

# 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**

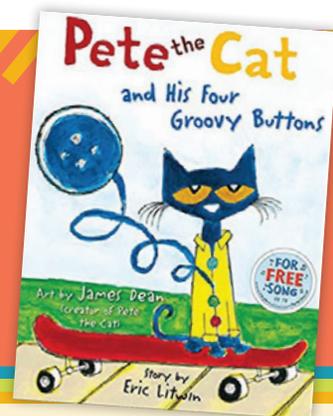


DAYTON  
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## *Pete the Cat and His Four Groovy Buttons* by Eric Litwin

**Vocabulary possibilities:** fasten, fasteners, buttons, zipper, snap, sleeves, collar, cuff, pocket, minus, subtract, equal/equals, amount, first/last



### **Pg. 1-2**

Where do you think Pete is? Why do you think that?

Why might this shirt be Pete's favorite shirt? Do you have a favorite shirt? Why is it your favorite?

### **Pg. 3-4**

We read another book where Pete sang a song about something he was wearing. Compare the two songs. How are they alike and how are they different?

### **Pg. 5-6**

What is happening on this page?

Why do you think the button popped off Pete's shirt? How could he fix the button? Did you ever lose a button off your clothing?

### **Pg. 7-8**

Why do you think Pete didn't cry? Would you cry about losing a button?

Why or why not? Is there something that you would cry about?

### **Pg. 11-12**

What is happening now?

Where is Pete? How can you tell?

What is he doing? What do you like to play on outside?

### **Pg. 13-14**

Have you ever lost a button on your shirt or pants? Did you find it? I wonder where this button might go.

### **Pg. 15-16**

What do you see happening on this page? Where did he get the ice cream? Have you ever got ice cream from an ice cream truck?

What's your favorite kind of ice cream?

### **Pg. 17-18**

Completion prompt:

"Buttons come and..."

(buttons go.)

### **Pg. 19-20**

Where is Pete now? How do you know? What is Pete sitting on? What will he do with that?

What do you like to play with at the beach or the pool?

### **Pg. 21-22**

A buttonless shirt means the shirt doesn't have any buttons. How will Pete be able to keep his shirt closed now?

How would you feel if you lost all your buttons?

### **Pg. 23-24**

Where is your belly button? Does your belly button look like the buttons on his shirt? How is it different? Why do you think we call it a "button"?

### **Pg. 25-26**

Is it possible to lose your belly button? Why not?

### **Pg. 27-28**

It's okay to cry if you are sad about losing something. But soon you'll get used to it and feel better. Did that ever happen to you? Did you lose something that made you feel sad and then feel better later? Tell about it.

### **Pg. 27-28**

Can you think of something else that 'comes and goes'?