



# Wahaha International School

October 15, 2020 Newsletter







# FRESH FROM WIS!



Dear WIS Families,  
IB-Primary Years Program (PYP) Verification Visit  
We have made it through our intensive two-day varication visit and received feedback from the team of what we are doing well and areas to improve. The good news is that there were many more positives than improvements to be made. As a school moving forward we not only think about the feedback from IB, but value our teachers, parents, and student feedback also. We are always in a constant state of reflective practice. Your student's matter.

Curriculum Night  
Our curriculum night went very smoothly and a huge thank you to our teachers and all parents that were able to attend. The purpose of this event is to provide parents an opportunity to see highlights from classes, courses, and subjects as well as to learn more about our curricular improvements. We will continue to reflect on how we can make this event even better. Please do not hesitate to share your feed-back. We have a newly established whole-school scope and sequence document that is currently being adapted by our curriculum action team. Parents are invited to review this document anytime.

Harvest Festival  
Please prepare for the upcoming literacy week and harvest festival. Costumes are highly encouraged on October 30th for our harvest fes-tival, but please no guns, knives, or weapons.

What is International Mindedness?  
According to the International Baccalaureate (IB), international

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mindedness is a description of an individual's ability to see themselves connected to a global community and assume a sense of responsibility to everyone. It is an awareness of the inter-relatedness of all nations and peoples, and a recognition of the complexity of these relationships.

When one becomes internationally minded, they are more able to work with others from all parts of the world in harmony, learning from one another about the different perspectives. International mindedness helps to promote respect, empathy, and compassion. Ultimately this is global citizenship where our students can still be proud of their identity, but be open-minded and accepting of all other people and cultures.

From all of us at WIS we offer our thanks to all families for your trust and support. Together we can make great things happen.

*Robert G. Mullins*  
Executive Principal  
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\*something beautiful is about to happen







# Who We Are

Grade 2



in pairs and used the balanced meal they had created to investigate their meals' calorie content. They took this further by comparing and contrasting their findings.

## Principled Team workers

Our students have been learning the importance of being principled and effective communicators. They established that this means being honest, respectful, and assuming responsibility for their choices and actions while practicing talking and listening skills. They have been using these qualities when completing group activities in our weekly center classes. The center activities have so far focused on reading, writing, phonics, and a UOI focus. Grade 2 students came together to practice their ability to be principled and communicators in a new setting. G2A students become group

## My Health: Body and Mind

During the Who, We Are unit of inquiry, our students learned about making choices to lead a healthy lifestyle. Through asking questions and researching both individually and in groups, students discovered being healthy involved taking care of the mind. We took the opportunity to invite Ms. Claire, our school counselor, into the class, to help students develop a deeper understanding of maintaining whole-body health.

## A Balanced Meal

The students inquired into healthy and unhealthy foods, learning about the five food groups. They used this learning to create a balanced meal. This knowledge was further developed using transdisciplinary learning and teaching. In Math, students worked





mentors to G2B students when helping them complete a human body poster. The students asked and answers questions and offered suggestions and guidance on how to achieve the project best.

## Feelings and Emotions

Our Unit of Inquiry led us to become in touch with and more aware of our emotions. Students chose to investigate how feelings can influence overall health. They researched and practiced different methods to manage their senses, such as meditation, yoga, and deep breathing. They then came up with three strategies they can use when feeling angry or too excited. Our students identified that have not been able to control these feelings too often may not be healthy for them.

## IB Learner Profile Traits at Home

Risk-takers embrace new challenges and opportunities to learn. Encourage our students to try new things and be enthusiastic about the progress made. To develop risk-takers, we need to create a positive and constructive environment that focuses on using mistakes and failures as learning and reflection opportunities. Encourage your child to try something new, accept a challenge, and



embrace any errors they may make along the way.

## Silent Reading

Students have been working hard to dedicate 20 minutes to silent reading each day. Developing the habit of reading every day will benefit students through the entirety of their learning life. Students alternate between reading on their iPads, making themselves comfortable on the carpet with a class library book, or listening to and following along with audiobooks that they interest them.







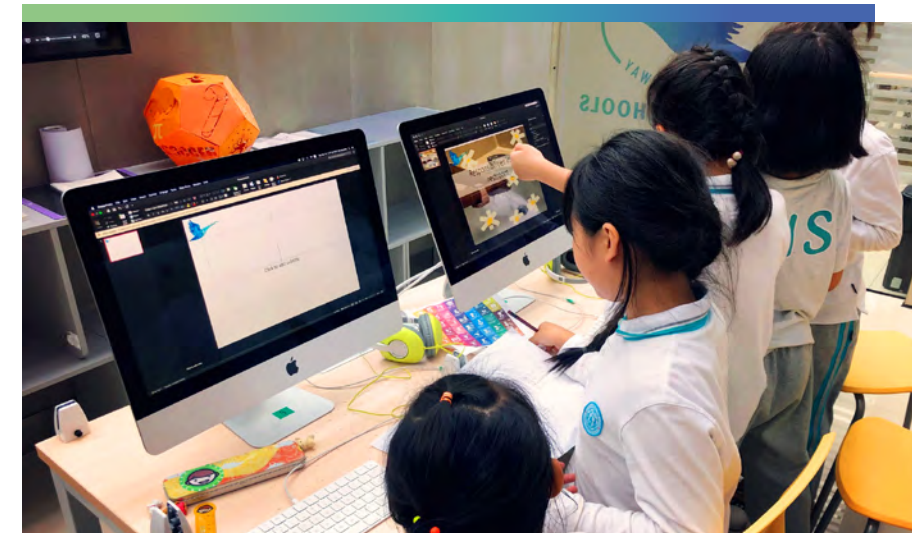
# PYP Grade 4 What If...

Over the last five weeks, grade 4 has undertaken the challenge of exploring their inalienable rights as children, as set out by the Convention on the Rights of the Child. This has involved diving into what rights are and the responsibilities that come with them. To this end, we have created our Essential Agreements, as well as outlining both student and teacher responsibilities.

Developing our IT and design skills saw us creating posters detailing our rights in different areas of

the school and what our responsibilities are in maintaining the rights of all children in the school. Building upon this, we experimented with photography and perspective to capture different parts of the playground. Our learners then created posters intending to encourage other students to think What if ... before acting and consider the rights of everyone around them.

Through various, thought exercises, such as see, think, wonder and Step in,







Step out, Step back grade 4 have continuously explored the connections between rights and responsibilities, as well as the function of individual rights. They have expressed their understanding through mimes and their developing abilities to construct five-paragraph essays.

We are now working on our summative assessment, an ambitious project that looks to inquire into the rights of children across Hangzhou. Our learners are crafting this survey, which will be presented in a conference at the end of the unit.

After all this, grade 4 will be moving onto inventions and how they have changed the world. Please start collecting recyclable materials, such as bottles, paper, cardboard boxes, cloth, etc. We will need these to build our inventions.

We are all continually inspired by the great work of our grade 4 scholars and can't wait to see what they will come up with next!







# Research

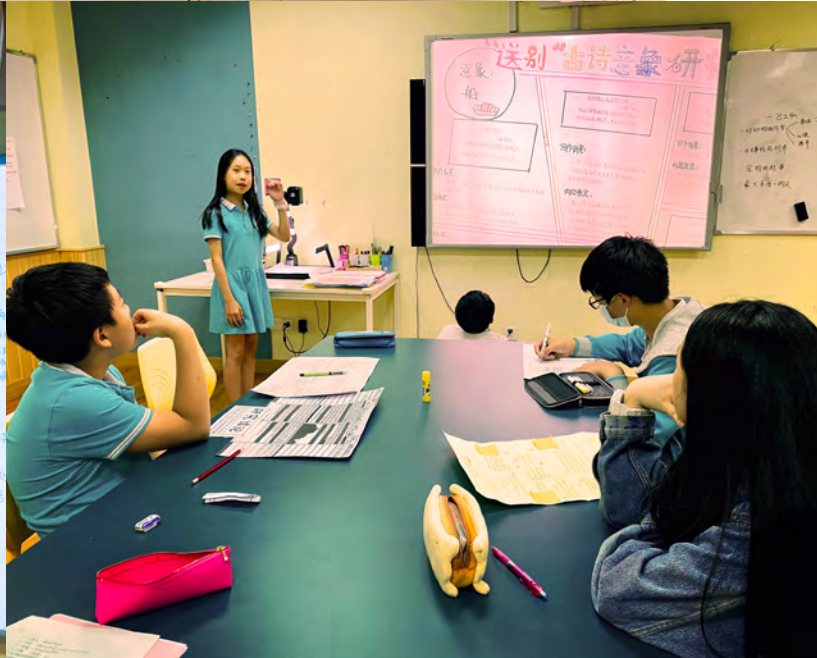
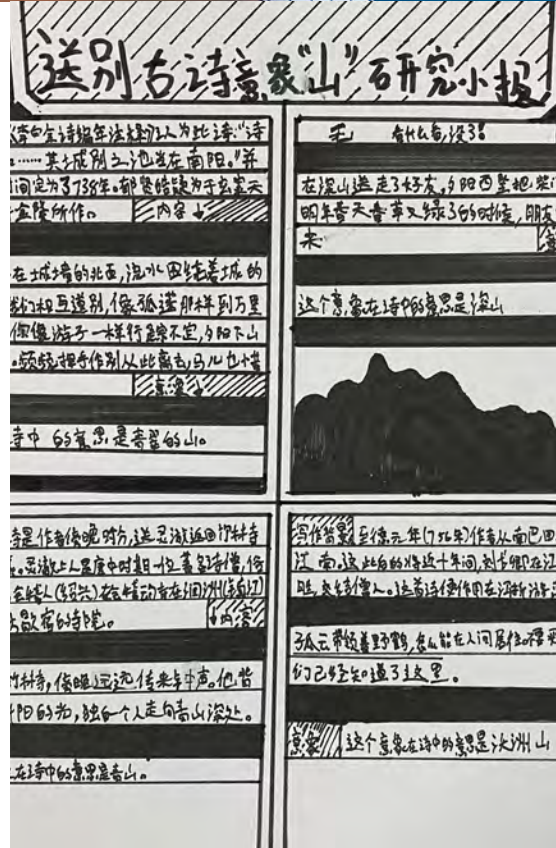
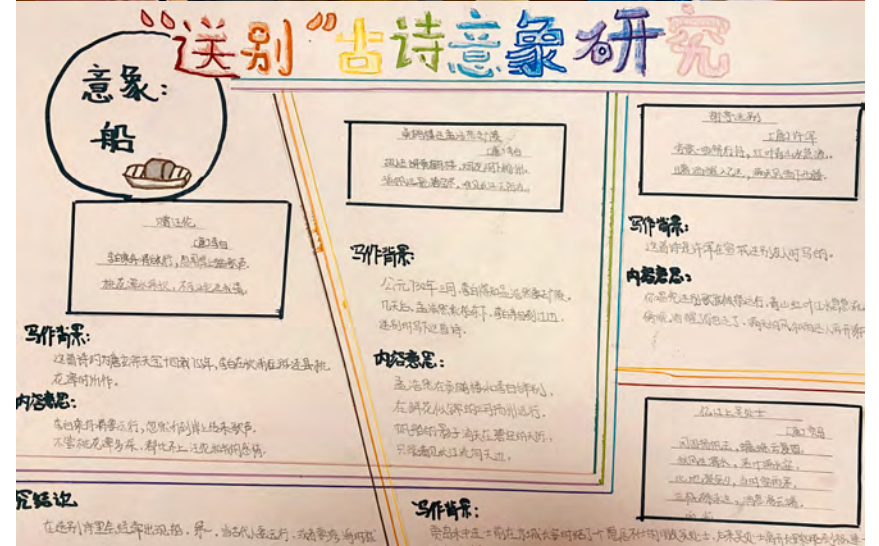
## Grade 6

In September, the G6 students explored the ancient Chinese farewell poems around the concept of "image".

In the beginning, they read a lot of old farewell poems, identified familiar farewell images. And then studied the ancient farewell poems containing "willow" together, analyzed, and summarized the reasons why "willow" often appeared in the old farewell poems.

Next, they chose the "farewell image" they wanted to explore independently, completed the exploration by searching various materials, and presented their research results in the form of a poster.

The final step will be, the students will try to translate ancient Chinese poems into English.







# Designing for the Future

MYP

## Human Ergonomics

Grade 6 has begun to dive into the world of Design, starting with Human Ergonomics and Empathy. They collaborated and created a survey distributed to teachers. The next step is the process of taking that information and creating designs using a variety of tools such as Adobe Illustrator and Cricut Design Space to create a dodecahedron lamp that will be revealed later on next month.

## Animation Story Design

Grade 8 students are creating an animated digital storybook for their chosen target audience. They have researched their subjects and target audiences. Each student is completing a different book based



on their interests. They have begun developing ideas, including character design and backgrounds and have started creating storyboards. They will continue to identify text and images suitable for animation and present those final choices before inputting them into the Adobe Creative Cloud applications to make the animated storybook.

## Game Design

Grade 9 students are creating a digital game to be used to reinforce a particular topic. They've researched a variety of games and platforms and design choices. They've developed a range of ideas for their chosen games. They'll begin to design the various parts of the game in the platform of their choice by creating storyboards to map the different stages and events within the game. They'll also start developing the ideas for characters and backgrounds.







# ABSTRACT



## WORKS OF ART

First Graders have been busy on their latest piece of art. This project involved many skills and techniques. They started by drawing lines and shapes to create a patterned paper, then they water-colored stripes of color, and then we cut the paper to and weaved them into the black paper to create a beautiful piece of art!





# WIS



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