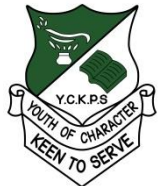
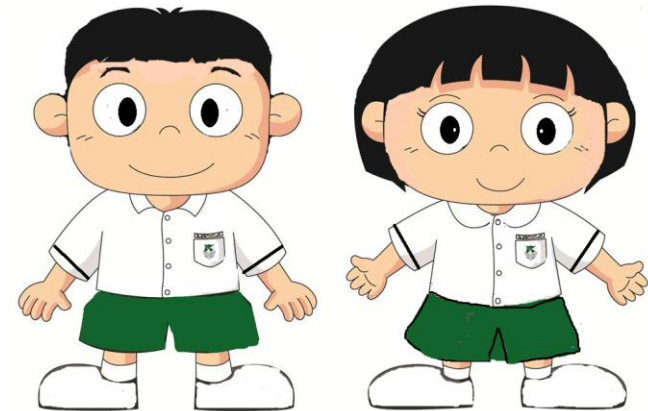


Primary 4 Parents Briefing

Wednesday, 19 January 2022

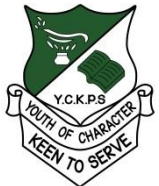


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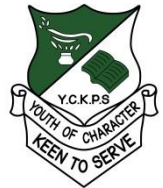


Programme

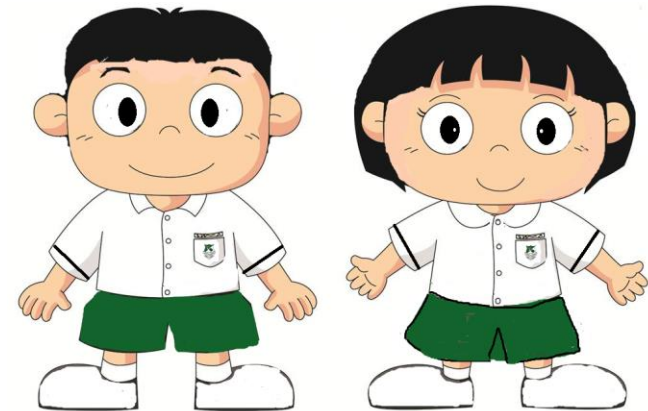
1. Introduction
2. Curriculum and Assessment
3. Subject-based Banding
4. Level Programmes
5. Personalised Digital Learning Programme (PDLP)
6. Home School Partnership



CURRICULUM AND ASSESSMENT



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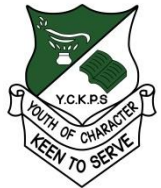


Curriculum and School Assessment (P4)

Assessment	Weightings
Holistic Assessment (HA)	-
Mid-Year Examination	30%
Holistic Assessment (HA)	-
End-of-Year Examination	70%



ENGLISH LANGUAGE



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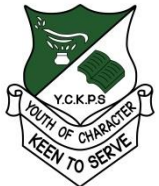
STELLAR

Strategies for English Language Learning And Reading

STELLAR aims to strengthen both language and reading skills as well as promote a positive attitude towards reading in the foundational years.

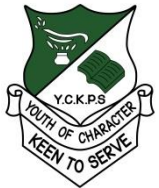
Broad Strategies:

- Supported Reading (SR)
- KWL
- Writing Process Cycle (WPC)



KEY FOCUS: Reading

- Morning Reading Time (MRT) daily
- Drop Everything And Read (DEAR) a period/week



Primary 4 MYE & EYE Assessment

Component	Marks
Paper 1 (Continuous Writing)	20
Paper 2 (Language Use)	50
Paper 3 Listening Comprehension	14
Paper 4 Oral (Reading Aloud + Stimulus-based Conversation)	16



Key Assessment Focus

Examination Components	MYE & EYE Key Assessment Focus
Paper 1: Continuous Writing (20 Marks)	<ul style="list-style-type: none">• Narrative: Writing based on a given <u>theme</u> and <u>1, 2 or 3</u> of the random pictures provided.• Narrative to be <u>at least 100 words</u>. Interesting and coherent story line with sound expression through descriptive vocabulary and details.
Paper 3: Listening Comprehension (14 Marks)	<ul style="list-style-type: none">• Listening for gist and detail in the following:• Picture Matching; Picture Sequencing; Listening for Info: Note-taking; Listening for Info: Passage – MCQ.
Paper 4: Oral Communication (16 marks)	<ul style="list-style-type: none">• Reading Aloud – Based on <u>pronunciation/articulation</u>, <u>fluency</u> and <u>expressiveness</u>.• Stimulus-based Conversation – Examiners engage the candidate in a conversation – with accurate grammar and vocabulary structures – on a theme broadly related to the passage and picture.• *The candidate is assessed on his/her ability to engage in a sustained conversation.

Key Assessment Focus

Examination Components	Components
Paper 2: Language Use (50 Marks)	Vocabulary: MCQ
	Grammar: MCQ
	Grammar Cloze (1):
	Grammar Cloze (2):
	Transformation and Synthesis
	Editing for Spelling and Grammar
	Comprehension OE 1 (200-220 words)
	Comprehension OE 2 (220-300 words)

General Areas To Focus



- Vocabulary
- Comprehension Open-ended (OE)
- Synthesis
- Continuous Writing
- Stimulus-based Conversation



TIPS FOR PARENTS:

READING & SPEAKING

- Model the use of Standard English when communicating with your child. Avoid using Singlish.
- Encourage them to read widely and have them share with you the story plot and reasons they enjoy the book.
- Discuss latest snippets of news and have them share their thoughts and opinions on the matter.
- In addition to doing worksheets and assessment books, English language learning requires frequent exposure to listening, speaking, reading, viewing and writing opportunities and activities.

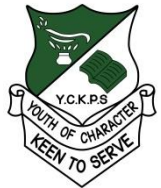


TIPS FOR PARENTS: WRITING

- Time management -it is important to manage time well.
- Encourage your child to jot down good vocabulary/phrases from their reading and apply them in their writing.
- Encourage your child to keep a journal.
- Read and write notes/messages to your child. Let them have ample writing opportunities as well, example, write a postcard or email to a relative or friend overseas.



MATHEMATICS



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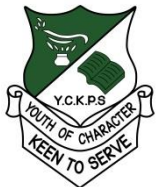
Primary 4 Math Syllabus

Term 1

- Ch1 – Whole Numbers
- Ch2 – Factors and Multiples
- Ch3 – Four operations of whole numbers

Term 2

- Ch4 – Fractions
- Ch5 – Angles
- Ch6 – Squares and rectangles



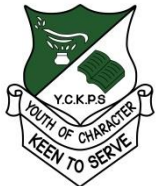
Primary 4 Math Syllabus

Term 3

- Ch7 – Decimals
- Ch8 – Four operations of decimals
- Ch9 – Symmetry

Term 4

- Ch10 – Area and Perimeter
- Ch11 – Tables and Lines Graphs
- Ch12 – Time



Primary 4 Math Assessment

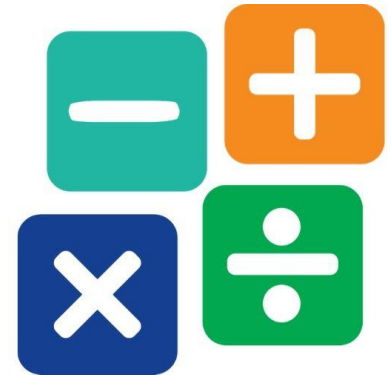
Mid-Year Examination (MYE) and End-of-Year Examination (EYE)

Booklet	Duration	Item Type	Number of Questions	Marks
A	1 hour and 45 minutes	Multiple-choice	20	40
B		Short-Answer	20	40
		Structured or Long-Answer	5	20
			Total	100



Tips for Parents

- Encourage your child to
 - Cultivate as a habit to revise regularly what has been taught for the day or week
 - Revise multiplication tables regularly
 - Do regular practices on addition, subtraction, multiplication and division, so as to achieve fluency
 - Be proactive in seeking clarification with the math teacher when in doubt



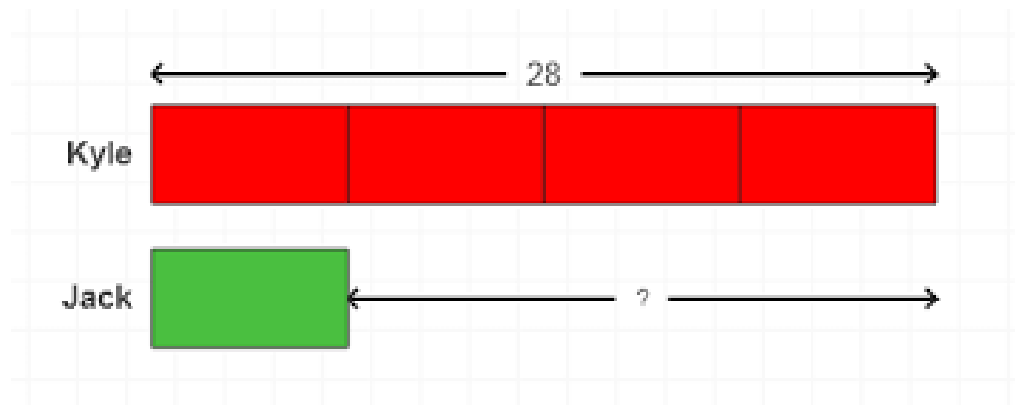
Tips for Parents

- Help to ensure that your child completes the daily homework to the best of his ability and effort.
- Encourage your child to always check his/her work before submitting. Cultivate this as a habit.
- Encourage your child to revise problems that he/she has done before. Learn from the mistakes made and strive to avoid making the same mistakes subsequently.

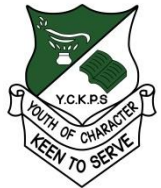


Tips for Parents

- Look through your child's written assignments (e.g., workbook worksheets, journal book, math files, revision worksheets, etc) and work with your child on the feedback given by the teacher.
- Encourage your child to develop the habit of drawing models in order to better understand a word problem.



SCIENCE

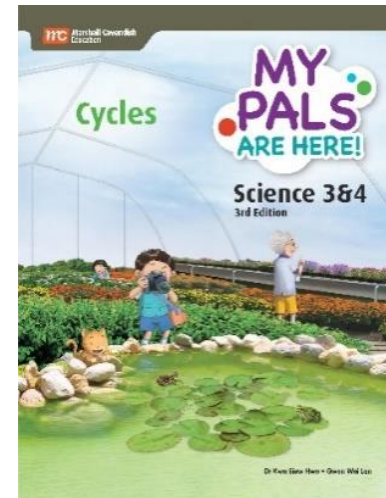


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Primary 4 Science Topics

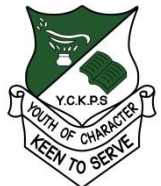
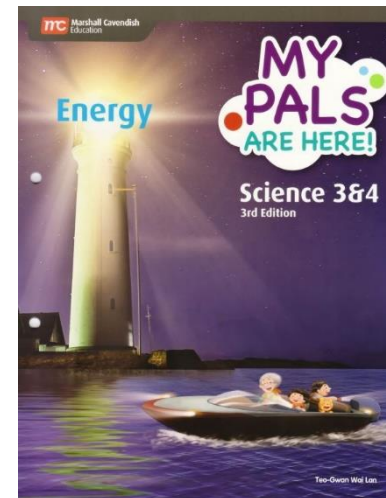
Cycles

1. Life Cycles of Some Animals
2. Life Cycles of Plants
3. Matter



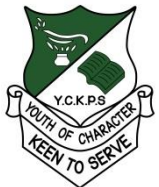
Energy

4. Light and Shadows
5. Heat and Temperature



Science Skills and Processes

- Observing
- Comparing
- Classifying
- Using apparatus and equipment
- Communicating
- Inferring
- Formulating hypothesis
- Predicting
- Analysing
- Generating possibilities
- Evaluating
- Creative problem solving
- Decision-making
- Investigation

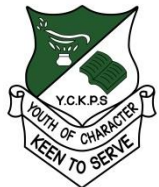


Primary 4 Science Assessment

Mid-Year Examination (MYE) and End-of-Year Examination (EYE)

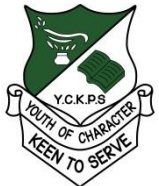
Booklet	Item Type	Number of Questions	Marks
A	Multiple-choice	28	56
B	Open-ended	12 to 13	44
Total Marks			100

The duration of the paper is 1 hour 30 minutes.

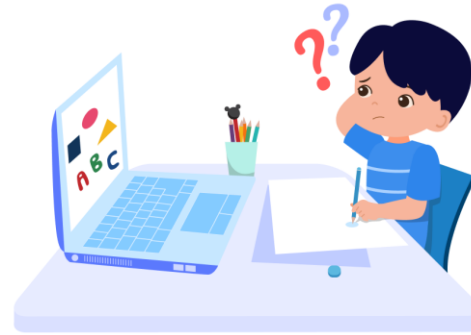


Tips for Parents

- Spend time with child:
 - use everyday situations for exploration and to stimulate curiosity
 - bring child to places of interests for varied learning opportunities
 - support child in doing scientific investigations
- Encourage child to read:
 - magazines or non-fiction books related to Science to increase knowledge and improve communication skills



Tips for Parents



- Encourage child to:
 - Learn spelling of key words
 - Understand key concepts
 - Read textbooks, workbooks, booklets/worksheets, and Science Journals
 - Improve answering techniques – answers must be based on scientific concepts
 - Practise answering techniques such as Claim-Evidence-Reasoning (CER) taught by teachers
 - Take a more hands-on approach
 - Ask when in doubt
- Challenging topics: Light and Shadows, Heat and Temperature



MOTHER TONGUE LANGUAGES



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Approach

Mastery of 4 Macro Skills

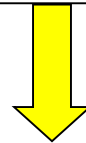
Listening

Speaking

Reading

Writing

Language Use



Vocabulary

Grammar

**Reading
with
Understanding**



Primary 4 Assessment Components

MYE / EYE Component	Weighting
<u>Listening</u> Listening Comprehension	10%
<u>Reading and Speaking</u> Oral (Reading Passage, Picture Description & Conversation)	30%
<u>Writing</u> Paper 1 – Composition	15%
<u>Reading and Language Use</u> Paper 2 (Vocab, Grammar, Comprehension)	45%



Primary School Mother Tongue Languages (MTL) Curriculum

Listening

- Listening to instructions in Mother Tongue Language.
- Select the correct picture and response.
- Listening comprehension practices in their activity books.



Primary School Mother Tongue Languages (MTL) Curriculum

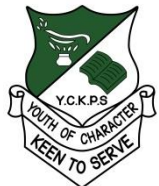
Speaking

- Expressing their thoughts through conversation section in the MTL textbook.
- Conversation section in oral.



Reading

- Able to read aloud and pronounce words, sentences.
- Read with good intonation.



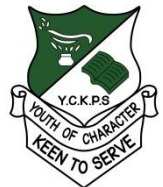
Primary School Mother Tongue Languages (MTL) Curriculum

Writing

- Learn to write a full composition based on a 4 pictures.

Language Use

- Building of Vocabulary, Grammar and comprehension skills.

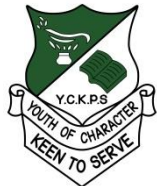


Working in Partnership with Parents

- Encourage your child to share what they words/content learnt for the day with you. This will not only help reinforce what he or she has learnt, but also creates a good opportunity for family bonding.
- Use online resources to revisit content and vocabulary taught. Making use of online platform to build their reading.
- Bring your child to the library or bookshops to cultivate a reading habit.
- Watch quality Chinese, Malay or Tamil language television programmes together.
- Make use of objects in your environment such as road signs and advertisements to engage your child in MTL conversations.



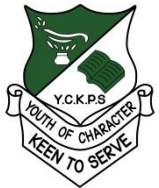
WRITING MATERIALS



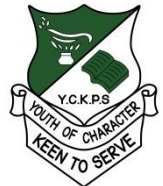
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Writing Materials

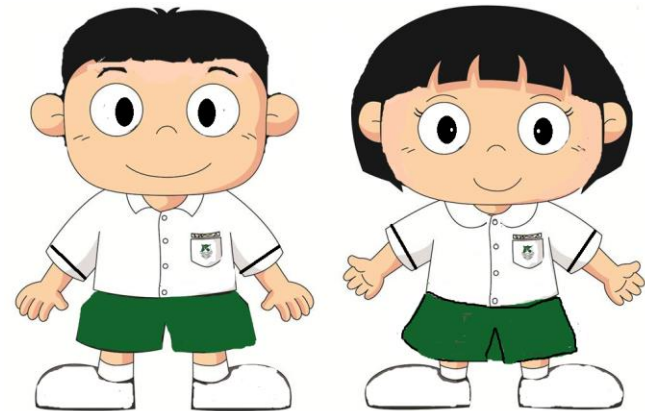
- Students to use blue/ black pen (non-erasable) for daily work.
- Corrections are to be done with green pen only.
- Pencils are only used for Optical Answer Sheet (OAS) or for drawing Mathematical models.



SUBJECT-BASED BANDING



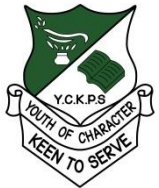
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What Subject-Based Banding Means For Your Child

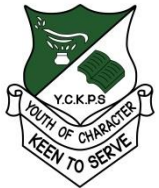
- Every child is unique, and has different aptitudes, capabilities and talents.
- Our schools believe in providing a balanced education that caters to the different abilities of each child so that we can prepare him for life.
- Every child will be encouraged to do the subjects at the levels that best meet his/her abilities

- Started in 2008 with the P5 cohort
- Removal of streams in Primary 5 and 6



Why Introduce Subject-Based Banding?

- To provide more flexibility to students with strengths and abilities that vary across subjects
- To encourage greater interaction among students with different strengths



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.
Parents select preferred combination.



At P5

Student takes subject combination chosen by parents.



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.

Parents select preferred combination.

If your child at the end of P4

Your child will be recommended to take

Passes all 4 subjects and performs very well in Mother Tongue Languages

4 standard subjects
+
Higher Mother Tongue Language



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.

Parents select preferred combination.

If your child at the end of P4

Your child will be recommended to take

Passes all 4 subjects

4 standard subjects



How does Subject-Based Banding Work?

At P4

School recommends a subject combination based on P4 examination results.

Parents select preferred combination.

If your child at the end of P4	Your child will be recommended to take
Passes 2 subjects or less	• 3 standard subjects + 1 other foundation subject
	• 2 standard subjects + 2 other foundation subjects
	• 4 foundation subjects



P4 MT Progression to HMT

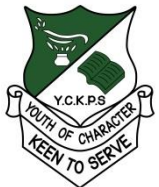
P5 MT

- Oral, Listening & Reading Comprehension skills
- Composition
- Language Use & Comprehension

P5 HMT

- Composition
- Written Comprehension paper

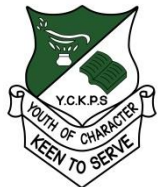
**HMT pupils sit for 2 subjects
Assessment papers – MT & HMT**



Differences between HMT and MT subjects

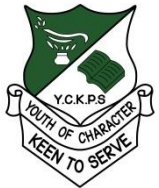
Does taking HMT help my child perform better in MT examinations?

- MT & HMT are 2 separate subjects
 - Demands are different
 - HMT focuses on competency in writing skills
 - Examination formats are totally different
 - Example:
 - P5 MT Composition – Choice of picture composition and topic
 - P5 HMT Composition – Choice of topic & continuous writing



Other Considerations for taking HMT

- Stretching the students is important, but must not cause distress to students
- Priority is still on regular curriculum
- Other commitments are to be considered
- Holistic education and overall well-being of the student must not be compromised



How does Subject-Based Banding Work?

End of P5

Student takes a subject combination
determined by the school

Students who do
very well

Students who do not
meet expectations

All other
students

Upgrade or
continue with
the same subject
combination

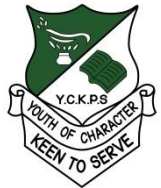
Switch some subjects to
foundation level

Continue with
the same
subject
combination

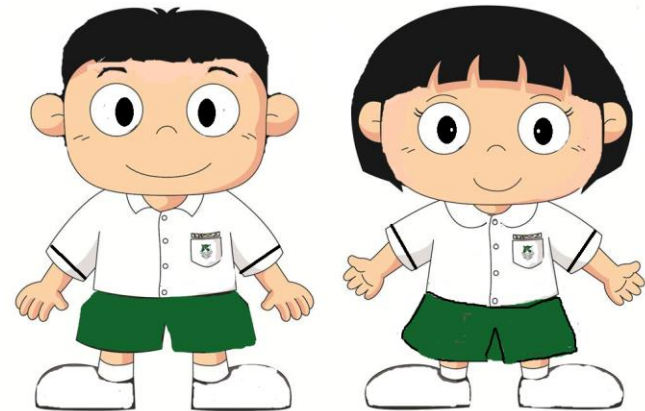
End of P6

Primary School Leaving Examination (PSLE)

LEVEL PROGRAMMES



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Key Objectives

- Support Teaching & Learning process
- Develop values, 21st century skills and social-emotional learning (SEL)
- Provide authentic learning experiences
- Relate learning to real-world contexts and make sense of the learning



Programmes for P4

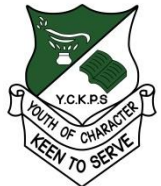
- Values In Action programme to Jia Ying Senior Activity Centre (Visitation or Online Session)
- P4 Outdoor Experience
- Learning Journey to Community Garden/Urban Farm (ALP) *(TBC)*
- Learning Journey to National Gallery Singapore(LLP) *(TBC)*

Co-Curricular Activities (CCA)

Learning Outcomes

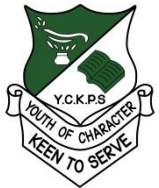
Students will develop and demonstrate

- Passion
- Leadership and teamwork
- Friendship and belonging
- Spirit of service to the community
- Knowledge, skills and values related to their chosen CCA
- Core values, social and emotional competencies and the emerging 21st century competencies as articulated in the 21st Century Competencies Framework



Co-Curricular Activities (CCA)

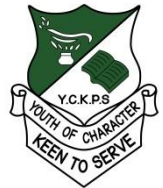
- CCAs are an integral part of our school's programme to bring out the best in every child.
- The varied activities provided cater to the needs and interests of different students. They contribute to a healthy lifestyle, character building and the acquisition of good social and leadership skills.
- YCKPS offers a total of 14 CCA from the four different categories (sports, uniform groups, performing arts and clubs & societies).
- P4 students will be made to choose 3 CCA and they will be assigned a CCA based on the 3 choices they made.



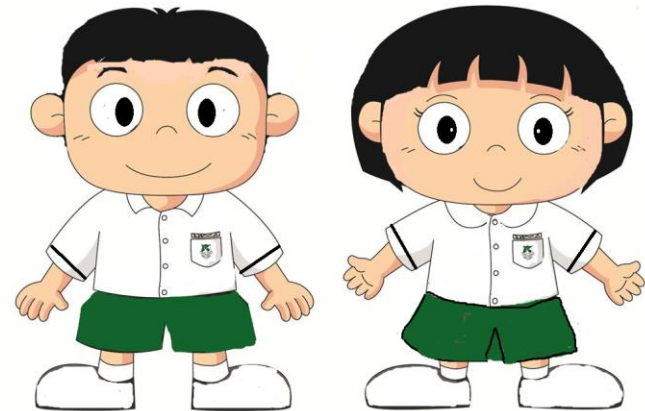
Co-Curricular Activities (CCA)

Football (Boys)	Angklung	Visual Arts	Scouts
Football (Girls)	Choir	Info Comm Club	Brownies
Volleyball (Girls)	Handbell	Athletics	Malay Dance
Indian Dance	Chinese Dance		

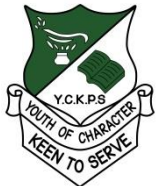
PERSONALISED DIGITAL LEARNING PROGRAMME (PDLP)



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LEARNING WITH A PERSONAL LEARNING DEVICE (PLD)



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Intended Outcomes

The use of the PLD for teaching and learning aims to:



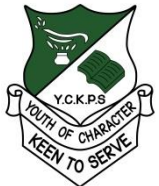
Enhance Teaching and Learning



Support Self-directed and Collaborative Learning



Support the Development of Digital Literacies



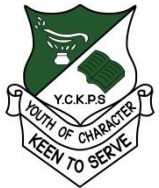
How will PLD support learning in school and at home?

Access to PLD allows for learning anytime, anywhere, at any pace

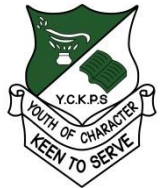


Learning occurs in both face-to-face and digital learning environments

Learning is enhanced through using digital tools



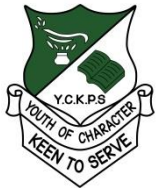
PRIMARY SCHOOL PILOT



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Primary School Pilot

- The pilot will be conducted with five primary schools and will involve Primary 4 students' learning with PLD.
- The pilot will examine the use of PLD in teaching and learning at the primary level, and how it might impact younger students.

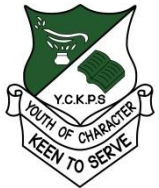


How will my child be learning with the PLD?

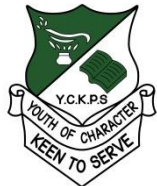
Your child will have learning experiences that include

- learning with resources online;
- curating digital content and information;
- connecting and communicating digitally;
- and
- creating digital products

in an **effective, ethical and safe** manner.



INFORMATION ON PDLP



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When will my child receive a PLD?

Your child will be used a PLD that has been procured by MOE and will be loaned to your child for lessons during school hours.

Your child should receive a PLD by **end of Term 1**. We will inform you via Parents Gateway letter and/or hardcopy letter before your child starts to bring the PLD home for learning.

At the end of the Pilot, the loaned PLD must be returned.



What will my child receive?



Your child will receive a **10.2” iPad** and an **integrated keyboard cover**



Front
when folded



Back
when folded



SUPPORTING STUDENTS IN THE SAFE AND EFFECTIVE USE OF PLD

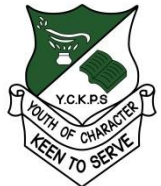


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Educating Students on Cyber Wellness

Cyber Wellness (CW) in Character and Citizenship Education (CCE) focuses on:

- i. Equipping students with the knowledge and skills to use technology positively**
- ii. Maintaining a positive presence in cyberspace**
- iii. Helping students become safe and responsible users of technology.**



Educating Students on Cyber Wellness

Cyber Wellness lessons will feature significantly in the CCE2021 lessons during Form Teacher Guidance Period (FTGP), which will cover the following topics:

- Cyber Use
- Cyber Identity
- Cyber Relationships
- Cyber Citizenship
- Cyber Ethics

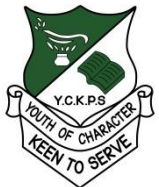


Educating Students on Cyber Wellness

Resources for Parents

To support you in keeping your child safe online, you may refer to these resources:

- Parent Guides (I) and (II):
 - Supporting Your Child in the Use of the PLD
 - 5 Tips to Ensure Your Child Stays Safe & Happy Online
- Parent Kit on Cyber Wellness for Your Child (<https://go.gov.sg/moe-cyber-wellness>)
- MOE Cyber Wellness Programme (<https://www.moe.gov.sg/programmes/cyber-wellness/>)
- Media Literacy Council (<https://go.gov.sg/better-internet-sg>)
- National Library's Learning & Information Literacy Resources (<https://sure.nlb.gov.sg/>)
- TOUCH Community Services (<https://www.touch.org.sg/about-touch/our-services/touch-cyber-wellness-homepage>)



Device Management Application (DMA)

Your child's/ward's PLD will be installed with a Device Management Application (DMA) to provide a safer digital environment for learning.

In-School DMA Settings

The school will determine DMA settings for **in-school use**.

As a default, these settings will continue to be in place after school as well :

- MOE and the school will set the level of web content filtering, including filtering out objectionable content or content that may not be conducive to teaching and learning (e.g. social media, pornography, gambling, games, webchat or websites containing extremist content)
- PLD usage time will be set to 7 a.m. to 10 p.m.
- The school will determine the apps and programmes to be installed to support teaching and learning



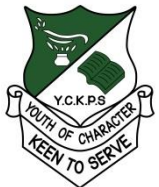
Device Management Application (DMA)

Providing Parents/Guardians with Greater Choice for After-School PLD Use

The school will provide parents/guardians with more information on exercising the options.

Default Setting Option	Alternative Setting Option
In-school DMA settings will continue after school hours	Parents/Guardians can modify the DMA settings after school hours
For parents/guardians who want their child's/ward's use of the devices to be restricted only to teaching and learning, and prefer to leave it to the school to decide on DMA settings after school hours.	For parents/guardians who want more leeway over the use of the device, and prefer to take charge of the level of restrictions for their child's/ward's use of the device after school hours.

- Having default school settings continue after school hours is the best option for parents/guardians who prefer not to, or do not feel ready to manage their child's/ward's device use on their own.
- Parents/guardians can request to change their choice of DMA settings at any time.



Device Management Application (DMA)

Providing Parents/Guardians with Greater Choice for After-School PLD Use

	Default Setting Option	Alternative Setting Option
Protecting students from objectionable content	MOE/school sets level of web content filtering	Parents/Guardians can apply additional content filtering
Reduce distractions from learning through control of applications	Parents/Guardians and students unable to install additional applications	Parents/Guardians and/or students can install applications after school hours, but these applications are disabled during school hours
Limit screen time	School sets hours during which students are able to use the device online	Parents/Guardians can modify the amount of screen time*

*Screen time limits set by the school will override parent's/guardian's settings during school hours.



Device Management Application (DMA)

Providing Parents/Guardians with Greater Choice for After-School PLD Use

	Default Setting Option	Alternative Setting Option
Parent/guardian account	Provided to allow monitoring of PLD activities after school hours	
Monitor students' cyber activities	Parents/Guardians can track their child's/ward's browser history after school hours	



Device Management Application (DMA)

Deciding on the Choice of After-School DMA Option

Parents/guardians may wish to consider the following questions before deciding on the choice of after-school DMA option which is best for your child's/ward's learning.

1. Child's/ward's current device usage habits

- How much time does my child/ward spend on their device?
- How well is my child/ward able to regulate their device usage on their own?
- Does my child/ward get easily distracted while doing online learning?

2. Parents'/Guardians' involvement

- How confident and familiar am I with managing my child's/ward's cyber wellness?
- Are there existing routines and open conversations on the use of the Internet at home?
- Am I aware of how to prevent different types of cyber threats that my child/ward might face?



Device Management Application (DMA)

The DMA does **NOT** collect any of these data:

- Login IDs and passwords entered into websites or into any applications
- Activities and data (e.g. posts, online comments, shopping cart, etc.) when visiting websites and using apps
- Documents and photos stored in the PLDs
- PLD location
- Webcam videos and microphone recordings



Establishing Good Habits and Routines

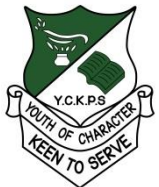
Students will be taught the following:

1. Routines for before and after class use
 - Distribute iPads Routine
 - Return iPads Routine
2. Care of PLD
 - Storage of PLD in mobile carts when not in use for lessons
 - Handling of PLD (e.g. keep food and drinks away from PLD)
3. Responsible Use of PLD for learning
 - Only go to apps and websites that your teacher tells you to go to
 - Never take photos/videos in class unless told to do so by teacher
 - Be a responsible digital learner (e.g. to be kind to others when posting comments online)



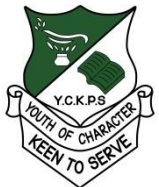
Establishing Good Habits and Routines

1. We would like to partner parents to ensure that students are well supported in their use of technology for learning
2. As parents, you can help in the following ways:
 - Model good digital habits for your child
 - Have conversations with your child about safe and responsible use of technology
 - Set ground rules for internet use
 - Navigate the internet together to understand their usage
 - Ensure that your child takes good care of the PLD

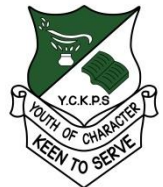


What if my child damages/ loses the PLD?

- In school, there are measures to ensure the safekeeping of devices
- Report the damage/loss of PLD to school immediately
- If the PLD is lost, parents will need to make a police report and submit the police report to school
- If the PLD is damaged, school will look into the incident to determine whether to issue a replacement PLD



WHAT IS NEXT?



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Next Steps for Parents

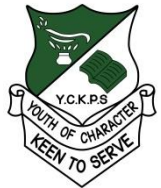
The following document will be sent to parents by 21 January:

- 1. Letter on Primary School Pilot for Learning with PLD**

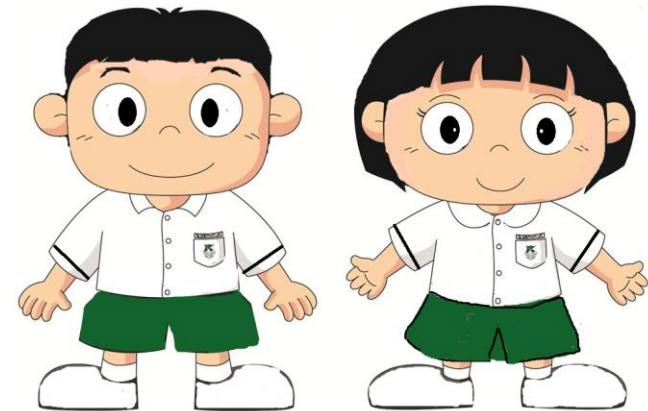
Parents to give consent to child's participation in the pilot study and for the use of a loaned PLD, including the installation of the DMA software and IT Applications.



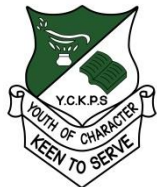
HOME SCHOOL PARTNERSHIP



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CARING FOR WELL-BEING



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Caring for Well-Being

Sleep

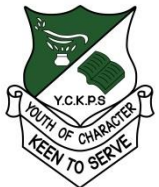
- Regular hours and sufficient sleep necessary for healthy growth of children
- “No Screen Time”- 1 hour before bedtime because brain would be too active and quality of sleep affected



Caring for Well-Being

Breakfast

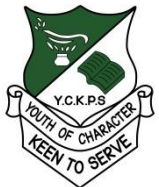
- Most important meal of the day for children with growing bodies and minds
- May come early to school canteen for breakfast before 7.15am



Caring for Well-Being

Limit Use of Electronic Gadgets

- Excessive use of electronic gadgets is addictive
- Regulate use (No. of hrs/time of the day/fulfilment of conditions) or **total withdrawal of usage**
- Classified as mental illness
- “Gaming Disorder”
(WHO 2018)



Caring for Well-Being

Example: Limit use of Electronic Gadgets



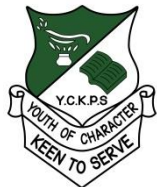
Caring for Well-Being

Bonding Time with Children

- Research has shown that healthy parent-children relationships leads to adults who regulate emotions effectively, manage stress, be more capable of problem solving and have higher self-esteem
- **We have a happy child in the end**
- Spend time now before they go to secondary school



SETTING LEARNING EXPECTATIONS



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Setting Learning Expectations

Regular Attendance & Punctual for School

- Learning is affected if children are absent regularly for school because of gaps in learning
- **Being punctual for school sets the learning tone for children**
- Teach children the value of responsibility by reporting to school on time by 7.30am



Setting Learning Expectations

Checking and Monitoring of Learning

- Set a practice at home for children to show parents periodically their homework progress
- **Ask regularly to see/sign tests or examination papers**
- “Children take the cue from parents on the importance of academic studies”



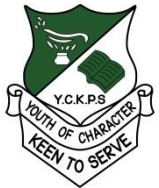
Setting Learning Expectations

Parents and teachers communicate to children as one voice

- Collaborative partnership between parents and teachers for the children's development
- **Common communication methods via student handbook and telephone call**
- Positive affirmation and encouragement with corrective actions and consistent messaging to children



MODES OF COMMUNICATION

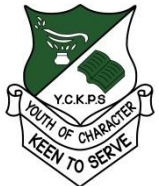


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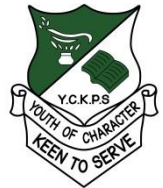
Modes of Communication

Regular Feedback and Communication

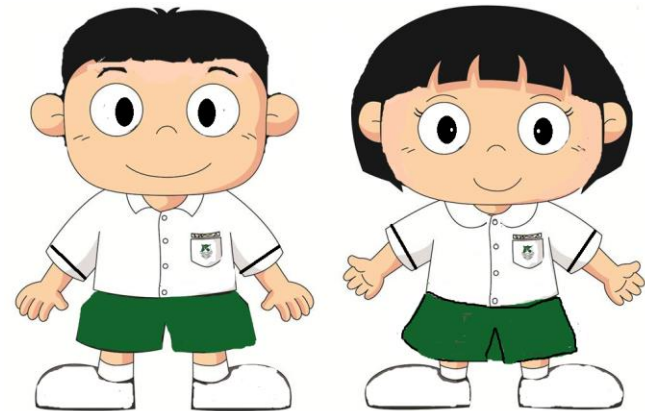
- Parents Briefing, Meet-The-Parents, 1-1 Meet Up sessions
- Student Handbook
- Email
- Telephone
- **Parent's Gateway (PG) App – Sch/MOE**
- **ClassDojo App - Teachers**
- School Circulars / Letters



VACCINATION

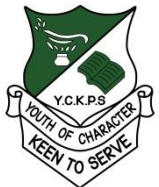


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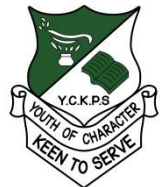


Vaccination Information

- Updating of vaccination details to Form Teachers.
- Avoid strenuous physical activities during school hours for 14 days after each vaccination.



THANK YOU!



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