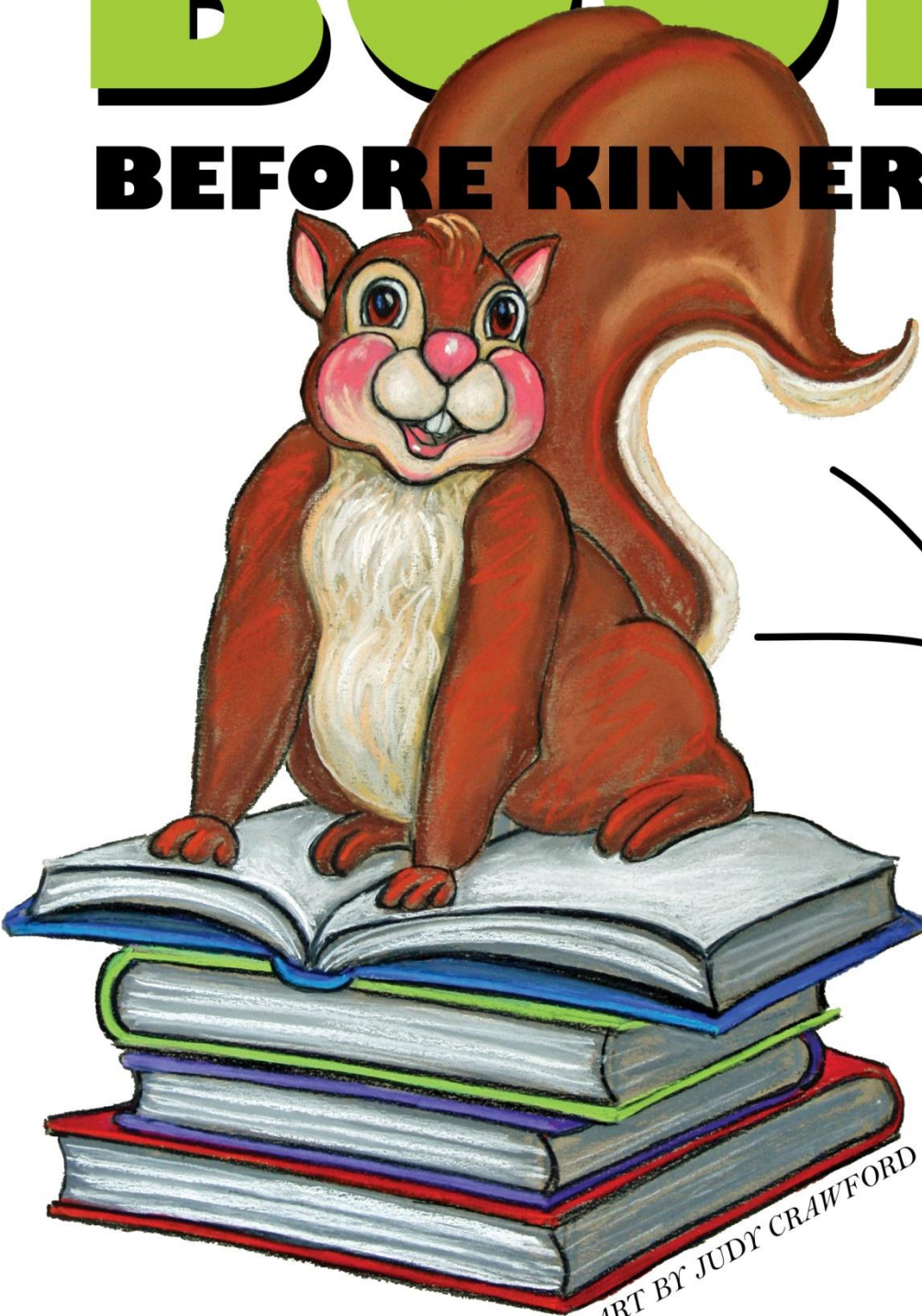


# 1000

# BOOKS

## BEFORE KINDERGARTEN

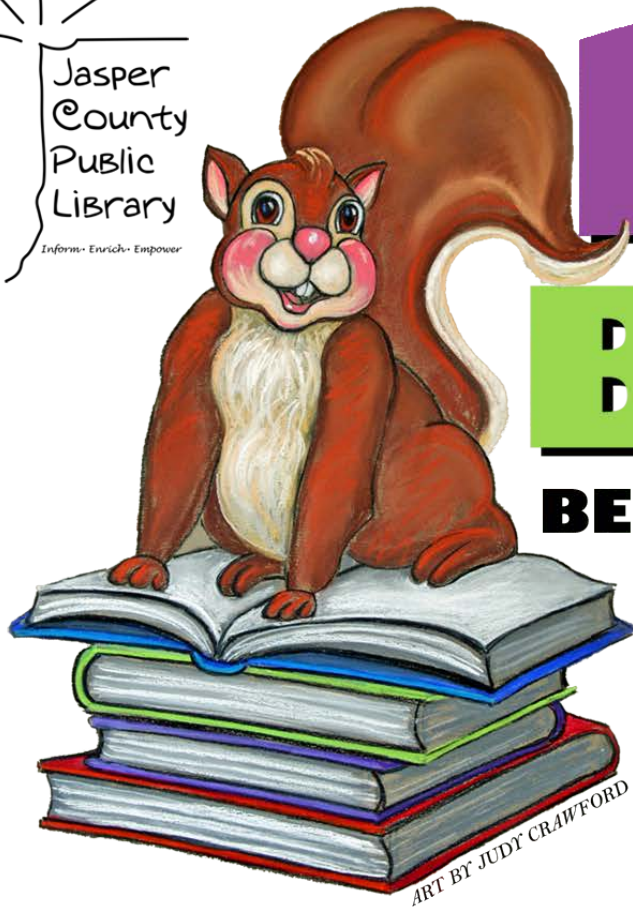
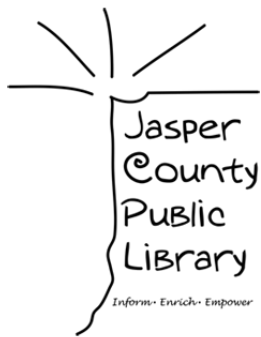


ART BY JUDY CRAWFORD

Jasper  
County  
Public  
Library

Inform • Enrich • Empower

**WWW.MYJCPL.ORG/  
1000BOOKS**



# 1000 BOOKS BEFORE KINDERGARTEN

## **DeMotte**

**(219) 987-2221**

**Monday, Tuesday, &  
Thursday**

**9:00am – 8:00pm**

**Wednesday**

**9:00am – 6:00pm**

**Friday – Saturday**

**9:00am – 5:00pm**

## **Rensselaer**

**(219) 866-5881**

**Monday - Thursday  
9:00am – 8:00pm**

**Friday – Saturday  
9:00am – 5:00pm**

## **Wheatfield**

**(219) 956-3774**

**Monday, Wednesday, &  
Thursday**

**9:30am – 5:30pm**

**Tuesday**

**9:30am – 8:00pm**

**Friday – Saturday**

**9:00am – 5:00pm**

**[www.myjcpl.org/1000books](http://www.myjcpl.org/1000books)**

**\*all times are Central Standard Times\***





# MY READING LOG

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**NAME**

**I'm on my way to reading  
1,000 Books Before Kindergarten!**

*Art by Judy Kanne*



# 1000 BOOKS BEFORE KINDERGARTEN JASPER COUNTY PUBLIC LIBRARY

## PROGRAM OVERVIEW



Congratulations! You are about to embark on a fantastic, lifelong journey with your child. You have committed to enjoying books with your child and in the process, reaping the benefits as your child gains pre-literacy skills that will prepare him for reading and learning throughout his life.

### How This Program Works

1. Enroll your child at the Jasper County Public Library, Rensselaer, DeMotte, or Wheatfield Branch and receive your *1,000 Books Before Kindergarten* binder. The binder will have the pages to track your 1000 books, how to get started information, and many helpful literacy tips.
2. After each set of 100 books is read and recorded, take your binder to your library branch and get your completion sticker and have your picture taken so we can post it on our wall of readers.
3. When you have reached the half way mark of 500 books, bring your binder to your library branch for your half way through the program prize.
4. When you and your child have read and recorded your 1000th book, take your binder to your library branch for your certificate and prize. A staff member will take a picture of you and your child for our wall of readers.

You may be asking yourself, "How will I read 1000 books to my child?" One thousand is a big number; however, when you start breaking that number down over five years, or even two years, the task isn't that overwhelming. If you would take the full five years to complete this program, you could read one book every other day and read 1000 Books Before Kindergarten. If you would break this down over two years, that would be fewer than two books a day. This small time commitment is well worth the advantage you will be giving your child and the memories that you will have spending time with him.

### Suggestions

1. Have fun! Reading together should never be a chore.
2. Take every chance you have to read with your children, tell and talk about stories, say nursery rhymes, and sing songs.
3. Expose your children to a variety of different types of stories and vocabulary. It is completely normal and expected for children, especially very young children, to have their favorite books that they want to hear over and over again. When you have the opportunity, introduce new stories so that your child has a chance to experience and hear as many new words and concepts as possible.
4. Children learn best when they are in a good mood, so read with your child when the experience will be the most pleasurable for both of you.

\*\*Many of the facts and tips that you will read throughout this packet are taken from the American Library Association's website ([www.ala.org](http://www.ala.org)) and the Every Child Ready to Read booklet and website ([www.ala.org/everychild](http://www.ala.org/everychild)).



# 1000 BOOKS

BEFORE KINDERGARTEN

JASPER COUNTY PUBLIC LIBRARY

## BOOKS 1-100

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**AUTHOR**

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**Tip #1:** Talk to your infant and toddler to help him learn to speak and understand the meaning of words. Point to objects that are near and describe them as you play and do daily activities together. Having a large vocabulary gives a child a great start when he enters school.

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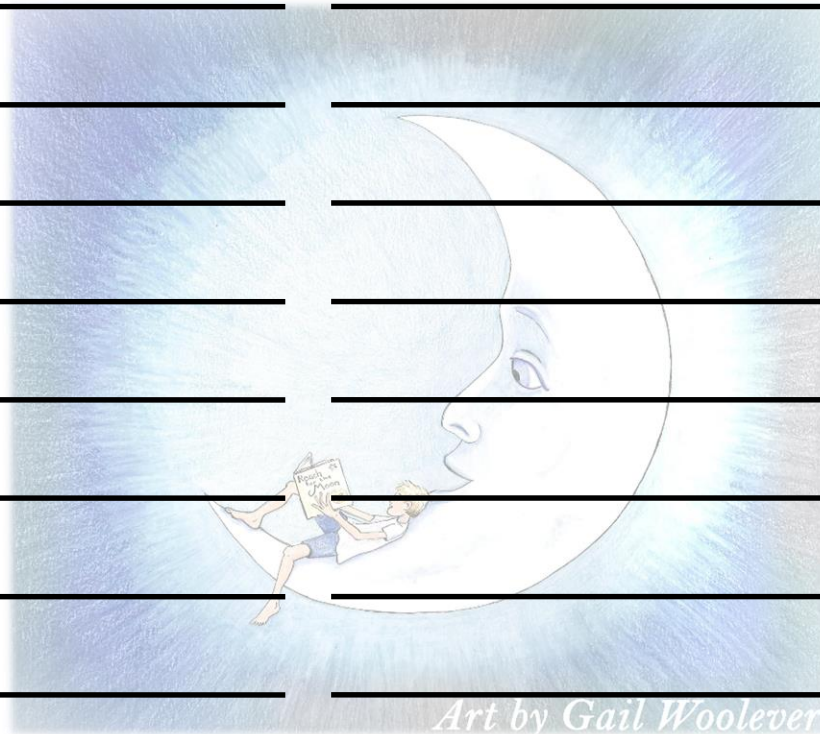
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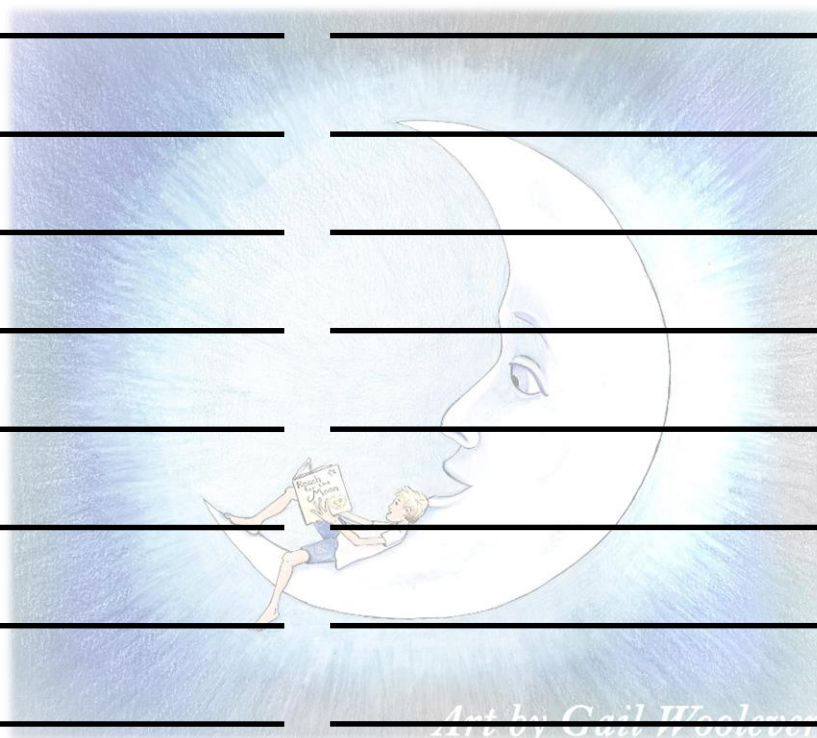
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**Tip #2:** Read to your baby every day starting at six months of age. Reading and playing with books is a wonderful way to spend special time with her. Hearing words over and over helps her become familiar with them. Reading to your baby is one of the best ways to help her learn.

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**Tip #3:** Create a quiet, special place in your home for your child to read, write, and draw.

Keep books and other reading materials where your child can easily reach them.

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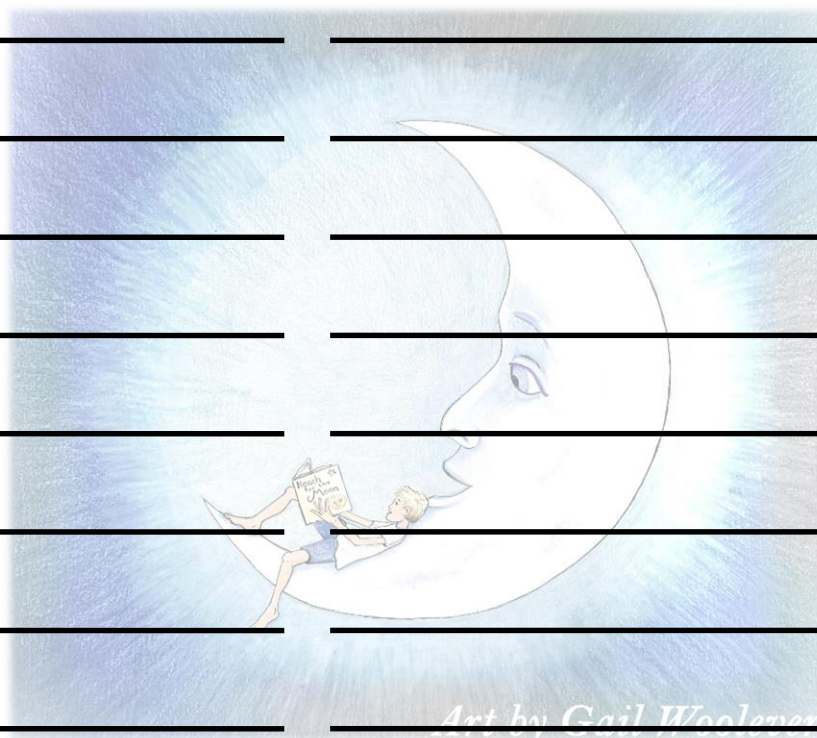
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*Art by Gail Woolener*



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**Tip #4:** Use sounds, songs, gestures, and words that rhyme to help your baby learn about language and its many uses. Babies need to hear language from a human being.

Television is just noise to a baby.

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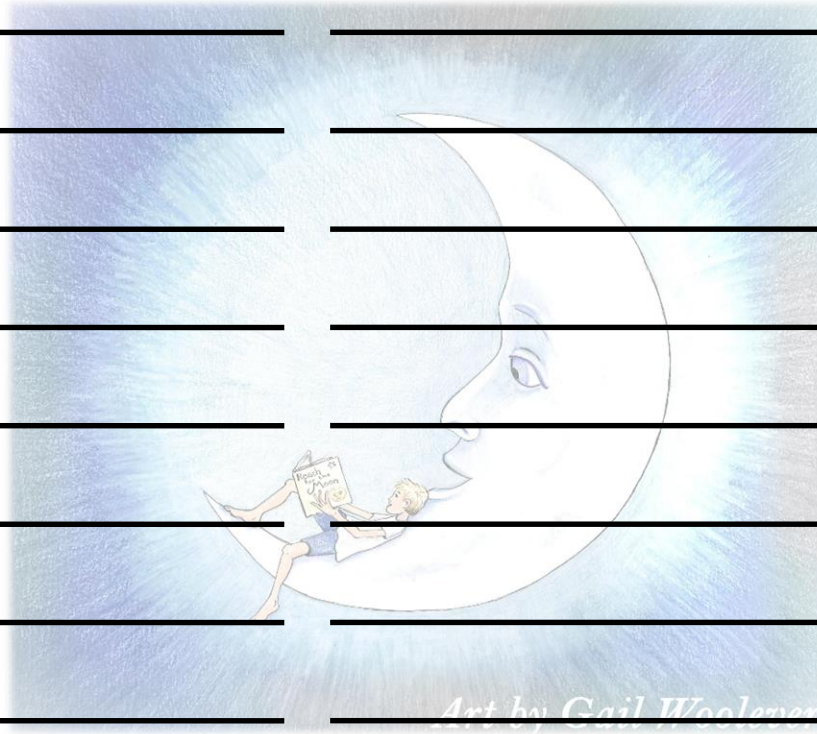
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**Tip #5:** Take children's books and writing materials with you whenever you leave home. This gives your child fun activities to entertain and occupy him while traveling and going to the doctor's office or other appointments.

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**Tip #6:** Don't wait until the child's first day of school to begin at-home reading. The sooner you begin, the smarter your child becomes.

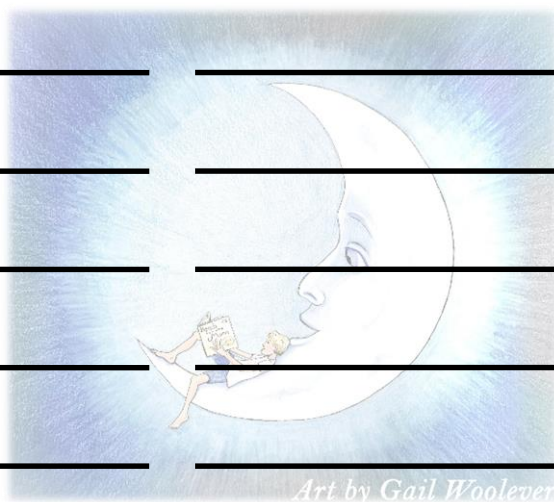
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*Art by Gail Woolever*

**MY FAVORITE BOOK:** \_\_\_\_\_

**DON'T FORGET TO COME IN AND  
COLLECT YOUR COMPLETION STICKER!**



# 1000 BOOKS

**BEFORE KINDERGARTEN**  
**JASPER COUNTY PUBLIC LIBRARY**

## PROGRAMS



1,000 Books Before Kindergarten is designed to develop and encourage good reading habits in children from birth to kindergarten and their parents and/or caregivers. This program encourages parents to read to their children and develop the six early literacy skills promoted by ALA's program, Every Child Ready to Read.

The Jasper County Public Library is striving to reinforce the objects of 1,000 Books Before Kindergarten by offering regular and special programming.

## ONGOING JCPL PROGRAMS

### **Mother Goose Storytime**

**Age 0 – 23months**

Enjoy 30-40 minutes of reading, songs, fingerplays, and socialization with other young children and their caregivers. Each session of Mother Goose Storytime consists of a variety of activities such as music, stories, toys to play with, and other fun movements.

**Location: DeMotte**

***Time:*** This program is held in sessions periodically throughout the year. For program times and dates, call your library or check our events calendar at [myjcpl.org/events](http://myjcpl.org/events).

### **Magnificent Monday**

**All Ages**

Patrons of all ages with developmental disabilities are invited to come to this storytime.

**Location: DeMotte**

***Time:*** First Monday of the month @ 10am

## Storytime

**Ages 2 – 5**

Library kids and toddlers alike are invited to enjoy stories, rhymes, and crafts at the library.

**Location: Rensselaer**

**Time:** Mondays @ 10am, except last  
Monday of the month  
Thursdays @ 6pm, except last  
Thursday of the month



## Lapsit Storytime

**Age birth – 2**

Enjoy 30-40 minutes of reading, songs, fingerplays, and socialization with other young children and their caregivers. Each session of Lapsit Storytime consists of a variety of activities, such as music, stories, toys to play with, and other fun movements.

**Location: Wheatfield**

**Time:** This program is held in sessions periodically throughout the year. For program times and dates, call your library or check our events calendar at [myjcpl.org/events](http://myjcpl.org/events).

## Storytime

**Ages 3 – 5**

Bring your youngsters in touch with the love of reading by coming to Storytime for 3 – 5 year olds. Storytime is a wonderful opportunity for your youngsters to become acquainted with the library. Each half-hour-long session consists of stories, crafts, and other age-appropriate activities.

**Location: Wheatfield**

**Time:** This program is held in sessions periodically throughout the year. For program times and dates, call your library or check our events calendar at [myjcpl.org/events](http://myjcpl.org/events).

## How to Register:

Not all programs are offered every month. Times and dates vary by branch. Check out our calendar of events at [myjcpl.org/events](http://myjcpl.org/events) for any of the above programs, or call your nearest JCPL branch.

### DeMotte

**(219) 987-2221**

**Monday, Tuesday, &  
Thursday**

**9:00am – 8:00pm**

**Wednesday**

**9:00am – 6:00pm**

**Friday – Saturday**

**9:00am – 5:00pm**

### Rensselaer

**(219) 866-5881**

**Monday - Thursday  
9:00am – 8:00pm**

**Friday – Saturday  
9:00am – 5:00pm**

### Wheatfield

**(219) 956-3774**

**Monday, Wednesday,  
& Thursday**

**9:30am – 5:30pm**

**Tuesday**

**9:30am – 8:00pm**

**Friday – Saturday**

**9:00am – 5:00pm**

\*all times are Central Standard Times\*



# 1000 BOOKS

BEFORE KINDERGARTEN

JASPER COUNTY PUBLIC LIBRARY

BOOKS 101-200

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**AUTHOR**

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**TITLE**

**AUTHOR**

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**Tip #7:** Through reading aloud, providing print materials, and promoting positive attitudes about reading and writing, you can have a powerful impact on children's literacy and learning.

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**Tip #8:** When reading a book where the print is large, point word by word as you read.

This will help your child learn that reading goes from left to right and understand that the word he says is the word he sees.

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**TITLE**

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**Tip #9:** Invite a child to read with you every day.

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**TITLE**

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**Tip #10:** Read many stories with rhyming words and lines that repeat. Invite the child to join in on these parts. Point, word by word, as she reads along with you.

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*Art by Carlie Guritz*

**TITLE**

**AUTHOR**

**DATE**

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**Tip #11:** Stop and ask about the pictures and about what is happening in the story.

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**TITLE**

**AUTHOR**

**DATE**

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**MY FAVORITE BOOK:** \_\_\_\_\_

**DON'T FORGET TO COME IN AND  
COLLECT YOUR COMPLETION STICKER!**



*Art by Carlie Guritz*



# 1000 BOOKS

**BEFORE KINDERGARTEN**  
JASPER COUNTY PUBLIC LIBRARY



## BEFORE KINDERGARTEN?

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, and updated by Dr. Susan B. Neuman and Dr. Donna Celano. You will find more information throughout this binder to help you better understand how to help your children with pre-reading skills.

There are five early literacy practices to help parents work on the skills that children need to have. They are:

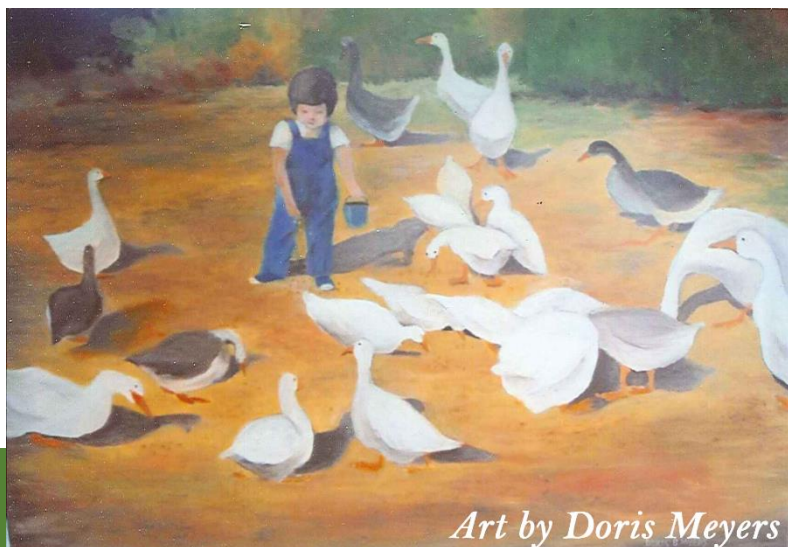
**Talking:** Talking with children helps them learn oral language, one of the most critical early literacy skills. The experience of self-expression also stimulates brain development, which underlies all learning.

**Singing:** Singing—which also includes rhyming—increases children's awareness of and sensitivity to the sounds in words. This helps prepare children to decode print (written language).

**Reading:** Reading together, or shared reading, remains the most single effective way to help children become proficient readers.

**Writing:** Writing and reading go together. Writing helps children learn that letters and words stand for sounds and that print has meaning.

**Playing:** Play is one of the primary ways young children learn about the world. General knowledge is an important literacy skill that helps children understand books and stories once they begin to read.



# 1000 BOOKS

**BEFORE KINDERGARTEN**  
**JASPER COUNTY PUBLIC LIBRARY**

**BOOKS 201-300**

**TITLE**

**AUTHOR**

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**TITLE**

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**Tip #12:** Read from a variety of children's books, including fairy tales, song books, poems, and information books.

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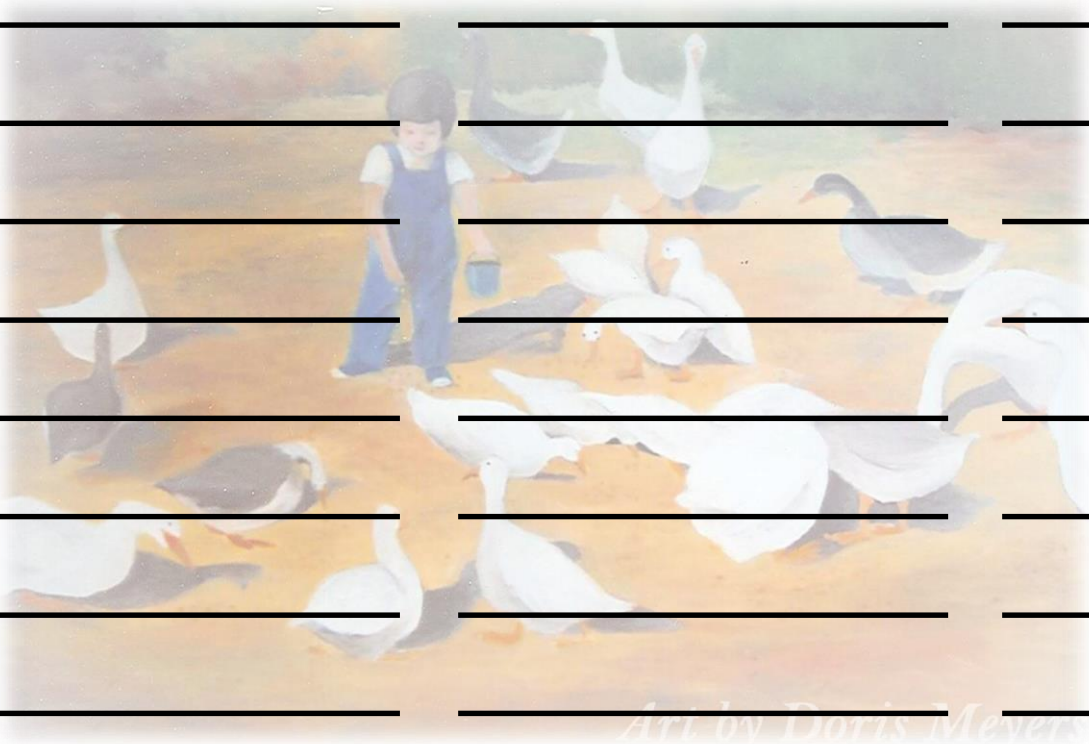
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**Tip #13:** Reading well is at the heart of all learning. Children who can't read well, can't learn.

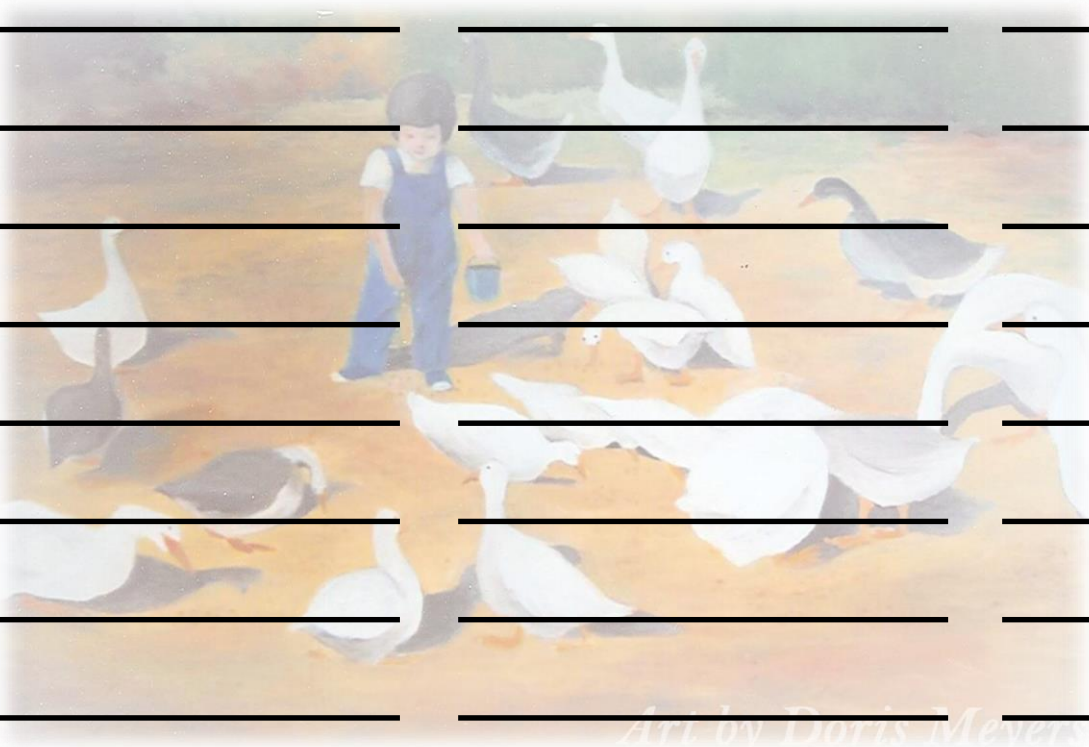
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**Tip #14:** Children need to be taught the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

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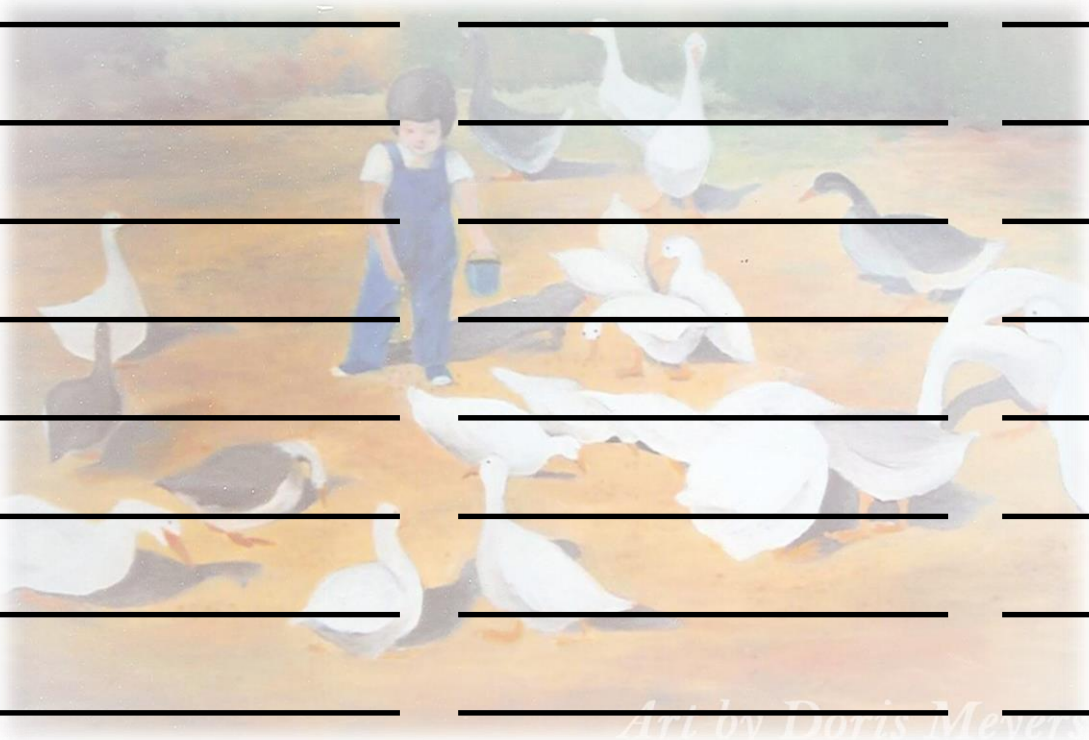
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**Tip #15:** Reading with children and helping them practice specific reading components can dramatically improve their ability to read.

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**Tip #16:** Children need to actively build and expand their knowledge of written and spoken words, what they mean, and how they are used.

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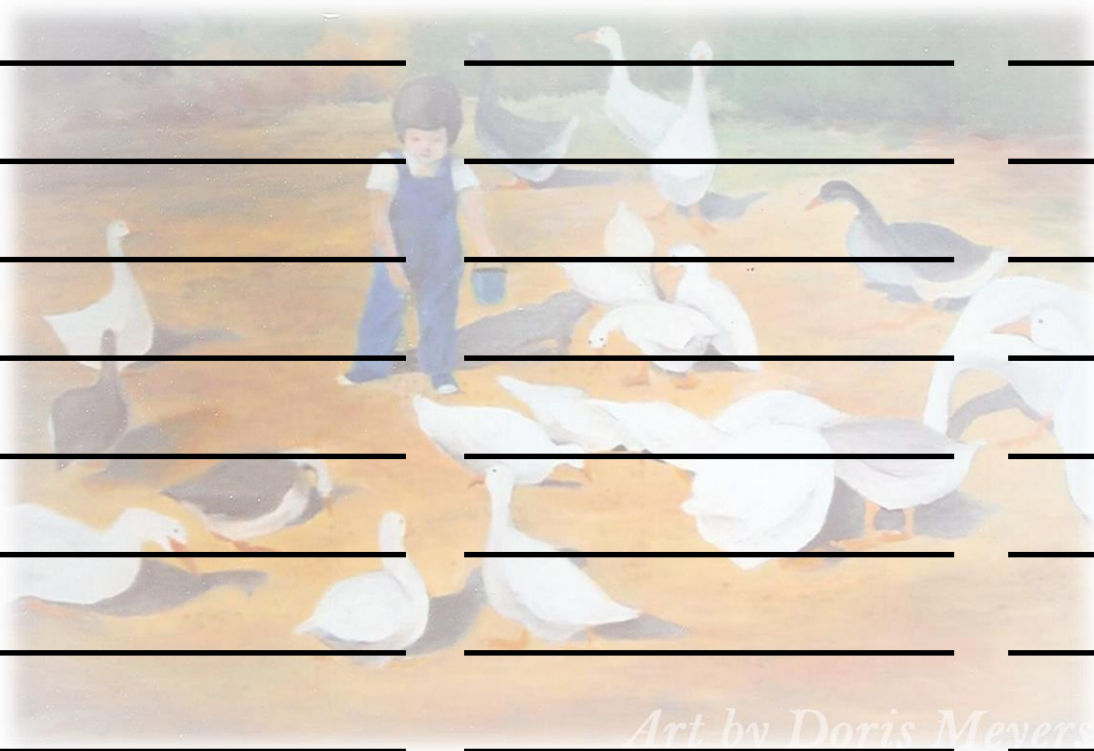
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**MY FAVORITE BOOK:** \_\_\_\_\_

**DON'T FORGET TO COME IN AND  
COLLECT YOUR COMPLETION STICKER!**



# 1000 BOOKS

**BEFORE KINDERGARTEN**  
**JASPER COUNTY PUBLIC LIBRARY**



*Art by George Tachtiris*

## TALKING

### What Is It?

Talking is one of the five early literacy practices to help parents work on the skills that children need to have. Talking with children helps them learn oral language, one of the most critical early literacy skills. The experience of self-expression also stimulates brain development, which underlies all learning.

### Why is Talking Important?

- Teaches a child to take turns in order to have a conversation.
- Helps children become familiar with how books work and are organized.
- Gives you a chance to introduce new words and what they mean.
- Provides opportunities to rephrase what the child says so she can learn more language.
- Extends conversations to help children learn more about something.
- Helps children make connections to past and future events so they understand that language sometimes represents events that are not happening right now.

### What Can You Do? – Take a “Picture Walk”

- A picture walk is a great way to talk about a book. A picture walk is an example of a quality conversation.
- Use a picture walk to learn new words, take turns, and make connections.

### What To Do During the Picture Walk

- Look at the cover, pointing out the title, author, and illustrator. Ask children what they think the story is about.
- “Walk” through the book, page by page. Talk about the characters and predict what might happen to them. Make a guess about how the book will end. Talk about the meaning of words that children may not know.
- Talk about new and interesting words in the book. Have your child tell you what is happening in the story.
- Expand on what your child says. For example, a parent might say, “Yes, that is a cave...a cave is like a hole in a mountain. Sometimes bats or bears live in caves.”
- Take turns and give your child lots of time to make comments and express ideas.
- Make connections between the story and your child’s experiences. For example, “Do you remember when we saw a bear at the zoo? Did the bear have a cave?”
- Speak in your home language (the language you speak most fluently), even if the book is in English. Remember, this is a picture walk. You are not reading the story.





*Art by George Tachtiris*

# 1000 BOOKS

**BEFORE KINDERGARTEN**

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**BOOKS 301-400**

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**Tip #17:** Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

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**Tip #18:** Help your child find reading materials that are of interest to her so she is engaged and encouraged to make reading a fun activity in her day.

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**Tip #19:** When giving gifts or asked for gift ideas for your child, recommend books, magazine subscriptions, or gift cards to book stores to encourage literacy and learning.

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**Tip #20:** Too tired to read aloud? Listen to a book on tape and turn the book's pages with your children. You'll still be reading with them!

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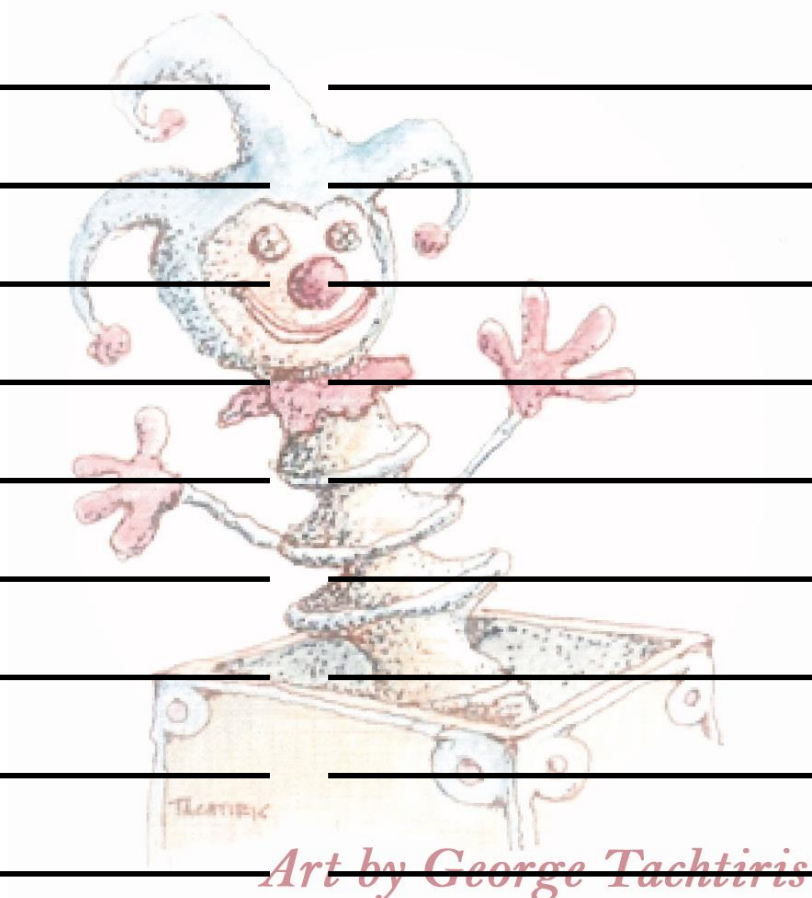
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*Art by George Tachtiris*

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**Tip #21:** Label things in your children's room as they learn to name them. Have fun while they learn that written words are connected to everyday things.

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*Art by George Tachtiris*



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**Tip #22:** Away on a business trip? Take a few books with you, call home and have your child curl up by the phone for a good night story.

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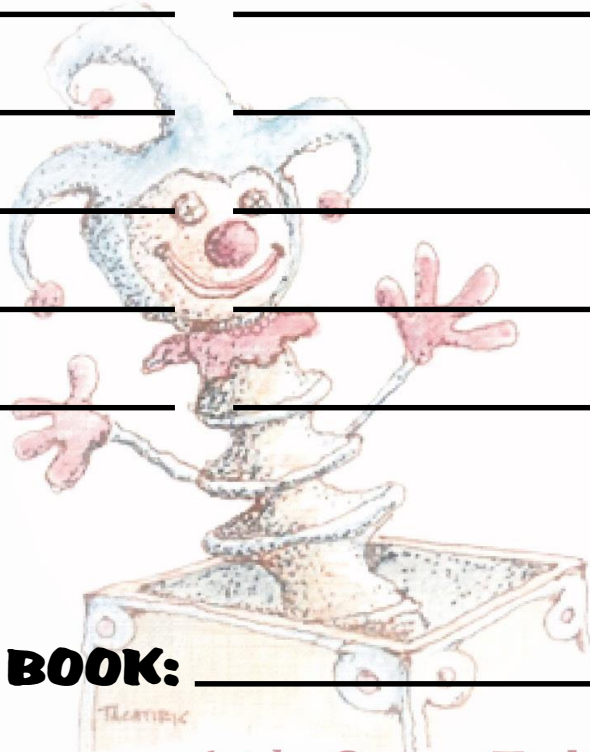
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**MY FAVORITE BOOK:** \_\_\_\_\_



*Art by George Tachtiris*

**DON'T FORGET TO COME IN AND  
COLLECT YOUR COMPLETION STICKER!**

# 1000 BOOKS

**BEFORE KINDERGARTEN**  
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## SINGING



### What Is It?

Singing is one of the five early literacy practices to help parents work on the skills that children need to have. Singing increases children's awareness of and sensitivity to the sounds in words. This helps prepare children to decode print (written language). Songs are a natural way to learn about language.

### Why Is Singing Important?

- Songs help children develop listening skills and pay attention to the rhythms and rhymes of spoken language.
- Most songs have a different note for each syllable. This helps children break down words so they hear individual sounds in a word. This is an important pre-reading skill.
- Singing also slows down language so children can hear different parts of words and notice how they are alike and different.
- Singing helps children learn new words, hear the smaller sounds in words, and adds to their general knowledge.
- Singing helps children remember things for a longer time.

### What Can You Do?

- Clapping along to rhythms help children hear the syllables in words, and it helps them practice motor skills.
- Sing songs with rhyming words, silly words, and long stretched out words.
- Sing songs fast, slow, and over and over.



*Art by Claudia Pletting*

# 1000 BOOKS

**BEFORE KINDERGARTEN**  
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**BOOKS 401-500**

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**Tip #23:** Slip fun things to read into your pocket to bring home: a comic strip from the paper, a greeting card or even a fortune cookie from lunch. Create a special, shared moment your child can look forward to every day.



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**Tip #24:** When your child asks to stay up a little longer, say yes and make it a 15-minute family reading opportunity.

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**Tip #25:** Toddlers need to move, so don't worry if they act out stories or just skip, romp, or tumble as you read to them. They may be moving, but they are listening.

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**Tip #26:** Choose books about everyday experiences and feelings. Your child will identify with the characters as they dress, eat, visit, nap, and play.

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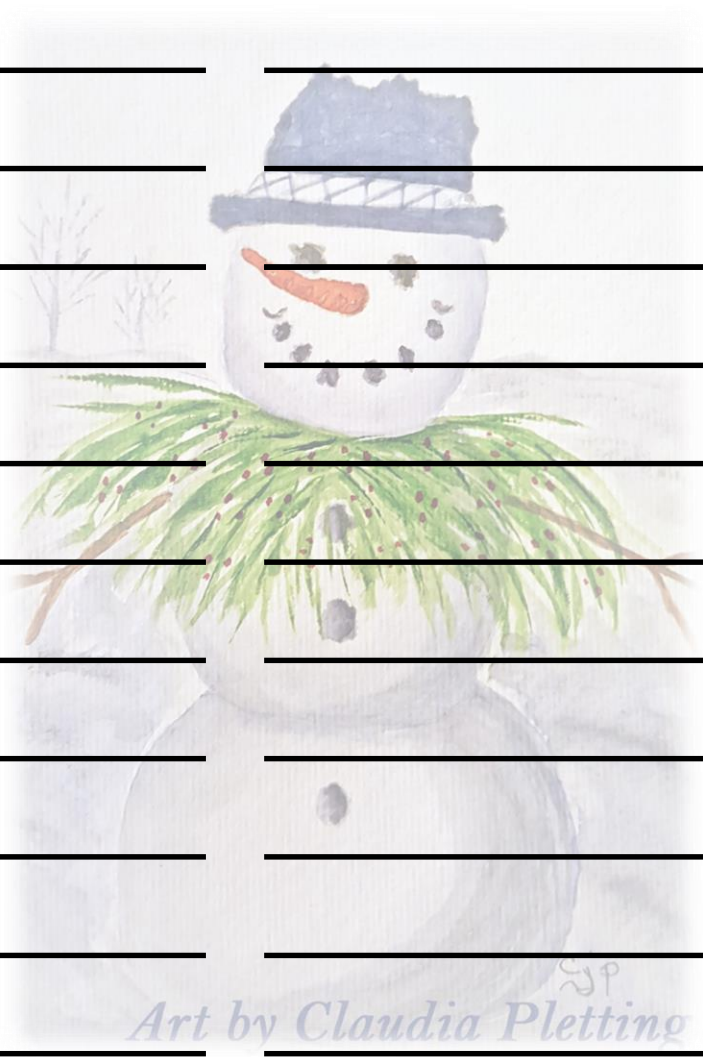
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**Tip #27:** Try a different story or a different time during the day. Reading with a very young child is primarily about building positive experiences with books, not finishing every book you start.

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**Tip #28:** Seek out books about things your toddler especially likes — trains, animals, the moon. These books may extend a toddler's attention span and build enthusiasm for reading.

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**MY FAVORITE BOOK:** \_\_\_\_\_

**CONGRATULATIONS!**

**YOU'RE HALFWAY THERE!**

**DON'T FORGET TO COME IN AND  
COLLECT YOUR PRIZE!**

# 1000 BOOKS

**BEFORE KINDERGARTEN**  
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## READING



### What Is It?

Reading is one of the five early literacy practices to help parents work on the skills that children need to have. Reading together, or shared reading, remains the most single effective way to help children become proficient readers.

### Why is Reading Important?

- No matter what your child's age, reading together with your child—or shared reading—is the single most important activity that you can do to help your child get ready to read.
- Shared reading is valuable because your child has your full attention, and you are enjoying the experience together.
- Shared reading develops a love of reading and an appreciation of books. Children who enjoy being read to are more likely to want to learn to read themselves.
- A child's interest in reading is an important predictor of later reading achievement.

### How Does Reading Together and Talking About What We Read Make a Difference?

- This experience increases children's vocabulary and background knowledge.
- It helps children learn how books work and how written language looks.
- Children can begin to understand how stories are organized—that they have a beginning, middle, and end.
- Reading together and talking about what you read encourages imaginative thinking.



*Art by Max Crawford*

# 1000 BOOKS

**BEFORE KINDERGARTEN**  
**JASPER COUNTY PUBLIC LIBRARY**

**BOOKS 501-600**

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**Tip #29:** When you hold your baby close and look at a book together, your baby will enjoy the snuggling and hearing your voice as well as the story. Feeling safe and secure with you while looking at a book builds your baby's confidence and love of reading.

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**Tip #30:** Tell your child how much you enjoy reading with him. Talk about "storytime" as the favorite part of your day.

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**Tip #31:** Read to your child with humor and expression. Use different voices. Ham it up!

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*Art by Mar Cruzfor*

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**Tip #32:** Books with bright and bold or high-contrast illustrations are easier for young babies to see, and will grab their attention. Books made of cloth, soft plastic, or "board books" with sturdy cardboard pages are easier for a baby to handle.

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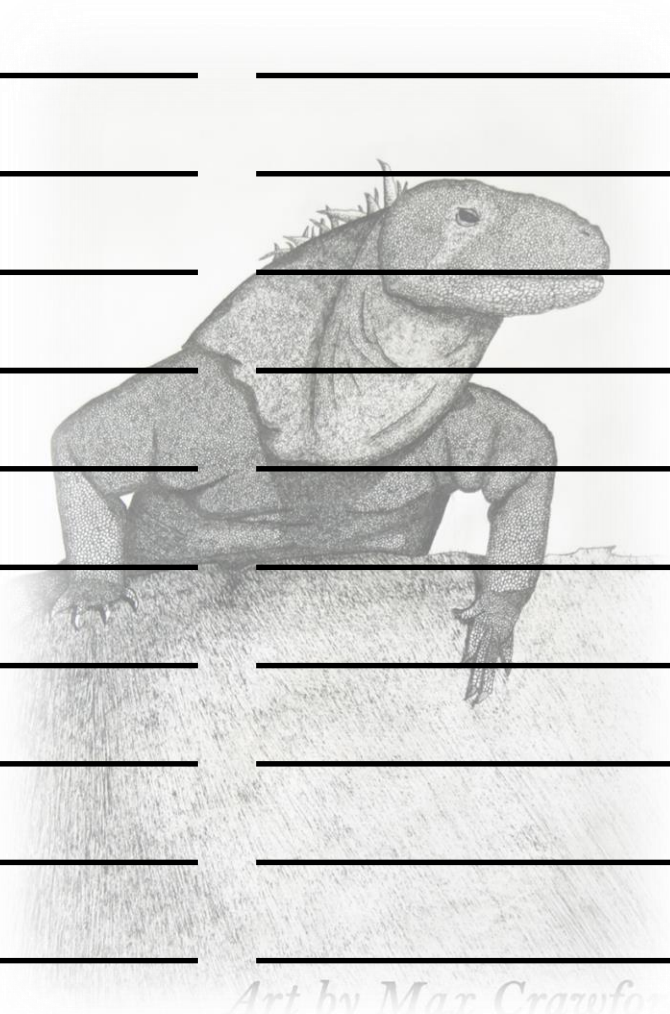
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*Art by Max Crawford*

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**Tip #33:** Describe the weather or which apples you are choosing at the grocery. Talk about the pictures in a book or things you see on a walk. Ask questions. By listening, your child learns words, ideas, and how language works.

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**Tip #34:** Mention to your child how we read from left to right and how words are separated by spaces.

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**MY FAVORITE BOOK:** \_\_\_\_\_

*Art by Max Crawford*

**DON'T FORGET TO COME IN AND  
COLLECT YOUR COMPLETION STICKER!**

# 1000 BOOKS

**BEFORE KINDERGARTEN**  
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*Art by Linda Kozyra*

## WRITING

### What Is It?

Writing is one of the five early literacy practices to help parents work on the skills that children need to have. Writing and reading go together. Writing helps children learn that letters and words stand for sounds and that print has meaning.

### Why is Writing Important?

- Reading and writing go together. Both are ways to represent spoken words and to communicate information or tell stories.
- Children become aware that printed letters stand for spoken words as they see print used in their daily lives. They see parents read newspapers, food labels, and mail. They watch caregivers write lists, jot down reminders, or make notes on a calendar.
- One of the first words children write is their name. This usually begins as scribbling. As children learn letter names and improve their motor skills, they begin to form the letters of their names. As children scribble and draw, they practice eye-hand coordination and exercise the muscles in their fingers and hands. This helps develop the fine motor control they need to write letters and words.

### What Can You Do?

- Encourage your children to “sign” their name on their drawings. Even if this begins as a scribble, children learn that they can write something that represents their name. Later your child will write the initials of her first and last name and then complete the name.
- Ask your child to label parts of a drawing. This also helps children understand that letters and words stand for things.
- Give your child plenty of opportunities to draw and write. Talk to your child about what he draws, ask questions, and responds to what he says, or make up a story to go with the drawing.
- Children develop a knowledge of the purpose and meaning of reading through writing.



*Art by Linda Kozyra*

# 1000 BOOKS

**BEFORE KINDERGARTEN  
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**BOOKS 601-700**

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**Tip #35:** Babies cannot yet turn pages on their own, but an 18-month-old will want to try, and a three-year-old can certainly do it alone. Remember, it's OK to skip pages!

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**Tip #36:** Remember that children learn by example – if you recognize the importance of reading, your children will too!

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**Tip #37:** Pick one night a week to make a regular visit to the library.

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**Tip #38:** Be sure to include a variety of books in your child's collection, including nursery rhymes, ABC books, informational books, and storybooks. You can look for bargain children's books at used bookstores and yard sales.

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**Tip #39:** Show children the book cover. If you have an older toddler, ask them to guess what the story might be about.

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**Tip #40:** Older babies and toddlers begin to experiment with making marks on paper. Although it can be messy, it is essential for children this age to practice this process. Thick markers, paint brushes, pencils, and crayons are ideal for the youngest writers since they are still developing the small muscles in their hands.

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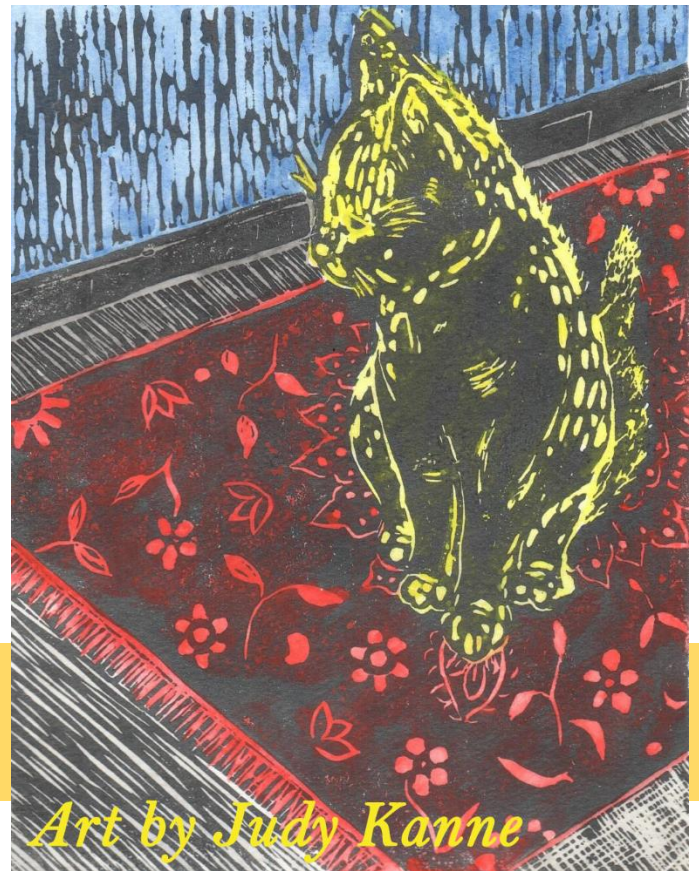
**MY FAVORITE BOOK:** *Art by Linda Kozyc* \_\_\_\_\_

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# 1000 BOOKS

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## PLAYING



### What Is It?

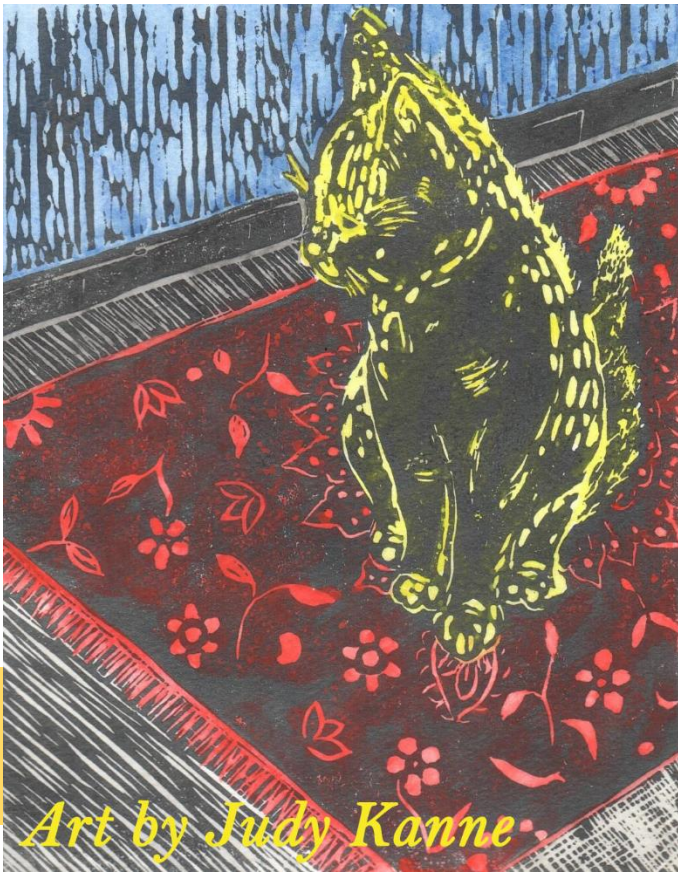
Playing is one of the five early literacy practices to help parents work on the skills that children need to have. Play is one of the primary ways young children learn about the world. General knowledge is an important literacy skill that helps children understand books and stories once they begin to read.

### Why is Playing Important?

- Play is one of the best ways for children to learn language and literacy skills.
- Play helps children think symbolically: a ruler becomes a magic wand, today becomes a time when dinosaurs were alive, a playmate becomes an astronaut exploring space.
- Through play, children realize that one thing can stand for another. This also helps children understand that written words stand for real objects and experiences.
- Play helps children feel a sense of accomplishment and self-confidence. This motivates them to try new experiences and not to give up when something seems difficult.

### What Can You Do?

- Pretend play with your children. Pretend play helps children think symbolically and develop oral language skills. As children play store or pretend to be an animal, they talk about what they are doing. They practice putting thoughts into words.
- Use dramatic play with your children. Dramatic play helps develop narrative skills as children make up a story about what they are doing. This helps them understand that stories happen in an order: first, next, last.
- Play make-believe with your children. Make-believe also gives children a chance to act out real-life situations, work through worries and fears, and use their imagination to solve problems.



# 1000 BOOKS

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**BOOKS 701-800**

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**Tip #41:** Find new stories to read with your child every week. Vary their length and subject matter.

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Art by Judy Kanne



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*Art by Judy Kanne*

**Tip #42:** Simple, practical, inexpensive toys support literacy development. Alphabet blocks, foam letters for the bathtub, and ABC puzzles will familiarize your baby or toddler with letters.

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**Tip #43:** Let children tell the story. Children as young as three years old can memorize a story, and many children love to be creative through storytelling.

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*Art by Judy Kanne*

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**Tip #44:** Create books together. As your child gets older, have him or her dictate a story to you and then draw pictures to go with the words.

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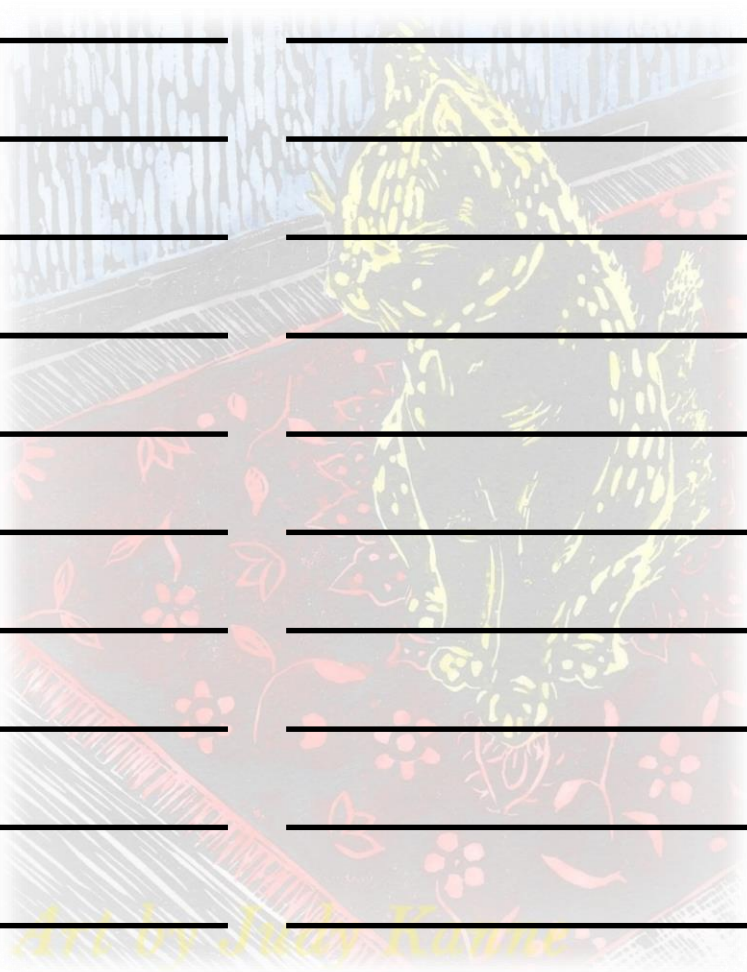
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**Tip #45:** Sing or read a story during a moment of quiet nursing or to gather the kids around the noisy breakfast table.

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*Art by Judy Kanne*



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**Tip #46:** Let your child decide how much (or how little) time you spend reading. You may find that your child has a favorite page or even a favorite picture, and may want to linger there for a while. Babies may just want to mouth the book! That's okay. When you let your child explore books in the ways that interest her, the reading experience will be more meaningful.

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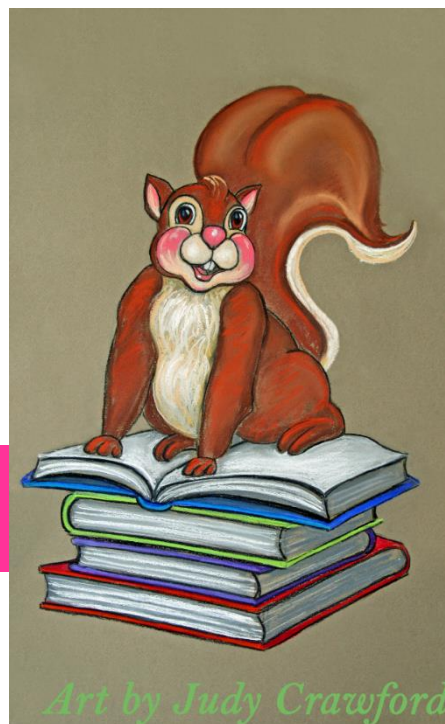


**MY FAVORITE BOOK:** \_\_\_\_\_

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## IS YOUR CHILD ON TRACK?

### A Checklist for Parents

To do well in school, your child should meet some specific targets before and during kindergarten. Use the following checklist to help identify your child's strengths as well as areas that need to be developed.

#### Language and General Knowledge

My child...

- ☐ Has many opportunities to talk and listen
- ☐ Listens to books every day and talks about the story
- ☐ Has access to books and other reading material
- ☐ Has television viewing monitored by an adult
- ☐ Is encouraged to ask questions and solve problems
- ☐ Is encouraged to make decisions—like which vegetable the family should have for dinner
- ☐ Has opportunities to notice similarities and differences
- ☐ Is encouraged to sort and classify things
- ☐ Is learning to write his or her name and address
- ☐ Is learning to identify shapes and colors
- ☐ Has opportunities to draw, listen to and make music, and dance
- ☐ Gets firsthand experience with the world—to see and touch objects, hear new sounds, smell and taste foods, and watch things move

#### Wellness

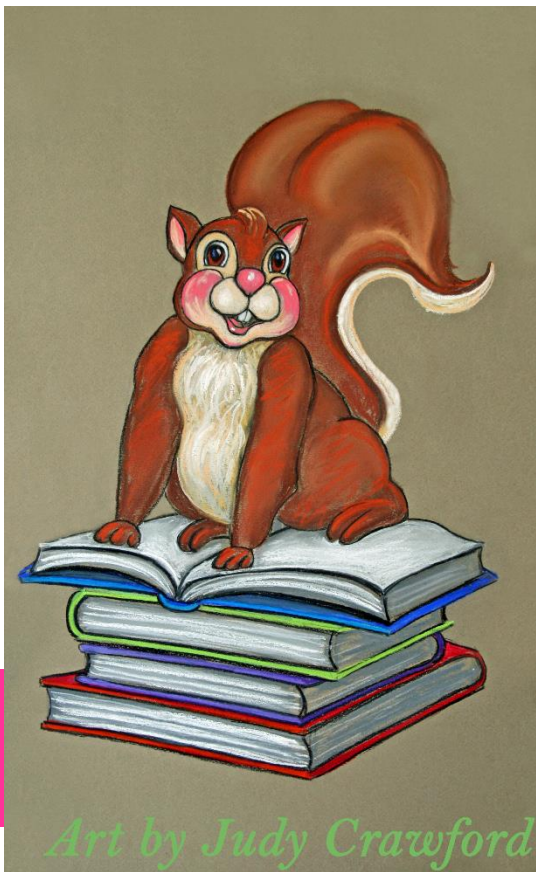
My child...

- ☐ Eats a balanced diet of healthy foods
- ☐ Gets plenty of rest
- ☐ Dressed for the weather every day
- ☐ Receives regular medical and dental care
- ☐ Has had all the necessary immunizations
- ☐ Runs, jumps, plays outdoors, and does other activities to exercise

#### Social and Emotional Preparation

My child...

- ☐ Is learning to try new things and experiences
- ☐ Is learning to do many tasks alone
- ☐ Has many opportunities to be with other children and is learning to cooperate with them
- ☐ Is curious and motivated to learn
- ☐ Is learning to finish tasks
- ☐ Is learning self-control
- ☐ Can follow simple, verbal instructions
- ☐ Helps with family chores



*Art by Judy Crawford*

# 1000 BOOKS

**BEFORE KINDERGARTEN**  
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**BOOKS 801-900**

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**Tip #47:** Early literacy skills are essential to development. By focusing on the importance of the first years of life, you give new meaning to the interactions young children have with books and stories.

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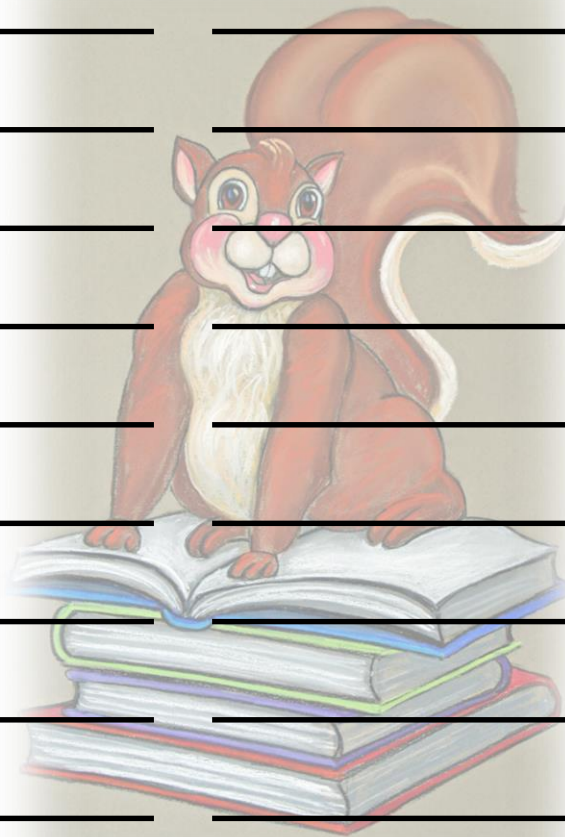
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Art by Judy Craggs



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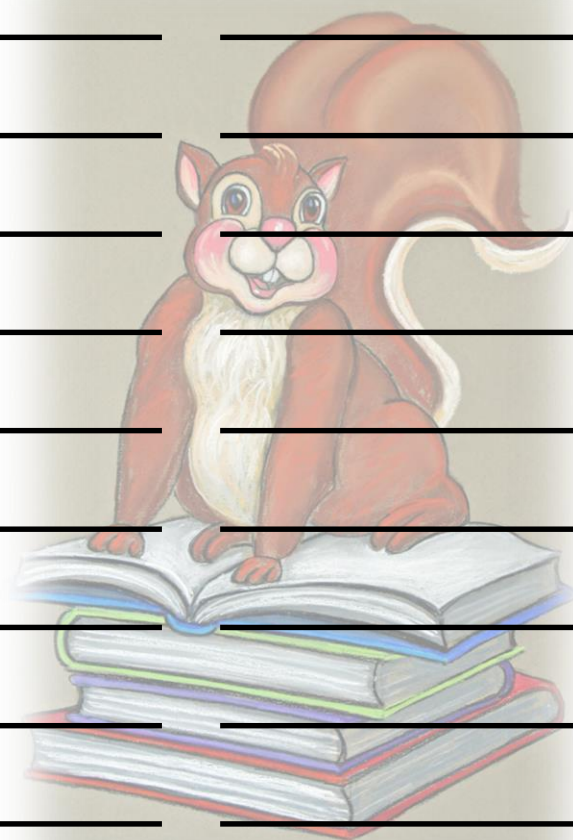
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Art by Judy Crawford

**Tip #48:** Through exploration and discovery, observing daily events, and listening to simple stories, infants and toddlers begin to appreciate narrative and become “storytellers” themselves.

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**Tip #49:** Long before children are readers, they can develop an appreciation for the sounds of language through the songs, imitation, and sound. Very young children begin to associate pleasure with reading when they share this experience with a loving adult.

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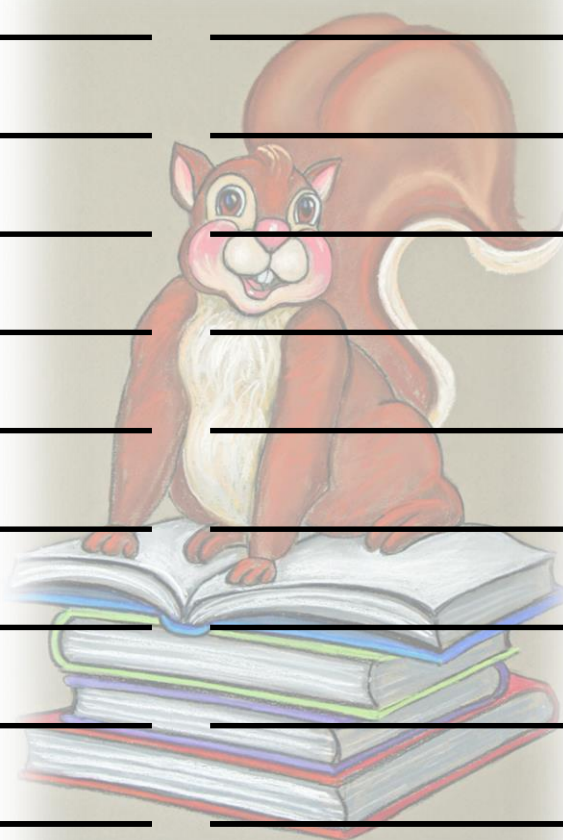
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Art by Judy Crawford

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**Tip #50:** Nursery rhymes preserve a culture that spans generations, providing something in common among parents, grandparents, and kids—and also between people who do not know each other.

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**Tip #51:** Reading emerges after instruction, in children who are well nourished and thriving in safe homes and neighborhoods, in children who are nurtured by strong families who receive the services they need from living in caring communities

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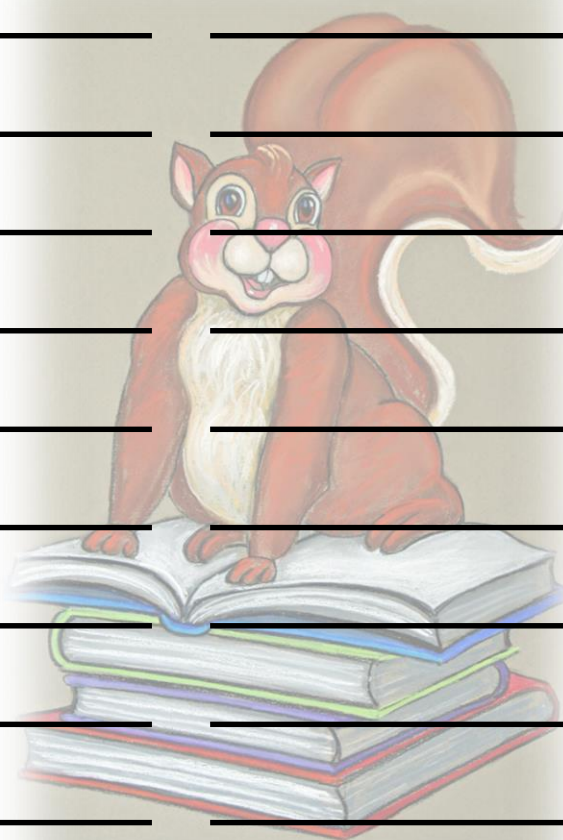
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*Art by Judy Crawford*

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**Tip #52:** Getting a library card and attending the library's story time should be a toddler privilege and a priority.

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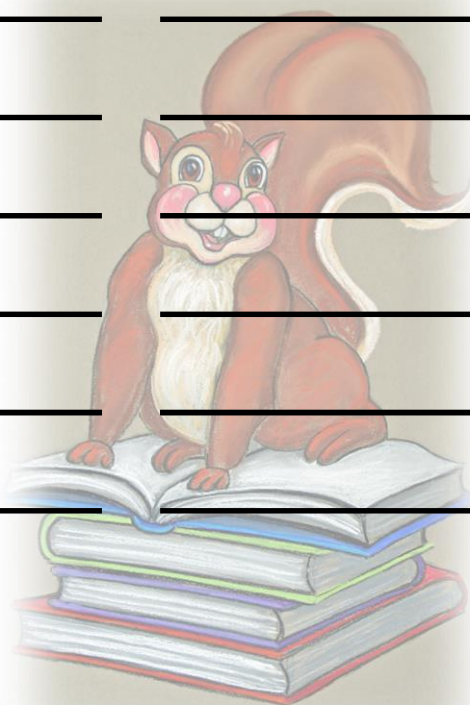
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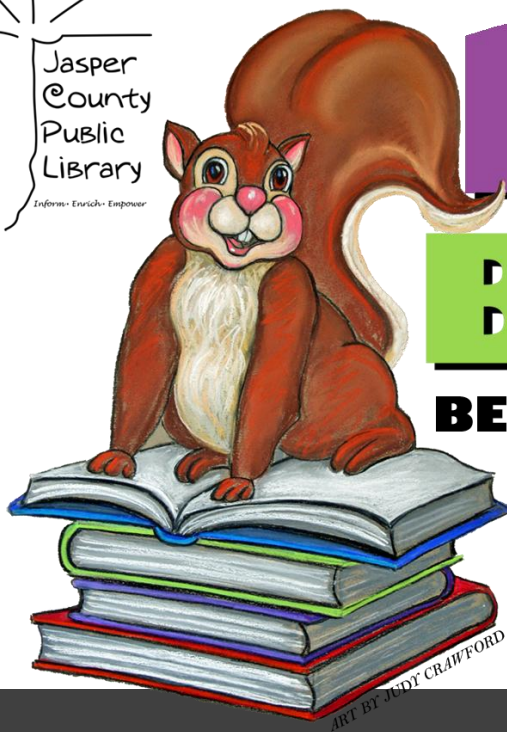
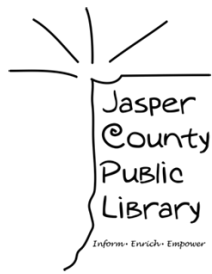


*Art by Judy Crawford*

**MY FAVORITE BOOK:** \_\_\_\_\_

**DON'T FORGET TO COME IN AND  
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# 1000 BOOKS BEFORE KINDERGARTEN

## WHAT YOUR KINDERGARTNER NEEDS TO KNOW

Kindergarten is an exciting time. Do you want a sneak peek at what your child will be learning his kindergarten year? The Indiana's Academic Standards spell out what your child is supposed to know and be able to do by the end of kindergarten.

### English/Language Arts

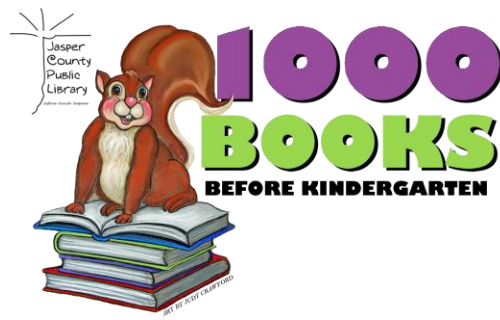
- **Word Recognition, Fluency, and Vocabulary Development:**
  - Phonemic Awareness—recognized and name capital and lowercase letters of the alphabet; distinguish beginning and ending sounds to make new words
  - Word Recognition—identify letters, words, and sentences written in English; read words moving left to right and top to bottom
- **Informational Text:**
  - Structure—find the title and author of a text
  - Comprehension and Analysis—use pictures and words to make conclusions and answer who, what, and where questions
- **Literary Text:**
  - Comprehension—retell familiar stories correctly using words from the story and accurately describing the setting, characters, and main events
  - Analysis—distinguish fantasy from reality
- **Writing Information, Research, and Persuasive Texts:**
  - Ask how and why questions about a topic of interest. Write for a specific audience or purpose. Use pictures, letters, and words to convey ideas gathered from a variety of sources.
- **Writing Literary Text:**
  - Discuss ideas to include in a story and share them through the use of pictures, letters, and words. Dictate a story to someone else.
- **English Language Conventions:**
  - Write capital and lowercase letters correctly. Use letter sounds to spell independently.
- **Listening and Speaking:**
  - Follow simple oral directions, share information and ideas in complete sentences, recite short pieces, and respond to questions with clear statements.

## Math

- Counting Objects up to 20:
  - Count and use numbers, pictures, and names to represent who numbers up to 20.
  - Find the number that is one more than or one less than any whole number up to 20.
  - Represent numbers from 1 to 20 in different ways using objects, drawing, or numbers.
- Comparing and Classifying Objects:
  - Identify, describe, sort, compare, and classify objects by shape, size, and other traits.
- Comparing Measures:
  - Make direct comparisons of the length and weight of objects and recognize which object is shorter, longer, taller, lighter, or heavier.

## Science

- Questions:
  - Ask questions about events and processes in the natural world and make careful observations in an effort to answer these questions.
- Construction:
  - Create structures using simple tools and examine how individual parts can be disassembled and reassembled into different structures.
  - Describe the physical properties of these structures in words and pictures.
- Properties of Matter:
  - Describe what objects are made of and their physical properties (e.g. solid, liquid, color, size, texture, etc.)
- Changes in Matter:
  - Experiment with ways in which objects can be physically changed.
  - Describe and draw pictures to show how changing the object makes it the same or different from an identical unchanged object.
- Motion:
  - Experiment and compare the ways different objects can move.
- Energy:
  - Observe that the sun warms the soil, air, and water.

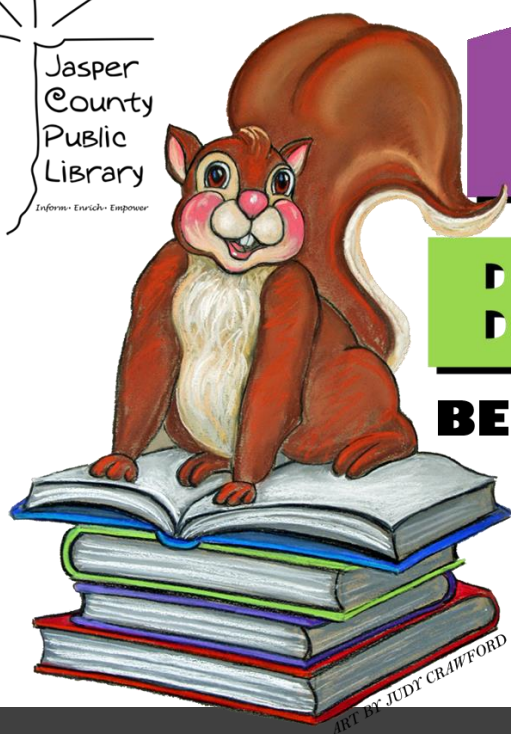
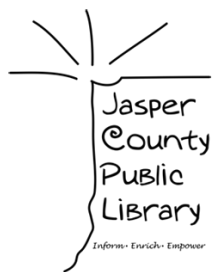


## Science (cont.)

- Earth Systems:
  - Observe light and dark in the day-night cycle, and identify the patterns of change.
  - Observe that weather changes occur from day to day and weather patterns occur from season to season.
- Structures and Functions of Living Systems:
  - Examine and classify living and nonliving organisms, plants, and animals. Observe how they are the same and different.

## Social Studies

- Past and Present:
  - Compare the lives of children and families of long ago and today.
  - Identify famous Americans from the past who have shown leadership, and sequentially order events of the past.
- Citizenship:
  - Give examples of leaders in our country and communities, and describe some qualities of good leaders.
  - Explain why we have rules.
- Maps and Globes:
  - Locate, identify, and describe places in the school and community using terms such as near or far and up or down.
  - State the address of home and school.
  - Compare maps and globes, and explain that they show places in the world.
- Human and Physical Systems:
  - Describe how different groups of people live, and explain how people can improve their environment.
- Seasonal Changes:
  - Give examples of what happens when the seasons change.
- Work:
  - Explain why people work, and give examples of the tools needed for different jobs.



# 1000 BOOKS BEFORE KINDERGARTEN

## BOOKS 901-1000

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**Tip #53:** When you read to your baby and allow her to participate, such as grabbing the book and making noises, she will develop a sense of self-confidence. This helps her learn to read and write when she is bigger!

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Art by Gail Woolner



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**Tip #54:** Look through a photo album and tell stories about the people you and your child are seeing.

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**Tip #55:** Give your child choices when possible: “Which book would you like to read tonight before bed?” This will build your child’s confidence that he can make good choices.

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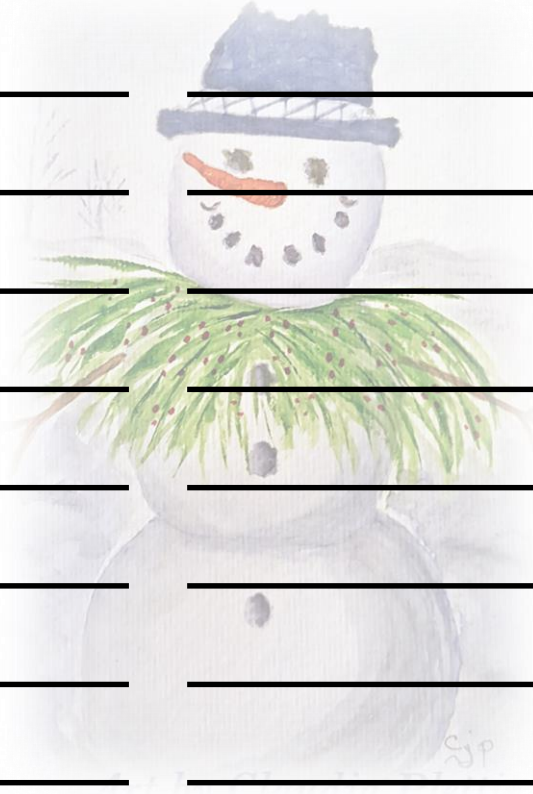
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**Tip #56:** Children need lots of chances to practice. Be patient. You may need to answer the same questions, read the same books, and play the same games over and over again. Children learn through repetition.

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**Tip #57:** At two years old, children begin to understand that letters and words have meaning. They enjoy scribbling their own “words” with crayons and markers. Give them the paper and encourage them. It will boost their self-confidence.

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Art by Linda Kozvr

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**Tip #58:** The interactions that young children have with such materials as books, paper, and crayons, and with adults are the building blocks for language, reading, and writing development.

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*Art by Judy Kanne*

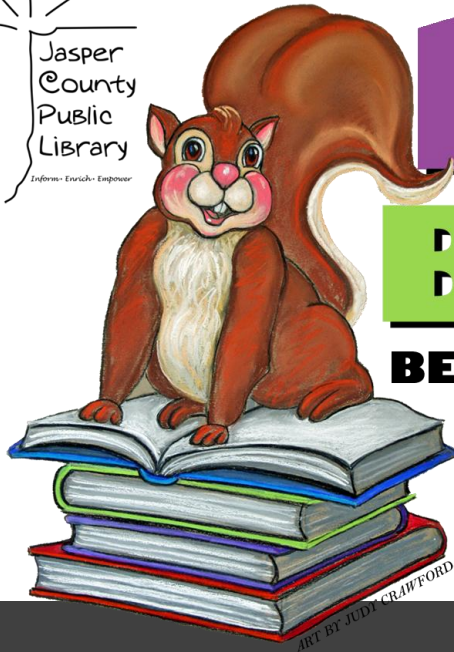
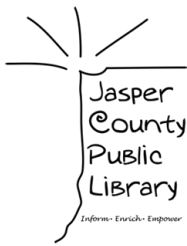
**MY FAVORITE BOOK:** \_\_\_\_\_

**DON'T FORGET TO COME IN AND  
COLLECT YOUR PRIZE!**



**CONGRATULATIONS!**  
**You have read 1,000 books  
before Kindergarten!**





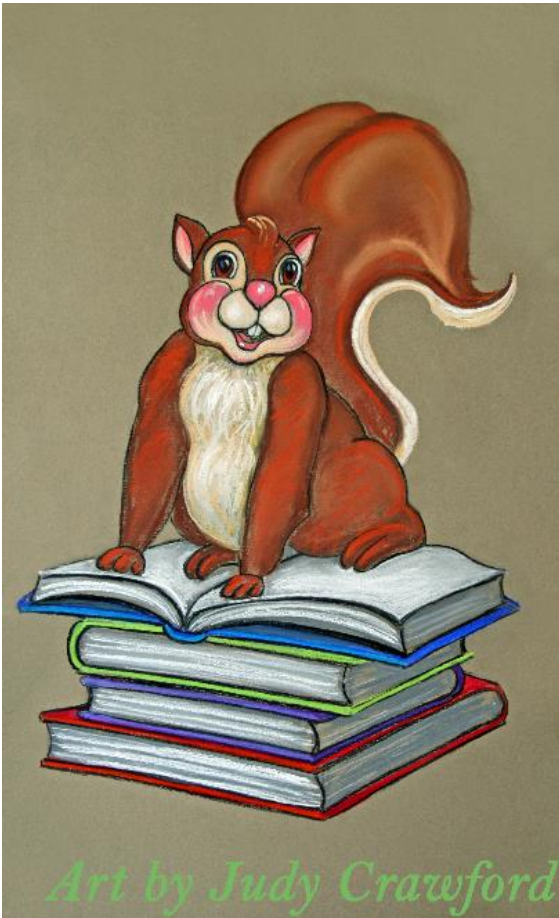
# 1000 BOOKS BEFORE KINDERGARTEN

## 10 TIPS FOR PARENTS

1. **READ**—Books and reading are the foundation of all learning. Spend time reading to your child every day. Help your child build reading skills by identifying words on signs and on the road. Visit [www.learnmoreindiana.org/readinglist](http://www.learnmoreindiana.org/readinglist) for a list of age-appropriate books for your child.
2. **LISTEN AND TALK**—Your child needs to know that you care about what happens at school. Ask about his day and listen. Support your child's natural curiosity by encouraging questions. In addition to building vocabulary, speaking, and listening skills, you'll build a better relationship.
3. **COUNT THE WAYS**—Help your child understand that math is part of the everyday world. Counting money, telling time, measuring and sorting objects, and even talking about sports scores helps kids build their math skills and understand the importance of numbers.
4. **KNOW YOUR CHILD'S TEACHER**—And make sure they know you. Ask for email addresses and phone numbers from your child's teachers. Get regular updates of how your child is doing. Find out how to help at home.
5. **SET HIGH EXPECTATIONS**—Talk to your child about how important school is and how important it is to work hard. There may not be much—if any—homework in kindergarten, but start good habits by setting aside 20 minutes or so each day to read and look at books.
6. **GET INVOLVED**—Your school and community need active parents. Volunteer and support school events. Students whose parents are involved do better in school—and in life. Attend parent-teacher conferences.
7. **MAKE THE WORLD YOUR CLASSROOM**—You are your child's first and most important teacher. Think of our home neighborhood, and state as places to learn and explore. Enjoy nature together, visit libraries and museums, and give your child new experiences.
8. **BE A ROLE MODEL**—Show your child that learning never stops. Read books. Take a class. Learn a new skill. Finish your own education if it's been interrupted by life events. Your actions send your child powerful messages about the importance of education.
9. **PLAN FOR THE FUTURE**—College is an investment that will pay back for a lifetime. Open a savings account and investigate opportunities. Just a few dollars saved each month can make a big difference in the future. Visit [www.collegechoiceplan.com](http://www.collegechoiceplan.com) to start saving today.
10. **MATH MATTERS**—Math exercises the brain and trains the mind to think logically. Every occupation uses math in some way, and the fastest-growing, highest-paid jobs rely heavily on math skills. Don't reinforce the myth that math is hard—enforce the fact that math is power!



# About the Artists



**Judy Crawford:** Our cover featured artist, Judy Crawford, is a fine art painter with a studio behind her home. Crawford specializes in portraits and still-life commissions, working in oils, pastels, charcoal, and pencil. Crawford and her husband, who have lived in DeMotte most of their lives, have raised two sons, now 35 and 31. Jasper County Public Library has been an important factor in all of their lives.

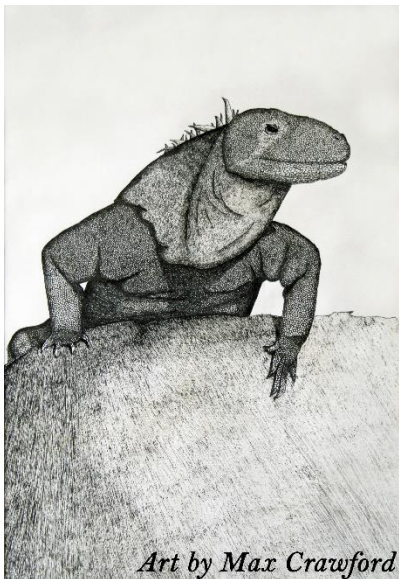
“The JCPL played an integral part in the lives of my sons. When they were babies we read to the boys, and so both very naturally developed a passion and hunger for books and reading. We used to leave the DeMotte branch with a special library-only tote bag full of magic!

“The librarians were also an important factor in the social growth of my sons, as they were always patient and affectionate, never talking down to the boys and always ready to engage in a chat. I see this project—1000 Books Before Kindergarten—as a logical and necessary addition to the programs offered by the

library, as it will lay the groundwork to establish and strengthen the bond between parents, babies, young children, and the love of books.

“It is my belief that if you hook kids at a young age, the love of reading will only grow in children and serve them throughout their entire lives. If JCPL can, through this program and its accompanying publicity, welcome and guide young parents to look into and use more of the resources our libraries offer, it is a win-win situation for all.”

The image of an animated squirrel perched atop a stack of books, titled “A Surprise On Every Page,” results from Crawford’s “desire to design a lively, colorful, and child-friendly character welcoming little boys and girls to the world of early reading, with the character literally coming right out of the pages of a book to do it!”



**Max Crawford:** Max Crawford grew up in DeMotte and attended DeMotte Elementary School, then Kankakee Valley middle and high schools. This submission, a black and white pen and ink drawing of an iguana titled “Critters Are Cool!” was created while Max was a sophomore in KVHS. He now lives in Irvine, CA and is a computer program designer.

While a student in KVHS art classes, Max Crawford enjoyed working with pen and ink—a very exacting and unforgiving medium. He thinks the 1000 books program is a great addition to JCPL.

“I feel this image will tickle the fancy of the little kids, as while it is not a cartoon in nature, it is an appealing work of a critter that is bound to stir their imaginations. Hopefully it will remind the parents to delve into the wonderful animal, insect, reptile, aquatic, and bird picture books available, as well as introductory science books.”

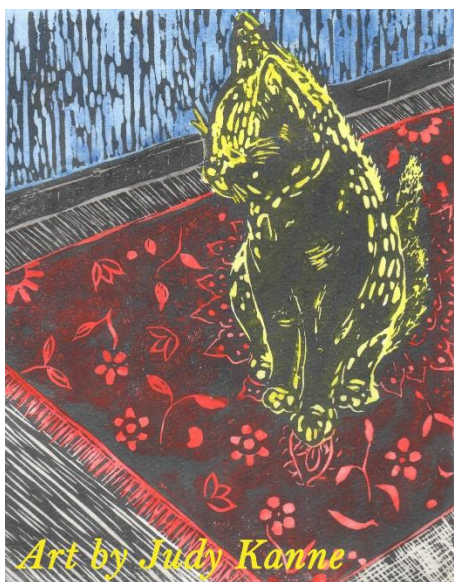
**Carlie Guritz:** Carlie Guritz is a clerk at the DeMotte Public Library, where she has been working for three years while attending Purdue North Central working towards her bachelor’s degree in elementary education.

“I come from a family of very crafty people, so I was always coloring, scrapbooking, and messing around with glitter. Even though school can get busy, I like to spend time doing these things with my family. One thing I really like to do is draw. It is very relaxing and peaceful for me.”



She said her submission, the fairy in the meadow piece, was inspired by a variety of things, “mostly things I saw, heard, or thought of throughout the day,” She said she was excited to take part in the art competition,

“It is truly amazing to see a variety of different artwork put together into one book. Everyone has their own way of creating something, but the outcome is always beautiful.”



**Judy Kanne:** Judy Kanne is a retired Elementary Education Professor from Saint Joseph’s College, the Jasper County Historian, Curator of the Jasper County Historical Society Museum, and Exhibit Chair for the Prairie Arts Council.

Kanne created this entry, titled “Lily in Color.” The block print with watercolor is of her young kitten, Lily Potter. The watercolors were added for the Jasper Art League fall exhibit called *Primary Colors*.

“It was unusual for her to sit quietly when she first came to our home,” Kanne recalled.





*Art by Linda Kozyra*

**Linda Kozyra:** Linda Kozyra is a retired Rensselaer Central Schools bus driver who has been drawing with colored pencils and painting with water colors for about four years.

"I enjoy doing both very much," she states. "After retirement, I started drawing, and watercolors and colored pencils are my enjoyment."

She is also a member of the Jasper County Art League and Historical Society, as well as a volunteer for Meals on Wheels.

Her contribution to this booklet is a drawing in watercolor and ink named "Larry Bird." The painting was named by her 11-year-old granddaughter, Grace.

**Doris Myers:** Doris Myers is a lifetime resident of Northwest Indiana. She taught art in the Kankakee Valley schools and retired in 1984, but continues as an educator giving demonstrations and workshops.

"I have participated in many group and solo exhibitions. In the fall of 2015 I had a solo show in retrospect, including my high school sketch book from the 1930s. I try to paint at least three days per week."

The photo she submitted for this booklet is of her granddaughter, one of three friendship paintings that she did as part of an ongoing series.

She is currently working on a wetland series for a show next August in the Wells Center in Lafayette.



*Art by Doris Meyers*



*Art by Claudia Pletting*

**Claudia Pletting:** Claudia Pletting is a member of the Jasper County Art League and new to watercolor painting.

"My interest in art as a means of expression began with photography.

"Little did I know, growing up in Wabash, how much I loved Indiana...nature...and the power of photography to create highly personal impressions.

"When I moved to Jasper County, I interacted more with other artists and learned from them—formally and informally. This connection to our area's art community has recently helped my artistic interest expand to watercolors, which I appreciate especially for their delicacy and transparency.

"Not until after retirement was I able to take the time to "look" at things the way I believe they should be viewed and enjoyed, both with a lens and with a paintbrush."

Her entry is a watercolor titled "Mr. Gracious Snowman."



*Art by George Tachtiris*

**George Tachtiris:** George Tachtiris, a resident of Jasper County for over 40 years, is a former art educator, coach, media specialist, and school administrator. Happily retired, he now draws and paints in his small art studio, shares time with his family, and enjoys a small menagerie with a dog, cats, chickens, horses, and pond fish.

“Like the jack in the box in my whimsical little drawing, children are exposed to a fascinating and exciting world when they spring out of their familiar boxes and learn about the joys of reading and books.”

His submission is titled “Jack in the Box.”

**Gail Woolever :** Gail Woolever is a retired art teacher having taught 34 years in the Kankakee Valley School Corporation. She is a practicing artist in a variety of media at her home studio, "Heart to Hand" located on the family farm in northern Jasper County.

“My art piece, ‘Dreams Can Come True,’ was inspired by the first moon walk which I witnessed as a youth.”

The colored pencil and ink on illustration board work depicts a young boy on the moon reading a book titled *Reaching for the Moon*.

“I hope to convey to children the need for reading and the idea that our success in life is determined by our ability to imagine, dream and create.”



*Art by Gail Woolever*