



Rafflesia
INTERNATIONAL & PRIVATE SCHOOLS

Newsletter

Primary Star of the Week

Zhi Xin is a new Nursery student who has been amazing! She is a sweet and cooperative child with such a big heart. She is showing interest and enthusiasm for the learning that we are doing. She has a good attitude toward school and is liked by her classmates. Awesome job Zhi Xin!

Rafflesia International School, Kajang

STAR OF THE WEEK



Yap Zhi Xin, Nursery

Term 2, Week 1, 9th January 2021



Newsletter

Secondary Star of the Week

Wei Tong is very disciplined and well prepared to learn for all of her lessons. She demonstrates excellent manners towards her teachers and is well respected by her classmates. Wei Tong has the mature ability of being able to collaborate with other pupils, while also being able to independently focus during formative assessment activities. Amazing job and good luck in Term 2!

STAR OF THE WEEK



Lim Wei Tong, Year 7

Term 2, Week 1, 9th January 2021

Dear Parents/Guardians,

It has been wonderful to welcome our students back into school this week. Our teachers have very much appreciated teaching and interacting with students in classrooms, something we used to take for granted. In their interactions with their friends, students have shown responsibility by physical distancing, sanitising their hands and continuing to wear their masks.

Of course, numbers of Covid cases remain at high levels and we are preparing for the possibility of a new Movement Control Order, with a return to online teaching and learning. We have asked our students to take home books and equipment at the end of each school day. In addition, we seek your support to make any technical updates on learners' devices to enable fluent connectivity. If you would like guidance on this, please let us know so that we can support your child's connectivity.

Whatever happens - whether teaching is online or in classrooms - purposeful learning will continue. We will maintain a positive, motivational ethos and we very much value your support. It is a real pleasure each week to share our students' learning outcomes with you. This week, my personal favourite highlights are pieces of work produced by our students - a lovely piece of writing by Lim Eva, Year 5, and a stunning work of art by Chan Ka-ying, Year 10.

Wishing you and your families a safe, happy, healthy 2021,

Andrew Crompton,
Principal.

Welcome Back to School!

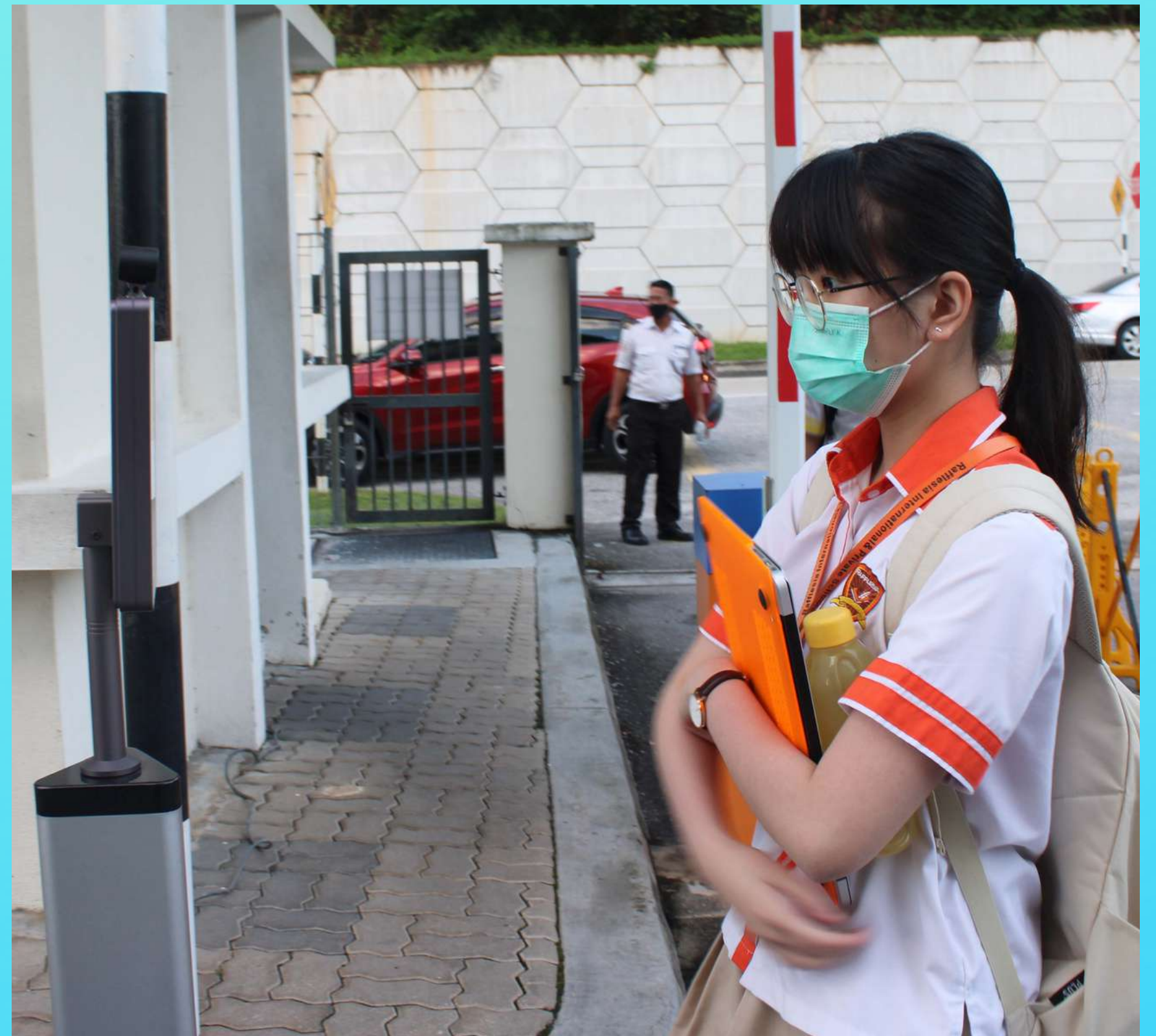
It has been wonderful to welcome our students back to school, interact with them and conduct learning in the classrooms. We will continue to adhere to procedures that enable a safe, responsible environment. Thank you to everyone for your support!



Welcome Back to School!



Welcome Back to School!

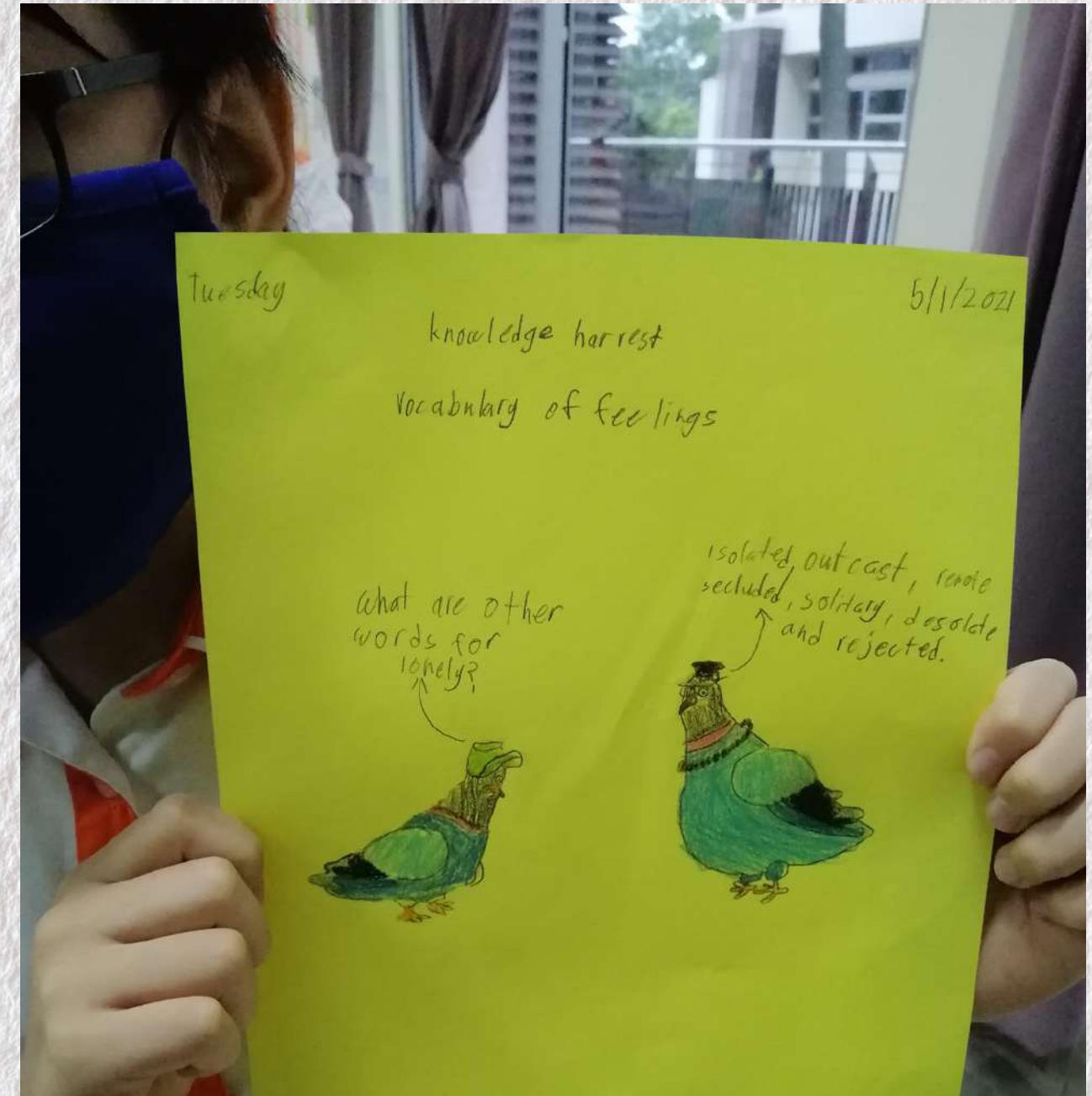
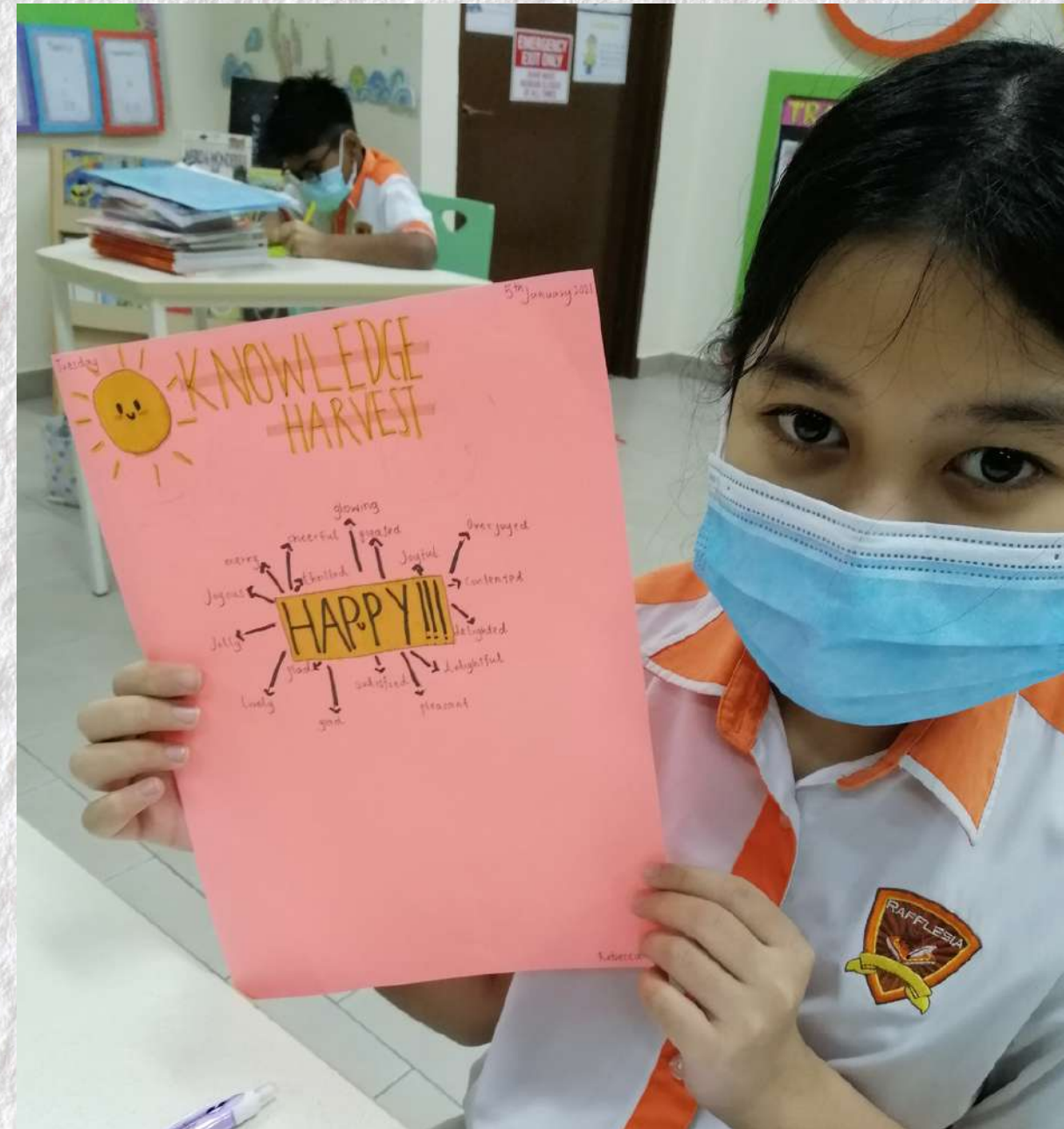
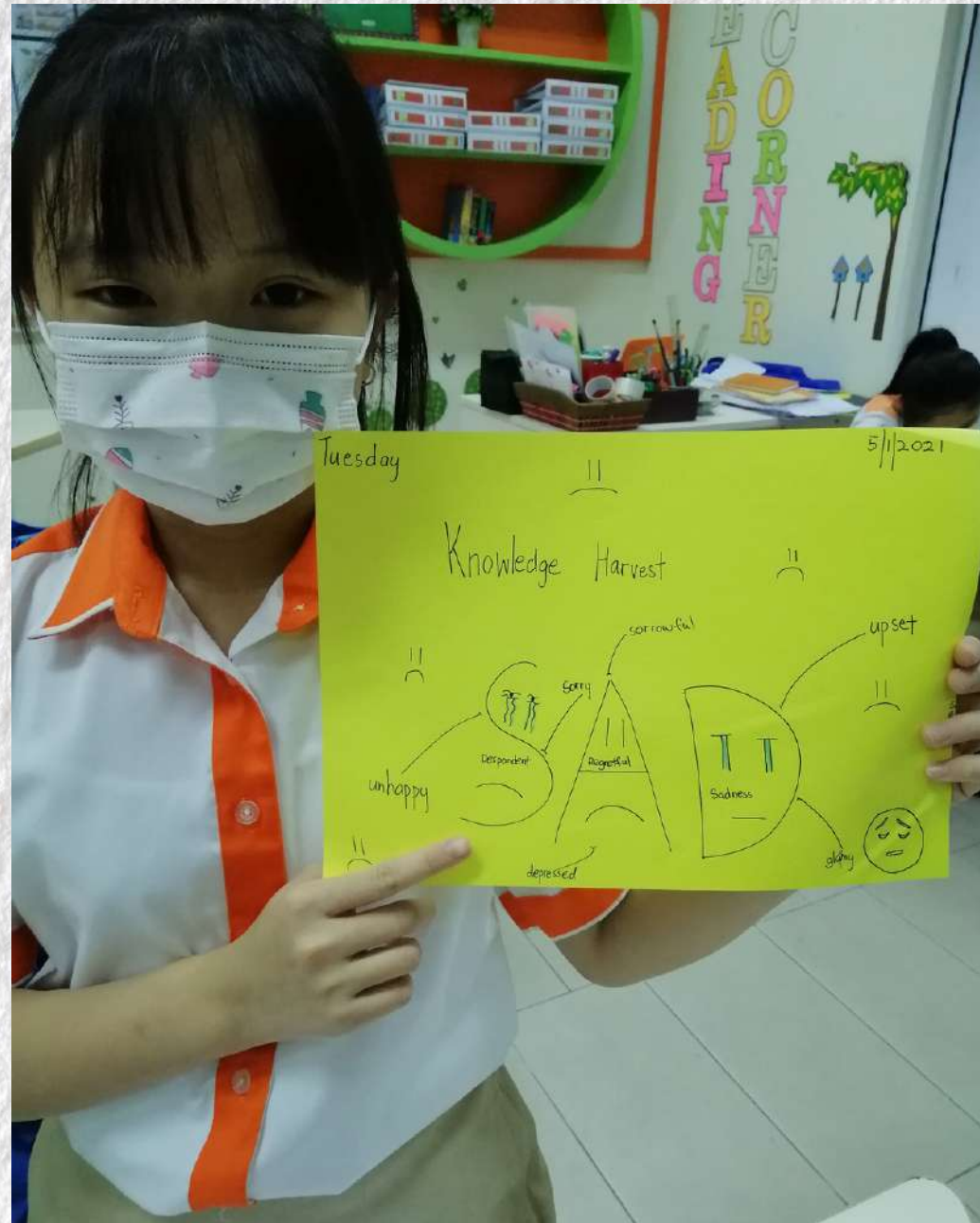


Traditional Tales



For English, Year 1 students are learning about traditional stories. They read the story *The Magic Paintbrush*. The students ordered the events in the story in the correct sequence. The students also enjoyed sharing the stories of different traditional tales that they know with their friends. It is a great start for Term 2!

Healthy Expression



The IPC topic for Y6 this term is *Express Yourself*. Learning how to express oneself in a healthy manner can be a wonderful way to socialise and make friends. Students started the lesson by expressing their feelings to design a cover page. They then moved on to express themselves using different vocabulary to describe feelings like being upset or joyful.

Still Learning



It is an interesting challenge to find strategies for collaborative learning whilst maintaining physical distancing! In this activity, students were asked to 'sculpt' a statue of the character of Tom from the text *Good Night, Mr Tom*. Within each group, one student assumed the role of the statue, guided from a distance by the other group-members in their posture or their representation of a significant action. As part of their presentation of their statues, the group members described their character using quotations from text. This swift starter activity helped students to re-engage with the text after the holiday and think collaboratively.

Essential Elements of Learning

A mix and match activity was conducted during Combined Science lesson to strengthen students' understanding of **Stoichiometry**. The students were asked to identify the elements and the compounds stated in the question paper.

Subsequently, they were asked to form equations using the elements or compounds for each questions. The students were able to identify most of the elements and compounds and form chemical equation for each of the questions. Their knowledge on stoichiometry is **inchoate** but they are progressing well in this activity.



Afiq is trying to figure out the second product for the reaction of sodium hydroxide and sulphuric acid.



Aryssa is content that she is able to figure out the second product for the reaction of sodium hydroxide and sulphuric acid



Ka-ying is searching for the right chemical symbol of Copper and Oxygen

SUBLIME WRITING

Ka Ying, Yong Jun, Jocelyn

我们也去了卢浮宫。我看见了很有趣的
艺术品和雕塑。但是，最特别的是列奥纳多·达
芬奇画的《蒙娜丽莎》

我们也去到了卢浮宫参观。我看见了许许多多有趣栩栩如生的艺术品和雕塑。不过但是，令我最印象深刻的是最特别的事列奥纳多达芬奇画的《蒙娜丽莎》。而且需要观看《蒙娜丽莎》是世界名画的关系，的画需要排长队，所以这让我苦等了好几个小时，甚至感觉双脚已经瘫痪了！

~~当然看《蒙娜丽莎》的画是需要排长队，这让我苦等了好几个小时！~~

Year 10 students have learnt how to apply the “sublimation” technique in order to improve their Mandarin essays. Most of the students achieve their writing's satisfaction when the final full stop of the essay is written. However, students should spend more time in proofreading. Some steps need to be gone through before submitting an essay, for example checking and editing for grammar, spelling, style, vocabulary, syntax and punctuation. Thus, to produce an interesting essay, “sublimation” should be applied. To “sublimate” an essay, Year 10 students tried to add in some idioms, elegant terms and rhetoric in their respective essays. The taste is totally different after their hard work! Let’s enjoy the taste of fruits from Year 10 students!

SUBLIME WRITING

Cui Yi, Siau Shi, Xi Ling

我记得你说你很想去看巴黎铁塔。我去看的时候是已经晚上了所以以他的灯十分好看。我们可以乘电梯到巴黎铁塔的最高部分，看到整个巴黎！我们拍了很多照片然后就回酒店了。

你说过，巴黎铁塔是你一直都很向往的地方。当我到那儿的时候天色已暗，巴黎铁塔开始发光，衬托出了铁塔的美丽，浪漫以及神秘感。在巴黎铁塔的最高点，我们把整个巴黎的景色尽收眼底。夜晚的巴黎花团锦簇，美得令人流连忘返。我们在哪儿拍了数不胜数的照片后，就回酒店了。

Year 11 ESL

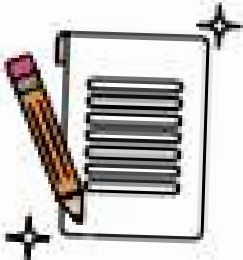
Essential Infographics

Year 11 ESL students have been reinforcing their understanding of how to succeed in the IGCSE exam by creating infographics about essential aspects of the Reading and Writing paper. We have also spent some time evaluating confidence levels with each of the 6 exercises and identified strategies to earn higher marks for writing tasks.

KATELYN ANN

UNDERSTANDING IGCSE ESL READING AND WRITING PAPER

CAMBRIDGE EDITION




1.) EXERCISE 1 : COMPREHENSION

Marks : 15
Students must read the text and answer a series of questions which require single word/ phrase answers.


EXERCISE 2 : MULTIPLE MATCHING

Marks : 10
Students read a text and answer a series of questions testing more detailed comprehension. Students match the correct answer to the questions.



EXERCISE 3 : NOTE MAKING

Marks : 9
Students make brief notes on a text under a supplied heading or headings.



EXERCISE 4 : SUMMARY WRITING

Marks : 16
Students write a summary of 100 words about an aspect of a text. The text will be a different text from Exercise 3.



EXERCISE 5 : WRITING

Marks : 12
Students write a 150 - 200 words in response to a short stimulus. The purpose, format and audience are specified. This might be a letter, an email or an article for a school magazine.



EXERCISE 6 : WRITING

Marks : 12
Students write a 150 - 200 words in response to a short stimulus. The purpose, format and audience are specified, and will be different to Exercise 5.



YEAR 11 GLOBAL PERSPECTIVES

Concerned About Coral

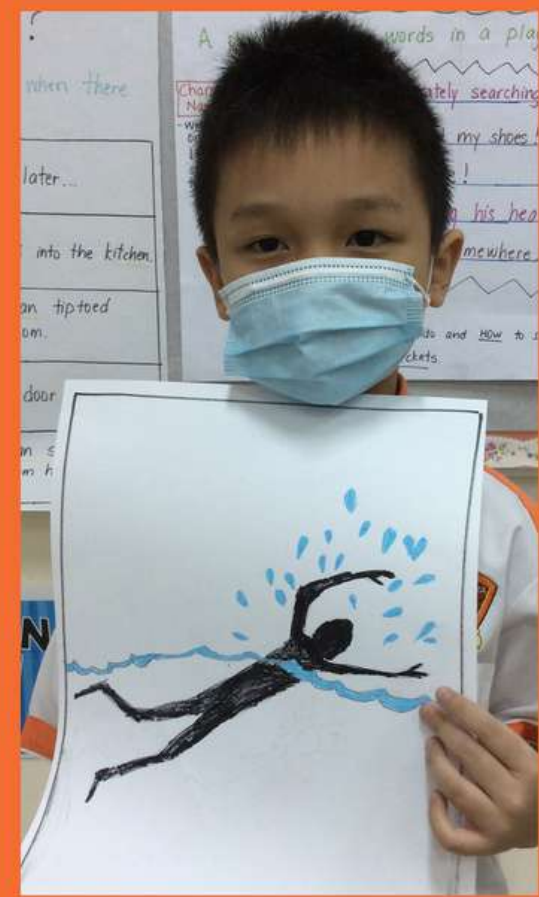
Throughout their IGCSE studies, the Year 11's have researched into a number of pressing environmental problems. The issue of ocean coral decline struck a chord with this group and they decided to research the topic further for their Team Project in order to raise awareness. In the photos below, the Year 11 students are presenting their findings to Year 9, who posed some excellent questions to the Year 11 students! Well done to both the presenters and the audience for a very engaging learning experience.





Art Gallery

"Stay Healthy"



"Shaping-Up"

Year 3 - Silhouette Art Composition

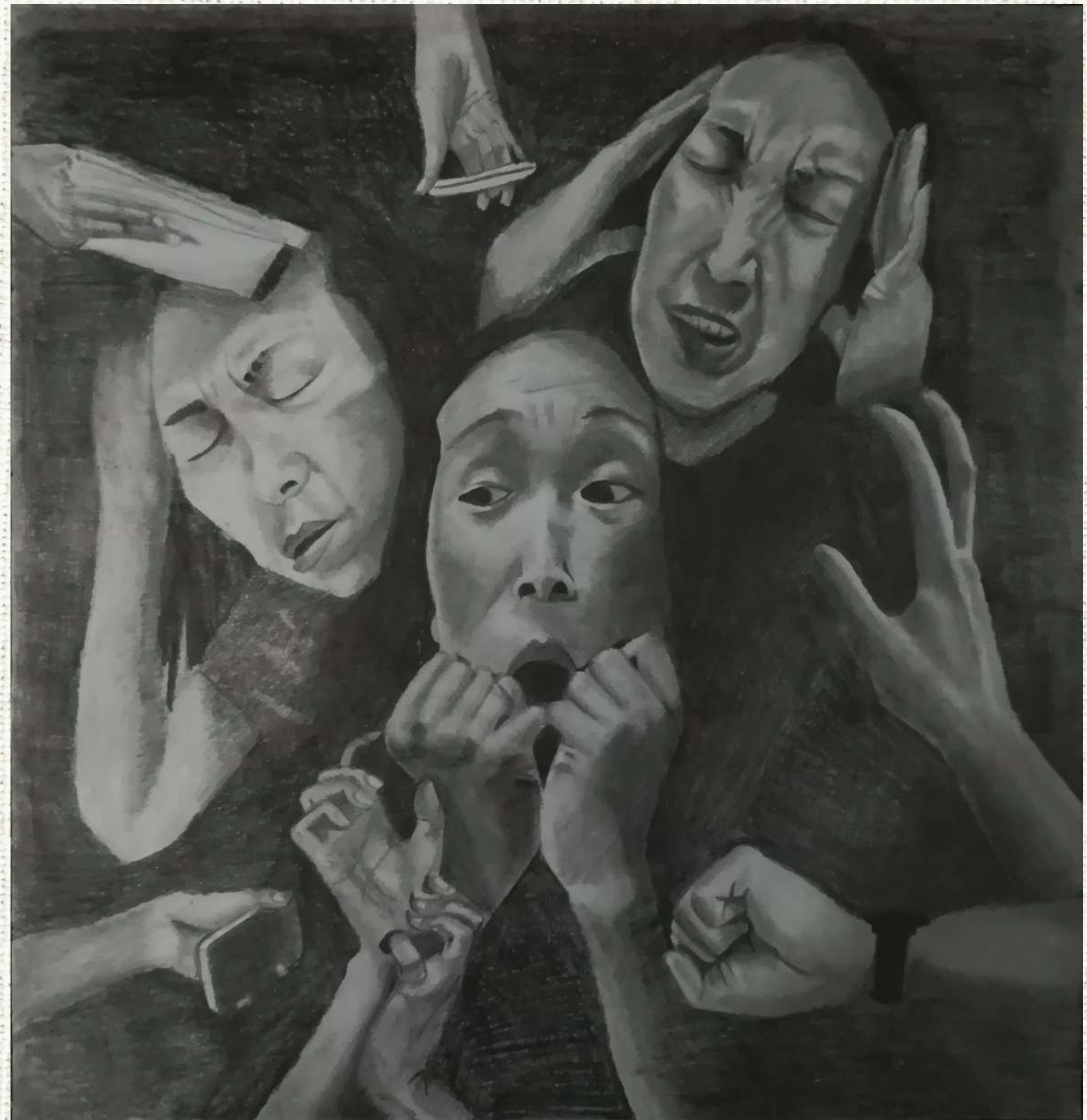


The Process of Artistic Representation

By Chan Ka-ying, Year 10

In the process of working on my artwork, I've completed 4 preparatory pieces and did enough research on the chosen topic "Panic". As for the first and second preparatory work, I took several photos of my Mom and things that are associated with the topic 'panic' as the first-hand resources while for the second-hand resources, I found some images from different websites.

Afterwards, I did some experiments and compiled some of my drawings that I've done into a final artwork. I feel satisfied and I'm proud of myself.



Panic; Graphite Pencils on Paper.
Chan Ka-ying. 2020.

Nascent

By Lim Eva, Year 5

On 1st January, three years ago, it was my day to get a parrot. I was so excited that I barely ate that day. My dad found out on Facebook that the reputable bird shop we frequented had a few Sun Conures on sale. We left the house around 2.00pm or 3.00pm in the afternoon. I remember walking to the bird shop smelling that same old smell. I got used to it. We walked in and headed to an aisle where the Sun Conures were playing vivaciously. One of them was hanging upside down from the top of the cage. The bird was agile and quickly manoeuvred a move to stand on the wood perch. It had a partner who groomed its feathers. It then went back up and did a few more stunts.

We then asked the owner of the shop to get the one that was doing stunts. We soon realised that he was a male.

We were back in the car with the bird in a paper bag with holes for it to breathe.

“Maybe we should name it Sunny,” I said.

“Or Jack maybe,” my mom said.

Jack is too common, maybe Liam or Rex or Hex!” I said.

My mom searched for Italian names and found a list of them.

“Maybe, we can name him Abramo, Brando, Franco, Giorgio,

Leonardo, Lorenzo, Lucas or Marcello,” my mom said.

“Leo maybe!” I said.

“Hmm, Hugo is a good one!” my dad said.

“That’s my classmate!” I said.

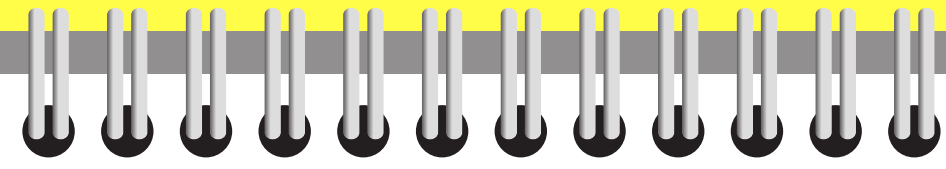
“Hugo is a cute name,” my mom said.

“Fine, Hugo it is,” I said, and looked over at the bag and said, “your name will be Hugo, birdy!”

Now I am a proud owner of this feisty and chirpy bird.

That day was nascent. Now my relationship with Hugo is very close. As we are in the beginning of a new year, I looked back to that day and year, so full of promise and it did not disappoint me. In the same spirit, I welcome the start of this New Year with hope and renewal. Wishing everyone love, peace, good health and happiness.

Literacy Challenge Achievers



Well done and hearty thanks to **Lim Eva, Year 5.** Eva has been awarded merit points for her wonderful response and we look forward to reading more of her writing in the future!

Literacy Challenge

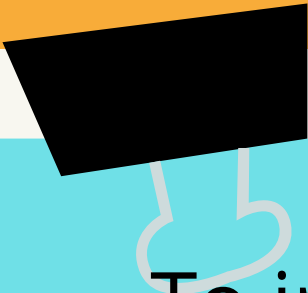
Look at the words of the week on the next page.

Your task is to write a description of a character using the words of the week.



Words of the Week: *words of good understanding*

For Monday 11th January - Friday 12th January



To improve our knowledge of vocabulary each week we will introduce words for students to try to use in their conversations and in their writing. This week, our words are adjectives that describe good understanding.

Primary word of the week:

perceptive

Meaning:

Very good at noticing and understanding things that many people do not notice*

Secondary word of the week:

insightful

Meaning:

Showing a clear and usually original understanding of a complicated problem or situation:*

**Definitions are taken from the Cambridge Dictionary.*

Weekly Maths Challenge

WEEKLY MATHS CHALLENGE

Junior 1

	+		=	13	1 = a	6 = w
+		+			2 = h	7 = l
	+		=	9	3 = o	8 = k
14		8			5 = e	9 = y
						

Senior 1

2	x		=	8	2 = e	8 = z
+		x			4 = s	9 = k
	+		=	12	5 = l	10 = j
7		28			7 = f	12 = o
						

Junior 2

	+		=	14		
+		+				
	+		=	10		
=		=				
7		17				
	+		x		=	?

Senior 2

	+		=	5	1 = e	6 = u
x		+			2 = m	8 = n
	+		=	11	3 = q	9 = a
36		3			4 = t	11 = f
						

HOW TO PLAY?

Find the value for ? based on the values of the different emojis on the puzzles. You must follow the rules of BODMAS.

[Answer for weekly challenge will be revealed next week]

Answers will be revealed next week

Dates for Your Diary

Monday 18th January

IGCSE mock exams begin (please note change of date)

Monday 8th February

- Chinese New Year Celebration

