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
**Bear Says Thanks** by Karma Wilson

**Vocabulary possibilities:** feast, hare, lair, badger, frowns, moans, fret

<table>
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<th>Page Range</th>
<th>Reading Questions</th>
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| Pg. 1      | Tell about a time when you felt bored.  
Why do we get bored?  
What do you do about it at your house? |
| Pg. 2-3    | Tell about a time when you had a big dinner with lots of people.  
What might the bear do to get food in his cupboard? |
| Pg. 4-5    | Pie is a nice dessert after a big dinner.  
What kind of pie does your family eat?  
What is your favorite dessert?  
Why is the mouse’s pie so little? |
| Pg. 6-7    | Why might the bear hold the bear up to his face, with his paw? |
| Pg. 8-9    | Why do you think the animals are bringing bear food?  
How could they know his cupboards are bare? |
| Pg. 10-11  | How do you think the bear is feeling?  
What is the mouse doing? |
| Pg. 12-13  | What is the badger bringing to eat?  
Where do you think he got those? |
| Pg. 14-15  | Did you ever go fishing? What happened?  
How do you think the badger is feeling? Why? |
| Pg. 16-17  | Why do the gopher and mole come in the cave through a tunnel?  
Why are the muffins flying out of their basket? |
| Pg. 18-19  | What are happening here?  
Why are the fish hanging over the fire? Did your family ever cook something over a fire? Tell about it. |
| Pg. 22-23  | Describe how the bear looks on these pages?  
Why do you think he wants to have something to share? |
| Pg. 24-25  | What do the animals do to help the bear feel better? |
| Pg. 26-27  | What is happening on this page?  
What is the wren making over by the kettle? |
| Pg. 28-29  | Is someone in your family good at telling stories or making everyone laugh? Tell about it. |
| Pg. 30     | Why are all the animals so happy?  
What makes you feel thankful? |