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# Rafflesia International School, Puchong

# Newsletter

**NEWSLETTER 2020/21**
**TERM 2, WEEK 14**

## PRIMARY

## STAR OF THE WEEK

**Wan Kara Alani**

The Star of the Week Award goes to Wan Kara Alani from year 3 Respect. Kara is an encouraging and thoughtful classmate. She goes out of her way to make other classmates feel valued and special. Along with good behaviour, Kara continues to improve academically. When school work becomes difficult, Kara doesn't give up but instead challenges herself to improve. We all wish her a great learning journey ahead and well done!

## SECONDARY

The Star of Week Award goes to Saakshinie a/p Shankar from year 7 Respect. in GC, she always injects humour into the lessons and asks interesting questions. This week Ms Janet particularly enjoyed her contributions to the WOW competition. She has also demonstrated her leadership and organisation skills very well this week for International Day. Her passion to try get things done right in an orderly manner has made her a role model in the class. She is a star that shines in Year 7. We all wish her a great learning journey ahead and well done!

## STAR OF THE WEEK

Saakshinie a/p Shankar

# Principal's Message



Dear Parents and Guardians,

This has been a busy and eventful Term Two with learners being engaged in various fields of study and activities. We have been challenged by the current situation, but we have never stopped what we have always been doing. We Teach and We Care.

IGCSE students completed their practical papers for ICT and the rest of the external examinations, Checkpoint and IGCSE written papers will be rolling out from 20th April 2021 onwards. We would like wish all the best for our Year 9 to Year 11 students.

I would like to thank all the parents who managed to make appointments physically and virtually to discuss the academic progress of the students. I saw lots of productive discussions taking place and positive interactions between parents and teachers.

Our annual International Day took place on Friday 9th April and it was filled with fun and excitement. We had parades, performances and informative displays about each class's chosen country. This is a way for students to learn about countries other than their own in a fun and educational way. It helps instill a spirit of international mindedness and respect for other cultures. We will be sharing with you the moments in a special edition Newsletter during the term break.

I hope you all have a very enjoyable school holiday and get to spend lots of quality family time together and we look forward to welcoming you all back in Term Three. Please email us at principal.puchong@rafflesia.edu.my, if you have any queries or concerns.

Thank you, Stay Home and Stay Safe.

Regards,
Ms.Chandra Veerappan

# Nursery

## IEYC EXIT POINT "ONCE UPON A TIME"

During the Exit Point, Nursery students dressed AS their favourite storybook characterS. They did an amazing job presenting in front of their classmates and parents.

Students also showed their talent in reading the‘My Family’ Storybook that was made in school.

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# Reception










We have come to the end of the IEYC unit: "Ocean Treasures". The Reception children made costumes of their favourite sea creatures! Don't they look amazing? Well done parents and children!

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# YEAR 1

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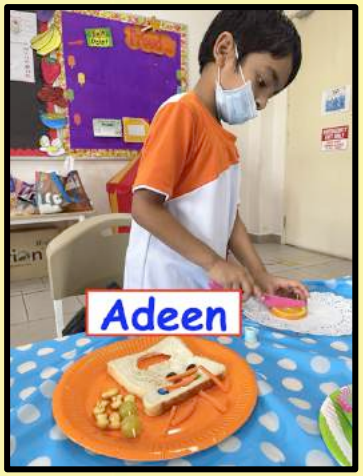
## IPC

## We Are What We Eat

During Exit Point, we enjoyed a food art activity. Attractive food decoration made ordinary food interesting and even more tasty without changing the ingredients. We picked our favourite healthy food and made a healthy dish.







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# YEAR 1

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# YEAR 2

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# SEEING THE LIGHT

For Exit Point, we had our own 'light and dark' festival. The students presented their favourite festivals and spoke about how light is important in each of these festivals. As part of our Exit Point task, the students also recreated the Northern Lights on paper.

Wen Hong


Shermaine


ChenXuan


Hayley


HuaiEn


Tiffany

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# YEAR 2

# SEEING THE LIGHT

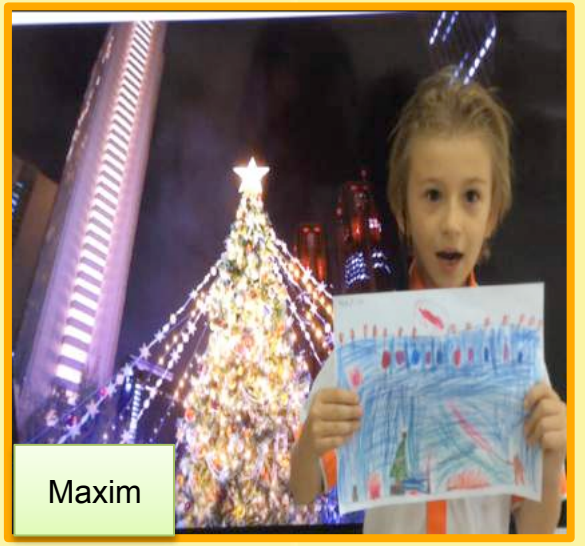

Tan Qi Yuan

Guan Hong

Sam Li

Peggy

Hubert



Maxim

# Recreating the Northern Lights

Eunice

Guan Hong

Yan Xiang

Tiffany

Cisy

Alsa

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# Year 3

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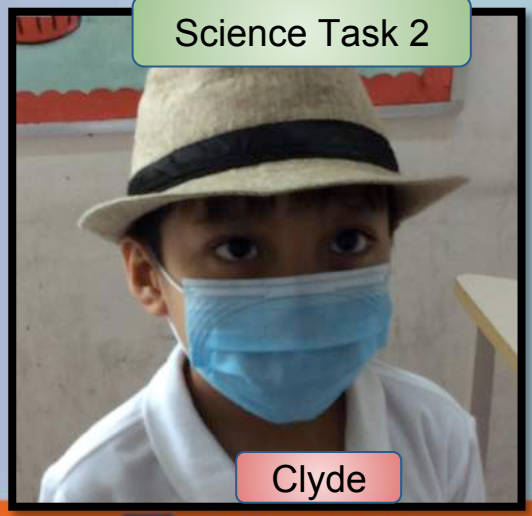
## THE GENERATION GAME

During Exit Point, students used their acting and speaking skills to bring their learning journey to life. Parents were guided through the learning journey by "train conductors" and "ship captains". Upon arrival at each new destination, they were met with an expert that shared some of the information about that task of the unit.


Science Task 1

Meraam

Science Task 2



Clyde

Science Task 3

Vidya

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# YEAR 4

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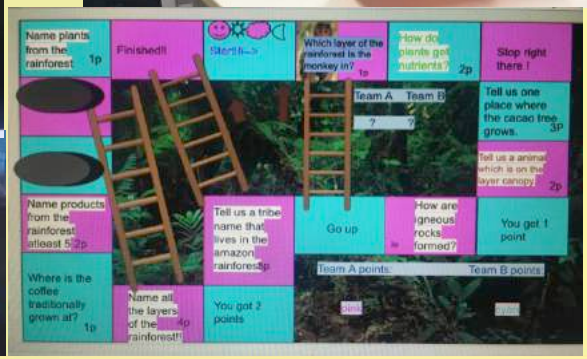
## Exit Point

## Saving the World - Rainforests

In this unit, Saving the World - Rainforests, we researched the following;
Location of tropical rainforests.
Layers of the rainforest.
Daily products that come from the rainforest.
Indigenous tribes.
Animals, endangered species and habitats.
Plants, trees and photosynthesis.
Deforestation and causes.

Thank you to all the parents that joined us online. We enjoyed sharing our learning journey with you.





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# Year 4

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Locations by Yen Xin and Olivia


Layers of the rainforest by Rudhra and Samuel

Indigenous People by Xin Yuan and Nuo Yang

Animals by Navlyn, Joshua, Xin Ying, Long Er


Daily products from the rainforest by: Sheng Lok, Annabel and Guan Lin


Deforestation - Yan Tong, Kyra, Wong Jing, Tristan and Ling Tong.

# YEAR 5



## FIT FOR LIFE- OBSTACLE COURSE

*For this task, students had to plan, design and set up an obstacle course for the Year 1 students. They had to ensure that it was safe for students to take part in and make sure they followed the SOP. Students made certificates for the students who took part.*

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# YEAR 6

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**The year six students had a fun learning experience while investigating the fascinating topic: 'Space Explorers.' They learnt about past astronomers and how they explored our solar system, and they also investigated the exciting possibilities of future space exploration. Below are some samples of the projects that they presented during the exit point.**

## Daily life on the ISS

The daily life on the ISS is just like daily life on Earth.They eat dehydrated food (which they make moist with water) and they eat it with a spoon.They exercise for at least 2 hours to prevent weak bones. Astronauts sleep on a hanging sleeping bag and use the toilet with straps to prevent them from floating away.

(their ice cream is dried, but it tastes more like cake)

Karina Ngan ZiYu, Katelyn Eliana Ng, Ho Zu Yao

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# Year 7

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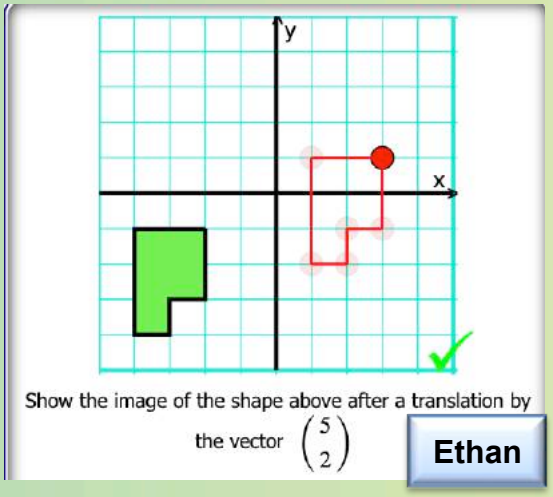
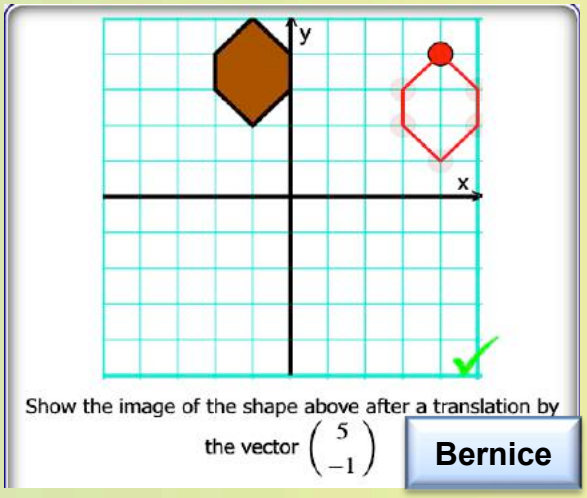
Year 7 students learned how to translate a shape by a given vector and also reflect a shape in a given line.



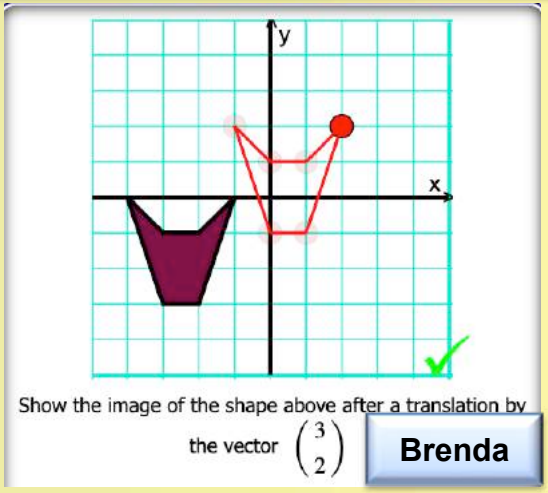

Show the image of the shape above after a translation by the vector $\begin{pmatrix} 5 \\ 2 \end{pmatrix}$

**Ethan**



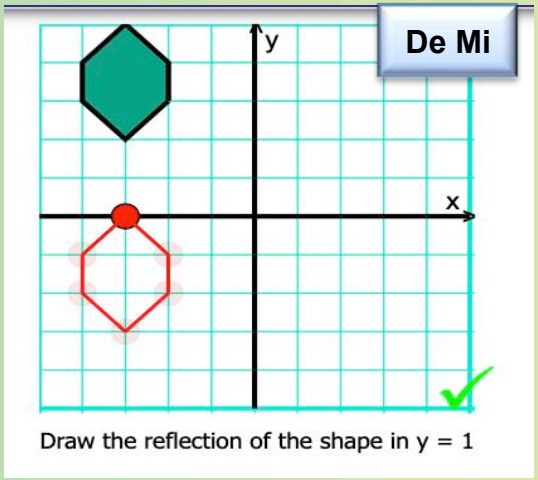

Show the image of the shape above after a translation by the vector $\begin{pmatrix} 5 \\ -1 \end{pmatrix}$

**Bernice**



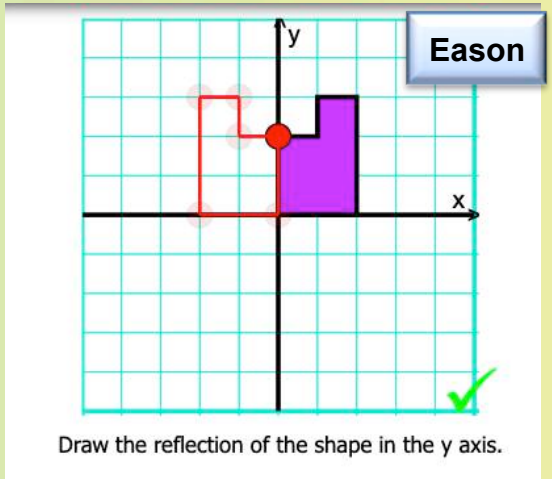

Show the image of the shape above after a translation by the vector $\begin{pmatrix} 3 \\ 2 \end{pmatrix}$

**Brenda**



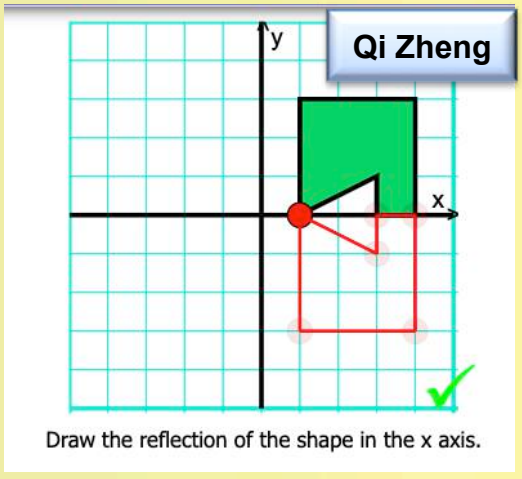

Draw the reflection of the shape in y = 1

**De Mi**



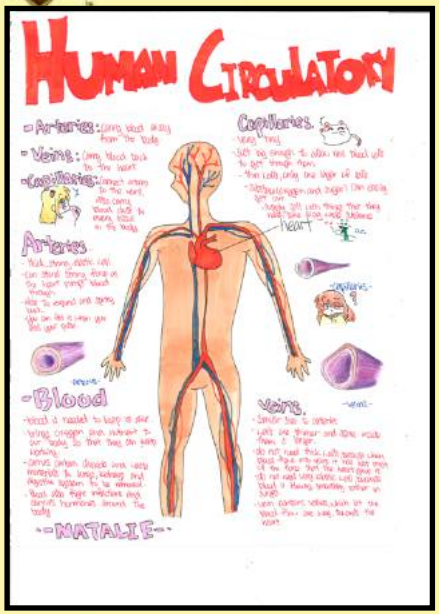

Draw the reflection of the shape in the y axis.

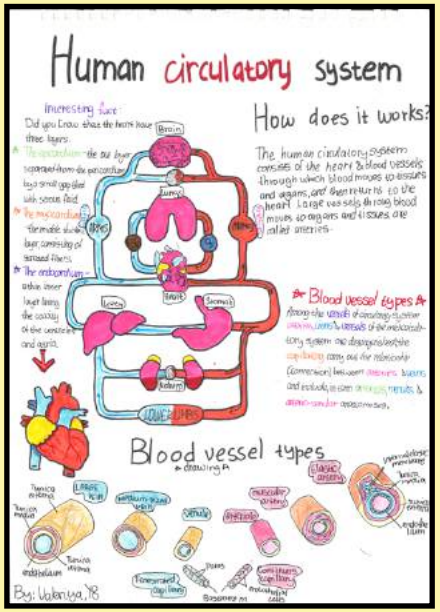
**Eason**

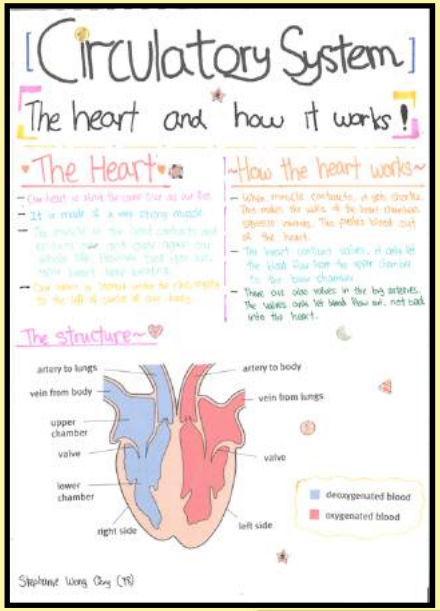


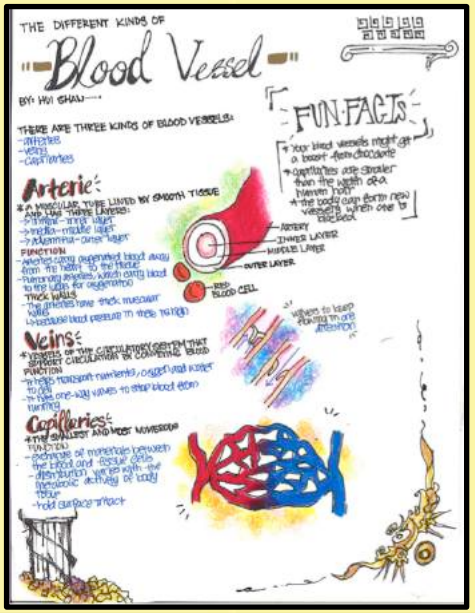

Draw the reflection of the shape in the x axis.

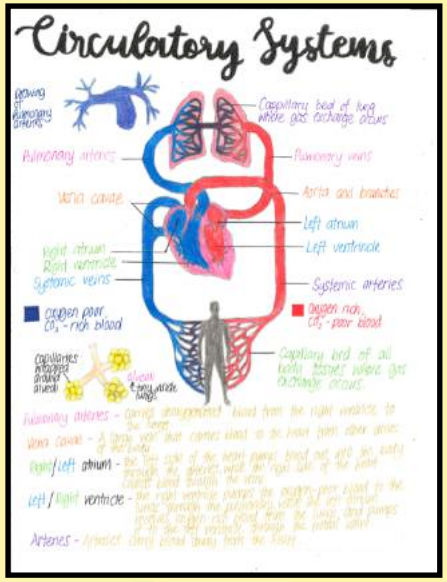
**Qi Zheng**

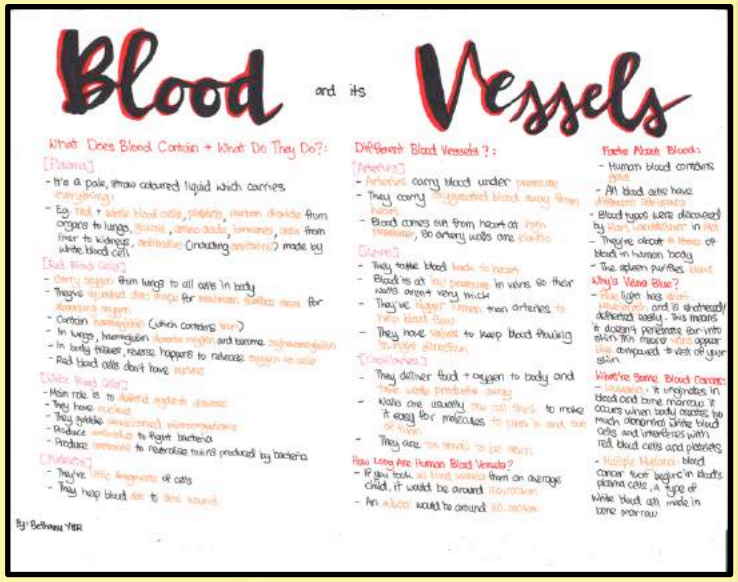



*Science: In this activity, students explored the interrelationship of structure and function in the circulatory system. They began by naming the parts of the circulatory system and explaining what each part does. Then they drew a picture of the heart and described the pathway of blood through it.*

# CREATIVE WRITING: Students wrote a story about two people waiting for someone.

**By Joylivia - 9R**

*Cherise and Evelyn dropped their bags onto the floor of the library, melted into their chairs, and let out a sigh. Their dreadful morning was followed by a serene afternoon.*

*"What time does Elise get to leave class?" Cherise questioned with a teary-eyed yawn.*

*"She didn't specify." Evelyn replied, yawning from the look on Cherise's face.*

*It was four in the afternoon, yet it felt like seven in the evening. Exhausted from their maths examination, they had stumbled down to rest in the library to wait for Elise who told them she had to "take care of something" in class.*

*"She's going home later and later by the day," Cherise groaned.*

*"Oh, really? I hadn't noticed," retorted Evelyn, rolling her eyes.*

*The two were not the most patient students in school, but they were forced to be by Elise. Perfect, pretty, punctual Elise*

*Everyone loved her; everyone was jealous of her. She didn't have many friends. Evelyn and Cherise used her as a homework help card in exchange for them waiting for her every day after school. Their friendship, if you could even call it one, was not truthful.*

*"We can't wait for her forever. If she's not going to do our homework, then someone has to," Cherise blurted as she slammed her palms onto the table.*

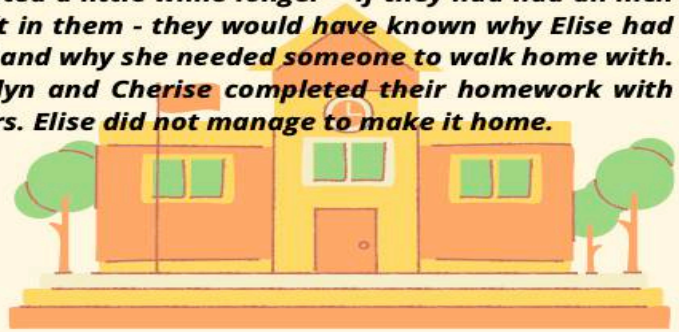
*"Do you ever wonder what she does up there, after school?" Evelyn asked.*

*"Well, obviously. It's a little suspicious, isn't it?" Cherise scoffed.*

*"Why should we trust someone who keeps an abundance of secrets to do our homework?" huffed Evelyn, picking up her bag.*

*Cherise followed her and they dragged themselves out of the library.*

*If they had waited a little while longer - if they had had an inch of patience left in them - they would have known why Elise had to stay behind and why she needed someone to walk home with. Night fell. Evelyn and Cherise completed their homework with countless errors. Elise did not manage to make it home.*



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# YEAR 10 CHEMISTRY

Year 10 students practiced their practical skills by conducting experiments. They assimilated their knowledge of chemistry and learned valuable life skills, including the importance of reading instructions carefully, troubleshooting, patience in recording details and much more.



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# YEAR 11

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**This week during Add Maths, Year 11 started to prepare simple and precise notes for their upcoming exam. This is part of their revision activities on Chapter 3 (Equations, Inequalities and graphs).**

## Chapter 3 : Equations, Inequalities and graphs

$|p| = |q|$ -------> $p^2 = q^2$

Example

**Camelia**

1) $|2x+1| = |x-3|$

$2x+1 = x-3$

$2x+1 = -(x-3)$

$x = -4$ $\qquad x = \frac{2}{3}$

2) $|x+4| + |x-5| = 11$

$|x+4| = 11-|x-5|$ ------(1)

$|x-5| = 7-x$

$x-5 = 7-x$ $\qquad x-5 = -(7-x)$

$2x = 12$ $\qquad 0 = -2$

$x = 6$

$x+4 = |x-5| - 11$ --------- (2)

$|x-5| = x+15$

$x-5 = x+15$ $\qquad x-5 = -(x+15)$

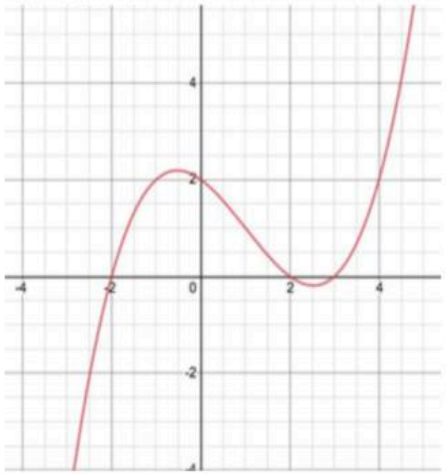
$0 = 20$ $\qquad x = -5$

## Solving cubic inequalities graphically

**Bryan**

Example:

The diagram shows part of the graph of $y = \frac{1}{8}(x-3)(x-2)(x+2)$




Use the graph to solve the inequality $(x-3)(x-2)(x+2) \leq 6$

Divide 6 at both sides

$\frac{1}{8}(x-3)(x-2)(x+2) \leq 1$

## Solving more complex quadratic equations

**Joey**

1) Solve the equation $4x^4 - 17x^2 + 4 = 0$

**Method 1(substitution)**

$4x^4 - 17x^2 + 4 = 0$

substitution $y = x^2$

$4y^2 - 17y + 4 = 0$

$(4y - 1)(y - 4) = 0$

$4y - 1 = 0$ $\qquad y - 4 = 0$

$y = \frac{1}{4}$ $\qquad y = 4$

substitution into $y = x^2$

$x^2 = \frac{1}{4}$ $\qquad x^2 = 4$

$x = \pm\frac{1}{2}$ $\qquad x = \pm 2$

**Method 2 (factorise directly)**

$4x^4 - 17x^2 + 4 = 0$

$(4x^2 - 1)(x^2 - 4) = 0$

$4x^2 - 1 = 0$ $\qquad x^2 - 4 = 0$

$x = \pm\frac{1}{2}$ $\qquad x = \pm 2$

# DANCE CCA : SECONDARY






**Students learn a dance with new steps and are able to synchronize steps of a dance.**

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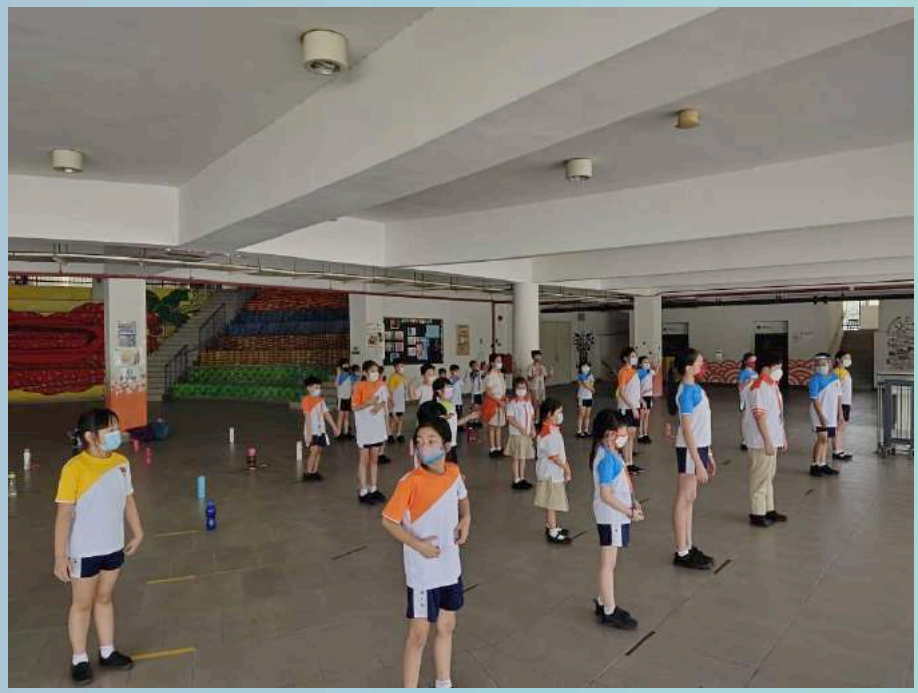
# DANCE CCA :PRIMARY

**The CCA Dance students learned dance moves for a new song.**



DANCE IS THE JOY OF MOVEMENT AND THE HEART OF LIFE

# PREFECTS' CORNER

# The Importance of **diversity** in education

Students will have a more open and adaptable mindset

Enhances students' performance and learning experience

Bringing a diverse group of students together improves creativity and critical thinking skills.

Improve students knowledge of the world's cultures and traditions

Diversity can be defined as the significant differences amongst people. This can represent many things,including differences based on race, culture, gender, sexual orientation, age, physical abilities, nation of origin, class, religion, and learning and communication styles. Each of these differences can affect the way we interact. Therefore, it is important that people develop diversity skills to deal with and understand the differences to prevent current and future discrimination.

# Pastoral Care Article: Family Play Time, a Lost Art

**When is the last time your family played together?** Last night, last weekend or last holiday. This might sound a trivial question unless you know that **parents are forgetting how to play with their children, a study shows.** In the past, some of the games were rituals and now it is becoming a"lost art".

**It does not matter how young or old your children are, family playtime is a inseparable part of any happy family.**

Family playtime is not as same as a mom or dad playing with the kid. It is the time that **all family members** regardless how tight their is, schedule get unplugged from their devices and wholeheartedly play a game. This can be a board game, video game or even outdoor activity. Parents might believe that they can hide their emotions from their children but in one study, one in 10 children said they know that their parents feel family playtimes are dull and a waste of time.

The parent's attitude is contagious, so you don't want it to feel like one more thing you have to squeeze in, but something that's enjoyable," says Cynthia Copeland, New York Times bestselling author of *Family Fun Night: 300 Great Nights With Your Kids*.

Copeland advises parents to always be ready with family activity ideas and then let the kids pick the music and the games. Ask them to teach you to play their favorite game — maybe even the computer game you think you'd hate.

**"Spend at least an hour per week for family playtime and see the miracle of it."**

The benefits of family play time for children:

It shows the children that their parents are aware of their needs and are paying attention to them.

It ensures the children that they belong to a safe home.

"By learning to be good at games you learn how to listen, how to pay attention, and how to be a good loser or winner," says Nicole Burt, Ph.D., a curator of Human Health.

It teaches teenagers about problem solving, creativity, risk taking, and working with others.

**The benefits of family play time for the family**

- It uplifts the mental health of the family. Sharing laughter and having fun during playtime can foster empathy, compassion, trust, and intimacy with others.
- It fosters a stronger relationship among family members.
- It creates room for family members, parents and children, to freely share their thoughts and emotions.

The benefits of family play time for parents:

It relieves stress. Play is fun and can trigger the release of endorphins, the body's natural feel-good chemicals. and can even temporarily relieve pain.

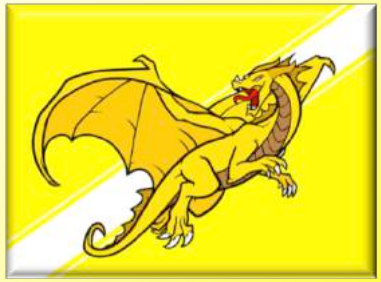
It improves brain function and prevents memory problems later in life.

It can heal emotional wounds.

# Sport House Points

**Total:3319**

**Merit Points for the week: 53**



**Total: 4438**

**Merit Points for the week: 86**

**Total: 2734**

**Merit Points for the week: 61**

**Total: 3197**

**Merit Points for the week: 62**