

Salle 4 Course Outline: 2026-2027 Mme. Allegro

Dear Parents/Guardians,

Bienvenue à la salle 4! I'm so excited to welcome your child into our Grade 2/3 classroom. This year will be filled with growth, discovery, and joyful learning in both French and English. Whether your child is in their second or third year of French Immersion, we will build their confidence, curiosity, and love for learning together.



Cross-Curricular Learning: Learning with Purpose

In our classroom, learning is not isolated by subject. I plan **cross-curricular units** that weave together literacy, numeracy, science, social studies, and the arts. This helps students see the connections between what they learn and how it applies to the world around them. This kind of integrated approach deepens understanding and keeps students engaged and curious. An example of cross curricular planning in a grade two and three classroom would look like investigating the following unit: **Understanding Plants and Their Role in the Environment** and incorporating other units such as patterning in math and incorporating art by exploring line, shape, texture, and color in nature. Cross-curricular learning is fantastic because it demonstrates their understanding of the concept all while also supporting language development in French. Basically, it allows for us to get the biggest bang for our learning buck by exploring many curricular areas at once.

Here is a helpful resource for parents if they are wanting to further look into grade level expectations for their child, the document is called, My Child in School a Resource for Parents: <https://www.edu.gov.mb.ca/k12/mychild/index.html>



Our Classroom Culture: A Fresh Start, Every Day

One of the most important parts of our classroom is the **environment we create together**. I strongly believe that **every child deserves a fresh start every single day**. Mistakes are part of learning — both academic and social — and we work through them with kindness and understanding.

I value and foster a strong classroom community where:

- Every child feels safe, respected, and valued.
- Relationships with peers and adults are built on trust and empathy.
- We celebrate individual growth and team successes.
- Every voice matters.

Social-emotional learning, conflict resolution, and teamwork will be practiced daily through both structured and spontaneous moments.



Spelling & Dictée

We will begin **Spelling (English)** and **Dictée (French)** near the **end of September**.

- **Spelling** will follow the **UFLI** phonics-based program and include **6–8 words per week**, plus **one sentence** to reinforce usage.
- **Dictée** will include **10 French words** and a **bonus sentence**, with words drawn from or related to the sentence.

Students will have time to review both in class, but **extra practice at home is encouraged** to build confidence and retention.

A **weekly schedule and word lists** will be **posted on Seesaw**, so families can easily access and support practice at home.



The Importance of Home Reading – in Both Languages

Reading at home plays a vital role in your child's success in any program, but especially in French Immersion. That said, **formal home reading will begin closer to the end of September**. This allows me time to assess each child's reading level and provide books and guidance that are appropriate and supportive for their learning.

Once we begin, the **goal is for students to read for 15–20 minutes in both English and French each evening** to build fluency and confidence in both languages.

However, I understand that every family's schedule is different. If reading in both languages every night isn't realistic, then aim for **15–20 minutes of reading in one language per night**, rotating languages through the week.

This structure helps maintain balance while keeping reading an enjoyable and sustainable part of your child's daily routine.

Even if you don't speak or read French, you can still support your child by:

- Listening to them read aloud
- Asking questions about the story (in English or French)
- Encouraging them to explain the story to you

Consistent reading at home — in **any** language — has a powerful impact on vocabulary, comprehension, and overall confidence.

? Grade 2/3 Parent FAQs

Q: Can I provide a treat for the class on my child's birthday?

A: Birthday treats are allowed if they are in sealed individual packages. We will celebrate every students' birthday as close to their birthday as possible, with or without treats.

Q: Can my child bring party invitations to school?

A: If all students in the class are being included, invitations can be given at school. If not, please consult the School Handbook or contact me and I can help make arrangements for contact.

Q: What is the purpose of the agenda and communication bag?

A: We will be using agendas on a daily basis to record and write any assignments, notices, or reflections, as well as anything they may want to work on at home. The agenda is a wonderful tool for families to communicate comments or questions, but they won't be seen by a teacher until the end of the day (please send an email or Seesaw message for time sensitive questions/comments). Students should bring their **agenda and a communication bag to school each day**. Please initial your child's agenda each day to let us know that you are up to date and check their communication bag for any extra items that have been sent home.

Q: What should my child NOT bring to school?

A: Money, toys, Pokémon/trading cards, gum, candy, electronic devices and anything of monetary value.

Q: I don't speak French — how can I help at home?

A: You don't need to know French to support your child! Read together (even in English), encourage curiosity, ask them what they learned today, and make use of the resources I send home. Listening to French songs or watching age-appropriate French shows can also help!

Q: What should I do if my child is struggling with reading or homework?

A: Please reach out to me! We will work together to provide supports. It's important that homework time is positive — never stressful or frustrating.

Q: Will you give homework every night?

A: The main expectation is daily reading. Occasionally, there may be small tasks related to class work (e.g., bringing something from home for a project or reviewing a concept), but most learning happens in the classroom.

Q: How can I communicate with you?

A: The easiest way to reach me is through Seesaw messaging, email (kallegro@wsd1.org) or a note in your child's agenda. I welcome respectful, open and ongoing communication and much prefer meeting in person or a quick phone call to if you have any concerns with your child.

My working hours are between **7:30-4:30** Monday-Friday. I am usually at school by **7:50 a.m.** and leave at approximately **3:45 p.m.** I aim to respond to emails and messages within **24 hours**. Please allow for extra time if emails are sent on Friday outside of work hours.

If you need to speak with me urgently, please call the school and ask Sabrina to have me contact you.

If you have any questions, concerns, or ideas, please do not hesitate to reach out. Let's make this a fantastic year of learning together!

Thank you in advance for your support and partnership.

Warm regards,

Mme. Allegro