

Celebrate Literacy Week, Florida! 2016

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 eighth annual statewide *Celebrate Literacy Week, Florida!* The event will take place the week of **January 25-29, 2016**.

Please join us...

In celebrating literacy by encouraging providers to participate in our simultaneous reading activity on Wednesday, January 27, at 9 a.m. (EST).

Providers can support this effort to promote literacy in their homes, centers and schools by reading *So Much* by Trish Cooke for infants and toddlers, and *Where the Wild Things Are* by Maurice Sendak for 3- to 5-year-olds. We 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.

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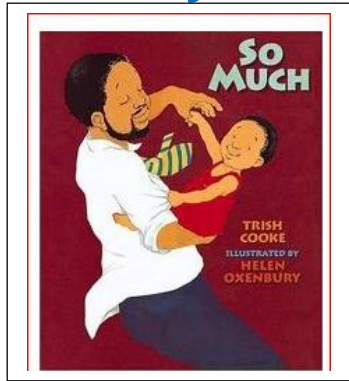
What can providers and families do to provide early literacy experiences for children?

- 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?" as well as open-ended questions.
- Allow the child to respond and then provide feedback.



January 25-29, 2016

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

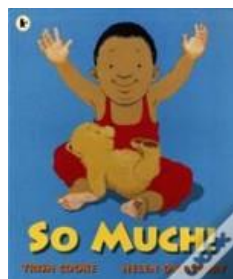


Expansion activities

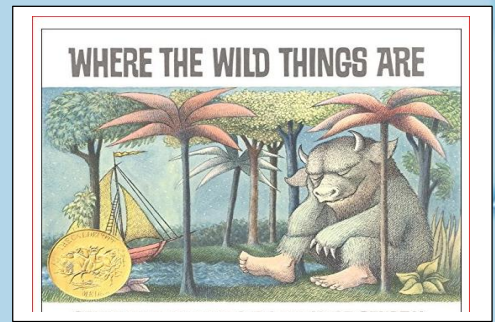
If You're Happy and You Know It! - Talk about the family members in the story. Ask the children, "How do you know they are happy to see the baby and love the baby?" Sing the song, *If You're Happy and You Know It*, and have each verse match an action in the story that shows that the family members love the baby. (Standards: **Cognitive Development and General Knowledge: The Arts:** Engages in musical experiences).

Exploring Emotions-Read the book using your voice to show the emotions each family member is showing. Ask the children if they are happy or excited to see family members and what they do when they are excited or happy. Say, "You can tell how people feel by looking at their faces. Let's look at the faces in the book and see if we can tell how each person is feeling." Examine the pictures and read the book. Talk about emotions. (Standards: **Social and Emotional Development:** Demonstrates increasing social problem solving.)

Play with Dolls-Give each child a doll or stuffed animal. Ask them to pretend they are a family member and show how the family members showed their love for the baby. (Standards: **Social and Emotional:** Begins to understand family characteristics, roles and functions.)



Preschool (3 to 5-year-olds)



Expansion activities

Create a "Wild Thing"- Have children create a "Wild Thing" using different colors of construction paper, yarn and markers or crayons. Glue the "Wild Thing" on a Popsicle stick or a strip of cardboard to make a puppet. Encourage children to create "Wild Thing" masks using art tools, construction paper or monster 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.)

Have a "Wild Rumpus"- Use fast paced music and ask the children to be "Wild Things" and dance wildly around the rug or room with a friend. Choose a child to be Max and lead the dance. (Standards: **Creative Expression through the Arts:** Explores creative movement and dance. **Relationships:** Interacts with and develops positive relationship with peers; develops special friendship.) Note: Where the Wild Things Are song is available at <http://songsforteaching.com/childrensstories/wherethewildthingsare.htm>

Wild Sounds - Children can help Max find all of the "Wild Things" objects or cards that have pictures of things with a "w" sound as the first sound and put those in a pile. Place the cards or objects that do not have a "w" sound in a separate pile. Read the story aloud daily and have children listen for the words with "w" sounds. (Standards: **Emergent Reading**-Shows alphabetic knowledge). Other literacy activities found at <http://www.readingrockets.org/article/reading-adventure-pack-where-wild-things-are>