

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>



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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

- ✓ 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.




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**School
Rules**

1. Rules & Routines

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
- 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

gov.sg

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.

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 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 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



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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

| | Gender | Attire to report to school | Bring along | During recess |
|--------------------------------------|--------|---|------------------|---|
| PE lesson before recess | Boys | PE attire | Bermuda Shorts | Change into Bermuda Shorts |
| | Girls | | Skirts | Put on or change into School Skirt |
| PE lesson after 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 |



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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



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**



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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 | | | | | | | | | | | | | | | | |
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| | 6 enjoys problem-solving, learning new skills or discovering new ideas | | | | | | | | | | | | | | | | |
| COLLABORATIVE | 7 is respectful during interactions with others | | | ✓ | | | ✓ | | | | | ✓ | | | ✓ | | |
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| 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



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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
- ❖ 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

4. Curriculum Matters



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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 |
|----------------------------------|---|
| Listening and Viewing | <ul style="list-style-type: none">• Listen and view critically by making connections between parts of texts. |
| Reading and Viewing | <ul style="list-style-type: none">• Respond critically to and appreciate implied meaning in a variety of texts by applying analysis, judgement and metacognitive strategies.• Make connections to integrate meaning in texts, and demonstrating awareness of how writers' style can influence meaning. |
| Speaking and Representing | <ul style="list-style-type: none">• Pay increasing attention to producing texts that recount, entertain, instruct and respond. |
| Writing and Representing | <ul style="list-style-type: none">• 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. |

Progression of Skills from P2 to P3



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



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EL Curriculum

- STELLAR (**ST**ratégies for **E**nglish **L**anguage Learning **A**nd **R**eadng)
- 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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| | | |
|--|---|---|
| Formative Assessments | <ul style="list-style-type: none"> - Performance tasks - Rubrics and checklists - Self-assessments - Peer assessments | |
| Non-weighted Class Test (0%) | Term 1 | <ul style="list-style-type: none"> ▪ Language Use (Grammar, Vocabulary and Sentence Combining) |
| Weighted Class Test (15%) | Term 2 | <ul style="list-style-type: none"> ▪ Language Use ▪ (Grammar, Vocabulary and Sentence Combining) |
| Weighted Class Test (15%) | Term 3 | <ul style="list-style-type: none"> ▪ Language Use & Comprehension (Grammar, Sentence Combining & Comprehension) |
| Weighted End-of-Year Assessment (70%) | Term 4 | <ul style="list-style-type: none"> ▪ Continuous Writing ▪ Language Use & Comprehension ▪ Listening Comprehension ▪ Oral (Reading Aloud & Stimulus-based Conversation) |



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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

| P ₃ | 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)

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



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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



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| 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) | |
| Total marks : 80 m Duration : 1 h 45 min | | |

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?



Polya's Four Step in Problem Solving



Examples of P₃ Heuristics



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- ☐ 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!



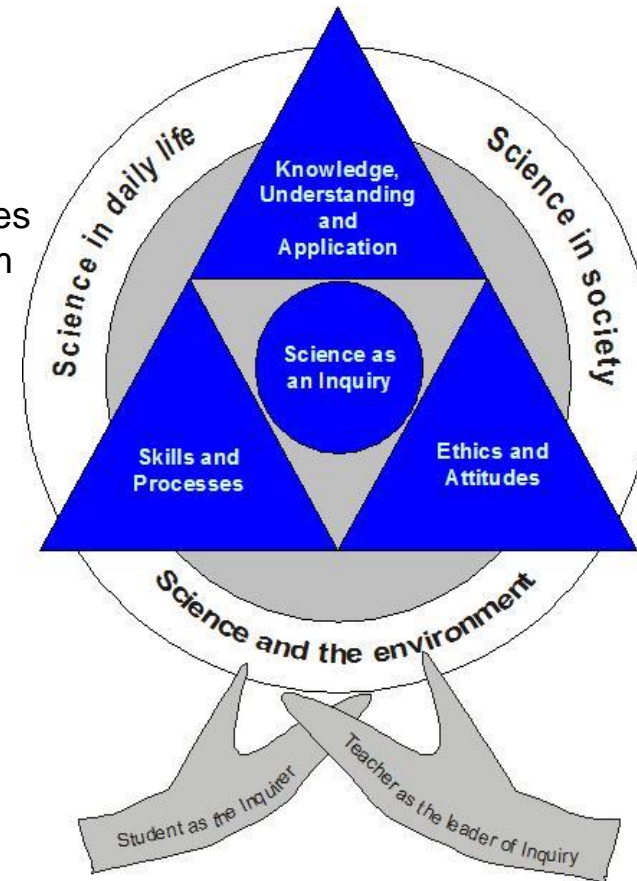
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Science

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



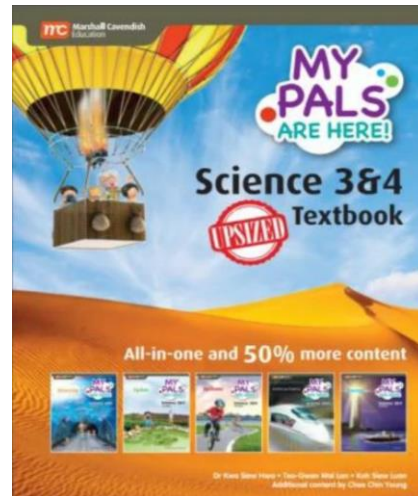
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What will be covered in Primary 3?

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

What does your child need to have for Science lessons?

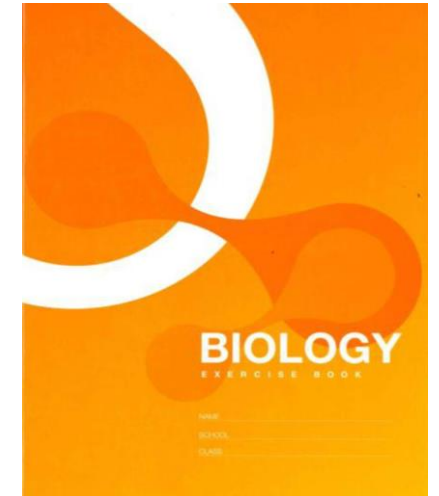
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**All-in-one Textbook
(to be used in P3 & P4)**



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

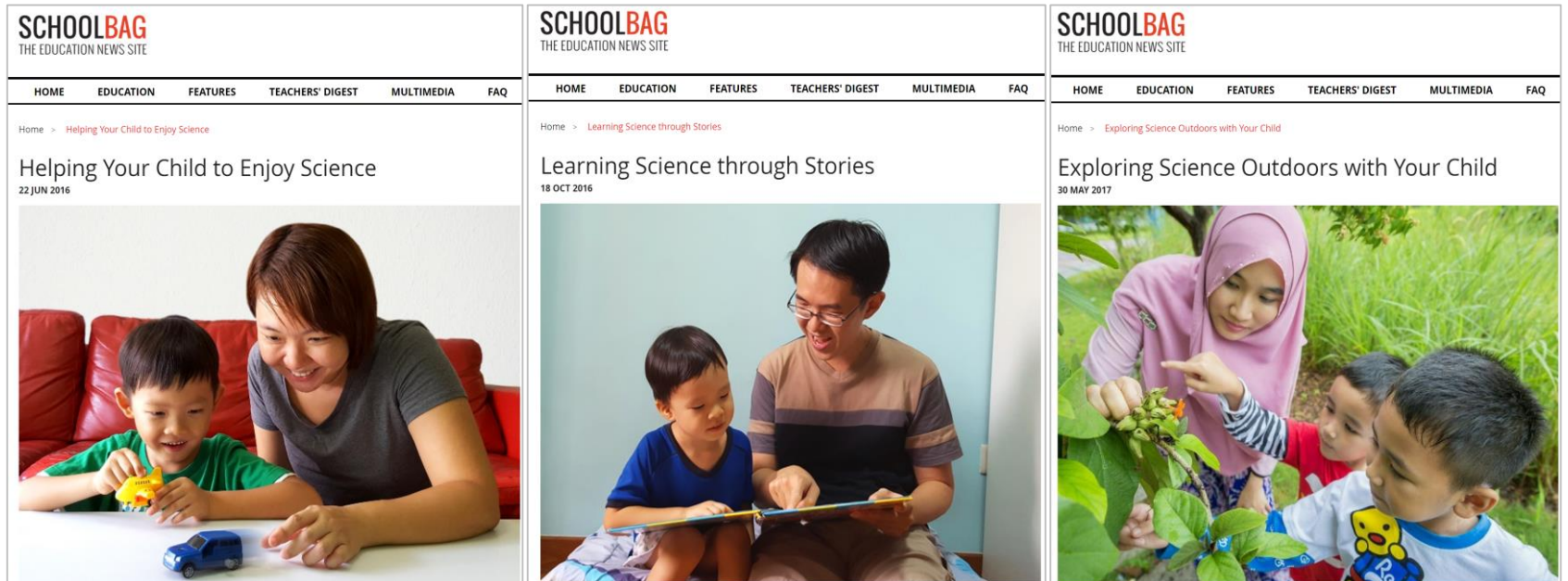
| Science Syllabus Primary | Learning Outcomes | | |
|---|---|--|---|
| | Knowledge, Understanding and Application | Skills and Processes | Ethics and Attitudes |
| | Diversity of Living and Non-Living Things (P3 and P4) | | |
| <p>Implementation starting with 2014 Primary Three Cohort</p> <p>© 2013 Curriculum Planning and Development Division. This publication is not for sale. All rights reserved. No part of this publication may be reproduced without the prior permission of the Ministry of Education, Singapore.</p> <p>Ministry of Education SINGAPORE</p> | <ul style="list-style-type: none"> *Describe the characteristics of living things. <ul style="list-style-type: none"> - need water, food and air to survive - grow, respond and reproduce *Recognise some broad groups of living things. <ul style="list-style-type: none"> - plants (flowering, non-flowering) - animals (amphibians, birds, fish, insects, mammals, reptiles) - fungi (mould, mushroom, yeast) - bacteria <p>Note:</p> <ul style="list-style-type: none"> - Recall of names of specific living things (e.g. guppy) and their characteristics (e.g. give birth to young alive) is not required. | <ul style="list-style-type: none"> *<u>Observe</u> a variety of living and non-living things and <u>infer</u> differences between them. *<u>Classify</u> living things into broad groups (in plants and animals) based on similarities and differences of common observable characteristics. | <ul style="list-style-type: none"> *Show <u>curiosity</u> in exploring the surrounding living and non-living things by asking questions. *Value individual effort and team work by respecting different perspectives. |

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

GO



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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!
cí yǔ gāo shǒu

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 <small>hú</small> |  | | | |
| 2. 带子 <small>dài</small> |  | | | |
| 3. 盖子 <small>gài</small> |  | | | |
| 4. 吸管 <small>xī guǎn</small> |  | | | |



听写 (一) (第一课) 日期: _____

| | |
|-------------------------------|-----------------------------|
| 1. 实现 <small>shí xiàn</small> | 2. 读书 <small>dú shū</small> |
| 3. 样子 | 4. 每一件事 |
| 5. 记在心里 | |

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。

记字小贴士

记一记 (形声字)

言 + 己

言 (表示字义) 己 (表示字音)

“言”字是指从嘴里伸出舌头。

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 | | Rakan | Ibu bapa | |
|----|------------------|---------|-------|-------|----------|-------|
| | | | | | | |
| | | Baca | Faham | Baca | Baca | Faham |
| | | ✓ | ✓ | ✓ | ✓ | |
| 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 sekelas 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.

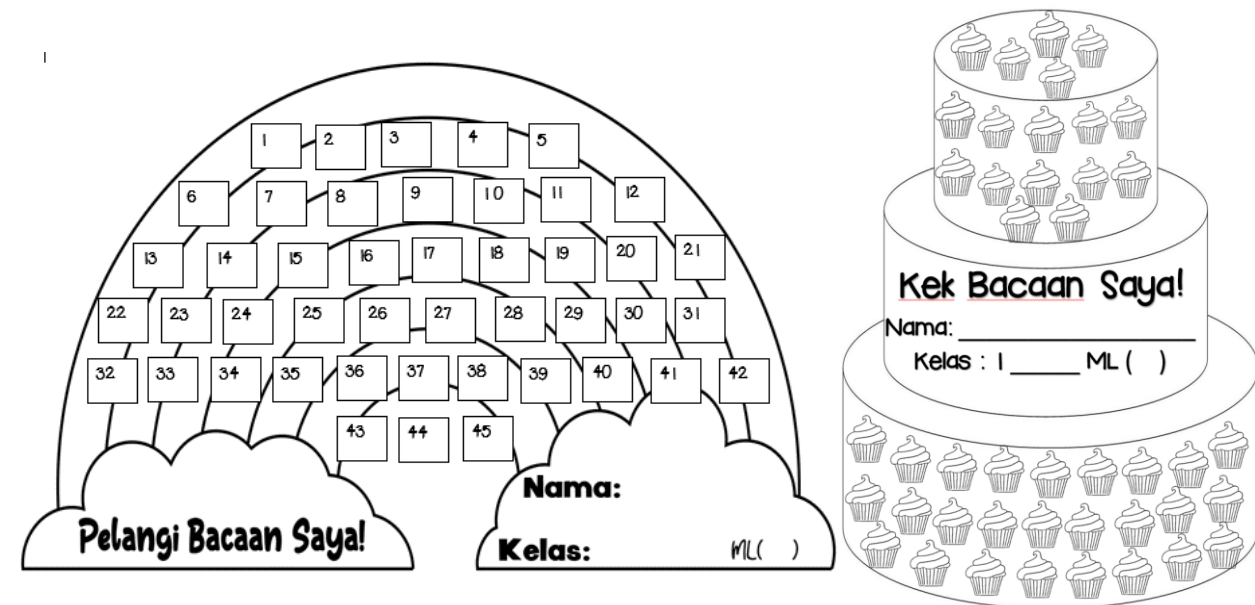
Reading Programme

- 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 : _____

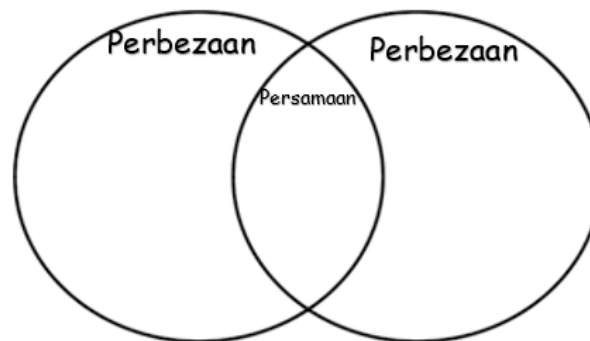
Penulis : _____

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: _____

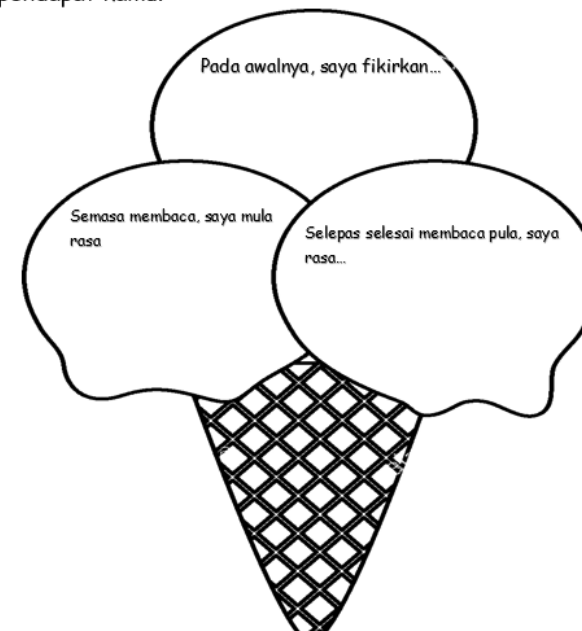


Pada awalnya... Kini...

Tajuk : _____

Penulis : _____

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



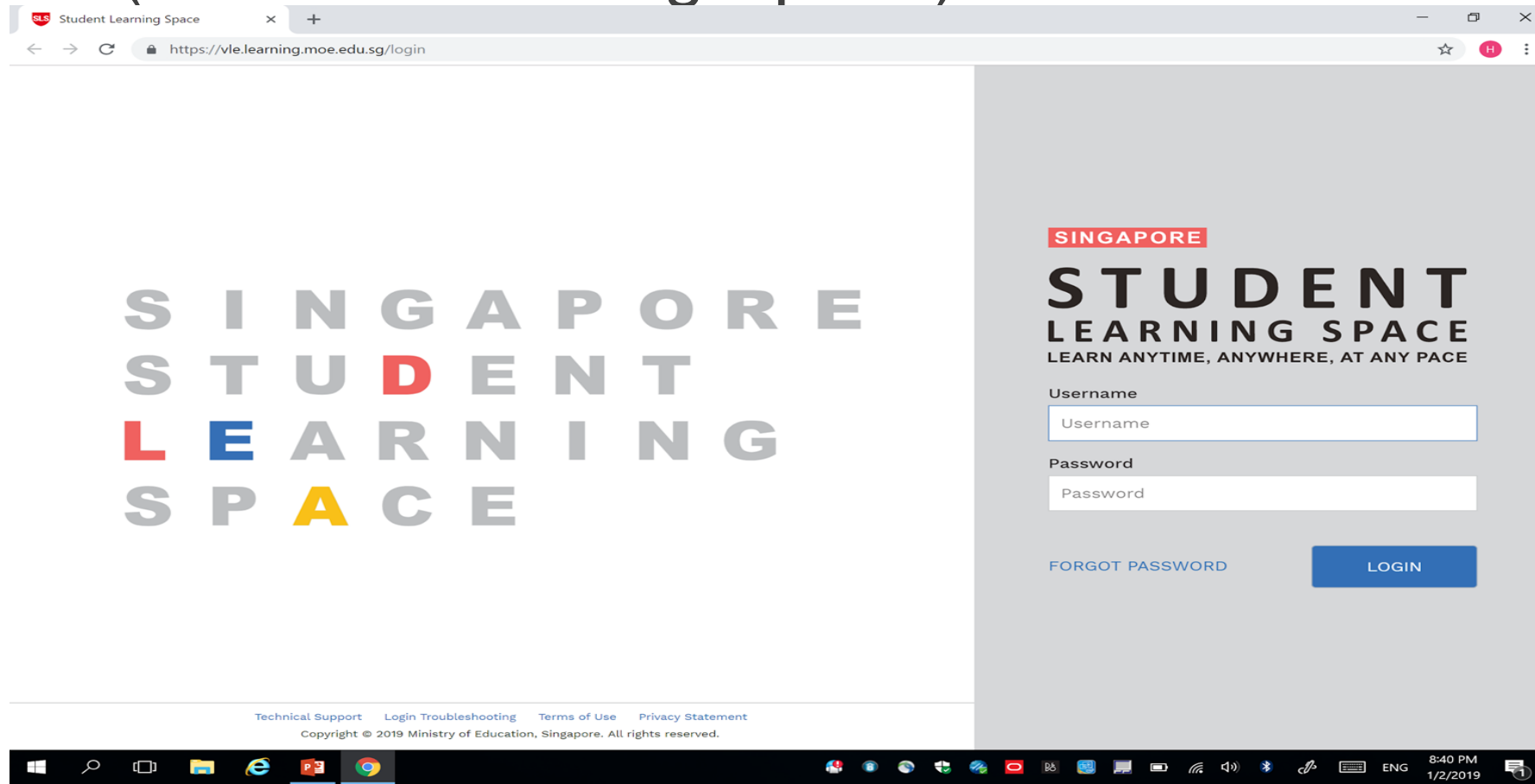
Roles of parents

- 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)



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%) |



Fern Green

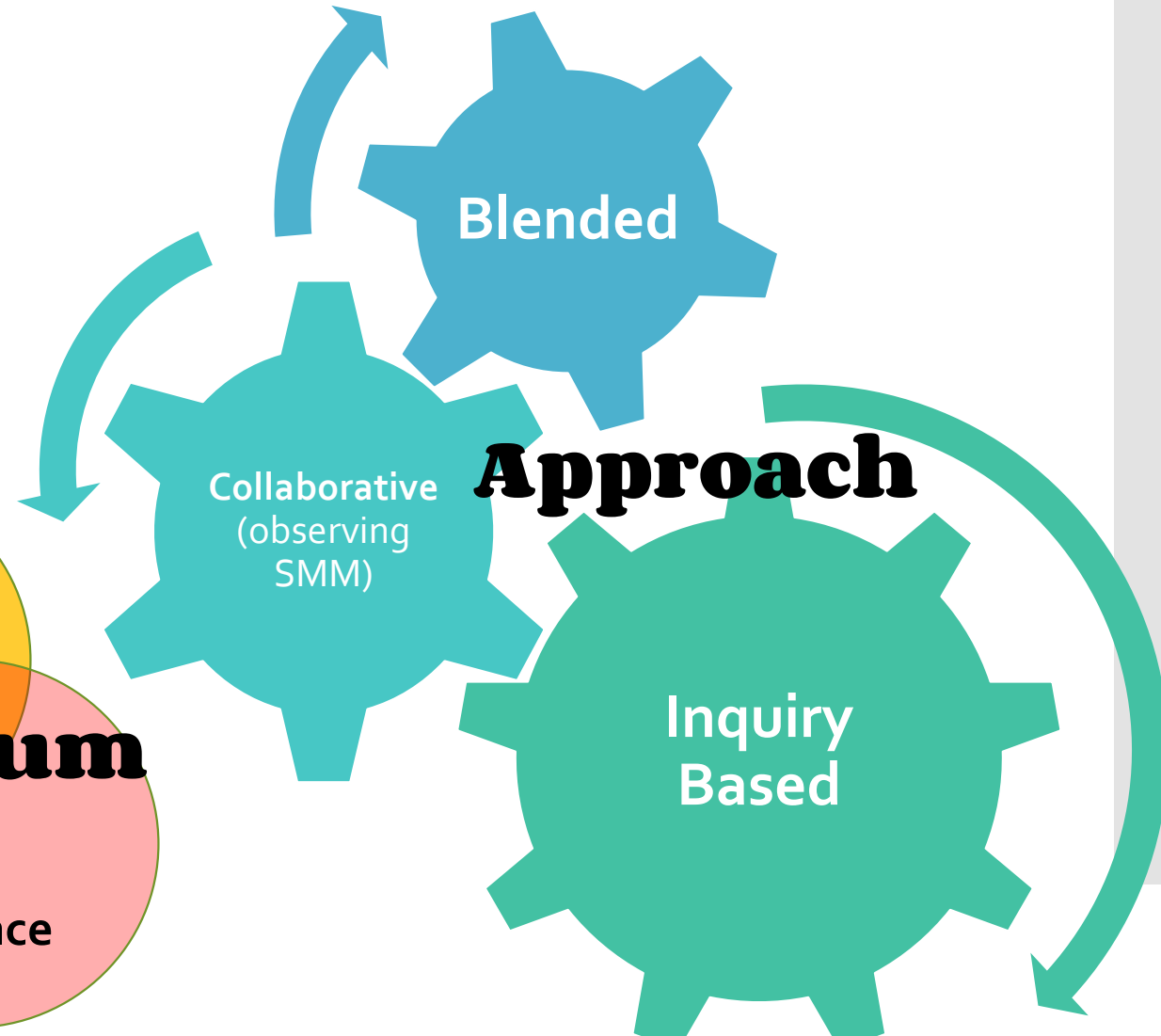
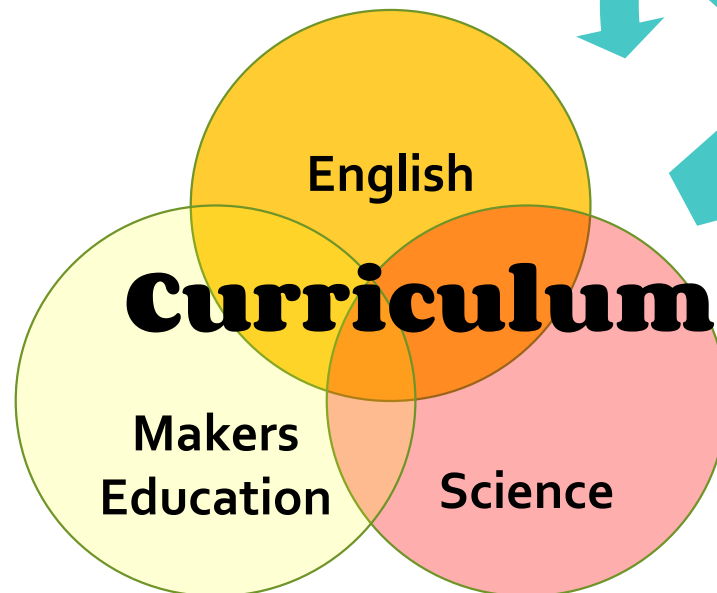
P3 Interdisciplinary Project Work (IPW)

Conservation and Biodiversity

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



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**Before we
end...**



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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.



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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

