



Guangren Elementary School

Grade 2 Semester 2 Newsletter Week 19: June 17th - June 21th, 2024

光仁小學 ESL 雙語組週報 - 二年級

第二學期第十九週 六月十七日 - 六月二十一日

Class Pictures & Captions 課堂照片錦集

Orange class 橘組



In Orange Class, students organized information about butterflies. They wrote about the facts they learned in a nonfiction text about caterpillars and butterflies and answered questions in a graphic organizer. Later, they used this information to create a fact sheet about butterflies.

在橘組，學生們整理關於蝴蝶的資訊。學生根據一篇關於毛毛蟲和蝴蝶的寫實類文章，記錄所學到的知識，並在圖表中回答問題。之後，他們運用這些資訊製作了一份關於蝴蝶的資料表。

Red class 紅組



In Red Class, students played a Kahoot! Game to distinguish fiction and nonfiction books. This was an exciting way to get students interested in categorizing various books while collaborating and discussing with their peers. Students have been using nonfiction books to learn about various critters in this unit.

在紅組，學生們玩了一個 Kahoot! 遊戲來區分小說和非小說書籍，不僅可以讓學生對分類各種書籍產生興趣的一種方式，同時促進學生學習與組員合作和討論。在本單元，學生透過非小說類書籍學習到各種不同生物。

Blue class 藍組



In Blue Class, students participated in various centre activities including a high frequency words board game, categorizing fiction and nonfiction books and using iPads to play Wordwall games to make simple sentences about insects. Throughout the year, students have built strong routines to work collaboratively in small groups. Working in these small groups helped students reinforce literacy skills about relevant topics.

在藍組，學生們參與各種活動，包括高頻單字遊戲、分類小說和非小說書籍，以及使用 iPad 玩 Wordwall 遊戲來造關於昆蟲的簡單句子。在整個學年中，學生們已經建立穩固的小組合作常規。透過小組活動，幫助學生加強相關主題的讀寫技能。

Yellow Class 黃組



In Yellow Class, students reviewed for their exam by completing a morning prompt. They reviewed how to use adjectives to write similes about specific products. They also reviewed the important skill of reading and following instructions. These are important literacy skills they have worked on throughout the year.

在黃組，學生們在上午透過快速的復習，瞭解如何運用形容詞來比喻一些特定產物，同時也復習閱讀應遵循的重要技巧，這些都是他們整年來一直在練習的重要讀寫技能。

Green class 綠組



In Green Class, students listened to a read aloud, *The Very Hungry Caterpillar*. As many students were familiar with this story, it was helpful to reinforce their retelling skills. They also explained parts of the story using some new vocabulary about caterpillars and butterflies.

在綠組，學生們聆聽和朗讀這本書《非常飢餓的毛毛蟲》故事，由於許多學生對這個故事很熟悉，這有助於加強他們的複述技能，他們還會使用一些關於毛毛蟲和蝴蝶的新單字來解釋故事中的部分內容。

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">● has (have 在主語為 he/she/it 時的形式)● who 誰● what 什麼● where 哪裡● why 為什麼● how 如何● because 因為● about 關於; 有關● up 向上地, 增高地● down 在下面; 向下	<ul style="list-style-type: none">● nonfiction 非小說, 寫實類● table of contents 目錄● glossary 字彙表● label 標籤● butterfly 蝴蝶● earthworm 蚯蚓● soil 土壤● wings 翅膀● scales 比例, 大小, 規模● antenna 觸鬚, 觸角

Social Conventions 生活句型

- Describe the bug(s).
請形容 (這些) 昆蟲。
- It has/They have _____.
牠 (們) 有_____。
- Where does the bug live?
請問昆蟲在哪裡生活?
- It lives _____.
牠住在_____。
- What does the bug eat?
請問昆蟲吃什麼?
- It eats _____.
牠吃_____。
- Why is the bug interesting?
請問昆蟲為何有趣?
- It is interesting, because _____.
昆蟲很有趣, 因為_____。
- What can the bug do?
請問昆蟲可以做什麼?
- The bug can _____.
昆蟲可以_____。
- What is the title?
請問標題是什麼?
- Who is the author?
請問作者是誰?
- What is the book about?
請問這本書是關於什麼?

- The book is about _____.
這本書是關於_____。

Grammar Focus 文法重點

Question Sentence Structure

問句句型結構

- What is the book about?
請問這本書是關於什麼？

Use “has” with singular nouns. Use “have” with plural nouns.

單數名詞使用 "has"。複數名詞用 "have"。

- The ant has a head. 螞蟻的身體部位有包含頭部。
- Ants have antennas. 螞蟻的身體部位有包含觸角。

Use “there is” for singular nouns. Use “there are” for plural nouns.

單數名詞使用 "there is"。複數名詞用 "there are"。

- There is a tiny ant. 那裡有一隻超小的螞蟻。
- There are yellow, black, red and brown ants. 那裡有黃色、黑色、紅色及棕色的螞蟻。

Use adjectives to describe nouns.

使用形容詞來描述名詞

The ant is tiny and red. 螞蟻又小又紅。

Similes using “as.”

使用“as.”表達比喻

- The (thing) is as _____ as _____.
_____和_____一樣_____。
- The ant is as tiny as a seed.
螞蟻跟種子一樣小。

Punctuation 標點符號

- Use periods for statements. “**The ant is tiny.**”
使用句點表達句子結尾。「螞蟻很小。」
- Use question marks for questions. “**Where do ants live?**”
使用問號表達問句。「請問螞蟻住在哪裡？」
- Use exclamation marks for exclamatory statements. “**Bugs are so cool!**”
使用驚嘆號表達感嘆句。「昆蟲很酷！」

Opinions using “because.”

使用“因為”表達看法。

- Ants are interesting, **because** they are tiny, strong and busy.
螞蟻很有趣，因為牠們很小、強壯且勤勞。

Videos

影片



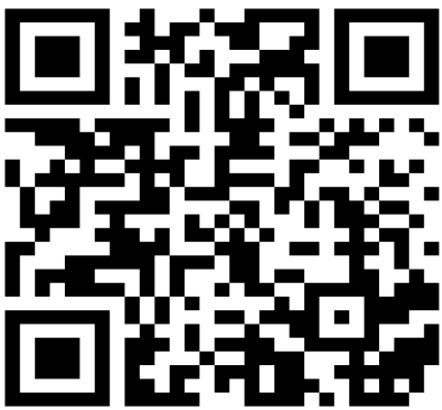
[The Very Hungry Caterpillar - Animated Film](#)

The Very Hungry Caterpillar

Students enjoyed listening to this story in class and reviewing their retelling skills while using new vocabulary and caterpillars and butterflies.

非常飢餓的毛毛蟲

學生們在課堂上很喜歡聆聽這個故事，同時運用關於毛毛蟲和蝴蝶的新單字來復習他們的複述技能。



[How A Caterpillar Becomes A Butterfly | The Dodo](#)

How a Caterpillar Becomes a Butterfly

Students enjoyed watching this video about the process of a caterpillar becoming a butterfly.

毛毛蟲如何變成蝴蝶

學生們很喜歡觀賞這段關於毛毛蟲變成蝴蝶過程的影片。

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，我們的寫作能力也會有所提升。此外，透過日常閱讀，還有助於學生練習學習技能和上課習慣。學生將會建立責任感和主動性，並記得每天晚上要透過 Raz-Kids 來閱讀。

週一至週四，學生們將通過系統內 "My Assignment 我的作業" 區塊來閱讀同一本 Raz Kids 的書。學生可以掃描顯示在閱覽室圖書位置的截圖 QR code 二維碼。他們應創建一個心智圖，並在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，增加閱讀時數的項目。二年級學生們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，但只需要寫和畫一本書即可。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。我們懇請您協助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輔導孩子的策略。

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

- 你在英語課上喜歡什麼？
- 你在英語課上做得好的地方是什麼？
- 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

- 你對這本書有什麼看法？
- 讓我們改變一下這本書的結局。
- 你喜歡哪個角色？

Bulletin Board

- **June 28th – Closing Day**

佈告欄

- **06月28日-結業式**