

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**



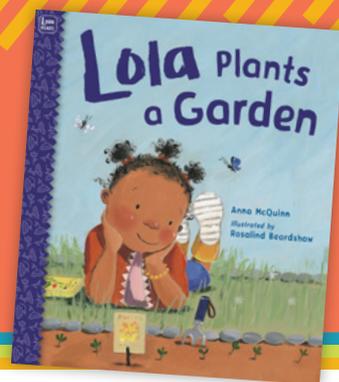
DAYTON
METRO
LIBRARY



Lola Plants a Garden by Anna McQuinn

Vocabulary possibilities:

garden, spring, plant/planted, seeds, shoot, bloom,
vegetable vs flower, weeds, sunflower, peas



Pg. 1-2

What do you think is happening here?

Look out the window. What season do you think it might be?

Why do you think that? What might the birds be doing?

Pg. 3-4

Why did Lola and her mother get books about gardens at the library?

What do you think Lola's mother is writing down?

Pg. 5-6

Have you ever been to a garden store? What did you see?

What is happening here?

What would you choose to plant in a garden if you had one?

Pg. 7-8

Why might Lola want to mark where her flowers are planted?

Why will Lola have to wait a long time?

Can you think of a time when you had to wait a long time? How did it feel?

Pg. 9-10

Why did Lola make a book about flowers?

What might you do to take your mind off of waiting and waiting?

Pg. 11-12

Lola is planning to decorate her garden to be like the poem "Mary, Mary Quite Contrary". If you were going to decorate a garden, what would you do?

Pg. 13-14

How do you think Lola feels when she sees the tiny green shoots?

What will the shoots grow into?

Why does Lola pull the weeds out of her garden?

Pg. 15-16

Why are the insects in the garden?

Tell about a time when you saw an insect outside. What was it doing?

Pg. 17-18

Compare the different flowers you can see. What is different about them? What is the same?

Why is Lola climbing up the step ladder?

Pg. 19-20

Who might Orla, Ben and Ty be? How might Lola know them?

Did you ever make a special treat with your mom or dad or grandma? What did you make? Tell about how you did it.

Pg. 21-22

Why are the peas crunchy?

Did you ever eat something straight from the garden? Tell about it.

What do you think Orla, Ben and Ty said to Lola about her flower garden?

Pg. 23-24

Make up your own story about "Mary, Mary."

Did you ever have a picnic outside? Tell about it...

Watch for your next Play Box coming in a couple of weeks!

Check out our videos showing all the fun things you can do with the materials in the box!

Find our videos on our website at

PreschoolPromise.org/VideosForFamilies.aspx

As well as our Facebook page and our YouTube channel.

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