

ENGLISH

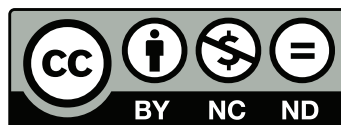
First Additional Language

Grade 6

Worksheet Pack

Term 1

Edition 5, 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Grade 6 Term 1 Weeks 1 and 2

Theme: Orientation



During the first two weeks of school, spend time revising some of the phonics, sight and high frequency words that help us to read in English.

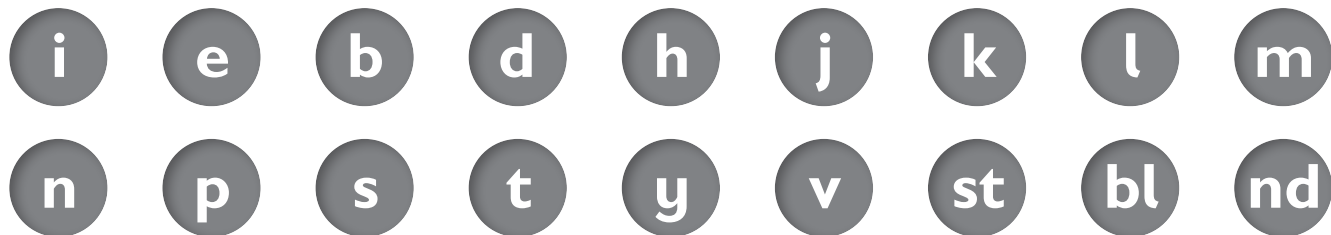
Decoding Skills

Phonic sounds

These letters make the same sounds in African Languages and English. Sometimes, letters are blended together to make one sound.

Look at each letter, or group of letters, and say the sound it makes. Repeat this a few times.

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

pet hip hen bless trip wind send step bet net yet let men
ten set bell wet web yes jet best ink vest did tin pen

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

b	m	n	d
e	i	h	y
p	s	t	l
st	bl	nd	w

PSRIP

Grade 6

Term 1

Weeks 1 and 2

Theme: Orientation

Sight or high frequency words

These are 98 of the most commonly used words in English.

Make sure you can read these words by sight:

a	about	all	and	are	as
asks	at	back	be	big	but
by	called	came	can	children	come
could	dad	day	do	don't	down
for	from	get	go	got	had
have	he	help	her	here	him
his	house	I	if	I'm	in
into	is	it	it's	just	like
little	look	looked	made	make	me
Mr	Mrs	mum	my	not	now
of	off	oh	old	on	one
out	people	put	said	saw	see
she	so	some	that	the	their
them	then	there	they	this	time
to	too	up	very	was	we
went	were	what	when	will	
with	you	your			

Decodable texts

The children and their pet hen

The children had a pet. The children had a pet hen. What did the children have? The children had a pet hen. The hen was the best. The children had the best pet hen. The children went on a jet. What did the children go on? The children went on a jet. The hen was not on the jet. The pet hen was at the house. The pet hen was at the house in a net. The pet hen was at the house in a wet net.

'Help!' said the hen.

'I am wet!' said the hen.

The children came back. The children came back from the jet.

'Oh! You are wet in a net,' said the children.

The children let the wet hen out. What did the children do? The children let the wet hen out the net. Now, the hen was not wet. Now, the hen was back. The children bless the hen. The children bless the pet hen. The children and the hen were the best!

The ten men

There were ten men. There were ten men out there. There were ten men out there in the wind. What was out there? Ten men and the wind were out there. Some men were wet. Some men were in vests. Some men had nets. What did some men have? Some men had vests and nets. These men out there in the wind went on a trip.

I had a bell. I had a bell in a tin. I had a bell in a tin for the men. What did I have for the men? I had a bell in a tin for the men.

‘Oh! Can I send you my bell?’ I said. ‘Can I send you my bell in a tin?’

‘Yes!’ the men said.

Now the ten men had my bell. Now the ten men had my bell in a tin. The ten men set out. The ten men set out on their trip. The ten men set out in the wind on their trip.

‘All the best!’ I said to the ten men out there in the wind.

-
1. How many men were out there in the wind?
There were... men out there in the wind.
 2. What were two of the objects that the men had with them?
Two objects that the men had with them were... and...
 3. What did the person in the story give the men?
The person in the story gave the men a... in a...



Grade 6 Term 1 Weeks 3 and 4

Theme: The Beach



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

ram rap red stamp black tap

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

r	st	e
m	a	y
i	p	bl
n	w	t

Sight or high frequency words

Learn to read these words by sight:

ocean beach swim water want
where who again find time

Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

convince	surface	safety	global	lifeguard
connected	current	formal	nature	informal
shore	experience	wave	microscope	tide
algae	spray	krill	crashing	creature

PSRIP

Grade 6

Term 1

Weeks 3 and 4

Theme: The Beach

Decodable texts

The red ram went for a swim

There was a ram. There was a ram that was red. What was red? The ram was red. The red ram was on the beach. The red ram was in the water. Where was the red ram? The red ram was on the beach and in the water.

'I want to stamp!' said the red ram. 'I want to stamp and swim!'

What did the ram want to do? The red ram wants to stamp and to swim. The red ram went to the water. The red ram went to the water on the beach. The red ram saw the ocean. The red ram went into water and had a swim. Where did the ram go? The red ram went into the water and had a swim.

'Again!' said the ram. 'I want to swim again!' And so, the red ram had a swim again.

The children who saw the ram said, 'We want to swim in the water too.' And so, the children had a swim in the water too. Who saw the red ram in the ocean? The children saw the red ram in the ocean. Tap, rap, crashing! Tap, rap, crashing! The wave came crashing down. The wave came crashing down on the children and the red ram.

'Again, again!' they said. And so, day by day the ram and the children find time. The ram and the children find time to swim at the beach.



A beach day

The children are in the house. The children are in the house all day. Who is in the house all day? The children are in the house all day. The children stamp. The children are down. The children want to go to the beach. Where do the children want to go? The children want to go to the beach. The children want to go out of the house.

But mum and dad do not have time. Mum and dad do not have time to go to the beach. Who does not have time? Mum and dad do not have time. Again, and again the children ask. Again, and again the children ask to go to the beach. The children want to be in the water. The children want to see the ocean. The children want to swim! What do the children want to do? The children want to be in the water, see the ocean and they want to swim.

'Yes!' said mum.

'Yes!' said dad. 'We can find the time. We can find the time to go to the beach.'

So, the children, mum and dad went to the beach. They all had a swim in the crashing waves. Who had a swim in the crashing waves? They all had a swim in the crashing waves. They saw ocean creatures in the water. They had the best time on their beach day.

1. Where do the children want to go?

The children want to go to...

2. At first, mum and dad say that the children can't go to the beach. Why is this?

Mum and dad say that the children can't go to the beach because...

3. Name three things the children want to do at the beach.

Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

Fiction text, story: Mama Dube's trip to the beach

Mama Dube lived in a town called Ladysmith. Ladysmith is only two and a half hours away from Durban. Mama Dube had lived in Ladysmith her entire life.



One day, Mama Dube's daughter asked her why they had never visited the beach. She thought about her daughter's question, and she did not know how to answer. So, Mama Dube decided it was finally time to visit the beach! She wanted her children to feel the soft sand between their toes, and the warm ocean water against their skin.

Mama Dube and her partner saved up as much money as possible for their trip to the beach. They used the money to buy each child a swimming costume and a beach towel. They also saved money for a picnic lunch, and to buy creamy, cold ice-creams on the beach. Of course, they needed money for transport to get to the beach too.

When they got to the beach, the family had the best day ever.

1. Where does Mama Dube live?
Mama Dube lives in...
2. Which beach city will they visit?
They will visit the beach city of...
3. Have you ever been to the beach? Would you like to go/go again? Give a reason for your answer.
Yes, I have been to the beach and... because...
OR
No, I have not been to the beach... because...
4. Read the last 4 lines of the story again. Why do you think Mama Dube had not taken her family to the beach before?
I can infer that they had not been to the beach before because...
5. Write the sentences below in the past tense:
 - a. *Mama Dube and her family go to the beach.*
 - b. *They eat ice-creams and swim in the sea.*
3. Look at the examples below and say whether it is an example of formal or informal language.
 - a. 'Hey dog! How you doin?'
 - b. 'How are you today?'
 - c. 'I'm looking forward to going to the beach.'

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Grade 6

Term 1

Weeks 3 and 4

Theme: The Beach

Independent Reading Skills

Fiction text, informal letter: Sne's beach experience

13 Apple Lane
Ladysmith
2234

Dear Thandokazi,

I hope you are well my friend. I have some exciting news to share. Yesterday, I went to the beach for the first time. My mother and Uncle Sello decided to drive us to Durban.

When I first saw the ocean, my heart started to beat so fast! I have never seen anything so beautiful. The wild waves crashed roughly against the sand. The water was dark blue and every now and then, I could see some rocks in the ocean.

The lifeguard told us that it was high tide. He said when it is low tide, the water is much further away, and there is more space on the beach. He told us that the tides change because of the moon.

We put on sun cream and sat under a beach umbrella, so we didn't get sunburnt by the boiling hot sun. And we had ice-creams!

My mother was so excited to see the sea. She couldn't stop smiling! It was the best day ever.

How are you, Thandokazi? What is your news?

Your friend,
Sne



1. How many times had Sne been to the beach before this trip?
Sne had...
2. Explain how the beach is different at high tide compared to low tide?
At high tide the beach is... and at low tide the beach is...
3. Rewrite the sentence below, selecting the correct word from the brackets.
Sne is writing a (friendly / business) letter, so her language is (formal/informal).
4. Match words from the two columns below to make compound nouns:

a. sea	glasses
b. sun	guard
c. jelly	shell
d. life	board
e. surf	fish

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Grade 6

Term 1

Weeks 3 and 4

Theme: The Beach

Non-fiction text, information: The ocean

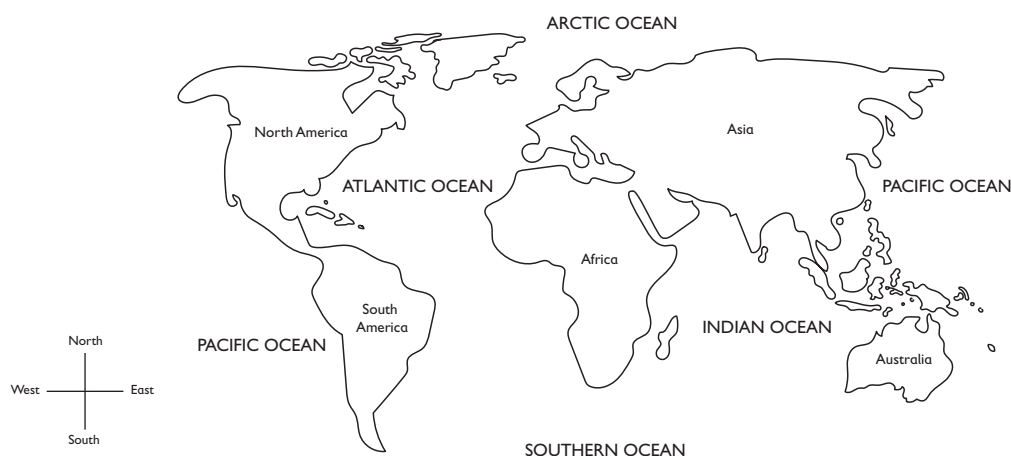
If you ever go to the beach, take a moment to think about how much there is for us to learn and understand about the ocean.

- Firstly, the ocean covers over 70% of the earth's surface. That means that most of the earth is made up of ocean water.
- Then, think about the fact that about 94% of the earth's living creatures live in the ocean!
- The tiniest creatures in the ocean are green algae. They cannot be seen without a microscope.
- The largest sea creatures are blue whales, which grow up to 30 metres long! Strangely, these giant animals mostly just eat krill.
- Krill are tiny ocean creatures that measure just 1–2 centimetres. Just imagine how many krill a blue whale has to eat every day!
- There is only one global ocean, and all the ocean water is connected.
- Even so, we have given different parts of the ocean different names.

-
1. What can you infer would happen if there were no more krill in the ocean?
I can infer that if there were no more krill in the ocean...
 2. Which sea creature would you like to learn more about? Give a reason for your answer.
The sea creature I would like to learn more about is...because...
 3. Why do you think it is important to protect the oceans and keep them clean?
I think it is important because...
 4. Look at the idioms below and match them with their meanings:

a. <i>having a whale of a time</i>	<i>everything is going as smoothly as planned</i>
b. <i>plain sailing</i>	<i>to be in an uncomfortable situation</i>
c. <i>to make waves</i>	<i>to have a very enjoyable time</i>
d. <i>something's fishy</i>	<i>to upset people by doing something different</i>
e. <i>A fish out of water</i>	<i>something is suspicious or not what it seems</i>

Visual text, poster: Oceans of the World



1. What oceans are to the east and west of Africa?
The ocean to the east of Africa is... and the ocean to the west of Africa is...
 2. What ocean is above Asia?
The ocean above Asia is...
 3. What ocean is between Australia and South America?
The ocean between Australia and South America is...
 4. Look at the poster. Which ocean is the largest?
The largest ocean is the...
 5. Complete the sentence below using the correct comparative adjectives:
The Indian Ocean is large, but the Atlantic Ocean is..., and the Pacific Ocean is the...
-

Summary:

1. Read the fiction text again: 'Mama Dube's Trip to the Beach'
2. Think about the text like this:
 - What happened first?
 - What happened second?
 - What happened next?
 - What happened last?
3. Write these main points to form your summary.
4. Set your work out like this:

Summary: Mama Dube's Trip to the Beach

1. First, ...
2. Then, ...
3. Next, ...
4. Lastly, ...



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

ox fox up stun cop cost

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

c	b	st
n	u	r
o	x	a
i	l	p

Sight or high frequency words

Learn to read these words by sight:

think through other how need
laugh challenges things new play

Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

joke	humorous	hurtful	hilarious	remind
comedy	prank	sneakily	guinea pig	synonym
foolish	comedian	beg	creeps	giggle
fake	solemnly	punished	astonished	eventually

Decodable texts

The ox and the fox

The ox and the fox like to play. The ox and the fox like to play and laugh. What do the ox and the fox like to do? The ox and the fox like to play and laugh. The ox and the fox play with people. The ox and the fox play in water. The ox and the fox play with things. How do the ox and the fox play? They play with people, in water and with things.

The ox and the fox think of new jokes. They think how to stun other people with their new jokes. What do the ox and the fox think of? They think of ways to stun other people with their new jokes.

'We are so humorous!' said the ox.

'We are so humorous!' said the fox.

The ox and the fox need to laugh. The ox and the fox need comedy. Through comedy they can get through challenges. How can they get through challenges? They get through challenges through comedy.

There is no cost to play. There is no cost to laugh. What has no cost? To play and laugh have no cost. The ox and the fox like to play and laugh.

Mr. Jones needs help

Mr. Jones has challenges. Mr. Jones is down. Mr. Jones has challenges and is down. Mr. Jones needs help! He needs to find some things humorous. Mr. Jones needs to laugh. What does Mr. Jones need? Mr. Jones needs to find some things humorous and to laugh. With a joke and a laugh, he can get through life. With a joke and a laugh, he can get through the challenges of life.

Comedy can help people. Comedy can help people see things in a new way. How can comedy help people? Comedy can help people see things in a new way. Jokes can make people think. Jokes can help people think about new things. What can help people think about new things? Jokes can help people think about new things.

How can we play and laugh? We can play and laugh with others. We need to play and laugh with others. If Mr. Jones plays and laughs with others this will help him. It will help Mr. Jones to see things in a new way!

Mr. Jones plays and laughs with others. Mr. Jones makes jokes with others. Comedy helps Mr. Jones. Mr. Jones can find things humorous. His challenges can go! His challenges can go with a laugh!

1. Why does Mr. Jones need help?

Mr. Jones needs help because...

2. How can comedy help people?

Comedy can help people to...

3. What can Mr. Jones do to make his challenges go away?

To make his challenges go away, Mr. Jones can...

Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

Fiction text, story: The class clown!

Themba liked to laugh. But more than that, Themba liked to make other people laugh. He liked to play tricks and tell jokes. He was clever with his words and could think quickly, so he could make most situations funny. He would twist words and find a way to make people laugh.

His friends thought he was the funniest person they knew. Themba was known around the school as 'that funny guy'. Themba liked being the funny guy. He was popular with the boys on the soccer team and he was popular with the girls. He knew the way to stay popular was to keep cracking jokes and making everyone laugh.

The teachers didn't think he was very funny, especially when he interrupted their lessons and when he came across as disrespectful. Inside, Themba felt bad. But the other learners laughed at his antics, so he kept at it.

One day a new teacher, Mr Nkosi, called Themba aside. He said, 'Themba, you are a funny guy but your constant behaviour as the class clown is not serving you well. You are smart, but your class work is suffering. I think you need to do some thinking about your future!'

Themba looked down at his feet. He felt his face get hot. He knew Mr Nkosi was right. Maybe it was time to make some changes.

1. Why was Themba known as 'that funny guy'?

Themba was known as 'that funny guy' because...

2. How did Themba make people laugh? Name two examples.

Themba made people laugh by... and...

3. Why do you think Themba looked at his feet when Mr Nkosi was speaking to him?

I think he looked at his feet because...

4. Why do you think Mr Nkosi called Themba aside?

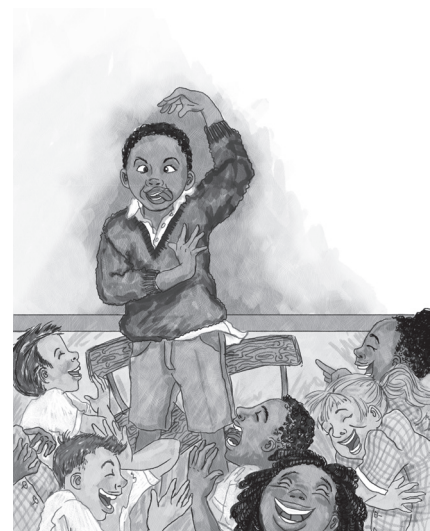
I think Mr Nkosi called Themba aside because...

5. Find antonyms (opposites) in the text for the words below:

respectful, unpopular, wrong, past

6. Find one word in the text that means the same as 'silly and foolish behaviour'.

The word in the text that means 'silly, foolish behaviour' is...



Independent Reading Skills

Fiction text, poem: Be glad your nose is on your face!

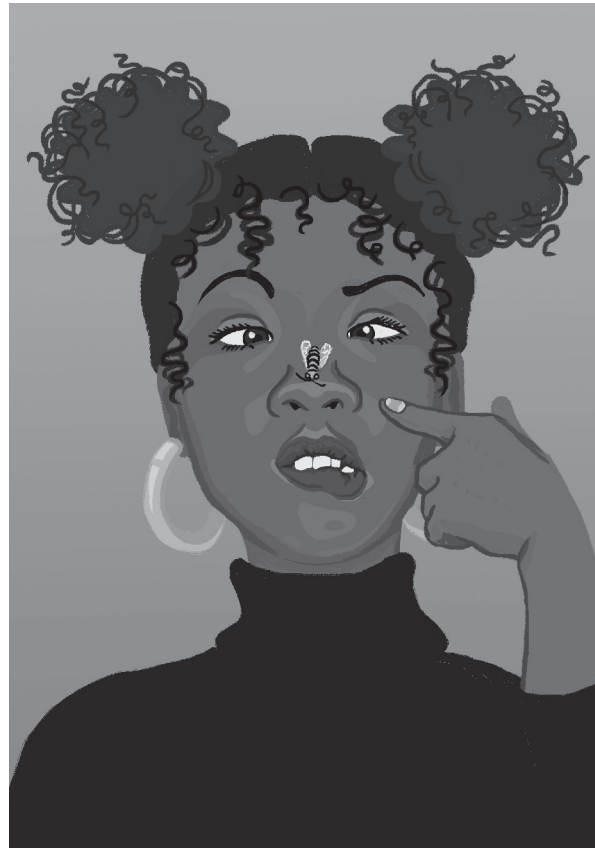
Be glad your nose is on your face,
Not stuck some other funny place,
For on your face is where it should,
No other place would be as good.

Imagine if your precious nose
Was stuck between your ugly toes,
That would surely be no treat,
Your nose along with smelly feet.

So, what about behind your knee?
No problem there, that I can see.
Just don't sit or bend or run,
Not sure your nose would have much fun.

If on your ear, that would surely be,
Quite the visual catastrophe,
A nosey-ear, an earlike-nose
Such a thing won't smell a rose!

Be glad your nose is on your face,
On your face is just the place,
Big, flat, crooked, fat or long,
On your face your nose belongs.



1. What would happen if your nose was stuck between your toes?
If your nose was stuck between your toes...
2. Name three silly places the poet says your nose could be.
The three silly places the poet says your nose could be are..., ...and...
3. What five kinds of noses does the poet talk about in the last stanza of the poem?
The five kinds of noses the poet talks about in the last stanza of the poem are:
4. Find synonyms (words with the same meanings) in the text for the words below:
 - a. *very special* –
 - b. *disaster* –
 - c. *happy* –
 - d. *think about* –
5. Find two words that rhyme with 'nose' in the poem.
Two words in the poem that rhyme with 'nose' are...and...

PSRIP

Grade 6

Term 1

Weeks 5 and 6

Theme: Jokes

Non-fiction text, short article: Trevor Noah

Trevor Noah was born in Soweto on the 20th of February 1984, to a Xhosa mom and a white Swiss-German father. The couple's relationship was illegal under the Apartheid laws of the time because of the colour of their skin.

Later in his life, Trevor Noah wrote a best-selling autobiography called 'Born A Crime'. This was based on the fact that he often had to be hidden because of his parents' illegal relationship.

Trevor Noah became a stand-up comic from a young age. Some of his experiences growing up became the subjects of his comedy, such as Apartheid, the deep poverty his family suffered, and the racial situation in South Africa.

He has done many one-man shows all over the world, has been featured on many overseas TV programmes.

Trevor Noah has a brilliant mind and can see 'the funny' in most situations. He reads, studies and has a strong ability to use language. He speaks many languages and can imitate accents easily.

He now hosts one of the most important talk shows in America called 'The Daily Show'. He uses comedy to make people think about serious issues.

Trevor Noah was 'born a crime' in South Africa many years ago, but is proudly South African and uses comedy to teach us all how to think.



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Grade 6

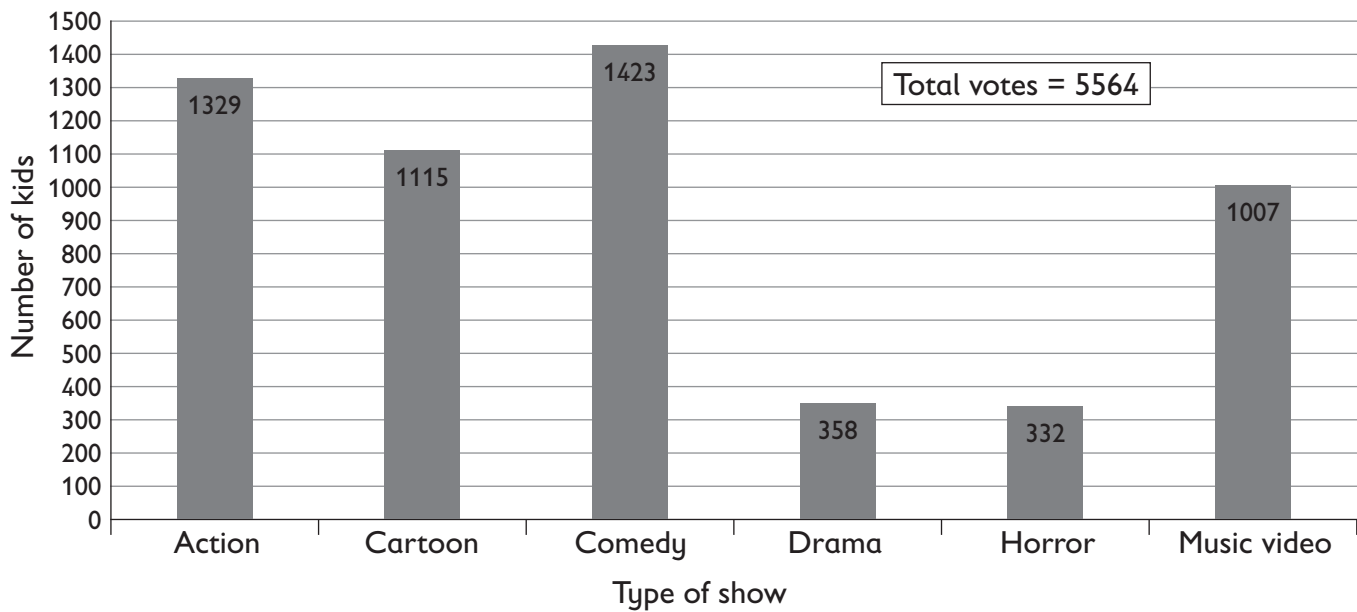
Term 1

Weeks 5 and 6

Theme: Jokes

-
1. Where was Trevor Noah born?
Trevor Noah was born...
 2. Why do you think his autobiography is called 'Born A Crime'?
I think his autobiography is called 'Born A Crime' because...
 3. What does Trevor Noah use his comedy for?
Trevor Noah uses his comedy to...
 4. Find antonyms (opposites) from the text for the words below.
 - a. *unimportant* –
 - b. *weak* –
 - c. *legal* –
 - d. *wealth* –
 - e. *old* –
 5. Change the sentence below into the future continuous tense:
Trevor Noah was the host of many TV shows.

Visual text, graph: What types of TV shows & movies do kids spend the most time watching?



1. How many kids took part in this survey?
..... kids took part in this survey.
2. What two things do kids watch the least?
The two things kids watch the least are... and
3. What kind of shows do kids watch the most?
The kinds of shows that kids watch the most are...
4. Why do you think kids watch comedy the most?
I think kids watch comedy the most because...
5. What do you like to watch the least? Give a reason for your answer.
I like to watch.... the least because...

Summary:

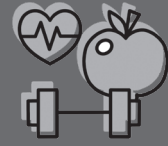
1. Look at the visual again: 'What do Kids Watch?'
2. Work out the top three kinds of show that kids like to watch. Then make a summary of this.
3. Set your work out like this:

Summary: What do Kids Watch?

1. Favourite:
2. Second favourite:
3. Third favourite:

Grade 6 Term 1 Weeks 7 and 8

Theme: Healthy Living



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

luck deck top pocket rush shot

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

ck	u	sh
s	a	r
c	o	t

Sight or high frequency words

Learn to read these words by sight:

exercise healthy doctor feelings know
food our us many work

Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

keen	toothache	encouraged	cavity
immediately	dentist	habit	filling
lifestyle	struggle	constantly	depression
obsess	chemical	sweat	balanced
prepare	teaspoon	research	fertilizer

PSRIP

Grade 6

Term 1

Weeks 7 and 8

Theme: Healthy Living

Decodable texts

The doctor wants to help

The doctor is in a rush. He is a top doctor. The top doctor is in a rush at work. Where is the doctor in a rush? The doctor is in a rush at work. Go, go, go, go! The doctor is on the go.

The doctor helps people get their shots. The doctor helps people with their feelings. How does the doctor help people? The doctor helps people get their shots. The doctor helps people with their feelings. The doctor has a lot to do!

'You could exercise!' said the doctor.

'You could have healthy food!' said the doctor.

'You could have a healthy lifestyle!' said the doctor.

We need to exercise and have healthy food. We need to have a healthy lifestyle. Our lifestyle needs to be balanced. What do we need to do? We need to exercise and have healthy food. We need to have a healthy, balanced lifestyle. Put an apple in your pocket. An apple is a healthy food.

Find time to walk or run. We need to find time to exercise! Many people exercise every day. But many people don't exercise.

Many people go to the doctor. The doctor said to many people they must be healthy. The doctor is in a big rush. The doctor is in a big rush to help!

Mum wants to be healthy

Mum is at work. Mum is at work all day. Where is mum all day? Mum is at work all day. There are many things mum has to do at work. Mum has to help others. Mum has to think through challenges. What does mum have to do at work? Mum has to help others and think through challenges. Mum is always in a rush.

But mum is feeling down. Mum is not feeling well. What is mum feeling? Mum is feeling down and is not feeling well. I want to help mum. I want to help mum to be healthy. Mum wants to be healthy too. Mum can have a balanced lifestyle. What can mum have? Mum can have a balanced lifestyle.

'What do we know about healthy food?' I ask mum.

'What do we know about healthy exercise?' Mum asks me.

'Can we ask a doctor to help us?' I ask Mum.

'Yes, we can!' Mum said.

We ask a doctor to help us. We ask a doctor to help us and now we know. What do we know? We know all about a balanced, healthy lifestyle!

Now, mum can be healthy. Now, Mum can feel well. We were in luck. Lucky us!

1. What does mum have to do at work?
At work, mum has to...
2. How is mum feeling at work?
Mum is feeling...
3. What kind of lifestyle does mum want?
Mum wants...

Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

Fiction text, story: Lindiwe's trip to the dentist

Lindiwe had a very bad toothache. Her tooth was so sore that she struggled to eat or drink.

Lindiwe's father didn't like to see Lindiwe in pain, so he decided to take her to the dentist. Lindiwe sat nervously in the dentist's chair. She felt petrified when she saw the dentist put on a pair of gloves.

Luckily the dentist was a kind, gentle woman. She spoke calmly to Lindiwe and didn't hurt her at all. The dentist put a small mirror in Lindiwe's mouth. She used the mirror to look closely at all of Lindiwe's teeth.

Then, she told Lindiwe that her back tooth had a cavity. The dentist explained that this was why Lindiwe was in so much pain. The dentist told Lindiwe that she must stop eating sugary foods.

Then, the dentist filled Lindiwe's cavity.

- First, she gave her an injection to numb the pain. She told Lindiwe to close her eyes and relax.
- Then the dentist used a drill to clean out Lindiwe's cavity. The drill sounded scary, but it did not hurt!
- Finally, the dentist put a filling into Lindiwe's tooth.

Lindiwe thanked the dentist for fixing her tooth. The dentist made Lindiwe promise to stop eating sugar, and to brush her teeth twice a day.

1. Why did Lindiwe's father take her to the dentist?
He took her to the dentist because...
2. Why do you think Lindiwe was nervous to see the dentist?
I think she was nervous because...



3. What were the steps the dentist followed to fill Lindiwe's cavity?
 - a. First, the dentist...
 - b. Then, the dentist...
 - c. Finally, she...
4. The text says that the dentist told Lindiwe to stop eating sugary foods. What can you infer from this?
I can infer that...
5. Find a synonym (word with the same meaning) in the text for 'scared'.

Independent Reading Skills

Fiction text, story: Olwethu's sadness

Olwethu was a Grade 6 learner. Olwethu had many friends, a nice family and he got good marks at school. However, Olwethu often felt very sad. He felt sad about life and he felt sad about himself.



One day, Olwethu decided to ask his cousin, Peter, for help. His cousin Peter was a nurse and was very helpful and kind. Olwethu explained to Peter that he often felt sad. He told his cousin he didn't understand what was wrong with him.

'Wow, Olwethu,' said Peter. 'I am so glad you came to speak to me. You are a brave boy. I think you may have something called depression.'

'What is depression?' asked Olwethu.

'Well,' said Peter, 'sometimes the chemicals in our bodies are not balanced. This can make us feel sad and tired all the time. You should see a doctor to get help. But there are a few things that you should do at home as well.'

Peter told Olwethu that regular exercise can help with depression. He also told Olwethu he should talk about his feelings to someone trust worthy. Olwethu took his cousin's advice and spoke to his mother. She hugged Olwethu and said that she would ask Peter to help them find a doctor.

Olwethu also started running. He ran every single day. Soon he was running long distances. This seemed to help him feel better. One day, Olwethu noticed that he was smiling when he finished his run.

Being supported by his family, seeing a doctor, and running all helped Olwethu. He was glad that he spoke to his cousin that day.

1. What were the good things in Olwethu's life?
The good things in Olwethu's life were that he had ..., a.... and got....
2. How do you think depression is different from flu or a stomach ache?
I think depression is different because...

3. Why do you think Peter told Olwethu he was brave for coming to talk to him?
I think Peter told Olwethu he was brave because...

4. Complete the sentences below using one of these adverbs of manner: nervously, proudly, lovingly, sadly

- a. ..., Olwethu did not speak about his problems for a long time.
b. Then, he...spoke to his cousin, Peter.
c. When he told his mom how he felt, she hugged him...
d. Olwethu...finished a 5 kilometre run...



Non-fiction text, information: Keeping chickens in the garden

Zanele decided she wanted to keep chickens in the back garden. She asked her auntie if it was okay. Zanele's auntie said she must first give her three good reasons why they should keep chickens in their garden.

Zanele stood proudly in front of her auntie. She said, 'That's easy. The first good reason is for their eggs. Our chickens will lay fresh, delicious eggs daily. Everyone will want to eat our eggs!'

Zanele's auntie nodded. She asked, 'The second reason?'

Zanele replied, 'The second reason is that chicken poop is very good fertilizer. The chickens' poop will help our garden to grow. We will have a beautiful garden!'

Zanele's aunt liked the idea of having a healthy and beautiful garden. 'And the third reason?' she asked.

Zanele looked at her auntie thoughtfully, 'We will know for certain that the chickens will be looked after properly and fed well. We don't know what happens to chickens that live in big factories. We don't know if they are treated well or not. At least we will know our eggs are coming from happy, well-cared for hens.'

Zanele's auntie laughed, 'You are a kind and crazy girl, Zanele! Worrying about chickens! But okay, you have given me three good reasons, so you can keep some chickens! I am looking forward to eating those eggs for my breakfast!'

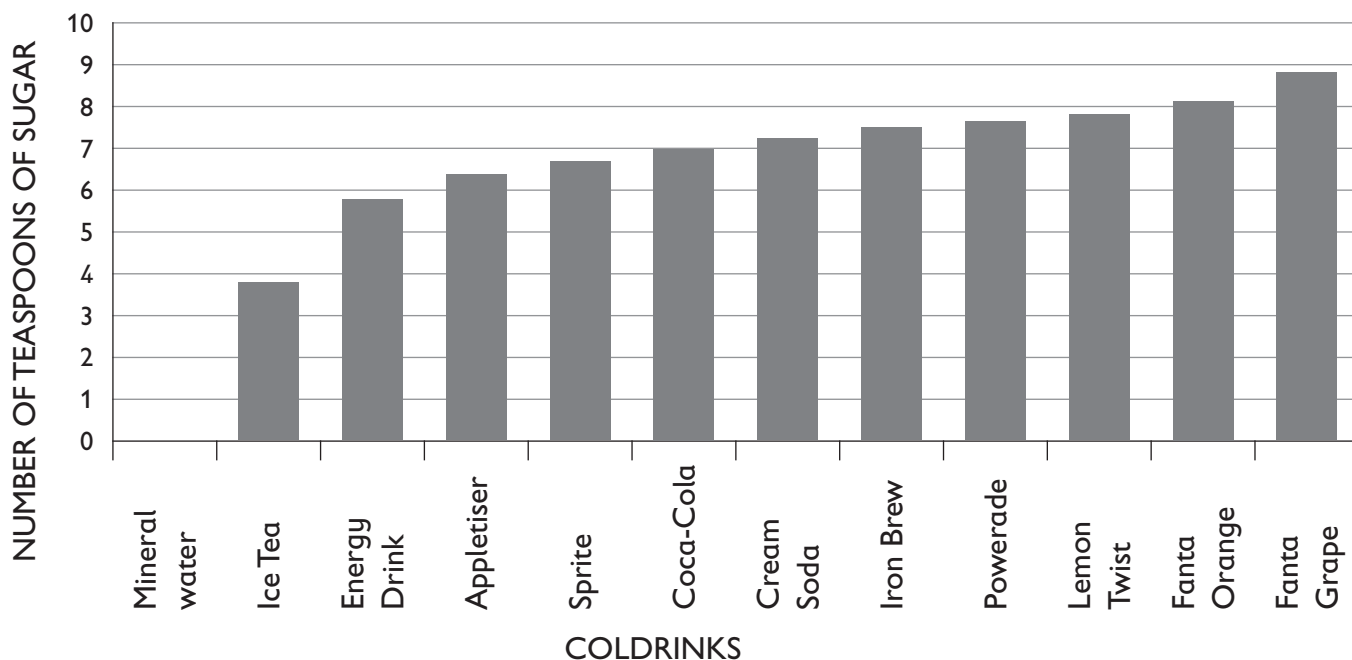
-
1. What did Zanele want to keep in the garden?
Zanele wanted to keep... in the garden.

2. Find and write down three adverbs of manner from the story.
Three adverbs of manner from the story are:

3. Rewrite the sentence below selecting the correct word from inside the brackets.
If someone calls you a chicken, it means they think you are (brave / scared / excited).



Visual text, graph: How much sugar there is in popular coldrinks?



1. Which cold drink has the most teaspoons of sugar in it?
The ... has the most teaspoons of sugar in it.
2. How many teaspoons of sugar does Coca-Cola have in it?
Coca-Cola has... teaspoons of sugar in it.
3. Which drink do you think is the healthiest? Give a reason for your answer.
I think the healthiest drink is the... because...
4. A kind, thoughtful, generous person can be called a sweet person. What can you call a person who is not sweet?
If someone is not sweet, you can call them...

Summary:

1. Read the non-fiction text again: 'Keeping Chickens in the Garden'
2. Find the three reasons Zanele gave her auntie for keeping chickens.
3. Write these main points to form your summary.
4. Set your work out like this:

Summary: Three good reasons to keep chickens in the garden are:

- 1.
- 2.
- 3.

PSRIP

Grade 6

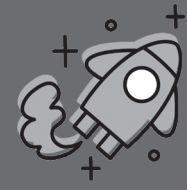
Term 1

Weeks 7 and 8

Theme: Healthy Living

Grade 6 Term 1 Weeks 9 and 10

Theme: Space Travel



Decoding Skills

Phonic sounds

Learn to say these sounds:



Phonic words

Practice sounding out and reading these words:

block blob blink star sharp cards

Word find

Blend sounds from the table to form words. Write as many words as possible in your exercise book.

ck	bl	sh
k	i	o
ar	n	st
p	e	d

Sight or high frequency words

Learn to read these words by sight:

sky night earth fast only
home going way must found

Theme vocabulary words

Your teacher will teach you the meanings of these words. Learn to read these words by sight:

passion	overheat	parachute	surround
skydive	universe	victory	bolt
government	planet	alien	hyperbole
spaceship	exaggerate	wobbly	rocket
barely	fuel	nearly	engine

PSRIP

Grade 6

Term 1

Weeks 9 and 10

Theme: Space Travel

Decodable texts

The night sky

Tebogo was at home. Tebogo looked up. Tebogo looked up at the sky. Tebogo looked up at the night sky. When did Tebogo look up at the sky? Tebogo looked up at the sky at night. There were stars in the sky. There were stars in the night sky.

Tebogo likes to think about stars. Tebogo liked to think about the universe. What did Tebogo like to think about? Tebogo liked to think about stars and the universe.

As he looks Tebogo thinks and asks, 'Are there aliens out there?'
Tebogo thinks and asks, 'Are there spaceships out there with the stars?'

Tebogo is sharp, and he wants to know. Tebogo is sharp and he wants to find out. Tebogo wants to know if the spaceships go fast. Tebogo wants to know if the aliens have found earth. What does Tebogo want to know? Tebogo wants to know if spaceships go fast and if aliens have found earth. If only Tebogo could know!

'There must be a way to know,' Tebogo thinks. 'There must be a way to know who lives out there in the universe,' Tebogo thinks. 'When am I going on a spaceship? Is that on the cards?' Tebogo asks.

Tebogo blinks. Tebogo blinks as he looked up at the night sky. He has many things that he wants to know.

Our home

Our home is earth. Earth is a big blob in the universe. This big blob in the universe is our home, earth. Where is our home? Our home is a big blob in the universe. For now, earth is our home. For now, earth is our only home.

But there is a big universe! There is a big universe out there. There is a big universe out there that we do not know. What do we not know? We do not know the big universe out there.

There could be aliens. There could be sharp aliens! There could be sharp aliens out there. What could there be out there in the universe? There could be sharp aliens. Our home, earth, is only one little blink. Our home, earth, is only one little blink in the universe.

We must go out. We must go out and find other things in the universe. We must go out and find other things in the sky. We could go on a fast spaceship! We could see the stars! Where are we going? We are going on a spaceship to see the stars.

And then, we can come home. And then, we can come home to earth. Our big blob in the universe, earth. Our big blob in the universe that is our home.

-
1. Where is our home?
Our home is...

2. What could be out there in the universe?
Out there in the universe there could be...
3. What can we ride in if we want to see the stars?
If we want to see the stars, we can ride in a...

Group Guided Reading Text

Read and discuss this text with your teacher during group guided reading.

Fiction text, story: A spaceship in the sky!

Faith Smith was tired. She had worked so hard that day.

Every Sunday, friends and family members came to the Smith's farm for a big lunch. Faith and her brother and sister helped their mom and dad clean the house and the garden. Then, they all helped cook the food and set the table.

After lunch, Faith and her cousins washed the dishes before they went to play.

By the end of the day Faith was exhausted. She decided to lie down on the grass and look at the sky. It was dark outside, and Faith could see the moon shining brightly, and millions of pretty, twinkly stars. Faith lay on her back and tried to count the stars.

Suddenly, something strange bolted through the sky. It looked just like a spaceship! The spaceship was very thin and round like a plate! It was dark pink, surrounded by flashing blue lights! Faith couldn't believe her eyes. And then it was gone...

Faith ran inside quickly to tell her siblings that she now believed in aliens!



-
1. Why was Faith lying on the grass?
Faith was lying on the grass because...
 2. Do you think the word 'bolted' means 'moved very fast' or 'moved very slowly'?
I think the word bolted means...
 3. Why does Faith believe in aliens now?
Faith believes in aliens now because...
 4. Close your eyes and visualise a spaceship. Describe your spaceship.
My spaceship...
 5. Punctuate the sentence below to show direct speech:
Faith ran into the house shrieking I saw a real alien spaceship! It was incredible!
 6. Complete the sentence below with your own ending:
If I saw a spaceship, I would...

Independent Reading Skills

Non-fiction text, information: First dog in space!

In November 1957, a Russian aircraft called Sputnik 2 was launched into space. This aircraft carried the first living thing to go into space. This living creature was a beautiful dog called Laika. Laika was a stray dog that was found on the streets of Moscow, a big city in Russia.

The Russians wanted to win this part of the 'Space Race'. They wanted to send the first living thing into space. So, the Russian government decided to send a dog into space. They thought that if a dog, instead of a human, died on the first trip to space, people would not feel too sad.

The Russians said that Laika lived for a full week in space. However, there is now proof that Laika died very quickly. Laika died during the first 5–7 hours of being in space. She became upset and her heart started to beat very fast. It was also very hot in the rocket.

Poor Laika died from overheating and from stress. Many people felt sad when they heard that Laika had died.

-
1. What was the first living thing to go into space?

The first living thing to go into space was a ...

2. How does it make you feel that Laika died in space?

It makes me feel... because...

3. Do you think it is important for humans to explore space? Give reasons for your answer.

I think it is/is not important for humans to explore space... because...

4. Find synonyms (words with the same meanings) in the text for the words below:

a. homeless –

b. evidence –

c. anxiety –



Non-fiction text, information: Facts about Mars

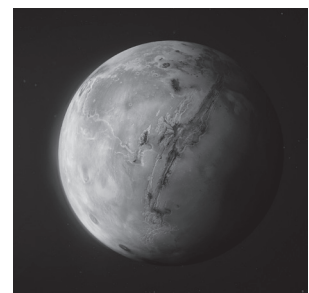
There are many interesting facts about Mars.

Mars is one of the eight planets in our solar system. Mars is a planet because it moves around the sun, just like earth does. It is the fourth closest planet to the sun in our solar system. Mars is known as the 'Red Planet' because it is a bright red colour.

Mars is the second smallest planet in our solar system. The smallest planet in our solar system is Mercury. Mars is approximately half the size of earth.

Mars can get very, very cold! This is because it is far away from the sun.

The highest mountain in our solar system is on Mars. This mountain is a volcano named Olympus Mons. It is about 24km high. The highest mountain on earth is only about 8km high. Scientists believe that this volcano could still be active!



Mars takes its name from the Roman God of War. The ancient Greeks called the planet Ares, after their own God of War; and then the Romans did the same.

Did you know that there are some bits of Mars here on earth? In the past, asteroids hit the Red Planet, sending pieces of it into space. Some of these pieces of Mars landed on earth. These bits of Mars that hit earth are called meteorites.

1. How many planets are there in our solar system?

There are....

2. Give three facts to describe Mars.

a. ...

b. ...

c. ...

3. Why is Mars known as the 'Red Planet'?

Mars is known as the 'Red Planet' because...

4. Find antonyms (opposites) in the text for the words below:

a. *furthest* –

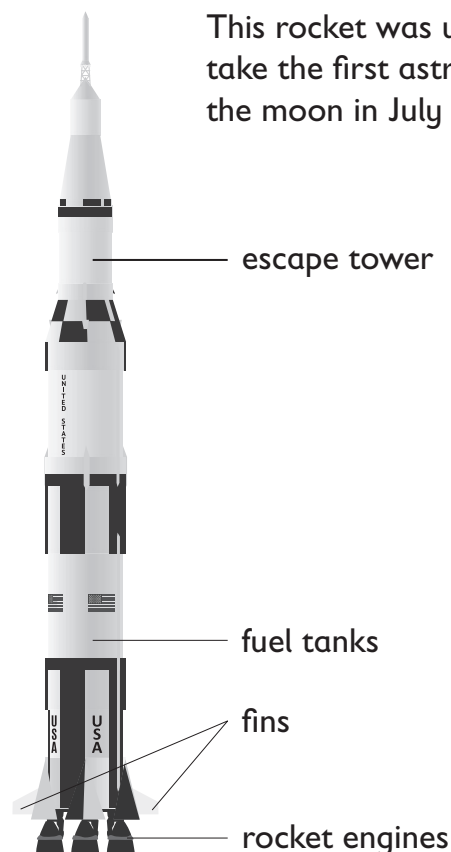
b. *double* –

c. *low* –

d. *biggest* –

e. *different* –

Visual text, diagram: The Saturn V rocket



1. What was the Saturn V rocket used for?
The Saturn V Rocket was used to...
 2. If an astronaut needed to escape, which part of the rocket would they use?
If an astronaut needed to escape, they would use the ...
 3. Would you like to travel into space? Give a reason for your answer.
I would like to travel into space because...
OR
I wouldn't like to travel into space because...
 4. Complete the similes below:
 - a. *The astronaut moved as slowly as ... through space.*
 - b. *On Mars, it is as cold as ...*
 - c. *The soil on Mars is as red as ...*
-

Summary:

1. *Read the non-fiction text again: 'Facts about Mars'.*
2. *Think about the five most important facts about Mars.*
3. *Write these main points to form your summary.*
4. *Set your work out like this:*

Summary: Interesting facts about Mars

1. *Mars...*
2. *It...*
3. *It...*
4. *It...*
5. *It...*