

Table 1
Target Vocabulary for Preschool DLLs with Disabilities

Tiers	Examples
Tier 1 words Most basic words; Commonly heard and used in daily life;	<ul style="list-style-type: none"> ❖ Water, rock, clock, baby, bed, table, pizza, fruit, bus, train, car, airplane, boat ❖ Happy, sad, excited, surprising, different, beautiful, delicious, funny, lucky ❖ Sleep, run, walk, jump, teach, learn, work, surprise, care, watch, smile, take
Tier 2 words Frequently used by most adults but unfamiliar to most young children;	<ul style="list-style-type: none"> ❖ Predict, discover, gauge, investigate, elaborate, emerge, unveil, withdraw ❖ Transportation, investigation, coincidence, productivity, presentation, congruence, dissonance ❖ Confident, satisfactory, absurd, indifferent, fortunately, glamorous

(In reference to *Beck, McKeown, & Kucan, 2013; Méndez, Crais, Castro, & Kainz, 2015; Spencer, Goldstein, & Kaminski, 2012*)

Table 2
Explicit Bilingual Vocabulary Instruction Through Interactive Storybook Reading

Steps	Implementation Details
1. Preview the book	❖ Give children opportunities to produce and repeat the name of the book. Show the front cover of the book and ask children to guess and tell the title of the book.
2. Teach target words	❖ Read the book page by page. First, show children each page, and give them chances to share their versions of the story on each page. ❖ Next, read the story on each page and explicitly teach the target words. <ul style="list-style-type: none"> ➤ Emphasize and repeat each target word the first time they appear in the book, and ask children to guess the meaning of the target words. ➤ Explain the meaning of each target word using a clear, child-friendly explanation and example in the story. ➤ Further explain the meaning of each target word using examples and non-examples from children’s everyday experiences. ➤ Provide children opportunities to repeat the definition and the target word. Give encouragement and model the correct response. Say the word and ask children to give examples of each word. ➤ Give children opportunities to produce and repeat each target word in the home language (e.g., Spanish) and in English. Ask children to tell each target word in the home language. Have them repeat each word in that language and in English. Model or reinforce the correct response. ❖ Complete an activity related to each target word and their meanings.
3. Review target words	❖ After finishing reading the book, review each target word, its definition, its story context, and its equivalent in the home language with children. Ask questions for children to respond. Model or reinforce the correct response. ❖ Provide opportunities for children to use and demonstrate knowledge of each target word. Ask children to give examples/non-examples of that word.
4. Practice throughout the day	❖ Provide opportunities for children to practice using target words within appropriate classroom routines and activities.

Appendix B

Table 3

Spanish and English Bilingual Books for DLLs

- Ada, A. F., Campoy, F. I., & Wensell, U. (2011). *Ten little puppies: Diez perritos (Bilingual Ed.)*. Plain City, OH: Media Source, Inc.
- Ransom, C., & Lyon, T. (2013). *Goldilocks and the three bears, Grades PK-3: Ricitos de Oro y los tres osos (Bilingual Ed.)*. Greensboro, NC: Carson-Dellosa Publishing.
- Dominguez, A. (2013). *Mary had a little lamb: María tenía una llamita (Bilingual Ed.)*. New York, NY: Henry Holt and Company, Inc.
- Escardó i Bas, M. (2004). *The ugly duckling: El patito feo (Bilingual Ed.)*. San Francisco, CA: Chronicle Books.
- Gaylord, L. P., & Wolff, A. (2004). *I love my mommy because ... : Quiero a mi mama porque ... (Bilingual Ed.)*. New York: NY: Dutton Children's Books.
- Grimm, J., Grimm, W., Estrada, P., & Surges, J. (2005). *Little red riding hood, Grades PK-3: Caperucita roja (Bilingual Ed.)*. Greensboro, NC: Carson-Dellosa Publishing.
- Masurel, C., Kolar, B., & Antreasyan, A. (2003). *A dog and a cat: Un gato y un perro (Bilingual Ed.)*. New York: NY: North-South Books.
- Martin Provensen, A. Y. (2008). *A book of seasons: El libro de las estaciones (Bilingual Ed.)*. New York: NY: Scholastic Inc.
- Mlauer, T., & Cuellar, O. (2014). *The three little pigs: Los tres cerditos (Bilingual Ed.)*. Cleveland, NY: Adirondack Books.
- Munoz, I., & Mazali, G. (2006). *It's mine: Es mío (Bilingual Ed.)*. New York: NY: Scholastic Inc.
- Stevens, J. P., & Stevens, J. (1995). *Carlos and the squash plant: Carlos y la planta de calabaza (Bilingual Ed.)*. New York: NY: Cooper Square Publishing Inc.
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Appendix C

Table 4

Teaching Target Vocabulary Through Multimodal Hands-on Vocabulary Activities: A Scavenger Hunt Activity

Steps	Implementation Details
1. Prepare objects that represent the target words.	At the beginning of the day, the teacher places objects representing target words in the classroom and ensures that they are visible or accessible to the child.
2. Name an object for the child to find.	After signaling cleanup, the teacher names an object in the dramatic-play center.
3. Reinforce children's pronunciation and understanding of the target word.	The teacher has the child repeat the teacher's utterances or answer questions related to the target word; next, the teacher models or reinforces correct response.
4. Have the child find the object.	The teacher requests the child to find the object(s) (e.g., something golden) in the dramatic-play center in 5-10 seconds.
5. Make the activity exciting.	The teacher counts to 5 or 10, and the child looks for the object (e.g., something golden) in the classroom.
6. Trophy time or a second try?	<ul style="list-style-type: none"> • If the child finds the correct object (e.g., a golden apron), the teacher gives positive feedback to reinforce target word learning. • If the child cannot find the correct object, the teacher gives the child another chance. • If the child still does not find the correct object, the teacher provides corrective feedback to reinforce target word learning. Next, the teacher helps the child look for the object and gives positive feedback for target-word learning.