



Guangren Elementary School

Grade 5 Newsletter Week 6: March 16th - March 20th , 2026

光仁國小ESL雙語班週報 - 五年級
第二學期第6週 三月十六日至三月二十日, 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: 口語技巧

- Listen to an oral text and identify the key takeaway
聆聽口述文本並辨識主要重點。

Reading: 閱讀技巧

- Connect what we read to another text (text-to-text)
將我們閱讀的內容與另一篇文本做關聯（文本關聯文本）。

Writing: 寫作技巧

- Use multi-flow maps to help write explanatory paragraphs
使用多流圖以幫助撰寫解釋性段落。

Weekly Learning - Oral

每週學習內容- 口說



To practise oral communication, students continued to develop the skill of identifying key words and explaining their rationale after listening to a video on sustainable farming, 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，同學們先觀賞一段有關永續農業的影片，繼續提升識別關鍵字並解釋其含義的技能。為了練習口語表達，學生在觀看一段關於永續農業的影片後，。這段影片是理解社區、食物和環境如何相互連結的一種方式。透過這些練習，學生練習透過聆聽重複出現的觀點來辨識重要細節。最後，學生們繼續練習用自己的語言表達影片中的關鍵訊息。

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-text connections, the similarities that they could find between two different texts. They did this by using the sentence starter, “Text 1 ... reminds me of text 2, because...”. 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，同學們練習如何建立文本關聯。專注在文本到文本的關係，同學們能在兩篇不同文本之間找到相似之處。藉由使用開頭句子「文本一。。。讓我想起文本二，因為。。。把兩者串聯起來。建立起文本關聯有助於學生對正在閱讀的文本有更好的理解力。

Weekly Learning - Writing

每週學習內容- 寫作



This week students wrote explanatory paragraphs about flooding to demonstrate their knowledge about the explanatory paragraph writing style. Students accomplished this through three explicit steps meant to help guide their thinking and reinforce organizational skills. First, students brainstormed ideas about flooding using a circle map. Then, students sorted their ideas into cause and effect with a multi-flow map. Finally, students used signal words and explanatory paragraph sentence starters to write their explanatory paragraphs.

針對本週寫作技巧，同學們了撰寫一篇有關洪水的說明文段落，表現對此寫作風格的理解。同學們透過三項明確的步驟來引導他們的思維並加強組織能力完成寫作，這包括：A) 使用圓圈圖集思廣益有關洪水的想法、B) 使用多流圖將想法分類出原因與結果、C) 使用提示詞和說明文段落的常用句式來撰寫他們的說明文段落。

Weekly Learning - Art

每週學習內容-藝術



For art this week, students continued to experiment with creating their own colour combinations to prepare for their landscape paintings. In class, we have discussed and identified the need to use natural colours to produce realistic landscapes. Lastly, they have practised using a palette, water, and brush correctly to begin their own paint-by-numbers work.

本週的藝術課程中，同學們嘗試調配自己的顏色組合，為風景畫創作做準備。在課堂上，我們討論並強調了使用自然色彩來創作逼真風景畫的重要性。最後，同學們練習如何正確使用調色盤、水量和畫筆，開始自己的數字填色畫作。



High Frequency Words (HFW)

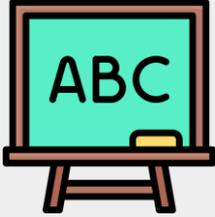
高頻單字

behind	在 (…的) 後面
bring	帶來; 帶到
either	(兩種可能性的選擇) 要麼…要麼, 不是…就是, (兩者中) 任何一個
held	抓住 (hold 的過去式)
learned	學到 (learn 的過去式)
letter	信件

Content Keywords 關鍵字彙

compost	廚餘
soil	土壤
concern	疑慮
pollinator	授粉者
agriculture	農業
care	在乎、關心
fertilize	施肥
sprinkler	灑水器
assist	協助
rural	鄉村的，農村的





Punctuation: Quotation for Dialogue (" ")

Quotation marks (" ") show the exact words someone says. When you write dialogue in a story or conversation, you put the speaker's words inside quotation marks so readers know exactly what was said.

How to Use Quotation Marks:

1. **Put quotation marks around the exact words someone says.**

○ Example: "I love reading!" said Mia.

2. **Start a new paragraph each time a different person speaks.**

○ Example:

■ "What time is the game?" asked Jake.

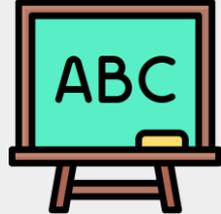
■ "It's at 3 PM," replied Sarah.

3. **Punctuation (like commas, periods, and question marks) goes inside the quotation marks.**

○ Example: "Are you coming to the party?" asked Liam.

4. **Use a comma before the quotation if the dialogue is part of a sentence.**

○ Example: Jake said, "I can't wait for the weekend!"



標點符號：對話裡中的引號 “ ”

引號（“ ”）表示某人所說的話。在故事或對話中出現對話時，說話者的字句會放在引號內，以便讀者確切知道說了什麼該角色說了什麼。

四種使用引號的方式：

- 某人所說的確切話放上引號
* 範例：“我喜歡閱讀！” 米婭說。
- 每次不同的人說話時，都需起一個新段落。
* 範例：
“比賽什麼時候開始？” 傑克問。
“下午三點，” 莎拉回答。
- 任何標點符號（逗號、句號與問號）都需放在引號內。
* 範例：“你要來參加派對嗎？” 連姆問。
- 如對話是句子的一部分，需在引號前使用逗號。
* 範例：傑克說，“我等不及週末了！”

Raz Kids Feature Books Raz Kids 本週推薦書籍



Comprehension

Practice Passage

Name _____

When the Potato Crop Failed

In the early 1800s, the best farmland in Ireland was used to raise beef for sale in England. Potatoes grew well in the farmland that was left over. Potatoes became the main food that the Irish ate.

Having one main food source can be risky. If the plants grow well, people have plenty to eat. But if that crop fails, the result can be very serious.

In the spring of 1845, Irish farmers planted potatoes as usual. In the fall, they dug them up. They found that many of the potatoes had a disease. Nothing could save them. A great famine started.

Ireland still grew enough food to feed itself during the famine. Much of that food was sent out of the country, though. The British government, which ruled Ireland at the time, did not keep the food in Ireland. Many Irish people died of sickness and hunger.

Eventually, many Irish left their homeland to settle in other countries. They decided that living in a new land was better than going hungry.

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At School:

In class we read this text and discussed one of the causes of food insecurity and how humans can respond to this crisis.

As we acquire new knowledge and information daily, food security remains a topic of continuous focus.

At Home:

Parents please discuss with your child a problem causing food insecurity in Taiwan and how the local community can respond.

在課堂裡:

我們透過這篇文本討論糧食不安全其中原因之一以及人類該如何應對這種危機。隨著我們每天獲得新的知識和資訊，糧食安全是一個我們持續關注的主題。

請爸爸媽媽在家裡與您的孩子討論:

一個造成台灣糧食不安全的問題以及當地人可以怎麼應對。

練習文章

“當馬鈴薯作物生病時”

Congratulations!

to everyone who took part
in the Reader's Theatre
Competition!



Congratulations!

恭喜所有參加
讀者劇場的同學



Speech Contest



Congratulations to Ian(3rd Place), Jamie(1st Place), and Leo(2nd Place)!



Speech Contest



恭喜 五愛 方沂恩 Ian (第三名)
張鈞喻 Jamie (第一名), 以及
潘立為 Leo (第二名)

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!



復活節教室門 裝飾比賽



學生們將與同年級的其它班級競爭，為他們的教室門設計出最具有創意的佈置！

在第九週，學生們將投票選出比自己年級高一年級的最佳設計（六年級將評選一年級的門）。

這是建立校園社群的絕佳方式。



復活節 教室門裝飾比賽



時間：3月23日 - 4月2日

參賽規則：

- 每班限裝飾一扇門。
- 學生將投票選出比自己高一年級的最佳設計。
（例如：四年級學生將投票選五年級的門，六年級學生將投票選一年級的門。）
- 每個年級選出一名最佳設計的班級。

獎品：甜甜圈派對



SAVE THE DATE!

2026 GRES ESL

CELEBRATION OF LEARNING

2026 光仁國小雙語班學習分享

5 REN GREEN (仁 綠組):

JUNE 1 (6/1), 13:25PM-14:10PM

5 REN YELLOW (仁 黃組):

JUNE 3 (6/3), 10:40AM-11:25AM

5 AI GREEN (愛 綠組):

JUNE 5 (6/5), 8:55AM-9:40AM

5 AI YELLOW (愛 黃組):

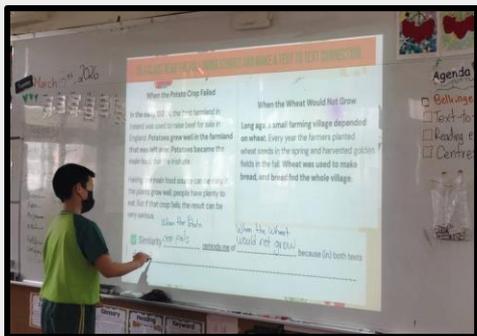
5 XIN (信): JUNE 4 (6/4), 8:55AM-9:40AM

JUNE 4 (6/4), 8:55AM-9:40AM

MORE EXCITING UPDATES TO COME. STAY TUNED! 更多精彩更新即將到來，敬請期待！



Photos 照片



Thank you!

謝謝各位家長閱讀！