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# K3 Newsletter

Take a Peek at our Week

December 9th, 2016

Dec 12 M	Dec 13 T	Dec 14 W	Dec 15 TH	Dec 16 F	Jan 9 M	Jan 10 T	Jan 11 W	Jan 12 TH	Jan 13 F
Day 6	Day 1	Day 2	Day 3	Day 4 Half Day	Day 5	Day 6	Day 1	Day 2	Day 3

## Upcoming Dates:

### Birthday celebration:

K3T/M: December 15th (Thursday) 14:00 in canteen

### Friday 16th December - Half Day.

EY students will finish school at 11:15am. K3 students can be collected from their usual collection point at this time.

Due to the recent passing of the King all students wear school or PE uniform according to the class schedule that day.

## Note from Chinese Teacher:

From this week we started to review all vowel sounds and 163 learned characters. Please find time to play more with K3 character card game to recognize better. Most students still are able to remember K2 characters but not K3 characters. Practice makes perfect, spend 10 to 15 minutes reviewing characters is helpful to reinforce learned characters. Be ready for next week HFC character assessment.

HFC characters (K3 red; K2 black)   Radicals   Pinyin  
 Cycle 11: [因为/功/房/玉/象/鸟/羊/牛] 尸日 [review all vowels]  
 Cycle 12: [那/车/火/巴士/士/合/马/地] 月木 [b, p, m, f]

## Important Messages:

### Secret Santa:

Please don't forget to purchase your secret santa gift and send it in by 15th December.

## Note from English Teacher:

Students are preparing for their next type of writing - transactional writing. During this type of writing, students will learn how to write letters. They will begin by learning how to start (Dear \_\_,) and how to end a letter appropriately(From, \_\_\_\_).

When writing the main content of their letter, students will be learning how to organize their ideas and practice how to split them into separate sentences. They will continue to be encouraged to use capital letters and full stops and to complete their self-reflection checklists.

## Math:

Students will begin exploration of grouping and skip counting with larger values. They will review skip counting with values 2 and 3, before moving on to 5 and 10. Using number boards, the children will begin to look for patterns when skip counting, as well as recognizing easy ways to group things.

Students will continue exploration of numbers and addition. They will use different manipulatives to create number bonds, as well as exploring the equality of numbers.

Students will help to make a number quilt to show all of the different number combinations that can be used to make 10.

## UOI Learning:

We had started our new UOI on How We Organize Ourselves. This is a social study, personal social physical education subject focus. We are doing frontloading activity for students begin to inquire different **jobs**, different **occupations** and different **workplaces**.

Through the storytelling, animation viewing the students had share what they know about jobs and occupations. This week a home support activity, **investigate** different jobs, occupations and workplaces in their own community which is another way for them to find out more jobs from their community. After their new findings we would like to see them share their findings on jobs, occupation and workplace in circle time. With guidance we expect the students will be able to **identify**, **describe** and **explain** how different occupations have different roles and contribute to his/her community.



## UOI Learning on **How We Organize Ourselves** (Working Community)

Central Idea: **People in communities depend on each other.**

Subject Focus: **Social Studies**

*Human Systems and Economic Activities. The ways in which people connect locally; The study of how / why people construct organizations and systems.*

### **Personal, Social and Physical Education**

*(Interaction) Behaviours and responsibilities of individuals of individuals in their relationships with others, communities, society and the world around them.*

Key Concepts: (1) Form (2) Function (3) Responsibility

Lines of Inquiry: 1 Goods and services  
2 How different occupations work within a community  
3 Responsibilities of different occupations within a community

Related Concepts: **Services and Goods, Occupations, Community, Interdependence**