you show us?

Have you been to an ice cream store or ice cream parlor?  
What was it like?

*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)

Facebook—  
@famconnsjc

phone—  
574-237-9740

### @ 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 *Ice Cream Face* with their children. Here’s a sample message you can send:

As you read this story, talk about how the main character really loves his ice cream! “He wants it for breakfast, lunch AND dinner! What do you think of that?” Talk about how hard waiting is, especially how hard it is to wait for something really great like ice cream. If possible, enjoy ice cream at home or out somewhere and talk about the book as your child makes decisions about what flavor, type (hard or soft), and how they want it served- cone (what kind?) or a cup? So many decisions to make! Talk about how the ice cream feels and tastes. Ask, “How can we be sure the scoop won’t fall off the cone?”