Extending the Book Experience
Strategies that Promote Language and Literacy Development in Dual Language Learners

Nemours. Reading BrightStart!
1. Identify Vocabulary Words

<table>
<thead>
<tr>
<th>Self-Reflection</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. I identify 3 to 5 vocabulary or concept words from each book and translate them into the home language.</td>
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<td>2. I define these new words in both English and the home language.</td>
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<td>3. I model and demonstrate new words through gestures and actions.</td>
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<td>4. I connect new vocabulary to prior concepts, themes, text, etc.</td>
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**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?”

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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

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<tr>
<td>1. I conduct picture walks with small groups of DLLs prior to reading the book to the whole group.</td>
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<td>2. I use picture walks to introduce and review vocab words.</td>
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<td>3. I use picture walks to activate prior knowledge in English and in the home language.</td>
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<td>4. I model verbal and non-verbal communication, listening and positive interactions with children and among peers.</td>
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<td>5. I encourage children to share their individual connections to the story topic, theme, characters etc.</td>
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**Picture Walk Checklist**

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**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

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<tr>
<th>Self-Reflection</th>
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<tr>
<td>1. I prepare questions and prompts prior to introducing a book.</td>
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<td>2. I model how to answer questions by thinking aloud.</td>
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<td>3. I provide time for DLLs to ask questions about themes and topics.</td>
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<td>4. I am familiar with the stages of language development:</td>
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<tr>
<td>a. Home Language</td>
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<td>b. Non-Verbal</td>
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<td>c. Preproduction</td>
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<tr>
<td>d. Production</td>
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<td>5. I ask intentional questions based on academic goals, child interest and comments from children.</td>
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<td>6. I include a variety of questions and prompts before, during and after a book experience that range from simple to complex.</td>
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<td>7. I encourage teacher-directed and student-led discussions between adults and peers.</td>
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<td>8. I prepare intentional opportunities to discuss concepts, practice vocabulary and participate in back-and-forth conversations.</td>
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**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...?
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

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<tr>
<td>1. I am familiar with effective strategies to teach early literacy development in young, diverse learners.</td>
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<tr>
<td>2. I connect new words and concepts from the book to foundational literacy skills (print concepts, phonological awareness, alphabet knowledge, early writing).</td>
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<tr>
<td>3. I incorporate learning activities that support foundational literacy skills into each book experience.</td>
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#### 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.