



Guangren Elementary School

Grade 5 Newsletter Week 5: March 9th - March 13rd , 2026

光仁國小ESL雙語班週報 - 五年級
第二學期第五週 三月九日至三月十三日, 2026

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Learning Goals

學習目標



We are learning to...本週我們正在學習。。

Oral Communication: 口說技巧

- Listen to an oral text and identify the key takeaway (idea)
聆聽一段口述的文本並辨識出關鍵性重點（主要意思）。

Reading: 閱讀技巧

- Connect what we read to our life
將我們所閱讀的內容與生活做關聯。

Writing: 寫作技巧

- Use multi-flow maps to help write explanatory paragraphs
透過多流程圖撰寫解釋性段落。

Weekly Learning - Oral

每週學習內容- 口說



To practise oral communication, students continued to develop the skill of identifying the main idea after listening to a video on community gardens, which is one way to understand how community, food and environment can connect. By doing these exercises, students are practising the skill of identifying important details by listening for repeated ideas. Lastly, students are continuing to work on expressing the key takeaway in their own words.

針對本週的口說技巧，同學們透過聽完一段關於社區花園的影片持續練習「識別主要想法」技巧。欣賞此影片讓同學們思考社區、食物與環境之間的密切關係。透過這些練習，同學們透過聆聽多樣化重述的相同主題並辨識出重要的相關細節。同時，同學們繼續練習透過自己理解能力表達出關鍵性重點。

Weekly Learning - Reading

每週學習內容- 閱讀



For reading, students practised how to make text connections. This week they have focused on text-to-self connections, meaning how their lives and experiences connect to the concepts and characters in the text. They did this by using the sentence starter, "This reminds me of..." or "In the text...", "I also ...". Learning to make text connections has helped students have a better understanding of the texts that they are reading.

針對本週的閱讀技巧，同學們練習如何與文本之間做關聯。這次我們著重在「文本與我」的關係，也就是文本中的概念、人物與我們生活經歷有什麼關聯。同學們透過「這讓我想起了。。。」、「在文本中。。。」、「我也。。。」等開頭句來進行練習。學習建立文本關聯能使同學們更深地理解所閱讀的文本內容。

Weekly Learning - Writing

每週學習內容- 寫作



This week students learned and practised writing explanatory paragraphs. Students used multi-flow maps to write explanatory paragraphs, which are different from previous types of paragraphs such as informational paragraphs because of their focus on cause and effect. Students also learned about new sentence starters to convey the significance of cause and effect more accurately in their explanatory paragraphs. By learning how to write explanatory paragraphs, students learned how to write about why events are significant.

針對本週的寫作技巧，同學們透過多流程圖練習撰寫解釋性段落。這與先前的段落類型（例：資訊性段落）不同在它們著重在因果關係。同學們也學習了新的開頭句組，在解釋性段落中更準確地表達因果關係的重要性。透過撰寫解釋性段落，學生們學會了如何描述一件事件的重要性。

Weekly Learning - Art

每週學習內容-藝術



For art this week, students learned about and were able to explain the differences and similarities between a landscape and a portrait painting through a class discussion. Students reviewed how to use primary colours to create secondary colours. They also experimented with creating tertiary colours. These skills enabled them to work on their own landscape paintings by using the colour combinations they had created.

在本週的藝術課程裡，同學們學會說明出風景畫和肖像畫之間的相似與差異性。同學們複習使用原色來創造次級色與實驗創造了三級色。在調配出獨特色係當中，同學們創作自己的繽紛風景畫。



High Frequency Words (HFW)

高頻單字

built	建造 (build 過去式)
early	題早的、提前的
ground	地面
I'll	我會 (未來式)
kept	保持、留著 (keep過去式)
probably	可能

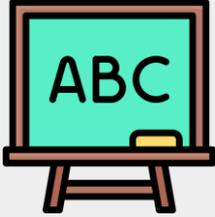
Content Keywords 關鍵字彙

absent	缺席
amount	數量
costly	昂貴
community	社區、群體
harvest	收穫、收成
fresh	新鮮
packaged	包裝好的
processed	加工的
toxic	有毒的
garden	花園



Grammar Focus

文法重點



Time markers are words or phrases that tell us **when something happens** or **how two actions are connected in time**.

	as soon as	as long as	at the same time
Meaning	Immediately after something happens	If / only if	Two things happen together.
Sentence Examples	I will call you as soon as I arrive.	You can go out as long as you finish your homework.	She was talking at the same time he was texting.
Common Errors	Use present tense, avoid “will” Incorrect: I will call you as soon as I will arrive. Correct: I will call you as soon as I arrive .	Use present tense, avoid “will” Incorrect: You can stay as long as you will be quiet. Correct: You can stay as long as you can be quiet.	Using, “at the same time as” She was singing at the same time as her friend. Use: “at the same time as” only when actions happen with something specific.



時間標記可以是詞語或片語，用來告訴我們在某件事發生的時間或兩個動作在時間上彼此的關聯。

	一。。。就。。。	只要	同時
意思	某件事發生的下一秒	有明確的條件	兩件事同時發生
例句	我一但抵達就會立即打電話給你。	你只要完成功課就可以外出了。	她在說話的同時，他正在傳訊息。
常見的錯	<p>使用現在式時，避免使用「will」。</p> <p>錯誤：我一但抵達就會立即再打電話給你。</p> <p>正確：我一但抵達就會立即打電話給你。</p>	<p>使用現在式時，避免使用「will」。</p> <p>錯誤：只要你會安靜下來，你可以待在這裡。</p> <p>正確：只要你不吵鬧，你可以待在這裡。</p>	<p>使用，「at the same time as」。</p> <p>例子：她與她的朋友同時間歌唱。</p> <p>備註：“at the same time as” 僅用於描述動作與特定事物同時發生的情景。</p>

Raz Kids Feature Books Raz Kids 本週推薦書籍



飢餓？就在你身旁



At school:

We used this book to discuss the different programs such as community gardens and food banks to help people who cannot access food everyday. Food Security is a topic that continues to evolve each day as we gain new knowledge and information.

At home:

Talk about which food programs there are in Taiwan and how your child can help support those programs.

在學校：

在班上我們透過這本書(飢餓？就在你身旁)討論社區花園與食物銀行等政策如何幫助無法每天獲得食物的群眾。隨著我們獲得的新知識與資訊，食物安全是一個不段演變與發展的議題。

在家裡請爸爸媽媽與您的孩子討論：

台灣有哪些食物政策、計畫？您的孩子可以如何參與並支持這些計畫呢？

General Information 一般資訊



- March 9 - March 20 - I Love Reading on Raz Kids
3月9日至3月20日為 Raz Kids 閱讀我最愛競賽活動。
- Parent Teacher Interviews are on March 14
親師晤談於3月14日進行（邀請函已提供給有參加的同學們帶回家）

MARCH 9th – MARCH 20th

I ove Reading on RAZ KIDS



Required Number of Books

Level aa-L: 14 books

Level M-P: 10 books

Level Q-Z: 6 books



Complete the required books and comprehension tests.

Both Reading and Quiz sections need to be checked off.



Students will receive two Honour Cards.



There will be a **Pizza Lunch** awarded to the class in each grade that reads the most books!



MARCH 9th – MARCH 20th

RazKids活動 閱讀我最愛

需要閱讀的書籍數量

等級 aa~L: 14本

等級 M~P: 10本

等級 Q~Z: 6本

完成要求的書本以及理解測驗。

閱讀和理解測驗部分都必須顯示打勾完成。

學生將獲得兩張榮譽卡。



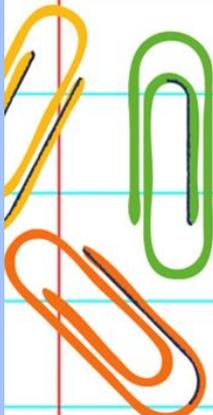
★榮譽卡★

閱讀量最高的班級將獲得披薩午餐獎勵！



Please help us encourage your child to read for 15 minutes each day on Raz Kids

Parents, we are asking for your help! You have an important role to play in helping to develop your child's English Language skills.



A 2024 research study shows that frequent informal reading significantly relates to increases in students' English comprehension skills and their motivation for language learning, reaffirming previous studies.

(Meyer J, Fleckenstein J, Krüger M, Keller SD and Hübner N (2024) Read at home to do well at school: informal reading predicts achievement and motivation in English as a foreign language. Front. Psychol. 14:1289600.)



Research also shows children who read for pleasure achieve better in school. A child who reads/is read to for just 5 minutes a day will expose them to around 400,000 words a year. Increasing that to 21 minutes exposes them to 1,823,000 words a year.

Please partner with us to grow your child's English language skills by encouraging them to read on Raz Kids every day!

請幫助我們鼓勵您的孩子每天在 Raz Kids 上閱讀 15 分鐘。

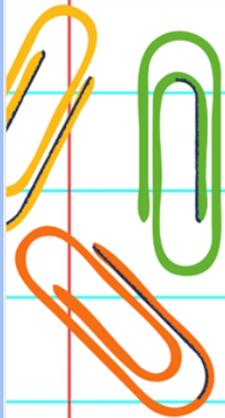
親愛的家長們，我們需要您的協助！您在培養孩子的英語能力方面扮演著非常重要的角色。

一項 2024 年的研究指出，經常進行非正式閱讀（例如在家閱讀）與學生英語理解能力的提升，以及語言學習動機的增強有顯著關聯，也再次印證了過去的研究結果。

(Meyer J, Fleckenstein J, Krüger M, Keller SD 和 Hübner N (2024) *Read at home to do well at school: informal reading predicts achievement and motivation in English as a foreign language*. *Frontiers in Psychology*, 14:1289600。)

研究也顯示，喜歡閱讀的孩子在學校通常表現更好。如果孩子每天閱讀（或由家長朗讀）5 分鐘，一年大約可以接觸到 40 萬個單字；如果每天閱讀時間增加到 21 分鐘，一年則可以接觸到 約 182 萬個單字。

請與我們一起合作，透過鼓勵孩子每天在 Raz Kids 上閱讀，幫助提升孩子的英語能力！



MARCH 9th – MARCH 20th

I Love Reading ON RAZ KIDS

Required Number of Books

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- Level Q-S: 6 books

Complete the required books and comprehension tests.

- Both Reading and Quiz sections need to be checked off
- Students will receive two Honour Cards.

There will be a **Pizza Lunch** awarded to the class in each grade that reads the most books!

For Grades 1-5

Individual CARD

GRADES 4 & 5

CURRENT TOP CLASSES

為求公平，最終成績將以各組閱讀總數除以該組班級人數後的結果進行計算。

OUR READING JOURNEY!

I LOVE READING RAZ KIDS

1		G4 Ren Yellow					TOTAL BOOKS READ:
1		1	2	3	4	5	170
3/9		3/10	3/11				

2		G4 Xin Yellow					TOTAL BOOKS READ:
1		1	2	3	4	5	116
3/9		3/10	3/11				

3		G4 Ai Yellow					TOTAL BOOKS READ:
1		1	2	3	4	5	84
3/9		3/10	3/11				

4		G4 Ai Green					TOTAL BOOKS READ:
1		1	2	3	4	5	77
3/9		3/10	3/11				

GO READERS!

WAY TO GO, READERS! Keep on reading!

Photos

照片



Thank you!

謝謝各位家長閱讀！