NADI SANGAM SCHOOL

WEEKLY

HOME STUDY PACKAGE

06/09/21- 10/09/21

YEAR 5

LESSON NOTES AND ACTIVITIES

WORKSHEET 12

LESSON NOTES

SUBJECT: MATHS   **YEAR/LEVEL: 5**

STRAND	Number and numeration
CLO	Solve fractions using the operations - addition, subtraction, multiplications and divisions.
OBJECTIVES	Students will add proper, improper fractions of the same or different denominators Students will subtract proper fractions with same or different denominators
TOPIC	Addition and Subtraction of Fractions
PAGE	33,34,35

Note to parents/ guardians.

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

……

Addition and Subtraction of Fractions

1. Common fractions have denominators which are the same. To add or subtract fractions with same denominators, simply add or subtract the numerators.

<u>Example 1</u>   <u>Example 2</u>

$$\frac{3}{10} + \frac{4}{10} = \frac{7}{10}$$ $$\frac{9}{12} - \frac{5}{12} = \frac{4}{12}$$

2. When **adding fractions,** we often obtain an answer that is greater than one. In such case, the answer is first given as an <u>improper fraction</u>, <u>then converted to a mixed number</u>.

<u>Example</u>

$$\frac{6}{12} + \frac{9}{12} = \frac{15}{12} \text{ or } \mathbf{1\frac{3}{12}}$$

Use your knowledge from Activity worksheet 5. To <u>convert</u> an <u>improper fraction</u> to a <u>mixed number</u>, <u>divide</u> the <u>numerator</u> by the <u>denominator</u>.

Example: To change $\frac{15}{12}$, into mixed number fractions,
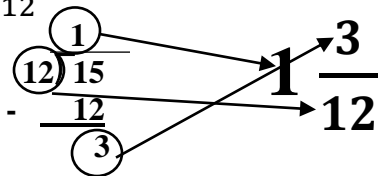
3. To add and subtract like fractions with related denominators, you must make both the fractions have the same denominators.

Example

$$\frac{1}{5} + \frac{3}{10} = -$$

Step 1 (**Use your knowledge from worksheet 3**)

Take the fraction with the smallest denominator and convert it to the fraction with denominator as 10.

$$\frac{1}{5} \times \frac{2}{2} = \frac{2}{10}$$

In place of $\frac{1}{5}$, the new fraction will be $\frac{2}{10}$

Thus, $\quad \frac{2}{10} + \frac{3}{10} = \frac{5}{10}$

Add or subtract these common fractions.

1. $\frac{3}{9} + \frac{2}{9} = $ —

2. $\frac{2}{5} + \frac{1}{5} = $ —

3. $\frac{8}{10} - \frac{4}{10} = $ —

4. $\frac{5}{6} - \frac{2}{6} = $ —

Add the fractions then convert the improper fractions to a mixed number.

5. $\frac{7}{8} + \frac{4}{8} = $ — $= $ —

6. $\frac{5}{6} + \frac{4}{6} = $ — $= $ —

Add the fractions

7. $\frac{2}{8} + \frac{1}{2} = $ —

8. $\frac{3}{4} + \frac{1}{2} = $ —

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LESSON NOTES

SUBJECT: English   **YEAR/ LEVEL**: 5

STRAND 1	Reading and Viewing
CONTENT LEARNING OUTCOME	Students will read orally with accuracy and expressions at a rate that sounds like speech.
TOPIC	Reading Passage Pg: 65,66,67
OBJECTIVES	Students will show interest and enjoyment in reading the written texts and interpreting it.

Note to parents/ guardians.

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

……………………………………………………………………………………………………

What to do during an earthquake – indoors/in a classroom
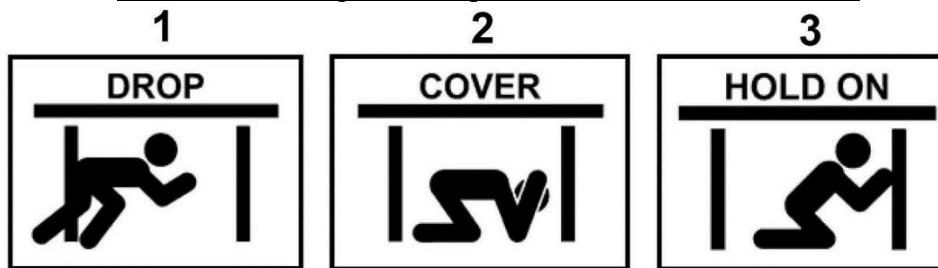
1. If you are inside a building, move no more than a few steps, then DROP, COVER and HOLD ON:
2. DROP to the ground (before the earthquake drops you!),
3. Take COVER by getting under a study desk or table, and
4. HOLD ON to it until the shaking stops.
5. If you can't get under something strong, or if you are in a hallway, crouch against an interior wall and protect your head and neck with your arms. Stay indoors till the shaking stops and you are sure it is safe to exit.
6. After the shaking stops
   - Count to 60 to allow remains to finish falling after the shaking stops.
   - Assess your immediate surroundings for dangers. Advance with evacuating the building.
7. Upon existing the building, proceed directly to the designated assembly area.
8. Proceed to the designated Area of refuge if you have difficulty negotiating the stairs or if you need assistance in evacuating.
9. If an aftershock occurs during evacuation and you are still inside the building, repeat DROP, COVER, and HOLD ON procedure before resuming evacuation.

https://www.youtube.com/watch?v=ROVuhDENYh0   **click this link for video tutorial**

Collective Nouns (things)

1. A basket of fruits
2. A loaf of bread
3. A bouquet of flowers
4. A cloud of dust
5. A pair of shoes
6. A set of clubs
7. A string of pearls
8. A stack of wood
9. A forest of trees
10. A bunch of bananas
11. A fleet of ships
12. A galaxy of stars
13. A group of islands
14. A bowl of rice
15. A harvest of wheats
16. A hedge of bushes
17. A library of books
18. A shower of rain
19. A block of flats
20. A bunch of keys
21. A bundle of sticks
22. A catalogue of prices
23. A battery of guns
24. A pack of cards

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YEAR 5

ENGLISH

ACTIVITY WORKSHEET 12

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?

_____

Supplementary activity   Dictionary Exercise

Use the words in the box to fill in the space provided. You can use your dictionary for this activity.

> crouch, proceed, evacuating, 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.

4. The boys were _____ by the school prefects to clean the classroom.

5. Tara 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.

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LESSON NOTES

SUBJECT: SOCIAL STUDIES   **YEAR/LEVEL: 5**

STRAND 3	Place and Environment
SUB STRAND 5.3.1	Features of Places
CLO	Discuss Special Physical Features and the Unique Attractions of Fiji
OBJECTIVE:	Identify tourist attractions in Fiji and explain how the country has benefitted.
TOPIC	Economical Investment
PAGE	35-37

Note to parents/ guardians.

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

…………………………………………………………………….…………………

Economical Investment

1. Our physical environment has attracted tourist to Fiji every year.
2. When tourists visit Fiji, our economy grows because they spend a lot of money.
3. They spend their money on shopping, handicrafts, clothes, food items and paying for the hotels and transport.
4. It also provides employment for people working in tourist industry.
   Example: hotel workers, drivers, tour guides, boutique attendants.
5. People of rural areas also benefit by performing cultural items and getting money in return.
6. Today, tourism is the largest revenue earner for the government.
   Example: money received had been used by the government to pay for school fees and bus fares for students.
7. The major role of tourism industry is to ensure that our physical environment is preserved since it has attracted tourist from all over the world.

Special features that attract tourists:

- White sandy beaches

- Exotic food

- Cultural heritage activities

- Friendly people

- Naturally scenic land

- Cultural diversity

Sangam Education Board – Online Resources

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YEAR 5

SOCIAL STUDIES

WORKSHEET 12

Complete the table given below by writing how these people benefit from tourism industry:

People	Benefits
Students	
Business owners	
Hotel workers	
Drivers	
Handicraft sellers	
Villagers	
Community members	

LESSON NOTES

SUBJECT: ELEMENTARY SCIENCE   **YEAR/LEVEL: 5**

STRAND 2	Matter
SUB STRAND	Materials
CLO	Investigate the uses of natural and artificial materials.
OBJECTIVE	Identify natural and artificial materials.
TOPIC	Natural and Artificial Materials
PAGE	52

Note to parents/ guardians.

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

………………………………………………………………………….……………………

What is the difference between natural and artificial materials?

1. <u>Natural materials</u>- are things that is <u>produced</u> by <u>nature</u>, not made by men. (God gifted)

Example:

   a. <u>Biotic materials</u> (materials obtained from living things)

     -Wood-rattan, bamboo. Bark etc.
     - Natural fibers – wool, cotton, flax, moss etc.

   b. <u>Inorganic materials</u> (materials obtained from non- living things)

     - Stone – flint, granite, sand etc.

     - Metal – copper, bronze, gold, iron, silver etc.

   c. <u>Composite materials</u> (made of 2 or more different materials combined together)

     - clay, porcelain, plasticine etc.

2. <u>Artificial materials</u>- are <u>made</u> by <u>humans</u> especially in imitation of something natural. (Man-made)

Example:

   a. Plastic, clothes, paper etc.

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YEAR 5

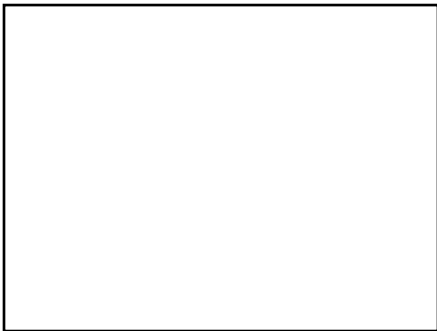## ELEMENATRY SCIENCE

WORKSHEET 12

Write "True" or "False"
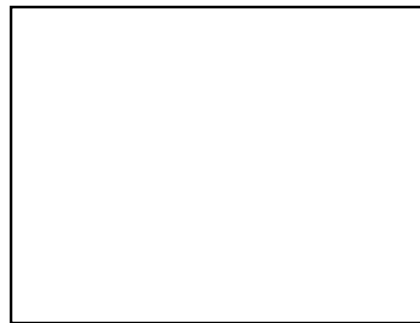
1. Natural materials are made by humans.   _____

2. Artificial material is imitation of natural things.   _____

3. Some cooking pots are made of clay.   _____

4. Flax is an example of inorganic material.   _____

5. Biotic material is obtained from non-living things.   _____

Draw, color and name the following:

1. Natural material   2. Artificial material

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LESSON NOTES

SUBJECT: HEALTHY LIVING   **YEAR/LEVEL: 5**

STRAND	Safety
SUB STRAND	Community Safety
CLO	Distinguish support services available within family and community to promote health.
OBJECTIVES	Identify and record the health support services which are available at home and in the community.
TOPIC	Community Safety
PAGE	34-35

Note to parents/ guardians.

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

……………………………………………………………………….………………………...

Community Safety

1. The government provides free services for its people in all communities.

2. Each community is responsible in making use of these free services.

3. These services are provided to make life easy, healthy and safe in our communities.

4. Many people do not know about these support services therefore, awareness must be created so that people can make best use of these services.

Examples of free services

1. Health Centre's/ hospitals
2. Fire Station
3. Police Post
4. Provincial Offices

Roles of health services:

1. The government is responsible for providing the best health services for its citizens.
2. These services are free of charge.
3. There are private health services available for people as well however a fee is charged.

   a. School health team

- Examine students medically, make referrals to specialist, immunize students, monitor school's environment.

   b. Health centers/hospital
   - Provide health care to the public, assess and manage medical treatment, forms partnership to address health issues.

Roles of other services:

   c. Police Post
   - Work with residents to enhance neighborhood safety, protect public against crime and other harmful acts, reduce crime, help victims etc.

   d. Fire Station
   - Extinguish (put out) fire, protect life and property in the event of fire, rescue and protect people in the event of road accidents and emergencies.

   e. Provincial Office
   - Create healthy environment with clean air, water and soil by regulating emissions, make bylaws and impose rates.

Draw a line and match the community helper with their work place:

HINDI WORKSHEET 12

SUBJECT: Hindi   **YEAR/ LEVEL**: 5

Content Learning Outcome	Sarv bhaomik moolyon ko pradarshit karna
Topic	Comprehension

Note to parents/ guardians.

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

....

महात्मा कबीर

देव के घर के पास ही शर्मा जी का घर है । शर्मा जी के घर पर अक्सर पूजा पाठ हुआ करता है । पिछले शनिवार को सत्यनारायण की कथा के बाद वहाँ भजन भी हुआ था । पूजा और भजन में देव, राज और सीमा ने भी भाग लिया था ।

भजन समाप्त होने पर कुछ लोग संत कबीर के विषय में चर्चा करने लगे । वहाँ मोहन दास नाम का एक भजनिया था ।

देव ने मोहन दास जी से पूछा,"आप भजन में 'कहत कबीर सुनो भाई साधु' क्यों गाते हैं ?"

मोहन दास जी ने सिर हिलाया, फिर अन्य लोगों की ओर देखते हुए उन्हों ने कहा," यहाँ आज कई बच्चे भी हैं । चलो आज क्यों न कबीर पर ही चर्चा करें ।"

सभी लोग शांत हो गए । मोहन दास जी ने संत कबीर के विषय में चर्चा शुरू की । लगभग साढ़े पाँच सौ वर्ष पहले की बात है । भारत में वाराणसी के समीप, लहतारा नामक गाँव था । इसी गाँव में नीरू नामक जुलाहा रहा करता था । नीरू कपड़े बुनने के काम में होशियार था ।

एक दिन नीरू एक तालाब के पास खड़ा था तभी उसे एक बच्चे की रोने की आवाज़ सुनाई दी । वह तुरन्त वहाँ पहुँचा जहाँ से रोने की आवाज़ आ रही थी । घास पर पड़े नन्हे शिशु को नीरू ने लपक कर उठा लिया और उसे लेकर सीधे घर पहुँचा । नीरू और उसकी पत्नी ने बच्चे को बड़े प्यार से पाला । यही बच्चा बाद में संत कबीर दास के नाम से प्रसिद्ध हुआ ।

बचपन से ही संत कबीर दास बहुत मेहनती थे और थोड़े ही दिनों में वे नीरू की मदद करने लगे थे । वे अपने दैनिक काम के साथ साथ भगवान का भी ध्यान किया करते थे । एक दिन संत कबीर दास ने स्वामी रामानन्द को एक मंदिर के अन्दर जाते हुए देखा । उन्हें एक उपाए सूझा । वे

तुरन्त मंदिर की सीढ़ी पर लेट गए । उन के वहाँ लेटे हुए कुछ ही देर हुई थी कि स्वामी रामानन्द मंदिर के अंदर से बाहर निकले । उन के पैर से संत कबीर को ठोकर लग गई । स्वामी जी बिलकुल घबड़ा गए । तब तक संत कबीर दास ने स्वामी रामानन्द के पैरों को पकड़ लिया और उन से निवेदन किया कि वे उन्हें अपना शिष्य बना लें । इस तरह स्वामी रामानन्द कबीर दास के गुरू बन गए ।

बड़े होने पर संत कबीर दास साधू हो गए । वे जगह जगह जाकर लोगों को उपदेश देने लगे । यद्यपि वे पढ़े लिखे नहीं थे, तथापि उनके उपदेशों में बहुत प्रभाव था । हिन्दु-मुस्लिम को आपस में लड़ते देखकर वे रो पड़ते थे । वे धर्म के नाम पर झगड़ा होते देख कर बहुत ही दुखी होते थे । उन्होंने लोगों को बताया कि भगवान ने सब को बराबर बनाया है । संसार में न कोई ऊँचा है और न कोई नीचा । जात-पाँत के भेदभाव को वे नहीं मानते थे । वे न झूठ बोलते थे और न ही कभी किसी को दुखी करते थे । उन से न तो बुराई देखी जाती थी और न ही झूठ सहा जाता था । संत कबीर दास भारत के एक महान सन्त थे । थोड़े ही दिनों में उन के अनेकों शिष्य हो गए थे । आज भी उनका नाम बड़े आदर से लिया जाता है । सभी को संत कबीर दास की कहानी बड़ी अच्छी लगी । राजा ने मोहन दास जी से निवेदन किया कि वे संत कबीर के एक दो दोहे सुनायें । मोहन दास जी ने तब तीन दोहे सुनाए और बारी-बारी से उन के अर्थ भी समझाए ।

१. *ऐसी बानी बोलिए, मन का आपा खोए ।*
   औरन को सीतल करैं, आप हूँ सीतल होए ॥
   अर्थ: हमें हमेशा अच्छी बाणी बोलनी चाहिए जिससे हम खुद खुश हों और औरों को भी खुश करें ।

२. *साँच बराबर तप नहीं, झूठ बराबर पाप ।*
   जाके हिदय साँच है, ताके हिदय आप ॥
   अर्थ: हमेशा सच बोलो । सच के बराबर कोई तप (पूजा-पाठ) नहीं है । जिनके हिदय में सच रहता है वहाँ प्रभु रहते हैं ।

३. *कल करै सो आज कर, आज करै सो अब ।*
   पल में परलै होएगी, बहुरि करोगे कब ॥
   अर्थ: जो कल करना है उसे आज कर डालो । जो आज करना है उसे इसी समय करो क्योंकि कल क्या हो, किसी ने नहीं जाना । कल हो न हो ।

दोहे सुनाने के बाद मोहन दास जी ने सभी को बताया कि कबीर दास अनपढ़ होते हुए भी एक बहुत बड़े कवि थे ।

अभ्यास (Activity)

नीचे लिखे हुए प्रश्नों के जवाब लिखो ।

१. देव, राज और सीमा क्यों शर्मा जी के घर गए थे ?

२. शर्मा जी के घर पर किस के विषय में बात-चीत हुई ?

३. कबीर दास के जीवन की कहानी किस ने सुनाई ?

४. कबीर दास का पालन-पोषण किसने किया था ?

भाषा – 'ने' और 'से' का प्रयोग ।

१. सीमा ------- भी चालाकी ------- काम लिया ।

२. देव -------- मोहन ------- पूछा ।

३. अध्यापक जी ---------- बच्चों --------- कबीर के विषय में चर्चा की ।

४. माँ --------- बच्चों को बड़े प्यार ---------- पाला ।

५. नीरू --------- लपक कर बड़े प्रेम --------- बालक को उठा लिया ।

1076 Nadi Sangam School

Veika Me Vulici

Lesoni – I Taukei   **Yabaki / Kalasi :**

Nanamaki Ni Lewe Ni Vuli	Na Vosa Vaka Viti
Veika Me Rawata e Dua na Gone	Na Kena Vakamatatataki Eso Na Veibalebale Ni Vosa eso Me Nanumi
Ulutaga	Na Dro Nei Raluve ni Rewa/ Dreketi

Na Veivosa Me Nanumi

a. Veisole – e dua na mataqali qito ka dau vakayacori ena bogi vula ka me ra dau ubitaki ulu kina ka me ra qai vakilakila se ko cei e ubi yani koya mai na I to ka dua.
b. Veilavi – na qito makawa ena bogi buto me dau kau kina na bula kina I bulubulu me kilai kina se ko cei e gone doudou.
c. Bunuca – kovuti se levu na ika ena qori.
d. Kuru – rogovaki yani na kena I rogorogo.
e. Sekavula – vulavula vinaka na kena I rairai.
f. Veisugusugutaka – veikovekove se ko cei me taukena.
g. Veikulukulutaka – veikovetaka.
h. Vakavudevude – lako cake mai na dela ni wai.
i. Vakasavui – vakadewataki nai tukutuku me lako tukuni.
j. Vula I Tubutubu – Vula o Seviteba, na gauna ka dau tubu kina na ivi, kei na veika e dau tubu mai na wele.
k. Botoilevu – tini vakaca.
l. Vakawa – raica ka kauwaitaka na veika e lewa kina.
m. Vaulolo – vakadreta na nona I sulu ena levu ni via kana.

Na I Vosavosa Vaka Viti

a. Kala – sega ni tu vakadodonu se tu donu.
b. Kala na matanisiga – na gauna sa Sega ni toka donu kina na matanisiga ni sa lako sobu me sa laki dromu.
c. Bika Vanua – Oqo na vosa Vakaturaga ka dau cavuto ki vei ira na marama ka ra vakawatitaki ki na dua tale na vanua.
d. A ca ni tamata – Vakayagataka ni se bera na kena gauna oti sa qai mai leqa voli yani.

Na Saumi Taro. (Lesson Activity)

Sauma mai na veitaro oqo.

a. Vakamacalataka se cava na veisole.

b. Na vula I tubutubu oya na vula o cei?

c. Na cava na I balebale ni botoilevu?

d. Veiduitaki ray na vosa e rua oqo :

    i.   Veisugusugutaka
    ii. Veikulukulutaka
e. Na cava e dau yaco ena gauna ni vula ni yalo?
Supplementary Activity (Veika tale eso me vulici).

I Vosavosa ni qoroqoro.

Ena gauna cava beka era vakayagataki kina nai vosavosa oqo : -

a) **O, sobo!**
b) **Ewa.....Ewa.....**
c) **Sabu!**
d) **I neu!**
e) **Oisou!**
f) **A!**
g) **O veka!**

Oqo na kedra vakayagataki eso na veivosa oqori ena veiyatuvosa me macala vinaka kina na kedra I balebale kei na kedra I vakavakayagataki.

a) **O sobo!** - Ena dua na ka e vakayacori ka veicalati kei na ka e nanumi.
b) **Ewa..Ewa**.. – E tukuni ena gauna e lakolako vinaka kina e dua na ka.
c) **Sabu! – I**. Vaqoroqoroya e dua na ka e vakayacori se vuturi ena veivakatovolei.
d) **I neu! –** E tukuni kina dua na ka e tawayaga se lailai.
e) **Oisou!** – E tukuni ke Mani vovolekata sara me kauta se yacovi e dua na ka.
f) **A! –** E dua na ka e basika vakasauri se e cavuto ni sa macala e dua na ka.