



Guangren Elementary School

Grade 4 Newsletter Week 5: March 9th - March 13th, 2026

光仁國小ESL雙語班週報 - 四年級
第一學期第五週 三月九日 - 三月十三日

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Learning Goals This Week

本週的學習目標



Oral Communication:

- We are learning to listen and ask questions about what we hear.

Reading:

- We are learning how to think critically about what we read and to question a text before and after we read.

Writing:

- We are learning to write complex sentences using conjunctions.

口語溝通 (Oral Communication) :

我們正在學習聆聽別人說的內容，並針對聽到的內容提出問題。

閱讀 (Reading) :

我們正在學習對閱讀的內容進行批判性思考，並在閱讀前與閱讀後對文本提出問題。

寫作 (Writing) :

我們正在學習使用連接詞來寫出較複雜的句子。

Weekly Learning-Oral



每週學習內容 - 口說

In oral communication this week, students listened carefully to different sentences and thought about whether the ideas were true or false. They shared their opinions and explained the reasons for their answers with their classmates. This helped them practise listening closely, thinking about information, and expressing their ideas clearly during discussions.

本週學生練習仔細聆聽不同的句子，並判斷內容是真還是假。他們與同學分享自己的想法，並說明自己判斷的理由。透過這樣的活動，學生能練習專心聆聽、思考資訊內容，並在討論中清楚表達自己的想法。

Weekly Learning - Reading

每週學習內容 - 閱讀



This week in reading, students learned how to think critically about what they read. The practised asking questions about the text before, during, and after reading their books. They asked questions like, “What do you think this book will be about?” and “Do you think this book will be fiction or nonfiction?” After reading, students practised asking, “Do you believe everything you read?” and “What would you want to read more about?”

本週在閱讀課中，學生學習如何對所閱讀的內容進行批判性思考。他們練習在閱讀之前、閱讀過程中，以及閱讀之後對文本提出問題。例如在閱讀前，他們會問：「你覺得這本書會是在講什麼？」，「你覺得這本書是小說（fiction）還是非小說（nonfiction）？」閱讀後，學生也練習提出問題，例如：「你會相信你讀到的所有內容嗎？」，「你還想進一步了解哪些相關的內容？」透過這些練習，學生能夠更深入地思考閱讀內容，並培養提問與理解文本的能力。

Weekly Learning - Writing

每週學習內容 - 寫作



This week in writing, students practised drafting paragraphs about sun safety using the notes they had collected. They focused on turning key ideas into full sentences and arranging them in order. Using the “hamburger paragraph” structure, students wrote a clear topic sentence, added supporting details about ways to stay safe in the sun, how these actions protect us, and what can happen if we don’t follow them, and finished with a concluding sentence. This helped them practise putting their ideas together in a complete draft before editing.

本週在寫作課中，學生利用之前收集的筆記，練習撰寫關於防曬安全的段落草稿。他們學習把重點想法轉換成完整的句子，並按照順序排列。學生使用「漢堡段落」的寫作結構：先寫出清楚的主題句，再加入支持細節，例如如何在陽光下保持安全、這些做法如何保護我們，以及如果不遵守會發生什麼事情，最後再寫一個結論句。透過這個活動，學生練習在修改之前，先把自己的想法整理成一篇完整的段落草稿。

Weekly Learning - Art

每週學習內容 - 美術



For art this week, students created beautiful drawings to show how everything looks different during the day and at night. They explored the colour shifts between bright sunlight and the darker evening tones. This fun activity not only allowed them to express their creativity, but also connected to their learning about being sun safe!

本週在美術課中，學生創作了美麗的圖畫，表現白天與夜晚事物看起來的不同。他們探索了明亮陽光下的色彩與夜晚較深色調之間的變化。這個有趣的活動不僅讓學生能夠表達自己的創意與想像力，同時也與他們正在學習的**防曬安全 (sun safety)** 主題相互連結。

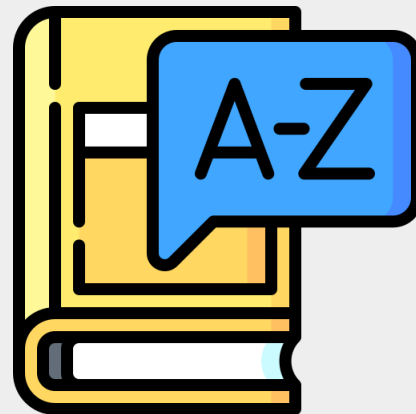


High Frequency Words (HFW) 高頻單字

however	然而
head	前往 / 頭
sure	確定的
several	幾個
black	黑色

Content/Keywords Words 關鍵字彙

avoid	避免
degree	度
fever	發燒
humid	潮濕的
July	七月
August	八月
summer	暑假
serious	嚴重的
safety	安全
block	阻擋



Grammar Focus 文法重點

- **Suffix: -less**

The suffix "-less" means "without" or "lacking."

Each word shows that something is missing or doesn't have a certain quality.

Examples:

colour → colourless (= no colour)

hope → hopeless (= no hope)

care → careless (= no care)

fear → fearless (= no fear)

字尾 (Suffix) : -less

字尾 “-less” 的意思是「沒有…」、「缺少…」。
當這個字尾加在一個字後面時，表示缺少某種特質或東西。

例子：

- **colour** → **colourless**
colourless = 沒有顏色的
- **hope** → **hopeless**
hopeless = 沒有希望的、絕望的
- **care** → **careless**
careless = 不小心的、粗心的 (缺少注意)
- **fear** → **fearless**
fearless = 無所畏懼的、勇敢的

Social Conventions 主題句型

“What do you like to do in the summer?”

“ I like to _____.”

夏天你喜歡做什麼？

我喜歡 _____。

“What do you do to stay safe in the sun?”

“I _____ when I go outside in the summer.”

你做什麼來在陽光下保持安全？

當我夏天外出時，我會 _____。

“What item or invention do you use to stay safe in the sun?”

“ I use _____ to stay safe in the sun.”

你會用什麼物品或工具來在陽光下保持安全？

我會使用 _____ 來保護自己不被太陽傷害。

“How does a/an _____ protect you from the sun?”

_____ 是如何保護你不被太陽傷害的？

“What would happen if you did not use _____ in the sun?”

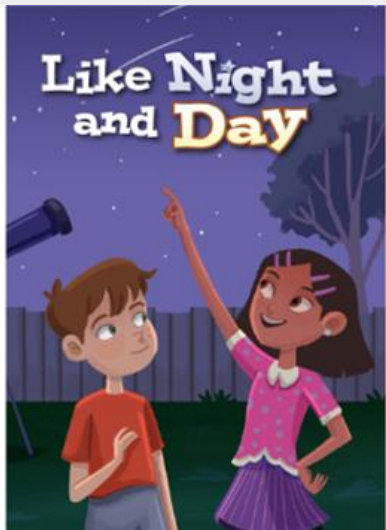
“If you do not use _____ in the sun, _____.”

如果你在陽光下沒有使用 _____，會發生什麼事？

如果你在陽光下沒有使用 _____，你可能會 _____。



Raz-Kids Feature Book Raz-Kids推薦書籍



Title 書名: Like Night and Day
(黑夜與白晝)

Author 作者: Jessica Melordy

Book Level 書籍等級: T

In class:

We read the book together to practise the reading skill of predicting what the book is about and questioning the text before reading.

At Home:

1. Look at the title page and talk about what you think the book is about. Think of different questions you might have about the book.
2. Read the book together.
3. After reading, ask your child:

“Was your idea about the book correct? Why?” “Did you get your question answered?” “What was the answer?”

課堂上:

我們一起閱讀這本書，練習閱讀技巧：在閱讀前預測這本書大概在講什麼，以及在閱讀前對文本提出問題。

在家中:

1. 先看書名頁，談談你覺得這本書可能在講什麼。再想一想你對這本書可能會有不同的問題。 2. 一起把這本書讀完。

3. 讀完後，問問孩子：

「你原本對這本書的想法（預測）正確嗎？為什麼？」 「你的問題有得到答案嗎？」 「答案是什麼？」

General Information 一般資訊



- I Love Reading on Raz Kids - March 9th-20th

閱讀我最愛- 3月9日-3月20日

- Parent Teacher Interviews are on March 14

親師晤談- 3月14日

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。



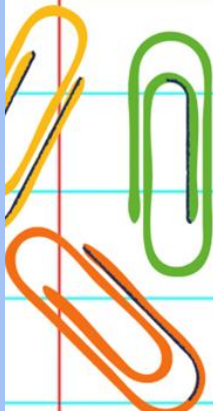
★榮譽卡★

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。

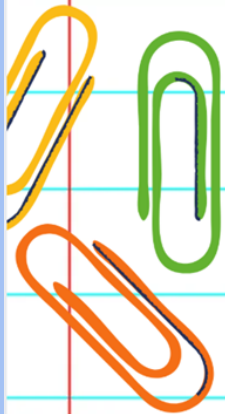
親愛的家長們，我們需要您的協助！您在培養孩子的英語能力方面扮演著非常重要的角色。

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

Level aa-1: 14 books

Level M-P: 10 books

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



GRADES 4 & 5 CURRENT TOP CLASSES



OUR READING JOURNEY!

I LOVE READING RAZ KIDS

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

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

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

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

GO READERS!

WAY TO GO, READERS!
Keep on reading!



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。

Photos 照片



Thank you!

感謝您!