

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



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 is 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?