

## **Penguin Class Newsletter May 2021**

Dear Parents,

We keep moving towards the closing stages of our lives at Marshall. Last month we got to enjoy our final field trip. I am really happy we got to have one more class activity together as the last year has been disrupted by coronavirus. We had a fun day out at The Flying Cow Ranch where we saw lots of cool animals and insects. We had a few parents join us on the trip whom I heard complimented our class on their behaviour and the fact they spoke English all the time. I am very proud of Penguin Class because they are often complimented by other parents and Chinese Teachers that they always speak English during their daily lives, where as other classes will revert back to Chinese at the first opportunity. This shows that our students have really embraced the concept that they are here to learn, and become fluent in English.

I am really looking forward to seeing their continued development.

Please see below a detailed schedule for May. Please feel free to ask myself or Tr. Pinky any questions.

Best wishes,

Teacher Eamonn

### Reading

Reading class is something we take a lot of pride in here at Marshall. We aim to have a class of independent readers with a full grasp of phonics and the pronunciation of words. This class is also great for building up their vocabulary which in turn benefits their conversation skills. I find this class

feeds the student's imagination, inspires children to read stories in their own time. As reading is a personal favourite pass time for me I take a lot of care bringing out the best possible results for the children in this subject and I hope you will all see a steady improvement in your child's ability.

5/3-5/7: Let's Talk Riding

5/10-5/14: Freaky Frogs

5/17-5/21: Ants

5/24-/28: The New Kid

### Core Material

This class is an all encompassing lesson for the children's reading, grammar and phonics skills. In these classes children are asked to analyse stories, practice vowel sounds and use a selection of keywords for sentence making and grammar. This year we have started to assess the students on their spelling and understanding of concepts. This is a non-pressurised situation where we review the core material and assess it through 'fill the gap' or 'choose the correct word' exercises. I am trying to encourage them to do it by themselves and not shout out the answers so everyone gets the opportunity to complete it independently. We then review and test the spelling of the keys words.

5/3-5/7: Unit 3 Week 3 Workshop. 'Tales Over Time'. This unit focuses on folktales. What is a folktale? A folktale is a story about popular culture that is passed on by word of mouth. Examples are Jack and the Beanstalk or Goldilocks and the Three Bears. They are a made up story but often have a moral or lesson to learn. The story this week is called 'The Nice Kitten'.

5/10-5/14: Unit 3 Week 3 Workshop. 'Tales Over Time'. This unit focuses on folktales. What is a folktale? A folktale is a story about popular culture that is passed on by word of mouth. Examples are Jack and the Beanstalk or Goldilocks and the Three Bears. They are a made up story but often have a moral or lesson to learn. The story this week is called 'The Nice Kitten'.

5/17-5/21: Unit 3 Week 3 Anthology. 'Tales Over Time'. This unit continues the folktale theme with 'The Gingerbread Man' story and nursery rhymes such as 'Hickory, Dickory, Dock'.

5/24-/28: Unit 3 Week 3 Anthology. 'Tales Over Time'. This unit continues the folktale theme with 'The Gingerbread Man' story and nursery rhymes such as 'Hickory, Dickory, Dock'.

### Conversation- Workbook Jump 2

Conversation is an integral aspects of life at Marshall. We teach this formally in class but also at every moment when the English Teacher is present. We try to encourage speaking English from the moment they start and all through lunchtime, playtime and as they go about their daily lives. The conversation starts with simple questions such as what's your name and develops as their English develops. I love talking with the children and watching their skills grow and seeing their personalities shine threw.

5/3-5/7: P78-79 Places such as movie theatre, park or train station. Prepositions of place such as next to, behind and in front of.

5/10-5/14: P80-81. Prepositions of place using "It's next to the ..." and "Where is the ...?"

5/17-5/21: P82-83. Telling the time matching watches with the time words. Reviewing prepositions of place.

5/24-/28: P84-85. Reviewing prepositions of place. "Where does he...?" Reviewing "What time/When?" questions.

### Phonics

This semester we will increase our focus on phonics to aid their reading development to add to their pre-existing knowledge and of sightwords. This is the basis of reading so is very important as their vocabulary increases and difficulty level advances. We use a combination of workbook exercises and whiteboard activities and combine it with spelling.

5/3-5/7: P165, 166, 171 Assessment diphthongs ou, ow, oi, oy, ew such as cow, pouch or oil.

Contractions using not such as didn't= did not.

5/10-5/14: P172, 173, 174 Contractions using 'will' such as she'll= she will, or using 'am' such as I'm= I am.

5/17-5/21: P175, 177, 178 Spelling and Writing contractions. Number code to write contractions and Assessment of contractions.

5/24-/28: P179, 180, 181 Abbreviations such as Rd.= road, Tr. =Teacher, or Mr.= Mister. Plurals means "more than one" so we look at when to +es to words that end in s, ss, ch, sh, x or z.

### Math

We are using the MPM books and boxes for our maths class. They really have a unique and interesting way of delivering common mathematical concepts to the children often by using animals, colours and objects that children associate with fun and games! This month we will focus on...

5/3-5/7: F4:P1-5. Functions corresponding to and synthesised additions and subtractions.

5/10-5/14: F4:P6-10. Functions corresponding to and synthesised additions and subtractions.

Recognition of clock face and concepts of o'clock, half clocks and chronological order.

5/17-5/21: F4:P11-14. Recognition of clock face and concepts of o'clock, half clocks and chronological order.

5/24-/28: F4:P15-18. Recognition of inequality symbols and quantitative comparing.

### Writing

The year continues the successful innovative approach of the last two years. The book has a four-level writing course which takes young learners from beginner to low-intermediate level and builds a solid foundation for more advanced writing capacity.

5/3-5/7: P78-79 Unit 9 A Day at School. This unit looks at the times of the day we do certain activities such as get up, eat breakfast or go home. We use then, and then, after to show sequence of time.

5/10-5/14: P80-81 Unit 9 A Day at School. This unit looks at the times of the day we do certain activities such as get up, eat breakfast or go home. We use then, and then, after to show sequence of time.

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5/24-/28: P84-85 Unit 9 A Day at School. This unit looks at the times of the day we do certain activities such as get up, eat breakfast or go home. We use then, and then, after to show sequence of time.

### Physical Education

This is important for all everyone. In our busy lives we all often forget to exercise and I am a strong believer in “Healthy Body/Healthy Mind” so is vital for our younger generation to get lots of exercise and fresh air. Not only does it benefit our bodies but also our social skills such as teamwork, competition and fair play. I have started to include team activities to promote teamwork, encouragement and understanding consequences if you don’t try hard for your team. Gross motor skills can aid with our fine motor skills too so I try to include activities such as relay races, follow the leader and co-ordination tasks which are fun and engaging.

### Song and Dance

This is a great opportunity for myself and the students to bond and enjoy some songs together. Singing and dancing not only teaches new words and tunes but also aids listening and Gross/Fine Motor skills as dancing involves learning movements so requires good co-ordination. These songs and dances are often included in our Drama Plays so are an important aspect of Marshall school life.

5/3-5/7: What a Wonderful World

5/10-5/14: What a Wonderful World

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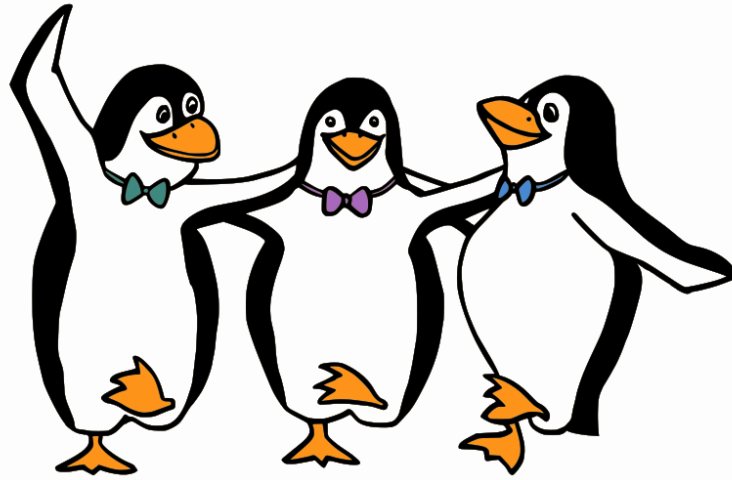
### Thematic Activity

Each month a different foreign teacher is assigned to plan and arrange activities of a given theme. This can be anything from small art projects, short field trips near the school or even a party in the classroom! The themes are often related to different festivals around the world so it really helps them to understand different cultures while having fun at the same time. May’s activities will revolve around thematic activities about International Culture where we learn about culture, history and food etc. These are always fun and exciting for the children.

## Library/Storybook

Each week the children get the opportunity to borrow a book to take home and read by themselves. Recently I have been choosing a fun and interesting story to read to the class. I take my time to explain concepts and any morals from the story. It's lovely to see all of them listening to the stories and taking an interest! They really get involved with the stories and I believe it's good for their listening and their imagination!

I hope this has been an insightful newsletter for you all,  
Thank you for reading!  
Best wishes, Tr. Eamonn



## Penguin Class Newsletter May 2021

親愛的家長：

我們已在邁入瑪歇爾的最後階段。上個月，我們去了最後一次的戶外教學。我真的很高興，因為去年的戶外教學因為冠狀病毒而取消，我們必須在教室活動。我們在“飛牛牧場”度過了愉快的一天，孩子看到了很多很酷的動物和昆蟲。我們有幾位家長一同參加了這次的戶外教學，我對於孩子的行為以及一直講英語，這件事上對企鵝班表示讚賞。身為企鵝班的老師而感到非常自豪，他們經常受到學校老師的稱讚，在日常生活中總是說英語，而其他班級會轉換中文。這代表企鵝班的學生已經真正接受了他們在這裡學習的理念，並且用流利的英語溝通。

我真的很期待在我們進入大班時看到孩子們的繼續發展。

請參閱下面 5 月的詳細時間表，若有問題歡迎隨時向我或 Tr. Pinky 提出，誠摯的祝福各位家長。

### 閱讀

閱讀課是我們瑪歇爾引以為傲的課程。我們的目標是讓孩子能夠獨立閱讀，並且正確念出單字的發音及語調。孩子們正快速累積他們的單字詞彙量，這對孩子們的對話技巧是有很大的幫助。

我發現這個課程能夠激發孩子們的想像力，激發他們利用時間閱讀故事。由於閱讀對我個人而言是最喜歡的一件事情，我花很多心思地為思考如何讓孩子們的能力提升，我希望你們會看到孩子的能力在逐漸進步。

5/3-5/7: Let's Talk Riding

5/10-5/14: Freaky Frogs

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主教材

此課程主要是圍繞著孩子的閱讀、語法和發音技能。在課程中，會讓孩子分析故事，練習發音，並使用關鍵字造句和語法使用。今年，我們開始評估學生的拼寫和對概念的理解。這是一種沒有壓力情況，我們通過“填補空白”或“選擇正確的單詞”練習來讓孩子學習。我鼓勵孩子們自己做，而不是大聲說出答案，這樣每個人都有機會獨立完成它。之後我們便複習並測試拼出這些關鍵字

5/3-5/7: Unit 3 Week 3 Workshop. 'Tales Over Time'. 這單元在講述關於民間故事，甚麼是民間故事?這是一個過去受歡迎的文化故事，例如:傑克與碗豆、三隻熊、金髮姑娘等。是我們創造出來的故事內容，內容包含寓意學習。這週的故事叫做'The Nice Kitten

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5/17-5/21: Unit 3 Week 3 Anthology.'Tales Over Time'.這單元持續講述民間故事，這週故事為 The Gingerbread Man、Hickory、Dickory、Dock.

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#### 會話 Jump 2 Grammar and Spelling

我們的對話課程有稍微做點改變，包括我們正在教授的語法與相關拼寫。會話是瑪歇爾生活中不可或缺的一部分。我們用此方式教學，當然在英文老師在場時也全然是英語的。我們鼓勵孩子們說英語，即使是午餐時、遊戲時間或是生活中的一切。彼此的對話從簡單的問題開始，例如：你的名字去啟發孩子們說英語。我喜歡和孩子們交談，看著他們的會話技巧一次比一次進步，及每個孩子不同的人格特質。

5/3-5/7: P78-79 Places such as movie theatre, park or train station. Prepositions of place such as next to, behind and in front of.

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5/17-5/21: P82-83. Telling the time matching watches with the time words. Reviewing prepositions of place.

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#### 自然發音

本學期我們將著重自然發音法協助孩子們的閱讀，並增加他們原有的知識和單字。這是閱讀的基礎，隨著詞彙量的增加和難度的提高，因此自然發音非常重要。我們使用作業簿練習和白板活動的結合，將其拼寫出來。

5/3-5/7: P165, 166, 171 Assessment diphthongs ou, ow, oi, oy, ew such as cow, pouch or oil. Contractions using not such as didn't= did not.

5/10-5/14: P172, 173, 174 Contractions using 'will' such as she'll= she will, or using 'am' such as I'm= I am.

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## 數學

目前我們的數學課使用 MPM 書當教材。他們真的有很獨特且有趣的方式，常透過動物，顏色，和一些物件以及些孩子們互動的遊戲，給予孩子們一般的數學概念。本月我們將專注在...

5/3-5/7: F4:P1-5. Functions corresponding to and synthesised additions and subtractions.

5/10-5/14: F4:P6-10. Functions corresponding to and synthesised additions and subtractions. Recognition of clock face and concepts of o'clock, half clocks and chronological order.

5/17-5/21: F4:P11-14. Recognition of clock face and concepts of o'clock, half clocks and chronological order.

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## 寫作課

這一年延續了過去兩個月的成功創新方法年份。這本書有一個四級寫作課程，需要年輕從初學者到低中級的學習者，並建立堅實的基礎更先進的寫作能力的基礎。

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## 體能課

這是對每個人都很重要的課。在我們忙碌的生活中常忘記運動，我相信有健康的身體才有健康的心靈。所以讓孩子們擁有適當的運動量和呼吸新鮮空氣是很重要的。不只是對身體有益，對社交如團隊合作、比賽和公平競爭都有益。透過團隊活動，促進團隊合作，我鼓勵著孩子們為自己的團隊歡呼加油。大肌肉運動有助於孩子的精細動作技巧，所以我們嘗試了接力賽等活動，這些任務既有趣又有吸引力。

## 歌曲律動

這對我自己和學生們來說是一個很好的機會，可以將這些歌曲與英文結合在一起。唱歌和跳舞不僅學習新單字和旋律，還輔助聽力、律動、肢體協調等技能，這些歌曲和舞蹈則會在我們的戲劇劇中出現，因此是瑪歇爾學校生活中很被看中的一環。

5/3-5/7: What a Wonderful World

5/10-5/14: What a Wonderful World

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5/24-/28: What a Wonderful World

### 主題活動

每個月都會由一名外籍教師來規劃和安排特定主題的活動。這可以是小型藝術項目，不僅是戶外教學，甚至是教室裡的派對！這些主題通常與世界各地的不同節日有關，因此它確實有助於孩子們從事有趣活動中，同時理解不同的文化、歷史與食物等，孩子們對於活動總是興奮且有趣的。本月活動主題將與各國文化相關。

### 圖書室故事時間

每週孩子們都有機會借一本書回家自己閱讀，最近我選了一些好玩有趣的故事書在課堂裡讀給他們聽，我花了些時間從故事書中解釋道德的概念，很高興看到他們都聽故事並引起興趣！他們真的參與了這些故事，我相信這對他們的傾聽和想像力都有好處！

希望這封信對所有人而言是具有洞察力的信。

感謝您的閱讀

祝福您

老師 Eamonn