

FAMILIES READING EVERY DAY (FRED)

FAMILY GUIDE



TEXAS A&M
AGRILIFE
EXTENSION





WELCOME TO FRED

Welcome to Families Reading Every Day. Or, as we like to say, FRED. Many families already spend time reading together, but FRED helps motivate families to focus on reading every day and be a part of a community of other families who make reading a priority. The FRED project can happen almost anywhere—schools, churches, day cares, community centers, libraries, social groups, or on your own—and as often as families would like to participate. Thousands of people have participated in FRED in Texas, throughout the United States, and around the world.

FRED is a 4-week family literacy program that encourages you to read to your children every day. For the first 2 weeks, read at least 15 minutes a day and at least 30 minutes a day for the last 2 weeks. It's that simple, but you'll be amazed at the results!

In this guide, you will find:

- An introduction to the program
- Tips for reading aloud to your children
- A list of recommended books
- Suggestions for adding a special emphasis for fathers or father figures who read to their children.
- Advice for how to use reading to teach kids about healthy lifestyles
- A FRED Pledge card
- A reading log
- Other helpful information

Start by making a pledge to participate in FRED. Make your participation official by completing a FRED Pledge card.

Each day, write down the number of books and the amount of time you read to your children. At the end of the 4 weeks, total the number of books and the amount of time you read.

The FRED Pledge and a FRED Reading Log are available in this guide or from your FRED coordinator, your local Texas A&M AgriLife Extension office, online, or you can create your own.

Complete your FRED project with a celebration! Your FRED coordinator will invite you and your children to a special event to celebrate your participation in FRED.

When the 4 weeks of the FRED project conclude at your site, your FRED coordinator will ask you to turn in your reading log and complete an exit survey.

Thanks for being part of FRED!

WHAT'S SO GREAT ABOUT READING?

Your child's potential for success in school starts long before he or she walks into a classroom. Reading is an easy activity you can do with your child, and it is consistently linked with better school performance. Parents who read to their children regularly tend to bring up children who become superior readers and do better in school.

Why is reading so good for kids? Educators believe that reading and storytelling:

- Stimulate children's imaginations
- Enhance their vocabularies
- Introduce them to components of stories (characters, plot, action, and sequence)
- Help them learn about the world around them
- It is also a child-centered activity that creates warm and positive interaction between parents and children



PRACTICAL TIPS FOR READING ALOUD TO YOUR CHILD

There is no “right” or “wrong” way to read to your child, but these tips might help both of you have more fun while you read:

- **Begin reading to your child as soon as possible; no child is too young.** Starting early, you establish a consistent pattern. Reading to your child is educational, but they will probably think it’s fun!
- **Choose books your child likes.** Children are more inclined to listen and follow along with stories they enjoy. As your child grows older, allow him or her to select some of the books you will read together.
- **Set aside a special time for reading.** A great time to read to your child is just before bedtime, but you can decide on the time that works best for you and your child.
- **Focus on the Three R’s: Rhythm, Rhyme, and Repetition.** Babies and very young children are more likely to pay attention to books that contain these three elements.
- **Read and re-read books that are predictable and contain repetitions.** An example of this kind of book is *Brown Bear, Brown Bear, What Do You See?* by Bill Martin, Jr., and Eric Carle.
- **Occasionally, stop at key words or phrases and let your child provide the word.** Children have a great ability to memorize key words and phrases in books that are read over and over. Depending on their age and developmental stage, some young children can recite the entire text of simple books. Try an easy experiment. After reading the same book to a child several times, pause at key words or phrases and see if he or she can fill in the blanks.
- **Point to words as you read.** Pointing to words as you read them helps your child learn to recognize letters and words, which will help as he or she learns to read.



- **Talk about the story as you read.** Make the time that you read to your child very interactive. Ask your child questions about the book you're reading, give him or her a chance to ask questions, and take time to explain what is happening in the story.
- **Read slowly enough for your child to build mental pictures.** When children listen to stories, they form pictures in their minds. If you read too fast, you limit your child's ability to imagine what's happening. Take into account your child's age and developmental stage and adjust your pace.
- **Use different voices for different characters.** Make reading fun for yourself and your child. Using different voices challenges you and keeps your child interested.
- **Let your child turn pages for you.** This simple activity encourages your child to be involved in the reading process.
- **Keep books handy.** Children show more interest in reading if books are readily available. Begin collecting children's books and keep them in a convenient place (like your child's bedroom). If you don't have money for books, check out books from your local library.
- **Increase the length of books as your child's attention span and interests grow.** With infants and toddlers, read short books with lots of pictures. As your child grows, choose books that are longer and use bigger words.

- Talk about books and reading with your child. A child will want to learn to read if reading seems to be important and enjoyable. Make sure that your child sees you and others reading daily. The example you set says a lot!
- Continue to read to your child, even when he or she is beginning to read independently. Even though your children may be reading on their own, they will still benefit from listening to you read to them. Make it a fun time for everyone by taking turns reading. If there are several characters in a book, divide the parts among yourselves.



WHERE TO FIND GOOD BOOKS AND MORE INFORMATION

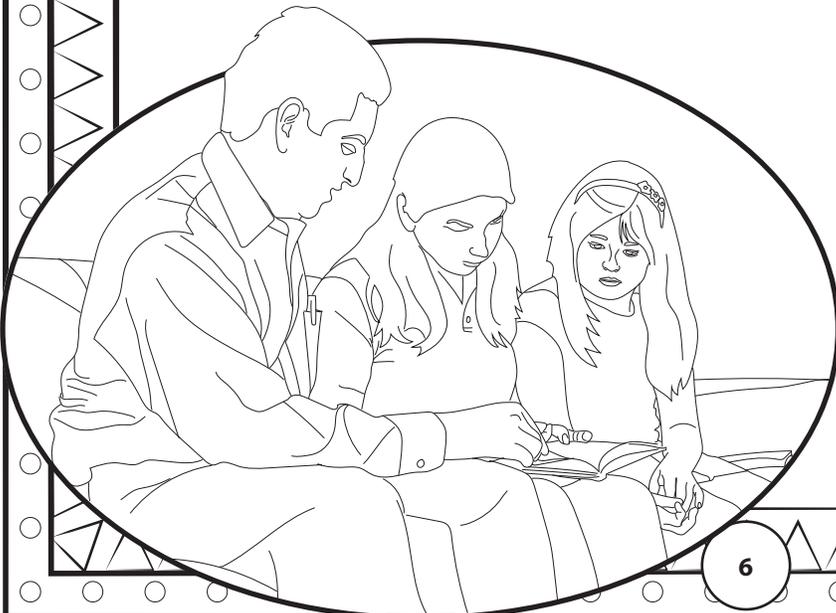
Online options for advice on developing literacy in kids are almost limitless. This list by the [Pennsylvania Department of Education Literacy for Life](http://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/LiteracyLife/Pages/Websites.aspx) (<http://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/LiteracyLife/Pages/Websites.aspx>) project has some great suggestions:

WEBSITES

- [Scholastic: Clifford the Big Red Dog](http://www.scholastic.com/clifford/index.htm) (<http://www.scholastic.com/clifford/index.htm>) hosts his own site of fun-filled learning for beginning readers and does it with his signature personality and style. The site features interactive storybooks, games, and bilingual stories.
- [StoryPlace](https://www.storyplace.org/) (<https://www.storyplace.org/>) offers preschoolers a virtual library experience. Kids can participate in story time, watch videos and play games. The bilingual site also provides early literacy information and a guide to children's books for parents and caregivers.
- [Starfall](http://www.starfall.com/) (<http://www.starfall.com/>) provides opportunities for young children to have fun while learning their ABCs and reading skills through positive reinforcement in a brightly colored environment full of activities, games, and songs.
- [PBS Kids: Between the Lions](http://pbskids.org/lions/) (<http://pbskids.org/lions/>) is a virtual library where lion librarians host fun-filled activities with characters like singing vowels and dancing puppets. Children can entertain themselves or involve a grown-up in the educational video games, stories and songs.
- [Seussville](http://www.seussville.com/), Dr. Seuss' website, (<http://www.seussville.com/>) lets children enjoy reading-based interactive games and activities featuring his classic books and characters. The site includes a character guide, book catalogue, Seuss biography, tips for parents and resources for teachers.



- [Math & Reading Help](http://mathandreadinghelp.org/) (<http://mathandreadinghelp.org/>) offers early readers interactive, enjoyable games to improve reading (and math). Parents will find an extensive online library of articles on education, notably on homework and tutoring.
- [Reading Rockets](http://www.readingrockets.org/) (<http://www.readingrockets.org/>) has lots of games and activities for kids' pleasure and learning. And parents, teachers and other adults can access instructional videos, a blog, PBS TV programs and videos to guide them in helping children learn to read.
- [Reading is Fundamental](http://www.rif.org/), long known for providing (free) books to families who need them, (<http://www.rif.org/>) presents games, interactive stories, songs and book recommendations for kids up to age 12 and their families, including bilingual activities.
- [Kidsreads](http://www.kidsreads.com/) (<http://www.kidsreads.com/>) offers book reviews, features, contests, excerpts from new releases, a blog, and author profiles and interviews for young readers and their parents. (Check out Teenreads for older youth, too.)
- [The Stacks](http://www.scholastic.com/kids/stacks/) (<http://www.scholastic.com/kids/stacks/>) lets kids 8 to 14 years old play games, test skills and knowledge about books, work on writing activities and express opinions. They can connect with other readers on books, reading and authors on this well-moderated site.
- [Scholastic: Writing with Writers](http://teacher.scholastic.com/writewit/) (<http://teacher.scholastic.com/writewit/>) allows students of all ages to collaborate with authors, editors, and illustrators in exclusive workshops designed to guide them in many forms of writing to develop their skills.
- [Teenreads](http://www.teenreads.com/) (<http://www.teenreads.com/>) provides book reviews, features, contests, excerpts from new releases, a blog, and author profiles and interviews for older youth and their parents. (Check out Kidsreads for younger children, too.)



TOP 100 CHILDREN'S BOOKS

This list of children's books is based on an online survey of teachers conducted by the National Education Association from an online survey in 2007. You can find most of the books on this list at your local library or bookstore.



1. *Charlotte's Web* by E.B. White (9 to 12 years)
2. *Where the Wild Things Are* by Maurice Sendak (4 to 8 years)
3. *The Giving Tree* by Shel Silverstein (all ages)
4. *Green Eggs and Ham* by Dr. Seuss (4 to 8 years)
5. *Good Night Moon* by Margaret Wise Brown (baby to preschool)
6. *I Love You Forever* by Robert N. Munsch (4 to 8 years)
7. *Because of Winn Dixie* by Kate DiCamillo (9 to 12 years)
8. *Oh! The Places You Will Go* by Dr. Seuss (4 to 8 years)
9. *The Little House* by Virginia Lee Burton (3 to 7 years)
10. *The Polar Express* by Chris Van Allsburg (4 to 8 years)
11. *Skippyjon Jones* by Judy Schachner (3 to 7 years)
12. *Thank You Mr. Falker* by Patricia Polacco (8 to 10 years)
13. *The Cat in The Hat* by Dr. Seuss (4 to 8 years)
14. *The Lorax* by Dr. Seuss (4 to 8 years)
15. *The Miraculous Journey of Edward Tulane* by Kate DiCamillo (8 to 10 years)
16. *The Mitten* by Jan Brett (4 to 8 years)
17. *Crunching Carrots, Not Candy* by Judy Slack (6 to 11 years)
18. *Don't Let the Pigeon Drive the Bus* by Mo Willems (baby to 6 years)
19. Harry Potter series by J.K. Rowling (9 to young adult)
20. *A Wrinkle in Time* by Madeleine L'Engle (9 to 12 years)
21. *Alexander and the Terrible, Horrible, No Good Very Bad Day* by Judith Viorst (4 to 8 years)
22. *Are You My Mother?* by P.D. Eastman (4 to 8 years)
23. *Corduroy* by Don Freeman (baby to preschool)
24. *Lilly's Purple Plastic Purse* by Kevin Henkes (4 to 8 years)

25. *Stellaluna* by Janell Cannon (4 to 8 years)
26. *Tacky the Penguin* by Helen Lester (5 to 7 years)
27. *The Lion, the Witch, and the Wardrobe* by C.S. Lewis (9 to 12 years)
28. *The Velveteen Rabbit* by Margery Williams (4 to 8 years)
29. *Chicka Chicka Boom Boom* by Bill Martin Jr. (4 to 8 years)
30. *Click Clack Moo: Cows That Type* by Doreen Cronin (5 to 7 years)
31. *Harold and the Purple Crayon* by Crockett Johnson (3 to 8 years)
32. *Horton Hatches the Egg* by Dr. Seuss (4 to 8 years)
33. *Junie B. Jones* by Barbara Park (6 to 10 years)
34. *Little House in the Big Woods* by Laura Ingalls Wilder (9 to 12 years)
35. *Make Way for Ducklings* by Robert McCloskey (4 to 8 years)
36. *The Phantom Tollbooth* by Norton Juster (9 to 12 years)
37. *Piggie Pie* by Margie Palatini (5 to 7 years)
38. *The Little Engine That Could* by Watty Piper (4 to 8 years)
39. *The Monster at the End of this Book* by Jon Stone (baby to 5 years)
40. *The Tale of Despereaux* by Kate DiCamillo (8 to 10 years)
41. *A Bad Case of Stripes* by David Shannon (7 to 9 years)
42. *Cloudy with a Chance of Meatballs* by Judi Barrett (8 to 10 years)
43. *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg (8 to 12 years)
44. *Inkheart* by Cornelia Funke (9 to 12 years)
45. *Maniac Magee* by Jerry Spinelli (9 to 12 years)
46. *Officer Buckle and Gloria* by Peggy Rathmann (5 to 8 years)
47. *Olivia* by Ian Falconer (baby to 7 years)
48. *The BFG* by Roald Dahl (9 to 12 years)
49. *The Kissing Hand* by Audrey Penn (baby to 4 years)
50. *The Secret Garden* by Frances Hodgson Burnett (9 to 12 years)
51. *The Sneetches* by Dr. Seuss (5 to 7 years)
52. *The Very Hungry Caterpillar* by Eric Carle (baby to preschool)
53. *Tikki Tikki Tembo* by Arlene Mosel (5 to 8 years)
54. *A Little Princess* by Frances Hodgson Burnett (5 to 7 years)
55. *Bark, George* by Jules Feiffer (5 to 7 years)
56. *Bunnicula* by James Howe (8 to 10 years)
57. *Charlie and the Chocolate Factory* by Roald Dahl (9 to 12 years)
58. *Charlie the Caterpillar* by Dom DeLuise (5 to 7 years)
59. *Chrysanthemum* by Kevin Henkes (5 to 7 years)
60. *Dear Mr. Henshaw* by Beverly Cleary (9 to 12 years)
61. *Frederick* by Leo Lionni (5 to 7 years)
62. *Frindle* by Andrew Clements (9 to 12 years)
63. *Frog and Toad* by Arnold Lobel (5 to 7 years)

64. *Guess How Much I Love You* by Sam McBratney (baby to preschool)
65. *Harris and Me* by Gary Paulsen (11 to 13 years)
66. *Harry the Dirty Dog* by Gene Zion (5 to 7 years)
67. *Hop on Pop* by Dr. Seuss (5 to 7 years)
68. *How the Grinch Stole Christmas* by Dr. Seuss (5 to 7 years)
69. *I Love You, Stinky Face* by Lisa McCourt (3 to 5 years)
70. *Is Your Mama A Llama?* by Deborah Guarino (3 to 6 years)
71. Jan Brett's books (5 to 7 years)
72. *Knots on a Counting Rope* by Bill Martin Jr. (5 to 7 years)
73. *Little Women* by Louisa May Alcott (all ages)
74. *Mike Mulligan and His Steam Shovel* by Virginia Lee Burton (3 to 8 years)
75. *Miss Rumphius* by Barbara Cooney (5 to 7 years)
76. *My Father's Dragon* by Ruth Stiles Gannett (8 to 10 years)
77. *My Many Colored Days* by Dr. Seuss (3 to 7 years)
78. *My Side of the Mountain* by Jean Craighead George (9 to 12 years)
79. *No David!* by David Shannon (3 to 7 years)
80. *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss (3 to 7 years)
81. *Where the Sidewalk Ends* by Shel Silverstein (all ages)
82. *Stephanie's Ponytail* by Robert Munsch (5 to 7 years)
83. *Swimmy* by Leo Lionni (5 to 7 years)
84. *The Hundred Dresses* by Eleanor Estes (8 to 10 years)
85. *The Boxcar Children* by Gertrude Warner (8 to 10 years)
86. *The Dark Is Rising* by Susan Cooper (11 to 12 years)
87. *The Empty Pot* by Demi (5 to 8 years)
88. *The Five Chinese Brothers* by Claire Huchet Bishop (5 to 8 years)
89. *The Giver* by Lois Lowr (young adult)
90. *The Grouchy Ladybug* by Eric Carle (5 to 7 years)
91. *The Hobbit* by J.R.R. Tolkien (young adult)
92. *The Important Book* by Margaret Wise Brown (8 to 10 years)
93. *The Last Holiday Concert* by Andrew Clements (8 to 10 years)
94. *The Napping House* by Audrey Wood (3 to 5 years)
95. *The Quiltmaker's Gift* by Jeff Brumbeau (3 to 8 years)
96. *The Snowy Day* by Ezra Jack Keats (5 to 7 years)
97. *The Story About Ping* by Marjorie Flack (3 to 8 years)
98. *The True Story of the Three Little Pigs* by Jon Scieszka (4 to 8 years)
99. *Tuck Everlasting* by Natalie Babbitt (9 to 12 years)
100. *The Wide-Mouthed Frog: A Pop-Up Book* by Keith Faulkner (2 to 5 years)

READING AND DADS

Dads play an essential role in a child's development.

Research indicates that kids who grow up with warm, nurturing, and actively involved fathers:

- Do better in school
- Have higher self-esteem
- Build better relationships with other kids
- Develop healthier ideas of how they should behave as adults
- Grow into more successful adults

Fathers and father figures (grandfathers, uncles, brothers, and friends) can have a powerful impact on children's success in school. In a study by the US Department of Education, researchers learned when fathers take an active role in their children's education (like attending school meetings, volunteering at school), the kids were more likely to make A's, participate in sports and clubs, enjoy school, and were less likely to repeat a grade.

But, isn't reading a "mom" thing?

Moms may be the ones who typically read to kids, but dads are just as capable of being part of this important activity. When dads make a conscious decision to read to their children on a regular basis, they contribute to their children's future in a way that few others can.

When dads read aloud to their kids, they have a chance to:

- Enhance their children's literacy skills
- Spend quality time together
- Communicate about a variety of topics
- Strengthen the father-child relationship

Your children benefit when they see fathers and men—not just mom and women—taking an interest in reading. Dad, if you start the habit of reading with your children every day, they will be excited about spending this time with you!



Of course, curling up with a book before bedtime is a great way for dads to spend time with their children. But there are lots of ways fathers can be involved in helping children develop a love for reading.

Daddy Day at the Library: Choose a day for kids to go to the library with dad and choose books together.

Keep Score: Use a chart to keep track of how many times dad reads with the kids. Make it a friendly competition to see how many “points” dad can score by reading with the children.

Daddy’s Books: Let your child choose books they especially like for dad to read (and have fun with “dad voices” while reading).

Dad’s Choice: Let dad pick books he’d like to read (chances are he may make different choices than mom might).

Books about Dads: Although reading any book can be a great experience for fathers and their children, having a few books about fathers and their children can help children appreciate and understand relationships.

Here are a few suggestions for books about dads:

- *Daddy Hugs* by Karen Katz
- *Darth Vader and Son/Vader’s Little Princess* by Jeffrey Brown
- *Just Me and My Dad* by Mercer Mayer
- *My Dad Loves Me* by Marianne Richmond
- *The Berenstain Bears: We Love Our Dad!* by Stan and Jan Berenstain
- *First 100 Words* by Roger Priddy
- *On the Night You Were Born* by Nancy Tillman
- *Yummy Yucky* by Leslie Patricelli
- *Strega Nona* by Tomie dePaola
- *I Love My Daddy Because...* by Laurel Porter-Gaylord
- *Guess How Much I Love You* by Sam McBratney
- *Rory the Dinosaur: Me and My Dad* by Liz Climo
- *Just Like Daddy* by Ovi Nedelcu



- *And Tango Makes Three: 10th Anniversary Edition* by Justin Richardson
- *My Dad Thinks He's Funny* by Katrina Germein
- *How to Surprise a Dad* by Jean Reagan
- *Made by Dad: 67 Blueprints for Making Cool Stuff* by Scott Bedford

Dad, don't underestimate the important contributions you make to your children's lives. Read with them on a regular basis and they will reap benefits that last a lifetime! Be a hero!

READING AND HEALTHY LIFESTYLES

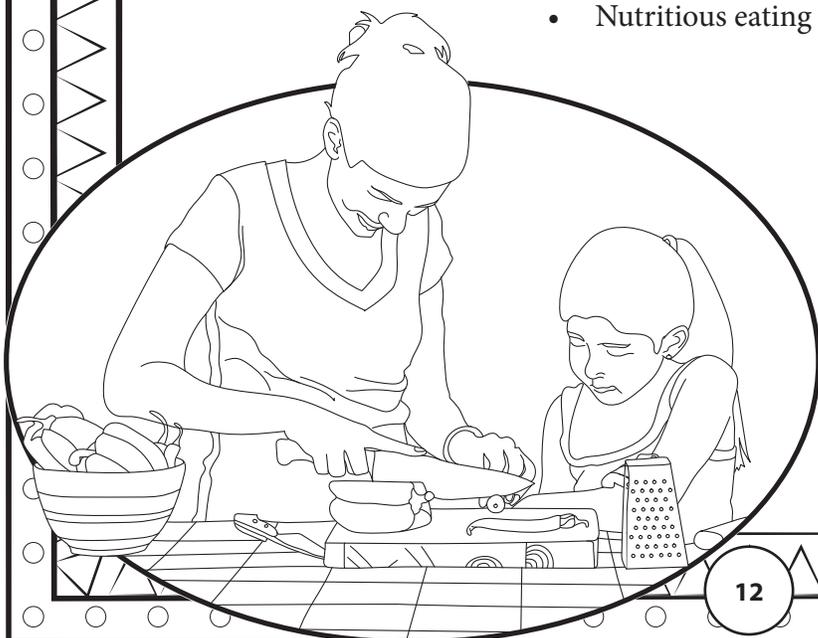
We hear about healthy living everywhere! Practicing healthy habits is good for overall well-being. Reading and doing well in school has a strong connection to good health habits, like eating nutritious food and getting enough physical activity. According to [Michigan Team Nutrition](#), "many pediatricians believe that a child who has never held a book or listened to a story is not a fully healthy child. Reading aloud to young children is so critical that the American Academy of Pediatrics recommends that doctors prescribe reading activities along with other advice given to parents at regular check-ups."

Research suggests that:

- Kids who participate in physical activity have improved academic performance
- Even just 20 minutes of physical activity can enhance attention and memory
- Physical activity helps humans think better
 - Nutritious eating helps kids do better in school

But, reading means sitting quietly in a corner, right? Not necessarily!

Michigan Team Nutrition observes, "There is a natural link between nutrition, physical activity, and reading."



Young children are particularly interested in stories that describe or depict things that are connected to their own everyday lives such as food, eating, grocery shopping, cooking, playing with friends, and family mealtime. Reading books that focus on preparing and eating healthy foods and being physically active can motivate children to adopt positive food and physical activity behaviors that can last a lifetime.”

Although there are advantages to quiet, uninterrupted reading time, there are some things your family can do to integrate healthy habits into reading:

- Take a walk to a park and read under a tree or on a bench.
- Create a “story walk” by marking stopping places along a walking path to read a page or two.
- Have a “story and snack” time by pairing a fun story with a nutritious snack representing something from the story. For example:
 - *Jack and the Beanstalk* with a bean salad, bean soup, hummus, or bean dip
 - *The Very Hungry Caterpillar* with fruit kabobs or “butterfly bites” made from peanut butter spread on celery sticks with pretzels positioned for wings and raisins placed for eyes
 - *Green Eggs and Ham* with deviled eggs that have a touch of food color and a piece of ham on top, a ham and spinach omelet, or fried rice with spinach or kale
- Spend time eating meals together at home and talk about the stories you are reading, or make up new endings to stories you have read.
- Create a “live action” version of a story by acting it out in your living room, your backyard, or neighborhood.
- Trade TV and video time for reading time.

There are lots of books you can add to your reading list to help kids get excited about choosing and eating healthy foods and being active.



Below are some ideas from the [Michigan Team Nutrition Preschool Booklist](#) to get you started.

To encourage children to try new foods, read:

- *D.W. the Picky Eater* and ask children to make a goal to try a new food at meal or snack time;
- *Eating Well* and talk about how it's important to eat lots of different types of food especially fruits and vegetables;
- *Today is Monday* or *Rabbit Food* and ask your child to share what his/her favorite food is and why;
- *Bebe Goes Shopping* and taste animal crackers dipped in fruit-flavored yogurt;
- *Green Eggs and Ham* and taste "green" foods such as green peppers, kiwi, avocado, and more.

To teach children to eat more fruits and vegetables, read:

- *Growing Colors* and have colorful, fresh, whole fruits and vegetables for kids to touch, smell, and name their colors. Choose one or two, wash them, and cut them into bitesize samples for kids to taste;
- *Handa's Surprise* and help them learn to peel and eat a fresh tangerine;
- *Banana!* and eat bananas coated with yogurt or peanut butter, then rolled in crushed cereal for a snack;
- *Apples, Apples* or *Apple Farmer Annie* and take children on a field trip to an apple orchard. Encourage them to taste a new kind of apple;

- *Alphabet Salad: Fruits and Vegetables from A to Z* and make a fresh fruit or vegetable salad using foods you read about in the book. Ask your kids to name the beginning letter of each fruit or vegetable you add to the salad;
- *Chicks and Salsa* and invite children to try fresh vegetables dipped in salsa as a snack;
- *From Milk to Ice Cream* and make ice cream in a coffee can (you can find the directions on the Internet). Top the ice cream with fresh or canned fruit.



To teach young children to enjoy being active, read:

- *Clap Your Hands* and show children how to move along with the story. Read the book a second time and leave out the last word in each rhyme, allowing kids to guess the last word by “filling in the blank”;
- *The Bouncing, Dancing, Galloping ABCs* and have children dance while learning and singing their ABCs;
- *How Can You Dance?* or *I Can Skip, Hop, Jump* in an outdoor setting. Have your kids spread out (at least an arm’s distance from each other) and follow along with the movements as you read to them.

Teaching children to read and to eat healthy is a big job, but an extremely important one. You play a crucial role in helping children develop a love for reading, beginning literacy skills, and healthy eating and physical activity habits.

You and your family can think of many ways to include reading into a healthy lifestyle. The most important thing is to balance the time spent sitting with physical activity. Aim for about an hour of active movement on most days of the week. Break the active time into smaller time frames, if you want. Also, try to eat nutritious foods each day, including plenty of vegetables and fruit.



HAVE FUN!

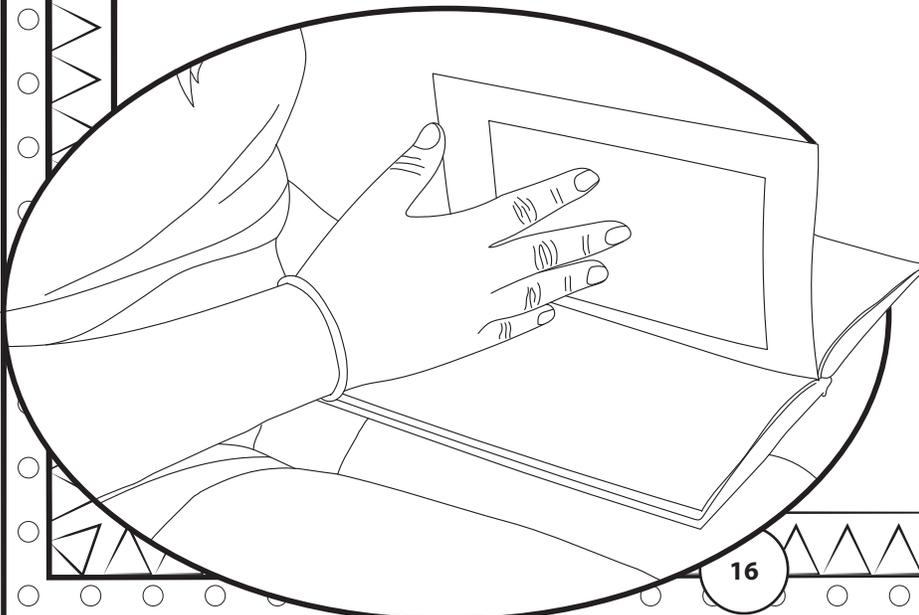
No matter how you approach it, the most important thing is to have fun with your FRED project. Helping your kids develop a love for reading while making the bond between you stronger has benefits that will last a lifetime. You can repeat the FRED project as many times as you like. Many FRED coordinators encourage families to participate twice a year or more. Not only will you and your child develop new skills, you will also help your child create lasting memories. It's simple and fun!

To review:

- Complete your FRED Pledge and return it to the FRED coordinator.
- Read at least 15 minutes a day the first 2 weeks.
- Read at least 30 minutes a day the next 2 weeks.
- Add extra activities if you can.
- Keep track of your reading log along the way.
- Complete and return an exit survey and the reading log to your FRED coordinator.
- Celebrate!

YOU ARE READY TO GO!

Contact your local Texas A&M AgriLife Extension office to find out more about FRED or for other helpful information for your family.





Color me!

ACKNOWLEDGMENTS

FRED is named after a real father, Fred Bourland, who read to his own children as they were growing up. Inspired by her father's example, AgriLife Extension specialist Lynn Bourland White developed FRED to encourage other fathers to pass on the gift of reading to their own children.

The original curriculum was designed by Dr. Stephen Green, Assistant Agency Director, Family and Community Health Professor and Child Development Specialist, Texas A&M AgriLife Extension Service, The Texas A&M System. Since its inception, thousands of families have participated in FRED. The curriculum was updated and revised by Amy Ressler, County Extension Agent–Family and Community Health.

ADDITIONAL RESOURCES

Pennsylvania Department of Education Literacy for life project <http://www.education.pa.gov/Teachers%20-%20Administrators/Federal%20Programs/LiteracyLife/Pages/Websites.aspx>

Michigan Team Nutrition Preschool Booklist at the Michigan Team Nutrition website <https://2x9dwr1yq1he1dw6623gg411-wpengine.netdna-ssl.com/wp-content/uploads/2017/07/MichiganTeamNutritionBooklet.pdf>

Cullinan, B. E. (2000). *Read to Me: Raising Kids Who Love to Read*. New York: Scholastic.

Trelease, J. (2003). *The Read-Aloud Handbook* (7th Edition). New York: Penguin.

Start date: _____ End date: _____

Our FRED code is: _____

(Hint: Child's initials and birthday)

F R E D P L E D G E

As a family we pledge to:

- Read together every day
- Learn new words
- Talk about the stories we read

BONUS ACTIVITIES:

We also choose to do one or more of the following:

- Eat a meal together at home at least 3 times a week
- Be active 5 times a week by walking, playing sports, or participating in other exercise
- Eat healthy food to keep our brains and bodies working their very best

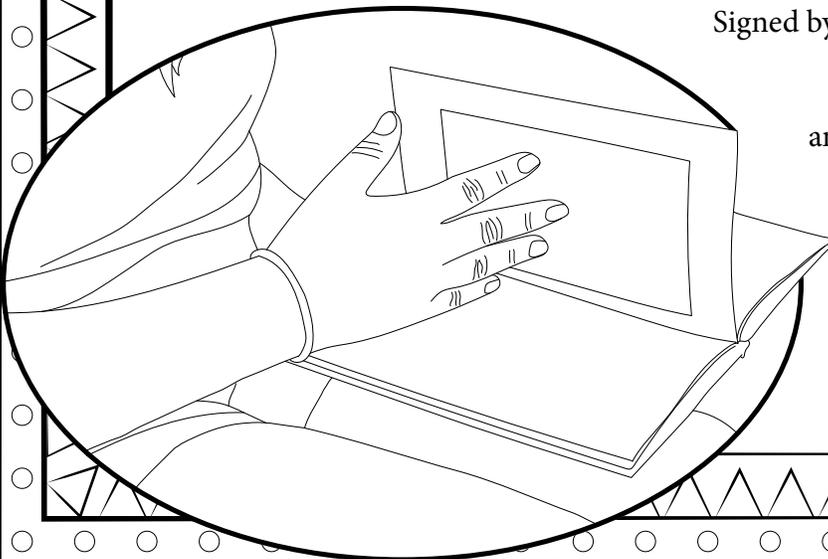
Signed by: _____

(adult)

and _____

(child)

Date: _____



Keep this section and post it at home as a reminder during the FRED program.

Texas A&M AgriLife Extension is an equal opportunity employer and program provider.

Return this section to your FRED coordinator.

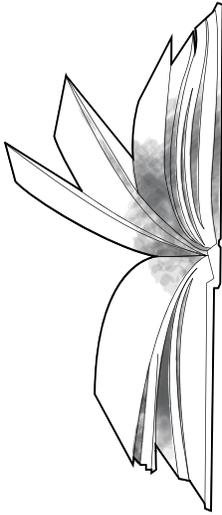
Our FRED code is: _____

WE SIGNED THE PLEDGE!

FRED project dates: _____ Site: _____

Adult: _____ Child: _____

Signed (date): _____



FRED READING LOG

Parent's name: _____ Child's name: _____

Address: _____ Phone: _____

Child's age: _____ Child's gender: _____ Child's grade level (if applicable): _____

Our FRED code is: _____ (Hint: Child's initials and birthdate)

WHAT TO DO

- Complete the FRED Pledge and return it to your child's teacher or your site's FRED coordinator.
- During the first 2 weeks, read to your child at least 15 minutes a day. You can read at any time, but many parents find it convenient to read in the morning or in the evening before bedtime.
- During the last 2 weeks, read to your child at least 30 minutes a day.
- Include bonus activities and special efforts from the parent's guide and FRED newsletters whenever possible.
- Record on this reading log the amount of time you spend reading to your child, the number of books you read, and who read with the child.
- When the 4-week program is over, total the amount of time spent reading to your child and the number of books you read.
- Turn in your reading log, complete an exit survey, and celebrate!



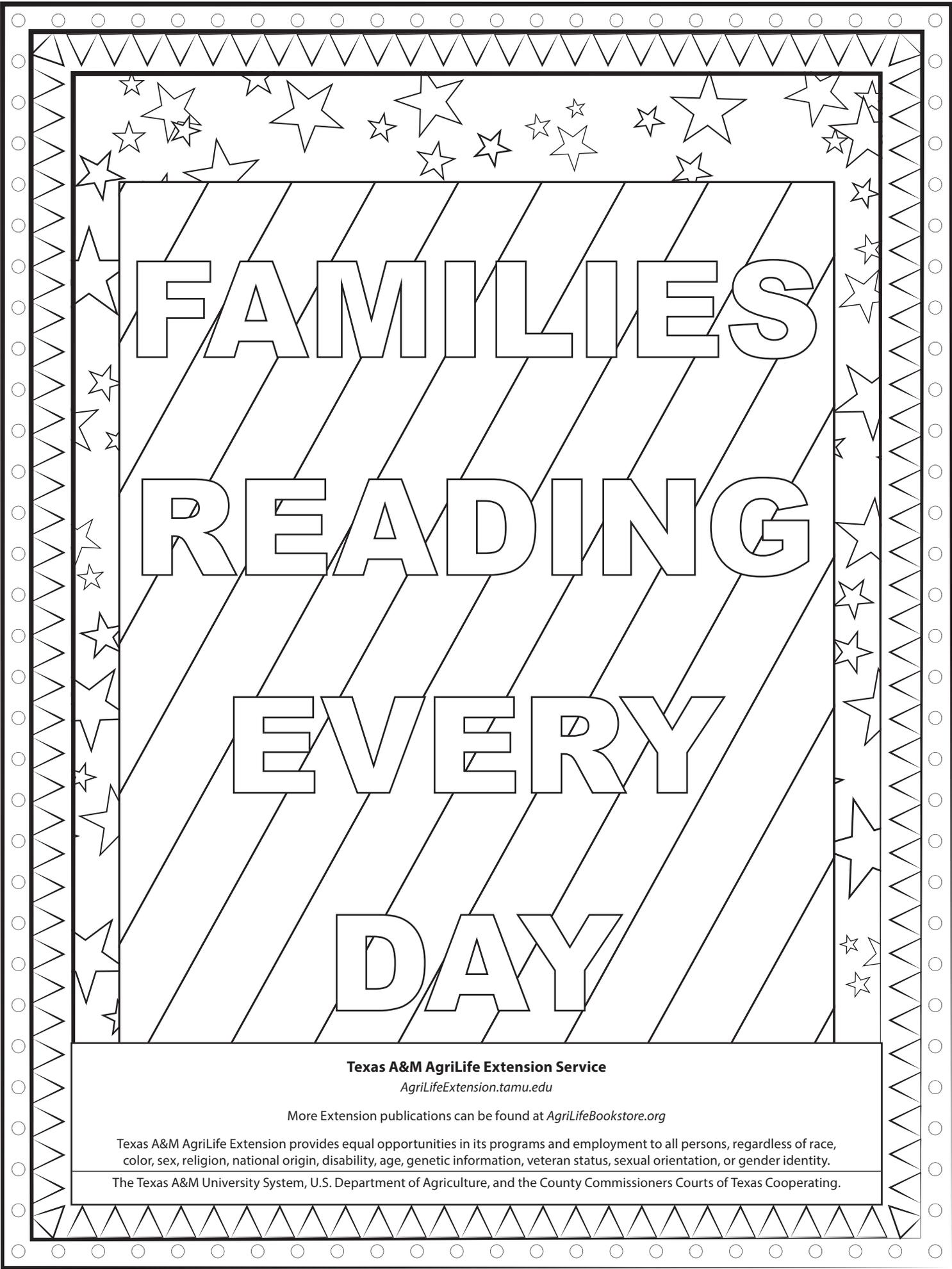
	WEEK 1			WEEK 2			WEEK 3			WEEK 4		
	No. of books	Time spent reading	Person who read with child	No. of books	Time spent reading	Person who read with child	No. of books	Time spent reading	Person who read with child	No. of books	Time spent reading	Person who read with child
SUNDAY												
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY												
SATURDAY												
WEEKLY TOTALS												

Total amount of time spent reading during the 4-week period (add up your weekly totals): _____

Total number of books read during the 4-week period (add up your weekly totals): _____

Please list any special activities you did or things that happened as a part of the FRED project—like learning new words, talking about the stories you read, or other family action related to participating in the FRED program.

Tell us about any bonus activities you did—like eating meals together at home; being active by walking, playing sports, or other exercise; eating healthy food; or any other healthy habits that resulted from participating in the FRED program.



FAMILIES
READING
EVERY
DAY

Texas A&M AgriLife Extension Service

AgriLifeExtension.tamu.edu

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