

NADI SANGAM SCHOOL

WEEKLY

HOME STUDY PACKAGE

09/08/21- 13/08/21

YEAR 5

LESSON NOTES AND ACTIVITIES

WORKSHEET 8

1076 NADI SANGAM SCHOOL

LESSON NOTES

SUBJECT: MATHS

YEAR/LEVEL: 5

| | |
|---------------|--------------------------------------|
| <u>STRAND</u> | Number and numeration |
| <u>CLO</u> | Improper Fractions and Mixed Numbers |
| <u>TOPIC</u> | Improper Fractions and Mixed Numbers |
| <u>PAGE</u> | 29 |

Note to parents/ guardians.

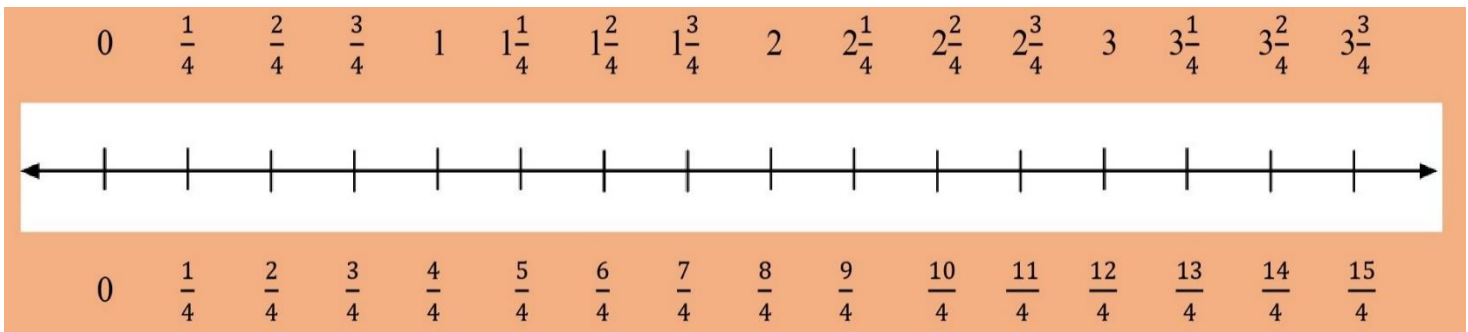
Students are to copy the following texts that appears after the dotted lines in their Maths 4C exercise book.

.....
Improper Fractions and Mixed Numbers using number lines

Number Line: In math, a number line is a straight line with numbers placed at equal intervals or segments along its length.

A number line can be extended infinitely in any direction, and we usually represent it horizontally. The numbers on the number line increase as we move from left to right and decrease moving from right to left.

the diagram below is a number line with fractions placed at equal intervals.



The number line can also be used to identify and find the improper fractions and mixed number fractions.

Example 1. Study the number line above and write down the improper fraction for $1 \frac{1}{4}$

$$1 \frac{1}{4} = \frac{5}{4}$$



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YEAR 5

MATH

ACTIVITY SHEET 8

Study the number line given in the notes and write the answer as Improper fractions.
The first one is done for you.

(a). $1 \frac{3}{4} = \frac{7}{4}$

(b). $2 \frac{3}{4} = \text{—}$

(c). $3 \frac{2}{4} = \text{—}$

(d). $3 \frac{1}{4} = \text{—}$

(e). $4 \frac{1}{4} = \text{—}$

(f). $2 \frac{1}{4} = \text{—}$

(g). $1 \frac{2}{4} = \text{—}$

(h). $2 \frac{2}{4} = \text{—}$

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LESSON NOTES

SUBJECT: English

YEAR/ LEVEL: 5

| | |
|--------------------------|---|
| STRAND 1 | Writing and Shaping |
| CONTENT LEARNING OUTCOME | Select and use language forms, features & structures of text appropriate to a range of purposes, audiences & context. |
| TOPIC | Confusing Words, Pg. 81, 82 |

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their English exercise book.

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Common noun and proper noun

1. A proper noun is the name of something specific such as a person, place, company or idea. They are capitalized because they are names.

Example. Ratu Sauvoli Primary School, Banuve Tabakaucoro ,Classic Buses Limited

2. Common nouns: don't identify something specific by themselves. They are only capitalized if they are the first word in the sentence.

Example: Superman, girls, boys

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YEAR 5

ENGLISH

ACTIVITY WORKSHEET 8

Common noun and proper noun

Write common noun or proper noun on the line to each noun.

a. book- _____

b. table- _____

c. Anare- _____

d. trees- _____

e. Mrs Rajendra- _____

f. minister- _____

g. MHCC- _____

h. bus- _____

i. Nadi Sangam School _____

j. London- _____

k. bird _____

l. teenager _____

Supplementary Activity- Fill in the missing blanks

1. bi__th

2. ex__iting

3. __ospita__

4. pa__nfu__

5. re__ember

6. pro__lem

7. co__ch

8. pill__w

9. bro__her

10. Au__t

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LESSON NOTES

SUBJECT: SOCIAL STUDIES

YEAR/LEVEL: 5

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|--|--|
| <u>STRAND 2</u> <u>SUB STRAND 5.2.2</u> | Time, Continuity and Change Continuity and Change |
| <u>CLO</u> | Investigate The Impacts of Various Ethnic Groups Towards the Development of Fiji |
| <u>TOPIC</u> | The Early Chinese to Fiji |
| <u>PAGE</u> | 26 |

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Social Studies exercise book.

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The Early Chinese to Fiji

1. Chinese people came to Fiji in 1850's.
2. Moy Ba Ling also known as Houg Lee reached Fiji from Australia and settled in Levuka.
3. He later returned to China to bring his relatives and some others to settle in Fiji in connection with the gold rush.
4. Later arrivals of Chinese came looking for sandalwood and beche- de- mer.
5. The first shops in rural areas of Fiji were opened by Chinese merchants.
6. Today, the number of Chinese in Fiji has increased and they have contributed a lot to development of our country.

1076 NADI SANGAM PRIMARY SCHOOL

YEAR 5

SOCIAL STUDIES

WORKSHEET 8

Circle the correct answer:

1. Chinese people's arrival began in _____.
A. 1800's
B. 1860's
C. 1850's
D. 1840's
2. Who was the first Chinese to arrive in Fiji?
A. Sir Arthur Gordon
B. Moy Ba Ling
C. James Cook
D. John Brown William
3. Where did the first Chinese settle?
A. Vuda
B. Taveuni
C. Suva
D. Levuka
4. Other Chinese came looking for sandalwood and _____.
A. Beche-de-mer
B. Land
C. Firearms
D. Money
5. Who was the first person to open shops in rural areas of Fiji?
A. Europeans
B. Indians
C. Chinese merchants
D. I Taukei's

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LESSON NOTES

SUBJECT: ELEMENTARY SCIENCE

YEAR/LEVEL: 5

| | |
|--|---|
| <u>STRAND 1</u> <u>SUB STRAND 1.3</u> | Living Things and Environment Biodiversity, Relationships and Sustainability |
| <u>CLO</u> | Select And Examine the Factors That Affect the Native Plants and Animals. |
| <u>TOPIC</u> | Biodiversity, Relationships and Sustainability |
| <u>PAGE</u> | 34-35 |

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Elementary Science exercise book.

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BIODIVERSITY, RELATIONSHIPS AND SUSTAINABILITY

1. Biodiversity:

- Varieties of organisms living in an ecosystem.
 - Organisms depend on each other (interdependent).
 - Diversity of organisms can be seen in forests, oceans reefs, rivers, streams, wetlands, ponds, lakes etc.
2. Some bio diverse ecosystems in Fiji are –coral reef, forest. mangrove and streams.

HOW ORGANISMS ARE AFFECTED:

1. The burning of cane field- has led to the burning of forest which is the home to many species of birds and animals.
2. The logging of trees for building houses, making papers and has also affected population of birds and animals in Fiji.
3. Sewage leakage, oil spills, soil erosions and nuclear fallout has contributed to poisoning of water, sea, rivers etc
4. Over hunting/fishing- has affected Turtles and fish and the numbers are declining very fast.

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YEAR 5

ELEMENATRY SCIENCE

WORKSHEET 8

1. What is biodiversity?

2. Name one biodiverse ecosystem found in Fiji?

3. Study the organism given below and answer the questions that follows:

FISH

- a. Where is it commonly found?

- b. What does it feed on?

- c. What factors has caused its population to decline?

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LESSON NOTES

SUBJECT: HEALTHY LIVING

YEAR/LEVEL: 5

| | |
|------------------------|---|
| <u>STRAND 6</u> | Building Healthy Relationship |
| <u>CLO</u> | Recognize and Distinguish Between Threatening and Non- Threatening Behavior |
| <u>TOPIC</u> | Threatening And Non-Threatening Behavior |
| <u>PAGE</u> | 26 |

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Healthy Living exercise book.

.....

Threatening and Non-Threatening Behavior

1. Threatening behavior – warning someone about upcoming harm or danger.
 - Behavior of people that can harm others or put them into trouble.
 - It causes violence and makes people upset.

EXAMPLE: Harassment, Bulling, Teasing, Tattling, Gossiping, Swearing etc.

2. Non-Threatening behavior – behaviors of people that is accepted by everyone.
 - A behavior that leads to non-violence.

EXAMPLE: Smile, Apologetic, Courteous, Respect, Peace, loving, forgiveness etc.

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YEAR 5

HEALTHY LIVING

WORKSHEET 8

1. What is the difference between threatening and non-threatening behavior?

2. Place the following behaviors under the correct headings in the table provided?

Bullying, Harassment, Teasing, Smile, Apologetic, Gossiping, Swearing, Courteous, Respect, Tattling, Peace, Loving, Forgiveness.

| <u>THREATENING BEHAVIOR</u> | <u>NON-THREATENING BEHAVIOR</u> |
|-----------------------------|---------------------------------|
| | |
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HINDI WORKSHEET 8

SUBJECT: Hindi

YEAR/ LEVEL: 5

| | |
|--------------------------|--------------------------------------|
| Content Learning Outcome | Bhasha ke upyukt mool ango ka prayog |
| Topic | Vachan (Number) |

Note to parents/ guardians.

Students are to copy the following texts that appears after the dotted lines in their Hindi exercise book.

.....

वचन (Number)

शब्द के जिस रूप से एक या अधिक होने का बोध हो, उसे वचन कहते हैं।

वचन के दो भेद हैं :

1. **एकवचन (Singular)** - जो शब्द एक का ज्ञान कराए।

जैसे - लड़का, लडकी, गाय, बन्दर, बेटी, घोडा, नदी, कमरा, घड़ी, पर्वत, मैं, वह, यह, आदि।

2. **बहुवचन (Plural)** - जो शब्द एक से अधिक का ज्ञान कराए।

जैसे - लड़के, बच्चे, पुस्तकें, महिलाएँ, कहानियाँ, कुत्ते, बिल्लियाँ, आदि।

उदाहरण (Example)

| एकवचन | बहुवचन |
|--------------------|---------------------|
| घोड़ा दौड़ रहा है। | घोड़े दौड़ रहे हैं। |
| मैं पढ़ रहा हूँ। | हम पढ़ रहे हैं। |

अभ्यास (Activity)

A. इन वाक्यों को बहुवचन में लिखो।

| | एकवचन | बहुवचन |
|----|--------------------|--------|
| 1. | वह खाना खा रहा है। | |
| 2. | बालक खेल रहा है। | |
| 3. | मोर नाच रहा है। | |

B. रेखांकित शब्दों के वचन पहचानिये – एकवचन या बहुवचन ?

1. राहुल ने पानी की बोतल खरीदीं डों से पत्ते झड़ रहे हैं ।
2. मुझे भी संतरे दो।
3. लड़कियाँ गीत गाती हैं।
4. सीमा माला बना रही है।
5. कौआ रोटियाँ ले गया।

1076 Nadi Sangam School

Veika Me Vulici

Lesoni: Vosa I Taukei

Kalasi: 5

| | |
|-------------------------------|--------------------------------|
| Nanamaki ni lewe ni vuli | Na Vosa Vaka Viti |
| Veika me rawata e dua na gone | Wilivola kei na Saumi Taro |
| Ulutaga | Cabeti Viti na Lotu Vakarisito |

Na vosa vakaviti:

1. Na vosa

Na I vakavakayagataki kei na i balebale Ni vosa na “se”.

Na vosa oqo e levu na kenai balebale, ia na kena me vakamatatataki e ke na kena veikilasevati kina se me da vakayagataka na **“se”** se **“sa”**. Oqo e rua na i yatu vosa.

- (i) ‘O lako se sega?
- (ii) Au sa sega ni lako.

E na (i) e vakamatatataki e kea na duidui ni rua na ka “lako” se “sega”. Oqo e vakaduiduitaka – e vulavula se loaloa? ‘O kana se kua? Ia na I (ii) e n ava koto “a” e na kedrau maliwa na “e” kei na “a” ka mamada na kena cavuti vakamamada.

Na veika me vulici:

Oqo tale e so na vosa na i balebale ni vosa na “se”.

- (a) Sa **se** na lagakali.
- (b) E ra sa **se** na meca.
- (c) E **se** na ua mai cakau.
- (d) E **se** na tinatina ko ya ni’u toboka e dua na luvena.
- (e) E **se** wale ga mai na batina.
- (f) E **se** koto na ika e na veleti ko ya.