



Guangren Elementary School

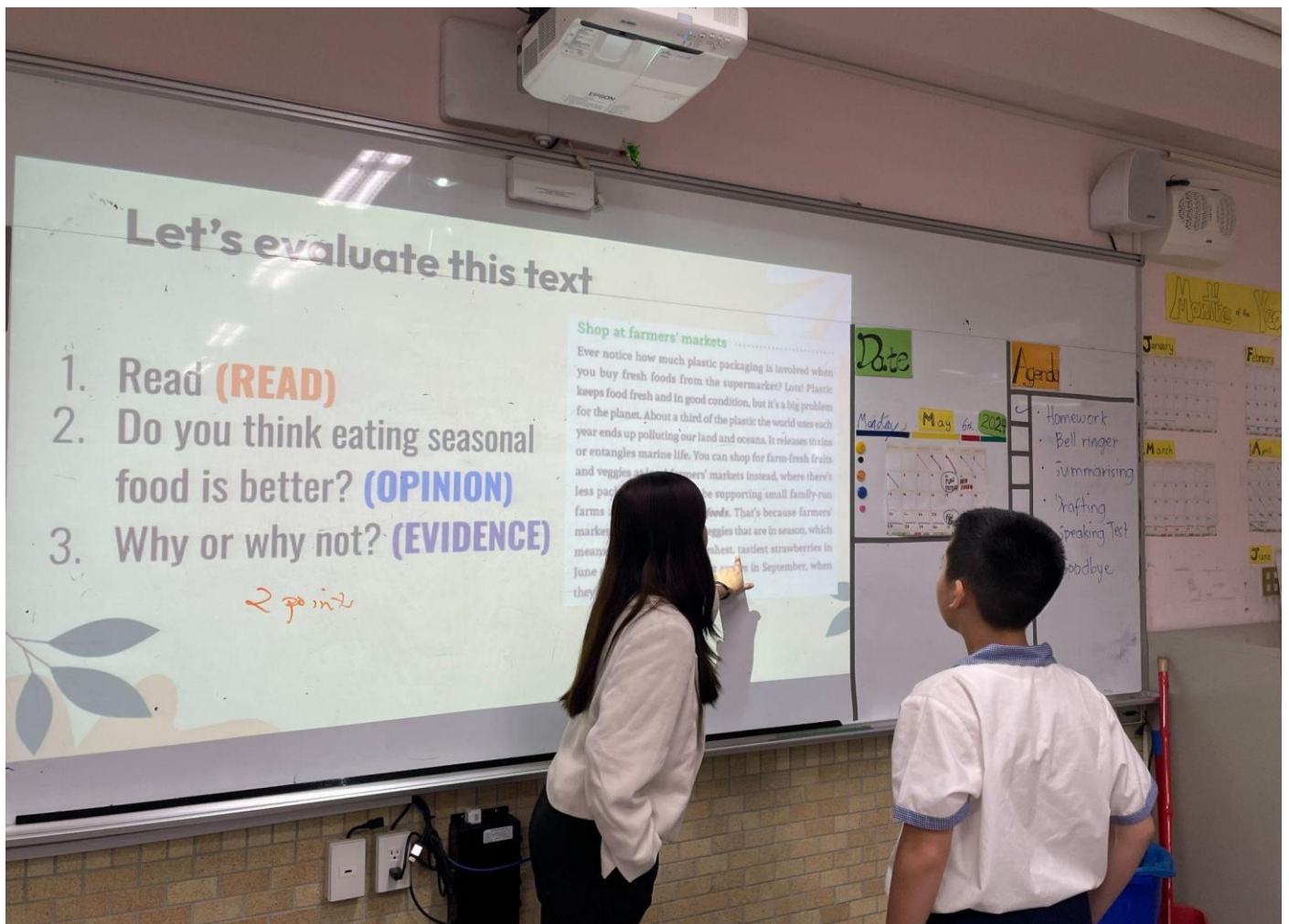
Grade 5 Semester 2 Newsletter Week 15: May 20th – May 24th, 2024

光仁小學 ESL 雙語組週報 – 五年級

第二學期第十五週 五月二十日-五月二十四日

Class Pictures & Captions 課堂照片集錦

Niagara Falls Class 尼加拉瀑布組



In Niagara Falls class, the students reviewed how to evaluate a text. They read the text of the week as a class first and practised evaluating it with the help of guiding questions. The questions asked for their opinion and they needed to provide answers from within the text to support it.

在尼加拉瀑布組，學生們復習如何評估一段文字，他們先全班閱讀本週的文字內容，並在引導問題的幫助下練習評估。這些問題需要學生提供意見，他們也需要從文字中提供答案來支持自己的觀點。

Toronto Class 多倫多組



In Toronto class, the students did a final check on their published work. The students read their final drafts along with a partner and checked to see if they had everything the rubric required. By looking at the rubric while reading their published draft, it allowed the students to see if they needed to make any final edits.

在多倫多組，學生們最後一次檢查已經發表的作品。學生與小組成員一起閱讀最終草稿，並檢查是否符合作業上指示的所有要求。閱讀發表的草稿同時查看作業上的指示，學生可以知道是否需要最後進行任何的編輯。

Montreal Class 蒙特婁組



In Montreal class, the students wrote their final blog post for their culminating task. Students chose a topic related to what they learned in class about which to write a final blog post. They researched, organized, revised, and edited their writing before publishing it.

在蒙特婁組，學生們寫出了最終的部落格文章作為任務的收場。學生們選擇了一個課堂上學到的相關主題，以此為題寫下了最終的部落格文章。在發表之前，他們先進行了研究、組織、修正和編輯他們的寫作。

Ottawa Class 渥太華組



In Ottawa class, the students completed a reading assessment. The reading assessment was to see how well they progressed at applying the reading comprehension skills of summarising and evaluating. As they concluded Unit 5: Food Security, it was a great way to see how well the students understood what they studied throughout the unit.

在渥太華組，學生們完成了一項閱讀評估。閱讀評估的目的是評估他們在應用閱讀理解技巧方面的進步，包括摘要和評估能力。隨著他們結束了第五單元：「食品安全」，這是一個很好的方式來看看學生們對整個單元所學內容的理解程度。

Vancouver Class 溫哥華組



In Vancouver class, the students continued working on their recipe book for art class. The students continued making food mosaics using small pieces of paper. We are all very excited to see which recipes they decided to write and create art about.

在溫哥華組，學生們繼續在美術課上製作他們的食譜。學生們繼續使用小紙片製作食物馬賽克。我們都非常期待看到他們決定寫下以及創作哪些食譜。

Keywords & Social Conventions 單字&生活句型

<u>Keywords 單字(CT 每週複習)</u>	<u>Additional Words 補充字彙</u>
<ul style="list-style-type: none">● artist 藝術家; 美術家; 畫家; 雕塑家● Cubism 立體派● famous 著名的, 出名的, 有名的● period 一段時間, 時期● strange 不尋常的; 奇怪的; 不可思議的● style 做事方式; 風格, 作風	<p><i>Additional Words are words from the Taiwan Word List that are linked to the current week's learning. The students may hear these words in the lessons, but they are not mandatory words for the students to learn.</i></p> <p>補充單字是取自於臺灣 2000 單字, 與本週的學習有關聯。學生可能在課程中聽到這些單字, 但並非學生必須學習的單字。</p> <ul style="list-style-type: none">● art 藝術● modern 現代的; 新式的● painter 畫家, 繪畫者● struggle 奮鬥, 努力, 拼搏● talent 天分, 天賦; 天才, 有天分者

Social Conventions 生活句型

- How does ___ make you feel? ___ 讓你感覺如何?
- What is your opinion about ___? 你對___有什麼看法?
- Why is ___ important? 為什麼___很重要?
- 5Ws for biography: When did ___? Why did ___? What did ___? Where did ___? Who was ___? How did ___?
傳記的 5 個什麼: ___ 什麼時候 ___? ___ 為什麼 ___? ___ 什麼地方 ___? 什麼人 ___? ___ 什麼方式 ___?

Grammar Focus 文法重點

- Past Tense 過去式
 - When Picasso **was** a child, he **went** to art school. He **started** by painting things that **looked** real. However, after some time, he **started** to draw things in strange shapes. 畢當畢卡索還年幼時, 曾就讀於藝術學校。他一開始先畫看起來真實的東西。然而, 過了一段時間, 他開始畫一些奇怪形狀的東西。
- Sequencing & Transition Words 排序和轉折詞
 - Additionally 另外
 - However 然而
 - In the beginning, 一開始,
 - When they were young, 當他們年輕時,
 - Afterward, 後來,
 - While they ____, 當他們____時,

- After, 之後，
- At the end of their life, 在他們生命將結束時，
- Complex Sentences 複雜句子
 - **When** Banksy first started making art, he only painted on the side of buildings.
當班克斯首次開始製作藝術品時，他只在建築物的側面上繪畫。
 - **When** _____ (time), _____ (what happened).
當_____ (時間) 時，_____ (發生了什麼事)。
 - **If** Picasso hadn't felt sad, **then** he wouldn't have had a Blue Period.
如果畢卡索沒有感到悲傷，**那麼**他就不會經歷藍色時期。
 - **If** _____, **then** _____.
如果_____，**那麼**_____。

At-Home Resources

在家的協助資源



<https://youtu.be/9Wf0DDvS4Q?si=MgOdEyAa8PUJI71Y>

Asking Questions While Reading

Students can watch this video to get a better understanding of how to summarise.

閱讀時提出問題

學生可以觀看此影片以更好地了解如何進行總結。



<https://quizlet.com/MsMillsTW/folders/grade-5-esl?i=5avieq&x=1xqt>

Quizlet

Students can practise the keywords using Quizlet.

小測驗

學生可以透過 Quizlet 練習單字。

Homework

This week, students are encouraged to set up their reading routine at home during the week. They are encouraged to read for a total of 40 minutes a week using books from the classroom library or Raz-Kids. We kindly ask that parents and guardians sign the homework each evening and confirm the number of minutes students read each night.

回家作業

本週我們鼓勵學生在家建立自己的閱讀習慣。我們鼓勵他們每週利用教室圖書館或 Raz-Kids 的書籍進行總計 40 分鐘的閱讀。我們懇請家長和監護人在每晚的作業紀錄表上簽字，並確認學生每晚的閱讀時間。

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

英文週報的這一部分將為各位家長提供在家中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東西。一些問題可能包括：

1. 你在英語課上學到了什麼？
2. 你在英語課上哪方面做得好？
3. 你接下來想學什麼？

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. 你與哪位角色有關聯？

Bulletin Board

- **May 27 to May 31- Celebration of Learning**
- **June 10 - Dragon Boat Festival**
- **June 20 to June 21 - Final Exams**
- **June 28 - Last Day of School**

佈告欄

- 05月27-31日 - 學習分享日
- 06月10日 - 端午節連假
- 06月21日 - 期末評量
- 06月28日 - 結業式