



## **Panda Class Newsletter**

### **April, 2016**

Dear Parents,

We are growing ever closer to graduation, and the Pandas can look back on an eventful and fun year: I have seen them become accomplished readers, and this was not quite the state in which I first knew them. It is with pride and astonishment sometimes when I witness each student reading texts without any assistance from myself whatsoever, and, since the corollary to an ability to read is to understand concepts and also be able to write, I envisage even greater eventual success in the class.

Concordant with this progress, the class materials have stepped up a gear, the songs we learn how to sing having more lyrics with increasingly advanced connotations, the reading texts relating nuances of meaning which demand concentration and intelligence, and the core material volumes edging towards a more historical and intellectual vantage point. This all goes to moulding great minds, polymaths manqué, and I just wish that when I was their age I received a similar education.

In all, it is an honour and a privilege to trudge unceasingly forward with this band of Pandas to yet more undiscovered and fantastical realms.

All the Best,  
Robert Quinn

### **Reading**

Importantly, April will begin with a review in which on each day we will read the most prominent books we have finished thus far; therein I will be checking if students can remember vocabulary, and whether this vocabulary can be fitted into coherent sentences. Afterwards, we will continue forward with the usual light-hearted reading material that will introduce words, tenses and cultural information from the West.

April 4 – April 8: *Review*

April 11 – April 15: *Not Enough Room*

April 18 – April 22: *All Stuck Up*

April 25 – April 29: *Mice Are Nice*

### **Core Material**

The Core Material section will be most historically-oriented, which is important because the students will be given the chance to differentiate between the tenses (most obviously, the past and present), and also will be regaled with accounts of history from my own mental stock of knowledge. Of course, I think it will be helpful as well as fascinating for the students to have an idea of who Christopher Columbus was, what

the Roman Empire was, or how farming was introduced and revolutionised homo sapiens in about 8,500BC, because they will then have an idea how they, the children of the human race, got here; they will also, incidentally, be given an idea of why English is so important after a recent global age of empire. And all this at five or six years of age! Trust me, they are clever enough to understand this information if it is explained to them simply, as has already been proven in class.

April 4 – April 8: Catch Up and Review

April 11 – April 15: Unit 3, Week 4, Workshop.

April 18 – April 22: Unit 3, Week 4, Anthology

April 25 – April 29: Unit 3, Week 4, Anthology

### **Maths**

Students all vary in mathematical ability, so some student might be ahead of others. This is not a problem, as the students come together when I give a class using the sticker book, which involves me eliciting answers from individual students. Previous themes will be elaborated on in this workbook, to wit, numeration and simple arithmetic.

April 4 – April 8: F2:P15-18 (Workbook)

April 11 – April 15: F3:P01-5 (workbook)

April 18 – April 22: F3:P06-10 (workbook)

April 25 – April 29: F3:P11-14 (workbook)

### **Physical Education**

April 4 – April 8: Lapping It Up (running laps)

April 11 – April 15: Racing assortment

April 18 – April 22: The Blob (Tag)

April 25 – April 29: All Noshed Up (Assault Course)

### **Thematic Activities**

Over the next couple of months the thematic activities will focus on different countries to the ones lionised previously: America, Britain, France and the usual western signature nations will all take their place in this international scope of messy and informative fun in our pleasure chambers at Marshall.

April 4 – April 8: Mexico

April 11 – April 15: Mexico

April 18 – April 22: France

April 25 – April 29: France

### **Science**

I am becoming excited by the growing piquancy of our scientific lessons which now border on the cosmological: how the universe began, how the planets work, earth's position within the solar system, etc. This is very deep stuff for five to six year old, and it is very impressive they will take this knowledge on.

Already, I must say, they are very precocious individuals.

April 4 – April 8: Lesson 1, E6-9

April 11 – April 15: Lesson 2, E12-15

April 18 – April 22: Lesson 3, E18-21

April 25 – April 29: Lesson 4, E24-25

### **Song and Dance**

April 4 – April 8: *Forever young*

April 11 – April 15: *Forever young*

April 18 – April 22: *Forever young*

April 25 – April 29: *What a wonderful World*

### **Library and Story-time**

I will, as usual, take volumes from the great Marshall panoply of books to read to the children, but at times I will introduce my own material, which, indeed, I have abundant access to since I studied children's literature. The children love story time, which lends them the chance to learn vocabulary which is not on their main course of instruction.

To conclude, I am sure this will assure you the children are receiving the very best treatment here at Marshall and I hope you can discern their staggering leaps forward at home when you question them. I look forward to seeing you all soon at sport's day, also, where it will be nice to have a pleasant and warm chat with parents about lessons, school life and any other subjects.

All the Best,  
Robert Quinn



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### **April, 2016**

親愛的家長：

時間越來越接近畢業典禮了，熊貓班們也開始回顧這忙碌又有趣的一年：現在他們已經成為一名厲害的讀者了，這跟我第一次見到他們時完全不一樣了。這一年我看到他們的改變，從他們的朗讀再也不需要我幫忙了，還有他們能自己寫出想寫的句子，這些都讓我感到自豪和驕傲。

隨著教材的難度增加和歌詞越來越長，這些都能增加孩子的內涵，並從這些閱讀裡培養孩子更專注和更有智慧的學習，這能夠讓孩子達成更有效的學習。另外，在主教材的部分，我們介紹了更多有關於歷史的部分，這將有助於他們智慧的增長。因為我在他們這個年紀的時候也是這樣學習的，所以我覺得這樣對他們幫助很大。

總之，這是一種榮耀和特權，熊貓班將有更多潛能需要被發掘，每一天的他們都在進步。

祝福

Robert Quinn

### **Reading**

最重要的是，四月我們將有一個複習的禮拜，我會看看他們到底學到了哪些字彙，而他們是否可以将這些字彙運用在句子裡面，之後我們將會介紹更多來自西方的文化。

April 4 – April 8: *複習*

April 11 – April 15: *Not Enough Room*

April 18 – April 22: *All Stuck Up*

April 25 – April 29: *Mice Are Nice*

### **Core Material**

**Core Material** 將會介紹很多歷史的東西，學生必須要清楚地了解過去-現在-未來，並活用在自己的生活中。當然，我認為這將是有益的以及令人著迷的，我將跟學生介紹什麼是羅馬帝國，和如何被引入養殖和革命性智人約 8,500BC，為什麼英語是近期全球很重要的。對於五六歲的他們，相信我，他們是夠聰明可以了解這些的。

April 4 – April 8: *Catch Up and Review*

April 11 – April 15: *Unit 3, Week 4, Workshop.*

April 18 – April 22: *Unit 3, Week 4, Anthology*

April 25 – April 29: *Unit 3, Week 4, Anthology*

## **Maths**

學生們的數學能力各不相同，所以有些學生可能會超過別人。這不是一個問題，當我用貼紙書時，大家是一起的，其中我會引導每個學生的答案。上一頁主題將在此工作簿中作詳細說明，用機智，記數和簡單的算術。

April 4 – April 8: F2:P15-18 (Workbook)

April 11 – April 15: F3:P01-5 (workbook)

April 18 – April 22: F3:P06-10 (workbook)

April 25 – April 29: F3:P11-14 (workbook)

## **Physical Education**

April 4 – April 8: Lapping It Up (running laps)

April 11 – April 15: 賽車

April 18 – April 22: The Blob (Tag)

April 25 – April 29: All Noshed Up (突擊課程)

## **Thematic Activities**

在接下來的幾個月的主題活動將著重於不同的國: 美國，英國，法國和一些西方國家，這將是孩子在瑪歇爾這個國際的地方學習到的樂趣。

April 4 – April 8: 墨西哥

April 11 – April 15: 墨西哥

April 18 – April 22: 法國

April 25 – April 29: 法國

## **Science**

我們的科學課開始介紹宇宙：宇宙是如何開始，行星是如何工作的，在太陽系內地球的位置等，這是五至六歲會非常深刻的東西。目前，我必須說，他們是非常成熟的孩子。

April 4 – April 8: Lesson 1, E6-9

April 11 – April 15: Lesson 2, E12-15

April 18 – April 22: Lesson 3, E18-21

April 25 – April 29: Lesson 4, E24-25

## **Song and Dance**

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April 11 – April 15: *Forever young*

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## **Library and Story-time**

我會像往常一樣，從瑪歇爾的圖書館拿書讀給孩子，但有時我會介紹我自己的書，確實，我有豐富的知識，因為我學的是兒童文學。孩子們喜歡講故事的時間，這使它他們學習詞彙這是不是對他們的教學主要課程的機會。

最後，我相信這將保證你的孩子們在這裡馬歇爾接受最好的教育，我希望你可以在家裡問他們問題，我相信你能感覺到他們的進步。我期待著快到來的運動會，另外，那裡將是不錯的課程，並且可以和父母愉快的聊學校生活和任何其他科目。

All the Best,  
Robert Quinn