



# Guangren Elementary School

Grade 1 Semester 2 Special Edition Newsletter Week 3: February 26<sup>th</sup>-March 1<sup>st</sup>, 2024

光仁小學 ESL 雙語班週報 - 一年級

第二學期第三週 二月二十六日-三月一日

## Class Pictures & Captions 課堂照片錦集

### Orange Class 橘班



In Orange Class, students practised identifying “ing” verbs in various texts in their classroom. In small groups, students went on a scavenger hunt through their books and recorded all of the “ing” verbs they found. Reading them in context helps students understand the relevance of this grammar point.

在橘班，學生們在教室裡練習識別各種課文中的“進行式”動詞。學生們以小組為單位，在書本中進行尋寶遊戲，並記錄下他們找到的所有“進行式”動詞。結合上下文閱讀有助於學生理解這文法的相關性。

## Red Class 紅班



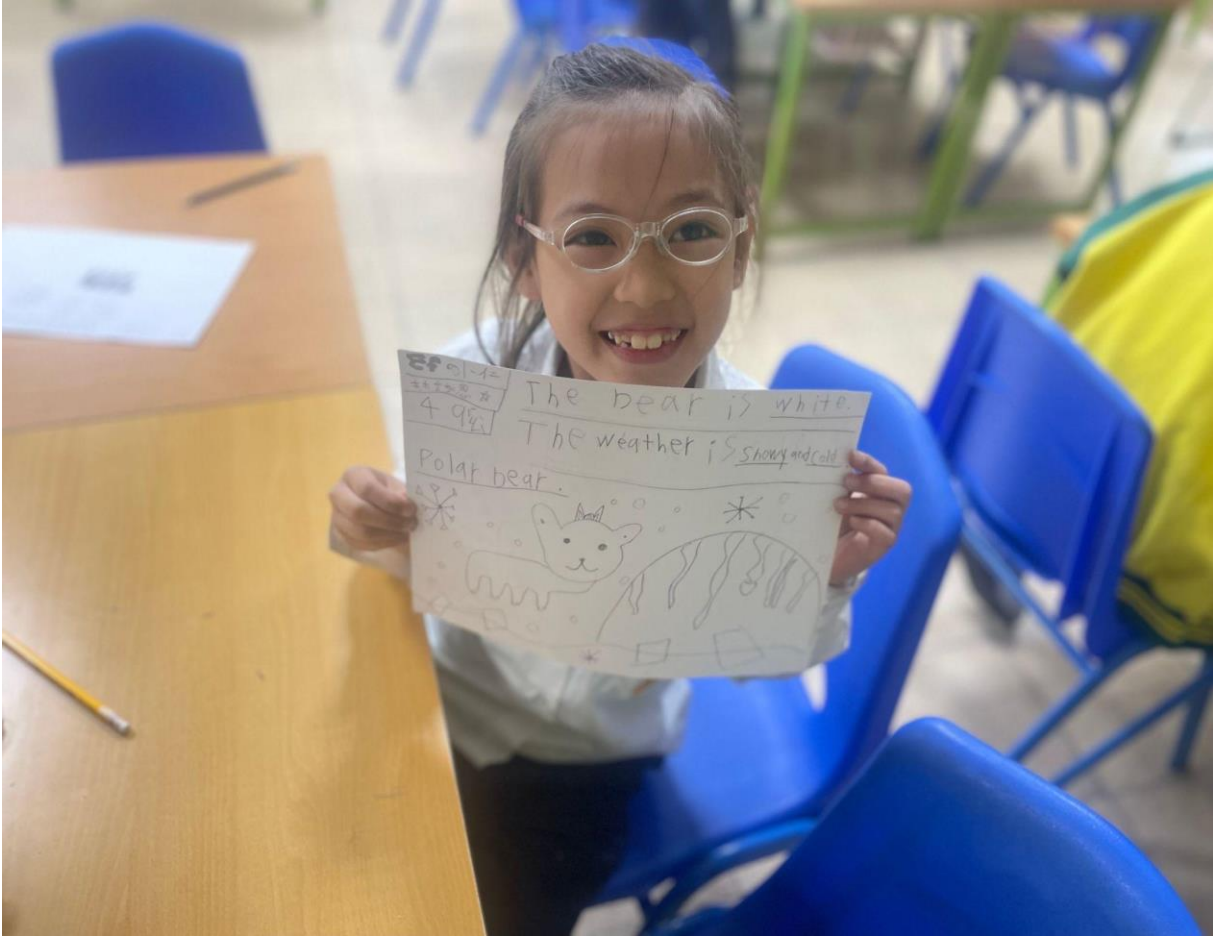
In Red Class, students practised identifying weather-related vocabulary by using their weather mats. They played “flower power,” a game where they wrote blank spaces for the weather word and exchanged it with their partner to identify the word. This was an engaging and creative way for students to practise new vocabulary words.

在紅班，學生們利用天氣學習單練習識別與天氣有關的單字。他們玩起“花的力量”猜字遊戲，在空白處寫上天氣單字，然後與同伴交換來識別單字。這是學生練習新單字的一種有吸引力和創造性的方式。





## Yellow Class 黃班



In Yellow Class, students watched a video about three or four different types of bears in different weather and environments. The students identified one bear of choice and wrote a sentence about the colour of the bear and the weather where it lives. For example, "The bear is white. The weather is snowy and cold." They also drew a picture to allow them to express their creative side.

在黃班，學生們觀看一段影片，影片講述了三到四種不同類型的熊，在不同天氣和環境下的生活狀況。學生選擇一種熊，並寫下關於熊的顏色和生活環境的句子。例如："熊是白色的。天氣又冷又下雪"。他們還會畫一幅畫，以練習表達自己的創意。

## Green Class 綠班



In Green Class, students enjoyed reading time by reading with a partner. Reading with a partner encourages students to enjoy reading aloud to one another, while also building their confidence. Building a reading routine is an important part of learning a language and working together demonstrates responsibility and initiative.

在綠班，學生們透過與夥伴一起閱讀來享受閱讀時間。與夥伴一起閱讀既能鼓勵學生享受相互朗讀的樂趣，又能培養他們的自信心。建立閱讀習慣是學習語言的一個重要部分，而合作則能體現了責任感和主動性。



## February

Students started the semester by re-establishing routines and revisiting the classroom rules. Students engaged in team-building activities like “What did you do over the Lunar New Year?” bingo and reviewed the classroom expectations through engaging activities. They started the 3rd unit, *Seasons and Weather*, by reading and discussing the text, “We’re Going on a Bear Hunt.” We are excited to see how our students will grow this semester.

In the second week, students began the third unit, *Seasons and Weather*. Students learned about how to name and describe the weather around them and in pictures. To correspond with the mentor text, “We’re Going on a Bear Hunt,” students observed pictures and videos of bears in different kinds of weather and used the social conventions “Today, it is \_\_\_\_\_.”, “It is \_\_\_\_\_ today,” and “The weather/It is \_\_\_\_\_.”. Students read and spoke these sentences to the teacher and to each other. Students practised speaking in complete sentences to describe the weather.

In reading, students dove into “We’re Going on a Bear Hunt.” They read the first section of the book which shows a family encountering warm spring and summer weather. Students discussed what the characters are doing and what they are wearing in this kind of weather. Students also watched videos of bears in warm weather and discussed what they like eating and doing. Students also reviewed seasons with a story called “Seren’s Seasons.” In phonics, students learned about letters “Hh” and “Rr” and how to decode words with these sounds.

In writing, students practised writing sentences to describe the people and the weather in the “We’re Going on a Bear Hunt” mentor text. For example, students identified who is in the story and wrote a sentence about them using ING verbs, i.e. “The weather is hot. Tom is sitting on Dad’s shoulders.” They also practised prepositions like “in, on, under, over, through” i.e. They are stomping through the long, wavy grass.” Students also viewed various videos of bears in different weather scenes and described them, i.e. “The bear is brown. The weather is hot. The bear is eating fish.”

## March

In March, students will continue with the *Seasons and Weather* unit. They will learn about cool/cold weather and seasons including Fall and Winter. They will continue to use “We’re Going on a Bear Hunt” as a mentor text. They will discuss what they wear in these types of weather and what activities they like to do. Students will engage with additional relevant short stories, non-fiction texts, and educational videos. Students will also continue to read and retell stories in class and work on their reading routine for weekend homework.

## 二月

新學期開始，學生們重新建立常規，復習課堂規則。學生們參與團隊建立活動，如“你在農曆新年做了什麼？”賓果遊戲，並透過參與活動復習了課堂期望。他們透過閱讀和討論課文“我們去獵熊”，開始第三單元“季節和天氣”的學習。我們很期待學生們在本學期的成長。

第二週，學生們開始第三單元“季節與天氣”的學習。學生學習如何命名和描述身邊和圖片中的天氣。為了與指導課文《我們要去獵熊》相呼應，學生們觀察不同天氣下熊的圖片和影片，並使用“今天是\_\_\_\_\_”、“今天是\_\_\_\_\_”和“天氣/它是\_\_\_\_\_”等主要句型。學生將這些句子讀給老師聽，並互相說給對方聽。學生們練習用完整的句子描述天氣。

在閱讀方面，學生們投入到 "我們去獵熊" 的活動中。他們閱讀該書的第一部分，該部分展現一個家庭遇到溫暖的春夏天氣的情景。學生們討論書中人物在這樣的天氣裡都在做什麼，穿什麼。學生們還觀看在溫暖天氣下的熊的影片，並討論牠們喜歡吃什麼和做什麼。學生們還透過一個名為 "Seren's 的季節" 故事復習季節。在發音方面，學生們學習字母 "Hh" 和 "Rr"，以及如何用這些音來拆解單字。

在寫作方面，學生們練習寫句子來描述 "我們去獵熊" 指導課文中的人物和天氣。例如，學生們找出故事中的人物，並用現在式動詞寫出關於他們的句子，如 "天氣很熱。湯姆坐在爸爸的肩膀上"。他們還練習介係詞，如 "在...裡面、在...上面、在...下面、在...上面(未接觸桌面)、穿越"，即 "他們在波浪形的長草地上跺腳"。學生們還觀看不同天氣場景下熊的各種影片，並進行描述，如 "熊是棕色的。天氣很熱。熊在吃魚"。

### 三月份

三月份，學生們將繼續學習 "季節和天氣" 單元。他們將瞭解涼爽/寒冷的天氣和季節，包括秋季和冬季。他們將繼續使用 "我們要去獵熊" 作為指導課文。他們將討論在這種天氣下穿什麼衣服以及喜歡做什麼活動。學生們還將學習更多相關的短篇故事、非小說文本和教學影片。學生們還將繼續在課堂上閱讀和複述故事，並在週末作業中進行例行閱讀。

### 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;"><b>Keywords</b> <b>High Frequency Words</b> 關鍵字 高頻率使用字彙</p>	<p style="text-align: center;"><b>Additional words</b> 補充字彙</p>
<ul style="list-style-type: none"> <li>• in 在...裡面</li> <li>• on 在...上面</li> <li>• under 在...下面</li> <li>• through 通過</li> <li>• over 在...之上(未接觸桌面)</li> <li>• we 我們</li> <li>• are 是 (第二人稱 複數 Be 動詞)</li> <li>• like 喜歡、像</li> <li>• do (在用來確認資訊的疑問句中代替主要動詞)</li> </ul>	<ul style="list-style-type: none"> <li>• weather 天氣</li> <li>• bear 熊</li> <li>• sunny 晴朗的</li> <li>• summer 夏季</li> <li>• spring 春季</li> <li>• hot 熱的</li> <li>• warm 溫暖的</li> <li>• t-shirt T 恤</li> <li>• shorts 短褲</li> </ul>

### **Social Conventions 生活句型**

- How is the weather?  
今天天氣如何?
- The weather is \_\_\_\_\_.  
今天天氣是\_\_\_\_\_.

- What colour is the bear? How is the weather there?  
這隻熊是什麼顏色的? 那裡的天氣如何?
- The bear is \_\_\_\_\_. The weather is \_\_\_\_\_.  
這隻熊是\_\_\_\_\_. 天氣是\_\_\_\_\_.
- What do you wear/ What do you like wearing in the summer/spring?  
你穿/ 喜愛穿戴什麼在夏天/ 春天?
- I wear/I like wearing \_\_\_\_\_ in the summer/spring.  
我穿/ 喜愛穿戴\_\_\_\_\_在夏天/ 春天。

## Grammar Focus 文法重點

### Question Sentence Structure 疑問句結構

- How is the weather?  
今天天氣如何?
- What do you wear/ What do you like wearing in the (season)?  
你穿/ 喜歡穿戴什麼在(季節)?
- What do you like doing in the (season)?  
你喜歡在(季節)做什麼?

### Prepositions 介係詞

- on 在...上面
- in 在...裡面
- under 在...下面
- next to 在...旁邊
- over 在...上面(未接觸桌面)
- through 通過

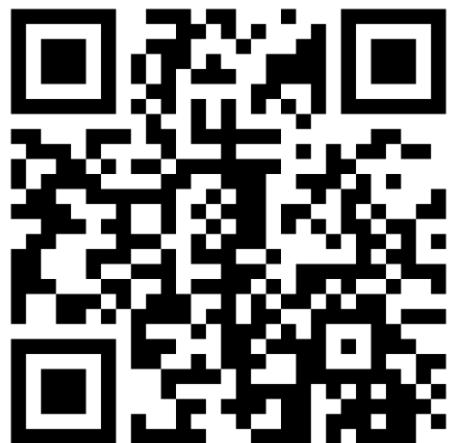
### ING Verbs

- The bear is walking/climbing/stomping. 這隻熊正在走路/ 攀爬/ 跺腳。
- They are jumping/swimming/running. 他們正在跳/ 游泳/ 跑步。



## Videos

### 影片



[Letter H | StoryBots ABC Alphabet for Kids | Netflix Jr](#)

### **The Letter Hh by Storybots**

Students can learn words beginning with the letter "Hh" along with this catchy story by Storybots.

#### 來自故事機器人的字母 Hh

學生可以透過故事機器人製作的這個朗朗上口的故事學習以字母 "Hh" 開頭的單字。



[Going on a Bear Hunt - THE KIBOOMERS Preschool Songs for Circle Time](#)

### **Going on a Bear Hunt (song) by the Kiboomers**

Students can sing along with this catchy tune to help them learn new vocabulary and phrases when reading "Going on a Bear Hunt."

#### Kiboomers 的獵熊記 (歌曲)

學生在閱讀 "Going on a Bear Hunt" 時，可以跟著這首朗朗上口的歌曲一起唱，幫助他們學習新單字和片語。

## 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。閱讀時，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提高。此外，透過日常閱讀，還有助於學生練習學習技能和工作習慣。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，學生可以掃描顯示閱覽室圖書位置截圖的 QR code 二維碼。他們應該對文本進行觀察，並透過每日說明記錄他們的發現。

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名。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**

- **March 22 - Picnic Day**
- **March 30 - Parent-Teacher Interviews**
- **April 4/5 - Tomb Sweeping Holiday and Children's Day**

### **佈告欄**

- 3/22 – 千人野餐
- 3/25~4/7 – 錄音真有趣錄音檔上傳
- 3/30 – ESL 親師晤談
- 4/05 – 清明節和兒童節連假



[112學年度 雙語班  
親師晤談意願調查表](#)  
請於 3/4 號前掃描填表