

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 seventeenth annual statewide *Celebrate Literacy Week, Florida! 2025* events. *Celebrate Literacy Week, Florida! 2025* is scheduled for **January 27-31, 2025**, so mark your calendars now for this important week of events. This year, our *Celebrate Literacy Week, Florida!* theme is **Building Literacy: Constructing the Foundation for Success!**

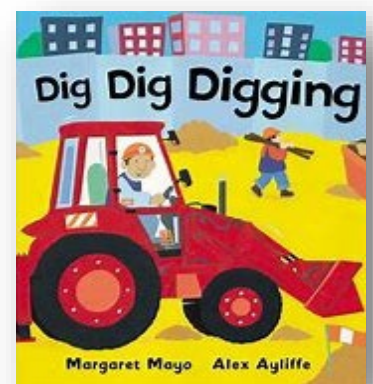
DEL supports the Celebrate Literacy Week theme from an early learning perspective with a focus on reading books to deepen children's knowledge and support the *Get There! Florida's Workforce Education Initiative*. Save the date for the simultaneous reading activity on Wednesday, January 29, at 10 a.m. (EST). Help us spread the love of literacy to preschoolers (3- to 5-year-olds) by reading *Dig Dig Digging* by Margaret Mayo in provider homes, centers and schools.

Preschoolers (3- to 5-year-olds)
Dig Dig Digging by Margaret Mayo

This action-packed, noise-filled book highlights work vehicles and equipment and the different things they do. Rhyming and repetitive language provide an element of predictability while sensory and onomatopoeic language appeal to the senses and promote child engagement. There are opportunities for movement and for children to recite language throughout the story.

***Suggested Vocabulary Words**

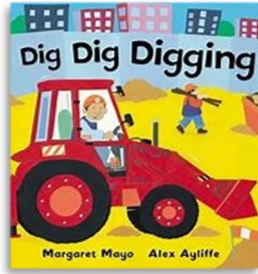
- **Flash** – a bright light that blinks on and off
- **Gripping** – holding tightly
- **Hover** – staying in one place while in the air
- **Ploughing** – digging up the dirt
- **Rescue** – helping someone out of danger
- **Rubbish** – trash
- **Scooping** – picking up and moving something
- **Spinning** – turning around and around quickly (demonstrate spinning and invite the children to spin too or demonstrate it with a top)
- **Tar** – sticky, dark liquid used to make roads
- **Tipping** – moving or leaning to the side (demonstrate the act of tipping and invite the children to tip)
- **Transporting** – carrying something from one place to another
- **Traveling** – moving from one place to another



**Teachers are encouraged to use vocabulary from the book that is most suitable for the children in their care.*

Dig Dig Digging by Margaret Mayo

Conducting a Read Aloud



Intentional Teaching Tips

Plan ahead

- Read *Dig Dig Digging* by Margaret Mayo to become familiar with the story and identify any new vocabulary words the children may not know.
- 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.
- Plan open-ended questions to ask the children during the read aloud.

Before reading the book

- Review the parts of the book with the children (front/back cover, title, author, illustrator, top/bottom and the spine of the book).
- Ask questions to engage the children and activate background knowledge. For example:
 - “Who writes the words or story of a book?” (Response: **the author**) “The author of this book is Margaret Mayo.”
 - “Who draws the pictures in the book?” (Response: **the illustrator**) “The illustrator of this book is Alex Agliffe.”
 - Let’s look at the front cover of the book, “What do you think this book is 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 questions. For example:
 - **Say the word.** “Spinning. That’s one of our new words.”
 - **Say the child-friendly definition.** “Spinning means turning around and around quickly.”
 - **Connect the story to real-life experiences.** “The helicopter is rescuing a person from the water. How is the person feeling?” (Responses: **scared, afraid**). “Tell about a time when you felt scared. Did someone rescue you?”
 - **Repeat the above prompts as you encounter each new vocabulary word in the book.**

After reading the book

- **Connect the book to real life experiences.** “If you could use one of the vehicles in the story, which one would you pick? Why?”
- **Ask open-ended questions.** “How do these vehicles help us?” “Where can these vehicles be found?”

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.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.

Expansion Activities for 3 to 5 Year Olds

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

Activities for 3- to 5-Year-Olds:

Activity 1: Let's Race, page 4

Activity 2: Word Stomp, page 5

Activity 3: Construction Song and Movement, page 6

Activity 4: Digging Up Letters, page 7

Activity 5: Creating Construction Vehicles, page 8



Activity 1: Let's Race!

During whole group, reread the book *Dig Dig Digging* by Margaret Mayo. As you read, review some of the vocabulary words such as huge, shiny and rubbish and ask open-ended questions for some of the words (e.g., "What is something huge you have seen today?" "Can you find something shiny in the classroom?" "What do you do with your rubbish?"). Ask open-ended questions throughout the book as you read.

Provide a variety of vehicles and structured construction materials (blocks, cardboard, magnetic tiles, etc.) to prepare for the small group activity. During small group, ask the following questions: "Why are wheels round?" "What would happen if wheels were square instead of round?" "What do we have in the classroom that rolls?" Invite the children to identify the wheels of the vehicles.

Show picture examples and give a child-friendly definition of the word "ramp" (e.g., "A ramp is a slanted surface that joins two levels."). Explain to the children that they are going to work together to build a ramp(s). Prompt the children to work with a partner or small group to build a ramp using the materials provided. When the ramps are complete, invite children to make predictions (e.g., "Which vehicle will go faster down the ramp?" "Which vehicle will go farther?"). Encourage them to race their vehicles safely down the ramps.

Take pictures of the completed ramps and the racing to post in the classroom.

Ask the following open-ended questions to follow up:

- "How did you build your ramp?"
- "Which vehicle surprised you by how fast or far it went?"
- "Why do you think that vehicle went fast or far?"

Related Florida Early Learning and Developmental Standards:

- **Physical Development, I.A.a.1.** – Engages in physical activities with increasing balance, coordination, endurance and intensity.
- **Physical Development, I.B.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.
- **Approaches to Learning, II.D.1.** – Demonstrates some planning and learning from experiences.
- **Social and Emotional Development, III.C.2.a.** – Plays with peers in a coordinated manner including assigning roles, materials and actions.
- **Language and Literacy, IV.C.1.** – Shows an understanding of words and their meanings (receptive).
- **Language and Literacy, IV.F.1.b.** – Makes real-world connections between stories and real-life experiences.
- **Language and Literacy, IV.F.1.e.** – Initiates and participates in conversations that demonstrate appreciation of printed materials.
- **Scientific Inquiry, VI.F.1.d.** – Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures.
- **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 2: Word Stomp

Before the activity, select sentences from the book *Dig Dig Digging* by Margaret Mayo to use for the activity. During small group, explain to the children that they are going to listen to the teacher say a sentence from the story, then repeat the sentence and stomp one time for each word they say. Model by saying the sentence and making obvious pauses between words to emphasize the separation of words and help children differentiate each word. Model repeating the sentence while stomping your feet, once for each word in the sentence. Invite the children to participate by listening to the sentence, then repeating the sentence and stomping once for each word. Challenge the children to count how many times they stomp to determine how many words are in each sentence.

Related Florida Early Learning and Developmental Standards:

- **Physical Development, I.B.B.1.** – Uses perceptual information to guide motions and interactions with objects and other people.
- **Approaches to Learning, II.A.1.** – Shows increased curiosity and is eager to learn new things and have new experiences.
- **Approaches to Learning, II.B.1.** – Attends to tasks for a brief period of time.
- **Language and Literacy, IV.A.3.a.** – Achieves mastery of two-step directions and usually follows three-step directions.
- **Language and Literacy, IV.F.2.a.** – Distinguishes individual words within spoken phrases or sentences.
- **Mathematical Thinking, V.A.4.** – Identifies the last number spoken; tells “how many” up to 10 (cardinality).



Activity 3: Construction Song and Movement

Revisit the pages in *Dig Dig Digging* by Margaret Mayo that show each vehicle. Discuss the ways each vehicle can move. Invite children to act out the movements of each vehicle (e.g., pretend to dig, drive, roll or lift). As they move, invite them to listen as you sing the song below. Then invite them to sing along as they act out the movement of the vehicles.

Construction Song

(To the tune of “Here We Go ‘Round the Mulberry Bush”)

This is the way the digger digs,
The digger digs, the digger digs!
This is the way the digger digs,
They can work all day!

(repeat with other vehicles and movements)

This is the way the fire engine races...
This is the way the tractors pull...
This is the way the garbage trucks gobble...
This is the way the cranes lift...
This is the way transporters load...
This is the way the dump trucks dump...
This is the way helicopters hover...
This is the way road rollers roll...
This is the way bulldozers push...
This is the way the trucks can travel...

This is the way the vehicles rest,
The vehicles rest, the vehicles rest.
This is the way the vehicles rest.
They can rest all night!

Related Florida Early Learning and Developmental Standards:

- **Physical Development, I.B.A.1.** – Demonstrates use of large muscles for movement, position, strength and coordination.
- **Approaches to Learning, II.C.1.** – Approaches learning activities with creativity and inventiveness.
- **Language and Literacy, IV.C.1.** – Shows an understanding of words and their meanings (receptive).
- **Language and Literacy, IV.C.2.** – Uses increased vocabulary to describe objects, actions and events (expressive).
- **Language and Literacy, IV.F.4.** – Demonstrates comprehension of books read aloud.
- **Creative Expression Through the Arts, VIII.B.1.** – Actively participates in a variety of individual and group music activities.



Activity 4: Digging Up Letters

Before the activity, use a permanent marker to write upper and lowercase alphabet letters on smooth rocks. Fill the sensory table with sand and place the rocks in and under the sand. You may also choose to add some small pebbles, dried black beans, or black or brown playdough. Place construction vehicles and rescue vehicles on top of the sand. Try to provide some of the same vehicles from the story.

During whole group, read a book about construction vehicles and discuss the different vehicles and what they do. Invite children to share what they know about construction vehicles. Encourage children to identify and name which vehicles are for digging and which are for rescuing using age-appropriate phrases and sentences. Model combining the children's sentences and encourage them to repeat the sentences or connect their own sentences to build ideas.

During small group, introduce the sensory table activity by explaining that there are letters of the alphabet buried in the sand. Invite the children to use the vehicles to dig up, rescue and transport the letters. Ask the children to identify the letters they dig up. Challenge them to find a letter that makes a certain sound (e.g., "Dig up the letter that makes the /B/ sound."). Some children may enjoy digging up and identifying the letters in their names.



Before the children begin to dig, ask open-ended questions. For example:

- "Which vehicles are for digging?" "Which vehicles are for rescuing?"

As the children dig with the vehicles, ask open-ended questions. For example:

- Discuss who operates each vehicle and the contributions they make to our community (e.g., "Farmers use tractors to get the soil ready to plant food for us. How do you think tractors make soil ready for seeds?").
- "If you could drive or operate any construction vehicle, which one would you choose and why?"

After the children find all the items in the sand, ask questions. For example:

- "What letter did you find buried in the construction site? What sound does the letter make?"

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.
- **Approaches to Learning, II.B.1.** – Attends to tasks for a brief period of time.
- **Language and Literacy, IV.C.1.** – Shows an understanding of words and their meanings (receptive).
- **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.
- **Language and Literacy, IV.F.3.** – Shows alphabetic and print knowledge.
- **Scientific Inquiry, VI.A.1.b.** – Uses senses to observe and experience objects and environment.
- **Social Studies, VII.C.2.** – Explains the role of groups within a community.

Activity 5: Creating Construction Vehicles

During whole group, read a book about construction vehicles. Point out the vocabulary words (e.g., bulldozer, crane, excavator, dump truck, transporter) related to the vehicles and share a child-friendly definition for each word.

During small group, provide a variety of materials children may use to create a construction vehicle of their choice. Materials may include but are not limited to pictures or 3-D representations of construction vehicles for reference, vehicle templates or precut shapes, cardboard boxes, paper plates, scissors, markers, glue and recycled materials (e.g., bottle caps, aluminum cans, aluminum foil, tissue boxes, popsicle sticks, tape, containers, egg cartons, straw, acrylic paint, pipe cleaners, etc.).

Instruct the children to choose one construction vehicle they find most interesting. With teacher support, children cut templates into individual pieces and use glue to assemble a vehicle or use recycled materials to create their own construction vehicle.

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.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.
- **Mathematical Thinking, V.E.2.** – Uses directions to move through space and find places in space.
- **Scientific Inquiry, VI.F.1.c.** – Explores and constructs simple objects and structures with appropriate materials and explores the concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower).
- **Creative Expression, VIII.A.1.** – Combines a variety of open-ended, process-oriented and different art materials to explore technique with intention.

