BOOK TITLE:  AUTHOR:  DATE:

101.__________________________________________________

102.__________________________________________________

103.__________________________________________________

104.__________________________________________________

105.__________________________________________________

106.__________________________________________________

107.__________________________________________________

108.__________________________________________________

109.__________________________________________________

110.__________________________________________________

111.__________________________________________________

112.__________________________________________________

113.__________________________________________________

114.__________________________________________________

115.__________________________________________________

116.__________________________________________________

117.__________________________________________________

118.__________________________________________________

119.__________________________________________________

120.__________________________________________________

GETTING READY TO READ:
Let your child see you reading. Show him some pictures, too. When you read a newspaper or magazine, read parts to your child. Smile as you read aloud.

121.__________________________________________________

122.__________________________________________________

123.__________________________________________________

124.__________________________________________________

125.__________________________________________________

126.__________________________________________________

127.__________________________________________________

128.__________________________________________________

129.__________________________________________________

130.__________________________________________________

131.__________________________________________________

132.__________________________________________________

133.__________________________________________________

134.__________________________________________________

135.__________________________________________________

136.__________________________________________________

137.__________________________________________________

138.__________________________________________________

139.__________________________________________________

140.__________________________________________________
121.  
122.  
123.  
124.  
125.  
126.  
127.  
128.  
129.  
130.  

Even from birth your baby is learning the sounds of language. There are all kinds of songs for different situations: waking up, learning parts of the body, finding comfort, and listening to lullabies.

131.  
132.  
133.  
134.  
135.  
136.  
137.  
138.  
139.  
140.  
Reading Activity for Babies - Play Pat-a-Cake with your baby. Use his name instead of the word baby like this: “Pat-a-cake, pat-a-cake, baker’s man, bake me a cake as faaaaaast as you can. Roll it and prick it and mark it with a ‘J’, and put it in the oven for Jordan and me!”
**Toddler Reading Activity**
Choose an alphabet book and read it with your child. No need to quiz your child on the letters; just have fun reading the book and talking about the letters.
Excellent job! Don’t forget to bring in your log to get a prize and your next set of pages.

Songs are another way to tell a story. Songs give rhythm to language. Ask a librarian for a story that is also a song and have fun singing together.
In 1991, the Carnegie Foundation reported that 35% of children in the United States enter public schools with such low levels of the skills and motivation that are necessary for a starting point in our current education system that they are at substantial risk for early academic difficulties. The relationship between the skills with which children enter school and their later academic performance is strikingly noticeable. For instance, research has shown that there is nearly a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of the first grade. Knowledge of the alphabet at the entry into kindergarten is a strong predictor of reading ability in 10th grade. In summary, children who start school behind typically stay behind. As a result of struggling academically, their lives and futures are more likely to be at risk.

Current research on early literacy and brain development indicates that it is never too early to prepare children for success as readers. Parents of newborns, toddlers, and preschoolers must be informed of their critical role as their children’s first teacher.

The Public Library Association and the Association for Library Service to Children have incorporated the latest research into a series of parent and caregiver workshops to provide public libraries with vital tools to help prepare parents for their critical role as their child’s first teacher. These tools were developed by Dr. Grover C. Whitehurst and Dr. Christopher Lonigan, well-known researchers in emergent literacy, and have been tested and refined by library demonstration sites around the country.

The culmination of all of this research and tools is a program sponsored by the American Library Association called Every Child Ready to Read. Every Child Ready to Read has identified and targeted six pre-literacy skills that will be the focus of the information that you will receive throughout the 1,000 Books Before Kindergarten packet. Those six skills will be explained in coming pages and are as follows: Narrative Skills, being able to describe things and events and tell stories; Phonological Awareness, being able to hear and play with the smaller sounds in words; Print Motivation, being interested in and enjoying books; Vocabulary, knowing the names of things; Print Awareness, noticing print, knowing how to handle a book, and knowing how to follow the words on a page; and Letter Knowledge, knowing letters are different from each other, knowing their names and sounds, and recognizing letters everywhere.