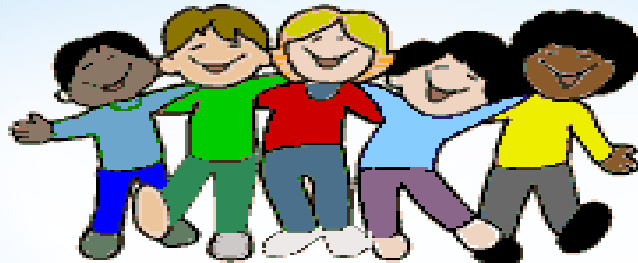
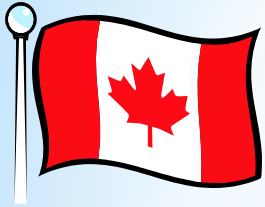


Going to Elementary School in British Columbia

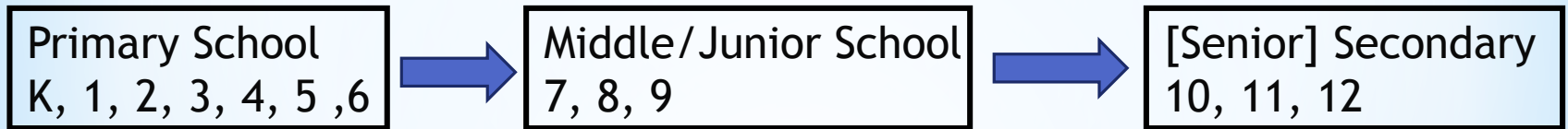


How is Elementary School in BC the Same/Different than other Education Systems?

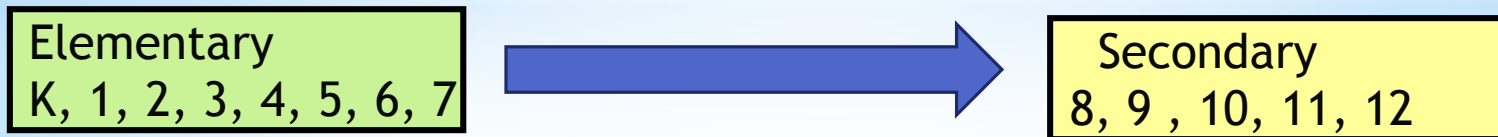


Education Systems

➤ Overseas and in some of BC



➤ In many areas of BC



What is the **BEST** School for my child ?

- the school in your neighbourhood
- everyone goes to school together



Student placement is usually based on age

For the 2019-2020 school year:

Year of Birth

2014

2013

2012

2011

2010

2009

2008

2007

Placement

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

When can my child move up to the next grade?

- children move from grade to grade based on age, not ability
- children who need more time to learn curriculum still move to the next grade level with other children the same age
- teachers are trained to support learning for each child as an individual
- resource teachers also provide additional support for students

How is learning in BC school's the same/different from schools in other countries?

➤ Learning takes place in many ways:

- work done alone
- group or pair work in class
- activities completed outside of school-alone or with others
- field studies/field trips
- written work
- oral work
- hands-on activities
- play-individually or in groups



Kindergarten

- full day program
- focus on play-based learning
- learning focus on social skills and basic concepts



Grades 1-3 (Primary)

- theme based learning using many resources [not just textbooks]
- building oral language and vocabulary [30-60%]
- students usually have only one 'homeroom teacher'
- focus on personal development in five areas:
 - intellectual
 - physical
 - social
 - artistic
 - emotional



Grades 4-7 (Intermediate)

- students usually have more than one teacher
- beginning to use textbooks but not sole sources of information
- greater focus on reading and writing skills
- oral language and group work still very important
- students are expected to take responsibility for their own learning and conduct



Why are some students in a class with two grades and others are not?

- There are class size limits in Vancouver, unlike schools abroad
- When there are insufficient students to fill a class, students from two grades may be combined to reduce cost to the district (this occurs most frequently in elementary schools)
- Some programs purposely create multi-age classes for various educational reasons
- a combined or split class is made up of students from two grades, with one teacher teaching both curricula
- students in combined classes are not held back as the prescribed learning outcomes are grade appropriate for all students

Please Note

- All classes (single grade and combined grades) have a range of students at varying developmental stages, abilities and skills
 - Teachers recognize and respond to individual student's needs, interests and abilities (differentiated instruction and learning)



What are the Benefits in a Combined Class?

- Students gain leadership and mentoring skills while developing their confidence (leaders/role models)
- Encourages friendships across grade levels and increases social behaviour
- Encourages and develops a sense of responsibility and positive attitudes
- Allows for a broader range of experiences



Students with Special Needs

The Vancouver School Board is committed to providing an inclusive environment for ALL students.

The profiles of students with special needs are reviewed by staff from the VSB's Learning Services. Examples of supports include:

- ☐ Resource Teacher
- ☐ Student Support Workers (para-professional)
- ☐ Consultation from Learning Services staff
- ☐ Special Education Program Placement



Individualized Education Plans are developed in consultation with parents. These plans include goals and objectives that reflect the child's needs. Specific strategies/interventions are identified, as well as ways to measure progress.

School staff encourage the involvement of parents in the decision making process on how best to support students with special needs.

Homework

Will my child have homework?

What is the purpose of homework?

How much will there be?

- Homework has many purposes including to:
- get ready for new learning the next day
 - practise and strengthen understanding of what has been learned
 - increase fluency (reading and writing)
 - increase vocabulary knowledge
 - practise working on tasks both independently and in groups



Homework

➤ Some examples of homework include:

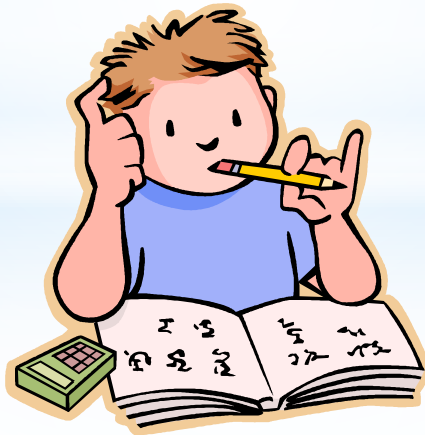
- completing assigned class work
- reading silently or aloud
- watching a specific program on TV or the internet to gain more information about a topic under study
- writing tasks
- working with classmates on a project
- gathering information from various sources such as the library, and internet



Homework

Ministry of Education

- The Ministry of Education sets limits as to how much homework a child should be assigned each day
- these limits are related to the age of the child



Will my child receive help with his/her English?

- ALL students are enrolled in grade/age level classes
- IF English language support is needed, it is given as:
 - small group focus work [outside of class]
 - in-class support
 - other variations depending on school/student needs
- amount of support given varies and depends on individual student needs
- The ELL resource teacher and the classroom teacher will work together to develop an appropriate program for your child



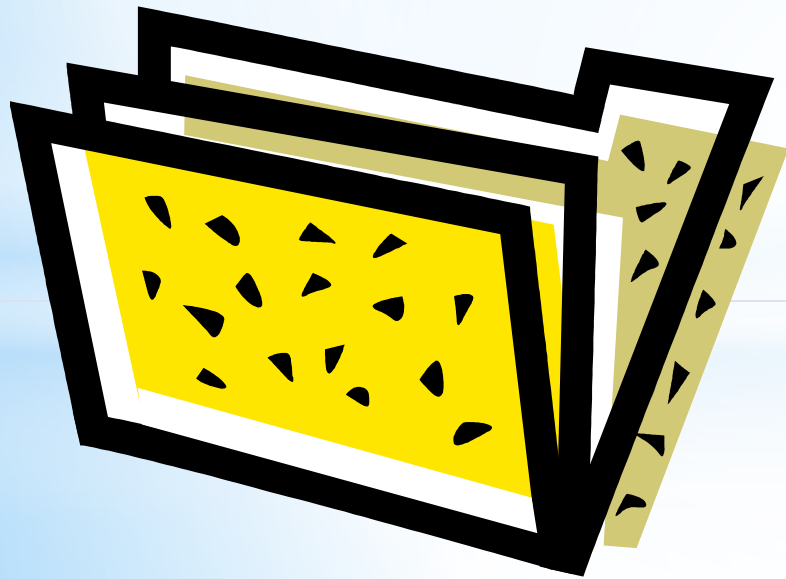
- it may take up to 2 years to learn basic English communication skills
- it may take many years to become academically proficient in another language
- it can take up to seven years to learn the language of textbooks



7 Years



How Do Teachers Determine What Level Of English My Child is at?



ELL Matrices (Kindergarten – Grade 1) Levels of Progress Toward Language Acquisition

Name: _____
 SIS: _____
 (if applicable)

School: _____
 Date: _____

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Listening	<ol style="list-style-type: none"> 1. understands little English 2. understanding requires repetition, visual cues, and processing time 3. begins to follow other students in class routines 4. limited listening skills 	<ol style="list-style-type: none"> 1. has difficulty understanding classroom lessons 2. understands simple words and phrases with repetition, wait times and/or visual cues 3. follows one direction at a time if given slowly and with gestures/cues 4. developing listening skills 	<ol style="list-style-type: none"> 1. understands classroom lessons and discussions with support 2. understands several simple sentences in a conversation with repetition and some wait time 3. understands simple directions with repetition and visual cues 4. listening skills expanding 	<ol style="list-style-type: none"> 1. understands academic lessons with visual cues and vocabulary support 2. understands peers' social conversation with minimal wait time 3. follows a series of directions in a familiar context 4. is able to listen and add to group discussions
Speaking	<ol style="list-style-type: none"> 1. may be silent 2. begins to follow established daily routine with guidance 3. speaks mostly in home language 4. relies on body language and visual cues to communicate 5. responds to repeated/cued questions with gestures or other body language 6. frequently repeats what others say 7. requires significant wait time to formulate a minimal response 8. may not be able to pronounce many English sounds 9. low voice volume 10. may not enunciate clearly 	<ol style="list-style-type: none"> 1. responds to routine, common greetings 2. actively participates in established daily routine 3. participates in choral speaking 4. uses a limited vocabulary of functional and concrete words 5. responds to questions with a few words, after an extended wait time 6. expresses basic needs 7. has fragmented speech 8. pronunciation often interferes with being understood 9. developing voice volume 10. enunciation developing 	<ol style="list-style-type: none"> 1. starts to take part in social conversations 2. begins to participate in structured oral lessons with teacher support, and begins to contribute in discussions 3. begins to retell stories and recount events, with support 4. uses a limited vocabulary of functional and commonly used words 5. asks questions, but has problems with word order 6. begins to express basic feelings 7. speaks hesitantly, rephrasing or searching for words 8. pronunciation sometimes interferes with being understood 9. speech contains many grammatical errors 10. enunciation expanding 	<ol style="list-style-type: none"> 1. engages in social conversation with peers and teachers 2. participates in class discussion, with teacher guidance 3. retells stories, recounts events, and composes own stories 4. begins to use a wider range of vocabulary 5. begins to ask questions for clarification and understanding 6. begins to express opinions and ideas 7. speech hesitations do not interfere with communication 8. pronunciation rarely interferes with being understood 9. clear voice volume 10. clear enunciation

School Year	CT / RT Initials	Code	Date

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Reading	<ol style="list-style-type: none"> shows awareness of how books work: front to back sequence, left to right direction of print - recognizes some alphabet letters and numbers - sings/says the alphabet relates oral language to print (knows that print language represents meaning) shows awareness of environmental symbols and signs actively listens to stories read aloud 	<ol style="list-style-type: none"> recites familiar pattern books from memory - recognizes all alphabet letters - □ upper case □ lower case - (K) recognizes numbers from 1-__ - (Gr 1) recognizes numbers from 1-__ - matches initial consonant sounds and letters in familiar words - begins to recognize high frequency words uses picture cues to retell story events participates in choral reading 	<ol style="list-style-type: none"> independently reads and understands very simple pattern books recognizes some sound/letter relationships - begins to sound out words - recognizes some high frequency words begins to develop some strategies to assist comprehension begins to read aloud 	<ol style="list-style-type: none"> reads and understands a variety of easy books at/near grade level uses phonics to sound out words - recognizes and sounds out a growing number of words - recognizes many high frequency words uses some strategies to read independently reads aloud with near grade level fluency
Writing	<ol style="list-style-type: none"> attempts to make letters or letter-like forms copies from a model relies on drawings or other visuals to convey meaning demonstrates awareness of left to right convention when copying has few vocabulary words 	<ol style="list-style-type: none"> begins to write a letter to represent a word based on letter sounds copies letters, numbers, words or phrases independently begins to label own drawings combines drawing and printing to create a story; the drawing conveys most of the meaning uses limited or repetitious vocabulary - begins to be aware of writing conventions (capitalization, punctuation) - begins to put spaces between words 	<ol style="list-style-type: none"> begins to spell words phonetically using more letters to represent each word spells some high frequency words begins to write simple sentences, may have difficulty with word order, omits words or word endings; run-on sentences are common combines drawing and printing; both support the meaning may use some specialized vocabulary usually uses sequence to organize writing; frequent use of "and", "but", "then" begins to develop story elements (plot, character, setting) 	<ol style="list-style-type: none"> uses phonetic spelling spells word families (e.g., cat, hat) begins to use a limited variety of sentences with some errors combines drawing and printing; the printing conveys most of the meaning uses vocabulary that is appropriate to purpose but is sometimes awkward (meaning, style) ideas are related, logically connected and sequenced; is generally able to present a main idea with supporting detail able to complete writing frames (e.g., letter, story, journal) demonstrates some editing and proof-reading skills (writing checklist) makes fewer mechanical errors; the errors seldom detract from meaning

<u>School Year</u>	<u>CT / RT Initials</u>	<u>Code</u>	<u>Date</u>

ELL Matrices (Grades 2 - 7)

Name: _____

School: _____

SIS: _____

Date: _____

(if applicable)

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Listening	<ol style="list-style-type: none"> understands little English understanding requires repetition, visual cues, and processing time begins to follow other students in class routines comprehends parts of lessons that include extensive visual and oral support limited listening skills 	<ol style="list-style-type: none"> understands simple sentences in a conversation, but requires repetition requires less wait time and repetition before responding follows simple directions with prompts and repetition understands short oral lessons that include visual support developing listening skills 	<ol style="list-style-type: none"> understands more complex sentences with repetition and rephrasing takes little wait time to respond follows a series of directions with prompts understands grade level lessons with support expanding listening skills 	<ol style="list-style-type: none"> understands more complex sentences, with minimal support rarely takes wait time to respond successfully follows directions at grade level, most of the time understands content of grade level academic lessons with minimal teacher guidance is able to listen and add to group discussions
Speaking	<ol style="list-style-type: none"> begins to name concrete and functional objects expresses basic needs begins to respond to questions with yes/no, or with one or two words speaks little or no English pronunciation interferes with being understood low voice volume may not enunciate clearly 	<ol style="list-style-type: none"> vocabulary of functional words is growing begins to take part in social conversations and some class lessons asks and answers simple questions speaks hesitantly, rephrasing and searching for words pronunciation can interfere with being understood compensates for limited vocabulary by using known vocabulary and/or awkward wording grammar errors frequently interfere with communication developing voice volume enunciation developing 	<ol style="list-style-type: none"> uses growing vocabulary with some errors in usage participates hesitantly in classroom discussions, with teacher guidance is usually able to ask questions for clarification speaks with some hesitations pronunciation sometimes interferes with meaning sometimes uses awkward wording grammar errors sometimes interfere with communication expanding voice volume enunciation expanding 	<ol style="list-style-type: none"> uses social and content specific vocabulary, with support, at grade level participates hesitantly in social conversations and small group discussions is able to ask questions for clarification rarely hesitates when speaking occasionally makes pronunciation errors, but they do not interfere with meaning rarely uses awkward wording grammar errors do not interfere with communication clear voice volume clear enunciation

School Year

CT / RT Initials

Code

Date

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Reading	<ol style="list-style-type: none"> 1. recognizes letters and numbers 2. begins to use phonics to sound out simple words 3. begins to recognize a few high-frequency sight words 4. attempts to read by using pictures to support meaning 5. participates in choral reading but has little understanding 	<ol style="list-style-type: none"> 1. ----- 2. oral reading demonstrates use of some decoding skills 3. has a growing vocabulary of sight words 4. is beginning to use reading strategies to assist comprehension 5. reads familiar and patterned material 	<ol style="list-style-type: none"> 1. ----- 2. uses decoding skills and a variety of reading strategies, with teacher guidance 3. has acquired <u>basic</u> sight vocabulary for grade level 4. reads and understands easy fiction 5. reads and understands simple content-area material 	<ol style="list-style-type: none"> 1. ----- 2. with assistance, uses varied reading strategies to aid understanding 3. has acquired most grade level sight vocabulary 4. reads and understands most fiction at/near grade level, with support 5. reads and understands non-fiction near grade level, with support 6. requires support to read, interpret and evaluate a variety of reading material 7. is increasingly able to find details in texts at/near grade level
Writing	<ol style="list-style-type: none"> 1. relies on drawings and labels to convey meaning 2. – can copy alphabet letters or words - can copy pattern sentences 3. begins to use invented spelling based on letter sounds 4. uses repetitious and limited vocabulary 5. produces limited output 6. intended meaning of unsupported writing is often unclear 	<ol style="list-style-type: none"> 1. ----- 2. writes simple sentences with limited variation in verb tense 3. uses conventional spelling for commonly used words 4. compensates for limited vocabulary by using circumlocutions 5. writing exercises require extra time 6. – begins to apply rules of writing and grammar, with many errors - writing contains sentence fragments, run-ons 7. begins to organize and sequence ideas, with teacher guidance 	<ol style="list-style-type: none"> 1. ----- 2. begins to use a variety of sentence structures appropriate for grade level, with some errors 3. is learning to use rules of spelling 4. uses more varied vocabulary 5. often needs extra time to write tests and assignments 6. – applies rules of writing and grammar taught in class, with fewer errors - sometimes uses awkward wording 7. can organize and develop ideas with teacher guidance 	<ol style="list-style-type: none"> 1. ----- 2. uses a variety of sentence structures, with some errors 3. has learned most of the rules of spelling at/near grade level 4. vocabulary is at/near grade level expectation 5. rarely needs extended time for written assignments 6. – applies rules of writing and grammar; errors do not detract from meaning - seldom uses awkward wording 7. begins to write more clearly with some organization

School Year	CT / RT Initials	Code	Date

How do the teachers decide how well my child is learning?

Will my child receive letter grades?

How are the letter grades determined?

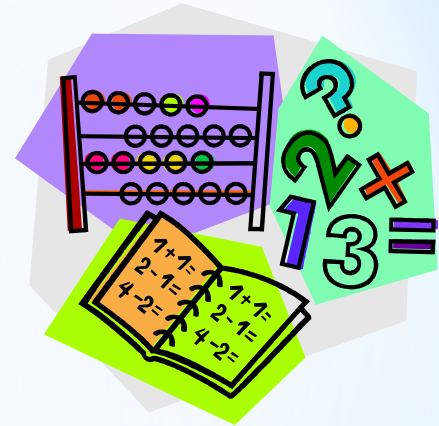


- students receive Progress Reports - 3 times per school year
- letter grades are not given to everyone in the elementary grades
- no letter grades are given to children in grades K-3
- letter grades are given to students in grades 4-7
- some students do not receive letter grades
 - students with weak English skills
 - students with learning needs



Letter grades may be based on many different types of student work:

- classroom participation
- daily class tasks and assignments
- informal quizzes
- formal tests
- student work samples
- projects
- homework
- group work



REPORT INSERT – ELL (Grades 2-7): Levels of Progress Toward English Language Acquisition (English Version)

Students Name : _____ School Year : _____		<u>Support</u> ELL Reception _____ ELC (Centre) _____ In-Class _____		<u>Times per Week</u> _____ _____ _____
ELL Resource Teacher : _____		Grade: _____ Division : _____ 1 st 2 nd 3 rd Report		
Emerging / Beginning: Student is starting to learn English (receives extensive help) Developing: Student is beginning to communicate in simple English with frequent grammatical errors (receives a lot of help) Expanding: Student can communicate ideas in English with errors in grammar (receives some help) Consolidating: Student is approaching grade-level proficiency in English (receives some help)				
	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Listening * Students for whom none of the descriptors apply are at pre-emergent level. This progress report is not applicable <input type="checkbox"/> pre-emergent	1. understands little English 2. understanding requires repetition, visual cues, and extensive processing time 3. begins to follow other students in class routines 4. comprehends parts of lessons	1. understands simple sentences in a conversation, but requires repetition 2. requires less wait time and repetition before responding 3. follows simple directions with prompts and repetition 4. understands short oral lessons	1. understands more complex sentences with repetition and rephrasing 2. takes little wait time to respond 3. follows a series of directions with prompts 4. understands grade level lessons with support	1. understands more complex sentences, with minimal support 2. rarely takes wait time to respond 3. successfully follows directions at grade level, most of the time 4. understands content of grade level academic lessons with minimal teacher guidance
Speaking <input type="checkbox"/> pre-emergent	1. begins to name concrete and functional objects 2. expresses basic needs 3. begins to respond to questions with yes/no, or with one or two words 4. speaks little or no English 5. pronunciation interferes with being understood	1. vocabulary of functional words is growing 2. begins to take part in social conversations and some class lessons 3. asks and answers simple questions 4. speaks hesitantly, rephrasing and searching for words 5. pronunciation can interfere with being understood 6. compensates for limited vocabulary by using known vocabulary and /or awkward wording 7. grammar errors frequently interfere with communication	1. uses growing vocabulary with some errors in usage 2. participates hesitantly in classroom discussions, with teacher guidance 3. is usually able to ask questions for clarification 4. speaks with some hesitations 5. pronunciation sometimes interferes with meaning 6. sometimes uses awkward wording 7. grammar errors sometimes interfere with communication	1. uses social and content specific vocabulary, with support, at grade level 2. participates hesitantly in social conversations and small group discussions 3. is able to ask questions for clarification 4. rarely hesitates when speaking 5. occasionally makes pronunciation errors, but they do not interfere with meaning 6. rarely uses awkward wording 7. grammar errors do not interfere with communication

	LEVEL 1 (Emerging / Beginning)	LEVEL 2 (Developing)	LEVEL 3 (Expanding)	LEVEL 4 (Consolidating)
Reading <div> <div></div> <div>pre-emergent</div> </div>	1. recognizes letters and numbers 2. begins to use phonics to sound out simple words 3. begins to recognize a few high-frequency sight words 4. attempts to read by using pictures to support meaning 5. participates in choral reading but has little understanding	1. 2. Oral reading demonstrates use of some decoding skills 3. has a growing vocabulary of sights words 4. is beginning to use reading strategies to assist comprehension 5. reads familiar and patterned material	1. 2. uses decoding skills and a variety of reading strategies, with teacher guidance 3. has acquired <u>basic</u> sight vocabulary for grade level 4. reads and understands easy fiction 5. reads and understands simple content-area material	1. 2. With assistance, uses varied reading strategies to aid understanding 3. has acquired most grade level sight vocabulary 4. reads and understands most fiction at/near grade level, with support 5. reads and understand non-fiction near grade level, with support 6. requires support to read, interpret and evaluate a variety of reading materials 7. is increasingly able to find details in texts at/near grade level
Writing <div> <div></div> <div>pre-emergent</div> </div>	1. relies on drawings and labels to convey meaning 2. - can copy alphabet letters or words - can copy pattern sentences 3. Begins to use invented spelling based on letter sounds 4. Uses repetitious and limited vocabulary 5. Produces limited output 6. Intended meaning of unsupported writing is often unclear	1. 2. Writes simple sentences with limited variation in verb tense 3. Uses conventional spelling for commonly used words 4. Compensates for limited vocabulary 5. Writing exercises require extra time 6. – begins to apply rules of writing and grammar, with many errors -writing contains sentence fragments, run-ons 7. Begins to organize and sequence ideas, with teacher guidance	1. 2. Begins to use a variety of sentence structures appropriate for grade level, with some errors 3. Is learning to use rules of spelling 4. Uses more varied vocabulary 5. Often needs extra time to write tests and assignments 6. –applies rules of writing and grammar taught in class, when fewer errors -sometimes uses awkward wording 7. can organize and develop ideas with teacher guidance	1. 2. Uses a variety of sentence structures, with some errors 3. Has learned most of the rules of spelling at/near grade level 4. Vocabulary is at/near grade level expectation 5. Rarely needs extended time for written assignments 6. Applies rules of writing and grammar 7. Begins to write more clearly with some organization

Signature: _____

ELL Resource Teacher / Administrator

Additional comments:

Areas requiring further attention/development:

- | | |
|--|---|
| <input checked="" type="checkbox"/> English use in class | <input checked="" type="checkbox"/> spelling and punctuation |
| <input checked="" type="checkbox"/> participation in class | <input checked="" type="checkbox"/> rules of grammar |
| <input checked="" type="checkbox"/> following written instructions | <input checked="" type="checkbox"/> sentence structure and word order |
| | <input checked="" type="checkbox"/> proofreading work |
| | <input checked="" type="checkbox"/> writing complete sentences |



School District No. 39
Vancouver Board of Education

ENGLISH LANGUAGE LEARNER REPORT

Strategies to improve English, support integration, and build confidence:

WHAT	HOW
reading fluency	- read magazines, books, and other types of printed text
oral reading	- read aloud, retell stories, choral read
oral English	- join school clubs, team sports, community centre activities, speak English to friends
study skills	- set up a consistent time and quiet place to complete homework and to study

Additional comments:

Note:

- The fastest gains are often between Level 1 and Level 2.
- Some children return to a previous level of ELL for a period of time because the expectations at the next grade level may be more demanding
- It is very common to remain at Levels 3 and 4 for more than one year

Recommendations:

- ☐ Continued ELL support is needed
- ☐ No further ELL support is needed at this time

Vancouver Elementary School

School Year:

Term 2

Student:

Grade

Division

BCeSIS#

Classroom teacher:

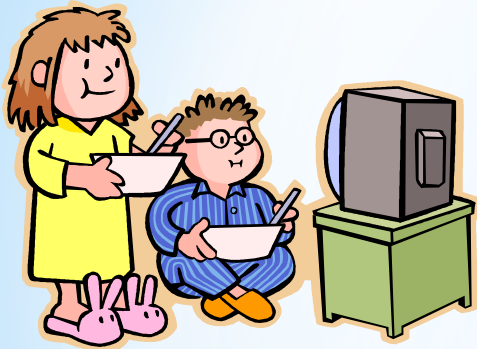
ELL Resource Teacher:

ELL Teacher's signature

Administrator's signature

*This English Language Assessment Report (ELAR)
accompanies the classroom teacher report.*

What can I do to help my child be successful in school?



Continue to Develop and Use Your First/Home Language

We want to encourage you and your family to continue using your first language at home. If students are good readers and writers in their first language, these skills will transfer to reading and writing in English.



Reading at home in first language



Learning English at school

Get Involved with your Children's Education at School

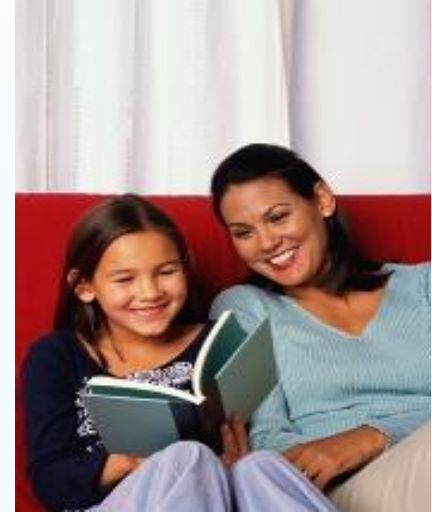




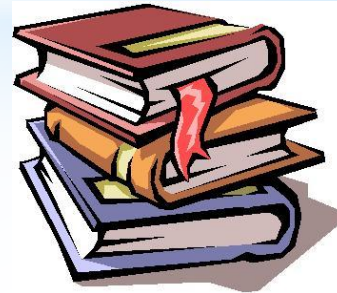
- ✓ go with your children to activities or events at the school
- ✓ attend assemblies
- ✓ encourage after-school activities
- ✓ join the Parent Advisory Committee (PAC)
- ✓ attend teacher Conferences
- ✓ visit the classroom/school
- ✓ volunteer at the school
- ✓ read/have your children read to you their agenda, newsletter, forms, flyers.....
- ✓ take an interest in what your children are learning

✓ask your children about their homework or class assignments

✓ask your children to summarize a particular idea or a chapter read in a book



✓ this can be done in your home language



- ✓ allow your children to telephone other classmates to discuss homework
- ✓ often assignments involve group projects



- ✓ invite English speaking friends over to play or do homework

Support Your Children



VISIT THE LIBRARY

- ✓ visit the public library with your children
- ✓ borrow English books and bilingual books
- ✓ participate in the family programs at the public library
- ✓ read ebooks online together



TumbleBook Library



[Please Sign-In!](#) [Forgot your password?](#)
Username:
Password:
CHOOSE A LANGUAGE: English

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TumbleBookLibrary is an online collection of animated, talking picture books which teach young children the joys of reading in a format they'll love.

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[Click here to upgrade if you have Version 7 or earlier.](#)



Testimonials



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TestimonialsTumbleTour



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TumbleBook Library

Vancouver Public Library

http://www.vpl.ca/electronic_databases/alpha/t



TumbleBook Library

Paid for by VPL

For younger kids

An online collection of talking picture books for children to use by themselves or with an adult. Makes reading a multi-sensory experience with text, animation, music and narration. Also includes books and games in French and Spanish.

Access Now [opens in new window]



TumbleBookCloud

Paid for by VPL

For kids and teens - grades 7 and up

Online collection of YA/Teen novels, classics, poetry, short stories, audiobooks, popular graphic novels, and National Geographic videos. Over 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet.

Access Now [opens in new window]



TumbleBookCloud Junior

Paid for by VPL

For kids in grades 3-8

Online collection of eBooks and read-alongs, early reader chapter books, children's classics, graphic novels, children's audio books and National Geographic videos. All 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet connection.

Access Now [opens in new window]

[http://www.vpl.ca/extDB/login.remoteDB?](http://www.vpl.ca/extDB/login.remoteDB?TumbleBookLibrary) TumbleBookLibrary


VPL Library Patron Authentication Page - Windows Internet Explorer

http://www.vpl.ca/extDB/login.remoteDB?TumbleBookLibrary

File Edit View Favorites Tools Help

★ Favorites ★ Suggested Sites Web Slice Gallery

VPL Library Patron Authentication Page

 Vancouver Public Library

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VPL for: Kids | Teens | Print-Disabled

You are here: Home > Find > Online Articles, Encyclopedias & More > Authentication

[Using the Library](#) [Explore Online Resources](#) [Locations & Hours](#) [Events & Programs](#) [My Account](#)

Electronic Resource Authentication

Enter your VPL barcode:

Enter your PIN:

Enter your numbers in the boxes above and click on the Send button.

Expect a short delay while your library card and PIN are verified. Following verification, you should see a confirmation page.

Why Do I Need to Log In?

Due to licensing agreements with our electronic resource providers, you must be a VPL cardholder to use these resources from home.

Login Help

How do I get a library card?

Change my PIN

TUMBLESEARCH



TumbleBook™ Library



Vancouver Public Library

CHOOSE: English GO

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TUMBLENEWS

**Story
Books**

**Chapter
Books**

Videos

Featured

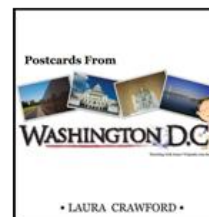


**Puzzles
& Games**

**Language
Learning**

**Non Fiction
Books**

Playlists



Join Anna in a travel adventure to the capital of the United States - Washington, DC. Points of interest are described through cheery postcards to friends and family.

Historical monuments, famous sights and fascinating facts about destinations are included to learn more about the location.

TBC
jr

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Tumblebooks is also available on Telus tv channel 88

TumbleBooks TV

Watch, learn and enjoy interactive storytelling with this child-friendly, easy to use video playback of books. Choose from a huge selection of popular kid's books.



- Browse book titles featured in our library sorted by theme and alphabetically
 - Read a brief description of a book before selecting it, including book title, target age-level, author and playback duration
 - Start video playback of your selection, controlling it with play/pause as you view the book
 - You can find TumbleBooks TV on channel 88 or within the TV apps menu.
- [Learn more ►](#)

Choose Books That Are Appropriate

➤ Remember the Five Finger Rule

Finding Right Fit Books

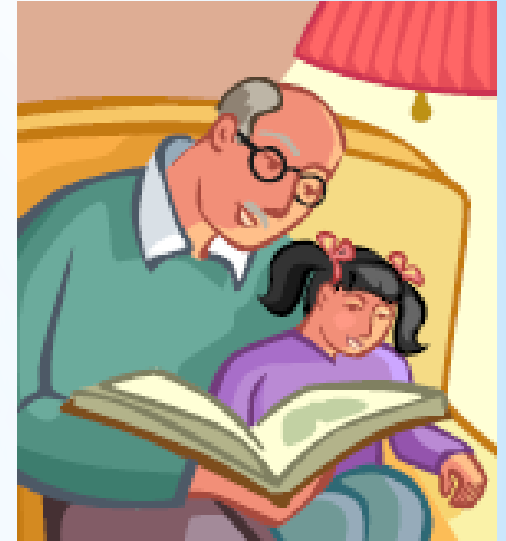
A “right fit” book is a book that your child can enjoy reading on their own. Reading just right books helps your child develop as a reader. To find a book that is just the right fit for your child, try using the five finger test.

Here's how it works: Turn to a page in the middle of the book. As your child reads, hold up a finger for every word he/she doesn't know. Use the following guidelines:



Encourage Your Child to Read Everyday

- Read together
(1st language books as well)
- Read a variety of materials
(books, magazines, newspapers, graphic novels)
- Have a regular **quiet** time and place to read
(no distractions, no music, turn off the t.v.)

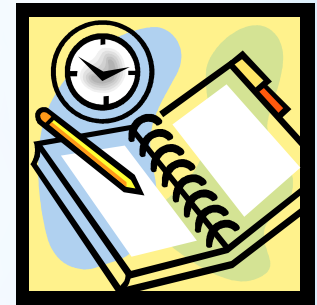


At Home

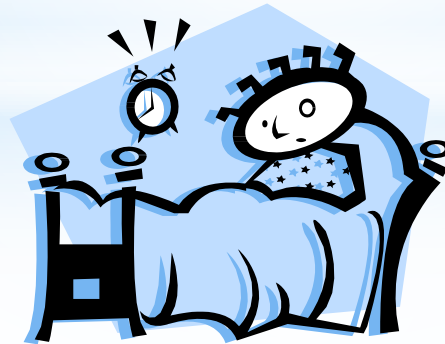


✓ have a quiet place in your home where your children can do homework

✓ set up a regular schedule “homework time”



✓ have a regular “bedtime” at a decent hour every day



T.V. and Computers



- Limit television and computer games
- Allow some in English and some in your home language



- Children should try to watch one show in English several times a week
- Have children summarize/discuss the show they watched (tell what they enjoyed about the show)

Do NOT allow TV or computer in student's bedroom.

In the Community



- ✓ join activities at the Community Centre that involve English (listening & speaking) (cooking, skating, summer camps, crafts etc..)
- ✓ join group activities (Scouts, Girl Guides, summer camps, soccer, softball ...)



Interact with your Children



✓ Play together

(board games, cards, basketball, bicycle, swim, video/computer games etc...)



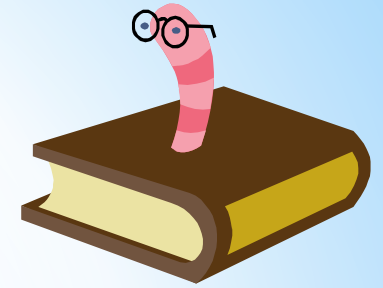
✓ Visit places together where children can read, hear and use English

(Science World, Aquarium, Space Museum, Community family festivals/programs, Art Gallery etc...)

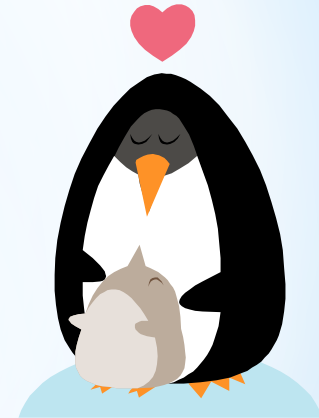


✓ Learn together

- read together, have your children read an English book to you
- practice speaking English to each other



Encourage Your Children



Praise your children



Help your children feel good about learning by making them feel good about themselves

Celebrate their successes

Acknowledge their efforts



Be Enthusiastic

Show children that learning is exciting/fun

Motivate children to do well in school



Give the message that homework is not a boring chore



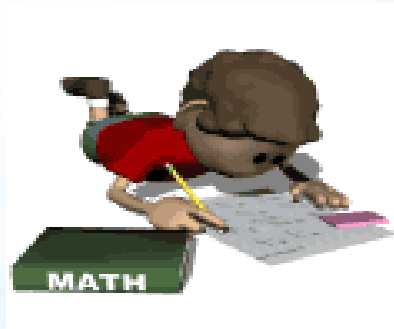
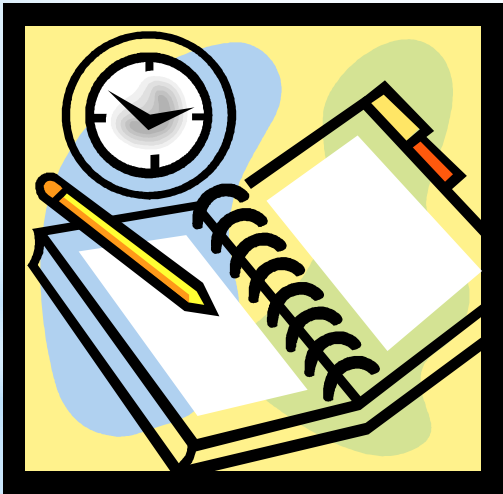
Be a Role Model

- Read a variety of materials
 - books, newspapers, magazines
- Learn English
 - take some English classes
 - practise speaking English together
- Pursue a hobby/interest
 - share your hobbies with your children
 - encourage your children to have hobbies of their own



Be Patient

Remember that learning a new language takes TIME.



REMEMBER

- ✓ It may take up to 2 years to learn basic English communication skills
- ✓ It may take many years to become academically proficient in another language
- ✓ It can take up to seven years to learn the language of the textbooks



7 YEARS



Online Resources:

Tumblebooks: Telus TV channel 88

http://www.vpl.ca/electronic_databases/cat/C88

You will need a Vancouver Public Library card to sign in.



TumbleBook Library

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For younger kids

An online collection of talking picture books for children to use by themselves or with an adult. Makes reading a multi-sensory experience with text, animation, music and narration. Also includes books and games in French and Spanish.

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For kids and teens - grades 7 and up

Online collection of YA/Teen novels, classics, poetry, short stories, audiobooks, popular graphic novels, and National Geographic videos. Over 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet.

Access Now [opens in new window]



TumbleBookCloud Junior

Paid for by VPL

For kids in grades 3-8

Online collection of eBooks and read-alongs, early reader chapter books, children's classics, graphic novels, children's audio books and National Geographic videos. All 600 titles are available with unlimited access, all the time, on your computer or mobile device with an internet connection.

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A great selection of popular fiction and non-fiction ebooks (EPUB & PDF) and audiobooks (MP3 & WMA) are available through VPL to Go. Titles can be downloaded to your computer and transferred to a portable device. Check your ereader or player for **compatibility**.

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more



more



Calendar
Gingerbread



Grandparent
Pumpkin
Turkey
Snowman
100th Day!



Groundhog
Clover
Flower
Valentine
Word Hunt
Earth Day

Starfall.com opened in September of 2002 as a free public service to teach children to read with phonics. Our systematic phonics approach, in conjunction with phonemic awareness practice, is perfect for preschool, kindergarten, first grade, second grade, special education, homeschool, and English language development (ELD, ELL, ESL). Starfall is an educational alternative to other entertainment choices for children.

In May of 2009, we released the [Starfall Kindergarten Reading and Language Arts Curriculum](#) and in June 2013 the [Starfall Pre-K Curriculum](#). Our method of instruction motivates children in an atmosphere of imagination and enthusiasm. provides opportunities for child-directed instruction. and

Vancouver School Board: Webcat Library Catalogue

<http://webcat.vsb.bc.ca>

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- eBooks for younger students
- Links for younger students

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Vocabulary Games

<http://www.vocabulary.co.il/>



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ESL Homophones



ESL Suffix Meaning



English Spanish Vocabulary



Latin English Phrase Match



The Vocabulary Quiz



Arachnid Falls



alpha bet



Typing Challenge



IXL Math Practice

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9