

# **Meet-the-Form Teachers Session 2022**

*Partnering Parents to support the holistic  
development of our students*



## **Fern Green**

25 January 2022

Tuesday

**Softcopy of Slides would be made available on the School Website**

**<http://www.ferngreenpri.moe.edu.sg>**



# Welcome to Primary 3





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## Objectives of Session

1. To partner parents in the holistic development of our children
2. To understand the class learning environment
3. Establish clear communication between parents and teachers
4. Share strategies to help your child enjoy his/her learning and holistic development in Fern Green



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# Programme Outline

## Class Address by Form Teachers

1. Rules and Routines
2. Expectations
3. Home-School Partnership
4. Curriculum Information
5. Interdisciplinary Project Work (IPW)

# 1. Rules & Routines



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School  
Rules

- ✓ Pre-Flag Raising Activities: start from 7.30 a.m. onwards.
- ✓ Late-Coming: If your child is **not with the class by 7.30am**
- ✓ Absence from school:
  - ✓ All absences must be **accompanied by a Medical Certificate (MC)/letter**, to be submitted to FT when child returns to school.
  - ✓ If your child misses school due to reasons other than medical issues, please write a letter to inform the school in advance (at least 3 days ahead), stating clearly the reason for the absence.
- ✓ During school hours, no student is allowed to leave the classroom or school premises without permission from the teacher, vice-principal or principal. Students must be accompanied by their parents or guardians if they need to leave the school before dismissal time.

# 1. Rules & Routines

## Updated Health Protocols



### You are unwell

See a doctor.  
If you test positive,  
and your condition is:

- Mild: You will get an MC. See **2**
- Severe or at-risk:  
Doctor will refer you to MOH for recovery procedure

Isolation order will be:

- 10 days, if vaccinated
- 14 days, if unvaccinated/partially vaccinated



### You test positive, but are well or assessed to have mild symptoms

- First 72 hours: Isolate at home. No need for MC if well
- Thereafter, take ART. End isolation when negative
- If symptoms (e.g. fever, cough) worsen, see **1**



### Identified by MOH as close contact of an infected person

- On Day 1, take ART and upload results at [go.gov.sg/agsubmit](http://go.gov.sg/agsubmit)
- Continue to take ART. Go out only if negative
- If negative after Day 7, no further test needed
- If ART is positive, see **2**

## If your child is unwell...

- Any child with symptoms of infectious disease (e.g. HFMD, Chicken Pox) must stay at home until all the blisters dry up **and** the doctor certifies that the child is fit for school.
- Any child who is unwell or has a positive ART result should not report to school. He/She should follow MOH's Protocols 1 and 2 respectively.

## If your child is placed on Health Risk Warning (HRW)

- Follow MOH's Protocol 3 and ensure that he or she has a valid negative ART result before returning to school.



More information at:  
[covid.gov.sg](http://covid.gov.sg)



# 1. Rules & Routines



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## School Dismissal

If there is a change of routine...

Usual	Change of routine..	What Parents should do:
Child attends Student Care Centre (SCC)	Child does not attend SCC but is fetched by a caregiver immediately after school	Authorised caregiver to fetch the child from SCC <b>after all students have been dismissed</b>
Child takes the school bus	Child does not take the school bus but is fetched by a caregiver immediately after school	If this is a last minute decision, Parent to leave a message at the general office to pass to the teacher. <b>Please provide the correct information regarding your child's form class and name of the form teacher</b>

# 1. Rules & Routines

## Communication

- ❖ Fill up/update contact details in your child's student handbook
- ❖ Inform and update the school/FTs on change in residential address/contact number
- ❖ First Contact Point – FTs or Subject Teachers
  - ❖ When making appointments to meet the teachers:
    - ❖ Email / Text (if number shared by the teacher) teacher
    - ❖ Call the General Office (68343100) and leave a message
  - ❖ Do ensure you have received a confirmation from the teacher before coming to school



## 2. Expectations

Demonstrate Personal Responsibility by:

- ❖ **Packing the school bag & prepare for school daily**
  - ❖ Following the Timetable
  - ❖ Preparing stationery:
    - ❖ 2B Pencils, Eraser, Ruler, Colour Pencils
    - ❖ In Semester 2: Blue / Black Ink (non erasable) and Green Ink, Correction tape discouraged, though students may use sparingly during transition years
  - ❖ Preparing and packing the **right attire** for school

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	Gender	Attire to report to school	Bring along	During recess
PE lesson <b>before</b> recess	Boys	PE attire	Bermuda Shorts	Change into Bermuda Shorts
	Girls		Skirts	Put on or change into School Skirt
PE lesson <b>after</b> recess	Boys	School Polo T-Shirt with Bermuda Shorts	School PE Shorts	Change into School PE Shorts
	Girls	School Polo T-Shirt with School Skirt		Remove School Skirt or change into School PE Shorts

## 2. Expectations



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### Demonstrate Personal Responsibility by:

- ❖ Being clear of learning routines and school rules
- ❖ Organising work space in the classroom
- ❖ Taking care of their own belongings and school property
- ❖ Checking his/her own handbook for homework and forms to be signed, and other messages from Teachers to Parents

To Nurture Talents, a Passion for Learning, a Sense of Empathy and a Spirit of Adventure

Respect □ Responsibility □ Resilience □ Integrity □ Care □ Harmony



## 2. Expectations

Demonstrate Collective Responsibility & Care for others:

- ❖ Ensure that **masks** are worn correctly
- ❖ Perform daily **wipe-down** of work space and canteen space
- ❖ **Refrain from sharing** stationery and personal items
- ❖ **Refrain from talking** while eating as masks will not be worn
- ❖ Maintain a **safe distance** from others
- ❖ **Keep to fixed group seating** in classroom-based activities
- ❖ Observe **good personal hygiene**

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## 2. Expectations

### Good habits that aid learning:

- Hand in work **on time**
- Put in **effort** in completing every piece of class work
- Develop the **habit of reading** through questions and instructions **before** attempting tasks
- Develop the **habit of checking** their own work
  - Too eager to hand in ? Quality compromised (careless mistakes)
- Be **focused** during lessons
- **Participate actively** in all class activities

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## 2. Expectations

**Good habits that aid learning:**

- ❖ Support your child to persevere when faced with difficulties, and develop a set of strategies to seek help if needed



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**Should your child have difficulties completing his/her homework, encourage your child to do the following:**

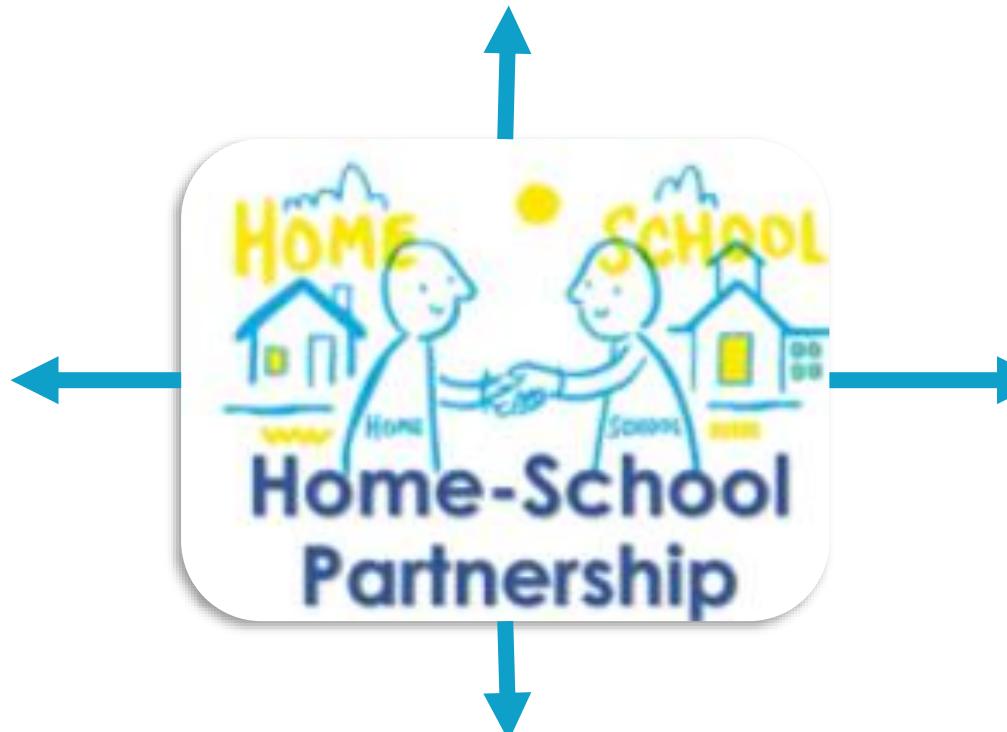
1. Check textbook
2. Check with a friend
3. See the subject teacher the next school day and seek help

### 3. Home-School Partnership

- Develop reading habit
- Establish home routines away from gadgets
- Conducive environment and support for homework

C) Guiding your child to be aware of what he/she knows and what he/she needs to do to bridge the learning gap

D) Teaching your child to respect and empathise with others and appreciate that others may hold different views



B) Enabling your child to independently manage his/her emotions and behaviour, and respond to changes as well as challenges

Receiving feedback via Progress Report / HDP Report & [Report on Learning Dispositions](#)

A) Understanding your child's strengths and interests (academic and non-academic) and personality

# 3. Home-School Partnership



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### Receiving feedback via Report on Learning Dispositions

REPORT ON LEARNING DISPOSITIONS FOR YEAR 2020, SEMESTER 2													
NAME : CLASS :	Date : 13 November 2020 Page : 1 of 1												
FORM TEACHER : CO-FORM TEACHER :	S/N :												
LEGEND													
<input type="radio"/> : Demonstrates to some extent <input checked="" type="radio"/> : Demonstrates adequately <input type="radio"/> : Demonstrates strongly <input type="radio"/> : Demonstrates very strongly													
DISPOSITION	ACTION Your child...	EL			MA			SCI			MTL		
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RESPONSIBILITY	1 listens actively to teachers and peers	<input checked="" type="checkbox"/>	<input type="checkbox"/>										
	2 completes tasks independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3 makes responsible decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JOY OF LEARNING	4 participates actively in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5 shows an interest in learning new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6 enjoys problem-solving, learning new skills or discovering new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COLLABORATIVE	7 is respectful during interactions with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8 is able to work well with others in a group learning setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OPEN-MINDEDNESS and CURIOSITY	9 is willing to try new ideas or solutions or consider other viewpoints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10 asks questions to clarify and/or to develop deeper understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESILIENCE AND GRIT	11 stays on task and focused on doing well in spite of challenges / difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12 acts on feedback positively to improve performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Note to Parents:

Dear Parents, this report shares our observations of your child's learning dispositions thus far. You may wish to have a conversation with your child about his strengths and areas that he/she can work on further. Do file this into your child's Student Portfolio. Thank you.

Form Teacher's Signature

Parent's / Guardian's Signature

**Twice a year:**  
End of Term 1  
End of Term 4

# 3. Home-School Partnership



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Receiving feedback via Report on Learning Dispositions

### LEGEND



- : Demonstrates to some extent
- : Demonstrates adequately
- : Demonstrates strongly
- : Demonstrates very strongly

DISPOSITION	ACTION Your child...	EL				MA				SCI				MTL			
		☺	☺☺	☺☺☺	☺☺☺☺	☺	☺☺	☺☺☺	☺☺☺☺	☺	☺☺	☺☺☺	☺☺☺☺	☺	☺☺	☺☺☺	☺☺☺☺
RESPONSIBILITY	1 listens actively to teachers and peers																
	2 completes tasks independently	✓								✓							
	3 makes responsible decisions																
JOY OF LEARNING	4 participates actively in class																
	5 shows an interest in learning new things									✓							
	6 enjoys problem-solving, learning new skills or discovering new ideas										✓						
COLLABORATIVE	7 is respectful during interactions with others																
	8 is able to work well with others in a group learning setting										✓				✓		
OPEN-MINDEDNESS and CURIOSITY	9 is willing to try new ideas or solutions or consider other viewpoints														✓		
	10 asks questions to clarify and/or to develop deeper understanding																✓
RESILIENCE AND GRIT	11 stays on task and focused on doing well in spite of challenges / difficulties																
	12 acts on feedback positively to improve performance																

Learning Dispositions

Basket of actions associated with the Dispositions

Based on how well the child displays the basket of actions

### 3. Home-School Partnership



Receiving feedback via Report on Learning Dispositions

- ❖ Issued with the Progress Report (T1) / HDP Report (T4)
- ❖ For **holistic feedback** of our children beyond academic outcomes
- ❖ Serves as a way to **share our observations** of your child's **learning attitudes and behaviours** in school
- ❖ Emphasize the **importance of cultivating the right learning dispositions** beyond academic grades
- ❖ Join us in:
  - ✓ **Affirming** your child's **strengths**
  - ✓ **Identifying** with them the **areas in which they can improve** on

*Emphasize to your child that the journey to improvement matters more than their starting point*



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# 4. Curriculum Matters

## Middle Primary

- Expand social awareness
- Nurture confident and active learners
- Continue to nurture a love for learning
- Build on foundations of Lower Primary for core skills and basic conceptual understanding



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# English Language (EL)



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## Desired EL Learner Outcomes

- Empathetic Communicators
- Discerning Readers
- Creative Inquirers

# Progression of Skills from P2 to P3



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Area of Language Learning	Progression of Skills
<b>Listening and Viewing</b>	<ul style="list-style-type: none"><li>• Listen and view critically by making connections between parts of texts.</li></ul>
<b>Reading and Viewing</b>	<ul style="list-style-type: none"><li>• Respond critically to and appreciate implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies.</li><li>• Make connections to integrate meaning in texts, and demonstrating awareness of how writers' style can influence meaning.</li></ul>
<b>Speaking and Representing</b>	<ul style="list-style-type: none"><li>• Pay increasing attention to producing texts that recount, entertain, instruct and respond.</li></ul>
<b>Writing and Representing</b>	<ul style="list-style-type: none"><li>• Apply skills for idea generation, selection, organisation, development, expression and revision so as to address the writer's purpose, needs of the audience, context and culture in writing and representing.</li></ul>

# Progression of Skills from P2 to P3



Area of Language Learning	Progression of Skills
<b>Grammar</b>	<ul style="list-style-type: none"><li>• Use cohesive devices and grammatical structures to create links across different clauses, sentences and paragraphs.</li><li>• Identify and apply knowledge of language features in different types of texts during speaking, writing and representing.</li><li>• Recognise how the purposeful use of language shapes meaning in texts.</li><li>• Use metalanguage to talk about how language works at the text level and during editing and self-correction.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>• Develop and strengthen vocabulary knowledge, and take an active role in learning new vocabulary items.</li></ul>



## EL Curriculum

- STELLAR (**S**Trategies for English Language Learning **A**nd **R**eading)
- IPW (Interdisciplinary Project Work)
- Extensive Reading Programme



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## Resources

- English Language Booklets
- Spelling & Dictation Exercise Book
- Book Talk Exercise Book
- Practice Papers

# Assessments



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<b>Formative Assessments</b>	- Performance tasks - Rubrics and checklists - Self-assessments - Peer assessments	
<b>Non-weighted Class Test (0%)</b>	Term 1	<ul style="list-style-type: none"><li>▪ Language Use (Grammar, Vocabulary and Sentence Combining)</li></ul>
<b>Weighted Class Test (15%)</b>	Term 2	<ul style="list-style-type: none"><li>▪ Language Use</li><li>▪ (Grammar, Vocabulary and Sentence Combining)</li></ul>
<b>Weighted Class Test (15%)</b>	Term 3	<ul style="list-style-type: none"><li>▪ Language Use &amp; Comprehension (Grammar, Sentence Combining &amp; Comprehension)</li></ul>
<b>Weighted End-of-Year Assessment (70%)</b>	Term 4	<ul style="list-style-type: none"><li>▪ Continuous Writing</li><li>▪ Language Use &amp; Comprehension</li><li>▪ Listening Comprehension</li><li>▪ Oral (Reading Aloud &amp; Stimulus-based Conversation)</li></ul>



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## EL Support Programmes

- SDR (School-based Dyslexia Remediation)
- RRP (Reading Remediation Programme)
- Remedial Lessons



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# Mathematics

# Primary 3 Math Syllabus



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Numbers To 10 000  
Addition And Subtraction Within 10 000  
Multiplication And Division  
Money  
Length  
Mass  
Volume  
Bar Graphs  
Fractions  
Time  
Angles  
Perpendicular And Parallel Lines  
Area And Perimeter

# Mathematics Books and Files



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- Targeting Mathematics 3A and 3B
  - *parents can refer to these books to reinforce concepts at home*
- Workbooks 3A and 3B
- Topical Reviews
- Heuristics Worksheets (Teacher Created)
- Blue File (Ring)
  - *filing of worksheets from workbooks by Chapters. Parent's signatures are required on the first page of every chapter.*
- Maths Exercise Book
  - *for notetaking, reflection and journal writing practices*

# **Mathematics Non-Weighted & Weighted Assessments**



## **Fern Green**

P3	Term 1	Term 2	Term 3	Term 4
Class Tests 1, 2 & 3	✓ 0%	✓ 15%	✓ 15%	
End Of Year Assessment				✓ 70%

## **Mathematics Formative Assessment (Non-weighted Assessments)**

P3	Term 1	Term 2	Term 3	Term 4
Heuristics FA	✓	✓	✓	✓
Problem-Based Learning			✓	



# Sample Format of Class Tests 1

Section A (MCQ)	Section B (SAQ)	Section C (LAQ)
16 Questions		2 Questions
24 marks		6 marks
	Duration : 50 min	
	Term 1 W8	

# Sample Format of End-Of-Year Assessment



Section A MCQ (25 m)	Section B SAQ (35 m)	Section C LAQ (20 m)
4 Questions (5 m)	4 Questions (5 m)	6 Questions (20 m)
10 Questions (20 m)	16 Questions (30 m)	
<p>Total marks : 80 m Duration : 1 h 45 min</p>		

# Heuristics...



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- are methods and strategies that help us deal with difficult problems or problems we are unfamiliar with
- enable us to find solutions with less time and effort as compared to when we use algorithms to find solutions
- help us discover and invent solutions to solve problems

# *Look For Patterns*

Find the sum of the seven numbers.

11

12

13

14

16

18

19

## **Guess and Check**

There are 8 cars and motorcycles in a carpark.

Cars have 4 wheels and motorcycles have 2 wheels.

There are 26 wheels altogether.

How many cars are there in the carpark?

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Polya's Four Step in Problem Solving



# Examples of P3 Heuristics



- Look For Patterns
- Guess and Check
- Work Backwards
- Make A List
- Use a diagram
- Model Drawing



# Koobits

Koobits is a popular online Mathematics learning portal that helps students become proficient at problem solving and master mathematical concepts independently. The platform is popular among students and motivates them to become self-directed learners.

- Self Practice
- Homework
- Mock exams
- Quick tests
- Daily activities and peer interactions to learn maths
- Earn points and win prizes



Please encourage your child to log in daily for the daily challenges!



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# Science



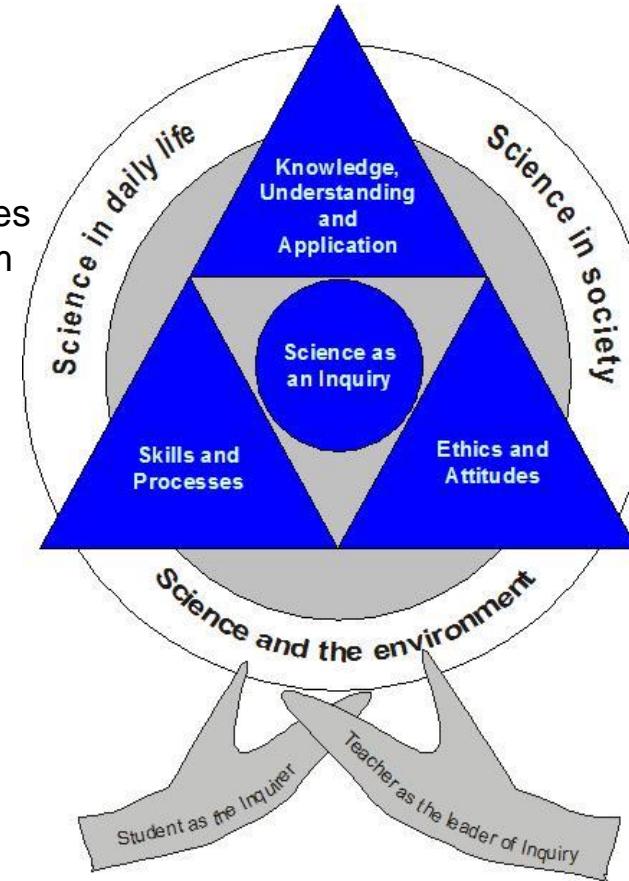
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*Through the use of Inquiry Approach, your child will ...*

## Learn **basic concepts**

to understand themselves and things around them

**Develop** scientific   
**Skills** to inquire things and phenomena around them



**Cultivate** mental attitudes in Scientific inquiry

Have learning experiences which build on **interest** and stimulate **curiosity**

**Teachers are guided by the Science Curriculum Framework by MOE**

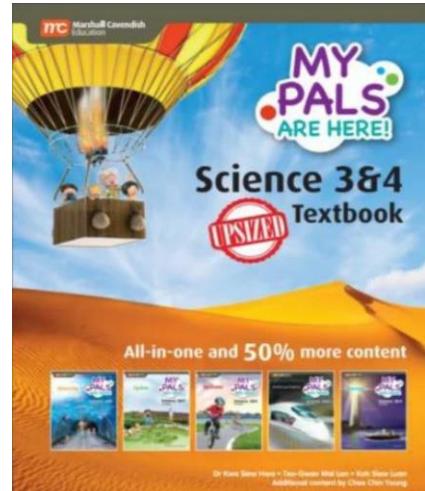
# Fern Green



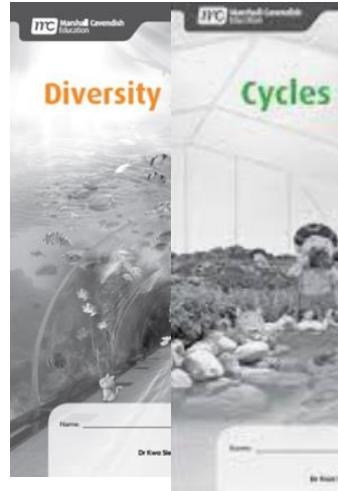
## What will be covered in Primary 3?

Themes	Lower Block (P3)
Diversity (Terms 1 - 2)	<ul style="list-style-type: none"><li>Diversity of living and non-living things</li><li>(General characteristics and classification) □</li><li>Diversity of materials</li></ul>
Cycles (Terms 2 - 3)	<ul style="list-style-type: none"><li>Cycles in plants and animals (Life cycles)</li></ul>
Interactions (Terms 3 - 4)	<ul style="list-style-type: none"><li>Interaction of forces (Magnets)</li></ul>

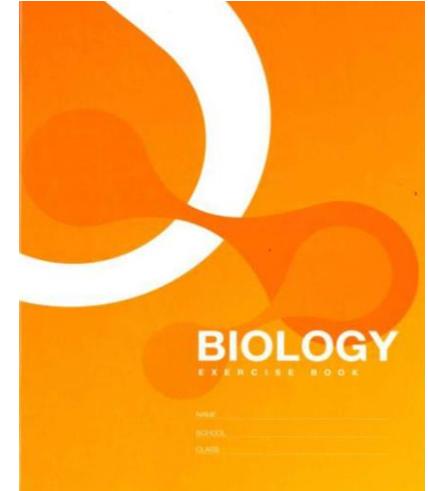
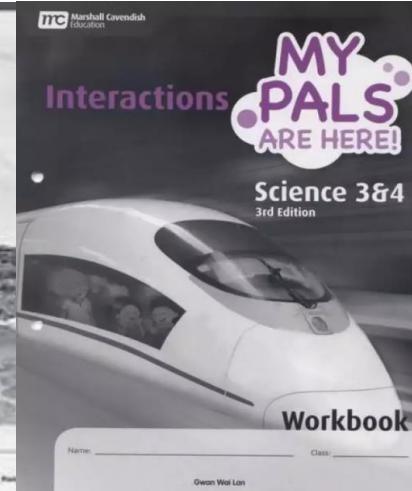
## What does your child need to have for Science lessons?



All-in-one Textbook  
(to be used in P3 & P4)



3 Workbooks (3 Themes)



Science Journal



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## ***How is your child assessed?***

### ***Formative Assessment (Day-to-day assessment)***

- Teacher's observation of students during classroom questioning & hands-on experiments
- Teacher's marking (workbooks and class activity sheets)
- Use of whiteboard
- Reflection
- Science Journal
- Topical worksheets
- SLS assignments

### ***Summative Assessment (Termly assessment)***

Term 1	Term 2	Term 3	Term 4
Class Test	Class Test	Class Test	End-of-Year Assessment
0%	15%	15%	70%



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## Reference on Learning outcomes in 2014 Science (Primary) Syllabus

Science Syllabus Primary	Learning Outcomes		
	Knowledge, Understanding and Application	Skills and Processes	Ethics and Attitudes
	Diversity of Living and Non-Living Things (P3 and P4)		
<p>Implementation starting with 2014 Primary Three Cohort</p> <p> Ministry of Education SINGAPORE</p>	<ul style="list-style-type: none"><li>*Describe the characteristics of living things.<ul style="list-style-type: none"><li>- need water, food and air to survive</li><li>- grow, respond and reproduce</li></ul></li><li>*Recognise some broad groups of living things.<ul style="list-style-type: none"><li>- plants (flowering, non-flowering)</li><li>- animals (amphibians, birds, fish, insects, mammals, reptiles)</li><li>- fungi (mould, mushroom, yeast)</li><li>- bacteria</li></ul></li></ul>	<ul style="list-style-type: none"><li>*Observe a variety of living and non-living things and infer differences between them.</li><li>*Classify living things into broad groups (in plants and animals) based on similarities and differences of common observable characteristics.</li></ul>	<ul style="list-style-type: none"><li>*Show curiosity in exploring the surrounding living and non-living things by asking questions.</li><li>*Value individual effort and team work by respecting different perspectives.</li></ul>

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## Parents to note :

1. As the Science Syllabus in lower block are linked to upper block, you are encouraged to keep their Textbook and Workbooks for reference and revision till your child moves up to Primary 6.
2. Useful link for parents <https://www.schoolbag.sg>
  - Schoolbag.sg is an online publication by the Ministry of Education, Singapore. It provide parents, educators and the general public with education news, school features and tips.

☞ search

**SCHOOLBAG**  
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

Home > [Helping Your Child to Enjoy Science](#)

Helping Your Child to Enjoy Science  
22 JUN 2016



**SCHOOLBAG**  
THE EDUCATION NEWS SITE

HOME EDUCATION FEATURES TEACHERS' DIGEST MULTIMEDIA FAQ

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Learning Science through Stories  
18 OCT 2016



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Home > [Exploring Science Outdoors with Your Child](#)

Exploring Science Outdoors with Your Child  
30 MAY 2017





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# Mother Tongue Languages

# Teaching and Learning of MTL

## Objectives:

### a. Communication

- valuable skill for life and work
- proficiency and ability to communicate in English and MTL gives Singaporeans a competitive edge.

### b. Culture

- enables our students to understand and develop their unique identity through a deeper appreciation of culture, traditions, literature and history
- critical base to preserve the transmission of cultural values and traditions associated with each MTL in our society.

### c. Connection

- enables students to connect with communities across Asia and the people who speak that language or share that culture.

# Books and items for MTL lessons (CL)

1. Writing book
2. Activity book
3. Spelling list
4. Learning portfolio
5. Yellow file
6. Small Readers
7. Zhishihuabao magazine

(a) Assessment by family member

(b) Tips for learning Chinese Characters

丰原小学  
学习档案—第三课(A)

姓名: \_\_\_\_\_ 班级: P3( ) / CL( )  
日期: \_\_\_\_\_

词语高手!

词语: 水壶 带子 盖子 吸管

图画: (Illustrations of a water bottle, a belt, a lid, and a straw)

我自己说  我说给伙伴听  我说给家人听

会说物品的名称,就在相应的格子中打勾(√)。

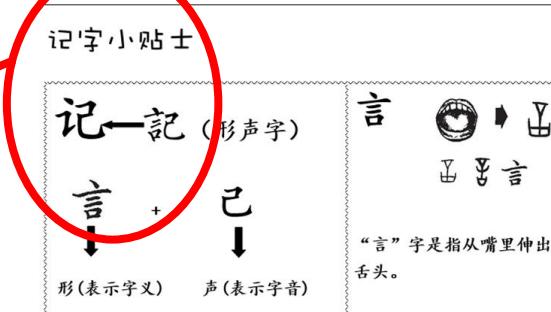
伙伴的姓名: \_\_\_\_\_

词语	图画	我自己说	我说给伙伴听	我说给家人听
1. 水壶		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. 带子		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 盖子		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. 吸管		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



听写 (一) (第一课) 日期: \_\_\_\_\_

1. 实现 shí xiān 2. 读书 dù shū  
3. 样子 yàng zǐ 4. 每一件事 měi yì jiàn shì  
5. 记在心里 jì zài lòng  
6. 姐姐总是说她要当老师。  
7. 你只要天天练习,就能跑得更快。  
8. 只要你好好努力,就能学得更好。  
9. 我想成为歌手,把欢乐带给大家。



# Books and items for MTL lessons (ML)

1. Textbook
2. Activity book
3. Spelling list
4. Learning portfolio
5. Yellow file
6. Small Readers
  - (a)Assessment by family member

Perkataan	Kendiri ↔ Atom	Rakan		Ibu bapa	
		Baca	Faham	Baca	Baca
1. wajah		✓	✓	✓	✓
2. peristiwa					
3. tekun					
4. mencapai					
5. sendirian					
6. perihal					
6. ciri-ciri					
7. tergesa-gesa					
8. terbayang-bayang					

(b) Example of spelling list for ML.



**Nota untuk Waris:**

- Murid-murid dari Kumpulan 1 dan Kumpulan 2 akan diuji KESEMUA perkataan.
- Hanya perkataan yang akan diuji. **Bukan ayat.**

**IMLAK**

- Kumpulan 1: Murid akan diuji Imlak 1.
- Kumpulan 2: Murid akan diuji Imlak 2.

**Unit 1: Kembali ke Sekolah**

**Tarikh Ejaan: 22 Januari 2021**

1. Zaid rindu melihat **wajah** rakan-rakan sekolah yang dia tidak jumpa selama sebulan.
2. Ayah **tergesa-gesa** keluar dari rumah kerana terlewat ke tempat kerja.
3. Adi terlewat ke sekolah pada hari ini kerana **jalan raya** sesak dengan kenderaan.
4. Zaid bangun awal untuk bersiap kerana tidak mahu **lewat** ke sekolah.
5. Cikgu Hamdi mengingatkan murid-murid untuk **beratur** setelah turun dari bas sekolah.
6. Guru Sains Zaid sedang menerangkan **perihal** tumbuh-tumbuhan di kelas Sains.

**Imlak**

1. Zaid masih teringat akan **peristiwa** yang dicatat di dalam diari.
2. Ibu mengingatkan saya supaya jangan menaiki lif **sendirian** kerana ia berbahaya.

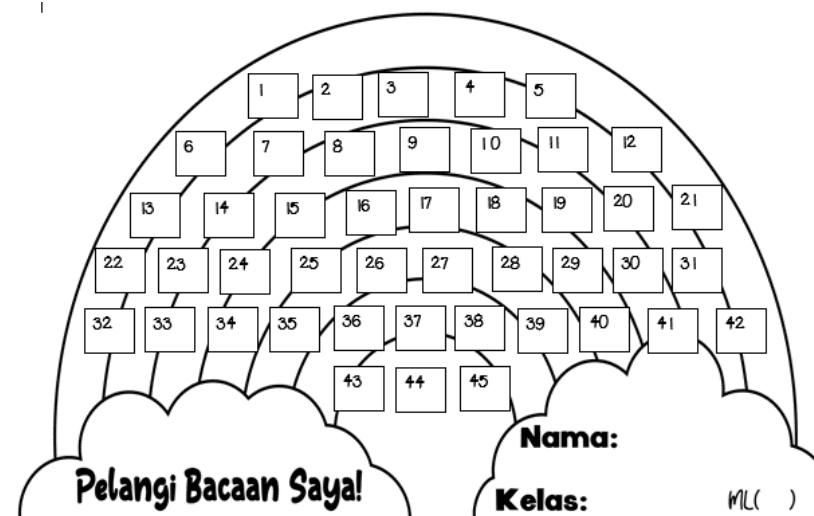
# Reading Programme

- Reading is a complex interactive activity which combines lexical skills and text processing skills read by a child. (Rumelhart, 1977).
- Benefits of reading includes the learning of new vocabulary, improving of grammar, speaking and listening, and critical thinking skills.

Critical Thinking in Reading Package



Individual Reading Chart in MTL classroom



# Reading Programme (CL)

## Book reading record



我读了... ...

No.	书目	开始日期	结束日期
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			

## Package for Critical thinking in reading



姓名: \_\_\_\_\_ 班级: \_\_\_\_\_

我很想跟故事里的  
这个人物做朋友

书名: 《\_\_\_\_\_》

他是谁?



为什么你想和他做朋友?

Higher Order  
Thinking

# Reading Programme (ML)

## Book reading record

Nama : _____	~ Log Bacaan Saya ~ Kelas: 3 _____ ML( )		
No	Tajuk	Penulis	
1		😊😊	
2		😊😊	
3		😊😊	
4		😊😊	
5		😊😊	
6		😊😊	
7		😊😊	
8		😊😊	
9		😊😊	
10		😊😊	
11		😊😊	



## Package for Critical thinking in reading

### Menilai Watak

Tajuk : \_\_\_\_\_

Penulis : \_\_\_\_\_

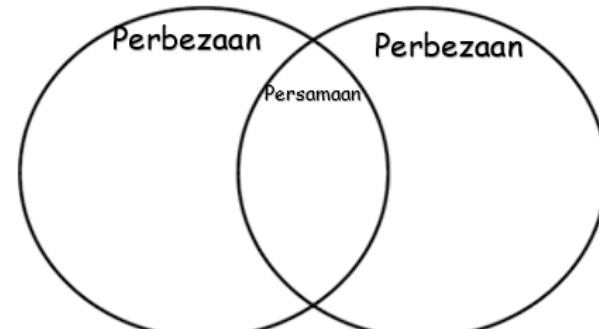
Pilih 2 watak dari buku yang kamu baca itu.  
Kemudian, buat persamaan dan perbezaan melalui  
kedua-dua watak di dalam cerita itu.



Watak 1: \_\_\_\_\_



Watak 2: \_\_\_\_\_



Pada awalnya... Kini...

Tajuk : \_\_\_\_\_

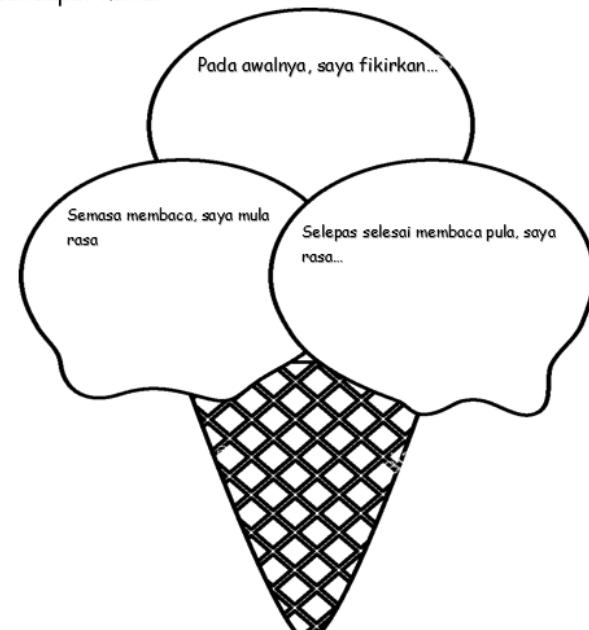
Penulis : \_\_\_\_\_

Pendapat kamu akan berubah **sebelum, semasa** dan **selepas** kamu membaca cerita itu. Cuba terangkan perbezaan pendapat kamu.

Pada awalnya, saya fikirkan...

Semasa membaca, saya mula rasa

Selepas selesai membaca pula, saya rasa...



# Roles of parents

- Foster an environment that encourages learning and speaking of the Mother Tongue Language
- Be present with your children when they browse the MOE website
- Listen to your children when they read the text
- Encourage reading
- Tell them stories
- Supervise them :
  - Checking of student handbook
  - Packing of school bag
  - Completing of homework



# Digital resources

1. Cekap/Xuele/Thimta : <https://www.mtl.moe.edu.sg/ecekap/>
2. SLS (Student Learning Space)

The screenshot shows a web browser window for the Singapore Student Learning Space (SLS). The title bar reads "SLS Student Learning Space". The address bar shows the URL <https://vle.learning.moe.edu.sg/login>. The main content area displays the SLS logo, which consists of the words "SINGAPORE STUDENT LEARNING SPACE" arranged in a grid. The letters are in different colors: S (grey), I (grey), N (grey), G (grey), A (grey), P (grey), O (grey), R (red), E (blue), D (red), N (blue), T (blue), L (red), E (blue), A (blue), R (blue), N (blue), I (blue), N (blue), S (yellow), P (grey), A (grey), C (yellow), S (grey). Below the logo, the text "LEARN ANYTIME, ANYWHERE, AT ANY PACE" is visible. The login form includes fields for "Username" and "Password", and buttons for "FORGOT PASSWORD" and "LOGIN". At the bottom of the page, there are links for "Technical Support", "Login Troubleshooting", "Terms of Use", and "Privacy Statement", along with a copyright notice: "Copyright © 2019 Ministry of Education, Singapore. All rights reserved." The status bar at the bottom of the browser shows various icons and the time "8:40 PM 1/2/2019".

# Formative Assessment

Objective: To understand students' level of mastery and make instructional decisions

Mode of assessment	Frequency
Learning portfolio	On-going
Quiz	Once every term From Term 2 onwards)
1. Oral, 2. Listening Comprehension 3. Composition 4. Language paper	At the end of Term 4

# End of Year Exams

Components of the Exams:

- Listening comprehension,
- Oral
- Composition
- Language use and comprehension



Fern Green

## Upcoming Workshops for Parents in March and April !

*Learn MORE about the English Language, Mathematics, Science and Mother Tongue Languages curriculum, assessments and strategies during the workshops.*

*Details about the workshops will be given to parents via PG soon!*



Fern Green

# FGPS Overall P3 Assessment Plan 2021

Term 1	Term 2	Term 3	Term 4
Class Tests (0%)	Class Tests (15%)	Class Tests (15%)	End-of-Year Assessments (70%)



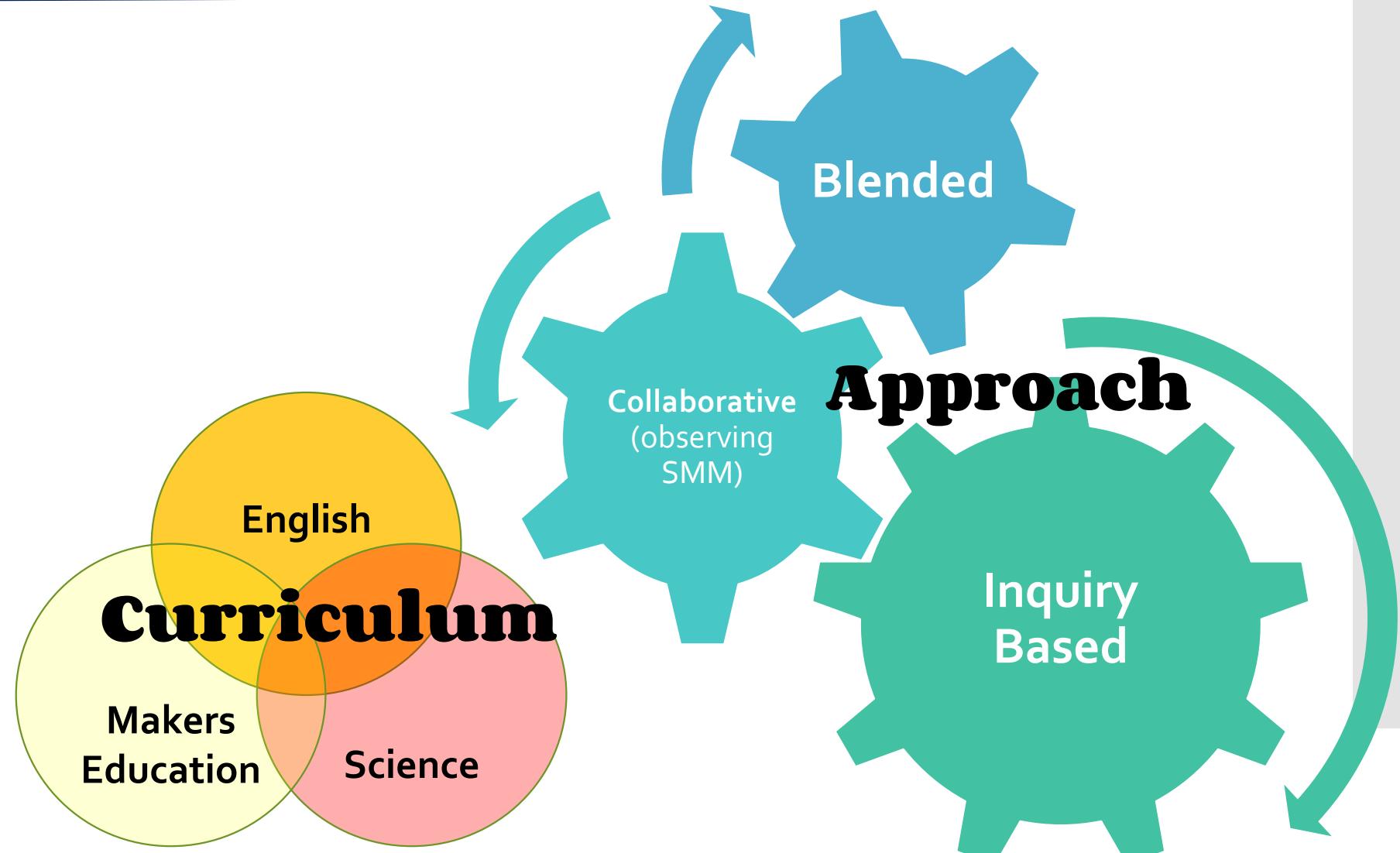
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**P3**  
**Interdisciplinari  
y Project Work  
(IPW)**

Conservation and Biodiversity



*Raise awareness of the plight of endangered animals & understand existing efforts to safeguard these species*



**Before we  
end...**



**Fern Green**



## Successful School-Home Partnership

Our belief about partnership with parents:

- ✓ Students succeed when School and Parents work hand in hand to support Students in learning self-management skills, taking responsibility and building resilience.
- ✓ Mutual respect and trust form the strong foundation for positive engagement between School and Parents.



Fern Green



To Nurture Talents, a Passion for Learning, a Sense of Empathy and a Spirit of Adventure

-----  
Respect, Responsibility, Resilience, Integrity, Care, Harmony

