

**1076 NADI SANGAM SCHOOL**

**LESSON NOTES**

**SUBJECT: MATHS**

**YEAR/LEVEL: 5**

<u>STRAND</u>	Number and numeration
<u>CLO</u>	Convert any mixed numbers to improper fractions and vice versa
<u>TOPIC</u>	Improper Fractions and Mixed Numbers
<u>PAGE</u>	29 & 30

**Note to parents/ guardians.**

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

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**Converting mixed number to improper fractions**

**To convert a mixed number** to an improper fraction, multiply the whole number with the denominator and add on the numerator to the product.

Example: To change  $2 \frac{3}{4}$ , into **improper fractions**,

$(2 \times 4) + 3$

$6 + 3 = 10$

To write as improper fraction,  $\frac{10}{4}$

The denominator which is 4 remains the same as shown below.

$$2 \frac{3}{4} = \frac{10}{4}$$

**click this link for video tutorial**

**Watch from 1 min 40 seconds**

<https://www.youtube.com/watch?v=TrutPJf9GmQ>

**1076 NADI SANGAM SCHOOL**

**YEAR 5**

**MATH**

**ACTIVITY SHEET 6**

Convert each mixed number fraction to improper fraction.

(a).  $1 \frac{1}{3} = \frac{\quad}{3}$

(b).  $2 \frac{1}{2} = \frac{\quad}{2}$

(c).  $3 \frac{1}{3} = \frac{\quad}{3}$

(d).  $4 \frac{1}{2} = \frac{\quad}{2}$

(e).  $4 \frac{1}{3} = \frac{\quad}{3}$

(f).  $8 \frac{1}{10} = \frac{\quad}{10}$

(g).  $6 \frac{1}{3} = \frac{\quad}{3}$

(h).  $2 \frac{5}{6} = \frac{\quad}{6}$

**1076 NADI SANGAM SCHOOL**

**LESSON NOTES**

**SUBJECT:** English

**YEAR/ LEVEL:** 5

STRAND 1	Writing and Shaping
CONTENT LEARNING OUTCOME	Select and use language forms, features & structures of text appropriate to a range of purposes, audiences & context.
TOPIC	Confusing Words, Pg. 90

**Note to parents/ guardians.**

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

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**Synonyms and Antonyms**

1. Synonyms are words that have almost the same meaning. For example: The words big and large are synonyms. It is also known as similar meaning words.

Example. small and tiny or angry and mad

2. Antonyms are words that have opposite meanings. For example: The words open and closed are antonyms.

Example: hot and cold, or noisy and quiet

**1076 NADI SANGAM SCHOOL**

**YEAR 5**

**ENGLISH**

**ACTIVITY WORKSHEET 6**

**Synonyms and Antonyms**

Tell whether each pair of words is synonyms or antonyms. You may use your dictionary to assist you.

a. agree, disagree- \_\_\_\_\_ b. guess, estimate- \_\_\_\_\_

c. argue, dispute- \_\_\_\_\_ d. cold, freezing- \_\_\_\_\_

e. gigantic, big- \_\_\_\_\_ f. tired, active- \_\_\_\_\_

g. sink, drop- \_\_\_\_\_ h. windy, still- \_\_\_\_\_

i. broad, wide- \_\_\_\_\_ j. difficult, easy- \_\_\_\_\_

**Supplementary Activity- Dictionary Exercises**

Use a dictionary to find the meaning to the given words.

a. Crouch \_\_\_\_\_

b. Assess- \_\_\_\_\_

3. Proceed- \_\_\_\_\_

4. Evaluate- \_\_\_\_\_

5. Designate- \_\_\_\_\_

6. Refuse- \_\_\_\_\_

7. Negotiate- \_\_\_\_\_

8. Assistance- \_\_\_\_\_

9. Procedure- \_\_\_\_\_

10. Resume- \_\_\_\_\_

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**LESSON NOTES**

**SUBJECT: SOCIAL STUDIES**

**YEAR/LEVEL: 5**

<u>STRAND 1</u> <u>SUB STRAND 5.2.1</u>	Time, Continuity and Change Understanding the Past
<u>CLO</u>	Compare and Contrast I-Taukei Ways of Life Before and After the Arrival of Europeans
<u>TOPIC</u>	Fiji Today
<u>PAGE</u>	23

**Note to parents/ guardians.**

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

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**Fiji Today**

1. We were governed by the queen after Fiji was ceded to Great Britain.
2. Great Britain sent representatives to Fiji to set up a Colonial Government.
3. Some I-Taukei people who did well with their education were also part of the government administration with the Europeans.

**Changes seen in Fiji**

- Schools
- Hospitals
- Police stations
- Churches
- Law and order amongst people.
- New businesses were set up and people were employed.
- Barter system stopped and money was used.

**1076 NADI SANGAM SCHOOL**

**YEAR 5**

**SOCIAL STUDIES**

**WORKSHEET 6**

**Answer the following Questions:**

1. Who set up the colonial government?

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2. List 3 changes seen in Fiji after it was ceded to Great Britain.

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3. How did the indigenous I Taukei become part of the government administration?

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**1076 NADI SANGAM SCHOOL**

**LESSON NOTES**

**SUBJECT: ELEMENTARY SCIENCE**

**YEAR/LEVEL: 5**

<u>STRAND 1</u> <u>SUB STRAND 1.2</u>	Living Things and Environment Living Together
<u>CLO</u>	Investigate How Physical Condition Affect the Plant and Animal Population
<u>TOPIC</u>	Mammals
<u>PAGE</u>	32-33

**Note to parents/ guardians.**

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

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**Mammals**

1. Have warm blood.
2. Have fur or hair on their skin.
3. Have milk glands i.e breast feed their young.
4. Are grouped into 3 different categories (Monotremes, Placental, Marsupials).

**DIFFERENCES**

<b>Monotremes</b>	<b>Marsupials</b>	<b>Placental</b>
Lay eggs	Give birth to their young when they are not fully developed, they remain in a pouch, breast feed until they are fully developed	The young remain in their mother until they are fully developed. They produce their food and remove their wastes through the placenta.
E.g. Billed and webbed feet platypus and thorny echidna in Australia	E.g. Kangaroos and koala bears in Australia.	E.g., Horses, goats, cats, dogs, bats, whales and humans.

- The introduction of animals to Fiji had disastrous effect on some native animals like two big-footed, mound eating birds and the giant flightless pigeon.
- Native snakes, frogs and birds also became extinct.
- Introduced animals are goats, mongoose, pigs, rats and mice.

## **Bat**

1. There are 6 species of bats including the fruit bat (beka).
2. Monkey-faced bat is found only in Taveuni and is critically endangered.

## **Birds**

1. There are 57 species of birds in Fiji of which 26 are endemic.
2. Introduction of bird species has forced some native birds into the forest.
3. Some can be found in one or two islands including the orange dove of Taveuni and the cardinal honeyeater of Rotuma.
4. Silk tail bird- is only found in Taveuni and Natewa Peninsula.
5. Fiji's rarest bird Kacau of Gau- featured on the back of the \$50 note, can only be found in Gau Island.
6. Around 23 types of tropical sea birds can be seen in Fiji.

## **Reptiles and Amphibians**

1. 2 types of iguanas- crested Iguana and banded iguana- endemic to Fiji.
2. 2 types of snake – Pacific Boa and Fiji Burrowing snake.
3. There are around 27 species of reptiles, most being lizards.
4. There are 5 species of turtles.
5. The cane toad introduced in 1936 also feeds on native frogs.

## **Investigating Native Species**

1. To find out about a particular native species, two factors need to be looked at:
  - Conservation status and distribution of native species.
  - **Conservation status-** is assessed by the number of individuals remaining, the overall increase or decrease in the population, breeding rates and known threats.
  - **Distribution of species** -refers to the way a species is spread over an area (places where we can find them).





**1076 NADI SANGAM PRIMARY SCHOOL**

**LESSON NOTES**

**SUBJECT: HEALTHY LIVING**

**YEAR/LEVEL: 5**

<u>STRAND 5</u>	Building Healthy Relationship
<u>CLO</u>	Develop being assertive to reflect effective refusal and negotiation skills.
<u>TOPICS</u>	Resilience and Proactive Behaviors/ Needs and Wants
<u>PAGE</u>	22-23

**Note to parents/ guardians.**

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

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**Resilience and Proactive Behaviors**

1. Resilience- is our ability to keep going during hard times.  
E.g. Jone sat for his short test but failed, he took his test paper and decided to do all his corrections and study them. Jone showed resilience when he accepted his test result and decided to do his corrections.
2. Proactive Behavior- are actions that we take to overcome difficulties faced daily. (involves acting in advance of a future situation rather than reacting)

**Needs and Wants**

1. Needs- are those things that are essential in our life that helps us survive and you can't live without them.  
E.g. food (including water), air, shelter and clothing.
2. Wants- are things that you can live without but things that help us make life easy and enjoyable.  
E.g. accessories, car, furniture, fancy suits, tv, washing machine, computers, fans etc

**1076 NADI SANGAM PRIMARY SCHOOL**

**YEAR 5**

**HEALTHY LIVING**

**WORKSHEET 6**

**Write “True” or “False”**

1. Resilience is the ability to keep going during hard times. \_\_\_\_\_
2. Proactive behavior is acting after something has happened. \_\_\_\_\_
3. Needs are things that helps us to survive. \_\_\_\_\_
4. Wants are things that makes our life easier and enjoyable. \_\_\_\_\_
5. Water is an example of wants. \_\_\_\_\_
6. Latest model car is an example of needs. \_\_\_\_\_

**1076 NADI SANGAM SCHOOL**

**YEAR 5**

**HINDI WORKSHEET 6**

**SUBJECT:** Hindi

**YEAR/ LEVEL:** 5

Content Learning Outcome	Bhasha ke upyukt mool ango ka prayog
Topic	Verb

**Note to parents/ guardians.**

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

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**क्रिया (Verb)**

जिस शब्द से किसी काम का करना या होना पाया जाय, उसे क्रिया कहते हैं।

**जैसे** - पढ़ना, तैरना, कूदना, सोना, उछलना, मरना, रोना, हँसता, चलता, दौड़ता, खेलना, बैठना, जागना।

**अभ्यास (Activity)**

**निम्नलिखित वाक्यों में से क्रिया शब्द को गोलाकार कीजिए।**

1. मोहन पढ़ रहा है ।  
a) मोहन                      b) रहा है                      c) पढ़ रहा है
2. वह दिल्ली में रहती है ।  
a) वह                              b) दिल्ली                      c) रहती है
3. राधा को पुरस्कार मिलेगा ।  
a) राधा                              b) पुरस्कार                      c) मिलेगा
4. वेदांत ने कपड़े खरीदे ।  
a) वेदांत                              b) खरीदे                      c) कपड़े
5. माता जी खाना बना रही हैं ।  
a) बना रही हैं                      b) माता जी                      c) खाना