

# Family Literacy Guided Lesson

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

## NY State Learning Standards

### Learning Standard 1 for English

#### Language Arts:

As listeners, students will discover relationships, concepts, and generalizations. As speakers and writers, they will use language to acquire, interpret, apply and transmit information.

### Learning Standard 3 for English

#### Language Arts:

Students will listen, speak, read, and write for critical analysis.

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## 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.

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## The Language/Literacy Connection

### The Value of Visual Cues in Critical Reading

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*, 4<sup>th</sup> 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.

# Early Childhood Education-Infant/Toddler Level

## The Stuffed Animal Connection

### PLS-4 Skills

#### Auditory

#### Comprehension

- 23. Identifies body parts on self, caregiver or teddy bear
- 25. Identifies clothing items on self or caregiver

#### Expressive

#### Communication

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

### Before the Visit

#### Gather Needed Materials

- Several medium-sized stuffed animals
- Baby hat, mittens, socks

#### Prepare Lesson Props

None

### During the 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?*

### Connecting Picture Books with Life

- 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.*

### A Song to Sing

- 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?

### 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\*

# Early Childhood Education-Preschool and School Age Levels

## Comparing Illustrations and Animal Pictures

### PLS-4 Skills

#### Auditory

#### Comprehension

- 47. Understands expanded sentences
- 49. Understands qualitative concepts

#### Expressive

#### Communication

- 48. 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 Lesson

#### Props

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

### 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 the questions for all animals. Accept the child's answers and expand on them.

*background knowledge about animals and provides practice using printed material as a resource.*

- ♦ 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*

- ♦ 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

(Author Unknown)

Sally the camel has 5 humps.  
Sally the camel has 5 humps.  
Sally the camel has 5 humps.  
So ride Sally ride. Boom. Boom. Boom.

*Bend at knees each time you say "Five humps".*

*Wiggle hips from side to side.*

*Repeat words and actions counting down from 5 to 1.*

Sally the camel has no humps.  
Sally the camel has no humps.  
Sally the camel has no humps.  
Because Sally is a horse.

Gallup around room.

# Parenting Education Activity

## Visual Cues 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 Cues to Support Reading

Say to the parent: *If these were your children how could you use visual cues to help them enjoy books?* Write the parent's suggestions in the middle box. One or two ideas are printed in the last box.

The Child	Parent Suggestion	Another Idea
<p>Peter</p> <p>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?</p>		<p>Choose books that relate to Peter's interest in trucks. Show the books to Peter when he is winding down such as before bedtime.</p>
<p>Toni</p> <p>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?</p>		<p>Emergent readers rely heavily on pictures to gain meaning from text. This is an important strategy for beginning readers.</p>
<p>Henri</p> <p>Second grader Henri has an assignment to understand different <i>modes of transportation</i> and make a model to demonstrate one of those modes. Give a suggestion to help Henri with his assignment.</p>		<p>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.</p>
<p>Oscar</p> <p>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?</p>		<p>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.</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 sign or symbol
- ♦ An advertisement
- ♦ A picture of a person
- ♦ A picture of something that you didn't know

- ♦ A map
- ♦ A cartoon
- ♦ A model
- ♦ Directions
- ♦ A chart or graph

### Picture Collage

*Materials needed:* Newspapers, magazines, paper, glue, and scissors. 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
- ♦ Keeping healthy

- ♦ Taking a trip
- ♦ Sports

- ♦ Pets
- ♦ 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.

# Adult Literacy - ABE Level

## Pictures Cues to Reading and Writing

- A picture that is part of a reading selection helps the reader understand what is written. By looking at the picture the reader can get a general idea of some words that are likely to be in the selection and the point the reading selection is likely to make. The activities that follow ask you to look carefully at pictures and see how they help you comprehend the text.

### Reading Pictures

- Before the lesson, find examples of the following types of pictures. Glue each on a sheet of paper. Cover the print so that the learner cannot see it.
  1. Comic Strip
  2. Advertisement
  3. Editorial Cartoon
  4. Illustration for a story
  5. Directions for assembling a toy or gadget
- Ask the student to guess what the text that accompanies each picture says.
- Uncover the print and compare the actual message with the student's guess.
- Say: *Making guesses about the content of a printed message based on picture cues is a strategy that proficient readers use to help them understand the text.*

### Wordless Book

- Borrow a wordless book from the library to use during the lesson. The illustrations in some wordless books lend themselves to more mature themes that may be of greater interest to adult students. Three examples are:
  1. *Deep In the Forest* by Brinton Turkle: The illustrations in this book reverse the original cast of *The Three Little Bears* so that the bears visit the humans.
  2. *Tuesday* by David Wiesner: The illustrations show frogs mysteriously floating through the air, into windows, chimneys, and homes.
  3. *The Grey Lady and the Strawberry Snatcher* by Molly Bang: The illustrations in this book show an elderly woman who outwits an unrelenting blue rascal.
- Say: *The narrative in wordless books is told entirely from the imagination of the "reader" using the pictures to guide the emerging tale. Use your creative juices to fashion a story based on the illustrations in the book.*

### Design a Book Cover

- Materials needed: Paper grocery bag, magic markers, the book *Animals Should Definitely Not Wear Clothing*
- Before the lesson, cover the book with a book cover constructed from a brown paper bag.
- Say: *The title of the book is "Animals Should Definitely Not Wear Clothing." Read the story and look at the illustrations with me. When we finish, I will ask you to design a book cover to illustrate the story.*
- After reading the story, give the markers and the book, covered with the paper bag book cover, to the student. Ask him or her to design a book cover that illustrates the story.

### Writing Text for Pictures

Cut an interesting picture out of a magazine. Write several sentences that relate to the picture.

# Adult Literacy - GED Level

## Political Cartoons

Read the following passage and answer the questions below. This exercise is similar to questions on the GED test.

### A Brief History of Political Cartoons

Political cartoons are impressionistic drawings created to protest political or social situations in a humorous way. They consist of two parts: caricature and allusion. Caricatures are exaggerated drawings of the subject of the protest. They may be sketches of political or public figures whose physical features have been exaggerated or drawings of objects used to symbolize a situation or idea. Allusion refers to the cartoonist's use of a commonly known setting or story to make his or her point.

Cartoons as a means of protest was first extensively used in the 1500s when Martin Luther produced posters and illustrated pamphlets to persuade a largely illiterate population to embrace the doctrines of the Protestant Reform. In the 1700s, as Western culture expanded from its religious foundation and new issues became available for debate and ridicule, political cartoons became a significant means for commenting on serious issues.

America's earliest cartoon was printed in *The Pennsylvania Gazette* on May 9, 1754. The cartoon, entitled "Join or Die," was created by Benjamin Franklin to comment on the disunited state of the American colonies. The illustration, a snake cut into eight sections to represent the Colonies, was based on a commonly held belief that if the pieces of a snake that had been cut were joined before sunset the snake would come back to life. Franklin's drawing, which was soon published in other newspapers, became an image for a political idea in the American imagination.

Possibly the most influential political cartoonist in American history was Thomas Nast. Working chiefly in the 1860s and 1870s, Nast used woodblock engravings to fashion images of the Civil War and Reconstruction. He may be best remembered for his caricatures of the corrupt New York City politician Boss William Marcy Tweed. Nast's cartoons, published in *Harper's Weekly*, helped weaken Tweed's popularity and, eventually, his hold on the city. Two influential political symbols that Nast created or popularized are still in wide use today, the Republican elephant and the Democratic donkey.

### Questions

Which of the following is *implied* in the passage?

1. The medium of visual protest has remained healthy since the early 1500s.
3. Benjamin Franklin and Thomas Nast used drawings to influence political issues of their day.
4. Cartoons are a significant means for comment on political and social issues.
5. The Protestant Reformation changed the course of history.
6. The symbols for the Republican and Democratic parties were created in the 1800s.

Cartoons consist of two parts: caricature and allusion. Thinking about Franklin's cartoon entitled "Join or Die":

1. What symbol did Franklin use in the cartoon and what did the symbol stand for?
2. What is the "story" that Franklin used as a basis for the cartoon's allusion?

### Look in the Newspaper

Using a newspaper, locate a political cartoon. Cut it out and attach it to a separate sheet of paper. Under the cartoon, describe the message that the cartoon conveys to you.

# Adult Literacy -ELL Level

## Learning English Through Pictures

The vocabulary in this lesson is based on clothing words in *Animals Should Definitely Not Wear Clothing / Los Animales No Se Visten*. Modify the number of words to reflect the student's prior knowledge and to introduce new words as appropriate.

### Vocabulary

Shirt    Coat  
Scarf    Wearing  
Pants    Sweater  
Man      Woman  
Hat

### Lesson Props

- ♦ Book – *Animals Should Definitely Not Wear Clothing / Los Animales No Se Visten*
- ♦ Items of clothing in the lesson large enough to fit over clothing the learner may be wearing
- ♦ Magazine pictures of men and women wearing the clothing in the lesson

### Introduce Vocabulary for Clothing

- ♦ Place the items of clothing on the table. Pick up the shirt and say: *This is a shirt. What is this? This is a shirt.* Ask again: *What is this?* Motion for the student to repeat: *This is a shirt.*
- ♦ Repeat procedure three times and introduce other clothing words.

### Introduce Wearing

- ♦ Place the clothing items on the table. Say: *Give me the shirt.* When the learner gives the shirt to you put it on over your own clothing and say: *I am wearing the shirt.* Then say: *Give me the pants.* When the learner gives the pants to you, put them on over your own clothing and say: *I am wearing the pants.* Continue the procedure, asking for each item of clothing and putting it on, in layers, over your own clothing. Ask for clothing in the order that you would wear them, first the shirt, then the pants, the belt, the sweater, the coat, the scarf, and finally the hat.
- ♦ Take the clothing off. As you take each item of clothing off, ask: *What is this?* Motion for the learner to answer: *This is a \_\_\_\_\_.* Prompt as necessary.
- ♦ Reverse roles. Give the shirt to the learner. Ask: *What is this?* Motion to the learner to answer: *This is a shirt.* Motion to the learner to put the shirt on over his or her own clothing. Say: *I am wearing the shirt.* Motion to the learner to repeat: *I am wearing the shirt.* Continue procedure for each item of clothing.
- ♦ Take the clothing off. Say: *Give me the hat.* Motion to the learner to take the hat off his or her head and give it to you. Continue procedure asking for each item of clothing.

### Introduce vocabulary for *man* and *woman*

- ♦ Place the magazine pictures of the men and women on the workspace. Point to a picture of a woman. Say: *This is a woman.* Point to a second picture of a woman. Say: *This is a woman.* Point to yourself. Say: *I am a woman* (if you are a woman). Point to the learner. Say: *This is a woman. What is this? This is a woman.* Ask again: *What is this?* Motion to the learner to respond: *This is a woman.*

### Substitution

- ♦ Place the magazine pictures of people on the workspace. Say a sentence to describe one of the pictures. For example say: *The woman is wearing a hat.* Motion for the student to find the picture described by the sentence. Help as necessary.
- ♦ Reverse roles. Motion to the learner to use the sentence to describe a picture, perhaps: *The man is wearing a coat.* Find the picture the learner described.
- ♦ Continue the procedure, taking turns to say the sentence: *The \_\_\_\_\_ is wearing the \_\_\_\_\_,* and finding the picture described.

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

- ♦ Look at the illustrations in the book. As you look at each illustration say: *The (name of animal) is wearing a (name of clothing).* Ask: *What is it wearing? It is wearing a (name of clothing).* Ask again: *What is it wearing?* Motion to the learner to answer: *It is wearing a (name of clothing).*