



Guangren Elementary School

Grade 2 Semester 2 Newsletter Week 5: March 11th-March 15th, 2024

光仁小學 ESL 雙語班週報-二年級

第二學期第五週 三月十一日-三月十五日

Class Pictures & Captions 課堂照片錦集

Last week, Grade 2 students participated in a plant scavenger hunt at the Youth Park. Students used photos on their papers to identify plants. Then, they used adjectives to write in detail about what they observed. The students had an enjoyable time getting out of the classroom and seeing some diverse plants!

上週，二年級學生在青年公園參加探索植物的活動。學生用學習單上的照片辨認植物。然後，他們用形容詞詳細描寫他們所觀察到的植物。學生走出教室，看到各種各樣的植物，度過一段愉快的時光！

Orange class 橘班



In Orange Class, students continued to observe their group's beans. Every week, each group will observe one of the beans planted in class and record what they see in their observation journal. They will be encouraged to use adjectives to describe what they see.

Bonus Photo: Orange Class at the plant scavenger hunt.

在橘班，學生持續觀察自己小組的豆子。每週，每個小組都要觀察班級裡種植的一顆豆子，並將所見所聞記錄在觀察日記中。我們鼓勵他們用形容詞來描述自己觀察到的種子的生長過程。

同場加映：正在進行探索植物活動的橘班。

Red class 紅班



In Red Class, students practised adding adjectives to their writing as their morning warm up activity. They referenced anchor charts with adjectives of colour, size, and texture. They demonstrated responsibility by completing their warm up activity within the time limit.

Bonus Photo: Red Class at the plant scavenger hunt.

在紅班，學生在早晨的熱身寫作活動中，練習在寫作中加入形容詞。他們參考帶有顏色、大小和質地等形容詞的課內海報。他們也在規定的時間內完成，體現學習的責任感。

同場加映：紅班正在進行探索植物活動中。

Blue class 藍班



In Blue Class, students used visuals to generate ideas and make their writing more descriptive. They observed pictures of plants and used adjectives to describe them. Observing real pictures of plants made learning relevant to the students.

Bonus Photo: Blue Class at the plant scavenger hunt.

在藍班，學生利用觀察的技能，來產生課堂想法，使他們的寫作更具描述性。他們觀察植物圖片，並使用形容詞對其進行描述。通過觀察真實的植物圖片，學生學習到相關知識。

同場加映： 藍班的探索植物活動。

Yellow Class 黃班



In Yellow Class, students worked in small groups to practise their writing. They created stories using picture prompts. Later, they added adjectives to their stories to make them more descriptive. This was a creative way to encourage students to add adjectives to their writing.

Bonus Photo: Yellow Class at the plant scavenger hunt.

在黃班，學生以小組為單位練習寫作。他們根據圖片的提示來創作故事。隨後，他們在故事中加入形容詞，使故事更具描述性。這是鼓勵學生在寫作中使用形容詞的一種創新方法。

同場加映：探索植物活動中的黃班。

Green class 綠班



In Green Class, students practised their oral and reading skills by participating in a retelling of the first part of the story, "Jack and the Beanstalk." Students identified the characters, setting and described what happened first in the story. Later, they wrote about the story with the addition of adjectives to describe the characters and the setting.

Bonus Photo: Green Class at the plant scavenger hunt.

在綠班，學生通過參與重新描述故事 "傑克和豌豆" 的第一部分劇情，來練習口語和閱讀技能。學生找出故事中的人物、背景，並描述故事中首先發生的事情。隨後，他們在寫作時加入形容詞來描述故事中的人物和環境設定。

同場加映：探索植物活動中的綠班。

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">● is 是(第三人稱、單數動詞)● are 是(第二人稱、複數動詞)● Who 是誰● When 何時● Where 何地● What 是什麼● first 首先● next 下一個、接下來● then 然後, 接著 | <ul style="list-style-type: none">● plant 植物● seed 種子● roots 根部● stem 莖; 梗; 柄● leaves 葉子 (leaf 的複數)● bean 豆子● flower 花朵● petals 花瓣● sun 太陽、陽光 |

Social Conventions 生活句型

- Describe the plant.
請形容這株植物。
- The seed/stem is _____.
這株植物的種子/莖很_____。
- The roots/leaves are _____.
這株植物的根部/葉子很_____。
- Who are the characters? The characters are _____.
請問角色有哪些? 角色有_____。
- What is the setting? The setting is _____.
請問故事的設定有哪些東西? 故事的設定有_____。
- What happened in the story?
請問故事發生什麼事情?

Grammar Focus 文法重點

Question Sentence Structure

問句結構

- Who are the characters?
請問角色有哪些?
- What is the setting?
請問故事的設定有哪些東西?
- What happened in the story?
請問故事裡發生什麼事情?

Prepositions

位置介係詞

- above 在…的上方
- below 在…的下方
- inside 在…的裡面
- outside 在…的外面
- back 在…的後面
- here 在這裡
- over 在那裡、在…的上方(懸空)

Use “is” with singular nouns. Use “are” with plural nouns.

單數名詞使用 "is"。複數名詞用 "are"。

- The seed **is** small.
種子很小。
- The roots **are** long.
根很長。

Use adjectives to describe nouns. 用形容詞描述名詞。

- The plant is tall and green.
植物又高又綠。

Possessive Pronouns 所有格代詞

- Whose is it? It's mine/yours/his/hers/ours/theirs.
它是誰的？是我的 (mine) / 你的 (yours) / 他的 (his) / 他的 (hers) / 我們的 (ours) / 他們的 (theirs)。



Jack and the Beanstalk

Students can listen and practise their retelling skills with this classic tale of a boy whose magic beans grow into an enormous beanstalk.

傑克和豌豆

這個經典故事講述一個男孩的魔豆長成一個巨大的藤蔓，學生可以聆聽並練習重新描述故事的技能。

[👤 Jack and the Beanstalk | Children's Read Aloud](#)



The Carrot Seed

Students can listen and read along with this classic story about a boy waiting for his carrot seed to grow.

紅蘿蔔種子

這個經典故事講述一個男孩等待紅蘿蔔種子長大的故事，學生可以邊聽邊讀。

[The Carrot Seed - Old School vinyl recordings](#) | [Picture book](#) | [Read to me](#)

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

- **March 22 - Picnic Day**
- **March 30 - Parent-Teacher Interviews**
- **April 4/5 - Tomb Sweeping Holiday and Children's Day**

佈告欄

- 03月18日 - 二年級閱讀我最愛決賽
- 03月22日 - 千人野餐
- 03月25日-04月07日 - 錄音真有趣錄音檔上傳
- 03月30日 - ESL親師晤談
- 04月4-5日 - 清明暨兒童節連假