

# KANG CHIAO SPOTLIGHT

Issue 40



## Reshaping the Role of Technology in Teacher-Parent Communication



~ Kim Wang

Curriculum Coordinator, International Department

Since the beginning of the pandemic, the fields of teaching and communication have changed drastically. Luckily, we only experienced distance learning for a short period of time in Taiwan. However, it was during that brief period of time when we realized how important it is to integrate technology without delay. As students returned to classrooms for face-to-face education, the school rethought the role technology plays in parent-teacher communication and student learning.

### Promptly Checking Your Child's Learning

Children receive education from two equally important sources: school and home. We firmly believe that maintaining an open channel of communication between parents and teachers contributes to children's educational success. With this in mind, we employed the beneficial features of technology by creating an e-communication book to create a bridge between parents and teachers. The e-communication book allows parents to check their children's daily homework and teacher's comments using digital devices. Unlike the traditional paperback communication book, parents can now track their children's academic progress without needing to wait for communication books to be brought back home. The homework is typed and assigned directly by the teacher, which can help everyone avoid any misunderstandings that sometimes occurred in the past.



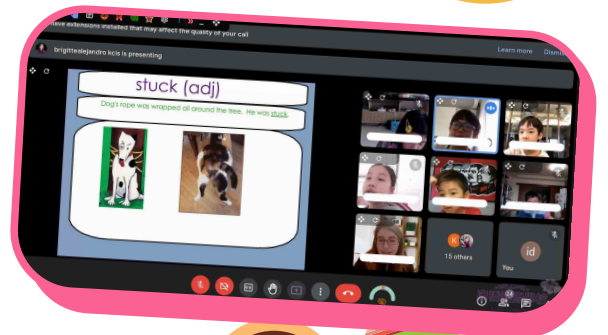
Have you ever wondered what your child has been learning recently? The ID Announcement section in the e-communication book also provides detailed reports, called ID Review, revealing the latest projects your child has been working on in both their Foreign English and Chinese English Teachers' classes. The KCFS Bulletin section explains what interesting STEM project students are exploring, and the English Village Newsletter shows you the daily living skills they've learned in English Village. In addition to these reports, you can also find our test announcements and semester reminders. All of these features give you a more complete picture of your child's school life.

### Effective Communication

Perhaps you need to have a conversation with your child's teacher but find it difficult to coordinate your schedule with theirs. Using the "comment" function in the Parent section of the e-communication book can help you conduct an effective dialogue without taking you away from your other responsibilities. This function provides a secure space for teachers to answer any inquiries you might have about your child's learning. Not only can you message the teacher without worrying about their schedule, it also lets you write more detailed messages and have clearer communication. And again, you don't have to wait for your child to deliver the message back to the teacher, like they had to when we were using paper communication books.

In addition to the e-communication book, the Line Official group set up by our Chinese English teacher can also be an auxiliary method to carry out convenient and fast communication. According to the result of our survey, we are pleased to see that nearly 80% of our parents are utilizing Line Official as a way to stay involved in their children's education.

Technology has changed our lives dramatically. New devices and systems are not just trends of the future, but are tools encouraging better communication. In the future, we hope that all our students' parents will utilize those aforementioned technologies with us. Together we can establish more open channels of communication for the benefit of our students' education.



From the Editor

## Educational Partnership

國際處主任 賴國宜

For over two years, the COVID pandemic has had a huge impact on our lives and work and the rapidly changing situations have constantly tested our resilience. It made us realize that parent-teacher connectedness not only helps improve children's learning and parents' understanding but most importantly also reduces stress and anxiety levels of teachers, students, and parents. Last semester, the International Department converted paper communication books to an electronic platform and at the same time, the ID announcements and newsletters were digitized as well. In addition, Chinese English teachers also set up official Line groups for English classes to make sure the busy parents would not miss any important information in the e-communication book. We really appreciate all of our parents for their cooperation and support, so that this major change could be completed smoothly. I would recommend you read the article by Ms. Kim, our curriculum coordinator, to become familiar with the various functions of our e-communication book.

持續兩年的疫情對我們的的生活和工作都帶來巨大影響，瞬息變化的疫情時時考驗我們的應變能力，也讓我們體會到親師連繫要能更便利且更密切，才能即時提供家長正確的訊息和適時的協助。上學期國際處開始以電子聯絡簿取代傳統的紙本聯絡簿，連帶國際處的公告和各學年通訊也都電子化。此外，中籍英師也成立各英文班Line官方群組，提醒忙碌的家長不要漏掉電子聯絡簿上的重要訊息。非常感謝所有家長的配合與支持，讓這項重大的轉變能順利推動，推薦您閱讀課研組長Ms. Kim的文章，善加利用電子聯絡簿以及Line官方群組的功能。

嚴峻的疫情帶來諸多的不確定性，容易讓人產生焦慮不安，這段期間更需要親師密切的配合。讓我們一本「教育合夥人」的初衷，即使在這段艱難的時刻，在兼顧學生的安全之下，仍致力於促進孩子穩定且有效的學習。在此祝福所有康橋家庭都能平安、健康。





# Beyond the Book

# Animal Life Cycles

~ Isabel Chen

English Teacher, International Department



Young children are naturally curious about everything. They often get excited about things that seem ordinary to adults. This is especially true for first graders, who are still getting used to learning and working with others at school. In our English Open Day project, we encouraged students' curiosity, creativity, and knowledge to make beautiful presentations about animal life cycles.

### Ready to Research: Intrinsic Interests

Anyone with young children knows they love to learn everything they can about topics they like. We developed this project with kids' curiosity and learning ability in mind. It began with a reading of the story *The Class Pet* by Nichole Shields. In it, a class takes care of a baby mouse. Our students learned how mice change as they grow. We extended the same concept to other animals by guiding students' independent reading towards texts about animals. Then, we gave students a concrete research goal: choose an animal and describe its life cycle.

Along the way, we taught students valuable research skills, such as identifying fiction and non-fiction texts, making lists of keywords, monitoring for meaning, and using a glossary and table of contents. Our students got accustomed to these techniques and became junior researchers in no time. It was great to see young students using these skills and tools to advance their self-directed research.

### An Authentic Experience

Doing research by reading is great. However, we also hoped to add another layer of authenticity to the project by adopting class pets of our own. The familiar animal we adopted has four very distinct stages that students could easily observe in a classroom... caterpillars! Each class received a vivarium and stocked it with twigs and leaves from the Nature Study Area to mimic a natural habitat.

The caterpillars were picky eaters – they only eat the young, tender leaves of the pomelo tree! We visited the Nature Study area to identify the correct tree and take fresh clippings for them. Each day, students scrambled into the classroom and gathered around to see what changes had unfolded overnight. From one molt to the next, the caterpillars grew and changed. *Is it a chrysalis now? Is it a butterfly yet?* By bringing caterpillars to the classroom, we gave students an authentic situation to learn and use scientific terms which they could connect back to their own projects.

Watching the caterpillars grow and change was an amazing experience. It is so common for today's children to grow up completely divided from the natural world. We were so happy to see the look of wonder on their faces as they carefully observed their caterpillars.

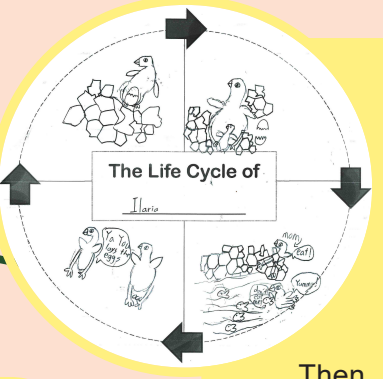
### Showcasing Our Work

Each student explained how their chosen animal changes as it grows by creating a large, colorful diagram complete with descriptive captions. The subject matter and format are quite advanced for first grade students. We set high standards on purpose; by explaining the entire project at the beginning, and by helping them write and research efficiently, our students achieved excellent results.

Students will present their work to their parents on English Open Day in May. In addition to showcasing their scientific diagrams, they will perform a dramatic reading of the classic children's book *The Very Hungry Caterpillar* by Eric Carle and will conclude with an online quiz game about the animal life cycles they studied and learned about from their friends. This project shows how children's curiosity can lead them to higher levels of achievement. We are proud to display their work below.



## G1 Student Work



### The Life Cycle of Ilaria

Ilaria Lu 呂筱辰 104

First, I am on the ice. I am a small and white egg. My mom put me under her legs so I can hatch. Next, I am a hatchling. Now, I have legs and new feathers. I am small and gray. My mom gives me fish to eat.

Then, I am a young penguin. I learn how to catch fish by myself. My skin is black and white and I can use my black and white flippers to swim. My beak is cool because my beak is a triangle.

Last, I am an adult. Now I become bigger I can use flippers to swim and catch fish. I can hunt for food by myself.

### The Life Cycle of Flora

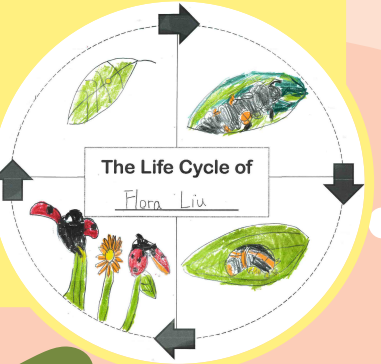
Flora Liu 劉芙蓉 104

First, I am an egg. I am very tiny and yellow. I have a thin shell. I am on a leaf. Sometimes, I will hatch. Some eggs do not hatch.

Next, I hatch. I am a larva. I have many stripes. I look like a bug. I eat the other eggs. Yum! I molt my skin. I am black and white. I am on a plant.

Then, I am a pupa. I am on a leaf. I have more color. I will molt my skin. I eat leaves. I change color too! I look like a colorful egg. I change shape. I was long. Now I am a circle.

Last, I am an adult ladybug. I carefully choose a place to lay eggs. I find a mate. I lay eggs. I eat leaves. I live by the flowers. I have spots and my wings are red. I have a hard shell now.



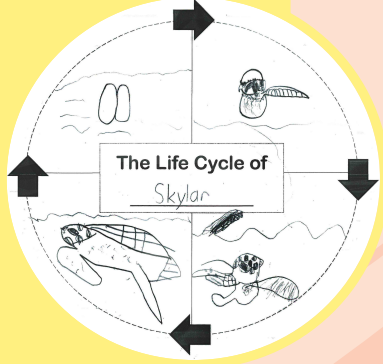
### The Life Cycle of Skylar

Skylar Hsu 徐熒樂 101

First, I'm an egg. I'm big and white. I'm in the sand. I eat and sleep in the egg. My mom put me here. I grow in my shell. Next, I am a hatchling. I crawl into the ocean. My shell is not very big. My mom isn't beside me. I have to be careful of predators.

Then, I am a young turtle. I can live by myself now. I am bigger than before. I make my way back to the coast. There is more food in shallow waters.

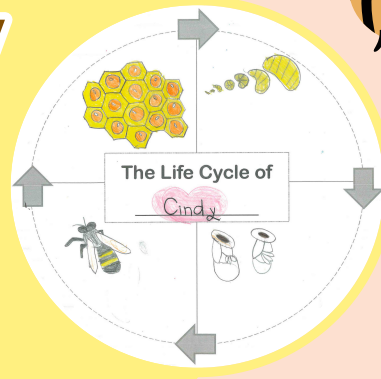
Last, I am an adult turtle. I continue to age and feast. I move from one feeding area to another. Soon I reach my full size. I look for a mate. I lay more eggs and the life cycle begins again!



### The Life Cycle of Cindy

Cindy Sung 宋語蓉 108

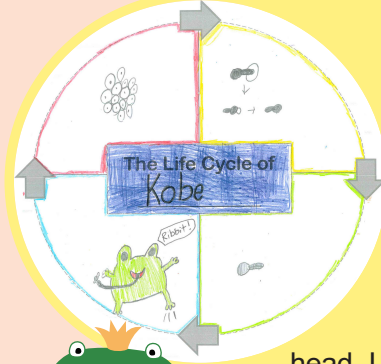
First, I'm very small and white. I live in a beehive. I am an egg and I'm skinny. Next, I am white and soft. I am a larva. I am small. I look like a worm. Then, I change shape. I am still white. My eyes grow out. I am a pupa. I go in a cell. Last, I come out from the cell. I can fly! I am a bee.



### The Life Cycle of Kobe

Kobe Chang 張凱誠 101

First, I am soft like jelly. I stick with other eggs. I am black. I live in a pond. Next, I hatch from an egg. I look like a small fish. I have gills. They help me to breathe. I eat plants. Then, I am small and weak. I have two tiny bumps near my tail. I have two more bumps near my head. I am a froglet. Last, I am a frog. I catch insects to eat on land. My tail slowly shrinks. I become a frog when my tail is gone.

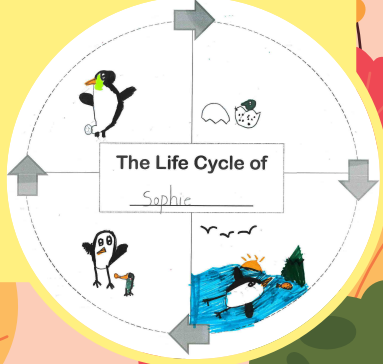


### The Life Cycle of Sophie

Sophie Wang 王家茵 101

First, I am an egg. I am very big and round. I am in a nest. I will hatch in a few days or months. I stay warm with my parents. Next, I hatch from an egg. I'm a chick. I have fluffy feathers and I look like a fluffy little chick. I eat fish my parents feed me. I live in Antarctica. Then, I am a young penguin. I catch fish to eat and swim. I don't need to learn. I need to survive on my own. I have waterproof feathers.

Last, I am a penguin. I catch fish on my own and eat them. I have instincts. I live in the same area. I feed my chicks too. I walk across the ice. I protect my chicks.



### Quiz Contest

Use myON to read "Frog Pajama Party" from Quick Picks on Page 4 of the Kang Chiao Spotlight. Which statement is true?  
(A) While the frogs were sleeping, there was a bat spiraling around them.  
(B) Brandon and his friends couldn't sleep because the moonlight was too bright.  
(C) Boris, the bullfrog, frightened the cat away with his loud bullfrog yell.  
Use the QR Code to submit your answer before 5/25 (Wed.)



### What's New?

The annual English Open Day is approaching. Due to the pandemic, the presentation will be either in person or online. Regardless of which way, we hope that you can join us to encourage your children and admire their hard work!







# April

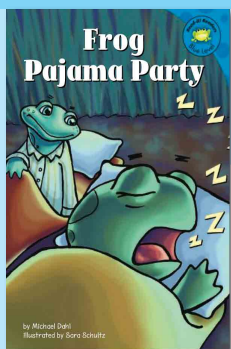


~ **Roland Claassen**

Assistant Director, International Department

For our April Quick Picks we have two book recommendations by a famous author, Michael Dahl, who has written over 100 children's books. To read the books, simply log in to myON and search for books by title, author, or other book information. Then don't forget to take the AR quiz at school for some extra points. Happy reading!

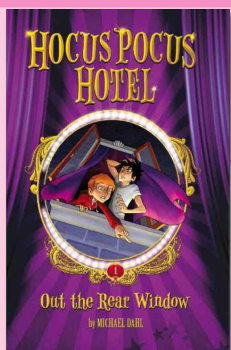
## Frog Pajama Party



AR Quiz:88992  
AR Points:0.5  
Lexile:450L

When Brandon and his frog friends give a pajama party, they have a frightening encounter with a cat! Will they survive?

## Hocus Pocus Hotel



AR Quiz:152774  
AR Points:1  
Lexile:530L

The Abracadabra Hotel: also known as Hocus Pocus Hotel built by and for magicians. Charlie has never stepped inside until...



## Science Behind the Image

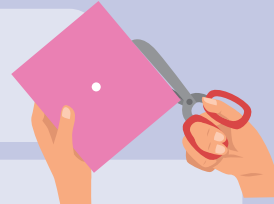
~ **Amber Chen**

Teaching Coordinator, International Department

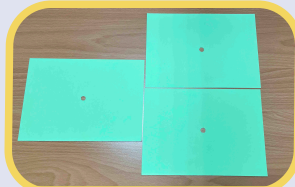
Light is something that we encounter in everyday life, allowing us to see colors, shapes, and images. How do our fifth graders capture images by using a pinhole camera in KCFS class? Let us try and understand the principle with the help of a simple experiment!

### You will need:

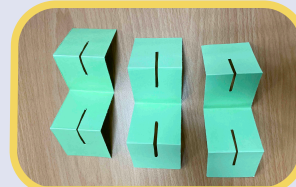
- 3 squares of cardboard
- 3 strips of cardboard
- a flashlight
- a few books



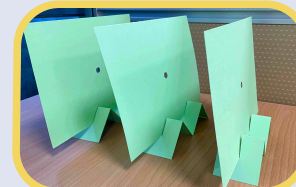
### What to do?



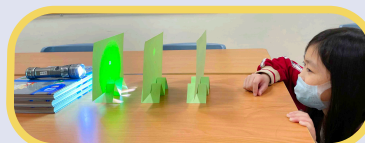
1. Cut a hole in the middle of each square.



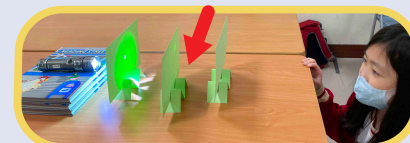
2. Fold each strip into 4 parts and make 2 cuts on them.



3. Put the squares on the strips in a row and line up the holes.



4. Put a flashlight on the books and shine it through the holes. What do you see?



5. Move the second square away. What do you see now?

### What happens?

When the holes are lined up, you see the light through the two holes. However, you cannot see the light when the square is moved.

### Why?

Light travels in a straight line, so it cannot pass through the hole if it cannot find the end of its path. If something blocks its path, it can only light up the part which is facing it. This is how a pinhole camera forms images. What other ways can you use the light to create images? Share with us if you find something new!



Muggles  
News

Muggles News is organized by a group of KCIS students from the Reporter Club. We provide the latest and most exclusive reports on what is happening at KCIS.

## Children's Heaven: Fun Hub

By: Maggie Huang, Marcus Shih, Tico Lin

There are tons of students in the English Village during the afternoon recess. What are they doing? They are lining up for the Fun Hub! Students like to go there to withdraw money, play lucky draw, or watch movies. Each activity just costs 10 Kang Chiao dollars. Guess how many students visit the Fun Hub on Fridays? Above 100! Ms. Annie said, "Students can have a fun place to go and practice English naturally in the English Village." So if you have time, you must go there to have a look!



## The Amazing Teacher, Nicolas Burrola

By: Arthur Bizon, Chi-Han Chen

Nicolas Burrola, a grade five and six teacher, won the best new teacher award in KCIS this year. He said, "The school must think I am doing a good job which is very encouraging as a new teacher." Teachers' jobs might be very challenging, but he added, "Kang Chiao has a lot more support than other schools." One of the most challenging aspects for Mr. Burrola is to juggle and keep track of all his classes, students, and all the assignments. As a teacher, he gets a chance to interact with so many people every day which makes his life even more interesting! Mr. Burrola likes to spend time outside if the weather is nice. If you've met someone walking in the sun, that must be Mr. Burrola!

