



Guangren Elementary School

Grade 5 Newsletter Week 19: June 15th - June 18th, 2026

光仁國小ESL雙語班週報 - 五年級
第二學期第19週 六月十五日至六月十八日, 2026

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Learning Goals

學習目標



We are learning to...本週我們學到。。。

Oral Communication: 口語技巧

- use academic vocabulary words in my speaking
在口說練習中使用學術詞彙。

Reading: 閱讀技巧

- read a text and use the information to complete a flow map.
閱讀一段文本並從資料中產出完整的流程圖。

Writing: 寫作技巧

- write a paragraph in my own words
以自己的話撰寫出一小段文本。

Weekly Learning - Oral

每週學習內容- 口說



To practise oral communication, students prepared for their last exam of the year. Students continued to practise their oral and listening skills by actively reviewing vocabulary and how to use it correctly in a sentence by showing their understanding of parts of speech in our weekly oral practise. They have also worked collaboratively to share their answers to their exam review questions and to ask follow up questions on unclear unit content.

針對本週的口說技巧，同學們為本學年度最後一場考試做準備。同學們除了積極的複習詞彙熟練口說、聽力技巧之外，更是加強正確詞性的應運。另外，同學們在各組別裡彼此分享模擬考的答案，並提出跟進問題，以便釐清該單元中不清楚的部分。

Weekly Learning - Reading

每週學習內容- 閱讀



For Reading, students continued practising their reading comprehension by summarizing information using a flow map to understand the life events of different artists in chronological order. The life stages they reviewed were “Background Information”, “Early Life”, “Life as an Artist”, and “Legacy”. This helped students improve their summarizing skills to identify the main idea of each stage of life and organize it in their flow map. Summarizing helped students boost their reading comprehension skills.

本週的閱讀技巧，同學們透過流程圖的使用作摘要練習，並按時間順序呈現不同藝術家的生平事件。同時，同學們複習了四個生命階段：個人背景、早年生活、藝術家的生活與傳承。以上的練習有助於同學們提升摘要技巧，找出各生命階段的核心觀點，並將該資訊整理至流程圖中。進行摘要有助於增進了同學們的閱讀理解能力。

Weekly Learning - Writing

每週學習內容- 寫作



This week, students wrote about different artists such as Pablo Picasso to help review for the upcoming English exam. Students practised writing about artists with flow maps and biography paragraphs. Flow maps helped students review the concept of putting events in chronological order for biography writing. Additionally, students included information about artist background information, early life, life as an artist, and legacy in their writing to write with detail.

本週的寫作技巧，為準備下週的作文考試。學生們透過流程圖與傳記段落，撰寫了有關巴勃羅·畢卡索等不同藝術家的文章。流程圖幫助同學們複習按時間順序排列事件的概念來撰寫傳記段落。此外，在寫作中同學們納入了藝術家的個人背景、早年生活、該藝術家的生活與傳承等細節內容使文章內容更加豐富。

Weekly Learning - Art

每週學習內容-藝術



For Art this week, students have worked on an “I am a Superhero” poster to show their understanding of Unit 6 content discussion topics. They have thought about, written and shared about what qualities they have that they think could make them a hero. Additionally, they’ve used their imagination to think about what superpowers they would like to have and how that would help others. Lastly, they have shown their artistic skills by designing their own superhero costume.

本週的藝術課程，同學們製作了『我是超級英雄』的海報，呈現他們對第六單元主題內容的理解。同學們從思考、寫作到彼此分享，如自己是一位英雄應具備哪些特質。另外，同學們創意思考自己想擁有的超能力與這項超能力可以如何幫助他人。最後，同學們透過一雙巧手設計出自己的超級英雄服裝。

Unit 6 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..summarize, identify key ideas, makeconnections, infer, visualize,evaluate, analyze, etc.)
- 2.1 read and understand low-frequency words and academic words in adapted and early grade level text
- 2.2 determine the meaning of unfamiliar words, using context

Oral Communication

- 1.1. demonstrate an understanding of increasingly complex multi-step directions, instructions and class presented materials with reduced contextual and visual support
- 1.2 listen to an oral text on grade level topics with minimal vocabulary and grammar 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
- 2.2 use an expanded range of social and academic vocabulary to enhance meaning

Writing

- 1.1 write about a range of academic topics, using a variety of text forms
- 1.4 edit and revise writing, using guiding questions and a variety of strategies (i.e rereading to ensure logical and fluent presentation of information, addressing specific writing conventions using a checklist, etc.)
- 2.1 write increasingly complex and longer texts for familiar and academic purposes using a variety of forms
- 2.3 use and spell correctly vocabulary for this level of English using various rules, strategies and conventions (i.e. common sound patterns and/or letter sequences, root words, affixes, etc.)

第六單元 - 課程標準

閱讀：

- 1.1 為多元的目的，透部分視覺輔助，閱讀各類的改編與初級程度文本（如：文學、資訊與圖表類）。
- 1.2 理解對改編與初級程度內容的主題文本（如：摘要、辨別核心概念、建立連結、推論、視覺化、評估、分析等）。
- 2.1 閱讀並理解在一篇改編與初級程度的文章裡的低頻與學術詞彙。
- 2.2 透過上下文資訊判斷不熟悉的詞彙意思。

口說：

- 1.1 在較少情境輔助與視覺支援下，展現理解能力在複雜多步驟的指示、說明與課堂教學內容。
- 1.2 在極少的詞彙與文法支援下，聆聽特定年級程度主題的文本朗讀。
- 2.1 與班上同學在社交和學術中透過提問與回答，交流有關多元主題、表達個人意見及分享所學到主題想法。
- 2.2 應用更廣泛的社交與學術詞彙，提升更豐富與精確的表達。

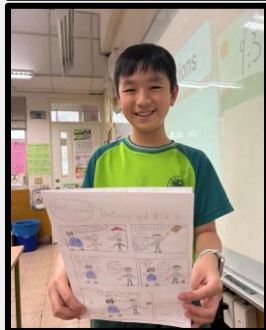
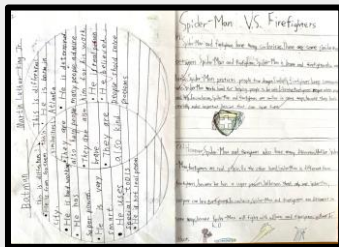
寫作：

- 1.1 透過多元的文章形式，撰寫各類的學術主題。
- 1.4 透過引導性問題與多種寫作技巧，進行改編與潤飾
（如：重新閱讀確保資訊呈現的邏輯與流暢性、照清單表格裡的項目改善特定寫作規範）。
- 2.1 為熟練寫作及學術目的，應用多種撰寫形式並複雜且更長的文章寫作。
- 2.3 正確使用並拼寫在所指定英語程度內的詞彙，遵循各種規則、策略與規範（如：常見發音規律與字母組合、字根、詞綴等）。

Unit 6 Review - CT 第六單元 總結複習

For our last unit, we have looked at fictional and everyday heroes. Focusing on comparing and contrasting, we explored the different qualities that make up the idea of a “hero.” From pop culture to real life heroes, we found that there are many similarities between these people. Using Venn Diagrams to compare/contrast and continuing to write multi-paragraphs were a part of our final CT. Students had the opportunity to choose their own real and fictional hero, read about them, and then show their understanding by comparing and contrasting.

在我們最後一個單元中，我們探討了虛構與現實生活中的英雄。透過「比較與對比」，我們探索了不同的特質構成「英雄」的定義。從主流文化到現實生活中的英雄，我們發現這些人物之間有許多相似之處。因此透過文氏圖（Venn Diagrams）進行比較/對比，並持續進行多段落寫作，這些資訊都是紀錄在我們期末單元總結裡的一個部分。同時，同學們也有機會選擇自己心目中的現實與虛構英雄，閱讀有關他們的資料，並透過比較與對比呈現對他們的理解。



Unit 6 Review - High Frequency Words

第六單元 高頻單字複習

Week 15

best	最好的、最出色的、最優秀的
today	今天、今日
year	年
story	故事
money	金錢
earth	地球

Week 16

morning	早上
near	靠近 (地)
high	高的
seen	看見、看出 (SEE的過去式, 不規則動詞)
toward	向、朝
usually	通常地、慣常地、經常地

Week 17

picture	畫、圖畫、照片
car	車子
almost	幾乎、差一點
above	在...較高處
living	活著的、一種生活方式
people	人 (複數)

Unit 6 Review - Key Words

第六單元 關鍵字彙複習

Week 15

fictional	虛構的
real	真實的
imitate	模仿
courageous	勇敢的
abilities	能力
mission	任務
superpowers	超能力
honest	誠實的
helpful	有幫助的
fight	口頭鬥爭、戰鬥

Week 17

acknowledge	承認、認可
danger	危險
heroic	英勇的
decision	決定
reward	獎賞(n.)、報答(v.)
gratitude	感激
protect	保護
ordinary	普通的、平常的
generous	慷慨的
humble	謙卑的

Week 16

admire	欣賞
prepare	準備
brave	勇敢的、無畏的
persevere	堅持不懈
sacrifice	犧牲
society	社會
considerate	體貼的、周到的
hidden	隱藏的
disaster	災難
respect	敬重、尊重

Grammar Focus

文法重點



Review of Paragraph structure and paraphrasing.

As our exams are coming up next week, students have been reviewing how to use paragraph structure and paraphrasing information.

Paragraph structure:

- ☐ Indent the first word
- ☐ Introduction sentence + 3 detail sentences + conclusion
- ☐ Use adjectives to describe
- ☐ Conjunctions to make your sentences complex/compound

Paraphrasing:

Instead of copying (from the text):

From the very beginning, Salvador knew he wanted to be an artist. He went to a famous art school in Madrid, but he got into trouble because he did not always follow the rules.

Paraphrasing example:

Salvador Dali did not follow the rules when he went to art school in Madrid, so he got in trouble often.



複習段落結構與釋義

為充足預備好下週的期末考，同學們反覆複習如何使用段落結構和釋義的內容。

段落結構

- ☐ 首字縮進
- ☐ 引言句 + 三個細節句 + 一句結論
- ☐ 使用形容詞作描述
- ☐ 使用連接詞使句子更豐富、完整

釋義：

與其直接抄襲原文內容：

從一開始，薩爾瓦多就知道自己想成為一名藝術家。他去了馬德里一所著名的藝術學校，但因總是無法遵守規則而惹上了麻煩。

釋義例子：

薩爾瓦多·達利在馬德里藝術學校讀書時，因不遵守規則，經常惹上麻煩。

Unit 6 Grammar Review

第六單元文法複習

Week 18 - Compare/Contrast Essay Writing

Compare and Contrast Essay Writing.

As part of the final CT, students have been reviewing how to write a multi-paragraph compare and contrast essay.

We have been reviewing introduction and conclusion sentences to make sure paragraphs are connected and have a consistent flow to them. An example is shown below.

Paragraph 1

Introduction Sentence	There are some similarities between (hero 1) and (hero 2)
Conclusion Sentence	In conclusion (H1) and (H2) are similar in some ways because ____.

Paragraph 2

Introduction Sentence	However, (H1) and (H2) also have many differences.
Conclusion Sentence	In conclusion (H1) and (H2) are different because ____.

Week 17 - Prepositional Phrases

Prepositional phrases.

Some more common prepositional phrases in English:

"in the morning"

I drink coffee in the morning.

"on the table"

I left my car keys on the table.

"by mistake."

I ordered a large coffee by mistake.

"with care"

Please handle the package with care.



A **prepositional phrase** is a group of words that starts with a **preposition** and ends with a **noun** or **pronoun** (like a thing or person).

Prepositional phrases help tell **where** something is, **when** it happens, or **how** it happens.

Place (where something is):

"The book is **on the shelf**."

"The dog is **under the table**."

Time (when something happens):

"I will see you **after school**."

"We eat lunch **at noon**."

Direction or way (how something moves):

"She walked **to the door**."

"We went **around the corner**."

Prepositions:

in
on
under
over
at
with
after
before
around
across
between
behind
in front

Comparative Words

This week we focused on reviewing the comparative words we introduced last week. Students should feel more comfortable using these words to help structure their comparative sentences.

Comparative conjunction	Example sentence
but	"I love the summer, but I hate the heat."
whereas	"My brother enjoys playing sports, whereas I prefer reading books."
In contrast	"The city is very noisy. In contrast, the countryside is peaceful and quiet."
Similarly	"High school students need plenty of sleep. Similarly, adults need eight hours of rest to stay healthy."
Likewise	"She decided to bring an umbrella. Likewise, I grabbed mine because of the dark clouds."

Weeks 15/16 - Comparative Words

Unit 6 Grammar Review

第六單元文法複習

Week 18 - Compare/Contrast Essay Writing

比較與對比作文寫作：

最為最後的單元總結，同學們反覆練習如何寫出多段落式的比較、對比作文。

我們也不斷學習開頭與總結的句子以確保段落之間的連結、一致性。以下為比較、比作文的例子：

段落一

開頭句子	英雄一與英雄二之間的相似性在。
總結句子	總之，英雄一與英雄二在某些方面相似因 _ _ _ 。

段落二

開頭句子	然而，英雄一與英雄二彼此之間有不少差異。
總結句子	總之，英雄一與英雄二不同於 _ _ _ 。

Weeks 15/16 - Comparative Words

比較級詞彙

本週我們加強複習上週學到的比較級詞彙。

邁入第二週，同學們在撰寫比較句子的結構上會更熟悉與熟練。

比較級連結詞	例句
但是	『我喜歡夏天，但我討厭夏天的溫度』。
至於	『我的弟弟/哥哥喜歡運動，至於我較愛看書』。
相反地	『都是非常吵雜。相反地，鄉下令人感到寧靜祥和』。
相似地	『高中生需充足的睡眠。相似地，成人需要八小時的休息穩固健康』。
同樣地	『她決定帶著雨傘。同樣地，因外面的烏雲，我也帶上我的傘。』

Week 17 - Prepositional Phrases

介系詞片語

Some more common prepositional phrases in

English:

一些常見的英文介系詞片語如下：

“in the morning” 早上的時段

I drink coffee in the morning.

我在早上的時段喝咖啡。

“on the table” 在桌子上

I left my car keys on the table.

我把車鑰匙遺留在桌上。

“by mistake.” 不小心地

I ordered a large coffee by mistake.

我不小心地點了一杯大尺寸咖啡。

“with care” 小心地

Please handle the package with care.

請小心的地搬運此包裹。

介系詞片語是有一組詞彙而組成的，句首以介系詞開頭，句尾以名詞或代名詞（人、物）作結尾。介系詞片語用於描述一個地方的位置、何時發生與如何發生。

地點（所在位置）

『那本書在書架上』。

『那隻狗在桌底下』。

時間（所發生時間）

『我課後再找你』。

『我們中午時吃午餐』。

方向、方式(一個物品怎麼動)

『她走向那扇門』。

『我們擾過角落』。

介系詞：

在...裡面

在...上面

在...之下

在...正上方...越過、

從一邊到另一邊

在所在之處

與

之前

之後

附近

跨越

之間

在後

在前



General Information 一般資訊



- **Students spent this week in class reviewing for their exams next week. The practise questions will be sent home today for them to review.**

本週學生們在課堂上複習了下週的考試。練習題今天會發回家讓他們加強複習。

- **This was the final week for homework. Students will not be given any weekend homework as they need time to study for their exams next week. Best of luck on your exams students!**

因應下週的考試，本週末學生們沒有作業以便有充足的時間預備，預祝同學們考試順利！

Ren Green



Ren Yellow



Photos 照片

Ai Yellow



Ai Green



Xin



Thank you!

謝謝各位家長閱讀！