

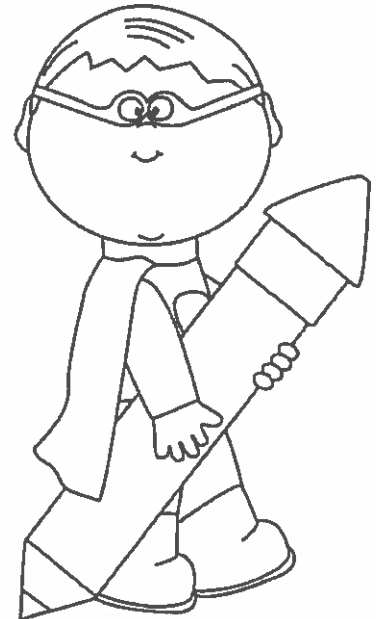
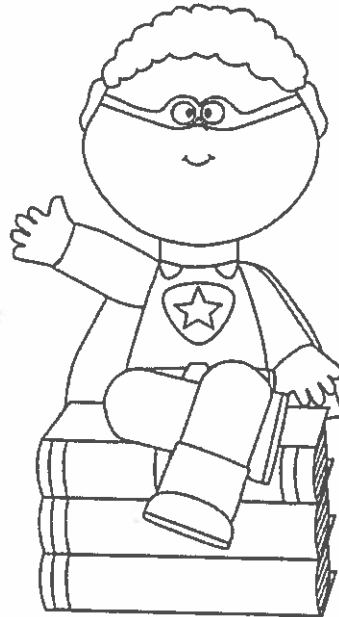


ENGLISH LOGBOOK



5th GRADE

MISS MARY'S ENGLISH CLASS



This LOGBOOK belongs to _____ GROUP : _____

IN MISS MARY'S CLASS,

I have a **GROWTH MINDSET!**



STEPS

1. Sit down crisscross in a calm place.



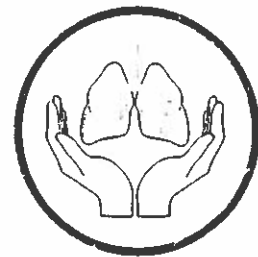
6. **EXHALE** through your mouth for 6 seconds.



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.



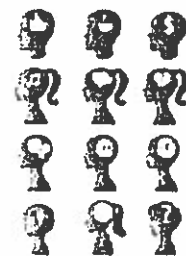
8. Leave your negative thoughts and emotions behind.



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 5

*** INFORMATION ANGLAIS/FRANÇAIS POUR LES PARENTS : Révisez 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



The world of clowns · Pictionary p.50-51
 School objects p.49
 Alphabet · Pictionary p.39
 Numbers · Pictionary p.40
 Colors and shapes · Pictionary p. 41
 Greetings · Pictionary p.42

L'élève révise le vocabulaire appris au 2^e cycle, au besoin. Il doit maintenant bien connaître et utiliser les salutations, les lettres, les nombres jusqu'à 10 000, les couleurs, les formes et le matériel scolaire. Il comprend bien les explications lorsque les mots sont prononcés et il peut écrire les mots, en utilisant ses ressources à l'occasion.

OCTOBER



LIST OF VERBS (done in class) p.18 and up
 The world of clowns · Pictionary p.50-51
 Objects of activities · Pictionary p.52-53
 Clothing · Pictionary p.54-55
 Everyday expressions · Pictionary p.44
 Needs in the classroom · Pictionary p.45

En classe, l'élève peut convenablement utiliser les verbes travaillés en classe au présent, au passé et au futur. L'élève peut exprimer ses besoins, ses opinions, ses difficultés et il peut poser des questions. L'élève nomme les objets et les noms des vêtements. Il comprend bien les explications lorsque les mots sont utilisés et il peut écrire ces mêmes mots, en utilisant ses ressources à l'occasion.

NOVEMBER



LIST OF VERBS (done in class) p.18 and up
 Boy Soup · Pictionary p.56-57
 Working in teams · Pictionary p.46
 Opinion · Pictionary p.47

L'élève continue d'utiliser et de conjuguer les nouveaux verbes travaillés en classe. L'élève peut s'exprimer avec le vocabulaire des habiletés sur le thème du des malaises et des recettes. Il peut travailler en équipe en s'exprimant aisément avec le langage fonctionnel travaillé en classe et il peut utiliser les mots et expressions apprises antérieurement. Il comprend bien les explications lorsque ces mots sont utilisés et il peut écrire ces mêmes mots, en utilisant ses ressources à l'occasion.

DECEMBER



LIST OF VERBS (done in class) p.18 and up
 Boy Soup · Pictionary p.56-57

L'élève continue d'utiliser et de conjuguer les nouveaux verbes travaillés en classe. L'élève peut s'exprimer avec le vocabulaire des malaises et des recettes. Il comprend bien les explications lorsque ces mots sont utilisés et il peut écrire ces mêmes mots, en utilisant ses ressources à l'occasion.

JANUARY

LIST OF VERBS (done in class) p.18 and up
Sports equipment · Pictionary p.58-59
Places to practice sports · Pictionary p.60



L'élève continue d'utiliser et de conjuguer les nouveaux verbes travaillés en classe. L'élève peut s'exprimer sur les équipements nécessaires à la pratique des sports, ainsi que les lieux où ils sont pratiqués. Il comprend bien les explications lorsque ces mots sont utilisés et il peut écrire ces mêmes mots, en utilisant ses ressources à l'occasion.

FEBRUARY

LIST OF VERBS (done in class) p.18 and up
Sports equipment · Pictionary p.58-59
Places to practice sports · Pictionary p.60



L'élève continue d'utiliser et de conjuguer les nouveaux verbes travaillés en classe. L'élève continue de s'exprimer sur les équipements nécessaires à la pratique des sports, ainsi que les lieux où ils sont pratiqués. Il comprend bien les explications lorsque ces mots sont utilisés et il peut écrire ces mêmes mots, en utilisant ses ressources à l'occasion.

MARCH

LIST OF VERBS (done in class) p.18 and up
Magic powers · Pictionary p.61-62



L'élève continue d'utiliser et de conjuguer les nouveaux verbes travaillés en classe. L'élève peut s'exprimer sur les pouvoirs magiques, comment ils fonctionnent et il peut donner son opinion sur ses pouvoirs magiques préférés. Il comprend bien les explications lorsque ces mots sont utilisés et il peut écrire ces mêmes mots, en utilisant ses ressources à l'occasion.

APRIL

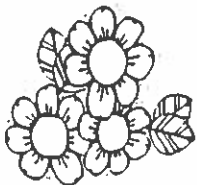
LIST OF VERBS (done in class) p.18 and up
Magic powers · Pictionary p.61-62



L'élève continue d'utiliser et de conjuguer les nouveaux verbes travaillés en classe. L'élève peut s'exprimer sur les pouvoirs magiques, comment ils fonctionnent et il peut donner son opinion sur ces pouvoirs magiques préférés. Il comprend bien les explications lorsque ces mots sont utilisés et il peut écrire ces mêmes mots, en utilisant ses ressources à l'occasion.

MAY

LIST OF VERBS (done in class) p.18 and up
Magic powers · Pictionary p.61-62



À la fin de sa 5^e année, l'élève se sent à l'aise pour communiquer des besoins, des opinions et des sentiments en anglais. Il connaît un éventail de vocabulaire fonctionnel afin de se débrouiller dans les divers contextes de classe, mais aussi dans d'autres situations. Avec l'aide de stratégies, il arrive à se débrouiller pour se faire comprendre lorsqu'il sort de sa zone de confort (les thèmes enseignés jusqu'ici). Il peut faire de courtes phrases complètes, sans aide, en utilisant des verbes différents pour s'exprimer à l'oral ou à l'écrit.

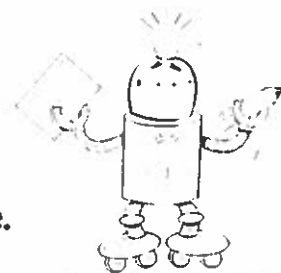
Nice work! Have a great summer!

BONUS HOMEWORK

RULES TO CHANGE THE BONUS HOMEWORK YOU HAVE DONE INTO DOJO POINTS



- Maximum of 5 activities per week.
- Under parental supervision.
- Parent initials needed.
- Must write the date and title of TV show, book or website.



OBJECTIVE: TO improve English skills and increase confidence in class.

Practicing English on a learning website (30 minutes)			Watching TV in English (30 minutes)			Reading an entire book that suits your reading level		
Date	Website	Initials	Date	TV Show	Initials	Date	Title of book	Initials

BONUS HOMEWORK

RULES TO CHANGE THE BONUS HOMEWORK YOU HAVE DONE INTO DOJO POINTS



- Maximum of 5 activities per week.
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- Must write the date and title of TV show, book or website.



OBJECTIVE TO improve English skills and increase confidence in class

Practicing English on a learning website (30 minutes)			Watching TV in English (30 minutes)			Reading an entire book that suits your reading level		
Date	Website	Initials	Date	TV Show	Initials	Date	Title of book	Initials

WEEKLY CHALLENGE

RULES TO TURN THE CHALLENGES YOU HAVE DONE INTO DOJO POINTS









- Maximum of ONE of EACH activity per week.
- Under parental supervision.
- Parent initials needed.
- Must write the date and level of appreciation of the activity.



OBJECTIVE: TO IMPROVE ENGLISH SKILLS AND INVOLVE YOUR FAMILY MEMBERS INTO YOUR LEARNING PROCESS.

1. SPEAK ENGLISH DURING SUPPER WITH YOUR FAMILY

2. PLAY A BOARD GAME OR A CARD GAME WITH YOUR RELATIVES (NO VIDEO GAME)

Level of appreciation					Level of appreciation				
Date	 EASY	 SO SO	 DIFFICULT	Initials	Date	 EASY	 SO SO	 DIFFICULT	Initials

My Grade 5 LIST OF VERBS



My name : _____

VERB LIST

Verbs	Page	Verbs	Page	Verbs	Page
To be	1	To learn	8	To break	15
To have	1	To think	8	To tell	15
To do	1	To find	8	To cry	15
To go	2	To ask	9	To buy	16
To open	2	To answer	9	To carry	16
To close	2	To call	9	To visit	16
To write	3	To bring	10	To jump	17
To draw	3	To touch	10	To run	17
To colour	3	To wait	10	To dress (up)	17
To read	4	To love	11	To wash	18
To cut (out)	4	To kiss	11	To blow	18
To speak	4	To dance	11	To catch	18
To give	5	To fall	12	To brush	19
To take	5	To smile	12	To tie	19
To want	5	To laugh	12	To build	19
To listen	6	To show	13	To celebrate	20
To see	6	To push	13	To decorate	20
To look	6	To throw	13	To add	20
To work	7	To drink	14		
To practice	7	To eat	14		
To play	7	To walk	14		



GRAMMAR

Simple Present

	Affirmative			Negative		
RULE #1 In the 3rd person singular, Add <i>s</i>	I	like		I	don't	like
	You	like		You	don't	like
	He	likes		He	doesn't	like
	She	likes		She	doesn't	like
	It	likes		It	doesn't	like
	We	like		We	don't	like
	You	like		You	don't	like
	They	like		They	don't	like

Simple Past

	Affirmative			Negative		
REGULAR RULE #2 add <i>ED</i> to regular verbs in the past	I			I	didn't	
	You			You	didn't	
	He			He	didn't	
	She	liked		She	didn't	like
	It			It	didn't	
	We			We	didn't	
	You			You	didn't	
	They			They	didn't	
IRREGULAR RULE #3 refer to a list of irregular verbs to know the ending of irregular verbs	I	went		I	didn't	go

SOUNDS OF IRREGULAR VERBS

GROUP	SOUND	Infinitive verbs ending in...	
VOICELESS SOUND	-ED pronounced as « t »	p	To help
		k	To cook
		s	To press
		ch	To watch
		sh	To push
		f	To laugh
		x	To fix
		h	To laugh
		l	To travel
		v	To save
		n	To open
		m	To slam
		VOICED SOUND	-ED pronounced as « d »
b	To describe		
g	To belong		
w	To show		
y	To try		
z	To close (z)		
vowel	To agree		
GROUP TD	-ED pronounced as « id »	t	To count
		d	To end

When to double a consonant before adding *-ed* or *-ing*

DOUBLE THE CONSONNANT

1) Double the final letter when a one-syllable verb ends in consonant + vowel + consonant.

To stop = stopped
To rob = robbed
To sit = sitting

2) Double the final letter when a word has more than one syllable, and when the final syllable is stressed in speech.

To beGIN = beginning
To preFER = preferred

DO NOT DOUBLE THE CONSONNANT

If the final syllable is not stressed, we do not double the final letter.

To LISten = listened
To HAPen = hapened

* We do NOT double the final letter when a word ends in two consonants (*rt, rn, etc.*):

start · starting, started
burn · burn, burned.

* We do NOT double the final letter when two vowels come directly before it:

remain · remaining, remained.

* We do NOT double w or y at the end of words:

play · playing, played
snow · snowing, snowed.

FUTURE

Affirmative

subject

He

Auxiliary

will
(ll)

verb

go

Negative

subject

He

Auxiliary

will not
(won't)

verb

go



LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To be</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To have</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To do</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			



LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To go</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

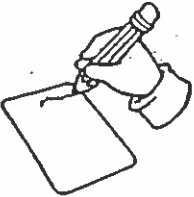
INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To open</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To close</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To write</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To draw</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To colour</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To read</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To cut out</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To speak</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To give</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To take</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To want</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To listen / to hear</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

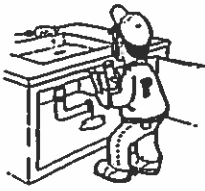
INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To see</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To look at</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To work</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To practice</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To play</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



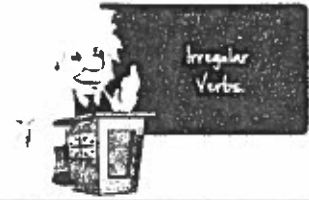
INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To learn		I			
	Irr	You			
		He			
	Sound	We			
		They			

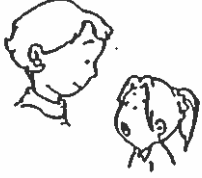
INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To think		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To find		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To ask</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To answer</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To call</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To bring		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To touch		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To wait		I			
	Irr	You			
		He			
	Sound	We			
		They			




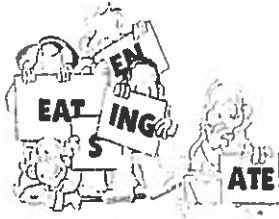
LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To love		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To kiss		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To dance		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To fall</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To smile</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To laugh</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

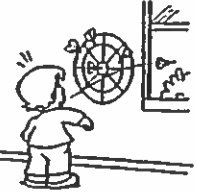


LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To show</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To push</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To throw</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




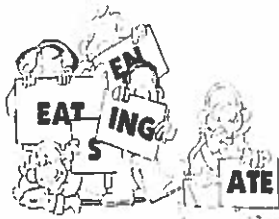
LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To drink</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

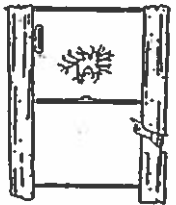
INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To eat</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To walk</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




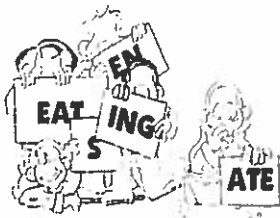
LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To break</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To tell</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To cry</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

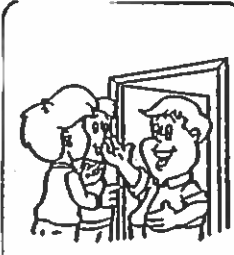


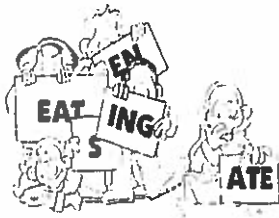
LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To buy</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To carry</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To visit</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

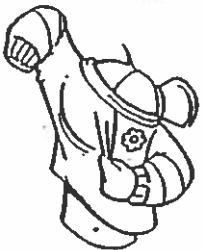


LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To jump</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To run</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To dress up</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To wash</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			


INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To blow</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

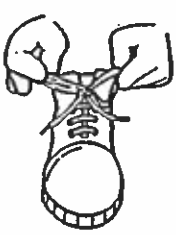
INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 <p>To catch</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			




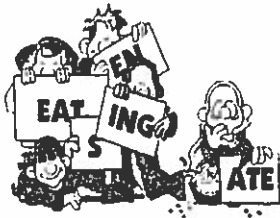
LIST OF VERBS



INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To brush		I			
	Irr	You			
		He			
	Sound	We			
		They			

INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To tie		I			
	Irr	You			
		He			
	Sound	We			
		They			

INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
 To build		I			
	Irr	You			
		He			
	Sound	We			
		They			



LIST OF VERBS



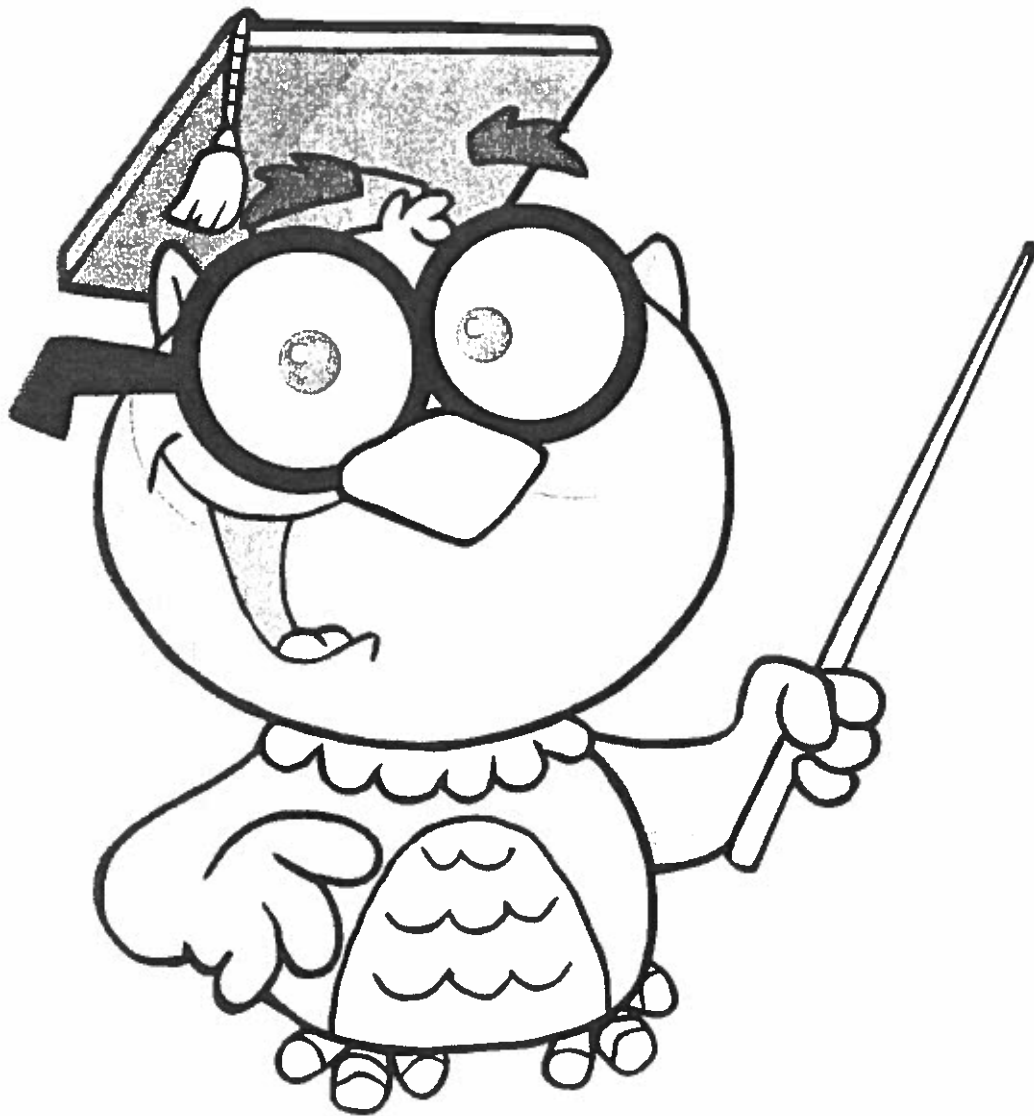
INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To celebrate</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To decorate</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

INFINITIVE	Reg	PP	PRESENT TENSE	SIMPLE PAST	FUTURE
<p>To add</p>		I			
	Irr	You			
		He			
	Sound	We			
		They			

My Grader's 5

English Pictionary

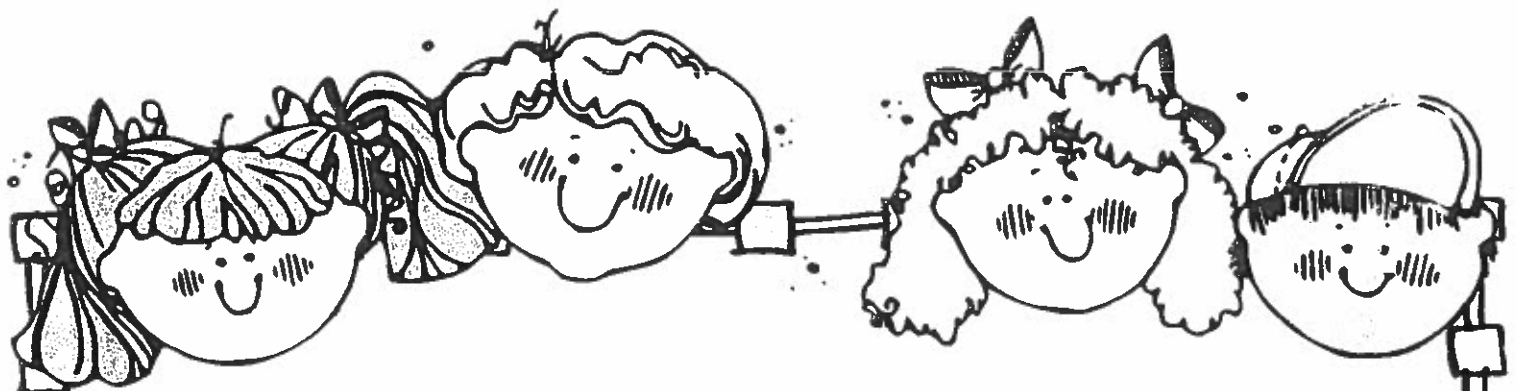


The Alphabet



A	B	C	D	E	F
AI	BI	SI	DI	I	EF
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)				



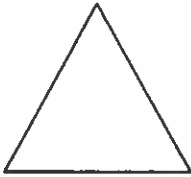
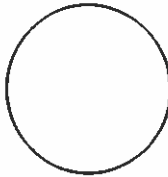

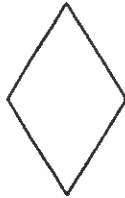


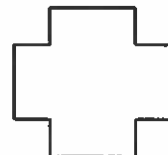

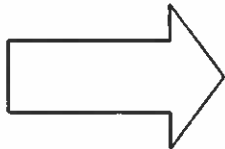

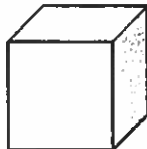
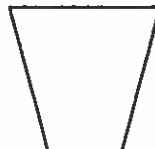
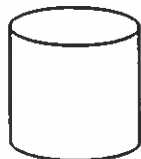




The Numbers

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!**

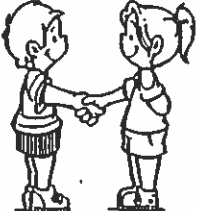

Angry


Sad


Happy


Embarrassed



Handsome / beautiful



Nice / Friendly

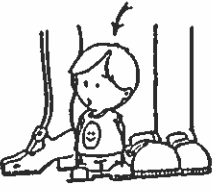

Cheerful



Ugly


Strong


Tall


Big


Small


Hot


Cold

FEELINGS AND EMOTIONS



HAPPY



SAD



ANGRY



SHY



ANXIOUS



BORED



EMBARRASSED



SURPRISED



CONFIDENT



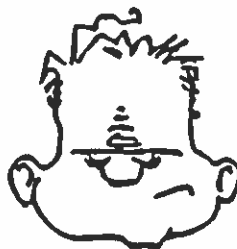
LONELY



JEALOUS



FRIGHTENED



FRUSTRATED



HYSTERICAL



ENRAGED



SHOCKED



DISGUSTED



EXHAUSTED



GUILTY



DEPRESSED



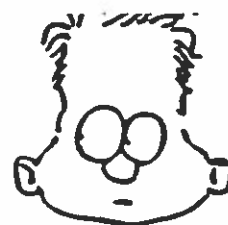
LOVESTRUCK



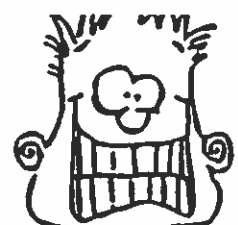
CONFUSED



HOPEFUL



SUSPICIOUS



ECSTATIC


EVERYDAY EXPRESSIONS

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



© 5

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



© 5

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



- What can I do?
- How can I help?

© 5

I don't know!




© 5

Can I help you?



© 5

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



© 5

Hum...
Can you
repeat, please?





© 5

- Who?
- What?
- Where?





© 5

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**?

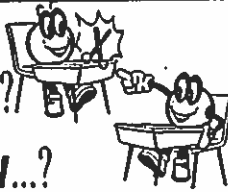


- It's **brand new**.
- It's **dull**.
- It's **broken**.

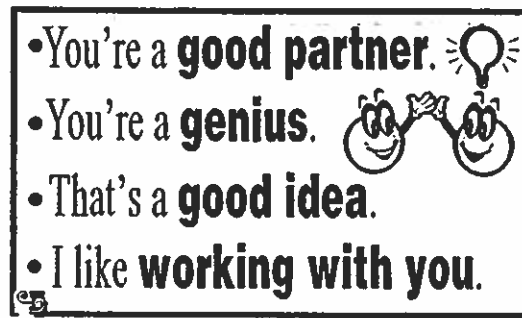
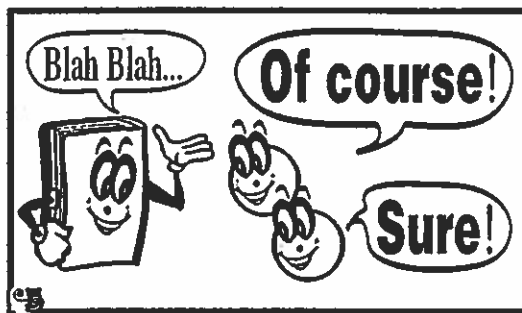
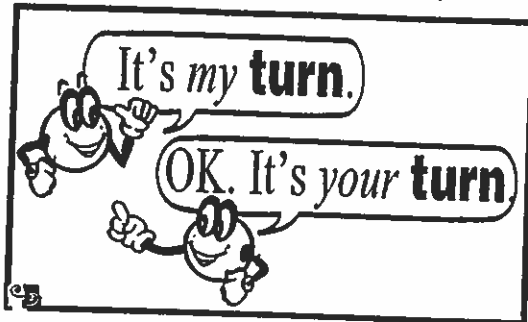
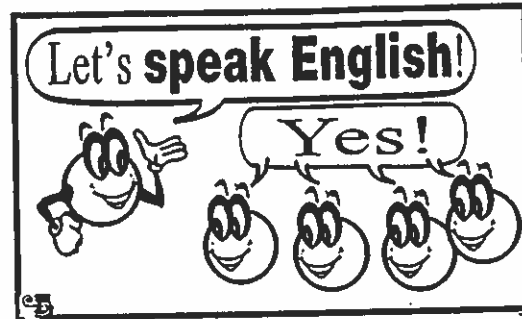
- May I **hand out**...?
- Can I **hand out**...?



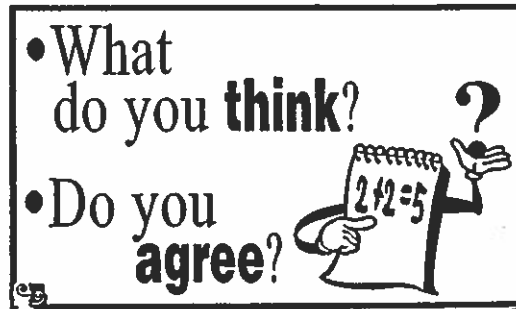
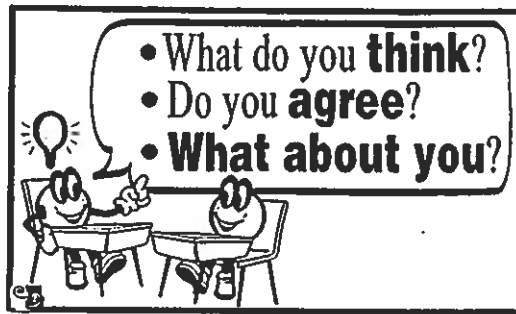
- May I **have**...?
- Can I **borrow**...?
- Can **you pass me**...?



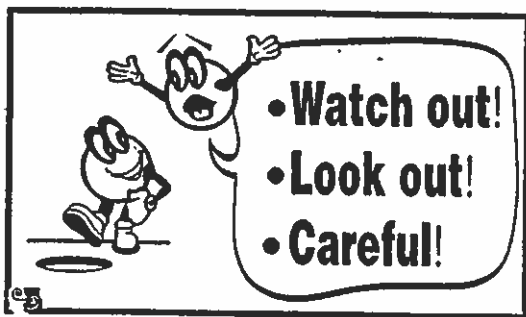
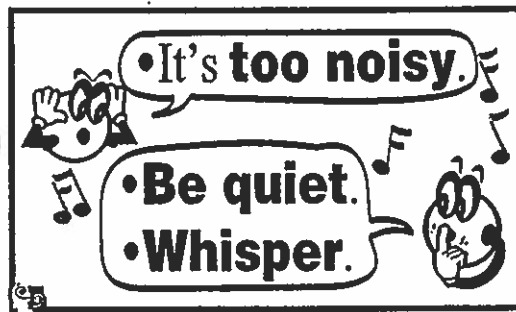
WORKING IN TEAMS



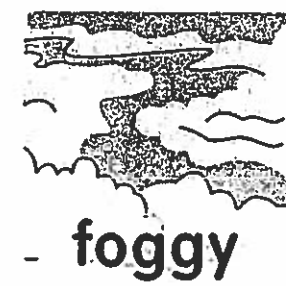
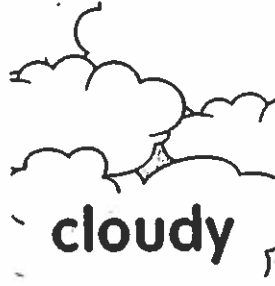
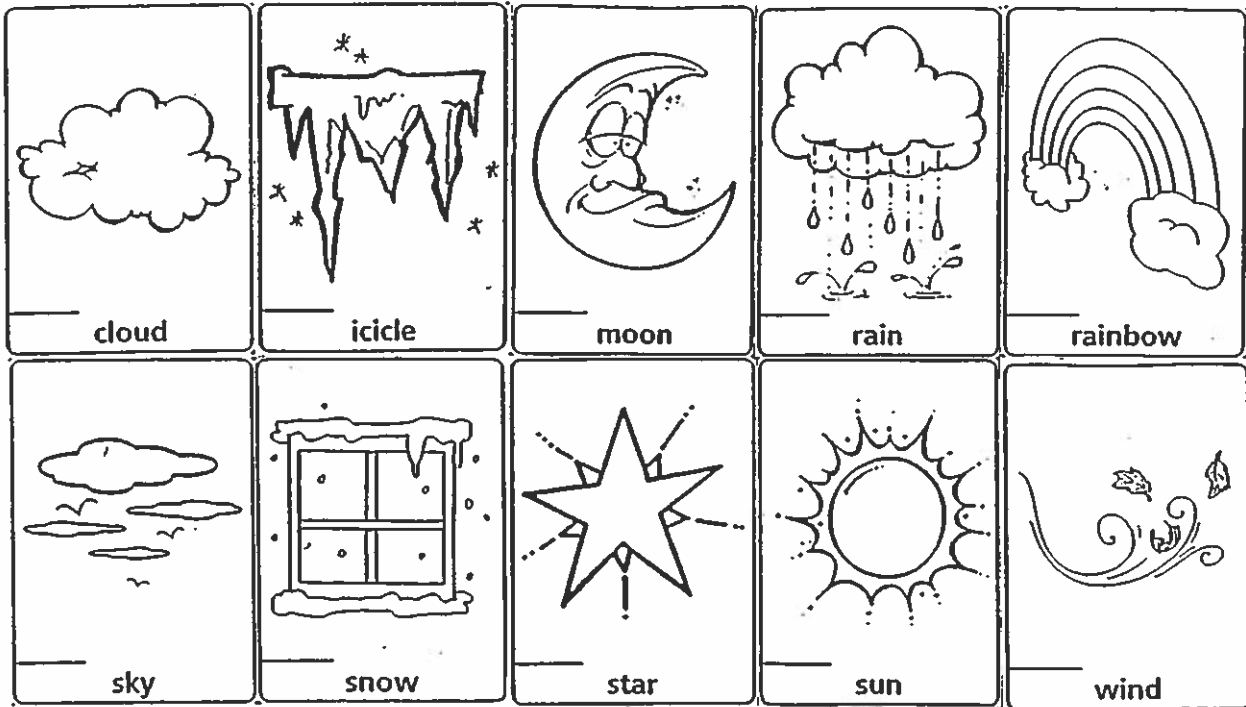
OPINION



WARNINGS



THE WEATHER

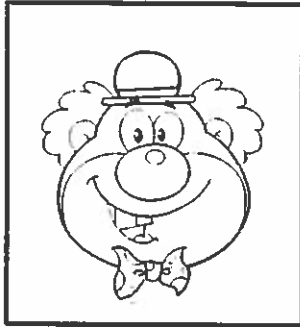


SCHOOL OBJECTS





World of clowns



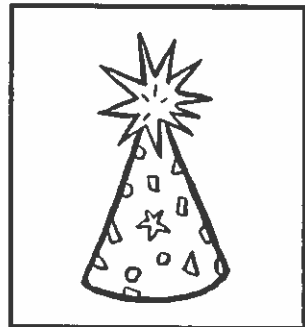
A clown



A costume



Big shoes



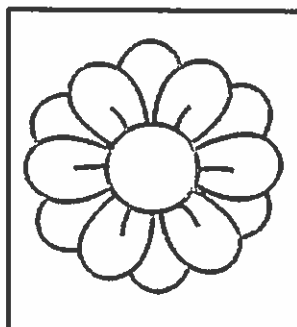
A pointy hat



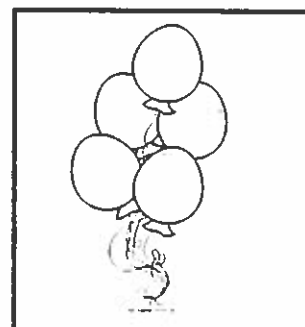
A melon hat



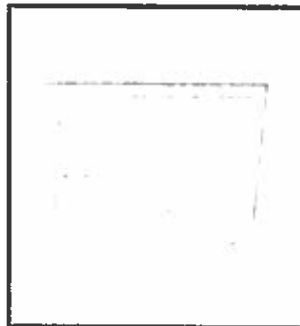
A wig



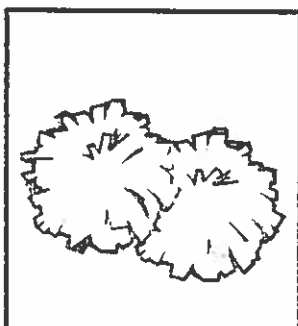
A flower



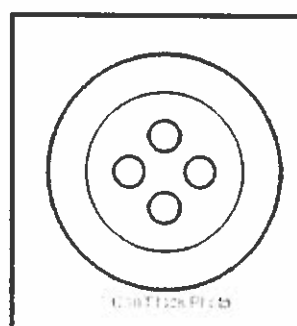
Balloons



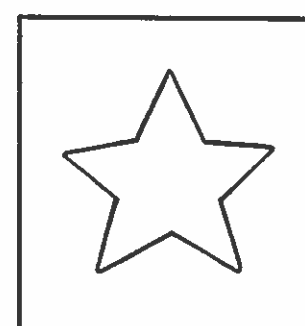
A pocket



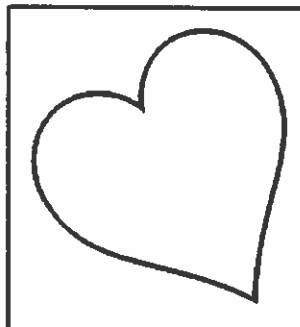
Pompoms



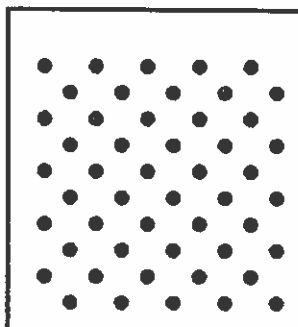
A button



A star



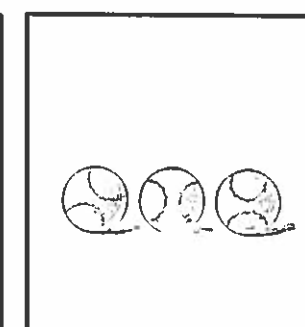
A heart



Polka dots



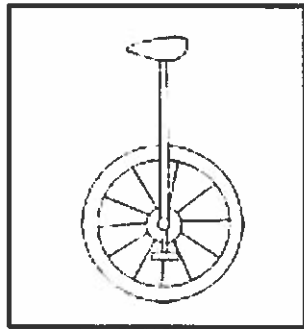
A hula hoop(s)



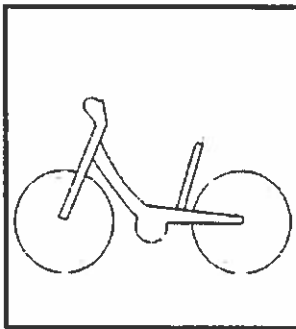
Balls



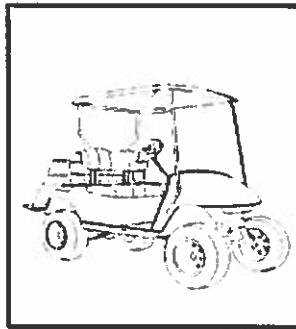
The world of clowns



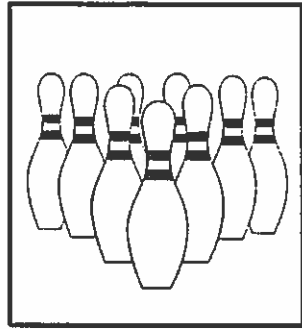
A unicycle



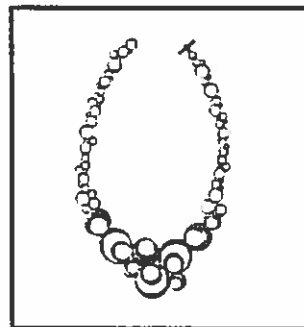
A bicycle



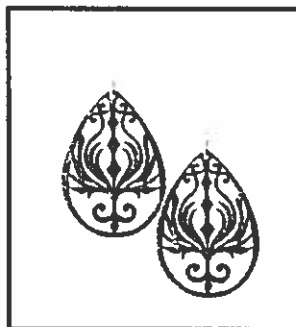
A cart



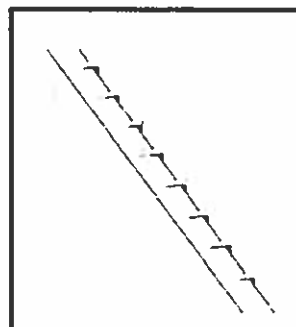
Bowling pins



A necklace



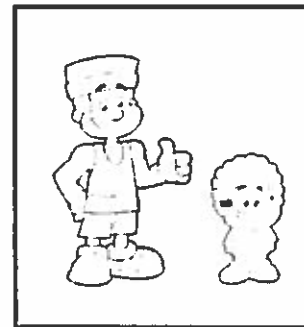
Earrings



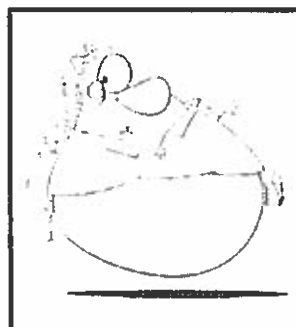
long



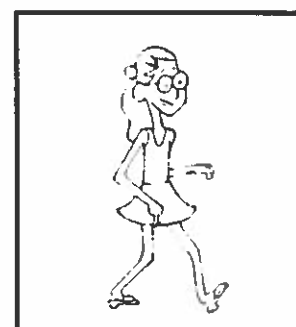
big



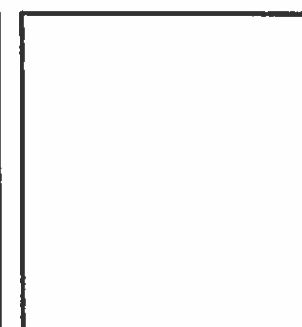
short



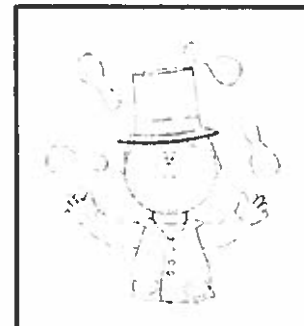
chubby



thin



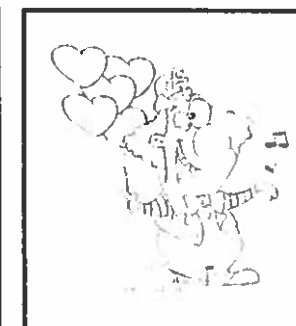
multicolor



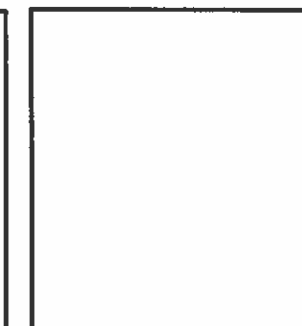
juggling




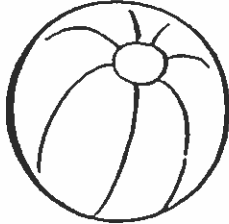
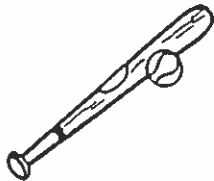
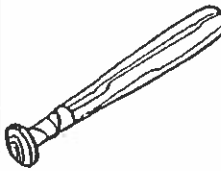
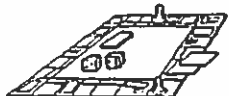


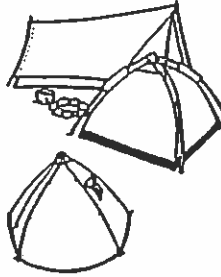

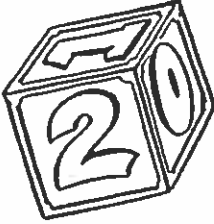

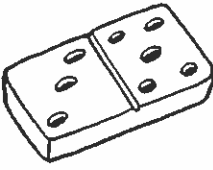
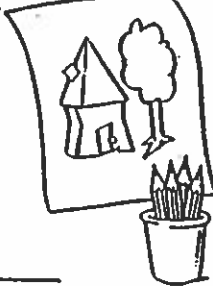

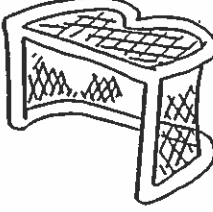

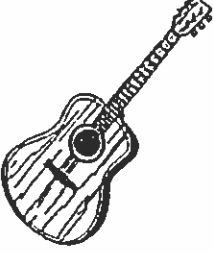
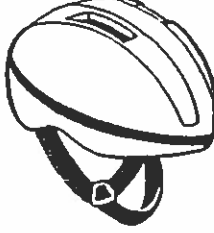
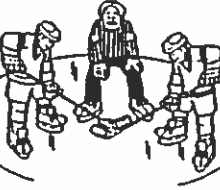
laugh



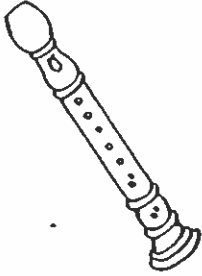
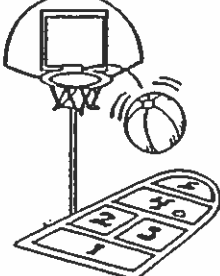
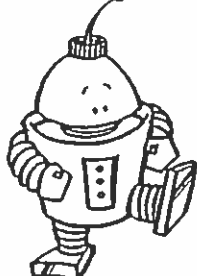

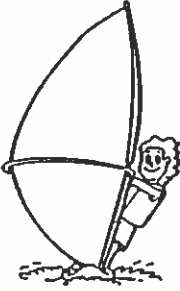
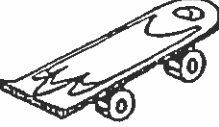
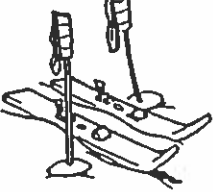
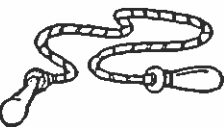
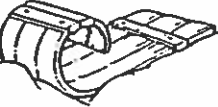






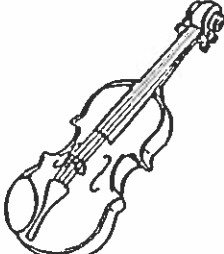
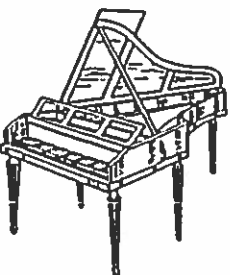
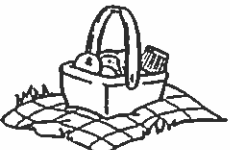
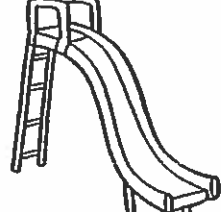

funny



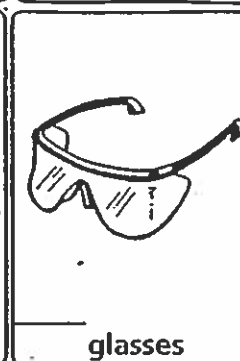
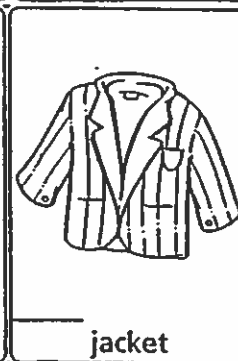
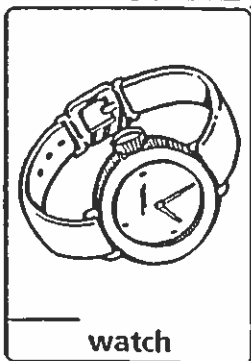
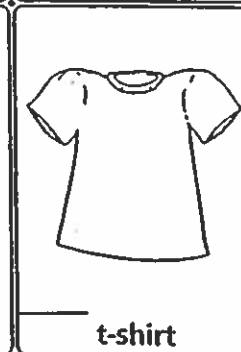
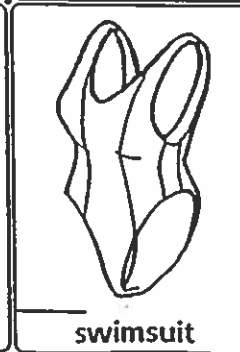
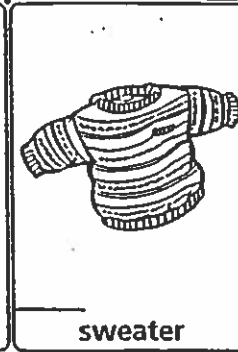
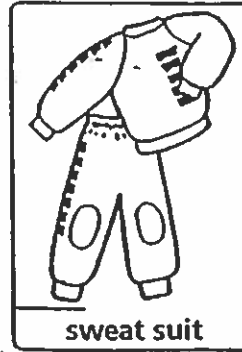
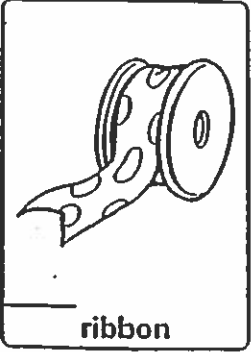
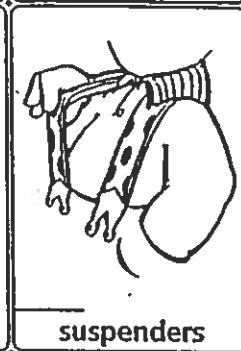
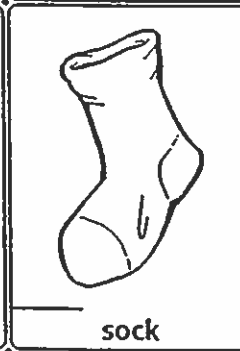
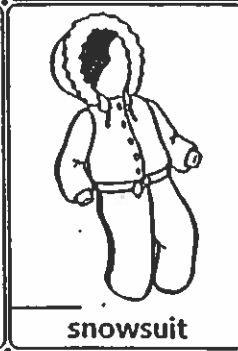
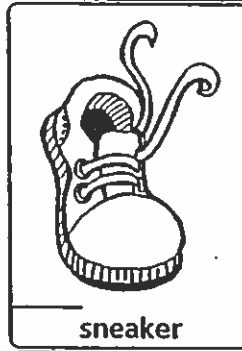
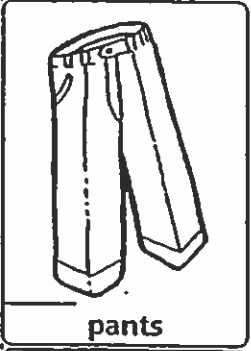
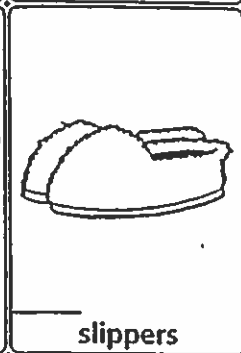
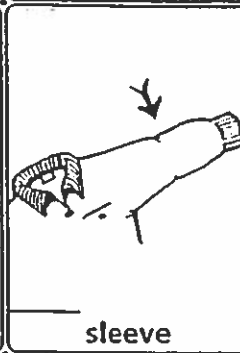
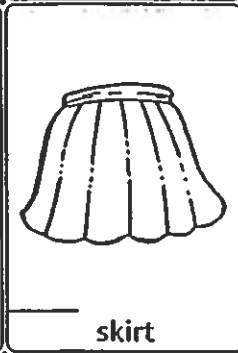
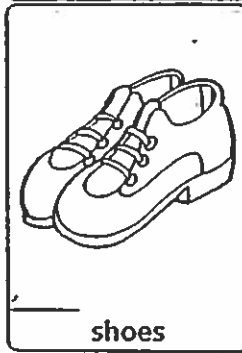
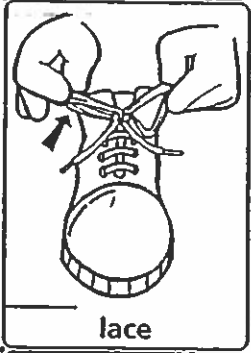
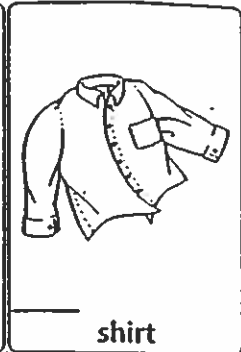
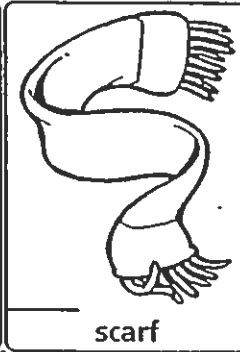
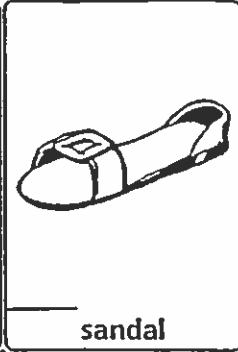
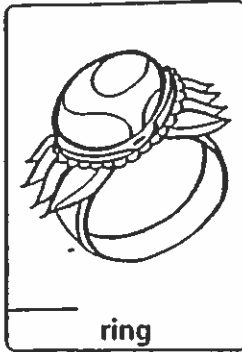
OBJECTS OF ACTIVITIES

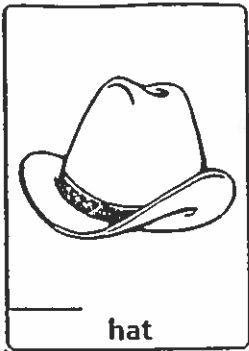
 ball	 balloon	 baseball	 bat
 blocks	 board game	 bowling pin	 boxing
 camping	 cinema	 cube	 doll
 domino	 drawing	 drum	 goal
 golf	 guitar	 helmet	 hockey

OBJECTS OF ACTIVITIES

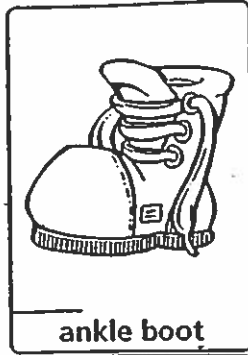
 <p>recorder</p>	 <p>recreation</p>	 <p>robot</p>	 <p>roller skate</p>
 <p>sailboard</p>	 <p>skateboard</p>	 <p>skis</p>	 <p>skipping rope</p>
 <p>sled</p>	 <p>snowboard</p>	 <p>soccer</p>	 <p>spinning top</p>
 <p>swimming</p>	 <p>tennis</p>	 <p>trumpet</p>	 <p>violin</p>
 <p>piano</p>	 <p>picnic</p>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

CLOTHING

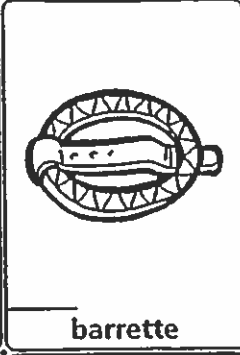




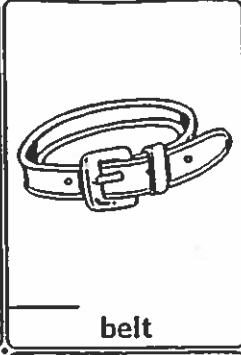
hat



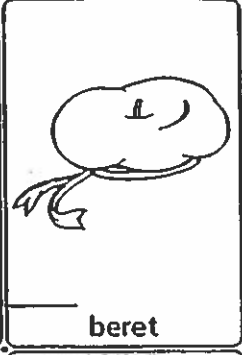
ankle boot



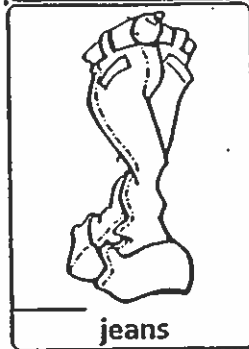
barrette



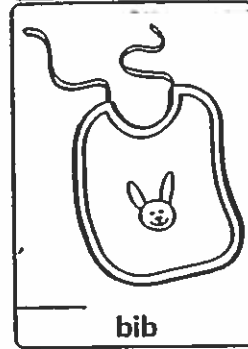
belt



beret



jeans



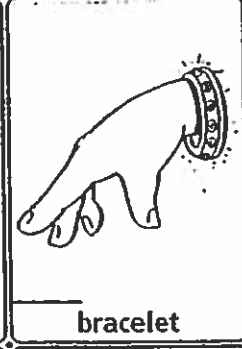
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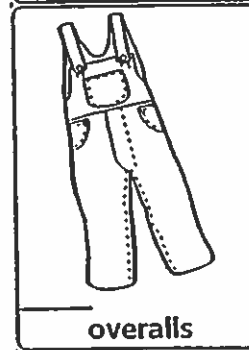
blouse



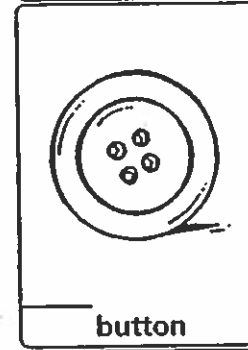
boots



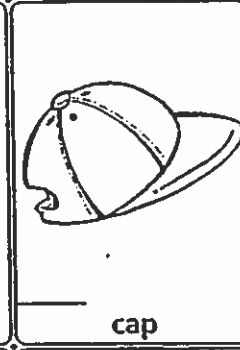
bracelet



overalls



button



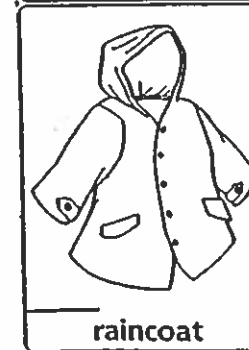
cap



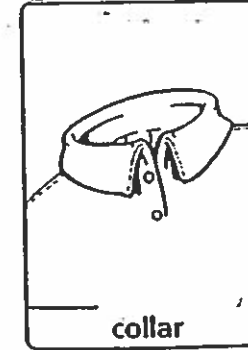
clothes



coat



raincoat



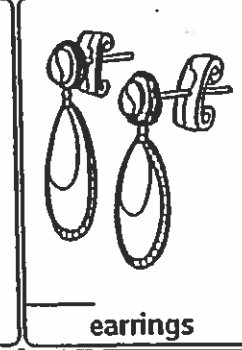
collar



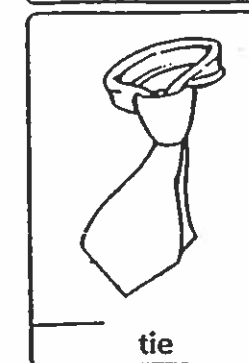
dress



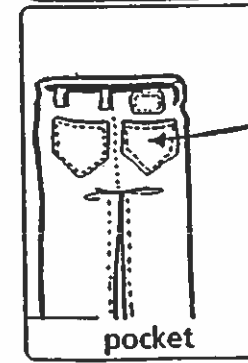
dressing gown



earrings



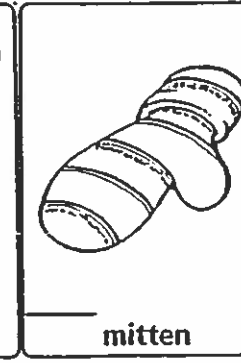
tie



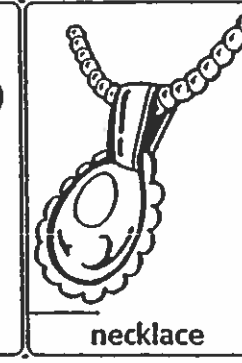
pocket



pyjama



mitten



necklace



PICTIONARY



PICTIONARY



SPORTS EQUIPMENT



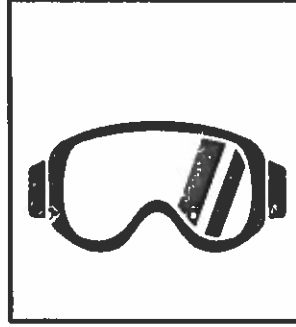
Boots



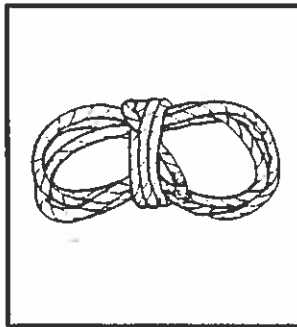
Spiked shoes



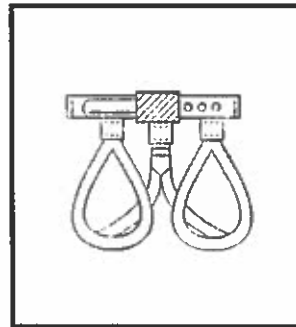
Running shoes



Goggles



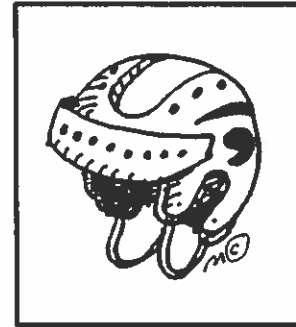
Rope



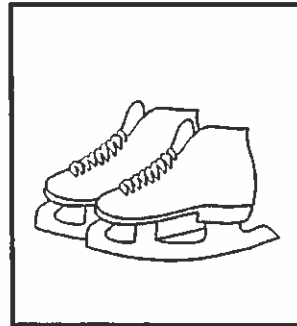
Harness



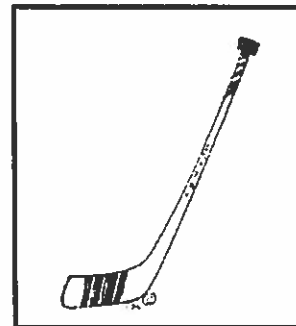
An axe



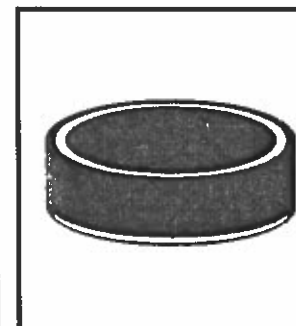
A helmet



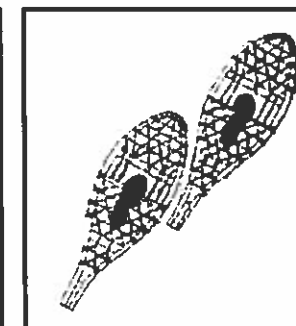
Skates



A stick



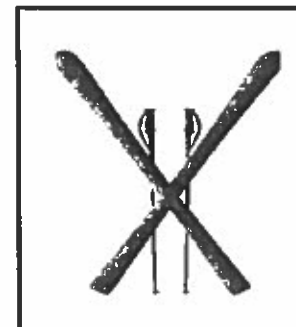
A puck



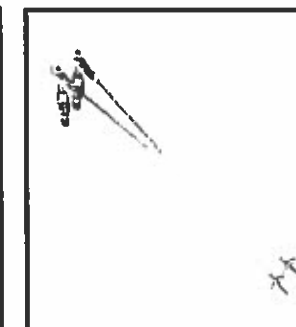
Snowshoes



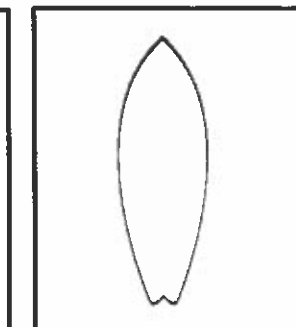
A snowboard



Skis



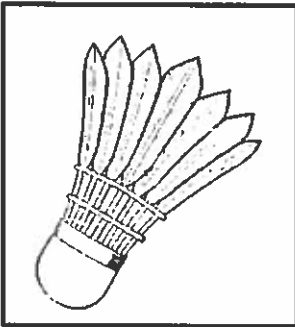
Poles



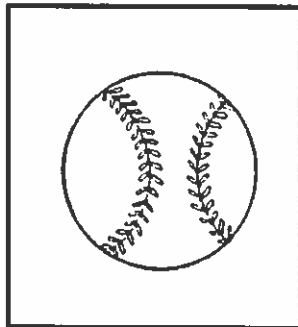
A board



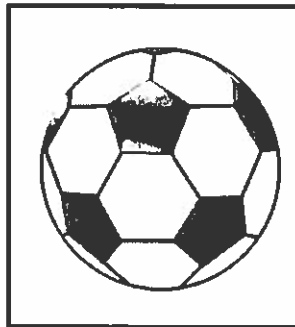
SPORTS EQUIPMENT



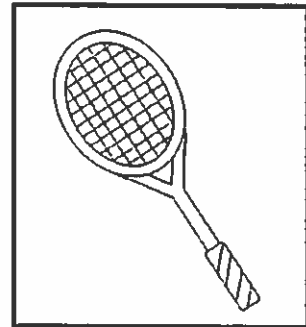
Shuttlecock



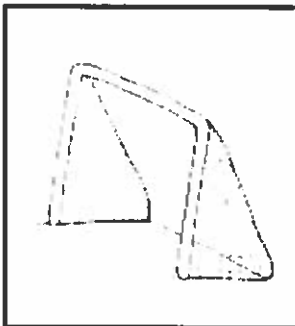
A ball



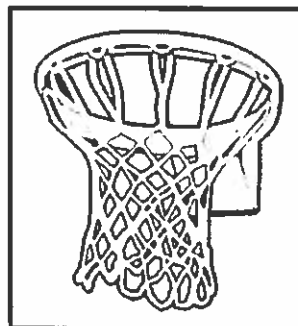
A soccer ball



A racket



A net



A basketball hoop



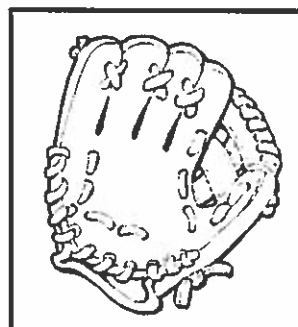
Protective pads



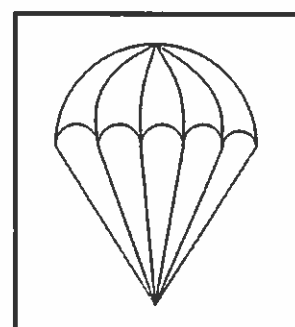
A target



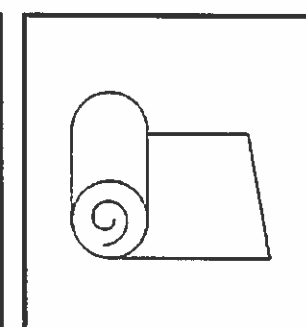
Snowsuit



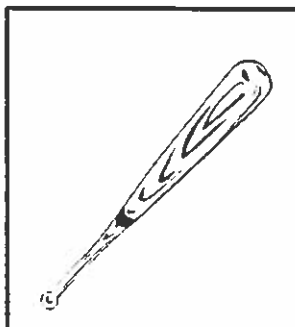
Baseball mitt



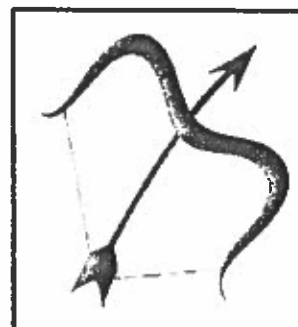
A parachute



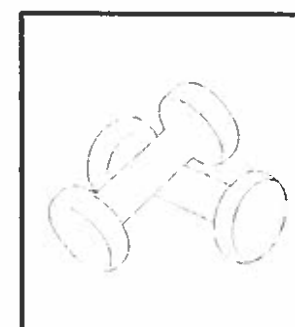
A yoga mat



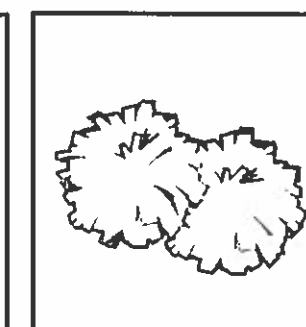
A baseball bat



A bow



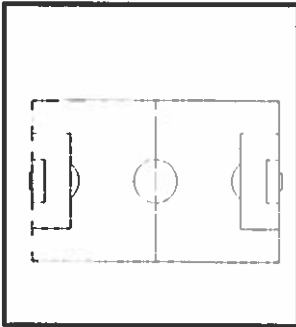
Weights



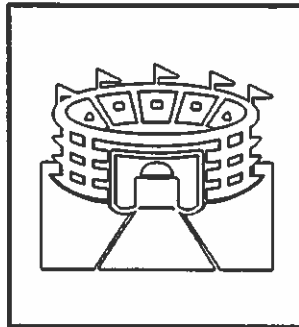
Pompoms



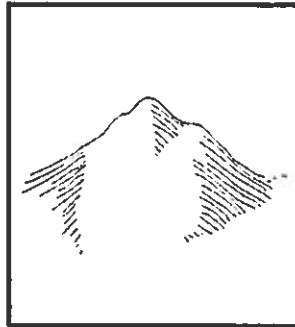
PLACES TO PRACTICE SPORTS



A field



A stadium



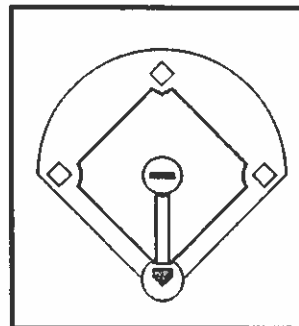
A rocky mountain



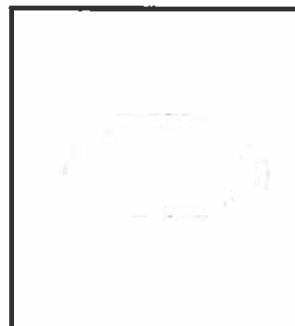
A pool



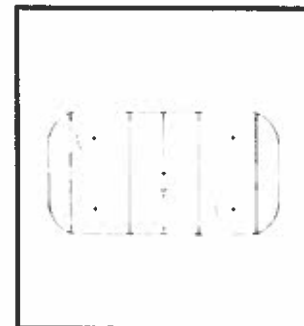
A gynasium



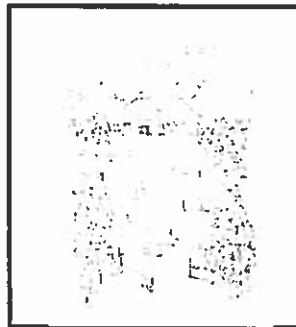
A diamond



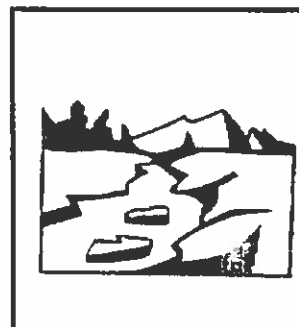
A track



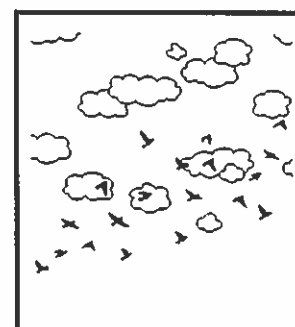
A rink



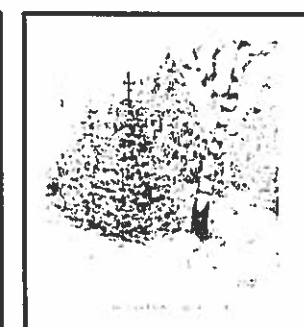
A slope



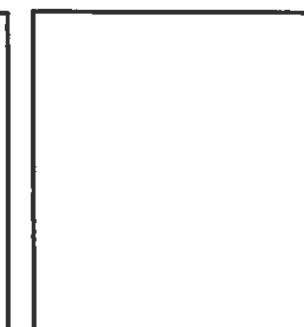
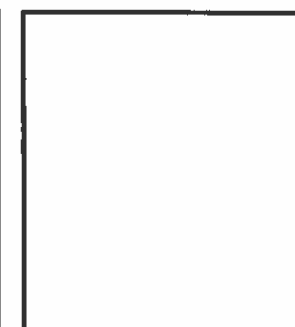
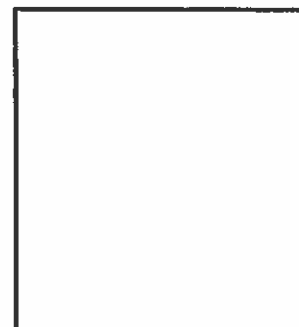
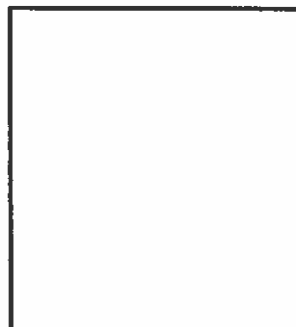
A river



The sky



The forest





PICTIONARY



PICTIONARY



PICTIONARY



PICTIONARY



PICTIONARY



PICTIONARY

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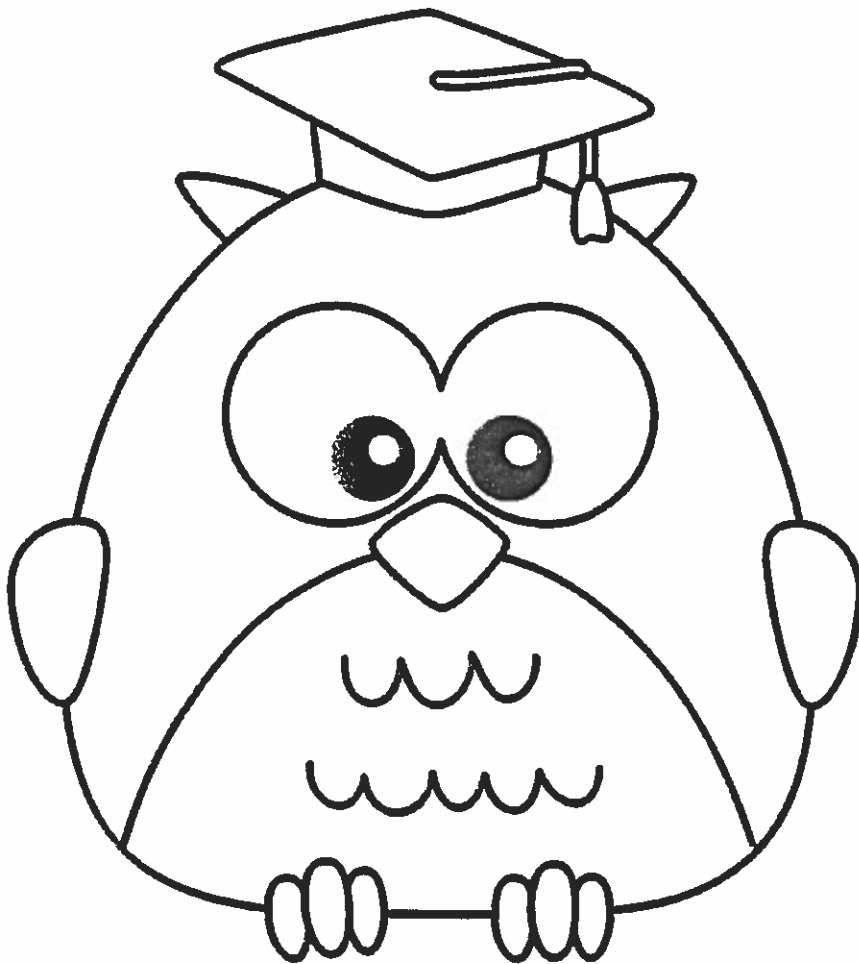
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MY LOGBOOK



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 auto-évaluation 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

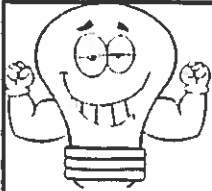
L'élève fait de bonnes actions et garde le contrôle de son comportement afin de gravir les échelons de l'échelle de comportement au tableau. À la fin de chaque classe, l'élève colorie la couleur de la section qu'il a obtenu dans le coeur à cet effet.



Reflective sheet

Today's Date

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Liked



Learnt



STRATEGIES THAT HELP ME



LOOK



LISTEN



SPEAK ENGLISH



PARTICIPATE



RELAX



TIME

MIND UP



FRENCH TAG

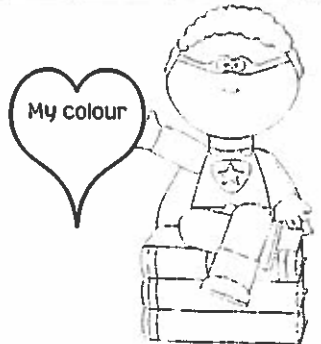


DOJO POINTS

MY SCORE IS...



SUPERHERO BEHAVIOUR



Reflective sheet

Today's Date

--	--	--



Liked



Learnt



STRATEGIES THAT HELP ME



LOOK



LISTEN



SPEAK ENGLISH



PARTICIPATE



RELAX



TIME

MIND UP



FRENCH TAG

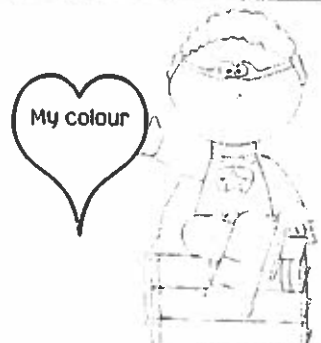


DOJO POINTS

MY SCORE IS...



SUPERHERO BEHAVIOUR



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

Participation Strip

My name : _____ MY GROUP : _____ DATE : _____

1 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

2 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

3 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

4 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

5 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

6 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

7 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

8 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

9 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)

My name : _____ MY GROUP : _____ DATE : _____

10 (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺) (☺)