

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

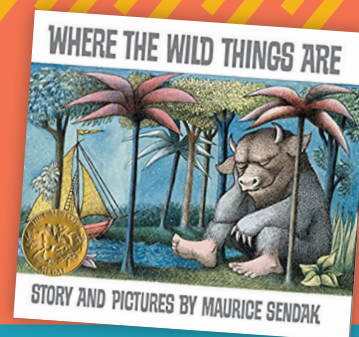
5. Teach and provide practice of social and emotional skills

- 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.”



Where the Wild Things Are by Maurice Sendak

Vocabulary possibilities: mischief, imagination, wolf suit, creature, monster, wild, fangs, claws, horns, brave, rumpus



Pg. 1-2

What is happening here? Why is Max hammering a nail into the wall?

How do you think Max is feeling?
Why might he be feeling this way?

Pg. 3-4

Now what is Max doing? How do you think the dog is feeling?

Do you think Max would really hurt the dog?

Do you have a pet at home? If you do, how do you treat it?

Pg. 5-6

Why did Max's mother call him a "wild thing". How do you think Max is feeling now? Why?

How do you feel when your parent is angry at you and sends you to your room?

Pg. 7-8

Can trees grow in your bedroom?
Why not?

Did you ever pretend that your room was something else? Tell about it.

If you were alone in your room, what would you do?

Pg. 9-10

What else grew in Max's room? What is disappearing?

How do you think Max is feeling now?
Why might he feel this way?

Pg. 11-12

What happened? What do you think Max is doing now?

Pg. 13-14

What is Max doing now? Where might he be going?

If you could sail away in a boat, where might you go?

Pg. 15-16

What do you think Max is feeling now?

Why might he be scared of that sea creature?

Pg. 17-18

Now how do you think Max is feeling?
How can you tell?

Which creature do you think looks the scariest? Which one do you like the best?

Pg. 19-20

How do you think the creatures feel when Max does his magic trick?

Did you ever have a dream about monsters?

Pg. 21-22

Why did the wild things make Max the king? How can you tell from this picture that he's the king?

Pg. 23-24

Now what's happening?

What sound do you think Max is making? Why do you think that?

Pg. 25-26

Now what are they doing? How do you think Max got up to that tree?

Did you ever climb a tree? How did you like it? Did you need help?

Pg. 29-30

Who do you think Max was missing?
Who would you miss if you went away on a boat?

Pg. 34-36

Who do you think brought the food to Max's room? How do you think Max is feeling now?