



FRANKLIN D ROOSEVELT PRIMARY SCHOOL

Mendelssohn Road, Roosevelt Park PO Box 1070, Roosevelt Park, 2129

Principal: V Matloga Tel: (011) 782 - 6526 Fax (011) 888 - 1476

www.fdrschooll.co.za Email: headmaster@fdrprimary.co.za

Grade: 5

Week: 1

Date: 01-02-2021 to 05-02-2021

EDUCATOR NAME	SUBJECT	CONTENT TOPIC/CONCEPT	TEXT BOOK REFERENCE INDICATE PAGE, ACTIVITY NUMBER TO COMPLETE ETC	DURATION OF TASK
Ms Putter	English	Comprehension and language	Answer on an exam pad 1. Read the comprehension below catch up plan 2. Answer the questions on the comprehension 3. Answer the questions on the language	1 Hour.
Ms Smith	Afrikaans	Integration with LS	Answer on an exam pad 1. Read through the whole worksheet below catch up plan. 2. Answer the questions	15 min
Mr Mabokela & Mr Meko	Mathematics	Revision: Whole numbers	Answer on an exam pad 1. Answer all questions on worksheet below catch up plan	1 Hour.
Mrs Lorgat	Life Skills	Positive self-concept	Answer on an exam pad 1. Read through the worksheet below. 2. Answer all questions	30 min
Mr Morapeli	NST	Life and living	Answer on an exam pad 1. Read through the worksheet below 2. Answer all questions	20 min.
Ms Booyesen	SS	Geography	1. Read through worksheet 2. Jot down a few important facts	20 min

NAME: GRADE 5

COMPREHENSION AND LANGUAGE SKILLS

Read the passage below and answer the questions that follow in the spaces provided:

MR TOAD

It was a bright morning in the early part of summer; the river was wandering on its course and a hot sun seemed to be pulling everything green and bushy and spiky up out of the earth towards him. The Mole and the Water Rat had been up since dawn, very busy on matters connected with boats and the opening of the boating season; painting and varnishing, mending paddles, repairing cushions, hunting for missing boathooks and so on; and were finishing breakfast in their little kitchen and eagerly discussing their plans for the day, when a heavy knock sounded at the door.

“Darn!” said the Rat, “See who it is, Mole, since you’ve finished.”

The Mole went to the door and the Rat heard him give a cry of surprise. Then he flung the kitchen door open and announced with much importance, “Mr Badger!”

This was a wonderful thing that the Badger should visit. He usually had to be found if you wanted him, as he slipped quietly along the hedges in the early morning or late evening; or else had to be hunted up in his own house in the middle of the wood, which was quite difficult.

The Badger walked heavily into the room and stood looking at the two animals with an expression full of seriousness.

“The hour has come!” said the Badger with great solemnity.

“What hour?” asked the rat uneasily, looking at the clock on the wall.

“Toad’s hour! The hour of Toad. I said I would help him as soon as winter was over and I’m going to help him today.”

“Hooray!” cried the Mole with delight. “We’ll teach him to be a sensible Toad!”

“This morning,” continued the Badger, “another new and powerful car will arrive at Toad Hall. At this very moment, Toad is dressing himself in those hideous clothes he loves, which change him from a (comparatively) good-looking Toad into an object of laughter. We must go before it’s too late. You two will come with me to Toad Hall and the rescue will be done.”

1. What season is it? (1)

2. What happens to plants in summer? (2)

3. List 3 things Mole and Rat had been busy with since dawn:

.....
.....
.....

(3)

4. Why was it “ a wonderful thing...” that the Badger had visited?
.....
.....
..... (2)
5. How do you know that the Badger likes to be dramatic?
.....
..... (2)
6. Which other animal are they going to “rescue?”
..... (1)
7. What does Toad do that makes others laugh at him?
..... (2)
8. How do you think the three friends will persuade him to stop?
.....
..... (2)

TOTAL: 15

LANGUAGE SKILLS IN CONTEXT

1. Write down two common nouns from the passage.
.....
..... (2)
2. Name two of the three friends. (Proper nouns)
.....
..... (2)
3. Underline three adjectives (describing words) in the passage and write them below:
.....
.....
..... (3)
4. What are the verbs that show what Mole and Water Rat had been doing that morning? List two.
.....
..... (2)
5. Join the following sentences, using your own conjunction: (do NOT use and)
Mole and Rat were busy. Badger arrived to speak to them.
..... (1)
6. “An object of laughter.” Explain what this means, in your own words.

.....

.....

(2)

7. What do you think Mole and Rat were eating for breakfast?

.....

(1)

8. Quote (copy exactly) from the passage to show how and where Badger moved:

“He slipped

.....

(2)

TOTAL: 15



Afrikaans:

Instruksies

- Read the questions carefully.
- Answer all your questions on an exam piece of paper.

COVID-19

1. Wat is COVID-19?

2. Hoe word dit oordrag?

3. Hoe kan die oordrag beheer word?

4. Lees oor Covid-19. Skryf 3 sinne oor mense wat herstel of geaffekteer is.

Woordeboek: Oordrag – transmission

Beheer – control

Herstel – heal

Geaffekteer – affected

Term 1 Grade 5 Maths revision activities

1. Complete the following as in the example:

723 = 7 hundreds + 2 tens + 3 units

- a. 678 =
- b. 5 021 =
- c. 7 804 =
- d. 6 300 =

2. Look at the first example (a).

Now write the other numbers in expanded notation.

- a. **654 = 600 + 50 + 4**
- b. 203 =
- c. 2 015 =
- d. 8 002 =
- e. 7 605 =

3. Complete the pattern:

- a. 200, 400, 600, _____, _____, _____
- b. 400, 800, 1 200, _____, _____, _____
- c. 1 000, 1 500, 2 000, _____, _____, _____
- d. 9 000, 8 000, 7 000, _____, _____, _____
- e. 7 700, 7 600, 7 500, _____, _____, _____

4. Example 1

$$\begin{aligned} &5\,783 + 129 \\ &= 5\,000 + 700 + 80 + 3 + 100 + 20 + 9 \\ &= 5\,000 + 800 + 100 + 12 \\ &= 5\,000 + 900 + 10 + 2 \\ &= \mathbf{5\,912} \end{aligned}$$

Example 2

$$\begin{array}{r} 3\,247 \\ + 738 \\ \hline 1\,5(8+7) \\ 7\,0(40+30) \\ 9\,0\,0(200+700) \\ + 3\,0\,0\,0(3\,000) \\ \hline \mathbf{3985} \end{array}$$

Use both methods above to calculate the following. Write down the steps you use.

- a. $654 + 43 =$
- b. $572 + 317 =$
- c. $1\,671 + 327 =$
- d. $2\,164 + 42 =$
- e. $4\,256 + 2\,487 =$
- f. $2\,194 + 3\,642 =$

5. Example 1**Example 2**

$8\,342 - 2\,131$ $= (8\,000 - 2\,000) + (300 - 100) + (40 - 30) + (2 - 1)$ $= 6\,000 + 200 + 10 + 1$ $= \mathbf{6\,211}$	$\begin{array}{r} 8\,342 \\ - 2\,131 \\ \hline (2 - 1) = 1 \\ (40 - 30) = 10 \\ 2\,00(300 - 100) = 200 \\ - (8\,000 - 2\,000) = 6000 \\ \hline \mathbf{6211} \end{array}$

Choose one of the methods above to calculate the following. Write down the steps you use.

- a. $7\,182 - 61 =$
- b. $7\,546 - 431 =$
- c. $8\,764 - 3\,451 =$

Reference Grade 5 DBE workbook 1

Positive Self Concept Formation

What is a self-concept?

Self-concept is the way you see yourself and how you think about yourself. Another word for self concept is self esteem.

Self Esteem and Positive Thoughts

Do you realise how valuable you are in this world? Do you realise that you are a priceless human being with gifts and talents?

If you answered **yes** to these questions that means you have a **good self-concept**. That means that you mostly think positively about yourself.

Sometimes we also have negative thoughts about ourselves.

Activity

1. List five things that you sometimes think about yourself. Rewrite each one in a more positive way.

My negative thoughts	My new positive thoughts
1.	
2.	
3.	
4.	
5.	

2. Stand in front of a mirror and imagine yourself at your very best.
 - a. Which words come to your mind?
 - b. Draw a picture of yourself. Write positive words around your picture. (eg. pretty, kind, friendly, etc.)

Grade 5
Social Science
Miss Booysen

Mount Kenya

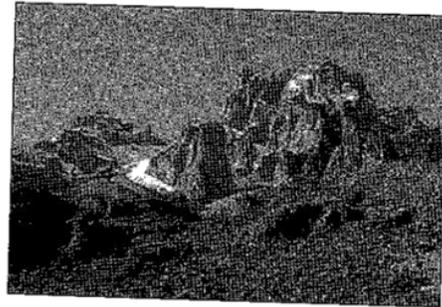
Mount Kenya is the highest mountain in Kenya (5,199m) and the second-highest peak in Africa, after Kilimanjaro. The highest peaks of the mountain are Batian, Nelion and Point Lenana. It is an ancient stratovolcano and its last eruption was between 2.6 and 3 million years ago. There are 12 remaining glaciers on the mountain and four secondary peaks that sit at the head of the U-shaped glacial valleys. The Lewis Glacier is the largest on Mount Kenya. On 13 September, 1899, Sir Halford John Mackinder, Josef Brocherel, and Cesar Ollier ascended Batian, Mount Kenya's highest summit.

Mount Kenya is situated 150 kilometres northeast of Nairobi, the capital of Kenya. Mount Kenya is the centre piece of Mount Kenya National Park and is listed as a UNESCO World Heritage Site for its unique geology and natural history.

Mount Kenya is one of the most impressive landscapes in East Africa.

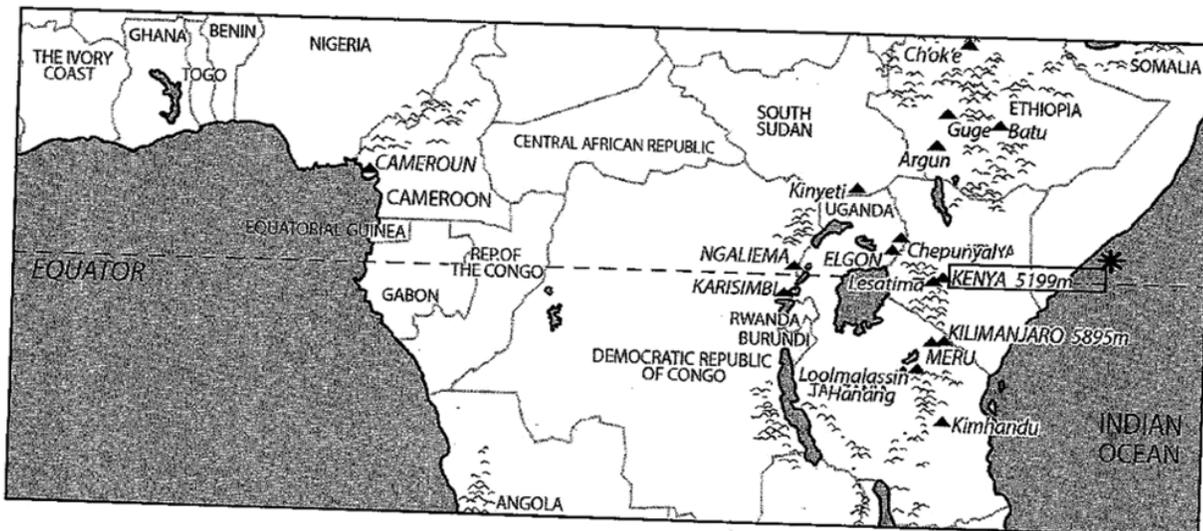
Fun Facts about Mt. Kenya:

- Mount Kenya is located on the equator, so the sun rises and sets at almost exactly the same time each day, 5:30am and 5:30pm.
- Four different ethnic tribes live around the mountain. The Gikuyu tribe build their huts with doorways facing the mountain, as they believe it to be God's throne on Earth.



Mt. Kenya
Mt. Kenya image courtesy Wikipedia

Equatorial mountain ranges in Africa



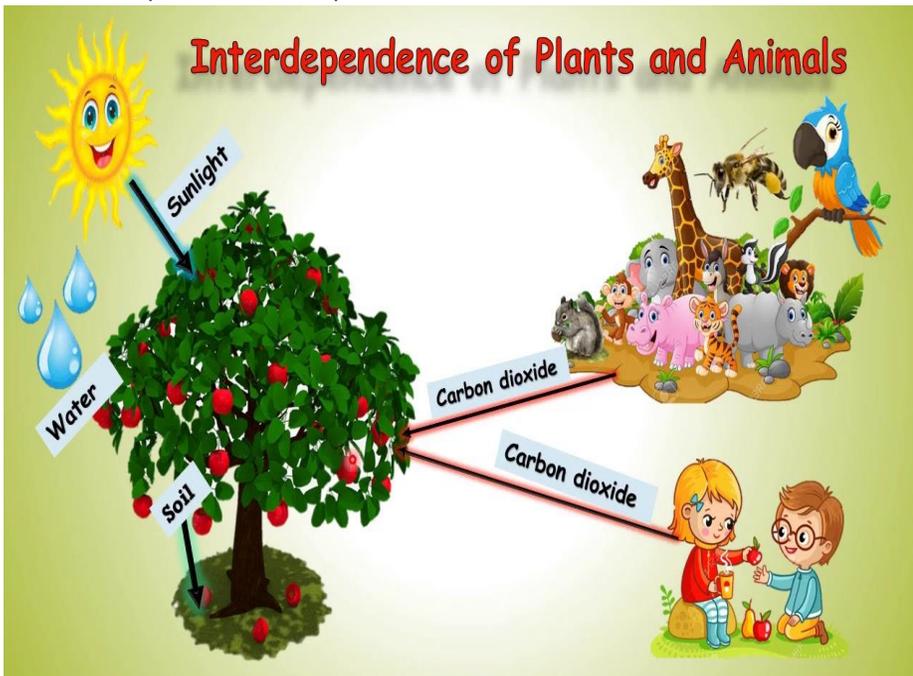
Grade 5 NST Week 1 Catch-Up Worksheet.

There are many different types of plants and animals. These plants and animals can be found in different places around the world. These places are called habitats. **Aquatic** habitats are places where plants and animals live in water. **Terrestrial** habitats are on land.

Label the following pictures as **aquatic** or **terrestrial**:



Plants and animals also depend on one another in order to survive. This is called **interdependence**. For example: Plants need sunlight, soil, water and air to grow. Trees breathe in carbon dioxide and produce oxygen. People and animals breathe in oxygen and breathe out carbon dioxide. Animals such as springbok and cows need to eat grass in order to survive. People need to eat plants and animals in order to survive, etc. Take a look at the following picture:



Questions:

- 1) Name 4 living things found in the picture. (4)
- 2) Name two non-living things in the picture. (2)
- 3) What would happen if the tree did not receive any water? (2)
- 4) Is this a terrestrial or aquatic habitat? (1)
- 5) Do you think animals can be dependent on other animals? Provide one example of this. (1)

Total: 10 marks.