



ESL G1 Tiger Class Newsletter June 2026

Reading

For the month of June, our reading topic will be about construction with particular emphasis on transportation. We will read two non-fiction texts about ship and bridge building and do various exercises to check the students' comprehension and help them to hone their writing ability. When reading together as a class, we focus on pronunciation and defining new words to help the students expand their vocabulary.

We may also touch on simple grammar points to reinforce their understanding of them and help them improve their reading skill.

6/1 - 6/5 Unit 5 Week 5 – Build It! P154 - 177

6/8 - 6/12 Unit 5 Week 5 – Build It! P154 - 177

6/15 - 6/18 Unit 5 Week 5 – Build It! P178 -183

6/22 - 6/26 Unit 5 Week 4 – Unit 5 Week 5 – Build It! P178 -183

6/29 - 7/3 Catch up and Review

Teacher Tim

Presentation

This month in presentation class, students will begin learning about the exciting world of musical instruments! We will explore the three main categories of instruments: string instruments, wind instruments, and percussion instruments. Students will discover the different kinds of instruments in each group and learn how they produce sound in unique ways.

Throughout the month, we will look at a variety of instruments from around the world, learn interesting facts about them, explore their origins and history, and discuss how they are used in music today. From violins and guitars, to flutes and trumpets, to drums and xylophones, students will gain a broader understanding of music and culture through these instruments.

As part of this theme, students will also practice organizing information, speaking clearly, and building confidence in public speaking. At the end of the unit, students

will bring together everything they have learned to prepare and give their own presentation to the class about a musical instrument of their choice.

Teacher Justin

Grammar Class

6/1 - 6/5:	Phonics (phoneme segmentation & diphthongs)
6/8 - 6/12:	Phonics (diphthongs oi,oy) and syllables
6/15 - 6/18:	Grammar (prepositions and prepositional phrases)
6/22 - 6/26:	Reading (Baya Weavers & Tree Houses)
6/29 - 7/3	Catch-up & review

For June we will again begin the month with some phonics, looking further into **phonemes** with **segmentation**, breaking spoken words into their individual sounds. This is done by breaking down each letter and their sound in a word - e.g 'bus' has three sounds, 'b/u/s. We will also be looking further into the sounds 'oi & oy' and the words that use them. In addition, we will be covering **final stable syllables**. These are words ending with a consistent, predictable sound, followed by **-le** e.g, -ble, -cle) or special combinations like -tion. Grammar for the next week will consist of **prepositions** and **phrases**. **Prepositions** are words that show relationships of time, location, or direction (e.g., *in, on, at, through, with*), while **prepositional phrases** are groups of words beginning with a preposition and ending with a noun or pronoun (the object).

Finally we will be reading 'Baya Weavers' and 'Tree houses'. One is a story about a bird from Asia, learning how they weave their nests - and the other a story on how tree houses are made, respectively.

Teacher Tom

Writing

In June, we will guide kids on two writing topics, "How to Clean Up After Something" and "How to Get Ready for School", based on (Explanatory Writing).

Explanatory writing is nonfiction writing designed to inform, explain, or clarify a specific topic. The writer's primary goal is to present facts and process objectively without inserting personal opinions or attempting to persuade the reader.

6/1 - 6/5 Explanatory Writing "How to Clean Up After Something"

6/8 - 6/12 Explanatory Writing "How to Clean Up After Something"

Brainstorm with the class about how to clean up after something.

Main Idea - "The steps to cleaning up after an activity"

Describe - "Have cleaning supplies ready, create space, and clean".

Introduction - "Why do we need to clean?"

Gather supplies - "What supplies do you need?"

Create space and organise - "What things need to be thrown away?/What things do you need to put back in place?"

Cleaning - "What do you use to clean with?"

Conclusion - “How do the following steps help? Or What are the steps to cleaning again?”

6/15 - 6/18 Explanatory Writing “How to Get Ready for School”

6/22 - 6/26 Explanatory Writing “How to Get Ready for School”

Brainstorm with the class about how to get ready for school.

Main Idea - “The routine of getting ready for school”

Introduction - “Why is getting ready for school important?”

Preparation - “When do you pack things? Before sleep or after you wake up? Why?”

Waking up - “What time do you wake up?”

Before leaving the house - “What do you do before you leave the house?”

Conclusion - “How long do you usually take to get ready?”.

Teacher Dragos



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Reading

六月的閱讀主題將圍繞「建築工程」，特別著重於交通運輸相關內容。我們將閱讀兩篇有關造船與橋樑建造的非小說文本，並透過各種練習來檢查學生的理解能力，同時幫助他們提升寫作技巧。在全班一起閱讀時，我們會特別注重發音與新單字的講解，以幫助學生擴展字彙量。

我們也可能會補充一些基礎文法重點，藉此加強學生對文法的理解，並提升閱讀能力。

- 6/1 - 6/5 Unit 5 Week 5 – Build It! 第 154–177 頁
- 6/8 - 6/12 Unit 5 Week 5 – Build It! 第 154–177 頁
- 6/15 - 6/18 Unit 5 Week 5 – Build It! 第 178–183 頁
- 6/22 - 6/26 Unit 5 Week 4 – Unit 5 Week 5 – Build It! 第 178–183 頁

- 6/29 - 7/3 補進度與複習

Teacher Tim

Presentation

這個月的發表課中，學生將開始認識充滿趣味的「樂器世界」！我們將探索三大類樂器：弦樂器、管樂器以及打擊樂器。學生會認識各類別中的不同樂器，並了解它們如何以不同方式發出聲音。

在整個月的課程中，我們將接觸來自世界各地的各種樂器，學習有趣的小知識，探索它們的起源與歷史，並討論這些樂器如今如何運用在音樂中。從小提琴與吉他，到長笛與小號，再到鼓與木琴，學生將透過這些樂器更深入地了解音樂與文化。

配合這個主題，學生也會練習整理資訊、清楚表達，以及建立公開演說的自信。單元結束時，學生將統整所學內容，準備並向全班發表一場關於自己選擇樂器的簡報。

Teacher Justin

Grammar Class

- 6/1 - 6/5：自然發音（音素分解與雙母音）
- 6/8 - 6/12：自然發音（oi、oy 雙母音）與音節
- 6/15 - 6/18：文法（介系詞與介系詞片語）
- 6/22 - 6/26：閱讀（《Baya Weavers》與《Tree Houses》）
- 6/29 - 7/3：補進度與複習

六月開始，我們會再次從自然發音開始，進一步學習音素分解，也就是把口語中的單字拆解成個別的聲音。例如：單字“bus”有三個聲音：b/u/s。

我們也會進一步學習“oi”與“oy”的發音，以及包含這些發音的單字。此外，課程中還會介紹「穩定尾音節（final stable syllables）」，也就是結尾具有固定且可預測發音的單字，例如以 -le 結尾（-ble、-cle）或特殊組合如 -tion。

接下來的文法課將學習介系詞與介系詞片語。介系詞是用來表示時間、地點或方向關係的單字（例如：in、on、at、through、with）；而介系詞片語則是由介系詞開頭，並以名詞或代名詞（受詞）結尾的一組詞語。

最後，我們將閱讀《Baya Weavers》與《Tree Houses》兩篇文章。前者介紹亞洲的一種鳥類以及牠們如何編織鳥巢；後者則是關於樹屋如何建造的故事。

Teacher Tom

Writing

六月的寫作課中，我們將帶領孩子完成兩個寫作主題：「如何在活動後整理清潔」以及「如何為上學做準備」，並以「說明文寫作（Explanatory Writing）」為主軸。

說明文是一種非小說類型的寫作，目的在於提供資訊、解釋或釐清特定主題。作者的主要目標是客觀地呈現事實與流程，而不加入個人意見，也不試圖說服讀者。

6/1 - 6/5

6/8 - 6/12

說明文寫作：「如何在活動後整理清潔」

我們將與全班一起腦力激盪，討論如何在完成活動後進行整理。

- 主題句 (Main Idea) — 「活動後整理的步驟」
- 描述 (Describe) — 「準備清潔用品、整理空間與清潔」
- 引言 (Introduction) — 「為什麼我們需要清潔？」
- 準備用品 (Gather supplies) — 「你需要哪些清潔用品？」
- 整理空間 (Create space and organise) — 「哪些東西需要丟掉？哪些東西需要放回原位？」
- 清潔 (Cleaning) — 「你會使用什麼來清潔？」
- 結論 (Conclusion) — 「這些步驟有什麼幫助？或再次說明整理清潔的步驟。」

6/15 - 6/18

6/22 - 6/26

說明文寫作：「如何為上學做準備」

我們將與全班一起討論如何做好上學前的準備。

- 主題句 (Main Idea) — 「上學前準備的日常流程」
- 引言 (Introduction) — 「為什麼上學前的準備很重要？」
- 準備 (Preparation) — 「你會在睡前還是起床後整理書包？為什麼？」
- 起床 (Waking up) — 「你幾點起床？」
- 出門前 (Before leaving the house) — 「出門前你會做哪些事？」
- 結論 (Conclusion) — 「你通常花多久時間完成準備？」