

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

**preschool
PROMISE**



DAYTON
METRO
LIBRARY

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.”



Don't Let the Pigeon Drive the Bus

by Mo Willems

Vocabulary possibilities: transportation, vehicle, bus, drive, steer, pigeon, bus driver



Title page

Where do you think the driver might be going?

Did you ever ride on a bus? Tell about it.

Pg. 1-2

Why did the pigeon want the bus driver to leave?

Why do you think the driver didn't want the pigeon to drive the bus? What might happen if he did drive it?

Pg. 3-4

Is the pigeon allowed to drive the bus? Do you think he already asked the bus driver? Why do you think that?

Is there a vehicle that you would like to drive if you could?

Pg. 7-8

"Steer" means you control the direction the bus goes while it's moving. Did you ever *steer* something? Tell about it.

Pg. 9-10

Do you think cousin Herb really drives a bus everyday? Why not? Why did the pigeon say that he did?

Pg. 13-14

Do you think it's true that the pigeon never gets to do anything? What things do you think he might do?

Did you ever feel this way? Tell about it.

Pg. 15-16

Did you ever play at driving a bus or a car? Did you use a real bus? What did you use?

Pg. 19-20

The pigeon is saying everything he can think of to change our minds about him not driving the bus. Can you think of a reason to let him drive the bus?

Pg. 21-22

What is happening here? Why is the pigeon shouting and flapping around?

What do you think he is feeling? What might help him calm down?

Pg. 23-24

There are no words on this page. What do you think the illustrator wanted you to think the pigeon is feeling when he drew the black lines?

What else tells you the pigeon is feeling badly?

Pg. 25-26

Why did the pigeon say "UH-OH"?

Pg. 27-28

How is the pigeon feeling now?

What might you say to comfort him?

I wonder why he wants to drive a bus so much?

Pg. 29-30

What might the pigeon be thinking now?

What other vehicles might the pigeon think about driving?