

ESL Program Newsletter

Grade 8
Ottawa / Toronto

Dec. 23rd, 2024 - Jan. 3rd, 2024

Mr. Morgan (Ottawa)
Ms. Jensen (Toronto)



Students work in groups to complete various activities in Toronto.

在 Toronto 的課堂上，學生透過小組合作完成多項活動。

Ottawa students also work at stations and in groups.

在 Ottawa 的課堂上，學生透過小組合作的方式學習。

Homework

To encourage reading in English at home, homework this week included:

Monday: Taiwanese English Magazine

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

1. The name of the article.
2. One thing you learned from the article.

Tuesday: Write sentences using the vocabulary from the week.

Thursday: Make a text-self-connection with the article read on Monday.

家庭作業

為了鼓勵學生在家閱讀，本週的家庭作業包括：

星期一：台灣英文雜誌

- 閱讀雜誌中的任何一篇文章。
- 在家庭作業本上寫下：

1. 文章的名稱。
2. 從文章中學到的一件事。

星期二：使用本週的詞彙寫句子。

星期四：將星期一所讀文章與自己生活中的經歷進行自我連結。

This Past Week

We only had three instructional days this week.

Students worked on some revisional writing in the form of hamburger paragraphs. Students were also required to follow the writing process to submit well-written paragraphs that had been revised and edited.

Students wrote about national stereotypes of their home countries and made statements about why the stereotypes would be unfair. To help support their ideas, students referred to previous reading on the topic. They needed to use the ideas from the reading in their writing. We also continued practicing the use of context clues when reading unfamiliar words.

We continue to speak about events in the past as well as making statements about stereotypes being fair or unfair.

This Week

As we have another holiday this week, please ensure that your child is getting sufficient sleep the day before school. We have noticed some behavioural differences after the previous day off.

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

Learning Skill: responsibility, independent work.

Speaking: students were to respond to a speaking assessment based on their findings of stereotypes in a graphic novel.

Reading: students read a graphic novel excerpt and identify stereotypes that characters may have. They will need to complete a graphic organiser

上週

這週我們只有三天的教學時間。

學生用漢堡段落 (Hamburger Paragraphs) 進行了修訂寫作。學生需要遵循寫作過程，繳交經過修訂和編輯的優秀段落。

學生寫了關於家鄉的國家刻板印象，並陳述為什麼這些刻板印象是不公平的。為了支持自己的觀點，學生參考了之前閱讀的相關內容，並需要在寫作中運用這些想法。我們還繼續練習在閱讀生字時使用上下文線索。

我們繼續討論過去的事件，並表達對刻板印象是否公平的看法。

本週

由於本週又有一個假期，請確保您的孩子在上學前獲得充足的睡眠。我們注意到在放假後的一天，學生的行為有所不同。

這兩週專注的學習技能和課程期望包括：

- **學習技能：**責任感，獨立工作。
- **口語表達：**學生根據他們在圖像小說中找到的刻板印象回答口語評估。
- **閱讀：**學生閱讀一段圖像小說，並識別出角色可能具有的刻板印象。他們將需要根據這些刻板印象完成一個圖形組織者。
- **寫作：**學生根據寫作過程，寫有關故事中

<p>based on these stereotypes.</p> <p>Writing: students write paragraphs about stereotypes from stories following the writing process.</p>	<p>刻板印象的段落。</p>
<p>Grammar 文法 new writing/reading strategy</p> <p>Text-to-self reading strategy 文本與自我的連結</p> <p>Text-to-world reading strategy 文本與世界的連結</p> <p>affixes in words 詞語中的詞綴</p> <p>Vocabulary 單字</p> <p>graphic novel 圖像小說</p> <p>speech bubble / bubbles 語泡 / 語泡圖</p> <p>character identity / character identities 角色身份</p> <p>similarity / similarities 相似性；相似點</p> <p>difference / differences 差異；差異點</p> <p>detail / details 細節；詳細資訊</p> <p>evidence 證據</p> <p>translation 翻譯</p>	<p>Important Dates 重要日期</p> <p>Thursdays, January 16th and Friday, January 17th - Term 3 exams</p> <p>1 月 16-17 日 - 第三次段考</p> <p>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。</p>