

The Early Years Count Literacy Connection



I Hear A Pickle

Written and illustrated by
Rachel Isadora

Infant/Toddler edition

Overview of Book

What? Did you hear that? Or that? Or that? Or that? Explore each of the five senses—hear, smell, see, touch, taste—with the children in the book. All sorts of examples show the variety of ways that we use our senses every day.

Genre: Informational/concept (the five senses)

Vocabulary

Books are a rich source of words new to children. Here are some words from *I Hear A Pickle* to introduce in your classroom:

stinky	hear
slippery	smell
cactus	see
fresh	taste
burnt	touch

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)

Science and
Technology
Item BB
(Observing and
classifying)

Reading Tips

This book can be read in stages to provide opportunities for discussion with the children. Have pictures of eyes, nose, mouth, ear and hands as a reference as you ask questions that focus on one sense over another. Ask, "But HOW do we hear? What are our ears doing?" or, "What other ways do we feel?" Ask children about their experiences. "Have you ever heard the ocean in a shell? Tell us about that."

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.

Create a sound matching game with objects in small containers as part of **Group Time**.

Use sound effects for **Transitions**. For example, "Close your eyes, listen and wait for the zipper sound before heading to the door." Do several different sounds before a zipper.

Have a tasting at **Meal Time**. Provide one item each of salty, bitter, sweet and sour to compare.

Around the Room

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

Place empty spice jars (unwashed, to retain the aroma) in the **House Area**.

Provide materials of various textures to work with in the **Art Area**.

Put colored acetate or colored paddles to see through, explore and describe in the **Toy** and **Art Areas**.

Add "eye-spy" books to the **Book Area**.

Write on sandpaper in the **Writing Area**.

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 *I Hear A Pickle*:

Why can't the girl hear the worm?

How did the ocean sound get into the shell?

What are some sounds you hear outside? (or in other specific locations)

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

website—
www.famconn.org

Facebook—
[@famconnsc](https://www.facebook.com/famconnsc)

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 *I Hear A Pickle* with their children. Here's a sample message you can send:

After reading *I Hear a Pickle* with your child, take a "five senses tour" around your home. "What do we see in this room (or area) that is different from another? Why is that?" This type of question sparks critical thinking as your child mentally compares different places and the uses for each place. As you continue your "tour," ask, "What will we expect to smell in the kitchen?" or, "What do you think will we hear outside?" At meals together, recall the book by saying, "I hear a sandwich" (or whatever you are eating at the time). Encourage your child to describe the taste, look and feel of the food being eaten. These interactions are fun and informative for everyone who "plays" along.