



# 1,000 Books Before KINDERGARTEN

Westminster Public Library

Books 1-100

Book Title:

Author:

Date:

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____



**GETTING READY TO READ-** "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. This is especially so during the preschool years." From *Becoming a Nation of Readers*

15. _____	_____	_____
16. _____	_____	_____
17. _____	_____	_____
18. _____	_____	_____
19. _____	_____	_____
20. _____	_____	_____

**Book Title:**

**Author:**

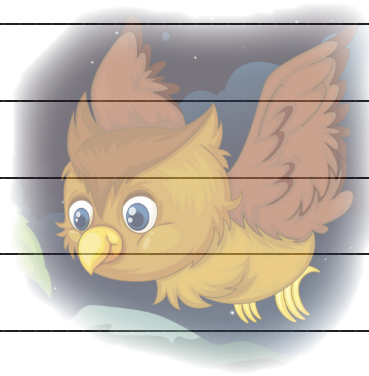
**Date:**

21.	_____	_____	_____
22.	_____	_____	_____
23.	_____	_____	_____
24.	_____	_____	_____
25.	_____	_____	_____
26.	_____	_____	_____
27.	_____	_____	_____
28.	_____	_____	_____
29.	_____	_____	_____
30.	_____	_____	_____



Make book sharing time a special time for closeness with your child.

31.	_____	_____	_____
32.	_____	_____	_____
33.	_____	_____	_____
34.	_____	_____	_____
35.	_____	_____	_____
36.	_____	_____	_____
37.	_____	_____	_____
38.	_____	_____	_____
39.	_____	_____	_____
40.	_____	_____	_____



**Book Title:**

**Author:**

**Date:**

41.	_____	_____	_____
42.	_____	_____	_____
43.	_____	_____	_____
44.	_____	_____	_____
45.	_____	_____	_____
46.	_____	_____	_____
47.	_____	_____	_____
48.	_____	_____	_____
49.	_____	_____	_____
50.	_____	_____	_____



**READING ACTIVITY FOR BABIES**

It is natural for babies to chew on books. Putting things in their mouth is one way to explore. Choose books for baby that are sturdy, made of cardboard, cloth, or plastic. As you gently pull the book from the baby's mouth, show him the pictures.

51.	_____	_____	_____
52.	_____	_____	_____
53.	_____	_____	_____
54.	_____	_____	_____
55.	_____	_____	_____
56.	_____	_____	_____
57.	_____	_____	_____
58.	_____	_____	_____
59.	_____	_____	_____
60.	_____	_____	_____

**Book Title:**

**Author:**

**Date:**

61.	_____	_____	_____
62.	_____	_____	_____
63.	_____	_____	_____
64.	_____	_____	_____
65.	_____	_____	_____
66.	_____	_____	_____
67.	_____	_____	_____
68.	_____	_____	_____
69.	_____	_____	_____
70.	_____	_____	_____



**TODDLER READING ACTIVITY**

Use words to describe feelings, both yours and his. Try this song: "If you're happy and you know it, give a smile! (repeat). If you're happy and you know it, then your face will surely show it. If you're happy and you know it give a smile." "If you're angry....,give a frown." "If you're sleepy.... , close your eyes." "If you're shy..., turn your head", and so on.

71.	_____	_____	_____
72.	_____	_____	_____
73.	_____	_____	_____
74.	_____	_____	_____
75.	_____	_____	_____
76.	_____	_____	_____
77.	_____	_____	_____
78.	_____	_____	_____
79.	_____	_____	_____
80.	_____	_____	_____

**Book Title:**

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**Date:**

81.	_____	_____	_____
82.	_____	_____	_____
83.	_____	_____	_____
84.	_____	_____	_____
85.	_____	_____	_____
86.	_____	_____	_____
87.	_____	_____	_____
88.	_____	_____	_____
89.	_____	_____	_____
90.	_____	_____	_____
91.	_____	_____	_____
92.	_____	_____	_____
93.	_____	_____	_____
94.	_____	_____	_____
95.	_____	_____	_____
96.	_____	_____	_____
97.	_____	_____	_____
98.	_____	_____	_____
99.	_____	_____	_____
100.	_____	_____	_____

You can help your child learn the alphabet by playing with different shapes, reading alphabet books, and talking about the letters in your child's name.

**Keep up the great work! Don't forget to bring in this log and pick up a certificate, sticker and your next log.**

# 1,000 Books Before KINDERGARTEN

Westminster Public Library



## History of the Program

### What is *Every Child Ready to Read* and what does it have to do with 1,000 Books?

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 90% probability that a child will remain a poor reader at the end of first grade. Knowledge of the alphabet at the entry into kindergarten is a strong predictor of reading ability in the 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 vital role as their children's first teacher.

The culmination of all of this research and development of tools is a program sponsored by the American Library Association called *Every Child Ready to Read*, which has identified and targeted 5 Early Literacy Practices that will be the focus of the information that you will receive throughout the *1,000 Books Before Kindergarten* packet. Those 5 practices will be explained in coming pages and are as follows:

**Talking-** Talking with children is one of the best ways to help learn new words.

**Singing-** Songs are a natural way for children to learn about language.

**Reading-** Reading together is the single most important way to help children get ready to read.

**Playing-** Playing helps children put thoughts into words and think symbolically so that they understand that spoken words can stand for real objects and experiences.

**Writing-** Writing and reading go together. Scribbling and writing help children learn that writing words stand for spoken language.