



Solomon Islands Government

Continuity Learning Book

Years 1 - 3

Ministry of Education and
Human Resource Development

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Introduction

This activity book has been developed to help learners to be able to continue with their study at home. The activities has been developed to support the continuity learning radio program by the ministry of education.

Home-schooling is a very positive force in family's life. There are many advantages to home-schooling which make it a very strong option to support child's education.

HOW TO USE THIS BOOK

In teaching and learning, important to focus on the specific Learning Outcomes. They are usually measurable and can be demonstrated. *They are the results we want children to achieve or reach in learning and to apply in their lives.*

Lessons can be taught 1 hour per day or 1 hour per day for 2 days.

Tips for parent and family members

- Start with prayer, Bible reading and Singing of the national Anthem
- Be encouraging, positive when we are supporting learning.
- Think about the spaces you can use and time of day that works best.
- Use your local environment to support learning as much as possible.
- Use traditional values, customs and knowledge to support and extend learning.
- Talking and listening are great ways to encourage children's thinking and development.
- Including fun and challenge are good ways to motivate learners!
- Keep the language simple and short.
- Use symbols or pictures where possible.
- Ask questions to prompt the students thinking about their context and what they already know.
- Help the student to "Looking back before looking ahead" – make connections to previous learning. What they already know.

The layout covers;

1. Topic
2. Activity
3. Instruction

English

Activity 1

Topic: Sequence of Events

Instruction

Match each word to the pictures

1. First



2. Next



3. Then



4. Finally







Activity 2

Topic: Letter Sound

Instructions: Write the beginning sound of each picture

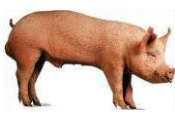





No	Beginning of word Sound	Picture
1	_____	

2	_____	
3	_____	
4	_____	
5	_____	

Activity 3

Topic: Letter Sound

Instruction: Say the name of the picture
Circle the beginning sound of the picture

<p>C</p>  <p>d</p>	<p>p</p>  <p>r</p>	<p>k</p>  <p>w</p> <p>c</p> <p>f</p> <p>a</p> <p>g</p>
<p>h</p>  <p>x</p>	<p>s</p>  <p>t</p>	<p>e</p>  <p>i</p> <p>m</p> <p>v</p> <p>j</p>

Activity 4

Topic: Punctuation

Instruction:

Use capital letters to make each sentence correct

1. i love eating banana.
2. dad loves me.
3. we do our best in school.
4. it is time to go home.
5. tom has a pencil.
6. fiji is one of the beautiful country.



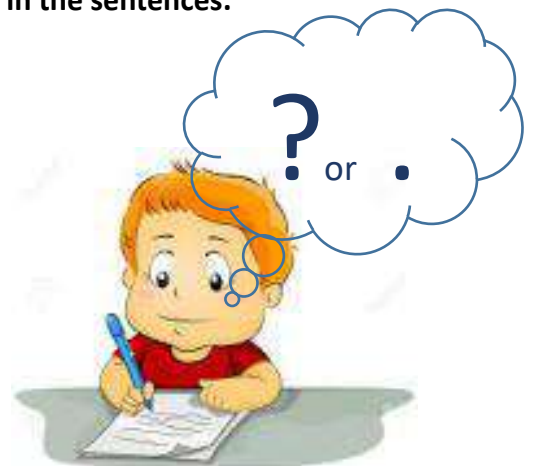
Activity 5

Topic: Punctuation

Instruction:

Use FULL STOP (.) or QUESTION MARK (?) at the correct place in the sentences.

1. John has a dog
2. Have you seen Anna
3. It is to time to go to school
4. Will you do your best to win the race
5. Mary and Freda like to play
6. Did you go to church last week



Activity 6

Topic: Rhyming words

Instructions:

Circle the **Rhyming** words to each of the words in the first column. The first one has been done for you.

Yes! Circle the rhyming words



Sun	top	ten	hat	fun
top	fit	pot	mop	set
mat	tin	nut	rat	bun
pin	sail	cat	bin	road
vet	fat	set	pop	bit
dog	fog	fur	man	sat
how	hoe	dog	cow	can
dad	eat	huge	had	house



Activity 7

Topic: Reading Comprehension

Read the short story

My Friend

I have a friend.

His name is Tim.

Tim has a control car.

We play together with the car.

Instruction: Complete these sentences;

1. I have _____ .

- a. A car
- b. A friend
- c. A pen



2. His name is _____ .

- a. Tim
- b. Tom
- c. Ben

3. Tim has _____

- a. A car
- b. A friend
- c. A pen



Activity 8

Topic: Reading Comprehension

Read the short story

This is my little puppy.

He is very funny.

He likes to play in the mud.

The mud is good.



Instruction;

After you have read the story, answer these multiple choice questions. Circle the correct letter answer.

1. This is my _____ puppy.

- a. Big
- b. Little
- c. Happy

2. My puppy is _____
- a. Sad
 - b. Fluffy
 - c. Funny
3. Where does my puppy play?
- a. Mud
 - b. Tree
 - c. Sun
4. How is the mud?
- a. Bad
 - b. Hot
 - c. good



Activity 9

Topic: Hand washing

Instruction

Arrange and rewrite the sentences in order. Use the sequencing words.

1. Rinse your hands with clean water
2. Rub/dry your hands with a clean towel
3. Wet your hands with water
4. Rub your hands with soap

First _____

Next _____

Then _____

Finally _____



Hand Washing Song

This is the way we wash our hands
Wash our hands (2x)
This is the way we wash our hands
Early in the morning

This is the way we brush our teeth
brush our teeth (2x)
This is the way we brush our teeth
Early in the morning

Activity 10

Topic: Reading

Instruction

Read the story about the *walking dog*

The first thing I do when I walk with my dog is put on his belt. Next I walk out of the door. Then I led him down the driveway. We walked around the block for about an hour. Finally we walked back in the house and took off his belt.



Now put the events in the story in order using these words:

First, Next, then, finally

- _____ I walked out the door.
- _____ I walked around the block
- _____ I took off the dogs belt
- _____ I put on his belt

Word Search. Find Words beginning with 'qu and ch'

qu	i	c	k	z	ch	e	t
i	qu	i	l	l	o	c	t
t	a	d	q	q	p	x	z
i	c	ch	i	c	k	e	d
t	k	e	x	h	h	y	o
n	y	e	p	s	u	ch	n
n	b	p	k	j	v	s	n
l	i	qu	i	d	m	u	ch

quick	chop
quack	chick
quill	cheep
quit	much
Liquid	such

Activity 11

Topic: Vocabulary

Instruction: Find the words in list B to match the meaning in list A

No	List A	List B
1	Very large, power or strength, especially in size	Huge
2	A very tall person that is higher than a normal person	Fat
3	A desire for food or drink	Tasty
4	Very large in size	Plump
5	Having a round shape	Enormous
6	Food has strong and pleasant smell and flavour	Hunger
7	A person become over weight	Giant
8	Very large, big and great	Mighty

Instruction

Choose the correct word from List B to match the meaning in List A

1. M _____

5. P _____

2. G _____

6. H _____

3. T _____

7. F _____

4. E _____

8. H _____

Activity 12

Topic: Guiding reading

Note: Rhyming words are two or more words that have the same or similar ending sound. Some examples of rhyming words are: goat, boat, moat, float, coat. ... If they sound the same or similar, they rhyme. For example: car and bar rhyme; house and mouse rhyme.

Instruction: Choose the correct rhyming word from the box to complete each question.

Refuge	seat	noses	mat	ant
nasty	tale	kettles	dish	dangerous

1. What word rhymes with **huge**? _____
2. What word rhymes with **houses**? _____
3. What word rhymes with **fat**? _____
4. What word rhymes with **fish**? _____
5. What word rhymes with **eat**? _____
6. What word rhymes with **whale**? _____
7. What word rhymes with **turtles**? _____
8. What word rhymes with **tasty**? _____
9. What word rhymes with **enormous**? _____
10. What word rhymes with **giant**? _____



Jumping the same pace



Activity 13

Topic: Preposition

Note: A preposition is a word that comes before a noun to show the noun's relationship with a nearby word. For example (prepositions in bold):

- a boy **from** our village
(Here, the preposition "from" sits before the noun "our village" to show the relationship between "our village" and "a boy.")

- a bone **for** the dog
(In this example, the preposition "for" sits before the noun "the dog" to show the relationship between "the dog" and "a bone.")

Instruction

Fill in the blanks using the words in the box. You can use a word more than once.

for	before	after	by
------------	---------------	--------------	-----------

1. Monday comes _____ Sunday.
2. They have been staying here _____ twenty years.

3. She always reached the office _____ ten o'clock.
4. John waited at the bus stop _____ two hours.
5. The school will be reopen _____ the holidays.
6. Dad said the ship will arrive _____ tomorrow.
7. I must submit the application _____ the end of June.
8. She had some milk and bread _____ going to school.

Activity 14

Reading comprehension

Instructions:

Study the Words before reading the text:

Pull, push, wheels, engines, easier, cart, heavy

Pushing and Pulling

Read the passage

We move things by pushing them or pulling them. Heavy things are hard to move. Sometimes when we want to move things we push them. When we push thing, we move them away from us.

Wheels make it easier to push heavy things. Engines help to push big and heavy things.

Sometimes when we pull things, we move towards us. Wheels made it easier to pull heavy things. A cart has wheels. The wheels make it easier to pull the cart. Engines help to pull big and heavy things. Trucks have engines and wheels.



After reading the text, answer these questions

1. How do we move things? _____
2. When we push things, we move them away from us.
 - a. True
 - b. false
3. What make it easier to push heavy things? _____
4. What does happen when we pull things? _____
5. _____ helps to pull big and heavy things.
 - a. Computer
 - b. engine
 - c. television

Year 3 English

Activity 15 A

Topic: Sequencing of events

Instruction

The following sentences are not in-order. Re-arrange the sentences below in order to make a meaningful story. Do **Not** write in this book.

1. I put the egg in my basket.
2. My basket was full of eggs.
3. I got my basket and looked for eggs.
4. I found the first egg in the grass.



Write the sentences above in order of events

1. First

2. _____

3. Then

4. Finally

Activity 15 B

Topic: Sequencing of events

Instruction

Study these sentence

1. I spread the jam and butter on the other slice of bread.
2. I took two pieces of bread.
3. I put the two pieces of bread together
4. I took a big bite out on my sandwich



Re-write the sentence above in order

1. First, _____
2. Next, _____
3. Then, _____
4. Finally, _____

Activity 16

Topic: Reading Comprehension

Instruction

Read the story 'Kima the Giant' silently then answer the questions that follow

Kima the Giant

New words: mighty, giant, hunger, enormous, plump, tasty, huge.

I am Kima the mighty giant.

I have a mighty hunger. I want to eat an enormous whale. I want to eat two plump pigs. I want to eat three tasty turtles. I want to eat four fat fish. I want to eat five huge houses.

*And I want to eat **YOU!***

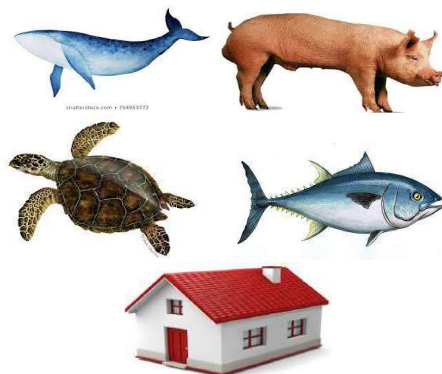
After you have read the story 'Kima the giant', now answer the questions below.

1. How many enormous whales does the giant wants to eat?
2. How many pigs does the giant wants to eat?
3. How many turtles does the giant think he could eat?
4. How many fish does the giant want to eat?
5. How many houses the giant could eat?
6. What kind of turtles do the giant want to eat?
7. What do you think could happen next?



The MIGHTY GIANT can eat anything.

The giant is dreaming of eating..... Guess what?



YOU!

Topic: Sentence writing

Instruction

Write your own sentences using the words in the box below; re-read the story 'kima the giant' to help you.

1. mighty 2. giant, 3. hunger, 4. enormous, 5. plump, 6. tasty, 7. huge.

1. (mighty) _____

2. (giant) _____

3. (Hunger) _____

4. (enormous) _____

5. (plump) _____

6. (tasty) _____

7. (huge) _____

Activity 17

Topic: Punctuation

Note: Punctuations play a very important role in the English language. The different punctuations used in English has its own function. For example; FULL STOP is used to indicate the end of a sentence. **Punctuation** shows how the sentence should be read and makes the meaning clear.

Instruction

Choose the correct punctuation from each of the brackets in the story below.

Dad and I went to buy a Christmas tree (? , ! , .) There were big trees and little trees
(? , ! , .) Which tree do you best (? , ! , .) Dad asked (? , ! , .) I looked at the trees then
I choose the one I like best (? , ! , .) Dad (? , ! , .) this is the one I like best (? , ! , .) We
paid for the tree, put it in our car and took it home (? , ! , .)

Activity 18 A

Topic: Punctuation (Full stop & question mark)

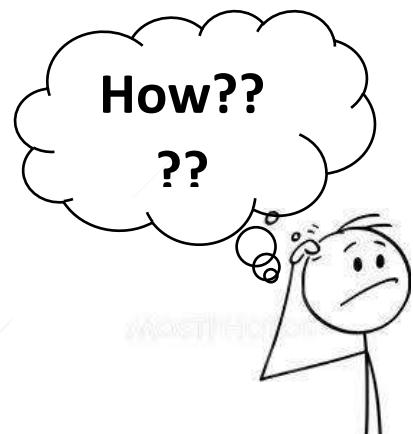
Instruction

Underline what a person say in each of the sentences.

Example: "traveling home by bus after work is terrible" said Mark.

The words Mark said are underlined in the sentence above.

1. When will the supper be ready? asked Fanny.
2. The frighten woman asked, will he be alright
3. The teacher said, today's date is the 25th of June.
4. Can I have another cup of water? Asked John.
5. The woman said angrily, don't splash water on the floor.
6. Mary answered proudly, I know the answer.
7. Hang your shirt by the door, Frank told his friend.
8. There is still enough time left, Angie told her friend Anna.



Activity 18B

Topic: Punctuation (Full stop & question mark)

Instruction:

Use question mark or full stop ('? Or .') to complete each of the sentences below,

1. How old are you ____
2. I am outside the door ____
3. Look at the cat ____
4. Can you play with me ____
5. Do you have a dog ____
6. I like the colour red ____
7. I love school ____
8. Will you read this book ____

Activity 18C

Topic: Punctuation (Full stop & question mark)

Instruction:

Re-write each sentence and choose 'question mark, full stop or comma' to make each sentence correct

Example: *is Tom running*

1. What is your name

2. I bought a heap of potato some bananas and a fish

3. I love going to school

4. What is in the basket

5. I am going home

6. We played soccer basket and volley-ball



Activity 19

Topic: Word Puzzle

Instruction:

Find the words in the puzzle and circle.

The first one has been done for you

1. Kima 2. Plump 3. Tasty 4. Houses

5. Four 6. Huge 7. Fat 8. Giant

9. Fish 10. Turtles

p	l	u	m	p	s	t	o
k	i	m	a	e	f	a	t
f	n	y	s	l	o	s	u
i	j	u	s	e	u	t	r
s	o	u	b	i	r	y	t
h	x	t	u	r	l	w	l
y	g	i	a	n	t	x	e
w	z	h	u	g	e	p	s

Oh NO!

How can I find
the words?



Activity 20

Topic: Reading Comprehension

Instruction. Read the story (The apple and the banana).

The Apple and the Banana

One day an apple said to the banana, "you are shaped like the moon"

The banana said, "Yes I know, and I also have the same colour as the moon".

The apple said, "I'm bright red, some of my body are green and some are yellow like you. When people eat me it makes a crunchy sound. That's because I'm hard".

The banana said, "When people eat me it doesn't make any sound, that's because I'm soft".

"We are both fruits. We are both taste nice and we are both healthy food," said both the apple and the banana together.



After you have read the story, answer these questions.

1. Which fruit has the same shape as the moon?
2. Which fruit has these colours, red, green and yellow?
3. Why do apples make crunchy sound when people eat them?
4. What are the same things about both the apples and bananas?

Activity 21

Topic: Comparative adjectives

Note: **Comparative** adjectives are used to compare differences between the two objects, eg (larger, smaller, faster, higher). They are used in sentences where two nouns are compared.

Example: *This house is higher than that house.*

Instruction: Underline the correct word in bracket to complete these sentences

1. Traveling by plane is (*fast, faster*) than traveling by boat.
2. My book is (*small, smaller*) than yours.
3. Your brother runs (*fast, faster*) than I do.
4. I am (*tall, taller*) than my elder brother.
5. I want a (*small, smaller*) fish than this one.

Activity 22

Topic: Preposition

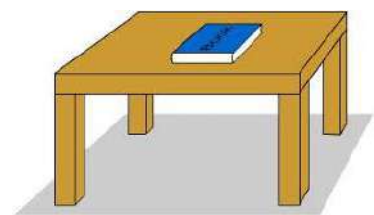
A preposition is a word used to link **nouns, pronouns**, or phrases to other words within a sentence. They act to connect the people, objects, time and locations of a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns. In some cases, you'll find prepositions in front of **verbs**.

Instruction:

Fill in the blanks using the words in the box. You can use a word more than once.

for before after by

1. Monday comes _____ Sunday.
2. They have been staying here _____ ten years.
3. She always reached the office _____ nine.
4. John waited at the bus stop _____ five hours.
5. The school will reopen _____ the holiday.
6. Mom said the ship will arrive _____ tomorrow.
7. I must submit my application _____ end of July.
8. She had milk and bread _____ going to school.



The book is **on** the table

On give the relationship between the book and the table.

Activity 23

Topic: Collective Noun

Note: A collective noun is the word used to represent a group of people, animals, or things. See the example below, the collective nouns are shown in yellow.

Example 1. A **gang** of thieves

Instruction:

There are many different names for different types of group of people, animals, or things. Choose the best group name from the words in the box to complete each of the sentences.

1. A **school** of fish.
2. A _____ of ants.
3. A _____ of sheep
4. A _____ of bees
5. A _____ of books

School flock swarm pack colony

Activity 24

Topic: Fill in blanks

Instruction

Choose the best word from each bracket to complete each of the sentences.

1. (Why, See, Upon) _____ did you pull its tail?
2. Did they (in, out, write) _____ a letter to the right one, or not?
3. These hats are the best you can (big, buy, can) _____
4. Does he jump (call, off, sleep) _____ those stairs?
5. Because it is cold, she said he (call, buy, would) _____ need a hat.
6. She will (sit, big, red) _____ in the very first chair.
7. I wish I could (sleep, black, red) _____.

Activity 25

Topic: Irregular Plural nouns

Instruction

Find the plural form of the words, the first one has been done for you.

Singular	Plural	Singular	Plural
Box	<i>Boxes</i>	Baby	
Child		Knife	
Woman		Fly	

Activity 26

Topic: Using Irregular Nouns

Instruction: Copy and underline the correct irregular noun from each set of bracket in each sentence.

1. There were five (*man, men, mans, mens*) working on the old car.
2. I can see one (*person, peoples, persons, people*) dancing on the stage.
3. At night we can hear all of the (*mouse, mice, mouses, mices*) running around.
4. The bus was full of (childrens, childs, children, child) heading to school.
5. My dad likes to soak both his (foot, feet, feets, foots) at night.
6. I want to go to the dentist to pull out my (tooth, teeths, teeth, tooths).
7. I asked the (womans, women, woman, womens) if she could help me find a dress.

Activity 27

Topic: Reading

Instruction

Fill the blanks with the words in the box to complete the story

Horses, village, cat, dogs, milk, kittens, hay, pond, grandmother, cow, cock, hen

Here is the story

In June we went to a _____ where my _____ lives. She has a farm. On her farm there were many animals. There are two h_____, a c_____ with its k_____, three d_____, one h_____ as well as a c_____ and a c_____. Every morning she feeds her animals with h_____ or m_____. They drink water from a p_____ on the farm.



Activity 28

Topic: Numbers

What is the number?

●	●	●	●	●
●	●	●		

= 8

●	●			
●	●	●	●	●

=

●	●	●	●	●
●	●	●	●	●
●	●	●	●	
●	●	●	●	●

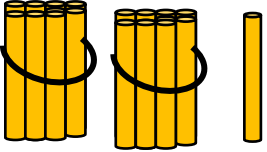
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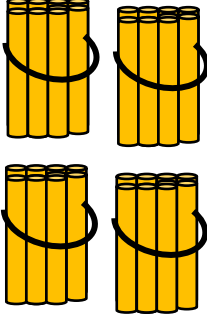
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●	●	●	●	●
●	●	●	●	●
	●		●	

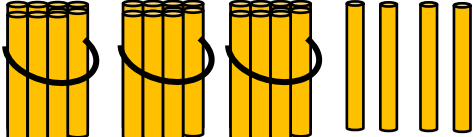
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Instruction: Copy and complete the number sequence

1. 2, 4, 6, 8, , 12
2. 34, 30, 26, 18
3. 50, 54, 56, 58

4. 

5. 

6. 

Activity 29

Topic: Fractions

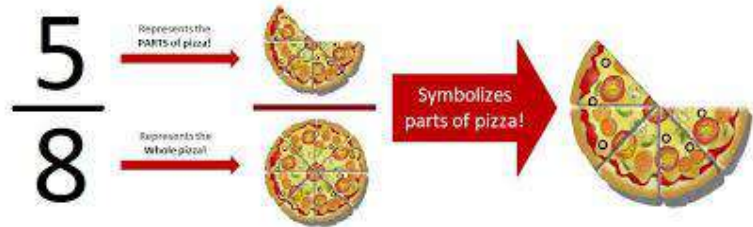
Note: The meaning of what fractions are.

- 1. a numerical quantity that is not a whole number (e.g. 1/2, 0.5).
- 2. a small or tiny part, amount, or proportion of something.



A **fraction** simply tells us how many parts of a whole we have. You can recognize a fraction by the slash that is written between the two numbers. We have a top number, the **numerator**, and a bottom number, the **denominator**. For example, 1/2 is a fraction.

You can write it with a slanted slash like we have or you can write the 1 on top of the 2 with the slash between the two numbers. The 1 is the numerator, and the 2 is the denominator.

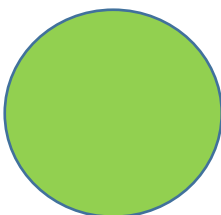
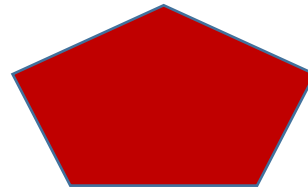
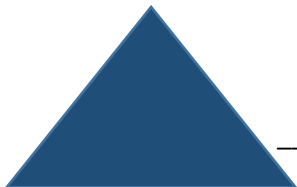


What does this fraction mean? Well, if we picture a pie, the bottom number tells us how many slices to slice the pie, and the top number tells us how many of those slices we can have. So 1/2 tells us that we have sliced our pie into two slices, and we can take 1 of those slices. Isn't that half of the pie? So 1/2 of a pie is half a pie.


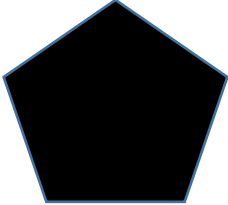
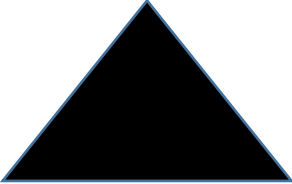
Activity 30

Shapes

What is the name of the shape?



Shapes and properties

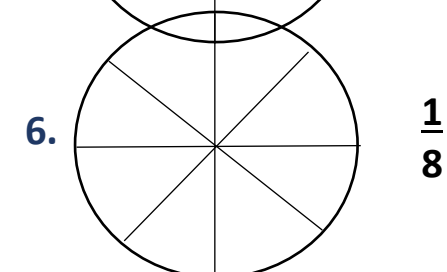
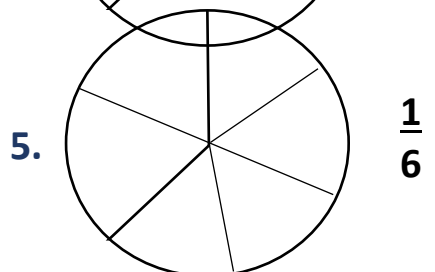
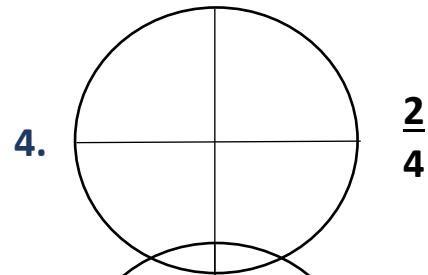
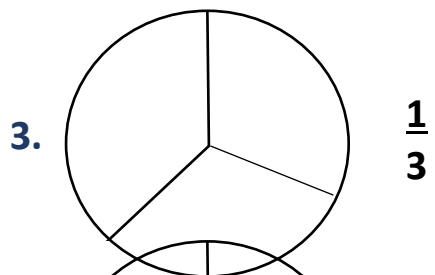
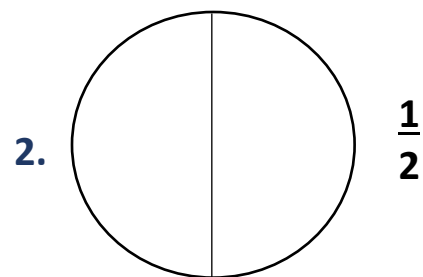
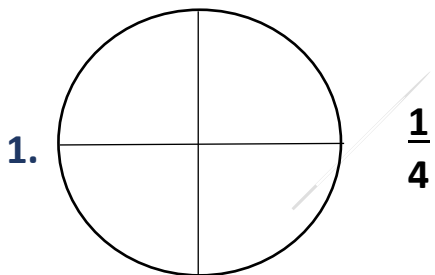
Shape	Name	Sides	Corners
			
			
			

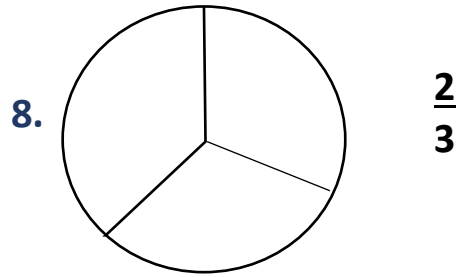
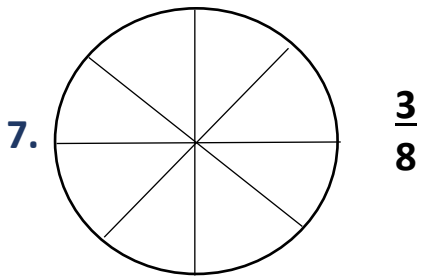
Activity 31

Topic: Fraction

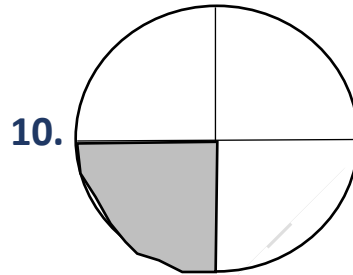
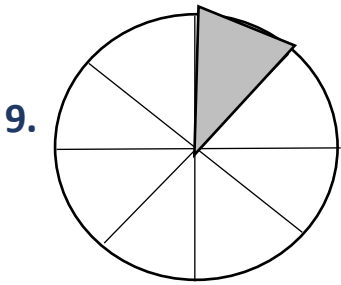
Instruction

Colour the fraction part for shape





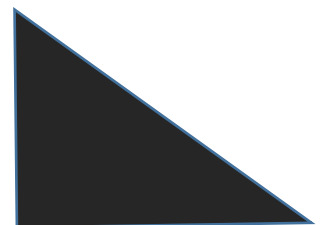
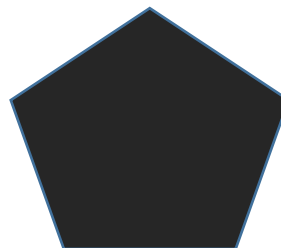
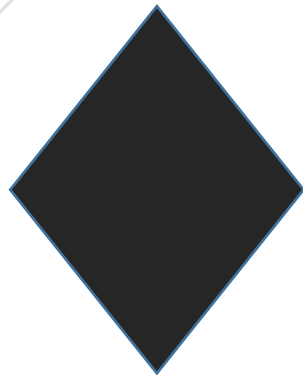
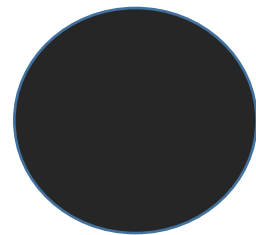
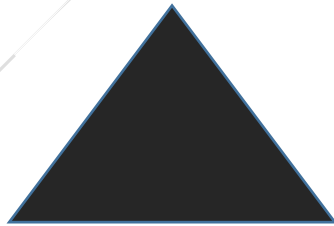
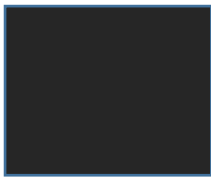
What fraction is coloured?



Activity 32

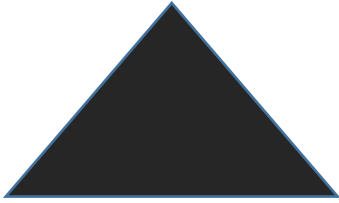
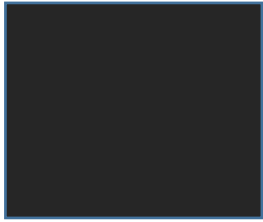
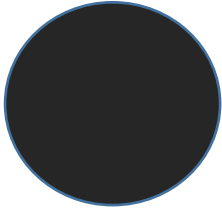
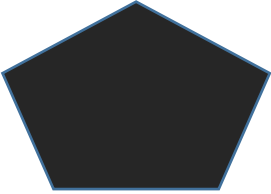
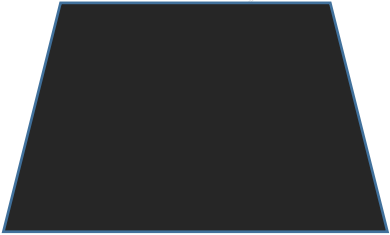
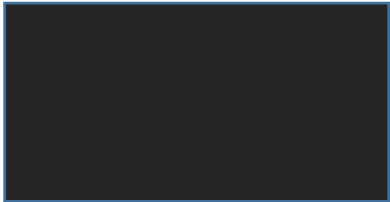
Topic: Shapes

Instruction : Name the shapes.






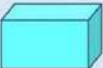




Activity 33

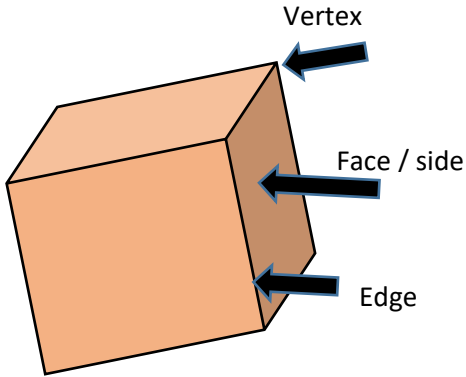
2D Shapes properties



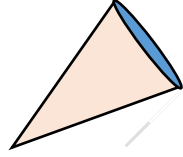
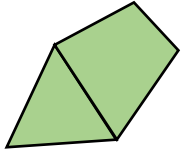
Shape	Number sides	Number of corners
	3	3
		
		
		
		
		

Activity 34

3D Shapes properties

Properties of 3D shapes			
 Cone 2 Faces 1 Edge 1 Vertex	 Sphere 1 Face 1 Edge 0 Vertices	 Tetrahedron 4 Faces 6 Edges 4 Vertices	 Cuboid 6 Faces 12 Edges 8 Vertices
 Cylinder 3 Faces 2 Edges 0 Vertices	 Cube 6 Faces 12 Edges 8 Vertices	 Triangular Prism 5 Faces 9 Edges 6 Vertices	 Square-based pyramid 5 Faces 8 Edges 5 Vertices



Shape	Name	Number of sides	Number of corners
			
			
			
			

Activity 35

Topic: Measurement

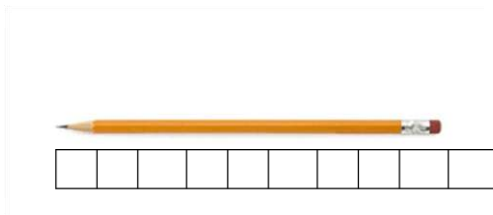
Non-standard units

How long? Use seeds and small stones to find the length of the items

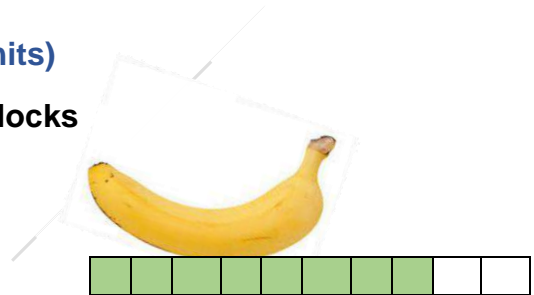
No	Item	How many Seeds	How many stones
1	Pencil		
2	Exercise book		
3	Desk		
4	Table		

Measuring objects (Introduction to standard units)

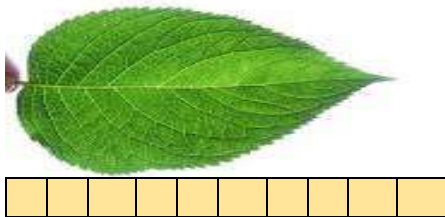
How long is each item? Count the number of blocks



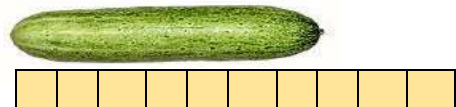
1. The pencil is _____ units long



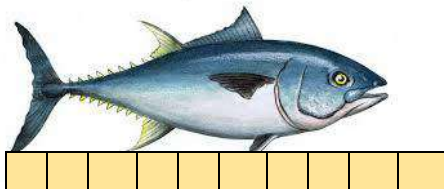
2. The banana is _____ units long



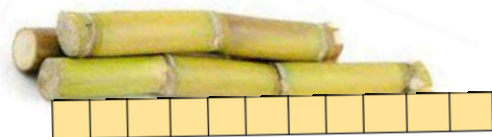
3. The leaf is _____ units long



4. The cucumber is _____ units long



5. The fish is _____ units long



6. The sugar-cane is _____ units long

Activity 36

Topic: Measurement

Standard units

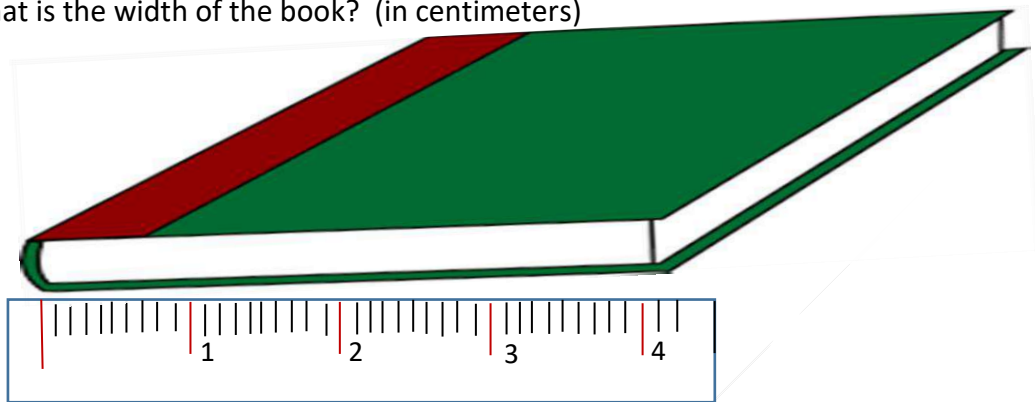
10 millimeter (mm) = 1 centimeter (cm)

100 centimeter (cm) = 1 meter (m)

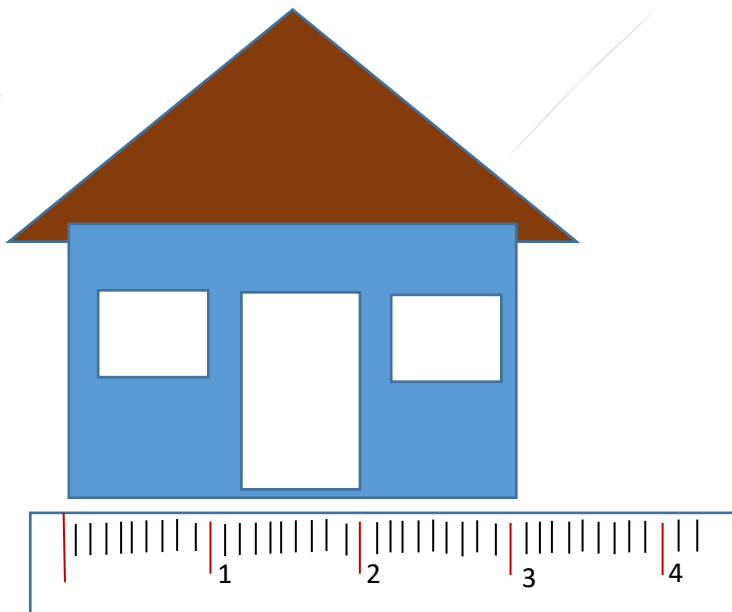
How long?

What is the width of the book? (in centimeters)

1.



2.



Activity 37

Topic: Numbers - **Addition**

Instruction:

Copy and answer the addition questions

1. <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>1</td><td>1</td></tr><tr><td>+ 3</td><td>6</td></tr><tr><td colspan="2"><hr/></td></tr></tbody></table>	tens	ones	1	1	+ 3	6	<hr/>		2. <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>3</td><td>5</td></tr><tr><td>+ 1</td><td>4</td></tr><tr><td colspan="2"><hr/></td></tr></tbody></table>	tens	ones	3	5	+ 1	4	<hr/>		3. <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>6</td><td>2</td></tr><tr><td>+ 3</td><td>3</td></tr><tr><td colspan="2"><hr/></td></tr></tbody></table>	tens	ones	6	2	+ 3	3	<hr/>	
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7. <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>7</td><td>4</td></tr><tr><td>+ 2</td><td>4</td></tr><tr><td colspan="2"><hr/></td></tr></tbody></table>	tens	ones	7	4	+ 2	4	<hr/>		8. <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>2</td><td>5</td></tr><tr><td>+ 2</td><td>4</td></tr><tr><td colspan="2"><hr/></td></tr></tbody></table>	tens	ones	2	5	+ 2	4	<hr/>		9. <table><thead><tr><th>tens</th><th>ones</th></tr></thead><tbody><tr><td>1</td><td>3</td></tr><tr><td>+ 5</td><td>6</td></tr><tr><td colspan="2"><hr/></td></tr></tbody></table>	tens	ones	1	3	+ 5	6	<hr/>	
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10. John collected 53 coconuts on Monday. On Tuesday he collected another 26 coconuts. How many coconuts did he have collect?

11. Betty cooked 50 eggs in a pot and 48 in another pot. How many eggs did Betty cook altogether?

12. In year 2 class, there are 25 girls and 14 boys. How many girls and boys are in the class?