

# 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  
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# *I Want to be a Doctor* by Laura Driscoll

**Vocabulary possibilities:** accident, injury, emergency, hospital, x-ray, exam, lab, emergency squad



**Pg. 4-5**

Why is the boy crying? What do you think might have happened to him?

What might his mother be saying to him when he cries?

**Pg. 6-7**

Tell about a time when you got hurt.

How do you think Jack's sister feels when she sees him falling? Why do you think that?

**Pg. 8-9**

Did you ever go to the hospital or emergency room? If so, tell about what happened.

Why do you think the other people are there in the emergency room?

**Pg. 10-11**

Which character is the doctor? How can you tell?

How do you think Jack feels when the doctor checks out his foot? Why?

**Pg. 12-13**

Do you think an X-Ray might hurt? Why?

Were you ever scared by something your doctor did to you? Tell about it.

**Pg. 14-15**

Why is Jack in a wheel chair? Do you think he can walk?

Do you know someone who uses a wheelchair or walker?

**Pg. 16-17**

Why do you think there is a special doctor just for bones? What do you think a bone doctor does?

Why do you think the bone doctor has a skeleton in his room?

**Pg. 18-19**

Tell about a doctor you go to see.

How do you feel when you go to see a doctor? Why do you feel that way?

**Pg. 20-21**

Sometimes going to the hospital means a lot of waiting. What do you like to do when you must wait?

Why do you think a hospital has a cafeteria?

**Pg. 22-23**

What other kinds of doctors do you think there might be?

Do you think Jack's sister would like to meet more doctors? How can you tell?

**Pg. 24-25**

Why do you think there's a special kind of doctor just for babies?

**Pg. 26-27**

Why might the people who work in a lab wear goggles?

What else do you see that protects the people in the lab?

**Pg. 28-29**

What do you see happening outside the door?

Why do you think some people drive to the hospital but some people go in an emergency squad?

**Pg. 30-31**

Would you like to be a doctor? If so, what kind of doctor would you like to be?