ENGELS GR6

Aktiwiteite vir leerders tydens CORONA-VIRUS

M E M O R A N D U M

**CHAPTER 6**

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| Activity 1, p49 (p169) |

*1.&2. The main idea of the story is about a day in the life of a country veterinarian / a rhino called Geza / wildlife and how poachers kill rhinos for their horns.*

*3 (a) The story is about Dr William Fowlds a wildlife vet and a rhinoceros called Geza. Geza lived in a nature reserve in the Eastern Cape. On 11 February poachers chopped of Geza horns and he was injured badly. Dr Fowlds rushed to Geza and saw that he was in great pain and could not be helped, he had to shoot him. Geza died because of poachers. Poachers sell rhino horns for a lot of money to China to use as traditional medicine.*

*3 (b) I felt angry because of what poachers do to rhinos. (Happiness, sadness, anger, distress, pride)*

*3 (c) I can join a conservation group to help get animals extinct. I can donate money to organisations like “Save the Rhino’s”*

*4. Why do you think poachers kill rhino’s?, What happened when the poachers chopped off Geza’s horns?, How do you feel when your pet gets hurt?, When did this poaching happened?, Where did Geza died?*

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| Activity 2(a-c),p50 |

*1. The narrator is Sboniso Phakathi. (Narrator means storyteller).*

*2. This story can be described as a personal account because Sboniso is talking about something he did himself.*

*3. They went on this journey to make people aware of rhino poaching and conservation. The purpose was also to raise funds. (Journey means along trip).*

*4. A poacher is a person who trespasses in order to illegally catch or kill wild creatures.*

*5. Poachers are described as criminals because what they do is against the law.*

*6. Sboniso and Paul visited schools to encourage young people to become aware of conservation and rhino poaching.*

*7. Learners helped the Rhino Warriors by carrying posters about conservation and rhino poaching.*

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| Activity 8, p54 |

*Informal assessment: Assess their opinions. Have they supported the opinion well and stayed focused? Are the grammar, vocabulary, spelling and punctuation of an appropriate standard?*

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| Activity 11, p56 |

*Informal assessment: Assess the stories for grammar, spelling, punctuation and content. Invite individuals to share their stories with the class.*

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| Reader, Chapter 6, p40-44 |

*1. First they are driving to the Kruger Park and then they are in the Kruger Park. The story takes place over a day, a night (at the camp site) and the following day (on the guided walk).*

*2. They are killed for their horns; they are illegally poached; the horns are made of hair and nail; they are in danger of being extinct.*

*3. Learners’ own answers.*

**CHAPTER 7**

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| Activity 1, p57 (p169) |

*2a. The International Space station is a laboratory in space that is circling or orbiting around Earth.*

*b. There is an ISS because astronauts and scientists from all over the world do experiments that would be difficult to do on earth.*

*c. It is roughly 330km above earth.*

*d. Astronauts and scientists live in the space station.*

*e. The space station was first used in 1998.*

*f. Astronauts go in a rocket to get to the space station.*

*3a. Learners draw a basic mind map allowing a central circle and six surrounding blocks.*

*b. Tell learners to write International Space Station in the centre. In the surrounding blocks they write: where, when, what, how, why, who. Learners fill in the information they need in the surrounding blocks.*

*Where? 330 km above earth.*

*When? 1998.*

*What? Laboratory in space.*

*How? In a rocket.*

*Why? Work on experiments.*

*Who? Astronauts and scientists.*

*4a. A = The Earth. B = The International Space Station.*

*b. Learners think of an interesting caption for the photograph.*

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| Activity 2 (a-d), p58-59 |

*2a. Technology has helped us to understand more about objects in space.*

*b. Ancient Egyptians believed that the earth was flat and that during the day the sun was carried in the sky by a boat from east to west, but at night the boat carried the boat back to the east below the earth.*

*3a. The main idea is to tell about ancient and modern ideas of space (answers will vary).*

*b. Paragraph 1. Long ago people did not have the technology ...*

*Paragraph 2. What an object in space looks like depends on its size ...*

*Paragraph 3. Since the invention of technology ...*

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| Activity 3, p60 |

*2. I can see an aeroplane flying in front of the Moon. They look almost the same size.*

*3. The aeroplane and the Moon look almost the same size because the plane is much closer to Earth than the Moon.*

*4. Learners write a suitable caption for the photograph with correct spelling and grammar.*

*5a. Learners copy the diagram and draw in the aeroplane and moon as they appear in the photograph.*

*b. Learners label the aeroplane, the Moon and the photographer.*

*c. Learners write a suitable caption. For example: An aeroplane flies in front of the Moon.*

*6a. Learners read the facts in the table.*

*b. Now they explain the facts using the words in the box. The frame in the support activity will help them. For example: The Moon is larger than the aeroplane, but they look the same size because the aeroplane is closer to Earth. The Moon looks smaller because it is further away.*

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| Activity 4, p61 |

*Learners use connecting words to write a paragraph of three sentences. They may change the order of the sentences as they wish. Sample answer: There are billions of stars in the universe that are made up of gas and dust and which grow in size over billions of years. Planets orbit or go round stars like our sun which is only a medium sized star that has eight planets including the earth orbiting it. Moons orbit around planets and the earth has one moon but Jupiter has nine.*

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| Activity 5, p61 |

*Both photographs show stars/ the stars that form Orion’s belt.*

*Photograph 1 shows the stars as we see them at night without a telescope but photograph*

*2 shows detail of the stars as seen through a powerful telescope.*

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| Activity 6, p62 |

*Frank de Winne, a Belgian astronaut, did a six-month trip last year. “Things that is difficult in the short term, such as not having a nice shower or any fresh fruit, become part of normal life. The things you really miss are close contact with your wife, your kids and friends,” he says. For those who built and lived in the faraway space station, seeing its bright light shooting across the sky at night causes feelings few others will understand.*

*“You can go out on a quiet night and see the thing flying over and you think, I was there, I helped put that together,” says Sellers, another astronaut who stayed on the space station.*

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| Activity 7, p63 |

*1. Under the Rocky column tick: Mercury, Venus, Mars, Earth*

*Under the Gas or ice column tick: Jupiter, Saturn, Uranus, and Neptune*

*Under Moons tick: Earth, Mars, Jupiter, Saturn, Uranus, Neptune*

*2. The Earth is closer to the Sun than Mars. The planets that are nearest the Sun are hotter than the planets that are further. Neptune is the coldest planet and Mercury is the hottest planet in the solar system. The biggest planet is Jupiter. The second largest planet is Saturn. The smallest planet is Mercury.*

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| Activity 8, p64 |

1. *The surface of the Moon covered by grey dust and rocks.*
2. *The Moon has no water or weather. This footprint could be there forever because there is no wind or water on the Moon to blow it or wash it away.*
3. *The Moon turns very slowly. A day on the Moon lasts two weeks. Then a night lasts another two weeks.*
4. *There is no air on the Moon. Astronauts need to wear backpacks of oxygen to breathe. There is no gravity on the Moon so astronauts need to wear very heavy boots to keep them on the surface.*
5. *The Moon has dark and light areas.*

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| Activity 9, p65 |

*Write. Do descriptions have fitting titles, information and structured paragraphs? Assess learners using the rubrics.*

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| Activity 10, p66 |

*Ask learners to write their address, but make it a “joke address” by basing it on the frame in the LB.*

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| Reader, Chapter 7, p48-55, Activities 1 to 4 |

**The Sun and the Moon Information, Reader pp. 48 – 49**

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| *1.* | *Moon* | *Sun* |
| *Size* | *3476 kilometres* | *1 391 940 kilometres* |
| *What is it made from* | *Dust and rock* | *Burning gas* |
| *How far is it from Earth* | *384 000 kilometres* | *150 000 000 km* |

*2. 100 x 3 The Sun is much bigger than the Moon but it is also equally much further away from Earth.*

**Great scientists, Information text, Reader pp. 50 – 51**

*Learners’ own summaries. Must include a topic sentence. Assess learners’ ability to summarise information.*

**How night began, Poem, Reader pp. 52 – 53**

*1. It is fiction, creative; imaginary; in verses and rhyme.*

*2. Learners own answers – Should include main idea that a whale swallows the Sun creating night.*

*3 Learners’ own answers.*

*4. Learners’ own answers.*

**Life aboard the International Space Station, Information text, Reader pp. 54 – 55**

*1. How life is the same and different aboard the ISS.*

*2. 1 – moving around 2 – hygiene/daily chores 3 – orbiting 4 – sleeping 5 – feelings of astronauts. Must include a topic sentence.*

*3. There is no gravity.*

*4 ships, Earth, oceans, continents, mountains, cities, aircraft trails.*

*5. Learners’ own message*

**CHAPTER 8**

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| Activity 1, p67 (p169) |

*2a. They are Anna, who tells the story, David, Dadda, Mamsie, Oupa and a little three-legged dog called Stumpy.*

*b. David is Anna’s brother. Dadda is their father. Mamsie is their mother. Oupa is their grandfather.*

*c. The dog is called Stumpy because it has three legs and a stump.*

*d. Dadda does not want Stumpy to stay because Stumpy has fleas.*

*e. They try to solve the problem by picking the fleas off Stumpy.*

*f. Learners retell the story using the frame in the support activity and their keywords to remind them. Example: Anna lives with her Mamsie, Dadda and brother David. The story begins when David brings a little dog with three legs home. Her father says they cannot keep the dog because it is full of fleas. The children try to pick the fleas off the dog but they cannot, so they decide they will have to buy flea powder.*

*g. Pairs make up what they think happens next.*

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| Activity 2 (a-c), p68 |

*1. Learners use the frame in the support activity to write a summary of the story.*

*Suggested summary: The main character is Manalisi. The setting of the story is the Star Fish Bay Tidal Pools. The plot starts when the bus carrying the children arrived at the beach.*

*Then the children spread out along the beach to see what was happening in the pools.*

*Manalisi fell into a pool and was grabbed by an octopus. In the end he shook the octopus off his leg and got out of the pool unharmed.*

*2. They had to wear hats and sunscreen so that they would not be burned by the sun.*

*3. Learners complete the table with the following adjectives and nouns: brown, crusty mussel; orange starfish; prickly and purple sea urchin.*

*4a. shouted – raised one’s voice and gave a loud cry; screeched – used a shrill, high-pitched loud voice; screamed – uttered a sharp, piercing cry; gasped – drew in breath sharply*

*b. Lulu screeched because she hated the taste of mussels. Later she gasped and moved away from the sea urchin because she did not want it to hurt her. After that she screamed when Manalisi pushed a crab at her.*

*5. Manalisi was laughing because of his joke about the crab and falling into the water, but he started screaming because there was an octopus holding onto his leg.*

*6a. A short narrow shelf of rock ran along the beach. Soon the class spread out in big groups.*

*b. Pumla and her friend disliked Manalisi. He was quiet and gentle.*

*7. Learners’ drawings of an octopus should include labels to the tentacles and head and a caption.*

*8. Personal responses should include a reason.*

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| Activity 6, p73 |

*Informal assessment: Have they used the correct format and writing style for a personal letter?*

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| Reader, Chapter 8, Activity 2, p63  |

*1. to Gideon’s sister from Gideon. He is her brother. They are siblings.*

*2. 1 – news 2 – snake book 3 – request for book about birds.*

*3. Hear – here, bying – buying.*

*4. Smiley face – he is expressing happiness.*

*5. Learners, own answers. For example: he has at least two sisters. His father and sister work in the city; she is a lawyer; he is interested in nature (snakes and birds); he enjoys reading and finding out things; there is a girl he likes*

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| Activity 7, p74 (p170) |

*3a. The main idea is about how difficult life was in such wet weather. Anna is describing the problems they had during the flooding of the area where they live.*

*b. The people she mentions are Dadda, Mamsie and the baby.*

*c. Everyone was in a bad mood. Dadda, because he couldn’t work and had no money.*

*Mamsie because she was soaking wet, the house was full of wet washing, the baby was sick.*

*d. The baby had no dry nappies so Dadda tore up sheets to make nappies.*

*4. Learners will probably discuss things such as:*

*Anna and her brother David are good friends – she supports him and helps with Stumpy.*

*Oupa is kind – he offers to give Stumpy a home.*

*Dadda is sometimes grumpy – he didn’t want to keep Stumpy.*

*Dadda is actually kind – he decided to let them keep Stumpy.*

*Dadda helps in the house and with the baby.*

*Dadda is worried about money – they are not rich, etc.*

*5. Answers will vary: The weather had been wet and rainy for a long time, and so the nappies would not get dry outside. The father hung lines inside the house. But the weather was cold inside the house, and the nappies took long to dry. They had to be ironed.*

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| Activity 5 (a-c), p72 |

*1. The email was written on 5 November 2013.*

*2. Jimmy’s full name is Jimmy Tread and his email address is* *jtread@telkomsa.net**.*

*3. I think Jimmy and Manalisi are very good friends; 4. I think Jimmy lives close to Manalisi, in a city with a stadium and close to the sea in South Africa; 5. Manalisi’s shortened name is Mali.*

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| Reader, Chapter 8, Activity 1, p62 |

*1. It was thick and sluggish; head like a blunted arrow, wavy brown and yellow pattern on its body. Its fanged mouth open; flicked its tongue.*

*2. Learners’ own answers.*

*3. Gave him a book to read about snakes talked with him; offered to take him to the Snake Park.*

*4. Knowledgeable, likes book, caring, believes in facts.*

*5. He realized that not all snakes were poisonous or dangerous and so he didn’t have to be scared, just aware.*

*6. The story teaches us that knowledge/knowing facts makes us more powerful/ we have less reason to be scared.*

*7. This question gives learners room to imagine and describe beyond the text. When they have finished, ask volunteers to share their ideas/fears with the class.*

**CHAPTER 9**

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| Activity 1, p75 (p170) |

2a. They had to meet every month.

b. The book club was formed because the writer realised a lot of other people also loved reading.

c. The book club had rules, like they met once a month, they had to give everyone a chance to speak and they had to try to read as much as possible.

d. Learners discuss whether they think book clubs are a good idea or not. Every learner should express an opinion. They should support their opinions with a reason.

e. Personal opinions supported by reasons.

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| Activity 2 (a-c), p76-77 |

*1. The main idea of the text is to explain how books are made.*

*2. How books are made.*

*3. After the book is written, illustrated and edited, the book is printed on machines called printing presses.*

*4. Water and the bark of trees.*

*5. Jobs that are involved in making books are (any four): writer/author/writing, editor/editing, artist/illustrator, photographer, printer/printing.*

*6. An artist is someone who draws pictures for a book. Pictures make the book interesting to read.*

*7. The photographer shoots photographs with a camera.*

*8a. Learners read the paragraph aloud without disturbing the class.*

*b. To write, make and complete a book can take a year. Books are made from paper. Each page is printed with a page number.*

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| Activity 3, p78 |

*2. The correct order is:*

*• The book is written by an author.*

*• The text is edited by an editor.*

*• The book is illustrated by an artist or photographer.*

*• The book is printed on a printing press.*

*• The book pages are bound with glue.*

*• Books are sold in bookshops.*

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| Activity 4, p79 |

*2a. title - the name of a book or story, setting - where the story takes place, characters - the people in the story, plot - the storyline of the book/what happened, summary - a brief account, giving the main points, index - an alphabetical list at the back of a book that tells you what is in the book and on what page you can find it, glossary – an alphabetical list that gives the meanings of words often used in the text.*

*b. Science can be fun got the highest rating.*

*c. Example answers: Science can be fun 1) is written for Grade 4 – 6 learners and 2) has 5 chapters. Jake goes bananas 1) is set in Johannesburg and 2) has Jake, a vet and a chimpanzee as its main characters.*

*d. Example answer: In the plot, a vet rescues a chimpanzee from the zoo.*

*e. Underlined parts: Parts of the book are too difficult. I liked the glossary at the back. It should be longer.*

*f. Encourage learners to use a dictionary. Example answer: The story is boring and dull and does not have enough pictures.*

*g. Example answer: The reasons for the opinion were: long paragraphs, no talk, and few illustrations.*

*h. The book is non-fiction - F. I think the book is too hard - O. The plot is interesting - O. There are five chapters in the book - F. The glossary provides the meaning of difficult words – F.*

*3. Possible answers (antonyms): short, many, exciting, easy, happy, real*

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| Activity 5, p80 |

*Learners work alone to write their opinion of a story or a book that they have read. On rough paper, they write the title of the book or story. Next, they decide if they liked or disliked the book. Then they should think of two reasons and jot down keywords.*

*In their books learners write a paragraph similar to the example in the LB. In the opening sentence they introduce the book and the opinion. The next two sentences give reasons for that opinion. When they have written the paragraph they edit it to make sure language, spelling and punctuation are correct.*

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| Activity 7, p81 |

*Suggestion: I prefer to play sport rather than read.*

*Once they have the hang of the idea, they proceed with the activity.*

*Make sure that statements or questions will work in reality.*

*Make sure their questionnaires are properly laid out leaving spaces for answers.*

*They follow the same plan, draft, edit and present process as always. No one wants to see spelling mistakes on a questionnaire!*

*Finally, learners write out a neat copy.*

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| Reader, Chapter 9, p64-69, Activities 1 to 4 |

**Container libraries – Spread the joys of reading, Information, Reader pp. 64 – 65**

1. *Mandela Day - launch of a campaign to provide ten libraries to primary schools during 2011, constructed from converted shipping containers, container costs about R110 000 to change into a library, container can house up to 3 000 books.*
2. *For educational value, to promote love of reading, encourage use of imaginations.*
3. *Learners’ own answers.*

**Questionnaire, Reader p. 66**

1. *People and reading habits.*
2. *Where people get access to books/ get books to read.*
3. *They must circle one answer in each row as a response to the question in that row.*
4. *Four; 5–7. Learners’ own answers.*

**A survey Information visual text, Reader pp. 67**

*1. Fiction – made up, non-fiction – factual information.*

*2a. Fiction (stories)*

*b. Fiction (poetry)*

*3. Learners’ own answers.*

**Jamela’s dress; Six months to live Review, Reader pp. 68 – 69**

*1a. Learners should describe differences by quoting from the reviews if necessary.*

*2a. The article gave information about container libraries. It was written using paragraphs with topic sentences.*

*b. The graph gave information about book reading habits. It was written using a table and graph.*

*c. The reviews gave information about different books.*