



Bear Class ESL G3-4 March Newsletter

Welcome to the new Bear Class ESL Grade 3 and 4 monthly newsletter for March.

This month we continue our journey to become the best English students we can be. We had a great first month with the students showing great application and understanding of the material we looked at. We have a good group of students who mostly like to contribute and join in during class. We have a few quiet students who do not really speak a lot so I focus on encouraging them to speak loudly and clearly and generally join in more.

Core Material - Reading

We read the reading book everyday. I am very strict when it comes to reading time. Everyone sits down and we read together following the words with our fingers.

Often the kids will have questions about the story and about words they don't understand. I positively encourage questions about the reading material to make sure they understand.

Alongside the reading material, the students have a word list each week. The words from the list are selected from the reading material. When the students are first introduced to the new vocabulary most of them are unsure how to pronounce the words, let alone understand their meanings. So, as a class we go through the wordlists and I explain what they mean. Sometimes this can be done on the big TV via Google. I have found this to be a fantastic tool to help the students understand more easily.

Week 1-2 Unit 2 Week 1 This unit is called "Figure It Out" and looks at how stories can help us solve problems. Stories make reading interesting and can be about many different topics from history, science, sports or just funny stories that make us laugh. This week's story is about working together to solve a problem. The story is called "Anansi Learns a Lesson" and looks at how friends can help each other solve a problem and find an answer or a solution.

Week 3-4 Unit 2 Week 2 This unit is called "Figure It Out" and looks at how stories can help us solve problems. Stories make reading interesting and can be about many different topics from history, science, sports or just funny stories that make us laugh. This week's story is about immigration which

involves people moving permanently to a new country to find a new and better life.

Week 5 Review

Grammar

The majority of our lesson time is spent reading the Core Material reading book. However, a portion of the lesson will involve completing a grammar exercise using a grammar workbook.

Grammar lessons usually involve a discussion about the task, accompanied by some examples. Students complete the task and help and feedback is given.

The tasks vary in length. Most lessons comprise of the students completing a page in their text books. Once they have completed the task they can move on to the next page.

Week 1-2 Unit 2 Week 1 This unit looks at various types of nouns. A noun is a word that names a person, place or thing but we can differentiate them. A *common* noun is any place, person or thing, while a *proper* noun names a special person, place, or thing. It begins with a capital letter and an example could be a person's name or a place such as Taipei 101. We also have *concrete* nouns which can be seen or identified with our five senses and *abstract* nouns which cannot be seen. They are usually ideas or feelings such as honesty or freedom.

Week 3-4 Unit 2 Week 2 This unit looks at various types of nouns. A noun is a word that names a person, place or thing but we can differentiate them. A *singular noun* names one person or place while a *plural noun* names more than one. Sometimes we add *-s*, or *-es* depending if the word ends in *-s*, *-ch*, *-sh*, *-x*, or if it ends in *y* then then change it to *-ies*.

Week 5 Review

Composition

Composition Class is a fantastic opportunity for the students to do some creative writing. It's quite a short class, just once per week but it gives them a chance to think for themselves and write creatively.

A topic is chosen for them such as '*What I Want to Do When I Grow Up*', after which we have a discussion and suggestions are made as to what they might write. After the initial draft is finished, their compositions are marked and returned ready for the rewrite the following week.

Week 1-2 An Argument with My Best Friend. We all have a best friend who we really like and share everything with. But sometimes we argue with the people that we like. The students need to write about an argument that they have had with a friend. They need to tell us who and why the argument happened and what they did to resolve the problem.

Week 2-4 *An Animal that Represents My School*. What animal do you think would best represent your school. Why would you chose this animal? Is it its appearance, actions, or the sound it makes that reminds you of your school.

Week 5 Review

Keynote Presentations

The Keynote activity involves a different topic where the students research and create an interesting and informative presentation which involves questions or statements and information relating to the topic. The students can supplement the information with pictures and graphics to make it visually stimulating.

This concludes the monthly newsletter for March.

As always if you have anything you would like to discuss with me, please feel free to leave me a message in the weekly communication books.

Until next time, see you soon.

Teacher Eamonn.



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歡迎閱讀新小熊班 ESL 三四年級三月份之月刊。

這個月我們將繼續踏上想成為最棒英文學習者的旅程，我跟學生們共度了很棒的第一個月，我們一同探討閱讀的教材，學生們也於課程中展現了極佳的應用和理解能力。我們有一群很棒的學生，他們總喜歡於課堂中互相合作並參與活動，我們也有一些不愛發言的內向學生，所以我會特別鼓勵他們試著講大聲清楚點並積極參與課堂活動。

主要教材—閱讀課程

我們每天都會閱讀書籍，每到閱讀時間我會十分嚴格。全班每位學生都會坐端正，並以手指指文字的方式一同閱讀。

通常孩子們將會提問對於課文中不太清楚的故事和單字，故我會積極鼓勵他們提問跟課文相關的問題，以確保他們能完全理解。

伴隨著閱讀教材，學生們每週有份單字表，表上的單字都是由閱讀教材中挑選出的。學生第一次認識該單字時，多數通常無法確定該單字如何發音，更不用說那些單字的意義了。所以，當我們一同瀏覽單字表時我會解釋每個單字的意義。偶爾也會透由 Google 瀏覽器在電視螢幕上操作讓學生明白該詞彙意義，我發現那是協助孩子更容易學習的好工具。

週次一~二 單元 2 第一週

此單元稱作「想一想」，探討故事如何幫助我們解決問題。故事使閱讀變得更有趣，且這些不同題材的故事，有來自於歷史、科學、運動或只是些引人發噱的有趣故事。本週故事是關於團隊合作以解決問題，此故事被稱作「Anansi 學到一個教訓」，讓我們看看朋友們如何互相協助以解決問題，並找出答案或一個解決方案。

週次三~四 單元 2 第二週

此單元稱作「想一想」，探討故事如何幫助我們解決問題。故事使閱讀變得更有趣，且這些不同題材的

故事，有來自於歷史、科學、運動或只是些引人發噱的有趣故事。這週故事是關於移民，裡頭包含人們長期搬遷至新的城市以找尋全新且更理想的生活品質。

週次五 總複習

文法課程

課程期間大部分時間會花在閱讀主教材上，但仍會抽出一部分時間利用文法練習本完成文法練習。文法課程通常包含了上課舉例之課題的討論，學生們完成課堂作業後，老師便會給予一些建議及回饋。

課堂作業會依據課文長度而有所不同，大部分課程中會帶領學生上完一頁的教材，一旦他們完成指派的作業後，他們便能自行前往下一頁。

週次一~二 此單元探討名詞不同的變化，一個名詞是一個詞語，為人、地點或事物而命名，但我們能使其有所差異。一個常見的名詞是任何地點、人物或事物，然而一個專有名詞則是為了一個特別的人、地點或事物而命名的，通常專有名詞總是以大寫字母和以人名或地名(像是:台北 101)而開頭，我們也有能被看見或被五官感受到的具體名詞，和無法被看見的抽象名詞，他們通常是些想法或感受，像是誠信或自由。

週次三~四 單元 2 第二週

此單元探討名詞不同的變化，名詞是一個以人、地點或事物而命名，但我們能區分它們的詞語。單數名詞為一個人或地方而命名；反之，複數名詞則為多於一個人、地點或事物而命名。偶爾我們會視字尾是否為-s,-ch,-sh,-x 結尾而加上-s,-es,如果字尾為 y 時則會變成加-ies。

週次五 總複習

主題式寫作課程

寫作課程是一個讓學生發揮想像寫作的絕佳機會，它上課時間較短，一週才一次，但卻提供了孩子們一個自行思考和創作的機會。

題目的選擇，通常都是我們事前討論或提議過可能寫下的主題，像是「長大後我想做什麼?」。初稿完成後，孩子們的作文將會被批改好且被發回，以利於下週課程中重新改寫。

週次一~二 一個跟好友的爭執

我們都有個喜歡且會分享所有事物的好朋友，但偶爾我們也會跟我們喜歡的人起爭執，學生們必須寫出關於跟朋友起過的爭執經過，且需要告訴我們對象是誰及為何會起爭執，然後他們做了什麼去解決此問題。

週次二~四 象徵我學校的動物

什麼動物最能代表你的學校，為什麼你選擇這動物？因為牠的外型、動作或者聲音，讓你容易想起你的學校嗎？

週次五 總複習

簡報演說

簡報演說課程牽涉到不同的主題，學生們會針對此些主題做搜尋及做出有趣且具知識性的簡報，而這些簡報中包含了一些跟主題相關的問題、敘述和資訊，學生們能以圖片或圖表方式去補充簡報內容讓簡報更有視覺效果。

以上是三月份的月刊

一如往常，若您有任何想跟我討論的任何問題，都歡迎於每週的聯絡本上留言給我。

期待下次與您會面

外師 Eamonn 敬上