

ESL Program Newsletter

Grade 8
Ottawa / Toronto

Jan. 6th, 2025 - Jan. 10th, 2025

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



Students in Ottawa answer pre-reading questions.

在 Ottawa 的課堂上，學生積極回答預習閱讀的相關問題。



Students in Toronto working on assessments with guidance from the teacher.

在 Toronto 的課堂上，學生在外師的指引下完成課堂作業。

Homework

Please ensure that the homework is complete before signing it. 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 a short conversation about stereotypes in speech bubbles.

家庭作業

家長需在學生完成作業後簽名。

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

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

This Past Week

This week was all about the Culminating Task. Students picked a story that they wanted to identify and write about the stereotypes in it. They worked individually to plan and find evidence to support their arguments in two separate paragraphs. They used quotation marks to show their evidence and worked to compare and contrast the characters in the story. They also completed a reading assessment based on a story. They were required to answer questions about context clues as well as general comprehension questions. The students also completed a speaking assessment about stereotypes in society.

Next Week

This week only has three instructional days in which we will complete examination reviews. We will go over all the content covered this term as well as complete Read Theory and Independent reading.

May you have a wonderful Lunar New Year! If you are traveling, travel safely and take care.

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

Learning Skill:

independent work, self-regulation and responsibility.

Speaking:

students were to respond to a speaking assessment on stereotypes in stories and the world.

Reading:

students read a text to find context clues for word

進行自我連結。

本週

本週的主要焦點是單元總結作業。學生們選擇了一個故事，並寫下故事中的刻板印象。他們獨立工作，計劃並找出支持他們論點的證據，並分為兩段來寫。他們使用引號來標示證據，並比較故事中的人物。他們還完成了一項閱讀評估，根據一個故事回答有關語境線索和一般理解問題。學生們還進行了一次關於社會中刻板印象的口語評估。

下週

由於下週只有三個教學日，我們將進行考試復習。我們將回顧這學期所涵蓋的所有內容，並完成 Read Theory 以及獨立閱讀。

祝大家有一個愉快的農曆新年！如果您正在旅行，祝您一路平安，保重身體。

這兩週的學習技能和課程目標包括：

學習技能： 獨立工作、自我調節和責任感

口語表達： 學生回答關於故事和現實世界中的刻板印象的口語評估

閱讀： 學生閱讀文章，找出語境線索以理解詞語的意思，並回答理解問題

寫作： 寫作評估，學生填寫圖表組織者，找出證據來支持論點並寫出包含證據的段落

<p>meaning and answer comprehension questions.</p> <p>Writing: writing assessment where students filled in graphic organisers, found evidence to support arguments and wrote paragraphs that used evidence.</p>	
<p>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>Context clues 語境線索</p> <p>Vocabulary 單字</p> <p>graphic novel 圖像小說</p> <p>speech bubble 語泡 / 語泡圖</p> <p>character identity 角色身份</p> <p>similarity 相似性</p> <p>difference 差異; 差異點</p> <p>detail 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>Tuesday, February 11th - First day of Term 4</p> <p>1 月 16-17 日 - 第三次段考 2 月 11 日 - 開學第一天</p> <hr/> <p>Tutorial 課後延伸學習</p> <p>The last tutorial of the semester was on Tuesday, December 31st. There will be no more tutorials until semester 2.</p> <p>本學期的最後一次課後延伸學習為 12 月 31 日。新的課後延伸學習名單會在下學期時公告在週報與官方 Line 上。</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>