



Guangren Elementary School

Grade 1 Semester 1 Newsletter Week 19: January 2nd-January 5th, 2024

光仁小學 ESL 雙語班週報 - 一年級

第一學期第十九週 一月二日-一月五日

Class Pictures & Captions 課堂照片錦集

Orange Class 橘班

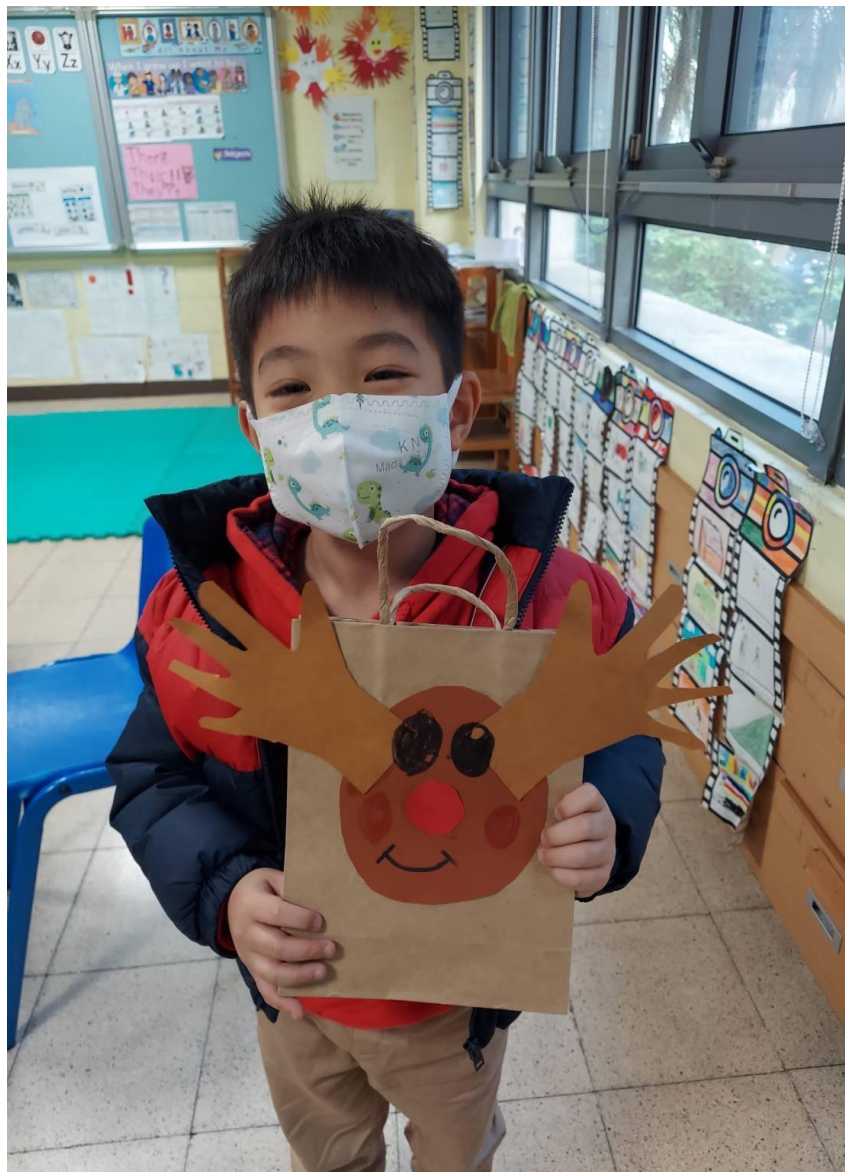


In Orange Class, students completed a school helper's cut-and-paste activity. They first identified each of the helpers and the rooms in the school and wrote sentences on the back of their paper, i.e. "The librarian is in the library." Next, they cut out the school helpers and pasted them into the correct rooms.

在橘班，學生們完成校園小幫手剪貼活動。他們首先確定學校裡的每位小幫手和校園空間，並在紙的背

面寫下句子，如 "圖書管理員在圖書館"。然後，他們剪下校園幫手，並將他們黏貼到正確的空間裡。

Red Class 紅班



In Red Class, students enjoyed making a Christmas reindeer craft. Students traced their hands to make reindeer antlers and then used other papers and markers to complete the face. They used describing words to talk about their reindeer, i.e. "It has a red nose and black eyes." Students demonstrated responsibility while using art supplies.

在紅班，學生們喜歡製作聖誕馴鹿工藝品。學生用手描畫出馴鹿的鹿角，然後用其他紙張和記號筆來完成馴鹿的臉。他們用形容詞來描述自己的馴鹿，如 "它有一個紅色的鼻子和一雙黑色的眼睛"。學生們在使用美術用品時表現出了責任感。

Blue Class 藍班



In Blue Class, students used puppets to practise speaking about what school helpers do and where in the school they work. For example, they asked questions such as “Where does the English teacher work?” or “Where is the librarian?” This was a fun and collaborative way to practise speaking in a safe environment.

在藍班，學生們利用紙偶練習講述校園幫手的工作內容以及他們在學校的什麼地方工作。例如，他們提出了“英語老師在哪裡工作？”或“圖書管理員在哪裡？”等問題。這是在安全的環境中練習口說的一種有趣的合作方式。

Yellow Class 黃班



In Yellow Class, students reviewed the prepositions “on,” “in,” “under.” They participated in a game where they read sentences and wrote the missing words on their whiteboards. This was a fun and interactive way for students to practise reading and writing prepositions as a whole class.

在黃班，學生們復習介系詞 "on"、"in" 和 "under"。他們參與一個遊戲，即閱讀句子並在白板上寫出框框的單字。這是一種有趣的互動方式，讓學生以全班為單位練習讀寫介系詞。

Green Class 綠班



In Green Class, students participated in a read aloud about winter before they completed their snow globe art. This descriptive and colourful story provided students with many opportunities to describe who and what they saw in the story. It was a great opportunity for them to share their ideas in a whole class discussion.

在綠班，學生們在完成他們的雪球藝術作品之前，參加關於冬天的朗讀活動。這個描述性強、色彩豐富的故事為學生提供許多機會，讓他們描述自己在故事中看到的人和事。這也是他們在全班討論中分享自己想法的好機會。

Keywords, Additional Words & Social Conventions & Grammar Focus

重要字彙、補充字彙、主要句型及文法重點

| Keywords High Frequency Words 關鍵字 高頻率使用字彙 | Additional words 補充字彙 |
|--|---|
| <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 在哪裡• does 做(do的動詞一般現在時第三人稱單數變化形式) | <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 體育館• 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 _____ 。
- 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

- 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_____。

Use third person (he/she) with the verb "is/has." 動詞 "是/有" 是使用第三人稱 (他/她)。

- He is tall. 他是高的。
- She has brown eyes. 她有雙棕色眼睛。

Videos

影片



[Who Works at Hannah's School?: By Lisa Bullard](#)

Who Works at Hannah's School?

Students can listen and read along with this book about students meeting various helpers at their school.

誰在漢娜的學校工作？

學生可以邊聽邊讀這本書，瞭解學生在學校遇到的各種幫助者。



[Bb | Fun Phonics | How to Read | Made by Kids vs Phonics](#)

Letter Bb by Kids vs. Phonics

Students can read along with this clever story that includes various words with the "Bb" sound.

字母 Bb 小孩們與語音學

學生可以跟讀這個包含各種帶 "Bb" 音單字的巧妙故事。

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

- **January 9/10 - Exams**
- **January 19 - Last Day of School**
- **January 20 - February 16 - Winter Break**

佈告欄

- 1/9-10 – 期末評量
- 1/19 – 結業式
- 1/20 ~ 2/16 – 寒假