

**Lovu Sangam School**

**Year 5 - Term 3**

**English – Week 6**

**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.

➤ **Confusing Pairs** are words which have similar sounds. Eg land- lend

**Activities – Confusing Pairs: choose the correct word from the word given in bracket. Write the word you choose in the blank space.**

- a. David can you \_\_\_\_\_ me five dollars? (land/ lend)
- b. Maciu \_\_\_\_\_ in Nausori, but he attends school in Suva. (lives/ leaves)
- c. Manisha got \_\_\_\_\_ the bus and walked home. ( of/ off)
- d. Everyone was worried \_\_\_\_\_ for Sunia. (accept/ except).
- e. As the \_\_\_\_\_ was fine, we played outside. (weather/ whether)
- f. He gives us good \_\_\_\_\_. (council/counsel)
- g. The \_\_\_\_\_ selected for the building is a good one. (site/sight)
- h. The war had no \_\_\_\_\_ on oil prices. (affect / effect)
- I. I have \_\_\_\_\_ sent that report. (all ready / already)
- j. We are \_\_\_\_\_ for the picnic. (all ready / already)

**Collective Nouns.**

➤ The name of a group of people or thing, e.g. a team of soccer.

**Choose the correct collective nouns in the boxes to fill the blanks.**

litter	swam	band	herd	fleet
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- a. My female cat gave birth to a \_\_\_\_\_ of kittens.
- b. A \_\_\_\_\_ of bees attacked Jared as he was climbing the tree.
- c. Beautiful \_\_\_\_\_ of ships were assembled at the harbour.
- d. A \_\_\_\_\_ of musicians took part in the singing last night.
- e. My father nearly got an accident when a \_\_\_\_\_ of cows crossed suddenly on the road.

## **Preposition**

A **preposition** is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are words like "in," "at," "on," "of," and "to."

## **Activities**

**Fill in the blanks with an appropriate preposition.**

1. He has many accomplishments ..... his credit. (for / to / with)
2. In many countries of the world, people are deprived ..... their rights. (with / of / from)
3. He lives ..... his own. (on / with / for)
4. His enemies said that he was the embodiment ..... evil. (of / for / to)
5. The man attacked everybody without any provocation ..... all. (at / to / with)
6. The mother felt great relief when the child recovered ..... illness. (of / from / with)
7. Most of the land is devoted ..... cultivation. (for / to / with)
8. He arrived ..... his customary promptness. (with / at / to)
9. The witch put a curse ..... the princess. (for / on / at)
10. It is dangerous to skate ..... thin ice. (at / on / in)

**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.

**Conjunction**

- A Conjunction is a word that joins parts of a sentence, phrases or other words together. Conjunctions are used as single words or in pairs. Example: **and, but, or are used by themselves**, whereas, neither/nor, either/or are conjunction pairs.

**Underline the conjunction in the following sentences.**

1. Though the test was easy I couldn't score good marks.
2. She speaks as if she knows everything.
3. As soon as the bell rang, children rushed to the classroom.
4. I work because I want to earn money.
5. As it was a busy day, I couldn't get any free time.
6. Since you have apologized, we will not take any further actions against you.
7. If I had the money, I would help you.
8. I don't think that I will pass the test.
9. People often debate whether education should be free for all.
10. When I reached home, the guests had already arrived.

# Action Verbs Worksheet

Action verbs are verbs that specifically describe what the subject of the sentence is doing.

Q. Read the sentences carefully and circle the action verbs.

1. Tim is throwing the ball.
2. They bought a new car.
3. The cat ran across the road.
4. She slept all night.
5. Ron painted the house blue.
6. My dog barked.
7. Anna walked to park.
8. Could you help me?
9. Emma watched the bird's nest.
10. She wrote a letter for Tina.

<https://whatistheurl.com/>

**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**MATHS WHSP WK 6/7**

**Strand: Algebra**

**Sub Strand: Patterns**

**Achievement indicator:**

**Identify and show a rectangular number pattern by using the rule given.**

**Rectangular number patterns**

Rectangular numbers are numbers that can be arranged to form a rectangle. They do not include square numbers and are always even numbers.

Like the formation of triangular number pattern using a rule, we will also use a rule to formulate rectangular numbers.

The rule we use to building a rectangular number pattern is :

$$\text{rule } n \times (n+1)$$

Example: use the rule above to solve the 5<sup>th</sup> and 6<sup>th</sup> rectangular number

$$n \times (n+1)$$

5 <sup>th</sup>	$5 \times (5+1)$	6 <sup>th</sup>	$6 \times (6+1)$
	$25 + 5$		$36 + 6$
	$= \underline{30}$		$= \underline{42}$

You will multiply the number outside the bracket with the numbers inside the bracket. In place of 'n', you will place the rectangular number given so you can continue with the pattern.

**Activities to complete**

Use the rule  $n \times (n+1)$  to find the rectangular numbers given below.

1. 7<sup>th</sup>
2. 8<sup>th</sup>
3. 9<sup>th</sup>
4. 10<sup>th</sup>
5. 20<sup>th</sup>

## **WEEK 7**

### **Strand: Algebra**

#### **Sub Strand: Associative Property**

#### **Achievement indicator:**

**Show and identify number sentences expressing associative properties of addition and multiplication.**

#### **Associative Property**

Associative Property is a rule that states the grouping of numbers do not affect the answer or outcome when adding or multiplying.

Example:

Look at these number sentences and work out the solution and see how it does not affect the outcome when numbers are switched.

1.  $(8+2) + 3 = 8 + (3+2)$

$$10 + 3 = 8 + 5$$

$$\underline{13} = \underline{13}$$

See how the numbers are switched but still it did not affect the outcome when the number sentence was solved.

2.  $(2 \times 6) \times 3 = 2 \times (6 \times 3)$

$$12 \times 3 = 2 \times 18$$

$$\underline{36} = \underline{36}$$

#### **Activities to complete**

Show associative property on addition and multiplication problems given below. Follow the examples shown above.

1.  $3 + (9+4) = 4 + (9+3)$

2.  $7 \times (2 \times 3) = 2 \times (7 \times 3)$

3.  $6 + (8+9) = 8 + (9+6)$

4.  $4 \times (3 \times 4) = 3 \times (4 \times 4)$

5.  $9 \times (5 \times 2) = 2 \times (9 \times 5)$

### **True or False**

Look at the number sentences given below and write down true or false. Look at the number sentences carefully and see if it is right or wrong then write true or false.

1.  $4 + (9+6) = (4+9) \times 2$  \_\_\_\_\_.

2.  $3 \times (5 \times 1) = 1 \times (5 \times 3)$  \_\_\_\_\_.

3.  $10 + (1 + 4) = 4 + (10+1)$  \_\_\_\_\_.

4.  $5 \times (4 \times 5) = 4 \times (5 \times 5)$  \_\_\_\_\_.

5.  $7 + (10 + 6) = 10 \times 6 + 7$  \_\_\_\_\_.

**Lovu Sangam School**  
**Year 5 - Term 3**  
**Healthy Living – Week 6**

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

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

**Strand:** Safety

**Sub –strand:** Community Safety

**Content Learning Outcome:** Differentiate support services available within families, schools and community to promote health

**Community safety**

**Community safety** means that adequate and necessary support, services and facilities are provided to people living in the community for their 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 like Health Centres, Police Post, Provincial Office, Regional fire station, Education services etc.
3. These services are provided to make life easy, healthy and safe in our communities.

**Example of Health Support Services**

- School Health Services
- Saint Giles Hospital
- Ministry of Health and Medical Services
- Health Centre

**Roles of Health Services in Local Communities**

1. The government is responsible for providing the best health services for its citizens.
2. These services are provided free of charge and the public are expected to make use of it.
3. There are private health services also available for the people however a fee is charged for its usage.

**Activities**

1. What are some of the services and facilities provided in the community for the wellbeing of people?

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2. What is role of the health services in the local communities?

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3. How can people assist in improving the health services in the communities?

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### **Healthy Living – Week 7**

**Strand:** Safety

**Sub –strand:** Community Safety

**Content Learning Outcome:** Develop and practice safety procedures in dealing with adverse weather conditions and natural disaster

#### **Safety Procedures During Adverse Weather Conditions**

##### **1. Hurricane**

- A hurricane is a type of tropical storm that has thunderstorms and strong winds.
- Hurricanes travel quickly across ocean waters.
- They cause serious damage to coastlines and nearby places.
- A hurricane comes from the ocean. When it gets closer to land, it often brings heavy rains. It also brings strong winds and very high tides (storm surges).
- Hurricanes can also cause flooding and tornadoes.

##### **Before a Hurricane**

- Learn the way to evacuate with your family.
- Talk about what you would do when you evacuate. Discuss where you would go. Update your disaster supplies kit.
- Remind your parents to bring inside any items that can blow away during a hurricane.

##### **During a Hurricane**

- Stay indoors.
- Stay away from water and the shoreline.
- Evacuate if authorities say to do so.
- Keep in mind that heavy rains could cause roads to flood.
- Take your disaster supplies kit with you when you evacuate.
- Listen to the radio or TV for news.

##### **After a Hurricane**

- Return home only after authorities have told you to do so.

- Boil all drinking water
- Clean compound and house
- Sun belongings

## **2. Floods**

- A flood is a great flowing or overflowing of water onto land. A flood happens when too much rain falls, brought by storms and strong winds, and which can't be absorbed by the soil.
- All floods are not alike. Some floods grow slowly. They can grow over many days. Other floods grow quickly. They can happen in just a few minutes, even when it is not raining!

### **Before a Flood**

- Learn about the chance of flooding in the places where you live and also at your school.
- Know the ways to evacuate from your home and school. Practice these routes.
- Move to higher grounds as soon hear the flood warning if you are living in the flood prone areas.

### **During a Flood**

- Listen to the radio for news and official orders.
- If officials say to evacuate, you have to do so. Make sure your home is safe.
- You need to unplug appliances and turn off power at the main switches.
- Never walk into floodwater. Remind your family to never drive into floodwater.
- Be aware that flash flooding can occur. If there is a flash flood, move to higher ground right away. Move no matter where you are.

### **After a Flood**

- Stay away from floodwater. It is very dirty.
- Return home only after authorities say it is safe.
- Throw away any food that touched floodwater. Help your family clean and remove germs from wet items.
- Boil all drinking water

## **3. Tsunami**

- Tsunamis are giant waves caused by earthquakes or volcanic eruptions under the sea.

### **Safety Tips**

- When in coastal areas, stay alert for tsunami warnings.
- Plan an evacuation route that leads to higher ground.
- Know the warning signs of a tsunami: rapidly rising or falling coastal waters and rumblings of an offshore earthquake.
- Never stay near shore to watch a tsunami come in.
- Do not return to an affected coastal area until authorities say it is safe.

## **4. Earthquakes**

- An earthquake is the sudden movement or trembling of the Earth's tectonic plates, that creates the shakes of the ground.

## Prepare

Before the next big earthquake we recommend these four steps that will make you, your family, or your workplace better prepared to survive and recover quickly:

**Step 1:**  
Secure your space by identifying hazards and securing moveable items.



**Step 2:**  
Plan to be safe by creating a disaster plan and deciding how you will communicate in an emergency.



**Step 3:**  
Organize disaster supplies in convenient locations.



**Step 4:**  
Minimize financial hardship by organizing important documents, strengthening your property, and considering insurance.



## Survive And Recover

During the next big earthquake, and immediately after, is when your level of preparedness will make a difference in how you and others survive and can respond to emergencies:

**Step 5:**  
Drop, Cover, and Hold On when the earth shakes.



**Step 6:**  
Improve safety after earthquakes by evacuating if necessary, helping the injured, and preventing further injuries or damage.



After the immediate threat of the earthquake has passed, your level of preparedness will determine your quality of life in the weeks and months that follow:

**Step 7:**  
Reconnect and Restore  
Restore daily life by reconnecting with others, repairing damage, and rebuilding community.



## Activities

1. List down safety procedures that one must take before the hurricane?

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2. List down safety procedures that one must take during the flood?

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3. What is Tsunami?

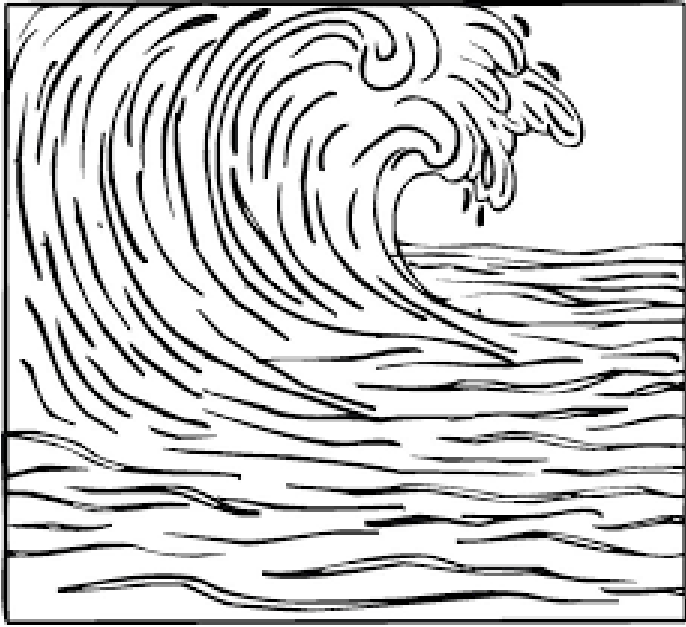
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4. Label and Colour the pictures given below:

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

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

Strand : Reading and Viewing

Sub –strand : Language Features and Rules

Content Learning Outcome: understand and identify the adjectives in a given text.

**Adjective (विशेषण)**

**Definition**-An adjective is a word that tells us more about a noun. वह शब्द जो संज्ञा अथवा सर्वनाम की विशेषता बताते हैं, उन्हें विशेषण कहते हैं।

**Example**

Ram is a good boy. राम एक **अच्छा** लड़का है।

They are poor. वे गरीब हैं।

→ **विशेषण**

अभ्यास

3. इन वाक्यों में आए विशेषण शब्दों को छाँट कर लिखो –

वाक्य	विशेषण शब्द
क. गीला कपड़ा धूप में डाल दो।	.....गीला.....
ख. खिलौने वाला सुंदर खिलौने लाया था।	.....
ग. अंधे आदमी को सहारा दो।	.....
घ. लंबा पेड़ आँधी से गिर पड़ा।	.....
ङ. रामू ईमानदार आदमी है।	.....
च. छोटा लड़का खेल रहा है।	.....

4. दिए गए विशेषण शब्दों से खाली स्थान भरों –

बड़ा, भारी, ऊँचे, खट्टे, कोमल, एक, रंग-बिरंगे

- क. ये अंगूर ..... हैं।  
ख. बाग में ..... फूल खिले हैं।  
ग. हाथी ..... जानवर है।  
घ. मेज पर ..... कलम रखी है।  
ङ. बच्चे का शरीर ..... होता है।  
च. .... पेड़ पर मत चढ़ो।  
छ. .... सामान इधर रख दो।



Lovu Sangam School

Year 5 - Term 3

Hindi – Week 6

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

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

Strand : Reading and Viewing

Sub –strand : Language Features and Rules

Content Learning Outcome: understand and identify the nouns in a given text.

## संज्ञा

किसी भी व्यक्ति, वस्तु, जगह या जानवर के नाम को संज्ञा कहते हैं।  
जैसे राम, गाँधीजी, पेंसिल, आम, ताजमहल, चीता, कुत्ता आदि।

चित्र देख कर खाली जगह में संज्ञा शब्दों के नाम लिखो -



1. रंग बिरंगी  कितनी सुंदर है।
2.  जंगल का राजा है।
3.  खेल रहे हैं।
4.  एक सुंदर पक्षी है।
5. मैंने आसमान में  उड़ा दिए।
6. पिताजी बाज़ार से  लाए।

**1075 LOVU SANGAM SCHOOL**

**YEAR 5**

**SOCIAL WHSP WK6/7**

**Strand: Place and the Environment**

**Sub strand: People and care of places**

**Achievement indicators:**

Identify the importance and advantages of family on families, our communities and our economy.

**Farming**

1.Fiji has abundant land that could be used for subsistence and commercial farming.

Subsistence farming is farming for family consumption whereas commercial farming is farming so the farmer can sell in towns or markets in order to earn money.

2.The government has provided a lot of assistance to farmers to assist them in utilising their land so they can produce more crops. They are provided with;

- training on new methods of farming

- tools for farming

- fertilizers, weedicides and pesticides

- seedlings

- advise by agricultural officers

3.The sugar industry which is one of Fiji's main export, are depended on farmers on the quality of cane they produce which would give quality sugar for our overseas markets . In return, the industry earns revenue which helps the government to provide the needs for its citizens.

4. Today many Chinese are leasing our land for farming and that has resulted in the plentiful produce that are sold in our markets.

5.When farmers toil the land, there would not be any hunger in Fiji as there would be abundant food available for all of us but we have to buy it from them in order for their business to thrive.

6.If there were no farmers, there would not be any fruits, vegetables and root crops available daily. Supporting farmers is important for both the farmers and the buyers.

7.We must learn to plant our own fruits and vegetables so that we can save money, keep healthy by weeding and planting and most importantly consume healthy food daily to keep us healthy and strong.

### **Activities to complete**

1.Explain why farming is important?

\_\_\_\_\_.

2.List down 2 produce that we export overseas?

\_\_\_\_\_.

3.How can we protect our land?

\_\_\_\_\_.

4. Why are farmers important?

\_\_\_\_\_.

### **True or False**

1.Farmers are not important. \_\_\_\_\_.

2.Commercial farming is farming produce to sell. \_\_\_\_\_.

3.Government helps farmers in Fiji. \_\_\_\_\_.

4.Always burn trees and pollute the land. \_\_\_\_\_.

5.Only Chinese are allowed to farm in Fiji. \_\_\_\_\_.

### **WEEK 7**

#### **Unfriendly land use**

1.Land has been misused by man in so many ways even though we rely on it as an important resource.

2.There are so many good land practices which benefit us for a long term while others have brought about disasters and affected other living things in the area.

3.For example, the use of slash and burn method to clear land would affect the habitat of many living things.

4.Many people today are farming in land areas that were once idle and bare and some farmers are moving towards highlands in search soil for planting.

5.Some people are destroying the land and vegetation through fires and pollution. When we destroy the land, we are also destroying homes for animals and some organisms.

6.When we take care of nature, then nature will take care of us by giving us all the natural resources for free.

### **Activities to complete**

#### **Fill in the blanks**

dumping   import   slashing   mountains   rivers
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1. We must not farm near \_\_\_\_\_ and creeks because during heavy rain and flooding, crops can easily wash away.
2. We \_\_\_\_\_ apples from overseas because it cannot grow in Fiji.
3. Burning and \_\_\_\_\_ trees are examples of unfriendly use of land.
4. Uphill planting or terracing is done on \_\_\_\_\_ and hilltops.
5. We should stop the \_\_\_\_\_ of rubbish in our rivers and likewise on land.

#### **Short answer questions**

1. List two ways we can practice friendly land use?

\_\_\_\_\_.

\_\_\_\_\_.

2. List two ways people practice unfriendly land use?

\_\_\_\_\_.

\_\_\_\_\_.

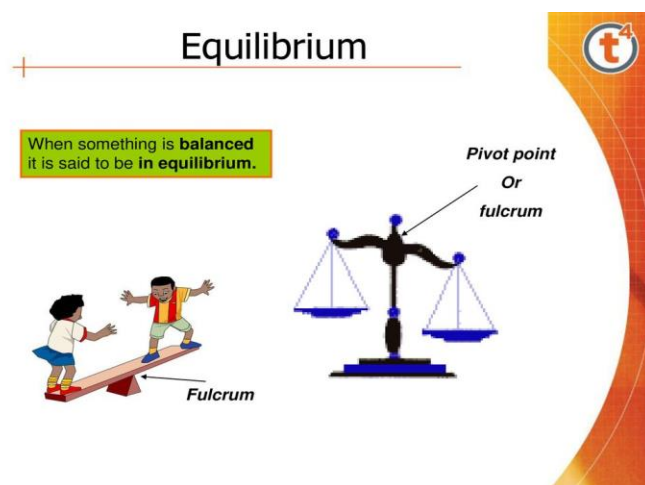
3. When happens to our environment when we burn and destroy trees?

\_\_\_\_\_.

STRAND	Energy
SUB – STRAND	Forces
CONTENT LEARNING OUTCOME	Investigate and measure equal and unequal opposing forces such as seesaws, swings and roundabouts to demonstrate that to every force there is an equal and opposite force.

**LESSON NOTES:**

1. Forces can make objects turn if there is a **pivot**.
2. Think of a playground see-saw. The pivot is the thing in the middle of it.
3. When no-one is on the see-saw it is level, but it tips up if someone gets onto one end.
4. A see-saw is a long plank balanced on a central fulcrum so that with a person riding on each end, one end goes up as the other goes down.
5. It is possible to balance the see-saw again if someone else gets onto the other end and sits in the correct place. This is because the turning forces are balanced. We say the forces are equal and opposite.



**Balanced forces**

When two forces acting on an object are equal in size but act in opposite directions, we say that they are **balanced** forces. If the forces on an object are balanced (or if there are no forces acting on it) this is what happens:

- ☐ an object that is not moving stays still
- ☐ an object that is moving continues to move at the same speed and in the same direction

**Every Action has an Equal and Opposite Reaction**

If you push on anything, it pushes back on you. That's why if you lean against the wall, you don't just fall through it. The wall pushes back on you as hard as you push on it, and you and the wall stay in place. If you throw something, you put more force behind it than just leaning on it, so it pushes back with more force. There is friction between you and the floor makes resistance to keep you in place.



But if you take away the friction and try again, you will move away from the thing you threw as much as it moves away from you.

The bigger the push, the bigger the push back. That's why cannons and guns move back. As the cannon ball flies on one direction, the cannon move in the opposite direction. The force that pushes the cannon ball down also pushes the cannon up. But since the cannon are bigger than the cannon ball it keeps it in one place. The air that is heated would push out the back, pushing the cannon in the opposite direction.

This is how jets work as well as how rockets get into space. Remember, because every action has an equal and opposite reaction something will go forward if it is pushing matter behind itself.



### **Gardener's power**

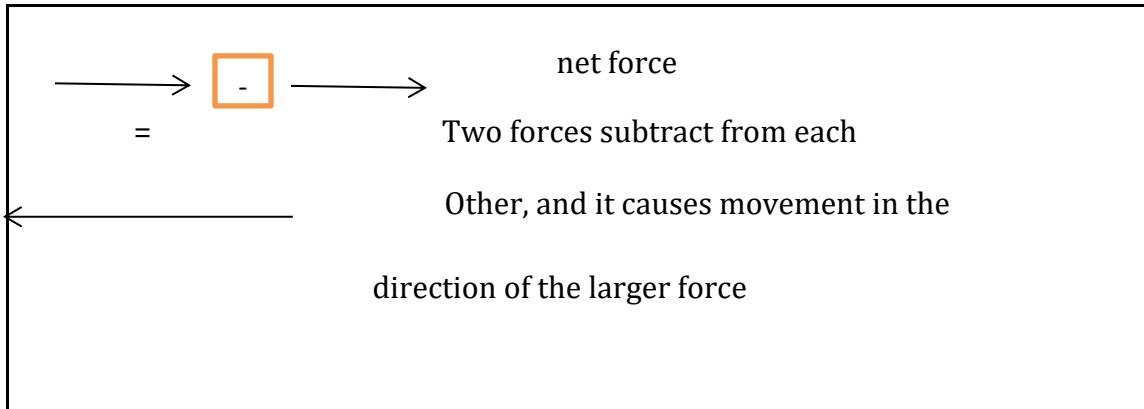
Gardener's often use squirt power to water their lawns. They use a rotating water spray. When water flows through the spray, its forward force makes the rotating head move backwards. This makes the spray head turn, so that all the grass around the spray is watered.



### **Water drives the wheels**

Hydro – electric power stations generate electricity when water falls on a water wheel, also called a water reaction turbine, where water flows out of jets fixed to a wheel. As the water squirts out, the wheel turns.

6. When the forces are acting together, students will simply add them together.



Two equal forces pushing against one another in opposite directions will cancel each other out and no movement will occur.

### **Activity: Fill in the Blanks**

1. Forces can make objects turn if there is a \_\_\_\_\_.
2. A \_\_\_\_\_ is a long plank balanced on the fulcrum.
3. A \_\_\_\_\_ force has object of equal size placed on both the ends.
4. A water wheel has \_\_\_\_\_ which moves when water falls on it.
5. Every action has an equal and \_\_\_\_\_ reaction.

See-saw

pivot

opposite

turbines

balanced

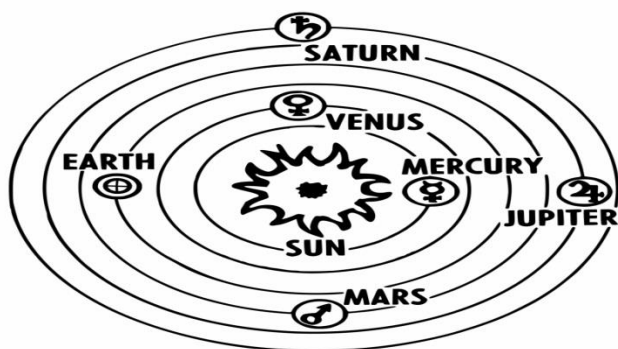
### **True/False**

1. The cannon pushes the ball out and moves in the opposite direction. \_\_\_\_\_
2. A see-saw can be used to measure the weight. \_\_\_\_\_
3. If you push something it pushes back on you. \_\_\_\_\_
4. Hydro- electric power is generated using the sun light. \_\_\_\_\_
5. Two forces are applied against each other in opposite direction will cause a lot of movement. \_\_\_\_\_

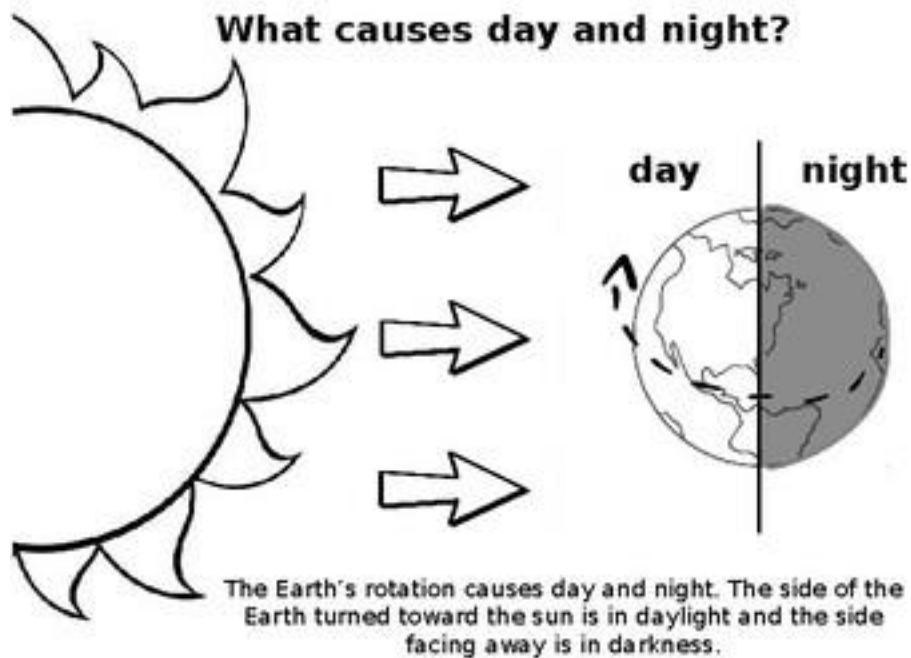
STRAND	Earth and Beyond
SUB – STRAND	Our Solar System
CONTENT LEARNING OUTCOME	Construct models to demonstrate the apparent motion of the earth in relations to the sun and demonstrate phases of day and night

**LESSON NOTES**

- The Solar system is made up of the Sun, which is the largest object in our solar system.
- The energy from the sun which is shed as heat and light makes life possible on Earth and other places.
- Planets including Earth revolve around the Sun in oval paths called orbits.

**Formation of night and day**

- The Earth has two kinds of motions or movements.
- It revolves around the sun and rotates at its own axis at the same time.
- Day and night occurs because of the rotation of Earth.
- The sun shines all the time but only half of the earth faces the sun at a time. The portion which faces the sun have day and other half has night.
- When the earth rotates the part which has day has night and the night has day. The earth rotates in relation to the sun once every 24 hours.
- When the sun "rises" it is actually the earth turning towards it. And so as the sun appears to move up and across the sky and then "set" it is the earth turning in its 24 hour cycle that causes this effect and so after the sun has "set" it means we on our half or hemisphere are turned from the sun and towards dark space and we get night until it is "sunrise" again.
- So one half of the earth is in sunlight all the time while the other half is in darkness. We can try this out with a lamp for the sun and you turning away and toward it to simulate the earth.



- The Sun is at the centre of the solar system.
- The sun rotates or spins on its own axis.
- The Earth rotates or spins on its own axis and it also rotates and revolves around the Sun. During the year the earth moves around the sun. It takes 1 year or about 365 and a quarter days for the Earth to travel once around the sun.

**Activity: True/False**

1. Sun is the largest object in the solar system. \_\_\_\_\_
2. Earth rotates and moves around of the sun. \_\_\_\_\_
3. Earth takes 5 years to travel around the sun. \_\_\_\_\_
4. Day and night occurs because of the rotation of Earth. \_\_\_\_\_
5. The portion of the earth which faces the sun will result into night. \_\_\_\_\_
6. The sun" rises" it is actually the earth turning towards the sun. \_\_\_\_\_

**Draw and label:** The formation of the day and night.

