



## Ici on parle français – PD grants for FSL teachers

### Enhancing structured reading practices

**Team Members:**

Cheryl Guerriero, Anna Tocheri, Daina Duce and Jennifer Edwards

**School District:** Thunder Bay Catholic District School Board



### What We Did

We discussed and implemented new strategies to enhance our structured reading practices, learning about the program and focusing on building a stronger bridge between learning to read in kindergarten and enhancing reading skills in Grade 1 French Immersion.



### What We Learned

We learned that we need to start with the very basic skills and take our time doing plenty of oral activities to begin the reading journey. We identified gaps and challenges in reading observed in the transition from Kindergarten to Grade 1. We learned the importance of using consistent terminology while incorporating new decodable reading strategies. We were able to explore and select resources/practices that are most effective to our practices and that build on previous experiences and knowledge. We worked on identifying the children who are at risk and strategies to work with those students.



## How We Shared Our Learning With Others

We shared our findings with each other and colleagues who will be working with these students next year. We developed a spreadsheet to fill out yearly with the students who are still at risk at the end of the school year, so the next teacher doesn't need to start from scratch. In Grade 1, we will be passing a physical folder to next year's teachers with reading assessments and notes. We also supported families with strategies they can use to help their child at home, including Boukili.



## Links to Our Work

[OTF - French Immersion New Literacy Continuum](#)

[2024 Students with Special Considerations](#)

(This was filled in by each teacher to be passed on from year to year. We have not included information to protect privacy)



## Any Next Steps We Have To Continue Our Learning

We plan to develop some programming for the children who are at risk and not meeting the standard. We would also like to continue working with the following grade, Grade 2, to develop the next part of the learning continuum. Look for our 2024/2025 application to continue this!