



Guangren Elementary School

Grade 6 Newsletter Week 4: September 16th - September 20th , 2024

光仁國小ESL雙語班週報 - 六年級
第一學期第四週 九月十六日 - 九月二十日

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G6 Ai: Yellow 六年愛班:黃組

Students have begun to practise their quiet, independent reading again. Students will continue to read independently to build their comprehension, vocabulary, and fluency. It is always important for students to follow the "5 finger rule" when reading independently at home or school. If there are 5 words on a page they can't read, then the book is too hard, however if no words or only 1 word can't be read, then the book is too easy.

學生們再次開始練習安靜及獨立的閱讀。學生將持續獨立閱讀，以培養他們的理解力、單字量和流暢度。對於學生而言，在家中或學校獨立閱讀時遵循「五指規則」一直是重要的一環。如果在書籍的一頁中，有五個以上的單字學生無法識讀，這意味著此書籍對學生而言太過困難。反之，如果是零單字或僅有一個單字無法識讀，那麼此書籍對學生而言就是太過簡單。



G6 Ren: Yellow 六年仁班：黃組

In Ren6 yellow class, students had time to do an art craft about their happy place. While reading about Walt Disney, students learned about their several "happy places" which included his childhood city, drawing pictures, and Disneyland. As students continue the unit "What's Your Story", they are encouraged to think about important moments of their lives and what shaped them into who they are now.

在六仁黃組的課堂上，學生們有時間製作一件關於他們快樂之地的手工藝品。在閱讀關於 Walt Disney 故事的同時學生學習到數個「快樂之地」，這包含他們童年的城市、繪製圖案和迪士尼樂園。在進行「你的故事為何」之單元時，我們鼓勵學生思考在他們生命中的重要時刻，以及什麼塑造了他們現在的模樣。



G6 Ai: Green 六年愛班:綠組

As students begin to practise interview various people, it is important for them to have a "bank" of questions to ask. Students brainstormed various "Wh..." questions and "Tell me about..." statements to help them during the interviews. They will later use these questions to interview classmates and family members.

當學生們開始練習訪問多樣性人物時，擁有一個問題「列表」對他們來說至關重要。學生透過集思廣益的方式，提出了各種「Wh...」的問題和「告訴我關於...」的陳述，以便在訪問過程中協助他們。他們之後會運用這些問題來訪問同學和家人。



G6 Ren: Green 六年仁班:綠組

To help students break apart or assemble a biography, students have been practising building timelines. Using important events of their childhood, adulthood, and later life, students can create a chronological timeline of the individual to help them organize their ideas. Students will use these timelines to help them write biographies of people that they learn about or interview.

為了幫助學生們拆解或組合傳記，學生一直持續練習建立時間軸。運用童年、成年和晚年的重要事件，學生可以建立個人時序年表，幫助他們組織想法。學生將運用這些時間軸來幫助他們撰寫所瞭解或訪問的人物傳記。



G6 Xin: Yellow 六年信班：黃組

In the Xin6 Yellow class last week we did our read aloud in which the students had a chance to describe the characteristics and traits of the characters in a story.

This helped the students to express how and why certain characters behave the way they do and how these behaviors affect others. We enjoyed the process of learning these traits as a group. We also worked to put the story of Amelia Earhart into a Timeline wherein the students could see the sequence of events.

在上週的六信班黃組課堂上，我們進行了朗讀，讓學生們有機會描述故事中人物的特徵和性格。

這有助於學生表達對特定角色的行為方式和原因，以及這些行為如何影響他人。我們讓學生以分組方式學習這些特質。我們也將Amelia Earhart 的故事放入到時間軸中，讓學生可以看到事件發生的順序。



G6 Xin: Green 六年信班:綠組

In Xin6 Green week 4, students read an autobiography about Mr. Saulnier. Together in groups, students developed the questions they could ask to get the answers given in the autobiography. They then challenged other groups to answer the questions asked about Mr. Saulnier.

在第四週的六信班綠組，學生們閱讀了關於Saulnier老師的自傳。學生以小組形式提出問題，以獲取自傳中給出的答案。然後，他們向其他組提出挑戰，要求他們回答有關 Saulnier老師的問題。



High Frequency Words (HFW) & Keywords

高頻率單字和關鍵字彙



- Everyone
 - I hope **everyone** is having a great year so far!
- Except
 - I like a lot of seafood, **except** octopus.
- Leaves
 - She often **leaves** home at 7:00am.
- Listen
 - It is important to **listen** to the teacher when they are speaking.
- 每個人；所有人
 - 我希望**每個人**到目前為止都度過了美好的一年！
- 除了；除外
 - 我喜歡很多種海鮮，章魚**除外**。
- 離開；離去
 - 她經常在早上七點時從家裡**離開**。
- 聽；聆聽
 - 當老師在說話時，注意**聆聽**是很重要的。

Content Keywords

重要字彙

- Describe (verb)
 - **Describe** an important event in your life.
 - Member (noun)
 - Who are the **members** of your family?
 - Interview (noun)
 - Which role model would you like to **interview**?
 - Relative (noun)
 - Which **relatives** do you have in your family?
 - Childhood
 - Tell me about your **childhood**.
- 描述；形容（動詞）
 - **描述**在你生命中一件重要的事情。
 - 成員（名詞）
 - 你的家庭**成員**有誰？
 - 訪問；面試（名詞）
 - 你想要**訪問**哪位模範角色呢？
 - 親戚（名詞）
 - 你的家庭有哪些**親戚**呢？
 - 童年（名詞）
 - 告訴我關於你的**童年**。



Grammar Focus

文法重點

- **Pronouns**

- who, which, that, whose

- **Time Markers**

- - sequence markers: prior to, previously, since, eventually

- **Sentence Structure**

- - longer and complex sentences with subordinate clause(s).
- - connect ideas using transitional words.



- **代名詞**

- 誰、那一個、那個、誰的

- **時間標記**

- - 序列標記：先前的、之前的、自從、最終

- **句子結構**

- - 較長及複雜句子的從屬子句。
- - 使用過渡詞連結想法。

Social Conventions

主要句型

- When and where were you born?
- Who is in your family?
- Where did you _____?
- What are your hobbies?
- Why do you like _____?
- Tell me about your _____.

- 你出生於何時及何地？
- 你家庭裡有誰？
- 你在哪裡_____？
- 你的嗜好是什麼？
- 為什麼你喜歡_____？
- 告訴我關於你的_____。



Homework Announcements

回家作業

For homework, we will no longer be using the QR codes; instead, it will be posted in our Google Classroom. Please login to Google Classroom using your child's email address.

Weekday homework will be uploaded to Google Classrooms on Monday, and should be completed for each day.

Weekend homework will be uploaded on Friday to be completed before returning to school the next week.

在作業方面，我們將不再使用 QR codes，取而代之的是發佈於 Google Classroom 上。請使用您孩子的電子郵件地址登入 Google Classroom。

平日作業將於每週一上傳至 Google Classroom，並應於每日完成。

週末作業將於每週五上傳，並應於下週返校前完成。

Upcoming Dates

重要日期

September 27th: Special Edition Newsletter

October 10th: National Day (No School)

9月27日：特別版週報

10月10日：國慶日（休假）

