

Suggested Learning Experiences and Resources

The following sections provide teachers with examples in regards to both how to approach instructional design and resources that could meet the needs of students at each stage of language learning:

Sections

Teaching Realities in an EAL Classroom	The three teaching realities identified in this section have a significant impact on the choices that teachers make in their instructional planning in an EAL classroom.
Vignettes of EAL Teaching and Learning	The vignettes demonstrate how teachers could design learning experiences that incorporate the guiding principles, big ideas, and “I can” statements.
Suggested Topics, Learning Experiences, and Resources for the Big Ideas	A curated list of suggested topics, learning experiences, and resources is included for each big idea. The information is categorized by the stage of language learning so that teachers can choose based on the credit they are teaching and/or their students’ needs.

Teaching Realities in an EAL High School Classroom

Teaching in an EAL course can be very different from teaching in more traditional high school subject-area courses where a teacher expects a group of students to start the course with a very similar set of previously taught knowledge and skills, and where the focus is on concepts that are taught in a sequential manner. Instead, each EAL learner will come with varying experiences, knowledge, and understandings. The task of the EAL teacher is to recognize each student as a unique individual and to determine where they are in regards to the progressions of both language learning and cultural awareness.

This fundamental difference raises three important realities that affect teaching and learning:

- 1) Students within the classroom will likely be working on different “I can” statements in the same room and within the same activity. This circumstance is the reality for most EAL teachers in high schools across Manitoba, so the teacher designs lessons that allow every student to be working on an “I can” statement that is appropriate to their needs.

- 2) Just as language proficiency is a progression of skills to be assessed and developed, cultural competence is also a continuum of understanding and experience that must be deliberately developed as well.
- 3) New students will continue to arrive randomly throughout the school year and often join the course throughout the semester. Teachers might start a semester with six students and end the semester with 17 students. These students all need the opportunity to be working on both language learning and cultural competence.

As a result of these realities, teachers need to differentiate within each activity by planning both extra scaffolds or a simpler text for students who would benefit from them, as well as more complex texts or tasks for more advanced students. In addition, class time should allow students to grapple with any cultural dissonance they are experiencing, and create ways for them to both understand and share their emerging understandings of culture and diversity within their community. Teachers should mindfully introduce texts with multiple perspectives, including those that reflect students’ existing understandings as well as those that challenge their understandings.

To address the continuous arrival of students and the needs of all of the language learners, it is very important that the big ideas and “I can” statements are spiraled throughout the course. All students need multiple opportunities to practise as they are developing their language proficiency and cultural competency.

Students may often choose to use a smartphone to translate between their home language and English. Students are able to find the English word for concepts that they know in their first language, often allowing them to communicate their ideas more precisely, which can be very helpful to learners in the early stages of language learning. This use of technology can be a scaffold to aid in learning language as long as students are then able to learn and use the translated language.

Monitor students’ use of technology closely. It is imperative that teachers carefully monitor students’ use of technology in the classroom since it has the potential to both help and impede language development.

Overreliance on translation can impede language growth as students progress through the stages of language learning. For example, if a student relies on writing a response in their home language and using their smartphone to translate to English, they will not have the opportunity to grapple with choosing English words and structuring sentences. Students in

Stages 2 and 3 will benefit from the opportunity to reflect on how they are using technology and if it is truly helping or impeding their language learning.

If you notice that a student is relying on translation extensively to understand what they read or is plagiarizing written assignments, the language demands of the text or task might be too difficult for them. Teachers should then adapt the lesson so that the student can work more independently.

As well, when teachers are evaluating students' language proficiency, it is important to gather evidence of students' language skills as they work independently without the use of a translating tool in order to have the most accurate evidence of learning.

Vignettes of EAL Teaching and Learning

In this section, several vignettes are provided that reveal the thinking of a teacher in an EAL classroom both before, during, and after a learning experience. The vignettes were written by high school teachers who have taught the EAL credits in various Manitoba schools.

Within the vignettes, there are commonalities in the choices that teachers made, including the following:

- *Integrating the guiding principles, big ideas, and "I can" statements:* Teachers show how they have integrated the guiding principles, big ideas, and "I can" statements into their instructional design. The teacher has focused on using the guiding principles as the foundation for all teaching and learning within the classroom and they influence all of their decisions before, during, and after each lesson. The big ideas provide the key focus for learning and guiding question(s) that will provide the context for students to develop the skills and attitudes identified in the "I can" statements.
- *Using routines to maximize student time on task:* Teachers share routines that they have established in their classrooms for tasks and strategies that they plan to incorporate into teaching and learning frequently. For example, teachers might develop routines for partner sharing, for sentence editing, or for choice reading.
- *Using technology as a teaching tool within the classroom:* Teachers incorporate different kinds of technology to support students in interacting with each other and with the concepts. For example, students might type answers into a shared file in *One Note*, watch a teacher-prepared video on *Youtube* or use *Flipgrid* to record and submit a spoken assignment.

The California Department of Education published *Vignette Collection of the English Language Arts/English Language Development Framework for California Public Schools*,

Kindergarten through Grade 12 in July 2015 (see www.cde.ca.gov/ci/rl/cf/documents/elaeldvignettescollection.pdf). Each vignette provides a snapshot of the teaching and learning decisions a teacher made for a particular group of EAL students. Teachers provided the following information in their vignette:

Background

A brief profile of the EAL learners in the classroom, including their language learning stages and home languages

Lesson Context

An explanation of the teaching and learning that has occurred prior to the lesson excerpt, including scaffolding and rationale

Lesson Excerpt

A detailed description of the teacher's actions and selected student responses during a lesson

Teacher Reflection and Next Steps

An explanation of how the teacher will follow up after this lesson, for the entire class and/or individual students

Supporting Material

References to published resources and/or further information about strategies mentioned in the vignette

Vignette 1: Neighbourhood Walk (EAL Stage 1)

Background

Mrs. Patel teaches a class of EAL learners who are working within Stage 1 of language development. Two students joined her class last week and the other students have been in Canada for several weeks or months. The students in her class speak a variety of home languages including Chinese, Portuguese, Amharic, and Urdu.

Lesson Context

Mrs. Patel took her students on a neighbourhood walk yesterday so students could see places in their community. Prior to the walk, she taught her students vocabulary related to the places they would see on the walk (e.g., library, store, park, street, crosswalk, stop sign, traffic light, etc.). Recently in class the students have also learned verbs to describe common actions (e.g., walk, talk, see, make, go, sit, etc.). During the walk, she encouraged students to use English words to describe what they saw, and she used words and simple sentences to

describe their surroundings and the students' actions. She brought sports equipment (soccer balls, etc.) so students could play games together in the park. The students have only known each other for a short time and she wants them to have opportunities to build positive relationships with each other. Mrs. Patel took photos during the neighbourhood walk to use in a follow-up lesson at school the next day.

Learning Targets

Big Idea:

Daily Life

Guiding Question:

What do I need to know to navigate daily life in my community?

Lesson Goal:

Students will be able to describe activities and places in their neighbourhood.

"I Can" Statements:

Stage 1:

- I can learn basic vocabulary and use the words in familiar spoken and written contexts.
- I can share basic information using spoken words, phrases, and simple sentences.
- I can write the letters of the English alphabet and copy words and short sentences accurately.
- I can write using basic text characteristics.
- I can write words and simple sentences.
- I can learn some simple grammar and punctuation rules and use them when I write.
- I can understand the meaning of written words and simple sentences.

Global Competencies:

- ✓ Collaboration
- ✓ Communication
- Creativity
- Connecting to Self
- Citizenship
- Critical Thinking

Lesson Excerpt

Mrs. Patel projects a series of five photos from the neighbourhood walk (one at a time) and asks students to tell her what they see. As students use words to describe each image, Mrs. Patel writes the words students suggest. Her students use words such as "tree," "school," "car," "street," "park," "ball," "library," etc. She adds some additional labels to the photos such as "bench," "grass," "sidewalk," "stop sign," etc. Mrs. Patel also writes several verbs on the board that the students practised last week, including "go," "walk," "talk," "play," "sit," and "see." She says each word aloud and mimes an action to remind students of the meaning of the verbs. Next, Mrs. Patel wants her students to combine nouns and verbs to make simple sentences.

Mrs. Patel: Look at this photo [points to first photo]. I see Abdul [points to Abdul] and Felipe [points to Felipe]. I see a soccer ball [points to soccer ball]. I can say "Abdul and Felipe play soccer." I can also say "They play soccer." I also see a tree [points to the tree in the corner of the picture]. I can say "I see a tree."

Mrs. Patel shows the next labelled image and asks Ife to describe it.

Mrs. Patel: Ife, what do you see?

Ife: Anika... Ife... bench...

Mrs. Patel: Yes, Anika and Ife sit on the bench [she points to the word "sit" in the verb list and mimes sitting]. Repeat my words, Ife: "Anika and Ife sit on the bench" [She cups a hand around her ear to show she is listening and encourages Ife to speak again].

Ife: Anika Ife sit on bench.

Mrs. Patel: Very good!

Mrs. Patel continues to call on students to describe this image and the remaining labelled images orally. She points to the word labels on the images and the verb list on the board to prompt students as needed. As students speak, Mrs. Patel rephrases their words to make simple but complete sentences and the students repeat the sentences back to her. Mrs. Patel helps students create sentences such as "The girls talk and laugh.", "They walk to the library.", "A bird sits on the stop sign.", and "He walks on the sidewalk."

Next, she wants students to practise writing words and sentences about the images. She gives each student a handout with the five photos from today's lesson. Students label the first photo by copying the labels from the board (Abdul, Felipe, soccer ball, tree, etc.). She asks students to tell her about the photo, and students use short phrases to describe it. She repeats their words (making corrections to grammar or sentence structure as needed) and then writes "Abdul and Felipe play soccer." and "I see a big tree." on the board. Students copy the sentences under the first photo on their handout. Mrs. Patel reads the sentences aloud, pointing to each word as she says it. She asks all of the students to read the sentence aloud together and she points to each word as they say it. She repeats this process for another photo (students copy words to label the photo; students talk about the photo; Mrs. Patel writes sentences; students copy the sentences; Mrs. Patel and the students read the sentences).

Mrs. Patel knows that several students in her class are ready to make written sentences on their own. She reminds those students to use a capital letter at the beginning of a sentence and a period at the end of a sentence (which is something they learned before) and tells

them to continue to label the remaining three photos and make short sentences on their own. In a few minutes, she will check their sentences and edit them for correct spelling, grammar, and punctuation as needed. Students will recopy the edited sentences.

In the meantime, Mrs. Patel continues to work with a small group of students who need more support to write sentences. With this group, she continues to ask students to say a sentence orally; she then writes the sentence, and the students copy it.

When students finish writing sentences for the five photos, they read aloud the sentences with a partner. Mrs. Patel circulates around the room, listening to the students read and helping them decode or pronounce words as needed.

Teacher Reflection and Next Steps

Mrs. Patel will continue to use the neighbourhood walk activity to create learning opportunities for several more classes. Tomorrow she will show students five more photos from the neighbourhood walk and repeat the process of labelling photos, making sentences orally, and writing sentences. She also wants students to practise typing sentences, so each student will type one or two sentences about one of the photos. Mrs. Patel will print the photos with typed captions to make a class story about the neighbourhood walk, which students can read aloud. Mrs. Patel can create a cloze exercise by deleting key words from the neighbourhood walk story and asking students to write the correct words (with a word bank if needed). She can separate the photos and captions and ask students to match them correctly. Students can also talk about the photographs (without captions) as a speaking activity.

Mrs. Patel makes a note to talk to Anika's foods and nutrition teacher about using this strategy (Language Experience Story) as an assignment in foods and nutrition class. Anika can take photos of the steps she follows to prepare a recipe. Then (with support) she can talk about the photos and write simple sentences that use the vocabulary she is learning in that class (names of foods, equipment, verbs related to cooking).

Supporting Material

Coelho, Elizabeth, "Language Experience Story." *Adding English*, pp. 227–228.

Vignette 2: Canada Mapping (EAL Stage 1/EAL Stage 2)

Background

Ms. Khan is an EAL teacher at a Grades 7 to 9 junior high school. She teaches students working within Stages 1 and 2 in her EAL class. Ms. Khan's students are from China, India, and Syria, and they speak Chinese (Mandarin), Hindi, and Arabic, respectively. In the Canadian mapping lesson below, Ms. Khan illustrates how both Stage 1 and Stage 2 students can be taught in the same classroom with some differentiation in instruction for certain tasks.

Lesson Context

In a previous lesson, Ms. Khan had checked the prior knowledge that students had of Canada by asking them to record what they already knew about Canada. Students shared their responses by filling out a "What I Already Know about Canada" handout and writing words or short phrases, or drawing pictures to illustrate their thoughts.

Aside from Winnipeg and some larger Canadian cities, it became clear to Ms. Khan that students were unaware of the provinces and major cities of Canada. At the end of this lesson, students will be able to identify the provinces, territories, and capital cities of Canada. Ms. Khan has designed different activities for her Stage 1 and Stage 2 students to help build their knowledge of the geography of Canada based on their language needs.

Learning Targets

Big Idea:

Canada (Land and People)

Guiding Question:

What do I need to know about Canada as a country to understand current events?

Lesson Goal:

Students will be able to identify and label the provinces, territories, and capital cities of Canada on a map.

“I Can” Statements:

Stage 1:

- I can write the letters of the English alphabet and copy words and short sentences accurately.
- I can write words and simple sentences.
- I can learn some simple grammar and punctuation rules and use them when I write.
- I can learn basic vocabulary and use the words in familiar spoken and written contexts.
- I can communicate appropriately with others about everyday and classroom topics.
- I can complete foundational academic tasks.
- I can demonstrate knowledge of a few basic facts or words related to Canada’s land and people.

Stage 2:

- I can write simple and compound sentences.
- I can learn a range of simple grammar and punctuation rules, and use them when I write.
- I can learn new vocabulary and use the words in familiar social and academic contexts.
- I can communicate appropriately with others during routine interactions without undue difficulty.
- I can complete simple academic tasks.
- I can demonstrate knowledge of key facts and basic vocabulary related to Canada’s land and people.

Global Competencies:

- ✓ Collaboration
- ✓ Communication
- Creativity
- Connecting to Self
- Citizenship
- Critical Thinking

Lesson Excerpt

Ms. Khan begins her lesson by asking her students to draw an outline of the map of Canada on a blank piece of paper. This exercise will show Ms. Khan how aware the students are of the physical geography of the country they are now living in. Ms. Khan ensures that students understand the task at hand by drawing an outline of another country on the whiteboard as an example.

Ms. Khan: What does China look like? I think it looks like this (Ms. Khan draws an outline of what China looks like). Now, you show me what Canada looks like.

Once students have completed their outlines, Ms. Khan pulls up an outline of Canada on the projector and has students compare their outlines to the one on the screen.

Yesterday, Ms. Khan took the students to the computer lab to print maps of their home countries. She saved the images as well to use later on in her lessons. She asks students to take out their printed maps. She writes the following words on the board:

map country province city capital city

Ms. Khan pulls up the maps of each student’s home countries onto the screen. Ms. Khan knows that accessing the student’s prior knowledge and making connections to what is familiar to them will help them transfer their knowledge to this new context. Ms. Khan starts with China and shows them a map of China that includes the provinces, cities, and capital city.

Ms. Khan: This is a map of China [gesturing to the map]. China is a country. Jiayi, how do you say “map” in Chinese?

Jiayi: Dìtú.

Ms. Khan: Thank you, Jiayi. Can you please write the word “map” in Chinese on the board?

Jiayi: Yes [Jiayi walks to the board and writes “map” in Chinese].

Ms. Khan: Maria, how do you say “country” in Chinese?

Maria: Guójiā.

Ms. Khan: Thank you, Maria. Can you please write the word “country” in Chinese on the board?

Maria: Yes, I can [Maria walks to the board and writes “country” in Chinese].

Ms. Khan continues to show the students the parts of the map and asks her Chinese students to translate the vocabulary words to their first language.

Ms. Khan: Now we know that this [gesturing to the map] is called a map. This map is of the country China. We can see all the different colours inside the map that show many parts of China. These are called provinces. Can you say pro-vin-ces?

Students: Provinces.

Ms. Khan: Very good. Fang, can you write the word for “province” in Chinese on the board please?

Fang: [Fang walks to the board and writes “province” in Chinese.]

Ms. Khan: Let’s look at the Guangdong province. There is a city called Guangzhou. Can you say ci-ty?

Students: City.

Ms. Khan: Good. Now, in China there is a big city called Beijing. This is China’s capital city. On the map, the capital city Beijing is written bigger and darker than the other cities. Can you say ca-pi-tal ci-ty?

Students: Capital city.

Ms. Khan: Very good.

Ms. Khan asks a student to write the words for “city” and “capital city” in Chinese on the board. She repeats the process above with maps of India and Syria and has the students become familiar with the new vocabulary by making connections to their home language as well as the places familiar to them. Some of the Stage 2 students are already familiar with the vocabulary words, which is an added benefit as they are able to make the connections between English and home language vocabulary words right away. This is helpful for everyone in the class.

Ms. Khan hands students a graphic organizer to record their vocabulary words for the day.

Word	My Language	Picture
Map		
Country		
Province		
City		
Capital City		

Now that students are familiar with the vocabulary, Ms. Khan pulls up a map of Canada on the screen. The map shows the provinces, territories, and capital cities of Canada. Ms. Khan has them apply their new knowledge by asking students to count how many provinces and territories Canada has. She then asks students to find Manitoba and Winnipeg on the map, ensuring that she clearly sounds out the first letter sound in each word to ensure that her Stage 1 students can identify the places on the map as well.

Ms. Khan: We live in the province called Manitoba: M-, Man-i-to-ba. Find Manitoba on the map. [Students locate Manitoba.] Good. We live in a city in Manitoba called Winnipeg: W-, Win-ni-peg. Find Winnipeg on the map. [Students locate Winnipeg.] Winnipeg is also the capital city of Manitoba.

Ms. Khan then proceeds to work on her students’ listening and speaking skills by naming all the provinces, territories, and capital cities on the map and having the students repeat the names after her.

Students are then given a blank outline map of Canada and are asked to label the map with the names of the provinces, territories, and capital cities using a complete map of Canada as a guide. Students have been taught that names of places always begin with a capital letter, and so Ms. Khan reminds students that all places on the map should begin with a capital letter. Ms. Khan walks around the room to ensure the students are on the right track.

Teacher Reflection and Next Steps

Ms. Khan recognizes that her students require multiple exposures to the concepts and vocabulary learned during this lesson. Ms. Khan's class will be working with the map of Canada for multiple days. Described below are activities that Ms. Khan will do with her students as a follow-up to the first lesson, and which will provide students with the opportunity to progress from speaking/listening to reading/writing.

Extension Activity 1: Once students have completed labelling their maps, Ms. Khan will begin a knowledge and comprehension task that she will differentiate for her Stage 1 and 2 students. She will begin by giving her Stage 1 students flashcards with the names of the Canadian provinces, territories, and capital cities on them. She will ask students to sort the cards into provinces/territories and capital cities. Students can look at their maps for assistance. Once students have completed this task, they are to put the cards in alphabetical order.

Ms. Khan will give her Stage 2 students a similar task. She will hand them the same flashcards but will ask her Stage 2 students to match the province/territory with their capital city. They can try to do this without looking at a map first and then use a map if they require assistance. Ms. Khan will walk around to students who have completed this task to check for understanding.

Extension Activity 2: Ms. Khan will have her students complete a writing task. She will write sentence frames and an example on the board for her Stage 1 students. Her Stage 1 students will use the repetitive sentence structure to create their own sentences using the names of the provinces, territories, and capital cities that they previously learned. She will remind them to begin sentences and names of places with a capital letter and end sentences with a period.

_____ is a province.

_____ is a capital city. It is in _____.

Example:

Manitoba is a province.

Winnipeg is a capital city. It is in Manitoba.

For her Stage 2 students, Ms. Khan will ask students to write compound sentences about the provinces, territories, and capital cities. She will remind them to begin sentences and names of places with a capital letter and end sentences with a period. She will do an example together with them:

Manitoba is a province in Canada, and Winnipeg is the capital city of Manitoba.

Extension Activity 3: Students will read out the sentences that they created in pairs to practise their speaking. Students will then engage in an "I have, who has?" speaking activity game where half of the students receive a province/territory card and half the students receive the matching capital city card. The student with the province/territory will say "I have Saskatchewan. Who has Regina?" to find their missing half. The activity will be repeated by reversing the students who have the provinces/territories and capital cities so that all students have a chance to speak.

Extension Activity 4: Students will also continue to add to their Canada maps by learning other parts of the map to connect with the social studies curriculum. They will learn how to add a title, compass, bodies of water, and legend.

Supporting Materials

"Over Canada: An Aerial Adventure" (film) by Gary McCartie

A Beginning Look at Canada by Anne-Marie Kaskens

Canada (Level J Levelled Book) by Will Angelo

www.readinga-z.com (subscription required)

Celebrate CANADA (series) by Pearson Education

Vignette 3: Snowstorm Discussion (EAL Stage 2)

Background

Ms. Martin teaches an EAL class that meets for one period each day. The learners in her class are working within Stage 2 of language development. Most have been in Canada for less than one year, although a few have been in Canada a little longer. The students in her class are in Grades 9 to 11 and speak a variety of home languages including Tagalog, Hindi, Chinese, Vietnamese, Spanish, Japanese, and Ukrainian.

Lesson Context

Last week, the students were working on Google Slides presentations related to their culture or home country, and they will continue those projects later this week. Today, however, Ms. Martin has decided to insert a targeted lesson related to the major snowstorm that occurred over the weekend. Ms. Martin discussed the weather forecast prior to the snowstorm so students would be prepared for the upcoming conditions. She showed students how to access a weather website online and reminded students to check the weather forecast and the school's social media channel for updates about weather and school closures over the weekend. She also reviewed some vocabulary related to snowstorms and winter weather (e.g., snow, wind, snowstorm, blizzard, whiteout, dangerous, prepare) at that time and discussed important information about winter weather forecasts (e.g., a sunny day doesn't indicate warm temperatures; the actual temperature and "feels like" temperature are different, etc.). Students have returned to school after the snowstorm, and Ms. Martin wants them to have the opportunity to discuss their experiences related to the snowstorm.

Learning Targets

Big Idea:

Daily Life

Guiding Question:

What do I need to know to navigate daily life in my community?

Lesson Goal:

Students will develop an understanding of the new environment they are in, including weather and safety.

"I Can" Statements:

Stage 2:

- I can understand simple conversations and the main points of short oral presentations and discussions.
- I can ask for and provide information using comprehensible sentences.
- I can learn new vocabulary and use the words in familiar social and academic contexts.
- I can communicate appropriately with others during routine interactions without undue difficulty.
- I can learn and use a variety of simple strategies to understand English (ask for repetition or clarification).

Global Competencies:

- ✓ Collaboration
- ✓ Communication
- Creativity
- Connecting to Self
- Citizenship
- Critical Thinking

Lesson Excerpts

Ms. Martin begins the lesson by writing the following words on the board:

snowstorm blizzard wind wind chill snowdrift
whiteout dangerous prepare shovel

She chose these words because she wants students to review the words from last week so they will be ready to use them during today's discussion, and these words are in a text about snowstorms that she plans to read with the class later. The students should be familiar with most of the words, but some (wind chill, snowdrift, shovel) may be new to the students.

She also projects several photographs for students to view, including people walking in a blizzard, a woman shovelling snow, and a car covered in snow.

She asks students to talk with a partner. The students in her class often engage in partner discussions and are familiar with the expectations for this routine (e.g., look at your partner, speak clearly, avoid using your phone). Students should explain the meaning of the words they know and describe what they see in the images. She circulates around the room so she can listen to the discussions and notice which words students are able to explain and use. Then she leads a whole-class discussion of the words and images by calling on students to share their ideas, and then she clarifies or expands on their explanations.

Ms. Martin: Gerald, what does the word "shovel" mean?

Gerald: Shovel is [mimes shovelling snow]. That woman shovel snow [points to the image].

Ms. Martin: Yes, Gerald. To shovel snow means to move the snow. This woman is shovelling the snow on the sidewalk so people can walk easily. This is her shovel [points to the shovel in the image].


The students talk about most of the words. Ms. Martin provides a simple explanation of the words that are unfamiliar to students.

Next, she gives students the following prompt to copy in their listening/speaking booklet:

What did you see and do during the snowstorm?

What did you see and do after the snowstorm?

After copying the prompt, students should fill in the “my ideas” box.

Listening/Speaking Record	
Date _____ Prompt _____ what did you see and do during the snowstorm? _____ what did you see and do after the snowstorm?	
My ideas:	
Partner’s Name	Partner’s Ideas
Language for clarification <i>Could you repeat that?</i> <i>Could you speak more slowly?</i> <i>How do you spell that?</i> <i>Did you say, ... ?</i>	Paraphrase what your partner said before you write it down. 

Ms. Martin walks around the room to check on students as they write notes in the “my ideas” box. The students are familiar with this template because Ms. Martin uses the listening/speaking booklet in her class regularly when students discuss everyday or familiar academic topics. Most students begin to write. However, one student who just started in the class last week hasn’t written any ideas yet. She knows that some students find it easier to write ideas after talking about them aloud. She stops to talk to him:

Ms. Martin: Oleh, what did you see during the snowstorm?

Oleh: See many snow.

Ms. Martin: Yes, there was a lot of snow. You can write “I saw a lot of snow.”

She points to the “my ideas” box and waits while he writes his idea before continuing.

Ms. Martin: What did your family do this weekend?

Oleh: All stay home because very cold. . . . watching TV. . . . father not go work. . . restaurant is close.

Ms. Martin: You can write those ideas too.

After a few minutes, students have finished making notes and are ready for the partner discussion. Since Oleh hasn’t used the template before (and as a review for the other students), Ms. Martin decides to model the partner discussion for the class.

Ms. Martin: Let’s do one example together. I’ll be your first partner. Everyone please write my name in this box.

Ms. Martin has projected a copy of the template using a document camera so students can see it. She writes her name and waits while students copy it.

Ms. Martin: Mark, please ask me the question at the top of the page.

Mark: What did you see and do during and after the snowstorm?

Ms. Martin: [purposely speaking at a quick speed] After the storm, there was a lot of snow on the driveway so my husband and I shoveled for one hour.

Ms. Martin knows that many students in her class didn’t fully understand her speech because it was too quick, but she wants them to practise strategies to ask for repetition and clarification. She points to the prompts at the bottom of the page.

Ms. Martin: Satori, I want you to ask me one of these questions.

Satori: Could you speak more slowly?

Ms. Martin: [speaking slowly]. Sure. After the storm this weekend, there was a lot of snow on the driveway. My husband and I shoveled for one hour so we could drive our car. Satori, can you show me that you understood what I said?

Ms. Martin points to the paraphrasing prompt at the bottom of the page.

Satori: So what you said is... you have lots of snow and shovel one hour.

Ms. Martin: Yes, that's right. Please write that. Remember, when we make notes, it's okay not to write in a complete sentence.

Ms. Martin writes "lots of snow, shovel one hour" in the "partner's ideas" box to model how to take notes. She continues to share a few more details of her experiences during the snowstorm and calls on specific students so they can practise using language for clarification. Students write notes about what she says. Then, she assigns students a partner and asks them to repeat the activity. One person will speak while the other listens, asks clarifying questions, and takes notes. Then the roles will reverse. She circulates to listen to the students' conversations and to notice which students are using the questions for clarification. She makes sure to spend a little longer with Oleh and his partner to help him use the new expressions.

Teacher Reflection and Next Steps

As Ms. Martin is listening to the partner discussions, she notices that Anh's partner is having difficulty understanding her. When Anh pronounces some words, she doesn't say the final consonant (e.g., "schoo" instead of "school" or "ri" instead of "rice"). Ms. Martin doesn't correct all words that students mispronounce, but since this is causing difficulties in communication she makes note of it. The next time students are doing independent work in class, she will work one-on-one with Anh to practise saying final consonants.

She also notices that Mark found it easy to share several ideas using clear sentences with his partner during the discussion. Mark is demonstrating proficiency in speaking at the Stage 2 level. She will listen to Mark's speech in several other contexts over the next few weeks. Soon he will be working within Stage 3 for speaking.

The class will continue the lesson about snowstorms by reading the levelled text "Blizzards." Ms. Martin knows it is important for students to listen to fluent reading regularly. Before students read the text on their own, she will read it aloud and she will ask students to notice her phrasing (pauses at a comma or period). When students read the text aloud with their partner, they will practise pausing at a comma or period. She will use the Blizzards text at Level L when she reads aloud and for most of the partner reading. But Gerald and Mark have stronger reading skills, so they will use the Blizzards text at Level O when they do their partner reading together.

Supporting Material:

"Evidence-Based Principles to Guide English Language Development in the Common Core Standards Era" by Kate Kinsella
http://teacher.scholastic.com/products/teach-english-language-learners/pdf/Kinsella_ELD_CCSS_4-19-12Handout.pdf

Blizzards, Levels L and O
www.readinga-z.com (subscription required).

Vignette 4: How Do You Say "-ed"? (EAL Stage 2/EAL Stage 3)

Background

This lesson takes place within a multi-stage, plurilingual class of 13 students, with one specialist EAL teacher, Ms. Dobson, and one educational assistant, Mrs. Sabel. There is a group of eight students in the room working on the *English Language Arts: English as an Additional Language for Academic Success 40S* course, a group of four students working within Stage 3 and one recently arrived student who is beginning Stage 2. Home languages include Arabic, Urdu, Ukrainian, Tagalog, and Portuguese.

The Stage 2 student usually works one-on-one with Ms. Dobson or Mrs. Sabel but enjoys opportunities to interact with peers.

Lesson Context

Prior to this lesson, the new student was given routine conversational starters and asked to write about their weekend activities. The new student showed the ability to choose the appropriate verb (meaning) when speaking and in initial written work; however, they made no attempt to change the base form (tense) despite past-tense time markers being used. Following individual lessons in simple verb tenses, the teacher observed that the student pronounced all regular past-tense verb endings in the same way when sharing their work.

The Stage 3 students continue to make isolated pronunciation errors when reading -ed words and would benefit from the targeted practice of this lesson. They will also be modelling pronunciation for the Stage 2 student in addition to Ms. Dobson and Mrs. Sabel. The instruction and activities for this lesson took place over five classes with a range of times dedicated to it during each class.

Learning Targets

Big Idea:

Daily Life

Guiding Question:

What do I need to know to navigate daily life in my community?

Lesson Goal:

Students will improve their communication skills by focusing on their pronunciation of common English words.

"I Can" Statements:

Stage 2:

- I can pronounce frequently used words with developing accuracy.
- I can use text characteristics to read with some fluency.
- I can use the sounds of letters to decode simple words.
- I can communicate appropriately with others during routine interactions without undue difficulty.
- I can learn and use a variety of simple strategies to understand English.

Stage 3:

- I can pronounce most English sounds comprehensibly and use intonation to communicate meaning.
- I can use text characteristics to read with developing fluency and intonation.

Global Competencies:

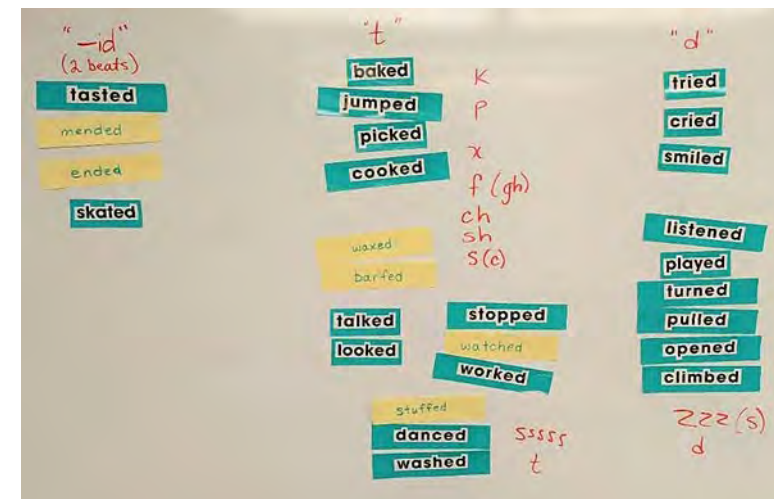
- ✓ Collaboration
- ✓ Communication
- Creativity
- ✓ Connecting to Self
- Citizenship
- ✓ Critical Thinking

tasted	mended	ended	skated
baked	jumped	picked	cooked
washed	waxed	barfed	talked
looked	stuffed	danced	stopped
watched	worked	tried	cried
smiled	climbed	listened	played
turned	pulled	opened	

Mrs. Sabel begins by giving examples of the three sounds of -ed (-id, -t, and -d).

Mrs. Sabel: How do you say this -ed word? Do you know what it means? [charade]

Then students take turns saying the words and sorting them on the whiteboard under the guidance of Mrs. Sabel. With assistance, the students can add in a charade of the action. When the students are finished the word sort, they work on their individual choice reading work until the end of class.



The next day, Ms. Dobson begins class by reviewing the pronunciation activity from the previous day.

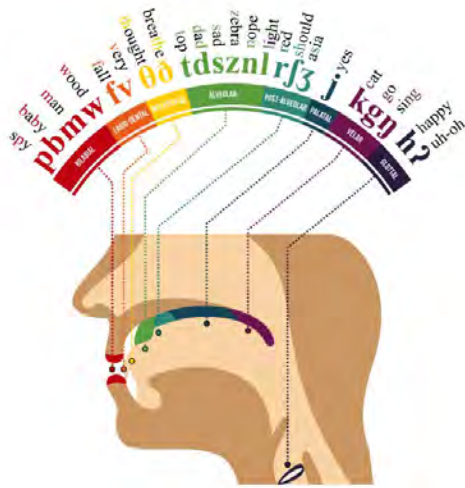
Ms. Dobson: Why are there three sounds? How do we make the sounds?

Lesson Excerpts

To begin the lesson, the new Stage 2 student joins the four Stage 3 students. The teacher leads a discussion to review what students know about past-tense regular verbs ending in -ed. Ms. Dobson then leads students to reflect on similarities to and differences from their home languages. Ms. Dobson is aware that some of the students' home languages have similar language patterns for past-tense verbs; whereas, for other home languages, it is an unfamiliar concept.

After the discussion, Ms. Dobson would like to instruct the *English as an Additional Language for Academic Success 405* group on the other side of the room, so Mrs. Sabel takes over leading the students through a select group of -ed words on individual papers:

Ms. Dobson goes through exaggerated mouth movements to accentuate the sounds of the -ed words, modelling where and how the sounds are made. Students are asked to do the same to gain a deeper understanding of the movements of their mouth, teeth, and jaw. Some students may also benefit from a diagram of the mouth, showing the groupings of sounds.



Phonetic English Map of the Human Mouth: Diagram by Language Base Camp. Reproduced from www.languagebasecamp.com/linguistics-for-language-learners-what-is-the-ipa/ under the terms for educational reproduction cited therein.

Ms. Dobson leads the students through the word sort to double-check whether they have organized the words correctly according to the sounds. Then the students and Ms. Dobson say the words in each group again, emphasizing the correct -ed sound pattern. When they are finished, Ms. Dobson directs the students to continue working on a writing assignment that students began last week.

During another class, the pronunciation lesson continues with students learning about how the sound that comes before -ed influences the sound of -ed. Ms. Dobson begins with words that sound like -id.

Ms. Dobson: What letter comes before the -ed? What sound does it make? Can you blend the sound to a “d” sound without adding a beat?

The students are asked if they can see a pattern in the sound before the -id sound. Ms. Dobson knows that students will usually just look at the letter itself, but it is important to emphasize the sound the letter makes before the -ed. This will become important with consonants that have multiple pronunciations (e.g., s/z, s/c, F/gh).

Ms. Dobson repeats this process for the group of -ed words that sound like -t.

Ms. Dobson: What letter comes before the -ed? But what sound does the letter before the -ed make?

Ms. Dobson leads an exploration into the voiceless consonants of (f/k/sh . . .).

Then students are asked to look for a pattern in the last group of -ed words, which sound like -d because they use voiced consonants (d/b/g . . .).

Ms. Dobson: Do you feel your vocal cords vibrating?

Next, the students are asked to listen to a short paragraph that has many -ed words. Ms. Dobson may choose to record the reading on an app such as *Flipgrid* so that it can be repeated as often as students require and will be accessible on *Microsoft Teams* so students can listen to it again.

The Zoo

Last Wednesday, we decided to visit the zoo. We arrived the next morning after we breakfasted, cashed in our passes, and entered. We walked toward the first exhibits. I looked up at a giraffe as it stared back at me. I stepped nervously to the next area. One of the lions gazed at me as he lazed in the shade while the others napped. One of my friends first knocked then banged on the tempered glass in front of the monkey's cage. They howled and screamed at us as we hurried to another exhibit where we stopped and gawked at plumed birds. After we rested, we headed for the petting zoo where we petted woolly sheep who only glanced at us, but the goats butted each other and nipped our clothes when we ventured too near their closed pen. Later, our tired group nudged their way through the crowded paths and exited the turnstile gate. Our car bumped, jerked, and swayed as we dozed during the relaxed ride home. Note: Some of the -ed words are used as adjectives but most are past-tense verbs.

Reproduced from “Using Short Paragraph Stories to Teach Simple Past in English – Part 1” by Larry Lynch. *Becoming a Better EFL Teacher*, May 24, 2006, <http://bettereflteacher.blogspot.com/2006/05/using-short-paragraph-stories-to-teach.html>.

The group reviews the information on the sounds of the three groups using this chart.

-ed sounds like "id"	-ed sounds like "t"	-ed sounds like "d"
<ul style="list-style-type: none"> smallest group of -ed words the verb ends with a "t" or a "d" the sound adds another syllable or beat on the word Example: start <u>ed</u>	<ul style="list-style-type: none"> larger group of -ed words the verb ends with "p," "k," "s," "sh," "ch," "f" or "gh," or "x" (voiceless consonants) the sound does not add another syllable or beat on the word Example: watch <u>ed</u>	<ul style="list-style-type: none"> the largest group of -ed words the verb ends with all other sounds (voiced consonants) the sound does not add another syllable or beat on the word Example: call <u>ed</u>

Mrs. Dobson: Now you are going to identify all of the -ed sounds in the story and figure out how to say them! It's hard because they all look the same! Let's go through the steps one at a time:

Practice: Read "The Zoo" again.

- Underline the letter(s)/sound **before** the -ed in all the words (e.g., burned).
- Highlight the words with the -ed sounds of "id" in **blue**. Highlight the words with the -ed sounds of "t" in **yellow**. Highlight the words with the -ed sounds of "d" in **pink**.
- Add the words to the appropriate column in the chart.

Teacher Reflection and Next Steps

After these initial activities, students will continue to encounter unfamiliar -ed words.

As the Stage 2 student continues to work on past tense verbs, they can refer to the three lists on the whiteboard and add more -ed words to the lists.

The lists of words can also be revisited to look at spelling patterns, such as doubling certain consonants before adding -ed (e.g., chop, chopped).

Another possible activity is for students to record their pronunciation of -ed words on *Flipgrid*. The Stage 2 student can record themselves reading a list of -ed words and three or four sentences of *The Zoo*. The Stage 3 students can read all of *The Zoo*. When Ms. Dobson listens to the student recordings, she can note other challenges students have with pronunciation or intonation, which can be addressed in future lessons.

Supporting Materials

"Using Short Paragraph Stories to Teach Simple Past in English – Part 1." *Becoming a Better EFL Teacher*, May 24, 2006, by Larry Lynch
<http://bettereflteacher.blogspot.com/2006/05/using-short-paragraph-stories-to-teach.html>

Phonetic English Map of the Human Mouth Diagram by *Language Base Camp*
<https://twistedifter.com/2019/04/phonetic-english-map-of-the-human-mouth/>

How to Teach Pronunciation by Gerald Kelly
<https://andrianilina.files.wordpress.com/2016/02/how-to-teach-pronunciation-kelly-gerald.pdf>

Video sharing website by Flipgrid
<https://info.flipgrid.com/>

Three Simple Pronunciation Tips: Past Tense Verbs by mmmEnglish
www.youtube.com/watch?v=DyAp3-H62ow

Pronunciation Tips – Past Tense Verbs:

- Rule 1: Usually *ed* is pronounced *d*.
- Rule 2: If the main verb ends with the sound *f, k, p, s, x, sh,* or *ch*, the *ed* is pronounced *t*.
- Rule 3: If the main verb ends with the sound *d* or *t*, the *ed* is pronounced *id*.

Vignette 5: Water Issues on First Nations Reserves (EAL Stage 3)

Background

Mr. Ramos teaches an EAL class that meets for one period each day. The learners in his class are mostly working within Stage 3 of language development. Some of his students arrived in Canada within the year, although a few have been in Canada for two or three years. The students in his class are in Grades 9 to 11 and speak a variety of home languages, including Chinese, Tagalog, Somali, German, Punjabi, Vietnamese, and Japanese.

Lesson Context

Mr. Ramos' class has previously learned some information about topics related to Indigenous Peoples in Canada, including traditional cultures, treaties, residential schools, and reserves. Today, Mr. Ramos will begin a series of lessons related to water issues on First Nations reserves, which will culminate with students writing a letter to a Member of Parliament. He chooses an excerpt from a Middle Years textbook to introduce this topic and notes the key vocabulary (including general academic and content-area vocabulary) within the excerpt that students will need to know. His list includes the following words:

government *environment* *challenge* *issue*
citizen *protect* *provide* *rural*
community *reserves* *federal* *compare*
First Nations

Mr. Ramos has previously taught his students many of these words during previous lessons. The following words are new to students:

issue *challenge* *rural* *federal*

Prior to reading the textbook excerpt, Mr. Ramos will introduce the topic, review the previously learned vocabulary, and teach students the new vocabulary.

Learning Targets

Big Idea:

Canada (Land and People)

Guiding Question:

What do I need to know about Canada as a country to understand current events?

How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada?

Lesson Goal:

Students will develop an understanding of water issues on First Nations reserves.

"I Can" Statements:

Stage 3:

- I can learn new specialized and abstract vocabulary and use the words in a variety of social and academic contexts.
- I can use a variety of reading strategies based on the type of text.
- I can understand the main idea and some details of longer, straightforward narrative and informational texts.
- I can learn and use a variety of strategies to understand English (use an English learner's dictionary).

Global Competencies:

- ✓ Collaboration
- ✓ Communication
- Creativity
- Connecting to Self
- ✓ Citizenship
- ✓ Critical Thinking

Learning Targets Lesson Excerpts

Mr. Ramos begins by projecting several photographs related to water issues around the world for students to view (including photos such as women carrying water jugs on their heads, a child filling a glass using clean water from a tap, brown water coming from a tap, a truck hauling large plastic jugs of water, plastic pollution in the ocean, etc.). He asks students to discuss with a partner what they see in the photos and compare it to what they have seen or experienced in their own lives. He elicits student responses and the class has a brief discussion.

Next, he wants to connect these images to the topic of water issues on First Nations reserves.

Mr. Ramos: These photos show problems related to water around the world. Some people think that Canada does not have water problems, but that is not true. When I am at my house, I can turn on the tap and drink clean water [points to the image of clean water from a tap]. But in some places in Canada, people do not have clean water. The water is dirty, so they must drink bottled water [points to the images of brown water and water jugs on a truck]. Today we will begin to learn about some water problems in Canada, and soon we will read about this. Before we read, we will review and learn some important vocabulary in the reading.

Mr. Ramos writes vocabulary the students previously learned on the board:

government environment First Nations
citizen protect provide
community reserves compare

He asks students to discuss the words (including the meaning and/or an example) with a partner and then leads a brief class discussion to review the words together. He clarifies the meanings and adds examples as needed.

Next, he gives students a handout with the four new vocabulary words (issue, challenge, rural, federal). He discusses the meanings of the words, and students complete the sample sentences and answers to the questions.

Word	Meaning	Example Sentence
issue (noun)	• a problem	An important issue in the world right now is _____.
What is an issue that some teenagers experience? An issue for some teenagers is _____.		
Word	Meaning	Example Sentence
challenge (noun)	• a difficult task or problem	_____ was a challenge when I was young, but now it is easy to do.
challenging (adjective)	• difficult to do	
What is a challenging school subject for you? A challenging school subject for me is _____ because _____.		
Word	Meaning	Example Sentence
rural (adjective)	• the land outside of a city	In many countries, people who live in rural areas are moving into cities because _____.
Would you want to live in a rural area? Why or why not? I _____ (would/would not) want to live in a rural area because _____.		
Word	Meaning	Example Sentence
federal (adjective)	• related to the government of a country	The federal government is for all of Canada. The provincial government is for Manitoba. The municipal government is for Winnipeg.
Who is the leader of the federal government right now? The leader of the federal government is _____ (name).		

When students have completed the vocabulary activity, Mr. Ramos hands out the reading excerpt.

Governments often work together to solve environmental issues and to promote environmental stewardship. Governments work together to keep our water safe. One way they do this is by building water treatment systems. These systems make sure Canadian citizens have safe drinking water. They also treat wastewater to protect the environment.

Providing clean water can be a challenge in small, rural communities. For example, many First Nations reserves have poor water treatment plants. Some communities have none at all. Drinking water can be unsafe. The Assembly of First Nations and band councils work with the federal government to provide clean water on reserves.

In First Nations reserves, 20 out of 100 homes have unsafe drinking water. Some of these communities have been without safe water for decades. Compare the information above to the rest of Canada, where only about 1 out of 100 homes have to worry about the water coming from their taps.

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There are also three comprehension questions below the reading:

1. Where is water safety an issue in Canada?
2. What is the difference in water safety in First Nations communities compared to other Canadian communities?
3. Why do you think it might be challenging to provide clean water in small, rural communities?

Mr. Ramos will use teacher think-alouds to model how he uses strategies (including choosing a purpose, making connections to prior knowledge, monitoring comprehension, and summarizing) to read a text.

Mr. Ramos: Before I read a text, I always want to think about my purpose for reading. Am I trying to learn specific information? Am I reading for enjoyment? The reason why I'm reading will impact how I read a text. In this case, I'm reading to learn information. I can see that there are three questions I need to answer after I read. I'll look at those questions now so I know which information I should focus on while I read.

Mr. Ramos then reads the text aloud, modelling strategies as he reads.

Mr. Ramos: [after reading the first paragraph aloud]. . . . The next paragraph says, "Providing clean water can be a challenge in small, rural communities." I learned that a challenge is something difficult, and that the word *rural* means "outside a city." It makes sense that it would be more difficult to get clean water in communities that are far from a city because they might not have the same equipment. Next, it says, "For example, many First Nations reserves have poor water treatment plants." I remember learning that most First Nations reserves are in rural areas. The text says they have poor water treatment plants. I know one meaning of the word *poor* is "not

having enough money." I don't think that's the meaning here, though. This must be the other meaning of the word *poor*, which is "not good." The word *plant* confuses me a bit. Sometimes the word *plant* means a flower or tree. But I think this word must be related to water treatment. I'll double-check this word using the dictionary.

Mr. Ramos gets his English learner's dictionary and asks the students to open theirs as well. He uses the document camera to show the students how to find the word *plant* in the dictionary, and together they read the two meanings.

Mr. Ramos: A plant can be "a living thing that grows in soil and has a stem, leaves and roots", or it can be "a large factory." It makes sense for a water treatment plant to be a factory where water is cleaned. So the two sentences I just read [points to the sentences] tell me that First Nations reserves far from a city might not have clean water because they don't have a factory that works properly to clean the water. I wonder . . . why don't many First Nations reserves have proper water treatment plants? That is something we can learn more about later this week. Now let's continue to read the next part

When Mr. Ramos finishes reading the text, students complete the comprehension questions. Two students in the class need more support when they write, so he will provide sentence frames to those students to help them structure their responses. The other students will answer the questions without sentence frames, but Mr. Ramos will circulate to check their work and help them create complete sentences as needed.

Sentence Frames:

Where is water safety an issue in Canada?

Water safety is an issue in _____.

What is the difference in water safety in First Nations communities compared to other Canadian communities?

In First Nations communities, _____. However, in other Canadian communities, _____.

Why might it be challenging to provide clean water in small, rural communities?

It might be challenging to provide clean water in small, rural communities because _____.

Teacher Reflection and Next Steps

Mr. Ramos' class will continue to learn about water issues on First Nations reserves for the next few days. He will provide them with an informational handout he created (containing written text, photographs, and maps) about Shoal Lake 40 First Nation and Freedom Road. The class will also view some news reports by watching excerpts from *Undrinkable: First Nations Water Crisis*. They will discuss how colonialism has affected and continues to affect First Nations communities across Canada.

Mr. Ramos knows it is very important to recycle and review vocabulary often and in multiple contexts. The students will review the vocabulary from the textbook excerpt (government, environment, challenge, issue, citizen, protect, provide, rural, community, reserves, federal, compare, and First Nations) during a vocabulary review game tomorrow. Mr. Ramos will keep this list of words on the board throughout the week and encourage students to use the words when they have discussions about the news reports and when they complete their upcoming letter-writing project.

The students will write a letter to an MP about water issues on First Nations reserves. Mr. Ramos will provide students with a letter template (including sentence frames for students who need that support). Students will use the writing process as they plan, draft, edit, and publish their letters and will incorporate the new vocabulary they learned within the letters. Mr. Ramos thinks that these letters would also provide a meaningful opportunity for students to learn about and use modal verbs (e.g., *should, could, must, would, may . . .*) in context. He will plan a grammar lesson about modal verbs and then students can apply what they learn when they write their letters.

Supporting Material

Text excerpt reproduced from *Nelson Social Studies 5: Canadian Government and Citizenship* by Cairo and Soncin, 2014, p. 72.

Undrinkable: First Nations Water Crisis [video]. Available online at CBC Curio (subscription required).

Truth and Reconciliation Commission of Canada: Calls to Action (Nos. 62, 63, 93), https://publications.gc.ca/collections/collection_2015/trc/IR4-8-2015-eng.pdf.

Academic Vocabulary Toolkit 1 by Kate Kinsella
Academic Vocabulary Toolkit 2 by Kate Kinsella

"Seven Fundamental Comprehension Processes" in *Developing Readers in the Academic Disciplines* by Doug Buehl, pp. 33–35.

Teach the Text Backwards: A Practical Framework Which Helps ESOL Students Understand Textbooks by Center for Applied Linguistics, 1998, <http://archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf>.

Vignette 6: Canadian Charter of Rights and Freedoms (EAL Stage 3)

Background

Mr. Bell teaches a Senior Years EAL course where most students are working within Stage 3. His students speak a variety of home languages, including Arabic, Spanish, Tigrinya, Tagalog, and Inuktitut.

Lesson Context

Most of the students in this class took the EAL Stage 2 course so they have some understanding of the *Canadian Charter of Rights and Freedoms*. The purpose of this lesson is to activate students' prior knowledge about the Canadian Charter and to engage students in an academic discussion where they will make personal connections to the rights and freedoms in the Charter.

Learning Targets

Big Idea:

Diversity and Belonging

Guiding Question:

What are the rights and responsibilities that I have as a person in Canada?

Lesson Goal:

Students will develop an understanding of the *Canadian Charter of Rights and Freedoms*.

"I Can" Statements:

Stage 3:

- I can understand longer and more complex conversations, the main points, and some details of short, oral presentations or discussions.
- I can ask for and provide detailed information using longer and more complex speech.
- I can communicate appropriately with others during longer and more complex social and academic interactions with some ease.
- I can analyze concepts with classmates with an awareness of diverse backgrounds and perspectives.
- I can demonstrate knowledge of key facts and concepts related to Canada's land and people.

Global Competencies:

- ✓ Collaboration
- ✓ Communication
- ☐ Creativity
- ✓ Connecting to Self
- ✓ Citizenship
- ✓ Critical Thinking

Lesson Excerpts

To introduce the *Canadian Charter of Human Rights and Freedoms*, the students' learning will be activated by going on a "gallery walk" within their classroom, viewing images associated with the Charter (e.g., fundamental freedoms, democratic rights, mobility rights, legal rights, equality rights, language rights, treaty rights, etc. . .). Mr. Bell has posted photographs on the walls that are arranged in groups (two or three related photographs per group).

Sample images:



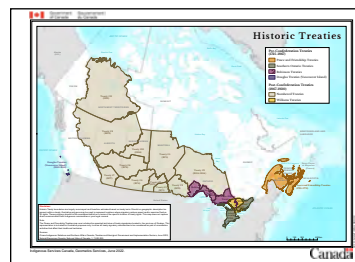
(equality)



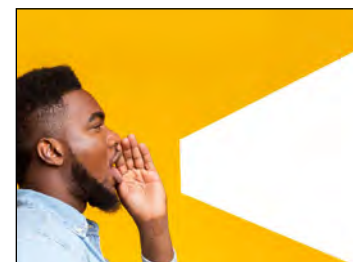
(voting and government)



(peaceful assembly)



(treaty map)*



(free speech)

The students move around the classroom, on their own, simply looking at the pictures. After a few minutes, they are encouraged to discuss what the pictures may represent with a partner. Then Mr. Bell brings the students together for a class discussion:

Mr. Bell: What can you tell me about some of the visuals you just looked at?

Ali: Some were about religion, law.

Tomas: I think it's about Canada. I saw the government building in Ottawa and Indigenous people.

Steph: Is it about diversity? I notice many different people.

Mr. Bell: Those ideas all connect to today's lesson. Today we are going to review the *Canadian Charter of Rights and Freedoms*, which most of you started to learn about last semester. As we review some of the rights and freedoms Canadians have, I also want you to think about the connections you can make to your own experiences and the previous communities you have lived in.

* **Treaty Map by Government of Canada:** Reproduced from <https://rcaanc-cirnac.gc.ca/eng/1605796533652/1605796625692#sec3> under the terms for non-commercial reproduction cited therein.

Next, Mr. Bell asks the students to look at the photographs again and independently record their ideas on a handout. Since there are a few students who did not previously learn about the *Canadian Charter of Rights and Freedoms*, he also provides a word bank to assist students as they record their ideas (vote, election, religion, court, lawyer, protest, government, equality, etc . . .).

Gallery Walk: Rights and Freedoms		
Group of images	How do these images connect to the <i>Canadian Charter of Rights and Freedoms</i> ?	How is this similar or different to my previous home community and personal experience?
1		
2		
3		
4		
5		
6		
7		
8		

After about 15 minutes, Mr. Bell organizes the class into groups of three students so they can have an academic conversation about their ideas from the gallery walk. Mr. Bell's students have been practising having academic conversations throughout the semester so they are familiar with using the following chart:

Academic Conversation Prompts

In *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings*, authors Jeff Zwiers and Marie Crawford proposed using various prompts to try to elicit responses from students. The following table provides some examples of prompts that might be used and the subsequent responses to be expected.

Prompt	Response
Elaborate and clarify What do you think? What do you mean by . . . ? Can you tell me more about . . . ? I wonder about What is your idea?	I think it means that . . . I believe that . . . This might be about
Support ideas with examples Can you give an example from the text? What is an example from your experience? What is the evidence for . . . ? Can you explain that idea more?	For example, In my experience, According to
Build on or challenge an idea Do you agree? What are other ideas? How does that connect to . . . ?	To support _____'s idea, I agree with I would add that This reminds me of Another way to look at this could be I disagree with _____ because I understood that differently. I think
Paraphrase and synthesize Was that clear? What have we discussed so far?	So, you are saying that . . . We can say that . . .

Mr. Bell circulates around the room to listen to the students' discussions and help them use the prompts to develop their ideas. He stops to listen to Tomas, Ali, and Steph.

Tomas: Steph, what do you think for number one?

Steph: Umm . . . [looking at the chart] This might be about . . . religion. I saw a church and other religion buildings too. Tomas, do you agree?

Tomas: Yes, I think this one is religion . . . I would add that . . . in Canada have many religion. This is different from my home. In Mexico almost all people are Catholic. Ali . . . how is this similar or different in your home community?

Ali: In my experience, the people of my country are Muslim, but there are two group of Muslim. Sometimes this makes fighting between people.

Steph: . . . [looking at the chart] What have we discussed so far?

Tomas: We can say that in Canada it's okay to be your religion. All religions are respect. In some other place it's different.

Ali: I disagree with all religion respect in Canada. It's good to respect the religions. But sometimes I hear about people not respecting Muslims. It's dis . . . disc . . .

Mr. Bell: I think the word you're looking for is "discrimination," Ali. You've raised a really important point. Sometimes certain people in Canada are treated unfairly, even though we have the *Charter of Rights and Freedoms*. We're going to talk more about that issue throughout this week.

Steph: Ali, what is your idea about number two? . . .

This group continues their discussion and Mr. Bell goes to listen to another group discuss the Canadian Charter and their personal connections.

To end the class, Mr. Bell asks his students to write about the following:

1. Describe the rights and freedoms that are in the Canadian Charter.
2. Why is the Canadian Charter important?

Teacher Reflection and Next Steps

Mr. Bell looks at the writing his students did at the end of class and remembers what he heard during their discussions. Most of the students know the basic ideas from the Canadian Charter, but they need to learn more specific vocabulary to describe their understanding. He

also notices that there are some ideas students wrote that he will need to clarify in upcoming lessons.

In the following lessons, the students will read texts and watch videos to develop their understanding. One of the videos that Mr. Bell wants to show is fast-paced, so when he shows it he will break it into smaller chunks and pause for class discussion several times. Students will read some excerpts of the Canadian Charter in English, and Mr. Bell will also show students that the Charter is available in multiple languages.

While students read and view multiple texts, students will be asked to make note of key vocabulary related to their study of the *Canadian Charter of Rights and Freedoms*. Mr. Bell will start a word bank on the board (of general academic and content-area vocabulary) that the class will build on during the next several lessons (including words such as *right, freedom, charter, access, deny, prohibit, discrimination, exclude, amendment, infringe upon, fundamental*, etc.).

Although many of Mr. Bell's Stage 3 students are now relying less on using their first language to learn content, he does recognize that the vocabulary and ideas within this topic are sophisticated, so he will encourage them to translate specific words to help with their understanding when necessary.

As a culminating activity for this topic, the students will analyze some human rights issues that are currently in the news using teacher-provided materials. Mr. Bell noticed the personal connections students made during today's academic conversations and will continue to listen to their discussions over the next few classes so he can choose materials that are interesting and relevant to the students.

Supporting Materials:

Canadian Charter of Rights and Freedoms
www.justice.gc.ca/eng/csj-sjc/rfc-dlc/ccrf-ccdl/

Canadian Charter of Rights and Freedoms in Multiple Languages
<https://open.canada.ca/data/en/dataset/06d31e10-a2a8-4d53-9ff3-567714a0a9f3>

Canadian Museum for Human Rights
<https://humanrights.ca/story/a-canadian-flag-for-equality>

The Charter of Rights and Freedoms by Springtide
www.youtube.com/watch?v=YAIM1qzO9_w

Introduction to the Canadian Charter of Rights and Freedoms by
Department of Justice, Canada
www.youtube.com/watch?v=UX99jxbAhHQ

Dreams of Freedom by Amnesty International UK

Because I Am a Girl: I Can Change the World by Rosemary McCarney.

Canada Close-up: Canadian Government by Elizabeth MacLeod

Canada's Heroes of Human Rights by Carla Peck et al.

Active Citizenship by Carla Peck et al.

Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings by Jeff Zwiers and Marie Crawford

Vignette 7: Comparing School Experiences (EAL Stage 1/EAL Stage 2/EAL Stage 3)

Background

This class is a combined class of 19 students from various stages of language learning, including five students who are working within Stage 1, eight students working within Stage 2, and six students working within Stage 3. The students' home languages include Arabic, Spanish, Twi, Tigrinya, Japanese, Korean, and Vietnamese. The students have all attended school in other countries prior to their arrival in Canada.

Lesson Context

Prior to this lesson on comparing students' school experiences, students presented information about their food and cultural celebrations to the class with comparisons to Canadian culture and food. Students gained experience using *PowerPoint* during that project.

Today's lesson is an introduction to a new photo essay project about school experiences, and the unit will last a further one to two weeks. Ms. Sleeva is completing this lesson after students have already been attending school in Canada for several months (or longer) so students have had many opportunities to observe and learn about their current school. In this project, students will have the opportunity to review using *PowerPoint*.

Ms. Sleeva knows that she will need to adjust the expectations and support for the students in her class who are within different stages of language learning, and she has already thought about how to do this. The Stage 1 students will write simple sentences to describe their photos. The Stage 2 students will write compound sentences (using *than*, *but*, and *because*) to describe their photos. The Stage 3 students will write multi-sentence descriptions for their photos that include more detailed and complex sentences (including some other conjunctions).

Learning Targets

Big Idea: Identity and Culture	
Guiding Question: How are my home culture and previous life experiences valuable?	
Lesson Goal: Students will compare their school experiences in Canada and another community.	
“I Can” Statements: Stage 1: <ul style="list-style-type: none">• I can understand spoken words, phrases, and simple sentences or questions.• I can share basic information using spoken words, phrases, and simple sentences.• I can write words and simple sentences.• I can complete foundational academic tasks.• I can learn and use simple strategies to understand English. Stage 2: <ul style="list-style-type: none">• I can understand simple conversations and the main points of short oral presentations and discussions.• I can ask for and provide information using comprehensible spoken sentences.• I can give short oral presentations.• I can write simple and compound sentences.• I can complete simple academic tasks.• I can learn and use a variety of simple strategies to understand English. Stage 3: <ul style="list-style-type: none">• I can understand longer and more complex conversations and the main points and some details of short oral presentations and discussions.• I can ask for and provide detailed information using longer and more complex speech.• I can give short prepared or spontaneous oral presentations.• I can write simple, compound, and complex sentences.• I can complete various academic tasks.• I can learn and use a variety of strategies to understand English.	Global Competencies: <ul style="list-style-type: none">✓ Collaboration✓ Communication<input type="checkbox"/> Creativity✓ Connecting to Self<input type="checkbox"/> Citizenship✓ Critical Thinking

Lesson Excerpt

On the board, Ms. Sleeva writes the content goal and language goal for the lesson. They are written with simple vocabulary and explained for the Stages 1 and 2 students. She writes:

Content Goal: Comparing school in Canada to the school you went to in your previous country.

Language Goal: Learning to use “than,” “but,” and “because.” She also writes three sample sentences using the words “than,” “but,” and “because.”

Ms. Sleeva speaks slowly and pauses between concepts to allow the Stage 1 and 2 students to have a better opportunity to process the information. Ms. Sleeva also uses gestures or points to pictures that help to explain the information for the lesson.

Ms. Sleeva: Today, we will be starting a new lesson on comparing schools . . . [Ms. Sleeva points to pictures of schools she has pinned to the board before class] . . . between Canada . . . [Ms. Sleeva points to Canada on the world map] . . . and the previous school you went to in your country of origin or another country. [Ms. Sleeva points to other countries that are pinned on the map] “Origin” means “start” or “begin.” If you lived in Mexico for the first 10 years of your life, it was your country of origin. “Previous” means “before” and maybe you moved to the USA before moving to Canada. Some of you might have gone to school in two countries, so you will choose one that you remember the most to compare. If you don’t remember your previous school, then you will find pictures of a school in another country to compare. We will also be learning to use “than” and “but” to compare schools.

Ms. Sleeva points to the two example sentences on the board using “than” and “but” and reads them aloud.

Ms. Sleeva: We can use the words “than” and “but” to show how things are different. Also, we will be using the word “because” to explain our ideas.

She points to the sentence example using “because” and reads it aloud. Then she shows a *OneNote* collaboration page on the board for sharing ideas.

Ms. Sleeva: Now let’s start with your ideas. You can type your answer and I will read your answer, or you can type your answer and read it to the class. Here is the question: “What do you like about this school?”

For the students in Stage 1, it is sometimes difficult for them to share answers orally. Therefore, Ms. Sleeva uses *OneNote* to allow students to type their answers to share and allows a long wait time for students to form their answers. There is a student in the silent

period who would benefit the most from this scaffold, as the student can participate even though they do not yet feel comfortable answering orally. The Stage 3 students may type a basic answer on *OneNote*; however, Ms. Sleeveva expects them to elaborate on their ideas as they give their answer orally.

Ms. Sleeveva: Who would like to read their answers to the class?

Jose, a Stage 3 student, and Jiwoo, a Stage 1 student, put up their hands to share their answers orally.

Jose (Stage 3 student): I like the gym because my other school did not have Phys. Ed. class indoors, and my favourite class is Phys. Ed. because I really like football, but not American football, but the one you call soccer here in Canada.

Ms. Sleeveva: Thank you, Jose. Jiwoo, would you like to share?

Jiwoo (Stage 1 student): I like to food class go.

Ms. Sleeveva: Yes, Jiwoo, everyone likes to go to foods class because you get to cook your own food and eat it. Yum. [Ms. Sleeveva makes a gesture like she just enjoyed a delicious meal.]

Other students also give their answer orally. Ms. Sleeveva reads the answer for the Stage 1 student who is not comfortable to share orally to the class.

Ms. Sleeveva: Thank you everyone for sharing your answers. Let's look at a picture of a school and guess where this school is located. In what country is this school located?

Ms. Sleeveva projects a picture of a school and lets the students look at it for 40 seconds.

Ms. Sleeveva: Where is this school located? If you think you know, put up your hand.

Many hands went up as students felt comfortable to name a country.

Abdul (Stage 1 student): J-j-a-pan. [Abdul yawns a bit.]

Ms. Sleeveva: Are you "taban" today?

Ms. Sleeveva knows that "taban" means "tired" in Syrian Arabic. She likes to create community and connection by saying words in the students' home languages. This allows the students to feel more at ease in the room. Ms. Sleeveva knows that using an English-only policy causes Stages 1 and 2 students to feel anxious, and that language processing using home languages can accelerate learning of new words.

Abdul: Yes, Ms. Sleeveva, I am tired today.

Ms. Sleeveva points to the next student to answer.

Anh (Stage 1 student): Nigeria.

Maria (Stage 3 student): Mexico.

Ms. Sleeveva: Okay, who do you think is right? Let's look at some clues. The school in the picture has a large building. The trees are palm trees, and there is some writing on the school. [Ms. Sleeveva zooms in on the writing.] What country is this writing from?

Jiwoo: China.

Ms. Sleeveva: Yes, Jiwoo. Can you read any of the writing?

Jiwoo: No. I before see.

Jiwoo structures her sentences like her home language, Korean, and it will take some time and practice to structure her sentences in English.

Ms. Sleeveva: Oh, you have seen this writing before and know what language it is. Good job. This school is in China. Now, let's compare the school in the picture to the school in Canada. What is different?

Jose: It is bigger than this school because lots of students go to school there.

Anh: It look warm . . . Canada . . . not warm.

Ms. Sleeveva: How do you know it is warm?

Fatimah (Stage 2 student): Because there are plum trees. [Fatimah mistakes the word "plum tree" for "palm tree."]

Ms. Sleeveva: Yes, there are palm trees in the picture [she points to the palm trees], and they grow in warm places. [Ms. Sleeveva corrects Fatimah's pronunciation by repeating the correct word.]

Fatimah: We have palm tree in my country.

Next, Ms. Sleeveva shows the assignment on the board and explains it to the class. Students also have their own paper copy so they can translate unknown words.

School in Different Countries Project

Create a photo essay using *PowerPoint* to show the differences between school in Canada and your previous school. If you attended more than one school, choose the school you know the most information about. This project will require research to find pictures or examples that show the differences.

You will need to write a sentence for each slide comparing this school to your previous school.

Examples:

*This school is **bigger than** my school in Mexico.*

*My school in Mexico was small, **but** the building was new.*

You can also explain why you like certain things in each school and tell us why.

Example:

*I like the lunchroom in my school now, **because** I can buy a delicious lunch.*

Possible ideas for your slides:

- the clothes/uniform students wear
- hours for the school day
- subjects learned
- how the school looks
- technology and resources (laptops, textbooks, etc.)

Ms. Sleevea: So, we are going to work on making a *PowerPoint* comparing our school now to our previous school. You will include pictures showing this school and your previous school. You will also write sentences to compare your school in Canada to the school you went to before. Before we begin, do you have any questions?

Fatimah: What is previous?

Using the whiteboard, Ms. Sleevea illustrates and explains the word. Even though the word came up earlier in the lesson, Ms. Sleevea knows that it could take up to 20 times of use

before a student will remember new vocabulary, so she patiently explains the word. She asks students to think of an example using the word in a sentence. Jose puts up his hand to share.

Jose: My previous teacher for English was Mr. Yurkiw.

Ms. Sleevea: Yes, that is great. Okay, let's get to work finding pictures related to our previous schools.

Teacher Reflection and Next Steps

In the next class, Ms. Sleevea will show a sample photo essay of the school she went to as a child compared to the school she works in now. She will include slides that show the different expectations she has for students in each stage of language learning. Stages 1 and 2 students will be given sentence frames to make simple and compound sentences. Ms. Sleevea expects the Stage 3 students to create their own sentences and to write more detailed information than the Stages 1 and 2 students. She will extend the Stage 3 students' learning by providing them with sentence frames using more complex conjunctions (e.g., *however, since, similarly*) and explaining how to use those new words. Ms. Sleevea will also review basic sentence structure with all students as needed and help students edit their written work.

Students will present their photo essays by reading them aloud to multiple partners. Ms. Sleevea often uses a partner rotation strategy for speaking activities. Each student spends more time speaking when they are with a partner than they would during a whole-class discussion. Students feel more comfortable speaking to a partner than they would presenting in front of the class. Also, when students share information with several partners, they have the opportunity to practise similar language multiple times, which helps to develop fluency. There is one student in this class who is in the silent period, so they will not read their project aloud but they will participate by listening to others during the partner rotation.

Ms. Sleevea would also like to do another project this semester related to identity, stereotypes, and perceptions. Students create a visual representation of their identity using a small box. On the outside of the box, students would represent how they think people see them, including stereotypes. Inside the box, students represent who they really are and what others may not see. Students can bring special items from home, such as photographs or mementos. They will either do an oral presentation or gallery walk during class. Ms. Sleevea will wait until the end of the semester before considering this project. She knows it will be important to have a strong sense of community and trust within the classroom so students feel safe to share their ideas. Ms. Sleevea will differentiate for the different language levels in her class. Stage 1 students will label the items on and in their boxes with words and simple

sentences; Stage 2 students will write several sentences; and Stage 3 students will write a short paragraph about their identity.

In order to accommodate the varying language development needs of the Stages 1, 2, and 3 students who are in her class, Ms. Sleeve structures her class to include both whole-class work (such as the Comparing Schools project) as well as 20 to 30 minutes of independent and/or small-group work each day that is targeted toward specific language structures, vocabulary, and skills. When Ms. Sleeve works with a group of Stage 1 learners, they practise tasks together such as using phonics to decode words, reading sight words and simple sentences, and learning basic vocabulary to meet their everyday needs. When Ms. Sleeve works with the Stages 2 or 3 learners, they practise reading aloud from and discussing a variety of texts. There are a variety of centres around the room for students to engage in independently or with a partner, including levelled reading, online vocabulary flashcards, information gap activities (for speaking/listening practice), discussion prompts, and writing prompts. Each centre has resources that are appropriate for different language levels. Since this is a regular routine in her class, students know what is expected during independent/small group work time, and they usually get to work quickly on their tasks.

Supporting Material

Photos of Schools around the World, retrieved from www.theguardian.com/world/gallery/2015/oct/02/schools-around-the-world-un-world-teachers-day-in-pictures

Suggested Topics, Learning Experiences, and Resources for the Big Ideas

In this section, a curated list of suggested topics, learning experiences, and resources is included for each big idea. The information is organized based on Stages 1, 2, or 3 so that teachers can choose based on the credit that students are working on and/or their students' needs.

Suggested Topics: These topics are identified in the strands of the EAL Framework and are meant to be a list of possible choices. Teachers are encouraged to include most of the items that are identified for Stage 1 and then to choose based on student need in Stages 2 and 3. In each topic, teachers are encouraged to revisit ideas from Stage 1 if students have a critical gap in knowledge; however, teachers are not required to teach every topic in these detailed lists.

Suggested Learning Experiences: This list of suggested learning experiences is meant to be a starting point for teachers as they are planning for teaching and learning for these EAL credits. It is not meant to be a prescriptive or exhaustive list, so teachers can also use learning experiences that they have already developed that match a big idea and the corresponding guiding questions.

Within the lists, there are also links to explanations online for specific teaching strategies that are commonly used in EAL classes, such as Picture Word Inductive Model and Narrow Reading. Most strategies are only listed under one big idea; however, students will benefit if teachers reuse these strategies throughout the course. Intentional use of these strategies can create a richer language learning experience.








As well, there are ideas for learning experiences in each list for all three of the recommended phases of learning from Manitoba Education and Early Childhood Learning:


- Activating (preparing for learning), which includes making connections to background knowledge, stimulating curiosity, and recognizing gaps in knowledge
- Acquiring (or integrating and processing learning), which includes learning information and practising new language learning
- Applying (or consolidating learning), which includes applying learning to new situations and/or creating an original text

Within an EAL classroom context, teachers would incorporate appropriate scaffolding into their plan for each of these three phases of learning. As well, the phases of learning may take more than one class period within a teaching and learning sequence. For example, teachers might spend two whole classes on the activating phase, such as activating prior knowledge of a concept in a discussion and written brainstorm in one class, and then introducing key vocabulary from a text and having students use the vocabulary in questions and answers based on personal experiences in the next class. In subsequent lessons students would study a text for the acquiring phase, with the teacher modelling and students using various learning strategies on chunks of the text. Lastly, students might be asked to create a text in the applying phase, and it might take three to five classes for students to draft, edit with feedback, and write their best draft.

Suggested Resources: These resources are recommended for teachers to consider as texts for students to study within their EAL classroom. Teachers are not expected to use every resource that is listed. These texts are also useful as exemplar texts to demonstrate the characteristics that are appropriate for learners in each language learning stage, so teachers can judge other texts against them.

Analyzing Resources: Teachers will need to choose other texts to study based on their students' interests or needs within the big ideas and "I can" statements. Often these texts will include academic language, and therefore teachers will need to spend time both analyzing the text and determining which features of the text they will teach in order to enhance students' understanding of academic language. The following chart, created by Staehr Fenner and Snyder, presents a series of questions that teachers can use to determine potential challenges at the word, sentence, discourse, and sociocultural levels.

Awareness-Building Questions	Text Info Yes/No	Example(s) Found in Text	Teach This Feature? Yes/No
Vocabulary (Word Level)			
 Are there everyday Tier 1 words (e.g., cat) that may be unfamiliar to students?	Yes/No		
 Are there general academic Tier 2 words (e.g., analyze or describe) that may be unfamiliar?	Yes/No		
 Are there Tier 3 words specific to the content you're teaching that may be unfamiliar?	Yes/No		
 Does the vocabulary in the text lend itself to any mini lessons on word-learning strategies (e.g., words with multiple meanings, determining meaning of words in context, or affixes)?	Yes/No		
Grammar or Syntax (Sentence Level)			
 Are there aspects of grammar (e.g., clauses, verb tense, or interrogatives) that may be challenging for MLs?	Yes/No		
 Is there any syntax (arrangement of words and phrases) that might be confusing?	Yes/No		
 Are there any conventions that may be new or confusing (e.g., punctuation, spelling, etc.)?	Yes/No		

Awareness-Building Questions	Text Info Yes/No	Example(s) Found in Text	Teach This Feature? Yes/No
Organization (Discourse Level)			
 What is the type of text (e.g., lab report or blog post)?			
 How is the text organized or structured (e.g., description or cause and effect)?			
 How do the ideas hang together cohesively ?			
 Are there any markers of sequence or relationships between ideas (e.g., in addition or likewise)?	Yes/No		
 What is the purpose of the text (e.g., to persuade or to inform)?			
Sociocultural Level			
 Does the text assume any experience, background knowledge, and/or awareness for students to understand it?	Yes/No		
 Could students' first language and/or home culture impact their understanding of the text?	Yes/No		

Checklist for Increasing Academic Language Awareness by Diane Staehr Fenner and Sydney Snyder (2017). © SupportEd. All rights reserved.

Big Idea: Identity and Culture

Students will deepen their understanding of their evolving identity as plurilingual learners within a new culture.

Guiding Questions:

- Who am I, and what has shaped my identity?
- Who do I want to be? (How do our identities change in new environments?)
- How are my home culture and previous life experiences valuable?
- How can I use my strengths as a plurilingual learner to learn English?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
Topics <i>Choose from the following list of topics based on students' needs and interests.</i>	Students will explore their personal and cultural identity through the following <i>suggested</i> topics: Basic Interpersonal Communication Skills (BICS): <ul style="list-style-type: none"> • People around me: greetings; basic personal information; family • People and their physical characteristics: the human body, basic health, simple personal actions; clothing, colours, common emotions • Activities: foods and meals; favourite pastimes, leisure, celebrations – personal and cultural 	Students will explore their personal and cultural identity through any of the following <i>suggested</i> topics: Expansion of BICS topics introduced in Stage 1, plus the following: <ul style="list-style-type: none"> • People around me: personality traits; friendships; relationships • Personal interests: music genres; sports; artists; musical instruments; fashions and fads; performing and visual arts; story telling • Future goals and plans (personal and academic) • Impact of home culture on identity and values 	Students will explore their personal and cultural identity through the following <i>suggested</i> topics: Expansion of BICS topics introduced in Stages 1 and 2, plus the following: <ul style="list-style-type: none"> • Analyzing aspects of identity based on personal experience • Analyzing aspects of culture based on personal experience • Being a plurilingual learner • Future goals and plans (personal and academic)

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Experiences</p> <p><i>Choose from the following learning experiences and/or use ones you have developed that focus on this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.</i></p>	<p>Interview a partner using teacher-provided questions, focusing on identity and culture (e.g., “What is your name?” “What languages do you speak?” . . .). Introduce each other.</p> <p>Participate in a learning circle; ask and answer simple questions.</p> <p>Show other students how to write and say your name in your language.</p> <p>Participate in a “find someone who . . .” activity (using taught vocabulary, given question frames).</p> <p>Use the structure of the “Where I’m From” poem by George Ella Lyon and ask students to write a sentence about their home country. (See Learning Resources at the end of this section.)</p> <p>Teach vocabulary related to the suggested topics using realia, visuals, and gestures.</p> <p>Create word walls or personal dictionaries that organize vocabulary by topic.</p> <p>Sort taught vocabulary words according to topic.</p> <p>Play Pictionary or charades using taught vocabulary.</p> <p>Read and view multiple texts about identity and culture that contain taught vocabulary and simple sentences, supported by visuals and patterned text.</p> <p>Create an identity Medicine Wheel (using words and visuals) to respond to Murray Sinclair’s four questions. (See Learning Resources at the end of this section.)</p> <p>Create an identity mind map (using words and visuals).</p> <p>Create a photo essay to share an element of their culture (e.g., food item, celebration).</p>	<p>Interview a partner using teacher-provided questions focusing on identity and culture (e.g., “What do you like to do for fun?” . . .). Introduce each other.</p> <p>Share ideas related to identity and culture in a learning circle.</p> <p>Discuss the personal significance of names.</p> <p>Participate in a “find someone who . . .” activity (using known vocabulary, given question frames).</p> <p>Write a stanza of a poem inspired by the poem “Where I’m From” by George Ella Lyon. (See Learning Resources at the end of this section.)</p> <p>Teach vocabulary related to the suggested topics using realia, visuals, gestures, and simple explanations.</p> <p>Create word walls or personal dictionaries that organize vocabulary by topic.</p> <p>Sort taught vocabulary words into groups and explain your thinking for the groups.</p> <p>Use an organizer to record information about new vocabulary, such as the four-corner chart. (See Learning Resources at the end of this section.)</p> <p>Read and view multiple texts about identity and culture (such as simple stories or informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals.</p> <p>Create a short video that answers Murray Sinclair’s four questions. (See Learning Resources at the end of this section.)</p> <p>Set personal goals using the Medicine Wheel goal-setting activity.</p> <p>Create a photo essay comparing personal experiences in Canada and in respective home country, and share with classmates.</p>	<p>Interview a partner using provided questions focusing on identity and culture (e.g., “What are your hopes for the future? . . .”). Introduce each other.</p> <p>Share stories related to identity and culture in a learning circle.</p> <p>Discuss the cultural significance of names.</p> <p>Participate in a “find someone who . . .” activity (students also ask follow-up questions).</p> <p>Write a stanza of a poem inspired by the poem “Where I’m From” by George Ella Lyon. (See Learning Resources at the end of this section.)</p> <p>Teach general academic vocabulary that is found in texts students will read using effective vocabulary instruction strategies. Kinsella describes several of these at http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf.</p> <p>Read and view multiple longer, straightforward texts about identity and culture (such as memoirs or articles) that include some complex sentences and academic vocabulary, supported by a few visuals.</p> <p>Model and have students practise reading strategies that help them better comprehend a text (before, during, and after reading). For examples and helpful classroom posters, read “Think Literacy: Cross-Curricular Approaches, Grades 7–12”. (See Learning Resources at the end of this section.)</p> <p>Write a personal response after reading or viewing a text.</p> <p>Write a personal essay that answers Murray Sinclair’s four questions. (See Learning Resources at the end of this section.)</p> <p>Set personal goals using the Medicine Wheel goal-setting activity.</p> <p>Write a memoir about identity or culture using the writing process.</p>

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Resources</p> <p>Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students' stage of language learning.</p>	<p>Murray Sinclair's Four Questions: "Where do I come from? Where am I going? Why am I here? Who am I?" www.cbc.ca/radio/thenextchapter/full-episode-july-31-2021-1.5806723/why-senator-murray-sinclair-has-decided-it-s-time-to-share-his-story-and-write-a-memoir-1.5806728</p> <p>"Where I'm From" by George Ella Lyon (poem). Reproduced from www.georgeellalyon.com/where.html.</p> <p>Personal Identity diagram: See <i>Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, Version 1.0 (Senior Years)</i> by Manitoba Education, p. 16.</p> <p>"Find Someone Who . . ." <i>The Art of Teaching Speaking</i>. University of Michigan, 2006. (PDF) www.press.umich.edu/pdf/0472031651-sample.pdf</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Levelling Resources: Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)</p>	<p>Murray Sinclair's Four Questions: "Where do I come from? Where am I going? Why am I here? Who am I?" www.cbc.ca/radio/thenextchapter/full-episode-july-31-2021-1.5806723/why-senator-murray-sinclair-has-decided-it-s-time-to-share-his-story-and-write-a-memoir-1.5806728</p> <p>"Where I'm From" by George Ella Lyon (poem). Reproduced from www.georgeellalyon.com/where.html.</p> <p>Personal Identity diagram: See <i>Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, Version 1.0 (Senior Years)</i> by Manitoba Education, p. 16.</p> <p>Breakaway: A film by Robert Lieberman (2011). https://canfilmday.ca/film/breakaway/</p> <p>"Find Someone Who . . ." <i>The Art of Teaching Speaking</i>. University of Michigan, 2006. (PDF) www.press.umich.edu/pdf/0472031651-sample.pdf</p> <p>Newcomer student stories, such as the TEAL Manitoba Student Showcase publications. http://tealmanitoba.org/publications</p> <p>Our New Home: Immigrant Children Speak edited by Emily Hearn and Marywinn Milne</p> <p>Growing Together by Carman Agra Deedy www.youtube.com/watch?v=1Q0QHMRB0g0</p> <p>All Creation Represented: A Child's Guide to the Medicine Wheel by Joyce Lynn Perreault</p> <p>"Medicine Wheel Goal Setting" by Christine M'Lot (Youtube mini-series). www.youtube.com/watch?v=Z1IOLDTJGJk</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Levelling Resources: Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)</p>	<p>Murray Sinclair's Four Questions: "Where do I come from? Where am I going? Why am I here? Who am I?" www.cbc.ca/radio/thenextchapter/full-episode-july-31-2021-1.5806723/why-senator-murray-sinclair-has-decided-it-s-time-to-share-his-story-and-write-a-memoir-1.5806728</p> <p>"Where I'm From" by George Ella Lyon (poem). Reproduced from www.georgeellalyon.com/where.html.</p> <p>Personal Identity diagram: See <i>Manitoba Grades 9 to 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, Version 1.0 (Senior Years)</i> by Manitoba Education, p. 16.</p> <p>"Find Someone Who . . ." <i>The Art of Teaching Speaking</i>. University of Michigan, 2006. (PDF) www.press.umich.edu/pdf/0472031651-sample.pdf</p> <p>Newcomer student stories, such as the TEAL Manitoba Student Showcase publications. http://tealmanitoba.org/publications</p> <p>"My Name" in <i>The House on Mango Street</i> by Sandra Cisneros</p> <p>"Call me Ka'nhehsí:io: Why I am reclaiming my Kanien'kéha name" by Ka'nhehsí:io Deer, September 21, 2020, CBC News</p> <p>"Fish Cheeks" by Amy Tan This story is about a 14-year-old Chinese girl who learns to be proud of her identity. www.whsd.k12.pa.us/userfiles/1751/classes/12208/fish-cheeks-ws.pdf</p> <p>"Speechless" by Maria Fernanda Benavides, 2019, <i>The New York Times Learning Network</i>. https://int.nyt.com/data/documenttools/speechless-personal-narrative-winner/f57fed78b9ff5a22/full.pdf</p> <p>Tales from Big Spirit Series by David Robertson (graphic novel)</p> <p>All Creation Represented: A Child's Guide to the Medicine Wheel by Joyce Lynn Perreault</p> <p>"I am" Poem in <i>Red Rising</i> magazine's Education Issue</p> <p>"Medicine Wheel Goal Setting" by Christine M'Lot (Youtube mini-series). www.youtube.com/watch?v=Z1IOLDTJGJk</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Levelling Resources: Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)</p>

Big Idea: : Daily Life

Students will develop the knowledge they need to participate in a meaningful way in daily life at home, at school, and in the community.

Guiding Questions:

- What do I need to know to navigate daily life in my community?
- What do I need to know to navigate daily life in my school?
- How can I make choices that lead to well-being and resilience?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Topics</p> <p><i>Choose from the following list of topics based on students' needs and interests.</i></p>	<p>Students will develop an understanding of the new environment they are in, including any of the following <i>suggested</i> topics:</p> <ul style="list-style-type: none"> • Weather and seasons: clothing, safety, activities • Classroom and school: school supplies, simple actions/routines, school schedules and subjects, basic math words, building facilities, classroom furnishings, safety/health, assignments • Community: safety (e.g., crossing road, signage), addresses, public places, public transportation, directions, essential shopping, transportation, household furnishings and objects • Seven Sacred Teachings • Mental well-being: participating in hobbies or clubs • Technology: computer terms/hardware, Internet terms, online safety (e.g., sharing appropriate photos) • Workplace: occupations, places of employment and duties, simple actions/routines • Other topics determined by student need/interest 	<p>Students will develop an understanding of the new environment they are in, including any of the following <i>suggested</i> topics:</p> <p>Review of Stage 1 topics as needed, plus the following:</p> <ul style="list-style-type: none"> • Classroom and school: report cards, email or call regarding an absence, study skills, educational requirements, graduation, educational institutions, extracurricular and volunteer activities, clubs, teams, field trips, school events • Community: places and transportation, making appointments, driving/map reading, stores and restaurants, shopping, organizations and agencies, activities, sports and exercise, vacation and travel, community clubs, sports facilities, recreation programs, medical services • Seven Sacred Teachings • Mental well-being: Adjusting to a new community/culture • Technology: protecting personal privacy (e.g., online identity, banking information, scams, passwords, consent) • Workplace: workplace routines/greetings, workplace interactions, basic workplace safety and rights, applying for essential documents • Content-area concepts, such as terms common in ELA (character, setting, conflict), science (hypothesis, method, results), etc. • Other topics determined by student need/interest 	<p>Students will develop an understanding of the new environment they are in, including any of the following <i>suggested</i> topics:</p> <p>Review of Stages 1 and 2 topics as needed, plus the following:</p> <ul style="list-style-type: none"> • Classroom and school: time management, post-secondary planning, bursaries and scholarships, career planning • Seven Sacred Teachings • Mental well-being: stress management, sleep • Technology: digital literacy, evaluate credibility of online sources, misinformation and disinformation • Workplace: resumé and cover letter, job interview, community resources, workers' rights and responsibilities • Content-area concepts, such as terms common in ELA (prediction, foreshadowing, theme), science issues research (environment, climate, health), historical thinking (change and continuity, ethical dimensions, significance), etc. • Other topics determined by student need/interest

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Experiences</p> <p><i>Choose from the following learning experiences and/or use ones you have developed that fit with this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.</i></p>	<p>Develop language about daily life using the picture word inductive model:</p> <ul style="list-style-type: none"> • Show a picture of a detailed scene. • Label key vocabulary. • Discuss what is happening in the picture. • Make an organized list of key vocabulary in the picture (e.g., noun/verb, who?/what?, word structure). • Write simple sentences about the picture. (See Learning Resources at the end of this section.) <p>Develop language about daily life using the Language Experience Approach:</p> <ul style="list-style-type: none"> • Participate in a shared activity (e.g., going tobogganing, taking the bus, visit to a place in the community) and take photos. • Discuss photos from the shared activity and build vocabulary. • Write simple sentences about the photos from a shared activity. (See Learning Resources at the end of this section.) <p>Label everyday objects in the classroom and at home using sticky notes.</p> <p>Rehearse various conversations (e.g., ordering at a restaurant, greeting a teacher, answering the phone . . .).</p> <p>Read and view multiple texts about daily life that contain taught vocabulary and simple sentences, supported by visuals and patterned text.</p> <p>Ask and answer simple questions about daily life with a partner (e.g., “What did you eat for breakfast?” “Who is your math teacher?” . . .).</p> <p>Learn the meaning of signs in the community and school (e.g., crosswalk, bus stop, stop sign, washrooms . . .).</p> <p>Create a Day in My School Life photo book to share with parents that includes pictures and simple sentences.</p> <p>Create a photo essay (one sentence per picture) to show how you live by each of the seven teachings (I show courage when . . . I show respect when . . .).</p> <p>Complete an application form (e.g., library card, sports registration form . . .).</p>	<p>Picture word inductive model:</p> <ul style="list-style-type: none"> • Show a picture of a detailed scene. • Label key vocabulary. • Discuss what is happening in the picture. • Make an organized list of key vocabulary in the picture (e.g., noun/verb/adjective, who?/what?, word structure). • Write simple and compound sentences about the picture. (See Learning Resources at the end of this section.) <p>Language Experience Approach:</p> <ul style="list-style-type: none"> • Participate in a shared activity (e.g., school event, field trip . . .) and take photos. • Discuss photos from the shared activity and build vocabulary. • Write simple and compound sentences about the photos from a shared activity. (See Learning Resources at the end of this section.) <p>Brainstorm current situations causing difficulty or questions students have about daily life.</p> <p>Develop a script for a conversation as per student request (e.g., booking an appointment . . .).</p> <p>Read and view multiple texts about daily life (such as simple informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals.</p> <p>Have a conversation with a partner (e.g., “What did you do on the weekend?” “What are you learning in your classes at school?”).</p> <p>Learn and apply strategies to study vocabulary and information based on the six strategies for effective learning by the Learning Scientists. (See Learning Resources at the end of this section.)</p> <p>Create a photobook (multiple sentences per page) to show how you live by each of the seven teachings (I show courage when . . . I show respect when . . .).</p> <p>Write an email to inquire about local services.</p> <p>Complete a science experiment and write a simple lab report using a template and sentence frames.</p> <p>Complete a graphic organizer (character, setting, conflict) after reading a story.</p>	<p>Brainstorm current situations causing difficulty or questions students have about daily life.</p> <p>Rehearse a conversation as per student request (e.g., inquiring about post-secondary information . . .).</p> <p>Read and view multiple longer, straightforward texts about daily life (such as TED Talks or articles) that include some complex sentences and academic vocabulary, supported by a few visuals.</p> <p>Write a cover letter and resumé, and practise answering job interview questions.</p> <p>Write a reflection that shows how students live by each of the Seven Teachings.</p> <p>Practise using learning strategies and learn key vocabulary that is needed in content-area classes.</p> <p>Write a paragraph to describe the traits of a character in literature using an organizational structure such as IPE (idea, proof, explanation).</p> <p>Read a news article about a current, local environmental issue and write a summary (include a topic sentence, use formal language).</p> <p>Watch TED Talks with advice for mental well-being and analyze the credibility of the information and the speaker. Summarize the key ideas and then reflect on the ideas that are and are not useful currently.</p> <p>Learn and apply the six strategies for effective learning by the Learning Scientists to learn new concepts and vocabulary . (See Learning Resources at the end of this section.) Reflect on which strategies they prefer for different content areas.</p>

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Experiences <i>(continued)</i></p>	<p>Write a short letter to a family member (by completing a template that contains sentence frames) about a day at school, address the envelope and put it in the mailbox (e.g., My math teacher is _____, My favourite class is _____, My friends are _____ ...).</p> <p>Complete a partner drawing activity to review shapes (circle, square, rectangle, triangle...) and prepositions of location (on, under, in, beside ...).</p> <ul style="list-style-type: none"> • one partner describes a picture that contains shapes • the other partner draws the picture based on the information received <p>Use a map of the school or neighbourhood to ask questions and give directions (e.g., "Where is the library?" "It is beside . . . , go up the stairs . . . , turn left . . .").</p>		
<p>Learning Resources <i>Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students' stage of language learning.</i></p>	<p>Realia: This can include bus schedules/Navigo, store flyers/online ordering, local application forms, etc.</p> <p>Bow Valley College Literacy Readers: These useful readers can be accessed at https://globalaccess.bowvalleycollege.ca/learners/readers.php.</p> <p>Ventures Level 1 Student's Book: This resource by Gretchen Bitterlin, Dennis Johnson, Donna Price, and Sylvia Ramirez has 10 units with six lessons each, based on relevant themes. There is also a workbook available with an audio CD.</p> <p>Oxford Picture Dictionary: This is an illustrated, theme-based dictionary for second-language learners written by Jayme Adelson-Goldstein and Norma Shapiro.</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Levelling Resources: Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)</p>	<p>Realia: This can include bus schedules/Navigo, store flyers/online ordering, local application forms, etc.</p> <p>Six Strategies for Effective Learning: The Learning Scientists offer these downloadable infographics categorized by the following strategies: spaced practice, retrieval practice, elaboration, interleaving, concrete examples, and dual coding. www.learningscientists.org/downloadable-materials</p> <p>The Seven Teachings Stories: This series by Katherena Vermette provides valuable cultural lessons that share Indigenous traditional knowledge and worldviews and address important topics like the residential school system.</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Levelling Resources: Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)</p>	<p>Newcomers Employment and Education Development Services (N.E.E.D.S.) Inc.: N.E.E.D.S. is a non-profit, charitable organization that offers newcomer children, youth, and their families education, employment, mentorship, and recreation programming to help them integrate into Canadian life. https://needsinc.ca/</p> <p>Family Dynamics Community Settlement Program: This program offers free support to all newcomers who are permanent residents residing in the south/south west part of Winnipeg. https://familydynamics.ca/services/neighbourhood-immigrant-settlement-workers/</p> <p>Manitoba Employment Standards: Manitoba's employment standards help employees and employers understand their rights and responsibilities in the workplace. www.gov.mb.ca/labour/standards/index.html</p> <p>The Seven Teachings Stories: This series by Katherena Vermette provides valuable cultural lessons that share Indigenous traditional knowledge and worldviews and address important topics like the residential school system.</p> <p>TED Talk Series: "Sleeping with Science" by Matt Walker, July 2020 (Season 1) www.ted.com/series/sleeping_with_science</p>

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Resources <i>(continued)</i></p>			<p>Understanding Your Brain to Help You Learn Better: This article by Jérémie Blanchette Sarrasin, Lorie-Marlène Brault Foisy, Geneviève Allaire-Duquette, and Steve Masson helps students understand how the brain works so that they can improve their own learning. https://kids.frontiersin.org/articles/10.3389/frym.2020.00054</p> <p>Six Strategies for Effective Learning: The Learning Scientists offer these downloadable infographics categorized by the following strategies: spaced practice, retrieval practice, elaboration, interleaving, concrete examples, and dual coding. www.learningscientists.org/downloadable-materials</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Levelling Resources: Reading A–Z offers thousands of teacher materials for effective reading instruction. www.readinga-z.com/ (subscription required)</p> <p>What in the World? Level 1: This current events resource for Canadian students in Grades 5 through 7 is designed to enhance students’ understanding of and interest in current Canadian and international events and issues. www.lesplan.com/publications/what-world (subscription required)</p>

Big Idea: : Diversity and Belonging

Students will broaden their understanding of diversity within local and global communities.

Guiding Questions:

- Which communities am I a part of?
- Why is diversity important? What are its benefits and challenges?
- What are the rights and responsibilities that I have as a person in Canada?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Topics</p> <p><i>Choose from the following list of topics based on students' needs and interests.</i></p>	<p>Students will develop an understanding of their role within a diverse society through the following <i>suggested</i> topics:</p> <ul style="list-style-type: none"> • Explore diversity within the class community, the school, and Canada • Share cultural celebrations 	<p>Students will develop an understanding of their role within a diverse society through the following <i>suggested</i> topics:</p> <p>Expansion of Stage 1 topics, plus the following:</p> <ul style="list-style-type: none"> • Indigenous cultures and perspectives (e.g., languages, traditional territories...) • <i>Canadian Charter of Rights and Freedoms</i> • Stereotyping and prejudice, discrimination 	<p>Students will develop an understanding of their role within a diverse society through the following <i>suggested</i> topics:</p> <p>Expansion of Stages 1 and 2 topics, plus the following:</p> <ul style="list-style-type: none"> • Similarities and differences in cultural values at a societal level • Canadian laws/values (e.g., diversity, inclusion . . .) • Human rights issues in Canada (e.g., anti-racism . . .) • Global human rights issues (e.g., fair trade)
<p>Learning Experiences</p> <p><i>Choose from the following learning experiences and/or use ones you have developed that fit with this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.</i></p>	<p>Participate in team-building or ice-breaker activities with classmates.</p> <p>Brainstorm a list of connections/similarities and differences among classmates.</p> <p>Volunteer in the community (e.g., food bank or community garden).</p> <p>Participate in experiences that develop classroom community (e.g., sports, games, potluck meal, music . . .).</p> <p>Learn respectful words to describe people (related to diverse identities), including differentiating polite from impolite words when referring to different groups of people.</p> <p>Read and view multiple texts about diversity and belonging that contain taught vocabulary and simple sentences, supported by visuals and patterned text. Provide texts that represent a range of diverse identities including gender, ability, culture, religion, sexual orientation . . .</p> <p>Take a community walk and have students describe what they see.</p> <p>Create a classroom mural (e.g., the word <i>welcome</i> in students' languages, artwork or photos of students' home countries . . .).</p>	<p>Prompt students to tell stories about their prior experiences and to compare their home culture to culture in Canada. Model how to use a Venn diagram by comparing two school classes (like phys. ed. and math). Students then use a Venn diagram to record the differences and similarities between their home country's culture and culture in Canada.</p> <p>Volunteer in the community (e.g., food bank or community garden).</p> <p>Introduce the idea that culture is what appears normal to a person, and analyze how we learn about culture by comparing everyday aspects of culture, such as how people from different countries pronounce the sounds that animals make (see link to video in Resources list) and photos that show what a typical family eats in a week in different countries (see link to article in Resources list). Have students write compare-and-contrast statements based on the photos.</p> <p>Create a gallery walk of images related to the <i>Canadian Charter of Rights and Freedoms</i> and use them for a partner discussion.</p> <p>Brainstorm a list of questions that students have about human rights in Canada based on the images in the gallery walk.</p>	<p>Teach the analogy of culture being an iceberg (see link to exemplar in Resources list). Model how to brainstorm a cultural iceberg based on Canadian school culture. Independently, students create a cultural iceberg for their country's school culture. Extension: Create a bulletin board with an iceberg on Canadian culture (focus on what is hidden).</p> <p>Volunteer in the community (e.g., food bank or community garden).</p> <p>Create a gallery walk of images related to the <i>Canadian Charter of Rights and Freedoms</i> and use them for a partner discussion.</p> <p>Record opinion on an anticipation guide with five statements on human rights and the <i>Canadian Charter of Rights and Freedoms</i> (e.g., rights are protected in Canada at all times). Discuss why they agree or disagree. Revisit the statements at the end of the unit to see whether their opinions have changed.</p> <p>Participate in, attend, view, or learn about a community event (e.g., Indigenous Powwow, multicultural celebration, Special Olympics, Pride event . . .) and write a personal response.</p> <p>Teach some key vocabulary that is in the texts students will read and view, including general academic vocabulary and relevant content-area vocabulary.</p>

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Experiences <i>(continued)</i></p>	<p>Participate in, attend, view, or learn about a community event (e.g., Indigenous Powwow, multicultural celebration, Special Olympics, Pride event . . .) and use the Language Experience Approach to write simple sentences (“I went to . . .,” “I saw . . .”)</p>	<p>Have students interview an adult about human rights in Canada using a provided structure. Model how to start and end the interview. Brainstorm three questions to ask. Edit the draft to create a final interview script. Students conduct the interview outside of class and record it to share in class.</p> <p>Participate in, attend, view, or learn about a community event (e.g., Indigenous Powwow, multicultural celebration, Special Olympics, Pride event . . .) and write a personal response using sentence frames.</p> <p>Teach some key vocabulary that is in the texts students will read and view, including high-frequency general academic vocabulary and relevant content-area vocabulary.</p> <p>Read and view multiple texts about diversity and belonging (such as simple stories or informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals. Provide texts that represent a range of diverse identities, including gender, ability, culture, religion, sexual orientation, etc.</p> <p>Take notes by summarizing a section of text or paraphrasing quotes. The “section shrink” strategy by Kate Kinsella is useful for notetaking from expository texts. (See Learning Resources at the end of this section.)</p> <p>Analyze the Perceptions art piece by KC Adams that juxtaposes a stereotype to how an Indigenous person sees themselves (see link in Resources list). Have students create their own set of photos that show a stereotype of their culture and how they see themselves.</p> <p>Teach others how to do something from their home culture (e.g., dance, craft . . .). Focus on how to give feedback to others as they are trying something new and to give guidance politely.</p> <p>Write a simple personal response related to what students now understand about culture in Canada and what they are still wondering.</p> <p>Create a classroom charter of rights and responsibilities.</p>	<p>Read and view multiple longer, straightforward texts about diversity and belonging (such as memoirs or articles) that include some complex sentences and academic vocabulary, supported by a few visuals. Provide texts that represent a range of diverse identities including gender, ability, culture, religion, sexual orientation, etc.</p> <p>Determine the type of text and reading approach by using the “Wide-Angle Reading Frame” by J., Zwiers, O’Hara, S., Pritchard, R. (2014). <i>Common Core Standards in Diverse Classrooms</i>. Stenhouse Publishers: Portland, Maine. (See Learning Resources at the end of this section.)</p> <p>Take notes, such as highlighting quotes that are for or against an issue, or recording ideas on a Pro/Con graphic organizer or using any of the “Argumentation Activities” by Zwiers. (See Learning Resources at the end of this section.)</p> <p>Read newspaper articles that show two sides in a current human rights dispute that is connected to the Canadian Charter. Develop a set of criteria to analyze whether an individual or a collective right is most important in this circumstance in a group discussion.</p> <p>Visit the Canadian Museum for Human Rights (in person or virtually).</p> <p>Participate in an ethics bowl on a human rights issue using provided texts.</p> <p>Write a recommendation to the Human Rights Commission on a case study using provided texts.</p> <p>Write a reflection identifying the three most important ideas about human rights in Canada that the student believes every newcomer should know based on what was studied.</p>
<p>Learning Resources <i>Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students’ stage of language learning.</i></p>	<p>Our Changing Traditions (Grade 2): This resource by Mary Cairo and Luci Soncin, part of the Nelson Social Studies series, helps students develop the knowledge, skills and attitudes to encourage participation in their local and global communities.</p> <p>Canada: Movement of People: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., supports the development of communication skills and provides students with an opportunity for critical thinking.</p>	<p>Bow Wow Meow Animal Sounds in Different Languages: This YouTube video by amazingvideoshots demonstrates the various interpretations of animal noises found in different languages. www.youtube.com/watch?v=pPOUgLG16vc</p> <p>Hungry Planet: What the World Eats: This <i>Time</i> magazine photo essay by photographer Peter Menzel and writer Faith D’Aluisio documents what people eat in various cultures around the world. https://time.com/8515/what-the-world-eats-hungry-planet/</p>	<p>The Cultural Iceberg: This graphic explores the idea put forward by Edward T. Hall that culture was similar to an iceberg in that much of it is hidden below the surface. https://adeaconsusing.ca/wp-content/uploads/2015/10/151015.ucc_culture.iceberg.pdf</p> <p>Should There Be More Boy Dolls?: This resource for young learners explores a <i>New York Times</i> article by Caroline Crosson Gilpin and asks the question whether there should be more boy dolls. www.nytimes.com/2017/02/22/learning/should-there-be-more-boy-dolls.html</p>

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Resources (continued)</p>		<p>Why Do You Think Stereotypes Are True?: This video by Franchesca Ramsey, created for MTV News, discusses the common misconception that stereotypes are true. www.youtube.com/watch?v=D1-aSIUP4wM</p> <p>Perceptions: “Tired of reading negative and disparaging remarks directed at Indigenous people of Winnipeg in the press and social media, local artist KC Adams created a body of work that documents another perspective.” www.kcadams.net/art/photography/PERCEPTION.html</p> <p>Canada: Movement of People: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., supports the development of communication skills and provides students with an opportunity for critical thinking.</p> <p>All Connected: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., is a highly visual resource that helps students work independently and collaboratively.</p> <p>Communities in the Past: This Nelson Social Studies resource for Grade 3 by Mary Cairo and Luci Soncin helps students think about who they are, where they come from, and the world they live in.</p> <p>Canada’s Heroes of Human Rights: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides a history of Canadian human rights leaders.</p> <p>Newsela: Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/</p>	<p>What Does My Head Scarf Mean to You?: In this TED Talk, Yassmin Abdel-Magied explores the first impressions people have of her, challenges us to look beyond our initial perceptions, and to open doors to new ways of supporting others. www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?language=en&subtitle=en</p> <p>Living a Circular Life: In this TED Talk, Cree hoop dancer Dallas Arcand explains how dancing in circles has taught him to find a healthy balance in life. Dallas also shares his culture and performs a special hoop dance to demonstrate this athletic and creative art form, which saved his life. www.youtube.com/watch?v=niRs_VlqzYU</p> <p>Coming to Canada—The Courage to be Multicultural: In this TED Talk, Truepayna Moo, who came to Canada when she was nine years old, explains how she came to understand how we all have struggles and it is not just newcomers who feel isolated, but all of us. To make multiculturalism work, we must learn from a young age to ask better questions, to listen, and to be okay when the answers are not what we’re used to. www.youtube.com/watch?v=28cnj-PBbUo</p> <p>First Encounters with Racism: This <i>New York Times</i> article asks teenagers across the United States about their earliest experiences dealing with race, including what happened to them, how they reacted, and how the encounter changed them. www.nytimes.com/2017/08/02/us/first-encounters-with-racism.html</p> <p>A Long Walk to Water: This book by Linda Sue Park is a powerful tale of two Sudanese children who overcome mortal dangers to improve their lives and the lives of others.</p> <p>The Breadwinner: This book by Deborah Ellis tells the story of 11-year-old Parvana, who lives with her family in Kabul, Afghanistan’s capital city. One day, Parvana’s father is arrested for the crime of having a foreign education, and the family is left without someone who can earn money or shop for food.</p> <p>Newsela: Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/</p> <p>What in the World? Level 1: This current events resource for Canadian students in Grades 5 through 7 is designed to enhance students’ understanding of and interest in current Canadian and international events and issues. www.lesplan.com/publications/what-world (subscription required)</p>

Big Idea: : Canada (Land and People)

Students will develop the language, skills, and knowledge they need to participate as active citizens in contemporary Canadian society.

Guiding Questions:

- What do I need to know about Canada as a country to understand current events?
- How can I take an active role in the process of reconciliation with Indigenous Peoples of Canada?

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Topics</p> <p><i>Choose from the following list of topics based on students' needs and interests.</i></p>	<p>Students will develop their understanding of Canada's land and people through the following <i>suggested</i> topics:</p> <ul style="list-style-type: none"> • symbols, animals, and plants • Manitoba places relevant to students • map of Canada (political boundaries) • basic landforms • aspects of Indigenous cultures • Significant events in the school community (e.g., Orange Shirt Day, Remembrance Day, Terry Fox Run . . .) 	<p>Students will develop their understanding of Canada's land and people through the following <i>suggested</i> topics:</p> <p>Expansion of topics introduced in Stage 1, plus the following:</p> <ul style="list-style-type: none"> • Indigenous relationship to the land and worldview • introduction to key events in Canadian history • treaties • land acknowledgements • Canadian contributors relevant to student context (e.g., Louis Riel, Terry Fox . . .) • basic government structure (e.g., democracy, federal, provincial, municipal) • sustainability, natural resources, and industries (e.g., hydroelectricity, oil and gas, lumber, agriculture . . .) 	<p>Students will develop their understanding of Canada's land and people through the following <i>suggested</i> topics:</p> <p>Expansion of topics introduced in Stages 1 and 2, plus the following:</p> <ul style="list-style-type: none"> • reconciliation (e.g., residential schools, clean water, Jordan's Principle . . .) • government structure (e.g., elections, political parties and platforms . . .)
<p>Learning Experiences</p> <p><i>Choose from the following learning experiences and/or use ones you have developed that fit with this big idea and the guiding questions. Please design lessons or sequences of lessons that use the activating, acquiring, and applying structure. Students often need ample time and multiple exposures to new concepts and language in all three phases of this structure.</i></p>	<p>On a blank piece of paper, students draw an outline of the map of Canada. After sharing, compare drawn map to the current political map of Canada.</p> <p>Sort photos of symbols, animals, plants, and places from Canada and other countries.</p> <p>Learn about or experience an aspect of Indigenous cultures (drumming, hoop dance, . . .)</p> <p>Use a strategy called "Teach the Text Backwards" to develop key background knowledge before reading:</p> <ul style="list-style-type: none"> • Participate in experiential learning or a hands-on activity related to the topic. • Discuss the topic, teach key vocabulary, and make connections to prior knowledge. • Preview the questions or assignment and set a purpose for reading. • Read the text. <p>archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf</p>	<p>On a blank piece of paper, students draw an outline of the map of Canada. Label any provinces, territories, and cities they already know. After sharing, compare drawn map to the current political map of Canada. Compare political map to map of treaty territories.</p> <p>Sort examples of services by level of government (federal, provincial, municipal).</p> <p>Brainstorm questions about Canadian culture and/or events in the news.</p> <p>Use a strategy called "Teach the Text Backwards" to develop key background knowledge before reading:</p> <ul style="list-style-type: none"> • Participate in experiential learning or a hands-on activity related to the topic. • Discuss the topic, teach key vocabulary, and make connections to prior knowledge. • Preview the questions or assignment and set a purpose for reading. • Read the text. <p>archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf</p>	<p>On a blank piece of paper, students draw an outline of the map of Canada. Label any provinces, territories, and cities they already know. After sharing, compare drawn map to the current political map of Canada. Discuss map of Treaty territories.</p> <p>Brainstorm lists of services provided by different levels of government (federal, provincial, municipal).</p> <p>Brainstorm questions about Canadian culture and/or events in the news.</p> <p>Use a strategy called "Teach the Text Backwards" to develop key background knowledge before reading:</p> <ul style="list-style-type: none"> • Participate in experiential learning or a hands-on activity related to the topic. • Discuss the topic, teach key vocabulary (focus on Tier 2 general academic words and necessary Tier 3 content area words), and make connections to prior knowledge. • Preview the questions or assignment and set a purpose for reading. • Read the text. <p>archive.wceruw.org/ccvi/Staff/home/beglinger/prf/Teach%20the%20Text%20Backwards.pdf</p>

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Experiences <i>(continued)</i></p>	<p>Read and view multiple texts about Canada’s land and people that contain taught vocabulary and simple sentences, supported by visuals and patterned text.</p> <p>Use a shared reading strategy:</p> <ul style="list-style-type: none"> • Introduce text. • Model fluent reading. • Read text together. • Discuss text. • Teach about some specific structures or grammar. • Repeat reading so students gain independence. <p>https://fpblog.fountasandpinnell.com/what-is-shared-reading</p> <p>Use flashcard activities to learn and review new ideas (e.g., matching word and visual, matching province and capital city).</p> <p>Visit a local site that provides experiential learning (e.g., the Qaumajug at Winnipeg Art Gallery, Oak Hammock Marsh or FortWhyte Alive, Fort Dufferin, The Forks, Lower Fort Garry, Mennonite Heritage Village . . .).</p> <p>Locate your community on a treaty map of Canada.</p> <p>Create a large visual map of Canada on a bulletin board (cities, provinces, treaty land, resources, landforms, animals). Write simple sentences about the map.</p> <p>Make a <i>PowerPoint</i> organized into provinces and territories that includes labelled visuals of the ideas from the vocabulary (e.g., landforms, resources, animals . . .). Present to class or in a gallery walk.</p>	<p>Read and view multiple texts about Canada’s land and people (such as simple stories or informational texts) that contain several interrelated ideas, simple and compound sentences, and a greater variety of vocabulary, supported by some visuals.</p> <p>Use the narrow reading approach to allow students to see the same ideas in texts with increasing complexity. This approach is explained by Kate Kinsella in the July 2018 edition of <i>Language</i> magazine: www.languagemagazine.com/2018/07/16/the-benefits-of-narrow-reading-units/</p> <p>Take notes while reading or viewing a text (e.g., key ideas/my questions).</p> <p>Use flashcard activities to learn and review new vocabulary/ concepts (e.g., matching word and definition).</p> <p>Visit a local site that provides experiential learning (e.g., the Qaumajug at Winnipeg Art Gallery, Oak Hammock Marsh or FortWhyte Alive, Fort Dufferin, The Forks, Lower Fort Garry, Mennonite Heritage Village . . .).</p> <p>Read my school’s land acknowledgement and create an original land acknowledgement.</p> <p>Write compare and contrast paragraphs using sentence frames and organizers (e.g., different regions of Canada or Canada and home country).</p> <p>Present a short, structured biographical profile on a Canadian contributor based on a provided text (either as a full class presentation or in a gallery walk).</p>	<p>Read and view multiple longer, straightforward texts about Canada’s land and people (such as textbook excerpts or videos) that include some complex sentences and academic vocabulary, supported by a few visuals.</p> <p>Use the narrow reading approach to allow students to see multiple perspectives and vocabulary reused. This approach is explained by Kate Kinsella in the July 2018 edition of <i>Language</i> magazine: www.languagemagazine.com/2018/07/16/the-benefits-of-narrow-reading-units/</p> <p>Take notes while reading or viewing a text (e.g., summarizing different points of view, finding quotes that support ideas).</p> <p>Use flashcard activities to learn and review new vocabulary/ concepts (e.g., asking and responding to questions with a partner).</p> <p>Visit a local site that provides experiential learning (e.g., the Qaumajug at Winnipeg Art Gallery, Oak Hammock Marsh or FortWhyte Alive, Fort Dufferin, The Forks, Lower Fort Garry, Mennonite Heritage Village . . .).</p> <p>Read my school’s land acknowledgement and create an original land acknowledgement.</p> <p>Write a reflection comparing the government structure of Canada to their home country or community.</p> <p>After reading or viewing a text, have an academic conversation with a partner. Jeff Zwiers explains this approach: www.sausd.us/cms/lib5/CA01000471/Centricity/Domain/5879/Accelerating%20Oral%20Language%20with%20Academic%20Conversations.pdf</p> <p>Write a letter to a politician with a recommendation for action based on information in a provided text or previously taught ideas.</p> <p>Write a research paragraph explaining an issue or a point of view on an issue. Include quoted and paraphrased information based on a provided text.</p> <p>Participate in a mock election or structured debate based on provided texts.</p>
<p>Learning Resources <i>Choose from the following resources and/or find others that focus on this big idea and the guiding questions and are suitable to the students’ stage of language learning.</i></p>	<p>Over Canada—An Aerial Adventure: This YouTube video is from an IMAX film directed by Gary McCartie that tours Canada from coast to coast through the air. www.youtube.com/watch?v=K9MkWi8Tcc</p> <p>All Connected: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., is a highly visual resource that helps students work independently and collaboratively.</p>	<p>Over Canada—An Aerial Adventure: This YouTube video is from an IMAX film directed by Gary McCartie that tours Canada from coast to coast through the air. www.youtube.com/watch?v=K9MkWi8Tcc</p> <p>The Levels of Government: Student Vote created a series of videos to illustrate the basics of government and democracy, the right to vote, the three levels of government, and how the Canadian electoral system works. www.youtube.com/watch?v=7C8uDuhLqvg</p>	<p>Our Electoral System and The Right to Vote: Student Vote created a series of videos to illustrate the basics of government and democracy, the right to vote, the three levels of government, and how the Canadian electoral system works. Our Electoral System: www.youtube.com/watch?v=USK3Q4rsgnw The Right to Vote: www.youtube.com/watch?v=8AFU17NpVS4</p> <p>Canada and the World: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., helps students develop their knowledge of Canada in an international context.</p>

	EAL Literacy Stage 1	EAL Literacy Stage 2	EAL Literacy Stage 3
<p>Learning Resources (continued)</p>	<p>Political and Physical Regions of Canada: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., helps students develop their knowledge of Canada’s different regions and its geography.</p> <p>Scholastic Children’s Atlas of Canada: This bright and colourful beginner’s atlas by Scholastic Canada presents both topographical and political maps of each Canadian province and territory.</p> <p>Whose Land: “Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous Nations, territories, and Indigenous communities across Canada.” www.whose.land/en/</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p>	<p>Canada’s Regions (Grade 4): In this resource by Mary Cairo and Luci Soncin, students learn about the physical and political regions of Canada, and investigate and compare the regions’ physical features and natural resources, as well as the major industries and social and cultural characteristics.</p> <p>Living and Working in Ontario (Grade 3): This resource by Mary Cairo and Luci Soncin guides students through the exciting world of social studies to help them learn to value the differences and similarities people share.</p> <p>Louis Riel: This book by Terry Barber, published by Grass Roots Press, explores the life of Louis Riel and how he has come to be regarded as a father of Confederation.</p> <p>Terry Fox: This book by Terry Barber provides a biography of Canadian hero Terry Fox, who embarked on his courageous Marathon of Hope across Canada to raise money for cancer research.</p> <p>A Beginning Look at Canada: This book by Anne-Marie Kaskens is a resource for EAL students to learn about Canada while improving their reading and writing skills.</p> <p>First Peoples: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides young learners with an overview of Canada’s First Peoples.</p> <p>First Contact: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides young learners with a history of colonialism in Canada.</p> <p>Events that Changed Canada: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., provides an overview of significant events in Canada’s history and how they shaped the nation into what it is today.</p> <p>Active Citizenship: This book, part of the Rubicon Canada Big Idea series by Jim Cummins et al., discusses the rights and responsibilities of being a citizen in Canada.</p> <p>Treaty Tales: This three-book series by the Manitoba First Nations Education Resource Centre (MFNERC) includes volume 1, The Handshake and the Pipe; volume 2, The Friendship; and volume 3, We Are All Treaty People.</p> <p>Whose Land: “Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous Nations, territories, and Indigenous communities across Canada.” www.whose.land/en/</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Newsela: Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/</p>	<p>Canadian Government and Citizenship (Grade 5): This Nelson Social Studies resource by Mary Cairo and Luci Soncin outlines Canadian government and citizenship for Grade 5 learners.</p> <p>Seterra: Seterra provides fun quizzes to familiarize students with countries, Canadian provinces, Canadian capital cities, flags, rivers, lakes, and other notable geological features. www.seterra.com/</p> <p>What is Reconciliation?: This video by CBC Kids News outlines for young learners the meaning of the term reconciliation. www.youtube.com/watch?v=WEJ5vjc2EDk</p> <p>Treaty Tales: This three-book series by the Manitoba First Nations Education Resource Centre (MFNERC) includes volume 1, The Handshake and the Pipe; volume 2, The Friendship; and volume 3, We Are All Treaty People.</p> <p>Treaty Words—For as Long as the Rivers Flow: This book by Aimee Craft tells the story of Mishomis as he teaches his granddaughter about the treaties—the bonds that endure for as long as the sun shines, the grass grows, and the rivers flow.</p> <p>Indigenous Life in Canada—Treaties: This is a set of 32-page books written by Simon Rose for Grades 4 to 7 students that offers introductions to the history of Indigenous Peoples in Canada.</p> <p>Whose Land: “Whose Land is a web-based app that uses GIS technology to assist users in identifying Indigenous Nations, territories, and Indigenous communities across Canada.” www.whose.land/en/</p> <p>When We Play Our Drums, They Sing! / Lucy and Lola: These are two stories by Richard Van Camp, Monique Gray Smith, and Julie Flett. The first is the story of 12-year-old Dene Cho, who is angry that his people are losing their language, traditions, and ways of being. The second is the story of Lucy and Lola, who are 11-year-old twins who learn about their grandmother’s residential school and ultimately discover what it means to be intergenerational survivors.</p> <p>Ellii (formerly ESL Library): Vocabulary flashcards, articles, and activities. https://ellii.com/ (subscription required)</p> <p>Newsela: Newsela provides levelled news articles so teachers can infuse media literacy lessons into the social studies classroom and beyond. https://newsela.com/</p> <p>What in the World? Level 1: This current events resource for Canadian students in Grades 5 through 7 is designed to enhance students’ understanding of and interest in current Canadian and international events and issues. www.lesplan.com/publications/what-world (subscription required)</p>