



GuangRen Elementary School

Grade 3 Semester 2 Special Edition Newsletter Week 12: April 29th - May 3rd, 2024

光仁國小 ESL 雙語班週報特別篇-三年級

第二學期第十二週 四月二十九日-五月三日

Class Pictures & Captions 課堂照片集錦

Whale Class 鯨魚組



In Whale class this week, students learned about Holi. They read a non-fiction text about this celebration and used the information they learned to make a Venn diagram comparing Holi with Christmas. They later used these comparisons to make a similarities hamburger paragraph about the two celebrations.

在本週的鯨魚組，學生們了解五彩節。他們閱讀有關這一慶祝活動的虛構文本，並利用學到的信息製作文氏圖，將五彩節與聖誕節進行比較。他們後來利用這些比較來製作關於這兩個慶祝活動的相似漢堡段落。

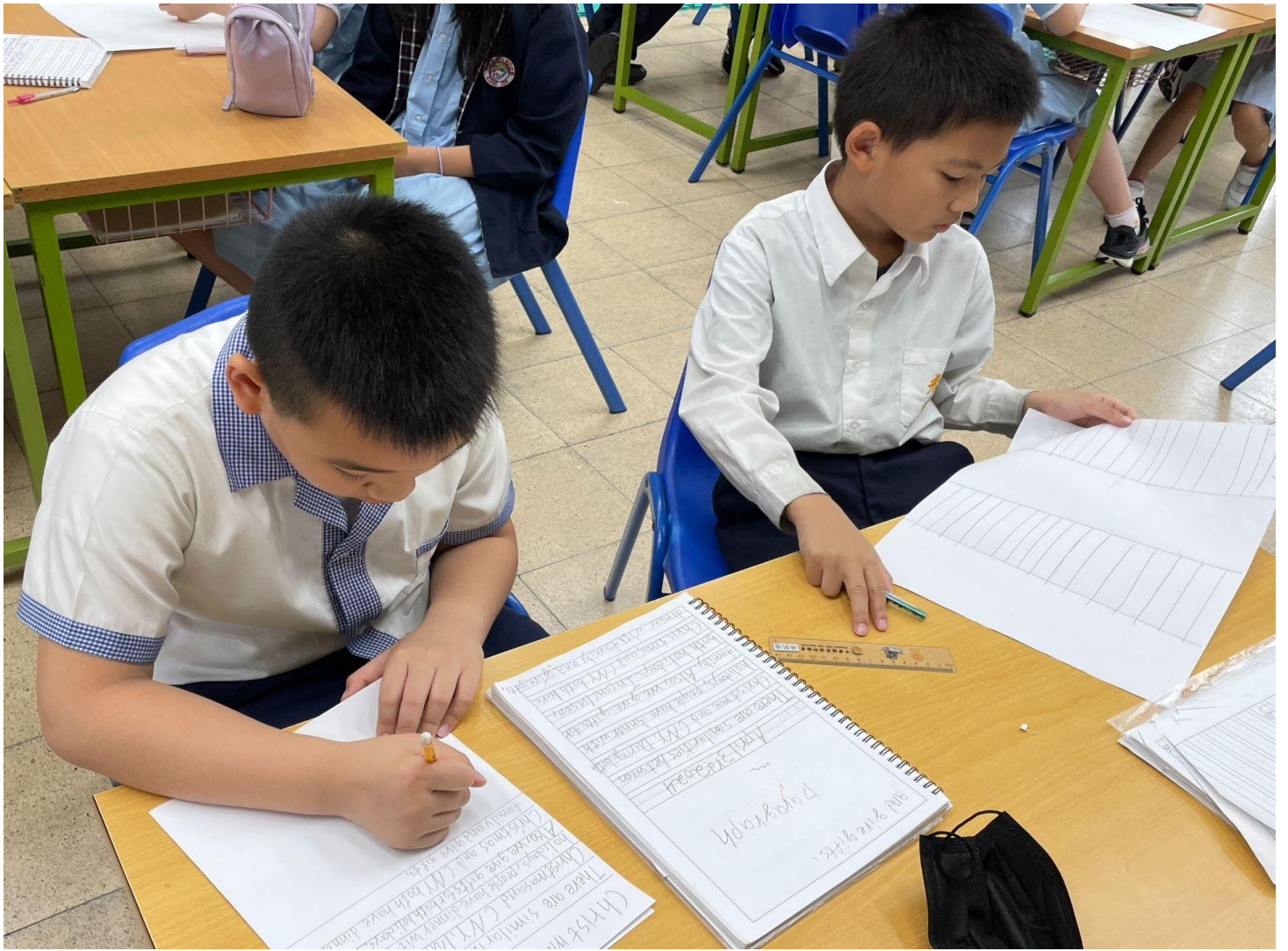
Giraffe Class 長頸鹿組



This week, Giraffe students practised their oral skills by asking and answering questions about the celebration of Holi. They asked each other questions about what they can eat, what they can see or do, what they can wear during this celebration. They could then ask each other questions about the similarities or differences there is with Christmas. As students practise, they will become more confident speakers and improve their comprehension, sentence length and fluency.

本週，長頸鹿組的學生們透過提問和回答有關五彩節的問題來練習口語技能。他們互相詢問在慶祝活動中可以吃什麼、可以看什麼或做什麼、可以穿什麼。然後他們可以互相詢問聖誕節的相似點或不同點。隨著學生的練習，他們將變得更加自信，並提高他們的理解、句子長度和流暢度。

Elephant Class 大象組



After revising and editing their draft, Elephant class students wrote their good copy for their paragraph about similarities. Following this writing process is important to ensure that mistakes are fixed and their writing is as detailed as possible. Students are encouraged to write the good copy slowly and neatly to avoid mistakes and make their writing as easy to read as possible.

在修改和編輯草稿後，大象組的學生為他們關於相似之處的段落寫出很好的文案。遵循這個寫作過程，對於確保錯誤得到糾正，並且讓文案盡可能詳細非常的重要。我們鼓勵學生慢慢地、工整地寫出好的文案，以避免錯誤，並使他們的寫作盡可能容易閱讀。

Lion Class 獅子組



In Lion class, students learned about Holi and did a prewriting word web about what they had learned. As a whole class activity, students were able to share their observations and ideas and learn about other facts and connections that they may have missed. After this, students made Venn diagrams that compared and contrasted Holi with Christmas.

在獅子組的課堂上，學生們了解，並預寫他們所學到的單字網。作為整個課堂活動，學生能夠分享他們的觀察和想法，並了解他們可能錯過的其他事實和聯繫。之後，學生製作文氏圖，將五彩節與聖誕節進行比較和對比。

Dolphin Class 海豚組



In the Dolphin class, students worked in a group to publish their work by making a poster of two holidays. Students wrote a title, sub-headings, a similarities paragraph, a differences paragraph, and authors, then drew pictures of the celebrations. As students become more familiar and confident with this, they will begin working individually and create their own work.

在海豚組，學生們以團體形式透過製作兩個假期的海報來發表自己的作品。學生寫下標題、副標題、相似段落、差異段落和作者，然後畫出慶祝活動的圖片。隨著學生對此更加熟悉和自信，他們將開始單獨工作並創作自己的作品。

April

This month, Students began *Unit 5: Traditions Around the World*. Using Venn diagrams and “hamburger paragraphs” they learned and identified the similarities and differences between traditions/celebrations in different cultures such as Christmas, Chinese New Year, Moon Festival, and Holi. Students continued to practise reading texts and locating important details that they added to their writing. Students practised speaking in full sentences and with expression.

四月

本月，學生們開始學習第五單元：世界各地的傳統。他們利用五彩節和「漢堡段落」學習並識別聖誕節、中國新年、中秋節和五彩節等不同文化中的傳統/慶祝活動之間的異同。學生們繼續練習閱讀文本並找到他們添加到寫作中的重要細節。學生練習用完整的句子和表達方式說話。

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 inform people of the various similarities and differences. Students also learned to find relevant facts within a text for what they think is important for a celebration. 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

學生們繼續進行表達閱讀等閱讀技巧。將情感融入閱讀中可以幫助聽者理解讀者的意圖，對於本單元來說，這是為讓人們了解各種相似之處和不同之處。學生們也學會在文本中尋找他們認為對慶祝活動很重要的相關事實。這些幫助他們更好地理解文本並鼓勵批判性思考。隨著學生的練習和變得更加自信，他們閱讀的流暢性也得到提升。

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 similarities and differences in this unit using informative writing. Students continued to practise proper punctuation including capitalization, periods, commas, question marks, and exclamation marks. They also focused on transition words that can link their sentences together more cohesively such as during, between, also, for, however, overall, and in conclusion.

寫作

三年級學生繼續練習段落寫作，這是一個接一個的多個句子，用於表達特定的觀點或想法。學生學會寫一個簡單的介紹句，包含重要事實的句子，並包含一個簡單的結論句來總結他們所寫的內容。這一起形成了一個“漢堡段落”，學生將用它來使用資訊性寫作來寫出本單元的相似點和差異。學生們繼續練習正確的標點符號，包括大寫、句點、逗號、問號和感嘆號。他們也關注可以將句子更緊密地連接在一起的過渡詞，例如「期間」、「之間」、「還」、「但是」、「總體」和「結論」。

Speaking

The students have been practising their oral and listening skills by having discussions about various details about certain celebrations and comparing/contrasting them to other celebrations. They talked about things people can do, what they can eat, what they can wear, and what they can see during these celebrations. Students practised “Four corners” and “Mix n’ Mingle” in groups, in which they took turns asking and answering questions about the different celebrations.

口說

學生們透過討論某些慶祝活動的各種細節並將其與其他慶祝活動進行比較/對比來練習口語和聽力技巧。他們談論了人們在這些慶祝活動中可以做的事情、可以吃什麼、可以穿什麼以及可以看到什麼。學生們分組練習“四個角落”和“混合與交融”，輪流提出和回答有關不同慶祝活動的問題。

May

In May, Students will conclude *Unit 5: Traditions Around the World*. They will continue to read and learn about more traditions and celebrations such as Holi Festival (India), Songkran (Thailand), and Heritage Day (South Africa). They will finish the unit with a poster about two celebrations that they have written paragraphs about to show the similarities and differences between the two celebrations. Students will also ask and answer questions about their posters to each other to further show their comprehension and understanding of what they have learned.

五月

五月，學生們將完成第 5 單元：世界各地的傳統。他們將繼續閱讀和了解更多的傳統和慶祝活動，例如五彩節（印度）、潑水節（泰國）和遺產日（南非）。他們將用一張關於兩個慶祝活動的海報來完成該單元，並在海報上寫了一些段落來展示這兩個慶祝活動之間的異同。學生也將互相提問並回答有關海報的問題，以進一步展示他們對所學內容的理解和理解。

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">• Forever 永遠• Gorgeous 極其漂亮的，美麗動人的；令人愉快的• Friendship 友誼• Prank 胡鬧，玩笑，惡作劇• Forgive 原諒；寬恕	<ul style="list-style-type: none">• Holi 五彩節• Christmas• Throw 投；拋；擲；扔• India 印度• Differences 區別，差別，不同

Social Conventions 主要句型

Q: What do you do/see/eat/wear for (celebration)?
你做什麼/看/吃/穿什麼 (慶祝) ?

A: I eat/see/go/wear _____ for (celebration).
我吃/看/走/穿_____為了 (慶祝) 。

Q: How is (celebration) similar/different to (celebration)?
(慶祝) 與 (慶祝) 有何相似/不同?

A: It is similar/different because during (celebration) you _____. Also during (celebration) you _____. However, for (celebration) you _____.
它是相似/不同的, 因為在 (慶祝) 期間你 _____. 也在 (慶祝) 期間你 _____. 然而, 對於 (慶祝) 你 _____。

Q: When is (celebration)? Where is (celebration)?
(慶祝) 什麼時候? (慶祝) 在哪裡?

Grammar Points 文法重點

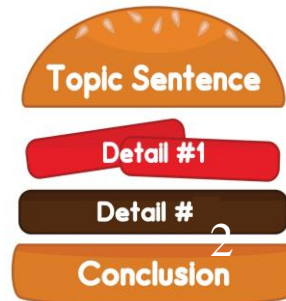
- Paragraph writing (introduction)
 - There are similarities between (celebration1) and (celebration2).
 - Let's look at the differences between (celebration1) and (celebration2).

段落寫作 (引言)
(慶祝1) 和 (慶祝2) 之間有相似之處。讓我們來看看 (慶祝1) 和 (慶祝2) 之間的差異。

- Paragraph writing (conclusion)
 - In conclusion, (celebration1) and (celebration2) both have _____.
 - Overall, we do different things for (celebration1) and (celebration2).

段落寫作 (結論)
結論 (慶祝1) 和 (慶祝2) 都有_____。
整體來說, 我們為 (慶祝1) 和 (慶祝2) 做了不同的事情。

Burger Paragraph



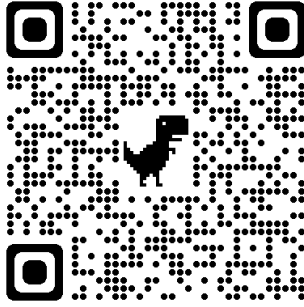
- Transitional words
 - **During** (celebration)...
 - **Also**, we (verb)...
 - **However**, we (verb)...

轉折詞

在 (慶祝活動) 期間...
還有, 我們 (動詞)...
但是, 我們 (動詞) ..

Videos/Extra activities

影片/額外活動



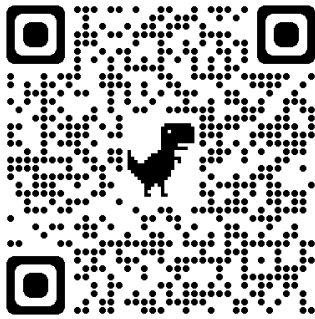
[Holi Festival - Colors of Spring](#)

Holi Festival - Colors of Spring

Read about this messy holiday celebrated in India.

五彩節－春天的色彩

閱讀有關印度慶祝的這個五彩斑斕節日。



[Get an Up-Close Look at the Colorful Holi Festival | National Geographic](#)

Get an Up-Close Look at the Colorful Holi Festival

See clouds of neon-colored powder envelop villages across India during Holi Festival. Each year, crowds gather to celebrate the beginning of spring with an explosion of colour, traditional folk music, and more.

近距離觀看色彩繽紛的五彩節

在五彩節期間，您可以看到霓虹色粉末雲彩籠罩印度各地村莊。每年，人們都會聚集在一起，以絢麗的色彩、傳統的民間音樂等來慶祝春天的到來。



[Christmas Traditions - Kids News Break](#)

Christmas Traditions - Kids News Break

Where did our Christmas traditions come from? We discover the history of some of our Christmas traditions. Some of it is very surprising. Christmas Traditions - Kids News Break

聖誕節傳統－兒童新聞快報

我們的聖誕節傳統從何而來？我們發現了一些聖誕節傳統的歷史。其中一些非常令人驚訝。聖誕節傳統-兒童新聞快報

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

- May 27 to May 31- Celebration of Learning

佈告欄

5/27 - 5/31 - 學習分享日



Razkids 公益捐星
活動詳情



[三年級 學習分享週 意願調查表](#)
(可點選進入表單)