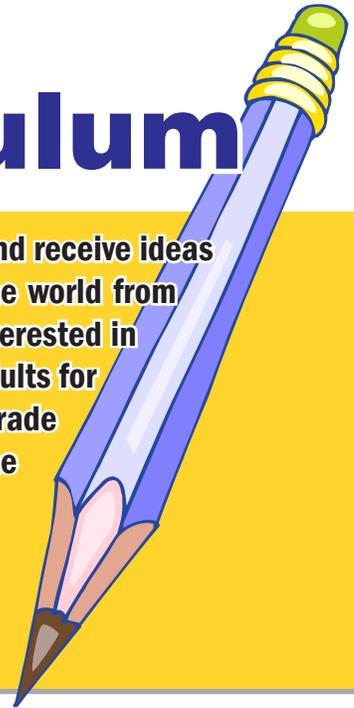


# *A Parent's Guide*

## TO UNDERSTANDING THE

# Grade 3 Curriculum

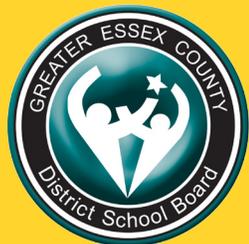


Students in Grade Three will demonstrate increased ability to express and receive ideas in symbolic form (pictures, words and numerals). They begin to see the world from other people's point of view. They can assume responsibility and are interested in planning and carrying out their own activities. They are dependent on adults for approval but become more peer-oriented by the end of this grade. All Grade Three students across Ontario participate in a provincial assessment. The EQAO Grade Three Assessments, administered in late May and early June of each year, has been mandated by the Ministry of Education to provide information on how well all students are meeting the curriculum expectations in relation to the provincial standard.

Have the student use this space to write or draw ideas to show their family the things they like about school.

### INSIDE YOU WILL FIND:

- ✓ Grade 3 overall expectations from the Ontario Ministry of Education
- ✓ What the Grade 3 expectations may look like in the classroom
- ✓ How you can support your child at home
- ✓ Links to Grade 3 resources



**GREATER ESSEX COUNTY**  
**DISTRICT SCHOOL BOARD**  
**Telephone: 519-255-3200**  
**Website: [publicboard.ca](http://publicboard.ca)**



## Oral Language

By the end of Grade 3, students will:

**Overall Expectations**

- ☞ listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- ☞ use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- ☞ reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

In the classroom, students may:

**Overall Expectations In Action**

- talk about movies, plays, video games, etc.
- perform songs, poems, raps
- discuss and debate ideas and opinions
- listen to others
- retell stories
- share ideas and ask relevant questions

### Opportunities to continue the learning at home



- Encourage your child to ask questions.
- Ask your child questions to find out how they feel and what they think.
- Together, discuss thoughts and feelings.
- Talk about books you have read with your child.
- Encourage discussion about current events.
- Discuss the overall message of movies, commercials and media.

### WORD SEARCH

**Veggies**

CARROT TOMATO  
POTATO CUCUMBER  
PEPPER PUMPKIN  
ONION BEET  
GARLIC CORN

P	E	P	P	E	R	A	E	R	F
U	T	C	A	R	R	O	T	S	B
M	Y	U	J	J	H	N	O	O	X
P	H	C	O	R	N	I	M	T	J
K	J	U	S	B	V	O	A	A	L
I	L	M	N	X	F	N	T	T	M
N	M	B	E	E	T	V	O	O	J
Q	J	E	H	D	X	D	O	P	D
X	D	R	O	L	K	L	P	K	L
K	L	V	P	G	A	R	L	I	C

## Reading

By the end of Grade 3, students will:

**Overall Expectations**

- ☞ read and demonstrate an understanding of a variety of literary, graphic and informational texts using a range of strategies to construct meaning
- ☞ recognize a variety of text forms, text features and stylistic elements, and demonstrate understanding of how they help communicate meaning
- ☞ use knowledge of words and cueing systems to read fluently
- ☞ reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during and after reading

In the classroom, students may:

**Overall Expectations In Action**

- read a variety of fiction and non-fiction material
- make predictions
- retell a story giving important details
- make inferences by using clues from the text
- make connections to themselves, texts and the world around them
- discuss what strategies help them become better at reading

### Opportunities to continue the learning at home



- Read aloud to your child.
- Read to your child on vacation or during a long wait at the doctor's office.
- Encourage your child to read for a purpose (e.g., recipes, instructions, manuals).
- Visit bookstores and libraries with your child.
- Play word games (e.g., crosswords, sudoku).

## Writing



By the end of Grade 3, students will:

**Overall Expectations**

- ⇒ generate, gather and organize ideas and information to write for an intended purpose and audience
- ⇒ draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience
- ⇒ use editing, proofreading and publishing skills, and strategies and knowledge of language conventions to correct errors, refine expression and present their work effectively
- ⇒ reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

In the classroom, students may:

**Overall Expectations In Action**

- write biographies, fables, reports or persuasive pieces
- organize ideas for writing using a writing framework
- plan, write, edit and revise their writing
- develop spelling strategies in authentic writing
- select and explain pieces of their best writing



### Opportunities to continue the learning at home



- Have your child write grocery lists.
- Write and/or email notes to relatives and friends.
- Draw pictures and label them.
- Make journals of family activities or experiences.
- Make scrap books.
- Create games and write the rules for the game.

## Media Literacy

By the end of Grade 3, students will:

**Overall Expectations**

- ⇒ demonstrate an understanding of a variety of media texts
- ⇒ identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- ⇒ create a variety of media texts for different purposes and audiences using appropriate forms, conventions and techniques
- ⇒ reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

In the classroom, students may:

**Overall Expectations In Action**

- identify messages in children's advertisements
- express thoughts and feelings about movies, cartoons, songs, commercials and/or video games
- identify points of view
- suggest different view points
- create media texts using a sequence of pictures to tell a story

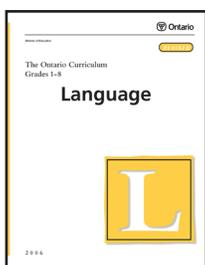
### Opportunities to continue the learning at home



- Talk about advertisements and help your child understand the purpose of the ad.
- Point out different types of media (e.g., billboards, brochures, commercials, labels) and discuss how they are different or the same.
- Discuss the message in media and its influence.
- Monitor and assist during your child's Internet time.

## Resources

### Website:



The Ontario Curriculum Curriculum, Grades 1-8, Language (2006)

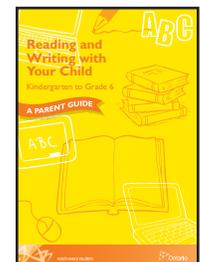
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade3.html>

Supporting Your Child's Learning

<http://resources.curriculum.org/secretariat/SYCL.shtml>

Reading and Writing with Your Child (K-6), A Parent's Guide

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentGuideLit2012.pdf>



### Number Sense and Numeration



By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ read, represent, compare and order whole numbers to 1 000, and use concrete materials to represent fractions and money amounts to \$10
- ⇒ demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points
- ⇒ solve problems involving the addition and subtraction of single- and multi-digit whole numbers using a variety of strategies, and demonstrate an understanding of multiplication and division

In the classroom, students may:

*Overall Expectations In Action*

- use base ten materials to represent numbers into the hundreds
- count forward using different increments to 1 000 from various starting points
- use concrete materials and drawings to solve addition and subtraction problems

#### Opportunities to continue the learning at home



- Use various coins to count by 5, 10 and 25.
- Skip count with and without the aid of a calculator.
- Play Number Cube Twice: Each player rolls two dice and adds the numbers shown. The higher number wins. Try this using multiplication and subtraction as well.



### Measurement

By the end of Grade 3, students will:

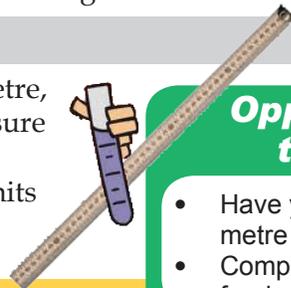
*Overall Expectations*

- ⇒ estimate, measure and record length, perimeter, area, mass, capacity, time and temperature using standard units
- ⇒ compare, describe and order objects using attributes measured in standard units

In the classroom, students may:

*Overall Expectations In Action*

- use standard units such as centimetre, metre and degrees Celsius to measure around the school
- compare objects using standard units of mass and/or capacity



#### Opportunities to continue the learning at home



- Have your child use different measuring devices (e.g., ruler, metre stick, thermometer, scale) to measure found objects.
- Compare the capacity of different containers while preparing food.

### Geometry and Spatial Sense

By the end of Grade 3, students will:

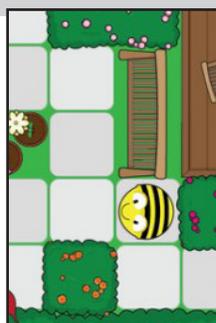
*Overall Expectations*

- ⇒ compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties
- ⇒ describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures
- ⇒ identify and describe the locations and movements of shapes and objects

In the classroom, students may:

*Overall Expectations In Action*

- compare 2D shapes and 3D figures based on their properties
- solve problems involving 2D shapes and 3D figures
- describe movement from one location to another using a grid map



#### How you can support your child at home



- Search for examples on the Internet using such keywords as “patterns around us”.
- Compose 2D shapes using smaller shapes.
- Plan the route for a treasure hunt in the yard using directional language.

## Patterning and Algebra

By the end of Grade 3, students will:

*Overall Expectations*

- describe, extend and create a variety of numeric patterns and geometric patterns
- demonstrate an understanding of equality between pairs of expressions using addition and subtraction of one- and two-digit numbers

In the classroom, students may:

*Overall Expectations In Action*

- extend repeating, growing and shrinking patterns
- determine the missing value in an equation involving addition and subtraction



### Opportunities to continue the learning at home



- Create a repeating pattern using three colours and two shapes.
- Use guess and check to determine the missing number in the equation.  $25 - 4 = 15 + \square$

## Data Management and Probability

By the end of Grade 3, students will:

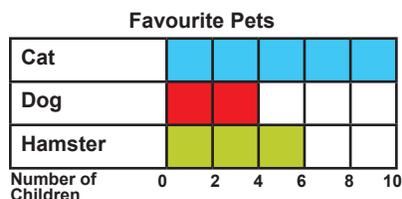
*Overall Expectations*

- collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs with labels ordered appropriately along horizontal axes, as needed
- read, describe and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs
- predict and investigate the frequency of a specific outcome in a simple probability experiment

In the classroom, students may:

*Overall Expectations In Action*

- collect data by conducting a simple survey
- read data in charts, tables and graphs
- predict the frequency of an outcome in a probability experiment or game

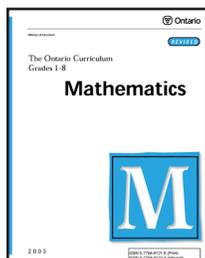


### Opportunities to continue the learning at home



- Survey family members about preferences and issues in their community.
- Discuss charts, tables and graphs found in newspapers and magazines.
- Use game situations to discuss fairness of outcomes.

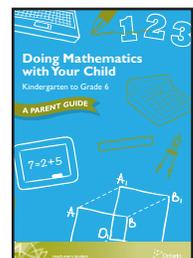
## Resources



### Websites:

The Ontario Curriculum, Grades 1-8, Mathematics (2005)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade3.html>

Doing Mathematics With Your Child (Kindergarten to Grade 6)  
<http://www.edu.gov.on.ca/eng/literacynumeracy/parentguidenum2012.pdf>





### UNDERSTANDING LIFE SYSTEMS: Growth and Changes In Plants

By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats
- ⇒ investigate similarities and differences in the characteristics of various plants, and ways in which the characteristics of plants relate to the environment in which they grow
- ⇒ demonstrate an understanding that plants grow and change and have distinct characteristics

In the classroom, students may:

*Overall Expectations In Action*

- plant seeds, water them and measure their growth
- create a slide show to share with peers the parts of plants and their uses
- make crayon rubbings to show the vein system in leaves and how water moves in the plant

#### Opportunities to continue the learning at home



- Visit a grocery store and talk about the parts of a plant that we eat (e.g., we eat the stem of the celery or the root of a carrot).
- Let your child plant a small garden and make them responsible for planning, planting and watering.
- Talk about the foods you are eating at mealtime, the parts of the plant it is, and where it is grown.

### UNDERSTANDING STRUCTURES AND MECHANISMS: Strong and Stable Structures

By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ assess the importance of form, function, strength and stability in structures through time
- ⇒ investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function
- ⇒ demonstrate an understanding of the concepts of structure, strength and stability, and the factors that affect them

In the classroom, students may:

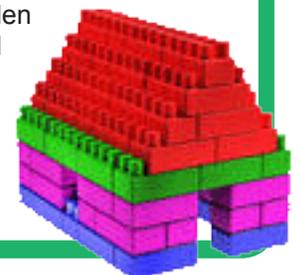
*Overall Expectations In Action*

- build structures out of cards, toothpicks or recycled materials to test strength and stability
- brainstorm a list of structures made by animals and humans
- take a close up view of a bird nest and observe how it is woven together to create strength
- look at pictures of structures in the environment (e.g., towers, bridges) and talk about the shapes found in the designs that make them stable and strong

#### Opportunities to continue the learning at home



- Make structures at home using playing cards or Legos and talk about what makes them strong or stable.
- Take a trip to Odette Sculpture Garden for a close up look of the cables and struts used to stabilize the Ambassador Bridge.
- Have a close up look at structures in nature such as bird nests or beehives.



## UNDERSTANDING MATTER AND ENERGY: Forces Causing Movement



By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ assess the impact of various forces on society and the environment
- ⇒ investigate devices that use forces to create controlled movement
- ⇒ demonstrate an understanding of how forces cause movement and changes in movement

In the classroom, students may:

*Overall Expectations In Action*

- watch real world videos showing forces of nature such as tornadoes or tsunamis and the destruction they may cause
- investigate the forces that move different objects (e.g., a marble rolling down a ramp using gravity, using magnets to pick up objects)
- design and build a device (structure) that uses force to move an object (e.g., a race car track that moves the cars by magnetic force)

### Opportunities to continue the learning at home



- Look through the toy box and talk about the forces used to make the toys work.
- Search for ways that force is used for objects in your homes (e.g., magnets used to put paper on the fridge, pushing the pedal to make your bike move, pulling the cord on the curtain to open or close it).
- Visit a playground and experience the forces at work.

## UNDERSTANDING EARTH AND SPACE SYSTEMS: Soils In the Environment

By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ assess the impact of soils on society and the environment, and of society and the environment on soils
- ⇒ investigate the composition and characteristics of different soils
- ⇒ demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things

In the classroom, students may:

*Overall Expectations In Action*

- sort soil samples into living and non-living piles to investigate what soil is made of
- grow plants in different soil types and measure their growth over time to find out what soil is best for growing plants
- set up a compost bin in the classroom and observe the decay of fruit and vegetable scraps over time



### Opportunities to continue the learning at home



- Set up a compost bin at home and add the new compost to your garden when it is ready.
- Use a magnifying glass to search for living things in the soil.
- Visit a building site where a backhoe has been used to remove several meters of soil and have a close up look at the different layers
- Visit the waterfront and look for signs of erosion.

## Resources

### Websites:

<http://school.discoveryeducation.com/sciencefaircentral/Parent-Resources.html>



The Ontario Curriculum, Grades 1-8,  
Science & Technology (2007)

<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade3.html>



[www.sciencenorth.ca](http://www.sciencenorth.ca)



[www.ontariosciencecentre.ca](http://www.ontariosciencecentre.ca)

<http://www.ontarioecoschools.org>



Helping parents help their kids  
succeed in school and life

[www.tvo.org/tvoparents](http://www.tvo.org/tvoparents)

### HERITAGE AND IDENTITY: Communities In Canada 1780-1850

By the end of Grade 3, students will:

**Overall Expectations**

- ⇒ compare ways of life among some specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day
- ⇒ use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges
- ⇒ identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other



In the classroom, students may:

**Overall Expectations In Action**

- describe and compare how various groups lived in the nineteenth century
- use the inquiry process to investigate the challenges and successes of early communities
- compare and contrast early communities (location, roles, aspects of life)

#### Opportunities to continue the learning at home



- Together with your child, discuss your family heritage and its connections to your child's in school explorations.
- Encourage your child to ask questions and use available resources, like the library, the internet, documentaries, etc. to find answers about early communities in Canada.
- Watch and discuss a video or documentary about an early community.

### PEOPLE AND ENVIRONMENTS: Living and Working In Ontario

By the end of Grade 3, students will:

**Overall Expectations**

- ⇒ demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario
- ⇒ use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use
- ⇒ describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs

In the classroom, students may:

**Overall Expectations In Action**

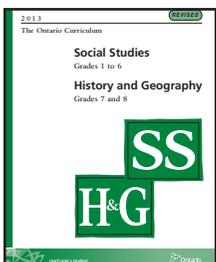
- identify and describe how the environment impacts life and work in Ontario
- use the inquiry process to investigate land and resource use in Ontario
- determine how landforms impact employment and politics both regionally and provincially

#### Opportunities to continue the learning at home



- Discuss and explore current environmental issues in the news.
- Encourage your child to ask questions and use available resources like the library, the Internet, documentaries, etc. to find answers about the short and long term effects of how our community makes use of natural resources.
- Go on a walk around your neighbourhood to highlight the various land uses.

## Resources



#### Websites:

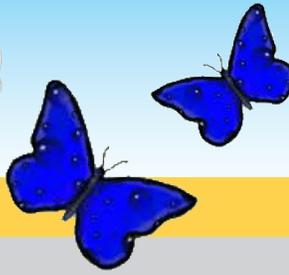
The Ontario Curriculum Curriculum, Grades 1-6, Social Studies (2013)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade3.html>

Google Earth  
<http://www.google.com/earth/index.html>

Canadian Transportation Museum and Heritage Village  
<http://www.ctmhv.com/>

North American Black Historical Museum  
<http://www.blackhistoricalmuseum.org/>

Ojibway Nature Centre  
<http://www.ojibway.ca/index.htm>



### Dance

By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ apply the creative process to the composition of dance phrases using the elements of dance to communicate feelings and ideas
- ⇒ apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of dance pieces and experiences
- ⇒ demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

*Overall Expectations In Action*

- imitate movements found in their natural environment
- create a dance with a focus on time and energy
- identify and describe the role of dance in the community



### Opportunities to continue the learning at home



- Interpret stories and poems through dance.
- Create movements that express the differences between creatures (e.g., elephant vs. butterfly).
- Share a dance from your cultural background with your child.

### Drama

By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ apply the creative process to dramatic play and process drama using the elements and conventions of drama to communicate feelings, ideas and stories
- ⇒ apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences
- ⇒ demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

*Overall Expectations In Action*

- role play parts from a story
- use drama terms to critique
- learn about drama works from around the world



### Opportunities to continue the learning at home



- Critique a movie that you watched together.
- Find the cultural relevance in stories and movies.
- Together with your child, write a short script.

## Music

By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ apply the creative process to create and perform music for a variety of purposes using the elements and techniques of music
- ⇒ apply the critical analysis process to communicate their feelings, ideas and understandings in response to a variety of music and musical experiences
- ⇒ demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

*Overall Expectations In Action*

- sing in unison with a partner and in rounds
- represent sound using standard and non-standard notation
- express personal responses to musical performances

### Opportunities to continue the learning at home



- Try singing in unison as partners and in rounds as a family.
- Listen to a variety of musical pieces from different times and places.
- Map the melody of a song in the air with your hands.



## Visual Arts

By the end of Grade 3, students will:

*Overall Expectations*

- ⇒ apply the creative process to produce a variety of two- and three-dimensional art works using elements, principles and techniques of visual arts to communicate feelings, ideas and understandings
- ⇒ apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of art works and art experiences
- ⇒ demonstrate an understanding of a variety of art forms, styles and techniques from the past and present, and their social and/or community contexts

In the classroom, students may:

*Overall Expectations In Action*

- create 2D and 3D works of art
- use tools and techniques to respond to design challenges
- explain how line can impact an image



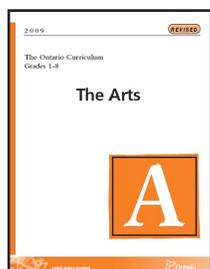
### Opportunities to continue the learning at home



- Use recycled objects to create art work.
- Use colour from magazines to make works that represent feelings (e.g., angry, bored, surprised, devastated).
- Create questions to ask your child about a piece of art.

## Resources

### Websites:



The Ontario Curriculum, Grades 1-8, The Arts (2009)  
<http://www.edu.gov.on.ca/eng/curriculum/elementary/grade3.html>

<http://www.windsorsymphony.com/>

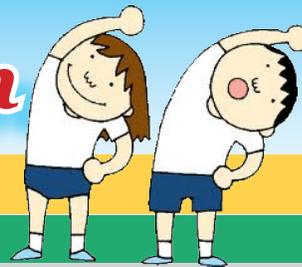


<http://www.artgalleryofwindsor.com/>



# Health & Physical Education

Grade 3



## Living Skills

By the end of Grade 3, students will demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence and Healthy Living strands for this grade.

### Opportunities to continue the learning at home



- Visit the park and explore the equipment.
- Have your child help with daily chores and discuss the actions needed to ensure safety of themselves and those around them.
- Create a first aid kit at home.
- Develop exercise routines that involves stretching, deep breathing and controlled movements.
- Play catch using different objects.
- Ask your child to demonstrate skills they have used in school.
- Create a game and have your child state the rules.
- Visit a local farm.
- Visit the dentist and brush regularly.
- Discuss moderating tv and computer use.
- While in a grocery store, discuss where different foods are grown or produced.

## Resources

### Websites:

- [www.participation.com](http://www.participation.com)
- [www.phcanada.ca](http://www.phcanada.ca)
- [www.phac-aspc.gc.ca](http://www.phac-aspc.gc.ca)
- [www.wechealthunit.org](http://www.wechealthunit.org)
- <http://www.edu.gov.on.ca/eng/curriculum/elementary/grade3.html>

## Active Living

By the end of Grade 3, students will:

**Overall Expectations**

- participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of the value of regular physical activity in their daily lives
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

In the classroom, students may:

**Overall Expectations In Action**

- explore movement with equipment, dance and outdoor activities
- monitor their progress towards fitness goals
- describe how to respond to accidents and injuries



## Movement Competence

By the end of Grade 3, students will:

**Overall Expectations**

- perform movement skills, demonstrating awareness of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
- apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities in order to enhance their ability to participate successfully in those activities

In the classroom, students may:

**Overall Expectations In Action**

- participate in yoga or tai chi
- practice catching and throwing different objects
- interact positively with each other when sharing space

## Healthy Living

By the end of Grade 3, students will:

**Overall Expectations**

- demonstrate an understanding of factors that contribute to healthy development
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- demonstrate the ability to make connections that relate to health' and well-being, how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being



In the classroom, students may:

**Overall Expectations In Action**

- show leadership when responding to peer pressure
- discuss how oral health is directly related to overall health
- discuss foods from different cultures and geographical locations



# Partners in Learning

“ *The parent is, and remains, the first and most important teacher that the child will have.* ” Rabbi Kassel Abelson

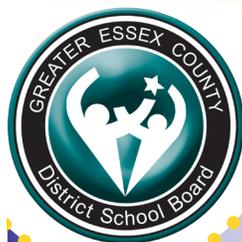
**As partners in your child’s learning, we want to keep the lines of communication open between home and school. As you know your child best, please make contact through a phone call or note to the teacher whenever you feel there is information that is important to share. We will communicate with you about your child in an ongoing process through formal and informal opportunities.**

### Formal communication includes:

- ✓ schools will use the elementary progress report card between Oct. 20 and Nov. 20 of the school year
- ✓ the first provincial report card will be sent home between Jan. 20 and Feb. 20 of the school year, and the second will be sent home towards the end of June

### Informal communication includes:

- ✓ notes
- ✓ telephone calls
- ✓ student agendas (where used)
- ✓ informal dialogue
- ✓ websites or blogs
- ✓ newsletters
- ✓ parent/teacher conferences



## Homework Policy Highlights

**Ongoing homework allows students to consolidate concepts and skills through additional practice and reflection or to prepare for their new learning. Homework includes opportunities for students to communicate about their classroom experiences. Parents can support their child by engaging in the activities suggested within this document, and reading, writing, playing, interacting and sharing together.**



## Core French and French Immersion

**The Greater Essex County District School Board is proud to offer Core French and French Immersion programs across Windsor and Essex County. We encourage all parents to support the learning of French as a second language and to become familiar with the supports available to them. Please access the following sites to help your child with French.**

*Learning French is NOW easier than ever!*



### Homework Help Tip Sheets

Visit the supports provided by Canadian Parents for French @ <http://on.cpf.ca/resources/for-parents/homework-help-tip-sheets>

### FSL Homework Toolbox

Parents and students can access homework help in all subjects taught in French @ [www.FSLHomeworkToolbox.ca](http://www.FSLHomeworkToolbox.ca)

### Groupe Média TFO

Visit the supports provided by Canadian Parents for French @ [www.tfo.org](http://www.tfo.org)

### Zone des petits de Radio-Canada

Watch popular TV shows and play educational games in French with your child @ [www.radio-canada.ca/jeunesse/petits](http://www.radio-canada.ca/jeunesse/petits)

### FSL Policies & Curriculum Documents

Become familiar with the program, policies and curriculum @ [www.edu.gov.on.ca/eng/amenagement/FLS.html](http://www.edu.gov.on.ca/eng/amenagement/FLS.html)