

**Lovu Sangam School**

**Year 5 - Term 3**

**English – Week 8 - 9**

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

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

**Strand:** Reading and Viewing

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

**Content Learning Outcome:** discover and explain language features and rules of a range of printed and visual text.

**Punctuation**

- Punctuation is designed to assist the reader interpret written words in a meaningful way.
- ❖ **Capital letters** are used to:
  - Start new sentences. **The cat jumped over the moon.**
  - Identify proper nouns (names of particular people, places, animals or things). **Last Friday Michael visited his uncle, Mr Koroi at CWM Hospital.**
- ❖ **Full Stops** (sometimes referred to as periods)
  - Act as a stops signs at the end of a sentence, unless that sentence is a question or an exclamation. **Mary lives with her mother.**
- ❖ **Question marks:**
  - Are used instead of full stops at the end of any sentence that asks a question. **Did you see that?**
- ❖ **Exclamation marks**
  - Are included at the end of the sentences where the writer needs to express anger, danger, humour, joy/fear or to indicate someone is shouting. **Stop!, Look out!, It's a boy!.**
- ❖ **Commas**
  - Indicate a brief pause, or separate different sections of longer sentences. **The zoo held lions, tigers and birds of every kind.**
- ❖ **Inverted commas**
  - Are words used to show that are directly spoken. **“Come for a ride with me,” said Jenifer**

## Activities

### Punctuation

Read the following sentences and add appropriate punctuation marks:

1. A snake bit the man

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2. Watch out

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3. Where is John

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4. mary jone and steven are in year 501

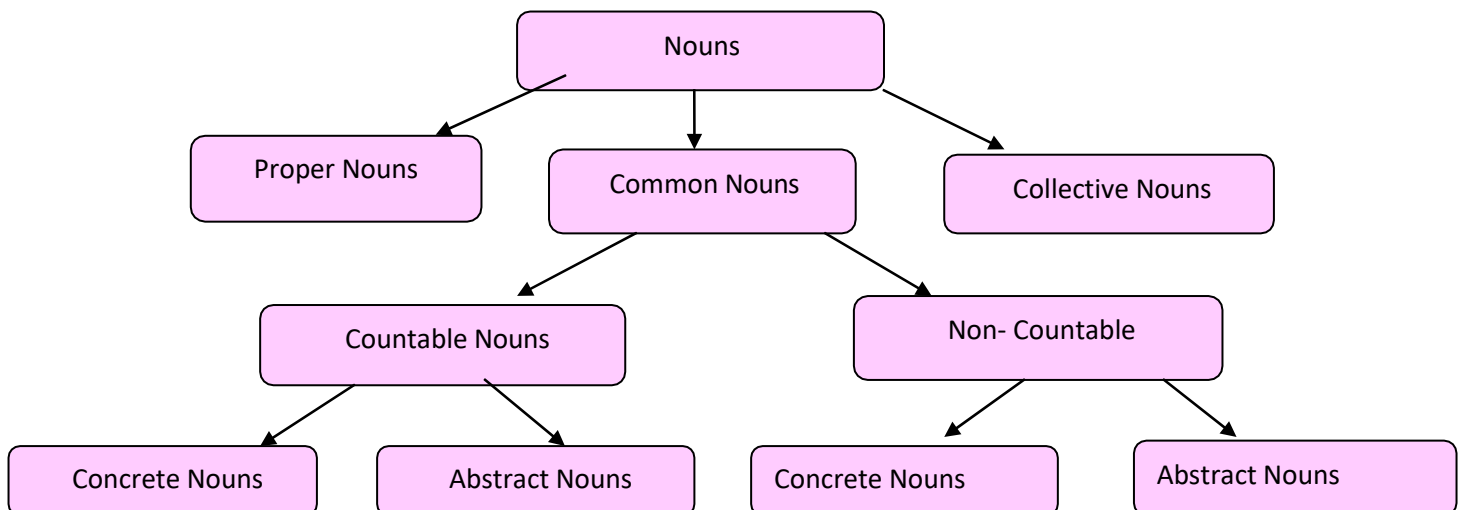
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5. I will study said mary

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### Information about Noun Classes

### Nouns Classes:



## 1. Abstract Nouns:

- ❖ **Abstract nouns** refer to ideas and qualities that we cannot see or touch. Most abstract nouns are formed from adjectives.

For example, the abstract noun **safety** is formed from the adjective **safe**.

Fill in the blanks with suitable **abstract nouns**. The adjectives, verbs or nouns given in the brackets should offer clues. Gather your answer from the word bank given.

**Word bank:** (safety, Cruelty, pleasure, strength, Wastage, wickedness, darkness, Childhood, poverty, pilgrimage)

1. He is a man of ..... (strong)
2. The people in this part of the country live in ..... (poor).
3. .... to animals is a punishable offence. (cruel)
4. He is on a ..... to Mecca. (pilgrim)
5. I have great ..... to welcome you. (please).
6. .... is the best period of one's life. (child)
7. .... should always be avoided. (waste).
8. As a parent, my children's ..... is of utmost importance to me. (safe).
9. As the sun went below the horizon, ..... enveloped the planet. (dark).
10. There is no end to his ..... (wicked)

## 2. Collective Nouns.

- ❖ Collective nouns are word used to describe a group of nouns. For example, 52 cards would be known as a **deck** of cards.

**Complete each sentence by choosing the correct collective noun from the box at the bottom of the page.**

1. Swimming in the shallow water was a \_\_\_\_\_ of herrings.
2. A \_\_\_\_\_ of sheep was happily grazing in the field.
3. All night we could hear the \_\_\_\_\_ of wolves howling.
4. Looking out to sea, we noticed a \_\_\_\_\_ of dolphins swimming.
5. The \_\_\_\_\_ of lions slept all day on the African plains.
6. A long \_\_\_\_\_ of steps led to the top of the tower.

7. Our cat has just had a \_\_\_\_\_ of seven kittens.
8. We each picked \_\_\_\_\_ of juicy grapes from the vine.
9. The hen waddled by with her \_\_\_\_\_ of chicks.
10. A \_\_\_\_\_ of thieves stole the precious diamonds.
11. In the jungle, we could see a \_\_\_\_\_ of monkeys swinging in the trees.
12. An enormous \_\_\_\_\_ of locusts ate all the crops.
13. The herd of \_\_\_\_\_ stomped through the water hole.
14. The \_\_\_\_\_ of geese made a terrible squawking sound.
15. We were in awe as we watched the \_\_\_\_\_ of whales swimming

pod	brood	flock	band	pride
litter	shoal	bunch	pack	troop
swarm	gaggle	flight	school	herd

**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**MATHS WK 8/9 WHSP**

**Strand: Algebra**

**Sub- Strand: Equation**


**Content Learning Outcome:**

**Show addition and multiplication number sentences that express the distribution properties.**

**Distribution Property**


1. When solving distribution property you will multiply the number outside the bracket with the two numbers inside the bracket. Once you have multiplied the two numbers together then you will add the answers.

Example 1;


$$\begin{aligned}4(2 + 5) &= (4 \times 2) + (4 \times 5) \\&= 8 + 20 \\&= \underline{28}\end{aligned}$$

You will multiply 4 with 2 and 4 with 5 first. Once you have completed the multiplication, you will add the answers together because the operation sign in the first bracket is addition (+).

Example 2;


$$\begin{aligned}5(3 + 9) &= (5 \times 3) + (5 \times 9) \\&= 15 + 45 \\&= \underline{60}\end{aligned}$$

**ACTIVITIES**

**Simplify these problems using distribution properties**

1.  $8(2 + 4)$
2.  $5(3 + 5)$
3.  $9(6 + 1)$
4.  $2(1 + 3)$
5.  $7(5 + 5)$

## **WEEK 9**

### **Strand: Measurement**

#### **Sub- Strand: Area and Length**

#### **Content Learning Outcome:**

**Estimate and select appropriate non- standard measuring tools to carry out measuring activities.**

#### **Length**

Length is the measured distance from one end to the other end of an object.

Non- standard units of measuring length include the use of your hand span, foot span, arm span and cubits. Cubit is measuring length using your hand from the elbow to the tip of your middle finger.

#### **Examples:**

I measured Year five's flower garden using my foot span where I counted 10 steps.

I measured the teachers table using cubits where I counted 4 cubits.

I measured the school pavilion using my foot span where I counted 9 steps.

These are measurements using non- standard measuring tools.

## **ACTIVITIES**

**Choose and use non- standard measuring tools to measure and complete the distance of lengths written in the table below.**

MEASUREMENT	MEASURING TOOL	COUNTS
Length of your kitchen		
Length of your bed		
Length of your school bag		
Length of your living room		
Length of your window		
Length of your door		
Length of your book		
Length of your house		
Length of your garden		
Length of your front porch		
Length of your book		

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

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

**Strand:** Personal and Community Health

**Sub –strand:** Personal Hygiene and Sanitation

**Content Learning Outcome:** Highlight the importance of personal hygiene and cleanliness at home and in school.

**Personal Hygiene and Sanitation**

- Personal hygiene is how you care for your body and keep away from diseases. This practice includes bathing, washing your hands, brushing your teeth, and more.
- Good habits can help control body odour and bad breath.

❖ **Personal Cleanliness**

- ✓ cleaning your body every day
- ✓ Smelling clean- change clothes and undergarments after having a good shower
- ✓ washing your hands with soap and water after going to the toilet
- ✓ brushing your teeth twice a day
- ✓ covering your mouth and nose with a tissue (or your sleeve) when sneezing or coughing
- ✓ washing your hands after handling pets and other animals
- ✓ Keep fingernails and toe nails short and clean

❖ **Cleanliness at home**

- ✓ Sweep and mop floor
- ✓ Dust shelves and clean windows
- ✓ Clean and wash dishes and pots after every meal
- ✓ Dispose rubbish properly
- ✓ Store and arrange items neatly
- ✓ Clean toilet daily
- ✓ Clean bathroom
- ✓ Sun beddings
- ✓ Wash pillow covers, bed sheets and cushion covers

❖ **Cleanliness at School**

- ✓ Sweep and mop classroom daily
- ✓ Dust shelves and clean windows
- ✓ Dispose rubbish using separation method

<https://www.healthdirect.gov.au/personal-hygiene> - can visit this site for more information.

## Activities

### Keeping Body Clean and Healthy!

Draw a line to connect the things you use to keep yourself clean and healthy.



- Combing my hair
- Taking a bath
- Brushing my teeth
- Trimming my fingernails and toenails
- Washing my hair
- Cleaning my ears

Download Free Printables at: [www.freeprintableonline.com](http://www.freeprintableonline.com)

#### TOPIC—Keeping Clean

Fill in the blanks with the help of picture clues and help box:

Tooth Brush	Soap	Hanky	Water
Tooth Paste	Towel	Nail- cutter	Comb

1. we use \_\_\_\_\_  
to clean our body.



and \_\_\_\_\_



2. we use \_\_\_\_\_



to cut short our nails.

3. we use \_\_\_\_\_



to keep our hair tidy.

4. we use a \_\_\_\_\_



to blow our nose.

5. we use clean \_\_\_\_\_



to wipe our body.

6. we use \_\_\_\_\_



and \_\_\_\_\_



to clean our teeth.



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

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

**Strand:** Personal and Community Health

**Sub –strand:** Personal Hygiene and Sanitation

**Content Learning Outcome:** Highlight the importance of personal hygiene and cleanliness at home and in school.

**Faulty Disposal of Human Waste**

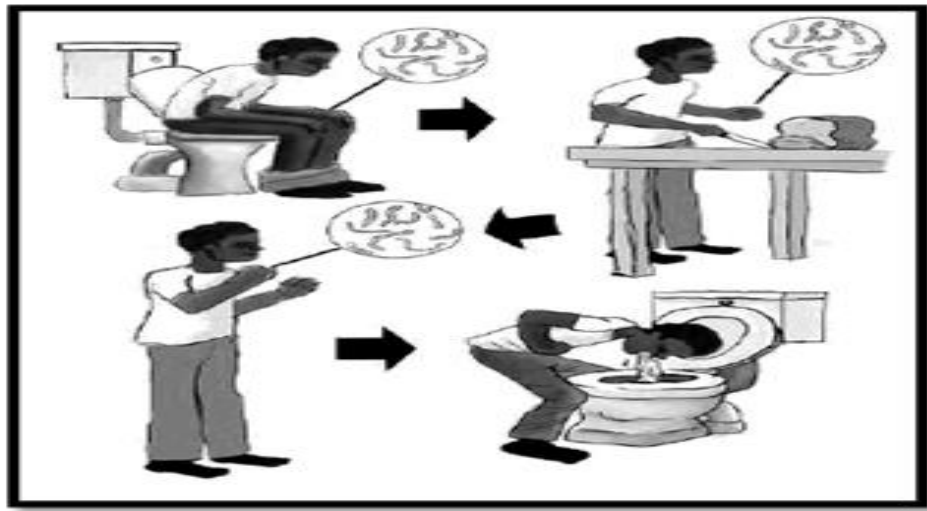
- ✓ Leaving human waste in natural areas can result in contaminating water supplies.
- ✓ Human faeces carry harmful microorganisms that easily contaminate water source.
- ✓ When building new toilets you need to be mindful that water does not sip into water source.
- ✓ Disease-causing germs can be spread from sewage if it is not disposed- off properly or if people do not practise proper toilet hygiene (cleanliness)

**Diseases caused by germs:**

- diarrhoea
- trachoma
- hookworm infection

**These disease-causing germs and parasites can be spread:**

- **Directly** by people coming into contact with sewage or toilet waste for example, when people walk through sewage which has leaked onto the ground from broken sewage pipes
- **Indirectly** by people:
  - coming into contact with animals such as flies and cockroaches which carry the germs and parasites in or on their bodies. Dogs and cats can carry germs and parasites too
  - drinking water which has been contaminated by sewage
  - Not washing hands after going to the toilet.



*The above picture shows the effect of not washing your hands after going to the toilet.*

### ❖ Prevention – washing hands

- **8 steps of Hand Washing**



### Activities

1. What consideration do we need to take while constructing a new toilet?

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2. List down Disease-causing germs can be spread from sewage if it is not disposed- off properly?

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

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

Strand: Reading and Viewing

Sub –strand: Language Features and Rules

**Content Learning Outcome:** Read and understand given text and find the synonyms of the words. Identify the different alphabets and opposites of the words.

### प्राकृति का सन्देश



पर्वत कहता शीश उठाकर,  
तुम भी ऊँचे बन जाओ ।  
सागर कहता है लहराकर,  
मन में गहराई लाओ ।

समझ रहे हो क्या कहती है  
उठ-उठ गिर-गिर तरल तरंग ।  
भर लो, भर लो अपने मन में  
मीठी-मीठी मृदुल उमंग ।

पृथ्वी कहती धैर्य न छोड़ो,  
कितना ही हो सिर पर भार ।  
नभ कहता है फैलो इतना,  
ढक लो तुम सारा संसार ।

### अभ्यास

क. इन शब्दों के दो-दो पर्यायवची शब्द लिखो ।

पर्वत - -----, -----

सागर - -----, -----

मृदुल - -----, -----

नभ - -----, -----

पृथ्वी - -----, -----

दिए गए शब्द सही मात्रा के नीचे लिखें

औजार      कोमल      सोना      चौकोर      रौनक  
पौधा      गोकुल      नौकर      मोर      दोपहर

ओ की मात्रा	औ की मात्रा

दिए गए विपरीत शब्दों के जोड़े मिलाए:

दिन	आगे
नीचे	सरदी
मोटा	रात
सोना	बैठना
उठना	जागना
पीछे	ऊपर
गरमी	पतला

> विलोम / पर्यायवाची शब्द (opposites/ similar words)

दिए गए वाक्यों को ध्यान से पढ़ो और रेखांकित (underlined) शब्दों का जवाब लिखो।

१. रमन पेड़ के ऊपर बैठा है। ऊपर शब्द का विलोम अर्थ है \_\_\_\_\_।
२. ईश्वर सभी को एक नज़र से देखता है। ईश्वर शब्द का पर्यायवाची अर्थ है \_\_\_\_\_।
३. कल रात हमारे पड़ोसी के घर में आग लग गई। घर शब्द का पर्यायवाची अर्थ है \_\_\_\_\_।
४. मनुष्य जीवन का सिर्फ एक ही लक्ष्य होना चाहिए। जीवन शब्द का विलोम अर्थ है \_\_\_\_\_।
५. हमें हमेशा अपना धर्म निभाना चाहिए। धर्म शब्द का विलोम अर्थ है \_\_\_\_\_।
६. श्याम अपने माता – पिता का एक ही बेटा है। बेटा शब्द का पर्यायवाची अर्थ है \_\_\_\_\_।
७. हमें एक दुसरे के साथ प्रेम से रहना चाहिए। प्रेम शब्द का विलोम अर्थ है \_\_\_\_\_।
८. राधा एक बहुत ही गरीब लड़की है। गरीब शब्द का विलोम अर्थ है \_\_\_\_\_।
९. मुझे नारियल का पानी पीना बहुत ही अच्छा लगता है। पानी शब्द का पर्यायवाची अर्थ है \_\_\_\_\_।
- लड़कियाँ हमेशा सच बोला करती हैं। सच शब्द का विलोम अर्थ है \_\_\_\_\_।

**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**I-TAUKEI WK 8/9 WHSP**

**Strand : Wilivola kei na vakadidigo**

**Ulutaga : O Ra Beka**

**Na veivosa me nanumi**

**1. Vakalawe**

Na manumanu vuka ni toka na vutina.

**2. Solevu**

E dua na soqo vakavanua ka dau vakacabori kina na i yau kei na magiti.

**3. Misika(beka)**

Vakayagataka na batina lalai me baria na qa ni vuanikau me vaka na ivi se vutu.

**4. Vutikai**

Na i tuvaki ni vuti ni dua na tamata se manumanu.

**5. Sobe(beka)**

Ni qasota toka na tabanikau na beka ni levu na kena vuanikau.

**6. Remoremo**

Sega ni rai vakavinaka e na vuku ni rarama.

**7. Cau**

Na vo ni kena e dua; vo ni kakana ni sa kania oti e dua na manumanu se tamata.

**8. Vakavoca**

Sega ni vakaotia.

**9. Matasigasiga**

Remoremo e na vuku ni rarama.

**10. Vakaorei**

Totogi vakavanua ma caka vakalolo, kaba bu, voli tavako se cava tale.

## **Na i vosavosa vaka-Viti**

### **1. Tuvani vakabati ni beka**

Tuvani vakavinaka. “Na qeqe (uvi lalai) ka ra ravi toka e na nomu lololo sa vaka dina e tuvani toka vakabati ni beka.”

### **2. Dulu e na vuata**

Sa sega ni laukana rawa na vuata e na kena levu. “E da sa dulu e na yabaki ogo ka ni da kana ka ra kana na manumanu ka vo ga.”

### **3. Sika vakabeka**

E rairai qase wale ga ia e sakasaka. “A cava ko dou vakalaiva tu kina vua na tamata qase vakabeka oqori ma cakava na nodatou i sevusevu. Tou sa qai mai madua tu gona.”

### **4. Vuka/Lako vakabeka**

Lako ka dui kau kena. “Ogo na lako vakabeka, dui kau kena, kua sara na veikerei.”

## **Cakacaka Lavaki**

### **Vakacuruma vakadodonu na veivosa e na vei yatuvosa togai toka e ra.**

tukutuku sara kece veivale yadudua
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### **Na Solevu**

E a curutaki na i \_\_\_\_\_ e veivale. Me ra yadua na lovo e \_\_\_\_\_ yadua. Ogo e dua na magiti levu ka ni tara na veivale \_\_\_\_\_. Ni sa wiliki na veivale \_\_\_\_\_, sa qai kilai ni sega ni dua na lovo nei Seru. Sa qai cudru na turaga ka ni dodonu me ra yadua na lovo na veivale kece \_\_\_\_\_.

## **WEEK 9**

### **Na Beka**

Na manumanu ogo e manumanu dina ni Viti. E vakadinadinataki ogo ni tu e so na noda i vosavosa me baleti ira ka vaka tale ga kina e so na kedra i tukuni. E tiko tale ga e so na vanua ka kena manumanu tabu na manumanu ogo. E na veika e kilai rawa, sa tu na veivakatakilakila e so e ra vakaraitaka na beka. Na matua kei na dreu ni vuata, e ra dau tukuna na beka .

E na so na gauna e ra dau vuka vakaveitalia na beka ka ra mosa (kania,quruta) na veikakana ka da nanuma ni ra dau sega ni kania. Ogo me vaka na tiaina vou se vudi vou kei na so tale. E ra kaya na qase ni ko ya e sa i vakaraitaki ni sa na vakarau yaco e dua na dausiga levu. E dina ni manumanu sevaki na beka ,ia sa tu na kena yaga vei keda ka ni da rawa tale ga ni kania.

## **I Vosavosa**

### **Oqo e so na i vosavosa me baleta na mata kei na kedra i balebale**

#### **1. Mata sigasiga**

Remoremo, sega ni rai vinaka e na siga.

#### **2. Mata laulau**

Sega ni calata ni raica e dua na ka.

#### **3. Mata lutu**

Vaka e rairai tauvimate.

#### **4. Mata widri**

Kaukauwa na i rairai ni yaloka ni matana.

#### **5. Mata rai**

Dei na mata ka kunea totolo na ka e vakasaqara.

#### **6. Mata liso**

Mata waqawaqa.

### **Oqo na i vosavosa ni vakayagataki ni bati.**

#### **1. Baria**

Vakayagataka na bati e na yasa ni dua na kakana se vuanikau me vaka na dalo se maqo.

#### **2. Covuta**

Vakayagataka na bati ni sa toka rawa ki gusumu e dua na tiki ni kakana se vuanikau.

#### **3. Misika**

Vakayagataka na bati e na sui ni ika se dovu, se na kena vakayagataki na bati lailai me vaka na beka se vakayagataka e rua na bati me laukati e dua na ka.

#### **4. Katia**

Vakayagataka na bati me toka dei kina e dua na ka.

#### **5. Bubuca**

Vakayagataka na bati me gunuvi na kena wai ka biu tani mai na kena kosakosa.

## **Cakacaka Lavaki**

### **Saumi taro**



1. Vakamacalataka mai na bula nei Ra Beka?

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2. Vola mai e tolu na vuanikau e dau kania ko Ra Beka?

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3. Vakamacalataka mai na i balebale ni **bubuca** kei na **baria** ?

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**Droinitaka se vakasaqara mai e dua na i taba nei Ra Beka**

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**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**SOCIAL STUDIES WK 8/9 WHSP**

**Strand: Resources and Economic Activities**

**Sub strand : Use and management of resources**

**Content Learning Outcome:**

**Practice conservation and preservation methods of our natural resources and how to prioritise our needs and wants.**

**Land Resources in Fiji**

1. **Resources** are things that provide the means to satisfy our needs in order for us to survive.
2. Our land has so many resources that enables us to survive daily in our community. It provides us with food, air, water, shelter and clothes.
3. All our basic needs are produced in some way by land resources, example, and plants give us air, food and woods to build our houses.
4. **Needs** are things that we must have in order to survive like food, water, shelter and oxygen. All these things are produced or extracted from natural resources around us.
5. **Wants** are things that we need for pleasure but we can live without them like phones, cars, bikes and toys. We don't need these items in order to survive. We can live without them.
6. Our land is covered with natural forests which has resources that we use in our daily livelihood if we live in rural or island communities.
7. Some of our land resources include the land itself where we plant food, root crops, trees, fruits and mineral resources and water. Some of these resources are in abundance while others are limited in supply.
8. Many families in our communities depend on the natural resources around them for food and a daily source of livelihood. The rivers and streams provide fresh water mussels, prawns and fish. Roots crops and vegetables are in abundance and our ocean provides fresh fish, crabs and seaweeds all year round.
9. We must conserve and protect all the natural resources around us because if we misuse and overuse these resources then there will be none left for our future generations and we will only contribute to the destruction of our environment.
10. When we look after our environment and natural resources, we are simply protecting our planet Earth.

**Short answer questions**

1. Name three things plants give us?
-

2. How can we protect our natural resources?

⋮

3. Explain how humans are destroying our natural resources?

⋮

4. Explain what might happen if we continue to destroy and overuse the natural resources around us?

⋮

## **WEEK 9**

### **Poor practices on the use of resources**

1. Individuals and families have needs and wants and they have to find ways to satisfy them.
2. As the population increases, the demand for our land resources also increases. There is a need to prioritise these needs and wants so that there are resources left for our future generations.
3. Food and water could be classified under needs as they are our basic necessities for survival. They have to be used wisely so that they do not run out.
4. Wants would include things such as timber and gravel from rivers to be sold so that we can earn some money. Our needs and the way we use and manage our resources depend on other factors such as culture, time, place we live in and developments that would be beneficial to us.
5. When we pollute our land, rivers and oceans we are destroying the natural environment and we damage the habitats of organisms.
6. We must conserve and protect our natural environment because they provide us with so many things that money can't buy.

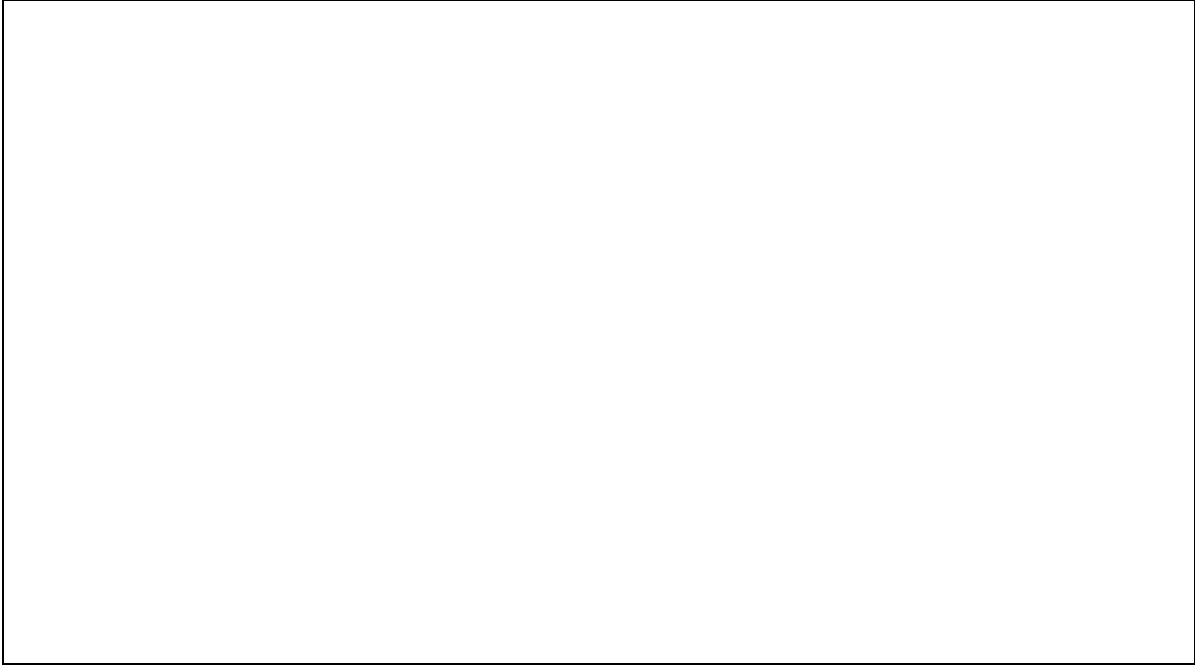
## **ACTIVITIES**

### **True or False**

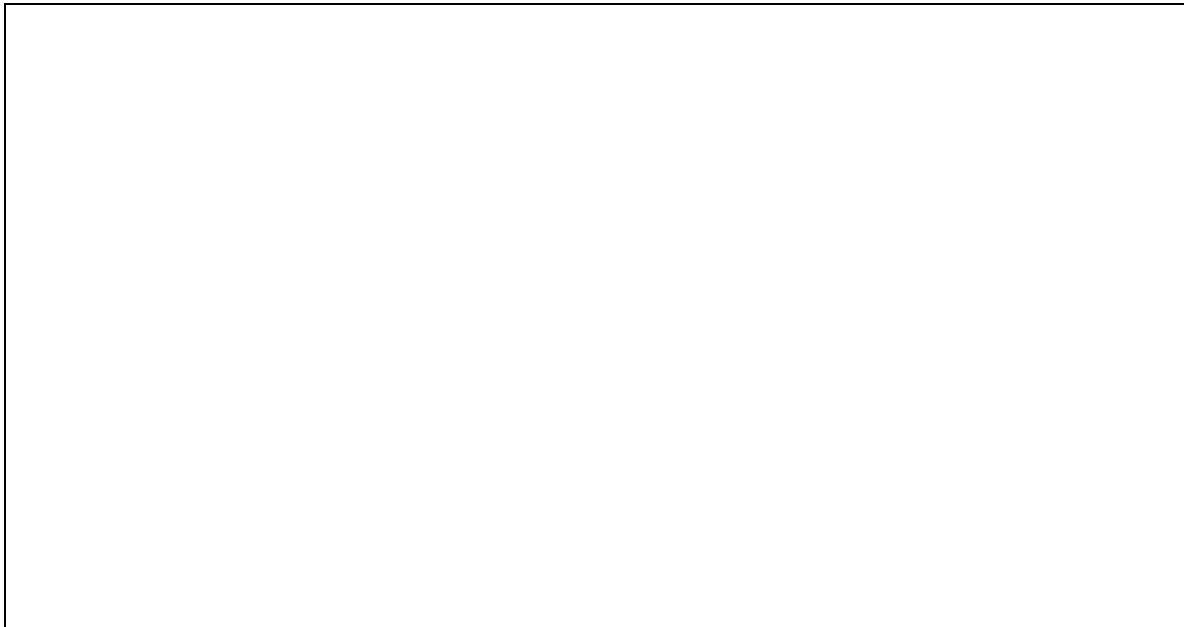
1. Burning forests and vegetation is good. \_\_\_\_\_.
2. Our needs include water and food. \_\_\_\_\_.

3. As population increases, use of resources increases. \_\_\_\_\_.
4. Conservation is the wise use of resources. \_\_\_\_\_.
5. Pollution is good for our environment. \_\_\_\_\_.

**Paste or draw a picture showing how people are destroying our natural environment.**



**Paste or draw a picture showing how people are conserving/ preserving our natural environment.**



STRAND	Earth and Beyond
SUB – STRAND	Our Changing Earth
CONTENT LEARNING OUTCOME	Investigate how the soil is formed, its importance and the cross- section of the soil.

**LESSON NOTES:** Soil

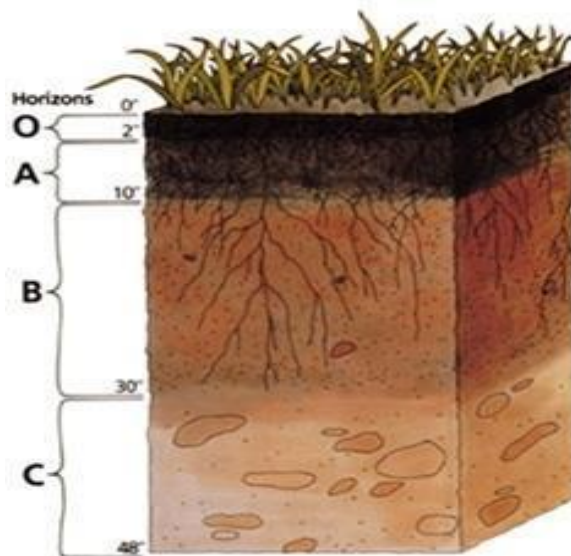
- Soil forms when rock fragments break down, and this provides the nutrients that plants need to grow and holds them in the ground.
- Weather helps to make soil. Heat and cold makes rocks expand or contract, which breaks rocks up into small bits that eventually turn into soil.
- A scientist who studies soil is called a **Pedologist**.
- Humus is the biochemical substance that makes the upper layers of the soil become dark. It is colored dark brown to black. Humus is difficult to see in isolation because it binds with larger mineral and organic particles.
- Humus provides soil with a number of very important benefits:
  - ☐ It enhances a soil's ability to hold and store moisture.
  - ☐ It reduces the eluviation of soluble nutrients from the soil profile.
  - ☐ It is the primary source of carbon and nitrogen required by plants for their nutrition.
  - ☐ It improves soil structure which is necessary for plant growth

**Soil performs five key functions in the global ecosystem. Soil serves as a:**

1. Medium for plant growth- soil is an anchor for plant roots. It holds water needed for moisture. It also provides a place for a plant to develop root.
2. Regulation of water supplies- soil absorbs and store moisture when rain falls and keep this for use at a later time.
3. Recycler of raw materials- soil has organisms like fungi and bacteria insects that decompose dead plants and animals in the soil and turn their remains into minerals which are used by other living things.
4. Habitat of soil organisms- soil is packed with living organisms of different sizes ranging from visible plant roots, insects, bugs and very small organisms or decomposers.
5. Landscaping and engineer medium- soil are the base materials for roads, homes, buildings and other structures set upon them.

## Layers in the Soil

- Soil layers contain air, water and plant and animal remains or waste. Soil takes many years to form, but it can be destroyed very easily by bad farming practices such as deforestation. A slice of soil from surface to the bedrock has four layers and these different layers are homes to different organisms.
- Each soil layer has its own characteristics that make it different from all other layers. These characteristics play a very important role in what the soil is used for and why it is important.
- Each layer is called a **soil horizon**. A cross-section of the soil, with all the horizons, is called a **soil profile**. When we're playing outside, we only see one layer of soil on the ground, but there are actually four layers of soil.
- Even though, most of the soil we see on the ground is brown, it comes in other colors like red, white, and even yellow.



1. **O – Horizon** (Organic Matter) – This is the top layer of the soil that is made up of living and decomposed materials like leaves plants and insects. This layer is very thin and is usually pretty dark.
2. **A- Horizon** (Surface soil) – This is the layer that is called **topsoil** located just below the O – horizon. It is made up of minerals and decomposed organic matter and is also very dark in colour. This is the layer that many plant roots grow in.
3. **B-Horizon** (Sub-soil) – This is the layer that we call sub-soil, located just below the A-horizon. This layer has clay and mineral deposits and less organic materials than the layers above it. The layer is also lighter in colour than the layers above it.
4. **C- Horizon** (Parent rock) – This is the layer that we call “regolith” and it is located just below the B-horizon. It is made up of slightly unbroken rock and only a bit of organic material is found in this layer. Plant roots are not found in this layer.

Soils have different properties including texture, colour and size. Soils form layers based on these properties.

## **ACTIVITY: FILLERS**

1. Parent rock is also known as \_\_\_\_\_.
2. Weather helps to make \_\_\_\_\_.
3. \_\_\_\_\_ is colored dark brown to black.
4. Soil has organisms like \_\_\_\_\_, bacteria and insects that decompose dead plants and animals in the soil.
5. Soil layers contain air, \_\_\_\_\_ and plant and animal remains or waste.

Fungi

water

Humus

soil regolith

## **TRUE/ FALSE**

1. Surface soil is called topsoil located just below the O – horizon. \_\_\_\_\_
2. Humus improves soil structure which is necessary for plant growth. \_\_\_\_\_
3. A cross-section of the soil, with all the horizons, is called a soil profile. \_\_\_\_\_
4. Soil absorbs and store moisture when rain falls and keep this for use at a later time. \_\_\_\_\_
5. A- Horizon contains plenty of organic materials. \_\_\_\_\_
6. O-Horizon is very thin and is usually pretty dark in colour. \_\_\_\_\_

STRAND	Earth and Beyond
SUB – STRAND	Our Solar System
CONTENT LEARNING OUTCOME	Develop interest towards astronomy

**LESSON NOTES: Astronauts and their Work**

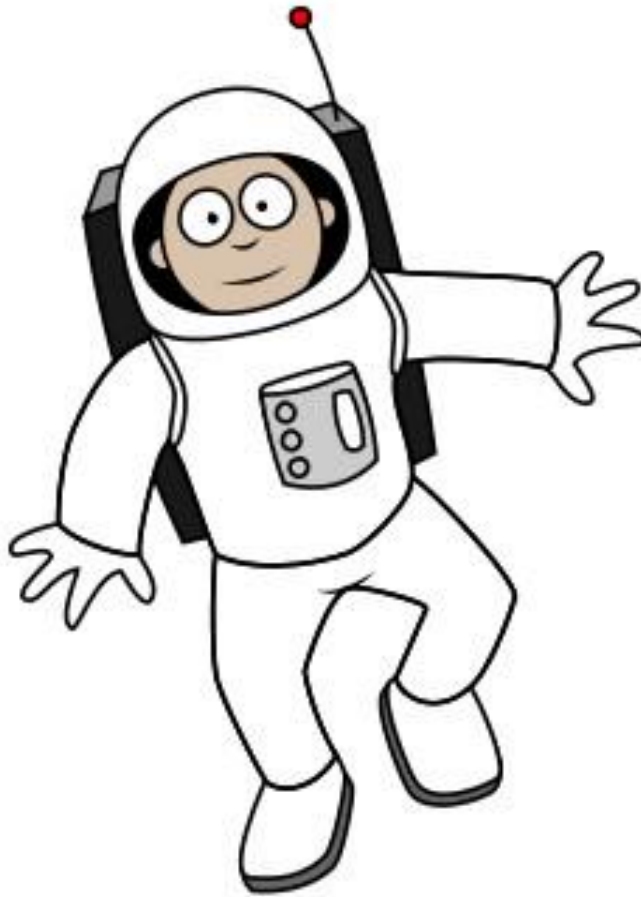
- **Astronomy** is the study of the sun, moon, stars, planets and other objects and phenomena in space.
- An **astronaut** is a person who is trained to travel in a spacecraft. They serve in a spacecraft and travel into outer space.
- An **aerospace** or **aeronautic engineer** is responsible for designing and building the structure of whatever craft it is. An **avionics engineer** focuses on the electronic systems used within it, i.e. the way it communicates with basecamp, monitors fuel systems and reports on altitudes, temperatures and pressures.





## **ACTIVITY**

Colour the picture neatly.



## **TRUE/FALSE**

1. An astronaut is a person who is trained to travel in a spacecraft. \_\_\_\_\_
2. Astronomy is the study of the insects. \_\_\_\_\_
3. An aerospace or aeronautic engineer is responsible for designing and building the structure of craft.  
\_\_\_\_\_
4. An avionics engineer focuses on the electronic systems. \_\_\_\_\_