

ESL Program Newsletter

Grade 8

Dec. 16th, 2024 - Dec. 20th, 2024

Mr Morgan (Ottawa)
Ms Jensen (Toronto)



Left image: Groups of three students in Toronto presenting a role play on fairness.

左圖：Toronto 班的三名學生正在展示一個以公平為主題的角色扮演短劇。

Right image: Students worked in groups to write down dialogue and actions for a role play in Ottawa class.

右圖：Ottawa 的學生正在分組合作，寫下角色扮演的對話和動作。

Homework

To encourage reading at home:

Homework this week included:

Monday: Taiwanese English Magazine or provided book.

- Read any article in the magazine or the given book.
- In your homework book, write down:

1. The name of the article,

作業

為了鼓勵在家閱讀，本週的家庭作業包括：

星期一：

閱讀英文雜誌或提供的書籍。

閱讀雜誌中的任意一篇文章或所給的書本，並在作業本中寫下：

1. 文章名稱
2. 你從文章中學到的一件事

星期二：

2. One thing you **learned** from the article.

Tuesday: Write sentences using the vocabulary from this week.

Thursday:

Make a text-self-connection with the article or book read on Monday.

This Past Week

Students are still learning about stereotypes. They have a strong knowledge base of gender stereotypes and now age and national stereotypes, too. We are breaking down the writing process even more because the revision and edit stages can be challenging. Students completed separate activities on these two stages, before applying the skills to their own writing. We are adding the use of comparative adjectives to our writing and speaking, too. The reading strategies we are focusing on are using context clues for inferring meaning as well as text-to-world connections. Students answered comprehension questions for this week. For speaking, students spoke about age and national stereotypes in small groups.

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

Learning Skill: collaboration, independent work.

Speaking: students were to respond to a speaking assessment based on their hobbies or interests. age and national stereotypes.

Reading: students read a text to practice using context clues as well as to answer comprehension questions.

Writing: writing assessment where students

使用本週的詞彙造句。

星期四：

與星期一所閱讀的文章或書籍進行文字與自我的連結（text-self-connection）。

本週

學生們仍在學習關於刻板印象的內容。他們對於性別刻板印象已經有了扎實的基礎知識，現在也學習了關於年齡和國家刻板印象的相關知識。我們正在進一步細化寫作過程，特別是針對修訂與編輯階段，因為這些階段對學生來說具有挑戰性。在正式應用這些技能到自己的寫作之前，學生們分別完成了針對這兩個階段的活動。

此外，我們在寫作和口語中加入了比較級形容詞的使用練習。閱讀策略方面，我們專注於利用上下文線索來推測意思，以及建立文本與世界的連結（text-to-world connections）。本週，學生們回答了相關的閱讀理解問題。

在口語方面，學生們以小組討論的方式，針對年齡和國家刻板印象進行了交流。

學習技能：

合作與獨立工作

口說：

學生需要針對自己的興趣或愛好，以及年齡與國家刻板印象進行口語評量回應。

閱讀：

學生閱讀文本，練習使用上下文線索，並回答閱讀理解問題。

寫作：

寫作評量中，學生填寫圖表組織器，撰寫一篇以

filled a graphic organiser to write an OREO paragraph based on stereotypes.	刻板印象為主題的 OREO 段落。
<div><div>Grammar 文法 or new writing/reading strategy</div><div>The writing process 寫作過程</div><div>Text-to-world connections 文本與世界的連結</div><div>context clues 上下文線索</div></div> <div>Vocabulary 單字<div>nationality 國籍</div><div>culture 文化</div><div>goals 目標</div><div>belief 信仰</div><div>family 家人</div><div>racism 種族主義</div><div>religion 宗教</div></div>	<div>Important Dates 重要日期<div>Tutorial December 31, 2024 課後延伸學習 12 月 31 日 Toronto: Elisa, Jason, and Yumi Ottawa: Sushi, Jeanette, Sunny, and Aslan</div><div>School Anniversary: December 24th, 2024 校慶：12 月 24 日</div><div>Christmas Day (no school): December 25th, 2024 聖誕節（放假一天）：12 月 25 日</div><div>New Year Holiday: January 1st, 2025 元旦（放假一天）：1 月 1 日</div></div> <div>有任何與英文課相關事宜想要和外師聯繫，可以直接在回家作業筆記本上直接留下訊息，中英文皆可以，我們會儘快回覆。</div>