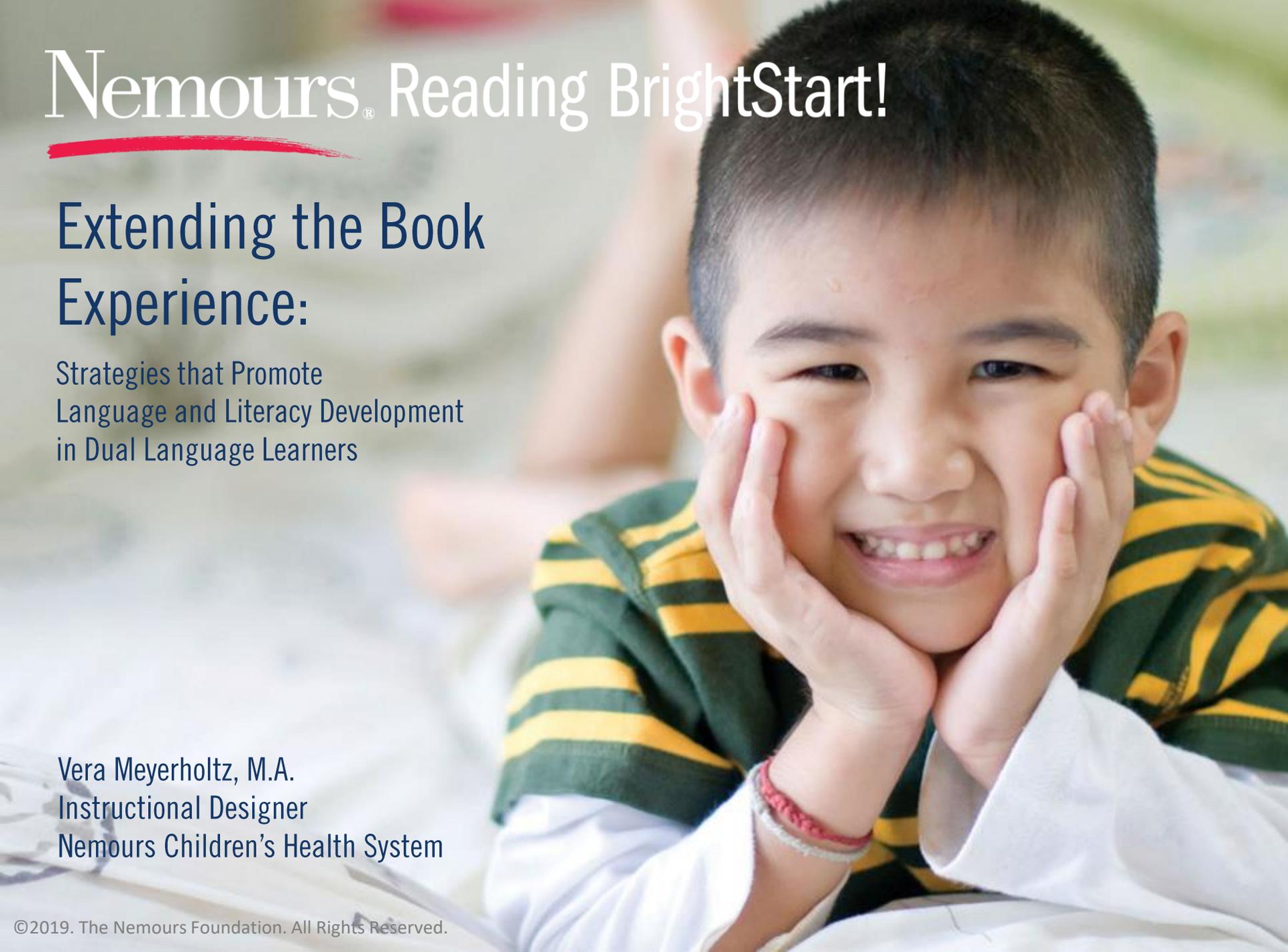


Nemours[®] Reading BrightStart!



Extending the Book Experience:

Strategies that Promote
Language and Literacy Development
in Dual Language Learners

Vera Meyerholtz, M.A.
Instructional Designer
Nemours Children's Health System

Patient Care



Nemours®

Children's Health System

Treating the Whole Child



We reach beyond the walls of our hospitals and **pediatric practices** to places where families **live, learn, work** and **play**, keeping our promise to do whatever is within our power to give kids the best chance of **growing up healthy**.

Nemours® Reading BrightStart!

Happy readers.
Healthy kids.

**IMPROVING LITERACY
AND HEALTH OUTCOMES
FOR ALL CHILDREN
BEGINS AT BIRTH**



Nemours®

Children's Health System

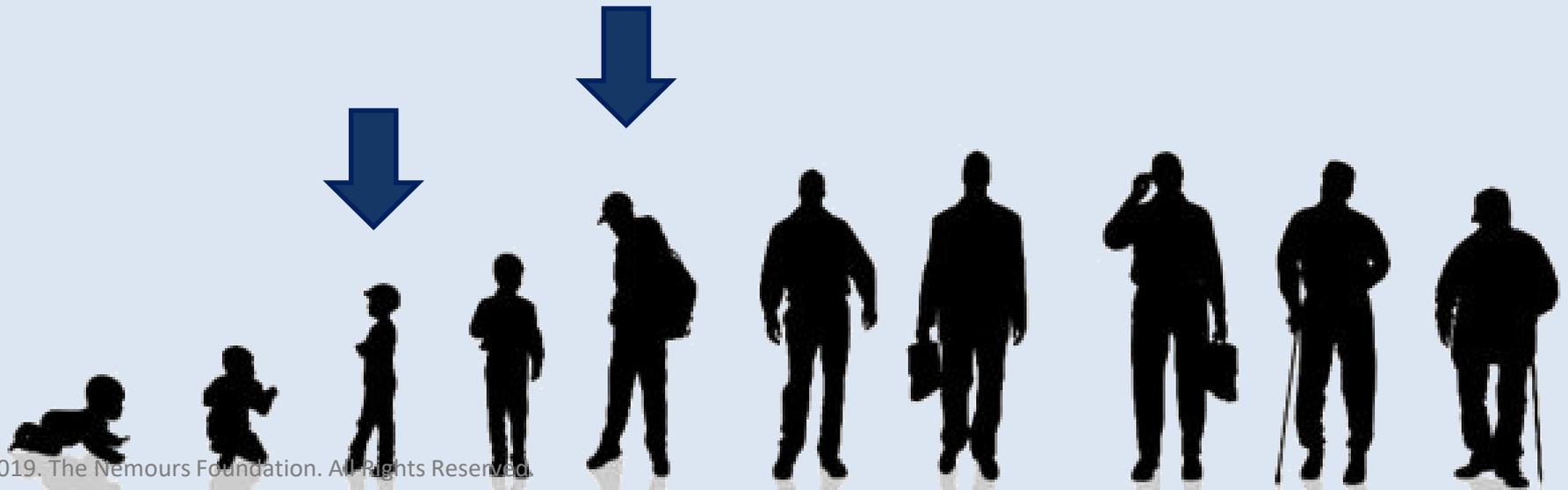
Did you know...

Children who enter Kindergarten struggling to read are more likely to grow into adolescents who struggle with reading, and are more likely to grow into adults who continue to struggle with reading.



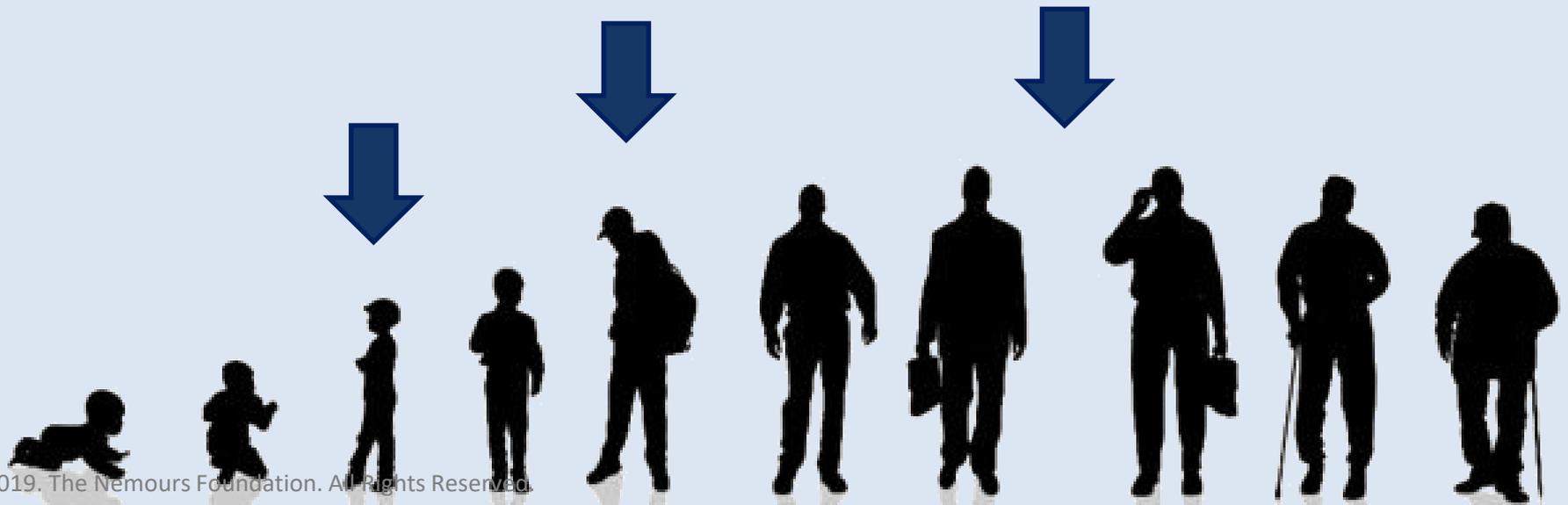
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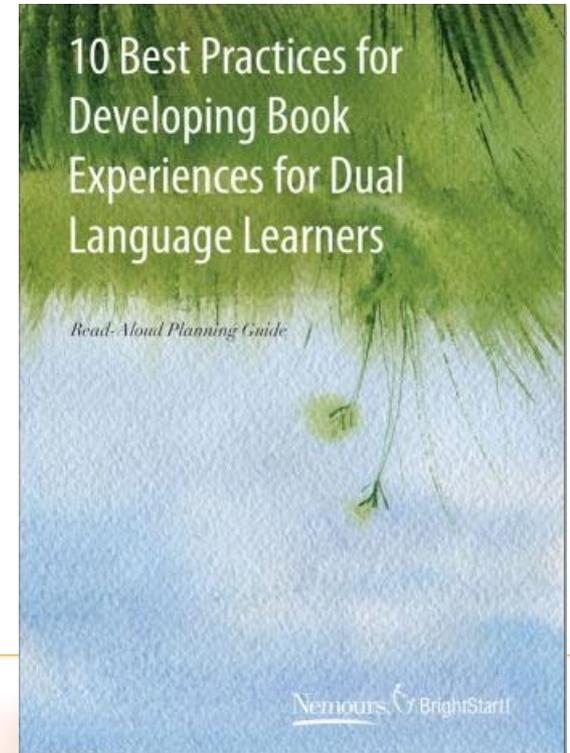
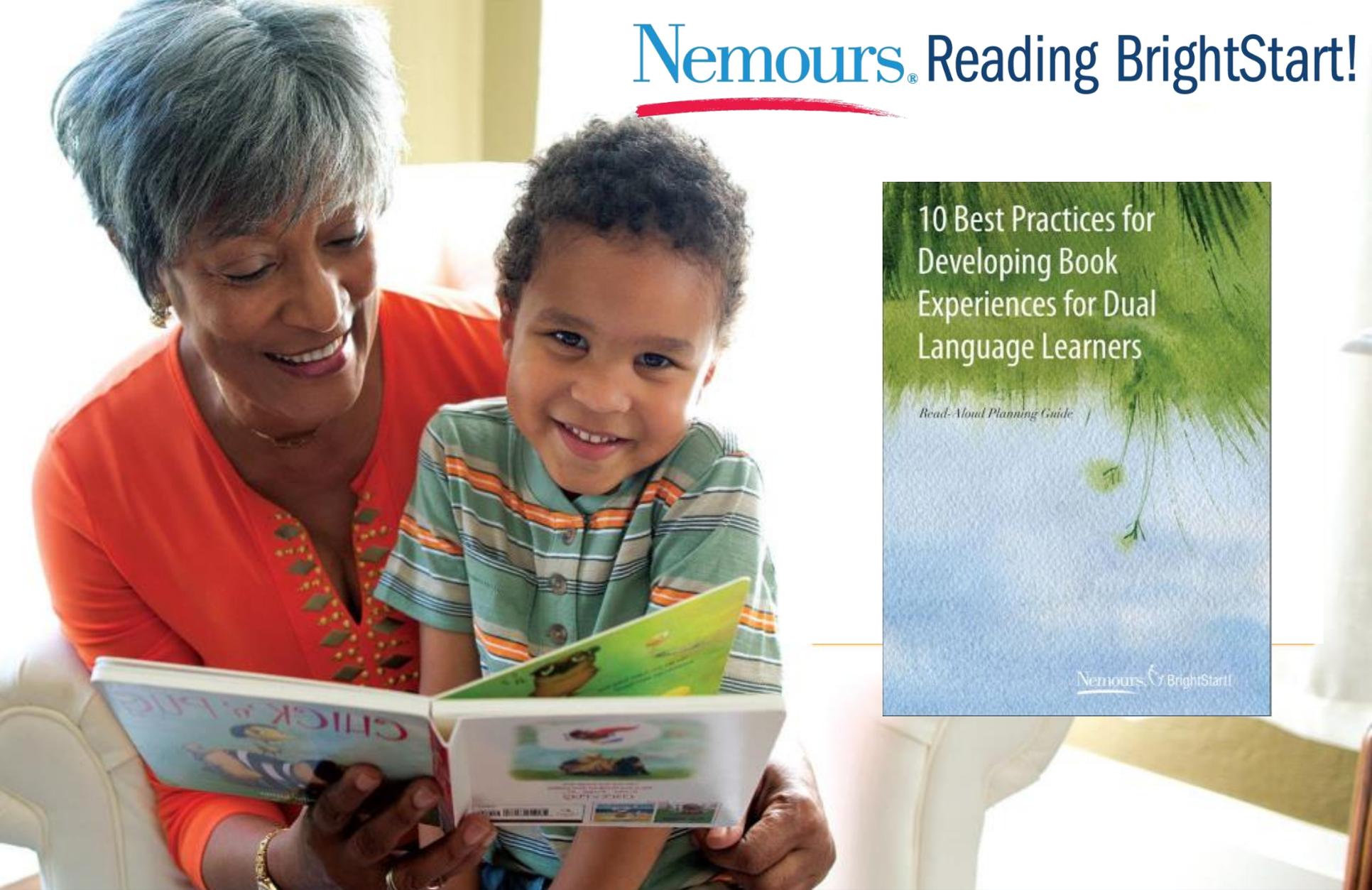


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Nemours® Reading BrightStart!



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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.

Myth or Fact?

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Learning more than one language confuses young children or leads to developmental delays.

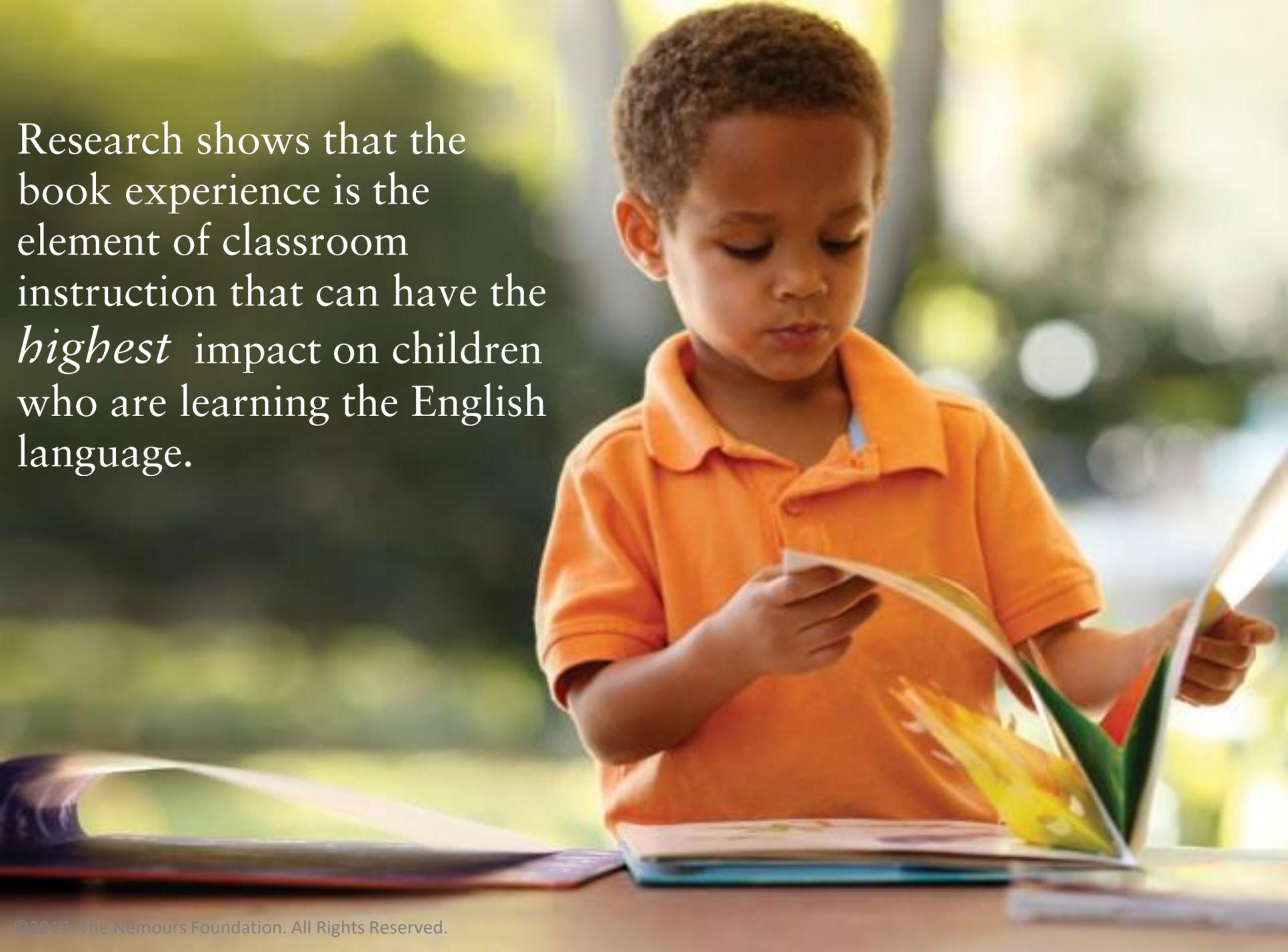
Myth or Fact?

Dual Language Learners (DLLs) represent one of the largest growing populations in the U.S.

Learning more than one language confuses young children or leads to developmental delays.

Supporting a child's home language in the educational setting will interfere with the acquisition of English.

Research shows that the book experience is the element of classroom instruction that can have the *highest* impact on children who are learning the English language.



Poll Question

Which characteristics of a book will help DLLs understand new topics or concepts while acquiring English proficiency?

- a. Genre
- b. Features
- c. Complexity
- d. All of the above 



1. Select Appropriate Books

Tips for Success . . .

- Concept Books
- Fiction and Non-Fiction
- Poetry

- Photographs
- Illustrations
- Variety of Font

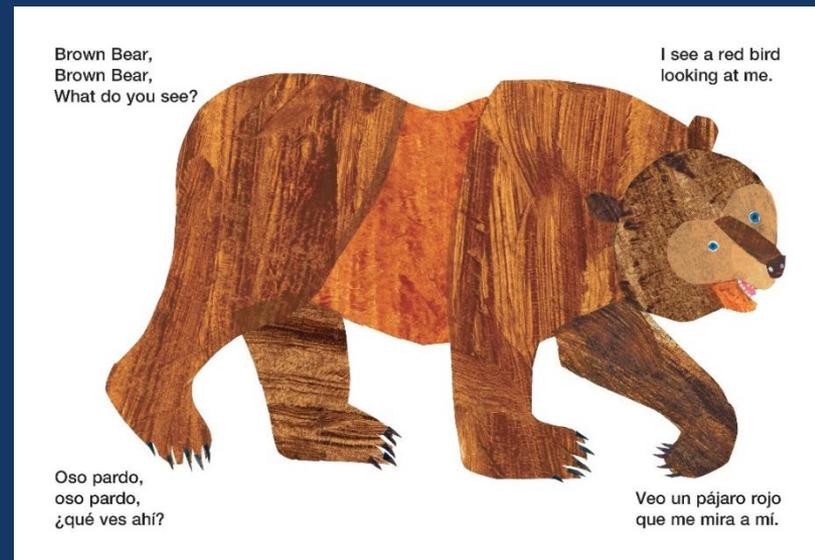
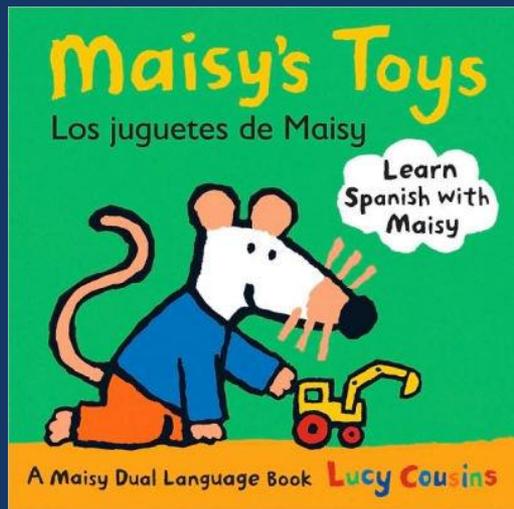
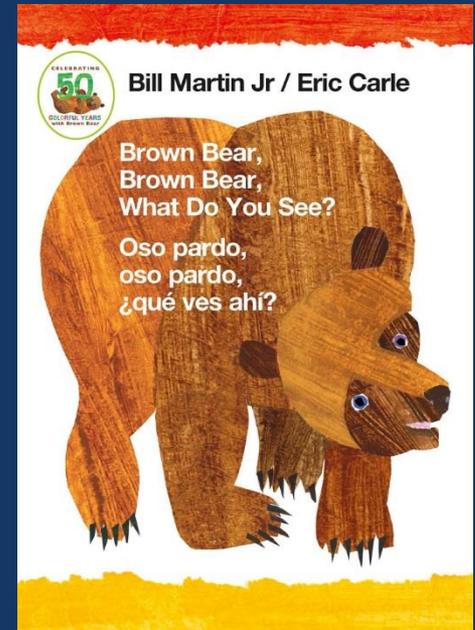
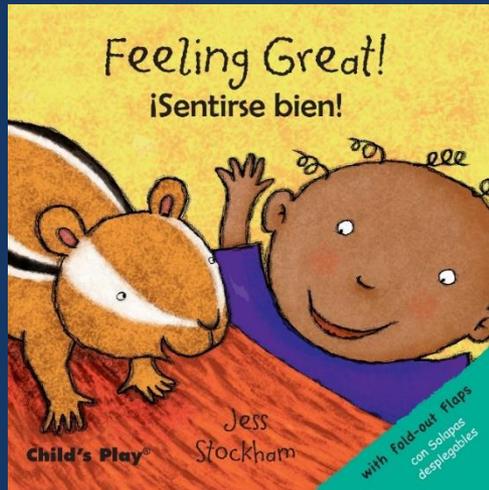
- Repetitive Phrases
- New Vocabulary
- Dialogue
- Bilingual Books

Let's Reflect!

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.		



Let's Explore!



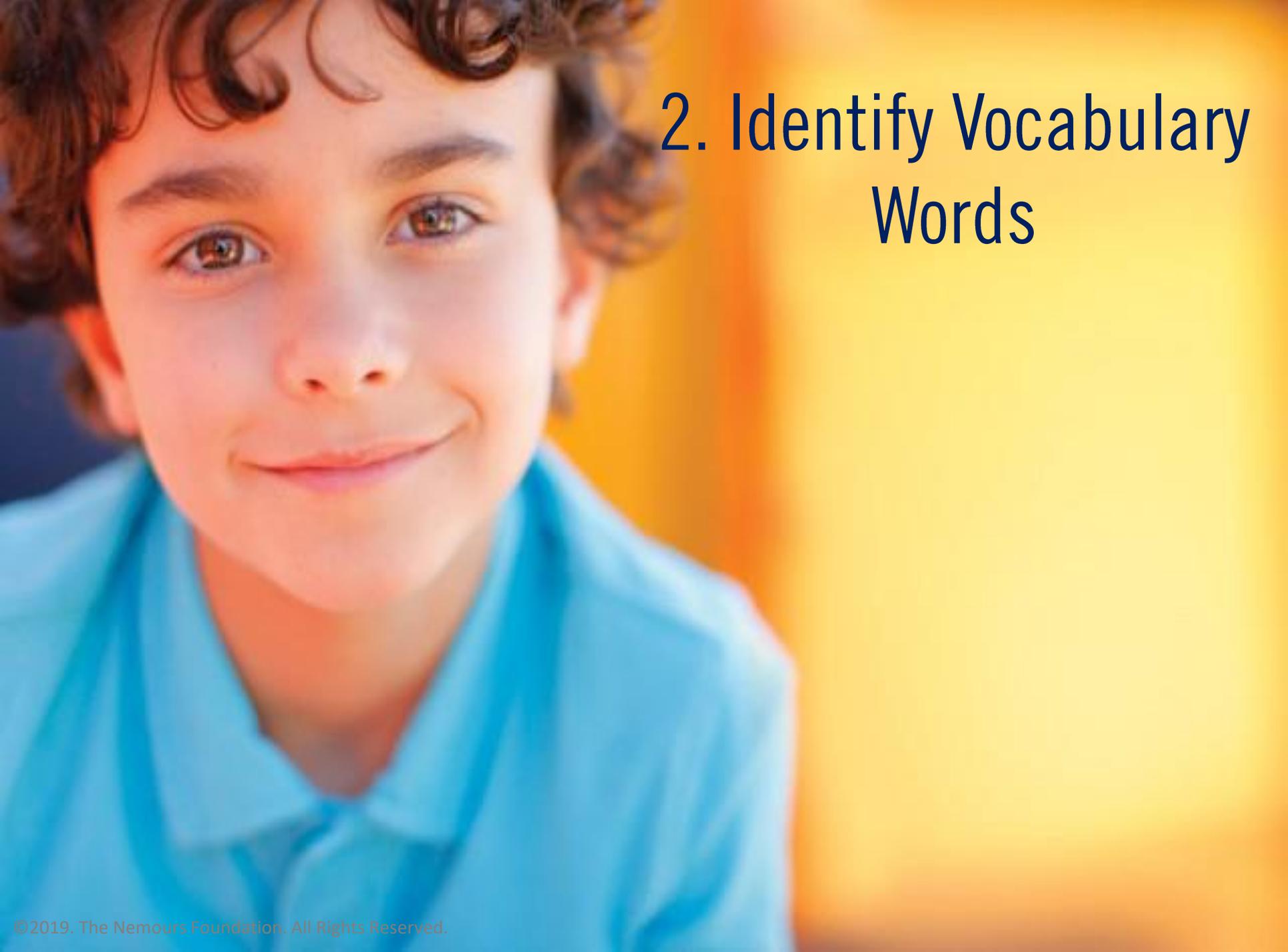
Group Activity



Poll Question

Teaching new vocabulary in both English and the child's home language will have long-lasting and positive effects on English language proficiency.

- a. True 
- b. False



2. Identify Vocabulary Words

Let's Reflect!

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.		

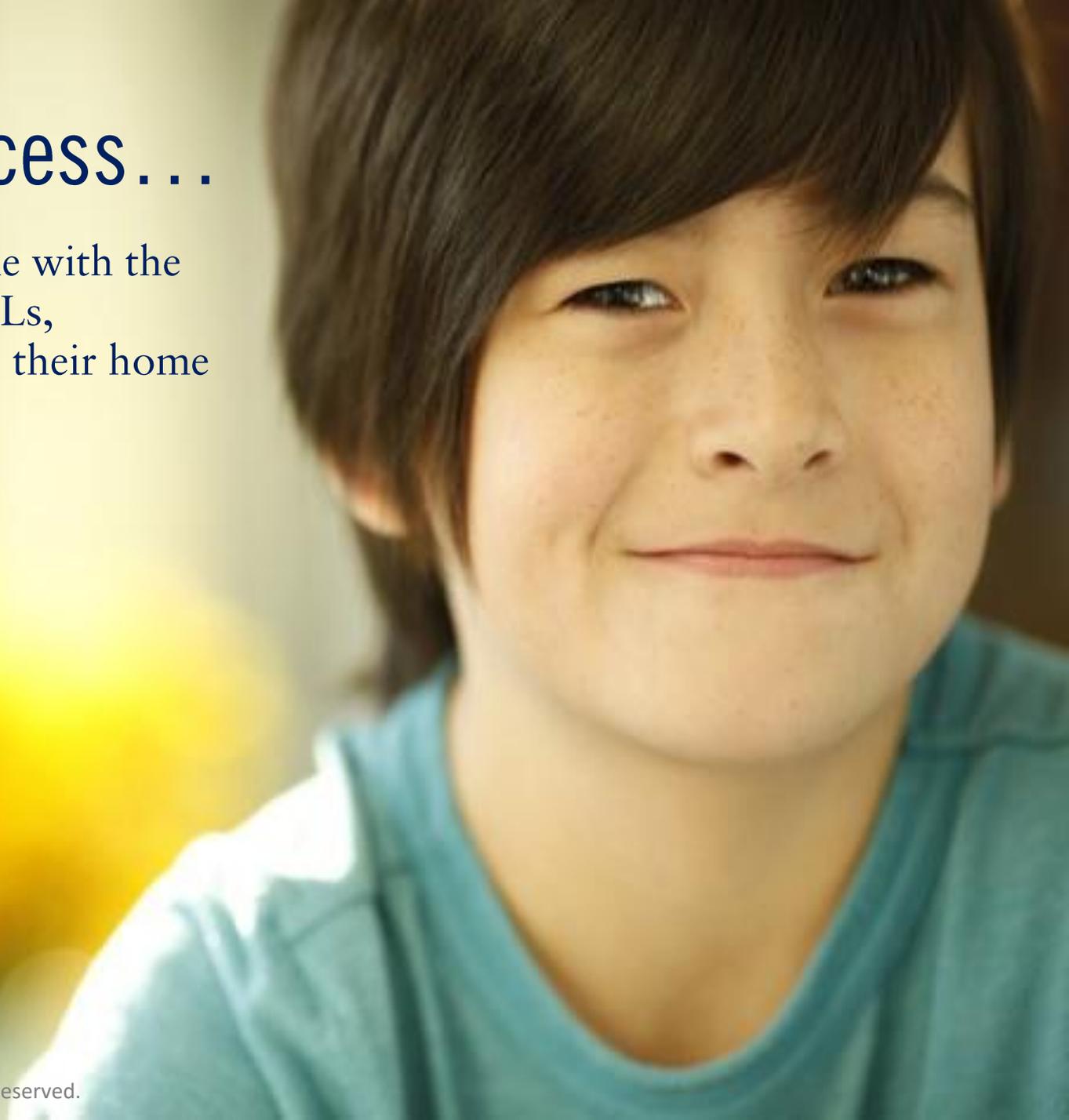


Group Activity



Tips for Success...

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



Poll Question

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

- a. It's an opportunity to review the story.
- b. It's an opportunity to compare story characters.
- c. It's an opportunity to preview pictures, words and concepts. ★
- d. It's an opportunity to read the words while tracking print from left to right.



3. Take a Picture Walk

Let's Reflect!

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

- Keep it short.
- Introduce new words.
- Allow predictions.
- Follow the lead of the child.
- Promote conversation.
- Ask questions about the pictures or illustrations.
- Assess background knowledge.
- Don't* read a single word.

Modifications for Infants and Toddlers

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



Poll Question

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

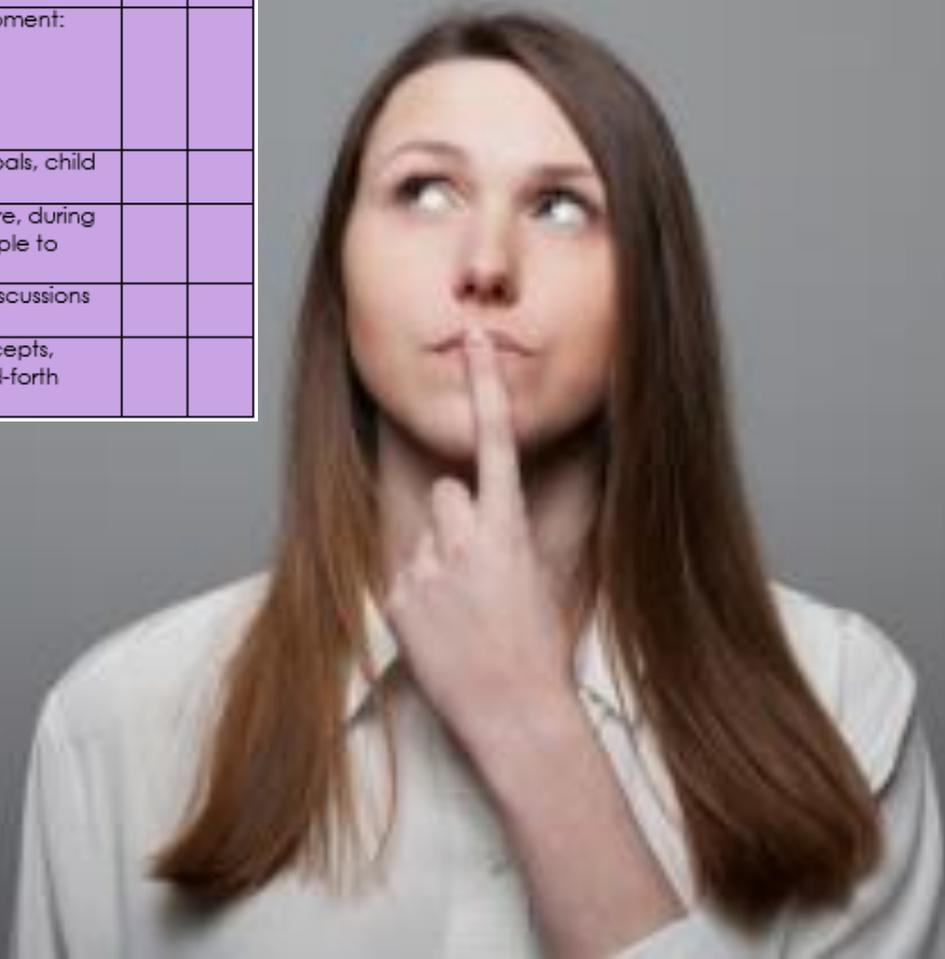
- a. Before the book experience.
- b. During the book experience.
- c. After the book experience.
- d. All of the above. ★



4. Identify Questions and Prompts

Let's Reflect!

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: 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.		



Group Activity



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 elaborating.



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. 30% 
- d. 85%



5. Teach Foundational Literacy Skills

Let's Reflect!

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.		



DLL Action Plan

Extending the Book Experience

Strategies that Promote Language
and Literacy Development
in Dual Language Learners

 **Nemours**. Reading BrightStart!

Group Activity



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 shared book experience.**



Questions?



Nemours®

Your child. Our promise.

