

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION

WEEK 8

| | |
|---------------------------------|---|
| 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: Poem on Solar System**

The sun, a star, a center point,
It shines its golden rays beyond.
A place, in space, so far away,
Nine planets revolving dusk till dawn.

Mercury is first in line,
Venus known for its bright shine,
Earth a world that's yours and mine,
That will bring us right to **Mars, Mars, Mars, and Mars.**

Jupiter, so big indeed,
Saturn with its many coloured rings,
Uranus, is greenish blue,
Neptune is the same size this is true.

Pluto is the furthest one by far,
And it's really just a star.
Now you know where planets are,
And that will bring us back to **Sun, Sun, Sun, and Sun.**

- **Shared Reading:**

Talk about the story and ask prediction questions.

1. Read the whole text pointing to the words. Stop and ask questions to check comprehension.
2. Is this a story? **Ans: No, it is poem.**
3. What tells us that it is a poem? **Ans: The Solar System**
4. Each line starts with a capital letter.
5. It has rhyming words. Which two words rhyme? **Ans: Line and Mine, Blue and True**
6. Read again and ask your child to read with you.

- **Introduce 5 New Words**

5 New Words:

| | | | | |
|---------------|---------------|-------------|-------------|------------------|
| around | planet | True | away | brightest |
|---------------|---------------|-------------|-------------|------------------|

| around | Planet | True | away | brightest |
|--|---|--|---|--|
| -How many letters are in the word? -What is the first/last sound/letter? -What does the word around 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 (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. |

- Which two word has **four letters**? *True / Away*. Which word start with the **/pl/** sound? *Planet*
- Which is the longest word? *Brightest*. Which words have the **/ue/** sound? *True*
- Which word is the shortest? *True / Away*. Which word ends with a **net**? *Planet*
- Which word means the same as **right/correct**? *True*. Which word rhymes with **ground**? *Around*
- Which word has **6 letters**? *Planet / Around*
- Children say all the words and spell at the same time.

- **Oral Language**

Mime instructions

(At the Beach)

Building a Sand Castle: Sit on the ground and start filling your bucket with sand, using an imaginary shovel. When the bucket is full, turn the bucket upside-down, and whack it on the ground. Gently lift the bucket up, and admire your beautiful sand castle. Make another one.

- **PHONICS & WORDS**

Rhyme the words

1. King, ring, sing
2. Line, mine, shine
3. _____
4. _____
5. _____

Ans: Children write as many rhyming words as they can for the given sound (non -words and made up words to be accepted).

- **Reading & Writing**

Stories and Pictures – provide your child with a picture related to the theme: Climate Change/Weather/Environment. Children tell a story about the picture or explain the picture. Encourage your child to make up their own story about the picture. They can write a word or a sentence(s) for the picture.

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION

WEEK 9

| | |
|---------------------------------|---|
| 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: Five Spring Flowers

Five spring flowers, all in a row.

The first one said, "We need rain to grow!"

The second one said, "Oh my, we need water!"

The third one said, "Yes, it is getting hotter!"

The fourth one said, "I see clouds in the sky."

The fifth one said, "I wonder why?"

Then boom went the thunder

and zap went the lightening!

That spring time storm was really frightening!

But the flowers weren't worried–no, no, no, no!

The rain helped them to grow, grow, and grow!

- **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:

| | | | | |
|---------------|--------------|---------------|-------------|----------------|
| flower | water | helped | grow | thunder |
|---------------|--------------|---------------|-------------|----------------|

- **PHONICS & WORDS**

I spy – Flowers around us

1. I spy with my little eye something that starts with the sound /f/.
2. I spy with my little eye something that ends with the sound /l/
3. I spy with my little eye something that is green in colour.

Ans: 1. Flower, five, first, fourth, fifth...

2. feel, meal, well, will, call...

3. frog, leaf, dress...

| flower | Water | Helped | grow | thunder |
|--|---|--|---|---|
| -How many letters are in the word? -What is the first/middle/last sound/letter? -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 (2) -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 (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 |

• **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.

| | | | | |
|--------|-------|--------|------|---------|
| flower | water | helped | grow | thunder |
|--------|-------|--------|------|---------|

Ans: Use five different coloured pencils to write over each word...

• **Reading & Writing**

Write a sentence chart

1. The flowers are _____.
2. The flowers are _____.
3. The flowers are _____.

Ans: Children to complete the sentence chart...

• **PHONICS & WORDS**

Spot it - (Sounds f, w, h, gr, th)

1. Use the words from the text.
2. Circle and colour the words that have the sounds: **f, w, h, gr, th**

Ans: Identify the sounds from the text and circle the words that have the sounds...

SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1

SUBJECT: LEARNING TO KNOW (MATHS) - TERM 3 -WEEK 8

| | |
|--------------------------|-------------------------------------|
| Strand | Measurement |
| Sub strand | Money |
| Content learning outcome | Naming and drawing the Fijian Coins |

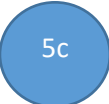
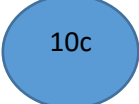

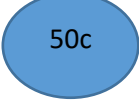


Study the given diagrams and answer the activity.

1. Money is very important to everyone.
2. We need money to buy what we like.
3. We count money in **dollars \$** and **Cents c**
4. We write **one dollar as \$ 1** and **4 cents as 4c**



Activity 1

Draw the given coins

| Coins | Drawing and coloring |
|-------|--|
| 5c |  |
| 10c |  |
| 20c |  |
| 50c |  |
| \$1 |  |
| \$2 |  |

SCHOOL: 1075 LOVU SANGAM SCHOOL



YEAR/LEVEL: 1

SUBJECT: LEARNING TO KNOW (Math's) - TERM 3 - WEEK 9

| | |
|--------------------------|---|
| Strand | Measurement |
| Sub strand | Money : Head or Tail |
| Content learning outcome | Naming and identifying the items drawn on the coin. |

Lesson Notes

1. There are 2 sides of a coin.

| Head - This side have pictures | Tail - This side has numbers |
|---|--|
|  |  |

Activity

Write down the amount for the given coins.

5c 10c \$1 20c 50c \$2

| | | |
|---|---|---|
|  |  |  |
| \$1 | 5c | 10c |
|  |  |  |
| 20c | \$2 | 50c |

LOVU SANGAM SCHOOL

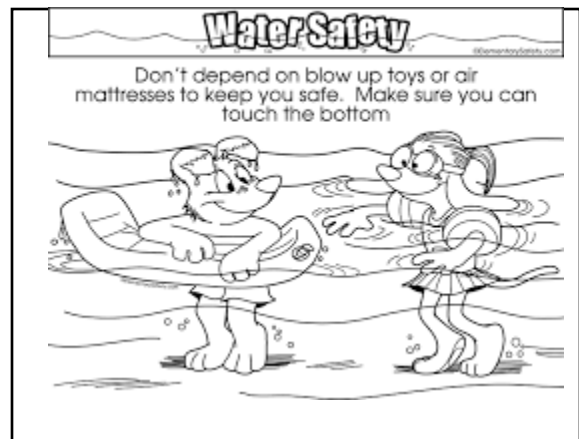
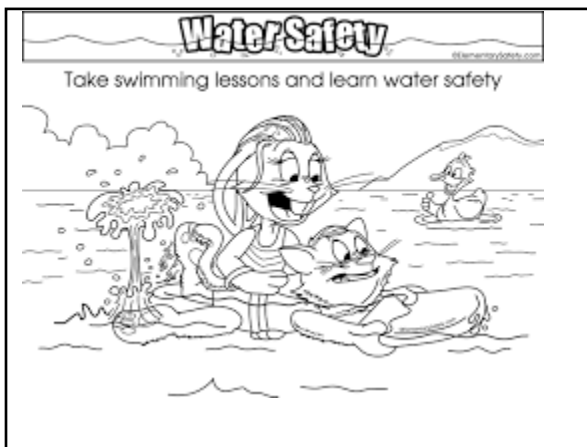
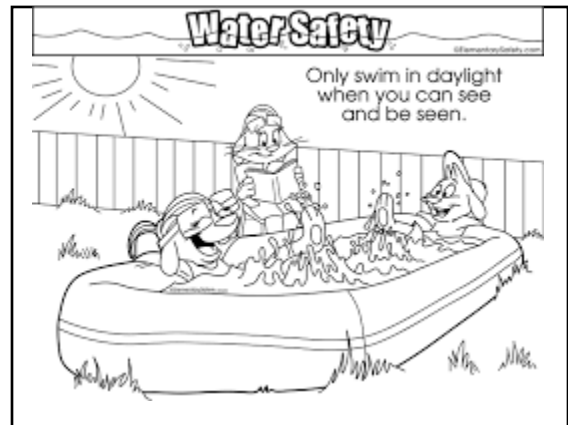
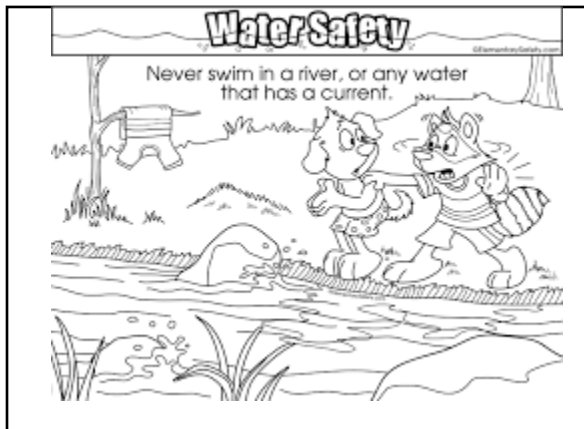
YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 8

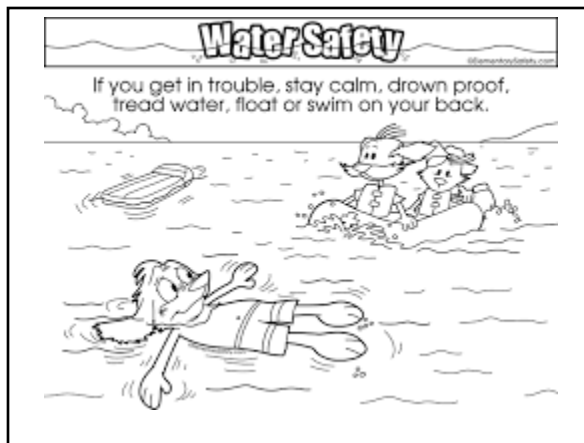
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|---------------------------------|--|
| Strand | Healthy Living |
| Sub Strand | Safety |
| Content Learning Outcome | Children become aware of health seeking practices and behaviours and practice these wherever they can. |

Learning and Teaching Focus: Water Safety

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 Water Safety.





Safety Rules:

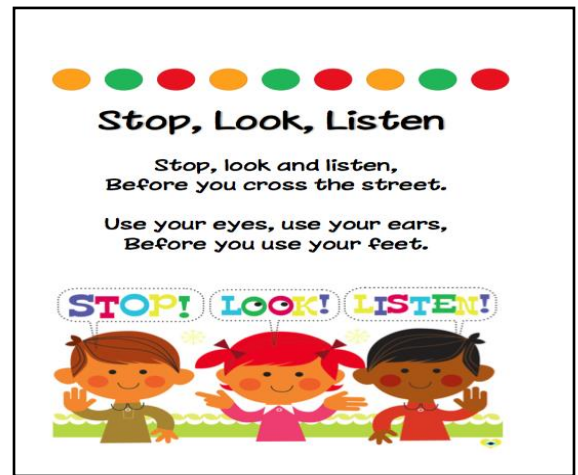
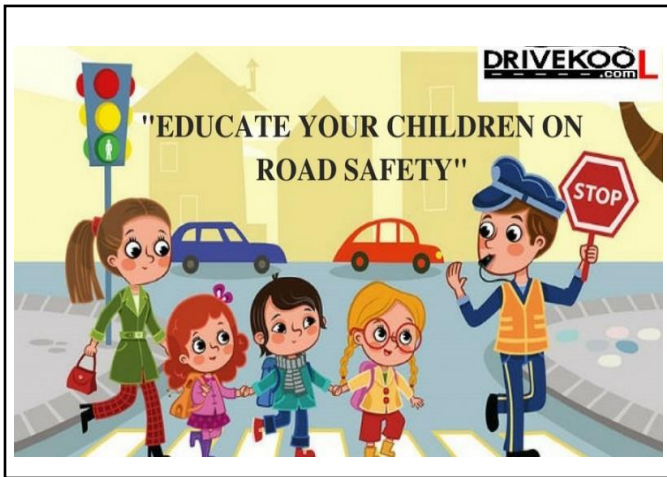
| <h1>Swim Safety</h1> | |
|--|---|
| Do | Don't |
| <ul style="list-style-type: none"> • Swim with a buddy • Only swim where there is a lifeguard or an adult watching you • Get out of the water if you hear thunder or see lighting | <ul style="list-style-type: none"> • Run, push or shove around the pool • Chew gum or eat while swimming • Swim where warning flags are posted |

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Ans: Children to do the colouring activities with their Parents. Parents to discuss the safety precautionary measures with their children.

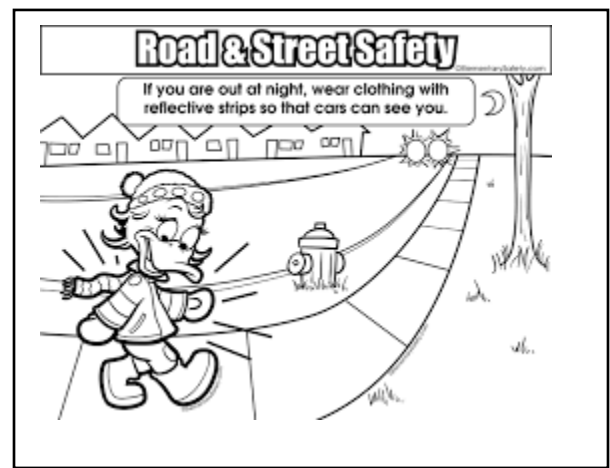
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| Strand | Healthy Living |
| Sub Strand | Safety |
| Content Learning Outcome | Children become aware of health seeking practices and behaviours and practice these wherever they can. |

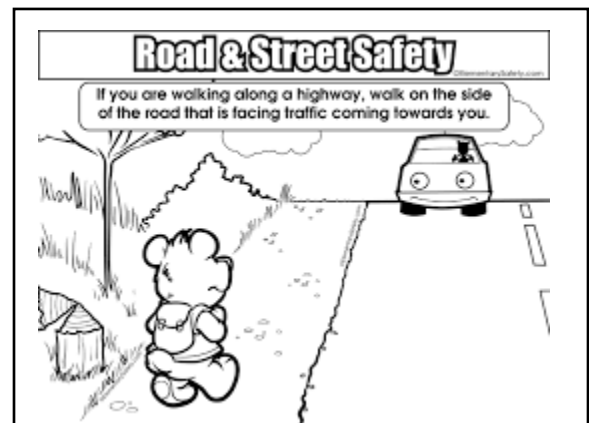
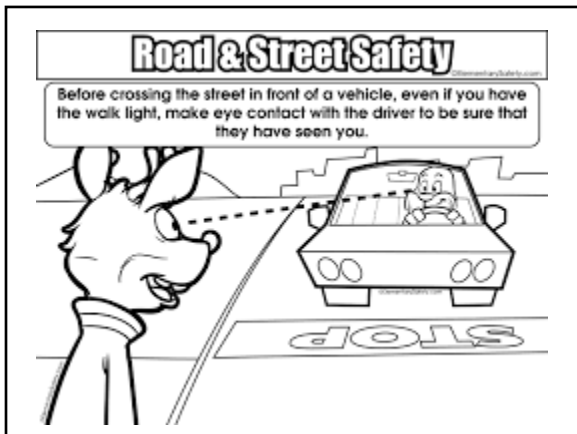
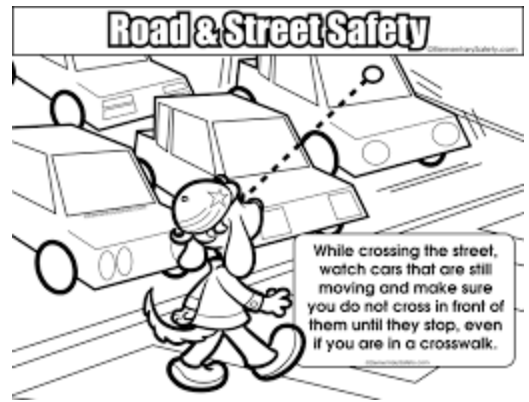
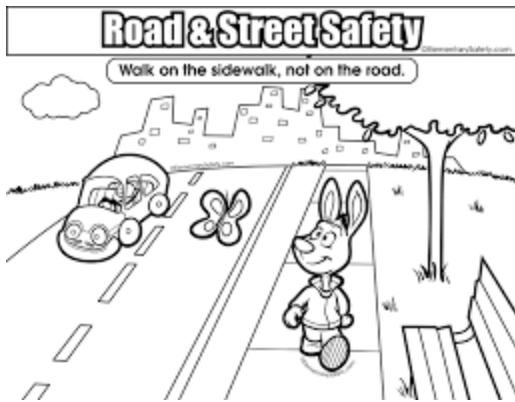
Learning and Teaching Focus: Road Safety



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 Road Safety.

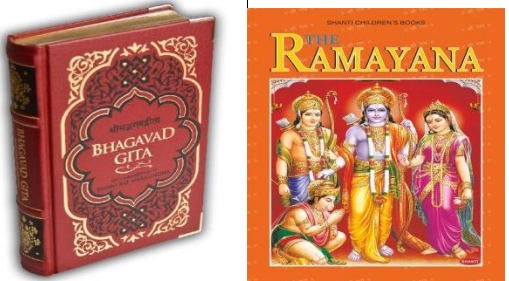
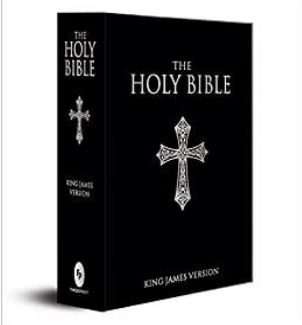
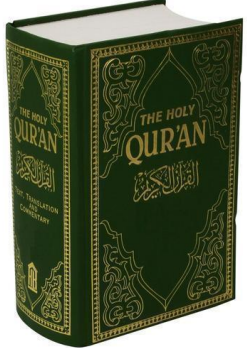




Ans: Children to do the colouring activities with their Parents. Parents to discuss the safety precautionary measures with their children.

| | |
|--------------------------|--|
| Strand | Spiritual and Moral Development |
| Sub strand | Spiritual Awareness- Holy books of different cultures |
| Content learning outcome | Children wonder about the world around them and learn about the different cultures and their holy books. |

Holy books

| Hindu- Ramayan/Bhagvad Gita | Christian - Bible | Muslim- Quran |
|---|--|---|
|  |  |  |

Activity

Matching

| | |
|--------------|-------------------------|
| 1. Hindus | A. Quran |
| 2. Muslim | B. Bible |
| 3. Christian | C. Ramayan/Bhagvad Gita |

Questions

1. What religion do you belong to?

2. Which holy book do you use for praying?


Ans: Children to fill in their own answers...

| | |
|--------------------------|--|
| Strand | Spiritual and Moral Development |
| Sub strand | Spiritual Awareness – Do good to get good in return. |
| Content learning outcome | Children wonder about the world around them and learn to forgive others and do well to everyone. |

A lion and a mouse

Once upon a time. There lived a lion and a mouse. One day the lion was sleeping. The mouse started playing on it. The lion woke up. He caught up the mouse and was going to kill. The mouse requested for forgiveness. The lion let him go. After some days the lion caught in a net. The mouse cut the net with his teeth. The lion was free. He thanked the mouse.

**MORAL:
DO GOOD HAVE GOOD**

An illustration of a lion lying down in a grassy field, appearing to be asleep. A small mouse is sitting on the lion's back. In the background, there is a large tree on the right, rolling hills, and a bright sun in a blue sky with white clouds.

Questions

1. The story was about the _____ **lion** _____ and the mouse.
2. The _____ **mouse** _____ requested for forgiveness.
3. The moral of the story is “Do good _____ **have good** _____”.

| | | |
|-----------|------|-------|
| have good | lion | mouse |
|-----------|------|-------|

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: VOSA VAKA-VITI

WEEK 8

| | |
|---------------------------------|---|
| 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 Senikau

• **Na veivosaki kei na veitalanoa**

1. Na veimataqali senikau.
2. Na rokadra, boi kei na rairai.
3. Na kena yaga.

Ans: Veivosakitaki ni veimataqali senikau, rokadra kei na kedra yaga.

• **Na Senikau**

E tu na noda senikau, ia e ra kau se.

Oqo e vica – na makosoi, na lagakali, na bua, na cevuga, na mocelolo, na kukuwalu.

E so tale ga na kau vuata e ra dau se.

• **Na i boi ni senikau:**

(vinaka, ca, malumu, kamikamica, dreudreu, betabeta, gagaraka, kuvuraka, vakaciriloloma)

Oqo e so na kena vakaraitaki ka qai, vakasamataki na veika e baleta na kedra i boi.

1. E boi vinaka na bua.
2. E malumu na i boi ni se ni caucau.
3. E kamikamica na i boi ni se ni tiale.
4. E boi dreudreu/melimeli na i boi ni misimisi.
5. E gagaraka na i boi ni se ni makosoi.
6. E kuvuraka na i boi ni lagakali.

Vakaotia na veiyatu vosa oqo:

- a) E boi vinaka na _____ . **Ans: bua**
- b) E sega soti ni boi vinaka na _____ . **Ans: sinu**
- c) E kamikamica na i boi ni _____ . **Ans: se ni tiale**

- **Wiliwili**

E tu na veivosa e cavuti me ra okati kina e so na ka, ka cavuti vata e na dua na yaca raraba. O ya e vakatau e na ka e caka kina. Oqo e vica na kena vakaraitaki:

1. Na senikau - i vutu senikau
2. Na niu - na i qali ni niu (viliki mai)
3. Na buka - na i vau buka
4. Na ika - na i tui ika

- **Na veivosa me vulici:**

| | | | | | | | |
|----------------|------------|---------------|----------------|------------------|---------------|-----------|------------|
| senikau | boi | totoka | senitua | sega soti | tomole | ia | bua |
|----------------|------------|---------------|----------------|------------------|---------------|-----------|------------|

- **Na Taro:**

1. Na senikau cava soti ka tukuna eke? _____
2. Na senikau cava sara mada e talei veiiko? _____
3. E na vuku ni cava ko taleitaka kina? _____

Ans: Me ra na vola mai na nodra dui sauni taro...

- **Na vakatataro:**

1. Vakataroga mada mai na veisenikau dina ni noda vanua ka ra bula e na vanua ko vakaitikotiko kina. Vakataroga tale ga mai na dui yacadra.
2. Tabaiyaloyalotaka mai na veisenikau dina ni noda vanua:

Ans: Tabaiyaloyalalo kei na rokataki ni veisenikau.

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: VOSA VAKA-VITI

WEEK 9

| | |
|---------------------------------|---|
| 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 Niu

• Na veivosaki kei na veitalanoa

1. Na kena yaga na niu.
2. Na veimataqali niu..... bu, kade, madu

Ans: Veivosakitaki na i Ulutaga...

• Na vosa vaka-Viti

1. Na vakayagataka ni vosa “*kei*”. E va na kena i vakayagataka.

| | | | |
|---------------------------------|---|-----|---|
| Au Keirau Keimami E da | veivosaki veitalanoa salavata sota | kei | Waq. Wati. Qasenivuli. Tamaqu. Buqu. Tamana. |
|---------------------------------|---|-----|---|

2. E vakaraitaki na kakana e kena e dua.

| | | | |
|----|--|-----|--|
| Na | dalo dawa vudi uvi ika madrai | kei | Tuakaqu. Taciqu. Buqu. Tui. Seru. Qasenivuli. |
|----|--|-----|--|

- 3.

| | | | |
|----|--|-----|-----------------------------------|
| Na | i tukuni i taukei i tukutuku i vakamacala | kei | Viti. Idia. Toga. Jaina. |
|----|--|-----|-----------------------------------|

4.Ni rau, se e rau, vakayacora vata e dua na ka.

| | | | | |
|-------|--------------------------------------|---|----------------|---|
| E rau | qito vala cici lako moce | na vusi na toa na koli ko Waqa ko Marama ko taciqu | kei kei | na vuaka. na kalavo. na maina. Wati. Buqu. Seru. Tuakaqu. |
|-------|--------------------------------------|---|----------------|---|

Ans: Me ra na vukei kei na wilika na gone na veiyatuvosa...

- **Vakacuruma na vosa ko nanuma ni dodonu vinaka e na veivanua sa lala koto e ra:**

Na niu

- a) E kau _____ na niu. **Ans: yaga**
 b) E _____ na wai ni bu. **Ans: kamikamica**
 c) E dau lutu na niu ni sa _____. **Ans: madu**
 d) E tali na _____ mai na drau ni niu. **Ans: sasa**
 e) E vakayagataki na _____ mei tataviraki. **Ans: sasa**

- **Na veivosa me vulici:**

| | | | | | | | | | |
|------------|------------|---------------|------------|-------------|-------------|-------------|-------------|-------------|------------|
| kau | niu | tikina | vua | kade | madu | Lutu | vili | kila | sua |
|------------|------------|---------------|------------|-------------|-------------|-------------|-------------|-------------|------------|

- **Na Taro:**



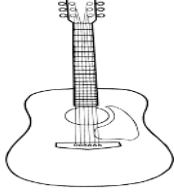

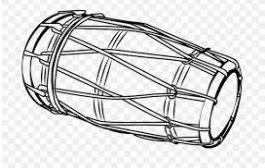


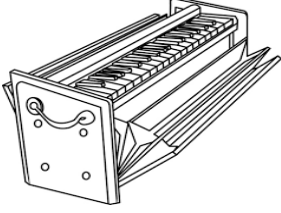
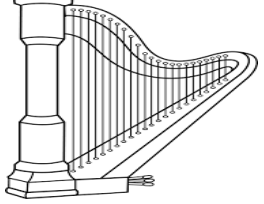
1. Na cava na yaga ni niu?

2. Tabaiyaloyalotaka mai na vuni niu:

Ans: Me ra na sauma na taro ka tabaiyaloyalotaka talega na vu ni niu...

| | |
|--------------------------|---|
| Strand | Aesthetic Arts and Creativity |
| Sub strand | Performing Arts : Musical instrument |
| 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 |

Read and Draw (refer to lessons from week lesson notes)

| | | |
|---|--|---|
| Flute  | Piano  | Guitar  |
| Drum  | Dholak  | Shaker  |
| Tambourine  | Harmonium  | Harp  |

| | |
|--------------------------|---|
| Strand | Aesthetic Arts and Creativity |
| Sub strand | Performing Arts : Singing |
| Content learning outcome | Children learn to sing the Hindi version of Fiji's national anthem. |

Hindi Version

He jagdishwar, kripa karo tum Fiji desh pe apne
Ahle watan hum teri sharan mein, teri dhwaja ke neehe
Ajaadi ki raksha aur samman sada hum karege

Sab milke badhte rahege

Sarwamangal Fiji

CHORUS

Yeh Fiji, hamara Fiji

Hum sab mil gaate rahe

Yeh Fiji Hamara Fiji

Yeh naara lagate rahe

Dharti hai apni, azaadi, asha aur garva ki

Kripa rahe prabhu ki, Fiji par sarwada

Sentence Completion

1. He jagdishwar, kripa karo

Ans: tum Fiji desh pe apne.

2. Sab milke badhte rahege

Ans: Sarwamangal Fiji.

3. Yeh

Ans : Yeh Fiji Hamara Fiji

Yeh naara lagate rahe.

| | |
|--------------------------|--|
| Strand | Types of Transportation |
| Sub strand | Land , Water and Air Transport |
| Content learning outcome | Children are able to learn about the three different forms of transportations. |

Transportation

1. Is how we move things from one place to another.
2. These can be through land, water or air transports.

| <u>Land Transport</u> | <u>Water Transport</u> | <u>Air Transport</u> |
|-----------------------|------------------------|----------------------|
| | | |

Activities

Look at the picture and circle its correct name.

Identify the mode (means) of transport.

| | | | |
|--|---|--|---|
| | <input type="checkbox"/> Water <input type="checkbox"/> Land <input type="checkbox"/> Air | | <input type="checkbox"/> Water <input type="checkbox"/> Land <input type="checkbox"/> Air |
| | <input type="checkbox"/> Water <input type="checkbox"/> Land <input type="checkbox"/> Air | | <input type="checkbox"/> Water <input type="checkbox"/> Land <input type="checkbox"/> Air |
| | <input type="checkbox"/> Water <input type="checkbox"/> Land <input type="checkbox"/> Air | | <input type="checkbox"/> Water <input type="checkbox"/> Land <input type="checkbox"/> Air |

Transport

| | | |
|-------------|--------------|--------------|
| | | |
| a boat | a train | a bus |
| a bike | a plane | a doll |
| a ball | a helicopter | a lorry |
| | | |
| a bike | a bus | a plane |
| a motorbike | a boat | a helicopter |
| a train | a plane | a lorry |

Ans: Children to identify and circle the correct mode of transport...

| | |
|--------------------------|--|
| Strand | Earth and Beyond |
| Sub strand | Weather – Rain |
| Content learning outcome | Children are able to describe what rain is and what brings rain. |

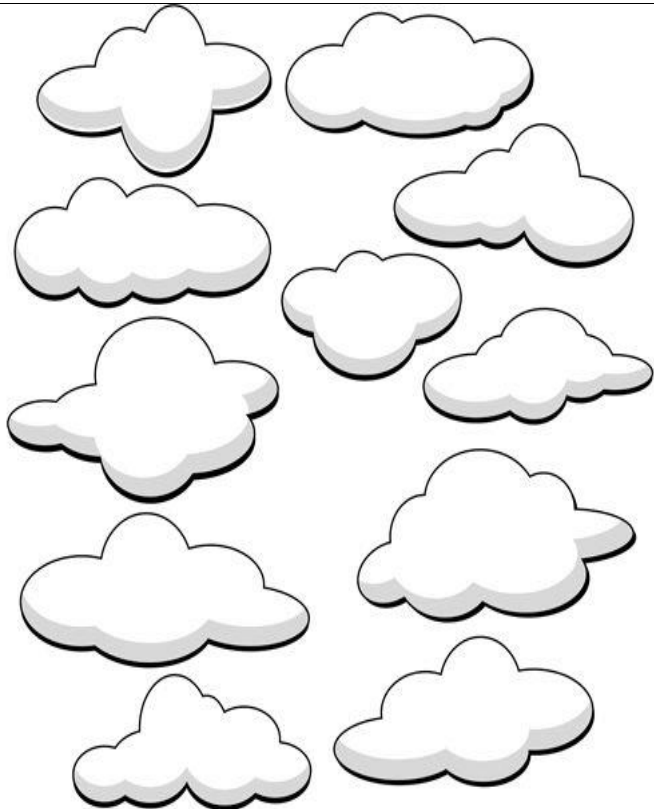
What is Rain?



Water falling from the sky is rain.

White Clouds

Clouds are white because light from the Sun is white.



Black Clouds

Clouds are black because it has a lot of rain in them.



Activities

Look at the rain and fill in the blanks.



The rain is

blue



The rain is

red



I see

five

raindrops.



I see

2

yellow raindrops.



Color the umbrella.

Rainy Day!

How is the weather?

RAINY



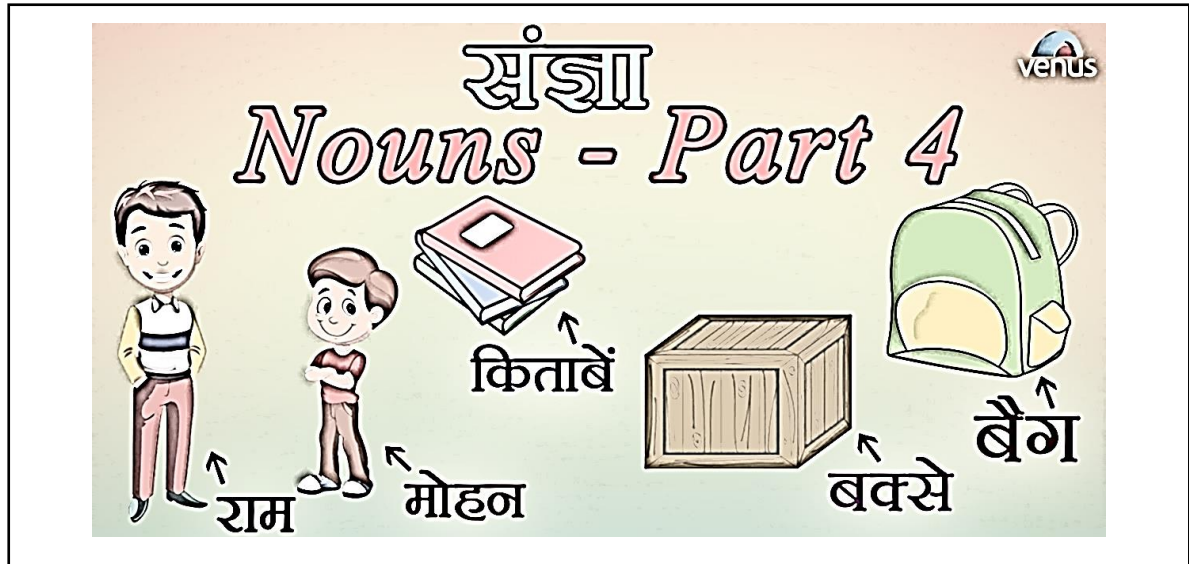
Color the items that you use in a rainy day.



Ans: Children to colour the items used for a rainy day...

| | |
|--------------------------|-----------------------------------|
| Strand | Reading and writing |
| Sub strand | Reading and Writing |
| Content learning outcome | Child is able to tell about noun. |

संज्ञा - नाम



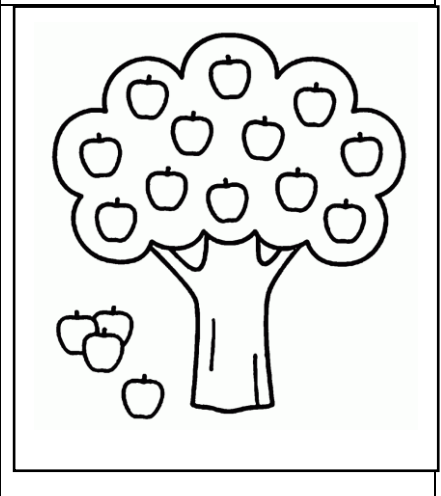
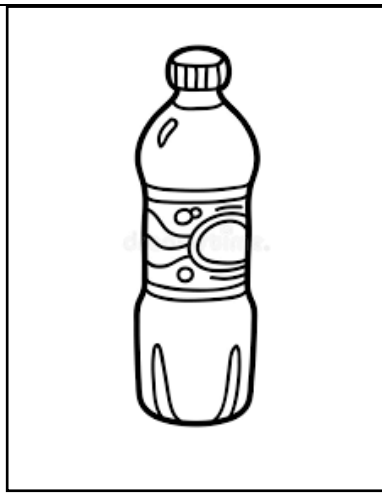
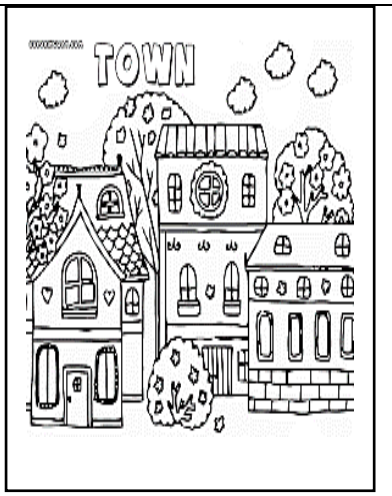
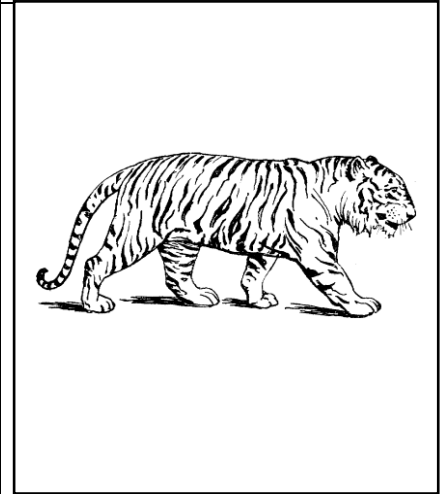
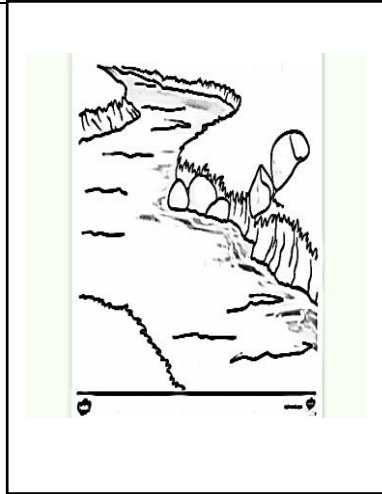
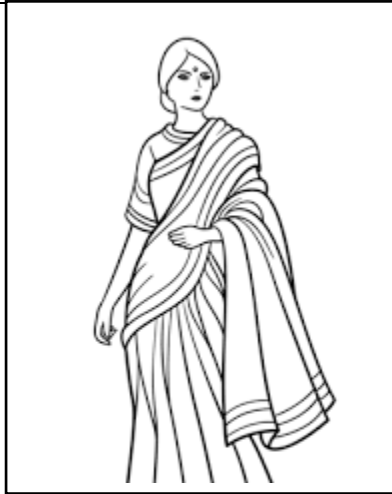
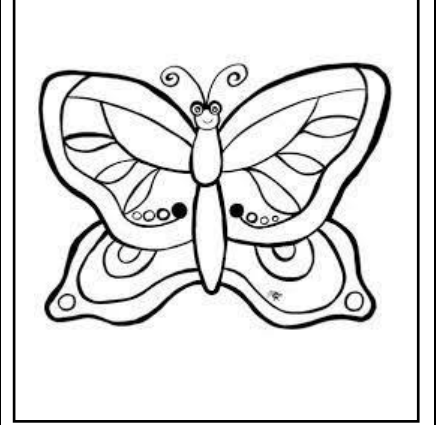
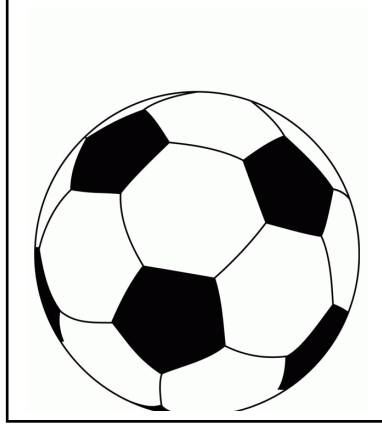
वर्ग के अनुसार चित्रों में रंग भरें

व्यक्ति - लाल

वस्तु - हरा

स्थान - पीला

जानवर - नीला



| | |
|--------------------------|---|
| Strand | Reading and Writing |
| Sub strand | Reading and Writing |
| Content learning outcome | Child is able to recognize nouns from the given sentence. |

संज्ञा की पहचान

नीचे लिखे वाक्यों में नाम वाले शब्दों को रेखांकित (underline) करिए।



तितली उड़ गई।



1. चलो बाज़ार चलते हैं।

2. जलेबी मीठी है।

3. दूध गिर गया है।



4. छत पर मत जा।

5. साईकिल नीली है।



6. आप साड़ी पहन लो।

| | |
|--------------------------|---|
| Strand | Resources and Economic Activities |
| Sub strand | Backyard Gardening |
| Content learning outcome | Children are able to state the importance of backyard gardening and label the tools used and things that can be planted at your backyard. |

Backyard Gardening

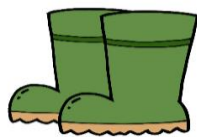
1. It is a home garden.
2. It gives fresh greens and vegetables every day.
3. It is free and saves money.



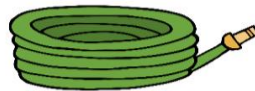
Some Gardening Tools



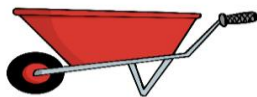
gloves



boots



hose



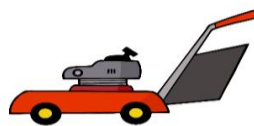
wheelbarrow



watering can



seeds



lawn mower

Activities

Label these tools from the words given in the box.

| | | | | | |
|---------------------|---------------|--------------------|--------------------|---------------------|---------------------|
| Garden Spade | Bucket | Wheelbarrow | Hand Gloves | Watering Can | Garden Boots |
|---------------------|---------------|--------------------|--------------------|---------------------|---------------------|



Garden boots



bucket



Hand gloves



Watering can



wheelbarrow



Garden spade

Draw and colour some things that can be planted in your backyard garden.

Ans: Children to draw and colour backyard plants...

| | |
|--------------------------|--|
| Strand | Resources and Economic Activities |
| Sub strand | My Belongings – Personal Resources |
| Content learning outcome | Recognize what personal resources are and name some personal resources we have at home and school. |

Personal Resources

1. Personal Resources are things that we own.
2. We own some personal resources at home and some in school.

At Home



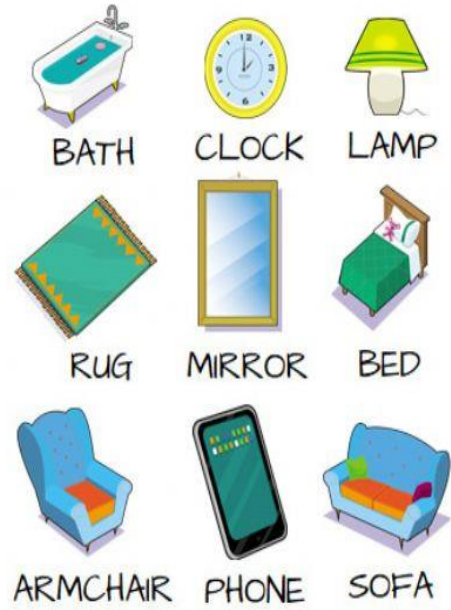
At School



Activities

Find the words

S H V Y B C R Y W C U
~~S O F A J S M L A M P~~
 A O J X C N V Q R I L
~~R U G B E D T D H R S~~
 M B N X M N X W B R N
~~C L O C K X J Q C O M~~
 H O E I B R S I T R F
 A Z G J A J Z F R U G
 I B U L T X A T B J E
~~R U X P H O N E K W Q~~
 T N E Q Q Y W M L A F



Choose and write the names of these school things



pencil case



pencil



book



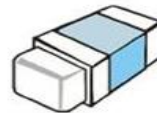
pen



ruler



sharpener



rubber

| | | | | | | |
|-----------|-------|-------------|--------|--------|------|-----|
| Sharpener | Ruler | Pencil Case | Rubber | Pencil | Book | Pen |
|-----------|-------|-------------|--------|--------|------|-----|