



### ATINA'E I LE GAGANA

ABC



- ▶ Faaoga le faataga o le tino I talanoaga ma fesootaiga ina ia malamalama ai le lautele
- ▶ Ia I ai le tomai e faaoga ai faailoga ma ata pe a faitau ma tusitusi

#### FAATINOGA

- ▶ Faatalanoa lou alo I galuega o aso taitasi
- ▶ Faitau faatasi ma lou alo I tusi faitau
- ▶ Ia faasolosolo I mataitusi ma faamasani ai le vaai a le tamaitiiti ina ia iloa mea faatino e amata I lea mataitusi ma lea mataitusi
- ▶ Faalogologo I musika ma pesepesega
- ▶ Pepese faatasi ma faitaga o pese
- ▶ Tusia ni ata I luga o fasi pepa



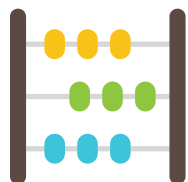
### ATINA'E I LE MAFAUFAU



Ia I ai le tomai e malamalama ai I le fofoina o faafitauli, ma ia manatua, o le atina'e o le mafaufau e tupu ai le fia iloa, saili, su'esu'e, fiafia, faaosofia, naunau ma le tomai e faufau.

#### FAATINOGA

- ▶ Fausia o paso e faaoga ai pepa
- ▶ Faavasegaina o mea fai tino e eseese mai se togalaau
- ▶ A'oa'oina mai o mea fai tino eseese ma faavasega I lanu, foliga ma o latou fuaitino
- ▶ Fai se pele
- ▶ A'oa'o le fuaitau fuainumera I mea fai tino lo o I totonu o le fale.



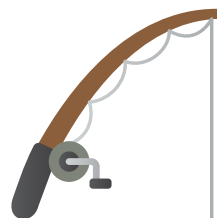
### ATINA'E O LE TINO



O le tuputupu a'e maloloina o le tino, ma le pulea musele lapopo'a o le tino e pei o vae ma lima ma musele laity e pulea gaoiga o tamatamai lima ma tamatamai vae.

#### FAATINOGA

- ▶ Fau se sootaga e atagia ai le malosi I le fale
- ▶ Tapena se taaloga soka ma uo
- ▶ Alu se taelega auu I le sami poo se vai
- ▶ Alu se savaliga I le taeao
- ▶ Alu se fagotaga
- ▶ Fai se falelalaga



### ATINA'E O LE VA FESOOTA'I MA ISI AEMAISE O LAGONA



Galulue Faatasi ma isi ma faavae ni mafutaga o aiga, o uo ma isi, ina ia maua le mafanafana o sootaga e fealofani ma fetalitonuai.

#### FAATINOGA



- ▶ Faaali I ai foliga fiafia, fusi ma opoopo mai ma milimili
- ▶ Ia faaleo le agaga fiafia ma vivii le galuega ua faatino e se tamaititi
- ▶ Tapena ni faatasiga e o faatasi ai le aiga e fai'aiga pe o se tafaoga
- ▶ Taumafai lava e faamalosia le galue a o le tamaititi ia, e aunoa ma lou taitaiina o le lima I taimi uma
- ▶ Faamasani tamaiti I le polokalame, poo tiute tusia
- ▶ Faama'ite se asiasiga I le aiga lautele, poo le aiga potopoto.
- ▶ Taumafai e iloa lagona eseese o le tamaitii

### SPIRITUAL AND CULTURAL DEVELOPMENT



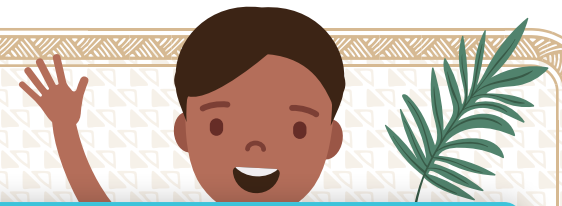
- ▶ O le aganuu o le faavae lea o le faamasinoga o soo se tamaitiiti, e tu'u faasolo mai I tuua ma matua ua mavae o tu ma aga ma le faaaloalo.
- ▶ Ao le faaleagaga, o le faavae papa lea e faamalosia ai le tamaitiiti e le gata e ola ai I a'oa'oga faale-tusi paia, ao le amio lelei, amio mama ma le faapaiaina.

#### FAATINOGA

- ▶ Ave le tama I fa'afiafiaga faa-le aganuu
- ▶ Fesili I tagata matutua o le nuu, e faamatala faagogo ma talatuu I le fanau
- ▶ Faasino I le lotu I fanau
- ▶ Ave I le A'oga Aso Sa
- ▶ A'oa'o I ai pese le nuu ma le atunuu mai anamua
- ▶ A'oa'o ia iloa siva Samoa, le siva a lou atunuu



# AUTU: TULAGA ILOGA O LE ATINA'EINA O FANAU



## TAALOGA 1

### FAI MAI MAMA/ PAPA (FAI MAI SIMONA)

#### FAATONUGA

A ou fai atu 'Mama/Papa', tago I lou taliga, ona e tago lea I lou taliga, a ou fai atu tago I ou tulivae, ona e tago foi lea I ou tulivae. Faamalie atu pe a ou fai atu ua e pe, ona ou te lei fai atu e te tago I ou tulivae.

Afai ua e pe, ona e nofo lea I lalo ma faatali se'I uma le taaloga, I le totoe ai na o le tagata e to'atasi, ma o iaq foi lena ua manumalo. Toe taumafai mai outou uma I le isi taamalosaga e soso'o ai.

Tatou toe faataitai mai, ae faalogo lelei I le valaau a le ta'ita'i. Tatou ta'a'alo.

- Mama/ Papa, Tago I lou ulu
- Mama/ Papa, Tago I lou gutu
- Mama/Papa, Tago I lou 'auvae
- Moeiini ou mata, a iai se isi po o ni isi foi e moeiini latou mata, lona uiga ua pe, ona ou te lei fai atu Mama/Papa moeiini ou mata.
- Mama/Papa, says show me three fingers
- Tago I lou isu. Afai foi e iai se isi e faia, lona uiga u ape foi.
- Faasolo loa I le isi tagata e taitai ia I le faiga o le taaloga. Amata lēmū, ona faavave mulimuli ai lea ina ia mālīe.

O le Vaai, Faalogo ma Mālamalama e ese le taua.

Tomai Aoaina: e mafai ona faaopopo iai se isi faatonuga e pei o le: Tu vae tasi ina ia lu'i atili ai tamaiti pe latou te iloa fai.

## TAALOGA 2

### TA'A'ALO I LE : O ASO A LA UA LEVA

#### FAATONUGA

Tamaiti, o lea o le a fai le tatou tala. Fai iai o le tatpou tala e faatatau i: **"O aso a la ua leva"**

**O lea o le a ou amataina atu, ae fesoasoani mai outou e faauma mai pe o le a se taunuuga o le a oo iai le tatou tala.**

- O aso a la ua leva, sa iai se pe'a sa nofo I le togavao e igoa ia Monty
- "O le a se isi vaega e soso'o ai?"
- Fai I tamaiti e soso'o mai le tou tala I se fuaiupu pe 2 foi.
- Faaauau pea e oe le tala pe a uma se tamaititi/teineitiiti.
- O le a lou manatu, " o le a se isi mea e soso'o ai le tala?"
- Toe faaauau pea e tamaiti ma oe le tala seia oo lava ina uma.

Toe fai ma toe fai e taua tele: faaauau pea fetufaaiga ma tamaiti ma a'oa'o ai pea lo latou mafaufau atia'e ma fiafia e faamatala ni tala mālīe.



## TAALOGA 3

### E MAFAI ONA E FESOASOANI MAI I ATE AU?

#### FAATONUGA

Ou te manaomia se fesoasoani ina ia ou manatua I ni mea na ou vaai ai I le maketi.

*E mafai ona fesoasoani mai i ate au?*

#### FESILI

O a ni mea na e vaai? Tuu se taimi i le tama/teine e mafaufau ai ma tali le fesili a'o lei faia iai isi fesili mulimuli ane

- Na e vaai I ni niu I le maketi?
- Na e vaai I ni fa'i?
- Na e vaai I ni talo?
- Na e vaai I ni ia?
- O a ni isi mea na e vaai ai I le maketi?
- O a ni mea na ave atu e tagata i ate oe a'o le'l aveina iai mea'ai (tupe)
- Na e fiafia/mālīe lou alu I le maketi? Aiseā?

*Ua e manatua la ni mea na e vaai ai ma ni mea sa fai i le maketi?*

**Manatua, tuu pea le avanoa i fanau e māfaufau ma faasoa mai ai manatu i fesili**



### ATINA’EGA O GAGANA

ABC

**2-3**  
tausaga

- Toe fai fasi fuaiupu oloo latou faalogoina
- Faasino meafaitino taatele pe a ta’u igoa
  - Fai fesili
  - Amata ona faaaoga gagana e faailoa ai lagona ma metotia
  - Faamatala solo faigofie
  - Faaigoa lanu

**3-4**  
tausaga

- Faauga ma toe lipoti ni mea na tutupu o le aso
- Manatua ni pese
- Iloa lanu ma siepi
- Mulimuli I ni faasologa se lua e feaiaa’l faatonuga

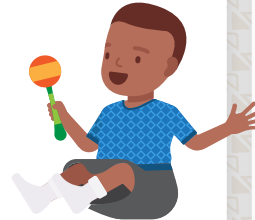

**4-5**  
tausaga

- Tautala I fuaiupu e faaaoga ai le tele o upu.
- Faaigoa ni mea oloo vaaia
- Tautala manino
- Knows above below, in front of
- Faitauga e oo I le lima
- Fiafia e usu pese ma fai tauloto
- Fesili po o "Afea?" "Faapefea!" ma le "'Aiseā!"

### ATINA’EGA O LE MĀFAUFAU



- Iloa lanu
- Faailoa eseese o le lapo’a ma le laitiiti
- Fiafia e avea ma faata’ita’l manu Taofi/uu ma faavasaga ituaiga eseese e pei o moa/maile
- Mafai ona fain i faaiuga faigofie



- Faafetaui meafaitino, soka I lanu ma lapopo’a
- Iloa mafua’aga o meafaitino
- Malamalama I fuaiupu ma konesepi/metotia
- Faaoga /faataitai tala
- Fesili pe " 'Aiseā, "
- Malamalama I konisepi/metotia o numera

- Faatulaga mai le lapo’a e oo I le laitiiti
- Iloa le muamua ma le mulimuli
- Iloa le tele ma le laitiiti
- Malamalama I faafeagai
- Auai I le faailoaina o ni tala
- Tusi ata e sui tulaga ai meafaitino
- Tau igoa atoa

### ATINA’EGA O LE TINO



- Oso I luga o meafaitino ma savali I tamatama’ivae
- Togi ma kiki polo
- Fiafia e fesoasoani e famaulu ofu ma tatala ona lava ofu
- Fufulu lima e aunoa ma se fesoasoani
- Feutuai oneone mai le isi utu I le isi utu
- Tusi li’o ma lola palugā falaoamata
- Tatala tapuni o fagu ma toe fa’amau susu’e tusi ma aai lava latou

- Savali I tamatama’ivae ma oso I luma
- Tago ma sapo le polo
- Tu vae tasi
- Amata ona fai lava e ia ona ’ofu
- Sa’o le uuina o vali po o le penitala
- Mafai ona tusi ni fuainumera, koluse ma li’o
- Saesae pepa ma faufau fale mauaululuga I poloka.

- Musa vae tasi
- Savali I luga o se laina
- Kiki le polo aga’l I se itulagi
- Savali I le fasitepu I luga ma lalo ma tuu faatasi ona vae I lea sitepu ma lea sitepu
- Noanoa meafaitino I se manoa, kopi ma faata.
- Oti I luga tonu o le laina ma fufulu e ia ona lava lima.



### ATINA’EGA O LAGONA



- Fa’aali
- Faaaali ona lagona fiafia na o ia a o iai ni isi tamaiti
- Faasusulu atu le fiafia/olioli I isi tamaiti
- Fiafia e fai fe’au mama
- Malamalama i faatonuga ma amata ona faataitai ai ona tuuina atu faatanaga.



- Amata ona ta’a’alo ma isi fanau
- A’oa’o ia iloa fetufa’ai ma isi
- Faaalia lagona ma faailoga o le faanoanoa alofa
- Fesili mo se fesoasoani
- Iloa lava e ia faaaoga le fale lē ta’ua
- Fesoasoani I fe’au mama I le fale

- Faailoa lagona
- ‘Ave’ese mea faitino
- Mana’omia sina fesoasoani laitiiti mo le faiga o lavalava.
- Ta’a’alo faatasi ma isi uo
- Fetufa’ai ma tuu avanoa I isi
- Faailoa ituaiga tagata

# TAALOGA E TA'A'ALO AI MA LE TAMA/TEINE

## ATINA'EGA O LE GAGANA

### O AI LO'U IGOA?

#### E MANA'OMIA PEPA

- Pepa mālō papa'e (faaoga A4 ona vaelua tutusa lea i 'afa)
- Pepa malo laiti
- Maka lanu

#### FAATONUGA

1. Ave ane se malo pa'epa'e se 1
2. Tusi le igoa o le tamaitiiti/teineitiiti i luga o le pepa
3. Faitau pe fia mataitusi o le igoa o le tamaitiiti ma ave iai ni isi fasi pepa e pei ona iai mataitusi o lona igoa.
4. Toe tusi le igoa o le tama/teine, I le tusiina lea o mataitusi taitasi I luga o fasi pepa taitasi
5. Faafefiloi pepa oloo iai mataitusi
6. Fai I tama/teine e faafetaui mataitusi oloo I fasi pepa malo ma mataitusi oloo I le pepa malo lapo'a oloo faapipii e sipela ai igoa.
7. Toe fai le faafefiloi o mataitusi. Fai loa leo o mataitusi taitasi o le igoa o le tama/teine na filifili ma fesoasoani loa iai e toe fai leo o mataitusi.
8. Toe faalautele le galuega faatino I le toe faapopo iai o se isi igoa o lou aiga.



## ATINA'EGA O LE MĀFAUFAU

### E TO'AFIA TAGATA O LO'U AIGA?

E mana'omia fasila'au e 'ese'ese uma le uumi e tutusa ma le aofa'i o tagata o le aiga?

#### FAATONUGA

1. O lea o le a faataitai ona faitau pe to'afia tagata o lo tatou aiga. O ai olo'o i lo tatou aiga? Faitau faatasi.
2. Fesoasoani i fanau e faailoa mai tagata taitasi o lou aiga, ma faitau le aofa'i Faaoga fasilaau e e fesoasoani ai I tamaiti.
3. E to'afia le aiga? Faitau: 1 2 3 4
4. O ai e umi?
5. Fai i se isi e piki mai le fssilaau e tutusa ma le tagata o le aiga e umi.
6. Fai iai po o ai e pu'upu'u?
7. Fesoasoani iai e piki le fasi laau lea e tutusa ma le tagata pito puupuu o le aiga.



## ATINA'EGA O LE TINO

### FAUINA O LE AIGA E FAAOGA AI PEPA

#### E MANAOMIA

- Valiga'o po o penitala
- Pepa
- Seleulu



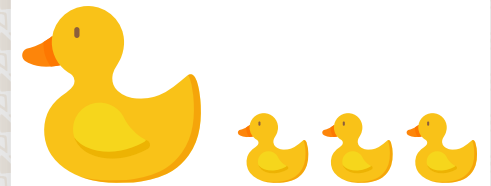
#### FAATONUGA

1. "O le a tatou faia se aiga e faaoga ai pepa soso'o"
2. Fesoasoani I le tama/teine e gaugau pepa, e pei o ni accordion  
O le aofai o gagau I le pepa e tatau ona tutusa ma le aofai o tagata o le aiga.
3. Fesoasoani I le tama/teine e tusi le ata o le lima o le tagata oloo tago i gagauga o le pepa I itu taitasi. E tatau ona tusi muamua le faiaoga/matua ona faato'a tusi ai lea I luga le tama/teine.
4. Faaeteete ina aua nei lavea le lima oloo uu ai gagauga o le pepa.
5. Tatala le pepa ma iloa ai e le tama/teine le faasologa o tagata oloo uu lima faatasi i le pepa.
6. Faaoga vali ga'o e vali ai tagata ese'ese. Fesoasoani I fanau e ituaiga foliga eseese ma talanoa po o fea Tamā, Tinā, uso ma le tuagane.



## ATINA'EGA O LAGONA

### E LIMA TAMA'I PATO



Usu faatasi le pese, E lima tamai pato. Faaoga lou lima e tasi, sui e le isi tamatamailima le isi pato, ma le isi e avea ma tuagane, uso ma le Tinā pato pe a tautala.

Usu pea le pese seia uma



## TALANOA I LAU TAMA

O le 'auala sili lea ona tauu ma aogā mo Mātua e fesoasoani ai I Fānau I le atina'ega o tomā o le māfaufau o le talanoa.

### Ta'iala mo le talanoa I lau tama:

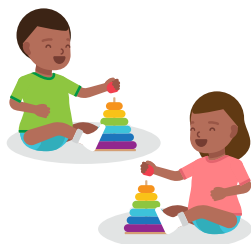
- Faalogo I lau tama, faamalosī'au iai e tautala ma tali I vaega oloo fai mai ai.
- Fai fesili e man'omia e mafaufau ai tamaiti.
- Ia to'a ma tuu le taimi e tali mai ai.
- Fai fesili tuliloa e pei o; "ta'u mai se isi mea e te iloina I le mea na tupu."
- Toe faamalosī I lau tama e fai mai ni fesili
- Faaoga gagana mālū, gaoioga talafeagai mo se feau tauu

### ITUAIGA TA'ALOGA (RUBIN)

Ta'alo to'atasi le tamaititi I mea faitino. E leai ni talanoaga ma isi tamaiti e fa'ataua I le ta'alogā Ta'alogā I le Pele Ta'alogā e tutusa



E ta'a'alo eseese tamaiti I le fa'atinoga lava e tasi, I le taimi e tasi, I le nofoaga e tasi, ma ia vavalalata ma le isi tamaititi. Ia mataala le isi tamaititi I le isi tamaititi o le vasega ina ia aua nei iloa ana mea o loo fai, ma e ta'alo ese'ese tamaiti. E le fefa'asoa'ai pe talanoa foi.

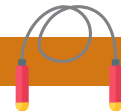


E auai le tamaititi I faatinoga ma isi, ma fefaasoaai I mafua'aga ta'atele



### ATINA'EGA O ITUAIGA TA'ALOGA (PIAGET)

#### TA'ALOGA TAUU



#### TA'ALOGA FA'AFATUSA



#### TA'ALOGA FAUSIA LELEI



#### TALA FA'AMATALA

(ta'alo fa'afoliga)



#### TA'ALOGA MA ONA TULAFONO



Fa'ataitaiga: faufauga o poloka ma toe talepe faalua, kiki le polo, sa'asa'a vai, togi se maa ma tafue I le maea

- Gaoioga faigofie faifai pea e iai meafaitino po o le leai foi o ni meafaitino. Ft: faufau ni fa'aputuga o poloka ma toe talepe I lalo fa'alua , kiki le polo, sa'asa'a le vai, togi se maa ma tafue I le maea. A suitulaga le isi mea faitino I le isi mea faitino, ft. faafoliga la o le poloka laupapa o se telefoni feavea'i.
- O le fesuaiga o mea faitino ina ia mafia ona fausia ai ni mea. Ft. faufauga o poloka, tuufa'atasiga o paso, foliga eseese o siepi e fa'aaoga ai le oneone susu, pe tusi ni ata.
- Avea o se meafaitino po o se tagata e faatusa ai se isi mea, po o se tagata foi e le o auai I se faiga o se tala. Ft. aofia ai le tofiaina o ni matafaioi fa'afoliga e pei o le "Tina" po o se "Pepe" o loo faasusu le pepe meataalo I laula'au poo o ni fatu la'au.
- E aofia ai I ta'alogā ma fa'atinoga o tulafono fa'avae ma ia tapula'a I le fa'amalieina o le tamaititi. Ft. o ta'alogā I pepa malo, ta'alogā I le laupapa ma ta'alogā I igoa/fa'ailoga
- Tala fa'atino e tofia ai tagata 'autu e fa'atino tala fa'afoliga ma isi tagata e sili atu le atamamai I ta'alogā

# TAALOGA E TA'AALO AI MA LAU TAMA

## ATINA'EGA O LE GAGANA

### TATOU FAITAU VAEGA O LE TINO

#### FA'ATONUGA

1. Faitau vaega o le tino
2. E fia ou isu? Fa'aal mai ia te a'u
3. E fia ou mata? Faali mai
4. E fia ou vae? Faitau
5. E fia ou taliga? Faitau mai
6. Fa'aali mai ia te a'u ou tamatama'ilima e lima
7. Ua lelei, fa'aali mai ia te au ou tamatamailima e 7?
8. E fia ni isu o I totonu o le potu?
9. E fia ou tamatama'l vae?
10. E fia tamatama'l vae o loo i le isi vae?
11. E fia la tamatama'l vae pe a tuu faatasi?



## ATINA'EGA O LE MAFAUFAU

### LI'O, LI'O SOO SE MEA

#### E MANA'OMIA

- Fasila'au
- Oneone
- Ma'a



#### FA'ATONUGA

1. Fai I fafo le ta'aloga lenei
2. Tusi se ata o le li'o I le oneone po le palapala
3. Fai i ai: o le li'o lea a o e tusiina. Toe tusi se isi li'o. Tusi ni li'o lapopoa ma ni li'o laiti
4. Fai I lau tama e tusi e ia se li'o. Fesoasoani I lau tama pe a mana'omia
5. A uma loa ona fai le fa'atinoga lea, ona fai lea I ai e vaai po o a ni mea I lona aiga po o fafo foi e na te vaaia ai ni siepi faapea (li'o). Fai I lau tama se faailoa pe a manaomia. E pei o le vaai I luga o le laau?
6. Fai I lau tama e faaoga sana faatusatusaga e faaopopo I le lio – o lio e pei o foliga e iai mata ma le isu, pe mafia foi ona avea ma fualaau aina po o se pau o le uila po o se isi lava mean a faatusa I ai e lau tama le li'o

## ATINA'EGA O LE TINO

### PATI, OSO MA MUSA

#### FA'ATONUGA

1. Tatou ta'aalo – Pati, Oso ma le Musa
2. Pati e tasi
3. Pati e lua
4. Pati e tolu
5. Musa fa'alima
6. Tasi le pati, ae lua oso
7. Lua pati, ona oso lea fa'alua ma toe musa fa'alua
8. Fai loa, musa, pati, musa, pati



## ATINA'EGA O LAGONA

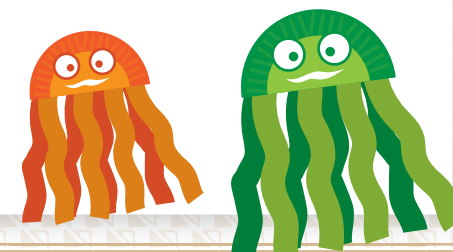
### TATOU FAIA SE FE'E

#### E MANA'OMIA

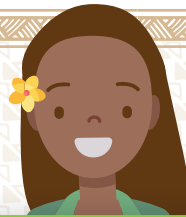
- Ipu pepa mafolafola
- Pepa pa'epa'e ua otioti e valu ona itu
- Valiga'o, kelu po o se tape.

#### FA'ATONUGA

1. Tatou faia se fe'e
2. E fa'apei foliga o le fe'e? Fa'atali I se tali mai a tamaiti
3. E fia 'ave o le fe'e? Fa'atali I le tali mai a lau tama
4. O le a le lanu o le fe'e?
5. Mulimuli I sitepu nei e fai ai le fe'e, fesoasoani I tamaiti
6. Vali le ipu pepa e fai ai le ulu o le fe'e
  - Tusi mata
  - Faitau ona 'ave
  - Vali 'ave taitasi I valiga'o
  - Fa'apipi'l ave o le fe'e I lona ulu



## 'AUTU: TA'ALOGA MA ITUAIGA TAGATA



### FA'ATINOGA E FAI E TAMA I LE VAIASO MA LONA ATALII/AFAFINE

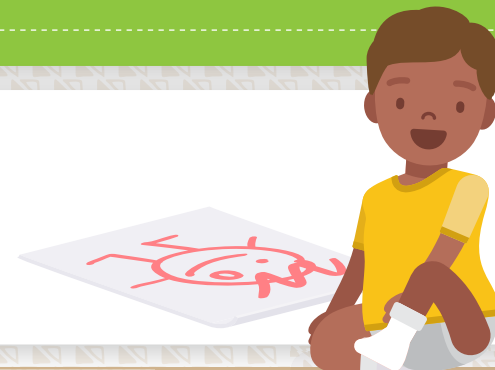
No.	Activity	<input checked="" type="checkbox"/>
	1. Faitau se tala / po o se tusi	<input type="checkbox"/>
	2. Ta'aa'lo paso	<input type="checkbox"/>
	3. Gaugau faatasi tagamea	<input type="checkbox"/>
	4. 'Ave tamaiti e fa'ata'ee'le I le sami/vai	<input type="checkbox"/>
	5. Fai faatasi le kuka/mea'ai	<input type="checkbox"/>
	6. Tusi ata faatasi	<input type="checkbox"/>
	7. Usu faatasi pese ma fai taga	<input type="checkbox"/>

### FAATINOGA E FAI E TINA I LE VAIASO MO LE TAMA/TEINE

No.	Activity	<input checked="" type="checkbox"/>
	1. Faamatala se tala faaleaganuu	<input type="checkbox"/>
	2. Fai se taaloga e faaoga ai le polo I fafo	<input type="checkbox"/>
	3. Ao fugalaau ma tuu I se mea	<input type="checkbox"/>
	4. Tusi se musa ma taaalo faatasi	<input type="checkbox"/>
	5. Fufulu faatasi ipu	<input type="checkbox"/>
	6. Taaloga fuainumera	<input type="checkbox"/>
	7. Faufau ni mea ma lau tama	<input type="checkbox"/>
	8. Fai iai po o le a se taaloga e fia taalo ai ona oulua ta'aalo ai lea	<input type="checkbox"/>

A'o ta'a'alo, fesoasoani I tamaiti e faataitai ma atia'e ni tomai fou, faamuta le faailoga tagata I ni ituaiga taaloga fou latou te lagona e faamalosiau e faataitai, ae mulimuli ane iloa tomai ma malos'i'aga ua latou atia'eina

1. Matau po o a vaega na e faamalosiau I ai ma e lagolagoina
2. Ia faaititia le faailoga tagata
3. Faailoa lau gagana I gaioioiga o lou tino
4. Matau po o ai le tagata o lou aiga e ta'alo I lea ta'alogaga ma fa'afefilo
5. A ta'a'alo tamaiti, matau po o ai o loo fa'ailoga tagata ma lana ta'alo
6. Ta'a'alo ma fa'atino ituaiga vaega eseese



# 'AUTU: TA'ALOGA MA ITUAIGA TAGATA

## ATINA'EGA O LE GAGANA

### TATOU TA'A'ALO I LE BINGO MATAITUSI

#### E MANA'OMIA

- Pepa malo o mataitusi
- Pepa Bingo
- Tamai ma'a



#### FA'ATONUGA

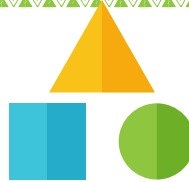
1. Fai se ta'aloga bingo ma tagata o le aiga
2. Fai ni pepa e le fa'atulagaina I le sa'o ni mataitusi, ia tofu le tagata ma lana pepa e tatau ona eseese uma pepa.
3. Fai iai: o le a tatou ta'a'alo I pepa o loo I ai I luga mataitusi. Nofo latalata ina ia e iloa uma atu pepa ou te uuina I luga le pepa, ae a e iloa mai le mataitusi ona e valaau mai lea. Va'ai I lau pepa bingo, ao I ai mataitusi nei ona e tago lea e tuu I ai I luga ma'a/momono a tumu loa lau ona e valaau loa lea BINGO ma ua e malo
4. Amata loa le taaloga
5. Fesoasoani I lau tama pe a fai e tau le iloa mataitusi I luga o le pepa bingo
6. O le tagata e tumu muamua lana pepa o ia lena ua malo
7. A maea loa lea taaloga ona toe ao uma lea o pepa mo le isi I le isi aso

## ATINA'EGA O LE MAFAUFAU

### SIEPI I SOO SE MEA

#### E MANA'OMIA

- Fasilaau
- Oneone
- Ma'a



#### FA'ATONUGA

1. Ave I lau tama le pepa o loo iai le siepi e te manao e na te faaogaina ai fasi laau po o ni ma'a e na te fauina ai
2. Fa'aali I tamaiti pe fa'aapefa ona fa'aaloalo siepi e fa'aaoga ai o tatou tamatamailima
3. Ave I tamaiti ni fasilaau se tele, po o ni momono ma faailoa I ai pe faapefa ona fa'aata se siepi I fasila'au I le tuu lea I luga o laina o le siepi
4. Fai iai e taumafai e fai ia tele ni ituaiga siepi e fa'aaoga I ai ituaiga mea faitino eseese. Ft. fai muamua le sikuea e fa'aaoga ai fasila'au muamua, ona toe fai lea o se sikuea e faaoga I ai maa mulimuli.
5. A maea ona latou fai sooa lea galuega, ona faamalo lea I ai I lo latou aoaoina o le faiga o lea siepi

Toe faamanatu mo se taaloga I fafo, tusi se ata lapoa lava o le siepi I luga o le palapala. Fesoasoani I tamaiti e tuu fasilaau po o ni maa I le faataamilosaga o laina e fai ai le siepi.

## ATINA'EGA O LE TINO

### O LE A LE TAIMI MR. WOLF?

#### FA'ATONUGA

1. Tuufaatasi ni tamaiti I fafo
2. Faatutu tamaiti I se laina. Faapea la o oe o Mr. Wolf. Tu ese mai le vaega o loo tutu faatasi ai tamaiti.
3. Vala'au tamaiti o loo I le laina, ua ta se fia Mr. Wolf?
4. Vala'au mai Mr. Wolf, ua ta le tolu tamaiti uma o loo I le laina, laa ni sitepu se 3 i luma. Faaauau pea le ta'aloga ma tamaiti I luma e faatatau I le taimi.
5. A latalata loa le laina ia Mr. Wolf, pe a maea ona fai mai tamaiti, ua ta se fia Mr. Wolf, Vala'au loa Wolf o le taimi o le mea'ai ma tamo'e loa e tuli tamaiti
6. O ai lava le tamaititi e maua e Wolf o ia lena o le a fai ma Mr. Wolf, o ia lena o le a fai ma Mr. Wolf, pe a toe amata le ta'aloga

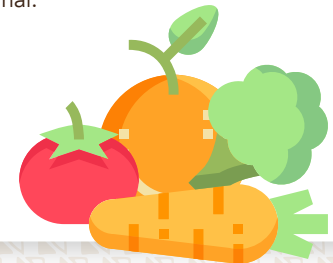


## ATINA'EGA O LAGONA

### HELPING HAND

#### FA'ATONUGA

1. Talanoa I lau tama e uiga i se isi o loo aiga po o le nuu o loo manaomia se fesoasoani talanoa I ai pe o le a se mea e fai e fesoasoani ai I ai I lea tagata. Sauni e o taeao e asi
2. Talanoa I lau tama faatatau:
  - a. Pe aisea e mana'omia ai e lea tagata se fesoasoani. Ft. ona o loo ma'i.
  - b. O le a le ituaiga fesoasoani e tatau ona fai I ai? Ft. o meaai
    - Mea'ai e vave ai ona malosi
    - Meaai e le toe o ai e kuka
    - Fesoasoani I ai I le faiga o ni ana feau
  - c. Afea e tatau ona fai ai le fesoasoani? Ft. taeao
3. Ia auai le tamaititi I le tapenaga o le asiga.
4. Ia alu le tamaititi I le asiga matuu iai sona tiute e fai. Ft. Fesoasoani e ave meaai po o le fai foi o se feau mo le mai.





## LANGUAGE DEVELOPMENT

## DISAPPEARING LETTERS

## YOU WILL NEED

- Child's name card
- A stick

## INSTRUCTIONS

1. Say: "This game is called disappearing letters."
2. Do this activity outside or collect some soil in a large plastic tray/container.
3. First write the first letter of your child's name in the sand and say the letter together with other words that starts with the letter..
4. Say: "How can you make the letter disappear? (let them think) Can you take your hand and wipe it away? Where did that letter go? Can you remember what that letter looked like? Can you write it again!" (you can assist)
5. You can keep writing the same letter or write a different letters or numbers.
6. Extended activities:
  - You can also use old flour – sprinkle on a flat surface and draw with your fingers.
  - To make it even more fun and exciting. Use water and custard or cornflour and you can talk about differences in textures.



## COGNITIVE DEVELOPMENT

## MY BAG OF ROCKS/STICKS

## YOU WILL NEED

- A bag or bilum

## INSTRUCTIONS

1. Say: "We are going to go on a 'treasure hunt' and collect ten rocks" (or sticks or any other object that will be easy to gather).
2. Take the child/children outside
3. Help them collect 10 rocks (or sticks or any other object that will be easy to gather).
4. Bring them back inside.
5. Say: Can you make a long line with your rocks and count them from 1 to 10.
6. Say: Now, make your rocks into one big and one smaller pile.
7. Now make your rocks into equal piles
8. Now, give two rocks to your neighbour?
9. Make 5 groups of 2 rocks.

**Exended learning:** If I say draw me number 2, use your sticks to make a shape like number 2 etc. Always remember to praise them.



## PHYSICAL DEVELOPMENT

## FIVE STONES/ KNUCKLE BONES

## YOU WILL NEED

- Five small stones



## INSTRUCTIONS

1. Say: "We are going to play a fun game called Five Stones."
2. Sit in a circle with your five stones.
3. Shake all the stones in one hand then throw them on the ground.
4. Choose one of the five stones and toss it in the air while you grab one from the ground, one at a time until you had them all.
5. If you drop the stone you toss, you lose your turn.
6. If you pick each stone up without dropping it, you keep playing but this time you need to grab two stones, then three, then four.



## SOCIAL EMOTIONAL DEVELOPMENT

## THIS IS THE WAY WE WASH OUR HANDS....

## INSTRUCTIONS

1. Ask: "What do we do to keep our bodies clean?"
2. (Wait for your child to answer)
3. Say: Let's sing this song together.

*This is the way we wash our hands, wash our hands, wash our hands.*

*This is the way we wash our hands. So early in the morning*

*This is the way we clean our teeth, clean our teeth, clean our teeth.*

*This is the way we clean our teeth. So early in the morning.*

4. Continue singing for

*omb our hair, wash our hair, wash our body, wash our feet.....*

## Learn a new song in Samoa:

Holoholo, holoholo  
Holoholo e tau **lima** ke mea  
Holoholo aki e magamoli  
Ti fakamōmō



- Add other body parts in replace of '**lima**' to your song in Niue – **mata, hui, teliga** etc
- Replace '**holoholo**' with '**kanakana**'

# STORY: THE MEETING OF THE FISH AND THE BIRDS - EPISODE 1

Do you children know that long ago there was a war between the fish of the sea and the birds of the forest?

This is a story about a meeting that took place in the forest and in the sea. All the birds met in the forest while all the fish met in the sea and a battle took place between the birds of the forest and the fish of the sea.

One day, the morning breeze was blowing gently, the sun's rays were shining beautifully, and the birds were flying happily. It is a day where you can say - everything is fine and perfect. The sea was as clear as glass.

However, something was brewing.

As the fish were going about their business, one of the fish called Tifitifi sat and watched the movement of the fish of the sea. Tifitifi noticed that this is all they do. They swim here, swim there. It's the same old daily routine.

He thought to himself, it's no fun doing these things every day, every day. We wake up - we eat, swim, eat, swim....'

So Tifitifi decided to stir up the other fish, 'Listen all of you, heeey! Everybody listen!'

Get ready! Today, we are going to war against the birds.

All the fish stopped - they looked at each other thinking, what is going on.

The others whispered to each other and said 'has Tifitifi lost his mind'

But others said, "I think Tifitifi is right, we're tired of just waking up every day, and the things that we do these past years, are still being done."

The fish then came together to decide what to do.

Every kind of fish attended the big meeting - All the big fish, all the muscular fish, all the vicious fish right down to the shellfish of the sea - and all of them attended the meeting, except for Igaga, a particular kind of fish.

The Igaga were the only fish who were not informed about this meeting, because they were seen as being too small and insignificant.

The Igaga however found out about this meeting and became very upset.

The Igaga came together as a team and swam to where the meeting of the fish and creatures of the sea was being held to show their disappointment.

"How can you call this a meeting of all the fish of the sea and not inform us?"

"You may think lowly of us now, but there will come a time when you need our help - you just watch! Most of the fish just frowned in anger at being interrupted while the meeting was in motion.

The rest of the fish ignored the Igaga and continued with their meeting before making their way to their designated area as planned to prepare for the battle against the birds.

But, while the fish were busy planning and plotting, little did they know - the birds of the forest were also busy with their own meeting about going to war with the fish of the sea as the birds had heard of the fishes' plans. Let's wait for the second part of our story, to see how the meeting of the birds went.

## CREATING YOUR BIG BOOK

### YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

### INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.

## QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why was Tifitifi upset?
- c. What did Tifitifi want the other fish to do?
- d. Why was the Igaga upset?
- e. Why were the Igaga not noticed by the other fish?
- f. What did the Igaga say might happen in the future?



### COVER PAGE TITLE AND AUTHOR

The meeting of the fish  
and the birds -  
Episode 1

### PAGE 1

Drawing of fish in the sea  
and birds in the forest.

### PAGE 2

Drawing of a sunny day,  
gentle breeze, sun shining,  
and bird playing happily.

### PAGE 3

Drawing of a fish watching  
other fish swimming.

### PAGE 4

Drawing of the fish  
holding a meeting with  
the Igaga on the  
perimeters looking  
unhappy.

### PAGE 5

Drawing of the fish talking  
with the Igaga, both  
showing anger.

### PAGE 6

Drawing of the birds  
meeting in the forest.

### BACK PAGE

Drawing of fish and birds.



## LANGUAGE DEVELOPMENT

## FOOD BOOK

## YOU WILL NEED

- 3 pieces A4 paper
- Crayons or pencils



## INSTRUCTIONS

1. Say: "Today we are going to make a food book. We will need 3 pieces of paper and some crayons. We will fold the paper into two to make a book. Let's count the pages, 1,2,3,4,5 and 6."
2. Ask: "What food should we include in our book? Let's choose four food items." (Wait for your child to answer)
3. Say: "I will write food book on the first page. I will trace the first food item on the second and you can go over the lines and colour in."
4. Write the name of the food under the item.
5. Say: "This is a ....."
6. Continue for the remaining 3 food items.
7. Help your child to trace the food items and colour in.



## COGNITIVE DEVELOPMENT

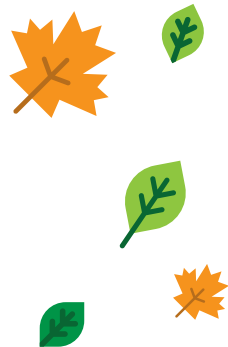
## LEAF PATTERNS

## YOU WILL NEED

- Many different leaves from the garden (you can walk together to collect these)
- You can also use shells, flowers, seed pods etc.

## INSTRUCTIONS

1. Say: "We are going to go for a nature walk to collect leaves." Find at least 10 leaves (several different types).
2. Arrange the leaves into a pattern.
3. Ask your child to create the same pattern.
4. Create a different pattern, which your child can copy.
5. Say: Great job! Now try and create your own pattern.



## PHYSICAL DEVELOPMENT

## FROG IN THE PUDDLE

## YOU WILL NEED

- Open space to run around
- Children in your neighbourhood or siblings

## INSTRUCTIONS

1. Gather a group of children in an open space
2. Say: "We are going to play Frog in the puddle.
3. Select a child to sit in the middle as the 'frog'
4. Say: "Repeat with me. - Frog in the puddle, You're in a muddle. Can't catch us. Can't catch us."
5. The children skip and move freely around an area where the child, who is the 'frog' is sitting in the middle.
6. At any moment the 'frog' may spring up and chase the other children catching as many as possible.
7. Stop game after two or three children are caught.
8. When caught these children then become frogs. Play game until almost all children have become frogs.



## SOCIAL EMOTIONAL DEVELOPMENT

## THIS GAME IS 'HELPING MUM/DAD COOK'

## YOU WILL NEED

- Ingredients for the dish you will be cooking

## INSTRUCTIONS

1. SAY: "Today you are going to help me cook.
2. We are going to cook ..... Let's find all the ingredients."
3. Go through each ingredient and talk about its name, colour, size, and shape.
4. As you cook, talk about what you are doing.
5. Give simple tasks to your child.



## STORY: THE MEETING OF THE FISH AND THE BIRDS - EPISODE 2

While the fish were busy preparing for the war, they had no idea that the birds were also meeting to go to war with them.

The birds met deep in the forest. They gathered in groups and perched on the tree branches to decide who was going to lead them into war.

The birds were of all different colors and sizes. There are big birds, and there are small birds. Some birds have sharp beaks, other birds have large feet.

The birds argued over who should lead them in the battle against the fish of the sea.

The seagulls nominated themselves to be the leader because they are familiar with the sea.

The eagles were nominated as well but they declined saying it wasn't a worthwhile fight.

"If it was a war with other birds from another country – then it would have been worth the time – nah we can't be bothered.

Meanwhile, the Gogosina and Gogouli nominated Tiotala to be their leader because they are very good at flying and also very strong.

Eventually the majority of the birds agreed to have the Tiotala as the leader and they all sang and shrieked to show their support.

The meeting ended and all the birds were united, in having the Tiotala to be their leader.

The Tiotala couldn't hide their excitement and pride and they were also cheering and making sounds of victory most especially because of this huge task they have been entrusted with. The Tiotala then started giving instructions to all the birds on how they must prepare for battle.

So, while the fish were preparing for battle, now the birds too were preparing.

It was a magnificent sight to see every creature concentrating and working together to prepare for war.

Neither the fish nor the birds were willing to fail.

So now that the meetings were done and both groups were preparing, when will the battle take place and who will win – the birds or the fish?

We will wait and see what the next part of the story will tell us.

### CREATING YOUR BIG BOOK

#### YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

#### INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.

### QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. What did the birds argue about?
- c. How did the birds decide their leader?
- d. Why was Tiotala chosen to be the leader?
- e. What did the Tiotala do when they were selected as the leader?



#### COVER PAGE TITLE

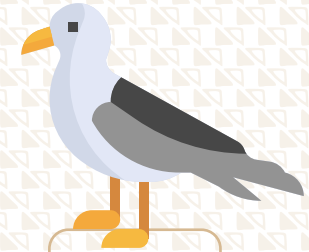
The meeting of the fish and the birds – Episode 2

#### PAGE 1

Drawing of birds meeting deep in the forest.

#### PAGE 2

Drawing of seagulls, eagles and other birds showing their power.



#### PAGE 3

Drawing of the Tiotala as selected leader of the birds.

#### PAGE 4

Drawing of Tiotala organising the birds for war.

#### BACK PAGE



### LANGUAGE DEVELOPMENT

## ALPHABET SOUP

### YOU WILL NEED

- Alphabet cards
- Bowl
- Plain paper and pencils



### INSTRUCTIONS

1. Say "Look! I have a bowl of sauce. How many of you eat sauce? It is an alphabet sauce. Let me stir up my sauce. Now I will close my eyes and pick out a letter."
2. Pretend to stir the sauce. Taste the sauce. Pretend to add ingredients. Then hold up the letter card.
3. Ask your child what letter is on the card.
4. Then say: "Can you think of a word that begins with this letter?"
5. Encourage your child to call out words that they think begin with the same letter.
6. You can write these words on a piece of paper, pointing out the letters as you write.
7. If your child is finding this difficult, help them by giving some examples.
8. Then say: "Now you can draw a picture of something that begins with this letter."
9. Give the children some time, and they can show their pictures to their friends.
10. Continue with picking out other letters that are in the bowl.

### COGNITIVE DEVELOPMENT

## GUESS THE PATTERN

### YOU WILL NEED

- Coloured blocks or objects such as shells (similar size and shape) and seed pods (similar size and shape)



### INSTRUCTIONS

1. Say, "We are going to play a game called Guess the Pattern! I will make a pattern and you will tell me what it is."
2. Lay out the blocks, shells and pods, or other materials with a simple repeating pattern (e.g., red, blue, red, blue blocks).
3. Ask, "Do you see a pattern here?"
4. Point to each object and say what it is (for e.g., point to the first one and say "red" then point to the next one and say "blue" and so on.)
5. Tell your child, "This is a pattern! Red, blue, red, blue, red, blue" (for example).
6. Ask: "What comes next?" after the last object in the pattern.
7. After your child has correctly answered what the next object should be, give them their own materials to make a pattern that matches yours.
8. If time permits, make another pattern and repeat the activity.



### PHYSICAL DEVELOPMENT

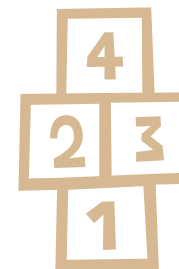
## HOPSCOTCH

### YOU WILL NEED

- Concrete or flat surface outside
- Chalk to draw the hopscotch pattern
- Small flat stones

### INSTRUCTIONS

1. Draw grid on ground or on floor in chalk
2. The first player stands behind the starting line to toss her or his marker in square 1.
3. Hop over square 1 to square 2 and then continue hopping to square 8, turn around, and hop back again.
4. Pause in square 2 to pick up the marker, hop in square 1, and out.
5. Then continue by tossing the stone in square 2. All hopping is done on one foot except where there are two squares side-by-side. Then one foot can be in each square.
6. A player must always hop over any square where a marker has been placed. Tossed stone must land in correct square. If not turn is missed.



### SOCIAL EMOTIONAL DEVELOPMENT

## PLANTING FLOWERS IN THE GARDEN

### YOU WILL NEED

- Flower seeds
- Spade
- Bucket
- Water



### INSTRUCTIONS

1. Say: "Today you are going to plant some seeds in the garden. What do you think will grow?"
2. Talk about flowers and why they are important to bees.
3. Say: "What do we need to plant our seeds?"
4. Go through all the items and talk about their name, colour, size, and shape.
5. Walk to the garden.
6. As you plant the seeds, talk about what you are doing.
7. Give simple tasks to your child.



# STORY: THE MEETING OF THE FISH AND THE BIRDS - EPISODE 3

All the fish of the sea and the birds of the air were now preparing for the great battle.

It was a sight to behold watching all the creatures of the sea and the birds of the air in preparation for this war.

Finally, the battle begun and both sides were very strong.

The big fish and the small fish split – and each headed to their designated area.

All the big fish were headed towards the deep and the darkest place of the ocean, where they hoped to attack the birds by surprise.

After a while, the fishes' battle plan became obvious to the birds.

The birds who were high up in the sky could see the fishes' attack plan and used it to their advantage.

Just as the fish were positioning themselves, it was at that very moment the birds started attacking.

The birds flew above, swooped down and caught the fish in their claws, attacking all the different fish that were trying to jump from the sea using the waves to attack the birds.

The fishes battle plan wasn't working, and they were now starting to be afraid.

No matter where they swam in the ocean, the birds could still see them and just came down upon them and attacked with their sharp claws and their sharp beaks.

The birds made so much noise with the flapping of their wings and screeching that the fish were scared and started swimming left and right and all around, becoming disoriented by the sound and the birds' movements above their heads.

But wait, where is their leader the Tifitifi? Isn't he supposed to give the battle cry? Wasn't he supposed to make them feel brave and help them win the battle against the birds?

The Tifitifi was nowhere to be seen – had he run away?

Who will end up winning the battle in the end –

Is it the birds who are now laughing and mocking the fish as they fly around above the fish frightening them into hiding?

Or is it the fish who are now swimming scared and looking for places in the ocean to hide because they don't know where their leader is?

Who will save them?

Let's wait for the final part of this story to determine who will win this battle of the Fish and the Birds.

## CREATING YOUR BIG BOOK

### YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

### INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.

## QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. Why did the big fish head toward the deep?
- c. How did the birds figure out the fishes' battle plan?
- d. How did the birds attack the fish?
- e. Why were the fish upset with their leader, Tifitifi?



### COVER PAGE TITLE AND AUTHOR

The meeting of the fish and the birds –  
Episode 3

### PAGE 1

Drawing of a birds and fish ready for battle.

### PAGE 2

Drawing of a thhe battle between the fish and birds. The big fish swimming deep under the sea.

### PAGE 3

Drawing of a fish swooping to catch the fish from the waves.

### PAGE 4

Drawing of a group of fish looking confused and wondering where their leader was.

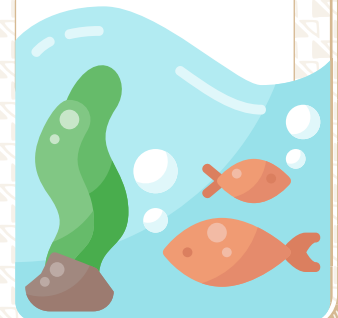
### PAGE 5

Drawing of the birds laughing at the fish.

### PAGE 6

Drawing of the big and small fish hiding and looking scared.

### BACK PAGE



### LANGUAGE DEVELOPMENT

## HUNTING FOR OBJECTS

### YOU WILL NEED

- Treasure hunt cards
- Pencils

### INSTRUCTIONS

1. To make the treasure hunt cards, draw items that your child sees at home.
2. Say, "We're going to go on a treasure hunt today. You are going to look for the things that are on your lists."
3. Give each child a treasure hunt sheet.
4. Say, "Walk around the room and look for the items. Every time you see an item around the room, make a mark on your sheet like this." Demonstrate with the first example.
5. Once the children are done, about all the things on the list!
6. Ask, "Did you find \_\_\_? Where? What do we use it for?"



### COGNITIVE DEVELOPMENT

## LET'S PLAY BINGO NUMBERS

### YOU WILL NEED

- Small number cards
- Bingo cards
- Small stones

### INSTRUCTIONS

1. Organise to play a game of bingo with family members.
2. To prepare, make cards with nine random numbers on them. Make one card for each person. Every card should be different.
3. Say "Now we will play a game with our number cards. Please sit close enough so that you can see these cards. I'll hold up a card. If you know the name of the number on the card, shout it out. Then look at your bingo card and if you have that number, put a stone over it. Once you have filled your card and every number is covered with a stone, yell out BINGO. And you win!"
4. Begin the game.
5. Help your child if they are struggling to identify the numbers on their card.
6. The person that fills out their card first wins!
7. When the game is over, collect the cards for another day.



### PHYSICAL DEVELOPMENT

## OBSTACLE COURSE

### YOU WILL NEED

- Objects to create the obstacle course

### INSTRUCTIONS

1. Set up a simple obstacle course that would require your child to crawl or walk over, under and beside various objects in the yard area or room. Use anything, mats, boxes, trees, poles, tyres, crates, sheets, pillows.
2. Direct your child through the course telling your child what to do "go under the sheet around the tree etc."



### SOCIAL EMOTIONAL DEVELOPMENT

## FEELING HAPPY

### INSTRUCTIONS

1. Say: "When I feel happy, I....." (give an example)
2. Ask: "What about you? Can you finish the sentence..."
3. When I feel happy, I....." (Wait for your child to answer)
4. Say: "Let's sing this song together."

*If you are happy and you know it, show a smile.*

*If you are happy and you know it, show a smile.*

*If you are happy and you know it and you really want to show it,*

*If you are happy and you know it, show a smile.*

*If you are happy and you know it, jump around.*

*If you are happy and you know it, jump around.*

*If you are happy and you know it and you really want to show it,*

*If you are happy and you know it, jump around.*

*If you are happy and you know it, shout hooray.*

*If you are happy and you know it, shout hooray.*

*If you are happy and you know it and you really want to show it,*

*If you are happy and you know it, shout hooray.*



# STORY: THE MEETING OF THE FISH AND THE BIRDS - EPISODE 4

The battle between the Fish and Birds was still waging and the fish were starting to retreat in fear. Sadly, for the fish, their leaders the Tifitifi were in hiding and watching the whole battle take place.

They realised that the birds were stronger and were winning the battle, so the Tifitifi decided it was best that they hide in case they get attacked too.

The birds were certain that they were winning the battle and they started to ease off on their attack. They continued to tease and mock the fish, making them scatter every time one of the birds swooped down with its sharp claws to make it seem like they were going to pull a fish out of the sea.

While they were doing this, some of the birds suddenly saw a huge black shadow come from the ocean floor and cover the sea.

What was this shadow, what was this shield? It was in fact, the smallest fish that had not been invited to the fishes' meeting, the Igaga.

The Igaga, although small on their own, were large in number. Once grouped together, the Igaga were strong and impenetrable.

They held their position, banded together against the attacks of the birds and became the shield and barrier for all the fish in the sea.

The Tiotala, the leader of the birds kept calling on the birds to attack but the birds were suddenly afraid as they couldn't penetrate the protective shield that was being created by the Igaga.

The Igaga however continued to group together and stand firm.

After numerous unsuccessful tries, the birds started to retreat. They were giving up – they were getting tired from not being able to break the shield that was made of the Igaga swimming close together.

The sun was setting, and the skies were becoming darker, as dark as the sea of the Igaga holding their positions on the surface of the sea.

The birds then did what was not expected at the beginning of the battle – they turned around and flew back to their mountains and trees.

They gave up the fight and flew home defeated.

So, the fish ended up winning the battle against the birds -thanks to the smallest fish, the Igaga that the others had taken for granted.

From then on the birds and the fish learnt a valuable lesson, that size doesn't determine who will win the battle, and one may be small in size, but can and will succeed if big in numbers and in heart.

## CREATING YOUR BIG BOOK

### YOU WILL NEED

- 8 A4 sheets of paper
- Crayons or pencils

### INSTRUCTIONS

1. Read the story
2. Follow the guidance below to create your big book
3. You can use pictures only OR words and pictures
4. Read the big book to your child
5. Ask questions before, during and after the story is read.

## QUESTIONS YOU CAN ASK BEFORE, DURING AND AFTER READING

- a. What can you see in this picture? What do you think the story is about?
- b. What were the Tifitifi doing during the battle?
- c. Who are the Igaga?
- d. How did they become strong?
- e. What did the birds do at the end of the day?
- f. What is the key message in the story?

