

5. The fast flowing _____ carried Miriama downstream.
- A. sea B. hook C. boat D. water
6. Another word which can be used instead of 'selected' is _____
- A. train B. chose C. type D. safety
7. Who pulled Miriama out of the stream?
- A. Sitiveni B. Kelerayani C. teacher D. nobody
8. How many people were fishing?
- A. One B. Two C. Three D. Four
9. The word 'struggling' in the story means.
- A. Try hard B. To swim C. To drown D. To go out fishing
10. Who threw the fishing line into the water first?
- A. Sitiveni B. teacher C. Miriama D. other children

B. USAGE

Write only one word in each space to complete the story.

Two little children were alone in the forest. They ran this way _____ (a) _____ that _____ (b) _____, but they could _____ (c) _____ find the road. At last they fell down at _____ (d) _____ foot of _____ (e) _____ big tree. They _____ (f) _____ no food; it _____ (g) _____ very cold. They sat close together and _____ (h) _____. When they could not cry anymore, they _____ (i) _____ asleep, hand _____ (j) _____ hand.

C. PUTTING WORDS IN ORDER

Work out the correct order for the jumbled sentences given below:

(a) school team/the competition/has won/our

(b) meal is/ having/ very important/ a balanced

(c) in Fiji /destroyed/ many houses/ cyclone Winston

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES (WHSP 4)

NAME: _____ SUBJECT: **MATHEMATICS** YEAR: **5**

STRAND	ALGEBRA
SUB-STRAND	PATTERNS
Content Learning Outcome:	To be able to show the pattern on a number sequence.

Number Pattern - a list of numbers that follow a certain pattern or sequence.

Series or Sequence - a set of things that are in order.

Sequence: (Infinite)

$4,$ $6,$ $8,$ $10. \dots$ → the three dots mean it goes on forever
 \downarrow \downarrow \downarrow \downarrow
 1st term 2nd term 3rd term 4th term

(term, element or member means the same thing)

Therefore the sequence above has a **plus two (+2) pattern**. You have to add two (+2) to the first term to get the next one and so on, for example:

4+2 6+2 8+2 10 and so on.

ACTIVITY

1. Identify and write down the pattern.

a.) { 3, 7, 11, 15. . . }

b.) { 5, 11, 17, 23. . . }

c.) { 10, 20, 30, 40. . . }

d.) { 2, 20, 38, 56. . . }

2. Identify the pattern and write the next three elements.

a.) { 6, 13, 20, 27, _____, _____, _____... }

b.) { 46, 58, 70, 82, _____, _____, _____... }

c.) { 3, 18, 33, 48, _____, _____, _____... }

d.) { 3, 12, 21, 30, _____, _____, _____... }

e.) { 8, 13, 18, 23, _____, _____, _____... }

3. Identify the pattern and list the next three shapes.

a.) \triangle , \square , \square , \triangle , \square , \square , _____ , _____ , _____

b.) +++ , ++++ , +++++ , _____ , _____ , _____

c.) \bigcirc \bigcirc \bigcirc , \longleftrightarrow , \bigcirc \bigcirc \bigcirc , \longleftrightarrow , _____ , _____ , _____

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES (WHSP 4)

SUBJECT: MATHEMATICS

YEAR: 5

STRAND	ALGEBRA
SUB-STRAND	PATTERNS
Content Learning Outcome:	To be able to show the pattern on a number sequence.

A sequence usually has a rule, the way to find the value of each element.
 For a sequence, { 3, 5, 7, 9, 11 . . . } the starting number is 3 and 2 is added each time to get the next number.

Instead of adding 2 each time to get the number; we can also use this rule $2 \times n + 1$, where n represents the term or element.

To get the first term, substitute 1 for the value of n : $2 \times 1 + 1 = 3$

To get the second term, substitute 2 for the value of n : $2 \times 2 + 1 = 5$

To get the third term, substitute 3 for the value of n : $2 \times 3 + 1 = 7$ and so on.

ACTIVITY

1. Use the rule $2n + 1$ to find the following terms or elements:

a.	$10^{\text{th}} = 2 \times 10 + 1 = \underline{21}$	f.	$35^{\text{th}} =$
b.	$13^{\text{th}} =$	g.	$50^{\text{th}} =$
c.	$9^{\text{th}} =$	h.	$63^{\text{rd}} =$
d.	$15^{\text{th}} =$	i.	$80^{\text{th}} =$
e.	$30^{\text{th}} =$	j.	$100^{\text{th}} =$

2. Use this rule $3n - 2$ to find the pattern on this number sequence.

a.) { 1, _____, _____, _____, _____, _____, _____ . . . }

b.) What will be the 50^{th} number in the pattern? _____

c.) What will be the 100^{th} number in the pattern? _____

3. Complete the sequence:

{ 2, 4, 8, _____, _____, _____, _____ . . . }

4. Apply the rule for each function to fill the table:

$x + 4 = y$	
x	y
0	
1	
2	
3	

$x - 2 = y$	
x	y
10	
20	
30	
40	

$x - 5 = y$	
x	y
15	
17	
19	
21	

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES (WHSP 4)

SUBJECT: HEALTHY LIVING

YEAR: 5

STRAND	BUILDING HEALTHY RELATIONSHIP
SUB-STRAND	RESILIENCE AND PROACTIVE BEHAVIOUR
Content Learning Outcome:	Identify different emergency situation and state whom to call using emergency contacts.

EMERGENCY

Emergency is defined as a serious, unexpected and often dangerous situation requiring immediate action.

Examples of emergency situations are: fire, robbery, drowning, accident, sick etc.

ACTIVITY

Who do we call for help when there is a;



a. fire? _____

Emergency Contact: _____



b. robbery? _____

Emergency Contact: _____



c. sick person? _____

Emergency Contact: _____

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LESSON NOTES & ACTIVITIES (WHSP 4)

SUBJECT: HINDI

YEAR: 5

STRAND	पढ़ना एवं सर्वेक्षण करना
SUB-STRAND	सामाजिक व सांस्कृतिक संदर्भ और परिस्थितियाँ
Content Learning Outcome:	विभिन्न उद्देश्यों के लिए प्रयुक्त भाषा को पहचानना

क. बोधन

नीचे दिए गए बोधन खण्ड को ध्यान से पढ़कर प्रश्नों को हल कीजिए ।

चूहा चला शहर

चूहा अपने दोस्त से मिलने गाँव आया । गाँव का चूहा अपने दोस्त को देखकर बहुत खुश हुआ । वह खेत से अपने दोस्त के लिए मक्का और बैर तोड़कर लाया ।

पर शहर का चूहा खुश नहीं हुआ । वह बोला “यहाँ गाँव में तुम कैसे रहते हो, मेरे साथ चलो, और शहर के मजे लो । ” उसने गाँव के चूहे को शहर चलने के लिए मना लिया और दोनों शहर चल पड़े ।

शहर पहुँचने पर उन्होंने बड़े - बड़े मकान, मोटर कार और बहुत सारी चीज़ें देखीं । फिर दोनों को भूख लगी । शहरी चूहा खूब सारे फल और मिठाईयाँ लाया, और दोनों बैठ कर मजे से खाने लगे । इतने में अचानक खिड़की से एक काली बिल्ली आई और दोनों चूहों पर झपट पड़ी ।

दोनों ने मुश्किल से अपनी जान बचाई । गाँव का चूहा बोला, “ मैं तो वापस अपने घर जा रहा हूँ । मेरा गाँव बहुत अच्छा है ।”

प्रश्न

१. चूहा गाँव क्यों आया था ?

क. भोजन खोजने ।

ग. बिल्ली को देखने ।

ख. अपने दोस्त से मिलने ।

घ. बिल्ली को पकड़ने ।

२. गाँव का चूहा अपने दोस्त को देखकर ----- हुआ ।

क. खुश
ख. दुखी

ग. उदास
घ. मायूस

३. चूहा अपने दोस्त के लिए खेत से क्या लाया ?

क. गाँव
ख. शहर

ग. मक्का और बैर
घ. पपीता

४. शहर का चूहा क्या चाहता था ?

क. उसका दोस्त उसके साथ शहर जाए ।
ख. उसका दोस्त मर जाए ।

ग. वह खुद गाँव में रहने लगे ।
घ. वह शादी कर ले

५. शहर में क्या देखने को मिला ?

क. बड़े-बड़े मकान और मोटर ।
ख. खेत

ग. चूहा
घ. मक्का

६. शहरी चूहा अपने दोस्त के लिए क्या-क्या लेकर आया ?

क. फूल
ख. फल और मिठाईयाँ

ग. पानी
घ. शरबत और फल

७. बिल्ली कहाँ से आई ?

क. खिड़की से
ख. रास्ते से

ग. दरवाज़े से
घ. गाँव से

८. बिल्ली ने क्या किया ?

क. उन दोनों पर झपट पड़ी ।
ख. उनका खाना खा लिया ।

ग. नाचने लगी ।
घ. भाग गई

९. आखिर में गाँव का चूहा ने क्या किया ?

क. शहर में रहने लगा ।
ख. खाना खाने लगा ।

ग. वापस गाँव चला गया ।
घ. भाग गया

१०. बिल्ली का रंग क्या था?

क. काला ।
ख. पीला ।

ग. सफेद ।
घ. नीला ।

ख. नीचे दिए गए शब्दों का पर्यायवाची शब्द अपनी उत्तर- पुस्तिका में लिखिए।

१. पानी - _____
२. भोजन - _____
३. मकान - _____
४. आसान - _____
५. पुत्र - _____

घर
सरल
जल
खाना
पुत्री

ग. सही जवाब को चुन कर मेल कीजिए ।

भाग १		भाग २	
१.	मित्र	क.	अपने कर्तव्य का पालन करना
२.	विद्या	ख.	सब का करे
३.	धर्म	ग.	हमारा सबसे बड़ा शत्रु
४.	आदर	घ.	अच्छी होनी चाहिए
५.	क्रोध	ङ.	सबसे बड़ा धन

घ. नीचे दिए गए वाक्यों को अच्छी तरह से पढ़ कर सही ✓ या गलत × की निशान बनाइए ।

True or False

1. कभी झूठ नहीं बोलना चाहिए।
2. अपने मन, वाणी और कार्यो को पवित्र रखना चाहिए।
3. रोज़ मीठी वचन कहो।
4. हमें अपना काम खुद करना चाहिए।
5. दूसरो पर दया करो ।

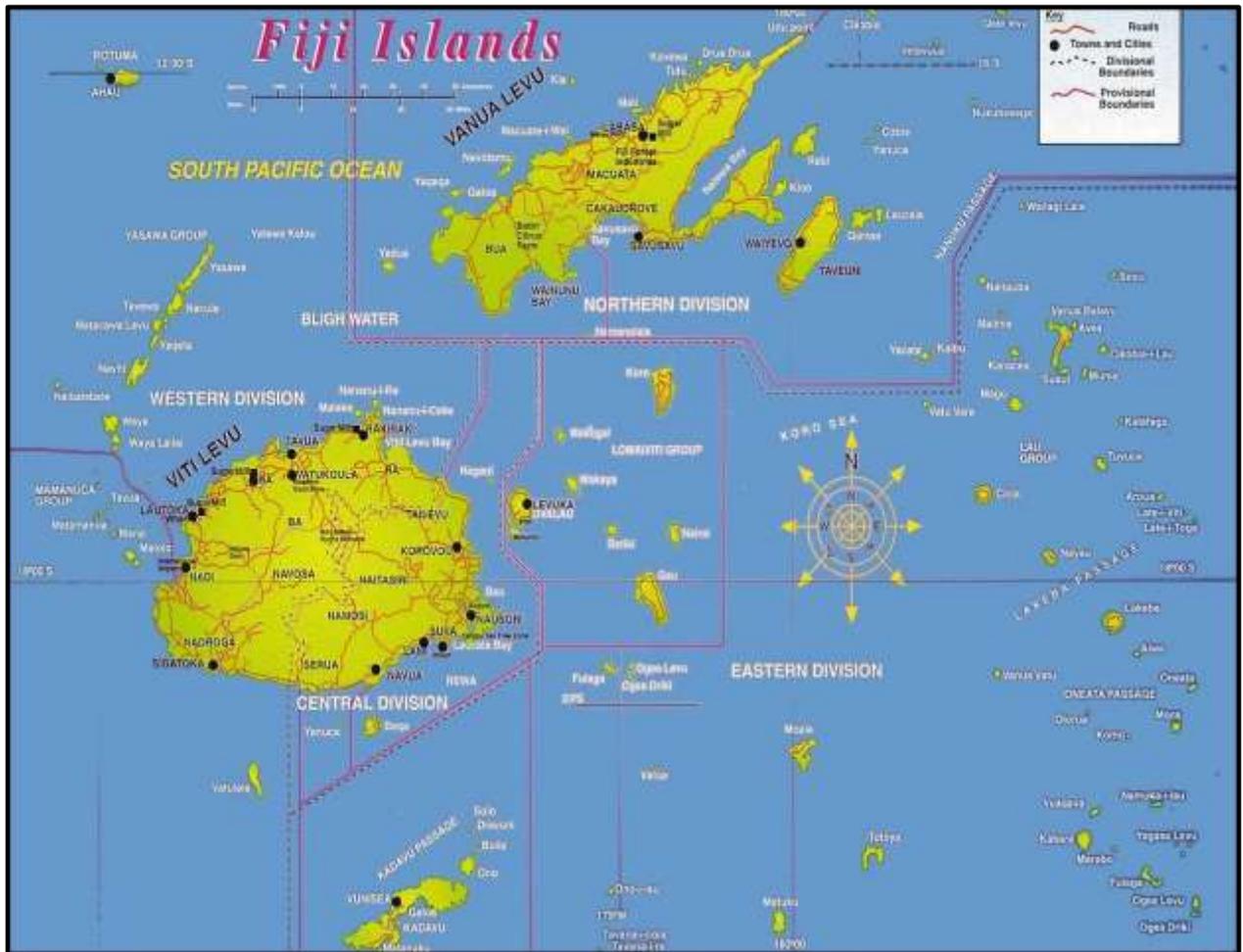
1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES (WHSP 4)

SUBJECT: SOCIAL STUDIES

YEAR: 5

STRAND	PLACE AND ENVIRONMENT
SUB-STRAND	FEATURES OF PLACES
Content Learning Outcome:	Identify Fiji and its location on the map using basic mapping skills.

The Map of Fiji Islands



Activity

1. Name the largest island of Fiji. _____
2. Name the second largest island of Fiji. _____
3. Name the four divisions shown on the map.

4. In which division are the following places located?

a.) Lautoka - _____	b.) Navua - _____
c.) Savusavu - _____	d.) Levuka - _____
5. Name the passage that lies between Viti Levu and Vanua Levu?

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YEAR 5

VOSA VAKA VITI

WHSP 4

MATAN	Wilivola kei na vakadididogo
MATANA LALAI	Na veivanua e vakayagataki kina na vosa
VEIKA E RAWATI	Wilivola vaka matata ka taladrodro na kena saumi na veitaro

Wilika na i tukutuku ka koto oqori e ra ka qai sauma na kena taro e na nomu I Vola Ni Saumi Taro.

	<p>E na nona duri tu e na vale ni uli, a ciqoma galugalu kina na kavetani ni waqa na Osenosi na i tukutuku ni leqa.</p>
5	<p>Sa ciri voli na nona waqa ni leqa na kena idini ka sa biliga vakababa tiko na kaukauwa ni cagi. E roba na babana na veiuva lelevu ka rauta ni tini na mita na kena cere.</p> <p>E vakauti e na walesi na kaci ni kere veivuke e na gauna ni leqa.</p>
10	<p>Sa lu vakaca na boto ni waqa ka vodo vakalevu na wai. Era vakabauta na kai waqa ni ra na lutu dromu dina ga. Era dro me ra bula ka ra guilecavi tu mai na pasidia. Era a mani sotava vakataki ira na pasidia na leqa e na bogi ko ya.</p> <p>Ia, e na bogi ko ya era a tu kina e so na qaqa ka ra tauri ira vata tiko na pasidia. Era cakacakataka na kena sagai na nodra vakabulai e na waqa lalai kei na waqavuka ni veivueti.</p> <p>E veivakurabuitaki na nodra duavata kei na kena solevaki na i tavi. E vakavuna me sega ni vakaleqai e dua na bula e na soko ko ya.</p>
15	<p>Era a wasewasei na lewe ni veivuvale baleta me ra vueti e liu na tina kei ira na gone ka ra qai vukei e muri na turaga. E vakadeitaki ira e na bogi vakarerevaki ko ya na nodra vakabauta ga kei na masumasu. Sa rauta me ra veisotaraki tale vakamatavuvale e na veimaraute ka ra vakavinavinaka vua na Kalou ni ra sa bula</p>

Wirina na matanivola ni sau ni taro ko sa digitaka, e na nomu I Vola Ni Saumi

Taro.

1. Na cava e talanoataki tiko e na i talanoa oqo ?

A. na soko vakadomobula	C. na soko e na maravu
B. na soko marautaki	D. na soko vakayawa

2. A duri tu e vei ko Kavetani e na kena sa tukuni yani na i tukutuku ni leqa ?

A. e dela ni waqa	C. e rumu ni idini
B. e loma ni waqa	D. e na vale ni ul

3. Na cava a leqa e na waqa ?

A. na i uli	C. na i kelekele
B. na idini	D. na i vocevoce

4. Na cava a biliga vakababa na waqa levu ko ya ?

A. na ua lelevu	C. na tau ni uca
B. na kui ni wai	D. na kaukauwa ni cagi

5. Na cava na cere ni ua ka tukuni tiko eke ?

A. walu na mita	C. tini na mita
B. ciwa na mita	D. tini ka dua na mita

6. A kilai vakacava mai vanua na leqa e yaco e waqa ?

A. sikinala na cina	C. laurai mai vanua
B. vakarewa i sulu	D. kaci ni kere veivuke

7. Na tiki ni waqa cava e a vakacacani ka vakavuna na vodo ni wai?

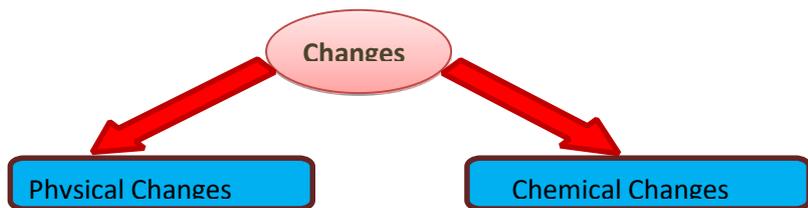
A. na mua i liu	C. na yasa ni waqa
B. na boto ni waqa	D. na dreke ni waqa

STRAND	MATTER
SUB-STRAND	Investigating Matter
Content Learning Outcome:	Discuss the different processes that enable the change of matter from one state to another.

TYPES OF CHANGES

Change is an important part of our lives and we cannot ignore change. Change can be classified into categories, namely Physical and Chemical change.

Physical and Chemical Changes



A. Physical Change

Physical Changes are changes affecting the form of a chemical substance. They are used to separate mixtures into their component and it can be reversible.



B. Chemical Change

Chemical changes are changes in which new substances are formed and this cannot be reversed.



Activity

1. a. State another name for physical change. _____
 b. State another name for chemical change. _____
2. State whether the following are **physical or chemical** changes.

a. melting ice cube _____	b. frying egg _____
c. burning paper _____	d. boiling water _____
e. baking cake _____	f. making yoghurt _____