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# École LaVérendrye

**NURSERY AND KINDERGARTEN**

**FRENCH IMMERSION**

Handbook for Parents

*Dit oui pour LaVérendrye!!!  
The precious gift of languages!*



## Frequently Asked Questions by Parents

### 1) What is early immersion?

In the Winnipeg School Division, early immersion begins in Nursery in the French Immersion Milieu schools - including LaVérendrye. In dual track schools (schools that have a French Immersion and an English program), French Immersion begins in Kindergarten or Grade 1. The French Immersion Kindergarten program as any other Kindergarten program is centered on the whole child. It is characterized by an emphasis on the balanced intellectual, physical, emotional and social development of the child. The language component presents a different means through which learning takes place.

### 2) How does my child learn French?

Learning French will be natural and spontaneous, much like learning a first language. In a French Immersion classroom, teachers speak French and use gestures, mimes, visual, auditory and concrete materials. The teacher speaks English if the child's health or safety is at risk or if a child has a problem and is emotionally distraught. Very quickly, your child will understand words and phrases and will respond appropriately. Songs and poems taught will possibly be sung at home.

### 3) Will my child use the French language at home?

Some children will very quickly say a few words or sing songs and recite « comptines » at home. However, don't be concerned or surprised if your child does not speak French at home. Children associate French as the language of communication at school, and their maternal language at home.

### 4) Is the curriculum in Nursery French Immersion the same as the Nursery English program?

Because the Nursery program is funded by the Winnipeg School Division, the curriculum has been developed by teachers and by Manitoba Education and Training. Both French Immersion & English Nursery programs follow an early years philosophy. As well, the French Immersion Nursery program follows the principles for second language acquisition.



**5) Is the curriculum in the Kindergarten French Immersion program the same as the curriculum in the Kindergarten English program?**

The curriculum is the same in all subject areas except Language Arts. The English program follows the Language Arts curriculum prescribed by Manitoba Education and Training. There is no Language Arts curriculum in French Immersion Kindergarten, because Language Arts instruction begins in *Grade 1*. The focus in a French Immersion Kindergarten classroom is on second language acquisition as well as acquiring knowledge in all subject areas.

**6) What about English Language Arts instruction?**

All students in the Winnipeg School Division and in Manitoba receive 60 minutes of Language Arts instruction per day according to the guidelines from Manitoba Education & Training. They start learning to read English in *Grade 1* and French in *Grade 2*.

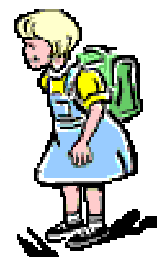
National and provincial tests show that French Immersion students score equally well or better in Language Arts (than their English counterparts) in the areas of comprehension, and oral production. It is a proven fact that skills transfer from one language to the next. In the *Early Years*, your child may experience a slight lag in reading and writing. This is a normal developmental lag, in the process of learning a second language. By the end of *Grade 6*, studies show that the students have enhanced their first language skills.

**7) Can I place my child with learning difficulties in a French Immersion program?**

With few exceptions French Immersion is for everyone! All schools in the Winnipeg School Division have support services available to students with difficulties. The services available are from the Child Guidance Clinic, the Diagnostic Learning Center and the Special Education Department. French Immersion schools also have bilingual resource and special education teachers who help children with difficulties.

The Child Guidance Clinic offers services in the areas of psychology, psychiatry, social work, speech and language and audiology.

*"My Kindergarten class is just like my friend's class."*





## 8) How do I prepare my child for French immersion?

Here are a few tips:

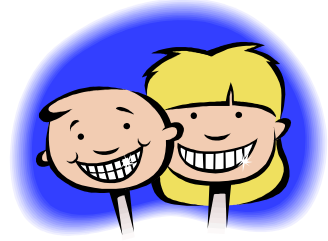
- \* Prepare for school just as you would for any other program: ensure that your child can put on his/her own jacket and shoes, do up his/her zipper, blow his/her nose, etc.
- \* Help your child feel comfortable away from you.
- \* Encourage your child to make decisions, to take responsibility for small tasks and to solve problems.
- \* Familiarize your child with the school, the teacher, the playground, future classmates etc.
- \* Familiarize yourself and your child with the route to/from school.
- \* Visit your child's classroom.
- \* Familiarize yourself and your child with the classroom routines.
- \* Provide your child with early bedtimes.
- \* Provide your child with healthy nutritious foods.
- \* Encourage your child to engage in physical activity (ex. running, jumping, skipping etc.)
- \* If you can, expose your child to a bit of French on TV, a DVD, a video or a compact disc. Include French in your everyday life.
- \* Listen to exciting French singers like Jacques Chenier, Jacques Chauvin, Charlotte Diamond, Henri Dès, etc... Listen to the French radio station, CKSB - 1050 am radio or CKXL - 91.1 fm radio
- \* Try taking a French class yourself.
- \* Visit French websites together. Our web site is [www.wsd1.org/laverendrye](http://www.wsd1.org/laverendrye). The Canadian Parents for French web site is <http://www.cpfmb.com>
- \* Visit the St. Boniface Branch of the Winnipeg Public Library (corner of Provencher Blvd. & Taché Street).
- \* Check out summer camps or community programs in French.



## Mme Rebecca Meacham, teacher answers the childrens' questions

### 1) What will I do in French Immersion Nursery and Kindergarten classrooms?

You will learn a new language, French. You will learn all about your school, yourself and others, trees, colors, paper and much more. To help you understand French, you will draw pictures, listen to music, sing, dance and ask questions. In no time, you will know your very first French words. There will be snack time, playtime, computer time, gym and music.



### 2) What will my classroom look like?

In your classroom, you can play in many different learning centres. In the water centre, you will be able to play with floating objects. There is also a writing, Math, Science, bloc, house and listening center. These vary throughout the year. The classroom is very colourful and bright. We will have a lot of fun together.

### 3) Will I learn new songs and nursery rhymes?

Yes! You will learn many French songs and Nursery rhymes in class. Sing them to your parents at home.

### 4) Will I be able to play?

Yes, because playing is the best way for you to learn. You will have plenty of time to play in the classroom's different centres. You will also have lots of fun playing in the gymnasium or outside on the playground.

### 5) What will I do if I have a problem?

You can ask me any questions. I will make sure you are safe.

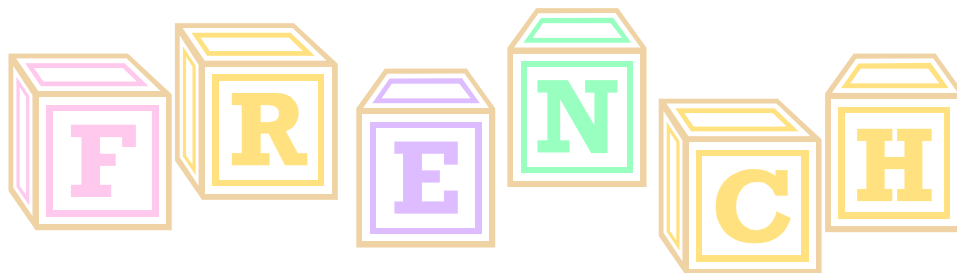
### 6) Who else will I meet at the school?

Many other people at the school care about you: the principal, the librarian, the teachers, the educational assistants, the secretary, the custodians and other students' parents. I am sure you will learn many new things from all these new people.



## GREAT BENEFITS

- ☑ The second language enhances the first language.
- ☑ Self-confidence and independence is greater.
- ☑ Creativity and expression is enhanced.
- ☑ Vocabulary is larger.
- ☑ Awareness of cultural diversity is greater.
- ☑ More job opportunities are available.
- ☑ Important for communication when traveling.
- ☑ Higher academic results on provincial & national tests.



*"I can tell French & English jokes!"*





## ABOUT THE NURSERY & KINDERGARTEN PROGRAMS

### COMMUNICATION WITH PARENTS:

Student led Conferences are held in November and February. These conferences give your child the opportunity to show you first hand what they are learning in the classroom. These conferences also ensure a communication about your child's adjustment to school and general development.

Also, report cards are sent home in February and June in Kindergarten. At École LaVérendrye, we believe that communication between home and school is important. Any question or specific concern should be addressed quickly in order to solve issues together.

### CALL BACK PROGRAM

École LaVérendrye wants to ensure your child's safety. In order to do so, please call the school when your child is away for any length of time. This is to ensure that your child has not missed the bus or is lost or injured, or has wandered off on his/her own.

When your child is absent and the school has not been notified, the secretary or clerical assistant will call you to verify your child's absence.

### CLOTHING

Children's clothing should be clearly marked with your child's name, as children often do not recognize their own clothes. The classroom ends up with a box of unclaimed quality and pricey clothing.

Nursery and Kindergarten classrooms are based on hands-on activities. Please ensure your child wears clothing appropriate for these types of activities. You can expect your child to go back home a little dirtier than when he/she left home. Remember we are playing with water, paint, glue etc.

Your child must bring a school bag to school every day to bring home letters, book buddies, priceless art projects and snacks. Please label your child's school bag with his/her personal information for security reasons.



Your child must have a pair of running shoes to keep at school all year. Please do not buy runners with black soles.

**COMPREHENSIVE ASSESSMENT PROGRAM (CAP)** The Winnipeg School Division provides a Comprehensive Assessment Program. In Nursery & Kindergarten, this program assesses each child's aptitudes in the areas of Language Arts, Mathematics, basic motor and social emotional skills.

The results are shared with the parents/guardians. Any difficulties are discussed and needs are addressed. The CAP program follows students from Nursery to grade 6.

**KINDERGARTEN PROGRAM** The Kindergarten programs runs half days, every day from Monday to Friday. Teachers follow the curriculum from Manitoba Education & Training.

**NURSERY PROGRAM** The Nursery program runs half days, Monday to Friday for 8 months (September to April/early May). Certified teachers are hired for the Nursery programs in the Winnipeg School Division. Nursery students receive the same services available to all other students in the school division.

**SEE SAW AND CLUB DE LECTURE** École LaVérendrye promotes reading. Researches prove that the more a child is read to, the more the child learns how to read.

In order to give parents the opportunity to purchase books at very reasonable prices we are sending See-Saw and Club de Lecture book club pamphlets home. You will receive a list of books every month. There is no obligation for you to buy any books at any time.

### **SNACK**

Snack in a French Immersion Nursery and Kindergarten program has many objectives:

- 1) Children learn through their senses. Snacks provide them with the opportunity to see, feel, hear and taste in order to learn a new language.
- 2) Researches have shown that children can learn and concentrate better on a full stomach. Also, the brain will learn faster with more water. You are encouraged to suggest to your child to drink water at school instead of juice.
- 3) Snack time fosters language, interaction and communication.



Snack usually lasts ten to fifteen minutes. In Kindergarten, your child brings a snack to school. In the Nursery program, the snack is provided by the school.

Please ensure that your child brings a healthy and nutritious snack. Good examples of snacks are fruits, vegetables, crackers, cheese, dry cereals and sandwiches. Please avoid sending junk food like potato chips, candies, fruit roll-ups, fruit by the foot and chocolate bars.

As more and more children are allergic to peanuts and nuts, you are strongly encouraged to refrain from sending foods containing peanuts and nuts to school. If a child brings a snack containing peanuts or nuts it will be eaten in another room, because the safety of all students is important.

There will be 4 special times during the year where the students will celebrate together: Halloween, Christmas, Valentine's Day and the end of the school year. To control the amount of sweet snacks on these special days, parents will be asked to sign up to provide for the snack and the occasion of their choice. This is on a voluntary basis. Parents can sign-up when they come for a meeting with their child at the end of August.

### Toys

All toys must be left at home. When children of this age bring toys to school they are often misplaced, broken or they cause arguments between the children. Cooperation is very much appreciated.

### CHILDREN'S DISMISSAL TIME

Bussed children will be sent home or to the daycare on the bus unless a note or a phone call is received at the school. This is to ensure your child's safety at all times. Children being picked up at school will be waiting in the classroom or with the teacher on the playground. If a different person is picking up your child, please notify the school by phone or write the teacher a note. Your child's safety is to be ensured at all times.



*"There are so many neat things to do in French!  
Check the CPF Manitoba web-site for ideas and information.  
<http://www.cpfmb.com> or [www.wsd1.org/laverendrye](http://www.wsd1.org/laverendrye)"*





## KINDERGARTEN CURRICULUM

French Language Arts	Mathematics	Social Studies	Science	Health
<b>Oral comprehension</b> <ul style="list-style-type: none"> <li>Active listening is visible through reactions and comments in the first language;</li> <li>Understanding the global meaning of a story;</li> <li>Knowing the routine.</li> </ul>	<b>Patterns/Relations</b> <ul style="list-style-type: none"> <li>Reproduces</li> <li>Identifies</li> <li>Extends</li> <li>Creates</li> </ul>	Myself & Others	Paper	Social & Emotional well-being  Fine and gross motor skills
<b>Written comprehension</b> <ul style="list-style-type: none"> <li>Understanding messages by looking at the picture;</li> <li>Understanding the global meaning of a story using the pictures.</li> </ul>	<b>Shape / Space (measurement)</b> <ul style="list-style-type: none"> <li>Solve problems using measurement</li> <li>Long / short</li> <li>Full / empty</li> <li>More / less / same</li> </ul>	My school and its neighbourhood	Colour	Physical well-being
<b>Oral production</b> <ul style="list-style-type: none"> <li>Imitating, repeating and using some words;</li> <li>Singing songs;</li> <li>Repeating short sentences.</li> </ul>	<b>Shape/Space (3-D objects and 2-D objects)</b> <ul style="list-style-type: none"> <li>2D concepts</li> <li>Sort 3-D objects</li> <li>Build 3-D objects</li> <li>Describe 3-D objects</li> <li>3D objects in environment</li> </ul>	Changes in me and in my world	Trees	Nutrition  Personal hygiene & interaction with others
<b>Written production</b> <ul style="list-style-type: none"> <li>Transmitting ideas using pictures;</li> <li>Copying words correctly using patterns.</li> <li>Forming some letters of the alphabet.</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>Awareness + and + operations</li> <li>Rote counting orally from 1 to 10 using one to one correspondence</li> <li>Reads and writes numbers from 1 to 10</li> <li>Builds sets</li> <li>More/less/equal</li> </ul>			Dental Health  Healthy lifestyle
				Safety



### **Visual Arts**

Expresses their ideas through images and responds to them

- Gestures related to different techniques
- Drawing
- Painting
- Collage

Structural elements of form

- Dot
- Line
- Texture
- Colours and volume

### **English Language Arts**

The English Language Arts instruction begins in Grade 1.

### **Technology**

- Develops basic computer awareness skills.
- Creates, saves, learns word processing including Early Math and Tangrams.
- Introduction to educational programs available on the internet.

### **Music**

Explores elements of the language of music.

Recognizes certain musical elements:

- Loud and soft volumes
- Slow and rapid tempo
- High and low register
- The source of sound
- Differences between a speaking and singing voice
- Strike a beat

Produces simple melodies.

Invents a simple symbol system to represent the element of music language.

**Please note:** The outcomes are similar for Nursery however adjusted to the child's level of development.



## AT HOME

- Read, read and read some more!
- Discuss the pictures and the story after you have read.
- Provide a good role model. Read and write at home yourself.
- Sing songs.
- Teach your child rhymes, emphasizing similarities and differences in sounds.
- Model proper speech.
- Count with your child.
- Make sets with the numbers from 1 to 10.
- Help your child print his/her name.
- Make little books with the common logos on flyers (like Safeway, Sobeys).
- Make patterns with construction paper, beads etc.
- Play with the alphabet letter tiles, magnetic letters etc.
- Build alphabet trains together.
- Play with puzzles.
- Encourage your child's successes.



Try this with your child:

My name is:

\_\_\_\_\_ date

I can write these numbers:

I can count up to  \_\_\_\_\_  \_\_\_\_\_  
date date



I can write these letters:

I can say my alphabet:  \_\_\_\_\_  
date

\_\_\_\_\_  
date

These are my favourite signs/logos (glue them here).

\_\_\_\_\_  
date



This is my family and me:



The way your child holds onto the pencil is really important.

- Encourage your child to hold his/her pencil correctly.
- Encourage your child to use and cut with a pair of scissors.
- Visit the website [www.crayola.com](http://www.crayola.com) for ideas and activities.

### "Car" Analogy

Thumb = driver

Index = passenger

(They can't sit on each other's laps or the car will crash!!)

Middle = pet

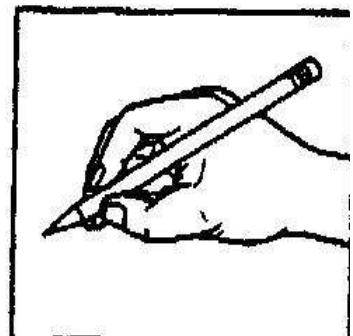
Ring & Little = kids seat belted in the back

(Keep them in place and out of the way.)

### Description of Grasp

Mature Dynamic Tripod (4 1/2 to 6 years)

- Wrist extended up
- Grasp distal with opposition of thumb, index and middle fingers in a triad
- Open web space with thumb stable
- Fingers move during tool use

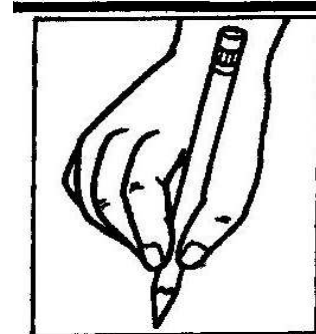




Description of Grasp

Less Mature Static Tripod (3 1/2 to 4 years)

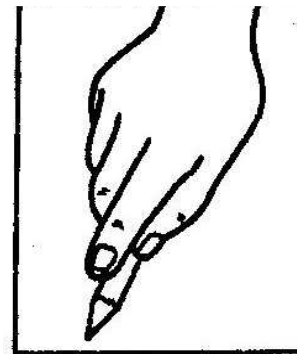
- May have less open web space and reduced finger opposition
- Hand moves instead of fingers during writing



Description of Grasp

Immature Pronated Grasp (2 to 3 years)

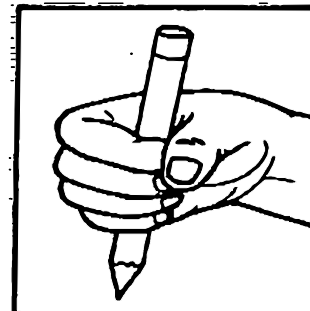
- Wrist pronated (thumb down)
- Tool held with fingers
- No web space
- Arm moves as a unit



Description of Grasp

Power Grasp (1 to 1 1/2 years)

- Fisted neutral hand
- Wrist flexed
- Arm moves as a unit



Description of Grasp

Poor Grasp Due to Low Muscle Tone

- Web space collapses
- Thumb appears unstable: joints in the hands are loose and maybe hyper extended
- Hand may appear stiff because of the attempt to hold the position

