

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**



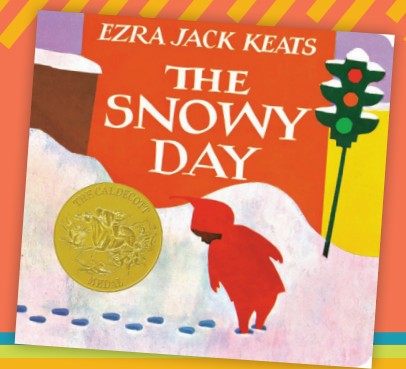
DAYTON
METRO
LIBRARY



The Snowy Day

by Ezra Jack Keats

Vocabulary possibilities: weather, snow plow, high, footprints, tracks, adventures, melt, deep



Pg. 1-2

Where do you think Peter is?
How can you tell?

What can you see when you look
outside your bedroom window?

Pg. 3-4

How does the outside look different
after a big snowstorm like this?

Why do snowplows move the snow
out of the street?

Did you ever see a big mound of snow?

Pg. 5-6

When Peter walks, he leaves footprints
in the snow. Why do you think that is?

Can you show me walking with your
toes pointing in and with your toes
pointing out?

Pg. 7-8

When Peter drags his feet, the
tracks don't look the same as when
he made steps without dragging.
Compare the tracks. How are they
the same/different?

Pg. 9-10

What made the third track in the snow?
How do you think Peter did that?
Can you pretend to do it?

Pg. 11

Why did the snow fall on Peter's head?

Did you ever get snow on your head?
Tell about what happened.

Pg. 12

Now where might Peter be going?
If you were outside in the snow,
where would you like to go?

Pg. 13-14

Why do you think Peter thought he was
not old enough to join the snowball fight?
What might happen if he joined in?

Did anyone ever tell you that you were
too young to do something? Tell about it.

Pg. 15-16

Did you ever make a snowman or snow
angel outside in the snow? Tell about
it. How did you do it?

Pg. 20

What do you think Peter told his
mother? Which activities can you
remember that Peter did outside?

What might Peter's mom have said
to him?

Pg. 21-22

Now where is Peter? How can you tell?

How do you think he feels soaking
in his warm bathtub?

Pg. 23-24

What happened to Peter's snowball?
Why do you think he feels sad about it?

How might he have saved the snowball
without melting it?

Pg. 25-26

How do you think Peter is feeling now?
How can you tell?