

Salle 7 Course Outline – Mme Nicole 2026-2027

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 and happy; to create a truly **kind classroom**. At the beginning of the year, I will be spending a lot of time teaching the students the routines and expectations of our classroom. The "rules" revolve around **respect**; respect for themselves, each other and our environment. I will contact parents if concerns arise around following classroom expectations, since parents are a crucial part of their child's school experience and success.

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 a variety of literacy tasks, including independent reading, building words, writing, etc. 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 phonemic instruction. We will use songs, poems, gestures, games, and repetition to support language acquisition. The Daily 5 Framework that I use for ELA will extend to French literacy centers.

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.

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 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 and teaching a brand-new science and social studies curriculum, we'll be teaching the grade 1 curriculum throughout the year and adding on a few of the grade 2 outcomes. The units will be hands-on and connected to students' interests and experiences.

In **Health**, Social and emotional well-being, physical well-being, nutrition, and safety tips will be topics covered. We will also be using the "Kids in the Know" program to learn about personal safety and techniques for making good choices.

In **Art**, students will be exposed to the four strands of the curriculum, which will include Visual Arts, Drama, Music and Dance, through a variety of integrated activities in the classroom. Some of these strands will also be present in musical education class and physical education class.

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.

Home Reading will begin in a few weeks time. French and English books will be sent home every week. Parents are strongly encouraged to spend quality time reading with their child at least 10-15 minutes every day. Students are encouraged to choose books at their own level.

Thank you for taking the time to read through this information and for being such an important part of your child's learning journey. If you ever have any questions, concerns, or just want to touch base, please don't hesitate to reach out. My work hours will be from **8:00 am to 4:30pm**. Emails or messages outside of these hours will be responded to the following day. I will make every effort to respond to emails and messages within 48 hours. If there is something urgent, please call the office at 204-488-3569 and I will return your call the same day. My email address is nferraro@wsd1.org.

Looking forward to a wonderful year together!

Warmly,

Mme Nicole

