



# START VIP

## Adapting START to Transform Story Time for Dual Language Learners

*Begin all reads with a related song or fingerplay, to engage children and gain their attention.*

*Do a pre-read of the story in the child's first language\**

**To facilitate DLLs' comprehension and enhance their participation, add these supports . . .**

**V**isuals

**I**ntentional Connections

**P**rops



<b>V</b>	<b>Visuals:</b> Pair <b>visuals</b> with focus words in English and the first language, to introduce target vocabulary and reinforce understanding. <ul style="list-style-type: none"> <li>○ Check out the collection of <i>Focus Word Visual Sets</i> in the Cox Campus Resource Library</li> </ul>
<b>I</b>	<b>Intentional Connections:</b> Learn focus words in the child's first language and make <b>intentional connections across languages as you read</b> , to facilitate understanding.
<b>P</b>	Support your reads with <b>Props</b> to reinforce key words or characters' actions.



## \*Notes for the Pre read in the First Language



Listening to the book first in their first language allows dual language learners to understand the story better and have a lively discussion right after! The pre read also sets the stage for DLLs to make connections between their first language and English, as they listen to the story in English on the following day or a different day.

- Do the pre read in a small group if you only have a few DLLs, one-on-one if you have just one child who speaks a particular first language, or in a larger group if most of the children share the same first language.
- If you don't speak the children's first language, ask families, a bilingual teacher, or a community volunteer to read to the class.
- In the pre read, focus on key events and familiarize children with the characters.
- If you are bilingual, keep your reads in each language **separate** and refrain from simultaneously translating the story, to allow children to focus on the language of the read! Use the first language for the pre read. However, making connections between key words in the first language and English can be helpful.

## Culturally Responsive and Preserving Book Selection

- Be intentional about the books you select to share with the children in your class.
  - Can all children, including dual language learners, see themselves in the stories?
  - Are the books available in the first languages represented in your classroom?
  - Check out the Multicultural/Multilingual Book Resource List in the Cox Campus Resource Library for book selection ideas.

