

1075 Lovu Sangam School

Year 5

English – Week 5

Name: \_\_\_\_\_

Year: 50\_\_\_\_\_

**Strand:** Writing and Shaping

**Sub-strand:** Language Features and Rules

**Content Learning Outcome:** Examine and demonstrate appropriate conventions of writing to communicate information.

**Synonyms and Antonyms**

- ✓ **Synonyms** are words that have almost the same meaning. For example: The words **big** and **large** are synonyms.
- ✓ **Antonyms** are words that have opposite meanings. For example: The words **open** and **closed** are antonyms.

**Activities**

**Tell whether each pair of words is synonyms or antonyms.**

- |                            |                           |
|----------------------------|---------------------------|
| a. agree, disagree - _____ | b. guess, estimate- _____ |
| c. argue, dispute- _____   | d. cold, freezing- _____  |
| e. gigantic, big- _____    | f. tired, active- _____   |
| g. sink, drop- _____       | h. windy, still- _____    |
| i. broad, wide- _____      | j. difficult, easy- _____ |

**Collective Nouns:**

Groups of animals often have special names. For example:

- ✓ A herd of cattle.
- ✓ A school of dolphins.

These special group names are called **collective nouns**.

## Activities

**Write the collective nouns for the following groups of animals.**

- a. a \_\_\_\_\_ of pups.
- b. a. \_\_\_\_\_ of birds.
- c. a \_\_\_\_\_ of bees.
- d. a \_\_\_\_\_ of sheep
- e. an \_\_\_\_\_ of ants.
- f. a \_\_\_\_\_ of fish.

**Alphabetical Order:** Assemble the words in alphabetical order beside the given numbers.

1.	2.	3.	4.	5.
Sky	sun	dust	white	ice

## Draw and Colour

<u>A school of Fish</u>	<u>A Flock of Birds</u>	<u>A Bouquet of Flowers</u>

**1075 LOVU SANGAM SCHOOL**

**YAER 5**

**MATHEMATICS WK 5**

**Strand 1: Number and Numeration**

**Sub strand: Decimals**

**Topic: Addition and Subtraction of Decimals**

-When adding and subtracting decimals always remember the decimal point alignment.

-Decimal point alignment means that the decimal point will not move or shift .It will always be a vertical line.

-When adding or subtracting decimals, you will start from the last number and move forward just as if you were adding or subtracting fractions without the decimal point.

**Examples:**

$\begin{array}{r} 1 \\ 239.43 \\ + 21.42 \\ \hline 260.85 \end{array}$	$\begin{array}{r} 736.53 \\ + 321.42 \\ \hline 1057.95 \end{array}$	$\begin{array}{r} 978.67 \\ - 751.43 \\ \hline 227.24 \end{array}$	$\begin{array}{r} 653.97 \\ - 231.86 \\ \hline 422.11 \end{array}$
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-Always look at the operation sign before solving the questions. If you have to carry the numbers, place them correctly and if you have to borrow, look at the numbers carefully when solving the questions.

**Activities to complete**

Solve the problems below on addition of decimals.

$\begin{array}{r} 234.78 \\ + 241.34 \\ \hline \end{array}$	$\begin{array}{r} 678.04 \\ + 231.90 \\ \hline \end{array}$	$\begin{array}{r} 346.89 \\ + 534.82 \\ \hline \end{array}$	$\begin{array}{r} 567.12 \\ + 127.31 \\ \hline \end{array}$	$\begin{array}{r} 942.71 \\ + 214.21 \\ \hline \end{array}$
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Solve the questions below on subtraction of decimals.

$\begin{array}{r} 98.53 \\ - 45.32 \\ \hline \end{array}$	$\begin{array}{r} 90.14 \\ - 49.02 \\ \hline \end{array}$	$\begin{array}{r} 896.65 \\ - 125.17 \\ \hline \end{array}$	$\begin{array}{r} \$23.70 \\ - 2.67 \\ \hline \end{array}$	$\begin{array}{r} 983.28 \\ - 162.19 \\ \hline \end{array}$
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### **Word Problems**

Read and solve the word problems below.

1. Rita bought a pen for \$2.00, a book for \$1.50 and a set of crayons for \$3.45. How much did she spend altogether?
2. During a car race, John travelled 8.10km, Jack travelled 9.32km and Jim travelled 10.11km. How many kilometers did they travel altogether?
3. Gina has \$50.00 . She bought a handbag for \$24.50 and a pair of shoes for \$15.00 . What is Rita's change after buying her handbag and shoes?
4. Tom saved \$156.00 in March, \$56.00 in April, \$90.00 in May and \$160.00 in June. How much money did she save altogether?
5. Tina has 2 dogs. One weighs 12.6kg and the other weighs 15.3kg. What is the total weight of the 2 dogs?

**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**I-TAUKEI WK 5**

**Ulutaga: Na Wai**

**Na veivosa me nanumi**

1. Toyevu - na qara e keli me mata ni wai.
2. Todrou - gunu ka sega ni vakayagataki e dua na ka me takivi kina; gunu vakadodonu sara ga ki na dua na loma ni dua na ka se loma ni mata.
3. Dave – ni drodro vakasivia na wai.
4. Tutuvaka – vakacaudreva.
5. Tabale – lako baleta e dua na delana.
6. Wawale – oca.
7. Lauqa – na gauna e dau cila tu ga kina na siga ka sega ni tau na uca ka vakavuna me maca na wai.

**Na i wiliwili**

10 na i kovu vakalolo sa dua na wai.

10 a i olo masima sa dua na wai.

**Na i vosavosa vaka-Viti**

1. Sa vaka na waikala

Na waikala e dua na mataqali kau matailalai ka dau tubu tu e na mata ni wai ka ubia sara koto ga vakavinaka na wai. Ni da gunu se taki, e da na tosoya na waikala ka da na qai taki se todrou. Ia ni oti ga ko ya e ra sa na toso vata tale mai ka ubia na wai. “ Sa vaka na waikala na vakasavi ira tiko na qele ni gone oqo.”

2. Loaloa ka sega na kena uca

Vosavosa wale tu ga ka sega ni vakayacora rawa e dua na ka. “A cava e bau vosavosataka tu na tamata dadatuvu qori, ka ni vaka wale tu ga na loaloa ka sega na kena uca.”

### 3. Wai ni tamata

Tamata gavui, tamata buruburu lagoon. “A cava e rawata na wai ni tamata ka vaka tu oqori.”

### 4. Wairuataki se tuvuci

Ni sa lauvacu oti e dua, e na qai muria tale yani e dua na i vacu me qai rauti koya vinaka. “Kua tale ni waraka , wairuataka de qai dro.”

### 5. Wairuataki na sulis (dalo) sa kana baci (ca)

E dua na ka e tukuni tiko vakarua se vakawasoma sa la’ki velavela tale. Sa mai didivara na daligada e na i talanoa tetewaitaki tiko oqo. “E wairuataki na sulis sa kana baci.”

## Cakacaka Lavaki

Vakacuruma vakadodonu na veivosa e tolu oqo “**koya, vua, kaya**” ki na veivanua e lala koto oqo e ra.

1. E ratou a sega ni kaya \_\_\_\_\_ me lako mai.
2. Kakua ni biligi \_\_\_\_\_ de qai mavoa.
3. E ra a salavata \_\_\_\_\_ ki Drauniivi.
4. Au a veitalanoa kei \_\_\_\_\_ ni sa bera ni lako.
5. A cava ko sega kina ni vosa \_\_\_\_\_?
6. Sa na qai la’ki tukuni ki \_\_\_\_\_ na Roko?

Vakacuruma vakadodonu na tagi ni manumanu toqai toka e ra.

rusi	kose	gi	kara	gau	kodro
soki	koko	suru	koge		

- |                         |                           |
|-------------------------|---------------------------|
| 1. koli - _____.        | 2. vuaka - _____.         |
| 3. vusi - _____.        | 4. toa - _____.           |
| 5. kula - _____.        | 6. belo - _____.          |
| 7. namu - _____.        | 8. manivusi/beka - _____. |
| 9. beka/kalavo - _____. | 10. kaka - _____.         |

**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**I-TAUKEI READING WK 5**

Na Veiyaya Vaka-Viti

Me vaka ni ka **gadrevi** na wai, sa dau ka taleitaki sara na kena kune e dua na mata ni wai se vure. E na so na vanua e kunekune dredre kina na wai, sa dau veivakacegui dina na kena soli se kunei me cakamana se sau **vakaturaga**.

E tu na veika me tawa kina na wai me **maroroi** kina. E ra vakayagataka na saqa se **bitu** se sedre. E vakayagataki me i takitaki ni waitui na **kitu**. E so e ra vakayagataka na **vago** me i takitaki ni wai.

Na vago sa i koya na vuanikau ka kunei e **baravi**. E viavia vaka na i **bulibuli** ni vua ni niu ia e lelevu sara na vago.

E na Vale Ni I Yaya Maroroi e Suva, e na kune kina e **vuqa** sara na i yaya makawa me vaka na dari, ilou ni kakana, kuro ni Viti, masi keina i wau. Na veisau ni gauna e kauta e levu na veiyaya vovou ka ra **sosomitaka** na noda i yaya makawa me vaka na;

i wau – dakai

takia – boto

saqa ni wai – vokete, joke

i lou ni kakana – veleti

masi – i sulu

dari – beseni kei na so tale

**Wili vosa**

**Gadrevi Vakaturaga Maroroi Bitu Kitu Vago Baravi Bulibuli Vuqa Sosomitaka**

**Saumi Taro**

1. E na gauna makawa, na i yaya cava e dau tawa kina na wai?

\_\_\_\_\_.

2. Vola mai e rua na i yaya vaka-Viti e caka mai na kau?

\_\_\_\_\_.

3. Vola mai e 4 na i yaya vaka-Viti e sa vakayagataki tikoga nikua?

\_\_\_\_\_.

4. E dodonu meda dau \_\_\_\_\_ na noda i yau bula. (taqomaka/vakasausataka)





**Lovu Sangam School**

**Year 5**

**Healthy Living – Week 5**

**Name:** \_\_\_\_\_

**Year: 50**\_\_\_\_\_

**Strand:** Building Healthy Relationship

**Sub-strand:** Resilience and Proactive Behavior

**Content Learning Outcome:** - Recognize and distinguish between threatening and non-threatening behavior.

**Notes**

**Threatening and Non-Threatening Behaviour**

- ❖ **Threatening behaviour** is intentional behaviour that causes another person to fear, injury or harm. Eg swearing, punching, bullying etc.
- ❖ **Non-Threatening Behavior** is talking and acting so that your peers feels safe and comfortable doing and saying things. Eg respect, love, smile etc.

**Dealing with threatening behaviour in non –threatening way**

1. Communicate quietly and calmly. Try to diffuse the situation.
2. Do not take the behavior personally. ...
3. Ask questions. ...
4. Consider offering an apology. ...
5. Summarize what you hear the individual saying

**Activities**

1. What is the difference between **Threatening** and **Non-Threatening** behaviours?

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

bullying, harassment, humility, teasing, smile, apologetic, gossiping, swearing, courteous, respect, tattling, peace loving, forgiveness

Threatening Behavior	Non-Threatening Behavior

**Draw and Colour**

<p style="text-align: center;"><b>An example of Non- Threatening behaviour</b></p>
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Name: \_\_\_\_\_

Year: 50\_\_\_\_\_

### चीनी कैसे बनाई जाती है

दो हफ्तों की छुट्टियों में नमन, वनशीका और गौरव बा गए हुए थे। बा में अपने मामा के घर ठहरे हुए थे। एक दिन वे अपने मामा के साथ चीनी की मिल देखने गए। नमन ने जो कुछ देखा उसे वह अपनी कक्षा को इस प्रकार सुनाया।

पिछले शनिवार की सुबह को मैं बा के रावाई मिल गया था। मिल के एक अफसर ने, वनशीका, गौरव और मुझे तथा कुछ और बच्चों को मिल का दौरा कराया।

सबसे पहले हम तौल घर पहुँचे। तौल घर में गाड़ी सहित गन्ने को तौला जाता है। यहाँ से निकलने के बाद गन्ने की गाड़ियों को चलती हुई पेट्री पर खाली कर दिया जाता है। अन्दर लोहे के बड़े-बड़े 'रोलर' होते हैं। इन्हीं 'रोलरों' द्वारा गन्ने को पेरा जाता है। पेरने पर गन्ने का रस निकल आता है। रस नालियों द्वारा अन्दर चला जाता है। मैला काटने के लिए रस में चूना मिलाया जाता है। फिर चूना मिले हुए रस को गर्म किया जाता है। ऐसा करने से मैल टैंक में नीचे बैठ जाती है। फिर गाढ़े रस को ऐसे टैंकों में पहुँचाया जाता है जिनके अन्दर हवा प्रवेश नहीं कर पाती है। यहाँ रस को और ज्यादा पकाया जाता है।

ज्यादा पकने पर चीनी के छोटे छोटे दाने तैयार हो जाते हैं। इसके बाद चीनी का परीक्षण किया जाता है। यह काम चीनी डाक्टर की निगरानी में होता है। फिर चीनी के दानों को घूमते हुए पीपों में गर्म हवा द्वारा सुखा दिया जाता है। इसके बाद चीनी के दानों को मशीन द्वारा बस्तों में भरा जाता है। कुछ चीनी को यहाँ के बाजारों में बेचा जाता है तथा बाकी को निर्यात कर दिया जाता है।

मास्टर जी नमन से यह कहानी सुन कर बहुत खुश हुए। मास्टरजी ने बच्चों से कहा कि वे पता लगायें कि फीजी की चीनी कहाँ-कहाँ बेची जाती है। क्या तुम इस सवाल को हल कर सकते हो ?

## अभ्यास

क. सही जवाबों के बगल वाले अक्षर पर गोलाकार निशाण बनाओ

1. 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 ।

2. सब से पहले बच्चों को कहाँ ले जाया गया ?

क. गन्ने की गाड़ियों के पास ।

ख. मिल के अन्दर ।

ग. तौल घर में ।

3. मैला काटने के लिए रस में क्या मिलाया जाता है ?

क. चूना ।

ख. दवा ।

ग. गर्म पानी ।

4. चीनी का परीक्षण कौन करता है ?

क. मिल का मेनेजर ।

ख. किसान ।

ग. चीनी डाक्टर ।

5. 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 ?

**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**SOCIAL STUDIES WEEK 5**

**Strand: Place and Environment**

**Sub-strand: Features of Places**

**Topic: Economical Investments**

1. Economical investment is bringing money into the country which can be used later in the development of our country. One industry that has helped greatly in the growth of our economy is our Tourism Industry.
2. Our physical environment has attracted tourists to Fiji every year. When tourists visit Fiji, our economy will grow because tourists are spending their money in Fiji while holidaying here.
3. It also provides employment for the people who are working in the tourist industry like hotel workers, drivers, tour guides and sales people in shops.
4. People in rural areas also benefit as they would be able to perform cultural items for entertainment to the tourists and in return, they give money back to the entertainers.
5. Many people benefit from tourists and the government gets money from them through taxes they pay.
6. Today, tourism is the largest revenue earner for our government and the people of Fiji have benefitted a lot from this industry. It has provided employment for many Fijians and money earned as revenue (money coming into the country) has helped in the development of our country.
7. Since the arrival of Covid-19 last year, hotels and many businesses were forced to shut down because there were no tourists coming in the country. Many people lost their jobs because hotels Nationwide were not operating.
8. We should not pollute or misuse our natural environment and resources because these are unique features that attract tourists to our country.
9. Since Fiji is located in the heart of the South Pacific, our tropical surrounding and beautiful weather is a major reason tourists return to Fiji.
10. The tourism industry has a major role in seeing that our physical environment are not destructed but are always preserved like the Kula Eco Park and the Sigatoka Sand Dunes.

### **Activities**

Explain how these people benefit from the tourism industry.

<b>People</b>	<b>Benefits</b>
Hotel owners	
Hotel workers	
Handicraft sellers	
Villagers	
Students	
Drivers	
Community members	

### **True or False**

Choose **True** or **False** to complete the activities below.

1. Tourists are people who come from overseas to spend time in Fiji. \_\_\_\_\_.
2. Dumping rubbish in the ocean is good. \_\_\_\_\_.
3. The Fijian traditional dance is the “meke”. \_\_\_\_\_.
4. Our International Airport is located in Nadi. \_\_\_\_\_.
5. Only tourists from overseas are allowed in hotels. \_\_\_\_\_.
6. Tourist travel to Fiji in canoes. \_\_\_\_\_.
7. We should steal from tourists. \_\_\_\_\_.
8. Tourists are dangerous people. \_\_\_\_\_.
9. Tourists only visit urban areas. \_\_\_\_\_.
10. We should take good care of our environment and resources. \_\_\_\_\_.

**Paste a picture about a special place in Fiji you would love to visit one day.**

STRAND	Matter
SUB – STRAND	Investigating Matter <b>Reactions</b>
CONTENT LEARNING OUTCOME	<b>Investigate mixtures and separate them based on differences in properties.</b> <b>Gather information and practice correct waste management methods.</b>

**LESSON NOTES: Creating and separating mixtures.**

A mixture is formed when a two or more substances are mixed together. Some mixtures can be separated using different methods of separation. Some mixtures are reversible while others are irreversible.

**Example:** To strain rice or noodles to separate it from the water. To filter a mixture of coffee made using ground coffee beans. To filter a mixture of tea made using tea leaves.

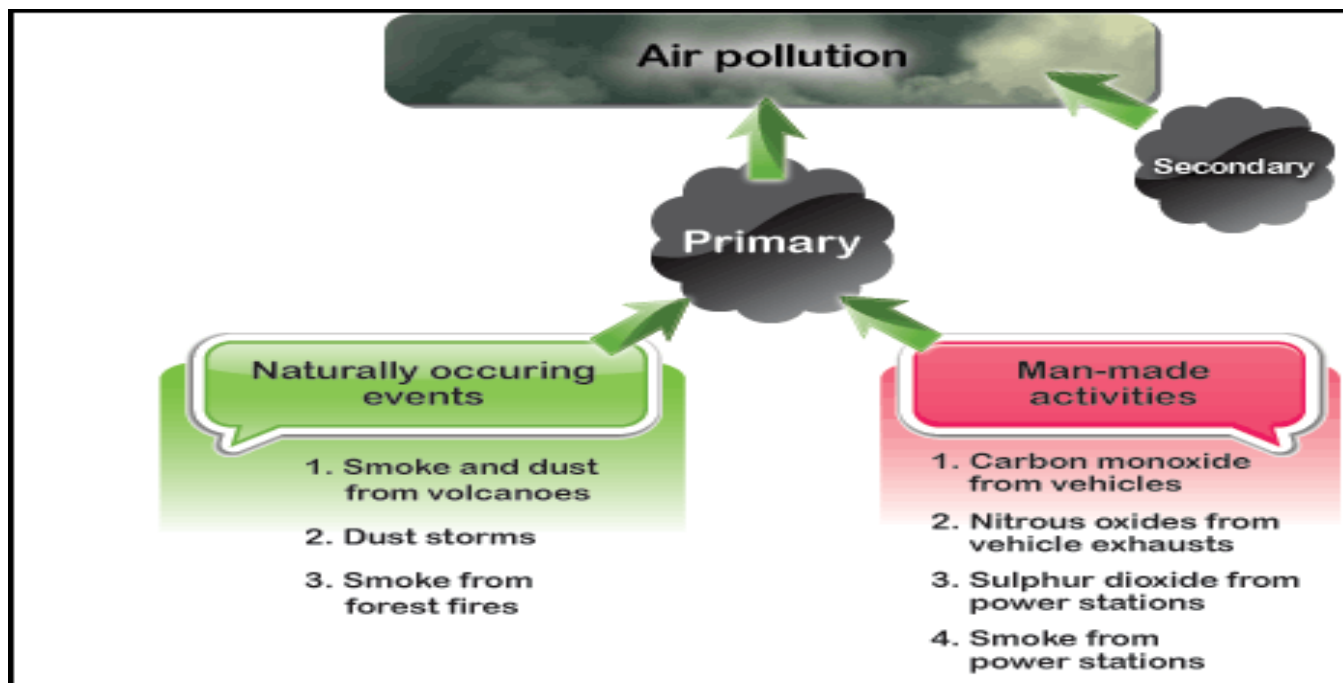


**WHAT ARE POLLUTANTS?**

Pollutants are the substances that make environment dirty or unhygienic and it affects the living organisms. They can be physical or chemical. They involve the liquid, smoke, gases and heat etc. They are mostly the waste product or their by-products. Sometimes it is necessary to add them for the benefit.

For example, the soil needs a phosphate and nitrates for its fertility. They may cause the water pollution too. 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 the 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 can be harmful. Dangerous gases from vehicles and industries cause air pollution.



Naturally occurring means it is caused by nature Example, from volcanoes or forest fire.

Air pollution caused by Man-made are through deforestation (cutting down of trees), vehicles, machines smoke from factories and so on.

### Activity

1. After making tea do you strain tea leaves? \_\_\_\_\_
2. What do you use to strain tea leaves? \_\_\_\_\_
3. Is it reversible or irreversible change? \_\_\_\_\_
4. Explain what the picture is depicting? \_\_\_\_\_



Please dump  
Waste

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