



Ici on parle français – PD grants for FSL teachers

Comment faire des achats simples

Team Members:

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School District: Catholic District School Board of Eastern Ontario



What We Did

Our team collaborated to co-create an engaging and authentic unit plan designed for a Grade 1 and Grade 4 class, aligned with CEFR standards. The main focus of the unit is to encourage oral communication, supported by interactive, hands-on activities. While oral skills are prioritized, the unit also includes the possibility of reading and writing extension activities that connect directly to the oral tasks. By pairing the two grades, the older students take on leadership roles while supporting their younger peers. The unit will culminate in a visit to a local variety store where students will use their newly acquired language skills to purchase ice cream, applying their learning in a real-life context.



What We Learned

Through our collaborative planning meetings, we learned the value of intentional design in creating a unit that is both engaging and age-appropriate. Co-creating the unit helped us better understand how to align activities across grade levels, foster leadership opportunities for older students, and build in meaningful, hands-on language tasks. This process also highlighted the importance of collaboration and flexibility when developing authentic learning experiences that can be applied to real-world contexts.



How We Shared Our Learning With Others

While we have not yet shared the unit itself, we shared the importance of co-teaching and collaboration with our colleagues. Through discussions and meetings, we highlighted how working together across grade levels can enhance student engagement and learning. Our conversations helped promote a collaborative approach to teaching within our school community.



Links to Our Work

- [Tache Authentique - Je peux faire des achats simples.docx](#)



Any Next Steps We Have To Continue Our Learning

To continue our learning, we plan to implement the unit and gather feedback directly from the students. This will help us understand how well the activities support their language development and engagement. Based on their input, we will reflect on and refine the unit to better meet their needs. This unit is a working document, and we plan to add to and improve it over the summer when we have more time. We also aim to continue exploring effective co-teaching and collaboration strategies to enhance future learning experiences.