

# KANG CHIAO SPOTLIGHT

Issue 2

## Learning for the Future: Cultivating Independent Thinkers

~ Jason Harmon

Curriculum Coordinator, International Department

We live in a rapidly changing world, more interdependent than ever. This makes the way we raise and nurture our children complex. We want to teach the next generation based on the way we learned, but tools that were once necessary for success no longer apply. Critical thinking skills that are used to know how and why to find information are of much greater significance. In a way, answers reveal themselves. Knowing how to ask the right questions and understanding problems creates paths to answers.

Kang Chiao prepares our students for the future through student-based inquiry and theme-based projects. Put simply, it's not about what teachers cover; it's about what students discover. Teachers design projects that follow the inquiry stages of ask, plan, research, create, improve, and present. These stages are written in student-based language that allows teachers to focus on the twenty-first century skills they want students to develop. Following an inquiry-based project model develops critical thinking and problem solving skills in students. Students explore their own areas of interest within a larger topic, resulting in an authentic learning process. Students collaborate with one another to solve problems throughout the process. This helps them to understand topics more thoroughly and better express themselves.



### KCIS Inquiry Process



Our inquiry process always starts with a larger theme explored through a reading from the curriculum. Students *ask* a question of interest within this topic. For example, students in grade one learning about life-cycles may ask "What does a caterpillar need to live and grow?" To answer their questions, students become planners. They *plan* what information they need to answer their question and how they will find it. A group of students might collaboratively decide to research what a caterpillar eats, what it drinks, and where it lives. Students become active researchers as they read *I'm a Caterpillar* in *Reading Street*. To *research*, students identify and record information based on their plan. Students then become innovators. In the *create* stage they will test their research by raising a caterpillar in class. Students then become critical thinkers by evaluating what went right and wrong as they raised their caterpillar. This allows them to *improve* their research. Finally students *present* their work by writing about the life-cycle of an animal.

In Kang Chiao's inquiry based learning environment the teacher's job is to guide students along their own process of discovery. Students become independent critical thinkers and prepare for the future. The twenty-first century skills students develop allow them to become thinkers, innovators, creators, problem-solvers, and leaders. These skills are not given, but developed within students. No matter how the world changes, our students will always have the skills required to adapt and succeed.

From the Editor

## Happy Birthday! KCIS

國際處主任 賴國宜

一向以教育制度領先全球的芬蘭，在2016年推出新的中小學課綱，導入「主題式學習」，強調培養孩子跨領域的橫向能力。康橋的英文課，實施「專題課程」(Reading Project)已多年，以主題探究的方式，讓學生運用跨領域的知識，探索真實世界的各種現象，思考因應解決的辦法，從中學習創新、合作、表達等重要的能力，這一期Kang Chiao Spotlight邀請國際處課研組長Jason Harmon，以「為未來學習」(Learning for the Future)為題，詳細說明英語專題的課程設計理念和學習模式。

二年級中籍英師，Ms. Roxanne帶我們一窺「讀寫合一」的英語寫作課程(Writing Assignment)，從開學第一天到第179天，教室裡的人、事、物產生什麼變化，孩子們以自己的學習經驗，為這些事物的改變，編寫生動的故事，我們特別精選幾篇作品與大家分享。

英語小記者社是高年級最熱門的社團之一，這群熱衷英文寫作的孩子，定期為大家報導校園活動，他們將以Muggles News專欄，來分享最精彩的校園新聞。

光輝十月是個忙碌的季節，有許多重要的節慶，其中最令孩子們期待的就是Halloween (萬聖節)，除了搗蛋要糖(Treat or Trick)，還有哪些有趣的事情呢？快來讀Fun Facts for Halloween。十月還有一個最重要的節日，就是康橋校慶，學校安排一連串的活動，歡迎大家一起來熱鬧慶祝 **康橋生日快樂**。

Kang Chiao has been implementing theme-based project learning for many years. Our Curriculum Coordinator, Jason Harmon, elaborates how teachers design projects that follow inquiry stages. Through these stages, students develop critical thinking and problem solving skills. Ms. Lucy presents to us the grade 2 writing assignment, extending from the reading, *The 1st Day of School* and *The 179th Day of School*, and with fertile imaginations, students write a narrative about their stories at school.

October is always a busy month with holidays, and the most important events are the celebrations surrounding our school's Foundation Day. There are many games, activities and sports competitions that complete our school-wide celebration. One of the highlights is the Halloween Party hosted by the International Department. We are looking forward to seeing all the brave children in the Haunted House!

### What's New?

- ★ The midterm assessment is just around the corner - don't forget to study hard and give your very best effort!
- ★ To commemorate KCIS's Founding Day Anniversary Week, we will celebrate Halloween on Friday the 27th of October!

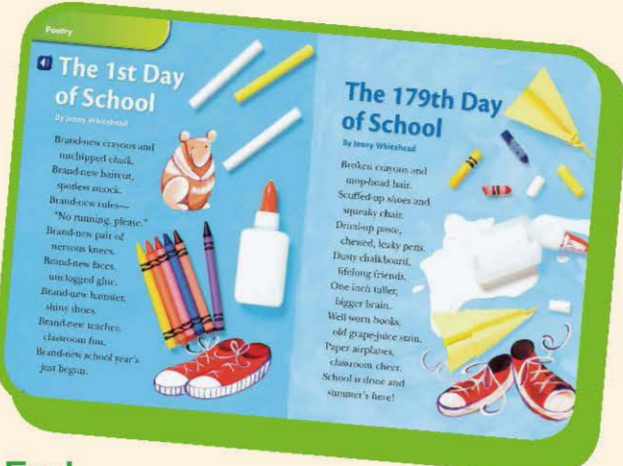




# Grade 2 Writing Assignment From First to Last

~ Roxanne Sun  
English Teacher, International Department

Do you remember how you felt on the first day of a new job? How about the first day of school? The crayons are brand-new, the faces are brand-new, the butterflies are dancing in my stomach, and a brand-new school year has just begun. It is the picture of the first day of school, and it is what our students just experienced a couple of weeks ago. To get our second graders more involved with the whole learning process, we chose Jenny Whitehead's poems, *The 1st Day of School* and *The 179th Day of School*, as our reading materials to start our journey of imagination. These poems are mainly about the things students will see on the first and last day of school. Therefore, our students can easily jump into the poems to appreciate, to feel, and to reflect back to their own experiences.



### Finding the Means to the End

From *The 1st Day of School* and *The 179th Day of School*, we learned about how to give a detailed description of the things and people on the first and last day of school. We first recognized the things and people shown in both poems, and we identified the adjectives in each of them. Then, as students identified the adjectives, they noticed that everything had changed during the school year from the poems. Next, to let our students' imaginations flow, we raised some questions, guiding our students to create a story that caused the change at school. *What has changed during the school year? What is the change? Who made this change? Where did this change happen? When did this change happen?* These questions guided students through creating their very own stories. There are many creative and interesting answers that students came up with. After that, students put their own thoughts together and organized them into a story on a narrative-writing basis.

### Bringing Writing to Life

A crayon can break so many different ways. With ideas in hand, students created unique and colorful stories to tell the same end result. One student wrote about a girl using her favorite crayon every day. She drew and drew and drew with it, until one day it broke! She was sad, but learned to love a different crayon. Another student wrote about a fight between classmates. During the fight the crayon broke! After they settled down, the teacher taught them how to make up and be friends again. For a variety of materials, students came up with their own unique ways to express the end results.

### Imagining the Future

With the fertile imagination, students proceeded to write a narrative about *My Story at School*. They are aware of the changes of things and people around them at school. They are able to describe the things and people by using adjectives. They are able to give a detailed description of what caused the change. What's more exciting for us is to find that our students start to let their imagination flow freely. Now they can observe everything around them like a poet and use their imagination to create a story on their own. Albert Einstein said that imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand. Our second graders are now growing their imagination muscles. By using their imaginations, they wrote a story of school life for us today, and one day, they will create a new chapter for our world!



## G2 My story at school

**Queenie Mai 蔡麗潔 202**  
I saw some brand new faces on the first day of school. They looked brand new on the first day of school, and they became my lifelong friends on the last day of school. I went to the playground with my new friends. I help my friends to pick up chairs. I went to English class with my friends.

**Ivan Liu 劉奕倫 202**  
I brought my brand-new crayons into art classroom on the 1st day of school. I found my broken crayons in art classroom on the 179th day of school. First, I needed to use them to draw pictures every day. Then, I drew too hard, so the crayons were shorter and shorter. Next, I used shorter crayons to draw more pictures, and they became broken. I was happy because I drew many pictures.

**Joanne Lo 羅健恩 202**  
On the first day of school, I brought unlogged glue to English classroom. On the last day of school, I found my dried up paste in my English bag. First, I used my glue every day because I used it to glue my tests every time. Then, one day my teacher said we needed to use it and I found there was almost no more, so I squeezed it very hard. Last, I also lent my friend my glue all the time, so we ran out of my glue. I felt happy because I could help my friend. I also felt happy because I glued many things.

**Dora Jiang 江寧寧 202**  
I took the unlogged glue to English class on the first day of school. I found my dried-up paste in my backpack on the last day of school. First, I used the glue every day. One day, my friend wanted to borrow my glue and she took it. A funny thing was she squeezed it too hard and the glue was everywhere on her book! I feel sad because my glue was run out!

**Frank Chiu 邱冠在 203**  
On the 1st day, I took my brand new crayons to English class. On the 179th day, I saw my broken crayons in my pencil box. First, I used my crayons to draw pictures in art class. Then, Abigail borrowed my crayons. Once, she broke them and her picture became a big mess. I felt happy because in school there are so many fun things that happen!

**Elizabeth Pai 白庭瑛 204**  
On the first day of school, the brand-new crayons were in the classroom. On the last day of school, the broken crayons were messed up in the classroom. One day the teacher said we needed to make a card for our best friend, and we can use crayons and color markers. The students said they all wanted to use crayons, so they all used them. At last, the crayons were messed up dirty on the floor. The teacher was angry. We felt very sad because we love crayons. That's my story at school.

**Ethan Wang 王翊丞 204**  
I use the crayons to draw a picture. They looked brand-new on the first day of school, and they looked broken on the last day of school. First, someone threw the crayons. Then, Ian drew a teacher's day card with my crayons. Last, Tia used the crayons to draw a butterfly. I feel sad because I need to buy new crayons.

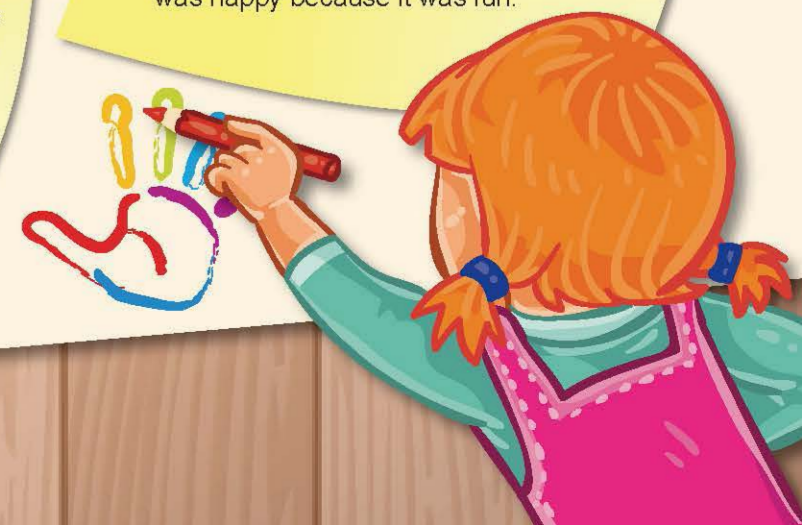
**Halston Chen 陳科翰 206**  
On the first day of school, I saw many brand new faces when I went to school. On the last day of school, I have many friends. I like to play Who is the Monster?, and I told everyone, so we played it every day. Because of that, I made many friends. We felt very great. That's my story at school.

**Sabrina Yu 于璇 206**  
On the 1st day, I brought my unlogged glue to school. On the 179th day, I found my dried-up paste in my bag. First, I had used my glue every week to stick my weekly summary in English class. Then, my classmate forgot her glue and I lend her the glue but she squeezed too hard and my glue was spilt! I feel happy because my glue spilt and she and I cleaned the floor together. I think that is a funny thing.

**Jerry Wu 吳冠豪 206**  
I saw the brand-new crayons when I went in to the classroom. They looked very new. The crayons were broken because some children broke them. They were too young to use the crayons. After that, I broke the crayon too when I was drawing my project. I felt unhappy when I broke my crayons.

**James Chi 李柏丞 207**  
When school started, my new Chinese teacher gave me a box of brand-new crayons in the classroom. The last day of school my crayons were broken because one day I lent them to my friend. He tried to break them, but he didn't. After that, he chewed them, so they were broken, I felt sad because he broke them.

**Subin Lee 李珠彬 208**  
On the 1st day, my teacher brought the new chalk. On the 179th day, the dusty chalkboard was in front of the classroom. First, the teacher used the new chalk in the classroom. Then, the bell rang, and the teacher put down the chalk. I saw the chalk. The chalk wasn't new anymore. We're playing with some chalk. I went to every classroom. I took all of the chalks and we drew on the blackboard! The class bell rang, and the teacher felt angry. But, I was happy because it was fun.



Fun This Month



# FUN FACTS FOR HALLOWEEN

When most kids think of Halloween, they think of costumes and candy. Halloween is a very old holiday, and it was very different from the Halloween you know today. As you're thinking of who or what to dress up as, let's take a look at Halloween from the past.

## The first jack-o-lanterns weren't made from pumpkins

Jack-o-lanterns are easy to spot during October. Whether they look happy or scary, they light up houses on Halloween night. Did you know the first jack-o-lanterns were actually made of turnips, rutabagas or potatoes? Old jack-o-lanterns sure were creepy back then!

## People wore costumes to hide from ghosts

People believed that Halloween was the last day for angry ghosts to get revenge against the living. On this day, ghosts would be walking around looking for people. If people wore masks or costumes, ghosts couldn't find them, and those people would be safe.

## You didn't get candy on Halloween

Just like today, mostly children went trick-or-treating, but poor people also joined them. They went around and sang songs for the souls of the people at the house they went to. The people at the house gave these people "soul cakes" to thank them. These soul cakes weren't really cakes, but looked more like cookies.

## Bringing Halloween to KCIS

Halloween is a special time at KCIS because it falls around the same time as our School Founding Day. With our School Founding Day coming up, students can look forward to dressing up in fun costumes and visiting many Halloween-themed booths throughout the day. We can even look forward to seeing all the teachers in costumes! Who knows what they will be? Lastly, don't forget about the haunted house. What theme will it be this year? What frightening scenes await the brave students? You'll have to wait and see.



The changing of jack-o-lanterns over the years, from turnips and potatoes to pumpkins.



Muggles News

Muggles News is organized by a group of KCIS students from reporter club. We provide the latest and most exclusive report of what happens in KCIS.

## Teacher's Day

by Dylan Pak

What is the point of celebrating Teacher's Day? Teacher's Day is a chance to show appreciation to our teachers for educating us, sharing their knowledge and creating a positive school experience. In KCIS, we celebrate Teacher's Day in many different ways. Students broadcast a lot of special songs to teachers as a way to show gratitude to the teachers. Some also make Teacher's Day cards to give thanks for their dedication and to show their appreciation. Others also help out teachers such as cleaning the floors. This is a big day for both students and teachers.



## Interviewing Teacher -Ms. Helen

by Giselle and Kristina

How many Chinese English Teachers do you know in KCIS? Let's get to know one of the Chinese-English teachers, Ms. Helen.

Ms. Helen moved to Florida when she was 10. She stayed in Florida for 20 years! She always wanted to become a teacher because she learned English as her second language, so she understands how difficult learning a second language is. "Being a teacher is not easy," Ms. Helen reminded us, "Teachers have different students every semester, but teachers here always care for their students with full-hearted passion."

After this interview, we feel that being a student of hers must be pretty cool.



## KC Future Skills

by Sonic Lin and Brian Hsieh

Do you want to save the world? Do you want to learn more about the Earth? If you're interested in all these things, then, follow me with this article. In our Kang Chiao Future Skills (KCFS) classes we follow a STEM Program. It is all about Science, Technology, Engineering and Mathematics. Our teachers are Mr.Munday, Mr.Niemandt, Mr.Otter, Mr.Hopkins and Mr.Claassen. KCFS classes are classes especially for students in grade five and six.

For the sixth graders, students have learnt about erosion control and the causes of erosion. Erosion is all about soil, stones etc. Erosion control is about how to prevent erosion. We use pencils, cups with holes and water to make fake rain and see how it ruins the wooden cubes we've made. Therefore, we learned how powerful erosion is.

For fifth graders, the first experiment was to test the buoyancy of different materials. We made some hypotheses first, then, we tested each material and see the results. After this experiment, we will continue on by making our own boats that can float.

KCFS is an interesting class which teaches us how to make the world better.

