



Guangren Elementary School

Grade 4 Newsletter Week 12: April 27th - April 30th, 2026

光仁國小ESL雙語班週報 - 四年級
第二學期第12週 四月二十七日 - 四月三十日，2026

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Learning Goals This Week

每週學習目標

Oral Communication: 口語溝通

- We are learning to ask why and how questions about animals to deepen our understanding of them.
- 我們正在學習針對動物提出 why (為什麼) 和 how (如何/怎麼) 的問題，以加深我們對牠們的理解。

Reading: 閱讀

- We are learning to read and identify key ideas.
- 我們正在學習閱讀並找出重點概念。

Writing: 寫作

- We are learning to organize our ideas and use keywords, conjunctions, and transition words to write detailed sentences.
- 我們正在學習組織想法，並使用關鍵字、連接詞和轉承詞來寫出更詳細的句子。

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 learning how to ask “why” and “how” questions about animals to better understand them. Through discussions and simple sorting activities, they explored why some animals can fly while others cannot, and how different features help animals survive in their environments. Students practised explaining their thinking using complete sentences, making sure to answer both “why” and “how” questions clearly. They also worked on listening carefully before responding and referring back to what was asked. This helped students build stronger speaking and listening skills while learning how to think more deeply about animals.

本週在口語溝通課程中，學生們延續動物分類單元的導入學習，練習針對動物提出 “why”（為什麼）和 “how”（如何／怎麼）的問題，以更深入地理解牠們。透過討論和簡單的分類活動，學生們探索為什麼有些動物會飛，而有些不會，以及不同的身體特徵如何幫助動物在其環境中生存。學生練習使用完整句子來說明自己的想法，並確保能清楚回答 “why” 和 “how” 的問題。他們也學習在回答前仔細聆聽，並根據問題內容作出回應。這些活動幫助學生在學習深入思考動物的同時，也建立更強的口語表達與聆聽能力。

Weekly Learning - Reading

每週學習內容 - 閱讀



In reading this week, students read a variety of texts about mammals and practised identifying the key ideas. They focused on finding the most important information in each text and explaining it in their own words. Students also shared their thinking, which helped strengthen their understanding and supported meaningful class discussions.

本週在閱讀課中，學生閱讀了多篇關於哺乳類動物的文章，並練習找出重點概念。他們專注於辨識每篇文章中最重要資訊，並用自己的話加以說明。學生也分享了自己的想法，這有助於加深他們對內容的理解，並促進有意義的課堂討論。

Weekly Learning - Writing

每週學習內容 - 寫作



In writing this week, students practised using their graphic organizers to organize important information about animals into point form ideas. Then they used the points in their organizers to write full sentences of different lengths. Students were able to add detail to their sentences using adjectives. They were also able to join similar or contrasting ideas together using conjunctions.

本週在寫作課中，學生練習使用圖像組織表，將關於動物的重要資訊整理成條列式想法。接著，他們運用組織表中的重點，寫出不同長度的完整句子。學生能夠使用形容詞為句子增添細節，也能運用連接詞將相似或相反的想法連接在一起。

Weekly Learning - Art

每週學習內容 - 美術



For art this week students made a paper diorama for an art project. They chose one mammal animal to create and write about. Students filled in information about the animal's appearance, habitat, diet, and abilities. Then they built their animal and its habitat using different materials provided in class.

本週在美術課中，學生製作了紙張立體場景作為美術作品。他們選擇一種哺乳類動物進行創作與書寫。學生填寫了有關該動物外觀、棲息地、飲食和能力的資訊。接著，他們使用課堂上提供的不同材料，製作出自己的動物以及牠的棲息環境。

Grammar Focus 文法重點

This week, students reviewed basic sentence structure (subject - verb - object). They also reviewed subject-verb agreement of present-tense verbs that will be helpful for writing about animal classification (to be, to have, to live, to eat).

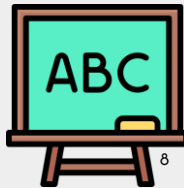
Present Tense Verbs:

Subject	to be	to have	to live	to eat
I	am	have	live	eat
you	are	have	live	eat
he	is	has	lives	eats
she	is	has	lives	eats
it	is	has	lives	eats
we	are	have	live	eat
they	are	have	live	eat

本週，學生複習了基本句型結構（主詞—動詞—受詞）。他們也複習了現在式動詞的主詞與動詞一致性，這將有助於他們撰寫動物分類相關內容，例如 to be、to have、to live、to eat 等動詞的用法。

現在式動詞

Subject	to be	to have	to live	to eat
I	am	have	live	eat
you	are	have	live	eat
he	is	has	lives	eats
she	is	has	lives	eats
it	is	has	lives	eats
we	are	have	live	eat
they	are	have	live	eat





High Frequency Words (HFW) 高頻單字

top	頂端
live	居住
best	最好的
far	遠的
high	高的

Content/Keywords Words 關鍵字彙

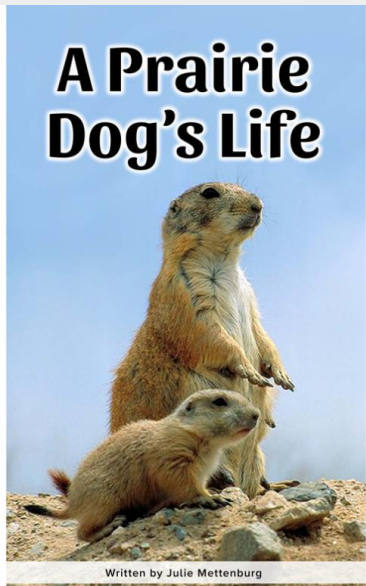


organize	整理
birth	出生
born	出生的
ability	能力
hair	毛髮
trunk	象鼻
fur	毛皮
horns	角
warm-blooded	溫血的
backbone	脊椎

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



Title 書名: 草原犬鼠的生活
Author 作者: Julie Mettenburg
Book Level 書籍等級: Level

In class:

We read the book with a focus on identifying the following key ideas: animal name, classification, appearance, habitat, diet and ability

At Home:

Read the book once aloud. After reading, ask your child the following:

1. What animal is this book about? What is the animal's classification?
2. Can you tell me more about this animal? What does it eat? Where does it live? What is its ability?

學習焦點

在課堂上:

我們閱讀這本書時，重點放在辨識以下重要概念：動物名稱、分類、外觀、棲息地、飲食和能力。

在家中:

請大聲朗讀這本書一次。閱讀後，請詢問您的孩子以下問題：

1. 這本書是關於什麼動物？這種動物的分類是什麼？
2. 你可以多告訴我一些關於這種動物的事情嗎？牠吃什麼？牠住在哪裡？牠有什麼能力。

General Information 一般資訊



- **Report cards and exams were sent home this week. Please check your child's backpack if you haven't seen them.**

本週已將成績單和考卷發放給學生帶回家。若您尚未看到，請確認是否有在孩子的書包。

G4 Celebration of Learning 學習分享週

誠摯地邀請您一同來欣賞
學生的學習成果

INVITATION

**2026 GRES ESL
CELEBRATION OF
LEARNING**

PRESENTED BY G4

4 XIN (信)	DATE: JUNE 2ND (6/2), 15:05-16:05 LOCATION: BOAI BUILDING, 6F (博愛樓6樓天樂廳)
4 REN (仁)	JUNE 3RD (6/3), 13:25-14:25 LOCATION: ROSE BUILDING, B1 (玫瑰樓B1)
4 AI (愛)	JUNE 3RD (6/3), 15:05-16:05 LOCATION: ROSE BUILDING, B1 (玫瑰樓B1)

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Photos 照片

