



1,000 Books Before Kindergarten Program

Sponsored by:

Norwood Public Schools, MA Dept. of Early
Education and Care CFCE program and
Dedham Institution for Saving Foundation



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Norwood Public Schools is excited to begin offering the 1,000 Books Before Kindergarten information and program to our preschool population of children. The program is sponsored through Norwood Public Schools in partnership with Massachusetts Department of Early Education and Care (Coordinated family and Community Engagement Grant #237 and a generous grant from the Dedham Institution for Savings Foundation.

We often hear parents worrying about whether their child will be ready to enter kindergarten — and whether they as parents are doing enough to help their child. Although some children will need more intensive interventions, most parents can provide everything their child needs to be ready for kindergarten with one simple tool: books!

Librarians can deliver that message to parents and caregivers through the **1,000 Books Before Kindergarten** program. The 1,000 Books program is based on a simple but powerful fact: children who are read to at home are better prepared for school and continue to do well throughout their academic career. Each book a caregiver reads with his or her child provides an opportunity for early learning.

Please use this booklet to document your progress toward your goal of 1,000 books!

For further information please contact Norwood Public Schools CFCE office at 781-440-5815 or 781-440-5983. Achievement certificates for benchmark levels of 100-1,000 are available to be printed from Norwood Public Schools website at www.norwood.k12.ma.us. You can share the pictures on your website, facebook or family letters and emails.

Enjoy reading!



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Here are 4 powerful ways reading with children prepares them to enter school. Consider sharing this blog post with parents and caregivers to spread the word.

1. Phonological Awareness

All of the talk about new state standards can make it seem like we expect kids to be reading *War and Peace* in kindergarten. Although kindergarten is more skill-intensive than it was 30 years ago, educators still teach reading from the foundation up, focusing on letter sounds and phonological awareness.

Sharing books is a great time to practice identifying letters of the alphabet and their sounds. Parents can make it into a game by picking letters and racing to see who can find their letter first.

Parents also can help children practice these important skills by reciting nursery rhymes, singing songs (even that *Frozen* song you can't get out of your head!) and telling stories — all fun ways to build sound recognition.

2. Making Connections

Anyone who has heard a child say, "I'm hopping just like the bunny in our book!" has witnessed synapses firing and connections being built in the brain. Each time a connection is made, the child's brain grows stronger, and the rate of development is astounding in the early years. According to [UNICEF's panel of neuroscientists](#), giving children the opportunities to make these connections matters most: "Because the brain is a social organ, its development is dependent on social interactions. The brain needs and relies on experience."

Each time parents read a book to their child, they provide an opportunity for the child to make connections to her own life and the world around her. Parents and caregivers can enhance reading experiences by asking questions, such as “What do you think the mama bunny is going to do next?” or “Have you ever felt scared like the baby bunny was scared?” These interactions will reinforce knowledge and activate the child’s higher-order thinking skills.

3. Prior Knowledge

As children make connections between books and their own lives, they are building a foundation, called schema or prior knowledge, which will be used for future learning. Good readers automatically call on their prior knowledge to help them put what they are reading into context and better comprehend new material. When children begin school, they are taught to activate their prior knowledge as an independent reading strategy, but parents can give them a head start by practicing the strategy as they share books at home.

Teaching a child to activate his prior knowledge begins with modeling how to make connections through think-alouds. As the caregiver reads, he can express the connections he is making from the text to himself, to the world around him and to other texts he has read. There are ample opportunities for a caregiver to model this behavior as he shares books with his child. For instance, he might stop and say, “This is a silly dog in this book. He reminds me of my dog when I was little. His name was Buster. He liked to play, too, and he followed me everywhere.” As the child becomes more verbal, she will follow her caregivers’ example by expressing her own connections to the book. This ability to activate prior knowledge will be a key asset when the child learns to read.

4. Math

Lots of fun books teach early math concepts, from counting to shapes to patterns. But books don’t have to be specifically about math to teach basic math skills. Children’s books have wonderful illustrations that can be used to teach colors and categorizing (“Let’s find all the red things on this page!”). They can also offer opportunities to discuss size relationships (Look at the big bird. This bird is smaller. He is a small bird.), shapes (“What shape is the sun? Can you find any other circles?”) and numbers (“Let’s count the monkeys!”).

These conversations can happen even before a child can verbalize a response. Little ones can point to two red flowers in a book and spontaneously said, “Look — a match!” She had learned to independently make that connection not through explicit instruction, but through hearing me repeatedly verbalize the concept aloud as I read to her.

These interactions illustrate the power of the 1,000 Books Before Kindergarten. Each one of those thousand books reinforces knowledge, creates new experiences, and readies a child for success in school. But the value doesn’t end with the start of kindergarten; share with parents the importance of reading aloud to their children and encourage them to continue the practice even after their children begin to read independently. They’ll be giving their children a gift that not only will stay with them for their rest of their lives, but also will be passed from generation to generation.



INSTRUCTIONS

Dear Parents/Caregivers:

On behalf of the 1,000 Books Foundation, we invite you to participate in this **free** program which encourages you to read 1,000 books with your child before he or she starts kindergarten.

PROGRAM OVERVIEW

The concept is simple, the rewards are priceless. Read a book (any book) to your newborn, infant, and/or toddler. The goal is to have read 1,000 books (yes you can repeat books) before your precious one starts kindergarten. Does it sound hard? Not really if you think about it. If you read just 1 book a night, you will have read about 365 books in a year. That is 730 books in two years and 1,095 books in three years. If you consider that most children start kindergarten at around 5 years of age, you have more time than you think (so get started).

The key is perseverance. Make it exciting. When your children reach a milestone, give him/her a small reward (stickers, backpacks, books).

HOW TO PARTICIPATE

- Read with your child. Studies have shown that reading with your child provides a great opportunity for **bonding**. Reading together is fun and will create life-long memories for the both of you.
- Keep **track** of the titles of the books that you read with your child. Make a record of what you are reading in a spiral notebook, on our convenient reading log sheets, online, or by whatever method you want. The journal itself will make a great keepsake item for your precious child.
- If you are able to, make sure to keep a **record** of “any” book that is being read to your child. This includes teachers and siblings.

FREQUENTLY-ASKED-QUESTIONS

- Who can participate in this program? *Any child from birth until he or she enters kindergarten can participate in the 1,000 Books Before Kindergarten program.*
- How long will the program take? *The program will take anywhere from a few months to a few years. The program is self-paced and will depend on how often you read together.*
- How many of my children can participate? *All of them (provided they have not yet started kindergarten). Make it even more fun and read as a family!*

Books Your Child Should Hear Before Kindergarten

- Alborough, Jez: Where's My Teddy?
- Aranton, John-Ruben M., Jr.: What Treat Can Ruben Eat?
- Asch, Frank: Happy Birthday, Moon
- Ballock-Dixon, Saige J.: Chilean Mines
- Bang, Molly: Ten, Nine, Eight
- Barrett, Judi: Animals Should Definitely Not Wear Clothing
- Barton, Byron: The Three Bears
- Bauer, Marion: How Do I Love You?
- Becker, Bonny: A Visitor for Bear
- Bergen, Lara: Dora's Sleepover
- Bemelmans, Ludwig: Madeline
- Benton, Jim: The End (Almost!)
- Blackstone, Stella: Bear's Busy Family
- Borghese, Mark: 1000 Books Before Kindergarten
- Bornstein, Ruth: Little Gorilla
- Brett, Jan: The Mitten
- Brown, Marcia: Stone Soup
- Brown, Margaret Wise: Goodnight Moon
- Brunhoff, Jean de: The Story of Babar, the Little Elephant
- Burningham, John: Mr. Gumpy's Outing
- Burton, Virginia Lee: Mike Mulligan and His Steam Shovel
- Campbell, Rod: Dear Zoo
- Cannon, Janell: Stellaluna
- Capucilli, Alyssa Satin: Biscuit Loves the Library
- Carle, Eric: The Very Hungry Caterpillar
- Christelow, Eileen: Five Little Monkeys Jumping on the Bed
- Chung, Arree: Ninja!
- Coffelt, Nancy: Fred Stays with Me
- Crews, Donald: Freight Train
- Cronin, Doreen: Click, Clack, Moo: Cows that Type
- Day, Alexandra: Good Dog, Carl
- Degen, Bruce: Jamberry
- Dorros, Arthur: Abuela
- Eastman, P.D.: Are You My Mother?
- Ehler, Lois: Feathers for Lunch
- Emberley, Ed: Go Away, Big Green Monster!
- Falconer, Ian: Olivia
- Feiffer, Jules: Bark, George
- Flack, Marjorie: Ask Mr. Bear
- Fleming, Denise: Mama Cat Has Three Kittens



- Fox, Mem: Where is the Green Sheep?
- Freeman, Don: Corduroy
- Gag, Wanda: Millions of Cats
- Galdone, Paul: The Three Little Pigs
- Gerstein, Mordicai: The Man Who Walked Between the Towers
- Goble, Paul: The Girl Who Loved Wild Horses
- Guarino, Deborah: Is Your Mama a Llama?
- Henkes, Kevin: Kitten's First Full Moon
- Hill, Eric: Where's Spot
- Ho, Minfong: Hush!: A Thai Lullaby
- Hoban, Russell: Bread and Jam for Frances
- Hoban, Tana: Is it Red? Is it Yellow? Is it Blue? An Adventure in Color
- Hoffman, Mary: Amazing Grace
- Holabird, Katherine: Angelina Ballerina
- Hutchins, Pat: Rosie's Walk
- Jenkins, Steve: What do you do with a tail like this?
- Johnson, Crockett: Harold and the Purple Crayon
- Juster, Norton: The Hello, Goodbye Window
- Kasza, Keiko: The Wolf's Chicken Stew
- Keats, Ezra Jack: The Snowy Day
- Kennedy, Jimmy: The Teddy Bears' Picnic
- Kent, Jack: The Caterpillar and the Polliwog
- Kimmel, Eric: Anansi and the Moss-Covered Rock
- Kraus, Robert: Whose Mouse are You?
- Kraus, Ruth: The Carrot Seed
- Krosoczka, Jarrett: Baghead
- Landers, Ace: I Am An Ice Cream Truck
- Leaf, Munro: The Story of Ferdinand
- Lester, Mike: A is for Salad
- Lionni, Leo: Little Blue and Little Yellow
- Lobel, Anita: On Market Street
- Lobel, Arnold: Frog and Toad Are Friends
- London, Jonathan: Froggy Gets Dressed
- Martin, Bill: Brown Bear, Brown Bear, What Do You See?
- Martin, Bill: Chicka Chicka Boom Boom
- Mayer, Mercer: Frog Goes to Dinner
- McBratney, Sam: Guess How Much I Love You
- McCloskey, Robert: Make Way for Ducklings
- McFarland, Lyn: Widget
- McKissack, Pat: Goin' Someplace Special
- McLimans, David: Gone Wild: An Endangered Alphabet
- McPhail, David: Pigs Aplenty, Pigs Galore
- Meddaugh, Susan: Martha Speaks
- Meltzer, Brad: I am Abraham Lincoln



- Mullan, Kate and Jim: I Stink!
- Munari, Bruno: Bruno Munari's ABC
- Noble, Trinka: The Day Jimmy's Boa Ate the Wash
- Numeroff, Laura: If You Give a Mouse a Cookie
- O'Connor, Jane: Fancy Nancy
- Penn, Audrey: The Kissing Hand
- Pinkney, Sandra: Shades of Black
- Piper, Watty: The Little Engine that Could
- Potter, Beatrix: The Tale of Peter Rabbit
- Rathmann, Peggy: Good Night, Gorilla
- Rey, H.A.: Curious George
- Rohman, Eric: My Friend Rabbit
- Rosen, Michael: We're Going on a Bear Hunt
- Rossetti-Shustak, Bernadette: I Love You Through and Through
- Rylant, Cynthia: The Relatives Came
- Say, Allen: Grandfather's Journey
- Scarry, Richard: Cars and Trucks and Things that Go
- Seeger, Laura Vaccaro: First the Egg
- Sendak, Maurice: Where the Wild Things Are
- Seuss, Dr.: Green Eggs and Hams
- Seuss, Dr.: The Cat in the Hat
- Shannon, David: Duck on a Bike
- Shaw, Charles: It Looked Like Spilt Milk
- Simmons, Jane: Come Along Daisy
- Simont, Marc: The Stray Dog
- Sis, Peter: Fire Truck
- Slobodkina, Esphyr: Caps for Sale
- Taback, Simms: There Was an Old Lady Who Swallowed a Fly
- Walter, Virginia: Hi, Pizza Man!
- Wells, Rosemary: Noisy Nora
- Westcott, Nadine: The Lady with the Alligator Purse
- Wiesner, David: The Three Pigs
- Willems, Mo: Don't Let the Pigeon Drive the Bus
- Wong, Janet: Buzz
- Wood, Audrey: The Napping House
- Yolen, Jane: How do Dinosaurs Say Goodnight?
- Yolen, Jane: Owl Moon
- Young, Ed: Seven Blind Mice
- Zimmerman, Andrea: Trashy Town
- Zion, Gene: Harry, The Dirty Dog
- Zschock, Martha Day: Hello, America!

