



# Guangren Elementary School

**Grade 4 Newsletter Week 12: November 17<sup>th</sup> - November 21<sup>st</sup>, 2025**

光仁國小ESL雙語班週報 - 四年級  
第一學期第十二週 十一月十七日 - 十一月二十一日

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# Learning Goals This Week



## 每週學習目標

### Oral Communication:

- We are learning to use words like “although,” “because,” “yet” and “since” to link our ideas/sentences.

### Reading:

- We are learning find important information (facts) quickly using headings, captions, diagrams, and bold words in a text.

### Writing:

- We are learning to use parts of speech correctly to write sentences of different lengths.

### 口語表達：

我們正在學習使用 “although（雖然/儘管）、because（因為）、yet（然而）、since（自從/因為）” 等詞來連接我們的想法或句子。

### 閱讀：

我們正在學習使用 標題、圖片說明、圖表和粗體字，快速找出文本中的重要資訊（事實）。

### 寫作：

我們正在學習正確運用 詞類（詞性），寫出不同長度的句子。

# Weekly Learning-Oral



## 每週學習內容 - 口說

This week in oral communication, students reviewed a variety of the simple machines they have learned about in class and practised speaking about them with their classmates. They discussed how these machines are used in daily life and shared their thoughts in pairs, small groups, and with the whole class. Through the think-pair-share activity, students talked about their ideas with classmates before presenting them to the whole class. They also joined question-and-answer sessions with both peers and the teacher to strengthen their understanding of the topic. Students completed their culminating task, and used their knowledge gained throughout the unit to help them present a constructed newspaper article to other students in the class.

本週在口語表達課中，學生們複習了課堂上學過的各種簡單機械，並練習與同學討論這些機械。他們談論這些機械在日常生活中的用途，並在配對、小組以及全班分享中交流自己的想法。透過「思考—配對—分享」（think-pair-share）的活動，學生先與同伴討論想法，再向全班進行分享。他們也參與了與同儕和老師的問答活動，以加強對主題的理解。學生們完成了單元總結任務，並運用在整個單元中所學到的知識，以報紙文章的形式向班上其他同學展示他們所製作的作品。

# Weekly Learning - Reading

## 每週學習內容 - 閱讀



This week in reading, students practised using non-fiction text features like: bold words, captions, table of contents, and labels to locate important information in a text. Students read a variety of text forms with these features to enhance their understanding of how people talk about simple machines. They then demonstrated their understanding of the text by writing their CT and summarizing the information they learned.

本週在閱讀課中，學生練習使用非虛構文本的各種特徵，例如：粗體字、圖片說明、目錄和標籤，來尋找文本中的重要資訊。學生閱讀了多種包含這些文本特徵的文章，以加深他們對人們如何談論簡單機械的理解。之後，他們透過撰寫中心思想（CT）並總結所學到的資訊，來展示自己對文本的理解。

# Weekly Learning - Writing

## 每週學習內容 - 寫作



In writing this week for their culminating task, students wrote a news report independently. They wrote full sentences and clear paragraphs, using a new text similar to the ones from previous weeks about simple machines. Students mainly used text related to pulleys, wheels and axles. Students showed their ability to write a clear and well-structured news report.

本週在寫作課中，學生們獨立完成了期末任務——撰寫新聞報導。他們寫出了完整的句子和清晰的段落，使用了與之前幾週學習的簡單機械相關的文本。學生們主要使用了有關滑輪、輪子和軸的文本。學生們展示了寫出清晰、結構良好的新聞報導的能力。

# Weekly Learning - Art

## 每週學習內容 - 美術



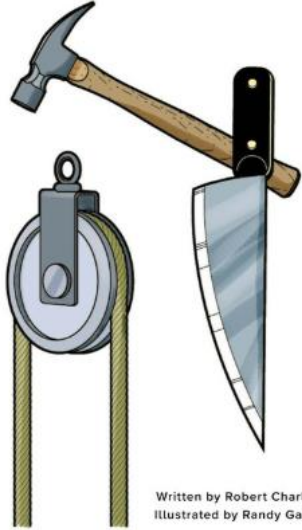
For art this week, students explored simple machines by creating their own inventions. They began by following thoughtful instructions: they first considered the invention they chose for their culminating task and reflected on how it helps people and the benefits it provides. After drawing and naming their ideas, like "The Amazing Bike," they used clay and materials to bring their designs to life and proudly presented their creations to the class, showcasing their creativity and understanding of mechanics.

本週在美術課中，學生透過創作自己的發明來探索簡單機械。他們首先按照指示進行思考：先回想他們在總結性任務中所選的發明，並思考該發明如何幫助人們，以及它所帶來的好處。接著，他們畫出並為自己的構想命名，例如「神奇腳踏車」。之後，他們使用黏土和其他材料將設計實體化，並自豪地向全班展示自己的作品，展現他們的創造力與對機械原理的理解。

# Raz-Kids Feature Book Raz-Kids推薦書籍



## Simple Machines



Title 書名: Simple Machines  
Author 作者: Robert Charles  
Book Level 書籍等級: K

In class:

We read the book to review what was learned about simple machines.

At Home:

1. Read the book together.
2. After reading, ask your child:  
"What is the book about?"  
"What did you learn about simple machines?"  
"How do simple machines help us?"

Your child could say:

"The book is about ..."  
"I learned that simple machines ..."  
" simple machines help us to ....."

在課堂上:

我們閱讀書籍來介紹新字彙，來幫助學生們了解簡易機器。

您可以在家中嘗試:

1. 一起閱讀這本書。
2. 閱讀之後，問孩子:  
"這本書是關於什麼?"  
"你從簡易機器學到了什麼?"  
"簡易機器如何幫助我們?"

您的孩子可以回答:

"這本書是關於...。"  
"我學到了簡易機器...。"  
"簡易機器幫助我們..."

# Unit 2 Recap

## *Simple Machines*

| Topic  | Simple Machines   |  |   |
|--|---|--|---|
| <p>Curriculum Expectations<br/>(copy from the Framework for Planning document)</p> | <p><b>Oral Communication</b></p> <p>1.2 listen and respond to critical thinking questions using “why” and “how”</p> <p>1.3 listen to an oral text and demonstrate understanding through participation in discussions of content area topics with minimal support</p> <p>2.2 participate in social and academic discussions using connecting words to show relationships between events and ideas</p> <p>2.3 use vocabulary to clarify/enhance meaning by incorporating low-frequency words and subject-specific language in sentences</p> | <p><b>Reading</b></p> <p>1.2 demonstrate an understanding of adapted authentic texts on content area topics (i.e. summarize, identify key ideas, make connections, infer, visualize, evaluate, analyze, etc.)</p> <p>1.4 identify and use a variety of text features to locate information</p> <p>2.2 determine the meaning of unfamiliar words, using some visuals and context</p> <p>2.3 read aloud with phrasing a variety of adapted and/or authentic text, observing the rules of punctuation (quotation marks, commas, etc.)</p> | <p><b>Writing</b></p> <p>1.1 write about a range of topics, using a variety of text forms</p> <p>1.2 generate ideas about a topic, using a variety of strategies</p> <p>1.3 organize ideas and information, using a self-generated strategy</p> <p>2.1 write sentences of different lengths, using complex sentences using low-frequency words and subject-specific vocabulary to write in a variety of forms</p> <p>2.2 use most conventions of writing accurately (i.e. punctuation, capitalization, etc.)</p> <p>2.3 recognize common sound patterns and/or letter sequences, root words, affixes to approximate spelling of unknown words</p> |

## 口語

- 1.2 聆聽批判性思考問題，並用『為什麼』和『如何』來回應。
- 1.3 聆聽口語文本，並在幾乎不需協助的情況下，透過參與有關學科內容的討論來展現理解。
- 2.2 使用連接詞來顯示事件與想法之間的關係，參與社交與學術性的討論。
- 2.3 在句子中使用低頻詞彙和特定學科的專有語言，以運用詞彙來澄清意思。

## 閱讀

- 1.2 對經過調整的真實文本（內容領域主題）展現理解能力，例如：摘要、找出關鍵概念、建立連結、推論、想像、評估、分析等。
- 1.4 識別並使用各種文本及其特徵來尋找資訊。
- 2.2 利用圖片和語境來判斷不熟悉單字的意思。
- 2.3 大聲朗讀各種經過調整或真實的文本，並遵守標點符號的規則（引號、逗號等）。

## 寫作

- 1.1 使用多種文本形式撰寫各種不同主題的文章。
- 1.2 運用多種策略，就某個主題產生想法。
- 1.3 運用自創策略來組織想法和資訊。
- 2.1 撰寫長短不同的句子，使用複雜句、低頻詞彙及學科專用詞彙，以多種形式進行寫作。
- 2.2 大多數寫作慣例能正確運用（例如：標點符號、大小寫等）。
- 2.3 識別常見的語音模式或字母組合、字根及字綴，以推測不熟悉單字的拼寫。

# Culminating Task

**Reading** - Identify problem and solution in a teacher-made text  
- Read for important and interesting information and add to graphic organizer  
- Summarize for conclusion

**Writing** - Write an informational paragraph (news report) about a simple machine

- Introduction of the invention
- What simple machine is being used
- What problem does it solve and how does it help us (society)
- Conclusion and summary

\*\*\*\*\* Under section 4 under prewriting - after invention- Use benefits part as level 4  
Additional information (would be an expectation; to be used as reflection, making connection)

**Oral** - Group presentations based on machine used

## 閱讀 (Reading)

- 在教師自製的文本中找出問題與解決方法
- 閱讀重要且有趣的資訊，並將其加入圖表整理 (graphic organizer)
- 撰寫總結作為結論

## 寫作 (Writing)

撰寫一段有關簡單機械的資訊性段落 (新聞報導)，內容包括：

- 發明的介紹
- 使用了哪一種簡單機械
- 它解決了什麼問題，以及如何幫助我們 (社會)
- 結論與摘要

\*\*\*\*\* 在預寫作的第4部分下——發明之後——將好處部分作為第4級

額外資訊( 預期內容，用於反思和建立聯結)

口語表達——根據所使用的機械進行小組展示



# High Frequency Words (HFW) 高頻單字

## Unit 2 Review 第二單元複習

| Week 7  |        | Week 9 |        | Week 10 |    | Week 11 |   |
|---------|--------|--------|--------|---------|----|---------|---|
| today   | 今天     | enough | 足夠的    | land    | 陸地 | car     | 車 |
| without | 沒有     | light  | 光 / 輕的 | turn    | 轉  | money   | 錢 |
| until   | 直到     | far    | 遠的     | toward  | 朝向 | turn    | 轉 |
| upon    | 在...之上 | large  | 大的     | year    | 年  | point   | 點 |
| usually | 通常     | near   | 近的     | life    | 生活 | year    | 年 |

# Content/Keywords Words 關鍵字彙



| Week 7   |     | Week 9   |    | Week 10     |    | Week 11  |    |
|----------|-----|----------|----|-------------|----|----------|----|
| society  | 社會  | invent   | 發明 | pulley      | 滑輪 | operate  | 運作 |
| simple   | 簡單  | wood     | 樹林 | wheel       | 輪子 | wheel    | 輪子 |
| machine  | 機器  | scissors | 剪刀 | rotate      | 轉動 | axle     | 軸  |
| inclined | 傾斜的 | energy   | 能量 | rope        | 繩子 | tube     | 管子 |
| plane    | 平面  | board    | 板子 | elevator    | 電梯 | tunnel   | 隧道 |
| impact   | 影響  | design   | 設計 | lift        | 舉起 | straight | 直的 |
| force    | 力   | thick    | 厚的 | rise        | 上升 | windmill | 風車 |
| distance | 距離  | thin     | 薄的 | higher      | 更高 | motion   | 動作 |
| reduce   | 減少  | flat     | 平的 | lower       | 更低 | section  | 區段 |
| effort   | 努力  | fix      | 固定 | well (noun) | 井  | column   | 柱子 |

# Grammar Focus 文法重點 - Unit 2

- conjunctions

- although
- because

- Reviewing Subject-Verb-Agreement

## Singular Subjects:

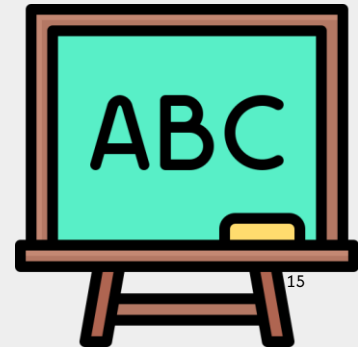
- Use "is" or a verb that ends with "s."

## Plural Subjects:

- Use "are" or a verb that does not end with "s."

- **Irregular Comparative/Superlative**

- Some words change in a special way when we compare things or say something is the most.
- These words don't just add "-er" or "-est" like regular words do.



# Grammar Focus 文法重點 - Unit 2

- 連接詞

- 雖然

- 因為

- 複習主詞與動詞的一致性

- 單數主詞：

使用 "is" 或以 -s 結尾的動詞。

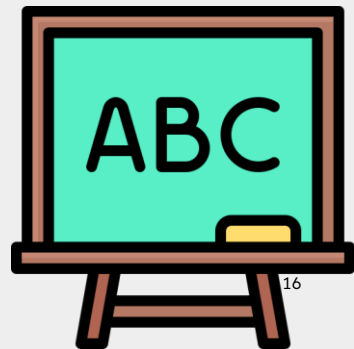
複數主詞：

- 使用 'are' 或不以 -s 結尾的動詞。

不規則比較級/最高級

有些詞在比較事物或表示「最……」時會以特殊方式變化。

這些詞不像一般詞那樣只加上“-er” 或“-est”。



# Social Conventions

"Can a \_\_\_\_ help me to move something easier?"

"When I used a \_\_\_\_ the object moved easier."

Although the object also moved without the \_\_\_\_, the work was not easy."

"What invention did you read about?"

" I read about \_\_\_\_\_"

"How was life before the \_\_\_\_\_?"

"Life was \_\_\_\_\_, before the invention"

"How is life after the invention?"

"Life is now \_\_\_\_\_."

"Why is this invention important?"

"This invention is important because it \_\_\_\_\_."



# 主題句型

\_\_\_\_\_ 可以幫我更容易搬動東西嗎？」

「當我使用 \_\_\_\_\_ 時，物體搬動得更容易。」

「雖然沒有 \_\_\_\_\_ 物體也能搬動，但工作不容易。」

「你讀到的發明是什麼？」

「我讀到的是 \_\_\_\_\_。」

「在 \_\_\_\_\_ 發明之前，生活是怎麼樣的？」

「在這個發明之前，生活是 \_\_\_\_\_。」

「發明之後，生活是怎麼樣的？」

「現在的生活是 \_\_\_\_\_。」

「這個發明為什麼重要？」

「這個發明很重要，因為它 \_\_\_\_\_。」

# General Information 一般資訊



Nov. 22 - PTI (Parent Teacher Interviews and reports given out)

Nov. 24-Dec. 5 - I Love Reading on Raz Kids

11月22日 - 家長教師晤談 (PTI) 及發放成績報告

11月24日 - 12月5日 - 在 Raz-Kids 進行「我愛閱讀」活動

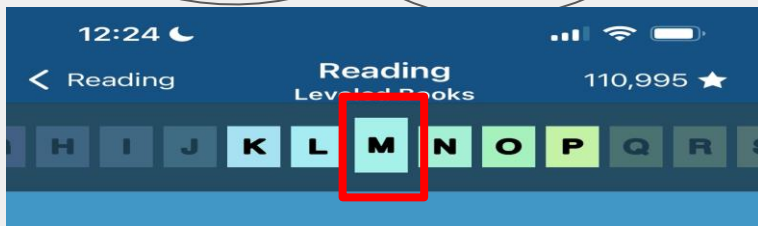
# I Love Reading on Raz Kids

## 閱讀我最愛

**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。



Date: 活動日期  
NOV 24TH - DEC 5TH

GRES ESL Events

# I Love Reading

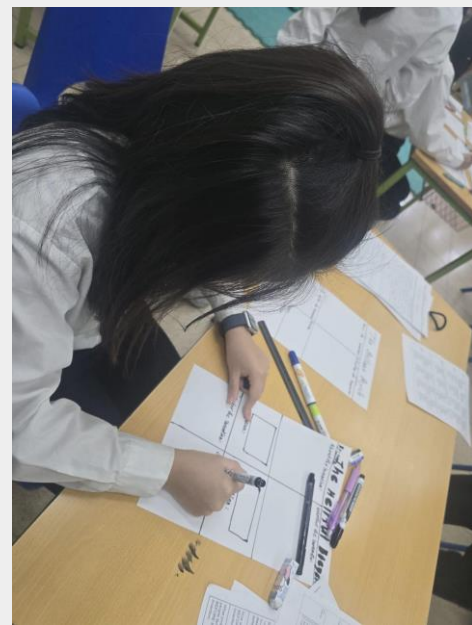
ON RAZ KIDS

- ✓ Students have 2 weeks to read as many as they can  
學生們有兩週的時間盡可能地閱讀
- ✓ Complete the minimum number of books  
完成規定基本閱讀數量
- ✓ Complete the corresponding comprehension tests  
完成書籍對應閱讀理解問題
- ✓ Students who read the minimum number of books listed below (or more!) between Nov 24th and Dec 5th will receive 2 Honour Cards!  
於活動時間內閱讀數量達標之學生即能獲得兩張榮譽卡
- ✓ Raz Kids Level

| Raz Kids Level | Minimum Number of Books |
|----------------|-------------------------|
| aa-L           | 14                      |
| M-P            | 10                      |
| Q-Z            | 6                       |

The owl illustration is a cartoon character with large eyes, wearing a graduation cap and holding a book, positioned at the bottom right of the poster.

# Photos 照片



# Thank you!

# 感謝您!

