



# Guangren Elementary School

Grade 5 Newsletter Week 7 : March 27th - March 31st, 2023

光仁小學 ESL 雙語班週報 - 五年級

第二學期第七週 三月二十七日- 三月三十一日

## Class Pictures & Captions 課堂照片集錦

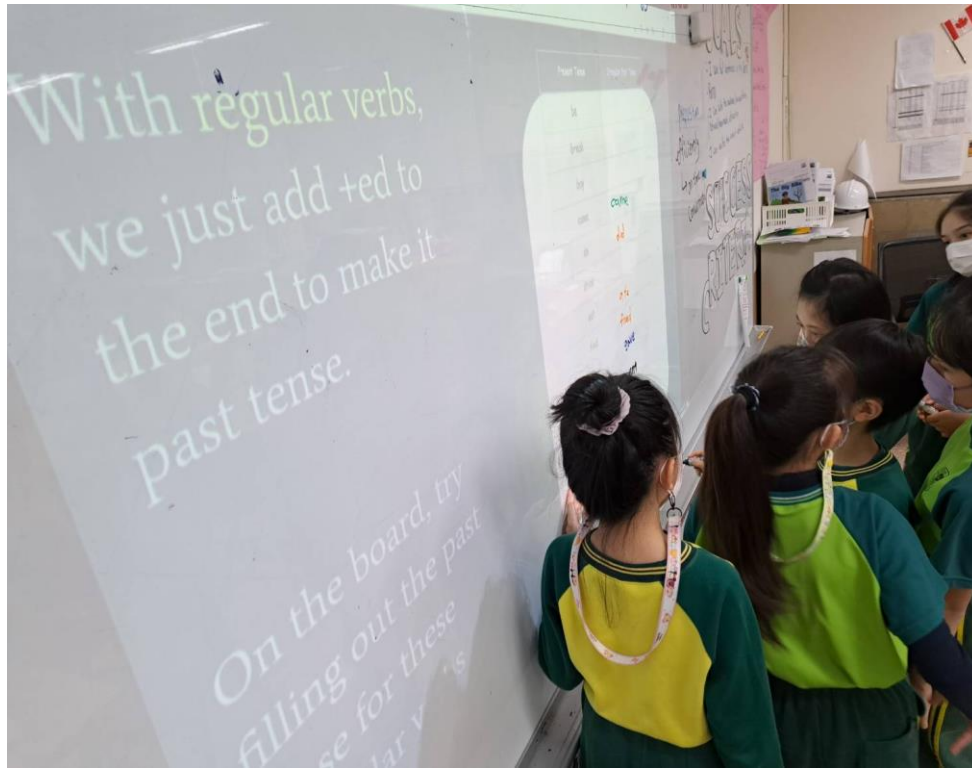
Toronto Class 多倫多組



This week, the students made their own resources to help with grammar rules. They reviewed the rules for spelling past tense verbs and demonstrated their learning by making posters to hang on the classroom walls. This was a creative and collaborative way to engage with a grammar lesson.

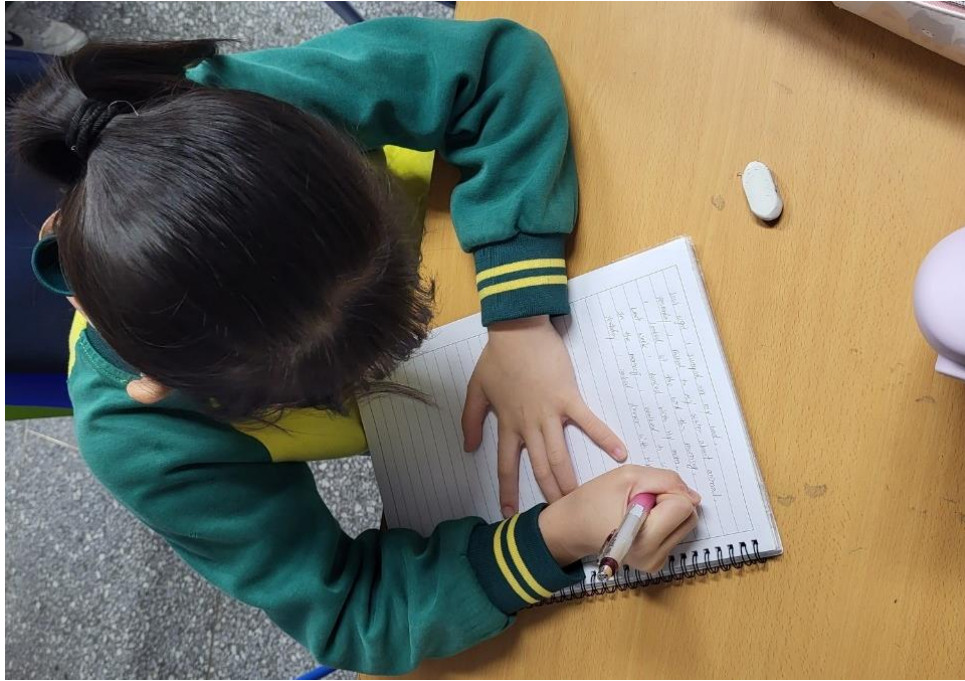
本週，學生們共同製作輔助學習的資源，幫助自我的文法學習，他們復習過去式時態動詞的拼法，並且製作掛在牆上的海報來呈現他們的學習成果，這項文法課程能培養學生兼具創造力及協同合作的學習方式。

## Vancouver Class 溫哥華組



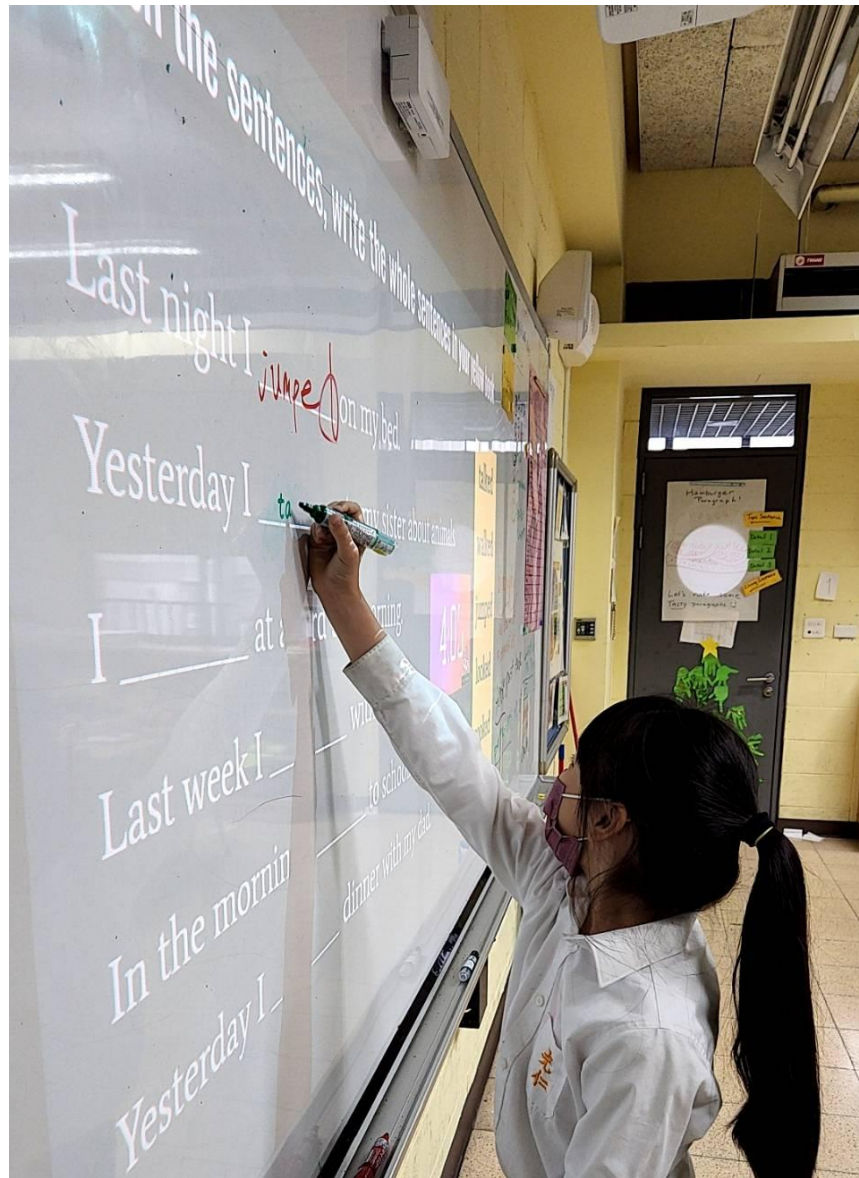
The students reviewed past tense verbs, both regular and irregular. They came up to the board to convert the irregular past tense verb from present tense. This activity built on their grammar skills and collaboration skills as they worked together to identify the correct answers.

本週學生們復習過去式時態動詞，包含規則與不規則動詞用法。他們輪流走到白板前，將過去式不規則動詞轉化為現在式動詞用法，這項活動是在培養學生文法技巧，以及合作協同能力。因為他們須以團隊合作方式，一起辨識出正確的答案。



Students took notes about how to properly use the prepositions of time: on, in, at. They learned when to use them, and wrote practise sentences with their correct usage. This activity reinforced their knowledge of prepositional grammar, and built on the students' writing skills.

學生們以筆記的方式，學習如何適當地使用時間介系詞用法。如: on, in, at。他們了解何時使用這些介系詞，並以正確的用法寫出練習句子。這項活動強化學生對介系詞的使用概念，進而也建立學生寫作的技巧。



This week, the students reviewed grammar concepts necessary for writing a biography. They reviewed past tense verb spelling rules, and how to correctly use prepositions of time. These are important concepts because biographies are written in the past tense, and the information in biographies always uses prepositions of time. The students will be familiar with these concepts before beginning to read and write biographies in the coming unit.

本週，學生們復習傳記寫作時所需要用到的文法概念，他們溫習過去式時態動詞規則，以及如何用確地使用時間介系詞文法。這些概念是相當重要的，因為傳記式已過去式時態為主，且傳記中常使用到時間介系詞用法，我們在閱讀下一個單元的文章及傳記寫作之前，學生將繼續熟悉這些文法概念。

## Niagara Falls 尼加拉瓜瀑布組



This week during centres, students practised the quiet reading skills. They chose a book at their level at read independently for the whole centre time. This activity builds on reading stamina, and gave the students time with a book to make connections and engage with the material.

本週小組活動期間，學生們練習持續靜默閱讀技巧，他們各自依照自己的程度挑出一本書，接著於小組活動課程中閱讀，這項活動能夠培養學生的閱讀的持久力，且讓學生學會沉浸閱讀內容與題材的連結。

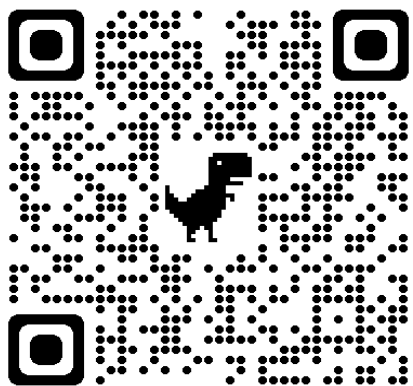
## Keywords, Additional Words & Social Conventions

### 重要字彙、補充字彙和主要句型

| <i>Keywords</i> 重要字彙  | <i>Additional words</i> 補充字彙  |
|---|---|
| <ul style="list-style-type: none"><li>• able 使....能夠</li><li>• become 變成、成為</li><li>• called 被稱為、所謂的...</li><li>• lived 曾經居住於...</li><li>• person 人們(單數), people(複數)</li><li>• remember 記得</li></ul>  | <ul style="list-style-type: none"><li>• famous 著名的、有名的</li><li>• artist 藝術家</li><li>• talented 有天分的</li><li>• style 方式, 造型</li><li>• geometric 幾何學的</li><li>• portrait 肖像、畫像</li><li>• admired 被讚揚的</li><li>• sculpt 雕塑、使....有形狀</li></ul>  |
| <i>Social Conventions</i> 主要句型  | <i>Grammar</i> 文法   |
| <ul style="list-style-type: none"><li>• Where was he/she from?<br/>他/她來自哪裡?</li><li>• When was he/she born?<br/>他/她出生於哪裡?</li><li>• Why was he/she famous?<br/>為何他/她很有名?</li><li>• What are their character traits?<br/>他們的個性特徵為何?</li><li>• What are some interesting facts about them?<br/>關於他們一些有趣的事情為何?</li><li>• Describe their early life.<br/>請敘述他們早期的年少人生</li><li>• Please take point-form notes.<br/>請以點列式的方式做筆記</li></ul> | <ul style="list-style-type: none"><li>• <b>Past Tense Verbs</b><br/>was, lived, painted, created</li><li>• <b>Prepositions of Time</b><br/><b>in</b> - He was born <b>in</b> Spain.<br/><b>on</b> - I saw it <b>on</b> Monday.<br/><b>at</b> - She went <b>at</b> 5 o'clock.</li><li>• <b>過去式時態動詞</b><br/>(is 的過去式)、居住、創造、</li><li>• <b>時間介系詞</b><br/><b>in</b> -他出生於西班牙<br/><b>on</b> -我星期一看過它<br/><b>at</b> -她五點鐘出門</li></ul> |

## Videos

### 影片



<https://www.youtube.com/watch?v=9Mpe5sAehoY&t=1s>

### **Prepositions of Time**

This is a quick grammar video that was shown during our grammar lesson about prepositions of time.

### 時間介系詞

這是一個快速文法介紹的視頻，我們於文法課中播放，是關於時間介系詞用法。

## March

Students finished their fourth unit *Plants and Poetry*. They were exposed to a variety of poetic structures, such as acrostic poems, shape poems, haiku poems and rhyming poems. They read about different kinds of plants and used their knowledge to create poems about plants in different poetic styles. Students built on their initiative by choosing how they would write about these different plants. They were responsible for creating mind maps and organizing their planning of their poetry assignments. Students collaborated in various activities and worked together to share ideas and generate words to use in their poetry. Students worked independently to finish their poetry project, which was an anthology of four original poems about the different kinds of plants they learned.

## 三月

學生們完成第四個單元-植物與詩集創作。他們學習到各種不同的詩的結構寫法，例如：離合詩、形體詩、俳句詩和押韻詩。他們閱讀各種不同的植物知識，以他們所學到的知識以不同的詩體創作出與植物相關的詩文，學生一開始透過選擇他們所要寫的植物培養自主學習能力，之後他們需要創作心智圖以及將詩集內容的想法組織整理，學生們以共同協同方式參與不同的課程活動，分享彼此的想法，進而腦力激盪出一些字詞使用在詩集中，最後學生完成各自的主題作品，這是一本集結學生們四首詩的自創詩集，內容與他們所學的四種不同的植物相關。

**In oral**, the students engaged in daily discussion about the plant readings in which they participated. They also practised asking and answering questions about the plants and poetry they learned. Students participated in 'let's talk' activities so they could discuss what they learned and share any questions they had.

**口說部分**，學生們每天於課堂上參與植物閱讀的討論。他們練習就之前所學的植物和詩歌方面的提問和回答問題。學生們參加了“讓我們彼此交流”活動，這樣他們就可以討論他們學到的東西並分享他們的任何問題。

**In reading**, the students read weekly articles about different kinds of plants: medicinal, carnivorous, poisonous and oxygen-giving plants. They completed a variety of activities, such as reading and identifying information to be organized in a graphic organizer, finding the main idea and making connections between their lives and the plants they had read about. The students also read examples of different poems in order to understand the specific aspects of each kind of poem.

在閱讀中，學生每週閱讀有關不同種類植物的文章：藥物性質植物、食蟲植物、有毒性植物和供氧植物。他們完成各種活動，例如閱讀和辨識在心智圖組織的資訊，找到主旨並將他們的生命週期與他們所閱讀的植物作聯繫。學生並且閱讀各種不同詩歌的範例，以了解每種詩文體的結構。

**In writing**, the students created poems on a weekly basis, based on the different style of poetry they learned. They created acrostic, shape, haiku and rhyming poems that reflected the knowledge they had learned during the readings about plants. The students focused on identifying nouns, verbs, and adjectives when planning how they would complete their poems.

寫作方面，學生們每週根據所學的詩歌以不同的風格創作詩文。他們創作離合和形體詩、俳句和押韻詩，內容反映出他們閱讀植物時學到的知識。於計劃如何完成詩文創作過程中，學生們也學習到辨別名詞、動詞和形容詞。

### **April**

Next month, the students will continue their new unit *Artists Around the World*. They will learn how to read and write biographies. They will read articles about different artists and art styles and use a graphic organizer to identify key details and important information. They will use the information they have gathered to write their own biographies of various artists. They will incorporate grammar aspects such as past tense verbs, conjunctions and prepositions of time into their writing, and be asked to identify these grammar aspects in readings.

### **四月**

下個月，學生們將繼續他們的新單元“世界各地的藝術家”。他們將學習如何閱讀文章內容和撰寫傳記。他們將閱讀有關不同藝術家和藝術風格的文章，並使用心智圖來辨別文章中關鍵細節和重要訊息。他們將使用他們所蒐集到的資訊來撰寫他們各種藝術家的傳記。他們將把過去式動詞、連接詞和時間介系詞等語法方面的內容融入到他們的寫作中，並要求他們在閱讀中學會使用這些語法方面的概念。

### **Homework**

The homework will be delivered through the QR code system that was initiated last year. The QR codes will always remain the same; the teachers will change the homework site that the QR codes lead to. All the homework activities will be practice of the skills they learned in class.

If they don't understand how to do the homework, students can scan the QR code to find out more and see the previous weeks' examples.

- During these periods of hybrid teaching, students are still expected to complete the daily homework in their books. After in-person classes



resume, teachers will be able to look at the homework book and leave their feedback.

### 回家作業

從去年起回家作業將透過 QR code system 來發佈，作業 QR code 將保持不變；教師會改變網站的回家作業內容。所有回家作業的活動都是對他 在課堂上所學技能的練習。如果他 不明白如何做回家作業，學生可以掃描 QR code 來瞭解更多資訊，並查看前幾週的例子。

- 在線上線下混合教學的期間，學生仍須完成課本上的每日作業。重返校園後，老師將校閱作業本並留下回饋。

### 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:

- What did you like in English class?
- What did you do well in English class?
- 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:

- What did you think about the book?
- Let's change the ending of the book.
- Which character did you relate to?

### 親師園地

這個專欄將為您提供在家能幫助您孩子的學習策略。

為了幫助他復習，我鼓勵你（用英語或中文）請你的孩子講述他 的一天以及他在英語課上所學到的東西。這些問題可以包含：

- 你在英語課喜歡什麼？
- 你在英語課上做得好的是什麼？
- 你接下來對學習什麼內容有興趣？

我們鼓勵家長陪伴您的孩子一起閱讀。讓他讀給你聽並討論這本書。討論的主題能包含：

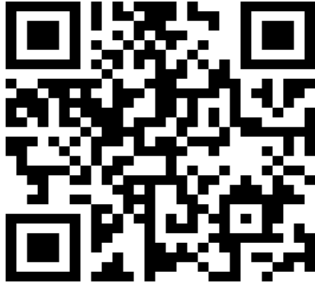
- 你對這本書有什麼看法？
- 一起改變這本書的結局。
- 你與哪個角色有關係？

### **Bulletin Board**

- April 1-5 – Tomb Sweeping Holiday
- April 15 – PTI

### 佈告欄

- 4/1~4/5 - 清明節連假
- 4/15 - 親師晤談座談會



4/15 親師晤談意願調查表