



世界红卍字会新加坡总主会主办

THE WORLD RED SWASTIKA SOCIETY
(SINGAPORE ADMINISTRATION CENTRE)

卍 慈学校 RED SWASTIKA SCHOOL

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23 March 2016

Dear Parents / Guardian

Caterpillar Kits for Primary 2 Students (Term 2)

1. The Primary 2 students will be reading the Big Book title: 'A Butterfly is Born' as part of the P2 STELLAR Programme.
2. In an effort to deepen students' understanding of the life cycle of a butterfly, your child will be taking home a caterpillar kit which consists of one caterpillar, a stick and some leaves. There will be follow-up activities to engage your child as he/she experiences nurturing the caterpillar into a butterfly.
3. The suggested guidelines for taking care of the caterpillar are as follows:
 - a) Place the caterpillar kit in a safe and stable location. Avoid shaking the caterpillar kit. The caterpillar is sensitive to motion as it moves through the different growth stages.
 - b) Feed the caterpillar with the leaves that are provided with the kit, one leaf at a time.
 - c) Remove wilting leaves.
 - d) Clear caterpillar waste regularly.

Do guide your child through the steps on how to take care of the caterpillar.

Please note that there is no need to make any cash payment as this is part of the withdrawal from the Edusave for the school level programme.

4. There will be a writing assessment for the unit:
 - a) Individual Writing (5% weighting)
Each student will be required to write about the life cycle of a butterfly during the English lesson. Prior to the assessment, the teacher will scaffold and guide the students on the writing of an information text.

The rubric for the individual writing is reflected on the reverse side of this letter.

Thank you.

Yours sincerely,

Mrs Jenny Leong
Principal

Rubrics: The Life Cycle of a Butterfly

	☺☺☺ Demonstrates strongly	☺☺ Demonstrates adequately	☺ Demonstrates to some extent
Features & Sequence	<ul style="list-style-type: none"> • Features of an informative writing are clearly shown • There is a logical sequence in the writing 	<ul style="list-style-type: none"> • Features of an informative writing are adequately shown • There is an attempt in the sequencing of the writing 	<ul style="list-style-type: none"> • Features of an informative writing are shown to some extent • There is a lack of sequence in the writing
Content	<ul style="list-style-type: none"> • Fully adequate and thoroughly developed ideas 	<ul style="list-style-type: none"> • Fairly adequate but only a few ideas are developed 	<ul style="list-style-type: none"> • Limited and undeveloped ideas
Presentation	<ul style="list-style-type: none"> • Very good arrangement of ideas and facts, paragraphing and ability to link ideas 	<ul style="list-style-type: none"> • Adequate arrangement of ideas and facts, paragraphing and ability to link ideas 	<ul style="list-style-type: none"> • Limited arrangement of ideas and facts, paragraphing and ability to link ideas
Language	<ul style="list-style-type: none"> • Hardly any errors in spelling, punctuation and grammar • Appropriate and varied vocabulary 	<ul style="list-style-type: none"> • Few errors in spelling, punctuation and grammar • Mostly appropriate vocabulary 	<ul style="list-style-type: none"> • Several errors in spelling, punctuation and grammar • Limited vocabulary