

# 2020 Celebrate Literacy Week, Florida!



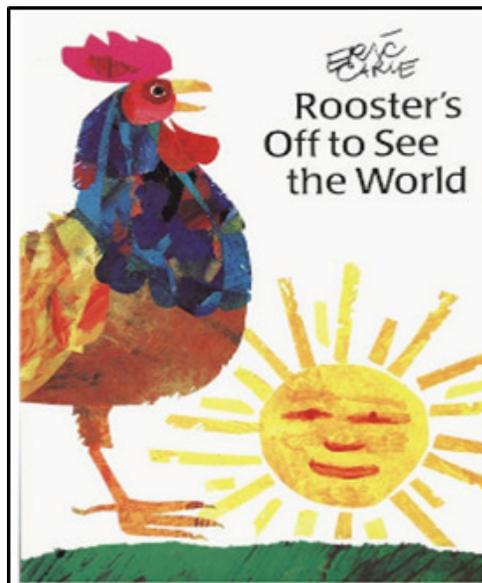
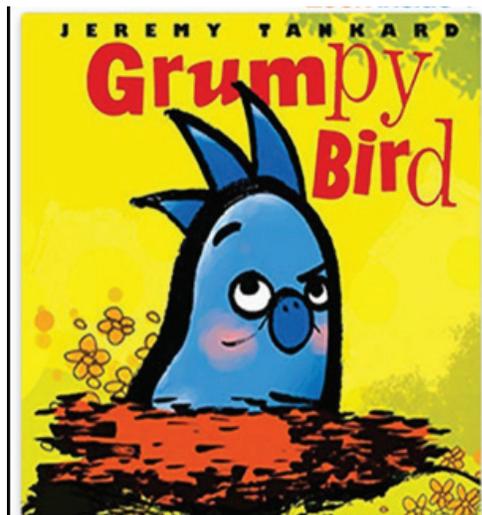
The Just Read, Florida! Office and the Florida Department of Education (FDOE), in partnership with other FDOE offices, the Office of Early Learning (OEL), school districts, early learning coalitions and numerous other state agencies, are pleased to announce the 12th annual statewide Celebrate Literacy Week, Florida! (CLW). The event will take place the week of **January 27 – 31, 2020**.

The 2020 CLW theme is **BOOK Your Trip! Adventure Awaits**, and lends itself to many exciting adventures through the use of literature. With this theme in mind, we are encouraging all schools to help spread the love of reading and the importance of literacy by participating in an adventure of their own. As educators, we have a tremendous opportunity to encourage and build 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 29, at 9 a.m. (EST)**. Providers will spread the love of literacy in their homes, centers and schools by reading *Grumpy Bird*, by **Jeremy Tankard** to infants and toddlers (birth to 3-year-olds), and *Rooster's Off to See the World*, by **Eric Carle** 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 along 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 Grumpy Bird, by Jeremy Tankard – Infant/Toddler (Birth to 3-year-olds)



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

- **Activity** - Read the story and name the characters in the book, children will learn to identify the names of the characters and point to the characters.

- **Activity** - Use puppets to represent the different animals in the story (ex. bird, raccoon, rabbit etc.) and allow time for children to interact with the puppets or you can use the puppets to retell the story. Encourage the children to use the puppets to express their understanding of the story.



(**Standards: Language and Literacy**-Demonstrates understanding when listening. Increases knowledge through listening. **Creative Expression**- Imitates and initiates familiar experiences in own life using a variety of objects in the environment)

- **Activity** - Play follow the leader imitating the story plot where the animals follow the Grumpy Bird (like Simon Says) and imitate his movements. Each child can choose to be one of the characters. If there are enough children each one can be an animal and the leader can be the Grumpy Bird.

(**Standard: Physical Development** -Uses perceptual information to guide motions and interactions with objects and other people)



- **Activity** - On a table for messy play, give children the opportunity to paint their own grumpy bird or any of the characters they like from the book; provide paint and crayons of different colors let the children explore the materials on large pieces of paper.

(**Standard: Creative Expression** - Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment)

## Expansion Activities for Rooster's Off to See the World, by Eric Carle - Preschool (3 to 5-year-olds)

### • Activity – Story Bracelet

In this story, Rooster sets out to see the world. He is soon joined by cats, frogs, turtles, and fish. However, one group at a time, his new friends decide to head home.



Invite children to recall and retell the sequence of events by creating a story bracelet. Prepare a chart with pictures of each of the animals (a copy of the small squares from the book will work well) and add corresponding beads for each (i.e., one red for Rooster, two black for the cats, three green for the frogs, four brown for the turtles, and five blue for the fish). Place the chart, book, pipe cleaners, and beads in this center. Encourage children to place the correct number of beads on the pipe cleaner in the correct order (referring to the chart as necessary). Once they have placed the beads on the pipe cleaner, show them how to twist the ends together to make a bracelet. Make one for yourself and demonstrate its use by retelling the story as you touch the different color beads. Encourage the children to practice using the story bracelet with a friend and take it home to share with family members.

(Standards: **Physical Development** - Fine Motor Development: Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks; Increasingly coordinates hand and eye movements to carry out a variety of actions with increasing precision; **Language and Literacy** - Shows motivation for and appreciation of reading)



### • Activity – Collage Art

Eric Carle's unique illustrations are easily recognizable. His artwork is created using the collage technique. Invite your students to experiment with this form of art.

Mix liquid tempera paint to create vibrant colors. Place several paintbrushes in each container. Provide white construction paper and texturizing tools (i.e., pieces of sponge, plastic forks, and pieces of corrugated cardboard). Ask children to choose a color and paint the entire surface of the paper. Let the paper dry and invite the children to make designs on their painted paper using a different color and some texturizing tools. They may even choose to add a third or fourth color. Allow the paper to dry completely. Create sturdy templates of the characters in the book. Some children may choose to use the templates to trace the outline of a character onto their dried paper. They may then cut it out, glue it onto a piece of construction paper and add embellishments using leftover paper or markers. Others may choose to create their own design by cutting their paper into random shapes and assembling them on a piece of construction paper. Display the finished products in a classroom "Artist's Gallery".

(Standards: **Physical Development** - Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks; **Approaches to Learning** - Shows increased curiosity and is eager to learn new things and have new experiences; **Language and Literacy** - Follows Directions; **Creative Expression Through the Arts** - Combines with intention a variety of open-ended, process-oriented and diverse art materials)

### • Activity - Growing Patterns (small group)

As Rooster meets more friends on his journey, a growing pattern is formed. Growing Patterns increase by a constant amount (one rooster, two cats, three frogs, etc.). Recognizing this unique type of pattern lays the

foundation for algebraic thinking and helps prepare children for learning complex number concepts and mathematical operations.

Create several sets of character squares, from the book (one rooster, two cats, three frogs, four turtles, and five fish). Provide a set for each child. Invite children to help you retell the story using the squares. After each addition of characters ask, “How many friends are off to see the world now?” Encourage the children to make a pattern, like the one in the book, and count each square. After the addition of the fish, point to the pattern in the book and ask them what they notice. Discuss their answers. Continue the game as you read and begin to subtract the squares. When there are no squares left, discuss the events of the story. Ask, “Rooster was homesick what does that mean? Have you ever been homesick? What made you feel better? DO you think Rooster felt better after he returned home? How can you tell?” Place the sets of squares in envelopes or baggies and leave them in a center with the book and a small basket of wooden cubes. Encourage the children to explore on their own.

Option: If you have at least 15 children in your class, they may want to act out the story as you read the book.

(**Standards: Mathematical Thinking** - Begins to demonstrate how to compose and decompose [build and take apart] sets up to eight using objects, fingers, or acting out; **Mathematical Thinking** - Identifies the last number spoken tells “how many” up to 10 [cardinality]; **Language and Literacy** - Demonstrates comprehension of books read aloud; **Social and Emotional Development** - Expresses, identifies and responds to a range of emotions)

#### • **Activity - A Growing Trail Mix**

Provide five different small snack ingredients (i.e., teddy bear graham cracker, miniature marshmallows, raisins, pretzel sticks, and chocolate chips). Place the ingredients in separate bowls and create a label for each by gluing a character square to a piece of card stock and placing it in front of the bowl. Next, create a recipe strip using picture squares and numerals. For example, begin with the numeral 1 followed by a rooster square then the numeral 2 followed by a cat square, etc. Provide tongs for each ingredient or plastic gloves for the children.

Give children a small paper plate and invite them to create a snack by following the recipe. Model the process. Before children enjoy their snack, encourage them to count the total number of ingredients they have on their plate. “Which ingredient do you have the most of?” “Which ingredient do you have the least of?”



(**Standards: Mathematical Thinking** - Reads and writes some numerals one to 10 using appropriate activities; **Mathematical Thinking** - Uses counting and matching strategies to find which is more, less than, or equal to 10; **Physical Development** - Assists adults in preparing simple foods to serve to self and others; **Physical Development** - Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks)

#### • **Vocabulary Extension**

The book, Rooster’s Off to See the World contains a number of words that may be unfamiliar to preschoolers. Take an opportunity to introduce some of these new words using child-friendly definitions. Encourage children to use these words throughout the week.

- Lonely-sad about being alone
- Eager- ready and excited to do something
- Delighted-feeling very happy
- Shelter-a safe place

- Polite-having good manners
- Journey-a long trip
- Homesick-missing home

(**Standards: Language and Literacy**-Shows an understanding of words and their meanings [receptive and expressive], **Approaches to Learning**- Shows increased curiosity and is eager to learn new things and have new experiences)

## Supporting Book List

*One Duck Stuck*, by Phyllis Root  
*The Napping House*, by Audrey Wood  
*Over in the Meadow*, by Ezra Jack Keats

### More Books by Eric Carle

*From Head to Toe*  
*The Grouchy Ladybug*  
*The Very Busy Spider*  
*The Very Hungry Caterpillar*  
*The Very Lonely Firefly*

### More Books by Jeremy Tankard

*Boo Hoo Bird*  
*Hungry Bird*  
*Sleepy Bird*  
*Me Hungry*

### Teacher Resources

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

<https://earlymath.erikson.edu/big-ideas/patterns-are-sequences-repeating-or-growing-governed-by-a-rule-they-exist-both-in-the-world-and-in-mathematics-pre-elementary-1st-grade-math-activities/>