

1076 NADI SANGAM SCHOOL

LESSON NOTES

SUBJECT: English

YEAR/ LEVEL: 5

STRAND 1	Listening and Speaking
CONTENT LEARNING OUTCOME	Describe and identify parts of speech and use them appropriately
TOPIC	Prepositions

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their English exercise book.

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Prepositions

Types of prepositions

1. **Simple prepositions** – are single words e.g. under, between, for, with, against, etc.
2. **Complex prepositions** – consist of two or more words e.g. along with, in front of, owing to, etc.

Functions of prepositions

1. Locate the place of the activities.
Example: at, in, under, from, near, etc.
2. Indicate the time or duration of the activities.
Example: since, till, until, for, by, during.
3. Indicate direction.
Example: to, into, towards, away, out of

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YEAR 5

ENGLISH

ACTIVITY WORKSHEET 4

Fill the gap with suitable prepositions.

1. I like _____ play cricket.
2. I asked him _____ stay back.
3. My father did not want me _____ go to the movie _____ friends.
4. I'm tall _____ black hair and brown eyes.
5. We have a house _____ a big garden.
6. I come _____ a big family.
7. Don't run _____ the classroom.
8. He is capable _____ passing the exam but needs to work much harder.
9. He is very similar to his father in appearance but takes _____ his mother in personality.
10. That car is not mine. It belongs _____ my brother.

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LESSON NOTES

SUBJECT: MATHS

YEAR/LEVEL: 5

<u>STRAND</u>	Number and numeration
<u>CLO</u>	Showing any fraction to the simplest form
<u>TOPIC</u>	Fraction Reducing fraction in its lowest form/terms
<u>PAGE</u>	28

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Maths 4C exercise book.

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Reducing fraction in its Lowest Terms

To reduce a fraction to its lowest form/term, we should divide both the numerator and the denominator by a common factor.

Example: $\frac{20}{25} \div \frac{5}{5} = \frac{4}{5}$

Step 1: Look for their common factor

Step 2: When you have found out the 2 common factor, clearly show the working

$$\frac{20}{25} = \frac{4}{5} \qquad \frac{20}{25} \div \frac{5}{5} = (\text{numerator})$$
$$\qquad \qquad \qquad \frac{20}{25} \div \frac{5}{5} = (\text{denominator})$$

Step 3: Divide the numerator and the Denominator by 5

If you divide the terms of a fraction by the greatest common factor, you get on equivalent fraction in lowest terms.

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YEAR 5

MATH

ACTIVITY SHEET 4

ACTIVITY 1

Reduce these fractions in their lowest terms.

(a). $\frac{5}{10} \div \frac{5}{5} = \frac{1}{2}$

(b). $\frac{9}{12} \div \text{---} = \text{---}$

(c). $\frac{6}{8} \div \text{---} = \text{---}$

(d). $\frac{4}{12} \div \text{---} = \text{---}$

(e). $\frac{20}{30} \div \text{---} = \text{---}$

(f). $\frac{8}{24} \div \text{---} = \text{---}$

(g). $\frac{50}{60} \div \text{---} = \text{---}$

(h). $\frac{12}{18} \div \text{---} = \text{---}$

(i). $\frac{9}{18} \div \text{---} = \text{---}$

(j). $\frac{24}{48} \div \text{---} = \text{---}$

1076 NADI SANGAM PRIMARY SCHOOL

LESSON NOTES

SUBJECT: Elementary Science

YEAR/ LEVEL: 5

STRAND: 1 SUB STRAND: 1.2	Living Things and Environment Living Together
CONTENT LEARNING OUTCOME	Investigate how physical conditions in a selected ecosystem affect the plant and animal population.
TOPIC:	The study of an ecosystem, its physical condition and the plant and the animal population.
PAGE:	27 -29

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Elementary Science exercise books.

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The study of an ecosystem, its physical condition and the plant and animal population

1. **Ecosystem** – is a community of plants and animals interacting with each other to survive.
2. Organisms work together as a unit in an ecosystem.
3. Population – group of organisms of some kind living together in a given area.
4. Organisms in an area interbreed to produce new individuals
5. An ecosystem also includes non – living materials such as water, rocks, soil and sand
6. There are many different types of ecosystem such as:
 - a. mangrove swamp
 - b. the seashore
 - c. the sea
 - d. a creek
 - e. a forest
7. An ecosystem can be either big as the ocean or small as a puddle.
8. Each ecosystem is different with different organisms and different physical conditions (temperature, amount of rain).

A creek ecosystem

- A creek is an ecosystem
 - Different plants and animals survive here because they have different needs.
 - Toads cool in the creek on hot days, reproduce and search for meals.
 - Plants live in pond because they have features that allow them to live in it.
 - Plants also supply oxygen to the living things in the creek.
 - Sun filters through the water so that plants can make their own food.
 - Tadpoles live in water and breathe through the gills like fish.
 - Fish protect themselves from their predators with their fins and scales.

A seashore community

- Seashore communities are affected by the changes of day and night and this occurs twice a day.
- It takes place when the sea level changes which are known as tides.
- Organisms must survive being exposed to air, wind, sun and sudden temperature changes.
- They must tolerate frequent partial drying.

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YEAR 5

ELEMENTARY SCIENCE WORKSHEET SHEET 4

Answer the following questions:

1. What is an ecosystem?

2. List 3 non- living things that is found in an ecosystem.

3. What makes an ecosystem different from another ecosystem?

4. How is a plant beneficial to other living things in the creek?

5. Write two reasons why toads visit the creek.

6. What affects a sea shore community?

7. Draw and label a creek ecosystem.



8. Draw and label a sea shore community.



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LESSON NOTES

SUBJECT: Healthy Living

YEAR/ LEVEL: 5

UNIT	9
CONTENT LEARNING OUTCOME	Develop and practice interpersonal skills that can be applied across different settings.
TOPIC:	RELATIONSHIPS
PAGE:	17-20

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Healthy Living exercise books. **All numberings to be inside the margin and headings and sub-headings to be underlined with red pen using a ruler.**

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Unit 9 Relationships

1. Relationships can be defined as the connection or relation we have with others around us.
2. In school and at our communities we have relationships with our friends, teachers, parents, brothers and sisters, grandparents etc.
3. Our relationships affects our life every day of our lives.

DEVELOPING INTERPERSONAL SKILLS

1. Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups.
2. People with strong interpersonal skills are usually more successful in professional and personal lives.
3. Every day in school we pass a lot of information around through communication either by speaking or reading.
4. For example, when your teacher asks a question you are expected to give an answer and when you do, you are actually communicating.

Interpersonal Skills

1. **Listening-** This is the only appropriate way to follow two topics on communication.
2. **Questioning-** Questioning is a way of getting information that often builds upon listening.
3. **Manners-** examples are; say "Please" and "Thank you", speak politely, give up your seat on public transportation, congratulate people and raise hands to answer questions.

4. **Self-Management-** It allows us to control our emotions when they are not aligned with what would be considered appropriate behaviour for a given situation. This means controlling anger, hiding frustration, showing calmness, etc.
5. **Assertiveness-** Assertiveness is a skill regularly referred to in social and communication skills training. It means being able to stand up for your own or other people's rights in a calm and positive way.
6. **Communication-** it means transferring signals/messages between a sender and a receiver through various methods (written words, nonverbal cues, spoken words).

Types of communication

1. Non- verbal- sign language, body language
2. Verbal- is broken down into, oral, written and visual.

Skills of Communication

1. Be confident when you talking to another person.
2. Make eye contact when talking to another person.
3. Use gestures such hands and face
4. Develop effective listening skills.
5. Speaking and pronouncing words clearly

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YEAR 5

HEALTHY LIVING

ACTIVITY WORKSHEET 4

1. List five proper communication skills that you use in school?

2. List down various types of communications?

3. Why is it important to use proper communication skills when speaking to others?

4. What is communication?

1076 NADI SANGAM SCHOOL

LESSON NOTES

SUBJECT: Hindi

YEAR/ LEVEL: 5

CONTENT LEARNING OUTCOME	Bhasha ke upyukt mool ango ka prayog.
TOPIC:	Pronoun

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Hindi exercise book.

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सर्वनाम

जो शब्द संज्ञा के स्थान पर काम मत लिए जाते हैं, उनहे सर्वनाम कहते हैं

जैसे : यह , वह , तुम , हम , जिस , कौन , कुछ , मेरा , यहाँ , कहाँ आदि ।

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YEAR 5

HINDI

ACTIVITY SHEET 4

क. निम्न वाक्यों को अपनी पुस्तक में लिखकर सर्वनाम शब्दों को रेखांकित करो

1. कमला कहाँ रहती है ?
2. यह किसकी पुस्तक है ?
3. सूवा शहर किस द्वीप पर है ?
4. देखो वह रास्ते पर खेल रहा है ।
5. तुम जिस लड़के के साथ खेल रहे थे वह किसका बेटा है ?

उचित सर्वनाम द्वारा नीचे दिए गए वाक्यों को पूरा कीजिए:

1. ----- सब बच्चे शोर मचा रहे हैं
2. विमला ----- के साथ शहर जा रही है ।
3. ----- पिताजी लौतोका से कब लौटेंगे ?
4. देखो फाटक के पास ----- खड़ा है ?
5. अच्छे बच्चे ----- पाठ रोज़ याद करते हैं।

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LESSON NOTES

SUBJECT: Social Studies

YEAR/ LEVEL: 5

STRAND: 1 SUB STRAND: 5.2.1	Social Organisation and Processes. Understanding the Past
CONTENT LEARNING OUTCOME	Compare and contrast I-Taukei way of life before and after the arrival of the early Europeans.
TOPIC:	The Arrival of Europeans
PAGE:	20 -22

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their social studies exercise books.

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The Arrival of Europeans

1. The first European's arrival in Fiji has been accidental.
2. Abel Tasman (a Dutch explorer) was the first explorer to discover Fiji in 1643.
3. Captain James Cook (English navigator) was the second explorer to land on Fiji in 1774.
4. He continued to explore the islands during 18th century.
5. Captain William Bligh was the third explorer who sailed through Fiji in 1789 after the mutiny on the Bounty (British Royal Navy Ship).
6. He got much of the credit of the discovery and recording of the Fiji islands.
7. Early 19th century (1800's) shipwrecked sailors and runaway convicts from Australia were first Europeans to land and live among the Fijians.
8. Missionaries and sandalwood traders came around at mid-century.



Abel Tasman- 1643



William Bligh- 1789



James Cook- 1774

Changes Brought by Europeans

1. European missionaries first task was to stop cannibalism by teaching Christianity to the chiefs.
2. Missionaries learnt I-Taukei language to easily communicate with the indigenous people.
3. They translated the Bible into the native language (I-Taukei) and taught native people how to read and write.
4. Later they brought clothes and tools for the people to use.

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YEAR 5

SOCIAL STUDIES

ACTIVITY SHEET 4

Answer the following questions:

1. Who was a Dutch explorer and in which year did he make discoveries?

2. Name the English navigator who made discoveries in 1774?

3. Name the explorer who sailed through Fiji in 1789 on the Bounty?

4. What was the name of the British Royal Navy ship?

5. What was the missionaries first task and how did they accomplish it?

6. List 3 changes brought by Europeans.

Supplementary activity:

Define the following words with the help of the dictionary

- a. Explorer-
- b. Navigator-
- c. Mutiny-
- d. Shipwrecked-
- e. Natives-
- f. Sandalwood-
- g. Traders-
- h. Century-
- i. Indigenous-

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VEIKA ME VULICI

LESONI:

VOSA VAKA-VITI

YABAKI: _____

Nanamaki Ni Lewe Ni Vuli	➤ Vakadewataka Ena Vosa Vaka Viti Eso Nai Yatu Vosa Vakavavalagi
Veika Me Rawata E Dua Na Gone	➤ Moimoi Ni Vosa ➤ Vakadewataki Vosa
Lesoni	➤ 4
Drauni Pepa	➤ 40

VOSA VAKA VITI

1. E vaka e kata na vi -: E tau ga vaqo ka vuce sara
2. Sa suru na belo -: Sa suka na cakacaka
3. Sa sota na bici kei na kenai I Kolo/Ula -: Rau sota na tamata kei na nona I valavala.

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I KA NI YABAKI (5) NI YABAKI

NA VEIKA ME VULICI

LESONI:

VOSA VAKA-VITI

YABAKI: _____

A	KENA I SAU	B
I Tauga		Caka Kina Na Vakalolo
Kitu		Toka Kina Na Kuro Ni Vakasaqa
I Lalakai		Qari Kina Na Niu
I Vetaki		Qoli Se Tataga
Takona		Tawa Kina Kakana Mei Takitaki
Sue		Lili Kina Na Bulago
Matadravu		Takitaki Ni Waitui
I Taraki		Waqa Kina Na Buka