

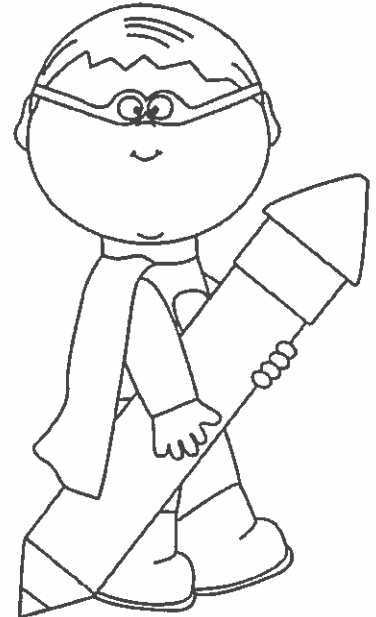
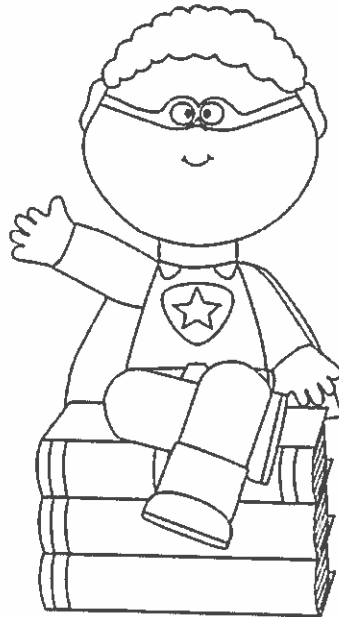


# ENGLISH LOGBOOK



3rd GRADE

MISS MARY'S ENGLISH CLASS



This LOGBOOK belongs to \_\_\_\_\_ group : \_\_\_\_\_

# IN MISS MARY'S CLASS,

## I have a **GROWTH MINDSET!**









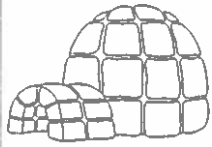
<h2>STEPS</h2>	
<p>1. Sit down crisscross in a calm place.</p>	<p>6. <b>EXHALE</b> through your mouth for 6 seconds.</p>
<p>2. Grow your back like a tree.</p>	<p>7. Pay attention to your breathing. Picture the air coming into your body and going out again.</p>
<p>3. Relax your shoulders.</p>	<p>8. Leave your negative thoughts and emotions behind.</p>
<p>4. Put your hands on your knees OR on your stomach. Feel your stomach rising and falling.</p>	<p>9. If your mind tries to think about other things, bring your attention back to your breath.</p>
<p>5. Take calm, slow breaths. <b>INHALE</b> through your nose for 4 seconds.</p>	<p>10. Close your eyes. Let's Mind Up...</p>
<p>***Open your eyes, take another slow, deep breath with your eyes open.</p>	

# HOMework SHEET - Grade 3

\*\*\* INFORMATION ANGLAIS/FRANÇAIS POUR LES PARENTS : Réviser le contenu du mois (ou des mois précédents au besoin). La façon la plus facile d'étudier est de cacher le mot et de regarder l'image afin de dire le mot en anglais. Pour les plus avancés, épelez le mot en anglais (aidant pour éventuellement l'écrire sans utiliser ses ressources). Cacher l'image afin de mimer/expliciter l'image est aussi une autre façon « avancée » de pratiquer. Merci de votre précieuse collaboration au progrès de votre enfant! **Miss Mary**

	À l'étude	Objectifs d'évaluation	✓
<b>SEPTEMBER</b>			
	School objects · Pictionary p.29 Alphabet · Pictionary p.17 Numbers · Pictionary p.18 Colors and shapes · Pictionary p. 19 Greetings · Pictionary p.20	En classe, l'élève peut utiliser des mots en anglais pour les salutations, épeler les mots, compter jusqu'à 20, désigner les couleurs et les formes. Il comprend bien les explications lorsque les mots sont prononcés et il peut écrire les mots, en utilisant ses ressources.	
<b>OCTOBER</b>			
	Classroom actions · Pictionary p. 30-31 Everyday expressions · Pictionary p.22 The week and months · Pictionary p.27	En classe, l'élève peut convenablement utiliser des verbes d'action, en anglais, pour désigner des tâches relatives au contexte de classe. L'élève peut exprimer des besoins de base lorsqu'il fait face à un problème de compréhension de la langue. L'élève reconnaît les mois de l'année ainsi que les jours de la semaine et il peut participer à dire la date lors de notre routine de classe. Il comprend bien les explications lorsque les actions sont demandées et il peut écrire les mots, en utilisant ses ressources.	
<b>NOVEMBER</b>			
	Sounds around · Pictionary p. 33 Needs in the classroom · Pictionary p. 23 Working in teams · Pictionary p.24	En classe, l'élève peut convenablement utiliser le vocabulaire relatif aux bruits forts et doux. Il commencera à explorer les expressions pour d'autres types de besoins en classe. Il pourra utiliser certaines phrases pour l'aider lors des travaux de coopération. Il pourra se référer au Pictionary, au besoin, afin de demander ce qu'il a besoin en anglais. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources.	
<b>DECEMBER</b>			
	The 5 senses + the Holidays · Pictionary p.34 My body · Pictionary p.32	En classe, l'élève peut convenablement utiliser le vocabulaire relatif aux cinq sens et au temps des Fêtes. Il peut identifier les parties du corps. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources.	

# JANUARY



Winter sports · Pictionary p.37  
Equipment · Pictionary p.38 and 39

En classe, l'élève peut convenablement utiliser le vocabulaire relatif aux sports d'hiver. Il peut identifier les équipements. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources.

# FEBRUARY



Winter sports · Pictionary p. 37-38-39  
Objects of activities · Pictionary p.35 and 36  
Opinion and warnings · Pictionary p.25

En classe, l'élève peut continuer d'utiliser le vocabulaire relatif aux sports d'hiver. Il peut identifier les pièces d'équipement. Il pourra parler de certaines activités. Il peut exprimer des opinions simples sur le thème des sports quand il travaille en équipe. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources.

# MARCH



Winter sports · Pictionary p.37  
Equipment · Pictionary p.38 and 39  
Objects of activities · Pictionary p.35 and 36  
The time · Pictionary p.26

En classe, l'élève continue de pratiquer le vocabulaire relatif aux sports d'hiver. Il peut identifier les équipements. Il pourra comprendre et utiliser les mots relatifs aux parties d'une journée. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources.

# APRIL



Animals · Pictionary p. 40-41-42-43  
Places, coverings and moves · Pictionary p.44

En classe, l'élève peut convenablement utiliser les mots qui désignent des animaux. Il pourra exprimer les 4 principaux habitats des animaux, leurs façons de se déplacer ainsi que les peaux qui les recouvrent. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources.

# MAY



Animals · Pictionary p. 40-41-42-43  
The seasons and holidays p. 28

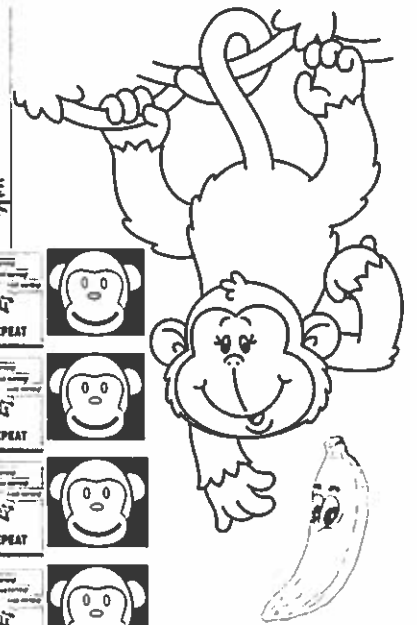
En classe, l'élève continue d'utiliser les mots qui désignent des animaux. Il peut exprimer les 4 principaux habitats des animaux, leurs façons de se déplacer ainsi que les peaux qui les recouvrent. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources.

Nice work! Have a great summer!

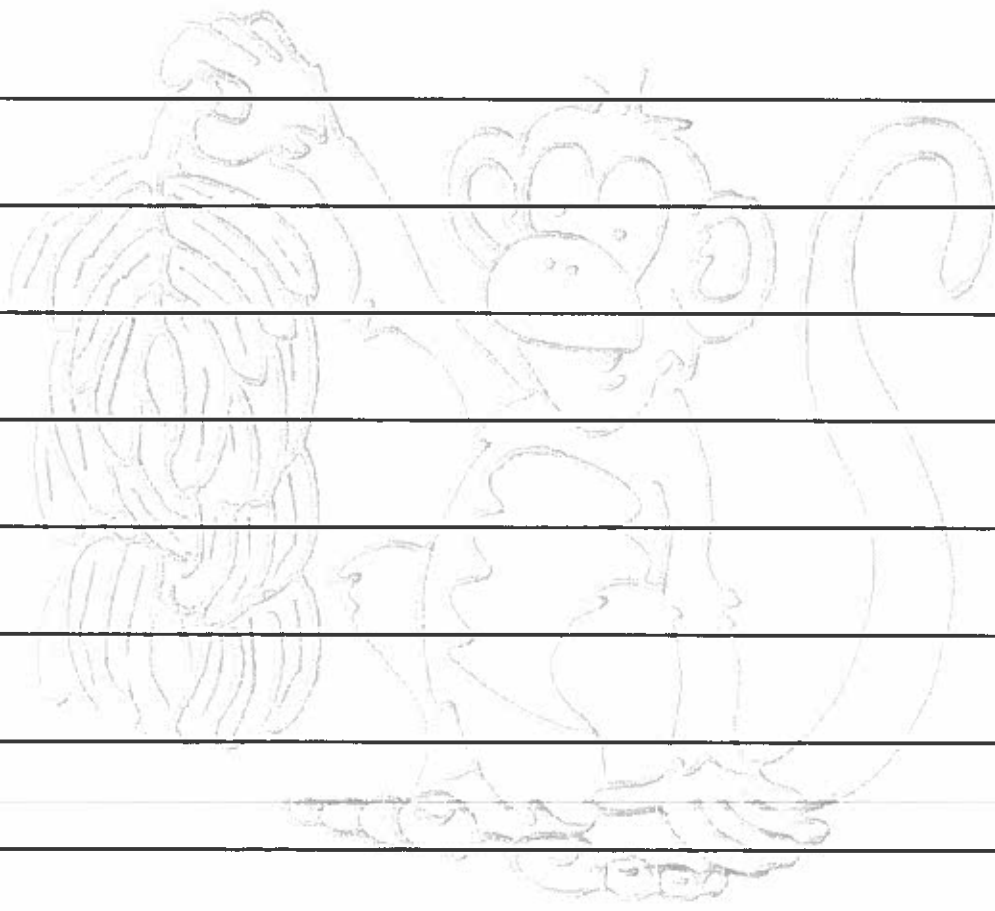
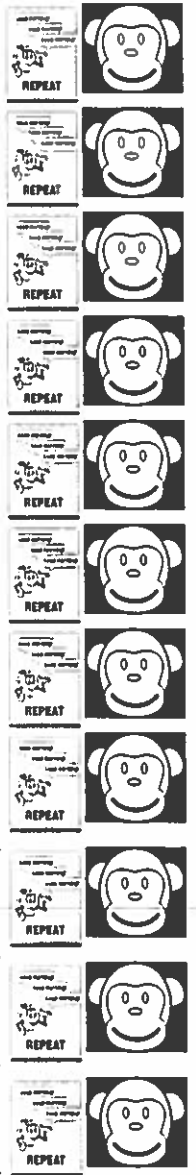
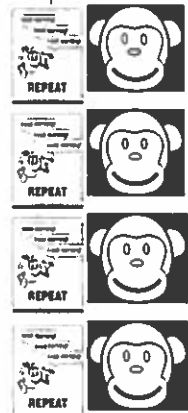




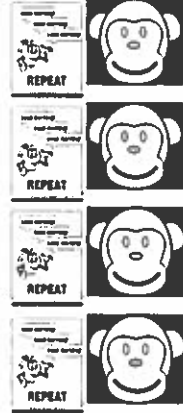
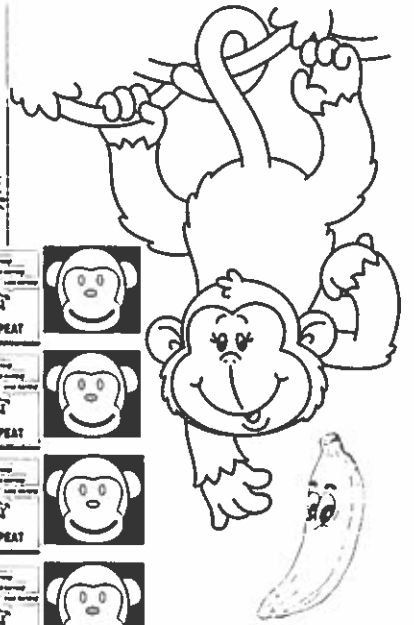
# Tongue Twisters



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_



# Tongue Twisters



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

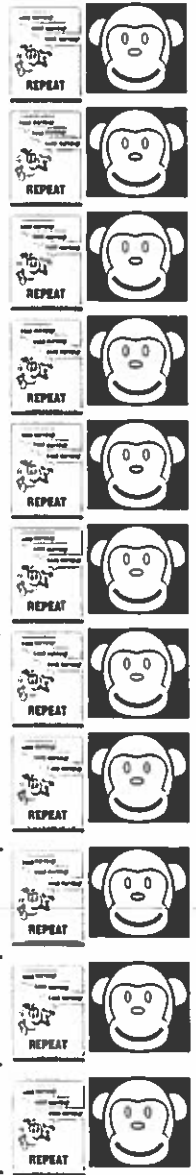
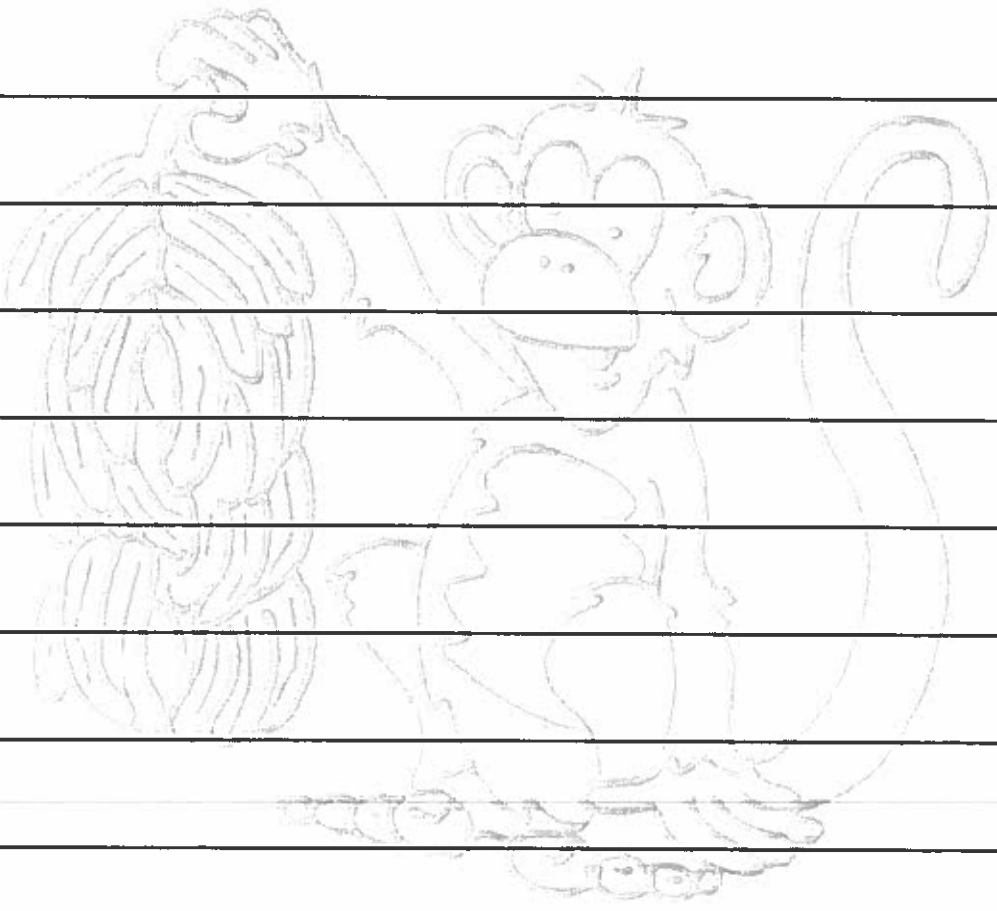
11. \_\_\_\_\_

12. \_\_\_\_\_

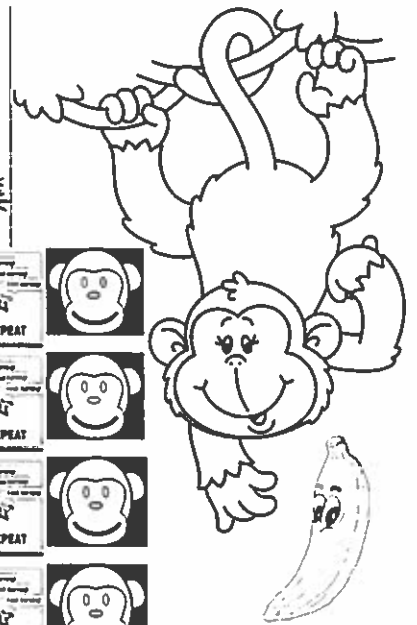
13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_



# Tongue Twisters



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

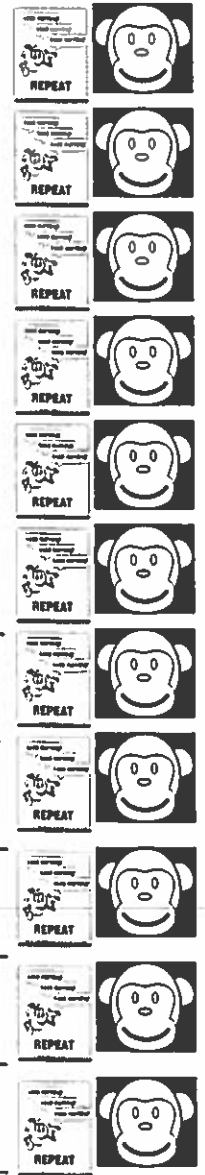
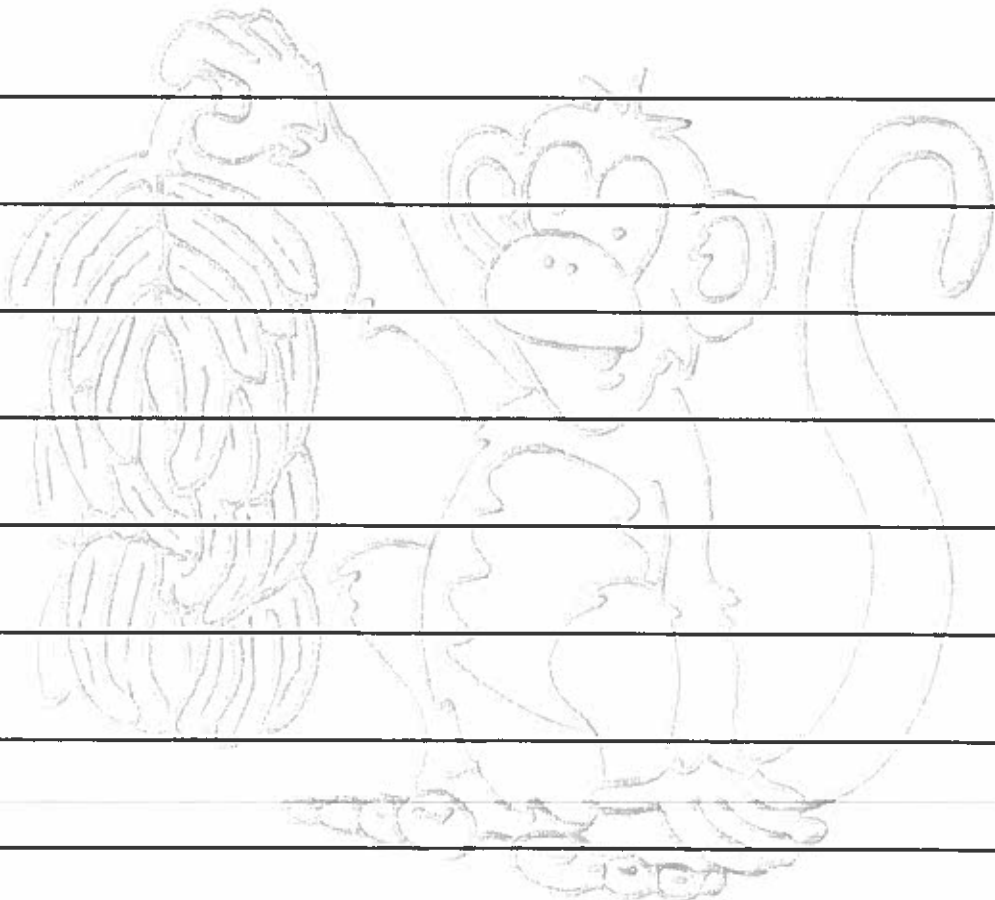
11. \_\_\_\_\_

12. \_\_\_\_\_

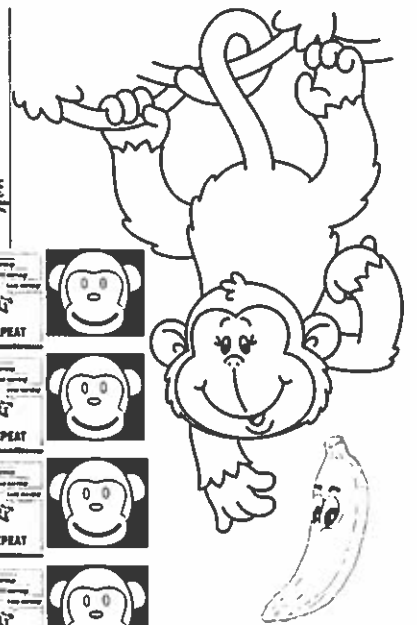
13. \_\_\_\_\_

14. \_\_\_\_\_

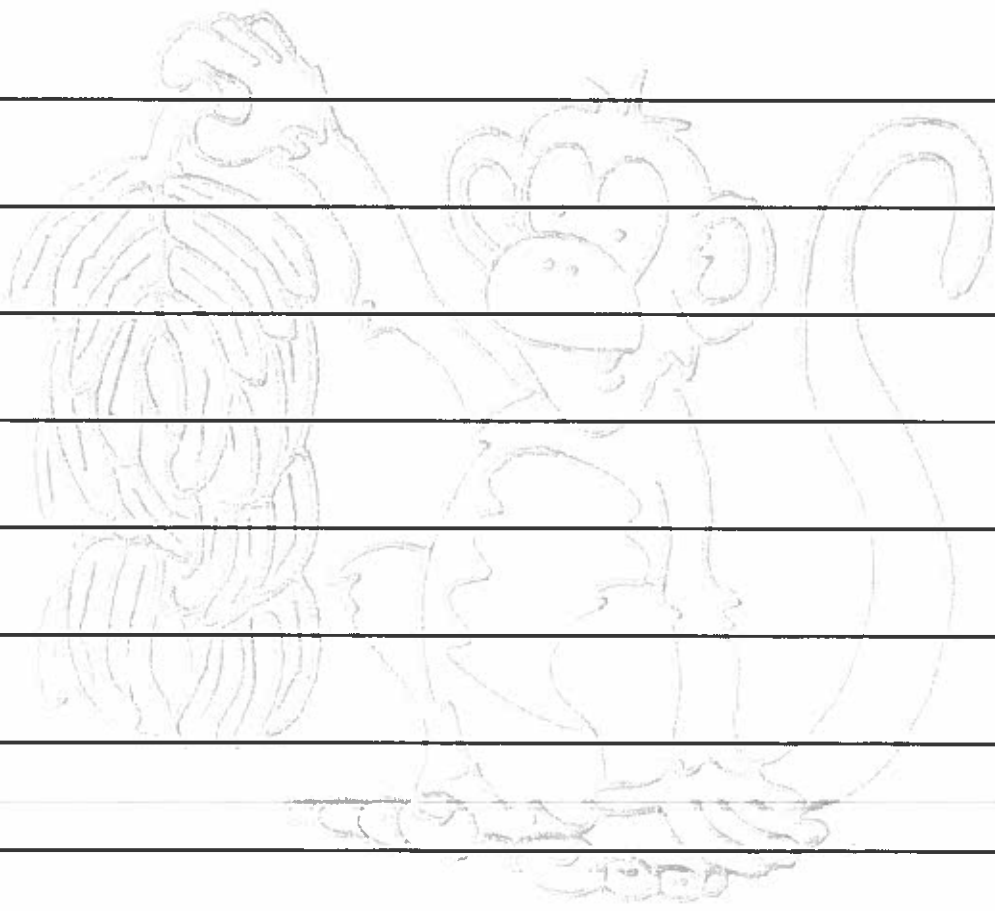
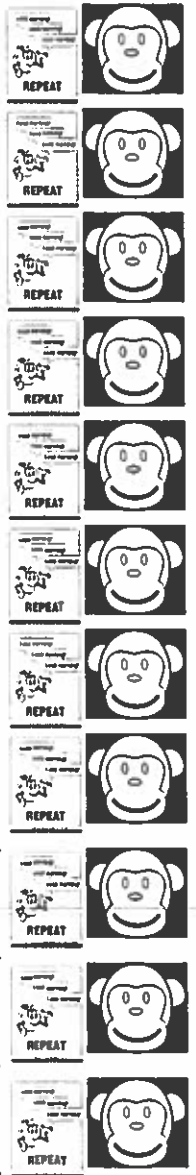
15. \_\_\_\_\_



# Tongue Twisters



- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_
- 12. \_\_\_\_\_
- 13. \_\_\_\_\_
- 14. \_\_\_\_\_
- 15. \_\_\_\_\_



My 3rd grade

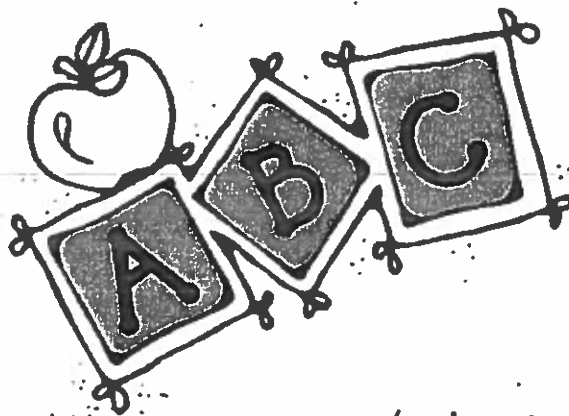
# English Pictionary

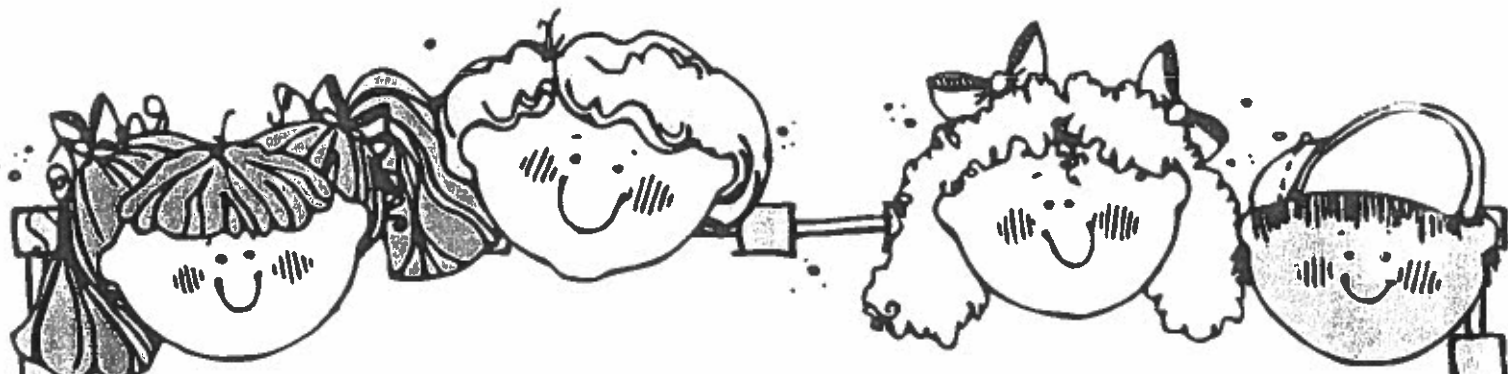


# The Alphabet



A	B	C	D	E	F
AI	BI	SI	DI	I	ÈF
G	H	I	J	K	L
DJI	ETCHE	AIL	DGÉ	QUAI	ELLE
M	N	O	P	Q	R
AIME	AINE	EAU	PI	KIOU	ÂRR
S	T	U	V	W	X
ÈS	TI	YOU	VI	DABEUL-YOU	EX
Y	Z				
WAIL	ZED (ZI)				



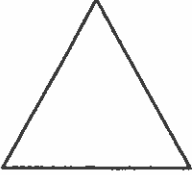
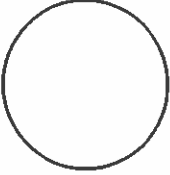
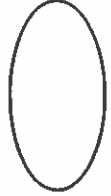
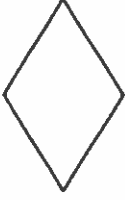
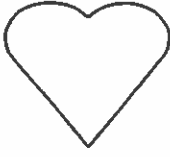

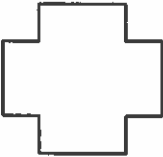

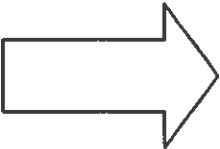

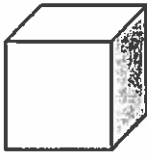
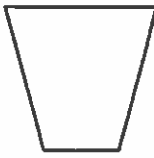





# The Numbers

1	2	3	4	5
one	two	three	four	five
6	7	8	9	10
six	seven	eight	nine	ten
11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen
16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty
30	40	50	60	70
thirty	forty	fifty	sixty	seventy
80	90	100	1000	10000
eighty	ninety	One hundred	One thousand	Ten thousand




# The Shapes

				
Rectangle	Square	Triangle	Circle	Oval
				
Diamond	Heart	Star	Cross	Line
				
Arrow	Broken line	Cube	Trapezium	Cylinder

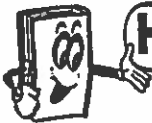

# The Colors

White	Green	Yellow	Orange	Red
Purple	Blue	Black	Grey	Pink
Beige	Lilac	Turquoise	Silver	Gold
Brown	Russet	Blond	Light	Dark

# GREETINGS

 • I'm **happy**.  
 • I'm **sad**.  
 • I'm **excited**.

• **Thanks!**  
 • **Thanks a lot!**  
 • **Thank you!**  
 • **Thank you very much!**


 **How are you?**  
**Fine, thanks!**  



 **Bye!**  


 • **Goodbye!**  
 • **See you!**  
 • **Have a good weekend!**


 **Hi!**     **Hello!**  
**How do you do?**    
 • **Good morning!**  
 • **Good afternoon!**

  
**Angry**

  
**Sad**

  
**Happy**

  
**Embarrassed**

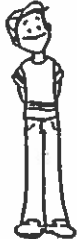
  
**Handsome / beautiful**


  
**Nice / Friendly**

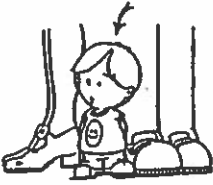
  
**Cheerful**


  
**Ugly**

  
**Strong**

  
**Tall**

  
**Big**

  
**Small**

  
**Hot**

  
**Cold**

# FEELINGS AND EMOTIONS



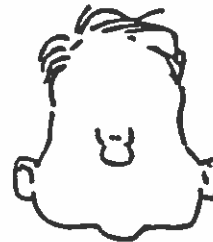
HAPPY



SAD



ANGRY



SHY



ANXIOUS



BORED



EMBARRASSED



SURPRISED



CONFIDENT



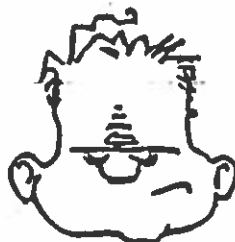
LONELY



JEALOUS



FRIGHTENED



FRUSTRATED



HYSTERICAL



ENRAGED



SHOCKED



DISGUSTED



EXHAUSTED



GUILTY



DEPRESSED



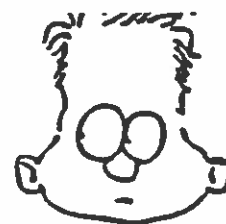
LOVESTRUCK



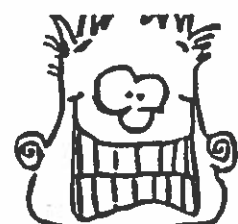
CONFUSED



HOPEFUL



SUSPICIOUS



ECSTATIC

# EVERYDAY EXPRESSIONS


• **How do you say...?**  
• **What's... in English?**



© 2005

• **What do you mean?**

• *I don't*  
**understand!**



© 2005

• **Help me, please!**  
• **I need (some) help!**



• **What can I do?**  
• **How can I help?**


© 2005

*I don't* **know!**




© 2005

Can I **help** you?




© 2005

• **It's OK.**  
• **No problem.**  
• **I understand.**




© 2005

Hum...  
Can you  
**repeat**, please?





© 2005

• **Who?**  
• **What?**  
• **Where?**






© 2005

# NEEDS IN THE CLASSROOM

	
I can...	I can't...



May I go to the washroom?




May I turn on... 	Can I turn off... 
the lights?	the lights?

I forgot my...  
May I get...?



Can I throw  away?	Can I put  in the basket?
--	--

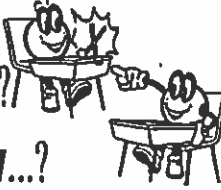
May I sharpen my (...) pencil?



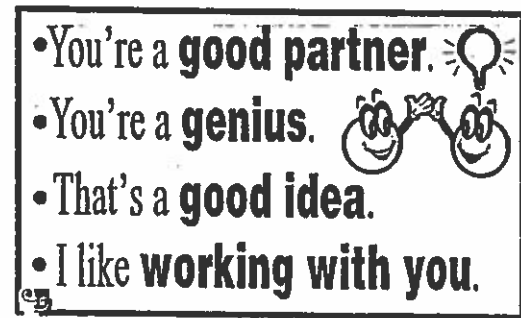
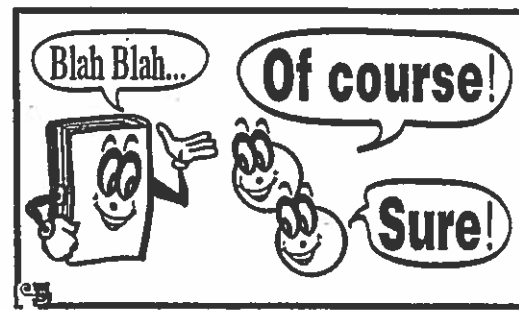
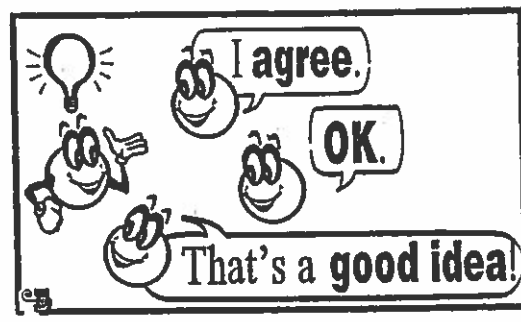
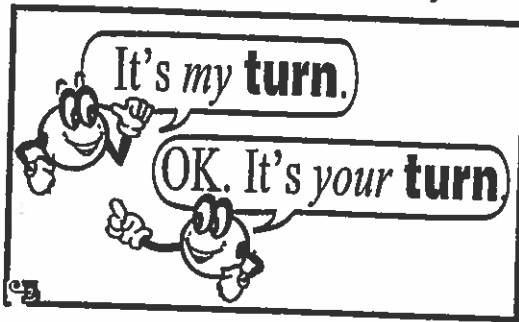
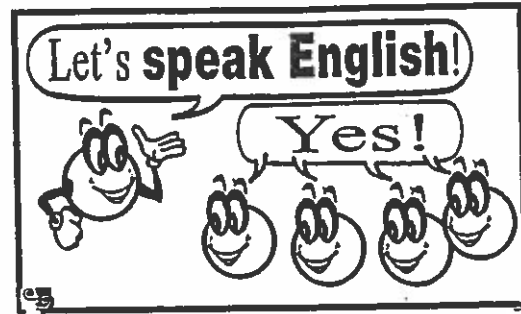
- It's brand new.
- It's dull.
- It's broken.

- May I hand out...?
- Can I ?

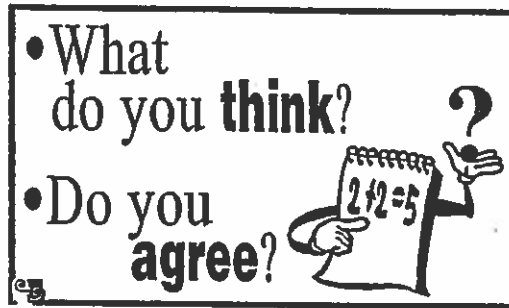
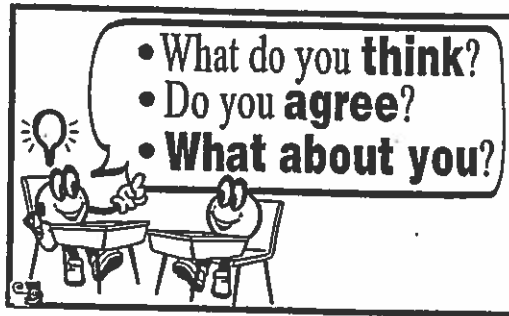
- May I have...?
- Can I borrow...?
- Can you pass me...?



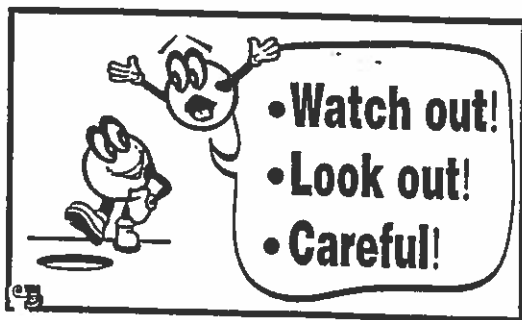
# WORKING IN TEAMS



# OPINION



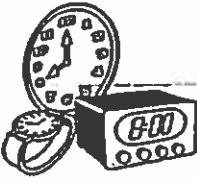

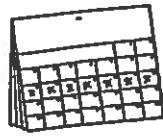

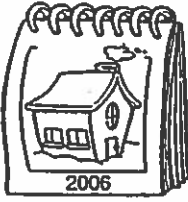

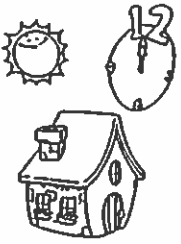

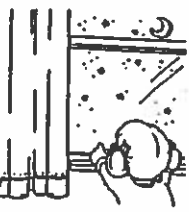

# WARNINGS



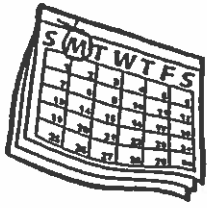
# NUMBERS (CONT'D)

19	20	30	40	50	60
Nineteen	Twenty	Thirty	Forty	Fifty	Sixty
70	80	90	100	1000	
Seventy	Eighty	Ninety	A hundred	A thousand	

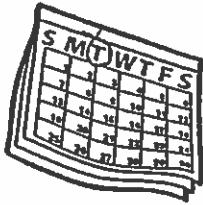
# THE TIME

				
Time	Day	Week	Month	Year
				
Morning	Noon	Afternoon	Evening	Night

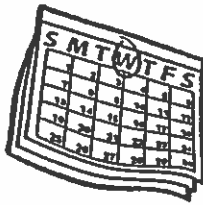
# THE WEEK



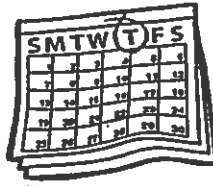
Monday



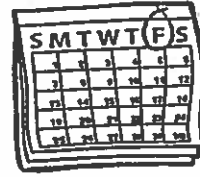
Tuesday



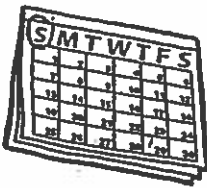
Wednesday



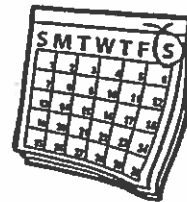
Thursday



Friday

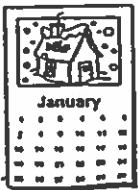


Sunday



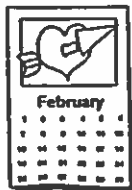
Saturday

# THE MONTHS



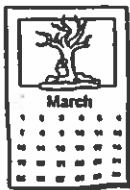
January

January



February

February



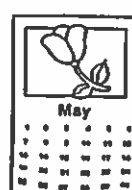
March

March



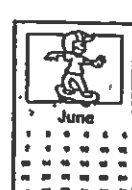
April

April



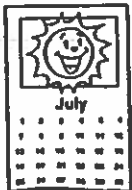
May

May



June

June



July

July



August

August



September

September



October

October



November

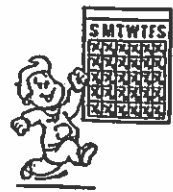
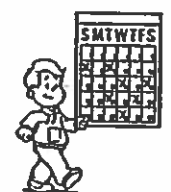
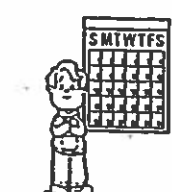
November




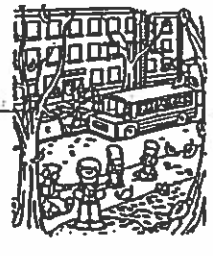


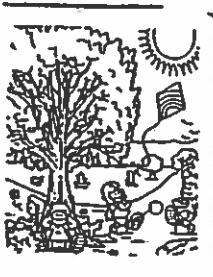
December

December







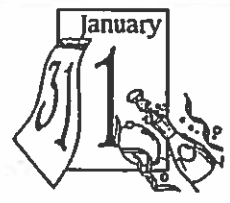
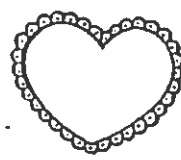
# FREQUENCY

 <p>Always</p>	 <p>Often</p>	 <p>Never</p>
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# THE SEASONS

 <p>Season</p>	 <p>Fall</p>	 <p>Winter</p>	 <p>Spring</p>	 <p>Summer</p>
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# HOLIDAYS

 <p>April fool's</p>	 <p>Birthday</p>	 <p>Carnival</p>	 <p>Christmas</p>	 <p>Easter</p>	 <p>Halloween</p>
 <p>New Year's Day</p>	 <p>Valentine's Day</p>				

# SCHOOL OBJECTS

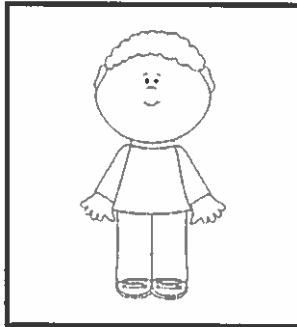




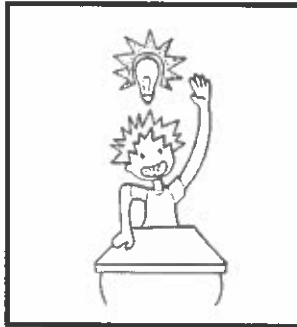
# CLASSROOM ACTIONS



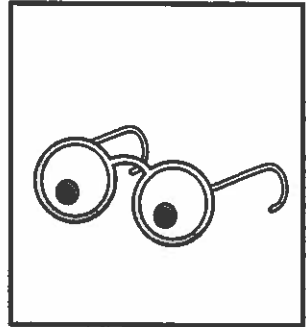
sit down



stand up



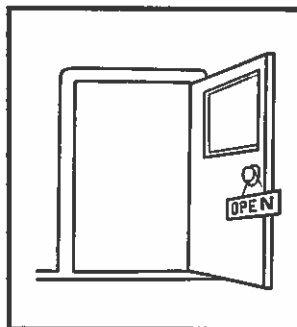
raise your hand



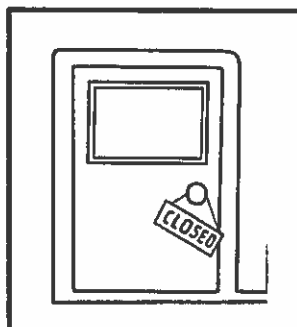
look



listen



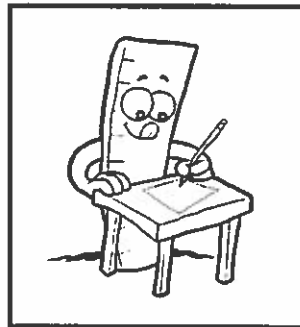
open



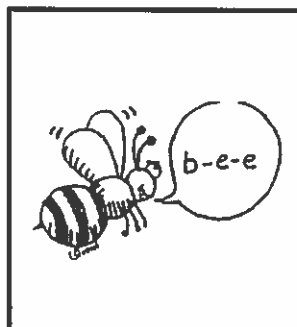
close



work



write



spell



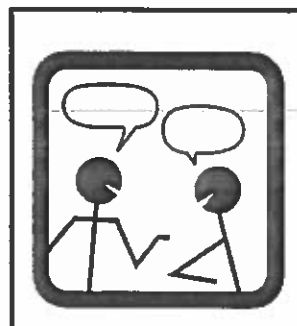
sing



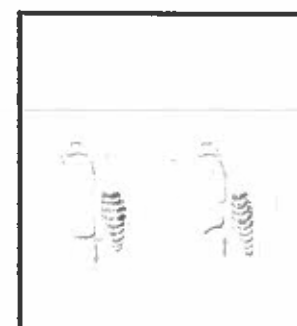
whisper



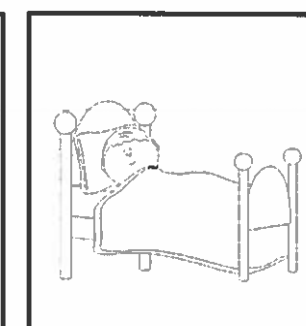
mime



speak



breath



sleep



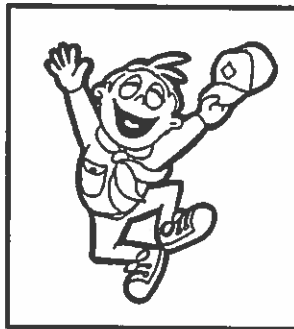
# CLASSROOM ACTIONS



run



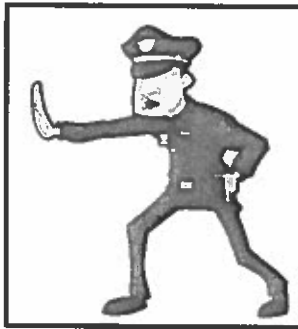
walk



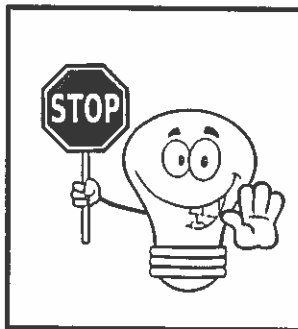
jump



turn around



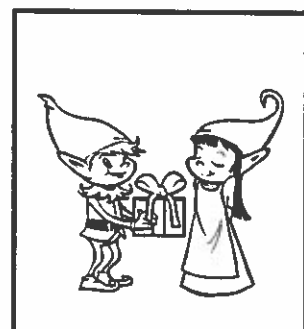
freeze



stop



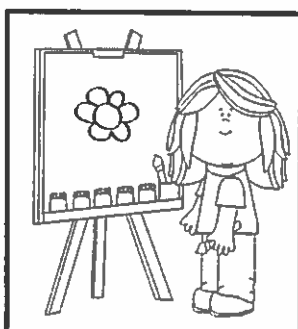
take



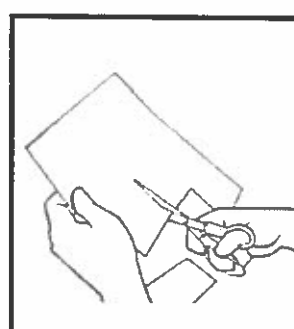
give



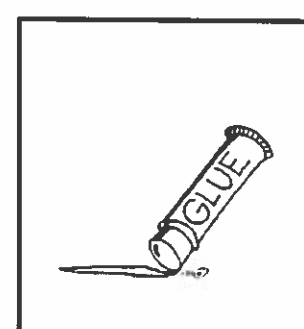
count



colour



cut



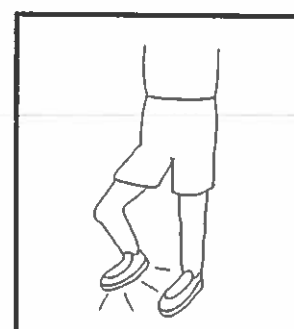
glue



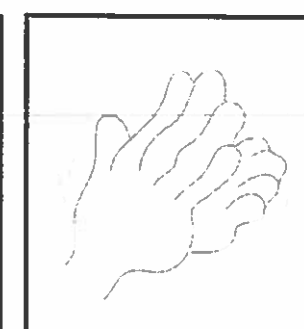
put away



clean up

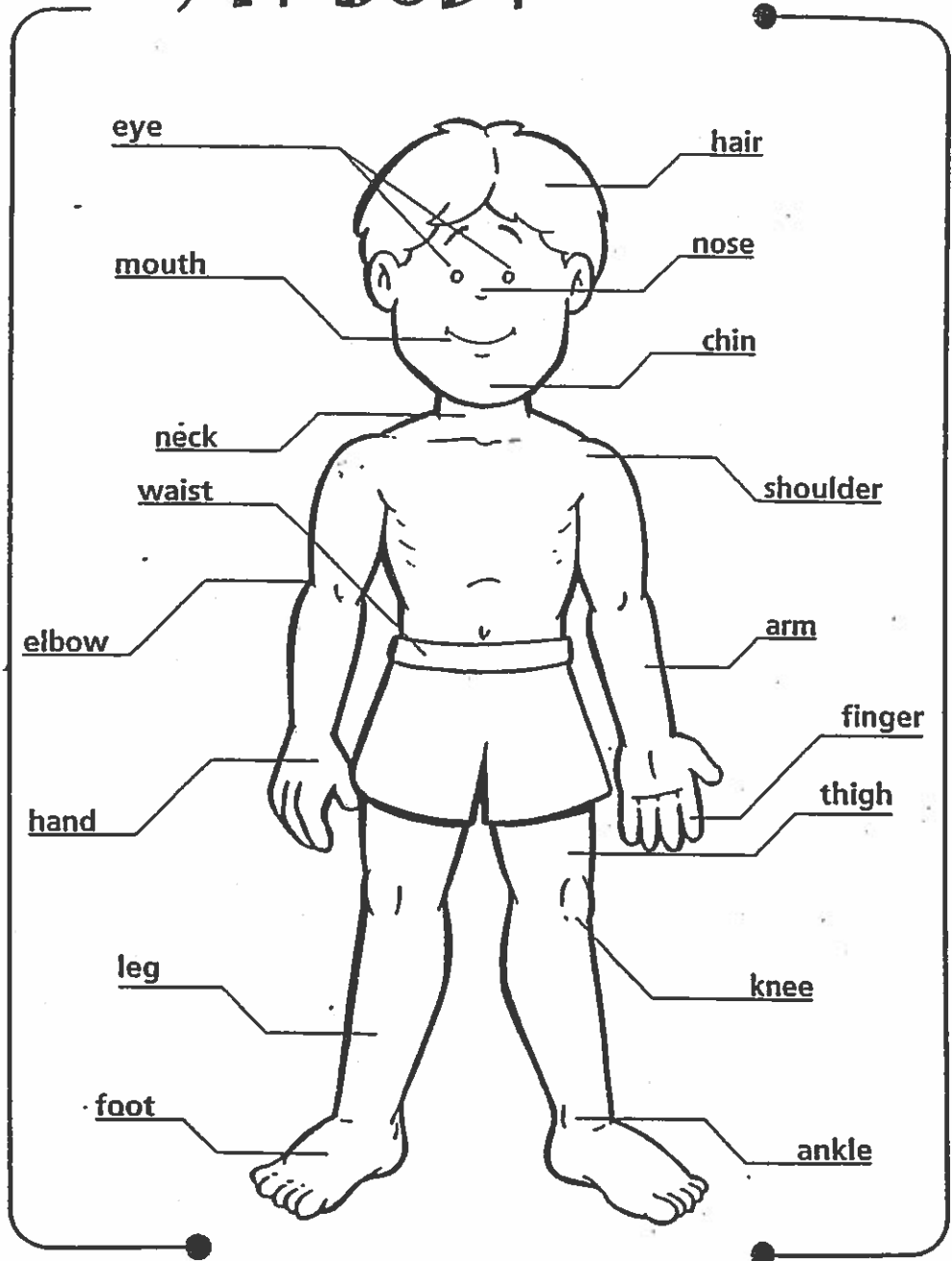
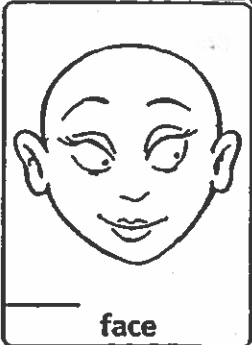
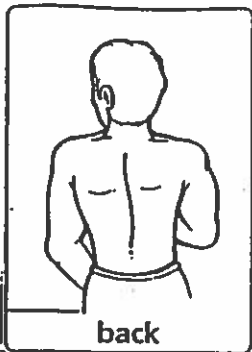


stomp



clap

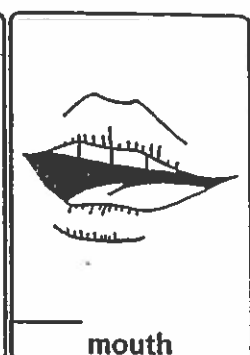
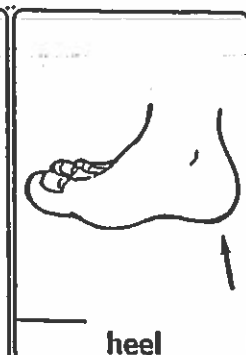
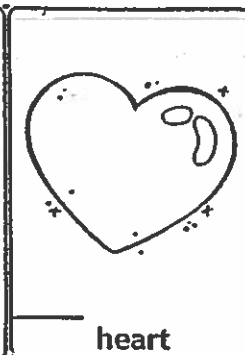
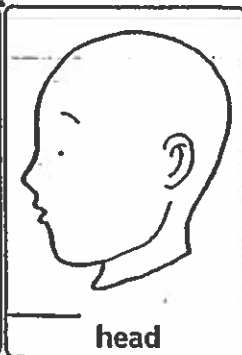
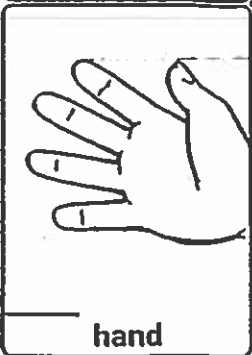
# MY BODY



Éditions « À Reproduire »

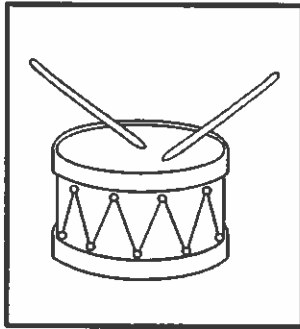


Internet : [www.envolee.com](http://www.envolee.com)

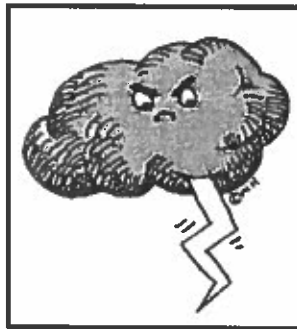




# SOUNDS AROUND



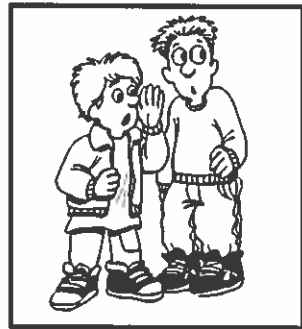
drum



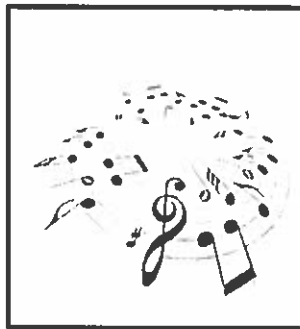
thunder



bird chirping



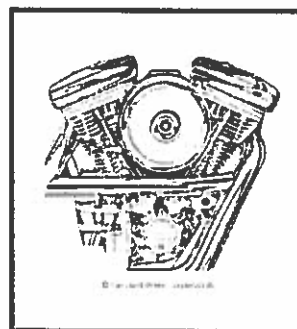
whisper



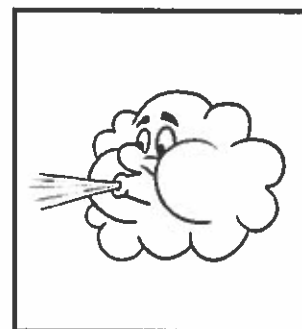
soft music



waves



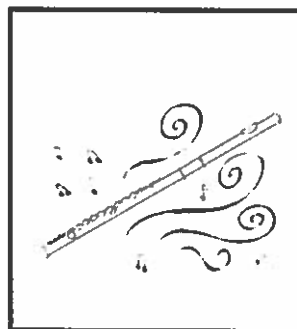
engine



wind



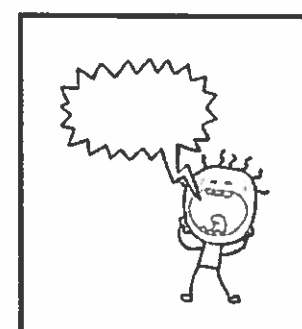
rain



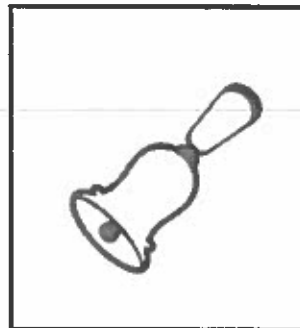
flute



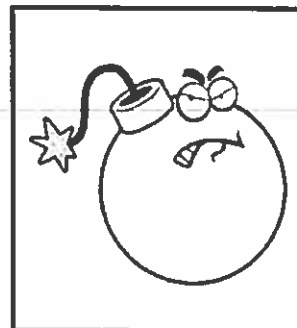
lion



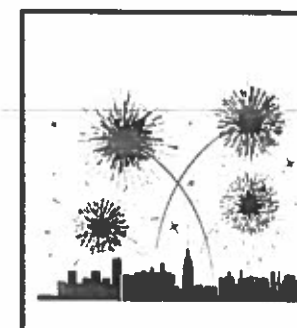
screaming



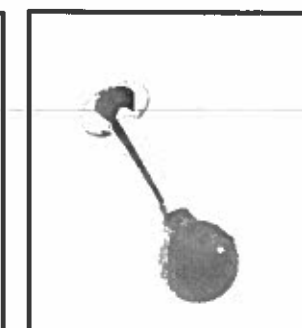
bell



bomb



fireworks



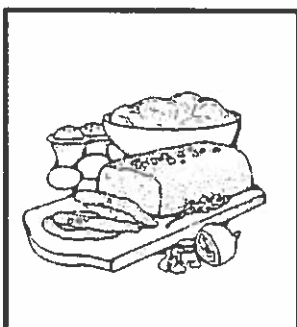
honk



# 5 senses - the HOLIDAYS



gifts



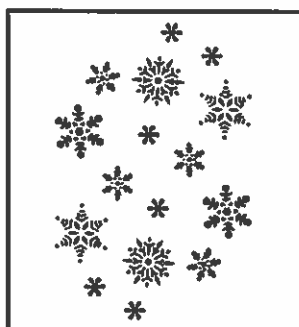
food



music



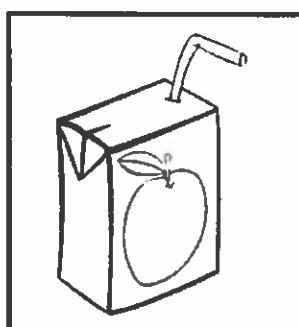
bells



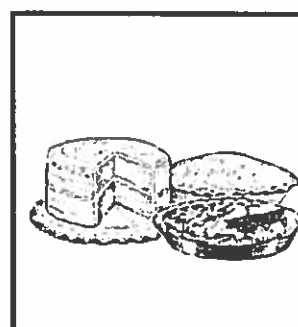
snow



Christmas tree



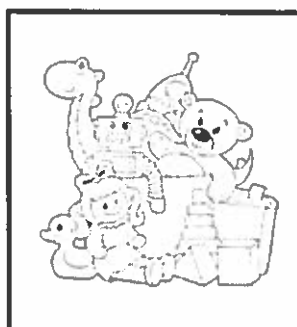
juice



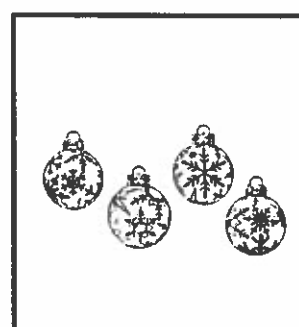
dessert



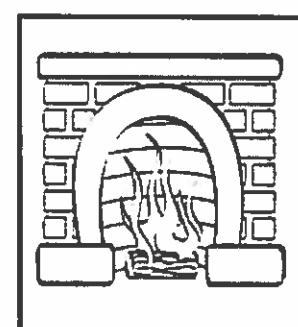
people



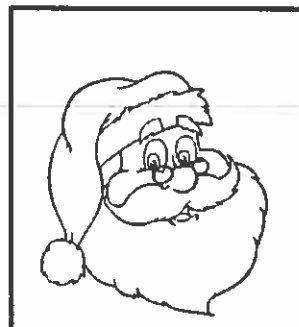
toys



decorations



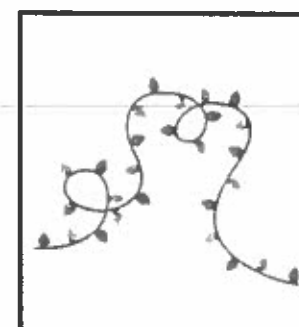
fire



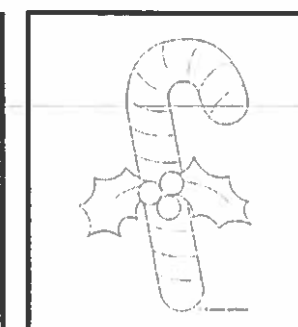
Santa



soup


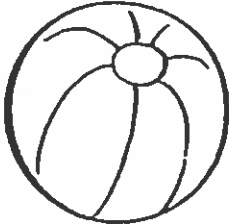
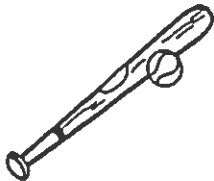
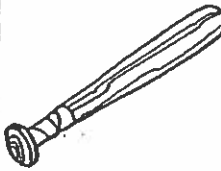
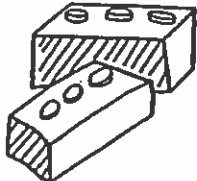
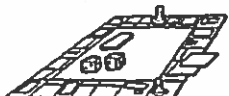


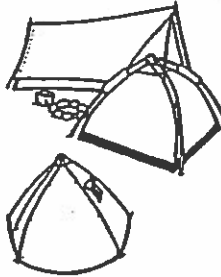

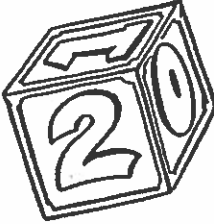

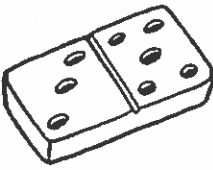
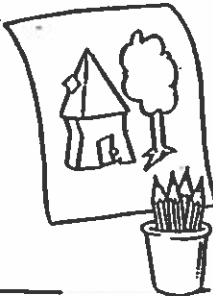

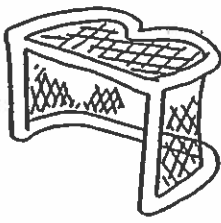

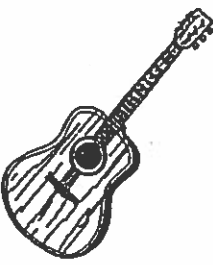
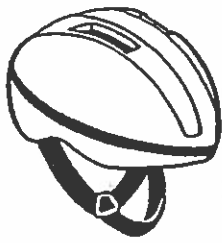
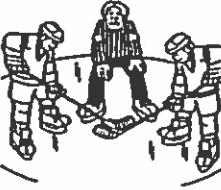


string lights

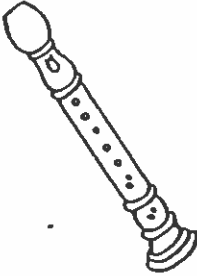
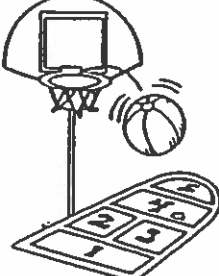
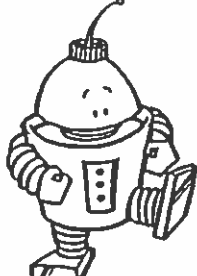
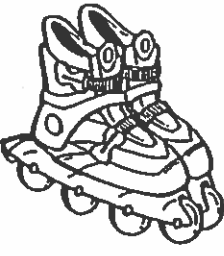
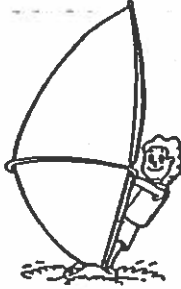
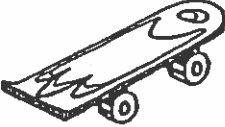
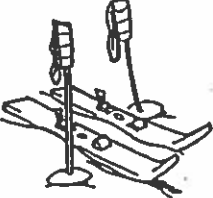

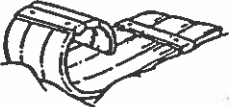
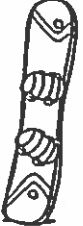





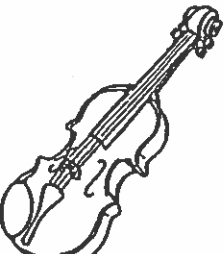
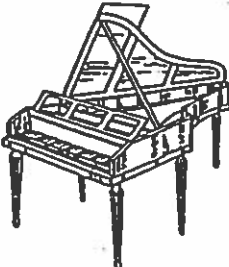

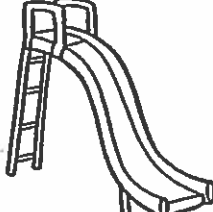
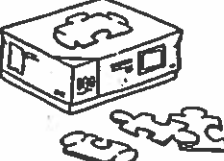


candy cane

# OBJECTS OF ACTIVITIES

 ball	 balloon	 baseball	 bat
 blocks	 board game	 bowling pin	 boxing
 camping	 cinema	 cube	 doll
 domino	 drawing	 drum	 goal
 golf	 guitar	 helmet	 hockey

# OBJECTS OF ACTIVITIES

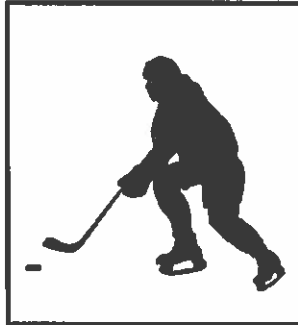
 <p>recorder</p>	 <p>recreation</p>	 <p>robot</p>	 <p>roller skate</p>
 <p>sailboard</p>	 <p>skateboard</p>	 <p>skis</p>	 <p>skipping rope</p>
 <p>sled</p>	 <p>snowboard</p>	 <p>soccer</p>	 <p>spinning top</p>
 <p>swimming</p>	 <p>tennis</p>	 <p>trumpet</p>	 <p>violin</p>
 <p>piano</p>	 <p>picnic</p>	 <p>playground slide</p>	 <p>puzzle</p>



# WINTER SPORTS



Snowshoeing



Hockey

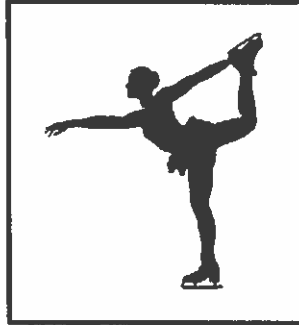
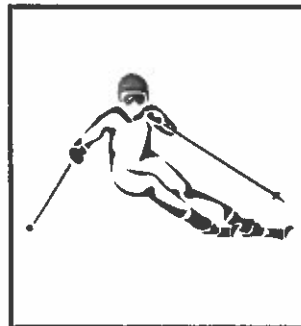


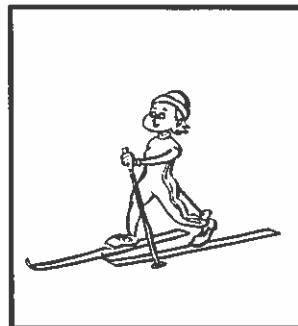
Figure skating



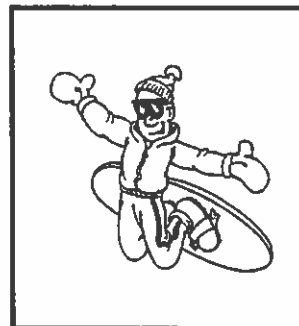
Ice fishing



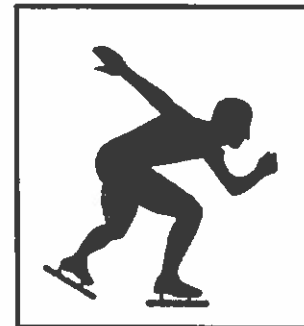
Alpine skiing



Cross-country skiing



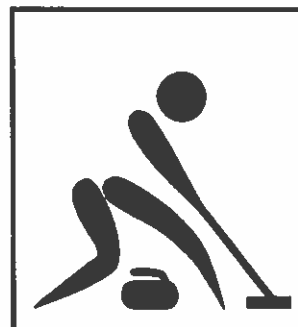
Snowboarding



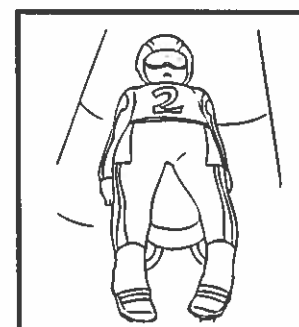
Speed skating



Winter camping



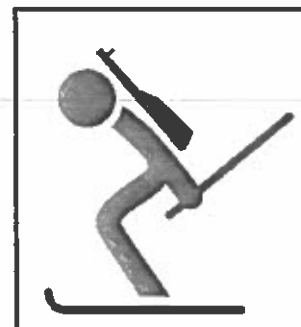
Curling



Luge



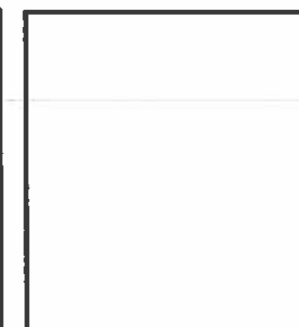
Bobsleigh



Biathlon



Ice climbing

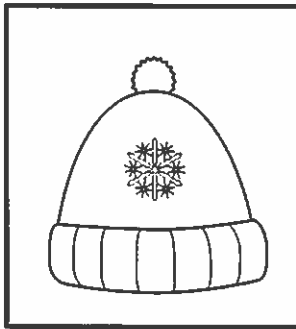




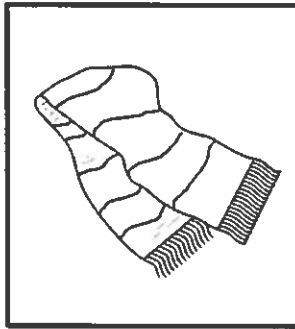
# Winter Sports Equipment



Boots



A hat



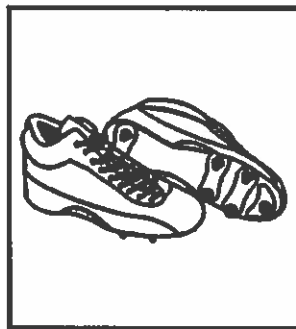
A scarf



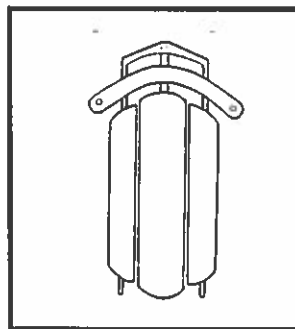
Goggles



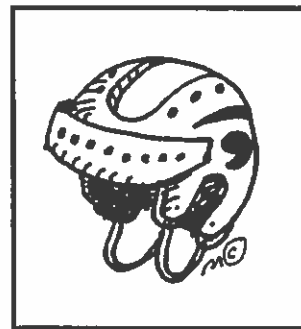
Shoes



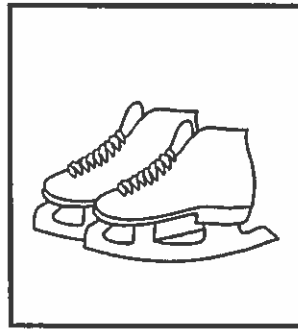
Spiked shoes



A sled



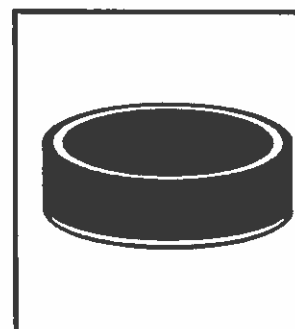
A helmet



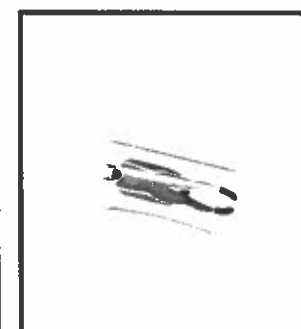
Skates



A stick



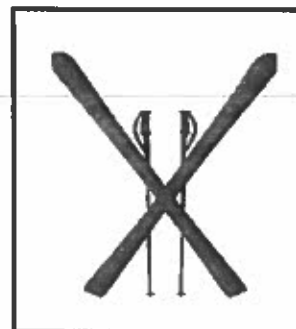
A puck



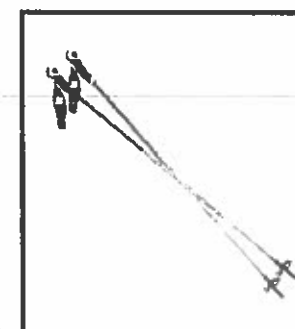
A skin-tight suit



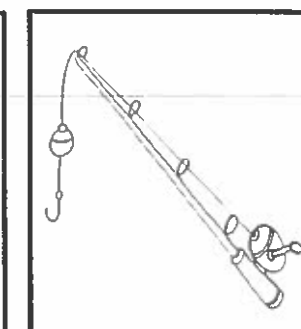
A snowboard



Skis



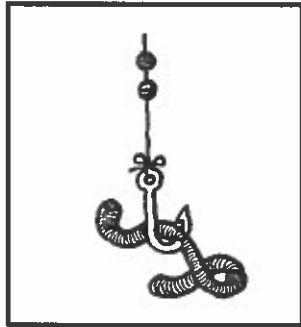
Poles



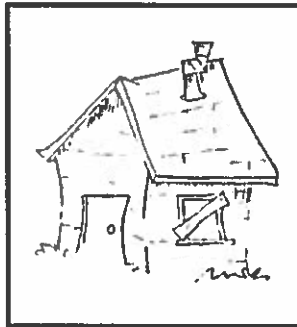
A fishing rod



# Winter Sports Equipment



Baits



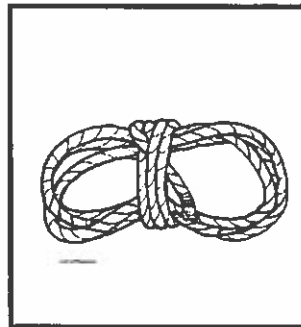
A shack



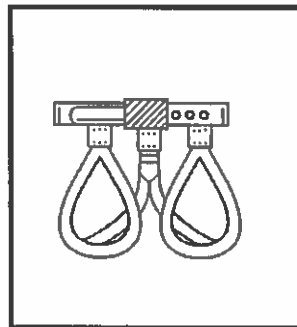
A broom



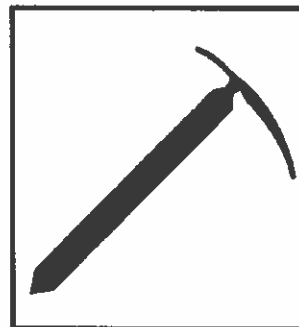
A stone



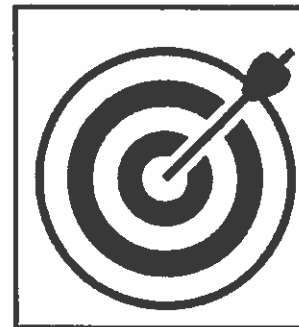
A rope



A harness



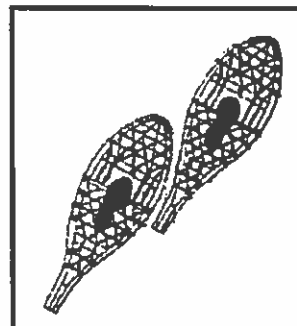
An axe



A target



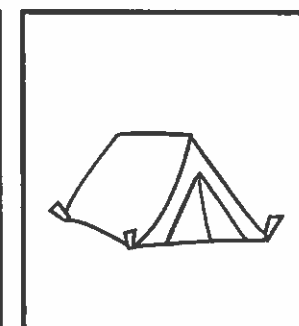
Snowsuit



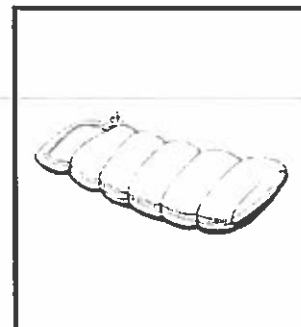
Snowshoes



A backpack



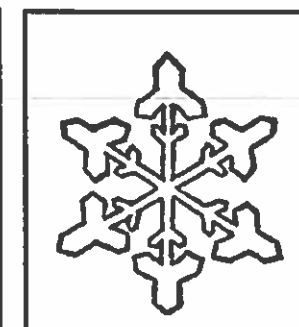
A tent



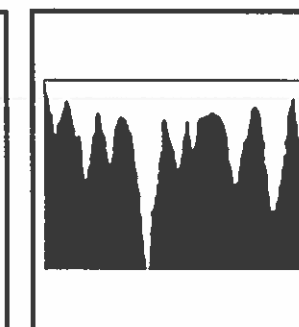
A sleeping bag



A dress



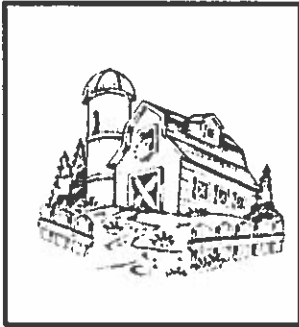
Snow



Ice



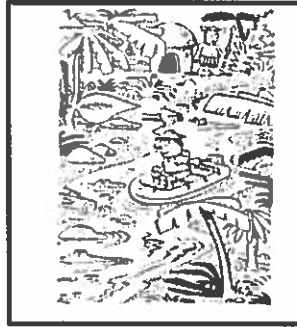
# All about animals



farm



forest



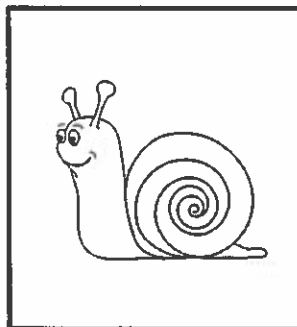
jungle



ocean/sea



walk



crawl



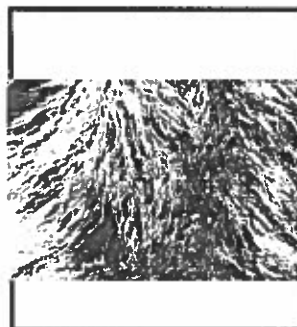
swim



fly



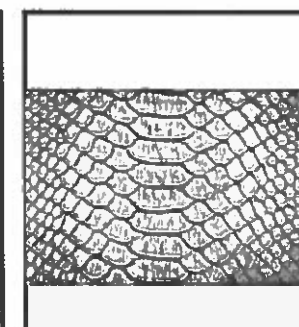
hop



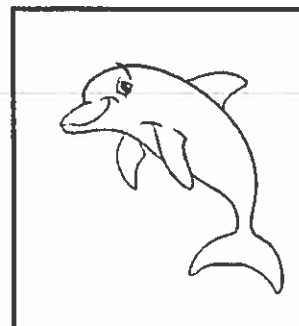
fur



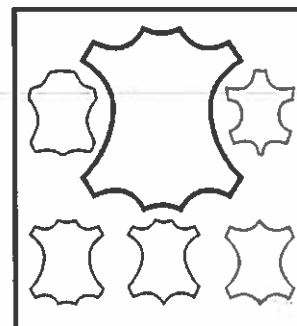
feather(s)



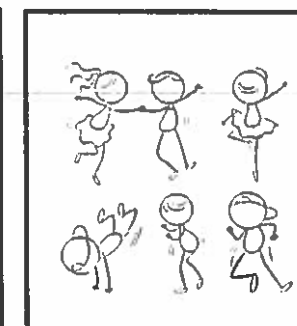
scaly skin



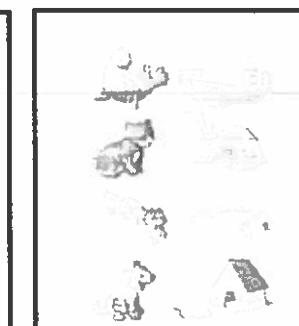
smooth skin



coverings

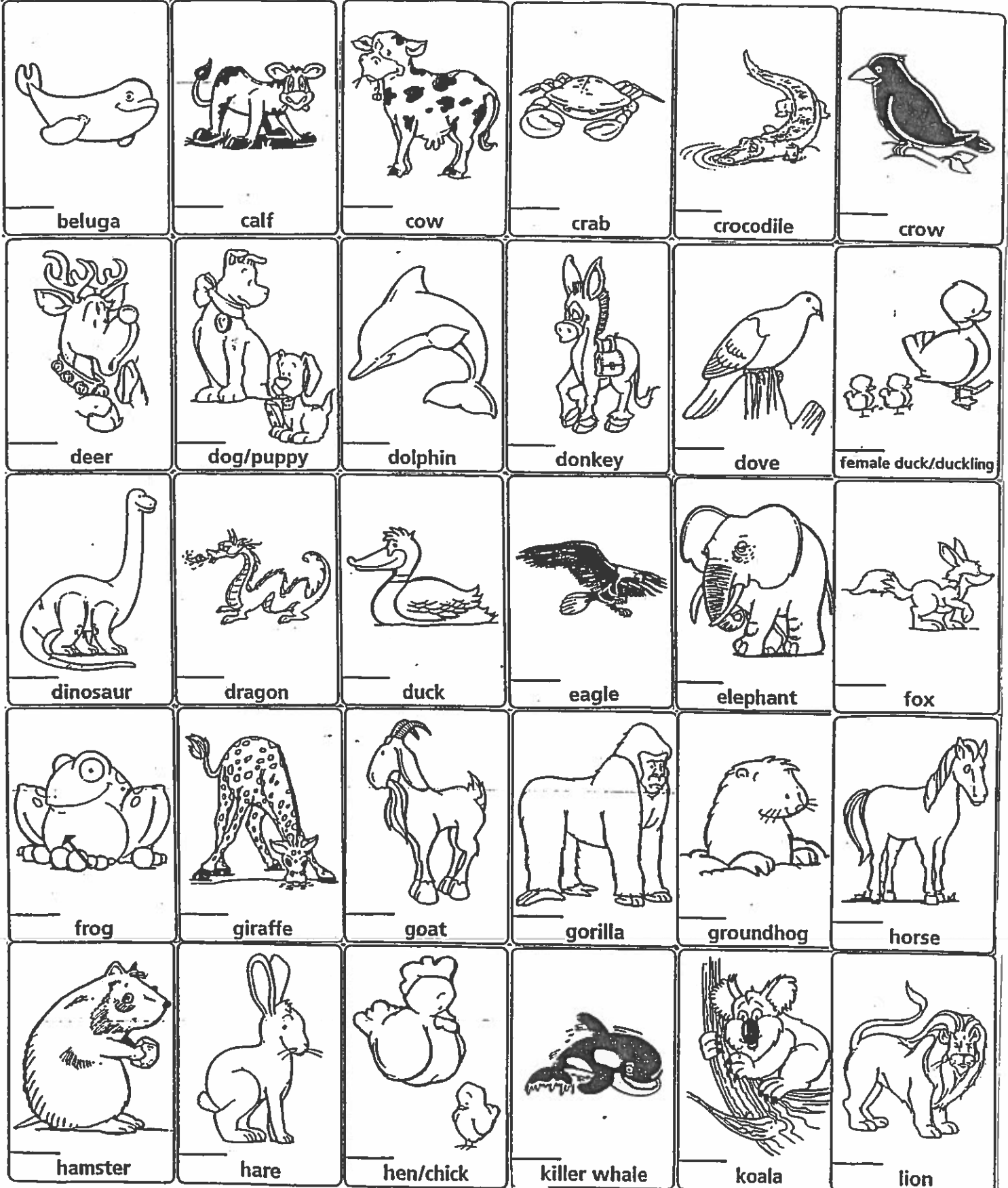


moves



habitats

# ANIMALS

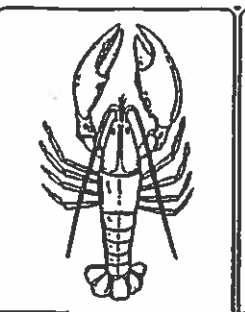




cat/kitten



llama



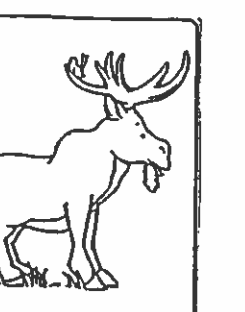
lobster



lynx



monkey



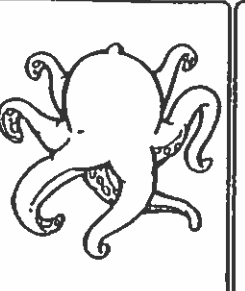
moose



kangaroo



mouse



octopus



ostrich



owl



ox



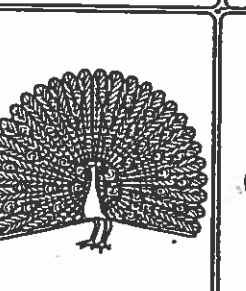
panda



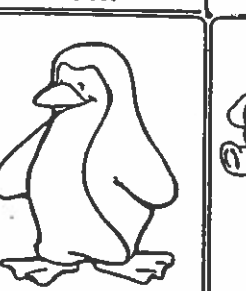
parrot



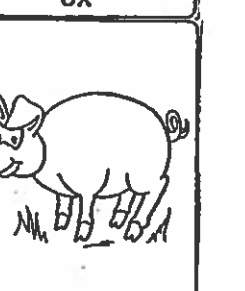
parrot



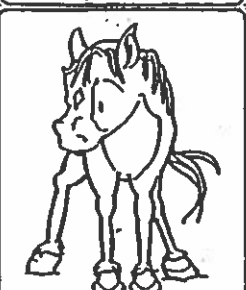
peacock



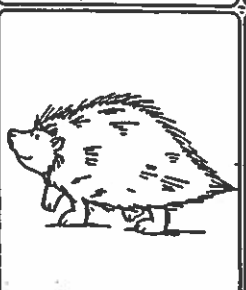
penguin



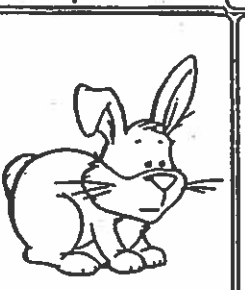
pig



pony



porcupine



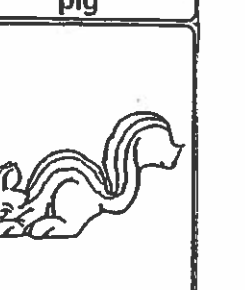
rabbit



raccoon



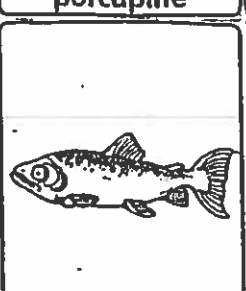
squirrel



skunk



shrimp



salmon



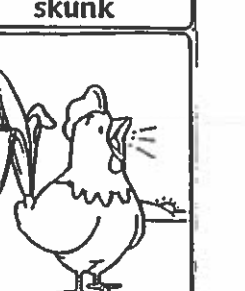
sheep



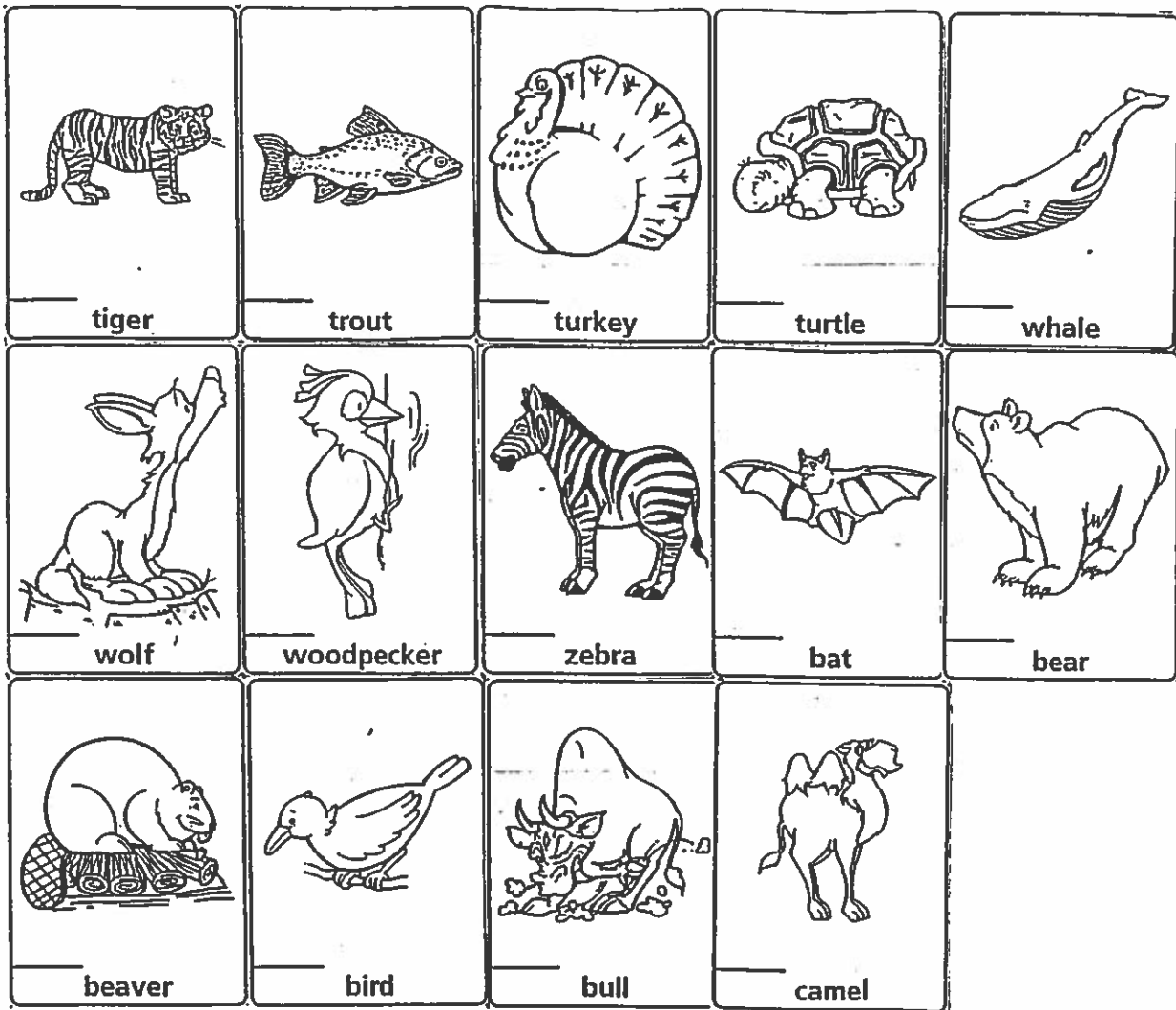
snake



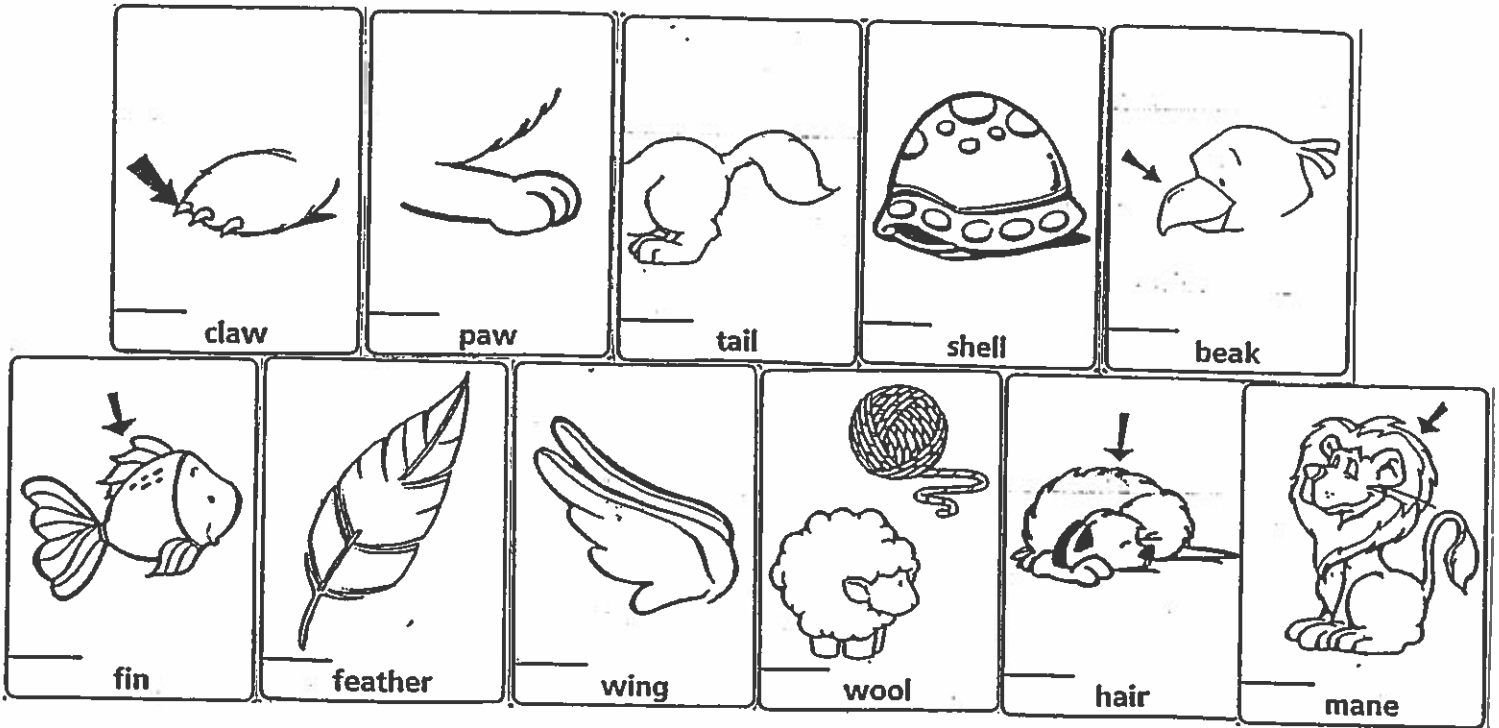
rhinoceros



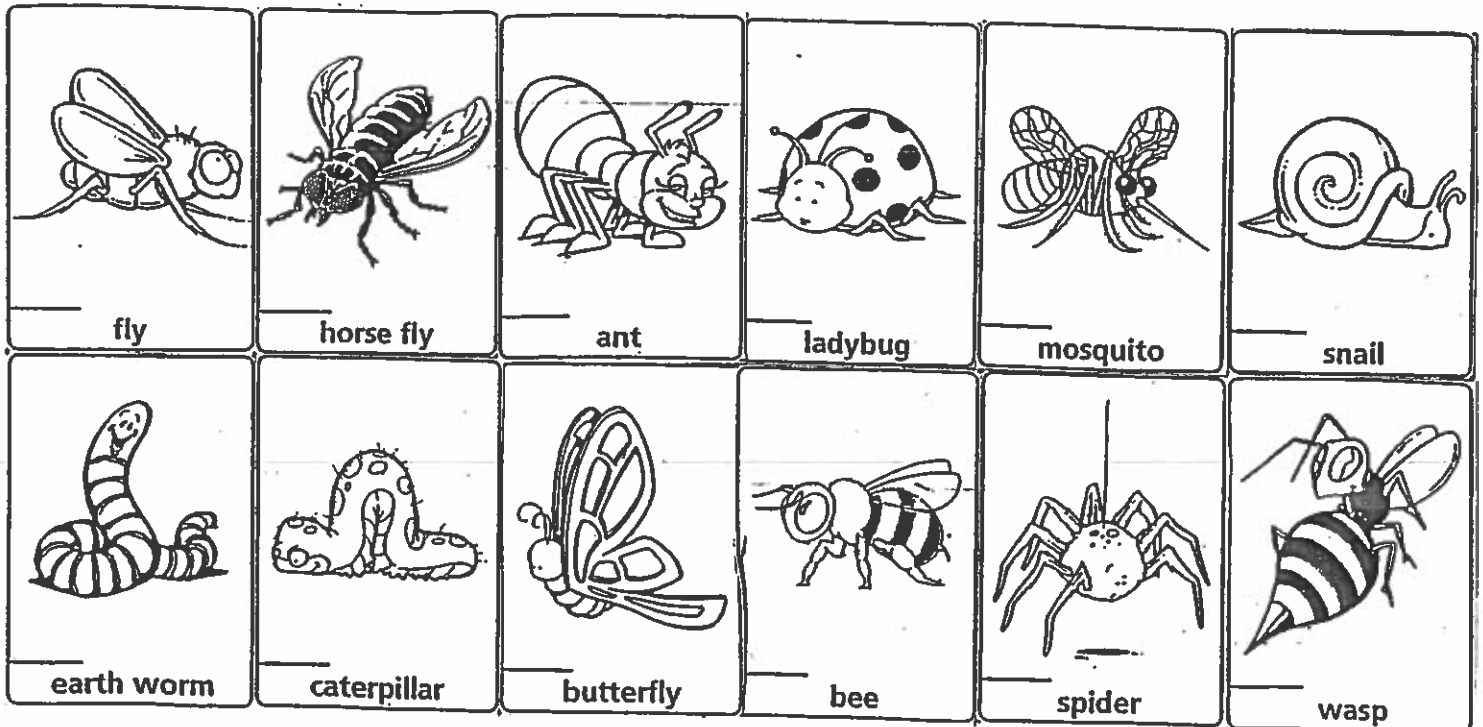
rooster



# ANIMAL PARTS



# INSECTS





# PICTIONARY




# PICTIONARY




# PICTIONARY

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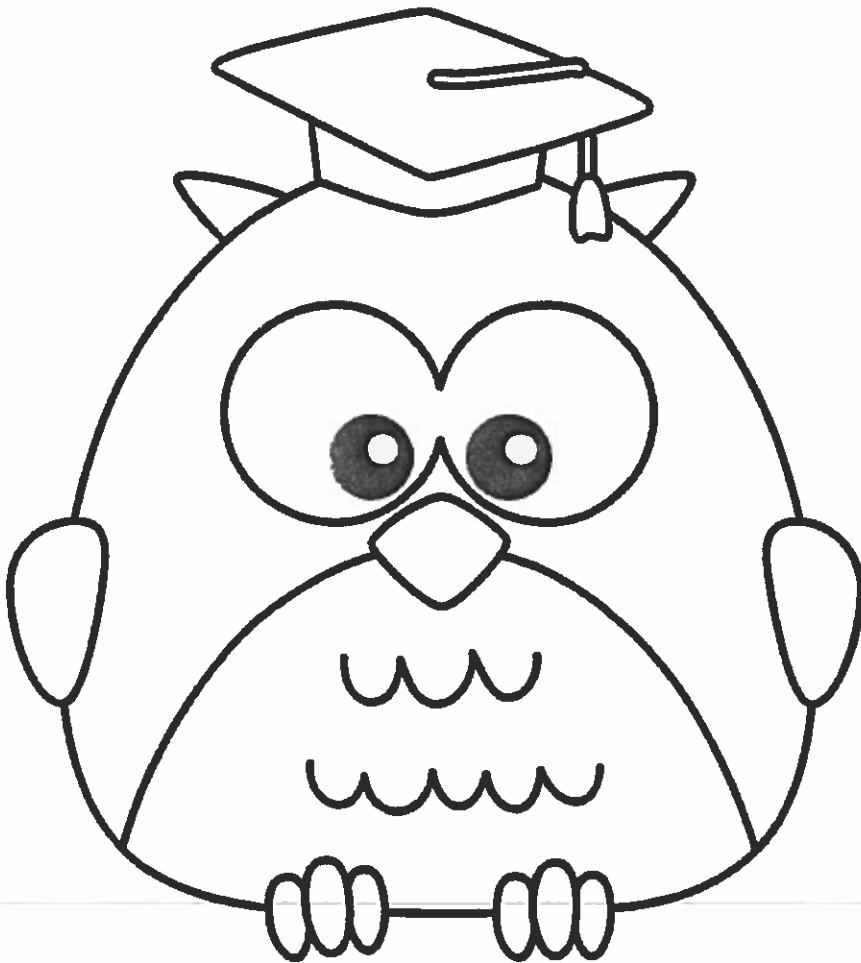
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# PICTIONARY


# MY LOGBOOK



## IN ENGLISH CLASS

we dream big.  
we take risks.  
we try our best.  
we are good listeners.  
we respect each other.  
we learn from our  
mistakes.  
we celebrate each  
other's success.



# LOGBOOK EXPLAINED TO PARENTS

## LIKED AND LEARNT

L'enfant devra écrire à côté de *learnt* quelque chose qu'il a appris après chaque cours d'anglais; un mot, une notion ou une phrase. À côté de *liked*, il devra inscrire quelque chose (moment ou activité) qu'il a aimé pendant son cours.

## STRATEGIES

J'enseigne des stratégies nécessaires à la réalisation des activités de chaque cours. Les élèves sont invités à faire leur autoévaluation selon leur bonne utilisation des stratégies. À la fin de chaque cours, ils devront colorier les stratégies selon la charte de couleurs: vert jaunerouge.

## MIND UP

L'enseignement d'une deuxième langue est plus difficile chez certains enfants présentant plus d'insécurité ou d'anxiété face aux nouvelles situations. J'utilise des routines sécurisantes ainsi que des techniques pour aider à diminuer leur anxiété. De plus, j'offre aux élèves 3 à 5 minutes au début du cours afin de respirer et de prendre conscience du moment présent. Ceci facilite les apprentissages en améliorant leur attention. Les élèves doivent colorier l'ampoule qui reflète s'il a bénéficié du moment MIND UP pour se recentrer.

## DOJO POINTS

Nous utilisons l'application *ClassDojo*. Celle-ci consiste à récompenser la participation et les bons comportements en attribuant des points. Après chaque cours, l'élève consulte l'écran du TNI afin d'inscrire le nombre de points qu'il a accumulé jusqu'à maintenant.

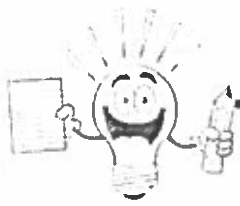
## FRENCH TAG

Nous jouons à un jeu que j'appelle *French Tag*. Chaque élève commence le cours avec deux colliers. Le but du jeu est de les garder jusqu'à la fin. Pour ce faire, les élèves doivent parler exclusivement en anglais. À la fin du cours, l'élève compte ses colliers et inscrit le nombre qu'il porte à ce moment là.

En faisant ce jeu, les élèves font des efforts supplémentaires afin de se faire comprendre en ajoutant des gestes pour combler les mots qu'ils ne connaissent pas encore. Ils développent une confiance en eux et ils se sentent plus compétents pour prendre des risques afin de communiquer en anglais.

## SUPERHERO BEHAVIOUR

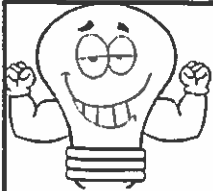
L'élève fait de bonnes actions et garde le contrôle de son comportement afin de gravir les échelons de l'échelle de comportement au tableau. À la fin de chaque classe, l'élève colorie la couleur de la section qu'il a obtenu dans le coeur à cet effet.



# Reflective sheet

Today's Date

--	--	--



Liked



Learnt



## STRATEGIES THAT HELP ME



LOOK



LISTEN



SPEAK ENGLISH



PARTICIPATE



RELAX



MIME

## MIND UP

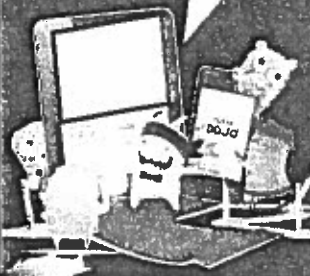


## FRENCH TAG

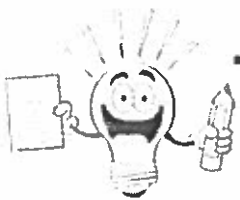


## DOJO POINTS

My score is...



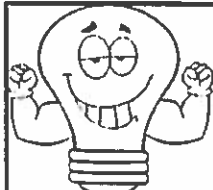
## SUPERHERO BEHAVIOUR



# Reflective sheet

Today's Date

--	--	--



Liked



Learnt



## STRATEGIES THAT HELP ME



LOOK



LISTEN



SPEAK ENGLISH



PARTICIPATE

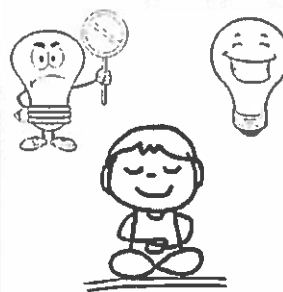


RELAX



MIME

## MIND UP



## FRENCH TAG

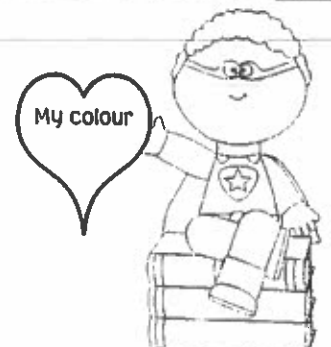


## DOJO POINTS

My score is...



## SUPERHERO BEHAVIOUR



\*\*\*Handout to gather oral interactions - when asked by Miss Mary ONLY!

# Participation Strip

My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



My name : \_\_\_\_\_ MY GROUP : \_\_\_\_\_ DATE : \_\_\_\_\_



# The COPS



## Capitalization

- Did you capitalize the beginning of each sentence?
- Did you capitalize proper nouns (names of people, places)?



## Organization / Order

- Did you write simple sentences in the correct order (subject-verb-object) ?
- Did you put adjectives before the noun they qualify ?



## Punctuation

- Did you use the correct punctuation at the end of my sentences ( . ! ? ) ?
- Did you use commas correctly ?



## Spelling

- Did you write all the words in my text correctly ?
- Did you use resources to check my spelling ?

Take out your badge to patrol your writing!