

Activité #15

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Exprimer ses réactions au poème

“Mon amie l'ombre”

Scénario: Dans le poème “Mon amie l'ombre”, la poète nous donne de l'information au sujet des ombres.

1. Comment sais-tu que “Mon amie l'ombre” est un poème? Donne trois raisons.

2. Dis dans tes propres mots qu'est-ce qui se passe dans la dernière strophe du poème.

3. Le poème fait appel à des faits sur les ombres. Fais une liste de ces faits.



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Exprimer ses réactions au poème "Mon amie l'ombre"

5. Trouve un mot dans le poème qui a le même son que le son souligné dans la colonne A. Écris le mot sur la ligne dans la colonne B. Souviens-toi que le même son peut être écrit de différentes façons dans différents mots.

A

B

ombre

dîner

ressemble

lever

6. Un adjectif possessif est un mot qui indique l'appartenance. Trouve dans le poème deux noms qui ont un adjectif possessif.

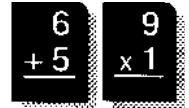
Adjectifs

Noms



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Les horloges et le calendrier

1. Remplis les tirets.

Il y a _____ minutes dans une heure.

Il y a _____ heures dans une journée.

Il y a _____ jours dans une semaine.

Il y a _____ semaines dans un mois.

Il y a _____ mois dans une année.

2. Ajoute les mots qui manquent.

Noël est au mois de _____. C'est le _____ mois de l'année.

La Saint-Valentin est au mois de _____. C'est le _____ mois de l'année.

Ma fête est au mois de _____. C'est le _____ mois de l'année.

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Les horloges et le calendrier

3. Dessine un calendrier du mois. Écris ces événements sur ton calendrier:

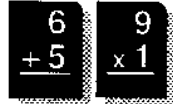
- un pique-nique le deuxième dimanche
- une fête le vingtième jour
- une journée de pizza le dernier vendredi
- 3 autres événements de ton choix

4. Explique pourquoi c'est important d'utiliser un calendrier.



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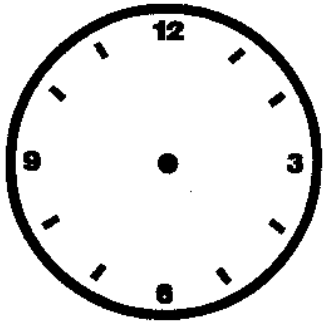
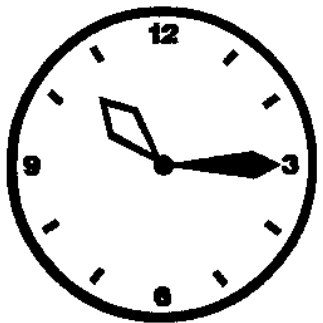
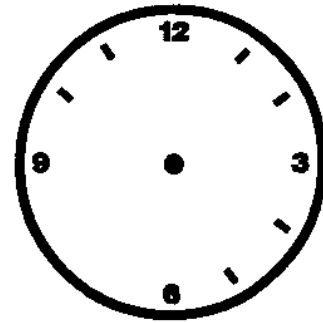
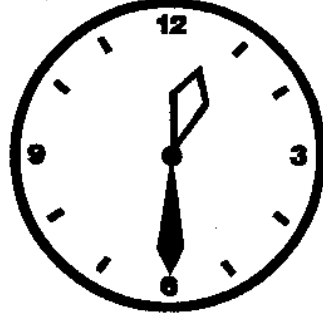
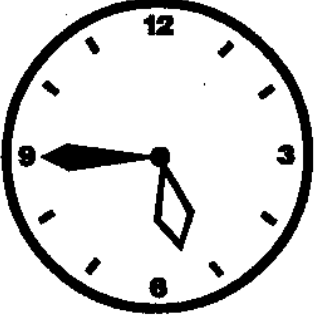
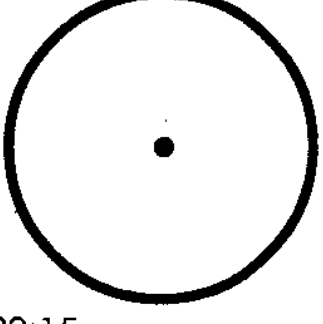
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Les horloges et le calendrier

5. Dans nos maisons, on se sert des horloges pour mesurer le temps. Il y a deux sortes d'horloges: l'horloge analogique et l'horloge numérique.

a) Regarde les illustrations et ajoute l'information qui manque.

 <p>7:30 a.m. Je me prépare pour ma journée.</p>	 <p>_____ C'est la récréation de l'avant-midi.</p>	 <p>11:45 _____ Mmm! Mmm! C'est l'heure du dîner.</p>
 <p>_____ On a bien mangé. Retournons en classe.</p>	 <p>_____ p.m. Est-ce que le souper est prêt? J'ai faim.</p>	 <p>20:15 _____ Après le bain et une histoire, c'est le temps de se coucher.</p>

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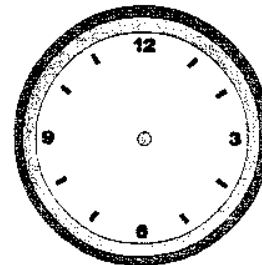


Les horloges et le calendrier

6. Écris l'heure sur l'horloge numérique. Indique l'heure correspondante sur l'horloge analogique.

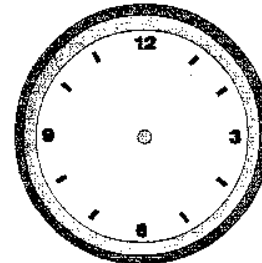
Je vais à l'école.

		<input type="radio"/> am
		<input type="radio"/> pm



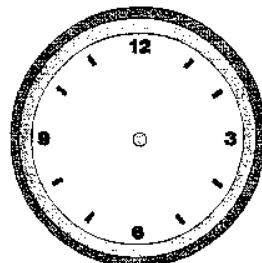
Je regarde la télévision.

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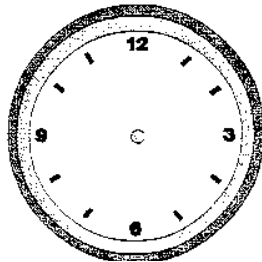
Je vais à la bibliothèque.

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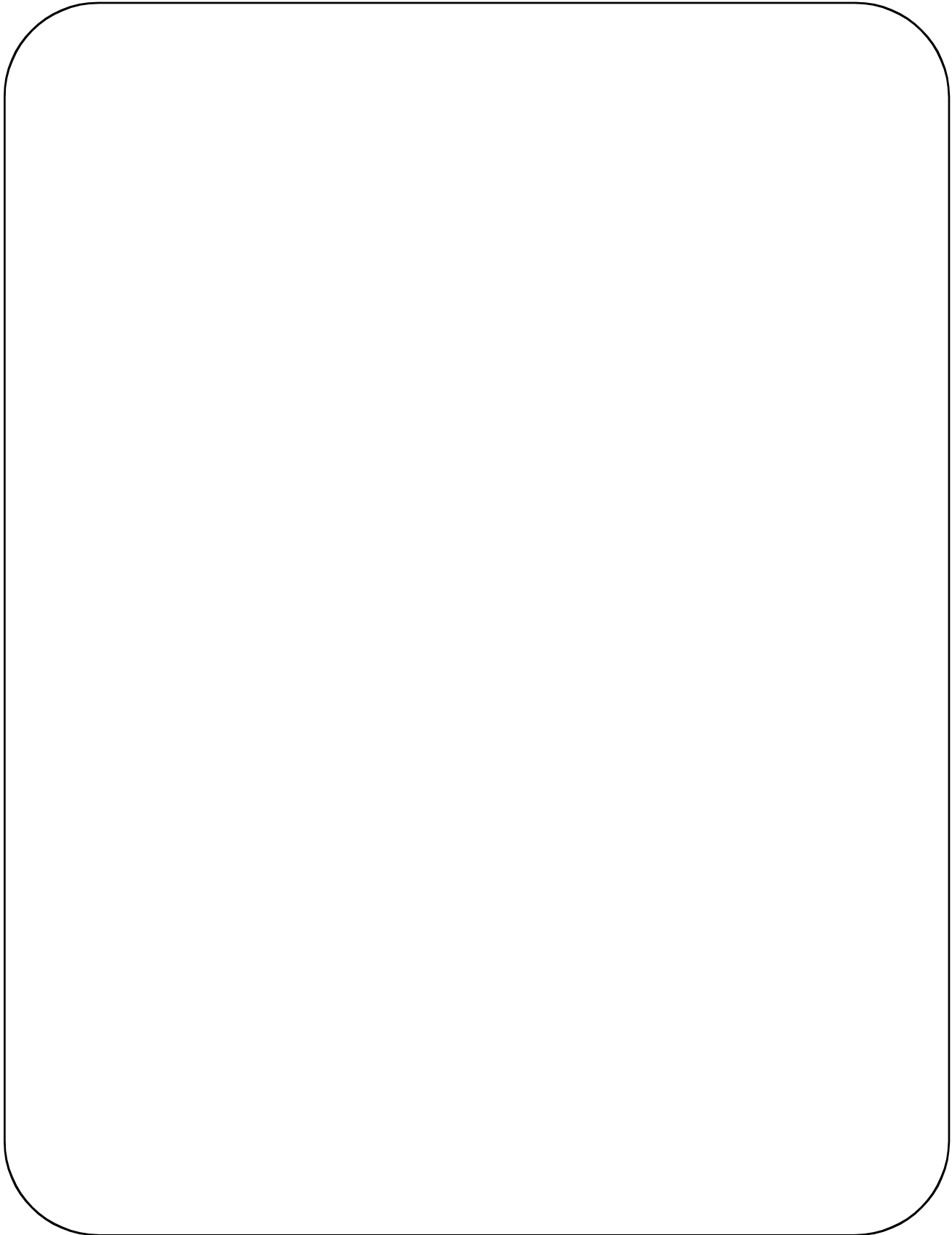


Je joue dehors.

		<input type="radio"/> am
		<input type="radio"/> pm



Ontario Curriculum: French As a Second Language



Ministry of Education

The Ontario Curriculum

French As a Second Language

Extended French

Grades 4-8

French Immersion

Grades 1-8



2001

Ontario Curriculum: French As a Second Language

THE ONTARIO CURRICULUM: FSL — EXTENDED FRENCH, GRADES 4–8; FRENCH IMMERSION, GRADES 1–8, 2001 37

Reading

M-Y Mid-Year Assessment Unit
Y-E Year-End Assessment Unit
Number Task Number

Comprehension and Response to Text

By the end of Grade 2, students will:

- read a variety of simple written materials (e.g., stories, poems, children's reference books) for different purposes (e.g., to obtain information, to build vocabulary and knowledge of word structures); **Y-E 1, 3**
- express their reactions to texts read independently (e.g., comment on facts, descriptions); **Y-E 1, 15**
- express clear responses to written texts, relating the content to personal experiences; **Y-E 5, 11**
- follow written instructions (e.g., solve word problems, follow directions for crafts);
- demonstrate an understanding of simple texts (e.g., select correct answers, sequence sentences, restate information); **Y-E 1, 5, 9**
- extend their understanding of a text through follow-up activities (e.g., illustrate a character or an action, role play);
- identify characteristics of different forms of written materials (e.g., poems, stories, simple dictionaries); **Y-E 3, 15**
- identify the key elements of a story (e.g., setting, plot, characters).

Application of Language Conventions

By the end of Grade 2, students will:

- recognize and use appropriate language structures in their response to written texts; **Y-E 5**
- use reading strategies (e.g., visual cues, language and word patterns, context clues, phonics, word lists) to determine the meaning of unfamiliar vocabulary and expressions; **Y-E 1, 3, 5, 9, 11, 15**
- read aloud, observing the rules of pronunciation and intonation;
- recognize and use punctuation as an aid to comprehension;
- use and interpret basic conventions of text (e.g., illustrations, diagrams, headings) to find information. **Y-E 6A, 6B**

Writing

Communication of Information and Ideas

By the end of Grade 2, students will:

- create short written texts for specific purposes (e.g., a story, a pattern book, an invitation, a thank-you note, a personal dictionary), following a model; **Y-E 12A, 12B**
- organize ideas in a logical sequence (e.g., write stories that have a beginning, a middle, and an end); **Y-E 12A, 12B**
- use materials from various media (e.g., photographs, drawings, collages) to clarify and enhance a written message.

Application of Language Conventions

By the end of Grade 2, students will:



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M-Y Mid-Year Assessment

- use appropriate language structures in their writing;
- use and spell correctly the vocabulary appropriate for this grade level;
- print legibly;
- use complete simple sentences in their writing;
- use commas to separate a series of items in a sentence, and in addresses;
- use question marks at the end of questions; **Y-E 6a, 6b**
- use capitals for personal names;
- revise and proofread their writing (e.g., correct errors in spelling, punctuation), with the teacher's assistance; **Y-E 6b, 12b**
- use appropriate resources to verify spelling (e.g., word lists, dictionaries).

Y-E Year-End Assessment Unit Number Task Number

Language Structures

Students should recognize and use the following language structures in their communicative activities in all three strands.

Nouns and Pronouns

- agreement of partitive articles (*du, de la, de l', des*) with nouns
- simple feminine forms of nouns (e.g., *chat/chatte, lion/lionne*)

Verbs

- subject/verb agreement
- *présent* of regular *-er* verbs
- *présent* of frequently used verbs *faire, pouvoir*

Adjectives

- possessive adjectives *mon/ma/mes, ton/ta/tes, son/sa/ses* **Y-E 15**

Prepositions and Conjunctions

- use of *pour*

Interrogative Constructions

- questions starting with question words *quel/quelle*

Sentence Structure

- simple sentences consisting of subject + verb + complement (e.g., *Elle est jeune.*)
- negative form *ne ... pas*

Ontario Curriculum: French As a Second Language

Number Sense and Numeration Overall Expectations

M-Y Mid-Year Assessment Unit
Y-E Year-End Assessment Unit
Number Task Number

By the end of Grade 2, students will:

- represent whole numbers using concrete materials, drawings, numerals, and number words;
- compare and order whole numbers using concrete materials, drawings, numerals, and number words to develop an understanding of place value;
- compare proper fractions using concrete materials;
- understand and explain basic operations (addition, subtraction, multiplication, and division) of whole numbers by modelling and discussing a variety of problem situations (e.g., show that division is sharing, show addition and subtraction with money amounts);
- develop proficiency in adding and subtracting one- and two-digit whole numbers;
- solve number problems involving addition and subtraction, and describe and explain the strategies used;
- use and describe an estimation strategy (e.g., grouping, comparing, rounding to the nearest ten), and check an answer for reasonableness using a defined procedure;
- use a calculator to skip count, explore number patterns, and solve problems beyond the required pencil-and-paper skills.

Specific Expectations

Students will:

Understanding Number

- read and print number words to twenty;
- count by 1's, 2's, 5's, 10's, and 25's beyond 100 using multiples of 1, 2, and 5 as starting points;
- count backwards by 1's from 20;
- locate whole numbers to 50 on a number line and partial number line (e.g., from 34 to 41);
- show counting by 2's, 5's, and 10's to 50 on a number line;
- compare, order, and represent whole numbers to 100 using concrete materials and drawings;
- use mathematical language to identify and describe numbers to 100 in the world around them;
- discuss the use of number and arrangement in their community (e.g., cans on a grocery store shelf, cost of 5 candies);
- identify place-value patterns (e.g., trading 10 ones for 1 ten) and use zero as a place holder;
- use ordinal numbers to thirty-first; **Y-E 7, 16**
- represent and explain halves, thirds, and quarters as part of a whole and part of a set using concrete materials and drawings (e.g., colour 2 out of 4 circles); **Y-E 7**
- compare two proper fractions using concrete materials (e.g., use pattern blocks to show that the relationship of 3 triangles to 6 triangles is the same as that of 1 trapezoid to 2 trapezoids because both represent half of a hexagon);

Computations

- investigate the properties of whole numbers (e.g., addition fact families, $3 + 2 = 2 + 3$);
- skip count, and create and explore patterns, using a calculator (e.g., skip count by 5's by entering [5] [=] [+]
[5] [=] [=] [=] . . . on the calculator);
- represent multiplication as repeated addition using concrete materials (e.g., 3 groups of 2 is the same as $2 + 2 + 2$); **Y-E 14**
- demonstrate division as sharing (e.g., sharing 12 carrot sticks among 4 friends means each person gets 3); **Y-E 2**
- recall addition and subtraction facts to 18;
- explain a variety of strategies to find sums and differences of 2 two-digit numbers; **Y-E 7**



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- use one fact to find another (e.g., use fact families or adding on);
- mentally add and subtract one-digit numbers;
- add and subtract two-digit numbers with and without regrouping, with sums less than 101, using concrete materials; **Y-E 7**
- add and subtract money amounts to 100¢ using concrete materials, drawings, and symbols; **Y-E 2, 4**

Applications

- use a calculator to solve problems with numbers larger than 50 in real-life situations; **Y-E 2**
- pose and solve number problems with at least one operation (e.g., if there are 24 students in our class and 8 wore boots, how many students did not wear boots?); **Y-E 2**
- select and use appropriate strategies (e.g., pencil and paper, calculator, estimation, concrete materials) to solve number problems involving addition and subtraction.

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M-Y Mid-Year Assessment Unit
Y-E Year-End Assessment Unit
Number Task Number

Measurement: Grade 2 Overall Expectations

- By the end of Grade 2, students will:
- demonstrate an understanding of and ability to apply measurement terms: centimetre, metre, second, minute, hour, day, week, month, year, coins to \$1 value;
- identify relationships between and among measurement concepts (e.g., shorter time, longer length, colder temperatures);
- solve problems related to their day-to-day environment using concrete experiences of measurement and estimation;
- estimate, measure, and record the perimeter and the area of two-dimensional shapes and compare the perimeters and areas; **Y-E 13**
- estimate, measure, and record the capacity of containers and the mass of familiar objects using non-standard units, and compare the measures.

Specific Expectations

Students will:

Units of Measure

- demonstrate an understanding that the measure of one object can be used to describe a similar attribute of another object (e.g., the mass of a box can be used to measure the mass of a larger box);
- record the results of measurement activities in a variety of ways (e.g., in graphs, stories); **Y-E 10, 13**
- demonstrate an understanding that a standard unit of measure is used to describe the measure of an object (e.g., a metre length is used repeatedly to describe the length of a room);
- demonstrate an understanding of some standard units of measure: for length and distance (centimetre, metre) and time (second, minute, hour, day); **Y-E 10, 16**
- use the terms centimetre and metre in measurement and describe the relationship between the two linear measures;
- select an appropriate non-standard unit and an appropriate standard unit to measure length;
- demonstrate an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days; **Y-E 16**
- name the months of the year in order and read the date on a calendar;
- estimate and measure the passage of time using minutes and hours; **Y-E 16**
- read digital and analog clocks, and tell and write time to the quarter-hour; **Y-E 16**
- relate changes in temperature to their own experiences (e.g., how changes in temperature during the day affect their activities);
- use a thermometer to determine whether temperature is rising or falling;
- name and state the value of all coins and demonstrate an understanding of their value;
- estimate and count money amounts to \$1 and record money amounts using the cent symbol; **Y-E 2**
- create equivalent sets of coins up to \$1 in value; **Y-E 2**
- use mathematical language to describe relative times, sizes, temperatures, amounts of money, areas, masses, and capacities (e.g., higher tower, fewer cups);
- use non-standard and standard units to solve measurement problems relating to themselves and their environment;



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Perimetre and Area

- estimate, measure, and record the linear dimensions of objects using non-standard and standard units (centimetre, metre), and compare and order objects by their linear dimensions; **Y-E 10, 14**
- measure and record the distance around objects using non-standard units, and compare the distances; **Y-E 14**
- estimate and measure specified areas using uniform non-standard units, and record the measures (e.g., the area of the page is four pencil cases); **Y-E 14**

Capacity, Volume, and Mass

- estimate, measure, and record the capacity of containers using non-standard units, compare the measures, and order a collection of containers by capacity;
- estimate, measure, and record the mass of objects using non-standard units, compare the measures, and order a collection of objects by mass.

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Y-E Year-End Assessment Unit
Number Task Number

Geometry and Spatial Sense: Grade 2 Overall Expectations

- By the end of Grade 2, students will:
- investigate the attributes of three-dimensional figures and two-dimensional shapes using concrete materials and drawings; **Y-E 8**
- build three-dimensional objects and models;
- understand key concepts in transformational geometry using concrete materials and drawings;
- describe location and movements on a grid;
- use language effectively to describe geometric concepts, reasoning, and investigations.

Specific Expectations

Students will:

Three - and Two-Dimensional Geometry

- explore and identify three-dimensional figures using concrete materials and drawings (e.g., prism, pyramid); **Y-E 8**
- construct the skeleton of a prism and a pyramid using a variety of materials (e.g., straws, joiners);
- create a three-dimensional model from an illustration, using concrete materials (e.g., make a house from clay or Plasticine); **Y-E 8**
- compare and sort three-dimensional figures according to one geometric attribute (e.g., shape); **Y-E 8**
- describe and name three-dimensional figures (e.g., cube, cone, sphere, prism); **Y-E 8**
- explain how they used different three-dimensional figures and concrete materials in building a structure or model;
- explore and identify two-dimensional shapes using concrete materials and drawings (e.g., pentagon, hexagon, octagon);
- compare and sort two-dimensional shapes according to number of sides and vertices; **Y-E 8**
- describe the attributes of regular polygons using geometric language (e.g., sides, vertices); **Y-E 8**
- compare and contrast two-dimensional shapes;

Transformational Geometry

- demonstrate an understanding of a line of symmetry in a two-dimensional shape by using paper folding and reflections (e.g., using paint-blot pictures, Mira);
- determine a line of symmetry of a two-dimensional shape by using paper folding and reflections (e.g., in a transparent mirror);
- demonstrate transformations, such as flips, slides, and turns (reflections, translations, and rotations), using concrete materials;
- make a pattern using two-dimensional shapes (e.g., pattern blocks, tangram);
- identify and perform translations of simple figures using concrete materials (e.g., to the left, to the right, up and down);

Grids and Coordinate Geometry

- describe the specific location of objects on a grid or map (e.g., beside, to the right of). **Y-E 10, 13**



M-Y Mid-Year Assessment Unit
Y-E Year-End Assessment Unit
Number Task Number

Patterning and Algebra
Overall Expectations

- By the end of Grade 2, students will:
- identify, extend, and create number, geometric, and measurement patterns, and patterns in their environment;
- explore patterns and pattern rules;
- identify relationships between and among patterns.

Specific Expectations

- Students will:
- recognize that patterning results from repeating an operation (e.g., addition), using a transformation (slide, flip, turn), or making some other change to an attribute (e.g., position, colour);
- describe and make models of patterns encountered in any context (e.g., wallpaper borders, calendars), and read charts that display the patterns;
- identify patterns (e.g., in shapes, sounds); **Y-E 13**
- combine two attributes in creating a pattern (e.g., size and position);
- identify patterns in addition and subtraction sentences;
- explore multiples in a hundreds chart; **Y-E 14**
- use a calculator and a computer application to explore patterns;
- relate growing and shrinking patterns to addition and subtraction; **Y-E 7**
- explain a pattern rule;
- given a rule expressed in informal language, extend a pattern;
- transfer patterns from one medium to another (e.g., actions, words, symbols, pictures, objects, calculator).

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M-Y Mid-Year Assessment Unit
Y-E Year-End Assessment Unit
Number Task Number

Data Management and Probability: Grade 2

Overall Expectations:

- By the end of Grade 2, students will:
- sort and classify objects and data using concrete materials;
- collect and organize data;
- create and interpret displays of data, and present and discuss the information;
- demonstrate an understanding of probability and demonstrate the ability to apply probability in familiar day-to-day situations.

Specific Expectations

- Students will:

Collecting, Organizing, and Analyzing Data

- pose questions about meanings derived from the data on graphs (e.g., which was the rainiest month?);
- sort and classify concrete objects, pictures, and symbols according to two specific attributes (e.g., shape and texture);
- identify attributes and rules in presorted sets;
- recognize that an object can have more than one attribute;
- generate questions that have a finite number of responses for a given topic (e.g., how many different items of clothing are you wearing?); **Y-E 4**
- collect first-hand data from their environment (e.g., the number of days of sun, rain, snow during the month of November);

Concluding and Reporting

- identify the basic parts of a graph: labels, scales, title, data;
- organize data using graphic organizers (e.g., diagrams, charts, graphs, webs) and various recording methods (e.g., placing stickers, drawing graphs); **Y-E 4**
- construct and label simple concrete graphs, bar graphs, and pictographs using one-to-one correspondence;
- interpret displays of numerical information and express understanding in a variety of ways (e.g., draw a picture and use informal language to discuss);

Probability

- explore through simple games and experiments the likelihood that an event may occur;
- investigate simple probability situations (e.g., flipping a coin, tossing dice); **Y-E 4**
- use mathematical language (e.g., likely, unlikely, probably) in informal discussion to describe probability.
Y-E 4



