

ESL Program Newsletter

Grade 7
Edmonton / Winnipeg

Feb. 11th, 2025 –
Feb. 21, 2025

Mr. Epp (Edmonton)
Ms. Graham (Winnipeg)

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 back to school! We hope everyone had a wonderful winter break and a happy new year celebration!

In our class discussions this past week, students practised using their newly-learned vocabulary to talk about what it means to be courageous and inspirational. We also looked at what it means to be a role model and who the students view as their own role models.

In our reading and writing, students learned about the inspirational Ruby Bridges, the first African-American child to integrate into White schools in Louisiana, USA in the 1960s. They analyzed her story and the traits that make her a courageous person in history, and wrote about their findings and thoughts. Additionally, students analyzed and rewrote run-on sentences, focusing on adding commas and conjunctions to brighten up their writing.

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

歡迎回到學校！希望大家度過了一個美好的寒假，並享受了愉快的新年慶祝！

在本週的課堂討論中，學生們運用新學到的詞彙來談論「勇氣」和「激勵人心」的意義。我們還探討了「榜樣」的概念，以及學生們心目中的榜樣人物。

在閱讀與寫作方面，學生學習了鼓舞人心的露比·布里奇斯（Ruby Bridges）的故事。她是 1960 年代美國路易斯安那州第一位進入白人學校的非裔美國兒童。學生分析了她的故事，討論了她身上展現的勇氣特質，並寫下自己的發現與想法。此外，學生們還練習分析並改寫連續句（Run-on Sentences），專注於正確使用逗號與連接詞，使寫作更清晰流暢。

This week students were also given their report cards for Term 3. On the back of their report cards, students completed a quick questionnaire on their goals for improvement this term. Students should have brought their report cards home to show to parents and to get them signed.

Next Week

Next week we will read and identify qualities/traits of another role model: Malala Yousafzai, a children's rights and education activist from Pakistan. With inspiration from her story, students will create a collage/poster with photographs of their own role models, accompanied by a write-up about their chosen person, which will be presented in class. The presentations on their personal role models will focus on using new vocabulary, keeping eye contact with the audience, and speaking with expression.

Additionally, at the end of next week, students will take a few minutes to reflect on how they believe they performed in the area of *self-regulation*. Students will complete a quick self-evaluation of this learning skill and how they could improve in the future.

The learning skill and curriculum expectations being focused on these two weeks include:

Learning Skills: self-regulation, independent work, and organization

Speaking: Demonstrate comprehension of specific detailed information in more complex instructions and presentations.

Reading: Use word structures and context clues

學生也在本週領取了上學期第三次的成績單。在成績單的背面，他們完成了一份簡短的問卷，寫下自己本學期的進步目標。**學生需要將成績單帶回家給家長查看並簽名。**

下週

下週，我們將閱讀並探討另一位榜樣人物的特質—**瑪拉拉 (Malala Yousafzai)**，一位來自巴基斯坦的兒童權利與教育倡導者。受到她的故事啟發，學生將製作拼貼畫或海報，使用照片來展示自己敬仰的榜樣，並撰寫一篇簡短的介紹。這項作品將在課堂上進行展示，學生在演講時將練習使用新詞彙，保持與觀眾的眼神交流，並以富有表現力的方式說話。

此外，在下週結束時，學生將花幾分鐘反思自己在**自我規範 (self-regulation)** 方面的表現。他們將完成一份簡短的自我評估，思考自己的學習習慣以及未來如何改進。

這兩週的學習重點與課程目標：

學習技能 (Learning Skills)：
自我調節、獨立作業、組織能力。

口說 (Speaking)：
理解更複雜的指示和演講內容。

閱讀 (Reading)：
運用詞語結構與上下文線索來理解生詞

to determine meaning of unfamiliar words.

Writing: Use connecting words and phrases to show the relationship between ideas/paragraphs.

寫作 (Writing) :
使用連接詞來表達句子或段落之間的關係。

<div>Grammar 文法</div> <div><ul style="list-style-type: none">- Fixing run-on sentences 修正連續句- Subordinating Conjunctions 從屬連接詞- Proper punctuation 正確的標點符號</div> <div>Vocabulary 單字</div> <div><div>admire (v.) 欣賞；仰慕</div><div>courage (n.) 勇氣</div><div>courageous (adj.) 勇敢的</div><div>bravery (n.) 勇敢；英勇</div><div>brave (adj.) 勇敢的</div><div>humble (adj.) 謙遜的；謙虛的</div><div>humbleness (n.) 謙遜；謙虛</div><div>inspire (v.) 激勵；啟發</div><div>inspiring (adj.) 鼓舞人心的</div><div>inspiration (n.) 靈感；啟發</div><div>integrate (v.) 融入；整合</div><div>compassion (n.) 同情；憐憫</div><div>compassionate (adj.) 有同情心的</div><div>persistent (adj.) 堅持不懈的；持續的</div><div>persistence (n.) 毅力；堅持不懈</div><div>selfless (adj.) 無私的</div><div>selfish (adj.) 自私的</div><div>role model (n.) 榜樣人物</div></div>	<div>Important Dates 重要日期</div> <div><div>Saturday, February 22nd: School Day</div><div>Tuesday, February 25th: Start of Tutorial</div><div>Friday, February 28th: Memorial Day (No Class)</div><div>Saturday, March 15th: PTI</div><div>March 19th-20th: Term 4 Exam</div></div> <div><div>2 月 22 日(六) - 學校家長日</div><div>2 月 25 日(二) - 雙語課後延伸學習第一天</div><div>2 月 28 日(五) - 和平紀念日放假</div><div>3 月 15 日(六) - 雙語親師晤談</div><div>3 月 19-20 日 - 本學期第一次段考</div></div> <div><div>Tutorial 課後延伸學習</div><div><div><div>Tuesday, Feb. 25</div><div>5:00 – 6:00</div><div>ESL Classroom</div><div>Focus: Speaking</div></div><div><div>2 月 25 日星期二</div><div>下午 5:00-6:00</div><div>地點: 雙語教室</div><div>課程重點: 口語表達</div></div></div><div><div>3F Edmonton (633 教室): Demi, Melody, Karen, Nini</div><div>4F Winnipeg (643 教室): Ingrid, Ann H., Anders, Triton</div></div><div>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。</div></div>
---	--