



親親康橋 026期

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閱讀生活—涵養多文本閱讀力

教務主任 許麗瑩

能閱讀、愛閱讀、樂做優讀者，讓閱讀融入生活中，是新竹校區教學團隊自105學年度設校以來努力的目標。透過課堂的實施與獎勵閱讀機制，提升孩子的閱讀理解力。

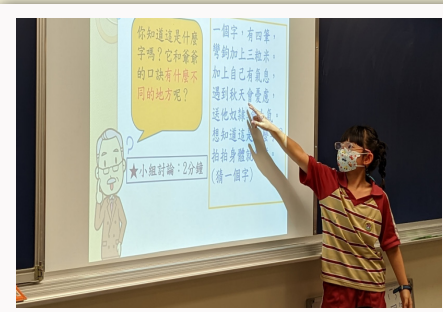
盤點實施多年的閱讀理解教學，當我們發覺學生已能運用預測、摘要、推論、提問……等閱讀理解策略，理解文意、擷取大意、概括主旨、詰問作者，增進對文本意涵的理解後，於是從110學年度起，循序推展「多文本閱讀」教學，指導學生統整、評析多文本訊息，進行深度的閱

為實施多文本閱讀教學，教學團隊除了須充分備課、落實文本分析、訂定學習主題外，亦須蒐尋相關主題的閱讀素材。學生在老師的指導下，依據學習主題，進行有目的的閱讀。師生共同從課文出發，先深究課文、理解文意，再閱讀並整合其他跟主題相關的資訊，讓同一個學習主題所形成的知識（觀點）能更寬廣，也涵養了歸納、整合、評析等高層次思考力。

而檢視多文本閱讀教學的素材，除了課文外，該課的習作、同一單元的課文、該單元的學習地圖、其他版本的課文，或是繪本、報章雜誌文章、圖表，在在都是融合應用的素材範圍。四年級以上的學習還結合數位資源，進行雙素養閱讀，學會運用關鍵字尋找學習主題的答案，培養孩子的自主學習能力，以奠定終身學習基礎。

除了語文課堂外，社會課堂也採用多文本閱讀策略，並主要應用於資料的蒐集、評析、歸納、統整等層面。以九年級「探究歐盟的功能與影響」為例：九年級學生在課前先蒐集與歐盟相關的資料，爾後於課堂上，與同儕整合課本與所蒐集的資料，探究歐洲國家加入歐盟的優缺點，理解歐盟帶給歐洲國家的影響。透過多文本閱讀方式，得以拓展學習思維，從而對「歐盟的功能與影響」議題能有更寬廣的觀點，提升學習成效與興趣。

從課本出發，教師靈活運用多文本閱讀教學策略，循序漸進的引導學生，提升雙素養閱讀。針對學習主題任務，學生則統整不同文本的訊息，應用各式閱讀理解策略，進行深度閱讀學習。而就在學習過程中，孩子的閱讀理解能力受到潛移默化，能提升文本學習的銳利度及厚度，進而朝著「優讀者」的目標，持續邁進。



賀 榮譽榜



中小學重要行事

2023年1月9日-3月4日

- 1/9-1/13 小學部中文期末評量週
- 1/9-1/13 國中部英文期末評量週
- 1/11-1/13 國中部中文期末評量
- 1/19 111學年度第一學期休業典禮
- 1/30-2/03 國中寒期輔導&小學寒令營
- 2/13 111學年度第二學期開學日
- 3/4 111學年度第二學期班級親師座談會

- ★賀！502楊詠翔參加【第18屆國家地理知識競賽全國賽】，於【地理知識組】榮獲全國銀牌。
- ★賀！本校學生參加【111年新竹市運動會游泳錦標賽】榮獲國中女子50公尺自由式第一名等佳績。
- ★賀！本校張伊昀老師代表新竹市參加111年全國語文競賽，榮獲【社會組-作文】甲等佳績。
- ★賀！本校學生參加【新竹市111學年度國中奧林匹亞科學競賽】，於【張拉整體】、【風力起重機】及【紙橋大力士】等項目榮獲第四名及優勝佳績。
- ★賀！本校直笛團與弦樂團參加【111學年度全國學生音樂比賽新竹市初賽】，榮獲優等佳績。
- ★賀！本校學生參加【第16屆聯合盃作文大賽新竹市初賽】榮獲第四名等佳績。
- ★賀！本校學生參加【新竹市111年度科技教育創意實作競賽】，於【資訊科技組】榮獲第一名與佳作佳績。

以上佳績，感謝教師們的用心指導；詳細名單，請上學校【官網→新竹榮譽榜】查詢。



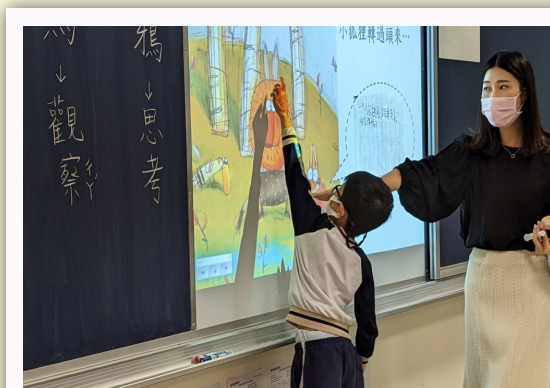
多文本閱讀，讓孩子看見更美好的未來！

小學語文領域召集人 許凱筑老師 國中語文領域召集人 黃怡靜老師

在日新月異的世代，人們每日接收大量資訊，而這些訊息千變萬化。在巨量資訊的時代中，我們要如何有效率的整合這些資訊？要如何精準的掌握不同資訊的重點？要如何靈活的運用這些資訊？我們又要如何在學習階段幫孩子們建立一個良好的閱讀習慣及整合能力呢？透過多文本閱讀，我們將可帶給孩子無限的未來！

低年級—從生活經驗出發的多文本閱讀

閱讀是一場有趣的冒險之旅。在低年級的學習階段中，教師們從孩子的生活經驗出發，透過繪本遊戲、圖文對話等方式，帶著孩子遨遊於童話故事中，展開一段一段的文字探險。主題式的大量閱讀，開啟孩子不同的想像，進而和生活結合，提升學習專注力。同時，老師們也帶著孩子在繪本世界中，探討字詞的奧秘，擴展孩子的識字詞彙量，奠基其文句應用的能力。



中年級—不同形式文本的多文本閱讀

閱讀是一艘不畏風浪的船，載著人們在知識的海洋中航行。在中年級的學習階段中，教師們透過不同形式的文本，讓孩子徜徉在文字天地間，進行夥伴對話，激盪彼此的想法。他們試著從一篇又一篇的文章中，發現其相關主題，並運用摘要技巧，整合多樣資訊，提出自己的見解。最後，透過主題架構的整理比較，拓展其思維，增進寫作的深度。

高年級—加入數位學習的多文本閱讀

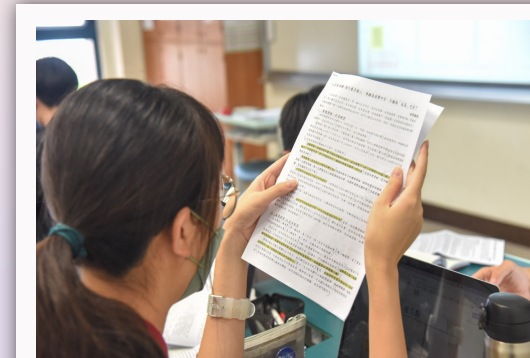
閱讀是靜靜品茗的時光，只有細細品嚐才能享受其中的樂趣。在高年級的學習階段中，教師們請孩子針對文章與作者提問，覺察隱藏在文章中更深一層的含義。同時結合數位資訊，讓孩子在數位閱讀中，學會運用關鍵字查找問題的答案，並能運用不同的方法判斷資訊的合適性，提出自己的見解，訓練其批判思考力。

國中部—提升整合、批判、思辨力的多文本閱讀

〈清心苦味〉作者韓良露從各種年齡層對於「苦味」的不同感受出發，將體會到的苦味與人生做連結，啟示我們，學會接受苦味、欣賞苦味，能使心靈清澄，領悟生命的況味。而多數學生目前尚停留在「初接受苦味」的階段，故設計多文本，讓學生更深入思考「苦味能清心」的意涵；加入〈吃苦也有分好壞〉、〈吃苦有兩種〉兩篇文章，經過討論，學生認為當自己有目標的時候，適當的吃苦沒什麼不好，反而可以激發潛能、發現自己的毅力、確認自己的目標，並憑藉著多次的練習，當捱過其中的苦，自然沒有什麼再能難得倒自己；如此，透過多文本的比較和引導，學生更能培養思辨力，並試著連結經驗，開始發現苦的好處，找到「清心的苦味」。

〈下雨天，真好〉作者琦君回憶兒時關於雨天的人和事，以稚子情懷描摹一幅又一幅的歡樂場景，刻劃童年往事的美好與難忘，加入林海音的〈爸爸的花兒落了〉，以英子參加小學畢業典禮的過程為主線，穿插了與父親的回憶；從兩篇文本的對照中，讓學生對於「成長」的內容有更豐富的認識。〈爸爸的花兒落了〉中，學生發現「成長」是以直接描寫的方式表達，林海音以不斷談到長大的方式，讓我們直接看見成長的酸楚與代價，透過此，學生更能察覺原來〈下雨天，真好〉中，琦君以文章結束前的「下雨天，我有一股淒涼寂寞之感」，用隱微、苦澀的方式傳達成長的代價——一些美好事物的逝去，也更能理解琦君的惆悵與感慨。

在不同的學習階段中，康橋的老師們帶給孩子不同的語文學習樂趣與深度。多文本閱讀與閱讀理解是相輔相成的，透過多文本閱讀提升思辨能力，透過思辨培養表達能力；能從多份文本中比較重整，並形成論述，亦是深度學習的有效途徑。藉由多文本閱讀，讓孩子突破單文本的閱讀侷限；運用多文本閱讀的方式，開啟更多的新觀念，豐富自己的閱讀視野，讓閱讀從加法到乘法，更讓學生成為具備高階閱讀力的學習者！



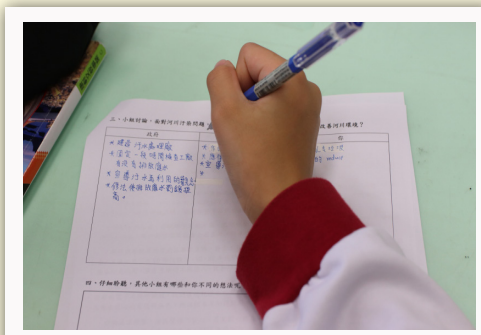
跨域整合・獨立思考——社會領域的多文本學習

國中社會領域教師團隊

在108課綱的引領下，為了培養學生具備多元閱讀素養，我們嘗試透過多文本閱讀教學，將原本以文本為中心的學習模式，逐漸轉化成以學生為中心的知識建構。社會領域的學習更是需要從不同角度去理解學習主題的完整情境，進而培養學生解決問題的能力。透過多文本閱讀教學的引導，學生從分析不同文本間的異同，進而提出個人想法，經由小組討論拓展思維，形塑出完整的思考論證脈絡，成為具有多面向獨立思考的學習者。

在七年級《臺灣的水文》課程中，教師引導學生針對水汙染議題進行探究。教師準備環保署的水質年報，學生可從圖表中發現臺灣河川汙染的分布情形，進而連結課本中的知識，引發學習動機。接著，學生利用課前所蒐集的資料，於課堂中進行小組討論，探討各地形成河川汙染的原因。最後更進一步思考維護河川環境的方法。在學生對話的過程中，進行資料的整合與分析，從政府、民間以及學生自身三個面向，分別提出改善河川汙染的方案。

在八年級《中國歷史》課程中，教師提供三則資料，使學生建構出唐末至宋初中國政權及版圖的變化，引發學生好奇重文輕武的北宋如何在強敵環伺下維持生存？軍事實力強大的遼國為何不征服北宋，而是簽訂澶淵之盟維持兩國和平？透過教師提供的資料及學生課前蒐集的資料，經由小組討論，分別從北宋視角和遼國視角分析簽訂澶淵之盟的優、缺點，學生能更深刻理解盟約的重要性，並聯想當前社會也有類似的國際局勢，展現鑑古知今的學習力。



在九年級《歐洲地理》課程中，為了讓學生認識歐盟的功能與影響，教師引導學生進行課前的資料蒐集。透過預讀資料，學生能夠分析歐盟各項功能的優、缺點，並進一步探討歐洲國家加入歐盟的原因。此外，藉由小組分工合作，每組負責一個歐洲國家，深入了解該國的歷史、社會、政治、經濟等條件。最後透過與同儕互相對話，思考加入歐盟為國家帶來的究竟是利益亦或是衝擊。藉由補充資料的輔助，學生能夠更全面認識歐盟的特色。

社會領域的多文本閱讀教學，除了著重於圖文資料的分析解讀，亦重視培養學生數位閱讀的能力。藉由課前自主的網路資料搜尋，學生需要判斷哪些資訊是正確的，進而有效的將訊息進行歸納統整，從中建立自己的觀點，習得媒體識讀的技能。透過多文本閱讀教學，我們期許能在課堂中創造更多學生對話的空間，成就以學生為主體的學習。

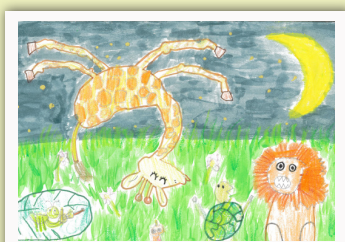
康橋
小畫家

我最愛的一本書



臺灣古道大冒險
101 嚴絲芝

長頸鹿不會跳舞
102 李唯曦



誠實的樵夫
102 闕子晴



野貓軍團咖哩飯
103 施宇星



哼！愛生氣！
105-陳南瑛



臺灣地圖
106 賴郁喬



抱抱
106 林品妍



安東醫生出診去
201 楊瀚傑



西遊記
202 梁廷郁



汪達的亂髮
206 王婉薰



阿里山森呼吸之旅
205 許彥綸



魚市場
205 張辰睿



閱讀就像是……

304 廖庭靚

閱讀就像是遨遊在星際間的旅程，你永遠不知道下一秒會有什麼驚奇的發現，正因如此，閱讀總是讓人欲罷不能。

「順著水流而下，木桶飛船一路狂奔而去……」「老周叔叔，再划快一點、再划快一點。」我彷彿跟著「找不到國小」這本書中的同學們一同經歷了一場水上冒險，卻在殘酷的鐘聲中掉回現實世界。每當我在閱讀時，總感覺自己像個小演員，可以感受不同角色的際遇，和書中人物一同哭笑。閱讀也像穿梭在哆啦A夢的任意門，把書闔上，再打開另一本書，就能瞬間移動到另一個星球展開一場奇幻冒險。

閱讀是成長的捷徑，吸取他人的經驗成為自己的墊腳石；閱讀是對自己最好的投資，我愛閱讀。

406 呂妍熹

閱讀對我來說，就像是阿嬤的木椅。

暗夜，月光從二樓窗間灑落，我坐在書桌前寫功課，課文裡難字滿滿，陌生成語散散。回頭一望，一張充滿皺紋的木椅空在那，暗淡無法發出微光。三年前，阿嬤坐在我身旁，教我閱讀。想起那時，阿嬤坐在木椅上，微笑抱起我，我坐上阿嬤的腿，一起閱讀成語、唸著課本，一大半的暑假，就在閱讀聲中度過。但暑假結束，阿嬤卻跌倒在二樓平台。三年過去，阿嬤的腳還是不方便走動，那張滿是皺紋的木椅，還一直留在房間。如今，我坐上熟悉的木椅，翻開筆記本，溫習阿嬤之前教我的成語與文章。未來，希望阿嬤康復後，再坐在這張木椅，陪在我身旁，一起閱讀。

602 姜志穎

閱讀就像是品嚐一杯清茗，須細細斟酌，才能品出其中苦澀的甘醇；又像聆聽一篇樂章，須靜靜賞析，才能領略音符中流淌的悠揚；更像欣賞一處美景，須放鬆身心，才能體會高山秀水中瀾漫的清新香氣。

當你捧起《紅樓夢》，通過作者曹雪芹不俗的文筆，越過百年的時光，你會看到一個大家族的興衰交替。書中既有著人情冷暖，又有著劉姥姥的善良；書中既有著封建社會的不公，又有著寶黛對封建制度的抗爭；書中既有著「木石前盟」，又有著封建大家長一手造成的愛情悲劇。但無論怎樣，你會看到寶玉、黛玉不同於世俗的氣質，感受與世俗抗爭的精神。

四季因閱讀而充滿溫馨；生活因閱讀而無限美好；人生因閱讀而盈滿甜蜜；生命因閱讀而永恆。讀書人心靈不離書海，從書海中尋找做人的方法，讀懂人生、讀懂他人、讀懂自己，也讀懂社會。歸根結底，閱讀終究還得天天讀，堅持下去，讓我們一起發現世界的美好，讓我們的明天更加精彩！



閱讀就像是親身體驗，歷歷在目。

掀開華麗的書皮，字字句句在腦海中逐漸刻畫出色彩繽紛的世界，描寫著一段絢麗精彩的故事，使讀者無法自拔的流連於故事的悲歡離合、字裡行間的無奇不有，我像是漫步在故事的迴廊，快樂、難過、驚喜……，一幕幕在我眼前播放又消失，如同著了魔一般眷戀於文字的世界，這便是閱讀令我著迷的地方，沉醉於書的美好，就像是親身體驗過一般。

閱讀不同類別的書使我們獲取全面而豐富的新知，例如：閱讀歷史，我不只穿越了時空回到那個時代，還能讓我借古鑒今迎向自己的未來！對我來說，每本書都是一個用黑字印在白紙上的靈魂，只要我的眼睛、我的心靈接觸了它，便能活絡起來。

古人曾道：「一日不讀書，言語無味；三日不讀書，便覺面目可憎」，是呀！書的內容千變萬化，開拓了嶄新視野，也使我常隨著故事探討未知，如同親身經歷般，為故事的美好微笑，為劇情的低谷流淚，閱讀就是這麼有趣，激發我內心深處最豐沛的情感。字句引領我進入書的空間裡，帶我忘卻一切煩悶，切切的驗證了孟德斯鳩那一段話：「閱讀對於我來說是驅散生活中不愉快的最好手段。」

402 陳昱霏

威廉·莎士比亞說過「智慧裡沒有書籍，就像鳥兒沒有翅膀」。如果我的人生少了閱讀的滋味，一定會變得暗淡乏味。

記得從小學一年級開始，我就希望能在班上交到一位了解彼此的好朋友，也許是因為轉了三所學校，一直沒機會遇著。幸運的是，我卻在圖書館遇見了它，它就是閱讀。對我而言，閱讀像是一位朋友，它有著不同的面貌：有時逗得我哈哈大笑；有時讓我緊張得不停啃咬指甲；又有時說著讓我感動萬分的話。它總是在我神情落寞時給我鼓勵；在我感到困惑的時候陪著我尋找答案；在我無比好奇的時候帶我穿越古今探訪不同的世界。閱讀一實在讓我萬分著迷：打掃的時候、上課的時候，甚至是坐校車的時候，我都想要看到它，誰要它是我最好的朋友呢？

503 孫敏晰

靜謐書房內，任由昏黃燈光灑落書頁，我獨自循著自己舒心的節奏，全身心投入於文字世界，紊亂的心情因徜徉於這片美好瞬間浮現無限想像。

閱讀就像是一趟航行，前方會有未知的驚濤駭浪，也會有風平浪靜的片刻安逸，讓我情不自禁期待著每次的冒險，彷彿化身為書中的英勇主角，乘風破浪領略沿途中的美景。

閱讀就像是一道美食，當我嚐進口中，美味勾起我一抹笑容，咀嚼箇中滋味沖刷我心底沉澱的愁緒。感恩與知足油然而生，這道美饌佳餚帶來的溫暖在我心中流淌，久久不散。

書中自有顏如玉，書中自有黃金屋，打開雙瞳，敞開心扉，翱翔於閱讀之中，我的心胸變得如此寬廣，與文學巨匠促膝長談，汲取終身受用的財富。這經年累月的閱讀力量，始終是我朝向成功的墊腳石。

803 余秉沂

閱讀，就像是一片一望無際的海，而我是坐著船在海上航行的讀者。隨著起伏，載浮載沉。

記敘文是風浪，起承轉合是吹起小小浪潮的海風。雪白的浪花灑在甲板上，在我心中激起一圈圈漣漪。作者的所見所聞是海面映照著的倒影，映照著作者獨有的美麗人生。

抒情文是湧浪，是在風不斷吹拂之下誕生的浪。波長隨著作者的心情而改變，蔚藍的波訴說著最真誠的心靈，在讀者心中吹出共鳴。

詩歌是近岸浪，淺淺的話語訴說著不同的故事，短短的字句比劃著心與心的距離。富有節奏的詩詞拍打著岸邊，時而簡樸，時而華麗，刻畫出最美的風景。

閱讀是一片海洋，而我是在海上航行的讀者，跟著海浪前行，去探索美好的驚喜。

901 莊詠絮

A Reading Renaissance at KCIS Hsinchu

By Martin Keough, Elementary FET Curriculum Coordinator

As we wrap up the first semester, parents and students have both surely become familiar with a significant change that we have made in the elementary language arts curriculum this year: the introduction of our Renaissance reading program. In just nine short months, what began as a nascent idea has grown into an independent reading program for over one thousand students across Grades 1 through 5, seeking to instill a love of reading in our students and a sense of responsibility for their own, independent reading journeys. Teachers across all grades of the program have reported widespread enthusiasm for the new reading platform, which bodes well for our plans to continue its expansion in the coming school years. From September through November, we have recorded nearly 1.5 million pages read by our students since the program was introduced. This article briefly explains the reasoning behind our new program, how its execution has looked for students, and what parents and students can expect from the program in the future.

At its core, our reading program is founded on the notion that time spent reading is one of the best overall predictors of academic success for a student, even helping to overcome such factors as low socioeconomic status, which may otherwise predict lower academic performance. However, it is not simply time spent staring at pages that helps develop literacy in students; the different elements of software that we are using for our new reading program are designed to work together to provide students with texts that are within their zones of proximal development, or ZPD, a concept which indicates that a learner derives maximal benefit from engaging with materials and activities within a range that meets their individual abilities, both to problem solve independently, and, at the higher end of their ZPD, with assistance from peers and adults. With these foundational concepts in mind, the guiding purpose of our reading program is first to determine what our students' ZPDs are, then to provide them with the necessary opportunities and guidance to engage with texts at their levels.

How has this looked in practice? The implementation of the reading program has been closely tied to the introduction of new technology resources in our elementary classrooms. Beginning in September of this year, students in Grades 3 through 5 began completing their first Star Reading (SR) assessment, an adaptive reading test that provides each of them with their own ZPD scores. In Grades 4 and 5, students used their own Chromebook devices to complete the assessment, whereas Grade 3 students visit the computer lab for their reading program. Soon after the Grades 3 through 5 were up and running, Grade 1 and 2 students began to take their first SR assessments on the new iPads in their FET Language Arts classrooms. After completing the SR assessments, students connected their ZPDs to the myON Digital Library platform, where they receive reading recommendations and can access texts within their ZPD. Teachers then began organizing approximately forty minutes of independent and small-group reading time for students during regularly scheduled language arts periods as well as strongly encouraging at-home reading using the myON library.

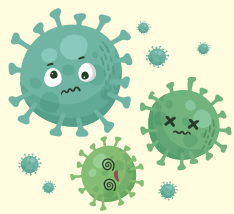


The next step was the activation of Accelerated Reader (AR) quizzes within the myON platform, which represented the final element of the reading program to be introduced. After reading books from the school library or using myON, students can earn AR points by taking reading practice quizzes linked directly through the myON platform that check their comprehension of what they have read, providing teachers additional data on student progress and accomplishment. Students have been provided with individual AR point goals for the final term of this semester based on their ZPD and are actively working towards the completion of those goals.

Looking towards the future, the reading program will continue to evolve as students and teachers grow in familiarity with the software, and time allows us to introduce new aspects. All Grade 1 through 5 students will soon take their second SR assessment, which will allow us to connect students with texts based on updated ZPDs that reflect the reading progress they have made over the last semester. This continual updating of ZPDs, and therefore reading recommendations, will continue multiple times every year throughout the students' careers at KCIS Hsinchu. Students will also begin to use AR point goals as a simpler way to complete winter and summer break reading homework.

Though it has taken a lot of work from students and faculty alike to get where we are now, there is plenty of work remaining to be done. As it is our first year with this new program, we are learning through doing, actively reflecting on how to improve our practice throughout the year as we encounter new situations and find new solutions. Teachers are all quite excited to see their students' growth in data as they complete their second SR assessment of the year, and look forward to improving the program as they learn more about their students' reading habits. We thank all our students for working so hard with us to implement this new reading program and parents for putting their trust in us for its implementation!





Post-COVID Time

E601 Jenle Sher 余仁樂

COVID-19 was found in 2019 in Wuhan, China. This was a new virus that had not been found before. It would make you sick, want to throw up, and always feel tired. COVID-19 has caused many changes to daily life in recent days.

Just like the previous year, the school life of students has been changed. Many places have announced the cancellation of exams, or they have postponed the exam until an unknown time. We all know the pandemic effects. Life as a student has completely changed.

Everyone has been affected due to the impact of COVID-19. As a result, education has completely changed. For example, e-learning and digital platforms are being used now. But without face-to-face interaction with the teachers and other students, there are many students who feel lazy and do not really focus on lessons.

I think the most difficult thing for students is that they need to stay motivated during all periods. It is harder every day to stay patient. But the good part for students is that online classes have helped them to study efficiently: internet classes save time, so students can do more things and learn in new ways.

E606 Auston Fang 方子澳

COVID-19 is a disease that was caused by the SARS-CoV-2 virus. It was first discovered in Wuhan, China, and the first case was reported on December 1st, 2019. This kind of disease was first caused by eating intermediate animals. For most people, this disease will result in people coughing or having a fever. About 5 to 8 days later, you may have shortness of breath, known as dyspnea, and it might even cause death.

The first impact on factory workers was their income being affected. This is because they didn't want to risk getting COVID or working at an unsafe workplace. Besides, many factories don't have a good ventilation system. And even worse they might just have taken unpaid leave. The second problem is that if they went to work they would not get enough sleep. This is because a lot of people got COVID or quit because of the salary becoming lower and lower, so they can't change shifts. Last but not least, some factories even shut down.

To stop incomes from getting lower, factory workers are required to be vaccinated before they want to come to work, and always wash their hands with soap. In this way, people will think it's a safe place to work, and the workers will come back and work. But if the factory is still doing badly, the bosses might increase the salary so the people will want to come. And to stop workers from not getting enough sleep, the bosses will replace the worker with machines, so people can just look at the machines if something is wrong.

COVID-19 caused factory workers to lose their income, and if they still came to work they didn't get enough rest. To solve these problems, the factories' bosses had to force them to get vaccinated and always wash their hands with soap. And to stop them getting no rest, the bosses replaced people with machines so that the workers can just check on the machines if they have any problems. But if people still don't want to come, the bosses will increase the salary so more people will want this job.

E608 Nicholas Tai 戴裕又

In 2019, COVID-19 was reported to be discovered in Wuhan, and then COVID-19 began to spread all over the world. Most people that get COVID-19 will have a fever, breathing problems, muscular aches, and partial loss of smell and taste. To prevent ourselves from getting COVID-19, our lives have had to change a lot, especially doctors.

The first problem is that doctors have less rest time. People that get COVID-19 can be damaged or hurt a lot. They need better healthcare, so they don't want to go to small clinics, but instead go to big hospitals. The effect has been that the hospitals are busier than before. Plus, in a big change from before, doctors also now need to take care of online patients. These factors mean doctors have become busier and busier. A second problem is that, if they don't have enough time to rest, their immunity to disease can decrease. Also, they spend a lot of time taking care of sick people, so they have a higher exposure and therefore risk of getting COVID-19.

In order to let doctors have more rest time, the government encourages people who get COVID to use online technology to see doctors in clinics. In this way, the doctors won't be so tired, and they will have more time to spend with their families. Second, for the purpose of improving doctors' immunization to COVID-19, the government gives doctors the priority of vaccination so they can work safer in the hospitals.

During the COVID-19 pandemic, doctors have had less rest time and their immunity has decreased. In order to solve the problems, the doctors' lives have had to change. For example, patients use online technology to see doctors in the clinics, and doctors have the priority of vaccination. Nowadays, people's lives have changed, but not just your life has changed a lot, doctors' lives have changed a lot too. In the COVID times, they are always saving people's lives. We must give a lot of thanks to them. It's because of them that we can have a better world.

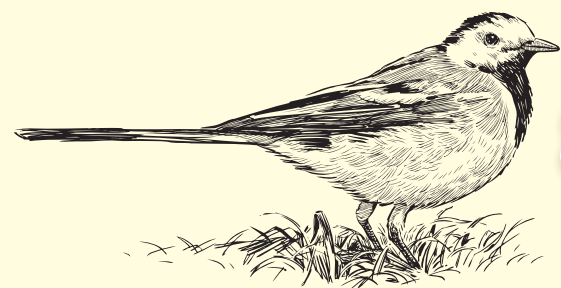
E609 Amber Wen 溫亮瑀

The COVID-19 pandemic has been caused by the SARS-CoV-2 virus. The first person that got COVID-19 was in China in November 2019. Four hundred thousand people got COVID-19 in a year and lots of people died by COVID-19. Also, lots of social groups in Taiwan have been affected by COVID-19, like restaurant owners.

There are many problems that were caused by the pandemic for restaurant owners. There were fewer customers because they thought if they went out to eat, they would get COVID-19 easily. If there are fewer customers, restaurant owners get less money. They might close their restaurant because of not having enough money to pay for the food, rent etc. Restaurant owners have had fewer customers that go to their restaurants because the customers want to eat at home. So they choose to order food online and eat at home.

Some restaurant owners have done something to fix these problems. They have worked with online food delivery companies or delivered the food by themselves to the customers to fix the problem of fewer customers. Online food delivery is a safer and simpler option for the customers, so they buy food online. Restaurants can earn money through online food orders from the customers, and that solves the problem of fewer customers and less income. If they have more online food orders, the restaurant has to deliver the food faster because the customers need to wait for the food to be delivered by the people that deliver the food. The restaurant owners need to hire more employees and buy more ingredients to cook because the customers might order a lot of food at a time, or there may be more customers who order at the same time.

It is reported that some of the restaurant owners have had fewer customers and less income, but more online orders because of COVID-19. They need to work with online food delivery companies or deliver the food themselves to fix the problem of fewer customers and less income. Also, they need to hire more employees and buy more food to fix the problem of more online food orders or more customers that use food delivery services.



校園的巡邏員 - 白鵲鴿

田園研究教師 許志遠

生態
研究員

「你看，那隻鳥好可愛喔！」在校園裡，若是你沒看過白鵲鴿（*Motacilla alba*），那就太可惜了。抬眼四處瞧瞧，便有機會發現那黑白分明的小小身影，抖著尾巴的滑稽模樣。而認真的牠，可是盡責的巡視校園每個角落呢！水滴廣場、攀爬網、攀岩牆廣場、頂樓田園區、操場……等等，這幾處孩子們喜愛的場域，也是白鵲鴿常光臨的地方，有極高的機率能與牠不期而遇。

屬於鵲鴿科的鵲鴿鳥，英文名字叫wagtail，就是擺尾的意思，因牠在地面停棲的時候，尾巴會上下擺動而得名。而校園內常見的白鵲鴿，一身黑白分明的羽色，上下擺動尾巴，走走停停、時快時慢、東張西望，行為著實俏皮有趣。



渾然活在自己小世界的白鵲鴿，每每直到我們走近觀看，牠才倏地躍起振翅，伴隨著「唧鈴—唧鈴—」的叫聲，迅速飛離而去。說個小秘密，只要在原地靜靜等候，過沒多久，牠又會出現在同個地方了。

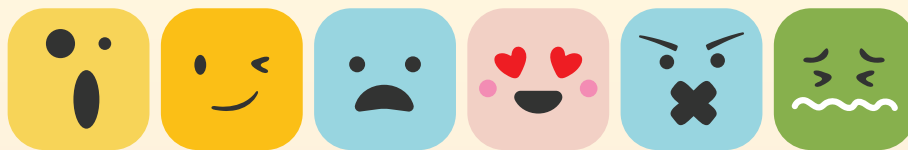
白鵲鴿還有另一個俗名，叫做「牛屎鳥」。嗚～怎麼有臭臭的感覺!? 那是因為以前鄉村都有養牛，牛糞堆總會吸引不少蟲蠅，白鵲鴿則時常流連於牛糞間補食蠅蟲，因而有了這個臭名號。

然而，有別於世俗名號，仔細觀察白鵲鴿，黑白有致、氣質婉約，可以發現牠的外貌相當高雅呢！而在康橋校園內，我們記錄到有兩隻白鵲鴿常駐，甚至還有育雛行為。下次在校園裡，如果再看到這種黑白分明的小鳥兒忘我的閒散漫步，記得放慢腳步，靜靜的觀察牠那可愛的行為，一定格外有趣。



親職教育專欄

心中的情緒寶可夢



學務處輔導組輔導教師 戴翊如



情緒管理是我們一生必修的課程，如何認識自己的情緒、管理受到情緒影響而產生的行為、同理他人的感受、並運用對的方式與他人互動，這些都是生活中不可或缺的技能之一。而提升自己的情商，不僅能在人際交友上受惠，更重要的是能讓我們調適內心，獲得平靜與快樂。

在情緒教育中，孩子們七嘴八舌的表示情緒來臨時，常常會大吼大叫、大哭、生悶氣、打人、甚至打自己，唯有用這些方法，才能夠讓自己稍微冷靜下來。然而這些行為，往往讓孩子面臨到意想不到的回應或懲處，孩子表示最常聽到：「不准哭、不能生氣、安靜、去罰站」等回應，但孩子們心中卻想著：「這些情緒都是不對的，不可以出現的，可是我就是愛生氣，被處罰就被處罰，我才不怕！」

情緒不像實體物品一樣存在，為幫助孩子更瞭解心中的波濤洶湧，我們試著將抽象的情緒具象化，利用孩子對寶可夢的喜愛，將情緒具象化為專屬於自己的寶可夢，並賦予其成為我們內心的代言人。當寶可夢在情境中出現各種情緒反應時，孩子以照顧者及第三者的立場看待，練習傾聽、理解、保護和安撫寶可夢，例如：今日被同學撞到，心裡感到很受傷或生氣，我們帶著孩子將焦點轉移到手受傷的寶可夢，一邊修復他的外表，一邊試著說說看他有什麼感覺，我們可以如何和他對話，讓他不再這麼委屈？接著選擇自己喜歡的方式，擁抱、深呼吸、尋求幫助、同理他人，讓孩子在這樣的練習過程中，平復自己的內心，更不再因為負面情緒的出現，給自己不必要的罪惡感，引導孩子看見情緒、處理情緒、放下情緒。



孩子的情緒受到照顧後，再與孩子討論情緒來襲時所做的行為。情緒和行為往往是來自於事件的因果關係，不論是發生了什麼事而有情緒，或因為情緒而做了什麼事，都可以個別進行討論。例如：「同學不小心撞到你（事件），你感到委屈、憤怒（情緒），因此撞了回去（行為）。」同理孩子在這件事情中受到的「委屈和憤怒」，而這樣的情緒是可以被理解的，但「撞回去」的行為是需要調整的。我們向孩子澄清需要修正的是行為，而非情緒裡的感覺，讓孩子不僅能夠感到被同理，也能從過程中學習同理他人，並協助孩子建立以合宜的行為表達內在情緒。

情緒是我們對人事物的情感反應，而這個反應牽涉到我們的內心是否「被接納」及「被了解」。唯有「被理解」，才能培養出健康的心理狀態。情緒讓我們的生活多采多姿，是我們的寶貝，善待自己的情緒反應，珍愛內心的寶可夢，會讓我們的的生活更為燦爛美麗。

我愛康橋親子運動會

幼兒園全體教師



Zebra Vicky

康橋運動會融入了親子共歡的元素，看著小康寶們因為在學校看到爸爸媽媽的興奮、玩樂中的歡笑、分開的失落乃至大哭，在在展現著寶貝們的純與真。而爸爸媽媽們也因為寶貝的笑容而感到滿足，這其中的牽絆與情感令人動容。康橋親子運動會，大成功!!!



Giraffe Jenny

今年的運動會有著涼爽舒適的天地，大家的心都是炙熱的，小朋友跟爸爸媽媽們無不全力以赴，在親子接力賽中拔得頭籌，實在是太刺激、太厲害了！而且我們獲得「最佳精神獎」，恭喜所有長頸鹿班的成員！

Elephant Apple

耶！大象班親師生共創了第一次的大型活動經驗，就是一同在『我愛康橋親子運動會』中，親子和樂、幸福的一起進行團康，家長為了圓孩子一個大隊接力的夢，也團結一心，一棒接一棒完成親子接力，共築一個美好的活動回憶。



Lion Enai

「我愛康橋親子運動會」，寶貝們努力的表現最好的一面給家長看，為自己爭取榮譽。親子接力賽時，孩子們為同學加油喝采，有的同學跑輸哭泣，其他寶貝會關心並給予安慰；看到爸爸媽媽跑步時，亦會全神貫注大喊：「加油、加油！」，這都是成長過程中最美好的滋養。



Penguin Maggie

孩子們表現得很好，感謝所有家長大聲的為孩子們加油打氣，因為爸爸媽媽的支持，讓大家堅持到最後，為孩子的童年回憶記上重要的一筆。企鵝班寶貝們進入教室後，雖然心中有著滿滿的情緒，但每一次活動帶給孩子們的歷練，是重要的成長養分。

Dolphin Maggie

海豚班的孩子們第一次參加康橋運動會，家長看著孩子們的隊伍井然有序走到台前，整齊又大聲的唸完隊呼，瞬間讓人覺得我們的孩子真的長大了。親子律動及接力的過程中，也看到了海豚班家長們的互相合作，令人感動！

Bear Rachel

這是棕熊班第二年參與康橋運動會，所有人盡全力參與活動和跑步。孩子們開心的與家長們同樂，綻放開心的笑顏。運動會圓滿完成，棕熊班全體師生祝康橋 生日快樂！



Rabbit Sophy

運動會整體進行地很順利，兔子班的寶貝與家長們共同參與此活動。在親子接力賽中，看到了每一位孩子盡力的往前跑，交棒給爸爸媽媽。雖然活動快結束時，有的寶貝哭泣了，但也有寶貝很勇敢的、主動跟爸爸媽媽說再見，證明我們的寶貝漸漸長大了。



Koala Mandy

GO！GO！Koala! GO！GO！Koala! 謝謝老天爺給我們一個這麼棒的天氣，讓我們可以脫下口罩，和爸爸媽媽齊聚在大操場上一起動動身體。全園相聚在一起真的好開心，我們有最棒的孩子、最棒的家長以及最棒的團隊，讓這次的活動進行得十分順利。祝康橋Happy Birthday！



Kangaroo Winnie

親子運動會增進了家長與孩子的感情，更給了孩子一個鍛鍊與展現自我的機會，在接力賽時，家長都在拍攝孩子們努力奔跑的模樣，認真努力的樣子最可愛。祝 康橋生日快樂！