

ESL Program Newsletter

Grade 8
Ottawa / Toronto

Sept. 9th, 2024 - Sept. 20th, 2024

Toronto: Ms. Jensen
Ottawa: Mr. Morgan



Ms. Jensen's classroom works together to answer questions on character.

在 Ms.Jensen 的課堂上，大家一起合作回答有關角色的問題。



Mr. Morgan's Ottawa classroom sets expectations and works on classroom rules.

在 Mr.Morgan 老師的 Ottawa 班上，大家正在合作設定班級期望與班規。

Homework

Please remember to sign the homework books.

Homework this week included:

Monday: Finishing a story and completing their reading entry.

Tuesday: Writing sentences using provided words.

Thursday: Reading a story and completing their reading entry.

Homework in Week 4:

Mondays: Will always be a form of reading provided by the teacher.

Tuesdays: We will begin adding relevant grammar points as we move through the skills and content.

Thursdays: More reading with 'thoughts' added about

家庭作業

家長們需在學生完成作業後，在「作業筆記本」上簽名確認。

本週作業包括：

週一：完成一篇故事並完成閱讀記錄。

週二：使用提供的詞語寫句子。

週四：閱讀一篇故事並完成閱讀記錄。

第 4 週的作業：

週一：將始終是由老師提供的閱讀形式。

週二：隨著技能和內容的進展。我們將開始添加相關的文法重點

週四：在閱讀中加入更多的「想法」。學生可以在第 4 週自行選擇閱讀的書籍。。

the reading. Students may choose this reading, from Week 4.

This Past Week

This past week, students Created classroom rules, expectations, and solidifying classroom routines are some of the collaborative activities we have been working on and will continue to do so. This was a great opportunity for both the teacher and the students to get to know each other to better understand the flow and procedures set up for class.

As we begin to build rapport, similarly, the classroom environment is also starting to build. The class word wall, anchor charts, seating plans, along with understanding various functions of the classroom was established. Students are starting to understand how to access and use the learning environment to their advantage.

Students presented to the class about the classroom rules and expectations. Students also identified and explained characters. Understanding and applying pronouns in various activities was practised.

Through reading various examples, students identified character names and characteristics in texts. This helped students to be more aware of understanding the difference between what is a character and what is an object.

Students were assessed on their ability to fill out graphic organizers about characters and story elements. The planning process has begun and it will continue throughout the year.

Curriculum Expectations

1.2 demonstrate understanding of simple English in a variety of interactive classroom settings

1.1 read a variety of adapted and authentic literary, informational and graphic texts

上週

在過去的一週中，學生們制定了課堂規則和期望，並鞏固了課堂常規，這些都是我們進行的協作活動之一，也將繼續進行。這是老師和學生彼此了解的良好機會，有助於更好地理解課堂的流程和設置的程序。

隨著我們開始建立關係，課堂環境也在逐步建立。班級詞彙牆、錨定圖表、座位表，以及了解課堂的各種功能都已經建立。學生們開始理解如何利用學習環境來自己的優勢。

學生們向全班介紹了課堂規則和期望，並且識別和解釋了角色。在各種活動中，學生們練習了理解和應用代詞。

通過閱讀各種例子，學生們在文本中識別了角色名稱和特徵。這幫助學生更加清楚地理解角色與物體之間的區別。

學生們在填寫關於角色和故事元素的圖形組織表方面進行了評估。計劃的過程已經開始，並將持續整個學年。

課程期望

1.2 在各種互動課堂環境中展示對簡單英語的理解

1.1 閱讀各類改編和原創的文學、訊息和圖表文

<p>1.2 Express ideas and feelings on personal topics in complex ways</p> <p style="text-align: center;">This Week</p> <p>Next week, students can expect to begin describing settings using descriptive language. The focus will be on the proper use of past tense and adjectives. This will be emphasized in oral communication as well as in writing.</p> <p>Reading will have students look at a variety of examples about character and setting. The focus will be on identifying details as well as exploring how settings are described. Much of the attention will be on the variety of adjectives used as well as the use of past tense.</p> <p>Curriculum Expectations:</p> <p>1.2 demonstrate understanding of simple English in a variety of interactive classroom settings</p> <p>1.1 read a variety of adapted and authentic literary, informational and graphic texts</p> <p>1.2 Express ideas and feelings on personal topics in complex ways</p> <p>Learning Skill: collaboration, independent work.</p>	<p>本</p> <p>1.2 用複雜的方式表達個人主題的想法和感受</p> <p style="text-align: center;">本週</p> <p>下週，學生們將開始使用描述性語言來描述場景。重點將放在過去時態和形容詞的正確使用上，這將在口語交流和寫作中得到強調。</p> <p>閱讀將要求學生查看關於角色和場景的各種例子，重點是識別細節以及探索場景的描述方式。並聚焦在形容詞的多樣性和過去時態的使用上。</p> <p style="text-align: center;">課程期望</p> <p>1.2 在各種互動課堂環境中展示對簡單英語的理解</p> <p>1.1 閱讀各類改編和原創的文學、信息和圖表文本</p> <p>1.2 用複雜的方式表達個人主題的想法和感受</p> <p>學習技能：合作，獨立工作</p>						
<table border="0" style="width: 100%;"> <tr> <th style="text-align: left;">Grammar 文法</th><th style="text-align: left;">Vocabulary 單字</th></tr> <tr> <td>Verb tenses in the simple past 動詞過去式</td><td>Character 角色 Setting 場景 Plot 劇情、情節</td></tr> <tr> <td>Agreement 同意</td><td>Visible 可見的 Hidden 隱藏的 Trait 特徵</td></tr> </table>	Grammar 文法	Vocabulary 單字	Verb tenses in the simple past 動詞過去式	Character 角色 Setting 場景 Plot 劇情、情節	Agreement 同意	Visible 可見的 Hidden 隱藏的 Trait 特徵	<p style="text-align: center;">Important Dates 重要日期</p> <p>Monday, September 17th- Mid-Autumn Festival (no class)</p> <p>Tuesday, September 18th – Grade 8 Field Trip</p> <p>Thursday, October 10th- Taiwan National Day (no class)</p> <p>Tuesday, October 15th & Wednesday, October</p>
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	<p>16th- Term 1 Exams</p> <p>9 月 17 日(一)-中秋節放假 9 月 18 日(二)-八年級校外教學 10 月 10 日(四)-國慶日放假 10 月 15-16 日(三-四)-第一次段考</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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