



Guangren Elementary School

Grade 5 Semester 2 Newsletter Week 18: June 11st – June 14th, 2024

光仁小學 ESL 雙語組週報 – 五年級

第二學期第十八週 六月十一日-六月十四日

Special Announcement 特別公告

We kindly ask all students to return their ESL Library books to the ESL office by **Monday, June 17**.

Thank you for your help.

我們懇請所有學生在 6月17日星期一 之前將 ESL 書籍歸還給 ESL 辦公室。

感謝您的協助。

Library Book Returns



Class Pictures & Captions 課堂照片集錦

Niagara Falls Class 尼加拉瀑布組



In Niagara Falls class, the students practised writing levelled questions about pictures and texts. The students thought about what they already know about the art and the artist and formulated questions ranging from the 5Ws to speculative ones. After writing the questions down, they turned and asked them to their partner to start a discussion.

在尼加拉瀑布組，學生們練習寫出關於圖片和一段文字不同層次的問題。學生思考他們對藝術和藝術家既有的了解，並且提出問題，從基本的5W疑問句到推測性問題…等。寫下問題後，便與小組成員進行討論。

Toronto Class 多倫多組



In Toronto class, the students completed a speaking assessment. Two students had a conversation about the art they've been seeing in class in front of the teacher. The teacher listened to their conversation and used a rubric to mark their speaking skills. This allowed the teacher to gain insight into their students' progress in having conversations in English by asking questions, discussing opinions, and using keywords. Afterward, the teacher gave the students individual feedback so they know which areas they need to improve on in the upcoming weeks.

在多倫多組，學生們完成了口語評估。一次兩個學生在老師面前討論他們在課堂上看到的藝術作品。老師聽了他們的談話，然後使用一個評分標準來評定他們的口語能力。如此老師便能夠透過提問、討論意見和使用關鍵字來深入了解學生用英語對話上的進展。隨後，老師給學生提供了個別的意見回饋，讓他們知道在接下來的幾週中需要改進的地方。

Montreal Class 蒙特婁組



In Montreal class, the students met with the teacher to revise their writing. The students read their writing with the teacher and they discussed what they could do to improve. The teacher also showed the students how to implement the improvement. This allowed the students to receive direct individual feedback, which contributes to the learning of their writing skills.

在蒙特婁組，學生們主動展開並練習進行對話。學生與老師見面，進行寫作修改。學生與老師一起閱讀他們的寫作，討論他們可以如何來改進。老師也向學生展示如何落實這些改進。這使學生能夠獲得直接的個別意見回饋，有助於提升他們的寫作技能。

Ottawa Class 渥太華組



In Ottawa class, the students practised interviewing each other. First, the students created a fictional artist. Then they had to interview each other and take notes about each other's artist. Afterward, the students used the information they learned in the interview to visualise the information about the artist and write complex sentences about them.

在渥太華組，學生們互相練習進行詢問。首先，學生創造了一位虛構的藝術家。然後，他們彼此進行詢問，並針對彼此的藝術家做筆記。隨後，學生利用詢問中得到的資訊來畫出藝術家，並寫出關於藝術家的複雜句型。

Vancouver Class 溫哥華組



In Vancouver class, the students continued to learn about how to make different types of art. Here we can see the students learning how to make prints using styrofoam boards and acrylic paint. This art activity allowed the students to see how art can be mass produced, and how artists like Andy Warhol did some of his famous pop art.

在溫哥華組，學生們學習如何製作不同類型的藝術作品。從中，我們可以看到學生了解如何使用珍珠板和壓克力顏料來製作印刷品。這項藝術活動讓學生看到了藝術是如何大規模生產的，以及像安迪沃荷這樣的藝術家是如何創作他的一些著名的普普藝術。

Keywords & Social Conventions 單字&生活句型

<u>Keywords 單字(CT 每週復習)</u>	<u>Additional Words 補充字彙</u>
<ul style="list-style-type: none">● afford 提供; 給予● installation art 裝置藝術● interactive 互動的● mental illness 心理疾病● polka dots (衣料上的) 圓點花紋	<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">● international 國際的● arrange 安排● freedom 自由; 不受限● colourful 色彩鮮艷的; 豐富多彩的● beyond 更遠; 遠於

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 5W: ___ 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. 畢卡索還小時，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=MqOdEyAa8PUJI71Y>

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

學生們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=5avjeg&x=1xqt>

Quizlet

Students can practise the keywords using Quizlet.

小測驗

學生們可以透過 Quizlet 練習單字。

The At-Home Reading Routine

We encourage students to use the at-home resources to build a reading routine throughout the summer. Students who read for 20 minutes every day greatly benefit from the extra exposure to English. While reading, students encounter new grammar structure, viewpoints, and English vocabulary.

在家閱讀的習慣

我們鼓勵學生們利用在家的資源，在整個夏天建立閱讀習慣。每天閱讀 20 分鐘的學生可以從額外接觸英語中受益匪淺。在閱讀時，學生會遇到新的文法結構、觀點和英語詞彙。

Bulletin Board

- **June 17 - Return ESL Library Books**
- **June 19 - Final Exam**
- **June 28 - Last Day of School**

佈告欄

- 06 月 17 日 - 歸還 ESL 圖書館圖書
- 06 月 19 日 - 期末評量
- 06 月 28 日 - 結業式