

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

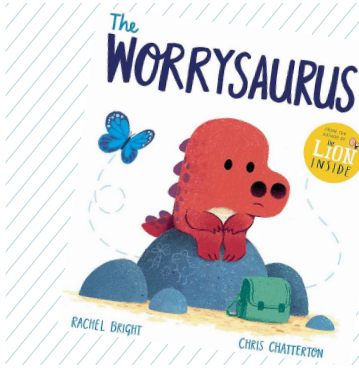
- Everyone has something valuable to say and listen to (self-regulation)
- Listen to peers with eyes and ears (self-awareness)
- Building community (relationship skills)
“So you and Jamari both take a bus to the grocery with your mommies.”

preschool
★ ★ ★ ★ ★
PROMISE

because the first 5 years matter



The Worrysaurus by Rachel Bright



Vocabulary possibilities:
overthink, plotted, unexpected,
chatter, freed

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PAGE QUESTIONS

1-2 What do you think a Worrysaurus could be?
Where do you think this story takes place?

3-4 What will Worrysaurus do on the trail? Which of
things things are part of your morning routine?

5-6 Look at the Worrysaurus plans. What do you
see? Do you like to know the plan ahead of time?
Why?

7-8 How do you think Worrysaurus feels? How do
you know? What does it mean to overthink?

9-10 What do you do when something unexpected
happens? Who can you turn to when you feel
scared?

11-12 What should Worrysaurus do about the storm?
Tel me about a time you were scared. What did
you do?

13-14 What does it mean to have a "butterfly flutter in
your tummy?" Should Worrysaurus be worried
about the storm? Why?

PAGE QUESTIONS

15-16 What would you do if you were Worrysaurus?
What options does Worrysaurus have other than
to hide or go home?

17-18 What is a happy ending? Can you tell me one?
Who do you have to help you chase the
butterflies away?

19-20 What happy things would you put in a tin like
this? If you wrote a "feel better letter," what
would it say?

21-22 What can you do to chase your fears away?
Did you have a time when you were brave like
this? Tell me about it.

23-24 What can you do to calm your busy brain?
What things or worries do you have in your brain
right now?

25-26 What does it mean to be in the moment?
Who do you share your worries with? Who do you
laugh with?

