SENGKANG GREEN Primary School

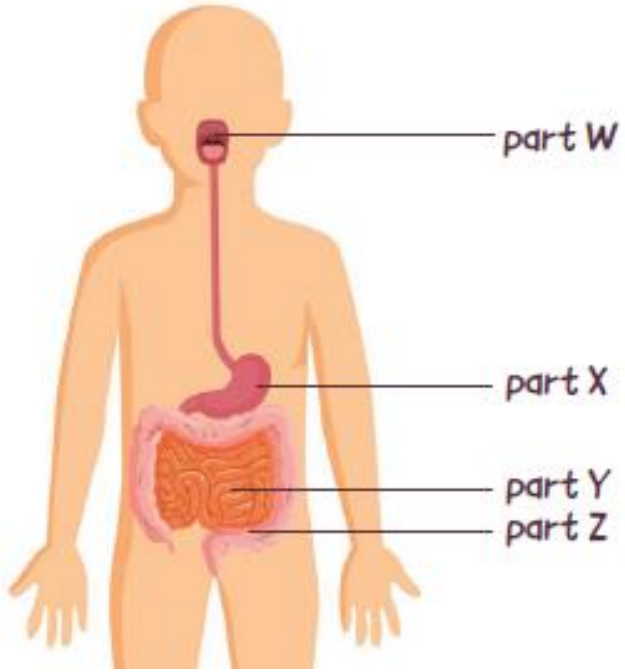
Becoming a future-ready learner

ENHANCING READING LITERACY

A vibrant school with a culture of care and the spirit of excellence

P3 Parent Engagement Session
Academic Heads Sharing

3. The diagram below shows the digestive system.



Which statement about the digestive system is correct?

(1) Digestion ends at part Z.

(2) Digestion starts at part X.

(3) Food is broken down into smaller pieces at part W.

(4) Undigested food is removed from the body at part Y.

If your child gets the answer correct but shows no annotation,

can we be confident that learning has taken place?

Mathematics

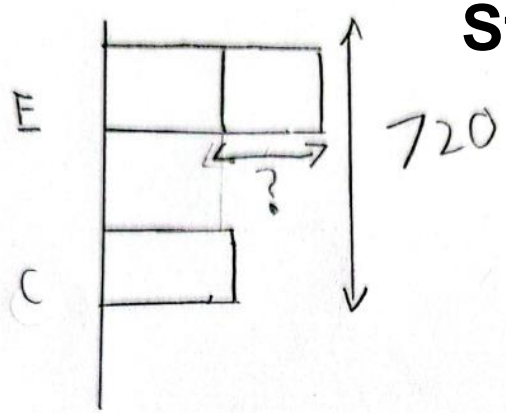
Emily and Carrie have 720 ml of water altogether.
Emily has twice as much water as Carrie.
How much water must Emily give to Carrie so that they have the same amount of water?

Student A

No equation or working shown

Ans: 120 ml

Student B



difference = 720 ÷ 3
= 240

Ans: 240 ml

240
3)720
6↓
12↓
12
00

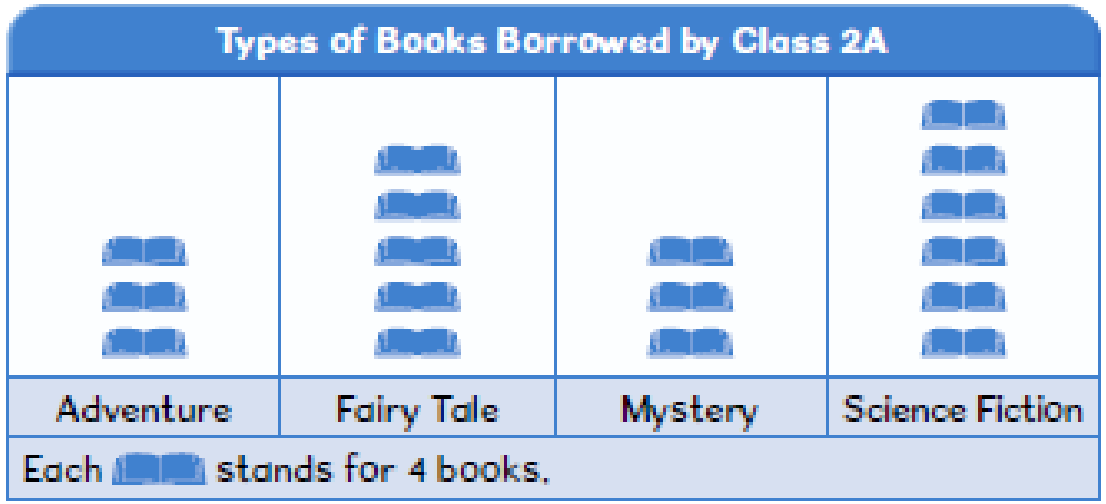
The answer tells us **what**, but the model shows us **how and why**.

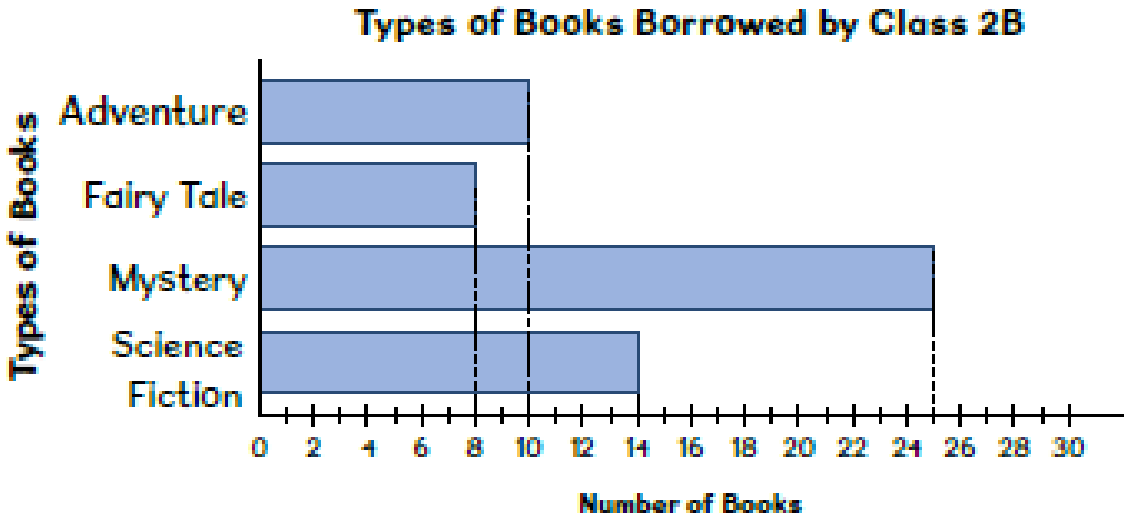
Productive struggle is normal.
Mistakes are part of rigorous learning

Let's try a few P3 Questions!

Primary 3A Practice Book Question

4 The graphs show the number of books borrowed by students in two different classes. Study the two types of graphs.





This question is not just about practicing.

The data changes from question to question. The key skill lies in reading, analysing and making sense of the information given in **both** the **picture graph** and **bar graph**.

Primary 3A Practice Book Question

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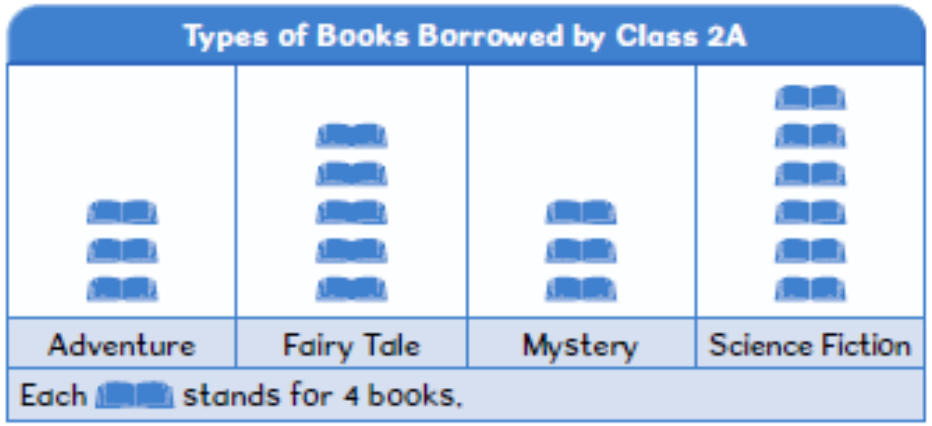
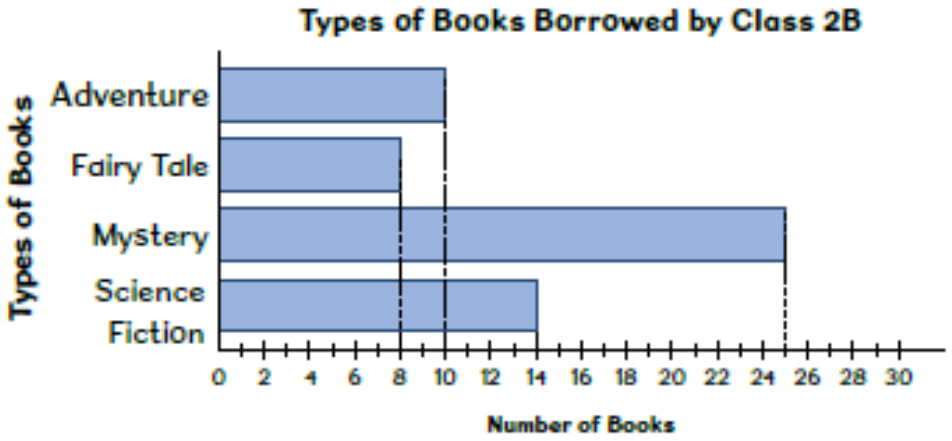




What students already know:

- Read and interpret picture graphs (P2)
- Read and interpret data from bar graphs

What students need to do:

Reading Literacy

- **Understand, read and compare** the data in both the picture graph and bar graph carefully.
- Ask questions such as

  What is the same in both graphs?

  What is different in how the data is shown?

  How can I compare the number of books between the two classes?

Critical Thinking

Primary 3A Practice Book Question

What students need to do:

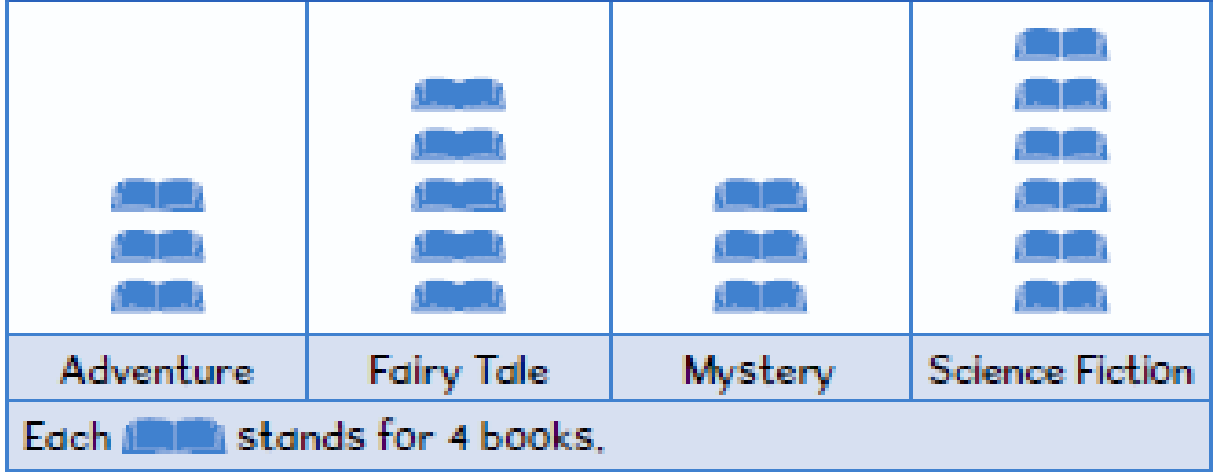
- Adapt their strategy accordingly.

Adaptive Thinking

Should I count the pictures or multiply to find the total?

How can I organise the information so comparison becomes clearer?

Types of Books Borrowed by Class 2A



Primary 3A Practice Book Question

What students need to do:

- Represent the extracted information clearly

  Can I organise the data in a table to compare both classes?

  Can I draw simple bars or number lines to show the differences clearly?

Inventive Thinking

Cross – Cultural Literacy

- **Awareness** of the Chinese surname is important of one's cultural identity
- Through **guided questioning**, students learn to **respect and correctly address others** using their surnames.

Critical Thinking

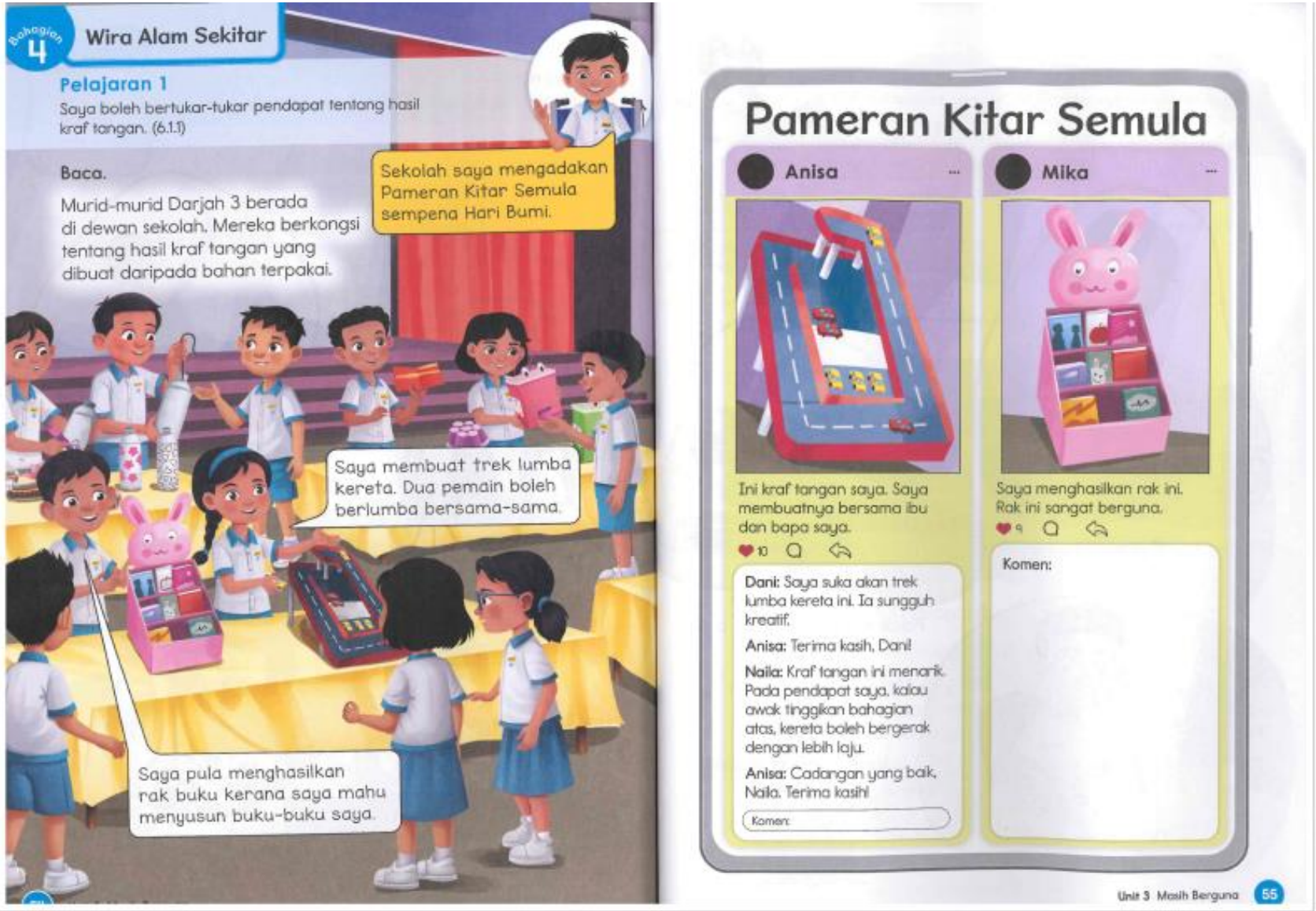
- **Comparing and Identifying patterns**
- Comparison between Chinese and English names.

Communication Skills

- Written Interaction （书面互动）
- **Responds with purpose and clarity**
  - Content organisation
  - Appropriate use of language for different audience

Adaptive Thinking

- Students **connect the text to their own lives** and learn to **adapt the language** for different contexts.



Students learn to effectively communicate and exchange creative ideas about their handmade crafts using recycled materials.

Communication

Inventive Thinking

Unit 3

Oral Conversation

Critical Thinking

How will you act responsibly? From your peers' sharing why do think it is important to be responsible?

Unit 4

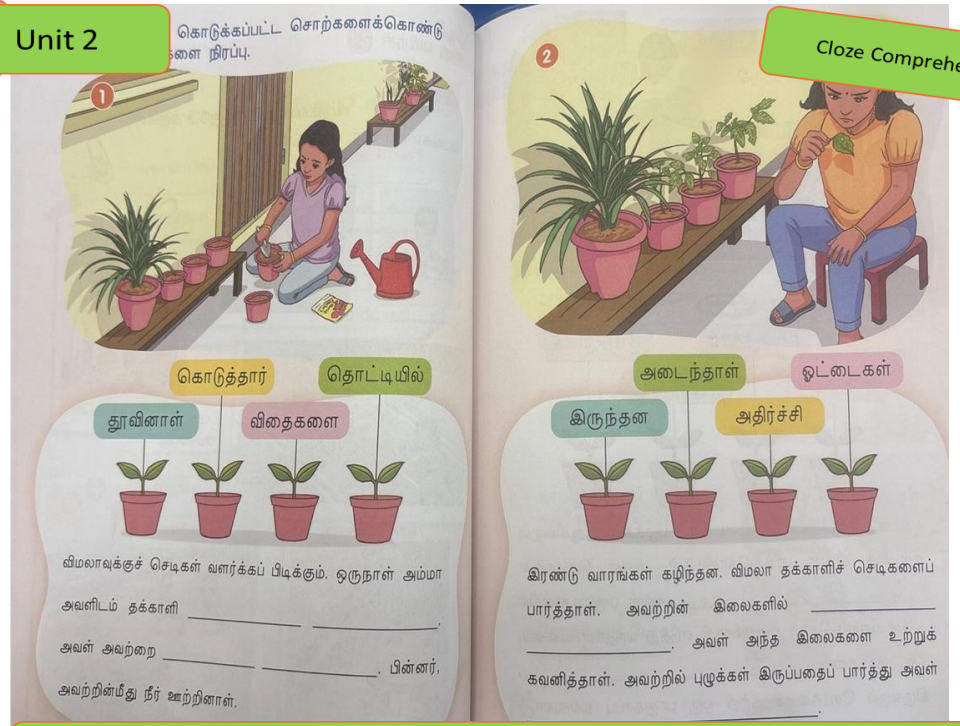
Reading

Adaptive Thinking

While walking home, you see an old person faint. There is no adult nearby. What would you do? If your first plan does not work, what else can you do? Explain your choices

Unit 2

Cloze Comprehension



Inventive Thinking

Vimala loves to grow plants and grows tomato plants at home. One day, she notices insect eggs and worms on her plants. How can she think of creative and safe ways to protect her plants from damage? Explain your ideas.

Students improve by *reviewing mistakes and asking better questions,* not by drilling more.

Primary 3 Unit 1
Fearless Phil
Oracy

Students are learning to:

- express our opinions about a topic.

Should Phil receive ***The Most Courageous Person Award***.

Stating your opinion	**Supporting with reasons**
To begin, let me say that I agree/disagree with the statement that… *I believe that…*	*The reason I say this is because…* *For instance,…*
Elaborating and explaining your reasons	**Adding on to what someone has said**
Furthermore, do you know that …? *An example from… is…* *According to …,*	*I want to expand on your point about…* *I would like to add that…*

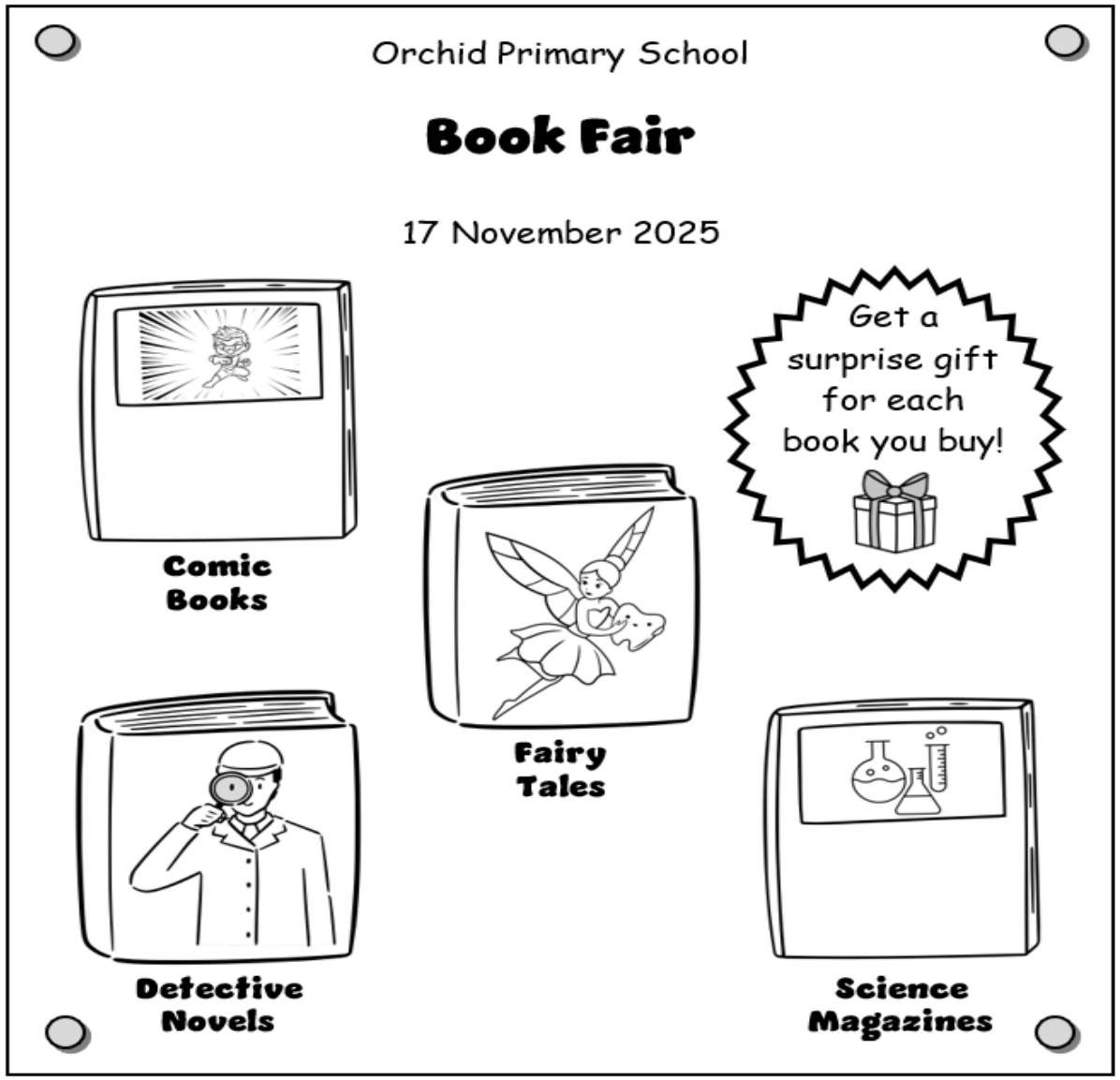
ΔΔΔ Challenging your opponents	**Summarising your points and concluding the argument**
1. *The other team said that…* 2. *That may be true but… because…* 3. *Thank you for sharing your point of view. However, …*	*To summarise, …* *To sum up, the main points are…* *Therefore, we support / disagree with the statement.*

E21CC:
Critical &
Adaptive Thinking

EL Learning Outcome: An Empathetic Communicator

E21CC: Communication

STIMULUS-BASED CONVERSATION PICTURE



Look at the picture. Would you like this event to be held in your school? Why or why not?

Why this matters

Through oracy lessons like this, students are prepared for the End-of-Year Oral assessment, they also learn to:

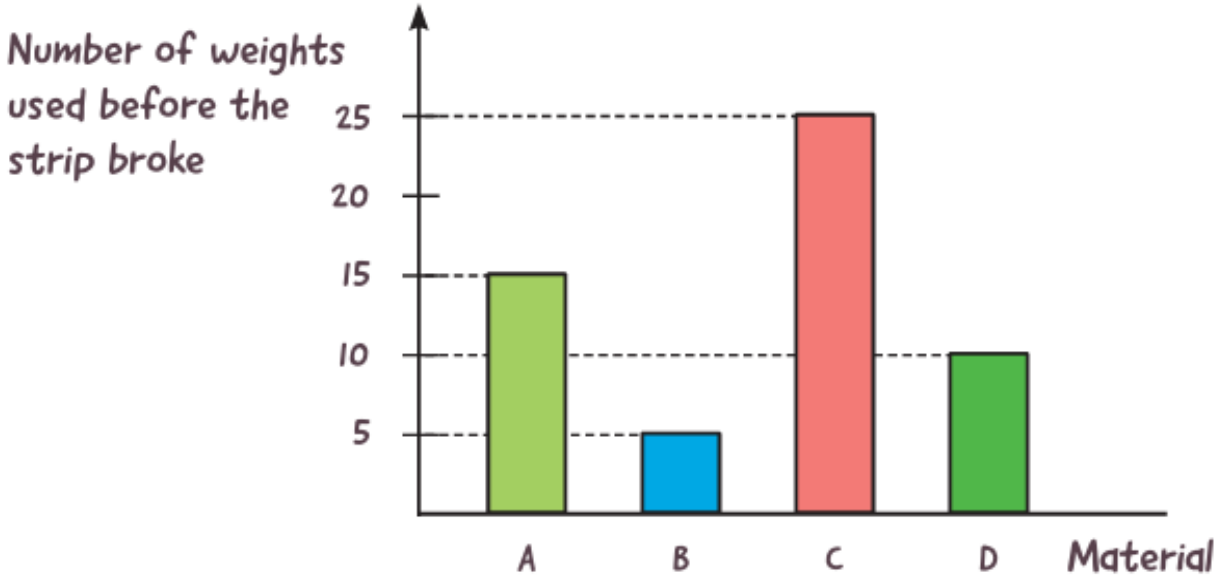
- Think critically
- Speak with confidence and clarity
- Listen and respond respectfully
- Make values-based decisions

These are essential skills for **learning, relationships and life beyond school**.

Primary 3 Science Textbook Question

2. Raymond conducted an experiment to test the strength of four different materials, A, B, C and D. The strips are of the same thickness and length.

Raymond increased the number of weights until each strip broke. His results are shown in the graph below.



Arrange the materials from the strongest to the weakest.

(1) A, B, C, D

(2) B, D, C, A

(3) C, A, D, B

(4) D, B, A, C

Primary 3 Science Textbook Question

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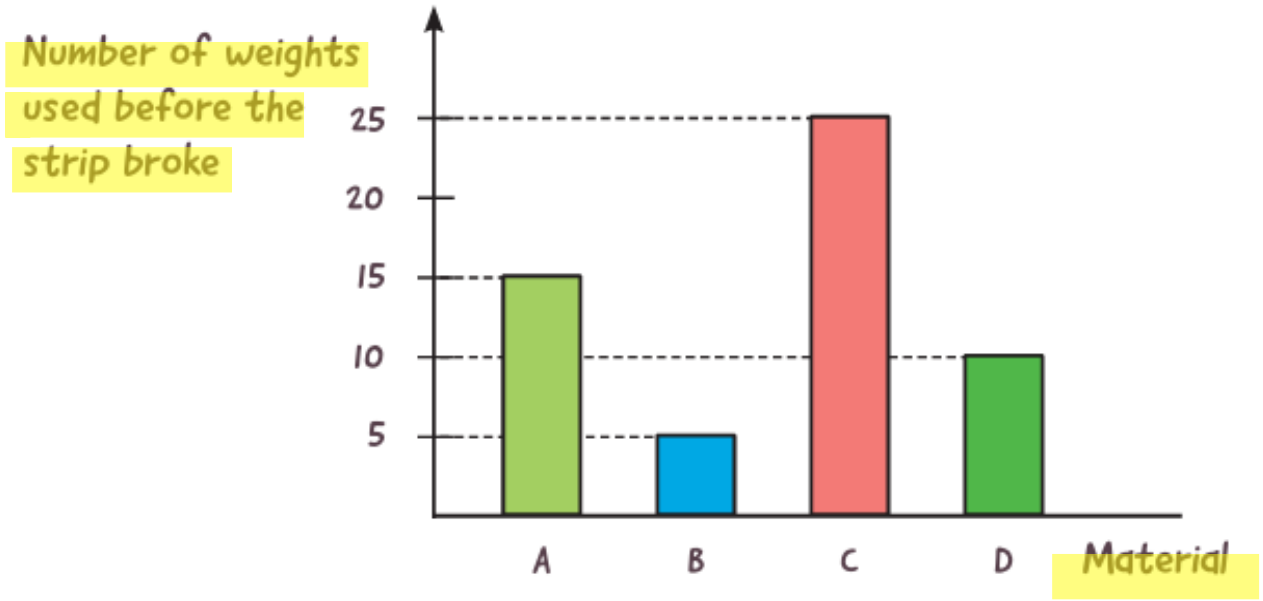

What students need to do:

- Read the question *carefully* to understand the different parts of the question and diagram.

Reading Literacy

Primary 3 Science Textbook Question

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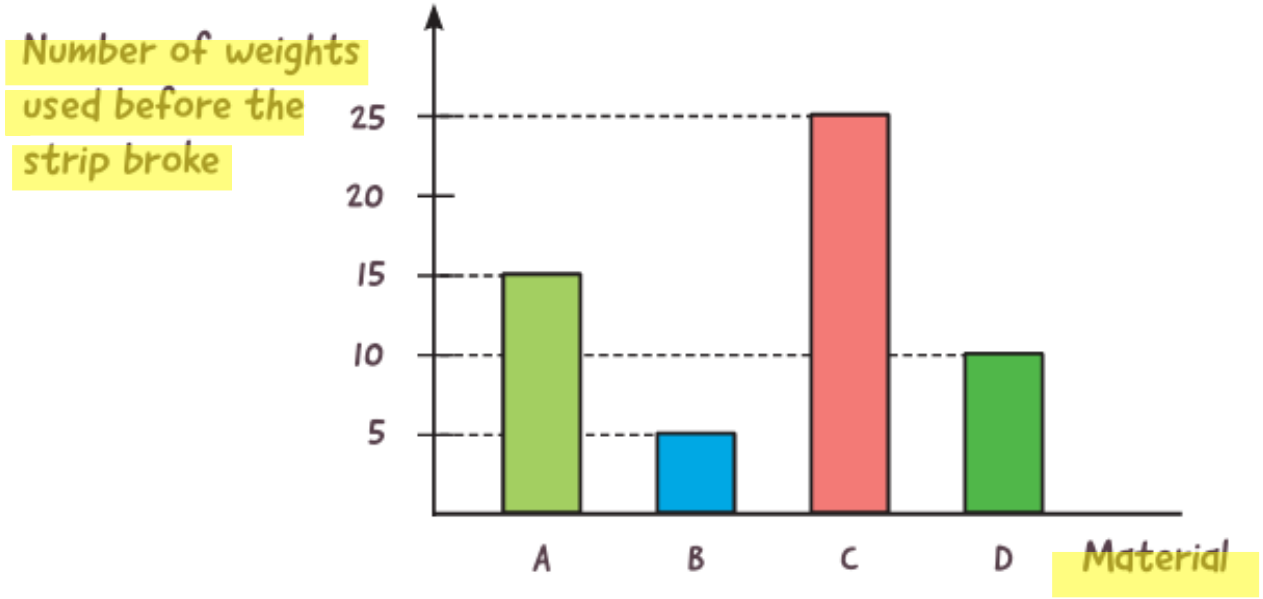

Based on understanding of question,

- Interpret diagrams
- Draw links between the diagrams
- Identify and recall topic and concepts

Critical Thinking

Primary 3 Science Textbook Question

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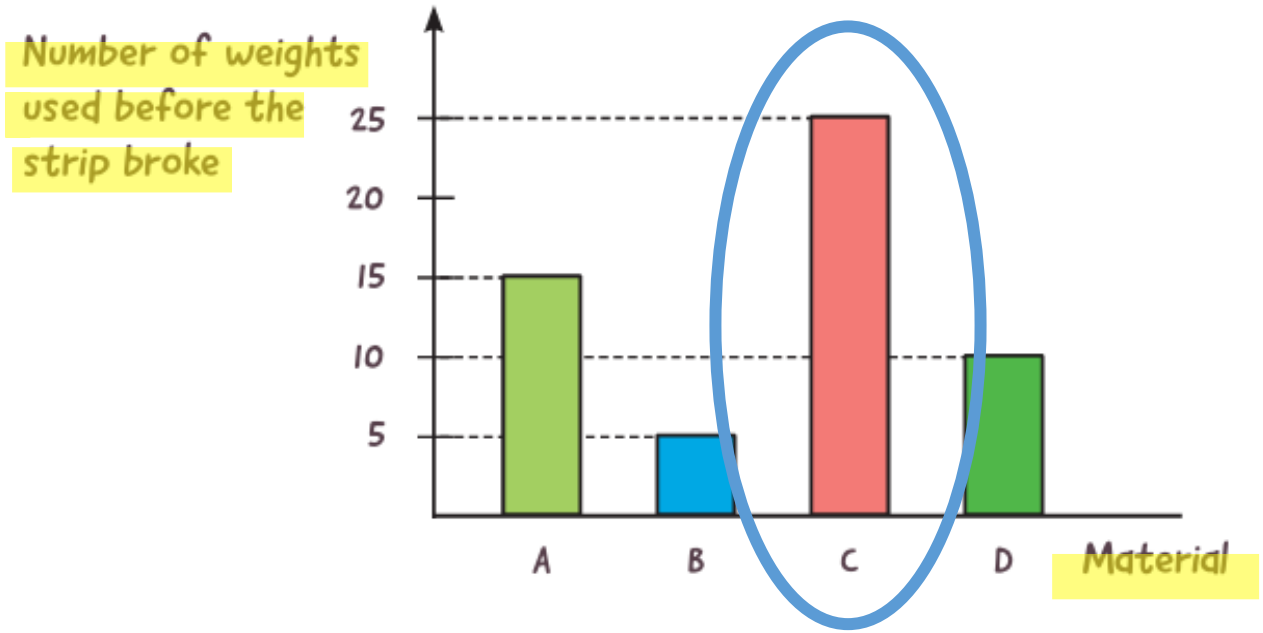

Application of Concept

- C (red) has the longest bar in the graph
  - What does that mean?
  - *How* should I arrange the other materials in order?

Primary 3 Science Textbook Question

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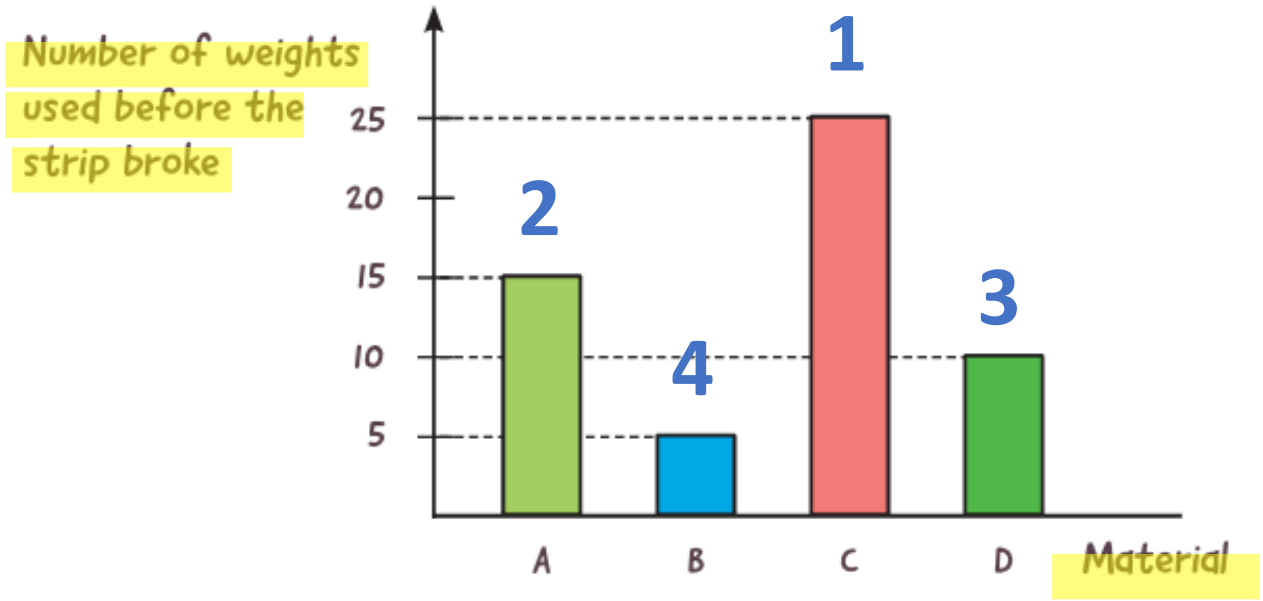


Arrange the materials from the strongest to the weakest.

(1) A, B, C, D

(2) B, D, C, A

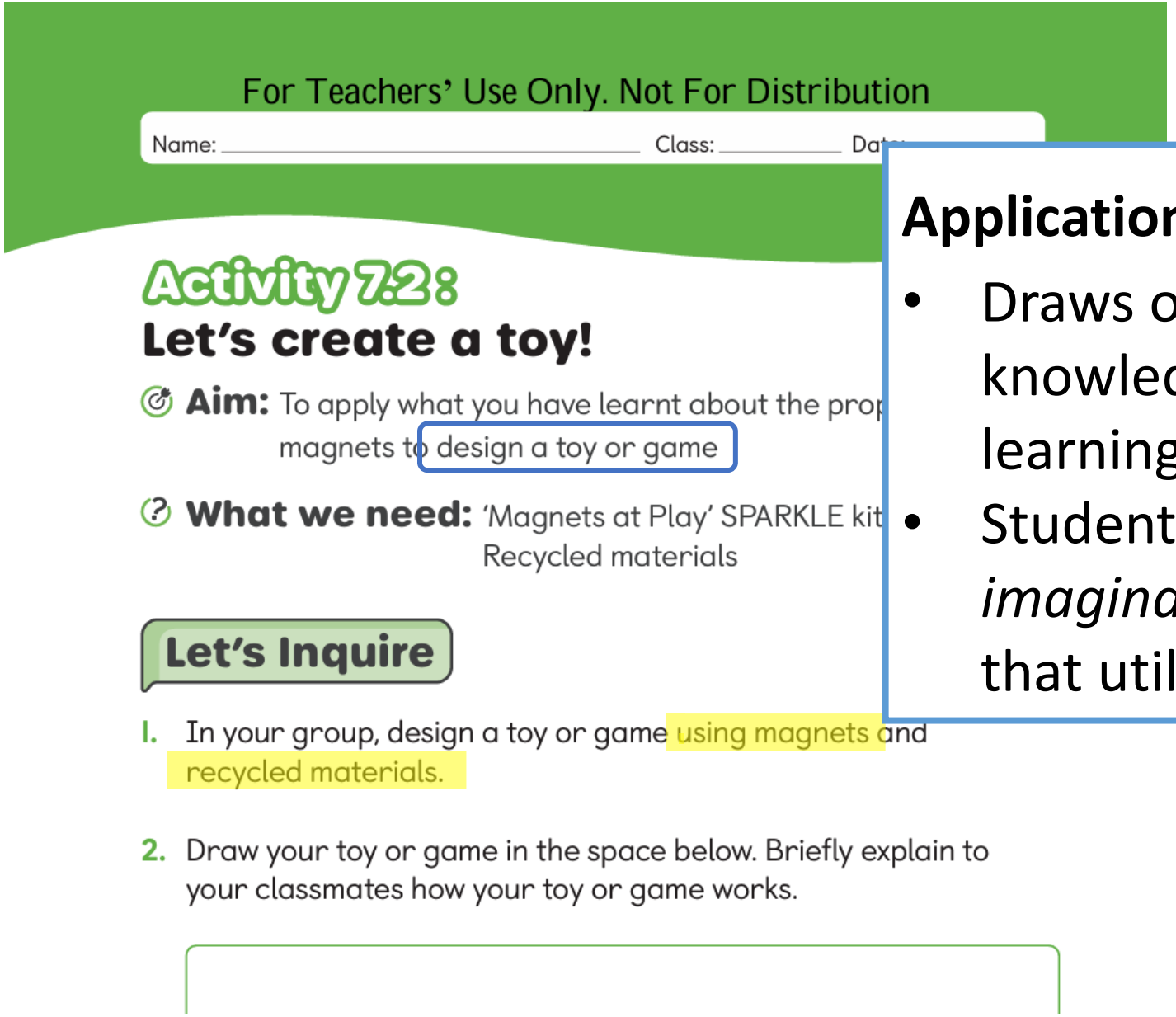
(3) C, A, D, B

(4) D, B, A, C

(3)

Adaptive Thinking

Primary 3 Science Activity Book Activity



For Teachers' Use Only. Not For Distribution

Name: _____ Class: _____ Da

Activity 7.2:
Let's create a toy!

Aim: To apply what you have learnt about the prop
magnets to design a toy or game

What we need: 'Magnets at Play' SPARKLE kit
Recycled materials

Let's Inquire

1. In your group, design a toy or game using magnets and recycled materials.

2. Draw your toy or game in the space below. Briefly explain to your classmates how your toy or game works.

Application of Concept

- Draws on students' foundational knowledge of the topic and learning experiences.
- Students use their *creativity* and *imagination* to design a toy or game that utilises magnets.

Inventive Thinking

Your child's growth comes from being *active learners*, not passive receivers.

Within the E21CC priority areas, our students need to develop...

Adaptive Thinking

i. **confident** in situations in which they do not have established answers and **resilient** in the face of failure; and

ii. able to respond to changing contexts **nimbly**

Inventive Thinking

i. **curious** and **reflective** about what they learn, while being driven by a sense of purpose; and

ii. cognitively **flexible** in approaching problem-solving

Civic Literacy

i. **willing to act** with shared commitment and ideals when engaging with social and global issues, while remaining grounded in the Singapore context; and

ii. **discerning** enough to critically assess information that they encounter online and evaluate societal issues

Communication

i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and

ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures

Integrating e21CC into the Curriculum

Becoming a future-ready learner
ENHANCING READING LITERACY

Adaptive and Inventive Thinking

SKGians explore possibilities, solving challenges and ignite their curiosity through hands-on discovery

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A vibrant school with a culture of care and the spirit of excellence

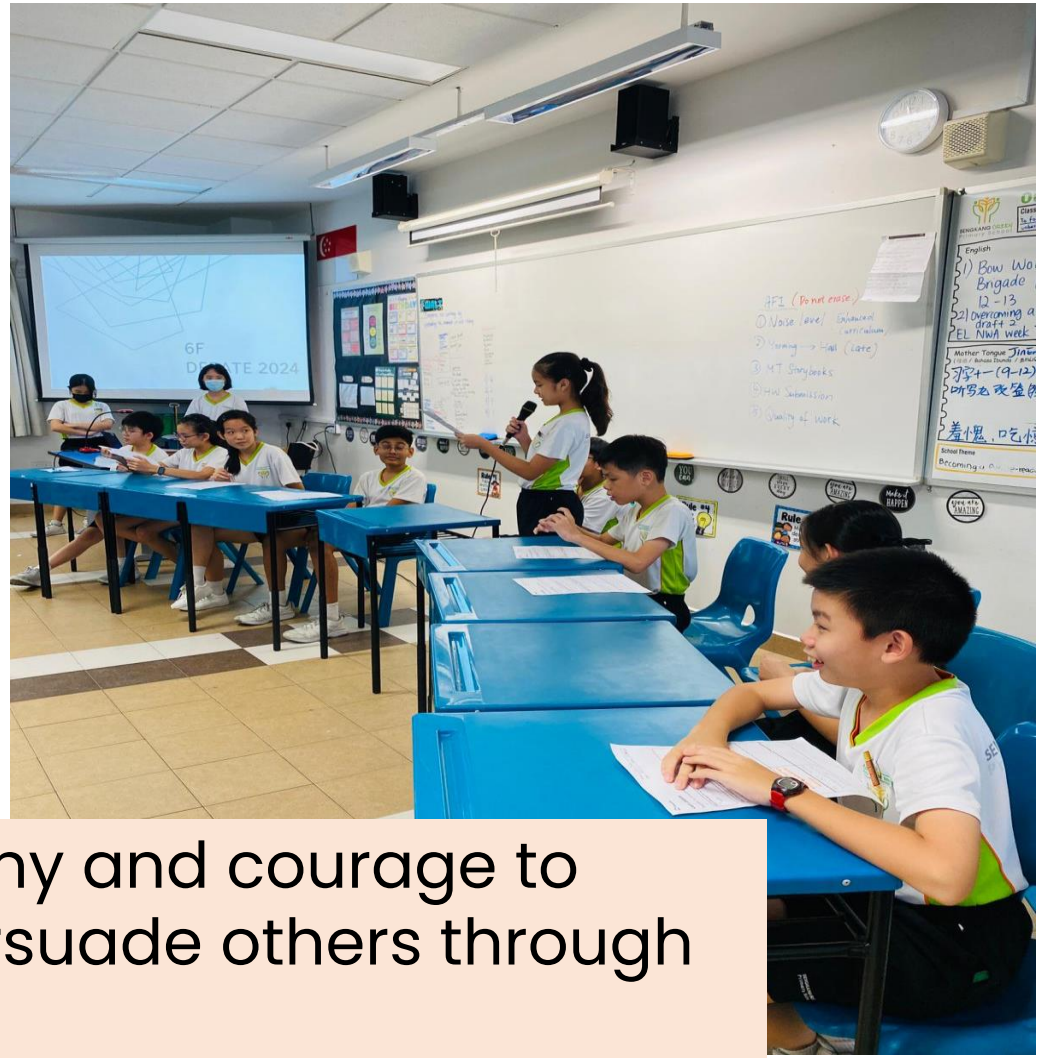
Integrating e21CC into the Curriculum

Communication, Collaboration and Information Skills

SKGians worked with their peers to explore concepts such as comparing and ordering numbers and money.

Integrating e21CC into the Curriculum

Communication and Collaboration Skills

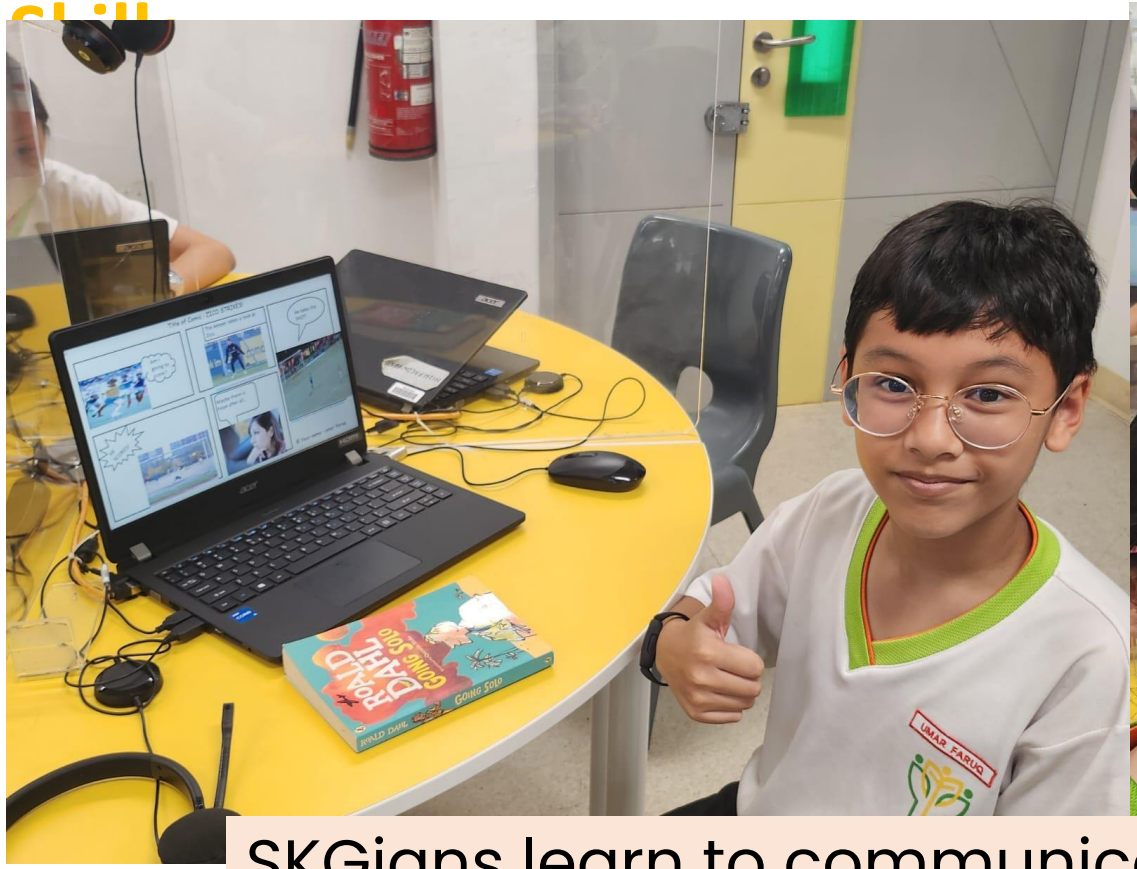


SKGians develop empathy and courage to voice new ideas and persuade others through activities like debates.

Integrating e21CC into the Curriculum

Becoming a future-ready learner
ENHANCING READING LITERACY

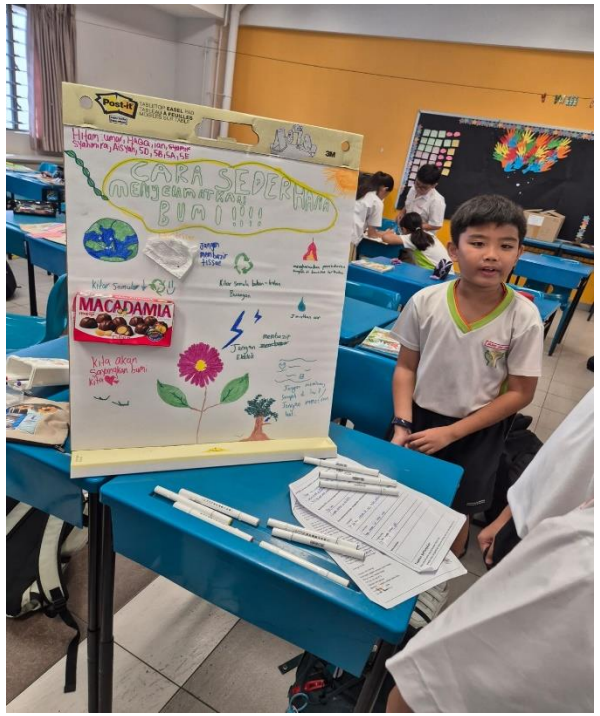
Communication, Collaboration and Information Skills

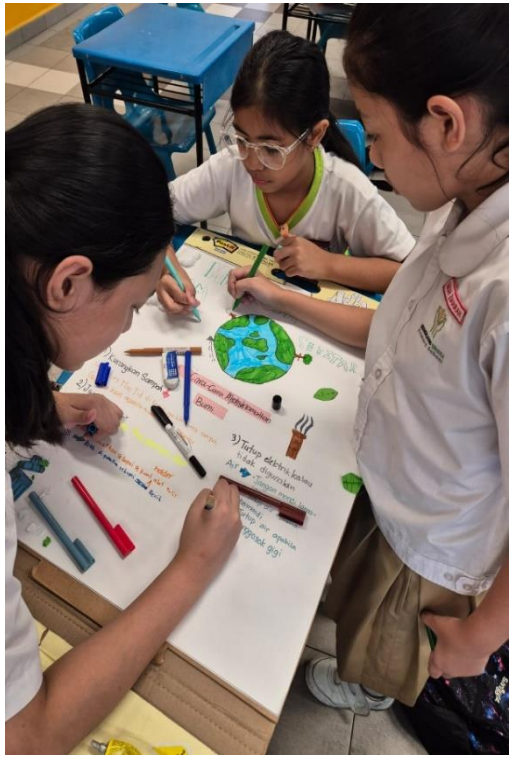


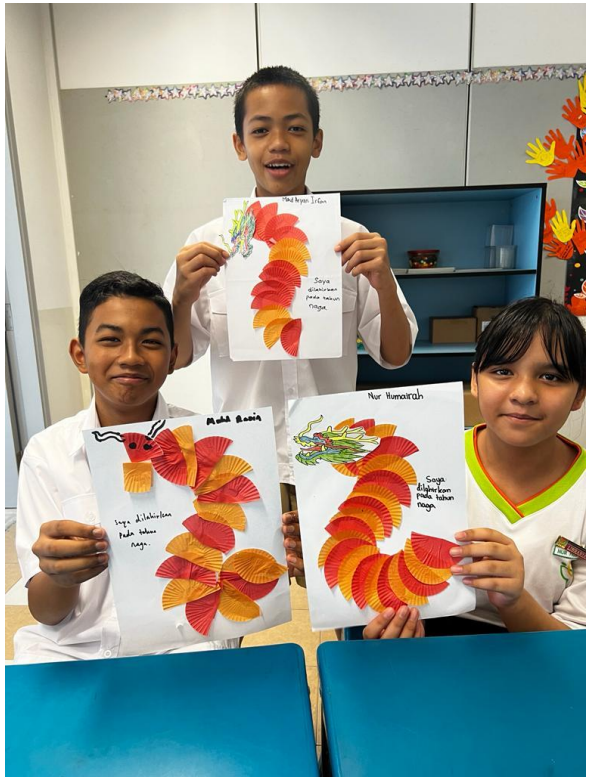
SKGians learn to communicate ideas through comic strips, combining visuals and text to tell a story or express ideas.

Integrating e21CC into the Curriculum

Civic, Global & Cross-Cultural Skills







SKGians participate actively in discussions that explore different cultures and contemporary civic issues.

How parents can support e21CC development at home?

How to foster Adaptive Thinking?	How to foster Inventive Thinking?
Examples: **Promote flexibility:** Encourage your child to try different approaches to tasks. *"What's another way we could approach this problem?"* *"What would you do differently if you faced a similar situation again?"* **Share experiences:** Discuss times when you had to adapt and what you learned.	**Examples:** **Support creativity:** Provide open-ended materials and tools, encouraging your child to invent their own uses and creations. **Destigmatise failures:** Teach your child that mistakes are part of the learning process. *"What's missing here?"* *"How can we make this better?"*

How parents can support e21CC development at home?

How to foster Communication Skills?

Examples:

Encourage discussions: Have regular family conversations. Discuss recent events or news.

"What's the most important point you want me to remember?"

"What's your opinion on this, and why do you feel that way?"

"How do you think your friend felt when that happened?"

How to foster Civic Literacy?

Examples:

Get involved in community service: Participate together in school/community projects.

Discuss civic responsibilities: Build awareness of their surroundings, understand about various cultures and practices of different races and nationalities and identities and responsibilities as citizens.

"How does this decision affect different people in our community?"

"How can we contribute to making our neighbourhood better?"

THANK YOU


Confident Person
Self-Directed Learner
Critical, Adaptive and Inventive Thinking
Civic, Global and Cross-Cultural Literacy
Communication, Collaboration and Information Skills
Concerned Citizen
Active Contributor