



P3 English Language



STELLAR 2.0

Strategies for English Language Learning and Reading

The EL **instructional programme** for primary schools that provides the instructional materials, teaching strategies and training to enable teachers to implement the EL syllabus.



EL Syllabus 2020 & STELLAR 2.0

STELLAR 2.0 lessons will:

**Empathetic
Communicator**

offer more opportunities for students to discuss issues, listen to different perspectives and develop their own opinions.

**Creative
Inquirer**

encourage students to explore ideas, concepts and areas of interest and promote the joy of learning.



encourage students to read widely and process information critically so as to distinguish fact from falsehoods.

**Discerning
Reader**



P3 STELLAR^{2.0} Titles



Term	Titles	Text Purpose
1	Fearless Phil	Texts that entertain
	The Gruffalo	
	Camille and the Sunflower	
2	Predators and Prey	Texts that describe and inform
	The Stars of Chek Jawa	
3	Unusual Plants	
	There's a Boy Under the Bed	Texts that entertain
4	Prince Zak and the Wise Frog	
	Spilt Milk	



Strategies in **STELLAR** 2.0 from P1 to P4

	Lower Primary	P3	P4	Think-Aloud*
Reading & Viewing	Shared Book Approach (SBA) up to P3A			
		<ul style="list-style-type: none">• Explicit instruction of Reading Comprehension*<ul style="list-style-type: none">• Annotation*• Supported Reading<ul style="list-style-type: none">• KWL		
	Reading for Pleasure (through Extensive Reading)			
Writing & Representing	<ul style="list-style-type: none">• Modified Language Experience Approach (MLEA)<ul style="list-style-type: none">• Guided Writing*	Writing Process Cycle (expanding repertoire of writer’s craft, strengthening awareness of PACC)		
Oracy	<ul style="list-style-type: none">• Weaved in areas of language learning<ul style="list-style-type: none">• Explicit Instruction			
Vocabulary	<ul style="list-style-type: none">• Taught in context			
Grammar	Explicit instruction through Noticing and Modified PPP (Presentation – Practice – Production)*			

*strategies emphasized in STELLAR 2.0



Desired Junyuan Outcomes (DJOs)

Self-Directed Learners

Confident Communicators

Adaptable Individuals

Gracious and Active Citizens



Applied Learning Programme

Confident Communicator Programme

P3 Storytelling 2.0 using Flip

Title: The Beckoning Cat



Long long ago, Yohei, village by the sea.
Every morning, sell fish, door to door.
Worked very hard, still very poor.



One rainy evening, Yohei, cooking dinner, heard a tap. Opened it, saw a white cat, shivering. "poor stray cat, come, let me dry you!" Fed the cat, fish and rice.



Cat jumped, his lap, rubbed, white fur, purred. Stomach growled, purring made him happy. Next morning, cat was gone.



Three days later, father became ill. Could not go out to sell fish, take care of his father. "What shall I do, can't go out, sell today, fish spoil tomorrow." Cat was watching, knew what was happening.



After a while, woman came by the house, "Are you a fishmonger, pointing to the fish in the barrel? A cat calling a customer, a fishmonger!" "What do you mean?" "I saw, cat waving its paw, asking me to follow her. So adorable, followed her.



Bought three fish. Yohei then told, how the cat, come to his house. "How remarkable! She's calling customers to your house. I have never heard, cat repaying a kindness!"



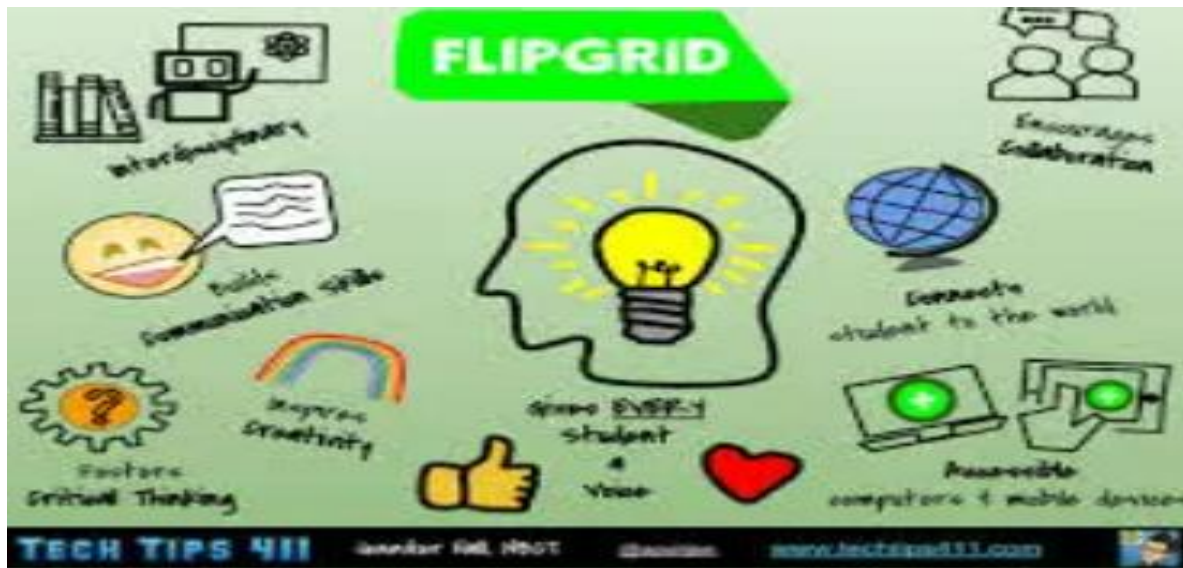
The white cat lived with Yohei, kept inviting customers. People came from far away, see the beckoning cat. Sold more and more fish, open his own shop.



That is how the beckoning cat, good luck symbol in Japan. Put porcelain cats holding up one paw in there shops, bringing new customers, welcoming old ones.











Students' artefacts



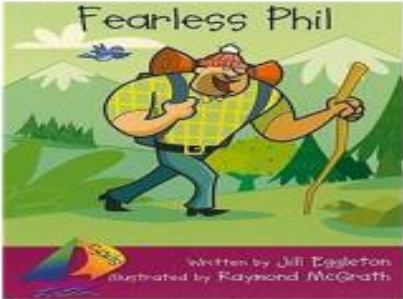

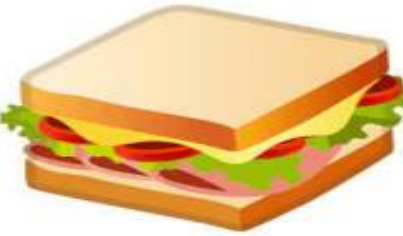









1.Group Storyboarding




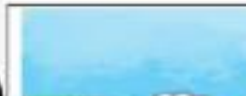



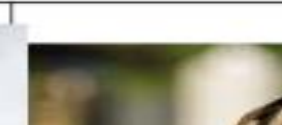
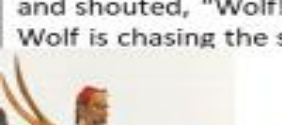
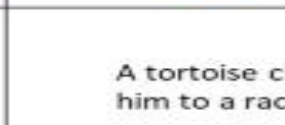
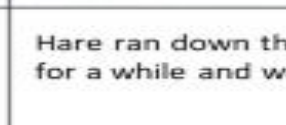
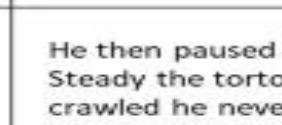
2. Individual Storyboarding

3.Storytelling Presentations via Flip

Name (s): Hannah Ding			Class: 3 Care
Title: The Beckoning Cat, Based On A Japanese Folktale			
			
In the ancient days, there is a young boy name, Yohei. When the sunrise, he goes to the porto buy fish. He will then sell the fish door-to-door, carrying them in two wooden barrels.	One rainy evening, he saw a white cat, shivering in the rain. Yohei fed the cat with some fish and rice.	Three days later, Yohei's father became ill and he needs to take care of him. He could not go out to sell the fish.	All these while, the white cat was watching Yohei and knew what was happening.
			
Suddenly, there was a woman coming to their house to buy fish. She claimed that there is a cat waving its paw at her to come.	Yohei shared that how the cat has come to his house and the woman had never heard of a cat repaying kindness.	The white cat kept inviting customers and people came to see the beckoning cat. Yohei was able to open his own shop.	The white cat became a good-luck symbol in Japan. Marchants will put porcelain cats in their shop hoping to welcome and bring in customers.



Name (s): Yee Xin,Aidy,Hanna and Daniel		6 July 22		Class: 3 Care	
Title: Fearless Phil					
 <p>Written by Jill Eggleston Illustrated by Raymond McGrath</p> <p>Once upon a time, there was a strong man named Fearless Phil. He was climbing in the mountain.</p>		 <p>"Hungry" said he took out "Yummy"s.</p>		Name (s): joseph,Xavier,Rifqi,Qaysa	
 <p>"Hungry"said Fearless Phil,he opened his backpack to find some food.</p>		 <p>Where Camille lived, the sunflowers grew so high they look like real suns.</p>		 <p>Vincent got off the train and he was carrying a big bag of his painting equipment.</p>	
 <p>Out from the snarling Fearless Phil or quiver.</p>		 <p>Camille picked a huge bunch of sunflowers for Vincent.</p>		 <p>Vincent asked Camille's father if he would like to get his picture painted,dressed in his blue uniform.</p>	
 <p>All that afternoon Camille sat watching Vincent work.It was very hot but Vincent worked fast.</p>		 <p>That night Camille had a strange dream he saw Vincent painting the night sky.</p>		 <p>Early next morning,Camille was woken up by a loud knocking at the door.</p>	
		 <p>"Don't be sad," he said. " Its time for me to paint somewhere else now.</p>			

Name (s): Muhammad Haiqel Gavin		Class: 3 Care		e-Ready Learners . Leaders of Character	
Title: The boy who cried wolf		onment where talents blossom			
					
Name (s): Chin Jun Jie			Class: 3 Care		
Title: The Tortoise and The Hare					
					
Once upon a time, there was a shepherd boy who was very lazy. He sat on the hillside and let the villagers' sheep graze. One day, to get attention for himself, he took a stick and pretended to be in danger and shouted, "Wolf! Wolf!" The villagers came running and he told them that a wolf was chasing the sheep. They were so scared that they gave him a big reward. But when the villagers came back the next day, they found that the sheep were all gone. They sternly said, "Slow and steady wins the race."	There once was a speedy hare who bragged about himself.	A tortoise challenged him to a race.	Hare ran down the road and for a while and was out of sight	He then paused to rest. Slow and Steady the tortoise crawled and crawled he never stopped until he reached the finishing line.	
					
When the villagers saw the hare, they were so surprised that they started to sing a song for him. The hare was so proud that he decided to have a race with the tortoise. The animals who were watching cheered for Slow And Steady.	The animals who were watching cheered for Slow And Steady	They woke hare up .	Hare yawned and began to run again but it was too late.	Hare always reminded himself don't brag about your lightning pace for slow and steady wins the race.	
R e s p e c t . R e s p o n s i b i l i t y . R e s i l i e n c e . I n t e g r i t y . C a r e . H a r m o n y					



Criteria	BELOW EXPECTATION (1m)	APPROACHING EXPECTATION (2m)	MEETING EXPECTATION (3m)	EXCEEDING EXPECTATION (4m)
Voice projection	Voice is soft and not clear	Voice is loud and clear at the beginning but got softer towards the end	Voice is loud and clear in most parts	Voice is loud and clear throughout
Eye Contact	Does not look at the camera at all	Looks at the camera sometimes	Looks at the camera most of the time	Looks at the camera all the time
Delivery of Story (Fluency)	Does not know the story well; keeps quiet as if trying to recall the story	Knows the story a little; story is often interrupted with fillers and stops	Knows the story well; sometimes interrupted with fillers and stops	Knows the story very well; able to tell it very fluently and clearly
Delivery of Story (Vocal Expression)	Flat tone, hardly any expression. Monotonous.	Slight attempt to vary tone.	Regular attempts to vary tone to suit character/ narration. Interesting presentation.	Brings the story to life, vary tone to suit character/ narration most of the time. Presentation captivates audience.
Criteria	BELOW EXPECTATION (1-2m)	APPROACHING EXPECTATION (3-4m)	MEETING EXPECTATION (5-6m)	EXCEEDING EXPECTATION (7-8m)
Delivery of Story (Language)	Extensive errors in grammar. Shows no attempt to use language appropriate to the purpose, audience and context	Some errors in grammar. Shows some attempt to use language appropriate to the purpose, audience and context (Student uses simple sentences.)	Several errors in grammar. Shows generally appropriate use of language according to the purpose, audience and context (Student uses more complex sentences.)	Almost no errors in grammar. Shows appropriate use of language according to the purpose, audience and context (Student uses more complex sentences.)

Rubric



Key Department Strategies

COMPREHENSION

- Annotation / Visualisation
- Circle Underline Bracket (C.U.B)

ORAL

- A.R.O.P.E



What does annotating mean?

Annotating means stopping briefly to make notes about what the reader thinks as he/she reads the text, through writing or drawing. Leaving short, visible notes on the text helps the reader remember what he/she has read.



5Ws and 1H

Who?

Where?

When?

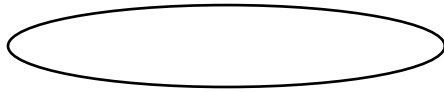





What?

Why?

How?



Symbols for Surface Annotation

Circle the characters (who)	
Box the setting (where) and the time (when)	
Underline and round bracket the problem (what)	
Underline and square bracket the solution (what)	
Draw a squiggly line below words that we do not understand	
Use double-headed arrows to link the pronouns/other noun phrases with their referents	



Jimmy yelped and hid behind the towering and muscular Alan. A German Shepherd was wagging its tail as it barked continuously at the brothers.

"That furry friend is on a leash! It's almost as tall as you but it doesn't bite," Alan laughed. Jimmy gave a nervous giggle.

(Jimmy is nervous around a dog.)

The boys then decided to take shelter by a large tree with roots that spread out like the tentacles of an octopus.

"Look! A giant lizard!" Jimmy shrieked as he jumped on Alan's back.

(Jimmy is scared of lizards.)

As quick as lightning, a large reptile scurried up the tree.


"It's just a monitor lizard! It doesn't bite," Alan sneered. Jimmy nodded.

5

10



Annotation / Visualisation

Who? "I'm hungry. Let's make some sandwiches," said Lily. Why?  Who? "I'll get the peanut butter because you are too short!" teased Cathy, her sister. Who 1 Why? Who 2

Circle Underline Bracket (C.U.B)

40. What did [Cathy and Lily want to do in the kitchen?] (1m)

They wanted to make some sandwiches.



Key Department Strategies

A - Answer

R - Reason

O - Opinion

(PE – Personal Experience)



A.R.O.(PE)

Queue for your turn.



Put on proper footwear.
Do not play bare-footed.



Playground Dos and Don'ts



Do not play dangerously.



Keep to the age limit.

Q) Look at the picture. Do you think it is important to follow these rules at the playground? Tell me why / why not.

(A) I think it is important to follow these rules at the playground...

(R) ...**because** if we do not follow these rules, we may hurt ourselves or others at the playground.

(O) **In my opinion**, rules are in place to keep the playground a safe place for all children to play.

(PE) **There was once** when I played at the playground, one of my neighbours did not queue for his turn. He pushed his way through and shoved the other children queuing for the slide. One of them ended up on the ground and grazed his knee.



Assessment



Oral	Reading Aloud, Stimulus-based Conversation	Reading (6m) Stimulus-based Conversation (10m)	16%
Listening Comprehension	Picture Matching, Sequencing, Note- taking, Comprehension MCQ	Picture Matching & Sequencing (6m) Note-taking (5m) Comprehension (3m)	14%
Composition	Guided writing with pictures and helping words		20%




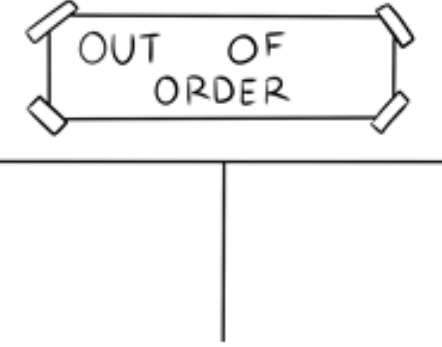


Language Use and Comprehension	Vocabulary MCQ	50%
	Grammar MCQ	
	Grammar Cloze (A)	
	Grammar Cloze (B)	
	Editing for SpG	
	Vocabulary Cloze	
	Sentence Combining	
	Comprehension (Discrete)	
	Comprehension Open-ended	



Writing

Writing

Assessment Objective:
Write an interesting
and thoroughly
developed
composition.

Picture 1	 <p>lift lobby bags of groceries</p>
Picture 2	 <p>sign lift not working</p>
Picture 3	 <p>helpful took the stairs grateful</p>
Picture 4	



Language Components

Vocabulary Cloze

Assessment objective:
Read critically and with
understanding.

SECTION F: VOCABULARY CLOZE (4 X 1 MARK)

Read the following passage carefully and fill in each blank with a suitable word of your own.

It was springtime. Laura and Sarah carried a basket and walked into the (34) _____ to pick some flowers for their mother. She was looking sad lately. They hoped to (35) _____ her up.

The two girls were excited about making a (36) _____ of flowers to take home to their mother. Laura said, "We'll pick flowers of different (37) _____, like yellow, red and white. I am sure Mother will love them."

Adapted from "Springtime and The Flowers" from <http://www.shortstories.net/story-springtime-and-the-flowers/>

Sentence Combining

- Apply knowledge of grammatical rules at word, phrase & sentence levels
- Use a variety of connectors to express relationships

37. Alice can dance very well. Alice can also sing very well.

_____ and
_____.

38. Nelson saw a snake in the drain. He was walking to school.

As _____
_____.

Comprehension

Discrete

Assessment Objective:

- Read critically and with understanding of different text types

Read the passage carefully and answer the questions that follow.

It was the holidays! John's cousin from Australia, Peter, came over to visit him. It was his first visit to Singapore. Unfortunately, Peter fell and fractured his leg on the first day he arrived. He had to stay in bed until he was fully recovered. He shared John's bedroom. Since John's bed was next to a window, he would describe all the things outside the window whenever he sat up. 5

"You will love this! There is a park with a lovely lake outside the window. Ducks are playing on the water. Some children are sailing their paper boats," said John, as he looked out of the window. Peter enjoyed listening to him. Once, John even described a parade passing by. Peter closed his eyes and imagined it. He could see the band in his mind although he found it strange that he could not hear it. 10

One morning, John went to the library to borrow some books for Peter. Peter was feeling better. He started to learn how to use the crutches. It was not easy. As John was not at home, he asked John's mother to help him to the window. With a smile on his face, he took his first look out of the window. 15

Comprehension

Discrete

Assessment Objective:

- Read critically and with understanding of different text types

16. List two things that were on the lake in the park. [2m]

a) _____

b) _____

For Q17 – 18, tick (✓) whether the following statements describe John or Peter. Refer to **paragraph 3** to help you. The first example has been done for you. [2m]

Statement		John	Peter
Example	Learned to use the crutches		✓
Q17	Borrowed books from the library		
Q18	Looked out of the window with a smile		

Comprehension

Discrete

Assessment

Objective:

- Read critically and with understanding of different text types

For Q19 – 20, read each statement and tick (✓) “True” or “False”.

Refer to paragraph 3 to 5 to help you. The first example has been done for you. [2m]

Statement		True	False
Example	Peter went over to the window by himself.		✓
Q19	Peter found it difficult to use the crutches.		
Q20	Peter saw a park outside the window.		

21. Which word has the same meaning as 'motivate'? Circle either (A) or (B). [1m]

She responded, “Perhaps he wanted to encourage and comfort you.”

(A)

(B)

Note-taking in Listening Comprehension

Assessment Objective:

- Listen critically and with accuracy and understanding

Part 2 – Note-taking

Q5 to Q9 is a note-taking test.

Your friend, Ken, was absent for the school health talk. Take down notes from the health talk to inform him about it.

Listen to the following. Do not write anything.

As you listen, take down the missing information by filling in each blank numbered Q5 to Q9 with **one word or a short phrase**.

Q5. Another name for primary teeth: _____teeth

Q6. Total Number of primary teeth: _____

Q7. The age when most permanent teeth will have come through:

Q8. A person whose job is to care for people's teeth: _____

Q9. Number of times a year you should have your teeth checked:



How can parents help at home?

1. Encourage your child to ask questions & respond to them, vice versa
2. Encourage reading
 - read together with your child
3. Remind your child to apply some of the strategies learnt when completing reading comprehension passages and reinforce the C.U.B. strategy taught in class
4. Get your child to share his/ her experience in school daily/ weekly – the Joy of Conversation.



Thank You.