

LOVU SANGAM SCHOOL



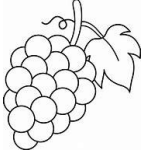
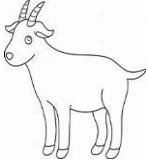


YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION


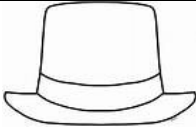




WEEK 16

| | |
|---------------------------------|---|
| Strand | Reading and Writing |
| Sub Strand | Reading, Writing 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. |

1. **Phonics: Sound Gg.** Complete the words by filling in the missing letters.


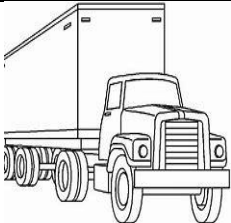
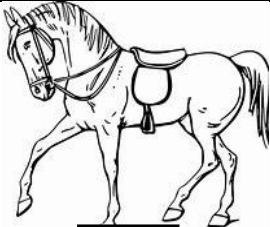
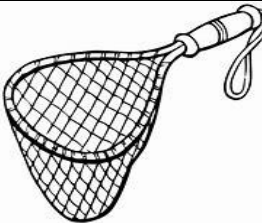

| | | | | | |
|---|---|--|--|--|---|
|  gi ___ |  gi ___ |  gra ___ |  go ___ |  gl ____ |  gla ____ s |
|---|---|--|--|--|---|

2. Write a sentence for each noun in the given pictures. Use the sentence structure given for each set.





| | | | |
|---|-------------------------|--|-------|
|  | This is my hand. |  | _____ |
|  | _____ |  | _____ |
|  | _____ |  | _____ |

3. Write the beginning sound.

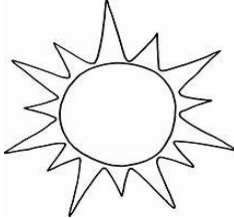

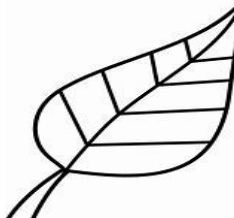

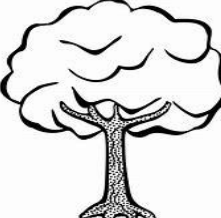
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|---|---|---|--|---|

4. Write a sentence for each verb in the given pictures. Use the sentence structure given for each set.

| | | | |
|---|------------------------|--|-------|
|  | <p>I like to play.</p> |  | <hr/> |
|  | <hr/> |  | <hr/> |

5. Circle the correct word that matches with the picture.

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| <p>sun</p> | <p>food</p> | <p>lion</p> | <p>cat</p> | <p>tree</p> |
| <p>school</p> | <p>flower</p> | <p>lemon</p> | <p>cake</p> | <p>table</p> |
| <p>soil</p> | <p>fruit</p> | <p>leaf</p> | <p>carrot</p> | <p>tap</p> |

6. Circle the correct article.

| | | |
|-----------------|----------|-----------|
| <p>Apple</p> | <p>a</p> | <p>an</p> |
| <p>Pawpaw</p> | <p>a</p> | <p>an</p> |
| <p>Egg</p> | <p>a</p> | <p>an</p> |
| <p>House</p> | <p>a</p> | <p>an</p> |
| <p>Umbrella</p> | <p>a</p> | <p>an</p> |

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION

WEEK 17

| | |
|---------------------------------|---|
| Strand | Reading and Writing |
| Sub Strand | Reading, Writing 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. |






Read the story and answer the questions.

I have a friend.
His name is Tim.
Tim has a remote control car.
We play with the car.



- I have _____.
a) a car.
b) a friend.
c) a pen.
- His name is _____.
a) Tim.
b) Tom.
c) Ben.
- Tim has _____.
a) a car.
b) a friend.
c) a pen.

3. Circle the correct word that matches with the picture.

| | | |
|---|-------|------|
|  | Fish | Fin |
|  | Car | Cup |
|  | Three | Tree |
|  | Bar | Boat |
|  | House | Hen |

4. NOUNS-Circle the nouns.

- 1) Tom Jump
- 2) Swim Mum
- 3) Eat Cat
- 4) Dance Dog
- 5) Ba Fly

5. VERBS- Complete the following verbs.



e_fing



s_im_ing









ski_ping



j_mping

| | |
|--------------------------|--|
| Strand | Early Mathematics |
| Sub strand | Revision |
| Content learning outcome | Children revise on the topics being covered. |










1. Put a tick ✓ beside the longest object.

| | |
|--|--|
|  |  |
|  |  |
|  |  |

2. Draw the circles and add the given numbers

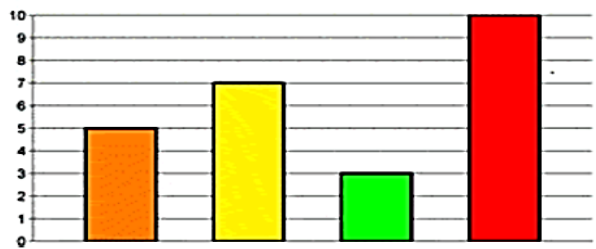
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|---|---|---|---|--|
| 3 | + | 2 | = | <input style="width: 30px; text-align: center; color: blue;" type="text" value="5"/> |
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| 6 | + | 1 | = | <input style="width: 30px;" type="text"/> |
| 2 | + | 4 | = | <input style="width: 30px;" type="text"/> |
| 1 | + | 5 | = | <input style="width: 30px;" type="text"/> |
| 3 | + | 3 | = | <input style="width: 30px;" type="text"/> |

3. Circle the shortest one.

| | | |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

4. Read the bar graph and answer the questions

Kid's Favourite Fruits



How many kids liked....

Apples? _____ Oranges? _____

Bananas? _____ Pears? _____

5. Complete The Pattern.

a) 1, 2, 3, 4, _____, 6, 7, 8, 9, _____

b) 2, _____, 6, 8, 10, 12, 14


c) 1, 3, _____, 7, 9, 11, 13, 15

d) 10, 9, 8, _____, 6, 5, 4, 3, 2, 1


e) 11, 12, _____, 14, _____, 16, 17, 18

f) 20, 19, 18, _____, 16, 15, 14, 13, 12, 11


6. Count the things in the picture and circle the correct number.




a) 3 4 1



c) 7 8 9




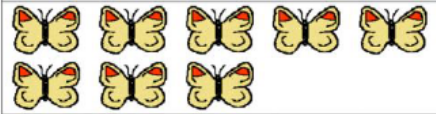


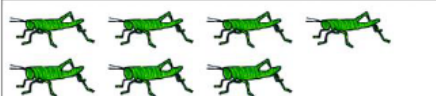

b) 1 2 3










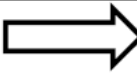


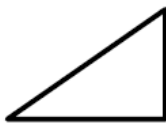




d) 2 6 9

| | |
|--------------------------|--|
| Strand | Early Mathematics |
| Sub strand | Revision |
| Content learning outcome | Children revise on the topics being covered. |











1. Count pictures and match them to the correct numbers.

| | |
|---|---|
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |

Circle the different one.

| | | |
|--|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |



3. Draw lines to match the numerals to their names.



| | | | |
|----|---|---|-------|
| 6 |  |  | nine |
| 7 |  |  | ten |
| 8 |  |  | seven |
| 9 |  |  | six |
| 10 |  |  | eight |

4. Draw balls to match the given numbers.


| | | |
|-------|--------|----|
| 5 | two | 15 |
| seven | eleven | |


5. Counting to 10. Write the answers in the circle.

 = 

 = 

6. Count the number of objects in each set and circle the correct numeral.

 9 2 1

 8 4 3

LOVU SANGAM SCHOOL

YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 16


| | |
|---------------------------------|--|
| 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 during a Flood*

Activities:

1. Discuss on that safety depends on the environment and the behaviour of others and themselves.
2. Read with your Parents and discuss the activities and notes on Safety during a Flood.

CAUSES OF THE FLOOD
Floods occur because of unavoidable natural circumstances. Can you label the causes of floods using the words in the box?



TSUNAMI OVERFLOWING RIVER
WINTER STORM DAM RELEASING WATER



BE FLOOD READY
BEFORE, DURING, & AFTER THE STORM



BEFORE BUILD OR RESTOCK YOUR EMERGENCY PREPAREDNESS KIT



DURING AVOID DRIVING OR WALKING THROUGH FLOOD WATERS



AFTER LISTEN TO LOCAL OFFICIALS FOR UPDATES AND INSTRUCTIONS

Be safe at all times.

LOVU SANGAM SCHOOL

YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 17

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

1. Healthy (Good) Food –Fruits.

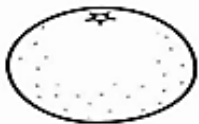
Match with a ruler



Orange



Apple



Mango



Pineapple



Watermelon

Tick (✓) Foods that are good for the teeth and cross (X) that are not good for the teeth.

| | |
|--|--|
| | |
| | |
| | |
| | |

3. Healthy (Good) Food –Vegetables

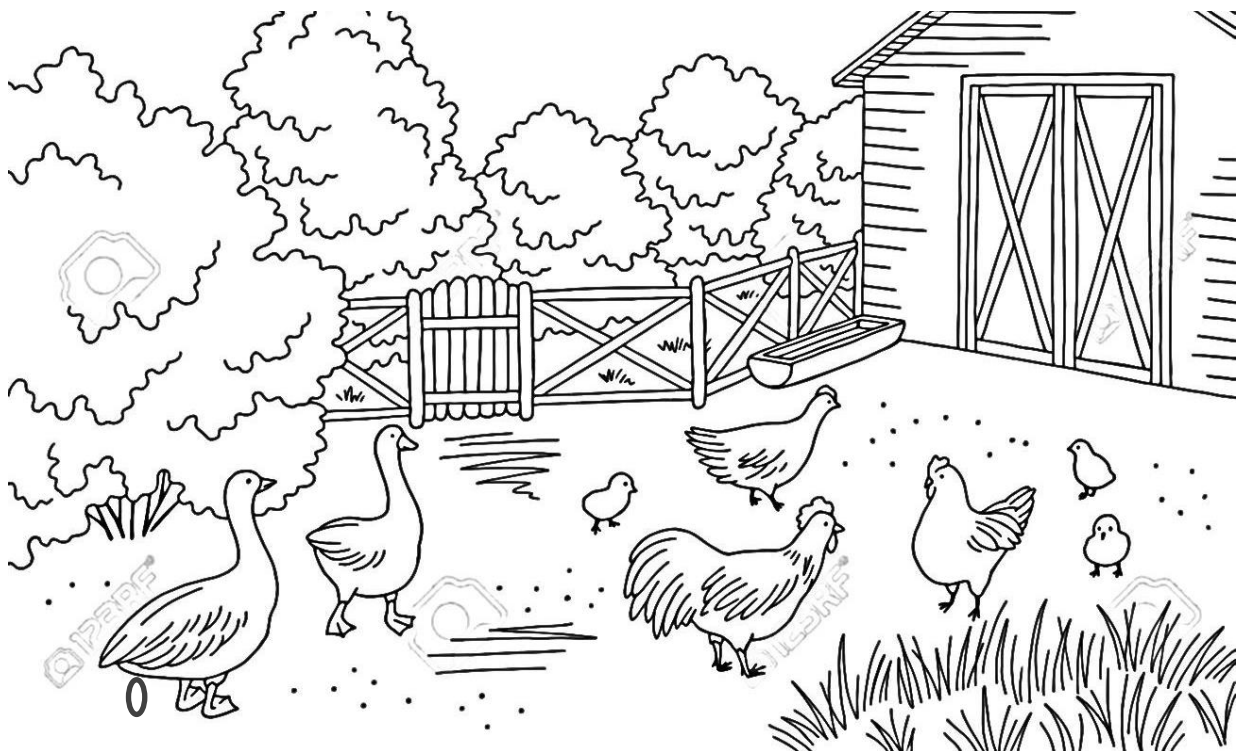
Bele Pumpkin Tomatoe Bean



| | |
|--------------------------|--|
| Strand | Spiritual and Moral Development |
| Sub strand | Spiritual Awareness |
| Content learning outcome | Children wonder about the world around them and learn that they should always think before acting and don't become greedy. |

Read the short story with your parents**The Golden Egg**

Once upon a time, a farmer had a goose that laid one golden egg every day. The egg provided enough money for the farmer and his wife to support their daily needs. The farmer and his wife continued to be happy for a long time. But, one day, the farmer thought to himself, "Why should we take just one egg a day? Why can't we take them all at once and make a lot of money?" The farmer told his wife his idea, and she foolishly agreed. Then, the next day, as the goose laid its golden egg, the farmer was quick with a sharp knife. He killed the goose and cut its stomach open, in the hopes of finding all its golden eggs. But, as he opened the stomach, the only thing he found was guts and blood. The farmer quickly realized his foolish mistake and proceeded to cry over his lost resource. As the days went on, the farmer and his wife became poorer and poorer. How unlucky and how foolish they were.

Activity**Coloring**

| | |
|--------------------------|--|
| Strand | Spiritual and Moral Development |
| Sub strand | Spiritual Awareness |
| Content learning outcome | Children wonder about the world around them and always listen to what elders say and make right choices. |

Read the short story with your parents

The Dog at the Well

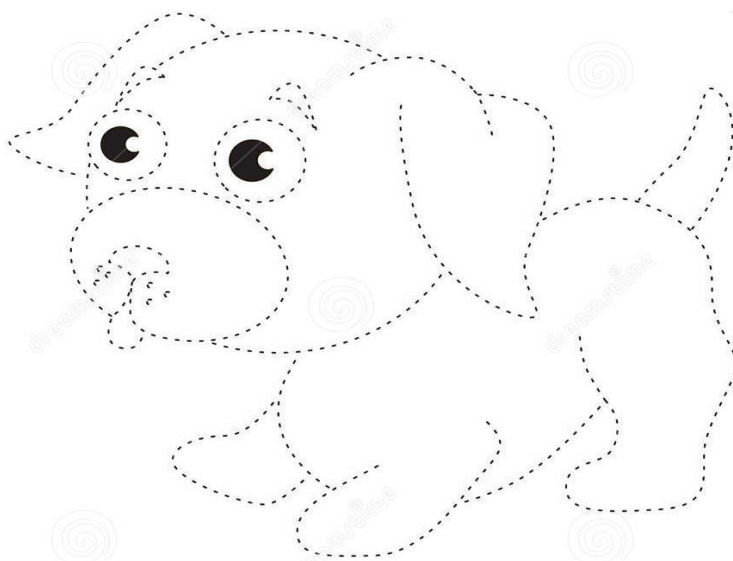
A mother dog and her pups lived on a farm. On the farm, there was a well. The mother dog always told her pups never to go near or play around it. One day, one of the pups wondered why they weren't allowed to go near the well. So, he decided he wanted to explore it. He went down to the well and climbed up the wall to peek inside. In the well, he saw his reflection in the water but thought it was another dog. The little pup got angry when his reflection was imitating him, so he decided to fight it. The little pup jumped into the well, only to find there was no dog. He began to bark and bark until the farmer came to rescue him. The pup had learned his lesson and never went back to the well again.

Questions

1. On the _____, there was a well.
2. The little pup _____ into the well.
3. He began to bark and bark until the farmer came to _____ him.

| | | |
|--------|------|--------|
| Jumped | farm | rescue |
|--------|------|--------|

Tracing



| | |
|---------------------------------|---|
| Strand | Reading and Writing |
| Sub Strand | Reading, Writing 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. |

Yakacavara e na rorogo dodonu



va _ _



vu _ _



mo _ _



l _ _



l _ _

ka
ri
li
la
le

Wirina na i yalo yalo tabaki ka tekivu e na rorogo

| | | | |
|----|--|--|--|
| te | | | |
| ta | | | |
| to | | | |

NA ROROGO

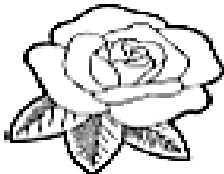
Vola na vei rorogo oqo ena vanua dodonu

li go ba ki ra

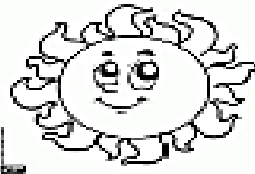
1. Tau _ _ le
2. Te _ _ vu
3. Wi _ _ ka
4. Ro _ _ ca
5. Ma _ _ ma

NA VEI ROKA VAKA VITI

Roka faka mai vaka dodonu



damudamu



dromedrome



drokadroka



karakarawa

Oqo eso na tyaloyalo mai na rorogo ni "a". Mala dua.

| | | |
|---|---|---|
| | | |
| — | — | — |

Wirika ka vola na mala dua e lutu.

| | | | | | |
|----|---|---|---|---|---|
| | a | e | i | o | u |
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| | |
|---------------------------------|---|
| Strand | Reading and Writing |
| Sub Strand | Reading, Writing 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 WILIVOLA – NA DARI

E dau buli na dari e na qete.
E l yaya yaga sara vei keda na l
Taukei.
Oqo e dua na dari.
E a buli mai Nasigatoka.
E dari levu dina.
E dari vinaka ni kakana.



NA VOSA VOVOIL

| | | |
|------|------------|--------|
| dari | Taukei | Buli |
| yaga | Nasigatoka | kakana |

1. Droinilaka mai oqo

| | |
|------|--------|
| dari | kakana |
| | |

2. Sauma main a veitaro oqo:

a) E buli e na cava na dari?

b) Na dari e talanoataki fiko e na l
talanoa oqo, e a buli mai vei?

3. Veisalaka na Vosa Veibasai:

| | |
|--------|----------|
| Yaga | lailai |
| Levu | ca |
| Vinaka | ira |
| Keda | tawayaga |

4. BULI VOSA – Bulia mai e 2 na vosa e tekivu e na veitorogo e soli koto oqo.

- a) vi _____
b) lo _____
c) ta _____

5. Vakacavara main a veiyalu vosa oqo.

- a) Sa levu sara ga na _____

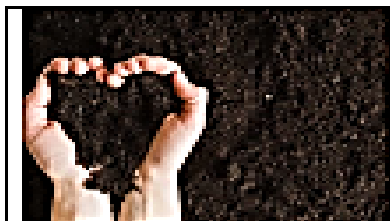
- b) E lailai wale ga na _____

- c) Au kerea na _____

6. Veisalaka na vosa e rorogo vata.

| | |
|--------|--------|
| Levu | leka |
| Kakana | kemu |
| Keda | masi |
| Dari | tamata |

7. Vakacuruma na veitorogo e lufu koto e na veivosa oqo.



_____le



Te_____li








Ta_____fa

| | |
|--------------------------|---|
| Strand | Aesthetic Arts and Creativity |
| Sub strand | Arts / music Revision |
| Content learning outcome | Children revise to do different types of activity |




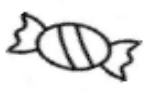




1. My Friend. **Tick** ✓ beside the pictures with good friends and **cross** X beside the bad ones.

| | | | |
|--|--|--|---|
| <p>pulling hair</p>  | <p>sharing</p>  | <p>making them cry</p>  | <p>teasing</p>  |
| <p>playing</p>  | <p>hugging</p>  | <p>fighting</p>  | |

2. What do we get from the sea/river?
Match the picture to its name.

| | |
|--|----------|
| 1.  | • Prawn |
| 2.  | • shells |
| 3.  | • Water |
| 4.  | • Fish |
| 5.  | • Eel |

3. **Tick** (✓) Foods that are good for the teeth and **cross** (X) that are not good for the teeth.

| | |
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SCHOOL: 1075 LOVU SANGAM SCHOOL

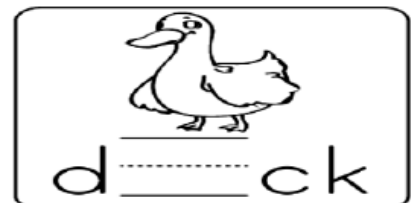
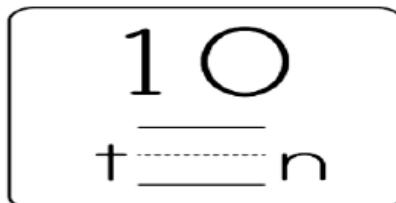
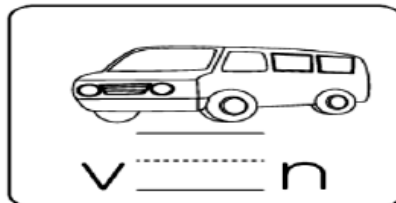
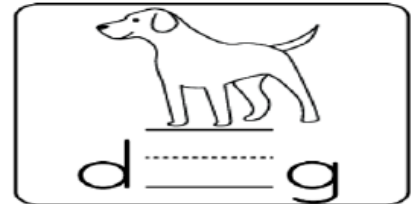
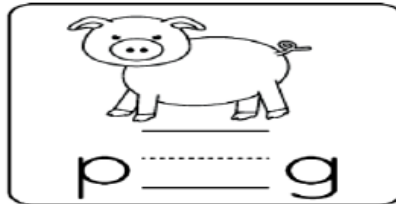
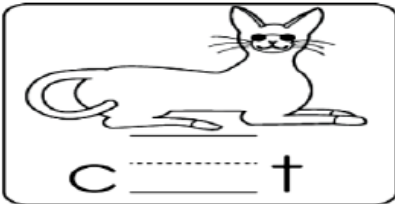
YEAR/LEVEL: 1

SUBJECT: AESTHETIC ARTS AND CREATIVITY- TERM 3 -WEEK 17

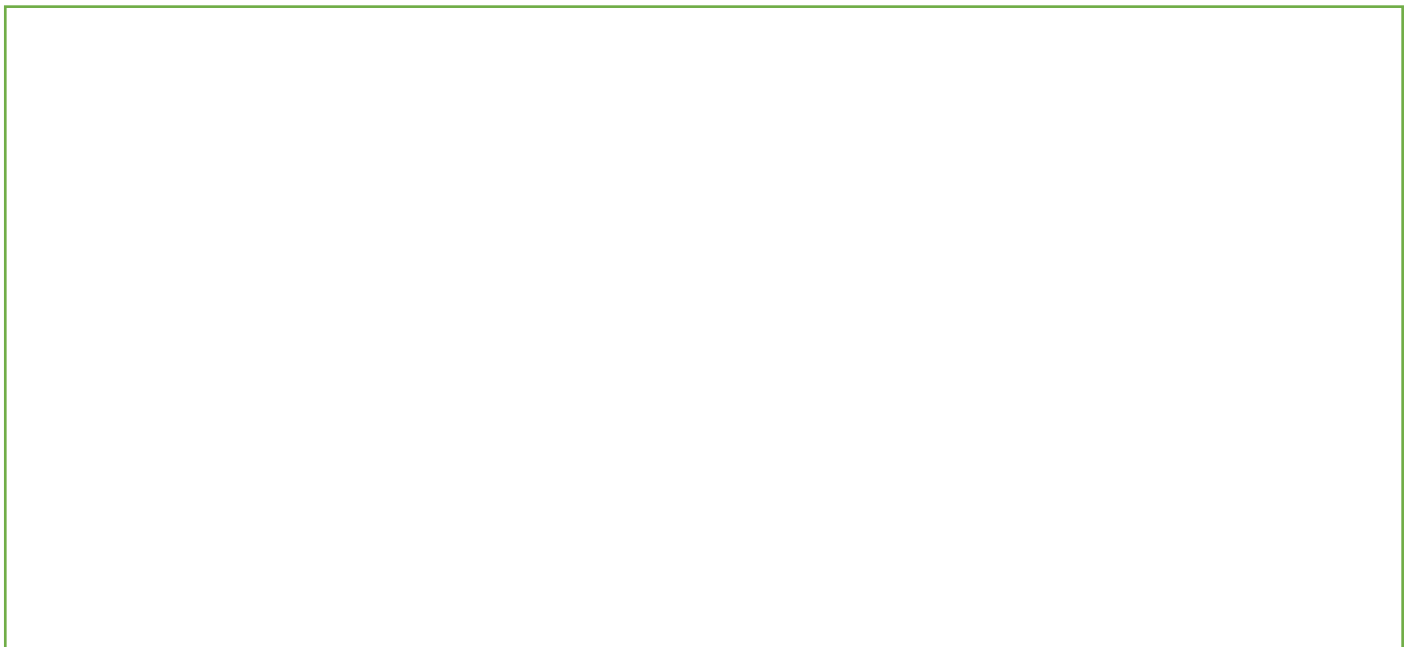
| | |
|--------------------------|---|
| Strand | Aesthetic Arts and Creativity |
| Sub strand | Arts / music Revision |
| Content learning outcome | Children revise to do different types of activity |

1. Write the correct short vowel to complete each word.

a e i o u








2. Draw and colour yourself helping your parents making a toilet paper roll butterfly.



| | |
|--------------------------|---|
| Strand | Living Things and their Environment |
| Sub strand | Flowering and Non-Flowering Plants |
| Content learning outcome | Children are able to identify and differentiate between flowering and non-flowering plants. |


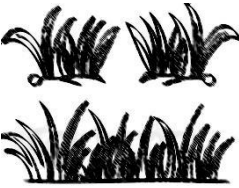



Flowering Plants

1. These are plants that have flowers.
2. Some are plants with fruits, example (pawpaw, mango, banana) and some are plants with no fruits, example (rose, hibiscus, balsam)

| <u>Guava</u> | <u>Saijan</u> | <u>Jackfruit</u> | <u>Marigold</u> | <u>Frangipani</u> |
|--|--|--|---|--|
|  |  |  |  |  |

Non – Flowering Plants

1. These are plants that have no flowers.
2. Some of the examples are :

| <u>Fern</u> | <u>Grass</u> | <u>Palm Tree</u> | <u>Moss</u> | <u>Mushroom</u> |
|---|---|---|--|---|
|  |  |  |  |  |

Activities

Look at the plants and write the names of these plants under the correct table.



lemon tree



fern



bush



fir tree



wheat



pine tree



moss



orchid

| <u>Flowering Plants</u> | <u>Non –Flowering Plants</u> |
|-------------------------|------------------------------|
| | |
| | |
| | |
| | |


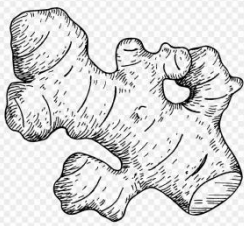
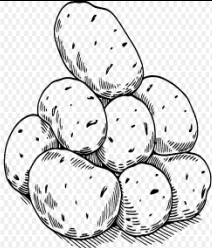

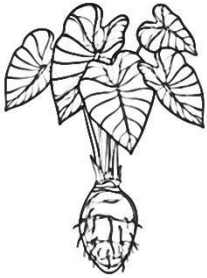
Draw and Colour

| <u>A Flowering Plant</u> | <u>A Non- Flowering Plant</u> |
|--------------------------|-------------------------------|
| | |

| | |
|--------------------------|---|
| Strand | Living Things and their Environment |
| Sub strand | Root crops |
| Content learning outcome | Children are able to name some root crops and learn that these plants are underground plants eaten by humans as food. |

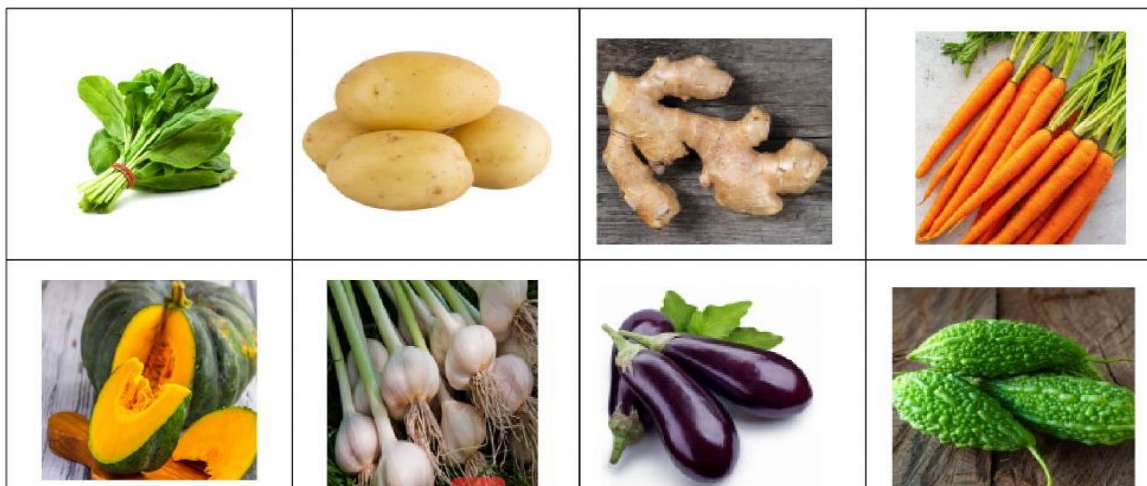
Root crops

1. Root crops are underground plants eaten by humans as food.
2. Some of the root crops found in Fiji are :

| <u>Carrot</u> | <u>Ginger</u> | <u>Potatoes</u> | <u>Garlic</u> | <u>Dalo</u> |
|--|---|--|---|--|
|  |  |  |  |  |

Activity

Look at the pictures and write in the box the names of those vegetables that are root crops.



| | |
|--------------------------|----------------------|
| Strand | Revision |
| Sub strand | Revision |
| Content learning outcome | Children do revision |

कार्य एक : इन्हें पूरा करो ।

तितली घर लड़का चाकू मोटर



यह ----- है ।



यह ----- है ।



यह ----- है ।



यह ----- है ।



यह ----- है ।

कार्य दो: इन्हें मिलाओ



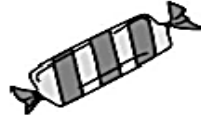
तालाब



बत्तख



मिठाई



बच्चे



टमाटर

कार्य तीन: मात्रा जोड़ो और लिखो ।

जैसे : क (ई) - की

1. म (उ) ----- 2. न (ऊ) -----

3. ट (आ) ----- 4. ग (औ) -----

5. प (ए) ----- 6. घ (ई) -----

7. ब (ओ) ----- 8. च (इ) -----

कार्य चार: अक्षर ओ से कुछ शब्द -इन्हें पूरा करो ।

ओट ओढ़नी ओखली ओस



कार्य पाँच: मात्रा पहचान - दिए गए शब्दों पर की मात्रा लगाओ:



कला



ठला



पड़



सब



तल



बटा

| | |
|--------------------------|----------------------|
| Strand | Revision |
| Sub strand | Revision |
| Content learning outcome | Children do revision |

कार्य एक: कविता को सीखें और सवालों का जवाब दें ।

मछली रानी

मछली जल की है रानी,
जीवन उसका है पानी,
हाथ लगाओ तो डर जायेगी
बाहर निकालो मर जायेगी।



सही जवाब को गोला करो ।

क. कौन जल की रानी है ? (मछली / केकड़ा)

ख. मछली कहाँ रहती है ? (पेड़ पर / पानी में)

कार्य दो: अक्षर “क” से शब्द । इनके नाम बताओ ।



| | | |
|--------|-------|-------|
| कलम | कपड़े | कबूतर |
| कुत्ता | केला | केक |

कार्य तीन: अक्षर “ख” से शब्द । वाक्य बनाओ ।

| | | | |
|------------|--------------------|------------|-------|
| खाट | <u>यह खाट है ।</u> | खेत | _____ |
| खीरा | _____ | खरबूजा | _____ |
| खिड़की | _____ | खाना | _____ |

| | |
|--------------------------|--|
| Strand | Special Places In Our Environment |
| Sub strand | Recreational Facilities – Childrens Park |
| Content learning outcome | Define what recreational facility is and identify the use of the childrens park. |

Recreational Facility

It is a building or a place that is used by a large group of people.

Example: Childrens Park

1. It is a play area for children with lots of playing things like sliding, swing, etc.
2. It should be kept clean at all times.



Questions

Fill in the blanks

1. The Childrens Park is a place for the children to _____.
2. It can be kept clean by throwing _____ in the bins.
3. This place makes the children _____.

| | | |
|--------------|-------------|----------------|
| <i>Happy</i> | <i>play</i> | <i>rubbish</i> |
|--------------|-------------|----------------|

| | |
|--------------------------|--|
| Strand | Special Places In Our Environment |
| Sub strand | Recreational Facilities – The River |
| Content learning outcome | Define what recreational facility is and identify the uses of the river. |

Recreational Facility

It is a place that is used by a large group of people.

Example: The River

1. River is a source of water.
2. It is the home of many living things like fish, prawns, eel and nakai.
3. People use the river for drinking, swimming, washing and bathing.



Activity

Colour some of the uses of the river.

