



Guangren Elementary School

Grade 5 Newsletter Week 7: October 13th - October 17th , 2025

光仁國小ESL雙語班週報 - 五年級
第一學期第七週 十月十三日至十月十七日

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Learning Goals 學習目標



Oral Communication: 口語交流

- We are learning to Share opinions by asking and answering questions
我們正在學習透過問答方式分享彼此的意見。

Reading: 閱讀

- We are learning to read a paragraph and summarize by retelling the main ideas
我們正在學習閱讀一個段落與總結重述主要觀點。

Writing: 寫作

- We are learning to create a mind map to organize our ideas prior to writing
我們正在學習寫作前先製作心智圖來整理我們的點子。

Weekly Learning – Oral 每週學習內容- 口說



To practise oral communication this week, students are listening to information about different travel destinations in the world and are asking follow-up questions in order to gather more details. We are also reviewing the WH- question words and practising asking questions, while working in pairs and as a whole class. The students are reviewing how to answer different types of questions and will continue practising giving answers using full sentences. They are also including this week's new words in their sentences in order to help them understand how these words are used.

為了練習本週的口語交流，學生們學習聆聽有關世界各地不同旅遊目的地的資訊，並提出後續問題以獲取更多細節。我們也在複習WH- 的疑問詞並以兩人一組及全班形式練習如何發問。孩子們也在複習如何回答不同類型的問題並會持續練習使用完整句子作答。他們也嘗試句子中運用本週的新詞彙，以幫助他們理解如運用。

Weekly Learning – Reading 每週學習內容- 閱讀



For reading, students are further practising their reading, and comprehension skills. This time they have focused on **summarizing and sequencing**. Both skills support student understanding of different kinds of texts such as short stories, itineraries, and brochures. Additionally, students are practising how to use their content/keywords in class to demonstrate comprehension of the new vocabulary. This helps students to express their ideas using the newly learned vocabulary.

在閱讀方面，學生們更進一步練習閱讀與理解能力。這次我們著重在摘要與排序，這兩種技能有助於孩子理解不同類型的文本，如短篇故事、行程表和宣傳手冊。此外，學生也在練習在課堂上運用產出的內容詞與關鍵字來展示他們對新字彙的理解。這能使學生運用新學到的字彙來表達自己的想法。

Weekly Learning - Writing 每週學習內容- 寫作



This week students practised writing about traveling to Canada. Students used bubble maps to organize ideas about traveling to Canada. Bubble maps helped students write more effectively because it encouraged students to generate more details about their ideas. Students used their completed bubble maps to write an informative, 6 sentence paragraph about Canada.

本週孩子們練習撰寫有關前往加拿大旅遊的文章。學生們使用泡泡圖來整理與加拿大旅遊的相關想法。泡泡圖能幫助並啟發學生以自己的想法產生更多細節並更有效地寫作。完成泡泡圖後，學生以六個句子撰寫關於加拿大的段落。

Weekly Learning – Art 每週學習內容-藝術



For art this week, students looked at flags and creating flags. Each country has their own unique flags that have a meaning to them. Students got a chance to be creative and create their own flag based on a country of choice. They had to explain the meaning behind their flag.

在本週的美術課中學生們先觀察後製作了國旗。每個國家的國旗都很獨特與有象徵意義。藉此機會，學生在班上發揮創意根據自己選擇的國家設計一面國旗並需說明該國旗背後的意義。



High Frequency Words (HFW) 高頻單字

draw	畫
feel	感覺
instead	反而
list	清單
really	真的
river	河流
box	盒子
cold	寒冷的

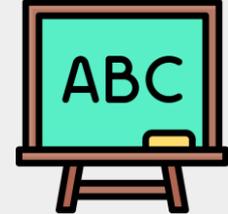
Content Keywords

關鍵字彙

abroad	國外的
airplane	飛機
distance	距離
flight	航班
language	語言
taxi	計程車
travel	旅行
subway	地下鐵
vacation	假期
weather	天氣



Grammar Focus 文法重點



Passive Present Progressive Tense

被動式現在進行式

Verbs that are happening now and to someone or something.

表示某人或某事現在正在發生的動作。

Sentence structure:

句型結構：

am / is / are + being + past participle

am / is / are + being + 過去分詞

Example sentences:

例句：

The house **is being painted**.

房子正在被油漆。

The letters **are being delivered**.

信件正在被遞送。

A song **is being played**.

一首歌曲正在被播放。

The room **is being decorated**.

房間正在被佈置。

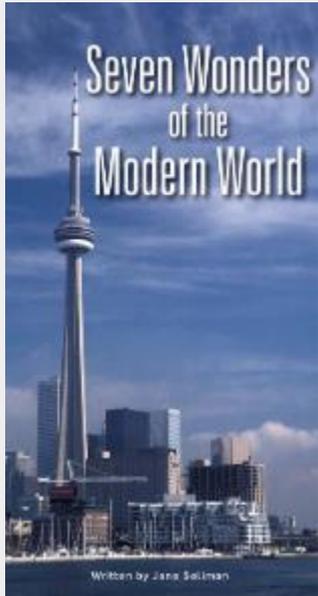
helpful hint

We use passive present progressive writing when something is happening now AND we **don't say who** is doing the action (or it's not important)

小小提示

當我們沒有說出是誰正在執行這個動作（或此事並不重要）時，我們會使用被動式現在進行式。

Raz Kids Feature Books Raz Kids 本週推薦書籍



At School :

We used this book to discuss some wonders of the world. Wonders are places that are exceptionally beautiful or fascinating. These are the places that people want to see when they go abroad to visit a new country.

Try This at Home:

Discuss some unique places you have visited with your child. You can also discuss the places in Taiwan that can be seen as a “wonder.” Ask your child, what makes these places so beautiful or fascinating to visit?

在課堂中：

我們使用這本書來討論令人驚嘆的世界奇觀。世界奇觀是特別美麗或令人著迷的地點。這些地方通常是大家出國旅遊時很想參觀的景點。

在家嘗試看看：

與您的孩子一起討論一些您們曾經拜訪過的特別景點。您也可以和孩子一起討論台灣有哪些地方可以被視為奇觀的角落。請問您的孩子：為什麼這些地方如此美麗或令人著迷呢？

Upcoming Dates



即將來到的重要日期

● Activity #1:

Oct. 13-20 (Gr. 4-6) | Love Recording on Raz Kids

Oct. 20-27 (Gr. 1-3) | Love Recording on Raz Kids

Please see attached poster for details.

● 活動#1：錄音真有趣

10月13日-20日（4-6年級）

10月20日-27日（1-3年級）

活動詳情請參閱附件海報。

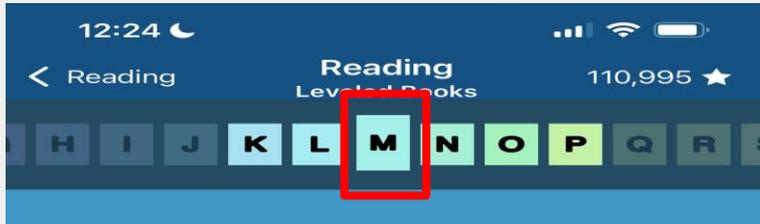
I love Recording on Raz Kids

錄音真有趣在 Raz Kids

How do I know my Raz Kids level?
我要怎麼知道我的Raz Kids閱讀等級？

You will see a range of 5 levels that your child can access. The level in the middle is the “just right” level you will use for this activity.

您將看到您的孩子可以閱讀的五個等級。中間的等級是您本次活動所使用的「最適合」等級。




GRES ESL Events

I Love Recording on Raz Kids

- 1 Participants: ESL G1-G6**
參加對象: ESL 一到六年級學生
- 2 Time: G4-G6 10/13-10/20**
時間: **G1-G3 10/20-10/27**
(Submit before midnight, late submissions will not be considered)
(晚上12:00以前截止, 逾時將不納入閱讀書量統計)
- 3 Students are required to read the corresponding level of Raz-kids books within the activity period, record the book, and submit the recording via Raz-kids. Each student must meet the following minimum number of recordings to be eligible for rewards.**
學生於活動時間內閱讀相對應等級的Raz-kids書本後, 錄製書籍, 完成錄音後, 在Raz-kids確認送出, 每位學生至少需錄製以下規定數量即可獲得獎勵。
- 4 Required Number of Recordings:**

Raz Kids Level	Required Number of Books
aa-H	10
I-M	6
N-Z	3
- 5 Rewards:**
Students who meet the required number of books will receive one Honour Card from the school.
獎勵方式:
凡上傳錄音本數達標之學生, 可獲得本校榮譽卡1張

General Information 一般資訊



A-Crown Tests, Semester 1

10/23 - Students will be assessed on their understanding of the Content/Key words, and their ability to understand and spell High Frequency words (HFW) taught during **Weeks 1-5**. The full word lists are provided in this newsletter, to allow for study at home, as well as ongoing practise at school.

第一學期 A冠王比賽

10/23- 我們將評估學生們對關鍵字彙的理解，以及他們對**第1-5週**所學高頻單字（HFW）的了解和拼字能力。本週報將提供完整的字彙表，方便學生在家學習以及在學校持續練習。

A Crown Vocabulary Test Word List

A 冠王比賽單字表



High-frequency Words 高頻單字

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

學生應能理解、閱讀並正確拼寫這些單字。

Week 1	
person	人
lived	生活、居住
inside	裡面
mind	心智、思想
grow	成長、發展
voice	聲音、表達

Week 2	
closed	關閉的
already	已經
draw	畫
past	過去的
brought	帶來 (bring的過去式)
warm	溫暖的

Week 3	
become	變成
can't	不能，無法
cannot	不能，無法
common	共同的，普通的，一般的，常見的
felt	摸起來，感覺，感受 (feel 的過去式)
notice	察覺

Week 4	
remember	記得
summer	夏天
sad	傷心；沮喪
ready	預備好，預備
outside	室外，外面
mean	刻薄的、不友善的；意思是、表示
ago	(多久) 以前
class [adjective]	高貴的，有格調的

Week 5	
though (but)	雖然、但是
surface	表面
understand	理解
special	特別的
round	圓形
piece	一片、一塊
front	前面的
dark	黑暗的

A Crown Vocabulary Test Word List

A 冠王比賽單字表



Key Content Words 關鍵字彙

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

學生應能理解、閱讀並正確拼寫這些單字。

Week 1	
courage	勇氣
helpful	樂於助人的、有幫助的
judgement	判斷、評斷
responsible	負責任的
dishonest	不誠實的
humble	謙虛的
peaceful	平和的、安寧的
youth	青年、年輕人

Week 2	
character	角色
appearance	外表
leadership	領導者
proud	榮耀；引以為傲
male	男性
female	女性

Week 3	
ability	能力
clever	聰明的
culture	文化
generous	慷慨的
gentle	溫柔的
handsome	英俊的
polite	有禮貌的
powerful	強大的
talkative	健談的

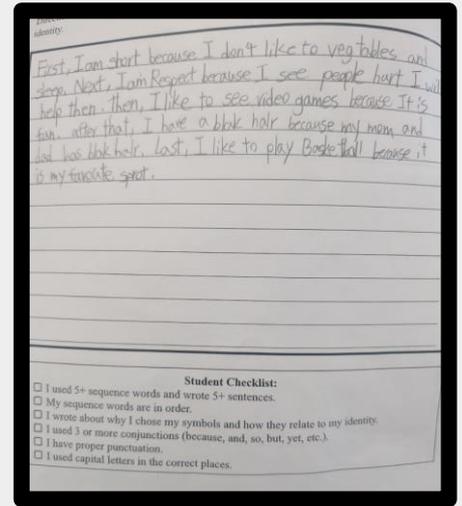
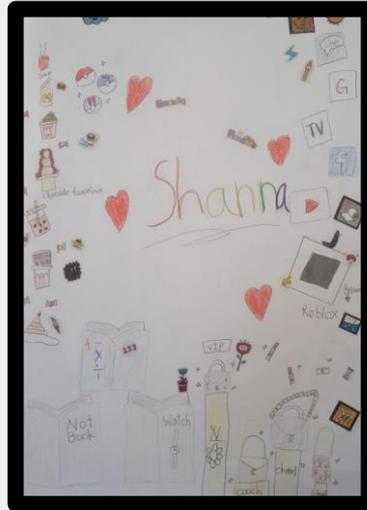
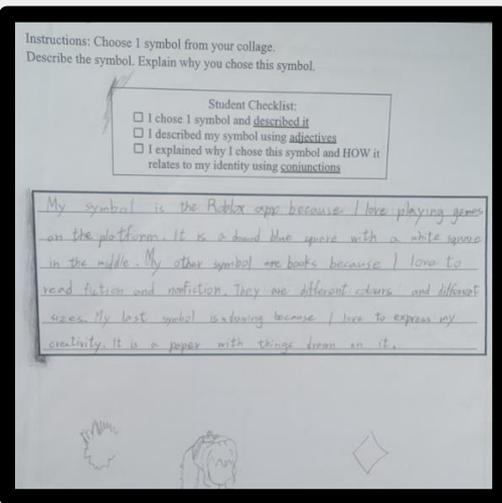
Week 4	
identity	身份；認同
logo	標誌；商標
symbol	符號；象徵
enjoy	享受；喜愛
describe	描述；形容
freedom	自由
imagine	想像
pride	自豪；驕傲
summary	摘要；概要
summarize	總結；概述

Week 5	
relationship	關係
pleasant	愉快的
lovely	可愛的、令人喜愛的
improve	改進、提升
enjoyment	享受、樂趣
compare	比較
alike	相似的
develop	發展、培養
excite	使興奮
excitement	興奮、激動

Culminating Task (CT) 單元總結

Students explored the topic of, “Identity and Belonging” by understanding more about inside and outside traits. Appearances, hobbies, likes, interests and personalities all contribute to our identity. Students used mind maps, created collages and wrote about who they are and what symbols represent them. Last, students presented their collages to the class.

孩子們透過了解內在與外在特質，探索「身份與歸屬感」的主題。外表、興趣、喜好與個性都貢獻於我們的身份。學生們使用心智圖、製作出圖畫，撰寫關於自己是誰以及哪些符號能代表自己的文章。最後，學生們向全班介紹了他們的作品。



Unit 1 Recap 第一單元回顧

Curriculum Expectations - Oral



1.3 Respond with understanding on a variety of topics in interactive group discussions (e.g., by asking questions and offering opinions and ideas) with reduced contextual and visual support

2.1 Participate in social and academic interactions on a variety of topics by asking and answering questions, giving personal opinions, and expressing ideas on a topic under study

課程目標 - 口說

1.3 在小組討論與互動中，並減少情境式與視覺輔助的情況，透過多元性的主題作出相對應的回應如：透過提問、發表意見與想法，。

2.1 就各種社交與學術主題進行互動，針對學習主題透過提問與回答問題、表達個人意見、發表想法。

Curriculum Expectations - Reading



1.1. Read a variety of adapted and early grade level texts (e.g. literary, informational, and graphic) with some visuals for different purposes

1.2 Demonstrate an understanding of adapted and early grade level texts on content topics (i.e. summarise, identify key ideas, make connections, infer, visualise, evaluate, analyse, etc.)

2.1 Read and understand low-frequency words and academic words in adapted and early grade-level text

Unit 1 Recap 第一單元回顧

Curriculum Expectations - Writing



1.1 Write about a range of academic topics, using a variety of text forms

1.2 Generate ideas about a topic, using a variety of resources and strategies

2.1 Write increasingly complex and longer texts for familiar and academic purposes using a variety of forms

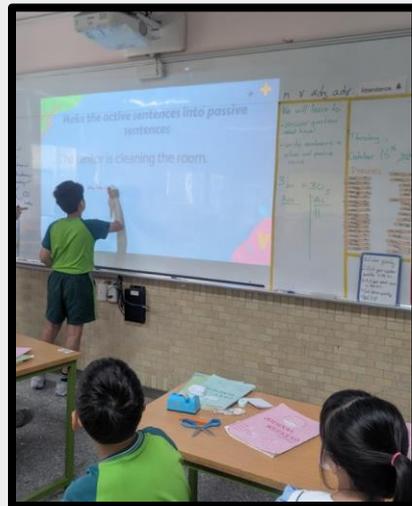
課程目標 - 寫作

1.1 透過多種文本形式進行各種學術主題的寫作。

1.2 對於關注的議題，可以透過各種資源與策略，產出想法。

2.1 針對日常和學術目的，使用多種形式，撰寫內容越來越複雜、篇幅越來越長的文本。

Photos 照片



Thank you!

謝謝各位家長閱讀！