



# ENGLISH LANGUAGE

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Primary 1 and 2



# What is STELLAR?

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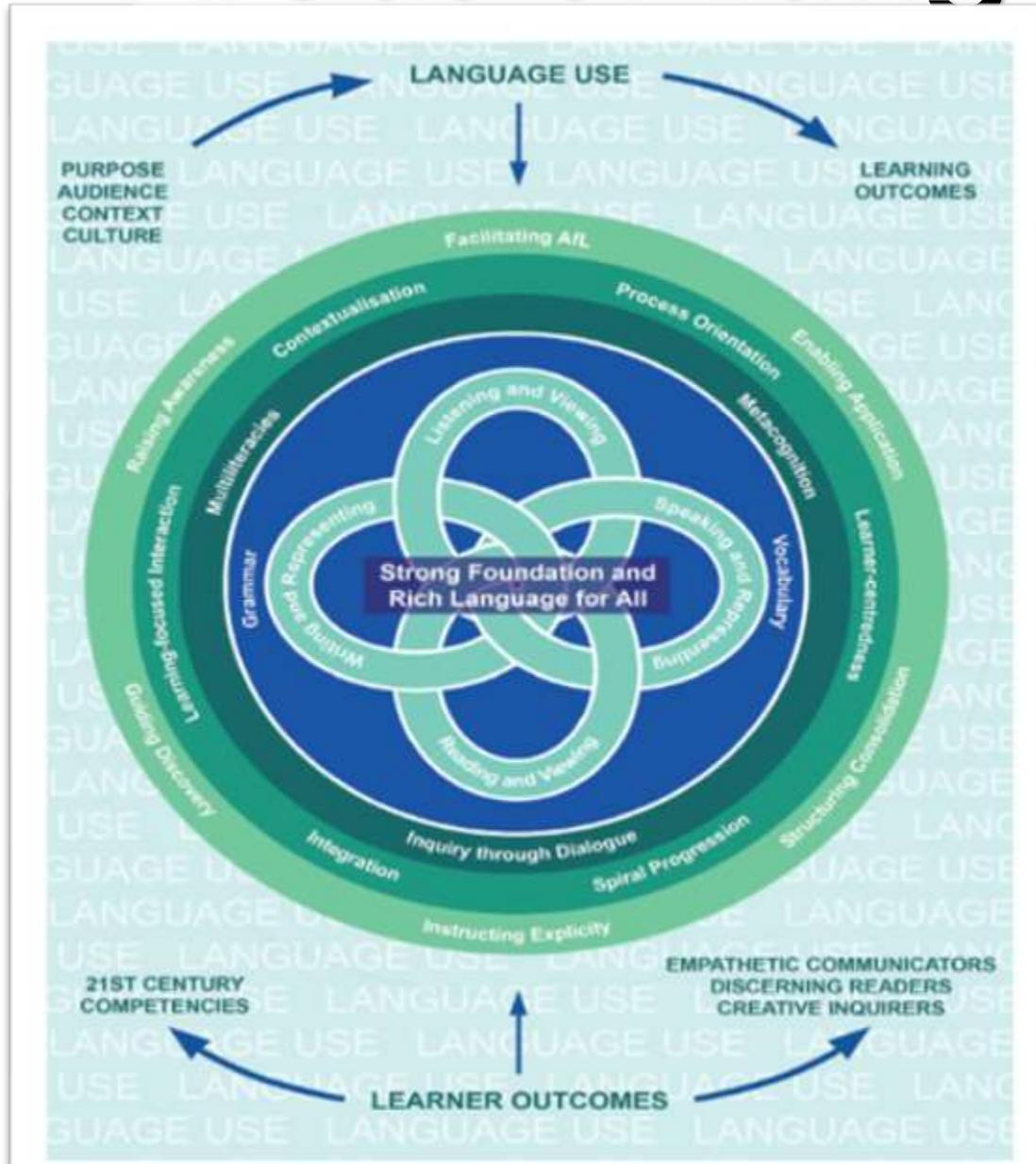
*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Strategies for English Language Learning and Reading

- Teaching and learning of English using more **speaking and listening** activities
- Children learn **reading and writing** using rich and interesting books, with discussions led by the teacher



# Areas of Language Learning



- Listening & Viewing
- Reading & Viewing
- Speaking & Representing
- Writing & Representing
- Grammar
- Vocabulary



# An Overview

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Language Learning Area	STELLAR	School-based Curriculum
<b>Reading &amp; Viewing</b>	<ul style="list-style-type: none"> <li>Shared Book Approach (SBA)</li> <li>Extensive Reading (ER)</li> </ul>	<ul style="list-style-type: none"> <li>Library (fortnightly)</li> <li>Structured Reading Programme (SRP) (fortnightly)</li> </ul>
<b>Writing &amp; Representing</b>	<ul style="list-style-type: none"> <li>Modified Language Experience Approach (MLEA)</li> <li>Class, Group and Individual Writing</li> </ul>	<ul style="list-style-type: none"> <li>Penmanship</li> <li>Journal (6,6,6,3)</li> <li>SLS</li> </ul>
<b>Speaking &amp; Representing</b>	<ul style="list-style-type: none"> <li>Role-playing</li> <li>Dramatisation</li> </ul>	<ul style="list-style-type: none"> <li>Current Affairs (Tiny Red Dot)</li> </ul>
<b>Listening &amp; Viewing</b>	<ul style="list-style-type: none"> <li>Recognition of sounds and words in context through phonics instruction</li> <li>Embedded in all key strategies</li> </ul>	
<b>Grammar</b>	Whole-Part-Whole Approach <ul style="list-style-type: none"> <li>Explicit teaching of grammar in meaningful context using Big Books</li> </ul>	
<b>Vocabulary</b>	Text-Based Approach <ul style="list-style-type: none"> <li>Big Books</li> </ul>	Working with Words <ul style="list-style-type: none"> <li>Spelling (in context)</li> </ul>

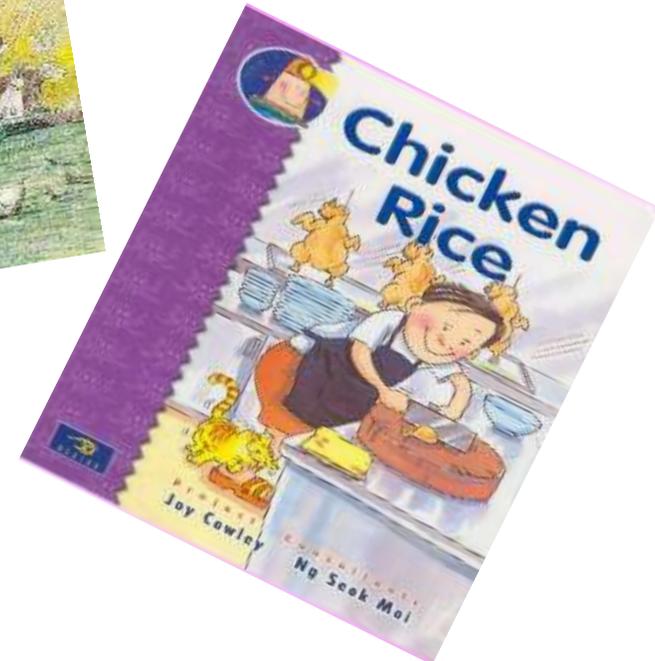
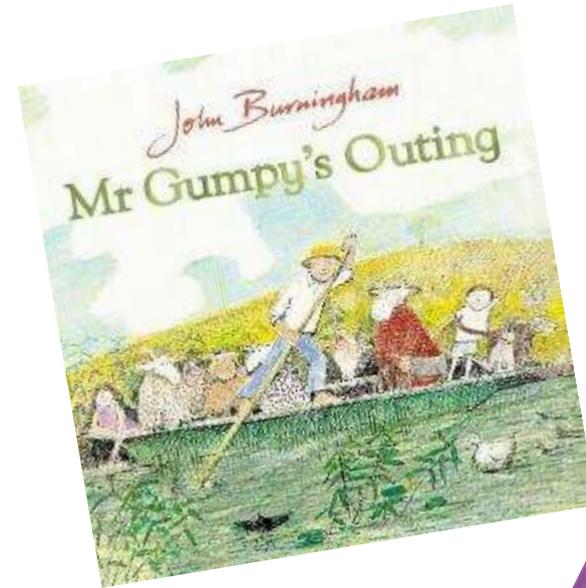
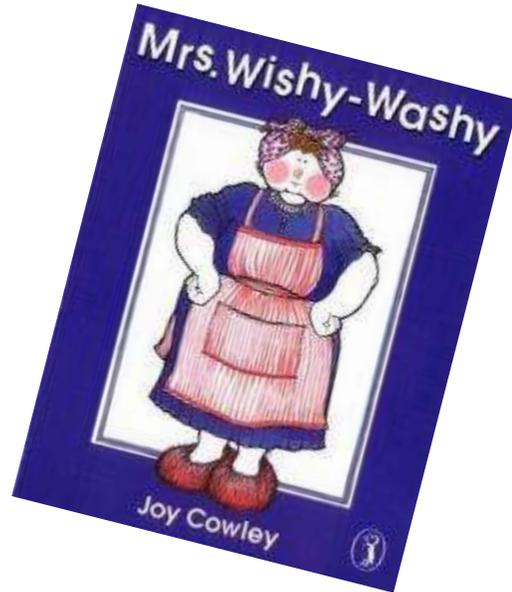
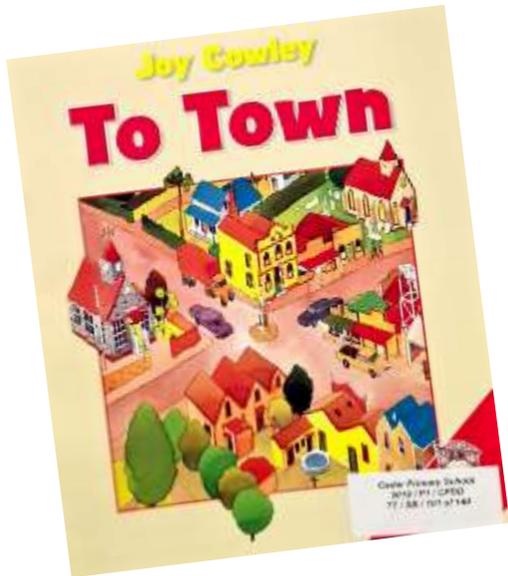


# Shared Book Approach (SBA)

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

The teacher introduces and shares a Big Book with the children.

Primary 2



Primary 1

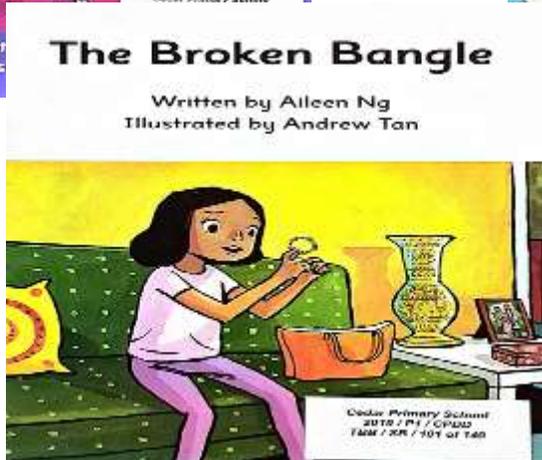
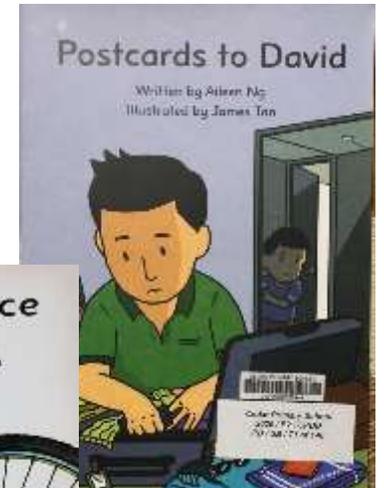
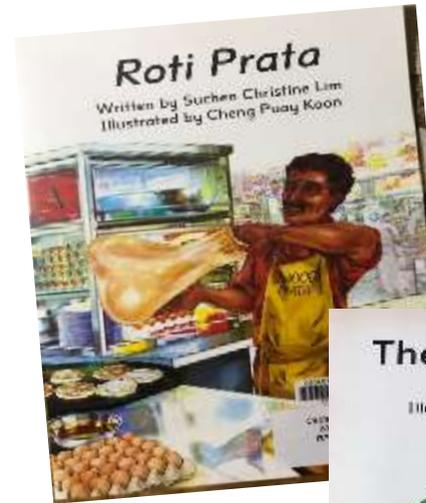
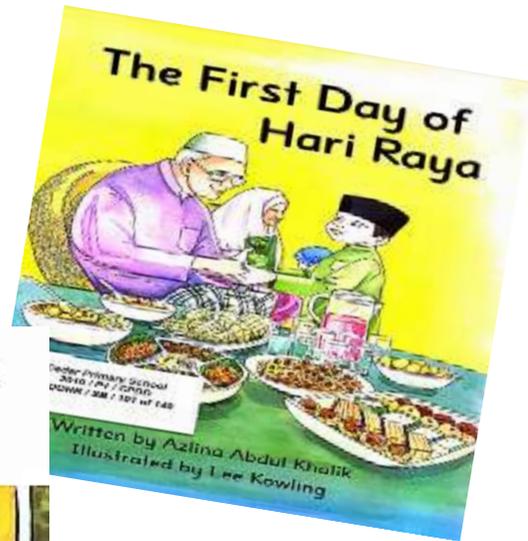
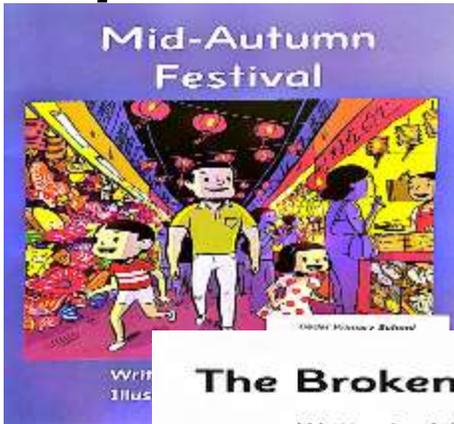


# Shared Book Approach (SBA)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

**21CC (civic, global & cross-cultural literacy) –  
Exposure to diverse literature**

Primary 2



Primary 1



# Shared Book Approach 2

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The teacher then explicitly teaches word identification and reading skills, vocabulary, grammar, language structures and the concepts of print.

Primary 2



Primary 1

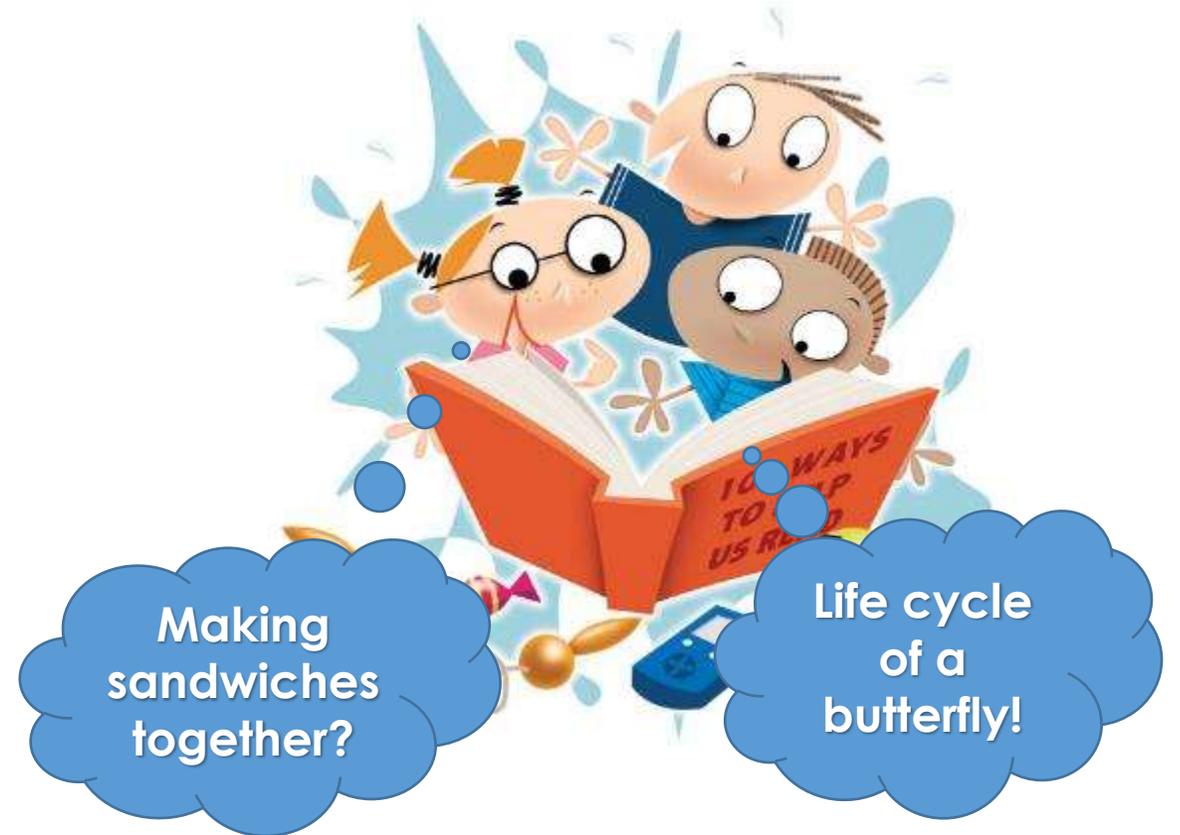




# Modified Language Experience Approach (MLEA)

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**Modified Language Experience Approach**, commonly known as **MLEA**, simply means having a **shared experience** and talking and writing about it.





# Modified Language Experience Approach (MLEA)

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The purpose of this shared experience is to **provide the context and content** for students to **think, talk and write** about.





# Class Writing

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Unit 1: Our Favourite Food

Classroom Survey

Dish Name	French Fries	French Onion Soup	Chicken Curry	Spaghetti	Chicken Sandwich
Ingredients	• French fries • Ketchup • Mayonnaise	• French onion soup • Grilled cheese • Butter	• Chicken • Curry powder • Onions • Tomatoes	• Spaghetti • Sauce • Cheese	• Chicken • Bread • Cheese • Sauce
Students who like this dish	8	3	4	2	3

Classroom Survey

Dish Name	French Fries	French Onion Soup	Chicken Curry	Spaghetti	Chicken Sandwich
Ingredients	• French fries • Ketchup • Mayonnaise	• French onion soup • Grilled cheese • Butter	• Chicken • Curry powder • Onions • Tomatoes	• Spaghetti • Sauce • Cheese	• Chicken • Bread • Cheese • Sauce
Students who like this dish	4	5	4	0	0

Classroom Survey

Dish Name	French Fries	French Onion Soup	Chicken Curry	Spaghetti	Chicken Sandwich
Ingredients	• French fries • Ketchup • Mayonnaise	• French onion soup • Grilled cheese • Butter	• Chicken • Curry powder • Onions • Tomatoes	• Spaghetti • Sauce • Cheese	• Chicken • Bread • Cheese • Sauce
Students who like this dish	15	20	22	12	12

Cedar Primary School  
Our Class Plan

What is our favourite dish?  
Our favourite dish is cheese mushroom pizza.

Which stall can we buy it from?  
We can buy it from the Western Delights stall.

What are some of the ingredients in the dish?  

- brown flour dough
- cheese and mushroom
- tomato ketchup
- lettuce / watermelon (optional)

How does it taste and smell?  

- smells rich and tasty
- tastes cheesy and flavourful

Why do we like this dish?  
 This dish is very tasty. The cheese is delicious and adds to the taste of the pizza. The mushroom is also savoury.

There is a crocodile in the book 'Crocodile Teo'. The crocodile has scaly skin and it has sharp teeth. We think the crocodile is greedy because he snapped up all the animals. He had a tummy ache and he sneezed. All the animals came out. We dislike the crocodile because he is very cunning and selfish.

- ## Success Criteria
- state the character
  - state the title of the book
  - describe the character
  - include our opinions
  - include an incident that happened to the character
  - state why we like or dislike the character



# Group Writing

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*





# Group Writing

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



P2 Term 1 Unit 1: Chicken Rice

Our Favourite Food  
Group members: bt, Aoi, Alet, Mar, Jo

- Each of you will get to choose one favourite dish. Write the names of the dish in the first row.
- Then you vote.
- Once you have decided on the dish that you will write, fill up the name of the stall and the ingredients of the dish.

Name of Dish	Chicken Rice	Chicken Noodle		
Stall	Yee Hin	Wah Hin		
Ingredients	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>		
Students who like the dish	2	2		
Total				

P2 Term 1 Unit 1: Chicken Rice

Our Favourite Food  
Group members: Suzette, Micael, Cole, Yi Xian

- Each of you will get to choose one favourite dish. Write the names of the dish in the first row.
- Then you vote.
- Once you have decided on the dish that you will write, fill up the name of the stall and the ingredients of the dish.

Name of Dish	Chicken Noodle	Chicken Rice	Chicken Noodle	Chicken Noodle
Stall	Wah Hin	Wah Hin	Wah Hin	Wah Hin
Ingredients	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>
Students who like the dish	2	2	2	1
Total	Chicken Noodle	Chicken Noodle	Chicken Noodle	Chicken Noodle

P2 Term 1 Unit 1: Chicken Rice

Our Favourite Food  
Group members: Shah, Evan, Eliza

- Each of you will get to choose one favourite dish. Write the names of the dish in the first row.
- Then you vote.
- Once you have decided on the dish that you will write, fill up the name of the stall and the ingredients of the dish.

Name of Dish	Chicken Rice	Chicken Noodle	Chicken Noodle
Stall	Wah Hin	Wah Hin	Wah Hin
Ingredients	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>
Students who like the dish	2	2	3
Total	Chicken Rice	Chicken Noodle	Chicken Noodle

P2 Term 1 Unit 1: Chicken Rice

Our Favourite Food  
Group members: Joseph, Scott, Tan, Jay

- Each of you will get to choose one favourite dish. Write the names of the dish in the first row.
- Then you vote.
- Once you have decided on the dish that you will write, fill up the name of the stall and the ingredients of the dish.

Name of Dish	Chicken Noodle	Chicken Noodle	Chicken Noodle
Stall	Wah Hin	Wah Hin	Wah Hin
Ingredients	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>	<ul style="list-style-type: none"> <li>chicken</li> <li>soy sauce</li> <li>egg</li> <li>garlic</li> </ul>
Students who like the dish	1	2	
Total	Chicken Noodle	Chicken Noodle	Chicken Noodle



# Tiny Red Dot

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

spotlight

## Exploring a man-made rainforest

White-faced saki monkey

King Penguin

Two-toed sloth

The Francois' langur

The Karsts

### The upcoming Rainforest Wild Asia

- Wildlife lovers will be able to see the world's rarest monkey for the first time in Asia, which opens in 2025.
- The size of the park – will allow tigers to roam through caves.
- Over at The Kluang Wildlife Sanctuary, the Francois' langur canopy that has been protected since 1982.

### Suggested questions for discussion:

- Which of the five parks in the Mandai Wildlife Reserve would you choose to visit? Why?
- Which animal would you like to see or know more about? Draw the animal and tell us why it fascinates you.
- Design a wildlife park where animals can roam freely while visitors watch them. Draw it out and describe it in a few sentences.



# Listening, Reading & Viewing

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SRP



Activities in the library





# Speaking, Writing & Representing

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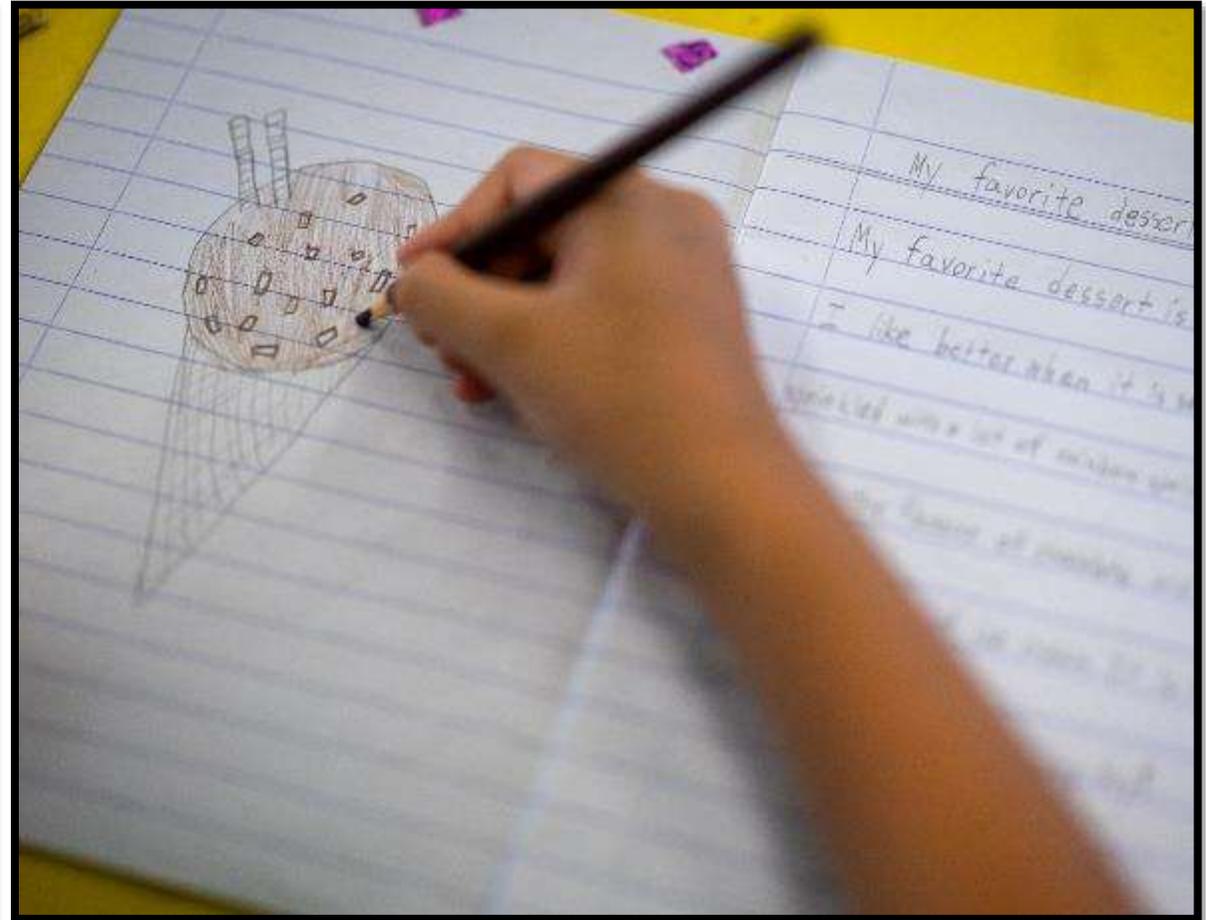
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- Penmanship
- Journal (21 entries for the year)
- Lessons using Edtech tools
- Spelling in context



# Journal Writing

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# Lessons using EdTech tools

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# Spelling in context

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# P1 EL Learning Outcomes in Holistic Development Profile (HDP)

## Examples (Evidence of Learning)

1. **Listen attentively** and **follow** simple **instructions**.

Observations,  
Learning Sheets

2. **Speak clearly** to **express** their thoughts, feelings and ideas.

Class/Group  
discussions, personal  
conversations

3. **Follow communication etiquette** such as **taking turns**, and using **appropriate eye contact** and **volume** in conversations or discussions.

4. **Demonstrate basic word recognition** skills (e.g. know the letters of the alphabet; able to pronounce words accurately).

Shared Book Lessons,  
High Frequency Words  
Word Study Lessons

5. **Read aloud** Primary 1 texts (e.g. STELLAR texts) with **accuracy, fluency and expression**.

Observations during  
SBA, Oral Reading  
Passages, Learning  
Sheets

6. **Understand Primary 1 texts** (e.g. STELLAR texts) and are able to **identify** simple aspects of **fiction** (e.g. main characters and setting).

7. **Demonstrate writing readiness** and **handwriting skills** such as letter formation, placement, sizing and spacing.

Learning Sheets

8. **Write** a **simple paragraph** of at least **3 sentences** to recount appropriately sequenced events.

Writing Activities  
(Learning Sheets)

# P2 Learning Outcomes (EL) in HDP

## Examples (Evidence of Learning)

1. **Listen** attentively and **identify** relevant information.

Observations,  
Learning Sheets

2. **Speak clearly** to express their thoughts, feelings and ideas.

Class/Group discussions,  
personal conversations

3. **Build on** others' ideas in the conversations or discussions respectfully.

4. **Read multi-syllabic words** accurately.

Shared Book Lessons,  
High Frequency Words  
Word Study Lessons

5. **Read aloud** Primary 2 texts (e.g. STELLAR texts) with **accuracy, fluency and expression**.

Observations during SBA,  
Oral Reading Passages,  
Learning Sheets

6. **Understand** Primary 2 texts (e.g. STELLAR texts) and are able to **identify the big ideas** in the texts and recall sequence of main events.

7. **Apply basic spelling strategies** using knowledge about **phonic elements** and **spelling** rules.

Spelling Practices

8. **Write short paragraphs** to recount appropriately sequenced **events**, describe **details**, and use **tenses** and **connectors accurately**.

Writing Activities  
(Learning Sheets)



# Tips to engage your child

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- **P**rovide authentic learning experiences.
- **A**im to build vocabulary together.
- **R**ead, watch, listen together.
- **E**xplore different genres.
- **N**urture your child's interests.
- **T**une in to English radio stations.
- **S**ing with your child.





# P.A.R.E.N.T.S

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- **P**rovide authentic learning experiences.

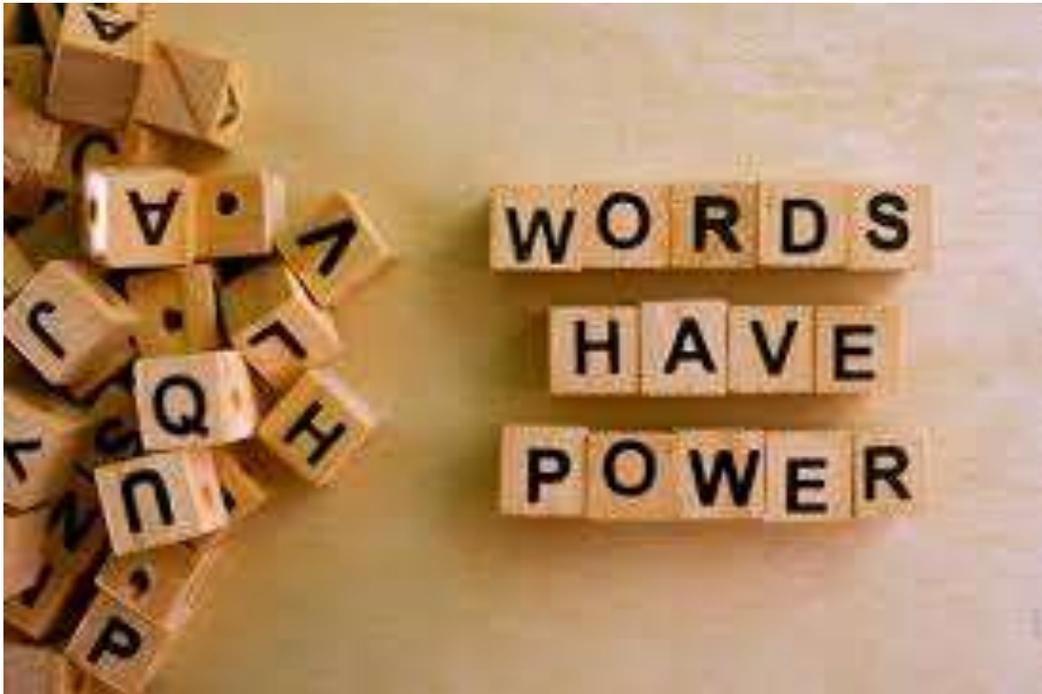




# P.A.R.E.N.T.S

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Aim to build vocabulary together.
- Read, watch, listen together.





# P.A.R.E.N.T.S

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Explore different genres with your child.
- Nurture your child's interests.





# P.A.R.E.N.T.S

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

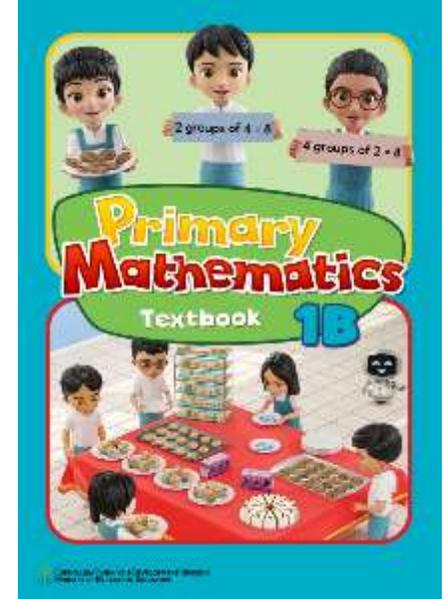
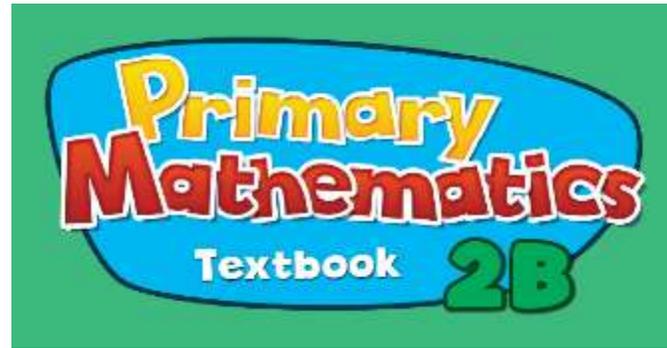
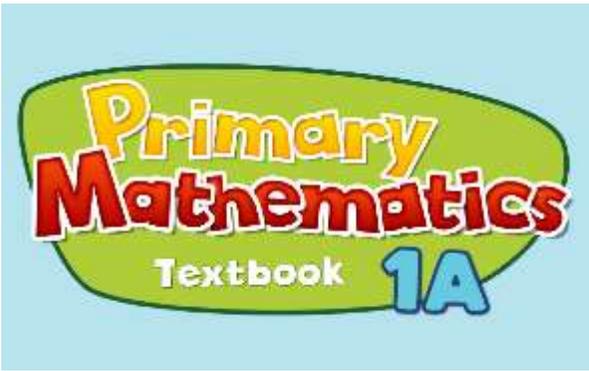
- Tune in to English radio stations.
- Sing with your child.





Thank You

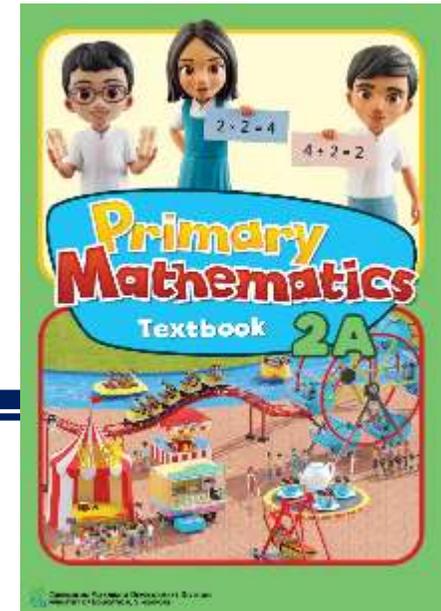
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Using the Mathematics textbook  
to support the development of  
21<sup>st</sup> Century Competencies



Primary 1 and 2  
2025





# Content

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Mathematics curriculum and key focus
- Features of the Mathematics textbook
- Metacognition
- Using ideas in the Mathematics textbook to encourage thinking and discussion

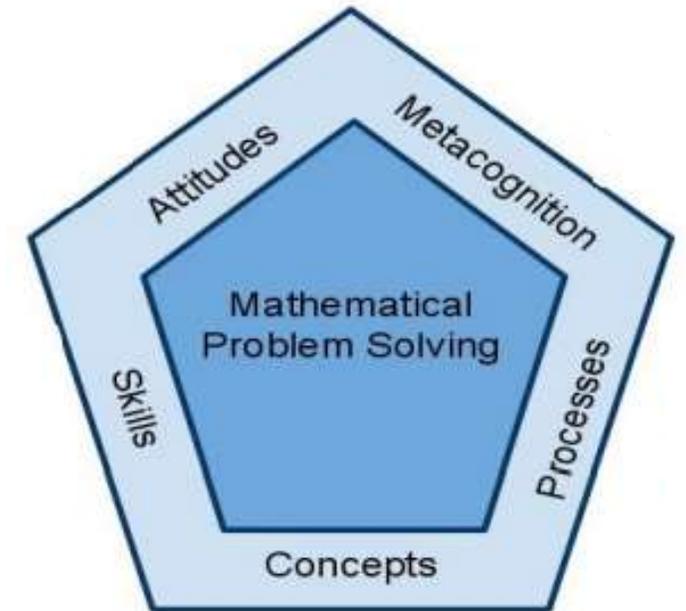


# Mathematics curriculum and key focus

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Primary education is a stage where students:

- acquire **basic numeracy**
- develop **logical reasoning and problem-solving skills**
- are equipped with a tool for **everyday life**
- build their **confidence** and **interest** in the subject which will shape their **attitude** towards the subject



Mathematics curriculum framework



# Mathematics curriculum and key focus

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*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

1. To develop critical mathematical processes that support the development of **21<sup>st</sup> century competencies**.
2. To develop a greater awareness of the **big ideas** in Mathematics that will deepen students' understanding and appreciation of Mathematics.
3. To give greater emphasis to the development of **metacognition** to promote self-directed learning and reflection.

*MOE Primary Mathematics 2021 syllabus*

<https://www.moe.gov.sg/-/media/files/syllabus/2021-pri-mathematics-1-to-3.ashx>

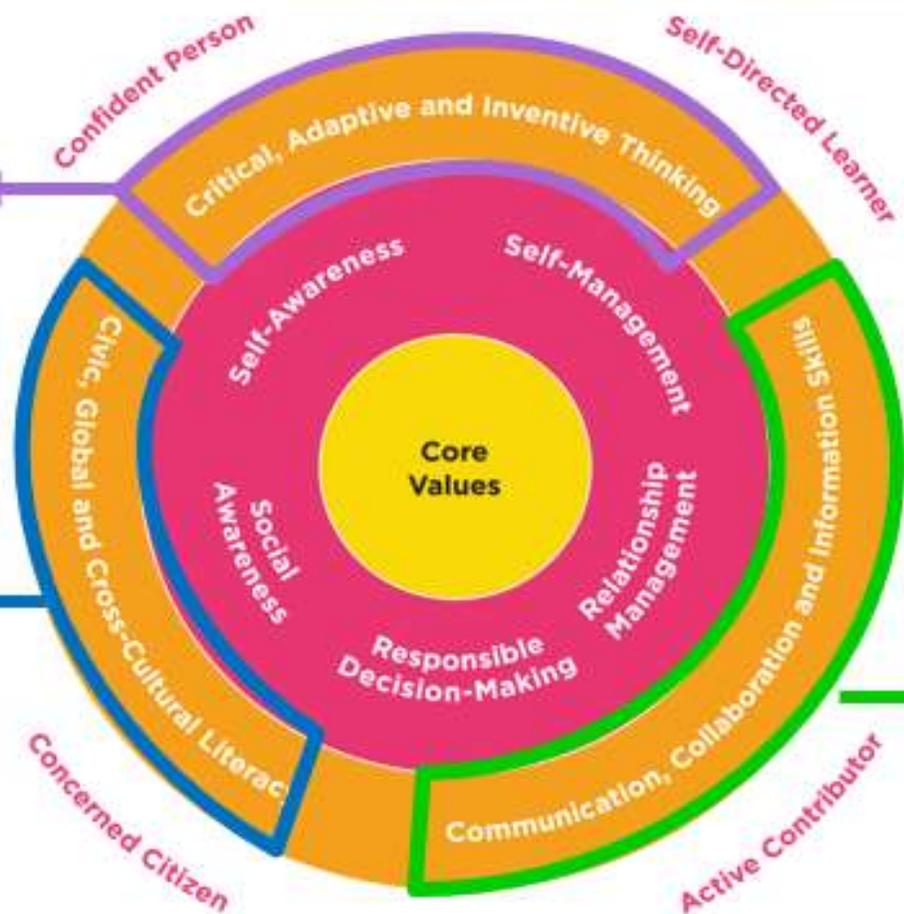


# Emerging 21<sup>st</sup> Century Competencies

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

- ✓ Solve word problems
- ✓ Make decisions
- ✓ Justify claims
- ✓ Derive different strategies

- ✓ Solve real-life problems such as savings, GST, postage rates



- ✓ Discuss / Share how to solve the problem
- ✓ Collaborate with one another
- ✓ Use Math vocabulary



# Mathematics curriculum and key focus

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## Metacognition

- is thinking about thinking.
- opportunities for students to reflect on the problem-solving process
- to think aloud and explain the process
- helps them develop their reasoning skills





# Metacognition

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- Children who practise metacognition:
  - “are those who **are aware** of what they do and do not know,
  - **understand their knowledge**
  - can **monitor their learning**
  - are skilled in regulating, controlling and updating their knowledge
  - use it as a means of **improving their learning.**”

(Akturk & Sahin, 2011; Georghiades, 2004)



# Textbooks based on the 2021 syllabus

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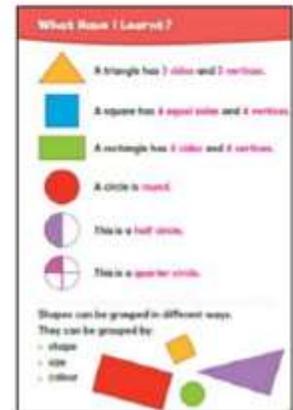
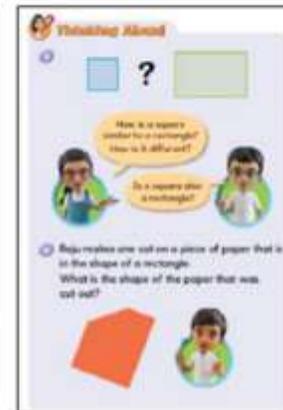
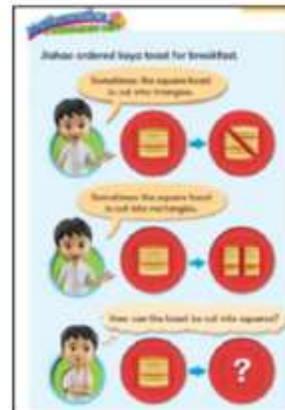
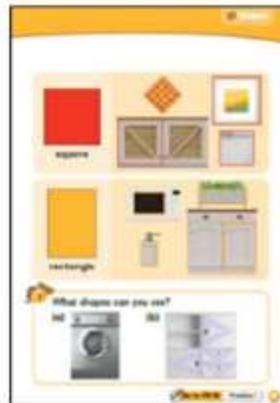
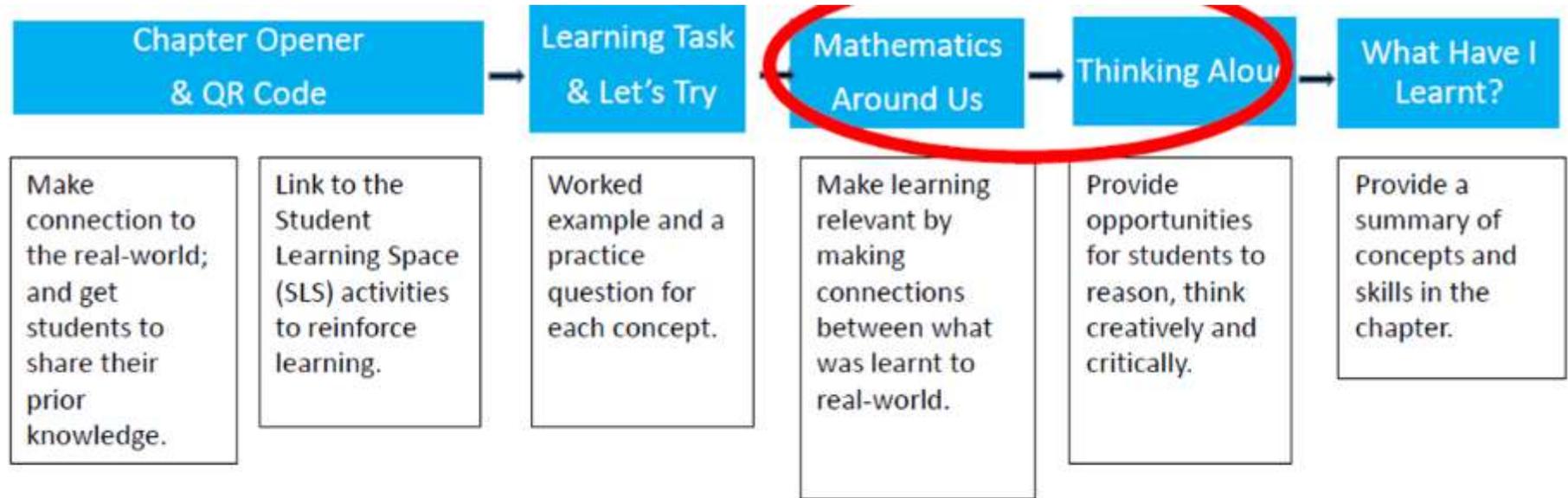
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- Have fewer practice exercises
- Have specific tasks on reasoning and making connections to the real world
- Emphasise metacognition



# Features of the Mathematics textbook

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





# Metacognition

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

- ✓ Metacognition, or thinking about thinking, refers to the awareness of, and the ability to control one's thinking process, in particular the selections and use of problem-solving strategies.
- ✓ It includes the monitoring and regulation of one's own learning.
- ✓ It also includes the awareness of one's affective responses towards a problem.
- ✓ When one is engaged in solving a non-routine or open-ended problem, metacognition is required.



# Number stories

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**Addition**

Make as many addition stories as you can.  
Write an addition equation for each story.

23

Make as many subtraction stories as you can.  
Write a subtraction equation for each story.

Go to PB 1A Practice 5

# Can you see it ?

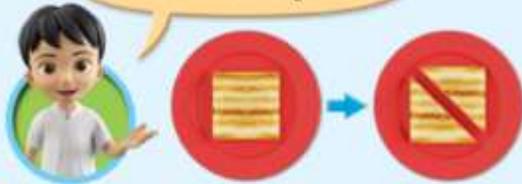
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Mathematics AROUND US

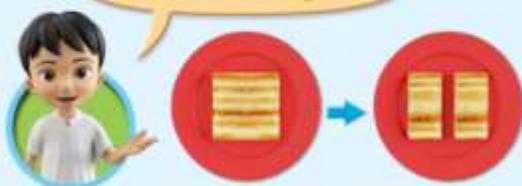
### Shapes

Jiahao ordered kaya toast for breakfast.

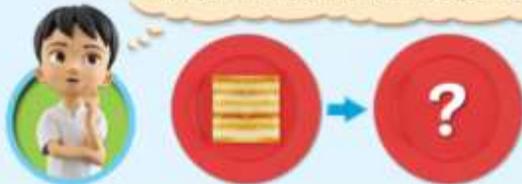
Sometimes the square toast is cut into triangles.



Sometimes the square toast is cut into rectangles.



How can the toast be cut into squares?

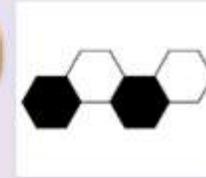


## Thinking Aloud

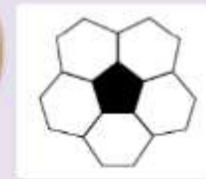
1 A football has 12 black shapes and 20 white shapes.



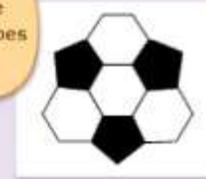
The pattern is formed by a shape in 2 different colours.



The pattern is formed using a black shape with 5 white shapes around it.



The pattern is formed such that each white shape has 3 white shapes and 3 black shapes around it.



Are the children correct?



# Let's do this step by step

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

## Ordinal Numbers



### Thinking Aloud

5 children are queuing to buy tickets for a show.  
What are the positions of Jiahao and Raju?

Jiahao   Leila   Ken   Raju   Anna



Anna leaves the queue after buying her ticket.

What are the positions of Jiahao and Raju after Anna leaves?



### Thinking Aloud

Hassan enters the lift at Floor 13.  
There are other people in the lift.  
The lift goes up 4 floors, then goes down 9 floors.  
After that, it goes down to the first floor.  
At which floor was Hassan just before the lift went down to the first floor?



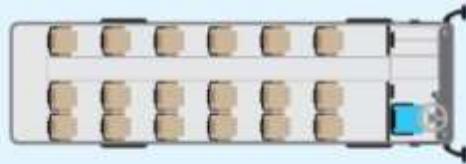


# What to consider ?

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Mathematics  
AROUND US

Look at the pictures of the tour bus below.  
How many seats are there?



Can this tour bus take more than 10 people?



Can it take more than 20 people?

Does the 20 people include the driver?

If there are 29 passengers, how many buses are needed?

- a) 1.5 or  $1\frac{1}{2}$  buses
- b) 2 buses



# Reasoning and logical thinking

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*



## Thinking Aloud

Susan is leaving her home. She needs to do the following before returning home:

- post a letter in the postbox.
- buy cookies from the cafe.
- buy a packet of grapes from the market.
- visit her grandmother.



She can walk along the dotted path shown on the map above.

Which is the shortest path to take?

How long is that path?

Is the straight line/path the shortest?  
Why would I choose to take a particular path?

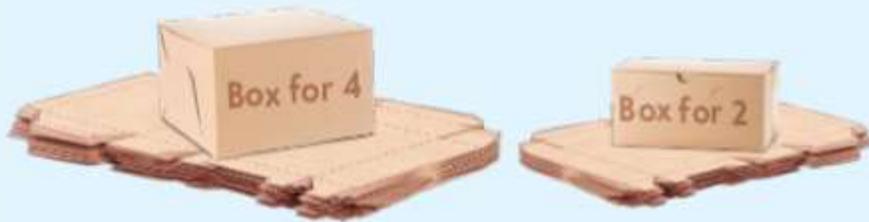


# A few possible answers

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- 1 How many boxes are needed to pack all the buns?



Which type of box to use?

How many different ways to do this?

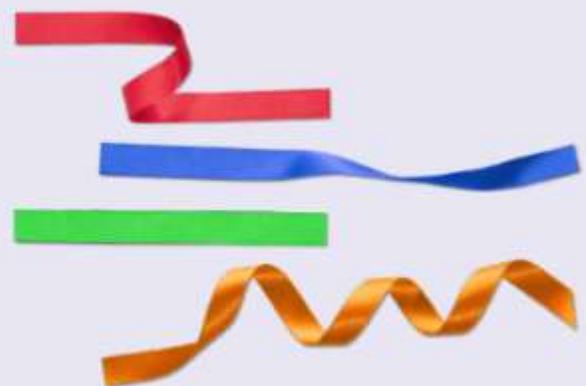
# Let me check and find out

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Length

**Thinking Aloud**

2 Compare.



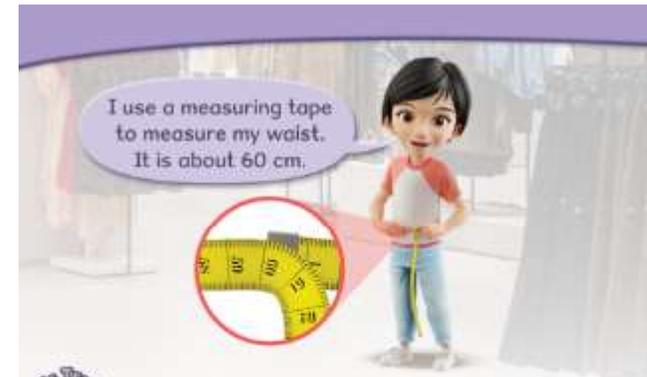
The red ribbon is the longest.

The green ribbon is the shortest.

The blue ribbon and the orange ribbon have the same length.



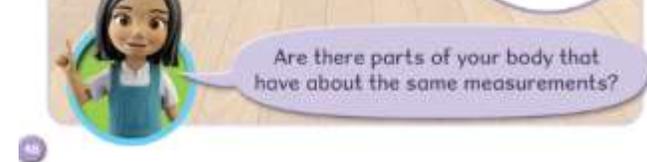
I use a measuring tape to measure my waist. It is about 60 cm.



Let's use a measuring tape to measure parts of our body!



Are there parts of your body that have about the same measurements?





# Supporting Your Child in Learning

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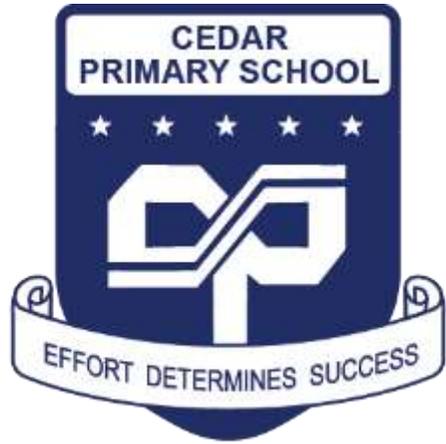
School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

***Attendance***

***Active Participation***

***Attitude***

***Achievement***



Thank You

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# Mother Tongue Languages

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Primary 1 and Primary 2



# PURPOSE & GOALS OF MTL LEARNING

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School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- To support and enable every student to learn MTL to as high a level as each student is able to.
  - **Communication**
  - **Culture**
  - **Connection**



# Communication

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

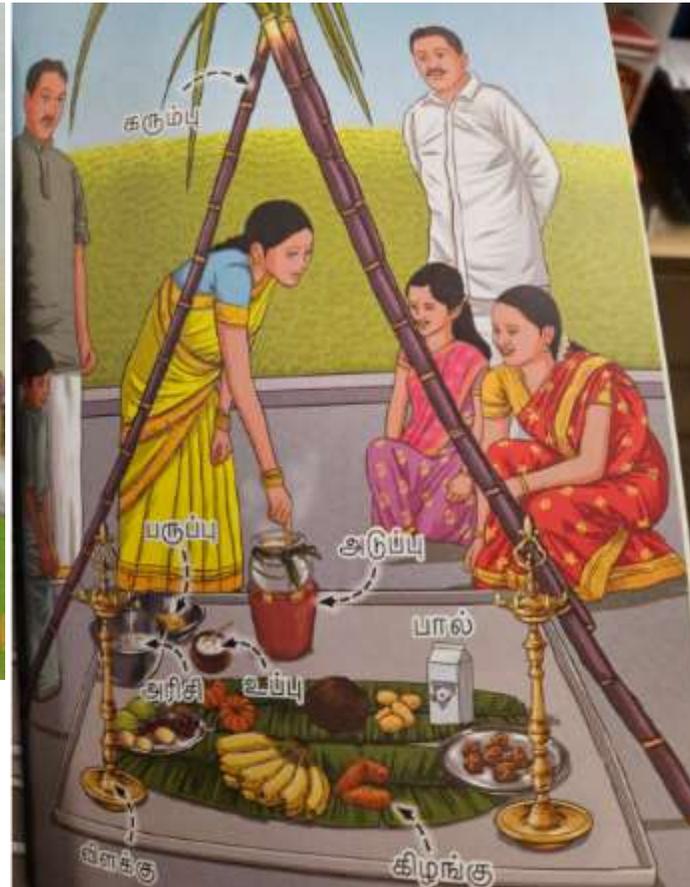


- Develop student's proficiency and ability to communicate in MTL in life and at work
- Instil in students the willingness and confidence in using the language for effective communication



# Culture

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



- Understand and develop unique identity through deeper appreciation of culture, traditions, literature and history.



# Connection

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



- Connect with the different communities in Asia who speaks that language and share the same culture
- Develop cross-cultural awareness and competency.



# CURRICULUM FOCUS

*School Values: Integrity, Kindness, Resilience, Responsibility, Creativity*

## Listening

**Able** to listen attentively to spoken content related to daily life, understand and identify main ideas and some details

## Speaking

**Speak** with correct pronunciation using vocabulary and sentence structures from Primary 1 and/or Primary 2 texts



# CURRICULUM FOCUS

*School Values: Integrity, Kindness, Resilience, Responsibility, Creativity*

## Reading

- ✓ **Recognise** characters (CL), words (ML), letters and words (TL) in Primary 1 and Primary 2 texts
- ✓ **Read aloud** in accuracy Primary 1 and Primary 2 texts
- ✓ **Understand** Primary 1 and Primary 2 texts
- ✓ **Identify** main points with guidance



# CURRICULUM FOCUS

*School Values: Integrity, Kindness, Resilience, Responsibility, Creativity*

## Writing

**Write** words, phrases, simple sentences (CL, ML)/ words and phrases (TL) about daily life with guidance.

## Spoken Interaction Skills

**Interact** in a simple way provided the other person repeats or rephrases things slowly. Asks and answers simple questions in areas of immediate need or on very familiar themes.



# PROGRAMME HIGHLIGHTS

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## **Higher Mother Tongue (CL/ML/TL) selection at end of P2**

- Selection based on pupil's end-year *Academic Performance (top 20% of cohort) – to cope with higher demands of curriculum expectations*
- 2-year curriculum. No more selection at P3 and P4



# CULTURE

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

## MTL FORTNIGHT (Term 2 Week 2 and 3)

Student's participation in various activities

Appreciation of their own MTLs, Culture and Traditions

PRIMARY 1 & 2  
STUDENTS  
IN  
ACTION





# ONLINE RESOURCES (MTL)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



- Scan the [QR code](#) at the last page of every unit.
- Log on to [SLS](#) for revision of that particular unit.
- Interactive picture books available



# ONLINE RESOURCES (MTL)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



	a	o	e	i	u
b	ba	bo	-	bi	bu
p	pa	po	-	pi	pu
m	ma	mo	me	mi	mu
f	fa	fo	-	-	fu
	a	e	i	u	ü
d	da	de	di	du	-
	ta	te	ti	tu	-
	na				
	la				



- Content on the SLS includes videos, texts and games.
- In accordance with the vocabularies learnt in the unit.



# ONLINE RESOURCES (CHINESE)

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



[Ezhishi.net](https://www.ezhishi.net)

Username and  
password pasted  
on students'  
handbook.



# PARTNERSHIP - PARENTS/GUARDIANS & TEACHERS

*School Values: Kindness, Integrity, Resilience, Responsibility, Creativity*

Partnering and supporting the MTL teacher



Provide ideas, suggestions and tips





# FOR PARENTS AND GUARDIANS

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

- Watch suitable TV programmes or news
- Tune in to the radio

Spoken Interaction

Listening

Reading

- Bring a MT book every Friday for “Books to Bell”
- Visit the library and read MTL books with child

Speaking

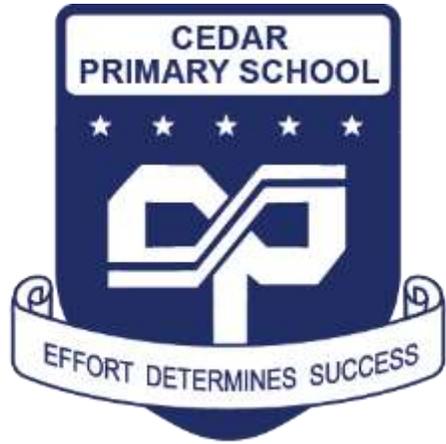
Writing

Written Interaction

- Use a variety of resources
- Provide print-rich environment

- Speak to your child in MTL whenever possible
- Have regular conversations

Set Incremental and Achievable goals with your child



Thank You

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