

FAMILY LITERACY GUIDE

ANIMALS SHOULD DEFINITELY NOT WEAR CLOTHING

ABOUT THE BOOK

Animals Should Definitely Not Wear Clothing / Los Animales No Se Visten

Judy Barret, author and Ron Barret, illustrator

With amusing illustrations and simple explanations, the author and illustrator point out why animals should not wear clothing. A special characteristic of each animal is highlighted, leading readers to understand that clothing simply will not work. To put on clothes would, for example, be disastrous for a porcupine, terribly hot for a sheep and very embarrassing for an elephant. The illustrations which are closely connected to the text, create a visual link that is essential to understanding the book's humor. Parents and children will laugh at the comical situations created when animals attempt to put on clothing.

The Language/Literacy Connection

The saying "one picture is worth a thousand words" acknowledges the importance of pictures in certain situations. In his 1997 paper, Working Papers for Scholarly Comics, (ERIC NO: ED413950), Carpenter notes that graphics are an effective aid in communicating ideas and promoting learning. They provide cues for understanding unfamiliar words and concepts, and for explaining text that is difficult to comprehend. For example, a reader can better understand what an anteater is if, along with a textual description, a picture of an anteater is shown. In multi-step directions, visual cues help readers see how the steps are put together to complete a project.

In the beginning stages of reading, emergent readers rely heavily on pictures to construct stories with little attention to the print. Sulzby (1994, Theoretical Models and Processes of Reading, 4th edition, Newark, NJ: International Reading Association) describes children's first attempts at reading as picture-governed. Children label pictures and tell what is happening in them. Gradually their reading becomes more and more dependent on the print.



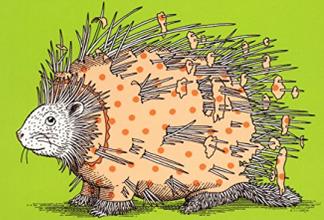
Learning Objectives

1. As listeners, students will discover relationships, concepts, and generalizations. As speakers and writers, they will use language to acquire, interpret, apply and transmit information.
2. Students will listen, speak, read, and write for critical analysis.

Animals should definitely not wear clothing.

**Written by Judi Barrett
and drawn by Ron Barrett**

Creators of the bestselling *Cloudy With a Chance of Meatballs*



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Early Childhood Education – Infant/Toddler Level

Auditory Comprehension

1. Identifies body parts on self, caregiver or teddy bear.
2. Identifies clothing items on self or caregiver.

Expressive Communication

1. Participates in play routine with another person for 1 to 2 minutes.
2. Imitates words.

DURING YOUR VISIT:

With the child and parent sitting together, look at the pictures in *Animals Should Definitely Not Wear Clothing/ Animales No Se Visten*. Name some of the animals. Turn to the page with the camel. Point to the camel and say: "Look at the camel. Look at the hats he is wearing here (point) and here (point). Is that how people wear hats?" (Pause for a response). Point to your head, then to the child's head and say: "No, people wear hats on their heads." Turn to the elephant picture. Say: "Look at the elephant and the lady. Do you see their hats? They are wearing the same hat. Isn't that silly?"

BEFORE YOUR VISIT

GATHER:

- several medium-sized stuffed animals
- baby hat, mittens, socks

Sing a song about animals wearing clothing. Make up additional verses by substituting rhyming words to replace llama and pajama. For example: have you ever seen a mouse wearing a blouse? Have you ever seen a fox wearing socks? Have you ever seen ants wearing pants?

A SONG TO SING

Down By the Bay
(Adapted from song by Raffi)

* *Down by the bay,
Where the watermelon grows,
I dare not go, for if I should
My mother would say: "Have you ever seen a llama wearing pajamas?"
Down by the bay.*

Repeat from*

The Stuffed Animal Connection

Give the child a stuffed animal. Say: "This is a (name of the animal)." Show the child a hat. Say: "This is a hat." Put the hat on the animal's foot and say: "Does the hat belong on a foot?" (Pause for a response.) Say: "I don't think so. That's not its head." Put the hat on the animal's back and ask: "Does the hat go on a back?" (Pause for a response.) Say: "I don't think so. (Pause.) I think it goes on the animal's head. Here, you put it on the head." Give the hat to the child and help him/her put it on the animal's head.

Repeat putting the hat on other body parts until it is placed on the child's head. Say: "That's right. The hat goes on your head." Say to the parent: "Infants and toddlers are 'hands-on learners'. They remember things that they have experienced. Placing the hat on various body parts and naming the body part, helps (child's name) learn the words that stand for each body part. Young children also learn through repetition. Matching the hat to different body parts reinforces (child's name)'s learning."

Use another stuffed animal with a different clothing item. Place the clothing item on wrong parts of the body until it is in its correct spot. Let the child help as much as possible. Then help the child put the clothing item in the correct place on his/her body. Say to the parent: "(Child's name) is expanding his/her knowledge of words by using objects that are familiar to him/her."

Early Childhood Education – Preschool/School Age Levels

Comparing Illustrations and Animal Pictures

DURING THE VISIT: Show the animal stick puppets to the child and parent. With the child, name the animals supplying animal names the child does not know. Hold up stick puppets one at a time and ask: "What can you tell me about this animal?" (Answers will depend on the child's previous knowledge. Accept responses and expand on them. Add information about the special characteristics of each animal.)

Ask: "Have you ever seen an animal wear clothes?" Show the book *Animals Should Definitely Not Wear Clothing/ Los Animales No Se Visten*. Say: "The animals in this book try to wear clothes but their special characteristics make it difficult." Point to the picture on the cover. Say: "This porcupine is wearing a dress, but her sharp quills have poked holes in it. I think wearing a dress is a silly idea for porcupines. What do you think?" (Pause for a response.) Help the child find the stick puppet of the porcupine. Say: "See the quills on the porcupine? Quills make wearing clothes a silly idea for porcupines."

Making Comparisons

- Ask the child to choose another stick puppet animal. Help him/her find the illustration in the book that matches the puppet animal. With the child and parent, compare the puppet animal with the picture in the book. Ask: "What clothing is the (name the animal) in the book wearing? What special characteristic makes it difficult for the (name the animal) to wear clothes? Do you think it is a good idea or a silly idea? Why?"
- Continue with the process of comparing the realistic stick puppet animals with the illustrations in the book. Ask the previous questions about each. Not all children will be able to answer all questions. Accept the child's answers and expand on them. Say to the parent: "Comparing the realistic animal stick puppets with the illustrations in the books and discussing the special characteristics about each animal builds (child's name)'s background knowledge about animals and provides practice using printed material as a resource. Say: "Let's go back to the beginning of the book and read each page." Read the book with the parent and child. If the parent is a reader, ask him/her to read the book.

An Action Play

Sally the Camel has five humps,
Sally the Camel has five humps,
Sally the Camel has five humps,
So ride, Sally, ride. Boom, boom,
boom.

Bend each time you say, "Five humps."

Wiggle side to side when you say, "Boom, boom, boom."

REPEAT words and actions counting down from 5 to 1.

Sally the Camel has five humps,
Sally the Camel has five humps,
Sally the Camel has five humps,
Because Sally is a horse!

Gallop around the room.

Auditory Comprehension

- Understands expanded sentences.
- Understands qualitative concepts.

Expressive Communication

- Responds to why questions by giving a reason.

Before the Visit

Gather needed materials:

- Realistic pictures of the 14 animals shown in this book
- Clear contact paper
- Tongue depressors
- Scissors and glue

Prepare props:

- Make animal stick puppets by gluing the animal pictures to the tongue depressors.
- Cover with clear contact paper.

Parenting Education Activity

VISUAL CLUES CAN BE HELPFUL

Pictures are visual cues that make books attractive, stimulate an interest in reading, and aid in communicating the meaning of the text. For example, in a book about mothers and their babies, a picture of a mother lovingly holding a baby helps readers, even very young children, understand the message of the print. The reader hears the message and sees a visual representation of it. Storybooks, textbooks, and encyclopedias use visual cues to give the reader a clear understanding of what is written. A reading strategy used by children who are just beginning to read is to interpret what is happening in pictures. As they learn more advanced reading skills, they become less dependent on visual cues.

USING VISUAL CLUES TO SUPPORT READING

THE CHILD	PARENT SUGGESTION	ANOTHER IDEA
<p><i>Two-and-a-half year old Peter is a very active little boy. He constantly plays with his trucks and blocks and will not stop long enough to pay attention to books. What can you do to motivate Peter to look at books?</i></p>		<p><i>Choose books that relate to Peter's interest in trucks. Show the books to Peter when he is winding down such as before bedtime.</i></p>
<p><i>First grader Toni is bringing little paper books home from school and reading them to her parents. Her parents are concerned because Toni is not really reading the books, but is telling a story from the pictures. What would you tell Toni's parents?</i></p>		<p><i>Emergent readers rely heavily on pictures to gain meaning from text. This is an important strategy for beginning readers.</i></p>
<p><i>Second grader Henri has an assignment to understand different modes of transportation and make a model to demonstrate one of those modes. Give a suggestion to help Henri with his assignment.</i></p>		<p><i>Look up transportation in an encyclopedia or on the Internet. Show Henri pictures of different modes of transportation. Help him make a model car, airplane, etc. from cardboard</i></p>
<p><i>Five-year-old Oscar knows the words for colors in his native language, but cannot remember their English names. What can you do to help him?</i></p>		<p><i>Make game cards by gluing magazine pictures of colored objects onto index cards. Label the colors and use the cards to play games like Lotto and Old Maid.</i></p>

Armchair Scholars

Reading to children extends their physical and mental borders. They can sail on a magic carpet or see what living on the North Pole is like. Pictures help the printed word come alive.

Interactive Literacy Between Parents and their Children

Picture This!

Pictures help readers understand ideas. It is easier to understand what a tornado is if a picture of a tornado is near the description of a funnel of whirling winds. It is easier to put a bicycle together using a diagram along with written directions. Signs for women's and men's rooms, and road signs are universally understood, no matter what language is spoken, because of their pictures. Here are some activities for you and your child to do together to practice using pictures and visual cues.

Picture Cue Scavenger Hunt

Materials needed: Clock, paper clips, two different information books (textbook, dictionary, encyclopedia, etc.), a newspaper and a magazine.

Directions:

- Using the above materials, find the types of picture and visual cues to the right.
- Use the paper clips to mark the pages where the pictures are located.
- See how many you can find in 10 minutes.
 - A picture used to explain something*
 - A map*
 - A sign or symbol*
 - A cartoon*
 - An advertisement*
 - A model*
 - A picture of a person*
 - Directions*
 - A picture of something that you didn't know*
 - A chart or graph*

Picture Collage

Materials needed: Newspapers, magazines, paper, glue, and scissors.

Directions:

- Select a theme and cut out pictures that are part of that theme.
- Glue the pictures on the paper so that there is very little space between them.
- Leave room at the bottom to write a sentence about the collage.

Here are some examples of themes:

- Favorite foods
- Taking a trip
- Pets
- Keeping healthy
- Sports
- Animals

Wordless Signs

When on trips in the car, look for wordless signs that convey a specific meaning. For example, a sign that displays a person sitting in a wheelchair means "Handicapped Accessible". A yellow sign with a black X and two Rs means "Railroad Crossing". The symbol of a man or a woman on a public restroom door lets you know if men or women may use the bathroom. What other wordless signs can you and your children find?

Make Your Own Wordless Signs

Use 4"X 6" index cards to design wordless signs. On one side draw a pictorial message. On the other side write its meaning. For example, a picture of boots with a red X drawn over the boots might mean "no boots worn in the house". A stick figure of a boy with a line drawn across it might mean "no boys allowed in this room", especially if it is hung on a sister's bedroom door.