

# 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**

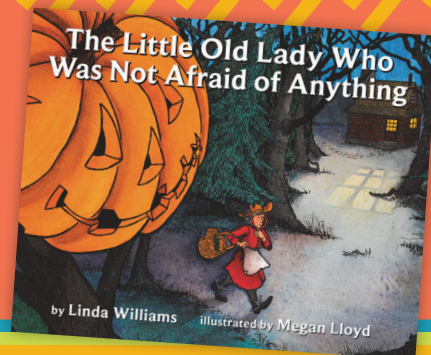


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## The Little Old Lady Who Was No Afraid of Anything by Linda Williams

**Vocabulary possibilities:** cottage, collect, afraid, behind, farther, scarecrow



### Pg. 1-2

What are you afraid of?

What do you think the woman is doing? Why do you think that?

### Pg. 3

What do you think this is (point to stone path)? Why do you think that? How do you think she will carry the nuts and seeds and herbs she finds?

### Pg. 4

Look at both pages and compare them. How did the illustrator show that it was starting to get dark?

### Pg. 5-6

Look at the woman's face and her body position. How do you think she feels? Can you make that face?

### Pg. 7-8

What makes the "clomp, clomp" sound? Try it with your feet.

Compare the lady's shoes with the shoes following her. How are they the same? How are they different?

### Pg. 9-10

What do you see here (pants)? What is happening?

How do you think she feels this time? (Compare to earlier page.)

### Pg. 11-12

Completion prompt of "Two shoes go \_\_\_\_\_"

What do you think will happen next?

### Pg. 15-16

Why do you think she's walking faster? ("quite a fast pace")

Have you ever been "startled"? Tell about it.

### Pg. 21-22

Why did she lock the door?

Why did the woman need to "catch her breath"? Did that ever happen to you? Tell about it.

### Pg. 23-24

How do you think the woman is feeling now?

Why do you think the clothing and pumpkin are following her?

### Pg. 25-26

What is happening here?

Why did the old lady whisper to the pumpkin?

### Pg. 27-28

What is happening here?

What can you see when you look out a window at your home?

### Pg. 30

Why might birds be scared of a scarecrow?

What might you do to scare birds away from you?