

Making the Most of Storytime

“It is the talk that surrounds the story book reading that gives it power.”

— National Association for the Education of Young Children (NAEYC) & International Reading Association

Reading aloud to young children is important, and HOW you share books can make a big difference. Research shows that following these read-aloud practices significantly improves the language skills of children who participate:

1. Have a conversation about a book

- Frequent conversations—back and forth exchanges
- Ask questions that require more than one word answers
- Wait long enough for responses
- Be responsive to what the child says

2. Model advanced language

- Repeat what your child says and add more to it:
 1. Provide new information
 2. Recast what they say with more advanced vocabulary
 3. Repeat what they say with correct grammar/word use, or a longer sentence

3. Prompt critical thinking skills

- Ask how and why questions
- Ask children to explain their answers
- Give clues to get them to the right answer if possible

4. Intentionally build vocabulary

- Reread the same book often
- Stop and explain the meaning of one or two words
- Define words using words they already know
- Ask children to repeat the words to improve their memory of the sounds in the word

5. Teach and provide practice of social and emotional skills

- Everyone has something valuable to say and listen to (self-regulation)
- Listen to peers with eyes and ears (self-awareness)
- Building community (relationship skills)
“So you and Jamari both take a bus to the grocery with their mommies.”

**preschool
PROMISE**



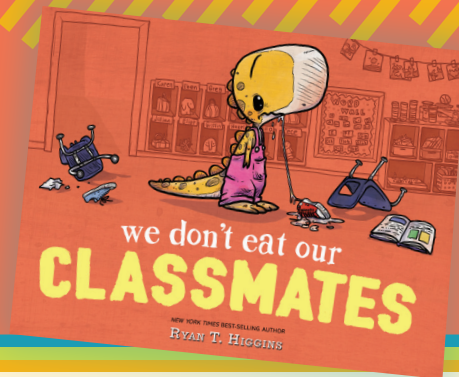
DAYTON
METRO
LIBRARY



We Don't Eat Our Classmates

by Ryan T. Higgins

Vocabulary possibilities: nervous, worried, surprised, expect, determined, angry, lonely, afraid, self-control, remember



Title Page

Did you ever see an animal that looks similar to a dinosaur? Describe it.

Pg. 1

Why might Penelope be feeling nervous about starting school?

Tell about a time when you felt nervous.

Pg. 2-3

Why would Penelope worry about her new classmates?

How do you feel when you see someone you don't know yet?

Pg. 4-5

Why do kids bring backpacks to school?

Tell about your school bag. Do you feel the same as Penelope does about hers? Why?

Pg. 6

What is this building likely to be? Why do you think that? How is it the same or different from your school building?

Pg. 8-9

What do you see on this page?

Why is Penelope surprised to see children? What did she expect?

Pg. 10-11

Why did the teacher tell Penelope to spit the children out? How is she feeling? How can you tell?

Pg. 12-13

What happened to the children? Why was this not a good way to start school?

How would you feel if it happened to you? What would you say?

Pg. 14-15

Why don't the children like Penelope's play activities?

Why would Penelope tell Griffin to sit on her plate?

Pg. 16-17

How can you tell that the children aren't making friends with Penelope? What do friends do?

Tell about a time when you felt lonely.

Pg. 21

What time of the day is it? How can you tell?

Did you ever worry about something at night? Tell about it.

Pg. 23

How do you think Penelope is feeling now? Why might she feel that way?

Did you ever do something you weren't supposed to do at school? How did it make you feel?

Pg. 26-27

What happened? Why? How would you feel if this happened to you?

Pg. 35

When Penelope looks at Walter, what does she remember?

Pg. 38

Why is the boy holding his hands out to Penelope?

What could the children say to make Penelope feel better?