



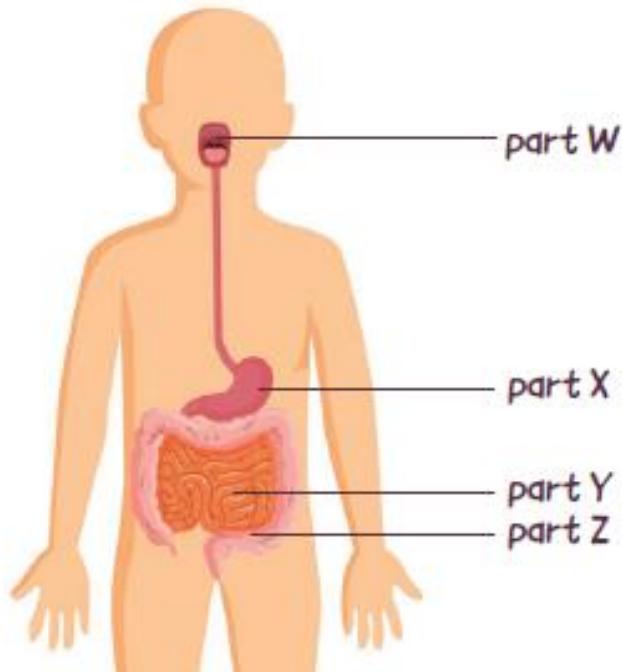
Becoming a future-ready learner

ENHANCING READING LITERACY

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

P4 Parent Engagement Session
Academic Heads Sharing

3. The diagram below shows the digestive system.



If the child gets the answer correct but shows no annotation,
can we be confident that learning has taken place?

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.



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?

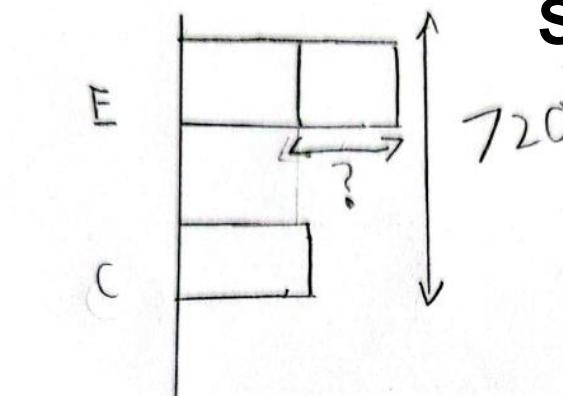
Student A

No equation or working shown

Ans: 120 ml

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

Student B



$$\begin{aligned} \text{difference} &= 720 \div 3 \\ &= 240 \end{aligned}$$

$$\begin{array}{r} 240 \\ 3 \overline{)720} \\ 6 \downarrow \\ 12 \downarrow \\ 12 \downarrow \\ 0 \end{array}$$

Ans: 240 ml



*Productive struggle is normal.
Mistakes are part of rigorous learning*





**Let's try a few
P4 Questions!**





Discussion Organiser

1. Circle the side that you are taking based on the statement.
2. Use the organiser to organise your points.

Statement: It is important to win at all costs.	
Agree	

Oracy: Taking a Stand

✿ What students do

1. Decide whether they agree or disagree
2. Organise ideas using a discussion organizer
3. Give reasons and examples
4. Listen respectfully to different viewpoints
5. Reflect and clarify what they believe





During the discussion:

2. Use the table below to organise your points and take notes.

Statement: It is important to win at all costs.	
Agree	Disagree
My stand: <u>As a competitor</u> , winning is the most important aim and one should do anything to win.	My stand: <u>As a competitor</u> , fair play in a competition is important. When one participates in a competition, one must follow the rules of the competition.
Reason 1: As a competitor, you would already have worked very hard to prepare yourself for the competition.	Being honest and having a good character is more important than winning.

Reason 2: If

After the discussion:

3. Take a stand

Example: After listening to the points presented, I disagree that it is important to win at all costs.

4. State your reasons

Example: I believe that fair play in a competition is important as being honest and having a good character is more important than winning.

EL Learning Outcome: An Empathetic Communicator

Different Points of View

1. Competitor
2. Opponent
3. Judge
4. Spectators

Perspective-taking by thinking about how each person might feel.



Why this matters

Through oracy lessons like this, students are learning to:

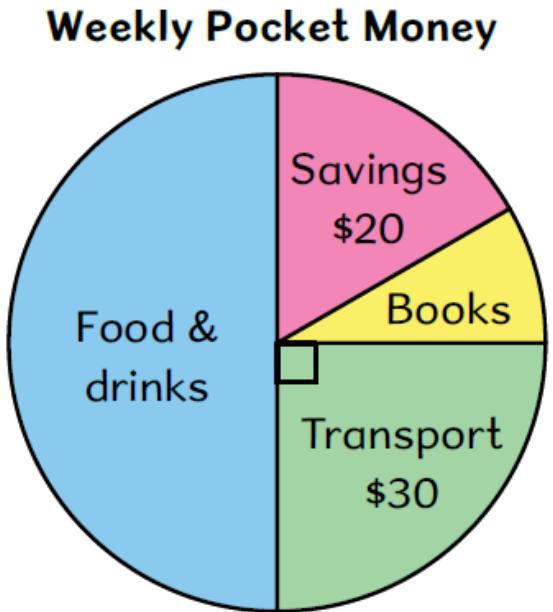
- Think before they speak
- Speak with confidence and clarity
- Listen with understanding
- Make values-based decisions

These are essential skills not only for English assessments, but for **learning, relationships and life beyond school**.



Primary 4B Maths Textbook Question

The pie chart shows how Dylan uses his monthly pocket money.



- (i) How much of his pocket money does he spend on books?
- (ii) How much of his pocket money does he spend on food and drinks?
- (iii) How much is Dylan's monthly pocket money?

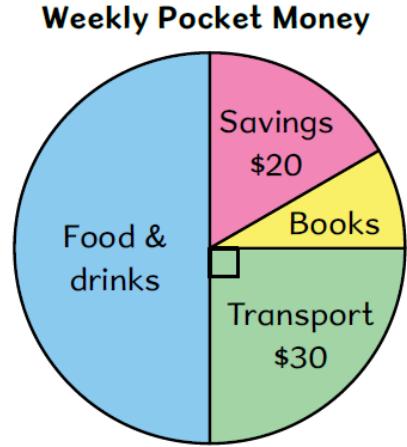
This is not a question that can be mastered through constant practice alone.

Students must first **read and interpret the pie chart carefully**, analysing the information shown and identifying what is given and what needs to be inferred.

Primary 4B Textbook Question



The pie chart shows how Dylan uses his monthly pocket money.



- (i) How much of his pocket money does he spend on books?
- (ii) How much of his pocket money does he spend on food and drinks?
- (iii) How much is Dylan's monthly pocket money?

What students already know:

- The whole circle represents the amount of monthly pocket money.
- A quarter circle represents $\frac{1}{4}$ of a circle.





What students need to do:

- Read the pie chart carefully.
- Ask questions such as

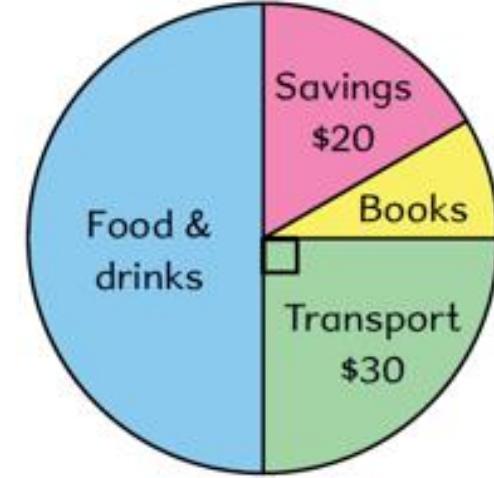
Reading Literacy

What information is given on the pie chart?

Which parts show amounts, and which parts show fractions of a whole?

What does the right-angle tell me about the fraction of the total?

Weekly Pocket Money



Critical Thinking





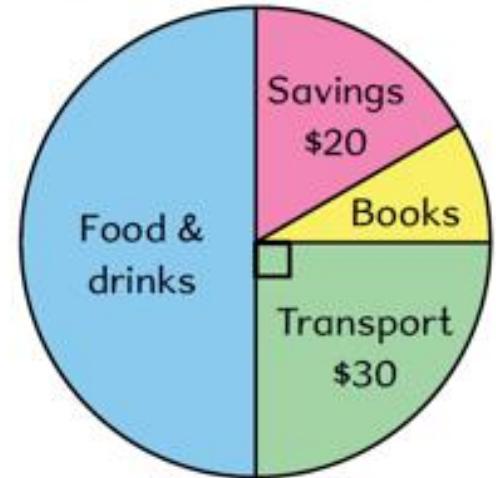
Primary 4B Textbook Question

What students need to do:

- Make connections between **angles, fractions and amounts**
- Justify their solutions using relationships shown in the pie chart.

Inventive Thinking

Weekly Pocket Money





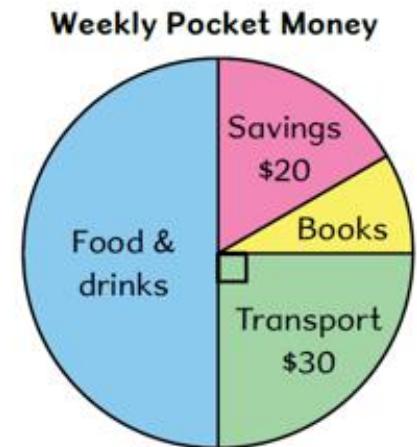
Primary 4B Textbook Question

What students need to do:

- Adapt their strategy accordingly.

Is it necessary to find the total amount first, or can students identify familiar fractions such as **a quarter circle or halves** and make **efficient comparisons** instead?

Adaptive Thinking



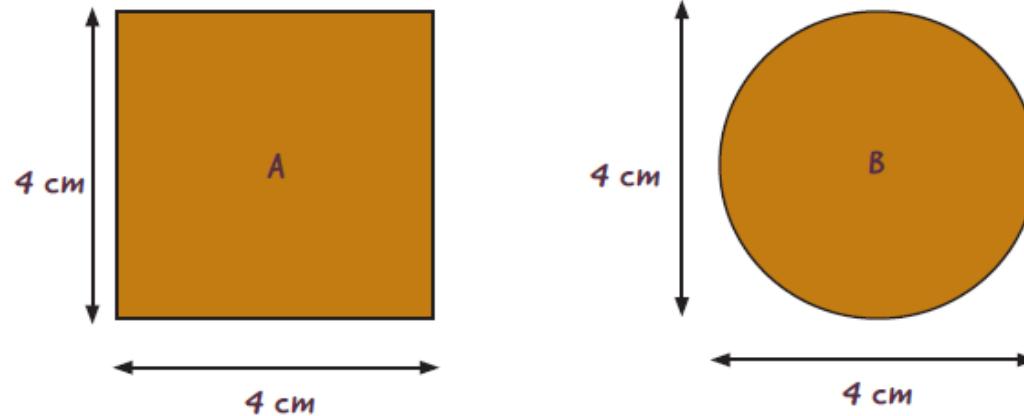
Primary 4 Science Textbook Question

Becoming a future-ready learner

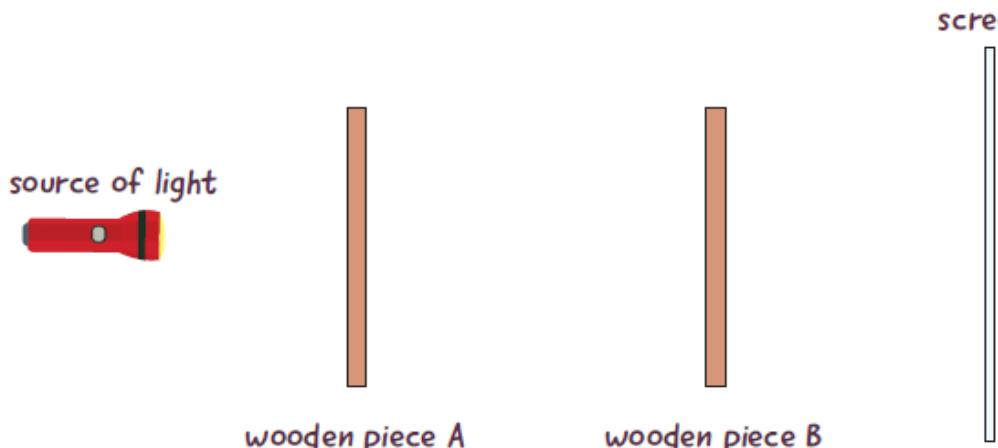


ENHANCING READING LITERACY

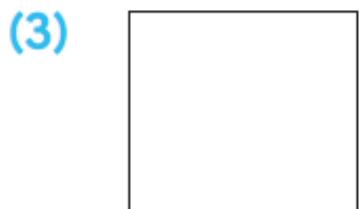
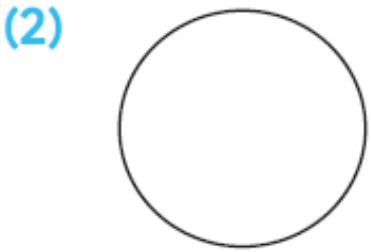
2. Ahmad has two wooden pieces of different shapes, A and B, as shown below.



He placed them between a source of light and a screen, as shown below.

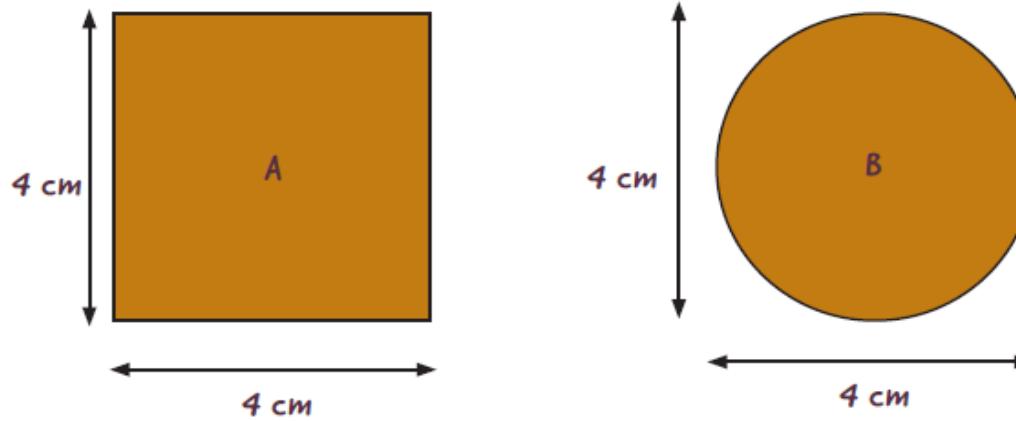


Which of the following correctly shows the shadow formed on the screen?

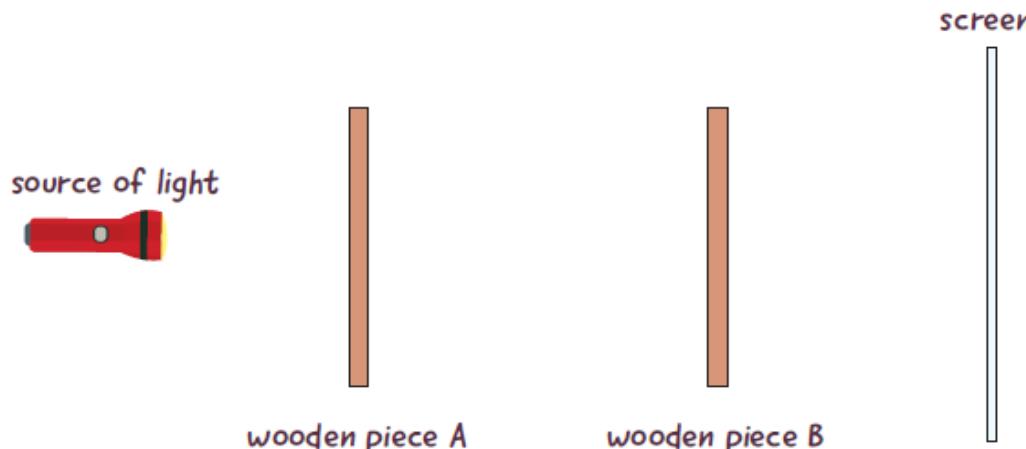


Primary 4 Science Textbook Question

2. Ahmad has two wooden pieces of different shapes, A and B, as shown below.



He placed them between a source of light and a screen, as shown below.



Becoming a future-ready learner
ENHANCING READING LITERACY



What students need to do:

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

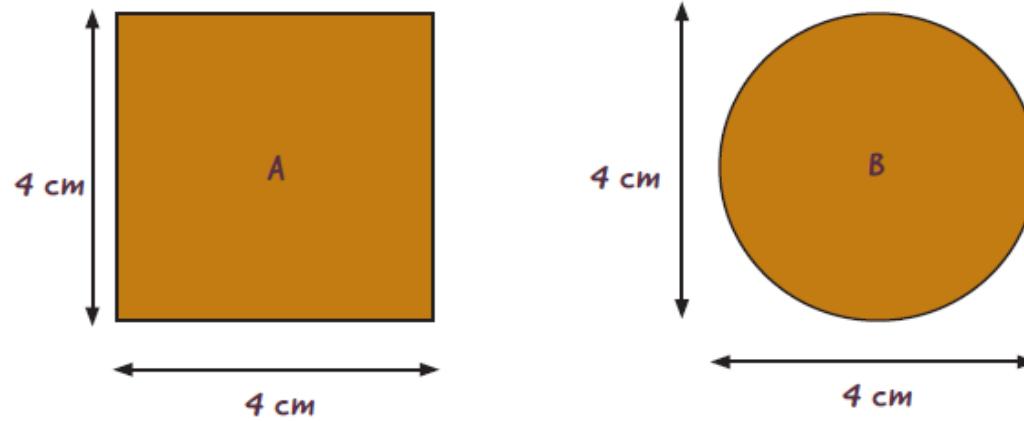
**Reading
Literacy**

Primary 4 Science Textbook Question

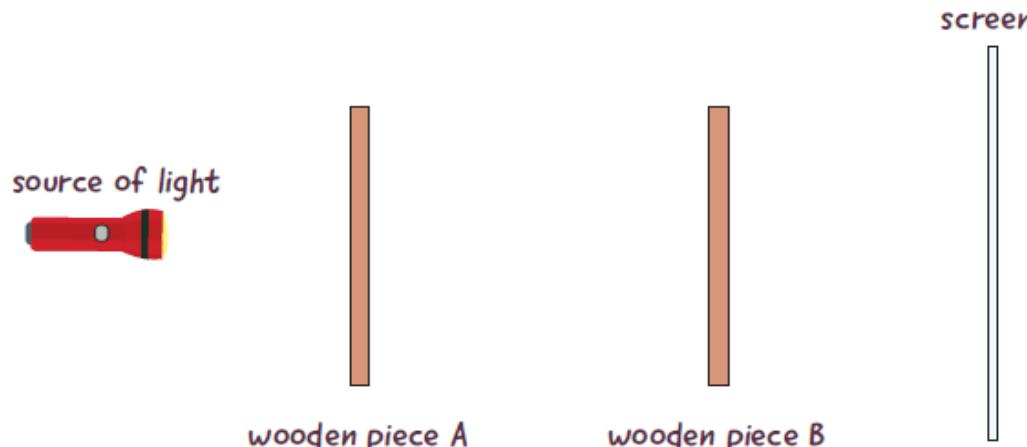
Becoming a future-ready learner
ENHANCING READING LITERACY



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Based on understanding of question,

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

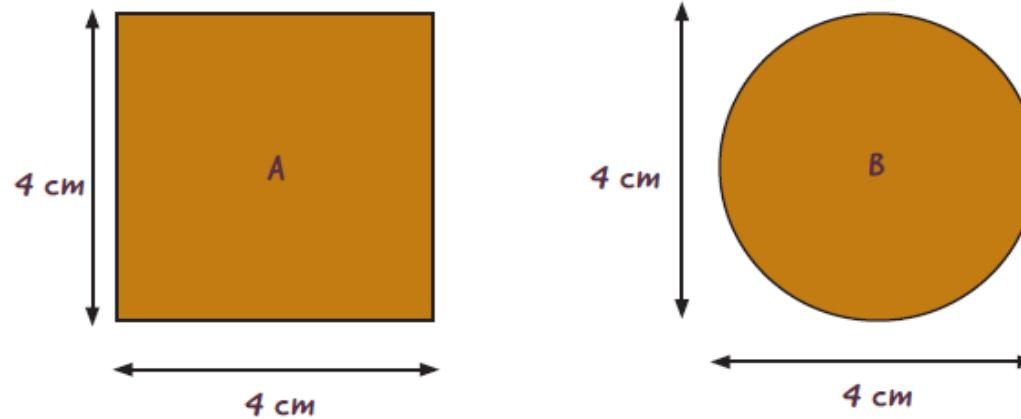
**Critical
Thinking**

Primary 4 Science Textbook Question

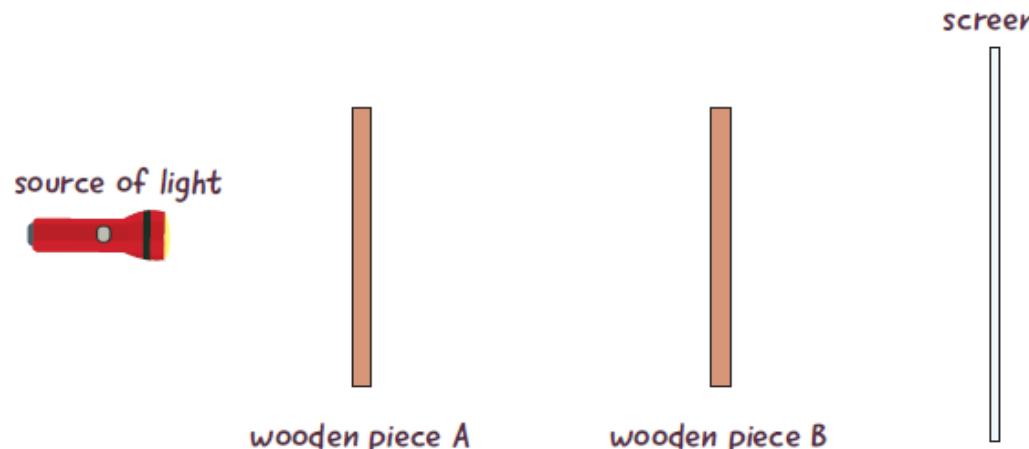
Becoming a future-ready learner
ENHANCING READING LITERACY



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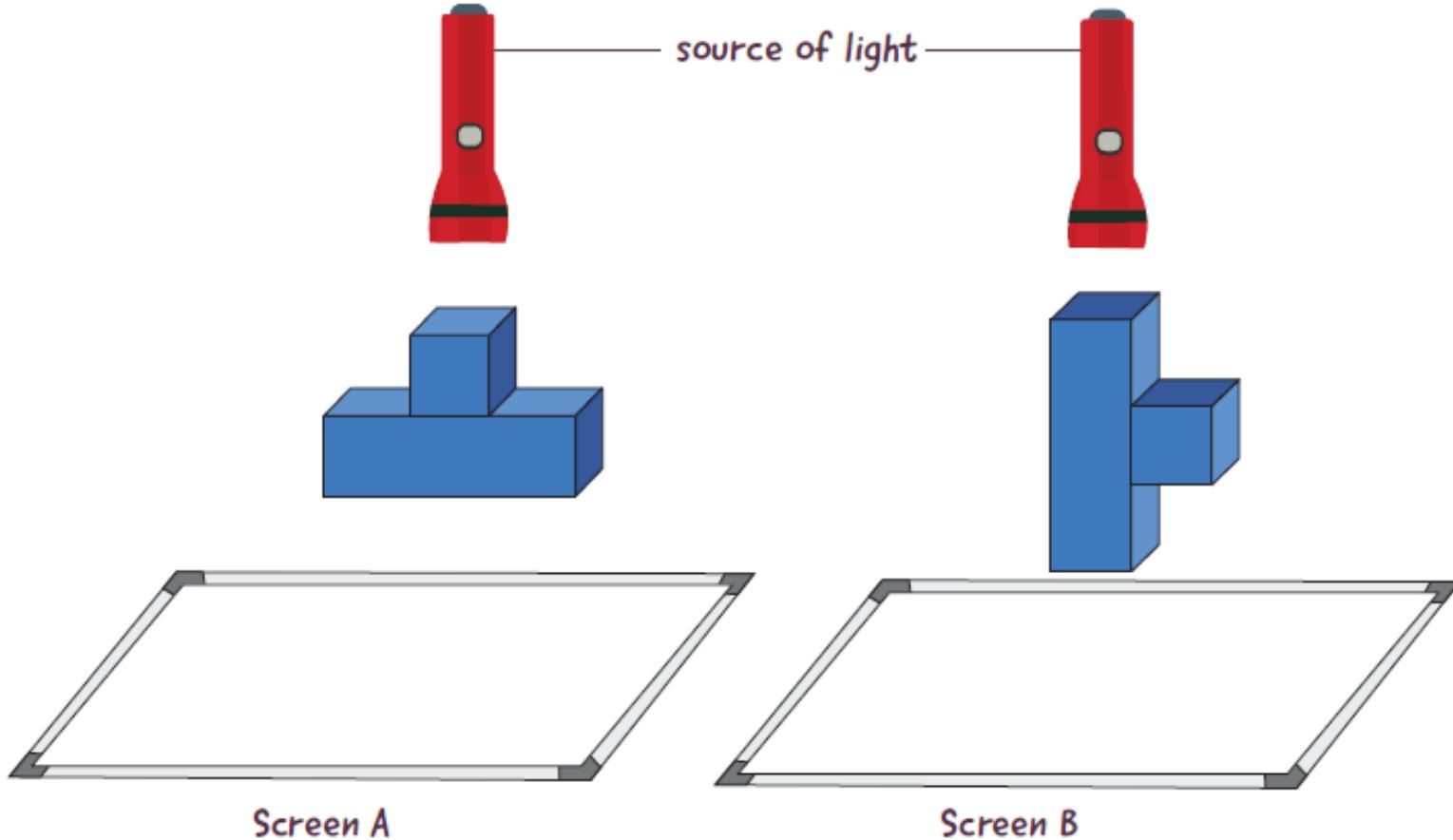
He placed them between a source of light and a screen, as shown below.



Application of Concept

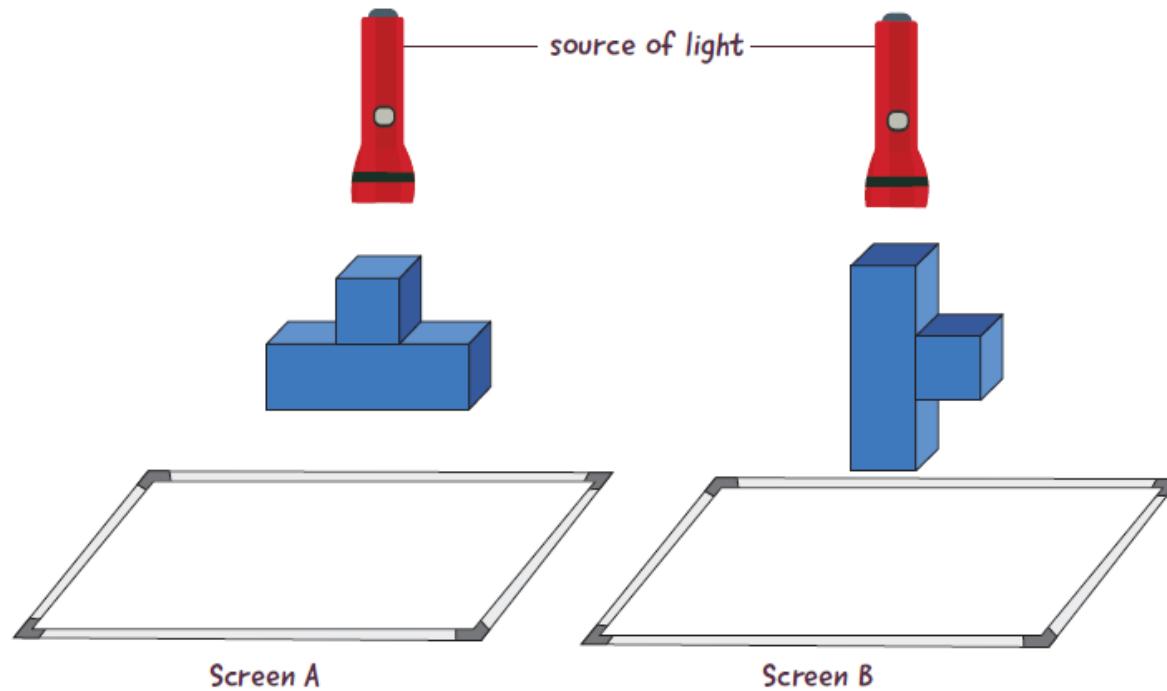
- Wooden piece A is nearer to the torchlight.
 - What does that mean?
 - How does it affect the shadow formed by wooden piece B?

**Adaptive
Thinking**



Question:
Draw the shadow formed
on each screen.





Application of Concept

- Students can tap on their concrete hands-on learning experiences during Science lessons.
- Students need to use their imagination to turn the 3-D shape into a 2-D shape in the form of a shadow.

**Critical
Thinking**

**Adaptive
Thinking**

**Inventive
Thinking**





妈妈的爱

一天傍晚，妈妈在厨房里准备晚餐，
她叫庆安帮忙把餐具摆在餐桌上。

庆安把事情做完后，写了一张字条给
妈妈。

庆安的“收费单”

妈妈：

我今天做了很多家务，请您给我钱。

照顾弟弟

3元

整理衣橱

2元

扫地、倒垃圾

2元

去杂货店买东西

1元

摆碗盘、汤匙和筷子

5角

妈妈看了字条后，笑了笑。她把字条翻过来，在上面也写了一些字。

妈妈的“免费单”

你在我肚子里住了10个月

免费
mián fèi

你出世后，我无微不至地照顾你

免费
mián fèi

你生病时，我带你去看医生

免费
mián fèi

你的衣服、食物、玩具、书本

免费
mián fèi

我所有的爱

免费
mián fèi

看了妈妈的字条，庆安觉得很不好意思。他抬起头对妈妈说：“妈，对不起！我只是和您开玩笑。”

在你成长的过程中，妈妈为你做过什么，
你又为妈妈做过什么？

参考问题

从哪里可以看出妈妈很爱庆安？
为什么庆安向妈妈道歉？

Reading Literacy

- **Compare and draw connections between the two written notes.**
- **Through guided questioning, students identify the intent of the note.**





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Critical Thinking

- Evaluate the character's actions using textual evidence. E.g. feelings, thoughts.





妈妈的爱

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Adaptive Thinking

- Students **connect the text to their own lives** to understand how values are expressed in everyday actions.



Pelajaran 1 Makmal Komputer

Pada akhir pelajaran, murid dapat:
 mendengar dan mengenal pasti susunan peristiwa atau idea (1.2.4) menggunakan kata nafsi dengan betul mengikut konteks.

Mahir Bahasa

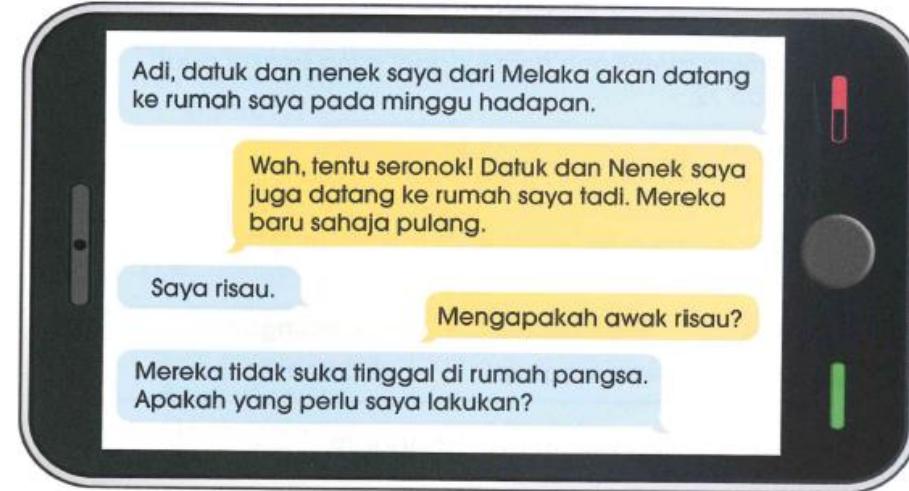
Baca dan bincangkan.

Kelas Bahasa Melayu diadakan di **makmal** komputer pada hari itu. Sewaktu beratur, mata Budi **tertumpu** pada poster yang ditampal pada pintu makmal itu.



Can you think of any other rules we should follow in the computer lab? Why do you think these rules are important?

Critical Thinking



Jika kamu Adi, bagaimanakah kamu membalas mesej Kamal?



Saya boleh membalas mesej dengan menggunakan laras bahasa yang sesuai.

If you were Adi, how would you reply to this message?

Adaptive Thinking



சிந்திப்போம்; கலந்துரையாடுவோம்

1. குதையில் கிருந்தபோது ராபர்ட் புஞ்சு எதைப்பற்றிச் சிந்தித்திருப்பார்?



கிந்த உயிரினங்களிடமிருந்து நீ எதைக் கற்றுக்கொள்வாய்?

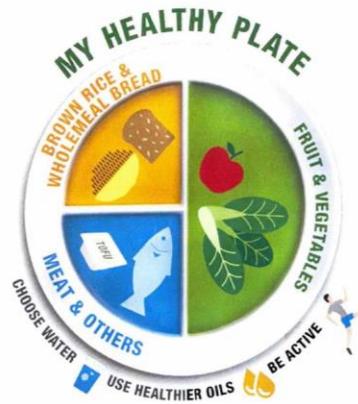
புத்தகம் (✓) கிடு.

என்னால் பொருத்தமான சொற்களைப் பயன்படுத்திக் கருத்துப்பரிமாறிக்கொள்ள முடியும்.

விடை காண்போம்

1. கபிலன் ஏன் ஓட்டமும் நடையுமாகப் பள்ளிக்குச் சென்றான்?
2. கபிலன் சோர்வடைந்ததைத் திரு சலீம் கவனிக்காமல் கிருந்திருந்தால், என்ன நடந்திருக்கும்?
3. கிந்தப் பகுதியின் மையக் கருத்து என்ன?
4. வாக்கியங்களைப் படிக் காரணம் கூறு.
ஓட்டப்பயிற்சி உடலுக்கு நல்லது. ஏன்?
காலை உணவு மிகவும் முக்கியம். ஏன்?

ஆரோக்கியமான உணவை அளவோடு சாப்பிடு.



புத்தகம் (✓) கிடு.

என்னால் பகுதியைப் படித்துப் புரிந்துகொண்டு கேள்விகளுக்குப் பதில் கூற முடியும்.

Why should we eat healthy food?
How can we prepare healthy food for our family?

Adaptive Thinking





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





**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

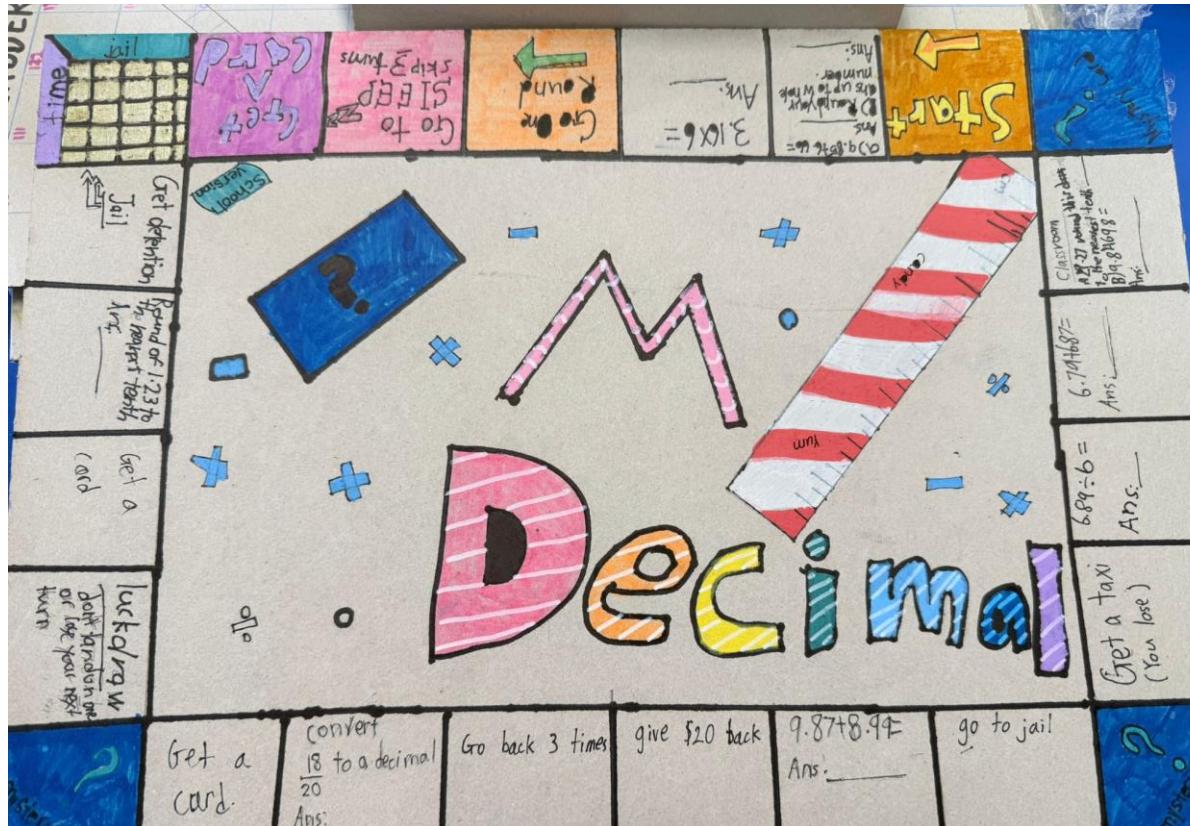
- i. **courageous** and spontaneous in voicing new ideas and able to persuade others; and
- ii. **open-minded** and **empathetic** so that they can communicate and collaborate across different cultures

Integrating e21CC into the Curriculum

Becoming a future-ready learner **ENHANCING READING LITERACY**



Adaptive and Inventive Thinking



SKGians explored creative ways to design Mathematics game boards by applying concepts such as **nets and decimals**.



Integrating e21CC into the Curriculum

Adaptive and Inventive Thinking

Becoming a future-ready learner
ENHANCING READING LITERACY



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



SENGKANG GREEN
Primary School

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

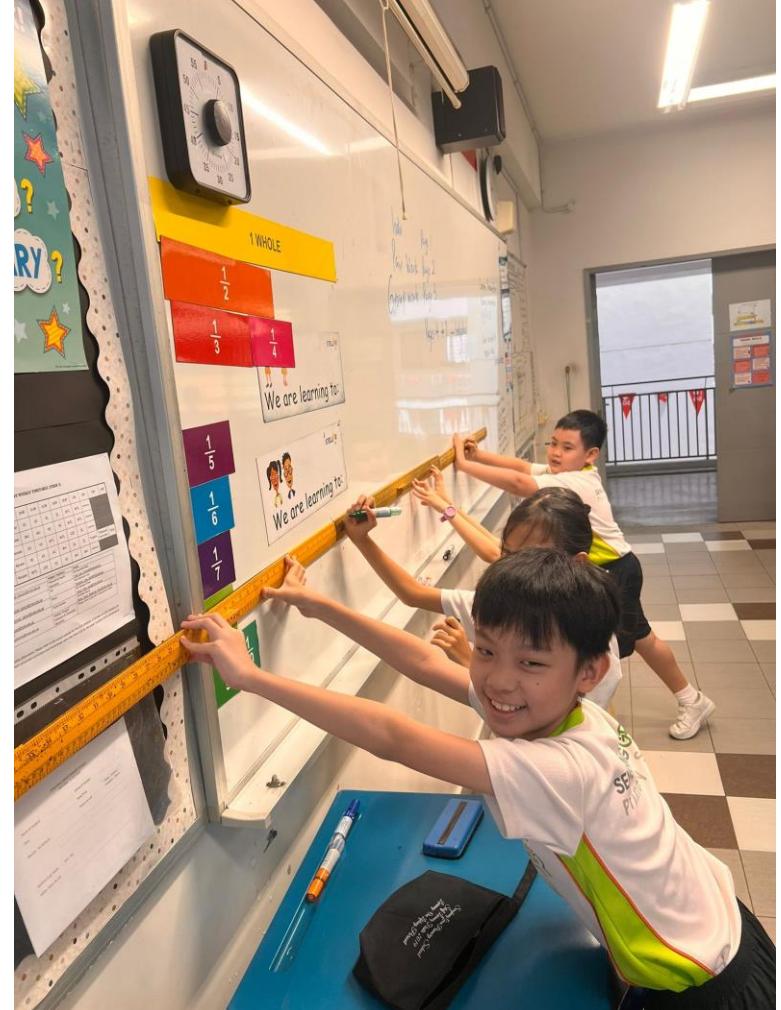
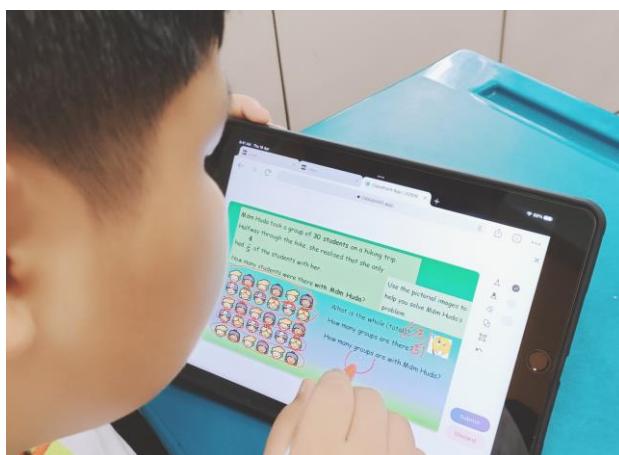
Integrating e21CC into the Curriculum

Communication, Collaboration and Information Skills

Becoming a future-ready learner
ENHANCING READING LITERACY



SKGians worked with their peers to explore concepts such as model drawing and measurements.



Integrating e21CC into the Curriculum

Communication and Collaboration Skills

Becoming a future-ready learner
ENHANCING READING LITERACY

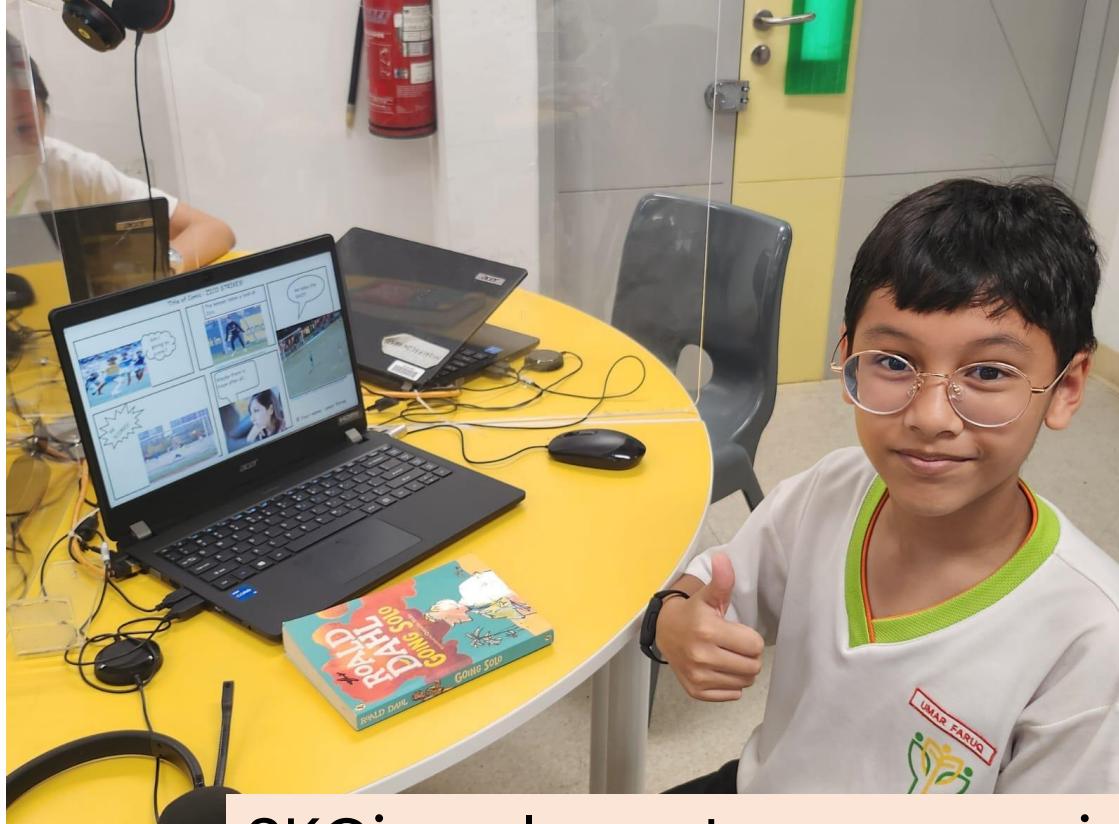


SKGians develop empathy and courage to voice new ideas and persuade others through activities like debates.

Integrating e21CC into the Curriculum

Communication, Collaboration and Information

Skills



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

Becoming a future-ready learner
ENHANCING READING LITERACY

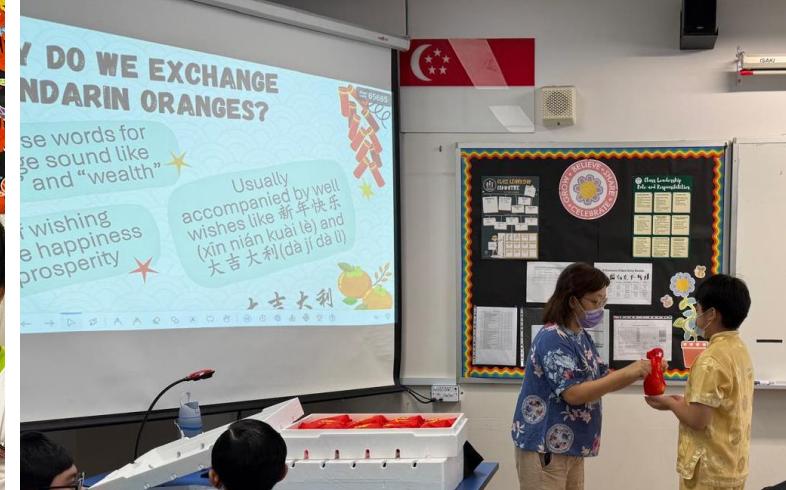


Integrating e21CC into the Curriculum

Becoming a future-ready learner
ENHANCING READING LITERACY



Civic, Global & Cross-Cultural Skills



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



SENGKANG GREEN
Primary School

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

How parents can support e21CC development at home?

Becoming a future-ready learner
ENHANCING READING LITERACY



How to foster Adaptive 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.

How to foster Inventive Thinking?

Examples:

Support creativity: Provide open-ended materials and tools, encouraging your child to invent their own uses and creations.

Celebrate 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

