



# Welcome ESL Parents!

September 6, 2025



# Introducing our Grade 6 Teachers



Group Xin: Sebastian Kokoszka (Mr.K)

# Curriculum Expectations

## ❖ Oral Expectations

- ❖ demonstrate the ability to understand and interpret spoken English and to respond appropriately in a variety of contexts
- ❖ use speaking skills and strategies to communicate for a variety of purposes and audiences

## ❖ Reading Expectations

- ❖ Read and demonstrate an understanding of a variety of early and/or grade level texts using strategies to construct meaning
- ❖ Use knowledge of words and cueing systems to read fluently

## ❖ Writing Expectations

- ❖ Write text with increasing length and complexity using a variety of forms for different purposes and audiences
- ❖ Use appropriate English language conventions and structures in a text.

# Art is a subject we also teach, to practise English

## Visual Arts Examples:

Use creativity with various forms of arts for:

- ❖ theme related art activities
- ❖ seasonal art
- ❖ individual and collaborative creations to express feelings or share learning



# Syllabus - Semester 1 Learning Topics

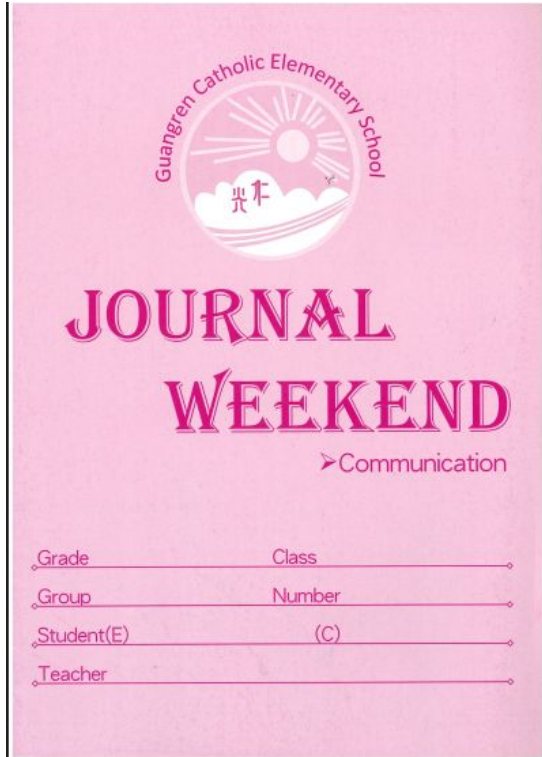
## Semester 1:

- What's Your Story?
- School For All
- Innovations

Guangren Elementary School		
Semester 1 Syllabus - 2025-2026 - ESL Program		
Grade: 6	Teacher: Mr. Sebastian, Mr. Gabriel, Miss Claire	
Overall Grade Expectations:		
<u>By the end of Grade (6), students will:</u>		
<u>Oral</u>		
1. Demonstrate the ability to understand and interpret spoken English and to respond appropriately in a variety of contexts		
2. Use speaking skills and strategies to communicate for a variety of purposes and audiences		
<u>Reading</u>		
1. Read and demonstrate an understanding of a variety of early and/or grade level texts using strategies to construct meaning		
2. Use knowledge of words and cueing systems to read fluently		
<u>Writing</u>		
1. Write text with increasing length and complexity using a variety of forms for different purposes and audiences		
2. Use appropriate English language conventions and structures in a text.		
Semester 1, Unit 1	Date: September 1 <sup>st</sup> – October 9 <sup>th</sup> Duration: 6 weeks	Calendar Events: Sept. 29 - Teachers Day Oct. 6 – Mid Autumn Festival Oct. 10 – Double 10th Day
<u>Unit 1 Theme: What's Your Story?</u>		
<u>Theme Description</u>		
Throughout the unit, the students will analyze the difference between self and others, learn to care about themselves, and build a sense of personal values. They will look at understanding the importance of the family in promoting personal development and interpersonal relationships. Students will participate in group activities, understand the factors that enhance human interaction while learning effective communication skills and rational emotional expression. Students will focus on the following questions to help them better comprehend the unit: What stories do we have to tell? How can our stories affect change? What makes your story significant? How can you create change in your school or community?		
Oral Communications Expectations	Reading Expectations	Writing Expectations
1.1 Identify listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts	1.1 Read a variety of early level texts (e.g. literary, informational and graphic) with some visuals for different purposes  2.1 Read and understand low-frequency	1.2 Generate ideas about a topic, using a variety of resources and strategies  2.1 Write complex texts of varying lengths and language structures

Examples of Texts	Word Work Examples	Content Word Examples
<p><i>Please Note: The following text titles are connected to the unit topic. The different texts offer a range of reading levels. Some will be suitable for whole class teaching, while others are more suitable for small group teaching, independent reading or read alouds. Teachers select most appropriate texts from Raz Kids, as well as from the school resource library and additional online resources, to use as texts for their lessons during the unit.</i></p> <p><b>Books:</b></p> <ol style="list-style-type: none"> <li>1. <i>Be the Change in Your Community</i> By Megan Kapp</li> <li>2. <i>Be the Change in Your School</i> By Shannon Welbourn</li> <li>3. <i>Be the Change in The World</i> By Lisa Dalrymple</li> <li>4. <i>The Boy Who Harnessed The Wind</i> By William Kamkwamba</li> <li>5. <i>Malala's Magic Pencil</i> By Malala Yousafzai</li> <li>6. <i>Your Family Tree</i> By Robin Koontz</li> <li>7. <i>My Family Tree and Me</i> By Dusan Petricic</li> <li>8. <i>Your Fascinating Family History</i> By Mary Johnson</li> <li>9. <i>Six Dots: A Story of Young Louis Braille</i> By Jen Bryant</li> </ol> <p><b>Raz Kids Content Texts</b> (What's Your Story?)</p> <p><b>Nonfiction</b></p> <ol style="list-style-type: none"> <li>1. <i>What Makes You, You?</i></li> </ol>	<p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• Relative: who, which, that, whose</li> <li>• Reciprocal: each other</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• adjectives + enough</li> <li>• nearly as</li> <li>• just as</li> <li>• not quite as</li> </ul> <p><b>Time Markers:</b> sequence markers: prior to, previously, since, eventually</p> <p><b>Adverbs:</b> Modality auxiliaries</p> <p><b>Conjunctive Adverbs:</b> similarly, nevertheless, in contrast</p> <p><b>Prepositions &amp; Conjunctions:</b> (in time, at one time, by far, by luck)</p> <p><b>Sentence Structure</b></p> <ul style="list-style-type: none"> <li>• longer and complex sentences with subordinate clause(s)</li> <li>• connect ideas using transitional words</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• semi-colon</li> <li>• ellipsis</li> <li>• Hyphen</li> </ul> <p><b>3-Letter Consonant Blend:</b> "scr-"</p> <p><b>Consonant Digraphs</b> "ch" and "gh"</p> <p><b>Prefix</b> "pro"</p>	<p>Altogether, Bread, Breakfast, Candy, Change, Citizen, Community, Compare, Conflict, Cousin, Create, Culture, Describe, Develop, Development, Differences, Disagree, Disagreement, Display, Distant, Duty, Elder, Emotion, Emotional, Encourage, Encouragement, Entire, Express, Express ion, Family, Fellow, Food, Fruit, Glasses, Holder, Homesick, Human, Humble, Humour, Importance, Interview, Invitation, Invite, Manner, Mark, Member, Memory, Nephew, Niece, Person, Personal, Personality, Record, Reporter, Relative, Relations, Relationships, Significant, Special, Value, View.</p>

# Journal/Weekend - Reminders



**Stays in class** each day for writing. Teachers will send the book home on Friday for review and weekend homework. Students will bring it back on Monday.

## Homework: Friday, September 5, 2025

1. Choose any **fiction** novel on Raz-Kids
2. In your **Pink Notebook**, write:
  - ☐ date, title, author's name
1. Write down 3 questions you have about the text.
  - a. **Level 1 question: What/Who** \_\_\_\_\_ ?
  - b. **Level 2 question: Why** \_\_\_\_\_ ?



# Daily Homework and Communication Book - Reminders

- ❖ Bring home for homework Monday, Tuesday, Wednesday.
- ❖ Can be used for parent-teacher communication.

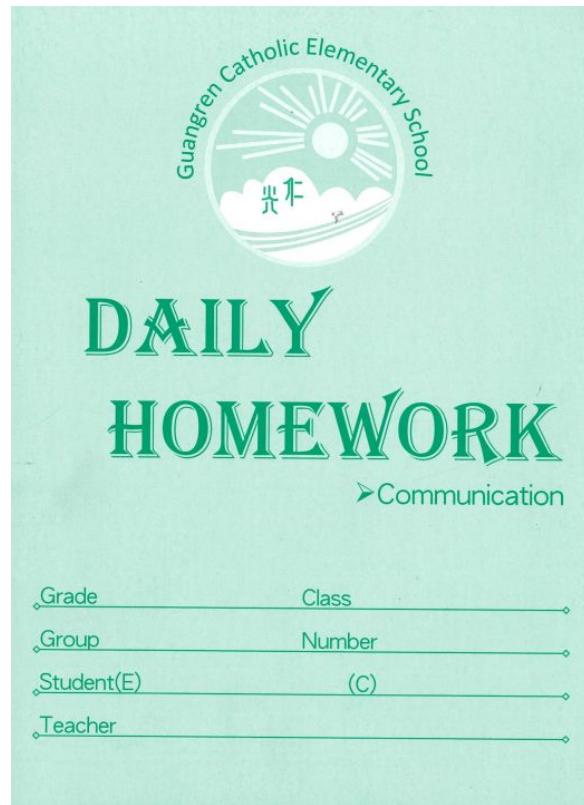
**Monday, September 1, 2025**

In your *Green Notebook*, choose any 5 vocabulary words. Write 1 sentence for each vocabulary word you choose.

\*\*\*Challenge: write the 5 sentences into a story.

The words you can choose from are below:

beautiful	alone	family	community	cousin
relationship	relative	someone	care	quite

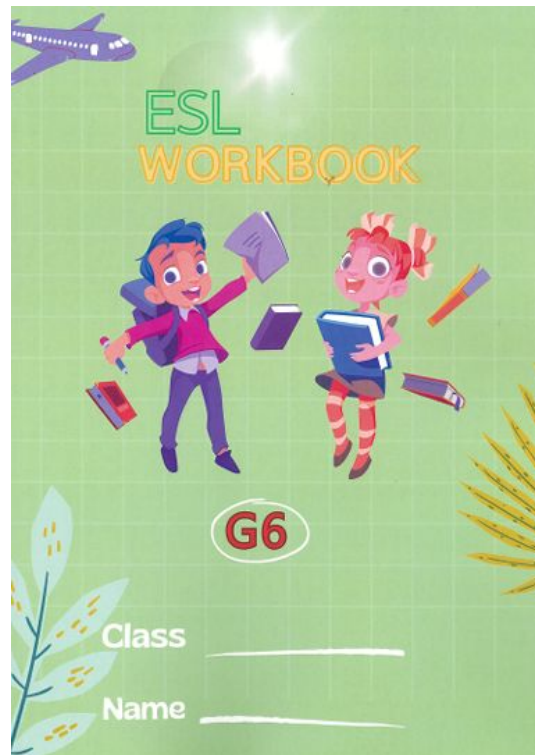


# ESL Workbook

- ❖ Bring home on **Thursday**.
- ❖ Return to school on **Friday**.
- ❖ The assigned page/s you will find it in the homework.

Thursday, September 4, 2025

In your ESL Workbook, turn to page 2 and do Activity 1: Look, Say, Cover, Write and Check.





Speaking practise at home is crucial for building confidence and fluency in oral communication. **You can support your child by being the audience they need to rehearse.**

## For speaking tasks, please:

- ❖ listen to your child present their task 傾聽孩子陳述他們的任務
- ❖ encourage risk taking for proper pronunciation, appropriate pace and use of expression 鼓勵孩子勇於嘗試，以達到正確的發音、適當的語速和恰當的表達方式
- ❖ ask follow up questions to encourage further English speaking practise 提出後續問題，鼓勵孩子進一步練習英語口語
- ❖ you can ask questions in Chinese and your child can answer in English 你可以用中文提問，你的孩子可以用英文回答

### Speaking Task Example


Thursday

Rehearsing and Reading for an Audience

Practise singing the song "The Morning Routine Song?".  
After you practice, read and sing it aloud to your family.

Good morning, good morning!  
it's time to wake up.  
Good morning, good morning.  
I have to get up.  
I wash my face.  
Wash, wash wash.  
I brush my hair.  
Brush, brush, brush.  
I get dressed.  
Dressed, dressed, dressed.  
There's such a lot to do! X2



Monday 

Parent signature next to the date.

# Important Dates for Semester 1

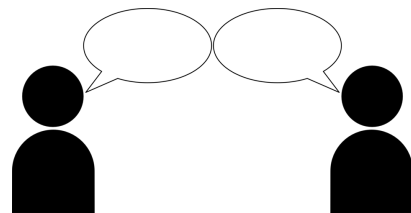
## 第一學期重要日期



❖ September 16(G1), 18(G2-G3), 23 (G4-G6)	❖ Parent Workshop 家長工作坊
❖ October 20- November 3	❖ Recording Activity 錄音真有趣
❖ November 4,5	❖ Term 1 Exam 期中評量 (G2-G6)
❖ November 14- December 20	❖ Writing Activity 故事有創意
❖ November 24- November 28	❖ I LOVE Reading 閱讀我最愛
❖ November 22	❖ PTI 親師晤談
❖ December 1-5	❖ Observation Week 觀課週
❖ January 8,9	❖ Term 2 Exam 第二次評量 (G2-G6)

# Your Role as a Parent: Helping Your Child at Home

## 身為家長：在家協助您的孩子



- ❖ Read the Friday Newsletter! 閱讀每週五週報
- ❖ Ensure your child completes homework 確保您的孩子完成作業
- ❖ Even if you do not speak English, ask your child follow up questions in Chinese and they will practise responding in English 即使您不會說英文,你還是可以以中文問您的孩子問題, 請孩子以英文回答
- ❖ Encourage reading in English, using Raz Kids and books from school  
鼓勵使用Raz kids 或者借閱的書籍閱讀
- ❖ Encourage listening to English through music and TV shows  
鼓勵聽英語歌曲及英文影集

## Use Google Classroom to find:

- Newsletter
- Homework
- Syllabus
- Raz Kids instructions

# Encouraging Reading At Home

## 鼓勵在家閱讀

- ❖ Create a quiet and welcoming space to read. 創造一個安靜舒適的環境
- ❖ Encourage reading on RazKids each day. 鼓勵每天閱讀Raz Kids
- ❖ Ask your child questions about the books they read. 詢問您的孩子關於書本裡的內容



Website: <https://www.raz-plus.com/>

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## The all-in-one K-5 supplemental literacy solution

**What is Raz-Plus?** Grounded in the latest research, Raz-Plus® emphasizes and supports foundational skills and reading comprehension equally, ensuring educators have what they need to reach all their learners and help them grow.

Support Science of Reading instruction in your classroom with:

- ✓ Practical, easy-to-use resources, including decodable books, phonics skill packs, graphic organizers, and vocabulary practice



Teacher

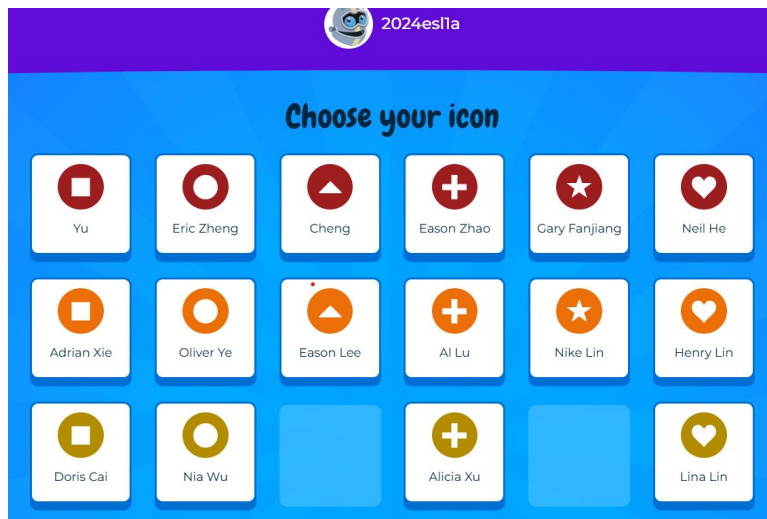
Parent

**Kids A-Z**

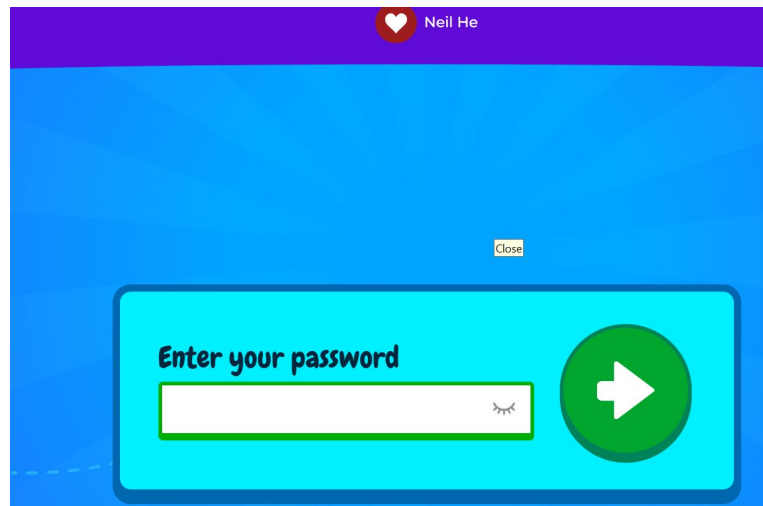


Enter your teacher's username





**Choose your child's name**



**Enter Password**



Foundations



Reading



Reading Room

://www.kidsa-z.com/ng/stats

MESSAGES

MY STATS

STAR ZONE

Back to Reading

12015 ★ Adrian Xie

Log Out



Reading Room



Topics



Leveled Books



Early Reading



Nonfiction Series



Fiction Series

## Reading Room

Popular Books (Level 1)

View All



Amazing Beaches



The Lion and the Mouse




Cinderello



Healthy Me






G1 Unit4

Reading Assignment

✓ 39

⌚ !



G1 Unit3

Reading Assignment

THANK  
YOU



We look forward to  
working with you this year!  
Please communicate  
through the Homework  
Book and we will be  
pleased to answer any  
questions you have.