

STRAND	Writing and shaping
SUB – STRAND	Language , features and rules
CONTENT LEARNING OUTCOME	Explore and build on knowledge of grammar and vocabulary

LESSON NOTES- GENDER

GENDER	DESCRIPTION	EXAMPLE
Masculine Gender	A masculine noun is the name of a male person or animal.	father, brother, boy, uncle, tiger, uncle
Feminine Gender	A feminine noun is the name of a female person or animal.	mother, sister, girl, grandmother, tigress
Common Gender	Words which can be used for either male or female nouns are common gender.	clerk, servant, child, teacher, cousin, friend, baby
Neuter Gender	Things which do not have life in them are of neuter gender. They are neither masculine nor feminine.	boat, telephone, chalk, house, car, moon, toy

ACTIVITY-Write down whether the noun is **masculine** or **feminine**.

NOUN	GENDER	NOUN	GENDER
1.duck		11.niece	
2.actress		12.ram	
3.dog		13.mare	
4.bull		14.heroine	
5.cow		15.grandfather	
6.master		16.nun	
7.doe		17.boy	
8.aunt		18.bride	
9.nephew		19.priest	
10.fox		20.emperor	

Rewrite changing all **masculine words to feminine**.

- His son-in-law is a widower. _____
- The Head teacher thanked the landlord. _____
- My nephew rode the stallion. _____
- The tiger belonged to the king. _____
- The manager spoke to my uncle. _____

Usage and Punctuation: Write a better word for the word underlined in the sentence. Choose the word from the list given below.

massive	denied	skidded	admitted	
glided	blissful	spacious	kind	purchased

1. The pyramids are **big** tombs. _____
2. The car **went** out of control. _____
3. "Yes, I stole the jewels," **said** the thief. _____
4. We had a **good** week in Levuka. _____
5. " No, I didn't do it, " **said** the boy. _____
6. The man was **nice** to the injured kitten. _____
7. Jane **got** a new bag. _____
8. The swan **went** across the pond. _____
9. They live in a **big** house. _____

Verbs are the most important words in sentences. They tell us about the action in a sentence. A verb is a doing, being or having word .E.g. She **walked** home. (doing) He **was** unhappy. (being) Bale **has** a horse. (having)

Simple verbs can consist of one word. Example: The dog **barks**.

Underline the verb in each sentence.

1. Every morning Jenny wakes up late.
2. Geeta washes the car very Saturday.
3. Rochelle waters her flowers every afternoon.
4. Ron rides his bicycle to school.
5. Dad reads his newspaper while drinking tea.
6. Little Kaimana cries when he is hungry.

Spelling List for the week: evaporates precipitation reused cycle occupy surface earth

decision department serious

Reading for the week: Read the letter on page 145 of English text book and answer the comprehension questions.

1075 LOVU SANGAM SCHOOL
LESSON NOTES AND ACTIVITIES

SUBJECT: MATHEMATICS

YEAR: 6

WORKSHEET # 5

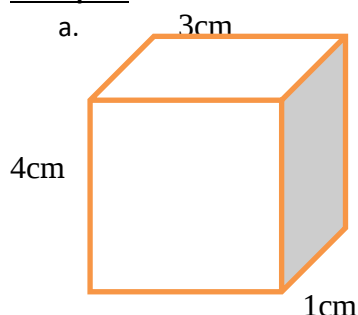
Name: _____

STRAND	Measurements
SUB-STRAND	Length and area / Volume
CONTENT LEARNING OUTCOME	- Demonstrate and compare units of volume and solve word problem using standard unit. - Select and compare non- standard units and standard units to estimate and calculate weight of objects.

Calculate the volume of a prism

Multiply length, width and height. (length x width x height)

Example :

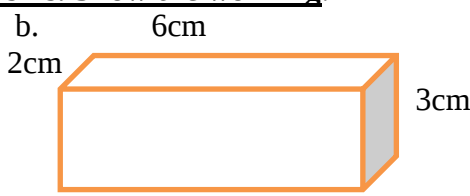
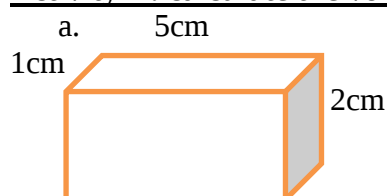


$$\begin{aligned}\text{Volume} &= L \times W \times H \\ &= 3\text{cm} \times 1\text{cm} \times 4\text{cm} \\ &= 12\text{cm}^3\end{aligned}$$



$$\begin{aligned}\text{volume} &= L \times W \times H \\ &= 10\text{cm} \times 2\text{cm} \times 4\text{cm} \\ &= 80\text{cm}^3\end{aligned}$$

Activity A: calculate the volume of these prisms. Show the working.



Word- problems. First one is done for you.

- How many 200ml bottles can be filled from a 20 litre bucket?
First convert 20 L to millilitres. $20\text{L} \times 1000 = 20000\text{ml}$
Now $\frac{20000\text{ml}}{200\text{ml}} = \frac{200}{2} = 100\text{bottles}$
- How many 250ml cans, can be filled from a 10 litre gallon?

3. For a science project, you need 4L of water. Your container holds 500ml. How many containers of water do you need?

Measuring weight

1000grams = 1 kilogram

1000g = 1 kg

Write the following as kilograms and grams. First one is done for you.

a. $6001\text{g} = 6000\text{g} + 1\text{g} = 6\text{kg } 1\text{g}$

c. _____ g = $10000\text{g} + 574\text{g} =$ _____

b. $3549\text{g} =$ _____ = _____

d. _____ g = $9000\text{g} + 28\text{g} =$ _____

Expressing half kg, quarter kg and three quarter kg to grams. (x 1000)

a. $\frac{1}{2}\text{ kg} - \frac{1}{4}\text{ kg} \times \frac{1000}{1} = \frac{1000}{2} = 500\text{g}$

c. $\frac{1}{4}\text{ kg} - \frac{1}{4}\text{ kg} \times \frac{1000}{1} = \frac{1000}{4} = 250\text{g}$

b. $\frac{3}{4}\text{ kg} - \frac{3}{4}\text{ kg} \times \frac{1000}{1} = \frac{3000}{4} = 750\text{g}$

d. $1\frac{1}{2}\text{ kg} - 1\text{kg} = 1000\text{g}, \frac{1}{2}\text{ kg} = 500\text{g}$

So: $1000\text{g} + 500\text{g} = 1500\text{g}$

Expressing grams to kilograms. ($\div 1000$)

a. $500\text{g} - \frac{500\text{g}}{1000} = \frac{5}{10} = 0.5\text{kg} = \frac{1}{2}\text{kg}$

c. $750\text{g} - \frac{750\text{g}}{1000} = \frac{75}{100} = 0.75\text{kg} = \frac{3}{4}\text{kg}$

b. $250\text{g} - \frac{250\text{g}}{1000} = \frac{25}{100} = 0.25\text{kg} = \frac{1}{4}\text{kg}$

d. $1500\text{g} - \frac{1500\text{g}}{1000} = \frac{15}{10} = 1.5\text{kg} = 1\frac{1}{2}\text{ kg}$

Activity B : complete these conversions. First one is done for you.

a. $2\frac{1}{2}\text{kg} = 2.5\text{ kg} = 2500\text{g}$

d. _____ kg = $3.25\text{kg} = 3250\text{g}$

b. $6\frac{1}{4}\text{kg} =$ _____ kg = _____ g

e. _____ kg = _____ kg = 6500g

c. $8\frac{3}{4}\text{kg} = 8.75\text{kg} =$ _____ g

f. _____ kg = $6.75\text{kg} =$ _____ g

Word problems. Show all the working.

- Salote bought a big packet of twisties with the weight of 750g. She ate some and gave the rest to her sister. Her sister weighs the packet and found out that it was 250g. How much twisties did Salote eat? Answer in grams.
- Neha went shopping and bought 1.5kg sugar, 500g salt, 2kg potatoes and 2kg onions.
 - How much does her shopping weigh? Answer in kg.
 - How many more grams of potatoes did she buy than sugar?

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YEAR 6

I-TAUKEI WK5

Ulutaga: Na Waqa ni Viti

Na veivosa me nanumi

1. silikasou - nunu na mua i liu ka qai lamata cake tale.
2. veituleyaka – yavu maina vosa na tule, sai koya ni yavalati e dua na ka me yavala. Veituleyaka sai koya me tauri ka biliga vaka ka biliga vaka e dua na ka.
3. ravita – kala yani ki muri me tara na dakuna e dua na ka me rawa ni vakacegu kina.
4. veitokaitua – na dela se ulunivanua ka cici yani ka sema vata kei na dua tale na delana se ulunivanua.
5. vitika – musu se covi se beti na tabanikau.
6. vakataubutubutu – sega ni sulusukura; vanua vakatautauvata.
7. vadra – e dua na kau ka dau tubu e baravi ka vaka na voivoi ia e vakatolona, e dau se ka saluwaki ni waiwai.
8. taqataqa – biu me toka e na dela ni dua tale na ka. E biu toka e delana.
9. i-calo – na iyaya ka dau ceuti kina na kau sivi me vakalomana.
10. i-kaso – na kau ka ra vakababa me tauri rau vata na kata kei na cama.
11. kata – na waqa levu ka cokovata yani kei na cama e na kena taqataqa yani kina na i kaso.
12. sosogi – vakaciqiri se vakaosoti .
13. tatakilikili – vakatabakibi ka mani bale kina na yasana ka vakatabakibi kina. Yavavala ka yasuasua ka rawarawa na kena takili.
14. rorova – voleka, volekata se veivolekati.
15. tayalo – vakayataki na i kara se i voce ni sa titobu na wai ka sega ni tu na i kara.

Na Veika Vaka-Viti

1. Na Matanicagi – E tolu ga na matanicagi lelevu e kilai vei ira na noda qase e liu ka sa i ratou oqo: (a) Vualiku (b) Tokalau (c) Ceva

2. Na Cagi – Ni da tu e baravi se da toka e na dua na delana se dua ga na vanua e tadrava e dua na vanua galala se cece levu, e da na vakila na veicagi matailailai oqo: cagi vinaka, yautalatala, cagi bula, cagicagi, mudremudre.

Ni da soko, e da na vakila na veimatanicagi se cagi oqo: cagi vinaka, cagi leca, cagi ca, cagi na mua, cagi bula, cagi cama, cagi kata, cagi tau.

E na so na gauna e na tataba mai na cagi – bati ni cagi, cagi vakabatina, veicagiyaki, cagi veivukuyaki.

Cakacaka Lavaki

Vola mai vakadodonu na veiyatu vosa oqo kei na vakatakilakila e ganita me volai kina .

1.e na qai soko e na siga cava na kaunitoni a taro ko savou

_____.

2.e na sigatabu a sauma ko tuilase

_____.

3.e na soko na roqovoka ke sa maravu na wasawasa

_____.

4.e dau taleitaka na vakatasosoko ko ravouvou ni burotukula

_____.

5.e tabu na veivakamatei ratu a kaya ko tura

_____.

Vosa Veibasai

lolvira cobaraka maca bukia Vualiku
--

1. Ceva - _____.

2. Cecere - _____.

3. Sereka na wa - _____.

4. Cavuta - _____.

5. Tawa - _____.

1075 LOVU SANGAM SCHOOL

YEAR 6

I-TAUKEI READING WK 5

Na Noda I Yau

E da sa votai na lewe i Viti e na i yau e da dui **taukena** tu; na i yau e ra a sa dau cakava sara tu mai na **tukada**. Na i yau oqo e rawa ni taukeni yadudua, vakaitokatoka, vakamataqali, vakayavusa se vakavanua.

Na veiiyau kece sara e da taukena, e **cakacakataki** ka ogataki. E da kila sara tu vakavinaka na veivanua e ra i takataka ni i yau ka sa dau veidoleitaki na i yau kei na kena e rawa mai na dua tale na vanua. Me da kaya mada na kena **veidolei** na i yau mai na vanua vakaturaga ko Nakuruvakarua (Nadroga).

Sa dua na ka totoka ni da vakadikeva na veiiyau oqori ka ra vakaiyautaki kina na veiyavusa e na vanua vakaturaga ko Nakuruvakarua (**Nadroga**). E da qai raica e ke na cakacakataki ni i yau kei na kena veisolisolitaki me rawa kina na bula. Oqo na yavu ni bula raraba vakaitikotiko.

E na nodratou i yau mada ga ma Wai, ko ya na **masima**, sa na rawa ni veisautaki kei na dari mai Nasigatoka, na i sulu ni Viti mai **Vatulele** kei na kuro ni Viti mai **Tavua**. Sa na **cowiri** tiko vaka ko ya na veisolisoli kei na veidolei ni i yau me ra wasea vakatautauvata kina na **taleitaki** ni bula. Oqori na bula dina vaka-i-Taukei, na bula ni veirairaici, na bula ni veisolisoli kei na bula ni vakaveiwekani me rawa kina na tiko veilomani.

Wili vosa

Taukena	Tukada	Cakacakataki	Veidolei	Nadroga
Masima	Vatulele	Tavua	Cowiri	Taleitaki

Cakacaka Lavaki

1. Vola mai e rua na noda i yau na i-Taukei?

_____.

2. E da rawa ni taqomaka vakacava na i yau bula e tu wavoliti keda?

_____.

3. E da rawa ni taqomaka vakacava na noda uciwai?

_____.

4. Na masima e kau mai _____.

STRAND	Personal and Community Hygiene
SUB – STRAND	Personal Hygiene and Sanitation
CONTENT LEARNING OUTCOME	Develop and show competence in providing First Aid skills.

LESSON NOTES - FIRST AID KIT

1. First Aid is the first help or immediate care given to an injured or sick person before the arrival of a medical personnel.

2. A First Aid Kit first aid kit may contain:

- plasters
- triangular bandage
- safety pins
- tweezers
- thermometer
- antiseptic cream
- cough medicine
- small, medium and large sterile gauze dressings
- bandages
- disposable sterile gloves
- scissors
- cream or spray to relieve insect bites and stings
- painkillers such as paracetamol
- distilled water for cleaning wounds

FIRST AID KIT



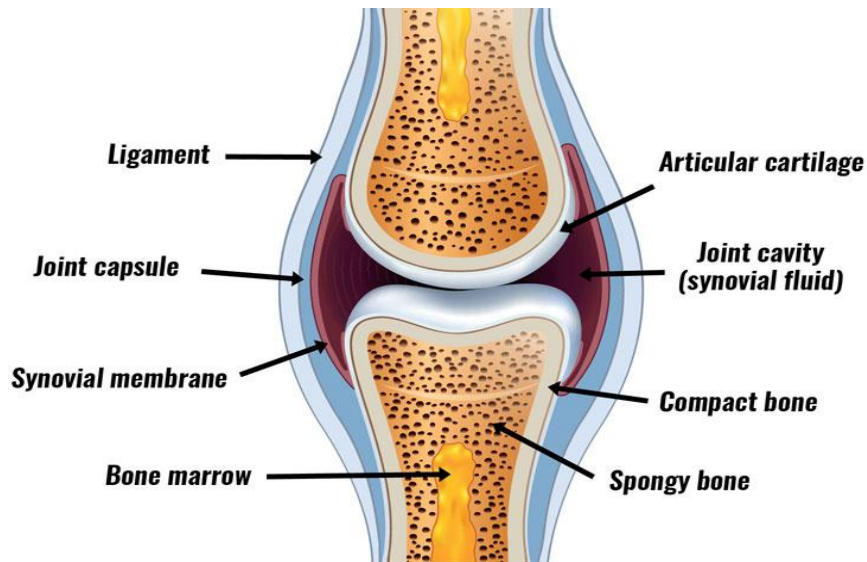
ACTIVITY

1. Explain what you understand by the term “First Aid”?

2. Identify five contents of a First Aid Kit.

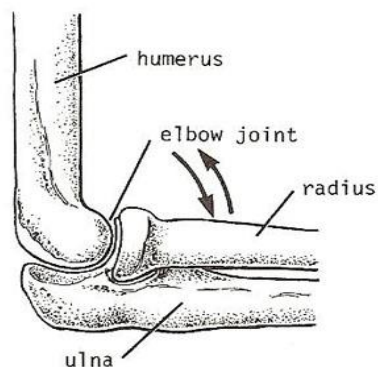
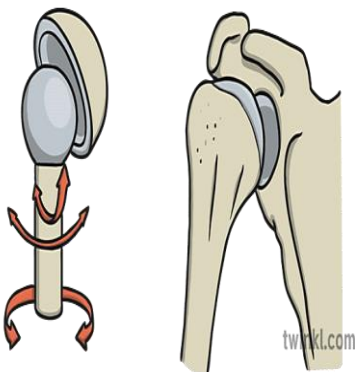
LESSON NOTES - JOINTS

1. **Joint** is where two or more bones meet or come together.
2. **Ligaments**- a short band of tough, flexible, fibrous connective tissue that connects two bones or cartilages or holds together a joint. It joins bones together
3. **Synovial fluid**- is to reduce friction between the cartilage of joints during movement.
4. **Synovial lining**- The lining of the joints



TYPES OF JOINTS

1. **Ball and socket joints** such as the shoulder and hip joints, allow backward, forward, sideways, and rotating movements.
2. **Hinge joints** are found between the two or more than two bones where we need back and forth movement. For example: knees, elbow, and ankle joints.
3. **Pivot joints** allow for rotation, twisting, extension, and flexibility. This is the joint where our neck joints head and allow the movement of forward, backward, left and right direction. They are located in your neck and your wrist.
4. **Gliding joints** occur between the surfaces of two flat bones that are held together by ligaments. Some of the bones in your wrists and ankles move by gliding against each other.

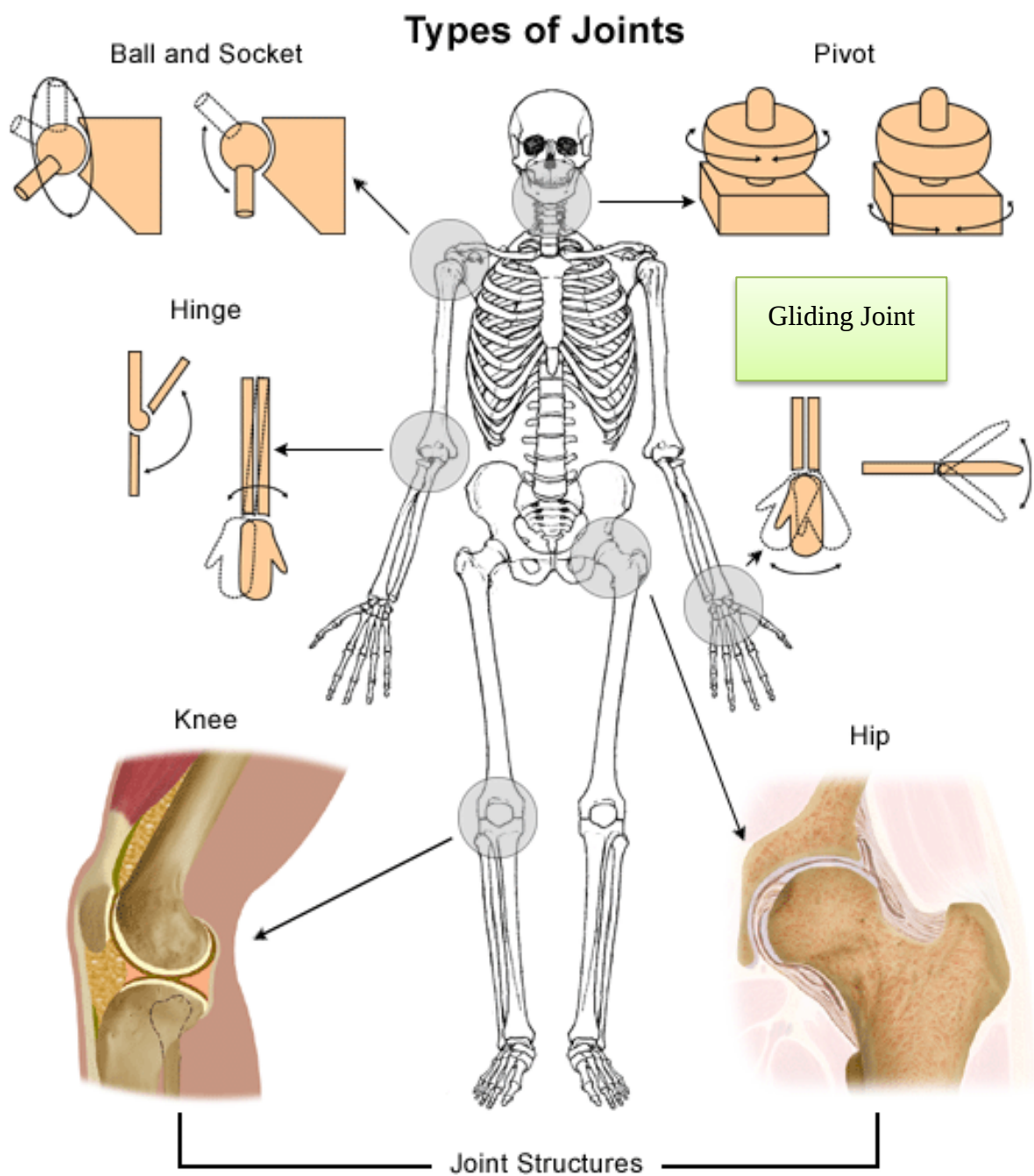
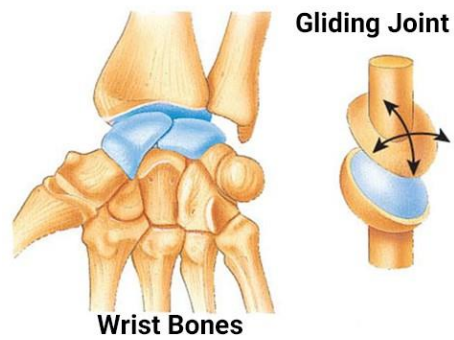
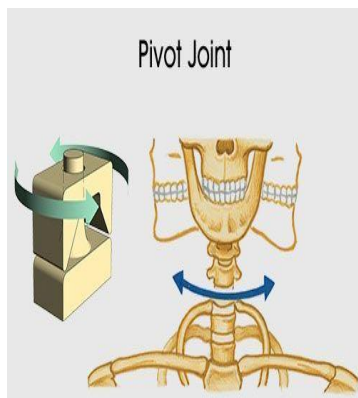


Ball and Socket Joint

Hinge Joint

Pivot Joint

Gliding Joint



1075 LOVU SANGAM SCHOOL
LESSON NOTES AND ACTIVITIES

SUBJECT: HINDI

YEAR 6

WORKSHEET #5

STRAND	लिखना और निर्माण करना
SUB STRAND	भाषा अधिगम प्रक्रियाएँ और युक्तिय
CONTENT LEARNING OUTCOME	परिचित विषयों पर छोटे औपचारिक ग्रंथों को निर्मित करने में औपचारिक लेखन शैलियों के उपयुक्त प्रक्रियाओं का प्रयोग करना

भाग १ - सही वर्तनी वाले शब्द को घेरो ।

१. अनदर	अन्दर	आनदर	अण्दर
२. न्याय	नयाय	न्यय	न्यया
३. जनम	जन्म	जान्म	जण्म
४. आमीर	अमिर	आमिर	अमीर
५. मुश्किल	मुशकिल	मुश्किल	मूश्किल

भाग २ - नीचे दिए गए शब्दों के प्रयोग से निबन्ध को पूरा करो ।

गन्ने की खेती

लोग चीनी बेचने और इस्तमाल करने के लिए गन्ना बोते हैं । ----- की खेती से फीजी को आमदनी होती है । हमारे देश विदेश में ----- बेच कर पैसा कमाता है । गन्ने की अच्छी उपज गर्मी और भीगी मौसम में होता है । ----- से लेकर राकीराकी के लोग गन्ने की खेती करते हैं ।

सब से पहले किसान खेत को अच्छी तरह से तैयार करता है । फिर पाही निकाल कर बीच को पाही में रख देता है । इस के बाद बीच को छोटे छोटे टुकड़े कर दिया ----- है । ----- को पाही में रख कर ----- चढ़ाया जाता है ।

जब गन्ना बड़ा हो जाता है तब किसान उसमें से घास निकाल कर ----- डालते हैं । देखते ही देखते सभी ओर हरियाली छा जाती है । गन्ना तैयार होने पर उसे काट कर मिल भेजा जाता है । यहाँ गन्ने से चीनी बनाई जाती है । कुछ चीनी हम अपने लिए रखते हैं और कुछ विदेश ----- भी करते हैं ।

निर्यात	मसाला	मिट्टी
टुकड़े	गन्ने	
जाता	सिंगातोका	चीनी

भाग ३ - रिक्त स्थानों को पूरा करो ।

ने का प्रयोग । एक वाक्य में ने से पहले वाले संज्ञा शब्द को नहीं देखोगे । ने के बाद वाला संज्ञा शब्द को देखोगे । अगर यह शब्द पुलिङ्ग है तब तुम्हारा जवाब भी पुलिङ्ग होगा । अगर यह शब्द स्त्रीलिङ्ग है तब तुम्हारा जवाब भी स्त्रीलिङ्ग होगा ।

जैसे : राम ने नारंगी ----- । खाया / खाई

ने से पहले राम है । इसे नहीं देखोगे । ने के बाद नारंगी है । नारंगी स्त्रीलिङ्ग है । तब हमारा जवाब भी स्त्रीलिङ्ग होगा । राम ने नारंगी खाई ।

१. मैं ने दो किताबें ----- । उठाया / उठाई
२. राम ने अपना सामान ----- । उतारा / उतारी
३. बच्चों ने बहुत शरारत ----- थी । किया / की
४. किसने यह रस्सी ----- । काटी / काटा
५. शाम ने कितनी साड़ियाँ ----- । खरीदी / खरीदा
६. हमने एक सुन्दर तस्वीर ----- । खींचा / खींची
७. आज मैं ने बच्चों के साथ शतरंज ----- । खेला / खेली
८. ड्राइवर ने गाड़ी को दूसरी तरफ ----- । घुमाया / घुमाई
९. किसने घर को ----- था । बनाया / बनाई
१०. पुलिस ने उन्हें हर जगह ----- । ढूँढ़ा / ढूँढ़ी

भाग ४ - इन शब्दों के लिए समान अर्थ वाले शब्द लिखिए । दिए गए शब्दों में से सही जवाब चुन कर

लिखिए ।

१. उन्नति - ----- अध्यापक
२. शिक्षक - ----- प्रसिद्ध
३. परिश्रमी - ----- काम
४. मशहूर - ----- प्रगति
५. कार्य - ----- वायु यान
६. हवाईजहाज - ----- आरम्भ
७. शुरू - ----- मेहनती
८. लोकप्रिय - ----- पुत्र
९. बेटा - ----- शौक
१०. दिलचस्पी - ----- जानेमाने

शब्द ज्ञान - इन शब्दों को पढ़ो ।

स्थापना मिलनसार प्रभावित प्रचारक साधारण होनहार उन्नति शिक्षक व्यवस्था
विशेषकर

STRAND	RESOURCES AND ECONOMIC ACTIVITIES
SUB – STRAND	Uses and Management of Resources
CONTENT LEARNING OUTCOME	Investigate the different sea and fresh water resources that are available in Fiji and discuss how they can be used wisely.

LESSON NOTES

Managing Our Resources

1. People in the past have a close relationship between land, sea and water.
2. They depend on its resources for their living.
3. They have certain rules in place to protect the misuse of their resources.
4. Our ancestors have put in place taboos on how these resources should be used.
5. Most of the resources have their own harvesting seasons and when the seasons are over, people are not allowed to harvest them.
6. The way we use our resources is very important because we need these resources for our future generation.
7. The world's population is increasing and the demand for resources also increases.
8. Every individual had the responsibility to take care of our resources so that there is no shortage of it in the future.
9. Taking care of our resources is called conservation.
10. When our resources are overused, it would be difficult to look for them.
11. Its population will decrease and people will have to travel very far from their island or community looking for resources that they need for their living.

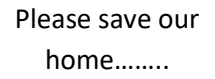
Sea and Fresh Water Pollution

1. Our rivers and sea are always polluted as a result of human activities.
2. When we pollute the sea and rivers resources in it are affected and some are even destroyed and become scarce.
3. There is a need to think of ways to protect our resources so that we would be able to have abundant of it for future use.

Activity

1. Give 2 ways you can minimize pollution at home.

2. Why do you need to protect resources?



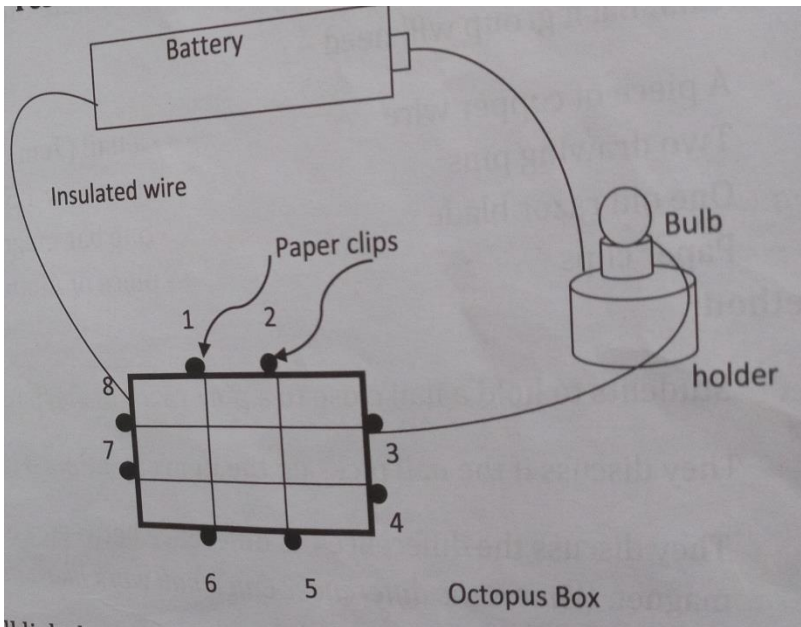
1. Describe what the picture is depicting?
2. What is your message to the people of Fiji?

[illegible]

STRAND	Energy
SUB – STRAND	Energy Source and Transfer
CONTENT LEARNING OUTCOME	Investigate simple electrical devices to demonstrate how electrical energy is transferred and transformed such as light circuit, buzzer and electromagnet.

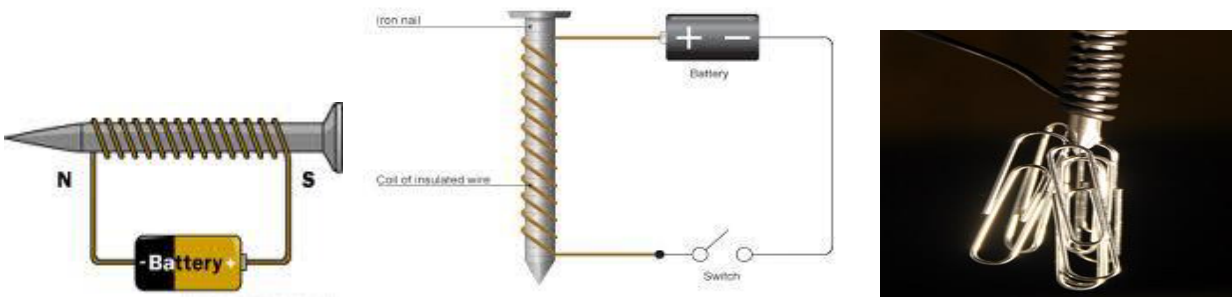
LESSON NOTES: Octopus Box (videos will be uploaded)

Octopus box is used as a circuit tester, where two numbers are connected by wires and paper clips. This will indicate if the circuit is closed or an open circuit. The bulb will light because there is a complete pathway made for electricity to pass through when the 2 ends of the wire are joined.



Electromagnetism

- Iron nail can become a temporary magnet by passing electricity through wires coiled around it.
- A magnet made in this way is known as **electromagnet**

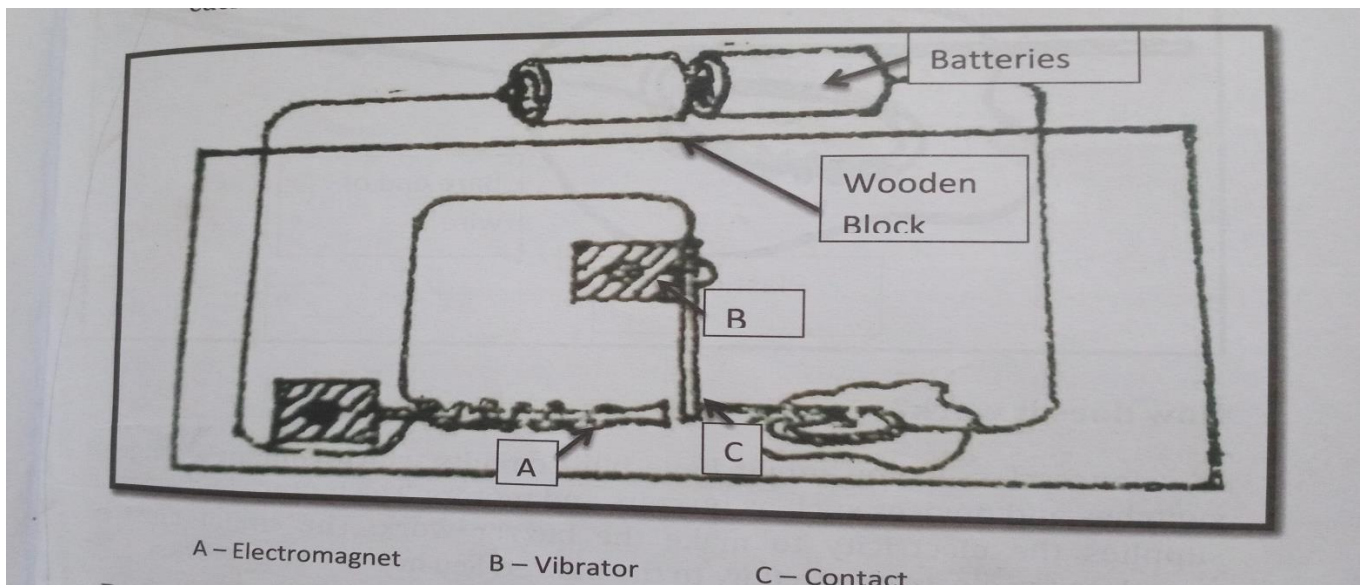


- Electromagnet is common in everyday appliances.
- Electromagnets are found in: **door bells, hard drives, speakers, trains microphone** etc.
- It is also found some common household items such as: **blender, food processor, vacuum cleaner, washing machine and dryer.**

Electric Buzzer

- A- The electric magnet (electromagnet) - copper wire is coiled around a nail.
- B- The vibrator – is a strip of clean tin. one end is attached with drawing pin and the other end is attached at the small block of wood. Put one of the bare wire ends from the electromagnet between the strip and the wooden block.
- C- The contact is partially straightened paper clip with another piece of connecting wire to it and fixed on a lump of plasticine.

The battery will supply the electricity to make the buzzer work. The drawing pin will make different type of sound and at time it will spark. This indicates that the current is following from the battery.



ACTIVITY

1. What is an electromagnet?

2. Where do you use electromagnets?

3. Where do you get the source of energy from for the buzzer to work?

4. How is electromagnet useful?
