

# Extending the Book Experience

Strategies that Promote Language  
and Literacy Development  
in Dual Language Learners

 **Nemours**. Reading BrightStart!



## 1. Select Appropriate Books

Self-Reflection	Yes	No
1. I select books that represent a theme, topic or concept.		
2. My classroom library contains thematic books that represent a variety of genres.		
3. My classroom library includes books with real photographs as well as illustrated books.		
4. My classroom library contains a variety of books in English and in different languages.		

### Genre Descriptions

**Concept Book:** Books that focus on basic concepts or skills such as alphabet numbers, shapes, colors, routines, etc.

**Fiction:** Books that have a storyline. These typically will have at least one character, a problem, and a plot that leads to a resolution of a problem.

**Non-Fiction:** Informational books that provide accurate and factual information.

**Poetry/Songs:** Books with music or rhyming, interesting language, imagery and rhythm.

**Predictable Text:** Books that use repetitive, phrases, or sentences, often with rhyme and rhythm.

### Text Features

- Photographs
- Illustrations
- Variety of font size and shape

### Text Complexity

- Repetitive phrases
- Rhyme
- Dialogue
- Number of sentences and words per page
- Picture clues to support new vocabulary, concepts and themes
- Bilingual

**GROUP ACTIVITY:** Explore the book you have selected. Identify the following...

Title: \_\_\_\_\_

Author(s): \_\_\_\_\_

Illustrator(s): \_\_\_\_\_

Genre(s): \_\_\_\_\_ Photographs: Y N Illustrations: Y N

Theme(s): \_\_\_\_\_

## 2. Identify Vocabulary Words

Self-Reflection	Yes	No
1. I identify 3-5 vocabulary or concept words from each book and translate them into the home language.		
2. I define vocabulary words in both English and the home language.		
3. I model and demonstrate new words through gestures and actions.		
4. I connect vocabulary to 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.
- Be sure you provide a clear definition.
- Include a photograph, picture or object.
- Use a free translation tool such as iTranslate, Google Translate or other translation apps.

**GROUP 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?” Be prepared to share😊

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

### Tips for Success:

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

### 3. 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 skills, & positive interactions between adults and peers.		
5. I encourage children to share their individual connections to the story topic, theme, characters etc.		

Picture Walk Checklist	
<input type="checkbox"/>	<input type="checkbox"/>

### 4. 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 aware of different stages of language development: <ul style="list-style-type: none"> <li>a. Home language use</li> <li>b. Non-verbal communication</li> <li>c. Formulaic/Telegraphic</li> <li>d. Productive</li> </ul>		
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 the book experience that range from simple to more 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.		

**GROUP ACTIVITY:** Using your assigned book, create a list of questions and prompts that can be used during the book experience. Refer to the samples of each question type for assistance. Be prepared to share😊

### 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 the Book Experience:**

Book Knowledge Question \_\_\_\_\_

Prediction Question \_\_\_\_\_

Connection Question \_\_\_\_\_

### **During the Book Experience:**

Awareness Prompt \_\_\_\_\_

Background Knowledge \_\_\_\_\_

Awareness Question \_\_\_\_\_

Prediction Question \_\_\_\_\_

### **After the Book Experience:**

Awareness Prompt \_\_\_\_\_

Connection Question \_\_\_\_\_

Background Knowledge \_\_\_\_\_

### **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.

## 5. Teach Foundational Literacy Skills

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

**Group Activity:** Choose one foundational literacy skill and incorporate it into an activity that extends your book experience. These activities should be enjoyed *after* the book experience. Be prepared to share 😊

### 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

**Skill Area: (circle one)**

Print Concepts

Phonological Awareness

Alphabet Knowledge

Early Writing

**Focus of activity:**

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**Materials:**

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**Instructions:**

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**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! and Touch It!*
- Keep the activity simple and FUN!
- Introduce the literacy activity *after* a shared book experience.