

# 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**

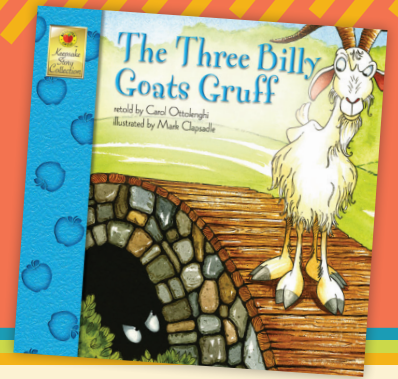


DAYTON  
METRO  
LIBRARY



## The Three Billy goats Gruff by Carol Ottolenghi

**Vocabulary possibilities:** billy goat, nanny goat, kid, hoof, horn, fur, beard, meadow, stream, young/younger/youngest, big/bigger, small, little, first, second, third, above, under, over, across



### Pg. 2-3

Compare the three goats. What is the same and what is different?

Did you ever see a live goat? Tell about it. Where was it? Was it the same color as these goats?

### Pg. 4-5

What are the goats doing? What do you think the biggest billy goat might be thinking?

Why is there a bridge?

### Pg. 6-7

How else might the goats get across the river if they want to avoid the bridge and the troll?

Why might the troll live under the bridge?

### Pg. 8-9

What do the goats eat? Why might the goats want "even greener grass"?

How do you think the smallest billy goat might have felt about going first? How would you feel?

### Pg. 10-11

Since the troll was under the bridge, how did he know the billy goat was on the bridge?

Why did the troll "roar and wave his club"?

### Pg. 12-13

Why would the troll wait for a bigger billy goat?

What do you think the two bigger billy goats are thinking now?

### Pg. 14-15

Why do hooves make a sharp clip-clop sound on the bridge?

What do you think the troll feels when he hears the goat on his bridge?

### Pg. 16-17

How do you think the middle-sized goat is feeling when he hears the troll? Why do you think that? Why does he call the troll a bully?

### Pg. 18-19

How do you think the troll feels about being called a "bully"?

How do you feel if someone calls you a name?

### Pg. 20-21

What is the billy goat feeling? Why is he angry?

What do you think the troll might be feeling when he hears the stomping?

### Pg. 22-23

Why would the troll leave the big billy goat alone?

### Pg. 24-25

Was the troll afraid of the loud stomping? Why not?

Have you ever been hungry and cranky? Tell about it. Why do living things get hungry?

### Pg. 26-27

What do you think the billy goat and the troll are saying to each other on this page?

Why won't the troll let the goat cross the bridge like he did the brothers?

### Pg. 28-29

What is happening on this page?

If you could talk to the troll and goat, what might you say?

### Pg. 30-31

How did the troll get thrown so high in the air?

What happened to the billy goat?