



Guangren Elementary School

Grade 1 Semester 1 Special Edition Newsletter Week 18: December 25th-December 29th, 2023

光仁小學 ESL 雙語班週報 - 一年級

第一學期第十八週 十二月二十五日-十二月二十九日

Class Pictures & Captions 課堂照片錦集

Orange Class 橘班



In Orange Class, students worked together in small groups. In this small group, students practised reading high frequency words by playing the balance tree game. As each student added a piece to the tree, they read a high frequency word from their list.

在橘班，學生們以小組為單位展開活動。在這個小組裡，學生透過玩平衡樹遊戲來練習閱讀高頻率單字。當每個學生在樹上添加一顆蘋果時，他們就會讀出自己列表中的一個高頻率單字。

Red Class 紅班



In Red Class, students enjoyed playing “Guess Who?” A classmate shared details of a mystery person listed on their paper. Students used their whiteboard to draw this person. Finally, when the drawing was complete, they guessed the identity of the person. This was a great way for students to practise their listening skills.

在紅班，學生們喜歡玩“猜猜我是誰？”的遊戲。一位同學分享他們紙上所列神秘人物的詳細資訊，其他學生用白板來畫這個人。最後，畫完後，他們猜出這個人的身份。這是鍛煉學生聽力的好方法。

Blue Class 藍班



In Blue Class, students practised describing each other's appearance by participating in a "walk and talk" activity. First, they wrote a sentence about their hair and eyes. Next, they walked around and identified classmates with short and long hair, glasses, etc..., and recorded their answers on their papers. This was a fun way to practise speaking English with their classmates.

在藍班，學生們透過參加 "邊走邊說" 活動練習描述對方的外貌。首先，他們寫下關於自己頭髮和眼睛的句子。接著，他們四處走動，找出有長髮、短髮、戴眼鏡.....的同學，並將答案記錄在紙上。這是與同學練習說英語的一種有趣方式。

Yellow Class 黃班



In Yellow Class, students practised identifying classrooms in the school by playing a Kahoot! game on iPads. This was a great way for them to practise their reading skills. They worked cooperatively in pairs and demonstrated responsibility with iPads.

在黃班，學生們透過平板上的 Kahoot! 遊戲練習辨認學校的教室。這是他們練習閱讀技能的好方法。他們以小組為單位展開合作，並在使用平板的過程中表現責任感。

Green Class 綠班



In Green Class, students created a matching game about the various classrooms in the school. They drew a picture of the classroom on one card and the name on the other. They practised playing this game in pairs, which was a great way to demonstrate responsibility and cooperation.

在綠班，學生們製作一個關於學校各個教室的配對遊戲。他們在一張卡片上畫教室的圖片，在另一張卡片上畫教室的名稱。他們以兩人一組的方式練習玩這個遊戲，這是展現責任感和合作精神的好方法。

December

We would like to thank all the parents who came to Parents Observation Week to observe their child's classes. It is always a pleasure for us to share our daily learning goals, routines and activities with parents. We know and understand the importance of working together as a team to ensure the success of each student.

This month, students continued the second unit, "My School". In speaking, they learned to use adjectives to describe the physical appearance of their English teachers. They used the social convention "(teacher's name) is _____." and "(teacher's name) has _____." to practise speaking in complete sentences. Students practised their listening skills with activities like the barrier game and "Guess who?", in which they collaborated with another student to describe the appearance of someone, while their classmate listened and drew or guessed the identity of the person.

In writing, students continued to use labels to highlight the various physical traits of a person. They used the social conventions learned in class to make simple sentences. They demonstrated their abilities in the 'Mix-and-Match Teacher' art activity. The students created the upper and lower half of a teacher. They used labels and engaged in creating mismatched teachers.

In reading, students used a mentor text called "My English Teacher" to guide their learning about physical appearance. They participated in shared reading with dramatic voices. They practised identifying high frequency words using this book. They also read several stories about students, teachers, and classrooms in the school. Students practised phonemic awareness by reviewing short vowels and learning the sounds of letters "Bb, Cc, Dd and Gg." The students used their listening skills and knowledge of the short vowels and consonants to recognize and match sounds to letters. They practised sounding out real and nonsense words by changing the beginning, middle, and end sound of CVC words. They practised identifying various words with these sounds in their classroom, in texts, and in videos.

The students progressed this semester by participating in more small group and partner activities. They worked on their learning skills, like respecting each other and cooperating well during class activities, including flower power, roll and write, read and draw, the barrier game, tic tac toe, etc. Additionally, students continued to work on showing responsibility as they reviewed the iPad rules and how to properly handle them.

十二月

我們要感謝所有前來參加家長觀課週活動的家長，感謝他們觀摩孩子的課堂。與家長分享我們的日常學習目標、作息時間和活動一直是我們的榮幸。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。

本月，學生們繼續學習第二單元 "我的學校"。在口說中，他們學會用形容詞來描述英語老師的外貌。他們使用主要句型 "(老師的名字) 是 _____." 和 "(老師的名字) 有 _____." 來練習說完整的句子。學生們透過障礙遊戲和 "猜猜我是誰" 等活動練習聽力技巧，在這些活動中，他們與另一名學生合作描述某人的外貌，而他們的同學則邊聽邊畫或猜測該人的身份。

在寫作中，學生們繼續使用標籤來彰顯出一個人的各種外貌特徵。他們利用課堂上學到的主要句型造出簡單的句子。他們在 "混搭老師" 美術活動中展示自己的能力。學生們創作教師的上半身和下半身。他們使用標籤並參與創作錯位教師。

在閱讀方面，學生們使用名為 "我的英語老師" 的指導課文來引導他們學習外貌知識。他們用戲劇化的聲音

參與分享閱讀。他們利用這本書練習辨識高頻率單字。他們還閱讀幾個關於學生、教師和學校教室的故事。學生們透過復習短母音和學習字母 "Bb、Cc、Dd 和 Gg" 的發音來練習音位辨識。學生利用自己的聽力技巧和對短母音和輔音的瞭解，來辨識和配對字母的發音。他們透過改變子音+母音+子音單字的開頭、中間和結尾音，練習讀出真實和無意義的單字。他們還在課堂、課文和影片中練習辨認帶有這些發音的各種單字。

本學期，學生們透過參加更多的小組和夥伴活動取得進步。他們努力提高自己的學習技巧，如在課堂活動中相互尊重和合作，包括花朵力量猜字遊戲、滾動和書寫、閱讀和繪畫、闖關遊戲、井字遊戲等。此外，學生們在復習平板使用規則以及如何正確使用平板的過程中，繼續努力展現責任感。

January

In January, students will complete the unit, "My School". They will learn how to describe the different rooms in their school. These include the gym; the library; and music, science, Chinese, English, art, and math classrooms. They will use what they learned in previous weeks to describe items in different classrooms and the respective teachers. Their culminating task for their second unit will be creating and writing about a classroom of their choice with a respective teacher and various school tools.

一月份

一月份，學生們將完成 "我的學校" 單元。他們將學習如何描述學校的各個教室。這些教室包括：體育館、圖書館、音樂教室、自然教室、中文教室、英語教室、美術教室和數學教室。他們將利用前幾週所學的知識來描述不同教室中的物品和相應的老師。他們在第二單元的單元總結作業將是創建並描寫他們自己選擇的教室，以及各自的老師和各種學校工具。

Keywords, Additional Words & Social Conventions & Grammar Focus

重要字彙、補充字彙、主要句型及文法重點

<p style="text-align: center;">Keywords High Frequency Words 關鍵字 高頻率使用字彙</p>	<p style="text-align: center;">Additional words 補充字彙</p>
<ul style="list-style-type: none"> • this 這個 • is 是 (He, she, it Be 動詞) • the (指定定冠詞) • he 他 • she 她 • in 在...裡面 • where 哪裡 • does 做 	<ul style="list-style-type: none"> • classroom 教室 • teacher 老師 • English 英文 • Chinese 中文 • music 音樂 • science 科學 • gym 體育 • library 圖書館

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 _____ 。
- What does he/she look like?
他/ 她看起來如何?
- He/ She is tall/ short.
他/ 她是高的/ 矮的。
- He/ She has black/brown hair.
他/ 她有黑色/ 棕色的頭髮。
- He/ She has blue/ brown/ green eyes.
他/ 她有雙藍色/ 棕色的/ 綠色的眼睛。
- He/She is beautiful/handsome.
他/ 她是漂亮的/ 帥氣的。
- He/She has glasses/earrings.
他/ 她戴著眼鏡/ 耳環。
- Where is the (English) teacher?
(英文)老師在哪裡?
- The (English) teacher is in the English classroom.
(英文)老師在英文教室裡。

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?
請問我可以去廁所嗎?
- Where is the (school tool)?
(學校用品)在哪裡?

Prepositions 介係詞

- 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



[Sofia's First Day of School | Read Aloud for Kids | Back to school books](#)

Sofia's First Day of School

Students can listen to this story about a girl finding her way around her new school on the first day. They can practise vocabulary about school helpers and classrooms.

索菲亞開學的第一天

學生們可以聽這個故事，瞭解一個女孩在新學校第一天的生活。他們可以練習有關學校小幫手和教室的單字。



[Letter Gg | New Phonics Songs | Little Fox | Animated Songs for Kids](#)

Letter Gg by Little Fox

Students can listen and sing along to this catchy tune while learning new words with the letter "Gg."

小狐狸的字母 Gg

學生們可以邊聽邊唱這首朗朗上口的歌曲，同時學習帶有字母 "Gg" 的新單字。

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？

Bulletin Board

- **December 29 - Special Edition Newsletter**
- **December 30- January 1 - Happy New Year!**
- **January 9/10 - Exams**
- **January 19 - Last Day of School**
- **January 20- February 16 - Winter Break**

佈告欄

- 12/ 29 – 週報特別版
- 12/ 30~1/1 – 元旦假期
- 1/ 9-10 – 期末評量
- 1/ 19 – 結業式
- 1/ 20 ~ 2/ 16 – 寒假