

1098 Sabeto Sangam School
ENGLISH ACTIVITY WORKSHEET 2

YEAR 6

DATE: 12th – 16th July 2021

Strand	Reading and Viewing
Sub-strand	Text types media, everyday communication literary texts
Content Learning Outcome	Explore and discuss a range of written and visual media, literary text and everyday communications

Lesson Notes

THEME 3: ENVIRONMENT
GENRE: POETRY

Pre-Reading Activity
Genre: Poetry
Purpose: To capture feeling

Poetry helps the reader to think about familiar things in an imaginative way to express an idea or describe a subject. It captures a thought, idea, object or scene. The expectation is that it will be read, making the language sound patterns and rhythmic qualities an important part of the meaning.

TOPIC: TSUNAMI

Building Background

What is Tsunami?

Has there ever been a tsunami in Fiji?

Tsunami"s are giant walls of water that hit land and cause major

Find the meaning of the words in the vocabulary list before reading the selected text.

Key Vocabulary:

stillness, chill, specks, amiss, pierces, tremble, expectantly, abruptly,
subsides, eerie, dread, destruction, debris

A. Reading: The Tsunami

The **stillness** in the air sends a **chill** down my spine
I stop. I listen. I look around.
Nothing moves.
No crickets, no flies, no mosquitoes, not even birds.

I look up and there I see
Black **specks** high in the sky
Hundreds heading inland they go.
What's happening I wonder?
The fear trickles in from below

People around me notice that something is **amiss**
The silence is broken as a scream **pierces** the air
Tsunami! I hear someone shout
A slight **tremble** runs through me
Even the earth shivers **expectantly**

Thuds in the distance, a scream cut off **abruptly** you see
The tsunami has arrived so unexpectedly Crash! Boom! Bang!
It's on us - there is no time for fear
Our lives are at stake, as we fight to survive
Reaching, grabbing, pulling
Hanging on for our lives

A wall of water crashes nearby
It has a life of its own as it reaches, reaches, reaches out for me
Faster our legs carry us
Water swirls around us as **dread** fills our souls
Slowly the wall **subsides**, still reaching and grabbing for me

Silence
Once again the **erie** world of silence is upon us
Destruction as far as the eyes can see.
The quietness shatters as the wailing begins
What should I do I ask myself as I try to look brave.

Debris, debris everywhere
My poor village is left in a nightmare
Why? Oh why did you have to come, Tsunami?
A welcome visitor you will never be.

B. Comprehension Skill – Noting Details

1. Read through the poem again and write down all the lines that tell us that the poet experiences fear.

2. For each line you have written, choose one word that is associated with fear. Draw a web to display your words.



C. Comprehension Check

1. Who was the unwelcome visitor?

2. What do you think were the black specks in the sky?

3. What are the different moods expressed in the poem?

4. In stanza 5, how does the wall of water seem like a person?

5. "The quietness shatters", name another object that shatters.

6. What does the poet mean when she says that her poor village is left in a nightmare?

D. Word Knowledge: More about Natural Disasters

Place each word in the box under the natural disaster it is associated with.

tremble thunder water boom! gale swift swaying lava
knots seismic deep shutters
waves lightning explosion drowning destruction
debris ash swirling strike

Natural Disasters:

FLOODS	HURRICANE	VOLCANIC EXPLOSION	THUNDERSTORM	EARTHQUAKE	TSUNAMI

1098 Sabeto Sangam School
MATHEMATICS ACTIVITY WORKSHEET 2

YEAR 6

DATE: 12th – 16th July 2021

Strand	Measurement
Sub-strand	M.6.3.4 Time/Temperature
Content Learning Outcome	M6.3.4.1 Solve problems relating to 12 and 24 hour times and determine the length of time spent in an activity.

Lesson Notes

What is Time?

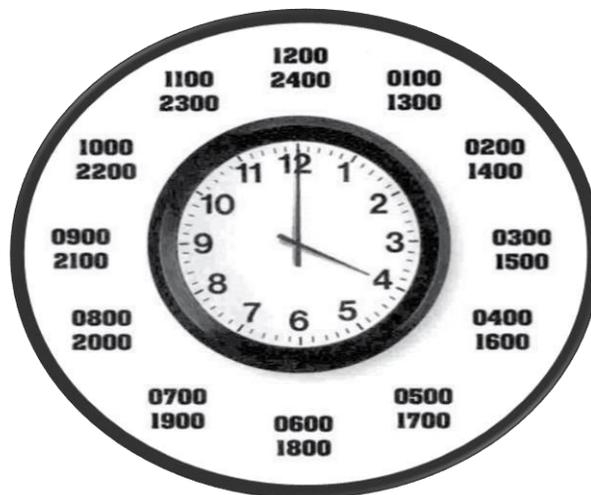
- Time is a measure in which events can be ordered from the past through the present into the future.
- The measure of durations of events and the intervals between them.

CONVERSIONS

60 Seconds	=	1 Minute
60 Minutes	=	1 Hour
24 Hour	=	1 Day
7 Days	=	1 Week
4 Weeks	=	1 Month
12 Months	=	1 Year
52 Weeks	=	1 Year
365 Days	=	1 Year

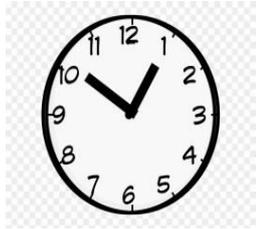
The 24 Hour Clock

- It is a way of telling the time in which the day runs from midnight to midnight and is divided into 24 hours, numbered from 0 to 24.
- It does not use a.m. or p.m.
- This system is also referred to as military time or as continental time.
- In some parts of the world, it is called railway time.
- Also, the international standard notation of time (ISO 8601) is based on this format.



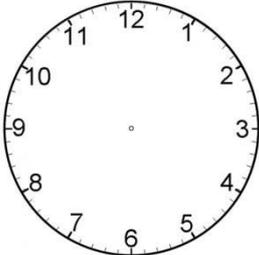
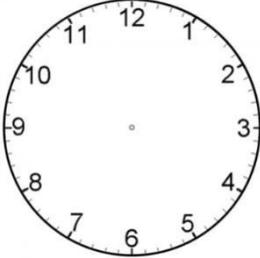
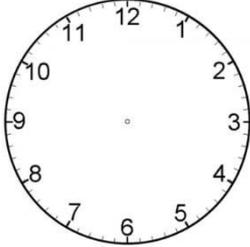
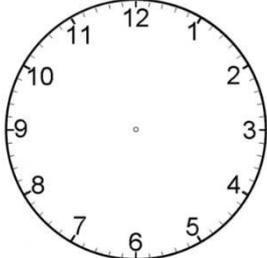
ACTIVITY

Part A: Study each clock face and write the time in analogue, digital and 24 hour clock.

					
	Afternoon	Morning	Night	Morning	Night
Analogue:	10 mins to 1				
Digital:	12:50 pm				
24 Hour time:	1250 hours				

Part B

Draw the missing **hour and minute hands** of the clock faces to show the time given and convert to **24hour time**

			
3: 37 pm	9:11 pm	11:21am	4:12pm
1537 hours			

1098 Sabeto Sangam School
ELEMENTARY SCIENCE ACTIVITY WORKSHEET 2
YEAR 6 **DATE: 12th – 16th July 2021**

Strand	Living Things & Environment
Sub-strand	Biodiversity, Relationship and sustainability
Content Learning Outcome	CLO 6.1.3.1 Conduct research about introduced Species of plants and animals and consider how these have changed the Environment 6.1.3.2 Use plants respectfully and conserve plant life

Lesson Notes 1

All species of animals and plants in Fiji are not native. Some of them were being introduced for certain good purposes. However, they also have harmed other species.

Research Work: Listed below are some introduced plants and animals. Complete the table by finding out why they have been introduced to Fiji and their negative effects to the environment.

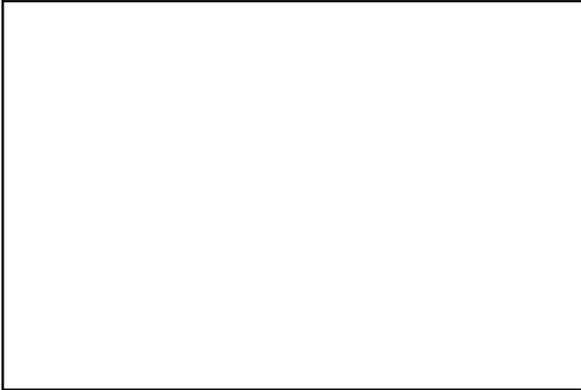
Introduced species	Purpose	Negative Effects
Mongoose		
Mynah birds		
Pine trees, Eucalyptus, Mahogany, African tulips and water Hyacinth		
Tilapia & Carp		

Lesson Notes 2

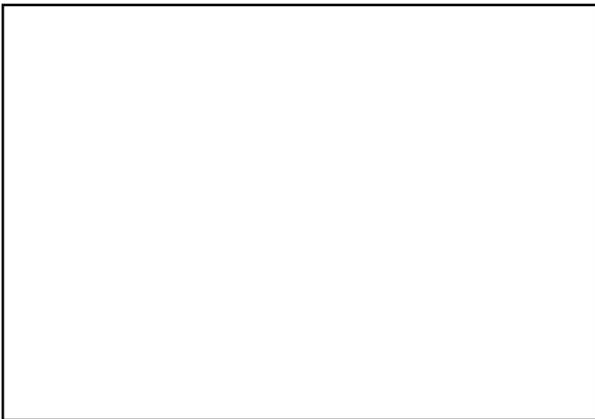
Plants are very useful resources because they are needed by man, animals and the environment for survival. Some ways that plants benefit us are they provide shelter, food, and oxygen. You can see that plants are a source of life and it is important that we use plants wisely and treat them with respect. To ensure that we do not run short of trees we need to develop good conservation methods which will safe guard this valuable resource for us and the future generations.

Activity

1. In a drawing outline **the relationship between trees and animals**. Briefly explain your drawing.



2. In a drawing outline **the relationship between trees and people**. Briefly explain your drawing.



3. In a drawing outline **the relationship between trees and environment**. Briefly explain your drawing.



1098 Sabeto Sangam School
HEALTHY LIVING ACTIVITY WORKSHEET 2
YEAR 6 **DATE: 12th – 16th July 2021**

Strand	2 Building Healthy Relationship
Sub-Strand	Relationships
C.L.O	H6.2.1.2 Design, effective strategies for resolving conflicts in relationships in a non-violent manner in places such as schools and community
Conflict	<ul style="list-style-type: none"> • A strong disagreement between people, groups, that results in often angry argument.
Why do conflicts happen in a relationship?	<ul style="list-style-type: none"> • Jealousy • Different personality or personal values • Different ways of seeing things • Different ideas • Dishonesty • Different lifestyle • Lack of appropriate skills
Ways of resolving conflicts	<ul style="list-style-type: none"> • Learn to understand each other. • Accept the differences in personal values, ideas, skills, lifestyle etc. • Learn to negotiate to help solve problems. • Having a positive mindset.
Ways of resolving conflicts in non-violent ways	<ul style="list-style-type: none"> • Talk directly. Assuming that there is no threat of physical violence, talk directly to the person with whom you have the problem. • Choose a good time. • Plan ahead or be proactive • Don't blame or name-call. • Give information. • Listen and show that you are listening. • Talk it all through
Why must we resolve our conflicts?	<ul style="list-style-type: none"> • So that we do not damage or break our relationships at home, school, at work, in our sports teams and with our friends.
How can we best resolve conflicts in school?	<ul style="list-style-type: none"> • Report the issue to your teacher and allow your teacher to resolve the conflict. • Do not try to resolve the conflict for it can lead to bullying and fighting,
When you fight with your friends, what do you do to resolve it?	<ul style="list-style-type: none"> • Always seek out an adult when trying to resolve conflicts amongst your peers or at home.
Explain why is conflict bad for your health?	<ul style="list-style-type: none"> • Causes stress • Can make us sick (hypertension or high blood pressure) • Can cause mental disorder

Disadvantages of conflicts	<ul style="list-style-type: none"> • Causes fight at home, school, community • Creates unrest and tension in families and communities • Prevent people from working together and completing task on time. • Distracts you from your goal.
<u>Vocabularies</u> Proactive behavior Empowerment Negotiation Positive Mindset	<p style="text-align: center;"><u>Definitions</u></p> <ul style="list-style-type: none"> • Controlling a situation by making things happen or by preparing for possible future problems. • authority or power given to someone to do something. • discussion aimed at reaching an agreement. • is a mental and emotional attitude that focuses on the bright side of life and expects positive results.
Reflective Questions	<p>1. State three causes of conflicts in a relationship.</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>2. Describe three ways of resolving conflicts in a non-violent way.</p> <ul style="list-style-type: none"> • _____ • _____ • _____ <p>3. Identify four negative effects of conflicts.</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ <p>4. Discuss two health problems that be caused by conflicts.</p> <ul style="list-style-type: none"> • _____ • _____ • _____

1098 SABETO SANGAM SCHOOL

SUBJECT: HINDI

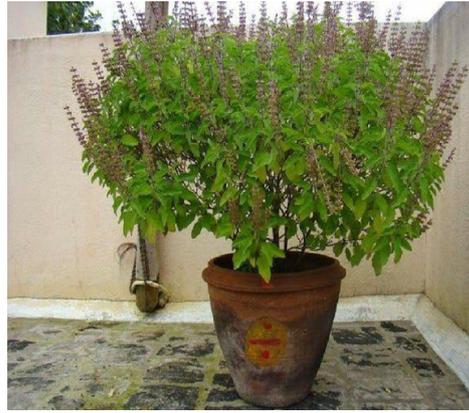
YEAR : 6

STRAND	संस्कृति (4)
SUB-STRAND	कला व शिल्प (H4.3)
CONTENT LEARNING OUTCOME	संस्कृति सुविधाओं और कला के चित्र के द्वारा शिल्प तैयार करना (H6.4.3.1)

चित्रों को सही नाम से लेबल करें। :

तुलसी	रक्षा बंधन	धनुष बाण	रंगोली	आम	दीया
पादुकाए	सूप	पायल	पगड़ी	मथनी	कलश





1098 Sabeto Sangam School
SOCIAL STUDIES ACTIVITY WORKSHEET 2
YEAR 6 **DATE: 12th – 16th July 2021**

Strand	SS2 Time, Continuity and Change
Sub-strand	SSS6.2.1 Understanding the Past
Content Learning Outcome	SS6.2.1.1 Explain the reasons behind the ceding of Fiji to Great Britain and highlight the important events that occurred and their significance to Fiji's history and present.

Lesson Notes

Note: We are continuing from last week's lesson

1874 to 1970

Date	Event
1875	An outbreak of measles leaves a third of the Fijian population dead.
1876	Great Council of Chiefs started
1879	Arrival of 463 indentured labourers from India
1881	First large sugar mill built at Nausori. Rotuma Island annexed to Fiji
1882	Capital moved from Levuka to Suva
1897	Arrival in Suva of Hannah Dudley, first European Christian missionary among the Indians
1904	Legislative Council built again as a partly elected body
1916	End of the importing of indentured labourers from India
1939	Nadi Airport built as an Allied air base
1940	Native Land Trust Board established where Ratu Sir Lala Sukuna became chairman
1953	Visit of Queen Elizabeth II
1954	Ratu Sukuna became first Speaker of Legislative Council
1967	Ratu Sir Kamisese Mara became First Chief Minister
1968	University of the South Pacific established
1970	Fiji attains independence, ending 96 years of British rule

Activity: Read the questions carefully and try and answer them in your own words. You may need to do some research to answer some of the questions given.

1. When and which year was the first sugar mill established?

2. Why were the indentured labourers brought to Fiji?

3. Who is Queen Elizabeth II?

4. Who is Ratu Sukuna?

5. How long was Fiji under the British Colony?

1970 to Present

Date	Event
1972	First post-independence election won by Ratu Mara's Alliance Party.
1973	Sugar industry nationalised
1977	Constitutional crisis in which Governor-General Ratu Sir George Cakobau overturns election results, following the failure of the winning National Federation Party to put together a government. The election held to resolve the impasse results in a landslide for the Alliance Party.
1978	Fijian peace keeping troops sent to Lebanon.
1981	Fijian peace keeping troops sent to the Sinai following Israel's withdrawal.
1987	General election won by the Labour-National Federation Party coalition. On 13 April, Timoci Bavadra becomes Prime Minister for a month. 14 May - Lieutenant Colonel Sitiveni Rabuka carries out a coup d'état. 25 September - Rabuka stages a second coup to consolidate the gains of the first. 7 October - Rabuka proclaims a republic, severing the 113-year link to the British Monarchy. Fiji expelled from the Commonwealth of Nations 5 December - Rabuka appoints Ratu Sir Penaia Ganilau as Fiji's first President.
1990	New Constitution institutionalizes ethnic Fijian domination of the political system. Group Against Racial Discrimination (GARD) formed to oppose the unilaterally imposed constitution and restore the 1970 constitution
1992	Rabuka becomes Prime Minister following elections held under the new constitution.
1994	Election results force Rabuka to open negotiations with the Indo-Fijian dominated opposition
1995	Rabuka establishes the Constitutional Review Commission
1997	Fiji is re-admitted to the Commonwealth of Nations.
1999	First general election held under the 1997 Constitution won by Fiji Labour Party (FLP). Mahendra Chaudhry becomes first Prime Minister of Indian descent.
2000	19 May - civilian coup d'état instigated by George Speight effectively topples the Chaudhry government 29 May - Commodore Frank Bainimarama assumes executive power after the resignation, possibly forced, of President Mara. 2 November - Mutiny at Suva's Queen Elizabeth Barracks. 15 November - High Court orders the reinstatement of the constitution

Activity:

List down all Fiji Prime Ministers of Fiji from Independence till now.

1098 Sabeto Sangam School
VOSAVAKA-VITI WORKSHEET 2

YEAR 6

DATE: 12th – 16th July 2021

Matana	Wilivola kei na vakadidigo
Matana Lalai	Na veivanua e vakayagataki kina na vosa – vanua ni vakau itukutuku, veivosaki e veisiga, vosa vakayagataki ena vakacacali
Veika me rawati	<ul style="list-style-type: none">• Wilivola vakamatata ka taladrodro• vakadewataka vakalekaleka na ka e wiliki• vakasavuya na itukutukuvolai• talaucaka na ka e raitayaloyalotaka ni na yaco

Na Vakamau

Wilika na I talanoa e na Viti 6 ka koto e na Wase 8 tabana e 49 – 53. Wilika na I balebale ni veivosa vovou e ra umani e na I talanoa ka sauma na taro e ra soli koto era.

Na veivosa me nanumi:

- duguci** - na kena vosaki e dua na yalewa me watina e dua na tagane
- vakasoqo** - na kena vakayacori e dua na soqoni me kumuni kina na i yau se magiti.
- vakabogi** - na kena vakayacori na tama e na bogi ka vakayagataki kina na vosa “Bogi”.
- vakasavui** - tukuni na i tukutuku vakavanua.
- vakabalei** - na i valavala vakavanua ka muria na kena sa vakasavui oti na i tukutuku.
- tubetube** - na kena tauri na tabua e na kena sa vakacabori.
- vatonaka** - na kena masulaki e na kena i valavala vakavanua me sobu mai na mana mai lagi kei na kalougata e na kena sa ciqomi oti na kamunaga se yaqona.
- tonawanawa** - sa tovaki wai na mata ni sa via tagi se loma bibi.
- taraqusa** - yavavala e na levu ni tavariri kei na vakatotolotaki ni veika me caka ka lako vata kei na vakavakarau.
- vakabika** - la’ki tiko e na vale ka sa vakkarautaki tu me i cili.

- maqusa** - yavavala ni tamata e loma ni koro ka lako vata kei na rorogo ni domo ni tamata.
- butubutu** - na ibe e tevu e na gauna ni lotu ni veitube me rau butuka na vakamau.
- veitube** - vakamau (vosa vakalotu) e kau mai na vosa oqo me vakaraitaka na nodrau sa veitauri liga tu ko tagane kei yalewa me rau sa vau vata.

Saumi Taro:

1. 'O cei soti e a tiko e na vakasoqo e na nodratou vale ko Seru?

2. A cava beka na i naki ni vakasoqo ko ya?

3. Ko kila rawa vakacava ni dau vakaturagataki na vakamau?

4. Tukuna mai na veika e ra vakaraitaki ira kina na marama vakawati oqo.

5. Na vakavakarau cava soti beka e a vakayacori e na vakamau oqo?
