



Guangren Elementary School

Grade 4 Newsletter Week 18: June 8th - June 12th, 2026

光仁國小ESL雙語班週報 - 四年級
第二學期第18週 六月八日 - 六月十二日，2026

Contents 目錄

- Learning Goals 學習目標
- Weekly Learning 每週學習內容
- High Frequency Words 高頻單字
- Key Content Words 關鍵字彙
- Grammar Focus 文法重點
- Social Conventions 主題句型
- Raz Kids Book of the Week Raz Kids 本週推薦書籍
- General Information 一般資訊



Learning Goals This Week

每週學習目標



Oral Communication:

- We are learning to use words like: 'also', 'additionally', 'moreover', 'in fact' and 'however' to connect our ideas about different topics like musicians around the world.

Reading:

- We are learning to use information from texts to research a musician and organize our ideas into clear categories.

Writing:

- We are learning to write a variety of texts using complex sentences and subject-specific vocabulary to clearly communicate our ideas.

口說表達：

我們正在學習使用 *also*、*additionally*、*moreover*、*in fact* 和 *however* 等連接詞，來連接我們對不同主題的想法，例如世界各地的音樂家。

閱讀：

我們正在學習從文本中提取資訊，研究一位音樂家，並將想法整理成清楚的分類。

寫作：

我們正在學習運用複雜句和主題相關詞彙，撰寫不同類型的文章，清楚表達自己的想法。

Weekly Learning - Oral



每週學習內容 - 口說

This week in Oral Communication, students learned how to connect their ideas together. They practised using connecting words like “also,” “additionally,” and “however.” These special words helped them speak more clearly and share more information about different topics like their favourite musicians and things they like to do on weekends, with their classmates .

本週在口語表達課中，學生學習如何將自己的想法連接起來。他們練習使用像是 also、additionally 和 however 這類連接詞。這些特別的詞幫助學生更清楚地表達，並與同學分享更多關於不同主題的資訊，例如他們最喜歡的音樂家，以及他們週末喜歡做的事情。

Weekly Learning - Reading

每週學習內容 - 閱讀



This week in Reading, students completed their culminating task for the “Musicians Around the World” unit. They used information from a variety of texts to research a musician and identify important facts about their life, music, and achievements. Students practised taking notes, selecting key information, and organizing their ideas into clear categories. Using their research, they created several short paragraphs to share what they learned. This helped students develop their ability to gather information from different sources, organize their thinking, and communicate their understanding in a clear and structured way.

本週在閱讀課中，學生完成了「世界各地的音樂家」單元的總結任務。他們運用來自不同文本的資訊，研究一位音樂家，並找出關於這位音樂家的生平、音樂和成就的重要事實。學生練習做筆記、選擇重點資訊，並將想法整理成清楚的分類。透過他們的研究，學生創作了幾段短文來分享所學內容。這幫助學生培養從不同來源蒐集資訊、整理思緒，並以清楚且有條理的方式表達理解的能力。

Weekly Learning - Writing

每週學習內容 - 寫作



In Writing this week, students independently wrote a variety of texts for their culminating task. They used sentences of different lengths, including complex sentences, and incorporated high-frequency and subject-specific vocabulary to communicate their ideas clearly and effectively. Students also revised, edited, and published their work, focusing on improving clarity, organization, and sentence structure.

本週在寫作課中，學生獨立撰寫了多種類型的文本，作為總結任務的一部分。他們使用不同長度的句子，包括複雜句，並運用高頻詞彙和主題相關詞彙，清楚且有效地表達自己的想法。學生也進行修訂、編輯並完成作品發表，重點放在提升文章的清晰度、組織架構和句子結構。

Weekly Learning - Art

每週學習內容 - 美術



For Art this week, students used text features and their creativity to design posters about famous musicians which supported their written CT. They learned about the difference between real pictures and illustrations. Their posters included real pictures that were neatly cut and glued to the poster. Then they used hand-drawn illustrations to help show what each written section was about.

本週在美術課中，學生運用文本特徵與創意，設計關於著名音樂家的海報，以支持他們的書面總結任務。他們學習了真實照片與插圖之間的差異。學生的海報包含了經過整齊裁剪並黏貼在海報上的真實照片。接著，他們使用手繪插圖來幫助呈現每個書寫段落的內容。



High Frequency Words (HFW) 高頻單字

talk	說話
told	告訴
upon	在……上
year	年
money	錢

Content/Keywords Words 關鍵字彙



interview	面試
interviewer	面試者
research	研究
podcast	播客
biography	傳記
talk show	脫口秀
concert	演唱會
award	獎項
King (of pop)	流行樂之王
Queen (of pop)	流行樂之后

Grammar Focus 文法重點

This week, students completed their CT informational writing task about a musician. They independently applied the writing skills they have been practising throughout the unit, including using present and past tense verbs, subject-verb agreement, transition words, and editing strategies. Students researched their musician, organized their ideas into paragraphs, and revised and edited their work to improve clarity, accuracy, and sentence structure.

Examples:

“Elvis Presley was born in Mississippi on January 8, 1935. He sang rock and roll, country, and gospel music.”

“As a young musician, he faced challenges because his style of music was different from many singers at the time.

However, he continued to perform and develop his talent.”

“He became famous after recording songs that combined different music styles. Additionally, his energetic performances made him popular around the world.”

“Elvis Presley passed away in 1977. Today, people still listen to his music, and he is remembered as one of the most influential musicians in history.”

本週，學生完成了關於一位音樂家的 CT 資訊性寫作任務。他們獨立運用本單元中一直練習的寫作技巧，包括使用現在式與過去式動詞、主詞與動詞一致、轉折詞，以及編輯策略。學生研究了自己選擇的音樂家，將想法整理成段落，並透過修訂與編輯來提升文章的清晰度、正確性和句子結構。

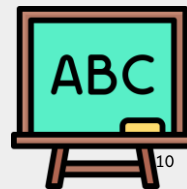
範例：

「Elvis Presley 於 1935 年 1 月 8 日出生在密西西比州。他演唱搖滾樂、鄉村音樂和福音音樂。」

「作為一位年輕音樂家，他曾面臨挑戰，因為他的音樂風格與當時許多歌手不同。然而，他仍然繼續表演並發展自己的才華。」

「他在錄製結合不同音樂風格的歌曲後成名。此外，他充滿活力的表演也讓他在世界各地受到歡迎。」

「Elvis Presley 於 1977 年去世。直到今天，人們仍然聆聽他的音樂，而他也被記得為歷史上最具有影響力的音樂家之一。」



Social Conventions 主題句型

“What music genre do you enjoy listening to?”

“I enjoy listening to _____.”

“What challenges did he or she face?”

“He/She faced a challenge of _____.”

“Who is your favourite musician?”

“My favourite musician is _____.”

“Where and when was _____ born?”

“_____ was born in _____, in _____.”

「你喜歡聽哪一種類型的音樂？」

「我喜歡聽 _____。」

「他／她面臨了什麼挑戰？」

「他／她面臨了 _____ 的挑戰。」

」

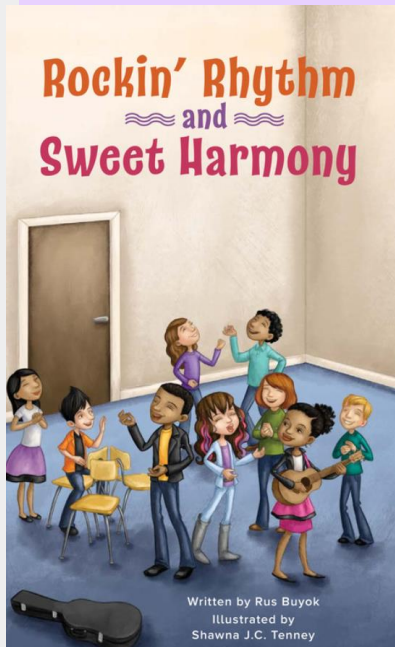
「你最喜歡的音樂家是誰？」

「我最喜歡的音樂家是 _____。」

「_____ 是在何時、何地出生的？」

「_____ 出生於 _____。」

Raz-Kids Feature Book Raz-Kids本週推薦書籍



Title 書名:
搖滾旋律與甜美和聲
Author 作者: Rus Buyok
Book Level 書籍等級: P

In Class:

We read the book *Rockin' Rhythm and Sweet Harmony* with a focus on identifying problems and solutions, making predictions, and understanding how characters' feelings and actions affect a story. We discussed the challenges Rhythm and Harmony faced as they prepared for an important music competition and how they learned to work together.

At Home:

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

- What problems did Rhythm and Harmony have before the competition?
- Why was Harmony nervous?
- Why was Rhythm having trouble with his drumming?
- How did the characters solve their problems?
- What lesson did Rhythm and Harmony learn by the end of the story?

學習焦點

在課堂上:

我們閱讀了《馬友友Rockin' Rhythm and Sweet Harmony》這本書，重點放在辨識問題與解決方法、進行預測，以及理解角色的感受與行動如何影響故事發展。我們討論了Rhythm 和 Harmony 在準備一場重要音樂比賽時所面臨的挑戰，以及他們如何學會合作。

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：

- Rhythm 和 Harmony 在比賽前遇到了哪些問題？
- 為什麼 Harmony 感到緊張？
- 為什麼 Rhythm 在打鼓方面遇到困難？
- 角色們是如何解決他們的問題的？
- 故事結束時，Rhythm 和 Harmony 學到了什麼教訓？

General Information 一般資訊



- **Exam Scopes went home on Wednesday, please check your child's backpack if you haven't seen it yet.**

考試範圍已於週三發下，請家長協助查看孩子的書包。

Photos 照片

