



# Guangren Elementary School

**Grade 6 Semester 2 Newsletter Week 17: June 2nd - June 6th, 2025**

光仁國小ESL雙語班週報 - 六年級  
第二學期第十七週 六月二日 - 六月六日

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# G6 Ren: Yellow 六年仁班黃組

In Ren 6 yellow class, students completed their final writing task. The task required the students to read a story about an Olympian athlete, make a timeline of the athlete's struggles, victories and contributions, and write a journal based on the three aspects. Well done, class on a successful final task.

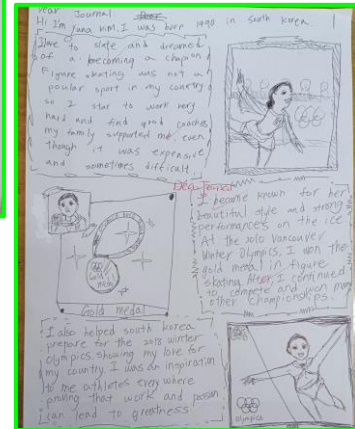
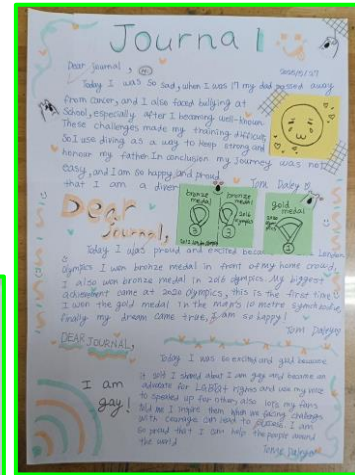
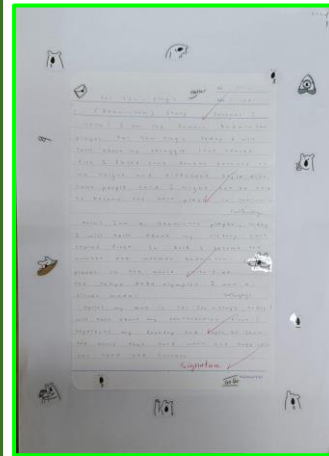
在六年仁班黃組，學生們也完成了期末寫作任務。這次的任務要求學生閱讀一篇關於奧運選手的故事，製作一份包含該選手奮鬥歷程、勝利與貢獻的時間軸，並根據這三個面向撰寫一篇日記。大家表現得非常出色，期末任務圓滿完成！



# G6 Ren: Green 六年仁班綠組

In G6 Ren class, this week, students completed their final writing task, which was related to the theme Olympic Heroes. Each student chose an athlete to work on it. They read, plan, draft, edit and publish a journal entry about them. After going through the entire writing process, it was wonderful to see how they applied important writing skills like organizing ideas, developing three different entries journal, and expressing their thoughts clearly. Their final journals turned out beautifully! Great work, everyone!

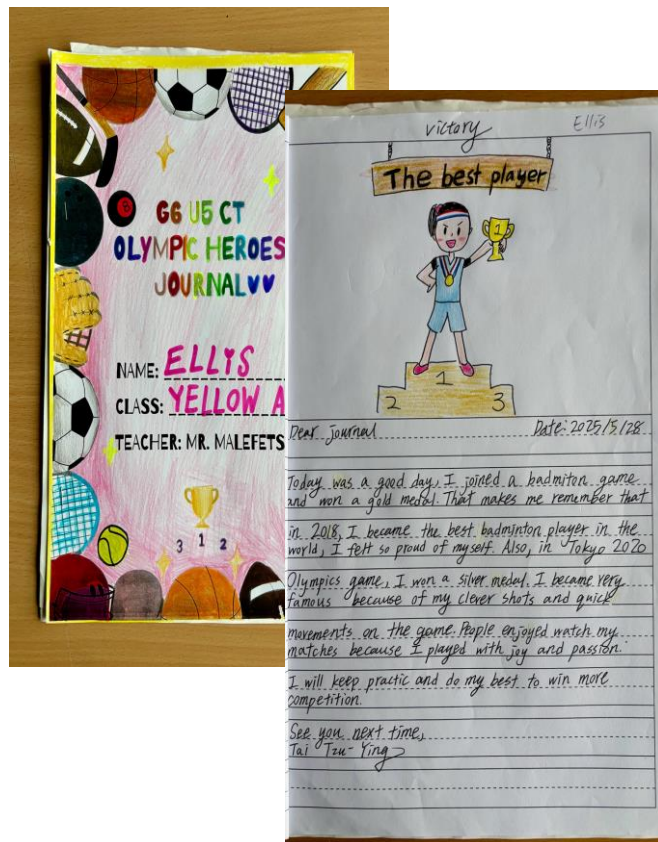
在六年仁班綠組，本週學生們完成了他們的期末寫作任務，主題是「奧運英雄」。每位學生選擇一位運動員作為寫作對象，並完成了閱讀、規劃、草稿、修改與發表整個寫作過程。他們撰寫了一篇關於該運動員的日記文章。看到學生們如何運用寫作技巧，例如：組織想法、發展三段不同的日記內容，以及清楚表達自己的想法，真是太棒了！他們的最終作品非常精彩！大家做得很好！



# G6 Ai: Yellow 六年愛班黃組

In Ai6 Yellow class, the students finished the cover artwork for their culminating task: Olympic Hero journal writing. Students finished their work on time and showed good time management and responsibility. They met deadlines without last-minute stress, allowing more time for review and improvement. Well done, class!

在六年愛班黃組，學生們完成了期末任務「奧運英雄日記寫作」的封面設計作品。大家準時完成作品，展現了良好的時間管理與責任感。他們在沒有臨時抱佛腳的情況下如期繳交作業，讓自己有更多時間進行檢查與修改。做得好，六年愛班黃組！

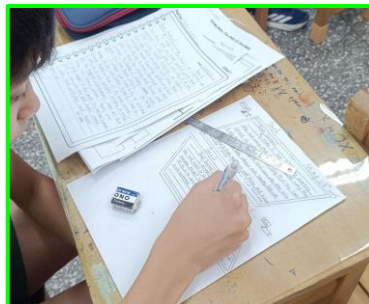
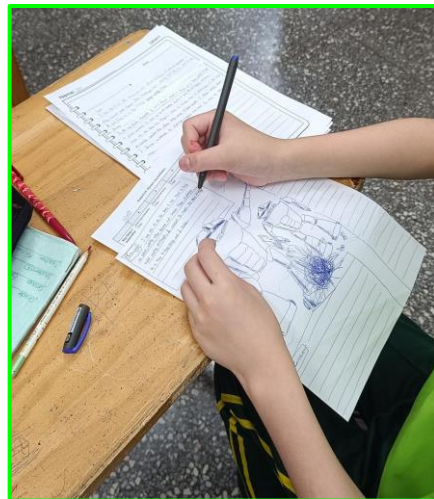
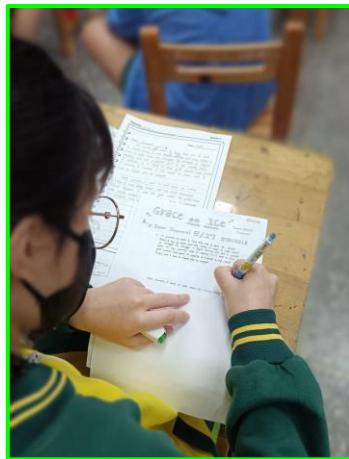




# G6 Ai: Green 六年愛班綠組

In G6 Ai class, this week, students completed their final writing task. They chose their favorite athlete from four options and went through the entire writing process. It was wonderful to see how they applied their writing skills, organized their ideas, and followed the steps of the writing process so well. You did a great job, guys!

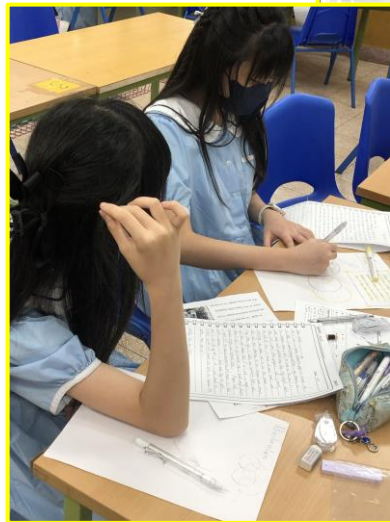
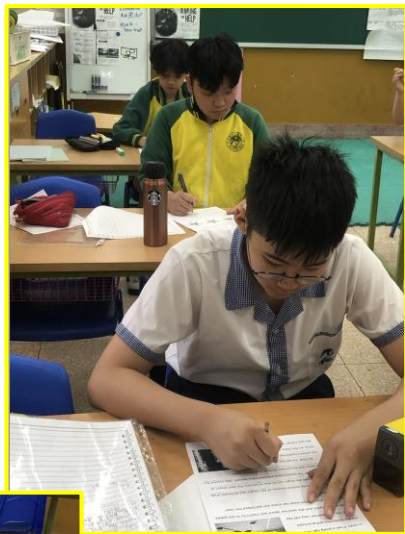
在六年愛班綠組，本週學生們也完成了期末寫作任務。他們從四位運動員中選出自己最喜歡的一位，並進行完整的寫作流程。看到學生們善用寫作技巧、有條理地組織想法，並按照寫作步驟一步步完成，真是令人欣慰。你們做得非常棒，大家辛苦了！



# G6 Xin: Yellow 六年信班黃組

In last week's Xin 6 Yellow class, students focused on practicing their writing using past tense verbs and adjectives of feeling in a writing task. They worked hard at editing their own writing. Editing is an important skills that involves slowing down and reading over their work to check and correct mistakes. Once finished, they then publishing a good copy with artwork. Well done!

在上週的六年信班黃組，學生們專注於在寫作練習中運用過去式動詞和描述情感的形容詞。他們在修改自己的寫作方面非常努力。修改是一項重要的技能，需要學生放慢速度，仔細閱讀自己的作品，檢查並修正錯誤。完成後，他們再將作品謄寫成精美的定稿並搭配插畫。做得很好！



# G6 Xin: Green 六年信班綠組

In Xin6 Green class, students practised reading with a partner. Partner reading helps students become better readers by working together. When students read with a partner, they practise reading out loud, listening carefully, and helping each other with difficult words. This builds their reading fluency, confidence, and understanding of the text.

在六年信班綠組，學生們進行了雙人閱讀練習。透過與夥伴一起閱讀，學生們能夠互相合作，提升閱讀能力。進行雙人閱讀時，學生會練習大聲朗讀、專心聆聽，並在遇到困難的單字時互相協助。這樣的活動有助於培養他們的閱讀流暢度、自信心，以及對文本的理解能力。





## High Frequency Words (HFW) & Keywords 高頻單字與關鍵字彙



### centre

- The teacher stood in the **centre** of the circle to give instructions.

### base

- We set up our tent at the **base** of the mountain.

### itself

- The cat closed the door by **itself**.

### necessary

- It is **necessary** to wear a helmet when riding a bike.

### problem

- We had a **problem** with the computer, so we called for help.

### 中心

- 我們的老師站在圓圈的中心給指示。

### 底部／基地

- 我們在山底部搭起了帳篷。

### 牠/它自己

- 那隻貓自己把門關上了。

### 必要的

- 騎腳踏車時戴安全帽是必要的。

### 問題

- 我們的電腦出了問題，所以打電話求助。

## Content Keywords

### 重要字彙



#### freestyle

- She won the gold medal in the 100-metre **freestyle** swimming race.

#### lap

- He was in the lead during the final **lap** of the race.

#### unstoppable

- The team felt **unstoppable** after winning five games in a row.

#### naturally

- She **naturally** picked up the guitar without taking any lessons.

#### entire

- We spent the **entire** afternoon playing board games with our friends.

#### 自由式

- 她在一百公尺自由式游泳比賽中贏得了金牌。

#### 一圈／一段（比賽中的）

- 在比賽最後一圈時，他處於領先位置。

#### 勢不可擋的

- 這支隊伍連贏五場比賽後，感覺勢不可擋。

#### 自然而然地

- 她沒上過課，卻自然而然地學會了彈吉他。

#### 整個／全部的

- 我們整個下午都和朋友一起玩桌遊。

# Grammar Focus

## 文法重點



### Pronouns (relative)

- who, which, that, whose

### Prepositions:

- in, on, at, by

### Adjectives of feeling:

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

### Past tense

- go→went, think→thought, eat→ate, swim→swam, see→saw, become→became, play→played

### 關係代名詞：

- 誰：用來指人，哪個：用來指物，那個：用來指人或物，誰的：表示所屬關係。

### 介系詞：

- 在…裡面／在某段時間，在…上面／在某一天，在某一時間或地點，藉由／在…邊。

### 感受形容詞：

- 興奮的、快樂的、驚訝的、失望的、筋疲力盡的、疲倦的、難過的、生病的、不舒服的、不快樂的

### 過去式動詞：

- 去 → 去了。想 → 想了。  
吃 → 吃了。游泳 → 游了。  
看見 → 看見了。變成 → 變成了。  
玩／彈奏 → 玩了／彈奏了。

## 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...

他們是如何開始對運動產生興趣的？

- 他們第一次對運動產生興趣是在...

他們面臨的其中一個重大挑戰是什麼？

- 他們面臨的挑戰之一是...

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？

- 他們最著名的勝利是...

他們贏得奧運獎牌後有什麼感覺？

- 他們感到...

他們是如何為社區做出貢獻的？

- 他們通過...為社區做出了貢獻。

他們做了什麼來幫助他人？

- 他們通過...來幫助他人。

為什麼這位奧運英雄被視為榜樣？

- 他們被視為榜樣，因為...

## ***Homework Announcements***

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.

## **作業公告**

家庭作業方面，我們將不再使用 QR 碼，改為統一發布在 Google Classroom 上。請使用您孩子的電子郵件帳號登入 Google Classroom。

平日的家庭作業將於每週一上傳至 Google Classroom，請依每天的進度完成。老師將每天檢查完成情況，並於每週進行訂正。

週末的家庭作業將於每週五上傳，請在下週返校前完成。



# Workbook Review 課後補充教材練習



## Section 2 - Phonics

Activity 1: Consonant letters can represent two or more sounds in the middle of the word

Some consonants, like **C, G, and CH**, can produce more than one sound in the middle of the words.

- "C": /s/ or /k/ sound
- "G": /g/ or /j/ sound
- "CH": /ch/ or /k/ or /sh/ sound

Use the word list below to identify each picture. Then, sort the words into the correct columns.



kitchen	school	ranger	cyclone	vacation	machine
pocket	mice	mechanic	bicycle	magic	tiger
cage	pigeon	teacher	fudge	pickle	magnet
lace	dancers	catch	butcher	budget	anchor

g		c		ch		
/g/	/j/	/k/	/s/	/k/	/sh/	/ch/

Circle the correct spelling in each sentence.

1. The **ranjer/ranger** helped guide us through the forest and taught us about the animals living there.
2. The **mechanic/meckanik** fixed our car after it broke down on the highway.
3. Our **teacher/teatcher** explained the math problem in a way that made it easy to understand.
4. The **arckitekt/architect** designed a beautiful new building for the city park.
5. The **dancers/danshurs** performed an amazing routine on stage at the talent show.
6. The **butchers/butjers** at the market prepared fresh cuts of meat for the customers.

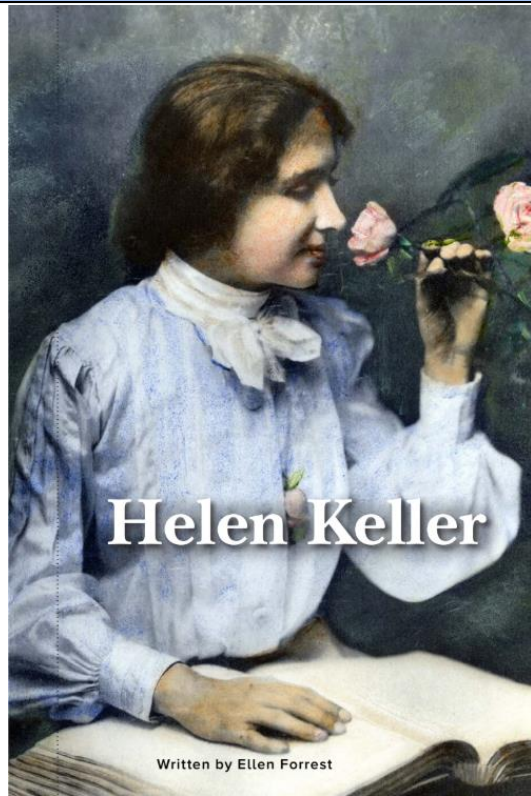
Students need to finish page 50-51 in the workbook at home. Please have them return the workbook on Friday.

學生需要在家完成課後補充教材練習第50至51頁。

請家長協助提醒學生在星期五要將課後補充教材練習帶回學校。

# Raz Kids Book of the Week: Helen Keller

本週Raz Kids閱讀書籍：海倫·凱勒



## Learning Goal

We are learning to read texts to find key ideas about people's struggles, victories, and contributions.

We are learning to write journals from a first-person perspective about a person.

## Try This at Home:

1. Read the book.
2. After reading, ask your child:  
*What were some struggles in her life?*  
*What were some successes in her life?*

## 學習目標

我們正在學習閱讀文章，找出關於人們奮鬥、勝利和貢獻的關鍵想法。

我們正在學習以第一人稱的角度寫日記，描述一個人。

## 在家試試看：

1. 閱讀這本書。
2. 閱讀後，請問孩子：
  - 她生命中有哪些奮鬥？
  - 她生命中有哪些成功？

## Upcoming Dates

即將到來的重要日期

June 20th - Graduation ceremony

六月二十日 - 畢業典禮

