

READY, Set, Go Miami!

AN EARLY LITERACY ACTIVITY TOOLKIT



MIAMI-DADE
CAMPAIGN FOR
GRADE-LEVEL
READING

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A county-wide initiative to host a series of fun workshops for families of children birth to 5 years of age to enhance early literacy activities in daily home routines.

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WHAT IS THE MDGLR CAMPAIGN?

The Miami-Dade Grade Level Reading (MDGLR) Campaign is a coalition of partners focused on mobilizing for collective impact. To ensure every partner has a seat at the table, the MDGLR Campaign is comprised of three committees: *School Readiness*, *Summer Slide & Afterschool*, and *Attendance & Health*. The MDGLR Campaign is hosted by The Children's Trust of Miami-Dade, and meets regularly with the goals of:

1. Elevating literacy before, during and after school.
2. Leveraging resources.
3. Strengthening partnerships
4. Increasing inclusivity.

As a collaborative, we are eager to encourage community agencies, leaders and families to intentionally work together toward supporting nurturing caregivers, using rich language and play, and fortifying good nutrition and health to achieve optimal brain development and to ensure a readiness to learn upon entering kindergarten. In addition to this school readiness toolkit, the MDGLR Campaign boasts creation of the annual summer *Battle of the Books* competition, the *Read to Learn Campaign*, and received numerous national awards.



WHY READY, Set, Go Miami!?

The **READY, Set, Go Miami!** initiative invites families and caregivers of young children of all abilities to engage in activities that promote and develop healthy early literacy skills in daily life. Many of the daily routines they already engage in are indeed beneficial for developing the language and communication skills of their young children. This initiative raises the caregivers' awareness on how to be intentional in their interactions with children and to best prepare their children for entering school. It also will bring awareness to high quality programs, throughout Miami, focused on children ages birth to 5 years. The **READY, Set, Go Miami!** workshops will enhance what families are already doing with their children on a daily basis, honoring and emphasizing families' home languages. The workshops will help caregivers realize there are many opportunities in their daily lives to prepare their children for kindergarten.

READY, Set, Go Miami! will begin in March 2021 when community partners or individuals all across Miami-Dade County will have the opportunity to register to become a host site of one of the **READY, Set, Go Miami!** workshops. The MDGLR School Readiness Committee and partners will mobilize schools, childcare centers, churches, parent groups, and any other community-based organization that engage families to sign up to host one of the workshops in the month of May 2021.

The MDGLR Campaign chose the month of May in order to support families as they prepare for the summer months. This timing is purposeful so as to emphasize early literacy skills development, prevent summer slide, and set children up to be school ready. The workshops will also inform families of other early learning and early intervention resources and/or year-round programs that exist in Miami-Dade County to support them and their young child(ren).

INTRODUCTION TO GUIDE

Throughout this guide, you will find icons that draw attention to various suggestions on how to enhance and deepen the purpose of these events.



TECH TIPS

We want families to learn how to interact with technology in developmentally appropriate ways.



LANGUAGE TIPS

To feel empowered and comfortable when using the language they know best.



SOCIAL EQUITY TIPS

To know how to engage children in conversations about other cultures, as well as racial and linguistic diversity.



INCLUSION TIPS

To understand how to adapt activities for diverse abilities and needs.



FLORIDA EDUCATION BENCHMARK

To understand how these activities tie in to ensuring children are on target for kindergarten readiness.


In the following pages you will find 5 stations that create opportunities for families to incorporate simple early literacy activities into daily routines. In each station, there are activities for different ages and diverse abilities.

We have also emphasized the importance of including conversations around race, ethnicity, culture and linguistic diversity, with the intent that the guide promotes inclusion. In regards to children with diverse abilities, you will find suggestions on how to adapt the activities for accessibility and better engagement. Some strategies include assistive technology that can be borrowed for free from our state lending library [FAAST](http://faast.org/stepup) (faast.org/stepup).

The stations in this guide emphasize activities that support the development of important early literacy and math skills such as talking, reading, singing, playing and writing. These activities are embedded in daily routines that are simple and accessible for all families to incorporate throughout their day and in their home language(s).

At the end of each station, the 'call to action' is for families to:

1. Take one or two new ideas and implement them that week with their child. During the workshop, there will be a time to set a goal and an intention for this practice.
2. Families will be given the opportunity to enroll in The Children's Trust Book Club, as it is a free resource for ALL families with children birth to 4.5 years.

 In this guide, we also have a list of early intervention resources and programs that operate year-round across Miami-Dade County (found on the resource list).

The guide offers many activity options. You can choose to host 1 event and select 1 of the 5 workshop stations; or you can host all 5 stations across 5 distinct events during the month. Once you select a station, choose 1 or 2 examples that would most benefit your audience and focus on those activities. Consider the age and range of developmental abilities of the children within your specific audience, the languages spoken at home, current engagement of families and their current level of knowledge related to early intervention and literacy.

Do not try to go through the entire guide. The goal is to have families adopt at least one new idea that can be easily implemented into their daily routine.

VISUAL GUIDE OF ICONS:



Resource List



Social Equity Tip



Tech Tip



Home Language Tip



Inclusion Tip



Florida Education Benchmark

HOW TO HOST YOUR EVENT?

STEP 1 *Attend or watch the virtual training for facilitators. (Less than 1 hour)*

Once you register to host an event, you will be directed to the training videos and resources.

STEP 2 *Consider your audience. (30 minutes to 1 hour)*

- You will be gathering a group of a minimum of 2 to a maximum of 20 parents/caregivers.
- Choose one of the five stations to start. (You have the option to conduct all five stations over 5 different events.)
- Select a day and time of the week which would best suit your audience.
- Do you have family events or programs already scheduled that this workshop could be incorporated into?
- Do you need to host multiple workshops to accommodate different ages, home languages, etc? (ex. Would your agency need to host a workshop in Spanish and in English?)
- Do you want to host one event with one station? Or, a series of events covering the material in each of the 5 stations?
- Which station and activities in the guide seem most fitting for your audience?

STEP 3 *In person or virtual workshop. (Less than 1 hour)*

- To set up a virtual workshop, use the Host Resources on the *READY, Set, Go Miami!* webpage for details on different online platforms to use for a virtual event.
- Identify a co-host for the event to assist with in-person participant sign in, answering questions, preparing materials or to assist with virtual logistics of admitting and muting guests, while using an online platform.
- If virtual, ensure that participants are aware of the technology needed to participate.
- If you plan to record the session or take photos, do you have permission from all the participants to do so? (A simple media release form can be found in the [Host Resources](#) on [readyssetgomiami.com](#))
- It is highly recommended to gather the contact information (phone number and address) of all participants in case of an emergency that may be witnessed while on a virtual call.
- Consider your organization's policies, as well.

STEP 4 *Before the workshop. (Less than 1 hour)*

- Decide on your date, time and venue or online meeting platform.
- Register your event on the *READY, Set, Go Miami!* [readyssetgomiami.com](#)
- Download the *READY, Set, Go Miami!* invitation template from [readyssetgomiami.com](#) under the [Host Resources](#) section and modify it with your details.
- Send the invitation with the workshop time and date to families and collect RSVPs.
- It is highly recommended to send a reminder the day before the event.
- Include in the event confirmation the type of materials and household items that the family may want to have ready for the activities that will be highlighted during the workshop.

STEP 5 *Day of the event. (Less than 1 hour)*

- Conduct the 45-60 min workshop.
- Set goals with families on which activities they will try at home that week.
- Share year-round early learning and early intervention resources in our community.
- Ask families to complete a survey at the end of the workshop.
- Surveys and resources can be found on the Host Resource section of the *READY, Set, Go Miami!* webpage [readyssetgomiami.com](#)

KEY MESSAGES TO SHARE WITH FAMILIES

Learning in Daily Routines

Learning happens all day long when you are talking to and interacting with children. It doesn't always look like formal schooling with pencil and paper.

Shared Reading & Home Language



When reading a book with your child, you can talk about the pictures that you see together.

It is not necessary to read word for word or to know English to engage in a book together.

Always encourage the use of home language when possible! Your child benefits from hearing you express yourself in your native language. Remember, science shows that children who have a strong foundation in their home language may learn the English language more easily.

Follow the Interest of Your Child(ren)

When choosing activities, follow or respond to the interests or preferred activities of your child.

Using Technology



Demonstrate how to use a tablet or smartphone for interactive activities. For example, consider showing the participants [how to use the "guided access"](#) (video titled *Using Guided Access on iPads to Help My Child Use the iPad* on YouTube) option on electronic devices. This helps to stay focused on a task by temporarily restricting your device to a single app, and allowing you to control app features such as 'screen lock' to one application, limit how long an app is used, and disable distractions and silence notifications.



Learn about technology guidelines for children by age using this [fact sheet on screentime](#) (link to fact sheet: <https://bit.ly/3bHhz41>). It is recommended that children 3-5 years spend no more than 1 hour a day in front of a screen, and younger children, even less.

Social Equity



Whenever possible, incorporate into your daily conversations simple ideas about differences between children, families, and cultures. Simple questions such as "What is your eye color?" "What is my eye color?" may provide the opportunity to have a conversation about others' differences. Always encourage your child to be curious and respectful about their own and others' culture, country, language, traditions, skin color, preferences, etc.



STATION 1

Foods & Meals



GOAL

Read along with parents and summarize the story *Green Eggs and Ham* by Dr. Seuss. Explore cooking while developing fine motor skills. This is a long book, so chunking the book into sections may help to maintain attention. These activities will help caregivers build vocabulary with their child(ren), explore beginning concepts of reading, and increase children's attention to an activity.



FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5


- Increasingly coordinates hand and eye movements to perform a variety of actions
- Expresses, identifies and responds to a range of emotions
- Speaks and is understood when speaking
- Demonstrates understanding when listening
- Shows an understanding of words and their meanings
- Shows motivation for and appreciation of reading
- Demonstrates comprehension of books read aloud
- Counts and identifies the number sequence "1 to 31"
- Uses senses to explore and understand their social and physical environment
- Explains the role of groups within a community

1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Engage your child(ren) in daily routines and turn them into opportunities to talk, read, sing.
-  Use the language that you prefer and know best.
- When choosing activities, follow or respond to the interests or preferred activities of your child.
- Discuss the importance of washing hands as a health habit to develop when preparing to work in the kitchen or enjoy a meal. Here is a fun song to sing while washing hands for 20-30 seconds:

Good and Clean (sing to the tune of "Happy Birthday")

Wash my hands so good and clean

Wash my fingers and in between

Watch the germs all go away

Now they're clean, I'll go and play

(repeat)

3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- Can you share briefly what mealtime looks like at your home? Do they happen as a family?
- Does your child like to help in the kitchen? Do they like to play with items in the kitchen while you're cooking?
- What kind of conversations do you have during mealtimes?
- Have you ever used food and cooking time for learning moments? If so, how?
- Are there any books your child enjoys that have images of or stories related to food?

4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide to facilitate the “Food & Meals” activities.

Optional Materials

- Use the physical book or YouTube video: [Green Eggs & Ham by Dr. Seuss Read Aloud](#)
- Eggs (amount depends on how many kids)
- A skillet
- Bowl
- A whisk
- Paper plates
- Plastic utensils
- Napkins
- Green food coloring



Pause the virtual book to point out pictures. Use the tablet or electronic device together with the child as a shared activity. Make sure all notifications are turned off so that you are only focused on the e-book together, and consider using the YouTube video: [Using Guided Access on iPads to Help My Child Use the iPad](#) to limit distractions.



An egg shaped object can be used so that the child can hold it while the story is being read (use plastic eggs, playdough, bendable materials, wiki sticks or pipe cleaners, a cookie cutter, etc). This is a way to engage the sense of touch for any child and children with visual impairments.



You can use props, such as a toy, physical object or picture of a mouse, house, box, fox, or any item in the story that the child(ren) can hold to increase their interest in the story and bring the story to life.



For children who are not yet verbal, who are emerging verbal, or who are learning the English language, you can focus on hand gestures (such as using their pointer finger to say “no” or shaking their head “no” when the story says “I do not like them Sam I am”).



Encourage the child(ren) to express themselves in the language they know best.



If you are familiar with how to use a communication device on YouTube: [AT to Help My Child Communicate Better - Using AAC to Help My Child Communicate](#) you can program it with a recording such as, “I do not like green eggs and ham, I do not like them Sam I am” so that child(ren) can activate the message when he or she hears it in the story.



Create a manual communication board using YouTube video: [AAC Strategies at Home - How to use communication devices at home](#) to talk about the story. Use words or phrases that can connect them to the story, such as “like”, “don’t like,” “Green eggs and ham,” “more” and “all done.”



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at faast.org/stepup

ACTIVITIES BY AGE

0-12 MONTHS



Show the book and focus on rhyming words such as “house/mouse,” “fox/box” by pointing them out and saying the name.



Some rhyme examples in Spanish language are “taza/casa,” “ojo/rojo.” An example in Haitian Creole language is “zanmi/manmi.”

Expect a small baby to follow with the eyes and an older baby to point with their finger or hand.

- You can move the baby’s fingers along with the pictures and words in the story.

Read the story or talk about the pictures with the baby.

- Ask other family members to read as well.
- The book does not have to be read cover to cover.
- It is perfectly fine if your child does not want to finish the entire story book, this is common at this age.

In your daily routine (for example, while you are preparing food) you can narrate your actions to reinforce language development with the child.

- This can be through talking, singing, reading, etc.

1-3 YEARS OLD

Show the book and name the pictures and characters on each page.

- Repeat key words throughout the story (“green,” “egg,” “mouse”) to help build vocabulary and practice finding characters.

Tell the child to listen for the words “Green eggs and ham”, and every time the child(ren) hear it have them repeat the words, “Green eggs and ham.”

- Repeatable phrases help children to memorize and develop language; children learn by repetition.

Identify some green foods or objects at home or at the supermarket.

- Name them and talk about characteristics such as size, shape, taste, smell.



When discussing similarities and differences, consider using each opportunity to also approach different kinds of children, families, people, interests and preferences as: “I like this smell, which one do you like?” and “We don’t like the same color, but that’s ok, people can have different preferences.”

In your daily routine (for example, while you are preparing food) you can narrate your actions to reinforce language development with the child.

- This can be through talking, singing, reading, etc.

Let the child be involved in the cooking process by allowing them to touch, smell and taste cooking utensils and food items.

3-5 YEARS OLD

Invite your child to sit next to you. Read or talk through the images in the story with your child. Asking and answering questions are important skills to increase comprehension and build vocabulary.

- Tell me about what you see on this page?
- Can you name some of the objects on the page?
- How many ___ can you count?
- Can you show me the green eggs?
- What do you like about this page?
- Point out Sam on the first page of the book. Talk about how he is the main character in the story.
- As you go through the story have the child find Sam on each page and discuss what he is doing and how he is feeling.

Connect the book to a cooking activity that you can do in the kitchen with your child.

1. Continue asking questions related to the book:
 - What did he want to eat? Where did he want to eat the green eggs and ham?
 - Who did he want to eat with?
 - Have you ever tried green eggs and ham?
2. Show your child where the ingredients are located in the kitchen.
3. Your child can help by cracking the eggs and pouring the ingredients into the bowl with supervision.
4. Your child can also help by mixing the egg yolk with green dye.
5. An adult can then use a skillet to cook or fry the eggs, and serve a portion of the green eggs to your child. Encourage your child(ren) to eat, but DO NOT force them.
6. Discuss meals that families share together; ask:
 - Who are the people in your family? (family members)
 - How do they look? (characteristics of family members - skin color, hair, eyes, big/small, nice, funny, etc.)
 - When do you share meals with your family?
 - What do you eat?
 - Why do we share meals together?



5. DEBRIEF / GOAL SETTING AND SHARING RESOURCES (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.

STATION 2

Exploring Nature



GOAL

Encourage children to learn about science, math and other skills by exploring the growth and development from a seed to a plant. Motivate families to explore the outdoors and to use it as a teachable moment.



FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5

- Demonstrates use of large muscles for movement, position, strength and coordination
- Connects words, phrases and sentences to build ideas
- Speaks and is understood when speaking
- Demonstrates comprehension of books read aloud
- Demonstrates knowledge related to living things and their environments
- Demonstrates awareness of relationship to people, objects (living/non-living) in their environment
- Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge

1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Engaging children to explore nature helps them explore with their senses: touch, sight, smell, and sound.
- When we let our children help us with plants, they are learning about the concepts of life cycles and how everything has a season and a stage.
- We can reinforce math concepts outside by counting objects such as rocks, leaves, and pebbles, and also by using spatial words such as big, small, round, rectangular, etc.

3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- Does your child like to play outside?
- What kind of activities do you do together outside?
- Does your child show an interest in plants or other materials such as rocks or leaves?



4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide on the following pages to facilitate the “Exploring Nature” activities.

Optional Materials

- Actual seeds, leaves, flowers, from garden or nearby outside area, or toys that represent activity
- Flowers
- Leaves
- Sticks
- Use a hard copy of a book or the YouTube video: [The Tiny Seed by Eric Carle](#)

Other suggested videos:

- YouTube video: [Life Cycle of Plants | Science Game and Lesson Plan](#)
- YouTube video: [Farmer Plants the Seeds | Kids Song | Song Lyrics | Nursery Rhymes | Farming](#)



Use ecard.mdpls.org to get your library ecard to access ebooks, CD's, DVD's and audiobooks. There are no fees or charges.



Access the following resources for ebooks:

- Miami Dade Public Library System online books
- HOOPLA and Access 360 apps for ebooks
- NABU Press app for many books in Haitian Creole



Use YouTube video: [AAC Strategies at Home - How to use communication devices at home](#) to talk about the story, “The Tiny Seed,” to sound whenever the image of the tiny seed appears in the book.



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at faast.org/stepup



A flower shaped object can be used so your child can hold it while the story is being read (use playdough, bendable materials - Wikki Stix or pipe cleaners, a cookie cutter, or a red flower or plant on a white or black paper for contrast, etc). *This is a way to engage the sense of touch for any child and for children with visual impairments.*



For children who are not yet verbal or who are learning the English language, you can focus on hand gestures and encourage your child to express themselves through body movement such as imitating the movements that the seed goes through in the different parts of the story.



ACTIVITIES BY AGE

0-12 MONTHS

Have your child explore different kinds of plants.

- Allow them to touch and feel different leaves, flowers, plants, and other outdoor elements.
- Make sure young children don't put things in their mouth, e.g. leaves which can be poisonous or seeds, which can lead to choking.

Play the rhyme from YouTube titled: "[Brown Bear, Brown Bear, What Do You See?](#)" | [David Glenn](#)

1-3 YEARS OLD



Sing songs related to the outdoors, seeds and planting.

- YouTube video titled: [Papiyon volé](#) (Haitian Creole song)
- YouTube video titled: [Music video for kids! THE SEED Song by La Totuga](#) (English song)
- YouTube video titled: La semilla - [Biología y ciencias para niños 123 Andrés Ganador Latin Grammy - Canción de primavera](#) or [La Totuga Music \(Canciones con el nombre de tu hij@\) - "Semillas en tu corazón"](#) (Spanish songs)

Indoors:

- Show the book and name the items on each page to help build children's vocabulary and learn about the characters.
- After hearing the story, invite your child to twirl around like the song in the YouTube video. Use your body to create the movements at different stages of the plant life cycle.

Outdoors:

- Use a shovel or an old spoon and some dirt to let the child play in the dirt outside.
- Go on a nature walk and collect different kinds of plants outside. Narrate what you see and ask your child questions, such as:
 - Do you feel the wind on your skin?
 - What do you hear? (listen to the breeze in the trees, leaves, lawn mower, cars, etc.)
 - Pick up leaves and discuss the difference in how they feel.
 - Talk about the weather.
- Plant a seedling and watch it grow with your child by putting a cotton ball or paper towel in a clear bottle, planting beans, adding water and watching them grow. (Find an example on the YouTube video titled: [Fun Science Experiments For Kids - Growing a Bean Plant.](#))



Ask about and show examples of different colors, shapes, textures and sizes. This can also be discussed in the context of the humans in the workshop.

- Introduce the concept that plants are living things. Show your child a rock vs. a flower, a tree vs. a stone, etc. together with your child, describe the objects as best as you can.

3-5 YEARS OLD

Read or talk about the images in the story with your child.

- Talking about the images increases a child's comprehension and helps to build their vocabulary.
- These are the building blocks necessary for learning how to read later on.

Ask questions about the story such as:

- Tell me what you see on the page?
- What is the seed doing?
- What do you think will happen next?
- How many ___ can you count?
- Can you show me the plant?
- What do you like about this page?

Asking and answering questions is an important skill for increasing comprehension when reading.

Discuss ways that plants help us in our daily lives. For example, you can ask:

- How do plants keep us cool on a hot day?
- What are some ways to show plants that you love them?
- What are ways you take care of a plant?
- How do plants help us?
- Who has ever taken care of a plant?
- Why are plants important?
- Plants give us food like fruits and vegetables.

Discuss sequence of events in this story, such as:

- What did the tiny seed do first?
- What comes after the seed is planted?
- What happens after you water a plant?

Talk about everything that is needed to help plants grow.

- What are some things that plants need to grow?
- Why is soil and water important?
- Why is the sun important?
- Why is water important?
- How can we help plants grow?
- How does the sun help plants grow?
- How do plants change as they grow?



5. DEBRIEF / GOAL SETTING (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.

STATION 3

Music & Movement



GOAL

Explore the theme of love in families, communities and nature through story, song, movement, and rhythm using the book “One Love” by Cadella Marley and the song, “One Love” by Bob Marley.



FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5

- Demonstrates use of large muscles for movement, position, strength, and coordination
- Develops sense of self-awareness and independence
- Demonstrates understanding when listening
- Speaks and is understood when speaking
- Shows motivation for and appreciation of reading
- Demonstrates knowledge related to living things and their environments
- Identifies differences and similarities of self and others as part of a group
- Actively participates in a variety of individual and group musical activities
- Combines with intention a variety of open-ended, process-oriented and art materials

1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Music helps develop language.
- Music helps develop phonemic awareness skills (listening).
- If the song has an accompanying book, it helps to develop comprehension.
- Listening to music helps promote attention and engagement, especially when there are body motions attached to the music.
- Music helps to promote pre-math concepts like pattern recognition through rhythm.

3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- When do you listen to music with your child(ren)?
- In what languages do you listen to music?
- Have you ever built instruments with your child before?
- Has your child shown any interest in instruments?
- Is there a song you used to sing as a child, or your parents/grandparents sang to you?

4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide on the following pages to facilitate the “Music & Movement” activities.

Optional Materials

Audio recording of song “One Love” by Bob Marley, simplified lyrics:

- YouTube video with vocals titled: [Bob Marley - One Love](#)
- YouTube video without vocals titled: [Bob Marley - One Love Instrumental](#)

Ideas for musical instruments:

- Egg shakers or maraca
- Fill a water bottle (reusable or plastic) with uncooked rice as a homemade egg shaker
- Colorful scarves for dancing and movement
- Wooden spatula, plastic container, pots and pans
- Kazoo or microphone with an empty paper towel roll

Use the physical book or virtual book by Cadella Marley on YouTube titled: [One Love-Read Aloud For Children](#).



Tech Tip: Pause the virtual book to point out pictures. Use the tablet or electronic device together with your child, as a shared activity.



Use a communication device with a “one love” recording so that your child can activate the message when he or she hears it in the song, or when using one of the visuals in the book. Use YouTube video titled: [AAC Strategies at Home - How to use communication devices at home](#) to assist.



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at faast.org/stepup



A heart shaped object can be used so your child can hold it while the story is being read (use playdough, bendable materials - Wikki Stix or pipe cleaners, a cookie cutter, etc). This is a way to engage the sense of touch for any child and children with visual impairments.



Use visual props, such as a red heart on paper, that your child can hold while he or she is participating in the story.



For children who are not yet verbal, emergent verbal, or who are learning the English language, you can focus on hand gestures and encourage your child to express themselves through body movement and instruments, as well as with simple lyrics.

ACTIVITIES BY AGE

0-12 MONTHS

Sing the song to the baby, and ask other family members to sing too. Move the baby's arms to the rhythm of the song.



Talk through the pictures as you point to people and places.

- A two to three month old baby might follow with their eyes.
- As they get closer to their first year, they may point with their finger or hand.

1-3 YEARS OLD

Show the book and name the pictures and characters that are found on each page.

- Repeat the words throughout the story ("girl," "mom," "dad," etc.) to help build vocabulary.
- Ask your child to point to the characters or repeatable pictures whenever they see them.



Create a photo album of family members.



Use this as an opportunity to talk about the different names, relationships, and characteristics in your family.



Discuss "Same" and "Different" by pointing out the images on the pages that have similarities and differences.

- Guide your child to see if they can find things that are the same or different too.



This vocabulary can be tied into a conversation describing skin tones, types of hair color and styles, eye color, different languages spoken, different abilities, and more.

Ask your child to listen for the words "one love."

- Every time your child hears "one love," have them hold out one finger and repeat the words: "one love."

Teach your child how to sign 'love' and 'i love you' with their hands using the video:

babysignlanguage.com/dictionary/i-love-you

3-5 YEARS OLD

Asking and answering questions is an important skill for increasing comprehension when reading.

Read or talk through the images in the story with your child.

- Talking about the images increases your child's comprehension and helps build vocabulary.

Ask questions about the story:

- Tell me about what you see on this page?
- Can you name some of the objects on the page?
- What are the children doing?
- How many ___ can you count?
- Can you show me the heart?
- What do you like about this page?

Point out the girl on the first page of the book.

- Talk about how she is the main character in the story.



- As you go through the story together, have the child find the girl on each page and discuss what she is doing and how she is feeling and how she looks.

Discuss the different ways to express love in families, communities, and nature. Ask:

- Who are the people in your family that you love?
- Who in your family loves you? (I do!).
- How do you show them that you love them?
- When does your family show you love?
- Why do we tell people we love them?



Show a picture of the singer and the book characters and ask:

- What color is their skin, hair, eyes? Is that your skin color, hair color, eye color? Mine?
- Do you know someone with that color of skin, hair, eyes?
- Emphasize how the singer is creative, smart, famous, and has given the world so much love and joy with this song.
- Do you have a friend or family member who speaks a different language than you?
- Do you love someone with a different color skin, hair, eyes?
- Discuss with your child why different skin, hair and eye colors make our world special.
- How do you show them you love them?

Learn the lyrics of Bob Marley's song "One Love" with simple gestures:

- "One love" - child holds out 1 finger in front;
- "One heart" - child lays both hands over their heart;
- "Let's get together"- child moves arms out in a circular motion as if to motion the whole wide world;
- "And feel alright"- child(ren) give themselves a big self-hug.

Use simple body percussion in rhythmic motion (i.e. clapping, stomping feet, stepping from side to side, sitting criss cross and patting on knees).

- Music and movement help children to develop language and motor skills, and helps to keep them excited about the learning activity.

Use scarves to perform a creative dance to the song; freestyle creative movements and/or play "follow the leader" with the movements.

Create home-made instruments - egg shakers, drums, microphone.

Children can also learn the complete lyrics to the song and take turns improvising more complex rhythmic patterns during the verses.

Once the child(ren) has heard the song four or five times during the course of a few days, they will begin to learn the song and movements on their own.

- Repetition offers a number of benefits such as increasing vocabulary, becoming aware of patterns and rhythm, increasing confidence.

5. DEBRIEF / GOAL SETTING (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.

STATION 4

The Community Around us

GOAL

Children will have opportunities to communicate and identify different members, locations and services of their community. Activities encourage learning new words, conversational skills, print awareness, and comprehension.



FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5

- Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
- Uses increased vocabulary to describe objects, actions and events
- Speaks and is understood when speaking
- Counts and identifies the number sequence “1 to 31”
- Develops sense of identity and belonging through exploration and persistence
- Demonstrates awareness of relationship to people and objects (living/non-living) in their environment
- Explores culture of peers and families in the classroom and community

1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Vocabulary helps develop language.
- Allowing our children to get involved in daily activities and errands helps them learn about the world around us. Pointing at things around us helps kids learn new words each day. Point and repeat the word to help children make the connection.

3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- Are there places you frequently visit?
- Does your child like to come along when you run errands?
- Does your child ask a lot of questions about the things he or she sees in the community?
- Do you usually walk, drive, or take public transportation?

4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide on the following pages to facilitate “The Community Around Us” activities.

Optional Materials

- Newspaper, flyer, advertisement or magazine cutouts of different buildings and landmarks with your child to cut out and use during a walk or drive around the neighborhood
- Paper
- Scissors
- Crayons or coloring materials
- Glue
- A basket or container that can be used to place collected objects as described in one of the activities
- Supermarket advertisement

Check out the community helper songs at prekinders.com/community-helper-songs-kids for birth to 5 years of age:

- The Wheels on the Bus
- Miss Polly Had a Dolly Who Was Sick
- Shopping in the Grocery Store



Watch these videos about the community on YouTube:

- [Sesame Street - “Places in Our Neighborhood”](#)
- [What is a Community? - Community for Kindergarten | Social Studies for Kindergarten | Kids Academy](#)
- [Baby Goes To Market](#)



Use YouTube video titled: [AAC Strategies at Home - How to use communication devices at home](#) to assist to show the families how to use a communication device with an “I see a___” recording so your child can activate the message when he or she hears it in the song.



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at faast.org/stepup



Use a basket shaped object or real basket for your child to hold while the story is being read. Allow your child to put real life objects in the basket like in the story.



This is a way to engage the sense of touch for any child and children with visual impairments.



Use visual props, such as a red building on a white or black paper, that your child can hold while he or she is participating in the story. Cut out pictures from magazines or advertisements that your child will see at the store or when walking around the neighborhood.



For children who are not yet verbal, emerging verbal, or learning the English language, make sure to point at the object while saying the name so he or she can start making the connections between verbal language and real life objects. For example, point at the post office and say “post office!”

ACTIVITIES BY AGE

0-12 MONTHS

- Take your child for a walk, point out and narrate/label landmarks in the community (school, grocery store, laundry mat, wash house, market, park, community members, and who are the people that work in these places, what are they wearing, etc).
- Use a book or magazine or newspaper and do a picture walk of the community landmarks and community helpers in the book. Use a book at home or visit your nearby library or bookstore.
- Sing the “Wheels on the Bus” or other songs related to community.

1-3 YEARS OLD

- All activities for 0-1 year olds are still useful; take your child for a walk, for a drive, or when reading a book and narrate what you see, for example “That is a post office, that is where the mail comes and goes.”
- Take a walk in your neighborhood, park or school. Ask your child questions, such as:
 - What do you see? (postal worker, neighbor)
 - What does the ____ do? (list various community members)
 - What do you do at _____? (list various locations)



Talk about different cultures, race/ethnicity, roles in the community and languages they hear around them. Provide examples that are age/developmentally appropriate.

When interacting with members of the community, teach your child to say “thank you!” to community members such as the receptionist at the doctor’s office, garbage truck drivers, and the cashier at the store.

Consider exposing your child to conversations, books, or questions that are for children 2 years older than their current age to enhance your child’s growth. You can also pass an item back and forth to accentuate the back and forth role of conversation.



Create a manual communication board using the video on YouTube titled: [AAC Strategies at Home - How to use communication devices at home](#) with pictures of people in the community, such as “doctor,” “postal carrier,” “truck driver,” etc.

3-5 YEARS OLD

The prior activities for ages 0-3 are still relevant for this age group.

View the videos about the community. Remember to pause the video and ask questions such as:



- Who do you see in the video?

- What are they doing?



- How do they feel?

- Have you ever met a _____?

Read the story or watch the YouTube video titled: [Baby Goes to Market](#) for the read aloud.

- Use an advertisement from supermarkets and try to find the items that baby is given.
- Encourage your child to count the items (bananas, oranges) in the story to start practicing math skills.
- The next time you go to a supermarket, let your child put the items in the basket or shopping cart. Let your child pick produce as well

Have your child(ren) use cutouts from newspapers and magazines to create their own community.



- Encourage them to include different kinds of stores, restaurants, hospitals, and other community landmarks.



- Use a picture of your child(ren), just their face, and let them draw themselves dressed as different community members.

5. DEBRIEF / GOAL SETTING (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.

STATION 5

Storytelling



GOAL

The goal of this station is to teach families how to engage in shared reading experiences with their child(ren). There are many activities you can use to enhance storytelling and teachable moments throughout the day, with or without a book. The activities will provide ideas on how parents can support their child's comprehension and participation skills, expand vocabulary, and interest in books, identify different foods, enhance listening skills, and understand the life cycle of a butterfly.



FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5

- Asks questions, and responds to adults and peers in a variety of settings
- Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition
- Follows directions
- Speaks and is understood when speaking
- Counts and identifies the number sequence "1 to 31"
- Demonstrates knowledge related to living things and their environments

1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Reading at least 5 minutes a day helps your child build stamina for reading. This means that in the future your child will be able to sit through longer books.
- Reading with children helps develop vocabulary.
- Encourage parents to be consistent, but understanding. It is okay if a young child isn't sitting attentively. Encourage children to explore the books by turning the pages and talking about the pictures.
- When reading to your child(ren), asking questions increases their comprehension skills and builds imagination.

3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- How does your child interact with books?
- Does your child like to be read to or pretend to read aloud?
- Do you have a special routine with your child that includes reading?
- In what language do you read books to your child?
- For which topics has he or she shown interest?



4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide on the following pages to facilitate the “Storytelling” activities.

Optional Materials

Use the physical book or virtual book on YouTube titled: [The Very Hungry Caterpillar - Read Aloud Picture Book | Brightly Storytime](#)



Tech Tip: Pause the virtual book to point out pictures. Use the tablet or electronic device together with your child, as a shared activity.

Additional versions of the story in song and film are titled as follows on YouTube:

- [The Very Hungry Caterpillar Song](#)
- [The Very Hungry Caterpillar - Animated Film](#)



• For storytelling, please keep in mind that you don't always need a book. You can share with your child your favorite story and use these ideas to interact with her/him. Sharing with your child a traditional story or a story you make up at that moment is very valuable and will be something your child will remember. You'd love to plant in your child's memory that one story that when they grow up they'll say: "My dad used to tell me this story..." and then it becomes a family tradition.



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at faast.org/stepup



Make a recording of a repeatable phrase such as, "But he was still hungry" with your child using this YouTube video titled: [AAC Strategies at Home - How to use communication devices at home.](#)



Any objects or visual props that relate to the story can be used. Your child can hold the prop while the story is being read or interact with items such as playdough, bendable materials like Wikki Stix or pipe cleaners, cookie cutter, toy butterfly or play food. This is a way to engage the sense of touch for any child and children with visual impairments.



For children who are not yet verbal or who are learning the English language, you can focus on visual supports to encourage your child to express themselves through symbols, as well as their native language. Visual supports can include picture cards, sign language, or the use of objects to have the story come to life.

ACTIVITIES BY AGE

0-12 MONTHS

Read the story to the infant, ask other family members to read too.

- Move the infant's fingers through the pages of the book.

Show each page of the book. Infants can follow the pictures with their eyes.

Encourage the infant to point with their finger or hand to pictures in the book.

- The caregiver can name the objects in the story, as the infant touches the picture.
- Parents can use a stuffed/soft toy or puppet to tell the story.

The caregiver can encourage the infant to try and repeat simple words from the story.

- They can also sing songs related to the story that have a simple repeatable rhythm.

1-3 YEARS OLD

Show the book and name the pictures and characters on each page, and repeat the words throughout the story (butterfly, apple, pears, plums, etc.).

- This will help them to build vocabulary, and understand the concept of characters.



Create a grocery list with your child, talk about names of items, characteristics, and how they are related.

- Discuss "same" and "different" characteristics pointing out the images on the pages that have similarities and differences.
- This vocabulary can also be tied into a conversation of colors and numbers.

Encourage your child(ren) to listen for the words "but he was still hungry."

- Every time your child(ren) hear it, have them hold out one finger or raise their hand and repeat the words, "but he was still hungry".

Teach your child how to sign the word 'hungry' with their hands using babysignlanguage.com/dictionary/hungry

- To make the sign for hungry, take your hand and make it into a 'C' shape with your palm facing the center of your body.
- Start with your 'C' hand around your neck and move it down towards your stomach.
- The sign is a lot like food going down into your stomach.

3-5 YEARS OLD

Read or talk through the images in the story to your child. Talking about the images increases your child's comprehension and helps build vocabulary.

Ask questions about the story:

- Tell me about what you see on this page?
- Can you name some of the objects on the page?
- What is the caterpillar doing? Why?
- How many ___ can you count?
- Can you show me the little caterpillar?
- What do you like about this page?

Asking and answering questions is an important skill for increasing comprehension when reading.

Point out the egg on the first page of the book.

- Talk about how the egg turns into a caterpillar and ask about the main character in the story.
- As you go through the story have your child find the caterpillar on each page and discuss what the caterpillar is doing and how it is feeling.

Discuss the life cycle of the butterfly:

- What happens first? Egg hatches
- What happens next? Caterpillar grows
- Then what happens? Builds a cocoon and turns into a butterfly

Read the story and ask open-ended questions about the story to engage your child.

- How did the caterpillar become a butterfly?
- What are some foods the caterpillar eats?
- What are some foods you eat to grow?
- What animal does a caterpillar become?
- What are some things you need to grow?
- What was your favorite part of the story?

Next time you go grocery shopping, take your child with you.

- While walking around in the produce section of a grocery store, identify the items from the book.
- Count how many fruits you are adding to your shopping cart.
- Discuss the different colors you see in the produce section.



5. DEBRIEF / GOAL SETTING (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.

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