English Language Learning Instructional Support Plan Overview

Date	
Review Date	
PEN	

Student (Legal) Name		
	Last Name	*First Name*

Preferred Name		**Born in**	

DOB		**Gender**		**Grade**		**Years in Canada**	

Previous Schooling	*Dates*	*Age or Grade*	*Location/School*

Present Overall ELL Proficiency Level	*Oral*		*Reading*		*Writing*	
	Level/Score	*Tool*	*Level/Score*	*Tool*	*Level/Score*	*Tool*

First/Other Language(s)	*Language*	*Speak? (Y/N)*	*Understand? (Y/N)*	*Read? (Y/N)*	*Write? (Y/N)*

Medical Concerns?	

Domain	**Strengths**	**Needs**	**Level of Support Needed** (as per attached ELL Planning Tool)		
			Mild/Minimal	*Moderate*	*Complex*
Background, Prior Learning, Home Lang.					
Oral Language					
Reading					
Writing					
Intercultural Competencies					

Goals Developed to Address Needs Identified Above

Objectives and Strategies to Address Goals Developed: (Services and Strategies to be Implemented)

Assessment/Tools to Monitor Achievement of Goals: (Formative, Summative, Anecdotal)

Comments

* Include assessment tool used where appropriate (e.g., LOMERA/LOMEERA or variation, DART(s), IPT, ELL Standards, others)

English Language Learning Planning Tool

Domain and Sources of Information	Mild Minimal ELL Support Needed	Moderate Moderate ELL Support Needed	Complex Intensive ELL Support Needed

BACKGROUND, PRIOR LEARNING and HOME LANGUAGE COMPETENCY

The background, prior learning and home language competency provides information for student's adjustment to school.

Please note that this needs to be completed with a caregiver and may require the assistance of a cultural and/or language interpreter.

Key considerations:
- What is the student's prior education?
- What is the student's level of language support at home?
- What is the student's level of literacy in the language used at home?

Possible Sources of Information:

- Family
- Language/ background questionnaires
- Previous school or teachers
- Settlement Worker
- Cultural Interpreter
- Peer tutor
- File review
- Educational Assistant

The student's background, prior learning and home language competency : *The student …*

Mild	Moderate	Complex
☐ has opportunities to speak and listen to some English at home ☐ has age appropriate literacy skills in first language ☐ has had consistent formal education in the home country ☐ has opportunities to read books with a member of the home community ☐ has a home community that encourages the development of the student's language used at home	☐ has limited opportunities to speak and listen to English at home ☐ is moderately literate in first language ☐ has some formal education in home country (extended absences or interruption may have occurred) ☐ has limited opportunities to read books with a member of home community ☐ has a home community that attempts to support the student's home language	☐ has minimal or no opportunities to speak and listen to English at home ☐ is non-literate or very minimally literate in first language ☐ has little to no formal education in own country ☐ has no opportunities to read books with a member of home community ☐ has a home community that may not support the student's home language

Examples of Settlement and Adjustment Supports: *According to the student's needs, the school can…*

☐ connect family to Settlement Workers in Schools Program for referrals and connections to outside agencies as needed (i.e., community service organizations, medical intervention, adult literacy, public library, computer classes, etc.)
☐ provide translated information as appropriate
☐ network families to share challenges and seek solutions together
☐ encourage students to share what they are learning with their family members
☐ identify and respond to immediate needs (i.e., weather, transportation, food, clothing, etc.)

☐ encourage families to maintain first language and culture
☐ encourage families to listen to and watch multimedia in English (i.e., television, radio, movies)
☐ encourage families to enrol their children in extra-curricular activities and sports
☐ encourage friendships that foster English language development through activities beyond a school setting
☐ create an intervention plan and support system
☐ provide targeted small group or individual instructional supports as needed

English Language Learning Planning Tool

Domain and Sources of Information	**Mild** Minimal ELL Support Needed	**Moderate** Moderate ELL Support Needed	**Complex** Intensive ELL Support Needed
Students develop receptive and expressive communication through : understanding and use spoken language as a tool for communication. Can initiate and/or sustain communication. **Possible Sources of Information:** • File review • Observations • Initial Assessment • Spring Census assessment • Classroom or district assessments • Year-end ELL assessment	**In using academic English, the student may…**		

In using academic English, the student may…

Mild	Moderate	Complex
speak on a wide range of topics with some degree of fluency and accuracy; share detailed information and discuss points of view and ideas on a range of topics with reasonable accuracy.	*with support, communicate main ideas on common topics and course content; use some variety of vocabulary and sentence structures with increasing accuracy.*	*participate using simple structures in a simple and direct exchange of information on everyday topics; understand and respond to simple statements on familiar topics if given explicit support.*

The Student's Level of Functioning: *The student …*

Mild	Moderate	Complex
☐ is fluent in informal conversations and discussions ☐ is occasionally hesitant in academic language and socio-culturally different topics ☐ adapts communication style appropriate to context and social register (e.g., formal/informal style) ☐ may pause while searching for a word ☐ uses a variety of verb tenses correctly ☐ uses academic vocabulary close to that of an English first language speaker ☐ needs occasional repetition or clarification ☐ asks for repetition or clarification ☐ makes minor errors in grammar or syntax ☐ successfully attempts some complex grammatical structures ☐ rarely mispronounces words (does not impede meaning) ☐ grasps some humour, puns, clichés and idioms	☐ converses informally with some ease ☐ occasionally mispronounces words (sometimes impedes meaning) ☐ attempts to participate in academic discussions in content areas (sometimes with support) ☐ rarely adapts communication style appropriate to context/social register (formal/informal style) ☐ often pauses, searching for words or expressions ☐ needs consistent repetition and/or clarification ☐ attempts some complex grammatical structures ☐ needs support in understanding main points of class discussions ☐ struggles to grasp some humour, puns, clichés and idioms	☐ may be silent or use isolated words, gestures, pictures ☐ relies on translator or first language to convey meaning ☐ may be difficult to understand because of pronunciation ☐ does not adapt communication style appropriate to context/social register (formal/informal style) ☐ frequently needs to repeat to be understood ☐ asks repeatedly for support ☐ misinterprets body language (facial expressions, tone) ☐ relies on non-verbal prompts ☐ struggles to meet classroom expectations/instructions (arriving on time, handing in work, participation, group work, etc.) ☐ uses limited vocabulary ☐ makes errors in grammar and syntax that obscure meaning ☐ does not grasp most humour, puns, clichés and idioms

Universal Examples of Support: *The teacher can….*

☐ provide a classroom rich in visuals and use them and gestures throughout the day ☐ share language and content objectives ☐ pre-teach both academic and key vocabulary by using objects, visuals, actions and hands-on activities ☐ use buddy system for orientation to school, class routines and building peer relations ☐ make cultural connections among students' backgrounds and languages ☐ use cooperative learning, varying groups to maximize social interaction and learning	☐ provide a range of curriculum materials and adaptations ☐ allow alternative types of assessment when possible ☐ provide lots of opportunities for oral language rehearsal before presentations ☐ have students record themselves for a variety of purposes ☐ allow the use of dictionaries, translators, first language and ask students to keep a personal dictionary ☐ create word banks of key vocabulary and big ideas with students ☐ encourage students to continue to develop their first language skills

Examples of Support: *According to the student's level, the teacher can…*

Mild	Moderate	Complex
☐ prepare students for class discussions by pre-assigning roles, scripts, questions, or set phrases ☐ use think-alouds and think-pair-shares when asking questions ☐ explain how prefixes and suffixes change word meaning (i.e., **_un_**happy, happi**_ness_**) ☐ explore parts of speech and word forms (i.e., *describe* [v], *description* [n]) ☐ provide multiple opportunities for authentic speaking tasks, such as debates, author's chair, speeches, etc. ☐ explicitly teach phrases related to genres (e.g., language structures related to debate vs. explanation) ☐ explain a complex procedure, reviewing key vocabulary in context ☐ identify and explain puns, clichés, idioms, slang and colloquialisms in context	☐ provide sentence frames for response ☐ assess understanding through multiple modes rather than only grammar, etc. ☐ focus on correcting one aspect (or two) at a time, so as not to overwhelm ☐ encourage conversation attempts and model correct response ☐ use graphic organizers, visuals, scripts, and cues as scaffolds ☐ encourage the use of multiple tools and resources to check for understanding ☐ be aware and explain homonyms and multiple-meaning words ☐ allow extra wait time for processing and response	☐ slow the pace and allow extra wait time for processing and response ☐ provide clearly defined content and language objectives in simple language before teaching ☐ activate prior knowledge and build background knowledge ☐ face learners while giving directions and provide visual support ☐ write down key terms so students can see them and make connections to the spoken word ☐ start with functional language related to student's immediate needs ☐ adapt academic language into accessible conversational English ☐ simplify multi-step instructions ☐ use "I do-we do-you do" modeling prior to student work ☐ use exemplars to show expectations ☐ check understanding to guide instruction often ☐ ask students to retell instructions ☐ provide supportive, meaningful feedback ☐ encourage students to extend English skills in social experiences beyond a school setting

Consultation with :
• Regular classroom teacher
• ELL Teacher
• Content area specialist
• Family
• Settlement Worker
• Peer tutor
• Educational Assistant

ORAL LANGUAGE

English Language Learning Planning Tool

Domain and Sources of Information	Mild Minimal ELL Support Needed		Moderate Moderate ELL Support Needed		Complex Intensive ELL Support Needed

In using academic English, the student can…

	Mild		Moderate		Complex
Students develop reading skills through: decoding, phonemic awareness, sight-word vocabulary, comprehension, response and analysis.	*read, understand, and respond to more complex texts with some independence. Response is mostly accurate and includes some specific, relevant details. Can make inferences and communicate critical thinking with some support.*	*comprehend and respond to grade appropriate content texts with some complexity. Response is developed and appropriate. May need help with inferring, critical thinking and interpretation of socio-cultural references.*	*read grade-level texts with basic understanding and response. Response is generally accurate but support is needed for communicating details and making inferences and connections.*	*read relatively straightforward texts with help. May provide some accurate information for direct, concrete tasks if support is provided.*	*draw some basic information from simple texts with significant support. May recognize or read a few words in English.*

The Student's Level of Functioning: *The student …*

Mild	Moderate	Complex
☐ may need some support in understanding specific academic vocabulary ☐ needs minor adaptations to reading materials and instructions ☐ is fairly fluent and expressive when reading aloud ☐ usually uses word attack skills independently ☐ often uses reading strategies independently ☐ shares reactions and opinions, with examples ☐ makes thoughtful connections, giving some reasons and examples ☐ makes logical predictions and/or inferences with some support ☐ asks relevant questions about the text ☐ summarizes the main ideas and details in own words, but may not notice or understand implied information	☐ has a developing bank of sight-word vocabulary ☐ needs reminders to use word attack skills consistently ☐ requires direct support in reading strategies ☐ reads aloud without expression and may be hesitant ☐ shares reactions about texts, sometimes with examples ☐ begins to use text features and context clues to understand main ideas and specialized vocabulary ☐ needs support in making connections, predictions, inferences ☐ restates main idea and details in own words, but may not notice or understand implied information ☐ is able to state some of the big ideas with support	☐ has little to no letter recognition ☐ has little to no letter-sound correspondence ☐ has little to no sight-word knowledge ☐ is hesitant or reluctant to read aloud ☐ has limited awareness of reading strategies ☐ needs support to make a simple prediction or connection ☐ responds to reading using pictures, labels, single words, phrases and sometimes first language ☐ may need to learn text direction (left to right)

Universal Examples of Support: *According to the student's level, the teacher can…*

Possible Sources of Information:

- File review
- Observations
- Initial Assessment
- Spring Census assessment
- Classroom or District assessment
- Year-end ELL assessment

Consultation with:

- Regular classroom teacher
- ELL teacher
- Content area specialist(s)
- Educational Assistant
- Parent
- Settlement Worker
- Cultural Interpreter
- Peer tutor

READING

Pre-Reading Activities
- ☐ share content and language objectives before teaching
- ☐ model think-aloud
- ☐ point out the conventions of English in text being read
- ☐ pre-teach vocabulary (include signal and directional words, remembering that students may need explicit instruction in these words)
- ☐ highlight word families, and how prefixes and suffixes change meaning
- ☐ do a book walk to engage and make predictions before reading
- ☐ use anticipation guides
- ☐ make cultural connections to students' backgrounds
- ☐ give students practice with new words, ensuring that students can incorporate new words into activities
- ☐ scaffold comprehension of texts by previewing text features (i.e., pictures, bold face words, glossary, captions, etc.)
- ☐ build and activate prior knowledge about the topic, developing a shared overall knowledge of what the text might be about

During Reading Activities
- ☐ do informal comprehension checks often
- ☐ ask students to act out the roles of different characters while reading a text
- ☐ engage with vocabulary and key ideas by highlighting and making notes while reading
- ☐ engage in Reader's Theatre to develop fluency

During Reading (Continued)
- ☐ focus on fun, engaging activities that develop language and reading skills in context
- ☐ provide multiple opportunities for students to practice interacting with texts (i.e., talking to the text, sticky notes, think-alouds) to increase comprehension
- ☐ use cooperative learning, varying groups to increase interaction
- ☐ ask questions that require higher level thinking
- ☐ have students refer to word walls and word banks to assist comprehension
- ☐ ask students to analyze word families and determine meaning of new words (e.g., looking at root words, prefixes and suffixes)

Post-Reading Activities
- ☐ use graphic organizers before, during and after reading to help students demonstrate comprehension
- ☐ allow students to demonstrate their understanding of texts in different ways (i.e., story map, drawings, playdough scenes, role plays, letters to characters)
- ☐ have students retell what they read, including only important information and key words
- ☐ share clearly defined content and language objectives in simple language
- ☐ include activities focusing on response to reading to gain a greater understanding, extract information for other purposes, critically interpret, analyse and share personal response

Overall Strategies
- ☐ allow use of dictionaries, translators, first language
- ☐ group ELLs strategically with students who share same first language at times
- ☐ choose materials with good visual cues and those that reflect the experiences of the students
- ☐ use visual supports such as photos, images, and realia to support comprehension
- ☐ provide a range of texts of different styles, genres, interests
- ☐ assist students in making appropriate choices for independent reading
- ☐ check understanding informally often to guide instruction
- ☐ include first language books and accessible texts
- ☐ provide meaningful print in the classroom (e.g., signs, charts, labels, word walls and word banks)
- ☐ use wordless books/ picture sequences/ photographs to build a story or recount
- ☐ provide explicit instruction on strategies, including looking at pictures, sounding out, skipping and going back, looking for smaller words within the word, chunking the text, reading for meaning, making connections and inferences, etc.
- ☐ provide exposure and explicit instruction on text features, genres of text and how they work and are organized with respect to language features and form
- ☐ break text down to show the organization and language features of different genres
- ☐ slow the pace and allow extra wait time for processing and response
- ☐ simplify multi-step instructions

English Language Learning Planning Tool

Domain and Sources of Information	Mild Minimal ELL Support Needed		Moderate Moderate ELL Support Needed	Complex Intensive ELL Support Needed	
Students develop skills to share ideas and information through writing effectively. **Possible Sources of Information:** ▪ File review ▪ Observations ▪ Initial Assessment ▪ Spring Census assessment ▪ Classroom/ district assessments ▪ Year-end ELL assessment ▪ Writing samples **Consultation with:** ▪ Regular classroom teacher ▪ ELL Teacher ▪ Content area specialist(s) ▪ Peer tutor ▪ Educational Assistant ▪ Parent ▪ Settlement Worker	**In English, the student can…**				

WRITING

In English, the student can…

Mild		Moderate	Complex	
convey ideas for different purposes and audiences in a variety of genres, using suitable word choice, syntax and style	*convey ideas in clear, detailed and connected paragraphs on many topics, using a wider range of vocabulary and sentence complexity*	*communicate ideas in paragraphs on common topics and course content using a variety of vocabulary and sentence structures*	*share an idea through a short, simple paragraph on everyday topics with basic details.*	*share a basic message using phrases and simple sentences on everyday topics following a model.*

The Student's level of functioning: *The student …*

Mild	Moderate	Complex
☐ organizes ideas with some support ☐ with limited guidance, connects ideas using appropriate transition words (e.g., *meanwhile, however, finally,* etc.) ☐ usually chooses the correct word but may lack a wide range of synonyms ☐ needs support with style and writing in different genres as well as editing skills ☐ makes minor grammatical or syntax errors that do not impede meaning ☐ uses appropriate word forms and verb tenses correctly more often ☐ uses most punctuation conventions correctly ☐ makes occasional errors with spelling ☐ use dictionaries, thesaurus, glossaries and online tools	☐ organizes ideas with direct support ☐ needs support in using transition words to connect ideas (e.g., *however, then, next, but,* etc.) ☐ chooses the correct word often but will need support to expand vocabulary ☐ needs support with writing in different genres as well as editing skills ☐ makes grammatical or syntax errors that sometimes impede meaning ☐ needs some support with choosing correct word forms and verb tense ☐ has growing sight vocabulary but still needs support with spelling ☐ uses punctuation conventions often correctly	☐ brainstorms basic ideas with support ☐ copies single words and phrases ☐ labels familiar images and objects ☐ uses initial letters of words or inventive spelling to communicate ideas ☐ combines sentences using "and", "but" with support ☐ uses dictionaries or translator to find vocabulary ☐ needs more time to complete work or assignments

Universal Examples of Support: *The teacher can…*

Pre-Writing Activities
- ☐ provide opportunities to discuss in English or first language, <u>before</u> writing using mind maps, brainstorming, Venn Diagram, etc.
- ☐ use pre-writing strategies to activate prior knowledge (i.e., KWL, Four Corners, Inside/Outside Circles, etc.)
- ☐ use shared experiences to generate writing topics
- ☐ integrate reading with writing using different genres as springboards for writing
- ☐ use picture books, dual language books, stories and articles about home cultures to inspire writing
- ☐ discuss new words in context, using visuals and realia whenever possible
- ☐ explicitly pre-teach academic vocabulary

Writing Activities
- ☐ provide frequent mini-lessons focusing on specific skills or concepts
- ☐ brainstorm with the whole class to generate word banks and word walls
- ☐ model use of graphic organizers for organizing and developing background knowledge and ideas
- ☐ teach text organization and language features of different genres
- ☐ provide outlines or sentence frames to begin or end a paragraph, essay or story and, model their use
- ☐ model writing and thinking aloud regularly
- ☐ model word choice, correct tense usage, and sentence combining in meaningful contexts
- ☐ model writing of detailed descriptions
- ☐ model taking notes during presentations or films

Writing (Continued)
- ☐ provide opportunities for shared writing with partners and in small groups
- ☐ use exemplars to show expectations
- ☐ share writing criteria
- ☐ co-construct editing checklists
- ☐ model how to revise and edit at all stages of writing process
- ☐ create online dual language books including visuals and audio using different software applications such as *Scribjab, Bookcreator, 30 hands,* etc.

Post-Writing Activities
- ☐ refer to word banks and word walls generated by students or teacher
- ☐ encourage students to use an editing checklist
- ☐ have students participate in peer editing
- ☐ assign free compositions using dialogue journals
- ☐ encourage students to read aloud what they have written to check for mistakes
- ☐ encourage writing for real purposes by publishing in innovative ways (e.g., writing to an author, prominent citizen or pen pals, preparing a digital newspaper, blog, or webpage)
- ☐ encourage and demonstrate student self-assessment strategies as a way to review and reflect on their writing and communication skills, and to identify goals and strategies to further their development

Overall Strategies
- ☐ share content and clear language objectives before teaching
- ☐ encourage use of multiple reference tools (e.g., dictionary, thesaurus, translator, internet)
- ☐ explicitly teach the alphabet to students whose first language uses a different alphabet
- ☐ explicitly teach concepts of print such as sound-symbol relationships and directionality
- ☐ act as a scribe to help record student ideas
- ☐ have students work in teams to compose dual language texts on topics that are culturally relevant to their lives
- ☐ allow use of both English and first language in journal writing, word lists, brainstorming, Freyer model for new words
- ☐ allow students to use drawings, labels, words, phrases, simple sentences or first language in beginning writing
- ☐ provide reference materials such as dual language books, picture dictionaries, glossaries, internet
- ☐ use picture books, photos, text sets and other images such as sequenced pictures to inspire discussion and writing
- ☐ focus on the communication of ideas, not on the errors
- ☐ provide sentence frames or paragraph organizers for response
- ☐ use dialogue journals and free writing to encourage students to take risks and experiment with language
- ☐ ask students to retell instructions to check for understanding
- ☐ provide supportive, meaningful feedback tied to language criteria
- ☐ have students maintain a writing portfolio that includes writing ideas, samples, goals and reflections
- ☐ play language games and do puzzles to improve vocabulary (e.g., Scrabble, Boggle, crosswords, etc.)
- ☐ encourage and demonstrate self-assessment strategies to further student development

English Language Learning Planning Tool

Domain and Sources of Information	Mild Minimal Support Needed	Moderate Moderate Support Needed	Complex Intensive Support Needed
INTERCULTURAL COMPETENCIES			

The student's level of functioning:

	Mild	Moderate	Complex
Students develop intercultural understandings as they learn to value their own culture, language and beliefs, as well as those of others. **Possible Sources of Information:** • File review • Observations • Initial Assessment • Spring Census • District assessment **Consultation with:** • Classroom teacher • ELL Teacher • Content area specialist(s) • Counsellor • Administration • Family • Settlement Worker • Educational Assistant • Peer tutor	The student is beginning to feel more comfortable in Canada and may… □ be experiencing the final stages of culture shock (adapting and feeling at ease in new home) □ participate in classroom discussions in content areas □ make eye contact and generally interpret gestures and tone correctly □ interact with some confidence in conversations and social situations □ appear less isolated and have developed a social support network □ attempt to use humour □ successfully interpret humour some of the time □ still be confused at cultural references or expectations but engage in dialogue and questions to fill in the gaps □ voluntarily ask and respond to questions in a classroom setting □ accept female leadership and work cooperatively in mixed groups	The student is adjusting to Canadian culture and may… □ be experiencing the mid stages of culture shock (coming to terms with differences, adapting) □ attempt to participate in classroom discussions in content areas despite differences in expectations for participation in previous school □ be more comfortable making eye contact and interpret gestures and tone with some success □ attempt to engage but may still respond inappropriately at times to social situations and conversational topics □ appear to feel isolated, lonely and not have a strong social support network □ struggle to comprehend cultural references (e.g., *snow day, pep rally, bake sale, hang out)* □ hesitate to ask questions or volunteer information □ struggle with female leadership and working in mixed groups)	The student is new to Canada or Canadian culture and ways of living and may… □ be experiencing the early stages of culture shock (initial enthusiasm, confusion and withdrawal) □ hesitate or refuse to speak but may participate with teacher encouragement and prompting □ be overwhelmed by the cognitive, psychological, and emotional demands of living in a new country □ misinterpret gestures, body language, eye contact or tone of voice □ rely on observation to follow classroom expectations (arriving on time, handing in work, participation, group work, routines, etc.) □ struggle to understand and adapt to typical Canadian classrooms (participating in group work, critical thinking, sharing opinions, valuing original ideas, participation in physical activity) □ be reluctant to make eye contact □ engage in inappropriate physical contact for Canadian schools □ misunderstand sense of personal space and property ownership □ struggle to adapt to Canadian school schedule times □ act out, hit, or grab to seek attention because of inability to communicate effectively □ have parents who have different expectations with regards to independence (parent feeding child at lunch, dressing child, etc. □ resist female leadership □ appear uncomfortable working in mixed-groups

Universal Examples of Support: *At all levels, the teacher can…*

Relationships:	Classroom Environment/Climate:	Resources/Activities:
□ have students reflect on cultural similarities and differences □ identify shared cultural beliefs and practices □ use a buddy system for orientation to school and class routines □ compare Canadian and other cultural greetings, manners, birthdays, celebrations □ explain the significance of a range of cultural events and celebrations □ challenge stereotypes and prejudices □ help students to develop empathy for others through stories of resilience and overcoming challenges □ involve students' culture and family in school events and projects □ group students with first language peer(s) at times □ encourage students to extend English skills in social experiences beyond the school setting □ hold parent orientation meetings with cultural interpretation and Settlement Worker support □ work with a Settlement Worker to help share cultural understandings and connect with community support network	□ use clear and consistent visual signals and cues □ celebrate students' first language and culture □ affirm the importance of pronouncing names correctly □ post welcome signs in a variety of languages □ post visuals representative of various cultures □ post a world map and use it in teaching □ seat the ELL student near the middle or front of the class, at times with a first language peer □ follow and visually display predictable routines in order to create an environment of security and stability □ create an inclusive, respectful classroom □ create a sense of belonging for every student □ learn greetings and a few common expressions in the home languages □ label classroom objects and materials □ have students role play different ways to resolve conflict through words or comic books and stories □ have discussions on knowledge, beliefs and practices of different cultures □ explore with students the challenges and benefits of living in a culturally diverse society	□ have students listen to a wide range of speakers via TV, movies, radio, and internet □ bring in guest speakers with various cultural backgrounds □ read stories, legends, fables from other cultures and discuss common themes and differences □ embed multicultural education throughout the curriculum, making meaningful cultural connections □ do virtual exchanges, matching students with pen pals from another school in another province or country □ use role playing to develop language and cultural understandings □ create collaborative tasks with mixed groups □ provide adapted curriculum resources that refer to home cultures □ explain idioms, slang and colloquialisms, and their cultural significance in context □ have students share artifacts from their home country □ have students describe contributions that various cultural groups have made to the community over time □ have students keep a cultural portfolio in which they set goals and reflect on language and cultural learning □ encourage the continued development of first language literacy skills