



# Welcome ESL Parents!

September 6, 2025



# Introducing our Grade 3 Teachers



Group Ai Green : Alicia Lou



Group Ai Yellow : Lovelyn Viola

# Introducing our Grade 3 Teachers



Group Ren Green: Alicia Lou



Group Ren Yellow: Lovelyn Viola

# Curriculum Expectations

## ❖ Oral Expectations

Students can listen to follow instructions that have more than one step.

Students can ask questions to get information and answer questions clearly.

## ❖ Reading Expectations

Students can read different kinds of texts with pictures to learn , enjoy and find information.

Students can read directions with several steps and do them in the right order.

Students can read important words in any text so I understand what I read.

## ❖ Writing Expectations

Students can write different kinds of shorts texts (stories, letters, list, summary, paragraph, instructions)

Students can write clear sentences with my word bank and join two ideas with: and, but, or, so.

Students can spell and use my HFW and keywords correctly in my writing.

# Art is a subject we also teach, to practise English

## Visual Arts Examples:

Use creativity with various forms of arts for:

- ❖ theme related art activities
- ❖ seasonal art
- ❖ individual and collaborative creations to express feelings or share learning



# Syllabus - Semester 1 Learning Topics

## Unit 1: Class Community Building and Survey Says

## Unit 2: Friendships and Emotions

## Unit 3: Magnets






Guangren Elementary School		
Semester 1 Syllabus - 2025-2026 - ESL Program		
Grade: 3	Teachers: Miss Margaret, Miss Velo, Miss Alicia, Miss Lovelyn	
Overall Grade Expectations:		
<b>By the end of Grade 3, students will be able to:</b>		
<b>Oral</b>		
<ol style="list-style-type: none"> <li>1. Demonstrate the ability to understand and interpret spoken English and to respond appropriately.</li> <li>2. Use speaking skills and strategies to communicate for various classroom and social purposes.</li> </ol>		
<b>Reading</b>		
<ol style="list-style-type: none"> <li>1. Read and demonstrate an understanding of a variety of short, adapted, and authentic strategies to construct meaning.</li> <li>2. Use knowledge of words and cueing systems to read fluently.</li> </ol>		
<b>Writing</b>		
<ol style="list-style-type: none"> <li>1. Write short texts with increasing complexity in a variety of forms for different purposes and audiences.</li> <li>2. Use appropriate English language conventions and structures in a short text.</li> </ol>		
Semester 1, Unit 1	Date: September 1 <sup>st</sup> – October 9 <sup>th</sup> Duration: 6 weeks	Calendar Events: Sept. 29 - Teachers Day Oct. 6 – Mid Autumn Festival Oct. 10 – Double 10th Day
<b>Unit 1 Theme: Class Community Building and Survey Says</b>		
<b>Welcome Note and Introduction</b>		
Upon return from summer vacation, students will review skills learned from the previous semester and get reacquainted with their peers. They will practise and learn classroom rules, routines and expectations, how to work in groups, how to ask for help, and how to complete homework. They will also be expected to contribute some of their expectations and rules for the upcoming year. They will work individually, in small groups, and as a class. Students will have an art class each week.		
<b>Theme Description</b>		
This unit delves into the world of surveys and their role in community building. Students will learn to conduct surveys, employing both closed and open-ended questions to gather diverse perspectives. Students will question each other and record responses. They will create data, and they will use new and previously taught vocabulary to describe their data. They will analyze the collected data to discuss and compare their findings, and hone their analytical and communication skills. Through reading informational texts enriched with visuals, students will explore the potential of surveys and data collection in strengthening community bonds. In writing, students will articulate their ideas and insights gleaned from the survey process, to demonstrate their ability to synthesize information and express their thoughts.		


Oral Communications Expectations	Reading Expectations	Writing Expectations
<ol style="list-style-type: none"> <li>1. Follow multi-step instructions.</li> <li>2. Ask and respond to questions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read a variety of adapted and authentic texts (informational and graphic) with visuals for different purposes.</li> <li>2. Read and follow instructions consisting of multi-steps.</li> <li>3. Read and understand high-frequency words, words with common spelling patterns, and some key academic vocabulary in a variety of reading contexts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write short texts in a variety of forms.</li> <li>2. Write simple, detailed, and compound sentences using high-frequency words, pre-taught, and subject-specific vocabulary in English.</li> <li>3. Use and spell correctly the vocabulary (e.g. high-frequency words) appropriate for this English level.</li> </ol>
Examples of Texts	Word Work Examples	Content Word Examples
<p><i>Please Note: The following text titles are connected to the unit topic. The different texts offer a range of reading levels. Some will be suitable for whole class teaching, while others are more suitable for small group teaching, independent reading or read alouds. Teachers select most appropriate texts from Raz Kids, as well as from the school resource library and additional online resources, to use as texts for their lessons during the unit.</i></p> <p><b>Books:</b> Predicting with Data Way Back When Keeping Score Our Class Survey What are my Chances The Class Election We All Scream for Ice Cream</p> <p><b>Raz Kids Content Texts</b> (Class Community Building and Survey Says)</p> <p><b>Nonfiction:</b></p> <ol style="list-style-type: none"> <li>1. Which One Is More?</li> <li>2. Ichiro Suzuki</li> <li>3. The Animal Data Files</li> </ol>	<p><b>Nouns:</b> Common and Proper Nouns (e.g. girl, boy, Suzie, Disneyland)</p> <p><b>Pronouns:</b> Simple: I, you, he, she, it, we, us, they, my Possessive: his, hers, mine, yours, ours, theirs Reflexive: (with self or selves) myself, yourself, himself, ourselves</p> <p><b>Verbs:</b></p> <ul style="list-style-type: none"> <li>• Action Verbs (e.g. run, walk, jump, sing, speak, eat, drink, cry)</li> <li>• Irregular Tense (e.g. come/came, go/went, run/ran)</li> </ul> <p><b>Adjectives:</b> Comparative adjectives (e.g. better/best; worse/worst; more/most; few, least, size)</p> <p><b>Question Words:</b> who, what, where, when, why, how</p> <p><b>Sentence Structure:</b> Simple, detailed, and compound sentences using conjunctions and adjectives</p> <p><b>Punctuation:</b> Appropriate use of capital</p>	<p>age, all, around, big, black, blue, both, boys, but, by, chance, chart, check, close, cloudy, cold, colour, collect, data, day, decide, eight, father, favourite, five, four, Friday, girls, graph, green, guess, ice cream, label, least, legend, Monday, more, most, mother, nine, one, red, Saturday seven, six, student, Sunday, survey, tally, teacher, ten, Thursday, three, title, Tuesday, two, Wednesday, week, year.</p>

# Daily Homework and Communication Book - Reminders


- ❖ Bring home for homework Monday, Tuesday, Wednesday.
- ❖ Can be used for parent-teacher communication.

**Week 1 Homework Overview**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Creative Writing</b> Draw and write about your summer 	<b>Reflective Thinking</b> Think and talk about your experiences 	<b>Recall &amp; Sentence Writing</b> Write two things about your ESL Teacher 	<b>ESL Workbook</b> Days of the Week: Unscramble and sequence. 	<b>Reading Log</b> Write the book title, author, and what did you learn. 



Guangren Catholic Elementary School



# DAILY HOMEWORK

➤ Communication

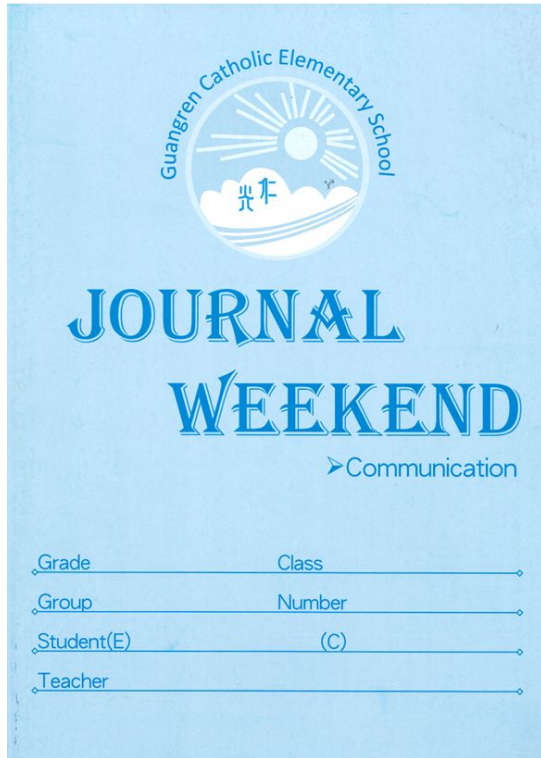
Grade \_\_\_\_\_ Class \_\_\_\_\_

Group \_\_\_\_\_ Number \_\_\_\_\_

Student(E) \_\_\_\_\_ (C) \_\_\_\_\_

Teacher \_\_\_\_\_

# Journal/Weekend - Reminders



**Stays in class** each day for writing. Teachers will send the book home on Friday for review and weekend homework. Students will bring it back on Monday.



## [Raz-Kids Homework \(Weekend\)](#)



**Raz-Kids FICTION story.**

1. Write the full date, book title and author

Full Date: Day, Month, Date(#), Year

Book Title:






Author:

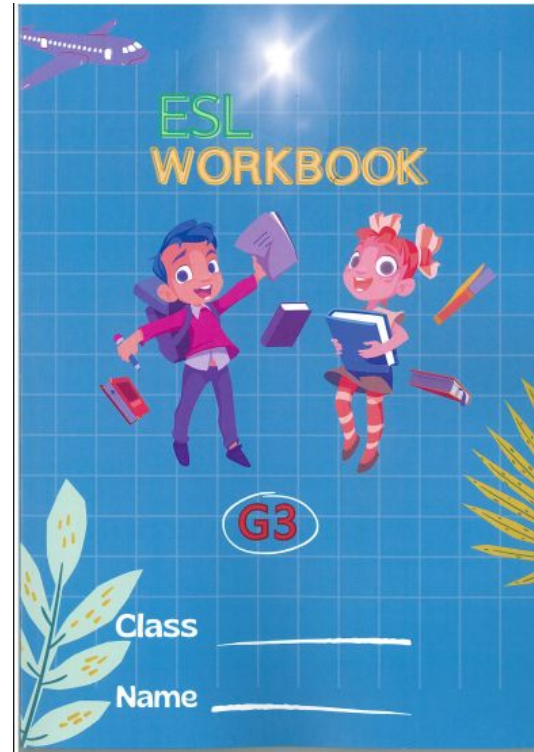

2. What is the main idea of the story?
3. What did you learn from the book?

# ESL Workbook

- ❖ Bring home on **Thursday**.
- ❖ Return to school on **Friday**.
- ❖ The assigned page/s you will find it in the homework.

**Week 1 Homework Overview**

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Creative Writing</b> Draw and write about your summer 	<b>Reflective Thinking</b> Think and talk about your experiences 	<b>Recall &amp; Sentence Writing</b> Write two things about your ESL Teacher 	<b>ESL Workbook</b> Days of the Week: Unscramble and sequence. 	<b>Reading Log</b> Write the book title, author, and what did you learn. 



# Homework Tasks - Ways to Assist

Homework tasks provide practice of academic skills taught for:

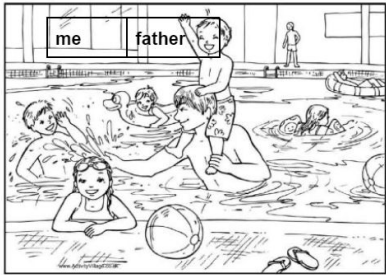
- ❖ Reading, Writing AND Oral Communication (Listening and Speaking)

## Writing Task Example

Monday

Drawing and Labeling

Draw a picture of the things you like doing with your family. Label each person in the picture. Write about the activity your family likes doing.



In this picture, this is me and my family. We are at the pool. I like swimming with my father. It makes me happy.



## Reading Task Example

**Reminder:** Please read the Classroom Library Book you have brought home.

Parent Signature: \_\_\_\_\_

1. Choose **1 story book** from RAZ-Kids or your library at home. Read the book 2 times and answer the following questions in your book:
  1. What is the title of the book?
  2. What happened **first, next, then, and last** in the story?

Speaking practise at home is crucial for building confidence and fluency in oral communication. You can support your child by being the audience they need to rehearse.

## For speaking tasks, please:

- ❖ listen to your child present their task 傾聽孩子陳述他們的任務
- ❖ encourage risk taking for proper pronunciation, appropriate pace and use of expression 鼓勵孩子勇於嘗試，以達到正確的發音、適當的語速和恰當的表達方式
- ❖ ask follow up questions to encourage further English speaking practise 提出後續問題，鼓勵孩子進一步練習英語口語
- ❖ you can ask questions in Chinese and your child can answer in English 你可以用中文提問，你的孩子可以用英文回答

## Speaking Task Example


Thursday

Rehearsing and Reading for an Audience

Practise singing the song "The Morning Routine Song?".  
After you practice, read and sing it aloud to your family.



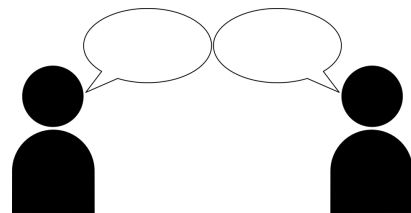
Good morning, good morning!  
it's time to wake up.  
Good morning, good morning.  
I have to get up.  
I wash my face.  
Wash, wash wash.  
I brush my hair.  
Brush, brush, brush.  
I get dressed.  
Dressed, dressed, dressed.  
There's such a lot to do! X2

Monday 

Parent signature next to the date.

# Your Role as a Parent: Helping Your Child at Home

## 身為家長：在家協助您的孩子



- ❖ Read the Friday Newsletter! 閱讀每週五週報
- ❖ Ensure your child completes homework 確保您的孩子完成作業
- ❖ Even if you do not speak English, ask your child follow up questions in Chinese and they will practise responding in English 即使您不會說英文,你還是可以以中文問您的孩子問題,請孩子以英文回答
- ❖ Encourage reading in English, using Raz Kids and books from school  
鼓勵使用Raz kids 或者借閱的書籍閱讀
- ❖ Encourage listening to English through music and TV shows  
鼓勵聽英語歌曲及英文影集

# Important Dates for Semester 1

## 第一學期重要日期

❖ September 16(G1), 18(G2-G3), 23 (G4-G6)	❖ Parent Workshop 家長工作坊
❖ October 20- November 3	❖ Recording Activity 錄音真有趣
❖ November 4,5	❖ Term 1 Exam 期中評量 (G2-G6)
❖ November 14- December 20	❖ Writing Activity 故事有創意
❖ November 24- November 28	❖ I LOVE Reading 閱讀我最愛
❖ November 22	❖ PTI 親師晤談
❖ December 1-5	❖ Observation Week 觀課週
❖ January 8,9	❖ Term 2 Exam 第二次評量 (G2-G6)

## Use Google Classroom to find:

- Newsletter
- Homework
- Syllabus
- Raz Kids instructions

# Encouraging Reading At Home

## 鼓勵在家閱讀

- ❖ Create a quiet and welcoming space to read. 創造一個安靜舒適的環境
- ❖ Encourage reading on RazKids each day. 鼓勵每天閱讀Raz Kids
- ❖ Ask your child questions about the books they read. 詢問您的孩子關於書本裡的內容



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- ✓ Practical, easy-to-use resources, including decodable books, phonics skill packs, graphic organizers, and vocabulary practice



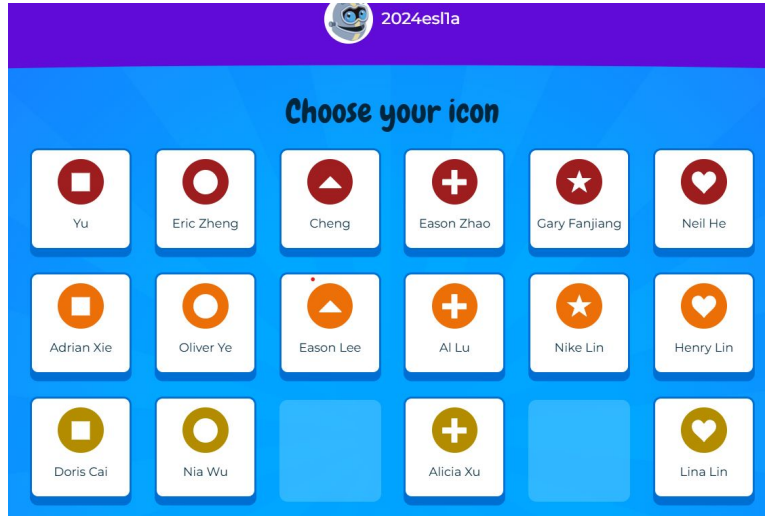
Teacher Parent

Kids A-Z

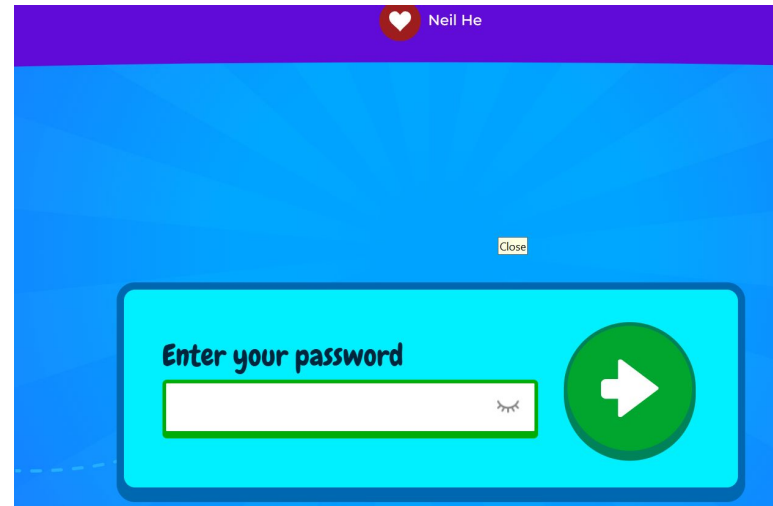


Enter your teacher's username





**Choose your child's name**



**Enter Password**



Foundations



Reading



Reading Room



Back to Reading



Level Up!



My Assignment



Reading Room



Topics



Leveled Books



Early Reading



Nonfiction Series



Fiction Series

## Reading Room

Popular Books (Level 1)

View All



Amazing Beaches



The Lion and the Mouse



Cinderello



Healthy Me



G1 Unit4

Reading Assignment

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39

G1 Unit3

Reading Assignment

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THANK  
YOU



We look forward to working with you this year! Please communicate through the Homework Book and we will be pleased to answer any questions you have.

## What Questions Can I Ask My Child After Reading?

### 在閱讀過後您可以孩子的問題

#### For Fiction (Story)

#### 虛構類書籍(故事)

- ❖ Tell me what happened in the story, First, Next, Then, Last.  
請告訴我故事裡的內容, 首先, 其次, 然後, 最後!
- ❖ Who was your favourite character and why?  
你最喜歡哪個角色? 為什麼?
- ❖ What was the problem in the story?  
故事中發什麼了什麼事?

#### For Non-Fiction (Factual) 非虛類

#### 書籍(記實, 寫實類)

- ❖ What important facts did you learn?  
你學到最重要的事實是什麼?
- ❖ What was your favourite part in this book and why?  
你最喜歡書中的哪個部分, 為什麼?
- ❖ What questions do you still have about this topic?  
對於這個主題你還有什麼疑問?