



Ici on parle français – PD grants for FSL teachers

Supporting the Learning of our Grade 1-3 Students: The Foundation of Their French Journey

Team Members:

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School District: Ottawa Catholic School Board



What We Did

We got release time as a team to review some students IEP's expectations. We planned final tasks to meet the needs of those students, using technology (ie, Book Creator). We also created Social Studies summative activities to check students' understanding of the concepts, once more using technology (ie, Pear Deck).

Additionally, to support our students' literacy skills in French, we created slide decks with digital decodable books. To facilitate their reading and listening skills, we recorded our voices, using a microphone and a web-based recording app, then we added a link to the recordings on the slides to provide easy access to the students.



What We Learned

We confirmed our thoughts that technology is very useful to differentiate instruction and meet multi learners needs in FSL. Through this coaching opportunity, we feel that it improved our IEP plans. The activities we planned boosted our students' motivation and confidence. Furthermore, we noticed that the students engage more actively in independent reading tasks because they can access the recordings and practise their pronunciation while reading the decodable books.

Due to limited time, we were unable to work on our second goal. However, we have surpassed our expectations for our first goal, as we decided to explore the decodable books from Passe Temps in order to use them efficiently.



How We Shared Our Learning With Others

We shared our learning through a slide deck with our colleagues during an FSL professional learning community meeting, held every two months.



Links to Our Work

- [Our Professional Development - Power point presentation](#)



Any Next Steps We Have To Continue Our Learning

We hope that, if we have another funding opportunity in the future, we would be able to meet to organize a French club in our school.