



Guangren Elementary School

Grade 6 Semester 2 Newsletter Week 13: May 5th - May 9th , 2025

光仁國小ESL雙語班週報 - 六年級
第二學期第13週 五月五日 - 五月九日

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G6 Ren: Green 六年仁班綠組

In G6 Ren class, students completed a shared reading activity about Simone Biles. They read her story and took notes about important information. The students showed strong comprehension skills and were able to extract key details from the text, which later helped them write their journal entries. Well done, guys!

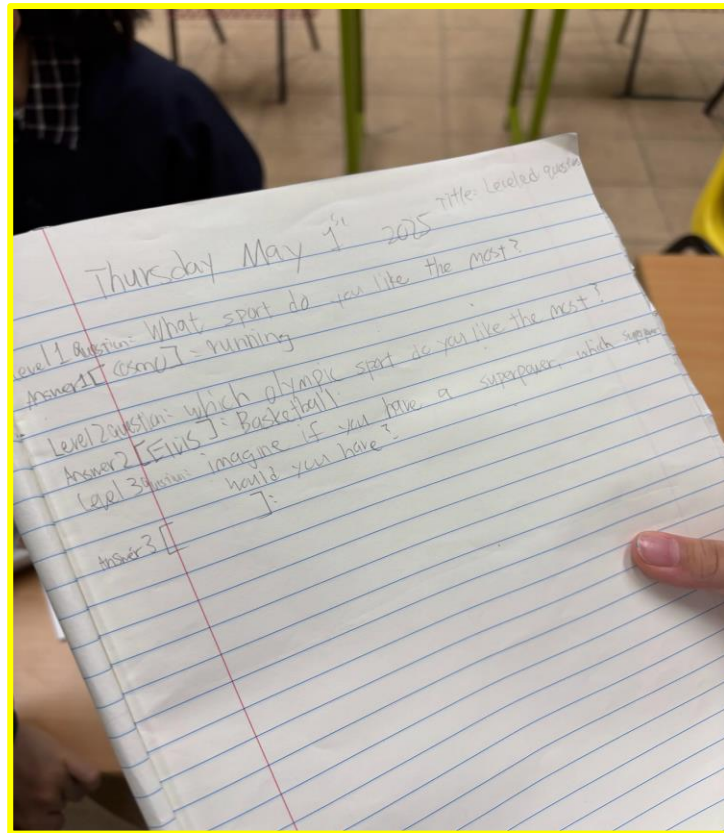
在六年仁班綠組的課堂中，學生們完成了一項有關西蒙·艾莉安·拜爾斯的共讀活動。他們閱讀了她的故事，並記下了重要資訊。學生們展現出優秀的閱讀理解能力，能夠從文章中提取出關鍵細節，這也幫助他們後來完成了日誌寫作。做得好，大家！



G6 Ren: Yellow 六年仁班黃組

In Ren 6 yellow class, students conducted a survey using the concept of "levelled questions". The students formulated three levelled questions, walked around the classroom and interviewed three classmates. According to educational psychologist, Dr. Benjamin Bloom, levelled questions helps students progress from basic knowledge recall to higher-order thinking and problem-solving abilities. Well done, class!

在六年仁班黃組的課堂中，學生們運用了「分層提問」的概念進行了一項調查活動。學生們設計了三個分層問題，在教室中走動並訪問了三位同學。根據教育心理學家班傑明·布魯姆博士的理論，分層提問能幫助學生從基本的知識回憶進一步發展到高層次思維與解決問題的能力。做得好，全班同學！



G6 Ai: Green 六年愛班綠組

In G6 Ai class, students published writing pieces about Simone Biles.

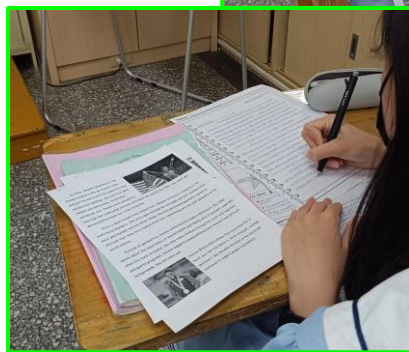
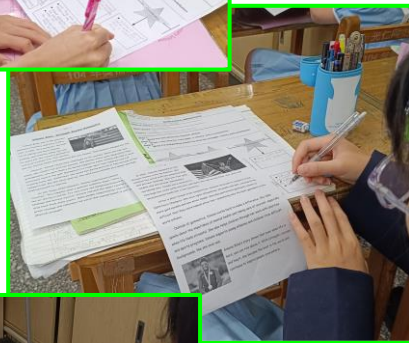
The steps of this writing process involved:

- Pre-writing** (collecting and organizing key ideas into categories)
- Drafting** (forming cohesive sentences in each category.)
- Revising & Editing** (checklists are followed for criteria)
- Publishing** (final copy!)

在六年愛班綠組的課堂中，學生們完成了有關西蒙·艾莉安·拜爾斯的寫作作品出版。

這次寫作過程的步驟包括：

- 前置寫作（收集並將關鍵想法歸類整理）
- 草稿撰寫（在每一個類別中寫出有連貫性的句子）
- 修訂與編輯（依據檢查表檢查是否符合標準）
- 出版（完成定稿！）



G6 Ai: Yellow 六年愛班黃組

In Ai6 Yellow class, the students have been doing community building. In order to improve the sense of community, we implemented a new seating arrangement where students are paired together based on specific student needs. Research suggests that partnering with supportive classmates can positively influence academic performance. The teacher will be closely monitoring progress, offering feedback, simplifying concepts when needed, and ensuring the quality of their work. Good luck, class!

在六年愛班黃組，學生們一直在進行社群建立活動。為了增強社群感，我們實施了新的座位安排，根據學生的特定需求將學生配對在一起。研究表明，與支持性強的同學搭檔有助於提高學業表現。老師將密切監督進展，提供反饋，必要時簡化概念，並確保他們工作的品質。祝全班同學好運！



G6 Xin: Green 六年信班綠組

In Xin6 Green class, students worked with the teacher to refine their journal writing. The teacher helped the students practise the prewriting by identifying key ideas and supporting details. After that, students took those ideas and turned them into first-person journals where they were pretending to be Olympic gymnast Simone Biles.

在六年信班綠組的課堂中，學生們與老師合作，一同潤飾他們的日誌寫作。老師協助學生們進行前置寫作練習，幫助他們找出關鍵想法與支持細節。之後，學生將這些想法轉化為第一人稱的日誌，假扮成奧運體操選手 西蒙·艾莉安·拜爾斯來進行寫作。



G6 Xin: Yellow 六年信班黃組

In the Xin 6 Yellow class last week, the students learned about Olympic gymnast Simone Biles. In reading, students continued identifying the key ideas and supporting information for Simone's struggles, victories, and contributions. In writing, students wrote 3 journal entries in first person as Simone Biles. Students also practiced creating questions, which they will then use to participate in a fun interview show for parents.

在上週的六年信班黃組課堂中，學生們學習了有關奧運體操選手西蒙·艾莉安·拜爾斯的故事。在閱讀課中，學生持續練習找出西蒙面對的困難、勝利與貢獻中的關鍵想法與支持資訊。在寫作課中，學生以西蒙的第一人稱視角撰寫了三篇日誌。學生也練習設計問題，之後將會運用這些問題參與一場有趣的訪談節目，與家長們分享成果。



High Frequency Words (HFW) & Keywords

高頻單字和重要字彙



third

- He finished **third** in the race and got a bronze medal.

along

- We walked **along** the beach and found seashells.

check

- The teacher will **check** our homework tomorrow.

field

- Cows were eating grass in the **field**.

figure

- I saw a shadowy **figure** standing by the door.

第三

- 他在比賽中得了第三名，獲得了一面銅牌。

沿著

- 我們沿著海灘散步，並找到了貝殼。

檢查

- 老師明天會檢查我們的作業。

田野

- 牛在田野裡吃草。

身影／人物

- 我看到一個模糊的身影站在門邊。

Content Keywords 重要字彙



mental health

- Good friends can help support your **mental health**.

adopt

- They want to **adopt** a dog from the animal shelter.

expert

- He is an **expert** at fixing computers.

gymnastics

- She practices **gymnastics** three times a week.

talent

- He has a **talent** for drawing very detailed pictures.

心理健康

- 好朋友可以幫助支持你的心理健康。

收養／領養

- 他們想從動物收容所領養一隻狗。

專家

- 他是修電腦的專家。

體操

- 她每週練習三次體操。

天賦／才能

- 他有畫出非常細緻圖畫的天賦。

Grammar Focus 文法重點



Pronouns (relative)

- who, which, that, whose

Prepositions:

- in, on, at, by

Conjunctions:

- similarly, nevertheless, in contrast, likewise, still

Adjectives:

- excited, joyful, surprised, disappointed, exhausted, tired, upset, sick, ill, unhappy

關係代名詞：

- 誰、哪一個、那個、誰的

介系詞：

- 在……裡、在……上、在……、在……旁邊／藉由

連接詞／轉承語：

- 同樣地、儘管如此、相對地、同樣地、仍然

形容詞：

- 興奮的、喜悅的、驚訝的、失望的、筋疲力盡的、疲倦的、心煩的、生病的、不快樂的

Social Conventions 主要句型



How did they first get interested in sports?

- They first got interested when...

What was one major challenge they had to face?

- One challenge they had was...

What difficulties did they experience...

- Before becoming a hero, they experienced...

What was their most famous victory?

- They are most famous for...

How did they feel after winning an Olympic medal?

- They felt...

How did they contribute to their community?

- They contributed by...

What did they do to help others?

- They helped other by...

Why is this Olympic hero considered a role model?

- They are a role model because...

他們是怎麼開始對運動產生興趣的？

- 他們第一次產生興趣是在……

他們曾經面對過的一個主要挑戰是什麼？

- 他們面對的一個挑戰是……

他們經歷了哪些困難？

- 在成為英雄之前，他們經歷了……

他們最著名的勝利是什麼？

- 他們最為人所知的勝利是……

贏得奧運獎牌後他們有什麼感受？

- 他們感到……

他們如何為社區做出貢獻？

- 他們透過……來貢獻社區

他們做了什麼來幫助他人？

- 他們透過……來幫助他人

為什麼這位奧運英雄被視為榜樣？

- 他們是榜樣，因為……

Homework Announcements 作業公告

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. Teachers will check for completion daily and include corrections weekly.

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

作業方面，我們將不再使用 QR 碼，改為張貼在 Google Classroom 上。請使用您孩子的電子郵件登入 Google Classroom。

平日作業將於星期一上傳至 Google Classroom，並需每日完成。老師會每天檢查是否完成，並於每週進行修正指導。


週末作業將於星期五上傳，需在下週返校前完成。

Workbook Review

作業簿檢視

Section 3 - Grammar

Activity 1: More Non-count Nouns

-  Key Points About Non-Count Nouns:
- **Cannot be counted** directly (you can't say "two furniture" or "three water").
 - Typically refers to **things that are seen as a whole or mass**, not as individual items.
 - **Do not have a plural form**. For example, you say "furniture" (not "furnitures") and "milk" (not "milks").
 - Use words like **some, much, a little, a lot of** to talk about non-count nouns.

Examples of Noncount Nouns

Food and Drink	Materials and Substances	Abstract ideas	Weather	Human Qualities
water milk rice bread juice coffee butter	wood metal plastic sand Air clay cotton	information knowledge love courage happiness patience	weather sunshine snow rain fog	health beauty strength intelligence happiness

Fill in the blank with the correct non-count noun.

1. We need to buy more _____ (water, pencils) for the picnic.
2. There is a lot of _____ (homework, notebooks) to do this weekend.
3. She gave me some _____ (information, papers) about the upcoming event.
4. I don't have _____ (money, coins) in my wallet right now.
5. He loves _____ (music, guitars) and plays every day.
6. There isn't much _____ (bread, loaves) left in the kitchen.
7. I saw _____ (snow, trees) falling from the sky last night.
8. She made _____ (coffee, cups) for everyone in the office.
9. We don't have _____ (time, hours) to finish the project.
10. They gave me _____ (feedback, papers) on my report.



Students need to finish page 32 in the workbook at home. Please have them come to school with the workbook on Monday.

學生在家要完成課後補充教材第 32 頁。請學生下週一要記得把課後補充教材帶來學校。

Upcoming Dates 即將到來的重要日期

May 19th-23rd - Celebration of Learning

5月19日-23日 - 學習分享週

