

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 1



Fern Green

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

Respect • Responsibility • Resilience • Integrity • Care • Harmony





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 her learning and holistic development in Fern Green



Fern Green

Programme Outline

Class Address by Form Teachers

3.00pm - 4.30pm

1. Rules and Routines
2. Expectations
3. Home-School Partnership
4. Curriculum Information

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

Respect • Responsibility • Resilience • Integrity • Care • Harmony



1. Rules & Routines



Fern Green 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
- 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 he/she has a valid negative ART result before going to school.



More information at:
covid.gov.sg



1. Rules & Routines



Fern Green

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 after all students have been dismissed |
| 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. Please provide the correct information regarding your child's form class and name of the form teacher |

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
- ❖ First Contact Point - FTs or Subject Teachers
 - ❖ When making appointments to meet the teachers:
 - ❖ Email / Text (if phone number is 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
 - *Note the importance of choosing an appropriate school bag
 - Follow the Timetable
 - Preparing stationery (Pencil, Eraser, Ruler, Colour Pencils)
- ❖ 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

Fern Green



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

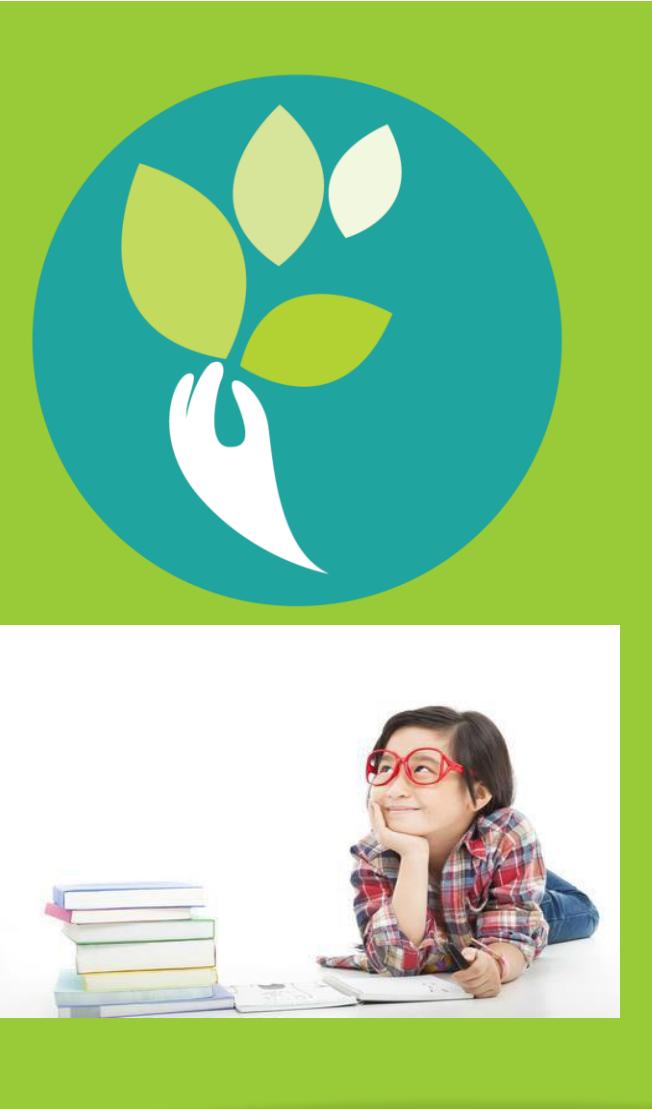
Fern Green



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



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



Fern Green



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



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

3. Home-School Partnership



Fern Green



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 | | Your child... | | | | | | | | | | | |
| <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 | 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.

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

Form Teacher's Signature

Parent's / Guardian's Signature

3. Home-School Partnership



Fern Green



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
- ❖ Emphasizes the **importance of cultivating the right learning dispositions** beyond academic grades
- ❖ Join us in:
 - ✓ **Affirming** your child's **strengths**
 - ✓ **Identifying** with your child the **areas in which he/she can improve on**

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

AIMS OF PRIMARY EDUCATION



Fern Green

- Lay a **strong foundation**
- Nurture **well-rounded individuals** and **passionate lifelong learners**
- Prepare the child for the **future**



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

Respect • Responsibility • Resilience • Integrity • Care • Harmony



Fern Green

WE WANT OUR CHILDREN TO BE

- Confident
- Self-directed learners
- Active contributors
- Concerned citizens



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





English Language



Fern Green

Desired EL Learner Outcomes

- Empathetic communicators
- Discerning readers
- Creative inquirers



| Learning Outcomes | |
|-------------------|--|
| 1 | Listen attentively and follow simple instructions. |
| 2 | Speak clearly to express their thoughts, feelings and ideas. |
| 3 | Follow communication etiquette rules such as taking turns, and using appropriate eye contact and volume in conversations or discussions. |
| 4 | Demonstrate basic word recognition skills (e.g. know the letters of the alphabet; able to pronounce words accurately). |
| 5 | Read aloud Primary 1 texts (e.g. STELLAR texts) with accuracy, fluency and expression. |
| 6 | Understand Primary 1 texts (e.g. STELLAR texts) and are able to identify simple aspects of fiction (e.g. main characters and setting). |
| 7 | Demonstrate writing readiness and handwriting skills such as letter formation, placement, sizing and spacing. |
| 8 | Write a simple paragraph of at least 3 sentences to recount appropriately sequenced events. |



Fern Green

English Language Curriculum

- STELLAR (STrategies for English Language Learning And Reading)
- Inquiry-based Learning Lessons
- Extensive Reading Programme



Fern Green

English Language Resources

- English Language (EL) booklets
- Writer in Action booklets
- Spelling book
- Student Learning Space (SLS)



Fern Green

English Language Assessment Structure

Non-weighted Formative Assessments

- Bite- sized
- Performance tasks
- Paper-and-pencil tests
- Holistic observations
- Qualitative feedback



Fern Green

English Language Support Programme

Learning Support Programme

- For students who need additional help with English Language
- Focuses on developing basic literacy skills



Fern Green

Mathematics



Fern Green

Mathematics Books and Files

Primary Mathematics Textbooks

1A and 1B

Primary Mathematics Practice Books

1A and 1B

Topical Reviews (from Term 2)

Blue File (Ring)

Maths Exercise Book

Primary 1 - Mathematics



Fern Green

| | Learning Outcomes |
|---|---|
| 1 | Understand numbers up to hundred. |
| 2 | Understand addition and subtraction. |
| 3 | Add and subtract numbers. |
| 4 | Understand multiplication and division. |
| 5 | Identify, name, describe and sort shapes. |
| 6 | Tell time to 5 minutes. |
| 7 | Measure and compare lengths of objects. |
| 8 | Read and interpret picture graphs. |



Mathematics

Formative Assessment

| P ₁ | Term 1 | Term 2 | Term 3 | Term 4 |
|------------------------|-----------|-----------|-----------|-----------|
| Journal Writing | | ✓ | ✓ | ✓ |
| Problem-Based Learning | | | ✓ | |

Journal Writing

The more students communicate their mathematical thinking process, the greater their understanding of Math

Fern Green





Math Journal Sentence Starters

- ⊕ I solved the problem by...
- ⊕ The first step to solve the problem was...
- ⊕ I can check my answer by...
- ⊕ I know my answer is correct because...
- ⊕ The strategy I used was...
- ⊕ Another strategy would be to...
- ⊕ I know this because...
- ⊕ I discovered that...
- ⊕ I learned that...
- ⊕ I wonder...
- ⊕ The best way to solve this problem would be to...

Math
+ - × ÷



Fern Green

Sample Journal Writing

Mary wrote the equation in her Maths Workbook.

$$\boxed{12} \quad - \quad \boxed{5} \quad = \quad \boxed{9}$$

The equation is _____ (correct / wrong).

I know this because...

$$\boxed{12} \quad - \quad \boxed{5} \quad = \quad \boxed{\quad}$$

The strategy I used was Counting back/ Subtracting from the ten.

You may draw or show your working in the space below.



Learning Experiences – Learning By Doing

- allow students to create answers or products to demonstrate knowledge or skills
- are engaging, requiring the application of skills and knowledge learned

Students to demonstrate the mathematical concepts, skills and understanding through the use of manipulatives.
Examples of manipulatives – beads, counting cubes, base ten sets.

Sample Problem-based Learning

Task

Auntie Sue sells noodles in the school canteen.

During recess, many students ordered noodles from her.

At the end of recess, she wanted to know the total number of bowls she had sold.

How can she find out?

Students will think, question and reason on how to solve the problem mathematically in groups.

Rubrics will be used to assess the students' learning.

Students will perform self and group reflections.



Fern Green

Class Level Assessments

- Starting from Term 2
- Learning outcomes
- Monitor students' learning
- Inform teachers about the students' learning progress
- Provide feedback to parents about their child's progress and development.

Fern Green





Fern Green

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.

Teacher's Expectations

- 1) Actively participate in class activity
- 2) Hand in homework punctually
- 3) Take pride in the written work by completing it in neat handwriting.
- 4) Learn the words in spelling list (a few words a day)
- 5) Try their very best to communicate in the respective MT languages.

Fern Green



Books and items for CL lessons

1. Textbook
 2. Writing book
 3. Activity book
 4. Small readers
 5. Spelling list
 6. Learning portfolio
 7. Yellow file
 8. Hao Peng You magazine
- Assessment by family member**

The image shows three main components related to Chinese Language (CL) lessons:

- Top Right:** A colorful children's magazine titled "Hao Peng You" (好朋友) featuring cartoon animals and text in Chinese.
- Middle Left:** A worksheet titled "丰原小学 学习档案—第十七课(A)" (Feng Yuan Primary School Learning Record—Lesson 17(A)). It includes fields for name, class, date, and partner's name. Below is a section titled "词语高手!" (Word Master!) with four items for assessment. A red arrow points from the word "国旗" (guó qí) in item 3 to the "我说给家人听" (I say it to my family) column, which is circled in red.
- Bottom Right:** A "一年级 华文听写表" (Grade 1 Chinese Listening and Writing Form) with a cloud-like border. It has fields for name, class, and features illustrations of children at school.

Books and items for ML lessons

1. Textbook
2. Activity book
3. Spelling list
4. Learning portfolio
5. Yellow file
6. Small readers

**Assessment
by family
member**

**Ibu bapa boleh menguji anak anda untuk menerangkan tentang kosa kata yang telah diajar oleh guru.

| No. | Perkataan | Kendiri | Guru | Ibu bapa |
|-----|-----------|---------|--------|----------|
| | | Baca ✓ | Baca ✓ | Baca ✓ |
| 1 | gam | | | |
| 2 | buku | | | |
| 3 | guru | | | |
| 4 | foto | | | |
| 5 | murid | | | |
| 6 | sekolah | | | |
| 7 | padang | | | |
| 8 | uniform | | | |
| 9 | gunting | | | |

(b) Example of topical worksheets for ML



Sekolah Rendah Fern Green
Lembaran Pembelajaran Darjah 2
Unit I : Peraturan Sekolah

| Latihan | Pintar Bahasa | Halaman |
|----------------------------------|---------------|---------|
| 1 Kosa Kata* | 2 3 | |
| 2 Kata Nama | 4 | |
| 3 Imbuhan '-an' * | 5 6 7 | |
| 4 Frasa * | 8 | |
| 5 Susun perkataan menjadi ayat * | 9 10 | |
| 6 Kata Hubung | 11 | |
| 7 Kefahaman Objektif | 12 13 | |
| 8 Kefahaman Mendengar | 14 | |

Catatan Guru:

Nama : _____
Kelas: _____ (2ML____)
Tandatangan Ibu Bapa / Waris: _____

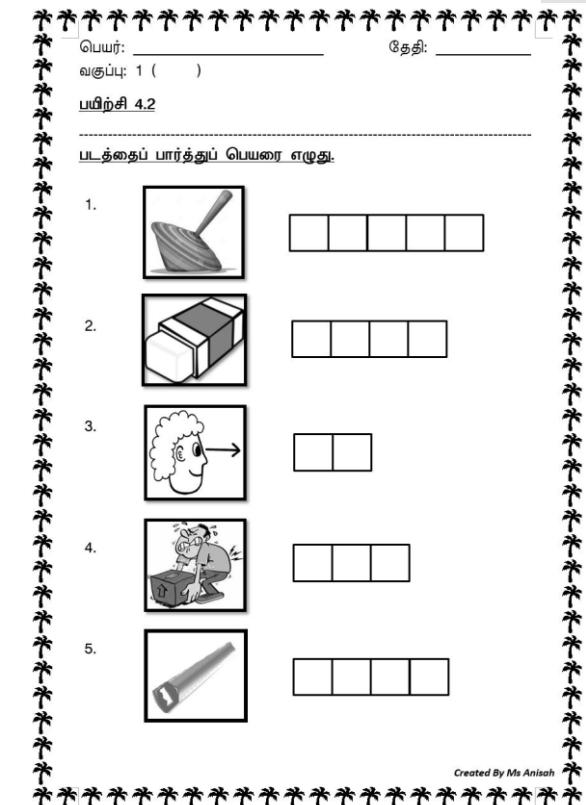
Books and items for TL lessons

1. Textbook
2. Activity book
3. Handwriting book
4. Spelling list
5. Learning portfolio
6. Yellow file
7. Small readers

**Assessment
by family
member**



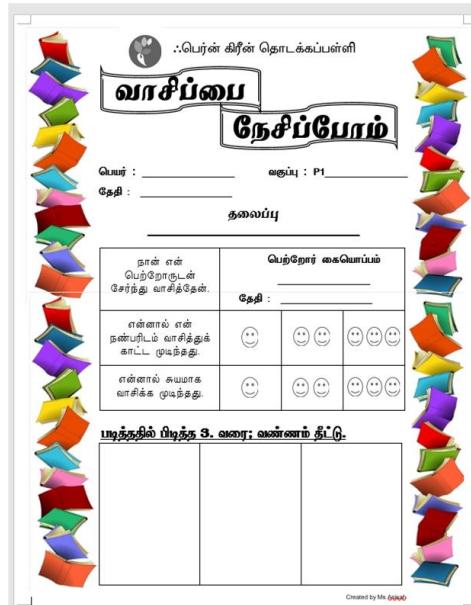
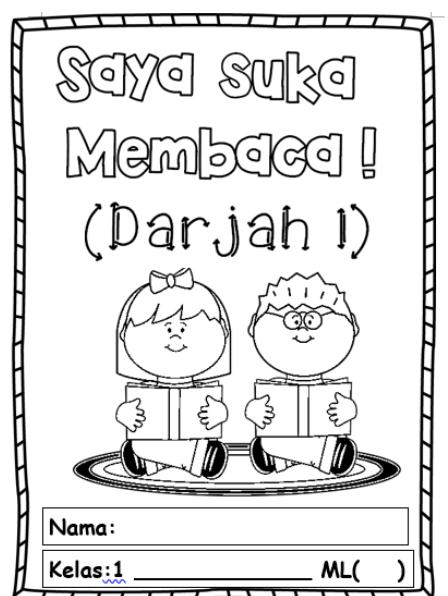
**(b) Example of
topical worksheets
for TL**



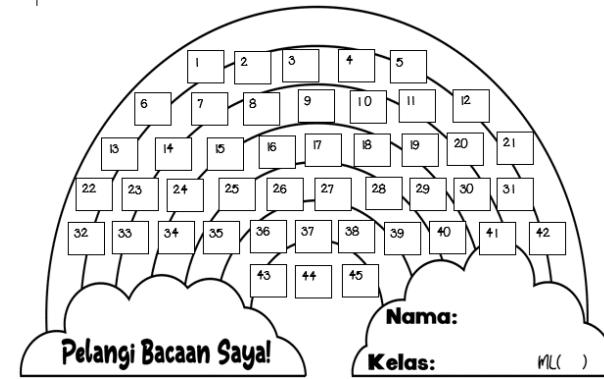
Reading Programme

- 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



Reading Programme (CL)



Fern Green

Higher Order
Thinking

Critical thinking in Reading Package



老师好介绍！

| | |
|----|-----------|
| 书名 | 《 _____ 》 |
| 作者 | _____ |

画出故事中的主要人物：
zhǔ yào

涂一涂颜色：

从这个人物身上，我学会的 jià zhí guān 价值观：



zé rèsèn

Responsibility

zūn jìng

Respect

jiān yì bù qū

Resilience

其他

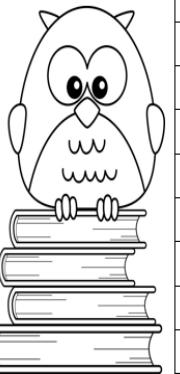
Reading Programme (ML)

Book reading record

Nama : _____ Kelas : _____

~Log Bacaan Saya~

| No | Tajuk | Penulis |
|----|-------|---------|
| 1 | | 😊😊 |
| 2 | | 😊😊 |
| 3 | | 😊😊 |
| 4 | | 😊😊 |
| 5 | | 😊😊 |
| 6 | | 😊😊 |
| 7 | | 😊😊 |
| 8 | | 😊😊 |
| 9 | | 😊😊 |



Package for Critical thinking in reading

Nama : _____ Kelas : _____ ML ()

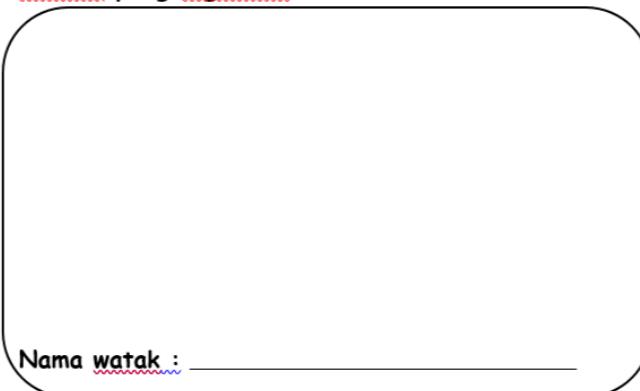
Saya gemar watak ini..

Tajuk Buku : _____

Penulis : _____

Ilustrasi : _____

Watak yang digemari:



Nama watak : _____

Saya gemar watak ini kerana :

| | | | |
|-----------|--|-------|--|
| baik hati | | rajin | |
|-----------|--|-------|--|

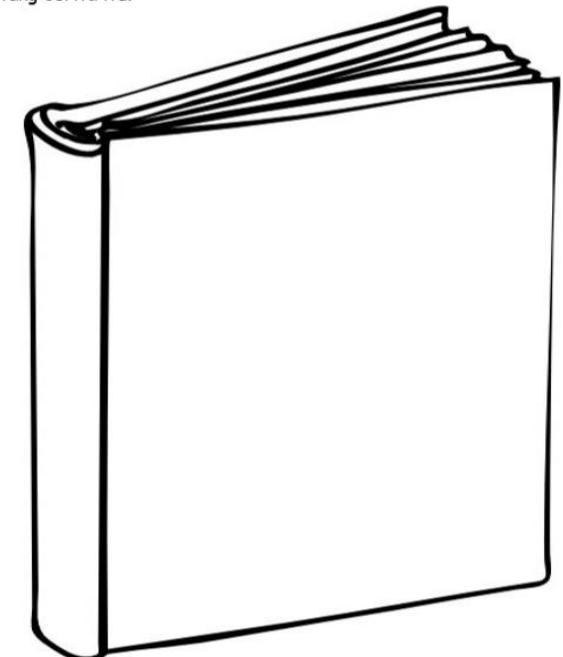
| | | | |
|---------|--|------------------|--|
| peramah | | bertanggungjawab | |
|---------|--|------------------|--|

| | | | |
|-----------------|--|---------|--|
| mengambil berat | | kelakar | |
|-----------------|--|---------|--|

Sikap lain : _____

Melukis Kulit Buku

Arahan: Lukiskan kulit buku cerita kamu. Kongsi bersama rakan kamu tentang cerita itu.



Saya suka kulit buku kamu!

Nama rakan : _____



Reading Programme (TL)



Peer and self
assessment of reading

பெர்ஸன் கிரீன் தொடக்கப்பள்ளி

வரசிப்பை நேசிப்பேரம்

பெயர் : _____ வகுப்பு : P1 _____
தேதி : _____

தலைப்பு

நான் என் பெற்றோருடன் சேர்ந்து வாசித்தேன்.

என்னால் என்பதை வாசித்துக் காட்ட முடிந்தது.

என்னால் சுயமாக வாசிக்க முடிந்தது.

பெற்றோர் கையொப்பம்

நான் என் பெற்றோருடன் சேர்ந்து வாசித்தேன்.

என்னால் என்பதை வாசித்துக் காட்ட முடிந்தது.

என்னால் சுயமாக வாசிக்க முடிந்தது.

ஏத்தனில் பிடித்த 3. வரை; வண்ணம் தீட்டு.

எனக்கு விந்தக் கதைப்புத்தகம் பிடித்திருந்தது.

☆☆☆☆☆

Created by Ms Anisah

Parent endorsement



Fern Green

Upcoming Workshops for Parents in March and April !

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

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

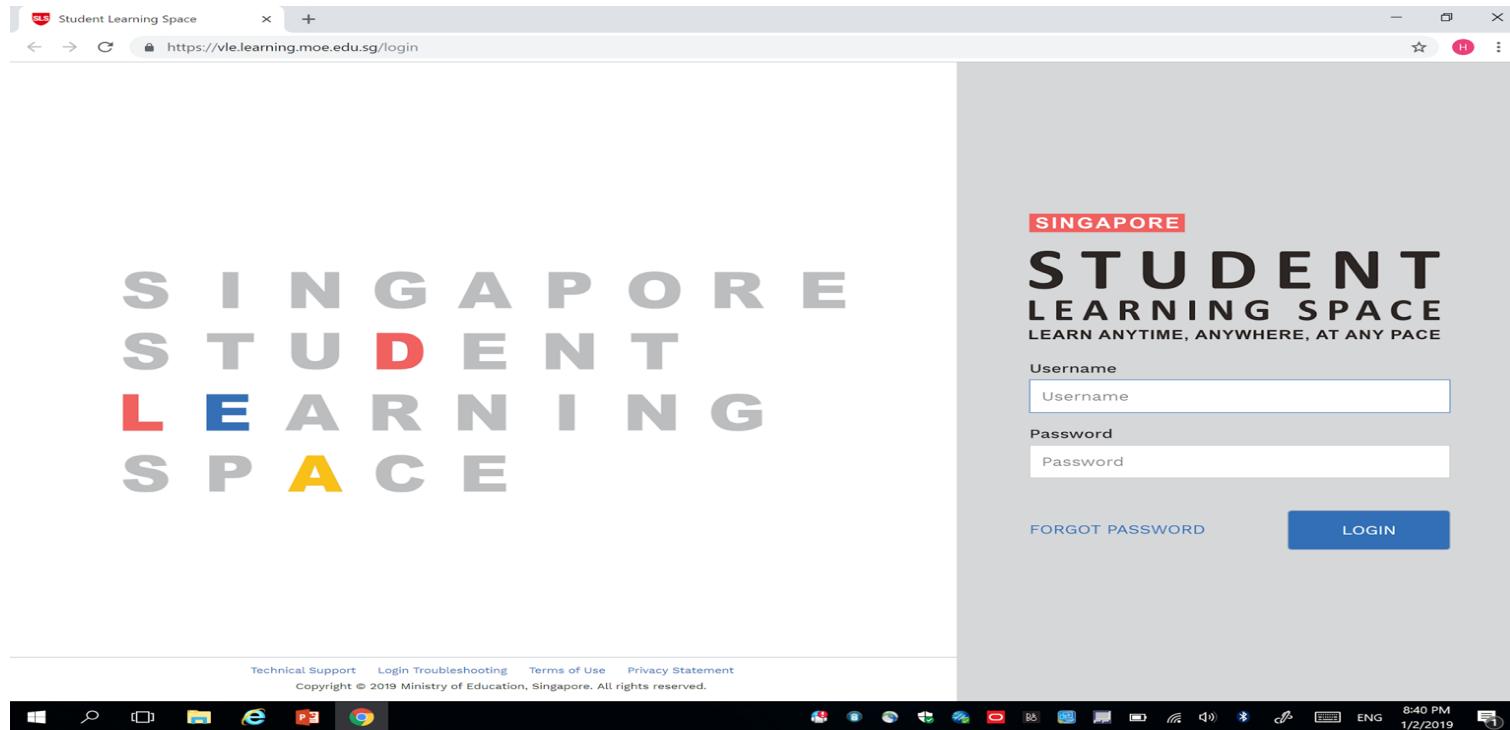
Roles of parents

- Foster an environment that encourages Learning of Mother Tongue Language
- Encourage regular revision
- Read to your child
- Encourage reading
- Supervise your child in:
 - Checking of student handbook
 - Packing of school bag
 - Completing of homework



Digital resources

SLS (Student Learning Space)



Formative Assessment: MTL

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) |
| Oracy skills test | Once a year |
| Listening skills test | Twice a year |

Before we end...

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

Respect • Responsibility • Resilience • Integrity • Care • Harmony



Fern Green





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 Home.

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

Respect • Responsibility • Resilience • Integrity • Care • Harmony





Fern Green



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

Respect • Responsibility • Resilience • Integrity • Care • Harmony





Fern Green

Thank You!

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

Respect • Responsibility • Resilience • Integrity • Care • Harmony

