



# Guangren Elementary School

**Grade 4 Newsletter Week 16: May 25th - May 29th, 2026**

光仁國小ESL雙語班週報 – 四年級

第二學期第16週 五月二十五日 - 五月二十九日, 2026

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# Learning Goals This Week

## 每週學習目標



### Oral Communication:

- We are learning to ask and respond to questions about different musicians.

### Reading:

- We are learning to use key ideas and details from a text to explain what the text is about and support our thinking with evidence.

### Writing:

- We are learning to write sentences of different lengths, using complex sentences.

### 口語溝通:

我們正在學習如何針對不同的音樂家提出問題並回答問題。

### 閱讀:

我們正在學習如何運用文章中的主要想法與細節，來說明文章的內容，並用證據支持我們的想法。

### 寫作:

我們正在學習寫出不同長度的句子，並使用複雜句。

# Weekly Learning - Oral

## 每週學習內容 - 口說

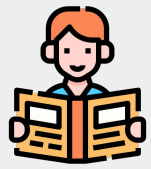


This week in Oral Communication, students practised asking and responding to questions about different musicians. Grade 4 students learned how to form thoughtful questions and share clear, detailed answers during discussions. They explored a variety of musicians and spoke about their music, instruments, and achievements. Students worked on speaking confidently, listening carefully, and building on each other's ideas in conversation.

本週口語溝通課中，學生練習針對不同的音樂家提出問題並回答問題。四年級學生學習如何提出有深度的問題，並在討論中分享清楚且詳細的回答。他們探索了各種不同的音樂家，並談論他們的音樂、樂器和成就。學生也練習自信地表達、仔細聆聽，並在對話中延伸彼此的想法。

# Weekly Learning - Reading

## 每週學習內容 - 閱讀



This week in Reading, students continued developing their understanding of how to find key ideas and details in a text. They practised using these important details to explain what a text is mostly about, supporting their thinking with evidence from what they read. Through guided reading activities, students learned how to move beyond simply retelling information and instead focus on explaining the main idea in their own words. This helped students strengthen their comprehension skills and build a clearer understanding of different texts.

本週閱讀課中，學生持續加深對於如何在文章中找出主要想法與細節的理解。他們練習運用這些重要細節來說明文章的主要內容，並用閱讀到的證據支持自己的想法。透過引導式閱讀活動，學生學習不只是單純複述資訊，而是聚焦於用自己的話解釋文章的主旨。這幫助學生加強閱讀理解能力，並對不同文本建立更清楚的理解。

# Weekly Learning - Writing

## 每週學習內容 - 寫作



In writing this week, students used their placemat organizer from the new unit, “Musicians Around the World,” to help them write in full sentences. They used information about different musicians and musical instruments to turn their ideas into clear and complete sentences. Students also focused on organizing their writing so their ideas were connected and easy to understand.

本週寫作課中，學生運用新單元「世界各地的音樂家」中的圖像組織表，幫助自己寫出完整的句子。他們運用關於不同音樂家和樂器的資訊，將自己的想法轉化成清楚且完整的句子。學生也專注於組織自己的寫作內容，讓想法之間能夠互相連結，並且容易理解。

# Weekly Learning - Art

## 每週學習內容 - 美術



For Art this week, students worked collaboratively to prepare a variety of performances for the Celebration of Learning. Through teamwork, creativity, and problem-solving, they have planned, practiced, and refined their presentations to showcase their growth and achievements. In addition to their performances, students have been using a wide range of materials to design and create posters, props, and other visual elements to enhance their presentations.

這週的美術課，學生們透過合作，準備了多樣化的學習分享表演。他們運用團隊合作、創意與問題解決能力，規劃、練習並改進自己的呈現內容，以展現他們的成長與學習成果。除了表演之外，學生們也使用各種不同的材料，設計並製作海報、道具以及其他視覺元素，讓他們的發表更加豐富、有吸引力。



# High Frequency Words (HFW) 高頻單字

top	頂端; 上衣
money	金錢
picture	圖片
heard	聽到
himself	他自己

# Content/Keywords Words 關鍵字彙



chart	圖表
cassette	卡式錄音帶
afropop	非洲流行音樂
jazz	爵士樂
modern	現代的
classical	古典的; 古典音樂的
classic	經典的; 經典作品
traditional	傳統的
enjoy	享受
listen	聽

# Grammar Focus 文法重點

This week, students reviewed revising and editing strategies to improve their writing. They practised checking their work for complete sentences, correct punctuation, spelling, grammar, and making sure to use the correct form of subject-verb agreement. Students also focused on using transition words to connect their ideas and make their writing flow smoothly. They practised using words such as *also* and *additionally* to add more information to their sentences.

Examples:

“Jay Chou is a famous singer from Taiwan. He also plays the piano.”

“Jay Chou writes songs. Additionally, he acts in movies.”

“Jay Chou is a talented musician who inspires many people around the world.”

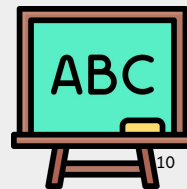
本週，學生複習了修訂與編輯策略，以提升自己的寫作能力。他們練習檢查自己的作品是否包含完整句、正確的標點符號、拼字、文法，並確認是否使用正確的主詞與動詞一致形式。學生也專注於使用轉折詞來連結想法，讓文章讀起來更加流暢。他們練習使用如 *also* 和 *additionally* 這類詞彙，為句子加入更多資訊。

例句：

「周杰倫是一位來自台灣的著名歌手。他也會彈鋼琴。」

「周杰倫會寫歌。此外，他也演電影。」

「周杰倫是一位有才華的音樂家，啟發了世界各地許多人。」



# Social Conventions 主題句型

“ Who is your favourite musician?”

「你最喜歡的音樂家是誰？」

“ My favourite musician is \_\_\_\_.”

「我最喜歡的音樂家是 \_\_\_\_。」

“Where and when was \_\_\_\_ born?”

「\_\_\_\_ 在哪裡、什麼時候出生？」

“ \_\_\_\_ was born in \_\_\_\_\_, in \_\_\_\_\_.”

「\_\_\_\_ 於 \_\_\_\_\_ 年出生在 \_\_\_\_\_。」

“What is your favourite song?”

「你最喜歡的歌是什麼？」

“ My favourite song is \_\_\_\_\_.”

「我最喜歡的歌是 \_\_\_\_\_。」

“What kind of music do you like?”

「你喜歡哪一種音樂？」

“ I like \_\_\_\_\_.”

「我喜歡 \_\_\_\_\_。」

# Raz-Kids Feature Book Raz-Kids本週推薦書籍



Title 書名: The Eurovision Song Contest 歐洲歌唱大賽  
Author 作者: Sharon Bowes  
Book Level 書籍等級: Q

## In Class:

We read the book with a focus on identifying key ideas, asking thoughtful questions about the text, and answering comprehension questions relating to the Eurovision Song Contest, including participating countries, performances, music styles, and how musicians represent their country.

## At Home:

Read the book with your child and ask them some of the following questions.

- What is the Eurovision song contest?
- Which countries are included in the contest?
- Why are the performances special?

## 學習焦點

### 在課堂上:

我們閱讀這本書時，重點放在辨識文章中的主要想法、針對文本提出有深度的問題，以及回答與歐洲歌唱大賽相關的閱讀理解問題，包括參賽國家、表演、音樂風格，以及音樂家如何代表自己的國家。

### 在家中:

請和您的孩子一起閱讀這本書，並問他們以下一些問題:

1. 什麼是歐洲歌唱大賽？
2. 有哪些國家參加這項比賽？
3. 為什麼這些表演很特別？

Hi Parents!

We're excited to see those of you who signed up at our Celebration of Learning!

家長們好!

我們非常期待在學習分享週活動見到已報名的各位!

# 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)

# Photos 照片

