

Extending the Book Experience

Strategies that Promote Language
and Literacy Development in
Dual Language Learners

 **Nemours**. Reading BrightStart!

1. Identify Vocabulary Words

Self-Reflection	Yes	No
1. I identify 3 to 5 vocabulary or concept words from each book and translate them into the home language.		
2. I define these new words in both English and the home language.		
3. I model and demonstrate new words through gestures and actions.		
4. I connect new vocabulary to prior concepts, themes, text, etc.		

'Just Right' Words

- Is this word important for story comprehension?
- Is this word related to other words or concepts we have learned?
- Can children use this word in conversations?
- Is this word repeated in other texts?

Checklist

- Include words in English and the home language.
- Use gestures and motions to describe the word.
- Be sure that you provide a clear definition of each word.
- Provide visual support with a photograph, illustration or object.
- Use a free translation tool such as iTranslate, Google Translate or other translation apps.

ACTIVITY: Using your assigned book, identify 3 to 5 words from the story that you will introduce. Create a child friendly definition for each. Ask yourself, "Are these words just right for the ages, needs and language abilities of the children?"

- 1.
- 2.
- 3.
- 4.
- 5.

Tips for Success:

If you feel comfortable with the languages of your DLLs, translate the words in their home language(s) as well.

2. Take a Picture Walk

Self-Reflection	Yes	No
1. I conduct picture walks with small groups of DLLs prior to reading the book to the whole group.		
2. I use picture walks to introduce and review vocab words.		
3. I use picture walks to activate prior knowledge in English and in the home language.		
4. I model verbal and non-verbal communication, listening and positive interactions with children and among peers.		
5. I encourage children to share their individual connections to the story topic, theme, characters etc.		

Picture Walk Checklist

-
-
-
-
-
-
-
-
-

Modifications for Infants and Toddlers:

- Since language acquisition skills are not fully developed by this age, you will lead the discussion. (*Picture Talk vs. Picture Walk*)
- Voice your comments and think aloud as you model book exploration.
- Once children reply, verbally or non-verbally, recognize and respond to their attempts.

3. Identify Questions and Prompts

Self-Reflection	Yes	No
1. I prepare questions and prompts prior to introducing a book.		
2. I model how to answer questions by thinking aloud.		
3. I provide time for DLLs to ask questions about themes and topics.		
4. I am familiar with the stages of language development: <ol style="list-style-type: none"> a. Home Language b. Non-Verbal c. Preproduction d. Production 		
5. I ask intentional questions based on academic goals, child interest and comments from children.		
6. I include a variety of questions and prompts before, during and after a book experience that range from simple to complex.		
7. I encourage teacher-directed and student-led discussions between adults and peers.		
8. I prepare intentional opportunities to discuss concepts, practice vocabulary and participate in back-and-forth conversations.		

ACTIVITY: Using your assigned book, create a list of questions and prompts to use during a book experience. Refer to the samples below for assistance.

Book Knowledge

These questions and prompts assess whether children are aware how books work.

- Touch the front cover.
- Touch the back cover.
- What does the author write?
- What does the illustrator draw?
- Show me how you hold this book.
- Where do we begin reading?

Prediction

These questions allow children to express their ideas about what will happen throughout the story.

- What will this story be about?
- What will happen next?
- What would happen if...?

Awareness

These questions and prompts assess whether children are aware of what is happening in the story.

- Who, what, where, when, why and how?
- Touch the ...
- How many...are in this picture?
- Tell me what happened.

Connection

These questions explore the real-life experiences of children.

- Have you ever...?
- Why did you...?
- How did that make you feel?
- What does this remind you of?

Background Knowledge

These questions explore knowledge about a topic, theme or word.

- What can you tell me about...?
- How did you know?
- Can you think of another way...?

Before a Book Experience:

Book Knowledge Question _____

Prediction Question _____

Connection Question _____

During a Book Experience:

Awareness Prompt _____

Background Knowledge Question _____

Awareness Question _____

Prediction Question _____

After a Book Experience:

Awareness Prompt _____

Connection Question _____

Background Knowledge Question _____

Tips for Success:

- Be sure to scaffold the questions and prompts.
- Use a balance of open-ended and closed-ended questions.
- Accept non-verbal responses to questions and prompts.
- Be intentional.
- Do not ask all 10 questions during the same book experience.

Modifications for Infants and Toddlers:

- Provide young learners with additional time to respond.
- It may be necessary to provide verbal assistance in order to prompt their thought processes.
- Promote back-and-forth conversation by expanding and/or elaborating.

4. Teach Foundational Literacy Skills

Self-Reflection	Yes	No
1. I am familiar with effective strategies to teach early literacy development in young, diverse learners.		
2. I connect new words and concepts from the book to foundational literacy skills (print concepts, phonological awareness, alphabet knowledge, early writing).		
3. I incorporate learning activities that support foundational literacy skills into each book experience.		

Print Concepts

- words vs. letters
- pictures vs. words
- front vs. back
- left to right tracking
- punctuation

Phonological Awareness

- syllables
- rhymes
- beginning sounds
- compound words

Alphabet Knowledge

- letter names
- letter sounds
- letter shapes

Early Writing

- drawing
- scribbling
- labeling
- writing

Activity: Choose one foundational literacy skill you would like to improve among DLLs. Create an activity that integrates new words or concepts from the book with a review of that particular literacy skill.

Skill Area: (circle one) Print Concepts Phonological Awareness
 Alphabet Knowledge Early Writing

Focus of Activity: _____

Materials: _____

Instructions: _____

Tips for Success:

- Make It Multisensory!
Children should be able to use multiple senses while exploring foundational literacy skills. (*See It! Hear It! Do It! Touch It!*)
- Keep the activity simple and FUN!
- Introduce the literacy activity *after* a book experience.