

# 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

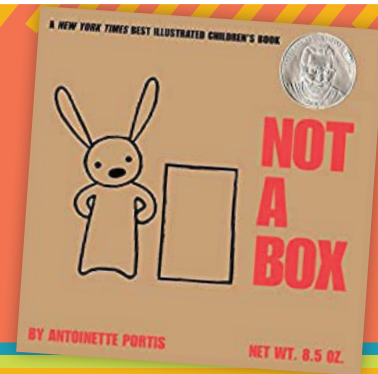


# Not a Box

by Antoinette Portis

## Vocabulary possibilities:

rectangle, empty, imagine, pretend, act, dress-up, props, front, behind, inside, outside, atop, beside



### Dedication Page

Where do boxes come from?  
What are boxes used for?  
Did you ever have a big, empty box?  
Tell about it.

### Pg. 1-2

What do you see on this page?  
Why do you think the rabbit might be sitting in the box?

### Pg. 3-4

Now what do you see?  
Did you ever see a racecar or go-cart like this? Tell about it.  
Why would a driver wear goggles?

### Pg. 5-6

This looks like a sturdy box since the rabbit can stand on it. What might it be made of? Why not cardboard?  
If you were standing on top of a box like this, what could you pretend?

### Pg. 7-8

What's happening here?  
How can you tell it's a mountain?  
How do you think a mountain climber feels after he gets to the top? Why?

### Pg. 9-10

Now what's happening?  
Did you ever pretend to be a firefighter? Tell about it.

### Pg. 11-12

What is the box now? How can you tell?  
Why do you think the hat has the letters 'F' and 'D' on it?  
What else does a firefighter wear?

### Pg. 13-14

If the rabbit is wearing the box, why can we see his ears and legs?  
Did you ever see someone wearing a box costume? Tell about it.  
Will the rabbit be able to see where he's going? Why or why not?

### Pg. 15-16

Did you ever see a robot? Tell about it.  
The robot is called RAB-BOT. Why do you think they called it that?

### Pg. 17-18

What might the rabbit be pretending now?  
What would you pretend if you had a box to play with?

### Pg. 19-20

The rabbit is imagining all kinds of ways to travel with the box.  
Can you think of a way to travel in the box that the rabbit hasn't thought of?

### Pg. 21-22

What has changed with the box now?  
How might the rabbit have made the opening/window?  
What would you pretend the box is with this window?

### Pg. 23-24

What is the rabbit doing now?  
What might he be thinking?

### Pg. 25-26

What is happening here?  
The box and the rabbit are drawn with black lines. Compare the color of the lines on other pages. What do you notice? What is the illustrator showing us by making the lines different colors?

