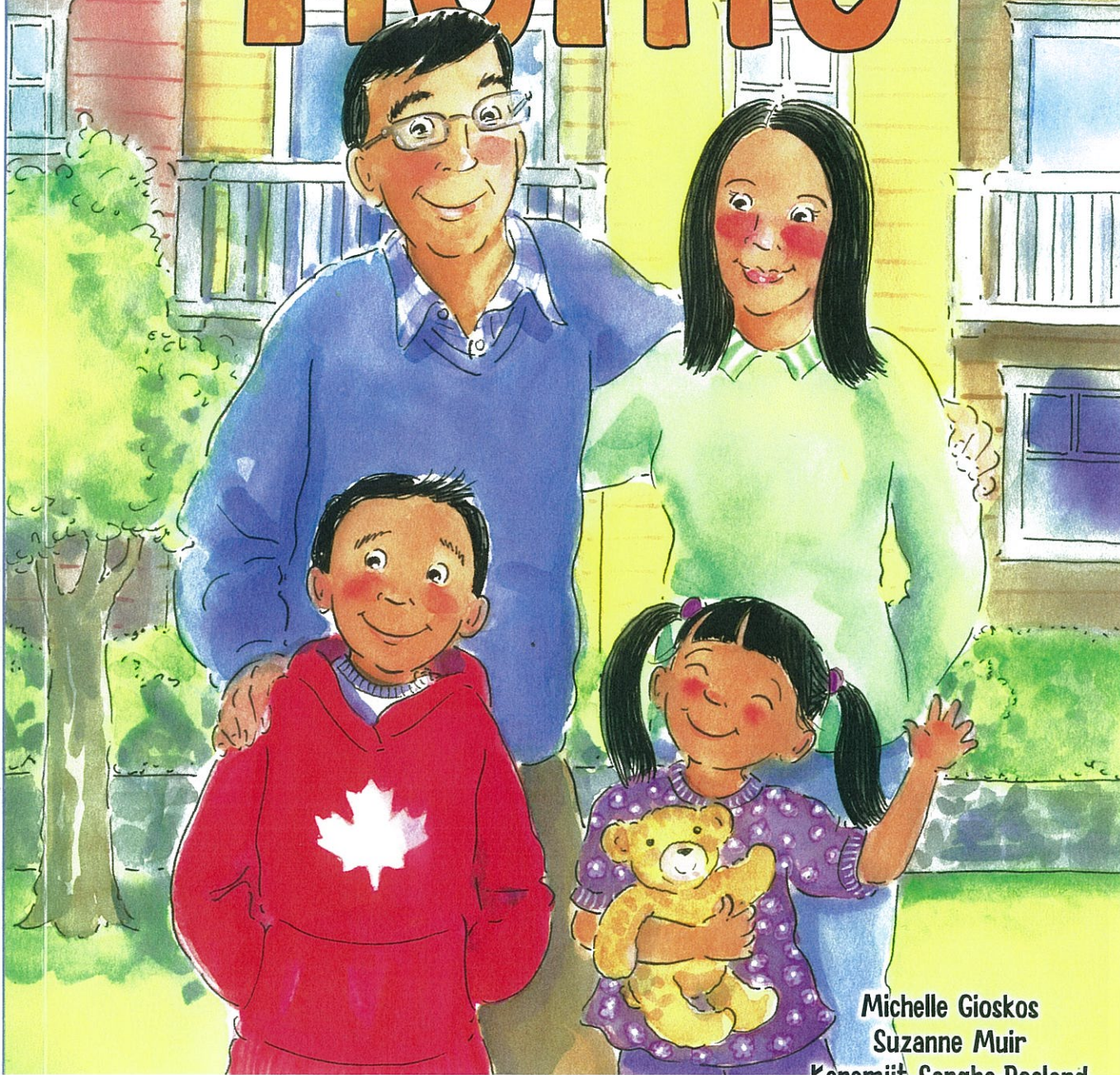
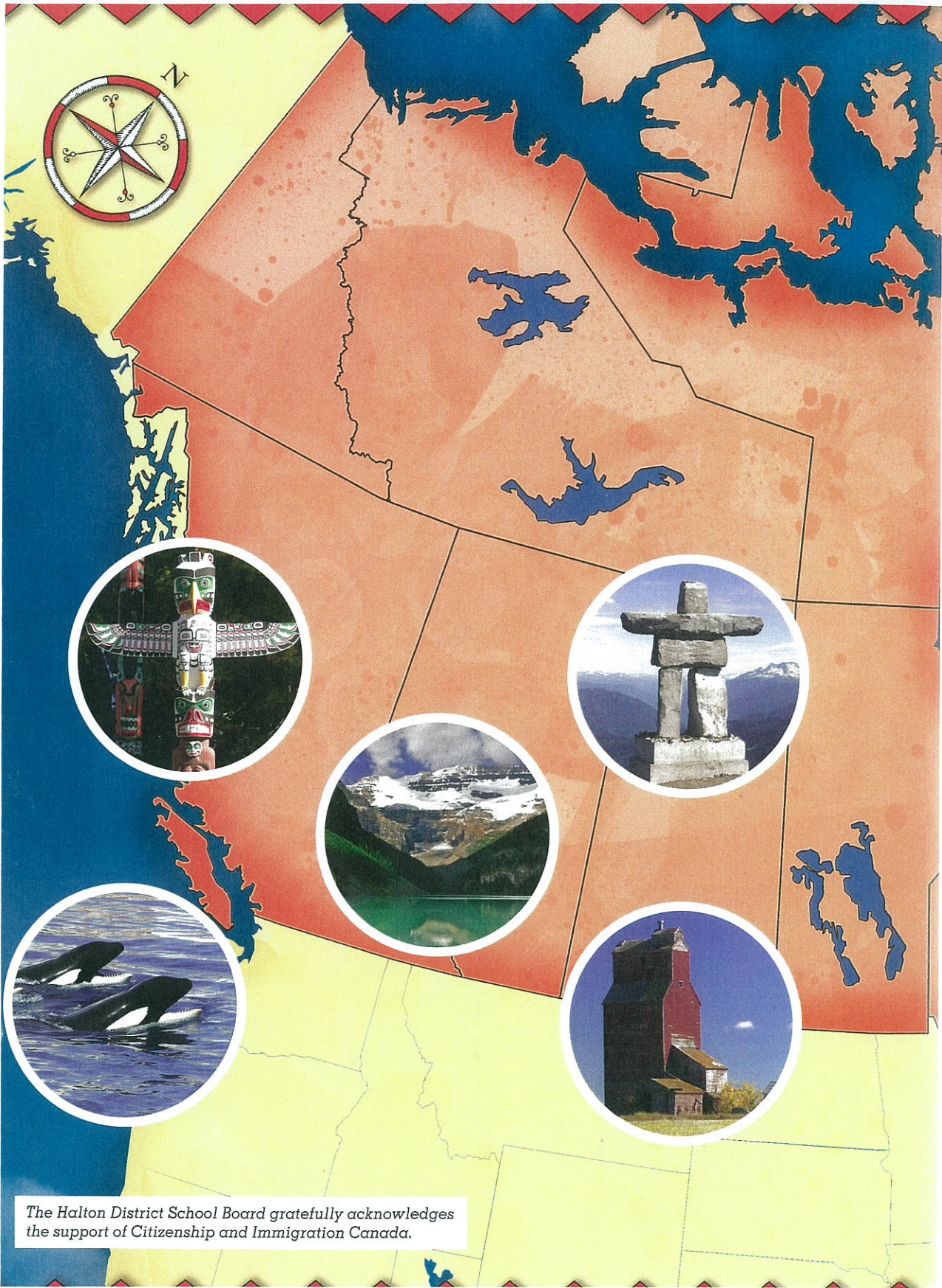


New Home



Michelle Gioskos
Suzanne Muir
Karamjit Garghe Dastard



The Halton District School Board gratefully acknowledges the support of Citizenship and Immigration Canada.

O Canada!

O Canada!
Our home and native land!
True patriot love in all thy sons command.

With glowing hearts we see thee rise,
The True North strong and free!

From far and wide,
O Canada, we stand on guard for thee.

God keep our land glorious and free!
O Canada, we stand on guard for thee.

O Canada, we stand on guard for thee.



To the teachers in Canada who work tirelessly to ensure that all students feel safe and at home in school.

— Michelle Gioskos, Suzanne Muir, Karamjit Sangha-Bosland



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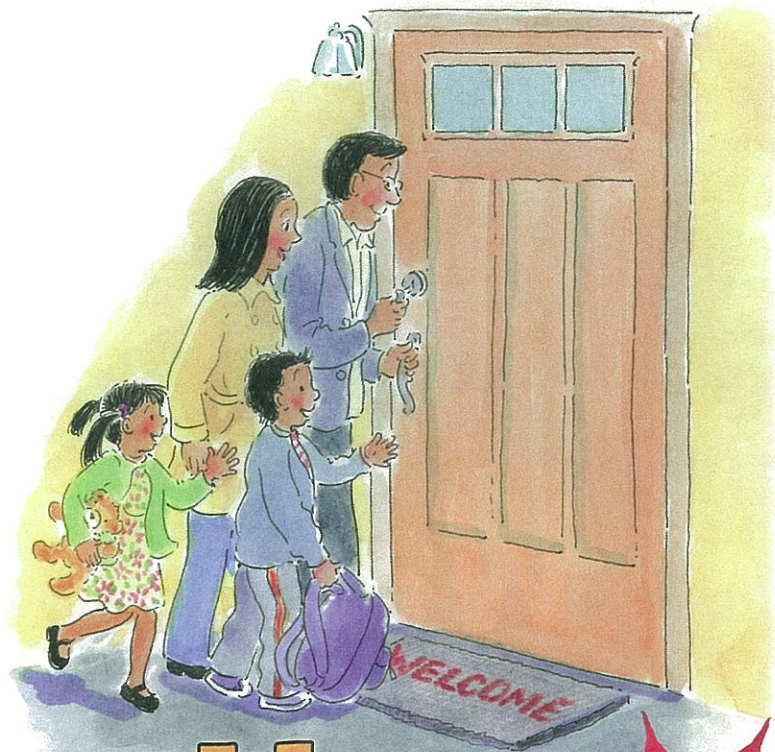
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Art Director: Jennifer Drew

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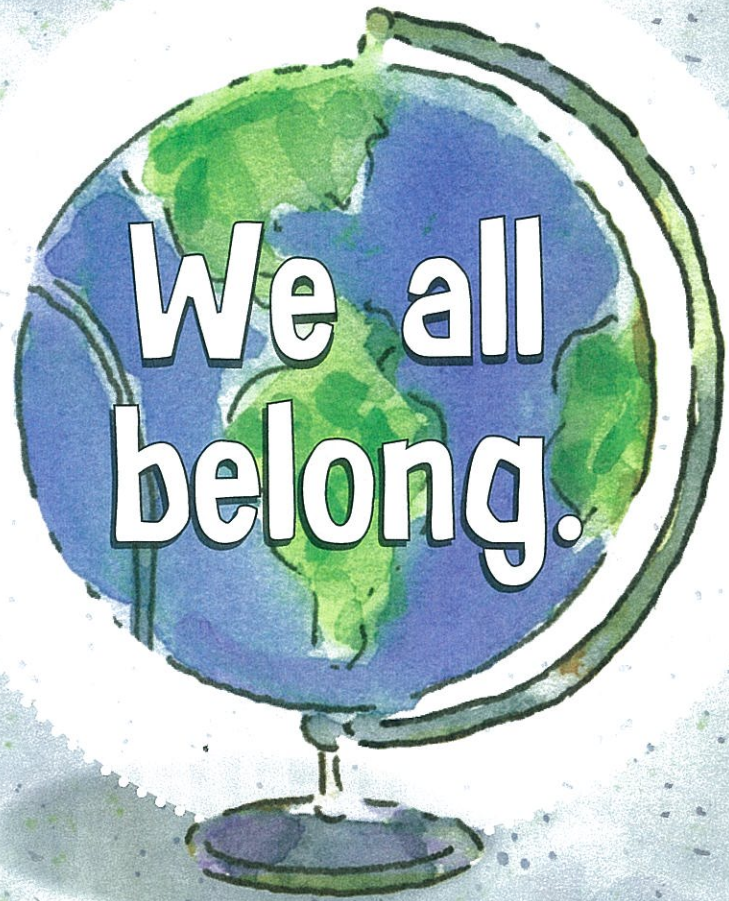
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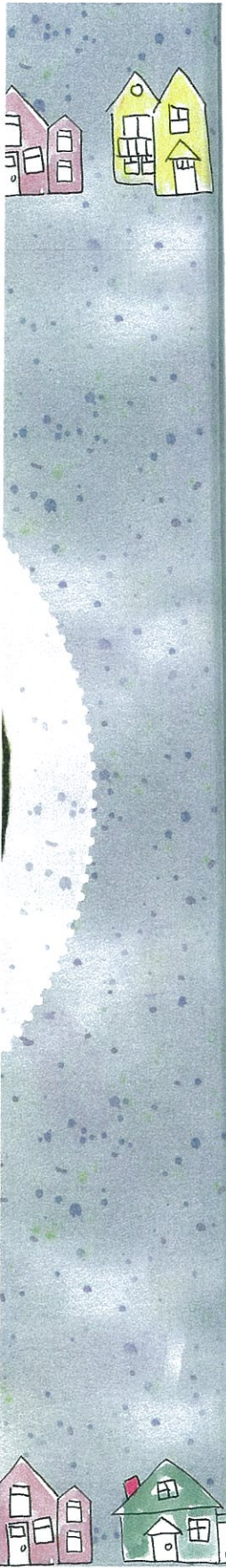
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New Home

By Michelle Gioskos • Suzanne Muir • Karamjit Sangha-Bosland
Art by Cary Pillo

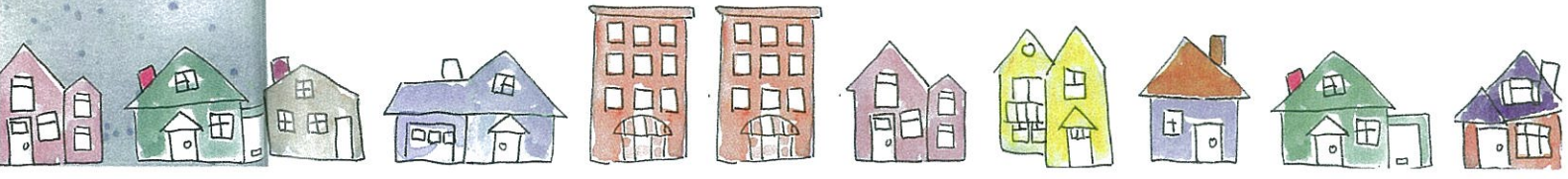




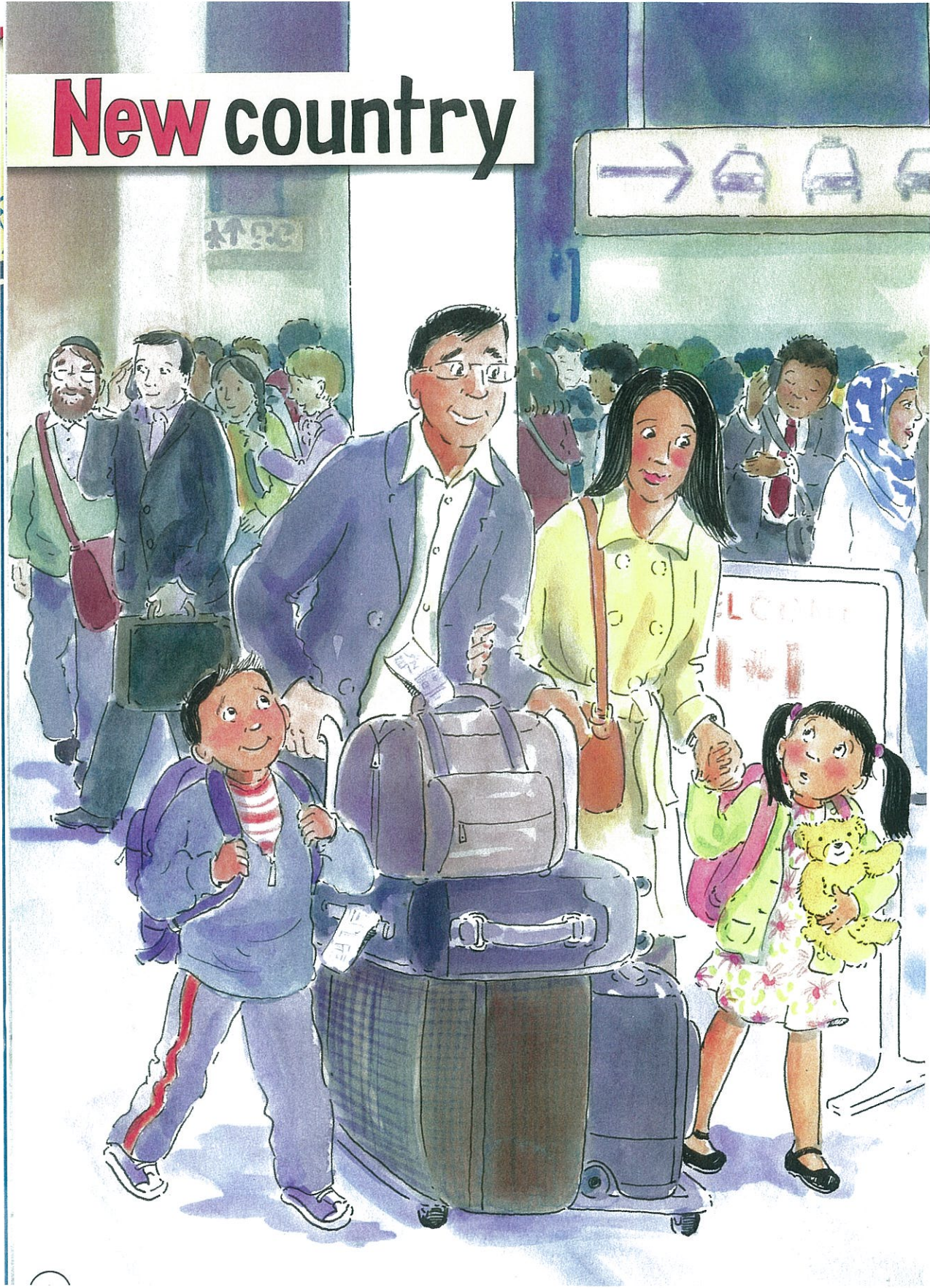
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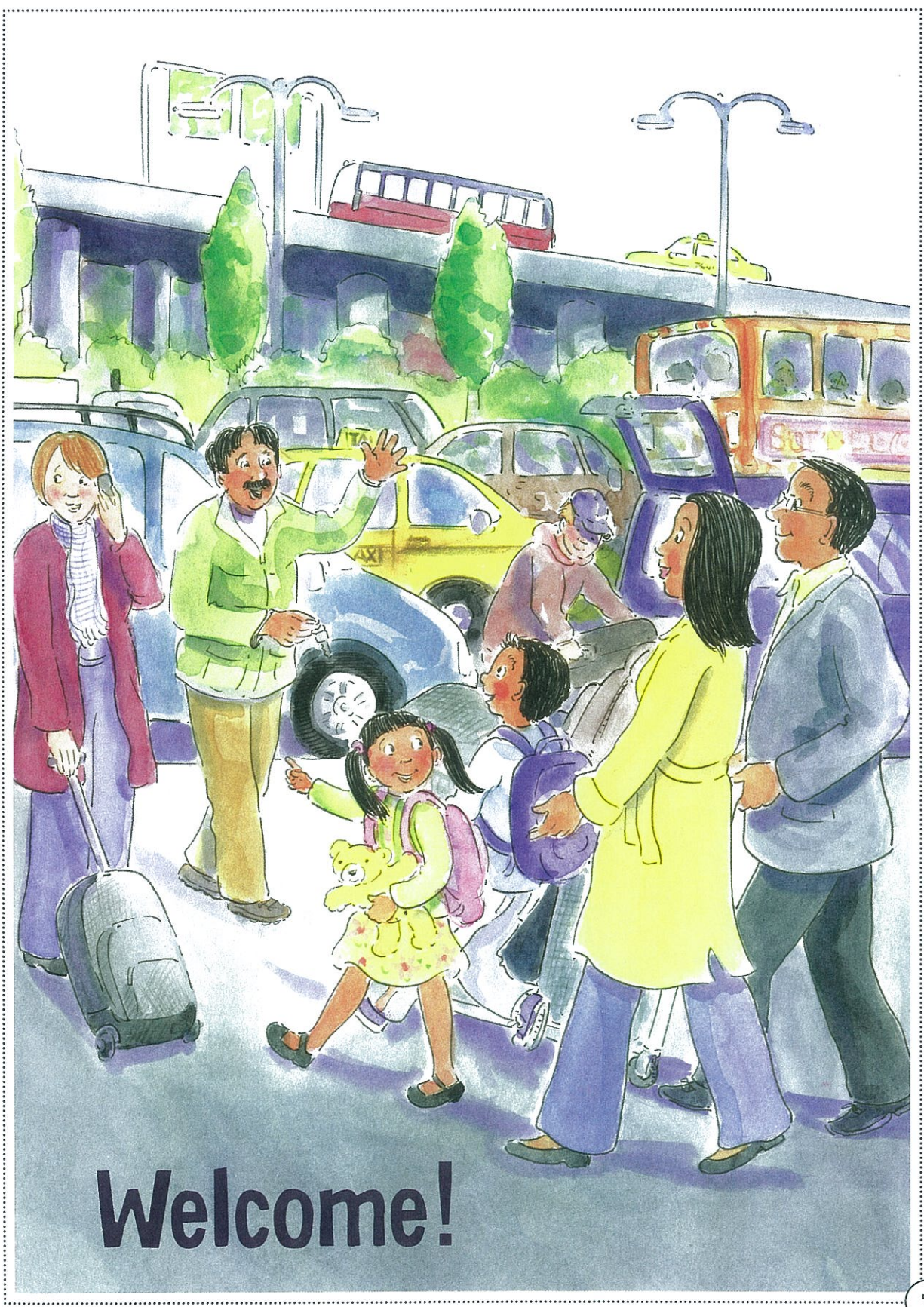
Tips For Teachers30

School Board Contacts: Inside back cover



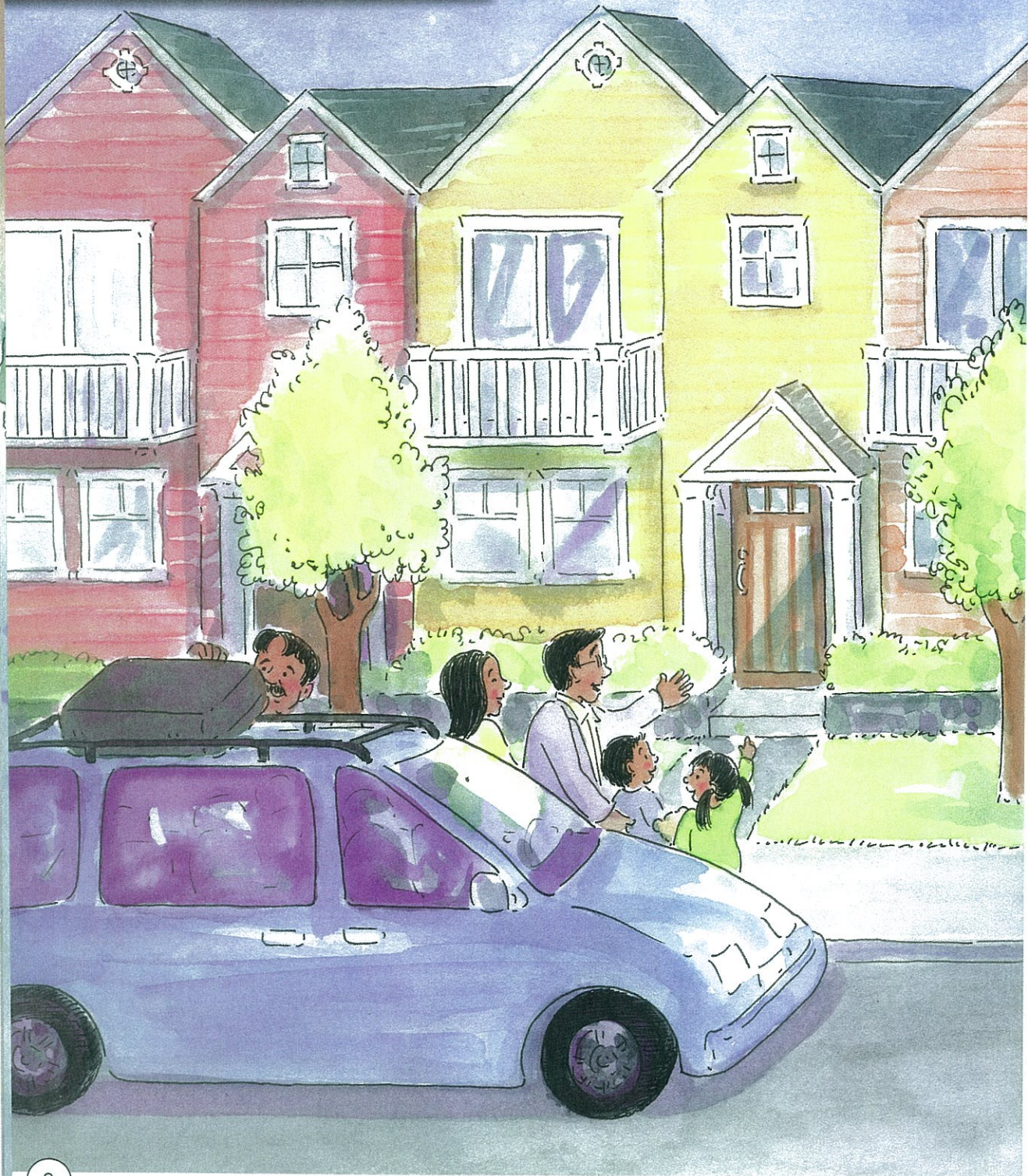
New country

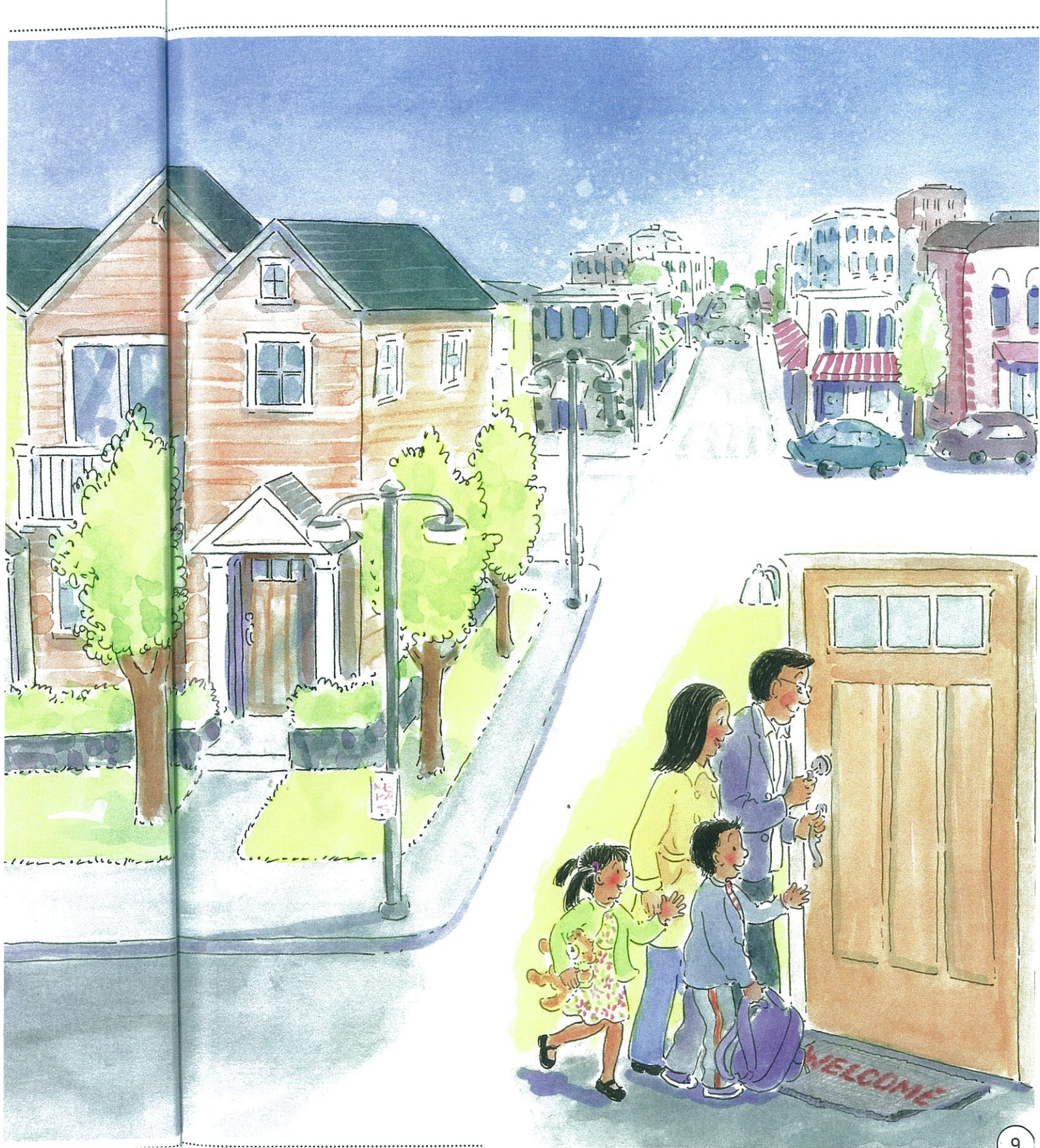




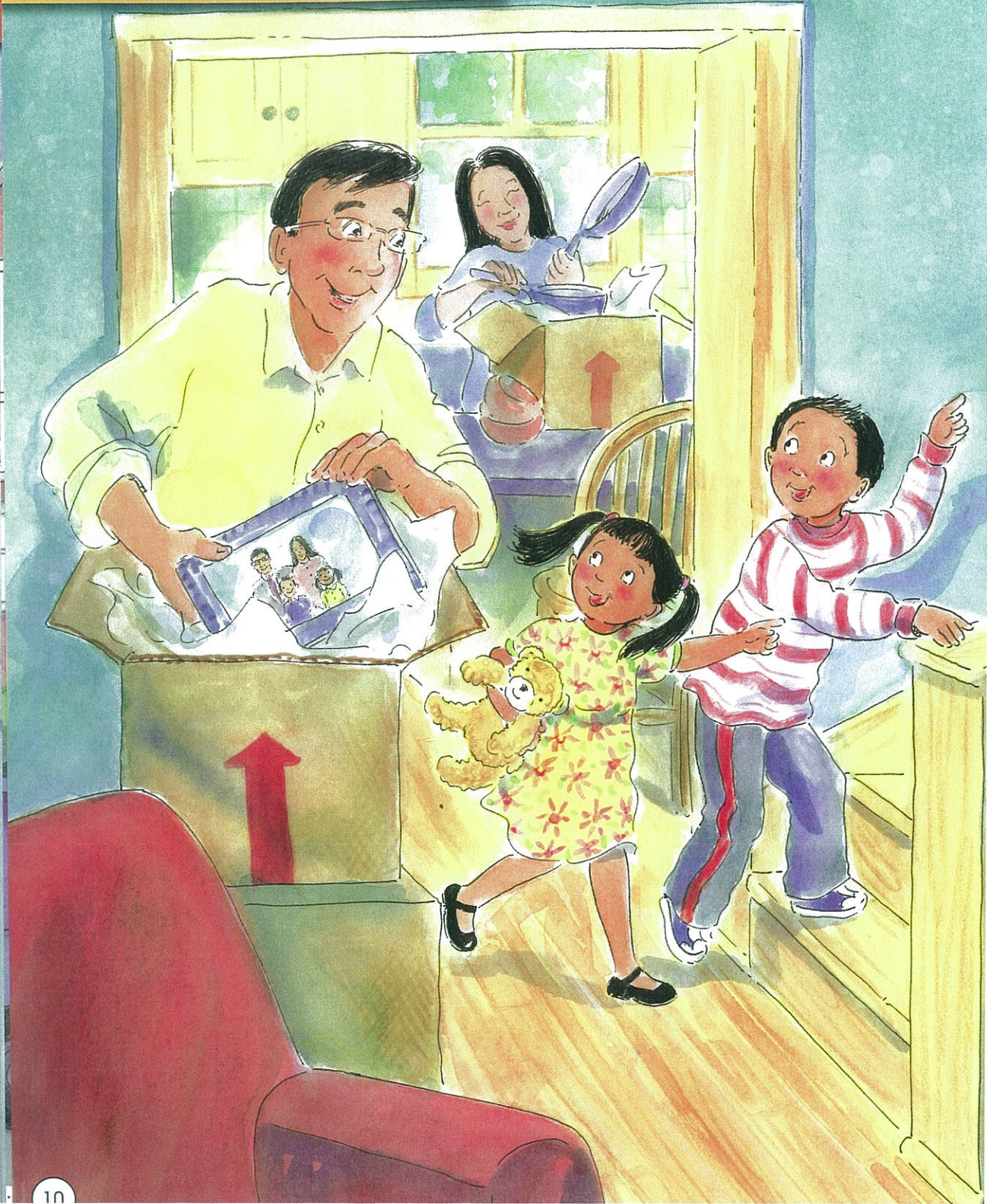
Welcome!

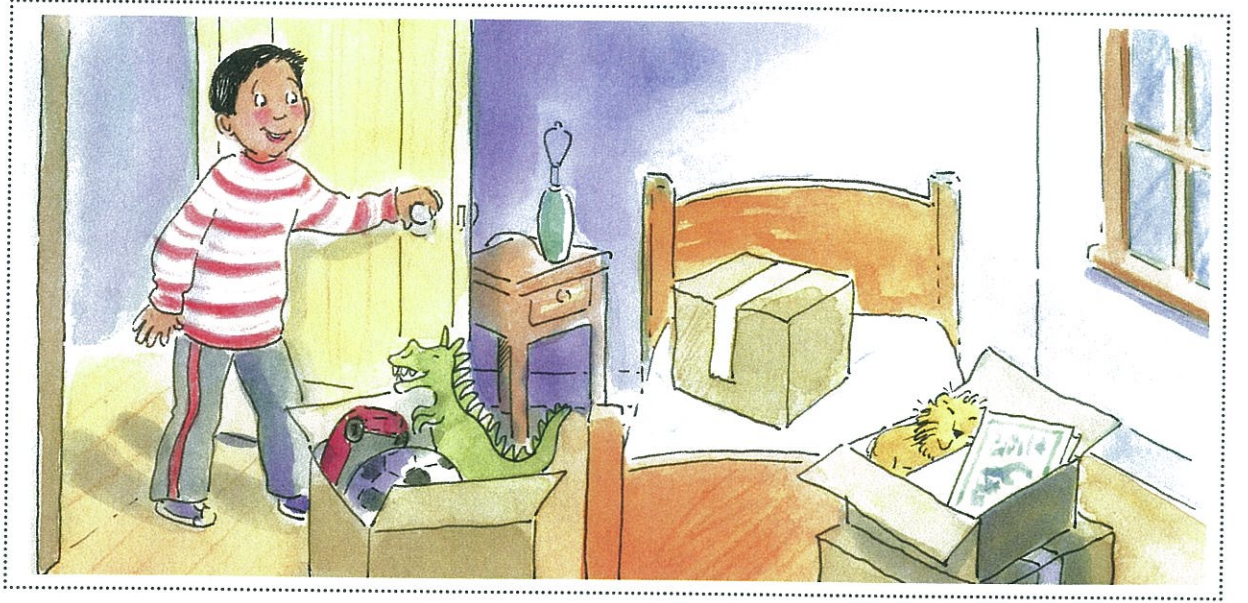
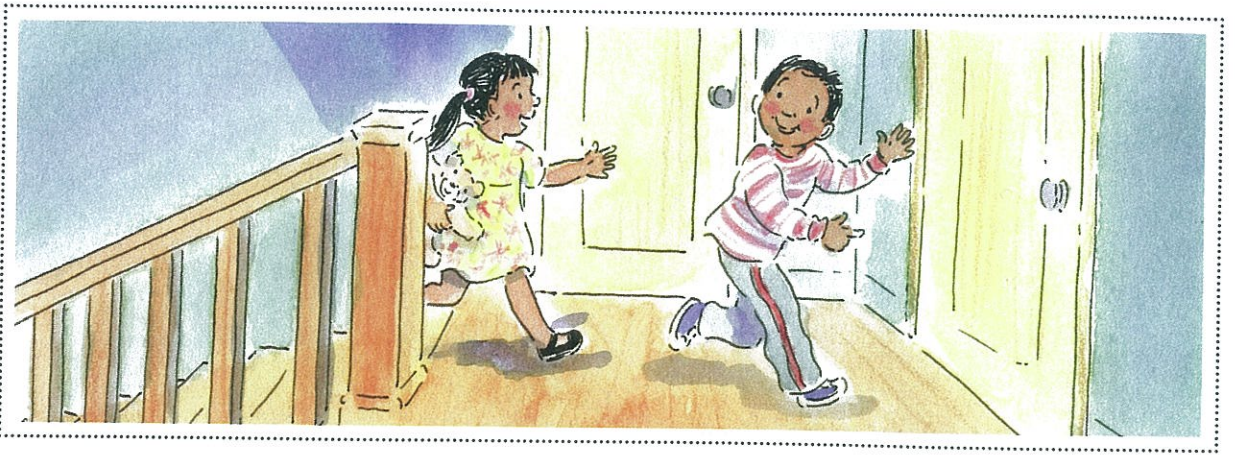
New house



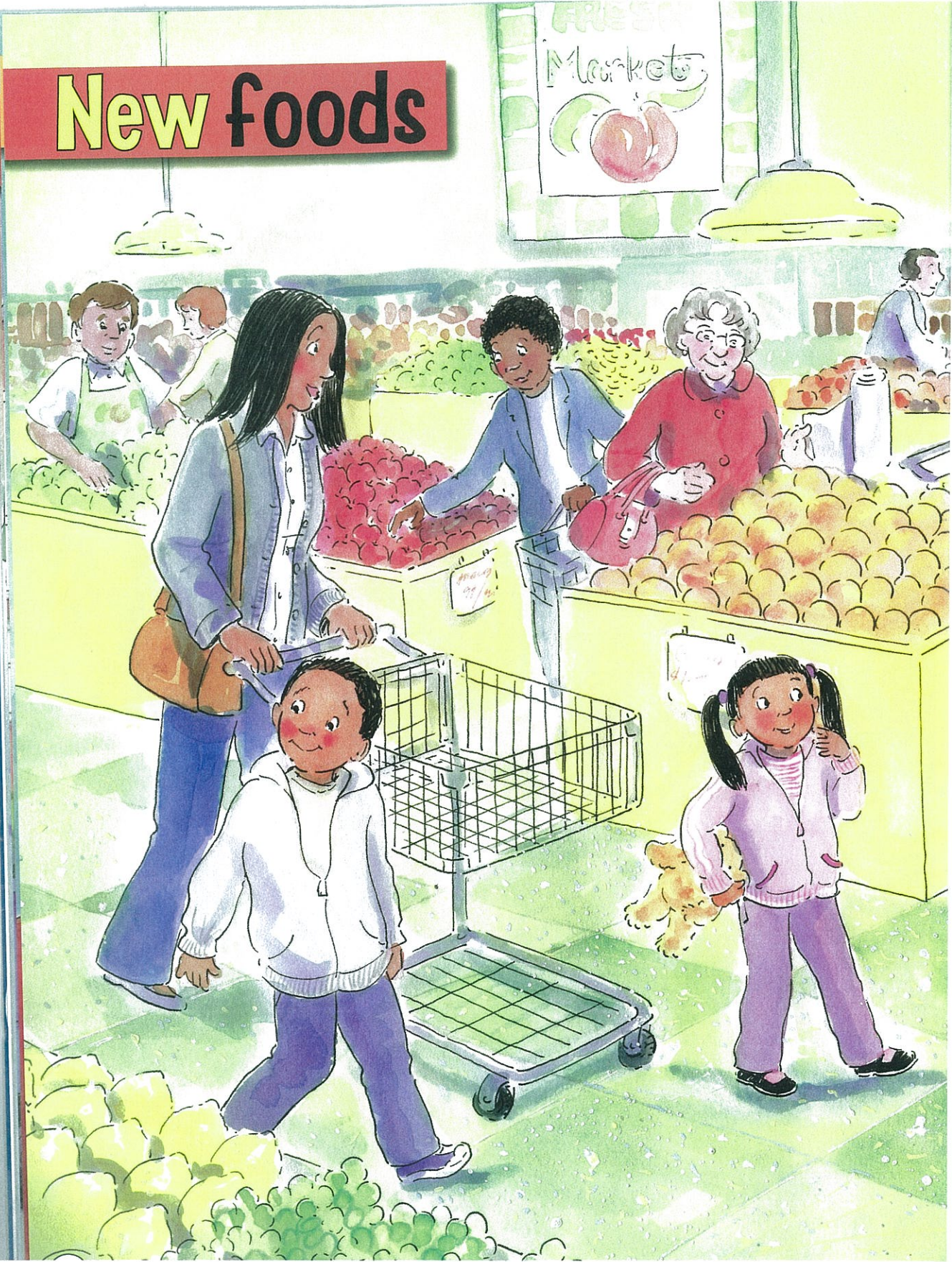


New rooms

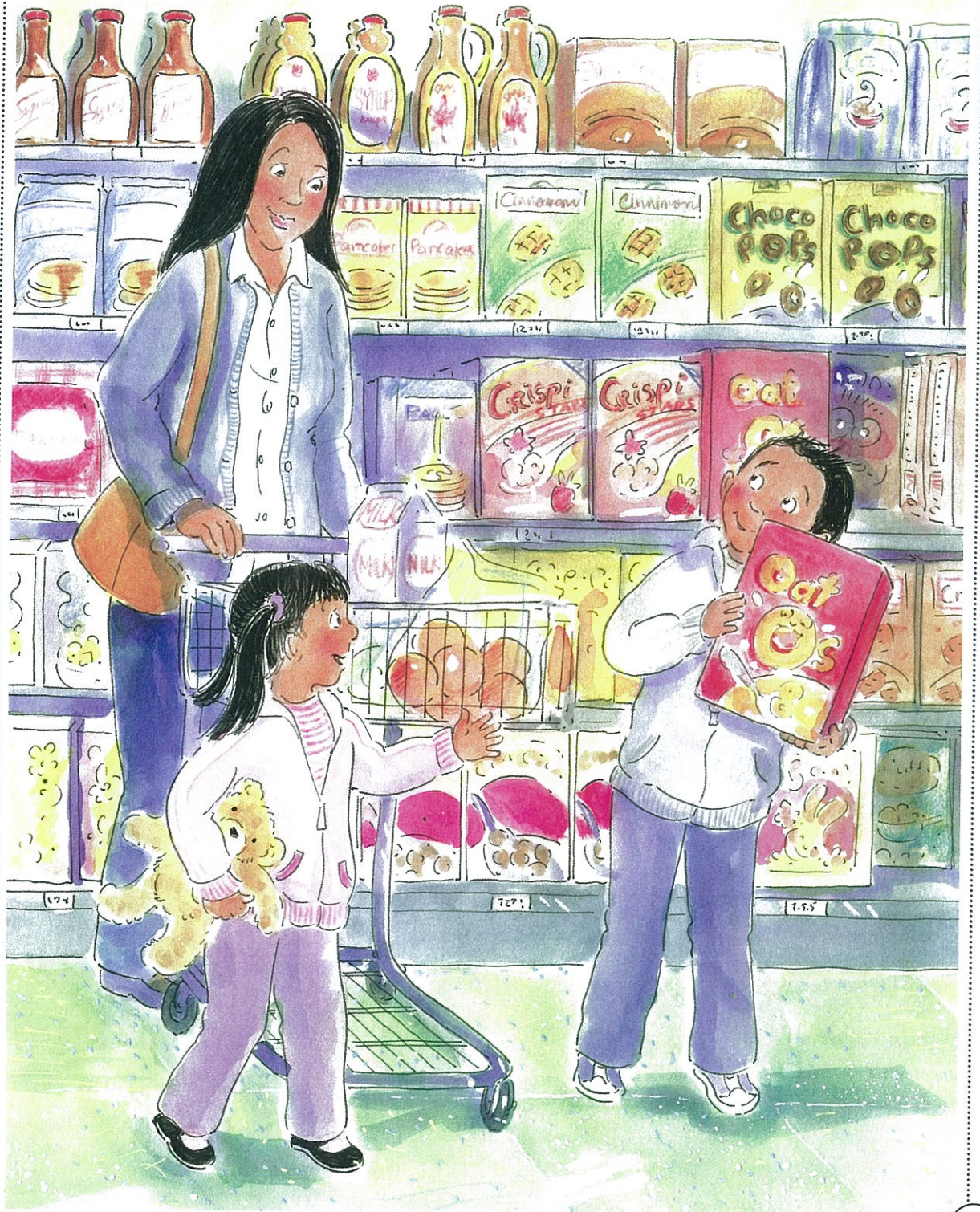




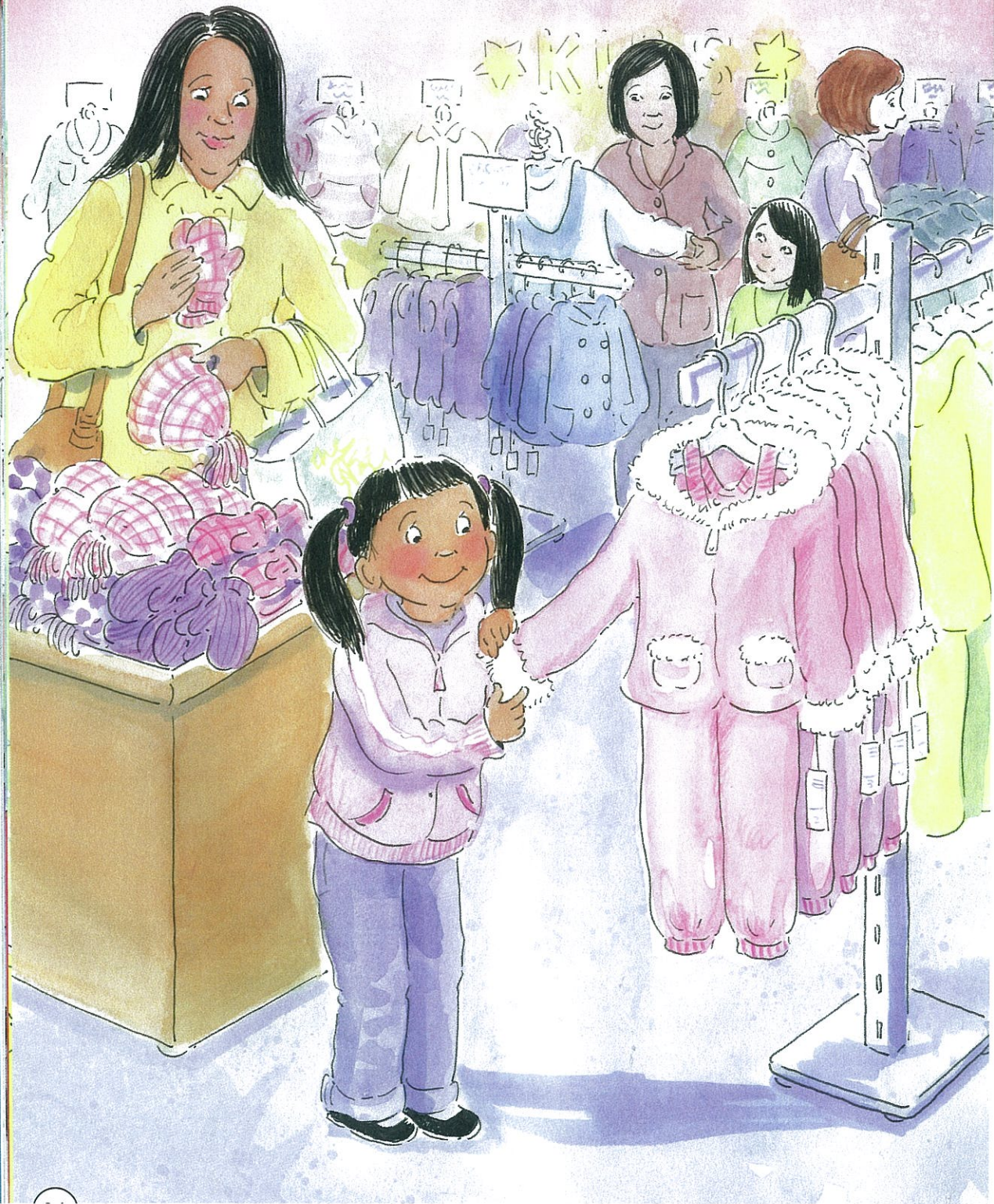
New foods

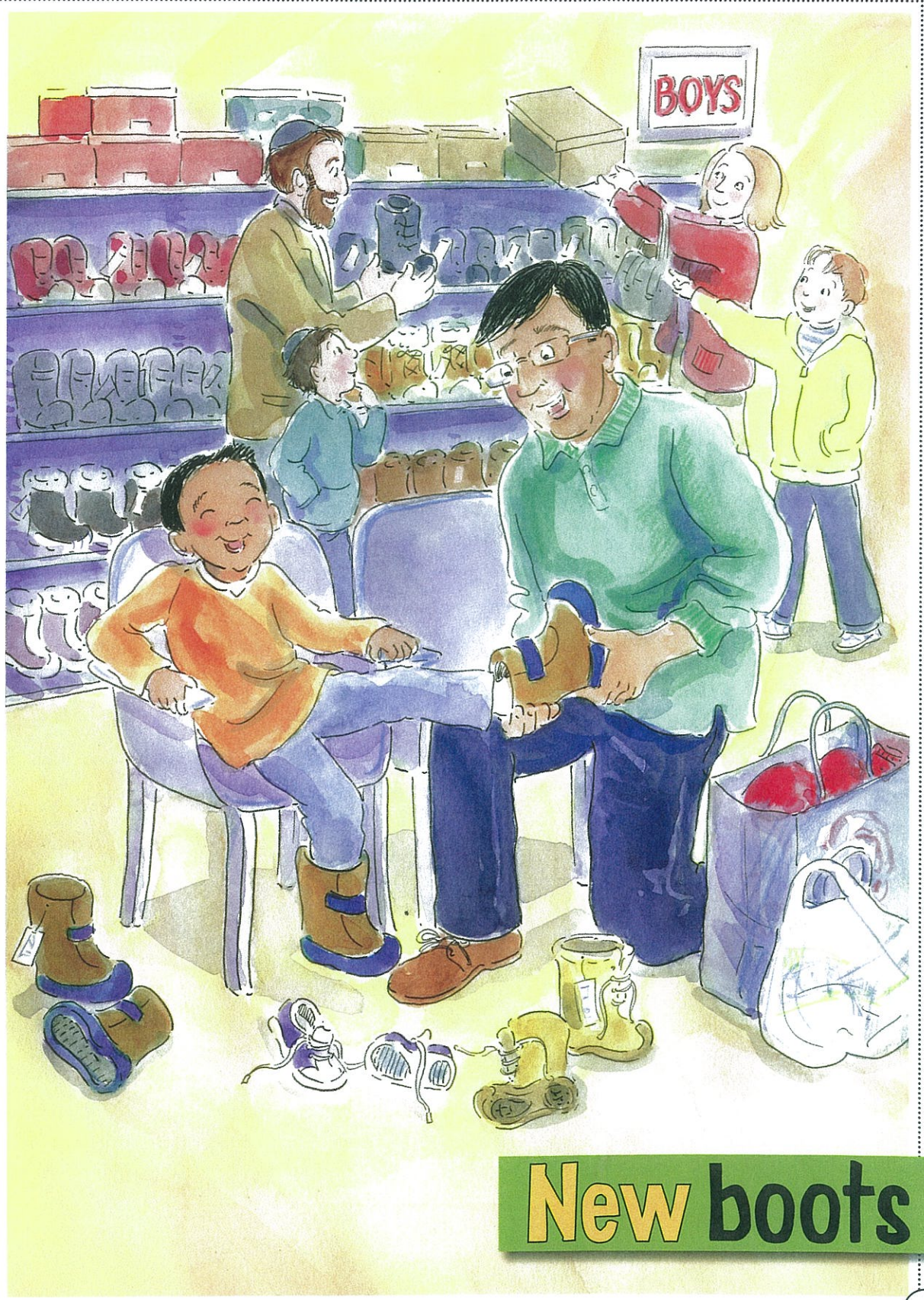


BREAKFAST FOODS



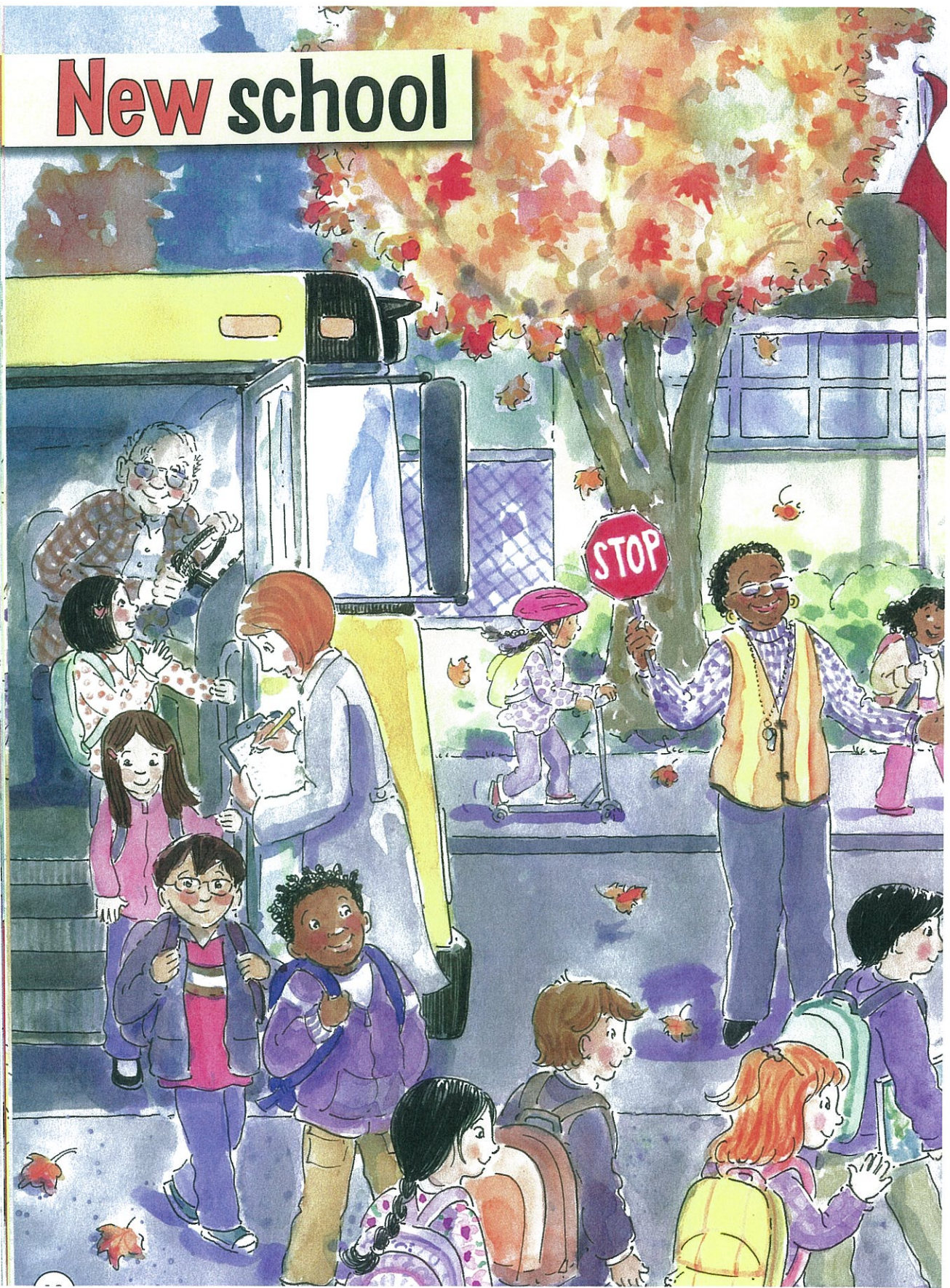
New clothes

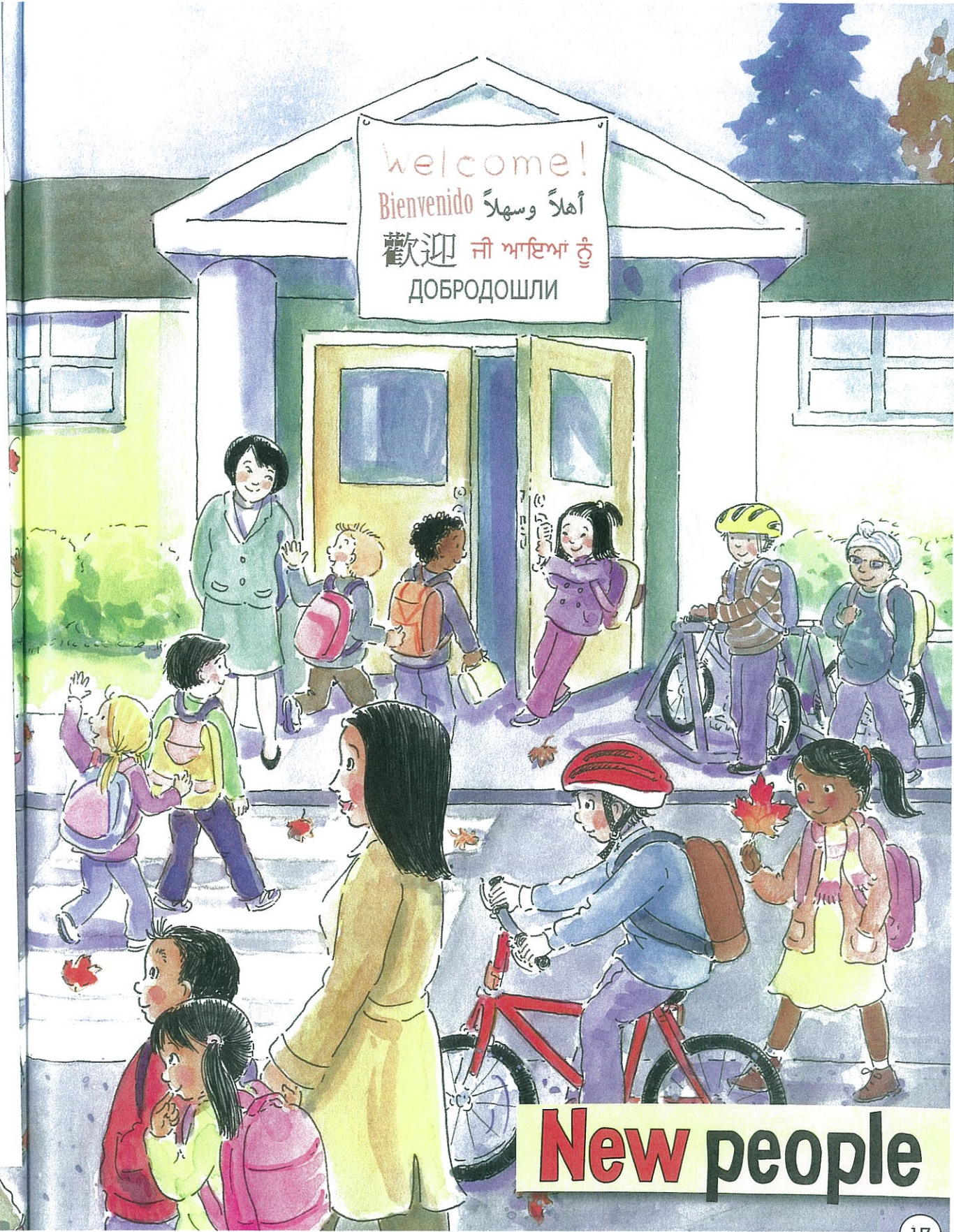




New boots

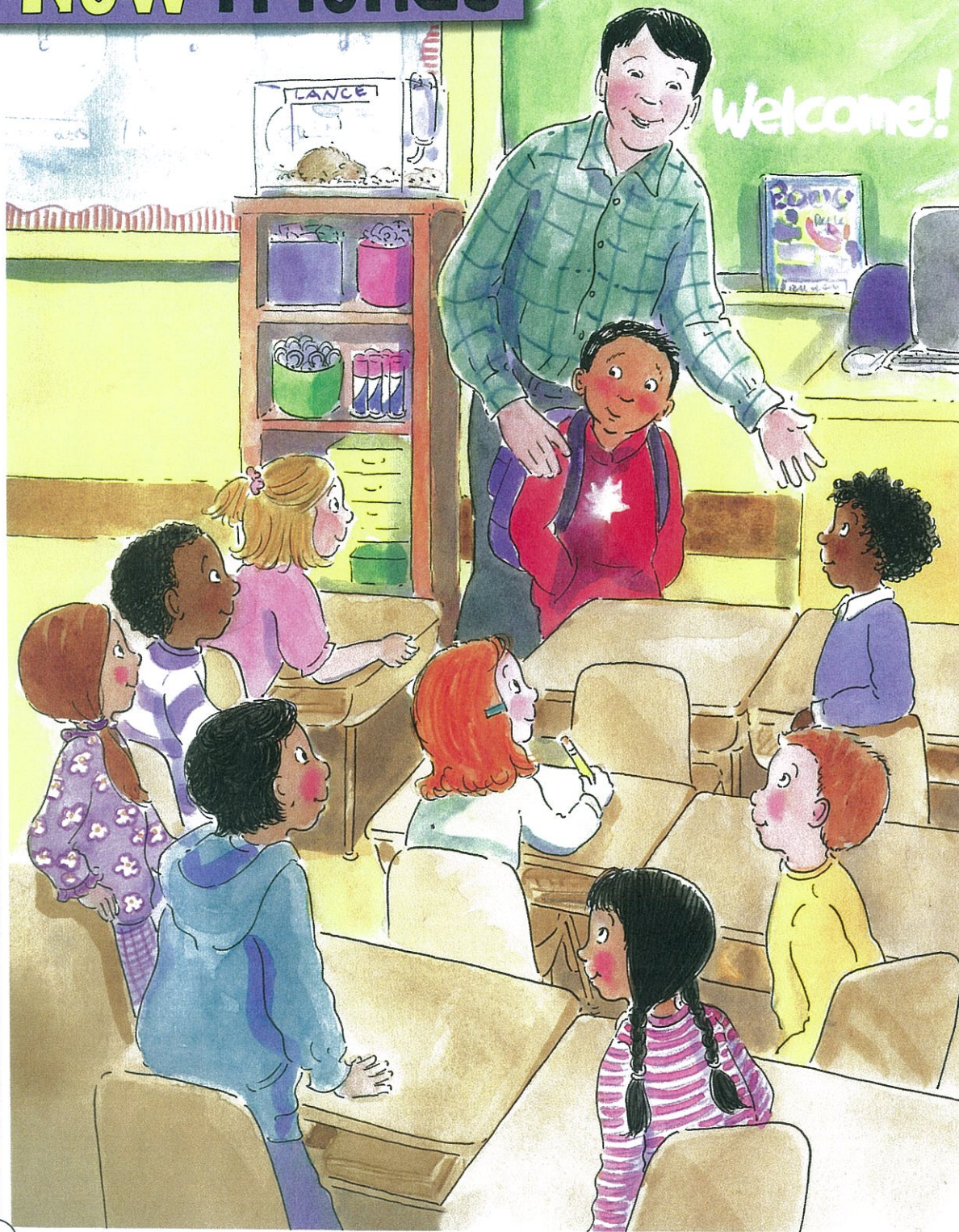
New school





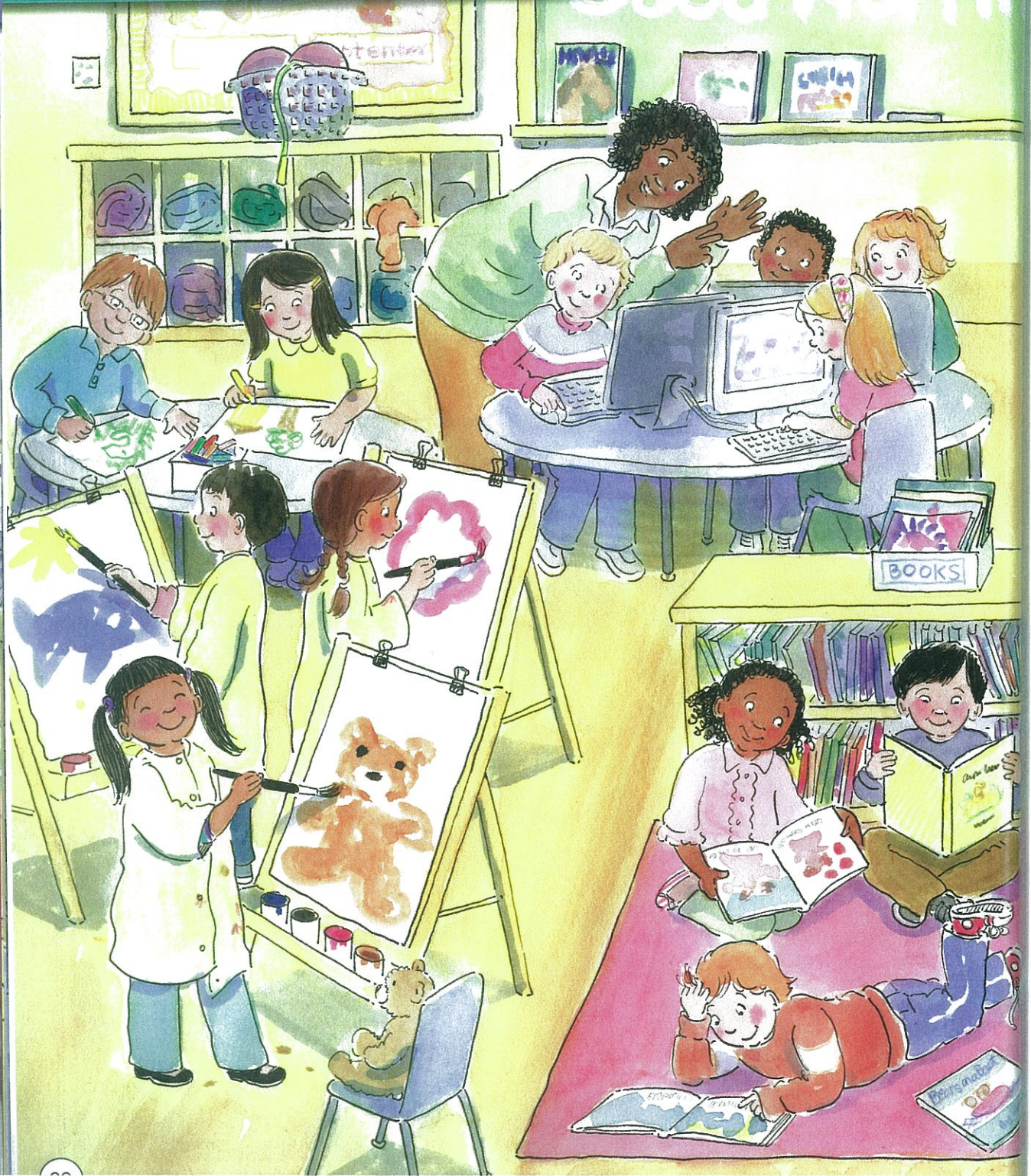
New people

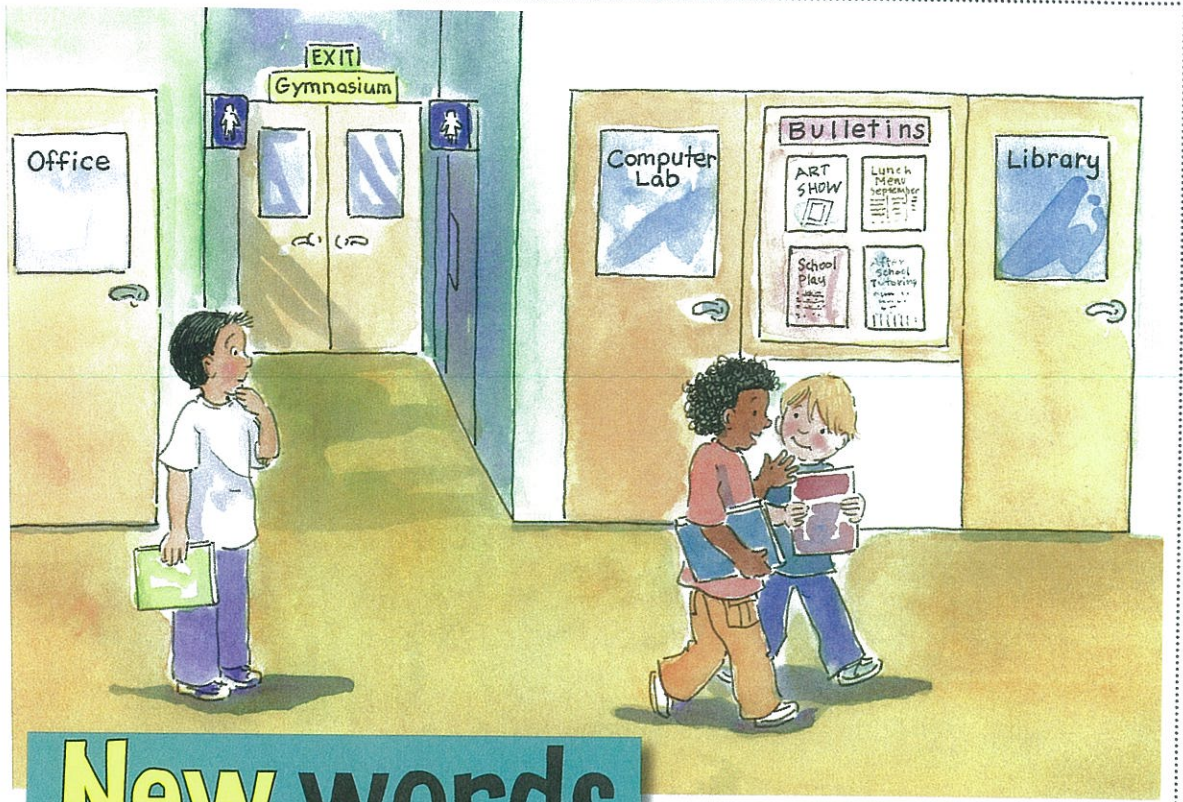
New friends



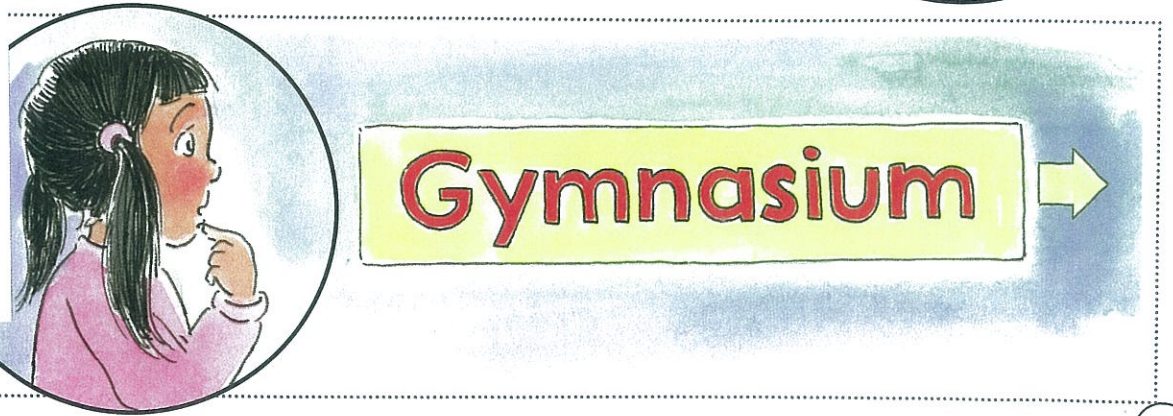
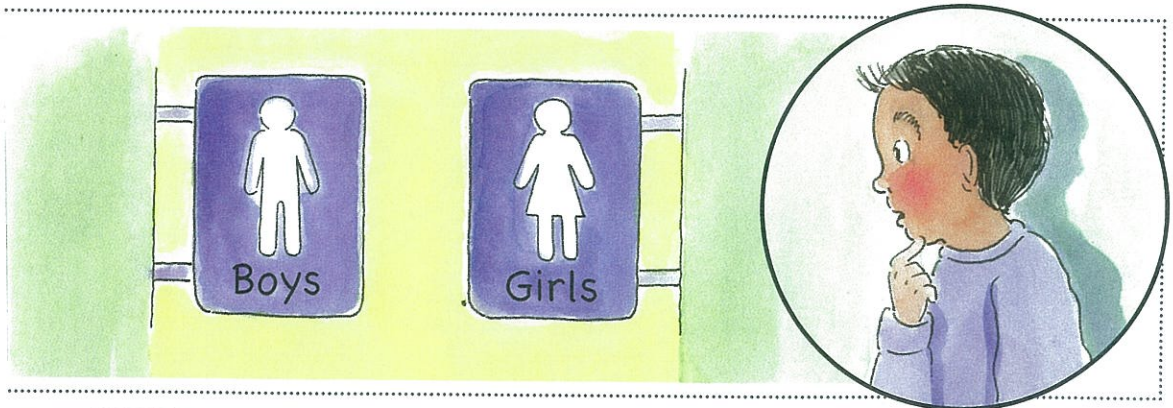


New activities





New words



New sounds

Do you want to play with us?

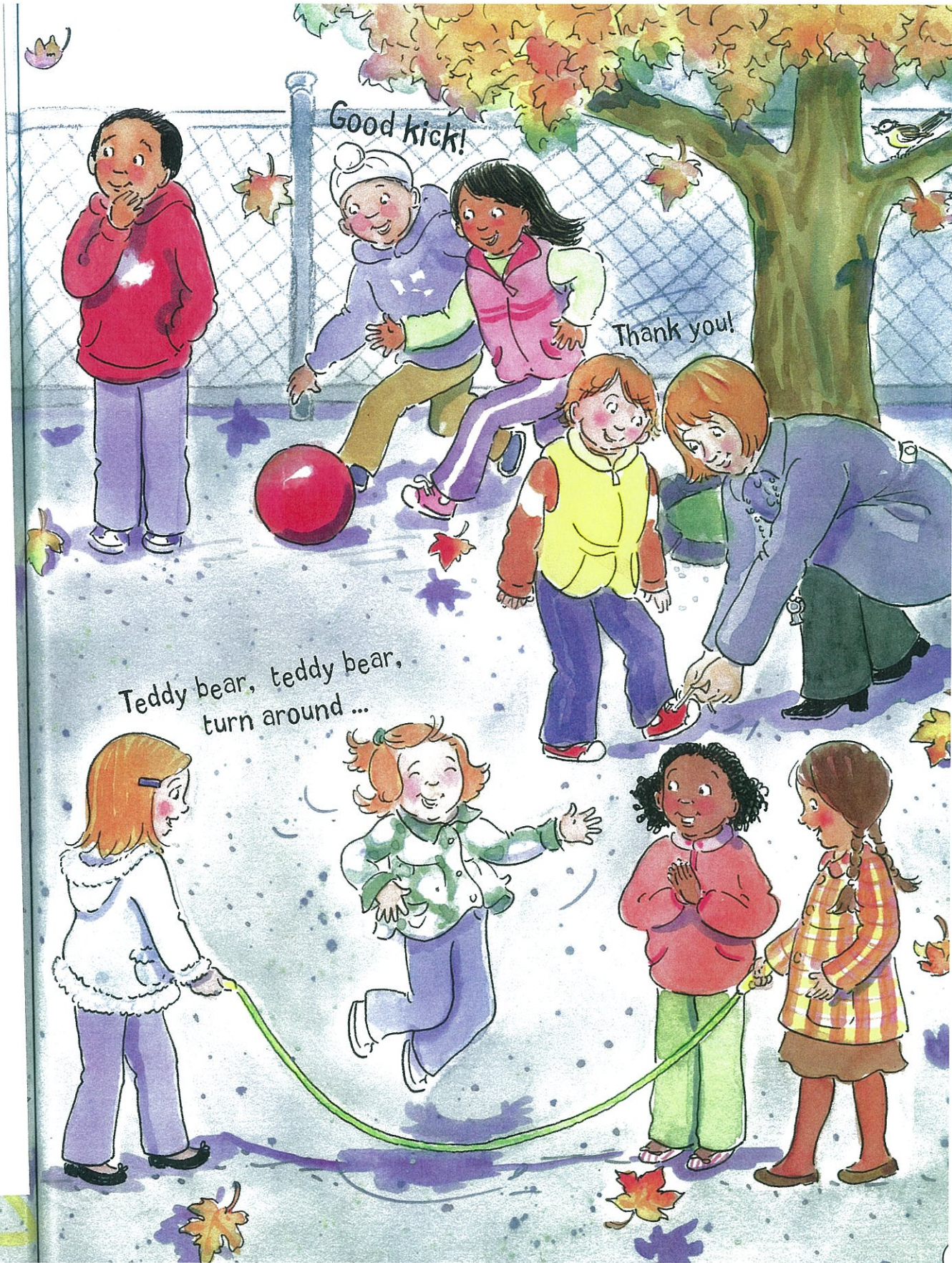
It's cold out today.

You're it!

Hello!

One, two...





Good kick!

Thank you!

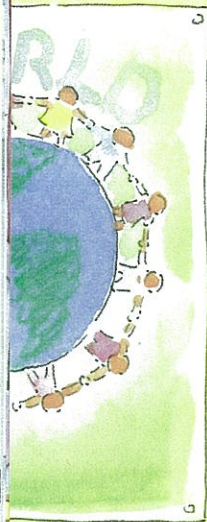
Teddy bear, teddy bear,
turn around ...

New beginning

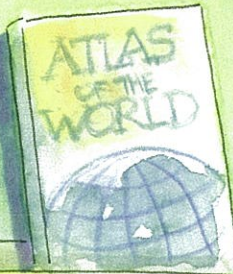




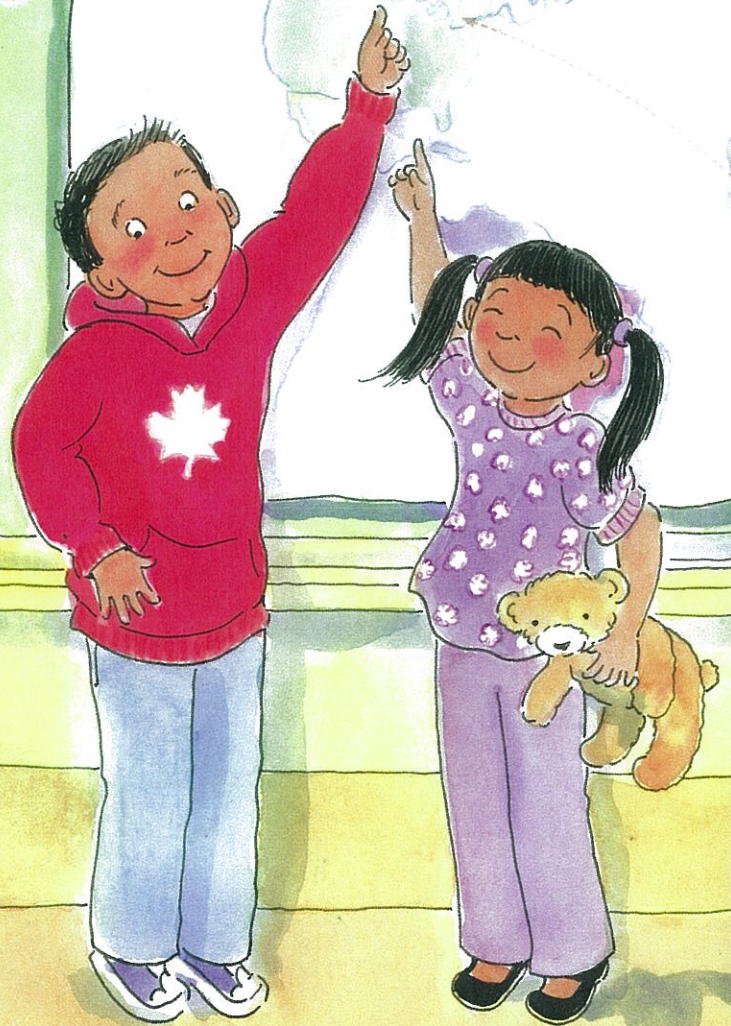
New home

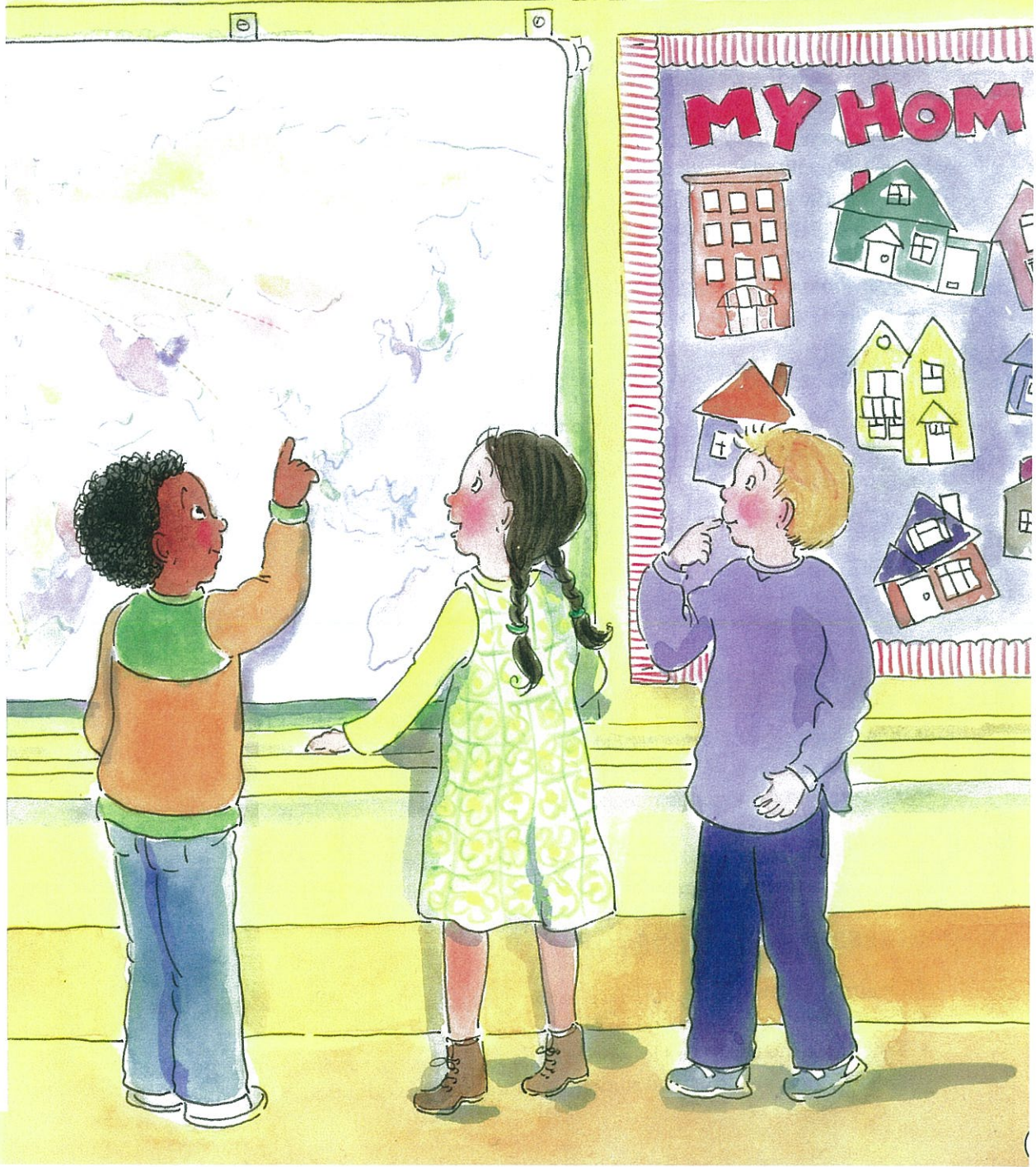


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Today



WORLD
MAP





TIPS FOR TEACHERS

Supporting Newcomer and English Language Learners in Your Classroom

COMMUNICATING WITH PARENTS

- Build relationships with parents through informal interaction and orientation.
- Refer parents to School Settlement Workers.
- Plan ahead — where necessary, invite interpreters to parent meetings.
Discuss child's progress and address all questions or concerns of parents.
- Use positive body language and mirror parents' non-verbal communication (shaking hands, waving, nodding, etc.).
- Encourage parents to read to their children in their first language (L1) at home, and to speak in their first language while doing daily activities, playing games, and interacting.
- Use language that respects people. For example, "The student who is learning English," as opposed to "the ESL student."

COMMUNICATING WITH STUDENTS

- Encourage students to develop literacy in their first language. Students who have a strong foundation in their first language will be more successful at learning English.
- Learn a few key words in the student's first language.
- Use pictures and symbols to explain classroom routines.
- Remember that each family and each student is different.
- Ask questions about culture — don't make assumptions.
- Be patient. Integration takes time and English Language Learners often go through a silent period.

BUILDING STUDENT RELATIONSHIPS

- Encourage play and talk in different languages by modelling positive responses to students' attempts at communicating in a new language.
- Prevent and respond to bullying of students based on differences of culture, race, ethnicity, faith, language, or accent.
- Use a buddy system where appropriate — pair new students with older students who speak the same language.

CLASSROOM ENVIRONMENT

- Ensure students see themselves positively reflected in the resources you choose.
- Assess your own biases and be careful not to reinforce stereotypes.
- Encourage the use of first language at home (speaking, reading, writing) and at school (play music from the student's culture, provide dual-track resources, etc.).

BOARD RESOURCES

Your ESL, Diversity/Equity, and Settlement Staff at the board can assist you in supporting Newcomer and English Language Learners in building inclusive and culturally proficient classrooms and schools.

HELPFUL TERMS AND DEFINITIONS

Canadian-Born English

Language Learners — Students who were born in Canada and are being raised in families in which English is not the first language.

ELD (English Literacy Development) — The program for students with limited prior schooling.

ELL (English Language Learner) — The student who is learning a new language.

ESL (English as a Second Language) — The program that supports students whose first language is not English.

Interpreter — A person who provides spoken communication in both the home language and the language spoken at school. The interpreter can help with face-to-face meetings or communication by telephone. The interpreter is an essential tool for effective communication with parents and guardians.

L1 (First language) — The main language spoken at home. Some students may speak more than one language at home.

Newcomers who are

immigrants — People who arrived in Canada as part of a planned and voluntary immigration process. These students have most often experienced formal education in their home country.

Newcomers who are refugees —

People who arrived in Canada as a result of war or crisis in their home country and may have undergone traumatic experiences. These students may have had limited prior school experience.

SWIS Worker — The Settlement Worker in the School helps newcomer students and families adjust to and integrate into the Canadian school system. They can refer families to mainstream services and offer cross-cultural information to school staff.

Translator — A person who provides written communication in both the home language and the language spoken at school.

(Note: Translations can be helpful, but oral interpretation allows for two-way dialogue with parents/guardians.)





Halton District School Board



Halton Multicultural Council



Citizenship and
Immigration Canada

Citoyenneté et
Immigration Canada



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