

NJJS ESL NEWSLETTER

NOVEMBER/8/2021 NJJS ESL DEPARTMENT

10月の学習状況をお伝えいたします。先月末にはPTO主催によるHalloweenのイベントがあり、児童生徒たちの仮装が目を楽しませてくれました。また、各ESLの授業でもジャコランタンづくりやHalloweenに関連する学習なども行い、アメリカ文化に親しんだ1か月でした。



Grade 7 - 9

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| Nadia | <p>This month we spent a lot of time on our Food unit, which also led to lessons about money, supermarkets, and restaurants. We practiced dialogues and conversations in these situations, such as reading a menu and ordering in a restaurant. We also are continuing in our <i>Phonics</i> books and following those lessons with a Spelling unit. They are doing such a great job! I continue to encourage them to always do their homework so they practice at home what they are learning in class.</p> <p>In October, we:</p> <ul style="list-style-type: none">• studied food, incorporating other topics such as supermarkets, restaurants, and money• continued in our <i>Phonics</i> and started a spelling unit on <i>short a</i> words• learned about fall, Columbus Day and Halloween• reviewed and practiced present continuous tense |
| Robin | <p>The month of October was a good time to create and read ghostly stories. The class used Pixton Comic Creator to write and create a scary cartoon strip using dialogue writing. We also read the short story of <i>The Legend Of Sleepy Hollow</i>. They completed various activities related to the story and movie. I used the movie to teach them about how to narrate a script. The class was split into two groups, and they have started to create a script for a short ghostly play.</p> <p>In October we:</p> <ul style="list-style-type: none">• completed grammar workbook pages.• learned about dialogue writing.• read the short story, <i>The Legend of Sleepy Hollow</i>.• answered comprehension questions related to the short story and characters.• watched a short Disney video of <i>The Legend of Sleepy Hollow</i>.• started to write a script for the ghostly play. |

Renata

October was all about research and following verbal directions. We utilized the internet to look up and write down proper driving directions. We used Waze and Google Maps. Students learned how to get and give driving directions and how to ask proper directional questions. We held many class discussions on each student's directions.

Students also started research on student choice topics and are creating a slideshow presentation. They will ultimately present their findings per their research topic. They will conduct an oral presentation with a question and answer session with the entire class after their google slide presentation is completed.

In October we:

- researched how to get driving directions
- practiced getting and giving driving directions
- utilized Google Maps and Waze
- conducted online research
- had question, comment and answer sessions on research topics
- created Google Slides presentation to give oral presentation next month