



# **Welcome!**

# **Distance Learning: How to Read Books with Preschoolers**

**PRESENTED BY:**

**CAROLA OLIVA-OLSON, PH.D. – CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**ANNA ARAMBULA-GONZALEZ, M.A. - LANGUAGE LEARNING PROJECT – FRESNO UNIFIED SCHOOL DISTRICT & CSUCI**

**HOSTED BY:**

**EARLY EDGE CALIFORNIA**



# Using POLL Strategies with Storybooks Reading to Support Preschool Dual Language Learners





# POLL: Personalized Oral Language Learning







**Anchor Text**

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**Vocabulary**

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**Intentional Message**

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**Songs and Chants**

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**Enrichment Activities**

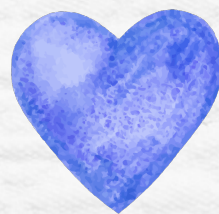
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**Family Engagement**





# Our Children





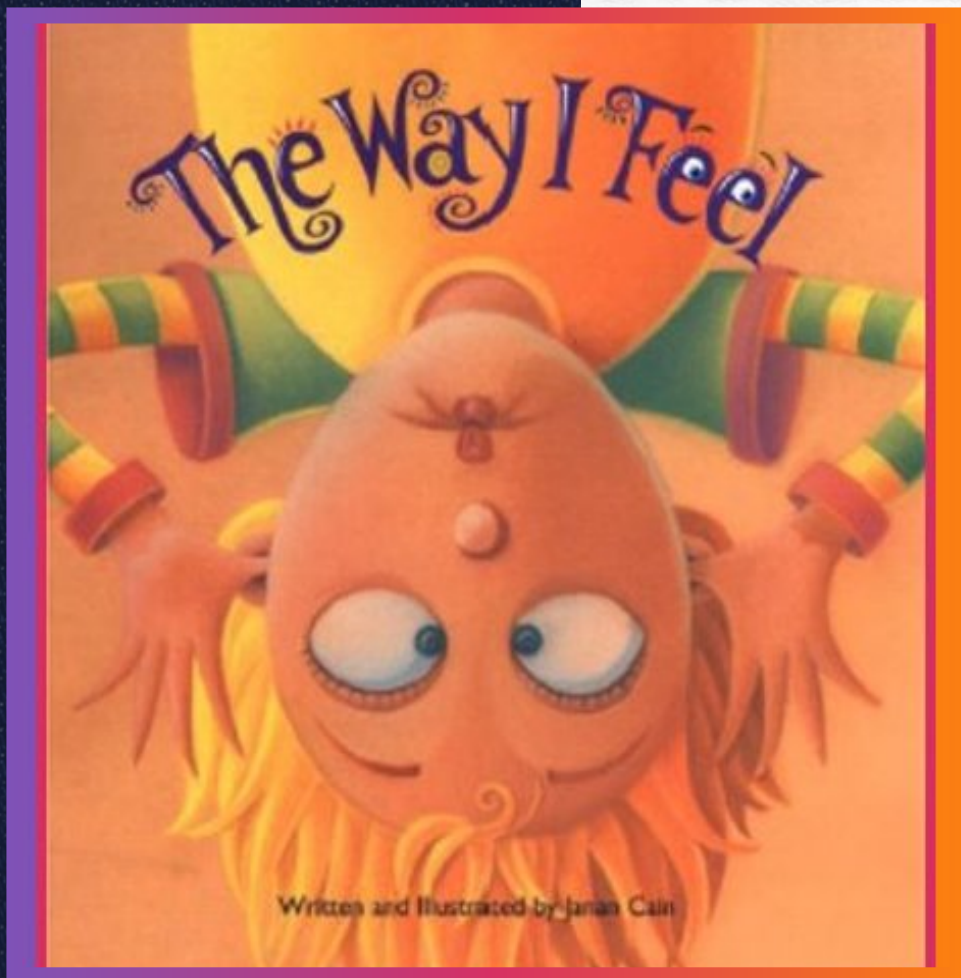
# **Recommendation #1: increase emotional vocabulary**







How do you feel today?



Disillusioned



Grateful



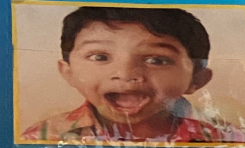
Bored







Today Feel...?  
¿Hoy me siento...?



Surprised  
Sorprendido



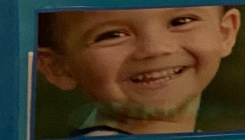
Frustrated  
Frustrada



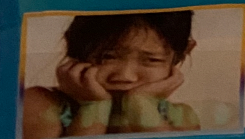
Angry  
Enojado



Silly  
Chistosa



Happy  
Feliz



Sad  
Triste







The image features three overlapping hearts on a dark blue background. The top-left heart is purple and labeled 'TIMID'. The bottom-center heart is teal and labeled 'WORRIED'. The top-right heart is orange and labeled 'THANKFUL'. The bottom-right heart is purple and labeled 'ENTHUSIASTIC'. The hearts overlap in a way that creates a continuous path through their centers.

**TIMID**

**THANKFUL**

**WORRIED**

**ENTHUSIASTIC**





## **Recommendation #2: teach and use gestures**





# LITTLE OWL LOST

CHRIS HAUGHTON



**New words**

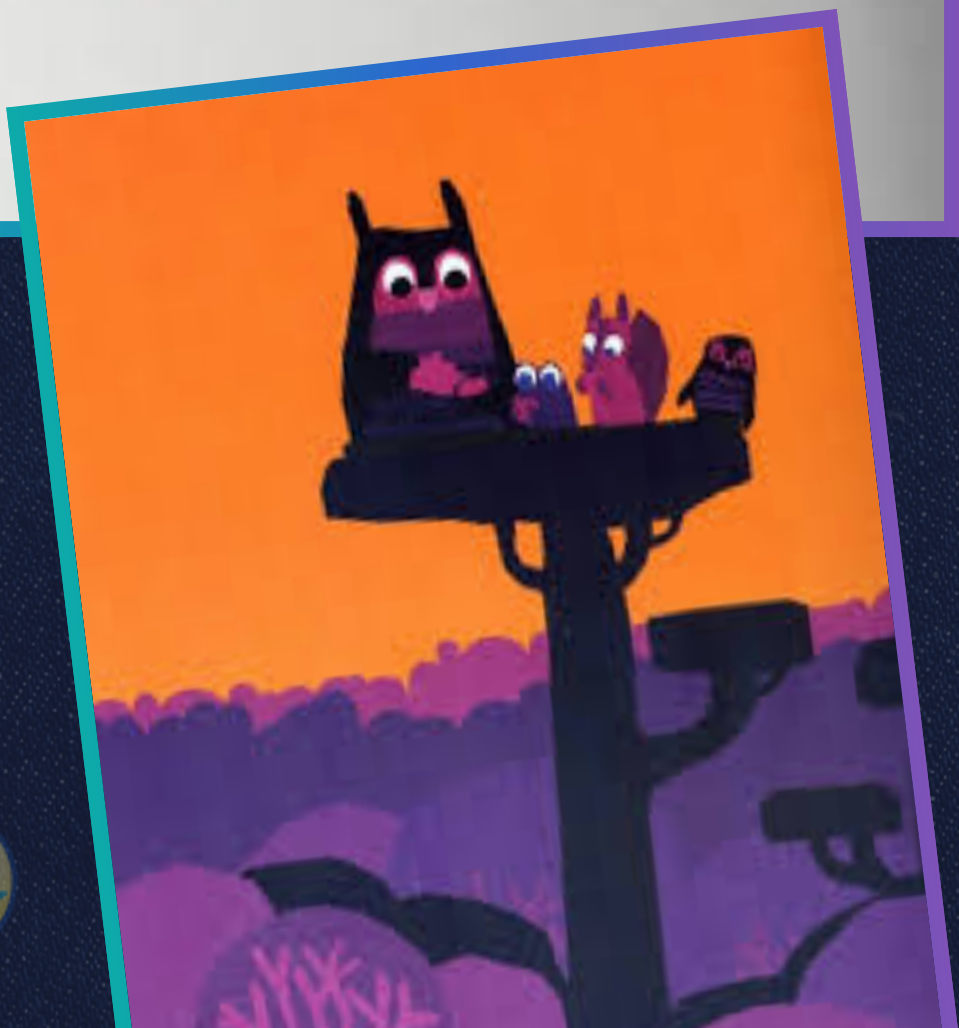
**lost**

**worried**





# Gestures

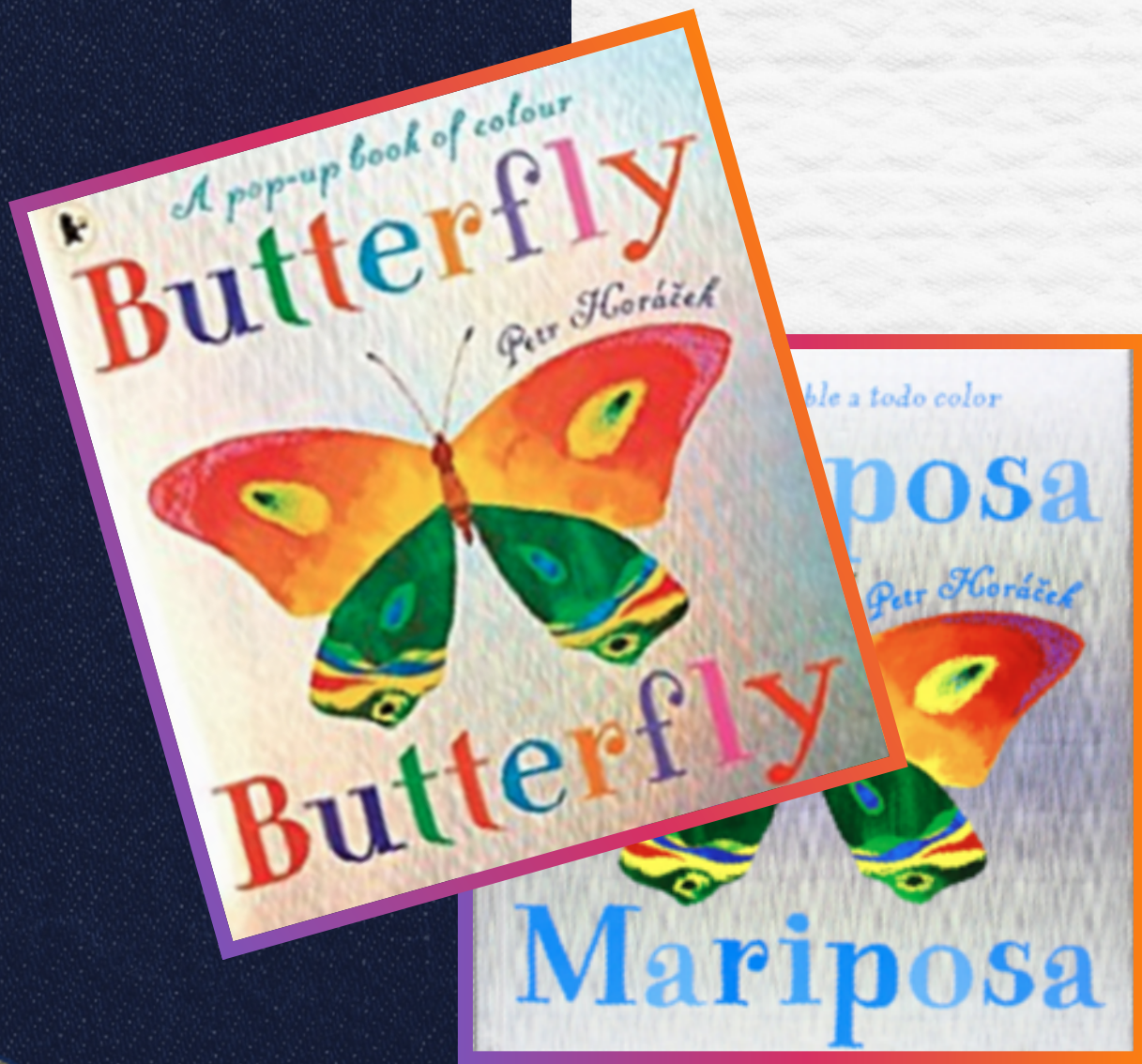




## **Recommendation #3: foster wonder and curiosity**







**Joyful,  
Inspiring,  
and  
Positive Stories**







# RESOURCES

## Each & Every Child

Teaching Preschool with an Equity Lens

Susan Friedman &  
Alissa Mwenelupembe  
EDITORS



Supporting  
Dual  
Language  
Learners  
and Their  
Families



Elizabeth S. Magruder,  
Whitney M. Harris,  
Linda M. Espinosa,  
and Cecilia Martinez

### Many Languages, One Teacher: Supporting Language and Literacy Development for Preschool Dual Language Learners

While children in a classroom of 4-year-olds are actively engaged during center-based learning, a small group begins constructing a tower using blocks of all sizes. This is a specific structure the group decided to make after listening to a nonfiction book—Structures, by Time-Life Books—about all sizes and types of structures. As the group begins building, Mrs. Bakley observes the interactions and listens to the following dialogue:

Jose: We make a scraper.  
Thomas: Like a skyscraper! We have to make it tall. Keep putting more blocks.  
Jose: Yeah, make it tall—like a scraper. (The three children each add blocks to the tower until it almost reaches their shoulders, and it begins to fall over.)  
Cindy: Oh, not too high! Too high!  
Thomas: We have to put blocks down here to make it strong.  
Cindy: Let's make it strong! Strong tower!  
Jose: Strong scraper!  
Thomas: If we don't make it strong, the skyscraper will fall!



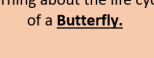



naeyc 1.3

Young Children March 2013

## FEELINGS ALIKI



### Personalized Oral Language(s) Learning (POLL) Strategies

Anchor Text-Preschool Anchor Text & Experiences- Infant/Toddlers	Key Vocabulary Words	Intentional Message	Songs/Chants	Center Extensions	Parent/Community Engagement
					
Picture books are selected intentionally and used repetitively to foster vocabulary and concept development.	Choose at least three to five key vocabulary words to introduce throughout the week. (Keep in mind the stages/ages of the children). Use photographs, pictorials, cognate charts, and word walls to introduce new concepts and vocabulary as well as to deepen comprehension.	Embedded with content vocabulary, this written message sets the purpose of each lesson. The message can be pre-written or co-written depending on the instructional purpose. Think about verbally cuing the words in home languages to support concept development.	Academic and content vocabulary is woven into familiar rhythm, songs, and chants to encourage repetition.	Plan center-based opportunities for independent and/or small group time to explore the concepts presented and practice the language being learned. Those are child-initiated and teacher-facilitated learning times.	Invite family members or community members into the classroom to support the concept development. (Refer to Family Language and Cultural Interview)

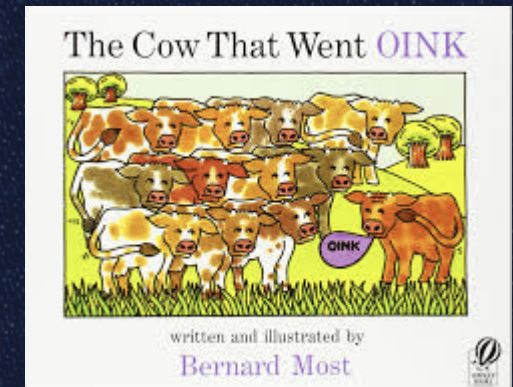
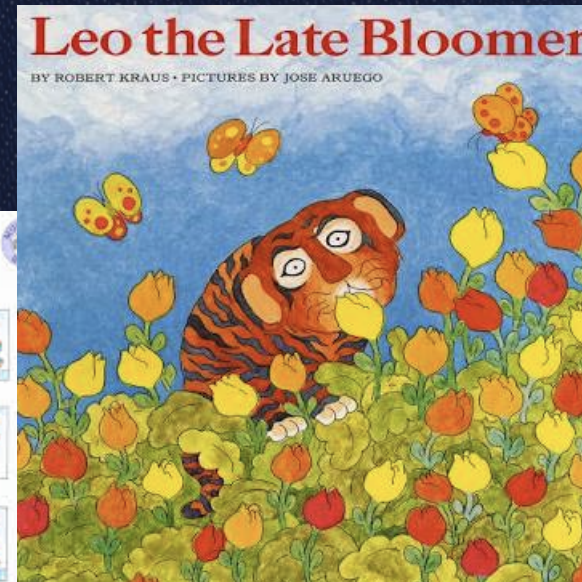
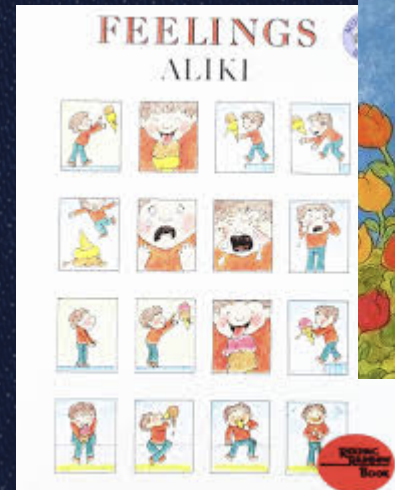
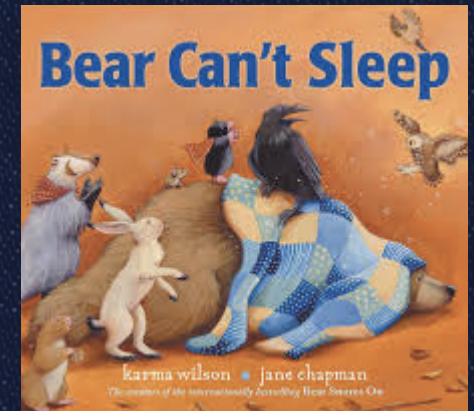
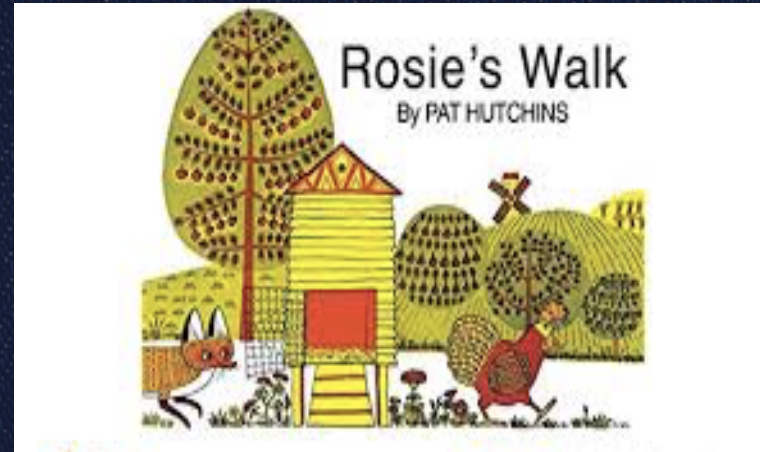
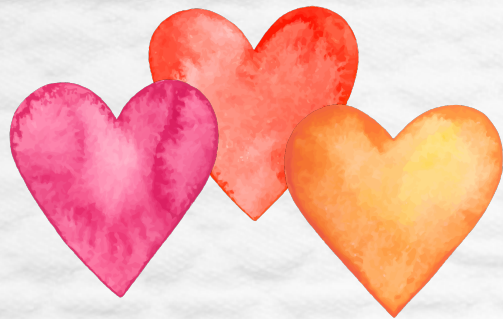


**Questions?**





# Next Webinar





# Thank you

