

INSTRUCTIONS

-Complete the notes and activities in your English Activity Book.

Topic : **What are Homophones?**

-Homophones are a group of words that sound the same when they are said aloud, but have different spellings and meanings.

-They can also be different part of speech.

- When using a word that is homophone, it is important to know the meaning for each word, so you can choose the one you want.

<u>Examples:</u>	ad – add	ball – bawl	eye – I
	carat – carrot	bag – beg	their – there
	sheep – ship	bear – bare	knew – new

Activity – Choose the correct homophones in the blank spaces below.

1. The new girl lives near the _____.(see/sea)
2. The thief threw the gold in a _____beside the bridge. (hole/whole)
3. Mrs Singh has a beautiful _____garden.(flour/flower)
4. “I _____I’ll be absent tomorrow,” replied Ana.(gas/guess)
5. The old man _____in a car crash.(dyed/died)
6. The _____rises from the East.(son/sun)
7. I _____three apples yesterday.(ate/eight)
8. The angry dog _____the thief on his leg. (bit/beat)
9. It was raining _____we went home.(so/saw)
10. Riastika is taller _____Aniya.(then/than)

Read the story and fill in the correct answers in the blank spaces provided.

The Selfish Giant

high	allow	voice	green	they	were
listen	came	seven	children	own	sat

Every afternoon, as _____ were coming from school, the children used to go and play in the Giant's garden. It was a large lovely garden, with soft _____ grasses. Here and there over the grass stood beautiful flowers like stars, and there twelve peach-trees that in the Spring-time broke out into delicate blossoms of pink and pearl, and in Autumn bore rich fruits.

The birds _____ on the trees and sang so sweetly that the children used to stop their games in order to _____ to them. 'How happy we are here!' they cried to each other. One day the Giant _____ back. He had been to visit his friend the Cornish ogre, and had stayed with him for _____ years. After those years were over he had said all that he had to say and he was determined to return to his _____ own castle.

When he arrived he saw the _____ playing in the garden. 'What are you doing here?' he cried in a very gruff _____, and the children ran away. 'My own garden is my own garden,' said the Giant; 'anyone can understand that, and I will nobody to play in it but myself.'

So he built a _____ wall all round it, and put up a notice board.

Activity

Add four or more words to complete the sentences below.

1. In the Giants garden there _____
2. The children were happy because _____
3. The giant was gone because he _____
4. The Giant was angry because _____
5. We should not play _____
6. Do not talk to strangers because _____

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YEAR 5

MATHEMATICS WK 2

Topic: Making equivalent fractions

-We can make equivalent fractions by multiplying the numerator and denominator by the same number.

- For fractions, the numerator is the number on the top and the denominator is the number at the bottom.

Examples: make equivalent fractions for the ones given

$$\frac{2}{6} \times \frac{2}{2} = \frac{4}{12}$$

$$\frac{3}{10} \times \frac{4}{4} = \frac{12}{40}$$

When making equivalent fractions, you will multiple both the denominator and the numerator.

Activities

Make the equivalent fractions.

1. $\frac{2}{5} \times \frac{4}{4} =$

2. $\frac{1}{6} \times \frac{2}{2} =$

3. $\frac{3}{8} \times \frac{2}{2} =$

4. $\frac{1}{4} \times \frac{2}{2} =$

5. $\frac{8}{10} \times \frac{4}{4} =$

6. $\frac{6}{12} \times \frac{3}{3} =$

Proper fractions, improper fractions and mixed numbers

Proper fractions are fractions showing the numerator is smaller than the denominator.

Example: $\frac{2}{6}$

See that the numerator (2) is smaller than the denominator (6).

Improper fractions are fractions showing the numerator is bigger than the denominator.

Example: $\frac{9}{3}$

See that the numerator (9) is bigger than the denominator (3).

Mixed numbers is a combination showing a whole number and a fraction put together.

Example: $2\frac{1}{4}$

See that the whole number is 2 and the fraction is $\frac{1}{4}$.

Activities

Show if the following fractions are proper, improper or mixed numbers. Write the answers in the empty spaces provided.

$\frac{10}{12}$		$3\frac{6}{18}$	
$5\frac{6}{8}$		$\frac{15}{30}$	
$\frac{8}{80}$		$\frac{4}{24}$	
$\frac{12}{20}$		$\frac{16}{32}$	

STRAND	Matter
SUB – STRAND	Investigating Matter
CONTENT LEARNING OUTCOME	Explore common materials using their properties and classify them as solid, liquid and gases

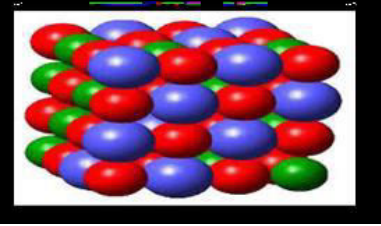
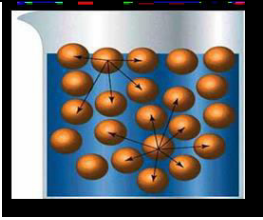
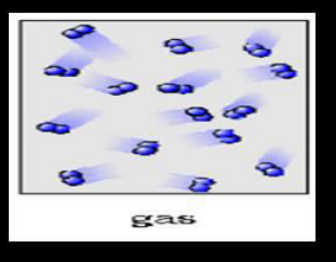
LESSON NOTES

The Three States of Matter

1. Matter is everything around you eg, desks, books, trees, water and even air.
2. Matter includes living things like plants and animals and non-living things such as tables and rocks.
3. It comes in different states known as **solid, liquid and gas**.

Properties of Solid, Liquid and Gas

1. Each Matter has a property.
2. A property describes how an objects looks, feels or acts.
3. Each matter has its own property.

SOLID	LIQUID	GAS
1. Does not change its shape easily.	Takes up the shape of any container.	Invisible but you can feel it.
2. It keeps its own shape when put in a container.	It has definite volume.	Particles move around freely in all direction.
3. Particles are joined together and cannot move around	Particles slide over each.	
		
EXAMPLE Hat, bicycle, ice, apple, table, pen	EXAMPLE Water, rain, juice, oil, milk	EXAMPLE Wind, steam, air, fog, water vapour

Activity

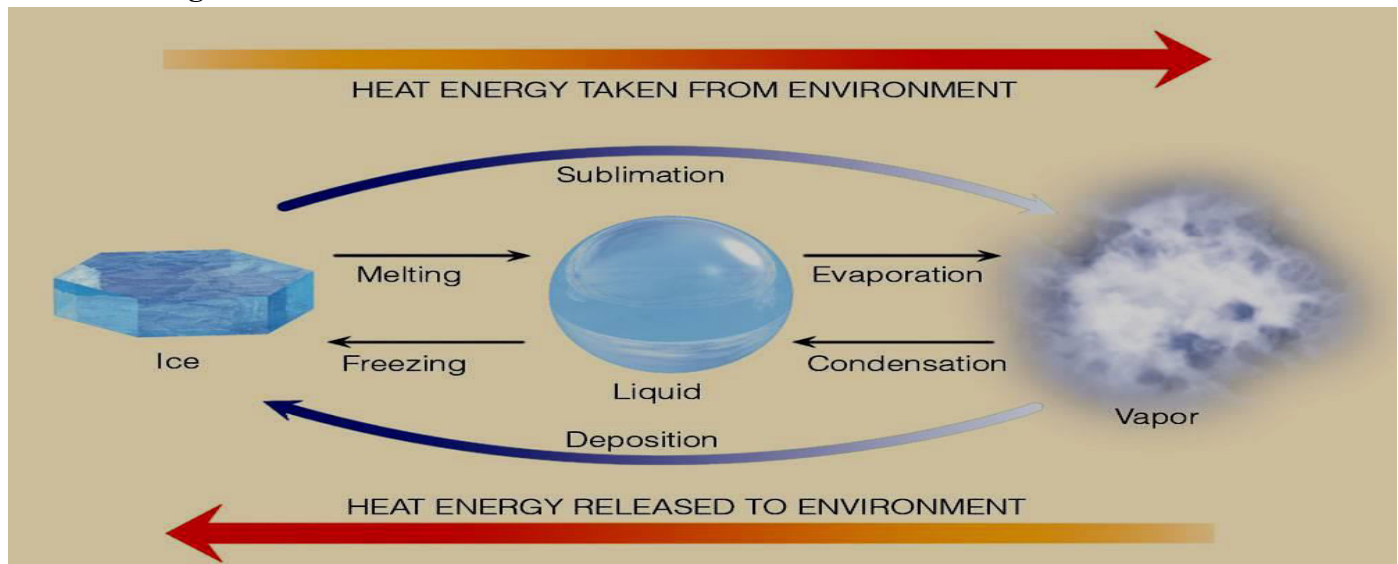
Name some matters around your home and classify them into solids, liquid and gas.

No.	solid	liquid	gas
1	table	Rewa life milk	Wind from fan
2			
3			
4			

HOW DOES MATTER CHANGE ITS STATE?

1. Matter changes its state when it experiences a change in temperature (hot/cold) and/or pressure.
2. A solid can change into liquid.
3. A liquid can change into a gas.
4. A gas can also change to a solid and liquid.

Diagram of Processes



Activity

1. Name some solids that you can change into liquid.
2. Name liquids that can be changed into gas.
3. What are the causes of changes?

Study the diagrams below



1. What is happening to the ice cream?
2. What could be the cause of the change?
3. Can you get your ice cream back? How?

Matching

Match Column I with Column II by writing the numbers.

Column I

- A. Evaporation _____
 B. Freezing _____
 C. Condensation _____

Column II

1. gas to liquid
 2. solid to gas
 3. liquid to gas

D. Melting
E. Subliming

4. solid to liquid
5. liquid to solid

Lovu Sangam School

Year 5

Healthy Living

Name: _____

Year: 50 _____

Strand: Resilience and Proactive Behaviors

Sub-strand: Needs and Desires

Content Learning Outcome: -Read and interpret meaning of the familiar written texts given.

- Give examples of how to prioritize their needs and wants

Notes

- ❖ Needs are those things that are essential in our life that helps us survive and you can't live without them.
- ❖ Wants are things that you can live without but things that help us make life easy and enjoyable.

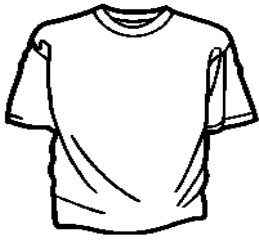
NEEDS	
\$300	Groceries
\$250	Gas
\$50	Clothes
\$100	Rent
WANTS	
\$100	obligation
\$100	Hire Purchase
\$50	Spending cash

Activities

1. What are your Needs and give examples?

2. Define what our wants are and give examples?

3. Select and Color the Needs green and the Wants yellow:



प्यासा कौआ



एक बार की बात है किसी जंगल में एक कौआ रहता था । एक दिन उसे बड़ी जोर से प्यास लगी । वह पानी की तलाश में वह बहुत दूर तक उड़ता रहा, परन्तु कहीं भी उसे पानी नहीं मिला । जब वह बहुत थक गया तो उसे आखिर में एक घड़ा दिखाई दिया जिसमें बहुत थोड़ा-सा पानी था ।

जब कौए ने पानी पीना चाहा तो उसकी चोंच पानी तक नहीं जा सकी । उसने हर तरह से पानी पीने की कोशिश की, पर सब बेकार गई । कौआ बेचैन हो उठा, तभी उसे एक उपाय सूझा । उसने आस-पास से कंकड़ एकत्रित करे और एक-एक करके अपनी चोंच से घड़े में तब तक डाले जब तक पानी ऊपर नहीं आ गया। फिर कौए ने जी भरकर पानी पिया ।



इस तरह कौए ने अपनी मेहनत और सहनशक्ति से अपनी प्यास बुझायी और अपनी जान बचाई ।

Vocabulary

जंगल	कौआ	दिन	प्यास	पानी
तलाश	उपाय	कोशिश	कंकड़	मेहनत

Lovu Sangam School

Year 5

Hindi

Name: _____

Year: 50 _____

माँ

गीत - कहाँ से लाएं प्यार

इन वक्त्यों को पूरा करो ।

क. तू भी रोई जब जब मैं रोया
नींद -----
तूने सहा है दर्द जितना, माँ
कहाँ -----

ख. मीठे स्वर से लोरी सुना कर
मुझे -----
तूने गवाई है नींद जितना माँ
कहाँ -----

ग. मेरी अरज सुन लीजिए भगवन,
खुशियों -----
तूने दिया है दुलार जितना, माँ
कहाँ -----

संज्ञा

संज्ञा एक नामकरण शब्द है। यह किसी चीज, स्थान, व्यक्ति, जानवर या भावना का नाम हो सकता है।

उदाहरण के लिए :

कार, फिजी, राम, बिल्ली

अभ्यास

उचित संज्ञा से खाली स्थान भरिए

तितली	पतंग	घर	दिल्ली	कोयल
शेर	आसमान	बच्चे	फल	मछली

- जंगल का राजा ----- है ।
- फूल पर ----- बैठी है ।
- मोहन का ----- है ।
- पिताजी बाज़ार से ----- लाए हैं ।
- बगीचे में ----- खेल रहे हैं ।
- राम ----- उड़ा रहा है ।
- ----- नीला है ।
- तालाब में ----- तैर रही है ।
- ----- गाना गा रही है ।
- लालकिला ----- में है

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YEAR 5

I-TAUKEI WK 2

Ulutaga: Na vakacakau

Na veivosa me nanumi:

1. cawi – totolo saran a kena cici; e tasiri.
2. cula kuita – na kena sagai me rawa mai na kuita mai na kena covu.
3. kodai – ni laukana droka na ika se vivili.
4. i-qoliqoli – na vanua e dau caka kina na qoli.
5. i-tago – na ka ni vakavinavinaka e dau kau vei ira na I taukei ni waqa e na kena vakayagataki na nodra waqa.
6. sinai vutuvutu – sa yaco sara tu ga e batibatina ka sa sega tale ni rawa me tawa tale kina e dua na ka.
7. wakelekele – sautakurekure ena kena coba vinaka.
8. varivari – na cakacaka ni vari ika.
9. vasi lobo – na i vosavosa ni kena laukana na ika lelevu.
10. vakata – na kena qarauni na waqa me kakua ni kasa se ciri , me nawa tiko ga.

Na ivosavosa vaka-Viti:

1. Katoa na wai - Ni sa levu na ika e ra tu e na vanua ni qoliqoli. “E da sa matalau na qoli ka ni sa rui katoa dina na wai.”
2. E vakasuina – E dua na ka e caka ka koto e dua na vuna se na ka e na qai caka se tukuni e muri. “E vakasuina na mai tara valenilotu nei Lacanivalu ka ni oti ga ko ya sa kaya me keitou la’ki tara na nona vale ni moce.”
3. Dau kele na waqa e na wai malumu- E dau soqovi ga na nodra vale na tamata yaloyalo vinaka. “Sa vaka tu ga na kele e na wai malumu ni da curu yani e na nodrau vale ko Waqa kei Wati ka ni da yaco ga yani sa tukuni sara me da kana.”
4. Tiko mai vei ka kere ko Rourou – E dua na cakau e yacana ko Rourou. Ni dau kere ga, o ya sa gauna sara tu ga ni tei dovu. Ia ke dua e kere ga, o ya sa gauna sara tu ga ni tei dovu e na qai tukuni vua na ivosavosa oqo.

Na cakacaka ni qoli vaka-Viti

Bubura – na qoli ka vakayagataki kina na moto.

Buburu – na qoli ka vakayagataki ga kina na liga e na tobo ika e na vue co se cava tale.

Na i wiliwili vaka-Viti

e 10 na kuita sa dua na dali

e 10 na vai sa dua na tabakau

e 10 na qari sa dua na vatu

e 10 na qio sa dua na laca

e 10 na ika sa dua na vua se mata

e 10 na vasua sa dua na matau

e 10 na vonu sa dua na bi

Cakacaka lavaki

Vosa veibasai

1. drava - _____.

2. kele - _____.

tini-koso katoa

3. mamau - _____.

sere-dali dromu

4. mati yakavi - _____.

via-kana mati ruku

5. nawa - _____.

6. tawa mudu - _____.

Buli yatuvoa

1. Ke a daru _____.

2. E na dredre mo _____.

3. E sa duatani na _____.

4. E matalau ko _____.

5. Keitou a la'ki qoli _____.

LOVU SANGAM SCHOOL

YEAR 5

SOCIAL STUDIES WK 2

INSTRUCTIONS

Write the notes and complete the activities in your exercise book.

TOPIC: The arrival of Europeans and other ethnic groups to Fiji

1. The first European that discovered Fiji was a Dutch explorer named **Abel Tasman**. He discovered Fiji in 1643.
2. The second European was an English navigator named **James Cook**. Captain James Cook discovered Fiji in 1774.
3. However, much of the credit of the discovery and recording of the Fiji Islands went to Captain **William Bligh**, who sailed through Fiji in 1789 after the mutiny on the Bounty, a British Royal Navy ship.
4. At around the early 19th century, shipwrecked sailors and runaway convicts from the Australian penal settlements were the first Europeans to land and live among the Fijians. Missionaries and sandalwood traders came later.
5. When the European missionaries arrived, they stopped cannibalism by teaching Christianity to the chiefs. They translated the Bible into the Fijian language and taught the Fijians how to read and write.
6. They brought clothes and tools for the people to use. Before the Europeans started using the money system. They exchanged goods using the **barter system**. Barter system is the exchange of goods without the use of money. Example; Jone gave Tomu a bundle of dalo and in return Tomu gave him a bundle of fish.
7. The Europeans set up a Colonial Government and needed people to come and work in Fiji. The first Governor General was **Sir Author Gordon**. He brought slaves from the Solomon Islands and later Indians from India.
8. The first Indians arrived in 1879. They arrived in a ship called the **Leonidas** from Calcutta. They came as indentured servants to work on the sugar plantations until 1916. They consisted of Muslims, Hindus, Christians and Sikhs.
9. Life in India was never easy, so many Indians couldn't refuse the inducement offered by the British Empire. Most of them were men between the ages of 20 to 40, who were poor and uneducated.
10. After the indentured system was abolished, most chose to stay in Fiji even after they were offered passage back to India and the majority became independent farmers and businessmen. Today, Indians play an important part in the growth of our country.

11. The first Chinese people to settle in Fiji were believed to have arrived in the 1850s. The first Chinese named Moh Ba Ling, also known as Houng Lee, arrived in Fiji from Australia and settled in Levuka.

12. He later returned to China, before bringing his relatives and others to settle in Fiji. Today, most of the Chinese people in Fiji are successful business owners,

13. Today Fiji is a multicultural country. People of different races live together peacefully. The arrival of other ethnic groups has contributed in the development and growth of our Nation.

ACTIVITIES

Fill in the correct answers in the blank spaces below.

1. The first European who arrived in Fiji was _____.
2. Captain William Bligh sailed through Fiji in _____.
3. The first Governor General was _____.
4. The first Indians arrived in a ship called the _____.
5. The first Chinese came from Australia and settled in _____.

Short Answer Questions

1. How did the Europeans end cannibalism?

_____.

2. Why were the Indians brought to Fiji?

_____.

3. What is barter system? Give an example.

_____.

4. How were the lives of Fijians changed after the arrival of the Europeans?

_____.

5. Name 3 things that the Europeans brought?

_____.

6. Why do you love your country?

_____.

