Let’s sing

Nkosi sikele’ l’Afrika
Malyphakanyis’ uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Afrika – South Afrika.

Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee.

Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.

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Mrs Angie Motshekga,
Minister of Basic Education
Dr Reginah Mhaule,
Deputy Minister of Basic Education

These Reception year (Grade R) Rainbow Workbooks form part of the Department of Basic Education’s strategy to boost South African children’s school performance. Research shows that for every year that children are exposed to stimulating activities before Grade 1, they perform better academically in later years – throughout their primary and secondary schooling. Hence this strong focus on learning in Grade R.

The Foundation Phase curriculum requires that Grade R learners are given the opportunity to develop their pre-reading, pre-writing and pre-mathematics skills and outlines the skills they will need to get a solid educational foundation so that they find it easier to learn in Grade 1 and beyond.

The Grade R workbooks therefore aim to assist children in developing these skills and the key initial concepts they need to lay a solid foundation for learning. They are packed with opportunities for children to develop and practice the skills that will prepare them for formal schooling.

Before children formally learn to read they need to find out how to hold a book and turn its pages, and to understand how books work. They need to understand the relationship between the words and pictures in a book and to realise that words on a page are made up of sounds and have meaning. Similarly, before children learn to write, they need to develop their fine motor coordination, to practise the formation of shapes and then to move on to forming letters. These are precisely the skills that these workbooks aim to develop.

We know that all children do not learn at the same pace the Grade R workbooks make it possible for teachers to work at the learner’s individual pace and where necessary, to go backwards and forwards in the book, in line with each child’s unique development. The activities will also assist teachers in identifying barriers that children may have in learning so that these can be addressed before the child starts formal schooling.

The workbooks integrate the teaching of literacy, numeracy and life skills across 20 themes using fun and engaging ways to capture young learners’ interest and attention. We hope that your learners will enjoy working through the workbook activities as they grow and learn, and that you, as their teacher, will share in their pleasure.

Let’s sing
INTEGRATED
• Literacy
• Numeracy
• Life Skills

Workbook
in ENGLISH

1 Transport ................................................................. 2
2 The jobs people do ................................................... 12
3 Water ........................................................................... 22
4 On the farm ............................................................... 32
5 Healthy environment .............................................. 42

The instructions for the cut-outs are at the back of the book.

This book belongs to:
Let’s talk

Look at the pictures and talk about what you see.

How many different kinds of transport do you see?
How many children are crossing at the zebra crossing?
What transport do you use to come to school?
How many children in your class walk to school?

Let’s do

Circle the pictures in the correct colour.
Which transport goes on land?
Which goes on water?
Which goes in the air?

Paste the stickers in the correct spaces.
I go to school by:

Let’s write

Draw a picture to show how you go to school.
Let’s read:

Look carefully at the pictures and then tell your friend what is happening in each picture. Then think about what will happen next and draw the last picture.

Nomso’s dog also wants to go to school and so he follows her.

1. My name is:

2.3.4.
Trace the letter with your finger and then with a pencil. Start at the dot.

Trace the letter.
Let’s write

Fill in the letter n and listen to the sound as you say the words aloud.

nest  nose

necklace  pan

needle  can

Write your name and then paste in a sticker for good work.

My name is:
Let’s count

Look at the picture and see how many aeroplanes, cars, trucks, bikes, motorbikes and buses there are. Then trace the correct number next to the picture.
Let’s do Finish drawing the bus, then colour it in.

Write your name and then paste in a sticker for good work.
Look at the pictures and talk about what you see.
How have these forms of transport changed from long ago?
Which vehicles are used on land, in water and in the air?
Which forms of transport have wheels?
Trace and colour all the wheels you can see in the picture.
The jobs people do:

- firefighters
- taxi driver
- doctor and nurse
- mechanic
Look at the big picture and find all the people that help us. Say what they do to help us. Where can you cross the road? What vehicles can you see in this picture?

road workers
Let's do

Look at the pictures and talk about what you see.
Then draw a line to show what each person uses.
How do these people help us?
Which of these people
• work with transport?
• work with building or repairing?
• keep us healthy?
• work with food?

Transport

Services

Health

Food

Write your name and give yourself a star for good work.

My name is:
Let's read Trace the first letters and then read the words.

<table>
<thead>
<tr>
<th>s</th>
<th>snail</th>
<th>socks</th>
<th>snake</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>ant</td>
<td>apple</td>
<td>axe</td>
</tr>
<tr>
<td>t</td>
<td>tap</td>
<td>ten</td>
<td>train</td>
</tr>
<tr>
<td>i</td>
<td>ink</td>
<td>igloo</td>
<td>insect</td>
</tr>
<tr>
<td>p</td>
<td>pear</td>
<td>paint</td>
<td>paw-paw</td>
</tr>
</tbody>
</table>
Look at the pictures in the first column and tell your friend what the problem in each one is. Then draw a line to show who can help with each problem the people in each picture.
Let's count. Tick the blocks that have 6 items.

<table>
<thead>
<tr>
<th>Bananas</th>
<th>Airplane</th>
<th>Cupcakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paint cans</th>
<th>Carrots</th>
<th>Wrenches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✅</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Peas</th>
<th>Faucets</th>
<th>Dogs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Practise the number 6.

6 6 6
Let’s do Clap these words.

- **doctor**
  - doc
  - tor

- **farmer**
  - far
  - mer

- **ambulance**
  - am
  - bu
  - lance

- **builder**
  - buil
  - der

- **painter**
  - paint
  - er
Trace the letter with your finger and then with a pencil. Start at the dot.

Trace the letter.
Let's write Fill in the letter m and listen to the sound as you say the words aloud.

- moon
- mouse
- mealie
- milk
- mom
- monkey

Write your name and give yourself a star for good work.

My name is:
Let’s talk

What animals live in water?
What water transport can you see?
What are the children using to float?
What objects do you know of that can float?
What kinds of objects cannot float?
Let’s do

Use your stickers to paste the babies next to their mothers.
Let’s write

Paste the stickers in the correct places. Then, say if it sinks or floats.
Draw yourself swimming, having a bath, on a boat or having fun in or near water?

My name is:
Let’s read
Which of these animals can swim and which can fly?
Paste the stickers to show which animal swims in water and which flies in the sky.
Let's count

Follow the numbers from 1 - 10 and help the diver to find the treasure.
Let’s write d

Trace the letter with your finger and then with a pencil. Start at the dots.

Trace the letter.

d  d  d  d  d  d  d  d
Let’s write Fill in the letter d and listen to the sound as you say the words aloud.

- dig
- duck
- doll
- dove
- drum
- dress

Write your name and then paste in a sticker for good work.
Let’s count

In each row, draw an X in the box that has the smaller number of objects.
Tick the jug that holds more milk.

Tick the cup that holds more tea.

Tick the bottle that holds less oil.

Colour in these jars to make them full.

full  half full  empty
On the farm
Look at the picture and talk about what you see.
Have you ever been to a farm?
What fruit can you see in the picture?
What vegetables can you see in the picture?
Do you grow vegetables at home?
What is each child doing?

Use your stickers to complete the pattern.
Let's do
Paste the fruit and vegetables in the correct column. Talk about how each fruit and vegetable tastes and feels? Say their names and clap the parts of the words. (cabbage).

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>beans</td>
</tr>
<tr>
<td>orange</td>
<td>cabbage</td>
</tr>
<tr>
<td>grapes</td>
<td>peas</td>
</tr>
<tr>
<td>banana</td>
<td>spinach</td>
</tr>
<tr>
<td>pineapple</td>
<td>potato</td>
</tr>
<tr>
<td>pear</td>
<td>carrots</td>
</tr>
<tr>
<td>paw paw</td>
<td>mealie</td>
</tr>
<tr>
<td>peach</td>
<td>pumpkin</td>
</tr>
</tbody>
</table>
Let's count. Count these fruits and vegetables and then trace the correct number.

1. Carrots: 3
2. Oranges: 1
3. Strawberries: 5
4. Peas: 4
5. Lettuce: 2
6. Bananas: 4
7. Tomatoes: 7
8. Apples: 6

Teacher: Sign ___________________________ Date ________
Farming
Look at the picture and talk about what you see.
What are the people doing?
What different products do we get from this farm?
Where do we get milk from?
What other foods can we make from milk?
Where do we get wool from?
What do we use wool for?
Where do we get eggs from?
Where do we get honey from?
Let’s read

Draw a line to show what we get from these animals.
Let’s count

Help the farmer to count his animals.

My name is:

4.  +  = 3

5.  +  =

6.  +  =

7.  +  =

Teacher: Sign Date

39
Let’s write

Trace the letter with your finger and then with a pencil. Start at the dots.

Trace the letter.

gate
<table>
<thead>
<tr>
<th>glass</th>
<th>goat</th>
</tr>
</thead>
<tbody>
<tr>
<td>glasses</td>
<td>girl</td>
</tr>
<tr>
<td>grapes</td>
<td>gloves</td>
</tr>
</tbody>
</table>

Write your name and then paste in a sticker for good work.
Healthy environment
Look at the picture and talk about the importance of a clean environment.
What are the children doing to clean up the playground?
How can we reuse old tins and paper?
Let’s do

What kinds of items can you make with plastic or paper? Use your stickers to show how you can sort old paper, plastic and glass into the different bins so they can be recycled.

Glass

Paper

Plastic
Let’s count

Colour 7 triangles and trace the number.

Colour 7 squares and trace the number.

Colour 7 circles and trace the number.

Practise the number 7.
Trace the letter with your finger. Start at the dots.

Trace the letter.
Let's write

Fill in the letter  and listen to the sound as you say the words aloud.

- box
- ostrich

- fox
- doll

- ox
- sock

Write your name and then paste in a sticker for good work.

My name is:
Look at the pictures and talk about what happens in winter.
What do you do to keep warm in winter?
How are the plants affected?
How are animals affected?
What do we eat, play and wear in winter?
What could be dangerous in this picture?
Let's do

Colour this picture.

How do you know it is a winter day?

What could be dangerous in this picture?
Let’s count

Trace the number.
Then colour in the correct number of items in each row.

<table>
<thead>
<tr>
<th>Term 3 – Week 6–10</th>
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<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td><img src="image" alt="Gifts" /></td>
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<tr>
<td>2</td>
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<td>3</td>
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<tr>
<td><img src="image" alt="Carrots" /></td>
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<td>4</td>
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<tr>
<td><img src="image" alt="Ladybugs" /></td>
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<td><img src="image" alt="Ladybugs" /></td>
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<td><img src="image" alt="Ladybugs" /></td>
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<td><img src="image" alt="Ladybugs" /></td>
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<tr>
<td>5</td>
</tr>
<tr>
<td><img src="image" alt="Smileys" /></td>
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<td>6</td>
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<td><img src="image" alt="Squares" /></td>
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<tr>
<td>7</td>
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<tr>
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<tr>
<td><img src="image" alt="Triangles" /></td>
</tr>
</tbody>
</table>
5.8

Let's count

Cut out these cards on the dotted lines and then see if you can match the picture with the correct numbers.

Note that these cards are reversible.
Let's do

Cut out these cards on the black cut-out lines and then match the letter to the correct picture.

Note that these cards are reversible.

<table>
<thead>
<tr>
<th>a</th>
<th>apple</th>
<th>n</th>
<th>nest</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>pig</td>
<td>m</td>
<td>mouse</td>
</tr>
<tr>
<td>o</td>
<td>octopus</td>
<td>d</td>
<td>dog</td>
</tr>
<tr>
<td>t</td>
<td>train</td>
<td>s</td>
<td>sun</td>
</tr>
</tbody>
</table>
Help the game warder to count the animals.

Let's count

$$\begin{align*}
\text{Elephant} + \text{Elephant} &= 2 \\
\text{Kudu} + \text{Kudu} &= \\
\text{Crocodylus} + \text{Crocodylus} &= \\
\text{Hippopotamus} + \text{Hippopotamus} &= \\
\text{Kudu} + \text{Kudu} &= \\
\end{align*}$$
Cut-outs

Memory game:
Shuffle the cards and pack it out on the table face down. Now turn around two cards at a time. If they match you can put them aside. See who can finish by packing away the most matching cards first. Then use your memory cards and play snap with your friends.

Sequence cards:
Cut out these cards and put them in the correct sequence and then tell the story of what is happening in each sequence.

Reading books:
Follow the instructions and make this cut-out book. Take it home and read it to your friends and family.
Let’s do

Cut the page off on the dotted line at the top and then glue the page to the back cover to make a pocket. Keep your cut outs here so that it doesn’t get lost.
The animals want to eat the plants.
We have lots of vegetables to sell at the market.
Soon the tomatoes are big and red.

The animals want to eat the plants.

We plant a seed.

We have lots of vegetables to sell at the market.

Everyday Nomsa and Sam work in the vegetable garden.
Everyone came to see the garden.

Nomsa waters the plants.

Soon we will have tomatoes to eat.

I will have a tomato for my lunch.
Everyone came to see the garden.

Nomsa waters the plants.
Sara must stay in bed.

She feels very hot.

Sara is well again. She can go back to school. She can now play with her friends.
Sara has Chicken Pox.
She has lots of spots.

Sara must stay in bed.
She feels very hot.

Sara is well again. She can go back to school. She can now play with her friends.
Sara takes her medicine.

Sara has a temperature. She is too sick to go to school.

Sara goes to the doctor. The doctor says Sara must stay at home.

Sara feels too sick to eat her breakfast.

Sara takes her medicine.