

# 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**



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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



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# Programme Outline

## Class Address by Form Teachers

3.00pm - 4.30pm

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



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# 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.

# Updated Health Protocols



**1**


**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



**2**

**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**



**3**

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

- On Day 1, take ART and upload results at [go.gov.sg/agsubmit](https://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**



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

gov.sg

## 1. Rules & Routines

### 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.

# 1. Rules & Routines

## School Dismissal

If there is a change of routine...



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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 <b>immediately</b> 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
- ❖ 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



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## 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



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## 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



## 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



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



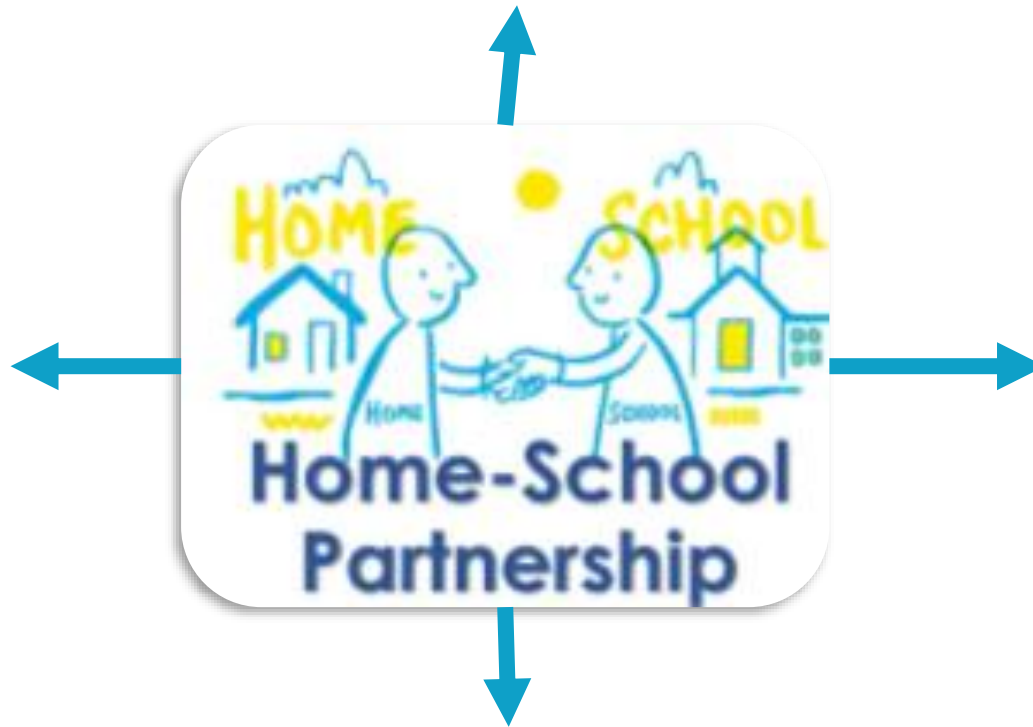
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# 3. Home-School Partnership

- 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



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

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

# 3. Home-School Partnership



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## Receiving feedback via Report on Learning Dispositions

### REPORT ON LEARNING DISPOSITIONS FOR YEAR 2020, SEMESTER 2

Date : 13 November 2020  
Page : 1 of 1

NAME :  
CLASS :

S/N :

FORM TEACHER :  
CO-FORM TEACHER :

#### 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																

#### 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



Receiving feedback via **Report on Learning Dispositions**

## LEGEND

- ☺ : Demonstrates to some extent
- ☺☺ : Demonstrates adequately
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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			✓			✓			✓					✓		
COLLABORATIVE	6 enjoys problem-solving, learning new skills or discovering new ideas																
	7 is respectful during interactions with others			✓			✓					✓			✓		
OPEN-MINDEDNESS and CURIOSITY	8 is able to work well with others in a group learning setting																
	9 is willing to try new ideas or solutions or consider other viewpoints		✓			✓					✓						✓
RESILIENCE AND GRIT	10 asks questions to clarify and/or to develop deeper understanding																
	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

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# 3. Home-School Partnership



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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



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



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# WE WANT OUR CHILDREN TO BE

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



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# English Language

# Desired EL Learner Outcomes

- Empathetic communicators
- Discerning readers
- Creative inquirers



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## Primary 1 - English



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### 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.



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# English Language Curriculum

- STELLAR (**ST**ategies for **E**nglish **L**anguage **L**earning **A**nd **R**eadings)
- Inquiry-based Learning Lessons
- Extensive Reading Programme





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# English Language Resources

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

# English Language Assessment Structure

## Non-weighted Formative Assessments

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



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# English Language Support Programme

## Learning Support Programme

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



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**Mathematics**

# 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



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# Primary 1 - Mathematics



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	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



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P1	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














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## 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...



# Sample Journal Writing

Mary wrote the equation in her Maths Workbook.

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

The equation is \_\_\_\_\_ (correct / wrong).

I know this because...

$$\boxed{12} - \boxed{5} = \boxed{\phantom{00}}$$

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

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



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# 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.

# Class Level Assessments



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- 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.



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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.

# 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.



# 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



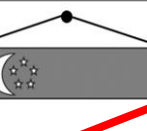

**Assessment  
by family  
member**

丰原小学  
学习档案—第十七课(A)

姓名: \_\_\_\_\_ 班级: P1( ) / CL( ) 日期: \_\_\_\_\_

伙伴的姓名: \_\_\_\_\_

**词语高手!**  
gǔ yǔ gāo shǒu  
会说的词语, 就在相应的格子中打勾(√)。


A	B	我自己说	我说给伙伴听	我说给家人听
1. 	国庆 日 guó qīng rì			
2. 	爱国 歌曲 ài guó gē qǔ			
3. 	挂 国旗 guà guó qí			
4. 	教师 节 jiào shī jié			



丰原小学  
一年级 华文听写表

姓名: \_\_\_\_\_

班级: P1( ) / CL( )



# 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	<u>buku</u>			
3	<u>guru</u>			
4	<u>foto</u>			
5	<u>murid</u>			
6	sekolah			
7	padang			
8	uniform			
9	<u>gunting</u>			

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



Sekolah Rendah Fern Green  
Lembaran Pembelajaran Darjah 2  
Unit 1 : 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**


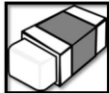
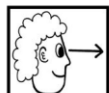




பெயர்: \_\_\_\_\_ தேதி: \_\_\_\_\_

வகுப்பு: 1 ( )

பயிற்சி 4.2

படத்தைப் பார்த்துப் பெயரை எழுது.

1.		<input type="text"/>
2.		<input type="text"/>
3.		<input type="text"/>
4.		<input type="text"/>
5.		<input type="text"/>

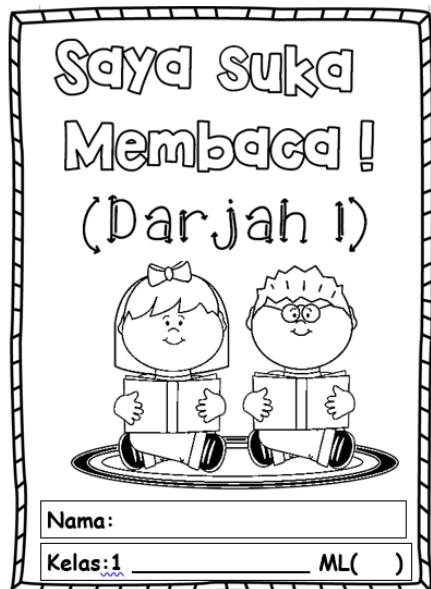
Created By Ms Anisah



# 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



பெற்றோர் கையொப்பம்

வாசிப்பை நேசிப்போம்

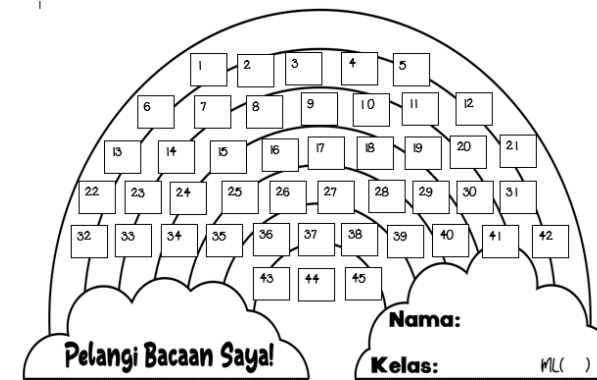
பெயர்: \_\_\_\_\_ வகுப்பு: P1 \_\_\_\_\_  
தேதி: \_\_\_\_\_ தலைப்பு: \_\_\_\_\_

நான் என் பெற்றோருடன் சேர்ந்து வாசித்தேன்.	பெற்றோர் கையொப்பம்
என்னால் என் நண்பரிடம் வாசித்துக் காட்ட முடிந்தது.	தேதி: _____
என்னால் சுயமாக வாசிக்க முடிந்தது.	

படித்ததில் பிடித்த 3 வரை; வண்ணம் தீட்டு.

Created by Mrs. Appala

## 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

y u a d a h a z h a o  
阅 读 护 照

 辛 原 小 学


一年級



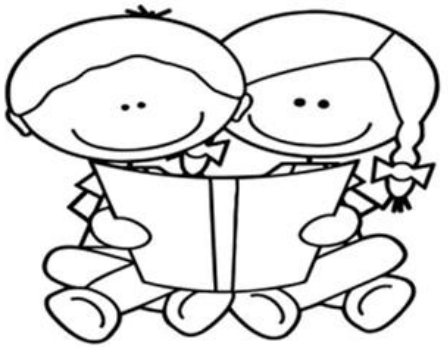
姓名 : \_\_\_\_\_

班级 : \_\_\_\_\_

y u a d a h a z h a o  
阅 读 护 照

 辛 原 小 学

二年級



姓名 : \_\_\_\_\_

班级 : \_\_\_\_\_

# Reading Programme (CL)

## Critical thinking in Reading Package







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Higher Order  
Thinking




老师好介绍!

书名	《				》
作者					
画出故事中的主要人物: <small>zhǔ yào</small>					
涂一涂颜色: 从这个人物身上, 我学会的 价值观: <small>jià zhí guān</small>					
					
<small>zè rèn gǎn</small> 责任感	<small>zūn jīng</small> 尊敬	<small>jiān yì bù qū</small> 坚毅不屈	其他		
Responsibility	Respect	Resilience			



# Reading Programme (ML)

## Book reading record

Nama : _____		~Log Bacaan Saya~		
Kelas : _____				
	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:

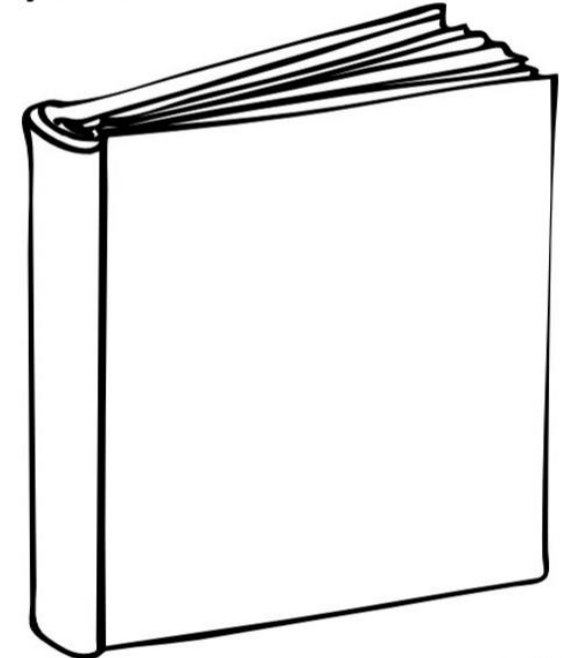
Nama watak : \_\_\_\_\_

Saya gemar watak ini kerana :

baik hati	<input type="checkbox"/>	rajin	<input type="checkbox"/>
peramah	<input type="checkbox"/>	bertanggungjawab	<input type="checkbox"/>
mengambil berat	<input type="checkbox"/>	kelakar	<input type="checkbox"/>
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)



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Peer and self  
assessment of reading

பெர்ன் கிரீன் தொடக்கப்பள்ளி

**வாசிப்பை**

**நேசிப்போம்**

பெயர் : \_\_\_\_\_ வகுப்பு : P1 \_\_\_\_\_

தேதி : \_\_\_\_\_

**தலைப்பு**

\_\_\_\_\_

நான் என் பெற்றோருடன் சேர்ந்து வாசித்தேன்.	பெற்றோர் கையொப்பம்
என்னால் என் நண்பரோடும் வாசித்துக் காட்ட முடிந்தது.	மேதி : _____
என்னால் சுயமாக வாசிக்க முடிந்தது.	

படித்ததில் படித்த 3 வரை; வண்ணம் தீட்டு.

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எனக்கு இந்தக் கதைப்புத்தகம் பிடித்திருந்தது.

☆☆☆☆☆

Parent endorsement

## 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!*



**Fern Green**

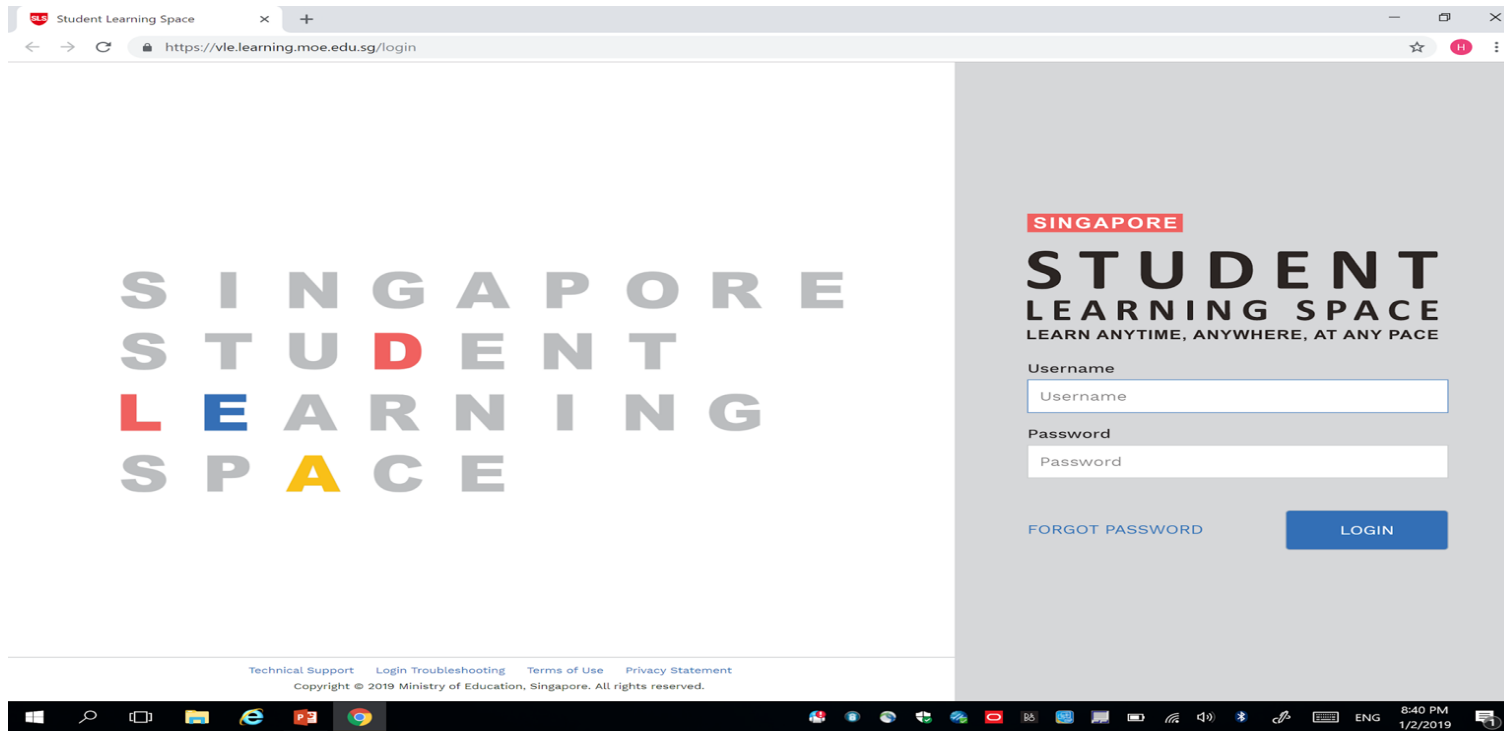
# Roles of parents

- 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...



Fern Green

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

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Respect • Responsibility • Resilience • Integrity • Care • Harmony



# 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.



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# Thank You!

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