

The  
Early Years Count  
**Literacy**  
Connection



**Look at the  
Animals!**

Written and illustrated by  
Peter Linenthal

*Infant/Toddler edition*

**Overview of Book**

Simple text and attention-getting pictures help tell tiny stories about different animals and what they do. Each black and white illustration begs little eyes to “look at this animal!”

Genre: Picture book/non-fiction

**Vocabulary**

Books are a rich source of words new to children. Here are some from *Look at the Animals!* to introduce in your classroom:

animal names—puppy, panda, bird, snail, rabbit, zebra, whale, and cat

action verbs—play, eat, sing, crawl, sniff, run, spout, purr

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 M  
*(Listening and  
comprehension)*  
Item Q *(Book enjoyment  
and knowledge)*

Creative Arts  
Item Z  
*(Movement)*

Science and  
Technology  
Item DD *(Natural and  
physical world)*

**Reading Tips**

This is a wonderful small group or 1:1 read aloud book. Use the text and pictures to begin a story. For example, “Birds sing! We heard birds outside today didn’t we? We heard one say tweet-tweet. We watched them fly up so high!” As babies continue to gaze at a particular page, add counting the animals on the page, and make other relevant comments. Watch for cues as babies’ interest fades and turn the page.

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.

As babies move at **Choice Time**, use new words from the book. For example, "I see Meghan crawling like the snails from our book!"

Bring the book at **Mealtime** and pretend to be the pandas. Refer to the book, "Pandas sit to eat and we sit to eat!"

Pretend to be the animals at **Outside Time**. Run, crawl, and play with a ball.

### **Around the Room**

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

Post labeled pictures of the real-life versions of the animals in the book at babies level.

Add stuffed or other toy replicas of the animals that are in the book in the **Block Area**.

Add to or place animal peg puzzles in the **Toy Area**.

Place the book in the **Book Area** for babies to see.

### **Active Engagement**

Reading with infants is all about relationship, connection, and words.

Vary your tone to match the actions of the animals as you point to the illustrations and read the words.

Draw babies in to the story with your comments, questions, and pauses. Infants may not be able to answer questions yet, but they will quickly appreciate the "back and forths" with books.

*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 *Look at the Animals!* with their children. Here's a sample message you can send:

Cozy up with your baby and the book *Look at the Animals!* Read slowly and then just talk about what is on the page. Your baby will love sharing this time with you and listening to your voice as you both look at the book and at each other. For example, "Zebras run. Well, of course they do! Look at the zebra here. Let's pretend to run with the zebra!" Gently go up and down and say, "Clip-clop, clip-clop we're running, we're running! We're zebras running!" This gives you and your baby time to linger on each page. Repeating the words on the page reinforces the new vocabulary.