



Guangren Elementary School

Grade 4 Newsletter Week 8: March 30st - April 2nd, 2026

光仁國小ESL雙語班週報 - 四年級
第二學期第8週 三月三十日 - 四月二日, 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 sun safety with our classmates.

Reading:

- We are learning to read aloud with phrasing a variety of adapted and/or authentic text, observing the rules of punctuation (quotation marks, commas, etc.)

Writing:

- We are learning to arrange our ideas in a clear order before writing.

口語表達 (Oral Communication) :

我們正在學習使用常見的語句，與同學討論如何在陽光下保護自己。

閱讀 (Reading) :

我們正在學習有節奏地朗讀各類改編或真實文本，並遵循標點符號的使用規則（例如引號、逗號等）。

寫作 (Writing) :

我們正在學習在寫作前，先將想法按照清楚的順序整理好。

Weekly Learning-Oral



每週學習內容 - 口說

This week, students learned to use simple and familiar language to talk about sun safety inventions with their classmates. They shared ideas about how to stay safe in the sun and explained their thinking clearly. Students also practised rephrasing what their classmates said to check for understanding, which supported clearer and more meaningful discussions.

本週，學生學習使用簡單且熟悉的語句，與同學討論與防曬相關的用品與發明。他們分享了在陽光下如何保護自己的方法，並能清楚表達自己的想法。此外，學生也練習用自己的話重述同學的發言，以確認理解內容，進一步促進更清楚且有意義的討論。

Weekly Learning - Reading

每週學習內容 - 閱讀



This week in reading, students learned about Reader's Theatre. They practised reading a script first on their own, then in groups. The teacher modelled expressive reading and following punctuation. Students helped each other read with fluency and expression with the goal of presenting their stories aloud.

本週，學生認識了「讀者劇場 (Reader's Theatre)」的概念。他們先進行個別練習閱讀劇本，再與小組合作練習。老師示範了如何運用語調表達情感，以及如何依照標點符號進行朗讀。學生之間也互相協助，練習更流暢且有表情地朗讀，並以能夠大聲呈現故事為學習目標。

Weekly Learning - Writing

每週學習內容 - 寫作



This week in writing, students used what they learned about sun safety and paragraph writing to create their own invention to help keep them safe in the sun. They brainstormed creative ideas, planned how their invention would work, and explained how it protects people from the sun. Students organized their writing using the “hamburger paragraph” structure, including a topic sentence, supporting details, and a concluding sentence. By the end of the week, they presented their inventions with clear and complete paragraphs explaining their ideas.

本週，學生運用所學的防曬知識與段落寫作技巧，設計並創作屬於自己的「防曬發明」。他們先進行創意發想，規劃發明的運作方式，並說明這項發明如何幫助人們在陽光下保持安全。在寫作過程中，學生使用「漢堡段落（hamburger paragraph）」結構來組織文章，包括：主題句、支持細節以及結論句。到了本週結束時，學生已能用完整且清楚的段落，介紹並呈現自己的發明與想法。

Weekly Learning - Art

每週學習內容 - 美術



For art this week, students continued to work together to make a Spring/Easter door decoration for a school contest. They worked as a whole class and in small groups. Students shared ideas, helped each other, and used their different skills to make a beautiful display. Their excitement, teamwork, and careful work made this project fun and showed our school spirit.

本週，學生持續合作完成春季／復活節主題的教室門面裝飾，並參加學校的比賽。他們以全班與小組合作的方式進行創作。在過程中，學生彼此分享想法、互相幫助，並運用各自不同的能力，共同打造出美麗的展示作品。整個活動充滿了熱情與團隊合作的精神，也展現了細心與用心，讓這次的創作過程既有趣又能體現學校的凝聚力。



High Frequency Words (HFW) 高頻單字

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

Content/Keywords Words 關鍵字彙

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



Grammar Focus 文法重點

- **Simple use of infinitives (like to play, to eat, to help, etc.)**
 - comes after would like, ask, or tell

Use "would like" to say what you want.

Example:

- ❖ I would like to play outside.
- ❖ She would like to eat ice cream.
- ❖ They would like to go to the park.

Use "ask" when you want to request something or find out information.

Example:

- ❖ He asked me to help him.
- ❖ I asked her to share her toys.
- ❖ We ask you to be quiet.

Use "tell" or "told" when you give someone information or instructions.

Example:

- ❖ Mom told me to clean my room.
- ❖ The teacher told us to sit down.
- ❖ She told me to be careful.

「不定詞 (如 to play、to eat、to help) 常接在 would like、ask 或 tell 後面使用。」

1 使用 would like (表示想要做某事)

👉 用來表達「你想做什麼」

例句：

I would like to play outside.
我想要去外面玩。

She would like to eat ice cream.
她想吃冰淇淋。

They would like to go to the park.
他們想去公園。

2 使用 ask (請求或詢問)

👉 用來「請求別人做某事」或「詢問事情」

句型：ask + 人 + to + 動詞

例句：

He asked me to help him.
他請我幫助他。

I asked her to share her toys.
我請她分享她的玩具。

We ask you to be quiet.
我們請你保持安靜。

3 使用 tell / told (告訴、指示)

👉 用來給指令或告訴別人做某事

句型：tell + 人 + to + 動詞

例句：

Mom told me to clean my room.
媽媽叫我打掃房間。

The teacher told us to sit down.
老師叫我們坐下。

She told me to be careful.
她告訴我要小心。

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 do you do to stay safe in the sun?”

“I _____ 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_____？

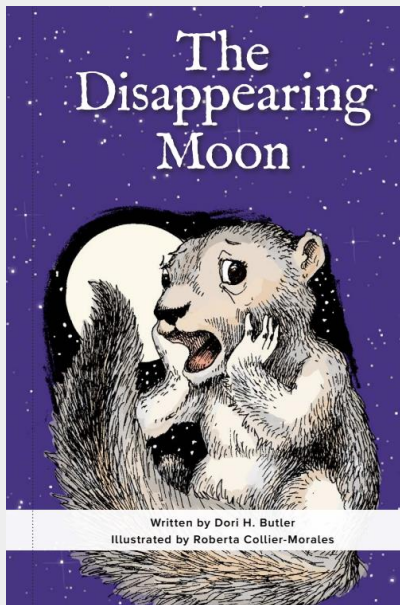
“How does a/an _____ protect you from the sun?”

_____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。

Raz-Kids Feature Book Raz-Kids本週推薦書籍



Title 書名:

The Disappearing Moon
(消失的月亮)

Author 作者: Dori H. Butler

Book Level 書籍等級: J

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



- **No ESL Workbook Homework on Thursday (Apr 2) due to the holiday on Friday (Apr 3), students will complete their Weekend Homework instead.**
 - 為配合連假週五(4月3日)無上課，這週四(4月2日)不安排ESL習題本作業。學生請完成週末作業。
- **No school on Monday, Apr 6th so there will be no Daily Homework task for that day.**
 - 因為週一(4月6日)連假不上課，當天不會安排每日作業。

DOOR DECORATING CONTEST!

Students will be competing against other classes in their grade to design the most creative design for their classroom door!

During week 9, students will vote on the best design of the grade above theirs (grade six will judge grade 1's doors).

What a great way to build community around the school!

ELEMENTARY SCHOOL

EASTER

DOOR DECORATING CONTEST

MARCH 23 - APRIL 2

GUIDELINES:

1. 1 DOOR PER CLASS
2. STUDENTS WILL VOTE FOR GRADE ABOVE THEM
(e.g. G4 students will vote for G5 doors, G6 will vote for G1)
3. 1 CLASS WINNER PER GRADE

PRIZE:
DONUT PARTY!

教室門裝飾比賽

學生將與同年級的其他班級競賽，設計出最有創意的教室門裝飾。

在第九週，學生將投票選出各年級中設計最好的（例如：六年級評選一年級）。

這真是一個建立校園社群的好方法！

復活節 教室門裝飾比賽

3月23日- 4月2日

比賽規則

1. 每個班級裝飾一扇門
2. 學生將投票給比他們年級高的班級(如:四年級投給五年級, 六年級投給一年級)
3. 每個年級一位得獎者

獎品：甜甜圈派對

Photos 照片



Thank you!

感謝您!