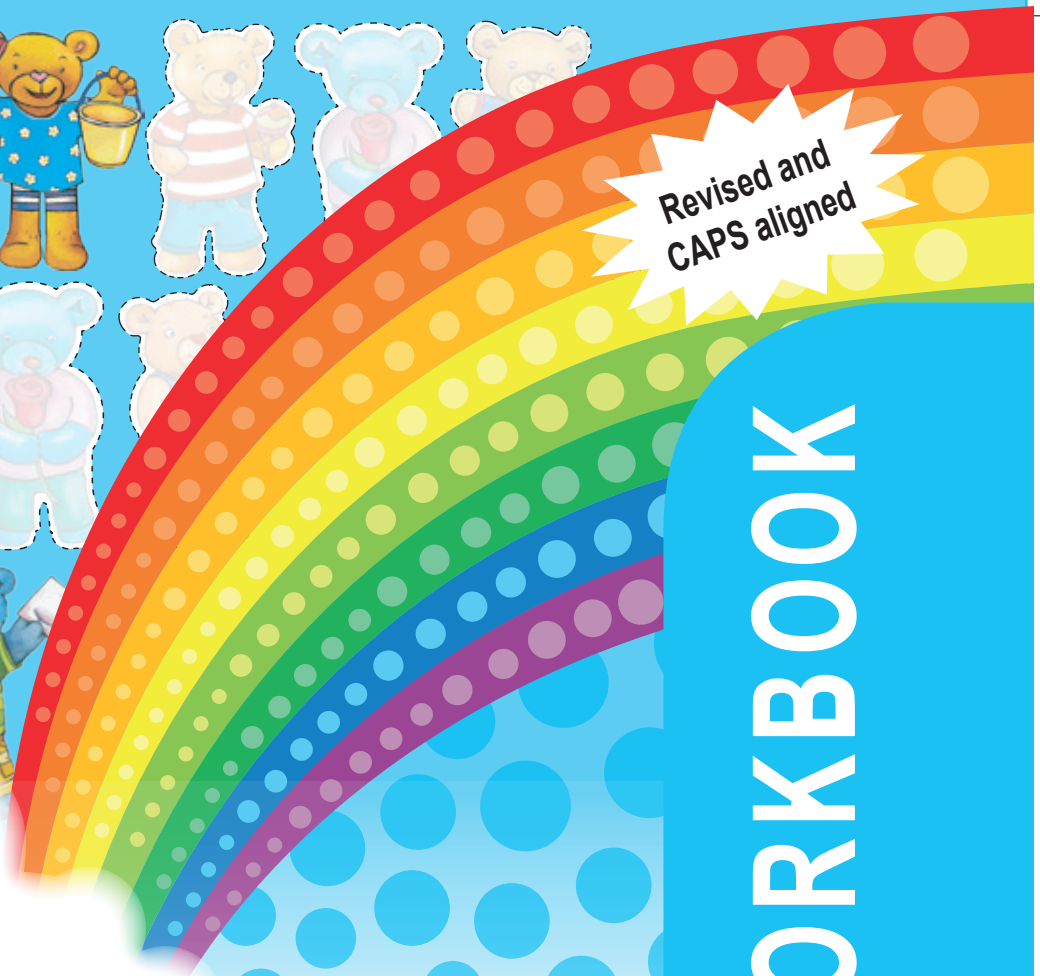




Revised and  
CAPS aligned



Grade **R**  
**WORKBOOK 3**



Name:

Class:



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH WORKBOOK

Book  
**3**  
Term 3

Rainbow  
WORKBOOKS

ENGLISH  
GRADE R – BOOK 3  
TERM 3  
ISBN 978-1-431507-11-5  
11th Edition  
THIS BOOK MAY NOT BE SOLD.



Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk Ll Mm  
Nn Oo Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz  
1 2 3 4 5 6 7 8 9 10





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 practise 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.



Nkosi sikelel' iAfrika  
Maluphakanyisw' 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.



# Grade R

## INTEGRATED

- Literacy
- Numeracy
- Life Skills

# W o r k b o o k

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:

ENGLISH

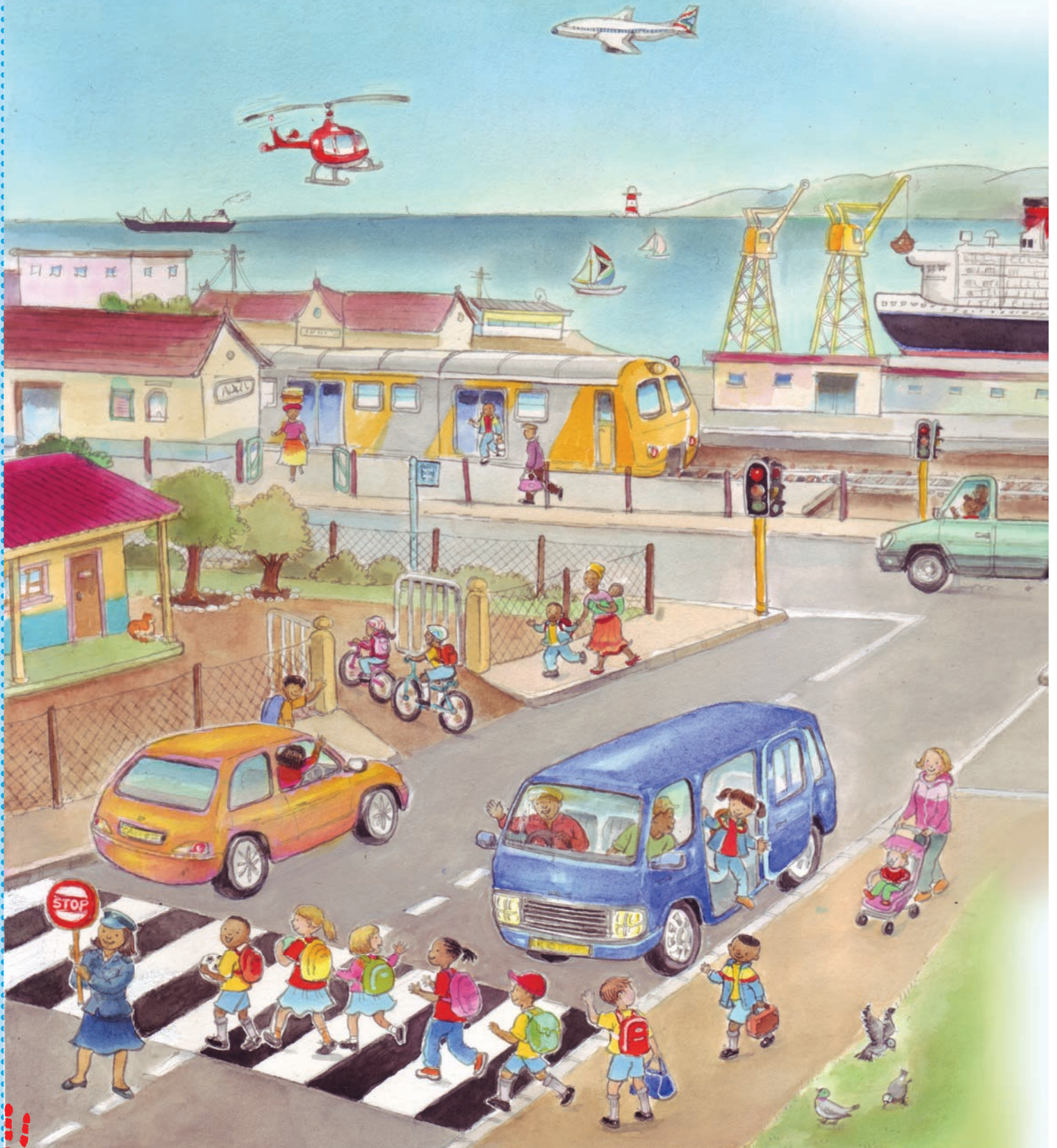
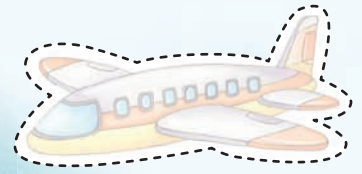
Book

3

Term 3



# Transport





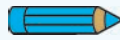


Let's do

Circle the pictures in the correct colour.



Which transport goes on land?

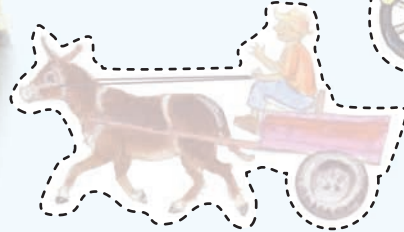
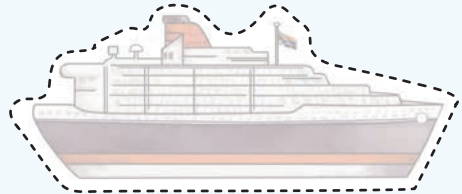
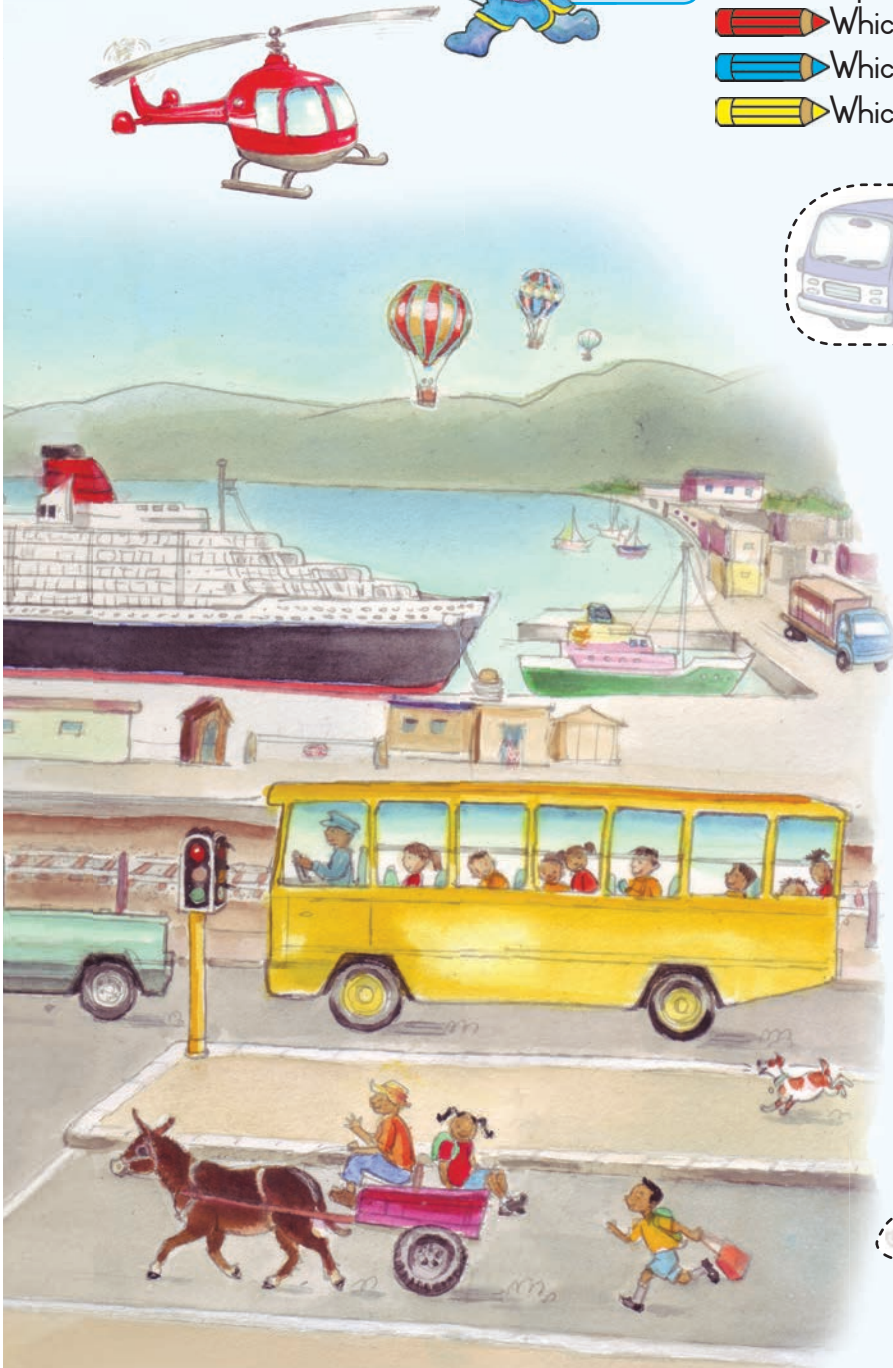


Which goes on water?



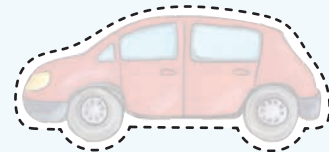
Which goes in the air?

Paste the stickers in the correct spaces.



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?



TEACHER: Sign

Date







Let's write

Draw a picture to show how you go to school.

Term 3 – Week 1–5





1.2



My name is:



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.

Nomsa's dog also wants to go to school and so he follows her.

1



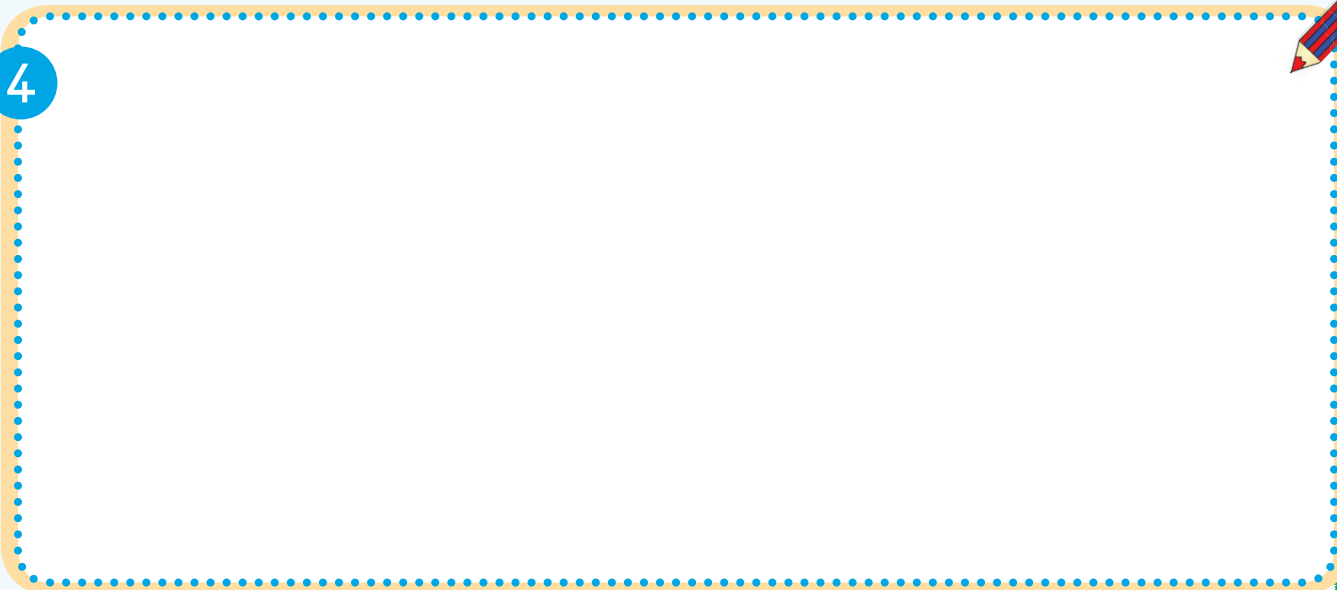
2



3



4



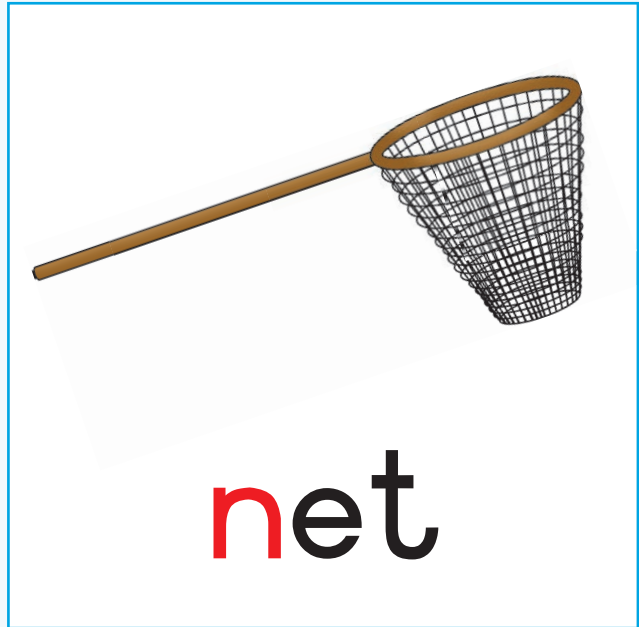
TEACHER: Sign

Date

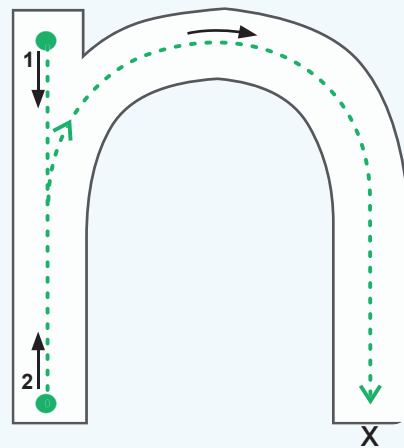
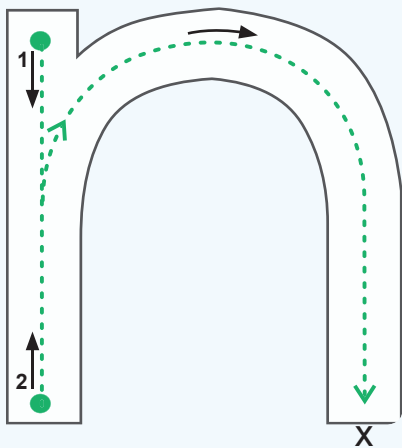


Let's write

n



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



Trace the letter.







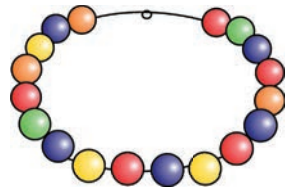
Let's write

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

    nest



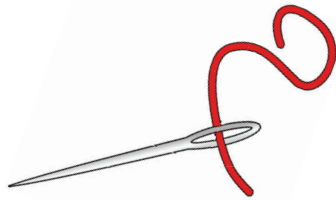
    nose



    necklace



pa    



    needle

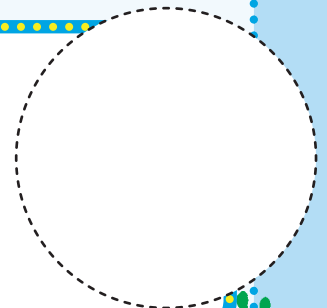


ca    

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



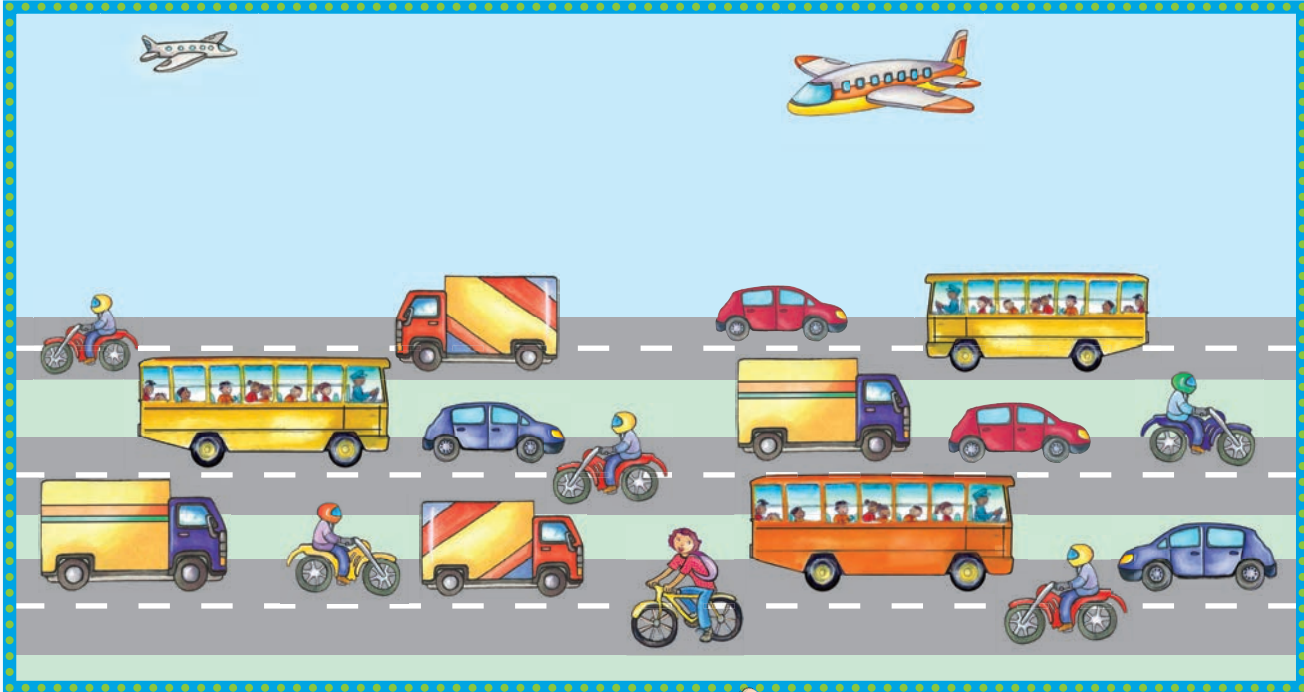
My name is:

TEACHER: Sign Date 

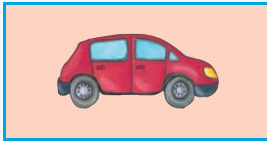


Let's count

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.



1    2    3    4    5



1    2    3    4    5



1    2    3    4    5



1    2    3    4    5



1    2    3    4    5



1    2    3    4    5

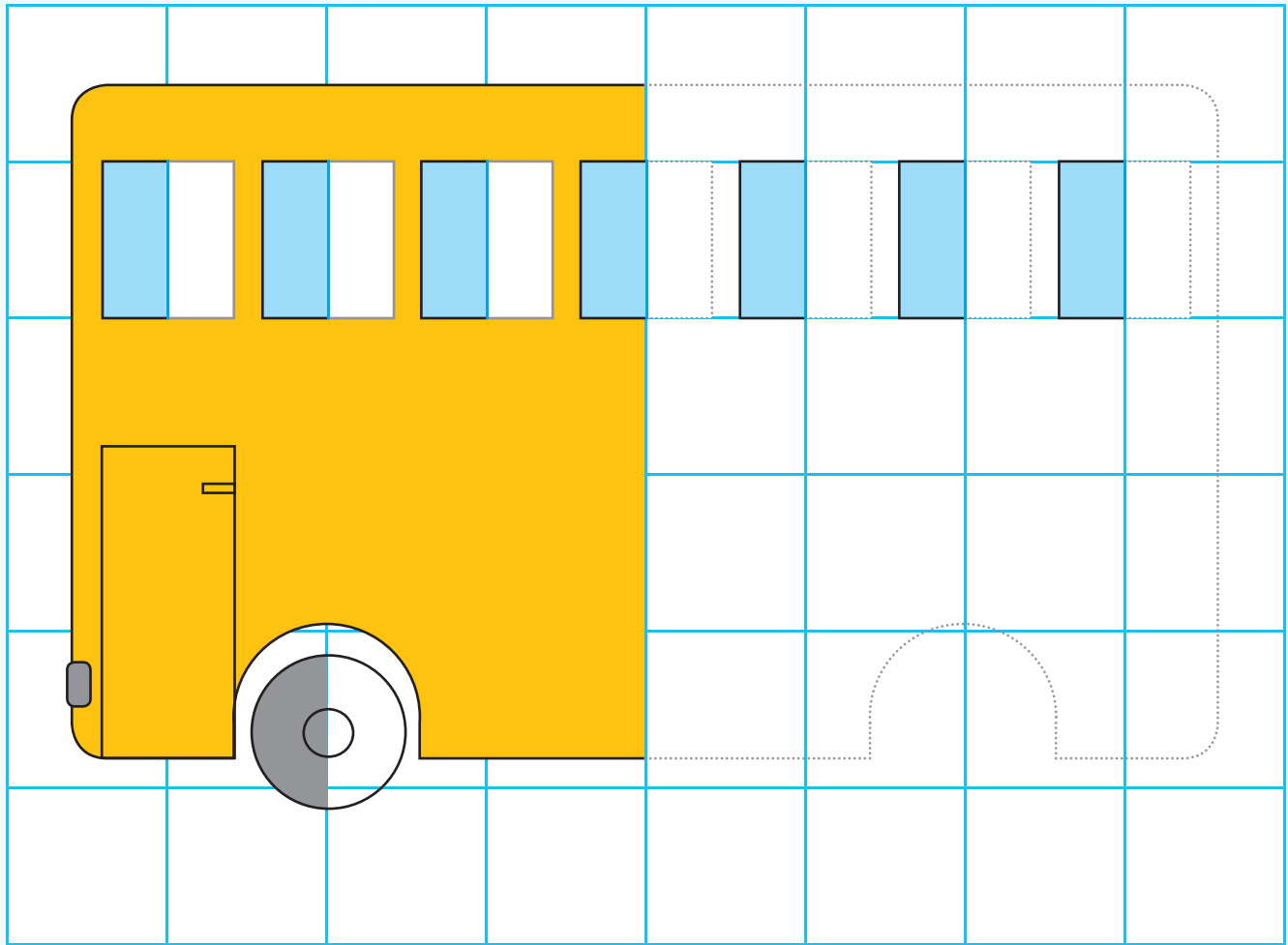
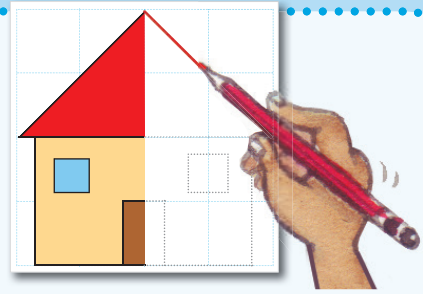


16



Let's do

Finish drawing the bus, then colour it in.



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



My name is:

A large rectangular area with a dotted border for writing a name and a circular dotted area for a sticker.

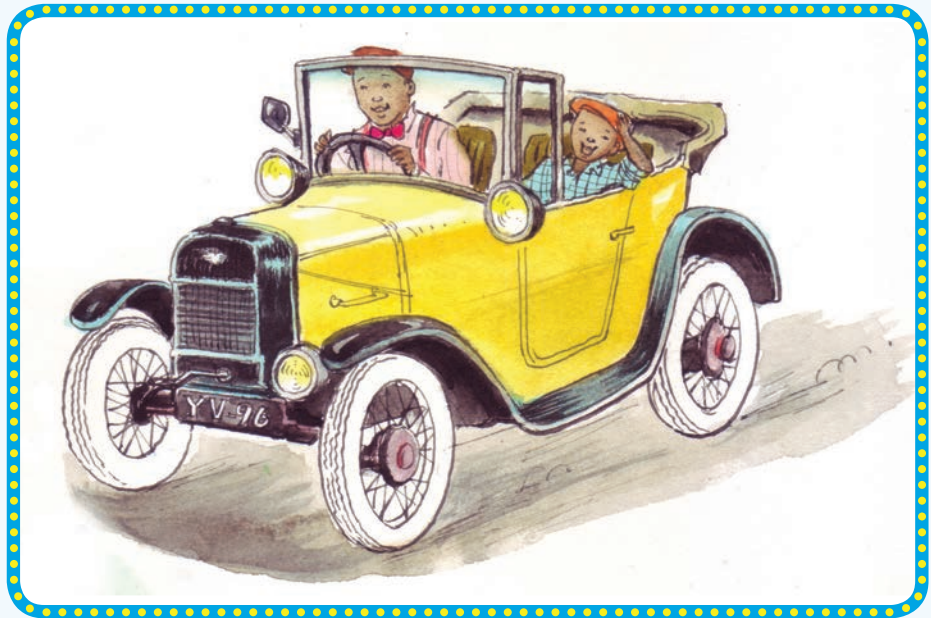
TEACHER: Sign  Date



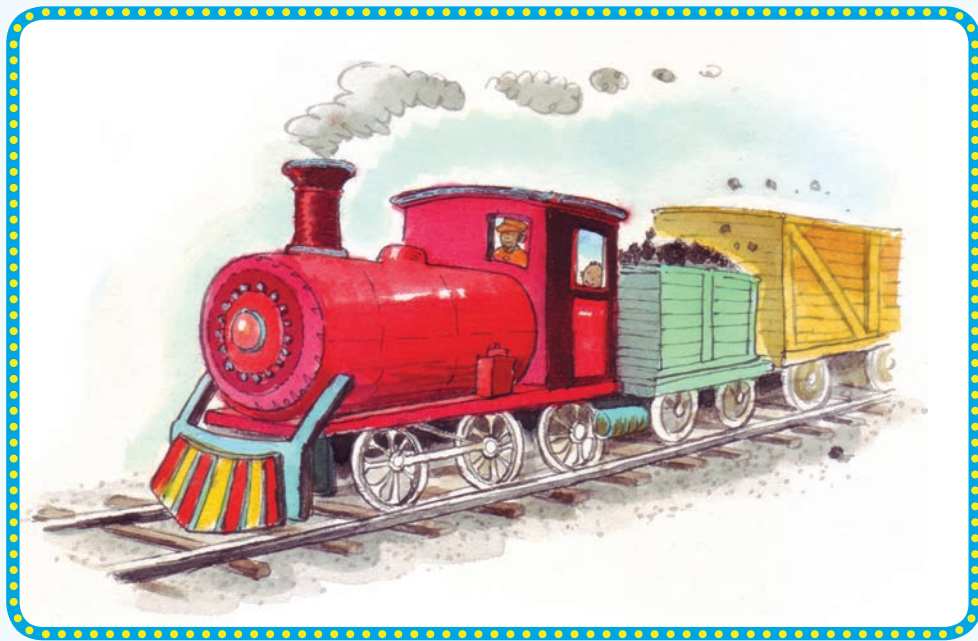


Let's talk

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.





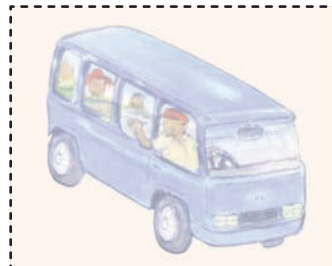




# The jobs people do



firefighters



taxi driver



doctor and nurse



mechanic



Paste the stickers in the correct spaces.



road workers



Let's talk

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?

2.1



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?





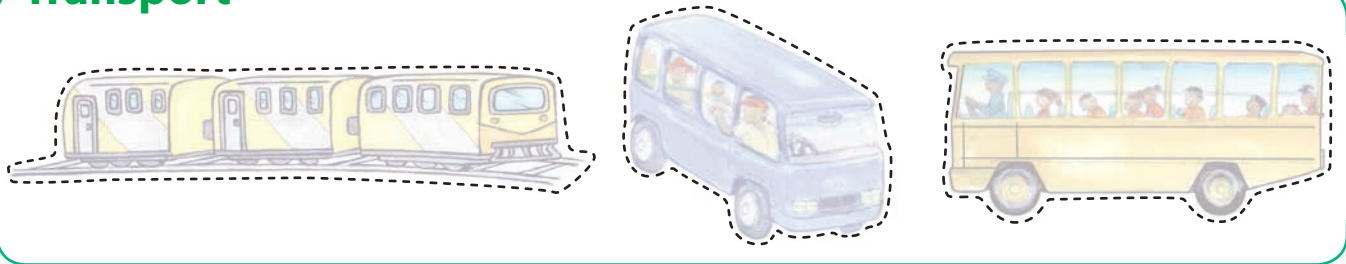


Let's talk

- Which of these people
- work with transport?
  - work with building or repairing?
  - keep us healthy?
  - work with food?

Paste the stickers in the correct spaces.

### Transport



### Services



### Health



### Food



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



My name is:

Large dashed-line box for writing a name and a star.



Let's read

Trace the first letters and then read the words.

s

s  
nails  
ockss  
nake

a

a  
nta  
pplea  
xe

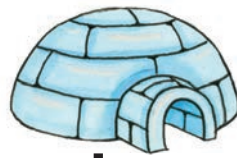
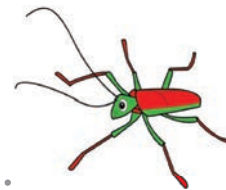
t

t  
ap

10

t  
ent  
rain

i

i  
nki  
glooi  
nsect

p

p  
earp  
aintp  
aw - paw



2.4



Let's read


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.

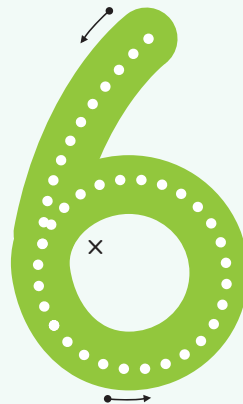
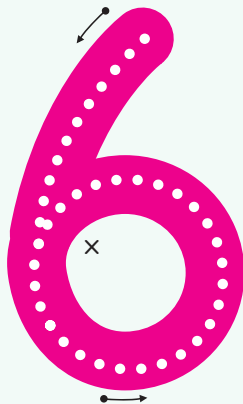
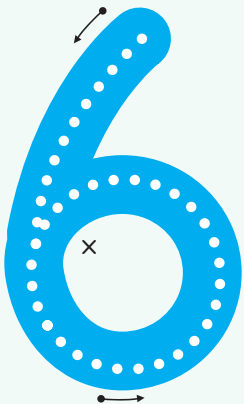




Let's count

Tick the blocks that have 6 items.


 Practise the number 6.







My name is:



Let's do

Clap these words.



doctor

doc

tor

farmer

far

mer



ambulance

am

bu

lance



builder

buil

der



painter

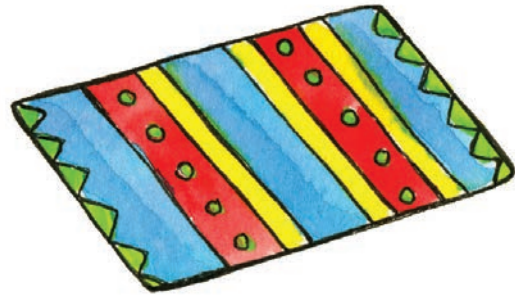
paint

er



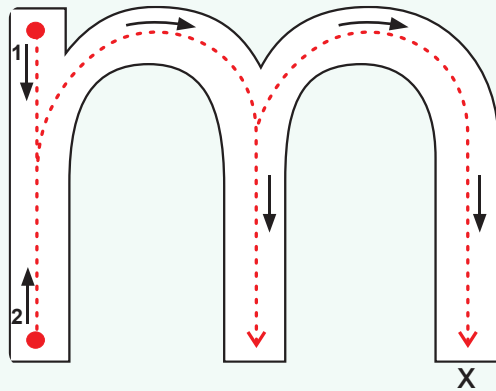
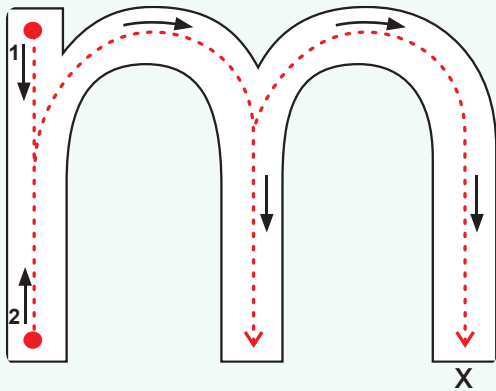
Let's write

# m



mat

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



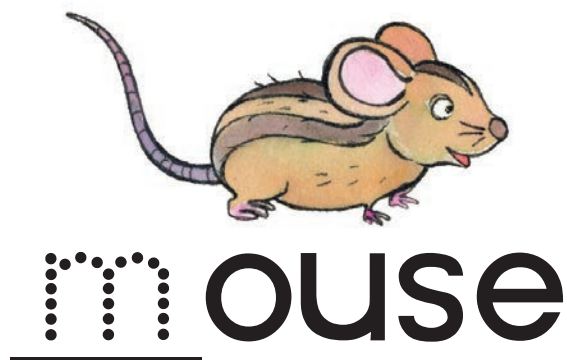
Trace the letter.







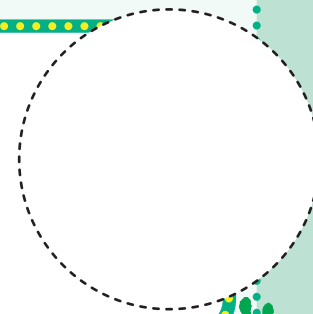
Let's write

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

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



My name is:



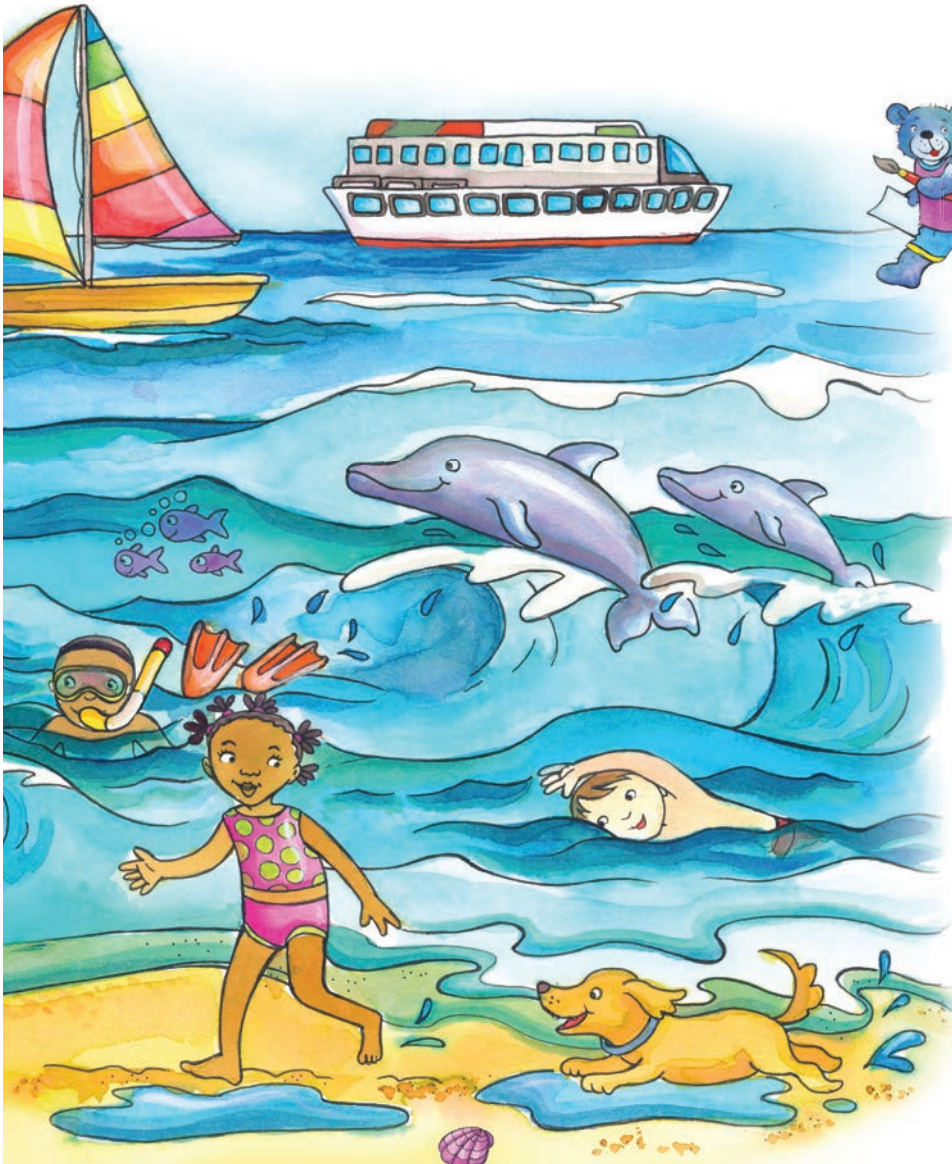


## Let's talk

- 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?

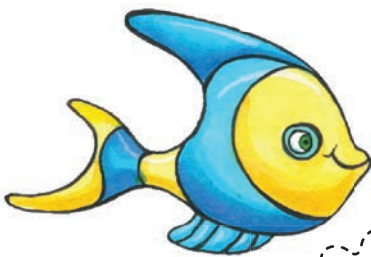
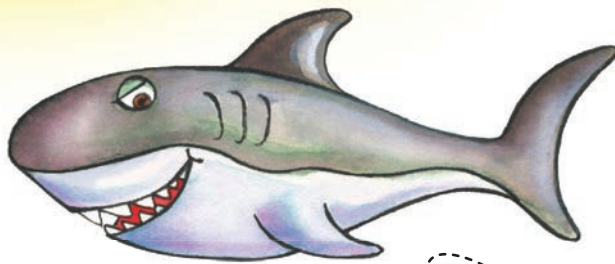
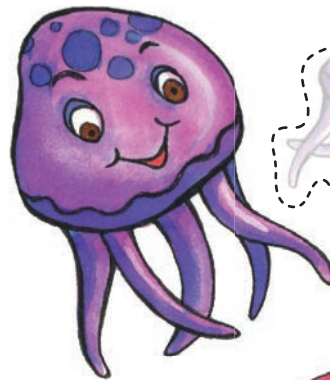
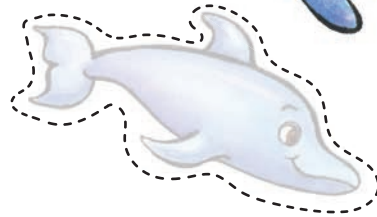
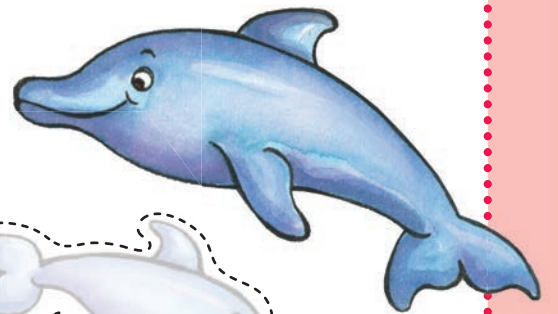


Paste the stickers in the correct spaces.



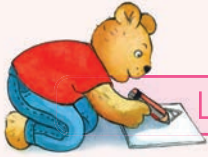
Let's do

Use your stickers to paste the babies next to their mothers.



TEACHER: Sign

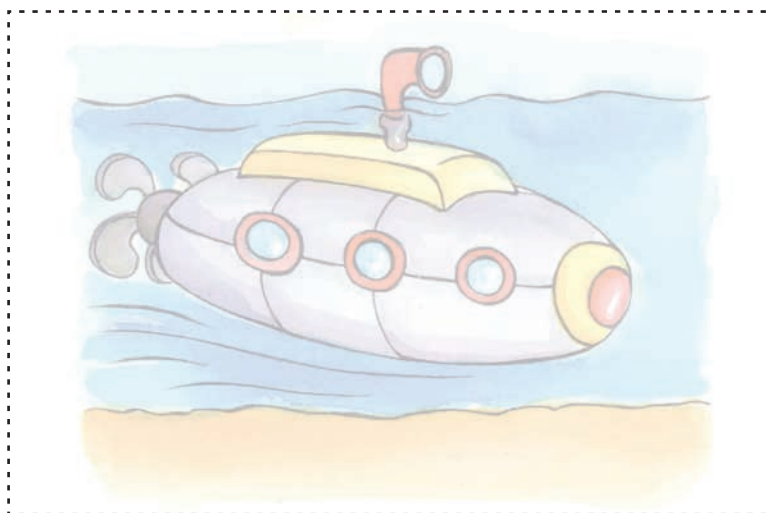
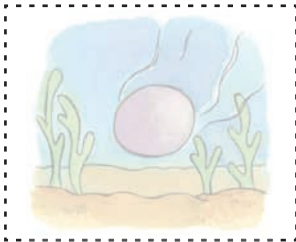
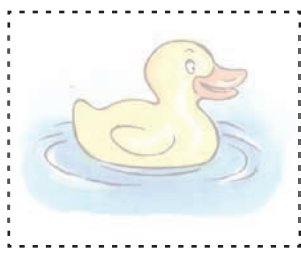
Date



Let's write

Paste the stickers in the correct places.  
Then, say if it sinks or floats.

Paste the stickers  
in the correct  
spaces.



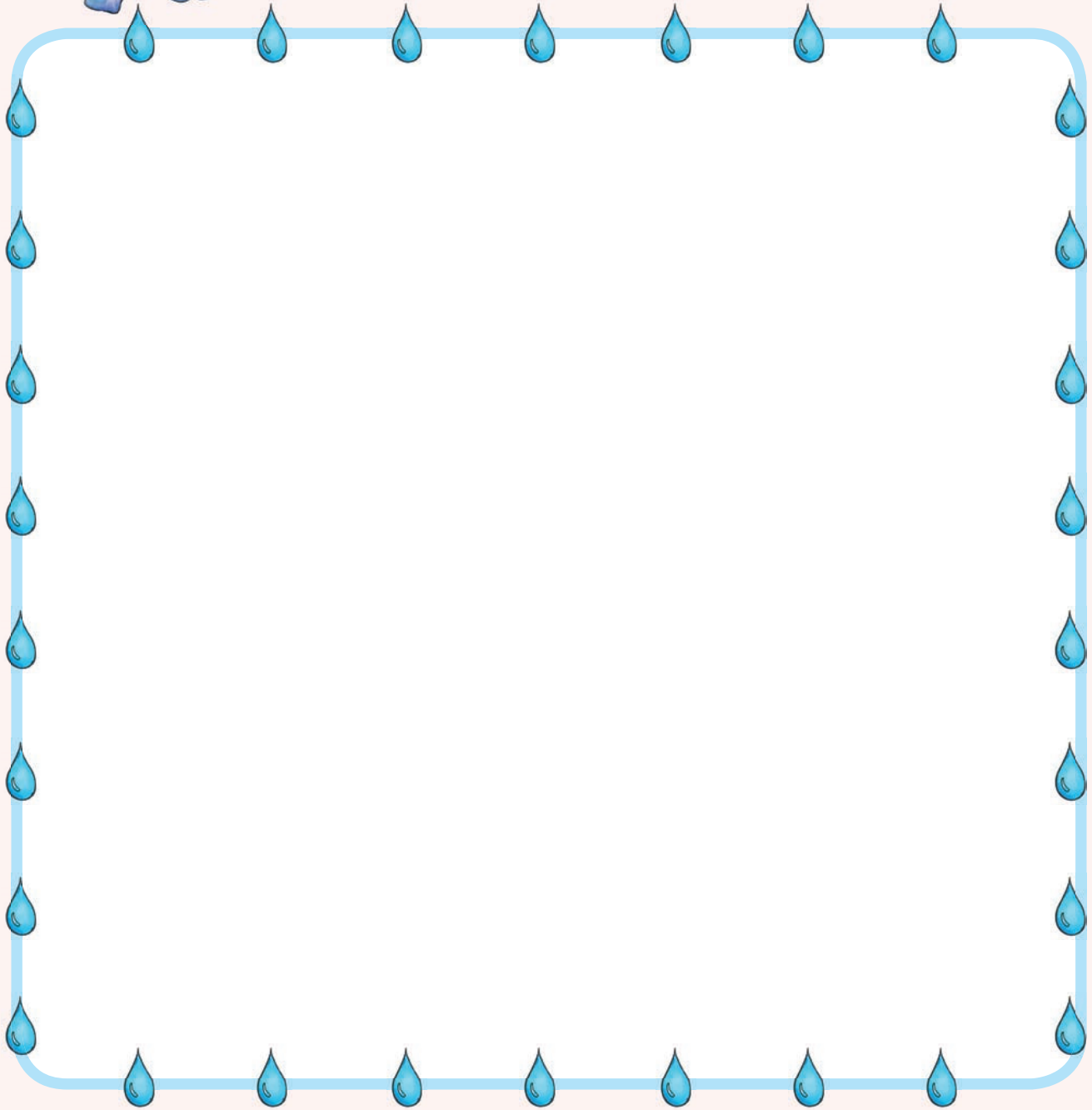


3.2



Let's do

Draw yourself swimming, having a bath, on a boat or having fun in or near water?



My name is:

TEACHER: Sign  Date

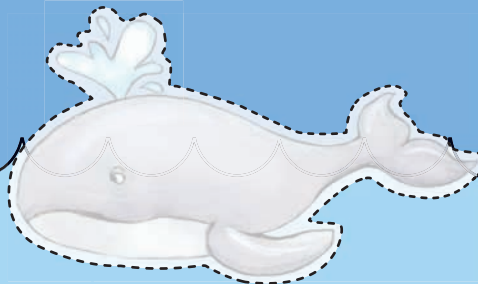
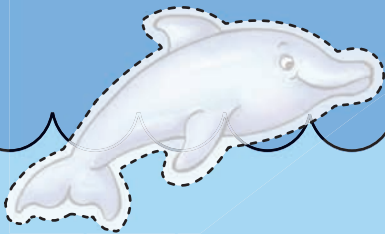


Paste the stickers in the correct spaces.



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.





3.4



Let's count

Follow the numbers from 1 - 10 and help the diver to find the treasure.



1

2

3

4

5

6

7

8

9

10

TEACHER: Sign

Date





Let's write

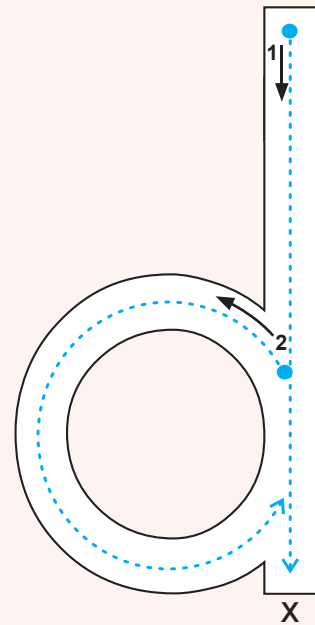
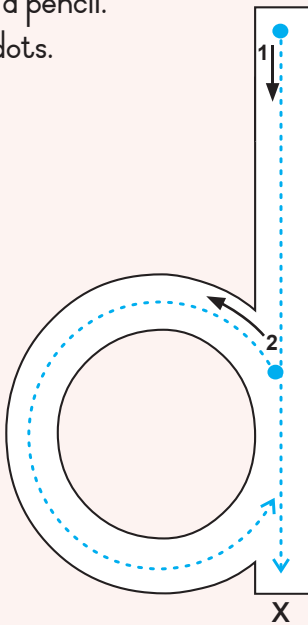
# d



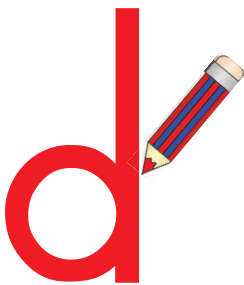
# d

 dog

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



Trace the letter.













Let's write

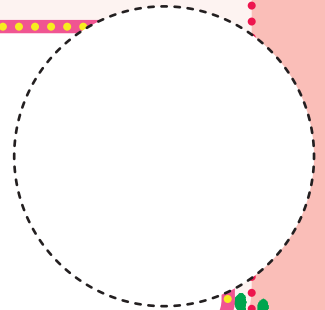
Fill in the letter **d** and listen to the sound as you say the words aloud.

 <p><u>   </u> dig</p>	 <p><u>   </u> duck</p>
 <p><u>   </u> doll</p>	 <p><u>   </u> dove</p>
 <p><u>   </u> drum</p>	 <p><u>   </u> dress</p>

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



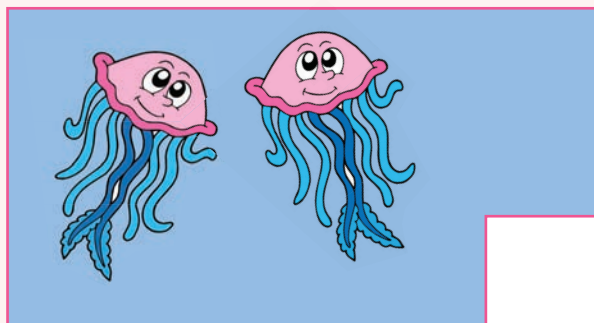
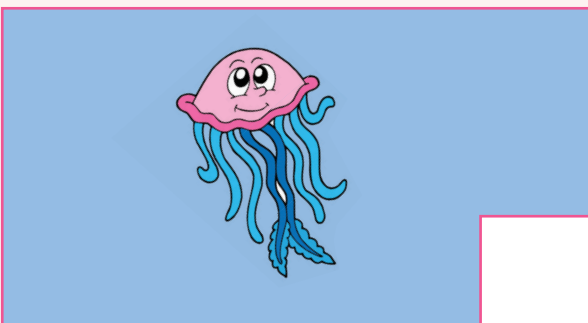
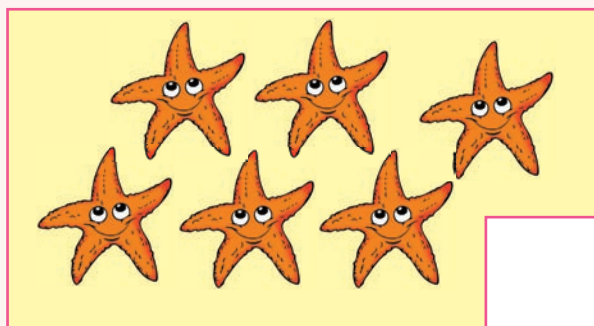
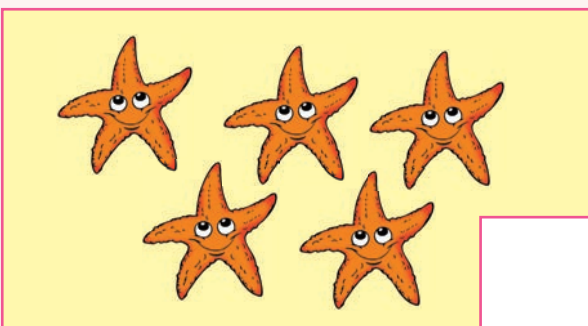
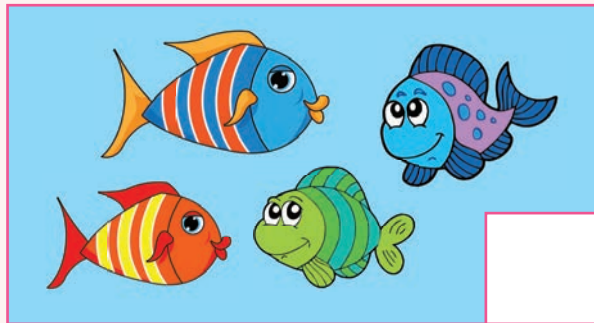
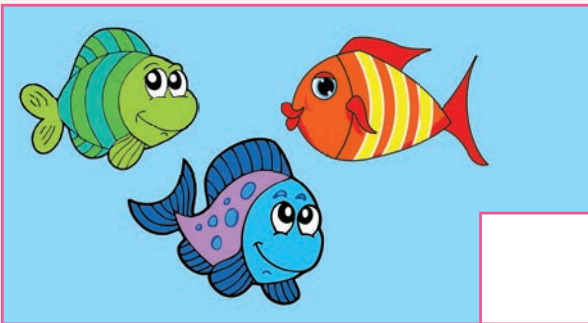
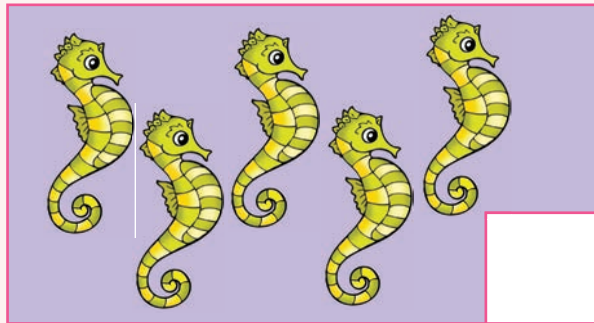
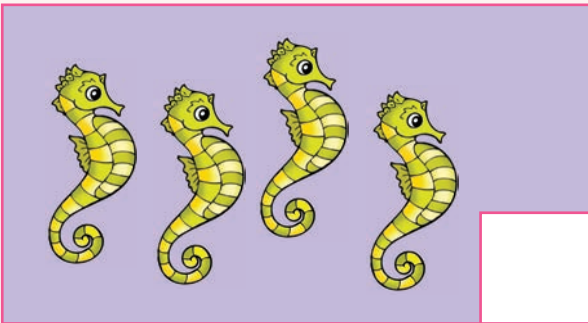
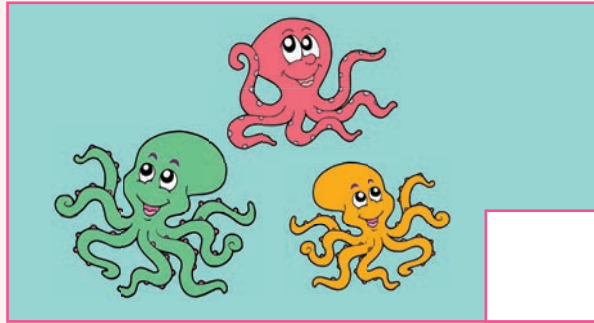
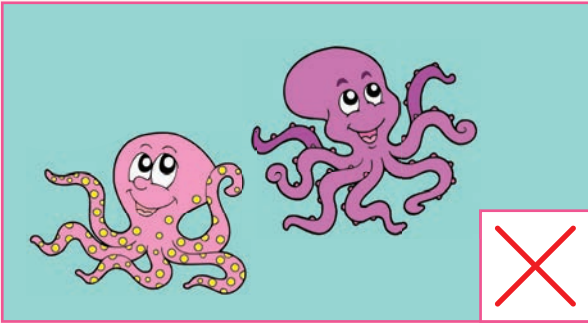
My name is:

TEACHER: Sign Date



Let's count

In each row, draw a X in the box that has the smaller number of objects.







Let's count



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.



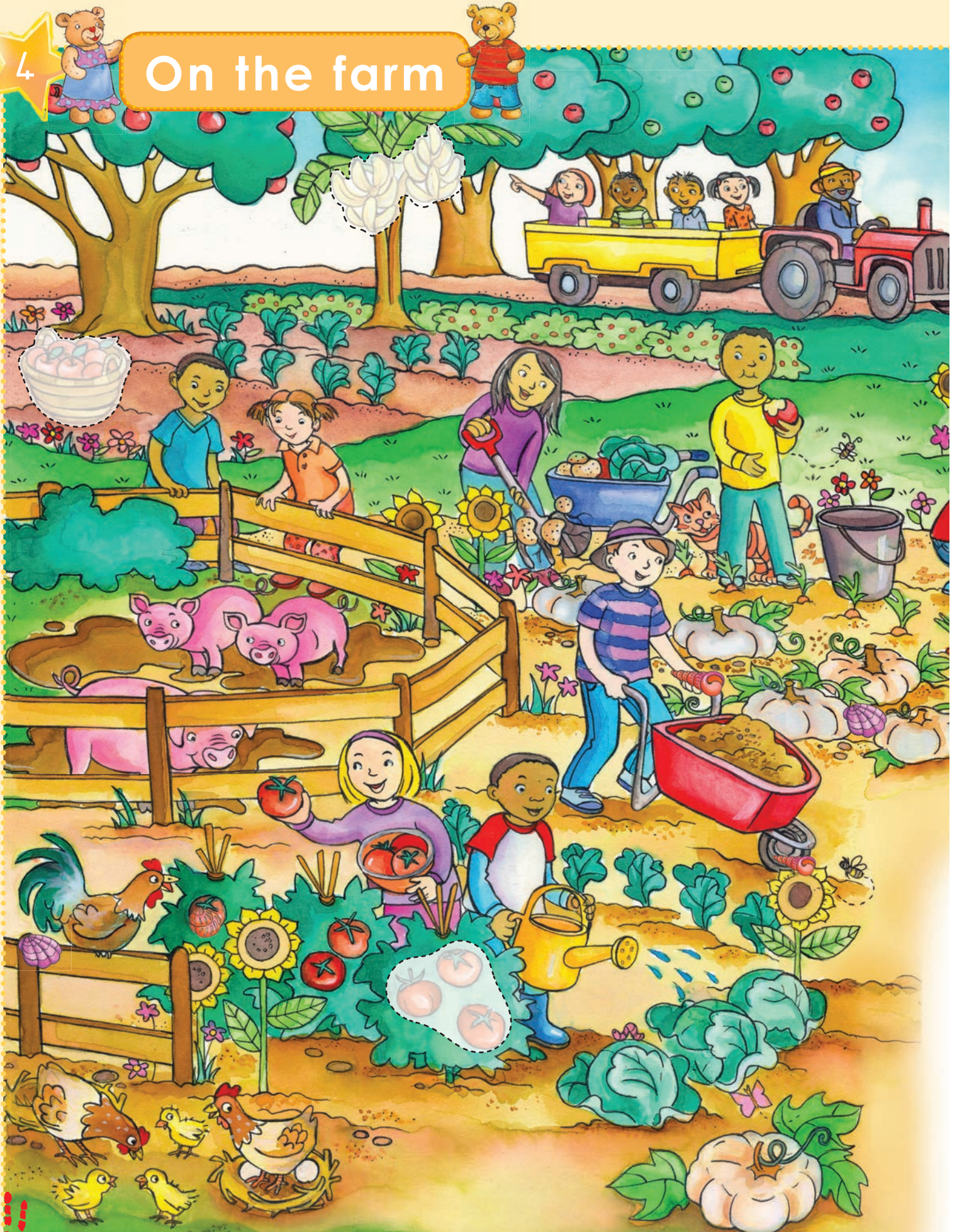
full

half full

empty



# On the farm





Paste the stickers in the correct spaces.



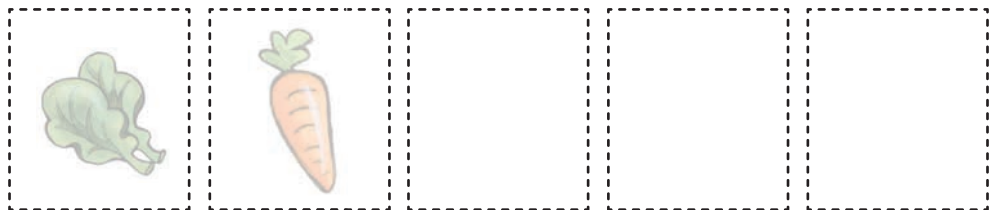
Let's talk

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?



Let's do

Use your stickers to complete the pattern.




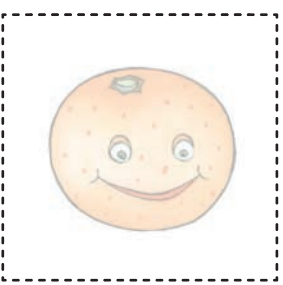

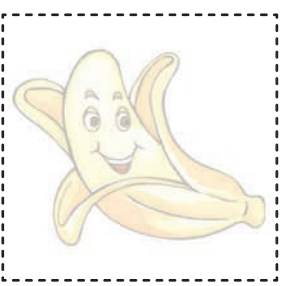

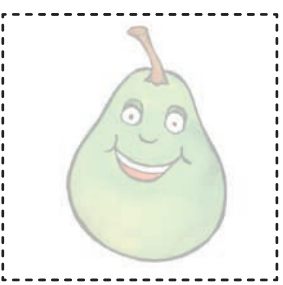
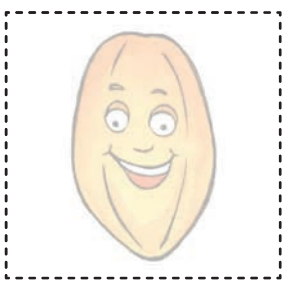
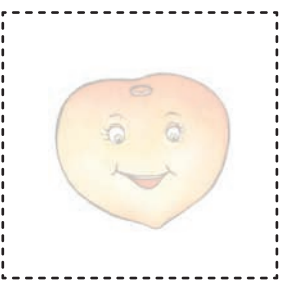
4.1

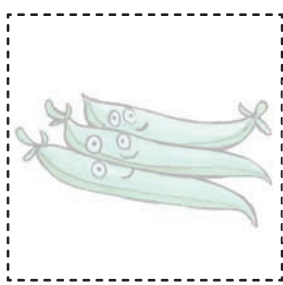



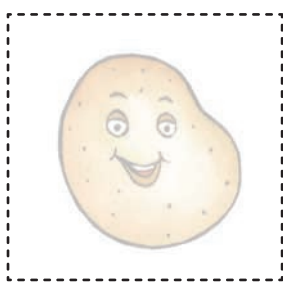
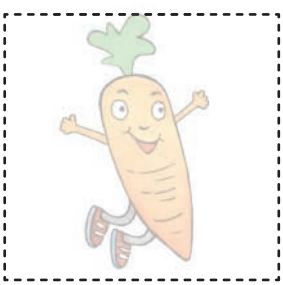




Let's do

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. (cab/bage).

Paste the stickers in the correct spaces.

fruit	
	
apple	orange
	
grapes	banana
	
pineapple	pear
	
paw paw	peach

vegetables	
	
beans	cabbage
	
peas	spinach
	
potato	carrots
	
mealie	pumpkin

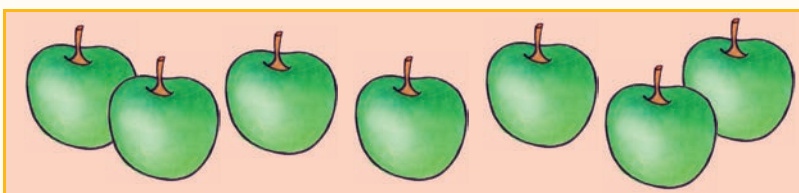
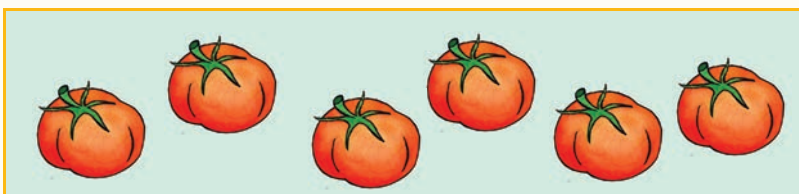
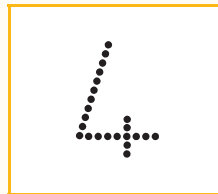
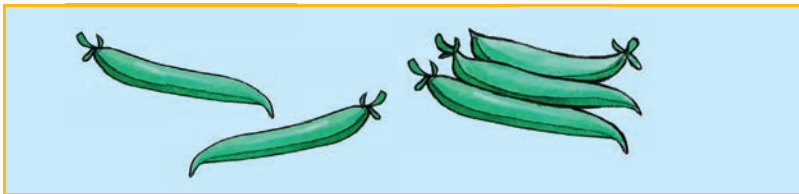
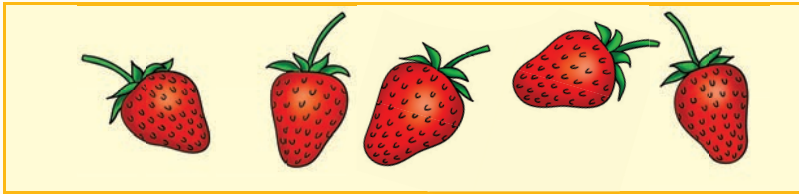
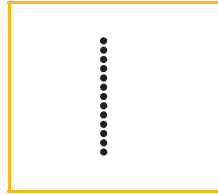
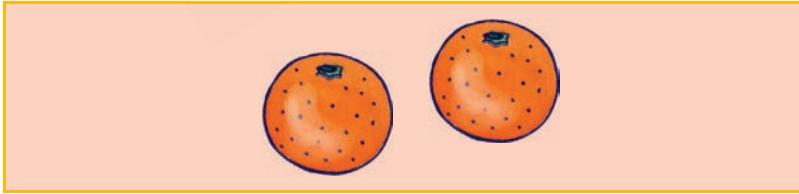
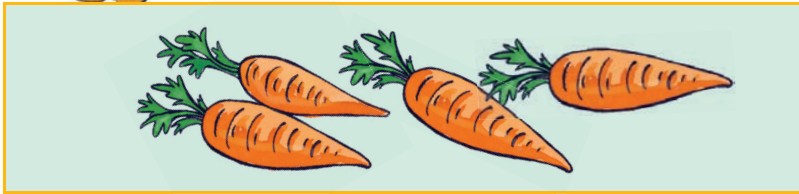


4.2



Let's count

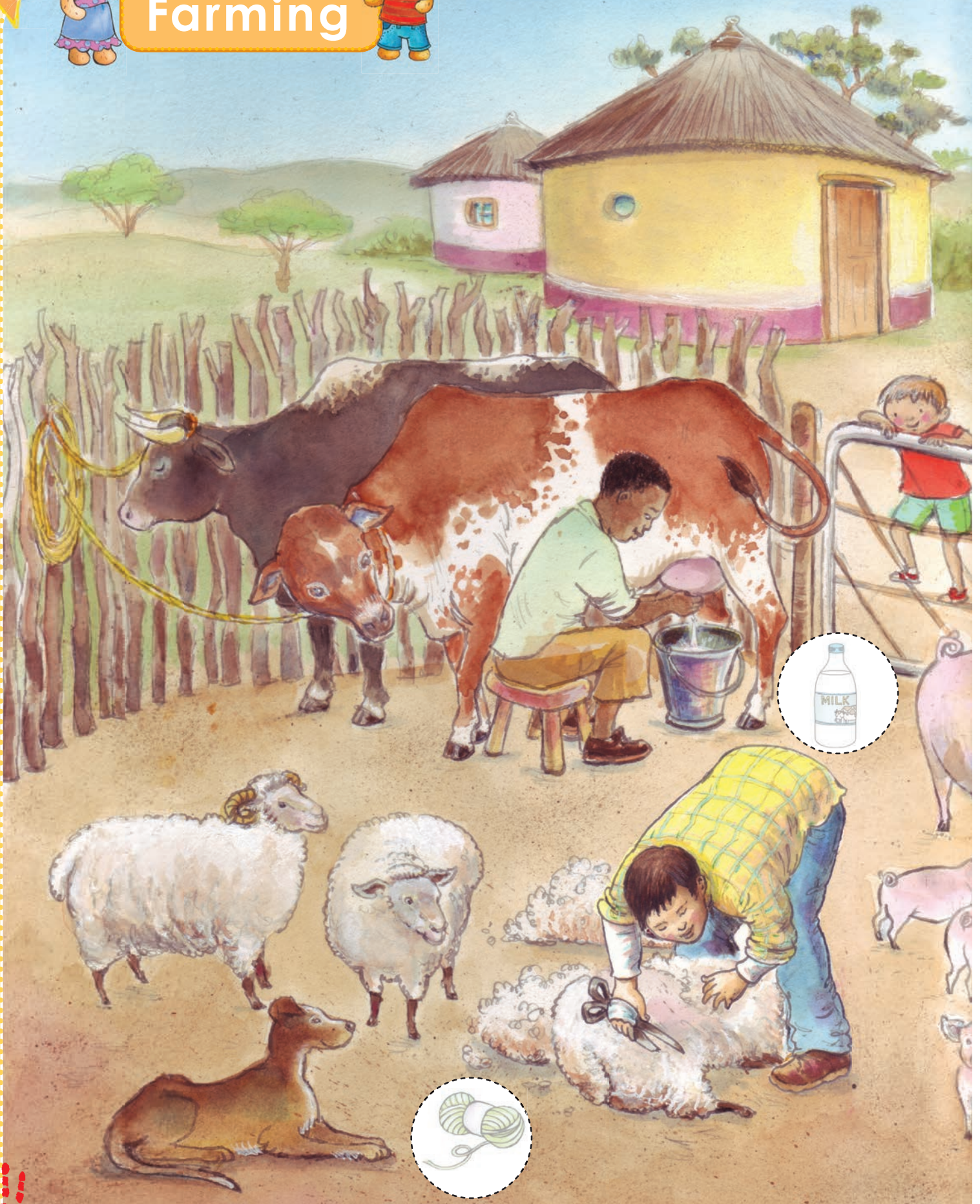
Count these fruits and vegetables and then trace the correct number.







# Farming





Paste the stickers in the correct spaces.



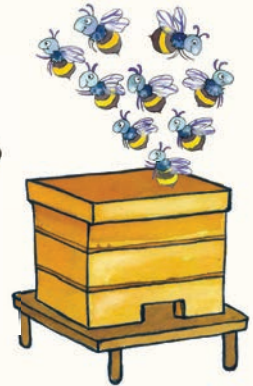
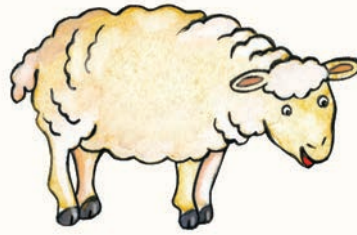
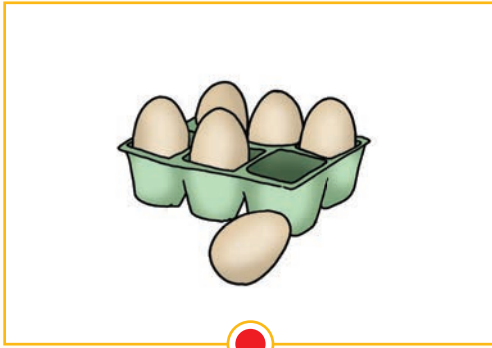
Let's talk

- 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.



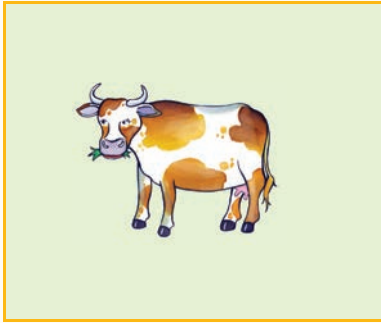


4.6

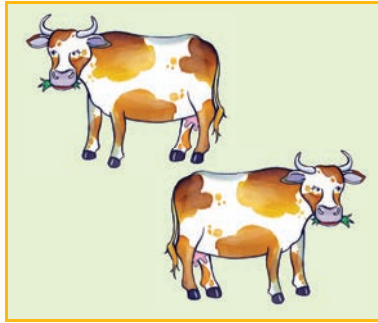


Let's count

Help the farmer to count his animals.

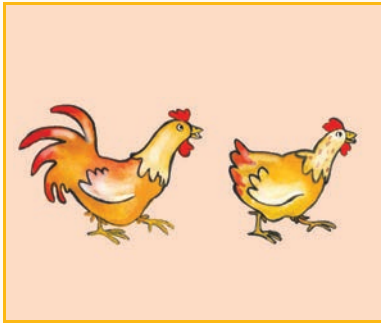


+

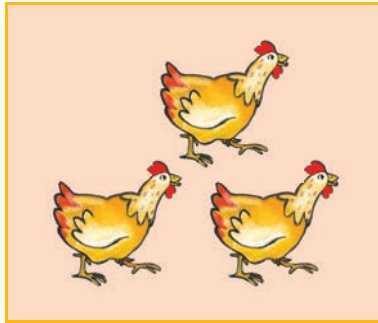


=

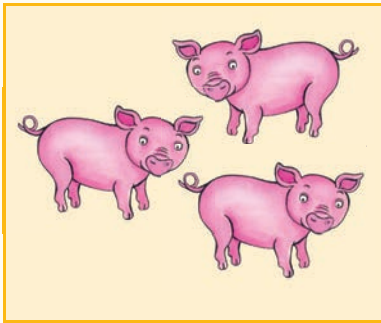
3



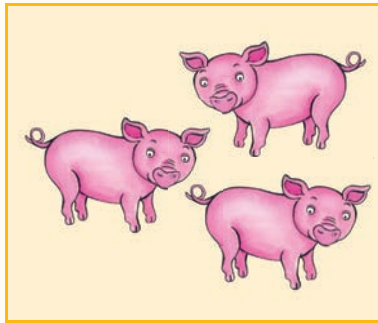
+



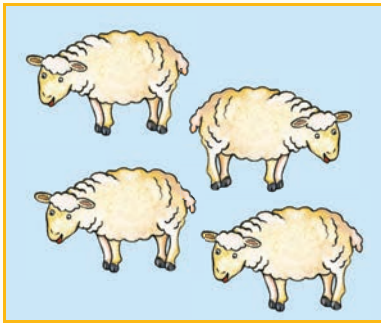
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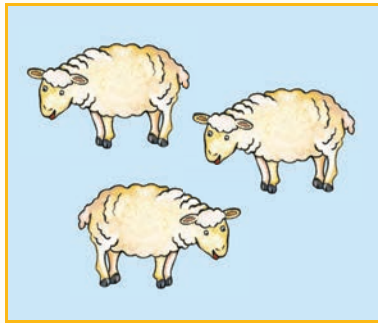
+



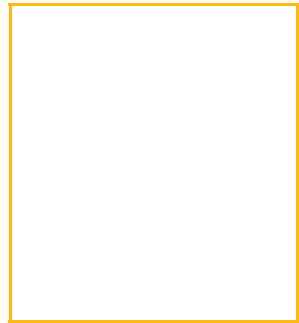
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My name is:

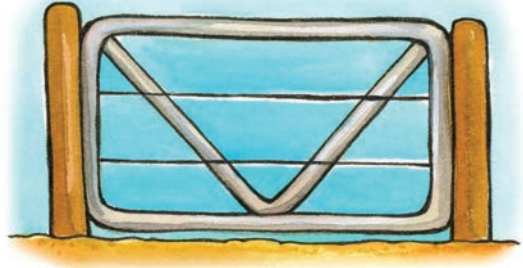
TEACHER: Sign

Date



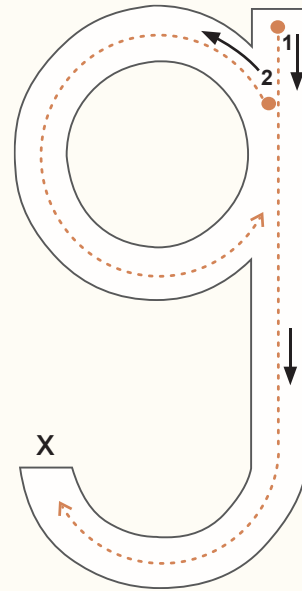
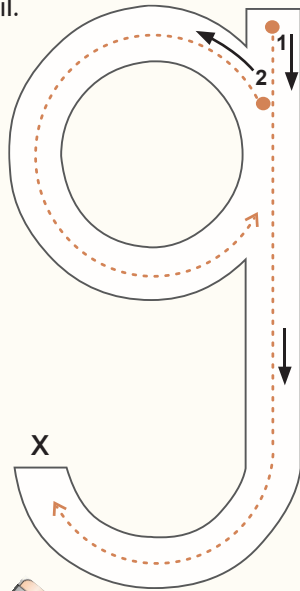
Let's write

g



gate

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



Trace the letter.

g







Let's write

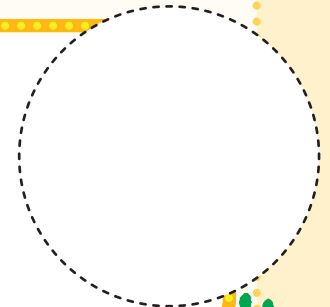
Fill in the letter **g** and listen to the sound as you say the words aloud.

  <p>glass</p>	 <p>goat</p>
 <p>glasses</p>	 <p>girl</p>
 <p>grapes</p>	 <p>gloves</p>

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



My name is:



TEACHER: Sign

Date



# Healthy environment





Paste the stickers in the correct spaces.



Let's talk

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?

TEACHER: Sign

Date



5.1

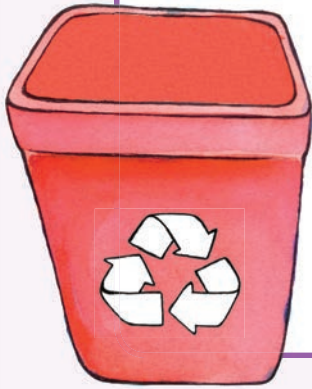


Let's do

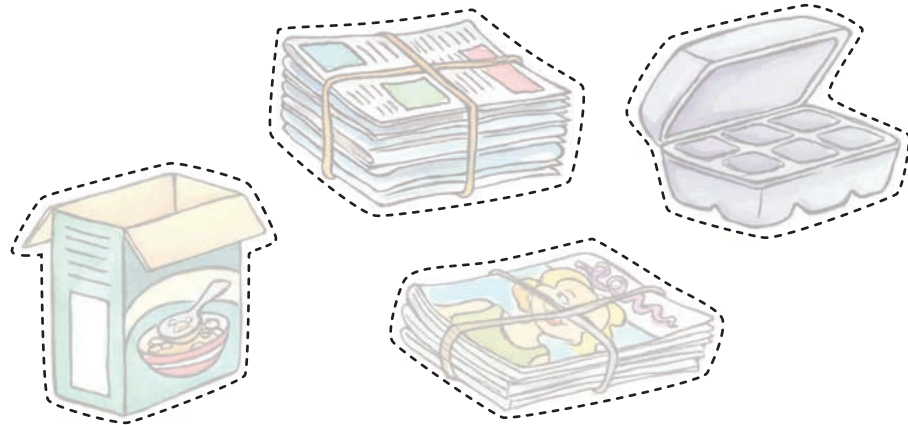
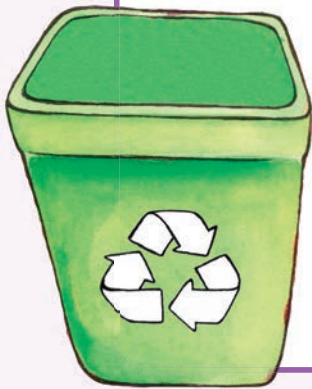
What kinds of items can you make with plastic or paper?  
Use your stickers to show how you can sort old paper, plastic and glass into the different bins so they can be recycled.

Paste the stickers in the correct spaces.

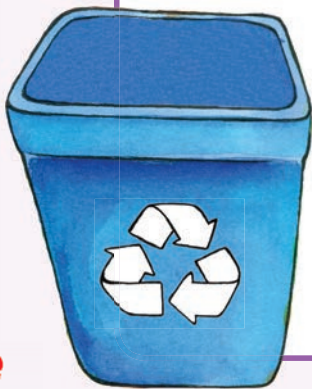
### Glass



### Paper



### Plastic





5.2



Let's count

Colour 7 triangles and trace the number.


--	--

Colour 7 squares and trace the number.

--	--

Colour 7 circles and trace the number.

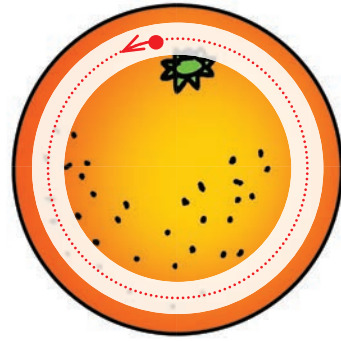
--	--

 Practise the number 7.



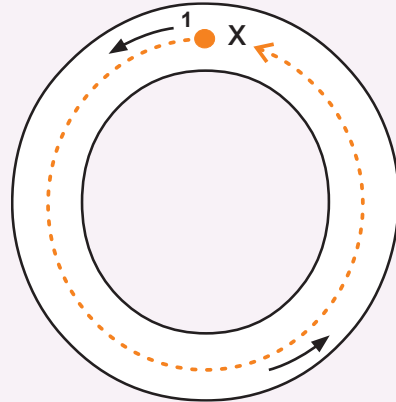
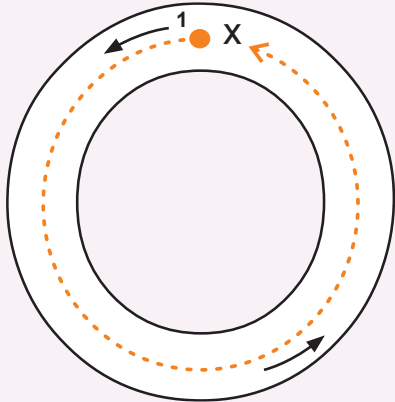


Let's write

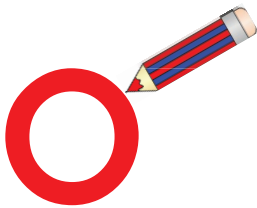


orange

Trace the letter with your finger.  
Start at the dots.



Trace the letter.





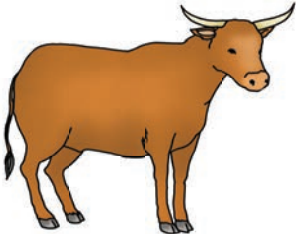







Let's write

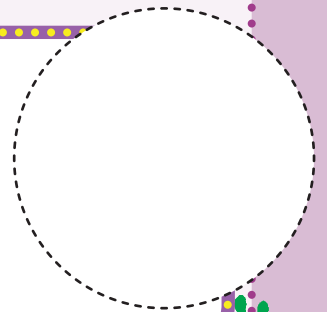
Fill in the letter **o** and listen to the sound as you say the words aloud.

 <p>b <u>o</u> x</p>	 <p><u>o</u> strich</p>
 <p>f <u>o</u> x</p>	 <p>d <u>o</u> ll</p>
 <p><u>o</u> x</p>	 <p>s <u>o</u> ck</p>

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



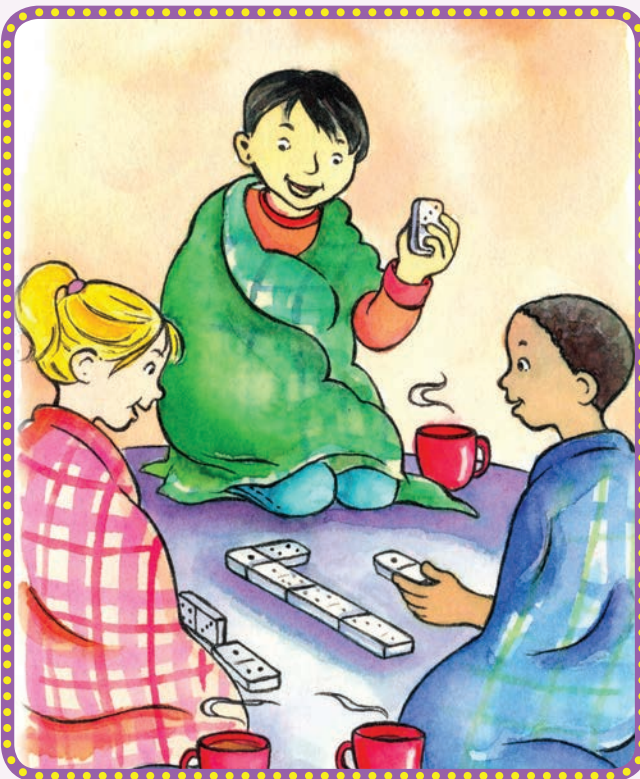
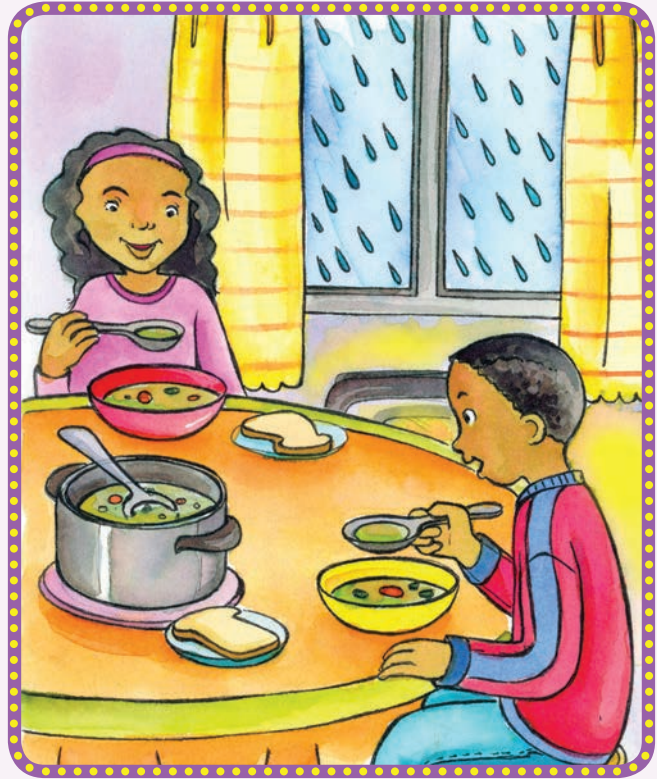
My name is:

TEACHER: Sign Date



Let's talk

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?



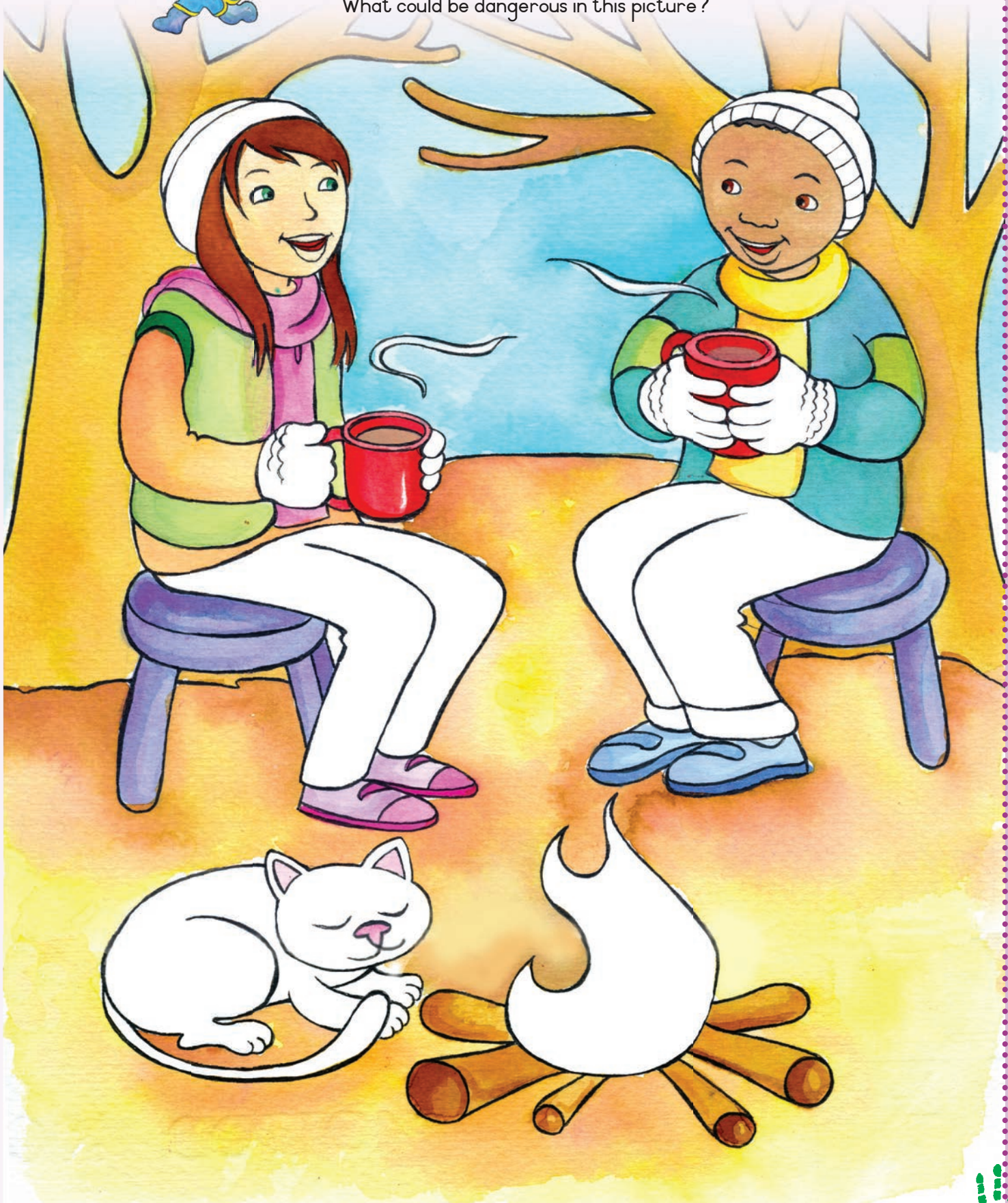


5.6



Let's do

Colour this picture.  
How do you know it is a winter day?  
What could be dangerous in this picture?



TEACHER: Sign

Date

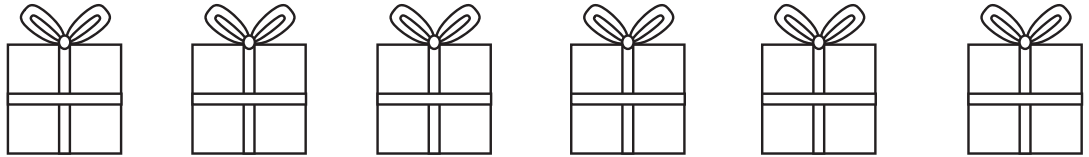


Let's count

Trace the number.

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

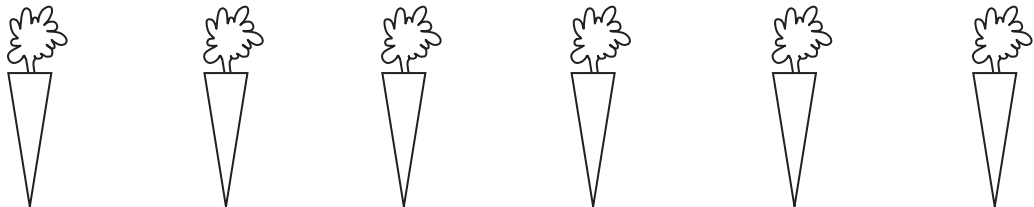
1



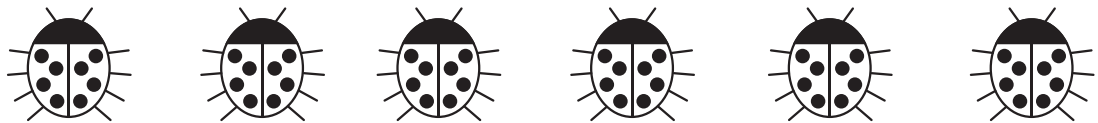
2



3



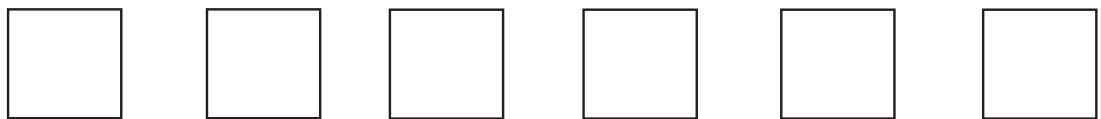
4



5



6



7



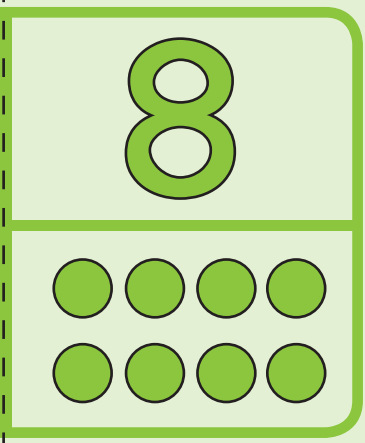
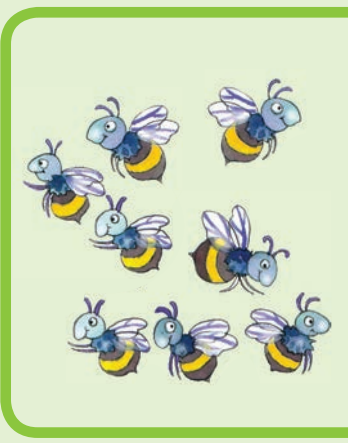
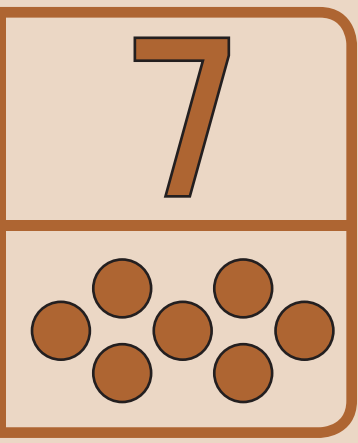
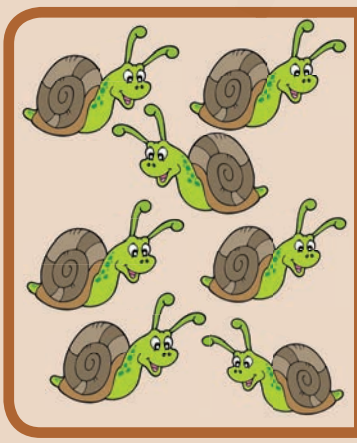
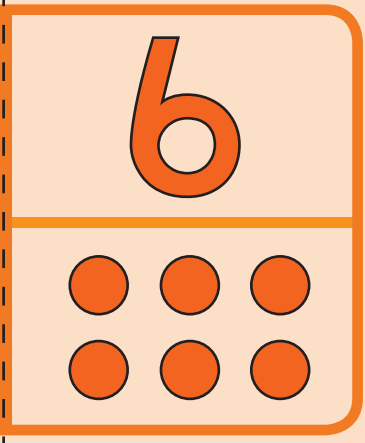
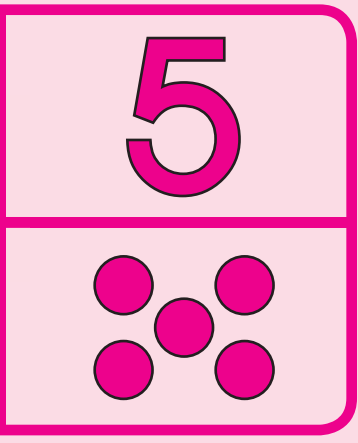
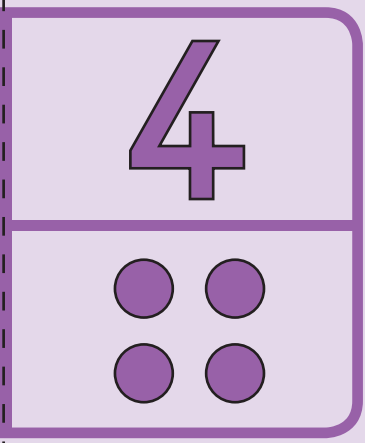
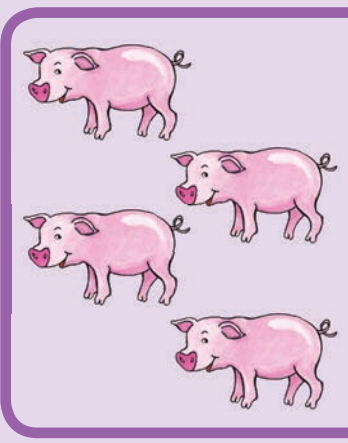
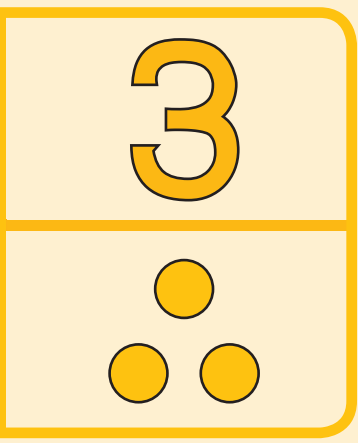
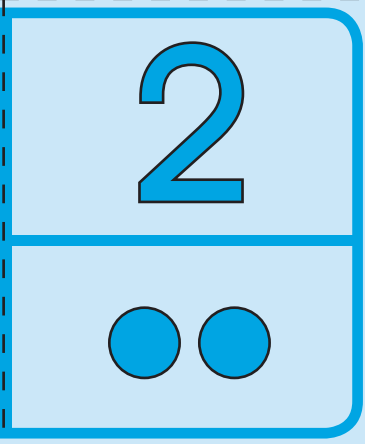
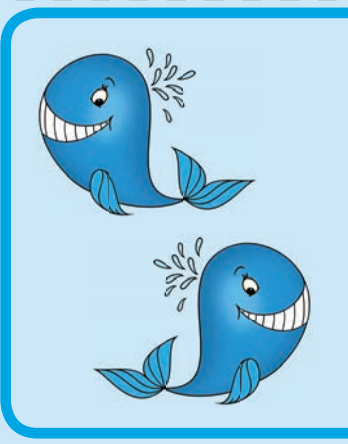
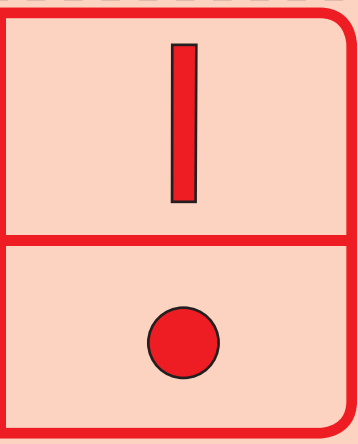
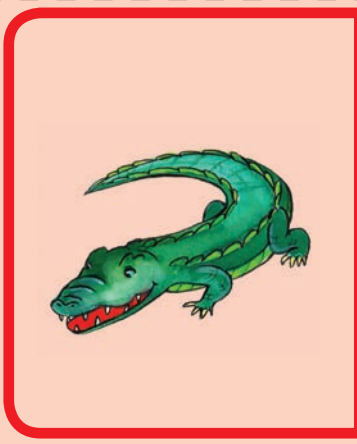
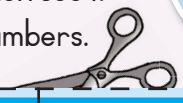




Let's count

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.

a



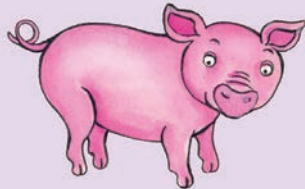
apple

n



nest

p



pig

m



mouse

o



octopus

d



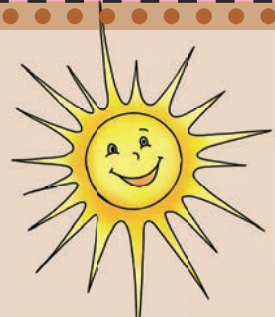
dog

t



train

s



sun

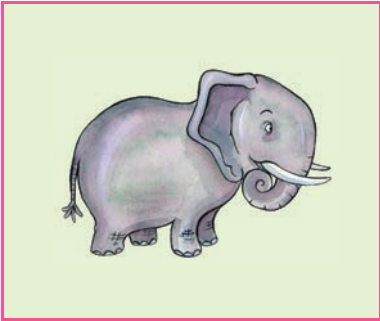


5.9

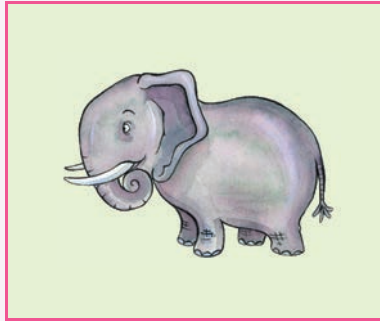


Let's count

Help the game warden to count the animals.

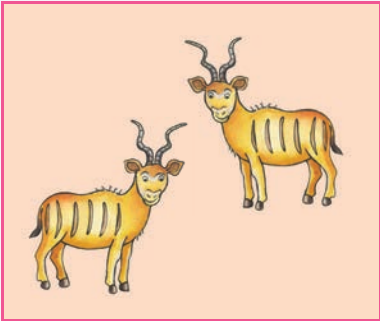


+

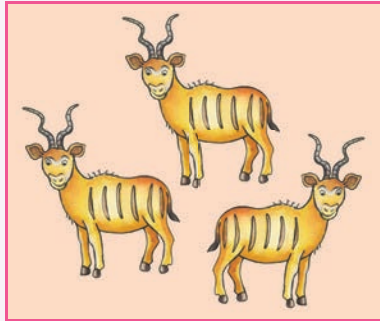


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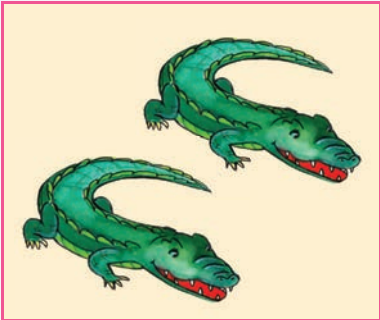
2



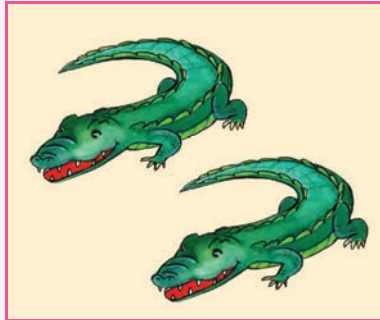
+



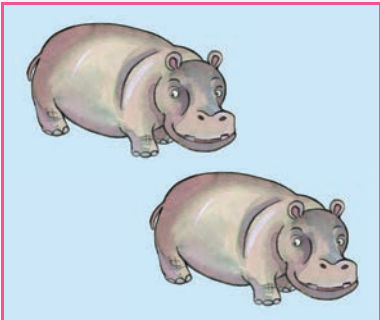
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+



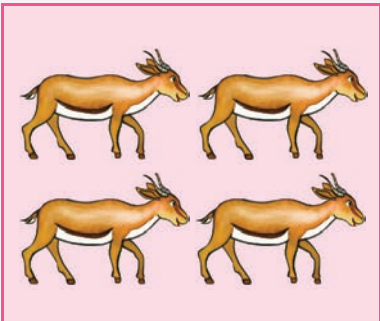
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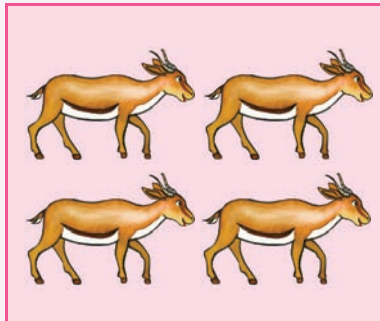
+



=



+



=

TEACHER: Sign

Date





# Cut-outs



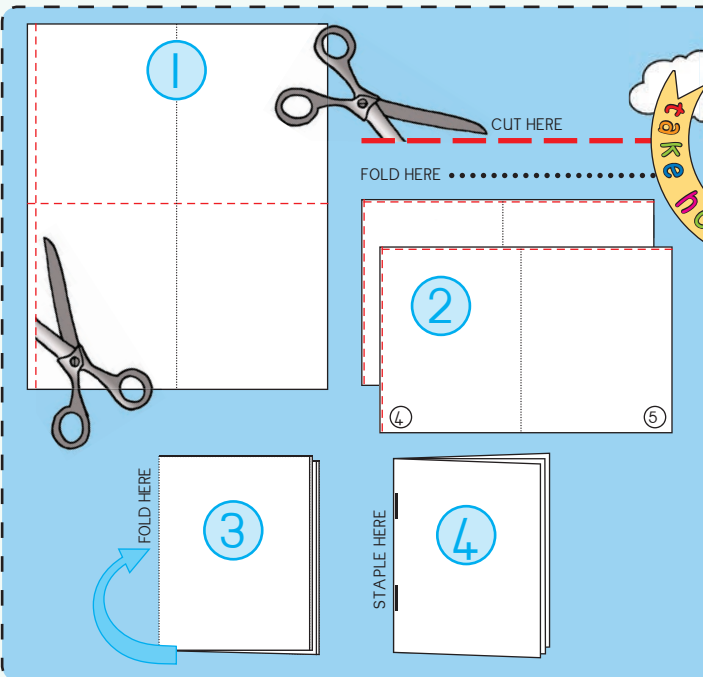
## Memory game:

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.



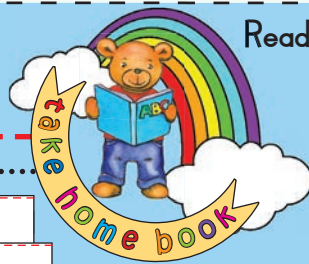
## Sequence cards:

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.







# MY CUT-OUTS



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.

GLUE HERE

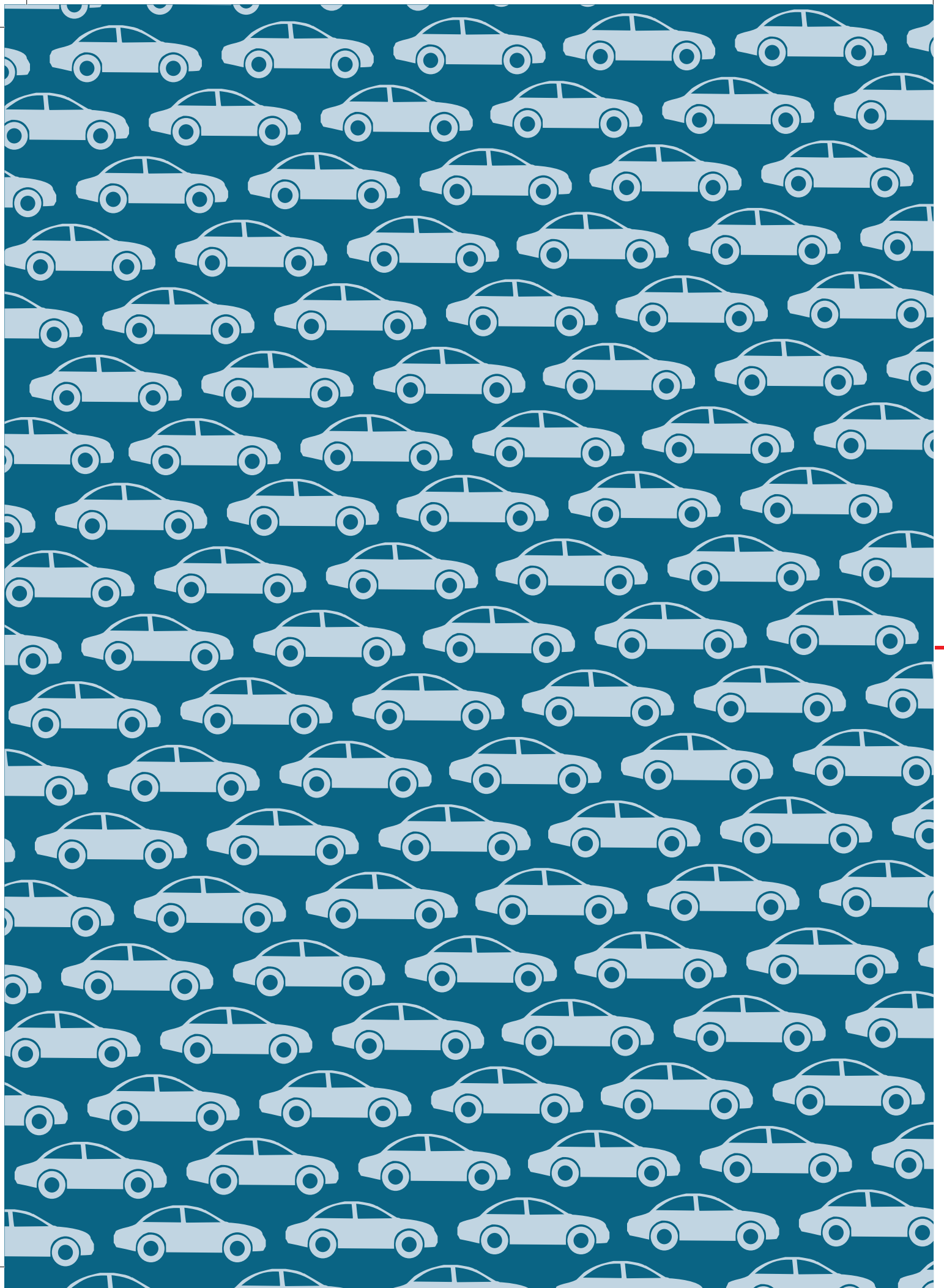
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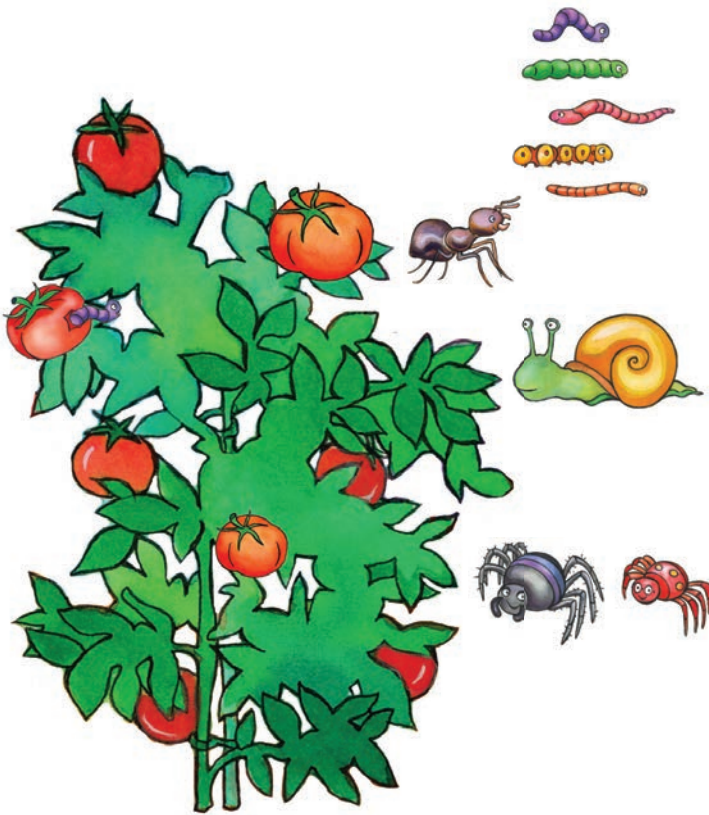
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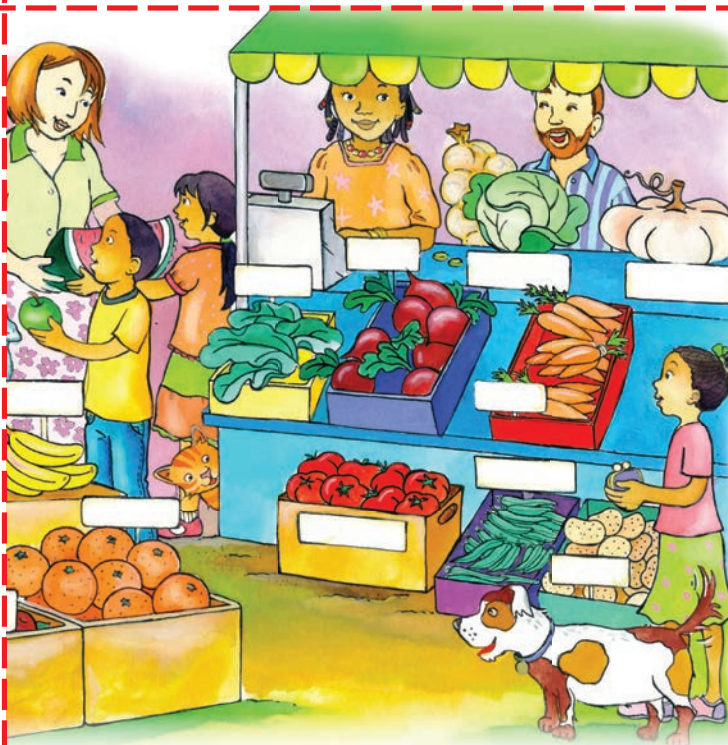
The animals want to eat the plants.

4



Soon the tomatoes are big and red.

5



We have lots of vegetables to sell at the market.

8



We plant a seed

Everyday Nomsa and Sam work in the vegetable garden.

1





I will have a tomato for  
my lunch.

6



Nomsa waters the plants.

3

Soon we will have tomatoes  
to eat.



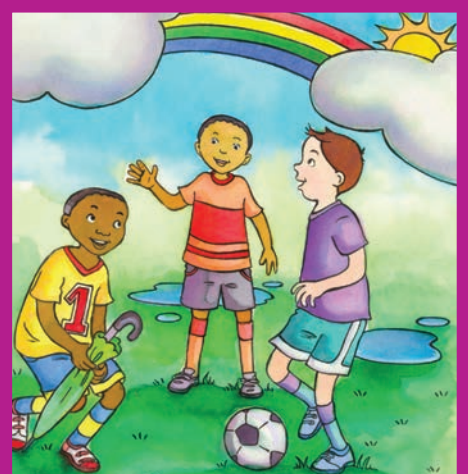
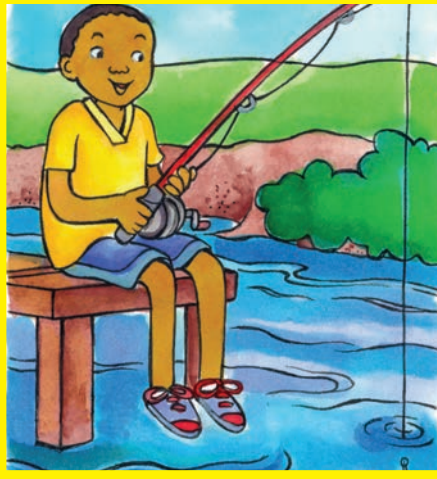
2



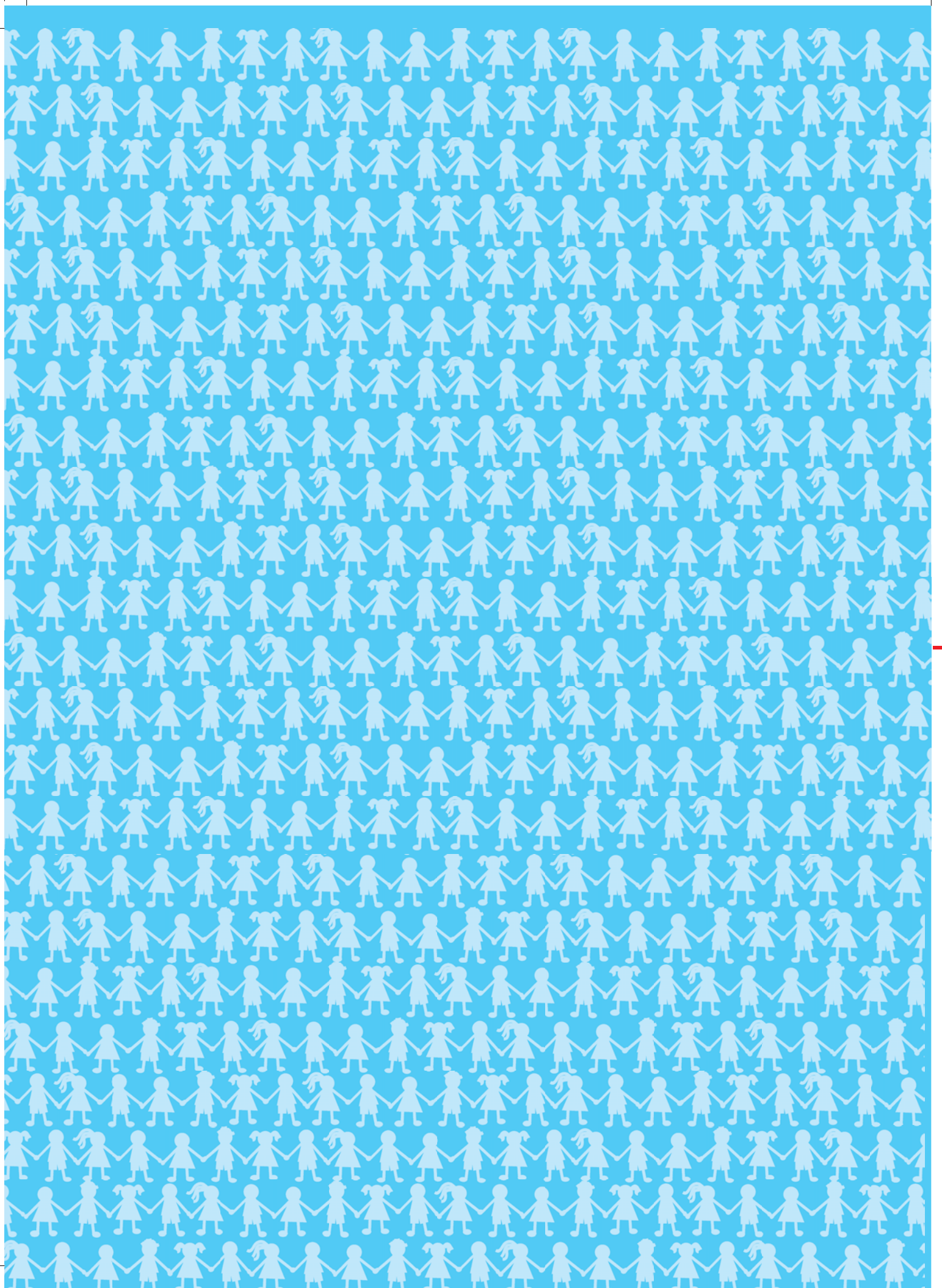
Everyone came to see  
the garden.

7













Sara must stay in bed.

4 She feels very hot.



Sara has Chicken Pox.

She has lots of spots.

5



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

8



A visit to the doctor



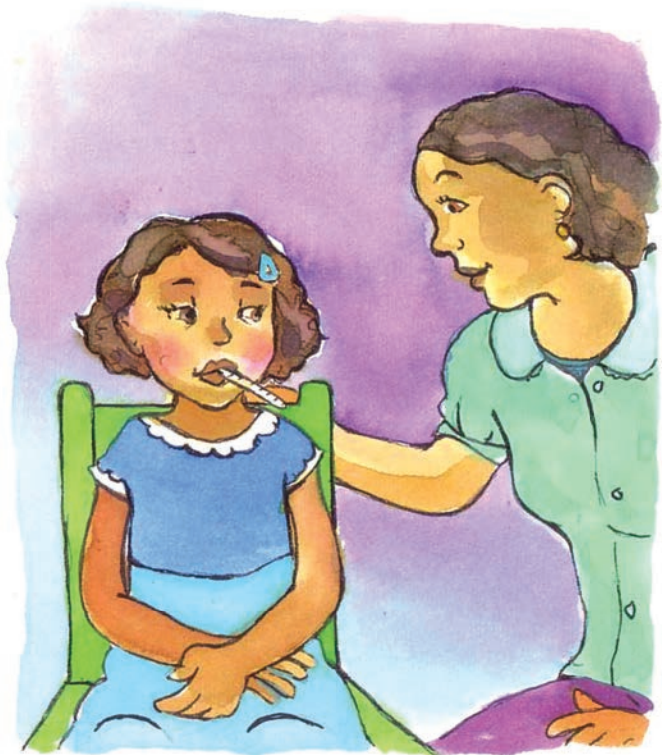
1





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

6



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

3



Sara feels too sick to eat  
her breakfast.

2



Sara takes her medicine.

7