

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION

WEEK 10

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 RED ROSE**

Author: Joy Cowely

In Mr Singh's garden, there was red rose.
"Ah," said a caterpillar. "I see a red rose."
"Ah," said a bird. "I see a caterpillar."
"Ah," said a cat. "I see a bird."
"Ah," said a dog. "I see a cat."
"I see a dog," said Mr Singh, "and it's in my garden."
Mr Singh went outside.
"Ah," said Mr Singh. "I see a red rose."
And he picked it.
"Gone," said the caterpillar, and it went back home.
"Gone," said the bird, and it went back home.
"Gone," said the cat, and it went back home.
"Gone," said the dog, and it went back home.
Mr Singh went to Mrs Singh, "Happy Birthday, my dear," he said.
"Ah," said Mrs Singh,
"A red rose."

- **Shared Reading:**
 1. Talk about the story and ask prediction questions.
 2. Read the whole text pointing to the words. Stop and ask questions to check comprehension.
 3. **Talk about the title, author and ask prediction questions**
 4. Who is the author? What does he do? Read again and ask children to read with you.
 5. Read again and ask your child to read with you.

Introduce 5 New Words

5 New Words:

garden	back	rose	home	said
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garden	back	rose	home	said
-How many letters are in the word? -What is the first/last sound/letter? -Do you have a garden at home? -Clap and say the syllables -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 -Spell aloud -Write the word on the floor/arm/air	-How many letters are in the word? -What is the first/last sound/letter? -What sound does the letters /o/ make? -Clap and say the syllables -Spell aloud -Write the word in the air/arm/floor	-How many letters are in the word? -What is the first/last sound/letter? -Which letter is silent? -Which letter goes above the line? -Spell aloud -Write the word in the air/arm/floor.	-How many letters are in the word? -What is the first/last sound/letter? -How many syllables does the word have? 1 -Spell aloud -Write the word on the floor/arm/ air

- **Oral Language**

Mime instructions

Gardening

Wear your boots. Go to the tool shed. Take out the fork and watering can. Go to the garden. Dig the soil. Pull out the seedlings and plant in the garden you just made. Fill the watering can and water the garden. Wash the tools and put them back in the tool shed.

- **PHONICS & WORDS**

1. Look Cover Write Check (Dolch words)

<i>Look/ Cover</i>	<i>Write</i>	<i>Check</i>
said	said	said
red	red	red
see	see	see
was	was	was
the	the	the

2. Bingo (All family members to participate with one to be a Leader)

Each family member has 3 x 3 squares on their paper. Select 15 - 18 words from the new words list learnt weekly or otherwise use the 'List of Words' as stated below. Each member will choose their own words to write on their grid. Call out words from your own list. If any family member has the word on their grid they mark it. The person who is able to mark 3 words in a line call out **BINGO!**

List of words

Garden, back, rose, said, home, cat, dog, my, went, red, the, went, fruit, pawpaw, blue.

Shortlist

Garden, back, rose, said, home, went, red, the, went

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YEAR: ONE **SUBJECT: LANGUAGE LITERACY AND COMMUNICATION** **WEEK 11**

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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: Personal Safety – I Need to Keep My Hands to Myself

When I feel upset,
I sometimes put my hands on other people.
When I put my hands on other people,
I need to stop.
I need to keep my hands to myself.
I can take 5 big breaths.
This will help me to stay calm.
My teacher is happy when I keep my hands to myself.

Shared Reading

1. Talk about the title and ask prediction questions.
2. Read the title, and then the whole text pointing to the words.
3. Stop and ask questions to check comprehension.
4. Read again and ask your child to read with you.

• **Introduce 5 New Words**

5 New Words:

upset	keep	calm	myself	people
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• **PHONICS & WORDS**

I spy – Things in the environment

1. I spy with my little eye something that starts with the sound u. upset
2. I spy with my little eye something that ends with the sound e. people
3. I spy with my little eye something that is red in colour. Flowers, house

upset	keep	calm	myself	people
-How many letters are in the word? -What is the first/middle/last sound/letter? -What does the word upset 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/middle/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/middle /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 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

- **PHONICS & WORDS**

Rainbow words – children use 5 different coloured pencils/crayons. Your child writes the new word with one colour and then writes over the top of the word with a different colour. The child repeats the same for all the new words.

upset	keep	calm	myself	people
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- **Reading & Writing**

Write a sentence chart...

1. When I am happy _____.
2. When I am happy _____.
3. When I am happy _____.

- **PHONICS & WORDS**

Spot it - (Sounds u, ee, c, m, p)

1. Use the words from the text.
2. Circle and colour the words that have the sounds: **u, ee, c, m, p**

Strand	Numbers
Sub strand	Operations
Content learning outcome	Children learn that subtraction means taking away. Do simple problems using the term take away?

Lesson Notes


Subtraction

← Can also be called minus and it is written as : -


Eg: 3 - 1 2 - 1 4 - 1

Subtraction means we take away.

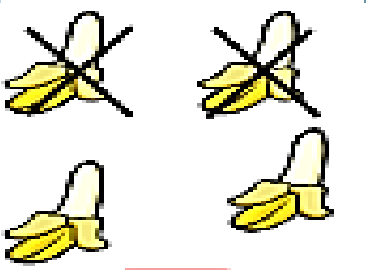
example :


$3 - 1 = 2$

Activity

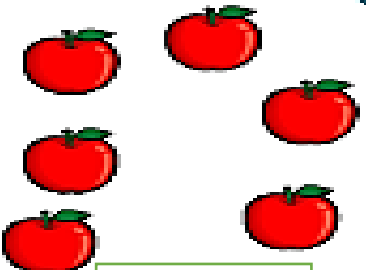


Cross out 2 fruits from each set. How many are left?



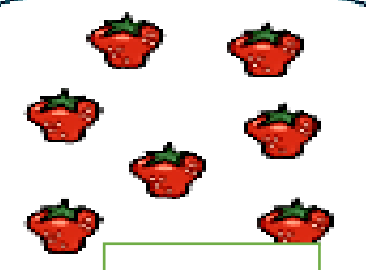
2

 left.



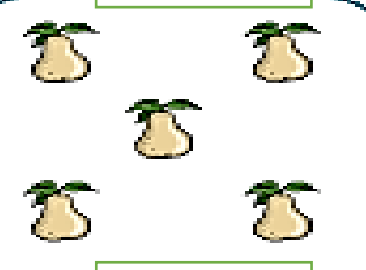
6

 ft.



7

 ft.



5

 ft.

Strand	Numbers
Sub strand	Operations
Content learning outcome	Children subtract using pictures

Activity

Let's Practice Subtraction!

Count the pictures and subtract.

Example:

1 2 3 4 5 6 7 8 9 10



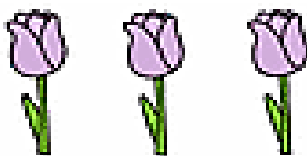
$4 - 3 =$

1



$2 - 2 =$

0



$3 - 1 =$

2



$5 - 2 =$

3



$3 - 2 =$

1



$5 - 1 =$

4

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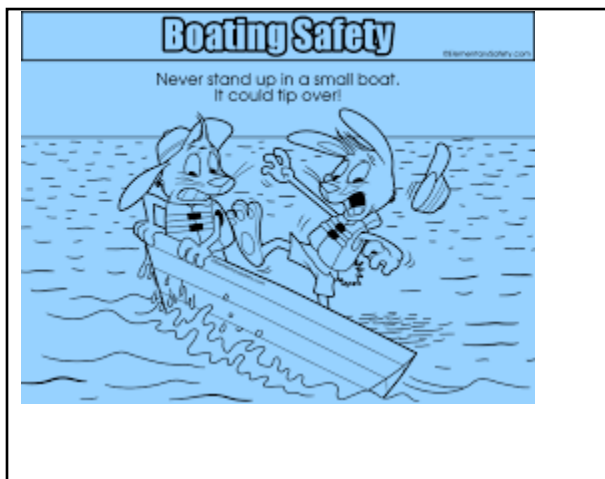
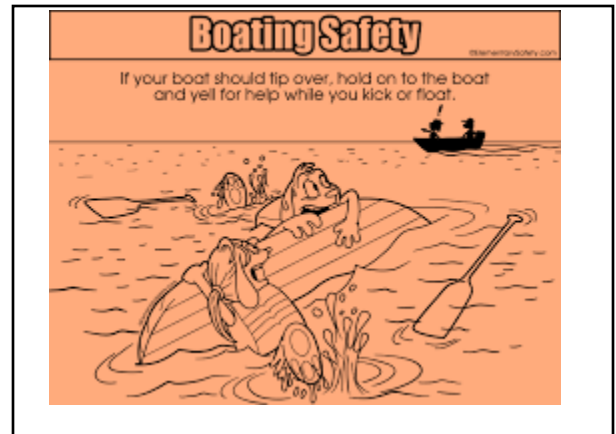
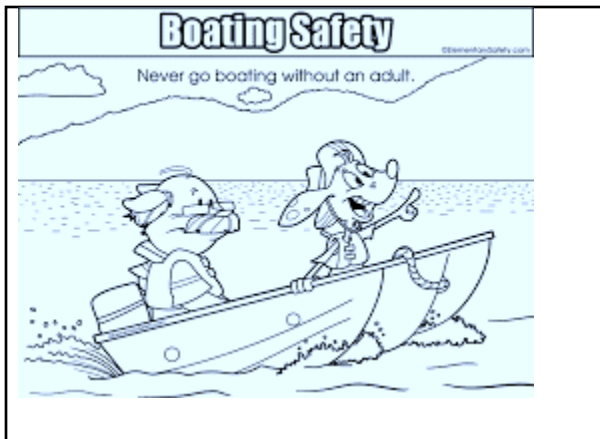
YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 10

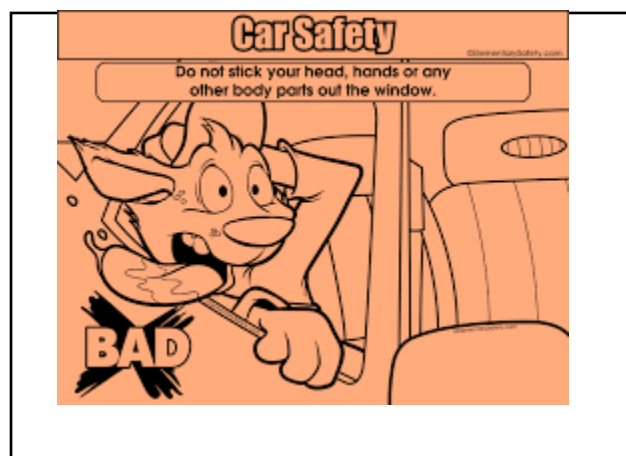
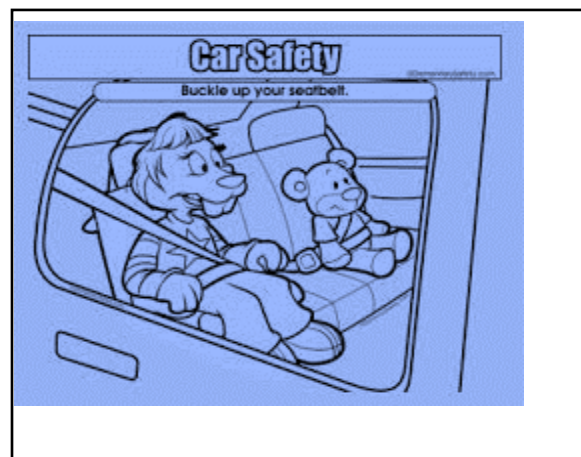
Strand	Healthy Living
Sub Strand	Safety
Content Learning Outcome	Children become aware of health seeking practices and behaviours and practice these wherever they can.

Learning and Teaching Focus: *Safety when Travelling*

Activities:

1. Discuss on that safety depends on the environment and the behaviour of others and themselves.
2. Read with your Parents and colour the activities on Safety when Travelling.





LEARN:

When in a car or bus or boat always remember to keep still to be safe.

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Sangam Education Board – Online Resources

Strand	Healthy Living
Sub Strand	Safety
Content Learning Outcome	Children become aware of health seeking practices and behaviours and practice these wherever they can.

Learning and Teaching Focus: *Internet Safety*

Lesson Activities:

1. Discuss on that safety depends on the environment and the behaviour of others and themselves.
2. Read with your Parents and colour the activities on Internet Safety.

A. Learn this Poem with your Parents

I have a special secret
Whenever I'm online
I do not share with others
The things that are just mine
My email and home address
My phone and my name
These facts are just for me to know
In websites or in games

B. Write down three (3) things you **should not do** when online (using internet).

- 1. Do not share about things that are ours.**
- 2. Do not give your email and home address.**
- 3. Do not give your phone number and name to any body.**

Strand	Spiritual and Moral Development
Sub strand	Spiritual Awareness
Content learning outcome	Children wonder about the world around them and learn about friends and how to maintain friendship.

Playing with Friends

John went for a bike ride. He rode around the block. Then he met some girls he knew from school. They all rode to the field to play. John had a great time playing games with his friends.



Questions:

Circle the correct answers:

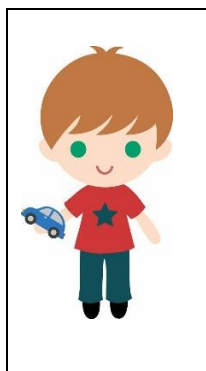
1. John went for a (car / bike) ride.
2. He rode around the (block / circle).
3. Then he met some (boys / girls) he knew from school.
4. They all rode to the (park / field) to play.
5. John had a great time playing (games / ball) with his friends.

Answers

1. Bike	2. Block	3. Girls	4. Field	5. Games
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Questions

1. Who is your best friend? _____ (own discretion)
2. How old is your friend? _____ (own discretion)
3. Draw and colour your best friend in the box.



Strand	Spiritual and Moral Development
Sub strand	Spiritual Awareness
Content learning outcome	Children wonder about the world around them and learn to help one another.

Pug the Bug

There once was a bug named Pug. Pug liked to run and jump. One day, Pug got stuck in the mud. Pug yelled for help! A new bug named Dug came to help. He pulled Pug out! Pug and Dug became best buds!



Questions

1. There was once a **bug** named pug.
2. Pug got stuck in the **mud**.
3. A new bug named **Dug** came to help.

mud	bug	Dug
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LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: VOSA VAKA-VITI

WEEK 10

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.

Na Ulutaga: Na Vinivo

• **Na veivosaki kei na veitalanoa**

1. Na i rairai ni i sulu ka ra sa bau raici oti.
2. Na veimataqali vinivo e ra sa bau raica oti.
3. ‘O cei e daramaka na i vinivo?
4. ‘O cei e ra dau cula i vinivo?

• **Na veika vaka-Viti**

(Me na wiliki veiira na gone ka vakamacalataki.)

Na yaca ni i sulu e da daramaka:

E dina ni ra a vakaisulu tu na noda qase e liu. E ra vakayagataka na masi, kumi se liku. Ni ra dau la’ki teitei, e ra dau vakayagataka na liku drau ni tiaina se vudi ka yacana na sekaseka.

E na gauna oqo, e da sa vakayagataka na veimataqali i sulu ka a vakau mai na veivanua tani. ‘O ira na qase, e ra vakatoka na daramaki me i curucuru se i kovu kei na vakaisulutaki me i sulu.

Na veimataqali i sulu oqori, e da vakayacataki ira ga e na yacadra.

• **Na i rairai ni sulu:**

Volavola, vakamatana, tavoi, vakaitutui, loaloa, vulavula, damudamu, drokadroka, karakarawa, tarara, gaigaiya, dravu...

• **Vakaotia na veiyatu vosa ogo:** children to write their own discretion of answers.

1. Au taleitaka na i sulu _____.
2. Au sega ni taleitaka na _____.
3. Au dau daramaka na i _____.

• **Na veivosa me vulici:**

vakavinivo	vinivo	Suva	vakamatana	damudamu	belena	vulavula	talitali
domona	belefi	dara	nona	rauti	qai	daramaka	soqo

- **Na vosa vaka-Viti**

- (a) **Na vakayagataki ni vosa:**

Na vakayagataki ni vosa “**qai**”. E vukea na vosa ka tukuna na gauna me vaka na, “sa, a, e, na” e na kena nanumi se vakayacora e dua na ka.

BULI I YATU VOSA

Sa		daramaki		lotu.
A	qai	vakayagataki	e na	soqo.
E na		kacivaki		vuli.

- (b)

Sa		yaco		koya.
A	qai	tokatu	mai	i talatala.
E na		tadu		vulagi.
		basika		Tui.
				tamamu.
				Marama.

- **Na vakatataro:**

1. Vakataroga mada mai se gauna cava beka e dau qai vakayagataki kina na noda i sulu dina vaka-Viti. Na i sulu cava soti beka ko ya?
2. Tabaiyaloyalotaka mai na veisulu ko dau taleitaka mo daramaka:



LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: VOSA VAKA-VITI

WEEK 11

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.

Na Ulutaga: Na Manumanu

• **Na veivosaki kei na veitalanoa**

1. Na veimataqali manumanu e ra sa raica oti.
2. Na yacadra kei na rokadra.
3. Vakatotomuri na domo ni nodra tagi.
4. Na vanua e ra kune kina.
5. Na manumanu e ra dau vuka e na bogi.

• **Na veika vaka-Viti** (Me na wiliki veiira na gone.)

Na Manumanu ni Viti

E tu na noda manumanu ni Viti ka dua oqori na beka. E tu tale e so me vaka na lulu, na kaka, na soqe, kei na so tale.

Ia, na maina e sega ni manumanu ni Viti. E manumanu ka kau mai Idia me mai kania ka vageavutaka na manumanu ca ka dau vakamatea na dovū. Sa roboti Viti tu e dai na maina ka da sega sara ni vulagi e na nona i vakarau.

E ra dau vakatokai ira na gone siosio, karaka vosa, waleveleve ko ira na qase me ra vaka na maina ka so na gone e ra dau kedra i ru na “**maina**” e na vuku ni nodra i valavala.

• **Na vosa vaka-Viti:**

Tukuna mai na veibasai ni veivosa oqo:

sausaulaki	vous	diridiri	modrila	vuka
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1. ro - vuka
2. dreu - vous
3. vakalutu yaloka - sausaulaki
4. oviovi - diridiri
5. vakavutina - modrila

• **Na veivosa me vulici:**

manumanu	maina	Viti Levu	dela	vakasova	vakalutu
yaloka	sova	vakavutina	beka	vakalawena	lawe

• **Na Taro: children to write their own discretion of answers.**

1. E vei na vanua dau ro kina na maina?

2. E dau vakalutu yaloka i vei na maina?

3. Bulia e dua na serekali me baleta **Na Maina**.

4. Tabaiyaloyalotaka ka Rokataka mai na maina.

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SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1

SUBJECT: AESTHETIC ARTS AND CREATIVITY- TERM 3 –WEEK 10

Strand	Aesthetic Arts and Creativity
Sub strand	Performing Arts
Content learning outcome	Children learn English version of national anthem

Blessing grant oh God of nations on the isles of Fiji
As we stand united under noble banner blue
And we honour and defend the cause of freedom ever
Onward march together God bless Fiji

CHORUS:

For Fiji, ever Fiji, let our voices ring with pride.
For Fiji ever Fiji her name hail far and wide,
A land of freedom , hope and glory to endure what ever befall.
May God bless Fiji
Forever more!

Blessing grant oh God of nations on the isles of Fiji
Shores of golden sand and sunshine, happiness and song
Stand united , we of Fiji, fame and glory ever
Onward march together God bless Fiji.

SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1

SUBJECT: AESTHETIC ARTS AND CREATIVITY- TERM 3 –WEEK 11

Strand	Aesthetic Arts and Creativity
Sub strand	Performing Arts
Content learning outcome	Children learn English version of national anthem

Activity

Sentence Completion Exercise

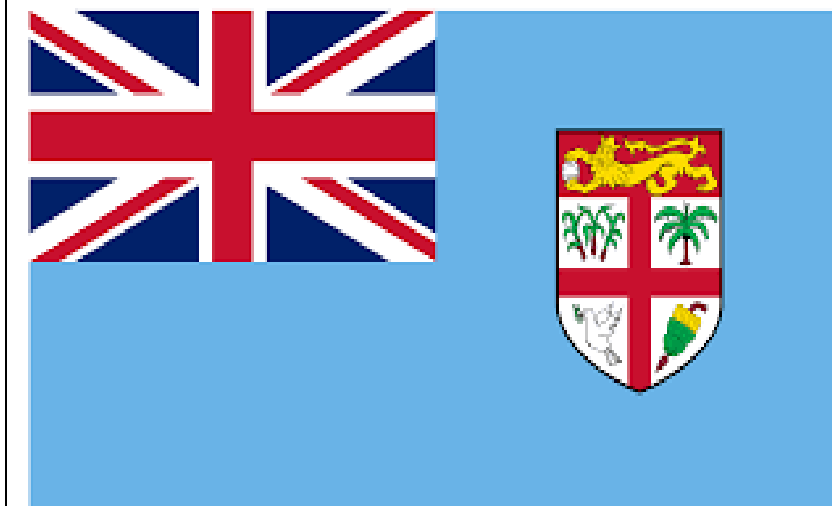
Blessing grand oh God of God of nations on the isles of fiji

Onward march together God, God Bless Fiji
For Fiji ever Fiji let our voices ring with pride.

A land of freedom, hope and glory to endure what ever befall


May God Bless Fiji

Draw and colour the Fiji Flag





Strand	Earth and Beyond
Sub strand	Weather – Types of Days
Content learning outcome	Children are able to describe the types of days and the types of clothes worn on these days.

Types of Days

A Sunny Day	A Windy Day	A Rainy Day
		

Clothes worn on these days

Clothes on a Sunny day	Clothes on a Rainy Day
	

Activities

Draw the sky on a sunny day



Draw some clothes worn on a sunny day



Read the short passage and answer the questions.

Rainy Days

Mark loves the rain.
He has a yellow rain
coat. Mark will jump in
the puddle.



1. Who loves the rain?

Mark

Mary

2. What color is his coat?

blue

Yellow

3. What will he do?

Jump in the puddle

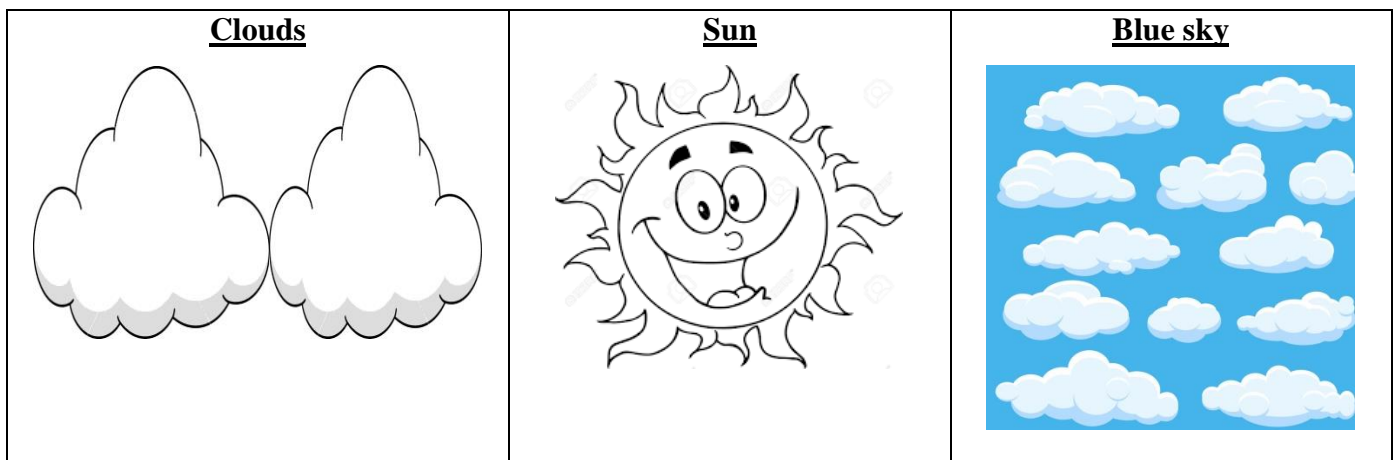
go to school

Strand	Earth and Beyond
Sub strand	Weather – Day and Night
Content learning outcome	Children are able to differentiate between day and night and identify what can be seen during the day and night.

Day and Night

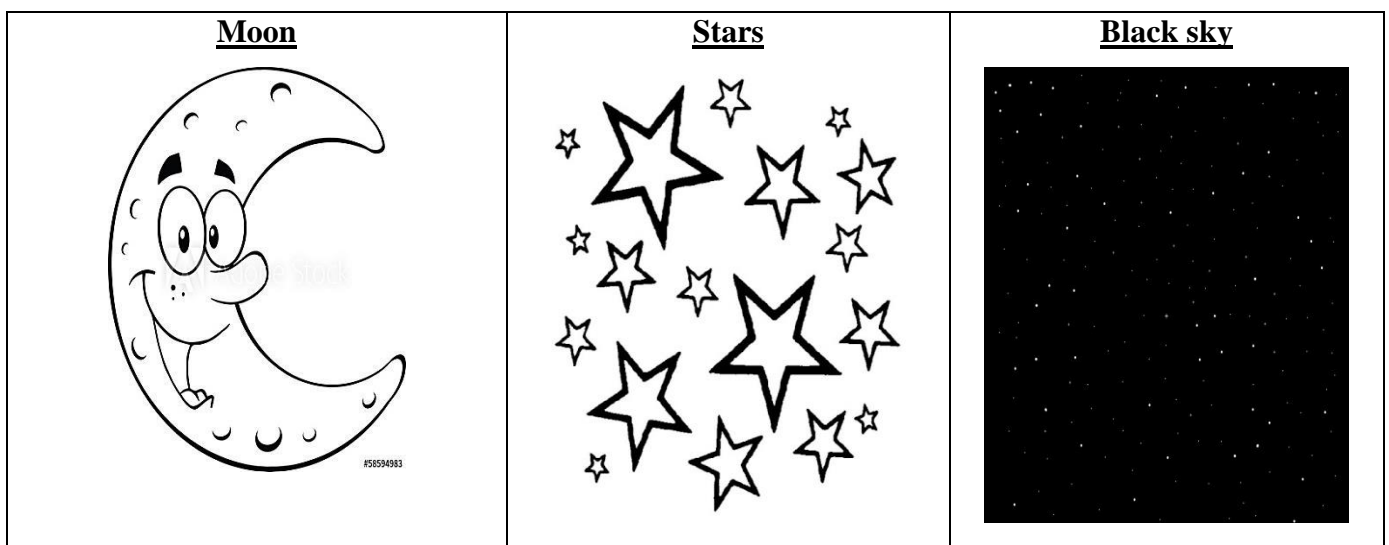
Day

During the day I can see:



Night

During the night I can see:



Activities

Day and Night

WORD BANK

Moon Stars Clouds Sun

What can you see during the day?

Clouds
Sun



What can you see at night?

Moon
Stars

Look, read and complete

WORD BANK

moon sun day Earth clouds

a. The sun shines during the day.



b. The Earth goes around the sun.



c. At night we can see the moon sometimes it is cover by the clouds



Strand	Reading and writing
Sub strand	Reading and Writing
Content learning outcome	Children do reading using pictures.

Reading

बोल बोलकर पढिए

यश हठ मत कर ।
चल फल रख ।
ठब पर मत चढ़ ।
डर मत ।
झटपट कर ।
बस तक चल ।
बस पर चढ़ ।
चल अब घर चल ।



SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1 ANSWER

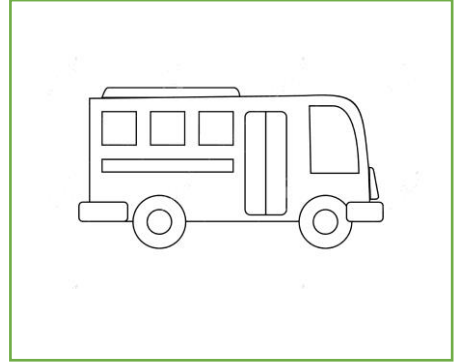
SUBJECT: LANGUAGE AND LITERACY 2 (HINDI) - TERM 3 -WEEK 11

Strand	Reading and writing
Sub strand	Reading and Writing
Content learning outcome	Children do reading and drawing

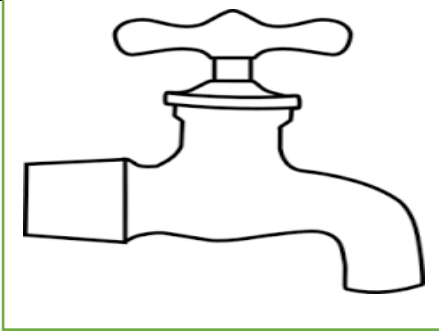
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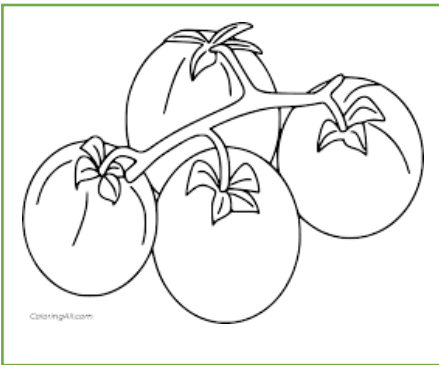
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टमाठर



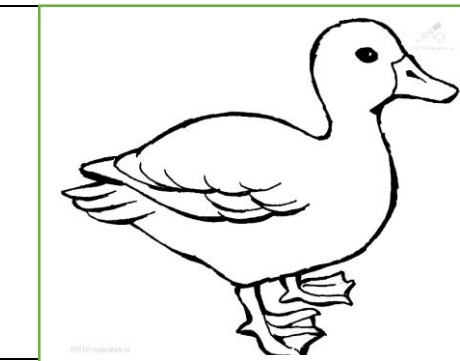
लडुका



चमच



बतक

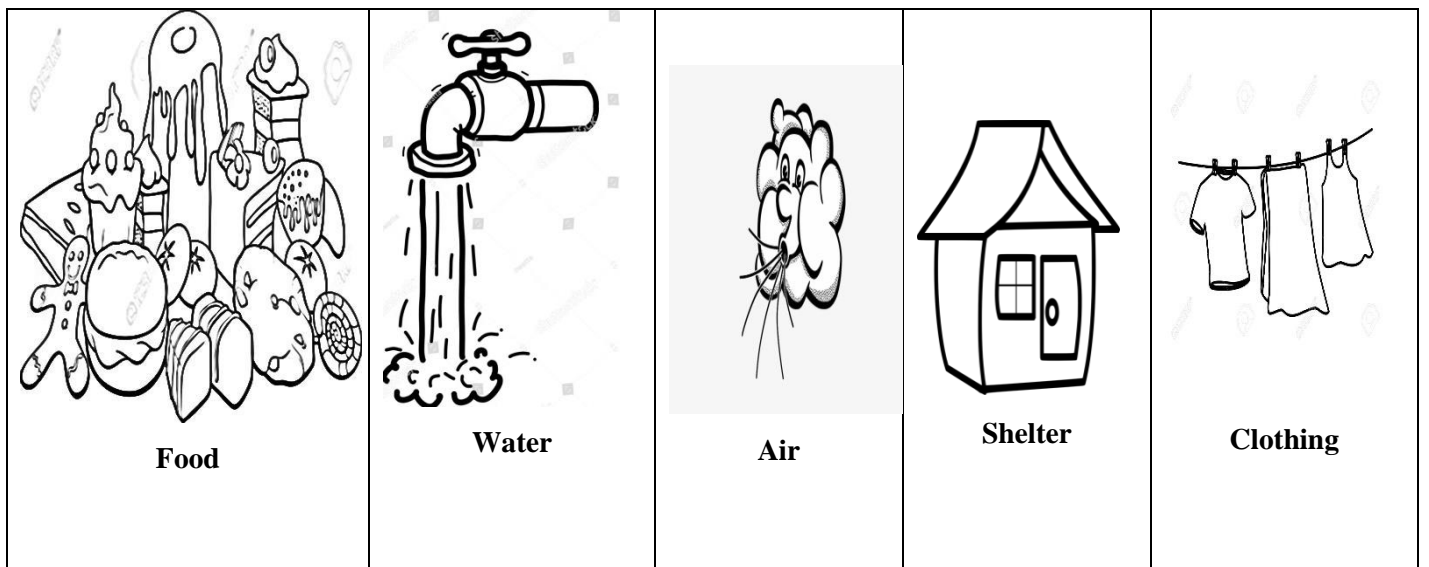


Strand	Resources and Economic Activities
Sub strand	Needs and Wants
Content learning outcome	Define what needs and wants are and explore the difference between needs and wants with examples.

Needs and Wants

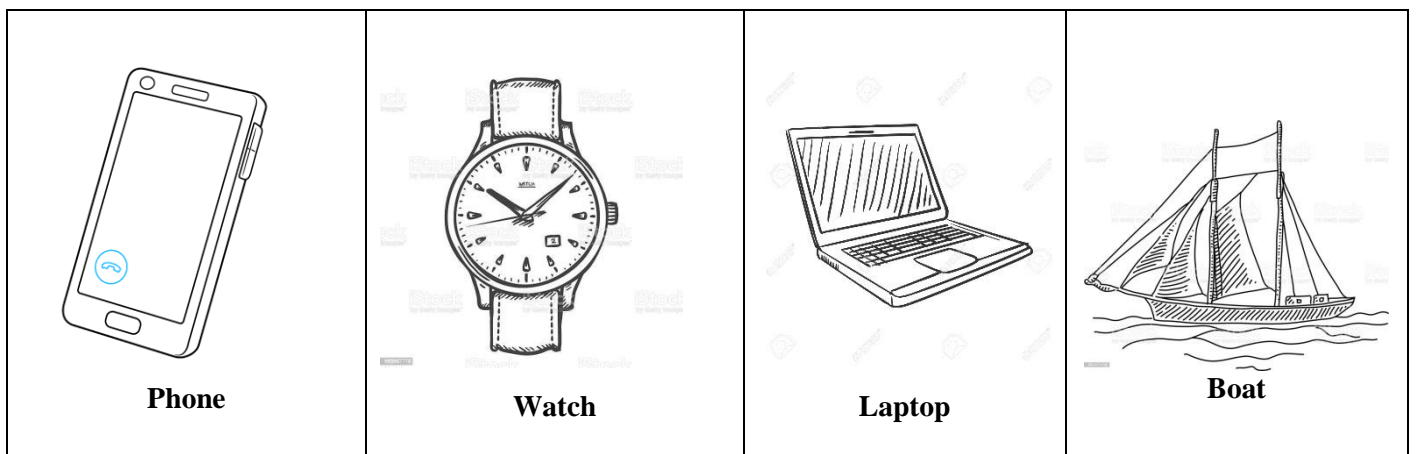
Needs

1. These are things we need or must have to live.
2. Example: Food, water, air, shelter and clothing.



Wants

1. These are things you would like to have but do not need it to live.
2. Example: pets, car, candy, toys, T.V and many more.



Activities

Needs and Wants	
 Need Want	 Need Want
 Need Want	 Need Want
 Need Want	 Need Want
 Need Want	 Need Want
 Need Want	 Need Want

Solutions:

Needs: clothes, carrot, sleep, water, house

Wants: helicopter, crayon, bicycle, dessert, laptop

Color the NEEDS red. Color the WANTS blue.






Solutions:

Red: air, water, house, sleep, clothes

Blue: doll, laptop, ball, bicycle, first-aid, pot plant, pet

Strand	Family
Sub strand	Types of Families
Content learning outcome	Children are able to identify the three different types of families and learn who all are in these three different types of families.

Types of Families

<u>Nuclear Family</u>	<u>Extended Family</u>	<u>Single Parent Family</u>
		

Lesson Notes:

1. **Nuclear Family** – a family which has the mother, father and the children.
2. **Extended Family** – a family which has the mother, father, children and the grandparents.
3. **Single Parent Family**- a family which has the children with only one parent. It can either be the mother or father.

Activities

Match the family structures to the correct name.



Nuclear Family

Single-parent Family

Extended Family

Draw and colour your family

Own discretion of answers