

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**



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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.”



Book title: *Maisy Goes to Preschool* by Lucy Cousins

Vocabulary possibilities: schedule, snack time, storytime, nap time, playground, restroom, busy, helpful

Pg. 1-2

How do you think Maisy is feeling about going to preschool? Why do you think that?

Why might Maisy be bringing a toy bear to school? Do you bring something to school that makes you feel better?

Pg. 3-4

What do you think is happening here?

What do you do with your coat when you come to school? What is the same and what is different about your space and Maisy's space?

Pg. 5-6

Who do you think might be the teacher on this page? Why do you think that?

Tallulah is painting at the easel. What do you think she's painting? What else might she add to the picture?

Pg. 7-8

Why do Maisy and Dotty wear smocks when they paint?

What happened to Maisy's bear? How do you think she might feel about that? How would you feel if that happened to you?

Pg. 9-10

What is the 'teacher' doing on this page?

What other kinds of food do people eat for snack?

Pg. 11-12

Tell me what you see happening here?

Why do you think Tallulah reminded Maisy and Dotty to wash their hands?

How do you feel when someone reminds you to do something? Why?

Pg. 13-14

What kind of books do you think Maisy likes to listen to?

If you were the teacher, what book would you read to Maisy and her friends?

Pg. 15-16

What do you think is happening here?

How do you think Maisy feels about taking a nap?

Pg. 17-18

Which instrument would you like to play? Why?

Tell about a time when you heard someone play an instrument.

Pg. 19-20

What is your favorite thing to do when you go outside on the playground?

If you could go to Maisy's preschool, who would you play with and what would you do together?

Pg. 21-22

What season do you think it is here? Why do you think that?

Pg. 25

What is Mr. Peacock doing?

Did you ever forget something at school? Tell what happened?