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K3 Newsletter

Take a Peek at our Week

January 25th, 2017

Feb 6 M	Feb 7 T	Feb 8 W	Feb 9 TH	Feb 10 F	Feb 13 M	Feb 14 T	Feb 15 W	Feb 16 TH	Feb 17 F
Day 6	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 1	Day 2	Day 3

Upcoming Dates:

Birthday celebration:

K3K/N: February 27th (Monday) 14:00 in canteen
 K3T/M: February 28th (Tuesday) 14:00 in canteen

EY Sports Day:

Friday 24th February (more information to follow soon)

Note from Chinese Teacher:

This week the students continue learning new characters, radicals and reader. Due to the passing of the King we celebrated the Chinese New Year with low key nature this year. There are some cultural activity took place in Chinese classrooms on 25th February. As they greeted to each other, sang the song *gōng xǐ fā cái 恭喜发财!* (*Wish you a prosperous new year*) and got the *hóng bāo 红包 (red envelope)* from the school.

HFC characters (K3 red; K2 black) Radicals Pinyin

Cycle 15: [什么/里/还/有/来/包/本/皮] 车田 [g, k, h]

Cycle 16: [河/禾/豆/衣/高/山/水/巾] 目石 [j, q, x]

Important Messages:

Mini-Exhibition on HOW WE ORGANISE OURSELVES

UOI (*Working Community*):

K3K: March 1st (WED.) 8:30- 9:00am in Chinese classroom
 K3T: March 1st (WED.) 10:20-10:50am in Chinese classroom

K3N: March 2nd (TH.) 8:30- 9:00am in Chinese classroom
 K3M: March 2nd (TH.) 10:20-10:50am in Chinese classroom

Note from English Teacher:

This week students continued working on their transactional writing skills. Our writer's workshop focus was on consolidating this knowledge through lots of practice and revisiting the vocabulary associated with it. In addition to this, we also used the current UOI as inspiration for our writing and students were encouraged to write about what they would like to be when they grow up.

In regards to spelling, we had a very successful week! We can tell everyone has been practicing hard at home and hope we continue to see the same fantastic results in the future!

Math:

Students have been reviewing how to skip count by 2 and 3, and will begin skip counting by 5 and 10. They are learning how to spot patterns when skip counting, and that they do not need to memorize skip count numbers in their head (it is more important to be able to understand and demonstrate their learning in a concrete way than to have it memorized).

In class students helped to make a number quilt demonstrating different number bonds to make 10.

UOI Learning:

In the class the students had been asked **what do they want to be when they grow up**. We had the opportunity to hear the reasons why they choose their careers. We've seen them draw out and painted their dream job beautifully.

The students are currently learning about "What is **goods**?" and "what is **services**?". During the class discussion the students brainstormed different occupations which can provide us services in our community or who can make the products in order for us to buy and use. More varied occupations are been discussed or inquired.

As part of this UOI one of the math concept is **simple bar graph**. We are starting to ask Early Years teachers or school staff in our campus about what did they want to be when they were little. We will make a simple bar graph on both students and adults, then compare and discuss what are the similarities and differences between those bar graphs.