

































## Recommended Guidelines for Book Selection and Book Reading

Dual Language Learners With and Without Disabilities

Light Shriner & Jimenez (2013)

1. Understand the **Language Level** of your learners (home language, nonverbal phase, telegraphic/formulaic, productive use of new language).
2. Consider **factors that affect learning** (personality, motivation, exposure to English, age, disability).
3. **Communication** Strategies (starting with what children know and like, start slowly, buttress communication, repetition, talk about the here and now, expanding and extending, upping the ante, fine tuning)
4. **Pre-read book** (consider content, vocabulary, length, age appropriateness, and cultural sensitivity).
5. **Book selection criteria:** Ask yourself “How many of the following elements does this book offer?”
  - a. Predictability? Repetitiveness? Simplified text?
  - b. Opportunities for engagement (hearing, seeing, repeating, speaking, moving, doing, etc.)?
  - c. Meaningful Concepts (can be connected to child’s life, interests, background experiences while teaching, reinforcing, generalizing new concepts.) or Nonsense?
  - d. Illustrations support the storyline, sequence of events, and help children understand the concepts?
  - e. Story is appropriate length for learners or could be adapted to be an appropriate length?
6. **Book Content Exposure Strategies**
  - a. Children can hear the story in native/home language before hearing it in English.
    - i. The child can listen to book on tape (in native language)
    - ii. A bilingual teacher can read the story to the child in the native language.
    - iii. Book can be sent home with the child a few days before it is read in school so the parents have a chance to read the book with the child.
  - b. Teacher can “walk through” the story by summarizing what is happening on each page (and not read it word for word).
  - c. Teacher can have the child or children talk about what they see on each page.
  - d. Teacher can have children guess or predict based on the pictures.
  - e. Teacher can have small-group reading opportunities where more individualized attention can be given to individual children.
  - f. Teacher should read the same book many times. Each time a book is read, the concepts can be reinforced, difference concepts can be stressed, and language can be extended and expanded.
  - g. A child with special learning and behavioral needs can hold a copy of the book as it is being read.
7. Develop **materials and activities** that can facilitate learning of the concepts.
  - a. Teacher can have pictures of key events and introduce the sequence of the story by putting the pictures in order of the events before and during reading. In later readings of the story, the children can take an active role in sequencing the pictures as the story is read.
  - b. Develop actions, gestures, & motions that coincide with events in the story.
  - c. Create realistic pictures that can be paired with less realistic illustrations (cartoons and drawings).
  - d. Find objects that correspond to the characters and objects in the story. Children can hold the objects and when they are seen in the story, the child can hold up, show, give to the teacher, put on a board, etc. Objects can be used to sequence the events in the story. Objects associated with the story can be put in a learning center for children to interact with after the story.
  - e. Activities can be created that test concepts, practice actions, create products related to the story.
  - f. An adapted book can be prepared for a child with special needs to help the child understand that words have meaning. The adaptation to the book may be symbols that correspond to key words in the story.
  - g. A communication board that has pictures and objects can be prepared so a child who does not speak can answer questions by pointing to pictures and objects that are associated with the story.

## Book Selection Criteria For DLL with and without disabilities

	<i>My Friends</i> by Taro Gomi			
<p>Is the book <b>predictable and repetitive</b>?</p> <ul style="list-style-type: none"> <li>Includes familiar routines</li> <li>Has repetitive phrases and patterns</li> <li>Has simplified text</li> </ul>	<p>"I learned to ____ from my friend ____."</p> <p>Simplified language, only one sentence on each page.</p>			
<p>Does the book provide opportunities for <b>child engagement and involvement</b>? (motions, lines they can repeat, objects/pictures they can hold, an extra book that can be held, etc.)</p>	<p><b>Action Word Vocabulary</b></p> <ul style="list-style-type: none"> <li>Walk </li> <li>Jump </li> <li>Climb </li> <li>Run </li> <li>March </li> <li>Nap </li> <li>Smell </li> <li>Hide </li> </ul>	<ul style="list-style-type: none"> <li>Explore </li> <li>Kick </li> <li>Watch </li> <li>Sing </li> <li>Read </li> <li>Study </li> <li>Play </li> <li>Love </li> </ul>		
<p>The concepts in the story are <b>meaningful</b>? (Addresses functional concepts, age and developmentally appropriate concepts, and culturally relevant concepts and experiences)</p>	<p><b>Noun Vocabulary</b></p> <ul style="list-style-type: none"> <li>Cat </li> <li>Dog </li> <li>Monkey </li> <li>Horse </li> <li>Rooster </li> <li>Crocodile </li> <li>Butterfly </li> </ul>	<ul style="list-style-type: none"> <li>Rabbit </li> <li>Earth </li> <li>Ant </li> <li>Gorilla </li> <li>Owl </li> <li>Birds </li> <li>Books </li> <li>Teachers </li> <li>Friends </li> </ul>		
<p>The visuals and <b>illustrations facilitate learning</b> and understanding of the concepts, sequences, and events?</p>	<ul style="list-style-type: none"> <li>Pictures can show the actions.</li> <li>Pictures can illustrate each noun to promote understanding and generalization.</li> <li>Pictures allow children to easily predict which word can be inserted into the repetitive phrase.</li> </ul>			
<p>The story is an <b>appropriate length</b> for the learners or can be adapted to be an appropriate length?</p>	<p>Simplified language allows this book to be read in a short period of time. The book can also be shortened or read in several different sessions. The teacher can also just walk through by looking at the pictures and describing what is happening or asking the children what is happening.</p>			
<p><b>Additional Ideas:</b></p>	<ul style="list-style-type: none"> <li>Illustrations may not be easily recognizable from some children. Photos or more recognizable line drawings can be found for the nouns and actions.</li> <li>Objects for each of the "friends" can be found and given to the children during the story or to play with in a learning center.</li> <li>Communication Boards can be created using pictures and objects.</li> <li>An extra book can be provided to a child as needed.</li> </ul>			

## Book Selection Criteria For DLL with and without disabilities

	<i>Title:</i>		<i>Title:</i>	
<p>Is the book <b>predictable and repetitive</b>?</p> <ul style="list-style-type: none"> <li>• Includes familiar routines</li> <li>• Has repetitive phrases and patterns</li> <li>• Has simplified text</li> </ul>				
<p>Does the book provide opportunities for <b>child engagement and involvement</b>? (motions, lines they can repeat, objects/pictures they can hold, an extra book that can be held, etc.)</p>				
<p>The concepts in the story are <b>meaningful</b>? (Addresses functional concepts, age and developmentally appropriate concepts, and culturally relevant concepts and experiences)</p>				
<p>The visuals and <b>illustrations facilitate learning</b> and understanding of the concepts, sequences, and events?</p>				
<p>The story is an <b>appropriate length</b> for the learners or can be adapted to be an appropriate length?</p>				
<p><b>Additional Ideas:</b></p>				