

Adjustments that Promote Cultural and Linguistic Diversity

Early Childhood Bootcamp 2022

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EDUCATION

Office of Elementary Education and Reading



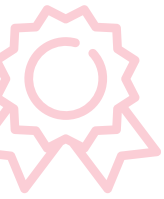
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6





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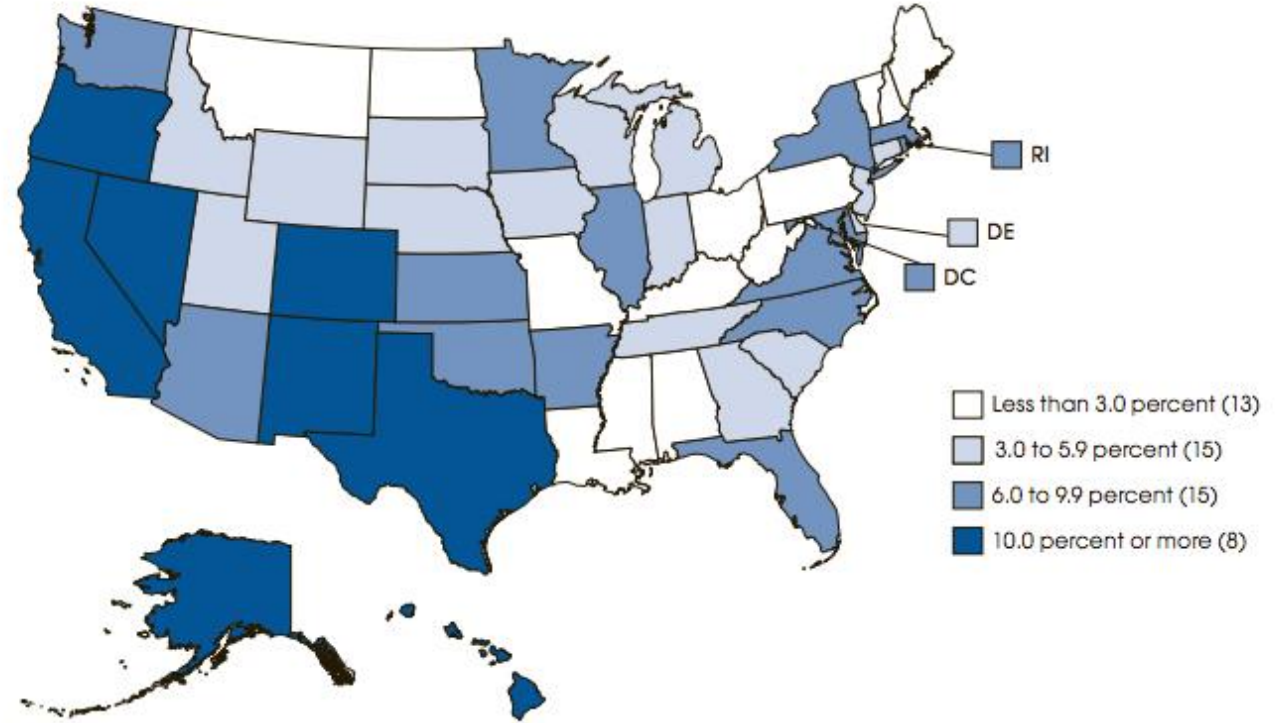
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- To understand the characteristics of dual language learners
- To understand cultural and linguistic considerations for supporting dual language learners
- To understand classroom adjustments for supporting dual language learners

- Dual language learners or emergent bilinguals
- Still learning their first language
- Need scaffolded support to build vocabulary and language skills



- 18% of the population speaks a language other than English at home
- 82% of Pre-K – 5th grade ELs were born in the US
- 67% of 6th – 12th grade EL students were born in the US



SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2011-12. See *Digest of Education Statistics 2013*, table 204.20.

Figure 1
2012-2022 Mississippi EL Population

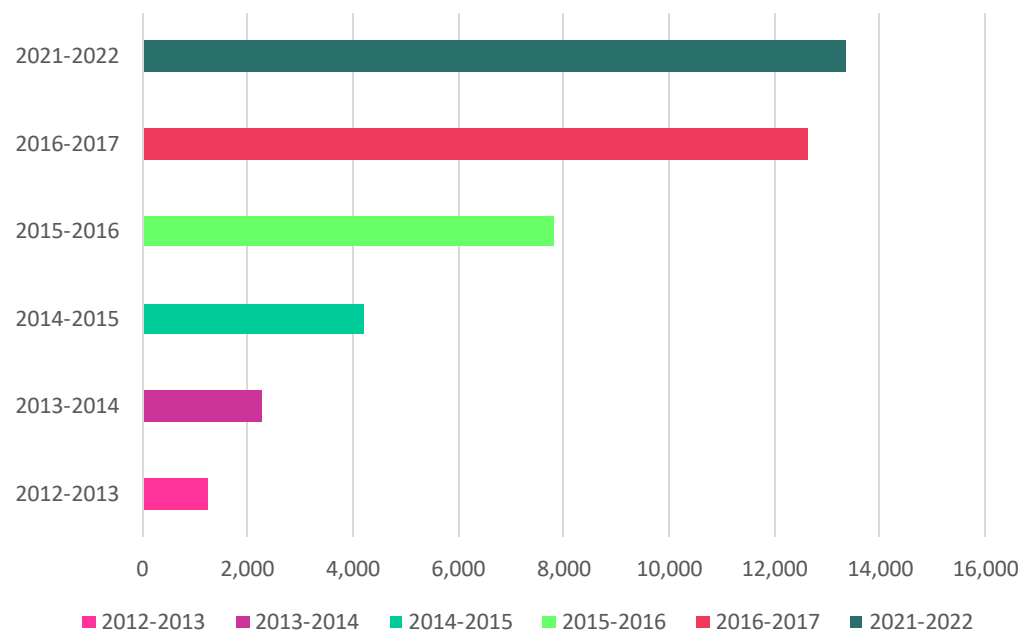


Figure 2
2012-2022 Top 5 Most Common Languages in Mississippi

Languages
Spanish
Arabic
Vietnamese
Chinese
Gujarati

- Children get confused while learning two languages at once

False - children learn how to code switch and use appropriate language with the correct person or in context

- Children who speak another language at home can't learn grade level content prior to becoming fluent in English

False – providing appropriate scaffolded supports will help your DLL students learn content while acquiring English language skills

- DLLs do not have language skills

False – DLLs often have very strong language skills in their first language which will support them in learning English

- Teachers who do not speak the child's first language cannot teach DLL students

False – by using best practices and scaffolding supports, your students can thrive in your classroom

- Provide instruction on the 4 language domains: speaking, listening, reading, writing
- Help students learn grade level content
- Help students learn US customs and culture
- Provide a positive learning experience



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Bilingualism aids ELs in:

- better working memory
- enhanced executive function
- ability to easily switch from one task to another
- persistence in completing challenging tasks



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Neural Plasticity refers to the brains ability to adapt to the environment and new experiences

- DLL's have a higher level of neural plasticity
- Less likely to suffer from Alzheimer's when they are older
- NP increases the ability to be fluent in multiple languages later in life
- Babies who hear more than one language will retain the ability to learn languages later in life due to their more elastic brains

Understanding BICS and CALP

Theory and Research of Jim Cummins

Basic Interpersonal Communication Skills

- Everyday language
- Social language used with friends or family

Dimensions of Language

BICS

Basic Interpersonal Communication Skills

Everyday/"playground" language
Not related to academic achievement
Attained after 1-2 years in host country

CALP

Cognitive/Academic Language Proficiency

Classroom/"textbook" language
Needed to function in decontextualized settings
Requires high level of reading and writing
Attained between 5-7 years in host country

Cognitive Academic Language Proficiency

- Classroom/Textbook Language
- Language used at work and in more formal settings

Dimensions of Language

BICS

Basic Interpersonal Communication Skills

Everyday/"playground" language
Not related to academic achievement
Attained after 1-2 years in host country

CALP

Cognitive/Academic Language Proficiency

Classroom/"textbook" language
Needed to function in decontextualized settings
Requires high level of reading and writing
Attained between 5-7 years in host country

- We want all students to be able to comprehend, speak, read and write English using academic language
- Resource: Mississippi English Learner Guidelines BICS CALP pages: 141-143 (<https://tinyurl.com/y923n2ac>)

BICS/CALP CHECKLIST

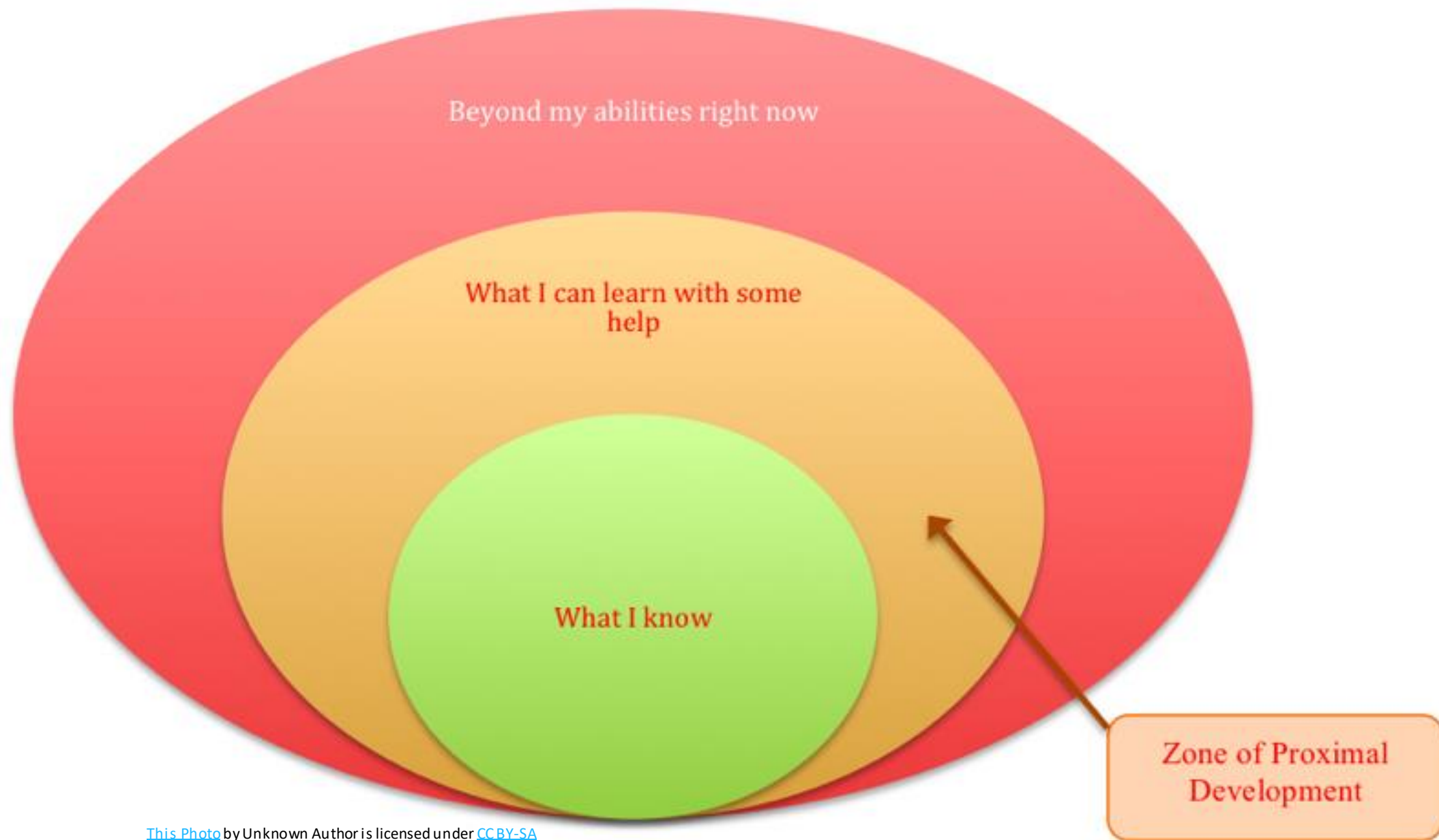
Checklist of Language Skills for Use with Limited English Proficient Students

Student Name _____ Date _____ Completed By _____

Basic Interpersonal Skills (BICS)

Cognitive Academic Language Proficiency Skills (CALP)

BICS LISTENING	FIRST LANGUAGE	ENGLISH	CALP LISTENING	FIRST LANGUAGE	ENGLISH
Follows classroom directions			Follows specific directions for academic tasks		
Points to classroom objects			Understands vocabulary for academic tasks (i.e. word meaning, word synonyms for operations)		
Distinguishes items according to color, size, shapes, etc.			Understands teacher's discussion and distinguishes main ideas from supportive details		
Points to people (family relationships)			Understands temporal concepts (e.g. do this first, second, last)		
Distinguishes people according to physical and emotional states			Distinguishes sounds for reading readiness activities		
Acts out common school activities			Listens to a movie or other audio-visual presentation with academic content		
Distinguishes environmental sounds					



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Simultaneous language acquisition is when a child learns two languages at the same time

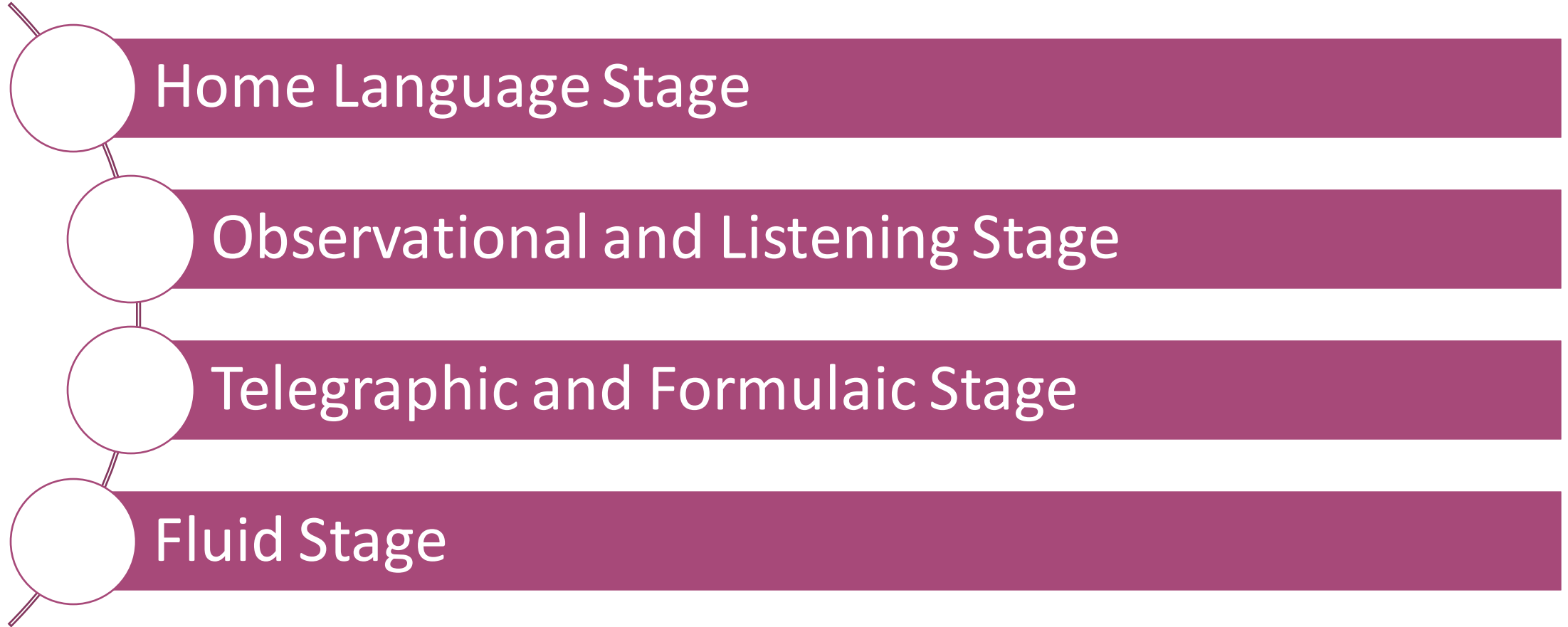
- Developmental pathway is similar to how monolingual children acquire language
- One language may dominate
- <https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scild=18671>

Successive language acquisition is when children learn a second language after age 3

- Varies depending on the child's individual characteristics and their language learning environment
- Follows a four-stage sequence of development



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- Students may continue to speak in their home language
- Students will try to get others to understand them
- Time period may be short or may last for months



Student carefully observes the new learning environment

- Student rarely speaks
- Student uses nonverbal communications (gestures, facial expressions, etc.)
- Student is actively learning features, sounds and words in the second language
- Length of time varies
- Language assessment results may underestimate the student's true language capacity

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- Student uses simple words or phrases involving the use of formulas to express whole thoughts

Example: “Me down” indicating the child wants to go downstairs

- Formulaic speech refers to chunks of words or even syllables that represent what the child has heard

Example: child may repeat “Lookit” when trying to get others to engage their play after having heard it from other children

- Students can now create their own phrases and thoughts
- Language may be very simple at first
- Errors in usage may occur due to the child's continual learning or vocabulary, usage, and structure

Example: "I wanna play."

- https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content;jsessionid=G5G9eq9kkkXXGVfvuyj8Vg**?action=2&scId=514692&scId=18672

- Involves switching languages for portions of a sentence or inserting single items from one language to another
- Not an indication of confusion or an inability to distinguish one language from another
- Stems from lack of sufficient vocabulary in one or both languages

Ex: “Me gusto ice cream” for I like ice cream or “Vamos ir al camping” for We are going camping

- Students create their own words borrowing parts of words from both languages

Example: sockatines comes from the English word socks and the Spanish word calcetines



Inaccurately using a word that they believe to be a cognate

Example: “Vamos a comprar las groserias.” Grocerias is **not** a cognate for groceries. It means “swearword or rude remark”



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- Use of the syntax of one language but the words of another language

Example: I am going to the house of my Uncle Marco.

Rather than: I am going to my Uncle Marco's house.



What is Culture?



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- In its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning
- It is a way of life of a group of people - behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next



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We broaden the term to culturally and linguistically responsive practice (CLRP) when referring to instruction for dual language learners

(Linan-Thompson, Lara-Martinez, Cavazos, 2018)



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CLRP is responding to culture and language in teaching

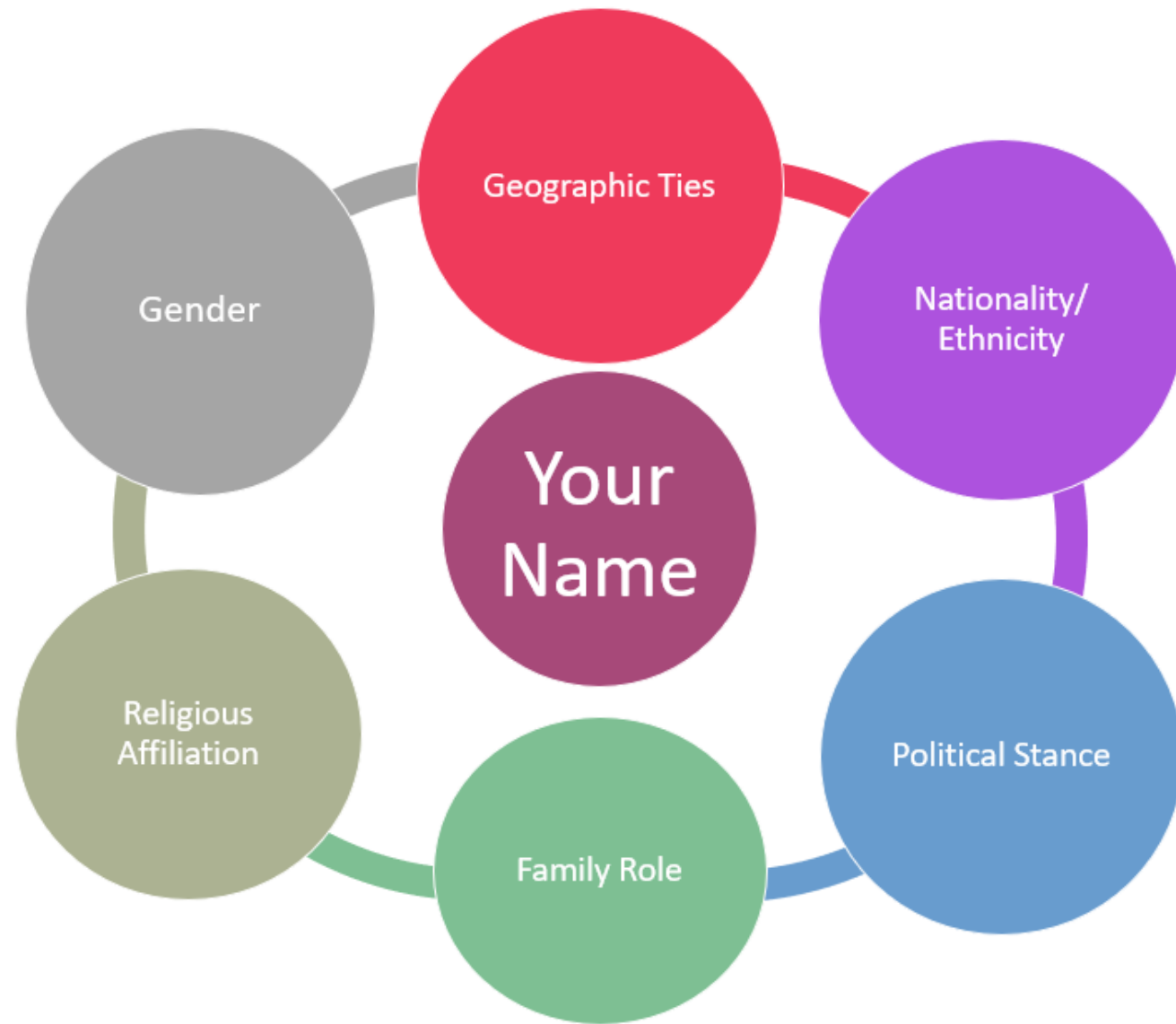
- How do we use culture and language to strengthen student engagement?
- How do we capitalize on the the cultural and linguistic resources our students bring to the classroom?



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What cultures do you identify with?

- On a piece of paper write your name in a circle in the center of the page
- Draw 3 or 4 smaller circles connected to the larger circle
- Write the names of groups with which you identify in the smaller circles
- Consider reasons *why* you associate yourself with that group/culture



- When was there a time you felt proud to be a member of one of these groups?
- When was there a time it was painful to be a member of one of these groups?
- How can these experiences/feelings guide us as we work with our DLLs and ensure that they feel proud of their backgrounds?

Adjustments for Supporting Dual Language Learners



Make it Visual

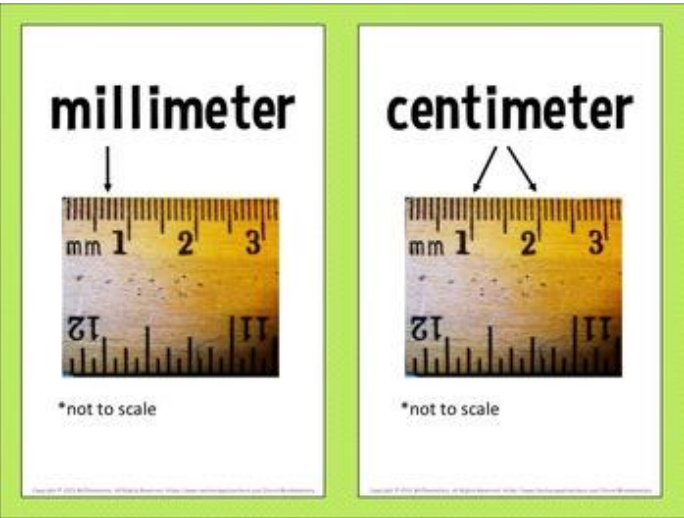
- Visual schedule
- Visual anchor charts
- Visual Word Walls
- Classroom labels



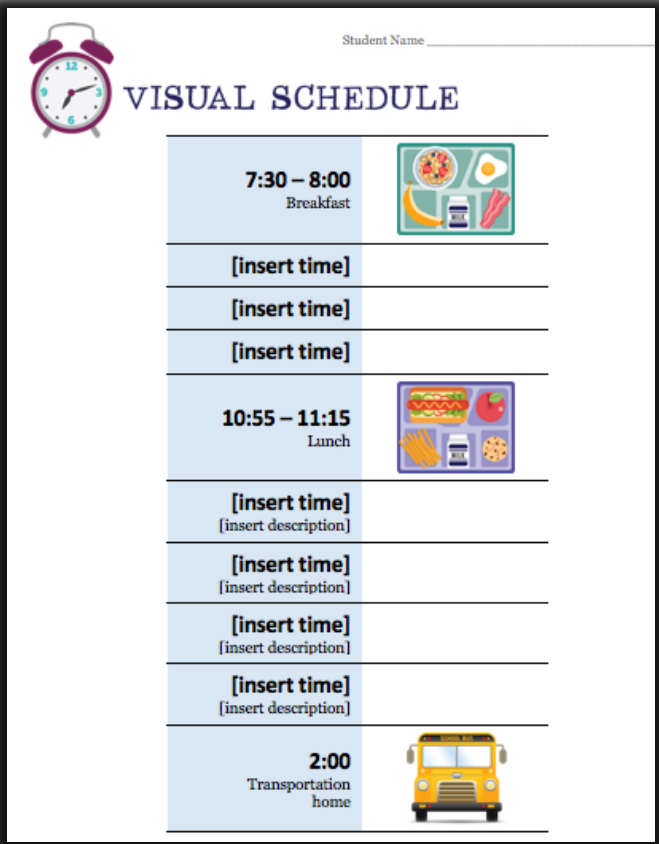
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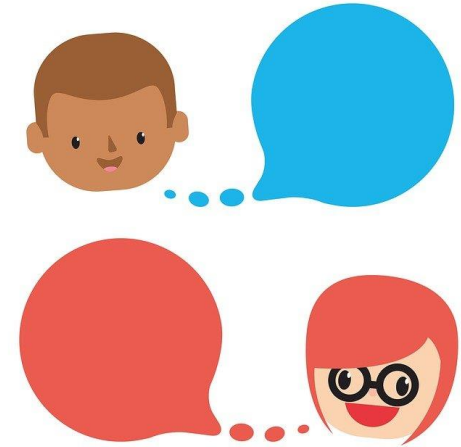


- Speak slower (not louder)
- Speak distinctly
- Give longer wait times
- Allow students to write out answers before speaking
- Refrain from allowing “shout outs” when asking whole group or small group questions
- Write down key terms and use meaningful visuals
- Utilize scaffolding techniques to support learning
- Maintain Routines

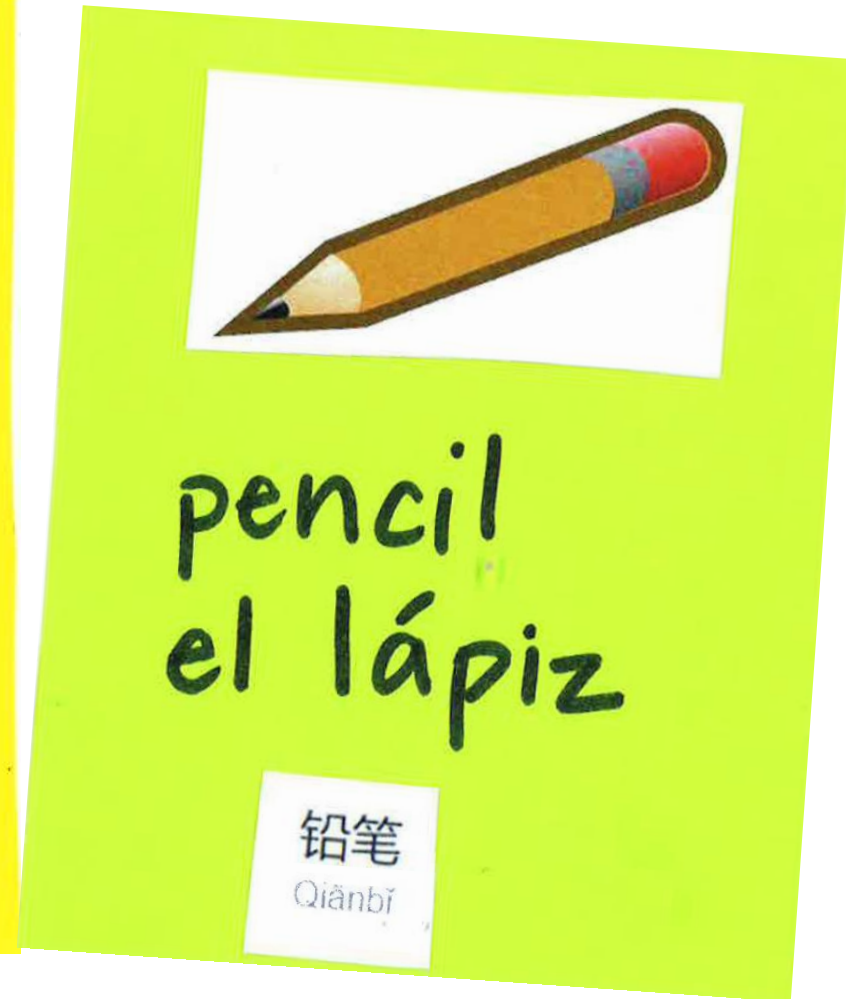
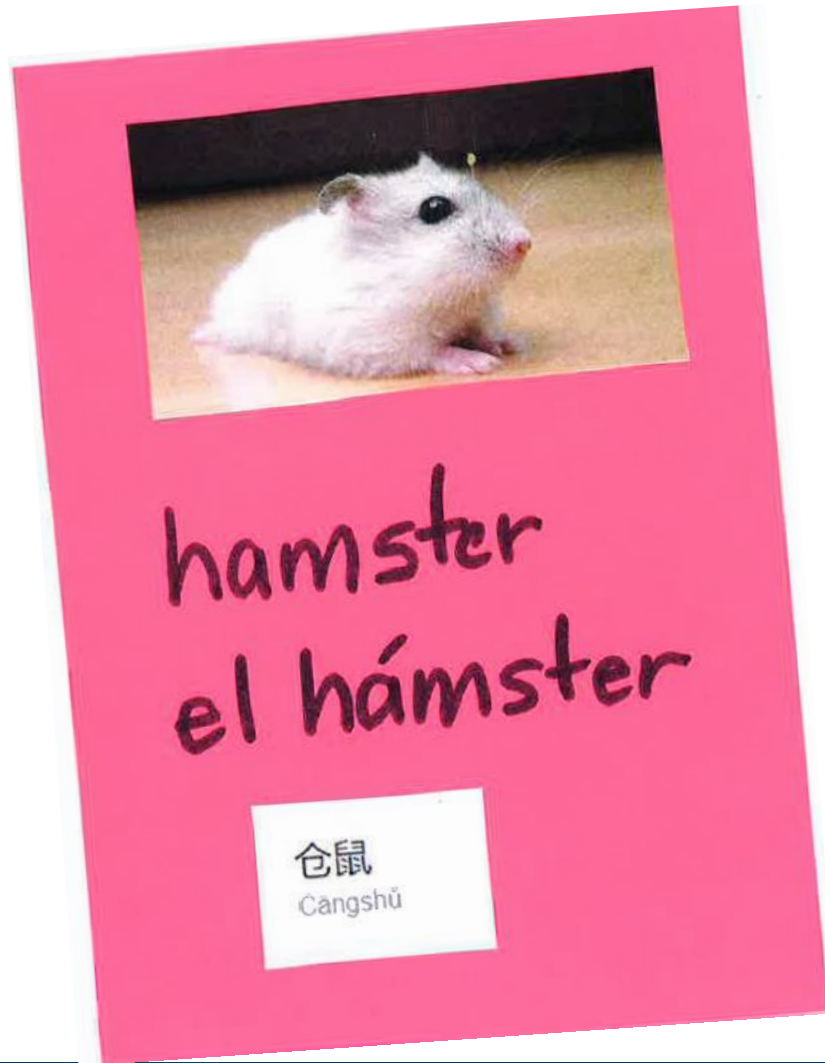


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- Incorporate conversation into all aspects of your teaching!
 - 30 second conversations
 - Turn and talk
 - Think, Pair, Share
- Actively work to engage EL students
- Create specific opportunities for all students to contribute to the class discussion



- Label items in the room in all languages used by children in your classroom
- Use index cards to write the names of classroom objects such as chairs, desks, pencil sharpeners, etc. and tape them to the objects
- If possible, label the objects in all languages represented by the students in the class
- Involve EL parents by asking them to assist with labeling classroom items and for the proper phonetic spelling of foreign words





- Use music in different languages
- Music's rhythm and repetition are dynamic tools in helping students acquire English language skills
- When coupled with movement it is even more powerful in building understanding of English words
- Families can be encouraged to share their favorite native-language folk songs, poems, and finger plays to be done with the class

Songs for Teaching Using Music to Promote Learning

- Lists of songs promoting diversity and multiculturalism and lyrics
- <https://www.songsforteaching.com/diversitymulticulturalism.htm>



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Learn 10-20 key words/phrases in the child's home language to help them feel welcome, safe and comfortable

- May help the child feel more comfortable as well as show them that you respect their language
- Suggestions for key words/phrases to start with are hello, my name is..., eat, drink, hurt, bathroom, your parents will be here soon, wash your hands, help, yes, and no
- Additional language learning resources are available Resources for Teachers and Administrators in Appendix B

1. Duolingo

<https://www.duolingo.com>

2. Open Culture

<http://www.openculture.com/freelanguagelessons>

3. Babbel

<https://home.babbel.com/dashboard>

4. Spanish Dict

<http://www.spanishdict.com>

Arabic dictionary

<https://www.freearabicdictionary.com/dictionary/search>

- Learn one or two words in the child's home language when introducing new concepts, to incorporate as the rest of the lesson is taught in English
- This will help the child to learn simple vocabulary
- When coupled with well-planned hands-on activities will help EL students learn concepts as well as simple vocabulary
- Check with parents or others who know the language to ensure that you are using the correct word and pronunciation
 - Correct pronunciation is essential for early learners to aid in their language development in both home language and English

- Make use of a picture communication board and/or cards on an O-ring for needs or feelings
- Words such as happy, sad, helping each other, cleaning up toys, going outside, solving a conflict, and other daily routines may be useful
- Newcomer Communication Cards are available on the MDE English Learner page to help with implementation

<p>happy</p> 	<p>sad</p> 
<p>getting on the bus</p> 	<p>going to lunch</p> 

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- Build math connections with what children already know for examples of counting, comparing quantities, ordering objects, creating and identifying patterns, identifying and comparing shapes, measuring and sorting
- Using commonly recognizable materials and simple vocabulary will give students clues about the skills they are learning



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Creating a Welcoming Environment



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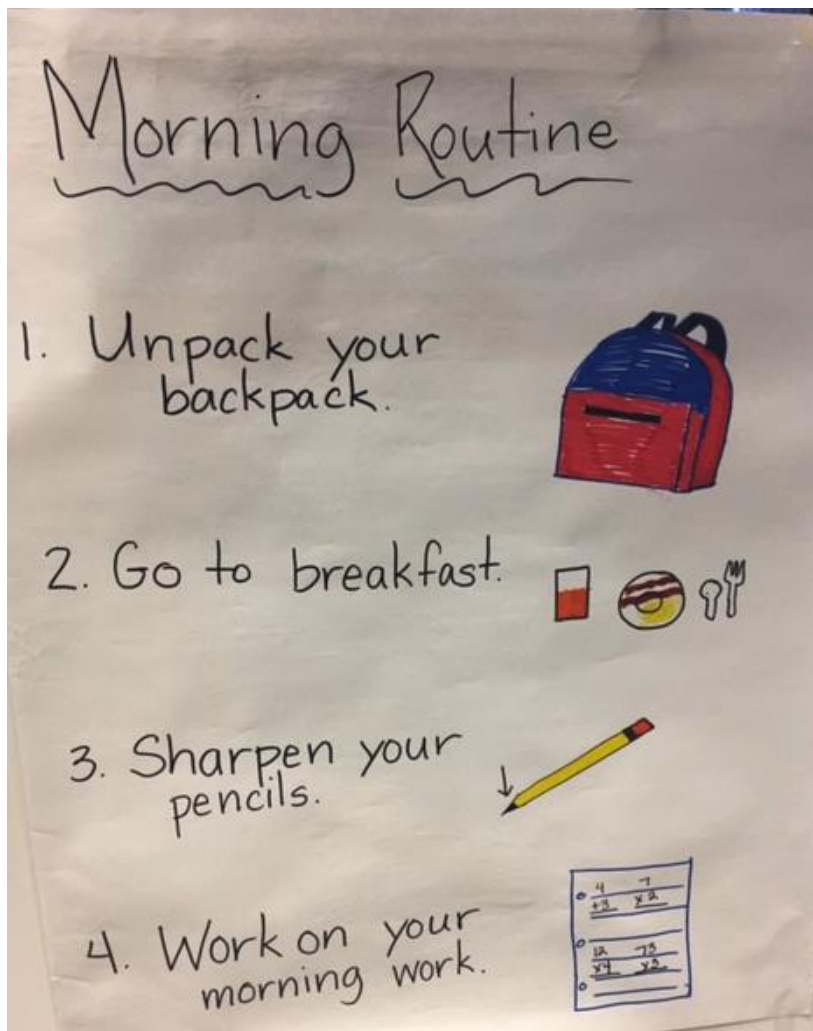


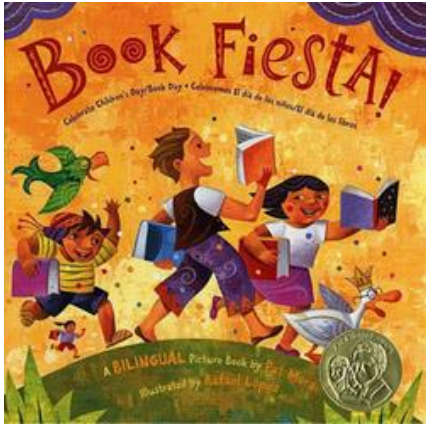
- Make your room visually welcoming by using:
- Pictures and posters that reflect the culture and heritage of the students in your classroom
- Anchor charts and other visuals to assist with understanding and classroom routines and procedures

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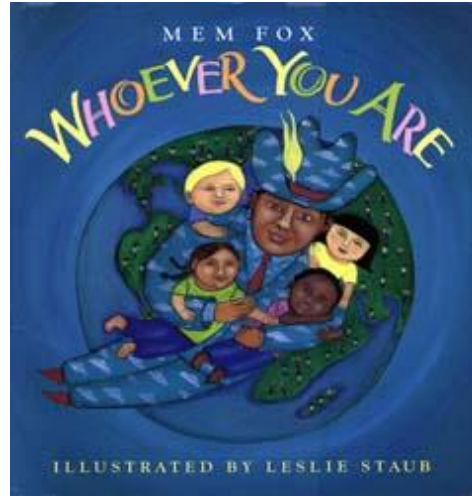
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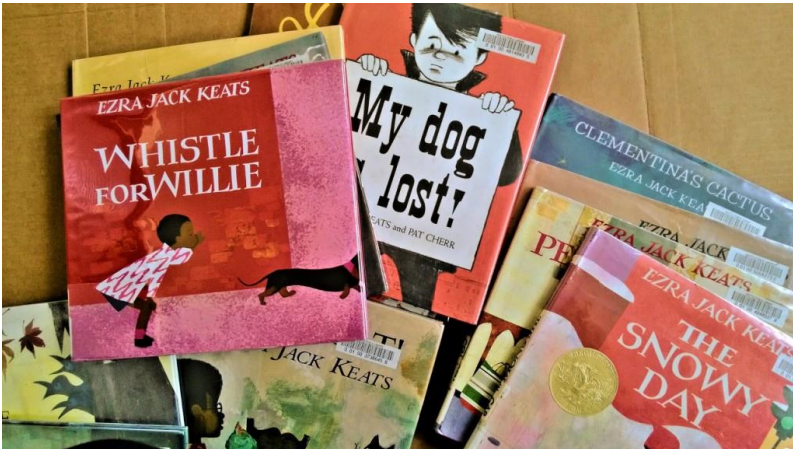




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- Provide multicultural books with labels on the bins/baskets
- Label classroom items (in all classroom languages if possible)



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- Learn student names, and the *correct pronunciation*
- Offer one-on-one assistance when possible
- Assign a peer partner
- Use an interpreter, as needed



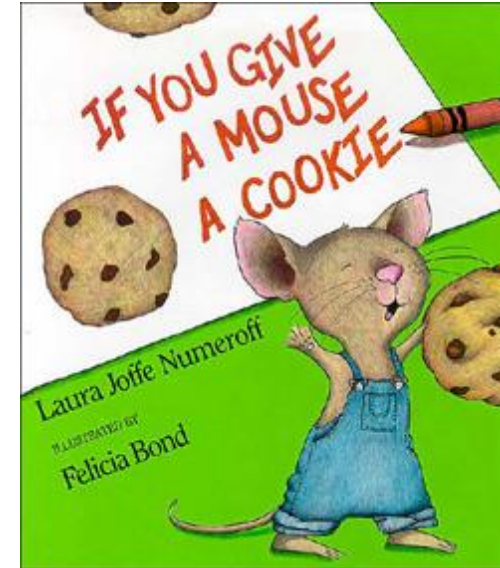
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- Use both monolingual and bilingual books for the languages of the students in your classroom (including fiction and non-fiction audio books)

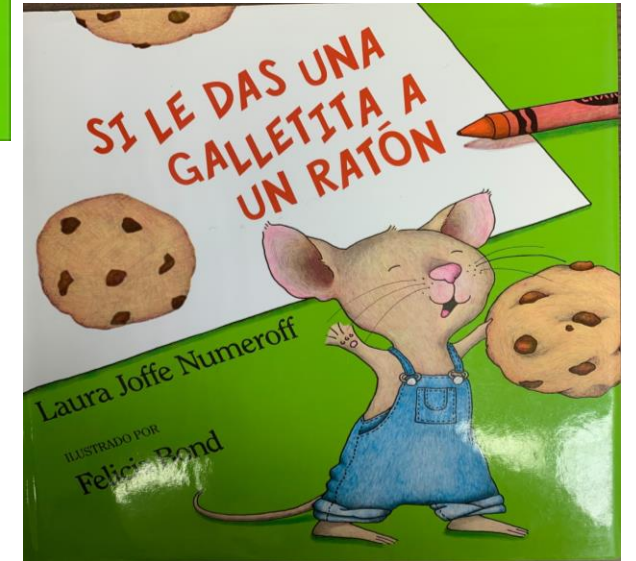


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- Monolingual books
- Useful for making the home school connection
- Useful for supporting parent engagement
- Useful for valuing the home language and making linguistic connections

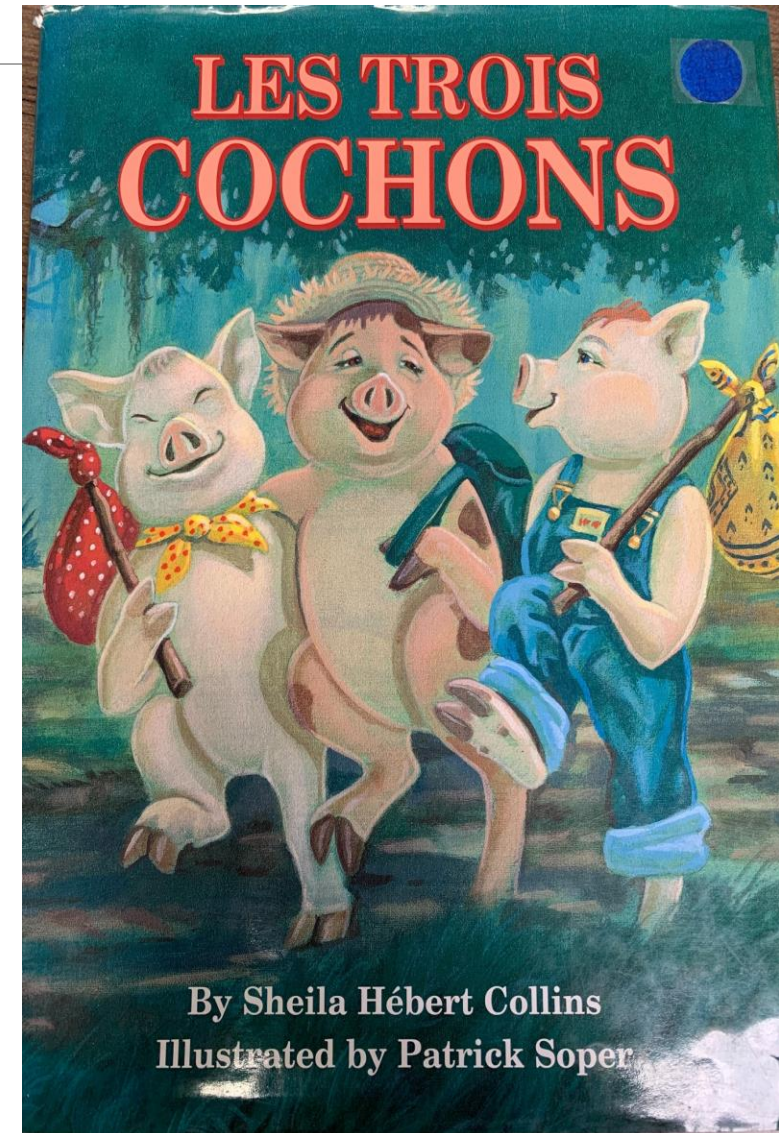


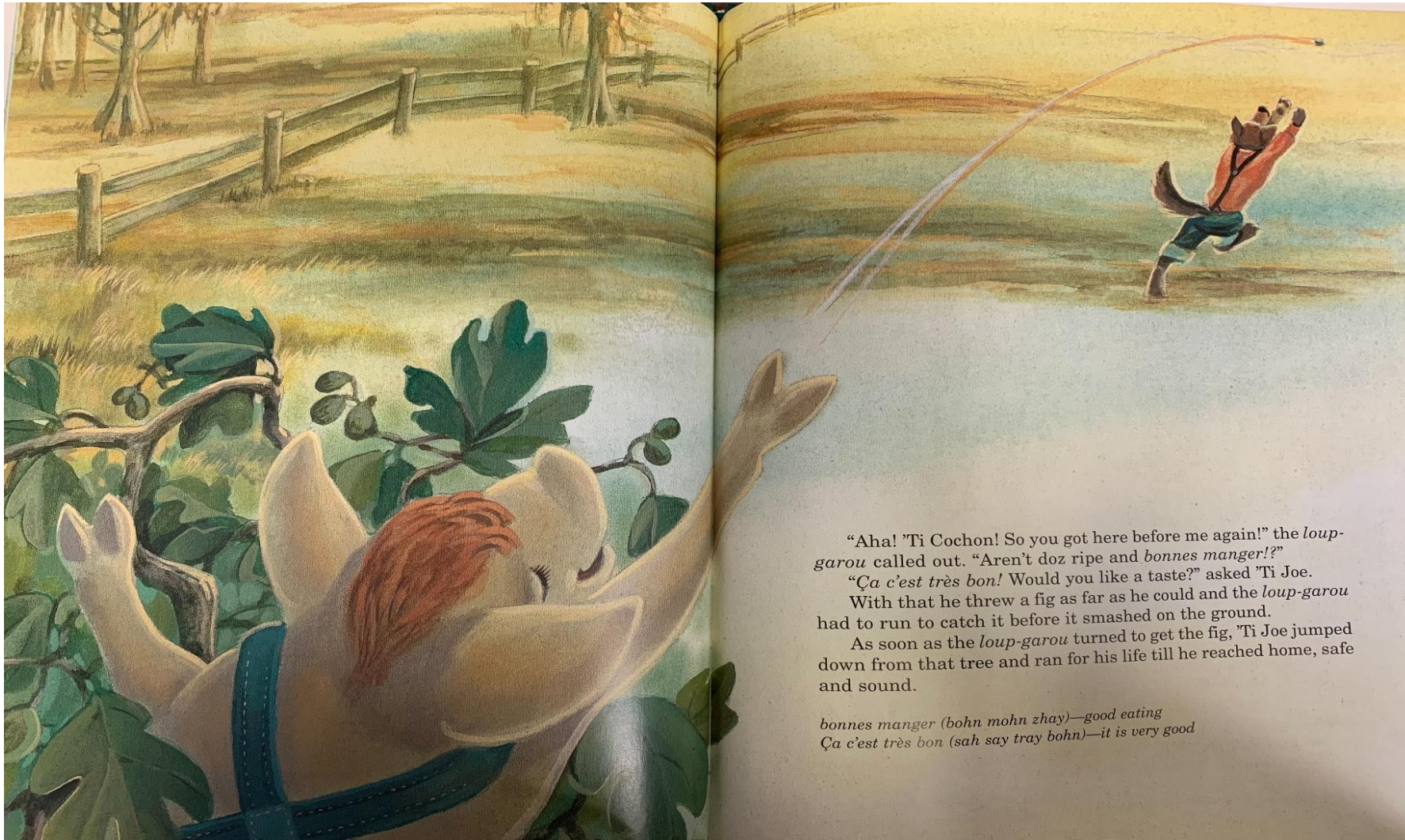
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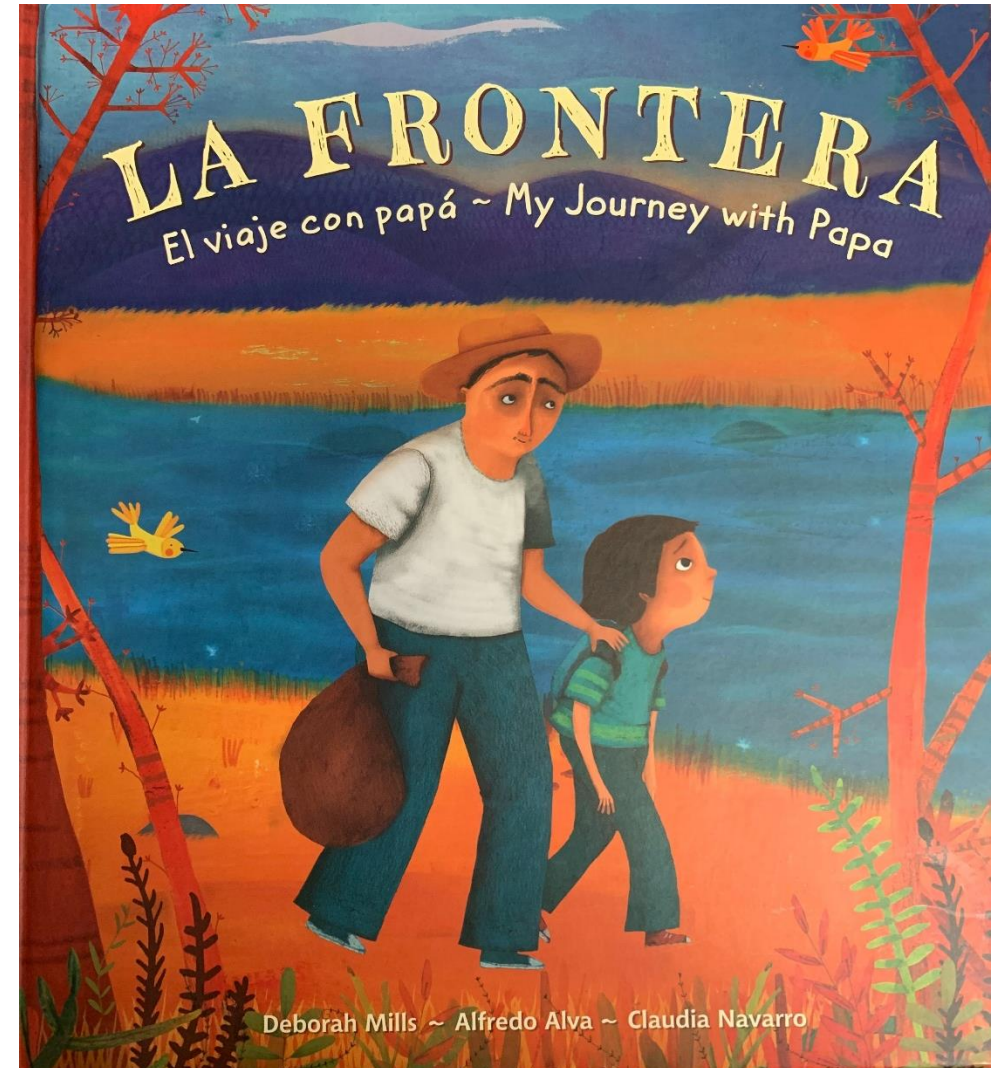


- Blended language books
- Useful for making the home school connection
- Useful for supporting parent engagement
- Useful for valuing the home language and making linguistic connections





- Useful for making the home school connection
- Useful for supporting parent engagement
- Useful for valuing the home language and making linguistic connections



Papá y yo salimos temprano a la mañana siguiente. Caminamos hasta la estación de autobuses y esperamos el autobús para Acuña. Era temprano y no había nadie en la calle. Algunas personas estaban sentadas en las bancas esperando el autobús, pero nosotros nos quedamos apartados y en silencio.

Papa and I left early the next morning. We walked to the bus station and waited for the bus to Acuña. It was early, and nobody was in the street. A few people were waiting on benches for the bus, but we stayed separate from the others and kept quiet.

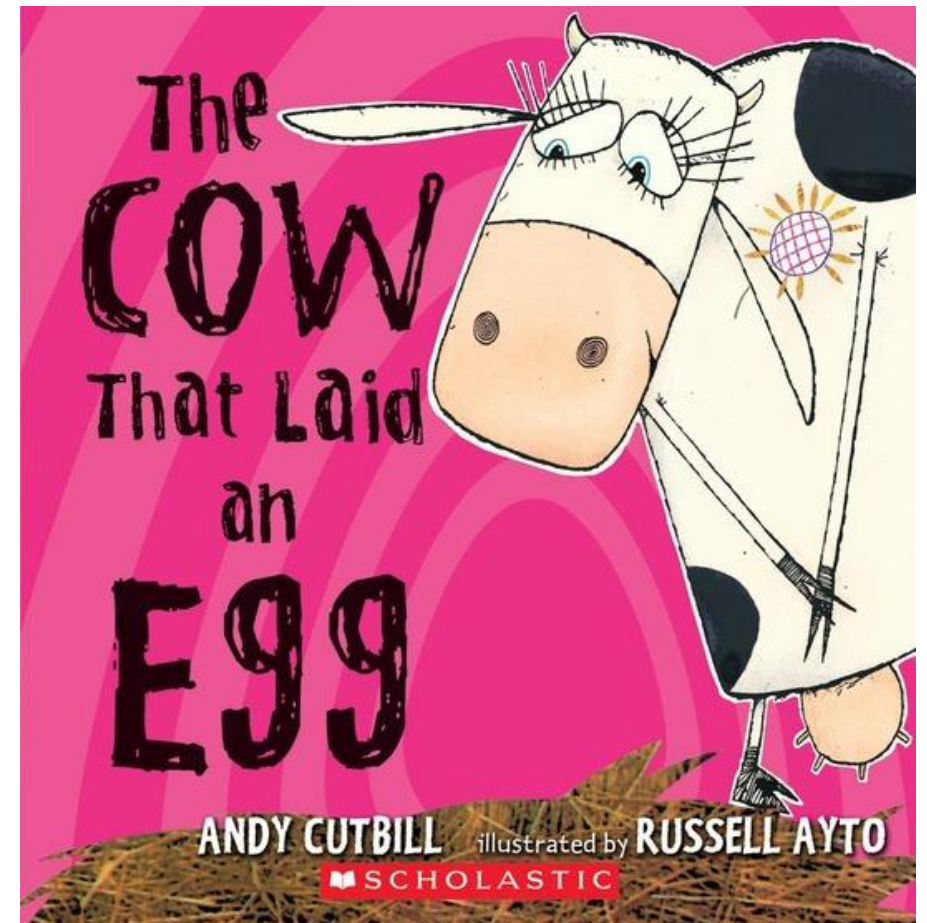


The use of audio books will

- aid students with pronunciation of words in other languages

The use of wordless books

- assists students in understanding the way books progress from front to back, left to right, and how books tell a story



Wordless books

- epic! <https://www.getepic.com/educators>
- Access to thousands for high-quality books grades 6 and under

Audio books

- Learning Liftoff Article: 6 Places to Find Free Audio Books for Kids <https://www.learningliftoff.com/free-audio-books-for-kids/>
- Waterford.org Article 7 Websites with Free Audiobooks for Kids (and Where to Start) <https://www.waterford.org/resources/free-audiobooks-for-kids/>

Understanding and Supporting Language Acquisition



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- **Listening** – receptive skill – making meaning from spoken output
- **Speaking** – expressive skill – orally conveying meaning from thoughts/ideas
- **Reading** – receptive skill – making meaning from written output
- **Writing** – expressive skill – conveying written meaning from thoughts/ideas

Communicating with Dual Language Learners

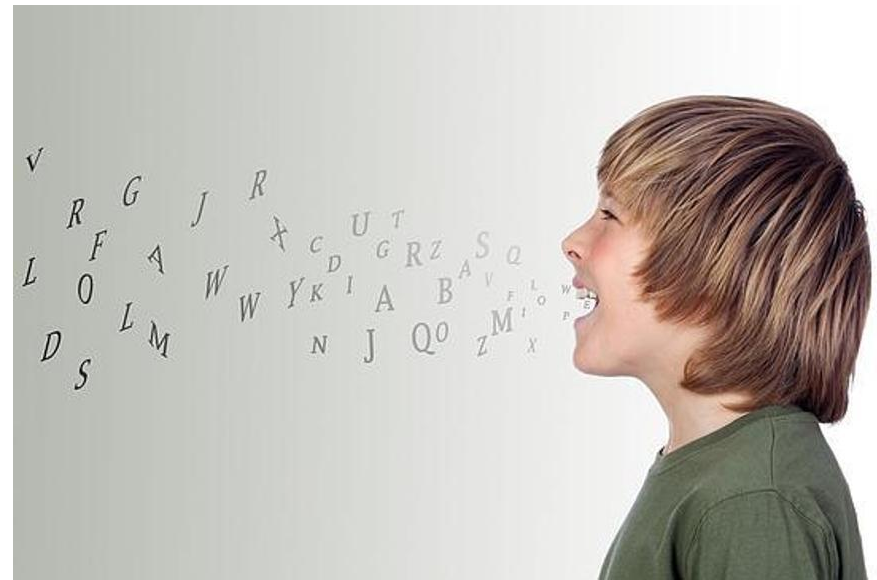


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- Use hand gestures and facial expressions
- Maintain a relaxed, confident body language, smile
- Speak slower (not louder)
- Speak clearly



Oral Language Strategies



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- Mute your microphone
- Turn on your camera
- For 30 seconds tell us the most significant events/changes in your life during the COVID 19 pandemic
- Here's the catch: *you can not use any words that have more than two syllables during your conversation!*



- Increase your wait time



- Are an opportunity for teachers and students to talk together
- Encourage language development by allowing students opportunities to practice fluency and social language
- Allow teachers to scaffold conversation by supplying vocabulary and sentence mazes as needed
- Allow teachers to build rapport with EL students
- Can occur anywhere and anytime

QuintDaily.com



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Jorge: Turtles can go.

Teacher: Yes, turtles can go, but where and how?

Jorge: Turtles go maybe fast over.

Teacher: Jorge, tell me more about how turtles go?

Jorge: A turtle go over the road to be safe. I know because I saw it.

Yes, Jorge, turtles sometimes cross over the road.

Teacher: I have also seen turtles cross a road, and I am glad when they make it all the way across, aren't you?

Jorge: Yeah, go, go turtles!

- Can be part of the morning routine as students are welcomed into the classroom
- Can be conducted student to teacher or student to student during structured “Turn and Talk” moments



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Instructional Strategies




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- Use meaningful visuals
- Use props
- Provide a thematic visual word wall






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Student Name _____

VISUAL SCHEDULE

7:30 – 8:00 Breakfast	
[insert time]	
[insert time]	
[insert time]	
10:55 – 11:15 Lunch	
[insert time] [insert description]	
[insert time] [insert description]	
[insert time] [insert description]	
[insert time] [insert description]	
2:00 Transportation home	





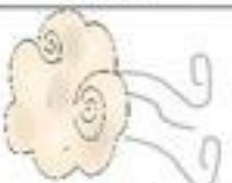

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School Words

 school	 teacher	 easel	 line
 backpack	 pencil	 glue	 crayons
 markers	 eraser	 scissors	 paper
 computer	 book	 folder	 tissue
 white board	 carpet	 chair	 table

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My Weather Words

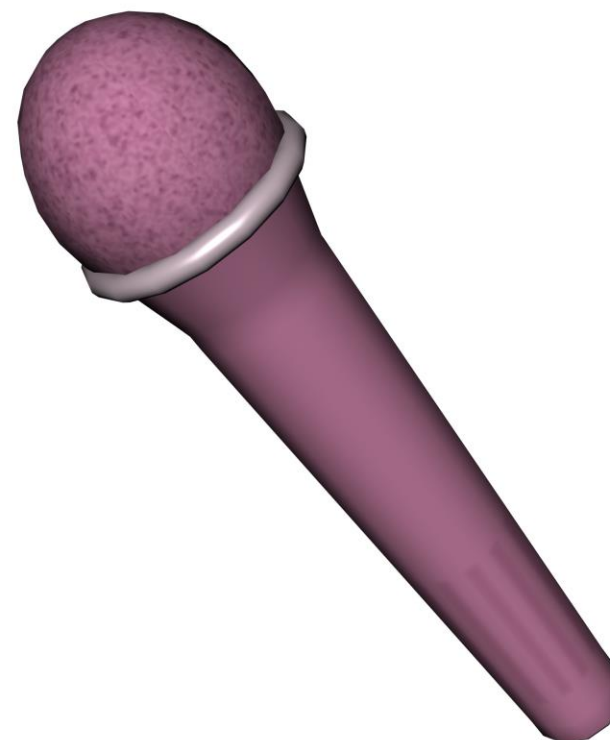
 sun	 cloud	 tornado
 raindrop	 rainbow	 storm
 puddle	 lightning	 wind
 thermometer	 snow	 umbrella

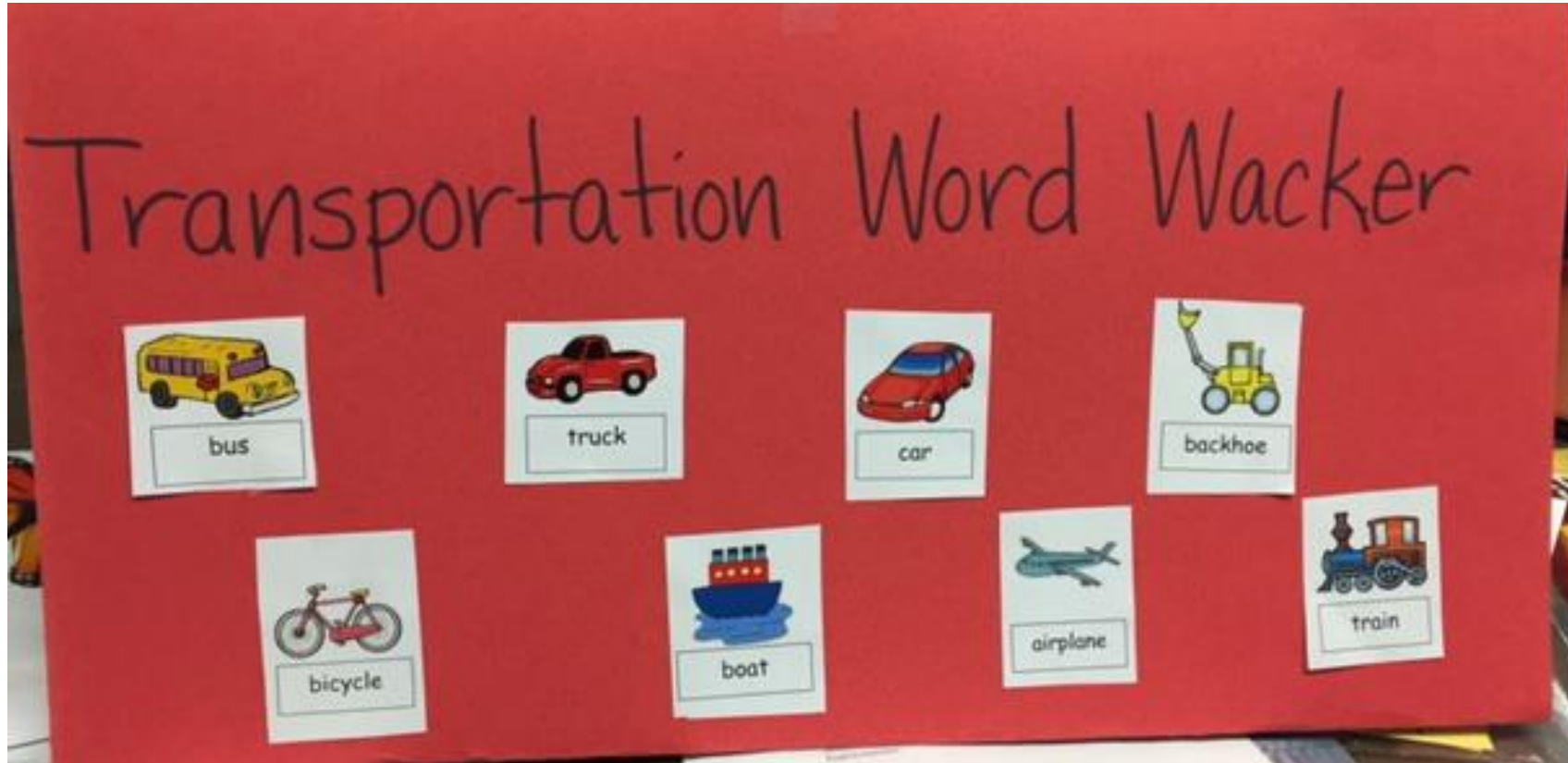
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- Word Wacker
- Pass the microphone game



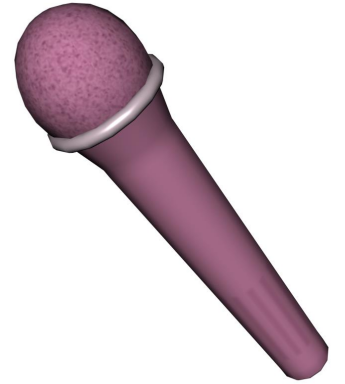
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- Read a book to the students that will have a follow up question that can be posed to the students such as If You Give a Mouse a Cookie
- After reading the book, the teacher follows up with a simple question spoken into the microphone such as “Do you like cookies?” posed to one student
- The student responds to the question in a complete sentence as he/she speaks into the microphone and then poses the same question to the next student (for example: No. I do not like cookies. Do you like cookies?)
- The game gives students practice in asking and answering questions and can become more complex throughout the year. An end of year question might be “What is your favorite thing about summer?” This requires more thinking skills as well as great knowledge of vocabulary





Resources for Support



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► **APPENDIX D**
CULTURAL AWARENESS CHECKLIST FOR TEACHERS
Early Childhood

HOW TO USE THIS CHECKLIST

This checklist is intended to improve the awareness and sensitivity of personnel to the importance of cultural diversity, cultural competence, and linguistic competence in early childhood settings. It provides concrete examples of the types of practices that foster such an environment. If, upon the completion of the checklist, you find you frequently responded “C,” you may not be utilizing practices that promote a culturally diverse and culturally competent learning environment for your students or their families. If you find a pattern of mostly B’s and C’s, you may want to adjust your practices. It is important to make sure you are considering all aspects of your students’ educations, including awareness and representation of their cultural backgrounds. The following checklist can be used to ensure that you are providing students with the best possible education.

DIRECTIONS: Please select A, B, or C for each item listed below.

A = Things I do frequently
B = Things I do occasionally
C = Things I do rarely or never

- _____ 1. I display pictures, posters, and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- _____ 2. I select props for the dramatic play/housekeeping area that are culturally diverse (e.g., dolls, clothing, cooking utensils, household articles, furniture).
- _____ 3. I ensure that the book/literacy area has pictures and storybooks that reflect the different cultures of children and families served in my school or setting.
- _____ 4. I ensure that tabletop toys and other play accessories (that depict people) are representative of the various cultural and ethnic groups both within my community and society in general.
- _____ 5. I read a variety of books exposing children in my early childhood program or setting to various life experiences of cultures and ethnic groups other than their own.
- _____ 6. When such books are not available, I provide opportunities for children and their families to create their own books and include them among the resources and materials in my early childhood program or setting.
- _____ 7. I adapt the above referenced approaches when providing services, supports, and other interventions in the home setting.
- _____ 8. I encourage and provide opportunities for children and their families to share experiences through storytelling, puppets, marionettes, or other props to support the “oral tradition” common among many cultures.
- _____ 9. I plan trips and community outings to places where children and their families can learn about their own cultural or ethnic history as well as the history of others.

- _____ 10. I select videos, films, or other media resources reflective of diverse cultures to share with children and families served in my early childhood program or setting.
- _____ 11. I play a variety of music and introduce musical instruments from many cultures.
- _____ 12. I provide opportunities for children to cook or sample a variety of foods typically served by different cultural and ethnic groups other than their own.
- _____ 13. If my early childhood program or setting consists entirely of children and families from the same cultural or ethnic group, I feel it is important to plan an environment and implement activities that reflect the cultural diversity within the society at large.
- _____ 14. I am cognizant of and ensure that curricula I use include traditional holidays celebrated by the majority culture, as well as those holidays that are unique to the culturally diverse children and families served in my early childhood program or setting.
- _____ 15. For children who speak languages or dialects other than English, I attempt to learn and use key words in their language so that I am better able to communicate with them.
- _____ 16. I attempt to determine any familiar colloquialisms used by children and families that will assist and/or enhance the delivery of services and supports.
- _____ 17. I use visual aids, gestures, and physical prompts in my interactions with children who have limited English proficiency.
- _____ 18. When interacting with parents and other family members who have limited English proficiency, I always keep in mind that:
 - _____ a) limitation in English proficiency is in no way a reflection of their level of intellectual functioning;
 - _____ b) their limited ability to speak the language of the dominant culture has no bearing on their ability to communicate effectively in their language of origin;
 - _____ c) they may neither be literate in their language of origin nor English.
- _____ 19. I avoid imposing values that may conflict or be inconsistent with those of cultures or ethnic groups other than my own.
- _____ 20. I discourage students from using racial and ethnic slurs by helping them understand that certain words can hurt others.
- _____ 21. I screen books, movies, and other media resources for negative cultural, ethnic, racial, or religious stereotypes before sharing them with children and their families served in my early childhood program or setting.
- _____ 22. I provide activities to help students learn about and accept the differences and similarities in all people as an ongoing component of program curricula.



COMMUNITY

FAMILY

EDUCATORS

ADMINISTRATORS

EDUCATORS

Academic Standards

Arts

Assessment

Business and Technology

Career and Technical Education

Contemporary Health

Counseling and Support Services

Dyslexia

Early Childhood Education

Educator Resources

EdUpdate Newsletter

Elementary Education

ELMS Log On

English Language Arts

English Learner Supports

Equipped Booklist

Exemplar Units

Gifted Education

GoSignMeUp

Health and Wellness

Intervention Services

JROTC

Library Services

Licensure

Literacy

Literacy Professional Development and Resources

MARS

Mathematics

MCAPS

MSIS (MS Student Information System)

Mississippi Public School District Listing

Nutrition Programs

OTSS Help Desk

Physical Education

Professional Development

Professional Growth System

RESA Registration

Science

Secondary Education

Special Education

Social Studies

Strong Readers, Strong Leaders

Teacher Center

TIMS (Textbook Inventory Mgmt System)

World Languages

-Close Menu

English Learners

Mississippi's English Learner (EL) population is growing rapidly, with the state now serving more than 12,100 identified EL students. In response to this growth, as well as requests from districts new to serving EL students, we provide multiple resources for supporting English learners including: recorded webinars, guidance documents, and other resources designed to provide administrators, teachers, EL teachers and tutors, and other educators with information on how to effectively serve English learners and their families.

For questions regarding EL services, as well as requests for on-site large or small-group professional development, please email Sandy Elliott at selliott@mdek12.org. Check back often for new resources!

Mississippi Seal of Biliteracy

The purpose of the Mississippi Seal of Biliteracy policy is to establish minimum criteria for Local Education Agencies (LEAs) in awarding Seals of Biliteracy. For more information regarding the State Board Policy, Guidelines, and the process of awarding and recognizing students who are eligible to receive a Seal of Biliteracy, please visit the [Mississippi Seal of Biliteracy webpage](#).

Tools and Supports



MS English Language Proficiency Standards

- **NEW** MS English Language Proficiency Standards
- **NEW** MS English Language Proficiency Standards for ELs with Significant Cognitive Disabilities
- [Supporting High-Quality Instruction for English Learners in Onsite, Hybrid, and Remote Learning Environments](#)
- [English Learner Parent Guide: English, Arabic, Chinese, Spanish, Vietnamese](#)
- [Progress Checklist for English Learners](#)
- [Guidance on Extended Distance Learning for English Learners \(April 2020\)](#)
- [English Learner Guidelines: Regulations, Funding Guidance and Instructional Supports](#)
- [NEW EL Professional Development Request \(2022-2023\)](#)
- [NEW Language Service Plan \(Revised 2021\)](#)
- [MTSS Documentation Packet: Appendix C: Parent Reading Questionnaire \(English and Spanish\)](#)
- [Newcomer Kit introduction](#)
- [Newcomer orientation plan template](#)
- [Communication cards for elementary students](#)
- [Communication cards for secondary students](#)
- [Family welcome sheet](#)
- [Sentence stem cards](#)
- [Visual schedule](#)

EL Webinars and Literacy Tips

- [Literacy Focus of the Month: August 2017](#)
- [Literacy Focus of the Month: September 2017](#)
- [Literacy Focus of the Month: October 2017](#)
- [Literacy Focus of the Month: November 2017](#)
- [Literacy Focus of the Month: January 2018](#)
- [How to Write a Language Service Plan \(Sept. 2018\)](#)
- [Additional English Learner Meetings and Webinar](#)

Family Guides for Student Success

- [Family Guides for Student Success](#)
- [Family Guides for Student Success \(Spanish versions\)](#)
- [Family Guides for Student Success Training Materials](#)

Elementary Education and Reading

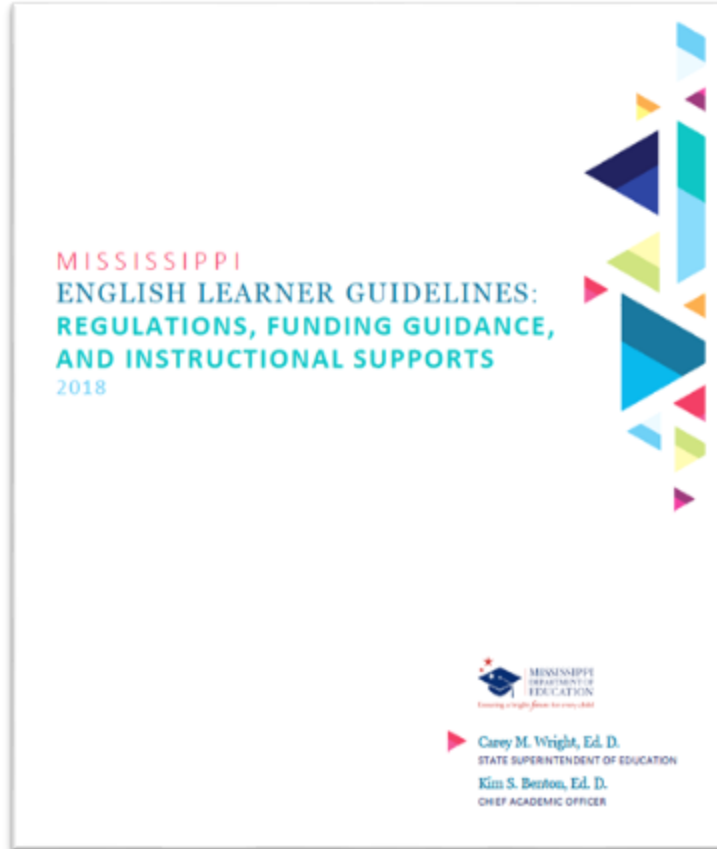
- ☎ 601-359-2586
- 👤 Staff
- 🔔 FAQ

Services

- Academic Standards
- Arts: Dance, Media Arts, Music, Theatre, Visual Arts
- Business & Technology (Academic)
- Career and Technical Education
- Driver Education
- Early Childhood
- English Language Arts
- Health
- Mathematics
- MS Computer Science and Cyber Education Equality Act
- Physical Education
- Science
- Social Studies
- World Languages

Links

- PreK-12 Professional School



- Mississippi English Learner Guidelines
- Federal Education Grants that can Support EL Students
- Instructional Strategies
- Administrator Supports
- USDE Dear Colleague Letter, Civil Rights of English Learners

Welcome to our school

ABC Elementary School



[Photo of your school here]

123 Any Street
Anytown, Mississippi 12345



555-555-5555



www.abcelementary.com



info@abcelementary.com

People to Know



[Photo of principal here]

This is Jane Doe.
She is the principal.

555-555-5555

jdoe@abcelementary.com



[Photo of counselor here]

This is Sue Smith.
She is the counselor.

555-555-5555

ssmith@abcelementary.com



[Photo of teacher here]

This is John Williams.
He is your teacher.

555-555-5555

jwilliams@abcelementary.com

Important Information



SCHOOL HOURS
7:30am to 2:00pm



Bus # _____
Location _____



Lunch # _____

Images designed by Freepik.com

- Newcomer Kit Introduction
- Newcomer Orientation Chart
- Communication cards (elementary and secondary)
- Sentence stem cards
- Visual schedule template
- Welcome to Our School

[Sock Puppets](#) (FREE)

Smith Micro Software, Inc.

Create “talking” images

- 30 second voice recording
- Add backgrounds and graphics
- Save to camera roll

[Chatterpix Kids](#) (FREE)

Duck, Duck, Moose, Inc.

Create “talking” images

- 30 second voice recording
- Add photo filters and stickers
- Save to camera roll

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