

Lovu Sangam School

Year 5

English – Week 4

Name: _____

Year: 50_____

Strand: Environment

Sub-strand: Sky Colors

Content Learning Outcome Able to construct simple and meaningful sentences on familiar topics.

❖ Shows interest and appreciation in using simple sentences to convey ideas of familiar topics.

Homonyms- are two words that sound the same but have different meanings. Example: right – write

1. Right – Always walk on the **right** hand side of the road.
2. Write – The teacher told us to **write** the answers in our books.

Activities

1. Homonyms- Choose the correct word from the words given in the brackets. Write the word you choose in the blank space provided.

- a. The _____ from the Pine trees smells good. (scent/ sent)
- b. You must never _____ papers because they are made from trees. (waste/ waist)
- c. Mother used the _____ to make some roti. (flower/flour)
- d. Sushila uses her _____ hand to write. (write/ right)
- e. It is rude to _____ at people. (stare/ stair)

2. Add the ending s “er” and “est” to these words to make new words.

- | | | |
|------------------|-------------------|-----------------|
| a. bright- _____ | b. sweet- _____ | c. tall- _____ |
| c. lock- _____ | d. labour- _____ | e. keep- _____ |
| f. fine - _____ | g. bitter - _____ | h. long - _____ |

3. Complete these sentences using some of the new words discovered above.

- a. The women's _____ room was empty.
- b. The _____ worked long hours sweeping the roads.
- c. We travelled around Viti Levu and it was a _____ ride I ever had.
- d. The zoo- _____ reminded the students not to feed the animals.

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MATHEMATICS WK 4

Topic: Arranging fractions

-Fractions represent the equal parts of a whole or a collection of items. So if we have a collection of items and we divide them into parts, then each part is a fraction of the whole.

-When arranging fractions in **ascending order**, you will arrange the fractions from smallest to biggest. When arranging fractions in **descending order**, you will arrange the fractions from biggest to smallest.

Example: look at the fractions given $\frac{1}{3}$, $\frac{4}{6}$, $\frac{1}{2}$

Looking at the table drawn showing the fractions $\frac{1}{3}$, $\frac{4}{6}$, $\frac{1}{2}$, you will shade the numerator (number on top) as the denominator shows the parts of a whole.

-After shading when we arrange it in ascending order, the smallest fraction shaded is $\frac{1}{3}$, $\frac{1}{2}$, $\frac{4}{6}$ and when arranged from biggest to smallest it will be $\frac{4}{6}$, $\frac{1}{2}$, $\frac{1}{3}$.

-This simple working shows how fractions are arranged in ascending and descending, you will have to draw a table and equally distribute the fractions before shading the numerator. After shading, you will be able to see the smallest fraction and the biggest fraction.

Activities

Solve the fractions given below after drawing and shading using a fraction table.

Arrange the given fractions in ascending and descending order.

1. $\frac{1}{5}$, $\frac{2}{10}$, $\frac{1}{4}$

2. $\frac{1}{8}$, $\frac{3}{4}$, $\frac{1}{2}$

3. $\frac{2}{3}, \frac{3}{4}, \frac{3}{8}$

4. $\frac{2}{5}, \frac{1}{5}, \frac{3}{6}$

5. $\frac{6}{10}, \frac{5}{8}, \frac{1}{8}$

6. $\frac{2}{6}, \frac{3}{7}, \frac{4}{5}$

7. $\frac{2}{10}, \frac{3}{8}, \frac{4}{6}$

8. $\frac{7}{14}, \frac{2}{7}, \frac{5}{8}$

9. $\frac{1}{4}, \frac{6}{12}, \frac{4}{6}$

10. $\frac{4}{8}, \frac{2}{6}, \frac{1}{4}$

-Remember to draw the fraction table and shade the numerators to pick smallest and the biggest fraction.

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I-TAUKEI WK 4

Ulutaga: Na Lawa Co Mai Vatoa

Na veivosa me nanumi

1. sou – lako e na mataka lailai sara.
2. tumataka – na qoli ka dau caka e na mataka lailai.
3. mata- na sala ni ika ka dau sogoti se lati me tarova na nodra lesu tale na ika ki wai levu.
4. tuituina - e vaka ga na i gunugunu ni waitui.
5. mau – sa donu na ka e veivosakitaki.
6. veibuku – veinaki e rua se so na tamata.
7. yamosimosi – davo koto ka yavavala, sega ni koto vakadua.
8. vakadranu – sili e na waidranu ni lesu mai waitui.
9. kilakasamitaka – vakanananucataka.
10. vavaraki – ma va vinaka e na dua na ka kaukauwa ka qai lade se cici yani.
11. sekutukutu- cudru katakata.
12. seuta- cici mo dro.
13. vaseu – na sa seuta na yavana na nuku e na nona sa cici me dro.
14. veidabuitaka – cakava vakaca na cakacaka ka lako vata kei na veiqati ca se loma ca.
15. drutia – dra tani mai na draunikau mai vuna se tabana.
16. drumata – lomaleqataka e dua na ka.

Na i vosavosa vaka-Viti

1. Vakacola ua e na uciwai

E dua e mai vakau nona tiko e na kedra maliwa na tamata malumu se gogo. “E mai vakacola ua tiko e na uciwai ko la qori - a tamata dadatuvu e na qito levu.”

2. Vakana qio

Susuga se vakania tiko e dua na ka (tamata se manumanu) oti ka qai vuki tale me kena meca.

3. Sa sega na ika ka laukana kina na boila

Sa sega na ka me laukana ka sa laukana ga na ka sa yatovi rawa mai.

4. Tale bacika

Lesu mai na qoli ka drava sara. “Tou sa tale bacika mai ka tou sa mai tini tale oqo e na rourou.”

Cakacaka lavaki

Vosa veibasai

bogi	marau	mamare	dredre	goneyalewa
qase	vakatoboicu	yawa	cata	vakawaletaka

- | | |
|---------------------|----------------------------|
| 1. voleka - _____ | 2. siga - _____. |
| 3. vavaku - _____ | 4. taleitaka - _____. |
| 5. qarauna - _____ | 6. vakatadraicake - _____. |
| 7. gone - _____ | 8. rawarawa - _____. |
| 9. cauravou - _____ | 10. cudru - _____. |

Vakacuruma mai vakadodonu na vosa e na vanua galala toqai toka e ra.

1. Na bure sa i koya na _____ vaka-Viti.
2. Ni _____ na qoli e levu na ika.
3. Na _____ sa i koya na batini tavuto.
4. Na vaqiqi moli e dua na _____ vaka-Viti e ra dau qitora na cauravou kei na goneyalewa e na gauna makawa.
5. E dodonu me da dau _____ ta kei na.
6. Ko Jerry Tuwai e dua na cauravou dau qito _____.
7. Na mataniciva e kune e na loma ni _____.
8. Na vunikau e solia vei keda na _____ kei na kakana.
9. Au na vuli vakaukauwa meu rawa ni _____ niu qase mai.
10. Au sa rawata na ka kecega e na vukui _____, sa vakaukauwataki au.

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I-TAUKEI WK 4

Na Qoli

Na nodra qoli na marama e dau **lavaki** vakavanua. E dau curutaki na kena i tukutuku e **veimataqali** se veikoro. Ni sa caka na **cuacuani** e matasawa, oti e ra sa ucu yani ki wai na marama.

E liutaka na qoli na Radini Vanua ka tuva e na kena i **tuvaluva** me vaka beka oqo- na ulisau ‘o ya na sasa i vanua kei na sasa ki wai.’ O koya tarava na ulisau na **tokaivucu** . E na tiko tale ga na boto.

Ni sa caka tiko na qoli, sa qai kaya na Radini Vanua me sa **sauvuki** na qoli. E kea e ratou sa na qai liu na boto. Sa na vaka tiko ko ya me yacova sara ni sa **cabe** na qoli.

Na Taukeni ni Wai ni Qoligoli

Na veika e dodonu me vakayacori e na kena vinakati me soli e dua na i vola tara ni qoli. Na veivakadonui mai vei ira na i taukei ni yalava ni **qoligoli**, na kerei ni vola tara mai na vale ni volavola ni i Liuliu ni Wasewase kei na Tabacakacaka ni Qoligoli.

Na vakayagataki ni duva kei na veika dau **kacabote** e vakaleqa vakalevu na ika lalai. Na cakacaka ni Ovisa ni Wai me tarova na qoli vakaveitalia kei na kedrau vakayagataki na **duva** kei na veika dau kacabote.

Vosa Vulici

lavaki	veimataqali	cuacuani	tuvaluva	tokaivucu
sauvuki	cabe	qoligoli	kacabote	duva

Saumi taro

1.O cei e dau liutaka na qoli ni ra lako na marama?

2. E na rawa ni da taqomaka vakacava na noda i qoligoli?

3.Vola mai e 4 na sasalu ni waitui?

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Healthy Living – Week 4

Name: _____

Year: 50_____

Strand: Building Healthy Relationship

Sub-strand: Resilience and Proactive Behavior

Content Learning Outcome: -Read and interpret meaning of the familiar written texts given. Develop being assertive to reflect effective refusal and negotiation skills

NEGOTIATION SKILLS

Negotiation – the process of discussing something with someone in order to reach an agreement with them through the series of dialogue.

- **React sensibly** - A good negotiator must react sensibly. He should never lose his temper or over react. If you are unhappy with the deal, show your displeasure. Don't keep things to yourself or assume that the others will understand it on their own. One has to voice his opinions. Make the other person realize that you are not satisfied with the deal and it must be revised. Show your unhappiness to others.
- **Patience** - One needs to be patient enough for a good negotiation. Never be in a hurry to close the deal.
- **Confident** - One needs to be confident enough for an effective negotiation. You might need something but never show your desperation to anyone. They will take undue advantage of your helplessness. Take care of your facial expressions. Never be nervous in front of the second party. Don't start sweating.
- **Be dignified** - One should maintain the dignity of the place and should not stoop to any level for getting the best deal. Present your ideas in an honorable way. Remember it is just a discussion, not a battle field. Avoid shouting or using derogatory statements against anyone.
- **Be very clear in your communication** - Stay firm on your quotes and do not change statements quite often. Don't play with words or try to confuse others. One needs to be straightforward from the very beginning.

- **Be a good listener** - Don't jump to conclusions; instead listen to what the other party offers. Understand his situation well. It's okay to think about your personal interests but don't be mad for it.
- **Be reasonable** - Don't ask for anything you yourself know is not possible. It will just be wastage of time and no one would benefit out of it

Questions

1. Define the term negotiation?

2. List down the skills of a good negotiator:

Lovu Sangam School

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Hindi – Week 4

Name: _____

Year: 50_____

नीचे दी गई तालिका को भरो :

सच बोलने वाला	सच्चा
यात्रा करने वाला	
झूठ बोलने वाला	
मजाक करने वाला	
लूटने वाला	
भीख मांगने वाला	

सर्वनाम शब्द

-संज्ञा के स्थान पर प्रयुक्त होने वाले शब्द हैं। उदाहरण मेरा , उसका, वह, हम, मुझे, मैं आदि:

➤ सही सर्वनाम शब्द चुनिए-

1. रवि ----- (मेरा / उसने) दोस्त है।
2. ----- (वह / उसका) ठीक समय पर स्कूल जाता है।
3. अध्यापक ----- (उसने / उसे) प्यार करते हैं।
4. ----- (उसके / वह) पिता इंजीनियर हैं।
5. ----- (मैं / उसकी) माँ डॉक्टर हैं।
6. ----- (उन्होंने / उसका) घर बहुत बड़ा है।

7. ----- (हम / तुम) कल सूवा जाएँगे।
8. अभी ----- (मुझे / उसने) बाज़ार जाना है।
9. ----- (उसका / मैं) सिनेमा देख रहा हूँ।
10. ----- (तुम / हम) क्या कर रहे हो?

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SOCIAL STUDIES WK 4

Topic: Physical and Cultural Environment

1. When we talk about **Physical Environment**, we refer to an environment that is made by nature. It is neither developed nor made by man.
2. Our physical environment consists of different environments that formed naturally. Examples can include; rivers, seas, oceans and mountains.
3. Many of the natural resources are found in the physical environment. We should not damage our physical environment as they provide us with things we need in order to survive like air, wood and food to name a few.
4. When we talk about **Cultural Environment**, we refer to our physical environment which has been changed or developed to provide changes in that specific location to cater for our needs.
5. These changes can be clearing of forests or land to make roads, houses, schools, wharfs or farming. It is when a physical environment is developed .
6. Changing or developing a physical environment is good, however they contribute to the damage of our natural environment and living things.
7. It is always wise to make decisions on development by thinking of the negative effects and those who would suffer from it.
8. Our environment is important as it is the surrounding in which living and non-living things are interdependent on each other for development either physically or culturally.
9. Fiji has many unique environments with many special features. We need to protect our natural environment so that our resources are not overused.
10. Some of Fijis unique landscapes includes; the Sleeping Giant in Sabeto-Nadi and the floating island in Labasa.
11. Physical environment is made by nature and Cultural Environment is made by made.

Activities

Choose if the environments given below are physical or cultural.

1. bridge - _____.
2. hills - _____.
3. playground - _____.
4. rivers - _____.
5. rainforests - _____.
6. housing settlements - _____.
7. oceans - _____.
8. wharfs - _____.
9. mountains - _____.
10. school - _____.

Short Answers

1. Why is the difference between a physical environment and a cultural environment?

2. How can we protect our physical environment?

Draw and Label

Draw a physical environment and draw a cultural environment.

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STRAND	Matter
SUB – STRAND	Investigating Matter Reactions
CONTENT LEARNING OUTCOME	Assess the types of artificial materials and their impact on the environment. Explore changes that are reversible and irreversible and their impact on the environment.

LESSON NOTES: WHY IS RECYCLING IMPORTANT?

Recycling is making new things out of used or old materials. The processes help to cut down the amount of waste thrown away and conserve our natural resources. The recycling processes are reducing, reuse and recycle.

The Recycling Processes**Non-recyclable Materials.**

There are materials that we use which could not be recycled. These materials damages the environment an all the living things. Some examples are plastics, old tyres and aerosol cans.

REVERSIBLE CHANGES	IRREVERSIBLE CHANGES
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. It is known as physical change.	An irreversible change is a permanent change that cannot be undone. It is known as chemical change. In an irreversible change, new materials are always formed. The new material is completely different from the original material.
Examples for <u>reversible changes</u> . 1. 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)	Examples for <u>irreversible changes</u> . <u>Cooking or baking food</u> 1. You cannot change a cake back into its ingredients.

<u>Melting</u> 2. When chocolate is warmed until it melts, the melted chocolate can be changed back into <u>solid</u> chocolate by cooling.	<u>Frying or heating</u> 2. When you heat a raw egg to make a cooked egg, the fried egg cannot be changed back to a raw egg again.
3. When candle wax is heated, the solid wax melts and becomes a liquid. If you cool the molten wax, it becomes a solid again.	<u>Mixing substances</u> 3. When <u>vinegar</u> and <u>bicarbonate of soda</u> are mixed, the <u>mixture</u> changes and lots of bubbles of <u>carbon dioxide</u> are made. These bubbles, and the <u>liquid</u> mixture left behind, cannot be turned back into vinegar and bicarbonate of soda again.
4. When orange juice is frozen to make ice lollies, the ice lollies can be changed back into orange juice by heating.	4. If you mix <u>cement</u> powder, sand and water and leave the mixture to stand, it will set hard. A new <u>substance mortar</u> is formed.
<u>Boiling, evaporating and condensing (changing a gas into a liquid)</u> Example (1) – If you could capture all the <u>steam</u> that is made when a kettle boils, you could turn it back to water by cooling it.	<u>Rusting</u> If you leave a piece of <u>iron</u> outside, before long it turns brown and crumbly. This <u>rust</u> is a completely new substance. You cannot easily turn it back into the iron you started with.
Example (2) – When we put some water in the freezer of a refrigerator it will turn into ice. If we then warm ice it melts and changes back into water.	<u>Burning</u> When you burn a piece of paper, first the paper changes colour then it bursts into flame and gives off a lot of heat and smoke. Soon it ends up as black <u>ash</u>. You cannot change the ash and smoke back to paper.
<u>Dissolving</u> Example (3) – When salt is mixed with water it disappears because it dissolves in the water to make salty water. But the salt can be recovered from the salty water by boiling off the water.	<u>Making bread</u> The <u>fungus Yeast</u> is added to moist <u>bread dough</u> and kept in a warm place. The Yeast feeds on the sugar in the bread dough, turning it into carbon dioxide gas and <u>alcohol</u>. The <u>carbon dioxide</u> makes the bread rise. When the bread is baked, the carbon dioxide and alcohol are driven off. There is no way you can turn bread back into the dough it was made out of, and you cannot collect the carbon dioxide and alcohol to make the sugar you started with.
<u>Changing the shape of a substance</u> Example (1) – When you cut a piece of wood in half, you change its shape. But you do not alter the way the wood is made. Example (2) – When you stretch an elastic band, you alter its shape but it is still made of elastic.	<u>Making cheese or yoghurt</u> Milk is turned into cheese or yoghurt by different kinds of <u>bacteria</u>. We cannot turn cheese or yoghurt back into milk.

NB. Energy is not created or destroyed but can be gained or lost in another form.

ACTIVITY

1. Write each activity under each correct column.
Ripening of fruits, melting of butter, burning of wood, boiling of water, dissolution of sugar in water, melting of ice cubes, cooking of food, chopping of wood.

Reversible	Irreversible

1. What is a reversible change?
2. Give another name for reversible changes.
3. Why we call them physical changes?
4. What is an irreversible change?
5. Give another name for irreversible changes.
6. Why we call them chemical changes?
7. Identify types of recyclable items and those that cannot be recycled.

Recyclable	Non-Recyclable