



Guangren Elementary School

Grade 5 Semester 2 Special Edition Newsletter Week 12: April 29th – May 3rd, 2024

光仁小學 ESL 雙語組週報特別版 – 五年級
第二學期第十二週 四月二十八日-五月三日

Class Pictures & Captions 課堂照片集錦

Niagara Falls Class 尼加拉瀑布組



In Niagara Falls class, the students revised and edited their writing with the teacher. The teacher read through the students' drafts and provided feedback on how the students did well and what they could improve. This allowed the students to improve their writing by getting individualised feedback.

在尼加拉瀑布組，學生們與老師一起修改和編輯他們的寫作。老師閱讀學生的草稿，並提供關於學生做得好和可以改進的方面的反饋。這讓學生通過獲得反饋來改進他們的寫作。

Toronto Class 多倫多組



In Toronto class, the students practised speaking by playing “four corners.” The students rotated around the four corners of the room to discuss the connections they made to the pictures there. This allowed the students to practise their speaking skills and initiative by starting conversations with their peers.

在多倫多組，學生們透過玩「四個角落」的遊戲來練習口語。學生們在教室的四個角落之間轉換，討論他們與那裡的圖片所建立的聯繫。這讓學生能夠練習他們的口語能力和主動性，與同儕展開對話。

Montreal Class 蒙特婁組



In Montreal class, the students are learning to evaluate when they read. Evaluating is a reading comprehension strategy where the students need to form an opinion about what they have read. The opinion needs to be supported by quoting evidence from the text.

在蒙特婁組，學生們正在學習閱讀時進行評估。評估是一種閱讀理解策略，學生需要對所閱讀的內容形成意見。這個意見需要通過引用文本中的證據來支持。

Ottawa Class 渥太華組



In Ottawa class, the students added the keywords to their personal dictionaries. By keeping a personal dictionary, the students are able to have important and useful words directly at their disposal. This allow them to use the keywords more often in their speaking and writing.

在渥太華組，學生們將關鍵詞添加到他們的個人詞典中。通過保留一個個人詞典，學生能夠直接使用重要和有用的單詞。這讓他們能夠在口語和書寫中更頻繁地使用這些關鍵詞。

Vancouver Class 溫哥華組



In Vancouver class, the art class worked on their art project. The students are making a healthy recipe book in art class. The visuals of each meal are small mosaics made of paper. The students are diligently cutting and gluing hundreds of small papers to make a tasty visual.

在溫哥華組的美術課上，學生們正在進行他們的藝術項目。他們在美術課上正在製作一本健康食譜書。每道菜的視覺效果都是由紙做成的小馬賽克。學生們正在努力地剪裁和粘貼數百張小紙片，以製作出美味的視覺效果。

April 四月

Oral 口說

Over the last month, students have become more comfortable with having a conversation. Students learned how to use a visual to have a conversation. They learned to either ask questions about a visual and discuss their thoughts with each other. Also, they worked on continuing the conversation by following-up with what their peers said. We will continue to work on this complex skill.

在過去的一個月裡，學生們變得更加自在地進行口說對話。學生學會了如何使用視覺幫助進行對話。他們學會了向彼此提問關於視覺的問題並討論彼此的想法。此外，他們還學會了通過跟隨同儕的發言來延續對話。我們將繼續努力培養這項複雜的技能。

Reading 閱讀

Over the last month, students have practised various reading comprehension strategies. Students worked on summarising. They would read a paragraph and then need to identify the main points of it. Afterward, they would write a one-sentence summary in their own words. Also, students started to learn how to evaluate a text. Students were given opinion questions which they needed to answer by using evidence from the text. We will continue to work on these complex reading comprehension strategies.

在過去的一個月裡，學生們練習了各種閱讀理解策略。學生們進行了摘要練習。他們閱讀一段文字後，需要辨識其主要觀點。然後，他們會用自己的話寫一個句子的摘要。此外，學生們開始學習如何評估一段文字。他們被給予了觀點問題，需要用文本中的證據來回答。我們將繼續努力學習這些複雜的閱讀理解策略。

Writing 寫作

Over the last month, students have been using the writing process to improve their writing skills. Students have been writing three paragraph opinion blog posts. They researched a topic, formed an opinion on it, and then wrote about it as a blog. This allowed the students to practise sharing their opinions with reasons and examples in multi-paragraph writing. We will continue to work on these writing skills.

在過去的一個月裡，學生們一直在使用寫作過程來提升他們的寫作技能。學生們寫了三段社群意見貼文。他們研究了一個話題，對其形成了意見，然後以部落格的形式寫下來。這使得學生們能夠練習在段落落的寫作中分享他們的意見，並附上理由和例子。我們將繼續努力提升這些寫作技能。

May 五月

During the upcoming month, students will continue to further their oral, reading, and writing skills. In speaking, they will continue to learn ways to maintain conversation about a visual. Students will continue to develop the reading comprehension skills of summarising and evaluating texts. Lastly, students will continue writing opinion blog posts, but they will be adding complex sentences to their writing. At the end of the month, the students will start their final unit, *Unit 6: Artists Around the World*. We look forward to how the students progress in the upcoming month.

在即將到來的一個月裡，學生們將繼續提升他們的口語、閱讀和寫作技能。在口語方面，他們將繼續學習如何就一個視覺內容進行對話。學生們將繼續發展摘要和評估文本的閱讀理解能力。最後，學生們將繼續寫意見部落格文章，但他們將在寫作中添加更多複雜的句子。在月底，學生們將開始他們的最後單元，第六單元：全球藝術家。我們期待著學生在接下來的一個月中進步。

Keywords & Social Conventions 單字&生活句型

<u>Keywords 單字</u>	<u>Additional Words 補充字彙</u>
<ul style="list-style-type: none"> ● diabetes 糖尿病 ● flexibility 可變動性;靈活性 ● physical 身體的, 肉體的 ● joints 共有的, 共用的、關節 ● coordination 協調, 調節 	<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"> ● basics 基礎;基本 ● depend 由...決定, 取決於 ● growth 成長;生長;發育 ● moveable 可移動的, 活動的 ● improvement 改進, 改善

Social Conventions 生活句型

- Why should we care about ____? 我們為什麼應該關心 ____?
- Why is ____ important? 為什麼 ____ 很重要?
- How can we ____? 我們如何能夠 ____?
- Tell me about _____. 告訴我關於 ____ 的事情。
- What do you think about ____? 你對 ____ 的看法是什麼?

Grammar Focus 文法重點

- Simple Present Tense 現在簡單式
 - When you **eat** healthy food, you **can** have more energy. 當你吃健康食物時，你會有更多的活力。
- Transition Words 轉折詞
 - Additionally 另外
 - However 然而
 - For example 例如
 - Furthermore 此外

- Actually 實際上
- To summarise 總結來說
- In conclusion 最後
- Overall 總的來說

● **Complex Sentences 複雜句子**

- **When** you exercise, you have more energy because your body is healthier.
當你運動鍛鍊時，你會有更多能量，因為你的身體更健康。
 - **When** _____ (do something), _____ (result).
當你_____ (做什麼)時，你_____ (結果)。
- **If** you eat healthy, **then** you can have cleaner skin because sugar gives you pimples.
如果你吃得健康，那麼你的皮膚會更乾淨，因為糖會使你長痘痘。
 - **If** _____, **then** _____.
如果_____，那麼_____。

At-Home Resources

在家的協助資源



<https://youtu.be/as7xe8UQE4?feature=shared>

Summarising

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

總結

學生們可以觀看這段影片，以更好地理解如何進行總結。



<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。

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

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



[五年級 學習分享週](#)
[意願調查表](#)
(可點選進入表單)