

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

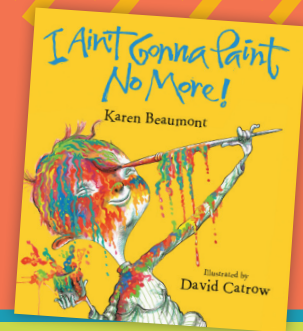
5. Teach and provide practice of social and emotional skills

- 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.”



I Ain't Gonna Paint No More! by Karen Beaumont

Vocabulary possibilities: disappointed, disobey, color names, body parts, "rhyme"



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?