

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: LANGUAGE LITERACY AND COMMUNICATION

WEEK 12

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:**

Sounds Everywhere...

• **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. Read again and ask children to read with you.
4. Read again and ask your child to read with you.

Introduce 5 New Words

5 New Words:

rain	pie	torn	coat	train
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rain	Pie	torn	coat	train
-How many letters are in the word? 4 -What is the first/last sound/letter? r/n -Do you have a garden at home? Yes/No -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? 3 -What is first/last sound/letter? p/e -Clap and say the syllables -Spell aloud -Write the word on the floor/arm/air	-How many letters are in the word? 4 -What is the first/last sound/letter? t/n -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? 4 -What is the first/last sound/letter? c/t -Which letter is silent? a -Which letters goes above the line? t -Spell aloud -Write the word in the air/arm/floor.	-How many letters are in the word? 5 -What is the first/last sound/letter? t/n -How many syllables does the word have? 3 -Spell aloud -Write the word on the floor/arm/ air

- **PHONICS & WORDS**

1. Look Cover Write Check (New words)

<i>Look/ Cover</i>	<i>Write</i>	<i>Check</i>
rain	<i>rain</i>	<i>rain</i>
pie	<i>pie</i>	<i>pie</i>
torn	<i>torn</i>	<i>Torn</i>
coat	<i>coat</i>	<i>Coat</i>
train	<i>train</i>	<i>train</i>

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

Upset, keep, calm, myself, people, garden, back, rose, said, home, rain, pie, torn, coat, train

Shortlist

Rain, pie, torn, coat, train

3. ***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.

rain	Pie	torn	coat	Train
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Sounds Everywhere

Ss - **s s s** says the snake...**s s s** snail...**s s s** sun...and **s s s** sand

Aa - **a a a** as the ants crawl...**a a a** apple and **a a a** arrow with an **a a a** axe.

Tt- **t t t** is the sound of a tennis ball and a tennis racket.

The **t t t** teddy and the **t t t** tortoise in the tennis game.

Pp - **p p p** parrot...**p p p** puff the candle on the pink pig cake

Nn - **n n n** the noisy plane made. The **n n n** nest and the **n n n** net fall.

Cc Kk - The **c c c** cat and the **c c c** camel went to fly the **k k k** kite in the
c c c cot with the **k k k** kitten.

Ee - **e e e** eggs in the nest under the hen.

Hh - **h h h** happily hopping on the **h h h** hot hill.

Rr - **r r r** the rat and the rabbit rip a dripping **r r r** rag.

Mm - **m m m** mummy made a meal **m m m**.

Dd - **d d d** the dog digs in the drain. The boy beats his drums **d d d**...

Gg - The **g**utter and the **g**oat go **g g g** gurgle, guggle, glug with a hug.

Oo - **o o o** on and off... **o o o** said the lost octopus.

Uu - **u u u** ugly Uma under the **u u u** umbrella.

Ll - **l l l** licked the lemon **l l l** lollipop.

Ff - It was **f f f** fun flying the flag and see a soft **f f f** fish.

Bb - **b b b** Bell the rabbit had a **b b b** bat and a **b b b** ball.

ai - He ran in the **rain** and got a **pain**. He cried **ai ai ai**. The **snail** was in the **train**.

Jj - Mother made **jam** in her **jumper**. I ate the **jam** in my **jumper** too.

oa - The **goat** has an **oak coat** in the **boat**.

ie - **Pie, pie, pie**, for me. **Tie, tie, tie** for dad. Do not **lie**.

ee or - **ee ore!** **ee ore** is my pet with a torn ear. **ee ore** likes corn in the storm.

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 Rainbow Story

The rain stopped. The sun began to shine.
We were very happy. We went outside to play.
My friend, Moses shouted, "Look! I can see a rainbow."
The rainbow was very beautiful.
Tom said, "I can see red colour in the rainbow."
Anna said, "I can see orange colour in the rainbow."
Mary said, "I can see yellow colour in the rainbow."
Ken said, "I can see green colour in the rainbow."
Peter said, "I can see blue colour in the rainbow."
Dan said, "I can see indigo colour in the rainbow."
Ben said, "I can see violet colour in the rainbow."
There are seven colours in the rainbow.

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. What is this story about? ***The Rainbow***
5. Name some colours mentioned in the story? ***Red, Orange, Yellow, Green, Blue, Indigo, Violet***
6. Who saw the rainbow? ***Moses saw the rainbow.***
7. What began to shine? ***The sun began to shine.***
8. Name some things mentioned in the story?
9. What had stopped? ***The rain stopped.***
10. Who saw the red colour? ***Tom*** Who saw the orange colour? ***Anna***
11. Who saw the yellow colour? ***Mary*** Who saw the green colour? ***Ken*** Who saw the blue colour? ***Peter***
12. Read again and ask your child to read with you.

- **Introduce 5 New Words**

5 New Words:

beautiful	Indigo	colours	rainbow	see
-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 (4) -Spell aloud -Write the word in the air/on the arm/on the floor	-How many letters are in the word? -What is the first/middle/last sound/letter? -Clap and say the syllables (3) -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 (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 (3) -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

- **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.

beautiful	Indigo	colours	rainbow	see
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- **Reading & Writing**

Write a sentence chart...

1. The sun is yellow in colour.
2. The rainbow is seen up in the sky.
3. There are seven colors in a rainbow.

- **PHONICS & WORDS**

Spot it - (Sounds ai, ee, c, an, th)

1. Use the words from the text.
2. Circle and colour the words that have the sounds: **ai, ee, c, an, th**

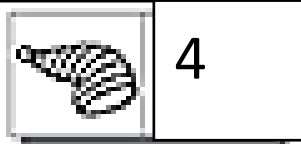
Strand	Early Mathematics
Sub strand	Chance and Data
Content learning outcome	Children learn to sort and understand that sorting is a way of collecting data.

Match the fish to fisherman's hat.

MATCH THE FISH TO THE FISHERMEN'S HATS.



Count how many fish each fisherman caught and write.



SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1

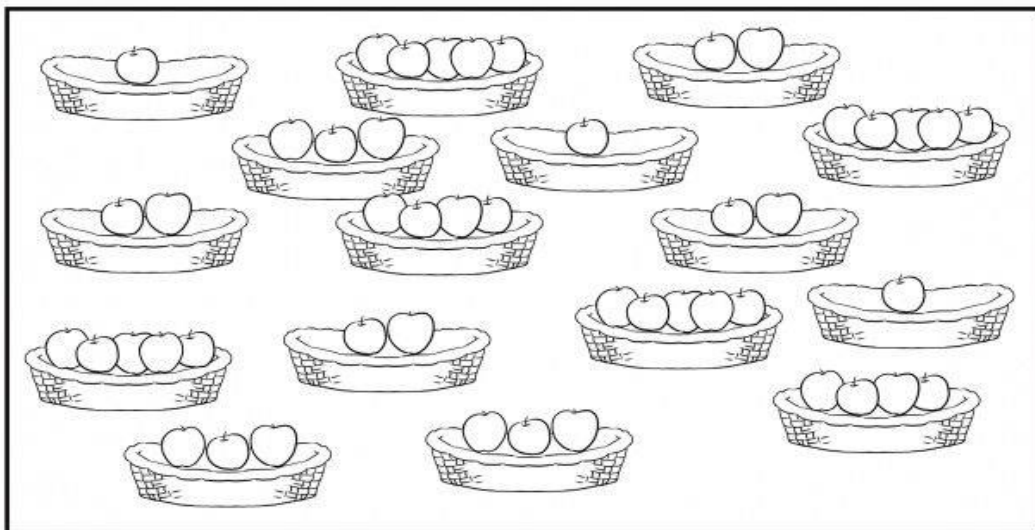
SUBJECT: LEARNING TO KNOW (MATHS) - TERM 3 -WEEK 13

Strand	Early mathematics
Sub strand	Chance and Data
Content learning outcome	Children learn to sort and understand that sorting is a way of collecting data.

Activity

Sorting by Apples

Count how many apples are in each basket. Then fill out the graph at the bottom of the page by coloring one box for each apple.



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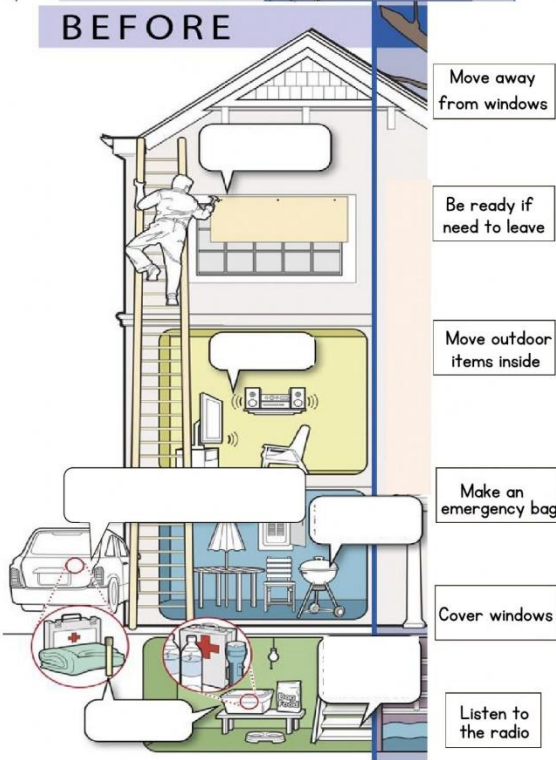
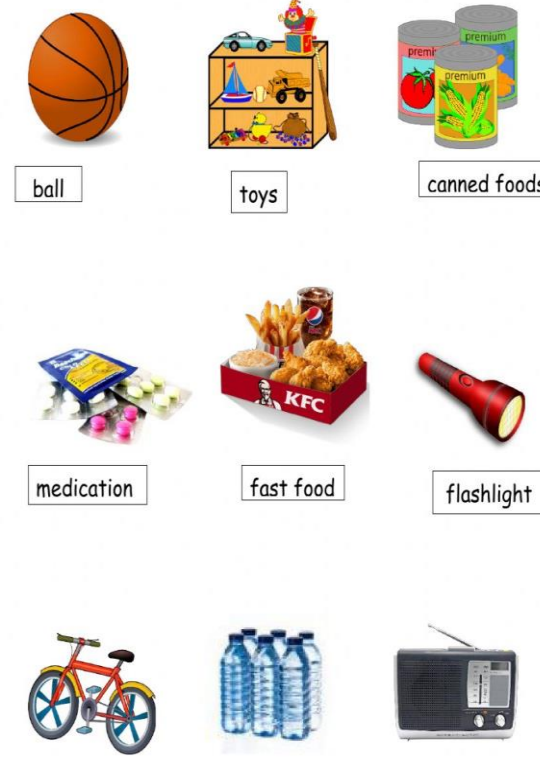
YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 12

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: Keeping Safe during Hurricanes

Activities:

1. Discuss on that safety depends on the environment and the behaviour of others and themselves.
2. Read with your Parents and complete the activity on keeping safe during hurricanes.

<p>Move the directions to their correct locations to describe what is happening.</p> <p>Be ready! Hurricanes</p> <p>BEFORE</p>  <p>Move away from windows</p> <p>Be ready if need to leave</p> <p>Move outdoor items inside</p> <p>Make an emergency bag</p> <p>Cover windows</p> <p>Listen to the radio</p>	<p>Activity</p> <p>Choose the items used when preparing for hurricanes</p>  <p>ball</p> <p>toys</p> <p>canned foods</p> <p>medication</p> <p>fast food</p> <p>flashlight</p> <p>bicycle</p> <p>bottled water</p> <p>radio</p>
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Solutions: Choose all the items except for ball, toys, fast food and bicycle

LOVU SANGAM SCHOOL

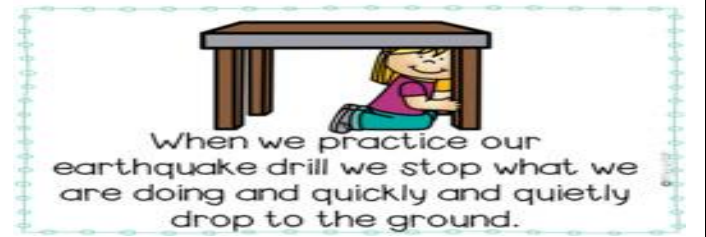
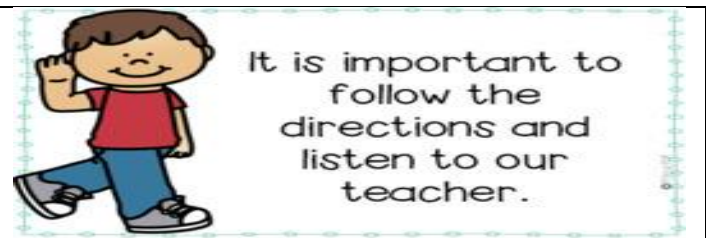
YEAR: ONE SUBJECT: PHYSICAL DEVELOPMENT HEALTH AND WELLBEING WEEK 13

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: *Keeping Safe during an Earthquake*

Activities:

1. Discuss on that safety depends on the environment and the behaviour of others and themselves.
2. Read with your Parents and complete the activity on keeping safe during an earthquake.



Earthquake Drill

	Earthquake Alarm
	Stop
	Drop
	Cover
	Hold On
	Count to 60
	Follow teacher direction



The teacher will discuss on the topic earthquake with the children.

Strand	Spiritual and Moral Development
Sub strand	Spiritual Awareness
Content learning outcome	Children wonder about the world around them and learn that if we envy what others have, we will end up losing what we already have.

Read with your Parents

The Dog and the Bone

Once there was a dog who wandered the streets night and day in search of food. One day, he found a big juicy bone and he immediately grabbed it between his mouth and took it home. On his way home, he crossed a river and saw another dog who also had a bone in its mouth. He wanted that bone for himself too. But as he opened his mouth, the bone he was biting fell into the river and sank. That night, he went home hungry.

Questions

1. One day the dog found a big **juicy** bone.
2. On his way **home**, he crossed a river.
3. He wanted that **bone** for himself.

Bone	juicy	home
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Coloring



Strand	Spiritual and Moral Development
Sub strand	Spiritual Awareness
Content learning outcome	Children wonder about the world around them and learn that laziness can't get you nowhere. If you want something you need to work hard for it.

Read with your Parents

Lazy John

There was a boy named John who was so lazy, he couldn't even bother to change his clothes. One day, he saw that the apple tree in their yard was full of fruits. He wanted to eat some apples but he was too lazy to climb the tree and take the fruits. So he lay down underneath the tree and waited for the fruits to fall off. John waited and waited until he was very hungry but the apples never fell.

Questions

1. What was the name of the lazy boy?
A. Sam B. John
2. He wanted to eat some _____.
 A. apples B. mangoes
3. John waited _____ the tree.
A. on B. underneath

Draw and Colour

Draw John underneath the apple tree and colour the whole picture.



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 Motoka

• **Na veivosaki kei na veitalanoa**

1. Na yaga ni motoka.
2. Na kena vakarerevaki.
3. Na vodo motoka se lori.

• **Na veika vaka-Viti**

(Me na wiliki veiira na gone ka vakamacalataki.)

Na motoka kei na basikeli:

E ka vou veiira na noda qase na ka e rua oqo: na motoka kei na basikeli. E na nodra matai ni buli vosa e ra a qai vakatoka kina na motoka me valevodoki kei na basikeli me tolii.

Na waqavuka e ra vakatoka me valenawanawa ka ni nawa voli e macawa. E daidai e da kovea na nodra vosa ka da sa vakatoka na veika e tolu oqori e na yaca ka ra vakatoka ko ira e ra kauta mai.

Tovolea mo dau vakayagataka e veigauna na nomu vosa ko na kilai tani kina.

• **Vakatautauvata:**

E so na ka e da dau vakatautauvatataka kei na so tale na ka. Oqo e dua na kena i vakaraitaki:

E **totolo** me vaka na **motoka**.

E **damudamu** me vaka na **dra**.

Vakaotia na veiyatu vosa oqo:

1. E **totolo** me vaka na _____.
2. E **berabera** me vaka na _____.
3. E **kaukauwa** me vaka na _____.
4. E **malumalumu** me vaka na _____.
5. E **damudamu** me vaka na _____.

Ans: Me ra na vola mai na gone na nodra dui sauni taro ka vakatautauvataki kei na vosa era toqai.

Tovolei ira tale mada oqo: - (i moimoi)

Oqo e dua na kena i vakaraitaki: E **cici** me vaka na ose.

1. E **lade** me vaka na _____ *boto* _____.
2. E **kaba** me vaka na _____ *maqe* _____.
3. E **qalo** me vaka na _____ *ika* _____.
4. E **dolo** me vaka na _____ *gata* _____.
5. E **soki** me vaka na _____ *beka* _____.

• **Na veivosa me vulici:**

motoka	lori	basikeli	vodo	vakawasoma	taubale
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• **Na veika raraba:**

E dodonu:

1. Mo muria na yasana i matau ni gaunisala.
2. Muria na sala ka koto e na yasa ni gaunisala ka da dau muria se lakova na tamata.
3. Kua na qito.
4. Ni ko vakarau takoso. Rai ki liu na i mawi, qai rai ki na i matau, rai tale ki na i mawi, qai vakatotolo yani ki tai ka dua ni sala.
5. Vodo se sobu mai na motoka se lori e na gauna sa tu vakadua kina.
6. Kakua ni vakataqara na ligamu e na kau e na baba ni lori se motoka se mo iro ki tuba e na gauna sa cici tiko kina.
7. Kua ni vakavola na yasa ni lori se motoka ka mo kakua ni benu e loma ni lori se motoka.

• **Na vakatataro:**

1. Vakataroga mada mai na yaca ni veika e da dau vodoka ka cici e na gaunisalalelevu se sala lalai.
2. Tabaiyaloyalotaka mai e dua na motoka se lori:

Ans: Me ra tabaiyaloyalotaka mai na gone e dua na motoka...

LOVU SANGAM SCHOOL

YEAR: ONE

SUBJECT: VOSA VAKA-VITI

WEEK 13

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 Vuanikau

• **Na veivosaki kei na veitalanoa**

1. Na yaca ni veimataqali vuanikau.
2. Na kena i kanakana se i gunugunu.
3. Na kena i rairai se kena levu/lailai.
4. Na gauna e ra vua kina ka dreu kina.
5. Me ra tarogi se ra bau kania oti se gunuva oti.

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

Na kau vuata

E liu e ra dau tei kau vuata na noda qase. Sa i koya gona e da kana ga kina vakamataqali se vakayavusa e na veiloga ni keda kau vuata. Oqo e vakatokai me noda i kanakana.

Ia e na gauna oqo, e da sa dui tei keda kau vuata ga. Oqo me kedra na noda kawa mai muri.

Na mataqali kanakana vata vaka oqo e vakadeitaka na veiwekani kei na veilomani ka vakadeitaka tale na dra ni veiwekani.

• **Na vosa vaka-Viti:**

Buli yatuvosa:

Au gunu	maqo. moli. balawa. wi. dovu. bu.
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Au kana	dawa. ivi. vutu. tarawau. weleti. quwawa. niu.
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• Na veivosa me vulici:

vuanikau	Viti	bulabula	taleitaka	dawa	Vagauna
tarawau	maqo	via gunu	ivi	vutu	

• Na Taro:

1. A cava na yaga ni vuanikau?

Ans: Volai mai na i sauna taro...

2. Tukuna mai na yaca ni vuanikau ko bau kila...

Ans: Vola mai na veiyaca ni vuanikau...

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

4. Tabaiyaloyalotaka ka Rokataka mai na vuata.

Ans: Tabaiyaloyalotaki mai e dua na vuata ka qai bulia mai e dua na kena serekali.

1. _____
2. _____
3. _____
4. _____
5. _____

SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1

SUBJECT: AESTHETIC ARTS AND CREATIVITY- TERM 3 -WEEK 12

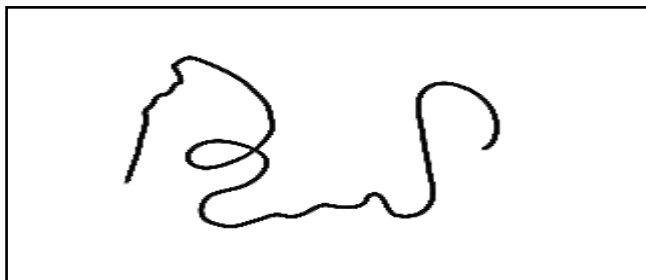
Strand	Aesthetic Arts and Creativity
Sub strand	Arts
Content learning outcome	Children learn to make shapes from the squiggle.

Lesson Notes

What is squiggling?

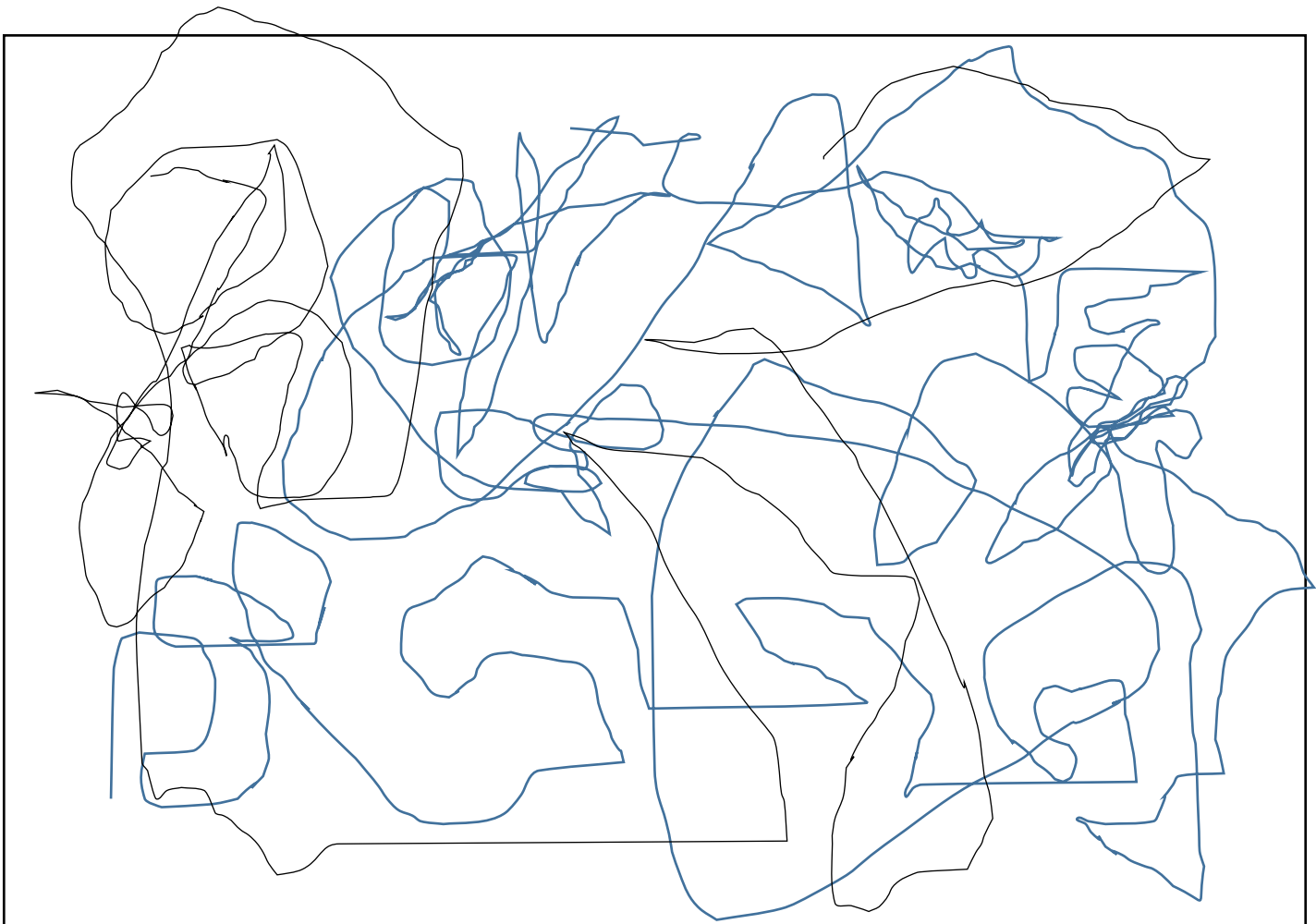
a short line that curls and loops in any direction

example :



Activity

Colour 5 different things or shapes that is hidden in the given squiggle?



SCHOOL: 1075 LOVU SANGAM SCHOOL

YEAR/LEVEL: 1

SUBJECT: AESTHETIC ARTS AND CREATIVITY- TERM 3 –WEEK 13

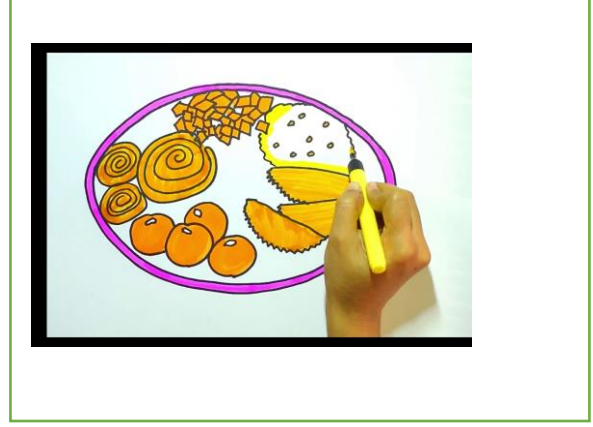
Strand	Aesthetic Arts and Creativity
Sub strand	Arts
Content learning outcome	Children learn to draw things they do.

Drawing and colouring

Draw and color yourself cleaning your home with your family?



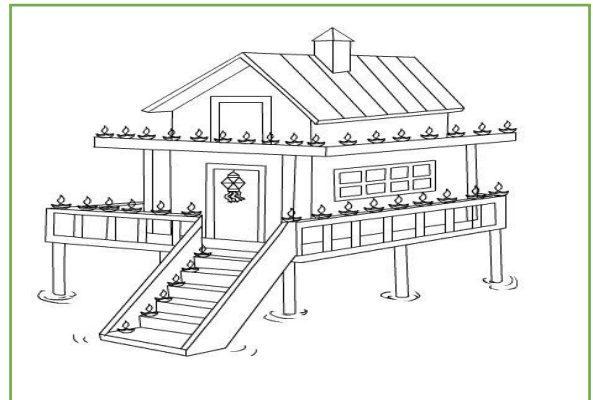
What are some of the things that we get to eat during Diwali?



What should we wear when we are going to town or anywhere out of the house during this pandemic?



Decorating your house for Diwali



Junk foods



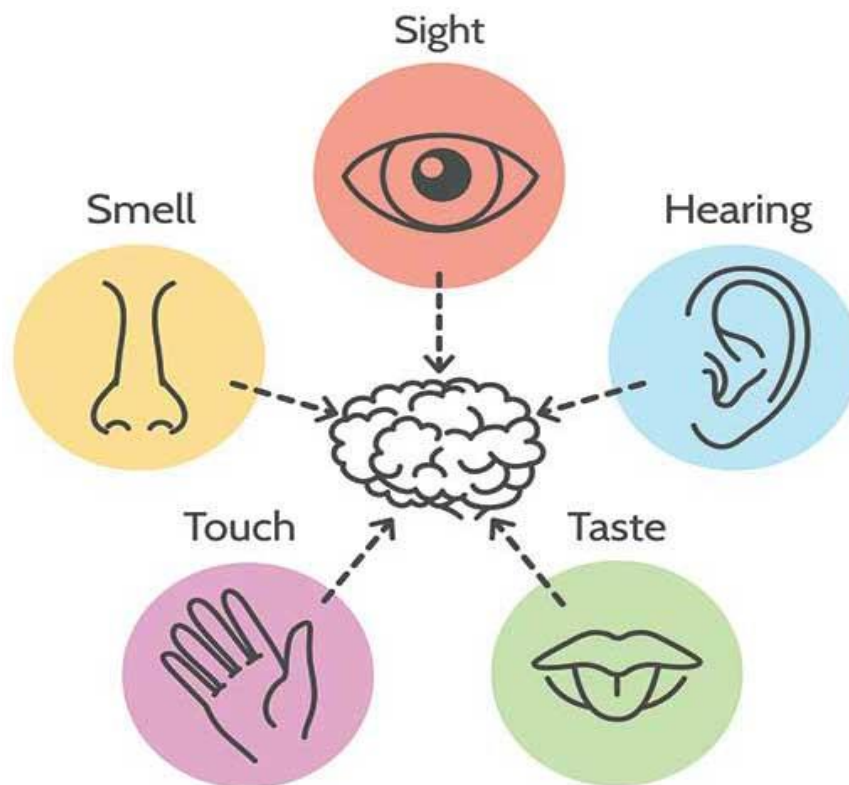
Animals with no legs.

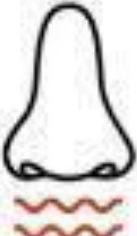






Strand	Senses
Sub strand	Five Senses
Content learning outcome	Children are able to describe the five types of senses and appreciate that they are also a part of our body.

Our Five Senses

1. Humans have 5 basic senses.
2. They are smell, sight, touch, hearing and taste.



 SMELL	 SIGHT	 TOUCH	 HEARING	 TASTE
NOSE	EYES	HAND	EARS	MOUTH/TONGUE

Activities

Look at the pictures and complete the sentences by labelling the parts of our body



I see with my

Eyes



I hear with my

Ears



I taste with my

Tongue



I touch with my

Hands



I smell with my

Nose

Look at the images and write the correct sense used.

Sight - Smell - Hearing - Touch - Taste



Smell



Touch



Hearing



Sight

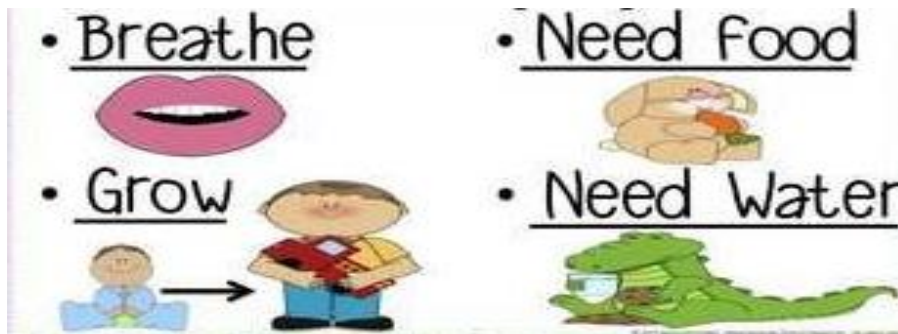


Taste

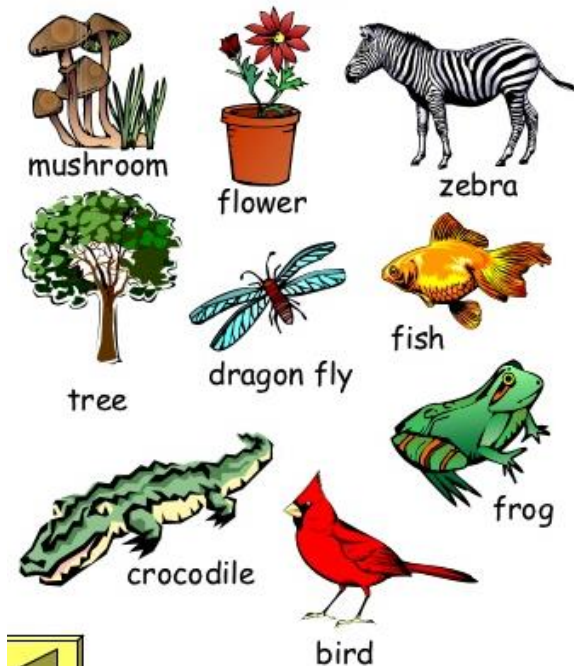
Strand	Our Environment
Sub strand	Living Things
Content learning outcome	Children are able to identify the living things and learn what living things need in order to survive.

Living Things

1. Living things are things that are **alive**.
2. All plants and animals are living things.
3. In order to be a living thing it must :

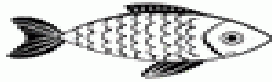


Examples:

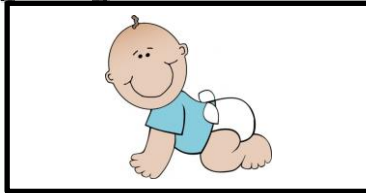


Activities

Circle the living things.

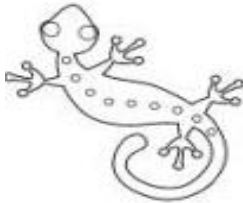
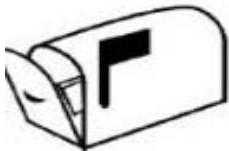


Draw a living thing.



Solution: Circle all the pictures except for book, balloon, glasses and guitar.

Colour the living things.



Solution: Colour all except for mailbox, hosepipe and guitar

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

पढो और दिए गए अभ्याश को पुरा करो ।

रमन इधर-उधर मत भटक । बटन मत पटक । उधर रख ।

रबड़ रख । कलम पकड़ । अब सड़क पर मत ठहर ।

बस पकड़ कर शहर चल ।

I. दिए गए अनुच्छेद को पढ़कर सही उत्तर के सामने ✓ का और गलत के सामने X का निशान लगाओ-(✓ OR X)

1.रमन इधर-उधर भटक ।



2.रमन सड़क पर ठहर ।



II. नीचे दिए गए वाक्यों में सही उत्तर के नीचे रेखा खींचो-

UNDERLINE THE CORRECT ANSWER.

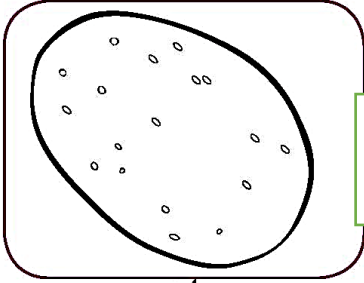
1.(बटन / बरतन) मत पटक ।

2. बस पकड़ कर (शहर / नहर) चल ।

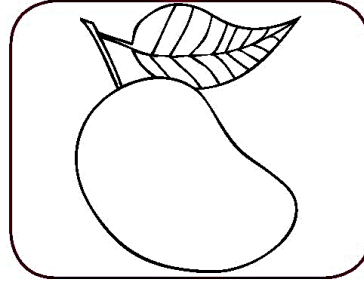
Strand	Listening and communicating
Sub strand	Reading and Writing
Content learning outcome	Children Learn to listen and interpret the given information into written work.

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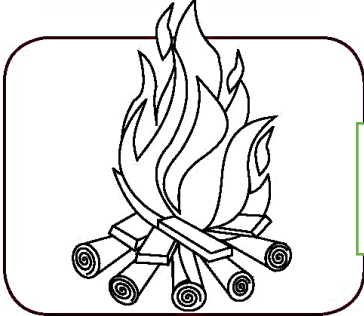
चित्रों को देखकर उनके आगे अ या आ लिखो।



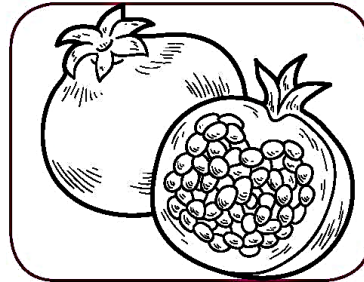
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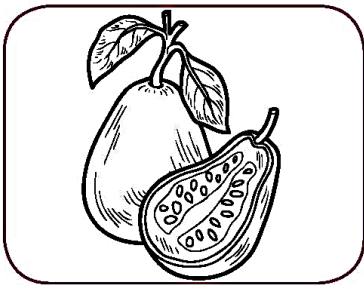
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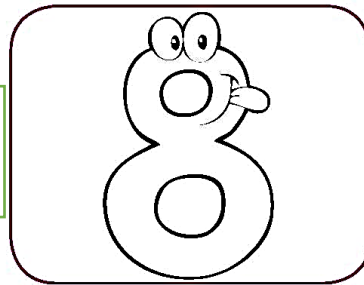
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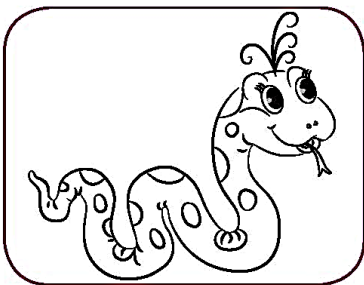
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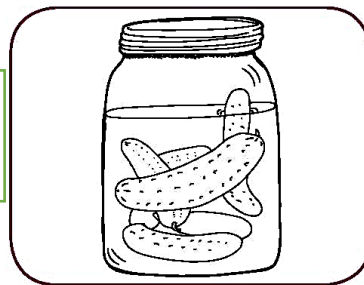
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Strand	Resources and Economic Activities
Sub strand	Goods and Services
Content learning outcome	Define what goods and services are and explore the difference between goods and services with examples.

Goods and Services

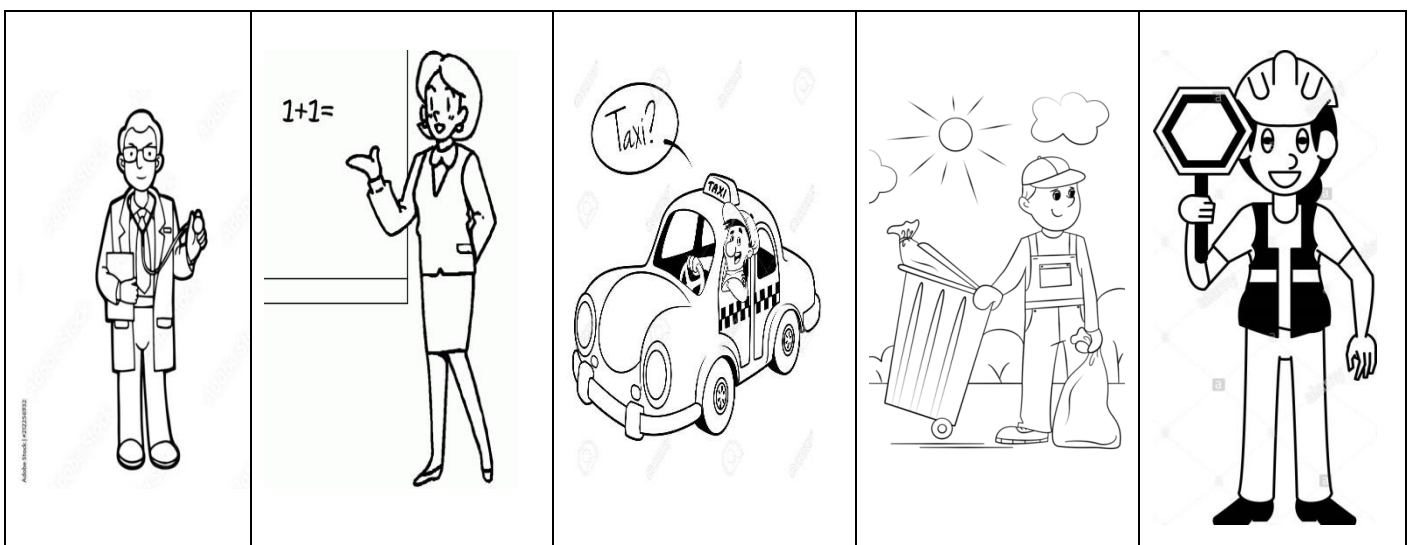
Goods

1. Goods are things we buy and use.
2. Example: furniture, groceries, clothes, car, etc.





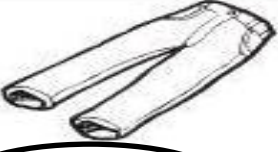


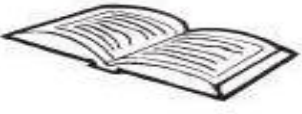






Services

1. Services are jobs people do to help other people.
2. Example: police officer, nurse, baby sitter etc.



Activities

Directions: Look at each picture. Decide whether it is showing a **good** or a **service**. Circle the correct word.

1.  Good	2.  Service	3.  Good
4.  Service	5.  Service	6.  Good
7.  Service	8.  Good	9.  Service
10.  Service	11.  Good	12.  Service

Color the goods orange. Color the services blue.

fireman	grapes	video game	newspaper
massage	toys	maid	crayons
candy	teacher	doctor	car wash

Orange: Video game, grapes, newspaper, toys, crayons, candy

Blue: fireman, massage, maid, teacher, doctor, carwash

Strand	Good Citizenship
Sub strand	Being a good citizen
Content learning outcome	Children are able to state what good citizenship is and illustrate how we can be a good citizen of our country.

Good Citizenship

1. Making good choices for your country is known as good citizenship.
2. A citizen is a person who lives in a particular place e.g we are the citizens of Fiji.





















How to be a Good Citizen



Activity

GOOD OR BAD CHOICES

Color the good choices green and the bad choices red.

 <p>Listening</p>	 <p>Being messy</p>	 <p>Helping others</p>	 <p>Swinging my chair</p>	 <p>Raising my hand</p>
 <p>Calling out</p>	 <p>Always trying my best</p>	 <p>Pushing others</p>	 <p>Saying thanks</p>	 <p>Stealing</p>
 <p>Being kind</p>	 <p>Following instructions</p>	 <p>Hurting others</p>	 <p>Not listening</p>	 <p>Keeping my things tidy</p>
 <p>Throwing things</p>	 <p>Sitting nicely in my chair</p>	 <p>Bullying</p>	 <p>Sharing</p>	 <p>Not doing my best work</p>

Solutions:

- I. Colour red for being messy, swinging the chair, calling out, pushing others, stealing, hurting others, not listening, throwing things, bullying and not doing my best work**
- II. Colour green for listening, helping others, raising my hand, always trying my best, saying thanks, being kind, following instructions, keeping my things tidy, sharing and sitting nicely in my chair.**