NADI SANGAM SCHOOL

WEEKLY HOME STUDY PACKAGE # 17

YEAR 5

01/11/21- 05/11/21

1076 NADI SANGAM SCHOOL

LESSON NOTES

WEEKLY HOME STUDY PACKAGE #17

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

STRAND 3	Measurement
CLO	Identify and show the relationship in the units used to measure lengths, and distances
OBJECTIVES	Students will learn to estimate and tell the actual time using the am and pm concepts. Students will learn to convert units of measure for measuring lengths and distances
TOPIC	Area and Length
PAGE	

Note to parents/ guardians.

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

………………………………………………………………………………………………………
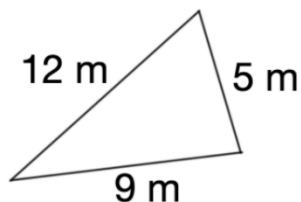
Area and Length and Perimeter

Measurement Facts
1. 10 millimetres = 1 centimetre
2. 1000 millimetres = 1 metre
3. 100 centimetres = 1 metre
4. 1000 metres = 1 kilometre

Perimeter
Perimeter is the distance around the outside of a shape.

Example

12m + 5m +9m = 26m

In some situations, shortcuts can be used to find the perimeter of some polygons.

            5cm

Example: The perimeter of a square with sides of 5cm can be found by multiplying the sides by 4.
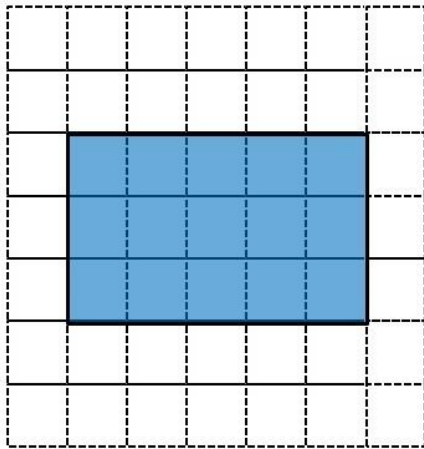
$$4 \times 5cm = 20cm$$

Area

Area is the amount of surface or the size of surface. Area is measured in square units.
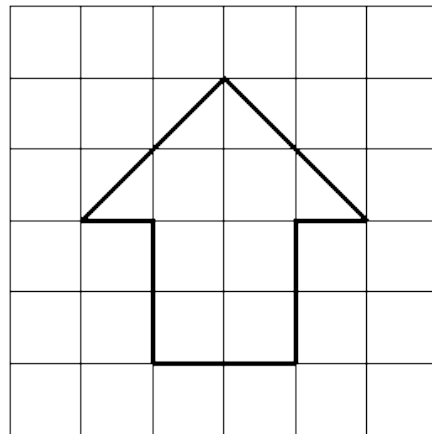
Units of area are:
1. square centimetres (cm2)
2. square metres (m2)
3. square kilometres (km2)
4. square hectares (h2)

Area of the shapes can be measured by counting the squares inside the shape.

Example

15 cm²

8 cm² (2 triangles are counted as 1 square)

Another way of calculating the area of any 2D shape is to use the rule or formula.

Area = Length x Width   or   Area = L x W

<u>Example</u>

Calculating the Area of a rectangle…. Area = length *x* width	Using the *formula* to calculate the Area of a square….. Area = s^2	Using the *formula* to calculate the Area of Triangle …… is Area = $\frac{1}{2}$ X (base x height)

<u>1076 NADI SANGAM SCHOOL</u>

<u>YEAR 5</u>

<u>MATH</u>

<u>WEEKLY HOME STUDY PACKAGE #17</u>

A. Use your measurement facts to convert these measurements to different units.

a. 3 cm = _____ mm   b. 7 m = _____ cm

c. 5 km = _____m   d. 9 km = _____m
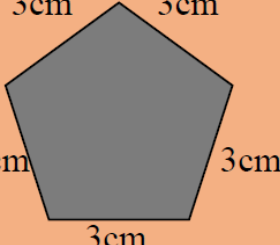
B. Order these units of lengths from shortest to longest.

19cm	9m	25cm	10mm

C. Calculate and record the perimeter of each polygon.

a.   3cm   3cm
3cm   3cm
3cm

b.   8cm
3cm   3cm
8cm

c.   9cm
5cm   5cm
9cm
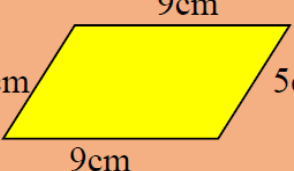
a. _____+_____+_____+_____+_____=_____

b. _____+_____+_____+_____=_____

c. _____+_____+_____+_____ =_____

D. Find the area by counting the squares inside the shape. Count the squares and half-squares to determine the area of these shapes. Each square has an area of 1cm².
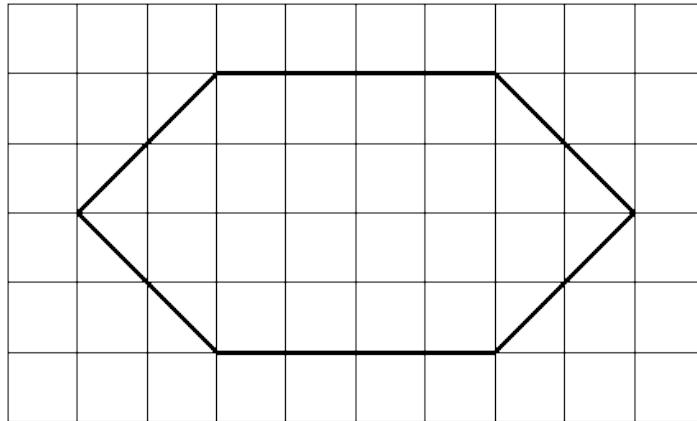
_____cm²

E. Use the formula to calculate the area of the shape in square centimetres and square metres . Record your answers on the grid below. <u>First one is done for you.</u>
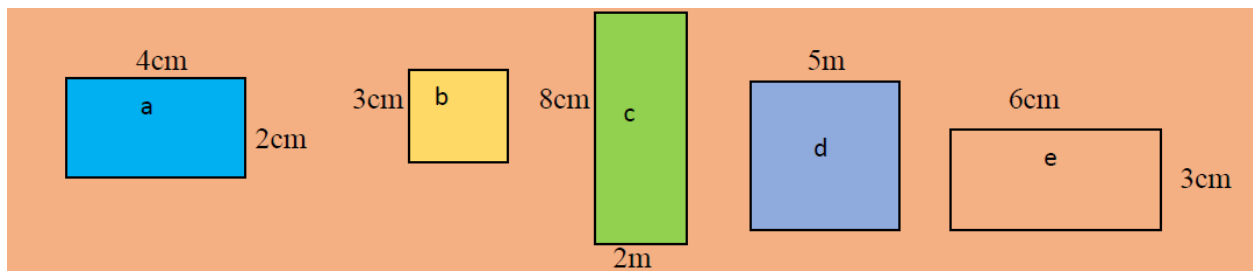
Shape	L x W	Area
a	4cm x 2cm	8 cm²
b		
c		
d		
e		

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LESSON NOTES

WEEKLY HOME STUDY PACKAGE #17

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	Comprehension. Pg. 104-106
OBJECTIVES	Students will read the comprehension passage and answer the questions that follow.

Note to parents/ guardians.

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

………………………………………………………………………………………………

The impact of technology.

The story about the 500 Scouts in Lautoka who braved wet weather conditions to live under tarpaulin tents the other day may not have attracted a lot of attention. The youngsters from 23 primary schools around the Sugar City are attending their annual Scout rally. The heavy downpour in the city the other day failed to deter the young Scouts who took cover inside their tents.

They had been looking forward to the event and round up the opportunity to live outdoors. The Scouts learnt to make use of available resources to cook their food. They got a fair idea of how to live without the comfort of their parents and other basic necessities such as stoves and washing machines, among other things.

In an ever-changing world, technological advancements have made many of youngster's dependent on gadgets that range from smart phones to iPods. From youngsters who at one stage enjoyed playing cowboys and Indians, and hide and seek, progress has actually seen a turnaround in behaviour and preferences. More children are now technologically savvy, opting to spend their time in front of the television screen, watching movies on DVD, surfing the web, listening to music on little music boxes or gadgets, and chatting on social sites such as face book.

But let's not be mistaken though for there are youngsters who still engage in sports at primary and high school level. Ideal leisure activities to a certain level though appear to be centred on technology for many youngsters. It is this trend that should be a worry. There is a tendency to forget that we could effectively be encouraging an inactive lifestyle at a very young age. Clearly this isn't going to be a good start for our youngsters and in the long term could probably be unhealthy.

It wasn't long ago that radio stood out as the preferred mode of entertainment. Now we seem to be entering a technological revolution that, at best, is leaving many parents wondering how to keep things in perspective, especially with the large array of devices available, from tablets, radio-

controlled toys, computers, and smart phones. How these gadgets have the ability to influence our children from the way they behave to the way they dress is obviously something to reflect on.

So, the effort by the Scouts is like a reality check, offering a healthy alternative to personal development of our children. Such activities will undoubtedly offer the Scouts an opportunity to interact with other children and develop social skills that probably would never be nurtured otherwise. Understandably technology is not bad for children. There should be a balance somewhere though.

1076 NADI SANGAM SCHOOL
YEAR 5
ENGLISH
WEEKLY HOME STUDY PACKAGE #17

Comprehension

Read the text and answer these questions below.

1. How many students attended the Annual Scouts Camp in Lautoka?

_____

2. What was the weather like during the camp?

_____

3. Where did the students sleep?

_____

4. In the past what was the preferred style of entertainment?

_____

5. Why did the writer state that the students of today are more technologically savvy?

_____

6. Write one argument that the writer dislikes gadgets?

_____

Spellings

Fill in the missing letters of the following words.

1. Det__r	- _____	6. Prefer_ed	- _____
2. Pr_ferences	- _____	7. Ten_ency	- _____
3. Sa__vy	- _____	8. Ef_ectively	- _____
4. Ide_l	- _____	9. In_ctive	- _____
5. Tre_d	- _____	10. Per_pective-	_____

Supplementary Activity

Root Words- These are words from which other words are formed. For example, **deep** is the root word of ***deeper***, ***deepest*** and ***deepen***, etc. *You may use a dictionary to assist you with answers.*

Write the root words for the following words.

1. frightening- _____   4. Darkness-_____

2. opening- _____   5. Enables- _____

3. constantly- _____   6. Movement- _____

1076 NADI SANGAM SCHOOL

LESSON NOTES

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

STRAND 4	Resources And Economic Activity
SUB STRAND 5.4.2	People And Work
CLO	Gather Information About Different Categories of Work
OBJECTIVE:	Differentiate Between Various Types of Work
TOPIC	People And Work
PAGE	53-54

Note to parents/ guardians.

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

………………………………………………………………….……………………

People and Work

1. Different people do different work.
2. Employer- is a person who provides people with job. Example: Jacks of Fiji
3. Employee- is a person who does the work and get salary/wages. Example: nurse
4. Employment- is the state of having a paid work.
5. There are two types of work:

a. Paid Work
   - Is where people get salary or wages after doing the work.
   - A person's salary is calculated from the amount of time that is spent on doing the work.
   - Example: chef, lawyer, police etc.

b. Unpaid Work
   - Are usually the work we do at home.
   - Example: washing dishes, cleaning house etc.

Different Types of Work

1. Casual workers
   - People only work when there is work to be done and are paid as soon as work is done.
   - Example: house girl, carpenters etc.

2. Temporary workers
   - These workers usually work for a period of time depending on the contract they sign before they begin to work.
   - Example: Laboure's

3. Permanent workers
   - These workers continue working until they retire.
   - Example: police officers, nurse and teachers etc

4. Voluntarily workers
   - These workers are not paid for the work they do but provide their services free of charge in our communities.
   - Example: The Fiji Red Cross Society

1076 NADI SANGAM PRIMARY SCHOOL

YEAR 5

SOCIAL STUDIES

WEEKLY HOME STUDY PACKAGE # 17

Fill in the table below by putting ticks in the correct columns.

Occupation	Casual worker	Temporary worker	Permanent worker	Voluntarily worker
Teacher				
Cane cutters				
House girl				
Doctor				
Sales girl				
Gardeners				

	Employer	**Employee**
Sales girl		
Teacher		
Taxi driver		
Naidu's taxi and tours		
Ministry of health		
Chef		

1. What is the difference between paid and unpaid work?
   _____
   _____

2. Differentiate between employer and employee.
   _____
   _____

1076 NADI SANGAM SCHOOL

LESSON NOTES

SUBJECT: ELEMENTARY SCIENCE
YEAR/LEVEL: 5

STRAND 4	Earth And Beyond
SUB STRAND	Our Solar System
CLO	Demonstrate Phases 0f Day and Night
OBJECTIVE	Explain The Formation Day and Night
TOPIC	Our Solar System
PAGE	85- 87

Note to parents/ guardians.

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

……………………………………………………………………….……………………

Our Solar System
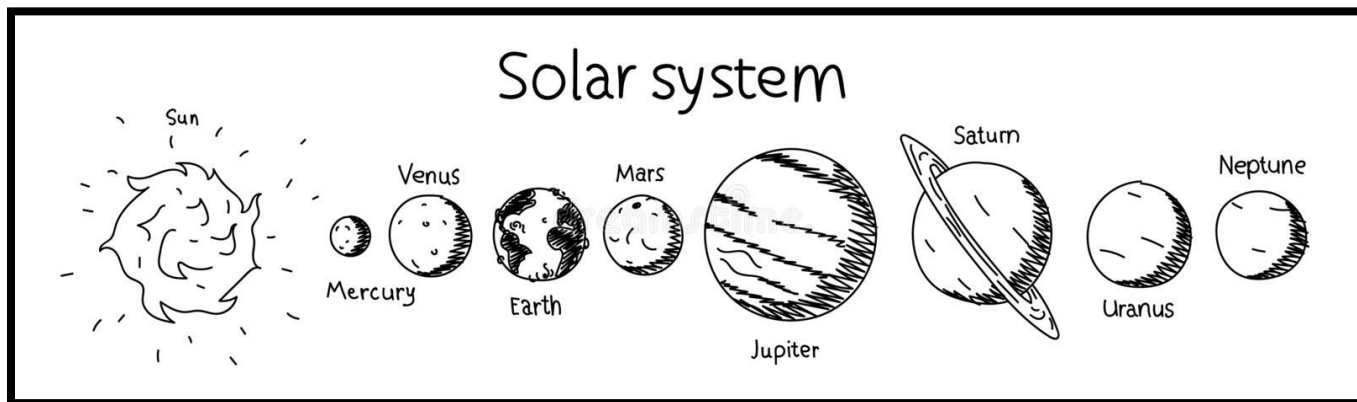
1. Our solar system is made up of the sun, which is the largest object in our solar system and planets.
2. The energy from the sun which is shed as heat and light makes life possible on Earth and other places.
3. Planets including Earth revolve around the Sun in oval paths called eclipses.
4. There are 8 planets in the solar system which orbits around the sun.
5. Planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.

Formation of Night and Day

1. Day and night occur because of the rotation of the earth.
2. The sun shines all the time when the part of the earth faces the sun – we have day and the opposite part of the earth is night.
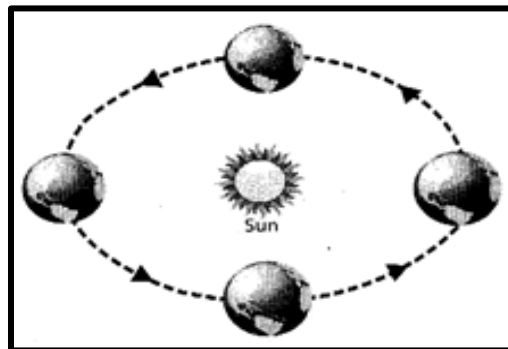3. It takes 365 days (1 year) and a quarter day for the earth to travel around the sun.

Movement of Sun

1. The sun is at the Centre of the solar system.
2. The sun rotates or spins on its own axis.
3. The earth rotates or spins on its own axis and it also rotates or revolves around the sun.

Astronauts and their work

1. Astronomy is the study of the sun, moon, stars, planets and other objects in the space.
2. An astronaut is a person who is trained to travel in a spacecraft.
3. An aerospace or aeronautic engineer is one who designs and built the spacecraft.
4. An avionic engineer is responsible for the electronic system and the way it communicates with the basecamp, monitors fuel, reports on altitudes, temperature and pressures.
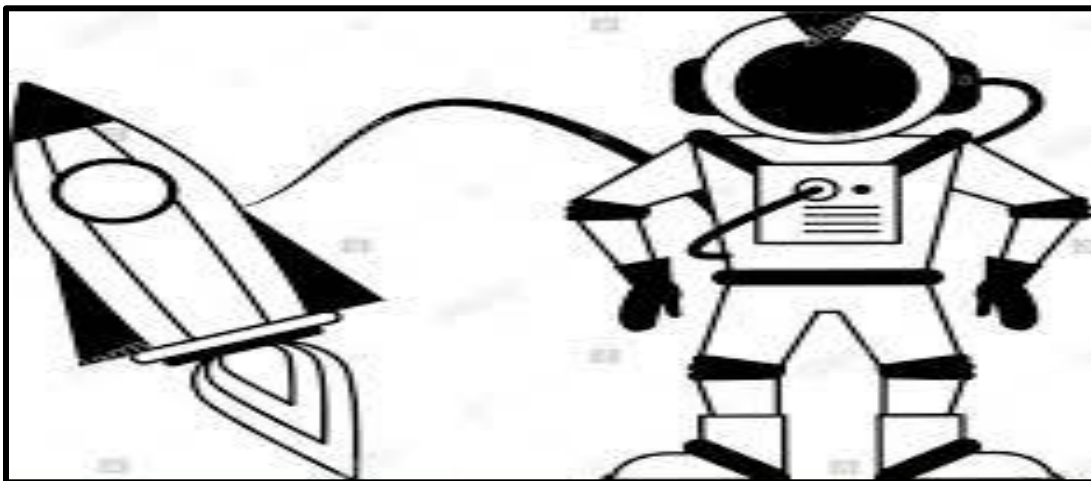
1076 NADI SANGAM SCHOOL

YEAR 5

ELEMENATRY SCIENCE

WEEKLY HOME STUDY PACKAGE # 17

Answer the questions below:

1. How many planets does the solar system consists of?

   _____

   _____

2. List the name of all the planets in the solar system.

   _____

   _____

3. How long does it take the earth to travel around the sun?

   _____

   _____

4. Who is an astronaut?

   _____

   _____

5. What is Astronomy?

   _____

   _____

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LESSON NOTES

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

STRAND	Personal and Community Health
SUB STRAND	Disease Prevention
CLO	Justify The Role of Immunization to The Target Diseases
OBJECTIVES	Define Immunization and Its Importance on Peoples Life.
TOPIC	Disease Prevention
PAGE	54-56

Note to parents/ guardians.

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

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

Diseases Prevention

1. Diseases are spread by germs.
2. Germs are carried by mosquitoes, flies, air and dirty water.
3. Mosquitoes carry germs which cause dengue fever, malaria, Zika.
4. Flies carry germs that cause dysentery and diarrhea.
5. Air particles carry air borne disease germs that causes coughing and sore throat.
6. Dirty water carries germs that cause skin diseases eg. ringworm, dhani and scabies.
7. To prevent us from getting sick we must get immunized.

Immunization

1. Immunization is to give someone vaccine to prevent infections by a disease.
2. If we are immunized then our body is protected and is able to fight disease germs that may enter our body.
3. We can get immunized in hospitals and health centers.
4. The government and medical officers (doctors/nurses) are responsible for getting people vaccinated.
5. Children who are not immunized are not protected from diseases.
6. They are not healthy and their body is not able to fight diseases.

Immunization Program in Fiji

Immunization Available Against	GIVEN AT
1. Polio (OPV) liquid form by mouth	At birth, 3 or more times in the first 6 months of life.
2. Diphtheria whooping cough(pertussis) and tetanus (DPT)	3 times in the first 6 months of life. Booster recommended at 18 months
3. Hepatitis B (HB)	3 times in the first 8 months of life. Booster recommended every 5 years.
4. Tuberculosis (BCG)	At birth and follow up at primary and secondary school entry
5. Measles	Given at nine months
6. Mumps and rubella (can be given with measles) MMR	Between age of 12 and 15 months

NOTE:

- Sometimes there is mild illness following immunization.
- There may be some redness and swelling at the injection site
- Immunization must be deferred if the child is sick.

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YEAR 5

HEALTHY LIVING

WEEKLY HOME STUDY PACKAGE # 17

Answer the following questions given below:

1. List 2 skin diseases caused by dirty water.

   _____
   _____

2. Name a disease that is caused by mosquitoes.

   _____
   _____

3. What is immunization?

   _____
   _____

4. Imagine if there were no immunization medicines. What do you think will happen to us?

   _____
   _____

5. Why is immunization important?

   _____
   _____

6. List 2 immunization programme available for children in Fiji.

   _____
   _____

HINDI WHSP #17

<u>SUBJECT</u>: Hindi   <u>YEAR/ LEVEL</u>: 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.

…………………………………………………………………………………………

रत्नाकर

[दृश्य: जंगल की पगडंडी पर ऋषियों का आगमन। वहीं पास में एक पेड़ के पीछे से हाथ में चाकू लिए हुए रत्नाकर निकलता है। रत्नाकर एक डाकू है।]

रत्नाकर	ठहरो ! यह चाकू बहुत तेज़ है। [चाकू दिखाता है] जो कुछ भी तुम लोगों के पास है, उसे जल्दी से मेरे सामने रख दो।
पहला ऋषि	बेटे, हमारे पास धन दौलत तो नहीं है। तुम्हें क्या दें ? भगवान की भक्ति ही सब से बड़ी दौलत है।
रत्नाकर	टाल मटोल मत करो। जल्दी से, जो कुछ है उसे निकालो और मेरे सामने रख दो।
दूसरा ऋषि	लेकिन बेटा किसी को लूटना पाप है। तुम यह पाप क्यों करते हो ?
रत्नाकर	मैं कोई पाप नहीं जानता। मैं अपने परिवार वालों का पेट भरता हूँ और परिवार वालों का पेट भरना कोई पाप नहीं होता।
तीसरा ऋषि	बेटा चोरी पाप है, और पाप के द्वारा रोटी कमाने वाला अधर्मी कहलाता है। इस अधर्म में तुम्हारे परिवार का कोई भी सदस्य तुम्हारा साथ नहीं देगा।
रत्नाकर	कैसे साथ नहीं देगा ? मैं जो भी करता हूँ अपने परिवार वालों के लिए ही करता हूँ फिर वे कैसे साथ नहीं देंगे ? अच्छा छोड़ो इन बातों को। लाओ जो भी हो।
पहला ऋषि	बेटे, तुम्हें देने के लिए मेरे पास अच्छे ज्ञान के सिवा और कुछ भी नहीं

	है । तुम एक काम करो । अपने घर जाकर, अपने परिवार वालों से यह पूछ कर आओ कि वे तुम्हारे पाप में हिस्सा लेंगे या नहीं ?
रत्नाकर	[जोर से ठहाका लगाकर हँसता है]
	मुझे पागल समझता है क्या ? मैं सब जानता हूँ । तुम लोग मुझे घर भेज कर खुद भाग जाना चहते हो । अब मैं तुम्हें जिन्दा नहीं छोडूँगा ।
पहला ऋषि	नहीं बेटे नहीं ! तुम ऐसा मत सोचो । तुम चाहो तो हम लोगों को इस पेड़ से बाँध कर जा सकते हो । लेकिन तुम्हारा यह पूछना बहुत ज़रूरी है ।
रत्नाकर	चुप ! यह भी कोई पूछने की बात है । जब वे मेरे द्वारा किए गए पाप की कमाई खा सकते हैं तो फिर मेरे द्वारा किए पापों में हिस्सा क्यों नहीं ले सकते ? अब तुम लोगों का मरने का समय आ गया ।
पहला ऋषि	लेकिन बेटे, मरने वाले की आखिरी इच्छा तो सभी पूरी कर देते हैं । क्या तुम हमारी इतनी सी इच्छा भी पूरी नहीं करोगे ?
रत्नाकर	[कुछ सोचते हुए]
	अच्छा इतना तो करना ही पड़ेगा । आओ तुम सबको पहले इस पेड़ से बाँध दूँ । [बाँध कर जाते हुए] भागना मत, वरना मुझ से बुरा कोई न होगा । [रत्नाकर सभी को बाँधकर घर चला जाता है । घर पर वह अपनी पत्नी से पूछता है]
रत्नाकर	सुनो जी, मैं लूट-मार कर जो भी लाता हूँ उस से घर का खर्च चलता है । यह पाप का काम है । तुम तो इस पाप में हिस्सा लोगी न ?
पत्नी	[क्रोधित होकर] ये क्या कहते हो जी ? मैं पागल हूँ जो तुम्हारे द्वारा किए गए पापों में हिस्सा लूँ ।
रत्नाकर	लेकिन पाप की कमाई तो तुम भी खाती हो ?

पत्नी	मैं क्या जानूँ वह पाप की कमाई है या पुण्य की । तुम मेरे पति हो । तुम्हारा काम घर का खर्च चलाना है, कमा कर लाना है । अब तुम पाप करते हो तो यह तुम जानो; मैं क्यों उसमें हिस्सा लूँ ?
रत्नाकर	[घबराहट के स्वर में अपने पुत्र से पूछता है ।] बेटा तुम तो इस पाप में साथ दोगे न ?
पुत्र	नहीं पिताजी । मैं भी आप के पाप में हिस्सा नहीं ले सकता । [रत्नाकर धीरे-धीरे अपनी माता के पास आता है और उसकी ओर देखता है । वह कुछ पूछना चहता है तभी उसकी माता बोल उठती है]
माता	मैं जानती हूँ तुम क्या पूछने वाले हो । मेरा भी जवाब सुन लो । मैं कभी भी तुम्हारे किए गए पापों में हिस्सा नहीं लूँगी ।
रत्नाकर	[बिल्कुल घबराए हुए ऋषियों की तरफ बढ़ते हुए बड़बड़ाता है । "ओ मैं कितने बड़े धोखे में था ।" वह ऋषियों के पास पहुँच जाता है । ऋषियों के मुख पर पहले जैसा ही संतोष का भाव है मगर रत्नाकर का मन उदास है ।]
पहला ऋषि	बेटे, हम जानते हैं कि तुम्हें सही जवाब मिल चुका है। [रत्नाकर ऋषियों के चरणों में गिर पड़ता है और सिसकने लगता है ।]
रत्नाकर	हे ऋषियों ! मैं कितने बड़े धोखे में था । मुझे सही रास्ता दिखाओ । मैं क्या करूँ ?
पहला ऋषि	रास्ता तो भगवान ही दिखा सकते हैं । बेटा तुम राम नाम का जाप करो, सब ठीक हो जाएगा ।

[रत्नाकर एक पेड़ के नीचे बैठ जाता है और राम नाम भूलकर मरा ! मरा ! का जाप करने लगता है ।]

रत्नाकर	मरा ! मरा ! मरा ! मरा ! [इसी तरह मरा मरा कहते कहते अचानक उसके मुख से राम नाम निकलता है ।] [तभी पर्दा गिरता है ।]
सूत्रधार	यही रत्नाकर आगे चलकर बाल्मीकी के नाम से प्रसिद्ध हुआ । बाल्मीकी ने ही संस्कृत भाषा में रामायण की रचना की थी । रामायण कविता में लिखी गई है, और हाँ, तुम ने यह तो सुना ही होगा । "उलटहि नाम जपत जग जाना, बाल्मीकी भये ब्रम्ह समाना"

अभ्यास (Activity)

क. सही जवाबों को चुन कर लिखो :

१. रत्नाकर कौन था ?

    क. एक साधु ।

    ख. एक डाकू ।

    ग. एक बालक ।

२. ऋषियों के पास कितनी धन-दौलत थी ?

    क. बहुत ।

    ख. थोड़ा कुछ ।

    ग. कुछ भी नहीं ।

३. रत्नाकर ने ऋषियों की बात सुनकर क्या किया ?

    क. अपने घर गया ।

    ख. उन्हें मार डाला ।

    ग. उनका सारा धन लूट लिया ।

४. रत्नाकर के घर वालों ने उसका साथ क्यों नहीं दिया ?

    क. क्योंकि वह पाप करता था ।

    ख. क्योंकि वह सबको डाँटता था ।

    ग. क्योंकि वह ऋषियों को मारने जा रहा था ।

ख. बताओ :

    १. रत्नाकर को ज्ञान किस से मिला ?

    २. फिर उसने क्या किया ?

    ३. वह किस नाम से प्रसिद्ध हुआ ?

1076 Nadi Sangam School

Lesson Notes

Subject: Vernacukar Fijian   **Year/Level: LIMA**

Strand	Reading and Comprehension
	Na Wilivola Kei na Saumi Taro
CLO	Explain and Present any formal and informal situation in a context
Objective	Describe the Topic and its Purpsoe
	Explain the norm Behaviour in the cultural context
Topic	Wase 10 – Ko Raluve ni Vunilagi kei Ravouvou ni Vunilagi.

Na Veivosa me Nanumi

1. Vakairosoitaka -   me sogo na noke ena draunikau.
2. Galeleti -   gole kina na yalo: kauwaitaka.
3. Vakaucuucu -   na kena takali laivi ma na kuli makawa me sa toka na kuli vou me vaka na gata se qari.
4. Waqawaqa -   o koya ka dau curuma e dua na yalo se tevoro.
5. Waiwai -   na tikina e waitui ka dau toto tu ka dau caka kina na tataga.
6. Sola -   ni sa buku mai na sila se Vadra; mai Vanualevu e kena I balebale na vulagi.
7. Dora -   ni sa se na sei ka dromodromo taucoko na sena.
8. Sakuka -   rairai ca na yago ka vaka na I rairai ni kovi. (kovi – e lila,dravukasi, karovisa ka vakaloloma sara na kena I rairai.)
9. Veivaliyaki -   totolo.
10. Vakabutara -   cakava me buta.
11. Gudre -   vinakata me yaco ga na lomana.
12. Yamotu -   yamotu dromu….cakau dromu.
13. Tatabaki -   tara e dua na ka ena liga ruarua ka biuta kina na kena bibi.
14. Vakatautaukena -   cakava na ka me vaka e nona, ia e sega sarani nona se kila kina e dua na ka.
15. Lia -   me veisau ni vakalecaleca kina dua na ka tani.
16. Veilolokuni -   veinanumi se veidreti.

1076 Nadi Sangam School
Year 5
Vernacular I Taukei Activity
Weekly Home Study Package # 17

Na Taro

A. Vola mai na kedra vosa tautauvata na kedra I balebale kei na veivosa oqo.

   a) Cakau dromu -
   b) Duri -
   c) Biau -
   d) Tovolea -
   e) Vesu koli -
   f) Veisugusugu -
   g) Matasawa -
   h) Matacata -

B. Balebale ni vosa. – Vola na vosa ka ra tu dina na kedra vosa Vaka Viti dodonu.
   Veisautaka na veivakamacala dodonu ena **A** kei na kedra vosa veiganiti mai na **B.**

A	Kena I Sau	B
1. E tini na kuro		a) Tau/bisa na uca
2. Buli kuro		b) Toro ni vuaka
3. Kauta mai na wai		c) Sagi/gutu
4. E tini na dovu		d) Tukitukisue
5. Na luvequ ka qase duadua		e) E dua na sava
6. Na ganei tinaqu		f) Tuli kuro
7. Na bo ka tubu toka e duruda		g) Taki wai
8. Na kena lako mai lomalagi na uca		h) Ulumatua/dratabu
9. Kau drau ni dalo maime mai me laukana		i) E dua na qolo
10. Na bai ni vuaka		j) Tutu ni vale
11. Na vanuae rau sotakina e rua na yasani vale		k) Momo

Storage Sizes

Quantity	Information
Bit	Smallest unit of data 0 or 1
Byte	8 Bits
Kilo Byte (KB)	1000 Bytes
Mega Byte (MB)	1 Million Bytes
Giga Byte (GB)	1 Billion Bytes

Input Devices

The input devices allow us to send information to the CPU, which tells the computer what to do.

Examples:

Keyboard, Mouse, Microphone, Scanner and Digital Camera.

Output Devices

These devices allow us to receive information from the computer CPU and translate it into sounds and images that we can understand.

Examples:
Printer, Monitor, Laser Printer and speakers

Function of Input Device, Output Device and Processor

The Component	The Function
Input Device	- To put in data
Processor	- To process data
Output Device	- To get information out

Information, Data and Processing

Data- is a collection of numbers, alphabets or some facts and figures.

Processing- is a set of steps carried out to refine data. This process converts data into information.

Information- when data is worked upon to give something more useful.

Components Of A Computer System

Computer Hardware- these are the parts of computer that we see and feel. Examples: Mouse, keyboard, screen, CPU, speaker, etc.

<u>Computer Software-</u> these are the instructions that we use to do our work on the computer. Examples: Microsoft Word, Microsoft Excel, Paint

<u>Users</u>- People without whom both hardware and software are useless.