



Guangren Elementary School

Grade 4 Newsletter Week 19: June 15th - June 18th, 2026

光仁國小ESL雙語班週報 - 四年級
第二學期第19週 六月十五日 - 六月十八日，2026

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Learning Goals This Week

每週學習目標



Oral Communication:

- We are learning to use connecting words such as *also*, *additionally*, *moreover*, and *however* when we speak so we can share our ideas clearly and add more detail to our conversations.

Reading:

- We are learning to find information from different texts to research a topic and organize our ideas into clear sections.

Writing:

- We are reviewing the writing skills learned throughout the unit by using varied sentence structures and subject-specific vocabulary to communicate our ideas clearly and effectively.

口語溝通：

我們正在學習在說話時使用連接詞，例如 *also*, *additionally*, *moreover*, 和 *however*，這樣我們就能清楚地分享想法，並在對話中加入更多細節。

閱讀：

我們正在學習從不同文本中蒐集資訊，以研究一個主題，並將我們的想法整理成清楚的段落。

寫作：

我們正在複習本單元所學到的寫作技巧，透過使用多樣的句型和學科相關詞彙，清楚且有效地表達我們的想法。

Weekly Learning - Oral



每週學習內容 - 口說

This week in Oral Communication, students practised using connecting words such as *also*, *additionally*, *moreover*, *in fact*, and *however* to strengthen their speaking skills. They shared information about their favourite musicians and explained their reasons with detailed examples. Students also built on the ideas of their peers by adding new information and making thoughtful connections.

本週在口語溝通課中，學生練習使用連接詞，例如 *also*, *additionally*, *moreover*, *in fact*, 和 *however*，來增進他們的口說能力。他們分享了自己最喜歡的音樂家的相關資訊，並用詳細的例子說明原因。學生也透過加入新的資訊和建立有意義的連結，延伸同儕的想法。

Weekly Learning - Reading

每週學習內容 - 閱讀



This week in Reading, students used information from different texts to prepare for group interviews about musicians from around the world. They practised finding important information, taking notes, and organizing their ideas into clear sections before sharing what they learned with their classmates. During the interviews, students used their notes to answer questions and discuss their musician's life, music, and achievements. This helped students strengthen their research skills while building confidence in locating, organizing, and communicating information from multiple sources.

本週在閱讀課中，學生運用來自不同文本的資訊，為關於世界各地音樂家的小組訪談做準備。他們練習找出重要資訊、做筆記，並在與同學分享所學之前，將想法整理成清楚的段落。在訪談過程中，學生使用筆記回答問題，並討論他們所研究的音樂家的生平、音樂和成就。這幫助學生加強研究能力，同時建立他們從多元資料來源中搜尋、整理和表達資訊的信心。

Weekly Learning - Writing

每週學習內容 - 寫作



In Writing this week, students reviewed the writing skills learned throughout the unit as they independently wrote a variety of texts for their culminating task. They applied their understanding of sentence variety, including complex sentences, and used low-frequency and subject-specific vocabulary to express their ideas clearly and effectively. Students also received feedback on their culminating tasks to help further develop their writing skills.

本週在寫作課中，學生複習了本單元所學的寫作技巧，並獨立完成多種不同類型的文本，作為總結性任務的一部分。他們運用對句型變化的理解，包括複雜句，並使用較進階且與主題相關的詞彙，清楚且有效地表達自己的想法。學生也收到關於總結性任務的回饋，以幫助他們進一步提升寫作能力。

Weekly Learning - Art

每週學習內容 - 藝術



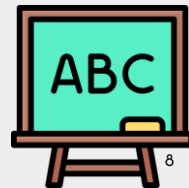
For Art this week, students learned about elements of performance. They learned how to project their voice, have stage-presence, and do their best. Students pretended to be various musicians and prepared a performance to accompany their podcast interviews. Students learned how to be confident in front of their classmates and had fun in the process.

本週在藝術課中，學生學習了表演的基本元素。他們學習如何放大音量、展現舞台魅力，並盡力做到最好。學生扮演不同的音樂家，並準備一段表演來搭配他們的 podcast 訪談。學生學習如何在同學面前建立自信，也在過程中玩得很開心。

Grammar Review 文法重點

This week, students practised independently applying all the grammar skills they have been focusing on throughout the unit. They reviewed present and past tense verbs, subject-verb agreement, transition words, punctuation, and editing strategies to improve the clarity of their writing for their exam.

本週，學生練習獨立運用本單元持續學習的所有文法技巧。他們複習了現在式與過去式動詞、主詞與動詞一致、轉承詞、標點符號，以及編修策略，以提升考試寫作內容的清晰度。



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？」

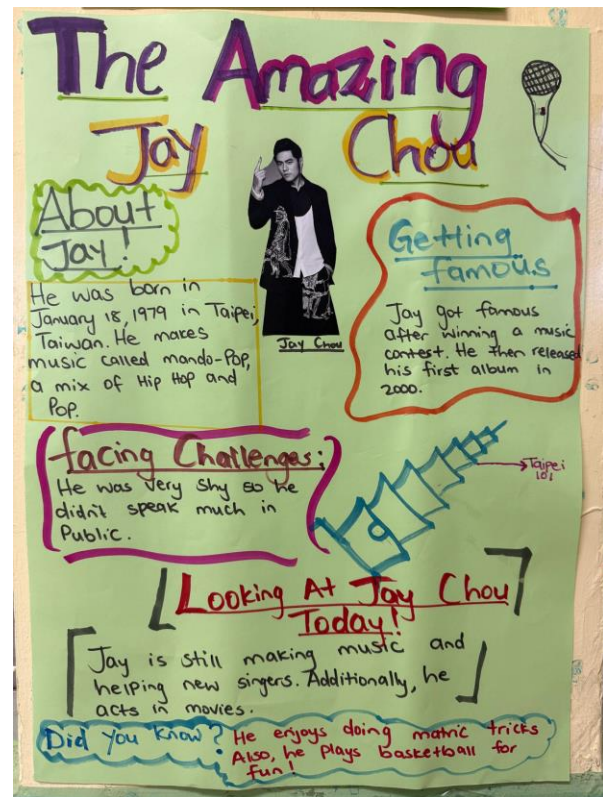
「_____ 出生於 _____。」

Culminating Task

單元總結

- ❖ Students made an informational poster about a musician/group.
- ❖ The posters have the name of the musician, where and when they were born, what kind of music they make, how they became famous, what challenges they faced and what are they doing now.
- ❖ The posters have different text features like titles, headings, pictures and illustrations with caption sentences.
- ❖ After they completed their posters, students interviewed each other, pretending to be the musician they did the poster about.

- 學生製作了一張關於一位音樂家或音樂團體的資訊海報。
- 海報內容包含音樂家／團體的名稱、出生地與出生時間、他們創作的音樂類型、他們如何成名、曾面臨的挑戰，以及他們現在正在做什麼。
- 海報也包含不同的文本特徵，例如標題、小標題、圖片，以及附有說明文字的插圖。
- 完成海報後，學生互相進行訪談，並假裝自己就是海報中所介紹的音樂家。



Unit 6 Recap

Musicians Around the World

Oral Communication	Reading	Writing
1.1. follow multi-step directions with reduced contextual and visual support 1.2 listen and respond to critically thinking questions using “why” and “how” 2.1 ask and respond to questions in complete sentences 2.2 participate in social and academic discussions using connecting words to show relationships between events and ideas 2.5 engage in conversations and discussions strategically using conversational norms appropriate to purpose and audience	1.2 demonstrate an understanding of adapted authentic texts on content area topics (i.e.. summarize, identify key ideas, make connections, infer, visualize, evaluate, analyze, etc.) 1.3 read and follow the instructions for multi-step tasks in a variety of familiar and academic situations 2.2 determine the meaning of unfamiliar words, using some visuals and context 2.3 read aloud with phrasing a variety of adapted and/or authentic text, observing the rules of punctuation (quotation marks, commas, etc.)	1.1 write about a range of topics, using a variety of text forms 1.3 organize ideas and information, using a self-generated strategy 1.4 edit and revise writing, using guiding questions and a variety of strategies (including spelling, word choice, sentence length and structure and punctuation) 2.1 write sentences of different lengths, using complex sentences using low-frequency words and subject-specific vocabulary to write in a variety of forms 2.2 use most conventions of writing accurately (i.e. punctuation, capitalization, etc.) 2.4 use and spell correctly the vocabulary (e.g. high-frequency words) appropriate for this English level

第六單元回顧

世界各地的音樂家

口說溝通目標	閱讀目標	寫作目標
1.1 在較少情境和視覺提示的協助下，遵循多步驟指令。 1.2 聆聽並回應需要批判性思考的問題，例如使用 “why” 和 “how” 的問題。 2.1 用完整句子提問並回答問題。 2.2 使用連接詞來表達事件與想法之間的關係，並參與社交與學術討論。 2.5 根據目的和聽眾，適切地運用對話規範，有策略地參與對話與討論。	1.2 展現對內容領域主題之改編真實文本的理解，例如：摘要、辨識重點、建立連結、推論、視覺化、評估、分析等。 1.3 在各種熟悉及學術情境中，閱讀並遵循多步驟任務的指示。 2.2 使用部分圖片線索和上下文，判斷不熟悉字詞的意思。 2.3 朗讀各種改編及／或真實文本時，能依照標點符號規則，例如引號、逗號等，使用適當的語句停頓與語調。	1.1 使用多種文本形式，針對不同主題進行寫作。 1.3 使用自己建立的策略來組織想法和資訊。 1.4 運用引導問題和多種策略來編修與修改文章，包括拼字、用字選擇、句子長度與結構，以及標點符號。 2.1 使用不同長度的句子進行寫作，包括複雜句，並運用較低頻詞彙及學科專用詞彙，完成多種形式的寫作。 2.2 大多能正確使用寫作 conventions，例如標點符號、大小寫等。 2.4 能正確使用並拼寫符合此英語程度的詞彙，例如高頻字。

HFW Review

W15-W18 高頻單字複習



High-frequency Words 高頻單字

Students should be able to understand, read and write these with correct spelling.

學生應該能夠理解、閱讀並以正確的書寫出這些內容。

Week 15	
city	城市
country	國家；鄉下
kind (what kind?)	種類；親切的
began	開始了
people	人們；人民

Week 16	
top	頂端；上衣
money	金錢
picture	圖片
heard	聽到
himself	他自己

Week 17	
point	觀點
sentence	句子
study	學習
story	故事
sure	確定的

Week 18	
talk	說話
told	告訴
upon	在……上
year	年
money	錢

Keywords Review

W15-W18關鍵字彙複習



Key Words 關鍵字彙

Students should be able to understand, read and write these.

學生應該能夠理解、閱讀和書寫這些關鍵字。

Week 15	
popular	受歡迎的；流行的
musician	音樂家
famous	有名的
instrument	樂器
genre	類型；曲風
singer	歌手
artist	藝術家；藝人
guitar	吉他
bass	貝斯；低音
drums	鼓

Week 16	
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
traditional	經典的；經典作品
enjoy	傳統的
listen	享受
classic	聽

Week 17	
illustration	插圖
perform	表演
fashion	表演
release	發行
album	專輯
fail	失敗
international	國際的
superstar	超級巨星
successful	成功的
contest	比賽

Week 18	
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

Raz-Kids Feature Book Raz-Kids本週推薦書籍



She Isn't Me!



Dear Diary,

The class is putting on a musical, and we all have to join in. It gets worse: they're making me perform a song. A SONG! Other kids are helping out with costumes and setting up the stage. That sounds much better to me. Well, at least I'll have Ava by my side. She's super excited about our musical number, so I think everyone thinks I am, too. They're probably making us do it because we do pretty much everything else together. But come ON ... we aren't alike in every way. I just want



the musical to be over with. Then I'll have time to work on my project for the science fair. I have a really cool idea, but more on that later.

-Emily



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Class:

We read the close reading passage *She Isn't Me!* with a focus on identifying character perspectives, comparing different points of view, and using evidence from the text to support our ideas. We discussed how Emily and Ava have different feelings about being seen as a pair and participating in the class musical, even though they are best friends.

At Home:

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

- Who are the two main characters in the story?
- How does Emily feel about performing in the musical? Why?
- How does Ava feel about performing in the musical? Why?
- Why do other students call them "Avaly"?
- How are Emily and Ava similar? How are they different?
- Why is it important to understand another person's point of view?

學習焦點

在課堂上:

我們閱讀了精讀文章〈She Isn't Me!她不是我〉，重點放在辨識角色觀點、比較不同的看法，並使用文本中的證據來支持我們的想法。我們討論了 Emily 和 Ava 雖然是最好的朋友，但她們對於被大家視為一組，以及參與班級音樂劇，有著不同的感受。

在家中:

請和您的孩子一起閱讀這篇文章，並詢問他們以下一些問題：

- 誰是故事中的兩位主要角色？
- Emily 對於參與音樂劇表演有什麼感受？為什麼？
- Ava 對於參與音樂劇表演有什麼感受？為什麼？
- 為什麼其他學生稱她們為「Avaly」？
- Emily 和 Ava 有哪些相似之處？又有哪些不同之處？
- 為什麼理解他人的觀點很重要？

Title 書名：她不是我
Book Level 書籍等級：T

General Information 一般資訊



- **Students spent this week in class reviewing for their exams next week. The practise questions will be sent home today for them to review.**

學生本週在課堂上複習下週考試的內容。練習題今天會帶回家，讓學生複習。

- **This was the final week for homework. Students will not be given any weekend homework as they need time to study for their exams next week. Best of luck on your exams students!**

這是本學期最後一週有回家作業。學生週末將不會有任何回家作業，因為他們需要時間準備下週的考試。祝同學們考試順利！

Photos 照片

