Extending the Read Aloud:
Strategies that Promote Language and Literacy Development in Dual Language Learners

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Instructional Designer
Research shows that the read aloud is the element of classroom instruction that can have the **highest** impact on children who are learning the English language.
Goals

I. Maximize opportunities for language and literacy development before, during and after a shared book experience

II. Develop age-appropriate activities that support dual language learners

III. Apply strategies within the learning environment
Poll Question

Which characteristics of a book help children to understand new topics or concepts?

a. genre
b. features
c. complexity
d. all of the above ★
1. Select Appropriate Books

**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
## Self-Reflection

<table>
<thead>
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<th>Yes</th>
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</thead>
<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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<tr>
<td>3. My classroom library includes books with real photographs as well as illustrated books.</td>
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<tr>
<td>4. My classroom library contains a variety of books in English and in different languages.</td>
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</table>
Group Activity
Teaching new vocabulary in both English and the child’s home language will have long lasting effects.

a. true ★

b. false
2. Identify Vocabulary Words

'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?
# Self-Reflection

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<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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Group Activity

Tips for Success:
If many of your students are DLLs, translate the word in the native language as well as English.
Poll Question

Which of the following best describes the purpose of a picture walk?

a. an opportunity to review the story
b. an opportunity to compare story characters
c. an opportunity to preview pictures, words and concepts ★
d. an opportunity to read the words while tracking print from left to right
3. Take a *Picture* Walk
## Self-Reflection

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<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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<tr>
<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

- Keep it short
- Introduce new words
- Allow predictions
- Follow the lead of the child
- Promote conversation
- Ask questions about the pictures/illustrations
- Assess background knowledge
- Don’t read a single word
Modifications for Toddlers and Twos

- Picture Talk
- Lead the Discussion
- Repeat and Extend

Nemours BrightStart!
Poll Question

In an effort to check for understanding, when should we include questions and prompts?

a. before the book experience
b. during the book experience
c. after the book experience
d. all of the above ★
4. Identify Questions and Prompts

**Background Knowledge**
These questions should be used to explore children’s knowledge about a topic, theme or word.

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

**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?

**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.

**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…?

**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?
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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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<tr>
<td>3. I provide time for DLLs to ask questions about themes and topics.</td>
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<tr>
<td>4. I am aware of different stages of language development:</td>
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<tr>
<td>a. Home language use</td>
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<td>b. Non-verbal communication</td>
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<td>c. Formulaic/Telegraphic</td>
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<tr>
<td>d. Productive</td>
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<tr>
<td>5. I ask intentional questions based on academic goals, child interest and</td>
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<td>comments from children.</td>
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<tr>
<td>6. I include a variety of questions and prompts before, during, and after the</td>
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<td>book experience that range from simple to more complex.</td>
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<td>7. I encourage teacher-directed and student-led discussions between adults and</td>
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<td>peers.</td>
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<tr>
<td>8. I prepare intentional opportunities to discuss concepts, practice vocabulary</td>
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<td>and participate in back and forth conversations.</td>
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Group Activity

**Tips for Success:**

Remember to use a balance of open-ended and close-ended questions.

Accept non-verbal responses to questions and prompts.

Use these questions and prompts over several readings of the book.
Modifications for Toddlers and Twos

- Provide time to respond
- Model language
- Expand and elaborate
Poll Question

How do you increase understanding of new words, create a sense of comfort with a story and increase participation in discussion?

a. assign a writing activity
b. explore the book once
c. read the story more than once ★
d. lead intense discussions about story elements
5. Read the Story More Than Once
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<td>1. I schedule daily small group instruction for three or four DLL children.</td>
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<tr>
<td>2. I read books multiple times.</td>
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<tr>
<td>3. I read (or play an audio version) the same book in English and the home language.</td>
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<tr>
<td>4. I include a physical activity that promotes teamwork and engages fine and/or gross motor skills.</td>
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<tr>
<td>5. I offer volunteers, families and communities to share information about a topic, theme or concept.</td>
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Reread the story to small groups of children

Read (or play) the story in the child’s home language

Invite family members, older peers, volunteers who speak the child’s home language to reread the stories

Incorporate a gross motor or fine motor activity that summarizes the story

Have the child ‘read’ to you

Strategy Checklist
Poll Question

Graphic organizers are visual tools that help struggling learners and dual language learners connect to words and concepts?

a. true ★
b. false
6. Use Graphic Organizers
## Self-Reflection

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<tr>
<td>1. I use graphic organizers to link background knowledge to vocabulary and concepts from the book experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I use graphic organizers before or after reading.</td>
<td></td>
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<tr>
<td>3. I am familiar with the benefits of graphic organizers.</td>
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Nemours BrightStart!
Group Activity

Tips for Success:
Be sure to include translations of words in the native language.
Modifications for Toddlers and Twos

- Keep them simple
- Use only pictures or drawings
Poll Question

On a national average, how many children enter Kindergarten each year without adequate exposure to foundational literacy skills?

a. 5%

b. 20% ★

c. 40%

d. 85%
7. Teach **Foundational Literacy Skills**

**Alphabet Knowledge**
- letter names
- letter sounds
- letter shapes

**Phonological Awareness**
- syllables
- rhymes
- beginning sounds
- compound words

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

**Early Writing**
- drawing
- scribbling
- writing
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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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1. I use graphic organizers to link background knowledge to vocabulary and concepts from the read aloud.

1. I use graphic organizers before or after reading.

1. I am familiar with the benefits of graphic organizers.
Group Activity

Tips for Success:
Make it multisensory! Children should be able to See It! hear It! Do It! and Touch It!, so 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 book experience.
Poll Question

Which of the following are acceptable methods to encourage a child’s retelling of a story?

a. drawing and writing
b. acting with props
c. oral retelling
d. all of the above
8. Retell It!

Retelling Checklist

- Consider the child’s 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/ELL.
- Allow independent or collaborative group work when retelling.
Self-Reflection

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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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What's In Your Basket?

- costumes
- clothing
- masks
- small toys
- musical instruments
- craft stick pictures
- dolls
- stuffed animals
- puppets
- objects relate to the story
- writing tools
- assorted paper
Poll Question

Allowing children to participate in daily free-choice activities that support language and literacy can increase learning?

a. true ★
b. false
9. Extend It!

**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**
- instruments
- rhythms
- dance
- songs
- poetry
- musical games

**Art**
- colors
- textures
- patterns
- collaging
- painting
- art appreciation

**Dramatic Play**
- cooperative play
- pretend play
- problem solving
- expanding imaginations
- expressive language
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<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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<tr>
<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

Tips for Success:
Include activities that allow children to create real-life connections to the book experience.
Poll Question

Connecting home and school by sharing a child’s experiences with parents and caregivers delays student achievement?

a. true
b. false
10. Connect with Families and Communities
**Self-Reflection**

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<th>Self Reflection</th>
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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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</table>
Family and Community Connection Checklist

- Create a book list to share with families
- Invite families to send in their favorite books
- Encourage families to read at home in their native language
- Send a newsletter which reviews the skills practiced
- Find locations in the community that would provide further exploration of the topic and enhance learning
Ten Strategies to Help Your Child Become a Confident Writer

The first experiences children have with drawing and writing will shape their writing development as well as their interest and enthusiasm for writing. You can create a home literacy environment that will positively support your child’s early attempts and will help her successfully advance through the often difficult and complex process of beginning writing.

Beginning writing occurs in stages that should be respected and celebrated. Some of these stages include:

- scribbling
- shapes that resemble letters
- random letters written together to resemble a word
- labeling pictures with beginning sounds
- experimenting with different spellings of words

Parents can promote fun and enjoyable writing experiences for all stages of beginning writing with the following ten strategies.

1. Create an Inviting Space for Drawing and Writing
   Young children need a comfortable and inspiring space that allows them to experiment with drawing and writing. This may include appropriately sized tables and chairs as well as a sturdy work surface. If the lack of space or equipment is an issue, consider creating a cozy area with bean bags, throw pillows, and soft lighting.

2. Provide a Variety of Writing Tools
   Offer your child the opportunity to experiment with different writing tools such as pencils, crayons, markers, colored pencils and chalk. Include magnetic writing surfaces and get boards if your child has difficulty with the typical writing tools.

3. Provide a Variety of Writing Surfaces
   Provide an assortment of paper, including large and small sheets of paper, lined and unlined paper, note pads, stationery and envelopes. You might also consider providing other writing surfaces such as a chalkboard, easel, clip board or dry erase board.

4. Allow for Appropriate Drawing and Writing Opportunities
   To help your child progress through the stages of writing, provide consistent and varied opportunities for her to draw and write each day or as often as possible.

5. Teach by Example
   It is very important for young children to see the adults in their lives writing. It sends the message that writing is a form of communication. For this reason, find every opportunity to include your child in the writing process. The next time you make a shopping list, write a letter or model a drawing, invite your child to participate.

6. Allow Children the Freedom to Make Choices
   Remember, young children should be able to express themselves freely through drawing and writing. Often, we lose sight of that goal and place pressure and high demands on young writers. Each child’s choice to express his or her thoughts, ideas and feelings should be accepted, acknowledged and praised.

7. Provide Support and Guidance
   Our role in the development of early writing is to provide encouragement and create confidence. Young children require support and guidance. Try these effective techniques:
   - provide visual support (pictures or illustrations)
   - provide verbal instructions to allow your child to construct an image in multiple steps
Home Activities

At-Home Activities

The best way to fine tune your child's reading skills is to find time to practice every day. And most kids learn better when they're doing something they want to do, not because they have to. These kid-approved activities and games are fun and help build reading skills. They're simple enough to make part of your routine during playtime, at meals and snacks, or when you're out and about.

Recommended Activities

- Cabinet of Curiosity
  - Prep: 3 Minutes / Activity Time: 1.2 Minutes
  - In this game, you will combine a two-year old's love of games and their natural curiosity into a sneaky game that develops an attention to language.

- Flip Your Lid!
  - Prep: 3 Minutes / Activity Time: 3 Minutes
  - Here's a playful way to help your toddler develop his oral language, listening, and thinking skills, which are all crucial to the development of literacy.

- Hall of Shapes
  - Prep: 3 Minutes / Activity Time: 1.2 Minutes
  - At about two years old, children begin to notice the different shapes, lines and circles that appear in printed materials. Create a Hall of Shapes to help your child notice the features of print.

- My Color Folder
  - Prep: 15-20 Minutes / Activity Time: 5-10 Minutes
  - Make a folder game to help your child practice color words. It's an easy, inexpensive way to create a fun and interactive activity for your preschooler.

- Let's Make a Frame!
  - Prep: 5-10 Minutes / Activity Time: 15-20 Minutes
  - Through an easy sequence of folds, you and your child can make a picture frame out of paper. This activity is a fun, creative way for your child to practice both fine motor and beginning writing skills.

- My Letter is Lost!
  - Prep: 2-3 Minutes / Activity Time: 5-7 Minutes
  - This activity gives your child lots of opportunities to practice pairing of letter names and letter sounds.

- Mangos for Matilda
  - Prep: 5 Minutes / Activity Time: 15-20 Minutes
  - Extend your child's learning through an imaginative writing activity designed to help her think about food allergies.
Recommended Books

* Bear With Me
  - Author: Max Kornell
  - 4-Year-Old
  - Storybooks
  - When Owen's parents bring home a bear named Gary to complete their family, Owen is not happy at all. Gary is new and different – and Owen is expected to share his parents, his room and even his toys! Though it takes Owen time to get used to Gary, he grows to love him and all the ways Gary brings joy to his life.

**Before, During and After Reading**

**Oral Language**
Discuss what you read and see. Owen talks about how his mom and dad brought home a surprise. Ask your child what he thinks that surprise could be. Talk about the illustrations as you read the book, especially the pages that are illustrations without text. Ask your child what he sees, what he thinks is happening or what he thinks will happen.

**Letter Knowledge**
There are two b words that repeat throughout the story: bear and blocks. Point out that both bear and blocks begin with the letter b and that b makes the /b/ sound. As you read, encourage your child to find other words that begin with b, like the words bedtime and backyard. Reinforce the letter name, b, and the letter sound, /b/.

This can be done with different letters, like the letter s. Find words that begin with that letter; tell your child the letter name and its sound.

May's Featured Books

- **Llama Llama Mad at Mama**
  - Click here
  - Have you ever gone shopping with your child on a day when he just doesn't want to go? That's what happens when Mama Llama takes her little one, Llama Llama, out for a day of shopping.

- **Tuck Me In!**
  - Click here
  - This adorable, interactive book lets your toddler learn about and tuck in different baby animals during their bedtime, a perfect way to get him ready for sleep at his bedtime!

- **Brush, Brush, Brush!**
  - Click here
  - This cute, informative book with illustrations by Alicia Padron will show your toddler how fun it can be to brush her teeth!
1. Answer the questions
2. Scores are calculated
3. Receive a customized action plan
What Did You Learn?
Unique Service. Extraordinary Results.

Nemours BrightStart!