

Room 1 Course Outline: Mme Nicole 2025/2026

Welcome to our Grade 1/2 French Immersion classroom! My name is Nicole Ferraro, and I'm so excited to begin this journey with your child. At the heart of our learning environment is a deep commitment to respect, kindness, and the understanding that every child learns in their own unique way. I strive to create a space where students feel safe, valued, and empowered to take ownership of their learning. Our classroom is more than just a place to study—it's a community where we support one another like family, celebrate our differences, and grow together in both independence and confidence.

To help students understand and appreciate the richness of our diverse world, I actively invite community members—including Elders, artists, parents, and local leaders—into our classroom to share their stories, cultures, and lived experiences. These visits offer authentic opportunities to learn about different perspectives, challenge stereotypes, and foster empathy. This practice reflects the spirit of *Mamàhtawisiwin*, which encourages educators to “centre Indigenous ways of knowing, being, and doing” and to build inclusive, culturally safe spaces for all learners. It also supports the Truth and Reconciliation Commission's Call to Action #63, which urges schools to build student capacity for intercultural understanding, empathy, and mutual respect. By opening our doors to the community, we nurture a classroom culture that values identity, inclusion, and antiracism.

In our classroom, I will be introducing the **Daily 5** framework to help students build independence and stamina in their literacy and numeracy routines. Through consistent modeling, practice, and reflection, students will learn to engage meaningfully in five key tasks: Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. By gradually increasing their ability to stay focused and on task, students develop the self-regulation and confidence needed to work independently—not just during literacy, but across all subjects. This structure also allows me to meet with small groups or individual students for short, targeted conferences, supporting their unique learning needs while fostering a calm, productive classroom environment.

In **Français**, students will gradually build their oral, reading, and writing vocabulary while learning the different French sounds through explicit phonetic instruction. We will use songs, gestures, and storytelling to support language acquisition, and explore the **AIM (Accelerative Integrated Method)** program to help students develop fluency and confidence in a fun, interactive way.

In **Mathématiques**, we'll explore key concepts such as number sense, patterns, measurement, geometry, and data through hands-on activities and problem-solving. Students will rotate through engaging math centres that reinforce key concepts through hands-on games, puzzles, and collaborative challenges. These centres help build fluency, problem-solving skills, and a love for learning math in a playful, purposeful way.

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In **English Language Arts**, Our English Language Arts instruction is centered on building confident, capable communicators. Through a balanced approach to reading, writing, speaking, and listening, we aim to foster a love of language while developing essential literacy skills. We will be using the **UFLI (University of Florida Literacy Institute)** method, a structured and research-based approach to phonics and foundational reading skills. This program supports decoding, fluency, and comprehension through explicit instruction and engaging practice.

In Science and Social Studies, each grade level includes four engaging themes designed to spark curiosity and deepen understanding of the world around us. Since we're working with a combined Grade 1/2 class, we'll be thoughtfully selecting **two themes from Grade 1** and **two from Grade 2** to explore throughout the year. These units will be hands-on and connected to students' interests and lived experiences.

Each day, students will bring home their **daily agenda**, which serves as both a communication tool and a learning opportunity. One of our classroom routines includes writing a short daily message in the agenda—such as “Picture Day tomorrow” or “Library books due Friday.” This gives students a chance to practice **informative writing** in a real-world context. Early in the year, they may only have the stamina to write a few words, but over time, they'll build confidence and fluency in sharing meaningful updates. I use the agenda to help students take ownership of communication between school and home, and to develop responsibility by remembering to bring it back each day.

While the agenda is a great way to stay connected, **SeeSaw** will be our primary tool for parent-teacher communication. If you have an important message that needs to reach me quickly, please call the office to ensure I receive it. You're always welcome to send messages via SeeSaw or jot a note in the agenda—whatever works best for you. Thanks for helping us build strong, two-way communication!

Thank you for taking the time to read through this information and for being such an important part of your child's learning journey. I'm truly excited to partner with you this year and create a classroom environment where your child feels supported, challenged, and celebrated. If you ever have any questions, concerns, or just want to touch base, please don't hesitate to reach out—I'm always happy to connect. You can contact me anytime at **nferraro@wsd1.org**. Looking forward to a wonderful year together!

Warmly,

Mme Nicole