



**Rafflesia**  
INTERNATIONAL & PRIVATE SCHOOLS

## Rafflesia International School Kajang

**Newsletter  
2021/22  
Term 1, Week 3**

TRADITIONAL VALUES • GLOBAL VISION



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# Newsletter

STAR OF THE WEEK



*Kaviyashri a/p Kamlanathan (Y3) has been displaying a positive attitude towards her learning thus far. She is always the first to show up in class and put on a bright smile on her face to greet the teachers and others. Even though Kaviya is quite shy and reserved, she diligently focuses in class and gets her tasks done in a neat and orderly manner. She seeks clarification when in doubt and makes sure she understands the tasks given to her.*





# Newsletter

STAR OF THE WEEK



*Kong Hong Ren (Y7) has been showing a strong positive attitude in learning. He has been very consistent with his work and focuses on the task given well. He is not shy to provide his answers, opinions and ideas to the class and has been an active contributor during discussions. He accepts his mistakes well and makes good improvements after guidance. He produced very impressive work on his lab apparatus.*



# Principal's Message

Dear parents/guardians,

Good day to you.

For your latest update, the school will continue with online learning until further notice. We will update the parents/guardians whenever there is any latest development. Two important reminders to students for online learning:

**1. The camera has to be turned on throughout the lessons.**

**2. Students have to wear school polo t-shirt on every Friday when attending the online lessons.**

We would like to seek for support from parents/guardians by reminding them to do so.

Mid-autumn festival will be celebrated next week. There will be a series of online activities for students. We would like to take this opportunity to wish Happy Mid-Autumn Festival to those who are celebrating.

Do take care and stay safe,  
Christopher Wong  
Principal

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# We are 'BACK'

(School T-shirt Day)



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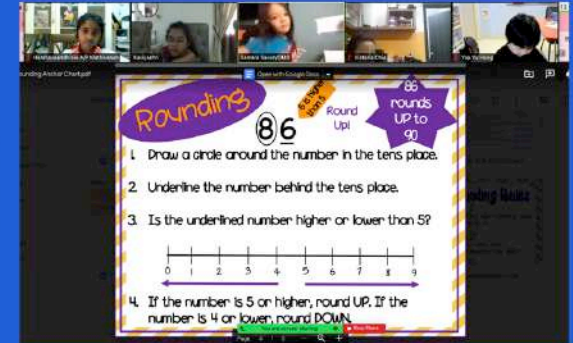
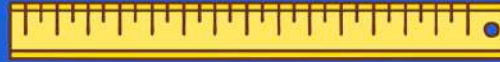


# LEARNING IN PROGRESS

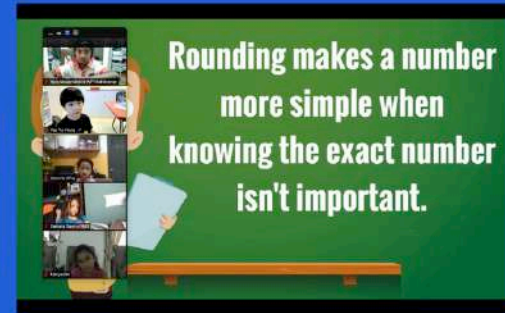
(PLEASE TURN ON THE CAMERA)



# YEAR 3R



IN WEEK 3, WE LEARNED ABOUT ESTIMATION AND ROUNDING. WE ROUNDED OFF NUMBERS IN TENS AND HUNDREDS PLACE VALUES, AND WE ALSO LEARNED TO ESTIMATE TWO-DIGIT AND THREE-DIGIT NUMBERS. WE PLAYED QUIZZZ TO CHECK ON OUR PRIOR KNOWLEDGE AND TEST EACH OTHER'S UNDERSTANDING THROUGH QUESTION AND ANSWER SESSIONS.



1 2 3 4 5

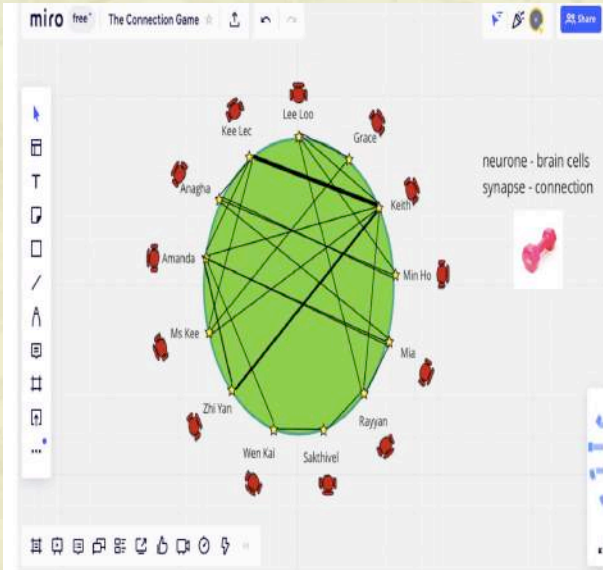


| Rounding off to the nearest hundreds: |       | Rounding off to the nearest tens: |       |
|---------------------------------------|-------|-----------------------------------|-------|
| Harsha: 578                           | 600 ✓ | Harsha: 145                       | 150   |
| Yu Hong: 692                          | 700 ✓ | Yu Hong: 872                      | 900   |
| Victoria: 245                         | 200 ✓ | Victoria: 573                     | 500   |
| Samara: 333                           | 300 ✓ | Samara: 72                        | 70 ✓  |
| Kaviya: 890                           | 900 ✓ | Kaviya: 97                        | 100 ✓ |

CAN YOU TRY TO ANSWER OUR QUESTION:  
ROUND OFF 476 TO THE NEAREST TENS.  
WHAT IS THE ANSWER?

**TRADITIONAL VALUES GLOBAL VISION**






**True or False?**

The human brain is protected by the scapula.

**FALSE**

protected by the skull (cranium)



Our brains are filled with billions of cells called neurons and they communicate and make connections with each other whenever we learn or experience something new! This week, Year 4 students learned about the brain and how we learn. We played a virtual “The Connection Game” and a “True or False” quiz about the brain and nervous system. We also talked about the effect of consistent practice (the connections grow stronger!) and what happens when we forget something or don’t practice. After that, students responded to a R.A.F.T prompt using what they have learned about the brain in relation to learning.

Role: Human child  
Audience: Brain  
Format: Letter of request  
Topic: Practice multiplication and division facts

**Amanda**

- Role: Human child
- Audience: Brain
- Format: Letter of request
- Topic: Practice multiplication and division fact

Dear Mr Brain,

Please remember the multiplication and division facts. I know you are tired and you just want to rest but please remember them!! You have forgotten the facts, so please remember them!! The more you practice, the better you get at it. Please continue to remember it!!

Yours sincerely,  
Student.

**Keith**

- Role: Human child
- Audience: Brain
- Format: Letter of request
- Topic: Practice multiplication and division fact

14/9/2021

Dear Brain,

I know you need a break but learning is good to both of us. I know you are frustrated, but please don't give up. We can do it together. Practicing is important because the more we practice the better we get at it.

Yours sincerely,  
Your Human

**Min Ho**

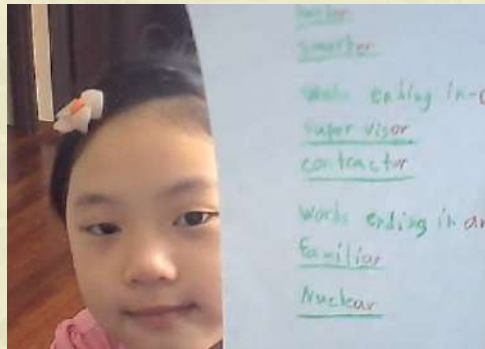
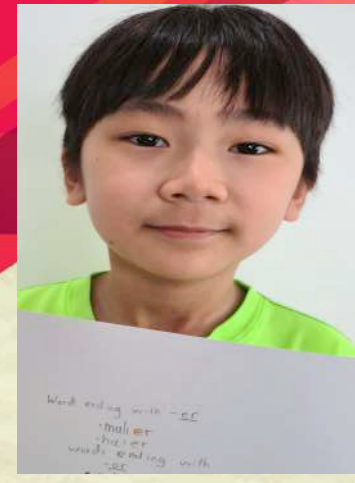
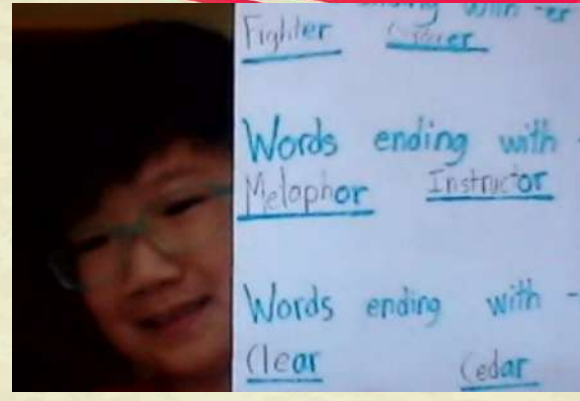
- Role: Human child
- Audience: Brain
- Format: Letter of request
- Topic: Practice multiplication and division fact

Dear Mr Brain,

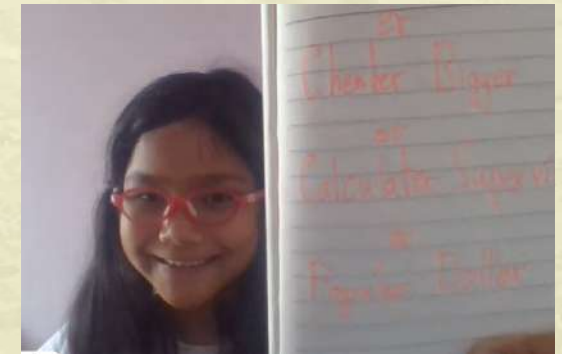
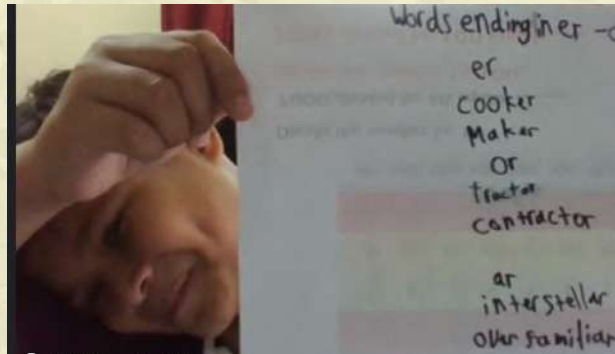
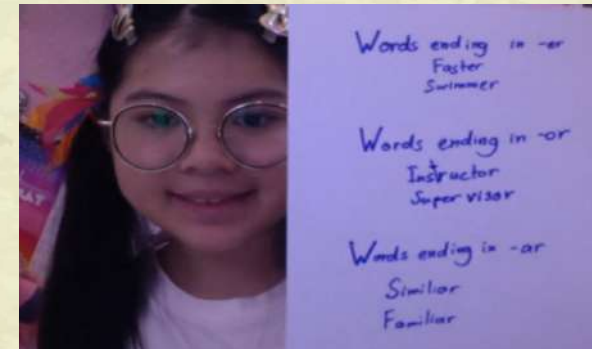
Can you recall my multiplication facts? Please do not give up or else I won't know division. It is very important in the future. If you don't practice, the connections between your neurons will be weak. Please help me recall my multiplication facts.

Yours Sincerely,  
Student.

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Year 5 students are learning about 'words ending in -er, -ar and -or' as part of their English lessons. Students were assessed on their prior knowledge of the topic 'words ending in -er, -ar and -or'. It was wonderful to see the students brainstorming on the words.



**TRADITIONAL VALUES    GLOBAL VISION**

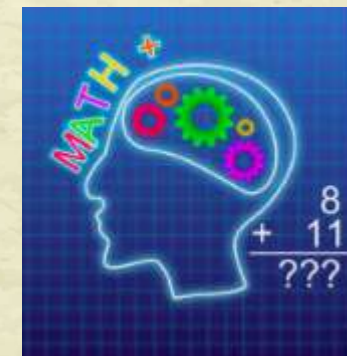




## Mental Maths

In Year 6, we have a constant starter Mental Math activity even during online sessions. Mental Math helps a child in understanding mathematics concepts instead of simply memorizing them. It is a quick way to assess if a child has grasped a concept taught. It is a great link to our IPC theme, Brainwave, where the Year 6's investigate functions of the brain.

Students also participated in some Maths games to add (numbers including decimals) to make 1 / 10; using their fingers and whiteboards. Hands-on learning and Mental math also greatly improves a person's number sense, the ability to understand the relationships between quantities and be efficient in number usage.



**TRADITIONAL VALUES    GLOBAL VISION**





**A Global Perspective**

Think beyond

- yourself.
- your family.
- your school.
- your community
- the country that you are living

Issues that are in the news are often global in nature

- economic
- social issues

Year 7 students enjoyed learning Global Connections as a new subject introduced to them in the Cambridge Lower Secondary syllabus. Throughout the lessons, students participated actively in sharing their views and personal opinions on a certain topic. Students learned to understand that they might see things differently from others due to different perspectives. Perspectives are based on our personal experiences of the world and it can be influenced by our parents, friends, and people we admire. Students explored and discussed issues from different global, national, local and personal perspectives.

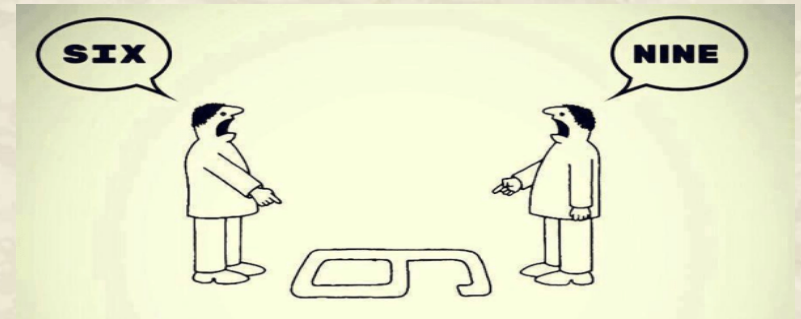
Diamond nine grid

- Rank some of the global issues that that world is currently facing
- Do you agree with the priorities?

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The Year 10R Global Perspective students deeply engrossed in the discussion of climate change and the array of perspectives present on the issue. Global Perspective, as a syllabus, prepares and equips students with the knowledge to identify personal, local, national, and global issues and to analyse those issues critically to find and apply a suitable solution. Ultimately, the goal of Global Perspective is to mould students to be open-minded and to acknowledge that perspectives differ and everything should be analysed using a 'global perspective' lens.



### Global, national, local and personal perspectives

#### ACTIVITY 1.06

Sometimes a national or local perspective might be different to the global perspective; at other times, it might be the same, depending on the issue.

Read the following issue, which focuses on the use of **Fossil fuels**. Put the different perspectives into your own words and explain each to a partner.

This is a global perspective:

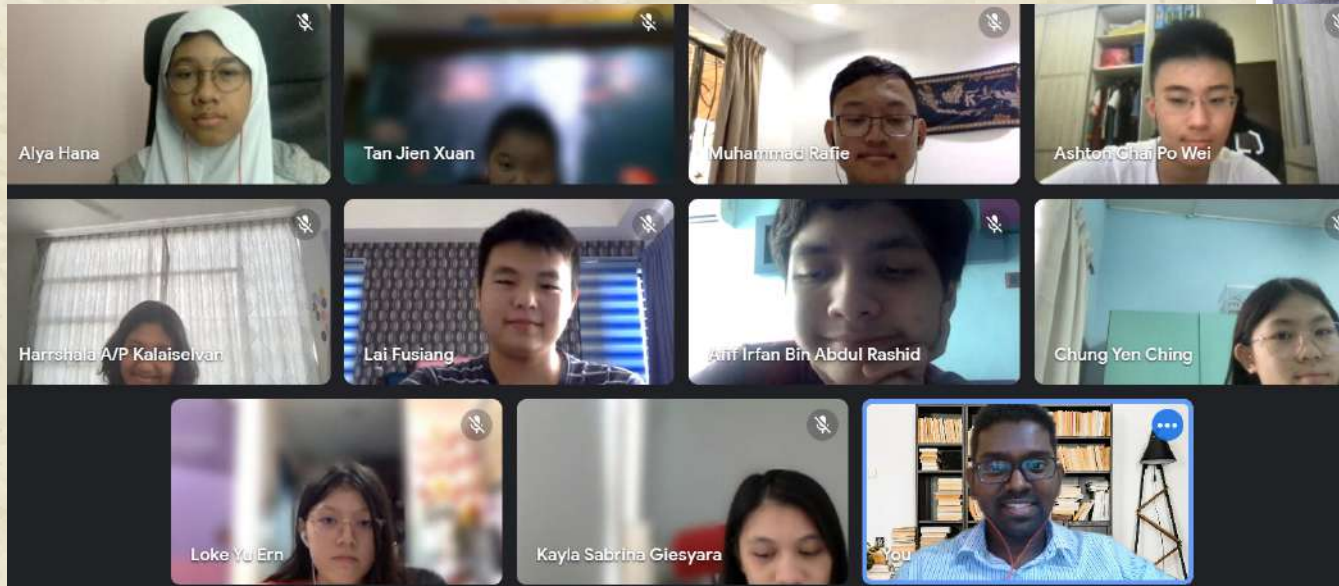
Globally, we know that climate change is a serious issue and that one of the reasons for this is the overuse of fossil fuels. We also know that if we continue to use fossil fuels at the rate we are doing that they will run out soon. That is the reason we need to consider finding and using renewable sources of energy.

National perspective:

The perspectives of a country's government, however, might be that they cannot do anything about climate change as it is happening and will continue to happen regardless of whether they stop using fossil fuels or not. Also, the government may say the country needs to use fossil fuels to become as economically developed as other countries who have been using fossil fuels for years.

Local perspective:

Imagine that the community you live in is very globally aware and there is disagreement with the national perspective given above. They think that because there is a lot of wind and sun in the area, there must be alternative ways of generating energy so that fossil fuels are not used for heating and lighting, as they have seen how polluted some of the big cities are becoming and want to protect their environment.



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Year 11 students has demonstrated their understanding in the Business Studies subject through some recap practices. This is to ensure that students remember what they have learnt before the term break.

Students were exposed to the real company of their choice and to relate the importance of Marketing mix strategy such as 4 P's; product, price, place, promotion in the businesses.


Variety of choices has been presented to show how well they understand the importance of applying the theories into the real world environment.



### Example (flow chart)



- If I were to open up a business, this would be my flowchart :
- chose to sell burgers → select an area for the shop → build a business plan → **identify customer needs and tastes** → adjust based on research → **build and maintain customer relationships** → advertise and promote product → innovate new variety of products



### Popular Orders

|   |  |   |
|---|--|---|
| <br>BURGER | <br>SALAD | <br>SANDWICH |
| <br>PIZZA  | <br>MEAT  | <br>SODA     |

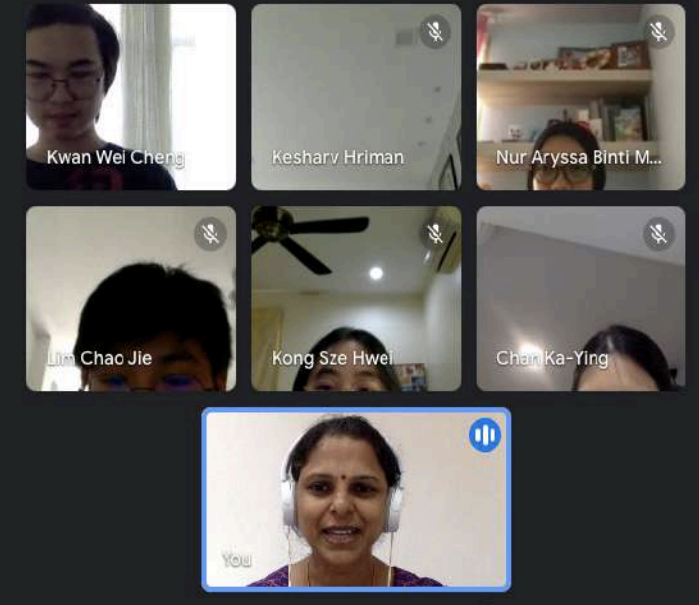


### What is marketing?

- Marketing is the action or business of promoting and selling products or services, including market research and advertising



Illustration by Chris Dashi

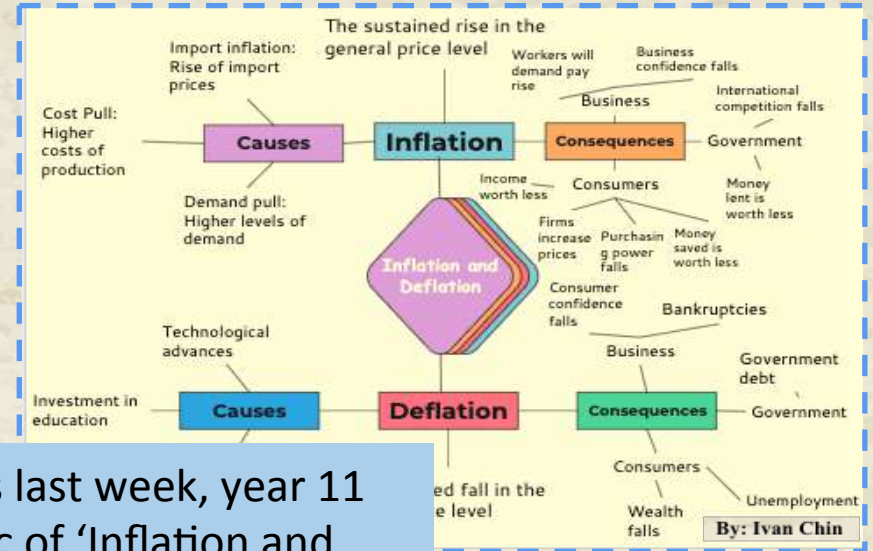
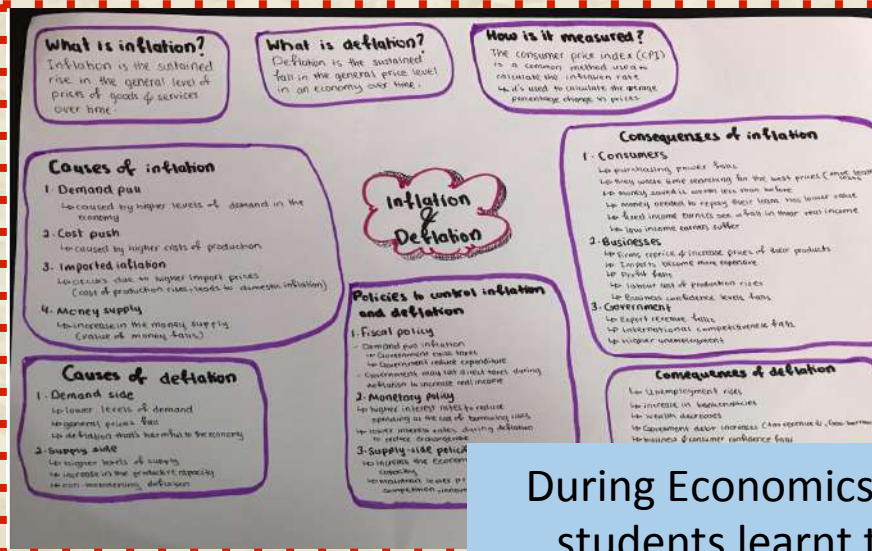


Participants in the meeting:

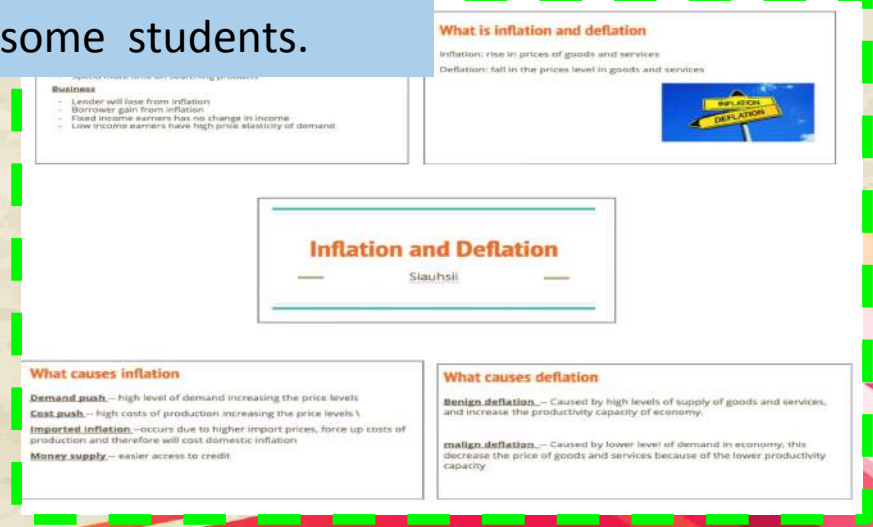
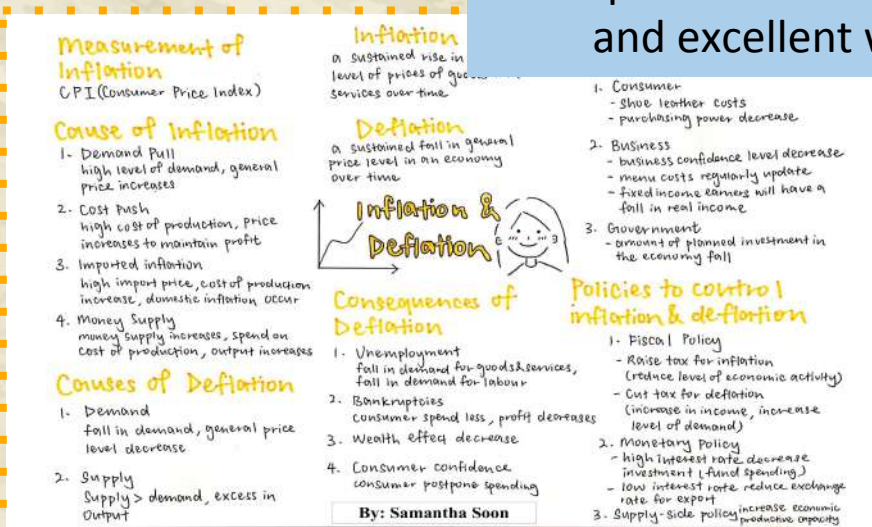
- Kwan Wei Cheng
- Keshav Hirman
- Nur Aryssa Binti M...
- Lim Chao Jie
- Kong Sze Hwei
- Chan Ka-Ying
- You (Speaker)

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During Economics lessons last week, year 11 students learnt the topic of 'Inflation and Deflation'. Upon completing the topic, students were given a plenary task; that is to summarise the topic into a mind-map. Below is the creative and excellent work of some students.





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# ARTS GALLERY



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# Year 2R

## "HAPPY 1 MALAYSIA DAY"



# Year 3R

## 1 Malaysia Day Celebration!





*Year 5R*

*"LEAVES"  
(Oil Pastel on Paper)*



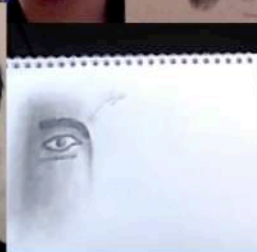
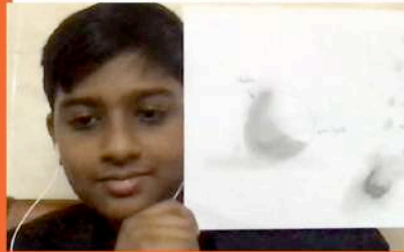
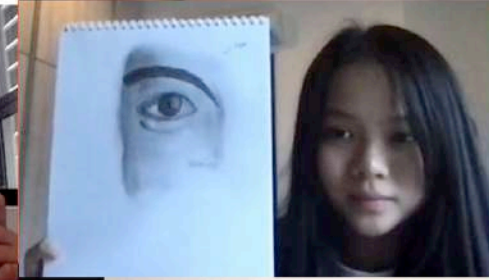
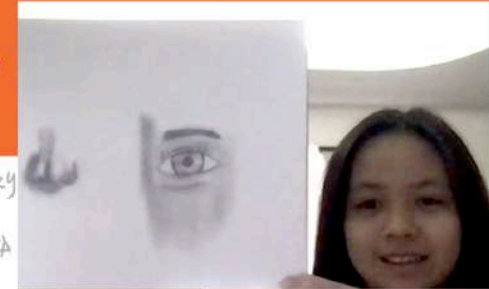
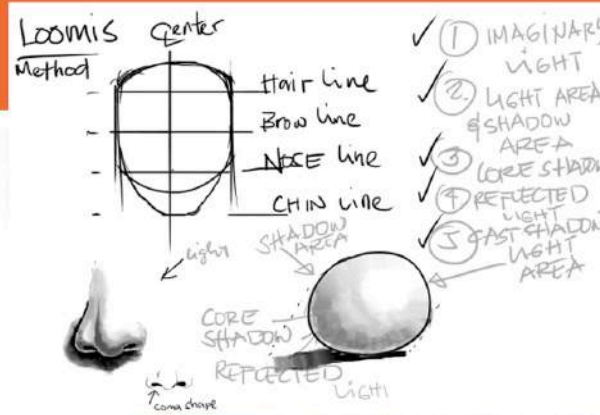


# Year 8R

## "Analytical Drawing"



"Human Eye"



# SUDOKU CHALLENGE 3

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
|   | 7 |   |   | 3 |   |   | 1 |   |
| 1 | 3 | 9 |   | 8 | 2 |   | 6 |   |
| 6 |   |   |   |   |   |   | 8 |   |
| 7 |   | 2 |   |   |   |   |   | 1 |
|   |   |   | 9 |   | 4 |   |   |   |
| 8 |   |   |   |   |   | 9 |   | 6 |
|   | 8 |   |   |   |   |   |   | 5 |
|   | 5 |   | 1 | 4 |   | 2 | 9 | 7 |
|   | 1 |   |   | 9 |   |   | 3 |   |

*(Answer will be provided next week)*

*Answer for SUDOKU CHALLENGE 2*

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| 1 | 9 | 8 | 7 | 5 | 6 | 4 | 3 | 2 |
| 3 | 2 | 6 | 1 | 9 | 4 | 8 | 5 | 7 |
| 5 | 4 | 7 | 3 | 2 | 8 | 1 | 6 | 9 |
| 2 | 6 | 9 | 5 | 1 | 7 | 3 | 8 | 4 |
| 7 | 1 | 3 | 4 | 8 | 9 | 5 | 2 | 6 |
| 4 | 8 | 5 | 6 | 3 | 2 | 7 | 9 | 1 |
| 9 | 3 | 2 | 8 | 4 | 1 | 6 | 7 | 5 |
| 6 | 5 | 4 | 9 | 7 | 3 | 2 | 1 | 8 |
| 8 | 7 | 1 | 2 | 6 | 5 | 9 | 4 | 3 |



# UPCOMING EVENTS



Friday, 24<sup>th</sup> September 2021

- Mid-Autumn Festival