



# Guangren Elementary School

**Grade 4 Newsletter Week 13: May 4th - May 8th, 2026**

光仁國小ESL雙語班週報 - 四年級  
第二學期第13週 五月四日 - 五月八日，2026

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# Learning Goals This Week

## 每週學習目標

### Oral Communication:

- We are learning to engage in structured spoken interactions with our peers and the teacher.

### Reading:

- We are learning to use a variety of texts to do multi-step tasks.

### Writing:

- We are learning to write a paragraph using capitals, periods and commas, and conjunctions correctly.

### 口語溝通：

我們正在學習如何與同儕和老師進行有結構的口語互動。

### 閱讀：

我們正在學習運用各種文本來完成多步驟任務。

### 寫作：

我們正在學習正確使用大寫字母、句號、逗號和連接詞來寫一段文章。

# Weekly Learning - Oral



## 每週學習內容 - 口說

This week in oral communication, students continued the animal classification unit by discussing different animals with their classmates. They practised using connecting words to show how their ideas were similar or different, helping them compare animals more clearly. Students shared their thoughts in simple discussions and worked on expressing similarities and differences in a clear way. This helped them build confidence in speaking with others while developing their ability to organize and connect their ideas.

### 口語溝通：

本週在口語溝通課中，學生延續動物分類單元，與同學討論不同的動物。他們練習使用連接詞來表達想法之間的相似與不同之處，幫助他們更清楚地比較動物。學生在簡單的討論中分享自己的想法，並練習清楚表達相同點與差異點。這有助於他們在與他人交談時建立自信，同時培養組織與連結想法的能力。

# Weekly Learning - Reading

## 每週學習內容 - 閱讀



In reading this week, students explored a variety of texts and practised completing multi-step tasks. They worked on identifying key ideas, asking thoughtful questions about the text, and answering comprehension questions. Students also shared their thinking, which helped deepen their understanding and supported meaningful class discussions from the reading.

本週在閱讀課中，學生探索了各種類型的文本，並練習完成多步驟任務。他們學習辨識重點、針對文本提出有思考性的問題，並回答閱讀理解題。學生也分享自己的想法，這有助於加深他們對文本的理解，並促進由閱讀延伸出的有意義的課堂討論。

# Weekly Learning - Writing

## 每週學習內容 - 寫作



In writing this week, students practised writing full, detailed sentences without mistakes by revising and editing their work. Students used checklists and teacher-selected grammar points to revise their work and improve clarity. They were able to extend their sentences by using conjunctions and adjectives.

本週在寫作課中，學生透過修改與編輯自己的作品，練習寫出完整、詳盡且盡量沒有錯誤的句子。學生使用檢核表和老師指定的文法重點來修訂作品，並提升表達的清楚度。他們也能運用連接詞和形容詞來延伸句子。

# 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.

本週美術課中，學生製作了一個紙製立體透視場景作為藝術專題。他們選擇一種哺乳動物來創作並撰寫介紹。學生填寫了關於該動物的外貌、棲息地、飲食和能力等資訊。接著，他們使用課堂上提供的不同材料，製作出自己的動物及其棲息環境。

# Grammar Focus 文法重點

This week, students reviewed irregular comparative and superlative adjectives to use in their writing. They were able to describe and compare animals, habitats, and diets.

## Irregular comparatives:

- better
- worse
- further

## Irregular superlatives:

- best
- worst
- farthest

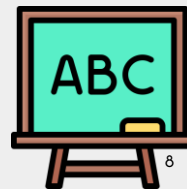
本週學生複習了不規則比較級與最高級形容詞，並將其運用在寫作中。他們能夠描述並比較動物、棲息地和飲食。

## 不規則比較級：

- better (更好的)
- worse (更差的)
- further (更遠的 / 進一步的)

## 不規則最高級：

- best (最好的)
- worst (最差的)
- farthest (最遠的)





# High Frequency Words (HFW) 高頻單字

group	團體
example	範例
it's	這是
life	生命
eat	吃

# Content/Keywords Words 關鍵字彙



forest	森林
lake	湖
meat	肉
wings	翅膀
beak	喙 (鳥嘴)
lay	下 (蛋)
egg	蛋
hatch	孵化
slither	滑行 (像蛇一樣)
reptile	爬行動物

# 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



Title 書名: 鳥類

Author 作者:

Chuck Garofano

Book Level 書籍等級: Level

## In class:

We read the book with a focus to identifying key ideas, asking thoughtful questions about the text, and answering comprehension questions relating to animal names, classification, appearance, habitat, diet and abilities.

## At Home:

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

1. Are you able to identify the animal and its classification?
2. Can you give more details about the animal including its appearance, habitat, diet and ability?

## 學習焦點

### 在課堂上:

我們閱讀這本書，重點在於找出重點概念、對文本提出有深度的問題，以及回答與動物名稱、分類、外觀、棲息地、飲食和能力相關的理解問題。

### 在家中:

大聲朗讀這本書一次。讀完後，問問自己：

1. 你能辨認出這種動物以及牠的分類嗎？
2. 你能提供更多關於這種動物的細節嗎？包括牠的外貌、棲息地、飲食和能力。

# General Information 一般資訊



- Sign-up forms for the Celebration of Learning event were sent home with students today. Please register to attend and see your child showcase what they have learned throughout the year.

「學習分享週」的意願調查表今天已由學生帶回家。歡迎您報名參加，來欣賞孩子展示他們這一年所學到的成果。

## 雙語班學習分享週意願調查表 - 四年級

### Celebration of Learning Week Confirmation

親愛的四年級家長您好：

時序即將邁入六月，感謝您這一年的協助與陪伴，讓孩子們能快樂、投入地學習，孩子們依循外師的指導努力學習與成長，在聽、說、閱讀、寫作等領域都有明顯進步；師生、同學間的語言互動也更顯得自信與流暢。

在ESL雙語班四年級學習分享的日子，老師及孩子們要將這一學年來的學習成果呈現給親愛的家長們。誠摯地邀請您一起見證孩子們的成長，您的參與是孩子最大的鼓勵！

#### ESL學習分享週時間/地點：

- 四年信班：6/2 (二) 下午 15:05 - 16:05 (博愛樓 6F 天樂廳)
- 四年仁班：6/3 (三) 下午 13:25 - 14:25 (玫瑰樓B1)
- 四年愛班：6/3 (三) 下午 15:05 - 16:05 (玫瑰樓B1)



請於 **5/15前** 完成用  
裝置掃描QR碼  
填寫意願調查表

# Photos

