

NJJS ESL NEWSLETTER

JANUARY/31/2023 NJJS ESL DEPARTMENT

1月の学習状況をお伝えいたします。

先日のESL 保護者面談は限られた時間でしたが、日々の学習内容やお子様の頑張り等をお話する貴重な時間となりました。ありがとうございました。今年もよろしくお願いいたします。



Grade 7 - 9

Robin	<p>This month we finished reading <i>The Outsiders</i>. The class completed various activities related to the chapters. One particular assignment the class completed was role playing for chapters 7,8, and 9. They had to choose a situation and rewrite the scene from a different perspective. An important part of the novel is a poem written by Robert Frost called <i>Nothing Gold Can Stay</i>, the class had to read and interpret what the poem meant to the characters in the novel.</p> <p>In January we:</p> <ul style="list-style-type: none">• finished reading <i>The Outsiders</i>.• read the poem by Robert Frost called <i>Nothing Gold Can Stay</i> and had a class discussion about it.• wrote a diamante poem about the characters from the novel.• completed comprehension questions related to the chapters.• discussed the different themes throughout the novel and completed a thematic analysis.
Nadia	<p>Happy New Year and welcome back! This month we began with discussing different New Year's traditions and making some New Year's resolutions. We also learned about transportation and used the vocabulary to express how we get to school. We also studied the season of winter and wrote some sentences using the 5 senses. After learning about Martin Luther King, Jr. we began a comprehensive lesson on a book called <i>Rain, Rain, Rain!</i> They have been doing such a wonderful job!</p> <p>In January, we:</p> <ul style="list-style-type: none">• talked about New Year's traditions and New Year's resolutions.• learned transportation vocabulary and used it to express ways of getting to different places.• studied about Martin Luther King, Jr. and why he was important.• continued in our <i>Phonics</i> books and started short vowels.• began a reading unit with a book called <i>Rain, Rain, Rain!</i>• incorporated grammar and vocabulary into our reading unit.
Renata	<p>Happy New Year! January was filled with winter activities and vocabulary. The class was welcomed back to the 2023 school year and discussed the events of the past year. The students shared what they did over holiday break with the class in a group discussion. This month was focused around reading with fluency. Each student read a children's book aloud and answered questions about the story. We discussed the importance of reading with passion, tone, excitement and emotion. Students also researched Martin Luther King, Jr. and</p>

	<p>created a mini presentation about his accomplishments and shared their findings with the class.</p> <p>In January we:</p> <ul style="list-style-type: none"> ● discussed the holiday break. ● learned about reading fluency. ● practiced reading with passion and excitement. ● studied the importance of tone and pitch when reading. ● read children's books to each other and practiced proper fluency. ● researched Martin Luther King, Jr. ● presented slides on Martin Luther King, Jr.
<p>Kristen</p>	<p><i>The One and Only Ivan</i> by Katherine Applegate has been a lot of fun to read with students. We use guided close reading, often with open-ended stems to give students better preparation for group discussion. There have been a few cross-curricular connections to math, science, social studies, and fine arts. There has also been extra practice to connect the literature to language connections. Through these activities, students had opportunities to practice the conventions of standard English grammar, usage, capitalization, and punctuation.</p> <p>In January we:</p> <ul style="list-style-type: none"> ● practiced with open-ended stems (What words in the story support ...? What text helps you understand ...? Use the book to tell why ___ happens? Based on the events in the story ...? Show me the part in the text that supports ... Use the text to tell why ...) ● read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● made connections about freedom and captivity and how animals that live in the wild have very different lives from animals that live in cages or in zoos. ● wrote narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. ● discussed holiday break. ● learned about Martin Luther King, Jr.