

# 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**



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# The Gingerbread Man

by Karen Schmidt

**Vocabulary possibilities:** bake, oven, catch, chase, after, close, fast, faster, farmers, bear, wolf, fox



**Pg. 3**

What do you see happening here?  
Who reads stories aloud to you?

**Pg. 4-5**

Did you ever bake cookies with a grown-up? Tell about it.  
Why do you think the old woman didn't want the boy to open the oven door?

**Pg. 6-7**

What would your mom or dad say if you opened a hot oven door?  
How do you think the boy felt when his cookie ran away?

**Pg. 8-9**

What is happening on this page?  
What would you do if your cookie ran away?

**Pg. 10-11**

Do you think they will catch the gingerbread man? Why do you think that?  
Why are the people sitting down?

**Pg. 12-13**

What do you think the farmers thought when they saw a gingerbread cookie running down the path?

**Pg. 14-15**

Why do you think all the farmers are wearing hats?  
Did you ever wear a hat? Tell about it. Why did you wear it?

**Pg. 16-17**

Where are the characters now? How can you tell?  
What was the bear doing before he saw the gingerbread man?

**Pg. 18-19**

How does the bear look like he is feeling? Why do you think he feels that way?

**Pg. 20-21**

Can you think of another story that had a wolf in it?  
Do you think a wolf ever wears clothing or picks flowers? Why?

**Pg. 22-23**

Why is the wolf wiping his forehead?  
Did you ever do something that made you sweaty? Tell about it.

**Pg. 24-25**

Try to remember all the characters that tried to catch the gingerbread man.  
What did the fox ask the gingerbread man?

**Pg. 26-27**

Why did the fox say he couldn't hear the gingerbread man?

**Pg. 28-29**

Why did the gingerbread man move closer to the fox?  
Do you know anyone who you need to talk loudly to so that they can hear you?

**Pg. 28-29**

What happened to the gingerbread man?  
How do you think the fox is feeling?