



Guangren Elementary School

Grade 4 Newsletter Week 15: December 8th - December 12th, 2025

光仁國小ESL雙語班週報 - 四年級
第一學期第十五週 十二月八日 - 十二月十二日

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Learning Goals This Week

每週學習目標



Oral Communication:

- We are learning to respond to classmates' ideas and add to them using our own vocabulary (adjectives, etc).

Reading:

- We are learning to identify the main idea and supporting details and use them to take notes so we can summarize.

Writing:

- We are learning to arrange ideas in a clear order before writing.

口語溝通：

我們正在學習如何回應同學的想法，並運用自己的詞彙（例如形容詞等）加以補充。

閱讀：

我們正在學習如何找出文章的主旨與支持細節，並運用這些資訊做筆記，以便進行摘要。

寫作：

我們正在學習如何在寫作前將想法以清晰的順序排列。

Weekly Learning - Oral



每週學習內容 - 口說

In oral communication this week, student learned to respond to their classmates' ideas and add to those ideas using their own vocabulary. They listened carefully during discussions and used adjectives and other descriptive words to build on what others said. This helped them practise speaking clearly, sharing their thoughts, and working together in conversations

在本週的口說課中，學生學習了如何回應同學的想法，並運用自己的詞彙來補充這些想法。他們在討論中專心傾聽，並使用形容詞和其他描述性詞語來延伸他人的發言。這幫助他們練習清楚表達自己的想法，分享觀點，並在對話中與他人合作。

Weekly Learning - Reading

每週學習內容 - 閱讀



In reading this week, students focused on identifying the main idea and supporting details in texts. They independently made notes based on what they read, and then worked with the teacher to use those notes to write a summary. This activity not only enhances their reading comprehension but also builds important skills for organizing information.

在本週的閱讀課中，學生專注於找出文章的主旨與支持細節。他們能夠根據閱讀內容獨立做筆記，之後再與老師一起運用筆記撰寫摘要。這項活動不僅提升了他們的閱讀理解能力，也培養了組織資訊的重要技能。

Weekly Learning - Writing

每週學習內容 - 寫作



In writing this week, students practised arranging their notes from the texts they read into categories using headings to organize their ideas for writing. They then used their notes to write an organized, sequential recipe with an emphasis on clear, detailed steps to follow. They also practised using new, key vocabulary words to enhance their writing.

在本週的寫作課中，學生練習將從閱讀中所做的筆記依主題分類，並運用標題來組織寫作的想法。接著，他們利用筆記撰寫了一篇有條理、順序清晰的食譜，重點在於描述明確、詳盡的步驟。此外，他們也練習運用新的關鍵字彙來增強寫作表達。

Weekly Learning - Art

每週學習內容 - 美術



For art this week, students focused on European food. After watching videos and reading about various European foods, students chose one to use for their art. Then they constructed these foods using small, ripped pieces of coloured paper. Students then wrote the various ingredients required for that food and constructed a simple recipe to create that food.

在本週的美術課中，學生以「歐洲食物」為主題進行學習。在觀看影片並閱讀關於各種歐洲食物的資料後，學生各自選擇了一種食物作為創作題材。接著，他們使用撕成小片的彩色紙拼貼出這些食物的圖像。之後，學生寫下該食物所需的各種食材，並設計出一份簡單的食譜來完成這道料理。

Grammar Focus 文法重點

suffix: “-ful”

The suffix means **“full of”** or **“having a lot of”**. When you add “-ful” to the end of a word, it changes changes the meaning to show that something has a lot of the quality the word describes.

Example:

Joyful - full of joy

Helpful - full of help, giving a lot of help.

Careful - Full of care, being very cautious.

Colourful - Full of colour, having many colours.

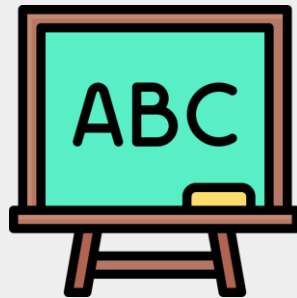
字尾：「-ful」

這個字尾的意思是「充滿……的」或「具有許多……的」。

當你在一個單字的結尾加上「-ful」時，會改變這個字的意思，使它表示「充滿某種特質」或「具有某種特性」。

例子：

- Joyful：充滿喜悅的
- Helpful：樂於助人的、很有幫助的
- Careful：小心的、謹慎的
- Colourful：色彩繽紛的、充滿色彩的





High Frequency Words (HFW) 高頻單字

enough	足夠
ever	曾經
half	一半
however	然而
hard	副詞：努力地 形容詞：堅硬的

Content/Keywords Words 關鍵字彙



spoon	湯匙
fork	叉子
knife	刀
pan	平底鍋
plate	盤子
bake	烘烤
mix	混和
fry	煎
roll	擀
grill	燒烤

Social Conventions 主題句型

❖ “What equipment do you need?”

“You need _____.”

*你需要哪些器具_____？

你需要_____。

❖ “What ingredients do you need to make _____?”

“You need _____, _____, _____ and _____ to make _____.”

*要做_____需要哪些食材？

你需要_____、_____、和_____來做_____。

❖ “Why is this food special?”

“It is special because _____.”

*為什麼這個食物特別呢？

它特別是因為_____。

❖ “What is your favourite food?”

“My favourite food is _____.”

*你最喜歡的食物是什麼？

我最喜歡的食物是_____。



Raz-Kids Feature Book Raz-Kids本週推薦書籍



Title 書名: Making Rice
Author 作者: Ting Gee
Book Level 書籍等級: N

Learning Goals

In class:

We read the book together and students participated in a discussion to show their understanding of the text. We then reviewed vocabulary and components of a recipe.

At Home:

1. Read a book together.
2. After reading, ask your child:
“What is the main idea of the reading?” “What is the importance of a recipe?”

Your child could say:

“The book is about...”

“Then, he...”

學習目標

在課堂上:

我們一起閱讀了這本書，學生們參與了討論，以展示他們對文本的理解。

之後，我們一起複習了與食譜相關的字彙和組成要素。

您可以在家中嘗試:

1. 和孩子一起閱讀。
2. 閱讀之後，問孩子:

「這篇閱讀的主旨是什麼？」 「食譜的重要性是什麼？」

您的孩子可以這樣回答:

「這本書是關於……」

「接著，他……」

General Information 一般資訊



- **Dec 18th - A Crown Test #3**

Students will be tested on Vocabulary from **Weeks 10-14**

12月18日：A冠王測驗 #3 學生將測驗第10至第14週的單字。

- **Thanks to those who participated in our Reading and Writing Competitions, the winners will be announced next week!**

感謝參加我們故事有創意比賽的同學！得獎名單將於下週公布！

Week 10-14 A Crown 3 Words

(第10-14週)A冠王字彙測驗 單字表



High-frequency Words 高頻單字

Week 10	
land	土地
turn	轉動
toward	朝向
year	年
life	生活

Week 11	
car	汽車
money	金錢
turn	轉彎
point	點／指出
year	年

Week 13	
eat	吃
morning	早上
country	國家
food	食物
family	家庭

Week 14	
seen	看見過 (see 的過去分詞)
room	房間
whole	全部的
story	故事；(建築物的)樓層
short	短的；矮的；簡短的

Week 10-14 A Crown 3 Words

(第10-14週)A冠王字彙測驗 單字表

Key Words

關鍵字彙

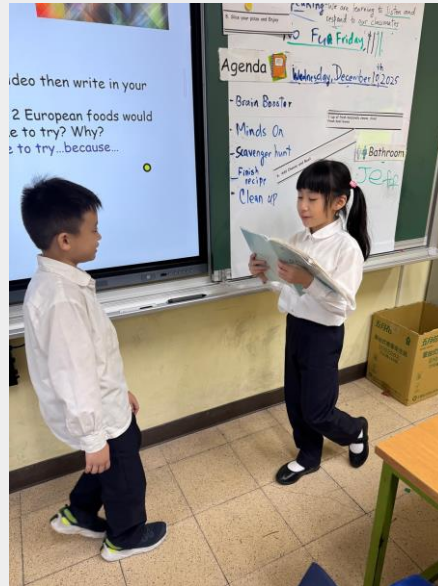
Week 10	
pulley	滑輪
wheel	輪子
rotate	旋轉
rope	繩子
elevator	電梯
lift	提升；升起
rise	上升；升起
higher	更高的
lower	更低的
well (noun)	水井

Week 11	
operate	操作
wheel	輪子
axle	軸
tube	管子
tunnel	隧道
straight	直的
windmill	風車
motion	運動(移動或改變位置)
section	部分
column	柱子

Week 13	
dish	菜餚
meal	一餐
ingredient(s)	材料
continent	大陸
spicy	辣的
sour	酸的
delicious	美味的
salty	鹹的
taste	味道
note(s)	筆記

Week 14	
directions	方向
culture	文化
tradition	傳統
celebration	慶祝活動
recipe	食譜
procedure	步驟
adjective	形容詞
raise	舉起；養育 ；提高(如薪水或聲音)
Thanksgiving	感恩節
enjoy	享受

Photos 照片



Thank you!
感謝您！

