



2023 Celebrate Literacy Week, Florida!

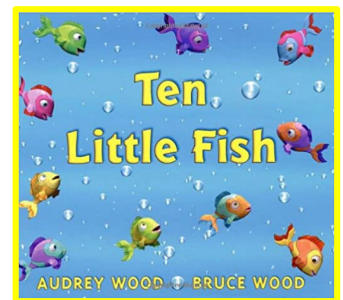
The Florida Department of Education’s (FDOE) Division of Early Learning (DEL) is once again collaborating with FDOE’s *Just Read, Florida!* office for the fifteenth annual statewide *Celebrate Literacy Week, Florida!* 2023 events. *Celebrate Literacy Week, Florida!* 2023 is scheduled for the week of January 23-27, 2023, so mark your calendars now for this important week of events. This year, our *Celebrate Literacy Week, Florida!* theme is Take a Deep Dive Into Literacy – Splash Into New Worlds!

DEL will support the Celebrate Literacy Week theme from an early learning perspective with a focus on new experiences. Early childcare providers and preschools will incorporate early literacy skills into age-appropriate self-awareness topics related to families and their communities.

Please mark your calendars for the simultaneous reading activity on Wednesday, January 25, at 9 a.m. (EST). Providers will spread the love of literacy in their homes, centers, and schools by reading *Ten Little Fish* by Audrey and Bruce Wood to infants and toddlers (birth to 3-year-olds) and to preschoolers (3- to 5-year-olds).

Ten Little Fish by Audrey and Bruce Wood

Follow ten little fish as they swim along a beautiful ocean reef, one by one departing from the school for different reasons, eventually leaving one fellow all alone. What will he do? Along comes another, and that makes two! Soon they become a father and a mother with ten little children of their own. The rhyming text helps readers go from one to ten and back again, and each illustration pops with all the color and depth of an underwater playground.



Ten Little Fish by Audrey and Bruce Wood

Optional Expansion Activities for Children 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.

Activities:

- Puppets, page 2
- Water Play, page 3
- Painting, page 4
- Ten Hidden Fish, page 5
- Fishing Game, page 6

Activity 1: Puppets

With a fish puppet in your hand talk about the fish in the book. Let the child touch the puppet to make this activity a sensory activity with the puppet. Ask questions about the puppet and wait for the child to communicate. Continue until the child engages in back-and-forth interactions. Allow the child to play with the puppet.



Florida's Early Learning and Developmental Standards:

- **Approaches to Learning**, II.A.1. – Begins to show eagerness and curiosity as a learner.
- **Language and Literacy**, IV.C.2.a. – Builds and uses vocabulary through repeated exposure with language, pictures, and books.
- **Social and Emotional Development**, III.B.2.a. – Exhibits joint attention.
- **Creative Expression**, VIII.D.1. – Imitates and initiates familiar experiences in own life using a variety of objects in the environment.

Activity 2: Water Play

Set the water play with enough water for the toys to sink or float. Add plastic fish of different colors. Let the child explore the water table and add other marine life toys to expand the experience. Talk to the child while playing with the toys in the water, counting the toys, etc.



Florida's Early Learning and Developmental Standards:

- **Approaches to Learning**, II.C.1. – Approaches and explores new experiences in familiar settings.
- **Language and Literacy**, IV.A.1.a. – Engages in multiple back and forth communicative interactions with adults as part of sensory, social, and emotional experiences (e.g., simple games).
- **Mathematical Thinking**, V.A.1. – Attends to quantities when interacting with objects.
- **Scientific Inquiry**, VI.A.3.a. – Begins to combine simple actions to cause things to happen or change how they interact with objects and people.

Activity 3: Painting

Read the story of the *Ten Little Fish* and encourage the children to paint the sea and fish in it.



Florida's Early Learning and Developmental Standards:

- **Physical Development**, I.B.C.1. – Gains control of hands and fingers.
- **Approaches to Learning**, II.B.1. – Pays attention for longer periods of time and persists at preferred activities.
- **Language and Literacy**, IV.A.2.c – Responds to language during conversations, songs, stories, or other experiences.
- **Scientific Inquiry**, VI.A.1.b. – Explores the nature of sensory materials and experiences (e.g., different textures, sound, taste, and wind).
- **Creative Expression**, VIII.A.1. – Combines a variety of open-ended, process-oriented, and diverse art materials to explore technique with intention.

Activity 4: Ten Hidden Fish

As you read the story, follow the ten little fish, and hide them under the blanket as they depart from the school. As each fish reappears, bring it out from under the blanket, one by one. In the process of searching for the fish, the child develops their imagination which, in turn, tunes their problem-solving capacity. The child tries to figure out possible ways to hide or find the hidden fish. Repeat the story if children show interest.



Florida's Early Learning and Developmental Standards:

- **Approaches to Learning**, II.A.1. – Begins to show eagerness and curiosity as a learner.
- **Language and Literacy**, IV.C.2.a. – Builds and uses vocabulary through repeated exposure with language, pictures, and books.
- **Social and Emotional Development**, III.B.2.a. – Exhibits joint attention.
- **Creative Expression**, VIII.D.1. – Imitates and initiates familiar experiences in own life using a variety of objects in the environment.
- **Mathematical Thinking**, B.1. – Notices changes in quantity or missing objects.
- **Scientific Inquiry**, A.3. – Uses understanding of causal relationships to act on social and physical environments.

Activity 5: Fishing Game

For this game, you only need two things: pipe cleaners (chenille stems) and a container. Take several pipe cleaners and form a fish shape with them. Use another pipe cleaner to form a hook (just bend one end). Use pipe cleaners in different colors for fish and for a hook. This way it will be easier for a toddler to hook a fish. Place the container on a table and place fish inside. Hand your toddler a pipe cleaner hook and invite them to go fishing!



Florida's Early Learning and Developmental Standards:

- **Physical Development**, C.1. – Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- **Approaches to Learning**, II.C.1. – Approaches and explores new experiences in familiar settings.
- **Language and Literacy**, IV.A.1.a. – Engages in multiple back and forth communicative interactions with adults as part of sensory, social, and emotional experiences (e.g., simple games).
- **Mathematical Thinking**, V.A.1. – Attends to quantities when interacting with objects.
- **Scientific Inquiry**, VI.A.3.a. – Begins to combine simple actions to cause things to happen or change how they interact with objects and people.

Ten Little Fish by Audrey and Bruce Wood

Optional Expansion Activities for 3- to 5-Year-Olds

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

Activities:

- Sorting and Graphing Goldfish Crackers, page 7
- Loose Parts Fish and Seascapes, page 8
- Creating a Coral Reef, page 9
- Ocean Plates, page 10
- Mixing Colored Water Experiment, pages 11-12

Activity 1: Sorting and Graphing Goldfish Crackers

Invite children to fill a $\frac{1}{2}$ cup scoop with colored goldfish crackers and place them on a paper plate. Challenge them to sort the crackers by color. What do they notice? What color do they have the most of? How many green and orange crackers do they have all together? How many crackers in all? Do any of the groups have an equal number of crackers?

Additionally, crackers may be used to duplicate or create simple patterns or create graphs. Children may choose to count out 10 crackers and retell the events of the story, *Ten Little Fish*.



Florida's Early Learning and Developmental Standards:

- **Mathematical Thinking**, V.A.5. – Constructs and counts sets of objects.
- **Mathematical Thinking**, V.A.6. – Uses counting and matching strategies to find which is more, less than, or equal to 10.
- **Physical Development**, I.C.2. – Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.
- **Approaches to Learning**, II.A.1. – Shows increased curiosity and is eager to learn new things and have new experiences.

Activity 2: Loose Parts Fish and Seascapes

Place a variety of loose parts (e.g., buttons, beads, shells, pebbles, lengths of yarn, sticks, etc.) at a center. Display the book, *Ten Little Fish*, and invite children to create their own fish or seascapes. Encourage the children to discuss their creations.



Florida's Early Learning and Developmental Standards:

- **Creative Expression Through the Arts, VIII.A.1.** – Combines with intention a variety of open-ended, process-oriented, and diverse art materials.
- **Approaches to Learning, II.C.1.** – Approaches daily activities with creativity and inventiveness.
- **Language and Literacy, IV.C.2.** – Uses increased vocabulary to describe objects, actions, and events (expressive).
- **Social and Emotional Development, III.D.2.** – Develops sense of identity and belonging through exploration and persistence.
- **Physical Development, I.C.2.** – Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision.

Activity 3: Creating a Coral Reef

Using the book *Ten Little Fish* as a reference, create a coral reef in the block center. Children can draw a plan of their designs prior to beginning the builds using blank paper and pencils. The teacher can scaffold children's knowledge by showing photographs and naming various ocean animals. Add plastic ocean animals for imagination fun!



Florida's Early Learning and Developmental Standards:

- **Approaches to Learning, II.D.1.** – Demonstrates some planning and learning from experiences.
- **Social and Emotional Development, C.2.A.** – Plays with peers in a coordinated manner including assigning roles, materials, and actions.
- **Language and Literacy, IV.C.2.A.** – Uses large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context).
- **Language and Literacy, IV.G.1.A.** – Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).
- **Scientific Inquiry, VI.B.1.E.** – Observes that living things differ with regard to their needs and habitats.
- **Creative Expression Through the Arts, VIII.D.1.** – Expresses and represents thoughts, observations, imagination, feelings, experiences, and knowledge, verbally or nonverbally, with others using a variety of objects in own environment.

Activity 4: Ocean Plates

Transform your science area into an ocean display by using *Ten Little Fish*, recyclable craft materials, and children's imagination! Provide paper or Styrofoam plates, various shades of paint, scraps of bubble wrap/tissue paper, bottle caps, pebbles, shells, sticks, pipe cleaners, googly eyes, etc. Invite families to participate by sending in recyclable materials from home. Have children paint a paper plate and a few bottle caps in different colors, then glue on fins and eyes. After paint and glue are dry, allow children to choose items to decorate their ocean scene. Educators can talk to children about recycling and which items might be harmful to fish and other ocean life (e.g., plastic).



Florida's Early Learning and Developmental Standards:

- **Approaches to Learning, II.C.1.** – Approaches daily activities with creativity and inventiveness.
- **Scientific Inquiry, VI.E.1.c.** – Identifies examples of organized efforts to protect the environment.
- **Creative Expression Through the Arts, VIII.A.1.** – Combines with intention a variety of open-ended, process-oriented, and diverse art materials.

Activity 5: Mixing Colored Water Experiment

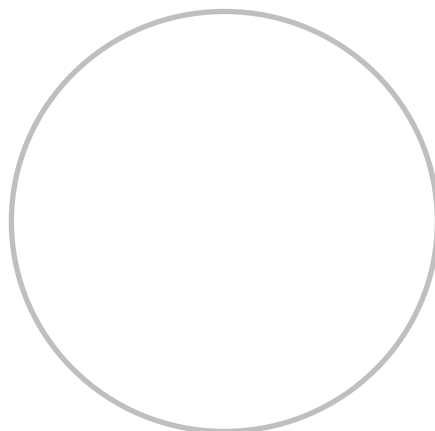
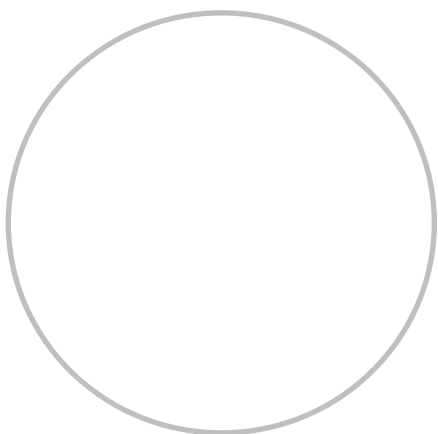
The teacher will have previously prepared water dyed with red, blue, and green food coloring and placed in clear, plastic containers. The teacher will review how the fish in *Ten Little Fish* lived in the water. A fish's natural habitat is in water because fish need water to live. The teacher will explain the directions and expectations for the experiment. Each child will predict what new colors they will make when mixing the colored water. Children will record their predictions on the recording sheet using crayons to color the circles to indicate the colored water they will be using and their predictions. Next, children will engage in the experiment using eye droppers to add colors to an empty plastic clear container. The teacher should ask open-ended questions throughout the experiment to encourage thoughtful dialogue. The children will check their experiment results with their predictions.



Florida's Early Learning and Developmental Standards:

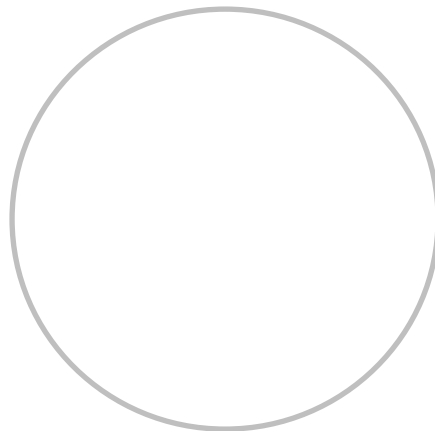
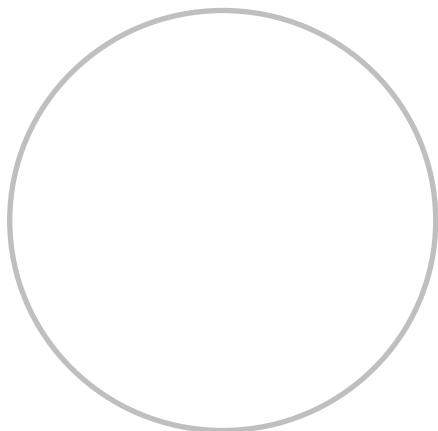
- **Physical Development**, I.B.C.2.C. – Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs).
- **Approaches to Learning**, II.A.1. – Shows increased curiosity and is eager to learn new things and have new experiences.
- **Scientific Inquiry**, VI.A.3.A.-D. – Makes predictions and tests their predictions through experimentation and investigation, collects and records data through drawing, writing, dictation, and taking photographs (e.g., using tables, charts, drawings, tallies, and graphs), begins to form conclusions and construct explanations (e.g., What do the results mean?), shares findings and outcomes of experiments.
- **Scientific Inquiry**, VI.A.2.A. – Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales).

I predict...



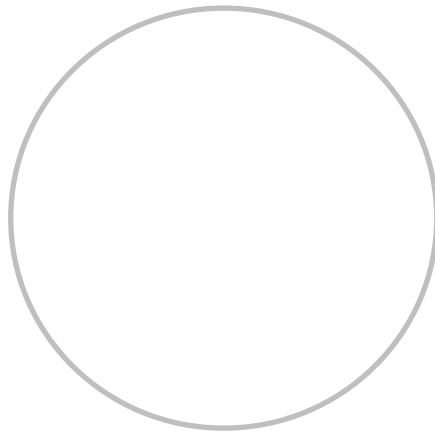
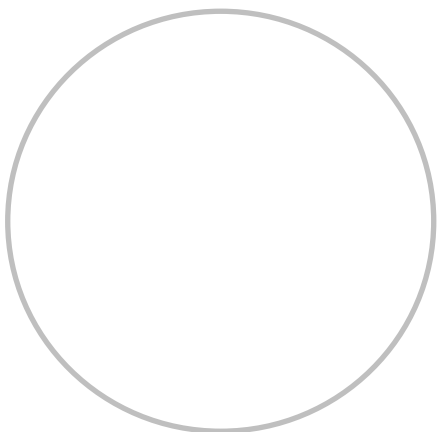
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Vocabulary Resource

Crate - a wooden container

Shore - land at the edge of water

Sticks - small pieces of trees

Survive - stay alive

