

# 2021 Celebrate Literacy Week, Florida!



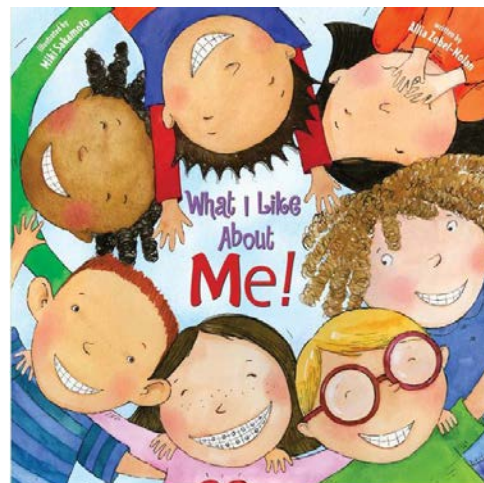
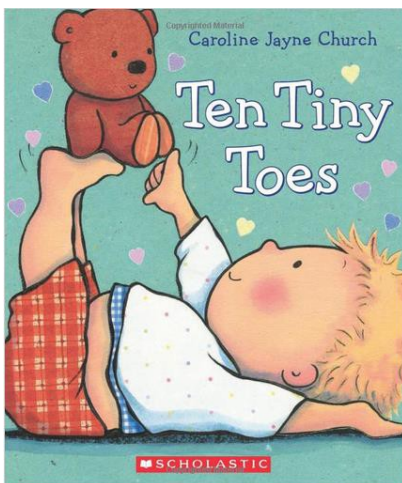
The Just Read, Florida! Office and the Florida Department of Education (FDOE), in partnership with other FDOE offices, the Office of Early Learning (OEL), school districts, early learning coalitions and numerous other state agencies, are pleased to announce the annual statewide *Celebrate Literacy Week, Florida!* (CLW). The event will take place the week of **January 25 – 30, 2021**.

The 2021 CLW theme is **Humanity tells a story: What's YOUR chapter?** and lends itself to our early childhood theme of **My Community and Me!** Today's youngest learners can reflect on the friends in their community, as well as who they are as individuals. As educators, we have a tremendous opportunity to encourage and build community within our classrooms while also encouraging the love of reading every day with the young children we serve.

Please join us in this year's **simultaneous reading activity** on **Wednesday, January 27, at 9 a.m. (EST)**. Providers will spread the love of literacy in their homes, centers and schools by reading ***Ten Tiny Toes* by Caroline Jayne Church** to infants and toddlers (birth to 3-year-olds), and ***What I Like About Me* by Allia Zobel-Nolan** to preschoolers (3- to 5-year-olds). We have included in this notice several supporting resources (suggested books, expansion activities and targeted standards) which you may find useful as you plan for this year's CLW activities.

The foundation for reading begins at birth, as a child's early experiences with books and language lay the groundwork for future success in learning to read. When you read, talk or play with children, their brains are stimulated and build the connections that become the building blocks for reading. Brain development research shows that the development of language and literacy skills begins at birth, and reading aloud to children every day increases their brains' capacity for language and literacy skills.

Reading a book to young children is not only one of the best activities to stimulate language and cognitive skills, but it also builds motivation for reading with curiosity and memory. The more words parents and caregivers use when speaking to an infant, the more words infants will recognize and use as they begin to speak.



## Expansion Activities for *Ten Tiny Toes* by Caroline Jayne Church Infant/Toddler (Birth to 3-year-olds)

Following the simultaneous reading, teachers may want to provide one or more of these activities for the children in their class.

### **Activity: Diapering Experience**

Young infants experience and learn about their world through participating in daily routines. A simple daily routine such as diapering can expose children to every developmental domain!

Create a diapering routine around a favorite book, such as *Ten Tiny Toes*. As you are carrying the infant to the diapering station, recite the story in the book. As you are changing the diaper, smile and point to baby's body parts and repeat the words, "Mouth, ears, eyes, nose, arms, belly, legs and ten tiny toes." When diapering is complete, say "touch your belly, laugh and giggle!" Over time, babies will begin to identify their body parts, as well as anticipate an enjoyable interaction with their caregiver.

### **Standards:**

- **Physical Development** - Exhibits body awareness and starts to move intentionally.
- **Approaches to Learning** - Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes.
- **Social and Emotional Development** - Experiences and develops secure relationship with primary caregiver; begins to respond positively to familiar rituals and routines initiated by familiar adult.
- **Language and Literacy** - Responds to gestures of adults; begins to look at familiar people, objects, or animals when they are named; shows enjoyment of the sounds and rhythm of language.
- **Mathematical Thinking** - Attends to objects in play, such as reaching or looking for more than one object.
- **Scientific Inquiry** - Shows curiosity about own body structure.
- **Social Studies** - Begins to explore characteristics of self.
- **Creative Expression Through the Arts** - Uses movement to show increasing body awareness in response to own environment.

### **Activity –Body Parts**

Using the book *Ten Tiny Toes* as a reference, a child may explore various body parts with the help of his teddy bear. Use a teddy bear to gently point out the infant's corresponding body parts as you read the book. Invite a toddler to find the bear's mouth, ears, eyes, nose, belly, arms, legs and toes as you read. The child may enjoy moving the bear or his own body along with the motions in the book. Take this opportunity to introduce the words giggle, wiggle, and bend.

### **Standards:**

- **Physical Development** - Demonstrates use of large muscles for movement, position, strength and coordination
- **Social and Emotional Development** - Develops positive relationships with adults; develops sense of identity and belonging through play.
- **Language and Literacy** - Shows an understanding of words and their meanings (receptive); shows motivation for and appreciation of reading.
- **Scientific Inquiry** - Demonstrates knowledge related to living things and their environments.

**Activity: Color the Body Part**

Have the child lie down on a large sheet of paper and trace around their body with a watercolor marker or crayon. Ask the child to color or paint different parts of their “paper” body. Use the body parts from the story *Ten Tiny Toes*. Ask them to color their hands green or their feet blue. Have items such as hats, socks, shirts and pants for the child to place on the appropriate body part. Ask the child to put the hat on the head, the socks on the feet, etc.

**Standards:**

- **Language and Literacy** - Shows an understanding of words and their meanings (receptive); uses increased vocabulary to describe objects, actions and events (expressive).

**Activity: Lather Up**

Use playtime to review body parts identified in the book (*mouth, ears, eyes, nose, etc.*). Give the child a doll to hold. Then, use a soft washcloth and pretend to wash the doll. Say, “Oh no, the doll is dirty. We need to wash her face.” Pretend to wash the doll’s face with the washcloth. Then say, “Oh no, the doll has dirty hands. Can you wash the doll’s hands?” Give the child the washcloth and let them wash the doll’s hands. Have the child wash the doll’s body parts that were named in the story *Ten Tiny Toes*. Then ask the child to pretend to wash their own nose, hands, feet, knees and other body parts.

**Standards:**

- **Physical Development** - Responds to and initiates care routines that support personal hygiene.
- **Scientific Inquiry** - Uses senses to explore and understand their social and physical environment; begins to identify some sense organs.

**Activity: Body Puzzle**

Create cards with photos of the various body parts shown in the story *Ten Tiny Toes*. Place a piece of Velcro or a magnetic strip on the back of each card. As you place the card on a flannel board or metal baking pan, identify the body part, have the children repeat the word and point to the same part on their own body. Older children can find the card with the correct body part and place it on the board themselves. This activity can be introduced at circle time and used during small groups and center time for individual use as appropriate.

**Standards:**

- **Language and Literacy** - Shows an understanding of words and their meanings (receptive); uses increased vocabulary to describe objects, actions and events (expressive).

## Expansion Activities for *What I Like About Me* by Allia Zobel-Nolan Preschool (3- to 5-year-olds)

### Activity: Find the Rhyming Words

Children will identify the rhyming words on each page in the book *What I Like About Me!* when read aloud.



### Rhyming word guide

Page 1 great/straight  
Page 2 misty/twisty  
Page 3 ball/tall  
Page 4 fun/one  
Page 5 giggle/wiggle  
Page 6 teachers/features  
Page 7 white/bright  
Page 8 distinguished/English  
Page 9 spot/hot  
Page 10 eight/great  
Page 11 petite/feet  
Page 12 great/celebrate

**Standards: Language and Literacy** - Listens and matches rhyming, volume, and pitch of rhymes, songs, and chants.

### Activity: Paper Plate & Self Portrait

Provide children with a variety of paper plate sizes. Have each child pick out the materials they would like to use before actually creating their self-portraits. The activity can be done during free choice or small groups. Using the mirror, they look at their eyes, nose, mouth, ears and hair and talk about which materials would best reflect their features. The children can count how many eyes and ears they have on their plate. Have fun with this activity, and remember it's about self-expression.



**Supplies:** Paper plates, tissue paper, yarn, crayons or markers, construction paper, pom-poms, buttons, popsicle sticks, pipe cleaners, googly eyes, safety scissors, glue, fabric

### **Standards:**

- **Physical Development** - Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- **Approaches to Learning** - Approaches daily activities with creativity and inventiveness.
- **Social and Emotional Development** - Develops sense of self-awareness and independence.
- **Language and Literacy** - Uses increased vocabulary to describe objects, actions and events (expressive).

- **Mathematical Thinking** - Immediately recognizes without counting the number of objects in a set of four objects.
- **Scientific Inquiry** - Uses senses to explore and understand their social and physical environment.
- **Social Studies** - Identifies characteristics of self as an individual. Identifies the ways self is similar to and different from peers and others.
- **Creative Expression Through the Arts** - Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented, and diverse art materials. Uses appropriate art vocabulary to describe own art creations and those of others.

**Activity: “All About Me” Mirror**

The children will create an “All About Me” mirror and describe their individual facial features and characteristics. For example, “I see two brown eyes.” First, the children will draw a mirror shape on card stock and cut it out. They will then cut out a circle or oval shape from tin foil paper and glue it onto the cardstock. The children can decorate around the mirror using various art materials.

**Example Materials:** Safety scissors, tin foil, glue sticks, large tongue depressors, two different color cardstock paper (thick), crayons and pencils



**Standards:**

- **Physical Development** - Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks.
- **Approaches to Learning** - Approaches daily activities with creativity and inventiveness. Social and Emotional Development - Develops sense of self-awareness and independence. Language and Literacy - Uses increased vocabulary to describe objects, actions and events (expressive).
- **Mathematical Thinking** - Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle).
- **Scientific Inquiry** - Uses senses to explore and understand their social and physical environment.
- **Social Studies** - Identifies characteristics of self as an individual; identifies the ways self is similar to and different from peers and others.
- **Creative Expression Through the Arts** - Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials; uses appropriate art vocabulary to describe own art creations and those of others.





**Activity: What I Like About Me!**

After reading the book *What I Like about Me!*, have a group discussion about differences each child has (e.g., hair/eye color, short/long hair, straight/curly hair). Discuss the different hair colors represented in your classroom. Help the children provide a label for each hair color. Go around the room and have the children tell what their own hair color is when you point to them. Explain to the children that you would like to make a graph or picture showing the different hair colors in your classroom. Make the graph with a column for each hair color represented in the classroom. In each column, color one square for each child with that specific hair color. Have the children count the number of squares that have been filled in for each color of hair represented in the classroom. Discuss which hair color had more squares filled in and which hair color had fewer squares filled in.

**Standards: Mathematical Thinking** - Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects.

**Teacher Resources**

NAEYC

<https://www.naeyc.org/resources/pubs/tyc/dec2017/now-read-pattern-books>

Florida Office of Early Learning Standards Book List

<http://flbt5.floridaearlylearning.com/docs/Preschool%20Book%20List-ADA.pdf>

Florida Literacy Association, Children's Book Awards

<https://flareads.org/childrens-book-awards/>

NPR Book List

<https://www.npr.org/2020/08/31/905804301/welcome-to-story-hour-100-favorite-books-for-young-readers>