



# Guangren Elementary School

Grade 2 Semester 2 Newsletter Week 13: May 6th- May 10th, 2024

光仁小學 ESL 雙語班週報-二年級

第二學期第十三週 五月六日-五月十日

## Class Pictures & Captions 課堂照片錦集

### Orange class 橘組



In Orange Class, the students worked in small groups and played a mystery box game. They reached inside a box with different materials and recorded what each one feels like. This game reinforced adjectives regarding the sense of touch, i.e. "The cotton feels soft." This was a fun and engaging hands-on activity.

在橘組，學生以小組為單位，玩起神秘盒子遊戲。他們把手伸進裝有不同材料的盒子裡，記錄每種材料的感覺。這個遊戲強化有關觸覺的形容詞，例如“棉花感覺很柔軟”。這是一項有趣而有吸引力的實踐活動。

## Red class 紅組



In Red Class, the students played a game to reinforce sound-letter correspondence. They practised spelling words with long vowels + “magic e.” Students worked in groups to sound out the word and record it on their whiteboards. The first team to complete the word received one point.

在紅組，學生玩一個遊戲來鞏固字母與對應發音的關係。他們練習拼寫帶有長母音和“神奇 e”的單字。學生以小組為單位，讀出單字並記錄在白板上。第一個完成單字的小組獲得一分。

## Blue class 藍組



In Blue Class, the students participated in a popcorn taste test. They tasted popcorn with various flavours including salt, sugar, chocolate powder, chilli powder, and lemon juice. They recorded whether the popcorn tasted salty, sugary, bitter, spicy or sour. This was an exciting and delicious way to practise using adjectives with the sense of taste.

在藍班，學生參與品嚐爆米花味道的活動。他們品嚐各種口味的爆米花，包括鹽、糖、巧克力粉、辣椒粉和檸檬汁。他們記錄爆米花的味道是鹹、糖、苦、辣還是酸。這是練習使用味覺形容詞的一種令人興奮的美味方式。

## Yellow Class 黃組



In Yellow Class, the students observed pictures of food and guessed the best adjectives to describe their texture, i.e. “The chips are crispy.” This was a fun way to review “is/are” grammar and adjectives related to the sense of touch. Students enjoyed playing the game in a competitive setting with their table groups.

在黃班，學生觀察食物圖片，猜測描述食物質地的最佳形容詞，如“薯片很脆”。這是一種有趣的方式，來復習單複數動詞“is/are”之語法，以及和與觸覺有關的形容詞。學生很喜歡與同桌小組來遊戲。

## Green class 綠組



In Green Class, the students played a four corners game to review different types of punctuation. They read a sentence and chose the ending punctuation of. They needed to choose if the correct punctuation mark was a period, a question mark, or an exclamation mark by moving to the appropriate corner. Then, the students read the sentence aloud for the teacher with the corresponding punctuation. This was an exciting way to encourage movement as part of the class warm-up.

在綠組，學生玩一個四角遊戲來復習不同類型的標點符號。他們閱讀一個句子，並選擇句尾的標點符號。他們需要通過移動到相應的教室角落，來選擇正確的標點符號。是句號、問號、還是感嘆號？然後，學生用相應的標點符號為老師朗讀句子。作為課堂熱身活動的一部分，這種鼓勵肢體活動的方式令人感到開心。

## Keywords, Additional Words & Social Conventions

### 重要字彙、補充字彙、主要句型及文法重點

High Frequency Words 高頻率使用字彙	Additional words 補充字彙
<ul style="list-style-type: none"><li>• what 什麼</li><li>• feel 覺得;感到;體會到</li><li>• taste 味道;味覺</li><li>• look 看</li><li>• like 喜歡;像</li><li>• as 如同</li><li>• by 透過、經過</li><li>• buy 購買</li><li>• should 應當, 應該</li><li>• why 為什麼</li><li>• because 因為, 由於</li></ul>	<ul style="list-style-type: none"><li>• popcorn 爆米花</li><li>• light (食物) 清淡的</li><li>• warm 溫熱的</li><li>• fluffy 蓬鬆的、毛茸茸的; 覆有絨毛的</li><li>• tasty 好吃的</li><li>• delicious 美味的</li><li>• buttery 塗有奶油的; 含有奶油的; 味道像奶油的</li><li>• salty 鹹的</li><li>• sweet 甜的</li><li>• spicy 辣的</li><li>• sour 酸的、有酸味的</li></ul>

### Social Conventions 生活句型

- Describe the (thing).  
請形容\_\_\_\_\_。
- What does it look/feel/sound/taste like?  
請問它看起來/感覺起來/聽起來/嚐起來如何?
- The (thing) is \_\_\_\_\_.  
它很\_\_\_\_\_。
- The \_\_\_\_\_ looks / feels / sounds / tastes \_\_\_\_\_.  
\_\_\_\_\_看起來/感覺起來/聽起來/嚐起來\_\_\_\_\_。
- The (thing) is as \_\_\_\_\_ as a \_\_\_\_\_.  
\_\_\_\_\_和\_\_\_\_\_很\_\_\_\_\_。
- You should buy (thing) because it's \_\_\_\_\_.  
你應該購買\_\_\_\_\_因為它很\_\_\_\_\_。

### Social Conventions 生活句型

#### Question Sentence Structure

##### 問句句型結構

- What does it look/feel/sound/taste like?  
請問它看起來/感覺起來/聽起來/嚐起來如何?

#### Use "is" with singular nouns. Use "are" with plural nouns.

單數名詞使用 "is"。複數名詞用 "are"。

- The apple **is** red. 這顆蘋果是紅色的。
- The apples **are** juicy. 這些蘋果很多汁。

#### Use adjectives to describe nouns.

使用形容詞來描述名詞。

The ice cream is cold and sweet. 霜淇淋很冰且甜。

### Similes using “as.” 使用“as.”表達明喻

The (thing) is as \_\_\_\_\_ as a \_\_\_\_\_.  
\_\_\_\_\_和\_\_\_\_\_很\_\_\_\_\_。

### Punctuation 標點符號

- Use periods for statements. “The popcorn is yummy.”  
陳述時使用句號：爆米花很好吃。
- Use question marks for questions. “Do you like popcorn?”  
疑問句用問號：你喜歡爆米花嗎？
- Use exclamation marks for exclamatory statements. “I love popcorn!”  
感歎句用感嘆號：我喜歡爆米花！

### Persuasive statements using “because.”

使用 “因為 ” 進行說服性陳述。

- You should buy mango juice because it is delicious.  
你應該買芒果汁，因為它很好喝。

## Videos

### 影片



[Kids Book Read Aloud: POP! by Karen Kilpatrick and Germán Blanco](#)

### Pop!

Students will enjoy listening to this story about a popcorn kernels waiting to pop. They used it in class to help them identify adjectives to describe how popcorn looks, tastes, feels, smells and sounds.

### 爆米花

學生會喜歡聽這個關於爆米花顆粒等待爆裂的故事。他們在課堂上用這個故事幫助自己找出形容詞來描述爆米花的外觀、味道、感覺、氣味和聲音。



[1994 Orville Redenbacher's Microwave Popcorn "New Bigger Popping Bag" TV Commercial](#)

### Orville Redenbacher's Bigger Bag Popcorn

Students have been analyzing commercials in class and using them to model their own scripts with similes. They have practised making statements such as, “The popcorn tastes as sweet as candy.” “You should buy it, because it’s fantastic!”

### Orville Redenbacher 的大包裝爆米花

學生一直在課堂上分析廣告，並用它們來模擬自己的比喻腳本。他們練習以下句型：“爆米花嚐起來像糖果一樣甜”。 “你應該買它，因為它超讚！”

## Homework

Setting up a reading routine is very important and can help foster a student's English acquisition. When reading, students are exposed to new vocabulary, various grammar forms, and new ideas and concepts. As we read, we develop our writing skills. Also, by having a reading routine, it helps the students practise their learning skills & work habits. Students will be practising their **responsibility** and **initiative** by using Raz-Kids independently and remembering to read every evening.

For Monday–Thursday students will read the same Raz Kids book accessed via “My Assignment.”. Students can scan the QR code which shows screenshots of where to find the book in the reading room if needed. They should create a mind map that they can build upon each evening with new observations.

Weekend homework will also focus on reading with the addition of “How many minutes read?” The goal for Grade 2 students is to read at least 10 minutes with a family member each weekend. They may read more than one book, but they only need to write and draw about one. Students will paste the template into their yellow books and can follow this format each week. They **do not need to write** a sentence for “first” and “next” as we will use the information from their weekday mind maps to practise retelling the story in class together every Monday morning.

The goal of creating a reading routine for homework is to encourage the students’ English language acquisition and to foster a love of reading. We kindly ask that you help guide your student in building this reading routine and sign the homework sheet on Mondays. Thank you for your continuous support!

## 回家作業

建立閱讀習慣非常重要，有助於促進學生的英語學習。閱讀時，學生會接觸到新的詞彙、各種語法形式以及新的想法和概念。在閱讀的過程中，我們的寫作能力也得到提升。此外，通過日常閱讀，還有助於學生練習學習技能和做事習慣。學生將通過獨立使用 Raz-Kids 和記得進行每天晚上的閱讀，來鍛煉自己的責任感和主動性。

週一至週四，學生將通過系統內“My Assignment 我的作業”區塊來閱讀同一本 Raz Kids 的書。如有需要，學生可以掃描並參考貼於黃綠本封底的 QR code 。他們應創建一個心智圖，每天晚上在此基礎上進行新的閱讀內容觀察。

週末家庭作業也將以閱讀為主，增加閱讀時樹的項目。二年級學生的目標是每個週末與一位家庭成員一起閱讀至少 10 分鐘。他們可以閱讀多本書，但只需要寫一本書，畫一本書。學生將範本貼到黃本上，每週都可以按照這個格式來做。他們不需要寫出“first 一開始”和“next 接下來”的句子，因為每週一早上，我們會利用心智圖中的資訊，在課堂上一起練習重新敘述故事。

制定閱讀常規作業的目的是鼓勵學生學習英語，培養他們對閱讀的熱愛。我們懇請您幫助指導學生建立這種閱讀習慣，並在每週一的家庭作業表上簽字。感謝您一直以來的支持！

## 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

週報將為您提供在家協助孩子的策略。

為幫助他們復習，我們鼓勵您（用英語或中文）向孩子說話聊他們的一天以及他們在英語課上學到的知識。一些問題可以包括

1. 你在英語課上喜歡什麼？
2. 你在英語課上做得好的地方是什麼？
3. 你接下來想學什麼？

我們鼓勵您和孩子一起閱讀。讓他們讀給您聽，然後討論這本書。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. 你喜歡哪個角色？

### Bulletin Board

- May 27 to May 31- Celebration of Learning
- June 10 - Dragon Boat Festival
- June 20 to June 21 - Final Exams
- June 28th – Closing Day

### 佈告欄

- 05月27日至05月31日-學習分享週
- 06月10日-端午節連假
- 06月20日至06月21日-期末評量
- 06月28日-結業式



[二年級 學習分享週](#)  
[意願調查表](#)  
(可點選進入表單)