

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES

SUBJECT: ENGLISH

YEAR: 5

| | |
|----------------------------------|--|
| STRAND | READING & VIEWING |
| SUB-STRAND | Language Features & Rules |
| Content Learning Outcome: | Discover & explain language features & rules of a range of printed and visual texts. |

COMPREHENSION

What to do during an earthquake - indoors/in a classroom:



- If you are inside a building, move no more than a few steps, then **DROP**, **COVER** and **HOLD ON**:
- **DROP** to the ground (before the earthquake drops you!),
- Take **COVER** by getting under a study desk or table, and
- **HOLD ON** to it until the shaking stops.
- If you can't get under something strong, or if you are in a hallway, **crouch** against an interior wall and protect your head and neck with your arms. Stay indoors till the shaking stops and you are sure it is safe to exit.

After the shaking stops

- Count to 60 to allow remains to finish falling after the shaking stops.
- **Assess** your immediate surroundings for dangers. **Advance** with **evacuating** the building.
- Upon exiting the building, proceed directly to the **designated** assembly area.
- Proceed to the designated Area of **refuge** if you have difficulty **negotiating** the stairs or if you need **assistance** in evacuating.
- If an **aftershock** occurs during evacuation and you are still inside the building, repeat **DROP**, **COVER**, and **HOLD ON** procedure before **resuming** evacuation.

A. QUESTIONS

a. What is an earthquake?

b. What three steps that you have to follow when an earthquake strikes?

c. Why should you take cover under a table when an earthquake strikes?

d. If you are walking on a hall way and an earthquake strikes, what will you do?

e. After the earthquake, how many times will you count to signify that everything is back to normal?

f. Where must you move when an earthquake has finished?

g. What will you do after the earthquake?

B. DICTIONARY EXERCISE

Use a dictionary to find the meanings of the words below.

- a. crouch - _____
- b. assess - _____
- c. proceed - _____
- d. evacuate - _____
- e. designated - _____
- f. refuse - _____
- g. negotiate - _____
- h. assistance - _____
- i. procedure - _____
- j. resume - _____

C. FILL IN THE BLANKS:

| | | | | |
|------------|---------|------------|------------|------------|
| resume | crouch | proceed | evacuating | assist |
| procedures | refused | designated | assess | negotiated |

1. The room was covered with smoke so the teacher told her students to _____ and crawl to the nearest exist.
2. Ten hours before the Tsunami struck the people started _____ their homes to move to higher grounds.
3. The Occupational Health and Safety Officer had to _____ the ground before the tournament _____ tomorrow.
4. The boys were _____ by the school prefects to clean the classroom.
5. Tiris was hurt and she _____ to go to the hospital.
6. The workers will _____ to work after they have _____ about their pay increase.
7. The pilot told the passages to abide to all the _____ given.
8. Mr Rao's house was burnt and everyone in the community gathered to _____ him.

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES

NAME: _____ SUBJECT: MATHEMATICS YEAR: 5

| | |
|---------------------------|---|
| STRAND | NUMBER AND NUMERATION |
| SUB-STRAND | DECIMALS |
| Content Learning Outcome: | Add and subtract decimals to one decimal place. |

Decimal point alignment. Always **remember** to keep the decimal points in a **vertical, straight** line.

ADDITION OF DECIMALS

| | | | | | | | |
|--------|---------------|----|---------------|----|----------------|----|----------------|
| 1.) a) | 1.67 | b) | 5.34 | c) | 36.66 | d) | 43.63 |
| | <u>+ 3.21</u> | | <u>+ 3.16</u> | | <u>+ 45.76</u> | | <u>+ 22.64</u> |
| | _____ | | _____ | | _____ | | _____ |

SUBTRACTION OF DECIMALS

| | | | | | | | |
|----|----------------|----|---------------|----|----------------|----|----------------|
| e) | 90.14 | f) | \$473.92 | g) | \$267.47 | h) | \$83.70 |
| | <u>- 47.32</u> | | <u>- 4.08</u> | | <u>- 89.29</u> | | <u>- 55.35</u> |
| | _____ | | _____ | | _____ | | _____ |

2.) Solve these problems.



MP3 Player
\$75.35



Skateboard
\$82.45



Video Game
\$79.90



Flash drive
\$16.35



Cap
\$15.70

- Find the cost of a cap and an MP3 player.
- How much would two skateboards and a flash drive cost?
- If Tomasi had saved \$95.00, would he have enough to buy a video game?
- How much more does an MP3 player cost than three caps?

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LESSON NOTES & ACTIVITIES

SUBJECT: MATHEMATICS

YEAR: 5

| | |
|----------------------------------|---|
| STRAND | NUMBER AND NUMERATION |
| SUB-STRAND | DECIMALS |
| Content Learning Outcome: | To be able to multiply decimal numbers. |

Multiplication of Decimal Numbers

The rules of multiplying decimals are:

- (i) Take the two numbers as whole numbers (remove the decimal) and multiply.
- (ii) In the product, place the decimal point after leaving digits equal to the total number of decimal places in both numbers.
- (iii) Counting decimal point must always be done from the units place of the product.

$$\begin{array}{r} 19.67 \\ \times \quad 6 \\ \hline 118.02 \end{array}$$

$$\begin{array}{r} 91.32 \\ \times 83 \\ \hline 27396 \\ + 730560 \\ \hline 7579.56 \end{array}$$

ACTIVITY

1. a) 2.13
 $\times \quad 3$
 $\underline{\hspace{2cm}}$

 b) 7.46
 $\times \quad 9$
 $\underline{\hspace{2cm}}$

 c) 17.96
 $\times \quad 6$
 $\underline{\hspace{2cm}}$

 d) 13.8
 $\times \quad 5$
 $\underline{\hspace{2cm}}$

 e) \$39.27
 $\times \quad 8$
 $\underline{\hspace{2cm}}$

 f) \$400.05
 $\times \quad 4$
 $\underline{\hspace{2cm}}$

2. **Solve these problems.**

- a.) Paula bought 8 books costing \$10.95 each. How much did he spend?
- b.) Meena bought 5 softballs at \$6.95 each. What would be her change from \$40.00 note?
- c.) How much timber would be left if a carpenter cut nine 1.75m lengths from a 20m timber?
- d.) Tina's cat weighs 2.6 kilograms. Her dog weighs 4 times as much as her cat. How much does her dog weigh in kilograms?
- e.) A tea café uses 27.5 litres of milk a day. If they have a weekly delivery of 180 litres, how much milk will they have left after six days?

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SUBJECT: MATHEMATICS

YEAR: 5

| | |
|----------------------------------|--|
| STRAND | NUMBER AND NUMERATION |
| SUB-STRAND | DECIMALS |
| Content Learning Outcome: | Show the effect of dividing decimal numbers. |

Division of a Decimal by a Whole Number

To divide a decimal number by a whole number the division is performed in the same way as in the whole numbers. We first divide the two numbers ignoring the decimal point and then place the decimal point in the quotient in the same position as in the dividend.

Divide: $24.66 \div 12$

$$\begin{array}{r} 2.05 \\ 12 \overline{) 24.66} \\ \underline{- 24} \\ 066 \\ \underline{- 60} \\ 60 \\ \underline{- 60} \\ 0 \end{array}$$

Therefore, $24.66 \div 12 = 2.05$

1.a.) $2 \overline{) 8.42}$

b.) $3 \overline{) 12.9}$

c.) $5 \overline{) 47.65}$

d.) $7 \overline{) 50.4}$

e.) $4 \overline{) 124.8}$

f.) $6 \overline{) 444.24}$

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES

SUBJECT: ELEMENTARY SCIENCE

YEAR: 5

| | |
|----------------------------------|---|
| STRAND | MATTER |
| SUB-STRAND | Investigating Matter |
| Content Learning Outcome: | Explore common materials using their properties and classify them as solids, liquids and gases. |

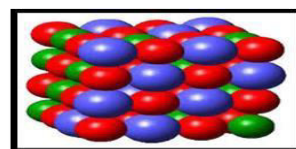
Properties of Solid, Liquid and Gas

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

PROPERTIES

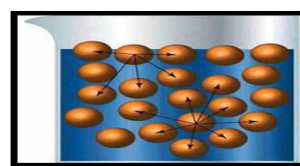
SOLID

1. Does not change its shape easily.
2. It keeps its own shape when put in a container.
3. Particles are joined together and cannot move around.



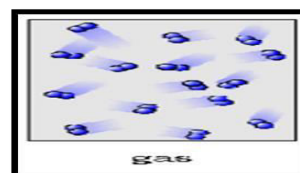
LIQUID

1. Takes up the shape of any container.
2. It has definite volume.
3. Particles slide over each.



GAS

1. Invisible but you can feel it.
2. Particles move around freely in all direction.



ACTIVITY

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

| Name of Matter around your home | Classify as Solid/Liquid/Gas |
|--|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES

SUBJECT: HEALTHY LIVING

YEAR: 5

| | |
|----------------------------------|-------------------------------|
| STRAND | BUILDING HEALTHY RELATIONSHIP |
| SUB-STRAND | Relationships |
| Content Learning Outcome: | Identify needs and wants. |

NEEDS AND WANTS

- Needs are those things that are essential in our life that helps us to 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.

ACTIVITY

1.a.) List the 5 basic needs of a human.

b.) Draw or paste them in the space provided.

2.) List 5 wants.

b.) Draw or paste them in the space provided.

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES

SUBJECT: HINDI

YEAR: 5

| | |
|----------------------------------|--|
| STRAND | लिखना एवं निर्माण करना |
| SUB-STRAND | भाषा की विशेषताएँ एवं नियम |
| Content Learning Outcome: | लेख के उद्देश्य व दर्शक को पहचानना व प्रयोग करना |

क. शब्दों का हेर फेर

ये मिलती-झुलती आवाज़ वाले शब्द हैं। ज़रा से अंतर से भी शब्द का अर्थ बदल जाता है।

नीचे इसी तरह के कुछ शब्दों को जोड़ दिए गए हैं। इन सब के अर्थ अलग-अलग हैं। इन शब्दों को वाक्यों में प्रयोग करो।

१.

साथ - सात

साथ - _____

सात - _____

२.

डाकू - चाकू

डाकू - _____

चाकू - _____

३.

बालक - चालक

बालक - _____

चालक - _____

४.

सजा - सज़ा

सजा - _____

सज़ा - _____

ख. इन शब्दों को एक वचन में लिखो ।

१. केले -----
२. कहानियाँ -----
३. मक्खियाँ -----
४. स्त्रियाँ -----
५. माताएँ -----

ग. विपरीतार्थक शब्द (opposites)

१. जन्म -----
२. हानि -----
३. असली -----
४. धर्म -----
५. शुरू -----

घ. पर्यायवाची शब्द (similar meanings)

१. जल -----
२. दुखी -----
३. आँखें -----
४. पुष्प -----
५. घर -----

1098 SABETO SANGAM SCHOOL
LESSON NOTES & ACTIVITIES

SUBJECT: **SOCIAL STUDIES**

YEAR: **5**

| | |
|----------------------------------|--|
| STRAND | TIME, CONTINUITY AND CHANGE |
| SUB-STRAND | Understanding The Past |
| Content Learning Outcome: | Investigate the impacts of the various ethnic groups to the development of Fiji. |

THE ARRIVAL OF OTHER ETHNIC GROUPS TO FIJI

- After settling well in Fiji, the Europeans purchased land in exchange with firearms that could be used in tribal wars at that time.
- The colonial government had started farms of sugarcane and cotton wools where they needed people to work for them.
- The iTaukei were reluctant to work on the farms so **Sir Athur Gordon**, the **first** Governor General decided to bring labour from overseas.
- Slaves from **Solomon Islands** were imported or **blackbirded** to Fiji to work on the farms.

THE EARLY INDIANS

- In **1879**, Indians first arrived in Fiji in the **Leonidas** from Calcutta as indentured servants to work on the sugar plantations until **1916**.
- Of the new arrivals, some 85% were Hindus, 14% Muslims, and the rest were mainly Christians and Sikhs. Most of the migrants were men 20 to 40 years of age from the poor, uneducated, agricultural castes.
- Life in India was never easy, and economic conditions had pushed them to accept the inducement offered by the British Empire to work in the sugarcane farms in Fiji.
- After the indentured system was abolished, however, most chose to stay in Fiji even after they were offered passages back to India, and the majority became independent farmers and businessmen.
- Today, Indians make up a significant portion of the Fijian population and have greatly contributed to the development of Fiji.

THE EARLY CHINESE TO FIJI

- The history of Chinese people in Fiji dates to the 1850s, when **Moy Ba Ling**, also known as **Houng Lee**, reached Fiji in a sail boat from Australia and settled in Levuka.

- He later returned to China, before bringing his relatives and some others to settle in Fiji, in connection with the **gold rush**.
- Later arrivals came looking for sandalwood and **beche-de-mer**. The first shops in rural areas of Fiji were opened by Chinese merchants.
- Today, the number of Chinese has also increased and they have contributed to the development of our beloved Fiji.

ACTIVITY

1. Write down the meanings of the following words.

| | | |
|----|---------------------|--|
| a. | Blackbirded | |
| b. | Indentured system | |
| c. | Slaves | |
| d. | Labourers | |
| e. | Beche-de-mer | |
| f. | Merchants | |
| g. | Colonial government | |
| h. | Gold Rush | |

2. Discuss how the Indo Fijians and Chinese contributed to the development of our country.

Indo - Fijians -

Chinese -

1098 SABETO SANGAM SCHOOL

NA VOSA VAKA VITI

2021

WEEKLY HOME STUDY PACKAGE 2

Yacamu: _____

Kalasi: Lima

| | |
|-----------------|--|
| Wase | 11 |
| Ulutaga | Na Tabua |
| Usutu ni lesoni | Wilika nai talanoa ka sauma na veitaro e lavaki. |

A. Na wilivola kei na saumi taro.

Na Tabua

Na tabua se kamunaga e ulu ni noda i yau nai Taukei. Ni dau caka e dua na veiqaravi vakavanua vakaturaga, e dau vakayagataki kina na tabua. Na bibi kei na karoni ni i yau oqo, e dau vakaraitaki ena kena dau vakacabori se tuberi. Oqo e tolu na vosa e dau nogoci vakawasoma, na kamunaga na tabua kei na batina se bati ni ika. Na tabua e caka mai na bati ni tavuto. Ni sad au rawa mai na bati vovou ni tavuto, era sa qai dau kari me ra yaqoyaqaqo vinaka, lumu ena waiwai ni niu ka kuvui. Na kena dau kuvui gona oqo, e dau vakavuna me damu ka bota kina na yagodra. Ni sa yacova nai vakatagedegede e vinakati, sa qai qivai me cicila na muana ruarua ka tui sara ena wa mesa tabua. Na wa dokai ni tabua, e dau tali se tobe ena magimagi se voivoi. E dau ciqoma na tabua ko matanivanua me kaciva, vatonaka ka vakamalua taka.

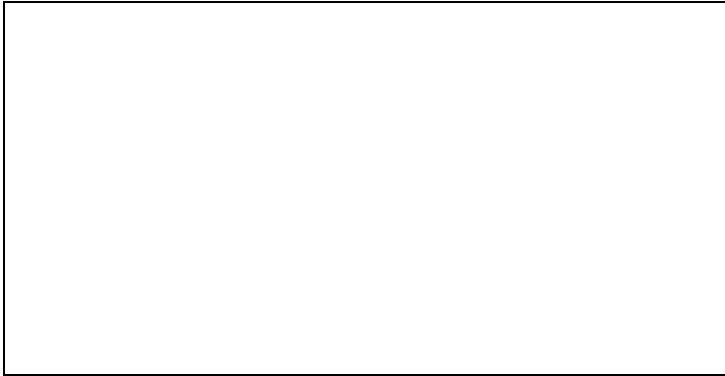
Na Taro

1. A cava na tabua ka caka mai ena cava?

2. A cava e dau caka me dau damu ka bota kina na tabua?

3. O cei e dau ciqoma na tabua?

4. Droinitaka mada e dua na tabua.



Na tabua nai yau ni I-Taukei

B. Vakayagataka na matanivola lelevu, nai cegu kei na i vakatakilakila e ganita.

a). ko sa lako tu kivei roko

b). ena qai lako mai ena siga cava ko tuilase

c). na noqu koro ko vione mai gau

d). au a lako mai ena siga tabu

e). ko a vodo li mai ena adi talei
