

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 or 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 with social and emotional skills

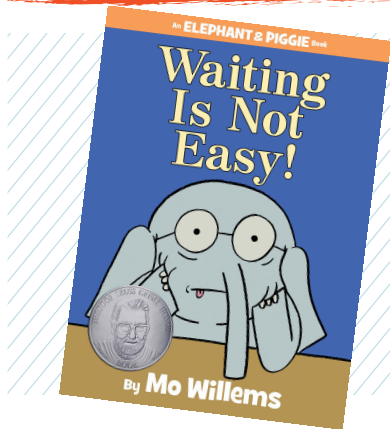
- Everyone has something valuable to say and listen to (self-regulation)
- Listen to peers with eyes and ears (self-awareness)
- Building community (relationship skills)
“So you and Jamari both take a bus to the grocery with your mommies.”

preschool!
★ ★ ★ ★ ★
PROMISE

because the first 5 years matter



Waiting Is Not Easy by Mo Willems



Vocabulary possibilities:

surprise, pretty, groan, wasted, sunrise

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PAGE QUESTIONS

1

Have you ever had to wait for something? What was it? How does it feel to wait for something good? Something bad? Tell me about what you do when you wait. How do you make time go by faster?

4-5

What do you think the surprise could be? Tell me about a good surprise you had. What was it like? Do you like surprises? Why or why not?

10-11

What words did Piggie use to describe the surprise? Using those clues, can you guess what the surprise is now? If you know the surprise, what other words could you use to describe it?

12-13

What kind of surprises can you share? If you could surprise your friends, what would you do? What would you show them?

14-15

Look at Gerald's faces here. How is he feeling in each one? How have Gerald's faces changed between these two pictures?

20-21

What do you think "groan" means? For what reason do you think Gerald is groaning about waiting?

28-29

For what reason do you think Piggie is making Gerald wait? If you had a surprise, would you wait to share it, or share it right away?

PAGE QUESTIONS

32-33

Do you think Gerald means what he is saying here? Does he really think the surprise is not worth waiting for?

44-45

Look at Gerald's faces. How do you think he is feeling? How can you tell? Gerald looks upset. Do you think he missed the surprise?

50-51

Here comes the surprise! Any guesses on what it could be? What is something that you wait all day for?

52-53

What do you see? What was the surprise? Have you ever seen the stars? What did they look like? Tell me about a time when you looked up at the sky.

