

Some Good Books to Share

- Baker, Keith. *Big Fat Hen*. Harcourt, 1994.
- Bang, Molly. *Ten, Nine, Eight*. Greenwillow, 1983.
- Barton, Byron. *My Car*. Greenwillow, 2001.
- Brown, Margaret Wise. *Goodnight Moon*. Illustrated by Clement Hurd. HarperCollins, 1947.
- Cousins, Lucy. *Maisy Drives*. Candlewick, 2001.
- Crews, Donald. *Freight Train*. Greenwillow, 1978.
- Dunrea, Olivier. *Gossie and Gertie*. Houghton Mifflin, 2002.
- Fleming, Denise. *Mama Cat Has Three Kittens*. Henry Holt, 1998.
- Fleming, Denise. *The Everything Book*. Henry Holt, 2000.
- George, Kristine O'Connell. *Book!* Illustrated by Maggie Smith. Clarion, 2001.
- Hill, Eric. *Where's Spot?* Putnam, 1980.
- Hindley, Judy. *Eyes, Nose, Fingers, and Toes*. Illustrated by Brita Granström. Candlewick, 2002.
- Intrater, Roberta Grobel. *Peek-a-Boo, You*. Scholastic/Cartwheel, 2002.
- Isadora, Rachel. *Peekaboo Morning*. Putnam, 2002.
- Keats, Ezra Jack. *Peter's Chair*. Putnam, 1967.
- Martin, Bill Jr. *Brown Bear, Brown Bear, What Do You See?* Illustrated by Eric Carle. Henry Holt, 1983.
- Meyers, Susan. *Everywhere Babies*. Illustrated by Marla Frazee. Harcourt, 2001.
- Opie, Iona, ed. *My Very First Mother Goose*. Illustrated by Rosemary Wells. Candlewick, 1996.
- Orozco, José-Luis, ed. *Diez Deditos=Ten Little Fingers: and Other Play Rhymes & Action Songs from Latin America*. Illustrated by Elisa Kleven. Dutton, 1997.
- Oxenbury, Helen. *Tom and Pippo Read a Story*. Simon & Schuster, 1998.
- Rosen, Michael. *We're Going on a Bear Hunt*. Illustrated by Helen Oxenbury. Little Simon, 1997.
- Wells, Rosemary. *Max's Bedtime*. Dial, 1998.
- Williams, Vera. *"More, More, More," Said the Baby: Three Love Stories*. Greenwillow, 1990.
- Wilner, Isabel, ed. *The Baby's Game Book*. Illustrated by Sam Williams. Greenwillow, 2000.
- Zelinsky, Paul O. *The Wheels on the Bus: A Book with Parts that Move*. Dutton, 1990.

The joy of sharing books is a gift you can give children from the time they are born. Chanting nursery rhymes, singing songs, and reading stories can comfort and entertain even the youngest child. Listening to language lays the groundwork for reading.



Parents, child care providers, teachers, and other adults interested in the development of young children have a wealth of good books from which to choose.

For information about how to organize a Born to Read program, contact the Born to Read Project/Association for Library Service to Children
50 E. Huron St.
Chicago, IL 60611

800/545-2433, extension 2163
e-mail alsc@ala.org
<http://www.ala.org/alsc>

This information is also available in Spanish.

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Association for Library Service to Children

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ALSC
Association for Library Service to Children

How to Raise a Reader

Let's get started! Here are tips on how to raise a reader, along with some of our favorite reads, developed by members of the Association for Library Service to Children, a division of the American Library Association. We wish you Happy Reading!

What we know about early literacy

A child's brain develops at an incredible rate during the first three years of life. A child's early experiences with language contribute to healthy brain development and lay the foundation for learning to read when a child enters school. Parents are indeed a child's first and most important teachers.

Emergent literacy is what children know about reading before they can actually read.

Researchers agree that children are more likely to become good readers if they **start** school with three sets of accomplishments:

- **Oral language skills and phonological awareness:** Children are able to comprehend and to express themselves with a wide range of words. They are able to distinguish the sounds as well as the meanings of words.
- **Print awareness and letter knowledge:** Children have learned that the black and white marks on a page represent spoken words. They are able to name the letters of the alphabet.
- **Motivation to learn and appreciation for literary forms:** Children have been exposed to a wide variety of literary experiences and have learned to love books and stories.

Raising a reader

- Begin when your child is born and spend time reading every day.
- Sing to your baby.
- Repeat nursery rhymes.
- Visit the library. Ask about story-times. Borrow books to share with your baby at home.
- Choose books with colorful pictures and simple words—or no words at all.
- Read with expression—or just tell the story in your own words.
- Hold the book so your child can see the pictures clearly.
- Let your baby play with the book.
- Encourage your toddler to point out objects, repeat words, and talk about the story.
- Reread your child's favorite books over and over again.
- Use the technique of **dialogic reading** to help a child stay actively involved with a story and develop reading comprehension. Instead of reading the story straight through, ask the child open-ended questions about the story: "Why do you think Goldilocks ate Baby Bear's porridge?" "What do you think will happen next?"
- Read or tell stories in the language you are most comfortable with. It doesn't have to be English!



More tips for book sharing

- Set aside a special time each day, such as nap time, bedtime, or after meals.
- Share books when you and your child are both in a relaxed mood.
- Take advantage of "waiting" times to share books—on trips, at the doctor's office, in line at the grocery store.
- Reading even 5 or 10 minutes a day to young children helps them get ready to read on their own.

Web Sites...

We suggest the following Web sites for further information about how to raise a reader:

<http://www.ala.org/alsc/born.html> for further information on the Born to Read project; as well as the Born to Read brochure

<http://www.pla.org> for information on the ALSC/Public Library Association's Preschool Literacy Initiative

<http://www.pbs.org/parents> for public television/parenting information

<http://www.famlit.org> for suggestions on other family literacy projects



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