

FAQs

Frequently Asked Questions

What ages can participate in this program?

Any child from birth until he/she enters kindergarten.

How long with this program take to finish?

That is entirely up to you. This program is self-paced and will depend on how often your child is read to.

1000 books will take a long time.

Can it really be done?

1000 books sounds like a lot. But when you break it down, if you were to read 10 books each week for two years, you would have read 1,040 books!

My child likes to listen to the same book over and over.

Do I only count it once?

No. It would count each time you read it. Some children are like that. They have a favorite and love to hear it. Even though you may tire of it, they don't and hearing it over and over will help with their memory. If the child is a talker, have them tell you the story as you look at the pictures together.

My child will not sit for an entire book, can I still count it?

Yes. The goal is to make reading fun. Young children have varying attention spans and not all books will interest your child. It is fine to just talk about the pictures or move on to

another one before you finish. If your child likes to turn pages before you finish reading the page, that is ok also. Share the books in whichever way works for both of you. Reading together in the early years is about connection, print awareness, sound awareness, print recognition, vocabulary and fun.

My child likes to move. How can I get them to sit still and listen to the story?

This is totally normal. Some children like to move, play and explore. Reading aloud while they are moving about still builds their vocabulary and literacy as they are still listening. You could also try singing the story and that may engage them more in the story.

My child is already 4, can he/she still take part?

Yes. The program goals can be modified based on the age of the child when starting the program. For example: a four year old could read 300 books in the year before starting Kindergarten.

Can I only count the story when I read to my child? Or can my husband read also?

Anyone can read to your child. Grandma/Grandpa, older sibling, babysitter. Everyone counts. Even the librarian at storytime. The more people that read to your child will show your child that reading is fun for everyone.

Does digital content (TumbleBooks, audio books) count?

Absolutely! Sometimes it is fun for both you and your child to sit and listen to a story while you snuggle up together.



Information Guide for Parents

Program Overview, Goals,
Reading Tips and FAQs

1000 BOOKS BEFORE KINDERGARTEN GOALS




We want to help every child become a reader by encouraging you to read 1000 books to your child before he/she enters Kindergarten.

Program Overview

The concept is simple, the rewards are priceless! Read a book (any book) to your newborn, infant, and/or toddler. Any book read (even repeats) count. Books are recorded in a reading log, and prizes will be given each time a reading log is complete. The goal is to have read 1000 books by the time your little one starts Kindergarten.

Reading together is fun and will create life-long memories for both of you. What a great way to bond with your child. Print and sound awareness, print recognition and vocabulary all come from listening to their parents talk and read to them.

Although 1000 books sounds like a huge number, consider this:

-  If you read just one book a day, you will have read 365 books in a year and you could finish in less than three years.
-  Read 10 books per week? Less than two years.
-  Three books a day? Less than a year!

How to encourage literacy in children

Talk constantly.

Talk about everything: describe what you are doing as you cook; name body parts as you dress your child; etc.

Incorporate reading into a daily routine.

Brain development research shows that reading aloud to your child every day increases their brain's capacity for language and literacy skills and is the most important thing you can do to prepare them for learning to read. Book language is different from spoken language and just 15 minutes a day can make a big difference in the development their vocabulary.

Hold your child while you read.

Snuggling with your child while reading brings good feelings and is a special bonding time as it is a child-centered time to be cherished.

Read what you enjoy.

Before comprehension begins, you can read anything you enjoy to your child: newspaper, magazines, recipe books or a novel you enjoy. If you are reading a child's book and not enjoying it, stop and chose another one.

Read books about what interests your child.

Try to find books about things that excite your child. When your child gets older, have them help you pick out books at the library.

Sing songs and rhymes.

Children enjoy the rhythm and repetition so repeat them often. Don't force it if your child is not in the mood. It is okay to stop in the middle of a book and come back to it later. Some children do like to play with a car or doll as you read so ask if they would like you to continue. Even if their hands are busy, they are still listening.

Make it fun.

Use different voices, tones and vary speech volume.

Have them repeat.

Have your child repeat important phrases or repeated phrases.

Point to the words.

As you read, point to words at times. Do this more often as they get older. Pointing to words that you are reading teaches them the black letters have meaning and helps them make the connection that you are reading those black words (print recognition).

THE MOST IMPORTANT THING IS TO TALK, READ, SNUGGLE AND HAVE FUN!

6 Early Literacy Skills

Print Motivation

Print motivation is an interest in and enjoyment of books. Children who enjoy books will read more.

Make book sharing a special time for you and your child.

Keep books somewhere your child can reach whenever they wish.

Phonological Awareness

Phonological awareness is the ability to hear and play with the smaller sounds in words. This is important because being able to hear the beginning and ending sounds that make up words will help children sound out words when they begin to read.

Sing songs, repeat rhymes, and play rhyming word games.

Read rhyming books.

Vocabulary

Vocabulary is knowing the names of objects, emotions and concepts (more/less, before/after, and ideas). Children need to know the meaning of words to understand what they are reading. The more words children hear, the more ready they will be to make connections when they read.

Use a variety of words when talking about something.

Explain unfamiliar words to your child.

Narrative Skills

Narrative skills is the ability to describe things, events and to tell stories. Being able to tell what happens in a story helps the child understand what is happening. Good narrative skills lead to good comprehension.

Talk about what you are doing as you do it.

Listen as your child tries to tell you something, be patient.

Print Awareness

Print awareness is noticing print everywhere, knowing how to handle a book and follow the words on a page. Children have to know the mechanic of how books and words work; books have words and pictures to tell a story, reading left to right, start at the front, turning pages and handling a book.

Point to words as you are reading so your child knows you are reading the text.

Point to signs and words that are around you every day.

Letter Knowledge

Letter knowledge is knowing letters are different from each other and each letter has a name and a specific sound. Children must understand that they are made up of individual letters and that each letter has its own name and sound in order to read.

Read ABC books. Find letters all around.

Play with letters, magnet letters, felt letters, let your child see their name written.