

Supporting English Language Learners



Grades 1 to 8

Video and Print Resources



On this DVD you will find ...

- VOB files formatted to work on a regular DVD player
- WMV files
- QuickTime files
- PDF files for reproduction (Viewer's Guide and Print Resources)

The video segments are provided in WMV and QuickTime formats to enable you to use them in your presentations. Instructions on how to insert a video clip into a PowerPoint presentation are included in this guide (pp. 22).

Video Segments

1. Understanding English Language Learners
2. Building a Whole School Approach
3. Closing the Learning Gap
4. Learning Through the Curriculum
5. Talking About Language Acquisition and Learning
6. Finding Starting Points to Enable Learning
7. Adapting the Classroom Program for ELLs
8. Differentiating Instruction for ELLs
9. Aligning the Work
10. Concluding Thoughts

Print Resources

1. Who are English Language Learners?
2. "Everyone is a Language Teacher"
3. Building a Whole School Approach
4. Adapting Assignments to Support ELLs
5. A Personal Plan of Action
6. Analyzing Instructional Strategies
7. The Gradual Release of Responsibility
8. Learning Content and the English Language
9. Differentiating Instruction for English Language Learners
10. Conferencing with English Language Learners – An Anchor Chart
11. The Strengths and Challenges of Different Support Models

Table of Contents

Overview	2
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Video Segments

Segment One: Understanding English Language Learners	4
Segment Two: Building a Whole School Approach	5
Segment Three: Closing the Learning Gap	8
Segment Four: Learning Through the Curriculum	9
Segment Five: Talking about Language Acquisition and Learning ...	11
Segment Six: Finding Starting Points to Enable Learning	12
Segment Seven: Adapting the Classroom Program for ELLs	13
Segment Eight: Differentiating Instruction for ELLs	15
Segment Nine: Aligning the Work	17
Segment Ten: Concluding Thoughts	19

Technical Instructions

How to Access Video and Print Resources	20
How to Save the Video Files to Your Computer	21
How to Insert Video Clips (WMV and QuickTime files) into a PowerPoint Presentation	22

References	23
-------------------------	----

Acknowledgements	23
-------------------------------	----

Notes	24
--------------------	----

Overview

It is through the continued work and dedication of schools and teachers throughout the province of Ontario that we can create an inclusive learning environment that supports the success of every student.

The face of Ontario is changing. Each school day, two million students attend Ontario's publicly funded schools bringing a rich array of cultural and linguistic traditions and experiences. Students whose mother tongue is English and students who are learning English for the first time gather together to learn, with one another and from one another, to acquire the skills needed to succeed in school and in life.

All students are expected to meet the rigorous challenges of the Ontario curriculum. For English language learners (ELLs), this means learning the language of instruction at the same time as learning the curriculum and developing a full range of literacy skills. For educators, this means embedding language and literacy instruction across all content areas and collectively responding to the specific challenges that English language learners bring with them to the classroom.

English language learners bring many strengths into the classroom such as rich experiential backgrounds and the ability to use their first language as a tool for thinking. Many ELLs come with solid content knowledge that can provide a springboard for continued learning in English. Within safe and welcoming classroom environments, teachers can tap into the rich resource of knowledge and understandings that ELLs bring to school which, in turn, can enrich the learning of all students in the classroom.

This video was created to assist classroom teachers to support the growing demographic of English language learners within Ontario schools. The goal of the video and print resources entitled, *Supporting English Language Learners in Kindergarten* and *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8* is to make visible, for teachers, the kinds of supports that English language learners require to learn English and the content of the classroom.

In this video, you will visit schools and classrooms where learning is made accessible for English language learners because of the thoughtful and careful planning done by the entire school staff. You will see how culture, tradition and language are celebrated in schools, where newcomer students and their families are made to feel welcome and valued. You will see how teachers utilize assessment data to design specific accommodations that meet the individual learning needs of their students in whole class and small group learning situations. And lastly, you will see how schools utilize a range of flexible supports to differentiate the instruction needed by students who come with diverse language and educational experiences.

Segment One: Understanding English Language Learners

(Length: 10 minutes)

Synopsis: This segment provides an overview of the supports that schools can put in place to assist ELLs to learn both English and the content of the classroom. These supports include precise and collective planning done by the whole school, the celebration of culture, tradition and language, the use of data to inform instruction and the differentiation of instruction. The segment ends with Jim Cummins who discusses some of the challenges that ELLs face.

Key Insights:

- ELLs bring a rich resource of knowledge and skills to the learning environment.
- Precise and collective planning makes learning accessible to all students.
- Language learning is fundamental and all teachers must support language acquisition.



Print Resource 1
Who are English Language Learners?

Who are English
language learners
(ELLs)?

Starting the Conversation:

1. As you watch this segment, consider the question, who are ELLs? Record your initial thoughts on Print Resource 1. Compare your thinking with pages 7–10 in *English Language Learners ESL and ELD Programs and Services for Ontario Elementary and Secondary Schools, K–Grade 12* and pages 5–7 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*. How is your thinking about ELLs shifting?

2. Jean Handscombe writes, “Although the acquisition of second-language skills is important for young learners ... second language acquisition is not the most important task they face. Their academic achievement and social integration are far more important. Second-language learning, therefore, needs to be recast as a means to great ends.” What might be some of the implications of this statement for teachers of ELLs? Use pages 7–15 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*, as a reference for this discussion.
3. According to Jim Cummins, “everybody is a language teacher.” Use Print Resource 2 to brainstorm what a visitor might see and hear in a school that embodies this principle.

Print Resource 2 Everyone is a Language Teacher	
A school where “everyone is a language teacher ...	
 Looks Like ...	 Sounds Like ...

Segment Two: Building a Whole School Approach

(Length: 17:02 minutes)

Synopsis: This video segment spotlights the whole school approach that helps each family feel welcome and sets up every ELL for success.

Key Insights:

- The entire school community is responsive to the strengths and needs of families.
- It is necessary to provide job-embedded quality professional learning for all staff members.
- The multilingual nature of the school is reflected on the walls and in displays throughout the building.

Starting the Conversation:

1. Principal Marlyne King outlines the steps that her school takes to welcome newcomer families. Use Print Resource 3 to list the attitudes and beliefs held by the entire school community that underpin these inclusionary practices. Compare and contrast your analysis with the information found on pages 18–24 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*.
2. Think about the first impressions a newcomer family might take away from an initial visit to your school. What message is your school conveying about equity and inclusionary practice? Use the information on pages 26–30 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8* to guide your analysis of your school culture.
3. Elizabeth Coelho comments, “Very often in a multilingual school, the only evidence that the school serves a multilingual community is the students themselves. And when they go home, there is little evidence on the walls or in the classrooms that this is a multilingual community.” Discuss this notion in relation to the school in this video segment and in your own school.

Print Resource 3 Building a Whole School Approach		
Welcoming Newcomer Families	Specific School Practices	Attitudes and Beliefs Held by the School Community
1. Have a plan for welcoming families		
2. Involve staff and students in the orientation of newcomers to the school		

Print resource 3 *continued*

Welcoming Newcomer Families	Specific School Practices	Attitudes and Beliefs Held by the School Community
3. Be aware of the strengths and needs of new families		
4. Utilize community languages whenever possible		

Welcoming Newcomer Families	Specific School Practices	Attitudes and Beliefs Held by the School Community
5. Use dual language and multi-lingual materials		
6. Encourage newcomer families to get involved in school activities		

Welcoming Newcomer Families	Specific School Practices	Attitudes and Beliefs Held by the School Community
7. Encourage use of home languages		
8. Nurture links with community partners		

Segment Three: Closing the Learning Gap

(Length: 12:22 minutes)

Synopsis: In this segment, the work of an ESL support teacher is spotlighted. Whether co-teaching in a Grade 2 classroom or meeting with the Student Success team at the intermediate level, the ESL teacher is engaged in planning, instructing and assessing alongside classroom colleagues.

Key Insights:

- Targeted instruction, integration with peers and blocks of learning time benefit all students.
- Co-teaching and small group instruction enable precise teaching and learning.
- Classroom and support staff plan, assess, monitor and track as a team.

Starting the Conversation:

1. Sandra Crawford and Christine Philips discuss changes they will make to a recording sheet in order to support the needs of the English language learners in the classroom. Use Print Resource 4 to analyze how these adaptations impact the students' learning in Sandra's small group.
2. Sandra and Christine chose to use co-teaching for the science lesson captured in this video segment. What information might have informed their decision to use this instructional strategy for this lesson?

Print Resource 4 Adapting Assignments to Support ELLs	
Specific Adaptation	Impact on Student Learning

3. Sandra Crawford, Cindy Harris and Rahim Karmali use the continuum of Skills at the Four Stages of Second Language Acquisition and Literacy Development (pages 99–120 *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*) to summarize their observations of a particular English language learner in the intermediate division. What sources of data and evidence of student learning can assist teachers in placing students on this continuum? Compare and contrast your thinking with pages 61–64 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*.

Segment Four: Learning Through the Curriculum

(Length: 11:43 minutes)

Synopsis: In this segment, the ongoing use/development of first languages is incorporated into a guided reading lesson, a literature circle and the writing of home journals.

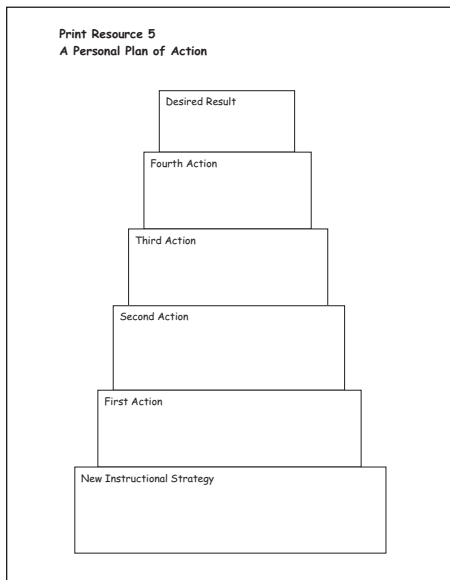
Key Insights:

- ELLs acquire English skills and content knowledge through active participation in curricular activities.
- Ongoing use and development of ELL first languages enhance mental flexibility and problem solving.
- Students gain confidence when previously developed language skills are acknowledged and applied.

Starting the conversation:

1. “Continuing to promote the on-going use and development of English language learner’s first languages can support the development of greater mental flexibility and problem-solving skills, as well as a sense of cultural stability and continuity.” Discuss the significance of this quote in relation to the classroom experiences you observe in this video segment.
2. Watch the first part of the classroom segment on home journals (from 05:40 – 08:10) and use the co-operative learning strategy of “say something” to discuss your observations with a partner. Repeat with the second part of the classroom segment (from 08:11 – 10:11)

3. “Say Something” (Beers, 2003) offers opportunities for participants to engage in accountable talk and deepen their understanding through predicting, questioning, inferring, responding and making connections.
 - a. Direct participants to find a partner and number themselves One and Two.
 - b. Provide an interesting, thought-provoking text that has been chunked into manageable sections.
 - c. Model reading or viewing the first chunk of text and responding to the text by saying something about what was read or viewed. This “something” could be a key idea, a connection, a question or simply a statement about the ideas presented in the text.
 - d. Encourage participants to read/view each chunk of text and to “say something” to their partners.
 - e. Continue reading/viewing and “saying something” until the entire selection of text has been read/viewed and discussed by the partners.
 - f. Provide time for each member of the larger group to collectively share their insights or to answer a synthesizing question about the text.



4. In a brief discussion about classroom programming (from 10:12 – 11:20), teacher Anna Guisti lists some instructional supports for ELLs that she has successfully used in her classroom. Which of these instructional supports do you think will have the greatest impact on the learning of your students? What steps might you take to incorporate one of these strategies into your instructional repertoire? Use Print Resource 5 to determine a plan of action for yourself.

Segment Five: Talking about Language Acquisition and Learning

(Length: 11:04 minutes)

Synopsis: In this segment, Elizabeth Coelho and Jim Cummins discuss the importance for ELLs of early exposure to reading, listening to stories and oral storytelling by parents in a first language. Elizabeth and Jim also discuss the need for English language learners to read extensively and to participate in instructional activities like shared reading. The concept of “universal design” is introduced and specific strategies that can support all learners are discussed.

Key Insights:

- Early exposure to rich texts and knowledge of reading strategies leads to student literacy engagement.
- Students benefit from direct teaching of word knowledge and how languages work.
- Students need the support of all their teachers to acquire English across the curriculum.

Starting the Conversation:

1. Engagement is a fundamental requisite for literacy development. Which of the ideas suggested by Jim Cummins and Elizabeth Coelho in this video segment might have the greatest impact on the literacy development of ELLs in your class? Your school? Share your thinking with the other members of your group.
2. Jim Cummins makes the point that teachers need to promote a conscious awareness of language throughout the school day. Discuss how this might happen in a Grade 2 physical education class? A Grade 7 geography class?
3. Elizabeth Coelho brings the concept of “universal design” into the discussion from 08:28 to 10:44 in this video segment. What do the words “universal design” mean to you? How might the concept be applied in your classroom or school?

Segment Six: Finding Starting Points to Enable Learning

(Length: 13:45 minutes)

Synopsis: Effective initial assessment practices and ongoing inquiry help teachers to know what will successfully engage their students in new learning. This video segment shows how a teacher in the junior division uses data gathered from the initial assessment process to make informed decisions about her students and classroom programming.

Key Insights:

- In effective learning environments, teachers and peers value ELLs as equals who make positive contributions to the classroom.
- Effective initial assessment practices and ongoing inquiry lead to sound decisions about placement, program and support.
- Students require multiple opportunities to talk and to process their thinking with peers and teachers.

Starting the Conversation:

1. The diagram on page 36 of *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8* outlines the initial assessment process. Compare and contrast the steps outlined in this diagram and in the video segment (from 02:40 – 05:52) to the process used at your school. What changes to your school’s initial assessment process might be considered?
2. The practice of assessing writing samples that have been written in a first language is described from 03:08 to 03:40 in this video segment. Discuss the different ways that this practice might be interpreted by the student and/or his/her parents?
3. Grade 4 teacher Rima Ishtiaque demonstrates a number of strategies for successfully differentiating the instruction for her ELLs. Choose two strategies to analyze more deeply using Print Resource 6 and pages 55–60 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*.

Print Resource 6
Analyzing Instructional Strategies

Instructional Strategy	The teacher did / said ...	The benefit to the student was ...

Segment Seven: Adapting the Classroom Program for ELLs

(Length: 16:22 minutes)

Synopsis: Effective programming is vital to the support ELLs need in the school environment. This segment shows an intermediate teacher using the gradual release of responsibility to explicitly teach the comprehension strategy of visualization to her multilingual students. A second lesson with primary students illustrates the need to teach both the social and cognitive aspects of learning in the Ontario context.

Key Insights:

- Even at beginning levels of English proficiency, appropriate curriculum accommodations or modifications allow students to participate successfully in content areas.
- Explicit modelling of new learning and the gradual release of responsibility support development of student independence.
- Purposeful and accountable talk in English and in first languages is the foundation of learning in classrooms.

Starting the Conversation:

1. Shayna Macdonald begins her lesson using the co-operative learning strategy of “post-it pile-up”. Discuss the significance of this activity for both the teacher and for the ELLs in the classroom.
2. From 01:55 to 02:28, Shayna outlines key principles of the planning process. How are these key principles of planning at work in the sample unit planning template found on page 65 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*?
3. Compare and contrast the use of the gradual release of responsibility in Shayna’s lesson with one of the sample units of study found on pages 66–91 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*. Use Print Resource 7 as an organizer.
4. Learning in a co-operative setting may be unfamiliar to some ELLs. Discuss some of the skills that ELLs may need to acquire in order to work successfully in co-operative learning situations.

Print Resource 7 The Gradual Release of Responsibility	
In the lesson on visualization	In one of the sample units

Segment Eight: Differentiating Instruction for ELLs

(Length: 25:30 minutes)

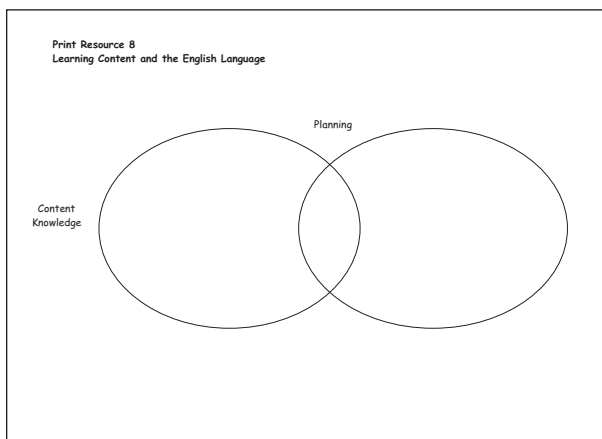
Synopsis: ELLs do not first learn English and then use English to learn other things. They must be learning English as they are using English to learn the curriculum. In this segment, three teachers demonstrate how they provide these learning opportunities using both integrated and tutorial models.

Key Insights:

- ELLs benefit when approaches and strategies are differentiated in response to their individual language learning needs.
- Supporting ELLs is less about creating different strategies and more about making precise choices from an evidence-based repertoire.
- Working together helps teachers plan and implement robust learning activities.

Starting the Conversation:

1. Watch the segment from 01:15 to 09:43 with a partner. Using Print Resource 8, have one partner document the content knowledge that the students gain from the lesson while the other partner documents knowledge about the English language learned by the students. Share your observations and discuss the aspects of Serge's lesson planning that enabled this joint learning to occur.



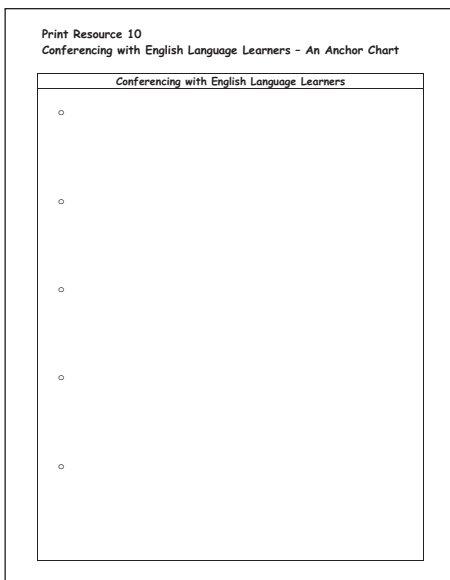
2. Enhancing vocabulary development is an essential component of language instruction. Describe three instructional strategies used by Stephanie and Brittany to teach new vocabulary in the portion of the video from 09:42 – 19:42. Use pages 55–61 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8* as a reference.
3. Choose one of the above three instructional strategies for further analysis. Use Print Resource 9 to document how this strategy might be differentiated for use with students who are operating at each of the four stages of language acquisition. Use pages 100–120 of *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8* as a reference.

Print Resource 9
Differentiating Instruction for English Language Learners

Instructional Strategy:

How might this instructional strategy be differentiated for use with students operating at the four different levels of language acquisition?

Stage 1 - Grades	Stage 2 - Grades	Stage 3 - Grades	Stage 4 - Grades



4. Conferencing is a highly effective instructional strategy to use with ELLs. Use Print Resource 10 and the portion of the video from 19:43 – 25:05 to create an anchor chart for conferencing with ELLs.

Segment Nine: Aligning the Work

(Length: 8:15 minutes)

Synopsis: The goal of reaching every student through a commitment to higher achievement and reduced gaps in performance recognizes that everyone in a school community has an important role to play in supporting English language learners. In this segment, three system leaders share their thoughts about how alignment between school, district and provincial initiatives can support ELLs and their families.

Key Insights:

- Everyone contributes knowledge, skills and experience with the intent of continuously improving student learning.
- Change calls for collective energy and wisdom.

Starting the Conversation:

1. Heather Atkinson describes how her school uses both tutorial and integrated classroom support to meet the needs of ELLs. Use page 39 in *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8*, Print Resource 11 as well as your own experience to analyze the strengths and challenges associated with each of the models described.
2. Learning networks are an integral part of the professional learning for the staff at Jill Maar’s school. Consider how the establishment of a learning network might support the learning needs of the staff at your school with respect to ELLs. What steps might your school take to get such a learning network started?
3. Anne Sidnell highlights the important role that superintendents of program play in ensuring that programs are equitable for all students including ELLs. What might be some of the considerations that need to be taken into account to ensure equity for all students?

Print Resource 11
The Strengths and Challenges of Different Support Models

Model of Support	Strengths	Challenges
Tutorial Support		
Integrated Classroom Support		

Segment Ten: Concluding Thoughts

(Length: 02:35 minutes)

Synopsis: In the final segment, the images and narration provide a synthesis of the key ideas presented in the video.

Key Insights:

- Equity and inclusionary practices in education influence all aspects of school life.
- School climate encourages all students to work to high standards and strengthens their sense of identity.
- Effective teaching for all students begins with a team approach to planning and puts an emphasis on assessment data to inform precise instruction.

Starting the Conversation:

1. After watching this video, in what ways have your own perceptions of ELLs shifted? How might these shifts in thinking impact your classroom practice?
2. Identify the sections of the document, *Supporting English Language Learners – A practical guide for Ontario educators, Grades 1–8* that you wish to study in greater depth. Work with a colleague or group of colleagues to plan subsequent professional learning opportunities.

Technical Instructions

How to Access Video and Print Resources

To access the **Video and Print Resources** folder in Windows, insert the DVD into the DVD drive of your computer:

1. Click on the Start menu.
2. Select My Computer.
3. Right-click the mouse on the DVD icon titled “**Supporting_ELLS**” to open a drop-down options list.
4. From the drop-down list, select and click on the Open option.
5. Double-click on the folder titled Video and Print Resources to access the files. Ignore the folders titled Audio_TS and Video_TS.
6. Select the resources you wish to use directly from this folder, **OR** Copy onto the desktop and open files from the desktop.

Alternatively, when the DVD is inserted and the options box opens:

1. Select the option Open Folder to View Files.
2. Click on the Video and Print Resources folder.
3. Select the files you wish to use directly from this folder, **OR**
Copy the files onto the Desktop and open them from the Desktop.

To access the **Video and Print Resources** folder in Mac OS X, insert the DVD into the DVD drive of your computer:

1. Exit from the DVD player (this typically opens automatically when a DVD is inserted in the drive).
2. Select the DVD icon titled “**Supporting_ELLS**”
3. Select the files you wish to use directly from this folder, **OR**
Copy the files onto the Desktop and open them from the Desktop.



How to Save the Video Files to Your Computer

The video files can all be copied and saved to your computer using either of the following methods for copying and pasting files.

Method 1

1. Right-click on the file and choose the Copy option.
2. Right-click within any computer folder in which you would like to save the file, and choose Paste.

Method 2

1. Click the mouse on the file you want to save, so that the file is highlighted.
2. Simultaneously press the Ctrl and C keys (for Macintosh users, the Command and C keys) to copy the file.
3. Left-click within any computer folder in which you would like to save the file, and simultaneously press the Ctrl and V keys (for Macintosh users, the Command and V keys) to paste the file there.
 - For Macintosh users, the Command key is the one with the following symbols:  

NOTE:

You must save the video files that you are intending to insert into a PowerPoint presentation in the folder containing the PowerPoint file. If you save a PowerPoint presentation to another location (e.g., a memory stick, CD, etc.), you must also save the video in the same location in order for the video to play. This means that if you transfer the presentation to another computer, you must transfer the video files with it. Otherwise, the video will not link to the PowerPoint presentation.

How to Insert Video Clips (WMV and QuickTime files) into a PowerPoint Presentation

On this DVD you will find WMV and QuickTime versions of all video files.

To insert a clip into a PowerPoint presentation, follow the directions below:

1. Open PowerPoint.
2. Create a new PowerPoint presentation **OR** open an existing PowerPoint presentation, and within it, open the slide on which you would like to add the video.
3. Insert the DVD into the DVD drive of your computer.
4. If a new window opens asking how you would like to view the files on the disk, choose the option Open Folder to View Files; **OR**
If a new window does not open, open the My Computer window from the Start menu. In the My Computer window, double-click on the icon shaped like a disk, which will likely be labelled D: or E:.
5. Save the video segment that you want to insert in a PowerPoint into the same folder in which the PowerPoint presentation is saved on your computer.

NOTE: Video files that have been saved to your computer can be cropped and edited into smaller segments using Movie Maker (free on PCs) or iMovie (free on Macintosh).

6. Open the PowerPoint slide on which you would like to insert the video, and click on the Insert menu in the PowerPoint menu bar.
7. From the Insert menu, select Movies and Sounds, and click on the option Movie from File.
8. A window opens, prompting you to find the video file that you would like to add.
9. Find and select the video file that you saved earlier in step 5.
10. Once you have chosen the video file you need, another window opens and asks if you want your movie either to play automatically when you enter the slide or to play only when it is clicked. Choose your preference. You will notice that the starting image of your movie is not displayed on the slide.

References

Ministry of Education. (2007). *Supporting English Language Learners in Kindergarten: A practical guide for Ontario educators*. Toronto, ON: Queen's Printer for Ontario.

Acknowledgements

Ginn Reading Steps – *Who Has Toes?* Ginn Reading Steps © Pearson Canada.

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