

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

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

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

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.”

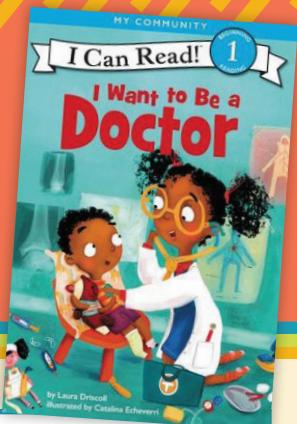
3. Prompt critical thinking skills

- Ask how and why questions
- Ask children to explain their answers
- Give clues to get them to the right answer if possible



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?