

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

March 25th - April 2th, 2025

Mr. Epp
Ms. Graham



Image: Students in class Edmonton work on completing their Term 4 culminating tasks.

圖片：Edmonton 班的學生正在完成他們的下學期第一階段單元總結作業。

Homework

Parents are reminded that the days for assigning ESL homework to Grade 7 students are every Monday, Tuesday, and Thursday. Please check your child's homework and sign inside their homework notebook. Homework will also be posted on Google Classroom and might involve using online resources.

This Past Week

Welcome to Term 5: Managing Mental Health! This week, students explored what mental health is, how it connects to physical health, and how to recognize

家庭作業

提醒家長們，七年級學生的 ESL 家庭作業安排在每週一、週二和週四。請檢查孩子的家庭作業後並在作業本中簽名。家庭作業也會發布在 Google Classroom 上，並使用線上資源。

本週

歡迎來到下學期第二階段：心理健康管理，本週學生們探討了心理健康的定義、它與身體健康的關聯，以及如何辨識情緒和理解肢體語言。他們

emotions and understand body language. They discussed the importance of identifying emotions and how body language plays a role in communication.

In speaking, students engaged in group discussions where they practised asking and answering questions, as well as sharing their opinions. For reading and writing, they created word wall cards for mental health vocabulary, writing sentences using the new terms. They also worked on a sticker emoji project, where they used a graphic organizer to plan their writing and describe their emoji/sticker in one paragraph. They then plugged their descriptive paragraph into an AI system that drew their sticker for them, letting them see how accurate their writing really was.

Next Week

Next week, students will present their vocabulary word wall cards in pairs, teaching the class the meaning of their words. This speaking activity will focus on eye contact, speaking with expression, and giving full explanations. Afterward, students will practise writing in the second person point of view and use this to create ongoing diary entries throughout the term to record their thoughts and feelings. This writing connects to managing mental health and provides an opportunity to express emotions in a safe and healthy way.

In addition, students will begin more independent reading of their library books. As part of a reading assessment, they will focus on understanding characters' emotions and relating these emotions to their own lives. To build on their vocabulary, students will complete a second round of vocabulary cards independently, then participate in a gallery walk to view and record their classmates' work for future reference.

The learning skill and curriculum expectations

討論了情緒辨識的重要性，以及肢體語言在溝通中的作用。

在口語表達部分，學生們進行了小組討論，練習了提問與回答問題，以及分享他們的意見。在閱讀和寫作部分，他們建立了心理健康字彙的單字卡，並使用這些新詞語寫句子。他們還進行了貼紙表情符號活動，利用組織圖來規劃寫作，並在一段文字中描述他們的表情符號貼紙。隨後，他們將描述性文章輸入到 AI 系統中，讓系統根據他們的文字繪製出貼紙，如此一來他們就可以看到自己寫作的精確度。

下週

下週，學生將以配對的方式展示他們的字彙單字卡，並向全班解釋單字的定義。這項口語活動將著重於眼神接觸、表情豐富的講話方式以及完整的解釋。隨後，學生們將練習以第二人稱進行寫作，並透過這個方式撰寫日記，持續記錄他們的想法和感受。這項寫作活動與心理健康管理有關，並提供了一個安全、健康的方式來表達情緒。

此外，學生們將開始更獨立地閱讀他們的圖書。作為閱讀評量的一部分，他們將專注於理解角色的情緒，並將這些情緒與他們自己的生活作聯繫。為了增強他們的字彙量，學生們將獨立完成第二輪的字彙卡，接著進行一場畫廊展示活動，欣賞並記錄同學們的作品，以便將來參考。

<p>being focused on these two weeks include:</p> <p>Learning Skill: collaboration, organization, and initiative</p> <p>Speaking:</p> <ul style="list-style-type: none"> - Demonstrate comprehension of specific detailed information, instructions and presentations, with some contextual and visual support. <p>Reading:</p> <ul style="list-style-type: none"> - Respond to and evaluate adapted/authentic texts. - Read a variety of adapted/authentic literary, informational and graphic texts. <p>Writing:</p> <ul style="list-style-type: none"> - Apply grammatical structures and conventions appropriately 	<p>這兩週的學習重點與課程目標:</p> <p>學習技巧: 團隊合作、組織能力及主動性</p> <p>口說:</p> <ul style="list-style-type: none"> - 展示具體詳細的資訊、指示和演示的理解能力，並能夠在一定的語境和視覺輔助下進行理解。 <p>閱讀:</p> <ul style="list-style-type: none"> - 回應並評估改編/原版文本。 - 閱讀各種類型的改編/原版文學、資訊性和圖像文本。 <p>書寫:</p> <ul style="list-style-type: none"> - 正確運用語法結構和規範 						
<p style="text-align: center;">Grammar 文法</p> <ul style="list-style-type: none"> - 1st, 2nd and 3rd person point of view - simple present and past tenses - 第一、第二、第三人稱視角 - 現在簡單式和過去式 <p style="text-align: center;">New writing/reading strategy 新的寫作/閱讀策略</p> <ul style="list-style-type: none"> - using 2nd person point of view to record diary entries - 運用第二人稱記錄日記 <p style="text-align: center;">Vocabulary 單字</p> <p>stress (n./v.) 壓力</p>	<p style="text-align: center;">Important Dates 重要日期</p> <p>April 3rd and 4th: Tomb Sweeping Holiday; no classes May 14th and 15th: Term 5 Exams 4 月 3、4 日 - 清明連假期 5 月 14、15 日 - 第二次段考</p> <hr/> <p style="text-align: center;">Tutorial 課後延伸學習</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Tuesday, April 1st</td> <td style="width: 50%;">4 月 1 日星期二</td> </tr> <tr> <td>5:00 – 6:00 pm</td> <td>下午 5:00-6:00</td> </tr> <tr> <td>ESL Classroom</td> <td>地點: 雙語教室</td> </tr> </table> <p>4F Winnipeg (643 教室): Andy, Jhon, Poseidon 3F Montreal (633 教室): Regina Hsu, Demi, Rachel, Nini</p>	Tuesday, April 1st	4 月 1 日星期二	5:00 – 6:00 pm	下午 5:00-6:00	ESL Classroom	地點: 雙語教室
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<p>destress (v.) 解壓</p> <p>diary (n.) 日記</p> <p>develop (v.) 發展</p> <p>environment (n.) 環境</p> <p>express (v.) 表達</p> <p>habit (n.) 習慣</p> <p>pleasure (n.) 快樂</p> <p>stigma (n.) 污名</p> <p>mental health (n.) 心理健康</p> <p>self-esteem (n.) 自尊</p> <p>well-being (n.) 幸福</p> <p>emotional (adj.) 情緒的</p> <p>physical (adj.) 身體的</p>	<p>Tuesday, April 8st 4 月 1 日星期二</p> <p>5:00 – 6:00 pm 下午 5:00-6:00</p> <p>ESL Classroom 地點: 雙語教室</p> <p>4F Winnipeg (643 教室): Amy, Ivan, Enya</p> <p>3F Montreal (633 教室): Hussein, Laurent, Mike</p> <p>Chen, Pual</p> <hr/> <p>有任何與英文課相關事宜想要和外師聯繫，可以直接在<u>回家作業筆記本</u>上直接留下訊息，中英文皆可以，我們會儘快回覆。</p>
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