

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION

WEEK 4

Strand	Reading and Writing/Listening and Communicating
Sub Strand	Listening and responding, Reading, Writing and Speaking and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.

Story for the Week: The Musicians

This is Nick. He loves to sing. He is a singer.

This is Taylor. He plays the guitar. He is a guitarist.

This is Lopez. She plays piano. She is a pianist.

This is Selena. She plays violin. She is a violinist.

This is Justin. He plays the drum. He is a drummer.

This is Michael. He loves to dance. He is a dancer.

Together they make a band of musicians.

- **Shared Reading:**

Talk about the pictures and ask prediction questions.

- Read the whole text pointing to the words. Stop and ask questions to check comprehension.
- What is this story about? Name some musical instruments mentioned in the story? What does Michael do? Who is the drummer?
- What does Taylor do? Who plays the drum? Who is the violinist? What does a pianist do?
- What does Justin do? What do we call the person who plays the drum? What does Lopez do?
- What does Nick do? What do we call the person who plays the piano? What does Michael do?
- Who plays the guitar? What does Selena do? What does Michael do?
- Read again and ask children to read with you.

- **Introduce 5 New Words**

5 New Words:

play	singer	drum	violin	pianist
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play	singer	drum	violin	pianist
-How many letters are in the word? -What is the first/last sound/letter? -What does the word play mean? -Clap and say the syllables (2) -Spell aloud -Write the word in the air/on the arm/on the floor?	-How many letters are in the word? -What is first/last sound/letter? -Clap and say the syllables (2) -Spell aloud -Write the word on the floor/arm/air	-How many letters are in the word? -What is the first/last sound/letter? -Clap and say the syllables (1) -Spell aloud -Write the word in the air/arm/floor	-How many letters are in the word? -What is the first/last sound/letter? -Clap and say the syllables (1) -Spell aloud -Write the word in the air/arm/floor.	-How many letters are in the word? -What is the first/last sound/letter? -Clap and say the syllables (2) -Spell aloud -Write the word on the floor/arm/ air

- **Oral Language** (10 -20 mins)

Mime instructions

Playing musical instruments.

We'll start by playing the percussion instruments. Play the guitar. Now play the piano. Play the flute. Play the dholak and play the drum.

- **Reading & Writing** (15-30mins)

Re-write sentences - (change the name/nouns)

1. This is Nick. _____
2. He is a singer. _____
3. This is Selena. _____
4. She is a violinist. _____
5. _____
6. _____
7. _____
8. _____

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION

WEEK 5

Strand	Reading and Writing/Listening and Communicating
Sub Strand	Listening and responding, Reading, Writing and Speaking and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.

Story for the Week: Tuning Up for Outer Space

The sun is in the sky. The sun is in the sky.

Hot and bright, it gives us light. The sun is in the sky, all day long.

The moon is in the sky. The moon is in the sky.

White and bright, it gives us light. The moon is in the sky, all night long.

The stars are in the sky. The stars are in the sky.

Shiny and bright, it gives us light. The stars are in the sky, all night long.

- **Shared Reading**

Talk about the pictures and ask prediction questions.

1. Read the whole text pointing to the words. Stop and ask questions to check comprehension.
2. What is this story about? Name some things mentioned in the story? What gives us light? What shines in the night?
3. Read again and ask children to read with you.

- **Introduce 5 New Words**

5 New Words:

sky	night	bright	stars	long
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sky	night	bright	stars	long
-How many letters are in the word? -What is the first/last sound/letter? -Clap and say the syllables (1) -Spell aloud -Write the word in the air/on the arm/on the floor?	-How many letters are in the word? -What is first/last sound/letter? -Clap and say the syllables (1) -Spell aloud -Write the word on the floor/arm/air	-How many letters are in the word? -What is the first/last sound/letter? -Clap and say the syllables (1) -Spell aloud -Write the word in the air/arm/floor	-How many letters are in the word? -What is the first/last sound/letter? -Clap and say the syllables (1) -Spell aloud -Write the word in the air/arm/floor.	-How many letters are in the word? -What is the first/last sound/letter? -Clap and say the syllables (1) -Spell aloud -Write the word on the floor/arm/ air

1. Which is the longest word?
2. Which words have the /ght/ letters?
3. Which word is the shortest?
4. Which word ends with a /s/ sound?
5. Which word rhymes with the word fight? *Night, bright*
6. Which word ends with /ng/?
7. Which word has 6, 5, 4 letters?
8. Children say all the words and spell at the same time?

- **Reading & Writing** (15-30mins)

Cloze Exercise – letter deletion

(s, n, br, st, ng, oo)

The __un is in the sky. The sun is in the __ky. Hot and __ight, it gives us light. The sun is in the sky, all day long.

The m__n is in the sky. The moon is in the sky. White and bright, it gives us light. The m__n is in the sky, all night lo__.

The __ars are in the sky. The stars are in the sky. Shiny and bright, it gives us light. The __ars are in the sky, all night lo__.

- **PHONICS & WORDS** (15 mins)

Look cover write check (Dolch words) - (for /he/ up / the /of)

Look/ Cover	write	Check
sky		
night		
bright		
stars		
long		

Strand	Early Mathematics
Sub strand	Shapes and Properties
Content learning outcome	Children use skills of enquiry learning, problem solving and logical reasoning to enhance their learning and understanding. And Child is able to explore 2 properties of the basic shapes

Lesson Notes

1. A **line segment** is a straight line.

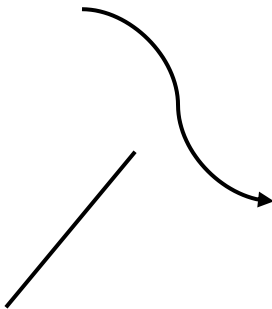


2. A **curved line** :

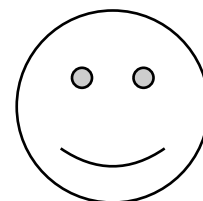
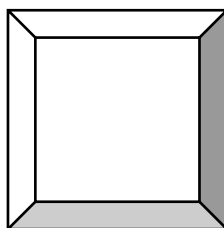
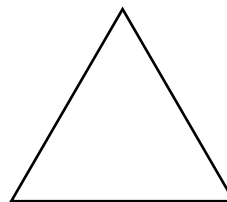
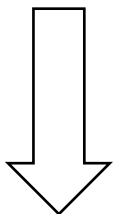


Activity 1

1. Put a **cross** on the **curved line** and circle **the straight line**.



2. Put a **circle** on the shapes with **straight lines** and **cross** on the shapes with **curved lines**.



SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1

SUBJECT: LEARNING TO KNOW (Maths) - TERM 3 - WEEK 5

Strand	Early Mathematics
Sub strand	Measurement : Days of the Week
Content learning outcome	Children use skills of enquiry learning, problem solving and logical reasoning to enhance their learning and understanding. Child is able to name the days of the week.

Read and learn the days of the week and finish the given activity.



Activity

Days of the Week	
Write in the correct order.	
Sunday	Sunday
Tuesday	
Thursday	
Saturday	
Monday	
Wednesday	
Friday	


















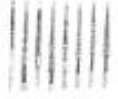

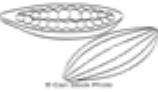







Days of the Week	
Unscramble the words	
unasyd	<input type="text"/>
nomyad	<input type="text"/>
esutady	<input type="text"/>
dwesenayd	<input type="text"/>
srthdyua	<input type="text"/>
irdfya	<input type="text"/>
yasarudt	<input type="text"/>

LOVU SANGAM SCHOOL

YEAR: ONE SUBJECT: LANGUAGE LITERACY AND COMMUNICATION – VOSA VAKA-VITI WEEK4

Strand	Reading and Writing/Listening and Communicating
Sub Strand	Listening and responding, Reading, Writing and Speaking and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.

Lesson Notes and Activities: Cakacaka Lavaki

Kk				Ll				M m			
Keke 	ki 	koki 	koko 	lali 	lade 	lovo 	lili 	mama 	maqe 	moli 	moto 
Wirina na droini e tekivu na Kk				Wirina na droini e tekivu na Ll				Wirina na droini e tekivu na M m.			
1. 		1. 		1. 		2. 		2. 			
Vakaotia		Vakaotia		Vakaotia		Vakaotia		Vakaotia			
1. 	2. 	1. 									
-----		-----		-----		-----		-----		-----	

N n



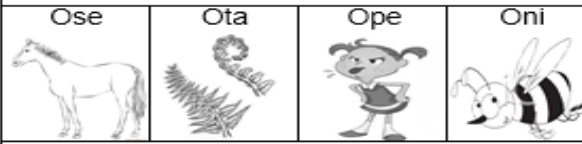
Rokataka na droini e tekivu n Nn.

1.  
2.  

Vakotia



Oo



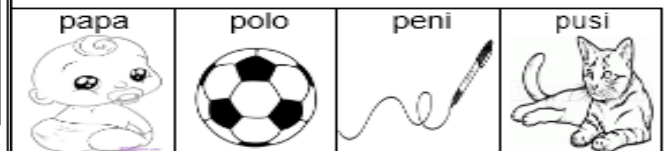
Rokataka na droini e tekivu na Oo

1.  
2.  

Vakaotia



P p



Rokataka na droini e tekivu na P p.

1.  
2.  

Vakaotia



Q q



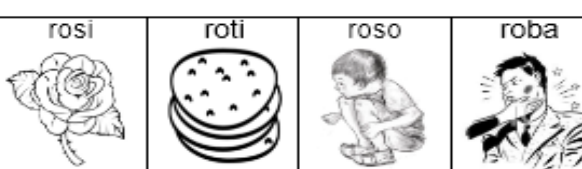
Rokataka na droini e tekivu na Q |

1.  
2.  





Vakaotia



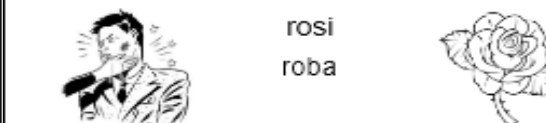
R r



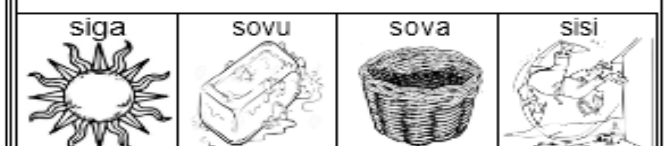
Rokataka na droini e tekivu na R r

1.  
2.  

Semata na vosa



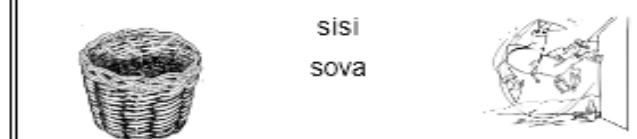
S s



Rokataka na droini e tekivu na S s.

1.  
2.  

Semata











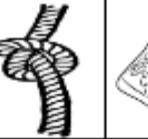





















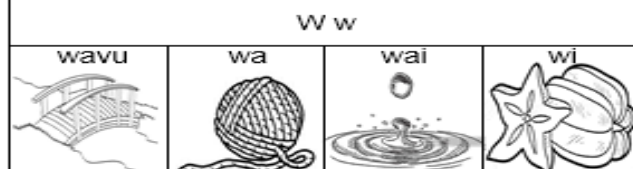
LOVU SANGAM SCHOOL

YEAR: ONE SUBJECT: LANGUAGE LITERACY AND COMMUNICATION – VOSA VAKA-VITI WEEK 5

Strand	Reading and Writing/Listening and Communicating
Sub Strand	Listening and responding, Reading, Writing and Speaking and Communication
Content Learning Outcome	-Children recognize that print conveys meaning and begin to use writing materials with purpose. -Children listen, understand and respond to verbal and non-verbal communication.

Lesson Notes and Activities:

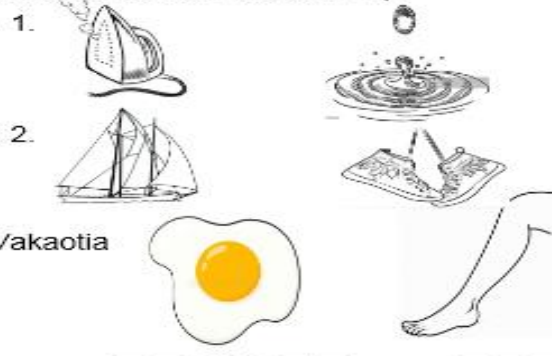
T t				U u				V v			
toa	tobe	tobu	taba	uto	uvu	ulu	ura	vale	vula	vesu	vava
											
Rokata na droini e tekivu na T t				Wirina na droini e tekivu na Uu				Wirina na droini e tekivu na V v			
1.				1.				1.			
2.				2.				2.			
Vakaotia				Semata				Semata			
	_____	_____									



Rokataka na droini tekivu na W w.



Rokataka na droini e tekivu n Y y.



Rokataka na droini e tekivu n Dr dr.



Siveligi (a-k)

*Rai lesuva na rorogo a-k (matai ni vakatovotovo)

* Digia na rorogo a-m me vatovolei na gone e ra;

- | | |
|----------|-----------|
| 1. c | 2. f |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

*Rai lesuva na rorogo a-k (karua ni vakatovotovo)

* Digia na rorogo a-m me vatovolei na gone e ra;

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

* Ni oti na karua ni vakatovotovo ko sa kila na tuvaki ni vuli ni gone. Rai lesuva ka tovolea sara me kila na rorogo se leqa tiko.

Siveligi (r-u)

*Rai lesuva na rorogo r-u (matai ni vakatovotovo)

Digia na rorogo r-u me vatovolei na gone e ra;

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

*Rai lesuva na rorogo r-u (karua ni vakatovotovo)

* Digia na rorogo r-u me vatovolei na gone e ra;

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

* Ni oti na karua ni vakatovotovo ko sa kila natuvaki ni vuli ni gone. Rai lesuva ka tovolea sarama kila na rorogo se leqa tiko.

Siveligi (w-dr)

*Rai lesuva na rorogo w-dr (matai ni vakatovotovo)

Digia na rorogo w-dr me vatovolei na gone e ra;

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | |

*Rai lesuva na rorogo w-dr (karua ni vakatovotovo)

* Digia na rorogo w-dr me vatovolei na gone e ra;

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | |

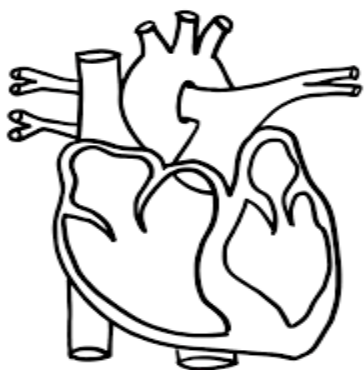
* Ni oti na katolu ni vakatovotovo ko sa kila na tuvaki ni vuli ni gone. Rai lesuva ka tovolea sarama kila na rorogo se leqa tiko.

Strand	Human Growth and Development
Sub Strand	Growth and Changes
Content Learning Outcome	Children become aware of health seeking practices and behaviours and practice these wherever they can.

Learning and Teaching Focus: *The Heart and The Lungs*

Lesson Notes:

A. The Heart



1. The heart is a muscular organ.
2. It pumps blood.
3. The blood **carries oxygen**.

B. The Lungs



1. We breathe through lungs.
2. Lungs clean the air we breathe.

Lesson Activities:

1. Use e-learning platform to view video clips on the human Heart and Lungs.
2. Colour the **HEART Red**. Colour the **LUNGS Yellow**.

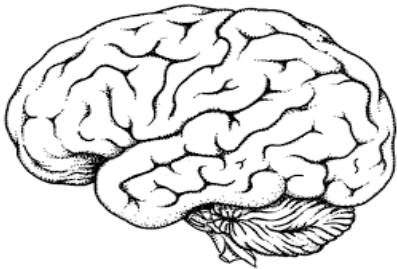


Strand	Human Growth and Development
Sub Strand	Growth and Changes
Content Learning Outcome	Children become aware of health seeking practices and behaviours and practice these wherever they can.

Learning and Teaching Focus: *The Brain and The Kidney*

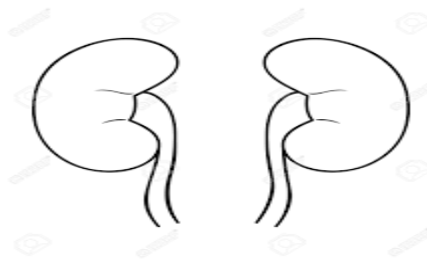
Lesson Notes:

A. The Brain



1. We use the brain for thinking, learning and feeling.
2. The brain is the main machine in our body.

B. The Kidney



1. Kidneys are busy.
2. It removes the wastes from the body.

Lesson Activities:

1. Use e-learning platform to view video clips on the human Brain and Kidneys.
2. Colour the **BRAIN Red**. Colour the **KIDNEYS Yellow**.



Strand	Listening and Communicating
Sub strand	Reading and Writing : Rhymes
Content learning outcome	Children recognize that prints convey meanings and begin to read and write using poems.

कविता को सिखो और दिए गए अभ्यास को पूरा करो



दिए गए वाक्य को पूरा करो और चित्र बनाओ ।

<input type="text"/>	हिलाता हाथी आया	<input type="text"/>	हिलाता हाथी आया

Strand	Reading and Communicating
Sub strand	Reading and Writing : Antonyms
Content learning outcome	Children recognize that prints convey meanings and begin to read and also learn antonyms tells that its meaning is opposites.

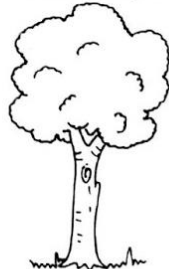


विलोम शब्द

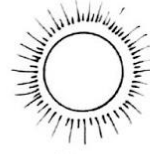
विलोम उन शब्दों को कहते हैं जो एक-दूसरे का उलटा या विपरीत अर्थ बताते हैं।



छोटा



बड़ा



दिन



रात



उलटा



सीधा



सूखा



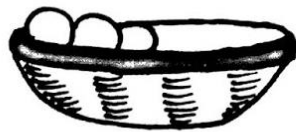
गीला



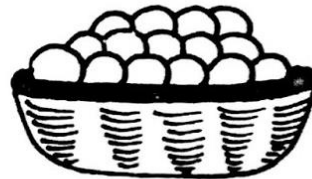
साफ



गंदा



कम



ज्यादा

सही विलोम शब्द चुनिए :

रात

गंदा

नीचे

उधर

ठंडा

पतला

छोटा

रोना

बुरा

बाहर

अंदर

-

ऊपर

-

गरम

-

दिन

-

मोटा

-

इधर

-

साफ़

-

अच्छा

-

बड़ा

-

हँसना

-

Theme	Spiritual and Moral Development
Strand	Spiritual Awareness
Sub strand	Magic Words
Content learning outcome	Children wonder about the world around them and learn the types of magic words.



Write the magic words:
Hello Sorry Thank you Please



Match the magic word

Please



Thank you



Excuse me



I am Sorry



I am sorry

Theme	Spiritual and Moral Development
Strand	Spiritual Awareness
Sub strand	Kindness
Content learning outcome	Children show a sense of wonder and awareness on how to be kind to everyone.

Kindness

1. Kindness is thinking about people's feelings and helping them feel good.
2. Being kind makes you feel good, too!



Write Yes or No for the following sentences:

1. Be kind to your pets. _____
2. Love your neighbors. _____
3. Talk when someone else is talking. _____
4. Use bad manners. _____
5. Help the poor and needy. _____
6. Push others while standing in a while. _____

Strand	Place and Environment
Sub strand	My School
Content learning outcome	Children talk and learn about their school and learn the importance of going to school.

My School

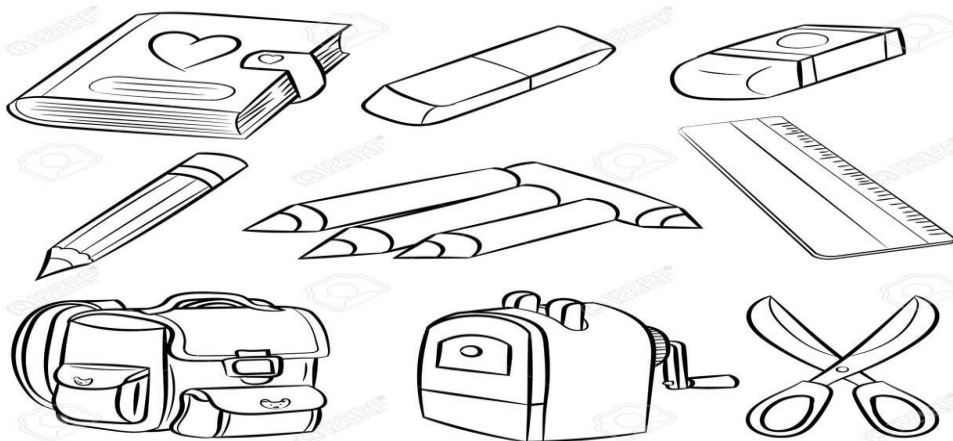
1. A school is a place for learning.
2. My school is a big school.
3. It has 20 classrooms and a lot of children.
4. Our teachers are kind and helpful.
5. My school is beautiful.
6. Our Head Teacher is Mrs Chand.

Activity Me and My School

1. My schools' name is _____.
2. I am in Year _____.
3. My teacher is _____.
4. Our Head Teacher is _____.
5. There are _____ classrooms in my school.



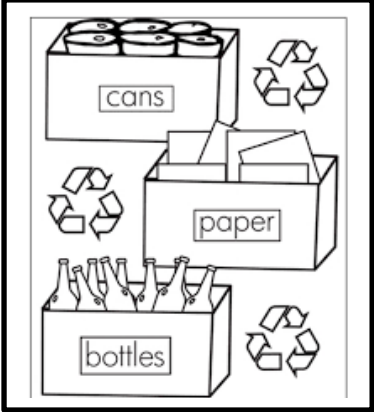
20	101 / 102 / 103	Mrs Chand	Lovu Sangam School	Mrs Kumar Mrs Nalewe Mrs Pillay
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Colour these school things.



Strand	Place and Environment
Sub strand	Rubbish Disposal
Content learning outcome	Children are able to learn the methods of rubbish disposal and the importance of proper rubbish disposal.

Lesson Notes

<p style="text-align: center;"><u>Compost</u></p> <p>For throwing vegetable peelings, grass, leaves, left over foods.</p> 	<p style="text-align: center;"><u>Bury</u></p> <p>Bury broken bottles, glasses, and tins</p> 	<p style="text-align: center;"><u>Reuse or Recycle</u></p> <p>We use things again like bottles, containers and plastics</p> 
--	---	--

Activity

<p>Draw and colour things that we can compost?</p>	<p>Draw and colour things that we can reuse?</p>	<p>Draw and colour things we can bury?</p>
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Strand	Aesthetic Arts and Creativity
Sub strand	Arts : Art of Music
Content learning outcome	Children understand that musical instruments are used to perform pleasant sounds and should also know there are different kinds of musical instrument.

Musical Instruments

violin

trumpet

keyboard

guitar

harp

bongo drums

conga drum

maracas

drum

sitar

piano

banjo

flute

french horn

harp

accordion

bell

saxophone

drum set

gong

cymbal

electric guitar

	nipoa		murds
	utiarg		
	proh		oliniv
	clabmys		utlfe

Strand	Aesthetic arts and Creativity
Sub strand	Crafts
Content learning outcome	Read, understand elements and concepts in their own and others images and objects.



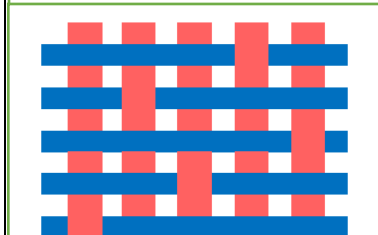
Step 1: Harvest Coconut Leaves

Using a craft knife, remove the stick running at middle of the fronds
Now you have 2 leaflets from one frond



Step 2: Start Weaving

Place required number of leaflets side by side on the floor (9, 10 or 11 to the required size)
Take another leaflet and weave through leaflets on the floor in an above and below pattern



Step 3: Folding Extra Length

If you look at the partly woven mat at this stage, you will find the extra length of leaves in an above and below position
First take the leaflets at one side which are below and fold them over the end leaf
Insert the folded portion through other leaflets in the same pattern as above and below
Trim end of leaflets that is coming out.



Step 4: Repeat Folding on Other Side

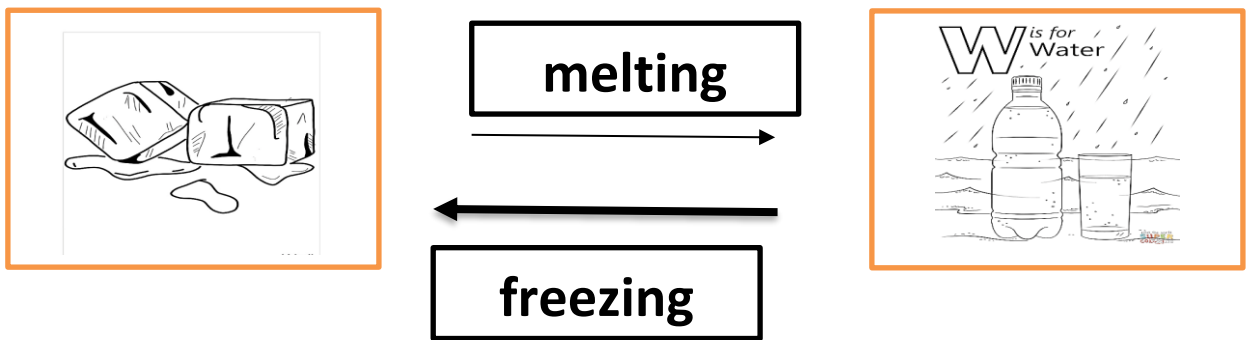
Now turn over the mat and repeat same we did on the other side, like folding extra length and inserting ends through the leaflets
Trim all extra length of leaflets and our mat is finished

Strand	Matter
Sub strand	Reactions
Content learning outcome	Identify and talk about temporary and permanent changes.

Temporary and Permanent Changes

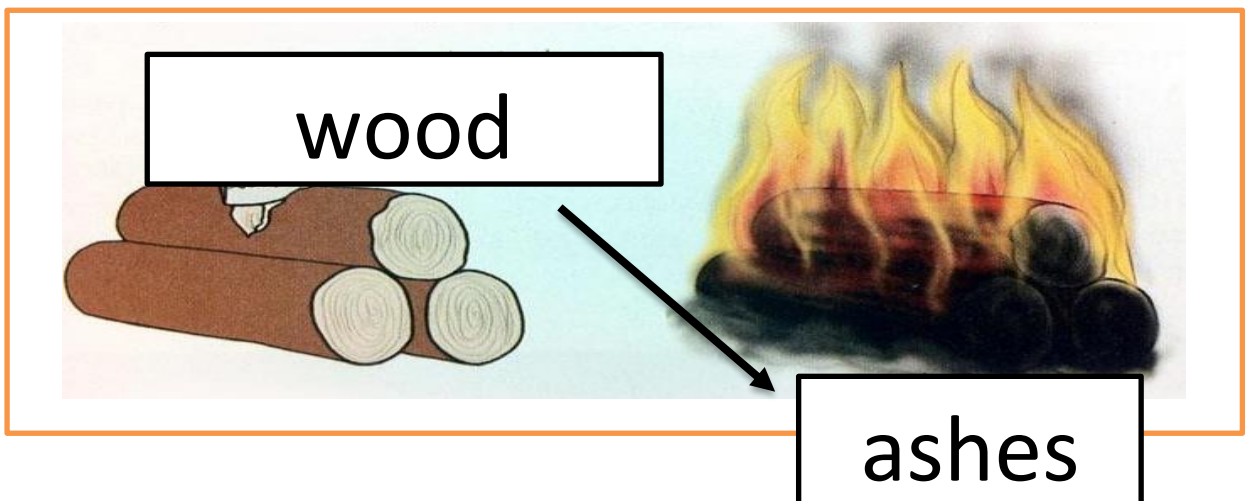
1. A change that is for a short period of time is Temporary Change.

Example : Melting of Ice



2. A change which remains for a long time is Permanent change.

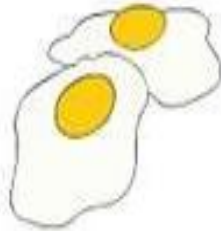
Example : Burning Wood



Look at the pictures and write Temporary Change or Permanent Change.



melting an ice-cube



frying an egg



freezing water



burning a piece of paper



melting icecream



dissolving salt in water



melting chocolate



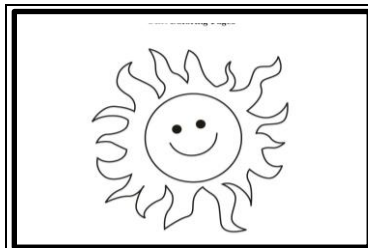
melting wax



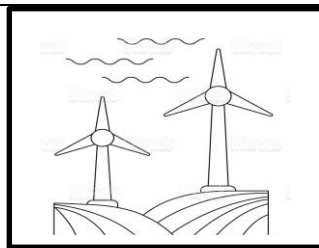
cake mixture

Strand	Energy
Sub strand	Energy Source and Transfer
Content learning outcome	Children talk about the need for the different forms of energy.

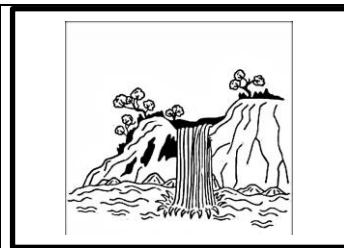
Sources of Energy



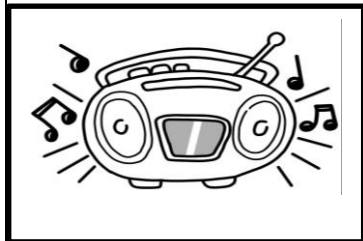
Sun
Solar energy



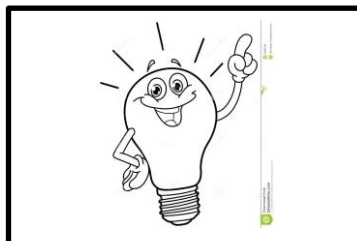
Wind mill
Wind energy



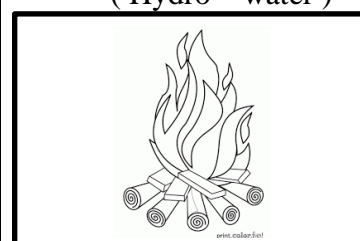
Water
Water energy /
Hydro Power
(Hydro – water)



Radio
sound energy



Bulb
Light energy



Fire
Heat energy

Forms of Energy.
Circle the picture that does not belong

SOUND ENERGY	
LIGHT ENERGY	
HEAT ENERGY	

Write below each picture heat energy, light energy or sound energy
