



Guangren Elementary School

Grade 6 Newsletter Week 8: October 20th - October 23rd, 2025

光仁國小ESL雙語班週報 - 六年級
第一學期第八週 十月二十日 - 十月二十三日

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Raz Kids 本週推薦書籍

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Learning Goals 學習目標



Oral Communication: 口說交流

We are learning to... 我們正在學習

- Use strategies to help understand what we hear by restating the main idea in our own words with supporting details.
- 運用策略幫助理解我們所聽到的內容，透過用自己的話重述主旨並加上支持細節。

Reading: 閱讀

We are learning to... 我們正在學習

- Show we understand a text by pointing out key ideas and supporting details in a text.
- 透過指出文本中的關鍵概念和支持細節，來表達我們對文本的理解。

Writing: 寫作

We are learning to... 我們正在學習

- Use graphic organizers to collect and write down information to help write about a topic.
- 使用圖像組織工具來蒐集並記錄資訊，以幫助撰寫與主題相關的內容。

Weekly Learning - Oral

每週學習內容 - 口說



For speaking, students are retelling the main ideas of a reading with supporting details. Students are both listening to texts and reading texts aloud. Afterwards, through speaking activities, students told a peer, or the teacher, what the main ideas were. Since we are learning about changemakers in education (people who have made a positive impact on education) it is important for students to show they understand how these individuals changed education for the better in our societies.

在口說方面，學生們正在練習以支持細節重述閱讀內容的主旨。學生會聆聽文本，也會朗讀文本。之後，透過口說活動，學生會告訴同儕或老師，這篇文章的主旨是什麼。由於我們目前正在學習「教育界的變革者」（即那些對教育產生正面影響的人），因此學生展現他們對這些人物如何改變教育、對社會帶來正向影響的理解是非常重要的。

Weekly Learning - Reading

每週學習內容 - 閱讀



For reading in week 2 of our new unit, students have been learning about two more changemakers, **Jane Goodall** and **Walt Disney**. They were introduced to these changemakers in the form of passages. They completed reading comprehension questions about these texts to demonstrate their understanding. They have also been learning to identify and complete **umbrella mind maps** as another way of demonstrating what they know about the changemakers.

在第二週的閱讀活動中，學生們學習了另外兩位教育變革者——珍·古德（Jane Goodall）與華特·迪士尼（Walt Disney）。他們透過閱讀文章的方式認識這兩位人物，並完成了閱讀理解題目來展現他們的理解。他們也學習如何使用「雨傘圖」（umbrella mind map）來整理資訊，作為表達他們對變革者所知的另一種方式。

Weekly Learning - Writing

每週學習內容 - 寫作



This week students continued with the skill of using a graphic organizer (mind map) to organize their ideas. Students drew a mind map to organize 5 or more ideas/jot notes about how their schooling is different from other students (local and international). After they had jotted down their ideas, students demonstrated their ability to write sentences about the topic: "Differences in Schools".

本週，學生們持續練習使用圖像組織工具（心智圖）來整理想法。學生畫出一張心智圖，整理五個或更多關於他們的學校教育與其他學生（本地與國際）不同之處的想法或簡要筆記。在記錄完想法後，學生也展現了他們能夠針對主題「學校之間的差異」寫出完整句子的能力。

Weekly Learning - Art

每週學習內容 - 藝術



*This is a continuation of last week's task due to the complexity of this art piece.

In art this week, students worked on a perspective art piece. Our new unit focuses on changemakers and how education has been shaped by certain people thus perspective is an important theme to our work. In 1-point perspective art, students created a "dream" bedroom piece where they had to draw 5 or more things they want in their dream bedrooms, use full colours and 1 point perspective.

*由於這件藝術作品較為複雜，這是上週任務的延續。在本週的藝術課中，學生們繼續創作透視畫作品。我們新的單元聚焦於變革者，以及這些人如何形塑教育，因此「視角」是我們創作中非常重要的主題。在一點透視畫練習中，學生創作了一幅「夢想臥室」的作品，他們必須畫出五項或以上自己夢想中臥室裡想擁有的東西，並使用完整的色彩與一點透視法來完成作品。



High Frequency Words (HFW) 高頻單字

heart	心；心臟
colour	顏色
grew	成長（grow 的過去式）
power	力量、權力；電力
possible	可能的
reading	閱讀
shall	將要（多用於正式或古典語境）
woman	女人

Content Words 關鍵字彙

changemaker	變革者、改變現狀的人
abroad	在國外、到國外
classic	經典的、經典作品
club	俱樂部、社團
design	設計
effort	努力
director	導演、主管、指導者
experience	經驗、體驗
influence	影響、影響力
international	國際的



Grammar Focus 文法重點



Modal auxiliary verbs. 情態助動詞

Purpose: Modal auxiliary verbs change the meaning and/or alter the mood of a sentence. They show the possibility, ability and necessity of something.

目的：情態助動詞可改變句子的語意和/或語氣。它們用來表示某事的可能性、能力或必要性。

Modal Verb 情態助動詞	Usage 用法	Meaning 意義	Example 例句
must 必須	Used in the present or present perfect tense 用於現在式或現在完成式	requirement or necessity 要求或必要性	“You must go see a doctor for your pain.” 「你必須去看醫生來處理你的疼痛。」
had to 不得不	Used in past tense 用於過去式	requirement or necessity 要求或必要性	“I had to go see a doctor for my pain.” 「我不得不去看醫生來處理我的疼痛。」
ought to 應該	Used in present or present perfect tense. 用於現在式或現在完成式	strong suggestion or advice 強烈建議或忠告	“You ought to go see a doctor for your pain before it gets worse.” 「你應該在病情惡化前去看醫生。」
used to 以前	Used in past tense 用於過去式	It was once true but no longer true 曾經是事實但現在不再是	“I used to have pain before I went to a see doctor.” 「我以前常常感到疼痛，在去看醫生前。」 ₁₀

Raz Kids Feature Books Raz Kids 本週推薦書籍



At School:

We explored Ruby Bridge's story. Ruby was another example of a changemaker that was influential to education and society. Students then used a graphic organizer to identify the main idea and supporting detail. This continues to reinforce our reading comprehension abilities.

在學校：

我們探索了魯比·布里奇斯（Ruby Bridges）的故事。魯比是另一位對教育與社會具有影響力的變革者（changemaker）。學生們接著使用圖像組織工具（graphic organizer）來找出主旨和支持細節。這項活動持續加強我們的閱讀理解能力。

Try This at Home:

When your child reads at home, have them identify the main idea with supporting detail. Even if you did not read the book, you should understand the text because your child states the main idea and describes why it is important (supporting detail).

在家試試看：

當您的孩子在家閱讀時，請讓他們試著找出故事的主旨及支持主旨的細節。即使您沒有讀過這本書，也應該能夠根據孩子所說了解故事內容，因為您的孩子會說出主旨，並解釋為什麼這個主旨重要（支持細節）。



General Information 一般資訊

- No school -24th October
10月24日- 光復節放假沒有上課。
- No ESL Workbook Homework this week. Due to the holiday, the Weekend Homework will be sent home on Thursday.
本週沒有 ESL 習作本作業。由於光復節放假關係，本週的週末家庭作業將於星期四發回家。

General Information 一般資訊



● Term 1 ESL Exams:

ESL Exams will take place during **Week 10, November 4**. They will be written in the Homeroom classes, for one period in the morning. The ESL teachers will review the exam with students and supervise them while writing. The ESL exams will assess your child's learning of the **Term 1 Curriculum Expectations for Reading and Writing in English**. If students have been actively engaged in their ESL lessons, completed the daily classroom tasks, and engaged with the additional practise of homework tasks, they will be well prepared for their exam.

Students will also be reviewing **Unit 1** learning during class time to prepare for their exams. During **Week 9**, ESL teachers will work with students to complete a mock exam in class, to practise exam taking. Teachers will review the mock exam after completion, to ensure that students learn from any mistakes made. Students will be well prepared!

Mock exam questions will not be sent home. To work on additional exam preparation at home, students can review their **Unit 1** homework tasks, **High Frequency Words and Content/Key word vocabulary**.

● 第一學期 ESL 期中考考試通知：

ESL 考試將於 **第十週 (11月4日)** 進行。考試將於上午在各自的原班級中進行一節課的時間。ESL 老師將與學生們一起複習考試內容，並在考試期間負責監考。此次 **ESL 第一學期 期中考** 將評量您孩子在英文課程中閱讀與寫作學習目標的達成情況。如果學生們 平時有積極參與 ESL 課程活動、上課專注認真並完成每日課堂任務及家庭作業，他們將能夠做好充分準備，迎接此次考試。學生也會在課堂中復習第一單元的學習內容，以幫助備考。在**第九週**，ESL 老師將帶領學生在課堂中完成 一次模擬考試，讓學生練習考試技巧。模擬考結束後，老師會一同講解試題，幫助學生從錯誤中學習，進一步鞏固知識。學生將做好萬全準備！

模擬考試的題目不會帶回家。如希望在家進行額外復習，建議學生溫習第一單元的家庭作業、**高頻單字 (High Frequency Words)** 及 **關鍵字彙 (Content/Key Word Vocabulary)**。

I Love Writing Competition

故事有創意

Please ask your
ESL teacher for
the registration
form.

請向你的ESL
老師索取報名表

GRES ESL Events

I Love Writing Competition



Participants: G3-G6

Time:

Preliminary Round- Nov 13 G3&G4

Nov 14 G5&G6

Final Round- Dec 9 G3&G4

Dec 10 G5&G6

Registration:

Students (individually or in teams, up to 3 members per team, in the same grade) must submit their registration form to the ESL Office between October 27 and October 31, by 4:00 p.m. Late submissions will not be accepted.

Activity Instructions:

Students may freely form teams to create and submit an English story based on the designated topic. The activity will be conducted in two stages.

- Stage 1: Students will creatively write an interesting story on-site, in English, based on a given topic and submit it at the designated location. The judges will select entries to proceed to Stage 2.
- Stage 2: The selected students will participate in the final on-site story creation based on a new given topic.

Awards for Creative Storytelling:

- Outstanding: Trophy and 3 Honour Cards
- Superior: Trophy and 2 Honour Cards
- Excellent: Trophy and 1 Honour Card

More details to come when you sign up...

GRES ESL Events

I Love Writing Competition



參加對象: 雙語班三年級至六年級學生

比賽時間及日期:

- 初賽: 三四年級 11月13日; 五六年級 11月14日
- 決賽: 三四年級 12月9日; 五六年級 12月10日

報名方式:

學生(個人或團隊)於10月27日至31日16時止, 繳交報名表至雙語辦公室, 逾期繳交將不受理參賽。

活動方式:

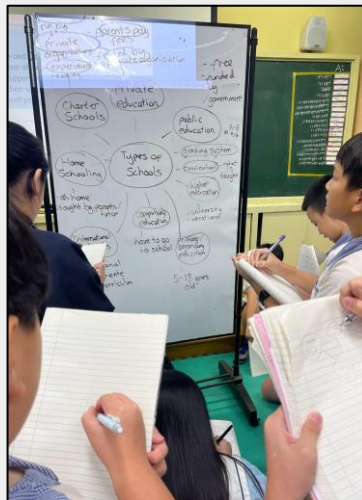
同年級學生自由組隊報名創寫故事, 每隊至多3人。
分二階段實施
第一階段: 現場公布題目, 學生用英文自由發揮創作, 由評審擇優錄取, 進入決賽。
第二階段: 第一階段獲勝隊伍, 現場進行英文故事創作。

獎勵方式:

特優: 可獲得本校獎盃一座、榮譽卡3張。
優等: 可獲得本校獎盃一座、榮譽卡2張。
佳作: 可獲得本校獎盃一座、榮譽卡1張。

更多資訊將於報名完成後發下賽前通知

Photos 照片



Thank you!
謝謝各位家長!

