

STRAND	Reading and Viewing
SUB STRAND	Language learning processes and strategies
CONTENT LEARNING OUTCOME	Examine and use a wide range of reading strategies to enhance comprehension.

Language, Literacy, And Communication. Year 5

Health and Safety

What to do during an earthquake?

- Read the passage on page 66 – **What to do during an earthquake- indoors/ in the classroom.**
- Find the meanings of the key vocabularies on page 65

Now, use a dictionary to find the meaning to the given words.

- a) crouch- _____
- b) assess- _____
- c) proceed- _____
- d) evaluating _____
- e) designated _____
- f) refuse- _____
- g) negotiating _____
- h) assistance _____
- i) procedure _____
- j) 10. resuming _____

Comprehension – answer the questions on page 67 (a-g)

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?

Fill in the blanks – page **70**- do the exercise (1-8).

Now, you have discovered new meanings to new words. Try to complete the given exercise.

FILL IN THE BLANKS: (Resume, crouch, proceed, evaluating, 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.

STRAND 2	Algebra
SUB STRAND	Unit 2.1 Patterns
CONTENT LEARNING OUTCOME	Explore and show different number patterns.

Patterns Page 45

Examples:

(a.) $\{1, 4, 7, 10, 13, \dots\}$ starts at 1 and jumps 3 every time. (plus 3 pattern)

(b.) $\{2, 4, 8, 16, 32, \dots\}$ doubles the number each time to get the next number (multiply by 2 pattern)

(c.) $\{42, 39, 36, 33, 30, \dots\}$ minus 3 to get the next number (subtract 3 pattern)
Example C is a finite sequence as it will end when it reaches 0.

(d.) $\{1, 5, 3, 7, 5, 9, 7, \dots\}$ (this is a plus 4 and minus 2 pattern.)

Activity Page 45

1. Identify the pattern and write the next four numbers.

a. $\{3, 6, 5, 10, 9, _, _, _, _, \dots\}$

b. $\{3, 4, 8, 9, 18, 19, _, _, _, _, \dots\}$

c. $\{10, 9, 90, 89, 890, _, _, _, _, \dots\}$

2. Answer these questions:

a. Mrs. Prasad is 4 years younger than her husband. Her husband is 46 years old and Sam is 6 years younger than Mrs. Prasad. How old is Sam?

b. John is tall. Paul is taller but Ken is the tallest. Who is the shortest? Who is the tallest?

c. Jone's house is big, Freddy's house is two times bigger than Jone's and Ramu's house is two times bigger than Freddy's. Who has the smallest house?

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

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

Sequence:

4, 6, 8, 10... → the three dots mean it goes on forever.
 ↓(Infinite) ↓ ↓ ↓

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.

Patterns page 46

3. Identify and write down the pattern.

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

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

c. {2, 20, 38, 56...} _____

4. Identify the pattern and write down the next three elements.

a. {6, 13, 20, 27, ____, ____, ____...}

b. 46, 58, 70, 82, ____, ____, ____...}

c. 8, 13, 18, 23, ____, ____, ____...}

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

a. 

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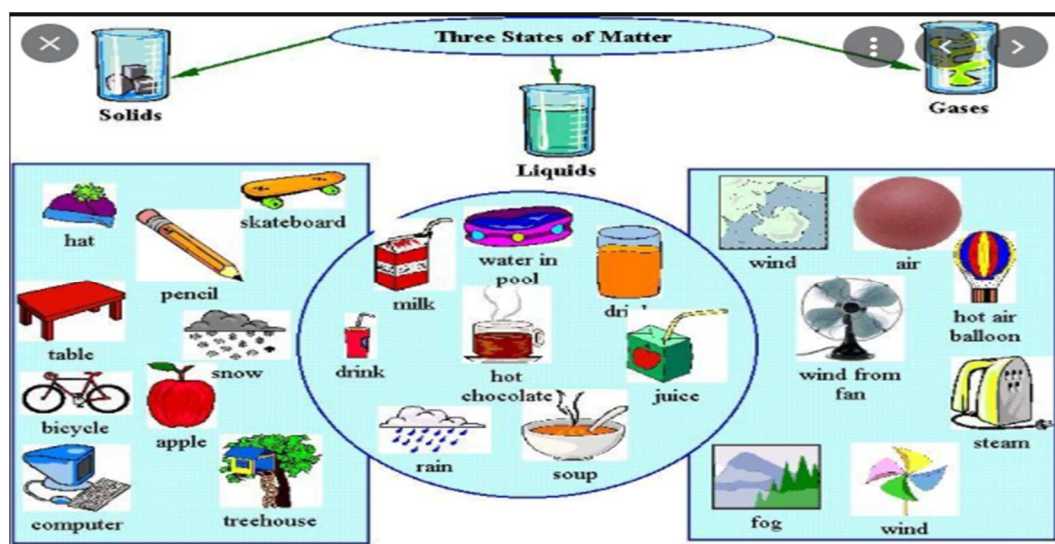
b. +++, +++, +++, _____, _____, _____

STRAND 2	Matter
SUB STRAND	Investigating Matter
CONTENT LEARNING OUTCOME	Explore common materials using their properties and classify them as solids , liquids and gases.

Matter pg. 43

Explore common materials using their properties and classify them as solids, liquid and gases.

1. The three States of Matter is everything around you. Desks, books, trees, water and even air is matter.
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 solids, liquids and gases.**

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

Solid

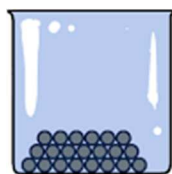
1. Does not change its shape easily.
2. It keeps its own shape when put in a container.
3. Particles are joined together and cannot move around.

Liquid

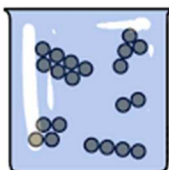
1. Takes up the shape of any container.
2. It has definite volume.
3. Particles slide over each.

Gas

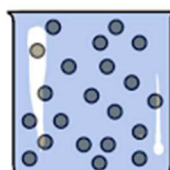
1. Invisible but you can feel it.
2. Particles move around freely in all direction.



SOLID



LIQUID



GAS

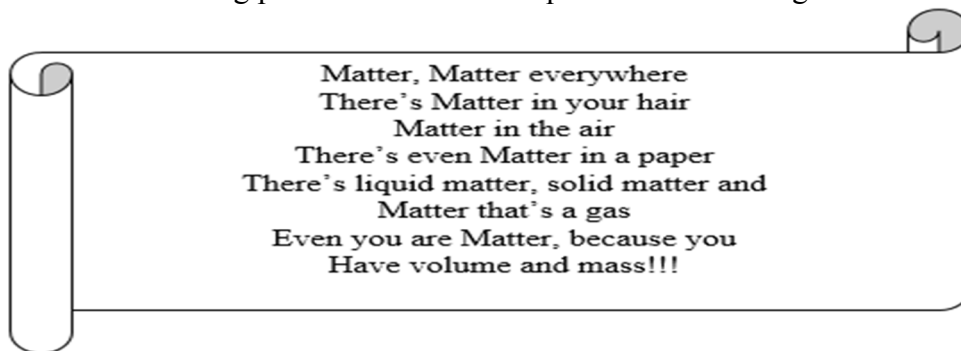
Activity page 44

- Classify each object in the list below under each correct heading in the table.

Water, stone, table, juice, smoke, coconut oil, steam, biscuit, ice, oxygen.

Solid	Liquid	Gas

- Read the following poem and answer the questions below. Page 43



a) How many states of matter are there? _____

b) Name the states of matter?

_____, _____, _____

c) Where can you see matter?

d) Name two properties of matter stated in the poem?

e) Is matter important to us? Give a reason to your answer?

- Name some matter around your home and classify them into solids, liquids and gas. Why are they classified under each heading. Page 45.

Name of matter at home	Classify as solid/liquid / gas	Reasons for classifying into that shape
Eg. Fan	solid	Does not change its shape.

STRAND 3	Place and Environment
SUB STRAND	Features of places
CONTENT LEARNING OUTCOME	Discuss special physical features and the unique attractions of Fiji.

Where is Fiji located in the South Pacific. Page 27

1. Fiji is one of the islands in the South Pacific.
2. It is comprised of 322 islands.
3. About 100 are inhabited while the balance remains nature preserved.

Islands in the South Pacific and their capital.

Melanesia

Indonesia
Papua New Guinea
Solomon Islands
Vanuatu
New Caledonia
Fiji

Capital

Jakarta
Port Moresby
Honiara
Port Vila
Noumea
Suva

Micronesia

Mariana Island
Palau
Marshall Island
Federated States of Micronesia

Capital

Saipan
Ngerulmud
Majuro
Palikir

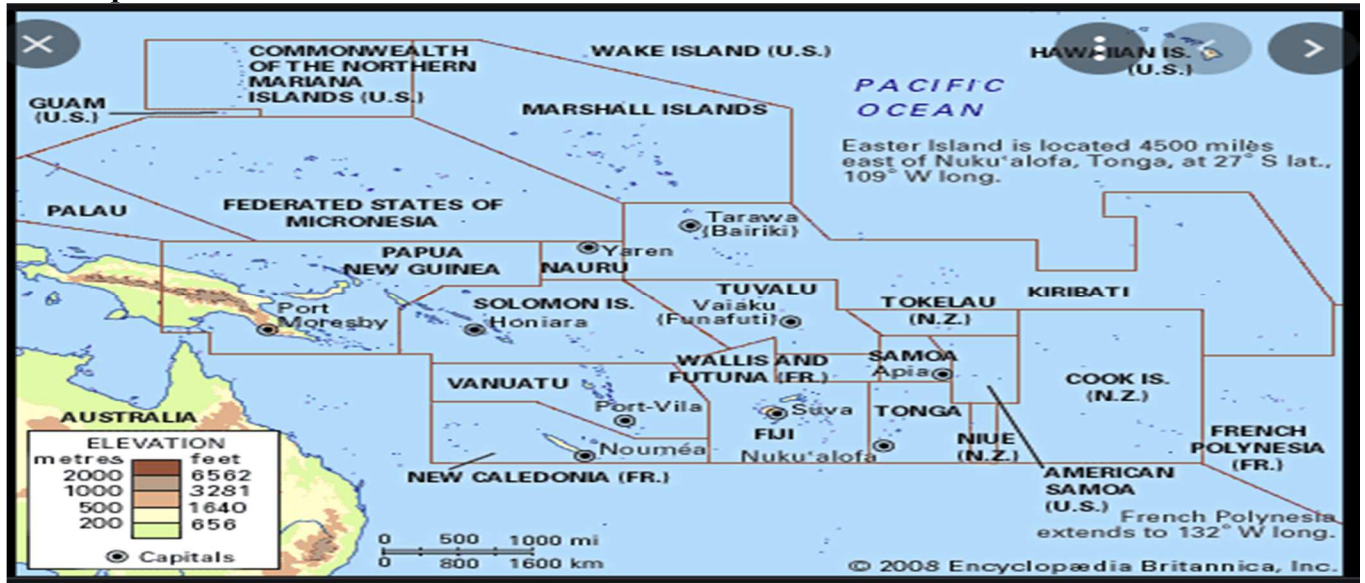
Polynesia

Hawaii
Kiribati
Tokelau
Tuvalu
Samoa
Cook islands
Tonga
French Polynesia
New Zealand
Pitcairn

Capital

Honolulu
Tarawa
Atafu /Nukunonu/Fakaofo
Funafuti
Apia
Avarua
Nuku'alofa
Pape'ete
Wellington
Adamstown

The map of the South Pacific.



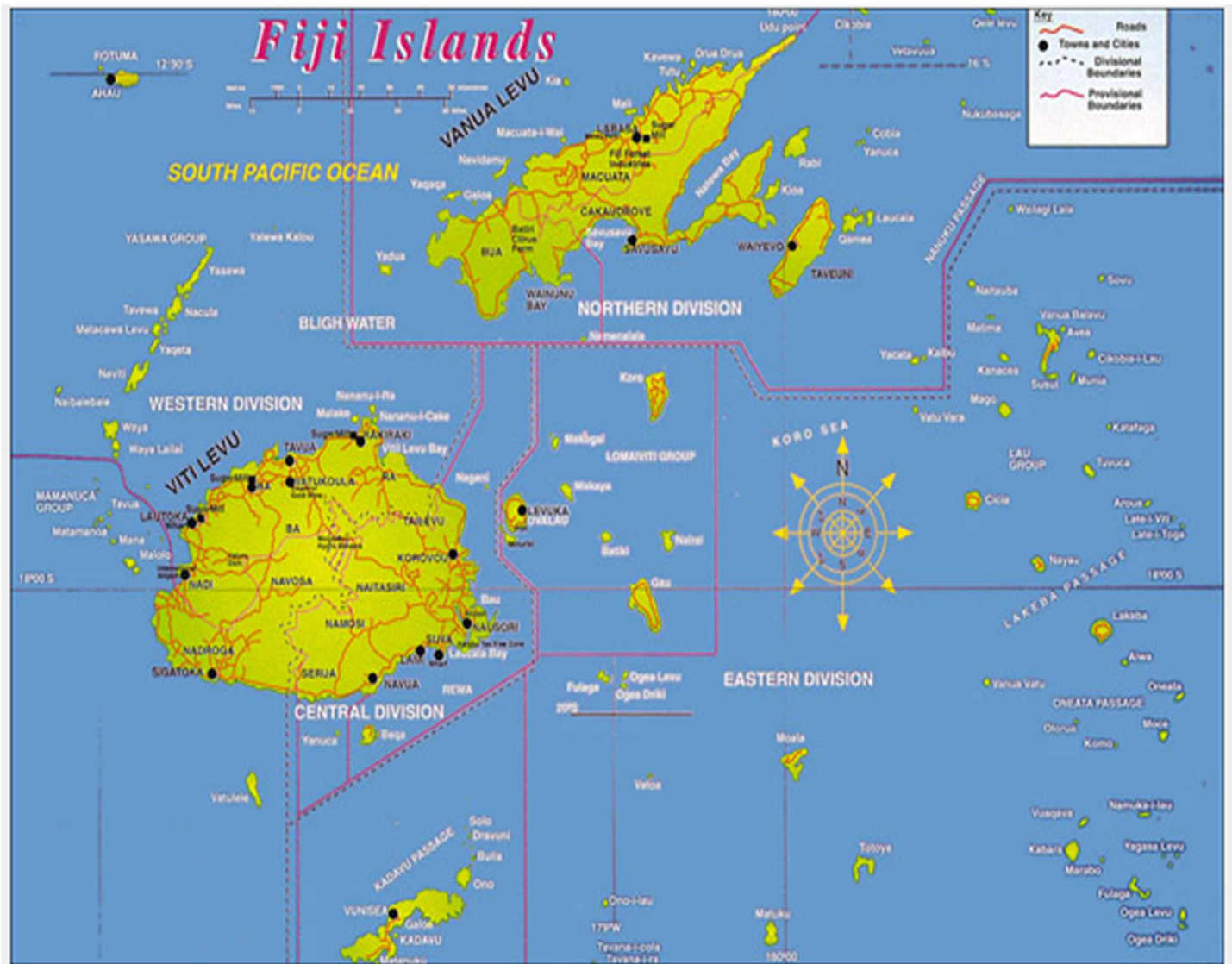
Activity Page 28

1.

Country	Capital	Unique features
Papua New Guinea	Port Moresby	Has the world's third largest rainforest.
Samoa		
Vanuatu		
Solomon Islands		
Tuvalu		
Kiribati		
Tonga		
Niue		
Cook Islands		
Tahiti		
Nauru		
Marshall Islands		
Palau		
Federated StatesOf Micronesia		
New Zealand		
Australia		

2. Name the features and places in Fiji .

- | | |
|-----------------------------------|---|
| a. a sugar mill - _____ | e. place where firewalking is practiced - _____ |
| b. garden islands of Fiji - _____ | f. sugar city - _____ |
| c. the capital city- _____ | g. old capital of Fiji- _____ |
| d. a group of islands- _____ | h. salad bowl of Fiji- _____ |



STRAND	Safety
SUB STRAND	Personal Safety
CONTENT LEARNING OUTCOME	Recognize and demonstrate personal safety practices and behaviours when being alone.

Unit 16 : PERSONAL SAFETY pg. 28-31

1. Personal safety is the freedom from worry that you might suffer physical harm and threats of physical harm.
2. Follow the safety procedures all the time.

Safety on the road.

- Walk on the right hand side in a single line.
- Walk on the footpath
- Cross the road at safe places e.g at pedestrian crossing or at traffic light.
- Never cross from behind parked vehicle or on a bend.
- Do not wear dark clothes when walking along the road at night.
- Do not play on the road.
- Fly your kites in a safe place. e.g field or park.

Water safety rules

- Best thing – learn how to swim.
- Swim in shallow places. Do not go too far.
- Swim in places that you know is safe. Never dive or swim in unknown place.
- Do not swim alone
- Never try to cross a flooded river or creek.

Personal Safety Procedures

Common accidents that can happen at home and how to deal with them:

- Falling objects –be conscious of your kids health and movement.
- Trips and fall – seek medical advice
- Bruises – apply cold pack
- Sprains - when a ligament, which connects parts of a joint, is stretched, twisted or torn - apply an ice pack
- Cuts - apply pressure to stop the bleeding and apply an antiseptic to the area.
- Burns - should be held under cold running water for ten minutes and then assessed.
- Choking - call 919 immediately.
- Poisoning – seek medical advice.
- Glass-related injuries - seek medical advice
- Drowning – children to be supervised at all times.
- Do not open homes to strangers.

-When staying alone in our home, we must make sure that we do not open our home or talk to strangers.

-Do not accept anything from strangers.

-We must not accept anything given by strangers or when they offer a ride home from school.

- Electrical appliances – do not allow children to play near small or large electrical appliances.
- Do not allow children to play near small or large electric appliances.

Activity: Please read pages 28- 31 and answer the questions.

1. List two accidents that can happen in a home.

2. If a person becomes drowsy and vomits after a fall, what is the best thing to do?

3. Why must we not play with household cleaning agents and chemicals?

4. Write down three road safety rule.

5. Write down three water safety rule.

6. The picture shows some children swimming.



- i. Why should you never go swimming alone?

- ii. How can children maintain safety while swimming?

YEAR: 5

HINDI

WORKSHEET: 1

STRAND	पढ़ना एवं सर्वेक्षण करना
SUB STRAND	भाषा की विशेषताएँ एवं नियम
CONTENT LEARNING OUTCOME	प्रस्तुत जानकारी की समझ दर्शाने के लिए उन विशेषताओं को पहचानना जो परिचित व अपरिचित लिखित व दृश्यसंबंधी पाठ में विशेषताएँ पाए जाते हैं ।

शाश्वत ज्ञान- ५

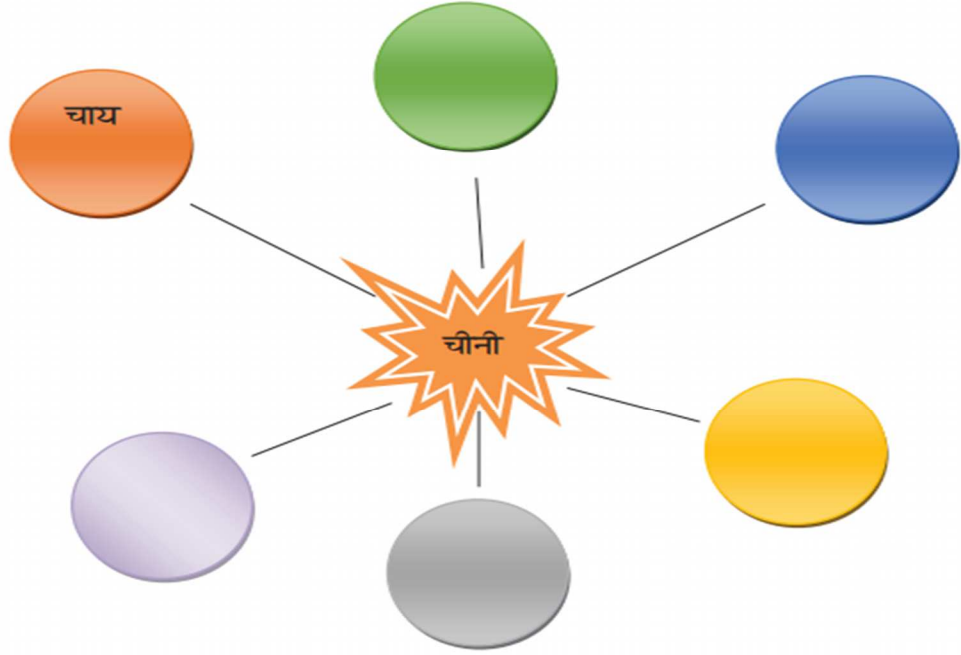
- चीनी कैसे बनाई जाती है page 31 (read the story)
- बच्चे पाठ पढ़ कर अभ्यास करें page 32 (1-5)

- मिल की यात्रा करने कौन गए थे ?
 क. नमन और उसकी कक्षा के सभी बच्चे ।
 ख. नमन, गौरव, वनशीका और कुछ अन्य बच्चे ।
 ग. नमन और उनके मामा ।
- सब से पहले बच्चों को कहाँ ले जाया गया ?
 क. गन्ने की गाड़ियों के पास ।
 ख. मिल के अन्दर ।
 ग. तौल घर में ।
- मैला काटने के लिए रस में क्या मिलाया जाता है ?
 क. चूना ।
 ख. दवा ।
 ग. गर्म पानी ।
- चीनी का परीक्षण कौन करता है ?
 क. मिल का मनेजर ।
 ख. किसान ।
 ग. चीनी डाक्टर ।

५. मास्टर जी ने बच्चों को क्या पता करने को कहा ?
क, चीनी को फीजी में कहाँ-कहाँ भेजा जाता है ?
ख. चीनी को किन किन कामों में लाया जाता है ?
ग. फीजी की चीनी कहाँ-कहाँ बेची जाती है ?

- चीनी किस- किस काम में आती है ? लिखीये - page 33

चीनी किस-किस काम में आती है ?



- वाक्य बनाओ page 34 (you can write from the passage)

ख. वाक्य बनाओ :

निम्न शब्दों को वाक्यों में प्रयोग करो :

प्रकार

तैल घर

चूना

- इन वाक्यों की पूर्ती करो page 34 (read the passage and write the answer.)

ग. इन वाक्यों की पूर्ती करो :

१. दो हफ्ते की छुट्टियों में -----
२. तौल घर में -----
३. गन्ने की गाड़ियों को -----

- इनके विपरीत अर्थ वाले शब्द लिखो page 34 (opposite)

घ. इनके विपरीत अर्थ वाले शब्द लिखो :

जैसे - बड़ा - छोटा

१. सुबह - -----
२. खाली - -----
३. अन्दर - -----
४. सवाल - -----

YEAR: 5

NA VOSA VAKA VITI

WORKSHEET: 1

1. Sa rogorogo ca dina ka vakosakosa na nodra _____ na maina.
A. Tavesavesau
B. Suru
C. Kudru
D. Vakacivo
2. Au dau domobula ena gauna e dau _____ kina na sese.
A. Gi
B. Siu
C. Kara
D. Se
3. Ni da curuma na loma ni veikau eda na rogoca na domo ni kaka ni _____ voli ga.
A. Kara
B. Gau
C. Soki
D. Kose
4. Sa dau veivakayadrati ena bogi na nodra _____ na namu.
A. Siu
B. Gi
C. Kara
D. Kose
5. Era kailavaka na gone, “suru na _____,” me vakaraitaka ni sa suka na cakacaka.
A. Toa
B. Maina
C. Belo
D. Kaka
6. E rau sa lako ko Nei kei Na Levu me rau la’ki sagi _____ main i vakayakavi.
A. Tavioka
B. Uvi
C. Vudi
D. Bele
7. Era kena dau ena _____ vai ko Ira mai Kaba.
A. Siwa
B. Cocoka
C. Sua
D. Tobo
8. E kana vinaka dina na jaina dreu tonotono, ia, mo biuta vakavinaka na nomu benu ni oti na nomu _____ na kemu jaina.
A. Tasia
B. Varia
C. Drudruga
D. Vocia
9. A talai au ko tamaqu me’u laki _____ moli me la’ki volitaka ko tinaqu ena makete.
A. Beti
B. Dumu
C. Tau
D. Soki
10. Au marautaka vakalevu na noqu vulica rawa na _____ na ika ena sereki ni vuli sa oti.
A. Siwata
B. Kelia
C. Dumuka
D. Sokia

11. A vakatavulici au ko Buqu ena _____ ika.
A. Druru
B. Vari
C. Voci
D. Sua
12. Ni di na mati, keimami dau gole ki matasawa me keimami la'ki _____ kaikoso.
A. Qe
B. Siwa
C. Keli
D. Canu
13. Nida vakanamata kina vua-i-cake, eda na vakanadakuya na _____.
A. Tokalau cevaceva
B. Ceva-i-ra
C. Vualiku
D. Ra
14. Niko vakanamata ki na tokalau cevaceva, ko na vakanadakuya na matanicagi na _____.
A. Vua-i-ra
B. Vua-i-cake
C. Ceva-i-ra
D. Ra
15. Ni'u vakanadaku ki na Tokalau, au na rai vaka ki _____.
A. Vualiku
B. Ceva
C. Ra
D. Vua-I cake
16. Au vakanadaku ki na Vualiku, kau rai vaka ki _____.
A. Ra
B. Tokalau
C. Ceva
D. Ceva-I cake
17. E dua tiko na neitou _____ ni vuaka.
A. Bi
B. Toro
C. Vale
D. Moka
18. E liu e ra dau tavulona na niu na tukada ena _____.
A. Vulo
B. Isua
C. Ibo
D. I vetaki
19. Era kena dau ena caka dai ni qari na gone ni Taveuni. Na dai ni qari e vakatokai me _____.
A. Vilawa
B. Lawasua
C. Moka
D. Bi
20. Na qa ni niu ka kari vakamatau me caka kina na gunu e yacana na _____.
A. Dari
B. Saqa
C. Bilu
D. Tanoa