Plan de l'année
Français 2-3

Les compétences

- Négocier le sens des idées et de l'information (l'écoute, la lecture, l'interprétation visuelle)
- S'exprimer pour répondre à ses besoins et à ses intention (l'oral, l'écriture, la représentation visuelle)
- S'identifier comme apprenant en immersion française

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

septembre

- l'introduction à Les 5 au quotidien and CAFÉ
- l'amitié et le respect
- la phrase : conscience que le groupe du nom + groupe du verbe = phrase
- les phrases simples déclaratives, interrogatives et exclamatives
- la révision des phonèmes et graphèmes complexes "ou" et "on"
- le nom et le nom propre
- l'ordre alphabétique (utilisation du dictionnaire et mur de mots)

octobre

- l'Action de Grâce, l'halloween, l'automne
- la révision des phonèmes et graphèmes complexes "oi" et "ch"
- les phonèmes et graphèmes complexes "an" et "elle"
- la conscience de la féminisation des mots
- les accords en genre et en nombre (masculin/féminin, singulier/pluriel)
- L'écriture par étapes : Texte descriptif
- Lecture : Textes qui décrivent de êtres ou des choses (rapport de recherche, dépliant, articles d'une revue jeunesse, message du jour, fiche descriptive)

novembre

- Jour du Souvenir, le courage
- la révision des phonèmes et graphèmes complexes "an/en"
- les phonèmes et graphèmes complexes « ille et ail »
- verbe avoir et être, utilisation correct à l'orale dans les phrases au présent avec je, tu, il, elle, nous, vous, ils, elles
- les signes de ponctuation (point, point d`interrogation, point d`exclamation, la virgule :énumération)
- le majuscule : début de la phrase, noms propre
- J'écris GB+ : Compte Rendu Informatifs
- Lecture : Textes qui illustrent des informations ou des idées (expériences scientifiques, carte routière)

décembre

- Noël, l'amour
- la révision des phonèmes et graphèmes complexes "au" et "eau"
- les phonèmes et graphèmes complexes "ette"
- la phrase négative (ne/n'a…pas, plus/ne….plus)
- L'écriture par étapes – Procédure
- Lecture : Texte qui indiquent comment faire quelque chose ou comment agir (règlements de jeu, de classe, de sécurité, plan de travail, recette illustrée, fiche illustrée)

janvier

- l'hiver, l'honnêteté
- La révision des phonèmes et graphèmes complexes "in/ain/oin"
- les sons doux et dur de /c/ et /g/
- les verbes et l`accord du verbe avec son sujet
- L'écriture par étapes - Texte argumentatif
- Lecture : Texte qui visent à influencer l'opinion (message publicitaire, affiche promotionnelle)

février

100 jour d'école, Festival du Voyageur, La St. Valentin, Amitié
La révision des phonèmes et graphèmes complexes "er", "é", "ei " et " ai "
les homophones
L'écriture par étapes – Témoignage
Lecture : Texte de compte rendu

mars

- Pâques, la sagesse
- les phonèmes et graphèmes complexes "eu/eur"
- les adjectifs et l`accord en genre et en nombre des adjectifs
- les expressions courantes et idiomatiques modelées

avril

- le printemps, l'humilité
- le graphème complexe "ui"
- les verbes et l`accord du verbe avec son sujet
- L'écriture par étapes - Texte poétique
- Lecture : Textes qui utilisent le langage poétique, blague, jeu de mots, acrostiche, vire-langue, poème, comptine, chansons

mai

- Moi, la vérité
- les phonèmes et graphèmes complexes «gn, qu et eil»
- les verbes et l`accord du verbe avec son sujet con't
- L'écriture par étapes - Texte narratif
- Lecture : Texte qui racontent (saynète illustrée, légende, bande dessinée, article d'une revue jeunesse)

juin

- l'été
- L'écriture des lettres et carte postale

Stratégies d'enseignement et évaluation continue

- la lecture à domicile
- les 5 au Quotidien
- CAFÉ
- Découvrons l'orthographe (la dictée hebdomadaire)
- la lecture à haute voix
- la lecture guidée (Envol en littératie)
- la lecture partagée
- la compréhension du texte
- la grammaire en 3D, le récit en 3D
- l'écriture par étapes
- le journal
- la pratique des mots fréquents au quotidien
- Écriture sans larmes
- Question d'habitude : la conscience des structures fautives à corriger

Plan de l'année
Mathématiques 2-3

Knowledge and Understanding of Mathematical Concepts: The student demonstrates knowledge and understanding of grade-specific mathematical concepts and skills in each strand (number, patterns and relations, shape and space, statistics and probability.
Mental Math and Estimation: The student uses math knowledge and number facts to calculate mentally or estimate within each strand. Students apply mental math strategies with efficiency, accuracy and flexibility. They are able to make reasonable estimates of values or quantities using benchmarks and referents.
Problem Solving: The student applies knowledge, skill, or understanding to solve problems in each strand. By learning to solve problems and by learning through problem solving, students connect mathematical ideas in new contexts. Students think logically, visualize, model, reason, and communicate and justify their solution.

Grade 2		Grade 3	
Sept & daily with calendar	**Patterns and Relations** 1. Predict an element in a repeating pattern using a variety of strategies. 2. Demonstrate an understanding of increasing patterns by: • 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	**Patterns and Relations** 1. Demonstrate an understanding of increasing patterns by • describing • extending • comparing • creating • patterns using manipulatives, diagrams, and numbers (to 1000). 2. Demonstrate an understanding of decreasing patterns by • describing • extending • comparing • 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)**

Oct with review year round	**Number** 1. Say the number sequence from 0 to 100 by: • 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. 2. Demonstrate if a number (up to 100) is even or odd. 3. Describe order or relative position using ordinal numbers. 4. Represent and describe numbers to 100, concretely, pictorially and symbolically. 5. Compare and order numbers up to 100. 6. Estimate quantities to 100 using referents. 7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100. 8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number.	Oct with review year round	**Number** 1.Say the number sequence between any two given numbers forward and backward 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 2. Represent and describe numbers to 1000, concretely, pictorially, and symbolically. 3. Compare and order numbers to 1000. 4. Estimate quantities less than 1000 using referents. 5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. **Space and Shape** 1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). 2. 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.
Jan/ Feb	**Number** 9. Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: • 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.	Nov/ Dec	**Number** 6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles 7. 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

Nov/ Dec	**<u>Number</u>** 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.	Jan	**<u>Number</u>** 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: • using personal strategies for adding and subtracting with and without the support of manipulatives • 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.
		Feb	**<u>Number</u>** 11. Demonstrate an understanding of multiplication to 5 × 5 by: • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modeling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division

March/ April	**Shape and Space** 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: • 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.	March/ April	**Shape and Space** 3. Demonstrate an understanding of measuring length (cm, m) by: • selecting and justifying referents for the units cm and m • modeling and describing the relationship between the units cm and m • estimating length using referents • measuring and recording length, width, and height 4. Demonstrate an understanding of measuring mass (g, kg) by: • selecting and justifying referents for the units g and kg • modeling and describing the relationship between the units g and kg • estimating mass using referents • measuring and recording mass 5. Demonstrate an understanding of perimeter of regular and irregular shapes by: • estimating perimeter using referents for centimeter or meter • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter
		Feb	**Number** 12. Demonstrate an understanding of division by • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modeling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction • relatingdivision to multiplication (limited to division related to multiplication facts up to 5 × 5).

May	**Shape and Space** 6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. 7. Describe, compare and construct 3-D objects, including: • cubes • spheres • cones • cylinders • pyramids. 8. Describe, compare and construct 2-D shapes, including: • triangles • squares • rectangles • circles 9. Identify 2-D shapes as parts of 3-D objects in the environment.	May	**Shape and Space** 6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices. 7. Sort regular and irregular polygons, including Triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides.
June	**Statistics and Probability** 1. Gather and record data about self and others to answer questions. 2. Construct and interpret concrete graphs and pictographs to solve problems.	June	**Statistics and Probability** 1. Collect first-hand data and organize it using • tally marks • line plots • charts • lists to answer questions. 2. Construct, label, and interpret bar graphs to solve problems.
		June	**Number** 13. Demonstrate an understanding of fractions by • explaining that a fraction represents a portion of a whole divided into equal parts • describing situations in which fractions are used • comparing fractions of the same whole with like denominators

Plan de l'année
Science de la Nature 2-3
(programme de 3e)

***Regroupement 2*- Les matériaux et les structures**

- Les propriétés des matériaux
- La solidité et la stabilité des structures
- Les effets des forces sur les structures

septembre – mi-novembre (40 périodes)

***Regroupement 3*- Les forces qui attirent ou repoussent**

- La force : poussée ou traction
- Les forces qui agissent à distance
- Les interactions des forces avec objets et êtres vivants

fin-novembre – janvier (32 périodes)

***Regroupement 1-* La croissance et les changements chez les plantes**

- Les besoins des plantes pour la croissance et le développement
- Le Soleil comme source d'énergie pour les plantes
- Les caractéristiques et les adaptations des plantes
- Les interactions des plantes avec leur environnement

février - avril (40 périodes)

***Regroupement 4-* Les sols dans l'environnement**

- Les constituants du sol
- Les effets des caractéristiques du sol sur les plantes
- Les interactions des animaux et des humains avec le sol

avril - juin (30 périodes)