

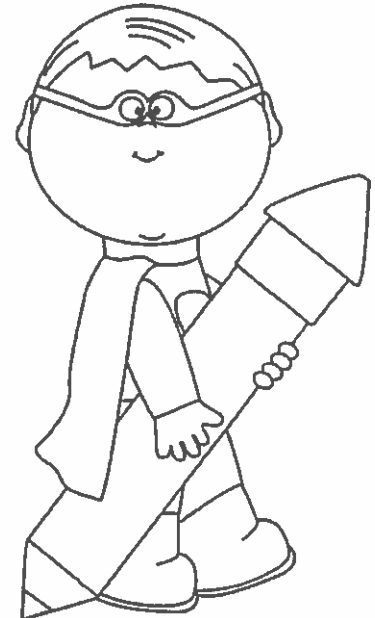
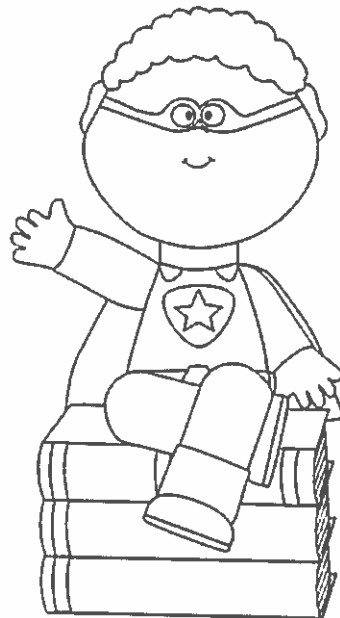


ENGLISH LOGBOOK



4th GRADE

MISS MARY'S ENGLISH CLASS



This LOGBOOK belongs to _____ GROUP : _____

IN MISS MARY'S CLASS,

I have a **GROWTH MINDSET!**



The Mind Up



Curriculum

STEPS

1. Sit down crisscross in a calm place.



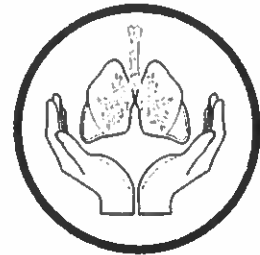
6. EXHALE through your mouth for 6 seconds.



2. Grow your back like a tree.



7. Pay attention to your breathing. Picture the air coming into your body and going out again.



3. Relax your shoulders.



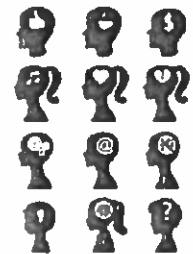
8. Leave your negative thoughts and emotions behind.



4. Put your hands on your knees OR on your stomach. Feel your stomach rising and falling.



9. If your mind tries to think about other things, bring your attention back to your breath.



5. Take calm, slow breaths. INHALE through your nose for 4 seconds.



10. Close your eyes. Let's Mind Up...




***Open your eyes, take another slow, deep breath with your eyes open.

HOMWORK SHEET - Grade 4


*** 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	✓
--	-----------	------------------------	---


SEPTEMBER

	<p>Super detective · Pictionary p.27 Alphabet · Pictionary p.14 Numbers · Pictionary p.15 Colors and shapes · Pictionary p.16 Greetings · Pictionary p.17</p>	<p>En classe, l'élève peut utiliser des mots en anglais pour les salutations, épeler les mots, compter jusqu'à 100 (avec ou sans aide), désigner les couleurs et les formes. Il peut identifier les titres des personnes qui travaillent dans notre école ainsi que les lieux d'une école. Il comprend bien les explications lorsque les mots sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.</p>	
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OCTOBER

	<p>Super detective · Pictionary p.27-28 Everyday expressions · Pictionary p.22 The week and months · Pictionary p.27</p>	<p>En classe, l'élève peut convenablement désigner les lieux et les titres des personnes de l'école. Il commence à explorer les prépositions pour situer des objets dans l'espace. L'élève peut exprimer ses besoins lorsqu'il fait face à un problème de compréhension avec l'enseignante ou les élèves. L'élève utilise 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 ces mots sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.</p>	
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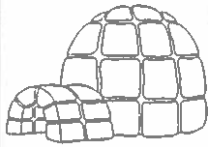
NOVEMBER

	<p>What are you afraid of · Pictionary p. 29-30 Needs in the classroom · Pictionary p. 20 Working in teams · Pictionary p.21</p>	<p>En classe, l'élève peut convenablement utiliser le vocabulaire relatif aux peurs et à certains sentiments. Il pourra aussi utiliser des expressions pour d'autres types de besoins en classe. Il pourra utiliser certaines phrases avec ses coéquipiers lors des travaux de coopération. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.</p>	
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DECEMBER

	<p>What are you afraid of · Pictionary p. 29-30 The time · pictionary p.24 The seasons and holidays · Pictionary p.26</p>	<p>En classe, l'élève continue d'utiliser le vocabulaire relatif aux peurs et à certains sentiments. Il pourra utiliser des expressions pour d'autres types de besoins en classe. Il pourra utiliser certaines phrases avec ses coéquipiers lors des travaux de coopération. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.</p>	
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JANUARY



Feelings and emotions · Pictionary p.18
How do you feel? · Pictionary p.31-32

En classe, l'élève peut aisément utiliser le vocabulaire relatif aux sentiments et aux émotions. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.

FEBRUARY



Feelings and emotions · Pictionary p.18
How do you feel? · Pictionary p.31-32
Opinion and warnings · Pictionary p.25

En classe, l'élève continue d'utiliser le vocabulaire relatif aux sentiments et aux émotions. Il peut exprimer son opinion sur les thèmes étudiés quand il travaille en équipe. Il comprend bien les explications lorsque les mots appris sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.

MARCH



How do you feel? · Pictionary p.31-32
Pirate description · Pictionary p.33

En classe, l'élève continue de pratiquer le vocabulaire relatif aux sentiments et aux émotions. Il peut identifier plusieurs sentiments dans plusieurs situations autres que celles reliées au projet. Il commence à explorer le vocabulaire sur le thème des pirates. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.

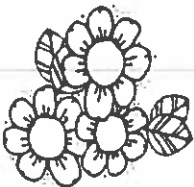
APRIL



Pirate description · Pictionary p.33
Pirate vocabulary · Pictionary p.34
Pirate adjectives · Pictionary p.35

En classe, l'élève peut utiliser le vocabulaire du monde des pirates. Les élèves entament la dernière situation d'évaluations et d'apprentissages, importante à la réussite des objectifs du 2^e cycle. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.

MAY



Pirate description · Pictionary p.33
Pirate vocabulary · Pictionary p.34
Pirate adjectives · Pictionary p.35

En classe, l'élève continue d'utiliser le vocabulaire du monde des pirates. Il peut décrire les vêtements, le navire et l'équipage de son pirate, sans aide. Il comprend bien les explications lorsque les mots étudiés sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.

Nice work! Have a great summer!

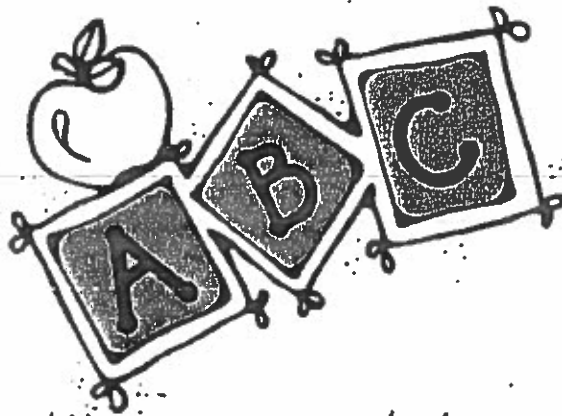
My 4th grade
English
Pictionary

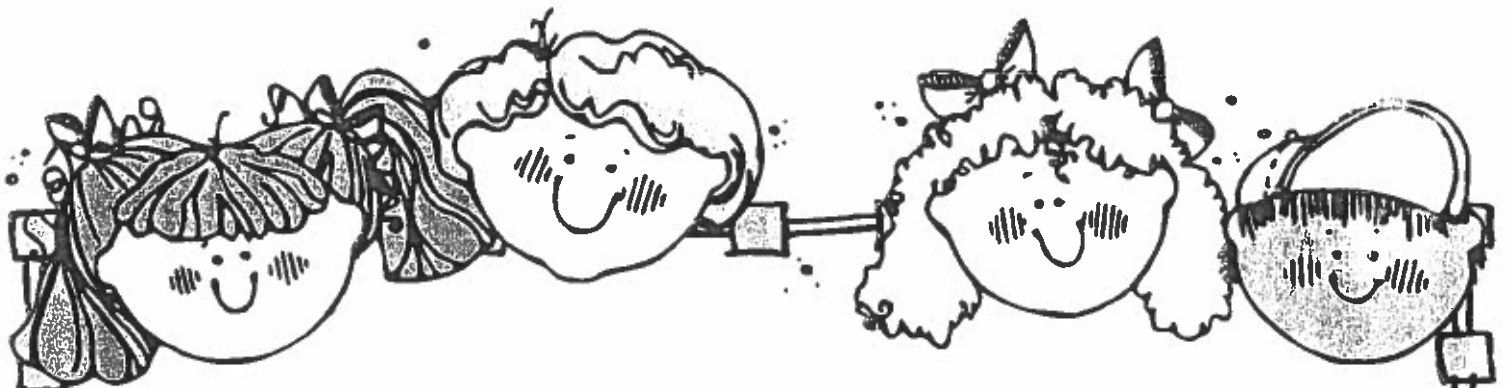


The Alphabet



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)				



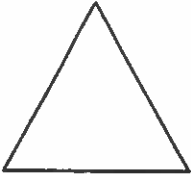
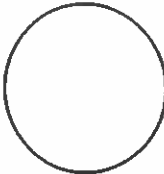

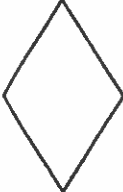


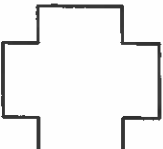

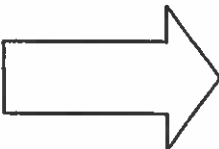

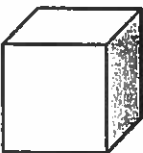

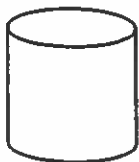




The Numbers

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



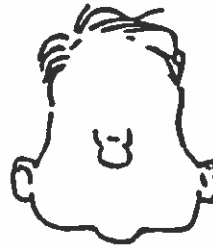
HAPPY



SAD



ANGRY



SHY



ANXIOUS



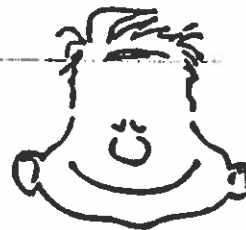
BORED



EMBARRASSED



SURPRISED



CONFIDENT



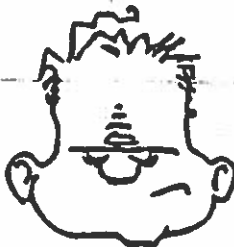
LONELY



JEALOUS



FRIGHTENED



FRUSTRATED



HYSTERICAL



ENRAGED



SHOCKED



DISGUSTED



EXHAUSTED



GUILTY



DEPRESSED



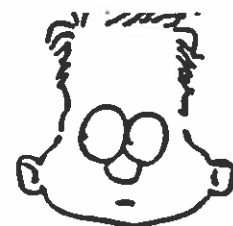
LOVESTRUCK



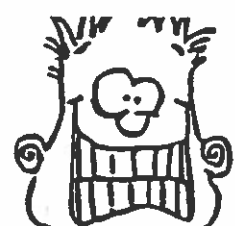
CONFUSED



HOPEFUL



SUSPICIOUS



ECSTATIC

EVERYDAY EXPRESSIONS

- How do you say...?
- What's... in English?



- What do you mean?
- I don't understand!



- Help me, please!
- I need (some) help!



I don't know!



Can I help you?



- It's OK.
- No problem.
- I understand.



Hum...
Can you
repeat, please?



• Who?



• What?





• Where?

NEEDS IN THE CLASSROOM

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



May I go to the washroom?




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

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






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

May I sharpen my (...) pencil?

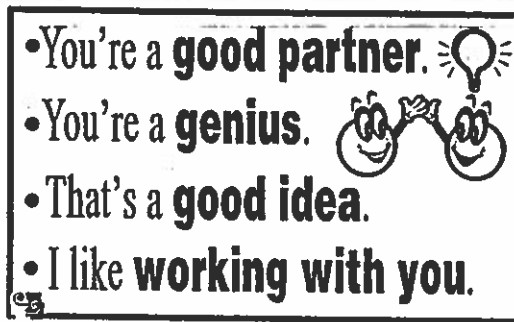
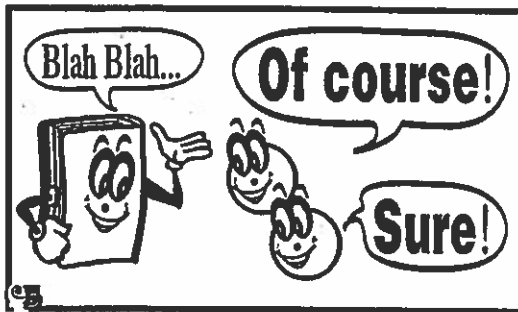
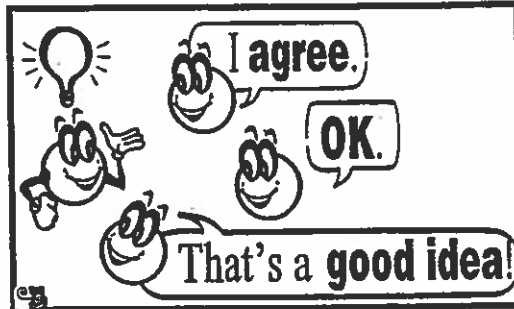
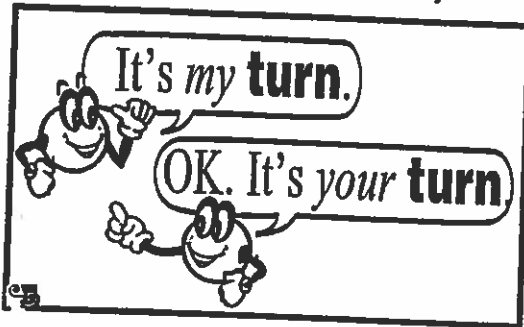
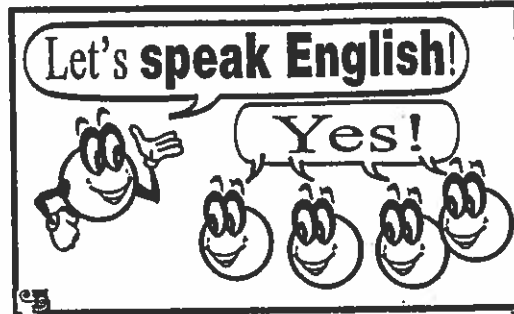


- It's brand new.
- It's dull.
- It's broken.

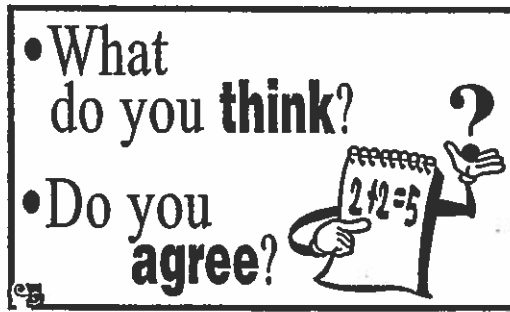
- May I hand out...?
- Can I ...

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

WORKING IN TEAMS



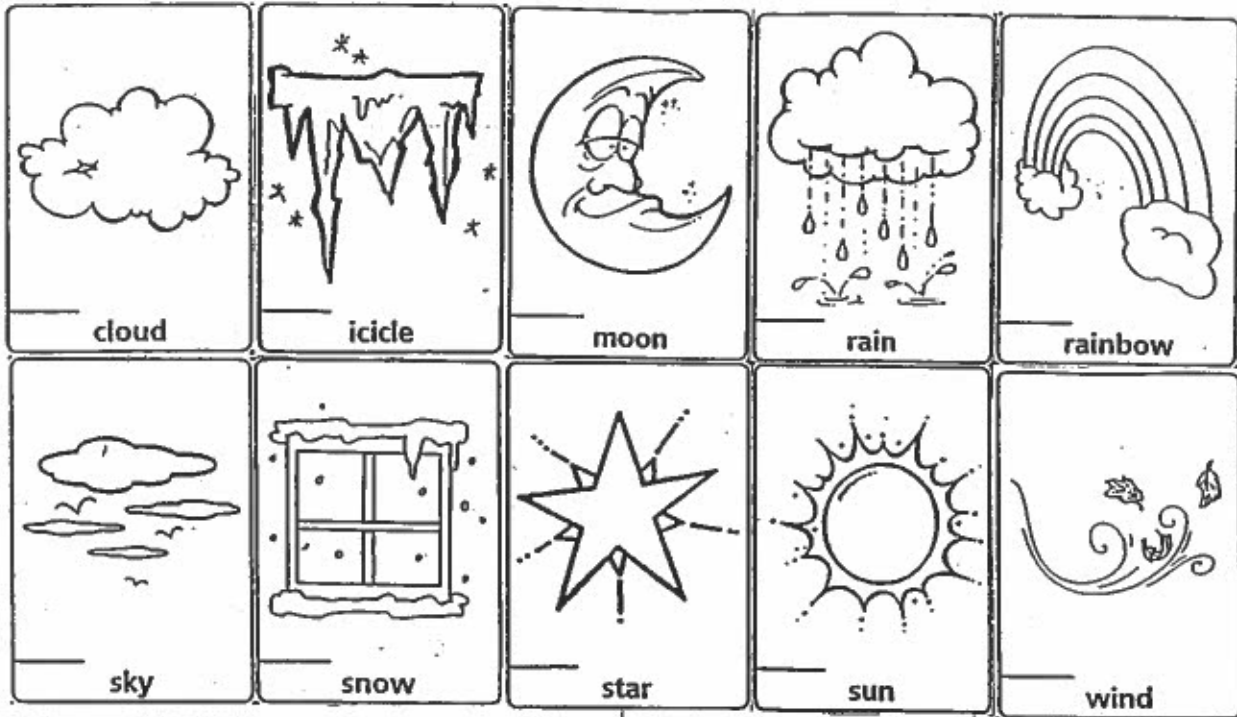
OPINION



WARNINGS



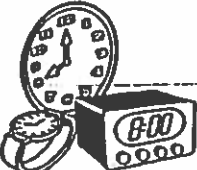

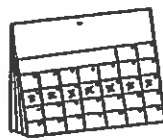

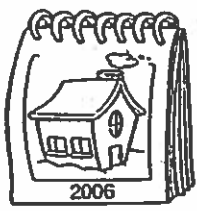

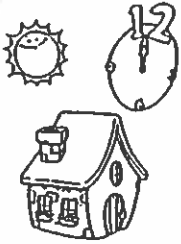
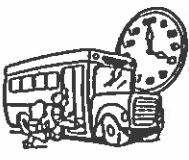
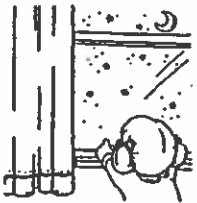

THE WEATHER



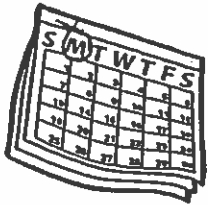
NUMBERS (CONT'D)

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

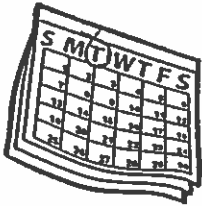
THE TIME

				
Time	Day	Week	Month	Year
				
Morning	Noon	Afternoon	Evening	Night

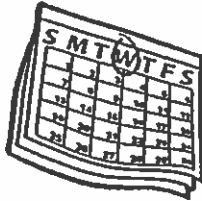
THE WEEK



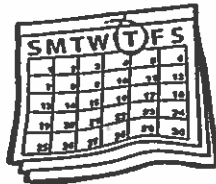
Monday



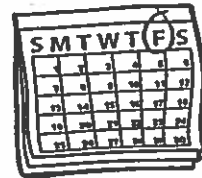
Tuesday



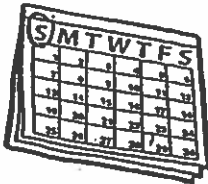
Wednesday



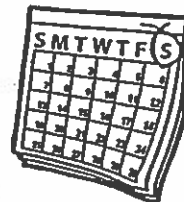
Thursday



Friday

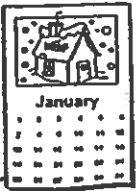


Sunday



Saturday

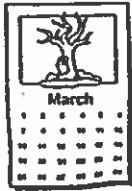
THE MONTHS



January



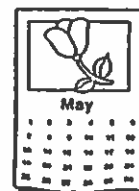
February



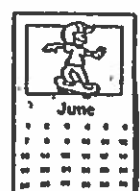
March



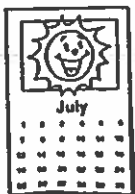
April



May



June



July



August



September



October

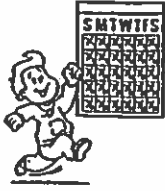
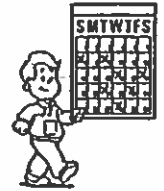
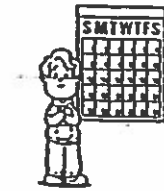


November



December







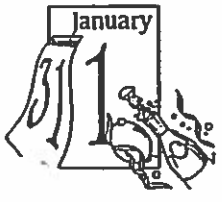
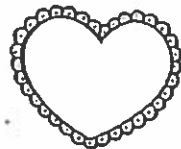
FREQUENCY

 <p>Always</p>	 <p>Often</p>	 <p>Never</p>
---	--	--

THE SEASONS

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

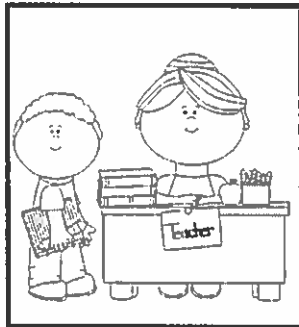
 <p>April fool's</p>	 <p>Birthday</p>	 <p>Carnival</p>	 <p>Christmas</p>	 <p>Easter</p>	 <p>Halloween</p>
 <p>January</p> <p>New Year's Day,</p>	 <p>Valentine's Day,</p>				



SUPER DETECTIVE



student



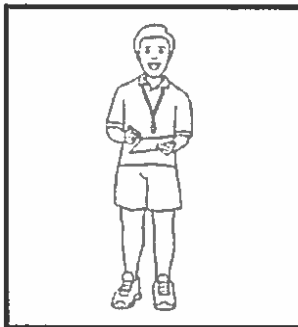
teacher



principal



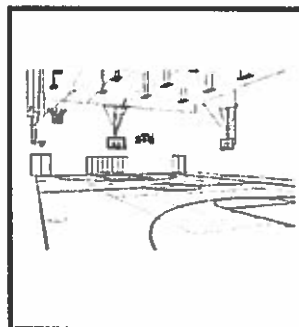
secretary



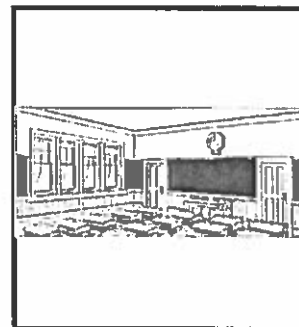
phys. ed. teacher



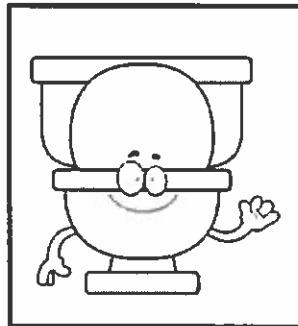
janitor



gymnasium



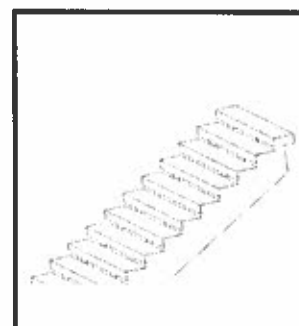
classroom



washroom



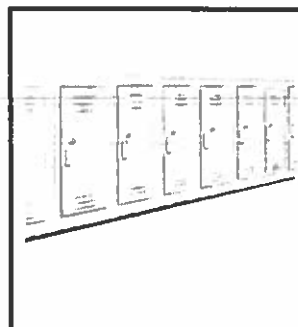
halls



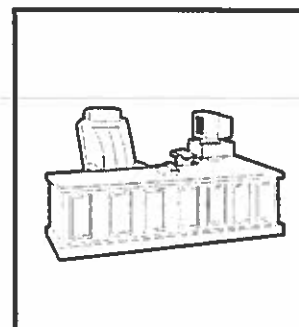
staircase



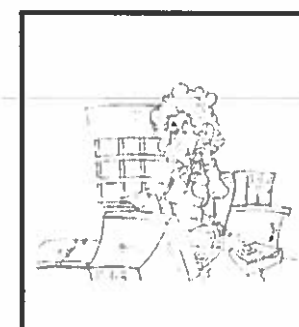
library



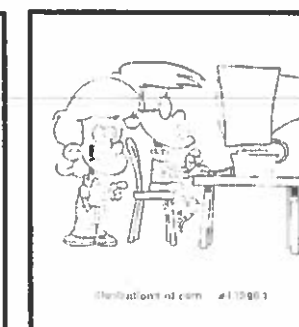
locker(s)



principal's office



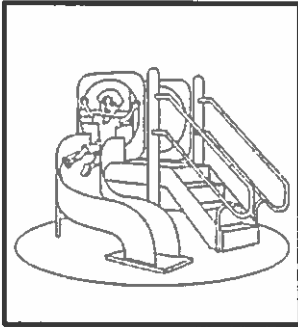
secretary's office



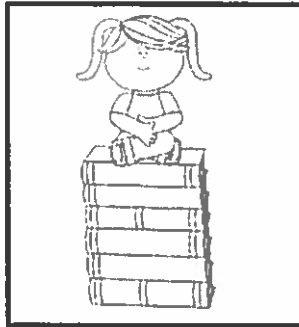
computer room



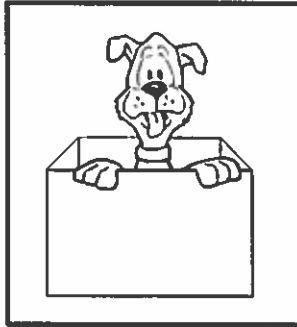
SUPER DETECTIVE



playground



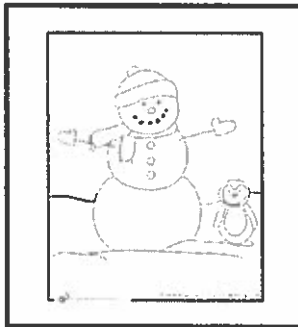
on



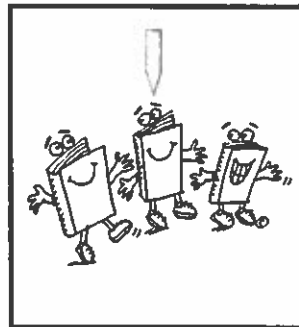
in



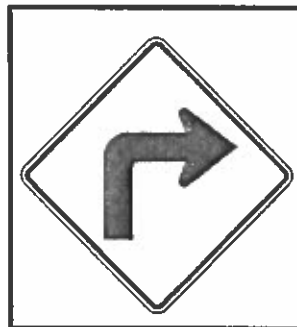
under



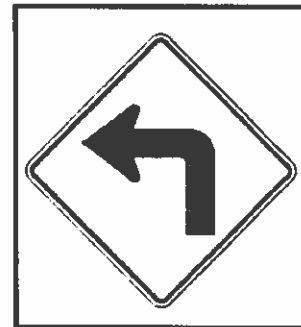
next to



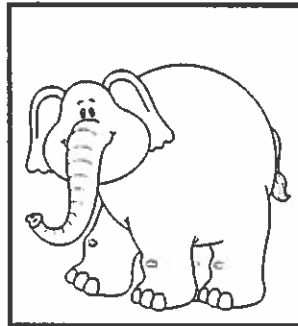
between



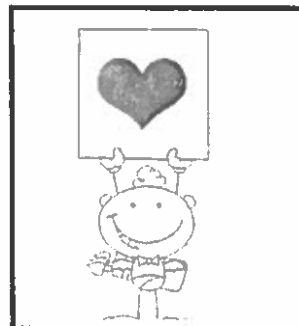
right of



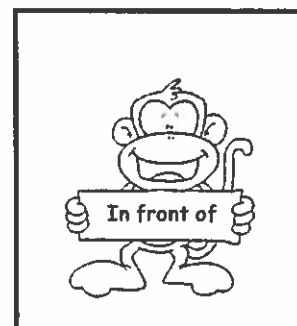
left of



big



above



in front of



behind





What are you afraid of?



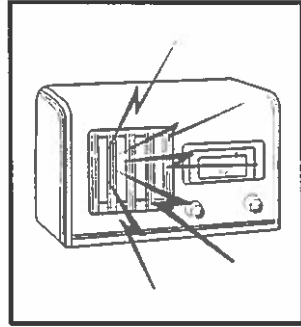
afraid/scared



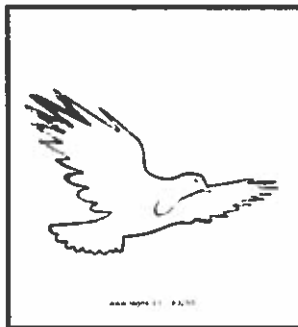
fear



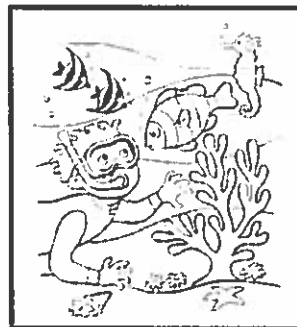
dark



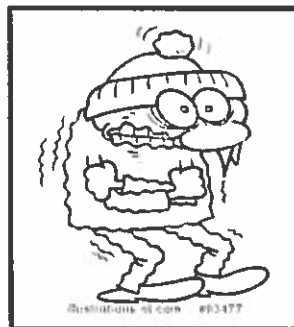
loud noises



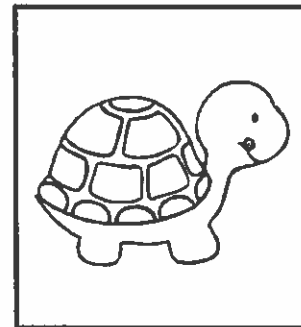
flying high



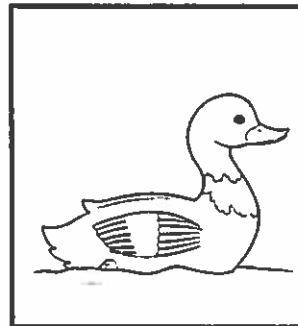
deep water



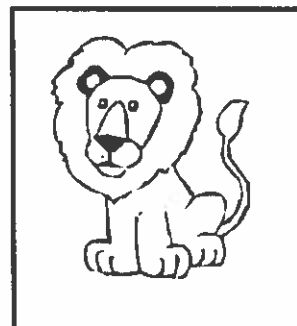
freezing



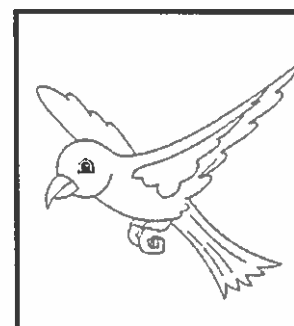
turtle



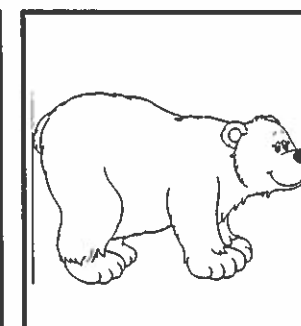
duck



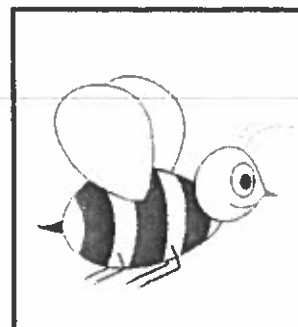
lion



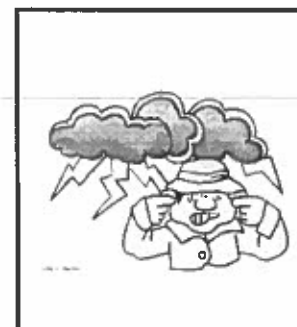
bird



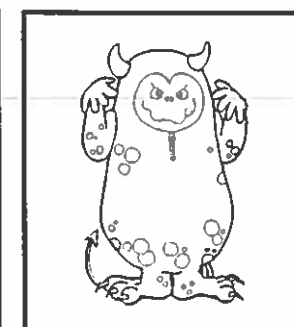
polar bear



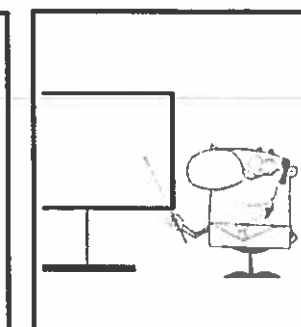
bee(s)



thunderstorm(s)



monster(s)



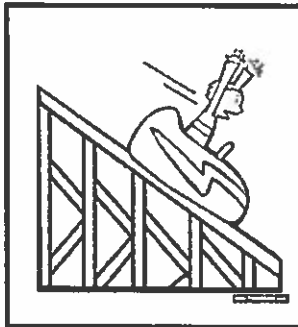
presentation(s)



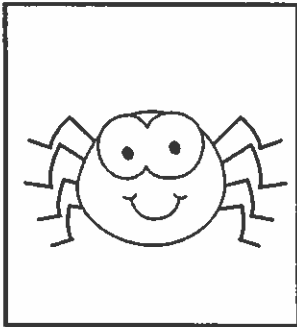
What are you afraid of?



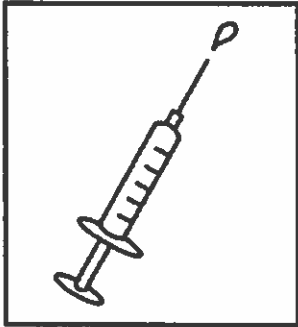
rat(s)



roller coaster(s)



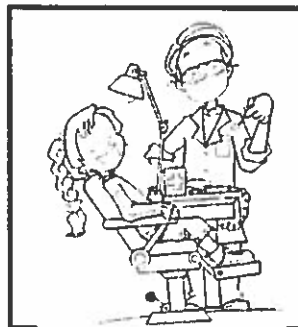
spider(s)



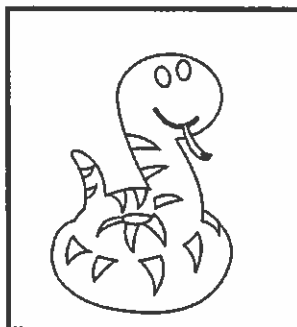
needle(s)



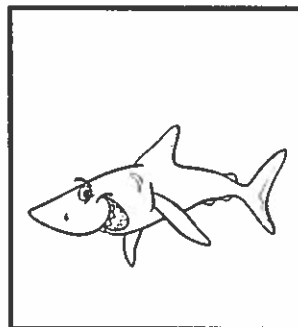
horror movie(s)



dentist



snake(s)



shark(s)



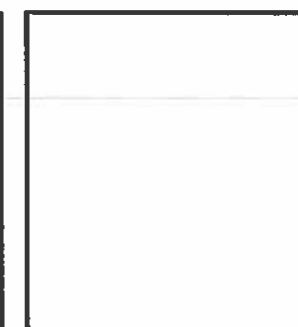
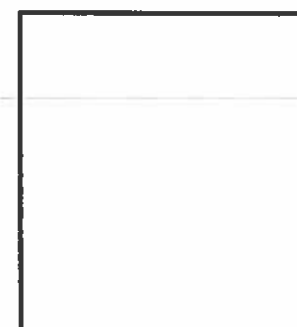
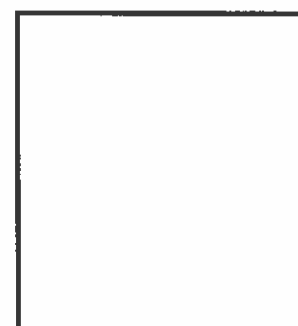
indifferent



uncomfortable



safe

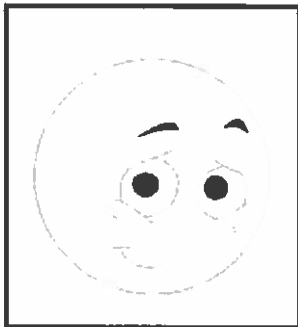




How do you feel?



angry



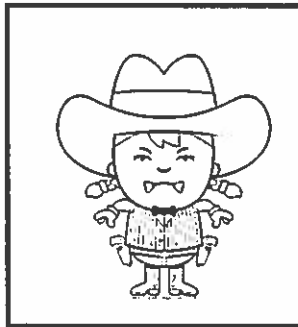
shy



scared



disappointed



frustrated



proud



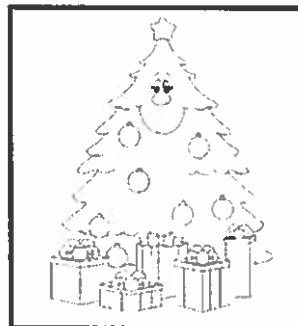
excited



bored



proud



Christmas



birthday



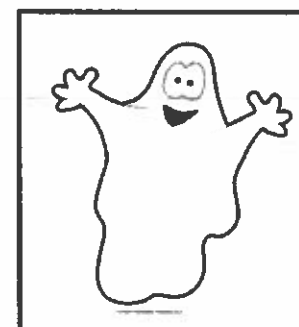
spinach



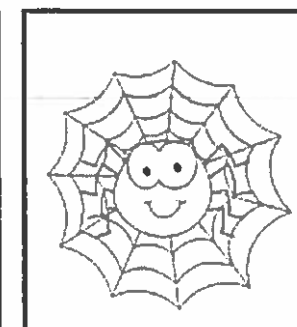
winning



losing



ghost(s)



spider(s)



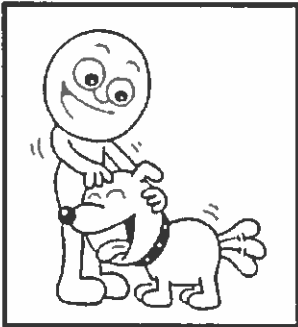
How do you feel?



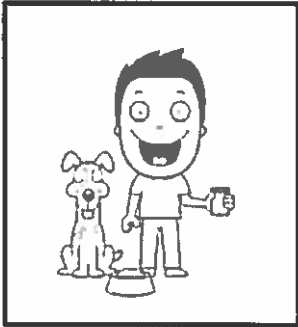
disgusted



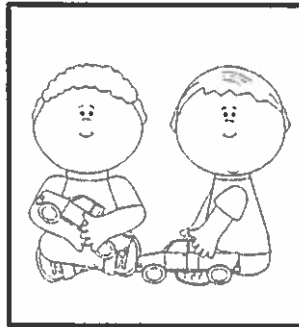
beach



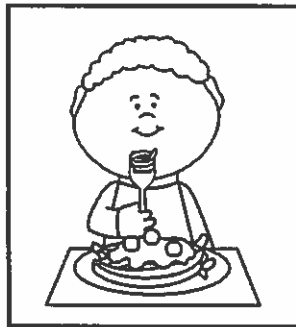
patting



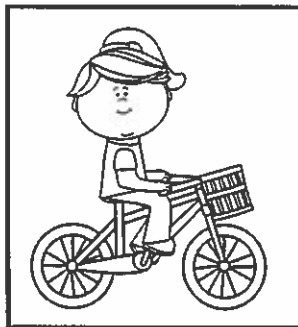
feeding



playing



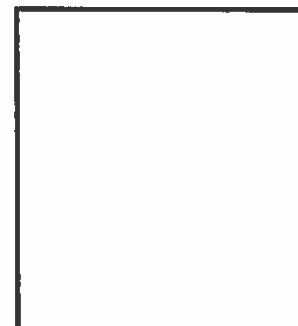
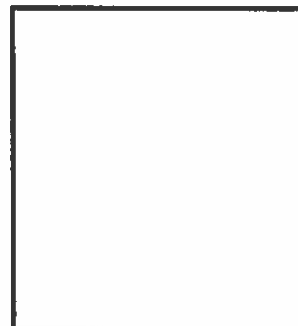
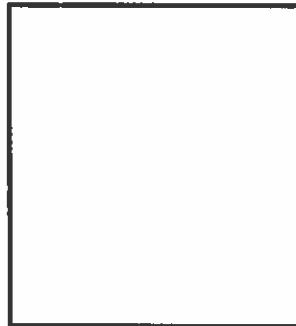
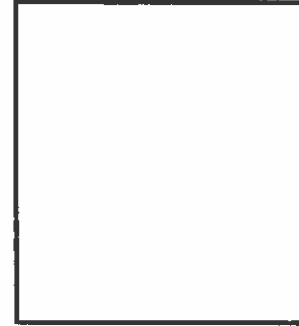
eating



riding



drinking





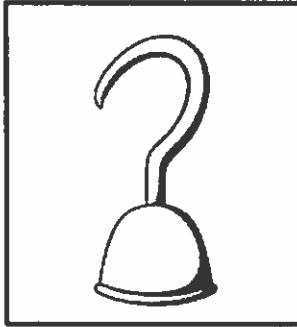
PIRATES - DESCRIPTION



A pirate



A peg leg



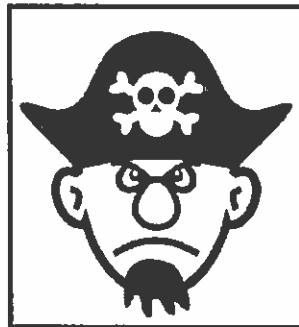
A hook



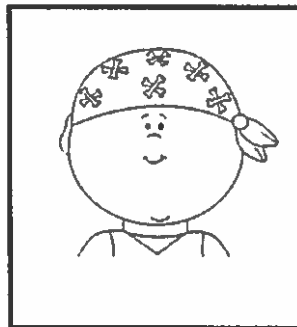
sandals



boot(s)



A pirate hat



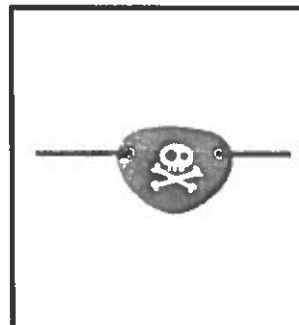
A bandana



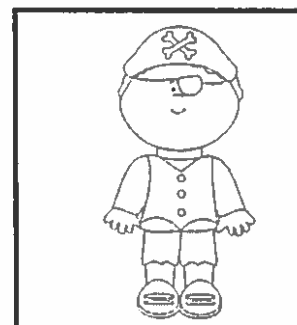
hair



barefoot



An eye patch



torn shorts



A beard



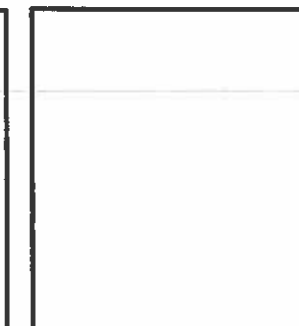
A torn shirt



A puffy shirt



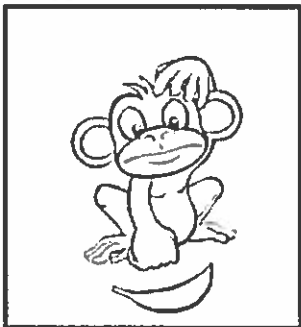
A pirate coat



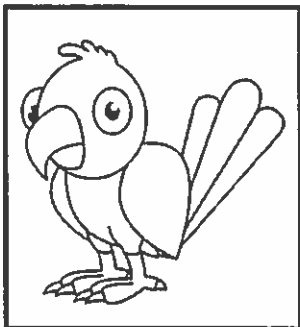
baggy pants



PIRATES - VOCABULARY



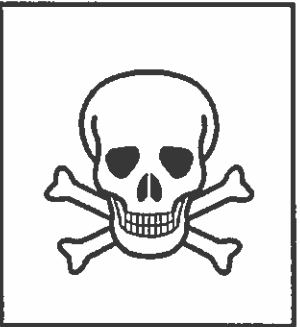
A monkey



A parrot



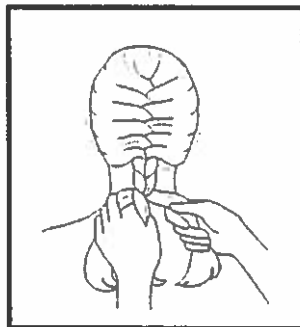
A lizard



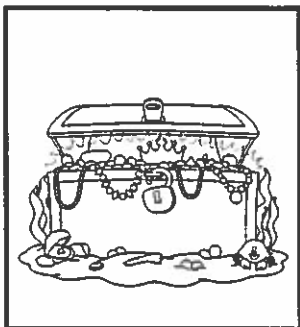
A skull



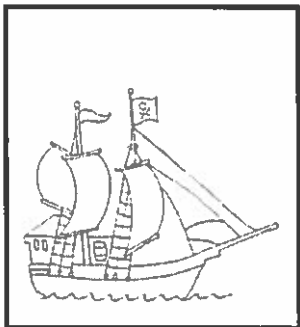
A flag



braid(s)



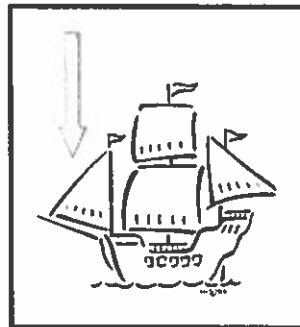
A treasure



A ship



The crew



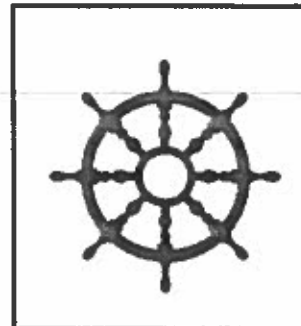
sails



map



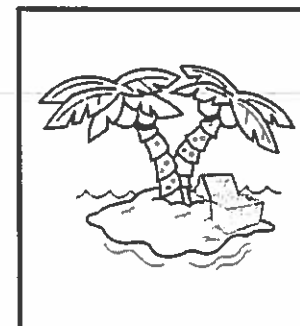
A captain



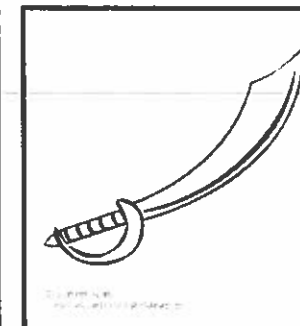
The wheel



A mermaid



A desert island



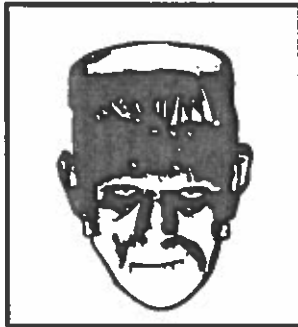
A sword



PIRATES – ADJECTIVES



dangerous



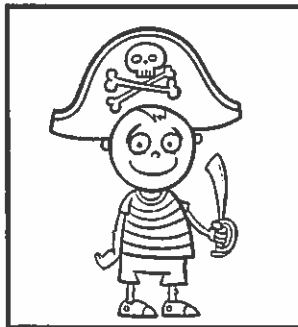
scary



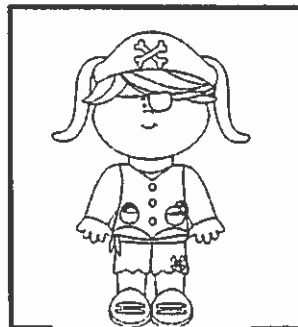
brave



funny



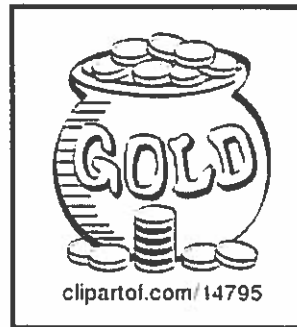
nice



beautiful



dirty

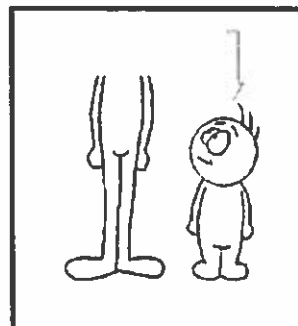


clipartof.com/14795

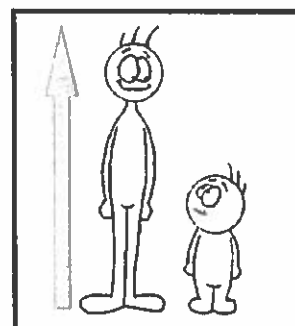
golden



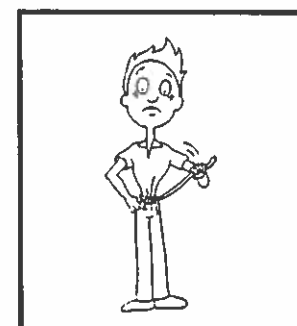
big



short



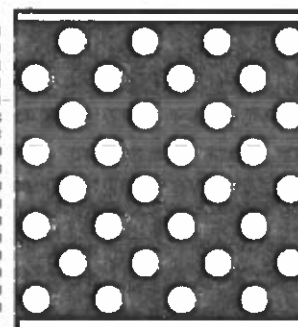
tall



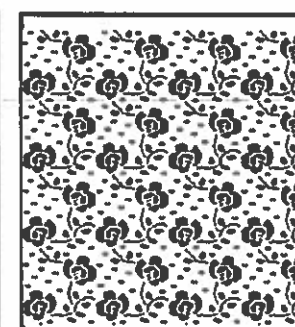
thin



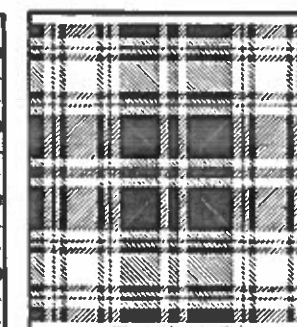
striped



Polka-dot



patterned



checked



PICTIONARY



PICTIONARY

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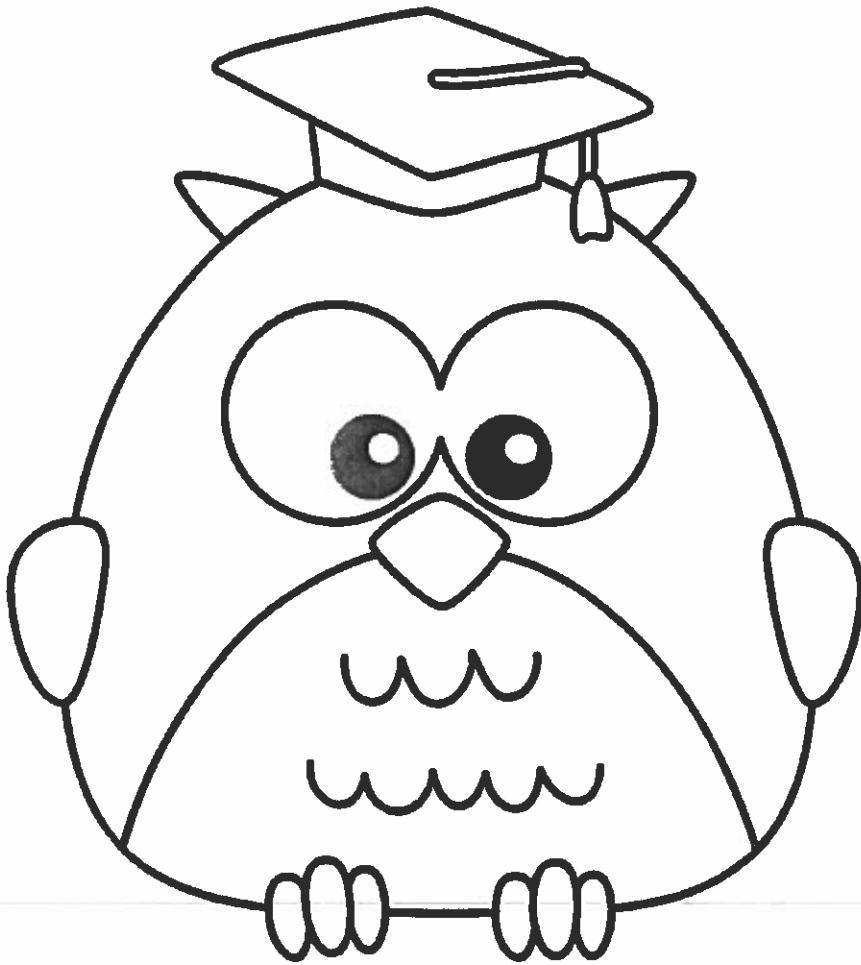


PICTIONARY



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

The image shows a grid of six activity cards. The top-left card is titled 'Reflective sheet' and includes a 'Today's Date' field, 'Liked' and 'Learnt' sections with a lightbulb icon, and a 'STRATEGIES THAT HELP ME' section with icons for LOOK, LISTEN, SPEAK ENGLISH, PARTICIPATE, HELP AS, and LEAD. The top-middle card is 'MIND UP' with a child meditating and a lightbulb. The top-right card is 'FRENCH TAG' with a necklace icon and the word 'NECKLACES'. The bottom-middle card is 'DOJO POINTS' with a 'MY SCORE IS...' speech bubble and a child at a computer. The bottom-right card is 'SUPERHERO BEHAVIOUR' with a superhero character and a 'My colour' speech bubble.

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-jaune/rouge.

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.

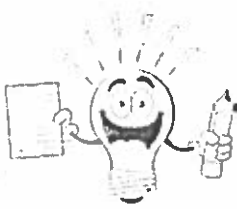
FRENCH TAG

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

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Liked



Learnt



STRATEGIES THAT HELP ME



LOOK



LISTEN



SPEAK ENGLISH



PARTICIPATE



RELAX

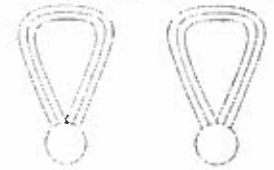


MIME

MIND UP



FRENCH TAG



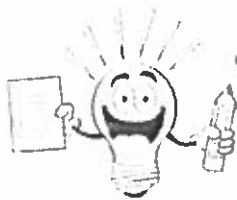
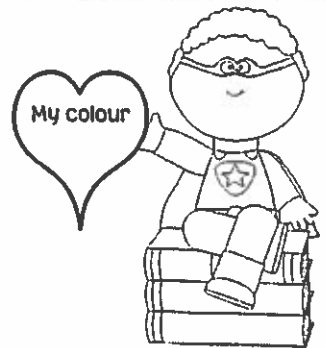
NECKLACES

DOJO POINTS

My score is...



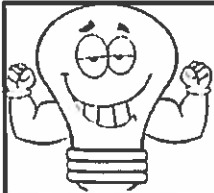
SUPERHERO BEHAVIOUR



Reflective sheet

Today's Date

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Liked



Learnt



STRATEGIES THAT HELP ME



LOOK



LISTEN



SPEAK ENGLISH



PARTICIPATE



RELAX

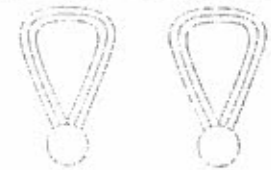


MIME

MIND UP



FRENCH TAG



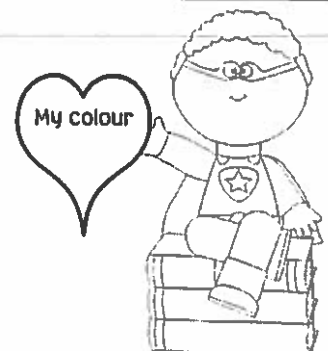
NECKLACES

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 : _____



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!