



Dinosaur Class Newsletter February/March 2024

Hello Dinosaur Class Parents,

With both New Years and the reading contest out of the way, the next event will be the K4 second semester drama play. We can look forward to the kids saying a few more lines as individual characters and hopefully more loud and clear. I have seen the very typical progress happening with young kids that are exposed to a second language early on, and some are even developing a natural fluency akin to first language speakers at a similar age. Most kids however are able to understand instructions from teachers and can respond appropriately all in English, some kids have great enthusiasm to try share home life stories in English too which is awesome to see and makes the kids so happy to be able to share as well. The constant encouragement from school and especially from parents makes a big difference. Everyone is doing great and I'm confident they will continue to do so.

Reading

We are focusing much less on say and repeat exercises now and instead are focusing a lot more on the phonetic strategies used to sound out words and then say them. Some students still struggle with remembering the sound of odd letters, but there are definite improvements all round and the more we persist with this way the quicker and quicker they will start to pick up new words that have similar sounding rules in them. The books are getting longer and longer now and the words as well are bigger too, so the limits are constantly being pushed.

February's schedule is as follows:

Week 1: Boats/ The Snowball

Week 2: Boats/ The Snowball

Week 3: Boats/ The Snowball

Week 4: The Snowman

Week 5: Buzz Said the Bee

March's schedule is as follows:

Week 1: The Lunch Box Surprise

Week 2: Silly Milly

Week 3: School Day!

Week 4: I Love My Teacher

Phonics

This subject is so routine for the kids, that they turn into auto mode and get set up in no time ready for class, they have also picked up the main concepts and benefits of knowing their phonics rules and are applying them to all the exercises we are doing daily. Even though we are still focusing a lot on short vowels and only briefly touching on long vowels, they are building a good foundation to how words are built and breaking them down to work out their pronunciation, which will lead them into a more fluent reading ability.

February's schedule is as follows:

Week 1: P93, P94 (Short vowel o)

Week 2: P95, P96 (Short vowel o)

Week 3: Catch up and Review

Week 4: P99, 101, 103, 104 (Short vowel o)

Week 5: P105, 106, 108, 109 (Vowel review a, i, o)

March's schedule is as follows:

Week 1: P110, 111, 112, 113 (Short vowel u)

Week 2: P114, 115, 116, 119 (Short vowel u)

Week 3: P120, 121, 123, 124 (Short vowel u)

Week 4: P126, 127, 128, 129 (Short vowel 2)

MPM Math (Multiple Practice Module)

The MPM book and box continues to be competitive, in that kids enjoy the different challenges I set for them in order to win points as a group, to such an extent that their listening skills seem to be improving more than their math or logic skills. The practice with numbers is great for daily life skills and the way we practice them is also to help with this instead of being able to do equations or complicated sums. More often than not, kids know the answers to all the questions in the exercise books without the need for instructions or assistance from teacher.

February's schedule is as follows:

Week 1: D1: P01 - 02

Week 2: D1: P03 - 04

Week 3: D1: P05 - 08

Week 4: D1: P09 - 12

Week 5: D1: P13 - 18

March's schedule is as follows:

Week 1: D2: P01 - 06

Week 2: D2: P07 - 10

Week 3: D2: P11 - 14

Week 4: D2: P15 - 18

Grammar - Space

The kids have become rather familiar with this book now and the way the exercises are completed. Understanding the grammar concepts however takes a little extra work though. With having had a lot of practice using correct pronouns and possessive pronouns they are starting to use them in daily conversation, further more they have practiced a fair bit using, this, that, these and those for singular and plural nouns both near and far, which the kids find easier to use in practice while talking about daily things, than they manage to do

in the actual bookwork, but I put this down to the difficulties that kids are still having with relating words to letters and reading and writing more than understanding the grammar for correct conversation.

February's schedule is as follows:	Workbook
Week 1: p46-47	p23
Week 2: p48-49	p24
Week 3: Catch up and Review	
Week 4: p50-51	p25
Week 5: p52-53	p26

March's schedule is as follows:	Workbook
Week 1: p54-55	p27
Week 2: p56-57	p28
Week 3: p58-59	p29
Week 4: p60-61	p30

Spelling

We are practicing older vocabulary daily and have incorporated some of the words into the daily writing practice sheets as well. The kids are all getting the hang of spelling and starting to fully grasp the connections between sight and sound through the phonics they've learnt, the reading books we do weekly and the writing we do daily.

February's Spelling list is as follows:

Week 1: flip, pull, down, good, like

Week 2: flip, pull, down, good, like

Week 3: Catch up and review

Week 4: class, black, plan, clap, glad

Week 5: fun, they, make, too, kids

And March's spelling list is as follows:

Week 1: box, top, jog, lot, fox

Week 2: rock, clock, block, flop, mop

Week 3: play, house, have, zip, kick

Week 4: friend, and, ball, hop, tag

Conclusion

Under the caring watchful eye of Tr. Iris and the constant reminding from myself, students are all learning good behavior and how to positively interact/socially with their friends at school, and be respectful to adults too. They are still at an age when excitement can build up and sweep them off their feet and they forget everything they have been taught, but with patience we bring them back to center and remember when it's play time and when it's time to learn. The kids will have taken their sticker incentive cards home by now and will start a new one for the next semester, and the amount of stickers is in fact not an indication of how well a student is doing compared to their peers, but rather their attendance during point accumulating activities, because all kids are awarded much the same, as well as sharing in penalties for otherwise, which brings the kids into a sense of teamwork and not individual gain over others.

This flows into all aspects of their schooling and not just behavioral, but also motivation to complete tasks and stay focused during more intensive academic sessions. Overall the Dinosaur class is maintaining a good balance of discipline and energetic excited happiness, the kids are all enjoying their time at school and they are eager to learn and sponges for information. I hope to see them progress even further into the next semester!! And HAPPY CHINESE NEW YEAR!!!

Regards,
Teacher Justin



Dinosaur Class Newsletter February/March 2024

恐龍班爸爸媽媽您好：

隨著新年與閱讀比賽的結束，下一個活動將是中班第二學期的戲劇表演。我們可以期待孩子們以單獨角色多說幾句台詞，並且希望更加大聲和清楚。我看到早期接觸第二語言的幼兒非常典型的進步，有些孩子甚至在相似年齡就發展出類似第一語言使用者的自然流利程度，然而大多數的孩子都能理解老師的指示，並能用英文做適當的回應，有些孩子也非常熱衷嘗試用英文分享家庭生活，孩子們能夠開心分享，這真是太棒了。由於在學校不斷的鼓勵，尤其是來自家長持續的鼓勵，產生了很大的影響。每個孩子都做得很好，我相信他們繼續這樣做。

Reading

現在我們將不再專注於說和重複練習，而是更專注於使用發音和說出單字的語音策略。有些孩子仍然很難記住特殊單字的發音，但整體上已經有很明顯的進步，我們越堅持這種方式，他們就會越來越快地開始學習具有相似發音規則的新單字。現在小書的內容越來越長，字數越來越多，所以極限不斷被突破。

2 月的進度表如下：

Week 1: Boats/ The Snowball

Week 2: Boats/ The Snowball

Week 3: Boats/ The Snowball

Week 4: The Snowman

Week 5: Buzz Said the Bee

3 月的進度表如下：

Week 1: The Lunch Box Surprise

Week 2: Silly Milly

Week 3: School Day!

Week 4: I Love My Teacher

Phonics

這個課程對孩子來說是例行公事，他們會自動自發並立即為上課做好準備，他們抓住了了解語音規則的主要概念和重點，並將其應用到我們的所有練習中，儘管我們仍然專注於短母音的練習，而只簡單地接觸長母音，但他們正在為單字的建構方式打下良好的基礎，分解它們並找出它們的發音，這將使他們具有更流利的閱讀方式。

2 月的進度表如下：

Week 1: P93, P94 (Short vowel o)

Week 2: P95, P96 (Short vowel o)

Week 3: Catch up and Review

Week 4: P99, 101, 103, 104 (Short vowel o)

Week 5: P105, 106, 108, 109 (Vowel review a, i, o)

3 月的進度表如下：

Week 1: P110, 111, 112, 113 (Short vowel u)

Week 2: P114, 115, 116, 119 (Short vowel u)

Week 3: P120, 121, 123, 124 (Short vowel u)

Week 4: P126, 127, 128, 129 (Short vowel u)

MPM Math (Multiple Practice Module)

MPM 課本和寶盒仍然具有挑戰性，因為孩子們喜歡我為他們設計的不同挑戰，以團隊的方式贏得分數，以至於他們的聽力能力似乎比數學或邏輯能力提升更多。數字練習對於日常生活技能非常有用，我們練習數字的方式也是為了幫助實現這一點，而不是能做方程式或複雜的總合計數。通常孩子不需要老師的指導或幫助，就能知道課本所有問題的答案。

2 月的進度表如下：

Week 1: D1: P01 - 02

Week 2: D1: P03 - 04

Week 3: D1: P05 - 08

Week 4: D1: P09 - 12

Week 5: D1: P13 - 18

3 月的進度表如下：

Week 1: D2: P01 - 06

Week 2: D2: P07 - 10

Week 3: D2: P11 - 14

Week 4: D2: P15 - 18

Grammar - Space

現在孩子已經相當熟悉這本書以及練習的完成方式了，然而理解語法概念需要一些額外的練習，在使用正確代名詞和所有格代名詞進行了大量練習後，孩子開始在日常生活中轉換使用，此外他們還練習使用 **this**、**that**、**these**、**those** 來表示近和遠的單數和複數名詞，孩子們發現在日常討論事物時在實踐中使用它比實際的書本作業中更容易使用，但我將其歸因於孩子們在將單字與字母聯繫起來以及在閱讀和寫作方面仍然遇到困難，而不是理解正確對話的語法。

2 月的進度表如下：

Week 1: p46-47

Week 2: p48-49

Week 3: Catch up and Review

Week 4: p50-51

Workbook

p23

p24

p25

Week 5: p52-53

p26

3 月的進度表如下：

Workbook

Week 1: p54-55

p27

Week 2: p56-57

p28

Week 3: p58-59

p29

Week 4: p60-61

p30

Spelling

我們每天都在練習舊字彙，並將一些單字納入日常寫作學習單中，孩子們都掌握了拼字的訣竅，並開始透過他們學過的語音、我們每週閱讀的小書和我們每天做的寫作練習，來完全掌握視覺和聲音之間的聯繫。

2 月的進度表如下：

Week 1: flip, pull, down, good, like

Week 2: flip, pull, down, good, like

Week 3: Catch up and review

Week 4: class, black, plan, clap, glad

Week 5: fun, they, make, too, kids

3 月的進度表如下：

Week 1: box, top, jog, lot, fox

Week 2: rock, clock, block, flop, mop

Week 3: play, house, have, zip, kick

Week 4: friend, and, ball, hop, tag

Conclusion

在 Tr. Iris 關懷注視下和我不斷提醒，孩子們都在學習良好行為以及如何與學校朋友積極互動社交，並尊重大人。他們仍處於興奮的年齡，他們會興奮不已，忘記所教的一切，但我們耐心讓他們找回專注力，記住什麼時候是玩耍時間，什麼時候是學習時間。孩子們已經把貼紙獎勵卡帶回家了，並將在下學期開始一張新的獎勵卡，貼紙的數量實際上不表示孩子與其他孩子相對表現如何，而是表示他們在積分活動中的出勤率，因為所有的孩子都會獲得大致相同的獎勵，並且會分擔其他的扣分，這會讓孩子們產生團隊合作的感覺，而不是個人分數高於他人的感覺。這延伸至他們各方面的學校教育，不僅僅是行為，還包括完成任務和在更密集的課程中保持專注的動力。總體而言，恐龍班保持著良好的紀律和充滿活力、興奮和快樂的平衡，孩子們都很享受在學校的時光，他們渴望學習和吸收知識，我希望在學期看到他們更大的進步！祝您農曆新年快樂！

Regards,
Teacher Justin