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.”
**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 where gone? Why do you think that?