



Guangren Elementary School

Grade 5 Newsletter Week 10: April 13th - April 17th , 2026

光仁國小ESL雙語班週報 - 五年級
第二學期第10週 四月十三日至四月十七日, 2026

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Learning Goals

學習目標



We are learning to...本週我們正在學習的。。

Oral Communication: 口說技巧

- We are learning to use new vocabulary when we speak to share ideas clearly.
我們正在學習運用新詞彙來清晰地表達想法。

Reading: 閱讀技巧

- We are learning to summarize texts and their key ideas.
我們正在學習總結文章及文章裡相關的重點。

Writing: 寫作技巧

- We are learning to use a flow map to plan and organize our ideas before writing.
我們正在學習在寫作前使用流程圖來整理與組織想法。

Weekly Learning - Oral

每週學習內容- 口說



To practise oral communication, students have been learning to use new vocabulary to share their opinions and ideas clearly about our new unit on Artists Around the World. They have practised their observational and critical thinking skills by viewing some of our 4 featured artists' famous artwork in paired conversations and open class discussions. Lastly, by working in a collaborative group setting, they have continued to cultivate their ability to verbally express their main take-aways from texts and explain their importance as they build their understanding of the 4 artists' biographies this month.

本週的口說技巧，透過新的單元，同學們持續學習運用新詞彙，清晰地分享他們對「世界各地的藝術家」的看法和想法。透過兩人一組的對話與課堂中開放式的討論，同學們對這單元裡介紹的四位藝術家著名作品練習觀察力與批判思維能力。最後，透過在小組合作環境中工作，他們不斷培養了用語言表達從文本中得出的主要結論並解釋其重要性的能力，從而加深了他們對本月 4 位藝術家傳記的理解。

Weekly Learning - Reading

每週學習內容- 閱讀



For reading, students continued identifying the main idea of a text and supporting details through text features, first and last sentence of the text and also by identifying keywords. They can use the key words that they identified to summarize the reading using their own words. Being able to summarize what they read, allowed students to improve their reading comprehension and retention of different kinds of texts.

在閱讀技巧方面，同學們透過文本特徵、文本句首與句尾以及關鍵詞持續練習辨識文本主旨與相關的支持細節。同學們可以找出關鍵詞並用自己的話來總結所閱讀的內容。這種能夠總結閱讀內容的能力可以幫助學生提高閱讀理解能力與加深對不同類型文本的記憶。

Weekly Learning - Writing

每週學習內容- 寫作



This week, students learned about a new graphic organizer called a flow map. Flow maps are important graphic organizers for writing about events chronologically. Students familiarized themselves with the flow map graphic organizer by writing about their own important life events in order. Students also learned about how to apply the concept of putting important events in order to famous artists. This will prepare them to write biographies about famous artists in the future.

本週，學生們學習了一種名為流程圖的新型圖形組織工具。流程圖是重要的圖形組織工具，可用於依時間順序描述事件。學生們透過依序描述自己人生中的重要事件，熟悉了流程圖這種圖形組織工具。學生也學習如何將按時間順序排列重要事件的概念應用於著名藝術家的傳記寫作。這將為他們將來撰寫著名藝術家的傳記做好準備。

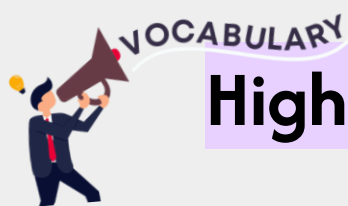
Weekly Learning - Art

每週學習內容-藝術



For art this week, students learned about one-point perspective by understanding a vanishing point and how to draw it and to create a cityscape around it. To do this, they learned how to use a ruler to create lines that made their drawings look realistic. They drew inspiration from the buildings of Taipei and the famous landmarks and buildings they learned about in Unit 2 (Travel). Lastly, students practised their ability to compare and contrast view points and to recognize illusion, which they learned about in Unit 3.

在本週的藝術課程中，同學們學習了「單點透視」的繪畫。從了解消失點的概念、如何繪製消失點到圍繞著消失點創造出一幅城市景觀。同學們學習透過尺的畫線，畫出逼真的線條。同學們結合台北具有代表性的建築物以及在過去有關旅遊的單元知識，從兩者中找到靈感。最後，同學們練習了比較和對比不同視角以及辨識有關錯覺的能力，這些內容是他們在第三單元中學習到的。



High Frequency Words (HFW)

高頻單字

closed	關上的
heard	聽到 (hear的過去式)
knew	知道、了解 (know的過去式)
took	拿著、帶著 (take的過去式)
walked	走、步行 (walk的過去式)
young	年輕的

Content Keywords 關鍵字彙

summarize	總結
materials	材料
express	表達
colourful	色彩繽紛的
imagination	想像力
natural	自然的
peaceful	平靜的、寧靜的
realistic	逼真的、寫實的
portrait	肖像、人像
end	結束



Grammar Focus

文法重點



Prefixes - im-, il-, ir-, in-



The prefixes im-, il-, ir-, and in- all mean "not" or "opposite of" and are used to create negative meanings.

im-	il-	ir-	in-
Use "im-" before root words that start with "m" or "p".	Use "il-" before words that start with "l".	Use "ir-" before words that start with "r".	Use "in-" before most other letters, especially words starting with "b," "c," "d," "f," "g," "h," "s," and others.

im- examples impossible improbable immobile immature	il- examples illegal illogical illiterate	ir- examples irregular irresponsible irrelevant irresistible	in- examples inactive invisible inefficient inadequate
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Grammar Focus

文法重點



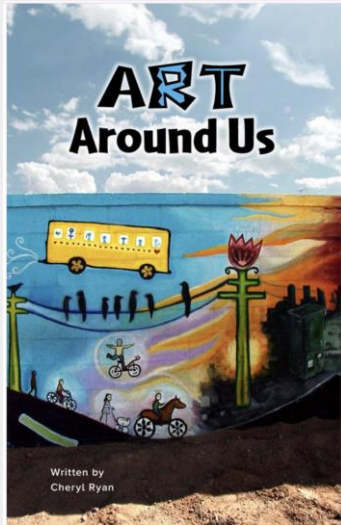
前綴 im-、il-、ir-、in- 均是兩者的意思：【的相反】 或【非】。

<p>使用 IM- 在以開頭的字根前是 "M" 或 "P" 的詞彙。</p>	<p>使用 IL- 在以開頭的字彙前是 "L" 的詞彙。</p>	<p>使用 IR- 在以開頭的字彙前是 "R" 的詞彙。</p>	<p>使用 IN- 在大多數其他字母開頭的字彙前，特別是以 "B" "C" "D" "F" "G" "H" "S" 的字彙。</p>
<p>前綴 im- 例子 impossible 不可能的 improbable 不大可能的 immobile 固定的 immature 不成熟的</p>	<p>前綴 il- 例子 illegal 非法的 illogical 不合邏輯的 illiterate 不識字的</p>	<p>前綴 ir- 例子 irregular 不規則的 irresponsible 不負責任的 irrelevant 不相關的 irresistible 無法抗拒的</p>	<p>前綴 in- 例子 inactive 不活躍的 invisible 隱形的 inefficient 效率低的 inadequate 不足的</p>

Raz Kids Feature Books Raz Kids 本週推薦書籍



我們周遭的藝術



At school:

We used this book to discuss different kinds of art work and how they are a way to express ourselves. Artists around the World is a topic that continues to show us how art is invaluable for everyone.

At home:

Discuss with your child which of the different kinds of art that they have seen before and which one is their favourite.

在課堂裡我們：

透過這本書討論了不同類型的藝術作品以及它們如何成為表達自我的方式。「世界各地的藝術家」該主題更深的使我們認識藝術對很多人來說有很深的意義與內涵。

在家裡請爸爸媽媽與您的孩子討論：

孩子們曾經見過在不同類型的藝術作品中，哪一種是他們最喜歡的？

General Information 一般資訊



- **Exam Practise Questions were reviewed with the students in class and will be sent home next Monday, April 20th (week 11).**

本週課堂中已與學生複習考試練習題，並將於 4月20日（週一，第11週）讓學生帶回家複習。

- **There will be no Daily or ESL Workbook homework next week due to the exams.**

下週因應考試，將暫停 每日作業及 ESL 習作本的作業。

Razkids 閱讀我最愛- 個人賽 獲獎名單 (五年級)

I love Reading on Raz Kids Excellent Readers

GS Ren

江祐丞 Aston 粘芷寧 Sharon 陳佩芊 Peggy
游智傑 Jaden 楊耀丞 Howie 蘇稟棠 Aldrich

GS Ai

方沂恩 Ian Fang 商央 Sharon 張鈞喻 Jamie
張駿寧 Aaron 陳杰明 Benjamin 童蟬 Matthew

GS Nin

王芷蓉 Anna. 林昕靚 Astrid 許芳瑜 Doris
郭品佑 Aaron 鄭可暄 Shanna

「閱讀我最愛」榜單已於本週週報中公佈。若家長認為孩子的書本閱讀量已達到活動要求，但未列入榜單，可於成績複查期間提出申請。

複查期間：**即日起至 5/6 (星期三) 止**，請把握此階段確認成績，複查期間結束後，恕不再受理任何成績查詢或更正申請。

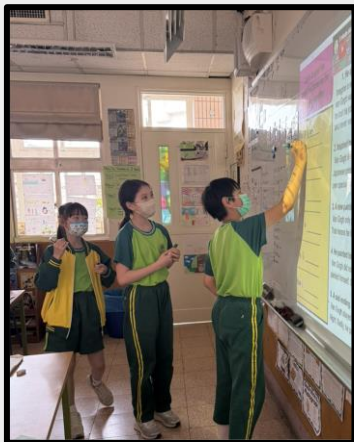
複查申請表單:

<https://docs.google.com/forms/d/e/1FAIpQLSeUuqsbdKlxHM5YtQVdUYluyokowwXKoY9V5ZqmKEMWJQi2Yg/viewform?usp=dialog>

****注意事項****

1. 本次複查不受理電話查詢或複查，請務必透過表單申請，以利資料核對。
2. 複查期結束後會再次提供更新「最終得獎榜單」讓各位得獎者再次確認資料，目前資料不會即時更新。
3. 獲獎學生榮譽卡製作完成後，統一會再轉交給導師。

Photos 照片



Thank you!

謝謝各位家長閱讀！