FRANKLIN D ROOSEVELT PRIMARY SCHOOL

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**WEEKS 4: 11 – 15 MAY 2020**

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| **EDUCATOR**  **NAME** | **GRADE** | **SUBJECT** | **CONTENT TOPIC/CONCEPT** | **TEXT BK REFERENCE INDICATE PAGE, ACTIVITY NUMBER TO COMPLETE, WHERE LEARNERS NEED TO COMPLETE THEIR ACTIVITIES, ETC.**  **OR WORKSHEET IF APPLICABLE** | **CORRECTIONS/**  **MEMO FOR WEEK ONE MUST INDICATE REFERENCE IF APPLICABLE** | **DURATION OF TASK** |
| Mrs Putter | 6 | English | Listening and Speaking  Reading and Viewing  Writing and presenting  Language Skills | Ask someone to tell you a story or read one to you. Listen carefully and ask questions about setting, plot, main character/s and stereotypes. Is the story modern/ traditional/ myth/ folktale? Give an alternate(different) ending.  Read extract p. 82 in your textbook(.KENSUKE’S KINGDOM.) If there’s no-one to work with, answer the questions on p. 83 in your jotter. If you can work with someone, discuss the answers to the questions and write them in your jotter.  Do the same with p.88: SWALLOW-WHALE.. Questions on p. 89.  Read the ANANSI story on p. 94 – 96 aloud to someone. Answer questions 1 – 7 orally. (Don’t write them down.)  Read the fable on p.98 with all the explanations. Think about choices on p. 99.  After reading instructions p.99, write your own fable, first in your jotter, then after editing, in your pink book. FOLLOW INSTRUCTIONS. Fables are SHORT.  CHOOSE ONE:  DBE bk p.88 – 91: Follow instructions and write your own story.  OR DBE bk. P. 111 – 113: Follow instructions and write your own story. Think about plot, setting, characters, theme, message, moral/  Write clearly so readers can understand your message.  Work in pink book.  Auxiliary (helping) verbs textbook p. 100. Read the purple piece, with examples, then do the activity orally.  Present Perfect Tense: First try DBE book p.114,115..  Now textbook p. 101: read the purple piece, then do no. 2 (a-e) in your Jotter.  Play the Continuous tense Game on p. 99 in your DBE book.  Idioms: p. 28 and 41 read to revise. P. 97 to challenge yourself.  Worksheet attached. | **Answers to Advert questions wks 3,4.**  1.Warm, colourful. (2)  2. Blankets, wool, patterns (1)  a) It’s the focus of the picture  b) The blanket is in the foreground/ front. (2)  (other similar answers)  3. Own answer: any 2 appropriate abstract nouns. (2)  4. You should look at the blanket and notice its positive features. (1)  5. If you buy this wool/ make this blanket, you’ll feel warm and cosy and it’ll look good. (2)  (Any similar answer pertaining to the advantages of wool.)  6. To keep your interest. To get the message across in a direct way. (2)  7. Parents/ people who buy items for the home. People who knit, sew, or use wool to make items. (2)  8. Describing words: they help you get a good picture of whatever you’re reading about, watching, or listening to. (1)  TOTAL: 15 | 30- 60min.  20 min.  30 min.  30 – 40 min.  20 min.  30 min.  45 min.  20 min.  15 min.  15 min. |
| **Mrs Kowalik** | **6** | **Afrikaans** | Advertensies/ Adverts | 1. Complete two worksheets on adverts. Write date and heading. Write questions in black pen and answers in blue pen. 2. Use a whole page to create own advert of a restaurant running a special but do it in Afrikaans and colour it in. Remember use big bold words and a few words. Advert needs: name of restaurant, food that is on special and price and picture. Can’t use Spur or Panarottis. Use internet/ newspaper/ magazines to help you. 3. Refer to worksheet on idioms. Follow the instructions on the worksheet. Match idiom with meaning. | Corrections for punctuation and compound words are below catch up plan | 20 min  40 min |
| **Ms Kgabage/**  **Mrs Ahmed** | **6** | **Maths** | Whole numbers | Activity 12: pg 111-112  Activity 13: pg 113 (Q1,2,3,4,5) | Week 4 memo attached below catch up plan | 2 hours  1 hour |
| Mr Pretorius | Grade 6 | Social Science - Geography | Manufactured goods | Look at page 34 in your textbook. Write down all the new words and answer Activity 5.  Date the activity on day of completion.  Unit 3 page 35 – Read the information on Values and selected raw materials. | Memo for previous weeks work attached. | 1hr30min |  |
| Mrs Naidoo | 6 | NST | Matter and materials | Write down keywords from pg 56 and key concepts from pg 59, also keywords from pg 62 and key concepts from pg 63 | N/A | 20 min |  |
| Mrs Naidoo | 6 | LS | Bullying | Write down keywords from pg 64.  Complete activity 9.1 No.2 and 3 |  | 20 min |  |

Parents please remind learners to do the following exercises in the morning and in the evening. Morning exercises will help them to wake up and concentrate and get into a good mood. These should be done before breakfast and before work starts. Evening exercises will help them to go sleep earlier and sleep deeper, helping them to get back into a good routine. Evening exercises can be done just before dinner or about 45 min after dinner, no later than 20:00.

Please help your child to stick to a normal school day routine, this will make it easier for them to cope when school does start.

Morning exercise:

* Start with 20 star jumps and work your way to 50 star jumps by the end of the week.
* Running on the same spot lifting knees high. Start with 30 sec and work your way to 1 min by the end of the week.
* Start with 10 sit ups and work your way to 30 sit ups by the end of the week.

Evening exercise:

* Start with 20 star jumps and work your way to 50 star jumps by the end of the week.
* Start with 20 knee highs and work your way to 50. (Knee highs- stand and lift knees towards chest)
* Start with 20 bum kicks and work your way to 50. ( Bum kicks- stand and kick your legs back so that your heels almost touch your bum)
* Start with 30 skips using a skipping rope and work your way to 100. (If you don’t have a skipping rope, skip on the spot without one)

**Afrikaans grade 6 Mrs Kowalik Memo**

**HOOFLETTERS, SKRYFTEKENS, LEESTEKENS Capital letters and punctuation marks**

**Oefening:**

1. Hy het **emile** se geld **gebere**.

**Answer**: Hy het **Emile** se geld **gêbere**

1. Ek dink hy is die grootste boelie in die **wereld**.

**Answer:** Ek dink hy is die grootste boelie in die **wêreld.**

1. Hy gaan **nou nou** weer lelik wees met iemand.

**Answer:** Hy gaan **nou-nou** weer lelik wees met iemand.

1. As dit **reen**, speel ons binne.

**Answer:** As dit **reën**, speel ons binne.

1. Veronica **david isabel** en **john** gaan saam winkel toe.

**Answer:** Veronica**, David, Isabel** en **John** gaan saam winkel toe.

1. Wie is by die deur

**Answer:** Wie is by die deur**?**

1. Ahhh Daar is ‘n spinnekop op my arm

**Answer:** Ahhh**!** Daar is ‘n spinnekop op my arm**!**

**Afrikaans grade 6 Mrs Kowalik Memo**

**Voorvoegsels, Agtervoegsels, Samestellings Prefixes, Suffixes, Compound words**

Verbind die volgende woorde met die **voorvoegsel** of **agtervoegsel** of **twee stamme** om ‘n nuwe woord te maak. Sê of die nuwe woord ‘n samestelling is.

|  |  |  |
| --- | --- | --- |
| **Voorvoegsels/ Agtervoegsels/ Twee stamme** | **Nuwe woord** | **Samestelling/**  **Compound word**  **(Ja/ Nee)** |
| Ver + staan (voorvoegsel + stamwoord) | Verstaan | Nee |
| On + volledig (voorvoegsel + stamwoord) | Onvolledig | Nee |
| Vriend + skap (stamwoord + agtervoegsel) | Vriendskap | Nee |
| Winkel + ier (stamwoord + agtervoegsel) | Winkelier | Nee |
| Tafel + doek (stamwoord +stamwoord) | Tafeldoek | Ja |
| Glas + bak (stamwoord + stamwoord) | glasbak | Ja |
| Teken + ing = **(stamwoord + agtervoegsel)** | **tekening** | **Nee** |
| Her + sien + ing =( Voorvoegsel +stamwoord + agtervoegsel) | **Hersiening** | **Nee** |
| Kers + dag = (stamwoord + stamwoord) | **Kersdag** | **Ja** |
| Bid + klere =(stamwoord + stamwoord) | **Bidklere** | **Ja** |
| Voor + ouers = (stamwoord + stamwoord) | **Voorouers** | **Ja** |
| Skaap + vleis = (stamwoord + stamwoord) | **Skaapvleis** | **Ja** |
| Verskil + end = (stamwoord + agtervoegsel) | **Verskillend** | **Nee** |
| Op + som + ing = ( Voorvoegsel +stamwoord + agtervoegsel) | **Opsomming** | **Nee** |
| In + skryf + ing = ( Voorvoegsel +stamwoord + agtervoegsel) | **Inskrywing** | **Nee** |

**MATHS Term 2 GRADE 6: WEEK 4 MEMO**

**Page 108-109** **(NO HALF A MARK PLEASE)**

ACTIVITY 8:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **x** | **0** | **10** | **100** | **1 000** |
| a | 9 | 0 | 90 | 900 | 9 000 |
| b | 47 | 0 | 470 | 4 700 | 47 000 |
| c | 78 | 0 | 780 | 7 800 | 78 000 |
| d | 66 | 0 | 660 | 6 600 | 66 000 |

1. ( 1 mark for each answer)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **x** | **1** | **10** | **1 00** | **1 000** |
| e | 345 | 345 | 3 450 | 34 500 | 345 000 |
| f | 90 | 90 | 900 | 9 000 | 90 000 |
| g | 700 | 700 | 7 000 | 70 000 | 700 000 |
| h | 4 563 | 4 563 | 45 630 | 456 300 | 4 563 000 |

A number multiplied by zero will always have a product of zero. A number multiplied by 1 will always be equal to that number. (2 marks)

1. x 10: the digits shift one space to the left; x 100: the digits shift two spaces to the left; x 1 000: the digits shifts three spaces to the left. (3 marks)
2. 122 x 10 = 1 220 people (2 marks)
3. 7 x 100 = 700 children (2 marks)

ACTIVITY 9: (1 mark each answer)

1. a) 120 b) 400 c) 560 d) 360 e) 1 200 f) 4 000 g) 5 600 h) 3 600 i) 960 j) 460 k) 1 500 l) 760
2. a) 3 500 b) 3 200 c) 8 100 d) 3 500 e) 35 000 f) 32 000 g) 81 000 h) 35 000 i) 4 800 j) 10 000 k) 9 600 l) 7 200
3. a) 8000 b) 12 000 c) 12 000 d) 32 000 e) 80 000 f) 120 000 g) 120 000 h) 320 000 i) 48 000 j) 84 000 k) 102 000 l) 68 000

ACTIVITY 10: (1 mark each answer)

1. a) 780 000 b) 970 000 c) 8 700 000 d) 19 870 000 e)70 020 000
2. a) 30 000 b) 60 000 c) 440 000 d) 320 000 e) 280 000 f)360 000

**Grade: 6**

**Social Science**

**Educator: Mr Pretorius and Mr Matloga**

**Memo: Week 3 -page 32 and 33**

**Activity 3**

1. Fruit, Iron and Gold.

2. We import oil as we need to make fuel.

3. North-America and Europe. We trade most with China.

**Activity 4**

1. Coal and Iron ore.

2. Iron Ore – Thabazimbi and Coal – WitBank.

3. To make iron and Coal to produce electricity.

**End of corrections!!!**

**Afrikaans grade 6 Mrs Kowalik Worksheet**

**ADVERTENSIES - ADVERTS**

**Advertensie 1: Bestudeer die advertensie en antwoord die vrae wat volg. Study the advert and answer the questions that follow.**

**Skryf die vrae in swart pen en die antwoorde in blou pen. Write questions in black pen and answers in blue pen.**

1. Wat is die naam van die restaurant wat die advertensie geplaas het?

` What is the name of the restaurant that placed the advert?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Hoeveel kos die spesiaal?

What is the cost of the special?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wat kan jy alles vir hierdie prys kry?

What can you get for this price?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Watter twee woorde het hulle kombineer om die woord *“Spurfek”* te maak?

Which two words did they combine to get the word *“Spurfek”*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Sou jy hierdie spesiaal gekoop het? Gee ‘n rede vir jou antwoord.

Would you have bought this special. Give a reason for your answer.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Advertensie 2: Bestudeer die advertensie en antwoord die vrae wat volg.**

**Skryf die vrae in swart pen en die antwoorde in blou pen. Write questions in black pen and answers in blue pen.**

1. Wat is die naam van die restaurant wat die advertensie geplaas?

What is the name of the restaurant that placed this order?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Hoeveel kos die spesiaal?

How much does the special cost?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wat kan jy koop vir die prys?

What can you buy for this price?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Wanneer is die spesiaal beskikbaar?

When is this special available?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Kan jy na enige area toe gaan as jy hierdie spesiaal wil koop?

Can you go to any area if you want to buy this special? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| **IDIOME – IDIOMS** |

Die idiome en hul betekenisse is deurmekaar. The idioms and their meanings are mixed up. Match the meaning to the idiom.

Deel jou bladsy in die helfte. Aan die linkerkant skryf die opskrif “Idioom” en aan die regtekant skryf die opskrif “Betekenis”

Divide your page in half. On the left hand side write the heading “Idioom” and on the right hand side write the heading “Betekenis” (meaning)

Skryf die idioom aan die linkerkant en die regte betekenis aan die regtekant. Write the idiom on the left and its correct meaning on the right.

Mis ‘n lyn na elke idiom en sy betekenis. Miss a line after every idiom and its meaning.

**Byvoorbeeld: Trou is nie perdekoop nie. Dis ‘n ernstige saak.**

|  |  |
| --- | --- |
| **IDIOOM** | **BETEKENIS** |
| Trou is nie perdekoop nie | Hy herhaal ‘n ou storie |
| Buig die boompie terwyl hy jonk is | As ‘n mens honger is, smaak alles lekker |
| As jy nie ‘n bang haar op jou kop het nie | Dis ‘n ernstige saak |
| Hy sing dieselfde ou deuntjie | Leer die kind in sy jong jare |
| My maag skree van die honger | Hy wil meer hê as wat hy kan opeet. |
| Honger is die beste kok | Ek is baie honger |
| Sy oë is groter as sy maag | Jy is glad nie bang nie |
| Die appel val nie ver van die boom nie. | Hulle is net vriende wanneer dit goed gaan |
| Boesemvriende | Sy lyk soos haar ma |
| Mooiweersvriende | Baie goeie vriende. Hulle is altyd saam |