



Guangren Elementary School

Grade 4 Newsletter Week 11: April 20th - April 24th, 2026

光仁國小ESL雙語班週報 - 四年級
第二學期第11週 四月二十日 - 四月二十四日，2026

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Learning Goals This Week

每週學習目標

Oral Communication: 口語溝通 (Oral Communication)

- We are learning to respond with understanding to what others say while participating in interactions about familiar and content related topics, with reduced contextual and visual support.

我們正在學習在與他人互動時，能理解對方所說的內容並做出適當回應；在較少情境提示與視覺輔助的情況下，參與與熟悉內容及學習主題相關的對話。

Reading: 閱讀 (Reading)

- We are learning to determine the meaning of unfamiliar words, using some visuals and context.

我們正在學習運用圖片和上下文線索來推測並理解不熟悉單字的意思。

Writing: 寫作 (Writing)

- We are learning to generate and organize ideas about a topic, using a variety of strategies such as sorting circles and tree maps.

我們正在學習針對一個主題產生並組織想法，並運用各種策略，例如分類圖 (sorting circles) 和樹狀圖 (tree maps)。

Weekly Learning - Oral



每週學習內容 - 口說

This week in oral communication, students continued their introduction to the animal classification unit by focusing on how to sort and group different things. Through discussions on familiar and content-related topics, students practised listening carefully to their classmates and responding with understanding, using less visual and contextual support. They worked on answering “why” and “how” questions in full, detailed sentences to better explain their thinking. This helped students build confidence in participating in conversations, sharing ideas clearly, and responding thoughtfully to others.

這週在口語溝通課程中，學生延續了動物分類單元的入門學習，重點放在如何將不同的事物進行分類與分組。透過針對熟悉及與課程內容相關主題的討論，學生練習更仔細地聆聽同學的發言，並在較少視覺與情境提示的支持下，做出有理解的回應。他們也練習用完整且詳細的句子回答「為什麼」和「如何」的問題，以更清楚地表達自己的想法。這有助於學生建立參與對話的信心，更清楚地分享自己的意見，並對他人的發言做出有思考的回應。

Weekly Learning - Reading

每週學習內容 - 閱讀



In reading this week, students learned to determine the meaning of unfamiliar words by using visuals and context clues from the text. They looked at pictures, surrounding words, and overall meaning to help them understand new vocabulary. Students also shared their thinking, which supported stronger comprehension and confidence when reading.

這週在閱讀課程中，學生學習運用圖片以及文章中的上下文線索來判斷不熟悉字詞的意思。他們透過觀察圖片、前後文詞語以及整體文意，來幫助自己理解新單字。學生也分享了自己的想法，這有助於提升閱讀理解能力與閱讀時的自信心。

Weekly Learning - Writing

每週學習內容 - 寫作



In writing this week, students practised generating ideas for writing using new vocabulary about animals. They used sorting circles to categorize and compare animal abilities. They also learned new ways to classify animals. They were able to write their ideas in point form using a tree-map to prepare for paragraph writing.

這週在寫作課程中，學生練習運用與動物相關的新單字來發想寫作內容。他們使用分類圈來整理與比較不同動物的能力，也學習了新的動物分類方式。學生能夠運用樹狀圖，以條列重點的方式寫下自己的想法，為接下來的段落寫作做準備。

Weekly Learning - Art

每週學習內容 - 美術



For art this week students did an art project where they created Pokémon cards featuring their own invented animals. Each animal had different parts from animals that live on land, in water, and both. Students drew their animal, gave it a name, and wrote about where it lives, what it eats, what it can do, and what it looks like. This project helped students practise creativity, vocabulary, and writing skills.

這週在美術課中，學生進行了一個藝術創作活動，製作了屬於自己發明動物的寶可夢卡。每一種動物都結合了生活在陸地、水中，或兩種環境中的動物特徵。學生畫出自己的動物，替它取名字，並寫下牠住在哪裡、吃什麼、會做什麼，以及長什麼樣子。這個活動幫助學生練習創造力、詞彙運用與寫作能力。

Grammar Focus 文法重點

This week, students reviewed the verbs **to be** and **to have**. They practised choosing the correct form of the verb to match the accompanying subject.

Examples:

- Monkeys **are** mammals. They **have** strong arms and long tails.
- A bear **is** a mammal. It **has** thick fur.

To accompany verb conjugation, students also reviewed pronouns that can replace the noun in a sentence.

Examples:

- The teacher (**she**) is writing.
- The students (**they**) are reading.

這週，學生複習了 **to be** 和 **to have** 這兩個動詞的用法。他們練習根據句子中的主詞，選擇正確的動詞形式。

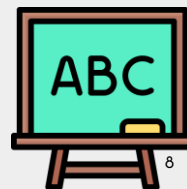
例句：

猴子是哺乳類。牠們有強壯的手臂和長尾巴。
熊是哺乳類。牠有厚厚的毛皮。

配合動詞變化的學習，學生也複習了可以在句子中用來代替名詞的代名詞。

例句：

老師（她）正在寫字。
學生們（他們）正在閱讀。





High Frequency Words (HFW) 高頻單字

plants	植物
young	年幼的
sea	海洋
body	身體
animal	動物

Content/Keywords Words 關鍵字彙



furry	毛茸茸的
diet	飲食
milk	牛奶
feed	餵食
mammal	哺乳類動物
habitat	棲息地
appearance	外表；外觀
herbivore	草食動物
omnivore	雜食動物
carnivore	肉食動物

Social Conventions 主題句型

- “_____ have/ has _____”
- “What is your favourite animal?”
 - “My favourite animal is _____.”
- “How can they move?”
 - “A _____ can _____
(movement verb)”
- Where do they live?
 - They live in _____ (location).
- What do they look like?
 - They have/are _____ (description).
- What do they eat?
 - They like to eat _____ (food).
- Why is it special? What can it do?
 - It can use its _____ to _____
(special abilities/adaptations)
- _____ 有 _____
- 你最喜歡的動物是什麼？
 - 我最喜歡的動物是 _____。
- 牠們怎麼移動？
 - _____ 會 _____ (動作動詞)。
- 牠們住在哪裡？
 - 牠們住在 _____ (地點)。
- 牠們長什麼樣子？
 - 牠們有 / 牠們是 _____ (外貌描述)。
- 牠們吃什麼？
 - 牠們喜歡吃 _____ (食物)。
- 牠有什麼特別的地方？牠會做什麼？
 - 牠可以用牠的 _____ 來 _____ (特殊能力 / 適應方式)。

Raz-Kids Feature Book Raz-Kids本週推薦書籍



Extreme Animals



Written by Kathie Lester • Illustrated by Signe Nordin

Title 書名: 極限動物

Author 作者: Kathie Lester

Book Level 書籍等級: Level L

In class:

We read the book with a focus on understanding new vocabulary using visuals and context.

At Home:

Read the book once aloud. After reading, ask yourself:

1. Are you able to read new words? If not, how can you look them up?
2. What do the pictures tell you?

學習焦點

在課堂上:

我們閱讀這本書時，重點放在運用圖片和上下文來理解新的字彙。

在家中:

把這本書大聲讀一遍。讀完後，問問自己：

1. 你能讀出新的單字嗎？如果不能，你可以怎麼查這些字呢？
2. 圖片告訴了你什麼？

General Information 一般資訊



- **There was no Daily or ESL Workbook homework this week due to the exams. Homework will resume this weekend.**

因為考試的關係，本週沒有 Daily 或 ESL 習作本作業。作業將於本週末恢復。

- **Report cards will be sent home on Wednesday, April 29th.**

成績單將於 4月29日（星期三）發放給學生帶回家。

Photos 照片

