

Whole School Approach – Effective Communication



St. Andrew's Junior School



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Ms Vasanthi - School Staff Developer



Background information

St Andrew's Village

Junior School, Secondary School, Junior College

School Vision (2012)

Home of servant leaders who bring life to the nations

4 Traits of a servant leader

- Exemplary Character
- Holistic Thinker
- Skilled Communicator
- Community Builder



Our approach to WSA-EC

WSA-EC

=

Effective Teaching and
Learning in the
classroom

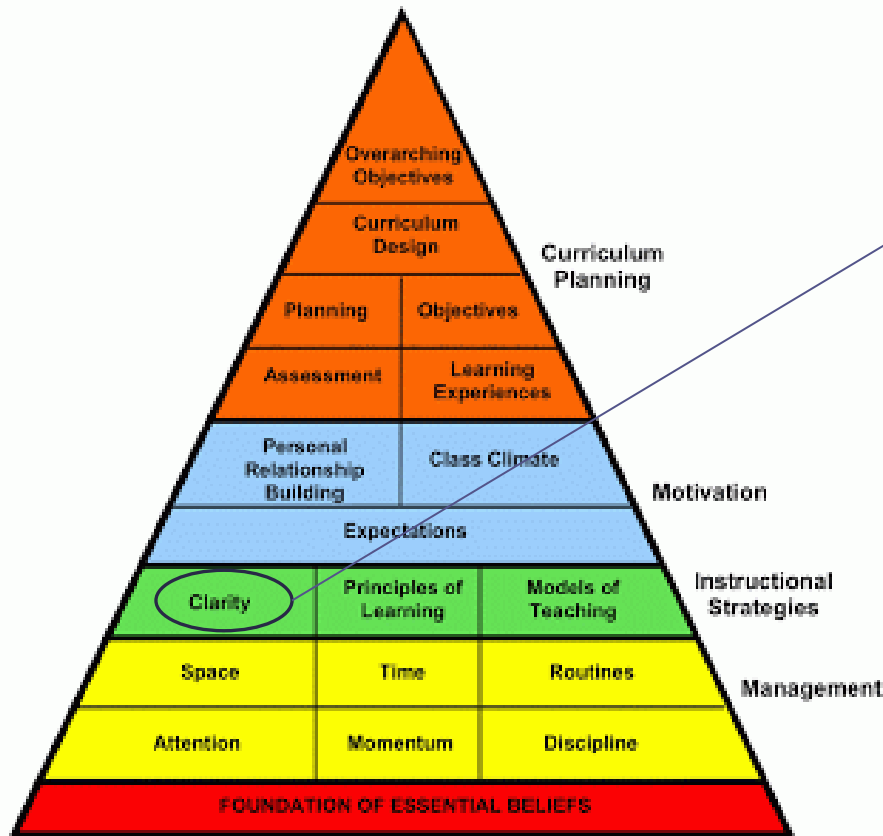
Key Question:

How do we as teachers make concepts and skills clear and accessible to students?

(TST P161)



The Skillful Teacher Model



The Skillful Teacher (2008), Chapter 9: Clarity

"A treasury of strategies exists for making ideas and skills clear and accessible to students. "

Clarity: The Skillful Teacher

This section lays them out in sequential categories:

- (1) Framing the Big Picture for Students
- (2) Getting Ready for Instruction
- (3) Presenting Information: Repertoire of Explanatory Devices
- (4) Using the Speech
- (5) Making Explicit; Making Cognitive Connections
- (6) Checking for Understanding
- (7) Unscrambling Confusions
- (8) Making Students' Thinking Visible
- (9) Summarizing

SAJS's Lesson Observation Template



Making Thinking Visible

There are many ways to make thinking visible. One of the simplest is for teachers to use the language of thinking. (Tishier Perkins, 1997)

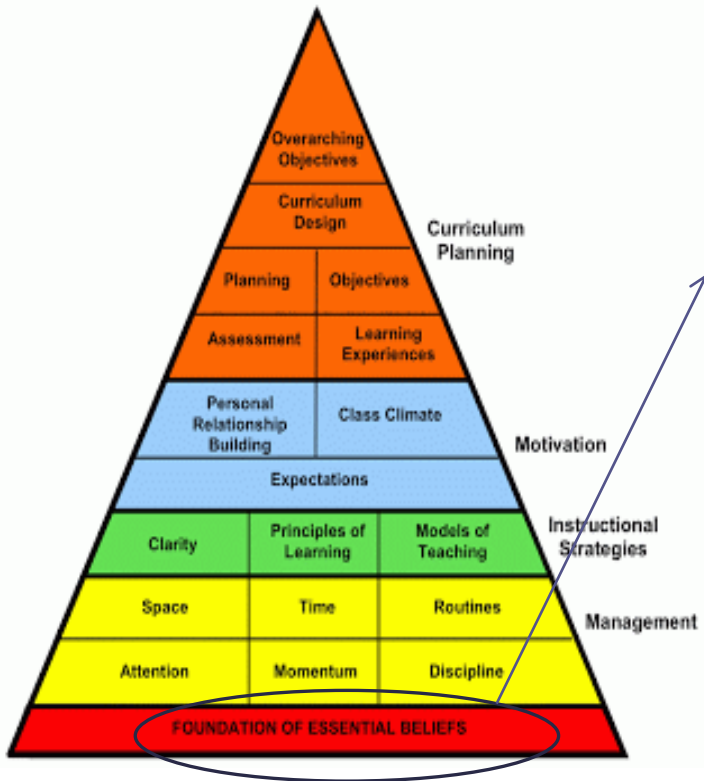
SAJS's Lesson Observation Template



Use of Thinking Routines



Teachers as agents of change



“Nothing is as important as the teacher and what the person knows, believes and can do”

“Teachers need to be good designers of daily instruction”

Teacher Competency

Platforms

- Core courses for all teachers
- School based training during T- cube sessions
- Spotlights by HODs
(common language & lesson plan structure across all subjects)
- PLT
- Lesson Study
- STEM Mentoring for BTs



Teachers as collaborative learners

- Lesson Study
 - Design lessons collaboratively in their IP groups
 - integration of MTV
 - skillful teacher
 - subject specific language
- Observe and critique lessons for improvements (video recording)



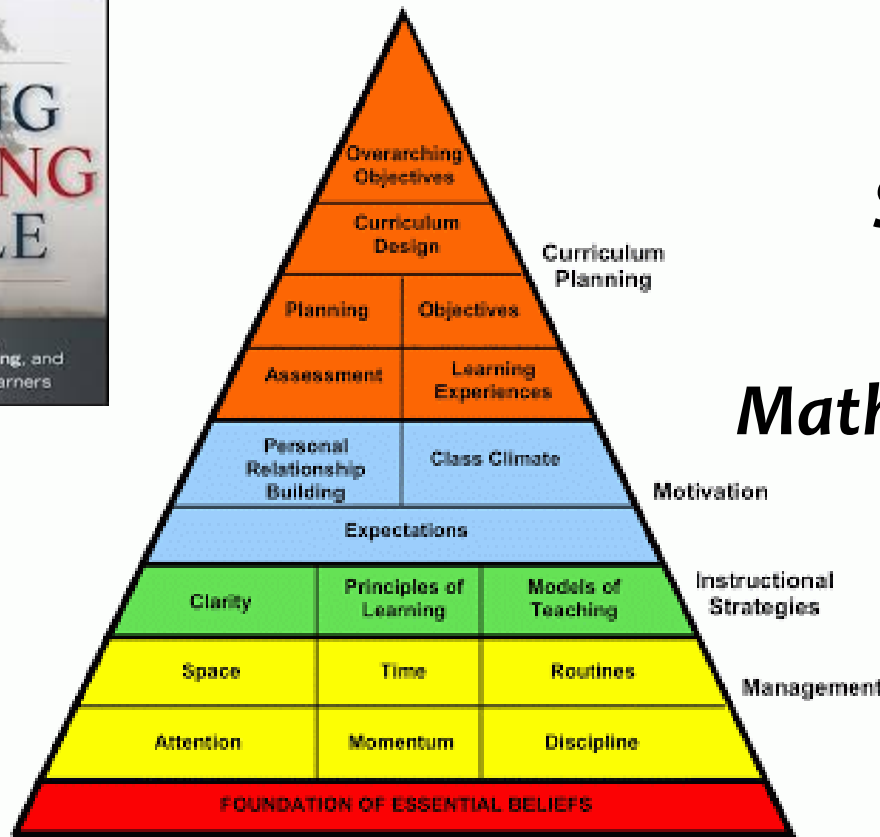
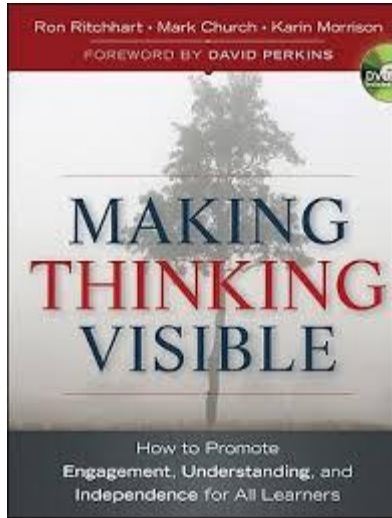
Clarity....



Summariser...



What It Looks Like In The Classroom



Science

Mathematics

English Language



English Language

SAJSLMS

Holiday Homework Char...

https://sites.google.com/a/saintandrewsjunior.moe.edu.sg/2013-p4-thanksgiving-wonder-english/activity/holiday-homework-charlotte-s-web-2-p4-thar

- E-Learning Charlotte's Web (4 Thanksgiving)
- E-Learning Charlotte's Web (4 Wonder)
- Free Writing 2
- Group Activity Template
- Holiday Homework Charlotte's Web 2 (P4 Thanksgiving)
- Holiday Homework Charlotte's Web 2 (P4 Wonder)
- Planning Unit 3
- Planning Unit 5
- Planning Unit 6
- PSLE Oral Free Writing
- Stimulus-based conversation exercise 1
- Stimulus-based conversation exercise 2

Announcement
1 March 2013

Holiday homework Charlotte's Web 2 (P4 Thanksgiving)

Chapter Four: Loneliness Thinking Routine Think Puzzle Explore

Main Focus: Out of the darkness, came a small voice Wilbur had never heard before. It sounded rather thin, but pleasant. "Do you want a friend, Wilbur?" it said. "I'll be a friend to you. I've watched you all day and I like you."

Think: If you were Wilbur, what would you think of this friend? *

Puzzle: If you were Wilbur, what puzzle(s) would you have about this friend? *

EL- MTV: Think-Puzzle-Explore
Students opine, question and seek to find out.



Thinking Routines....

SAJS LMS x E-Learning Charlotte's Web

https://sites.google.com/a/saintandrewsjunior.moe.edu.sg/2013-p4-thanksgiving-wonder-english/activity/e-learning-charlotte-s-web

E-Learning Charlotte's Web (4 Thanksgiving)

E-Learning Charlotte's Web (4 Wonder)

Free Writing 2

Group Activity Template

Holiday Homework Charlotte's Web 2 (P4 Thanksgiving)

Holiday Homework Charlotte's Web 2 (P4 Wonder)

Planning Unit 3

Planning Unit 5

Planning Unit 6

PSLE Oral Free Writing

Stimulus-based conversation exercise 1

Stimulus-based conversation exercise 2

▼ **Announcement**

1 March 2013

11 January 2013

15 July 2013

Charlotte's Web Online Assignment (4 Thanksgiving)

Chapter One: Before Breakfast Thinking Routine: Tug for Truth
(Go to EL Resources, Click Charlotte's Web_MTV.pdf)

Main Focus: Clinging to the axe, Fern pleaded with her father to spare the life of the little pig. She said, "But it's unfair. This pig couldn't help being born small, could it? If I had been very small at birth, would you have killed me?" Do you think it was fair for Mr. Arable to kill the runt?

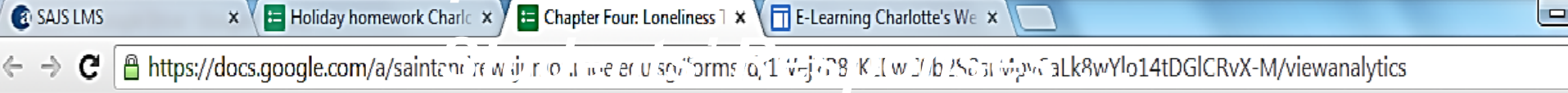
State the dilemma. *

Identify Mr. Arable's reasons for wanting to kill the runt. *

EL- MTV: Tug for Truth
Students identify and justify.



Students' Responses ...



Summary

Perceive: What did Wilbur perceive (think about)?

He thought about the bad weather and having no real friend in the barn. He perceived about being alone. He thought about why Fern is not coming and he thought about having friends that can play with him in the barn. He thought that he would be bored and has no real friends to play. He also thought that the day would be like any other day. He perceived that his only friend, Fern would not visit him in such bad weather. He thought he was very young and did not have a real friend in the barn. He thought that Fern will not come to visit him due to the bad weather and he will be alone all day. He thought that he had no friend except for Fern but Fern would not come in such a bad weather. He thought about how he had no friends. He was sad as nobody would play with him. Fern would also not come as it is raining. Wilbur perceived that it is very lonely and have no real friends.

Know About: What did Wilbur know (believe)?

He believes that one day he will have a friend that can play with him. He believed that nobody cared about him and nobody wants to play with him. He believed that he would find a friend to play with. He believed that Fern will not come in such bad weather. He believed that it would rain the entire day and Fern would not come to the barn in such a bad weather take care of him. He knew it will rain all morning and all afternoon. He believed that Fern would not come in such bad weather and that he had no real friend in the barn. He believed that he had no friends in the barn. He knew that it was his fault for not having any real friends and he knew that Fern would not be coming in such bad weather. He knew that he had no friends and Fern would not come in a bad weather. He believed that Fern would not come in such bad weather.



Our Worksheets.....



St Andrew's Junior School
Primary 3
English Language

Unit 4

Name: _____ ()
Class: P3
Parent's signature: _____
Date: _____

EL - MTV: Claim-Support-Question
Students communicate, justify and raise concerns.

Song for Tuning-in

(Tune: Here we go round the mulberry bush)

Wolfy says he's innocent,
Innocent, innocent,
Wolfy says he's innocent,
And so do all his good friends

All I did was huff and puff
Huff and puff, huff and puff,
All I did was huff and puff,
And the house came tumbling down!

MTV: Claim Support Question

You have read "The Wolf's Story" by Brenda Fakes. Imagine that you are one of the little pigs. Use the thinking routine Claim Support Question to convince your audience that Wolfy is a big bad wolf.

Date: _____

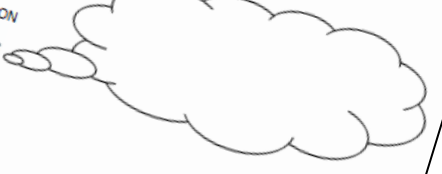
CLAIM



SUPPORT



QUESTION



CALP: Specific Vocabulary in Writing

SAJS LMS x Planning Unit 6 - 2013 P4 x

https://sites.google.com/a/saintandrewsjunior.moe.edu.sg/2013-p4-thanksgiving-wonder-english/activity/planning-unit-6

Planning Unit 6

Write a composition of at least 120 words about an accident you will always remember.



Open Planning Unit 6

E-Learning
Charlotte's Web (4 Thanksgiving)
E-Learning
Charlotte's Web (4 Wonder)
Free Writing 2
Group Activity Template
Holiday Homework
Charlotte's Web 2 (P4 Thanksgiving)
Holiday Homework
Charlotte's Web 2 (P4 Wonder)
Planning Unit 3
Planning Unit 5
Planning Unit 6
PSLE Oral Free Writing
Stimulus-based conversation exercise 1
Stimulus-based conversation exercise 2

▼ **Announcement**
1 March 2013
11 January 2013
15 July 2013
16 February 2013
20 February 2013
25 January 2013
26 August 2013
27 September 2013
28 May 2013
3 September 2013
30 January 2013
7 January 2013

EN

CALP: Planning in Writing....

SAS LMS x Planning Unit 6 2013 P4 x
https://sites.google.com/a/saintandrewsjunior.moe.edu.sg/2013-p4-thanksgiving-wonder-english/activity/planning-unit-6

E-Learning
Charlotte's Web (4
Thanksgiving)

E-Learning
Charlotte's Web (4
Wonder)

Free Writing 2
Group Activity
Template

Holiday Homework
Charlotte's Web 2
(P4 Thanksgiving)

Holiday Homework
Charlotte's Web 2
(P4 Wonder)

Planning Unit 3

Planning Unit 5

Planning Unit 6

FSLE Oral Free
Writing

Stimulus-based
conversation
exercise 1

Stimulus-based
conversation
exercise 2

Announcement

1 March 2013

11 January 2013

15 July 2013

16 February 2013

20 February 2013

25 January 2013

26 August 2013

27 September
2013

28 May 2013

3 September 2013

Planning Unit 6

Complication *

How did the problem get worse? Who were involved? What were the issues that were hard to resolve? Why?

Resolution *

How were the issues finally resolved? What happened in the end?

Coda *

- How did the main character feel about the whole incident? - What were the main lessons drawn from the incident? - Others?

Open Planning Unit 6



Students' Responses...

Planning Unit 6 (Responses) ☆

norimah.kamari@saintandrewsjunior.moe.edu.sg

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Comments Share

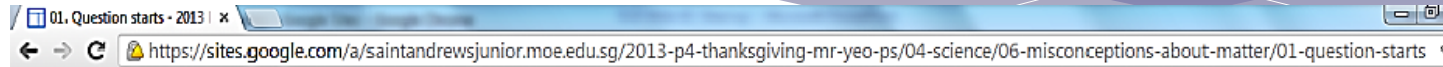
Rich text editor toolbar: Bold, Italic, Underline, Text color, Background color, Bulleted list, Numbered list, Indent, Outdent, Undo, Redo, Print, Copy, Paste, Link, Unlink, Table, Insert link, Insert image, Insert video, Insert audio, Insert table, Insert chart, Insert table of contents, Insert table of contents, Insert table of contents.

Harry was chasing Darren when Darren ran in another direction and Harry bumped into Jane.

	A	B	D	E	F	G
1	Timestamp	Username	Orientation	Problem	Complication	Resolution
4	10/2/2013 12:27:08	kasey.choo@	<p>Characters: Jane, Harry and Darren Setting: School, recess time.</p> <p>I would start with the main characters first, then I will describe the school's canteen.</p>	<p>Harry was chasing Darren when Darren ran in another direction and Harry bumped into Jane.</p>	<p>Darren did not know whether he should help Jane to the general office, run away or pretend that nothing happened. But on the other hand Harry was too busy cleaning up the mess and helping Jane, and forgot about Darren. So, Darren turned to run but he thought 'what if the teacher found out I caused it and ran away?'</p>	<p>The discipline master came and saw that Harry was cleaning up the mess he had caused while Darren was running away. So he let Harry off but Darren had to go for detention for the whole term.</p>
5			"Ding!" the school bell rang	<p>I found My friend John and then went on to catch him. As I ran to catch him, I saw Mary in front of John. John ran to the left but I was too late and crashed into Mary. The noodles splashed over her body and she fell on the floor. The sounds of the plates</p>		



Science



2013 P4 Thanksgiving/Resilience (Mr Yeo PS)

Other links

2012 Class Site
SAJS Web Site
English (Mdm Norimah)

Home

01. Class Notes

02. Homework Updates

12 Mar, Tuesday
23 Aug, Fri
24 April, Wed
25 April, Thurs
25 Jul
Apr 1, Monday
Apr 17, Wednesday
Apr 2, Tuesday
Apr 29, Mon
Apr 3, Wednesday
Apr 30, Tues
Apr 4, Thursday
April 10, Wednesday
April 5, Friday
April 9, Tuesday
Aug 13, Tues

[04. Science](#) > [06. Misconceptions about Matter](#) >

01. Question starts



Activity 1: Question starts

2013 - Matter (Question Starts)

Brainstorm a list of at least 12 questions about the topic, concept or object. Use these question-starts to help you think of interesting questions:

Why...?
How would it be different if...?
What are the reasons...?
Suppose that...?
What if...?
What if we knew...?
What is the purpose of...?



Thinking Routines....

2013 Sci - Light - Activity 1.1

PURPOSE:

1. To observe and infer on the purpose of light

Your username (pengseng.yeo@saintandrewsjunior.moe.edu.sg) will be recorded when you submit this form. Not

* Required

Our group claim that we are *

a. Discuss as a group and state if your group will be able to identify the item inside the box.

Our group was

a. Look into the hole by the side of the box and state if your group was able to identify the object inside the box.

Science – MTV: Claim-Connect-Challenge
Students communicate and justify their explanations.



3. Extend and evaluate

Claim: Glass A contains 750ml of water and Glass B contains 250ml of water. If both glasses of water have the same temperature, would they have the same amount of heat too?

Support: Evidence that supports the claim.

Question: Questions about the claim. (What are some questions you might want to ask about the claim?, Can you think of reasons why this claim may not be true?)

Heat is measured by both the mass and speed of molecules while temperature is measured by speed only.	What would be different if 1 of the glasses has a higher mass than the other?
No. If the glasses of water were put at different places, and one was put in the freezer and one in the garden, the temperature would be different.	Could the water level be the same?
Temperature is how much heat there is in an object. Since the temperature is the same, the heat should be the same too.	Is the temperature hot or cold?
Heat and Temperature is the same	Does the both glasses have the same volume
Temperature is the amount of heat so if the temperature is the same the amount of heat should be the same.	Is the water level the same?
Yes because the same temperature is equivalent to the same amount of heat.	Are they both placed in the same place ? Because if you put one in the garden (under the sun) and you put one inside the fridge / freezer they will both have different heat and temperature.

Science - MTV: Claim-Support-Question



Students' Responses....

Your responses	Your findings	What new ideas do you have about the topic, concept or object that you didn't have before?
<p>Why does metal expand when heated? How would it be different if metal did not expand when heated? What are the reasons for inventing heat? Suppose that metal did not expand when heated, what would be different? What if metal contracted when heated? What if we knew another source of biodegradable fuel. Will heat still be popular? What is the purpose of a comparator? What would change if heat was not invented?</p>	<p>What is the purpose of a comparator? In electronics, a comparator is a device that compares two voltages or currents and outputs a digital signal indicating which is larger. It has two analog input terminals. They are commonly used in devices that measure and digitize analog signals, such as analog-to-digital converters (ADCs), as well as relaxation oscillators.</p>	<p>Comparators are a very important factor in sustaining heat in a device.</p>
<p>1 why does heat travel from hot areas to cold area but not the opposite? 2 what would change is heat lost would make an ice cube melt instead of freezing? 3. Suppose that the boiling point is 0 Degree Celsius 4 Suppose that the freezing point is 100 Degree Celsius 5. what are the reason of the more water, the more heat? 6. why does things expand when heated? 7. why does things contract when frozen? 8. how would it be different if heat is the same as temperature? 9. Why does other things expand and we don't expand or contract? 10. Why do some people feel cold in cold room but others feel hot in the same room? 11. what if gas was heated and it became another state? 12. what are the reasons that objects gain heat?</p>	<p>When you heat a substance (whether liquid, solid, or gas) the molecules vibrate more and more, which make them move farther apart, and then there is more empty space in between</p>	<p>I learn that why there are holes in the bricks. it is because on a hot day the expand and don't push each other and cause the bricks to crack and break</p>



Mathematics

2013 P4T - Decimals 1 - Comparing Decimals

Question 4b - Group 2

Ones	Tenths	Hundredths	Thousandths
0	7	3	9
0	3	9	7
0	9	3	7

Arranged in descending order:

0.937, 0.739, 0.397

*Use
mathematical
language to
express
mathematical
ideas and
arguments,
precisely,
concisely and
logically.*



CALP: language, symbols and diagrams...

2013 MA Decimals - Addition and Subtraction WP

Your username (pingseng.yeo@saintandrewsjunior.moe.edu.sg) will be recorded when you submit this form. Not pengse

* Required

Addition Word Problem *

Subtraction Word Problem *

Send me a copy of my responses.

Use
mathematical
language,
symbols and
diagrams to
represent and
communicate
ideas.



Students' Responses ...

2013 P4 Mathematics – Decimals word problems – Addition and subtraction

Group: Group 2

Members: Jeffers, Elvis, Thomas, Zi Hon, Wen Bin, Kieron, Elliot

Username	Addition Word Problem	Solution Number sentences and Final sentences	Subtraction Word Problem	Solution Number sentences and Final sentences
pengseng.yeo@saintandrewsjunior.moe.edu.sg	The mass of a packet of rice was 2.5 kg. Mrs Lim bought another 1.5 kg of rice. How much rice were bought on bought altogether?	$2.5+1.5=4.0$ 4.0kg of rice was bought.	Bernard has \$6.00 less than Andy but \$2.75 more than Colin. How much more does Andy have than Colin?	$6.00+2.75=\$8.75$ Andy has \$8.75 more than Colin
thomas.hotw@saintandrewsjunior.moe.edu.sg	John has 2.90ml of fruit juice If he adds 1.50ml of water, how much is the total volume of fruit juice?	$2.90+1.50=4.40\text{ml}$ The total volume the fruit juice is 4.40ml.	Jim has \$10.00 in his wallet. If he spent \$1.50 on transport and \$2.00 on food and puts \$5.00 in his safe, how much does have in his wallet?	$10.00-1.50=8.50$ $8.50-2.00=6.50$ $6.50-5.00=\$1.50$ He has \$1.50 in his wallet.
reynon.looi@saintandrewsjunior.moe.edu.sg	John bought 500 litres of water on Tuesday. He then bought 368 litres water on Sunday, how many liters of water did he buy altogether?	$500+368=868\text{l}$ He bought 868l of water	Bernard had \$100. He used \$29 on Tuesday and \$45 on Wednesday. How much did he have left?	$100-29=71$ $71-45=\$26$ He has \$26 left
elliott.ngsl@saintandrewsjunior.moe.edu.sg	Mrs Lee buys 2.3 kg of prawn. If her neighbour gives her another 0.9 kg of prawn. How much prawn will she have altogether.	$2.3+0.9=3.2\text{kg}$ She would have 3.2kg altogether.	Joshua buys 2.5 litres of juice, his brother drinks 600 ml of juice and he spilled another 400 ml of juice. How much juice does he have left.	$2.5-0.6=1.9$ $1.9-0.4=1.5\text{l}$ He has 1.5l left
allistair@saintandrewsjunior.moe.edu.sg	Shaun has 0.29kg of flour at home. The next day, His father bought another 4.67kg of flour. How much flour does Shaun have now?	$0.29+4.67=4.96$ Shawn has 4.96kg of flour	Calvin ran 1.6km around the field. He ran another 1.6km during his NAPFA test. What is the total distance he ran altogether?	$1.6+1.6=3.2$ The total distance Calvin ran is 3.2km
norman.lim@saintandrewsjunior.moe.edu.sg	Ali has 1.8 litres of fruit punch. After he poured another 2.8 litres of fruit punch and poured another 17.7 litres of water, what is the total amount of liquids?	$1.8+2.8=4.6$ $4.6+17.7=22.3$ The total amount of liquids is 22.3l	Tom bought a book for \$17.17 and bought a tent for \$299.99. He paid the cashier \$399.88, what is his change?	$17.77+299.99=317.76$ $399.88-317.76=\$82.12$ His change is \$82.12

TEACHER RESPONSIBILITY

**Focused
Instruction**

“I do it”

**Guided
Instruction**

“We do it”

Collaborative

“You do it
together”

Independent

“You do it
alone”

STUDENT RESPONSIBILITY

Douglas Fisher’s Gradual Release of Responsibility

Model

St. Andrew’s Junior School

