



# Ici on parle français – PD grants for FSL teachers

## French Resource Literacy Bank

### Team Members:

Melissa Bomasuit, Lauren Quinlan, Sandra O'Neil and Sharon Stephens

School District : Huron Perth Catholic DSB



## What We Did

Our project was a combination of Science of Reading Training (from Kim Lockhart) for all divisions (Kindergarten, Primary, Junior and Intermediate/Intervention) both in person and self-serve with her slideshows. We in turn created a Literacy resource bank that any FSL teacher can use in the school based on fluctuating student needs. Some cohorts may be strong, so a resource for spelling could be used, since a cohort has significant needs so an interdisciplinary program (whole group, structured literacy, small group intervention) may be needed. The resources are available to complement or enhance existing programming and assessment information is consistent to pass on to the new teacher in the fall. This form of communication gives the new teacher a starting point rather than relying on just a screener to assess needs of students. This concept respects the professional judgment of the teacher, but can by and large contribute to a school improvement plan and be a beacon of inclusion in FSL. For our cultural component, we (junior and intermediate divisions) connected the Manie Musicale french song contest into these skills for learning reading, spelling and themed vocabulary work. Students were able to improve their listening to sounds and using sound based word work with the lyrics. They also learned opinion and description writing which is where we get away from reading sounds, to focusing on applying them in work and learning themed vocabulary. Our students did descriptions of their favourite singers, song and lyrics in a “hoodie” project to demonstrate more depth with the lyrics.



## What We Learned

We learned that a scope and sequence or a “make-do” atmosphere for Science of Reading in FSL is not as functional as English. Some cohorts are stronger than others year to year and we did not want to fully impede on already existing teaching programs that incorporate these ideas. Having ideas and a central area of resources is more effective and Teacher’s professional judgment is respected nonetheless. It also takes a while to be comfortable with SOR and to take in all of the information from Kim’s presentations. Hence the analogy of jumping in the water in the slideshow presentation. Collaborating on Manie Musicale was a success, the divisions even had an assembly for the final reveal song and the students knew the words to most songs, especially their favourite ones.



## How We Shared Our Learning With Others

Melissa and Sharon met together many times to oversee the structure of the project and to seek board approval due to policies around it. Melissa updated Sharon on what was happening from start to finish and also took in suggestions such as having this available school wide so everyone can benefit as needed.

Lauren and Melissa worked together on Manie Musicale discussing what our students would do for the songs and which activities suited our divisions the best (junior-intermediate) and how we could apply already mastered skills and word work.

Melissa and Sandra met to discuss resources and what was appropriate to use such as Adorable et Decodable for assessing fluency and comprehension of a text. The resource is more than just reading a text, we can assess for sound errors, sound identification and the ability to focus on next steps for a student in a very clear and concise way.

Melissa mentored a fellow teacher who wanted to DIVE IN and said Teacher revamped her programming rather quickly and is seeing success. The consistency of structured literacy and use of screeners and other assessments has streamlined her pedagogy. Her interview can be found in the links below.



## Links to Our Work

[What is the French Literacy Resource Bank?](#)

[Resource Links for all Teachers](#)

[Interview with Mentor/Mentee on the practical use of the resource bank in the classroom](#)

[Kim Lockhart Presentation \(1 of 4\) for training on Science of Reading-Junior Division](#)



## Any Next Steps We Have To Continue Our Learning

- Junior-Intermediate Divisions to have more Tier 2 and Tier 3 Options and use MorphoPlus Programme to teach orthographe/morphologie
- Use of decodable texts as part of regular teaching practices
- Revamp Home Reading/Parent Outreach to support FSL learning at home that is accessible and tangible