

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**



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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

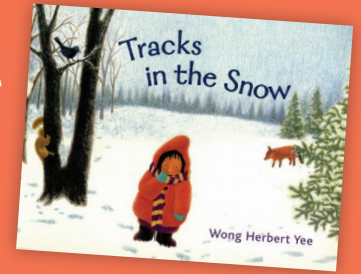
5. Teach and provide practice of social and emotional skills

- 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.”



Tracks in the Snow by Wong Herbert Yee

Vocabulary possibilities: season, winter, frozen, icicle, tracks, paw prints, woodland animal names, hibernation



Pg. 1-2

What does the child see out the window?

When you look outside your window, what do you see?

Pg. 3-4

Why does the child need to bundle up?

How are the bird tracks different from the ones the child is following?

Pg. 5-6

Why is the child following the tracks?

Who do you think might have made the tracks?

Pg. 7-8

Why does the author write: "No bears this time of year"?

Why do you think the fox might be hiding in the tall grass?

Pg. 9-10

What is the child carrying? What do you think she might do with it?

Do you know another story about a child using a stick in the snow?

Pg. 11-12

Did you ever see a frozen pond? Tell about it..

What might the child do on the frozen pond?

Pg. 13-14

Where might the feather that the child is carrying have come from?

Why do you think feathers fall out of birds?

Pg. 15-16

Some animals hibernate and some do not. Why do you think that might be?

How might the animals find food when snow covers everything?

Pg. 17-18

Did you ever go for a snowy walk in the woods? Where did you go? What did you see?

Pg. 19-20

What do you see the child doing here?

Can you think of another story where a child loses a mitten?

Pg. 21-22

Do animals wear mittens? Why or why not?

Who do you think the mitten belongs to?

Pg. 23-24

Tell about a time when you stayed out in the snow? What did you do? How did you feel? Did you make tracks?

Pg. 25-26

Did your feet ever get cold when you were wearing boots outside?

Why do you think feet get cold even when when you're wearing boots?

Pg. 27-28

Did you ever see a bird feeder before? What are the bird and squirrel doing there? Why do people put bird feeders out in the trees?

Pg. 29-30

Who made the tracks in the snow?

What would be the difference between tracks made by the mother and those made by the child?