



# Guangren Elementary School

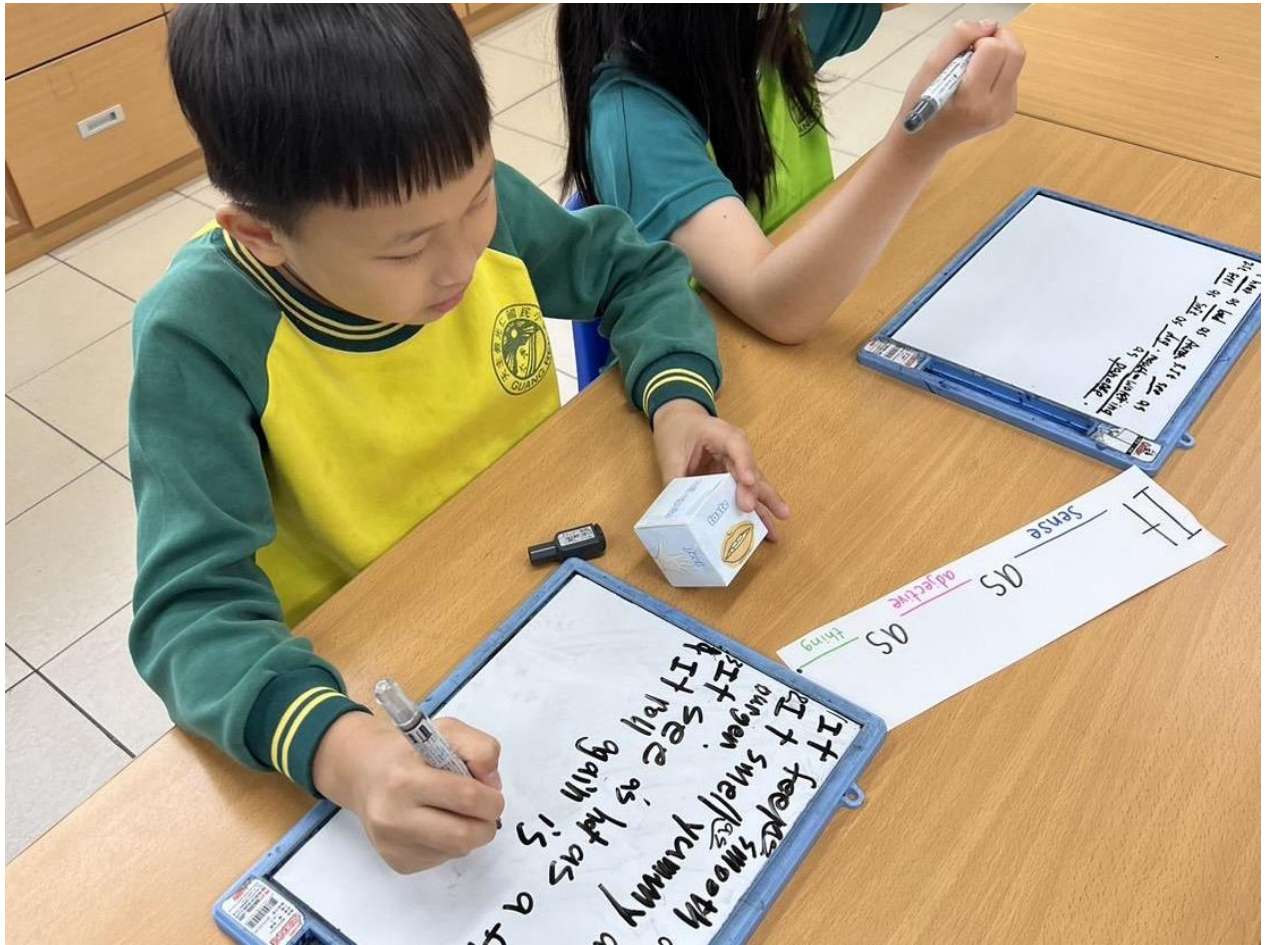
Grade 2 Semester 2 Newsletter Week 15: May 20th- May 24th, 2024

光仁小學 ESL 雙語班週報-二年級

第二學期第十五週 五月二十日-五月二十四日

## Class Pictures & Captions 課堂照片錦集

### Orange class 橘組



In Orange Class, the students worked in small groups to practise reading, writing and oral skills. This group practised writing similes using the senses cube. They rolled the cube and wrote a simile about how something looks, feels, smells, sounds, or tastes. Students demonstrated their creativity by sharing their ideas with their classmates.

在橘組，學生們以小組為單位練習閱讀、寫作和口語技能。這個小組利用感官骰子，來練習寫譬喻句。他們骰動感官骰子，就某物的外觀、感覺、氣味、聲音或味道寫一個明喻句。學生通過與同學分享自己的想法來展示自己的創造力。

## Red class 紅組



In Red Class, the students worked on their poster for their culminating task. Students worked in pairs and created a food product. They described the food using 4 senses and various adjectives. They also explained why a person should buy this food. This was a creative way for students to showcase what they have learned about senses.

在紅組，學生們正在為他們的單元總結作業製作海報。學生兩人一組，製作一種食品。他們用四種感官和各種形容詞來描述這種食品。並解釋為什麼要購買這種食品。這是學生展示所學感官知識的一種創造性的方式。

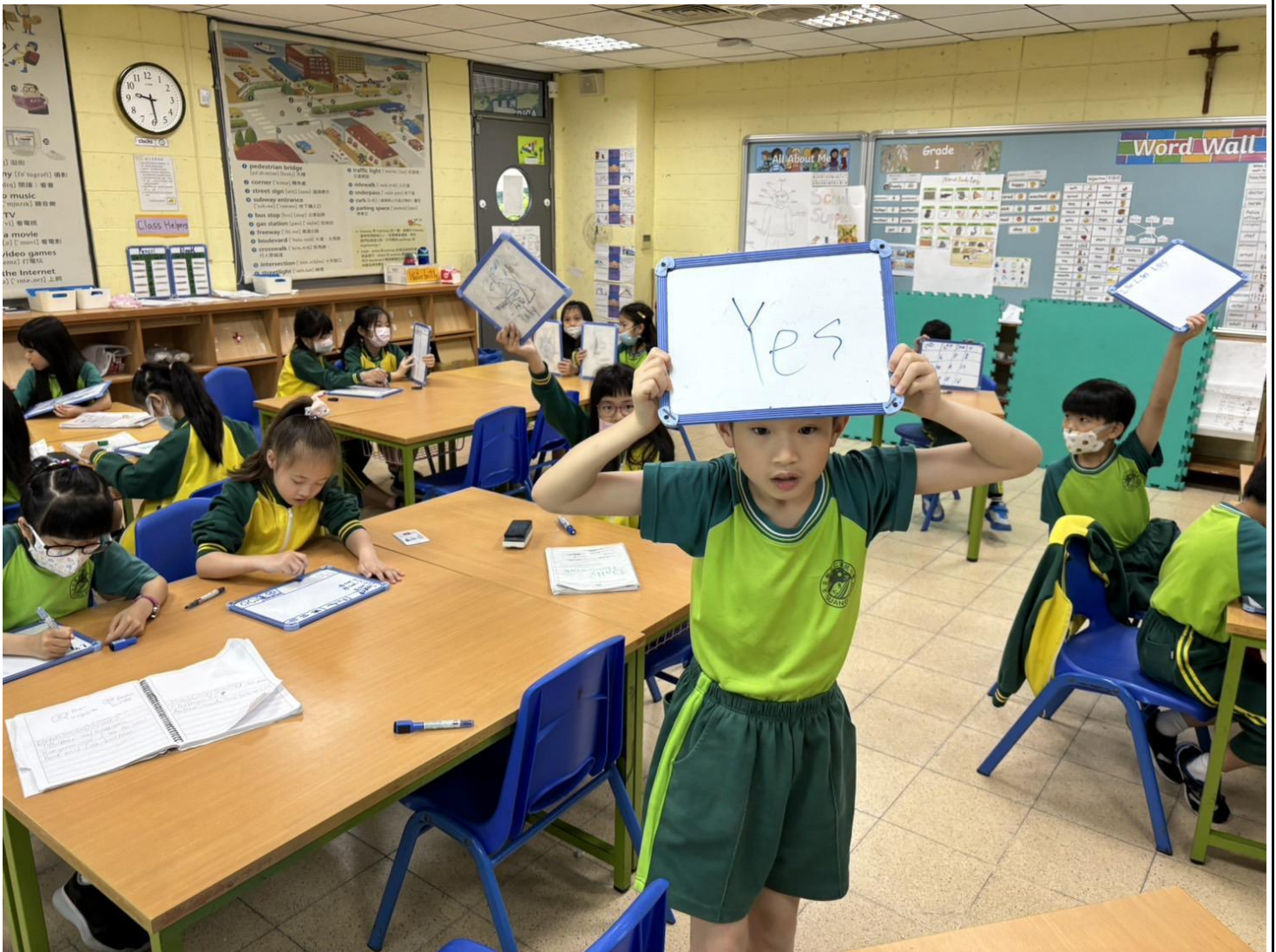
## Blue class 藍組



In Blue Class, students reviewed adjectives relating to the five senses by playing a movement game. They read a question, i.e. "What feels hard?" They chose the corresponding noun "bed" or "rock" by completing the assigned movement. Encouraging students to move in the classroom is another fun way to incorporate active learning.

在藍組，學生們通過做動作遊戲復習與五官有關的形容詞。如：讀出問題 "什麼東西很堅硬?" 後，他們通過完成指定動作來選擇相應的名詞答案，比如 "床" 或 "岩石"。鼓勵學生在課堂上動起來，是融入主動學習的一種有趣方式。

## Yellow Class 黃組



In Yellow Class, students played a game to review similes. They read sentences on the board and wrote “yes” or “no” on their whiteboards to state whether or not the sentence was a simile. Playing games like these in a timed environment help students to practise reading, writing, and grammar concepts in an engaging manner.

在黃組，學生們玩一個復習譬喻句的遊戲。他們閱讀黑板上的句子，並在白板上寫下“是”或“否”，以說明該句子是否是比喻句。在有時間限制的環境中玩這樣的遊戲，有助於學生以引人入勝的方式練習閱讀、寫作和語法概念。

## Green class 綠組



In Green Class, students practised spelling “soft c” words with a fill in the blank game. Students viewed a picture and sounded out the missing letters in the word, then wrote them on their whiteboards and shared them with the teacher in a timed environment. This was a fun and engaging way to practise sound-letter correspondence.

在綠組，學生們通過填空遊戲練習拼寫輕音 c 單字。學生觀看圖片，讀出單字中缺少的字母，然後將字母寫在白板上，並在計時環境中與老師分享。這是一種有趣而有吸引力的練習發音及字母對應的方法。

## Keywords, Additional Words & Social Conventions

### 重要字彙、補充字彙、主要句型及文法重點

<b>High Frequency Words</b> 高頻率使用字彙	<b>Additional words</b> 補充字彙
<ul style="list-style-type: none"><li>• what 什麼</li><li>• why 為什麼</li><li>• does "do"的動詞一般現在時第三人稱單數變化形式</li><li>• like 喜歡；像</li><li>• as (用於比較)像…(一樣)，和…(一樣)</li><li>• by 透過、經過(用於表示方式)</li><li>• buy 購買</li><li>• you 你</li><li>• should 應當，應該</li><li>• because 因為，由於</li></ul>	<ul style="list-style-type: none"><li>• burger 漢堡</li><li>• ice cream 霜淇淋</li><li>• tastes 味道；味覺</li><li>• smells 聞，嗅出</li><li>• feel(s) 覺得；感到；體會到</li><li>• sweet 甜的</li><li>• fresh (食物或花)新鮮的，非冷凍的</li><li>• delicious 美味的；(味道或氣味)誘人的</li><li>• warm 溫暖的；暖和的</li><li>• fluffy 毛茸茸的；覆有絨毛的、蓬鬆的</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\_\_\_\_\_。

### **Grammar Focus 文法重點**

#### **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



[Krusteaz — “Make Dadding Krusteazy”](#)

### **Krusteaz– “Make Dadding Krusteazy”**

Students enjoyed watching this commercial about pancakes and discussing in class why someone should buy them.

### **Krusteaz 美式煎餅 -- “讓爸爸做煎餅”**

學生們很喜歡看這個關於煎餅的廣告，並在課堂上討論為什麼要買煎餅。



[The G and C Shanty](#)

### **The G and C Shanty**

Students will enjoy reading and singing along with this catchy tune to practise “soft c” and “soft g” words.

### **G 和 C 小調**

學生們會喜歡跟著這首朗朗上口的曲子邊讀邊唱，以練習輕音 c 和輕音 g 的單字。

## 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