

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



I Got the Rhythm by Connie Schofield-Morrison

Vocabulary possibilities: rhythm, beats, tempo, repeat, instrument, drum, percussion, shake

OR ears, nose/sniff, eyes/blink, mouth, hands, fingers, knees, hips, toes, feet



Pg. 1-2

What do you see here? What do you think might be happening?

Where might the characters be going?

Why do you think the adult is holding the girl's hand?

Pg. 3-4

Why do you think they stopped to listen to the boy?

Did you ever listen to someone playing an instrument outside? Tell about it.

Pg. 5-6

What do you think the girl sees?

Does the butterfly have a rhythm?

Can you think of something that moves rhythmically?

Pg. 7-8

What might the little girl be smelling when she sniffs? What do you like to smell outside?

What do you think the man is saying?

Pg. 9-10

What do you think is happening here?

How do you think the children feel about her singing?

Pg. 11-12

What are the girls doing?

What are the other children doing?

Where do you think they are?

Pg. 13-14

What do you think made the kids want to dance?

What makes you want to dance?

Pg. 15-16

What time of year do you think it is? Why do you think that?

Did you ever see someone dance in a line like this? Tell about it.

What other body parts can you shake?

Pg. 17-18

How do you think the kids moved their knees so that they could feel the rhythm?

Pg. 19-20

How do you think the children got up in the air?

Pg. 21-22

Did you ever see someone play a drum? Tell about it.

Did you ever play a rhythm on a drum? What did the drum look like? Did you use your hand or something else?

Pg. 23-24

Where is the dance music coming from?

Did you ever see someone dance outside like this? Tell about it.

Pg. 25-26

This looks like a parade. Tell what you see? Did you ever see a parade? What did you see in it?

If you could be one of these characters, which would you choose? Why?