



GuangRen Elementary School

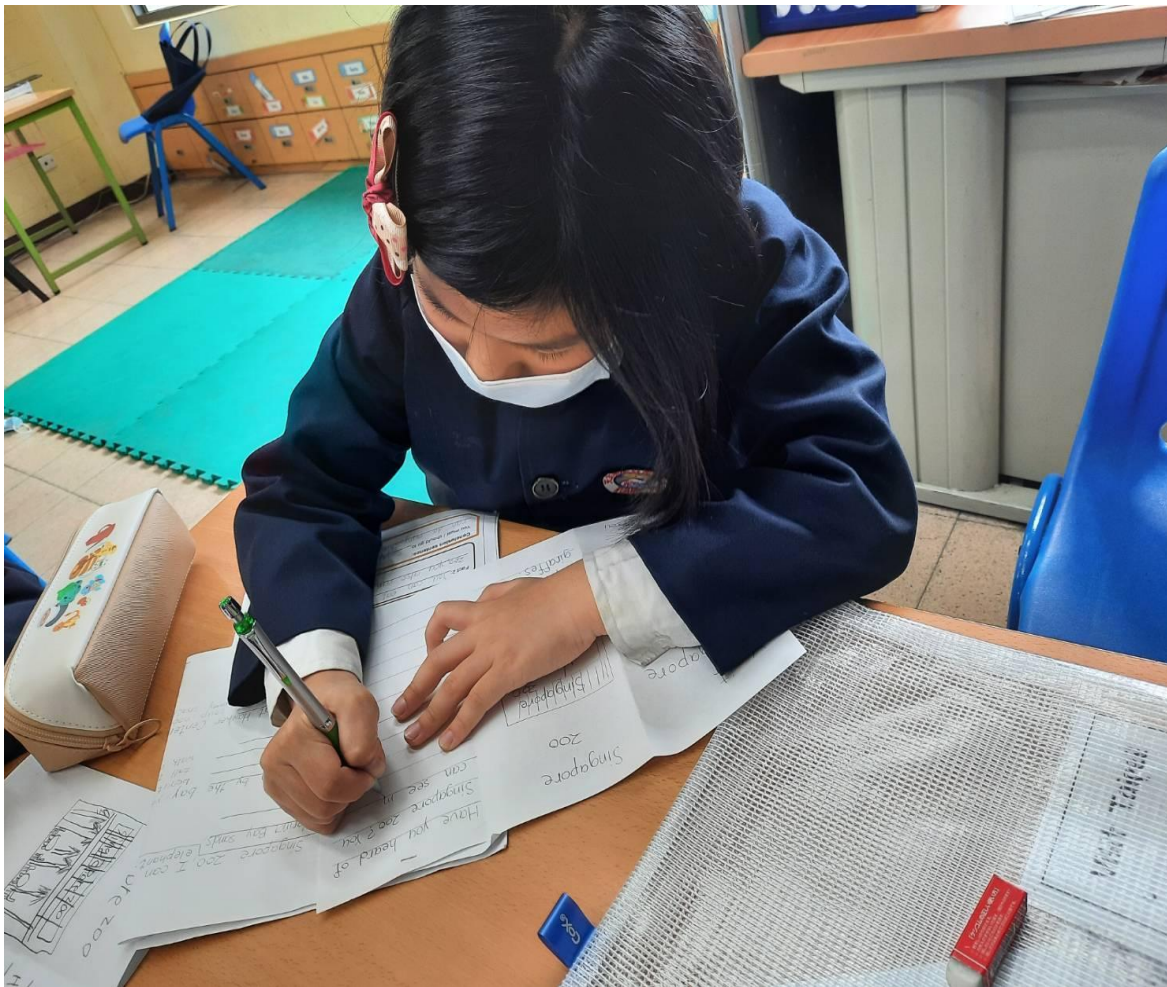
Grade 3 Semester 2 Special Edition Newsletter Week 7: March 25th - March 29nd, 2024

光仁國小 ESL 雙語班特別版週報-三年級

第二學期第七週三月二十五日-三月二十九日

Class Pictures & Captions 課堂照片集錦

Whale Class 鯨魚組



In Whale class, students worked on their final task for Unit 4: Local Attractions. Using the skills that they learned throughout the unit, students selected a new city to make a travel brochure about. Using Thinglink, students selected two local attractions within that city to write two paragraphs about and draw pictures.

在鯨魚組中，學生們正在進行第四單元的2單元總結作業：當地景點。利用他們在本單元學到的技能，學生選擇了一個新的城市，並製作旅遊手冊。使用 Thinglink，學生選擇了該城市內的兩個當地景點，撰寫兩段文字並繪製圖片。

Giraffe Class 長頸鹿組



This week, Giraffe students began their work on the the Unit 4 CT with researching of their selected city. Using Thinglink on the lpads, students selected a city to write about and read about different local attractions within that city. Then they completed a mind map with what they read about, followed by the making of a draft hamburger paragraph using the information they wrote down.

本週，長頸鹿組的學生開始了他們在第四單元的單元總結作業，著手研究他們所選擇的城市。使用平板上的 Thinglink，學生選擇了一個城市進行撰寫，並閱讀了該城市內不同的當地景點資訊。然後，他們完成了一個心智圖，將所讀的資訊整理出來，接著根據所記錄的資訊製作了一份初稿的漢堡式段落。

Elephant Class 大象組



In Elephant class, students also worked on their Unit 4 culminating task. The new cities that students could write their brochures about were Tokyo, Paris, and Rome. These untaught cities were chosen to have students use what they have been learning in this unit and apply it to their final task. We are very proud of the work they did in this unit!

在大象組上，學生們也進行了他們的第四單元的單元總結作業。他們可以撰寫旅遊手冊的新城市包括東京、巴黎和羅馬。學生選擇這些老師未在課堂上教授的城市後，運用在本單元所學的知識，呈現在單元總結作業中。我們對他們在這個單元的努力感到非常自豪！

Lion Class 獅子組



In Lion class, students put the final touches on the final draft of their Singapore attraction brochure. Students practised writing a paragraph in their yellow books and editing. Students then rewrote the paragraph in their best handwriting on their brochure before adding detailed pictures and captions.

在獅子組上，學生為他們新加坡景點手冊的最終草稿進行最後的修飾。學生在他們的黃本上練習寫段落並進行編輯。然後學生以最好的書寫風格段落重新寫在手冊上，然後添加詳細的圖片和標題。



In the Dolphin class, the students practised their oral skills by doing small presentations of some of the cities they have learned about in this unit. This included not only speaking information they knew, but also asking questions to other students, and answering questions that other students asked them.

在海豚組上，學生通過他們在本單元學到的一些城市上台進行發表，來練習他們的口語技能。這不僅包括講述他們已知的資訊，還包括向其他學生提問，以及回答其他學生向他們提出的問題。

March

This month, the students concluded *Unit 4: Local Attractions*. Students learned about different locations within Taipei and Singapore that tourists often visit. They learned facts about these locations and used these facts to begin writing paragraphs and persuasive sentences about why people should visit these locations. Students also practised speaking with each other in full sentences about what they like in each place. For the culminating task, students used Thinglink to choose one city (Tokyo, Paris, Rome, Singapore) to create a travel brochure that included information that they learned about that city.

三月

本月，學生們完成了第四單元：當地景點。學生了解了台北和新加坡的不同地點，這些地方是遊客經常造訪的。他們學習了這些地點的事實，並利用這些事實開始撰寫段落和有說服力的句子，解釋為什麼人們應該造訪這些地方。學生還練習用完整的句子與彼此交談，談論他們在每個地方喜歡的事情。在單元總結作業中，學生使用 Thinglink 選擇了一個城市（東京、巴黎、羅馬、新加坡），製作了一份旅遊手冊，內容包括他們所學到的有關該城市的資訊。

Reading

The students continued reading skills such as reading with expression. Putting emotion into reading helps a listener understand a reader's intent, which for this unit is to persuade people to visit various local attractions. Students also learned to find relevant facts within a text for what they think is important for a local attraction to be popular and interesting. These helped them better understand the texts and encourage critical thinking. As students practised and became more confident, their fluency when reading improved.

閱讀

學生們持續培養閱讀技能，比如，帶有情感地朗讀。將情感融入閱讀有助於聽眾理解讀者的意圖，而本單元的意圖是說服人們參觀各種當地景點。學生還學會了在文本中找到與當地景點受歡迎和有趣相關的事實。這些幫助他們更好地理解文本，並激發了批判性思維。隨著學生的練習和信心增加，他們閱讀時的流暢度也得到了提高。

Writing

Grade 3 students continued practising paragraph writing, which is multiple sentences one after another, used to express a particular point or idea. Students learned to write a simple introduction sentence, include sentences with important facts, and include a simple conclusion sentence to summarize what they wrote about. Together this forms a “hamburger paragraph” that students will be using to write about local attractions in this unit using persuasive language. Students continued to practise proper punctuation including capitalization, periods, commas, question marks, and exclamation marks.

寫作

三年級的學生們持續練習段落寫作，這是一連串的句子，用於表達特定的觀點或想法。學生學會了寫一個簡單的引言句，包括一些重要事實的句子，以及一個簡單的結論句來總結他們所寫的內容。這樣就形成了一個“漢堡式段落”，學生將使用這個段落來使用說服性語言書寫有關本單元當地景點的文章。學生繼續練習正確的標點符號，包括大寫字母、句號、逗號、問號和感嘆號。

Speaking

The students have been practising their oral and listening skills by having discussions about what they like about certain local attractions and why people should visit them. They talked about things people can do, what they can eat, and what they can see at these places. Students practised “Turn and talk” and “Mix n’ Mingle” in their groups, in which they took turns asking and answering questions about local attractions.

口語

學生們一直在練習口語和聽力技能，通過討論他們喜歡某些當地景點的原因以及為什麼人們應該參觀這些景點。他們談論了人們在這些地方可以做什麼、可以吃什麼，以及可以看到什麼。學生在小組內進行了“輪流交談”和“混合交談”的練習，他們輪流提出和回答有關當地景點的問題。

April

In April, Students will begin *Unit 5: Traditions Around the World*. Using Venn diagrams and “hamburger paragraphs” They will learn and identify the similarities and differences between traditions/celebrations in different cultures. Students will continue to practise reading texts and locating important details that they will then add to their writing. Students will practise speaking in full sentences and with expression.


四月

四月份，學生們將開始進行第五單元：世界各地的傳統。使用維恩圖（用圓表示集與集之間關係的）和“漢堡段落”，他們將學習並辨認不同文化中的傳統/慶祝活動之間的相似之處和差異之處。學生將繼續練習閱讀文本並找出重要細節，然後將其添加到他們的寫作中。學生將練習以完整句子和有表達力地說話。

Keywords, Additional Words & Social Conventions

重要字彙、補充字彙、主要句型和文法重點

Keywords 重要字彙	Additional Words 補充字彙
<ul style="list-style-type: none">● both 兩個；兩者；雙方● similarities 類似；相似● also 而且（也），此外（還）● during 在…期間● for（表示給予的物件）給、為了	<ul style="list-style-type: none">● Christmas 聖誕節● Chinese New Year 春節，農曆新年● dinner 晚餐● gift 禮物；贈品● family 家，家庭

Social Conventions 主要句型	Grammar Points 文法重點
<ul style="list-style-type: none">● 1. What do you do/see/eat/wear for <u>(celebration)</u>? I eat/see/go/wear _____ for <u>(celebration)</u>. 在（慶祝活動）時，你通常做什麼/看到什麼/吃什麼/穿什麼？我在（慶祝活動）時通常吃/看到/去/穿_____。● 2. How is <u>(celebration)</u> similar/different to <u>(celebration)</u>? It is similar/different because during <u>(celebration)</u> you _____. Also during <u>(celebration)</u> you _____. However, for <u>(celebration)</u> you _____. （慶祝活動）和（慶祝活動）之間有什麼相似之處/差異之處？它相似之處/不同之處在於在（慶祝活動）期間，你_____。同樣，在（慶祝活動）期間，你_____。然而，在（慶祝活動）期間，你_____。● 3. When is <u>(celebration)</u>? Where is <u>(celebration)</u>? （慶祝活動）是在何時舉行的？（慶祝活動）在何地舉行？	<ul style="list-style-type: none">● Paragraph writing (introduction) 段落寫作（引言）<ul style="list-style-type: none">○ There are similarities between <u>(celebration1)</u> and <u>(celebration2)</u>（慶祝活動1）和（慶祝活動2）之間存在著一些相似之處。○ Let's look at the differences between <u>(celebration1)</u> and <u>(celebration2)</u>. 。讓我們來看看（慶祝活動1）和（慶祝活動2）之間的不同之處。● Paragraph writing (conclusion) 段落寫作（結論）<ul style="list-style-type: none">○ In conclusion, <u>(celebration1)</u> and <u>(celebration2)</u> both have _____. 總結來說，（慶祝活動1）和（慶祝活動2）都具有_____。○ Overall, we do different things for <u>(celebration1)</u> and <u>(celebration2)</u>. 總的來說，我們在（慶祝活動1）和（慶祝活動2）時所做的事情是不同的。 <div>Burger Paragraph<p>The diagram illustrates the structure of a 'Burger Paragraph'. It consists of four horizontal layers stacked vertically, resembling a burger. The top layer is a bun with seeds, labeled 'Topic Sentence'. Below it is a red layer labeled 'Detail #1'. The next layer is a brown layer labeled 'Detail #2'. The bottom layer is another bun, labeled 'Conclusion'.</p></div>

Videos/Extra activities

影片/額外活動



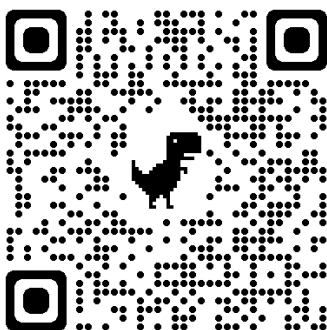
[Christmas traditions in Great Britain](#)

Christmas traditions in Great Britain

Looking at some of the traditions that people and families do for Christmas celebrations.

英國的傳統節日-聖誕節

探討英國的人民和家庭在聖誕節慶祝期間所做的一些傳統活動。



[Chinese New Year traditions and celebrations.
Lunar New Year. How Is Chinese New Year
Celebrated?](#)

Chinese New Year traditions and celebrations.

A look at how Chinese New Year is celebrated and some of the traditions families do.

春節的傳統和慶祝活動

探討春節是如何慶祝以及家庭所遵循的一些傳統。

Homework

The homework will be delivered through the QR code system that was initiated last year. The QR codes will always remain the same; the teachers will change the homework site that the QR codes lead to. All the homework activities will be practice of the skills they learned in class. If they don't understand how to do the homework, students can scan the QR code to find out more and see the previous weeks' examples.

回家作業

作業將通過去年啟動的 QR code 系統交付。QR code 始終保持不變；老師將更改 QR code 指向的作業網站。所有的作業活動都是他們在課堂上學到的技能的練習。如果他們不明白如何做作業，學生可以掃描 QR code 了解更多信息並查看前幾週的示例。

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:

1. What did you like in English class?
2. What did you do well in English class?
3. 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:

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

親師園地

時事通訊的這一部分將為您提供在家幫助您的孩子的策略。

為了幫助他們復習，我們鼓勵您（用英語或中文）向您的孩子講述他們的一天以及他們在英語課上學到的內容。一些問題可能包括：

1. 英語課上你喜歡什麼？
2. 你在英語課上哪些方面做得最好？
3. 接下來你最想學到什麼？

我們鼓勵您也和您的孩子一起閱讀。讓他們讀給你聽並討論這本書。討論主題包括：

1. 你對這本書有什麼看法？
2. 讓我們改變一下這本書的結局。
3. 你與哪個角色有聯繫？

Bulletin Board

- **March 30th - Parent-Teacher Interviews**
- **April 4-5th - Children's Day and Tomb Sweeping Day (no school)**
- **April 16th - Mid-term exams**

佈告欄

- 03月25日~04月07日 - 錄音真有趣錄音檔上傳
- 03月30日 - ESL 親師晤談
- 04月04-05日 - 清明暨兒童節連假
- 04月16日 - 期中評量