

Portrait des apprentissages pour le retour en classe

ANGLAIS - PRIMAIRE

Le document qui suit a été élaboré en prévision du retour à l'école.

Il est suggéré de le déposer dans un espace nuagique partagé (ex. Teams d'équipe de votre école) pour en faciliter le dépôt et la consultation, en prévision notamment du départ en juin des personnes précaires ou du personnel qui pourrait être appelé à bouger en raison des surplus ou des mouvements volontaires. Il peut être rempli de façon individuelle ou en équipe niveau/cycle.

Ce document vous permettra de:

- Informer vos collègues du niveau supérieur du travail effectué avec vos élèves en 2019-2020;
- Planifier les **priorités** de vos actions pour le retour en classe;
- Préparer la rentrée 2020, au regard des informations reçues de vos collègues des niveaux inférieurs.

École :	
Rempli par :	
Niveau(x) 2019-2020 :	
Groupe(s) :	
Date :	

Démarche suggérée pour l'enseignement à faire en mai et juin

1. Complétez individuellement le tableau qui suit afin de dresser le portrait de votre classe **au moment du départ des élèves en mars**. Indiquez les éléments enseignés jusqu'au départ des élèves dans la colonne verte.
2. Planifiez votre enseignement en priorisant les contenus partiellement maîtrisés ou les contenus prioritaires pour le cycle de vos élèves en fonction de la progression des apprentissages et des attentes de fin de cycle. Pour alimenter votre réflexion, consultez les informations relatives aux attentes de fin de cycle et aux savoirs essentiels contenus dans le PFÉQ qui se trouvent à la suite du tableau. Vérifiez aussi ce que sont les éléments étoilés pour le niveau de vos élèves dans la progression des apprentissages.
3. **À la fin de l'année scolaire 2019-2020**, indiquez les contenus travaillés depuis mars dans la colonne jaune. Indiquez aussi tout élément à prioriser non-enseigné dans la colonne en rouge.

Anglais



Note the elements taught from **September to March** in the **GREEN** section. Note the elements taught or consolidated in **May and June** in the **YELLOW** section. Note elements from the Essential Knowledge list that have not been taught in 2019-2020 in the **RED** section. Refer to the Progression of Learning when completing this chart.

**Taught from September to March
(to all students)**

**Consolidated or taught in May and
June
(to some students)**

Not Taught in 2019-2020

Functional Language

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Vocabulary

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Strategies

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Language conventions

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Themes

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**When teaching
your students in
May and June :**



Don't forget to **focus on developing their competencies**, especially C1.

To maximize learning, don't forget to teach strategies explicitly.

Focus on the essential elements listed for your students' level.



Cycle One (PFÉQ, English as a Second Language, Enseignement primaire, premier cycle, pp. 11 et 13)

End-of-cycle outcomes:

To Act on Understanding of Texts

By the end of Elementary Cycle One, students have developed an ear for the rhythmicality of the English language through the **songs, rhymes and stories** they have worked on orally in class.

Supported by the teacher and appropriate visual support, students **identify orally familiar key elements and main events of texts**.

With the help of various media featuring authentic audio models, students **perform familiar songs and rhymes with their group**, saying most of the lyrics and using appropriate gestures.

Guided by the teacher and aided by resources illustrating key elements, students **retell stories with their group**: they **identify the main characters**, utter recurrent passages, sequence events, and **verbalize parts of the stories**.

Guided by the teacher, students **create personalized versions of texts with classmates**. With the support of **explicit modelling and the help of templates**, students **replace elements of songs, rhymes and stories with familiar language items of their choice**, selected from the resources provided. Students support their texts with drawings, clippings, realia, or other means.

Supported by the teacher, students **use the strategies directed attention, physical response, practice, using resources effectively in appropriate situations**. Guided by the teacher, they make good use of the strategies self-monitoring and self-evaluation.

To Communicate Orally in English

By the end of Elementary Cycle One, through continuous exposure to an all-English environment, students have acquired an overall understanding of the language commonly used in the classroom. **They respond appropriately in familiar situations**.

Supported by the teacher, students **participate orally in classroom life using only English**. They draw upon their personal language repertoire to **transmit simple messages** as they respond verbally, **express needs and communicate ideas spontaneously, using words, strings of words and short expressions**.

Supported by the teacher, students **use the strategies directed attention, risk-taking, physical response, gesture, asking for help effectively**, in appropriate situations. Guided by the teacher, they make good use of the strategies self-monitoring and self-evaluation.

CONTEXTUAL LANGUAGE	STRATEGIES	CULTURAL ELEMENTS
<p>• Routines</p> <ul style="list-style-type: none"> – Common inquiries and statements (e.g. Finished? Ready? Red pencil? Ok? That's correct.) – Instructions (e.g. Bring your scrapbook.) – Responding to instructions (e.g. I'm ready!) – Playful choral responses (e.g. Hurry up! Slow, slow, slow! No problem.) – Cheers (e.g. Hooray! Good job! Super! Wow! Excellent! Very good! Beautiful!) <p>• Language related to songs, rhymes and stories</p> <ul style="list-style-type: none"> – Key elements: characters, actions, objects, places – Events – Recurrent passages of stories (e.g. Thomas, put on your snowsuit! You can't catch me, I'm the Gingerbread Man!) – Song lyrics and rhymes <p>• Repertoire of words and short expressions</p> <p>Students build their personal repertoire of words and short expressions themselves through natural exposure to classroom life: they pick up what they need and use it to communicate.</p> <p>N.B.: Words and short expressions that make up students' personal language repertoire are not targeted by the teacher ahead of time.</p> <ul style="list-style-type: none"> – Action words (e.g. Stand up. Come here.) – Objects (e.g. pencils, desks, flashcards, blackboard, car, mittens) – People (e.g. friends, mom, dad, partner, girl, boy, principal) – Needs (e.g. Problem! No black! Washroom, please? Drink, please? Repeat? Pass sharpener? Pass a red pencil?) – Ideas (e.g. Happy, today. I like blue. Continue. Sing "Reach for the Sky"! No, not "Reach for the Sky," sing "Pussy Cat"!) – Courtesy (e.g. Hi! Hello! Good morning/afternoon. Please. Thanks. Thank you very much! Excuse me! Sorry! Bye!) – Pair work (e.g. My turn/your turn. Show me. Good Idea! Wait a minute!) – Description (e.g. Big. Big monster. Blue pants. Big blue pants.) 	<p>• Compensatory</p> <ul style="list-style-type: none"> – Asking for help or clarification (requesting assistance or repetition) – Gesture (using physical motion to compensate for a lack of language) <p>• Learning</p> <ul style="list-style-type: none"> – Cooperation (working together, learning together, helping each other) – Directed attention (deciding to pay attention to a task and to ignore distractors) – Inferencing (making intelligent guesses based on all available cues such as context, topic, cognates, known words and expressions, visual cues, visual support, intonation, recurrent passages) – Physical response (acting out a response to show understanding and facilitate learning) – Practice (repeating, rehearsing, regrouping, integrating and assimilating words and expressions) – Predicting (foretelling based on prior knowledge, task at hand, topic, pictures) – Risk-taking (deciding to speak English only, experimenting with known language, attempting to integrate new language) – Self-monitoring (checking and adjusting one's ongoing performance) – Self-evaluation (judging how well one has learned and performed so far) – Use of prior knowledge (drawing on one's background knowledge as a source of information) – Using resources (making use of resources targeted for the task such as posters, flashcards, peers, teacher) 	<p>Authentic texts selected from early childhood repertoire expose ESL students to the English culture and contribute to the development of the students' worldview. Only texts written for native speakers of English are used.</p> <p>• Songs and rhymes</p> <ul style="list-style-type: none"> – Nursery rhymes (e.g. London Bridge; Itsy Bitsy Spider; Yankee Doodle) – Choosing rhymes (e.g. Eeny Meeny Miney Mo; One, Two, Sky Blue; I Caught a Fish) – Jump rope rhymes (e.g. Coffee and Tea; Apples, Pears, Peaches and Plums; Cinderella) – Action songs (e.g. If You're Happy; Head and Shoulders, Knees and Toes) – Circle rhymes (e.g. Looby Loo; The Mulberry Bush; Skip to My Lou) – Ball bouncing rhymes (e.g. Number One; Touch Your Tongue; Concentration; Alphabet Bounce) – Clapping rhymes (e.g. Patty Cake; Who Stole the Cookies from the Cookie Jar?) – Sing-alongs (e.g. The More We Get Together; The Wheels on the Bus; Colourfast song; The Goat with the Bright Red Socks) <p>• Stories (e.g. Mouse's First Halloween; Thomas' Snowsuit; Red Is Best; Dora's Picnic; The Gingerbread Man; The Very Hungry Caterpillar; That Bad, Bad Cat!; No, David!)</p> <p>• Authentic audio-models:16</p> <ul style="list-style-type: none"> – Audio productions: CDs, (Arthur; Clifford; Sesame Street; Reading Rainbows) – Resource people (e.g. teachers, school staff, guest speakers, monitors)

Refer to the Progression of Learning for more details (Starred elements for each level)

Cycle Two (PFÉQ, Annexe - English as a Second Language, pp. 355, 357 et 359)

End-of-cycle outcomes:

To Interact Orally in English

By the end of Cycle Two, students **use the functional language** they have acquired in order to **participate in exchanges with peers and the teacher** (reacting to messages, initiating messages, maintaining interaction). The exchanges stem from any classroom situation. They are **short in duration and may be spontaneous or initiated by the teacher**. Students are able to **correctly use the functional language frequently employed in class**, and their **pronunciation can be understood by an English speaker**. Students apply the compensatory strategies targeted for the cycle autonomously and apply some learning strategies with the teacher's assistance. With help from peers and the teacher, they **make effective use of the visual support and linguistic resources provided**.

To Reinvest Understanding of Oral and Written Texts

By the end of Cycle Two, students demonstrate their understanding of various types of texts. Using functional language and words drawn from texts, **they identify and briefly describe certain key elements and demonstrate understanding of the overall meaning**. They **sometimes use contextual cues autonomously**. They also apply some learning strategies with the help of peers and the teacher. Students reinvest their understanding by carrying out tasks: **they use texts and available resources as sources of ideas and information**, compare reality presented in texts with their own and **deliver a personalized product**.

To Write texts

By the end of Cycle Two, students **write short, well-structured texts to fulfill meaningful goals**. They use some compensatory and learning strategies supported by peers and the teacher. Students **follow an explicit model and make use of resources provided**. They **produce a text that is pertinent to the instructions given and apply the language conventions targeted for the task**. Although the writing closely resembles the **explicit model**, students **deliver a personalized final product** to the intended audience.

Essential Knowledge

(Starred elements from the Progression of Learning in the Functional Language, Vocabulary and Language Conventions sections only)

Teaching **cannot** be limited to these elements.

GRADE 3	
Functional Language	
Expressions of courtesy and social conventions	Hello, Hi, How are you?, I'm fine. I'm happy., How do you feel today?, Thank you/ Thanks. You're welcome. Goodbye, See you next class. Have a nice lunch/ weekend. Good morning. Good afternoon. Sorry, I'm sorry. Excuse me.
Vocabulary	
Immediate environment	School objects, School places, People who work in school,

GRADE 4	
Functional Language	
Classroom routines	Good morning, Good afternoon, Goodbye, See you soon, See you next class, How are you?, I'm fine, thanks, What is today's date?, It's April 2 nd , What is today's weather? It's sunny, It's raining, What did you do this weekend?, Can you pass me...?, Can I have (an eraser)?, Can I borrow..., Can I sharpen my pencil?, Can I please have a drink? Can I go to the washroom? I have a problem. I need help., Can you help me? I forgot my agenda/pencil...
Delays speaking (integrated in games, teamwork, coop, one on one discussion)	One minute, please. , Wait a minute!, I'm not finished., I'm not ready., One moment., Let me think.
Asking for help or for clarification	I don't understand. , Can you repeat?, What do you mean?, I have a problem., I need help., It's difficult., Can you help me?, Can you explain it again? How do you say ... in English? How do you write...?
Identification and description of basic characteristics (people, animals, objects, places)	It's a (pencil), This is my sister. , I am... , I have..., It is..., My name is... My father's name is..., It's a dog. It's the gymnasium. , She is the principal... She is tall, He is short, It is round, It is big, It's a big house, It's cute, It's dangerous....
Capabilities (self)	I can..., I can't..., I'm good at... I'm not good at...,
Agreement / Disagreement	I agree. , I don't agree. , It's ok. It's not ok. That's right!

Permission	Can I have a pencil, please? Can I borrow a ruler, please? , Can I sharpen my pencil, please? May I go to the washroom, please? ,
Accepts or refuses offers of assistance	Sure. , No, I'm okay. , Yes, you can help me. , No, I don't need help. , Of course, I need help.
Needs (self)	I need a pencil. , I want a ruler. , I want a chocolate cake. , I need an eraser. I need a dictionary.
Feelings, Interests, Tastes, Preferences (self)	I'm happy... I like to play basketball, I don't like to read books, I love to skate. , My favourite TV show is Smurfs. , My favourite animal/colour is..., I prefer..., I feel good /sad/ angry,
Expressions promoting harmonious exchanges and teamwork	That's a good idea! Good job! Very good! That's great! Excellent work! Fantastic! What a team! Let's listen to Sophie. Congratulations!
Vocabulary	
Action words	Listen to me. Sit down. Look at me. Touch..., Take a pencil. Open...Close... Get ... Draw... Play... Bring... Write... Pass me...
Immediate environment	Rooms in a house, community places and neighborhood (living room, kitchen, grocery store, park, library...)
Personal pronouns and possessive forms (in context) (Self)	I have my book. I am 8 years old, My hair is black. The pencil is mine.
Alphabet,	Spell words in context, Spelling bees, labels
Numbers	Cardinal and ordinal numbers, 1 to 100, 1 st , 2 nd , 3 rd , 4 th ...
Colours and shapes	Names colours and names basic shapes
Language Conventions	
Word order	Knowledge of simple sentence structure (subject-verb-complement)
Word order	Writes simple sentences. I like apples. Emily can dance. Bring your pencil.
Adjective + noun	Place of adjectives before nouns (red car, beautiful dog)
Plurals	Knowledge of regular and irregular plurals to construct meaning
Plurals	Writes the (s) for <u>regular plurals</u> (orange (s), boy(s))
<u>Intonation</u> and <u>pronunciation</u> for the functional language used in class	Uses intonation and pronunciation that can be understood by an English speaker.
Punctuation	Knowledge of : Capital letters, periods, question marks, commas in enumeration (C3)
Punctuation	Proper punctuation in simple sentences. (Capital letter/? /.)
Spelling	Correctly spells/writes <u>words from models</u> and <u>provided resources</u> (C3)* Teach strategy for use of language posters.

Cycle Three (PFÉQ, Annexe - English as a Second Language, pp.355, 357 et 359)

End-of-cycle outcomes:

To Interact Orally in English

By the end of Cycle Three, students show confidence and autonomy: they **interact more spontaneously and effectively** (reacting to messages, initiating messages, maintaining interaction). The exchanges stem from any classroom situation and are more sustained. They **may be spontaneous or initiated by the teacher**. Students **make creative use** of a wide range of functional language and **communicate personal messages more easily**. They **correctly use the functional language frequently employed in class**, with a **pronunciation that can be understood by an English speaker**. They frequently use appropriate compensatory and learning strategies. They seek help from peers and not as often from the teacher. They **select and make use of available visual support and linguistic resources**.

To Reinvest Understanding of Oral and Written Texts

By the end of Cycle Three, students demonstrate their understanding of various types of texts. They **frequently use contextual cues and appropriate strategies autonomously**. Using functional language and words drawn from texts, they **identify and briefly describe key elements and demonstrate understanding of the overall meaning**. Students reinvest their understanding and **plan how to carry out tasks**. They **select, organize and summarize information**, develop ideas and expand their range of words and expressions using texts and available resources, and express appreciation of the reality presented in texts. They **deliver a personalized product**.

To Write texts

By the end of Cycle Three, students **write a variety of well structured texts to fulfill meaningful goals**. Supported by peers and the teacher, students make greater and more confident use of compensatory and learning strategies. They **produce a text that is pertinent to the instructions given and apply the language conventions targeted for the task**. From an **open-ended model** and available resources, students **deliver a personalized final product** that shows imagination and creativity, and takes the intended audience into account.

Essential Knowledge

(Starred elements from the Progression of Learning in the Functional Language, Vocabulary and Language Conventions sections only)

Teaching **cannot** be limited to these elements.

GRADE 5	
Functional Language	
Instructions (coop and games, teamwork)	Board game situation: I start., Roll the die., Pick a card., It's my turn, It's your turn., Very good!, Super!, That's correct., That's not correct, try again., I don't understand., I have a problem., I need help., Can you repeat? Good job!, I don't know. Coop and teamwork: targeted functional language.
Gives warnings	Stop! , Don't touch!, Careful! Watch out!
Vocabulary	
Uses expressions of time	In two minutes, in five minutes, in ten minutes... Today, tomorrow, next summer, next class, dates, days, months, first , second, third... Class finishes in ten minutes... Christmas is in December.
Language Conventions	
Plurals	Uses irregular plurals frequently used in class. (children, people, feet)

GRADE 6	
Language Conventions	
Asking for identification	What's this?, What's your name?, Where does he live?, Who, What , Where questions, Who is your best friend? What is your dog's name?
Capabilities (<u>others</u>)	She/ He can... She/ He can't..., She/He is good at ... She/He is not good at..., They can can run fast., It can fly, It can see through walls... My dad can play the guitar...
Inquires about agreement / disagreement	Do you agree? , Do you disagree? , Is this ok? , Does she agree? Does she disagree? Is it ok with you?
Needs (others)	He/She needs a ruler. , He/ She wants a pencil. , He/ She wants my red marker. He needs a sharpener. She wants to go to the washroom.
Expressing others' feelings, Interests, Tastes, Preferences	He/She is happy... My sister likes to listen to music, My brother doesn't like..., My sister's favourite..., My parents prefer pizza. , He/She feels...,
Makes Suggestions	Let's play! Let's be partners. How about we make a poster?
Invites	Do you want to be my partner? Do you want to play with me? Do you want to be in my team? Do you want to be in my group? Would you like to be in my group? Would you like to be the secretary?(team work situations)

Rejoinders (Keeping the conversation going)	It's your turn. It's my turn. Can I go? Can I start? What about you? Is that right? And? Do you have an idea? What do you think?
Contributes to teamwork	It's my turn. It's your turn. Wait for your turn. One minute, please. Do you have all you need? Ten minutes left. It's almost finished.
Vocabulary	
Question words (answers questions)	Who, Whose, What, Where, How old, When <u>The student answers WH-questions...</u>
Uses question words to asks questions	Who, Whose, What, Where, How old, When, Why, How many, How much What is your name? Where do you live? Where is the gym? Who is the English teacher at your school? What is your dad's name? Where does your best friend live? When is your birthday? Why are you sad? How many sisters do you have? How much money do you have?
Language Conventions	
Punctuation	Proper use of commas in enumeration. (,)
Spelling	Correctly spells/writes <u>words from open-ended models</u> and <u>provided resources</u> (C3)* Teach strategy for use of language posters.