



Solomon Islands Government

Continuity Learning Book

Years 4 - 6

Ministry of Education and
Human Resource Development



Published in 2020 by the Curriculum Development Division

MEHRD

P.O Box G28

Honiara

Solomon Islands

Phone: (677) 28804

Fax: (677) 22042

www.mehrd.gov.sb

Copyright ©

2020, Ministry of Education and Human Resource Development, Honiara,
Solomon Islands.

All rights reserved. Any parts of the book may be copied, reproduced or adapted to meet local needs, without permission from the authors, provided the parts reproduced are distributed free for educational purposes only. Written permission should be obtained from the Curriculum Development Division, if the book is reproduced to make profit

Table of Contents

Content	Page
Acknowledgement	3
How to use the book	4
Lesson 1	5
Lesson 2	8
Lesson 3	13
Lesson 4	18
Lesson 5	21
Lesson 6	25
Lesson 7	29

ACKNOWLEDGEMENTS

The Ministry of Education and Human Resources Development would like to thank the following individuals and organisations for their contributions to the successful publication of this Home Learning Material:

Learning Package Committee Members including;

Georgina Buro Pitaqae – Manager, Innovation Unit

Rose Titi Paia – Manager, Curriculum development Division

Gideon Sukumana – PCDO, Curriculum Development Division

Christina Rore – National Literacy Trainer, Innovation Unit

Primary school Teachers:

Merrilyn Tapidaka – Florence Young Christian School

Beverly Hanirara – Florence Young Christian School

Lovelyn Pitawao – Florence Young Christian School

Publisher: Desktop

Mr Phillip Samani – Chief Curriculum Publication Officer

Funding Organisations;

Mfat and Dfat through MEHRD

UNICEF

HOW TO USE THIS BOOK

The teachers, parents or any literate persons can teach the lessons. The lessons provide opportunities for children to enjoy and discover more about themselves, families, friends and the environment they live in.

The learning outcomes are things learners can do, demonstrate or understand. They are usually measurable and can be demonstrated and seen. They are the results we want children to achieve or reach in learning and to be able to apply daily in their lives.

This table contains three options to guide each family to select which one suits them.

Spaces available to use			Part of the day suitable for learning
Option 1	Meeting hall	Mondays	Morning 10 – 11 am theory
Option 2	Home	Wednesday	Morning 10 – 11 am Practical
Option 3	Under trees/beach	Fridays	Afternoon 1 – 2 pm practical

Lessons can be taught 1 hour per day or 1 hour per day for 2 or 3 days.

The layout of this book is organised in a simple sequence of, theme, topic, overall learning Outcomes for lessons 1 – 7, learning outcomes for each lesson, prayer, bible reading, singing of the national anthem and teaching of each lesson.

The overall learning outcomes must be read by children and their parent at the beginning of each of the seven (7) lessons.

By the end of each of the seven (7) lessons, the children should be able to;

- *talk about importance or value of home learning lessons*
- *be actively involved in the reading, singing and praying activities*
- *speak confidently about his or her Christian belief.*
- *value prayer and God's word and make it become part of his or her daily walk.*
- *be actively involved in the discussion activities*
- *speak confidently in answering questions or in discussions*
- *sing the national anthem of Solomon Islands confidently with understanding and appreciation.*

Assessment is important in teaching and learning. Therefore, at the end of each of the seven (7) lessons the children must answer the self-assessment questions.

Self-Assessment Questions

1. 'What have I learnt or enjoyed in the activities?' _____
2. My reflection on just one thing that I have learnt & enjoyed most in this lesson. I have learnt that _____, or in today's lesson/activities what I have enjoyed most was _____, and so on _____.
3. The main points (2 or 3) I get from this lesson are:

Lesson 1:

Theme: Development of a whole person

Topic: Personal development

The teacher or parent should read and explain the following lesson outcomes.

Learners should be able to;

- read through the overall learning outcomes on page 2 and each lesson learning outcomes before the lesson starts.
- communicate effectively.
- talk or express their interests freely on the home learning.
- be actively involved in the discussion activities
- be supported to speak confidently in answering questions or in discussions
- read poems, paragraphs or stories confidently.

Introduction (suggested time 15 minutes)

1. Start with a prayer ... (The Lords' prayer)

2. Bible reading or Word of God for the day - Psalms 23:1-6

1The LORD is my shepherd; I shall not want. 2He maketh me to lie down in green pastures: he leadeth me beside the still waters. 3He restoreth my soul: he leadeth me in the paths of righteousness for his name's sake.



4Yea, though I walk through the valley of the shadow of death, I will fear no evil: for thou art with me; thy rod and thy staff they comfort me. 5Thou preparest a table before me in the presence of mine enemies: thou anointest my head with oil; my cup runneth over. 6Surely goodness and mercy shall follow me all the days of my life: and I will dwell in the house of the LORD for ever.

3. Sing the song provided or you can choose any other songs that you know

We are one big happy family

God's family X 2

We are one big happy family

God's family are we

4. Sing the National Anthem



Activity A

1. Read Psalms 23: 1- 6 again by yourself and do the activities that follow.

	A	C	D	E	F	H	I	L	M	O	P	R	S	T
1	T			O				I				P		
2		L	H		R		M			S			W	
3		E		D			S				H			U
4								V	Y				N	
5	A			R		E						L		

2. Use the coordinates in the table above to fill in the boxes. Then write down the verse in the spaces provided.

1A	2D	3C		R5	1E	2F	3E		1L	2O		2I	4M		3I	3P	3C	2F	1R	5H	5E	3E	

1L		3I	2D	5A	2C	5R		4S	1E	1A		2S	5A	4S	1A	

3. Discuss how this verse relates to yourself and your family.

Body of the Lesson (suggested time 30 minutes)

The teacher or Parent will explain or the children can read about the **importance of effective communication or talk story.**

- Improves participation and productivity
- Increases creativity
- Increases growth
- Enhances skills
- Improves working together
- Prevents misunderstandings or conflicts
- Increases efficiency

Activity B

1. Role play the conversation in the table.

Dialogue

Parents/literate persons	Child/children
How are you feeling children/names.....?	Reply verbally Fine, happy, sad, not sure and others
What are your favourite foods?	Fruits, Yam.....
Can you share with us the most exciting thing that you will never forget?	The most exciting thing that I will never forget are.....
Children can we discuss about our home learning?	Yes, I agree with you, That is fine with me I am happy with that
Children I am excited or happy to be your teacher and I hope you also excited or happy to have me as your teacher	Yes I do I am really excited to be your student I will be a good student
Do you know that learning can happen anywhere and at any time, and not only in the classrooms?	Yes No Not sure
Children, before you attend formal schooling, we parents were your first teachers	How did you teach us before we go to school? Or can you explain more about what you have just said?
Learning was mostly done by talking, doing, observing, imitating and correcting when mistakes were made.	That is very interesting! Are you going to apply that in our lesson too?
Yes, I will in the right places in the lessons	Thanks and looking forward to that.
Therefore, we must work together to create a positive and enjoyable home learning environment.	That is fine with me! Or I like that! Or I am ready for that.

2. How do you feel about this activity? Write 2 sentences on how you feel.

I am really excited or happy doing this activity because.....

Activity C

1. The words in the list is taken from Activity B. They are in present tense. Change them to past tense, present continuous and past continuous. The first one had been done for you.

PRESENT TENSE	PAST TENSE	PRESENT CONTINUOUS TENSE	PAST CONTINUOUS TENSE
Example: eat watch	Ate Watched	Eating Watching	
1. feel			
2. excite			
3. discuss			
4. know			
5. attend			
6. explain			
7. talk			
8. work			

9. teach			
10. explain			

2. Copy the following sentences into your exercise books and underline the correct answers.

- Joan attend/attends in the school choir.
- John talks/talk to the door.
- Tina works/work at the shop.
- Leona teach/teaches football courses.
- She feel/feels good about her work.

Conclusion of the Lesson (suggested time 15 minutes)

Self-Assessment – Before you continue with the next lesson, you must complete self-assessment questions on page 2.



Lesson 2:

Theme: Development of a whole person

Topic: Personal development

The teacher or parent should read and explain the following lesson outcomes. Learners should be able to;

- *read through the overall learning outcomes on page 2 and each lesson learning outcomes before the lesson starts.*
- appreciate who they are and where they live with their family and friends.
- appreciate and be thankful to be part of a family and friends.
- think about how to make their environment/ area around where they live, clean and safe.

Introduction (suggested time 15 minutes)

1. Start with a prayer ... (The Lords' prayer)

2. Bible reading or Word of God for the day - Genesis1:1 "In the beginning God created the heaven and the earth".

Psalms 33:6, "By the word of the LORD were the heavens made, and all the host of them by the breath of his mouth... **V9** "For he spake and it was done, he commanded, and it stood fast"

Genesis 1:26 – 27, "And God said. Let us make man in our image, after our likeness: and let then have dominion over the fish of the sea, and over the fowl of the air and

over the cattle, and over all the earth, and over every creeping thing that creepeth upon the earth”.

3. Sing the song provided or you can choose any other songs that you prefer

*God made the earth and God made the sky
God made the fish and the birds that fly
Animals, flowers, trees so all
And God made everything in great and small.*

4. Sing the National Anthem.



1. How did God create the heaven and the earth according to Psalms 33:6, 9?
Write down the verse in your exercise book.

2. Read Genesis 1:26 – 27, Gen 2... and then answer this question; what responsibility does God give us (human beings concerning his creation)?

Body of the Lesson (suggested time 30 minutes)

The Parent or teacher should explain the brief notes on; Family and Friends.

A family that consists of the father, mother and children is called the **nuclear family**. An **extended family** is made up of the father, mother, children and relatives (uncles, aunties, cousins and so on). **Single parent** refers to the father/mother and children while **blended families** refer to a father or mother with his/her children from their previous marriages join together as a family.

Friends refer to persons whom one knows, likes, and trusts.

Environment refers to our surroundings. **Home environment** can be defined as who and where we live in a place and time with our families and friends.



Children let us talk more about 'Family and Friends', "Who and Where You Are in Place and Time'.

Questions

Read the questions and complete the sentences.

1. Do you appreciate who you are as a person?

Yes, I do appreciate who I am as a person because.....

No, I do not appreciate who I am as a person because.....

2. Are you happy with where we live with our family and friends? Yes or No, explain

Yes, I am happy with where our family lives because.....

No, I am not happy with where our family lives because.....

3. Describe the environment where we live in?

I love the environment in which we live in because.....

Or I do not love the environment in which we live is in because.....

Now children let us share or talk about our own family life journey and expectations. I am looking forward to using this activity to help us improve in our daily roles and responsibilities. Also this will enable you to know our relatives or family members.

4. Draw our nuclear & extended family trees

Nuclear Family Tree	Extended family Tree
---------------------	----------------------

5. Copy and fill in the table with roles and responsibilities for each member.

My family members	Roles	Responsibilities

A part from our families, we also have friends, those whom we met during our life journey at school in Solomon Islands or abroad or those “Who you come across and make friends with, where you are in place and time.

6. Fill in names of your friends in the table, where you met them and the time or year.

Name of friends	Place	Time/year	Province



Activity C

1. The words in the list is taken from Activity B. Fill in the correct words in their present, past tense, present continuous and past continuous tenses.

PRESENT TENSE	PAST TENSE	PRESENT CONTINOUS	PAST CONTINOUS
Example: eat watch	Ate Watched	Eating Watching	Was or were eating Was or were watching
1. appreciate			
2. live			
3. love			
4. share			
5.		looking	
6.		using	
7. improve			
8. make			
9. write			
10. find			

2. Copy the following sentences into your exercise books and underline the correct answers.

- (i) Anna is **looking/looked** after the children.
- (ii) Tom **appreciates/appreciate** his parents care and support.
- (iii) Rose **loves/love** eating local food.
- (iv) John **writes/write** letters to his friends.
- (v) Rona and Joshua **share/shares** their goods with their neighbours.

3. Complete the sentences by using these words; **appreciate, live, love, share and look**.

- (i) Alex and Gloria in a small village.
- (ii) They eating fresh locally foods.
- (iii) The families daily support and care from their friends.
- (iv) The boys their fruits with a family next door.
- (v) The mothers after their children.

Conclusion of the Lesson (suggested time 15 minutes)

Read the poem and then write your own family poem or story.

Title: "My Family my life" by Rose

Family is everything

Enables survival for many generations

Mother for everyone in this world

Builds the foundation in a child's life.

Produces the first natural teachers in life

Shape a child's life in culture, customs and values.

Teaches and focuses on living "RESPECT" and "LOVE"

I love my family

Appreciate and cherish in my heart

Provided lifelong teaching and learning opportunities

Valued and life lived testimony daily.

Thank you God for giving me a loving family who cares for me daily.

Self-Assessment – Before you continue with the next lesson, you must complete the SELF ASSESSMENT questions on PAGE 2.

Lesson 3:

Theme: Development of a whole person

Topic: Personal Development

The teacher or parent should read and explain the following lesson outcomes.

Learners should be able to;

- *read through the overall learning outcomes on page 2 and each lesson learning outcomes before the lesson starts.*
- *differentiate who you are and where we live with our family and friends.*
- *appreciate and be thankful to learn about our environment and our way of life.*
- *compare our environment or area around where we live in terms of cleanliness, fresh air, food from land, sea and air, and safety.*
- *appreciate local foods are nutritious and easy to grow.*

Introduction (suggested time 15 minutes)

1. Start with a prayer ... (The Lords' prayer)

2. Bible reading or Word of God for the day – Ecclesiastes 12:1 Remember now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them;

3. Sing the song or choose any other songs that you know

*God is good to me, God is good to me
He holds my hand and makes me stand
God is good to me*

Or

*My God loves me
And all the wonders I see
The rainbow shine through my window
My God loves me*

*God save our Solomon
Islands, from shore to shore;
Blessed all our people, and
all our land
With your protecting hands
Joy, peace, progress, and
prosperity
That men should brothers be
Make nations see
Our Solomon Islands,
Our Solomon Islands
Our nation Solomon Islands
Stands forever more*

4. Sing the National Anthem

Activity A

1. What is Gods' word saying to me in Ecclesiastes 12:1?

2. How can I apply this verse in my life?

Body of the Lesson (suggested time 30 minutes)

3. *Parent or teacher ask the children to define: 'environment' and 'home environment'.*

Children are given opportunity to talk about the environment and their home environment.

Activity B

Let us talk about questions 1 – 5.

1. Do you like the location or place where our home is built? Yes or No.

2. List the things you like or appreciate about our environment.

3. Does the home have good ventilation or fresh air? Yes or No.

4. Do you have access to clean water and good sanitation?

I have access to clean water but not good sanitation

5. Copy and complete the sentences in your book on clean or dirty environment.

Clean water is life.....
Keep it safe

Dirty environment is
deadly, unsafe and
dangerous.....
.....

6. Practical

We will go outside our home and look at our environment together and pick any rubbish that we find around the home and arrange them according to compost, burnable and bury.

RUBBISH DISPOSAL METHODS	
1. Compost – anything that can get rot such as food peelings, dead leaves.....	2. Bury – anything that cannot get rot or burnt.....
3. Burnable – anything that can be burnt.....	4. Recycle – reuse of an item

7. Fill in the table with their appropriate words.

PRESENT TENSE	PAST TENSE	PRESENT CONTINUOUS	PAST CONTINUOUS
Example: eat watch	Ate Watched	Eating Watching	Was or were eating Was or were watching
Find			
Pick			
Throw			
Bury			
separate			
Peel			

8. Complete the following sentences using words in the table, you can use a word more than once.

- (i) Hence and Anne a lot of rubbish near the river.
- (ii) They the rubbish in the bins according to compost, burnable and bury.
- (iii) The families the rubbish in according to compost, burnable and bury.
- (iv) The boys their fruits and vegetable ready for eating.
- (v) The family members the rubbish according to compost, burnable and bury.

9. The parent or teacher can read the story about a boy who grows up in a place in Solomon Islands or the children can read the story themselves before they can talk about the questions together.

Sogo's story

My name is Sogo. I grow up in a small remote village on Guadalcanal Province. The village is surrounded by mountains, forests, and streams. The air is fresh and cool. We grow different types of food on the slopes of the mountains. We get fish, shells, and prawns from the streams. Dad goes to the town once a month to buy rice, soap, sugar, and other things. I go to a school run by the Seventh Day Adventist Church. I am in Year 5 in the Upper Primary school. I have to walk for one hour to get there. I think living in the mountains is healthier than living in a large town.

1. Select appropriate descriptions from this list and you can also add to your list; clean, streams, cool, dirty, fresh air, mountains, fresh fish, forests, prawns, shells etc. Then compare Sogo's with your own environment.



2. Draw the environment where you live in and describe, what you can **see, smell, feel, hear** or **taste**.

For example:

- I can see boys and girls laughing and playing
- I can smell the scent of the beautiful flowers
- I can feel the cold breeze of the wind
- I can hear the sound of birds singing high up in the trees, &
- I taste the sweet banana fruit outside the house

3. I like my environment because it is clean and safe to live.....



Activity C

Project options: Select relevant project from following options;

Project 1:

Draw a plan or make a poster on how to protect your water source and make it safe for drinking cooking, washing and swimming:

- do not build toilets near your water sources
- build fence around your wells or stream or river to keep animals away
- make a clean-up routine for family members to follow protect water sources safe.

Project 2:

- Make a poster on 'pollution/littering?'
- define the meaning of pollution in their own words.
- draw a picture of a polluted environment
- develop clean – up routine to pick up rubbish such as, empty plastic cans and bottles, dirty oil from cars, dirty oil from outboard motors, ships and other machines etc. Practical ways to improve environment from pollution and how to do them together.

Project 3:

Draw a plan on types of rubbish disposal – bury, compost and burnable;

- Weekly bury empty tins and cans
- Monthly cut grasses
- dig proper drainage when the need arises
- schedule – for family and community work day.

Project 4:

- clean water and sanitation
- hand wash facilities
- hand wash – soap, sanitizer and so on

Conclusion of the Lesson (suggested time 15 minutes)

Discuss finalised plans for the selected projects for implementation together.

Self-Assessment – Before you continue with the next lesson, you must answer the SELF ASSESSMENT questions on PAGE 2.

Lesson 4:

Theme: Development of a whole person



Topic: Personal Development

The teacher or parent should read and explain the following lesson outcomes.

Learners should be able to;

- *read through the overall learning outcomes on page 2 and each lesson learning outcomes before the lesson starts.*
- *build fence round the water source.*
- *set up family or community cleaning schedules to keep the environment clean and it becomes a way of life for us.*
- *establish proper rubbish disposal practices for clean and safety living*
- *ensure pick rubbish regularly throw (dispose) rubbish using correct ways*
- *keep environment clean at all times*

Introduction (suggested time 15 minutes)

1. Start with a prayer ... (The Lords' prayer)

2. Bible reading or Word of God for the day – Proverbs 12:11 He that tilleth his land shall be satisfied with bread: but he that followeth vain persons is void of understanding.

3. Sing the song or you can choose any other songs that you know

His able, his able

I know my Lord is able carry me through X 2

He heals the broken heartache and makes the captive free

He makes the lame to walk again and cause the blind to see

I know his able, his able

I know my lord is able to carry me through.

4. Sing the National Anthem.

Activity A

1. What is Gods' word saying to me in Proverbs 12:11?

2. How can I apply this verse in my life?

3. How often do you eat foods from these pictures or do you plant them in your gardens?



4. Select correct food group from this list – *energy*, *protective* and *growth* to fill in the blanks.

Fish and peanuts belong to the _____ food group, Slippery cabbage, water melons and ripe bananas belong to _____ food group and taro belongs to _____ food group.

Body of the Lesson (suggested time 30 minutes)

Parents/literate persons explain: the arrangements to work together in carrying out the different plans we developed to improve our environment to ensure it is clean and safe to live in. Each one must **write a report** on one of the projects carried out.



**Activity B -
PRACTICAL**

Follow the set of instructions for building a fence

- Buy resources that are needed; timber, nails, fence, hammer, bags, and digging bars to dig rubbish pits, holes for fence posts.
- Identify positions of the posts and mark them
- Dig the holes for the posts and bury them
- Put the fence up
- Keep water clean and safe for all
- Keep out, authorised person/s only
- Victory shout at the end of work, we have achieve it together!!

Follow set of instructions on correct ways of rubbish disposal

- Identify site for rubbish disposal, dig rubbish pit and also for compost.
- Peelings & leaves for compost
- Paper plus other burnable are burnt or recycle or reuse.
- Non burnable are buried in a rubbish pit
- Establish a community day for cleaning the village
- Ensure family members participate in rubbish disposal exercise.
- Victory shout at the end of work, we have achieve it together!

Carryout the following statements and questions on access to WASH requirements

- Check to see if you have access to clean water and good sanitation
- Do you have access to hand wash facilities?
- Do you have access to hand wash resources such as soap, hand sanitizer and so on?
- Plan actions to respond to the questions.



Activity C

1. Copy the table and write their plural nouns. Two examples are given for you.

Singular nouns	Plural nouns
Example; bar, nail	bars, nails
Resource	
Photo	
Hand	
Exercise	
Rubbish	

2. Write 5 sentences using singular nouns and plural nouns from the table.

Two examples are given for you;

A. John and Rex pick rubbish daily. B. Nails are expensive.

Conclusion of the Lesson (suggested time 15 minutes)

Talk about writing reports for the projects.

Self-Assessment – Before you continue with the next lesson, you must answer the SELF ASSESSMENT questions on PAGE 2.

Lesson 5

Theme: Development of a whole person

Topic: Personal Development

The teacher or parent should read and explain the following lesson outcomes.

Learners should be able to;

- read through the overall learning outcomes on page 2 and each lesson learning outcomes before the lesson starts.
- appreciate learning other subjects in reading the story about Sogo
- relate information read in the story to other subjects and real life situation
- appreciate integrated learning and its application to real life situation.
- identify the meaning of terms from their application in the story

Introduction (suggested time 15 minutes)

1. Start with a prayer ... (The Lords' prayer)

2. Bible reading or Word of God for the day: Mathew 6:33, Seek ye first the kingdom of God and his righteousness and all these things shall be added unto you.

3. Sing the song or choose any other songs that you know.

God is good to me X 2

He holds my hand and makes me stand

God is good to me

4. Sing the National Anthem



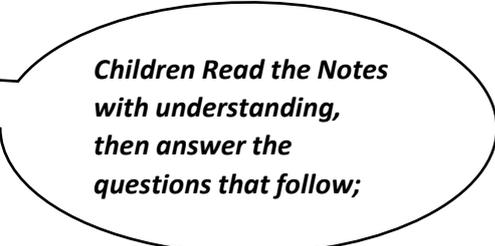
Activity A

1. What is Gods' word saying to me in Mathew 6:33? _____
2. How can I apply this verse in my life? _____

Body of the Lesson (suggested time 30 minutes)

NOTES:

Energy is all around us in every forms.
It can change from one form to another.
It can make things move.
It can make things hot.
It can change the result of what happens in certain processes.
It is the ability to do work.



***Children Read the Notes
with understanding,
then answer the
questions that follow;***

Plants and animals get energy from the sunlight, then Sogo's family get this from animal & plant foods they eat. Energy is essential for plants and animals for survival.

What is water cycle?

The continuous movement of water all around the Earth or how water circulates in nature.

Water takes three different states and they are; **solid, liquid and gas.**

The solid form of water is ice.

The liquid form is present in the rivers, lakes, seas, and oceans.

The gas form of water, water vapor is present all around us.

From Sogo's story we have heard that; Sogo and his family usually get fish, shells and prawns from the **streams** for their food.



Activity B

Parent or teacher explains integrated approach which involves teaching more than just one subject area in a lesson. In this lesson, you will do activities for Science, Math, Health and English based on Sogo's story. Therefore I order for you to complete the activities, you need to read Sogo's story once more.

My name is Sogo. I grow up in a small remote village on Guadalcanal Province. The village is surrounded by mountains, forests, and streams. The air is fresh and cool. We grow different types of food on the slopes of the mountains. We get fish, shells, and prawns from the streams. Dad goes to the town once a month to buy rice, soap, sugar, and other things. I go to a school run by the Seventh Day Adventist Church. I am in Year 5 in the Upper Primary school. I have to walk for one hour to get there. I think living in the mountains is healthier than living in a large town.

SCIENCE

1. Read Sogo's story and compare with this photo of a beautiful village along the coast in terms of their environments.



2. What form of water in the stream and sea?

(a) Gas, (b) solid or (c) liquid.

3. Where do plants get their energy from?

(a) Sunlight (b) water (c) soil

4. What is the name of the instrument that can be used to measure temperature (cool air) in Sogo's village?

(a) Thermometer (b) barometer (c) hydrometer

5. Identify energy sources in Sogos' story.

6. Explain the meaning of energy?

7. Give an example of how energy can change from one form to another.

8. Name two types of energy source that might be used in Sogo's village? For an example, candle.

ENGLISH

Write 5 sentences using these words taken from Sogo's story.

(1). Remote

(2). Surrounded

(3). Slopes

(4). Healthier

(5). Food

HEALTH

1. "Sogos' lifestyle has been described as healthy lifestyle". Explain if this statement is true or not, using the information in the story to support your explanation.

MATHS

(1) It took 1 hour for Sogo to reach his school and another 1 hour for him to return home. In total, Sogo walked 2 hours to and from his school. If 1 hour is equal to 60 minutes, how many minutes are there altogether in 2 hours?

(2) If Sogo went to the market to sell the fish for \$35.00, shells for \$15.00 and the prawns for an unknown amount of money earned a total of \$100.00. What is the cost of the prawns?

(3) Sogo's dad goes to the town once a month to buy rice, soap, sugar, and other things. If Sogo's dad bought 4 packets of 1Kg sugar, and each packet cost \$12.00, what is the total cost of 4 packets?

Conclusion of the Lesson (suggested time 15 minutes)

Self-Assessment – Before you continue with the next lesson, you must answer the SELF ASSESSMENT questions on PAGE 2.

Lesson 6:

Theme: Development of a whole person

Topic: Personal development

The teacher or parent should read and explain the following lesson outcomes.

Learners should be able to;

- **read** through the overall learning outcomes on page 2 and each lesson learning outcomes before the lesson starts.
- **practice** reading with expression, to enhance interest, enjoyment and meaning.
- **understand** and **practice** the importance of personal cleanness, hygiene and living healthy.
- **understand and appreciate** who you are and which group you belong to in a community or province.
- **keep** safe, clean and protect yourself from getting sick.
- **make** their environments/ areas around where they live is clean, healthy and safe.

Introduction (suggested time 15 minutes)

1. Start with a prayer ... (The Lords' prayer)

2. Bible reading: Romans 12:4-8

⁴For as we have many members in one body, and all members have not the same office: ⁵So we, being many, are one body in Christ, and every one members one of another. ⁶Having then gifts differing according to the grace that is given to us, whether prophecy, let us prophesy according to the proportion of faith; ⁷Or ministry, let us wait on our ministering: or he that teacheth, on teaching; ⁸Or he that exhorteth, on exhortation: he that giveth, let him do it with simplicity; he that ruleth, with diligence; he that sheweth mercy, with cheerfulness teaching us about different gifts and talents God has given each one of us to fulfil on this earth.

3. Sing the song or we can choose any other songs that we know

God is good to me X 2

He holds my hand and makes me stand

God is good to me

4. Sing the National Anthem.



Activity A

1. What is Gods' word saying to me in Romans 12:4-8;

2. How can I apply this verse in my life?

Body of the Lesson (suggested time 30 minutes)

Parent/teacher will introduce *Elisha's story.*



Activity B

The teacher or parent will use the punctuation marks and the tone of his or her voice to read with expression. The children will listen and then practise the pauses between sentences when they see a full stop at the end of a sentence or a comma used to separate word in a sentence.

Read Elisha's story with expression

My name is Elisha. I come from Sikaiana Island. I attended Tenavatu primary school on Guadalcanal. At school I learnt about several subjects such as Math, English, Health, Science and Social studies. In health subject I learnt about the importance of personal body hygiene and washing hands.

In the morning I am in my family group. At school I am in my Class group. I am in the netball team too. In church I am in the children's choir group. In my village I am in the girls' dancing group. I like dancing group most because I learnt about body movements to different types of music. I belong to many groups.

Health Tips

At school Elisha also learnt about the importance of personal hygiene, cleanliness and living healthy.

The six important hygiene practice Elisha learnt at school,

1. Cover your mouth and nose when you cough and sneeze.
2. Use tissue, handkerchief, upper sleeve, your shirt or blouse when you cough and sneeze
3. Throw the tissue right away into the bin after use.
4. Wash your hands often with water and soap or hand sanitizer.
5. Wash your hands every time and immediately after coughing and sneezing.
6. Avoid spitting, if you spit, spit into a tissue and throw it away into a bin

NB; Remember to always practice these at home with your parents or friends.

QUESTIONS

Use Elisha's story to reflect on your experiences at home or in school to answer the following questions.

1. Why is it important for Elisha to wash her hands and clean her body after dancing and exercising? (3 reasons)

2. Which province does Elisha comes from?
3. What is the name of the school Elisha attended?
4. Which activities does Elisha involve in, in the village?
5. How many groups altogether did Elisha join?
6. If she was the goal shooter in her team, she would be applying forces when throwing the ball into the ring.
What type of force was applied when Elisha caught the ball and throw it into the ring?
7. Elisha learnt several subjects, they are; math, English, health, science and social studies. In a day she learnt 5 subjects.
What is the total number of lessons she learnt in 10 days?
8. Name 2 of the body systems that make body movements possible.
9. If the total estimated population of Sikaiana Island is 1,546,
round off the total estimated population of 1,546 to the nearest thousand.
10. What kind of a force do you use to,
 - move forward a wheel barrow in the garden? (Stand behind the wheelbarrow to move it?)
 - win a tug of War?
 - turn the door handle/turn a tap?

Sentence Completion

Fill in the missing words to complete the sentences from Elisha's story.

1. I _____ Tenavatu Primary school.
2. At school I am in my _____ group.
3. In church I am in the children's _____ group.
4. In my _____ I am in the girls dancing group.
5. Elisha come from _____ Island.

Punctuations

Rewrite the sentences putting in capital letters, commas, apostrophes and full stops.

1. at school I learnt about maths English health science and social studies

2. in my village I am in the girls dancing group

3. i come from sikaiana island

4. in church i am in the childrens choir group

5. my name is elisha

Reading Comprehension

Read the story and answer the following questions correctly.

1. How many subjects did Elisha learn at school?

2. Why did Elisha like dancing?

3. What did Elisha learn in health subject?

4. Which Primary school did she attend?

SOCIAL STUDIES (ELISHA'S STORY)

1. Name and draw the Island where Elisha attended Primary School.

Copy the table and find the words in the story to fill in the correct column

Province	School	Subjects

Conclusion of the Lesson (suggested time 15 minutes)

Self-Assessment – Before you continue with the next lesson, you must answer the SELF ASSESSMENT questions on PAGE 2.

Lesson 7

Theme: Development of a whole person

Topic: Personal Development

The teacher or parent should read and explain the following lesson outcomes. Learners should be able to;

- **read** through the overall learning outcomes on page 2 and each lesson learning outcomes before the lesson starts.
- **identify** and **explain** ways on how human activities affect the physical environment and eco system.
- **identify** some things and behaviours that promote care of the environment and water sources.
- **identify** ways or things that can contaminate water source.
- **explain** uses of money and its value.
- **classify** local foods according to the three food groups.
- **describe** the importance of environment resources and usefulness of sea, land and rivers/ lake resources.
- **identify** human values, attitude and behaviour and actions that cause pollution to the environment.

Introduction (suggested time 15 minutes)

1. Start with a prayer ... (The Lords' prayer)

2. Bible reading – 1Corinthians 3:13

"Every man's work shall be made manifest: for the day shall declare it, because it shall be revealed by fire; and the fire shall try every man's work of what sort it is."
1Corithian 3:13, KJV

3. Sing the song or you can choose any other songs that you know

God is good to me X 2
He holds my hand and makes me stand
God is good to me

4. Sing the National Anthem.



Activity A

1. What is Gods' word saying to me in 1Corithians 3:13;

2. How can I apply this verse in my life?



Activity B

Body of the Lesson (suggested time 30 minutes)

5. 'Family and Friends' Theme - , "Looking after our Environment".

You will be reading a story titled: "Old Mana". Now when you read remember to use these punctuation marks as they will help improve your reading in the area of fluency, and so as to read with expression so that what you are reading is interesting and meaningful.....

Old Mana's Land

Before old Mana died, he took his sons to the forest behind the Village. "I do not have much to give you except this land. I will split it between the two of you". He showed his sons a boundary that divided the land. Garry, the eldest, received the land east of the boundary. His second son, John, had the land on the West side.

"Look after this land. It has provided our family with crops and building materials. It is our hunting ground", said Mana.

Later, a logging company visited the village. The company offered money to landowners if they allowed the company to cut down trees for timber. Garry said, "Yes" and took the money. John refused. Six months later, the trees on Garry's land had all been cut down. The company moved on to the next Village. Garry used his money to build an iron-roofed house. He bought a water tank, a generator and a video. Then his money run out. He could not buy food from the shops. His family become hungry. The loggers had destroyed his gardening land. He went to John's house and saw bags of taro and potatoes. John was busy cleaning the wild pig he had caught in the forest. . Garry had to beg food from John to feed his family.

Social Science

Answer the following questions based on Old Manas' story

1. Imagine, old Mana is your father, and he said this to you, "I do not have much except this land...Look after this land. It has provided our family with crops and building materials. It is our hunting ground.

How would you react or respond to this statement?

2. Do you think it was a good decision John made to refuse the logging company to operate in his land? Yes/No, why...?

3. List advantages or benefits that the forest provide for Johns' family and community?

4. How did Garry use his money received from logging?

5. What are the impacts of logging his family experienced?

6. How would you respond to people like Garry in your village or community?

7. How do human activities, for example logging the forest, affect your health and well-being? **List 3 examples**



Activity C

Vocabulary

Match the words in list A to their correct meanings in list B by writing the numbers on the blanks.	
Words in list A	List B – Meanings of words in list A
1. Boundary	_____The part of earth's surface that is not covered by water
2. Hunting	_____A structure with a roof or walls such as house.
3. Land	_____A line which marks the limits of an area.
4. Building	_____Damaging or attacking.
5. Destroyed	_____Is the practice of killing animals

Language Study / Grammar

Change past tenses into present tenses	
1. Died	
2. Took	
3. Had	
4. Offered	
5. Caught	
6. Went	
7. Received	
8. Showed	
9. Visited	
10. Allowed	

Nouns and Verbs

List 5 nouns and 5 verbs from the story	
1	1.
2	2.
3	3.
4	4.
5	5.

Conclusion of the Lesson (suggested time 15 minutes)

Self-Assessment – As you do this final lesson, you must answer the SELF ASSESSMENT questions on PAGE 2.