

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

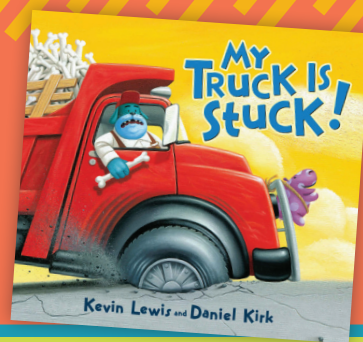
5. Teach and provide practice of social and emotional skills

- 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.”



My Truck is Stuck by Kevin Lewis

Vocabulary possibilities: hauling, delivery, traveling, vehicle names, science of levers (dump truck)



Pg. Title

Have you ever been stuck in a truck or car? What did you do?

Pg. 1-2

What might the truck be hauling?

What else do trucks haul?

Where do you think the truck is taking all those bones?

Pg. 3-4

How do you think the hole in the road got there?

How do you think the dog feels about the truck being stuck?

Pg. 5-6

Why is the dog holding a sign that says "Help"?

Where do you think the dogs in the car might be going?

Pg. 7-8

What do you think the car is going to do to the truck?

Why did they tie a rope between the two cars?

Pg. 9-10

What does a moving van do?

Have you ever seen someone pack all their things in a big truck and move to a new home? Tell about it.

Pg. 11-12

What are the prairie dogs doing? What do you think about that?

Where do you think they might be taking them?

Pg. 13-14

Do you think the jeep will be able to help get the truck out?

Why or why not?

Pg. 15-16

Can you think of an idea of how they could get that truck out of the hole?

Pg. 17-18

Where might the school bus be taking the dogs?

Who do you think the dog is calling on the phone? What might he say?

Pg. 19-20

Why can't all those vehicles pull the truck out of the hole?

What might make the dogs feel better?

Pg. 21-22

Why are the dogs looking so happy now?

Why do you think there's a floatie on the truck?

Pg. 23-24

Why do you think the tow truck could move the truck but they others couldn't get it out of the hole?

Why do you think dogs like bones?

Pg. 25-26

What happened to all the bones in the dump truck?

Do you think the dump truck drivers noticed their bones were gone? Why do you think that?