



The EAL Team

System Administration

Bobbie Schmidt
System Principal

Emi Luu
EAL Specialist

Danielle Derosier
LEAD Specialist

EAL Strategists

Amber Araki
Kathy Beamer
Nicole Sidhu
James Froehler
Pei Yun Toh
Aneeta Katongole

Welcome

Welcome to the CBE EAL Newsletter! We are excited to share our latest news and important information with you.



We will be sharing our newsletters in The Week Ahead (TWA) and linking them on the [EAL Insite page](#).



EAL (English as Additional Language) / ELL Toolbox

If you haven't already, you can [Self-Register](#) to the D2L EAL Toolbox for resources, templates, professional learning and more!

EAL Toolbox Feature



Check out some resources targeted for our LP1/2 learners in the D2L EAL Toolbox:

| | |
|-----------------------------------|---|
| -Key Resources for LP1/2 Students | 4 |
| -Dual Language School Phrases | 7 |

| | |
|------------------------------|---|
| -Visuals for LP1/2 Students | 7 |
| -Wordless Picture Books List | 2 |

Professional Learning (PL)

[LP1 & LP2 Resources and Supports \(October 2023\)](#)



Book Study:
Inside Out & Back Again

[Sign up for the link in EAMS](#)



[Other Professional Learning Opportunities](#)

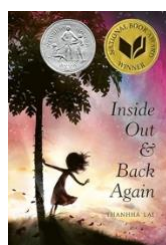
High School!

We know it gets busy as the semester progresses so try something new. Look at your class list and plan to connect with a different student each day and have a conversation to assess their listening and speaking language proficiency. If you take a few minutes each period to connect with a student and make anecdotal notes, this will support your EAL benchmarking for Y1 Reporting. Plus, you will make connections and get to know all your students well.



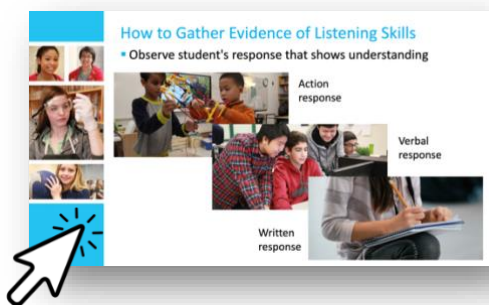
EAL Book Study

[Click here to sign up for the upcoming sessions in EAMS.](#)



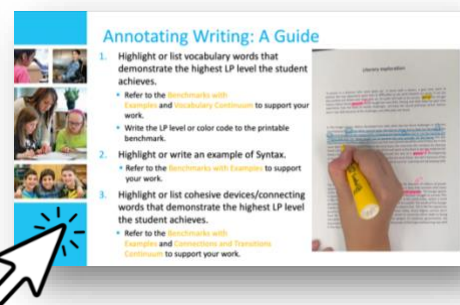
Our sessions are Feb. 7, 21, Mar. 13, Apr. 10 and April 24 from 4-5pm. Participants who expressed interest in December will have already received their book. If you did not sign up for a copy, please contact us at ellsupport@cbe.ab.ca. Newly added participants will need to get their own copy of the book.

Quick Byte Features



Annotating Listening

- Plan and gather evidence of understanding
- Examine how tasks tie into benchmark indicators
- Annotate for working files



Annotating Writing

- Identify EAL look-fors in student writing
- Assess writing using benchmark indicators
- Review resources for teachers to appraise LP levels

Additional Resource:

[Annotating Writing Process](#)

EAL Resources

Quick Bytes

5-minute videos to expand your EAL practice

[EAL 101 Basics](#)

[EAL Resources](#)

[Tech Tools](#)

[Home Language](#)

[Annotating Listening](#)

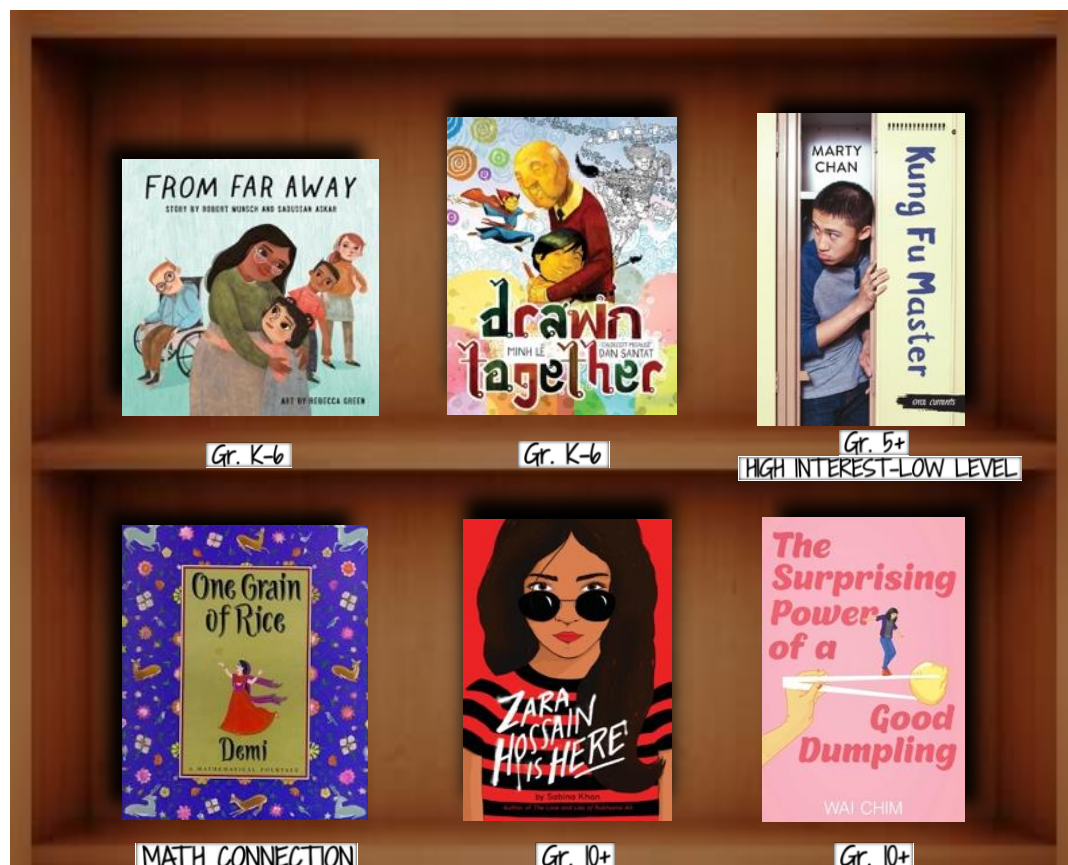
[Annotating Writing](#)



Alberta Education

[Supporting Ukrainian Newcomer Students and Their Families in Alberta Schools](#)

On Our Bookshelves



Calgary Board
of Education

Pedagogy Pocket

High Impact EAL Teaching Strategy focus:

Activating & Building Background Knowledge

Feel Dumb

MiSSS SScott
points to me,
then to the letters
of the English
alphabet.

I say
A B C and so on.

She tells the class
to clap.

I frown.

MiSSS SScott
points to the numbers
along the wall.

I count up to twenty.

The class claps
on its own.

I'm furious,
unable to explain
I already learned
fractions
and how to purify
river water.

So this is
what dumb
feels like.

I hate, hate, hate it.

September 10

"[EAL learners] may differ from their non-[EAL] peers in terms of the type of content knowledge that they bring to the classroom. Teachers of [EAL learners] should determine what background knowledge is necessary for an academic task and how they can [...] draw on students' previous learning and experiences to help set the context for the lesson." ([Fenner and Snyder, 2017](#))

Consider the poem on the left, excerpted from our [EAL Book Study: Inside Out & Back Again](#). How would understanding a student's background knowledge have changed this student's learning experience?

"Having the right background knowledge is critical to ensuring that students understand a lesson. This knowledge provides a foundation on which the rest of the lesson can be built. For [EAL learners], it can make a significant difference in their comprehension of the lesson and any related materials or texts." ([Breiseth, 2021](#)).

Strategy Feature: [3-2-1 Bridge Thinking Routine](#)

| Your initial responses to the topic | Your new responses to the topic |
|---|---------------------------------|
| 3 Thoughts / Ideas | 3 Thoughts / Ideas |
| 2 Questions | 2 Questions |
| 1 Metaphor / Simile | 1 Metaphor / Simile |
| Bridge: Explain how your new responses connect to your initial response? | |



- Douglas Harkness Hour: Diversity is our Superpower!

