



**SUDBURY CATHOLIC
DISTRICT SCHOOL BOARD**

FRENCH IMMERSION

HANDBOOK

FOR PARENTS

2017-2018

**SUDBURY CATHOLIC DISTRICT SCHOOL
BOARD** 165A D'YOUVILLE STREET, SUDBURY,
ONTARIO P3C 5E7 tel. (705) 673-5620
<http://www.scdsb.edu.on.ca>

DISCLAIMER

This document is an adaptation and compilation of resources from “Handbook for French Immersion Administrators” *from the Government of Alberta* and “Yes, You Can Help” from the Gouvernement of Alberta and Canadian Parents For French.

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Handbooks for FI Administrators –Gouvernement of Alberta

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Yes You Can Help!: Information and Inspiration for Parents of French Immersion Students. This resource is only available online at:

<http://education.alberta.ca/francais/parents/youcanhelp.aspx>

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(Handbook For French Immersion Administrators-Alberta Gouvernement, 2014) (Yes, You Can Help-Alberta Gouvernement and Canadian Parents For French)

Compiled by Lianne Perreault-Raymond

Revised by Marie-France Desgroseillers

Section 1	Overview of French As a Second Language Programs
	Program Requirements –
	What Does French Immersion Look Like at SCDSB?
	What Does Core French Look Like At SCDSB?
	Time Allocations and Accumulation of Hours
	The Curriculum, The CEFR and the DELF
	What Is The CEFR?
	What Is The DELF?
Section 2	You Can Help Your Child in French Immersion?
	Homework Help Tip Sheets
	Link to FSL Homework Toolbox
Section 3	I Want To Help But It's In French!
	How Do I Prepare My Child For Early French Immersion (FDK)?
	How Can I Provide a Foundation For Learning For My Child?
	Everyday Is a Learning Opportunity
	Understanding First-Language Development
	How Do I Help With Homework?
	What Happens If My Child Is Struggling?
Section 4	Top 10 Things You Need To Know...From Parents Who Have Been There!
	#1 Be Happy About Your Child's Progress!
	#2 Know Your Child's Learning Style
	#3 Ask The Right Questions in French or In English
	#4 Dealing With "La dictée"
	#5 Mathematics and Mathématiques Are Not That Different After All
	#6 Hang In There Things Change After A Few Years
	#7 Consider Taking French Courses
	#8 Know Your Cognates
	#9 Find Resources To Help You
	Dictionaries Hard Copy and Online
	Tools to Verify Spelling and Grammar
	Online Dictionnaires And Grammar And Spelling Help
	#10 Understand The Foundations of Reading And How You Can Help In English
	Make Reading An Important Part of Your Lives
	Prepare Your Child's Ear And Eye For Reading
	When Do Children Learn To Read

	But I Wasn't Taught to Read That Way!
	As You Watch Your Child Read in French (word pronunciation)
	Should I Teach My Child to Read in English?
	The Transition to Reading in English
Section 5	Online Resources
Section 6	French Bookstores, Games and CD
Section 7	Local French Community Groups and Supports
Section 8	Tutors
Section 9	French Performers

Parent Handbook For French Immersion

Vision and Goals For French as A Second Language French Immersion Curriculum Grades 1 to 12

Vision

Students will communicate and interact with growing confidence in French, one of Canada's official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

Goals

In all French As a Second Language programs, students realize the vision of the FSL curriculum as they strive to:

- ☐ use French to communicate and interact effectively in a variety of social settings;
- ☐ learn about Canada, its two official languages, and other cultures;
- ☐ appreciate and acknowledge the interconnectedness and interdependence of the global community;
- ☐ be responsible for their own learning, as they work independently and in groups;
- ☐ use effective language learning strategies;

- become lifelong language learners for personal growth and for active participation as world citizens. (*Source: French As A Second Language Curriculum Grade 1-8 , 2013, page 6*) **Discover the NEW Ontario French as a Second Language Curriculum Gr. 1-8**
<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>
<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

Vision and Goals A Framework For French As A Second Language Schools in Ontario

Vision

The vision for FSL in Ontario encompasses a heightened awareness of the value of learning French and extends beyond the development of French-language skills to include the broader advantages to be gained from learning more than one language. Making this vision a reality requires an ongoing commitment on the part of all stakeholders. Educators must be connected and supported through increased opportunities to participate in professional learning communities. School administrators must demonstrate knowledge, skills, and passion as leaders of their FSL programs. Schools and school boards must find ways of increasing student, parent, and community engagement and confidence in FSL programs. All stakeholders must continue to work together to provide more intensive support for FSL across the province.

Goals

The Ministry of Education has identified three goals that support the vision for FSL in Ontario as well as the federal objective to promote linguistic duality. By focusing on these goals, educators, students, parents, and communities can work together to support student achievement in FSL and strengthen FSL programming.

Goal 1-Increase student confidence, proficiency and achievement in FSL
Goal 2-Increase the percentage of students studying in French until Graduation
Goal 3-Increase student, educator, parent and community engagement in FSL.

(Source: A Framework for French As A Second Language in Ontario Schools, 2013, pages 8 and 9)

To provide direction for teachers and administrators the Ministry has provided: Framework for FSL

<http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf>

SECTION 1 OVERVIEW OF FRENCH IMMERSION PROGRAM

The primary goal of the French Immersion program at SCDSB is to increase a student's ability to communicate in French with confidence. The programs also enable students to better understand the stages of language learning and the use of language learning strategies to acquire the language.

Students' proficiency in French increases based on the amount of time and the level of intensity of instruction in French. For this reason, FSL programs often exceed the minimum requirements discussed below.

Program Requirements French Immersion

In a French Immersion program, French must be the language of instruction for a *minimum* of 50 per cent of the total instructional time at every grade level of the program and provide a *minimum* of 3800 hours of instruction in French by the end of Grade 8. French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French.

What Does French Immersion Look Like In Sudbury Catholic Schools?

Grade	Percentage of French Instruction and Subjects	Subjects Taught in English
FDK	90% of all classroom instruction	Religion (30 mins daily)
Grade 1 and 2	74% of instruction: French Language, The Arts, Mathematics, Science, Social Studies, Health and Physical Education	Religion (30 mins daily) English Language
Grade 3 and 4	70% of instruction: French Language, The Arts, Mathematics, Science, Social Studies, Health and Physical Education	Religion (30 mins daily) English Language
Grade 5 to 8	50% of instruction: French Language, The Arts, Science, Social Studies, Health and Physical Education	Religion (30 mins daily) English Language daily)
Secondary Grade 9 to 12	<p>A French Immersion certificate is issued by SCDSB upon successful completion of courses taught in French consisting of:</p> <p>Four French Immersion Language courses (Grades 9 to 12)</p> <p>Six other courses taught in French (Gr. 9-12) such as Physical Education, Canadian Geography, Family Studies, World Religions and others determined by the school.</p>	

☐ **The Curriculum, “Common European Framework of Reference” (CEFR) And The “Diplome d’études en langue française “ (DELF)**

French As a Second Language Curriculum

In 2013, the Ministry of Education released the new elementary French As a Second Language Curriculum. In 2014, the new secondary curriculum was released.

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl912curr2014.pdf>

What Is The “Common European Framework of Reference” (CEFR) ?

It is a reference tool to guide second-language teachers in their planning, instruction and assessment practices.

- ☐ It has played an important role in shaping the philosophy behind the NEW Revised French As A Second Language Ontario Curriculum for both the Core French and French Immersion programs.
- ☐ Above all, the CEFR emphasizes the importance of authentic, spontaneous, functional language.
- ☐ It is an action-oriented, task-based approach to language learning which is closely aligned with current trends in second language teaching. The “action-oriented approach” focuses on learning functional language related to accomplishing real-life tasks. This approach views students as “social agents” who use “acts of speech” to interact with others in order to complete tasks that involve a “purposeful action ... to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved”.(Source: FSL Framework p.32)
- ☐ It seeks to inform instruction, improve student proficiency in French and motivate students to become autonomous, life-long learners. The CEFR divides the process of language acquisition into six levels (beginning at the A1 Level and continuing through A2, B1, B2, C1 and C2), and describes what a learner should be able to do

in listening, speaking, reading and writing at each level. (Source: Key Messages For Core French, What is the CEFR? OMLTA, 2014)



What Is The “Diplome d’études en langue françaises “ (DELF)?

The DELF is four separate diplomas issued by the French Ministry for National Education to certify the language skills of persons whose mother tongue is not French. It evaluates language skills in four areas: oral comprehension, oral expression, written comprehension, written expression. The results of these exams are valid indefinitely.

Grade 12 French Immersion students at Sudbury Catholic District School Board have the opportunity to take the DELF exam in order to receive the DELF diploma.

(Source: <https://delf-dalf.ambafrance-ca.org>)

For more information on the CEFR and the DELF please visit the board or school website or for more about the DEFL in Canada at:

<https://delf-dalf.ambafrance-ca.org>

(Source: <https://delf-dalf.ambafrance-ca.org>)

Advantages Of The DELF Examination

The DELF examination is an opportunity for a secondary school student to demonstrate his or her French-language skills and to receive a certificate that is recognized around the world and valid for the rest of his or her life. The DELF represents proof for post-secondary institutions and future employers of a student's French-language skills and proficiency.

Section 2

Helping Your Child in French Immersion

Like other parents, you want to take an active role in your child's learning, your child is in French immersion you may have some questions and require information on how to support your child in a language program.

Recognizing the need to provide parents with clear and complete information about French immersion, Sudbury Catholic District School Board has created this handbook based on the Canadian Parents for French (CPF) "Yes, You Can Help" resource for parents. In the various sections of this handbook, you will find helpful information and strategies to support you and your child in their journey to acquiring a second language.

Homework Help Tip Sheets For French Immersion

CPF Ontario has produced a series of tip sheets for parents on how to support their children in French Immersion, Extended, or Core French programs

<http://on.cpf.ca/resources/for-parents/homework-help-tip-sheets-2-2/>

The Ministry of Ontario has also created a Homework Toolbox specifically for French As A Second Language. This tool is housed in the Rainbow Schools server however funded by the Ministry of Education for all Ontario schools.

<http://www.fslhomeworktoolbox.ca/index.php>

Durham District School Board has also created an extensive handbook for families new to French Immersion but also offers great ideas and resources for Core French.

<http://sd79.bc.ca/documents/2016/05/french-immersion-handbook-for-parents.pdf/>



A Treasure Chest for Families New to
FRENCH
IMMERSION
Durham Edition

Section 3 I Want to Help, But It's In French!

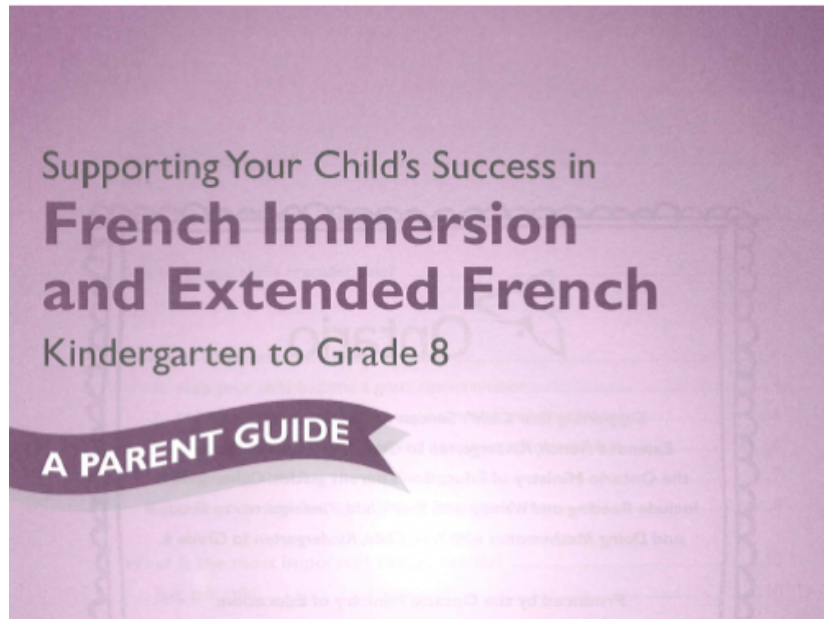
The Ontario Ministry of Education has created a support guide for parents of French as A Second Language programs. This resource is available on the school and board website or directly from your school for a copy.

How Do I Prepare My Child For Full Day Kindergarten in French Immersion?

The best advice we can offer you when you are enrolling your child in an Early French Immersion program is :

- ☐ prepare him or her for school just as you would if they were entering the English stream
- ☐ ensuring that they can manage their own jacket and shoes
- ☐ make them comfortable spending time away from you
- ☐ familiarize them with the school, the playground, the teacher (if possible during the spring), future classmates (if you don't know any of the other parents, you may meet them at a spring information/orientation meeting),
- ☐ the route to and from school,
- ☐ familiarizing them with the routine they will be able to make the transition that much smoother. Most, if not all, of the children in their class will have no prior knowledge of French. It is a good idea to expose them to a little French beforehand so that they can enjoy some familiarity with the sound of the language: a French

cartoon, French music on a children's CD, a vocabulary-building computer game.



Finally, do keep in mind that chronological age and developmental age are not the same. Children do not all reach the level of maturity necessary to handle the demands of school in September of the year in which they turn five. A child who's not yet ready for school will do no better in French immersion than he or she would in an English kindergarten. If you're in doubt, consult with an experienced kindergarten teacher, principal or your daycare provider.

How Can I Provide a Foundation For Learning For My Child?

Success in school is strongly influenced by activities and experiences in the home and community which stimulate a child's imagination and intellect, enhance self- esteem, teach good work habits, and provide motivation to learn as well as a good foundation for academic learning.

Everyday Is a Learning Opportunity

Often, the things you do with your child every day, just as a matter of family routine, are the most important! For example:

- ☐ encourage your child to identify sounds in words found in their environment that they can “read” such as logos, cereal boxes, signs, family names, toy logos, restaurant names, billboards, advertising, etc.
- ☐ having a young child help you load the dishwasher or set the table can be a lesson in organization and spatial relationships; counting the forks could help with math;
- ☐ cooking or gardening together can spark curiosity about scientific principles (why the yeast makes the bread rise or how a plant grows from a seed);
- ☐ encouraging creativity can be as simple as keeping a supply of paints, paper, glue and fabric scraps within easy reach, or keeping the cardboard box from the new fridge for a budding architect or carpenter to turn into a house, garage or puppet theatre;
- ☐ watching a television program together and then discussing it can help to develop analytical and debating skills;
- ☐ playing games of all kinds, at all ages (e.g. cards, dominoes, board games) can develop observation and reasoning skills, memory, vocabulary, spelling and math skills;
- ☐ discovering or problem-solving during a shopping trip (Where do oranges grow? If 100 g costs 20¢, how much would 200 g cost? Why must the meat be kept chilled?);

- ☐ belonging to a sports team or a club can develop cooperation and leadership skills;
- ☐ a summer vacation is a chance to learn about geography, history, and how to use a map;
- ☐ doing chores teaches responsibility and self-discipline.

7

Understanding First-Language Development

A language-rich home prepares a child for, and supports, ongoing literacy development in any language. Just a few suggestions:

- ☐ talk about words: words that sound funny, have more than one meaning, mean the same or are opposites, etc.;
- ☐ have fun with story-telling and make-believe play;
- ☐ use a lot of adjectives and adverbs, and encourage your child to use descriptors;
- ☐ ask open-ended questions (What's next? What if? What's happening? etc.);
- ☐ use starters that encourage conversation (I wonder ..., Tell me about ...);
- ☐ “think out loud” as you go about routine tasks;
- ☐ plan together, and then, after the activity or event, talk about what you've done;

- talk about feelings, and give your child words to help them describe how he or she feels. This topic is further developed in section 4 : #10-Understanding The Foundations of Reading and How You Can Help in English. **How Do I help With Homework?**

Please visit FSL Homework Toolbox :

<http://www.fslhomeworktoolbox.ca/index.php> Homework, whether in the English stream or a FSL program has three main purposes: · to finish work not completed in school; · to provide extra practice; · to help students develop independent work and study skills. The French Immersion program is designed for families who are not francophone and as such the teacher designs the homework with that in mind. Homework is based on what has already been covered in school. If your child doesn't understand what's expected, try having him or her think back to what the teacher said and what they did that day. If this is a frequent occurrence, you should advise the teacher in order to clarify or make adjustments to homework expectations. Even when the homework is in French, you can help your child by coaching him or her in: · using a dictionary and a book of synonyms and antonyms; both in hard copy and online · making sense of problems and using different strategies for solving them; · taking notes;

- knowing how and where to do research; · knowing how to brainstorm and use mind maps; · learning the process of making an outline, writing a draft, then editing for correctness; · making connections to real-life examples and to prior learning and experiences.

You will find more ideas to help with homework in Section 4 of this document #4 –Dealing with “La dictée” #5 Mathematics and Mathématiques not that different after all #9 Resources to Help You

What Happens If My Child is Struggling?

Today's FSL classrooms are as diverse as those delivering other programs. Many experts such as Fred Genesee believe there is no reason to exclude students who are struggling from FSL programs.

A student's ability to succeed in a French immersion program depends upon many factors, including motivation, support and environmental factors. If appropriate supports are in place, students with a variety of special education needs can succeed in the program. Students with language or reading difficulties or a learning disability can often thrive in a FSL classroom. As these difficulties are pervasive (i.e., they will exist regardless of language of instruction and in all languages learned by the student), the student may not struggle more in French than he or she would in an English-only program. Students struggling with reading or language may even be at an advantage because the repetition and review of basic skills in French may be beneficial. Furthermore, skills and strategies learned to overcome language or reading difficulties are transferable from one language to another, meaning that interventions can benefit the student for both languages.

As with all students at SCDSB, each child's progress in the French Immersion program is closely monitored by his/her teacher. When children are not meeting developmentally appropriate benchmarks, the parents/guardians will be contacted and the plans may include:

- ☐ Letter/Sound/Word and/or Phonemic Awareness assessments in English and French by the school's Resource Teacher or the classroom teacher
- ☐ Referral to the in-school support team to develop strategies to support the child
- ☐ Referral to out of school support team for more strategies suggestion

- ☐ Development of and Individual Learning Plan (ILP)
- ☐ Identification, Placement and Review Committee Meeting if needed.
At each stage of assessment, parents/guardians will be contacted and appropriate intervention strategies will be implemented to assist the child.

Section 4 What Have Other French Immersion Parents Learned About Supporting Their Child In French Immersion?

Unlike the parents of the first French immersion students, you have the advantage of decades of research and experience. Not only have educators made tremendous strides in understanding how to teach second languages, but also parents have learned how to cope when their children are being instructed in a language that they (the parents) may not completely understand.

Top 10 Things You Need To Know....From Parents Who Have Been There!

1-Support Your Child's Progress!

You may, as a parent of a French immersion student, find that your child's French language skills will exceed your own skills. Even if you studied French for several years in school, you may soon find him or her correcting your accent, and within a few months or years their fluency will exceed yours.

2-Know Your Child's Learning Style

Today educators recognize that there are different learning styles and different “types of smart”—for example there is much information available on auditory, visual, and tactile/kinesthetic learners and also on multiple intelligences. Teachers now use a variety of techniques to build on the strengths of all of their students.

The way you and your child learn may be different and can cause frustration when you try to help with schoolwork. Understanding your child's unique learning style will give you valuable insights into the best ways to help them. You will find a great deal of information on these concepts on the Internet.

Curious about your child's learning style? Take the quiz on the scholastic website.

<http://www.scholastic.com/parents/resources/article/parent-child/quiz-whats-your-childs-learning-style>

3-Ask The Right Questions in French or In English

You may become concerned if your child is unable to answer a question like: “What's your book/TV program about?” or “What is he saying?” Young children often think they're being asked for a word-by-word translation or a very detailed description. Ask something more specific based on the pictures or context: “Is it mainly about a boy or a girl?” or “What's that boy's name? Is he the main person in the story?”

Ask questions that will help them develop the ability to analyze and summarize. Remember those book reports you did in high school: plot, main characters, setting, conflict, resolution and so on? You can elicit the same information with simple, concrete questions. Then, as your child gradually comes to understand these concepts, make your questions more general. This can be done in French or in English as these readings skills will transfer from one language to another.

See Reading Bookmarks at the end of this document.

4-Dealing With “La dictée”

There are many ways to assist your child with “ la dictée”.

Be creative, using a variety of techniques. The dictée will be a listening and writing activity therefore some written practise is encouraged but it does not have to be the only means. Below are some dictée practise ideas:

☐ Copy out the words in big letters and cut them out, put in pile..play a version of

scrabble, put the words back together etc. • Break each word into syllables and clap them out • Clap out words in syllables and then write each syllable in a different colour • Practise writing the words with the sound pattern letters in a different colour • Fill in missing letters • Ask your child to spell the words orally • Use magnetized alphabet letters and practise spelling dictée words on the fridge • Type out words on the computer • Write out the words on a white board with dry erase markers • Spell the words out in playdough • Spell the words of the week by cutting out letters from old magazines,newspapers, or flyers and gluing the letters in the correct order on blank paper • Play “Guess the word” (Hangman) with an adult or older sibling. • Call another classmate and have them take turns dictating to each other.

Please, do not emphasize the “test” aspect to your child. Recognizing the words and growth in learning for your child’s own satisfactions are more important than having every word correct, every time. Encourage them to be proud of each of their successes, big and small.

5- Mathematics and Mathématiques Are Not That Different After All.

Just like in English, math vocabulary, concept development and skills are necessary. The Ontario Mathematics Curriculum has changed since you were in school. The curriculum expectations may seem more challenging and different than what we learned. The expectations are the same for both English and French Immersion students, it is not the language that makes them more difficult it is that the concepts and strategies are new to you as a parent. Help your child review terms in context. Provide your children with concrete examples and experiences in order to learn

▮ about numbers, sorting, classifying, sequencing, time, sizes (length, weight, volume) and so on.

For example, it's much easier to understand the concepts of adding, subtracting or multiplying by using toothpicks or beans than by just manipulating symbols on a page—and you can do that in English. Immersion students quickly acquire the vocabulary to deal with this subject in both languages (minus is “moins,” plus is “plus,” equals is “égale”).

Many websites offer great ideas on using these very inexpensive tools like dice, dominoes and cards to improve students skills and understanding of number sense, place value, addition, subtraction, multiplication and division, and number sequencing., etc.

Box Cars and One Eyed Jacks: videos and free downloads

<http://www.boxcarsandoneeyedjacks.com>

Dominoes

<http://www.mathwire.com/numbersense/dominoes.html>

Dice

<http://www.activityvillage.co.uk/dice-games>

Consider asking the school to hold a workshop on mathematics, or suggest it as a topic for a school parents' council meeting.

Story problems ("If Johnny has three apples and Janey has two, then ...") challenge many students, and can be more challenging when written in their second language. Help your child learn to focus on the exact meaning of each word in the sentence. Teach them how to draw a picture or diagram illustrating the problem, or even to act it out. These are strategies they must acquire in order to deal with more

complex problems, so developing them early will give them a head start.

Starting in grade 5, students at SCDSB, mathematics is taught in English, which will make it easier to support your child in problem solving and more difficult math concepts.

For many more ideas to support your child in mathematics, see

Doing Mathematics With Your Child –Kindergarten to Grade 6 (Ministry of Education)

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentguidenum2012.pdf>

6- Hang In There...Things Change After a Few Years ...

By the time your child reaches the middle elementary grades, he or she will be able to tell you what they're learning or receive explanations in English even when the subject matter is taught in French.

It is important to note that studies show that Early Immersion students tend to show a slight lag in developing English skills at first, but this lag is only temporary and the difference quickly disappears (Obadia, 1996).

Our Board data indicates that by the time French Immersion students reach grade 5 or 6 they often outperform non-immersion classmates.

In fact, a study of the Education Quality and Accountability Office (EQAO) elementary assessment results indicated that Grade 3 students in French Immersion programs had similar levels of performance as their non-immersion peers, and that Grade 6 students in French Immersion actually out-performed students in the regular English program in both literacy and mathematics. *Turnbull, M., Hart, D., and Lapkin, S. (2001).*

7 –Consider Taking French Courses

Some parents like to learn a little French along with their children, or to brush up on what they learned in school. If this interests you:

French online courses

<http://bc-yk.cpf.ca/resources/for-students/online-french-lessons/>

eLycée

Fully interactive French education online for French-speaking school kids, students and adults. They also offer College Board accredited AP French language courses. Website: www.elycee.com Tel: 1-877-359-2331. E-mail: info@elycee.com

TV5Monde

TV5MONDE, under the title “Première classe”, is offering free on-line French lessons for adults who have no knowledge of French and who wish to acquire the rudimentary basis for quick and easy communication with francophones. [Click here](#) for the direct link. Website: www.tv5.org

University of Guelph On-line French for the Fun of it Course

French Reading for the Fun of It! is a 12 week online course facilitated by a University of Guelph instructor. Join Us and Register Online. Tel: 519-824-4120 ext 55000. E-mail: info@open.uoguelph.ca . Visit their course information page French for the Fun of It!



Alliance Française de Toronto

French classes for adults and children and a variety of special events.

www.alliance-francaise.ca

8- Know Your Cognates (les mots amis) What Are Cognates? They are words that are spelled the same or closely and mean

the same in French and English.

Because of the number of cognates (up to 40%) in the French and English languages, it is easy for students to make transfers from English to French and vice versa. The teacher helps students to sort out the

differences between French and English that may cause confusion during the transition from French to English reading and writing.

Examples of some cognates;

In math

Triangle-triangle, rectangle-rectangle, rotation-rotation, diagramme-diagram, graphique-graph, estimation-estimation.

In science

Carnivore-carnivore, liquide-liquid, photosynthese-photosynthesis, solide-solide, microscope-microscope

Other cognates include:

photo-photo, accent-accent, accident-accident, brave-brave, conclusion-conclusion, cousin-cousin, etc.

For a more extensive list of cognates in the Homework Toolbox

http://www.fslhomeworktoolbox.ca/toolbox/true_cognates/cognates_ae.php

9- Find Resources To Help You.

Once your child is settled in school, you'll need to consider some home reference material, as he or she will require resources in both French and English. The following are a few ideas to get you started with your French collection. We suggest you also ask your child's teachers for advice on what will best support his or her learning needs at each grade level. They may have other suggestions or be able to recommend some titles, websites and/or apps. Help and advice might also be sought at a French bookstore, where the clerks may be used to assisting immersion as well as Francophone parents. French educational software is also available. Canadian Parents for French newsletters and websites often

carry the names and addresses of bookstores and publishing houses that accept mail orders.

Dictionaries Hard Copy or Online

A picture/word dictionary is a great way for Kindergarten and Grade 1 students to develop vocabulary and word recognition. A good beginner's French dictionary should be illustrated and have print that is easy for the young reader to use. Look for one that shows how the word is used in a sentence or phrase.

By the upper elementary grades, a good French dictionary or access to an electronic device is important for everyday use. Look for the same features that you want in an English dictionary: a phonetic guide to pronunciation, the identification of parts of speech and noun gender, 2 common expressions using the word, examples of how it is used in sentences, help with common usage problems, and so on.

Tools to Verify Spelling and Grammar

There is a difference between translators and tools to verify spelling and grammar. Be careful of translating tools as they often do not take into account some nuances in the language. However there exist online apps and sites that can help your child verify the grammar and spelling in French.

Online Dictionnaires and Grammar and Spelling Help.

LanguageGuide.org A French vocabulary, grammar and pronunciation guide. www.languageguide.org/french

Le conjugueur An excellent resource to conjugate French verbs. www.leconjugueur.com

Le dictionnaire On-line French dictionary with encyclopedia, grammar, synonyms and other links. www.le-dictionnaire.com

Le dictionnaire visuel Visual dictionary which allows users to enter a French word and see the corresponding picture.

www.infovisual.info/index_fr.html

Look Way Up An on-line dictionary site which corrects spelling. You can drag and drop terms from other windows. Click the magnifier icon to access thesaurus and synonyms.

<http://lookwayup.com/free/EnglishFrenchDictionary.htm>

Bon Patron Student can cut and paste text, the program will check for grammar and spelling mistake. <http://bonpatron.com/en/>

Program to purchase for home computers

<http://www.antidote.info>

Note: This program is available on all board devices .

Find links to a multitude of online resources in the “Parents & Students” section of the Canadian Parents For French website <http://on.cpf.ca>

The Internet Picture Dictionary Thematic picture dictionary with activities. www.pdictionary.com/french

WordReference.com An easy-to-use bilingual on-line dictionary.
www.wordreference.com

10- Understand the Foundations of Reading And How You Can Help in English

The most important foundation for reading is established long before your child goes to school. Educators insist there is nothing more important that you can do for him or her than to establish a love and appreciation of the written word.

Make Reading An Important Part Of Your Lives

- ☐ Read to your child often in your home language, and let them see you reading and using print and digital resources frequently.
- ☐ Don't wait until your child is reading to take him or her to the library. A three- year-old can attend library programs and browse through books with you. Later, you can teach them where to find the books they want and how to sign them out.
- ☐ Use books and other written materials together. Look up something of current interest in a reference book or the Internet (How do we care for our new puppy? What should we see on our holidays?) and let your child look at the pictures while you read the section or instructions out loud.
- ☐ Don't stop reading in English to your child once he or she can read. Continue to read aloud as long as they'll let you.
- ☐ Take the opportunity to expose them to literature that's a bit beyond their own reading level. It's also an opportunity to share some time together, and to show that books can be as enjoyable as games and television.
- ☐ Expose your child to a variety of written material:

materials with repetitive words and phrases that he or she will begin to "read" along with you; stories and poems about everyday experiences which you can then discuss in relation to your child's own life;

materials that help explain events in your child's life; materials that expand his or her knowledge; stories and poems that take them into another, interesting world; materials that give instructions or directions;

material that's just plain fun, like riddles and silly rhymes; and especially important for early immersion students, materials that expose them to their own culture.

Prepare Your Child's Ear And Eye For Reading

The ability to identify similarities and differences between sounds and the sequence of sounds within a word is fundamental to both reading and spelling. This is called phonological awareness. There exist a sequential skill development in learning to read. This ability is independent of the language used: it's not the name of a letter but the sound that is important.

For example: Whether you call the second letter of the alphabet "bee" (English) or "bay" (French), your child needs to recognize the b sound wherever it occurs in a word (but, tub, rubber); he or she must also be able to differentiate it from similar sounds (but/putt, boo/do).

There are many activities that you can do with your child during reading time at home, while riding in the car, and in various stolen moments (e. g., in waiting rooms and line-ups or while preparing supper) to develop such important pre-literacy skills. Games like "I Spy" (use the sound, not the name for the letter: ss rather than ess), thinking of rhyming words, and making up sentences with the same initial sound for every word can combine real fun with serious learning.

For more ideas on developing phonological awareness see : How you can help your child with phonological awareness in attachements.

And online sites such as.

<http://www.readingrockets.org/article/phonemic-awareness-young-children>

Likewise, since reading depends on seeing differences between shapes (like b, d and p), any games or activities that provide practice recognizing small differences will help.

Encourage your child to be an active and thoughtful listener:

- ☐ Ask for his or her opinion on something you've just read to them. Did they like it? Why or why not? Then talk about your own reactions.
- ☐ Talk about the pictures.
- ☐ Stop at some point in the story and ask them what they think might come next.
- ☐ When they're older, you might occasionally have fun together making up alternative endings.
- ☐ Talk about any words they don't understand.
- ☐ Ask them whether the item you read is fact or fiction, then have them explain their answer.
- ☐ Relate the story to personal experience, either theirs or your own.
- ☐ If they're interested, encourage them to tell you parts of familiar stories.
- ☐ Encourage them to retell stories to someone else in your house—or even to their stuffed toys. **When Do Children Learn To Read?**
Sometime between the ages of five and seven, most children:

- ☐ learn to recognize what many words say,
- ☐ make useful connections between sounds and letters,
- ☐ realize that words on the page fit together to make meaning,
- ☐ begin to read stories and books. These are the traditional signs of ‘starting to read’. Learning to become a more competent reader continues on through the elementary school years, and beyond. In Grade 1 immersion teachers focus at the beginning of the year on developing students’ French oral language competency while continuing with pre-reading activities. They proceed more slowly with reading instruction than their English- program counterparts. This is to ensure that students develop a good French language base in order to make sense of what they read. In the long run, this minor delay makes no difference to the students’ achievement— indeed, the more ready a child is to learn, the more quickly he or she will progress. Just as it’s unfair to compare when two children first walked or talked, it’s unfair to compare when they first read a word or a sentence. You should be watching for reasonable progress. **But I Wasn't Taught To Read That Way!** If you were taught to read only by sounding out the letters (phonics), you may be confused by the way your child is taught to read. It’s now recognized that people employ a variety of strategies to make sense of all those squiggles on the page, and that different people find different strategies work better for them. For this reason, children are taught several clues for identifying words, including:

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- ☐ recognizing very common words by sight;

- ☐ using clues provided by such things as the length or shape of a word, the beginning letters, illustrations, or the meaning of a passage to predict what the word might be;
- ☐ looking for “root words” or familiar word parts (endings, rhyming parts, etc.) to assist in figuring out an unknown word;
- ☐ sometimes skipping over an unknown word, continuing on reading, and using the meaning from the rest of the sentence to help identify the unfamiliar word. This does not mean that phonics clues are ignored. Your child needs to learn how to use the sounds of the letters to figure out new words. It means that phonics is not the only word-recognition strategy taught. It also means that, from the beginning, emphasis is placed not just on sounding out words but also on understanding what is read. **As You Watch Your Child Read In French** Here are some differences between French and English pronunciation that might be most obvious to you as you follow along with your child’s reading:
- ☐ stress falls on the last syllable (ami sounds like am-ee);
- ☐ while there are significant differences between the sounds of the vowels in the two languages, the consonants are essentially the same;
- ☐ accents change the sounds of vowels: è and ê sounds much like the short English e (heck)
- ☐ while é has the long a sound (hay);
- ☐ eau, au has the long o sound (so);
- ☐ ch is pronounced like the English sh (chef);

- ☐ er and ez at the end of a word have the long a sound (hay);
- ☐ h is always silent in French;
- ☐ i is pronounced like the long English e (bee);
- ☐ ou in French always sounds like group (not out);
- ☐ oi and oy sound like the wa in water;
- ☐ qu sounds like k (not like kw as in quick);
- ☐ s at the end of a word to indicate the plural is silent;
- ☐ th is pronounced t;
- ☐ when a word begins with a vowel (or a silent h), it is usually joined with the last consonant of the preceding word—which may make it sound as though your child is reading one word instead of two. For more pronunciation help with French words see Homework Toolbox extensive

list of vocabulary with audio.

<http://www.fslhomeworktoolbox.ca/toolbox/toolbox.php>

Should I Teach My Child To Read In English? It's not necessary to provide formal English reading lessons at home. Formal home lessons lengthen the school day, and change your role and relationship with your child from a parent's to a teacher's. Rather, continue to read with your child and talk about the stories you've read. You should, however, encourage any attempts your child makes to read in English by answering his or her questions and praising their efforts. You can have

some interesting discussions comparing and contrasting the two languages (or three, if another is spoken in your home). The incentive to read English is extremely strong, so your child will try to do it when he or she is ready.

The Transition to Reading in English

The motivation for children to read the language by which they are surrounded is very high. Many children in French immersion will, once they've developed some confidence with reading in French, attempt to decipher high-frequency English words without any prompting from a teacher or parent. They may apply French sounds, but usually, because of the context and their familiarity with English, they're quickly able to determine the correct pronunciation.

Both French and English are read from left to right, use the same alphabet, and use groups of letters to form words. The sentence structures of the two languages are fairly similar. All of this makes it relatively easy for children to transfer the skill of reading from French to English. When English Language Arts is introduced, the teacher helps the children to build on what they already know about reading and to gain confidence in their ability to read in English. He or she guides them through the process of sorting out the differences between the two languages that might “interfere” with this transfer. Studies clearly and consistently show that within two years, French immersion students are working at the same level as their peers in the English program.

By Grade 4 or 5, you'll wonder why you ever worried about reading in English! By that time, immersion students are much more likely to do their leisure reading in English. Because reading is so fundamental to the development of language skills (vocabulary, grammar, spelling, punctuation, etc.), this is a worrying tendency. The less exposure to French, the more slowly their second-language proficiency will develop. Teachers do what they can to promote independent reading in French by

providing incentives, time to read in class, and access to appropriate and interesting books and other materials.

Here are a few ways you can encourage reading in French:

- ☐ find materials on subjects that your child is especially interested in (don't forget non-fiction, such as materials on a hobby, sport or scientific topic);
- ☐ look for materials which allow him to get satisfaction from reading a small amount at a time: short stories, magazines, comic books, reference books, etc.;
- ☐ trade stories: he reads a story to you in French, you read one to him in English.

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For more information on supporting your child please visit the school or board website. <http://www.edu.gov.on.ca/eng/parents/howcanihelp.html>

How Can I Help My Child in French?

<https://on.cpf.ca/resources/for-parents/homework-help-tip-sheets-2-2/>

Section 5 ONLINE RESOURCES

- ☐ For iPods, iPads and iPhones: Teacher recommended and tested.
<http://www.catherine-ousselin.org/appsfr.htm>
<https://sites.google.com/site/melindamlarsonapps/>
<http://mmehawtree.blogspot.ca/2012/10/finding-french-language-apps-for-ipad.html>
- ☐ French Apps For Kids: Mrs. Duckworth : Teacher recommended and tested <http://frenchappsforkids.blogspot.ca>
- ☐ You tube songs, videos: Teacher recommended, created and tested
<http://www.youtube.com/user/sduckworth100>
- ☐ Website to help you search for apps, websites,etc.
<http://frenchimmersionresourcesforhome.weebly.com/index.html>
[http://frenchimmersionresourcesforhome.weebly.com/french-games-- websites-and-ipad-apps.html](http://frenchimmersionresourcesforhome.weebly.com/french-games--websites-and-ipad-apps.html)
- ☐ Audacity Free, downloadable voice recording and editing software. A great way to practise spoken French in the comfort of your own home. <http://audacity.sourceforge.net>
- ☐ AudioFrench.com AudioFrench.com is an on-line French audio dictionary with thousands of sound files, accompanying text, and video clips to help you learn, practise, and enjoy the French language. Great for parents and children to use together.
www.audiofrench.com
- ☐ Bitstrips A great site which allows students to create their own comic strips. Available in both English and French.
www.bitstripsforschools.com

- ☐ BrainPOP Fun French games, activities and videos for all subject areas. www.brainpop.fr
- ☐ FSL Activities with M. Renaud www.fslactivities.ca
- ☐ Je dessine On-line games, arts and crafts all in French.
www.jedessine.com
- ☐ Jeux de français Visual games covering many themes in which students are asked to select the right answer from a drop-down menu.
<http://users.skynet.be/providence/vocabulaire/francais/menu.htm>
- ☐ Kidadoweb A collection of the best, free websites for children featuring games, art activities, homework help, and much more.
www.kidadoweb.com
- ☐ Math Frog On-line mathematical games and activities for students in grades 4, 5 and 6. <http://cemc2.math.uwaterloo.ca/mathfrog>
- ☐ A great selection of interactive games for primary students. For French games, click on the castle with the French flag.
www.poissonrouge.com
- ☐ Quia A wealth of on-line activities for elementary students.
www.quia.com/shared/french
- ☐ Click on “Les Racontines” to read and hear some great stories for primary students. www.Raconline.com
- ☐ Radio Canada The French-language division of the CBC offers a multitude of shows and games especially for primary students in its “Zone des petits”. www.radio-canada.ca/jeunesse/petits

- TFO TV shows, videos, games and even homework help are all available at TVO's French web site.
www2.tfo.org/education/eleves/resultats

Early Childhood Workbooks For French Immersion.

This workbook is for both parents and young children. It is filled with fun and simple activities that introduce French to English-speaking children. There are also questions and answers on each page so that parents receive information about French-second-language (FSL) education which will allow them to make informed and confident decisions about enrolling their children in FSL programs. The information about FSL programs is based on a literature review by Dr. W. Lazaruk. The activities for preschoolers were developed by an educational consultant to ensure that they are age-appropriate.

Though the workbook was initially only available in English, in 2010 CPF translated its key messages into ten international languages widely spoken in Canada. Download the language of your choice below, or [order a hard copy today](#) from the CPF National Office.

Section 6 French bookstores, games and CDs

Allons Chantons En Immersion

New FSL CD created by an FSL teacher with 30 years of French Immersion experience at the primary level. Designed specifically, due to its unique repetitive language structures, to meet the needs of both TEACHERS and PARENTS. A Thematic theme for the school year. Words included. To order your copy, send email to carme7@yahoo.com or call 705-499-8080 and leave your address. The cost of the CD is \$18 (shipping included). Copyright 2012.

Bayard Jeunesse

A publisher of French magazines, CDs, games, workbooks and much more for children. Website: www.bayardjeunesse.ca. Tel: 416-446-7779 or toll free 1-877- 403-5521. Fax: 416-446-7490. E-mail: bayardpresse@rogers.com.

Communication-Jeunesse

Communication-Jeunesse is a nationwide, nonprofit cultural organization that develops tools and reference materials to promote reading. Website: www.communication-jeunesse.qc.ca. E-mail: com.jeunesse@videotron.ca.

Dominique et compagnie

Dominique et compagnie, which is located in Quebec, offers quality French books to young readers such as Toupie et Binou and Série Papa. In 2012, Dominique et compagnie published the first book of a new series called Amandine adore la cuisine! Website: <http://www.dominiqueetcompagnie.com/pedagogie/index.asp>

EzFSL

French language training for the entire family. Providing instruction in all three French language skill sets, with a focus on listening, speaking, and communicating in French. Designed with supplementary teaching materials for in-class lessons, and student activities. Online offer available. Website: www.ezfsf.com. E-mail: akhoury@cogeco.ca. ☐

Firefly Books

Established in 1977, Firefly Books Ltd. is a North American publisher and distributor of non-fiction and children's books. Firefly's goal is to bring readers beautifully produced books written by experts at reasonable prices. The publishing house is in Richmond Hill. However, their books are sold in all bookstores. Website: www.fireflybooks.com. Tel: 416-499-8412. Toll free: 1-800-387-6192. E-mail: service@fireflybooks.com.

French-Flashcards

www.french-flashcards.com is a French language learning website! Here you can learn French from home with our effective Flashcard System. Only 10 minutes a day will help you speak French in a shorter time.

Fun Time Tunes

Large selection of children's sing-a-long CDs, DVDs and children's books. They also have a large selection of French books for children. If you are not pleased with your product, you may return it within 14 days of purchase for a refund. Website: www.funtimetunes.com Tel: 514-733-2404. E-mail: sales@funtimetunes.com

Jouets Nancy

<http://www.jouetsnancy.com> is a website which sell toys and educational products. All the products chosen were checked and tested

by the owner (Nancy) herself and her children. They are safe, durable, beautiful, fun, and very affordable with educational value!

You may also be interested in Jouets Nancy's Facebook Page:
www.facebook.com/jouetsnancy

Kutoka

Founded in Montréal in 1995, Kutoka's mission is to continue to produce original, different, high-quality, entertaining and educative products that use the strengths of interactive entertainment to educate. Website: <http://www.kutoka.com/fr/index-b.html> Tel: 514-849- 4800. Toll free: 1-877-8KUTOKA. E-mail: info@kutoka.com.

Librairie du Centre (Sudbury Location on Lassalle)

Literature for both youth and adults, educational plays, software, dictionaries, comic strips, atlas, books of reference, compact disks, films, textbooks, books of activities, etc. Website: www.librairieducentre.com. Toll free: 1-877-747-8003.

Librairie Du Soleil

Bookstore established in 1988 featuring the largest selection of French books in the National Capital Region serving schools and public libraries. Ask for their catalogue (on CD) of French resources for children: books, DVDs and CDs for all levels from core French to French immersion. Tel: 613-241-6999 E-mail: soleil@librairiedusoleil.ca

Library and Archives Canada

For French titles about multiculturalism, visit
www.collectionscanada.gc.ca.

Maison de la Presse

Francophone bookstore located in Toronto with a great children's section upstairs. Website: www.maisondelapresse.tm.fr/.

Tel: 416-928-2328

Myosotis Presse

Purchase the first FSL dictionary developed entirely in Canada – le Myosotis. Designed for 9- to 15-year old learners of French. Available from Myosotis Press, 2461 Béliveau Blvd., Longueuil, QC, J4M 1M6. Website: http://www.myosotis.ca/french_resources/ Tel: 450-468-3872.

Rainbow Caterpillar

Rainbow Caterpillar is a multilingual children's bookstore specializing in books for children in different languages including French. They help parents, grandparents and teachers to preserve and teach their mother tongue by importing books, toys, CDs and other fun materials from around the world. Website: www.rainbowcaterpillar.ca Address: 165 Lauder Ave., Toronto, ON, M6E 3H3 (St.Clair and Dufferin area) Telephone: 647-975-8800

Ti-Belo et le petit oranger

The book "Ti-Belo et le petit oranger" is written by Marie-Monique Jean-Gilles (La Reine Soleil) and includes the topic of multiculturalism. Tel: 416-932-3615. Email: info@lareinesoleil.com.

World of Reading

Founded in 1989, World of Reading is your source for French language materials including software, books, CDs, audio tapes, videos, DVDs and more. Website: www.wor.com

Online -French Book World

While the site is in English, the online book store allows you to browse through and purchase virtually every French book, audiobook, CD, DVD, software package, video game, magazine, and more, you're looking for. You'll find all the latest editions and publications, together with classics, rare items and second-hand products, all at the best prices on the internet. Website: www.french-bookworld.com

Renaud-Bray

An entirely French bookstore based in Montreal. Materials can be searched for and ordered online. Website: www.renaud-bray.com

Centre Franco-Ontarien de Ressources Pédagogiques The Franco-Ontarian Educational Resource Centre offers a wide range of resources on its French-language web site. Of particular interest to parents of younger children will be the "Section jeunesse et petite enfance".
www.cforp.on.ca

Scholar's Choice

www.scholarschoice.ca

Scholastic Canada

Their on-line store has an enormous selection of French books for all grade levels. www.scholastic.ca/editions

Tralco

On-line store specializing in French books, dictionaries, games, music and software. www.tralco.com

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Section 7 Local French Community Groups and Supports

Local French Community Support

Carrefour Francophone

<http://carrefour.ca>

Centre For a

<http://centrefora.on.ca/intro.html>

Théâtre du Nouvel Ontario

<http://www.letno.ca/en/>

Librairie du Centre

<http://www.librairieducentre.com>

Consider contacting your local French church senior citizen groups

Centre Franco-Ontario de Folklore

<http://www.cfof.on.ca/contactez-nous>

Franco Sudbury

<http://francosudbury.com>

La slague

<http://www.laslague.ca>

Association canadienne-française de l'Ontario du grand Sudbury

<http://www.acfosudbury.ca>

Sudbury Library French Programs- Story Time/L'heure du conte and more

<http://www.sudburylibraries.ca/en/programsservices/kidstweensteens.asp>

Summer Camps-French Immersion

Science North and YMCA also offer French summer courses. ▢

Section 8 French Tutors and Consultants

Disclaimer: Mention does not imply endorsement unless sponsored by CPF Ontario.

PROVINCE-WIDE:

Tutor Doctor

Tutor Doctor is an international organization offering a stress-free approach to learning with one-on-one tutoring in the student's home. They tutor students of all grades and in all subjects, including French. Tutor Doctor initially conducts a free in- home consultation to assess the student's needs. Website: www.tutordocor.com Tel: 416-562-9921 or 1-877-9TUTOR5



Bilingual, Qualified Tutors and Individualized Programming and One-on-One Tutoring from Your Home

For each student, we establish an Individualized Tutoring Plan including:

- Selection of a tutor that complements your child's needs and personality.
- Sessions are structured around your child's academic needs as well as your personal schedule.
- A balance between subject tutoring and the development of strong study skills
- Tutoring from your home enabling students to create a positive work environment.

Section 9 French Performers

Annie Brocoli Popular children's entertainer from Québec. For ages 3-8. www.anniebrocoli.com

Charlotte Diamond Seasonal and thematic songs. For ages 3-10. www.charlottediamond.com

Étienne A mixture of rock and hip-hop which includes themes and grammar structures studied in the classroom. For ages 10-14. www.edurock.com

Jacquot A variety of songs which explore thematic vocabulary through music. For ages 5-10. www.jacquot.net

Sara Jordan A series of songs focusing on grammar structures presented in a rap or rock and roll style. For ages 7-12. www.sara-jordan.com

Gregg LeRock A wide range of songs presented in various styles. For ages 10-15. www.gregglerock.ca

Suzanne Pinel Themes include: seasonal songs, popular children's songs, and song and dance. For ages 3-10. <http://clownsamuel.com>