


Welcome

Meet-the-Parents Session 2021

26 February
4.00pm to 5.30pm



- 
- All slides/annexes will be uploaded.
 - No hardcopy will be provided.
 - All feedback will be done online through the QR Code.

Briefing outline

1. **Class Rules and Expectations**
2. **Students' Well-Being and Case Study**
3. **Level Programmes**
4. **Housekeeping**
5. **Ways of communication**

Case Study

Mrs Polly observes that Yenny's homework is occasionally not completed and she tends to forget to bring the required materials.

Yenny also struggles to find materials from her bag as her bag is disorganised.

Ways to help Yenny



Have a Routine



**Packing of
School Bag**

English - STELLAR

Strategies for English Language Learning and Reading

Acquire English language skills through activities in listening, speaking, reading, writing and visual literacy

✓ **Shared Book Approach (SBA)**

✓ **Modified Language Experience Approach (MLEA)**

English - STELLAR

In the STELLAR booklets, the WALT (What We Are Learning Today) indicates the learning outcomes of that lesson/exercise.

WALT:

1. find words that rhyme.
 2. spell words ending with the sound /an/, /ap/ and /at/.
-

English - STELLAR

Reading & Writing Programmes

iRead Class Library Project

- To develop extensive reading habit
- A box of storybooks is placed in every classroom

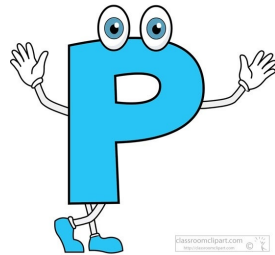
Writing

- Write a short story according to the theme of the STELLAR Units.

Symbols Used in Diagnostic Markings



Spelling



Punctuation marks



Grammar

An example of diagnostic marking

Where does Mr Tan like to go?

Mr Tan ^glike to
go to the park ^p○

Mathematics

- Math manipulatives are used to teach concepts
- Performance Task
- Math Journal Writing
- Topical Reviews
- WRP: 4 WRPs per term
- Math Recess Quiz (Monthly)
- Math Trail (1 per semester)



Mathematics

Introduction of Math marking symbols

- To promote self-directed learning and reflection
- To communicate the type of mistakes made by the students so that they can make improvement



Symbols Used in Diagnostic Markings

T.E.

- Transfer Error

Λ

- Missing Unit

M.I

- Mathematically Incorrect

W

- Check working

Symbols Used in Diagnostic Markings

A handwritten subtraction problem is shown, circled in red. The problem is $69 - 25 = 44$. The number 69 has a small '5' written above the 6, and the 6 is crossed out with a diagonal line. The result 44 is written below the subtraction line. To the right of the circled problem is a red 'W' with a horizontal line underneath it.

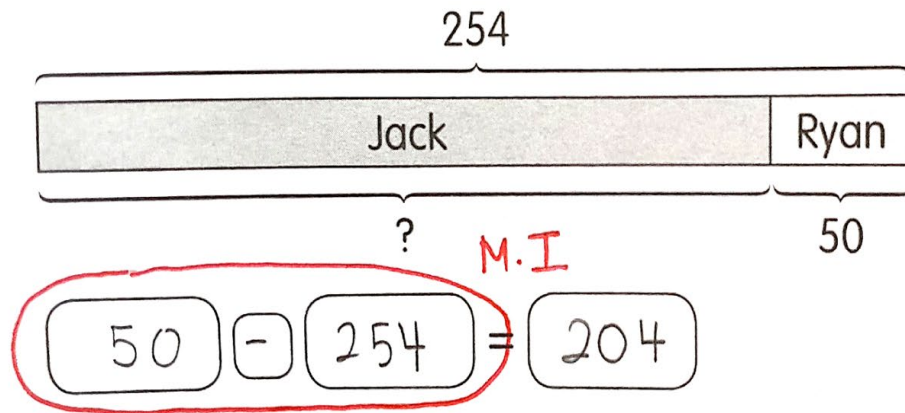
16. There are 60 people in a restaurant.
29 of them are children.
How many adults are there in the restaurant?

↓ T.E.

A handwritten equation is shown: $69 - 29$. The number 69 is enclosed in a red circle. The minus sign is in a circle, and the number 29 is in a box.

Symbols Used in Diagnostic Markings

- 1 Jack has 254 picture cards.
He gives Ryan 50 picture cards.



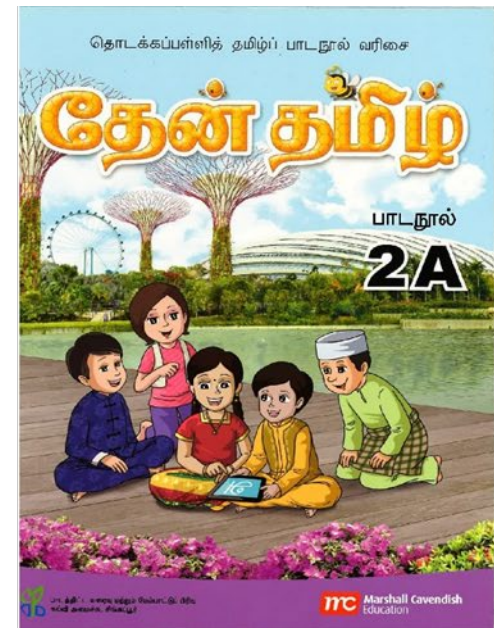
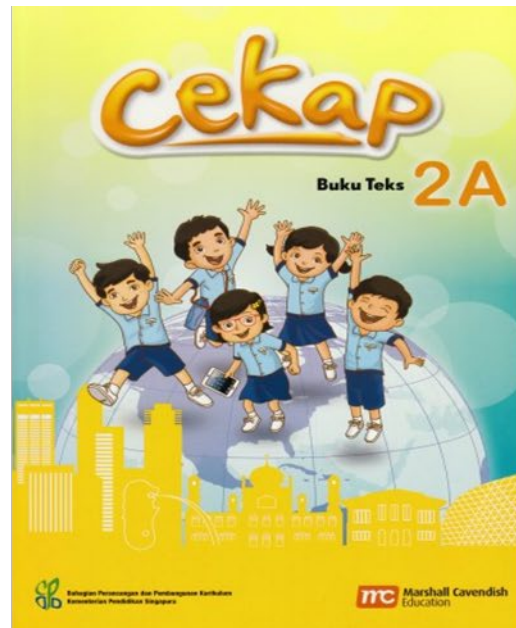
- 1 Mr Lim buys a wardrobe and a chair.
How much does he spend in total?

$$\$275 + \$35 = \$310$$

Mr Lim spends 310 in total.

Mother Tongue Language

(Key Programmes)



School-based Reading Programme

The programme aims to cultivate students' interest in reading books in their Mother Tongue Languages. Post-reading activities are conducted after students have completed their reading.

For example:

- Retelling the story
- Role playing
- Summarising the story



Mother Tongue Fortnight

**To engage students in the learning and use of their mother tongue language outside the context of their daily lessons.
(only for students taking CL, ML & TL)**



School-Based Competitions

PURPOSE:

- To develop students to be confident users of MTL
- To motivate students to appreciate and use MTL beyond the classroom (to be lifelong practitioners of the MTL)



Physical Education

- ✓ Sports and Games
- ✓ Gymnastics
- ✓ Dance
- ✓ Outdoor Education
- ✓ Physical and Health Fitness



The P.E. programme focuses on the child's character development and strives to inculcate sportsmanship.

Programme for Active Learning (PAL)

An initiative introduced to Lower Primary to develop students' social emotional (SE) skills, confidence, curiosity and cooperation.

Modules

- **Sports and Games**
- **Visual Arts**
- **Outdoor Education**



Art

The latest MOE syllabus was developed in 2018.

Aims of the art education in schools are:

- enjoy art
- communicates visually
- make meaning through connecting with society and culture

Art Education

P4 Museum-based learning



Art discussion in the Art gallery





Music



Music Lessons	<p>✓Singing, Performing, Composing, Listening, Instrument Playing</p> <p>✓Required items: First Step Music Book, a button file and a pencil</p>
School Programmes	<p>Community Percussion Playing/ Movements or Dance during events eg. Chinese New Year, National Day Celebrations, Children's Day</p> <p>Watch Me! (Recorded) - Is recess performance (Singing, Dancing or playing Instrument) to showcase talents. Parents can send video of their child's performance and selected videos will be played during recess time on the TV in the canteen. More information will be on PN.</p> <p>Changkat's Got Talents (Recorded) – Performances during Teacher's Day. Open to all students. Selected students are from Watch Me! (Recorded) Programme.</p>

Values in Action (VIA)

- **Theme: Caring for others in need**
- **Display empathy towards Animal Welfare and towards family and friends**
- **Teacher will set expectations and facilitate discussion on Animal Welfare.**
- **Students to share their knowledge on Animal Welfare to parents and friends.**



SHINE @ CKPS

- **Keeping My Classroom Clean (Daily)**
- **Use Your Hands Campaign (Semesterly)**
- **Being responsible in maintaining the cleanliness of one's classroom.**



Information Communication Technology - ICT

Basic touch-typing & Exposure to Basic Coding

Basic skills to be mastered by the end of the year:

- Basic touch-typing
- Open tools such as MS Word, PowerPoint, Google Apps, etc
- Basic SCRATCH Programming (Coding)

At the end of the year, students would have created a Scratch interactive animation to promote awareness of climate change.



Other Activities

- **FTGP – Form Teachers Guidance Period**
H2H- Heart to Heart
 - ✓ Provide quality interaction time
 - ✓ Equip students with social and emotional competencies

- **Silent Reading**



Parents as Partners

Home Reading

- Daily reading is encouraged

Mastery of Concepts in Mathematics

- Daily revision and reinforcement
- Weekend Revision Worksheet (WRP)



Other Ways of Partnering

- Show & Tell (Preparation)
- Daily checking of Student Handbook for any entries
- Daily checking of Homework/Personal File for Homework & Notices

Parents as Partners

How Parents can help:

- Support programmes organised by the school
- Encourage the children to contribute to the recycling initiatives of the school



Housekeeping

Money

- Any collection must be put and sealed in an envelope (used or new) with name, class, purpose and exact amount enclosed

Assistance in homework is greatly appreciated

- Neat handwriting
- Worksheets not crumpled and dirtied from food stains
- Checked and handed in promptly

Parents' Gateway

- Check regularly

Parents taking their children out of school during term time / curricular hours

Parents/Guardians are urged not to take your child/children out during school days or curricular hours for private matters such as attendance of weddings. This is, as compared to the case of a child who is out of school due to illness for which a valid medical certificate should be submitted to the Form Teachers for recording purpose.

Taking your child/children out of school during term time or curricular hours disrupts learning and may result in your child/children having difficulty following up with lesson proper when he/she/they return(s) to school.

Inculcate the right mind-set in our children from young that it is important to attend school every day.

Your cooperation in this matter is appreciated.

Modes of communication

- **1st level**: Handbook / ClassDojo / Whatsapp
Teachers will reply within 3 working days.
- **2nd level**: Phone Calls.
- **3rd level**: Meeting Appointments
- **Communication Day**: Every Thursday via PG

Queries received after office hours will only be attended to on the next working day.



Communication with Parents

For Teachers who have shared their handphone numbers with Parents and Guardians, please note that they will only be responding the next working day to text messages received **between 6 pm and 7.30 am** on **weekdays and whole day on weekends and school/public holidays.**



Q & A



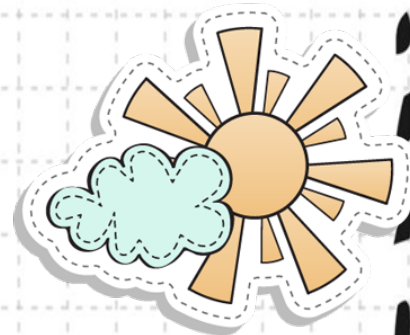
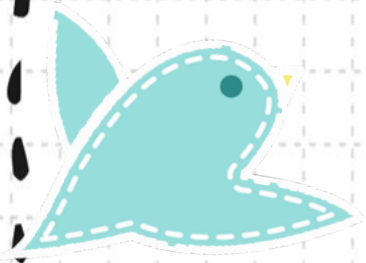
Thank you!



ANNEXES



CHINESE LANGUAGE

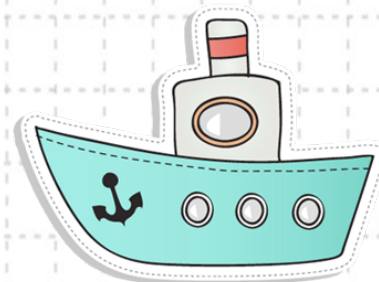
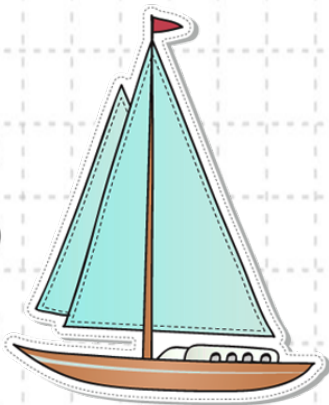


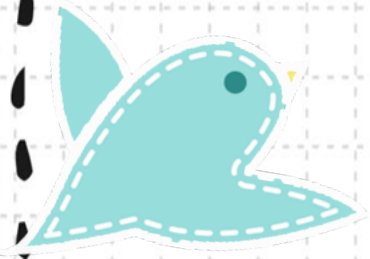
尚育小学

Changkat Primary School

P2 Meet the Parents Session

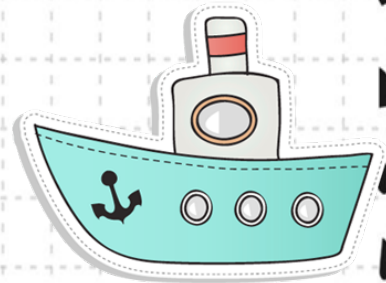
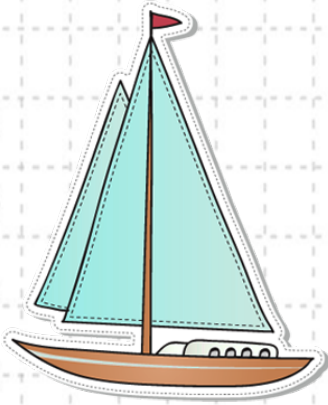
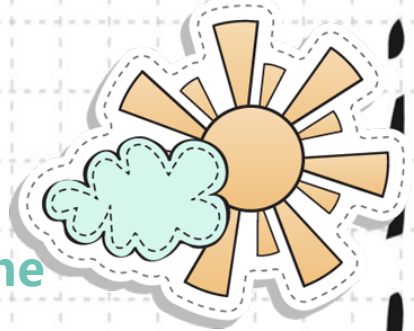
二年级家长分享会

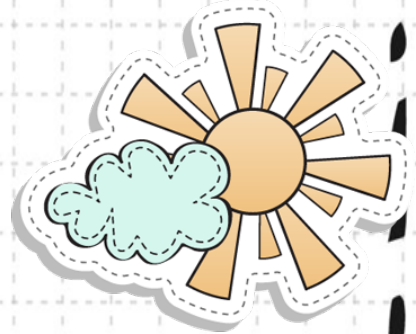
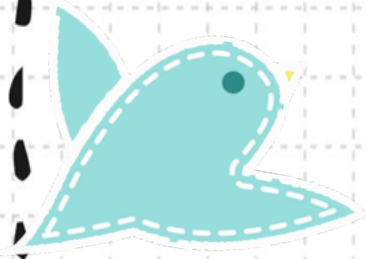




Overview of Sharing

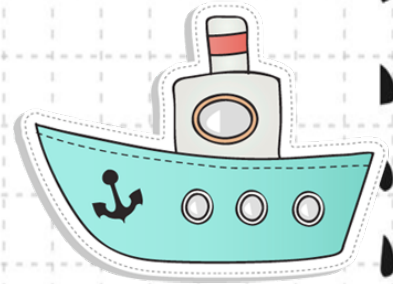
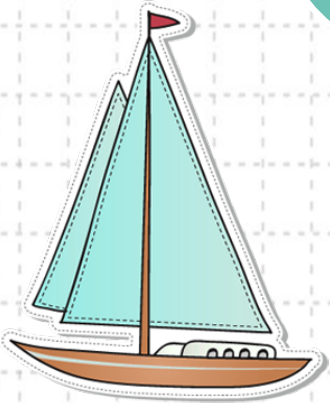
- 01 Reminders & Online Resources
- 02 Assessment Matter
- 03 Tips on How to Support Your Child
- 04 Our Contact Details



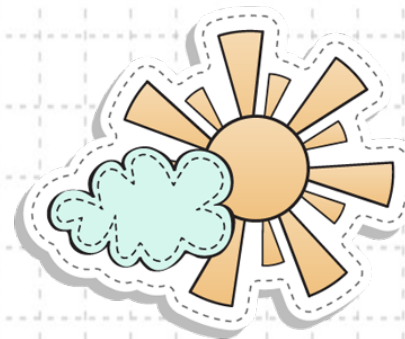


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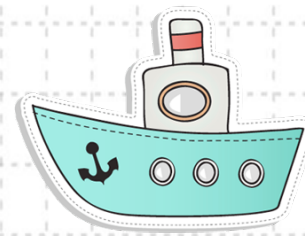
Reminders & Online Resources



一、听写 Spelling



- ❑ 日期：每个星期四
(To be conducted on every Thursday)
- ❑ 听写单：根据各班学生的学习需要和进度而设计。
(Spelling is customised based on student's ability)
- ❑ 听写后：学生做改正，家长签字
(After spelling, students are to do corrections and ask parent to sign.)
- ❑ 备注：如果更改听写时间，老师会让学生写在学生手册里
(Any changes in spelling dates will be communicated via Student Handbook)



线上学习资源 Online Resources



学乐网

<http://xuele.moe.edu.sg>



《e-知识》电子周刊

<https://www.ezhishi.net/Contents/index.htm>

!





02

Assessment Matter

华文学习成果 (Learning Outcomes)



技能	Learning Outcomes / 学习成果	如何帮助孩子 / How to support your child
听 Listening	LO 1: Listen attentively to short, simple spoken content related to daily life, identify the main idea and some details.	<ol style="list-style-type: none">1. Listen to Chinese stories2. Watch Children Chinese TV Programme3. Listen to 《学乐》4. Ask questions to check your child's understanding.
说 Speaking	LO2: Speak with correct pronunciation using vocabulary and sentence structures from P2 texts. LO3: Participate in short conversation related to daily life with some guidance.	<ol style="list-style-type: none">1. Revise the vocabulary & sentence structures with your child.2. Practice the conversation with your child.
读 Reading	LO4: Recognize characters taught in P2. LO5: Read aloud P2 text with accuracy and fluency. LO6: Understand P2 text and are able to identify details with some guidance.	<ol style="list-style-type: none">1. Revise the characters with your child regularly.2. Have your child read the passages and sentences to you daily. You may check the pronunciation from 《学乐》.3. Ask questions pertaining to the text to check your child's understanding.4. Display word cards visibly in the house5. Read 《好朋友》 newspaper with your child.
写 Writing	LO7: Write short sentence(s) about daily life with some guidance.	<ol style="list-style-type: none">1. Revise weekly spelling with your child.2. Allow your child to practice and use the sentences in daily life.



03

Tips on How to Support Your Child?

家长的支持非常重要



关注、陪伴

态度、过程、结果
您最关注哪一个？

- 学习上的困难
- 学习的方法
- 孩子的身心健康

言传身教

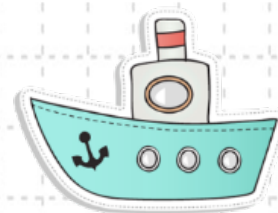
想要孩子成为怎样的人，
父母就要先成为那样的人。

配合带动

亲子活动
语文游戏

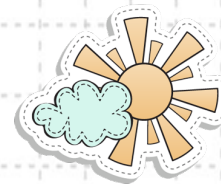
创造环境

- 泡在华文里
(声音、文字)
- 减少环境干扰
- 多使用华文交谈

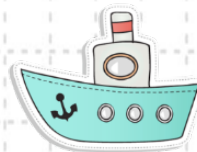


Establish a Conducive Environment for Language Learning.

建立有利于学习语文的环境



- **关心孩子的学习状况，鼓励孩子分享学习经验。**
(Show concern towards your child's learning)
例如：配合孩子完成《生活运用》的任务，这不仅帮助孩子结合生活，巩固所学，还能促进亲子关系。
- **通过有意义的语文游戏带动孩子的学习** (Play language games)
例如：善用字宝宝与孩子进行互动游戏，与孩子在游戏中进行的识字练习、配词活动等。
- **激发孩子的阅读兴趣，让孩子培养阅读习惯** (Promote reading)
- **与孩子一同观赏优质的电视节目/听广播** (Watch TV & Listen to Radio)
- **利用生活中的事物，一起认识生活中的汉字，与孩子多用华语交谈。**
(Learn new vocabulary through daily life)



如何协助孩子 How to Support Your Child

- ❑ 检查孩子的学生手册

Check your child's student handbook for homework & teacher's note

- ❑ 督促孩子做功课，并给予反馈与鼓励

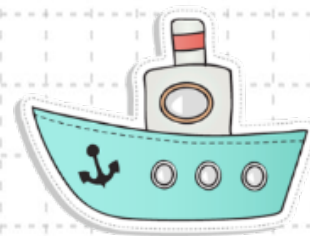
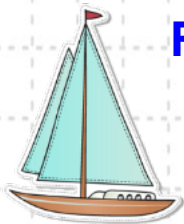
Monitor your child's work, provide feedback & affirmation

- ❑ 与孩子一起温习听写

Revise spelling with your child

- ❑ 每周与孩子一同复习课本

Revise the textbook with your child weekly



如何协助孩子 How to Support Your Child

- ❑ 使用课文中的词汇或句式与孩子进行口语练习

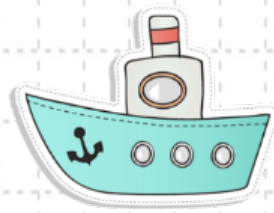
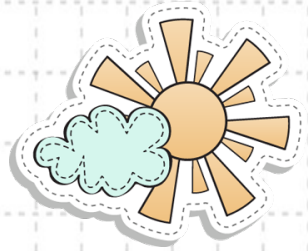
Conduct oracy practice with your child

- ❑ 与孩子一同阅读华文故事书、听广播、看电视等

Read Chinese stories, listen to the radio & watch TV with your child

- ❑ 做孩子的最佳听众与精神支柱

Be your child's best audience & moral supporter





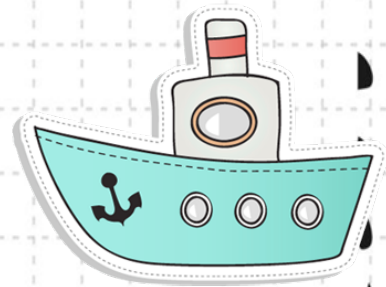
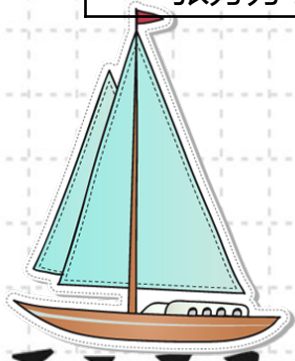
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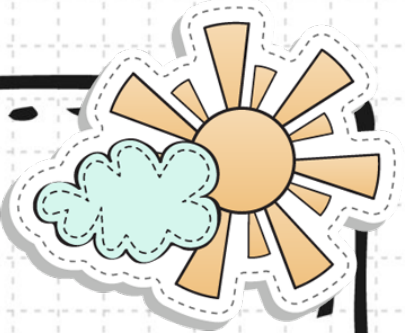
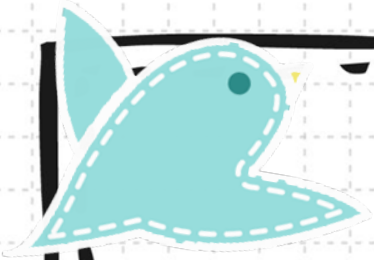
Our Contact Details



教师联络方式

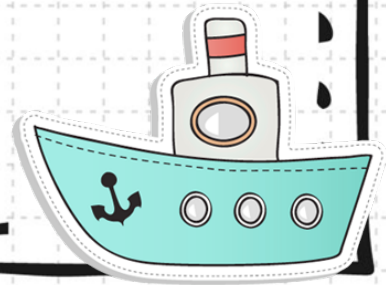
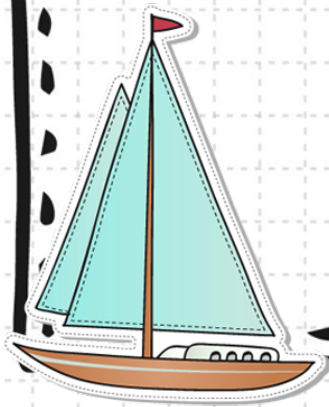
Name of Teacher	Contact Number	Email Address
Mr Li Kun Peng (2C1) 李鲲鹏 老师	67830923	li_kunpeng@moe.edu.sg
Miss Gladys Soh (2C2) 苏康慧 老师	67830923 93219192	soh_kang_hwee_gladys@moe.edu.sg
Mdm Zhang Fang Fang (HOD/MT) 张芳芳 主任	67830923	zhang_fangfang@moe.edu.sg





一切为了孩子
孩子的快乐，就是我们的快乐！

Thank you!





MALAY LANGUAGE

Darjah 2

4 Kemahiran:
Membaca
Bertutur
Mendengar
Menulis

Kemahiran Membaca

Julia seorang murid darjah dua. Dia bersekolah di Sekolah Rendah Simej. Julia ada seorang adik bernama Jalil.

Setiap hari, dia berjalan kaki ke sekolah bersama adiknya.

Sewaktu masa rehat, Julia dan adiknya akan makan bersama-sama. Selepas itu, mereka akan berbual-bual sambil berjalan-jalan di taman.

Murid akan membaca petikan mudah. Ibu bapa/waris dapat melihat perkembangan murid melalui rubrik yang disediakan.

Kemahiran: Membaca



Sekolah Rendah Changkat
Rubrik Penilaian Lisan
Darjah 2

Nama: _____ Tarikh: _____

Darjah : _____

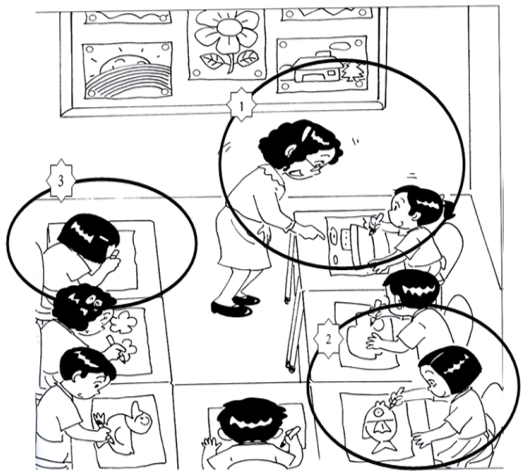
Penilaian Bacaan Lantang (Penilaian Guru)

	 Cemerlang	 Baik	 Memuaskan
Intonasi	Mempamerkan intonasi yang amat menarik dalam pembacaan lantang. <input type="checkbox"/>	Mempamerkan intonasi yang menarik dalam pembacaan lantang. <input type="checkbox"/>	Mempamerkan intonasi yang agak sesuai dalam pembacaan lantang. <input type="checkbox"/>
Sebutan	Dapat menyebut semua perkataan yang terdapat dalam teks. <input type="checkbox"/>	Dapat menyebut hampir semua perkataan yang terdapat dalam teks. <input type="checkbox"/>	Dapat menyebut beberapa perkataan yang terdapat dalam teks. <input type="checkbox"/>

Maklum balas guru / ibu bapa: _____

Kemahiran Bertutur

Bahagian B: PENERANGAN BERDASARKAN GAMBAR
Terangkan gambar ini dan berikan pendapat kamu mengenai perkara-perkara yang kamu lihat dalam gambar ini.






4

P2 Malay Oral Package 2009

Murid akan diajar bertutur berdasarkan topik yang diberikan. Murid dinilai mengikut isi dan respons. Ibu bapa/waris dapat melihat perkembangan murid melalui rubrik yang disediakan.

Kemahiran: Bertutur

Penilaian Perbualan Berdasarkan Gambar (Penilaian Guru)

	 Cemerlang	 Baik	 Memuaskan
Isi	Menyebut <u>semua</u> bahagian dalam gambar. <input type="checkbox"/>	Dapat menyebut <u>beberapa</u> perkara dalam gambar. <input type="checkbox"/>	Tidak dapat menyebut <u>lebih daripada 2</u> perkara dalam gambar. <input type="checkbox"/>
Respons	Dapat menerangkan gambar dengan <u>jelas dan menarik</u> . <input type="checkbox"/>	Dapat menerangkan gambar dengan <u>ringkas dan sesuai</u> . <input type="checkbox"/>	<u>Tidak menerangkan</u> gambar <u>dengan</u> menggunakan <u>ayat</u> . <input type="checkbox"/>

Maklum balas guru / ibu bapa: _____

Kemahiran Mendengar

LAPOR BALIK HASIL PEBELAJARAN				
	Permulaan	Berkembang	Cekap	Capai
1. Mendengar perbualan ringkas dan mudah berkaitan kehidupan harian.	Tidak memahami perbualan ringkas dan mudah berkaitan kehidupan harian.	Memahami perbualan ringkas dan mudah berkaitan kehidupan harian.	Memahami kebanyakan perbualan ringkas dan mudah berkaitan kehidupan harian.	Memahami keseluruhan perbualan ringkas dan mudah berkaitan kehidupan harian.

Murid akan mendengar dan memahami perbualan antara pasangan atau bersama guru. Ibu bapa/waris dapat melihat perkembangan murid melalui rubrik yang disediakan.

Kemahiran Menulis

Arahan: Tulis sebuah cerita mengenai '**Bermain Bersama Rakan**'. Kamu boleh membina 5 ayat daripada perkataan atau frasa yang diberikan.

taman permainan	jongkang-jongket
luas dan bersih	gelongsor
ramai	seronok
kawan-kawan	bermain bersama-sama



Murid akan menulis sekurang-kurangnya 5 potong ayat berdasarkan gambar dalam *Jotter Book*. Mereka juga akan membuat latihan bahasa seperti Susun Perkataan.

CCE Rakyat Budiman (Masa untuk Keluarga)

WHAT IS FAMILY TIME?



Family Time, a **NEW FEATURE** in the Character and Citizenship Education (CCE) lessons, provides suggested activities for families to **BOND**. These activities enable **VALUES** to be taught gradually over time, allowing **PARENTS** to **PARTNER SCHOOLS** on this meaningful journey of values inculcation in their children.

Look out for this logo when you visit the different locations suggested in Family Time activities.



Take Actions

Build stronger **BONDS** with your children by spending **QUALITY TIME** together.

Bonding Time

EXAMPLE
Your children may ask, "What should I do in times of emergency?"
Help **REINFORCE** the sense of preparedness by playing the game 'We Are Prepared!' in their CCE Activity Book.



Conversation Time

Help your children **CLARIFY THEIR THOUGHTS** and reinforce their learning of values through daily conversations.

Active Dialogue

EXAMPLE
Everyone's name is unique. Help your children learn to appreciate their names by explaining to them the meaning of their names.
You could also **SHARE** why you chose that name.



Continuous Feedback

Motivate and Affirm
ENCOURAGE your children to put the **VALUES** they learnt **INTO ACTION** by **AFFIRMING** them.

EXAMPLE
Children love receiving **COMPLIMENTS**.
You can encourage your children when they display responsible actions such as packing their own school bag or helping to lay the table before meals.



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TAMIL LANGUAGE



சங்காட் தொடக்கப் பள்ளி

பெற்றோருக்கான
ஆண்டுத் தொடக்கக் கூட்டம்

இரண்டாம் வகுப்பு

26 February 2021

பாடத்திட்டம்

- எகரம் முதல் – ஒளகாரமேறிய
உயிர்மெய்யெழுத்துகள் வரை & ஆய்த
எழுத்து (இவற்றில் அமைந்த சொற்களும்)
- பயன்பாட்டு அடிப்படையில் மொழிக்கூறுகள்
எ.டு. 1. ஒருமை, பன்மை
2. மூவிடப் பெயர், வினை
3. வேற்றுமை உருபுகள்

பாடத்திட்டம்

அடிப்படை மொழித்திறன்கள்

- ✓ பேசுதல்
- ✓ படித்தல்
- ✓ கேட்டல்
- ✓ எழுதுதல்

தாய்மொழிக் கல்வியின் இலக்கு



சிங்கப்பூர் மாணவர்கள்
தாய்மொழியை இயல்பான
வாழ்க்கைச் சூழலில்
பயன்படுத்தி அதை வாழும்
மொழியாக்க வேண்டும்
என்பதாகும்.

கற்றலின்போது மதிப்பீடு

சரிபார்ப்புப்
பட்டியல்

கேள்வி
கேட்டல்

தகுதிநிலை
விளக்கக்
குறிப்புகள்

ஆசிரியர் மதிப்பீடு

கருத்துத் தெரிவிப்பு

சக மாணவர் மதிப்பீடு

சுய மதிப்பீடு

பெற்றோர் மதிப்பீடு

பள்ளியின் எதிர்பார்ப்புகள் – மாணவர்களின் பொறுப்பு

- ✓ தமிழில் பேசுதல்
- ✓ வகுப்பில் கவனித்தல்
- ✓ பாடத்திற்குத் தேவையான பொருள்களைக் கொண்டு வருதல்
- ✓ வீட்டுப்பாடத்தைக் குறித்த நேரத்தில் ஒப்படைத்தல்
- ✓ பெற்றோரிடம் வீட்டுப்பாடத்தைக் காட்டுதல்

பள்ளியின் எதிர்பார்ப்புகள் – பெற்றோரின் பங்கு

- ✓ பிள்ளைகளிடம் தமிழில் பேசுதல்
- ✓ வீட்டுப் பாடத்தை முடித்துவிட்டார்களா எனக் கவனித்தல்
- ✓ அவ்வப்போது பள்ளிப்பை / புத்தகங்களைத் திறந்து பார்த்தல்
- ✓ பொருத்தமான தொலைக்காட்சி நிகழ்ச்சிகளைப் பார்க்க ஊக்குவித்தல்
- ✓ புத்தகங்கள் வாசிக்கும் பழக்கத்தை ஊக்குவித்தல்; படித்துக் காட்டுதல்

தொடர்புகொள்வதற்கு

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நன்றி
வணக்கம்!