

The
Early Years Count
Literacy
Connection



**Solitary Animals:
Introverts of the
Wild**

Written by Joshua David
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Illustrated by Dominique
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Infant/Toddler edition

Overview of Book

Some animals live, eat and play in groups while others prefer to be alone for much of their lives. Each type of animal has a special term when many of them are together. The solitary animals do not. This beautifully illustrated book will show who is who.

Genre: Non-fiction

Vocabulary

Books are a rich source of words new to children. Here are some words from *Solitary Animals* to introduce in your room:

solitary glide prefer
"group" names speck
animal names from the book

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 Q (*Book enjoyment
and knowledge*)

Creative Arts
Item AA
(*Pretend play*)

Science and
Technology
Item BB (*Observing and
classifying*), Item DD
(*Natural and physical
world*)

Reading Tips

Read a few pages at a time to give the children opportunity for questions that lead to greater understanding. Linger on the terms/vocabulary. Some words may be familiar-but their meaning in this book is different. For example while on the specific page ask, "Who has ever taken a gulp? It's like a swallow. Let's see you all gulp." Then, "The word "gulp" also means a lot of swallows- the bird swallow, not when we swallow! What do you think of 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.

Use **Small Group Time** as a way for children to explore the animal collection in a new way. Encourage children to sort by *solitary* or not, and use book vocabulary throughout.

Pretend to be the animals at **Large Group Time**. Use labeled animal cards with the “group” name to reinforce the vocabulary.

Around the Room

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

In the **Book Area**, post photographs of the animals in the book for the children to compare real vs. the illustrations.

Add collage materials and paints to the **Art Area** for children to recreate some of the animals illustrated in the book.

Add to the animal collection in the **Block Area**. Encourage children to create environments/settings for the animals based on how and where they live.

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 *Solitary Animals-Introverts of the Wild*:

What do you think it would be like to be a solitary animal?

If you could be part of one of the animal groups, which would you prefer? Why is that?

Which animal from the book is your favorite? Why?

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—
[@famconnsjc](https://www.facebook.com/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 *Solitary Animals-Introverts of the Wild* with their children. Here’s a sample message you can send:

While reading this with your child, spend time lingering on the pictures and descriptions in the book. Ask questions like, “I wonder if the panther or the sloth get lonely?” Talk about the difference between being together with friends and family, and being alone. Ask your child what they like to do on their own, and what they like to do with the family/friends. While looking at the animals in the book, ask your child to find their favorites and explain why they like that animal. Together, imitate the animals in the story, and try the movements (glide, stalk, glide and bend).