New Moves

Watch in Many Languages

- Arabic (عربي)
- Bengali (বাংলা)
- Mandarin (普通 话)
- Cantonese (广东话)
- English (English)
- Farsi (فارسی)
- Filipino (Tagalog)
- French (Français)
- Gujarati (ગુજરાતી)
- Hindi (हिन्दी)
- Korean (한국어)
- Punjabi (ਪੰਜਾਬੀ)
- Russian (Русский)
- Somali (Soomaali)
- Spanish (Español)
- Tamil (தமிழ்)
- Urdu (آردو)
PLANNING AN ORIENTATION ESL UNIT

School information

- Teacher information: Classroom location and phone number
- Basic information about school's attendance policy, including phone numbers parents should call when their child will be absent
- Bussing information
- School website
- Lunch information
- Volunteer opportunities

It is very helpful if any of this information is available in the student's first language. If not, I recommend revising the standard school information handouts to simplify the English, make shorter sentences and add pictures for visual support. It is also helpful if the most important information, such as the teacher name and school number is printed on bright cardstock that can be easily located in the packet. If time is available a staff member should go through the packet with the family and explain the items. Calling in to the school when their child is sick is very important and may be a new concept, so offering a sample dialogue of what to say when they call will be helpful.

School calendar

The calendar can be adapted for new ELL families by placing bright circle dots on the most important days such as school release days and conferences.

Community resources: after school programs, English classes, health centers

Placing a few brochures or a short list of local resources is helpful for new families. Not every family will need the information, but it is likely that someone they know will benefit from it.

Grade level support materials
Extension ideas

Backpacks

Students arriving in the middle of the year need backpacks, which can be purchased for less before school starts. Consider hosting a "backpack drive" as students return to school. The backpacks can be offered to any newly arriving students whose families might find it difficult to afford one.

DVD or Video of school — available in other languages

Since some ELL families have lower literacy skills in their first language and English they may be used to receiving their news through TV and radio. A Welcome DVD for the school with information shared in the family's first language can be extremely helpful. Depending on the level of quality needed, this can be a student project. Many students are familiar with video cameras and movie-making software on the school computers. In my neighborhood, a local school PTA provided funds for a group of Somali students to make a Welcome DVD for their school. This was an innovative solution to sharing important school information.

Note: Parents may not have access to a DVD player or VCR, and so it may be more effective to show these DVDs at a welcome session for parents at the school.

Podcast on website with current information in other languages

Another idea that bilingual students may be able to help with is to record news updates in podcasts and make them available through the school website.

In addition to offering a Welcome Kit to the new student I highly recommend taking the time to offer the family a tour of the school. If the family tours the school together they will have a common understanding of the student's daily experience, and feel more comfortable when returning to the school for events.

http://www.colorincolorado.org/article/welcome-kit-new-ells
NEWCOMER GUIDES

Newcomer Toolkit

*If you are an MPS staff member, see the staff webpage

Assessments

- 20 Word Basic Vocabulary Screener (PDF)
- Math Diagnostic Page (PDF)
- School History Questionnaire (PDF)
- Somali L1 Literacy Reading Survey (PDF)
- Somali Writing Sample (PDF)

Instructional Tools

- Handwriting Materials: Upper-case & Lower case letters (PDF)
- Basic Vocabulary Builder: Book 1 & Book 2 (PDF)
- Survival phrases (PDF)
- English through Pictures (PDF)
- English Comics for Newcomers (PDF)
- Math Skills: Book 1 & Book 2 (PDF)
- Prentice Hall Regents Newcomer Program (PDF)
- Technology Resources for Newcomers (PDF)
- Alphabet chart (JPG)
- Blends and digraphs chart (PDF)
- Sight words (PDF)
- Colored vocabulary pictures (PDF)

Intake Guide

- Basic Communication Tool: Elementary & Secondary (PDF)
- Newcomer Guide for Schools: Elementary (DOC)
- Newcomer Guide for Schools: Secondary (DOC)
- Welcome! To Our Schools (DOC)

Materials for Staff

- Counselor's Handbook for Refugee Students (PDF)
- EL Newcomers in Our Schools (PDF)
BEYOND TEACHING ENGLISH
Supporting High School Completion by Immigrant and Refugee Students

By Julie Sugarman

RESOURCE S FOR YOU
NEW COMER TOOL KIT

https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertooolkit.pdf
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The First Days: Engaging Newcomer ELLs in the Classroom Community

Five years ago, the school courtyard at JHS 1234 (a pseudonym) in Queens was transformed into a pumpkin patch to celebrate Halloween. As part of the celebration, each student had the chance to select a pumpkin from the patch. Shinwoo, a sixth grade student from Korea, chose his pumpkin and started to make his way to the bathroom where he was intercepted by an English as a New Language (ENL) teacher in the hallway. The teacher quickly scolded him without knowing why he was headed to the bathroom with his pumpkin. Feeling confused and defeated, he returned to the courtyard. Later, the teacher learned that it was Shinwoo’s first day of school and that he had been given permission from another teacher to wash the pumpkin. An obvious crosscultural miscommunication had occurred: what Shinwoo saw as a logical solution to cleaning a dirty pumpkin, the teacher quickly assessed as silly behavior.

When we ask current and former English language learners (ELLs) to remember their first day of school in the U.S., they share vastly different memories. Some students remember sitting quietly and doing nothing, or even falling asleep in class. Others share that they were alert and nervous, ready to learn a new language or a new system for learning. Without a doubt, the first days in a new school are exciting and anxiety producing for any child, but for children just arriving to a new school in a new country where a new language is spoken, these days are especially critical to developing a sense of comfort and confidence in a new academic environment.

Beth Clark-Carena, PhD, is a lecturer in the TESOL program at Teachers College, Columbia University. She has taught ENL and Spanish in a variety of educational settings including adult literacy programs, colleges, and K-12 classrooms.

Christine Olsen is a peer collaborative teacher and ENL coordinator at a junior high school in Queens, NY. She is a member of the United Federation of Teachers and Professional Staff Congress. Olsen also serves as a mentor to new teachers and leads professional development and book clubs for content area teachers of ELLs.