



# Guangren Elementary School

Grade 5 Semester 2 Newsletter Week 17: June 3<sup>rd</sup> – June 7<sup>th</sup>, 2024

光仁小學 ESL 雙語組週報 – 五年級

第二學期第十七週 六月三日-六月七日

## Special Announcement 特別公告

We kindly ask all students to return their ESL Library books to the ESL office by **Friday, June 14.**

Thank you for your help.

我們懇請所有學生在 6 月 14 日星期五 之前將 ESL 書籍歸還給 ESL 辦公室。

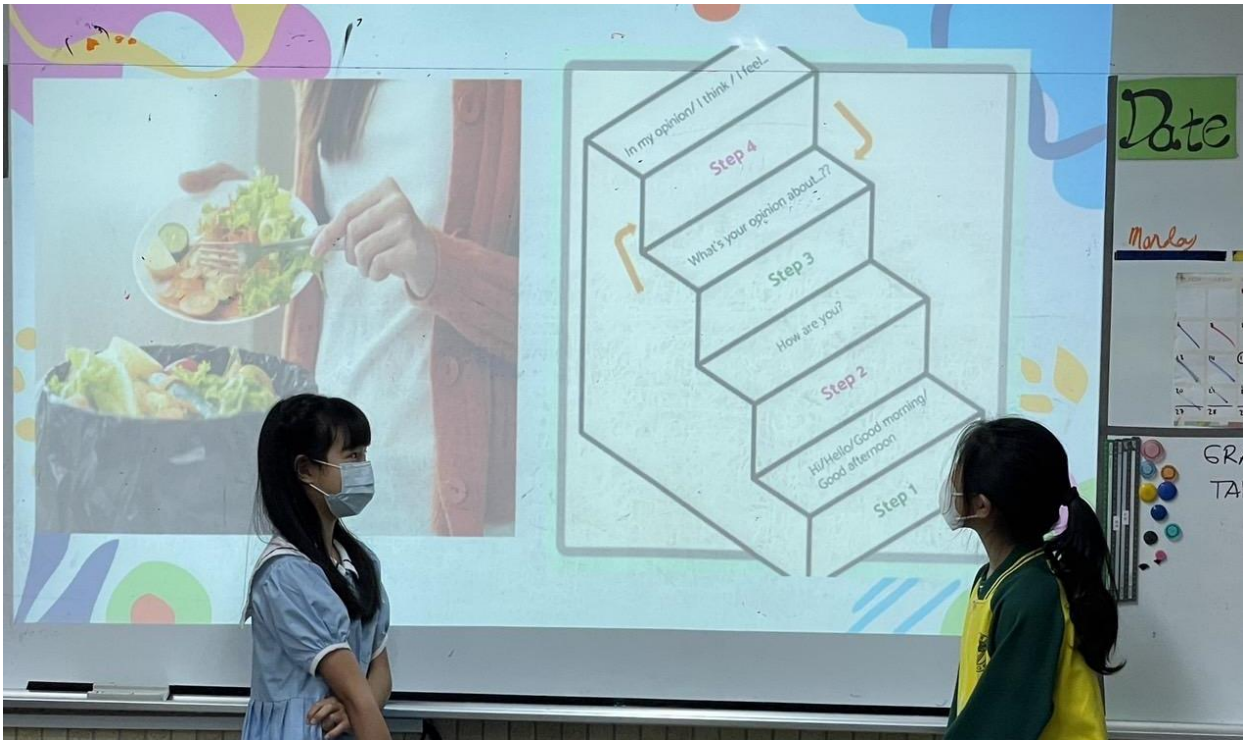
感謝您的協助。

# 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 reviewed making conversation. Students have worked hard to learn how to have full conversations in English on various topics. Here, they discussed a picture by asking questions and sharing their opinions.

在尼加拉瀑布組，學生們復習了如何進行對話。學生們努力學習如何在各種主題上進行完整的英文對話。這時，他們透過提問和分享意見來討論一張圖片。

## Toronto Class 多倫多組



In Toronto class, the students played charades. The students practised their keywords by acting them out. One student acted out a keyword without speaking, and the others guessed it.

在多倫多組，學生們玩了比手畫腳遊戲。學生們透過表演來練習他們的關鍵字。一位學生不能發出聲音，用比劃的方式演出了一個關鍵字，其他人要猜出來他在演什麼。

## Montreal Class 蒙特婁組



In Montreal class, the students initiated and practised making conversation. Students have worked hard to learn how to have full conversations in English on various topics. Here, they discussed a piece of art by sharing their opinions and discussing it.

在蒙特婁組，學生們開啟一段對話並進行練習。學生們努力學習如何在各種主題上進行完整的英語對話。這時，他們透過分享自己的觀點並討論一件藝術作品來進行交流。

## Ottawa Class 渥太華組



In Ottawa class, the students learned how to visualise by reading a text and then drawing about it. The students walked around the classroom to find various passages about a famous artist's life. They drew the artist's life by creating a visual which showed the important events and their order.

在渥太華組，學生透過閱讀文字然後進行繪畫來學習視覺化技能。學生們在教室裡四處走動，尋找有關一位著名藝術家生平的各個段落。他們透過創造一個圖像來畫出藝術家的生活，展示他一生的重要事件及順序。

## Vancouver Class 溫哥華組



In Vancouver class, the students practised taking notes while listening to an oral text. The students listened to the biography of a famous artist. On sticky notes, they took notes and then categorised their notes in the class's organizer. This activity allowed the students to practise their listening skills, as well as the reading skill of identifying important information.

在溫哥華組，學生們一邊聆聽口頭敘述，一邊練習做筆記。學生們在聽有關一位著名藝術家的傳記。他們在便利貼上做筆記，然後在班上的記事欄中將筆記進行分類。這個活動讓學生們練習到他們的聽力技巧，以及閱讀技巧中識別重要訊息的能力。

## Keywords & Social Conventions 單字&生活句型

<b>Keywords 單字(CT 每週復習)</b>	<b>Additional Words 補充字彙</b>
<ul style="list-style-type: none"><li>● advertisement 廣告</li><li>● pattern 圖案，花樣</li><li>● pop culture 普普文化</li><li>● produce 生產；出產；製造</li><li>● screenprinting 網版印刷</li></ul>	<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"><li>● <b>modern</b> 現代的；新式的；近代的</li><li>● <b>newspaper</b> 報紙</li><li>● <b>photograph</b> 照片，相片</li><li>● <b>culture</b> 文化，文藝</li><li>● <b>flash</b> (想法等) 突然閃現、閃光燈</li></ul>

## 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。

你與哪位角色有關聯？

## **Bulletin Board**

- June 10 - Dragon Boat Festival
- June 14 - Return ESL Library Books
- 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14日 - 歸還 ESL 書籍
- 06月20-21日 - 期末評量
- 06月28日 - 結業式