



Guangren Elementary School

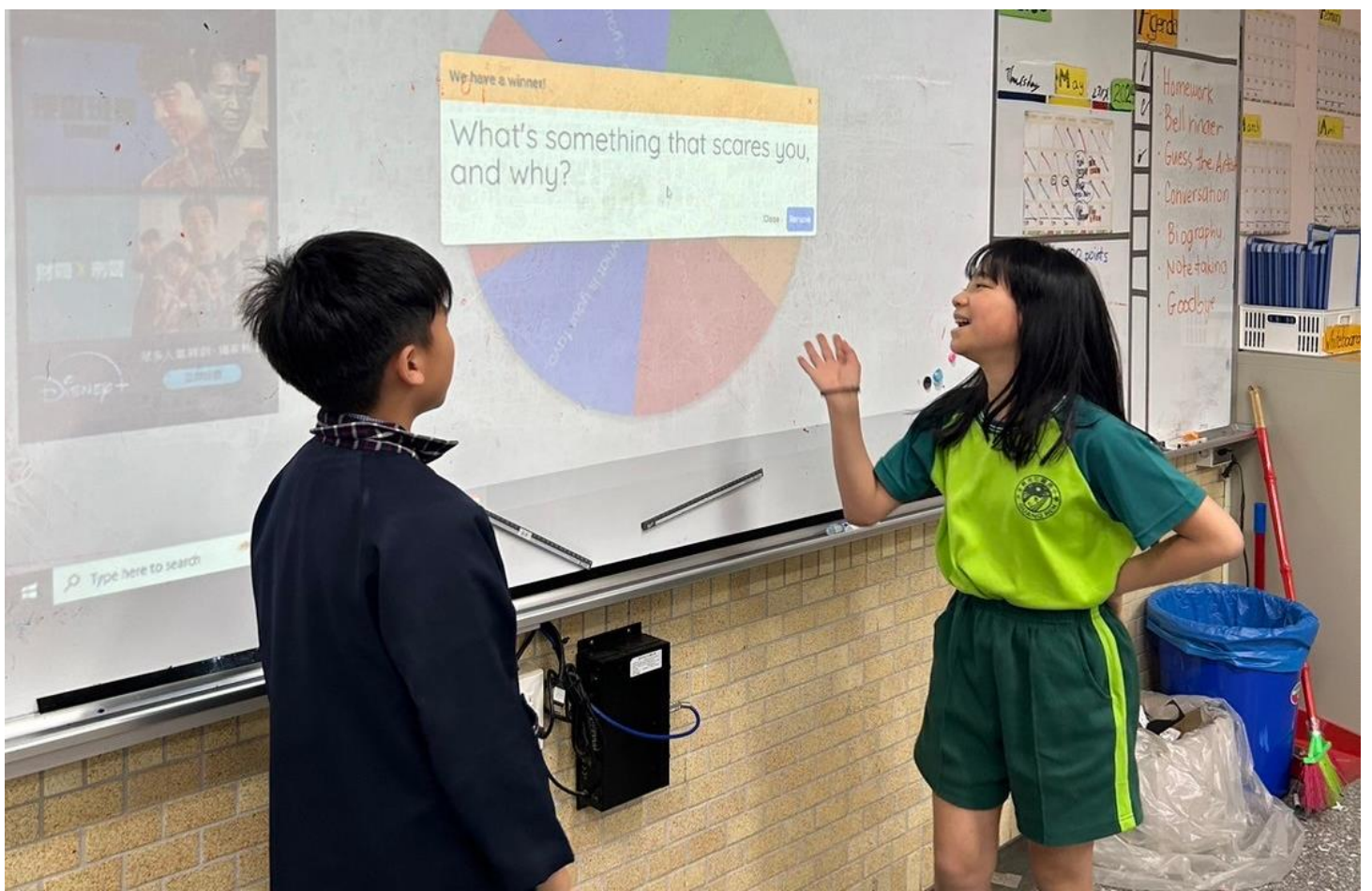
Grade 5 Semester 2 Special Edition Newsletter Week 16: May 27th – May 31st, 2024

光仁小學 ESL 雙語組週報特別版 – 五年級

第二學期第十六週 五月二十七日-五月三十一日

Class Pictures & Captions 課堂照片集錦

Niagara Falls Class 尼加拉瀑布組



In Niagara Falls class, the students participated in a conversation bell ringer. The students learned that one way to initiate conversation was to ask a question. The students spun the wheel and had to answer the questions and follow up showing they had attentively listened to the partner's response.

在尼加拉瀑布組，學生們參與了一場對話的鈴響練習。學生們學到開啟一段對話的方式是問問題。學生們轉動輪盤，並且必須回答問題以及接續，以顯示他們已經專注地聆聽對方的答案。

Toronto Class 多倫多組



In Toronto class, the students worked on their Picasso inspired paintings. The students painted monochromatic art by changing the value of the work with black or white paint. They needed to paint an object and attach its meaning with a colour.

在多倫多組，學生們依據畢卡索的靈感創作他們的畫作。學生們利用黑色或白色的顏料改變作品的明暗度，創作出單色藝術作品。他們需要畫出一個物件，並透過顏色來賦予它意義。

Montreal Class 蒙特婁組



In Montreal class, the students did a reading evaluation. They had to summarise and evaluate various nonfiction text excerpts. This allowed the teacher to see how well they had progressed in applying various reading comprehension skills.

在蒙特婁組，學生們進行了閱讀評估。他們必須摘要和評估各種散文小說類的內容引文。這樣老師才能夠看到他們在應用各種閱讀理解技巧方面取得的進展。

Ottawa Class 渥太華組



In Ottawa class, the students practised formulating and asking levelled questions. Students are learning how to ask more deep questions that go beyond the 5Ws. They asked questions such as, “If..., then...?”, and “Why do you think...?”

在渥太華組，學生們練習了構思和提出不同難度層次的問題。學生們正在學習提出更深層次的問題，來超越基本的「5個W」問題。他們提問了諸如「如果…，那麼…？」和「你為什麼認為…？」等問題。

Vancouver Class 溫哥華組



In Vancouver class, the students learned how to visualise by listening to an oral text. The students listened as the teacher read four different sentences about a famous artist's life. They drew the artist's life by creating a visual which showed the important events and their order.

在溫哥華組，學生們透過聆聽口頭文本學習如何進行視覺化。學生們聆聽老師朗讀四個不同句子，它們是關於一位著名藝術家的一生。他們透過創造一個視覺效果，畫出了藝術家一生，包括重要的事件及其順序。

May 五月

Throughout the month of May, students continued to learn various speaking, reading, and writing skills in English. Furthermore, they started the month learning working on *Unit 5: Food Security*, and then ended the month by moving onto *Unit 6: Artist Around the World*.

在整個五月，學生們持續學習英語中的各種口語、閱讀和寫作技能。此外，他們也開始了五月的學習，進入了「單元 5：食品安全」，然後在月底繼續進入「單元 6：世界各地的藝術家」。

In speaking, the students continued to learn how to initiate conversation. They learned how to initiate conversation through asking questions and sharing their opinions. They discussed various visuals and topics related to health during unit 5. They then moved on to discussing their opinions about famous pieces of art.

在口語方面，學生們繼續學習如何發起對話。他們學會透過提問和分享意見來開啟對話。他們在單元 5 中討論了與健康相關的各種視覺和主題。然後，他們轉而討論了自己對著名藝術品的看法。

In reading, the students continued to learn how to apply a range of reading comprehension skills. At the beginning of the month, they evaluated a text by voicing their opinion about it and supporting it with textual evidence, and summarising the key points. Towards the end of the month, they started applying the reading strategies of visualisation and questioning. Both of which they will continue to work on during the upcoming month.

在閱讀方面，學生們繼續學習如何應用一系列的閱讀理解技巧。在月初，他們透過發表意見並找出文字中的證據來證明，以及總結主要觀點的方式來評估一段文字。月底時，他們開始應用視覺化和提問的閱讀策略。這兩項策略他們在接下來的月份仍將繼續進行。

In writing, the students continued to learn how to write a blog post, and they turned their attention toward biographies. The students completed their Unit 5 culminating task of writing a blog post about a health topic of their choice. They then moved on to learn about the parts of a biography and wrote about Picasso.

在寫作方面，學生們繼續學習如何寫部落格文章，並將他們的關注轉向傳記。學生們完成了單元 5 的結業任務，寫出了一篇自己選擇的健康主題的部落格文章。接著，他們開始學習傳記的各個部分，寫下了關於畢卡索的文章。

June 六月

During the final month of the school year, the students will continue to learn English language skills. In speaking, students will learn how to ask levelled questions to discuss a variety of artists, art styles, and art pieces. They will use academic language to express their opinions and express their reasoning. In reading, students will visualise the lives of various artists by visualising comics with the most poignant part of their journey to becoming a famous artist. Meanwhile, they will ask questions while they read to find deeper meaning. In writing, students will learn more about biography writing and write biographies about artists. We look forward to seeing how they have progressed.

在學年的最後一個月，學生們將繼續學習英語語言技巧。在口語方面，學生將學習如何提出不同難度的問題，以探討各種藝術家、藝術風格和藝術作品。他們將使用學術用語來表達自己的觀點並表述他們的推理。在閱讀方面，學生將通過漫畫來形象化各種藝術家的生活，突顯他們成為著名藝術家過程中最引人注目的部分。

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">● storytelling 講故事● symbol 象徵，符號，標誌● disease 疾病、病● self-portrait 自畫像● inspired 卓越的，憑靈感創造的	<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">● ability 能力、才能、才智● encourage (透過言語或行動) 鼓勵● struggle 奮鬥，努力，拼搏● painful 令人痛苦的，引起痛苦的● describe 描述，描寫，描繪

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。

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

- June 10 - Dragon Boat Festival
- June 20 to June 21 - Final Exams
- June 28 - Last Day of School

佈告欄

- 06月10日 - 端午節連假
- 06月20-21日 - 期末評量
- 06月28日 - 結業式