



Guangren Elementary School

Grade 3 Newsletter Week 4: September 22nd - September 26th, 2025

光仁國小ESL雙語班週報 - 三年級
第一學期第四週 九月二十二日 - 九月二十六日

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Learning Goals This Week

每週學習目標

Oral Communication:

- We are learning to talk about the main idea of a bar graph and use comparative sentences.

Reading:

- We are learning to read a bar graph and write information about it.

Writing:

- We are learning to write an introduction, analysis, and conclusion about a bar graph with support.

口語溝通：

- 我們正在學習如何描述條形圖的主要概念，並運用比較句式。

閱讀：

- 我們正在學習解讀條形圖，並撰寫相關資訊。

寫作：

- 我們正在學習針對條形圖撰寫包含引言、分析與結論的論述，並提供佐證。

Weekly Learning - Oral



每週學習內容 - 口說

In oral communication this week, students talked about the main idea of a bar graph and explained their data using comparative sentences (for example: Blue has the most votes. Red has 2 less votes than blue.) Students practised sharing their ideas clearly, listening to others, and using complete sentences to talk about information from the graph.

本週口語溝通課堂中，學生們探討了條形圖的重要概念，並運用比較句式來解釋數據（例如：藍色獲得最多票數。紅色比藍色少兩票）。學生練習清晰表達自己的觀點、傾聽他人發言，並運用完整句子解讀圖表資訊。

Weekly Learning - Reading

每週學習內容 - 閱讀



In reading this week, students practised reading a bar graph carefully and understanding the information it shows. They looked at the graph to find key details that convey important data. This helped them write sentences explaining what the graph is telling us. Overall, the focus was on enhancing their ability to interpret and articulate information from visual data.

本週閱讀課中，學生們練習仔細閱讀條形圖並理解其呈現的資訊。他們透過觀察圖表找出傳達關鍵數據的重要細節，進而撰寫句子解釋圖表所傳達的訊息。整體而言，課程重點在於提升學生解讀視覺數據並清晰表達資訊的能力。

Weekly Learning - Writing

每週學習內容 - 寫作



In writing this week, students learned the parts of an analysis paragraph to write about a bar graph, including an introduction, analysis, and conclusion. They practised explaining their ideas with supporting details and using comparative sentences. Additionally, students focused on organizing their writing to ensure it is clear and complete, using a checklist to help them stay on track.

本週寫作課中，學生們學習了撰寫條形圖分析段落的結構要素，包含引言、分析與結論。他們練習運用佐證細節解釋自己的觀點，並運用比較句式。此外，學生專注於規劃文章架構以確保內容清晰完整，並運用檢查清單協助他們掌握寫作脈絡。

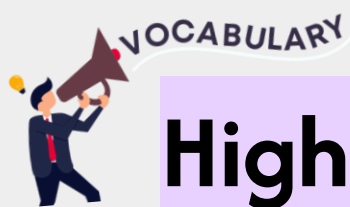
Weekly Learning - Art

每週學習內容 - 美術



For art this week, students created appreciation cards for their homeroom teachers to celebrate Teacher's Day. They decorated the cards with images and words that reminded them of their teachers. Students also learned how to write a pleasant greeting in English on the inside of the cards. Overall, the activity aimed to express gratitude and creativity while honouring their teachers.

本週美術課上，學生們為班導師製作了感謝卡以慶祝教師節。他們用源自對導師的深刻印象的圖像及文字裝飾卡片。學生還學習如何在卡片內用英文書寫親切的問候語。整體而言，此活動透過表達感謝與展現創意向導師們致上敬意。



High Frequency Words (HFW) 高頻單字

something	某個東西
write	寫
don't	不要
every	每一個
found	找到(過去式)
great	很好；重大；巨大
important	重要
too	也；太

Content/Keywords Words 關鍵字彙

introduction	前言
summary	概要
conclusion	結論
analysis	分析(名詞)
most	最多；最____(副詞)
least	最少；最不____(副詞)
appreciate	感激(動詞)
learned	學習到(過去式)
special	特殊
grateful	感激的(形容詞)



Grammar Focus 文法重點

- Regular Past Tense Verbs (add d/ ed/ ied)

vote - voted

Example: 10 students voted for yellow.

walk - walked

Example: We walked to the park yesterday.

cry - cried

Example: The baby cried all night.

- 規則的過去式動詞 (加上 d/ed/ied)

vote - voted (投票)

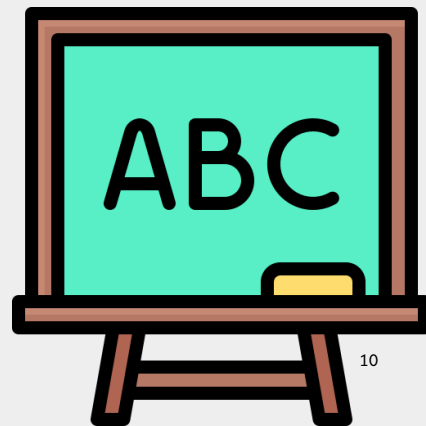
例：十位學生投票(過去式)給黃色。

walk - walked (行走)

例：昨天我們走(過去式)到公園。

cry - cried (哭泣)

例：嬰兒哭了(過去式)整晚。



Social Conventions 主題句型

- ❖ “In this survey...”
 - ❖ “___ people voted for ___.”
 - ❖ “___ is the most popular.”
 - ❖ “___ is the least popular.”
- ❖ 「這份調查中...」
 - ❖ 「_____人投票給_____。」
 - ❖ 「_____最受歡迎。」
 - ❖ 「_____最不受歡迎。」



Raz-Kids Feature Book Raz-Kids推薦書籍



Title 書名: My Teacher (我的老師)
Author 作者: Edie Evans
Book Level 書籍等級: C

Learning Goals

In class:

We read the book together and students participated in a discussion to show their understanding of the text.

At Home:

1. Read a book together.
2. After reading, ask your child:
"What is the book about?", "What is happening in this book?"

Your child could say:

"The book is about..."
"The ..."

學習焦點

在課堂上:

我們一起閱讀書籍，學生並參與討論，展現他們對內容的理解。

您可以在家中嘗試:

1. 和孩子一起閱讀。
2. 閱讀之後，問孩子:
"這本書在講什麼?"，"書裡面發生了什麼?"

您的孩子可以回答:

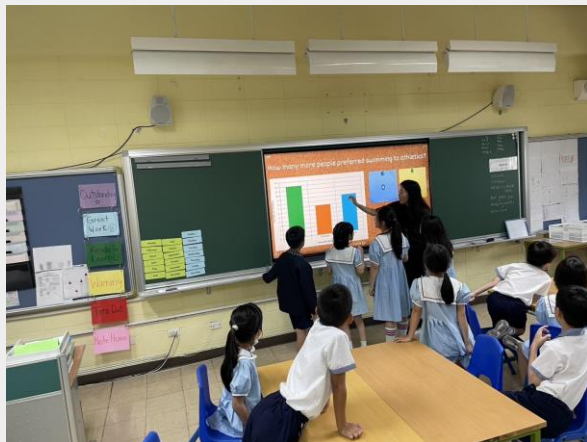
"這本書是關於...。"
"這...。"

General Information 一般資訊



- Teachers Day (No School) - Sept 29
- Mid-Autumn festival (No school) - October 6th
- Double 10 day (No school) - October 10th
- **Week 5** - No homework on Monday.
- **Week 6** - No homework on Monday and no ESL workbook homework on Thursday. Thursday homework will be Raz Kids weekend homework.
- You are invited to the next Parent Workshop on October 14, 8:30-10:00 am. The topic is: "Assessment in the ESL Program". We hope to see you there!
- 教師節(學校放假) - 9月29日
- 中秋節(學校放假) - 10月6日
- 雙十國慶(學校放假) - 10月10日
- **第五週** - 週一無回家作業。
- **第六週** - 週一無回家作業，週四不使用ESL習作本。這週的週四作業改為Raz Kids 週末閱讀作業。
- 歡迎您參加下一場家長工作坊，10月14日早上8:30-10:00。這次的主題是「ESL課程評量方式」。
。希望當天見到各位!

Photos 照片



Thank you!

感謝您!

