

Plan de l'année Français

septembre

Introduction to Daily 5 and CAFÉ

Français -l'amitié

- Les phrases
- le nom et le nom propre
- révision des sons "ou" et "on"

septembre à décembre -programme d'écriture – Écriture sans larmes

octobre

Français - l'halloween, automne, Action de Grâce

- révision des sons "oi" et "ch"
- le son "an" et "elle"
- le masculin et le féminin
- le singulier et le pluriel

L'écriture par étapes - Texte descriptif

novembre

Français - Jour du Souvenir

- révision des sons "an/en"
- le son « ille et ail »
- verbe avoir et être, utilisation correct à l'orale au présent

J'écris GB+ - Compte Rendu Informatifs

décembre

Français - Noël

- révision des sons "au" et "eau"
- le son « ette »
- les adjectifs et l'accord des adjectifs

L'écriture par étapes - Procédure

janvier

Français - l'hiver

- révision des sons "in/ain/oïn"
- sons doux et dur de /c/ et /g/
- les verbes et l'accord du verbe avec son sujet

L'écriture par étapes - Texte argumentatif

février

Français - 100 jour d'école, Festival du Voyageur, La St. Valentin, Amitié

- le son "er" et "é"
- les sons « ei » et « ai »
- les homophones (3^e année)

L'écriture par étapes – Témoignage

mars

Français - le printemps

- le son "eu/eur"
- la ponctuation (majuscule, point, point d'interrogation, point d'exclamation, la virgule)

avril

Français - Pâques

- le son "ui"
- la conjugaison des verbes (2^e –1^{re}, 2^e,3^e ps et 3^e pp du présent) (3^e -imparfait, présent, futur, conditionnel)

L'écriture par étapes - Texte poétique

mai

Français - Moi

- les sons «gn, qu et eil»
- la conjugaison des verbes continuée (2^e –1^{re}, 2^e,3^e ps et 3^e pp du présent) (3^e - imparfait, présent, futur)

L'écriture par étapes - Texte narratif

juin

Français - l'été

- révision des sons

À travers l'année scolaire:

- la lecture à domicile
- les 5 au Quotidien
- CAFÉ
- Découvrons l'orthographe
- la dictée
- la lecture à haute voix
- la lecture guidée
- la lecture partagée
- la compréhension du texte
- la grammaire en 3D
- l'écriture guidée
- le journal
- la pratique des mots fréquents français
- Écriture sans larmes

Mathématiques

Grade 2

Grade 3

Sept & daily with calendar	<p style="text-align: center;"><u>Patterns and Relations</u></p> <ol style="list-style-type: none"> 1. Predict an element in a repeating pattern using a variety of strategies. 2. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> describing reproducing extending creating patterns using manipulatives, diagrams, sounds and actions (numbers to 100). 3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). 4. Record equalities and inequalities symbolically using the equal symbol or the not equal symbol. 	Sept & daily with calendar	<p style="text-align: center;"><u>Patterns and Relations</u></p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> <input type="checkbox"/> describing <input type="checkbox"/> extending <input type="checkbox"/> comparing <input type="checkbox"/> creating patterns using manipulatives, diagrams, and numbers (to 1000). 2. Demonstrate an understanding of decreasing patterns by <ul style="list-style-type: none"> <input type="checkbox"/> describing <input type="checkbox"/> extending <input type="checkbox"/> comparing <input type="checkbox"/> creating 3. Solve one-step addition and subtraction equations involving symbols representing an unknown number. (main focus will be in Nov - Feb with addition and subtraction lessons)
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<p>Oct with review year round</p>	<p>Number</p> <ol style="list-style-type: none"> Say the number sequence from 0 to 100 by: <ul style="list-style-type: none"> -2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively - 10s using starting points from 1 to 9 -2s starting from 1. Demonstrate if a number (up to 100) is even or odd. Describe order or relative position using ordinal numbers. Represent and describe numbers to 100, concretely, pictorially and symbolically. Compare and order numbers up to 100. Estimate quantities to 100 using referents. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100. Demonstrate and explain the effect of adding zero to or subtracting zero from any number. 	<p>Oct with review year round</p>	<p>Number</p> <ol style="list-style-type: none"> Say the number sequence between any two given numbers forward and backward <ul style="list-style-type: none"> -from 0 to 1000 by - 10s or 100s, using any starting point - 5s, using starting points that are multiples of 5 - 25s, using starting points that are multiples of 25 - from 0 to 100 by - 3s, using starting points that are multiples of 3 - 4s, using starting points that are multiples of 4 Represent and describe numbers to 1000, concretely, pictorially, and symbolically. Compare and order numbers to 1000. Estimate quantities less than 1000 using referents. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. <p>Space and Shape</p> <ol style="list-style-type: none"> Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). Relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context.
<p>Jan/ Feb</p>	<p>Number</p> <ol style="list-style-type: none"> Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> -using personal strategies for adding and subtracting with and without the support of manipulatives -creating and solving problems that involve addition and subtraction -explaining that the order in which numbers are added does not affect the sum - explaining that the order in which numbers are subtracted may affect the difference. 	<p>Nov/ Dec</p>	<p>Number</p> <ol style="list-style-type: none"> Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as <ul style="list-style-type: none"> <input type="checkbox"/> adding from left to right <input type="checkbox"/> taking one addend to the nearest multiple of ten and then compensating <input type="checkbox"/> using doubles Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as taking the subtrahend to the nearest multiple of ten and then compensating thinking of addition using doubles

<p>Nov/ Dec</p>	<p>Number 10. Apply mental mathematics strategies, such as: -using doubles -making 10 -one more, one less -two more, two less -building on a known double -addition for subtraction to develop recall of basic addition facts to 18 and related subtraction facts. Recall of facts to 10, doubles to $9 + 9$, and related subtraction facts is expected by the end of Grade 2.</p>	<p>Jan</p>	<p>Number 8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context. 9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2-, and 3-digit numerals) by <input type="checkbox"/> using personal strategies for adding and subtracting with and without the support of manipulatives <input type="checkbox"/> creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically. 10. Apply mental math strategies to determine addition facts and related subtraction facts (to 18). Recall of addition and related subtraction facts to 18 is expected by the end of Grade 3.</p>
		<p>Feb</p>	<p>Number 11. Demonstrate an understanding of multiplication to 5×5 by <input type="checkbox"/> representing and explaining multiplication using equal grouping and arrays <input type="checkbox"/> creating and solving problems in context that involve multiplication <input type="checkbox"/> modeling multiplication using concrete and visual representations, and recording the process symbolically <input type="checkbox"/> relating multiplication to repeated addition <input type="checkbox"/> relating multiplication to division</p>

<p>March/ April</p>	<p><u>Shape and Space</u></p> <ol style="list-style-type: none"> 1. Relate the number of days to a week and the number of months to a year in a problem-solving context. 2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight). 3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison. 4. Measure length to the nearest non-standard unit by: <ul style="list-style-type: none"> -using multiple copies of a unit -using a single copy of a unit (iteration process). 5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. 	<p>March/ April</p>	<p><u>Shape and Space</u></p> <ol style="list-style-type: none"> 3. Demonstrate an understanding of measuring length (cm, m) by <ul style="list-style-type: none"> <input type="checkbox"/> selecting and justifying referents for the units cm and m <input type="checkbox"/> modeling and describing the relationship between the units cm and m <input type="checkbox"/> estimating length using referents <input type="checkbox"/> measuring and recording length, width, and height 4. Demonstrate an understanding of measuring mass (g, kg) by <ul style="list-style-type: none"> <input type="checkbox"/> selecting and justifying referents for the units g and kg <input type="checkbox"/> modeling and describing the relationship between the units g and kg <input type="checkbox"/> estimating mass using referents <input type="checkbox"/> measuring and recording mass 5. Demonstrate an understanding of perimeter of regular and irregular shapes by <ul style="list-style-type: none"> <input type="checkbox"/> estimating perimeter using referents for centimeter or meter <input type="checkbox"/> measuring and recording perimeter (cm, m) <input type="checkbox"/> constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter
		<p>Feb</p>	<p><u>Number</u></p> <ol style="list-style-type: none"> 12. Demonstrate an understanding of division by <ul style="list-style-type: none"> <input type="checkbox"/> representing and explaining division using equal sharing and equal grouping <input type="checkbox"/> creating and solving problems in context that involve equal sharing and equal grouping <input type="checkbox"/> modeling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically <input type="checkbox"/> relating division to repeated subtraction <input type="checkbox"/> relating division to multiplication (limited to division related to multiplication facts up to 5×5).

May	<p><u>Shape and Space</u></p> <p>6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule.</p> <p>7. Describe, compare and construct 3-D objects, including:</p> <ul style="list-style-type: none"> -cubes -spheres -cones -cylinders -pyramids. <p>8. Describe, compare and construct 2-D shapes, including:</p> <ul style="list-style-type: none"> -triangles -squares -rectangles -circles. <p>9. Identify 2-D shapes as parts of 3-D objects in the environment.</p>	May	<p><u>Shape and Space</u></p> <p>6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices.</p> <p>7. Sort regular and irregular polygons, including</p> <ul style="list-style-type: none"> <input type="checkbox"/> triangles <input type="checkbox"/> quadrilaterals <input type="checkbox"/> pentagons <input type="checkbox"/> hexagons <input type="checkbox"/> octagons <p>according to the number of sides.</p>
June	<p><u>Statistics and Probability</u></p> <p>1. Gather and record data about self and others to answer questions.</p> <p>2. Construct and interpret concrete graphs and pictographs to solve problems.</p>	June	<p><u>Statistics and Probability</u></p> <p>1. Collect first-hand data and organize it using</p> <ul style="list-style-type: none"> <input type="checkbox"/> tally marks <input type="checkbox"/> line plots <input type="checkbox"/> charts <input type="checkbox"/> lists <p>to answer questions.</p> <p>2. Construct, label, and interpret bar graphs to solve problems.</p>
		June	<p><u>Number</u></p> <p>13. Demonstrate an understanding of fractions by</p> <ul style="list-style-type: none"> <input type="checkbox"/> explaining that a fraction represents a portion of a whole divided into equal parts <input type="checkbox"/> describing situations in which fractions are used <input type="checkbox"/> comparing fractions of the same whole with like denominators

Science de la Nature
(programme de 3e)

septembre – mi-novembre (40 périodes)

Regroupement 2- Les matériaux et les structures

fin-novembre - janvier (32 périodes)

Regroupement 3- Les forces qui attirent ou repoussent

Février - avril (40 périodes)

Regroupement 1- La croissance et les changements chez les plantes

avril - juin (30 périodes)

Regroupement 4- Les sols dans l`environnement