



# Guangren Elementary School

Grade 1 Semester 1 Newsletter Week 15: December 4<sup>th</sup>-December 8<sup>th</sup>, 2023

光仁小學 ESL 雙語班週報 - 一年級

第一學期第十五週 十二月四日-十二月八日

## Class Pictures & Captions 課堂照片錦集

### Orange Class 橘班



In Orange Class, students created a teacher mix and match book in art class. They drew pictures of the Grade 1 English teachers and labelled their height, hair and eye colour. They then cut a line down two parts of the picture so that they could turn the pages to mix and match the pictures. For example, describing one teacher with a different hair or eye colour. Students reinforced these words by writing sentences on the back of the pages.

在橘班，學生們在美術課製作一本教師配對書。他們畫一年級英語老師的照片，並標注他們的身高、頭髮和眼睛顏色。然後，他們在圖片的兩個部分剪下一條線，這樣就可以翻頁來混合和配對圖片。例如，描述一位頭髮或眼睛顏色不同的教師。學生們透過在頁面背面寫句子來加強這些單字。

## Red Class 紅班

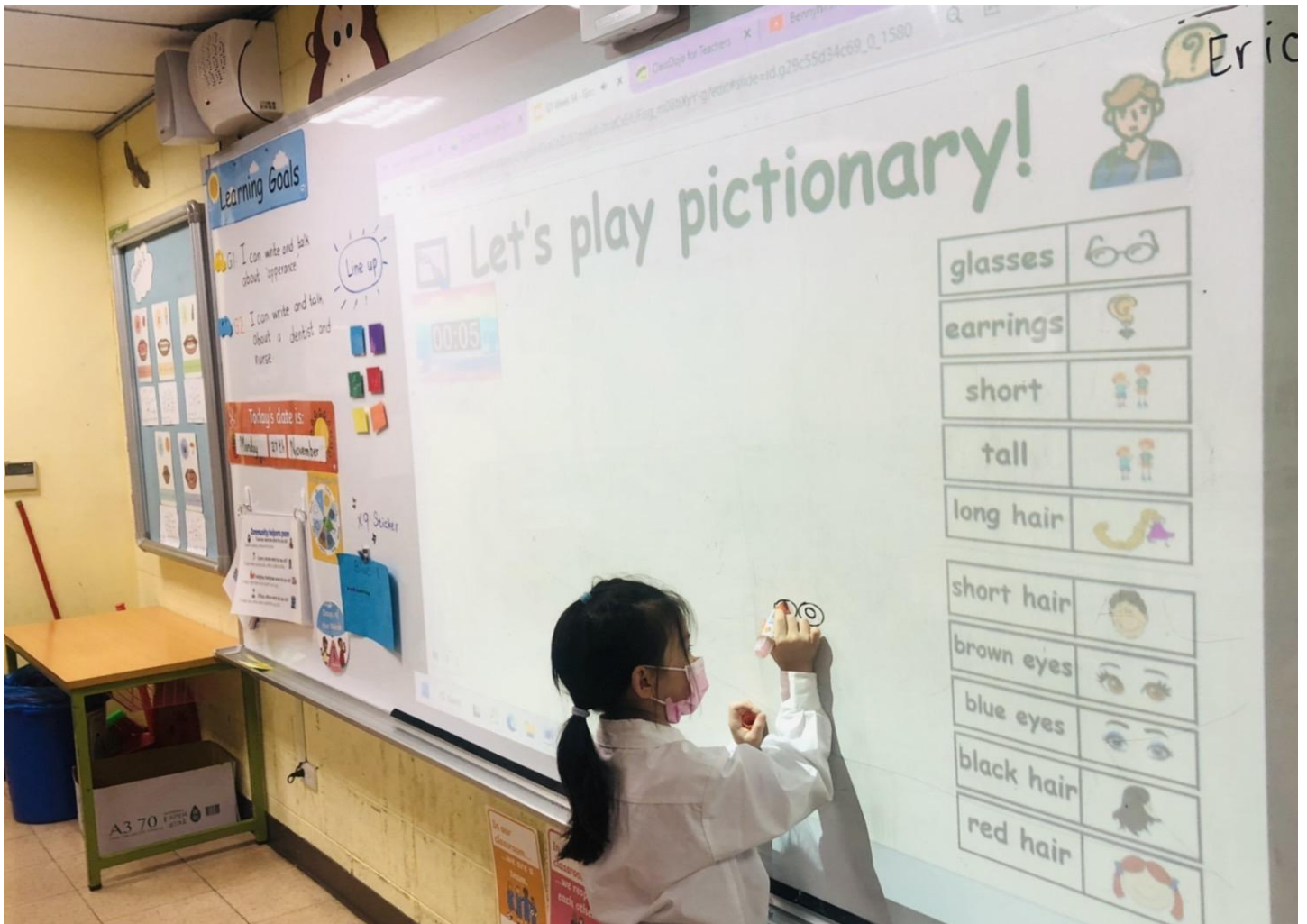


In Red Class, students practised writing words with the “short o” sound. They used whiteboards to write words as the teacher sounded them out and demonstrated on the board. This was a fun way for students to practise making new words together. They demonstrated responsibility by handling classroom materials well.

在紅班，學生們練習寫帶“短母音 o”的單字。他們用白板寫單字，老師在黑板上發音並示範。這對學生來說是一種練習共同組成新單字的有趣方式。他們很妥善地處理課堂資源，表現了責任感。



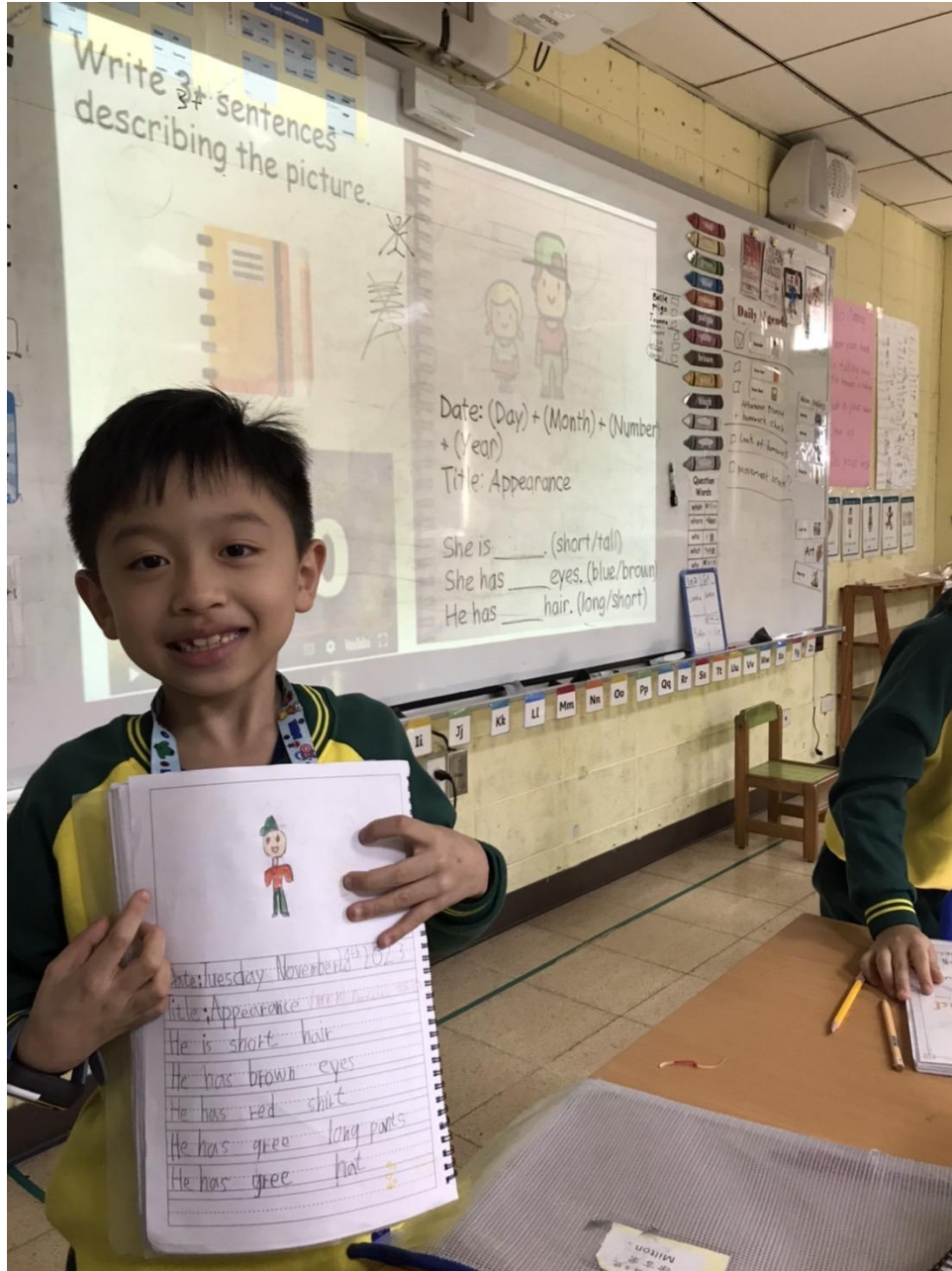
## Blue Class 藍班



In Blue Class, students reviewed appearance words by playing pictionary. They used their creativity to draw a person. The other students in the class then had to use the words in the word bank to describe the person. This was a fun oral and drawing activity that encouraged students to take initiative.

在藍班，學生們透過玩猜字謎遊戲復習外貌的單字。他們發揮自己的創造力畫出一個人。然後，班上的其他學生必須使用單字庫中的字彙來描述這個人。這是一項有趣的口語和繪畫活動，鼓勵學生發揮主動性。

## Yellow Class 黃班



In Yellow Class, students practised describing people using appearance words. They wrote three sentences describing a person for their morning warm up. Next they drew a picture. A warm up writing activity is a good way for students to review what they have learned the previous day and get their minds ready for the start of class.

在黃班，學生們練習使用外貌單字描寫來形容人物。他們在早上熱身活動時寫三個描述人物的句子。接下來，他們畫了一幅畫。熱身寫作活動是學生復習前一天所學知識並為上課做好準備的好方法。

## Green Class 綠班



In Green Class, students enjoyed listening to an Elephant and Piggie story by Mo Willems. The teacher asked students questions including “What do you think will happen next?” “How did the characters feel in the beginning and in the end?” Listening to dramatic stories with expression exposes students to new vocabulary and tones. They also practised responsibly by sitting nicely on the green mats.

在綠班，學生們喜歡聽莫-威廉姆斯（Mo Willems）的《大象和小豬》故事。老師向學生提問，包括“你認為接下來會發生什麼？”故事開頭和結尾人物的感受如何？透過有表情地聆聽戲劇故事，學生們接觸到了新的單字和語調。他們還練習有秩序地坐在綠色墊子上。

### **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></ul>	<ul style="list-style-type: none"><li>• tall 高的</li><li>• short 矮的</li><li>• hair 頭髮</li><li>• eyes 眼睛</li><li>• blue 藍色的</li></ul>

- is 是 (He, she, it Be 動詞))
- my 我的

- black 黑色的
- brown 棕色的

## Social Conventions 生活句型

- Where is the (school tool)?  
(學校用品)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。
- This/ That is a \_\_\_\_\_.  
這是/ 那是一個\_\_\_\_\_。
- He/ She is tall/ short.  
他/ 她是高的/ 矮的。
- He/ She has black/brown hair.  
他/ 她有黑色/ 咖啡色的頭髮。
- He/ She has blue/ brown/ green eyes.  
他/ 她 有雙藍色/ 咖啡色/ 綠色的眼睛。

## Grammar Focus 文法重點

### Question Sentence Structure 疑問句結構

- 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



[Learn The Letter D | Let's Learn About The Alphabet | Phonics Song for Kids | Jack Hartmann](#)

### Learn the Letter Dd

Students can sing along to this catchy tune by Jack Hartman to learn about the letter “Dd” and words with the “Dd” sound.

### 學習字母 Dd

學生可以跟著傑克-哈特曼（Jack Hartman）的這首朗朗上口的歌曲學習字母 “Dd ”和帶 “Dd ”音的單字。



[What Does He Look Like? Song | Describing People Songs](#)

### What Does he Look Like?

Students can sing along to this song to practise appearance words describing height, hair and eye colour.

### 他長什麼樣子？

學生可以跟著這首歌練習描述身高、頭髮和眼睛顏色的外貌單字。

## 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

 Learning A-Z 例行性維護公告★

Raz-Plus、Raz-Kids 和其他 Learning A-Z 旗下平台預計於台灣時間 12/9(六) 上午 10 AM - 12 PM 進行維護，如有提前完成會及早恢復。

維護期間，教師及學生暫時無法登入管理後台或 Kids A-Z APP，如造成不便敬請見諒。

Razkids 代理商 mangoSTEEMS TW 公告