



BELIEVE IN YOUR "SHELF"

BUILDING RESILIENCY THROUGH READING

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 sixteenth annual statewide *Celebrate Literacy Week, Florida! 2024* events. *Celebrate Literacy Week, Florida! 2024* is scheduled for the week of **January 22-26, 2024**, so mark your calendars now for this important week of events. This year, our *Celebrate Literacy Week, Florida!* theme is **Believe In Your "Shelf" – Building Resiliency Through Reading!**

DEL will support the Celebrate Literacy Week theme from an early learning perspective with a focus on reading books to deepen children's knowledge and support the Resiliency Florida Initiative.

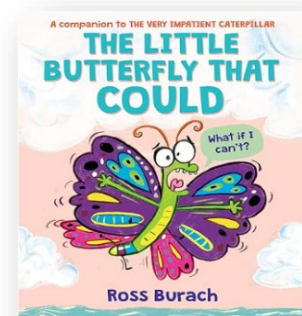
Please mark your calendars for the simultaneous reading activity on Wednesday, January 24, at 9 a.m. (EST). Providers will spread the love of literacy in their homes, centers, and schools by reading *The Little Butterfly That Could* by Ross Burach to preschoolers (3- to 5-year-olds).

The Little Butterfly That Could by Ross Burach

This sequel to *The Very Impatient Caterpillar* is a playful look at the migration of the butterfly. It is about every child's struggle to gain confidence and independence. There are also relatable themes such as persistence and resiliency.

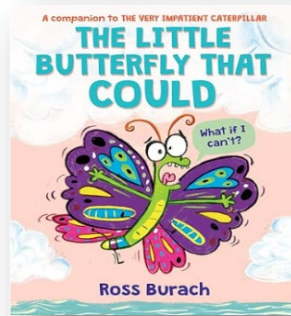
Suggested Vocabulary Words (with child-friendly definitions)

- **Blimp** – an airship filled with gas like a balloon.
- **Chrysalis** – the hard coating a caterpillar lives in while it transforms into a butterfly.
- **Dormant** – still for a time.
- **Emerged** – came out into view.
- **Krill** – small sea creatures (whales like to eat them).
- **Lease** – to live somewhere for a period of time in exchange for money.
- **Migrating** – moving to a different habitat.
- **Mile** – a long distance to travel.
- **Nectar** – sweet juice made by plants (butterflies like to drink it).



The Little Butterfly That Could by Ross Burach

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



Intentional Teaching Tips

Plan ahead

- Read *The Little Butterfly That Could* by Ross Burach to become familiar with the story and identify any new vocabulary words the children may not be familiar with.
- Create a child-friendly definition for each new word to build the children’s vocabulary and background knowledge for the story. See the list of suggested vocabulary words (with child-friendly definitions) on page 1.

Before reading the book

- Review the parts of the book with the children (front/back cover, title, author, illustrator, top/bottom of the book and the spine of the book).
- Ask questions. For example:
 - “Who writes the words or story in the book?” (Response: **The author**) “The author of this book is Ross Burach.”
 - “Who draws the pictures in the book?” (Response: **The illustrator**) “The illustrator of this book is Ross Burach.”
 - “Let’s look at the front cover of the book, what do you think the story will be about?”

While reading the book

- Call attention to the new vocabulary words by using the pictures in the book. Note: It is not necessary for the text of the word to be on the same page as the picture of the word.
- Follow the prompts below to introduce new vocabulary words and ask open-ended comprehension questions. For example:
 - **Say the word.** “Lease. That’s one of our new words.”
 - **Say the child-friendly definition.** “Lease means to live somewhere for a period of time in exchange for money.”
 - **Connect the story to real-life experiences.** “Have you ever stayed somewhere for a few days?” “The butterfly wanted to live in the whale’s stomach. How do you think the butterfly felt when the whale said no?”
 - Repeat the prompts as you encounter each new vocabulary word in the story.

After reading the book

- **Connect the story to real-life experiences.** “If you were a tiny butterfly, would you keep trying to do something that is hard? Why or why not?”
- **Ask open-ended comprehension question(s).** “What was your favorite part of the story? Why?”

Related Florida Early Learning and Developmental Standards:

- **Approaches to Learning, II.A.1.** – Begins to show eagerness and curiosity as a learner.
- **Approaches to Learning, II.B.1.** – Attends to tasks for a brief period of time.
- **Language and Literacy, IV.C.2.a.** – Builds and uses vocabulary through repeated exposure with language, pictures, and books.
- **Language and Literacy, IV.E.2.a** – Asks questions, and responds to adults and peers in a variety of settings.
- **Language and Literacy, IV.F.1.b** – Makes real-world connections between stories and real-life experiences.
- **Language and Literacy, IV.F.1.a.** – Selects books for reading enjoyment and reading related activities including pretending to read to self or others.
- **Language and Literacy, IV.F.1.b.** – Makes real-world connections between stories and real-life experiences.
- **Language and Literacy, IV.F.1.c.** – Interacts appropriately with books and other materials in a print-rich environment.
- **Language and Literacy, IV.F.1.d.** – Asks to be read to, asks the meaning of written text or compares books/stories.
- **Language and Literacy, IV.F.1.e.** – Initiates and participates in conversations that demonstrate appreciation of printed materials.

Following the simultaneous reading, teachers may want to implement one or more of the following:

Activities for 3- to 5-Year-Olds:

Activity 1: Simon Says Game, page 4

Activity 2: Reading with Pointers, page 5

Activity 3: The Little Caterpillar Song, page 6

Activity 4: The Life Cycle of a Butterfly, page 7

Activity 1: Simon Says Game

Allow each child to have a turn holding *The Little Butterfly That Could* book by Ross Burach while playing Simon Says. Start the game by passing the book to the first child and say, "Simon says point to the front of the book." Continue playing this game to teach the various concepts of print: front/back cover, top/bottom of the book, the spine of the book, pictures, words, turning pages, reading left to right, the title, author, illustrator, etc.



Related Florida Early Learning and Developmental Standards:

- **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.
- **Language and Literacy**, IV.A.3. – Follows directions.
- **Language and Literacy**, IV.C.1. – Shows an understanding of words and their meanings (receptive).
- **Language and Literacy**, IV.F.1.a. – Selects books for reading enjoyment and reading related activities including pretending to read to self or others.
- **Language and Literacy**, IV.F.1.b. – Makes real-world connections between stories and real-life experiences.
- **Language and Literacy**, IV.F.1.c. – Interacts appropriately with books and other materials in a print-rich environment.
- **Language and Literacy**, IV.F.1.d. – Asks to be read to, asks the meaning of written text or compares books/stories.
- **Language and Literacy**, IV.F.1.e. – Initiates and participates in conversations that demonstrate appreciation of printed materials.
- **Mathematical Thinking**, V.E.2. – Uses directions to move through space and find places in space.

Activity 2: Reading with Pointers

During small groups, you may use finger pointers to teach children concepts of print. Children can use finger pointers, a pointer stick, or a popsicle stick for this activity. First, read a book about caterpillars or butterflies and model pointing to each word as you read from left to right. Next, give each child their pointer to point to each word with you as you read moving from left to right and top to bottom. Talk about spaces and how they separate each word. As you read, you may also point out and discuss the different punctuation marks and what they mean.



Related Florida Early Learning and Developmental Standards:

- **Physical Development**, I.B.C.1. – Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks.
- **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.
- **Language and Literacy**, IV.F.1.a. – Selects books for reading enjoyment and reading related activities including pretending to read to self or others.
- **Language and Literacy**, IV.F.1.b. – Makes real-world connections between stories and real-life experiences.
- **Language and Literacy**, IV.F.1.c. – Interacts appropriately with books and other materials in a print-rich environment.
- **Language and Literacy**, IV.F.1.d. – Asks to be read to, asks the meaning of written text or compares books/stories.
- **Language and Literacy**, IV.F.1.e. – Initiates and participates in conversations that demonstrate appreciation of printed materials.

Activity 3: The Little Caterpillar Song

Revisit the pages in *The Little Butterfly That Could* by Ross Burach that show the butterfly's life cycle. Discuss what happens as the caterpillar transforms into a butterfly as you show the children the pictures. Next, tell the children you want to teach them a tune called *The Little Caterpillar Song*. Ask them to listen as you sing the song below. Then, invite them to sing along and act out the song using gestures or props.

The Little Caterpillar Song (To the tune of *The Itsy-Bitsy Spider*)

The little caterpillar snuggled on a leaf,
Spun a little chrysalis and then fell asleep,
While it was sleeping, it dreamed that it could fly,
When it woke up, it was a butterfly!

Related Florida Early Learning and Developmental Standards:

- **Approaches to Learning**, II.A.1. – Shows increased curiosity and is eager to learn new things and have new experiences.
- **Approaches to Learning**, II.C.1. – Approaches learning activities with creativity and inventiveness.
- **Language and Literacy**, IV.E.1. – Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems.
- **Language and Literacy**, IV.E.3. – Demonstrates understanding of the social conventions of communication and language use.
- **Language and Literacy**, IV.F.4. – Demonstrates comprehension of books read aloud.
- **Scientific Inquiry**, VI.B.1.c. – Understands that all living things grow, change and go through life cycles.
- **Creative Expression Through the Arts**, VIII.C.1. – Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge.

Activity 4: The Life Cycle of a Butterfly

During whole group, read a book about the life cycle of a butterfly. Point out the vocabulary words (e.g., egg, caterpillar, chrysalis, butterfly) related to the butterfly life cycle and share a child-friendly definition for each word.

During small groups, provide a variety of materials children may use to create the life cycle of a butterfly. Materials may include but are not limited to pictures or 3-D representations of the butterfly life cycle, a butterfly life cycle template, paper plates, tissue paper, pipe cleaner, paint, construction paper, writing tools, scissors, glue, etc.

As the children create their butterfly life cycle, ask open-ended questions. For example:

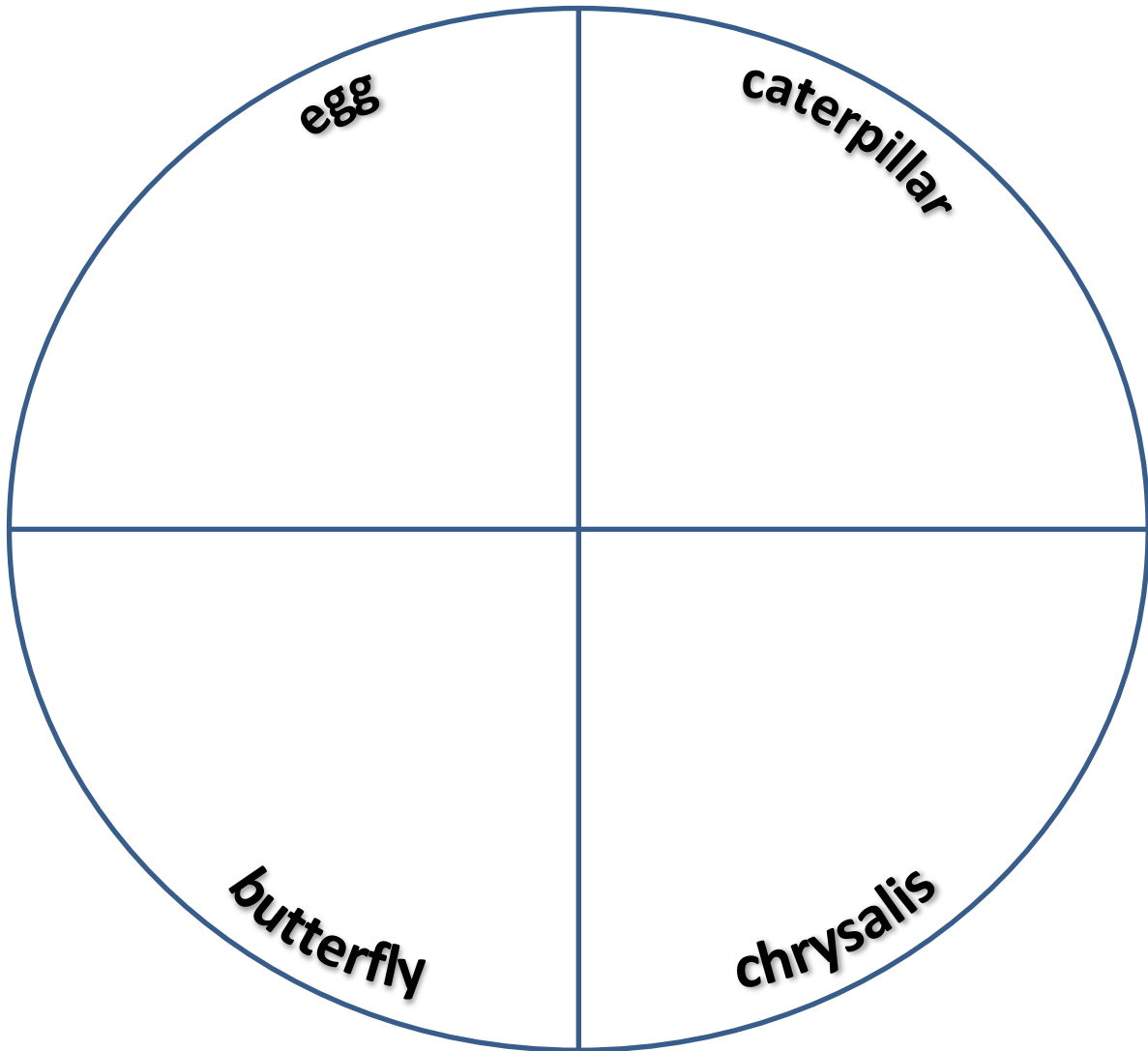
- “What happens first during the life cycle of a butterfly?”
- “How does a caterpillar turn into a butterfly?”
- “Do you think a caterpillar or a butterfly will be a good pet to have at home? Why or why not?”

Related Florida Early Learning and Developmental Standards:

- **Physical Development**, I.C.1.a. – Shows hand control using various drawing and art tools with increasing coordination.
- **Approaches to Learning**, II.B.1. – Pays attention for longer periods of time and persists in preferred activities.
- **Language and Literacy**, IV.A.2.a. – Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge.
- **Language and Literacy**, IV.C.1.c. – Understands or knows the meaning of many thousands of words, including subject area words (e.g., science, social studies, math and literacy), many more than they routinely use (receptive language).
- **Language and Literacy**, IV.E.2.a. – Asks and responds to more complex statements and questions, follows another's conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations.
- **Scientific Inquiry**, VI.B.1.c. – Understands that all living things grow, change and go through life cycles.
- **Creative Expression**, VIII.A.1. – Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention.

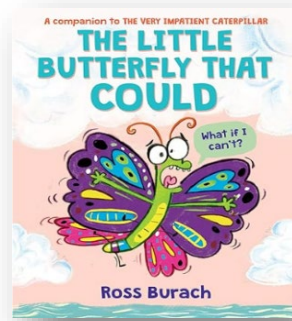


Butterfly Life Cycle Template



The Little Butterfly That Could by Ross Burach

Optional Expansion Activities for Infants and Toddlers



Intentional Teaching Tips

Plan ahead

- Prepare for a Picture Walk by reading *The Little Butterfly That Could* by Ross Burach to become familiar with the story and identify pictures you may want to point out and any new vocabulary words you can introduce to the children.
- Create a child-friendly definition for each new word to build the children's vocabulary and background knowledge for the story.

Before reading the book

- Find a comfortable space in the room and invite a small group of children to join you.
- Review the cover of the book. Point to and label the images that you see (the author's name, the question, the parts of the butterfly, the different colors). Ask the children what they see.

While reading the book

- Call attention to the images on each page of the book.
- Introduce new vocabulary words by using the best picture of each new word in the book. Note: It is not necessary for the text of the word to be on the same page as the picture of the word.
- Follow the prompts below to introduce new vocabulary words and ask open-ended comprehension questions. For example:
 - **Ask the children what they see. Repeat what the child says and verify or correct with the actual word.**
Teacher: "What do you see?"
Child: "A buhfly."
Teacher: "Yes, that is a butterfly."
 - **Connect the story to real-life experiences.** "Have you ever seen a butterfly?"
"We saw the butterfly on the playground."
 - Repeat the prompts as you encounter each new picture/vocabulary word in the story.

After reading the book

- **Connect the story to real-life experiences.** "If you were a butterfly, how would you move to the block area?"

Related Florida Early Learning and Developmental Standards:

- **Approaches to Learning, II.A.1.** – Begins to show eagerness and curiosity as a learner.
- **Language and Literacy, IV.A.1.c** – Demonstrates understanding while listening.
- **Language and Literacy, IV.C.2.a** – Builds and uses vocabulary through repeated exposure with language, pictures and books.
- **Language and Literacy, IV.E.2.a** – Asks questions, and responds to adults and peers in a variety of settings.
- **Language and Literacy, IV.F.1.b** – Makes real-world connections between stories and real-life experiences.

Following the simultaneous reading, teachers may want to implement one or more of the following:

Activities for Infants and Toddlers:

Activity 1: Two Little Butterflies Fingerplay (Birth to 3), page 10

Activity 2: Routine Care (Birth to 8 months), page 11

Activity 3: Butterfly Dance (8 to 18 months), page 12

Activity 4: Butterfly Hop (18 to 36 months), page 12

Activity 1: Two Little Butterflies Fingerplay Birth to 3

During large or small group time engage the children in fun fingerplay. This fingerplay is adapted from “Two Little Blackbirds.” Follow these steps:

- Two little butterflies – Pointer fingers up
- Jack – one hand forward
- Jill – other hand forward
- Fly away Jack – one hand behind back. Fly away Jill – other hand behind back.
- Come back Jack – return one hand. Come back Jill – return other hand.

Two little butterflies sitting on a hill

One named Jack, one named Jill

Fly away Jack, Fly away Jill

Come back Jack, Come back Jill

Two little butterflies sitting on a cloud

One named soft (*whisper*), one named loud (*big voice*)

Fly away soft, Fly away loud,

Come back soft, come back loud

Two little butterflies sitting on a stick

One named slow (*move and talk slowly*), one named quick (*move and talk quickly*)

Fly away slow, fly away quick

Come back slow, come back quick

Related Florida Early Learning and Developmental Standards:

- **Physical Development**, I.B.1.c – Uses perceptual information to guide motions and interactions with objects and other people.
- **Approaches to Learning**, II.A.1. – Begins to show eagerness and curiosity as a learner.
- **Language and Literacy**, IV.A.1.c – Demonstrates understanding while listening.
- **Language and Literacy**, IV.C.2.a – Builds and uses vocabulary through repeated exposure with language, pictures, and books.
- **Language and Literacy**, IV.E.2.a – Asks questions, and responds to adults and peers in a variety of settings.
- **Language and Literacy**, IV.F.1.b – Makes real-world connections between stories and real-life experiences.

Activity 2: Routine Care Birth to 8 months

Infant learning takes place during everyday routines such as tummy time, feeding and diapering. It is important for the caregiver to facilitate learning during these routines by providing positive interactions and an abundance of language. Diapering is a daily routine that is prime for supporting language development, since this is one-on-one time between the child and caregiver.

For this activity, the caregiver will need to prepare the diaper changing area with pictures of butterflies or a mobile with butterflies. The pictures can be realistic or cartoonish. They can be of different colors, sizes and patterns.

As you are taking the infant to the diaper changing area, tell them that it's time to change their diaper. Tell the infant, "As we change your diaper, we are going to look at all the butterflies around the changing area." While diapering the infant point out colors, sizes and patterns of the different butterflies. Ask questions and make statements such as:

"What do you see?"

"Yes, that's a butterfly."

"That butterfly is orange."

"You are smiling, do you like that one?"

Related Florida Early Learning and Developmental Standards:

- **Approaches to Learning**, II.A.1 – Shows awareness and interest in the environment.
- **Language and Literacy**, IV.A.1.a – Begins to engage in multiple back-and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences.
- **Language and Literacy**, IV.C.1.a – Begins to look at familiar people, objects or animals when named.
- **Language and Literacy**, IV.E.1.a – Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication.

Activity 3: Butterfly Dance 8 to 18 months

After the picture walk of *The Little Butterfly That Could*, prepare an area in the learning environment where children will have room to move freely. Provide a basket of different colored scarves and have children take one or two. Play some music for the children to dance to. Tell the children to move like butterflies and pretend the scarves are their wings. Offer suggestions and model different ways the children can move. For example, they can move up and down, side to side or to the beat of the music (tell children to move slower or faster). For non-mobile children, the caregiver can hold the child and move with them or sit on the floor and help them participate in the dance.

Related Florida Early Learning and Developmental Standards:

- **Physical Development, I.A.1.a** – Uses movement and sense to explore and learn.
- **Physical Development, I.B.2.a** – Begins to act and move with intention and purpose.
- **Approaches to Learning, II.C.1** – Approaches and explores new experiences in familiar settings.

Activity 4: Butterfly Hop 18 to 36 months

In a designated area on the playground, place butterfly shapes on the ground. Each butterfly should have a number (1-6) written on it. The caregiver will need a pair of dice for children to use. One at a time have children roll one of the dice. Help the child to identify the number on the dice. Have the child hop to the number of butterflies, as indicated by the dice. Continue until all the children have had a chance to Butterfly Hop.

Before going outside let children know that there is a new game for them to play on the playground called Butterfly Hop. As a transition activity, ask children “who knows how to hop?” Have one or two demonstrate hopping. One at a time have children hop to the line to go outside.

Related Florida Early Learning and Developmental Standards:

- **Physical Development, I.B.1.a** – Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping.
- **Physical Development, I.B.2.b.1.a** – Acts and moves with intention and purpose.
- **Language and Literacy, IV.A.3.a** – Follows simple one-step directions with scaffolding.
- **Mathematical Thinking, V.E.1** – Uses body to demonstrate and understand basic spatial directions through songs, fingerplays and games.