NADI SANGAM SCHOOL

WEEKLY HOME STUDY PACKAGE # 15

YEAR 5

18/10/21- 22/10/21

1076 NADI SANGAM SCHOOL

LESSON NOTES

WEEKLY HOME STUDY PACKAGE #15

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

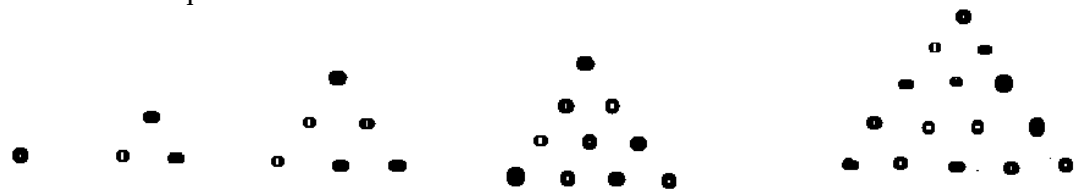
STRAND 2	Algebra
CLO	-Compare and describe the difference between square, rectangular and triangular numbers. -Organise and demonstrate associative and distributive properties and solve problems
OBJECTIVES	Students will learn the concepts of associative and distributive property.
TOPIC	Patterns
PAGE	48,49,50,51

Note to parents/ guardians.

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

……

1. **Triangular number sequence**- is formed from a pattern of dots which form a triangle. When adding another row of dots and counting all the dots we can find the next number of the sequence.



1 dot 3 dots 6 dots 10 dots 15 dots

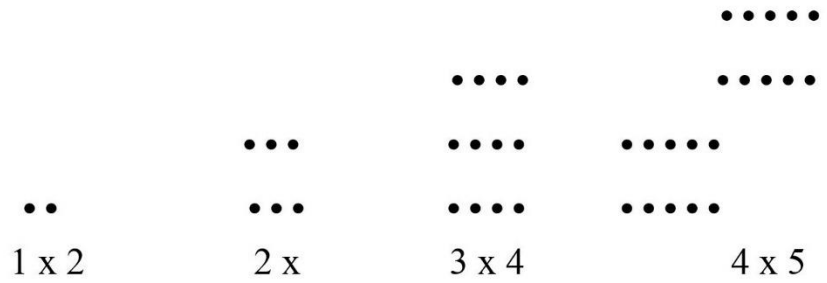
It is hard to get bigger triangular numbers by formulating dots. It is easier and quicker to use the rule: $n(n+1) \div 2=$

Example

To get the 5^{th} triangular number, use the rule, $n(n+1) \div 2=$

$5(5+1) \div 2=$
$25 +5 \div 2=$
$30 \div 2=15$

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



The rule, n x (n+1), can be used to formulate the rectangular numbers.

Example

To find 5th rectangular number, use rule n x (n+1)
5 x (5+1) =
5 x 6 = 30

******
******
******
******
******

3. Associative Property of Addition and Multiplication

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

Example:

(8 + 2) + 3 = 8 + (2 + 3)
10 + 3 = 8 + 5
13 = 13

(2 x 6) x 3 = 2 x (6 x 3)
12 x 3 = 2 x 18
36 = 36

4. **Distribution Property** – states that multiplying a number by a group of numbers added together is the same as doing each multiplication separately.

Example: 4 (2 + 5) = (4 x 2) + (4 x 5)
= 8 + 20
= 28

You can see here that the "4" was distributed" across the "2 + 5" as 4 times 2 and 4 times 5.

Distributive property can be used to solve algebraic expression.

Example: 4b + 5b = (4 + 5) x b or b x (4 + 5)
9 x b= 9b or b x 9 = 9b

Distributive property can also be used to solve the following type of question.

Example: 9 x 15 = 9 (10 + 5) = (9 x 10) + (9 x 5)
90 + 45 = 135

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YEAR 5

MATH

WEEKLY HOME STUDY PACKAGE #15

A. Use the rule, **n(n+1) ÷ 2**, to find these triangular numbers.

1. 9th triangular number 2. 10th triangular number

B. Use the dots to formulate the, (**use the rule n x (n + 1)**)

1. 6th rectangular number 2. 7th rectangular number

C. Write down **True** or **False** for the given mathematical sentences.

1. 4 + (9 +6) = (4 + 9) + 6 _____ 2. 10 + (2 + 9) = (10 + 3) + 9 _____

D. Show associative property on addition and multiplication problems. Follow the examples shown on top.

1. 3 + (9+4) = (___+___) + _____ 2. 7 x (2 x3) = (7x _____) x _____

E. Solve the following using distributive property

1. 8 x (1 + 2) = (8 x ____) + (8 x ____) 2) 6 x (7 +8) = (6 x ____) + (6 x ____)

F. Simplify these using distributive properties

1. 6p + 2p = (6+2) x p or p x (6+2)

G. Calculate the following using the distributive property.

1) 7 x 19 = 7 (10 + 9) = (7 x ____) + (7 x _____)

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LESSON NOTES

WEEKLY HOME STUDY PACKAGE #15

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

STRAND 1	Reading and Viewing.
CONTENT LEARNING OUTCOME	Show interest and enjoyment in reading the written texts and interpreting it. Identify the different purposes of language
TOPIC	Adjectives and Adverbs. Pg. 114
OBJECTIVES	Students will learn about the concepts of adjectives and adverbs.

Note to parents/ guardians.

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

……

1. **Adjectives** - Adjectives are words that describe the qualities or states of being of nouns: enormous, doglike, silly, yellow, fun, fast. They can also describe the quantity of nouns: many, few, millions, eleven.

Example: Margot wore a beautiful hat to the pie-eating contest.

2. **Adverbs** - An adverb is a word that modifies (describes) a verb, an adjective, another adverb, or even a whole sentence. Adverbs often end in -ly, but some look exactly the same as their adjective counterparts.

Example:
1. Tom Longboat did not run **badly**.
2. Tom is **very** tall.
3. The race finished **too** quickly.
4. **Fortunately**, Lucy recorded Tom's win.

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YEAR 5

ENGLISH

WEEKLY HOME STUDY PACKAGE #15

1. Listed are some abstract nouns. Make adjectives and adverbs from them. Remember many adverbs end in ly. The first one is done for you.

Noun	Adjective	Adverb
care	careful	carefully
hope		
adventure		
sense		
anger		
affection		
comfort		
victory		

Supplementary Activity

1. Verb tenses.
Select the best verb form.

1.While he _____ for the bus, it rained.
a.is waiting b. was waiting c. will be waiting

2. You _____ Italian, by the time you return from Italy.
a. are mastering b. mastered c. will have mastered

3. Gina _____ for weeks before she finally did a good back flip.
a. practices b. had practiced c. will have practiced

4. By next year, I _____ the course.
a. completed b. have completed c. will have completed

5. By the time you arrived, I _____ for hours.
a. am waiting b. had been waiting c. will wait

6. The house was built in the spot where the old cottage _____.
a. was b. had been c. will have been

2. Opposites

Write down the opposite of the words given below.

1. noisy- _____
2. ugly- _____
3. deep- _____
4. wide- _____
5. kind- _____
6. Polite- _____
7. Lazy - _____
8. Find- _____
9. Smooth- _____
10. Windy- _____

Use the opposites of the words from above to fill in the blank spaces in the sentences.

1. The class was very_____, even though Miss Prasad was not there.
2. The bride looked _____ in her red sari.
3. We should only cross _____ rivers.
4. The bridge is very _____; only one car can cross it at a time.
5. The _____ owner beat his dog.
6. It is _____ to cough without putting our hand over our mouth.
7. Sala is very _____ girl; she always does her homework.
8. " If you_____ your text-book, please buy another one." Mr Batiratu said to Year 5.
9. Gravel roads are quite_____.
10. It was a _____- day, so Ram and Ratu went fishing in their small outboard motor boat.

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LESSON NOTES

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

STRAND 4 SUB STRAND 5.4.1	Resources And Economic Activities Use And Management of Resources
CLO	Analyze Land Resources in Fiji and Discuss Management of Land Resources
OBJECTIVE:	Use And Manage Land Resources Wisely
TOPIC	Patterns of Land Use
PAGE	48- 52

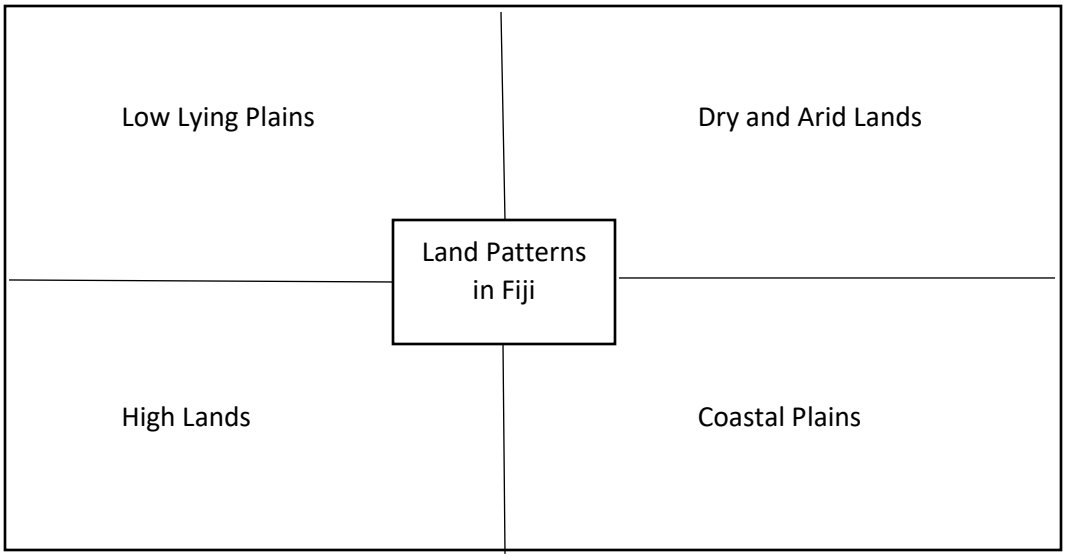
Note to parents/ guardians.

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

……

Patterns Of Land Use

1. Fiji is situated in the pacific region of the world.
2. Fiji has distinct geographical features that make up its identity.
3. The Western side of Viti Levu is known for its dry and fertile soil.
4. The South and Eastern part of Viti Levu are usually wet and their forests are thick with high highlands.
5. Vanua Levu has humid climate and has similar vegetation of Southern and Eastern part.
6. Coastal areas of both islands are the low-lying plains.



Land Resources in Fiji

1. **Resources**- are things that helps us to satisfy our needs in order for us to survive.
2. Our land has many resources like food, air, water, shelter and clothes (basic needs) which are in some way produced by land resources.
3. Our land is covered with natural forests which has resources that we use in our daily livelihood.
4. Some resources are abundant(plentiful) while others are limited in supply.

Example of Land Resources:

- Land itself - where we can plant food, root crops, trees, fruits.
- Mineral resources- gold/ bauxite
- Water

Poor Practices on the Use of Resources

1. Individuals and families have to find ways to satisfy their needs and wants.
2. The demand for the land resources increases as the population increase.
3. We must use the resources wisely for our future generation or else we will run out of it.
4. Food and water are classified under needs as they are our basic necessities for survival.
5. Wants include things such as timber and gravel from rivers to be sold so that we can earn money.
6. Our needs and the way we use and manage our resources depend on other factors such as:
   - Culture
   - Time
   - Place where we live
   - Development that would be beneficial to us

Conservation Habits

Good Soil Conservation

1. Soil conservation is a set of farming techniques and practices to avoid degradation, erosion and depletion.
2. There are many ways in which we can conserve our resources.

- Replant trees
- Use water wisely
- Use renewable energy sources
- Use 3R's (reduce, reuse, recycle)
- Control unrestricted mining
- No-till farming (allows crops to remain in place for a season, keeps soil from being left out bare)

- Use natural fertilizers

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YEAR 5

SOCIAL STUDIES

WEEKLY HOME STUDY PACKAGE # 15

Matching

Write the correct letter of the answer in the space provided.

Part A	Answer	Part B
Western side		A. Set of farming techniques and practices to avoid degradation
Southern & Eastern side		B. Dry and arid land
Resources		C. Keeps soil from being left out bare
Needs		D. Good soil conservation practice
Wants		E. Are things that helps us to satisfy our needs in order for us to survive
Land resources		F. Has dry and fertile soil
Soil conservation		G. Timber and gravel
No-till farming		H. Land, minerals and water
Natural fertilizers		I. Food, water, air, shelter and clothes
Land pattern		J. Has wet and thick forests with highlands

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LESSON NOTES

SUBJECT: ELEMENTARY SCIENCE YEAR/LEVEL: 5

STRAND 3 SUB STRAND	Energy Energy Transformation, Use and Conservation
CLO	Assess And Deduce Methods of Reducing Energy Loss
OBJECTIVE	Practice Conservation of Energy in Daily Life
TOPIC	Conserving Electricity/ Forces
PAGE	77- 84

Note to parents/ guardians.

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

……

Conserving Electricity

1. Switch off TV when not in use.

2. Do not keep fridge door open for long hours. Decide what you want from the fridge before opening the door.

3. Close your exterior doors and windows tightly when the Air Conditioning is on.

4. Use ceiling fans to cool off for less. Be sure to turn fans off when you leave — they only cool people, not rooms.

5. Plant trees to provide shade on the sunny side of your home.

6. Buy bulbs that are energy-efficient compact fluorescent (CFL). Replace standard bulbs with CFLs. CFL bulbs are more energy-efficient than regular bulbs.

7. Use tight-fitting covers on pots and pans when cooking on the stove to shorten your cooking time and save energy.

8. Keep your freezer full – it uses less energy than an empty one. Choose energy-efficient appliances**.**

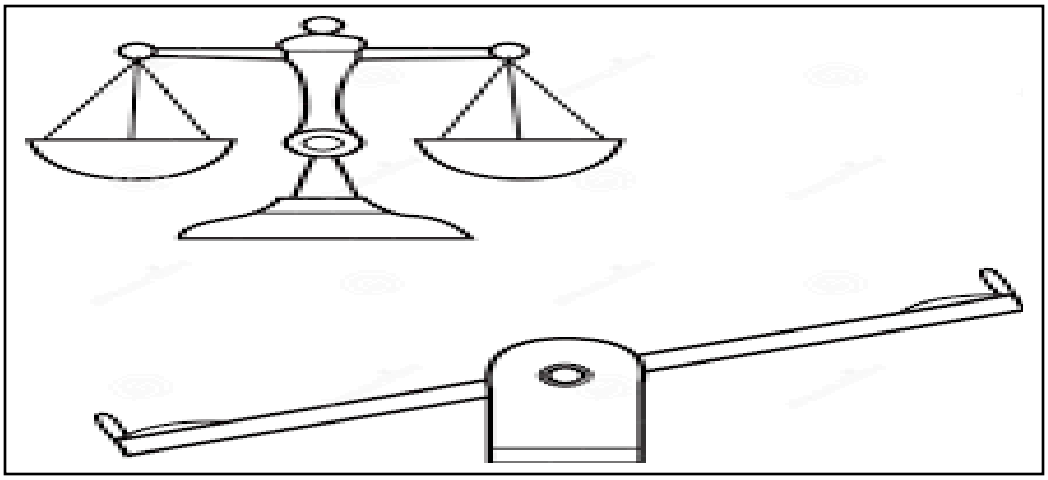
9. When using washing machines wash and dry several loads at once.

10. shorten showers to cut water costs.

FORCES

1. Forces can make objects turn if there is a pivot (center).
2. Example: A see-saw balance
   - 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.
   - When no one is on the see-saw it is level.
   - It is possible to balance the see-saw again if someone gets onto the other end.
   - This is because the turning forces are balanced.
3. In a see saw balance the forces are equal and opposite.
4. A see saw balance is used to measure weight.
5. The object to be weighed is placed at one end of the beam, while the standard weights are added at the other end.
6. When a see-saw is balanced, the pull at one end equals the pull at the other end.

A see saw balance



Balanced forces

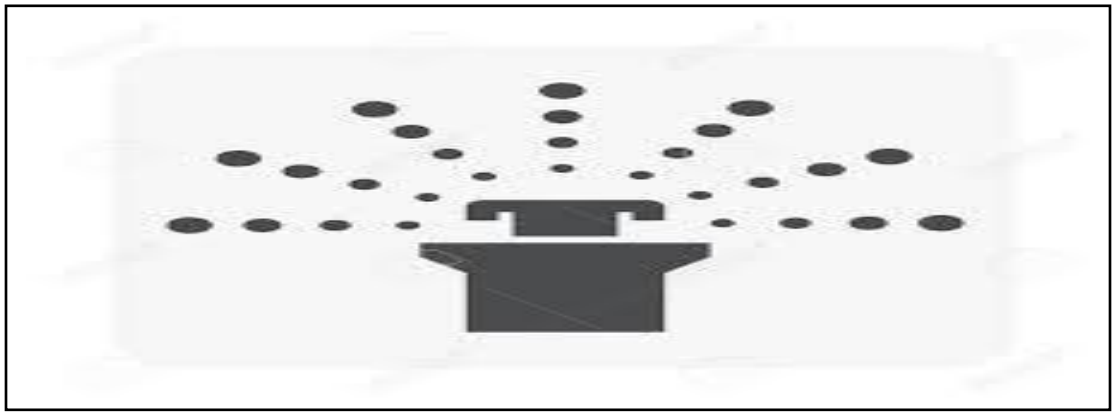
1. When two different forces acting on an object are equal in size but act in opposite direction, we say they are balanced forces.
2. If the forces on an object are balanced (or if there are no forces acting on it) then
   - The moving object stays still.
   - Moving object continues to move at the same speed and in the same direction.
3. An object can be moving even if there are no forces acting on it.

Every Action has an Equal and Opposite Reaction

1. 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.
2. The wall pushes back on you as hard as you push on it, and you and the wall stay in place.
3. If you throw something, you put more force behind it than just leaning on it, so it pushes back with more force.
4. There is friction between you and the floor that makes resistance to keep you in place.
5. 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.
6. The bigger the push, the bigger the push back. As the cannon ball flies on one direction, the cannon moves in the opposite direction.
7. If we turn the cannon up on end, it gets a little closer to how a rocket works. The force that pushes the cannon ball down also pushes the cannon up. But since the cannon is 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.

Gardener's power

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



Water Drives the Wheels

1. Hydro- electric power stations generate electricity when water falls on water wheel, also called a water reaction turbine.
2. As the water squirts out, the wheel turns.

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YEAR 5

ELEMENATRY SCIENCE

WEEKLY HOME STUDY PACKAGE # 15

Fill in the blanks

Use the words given in the box below to answer the questions given below.

back	see-saw	friction	backwards	conserve
water	turbine	forces	weight	balanced

1. To _____ electricity, we should replace standard bulbs with CFL bulbs.
2. _____ can make objects turn if there is pivot.
3. A _____ is a long plank balanced on a central fulcrum.
4. A see-saw balance is used for measuring _____.
5. When two forces acting on an object are equal in size but act in opposite directions, we say that they are _____ forces.
6. There is _____ between you and the floor that makes resistance to keep you in place.
7. Water wheels are also called water reaction _____.
8. Gardener's often use squirt power to _____ their lawns.
9. When water flows through the spray, its forward force makes the rotating head move _____.
10. If you push on anything, it pushes _____ on you.

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LESSON NOTES

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

STRAND SUB STRAND	Personal and Community Health People and Food
CLO	Recognize The Usefulness of Eating Varieties of Food and In Their Correct Proportion
OBJECTIVES	Show Willingness to Have Balanced Diet in Improving and Maintaining Good Health.
TOPIC	People and Food/ Nutrients
PAGE	50- 53

Note to parents/ guardians.

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

……..……...

People And Food

- Food is our main source of energy and nutrients.
- Food helps us to grow strong and healthy.
- Eating the right types of food and in the right quantity enables our body to be healthy, strong and be able to fight diseases.

Tips To Keep You Healthy

- Include a variety of foods from the three food groups. Go Local!
- Eat more local fruits and vegetables.
- Breast feed your baby for the first six months.
- Give children healthy meals and snacks.
- Choose and prepare food and drinks with less salt, sugar, fat and oil.
- Be physically active to maintain a healthy weight.
- Eat healthy snacks.
- Stop smoking. Drink kava and alcohol responsibly.
- Drink clean and safe water.

Nutrients

- Nutrients are food or other substances that provides energy or building materials for our survival and growths

There are six basic nutrients needed by a person for a healthy growth:

a. Carbohydrates
b. Proteins
c. Fat
d. Vitamins
e. Minerals
f. Water

1. <u>Carbohydrates</u>

- Is the main energy source for the brain.
- The body could not function properly without carbohydrates.

<u>Carbohydrate food includes:</u>

- dalo
- kumala
- noodles
- tavioka
- rice
- chips

<u>Lack of carbohydrate causes:</u>

- headache
- nausea
- difficulty focusing mentally
- bad breath
- constipation.

<u>Too much carbohydrate causes:</u>

- obesity
- diabetes

2. <u>Protein</u>

- Protein helps to build and repair body tissues.
- It is found in body building food.

<u>Protein food includes:</u>

- fish
- meat
- dhal
- chicken
- milk
- sea food

<u>lack of protein causes:</u>

- marasmus
- kwashiorkor

3. **Fat**

- Is an energy source that increases the absorption of fat-soluble vitamins including vitamins A, D, E and K.
- We need a small amount of fat in our diet.

Lack of fat causes:

- dry skin
- night blindness

Too much fat causes:

- Obesity
- Cardiovascular diseases (high B.P, heart attack, stroke and death)

4. **Vitamins**

- Helps to absorb iron calcium into the blood.

Examples of vitamins:

- Fruits and vegetables

Lack of vitamin causes:

- night blindness
- anemia
- dry skin
- rickets

5. **Minerals**

- Our body uses minerals to build strong bones and to transmit nerve impulses.
- Some minerals are even used to make hormones or maintain a normal heartbeat.

Examples:

- calcium
- iron
- phosphorous
- iodine

6. **Water**

- Helps to transport nutrients to the cells.
- It also assists in removing waste products from the body.
- We must drink 2- 3 liters of water daily.

Balanced diet

- Is the meal containing food from the three food groups in the right amount.
- Our bodies need a balanced diet for healthy growth and development.
- The most important meal of the day is breakfast.

The three food groups are:

- ✓ **Energy giving food** – bread, biscuits, buns, roti, dalo, cassava, rice
- ✓ **Body building foods** – milk, fish, meat, poultry, egg, bean
- ✓ **Healthy / protective foods** – all fruits and vegetables

Healthy / protective foods

Body building foods

Energy giving foods

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YEAR 5

HEALTHY LIVING

WEEKLY HOME STUDY PACKAGE # 15

Answer the following questions: **Fill in the blanks**

minerals	carbohydrates	iron	water
vitamins	tissues		

1. _____ are the main energy source for the brain.
2. Protein is needed for the building and repair of body _____.
3. Fat is an energy source that increases the absorption of fat-soluble _____.
4. Our body uses _____ to build strong bones to transmit nerve impulses.
5. _____ helps to transport nutrients to the cell.
6. Vitamins helps in the absorption of _____ calcium into the blood.

Answer the following:

1. What does lack of carbohydrates cause?
   _____
   _____
2. Name some protein food.
   _____
   _____
3. How many liters of water should we consume in a day?
   _____
   _____
4. What can happen if a person consumes too much fatty foods?
   _____
   _____

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HINDI WHSP #15

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 book.

……

चीनी कैसे बनाई जाती है

दो हफतों की छुट्टियों में नमन, वनशीका और गौरव बा गए हुए थे । बा में वे 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 रारावाई 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 पेटी 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 टेंक में नीचे बैठ जाती है । फिर गाढ़े रस को ऐसे टेंको 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 बाज़ारों में बेचा जाता है तथा बाकी को निर्यात कर दिया जाता है ।

मास्टर जी नमन से यह कहानी सुन कर बहुत खुश हुए । मास्टर जी 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 (Activity)

सही जवाबों को चुन कर लिखो :

१. 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 ।

२. सब से पहले बच्चों को कहाँ ले जाया गया ?
   - क. गन्ने की गाड़ियों के पास ।
   - ख. मिल के अन्दर ।
   - ग. तौल घर में ।

३. मैला काटने के लिए रस में क्या मिलाया जाता है ?
   - क. चूना ।
   - ख. दवा ।
   - ग. गर्म पानी ।

४. चीनी का परीक्षण कौन करता है ?
   - क. मिल का मेनेजर ।
   - ख. किसान ।
   - ग. चीनी डाक्टर ।

५. 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 ?

इन वाक्यों की पूर्ती करो :

१. दो हफ्ते की छुट्टियों में ----------

२. तौल घर में ----------

३. गन्ने की गाड़ियों को ----------

४. पेरने पर गन्ने की रस ----------

५. गन्ने को साफ करने के लिए ----------

1076 Nadi Sangam School

Year 5

Lesson Notes

Weekly Home Study Package # 15

Subject: I Taukei **Year 5**

Strand	**- Reading and Comprehension** **- Na Wilivola kei na Saumi Taro**
CLO	- **Listen attentively to stories** - **Recognize pattern of events and structures**
Objective	- **Develop an appreciation for a Fijian custom and traditions**
Topic	**Wase 9 – Na Matanivanua**

Na Veivosa me Nanumi

1. **Matanivanua –** na I tutu vakavanua ka nona I tavi me raica me vakayacori vakadodonu na lewa vakavanua. E nona I tavi talega me rabeta na mena yaqona na turaga.
2. **Gusu ni vosa** – matai se gusu macala ni vosa
3. **Vatonaka** – masulaka; na kena masulaki na tabua se yaqona ni sa ciqomi oti.
4. **Vakacabo** – na kena soli ena kena I valavala vakaturaga vakavanua e dua n aka me vaka na tabua, yaqona, I yau se magiti.
5. **Gusu ni turaga –** o koya ka vosa me baleta na turaga.
6. **Kamunaga –** nai yau talei ka dokai ka rokovi; tabua.
7. **I cavuti –** na yaca ka vakatokai kina e dua nai tokatoka, mataqali,yavusa se vanua.
8. **Delaniyavu –** na buturara ni yavu ni vale**.**
9. **Baleca –** sakasaka, sega ni rakorako**.**
10. **Domo ni vanua – (**matanivanua) ena nona kauta cake ki vua na turaga na ka era gadreva na lewe ni vanua.
11. **Vaqaqacotaka –** vakadreta me toka dei.

Supplementary Notes

Nai Vosavosa Vaka Viti

a. Gunu wai ni bele – cudruvi se lesavi
b. E sega ni vuka na kaka me toka laivi na buina – e sega ni lako na turaga me tokatoka laivi mai na nona matanivanua.
c. Na tabua na ka e muri na buli leka na kamunaga – sa kune na ka lailai e dodonu me taleitaki ka ni sega n aka levu se ka dina e kune.
d. Leqa na qio qai kata – ni sa toka rodo se leqa e dua na tamata sa qai yavala.
e. Votavota ko Tuirara – binia vakalevu ena kena I votavota ko koya e votavota.

1076 Nadi Sangam School
Year 5
Vernacular – I – Taukei
Activity
Weekly Home Study Package # 15

Na Taro:

1. O cei ko matanivanua?
2. A cava soti na I tavi nei matanivanua?
3. A cava na I vakaraitaki ni matanivanua vinaka?
4. O cei ko koya ka dau vosa me baleta na turaga?
5. Na cava nai yau talei ka dokai ka rokovi ki vei keda na I taukei?

Na Vosa Veibasai
Vola na vosa veibasai ni veivosa oqori.

a. Rakorako –
b. Yalo malua –
c. Vakaturaga –
d. Tauvanua –
e. Vakaveivolekati -
f. Vakadodonutaka **–**

NADI SANGAM SCHOOL
HOME STUDY PACKAGE # 15
COMPUTER STUDIES NOTES
YEAR 5

18TH to 22ND October 2012

Storage Devices

These are devices that we use to save our documents.

Examples of storage devices are:

- USB (Universal Serial Bus)
- CD (Compact Disk)
- DVD (Digital Video Disk)
- External Hard Disk
- Floppy Disk

Floppy Disk

Size: (1.44 Mb)

CD (Compact Disk)

Size: 700 MB

DVD (Digital Versatile Disk)

(Formerly known as Digital Video Disk)

Size: (4.7 GB)

USB (Universal Serial Bus)

Size: 1 GB to 32 GB