

# Celebrate Literacy Week, Florida! 2015

The Just Read, Florida! Office and the Florida Department of Education (FDOE), in partnership with other FDOE offices, the Office of Early Learning, school districts, early learning coalitions and numerous other state agencies are pleased to announce the sixth annual statewide *Celebrate Literacy Week, Florida!* The event will take place the week of **January 26-30, 2015**.

## Please join us...

**In celebrating literacy by encouraging providers to participate in our simultaneous reading activity on Wednesday, January 28, at 9 a.m. (EST).**

Providers can support this effort to promote literacy in their homes, centers and schools by reading *Don't Let the Pigeon Drive the Bus!* by Mo Willems for infants and toddlers, and *Time to Sleep* by Denise Fleming for 3- to 5-year-olds. We also encourage you to use the expansion activities on the back of this notice.

The foundation for reading is built from infancy. A child's early experiences with books and language lay the foundation for 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.

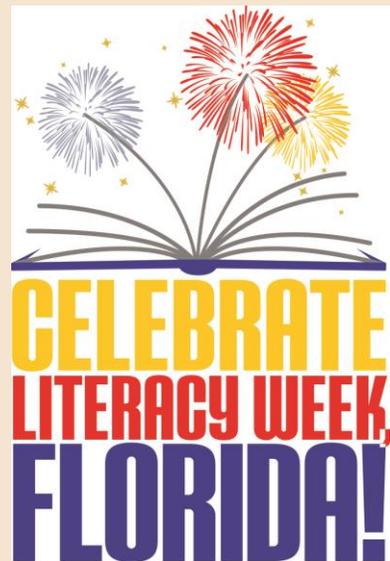
Reading a book to young children is not only one of the best activities to stimulate language and cognitive skills, but it also builds motivation for reading along with curiosity and memory. The more words parents use when speaking to an infant, the greater the size of their infant's vocabulary.

## What can providers and families do to provide early literacy experiences for children?

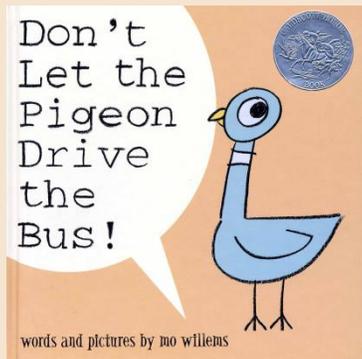
- Hold young children on your lap or close to you. Read an age-appropriate book to engage in some back-and-forth dialogue around the words and pictures.
- Engage in repeated sequences of interactions between you and the children. Point out something on the page and ask the child questions like "What's that?" "What's that kitty doing?"
- Allow the child to respond and then provide feedback.



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## Infant/toddler (Birth to 3-year-olds)



### Expansion activities

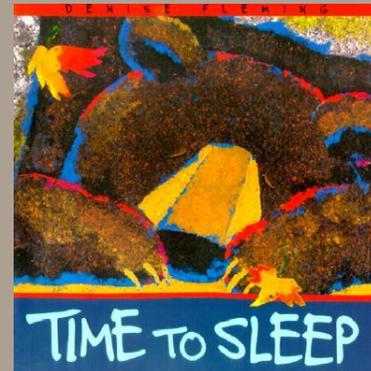
**Surprise Squishy Bags**-Laminate photos of each child (or draw the pigeon from the book, color, and cover with clear contact paper). Place one photo in a large Ziploc bag. Add tempura paint and seal with clear tape. For extra security, put this bag into another bag and seal with tape. Place on the floor for babies to squish and find the surprise! Make one for each child. (Standards: **Cognitive Development and General Knowledge:** Initiates more complex interactions).

**Exploring Emotions**-Read the book using your voice to show the different emotions the pigeon is showing. Ask the children, "How can you tell the pigeon is angry?" Ask the children if they had ever been angry because they could not do something they wanted to do. Ask, "Why do you think the bus driver wouldn't let the pigeon drive?" Say, "You can tell how a person feels by looking at their face. Let's look at the pigeon's face and see if we can tell how he is feeling." Examine the pictures and read the book. Talk about emotions. (Standards: **Social and Emotional Development:** Demonstrates increasing social problem solving).

**Play with Feathers**-Add "pigeon" feathers to the sand table for exploring fun. Most craft stores have feathers for purchase. (Standards: **Approaches to Learning:** Explores the environment with purpose and flexibility).



## Preschool (3-5-year-olds)



### Expansion activities

**Sleepy Caves**-Add toy animals, small towels or blankets, and child-created animal masks to a house-keeping or block center for children to explore themes about hibernation and animal habitats (e.g., caves, dens, trees). (Standards: **Relationships:** Interacts with and develops positive relationship with peers; develops special friendship).

**Animal Disguises and Designs**-Gather leaves, pinecones and/or acorns for children to make leaf prints or pinecone animals. Make "slithering scenes" by allowing children to place pieces of string into paint and then sliding the painted string across construction paper to make pictures filled with lots of colorful lines. Encourage children to create animal masks using art tools, construction paper or animal face templates. (Standards: **Creative Expression through the Arts:** Explores the visual arts. **Physical Development:** Shows beginning control of writing by using various drawing and art tools with increasing coordination).

**Sleepy Sequencing**-Children can retell the story by using animal masks or cards with pictures of the animals. Read the story aloud daily using book-embedded vocabulary and dialogic reading strategies. A Time to Sleep Sequence Cards: <http://www.archjrc.com/childspace/animals.html> (Standards: **Emergent Reading**)