

UCIWAI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE 6

YEAR : 6**SUBJECT : ENGLISH****NAME : _____**

STRAND	Strand 3 WRITING AND SHAPING
SUB STRAND	EN 6.3.4 LANGUAGE LEARNING PROCESSES AND STRATEGIES
CONTENT LEARNING OUTCOMES	EN 6.3.1.4 USE APPROPRIATE PROCESSES OF FORMAL WRITING STYLES TO COMPOSE SHORT FORMAL TEXT OF FAMILIAR TOPIC

Gender

Nouns can be divided into masculine, feminine, common or neuter groups. This is called the gender of the nouns.

Masculine

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

Neuter Gender - Things which do not have life in them are of neuter gender. They are neither masculine nor feminine boat, telephone, chalk

ACTIVITY 1**WRITE THE OPPOSITE GENDER OF EACH WORD**

- | | |
|------------------------|--------------------|
| 1. ram - _____ | 2. Actress- _____ |
| 3. niece - _____ | 4. Ewe- _____ |
| 5. boy - _____ | 6. Mistress- _____ |
| 7. nephew - _____ | 8. Mare- _____ |
| 9. aunt - _____ | 10. mayor - _____ |
| 11. grandfather- _____ | 12. cow - _____ |

ACTIVITY 2

Circle the common nouns and underline the neuter nouns in these sentences.

1. The woman said to bring the hammer with him.
2. The boy went town with yesterday.
3. The clerk handed me this letter.
4. I do not know the attendant.
5. The large tree fell across the road.
6. The farmer is drinking a cup of hot coffee.
7. The shoe factory is built near the river.
8. The little boy is wearing a sweater.
9. He lent his new boat to a friend.
10. The police officer is inspecting the cars.

ACTIVITY 3

Rewrite changing all masculine words to feminine.

1. His son-in-law is a widower.

2. The Head teacher thanked the landlord.

3. My nephew rode the stallion.

4. The tiger belonged to the baron.

5. The musician spoke to the king.

6. The boar and the drake drank from the trough.

7. The proprietor is a wealthy heir.

8. My uncle is widower.

9. The ram and the dog are staring at each other.

10. The men are not playing with their nephews.

ACIVITY 3

. Rewrite each sentence changing all the feminine word to masculine.

1. My aunt bought a sow from her niece.

2. The bride drove with the Queen.

3. My mother-in-law was talking to her daughter.

4. A woman attacked the lady who rode a mare.

5. Her grandmother had dinner with the duchess.

6. The tigress snatched the little girl.

7. Her aunt is a widow and is living alone.

8. Lady Mara gave my grandmother a ring.

9. The woman was talking to the daughter of headmistress.

10. The princess was playing with her lioness in the garden.

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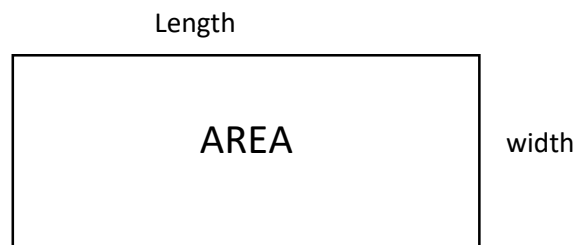
YEAR : 6**SUBJECT : MATHEMATICS****STUDENT NAME:** _____

STRAND	STRAND 2 MEASUREMENT
SUB STRAND	M6. 2.1 AREA AND LENGTH
CONTENT LEARNING OUTCOMES	M6.2.1.2 DEMONSTRATE AND ESTIMATE THE RELATIONSHIP OF UNITS IN MEASURING LENGTH DISTANCE AND AREA USING METRIC UNITS FOR 2D SHAPES

Achievement Indicator: Calculate the area of any given 2D shape

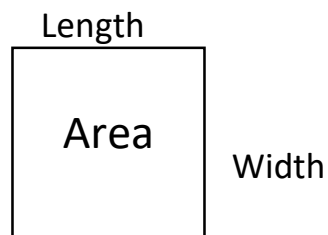
Calculating the Area of a rectangle

Area = length x width



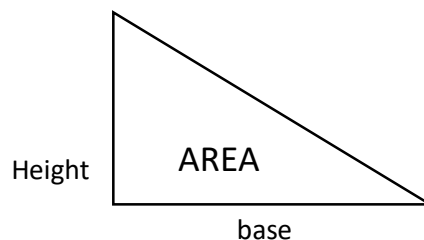
Area of the square

Area = length x width



Area of Triangle

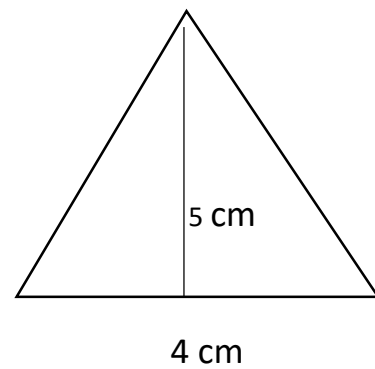
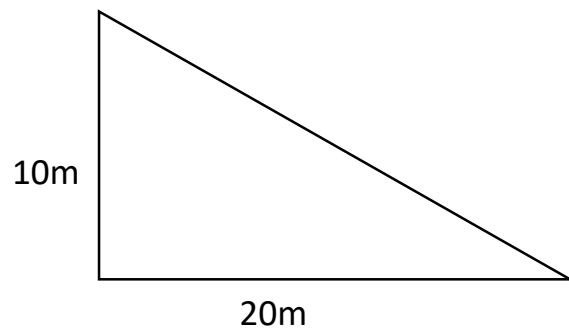
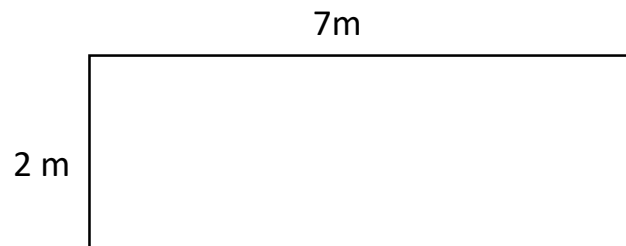
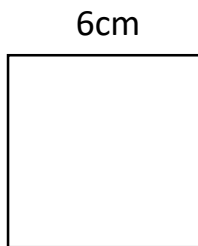
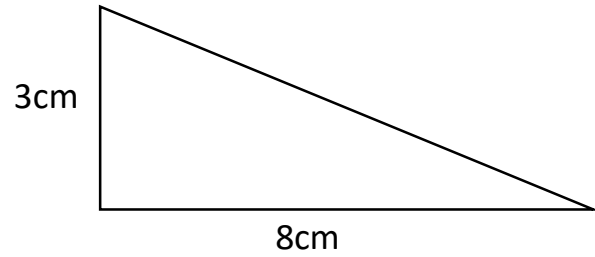
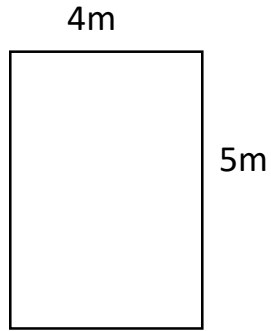
Area = $\frac{1}{2}$ x (base x height)



ACTIVITY

- The area of a bookmark is 20 square centimetres. The bookmark is 2 centimetres wide. How long is it?
- A rectangular school yard is 178m long and 100m wide. Find its area.
- Mrs. Mani wants new carpeting for her living room. Her living room is an 8 m long and 8 m wide rectangle. How much carpeting does she need to buy to cover her entire living room?
- Mr. Kameli made a triangular flower garden that is 10 m long and 2 m wide. One bag of soil can cover 100cm^2 . How many bags will he need to cover the entire garden?

Use the formula to calculate the area of the shape in square centimetres and square metres.



UCIWAI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE 6

YEAR : 6**SUBJECT : HEALTHY LIVING****STUDENT NAME : _____**

STRAND	Strand 3 SAFETY
SUB STRAND	H 6.3.1 PERSONAL SAFETY
CONTENT LEARNING OUTCOMES	H6.3.1.1 DEVELOP SAFETY PROCEDURES TO DEAL WITH NATURAL DISASTERS

SAFETY PROCEDURES DURING ADVERSE WEATHER CONDITIONS

i. Hurricane

A hurricane is a type of tropical storm that has thunderstorms and strong winds. Hurricanes travel quickly across ocean waters. They cause serious damage to coastlines and nearby places. A hurricane comes from the ocean. When it gets closer to land, it often brings heavy rains. It also brings strong winds and very high tides (storm surges). Hurricanes can also cause flooding and tornadoes. People have plenty of warning before hurricanes hit land. People have enough time to evacuate to a safe place and stay out of the storm's way.

Before a Hurricane

- Learn the way to evacuate with your family.
- Talk about what you would do when you evacuate. Discuss where you would go.

Update your disaster supplies kit.

- Remind your parents to bring inside any items that can blow away during a hurricane.

During a Hurricane

- Stay indoors.
- Stay away from water and the shoreline.
- Evacuate if authorities say to do so.

Keep in mind that heavy rains could cause roads to flood.

- Take your disaster supplies kit with you when you evacuate.
- Listen to the radio or TV for news.

After a Hurricane

- Return home only after authorities have told you to do so.
- Boil all drinking water
- Clean compound and house. Avoid touching broken electric wires

- Sun belongings, clothes, mattress, bed sheets, sofa etc.

ii. FLOODS

Floods are one of the most common disasters. They can be small – just in your neighborhood. All floods are not alike. Some floods grow slowly. They can grow over many days. Other floods grow quickly. They can happen in just a few minutes, even when it is not raining! You need to know what to do when a flood occurs no matter where you live. Knowing what to do is even more important if you live in a low-lying place, or near water, or near a dam.

Before a Flood

- Learn about the chance of flooding in the places where you live and also at your school.
- Know the ways to evacuate from your home and school. Practice these routes.

During a Flood

- Listen to the radio for news and official orders.
- If officials say to evacuate, you have to do so. Make sure your home is safe. You need to unplug appliances and turn off power at the main switches.
- Be aware that flash flooding can occur. If there is a flash flood, move to higher ground right away. Move no matter where you are.
- Never walk into floodwater. Remind your family to never drive into floodwater.

After a Flood

- Stay away from floodwater. It is very dirty.
- Return home only after authorities say it is safe.
- Throw away any food that touched floodwater. Help your family clean and remove germs from wet items.
- Boil all drinking water

ACTIVITY

1. When there is a hurricane warning, what must we do?

2. What are some safety measures you will take to be safe during the hurricane?

3. During floods our water supply is usually affected. How can we make drinking water safe for drinking?

4. Draw some items you would prepare for your First Aid kit:



5. How will you listen to the news for weather updates and official instructions?

6. If the power goes out, what will you use to see in the dark?

7. What should be done to the livestock during a before the flood?

BE STORM READY

MAKE A PLAN & MAKE A KIT



MAKE A PLAN: Sit down with your family and decide:

- ① How you will contact each other?
- ② Where will you go for safety?
- ③ What will you do during and after the severe weather has passed?



MAKE A KIT: Here is a list of the basic supplies you'll need in an emergency

- ☐ WATER
- ☐ FOOD
- ☐ RADIO
- ☐ CELLPHONE
- ☐ FLASHLIGHT
- ☐ FIRST AID KIT
- ☐ DOCUMENTS
- ☐ MATCHES
- ☐ CASH
- ☐ WHISTLE



UCIWAI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE 6

YEAR : 6

SUBJECT : HINDI

NAME: _____

STRAND	Strand 2 पढ़ना एवं सर्वेक्षण करना
SUB STRAND	H 6.2.1 मूल पाठ के प्रकार मीडिया साधारण संप्रेषण साहित्यिक विषय
CONTENT LEARNING OUTCOMES	H6.2.1.1 विभिन्न लिखित तथा दृश्य- संबंधी विषयों उद्देश्य व तुलना करना तथा उसे समझाना

सूवा से बा

कुछ दिन हुए मैं सूवा से एक मोटर में बैठ कर बा के लिए चल पड़ा। आकाश में बादलों की घटा छाई थी। सुहावना समय था। शीतल मंद हवा बह रही थी। धीरे-धीरे छोटी-छोटी बूँदें हवा को और भी शीतल कर रही थीं। मोटर हवा से बातें करती हुई उड़ी चली जा रही थी। रेवा के पुल पर से रेवा नदी की छाती पर धड़धड़ाती हुई मोटर सर से उस पार निकल वायुवेग से तार्लेवू की ओर बढ़ी चली जा रही थी। पहाड़ी रास्ता साँप की तरह टेढ़ा-मेढ़ा चलता, और ऊपर से बेंजीन की महक, तब भला मेरे सिर में चक्कर क्यों न आता। आगे चल कर एक स्थान पर विश्राम करने के लिए मोटर खड़ी की। उस स्थान का रमणीक दृश्य से दिल बागबान हो गया। वहाँ विशाल पेड़, उनसे लिपटी मनोहर लताएं और उनपर खिले मनोरम फूल, पास ही सुन्दर झरना और मधुर रागिनी गुनगुनाती चिड़ियों का गायन सुन कर मेरा मन ऐसा अटका कि वहाँ से हटने कोमन ही न करता था। शीतल जल से आँखों को ठंडा किया और प्यास बुझाई, फिर चलना था सो चल दिए। बा पहुँचते-पहुँचते न वे विशाल पेड़ ही रहे, न वे लताएं, न वह झरना, और न वे फूल, न वे चिड़ियाँ ही रहीं और न उनकी मधुर मीठी गान। रह गए केवल सूखे पहाड़ और धूल उड़ाता रास्ता। पहाड़ ऐसे मालूम होते थे जैसे किसी ने अपने सिर के सारे बाल मुड़ा दिए हों। उन पर हरियाली का नाम तक न था। चलते चलते बा आ पहुँचे। वहाँ पर वही काली धुआँ उगलती मिल की चिमनी दिखाई दी; वह ऐसे खड़ी थी, कि मानो कोई दानव लेटे-लेटे तंबाकू पीता हुआ धुआँ उड़ा रहा हो।

अभ्यास

क. इन वाक्यों में कौन से शब्द छूट गए हैं

१. शीतल हवा बह रही थी ।
२. पहाड़ी साँप की टेढ़ा था ।
३. उस स्थान का दृश्य ही बागवान हो गया ।
४. पास ही सुन्दर झरना और का गायन सुन कर मेरा मन वहाँ से को ही न करता था ।
५. वहाँ पर वही काली उगलती मिल की दिखाई दी ।

ख. सही उत्तर दीजिए ।

१. इस पाठ के पहले अनुच्छेद में प्रकृति की चित्रण किस प्रकार किया गया है ?

क. खराब

ख. तूफानी

ग. सुहावना

घ. बारिश

२. “मोटर हवा से बातें करने लगी” इस का अर्थ है:

क. मोटर हवा से वार्तालाप कर रही थी

ग. बहुत रफ्तार से चल रही थी

ख. बहुत धीरे चल रही थी

घ. हवा में उड़ रही थी

३. विश्राम करने के लिए मोटर कहाँ रुकी ?

क. पहाड़ी रास्ते पर

ख. टेढ़े-मेढ़े रास्ते पर

ग. रमणीक स्थान से दूर

घ. रमणीक स्थान पर

४. “वहाँ से हटने को मन ही न करता” – लेखक ने ऐसा क्यों कहा ?

क. अति सुन्दर स्थान था

ख. बदसूरत स्थान था

ग. सुन्दर स्थान नहीं था

घ. लेखक वहाँ कुछ दिन रुकना चाहता था

नीचे दिए गए कविता पढ़ कर अभ्यास करें

फीजी देश
जय जय फीजी देश हमारा,
हमें स्वर्ग से बढ़ कर प्यारा ।
विविध अन्नप्रद भूमि यहाँ की,
कौन कीर्ति कह सके यहाँ की ।
विविध सुगंधित फूल रंगीले,
रुचिर स्वाद फल-मूल रसीले ।
फीजी हो तुम हम को प्यारे,
तुम हो जीवन प्राण हमारे ।
सब देशों से लोग हैं आते,
तुम्हारे रंग में सब रंग जाते ।
ईश्वर से यह विनय हमारी,
जय हो फीजी देश तुम्हारी

१. फीजी में कितने:

शहर हैं ----- चीनी मिल हैं -----

नगर हैं ----- हवाई अड्डे हैं -----

२. शब्दार्थ- इन शब्दों का अर्थ लिखो

विविध - _____

अन्नप्रद - _____

भूमि - _____

कीर्ति - _____

सुगंधित - _____

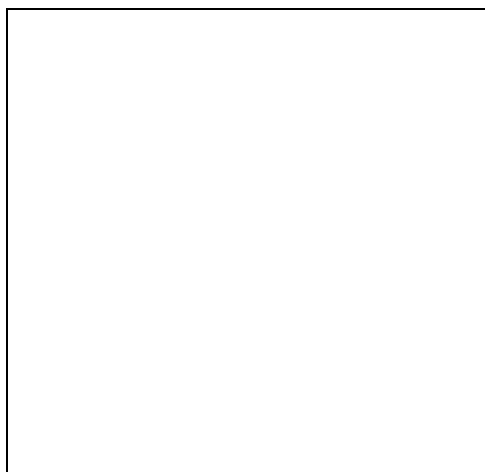
रुचिकर - _____

विनय - _____

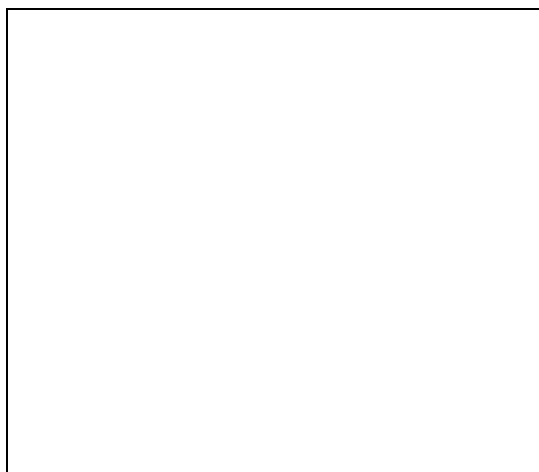
३. हमारे देश में विविध प्रकार के पेड़ हैं। उनका रंगीन चित्र बनाओ।

जैसे:

आम



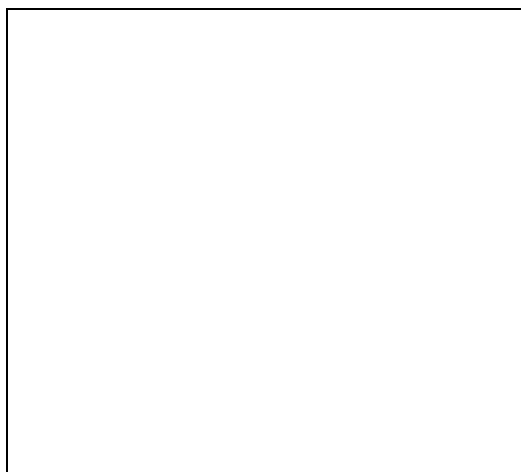
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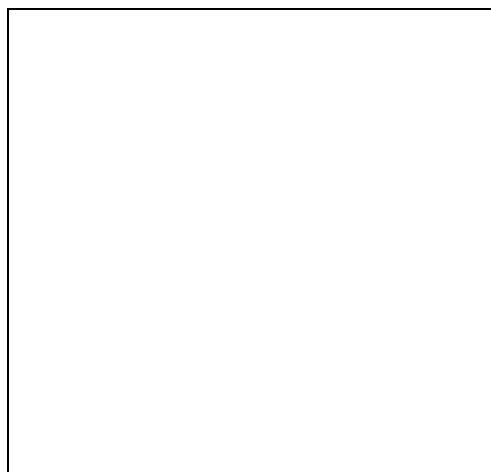
विद्यार्थी और कई प्रकार के पेड़ों का रंगीन चित्र अपनी पुस्तक में बना सकते हैं।

४. हमारे देश के विभिन्न लोगों के रंगीन चित्र बनाओ

जैसे: भारतीय



आदिवासी



UCIWAI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE 6

YEAR : 6**SUBJECT : SOCIAL STUDIES****STUDENT NAME:** _____

STRAND	Strand 2 TIME CONTINUITY AND CHANGE
SUB STRAND	SS 6.3.2 People and Care of Places
CONTENT LEARNING OUTCOMES	SS6.3.2.1 FORMULATE WAYS IN WHICH PEOPLE IN FIJI USE THEIR LAND.

Achievement Indicators

- Identify the different characteristics of land use patterns in Fiji
- Select factors that influence types of land use
- Explain how Fiji has utilized the land to attract income
- Describe the advantages and disadvantages of types of land use

Land Use and Farming Practices.

There are many ways of using land and it depends on our needs. When we look around us, we can realize the many ways in which land has been used. It could be used for:

- i) farming
- ii) building houses, roads and bridges
- iii) building hotels, industries and commercial buildings
- iv) recreational facilities such as parks

Farming

Fiji has abundant land that could be used for subsistence and commercial farming. The government has provided a lot of assistance to farmers to assist them in utilizing their land so they can produce more crops. They are provided with;

- i) training on new methods of farming
- ii) tools for farming.
- iii) fertilizers, weedicides and pesticides
- iv) seedlings.
- v) advise by agricultural officers.

The sugar industry which is one of Fiji's main export, are depended on farmers on the quality of cane they produce which would give quality sugar for our overseas markets. In return, the industry earns revenue which helps the government to provide the needs for its citizens. Today many Chinese are leasing our land for farming and that has resulted in the plentiful produce that are sold in our markets. When the farmers toil the land, there would not be any hunger in Fiji as there would be abundant food available for all of us but we have to buy it from them in order for their business to thrive.

1. Identify some major agricultural products that are produced by our farmers apart from sugar.

2. Where do we export our produce? State the countries

3. Differentiate between subsistence and commercial farming.

4. List down some advantages of commercial farming.

5. Case Study

Jone wanted to start his own commercial farm. His land is near to a creek and he would need a bulldozer to clear the farm land. The creek is the only source of water that supplies water to his settlement which is situated near to his farm. He has been advised to use pesticides and weedicides to clear away the weeds and insects from his farm. The Ministry of Agriculture would also supply him with fertilizer.

(a) Discuss the benefits of Jone's farm to the people.

(b) What are some negative effects of Jone's farm to the people and other living things on his land?

(c) What would be the best thing Jone should do before starting his farm?

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CAKACAKA LAVAKI ENA KALASI 6-NA VOSA VAKA-VITI

VOLA NA YAVU NI VOSA KA RA TOQAI KOTO E RA.

Vakasaqa _____ vakayagataki - _____ vakararawataka _____

Vakatawani _____ veivakaocai _____ vakayacori _____

Vakabulabulataka _____ vakatitobutaka _____ veitarogi _____

Na vosa tautauvata na kedra I balebale.

Cavutu- _____ tokatu- _____ vakasavui- _____

Tama- _____ kamunaga- _____ kumukumuni- _____

Na vosa veibasai na kedra I balebale

Ciqo- _____ kaci- _____ sauma- _____

Vakabi ivola _____ vakamau- _____

Vukica ki na iwiliwili e vinakati

Lewe tolu

1. Keirau a sega ni raici kemudrau kina.

2. Drau a vosa vei rau.

3. E rau sa mai raici kedaru.

4. Drau a kania na keirau madrai.

Vukica kina lewe rua.

1. Keitou a sega ni raici kemudou kina.

2. Dou a vosa vei ratou.

3. E ratou sa mai raici kedatou.

4. Dou a kania na keitou.

Na vakasavu itukutuku.

1. "A cv sa l rogo,Nasi?" a taroga ko Seru.

2. "Sa yaco mai na vulagi," a sauma yani ko Nasi.

3. "E cava na gone?" a taroga ko turaga ni mataqali.

4. "E rau sa bulabula vinaka koto na veitinani," a sauma ko Nasi.

Digitaki vosa: vakacuruma e yadua na vosa se mala ni vosa oqo.

Ikotokoto	taratara	sa dreu toka na kena leba	vulagi
-----------	----------	---------------------------	--------

1. E cicivi ko Nasi e na gauna sa _____ kina ko Wati.

2. Na _____ e vakaibalebaletaki ki na gone ka qai sucu koto.

3. E ra dau talia na nodra _____ na yalewa bukete.

4. Ni sa vakarautaki kece tu na veigacagaca ni cakacaka e vakarau caka e tukuni ni

_____.

UCIWAI SANGAM SCHOOL
WEEKLY HOME STUDY PACKAGE 6

YEAR : 6

SUBJECT : ELEMENTARY SCIENCE

STUDENT NAME:

STRAND	Strand 2 MATTER
SUB STRAND	S6.2.3 REACTIONS
CONTENT LEARNING OUTCOMES	S 6.2.2. INVESTIGATE CHANGES THAT OCCUR DURING REACTIONS BETWEEN SOLIDS AND LIQUIDS AND THEIR EFFECTS

Reactants and Products.

When matter components are combined, they may form a new product. The reactants are the substances that are present before the chemical change takes place. They are the things that are present at the starting point. The products are the substances that are formed during the chemical change. They are the things that are present at the end.

Salt Water = Salt + water evaporates

Product = REACTANT 1 + REACTANT 2

REVERSIBLE CHANGES

A reversible change is a change that can be undone or reversed. Another name for reversal change is Physical change. A reversible change might change how a substance looks or feels (Changing the physical appearance), and it is easy to turn it back again. But it doesn't produce new substances. Example – Water can change into ice. Ice can change into water. Here only the state of the substance (liquid water) changes, but not the substance (water)

IRREVERSIBLE CHANGES

An irreversible change is a permanent change that cannot be undone. Another name for irreversible changes is Chemical changes. An irreversible change starts with one material and end up with one or more new ones. In an irreversible change, new materials are always formed. The new material is completely different from the original material. Sometimes these new materials are useful to us

Examples for irreversible changes. Cooking or baking food Example – You cannot change a cake back into its ingredients. Frying or heating Example –

Egg

to

Fried egg



This change cannot be reversed

ACTIVITY

IDENTIFY THESE CHEMICAL CHANGES



Identify whether the changes below are physical or chemical. Tick the appropriate box

Item	Physical change (reversible)	Chemical change (irreversible)
Broken desk		
Cooked meat		
Salt water		
Rusted tin		
Dried coconut		
Painted wall		

ANSWER THESE QUESTIONS

1. What is a reversible change? Give examples

2. Give another name for reversible changes.

3. Why we call them physical changes?

4. Write 3 Examples for reversible changes.

5. What is an irreversible change?

6. Give another name for irreversible changes.

7. What is a product?

8. Write three Examples for irreversible changes.
