



# Guangren Elementary School

**Grade 4 Newsletter Week 4: March 2<sup>nd</sup> - March 6<sup>th</sup>, 2026**

光仁國小ESL雙語班週報 - 四年級  
第一學期第四週 三月二日 - 三月六日, 2026

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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 to rephrase what the speaker meant.

### Reading:

- We are learning to read and paraphrase what we understand from the reading using our own words.

### Writing:

- We are learning to turn our notes into full sentences about a relevant topic.

### 口語溝通：

學習仔細聆聽，並透過提問重新說出對方的意思。

### 閱讀：

學習閱讀文章，並用自己的話說出理解的內容。

### 寫作：

學習把筆記整理成與主題相關的完整句子。

# Weekly Learning-Oral



## 每週學習內容 - 口說

In oral communication this week, students practised listening carefully to others and asking questions to clarify understanding. They worked on rephrasing what a speaker said in their own words to confirm meaning. This helped them strengthen active listening skills and engage more thoughtfully in discussions.

在本週的口語溝通課程中，學生練習仔細聆聽他人並提出問題，以釐清自己的理解。他們也練習用自己的話重新表達說話者所說的內容，以確認意思是否正確。這有助於他們加強主動聆聽（active listening）的能力，並在討論中更有思考地參與交流。

# Weekly Learning - Reading

## 每週學習內容 - 閱讀



This week in reading, students practised reading simple sentences about sun safety and demonstrated their understanding by rephrasing what they read in their own words. They used their strong vocabulary to think of synonyms for some different verbs and adjectives in the text. They also demonstrated their understanding of sentence structure by adjusting the order of the words to emphasize different points.

本週在閱讀課中，學生練習閱讀關於防曬安全（sun safety）的簡單句子，並透過用自己的話重新表達所讀到的內容來展現他們的理解。他們運用良好的詞彙能力，為文章中的一些動詞和形容詞想出不同的同義詞（synonyms）。此外，他們也透過調整句子中詞語的順序來強調不同的重點，展現了對句子結構的理解。



# Weekly Learning - Writing

## 每週學習內容 - 寫作

This week in writing, students practised turning their notes into full sentences about a relevant topic. They brainstormed ideas using guiding questions, short readings, and class discussions, then recorded key words and short notes. Students used these notes to write clear, complete sentences in their own words. They also reviewed the “hamburger paragraph” structure, learning how to organize their writing with a topic sentence, supporting details, and a concluding sentence to build a clear and complete paragraph.

本週在寫作課中，學生練習把筆記整理成與主題相關的完整句子。他們透過引導問題、短篇閱讀以及班級討論來腦力激盪想法，並記錄關鍵字和簡短筆記。學生接著利用這些筆記，用自己的話寫出清楚且完整的句子。此外，他們也複習了漢堡段落（hamburger paragraph）的結構，學習如何用主題句、支持細節以及結論句來組織寫作，建立一段清楚且完整的段落。

# Weekly Learning - Art

## 每週學習內容 - 美術



For art this week, students created posters about staying safe in the sun. The posters show what they understand about sun safety and also give practical ways to stay protected, such as using sunscreen, wearing hats and sunglasses, and finding shade. The bright colours and clear pictures help everyone remember how to stay safe when we are outside.

本週在美術課中，學生製作了關於如何在陽光下保持安全的海報。這些海報展示了他們對防曬安全（sun safety）的理解，也提供了實際的方法來保護自己，例如塗抹防曬乳、戴帽子和太陽眼鏡，以及在陰涼處活動。海報中明亮的顏色和清楚的圖畫，能幫助大家記住在戶外活動時如何保護自己。

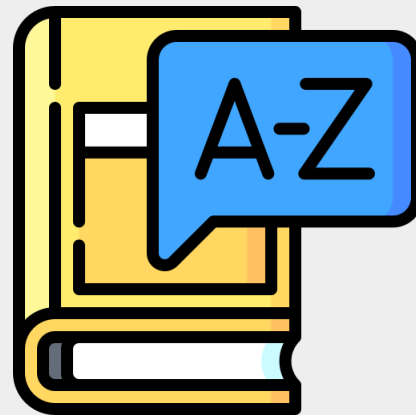


# High Frequency Words (HFW) 高頻單字

better	較好的
best	最好的
face	臉部
put	把……放在
our	我們的

# Content/Keywords Words 關鍵字彙

invention	發明
item	物品
covering	覆蓋物
clothes	衣服
rephrase	改述
effects	影響
apply	塗抹
wear	穿戴
watery	含水多的
indoors	在室內



# Grammar Focus 文法重點

## ● Plurals for base a word that ends in s, x, z, ch, sh, and o

以 s, x, z, ch, sh, 或 o 結尾的名詞複數

Add “es” to nouns ending in “s, x, z, ch, sh or o” to make them plural

當名詞以 s、x、z、ch、sh 或 o 結尾時，在單字後面加 “es” 來形成複數 ( plurals )。

Example:

bus → buses

box → boxes

watch → watches

dish → dishes

buzz → buzzes

hero → heroes

tomato → tomatoes

例子：

- bus → buses 公車 → 公車 ( 複數 )
- box → boxes 盒子 → 盒子 ( 複數 )
- watch → watches 手錶 → 手錶 ( 複數 )
- dish → dishes 盤子 → 盤子 ( 複數 )
- buzz → buzzes 嗡嗡聲 → 嗡嗡聲 ( 複數 )
- hero → heroes 英雄 → 英雄 ( 複數 )
- tomato → tomatoes 番茄 → 番茄 ( 複數 )

# 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.”

你做什麼來讓自己在陽光下保持安全？

當我在夏天外出時，我會\_\_\_\_\_。

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

“ I use \_\_\_\_\_ to stay safe in the sun.”

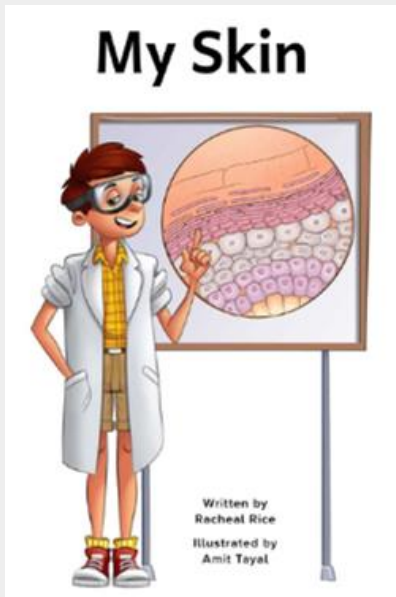
你會使用什麼物品或發明來在陽光下保護自己？

我使用\_\_\_\_\_來在陽光下保護自己。

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

\_\_\_\_\_是如何保護你免受陽光傷害的？

# Raz-Kids Feature Book Raz-Kids推薦書籍



Title 書名: My Skin  
(我的皮膚)

Author 作者: Racheal Rice

Book Level 書籍等級: I

**In class:**

**We read the book together to reinforce why it is important to stay safe in the sun.**

**At Home:**

1. Look at the title page and think of a question you might have about the book.
2. Read the book together.
3. After reading, ask your child:  
“What did you learn in this book?” “Was our question answered?”

在教室

我們一起讀書來理解為何在太陽下保持安全是重要的

在家試試

1. 看看書的封面或標題頁，想一想你對這本書可能會有什麼問題。
2. 一起閱讀這本書。
3. 閱讀完後，問問你的孩子：
  - 「你從這本書學到了什麼？」
  - 「我們一開始提出的問題有被回答嗎？」

# General Information 一般資訊



- Parent Teacher Interviews are on March 14.

親師晤談將於 3 月 14 日舉行。

- The updated syllabus for Semester 2 has been posted in the Google Classroom under Resources.

第二學期更新後的課程大綱 (syllabus) 已經上傳到 Google Classroom 的 Resources (資源) 區。

MARCH 9<sup>th</sup> – MARCH 20<sup>th</sup>

# 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。



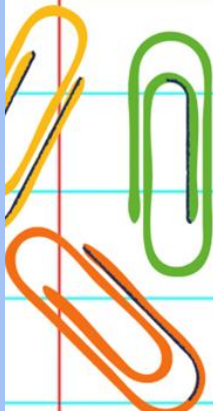
★榮譽卡★

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。

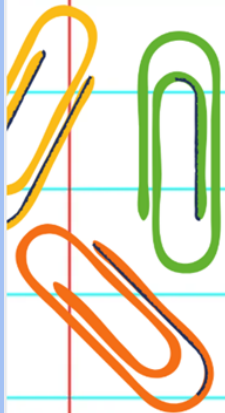
親愛的家長們，我們需要您的協助！您在培養孩子的英語能力方面扮演著非常重要的角色。

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！



# Photos 照片



**Thank you!**

**感謝您!**