



# Guangren Elementary School

Grade 1 Semester 1 Special Edition Newsletter Week 14: November 27<sup>th</sup> - December 1<sup>st</sup>, 2023

光仁小學 ESL 雙語班週報特別版 - 一年級

第一學期第十四週 十一月二十七日-十二月一日

## Class Pictures & Captions 課堂照片錦集

### Orange Class 橘班



In Orange Class, students participated in a walk and talk activity. They practised their speaking by asking each other, "What is in your backpack?" Students replied by identifying a school tool in their backpack and then recorded that information on their sheets. This activity was a great opportunity for students to follow rules and routines during oral practice as they were instructed to first speak to their table members before walking around the classroom.

在橘班，學生們參加走路談話活動。他們透過訪問對方「你的背包裡有什麼？」來練習口說。學生們透過識別背包中的學校工具來回答，然後將這些資訊記錄在他們的學習單上。這項活動為學生在口說練習中遵守規則和常規提供一個很好的機會，我們指導學生在教室裡走動之前先與同桌成員進行交談。

## Red Class 紅班

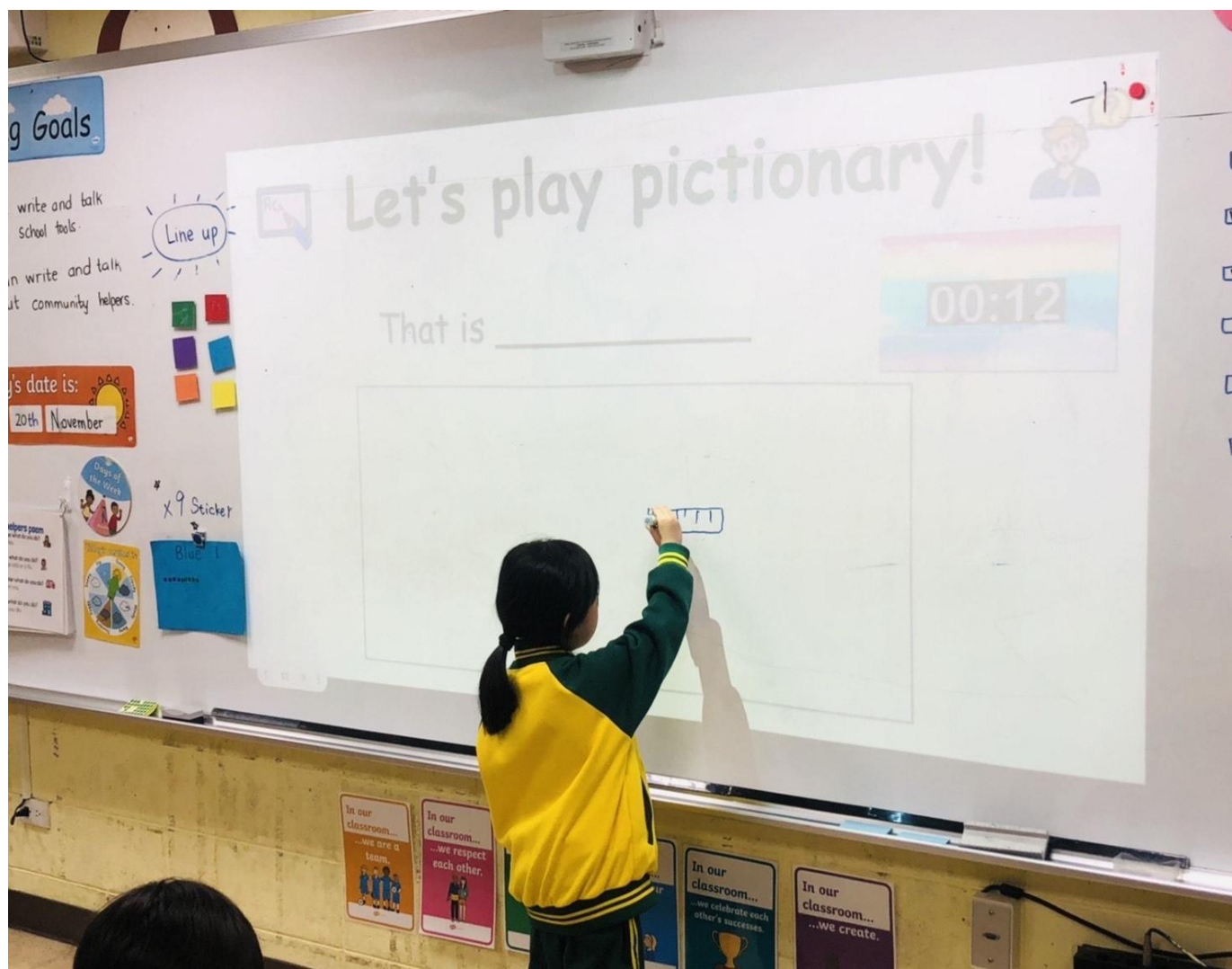


In Red Class, students learned about demonstrative adjectives, "this" and "that." They used magnetic cards to make different sentences, i.e. "This is a \_\_\_\_\_," and "That is a \_\_\_\_\_." Students also demonstrated responsibility when sitting with their classmates on the green mat before going back to their seats for independent practice.

在紅班，學生們學習形容詞 "這個" 和 "那個"。他們用磁卡製造出不同的句子，如 "這是一個 \_\_\_\_\_" 和 "那是一個 \_\_\_\_\_"。在回到座位上進行獨立練習之前，學生們還與同學們一起坐在綠墊上，呈現他們的責任感。



## Blue Class 藍班



In Blue Class, students practised identifying school tools by playing a pictionary game. One student drew a picture while other students guessed the name of the tool. They answered by using the social convention, "That is a \_\_\_\_\_," in order to practise their use of demonstrative adjectives, "this" and "that." This was an engaging activity that encouraged students to take initiative.

在藍班，學生們透過玩猜謎遊戲練習識別學校工具。一名學生畫一幅圖，其他學生猜工具的名稱。他們用生活句型 "那是一個 \_\_\_\_\_" 來回答，以練習形容詞 "這個" 和 "那個" 的用法。這是一項鼓勵學生發揮主動性的引人入勝的活動。

## Yellow Class 黃班



In Yellow Class, students practised speaking and listening skills by playing a fun game called “Hot Seat.” One student sat in the hot seat with a picture behind them while other students described the picture. This week, the hot seat game focused on school tools. This game was a great way to encourage students to take initiative and participate by using English aloud in class.

在黃班，學生們透過玩一個名為“比手畫腳”的有趣遊戲來練習口說和聽力技巧。一名學生坐在座位上，身後放著一張圖片，其他學生則描述圖片內容。本週，“比手畫腳”遊戲的主題是學校工具。這個遊戲很好地鼓勵學生在課堂上大聲使用英語，發揮主動性和參與性。



## Green Class 綠班



In Green Class, students practised reading CVC words by playing a board game. They rolled the dice with their partner and read the word on which their game piece landed. This was a fun way for students to practise phonemic awareness while also demonstrating responsibility for classroom materials.

在綠班，學生們透過玩棋盤遊戲練習閱讀 子音+母音+子音 單字。他們與同伴一起擲骰子，然後讀出骰子上的單字。學生們透過這種有趣的方式練習語音意識，同時也體現對課堂資源的責任感。

## **November**

We would like to thank all the parents that came to PTI to talk with their child's teacher. It is always a pleasure for us to meet all the parents and share valuable information about the child and how they are performing in class. We know and understand the importance of working together as a team to ensure the success of each student.

In November, students began the second unit, *My School*. They continued to improve their understanding of following visual and oral instructions. They learned to talk about the various tools that they use in their classrooms and they learned to use prepositions to talk about their locations. They used the social convention "This/That is a \_\_\_\_\_," and "The (school tool) is on/in/under the \_\_\_\_\_" to practise identifying a singular item. They listened to a variety of songs and videos about school tools.

Students practised their writing in a variety of formats including mind maps and drawing and labelling their pictures. They drew pictures of school tools and described their location. They engaged with art projects like "Pop-up school tools" and "What is in your backpack?" in which they identified these items by drawing and labelling them.

Students used books including "Where is my eraser?," and "Art's Supplies" to allow their creativity to flourish when describing school tools. In response to the stories, they imagined their own school tool coming to life and what it would do. They practised responding to simple questions about stories, expressing their thoughts in both oral and written form. They continued to practise snap (high-frequency) words by identifying them in books, around the classroom and via various games. Lastly, students practised phonemic awareness by learning about the "short e" and "short o" sounds. They participated in many activities to practise sound blending with CVC words.

As this first term concluded, students demonstrated their knowledge of classroom resources, including the proper handling of the iPads. They built confidence with their teachers and used social conventions, like, "I need help," or, "May I borrow a pencil?" Moreover, students continued following the classroom routines and rules to maintain a safe and welcoming class environment.

## **December**

Students will continue the second unit, "My School". The students will learn how to describe the physical traits of people in their school. The students will read books about people's physical traits, through which they will learn about adjectives to describe the height, hair colours, and eye colours of people. They will use a specifically created book called "My English Teacher". In this book, their English teachers will be featured with sentences to describe how they look. For example, "This is Ms. Fields. Ms. Fields has red hair." This book will provide the students with the sentence structures they will use to write their own sentences. Students will continue to demonstrate responsibility by carefully using classroom materials and taking initiative of their learning.

## 十一月

感謝所有前來親師晤談與老師交流的家長。我們很高興能與所有家長見面，分享有關孩子的寶貴資訊以及他們在課堂上的表現。我們知道並理解團隊合作對確保每個學生取得成功的重要性。

11月，學生們開始第二單元"我的學校"的學習。他們繼續加強對遵循視覺和口頭指令的理解。他們學會談論自己在教室裡使用的各種工具，學會使用介係詞來談論自己的位置。他們使用生活句型"這/那是\_\_\_\_\_"和"(學校工具)在\_\_\_\_\_上/在\_\_\_\_\_裡面/在\_\_\_\_\_之下"來練習辨認單件物品。他們聆聽各種有關學校工具的歌曲和影片。

學生們以各種形式練習寫作，包括心智圖、繪畫和標注圖片。他們繪製學校工具的圖片，並描述它們的位置。他們參與"彈簧式工具"和"你的書包裡有什麼?"等藝術項目，透過畫圖和貼標籤來辨識這些物品。

學生們利用"我的橡皮擦在哪裡?"和"美術用品"等書籍，在描述學校工具時充分發揮自己的創造力。根據故事內容，他們想像自己的學習用具"活"起來的樣子，以及它能做什麼。他們練習回答有關故事的簡單問題，用口頭和書面形式表達自己的想法。他們繼續透過在書本、教室周圍和各種遊戲中辨認單字（高頻率）進行練習。最後，學生們透過學習"短母音e"和"母音短o"來練習音位意識。他們參加許多活動，練習與子音+母音+子音單字的混合音。

第一學期結束時，學生們呈現他們對課堂資源的瞭解，包括對平板的正確使用。他們對老師建立信心，並使用社交禮儀，如"我需要幫助"或"我能借隻鉛筆嗎?"此外，學生們繼續遵守課堂常規和秩序，以維持一個安全、溫馨的課堂環境。

## 十二月

學生將繼續學習第二單元"我的學校"。學生將學習如何描述學校裡的人的外貌特徵。學生們將閱讀有關人的外貌特徵的書籍，透過閱讀，他們將學習用形容詞來描述人的身高、頭髮顏色和眼睛顏色。他們將使用一本專門製作的名為《我的英語老師》的書。在這本書中，他們的英語老師將用句子來描述他們的長相。例如，"這是Ms. Fields。Ms. Fields有一頭紅髮"。這本書將為學生提供句子結構，他們將用它來寫自己的句子。學生將繼續透過認真使用課堂資源和主動學習來體現責任感。

## Keywords, Additional Words & Social Conventions & Grammar Focus

### 重要字彙、補充字彙、主要句型及文法重點

<b>Keywords</b> <b>High Frequency Words</b> 關鍵字 高頻率使用字彙	<b>Additional words</b> 補充字彙
<ul style="list-style-type: none"><li>• on 在…上面</li><li>• in 在…裡面</li><li>• under 在…下面</li><li>• this 這個</li><li>• that 那個</li><li>• what 什麼</li><li>• your 你的/ 你們的</li></ul>	<ul style="list-style-type: none"><li>• backpack 背包</li><li>• coloured pencil 色鉛筆</li><li>• ruler 尺</li><li>• scissors 剪刀</li><li>• next to 在…旁邊</li><li>• in front of 在…前面</li><li>• behind 在…後面</li></ul>

### **Social Conventions 生活句型**

- I need help.  
我需要幫忙。
- Can I borrow this?  
我可以借這個嗎?
- Where is the \_\_\_\_\_?  
\_\_\_\_\_ 在哪裡?
- The \_\_\_\_\_ is **on** the \_\_\_\_\_.  
\_\_\_\_\_ 在 \_\_\_\_\_ 的上面。
- The \_\_\_\_\_ is **in** the \_\_\_\_\_.  
\_\_\_\_\_ 在 \_\_\_\_\_ 的裡面。
- The \_\_\_\_\_ is **under** the \_\_\_\_\_.  
\_\_\_\_\_ 在 \_\_\_\_\_ 的下面。

### **Grammar Focus 文法重點**

#### Question Sentence Structure 疑問句結構

- What is your name?  
你叫什麼名字?
- How are you?  
你好嗎?
- May I go to the bathroom?  
請問我可以去上廁所嗎?
- Where is the (school tool)?  
(學校用品) 在哪裡?



## Prepositions 介系詞

- on 在…上面
- in 在…裡面
- under 在…下面
- next to 在…旁邊
- behind 在…後面
- in front of 在…前面

## Demonstrative Adjectives 表示性形容詞

This/That is a \_\_\_\_\_. 這是/ 那是 一個\_\_\_\_\_。

## Videos

### 影片



[Short Vowel Letter o / English4abc / Phonics song](#)

### Short Vowel Letter O

Students can read and sing along with this video that teaches various words with the “short o” sound.

### 短母音字母 O

這段影片教授帶有 "短母音 O" 的各種單字，學生可以邊讀邊唱。



[What's This? What's That? | Kids Songs | Super Simple Songs](#)

### What's this? What's that?

Students can sing along to this catchy tune that helps them use demonstrative adjectives like “this” and “that.”

### 這是什麼？那是什麼？

學生可以跟著這首朗朗上口的歌曲一起唱，幫助他們使用 "這個" 和 "那個" 等指示形容詞。

## Homework

Setting up a reading routine is very important and can help foster a student's English acquisition. When reading, students are exposed to new vocabulary, various grammar forms, and new ideas and concepts. As we read, we develop our writing skills. Also, by having a reading routine, it helps the students practise their learning skills & work habits. Students will be practising their **responsibility** and **initiative** by using Raz-Kids independently and remembering to read every evening.

For Monday–Thursday students will read the same Raz Kids book accessed via “My Assignment.” Students can scan the QR code which shows screenshots of where to find the book in the reading room if needed. They should make observations about the text and record their findings via the daily instructions.

Weekend homework will also focus on reading with the addition of “How many minutes read?” The goal for Grade 1 students is to read at least 5-10 minutes with a family member each weekend. They may read more than one book, but they only need to write and draw about one. Students can follow this format each week, based on the template in the yellow book.

The goal of creating a reading routine for homework is to encourage the students' English language acquisition and to foster a love of reading. We kindly ask that you help guide your student in building this reading routine and sign the homework sheet on Mondays. Thank you for your continuous support!

## 家庭作業

建立閱讀習慣非常重要，有助於促進學生的英語學習。在閱讀過程中，學生會接觸到新的單字、各種文法形式以及新的想法和概念。在閱讀的過程中，我們的寫作能力也得到了提升。此外，透過日常閱讀，還有助於學生練習學習技巧和工作習慣。學生將透過獨立使用 Raz-Kids 和記住每天晚上的閱讀來鍛煉自己的責任感和主動性。

週一至週四，學生們將透過 “我的作業” 閱讀同一本 Raz Kids 圖書。如有需要，學生可以掃描綠本末頁的 QR code 顯示當週在 Raz-Kids 閱覽室指定要閱讀的書本截圖。他們應該對文本進行觀察，並透過每日說明記錄自己的發現。

週末作業也將以閱讀為主，增加 “閱讀了多少分鐘？” 一年級學生的目標是每個週末與家人一起閱讀至少 5-10 分鐘。他們可以閱讀多本書，但只需要寫一本書，畫一本書。學生可以根據黃本中的範本，每週按照這種形式進行閱讀。

制定閱讀常規作業的目的是鼓勵學生學習英語，培養他們對閱讀的熱愛。我們懇請您幫助指導學生建立這種閱讀習慣，並在每週一的家庭作業表上簽字。感謝您一直以來的支持！

## Home-School Connection

This section of the newsletter will provide you with strategies to help your child from home. To help them review, we encourage you to speak (in English or Mandarin) to your child about their day and what they learned in English class. Some questions could include:

- What did you like in English class?
- What did you do well in English class?
- What are you excited to learn next?

We encourage you to read with your child as well. Have them read to you and discuss the book.

Discussion topics include:

- What did you think about the book?
- Let's change the ending of the book.
- Which character did you relate to?

### 親師園地

週報此部分將提供協助學生在家學習的策略。

為幫助他們復習，我們鼓勵您以中文或英文的方式與孩子溝通，請他們分享該日的課程內容以及他們在雙語課所學到的東西。

問題包括：

- 在英語課你喜歡什麼？
- 在英語課你表現得好嗎？
- 接下來學什麼你會感到開心呢？

我們也鼓勵您也和您的孩子一起閱讀。讓孩子讀給您聽並討論這本書。討論的主題包括：

- 你對這本書有什麼看法？
- 讓我們試著改變這本書的結局。
- 你覺得哪個角色跟你很像？
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### Bulletin Board

- December 18-22 - Parent Observation Week
- December 29 - Special Edition Newsletter
- December 30- January 1 - Happy New Year!

### 佈告欄

- 12/ 18~22 – 家長觀課週
- 12/ 29 – 週報特別版
- 12/ 30~1/1 – 元旦假期



一年級觀課週意願調查表