

DEVELOPING A MINDFUL HEART

QISS

QINGDAO NO.1 INTERNATIONAL
SCHOOL OF SHANDONG PROVINCE

In this Issue

- 1 Learning Stories
- 2 Pottery Creates Excitement
- 3 Dragon Head-Raising Day
- 4 Geography Board Games
- 5 QISS Instructional Assistants
- 6 QISS Honor Roll



What did
you
learn
today?

LEARNING STORIES

What is a Lower School 'Learning Story'?

By Alberto Gutterriez, Lower School Principal

The term 'learning story' refers to a document that demonstrates a student's understanding of a concept, an activity or a skill. It was originally developed in New Zealand to document a teacher's reflection regarding student growth.

Learning stories have evolved into a document that includes a student reflection, a teacher reflection and photos of the student engaged in a learning experience or a sample of student work. All teachers at QISS that work with lower school students create an individualized 'learning story' for each student.

Continued on page 6

DATES TO REMEMBER

MARCH 10 - MARCH 13: MUN Conference in Beijing

MARCH 14-18: Upper School Spirit Week

MARCH 16: Half day of School - Students dismissed at 1:00

MARCH 19: Science Fair

MARCH 28 - APRIL 01: Upper School Field Trips



POTTERY CREATES EXCITEMENT

By Allen Miles, Art Teacher

The pottery program started this year for students at QISS in the new ceramics studio. Located off of the student plaza, the studio has windows on two sides, allowing a passerby a chance to stop and watch as students “throw” on the wheel.

Over 75 students have worked with clay so far this year with more students on the horizon as the second semester High School electives begin shortly. The studio is outfitted with 16 dual-direction electric wheels with adjustable stools, 10 metal storage racks, an electric dryer, 4 sinks, and a heavy-duty wedging table, making the facility a state of the art center for 3-dimensional creativity in clay.

Reaction to the pottery class has been very positive. Some students commented in their reflections that pottery was “the best art class at QISS”, others said it was “fun and interesting for me”, and many students noted that they felt “a great sense of accomplishment to learn how to throw pottery on the wheel because it is so challenging.”

Students are eagerly awaiting the completion of the kiln installation to “fire” their creations in clay. Once glazed and fired a second time, students will be able to take home and use their treasures as functional bowls, plates, and cups!





Dragon Heads-raising Day

By Willow Yang, Chinese Teacher

“二月二,龙抬头”中国农历的二月初二,也是中国的一个传统节日.在清朝潘荣陛的《帝京岁时记胜》中有这样的记载:“二日为龙抬头日,乡民用灰自门外蜿蜒布入宅厨,环绕水缸呼为引龙回。都人用枣糕、麦米等油煎为食,曰薰虫。”

龙预示着吉祥,由于这个原因中国人对龙近乎于崇拜。龙能够呼风唤雨,所以在古代,每当天气干旱时,人们都会用高粱秆做一个将近一丈(3.33米)高的草龙,在草龙前面,由四个男人抬着龙王纪念碑,然后人们会在前边表演杂技,唱歌和跳舞,还会由旗子队伍领路,一边踩高跷,一边扭秧歌,唱歌和敲鼓,无论在哪里,只要有游行队伍经过,每家都要贡献祭祀品,点燃香火和蜡烛去拜祭龙王.当草龙经过时,人们会拿着水桶向草龙和舞龙者身上洒水,他们相信这样龙王会很感激,从而给人类带来大量的降水。

Dragon Heads-raising Day falls on the second day of the second lunar month, which is a traditional festival. In "Imperial Capital Accounts about Seasons", Pan Rongbi in the Qing Dynasty wrote the following: The second day is the Dragon Heads-raising Day. On this day, farmers and villagers make an ash path into the houses and kitchens, then wind around the water vats from the outside. This is called leading the dragons back to houses. People in the capital city fry broomcorn millet flour cakes made of wheat flour and dates, husked wheat rice, and other things as their food. They called this "fumigating insects".

Dragons were auspicious omen, for which Chinese people have an admiration that bordered on worship. Dragons

dominate wind and rain. So in ancient days, every time when there was a drought, people would make a straw dragon with sorghum stalks about one zhang (3.33 meters). Then in front of the straw dragon, four men carried the Dragon King's memorial tablet on a tablet tray and in front of it, people would perform acrobatics, singing and dancing, as walking on stilts, doing a Yangge dance with gongs, drums and flags leading the way. Everywhere the parade passed, every family offered sacrifices, burned incenses and candles to worship the Dragon King. When the straw dragon passed by, people would carry buckets and sprinkle water over the straw dragon and the dragon dancers. They believed that the Dragon King would feel grateful and then make plentiful rain for all mankind.

STUDENT REFLECTION:

GEOGRAPHY BOARD GAMES

In Geography with Caron Olsen, the 6th graders have recently finished a unit about North America. Their key assignment was to create a board game, working together in small groups. Here are some comments from the students, about what they learnt.



A BETTER WAY TO LEARN

by Mike Park, Grade 6

The board game Key Assignment in Geography class was quite fun. We were divided into small groups to make a board game of North America. It required challenge cards and all the game pieces. The process of making the board was really hard, because it was complicated to make the board look like the continent. It was difficult to find the information and facts about the cities and landforms to put on the challenge cards. For example that the Mississippi river is the second largest river in the world, and that Ottawa is the capital of Canada.

Even though it was hard, it was exciting too. I learned a lot from making the board game and I think this kind of assignment is a better way to learn than taking a test like we did before.

This project was quite fun and challenging.



WHAT IS IT LIKE TO MAKE A BOARD GAME?

by Egi, Grade 6

Well, where should I start? Making a board game is HARD, believe me it is hard, but also fun and very exciting. We learned a lot of things while making this board game, for instance about the culture of the US and Canada, the location of cities, mountains and lakes, and a lot of other things.

There were also other hard things like stress. Sometimes we had to do something but we did not know where to start, and so we were confused and thought about the little time we had and all the work we had to do. This created frustration and anger that we had to deal with. The good things were sharing ideas and learning new things.

I am speaking for everybody in the class, when I say that everyone enjoyed when we were finished and started playing, and we saw that the audience liked the games.





MAKING A BOARD GAME

by Taimu, Grade 6

I think that I had a good experience from this key assignment, for example learning about North America; the climate, the location of cities and a lot of other useful facts. I think the hardest part of this project was drawing. I had to choose what kind of design I should use, and what colors, because I think it is important how it looks so that our customer can enjoy the game. Also I had to choose content for the board, for each city or area. For example "Is Alaska cold?"

But finally I finished my board game and I think I really had a very good time.

QISS INSTRUCTIONAL ASSISTANTS

By Alberto Gutierrez, Lower School Principal

We are fortunate to have one instructional assistant for each class in the Lower School. Each instructional assistant adds to our students' learning experiences. They have many responsibilities during the course of the day. Sometimes they are helping take students to classes, taking a student to the nurse, running a copy of a parent letter, etc. Their work at QISS is extremely valuable for our overall nurturing and learning environment. It is my pleasure to introduce Amanda Lee in Pre-K, Lulu Zhang in kindergarten, Carrie Huang in grade 1, Joy Liu in grade 2, Jessie Li in grade 3, Jessy Xu in grade 4, Jade Yang in grade 5.




Continued from page 1: **Learning Stories** By Alberto Gutierrez, Lower School Principal

Once a 'learning story' is completed, a copy is sent home for parents to read and understand the learning taking place in the classroom. The purpose of the 'learning story' at QISS is to document:

- student learning.
- student language development.
- student reflections.
- teacher reflections.
- skills taught.
- activities taking place in the classroom and around school.
- formative assessments.
- teacher interactions.
- differentiated instruction.
- communications to parents.

The student reflections may appear written poorly and not grammatically sound because it is written by the student or told to the teacher, and the teacher writes it down verbatim (as the child says it). As a result, the 'learning story' becomes a record of the each child's developing English language ability. Likewise, the child's grammar and English language usage should demonstrate improvement over time.

The teachers will use the evidence found in a 'learning story' to plan and modify instruction (differentiate instruction) for each student. The 'learning story' also includes various photos of children working together on a learning activity. The student work may demonstrate a sample or the learning skill such as a writing activity. After the 'learning story' is completed, it is sent home for parental and student review. The 'learning story' provides the community a snapshot of kids engaged in learning at QISS. If you would like more information regarding how 'learning stories' are applied at QISS, please feel free to contact me.

Inquiry	Student
	
<p>What did you learn? "I was learning about muscles and a person's heart and how it works. It is very fun because there's lots of activities and things."</p>	
<p>Student is excited to learn about the human body. After writing her ideas in her journal, she couldn't wait to look up information about the heart in our library resources. (Student) is working well with her friend, They have fun together but they are also focused on the task and learning a lot. August 25, 2009</p>	

QISS Honor Roll

Below is the first semester Honor Roll for the High School Students. There are two categories: High Honors-Director's List and Academic Honors-Principal's list. Each list is based on the students Grade Point Average (GPA). The GPA is found by taking the students grades and converted them to an equivalent numerical grade. For example, an "A" would be 4.0, an "A-" 3.66, a "B" is 3.0, etc. Each of the numerical grades are added up and divided by the total number of grades to calculate a final GPA.



The students below did very well academically this first semester and were honored with a Certificate of Achievement at a recent awards assembly. Congratulations to all the recipients.

ACADEMIC HIGH HONOR-DIRECTOR'S LIST

(GPA between 3.80-4.00)

Kyeong Yong Lee - G10
Lina Emrich - G11
Hyun Park - G12

ACADEMIC HONOR-PRINCIPAL LIST

(GPA between 3.5-3.79)

- Yoon Min Cho - Grade 9
- Hui Dong Hu -9
- Frida Nordstrom- 9
- Jeong Won Kim-9
- Jong Seong Wi -10
- Saskia Bunte-10
- Ryuji Namikawa-10
- Gi Seog Choi-10
- Kenny Cho-10
- So Jung Lee-10
- Jin Uk Choi-10
- Yuen Hei Liu -11
- You Jin Kim-11
- Jong Hyun Joo -11
- Jia Hang Zhou -11
- Joo Hyung Lee- 11
- Keon Woo Park- 11
- Wool Bang- 11
- Cheng Han Kuan -12
- Hee Jun Hwang -12
- Tao Tao -12