

**!!!Grade 6: English lockdown lessons!!!**

**11 May- 15 May 2020**

**Lesson plan: Subject, verb and object. Poetry, reading and writing**

**Lesson outcome: Learner should understand the difference between subject, verb and object. They should answer questions about it. Learner should practice the reading passage. Learners must choose a poem and prepare it for class.**

**Time allocation: Depends on the external factors. Learner is in charge of own time allocation and chooses their own framework and days of completion during the week. Everything should be up to date by Friday, 15 May 2020**

**YouTube link:**

**<https://www.youtube.com/watch?v=5MT4ApF466Y>**

**Helooooooooo Grade 6 learners! Yet, another week full of new things and exciting stuff! I have attached the memorandum of last week's questions. I hope and I trust that the figures of speech are drilled into your brains and never to be forgotten! Hehe. We will definitely recap on all the figures of speech once we return to school.**

**I have attached the week's work and you are once again responsible to divide your work into sections for each day. I know some days are difficult and there isn't always time. But I am asking you very nicely to make time!! Remember, this is work that was supposed to be done in class- so every little thing that we discuss in the powerpoints, notes etc is important! This week's themes are subject, verb, object and some study work! I will add a few poems, a reading passage and a written assignment that you should practice.**

**I miss you guys so much and I know that you are giving your very best at home! Please thank your parents for everything that they are doing for you! Appreciate them**

**and love them for all their hard work. Keep it up! I believe in you!**

**Kind regards,**

**Ms. Zarese**

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**Memorandum of last weeks work (4 May-8 May 2020)**

**Question 1:**

- 1) Smart as a fox (boy)
- 2) Quick as a cat (flyhalf)
- 3) Tough as nails (dad)
- 4) Hard as rock (cement)
- 5) Tough as a tiger (player)
- 6) Cried like a baby (boy)
- 7) Drinks like a fish (brother)
- 8) Slithered like a snake (she)
- 9) Thin as a rail (friend)
- 10) Fights like a lion (man)
- 11) Ran like the wind (boy)

**Question 2:**

- 1) Metaphor
- 2) Metaphor
- 3) Metaphor
- 4) Simile
- 5) Simile

### Question 3:

- 1) Non-living: wind  
Living: sang
- 2) Non-living: microwave timer  
Living: told
- 3) Non-living: rocks  
Living: danced
- 4) Non-living: rain  
Living: kissed
- 5) Non-living: sunflowers  
Living: nodded
- 6) Non-living: snow  
Living: whispered

### Question 4:

Own opinion and examples

### Question 5:

- 1) Emily Esterhuizen enters the entry level parking lot
- 2) Andy Anderson atracts nice and atractive people.
- 3) Only oranges and olives are ordered from the store.

### Question 6:

Own examples. Make sure that you used the example words.

**Question 7:** Here are a few examples-

- 1) Sun: hot? burn? large?
- 2) School: far? difficult? boring?
- 3) Car: fast? pretty? expensive?
- 4) Cheetah: fast? wild?

**Question 8:**

| Idiom:                                 | Meaning:                                          |
|----------------------------------------|---------------------------------------------------|
| A blessing in disguise.                | Risky                                             |
| Better late than never.                | If something is fun, you don't look at the clock. |
| Go back to the drawing board           | Making people feel comfortable.                   |
| It's not rocket science.               | Rather be late than not pitching at all.          |
| Time flies when you're having fun.     | Not complicated                                   |
| Break the ice.                         | Starting from the beginning.                      |
| Don't put all your eggs in one basket. | It <i>might</i> be bad.....                       |

**Question 9:**

There must be an example AND a picture to explain the figure of speech.

**Question 10:**

- 1) My life is a dream= metaphor
- 2) (dream)Like a tiger waking= simile
- 3) The trees are purple= metaphor
- 4) The stars talk away the night= personification
- 5) The moaning moon= personification

## "MINI TEST"

- 1) Hyperbole
- 2) Personification
- 3) Alliteration
- 4) Simile
- 5) Idiom
- 6) Onomatopoeia
- 7) Assonance
- 8) Metaphor

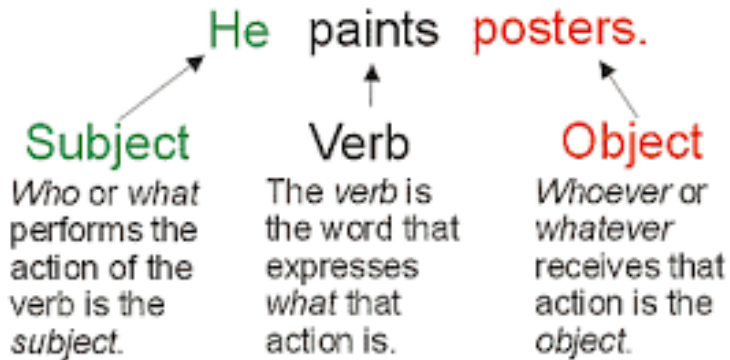
### Section B:

- 1) Simile
- 2) Onomatopoeia
- 3) Personification
- 4) Alliteration
- 5) Hyperbole
- 6) Metaphor
- 7) Idiom
- 8) Assonance

### Section C:

- 1) Simile
  - 2) Personification
  - 3) Simile
  - 4) Personification
  - 5) Metaphor
  - 6) Personification
  - 7) Personification
  - 8) Personification
-

## !!!Subject, Verb, Object!!!



| SUBJECT:                                                                         | VERB:                                                                                  | OBJECT:                                                              |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| WHO WE ARE TALKING ABOUT IN THE SENTENCE.<br>("WIE IS DIE PERSOON OF ONDERWERP") | THE DOING WORD OF THE SENTENCE.<br>WHAT IS THE SUBJECT DOING???<br>("WAT WORD GEDOEN") | THIS IS THE THING THE VERB IS WORKING ON.<br>("WAT IS DIE VOORWERP") |
| "WIE"                                                                            | "DOEN"                                                                                 | "WAT"                                                                |

Question 1: Write the subject, verb and object of the following sentences:

1) The police officers borrow money.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

2) The learners broke a window.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

3) Cats eat fish.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

4) The chef fries an egg.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

5) The doctor helps the patient.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

6) I painted the door blue.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

7) She bought a new shirt.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

8) He plays the piano beautifully.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

9) People lie on the beach.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

10) Toddlers eat their crayons.

Subject: \_\_\_\_\_

Verb: \_\_\_\_\_

Object: \_\_\_\_\_

Question 2: Practice the following reading passage. During the first week back at school, we will assess your reading skills. This will be part of the formal assessments. Good luck.

### Part of the Family

We were all so excited to learn that Mom was going to let us adopt and add a new member to our family! My brother, my two sisters, and I had worked for weeks to convince Mom that we were responsible enough to have a new puppy. Many days after school I had visited the library and researched puppy training, the proper feeding of a puppy, how to socialize a new puppy, and even the meanings of names one might choose for a puppy. All of us had selected certain jobs that would need to be performed if



we were lucky enough to convince Mom to get a puppy. In order to prove to Mom that she would not be the only person taking care of our new family member, we had divided the jobs among us and created a chart for the first month.

Finally, Mom gave in and agreed to let us adopt a puppy! Now the real work would begin. We decided to visit the SPCA in order to select just the right puppy to join our family. Of course, once we saw all the puppies and dogs available, none of us could decide on only one. Each little face had its own special charm. Who could resist those big brown eyes? All the puppies were so thrilled we were visiting them, but each was unaware that just one would be leaving with us. They jumped, they wagged their tails as if each had a motor attached. They joyfully licked every bare inch of skin we had. How would we ever decide?

As we strolled through the aisles of kennels, I noticed one little bundle of fur. He sat off to the side of the temporary home he shared with three other puppies. He quietly watched as his unruly housemates tried to be the most outgoing, the cutest, and the perfect pet for us by showing their enthusiasm. As I walked closer to his corner, he peered at me and smiled a crooked puppy grin. His tail wagged his entire body. He jumped up to greet me with a playful lap of his tongue and I noticed his lopsided ears. One ear stood up just a little straighter than the other, giving the impression he was listening quite closely to the words I was saying.

“Hi there, little buddy. What do you think?”. He seemed to know it didn’t matter that he was the smallest and the most reserved of the group of puppies occupying the kennel. I motioned for my siblings to join me at the corner and introduced them to “Buddy.”

“This is him, this is Buddy! He needs us, I can tell,” I explained to my brother and sisters.

“I don’t know, he is so tiny and kind of funny looking,” my youngest sister observed.

“He has character,” I explained, feeling rather defensive of Buddy. He was not funny looking, he was unique! “Look in his eyes. He knows what you are saying and his feelings are hurt!”

My sister looked at the little bundle of fur with the big eyes and the uneven ears. She reached out her hand, and Buddy gave her a lick. “I’m sorry, Buddy, I didn’t mean to hurt your feelings,” she said.

She looked as if she might cry. “You’re right! Buddy has character.”

Mom joined our little group and introduced herself to our new friend. “Okay, Buddy, I guess you’re it! Do you want to come home with us?” As I watched the little dog’s reaction to her words, I could tell he understood. He tilted his head to one side and flashed us his crooked puppy smile as if to say he knew he was part of the family.

Question 3: I have attached 5 different poems. You can choose any one and practice it on a regular basis. Imagine that it is Eisteddfod!!! You have the chance to impress your audience, teacher and yourself! Your mother/father can coach you and help you. During next week’s lesson

we will discuss every poem in detail and answer questions about each poem. Your job for this week is to choose one poem and recite it. Remember practice makes perfect. This will also be part of a formal assessment (once the school has started).

### **My Friend**

Sometimes I feel all thin inside  
Insufficient; small;  
I feel when people look at me  
They don't see me at all.

I feel that all my beauty's lost  
On cold, indifferent eyes  
And offering what I want to give  
Would only be unwise.

But then a friend will greet me  
and my inner life will bloom  
It only takes but one kind word  
To sweep away the gloom!

## **Mr. Nobody**

**I know a funny little man,  
As quiet as a mouse,  
Who does the mischief that is done?  
In everybody's house!**

**There's no one ever sees his face,  
And yet we all agree,  
That every plate we break was cracked.  
By Mr. Nobody.**

**He puts damp wood upon the fire,  
That kettle cannot boil;  
His are the feet that bring in mud,  
And all the carpets soiled.**

**The papers always are mislaid,  
Who had them last but he?  
There's no one tosses them about.  
But Mr. Nobody.**

**The finger marks upon the door,  
By none of us are made;  
We never leave the blinds unclosed,  
To let the curtains fade.**

**The ink we never spill; the boots  
that's lying around you see,  
Are not our boots -- they all belong.  
To Mr. Nobody.**

## **My Dog is Not Like Other Dogs**

**By Kenn Nesbitt**

**My dog is not like other dogs.  
He doesn't care to walk,  
He doesn't bark, he doesn't howl.  
He goes "Tick, tock. Tick, tock."**

**He beeps each day at half-past nine.  
At noon he starts to chime.  
I have a strong suspicion  
that my dog can tell the time.**

**Another dog might run and play,  
or smother me with licking,  
but my dog just annoys me  
with his beeping and his ticking.**

**Should you decide to buy a dog,  
consider my remarks:  
When looking for a "watch dog,"  
get yourself the kind that barks.**





# teachers

By Kevin William Huff

Teachers  
Paint their minds  
and guide their thoughts  
Share their achievements  
and advise their faults  
Inspire a Love  
of knowledge and truth  
As you light the path  
Which leads our youth  
For our future brightens  
with each lesson you teach  
Each smile you lengthen  
Each goal you help reach  
For the dawn of each poet  
each philosopher and king  
Begins with a Teacher  
And the wisdom they bring.



WE ARE  
TEACHERS

## **SAW MY TEACHER ON A SATURDAY**

**By Emily Mendoza**

**Saw my teacher on a Saturday,  
I can't believe it's true.  
I saw her buying groceries,  
like normal people do!**

**She reached for bread and turned around,  
and then she caught my eye.  
She gave a smile and said "hello,"  
I thought I would die.**

**"Oh, hi.hello, Miss Appleton,"  
I mumbled like a fool.  
I guess I thought that teacher types  
spend all their time at school.**

**To make the situation worse,  
my mom was at my side.  
So many rows of jars and cans,  
so little room to hide.**

**Oh, please, I thought, don't tell my mom what I did  
yesterday!  
I closed my eyes and held my breath-hoped she go  
away.  
Some people think it's fine to let our  
teachers walk about.  
But when it comes to Saturdays,  
they shouldn't let them out.**

*Question 4: Writing: Describing a (weird/bizarre) picture.*

*Write 5 paragraphs about the picture that I have attached. Yes, it's a weird picture, but that's the point! Each paragraph should have a main idea. Remember to start your writing process- you must first do a rough draft (mind map). Please don't write more than 300 words. Please use descriptive words to explain each paragraph. We will use the planning and the paragraphs in class, so please keep it safe. This will help you and serve as an important resource for a formal assessment. Good luck!*

