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.”
### Vocabulary possibilities:
- disappointed, disobey, color names, body parts, “rhyme”

### I Ain’t Gonna Paint No More!
by Karen Baumont

| Pg. 1-2 | What is happening on this page?  
What do you think the mother is going to say? What would your mother say if you did this? |
| Pg. 3-4 | How is the boy feeling? Why?  
Did a grownup ever get mad at you?  
What happened? How did you feel? |
| Pg. 5-6 | What is the mother doing? Why?  
How do you think the dog is feeling? |
| Pg. 7-8 | How did the boy get the paint?  
Can you think of other ways he could get himself up so high?  
How do you think the hat got there? |
| Pg. 9-10 | Why might the dog be peeking around the corner?  
What would you say to the boy about painting? |
| Pg. 11-12 | ‘Red’, ‘Head’ those words rhyme.  
The ending sounds are the same.  
Can anyone else think of a word that rhymes with ‘red’? |
| Pg. 13-14 | What did he paint?  
Why did paint get on his shirt?  
If the dog could talk what might he say? |
| Pg. 15-16 | “Rest”, “chest” those words ______.  
What do you think happened to the boy’s shirt? |
| Pg. 17-18 | Can you think of a word that rhymes with “harm”?  
What might you paint on your arm? |
| Pg. 19-20 | What does it look like the ants are doing?  
Where else might the boy paint ants on himself? |
| Pg. 21-22 | How did the boy get paint on his back?  
Can you think of another way he could get paint back there?  
What is the dog doing? |
| Pg. 23-24 | What is the dog dressed up like?  
Why? |
| Pg. 25-26 | What do you notice about the boy?  
He isn’t just getting pain on his body.  
Where else do you see paint? |
| Pg. 27-28 | How do you think the mother feels now? What do you think she might say?  
How is the boy feeling? Why do you think that? |
| Pg. 29-30 | How do you think the house could get clean?  
Would you like to take a bath with a dog? Why or why not? |