



Guangren Elementary School

Grade 4 Newsletter Week 9: April 7th - April 10th, 2026

光仁國小ESL雙語班週報 - 四年級
第二學期第9週 四月七日 - 四月十日, 2026

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Learning Goals This Week

本週的學習目標



Oral Communication:

- We are learning to use common language to discuss our inventions for staying safe in the sun.

Reading:

- We are learning to read aloud more fluently by paying attention to punctuation.

Writing:

- We are learning to write a short story about staying safe in the sun that has a beginning, middle, and end

Oral Communication (口語表達) :

我們正在學習使用日常用語來討論我們為了在陽光下保持安全所設計的發明。

Reading (閱讀) :

我們正在學習透過注意標點符號來提升朗讀的流暢度。

Writing (寫作) :

我們正在學習寫一篇關於防曬安全的短文，內容包含清楚的開頭、中間與結尾。

Weekly Learning-Oral



每週學習內容 - 口說

In oral communication this week, students learned to use simple and familiar language to discuss their inventions for staying safe in the sun. They described their ideas clearly and explained how their inventions help protect people. Students also listened to their classmates and shared their thoughts, supporting more engaging and meaningful discussions.

在本週的口語溝通課程中，學生學會使用簡單且熟悉的語言來討論他們為了防曬所設計的發明。他們能清楚地描述自己的想法，並解釋這些發明如何幫助人們防止日曬傷害。此外，學生也聆聽同學的分享並表達自己的想法，使討論更加投入且有意義。

Weekly Learning - Reading

每週學習內容 - 閱讀



In reading this week, students practised reading with fluency and expression. They read and practised scripts about familiar stories. Then they presented their scripts to the class as “readers theatre,” ensuring they read like the characters would speak. They also followed punctuation to help them read more clearly and naturally.

在本週的閱讀課程中，學生練習以流暢且有表情的方式朗讀。他們閱讀並練習與熟悉故事相關的劇本，接著以「讀者劇場」的形式向全班呈現，並確保朗讀時能像角色說話一樣自然。此外，他們也依照標點符號來幫助自己讀得更加清楚且自然。

Weekly Learning - Writing

每週學習內容 - 寫作



This week in writing, students used everything they learned about sun safety and their inventions to write a narrative story. They planned and wrote stories with a clear beginning, middle, and end, while showing how to stay safe in the sun through characters and events. Students focused on turning their ideas into detailed sentences and organizing them into a complete story. By the end of the week, they created narrative pieces that shared both a creative story and important sun safety information.

在本週的寫作課程中，學生運用他們所學到的防曬知識以及相關發明，創作了一篇敘事故事。他們規劃並撰寫具有清楚開頭、中間與結尾的故事，同時透過角色與事件呈現如何在陽光下保持安全。學生專注於將想法轉化為具體且詳細的句子，並將這些內容組織成完整的故事。到了本週結束時，他們完成了兼具創意情節與重要防曬資訊的敘事作品。

Weekly Learning - Art

每週學習內容 - 美術



For art this week, students used clay to make characters from their favourite story or a story they created themselves. They used their imagination to shape and build their ideas. This helps them understand stories better and practise new English words. It was a fun and creative activity!

本週的美術課中，學生們使用黏土製作他們最喜愛的故事角色，或是自己創作的故事角色。他們運用想像力來塑造和建構自己的想法。這有助於他們更好地理解故事內容，並練習新的英文單字。這是一項既有趣又富有創意的活動！

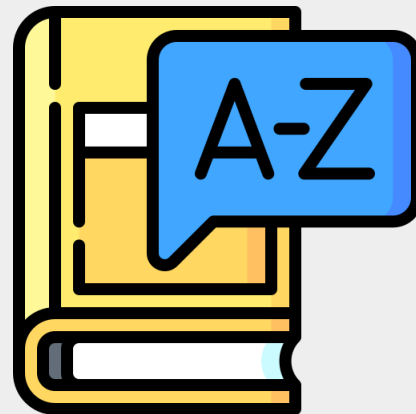


High Frequency Words (HFW) 高頻單字

almost	幾乎
young	年輕
white	白色
turn	轉向
soon	不久後

Content/Keywords Words 關鍵字彙

narrative	敘事
narrator	旁白
setting	背景
dialogue	對話
quotation	引言
character	角色
theatre	劇場
action	動作
expression	表情
plot	劇情



Grammar Focus Review 文法重點

- **Simple use of infinitives (like to play, to eat, to help, etc.)**

comes after would like, ask, or tell

- **Negative YES/NO Questions**

A negative yes/no question is a question that expects a yes or no answer but uses the word "not" (or similar words like isn't, aren't, don't, doesn't, etc.) to make it negative.

- **Review: Have and Has**

Simple rules to remember:

- Have - Used for: I, you, we, they
- Has - Used for: he, she, it

- **Suffix: -less**

The suffix "-less" means "without" or "lacking." Each word shows that something is missing or doesn't have a certain quality.

- **Plurals for base a word that ends in s, x, z, ch, sh, and o**

Add "es" to nouns ending in "s, x, z, ch, sh or o" to make them plural

- **Suffix: "-ful"**

The suffix means "**full of**" or "**having a lot of**". When you add "-ful" to the end of a word, it changes changes the meaning to show that something has a lot of the quality the word describes.

Grammar Focus Review 文法重點

不定詞的簡單用法 (Simple use of infinitives)

像 *to play*, *to eat*, *to help* 這樣的不定詞，會接在 *would like*、*ask*、*tell* 之後使用。

否定的 Yes/No 問句 (Negative YES/NO Questions)

否定的 Yes/No 問句是指「答案是 Yes 或 No」，但句子中包含否定詞 (如 *not*, *isn't*, *aren't*, *don't*, *doesn't* 等)。

複習：Have 和 Has (Review: Have and Has)

簡單規則：

- **Have**：用於 I, you, we, they
- **Has**：用於 he, she, it

字尾：-less (Suffix: -less)

字尾 **-less** 表示「沒有」或「缺乏」。

加上這個字尾的單字，表示缺少某種特質或東西。

名詞複數變化 (Plurals)

當單字結尾是 **s**, **x**, **z**, **ch**, **sh** 或 **o**

時，變成複數要加上 **-es**。

字尾：-ful (Suffix: -ful)

字尾 **-ful** 表示「充滿」或「有很多」。

當在單字後面加上 **-ful** 時，會改變原本的意思，表示這個東西具有很多該單字所描述的特質。

Social Conventions 主題句型

“What do you like to do in the summer?”

“I like to _____.” “Yes, _____”

你夏天喜歡做什麼？

我喜歡_____。對，_____。

“What is your invention to stay safe in the sun?”

“My invention is to use _____ when I go outside in the summer.”

你在陽光下會做什麼來保護自己？

我在夏天出門時會_____。

“I agree because _____”

我同意，因為_____。

“What new invention can you use to stay safe in the sun?”

你會用什麼東西來防曬？

“I use _____ to stay safe in the sun.”

我用_____來防曬。

“Why do you use _____?”

為什麼你用_____？

“How does a/an _____ protect you from the sun?”

_____是怎麼幫助你防曬的？

“It protects you from the sun by _____”

它透過_____來保護你不被太陽曬傷。

Culminating Task

單元總結

Students will write a report and create a poster to teach others how to stay safe in the sun. The project will help people learn how to protect themselves while playing or exercising outside. They will give a short presentation to share their ideas with the class.

Step 1: Write a Report (Public Service Announcement)

Your report will explain how to be "Sun Smart." It should include:

Introduction: Why it's important to stay safe in the sun (e.g., to avoid sunburn or getting too hot).

Tips for Sun Safety: (What is it? How does it work?)

Wear a hat, sunglasses, and long sleeves.

Conclusion: A call to action—tell others what they should do to stay safe in the sun!

Step 2: Create a Poster

Your poster will show your tips in a fun and creative way. It should include:

Pictures of items like hats, sunscreen, water bottles, and sunglasses.

Labels explaining why each item is important (e.g., "Wear a hat to keep your head cool!").

Bright colours, bold words, and a catchy slogan like "Stay Safe, Stay Cool!" OR Call to action.

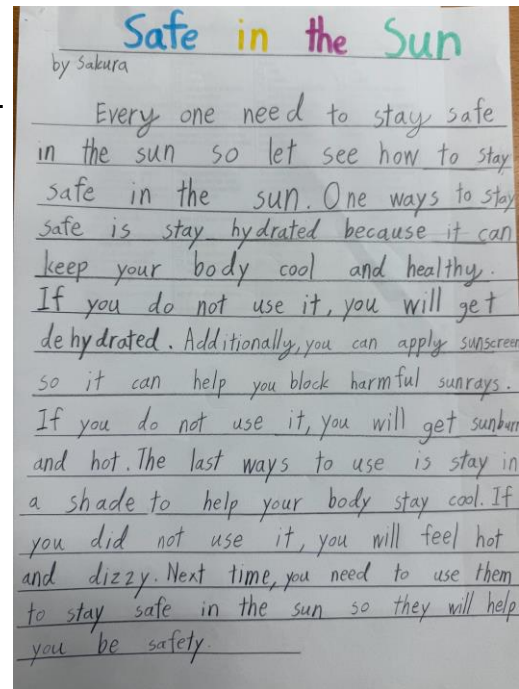
Step 3: Group presentation/talk show

You will present your report and poster to the class. During your presentation:

Share your tips and discuss how to stay safe in the sun (compare ideas).

Explain your poster and why you designed it the way you did.

Encourage your classmates to follow your advice.



Unit 4 Recap

Be Sun Smart

Oral Communication Expectations	Reading Expectations	Writing Expectations
<p>1.2 listen and respond to critically thinking questions using “why” and “how” (e.g. Why do some sunscreens provide better protection from the sun’s UV rays compared to others?)</p> <p>1.4 respond with understanding to what others say while participating in interactions about familiar and content related topics, with reduced contextual and visual support</p> <p>2.2 participate in social and academic discussions using connecting words to show relationships between events and ideas</p> <p>2.4 rephrase information to clarify the meaning</p> <p>2.5 engage in conversations and discussions strategically using conversational norms appropriate to purpose and audience</p>	<p>1.2 demonstrate an understanding of adapted authentic texts on content area topics (i.e. summarize, identify key ideas, make connections, infer, visualize, evaluate, analyze, etc.)</p> <p>1.4 identify and use a variety of text features to locate information</p> <p>2.2 determine the meaning of unfamiliar words, using some visuals and context</p> <p>2.3 read aloud with phrasing a variety of adapted and/or authentic text, observing the rules of punctuation (quotation marks, commas, etc.)</p>	<p>1.1 write about a range of topics, using a variety of text forms</p> <p>1.2 generate ideas about a topic, using a variety of strategies</p> <p>1.3 organize ideas and information, using a self-generated strategy</p> <p>1.4 edit and revise writing, using guiding questions and a variety of strategies (including spelling, word choice, sentence length and structure, and punctuation)</p> <p>2.1 write sentences of different lengths, using complex sentences using low-frequency words and subject-specific vocabulary to write in a variety of forms</p> <p>2.2 use most conventions of writing accurately (i.e. punctuation, capitalization, etc.)</p> <p>2.3 recognize common sound patterns and/or letter sequences, root words, affixes to approximate spelling of unknown words</p>

第四單元回顧

防曬小尖兵

口說溝通目標

- 1.2 學生學習聆聽並回應批判性思考問題，並運用“why”和“how”來表達自己的想法。（為什麼某些防曬油比其他的防曬油提供更好的UV防護）
- 1.4 學生在熟悉且與課程相關的主題中進行互動時，能夠理解他人所說的內容並做出適當回應，在較少情境與視覺提示的情況下，也能參與對話。
- 2.2 學生在社交與學術討論中，學習使用連接詞來表達事件與想法之間的關係
- 2.4 用自己的話重新表達資訊，以釐清其意義。
- 2.5 學生能根據不同的目的與對象，運用適當的對話規範，有策略地參與對話與討論。

閱讀目標

- 1.2 學生能理解經過調整的真實文本，內容涵蓋各學科相關主題。（也就是：摘要、找出重點、建立連結、推論、想像畫面、評估、分析等等。）
- 1.4 辨識並運用各種文本特徵來查找資訊。
- 2.2 利用圖片與上下文來判斷不熟悉單字的意思。
- 2.3 能以適當的語調與停頓朗讀各類改編及／或真實文本，並遵守標點符號規則（如引號、逗號等）。

寫作目標

- 1.1 針對不同主題進行寫作，並運用多種文本形式。
- 1.2 運用多種策略針對主題發想點子。
- 1.3 運用自我發展的策略來整理想法與資訊。
- 1.4 運用引導性問題與多種策略（包括拼字、用字、句長與句型結構，以及標點符號）來編輯與修訂寫作。
- 2.1 能使用完整句子寫出不同長度的句型，並運用較進階詞彙與學科相關用語，完成多種形式的寫作。2
- 2.2 能準確運用大部分寫作慣例（如標點符號與大小寫等）。
- 2.3 能辨識常見的發音規則、字母組合、字根與詞綴，並據此推測不熟悉單字的拼寫。

單元總結

學生將撰寫一份報告並製作海報，教導他人如何在陽光下保持安全。此專題旨在幫助大家了解在戶外活動或運動時如何保護自己，並透過簡短發表與同學分享想法。

Step 1：撰寫報告（公共服務宣導 Public Service Announcement）

報告主題為「Sun Smart（聰明防曬）」，內容需包含：

- 引言（Introduction）
說明為什麼在陽光下保持安全很重要（例如：避免曬傷或中暑）。
- 防曬小技巧（Tips for Sun Safety）
說明每個方法是什麼，以及它如何幫助保護身體，例如：
 - 戴帽子、太陽眼鏡、穿長袖衣物
 - （可延伸：擦防曬乳、多喝水、待在陰涼處等）
- 結論（Conclusion）
提出行動呼籲（Call to Action），告訴大家應該怎麼做來保持防曬安全。

Step 2：製作海報（Poster）

學生需以有趣且具創意的方式呈現防曬重點，海報需包含：

- 與主題相關的圖片（如帽子、防曬乳、水壺、太陽眼鏡等）
- 標示說明每個物品的重要性（例如：
“*Wear a hat to keep your head cool!*”）
- 使用鮮豔顏色、醒目文字與吸引人的標語（如：
“*Stay Safe, Stay Cool!*” 或其他行動口號）

Step 3：小組發表（Group Presentation / Talk Show）

學生將向全班介紹自己的報告與海報，內容包括：

- 分享防曬技巧，並與同學比較不同想法
- 說明海報設計理念與重點
- 鼓勵同學在日常生活中實踐防曬行動

HFW Review

W3-W8 高頻單字複習



High-frequency Words 高頻單字

Students should be able to understand, read and write these with correct spelling.

學生應該能夠理解、閱讀並以正確的書寫出這些內容。

Week 3	
people	人們
later	稍後
need	需要
high	高的
keep	保留

Week 4	
better	較好的
best	最好的
face	臉部
put	把... 放在
our	我們的

Week 5	
however	然而
head	前往； 頭
sure	確定的
several	幾個
black	黑色

Week 6	
later	之後
live	住
near	附近的
move	移動
plants	植物

Week 7	
those	那些
took	拿取 (take 的 過去式)
see	海洋
since	自從
toward	朝向

Week 8	
white	白色的
without	沒有、 缺少
walked	走路， walk 的 過去式
until	直到
try	嘗試

Keywords Review

W3-W5 關鍵字彙複習



Key Words 關鍵字彙

Students should be able to understand, read and write these.

學生應該能夠理解、閱讀和書寫這些關鍵字。

Week 3	
dangerous	危險的
sunny	陽光充足的
hydrate	保持水分
climate	氣候
ultraviolet	紫外線
solar	太陽能的
system	系統
safety	安全
cancer	癌症

Week 4	
invention	發明
item	物品
covering	覆蓋物
clothes	衣服
rephrase	改述
effects	影響
apply	塗抹
wear	穿戴
watery	含水多的
indoors	在室內

Week 5	
avoid	避免
degree	度
fever	發燒
humid	潮濕的
July	七月
August	八月
summer	暑假
serious	嚴重的
safety	安全
block	阻擋

Keywords Review

W6-W8 關鍵字彙複習



Key Words 關鍵字彙

Students should be able to understand, read and write these.

學生應該能夠理解、閱讀和書寫這些關鍵字。

Week 6	
yourself	你自己
ourselves	我們自己
match	比賽；配對
jacket	外套
June	六月
April	四月
responsible	有責任感的
seasons	季節（複數）
shorts	短褲
skirt	裙子

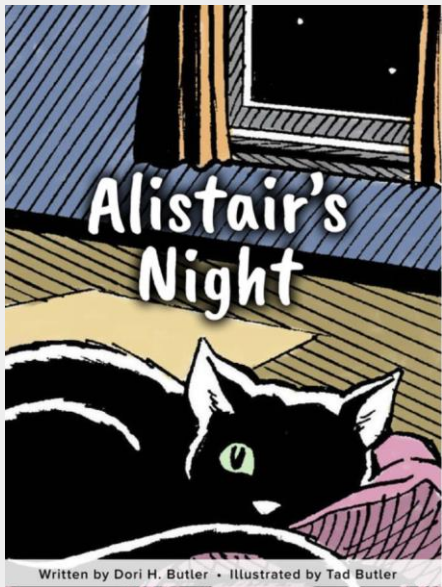
Week 7	
umbrella	雨傘
wise	有智慧的
slipper	拖鞋
spread	展開
entire	整個
cream	奶油
cap	帽子（有帽簷的）
pants	褲子
bicycle	腳踏車
responsible	有責任感的

Week 8	
entire	全部的、整個的
swim	游泳
stage	舞台
heater	暖氣、加熱器
detect	發現、偵測
Science fair	科學展
avoid	避免
follow up	跟進、追蹤
cure	治療
invent	發明

Raz-Kids Feature Book Raz-Kids本週推薦書籍



Alistair的夜晚



Title 書名: Alistair's Night
Author 作者: Dori H. Butler
Book Level 書籍等級: I

In class:

We read the book with a focus on reading aloud with expression to demonstrate comprehension.

At Home:

Read the story one time aloud. After reading, ask:

1. How do you think the character feels?
2. How would the character say this?

Then try reading the story aloud again. Pay attention to how you read the feelings and dialogue.

課堂學習 (In Class) :

本週，我們在閱讀時特別著重於「有表情地朗讀」，透過語調與情感表達來展現對內容的理解。

居家練習 (At Home) :

請先將故事大聲朗讀一次。閱讀後，可以詢問孩子：

- 你覺得角色現在是什麼感受？
- 這句話角色會怎麼說？

接著，再朗讀一次故事，並特別留意如何用聲音表現角色的情緒與對話。

General Information 一般資訊



- **There was no Monday Homework this week due to the holiday.**

本週因假期關係，沒有星期一作業。

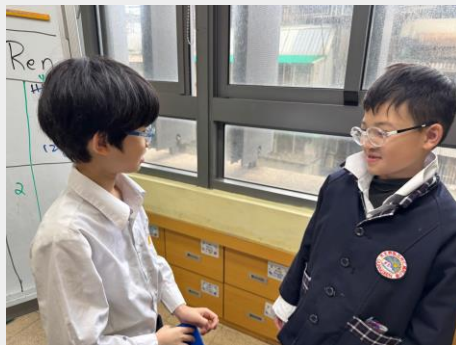
- **Exam Scopes will go home today (Fri, April 10).**

考試範圍 (Exam Scopes) 將於今天 (4月10日，星期五) 發回家。

- **Voting for the Door Decorating Contest is happening all week! Winners will be announced next week (Week 10).**

門口佈置比賽 (Door Decorating Contest) 本週持續進行投票！得獎結果將於下週 (第10週) 公布。

Photos 照片



Thank you!

感謝您!