Extending the Read Aloud

Strategies that Promote Language and Literacy Development in Dual Language Learners

4/21/2016

Nemours BrightStart!
### 1. Select Appropriate Books

<table>
<thead>
<tr>
<th>Self-Reflection</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1. I select books that represent a theme, topic or concept.</td>
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<tr>
<td>2. My classroom library contains thematic books that represent a variety of genres.</td>
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<td>3. My classroom library includes books with real photographs as well as illustrated books.</td>
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<td>4. My classroom library contains a variety of books in English and in different languages.</td>
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### 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 at your table. Identify the following...

- **Title:**
- **Author(s):**
- **Illustrator(s):**
- **Genre(s):**
- **Photographs:** Y  N
- **Illustrations:** Y  N
- **Theme(s):**
2. Identify Vocabulary Words

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<tr>
<th>Self-Reflection</th>
<th>Yes</th>
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<tbody>
<tr>
<td>1. I identify 3-5 vocabulary or concept words from each book and translate them into the home language.</td>
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<tr>
<td>2. I define vocabulary words in both English and the home language.</td>
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<tr>
<td>3. I model and demonstrate new words through gestures and actions.</td>
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<tr>
<td>4. I connect vocabulary to concepts, themes, text, etc.</td>
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‘Just Right’ Words

- Is this word important for story comprehension?
- Is this word related to other words or concepts we have learned?
- Can you 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
- Make sure that you have a clear definition
- Include a photograph, picture or object
- Use a translation tool such as iTranslate, Google Translate or Speak and Translate for free from the App Store.

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 many of your students are DLLs, translate the word in the native language as well as English.
### 3. Take a Picture Walk

<table>
<thead>
<tr>
<th>Self-Reflection</th>
<th>Yes</th>
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<tbody>
<tr>
<td>1. I conduct picture walks with small groups of DLLs and struggling learners prior to reading the book to the whole group.</td>
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<tr>
<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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<tr>
<td>4. I model verbal and non-verbal communication, listening skills, &amp; positive interactions between adults and peers.</td>
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<tr>
<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

1. 
2. 
3. 
4. 
5. 

### 4. Identify Questions and Prompts

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<tr>
<th>Self-Reflection</th>
<th>Yes</th>
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<tr>
<td>1. I prepare questions and prompts prior to introducing a book.</td>
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<tr>
<td>2. I model how to answer questions by thinking aloud.</td>
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<tr>
<td>3. I provide time for DLLs to ask questions about themes and topics.</td>
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</table>
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.

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**Book Knowledge**

These questions and prompts should be used to observe if children are aware of how a book works.

- 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 should be used to observe if 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 should be used to explore children’s real life experiences.

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

Remember to use a balance of open-ended and close-ended questions. Accept non-verbal responses to questions and prompts.
5. Read the Story More Than Once

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<tr>
<td>1. I schedule daily small group instruction for three or four DLL children.</td>
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<td>2. I read books multiple times.</td>
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<td>3. I read (or play an audio version) the same book in English and the home language.</td>
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<td>4. I include a physical activity that promotes teamwork and engages fine and/or gross motor skills.</td>
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<td>5. I invite volunteers, families and communities to share information about a topic, theme or concept.</td>
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6. Use Graphic Organizers

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<td>1. I use graphic organizers to link background knowledge to vocabulary and concepts from the book experience.</td>
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<tr>
<td>2. I use graphic organizers before or after reading.</td>
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<tr>
<td>3. I am familiar with the benefits of graphic organizers.</td>
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**Group Activity:** Choose one graphic organizer from the options below that aligns to your assigned book. Work with your group to create a quick activity for your students. Display your diagram on the chart paper provided.
Venn Diagram: used to compare and contrast two objects, subjects or concepts

Word Map: used to describe an object, subject or theme

Story Train: used to review what happened first, next and last in the story

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7. Teach Foundational Literacy Skills

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<td>1. I connect 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>2. I incorporate activities that support foundational literacy skills.</td>
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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
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 See It! Hear It! Do It! and Touch It! Be sure children are exploring these foundational literacy skills with many senses.

Keep the activities quick and FUN!

These activities should take place after the shared book experience.
8. Retell It!

Self-Reflection

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<th></th>
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<tr>
<td>1. I provide opportunities for retelling throughout the day.</td>
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<tr>
<td>2. I allow the child to choose a method for retelling.</td>
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<tr>
<td>3. I include opportunities for peers, individuals, small groups and whole group to work and play together.</td>
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Retelling Checklist

- Consider the child’s of comfort when choosing a retelling activity
- Provide verbal and non-verbal opportunities for retelling
- Allow choice of language for retelling
- Consider the stage of language acquisition for each DLL
- Allow independent or collaborative group work when retelling

Prop Basket Ideas

-  
-  
-  
-  
-  
-  
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Tips for Success: Change these items each week so that the new props reflect the new story, concept and theme.
9. Extend It!

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<tr>
<td>1. I include learning centers where children work together to complete tasks or solve problems.</td>
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<tr>
<td>2. I connect themes and concepts to other academic domains.</td>
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<td>3. I extend the theme of a book to learning centers (science, math, music, art and dramatic play)</td>
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**Group Activity:** Choose one interest area. Create a quick activity that extends a concept or theme from your book. These activities should be enjoyed *during* free choice centers. Be prepared to share 

**Science**
- solids vs. liquids
- weather
- living vs. non living
- senses
- investigations (before and after) (cause and effect)
- sink or float

**Math**
- measurement of height, weight and length
- counting in sequence
- sorting
- patterns
- shapes
- graphs/charts

**Music and Movement**
- instruments
- rhythms
- dance
- songs
- poetry
- musical games

**Art**
- colors
- textures
- patterns
- collaging
- painting
- art appreciation
Skill Area: (circle one)  science
math art music/movement
dramatic play

Focus of activity: ____________________________
__________________________________________________________________
__________________________________________________________________

Materials: ______________________________________________________________________
________________________________________________________________________________

Instructions: ____________________________________________________________________
________________________________________________________________________________

Tips for Success:
Include activities that allow children to create real-life connections to the book experience. For example, make pancakes and eat them together. Simple activities like these cover topics in multiple domains.

10. Connect with Families and Caregivers

<table>
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<tbody>
<tr>
<td>1. I encourage children to share their experiences at school with their families.</td>
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<tr>
<td>2. I collaborate with children’s families to provide learning activities that families can do at home.</td>
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Family and Community Connection Checklist

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