

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**

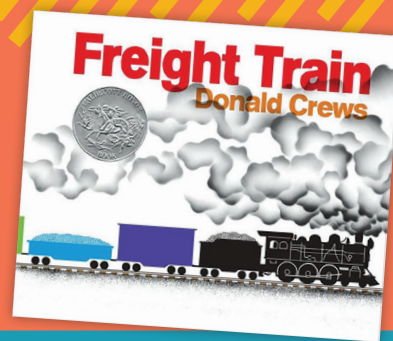


DAYTON
METRO
LIBRARY



Freight Train by Donald Crews

Vocabulary possibilities: freight, track, caboose, tank car, hopper car, cattle car, gondola car, box car, tender & steam engine, tunnel, trestle



Pg. 1-2

Have you ever seen a train track?
Tell about it.

Why do you think a train runs on tracks
instead of roads?

Pg. 3-4

Which one of these train cars carries
people? How do you know that?

Did you ever travel on a train?
Tell about it.

Why might they call this a hopper car?

Pg. 5-6

What might be in the purple box car?

Why do you think businesses use
trains to move things from one place
to another?

Pg. 7-8

Why do you think that black smoke
is coming out of the train's engine?

Why do you think all the train cars
are hooked together?

Pg. 11-12

Why did the book's illustrator make
the colors of the train look like this?

Pg. 13-14

Did you ever travel through a tunnel?

Why do you think roads and train
tracks go through tunnels?

Pg. 15-16

What did the illustrator paint to make it
look like the train was going by a city?

Pg. 17-18

Why do you think builders make
trestles for trains to cross?

Did you ever see a train travel up high?
Tell about it.

Pg. 19

Where do you think the train might
be going?

If you could take a train ride, where
would you like to go?