






## Connection Question Prompts

 A black and white photograph showing several hands of different ages stacked on top of each other, symbolizing teamwork or support.	Can you/ do you...?
 A black and white photograph of a single lit lightbulb, representing an idea or inspiration.	If you were...
 A black and white photograph of an analog clock face, showing the time as approximately 10:10.	This is like the time when...
 A black and white photograph of a whole orange and a whole apple sitting next to each other.	How is this story/ situation like...?
 A black and white photograph of a young girl with her hair in a bun, looking intently at a newspaper she is holding open.	We read...
 A black and white photograph of two young girls sitting on a bench, smiling and talking to each other.	How is ____ related to ____?



## Expanding on Your Child's Answers

1. **Read the book** before you read it with your child, when possible.
2. **Read the book with your child**, doing most of the talking yourself and making sure that you point out the names of things your child may not know.
3. **Read the book again**, only do the following for each of the pictures/objects you named when you and your child read the book the first time:

**PROMPT** Encourage your child to name objects and talk about the book. Asking “who, what, when, why, or how” questions are great prompts. For example, ask “Look at the illustration. What do we call this?” Avoid questions that your child can answer with yes or no (e.g., Is that a dog?) or just pointing (e.g., Where’s the dog?).

**EVALUATE** When you evaluate and answer you provide a statement that positively reinforces correct answers or corrects a child’s incorrect answers. For example (e.g. Child correctly answers a question by calling an animal a bear) “Yes, you are right. That is a bear.” (e.g. Child incorrectly calls the bear a dog) “You’re right! That is an animal, but we call that a bear.”

**EXPAND** Repeat what the child says and give additional information. For example you might say, “Yes, you are right. That is a bear. We call it a Polar Bear.”

**REPEAT** Have your child repeat what was learned to solidify their understanding. For example, “Yes, you are right. That is a bear. We call it a Polar Bear. Now you say ‘Polar Bear.’”

## Helpful Hints

—Follow your child’s interests. If your child shows an interest in a picture either by talking or pointing to it, follow it up immediately by asking questions to let your child talk.

—Praise and encourage! Tell your child when he or she is doing well! Mention how you enjoy sharing the story!

—Have fun! Try to keep your reading times fun and like a game. One way to do this is to switch between asking questions and just plain reading. You don’t want to ask so many questions that you lose the meaning of the story.



## Using Recall and Prediction Questions

### **RECALL**

When children answer questions or cite details from a book, they are recalling the text. Recall questions allow you to check your child's understanding of the story. They are questions that often have a specific answer.

To promote recall, ask your children questions such as:

1. What happened in the story?
2. What events occurred in the story?
3. How did the story end?
4. Where did the story take place? In what setting?

### **PREDICTION**

When children try to figure out what is going to happen next in the story, they are making a prediction. You can ask prediction questions before, during and after sharing a book.

To promote prediction, ask your children questions such as:

1. What do you think the story will be about?
2. What is going to happen?
3. What makes you think that?
4. What clues helped you make that choice?
5. Why do you think that is going to happen?
6. How did you know that?
7. Look at the cover and pictures then make predictions.
8. Does it remind you of anything?



## Types of Questions for Interactive Storytime

TYPE	WHAT YOU DO	WHAT IT DOES	EXAMPLE
<b>Completion Questions</b>	Ask your child to complete a word or phrase; typically used in books that rhyme or have repetitive phrases.	Provides children with information about the structure of language that is critical to later reading.	“I think I’d be a glossy cat. A little plump but not too ____.” (Child fills in blank.)
<b>Recall</b> (Memory questions)	These are questions about what happened in a book a child has already read.	Engages your child in the story, helps children understand story plot, helps children describe sequence of events.	“How did Camilla’s stripes disappear?”
<b>Open-Ended</b> (Questions that can’t be answered with ‘yes’ or ‘no’)	Ask your child to describe what is happening in the picture.	Increases expressive fluency, increases attention to detail.	“What’s going on in this picture?” “Why is Camilla’s mother worried?”
<b>Wh- Questions</b> (Who, what, when, where, why, + how)	Ask your child what, where, when, why, and how questions.	Helps build vocabulary, helps children recall details.	“Where did the Bug Squad create their hideout?”
<b>Distancing</b> (Questions that connect the story to the child’s life)	Ask questions that tie back to your child’s life and/or experiences outside the book.	Helps your child make connections between stories and his/her own life, gives your child a chance to use language and practice vocabulary.	“Have you ever wanted to fit in? What happened?” “What weird foods do you like?”