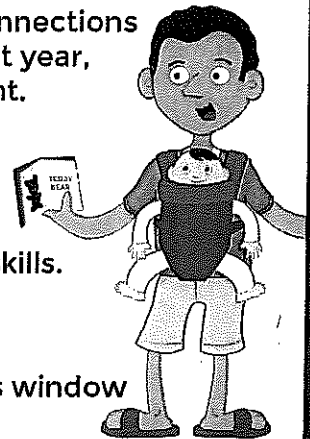




Before elementary school. Before kindergarten. Before preschool. Your child is learning. Not just learning – learning at lightning speed, from the day he or she is born.



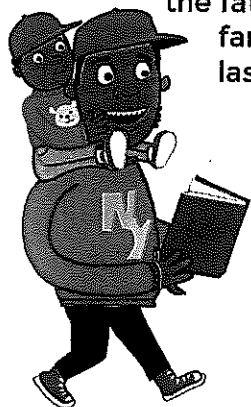
- From birth to age 5, your baby's brain will make trillions of connections between billions of neurons. Brain size doubles during the first year, and by age 3, a child's brain has nearly reached its adult weight.
- Your baby's ability to learn language will be unprecedented. Her vocabulary will grow at an exponential rate.
- Your child will learn new concepts. She will gain pre-literacy skills. She will build the foundations for her future knowledge.



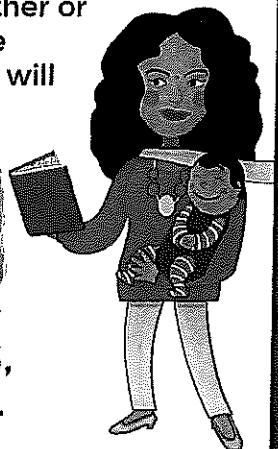
But just how much she will learn will be up to you. If you waste this window of opportunity, she may never catch up. If you wait, it's too late.

Nobody is in a position to teach, nurture, talk, sing, or read aloud like YOU can.

No matter your job or your education level. Whether you are the mother or the father. The grandmother or the nanny. The caring neighbor or the family friend. You are the person who can make a difference that will last your child's lifetime.



You can – you must – be your child's first and most important teacher.



Start today. Start now. Read Aloud 15 MINUTES, today and every day, and grow your child's brain.



Every child. Every parent. Every day.

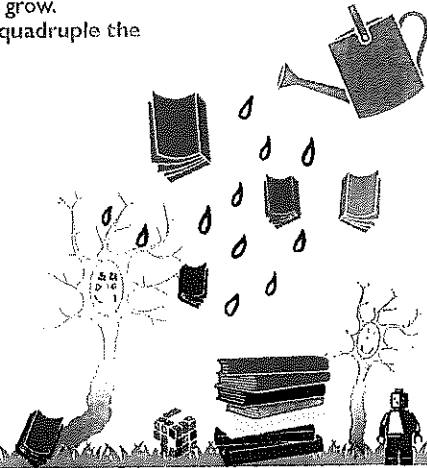


Parents, it's up to you!

The first few years of life are critical in your child's brain development. Make the most of this window. *If you wait, it's too late.*

- Your baby's brain is making literally trillions of connections during the first few years, the fastest it will ever grow.
- Children are rapidly learning language. They often quadruple the number of words they know between ages 1-2.
- Babies learn best through interactions. There is no substitute for YOU.

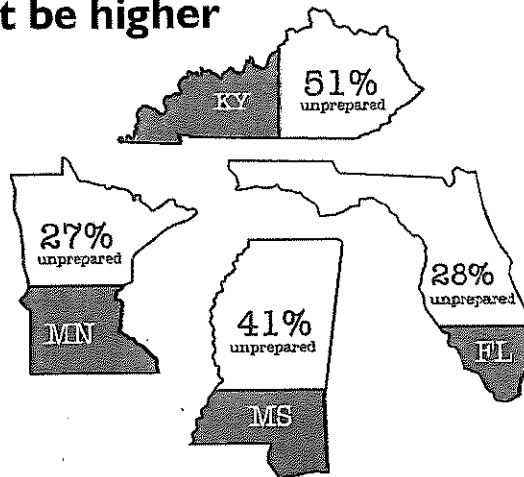
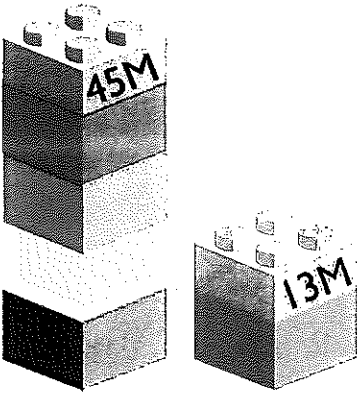
Babies are born with about 100 billion neurons; by age 3 there will be about 1,000 trillion connections between them.



The stakes could not be higher

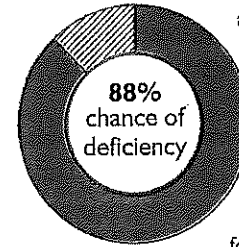
Dodge the word gap

Some children will hear 30 million fewer words than their peers before age 4. Studies have shown the number of words a child knows when entering kindergarten is predictive of future learning success. Hart and Risley 2003

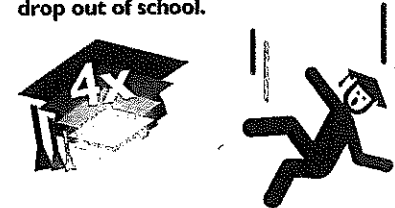


Avoid the slippery slope

A child not reading at grade level by the end of first grade has an 88% chance of not reading at grade level by the end of fourth grade.



Those not reading proficiently by third grade are **four times more likely to drop out of school.**



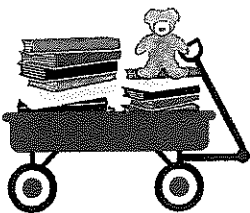
Get ready to learn

Too many children in the U.S. are not prepared to learn when they enter kindergarten. Studies show that those who fall behind are likely to stay that way.

Kentucky.com | FloridaEarlyLearning.com | Education.state.mn.us | kidscount.ssrc.msstate.edu | Shonkoff and Phillips 2000 | Carnegie Foundation 1991

July 1988 | Annie E. Casey Foundation, 2012

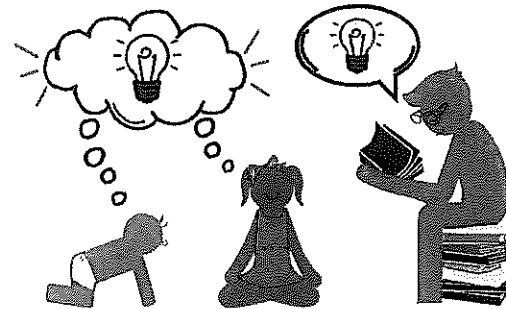
Light up your child's brain!



Read aloud 15 MINUTES every day from birth to:

- Grow vocabulary and knowledge
- Bond and provide enriching engagement
- Foster a love of books and learning

You are your child's first and most important teacher. Read Aloud every day, from birth, for at least 15 MINUTES and light up your child's brain.



If you wait, it's too late.

Read Aloud
15 MINUTES
Every child. Every parent. Every day.



Book List

Great Books to Read with Your Child

This list is a gift for you & your family from *Read from the Start*. To learn more about *Read from the Start* visit www.mohumanities.org. Visit your local library to check out these and many other wonderful books and stories.

Flowers for Mommy
by Susan Anderson

Corduroy
by Don Freeman

Purple, Green and Yellow
by Robert Munsch

White on Black
by Tana Hoban

Red, Blue, Yellow Shoe
by Tana Hoban

The Runaway Bunny
by Margaret Wise Brown

It Looked Like Spilt Milk
by Charles G. Shaw

Mouse Paint
by Ellen Stoll Walsh

*Alexander and the Terrible,
Horrible, No Good,
Very Bad Day*
by Judith Viorst

Green Eggs and Ham
by Dr. Seuss

The Cat in the Hat
by Dr. Seuss

Jamberry
by Bruce Degen

*"More, More, More,"
Said the Baby*
by Vera Williams

The Real Mother Goose
by Blanche F. Wright

Freight Train
by Donald Crews

Chicka Chicka Boom Boom
by Bill Martin, Jr. & John
Archambault

The Very Hungry Caterpillar
by Eric Carle

City Sounds
by Rebecca Emberley

Llama in Pajamas
by Gisela Voss

Make Way for Ducklings
by Robert McCloskey

Rosie's Walk
by Pat Hutchins

Millions of Cats
by Wanda Gag

Stellaluna
by Jannell Cannon

Tikki, Tikki, Tembo
by Arlene Mosel

Stone Soup
by Marcia Brown

The Great Gracie Chase
by Cynthia Rylant

Time for Bed
by Mem Fox

All Fall Down
by Helen Oxenbury

Itsy Bitsy Spider
by Rosemary Wells

*Brown Bear, Brown Bear, What
Do You See?*
by Bill Martin, Jr. and
Eric Carle

*How Do Dinosaurs Say
Goodnight?*
by Jane Yolen

Wheels on the Bus
by Raffi

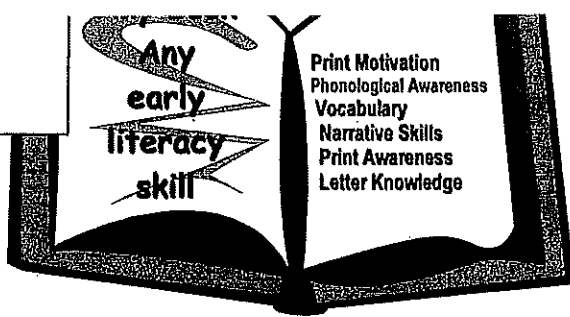
*Jessie Bear, What Will You
Wear?*
By Nancy White Carlstrom

Maisy's ABC
by Lucy Cousins

Animal Kisses
by Barney Saltzberg

*The Bear Went Over the
Mountain*
by Rosemary Wells

Pat the Bunny
By Dorothy Kunhardt



Phonological Awareness

Phonological Awareness is one of the early literacy skills that researchers say is important for children to have in order to learn to read.

Phonological Awareness is the ability to hear and play with the smaller sounds in words.

Books:

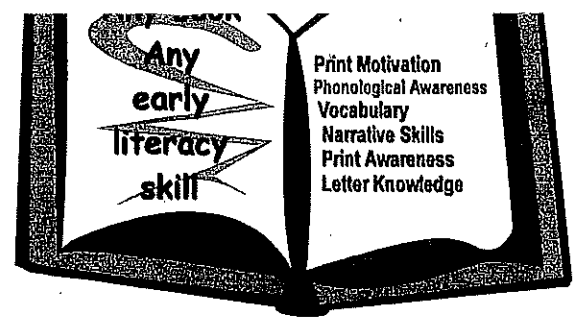
- Books with rhyme
- Books with alliteration
- Books with sounds of animals and other things
- Song in book format
- Books of Mother Goose rhymes
- Poetry books
- Any book!

Book Sharing:

- Whether or not the book rhymes, you and your child can make up rhyming words for any word in the book. Remember rhyming words do not have to make sense. They can be silly words.
- It is easier to recognize a rhyme than to make a rhyme. If your child cannot say what word rhymes with one you give him, then see if he can tell you if two words you say rhyme. Then you can move on to "Which two of these three words rhyme?"
- Choose a long word from the book and clap out the syllables.
- Choose a word from the book and say the first sound very clearly. You and your child can say other words with the same starting sound.
- Play an "I Spy" game using the pictures in the book. "I spy something in this picture. It is red and it rhymes with block." "Sock!" Or "Let's see how many things we can spy in this picture that starts with the /d/ sound."

➔ Research tells us:

Many preschoolers are not able to hear the smaller sounds in words. Adults who play games that highlight sounds in words with preschoolers help them develop phonological awareness.



Narrative Skills

Narrative Skills is one of the early literacy skills that researchers say are important for children to have in order to learn to read. Narrative skills help children understand what they hear and read.

Narrative Skills is expressive language, including being able to describe things, to tell events in order, and to retell stories.

Books:

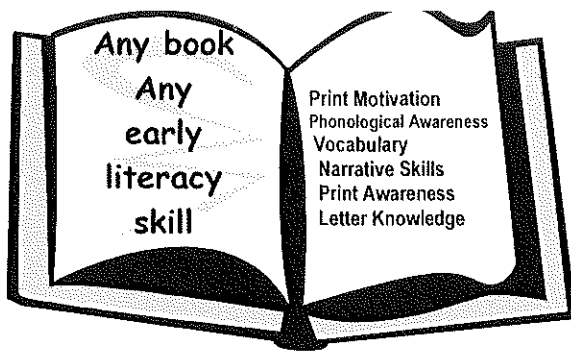
- Books with a repeated phrase
- Books with repetition as part of the story
- Books that tell a cumulative tale
- Books with a natural sequence
- Any book!

Book Sharing:

- Encourage participation, saying a repeated phrase together.
- Re-read books so that your child can become familiar with the story, making it easier to retell the story.
- Have your child retell the story.
- Encourage your child to tell you something from her own experience related to what happened in the book.
- Use props to tell the story to help your child remember it.
- Have your child use props to help retell the story.
- Encourage your child to talk about the pictures in the book even if what she says is not in the story. Follow your child's lead as your child talks about what is going on in a picture. Ask open-ended questions, ones that cannot be answered with yes or no.
- Talk about the pictures in the book and let your child tell you his thoughts and experiences.
- Have your child draw pictures of the story and retell it or make up her own story.

➔ Research tells us:

While reading books, give additional information and relate the pictures and story to the child's experiences. This is strongly related to later early literacy development.



Letter Knowledge

Letter Knowledge is one of the early literacy skills that researchers say is important for children to have in order to learn to read.

Letter Knowledge is knowing that the same letter can look different, that letters have names and are related to sounds.

Books:

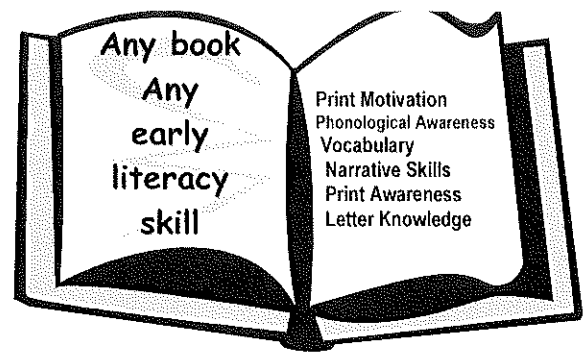
- Books with shapes
- Books where you have to find things (like I Spy books).
- Alphabet books
- Any book!

Book Sharing:

- With any book, not necessarily an alphabet book, you can point out a letter.
- Trace a letter from the title with your finger and let your child do it, too.
- Alphabet books do not necessarily need to be read from cover to cover. Let your child choose what letters to talk about.
- When reading an alphabet book your child may talk about the picture. Listen, and then also talk about the letter and its sound.
- Show your child the first letter in his name. Look for that letter in the book.
- Talk about some of the letters in the book. Can you find an upper case and a lower case of the same letter?
- Talk about some of the letters in the book. Choose two letters: How do they look alike? How do they look different? What shapes do they have in them?
- Encourage scribbling, drawing, and writing.

➔ Research tells us:

When you talk about letters, say the name of the letter as well as the sound it makes. Young children can hear the sound of the letter most easily when it is at the beginning of the word.



Vocabulary

Vocabulary is one of the early literacy skills that researchers say is important for children to have in order to learn to read. The more vocabulary children have the easier it will be for them to understand what they are reading.

Vocabulary is knowing the names of things, feelings, concepts, and ideas.

Books:

- Books with words not used in daily conversation.
- True books use different words than those used in stories.
- Any book!

Book Sharing:

- Explain an unfamiliar word; do not replace it with a familiar one.
- When a word has more than one meaning, talk about the different meanings.
- Pick out a word from a book, rhyme or song. For an unfamiliar word, explain it. For a familiar word, think of a new word that has a similar meaning.
- Add descriptive words or more information than is in the book.
- Encourage your child to talk about the pictures. Add information and ideas to what he says.
- Use words to describe what characters in the book might be feeling, even if those words are not used in the book.
- Use words to describe ideas in the story even if those words are not used in the book.
- Use specific words instead of words like it, here, there.
- Your child learns and remembers by having words and books repeated. Be patient as you re-read the same story over and over or answer the same questions over and over.

➔ Research tells us:

Children's books have three times more rare words than we use in conversation.