LEAP Go Green Kit
Let's Reduce our Ecological Footprint

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Overview

- Definition and Context of LPS students
- Activity: Identifying English Language Learners with Limited Prior Schooling
- What teachers can do to support LPS students
- LEAP Go Green Kit - Putting it into Practice
- Conclusion
Guiding Questions

- What is the difference between English as a Second Language (ESL) programs and English Literacy Development (ELD) programs?

- How can we better understand and support the English language learner with Limited Prior Schooling to achieve success?
Guiding Questions

- Are we using key elements of effective instruction to support ELLs with limited prior schooling?

- How can we provide engaging and challenging opportunities to build on background knowledge to accelerate learning?
Supporting English Language Learners with Limited Prior Schooling

A practical guide for Ontario educators
Grades 3 to 12
English Language Learner Support Programs

- ESL ?
- ELD ?
ESL Programs

• are for students whose first language is other than English or is a variety of English significantly different from those used for instruction in Ontario schools.

• Students in these programs have had educational opportunities to develop age-appropriate first-language literacy skills.
ELD Programs

• are for students whose first language is other than English or is a variety of English significantly different from those used for instruction in Ontario schools.

• Students in these programs are most often from countries in which access to education has been limited and they have had limited opportunities to develop language and literacy skills in any language.
ELD Programs

- The schooling for these ELLs in their countries of origin has been inconsistent, disrupted or even completely unavailable throughout the years that these children would otherwise have been in school. As a result, they arrive in schools with significant gaps in their education.
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Policy Statement regarding Ells with LPS:

- We now have a policy for *English language learners/ESL and ELD Programs and Services from Kindergarten to Grade 12* which mandates that school boards will implement programs and services that will enable Ells to continue their education while learning English.

- If initial assessment indicates that an ELL has LPS, the board must provide additional support to the student.
  - Policy section 2.3.2
LPS Students

- English language learners with limited prior schooling come to Ontario schools with a variety of life experiences.
- While their individual circumstances are unique, they have not had the opportunity to attend school on a regular and consistent basis or may have had no schooling at all.
- These students have significant gaps in their learning and have had limited opportunities to develop age-appropriate language and literacy skills even in their first language.
Shared Understandings:

- Every Ell with LPS can learn and be successful when given appropriate supports and opportunities.

- Ells with LPS can thrive in school where everyone has a shared understanding of their backgrounds and where all educators share a vision of high expectations for every student.
Shared Understandings:

- Every ELL with LPS needs to see himself or herself as a learner, with a place and a contribution to make in the classroom and in the school community.

- Due to limited prior schooling, these students will often require more time than most English language learners to achieve academic proficiency.
LPS Across the World

Map 2.1: Challenge of out-of-school children relative to NER, 2005

The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by UNESCO.

Source: See Chapter 2 in the full EFA Report.

[Map showing the distribution of out-of-school children around the world with color-coded areas indicating different NER categories.]
Contributing Factors to LPS

- School fees
- Geography: urban verses rural
- Political and/or civil conflicts
- Gender
- Economy
- The use of child labour
Key Message: Avoid Generalizations

• Avoid broad sweeping generalizations which could lead to stereotypes.

• Not all students from the same country have had the same experiences. In fact, not all children in the same family have had the same experiences.

• Each student is unique and must be considered on a case-by-case basis.
Activity

- Read the student profile that you’ve been given and share key points with your table group.
- Discuss the differences and similarities among the student profiles.
- What general statements can we make about students with limited prior schooling?
Profile of LPS Students

Contributing Factors:

Life Experiences

- may have had limited access to formal education due to distance, war, migration or personal factors
- come with a wealth of knowledge and learning, although it may not be in the context of formal schooling
Profile of LPS Students

Life Experiences

• need to bridge their present life situation with previous life experiences
• have strengths of immigrant learners and their families
• will come from families with varying degrees of literacy/education experiences
• arrive at various ages with varying degrees of maturity
• gender and urban/rural life experiences may affect their current learning experience
• may currently or have lived with economic hardships
Profile of LPS Students

Social/Emotional/Physical/Health Factors

- may arrive with a variety of physical/health factors such as vision, hearing, mobility, malnutrition, that may impact their learning
- arrive with a range of emotional and personal family experiences which may include trauma and loss
- are going through the stages of the acculturation process
Profile of LPS Students

Levels of Literacy

- can learn and want to learn; while their literacy/numeracy and academic skills may be several years behind age level peers; this does not limit their potential for learning
- may be orally fluent in several languages
- may understand and be conversant in oral English
- need to develop confidence in their self-image as a learner
Key Message: Knowledge

- LPS students need for intensive literacy and language support programs is balanced by the cultural and linguistic capital that they bring with them.

- “Being immigrants is not their total experience, but rather their most recent past. They may not see themselves with the same eyes as others see them.”
What Teachers Can Do:

- Affirm the student’s identity.
- Value and maintain first language.
- Reach back to where the learner is and focus on the needs of the learner.
- Provide appropriate and timely intervention, which includes an accelerated program to bridge the gaps created by missed educational opportunities.
- Continue to be flexible. Capitalize on ‘teachable moments’.
What Teachers Can Do

- Provide a consistent, safe place in which to learn, with clear parameters, where values of equity and inclusion are evident and demonstrated.
- Ensure that learning environments reflect the diversity of the learners, so that all students see themselves represented in the classroom.
- Recognize the learner’s needs to go beyond academic needs.
- Learn about geographic, linguistic and cultural backgrounds of students.
Four Keys to School Success

- Theme based curriculum
- Draw on students’ backgrounds, cultures, experiences, languages
- Build academic English proficiency through collaboration and scaffolded activities
- Create confident students who value school and themselves as learners

Yvonne & David Freeman
Key Message: Content is the Vehicle

- Like all Ells, these students will learn language and culture through content.
- The content must honour and respect the student’s life experience.
- These students bring a lot of knowledge to the classroom—maybe more than most.
- The content must be carefully selected so that it facilitates learning and assists the student in the mainstream classroom. The goal is successful integration.
LEAP is:
- an accelerated program for students from other countries who have had limited opportunities to learn.
- for students who demonstrate potential and motivation to learn.

LEAP is **not**:
- a remedial program for students who have experienced some learning difficulties in the past.
- appropriate for students with identified Special Education needs.
LEAP Go Green Unit:
Let’s Reduce our Ecological Footprint

- Written by LEAP teachers and field tested in LEAP classes.

- Modules can be used in multi-level ELD classes with students of varying ages.

- Each module has key understandings, planning notes, teaching/learning strategies, extensions, suggested resources and ready to use worksheets.
Introductory Module

Students will:

- examine pictures past and present and create a timeline to identify how habitats change over time.

- use atlases and data charts to locate and extract information on the size of ecological footprints of different countries.

- develop an awareness of how personal choices and habits affect the size of the ecological footprint.
Module 1 - Energy

Students will:

- add key vocabulary to their *ECO Glossary*, record energy books and websites examined in their *Science Reading Log* and copy summary notes into their *Go Green Folder*.

- participate in a simple solar panel demonstration.

- Create a collage identifying energy sources.
Module 2 - Transportation

Students will:

- learn about different modes of transportation and how transportation impacts the environment.

- create a *Transportation Alphabet Book*.

- participate in a *Community Transportation Survey*. 
Module 3 - Water

Students will:

- participate in a water cycle poster project, water cycle song and water cycle readers’ theatre activity.
- engage in a simple water filter demonstration.
- observe a demonstration of oil pollution.
- research and make an environmentally friendly liquid household cleaner.
- challenge themselves to use less water when showering.
Module 4 - Food

Students will:

• engage in a reader’s theatre activity using an illustrated text about a specific ecosystem.

• examine the origins of foods by taking a trip to the grocery store.

• calculate food miles.
Module 5- Garbage

Students will:

• create a Litter-less themed greeting card.

• observe a decomposition demonstration.

• participate in a garbage audit.

• design and participate in a Litterless Lunch Day where there are few or no throwaway materials.
Concluding Module

Students will:

• complete an online quiz to calculate their individual footprint.

• organize and participate in a Go Green Exhibit.
Consider These Suggestions

Tips for the Classroom

• Modification
• Welcome First Language
• Use a Variety of Instructional Strategies
• Use a Variety of Learning Resources
Consider These Suggestions

**Tips for the Classroom**

- Listen to what the students have to say
- Understand students’ abilities, their situations and their previous experiences.
- Use Illustrated texts
- Decode Difficult texts
- Make students use their whole brain
- Use Assessment Accommodations
Consider These Suggestions

- Make Mathematical Literacy and Numeracy and Science a Priority
- Theme Based Curriculum
- Have high expectations for all students
- Believe in students’ ability to learn
- It takes a Whole School
Each journey begins with a small step.