

1077 RAVIRAVI SANGAM SCHOOL

ENGLISH

YEAR: 5

Weekly Home Study Package Set 4

SOLUTIONS

| | |
|--------------------------|--|
| Strand | Writing and Shaping |
| Sub-strand | Language features and Rules |
| Content learning outcome | Demonstrate appropriate conventions of writing to communicate information. |

LESSON NOTES

LETTER WRITING

Use your Letter writing skills to read the letter and fill in the blank spaces.

Complete the letter to your friend, Yansh/ Avni, by putting in the correct words in the blank spaces.

P.O. Box 1099

Ba

12th July 2021

Dear Yansh/ Avni

Hello, how are you ? We are well. How is everyone at your home?

My sister's wedding is on Saturday 6th August and I wish to invite you and your family.

The wedding party will be at my home in the evening and there will be a lot to eat and drink

I hope you will come

Your friend

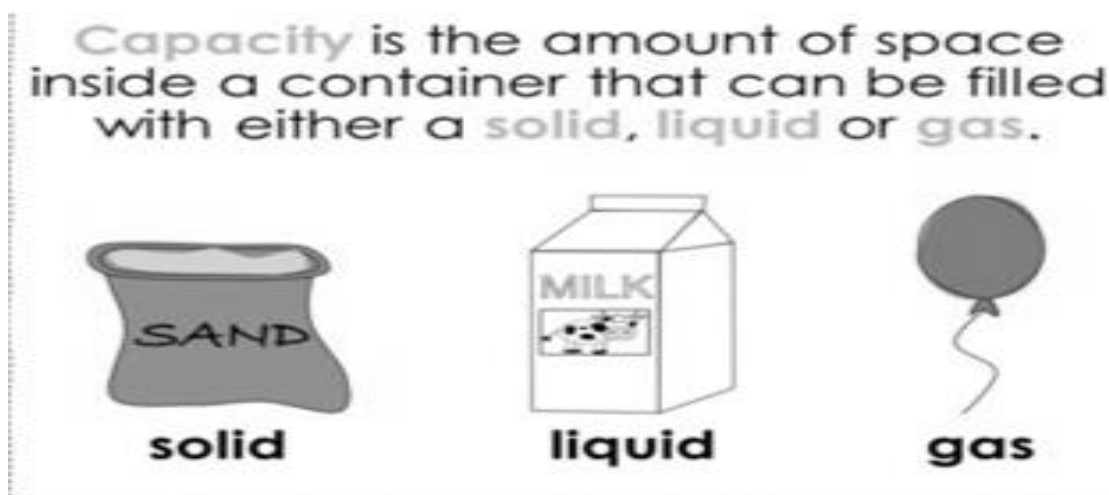
 (Name)

SOLUTIONS

| | |
|---------------------------------|--|
| Strand | Measurements |
| Sub-strand | Volume and Capacity |
| Content learning outcome | Identify non-standards units related to standard units. |

LESSON NOTES

Capacity



ACTIVITIES

Select an appropriate **Non – Standard** Measuring tool (**Cups/ Containers /Etc.**) to carry out the measuring activity. Use the table given below to record your measurement. (Firstly **estimate** how many **cups/containers** of water will **fit** in each **item** and then **conduct the experiment** to find out the actual amount)

| Item | Estimate | Actual Amount |
|---------------|-----------------|----------------------|
| Bucket | | |
| Pot | | |
| Basin | | |
| Dish | | |

Please Note:

- ⇒ **Answers are going to vary as children will be using different sizes of the item while conducting this activity.**
- ⇒ **The main idea is for the child to identify that non-standard units are related to standard units.**

1077 RAVIRAVI SANGAM SCHOOL

SOCIAL STUDIES

YEAR: 5

Weekly Home Study Package Set 4

SOLUTIONS

| | |
|---------------------------------|---|
| Strand | Building Healthy Relationship |
| Sub-strand | Relationship |
| Content learning outcome | Develop being assertive to reflect and negotiation skills. |

LESSON NOTES

Effective Refusal Skills

- ✓ **Refusal skills** are a set of skills designed to help children avoid participating in high-risk behaviours.
- ✓ Once you **walk out the door**, you are making your **own decision**.
- ✓ Parents and care givers won't be there when you are offered opportunities with the opposite sex, drugs or alcohol.
- ✓ The person who is in the best position to keep a teen safe is him/herself.

Below are some tips to keep you safe depending on the

Situation:

- Refuse – Don't feel like it. —No way.
- Make an excuse – —I'll barf. —I have to get up in the morning.
- Recruit an ally to help change the dynamics.
- Blame their parents – —My Mom can smell this stuff a mile away and I'll get grounded for months.
- Come up with a better idea – —Nah, that doesn't sound like much fun.
- Let's go play video games at my house instead.
- Leave – either quietly while no one notices or by making an excuse or joke out of it.
- You guys are too crazy for me ...see you later.

ACTIVITIES

1. Define refusal skills.

- ✓ **Refusal skills are a set of skills designed to help children avoid participating in high-risk behaviours.**

2. List down two tips that will keep you safe.

- ✓ **Refuse – Don't feel like it. —No way.**
- ✓ **Make an excuse – —I'll barf. —I have to get up in the morning.**

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SOCIAL STUDIES
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SOLUTIONS

| | |
|---------------------------------|--|
| Strand | Place and Environment |
| Sub-strand | Features of Places |
| Content learning outcome | Discuss special physical features and the unique attractions of Fiji. |

LESSON NOTES

Cultural Environment

- ⇒ Cultural environment is part of the physical environment which man has changed to satisfy their needs.
- ⇒ These changes can be clearing of forests or land to make roads, houses, and farming.
- ⇒ Changing the landscape for development is good; however there are other negative effects on living things.
- ⇒ It is always wise to make decisions on developments by thinking of the negative effects and those who would suffer from it.



ACTIVITIES

1.) What is Cultural Environment?

- ✓ **Cultural environment is part of the physical environment which man has changed to satisfy their needs.**

2.) List down two examples of cultural environment.

- ✓ **Clearing forest and making hotels, roads parks etc**

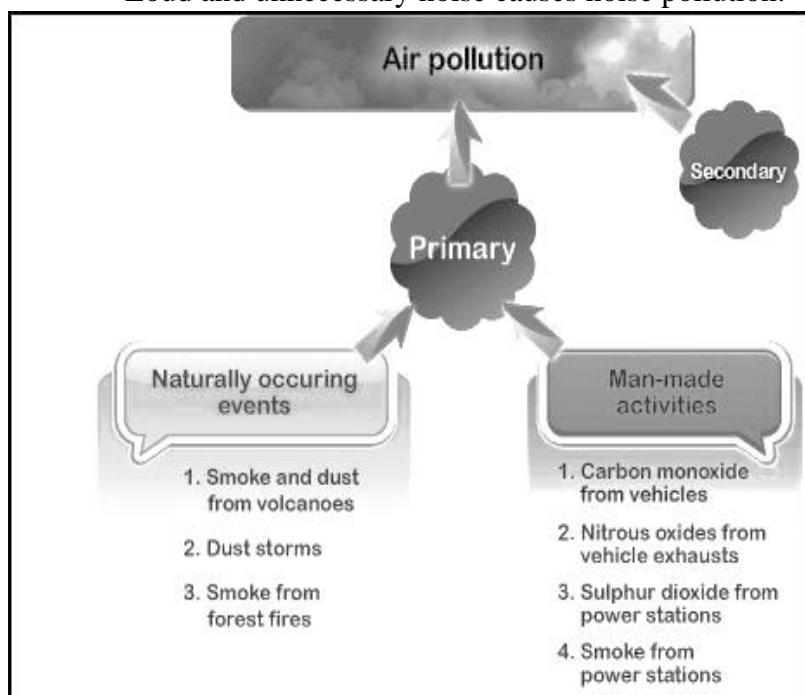
SOLUTIONS

| | |
|---------------------------------|--|
| Strand | Matter |
| Sub-strand | Investigating Matter |
| Content learning outcome | Gather information and practice correct waste management methods. |

LESSON NOTES

WHAT ARE POLLUTANTS?

- ✓ A substance that pollutes something, especially water, air, land or the atmosphere.
- ✓ They can be physical or chemical.
- ✓ They involve liquid, smoke, gases or heat.
- ✓ They are mostly the waste product or their by-products.
- ✓ The pollutants cause an adverse effect on the environment.
- ✓ The increase in concentration of carbon dioxide and the decrease in the concentration of oxygen also cause pollution.
- ✓ The pollutants are classified into different types and they depend on the form, existence and the natural disposal.
- ✓ Liquid waste such as oil spill from factories, industries and ships in the sea cause water pollution.
- ✓ Dangerous gases from vehicles and industries cause air pollution.
- ✓ Disposal of rubbish or waste incorrectly on land causes land pollution.
- ✓ Loud and unnecessary noise causes noise pollution.



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Activities

1. What are pollutants?
✓ **A substance that pollutes something, especially water, air, land or the atmosphere.**
2. List down an example of air pollution?
✓ **Dangerous gases from vehicles and industries**
3. List down an example of water pollution? **Liquid waste such as oil spill from factories, industries and ships in the sea.**
4. List down some different types of pollutions discussed above. **Water pollution**
Air pollution
Land pollution
Noise pollution