

# 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.”

**preschool  
PROMISE**

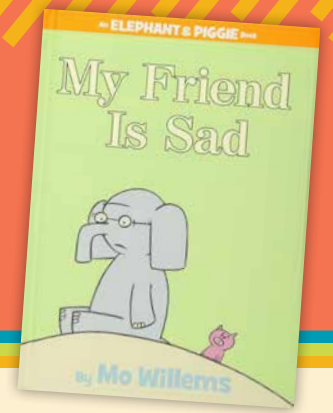


DAYTON  
METRO  
LIBRARY



## My Friend is Sad by Mo Willems

**Vocabulary possibilities:** sad, concern, cheer up, thoughtful, frustrated, distressed, discouraged, overjoyed



### Pg. 1

Tell about a time when you were sad?  
Did someone try to make you feel better? What did they do?

### Pg. 2-3

Why do you think Elephant might be sad?  
How do you think Piggie is feeling?

### Pg. 4-5

Did you ever see someone else who was sad? Who was it? Did you know why they were sad? How did you feel when you saw them crying or feeling sad?

### Pg. 6-7

How do you think Piggie is feeling now? How can you tell?  
Can you think of a time when you made someone happy? What did you do?

### Pg. 8-9

What is Piggie doing to cheer up Elephant? Why do you think he did that?

### Pg. 10-11

How does Elephant feel now? How can you tell?  
Did you ever try to cheer up a friend? What did you do?

### Pg. 12-13

How does Elephant feel now? How can you tell?  
What do you think Piggie is feeling?

### Pg. 14-15

What is Piggie doing to cheer up his friend?

### Pg. 16-17

How are the friends feeling now? How can you tell?

### Pg. 18-19

How does Piggie feel when he sees that his friend is still sad?  
Do you think clowns are funny? Tell about a time when you saw one.

### Pg. 20-21

What is happening here?  
Why do you think he dressed up as a robot?

### Pg. 22-23

Do you think Elephant likes robots? How can you tell?  
Would you like to see a robot? What do you like about them?

### Pg. 24-25

Now how do you think Piggie is feeling? Why do you think he feels that way?

### Pg. 26-27

How are Piggie and Elephant feeling now? Can you make yourself look like the two friends?

### Pg. 57

Why does Piggie think Elephant needs glasses?