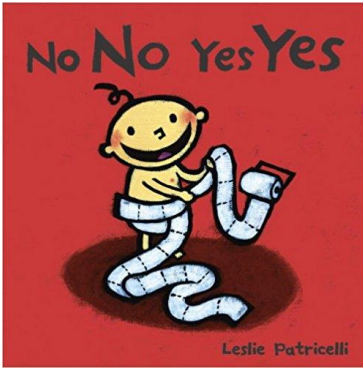




SEEDS for Story Time

Promoting Social Emotional Development Through Books



No No Yes Yes

By Leslie Patricelli

In this book, children will learn about appropriate behaviors. It's funny how dumping a bowl of food gets a very different reaction from mastering the use of a spoon. An expressive baby demonstrates familiar behaviors — and their predictable responses — in an amusing board book that merits a giant YES! (Ages 1-3)

Introducing this book to young children:



CLL5.3a

Introduce this story to your toddlers early in the week and continue reading throughout the week. The more you read the book the more the children will be able to comprehend it or point out the different 'yes' and 'no' behaviors.



CLL5.3a

Read this story to a few toddlers at a time. Let them participate by turning the pages, pointing to pictures and answering simple questions based on the picture. What is the baby doing now? Should baby hit his friend or the toy? How does cat feel when baby pulls his tail?



CLL3.1a

Teach children sign language for 'yes' and 'no' and allow them to practice throughout the day. For 'no', take your index finger together with your middle finger and tap them together with your thumb. For 'yes', take your hand and make it into a fist, holding it at about shoulder height and make your fist bob back and forth. As you read the story, model each of the signs. During the day, encourage children to use the signs to communicate wants and needs.



SED3.2a

As you read the story, point out the things the baby did that had a "no" response and those that had a "yes" response. You can give the children other scenarios once you have read the book such as, "Would you hit a friend? No, No!"



SED1.4b

If you're reading the book with a group of older toddlers, talk about the behaviors in the book and identify them as "stop" or "go" behaviors. Create red and green circles from construction paper, glue one of each color together and adhere to a craft stick. After reading the book, give each child one of the craft sticks. State a variety of behaviors and have them show the green side if it's a "go" behavior or the red side if it's a "stop" behavior. Examples; hugging a friend, kicking someone, putting away toy, hitting someone.

SEEDS for Story Time

Repeated readings of the same book provides opportunities for toddlers to develop a sense of competence and confidence. Children learn to point at and label pictures, turn pages, discuss the story, and make predictions of what will happen next, while learning new words and relating the story to their own experiences. Read *No No Yes Yes* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.



GELDS Activity Spotlight

Blocks

Have the children build together with soft blocks. When the children are done have them knock the tower down together. Let them know that this is something that is okay to *push*! Other activities in blocks could be *pushing* cars and trucks or *pushing* a train around a track. Make the link to the story and that there are lots of things that we *push that are 'go' behaviors*. **SED2.4b**

Snack time

Allow children to practice their new signs for 'yes' and 'no' during snack time. Ask them "Would you like more crackers?". Wait for a response and model the signs as you say "yes, more crackers" or "no, thank you". When a child responds, say "(child's name) says 'no more crackers'." **CLL3.1a**

Arrival

Create a reusable two-column chart labeled Yes and No. Place the children's pictures on a small block. Write a question using picture cues: "Are you wearing socks?" adding a picture of socks. As children arrive, encourage them to look at the picture cue, ask them the question and have them place their picture block with the corresponding column on the chart. During group time, talk with the children about how many children answered 'yes' and how many answered 'no'. **CLL1.2c**

Focus on Family

Families can practice using 'yes' and 'no' and the signs for each at home. When possible give your child choices. If possible, show your child two objects; red cup and blue cup. Say "You can have the red cup or the blue cup" and then ask, "Do you want the red cup?" Wait to give them time to respond **APL3.1c**

Families can use the same concept taught at school to teach 'stop' and 'go' behaviors at home. Encourage older toddlers to make their own 'stop' and 'go' sign. Talk with your child about different behaviors in your home and community setting. As you go about your day, you can remind your child of these behaviors as they happen. For example, you might ask, "Is running in the store a 'stop' or 'go' behavior?" Then, you could remind your child that walking in the store is a 'go' behavior. You might even show them the 'go' sign as a visual reminder. **SED1.4b**

