



Revised and  
CAPS aligned

Grade **R**



Name:



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



ENGLISH  
GRADE R – BOOK 3  
TERM 3  
ISBN 978-1-431507-11-5  
THIS BOOK MAY NOT BE SOLD.  
15th Edition



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

ENGLISH

Book

3

Term 3





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.

## Playing together



## Messy play is fun!



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SCAN HERE  
or visit [OMO.CO.ZA](https://omo.co.za)  
for fun activities in  
the OMO Messy  
Play Zone.



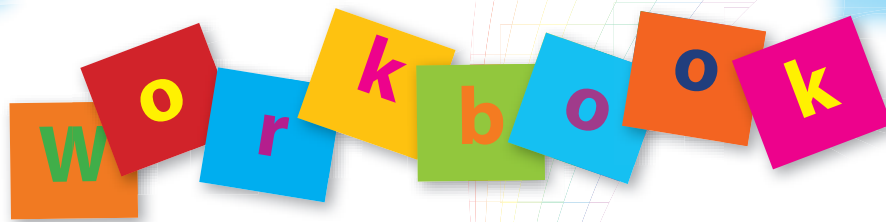




# Grade R

## INTEGRATED

- Home Language
- Mathematics
- Life Skills



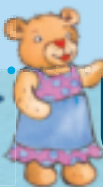
1	Transport .....	2
2	The jobs people do .....	10
3	Water .....	20
4	On the farm .....	30
5	Healthy environment .....	42

ENGLISH

Book

3

Term 3



# Transport



Discuss the picture.







TEACHER: Sign

Date





Discuss the road signs.

Term 3 – Week 1–5





Discuss the story and draw what happens next.





Which sound do you hear at the beginning of each word?

n



nest



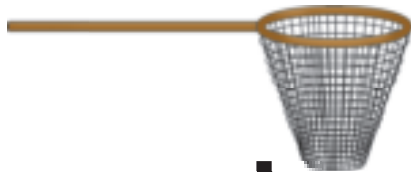
nail



nap



nuts



net



nose



My name is:



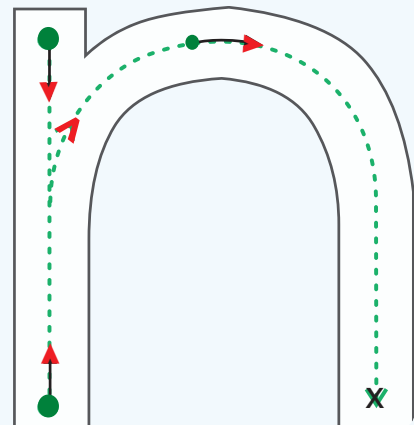
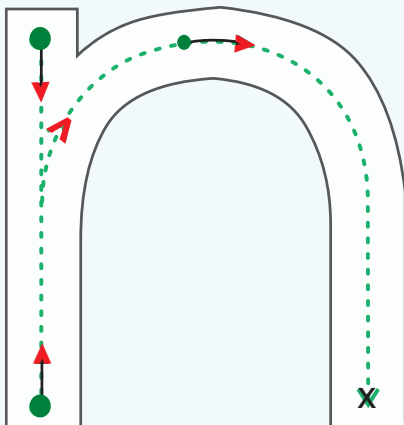
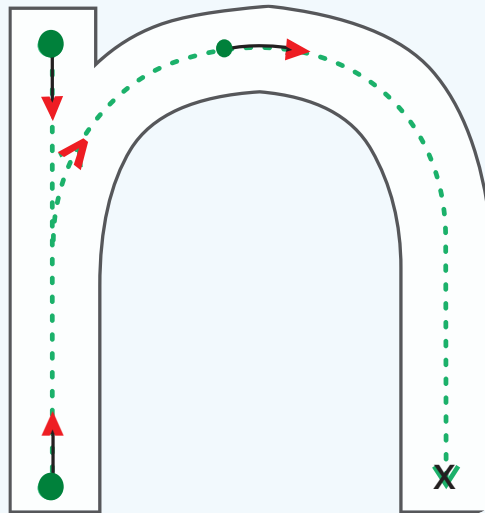


Let's sound and trace.

n



nose



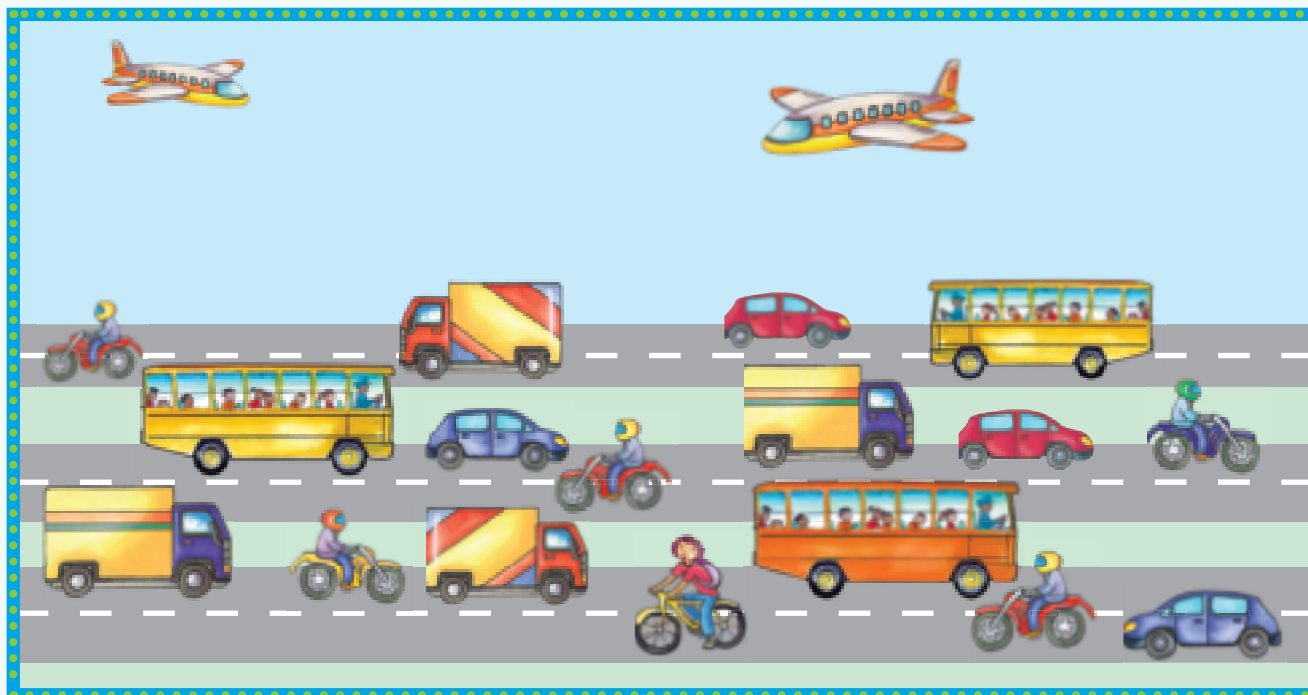








15



Count and represent.

Term 3 – Week 1–5



5						
4						
3						
2						
1						
						



8



1.6



Draw and colour the other side of the boat.



My name is:

A large rectangular box with a dotted border, intended for the child to write their name.

TEACHER: Sign

A blank rectangular box for the teacher's signature.

Date

A blank rectangular box for the date.





2

# The jobs people do



Discuss the picture.







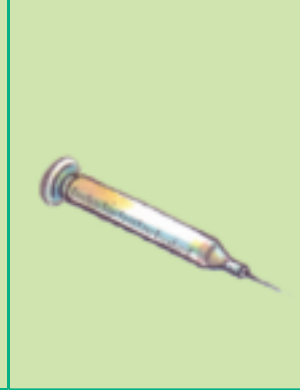
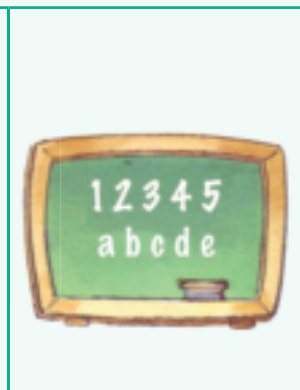
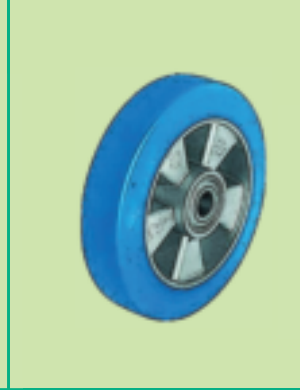
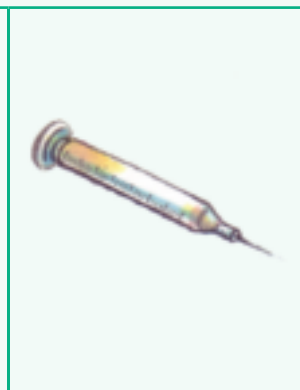
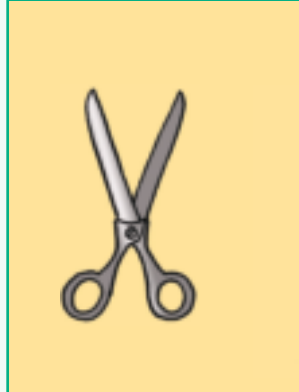
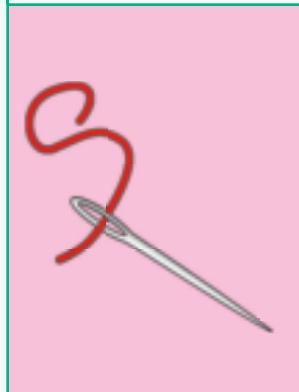
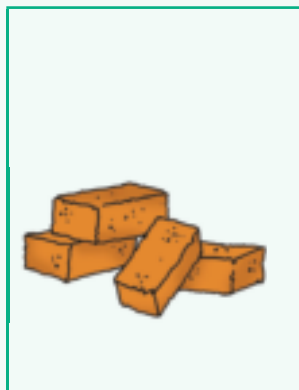
TEACHER: Sign

Date





Match and circle.





2.2



Sort, paste and count.

Health	Food	Transport



TEACHER: Sign

Date



Which sound do you hear at the beginning of each word?

p



pan



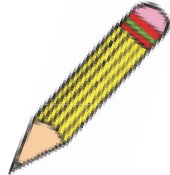
pot



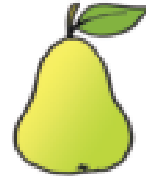
puppies



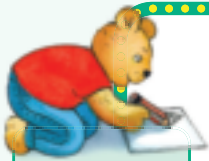
paint



pencil



pear

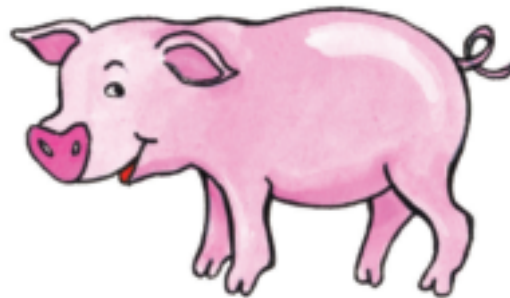


My name is:

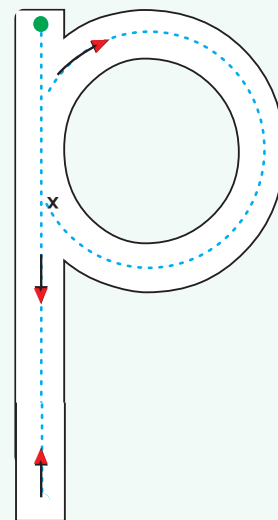
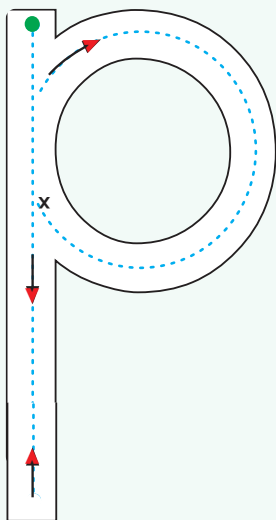
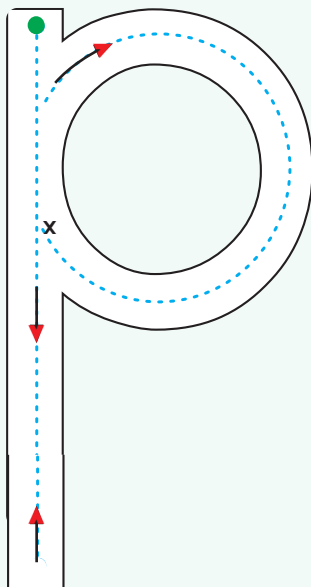


Let's sound and trace.

p


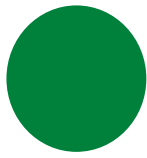
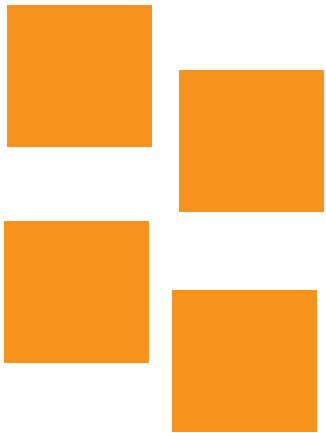


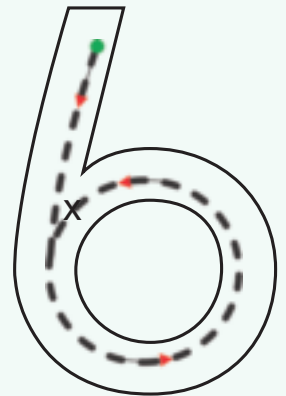
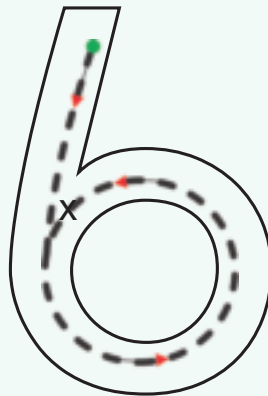
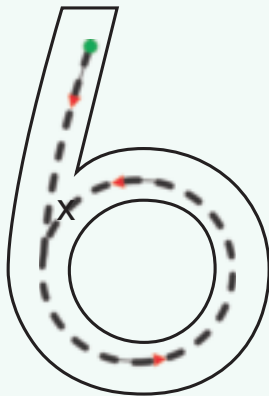
pig





Count, draw and trace 6.



2.6



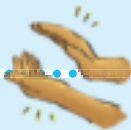
My name is:



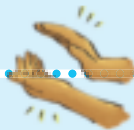
Clap the syllables.



doctor



doc



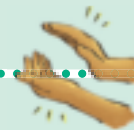
tor



farmer



far



mer



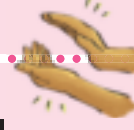
ambulance



am



bu



lance



builder



buil



der



painter



paint



er



Sound, trace and circle the odd one in each row.

s

6

six



sad



nail

a



nest



ant



apple

t



tap



net

10

ten

i



ink



nose



igloo

p



necklace



pen

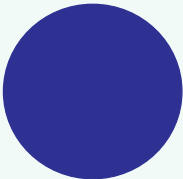
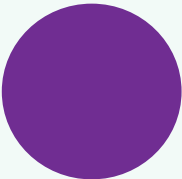
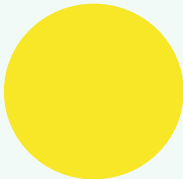
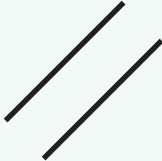
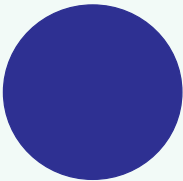



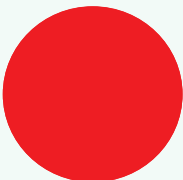
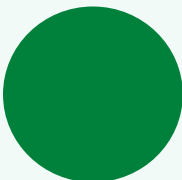


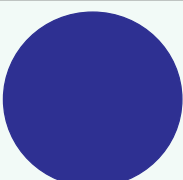

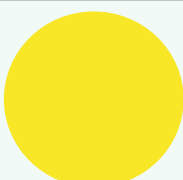
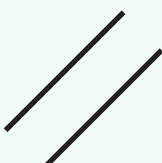
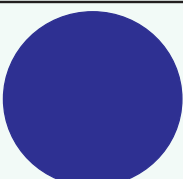
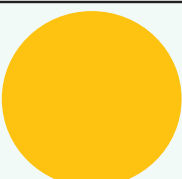
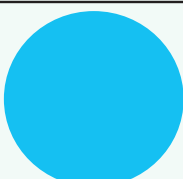

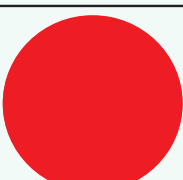
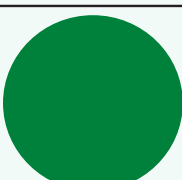
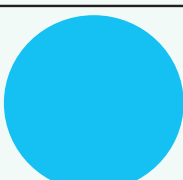



pot



Extend the pattern.



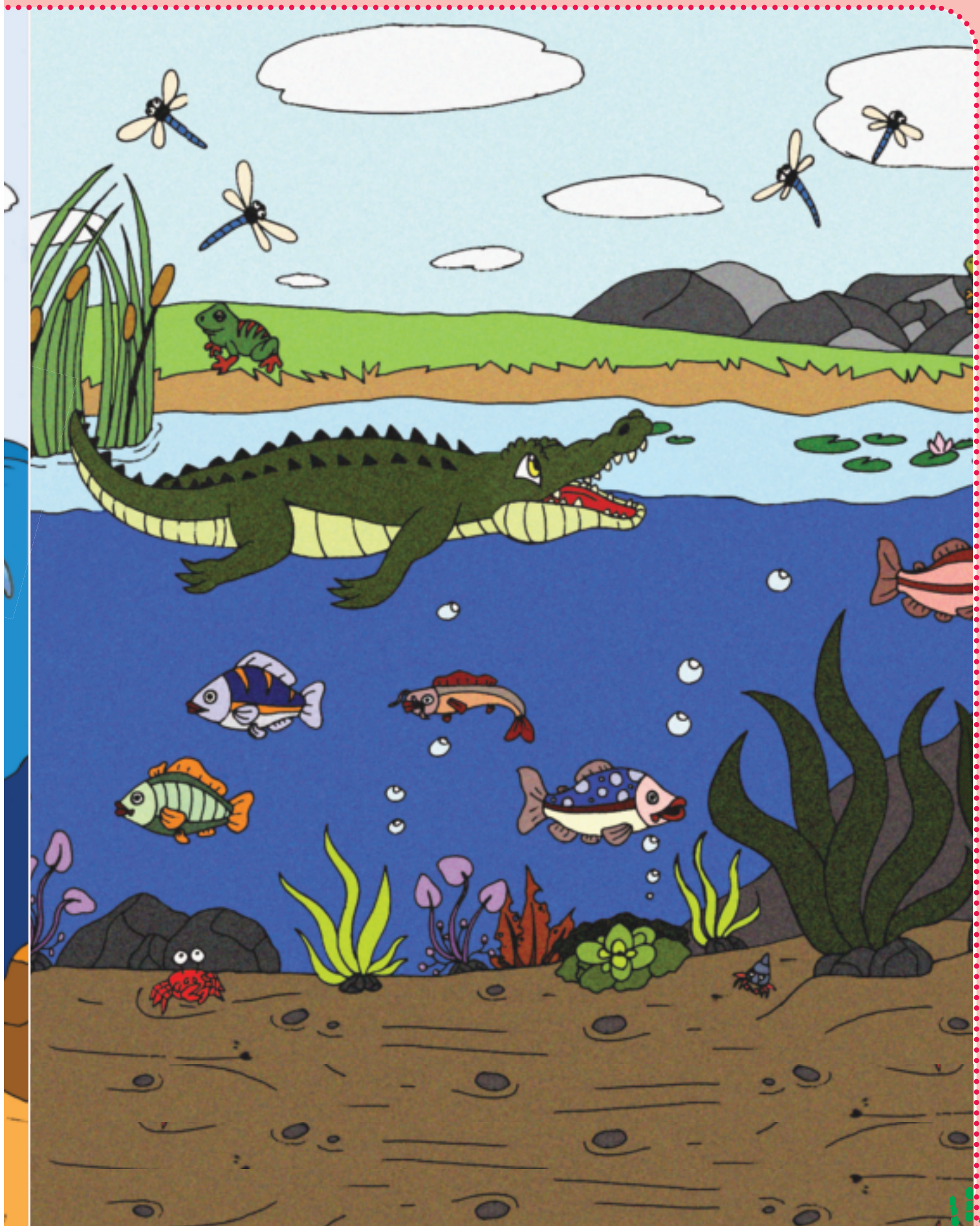
3

# Water

Discuss the picture.







TEACHER: Sign

Date



Which sound do hear at the beginning of each word?

C



cup



cap



can



cot



My name is:

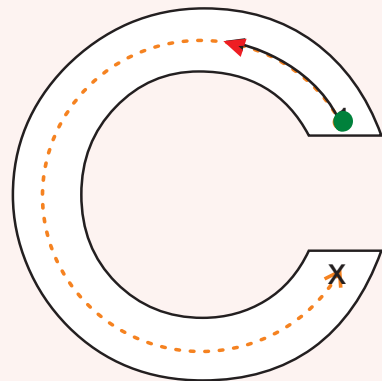
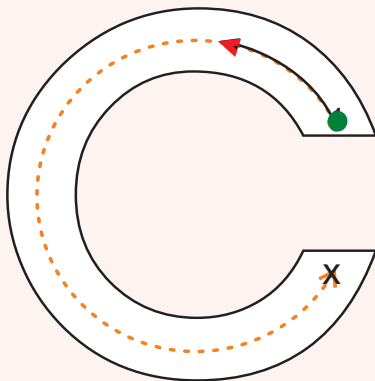
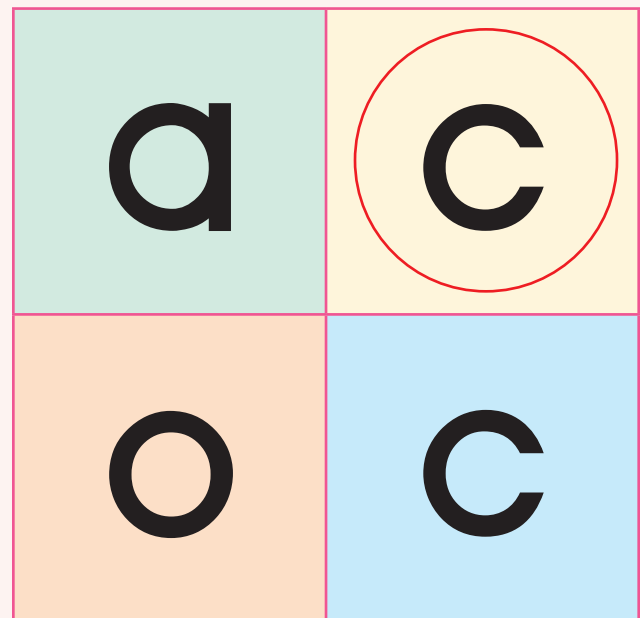
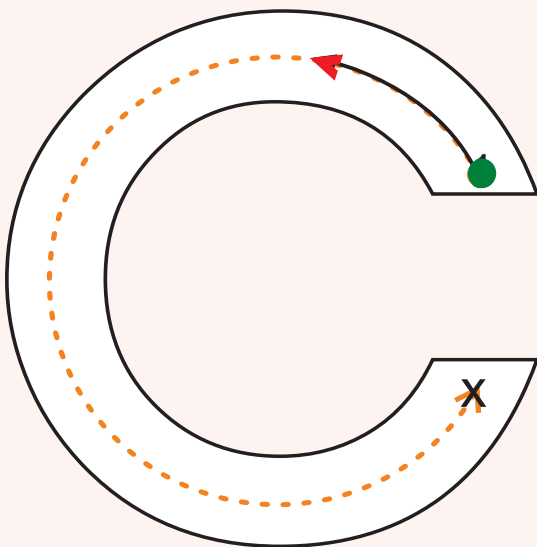


Sound, trace and circle.

C



cat







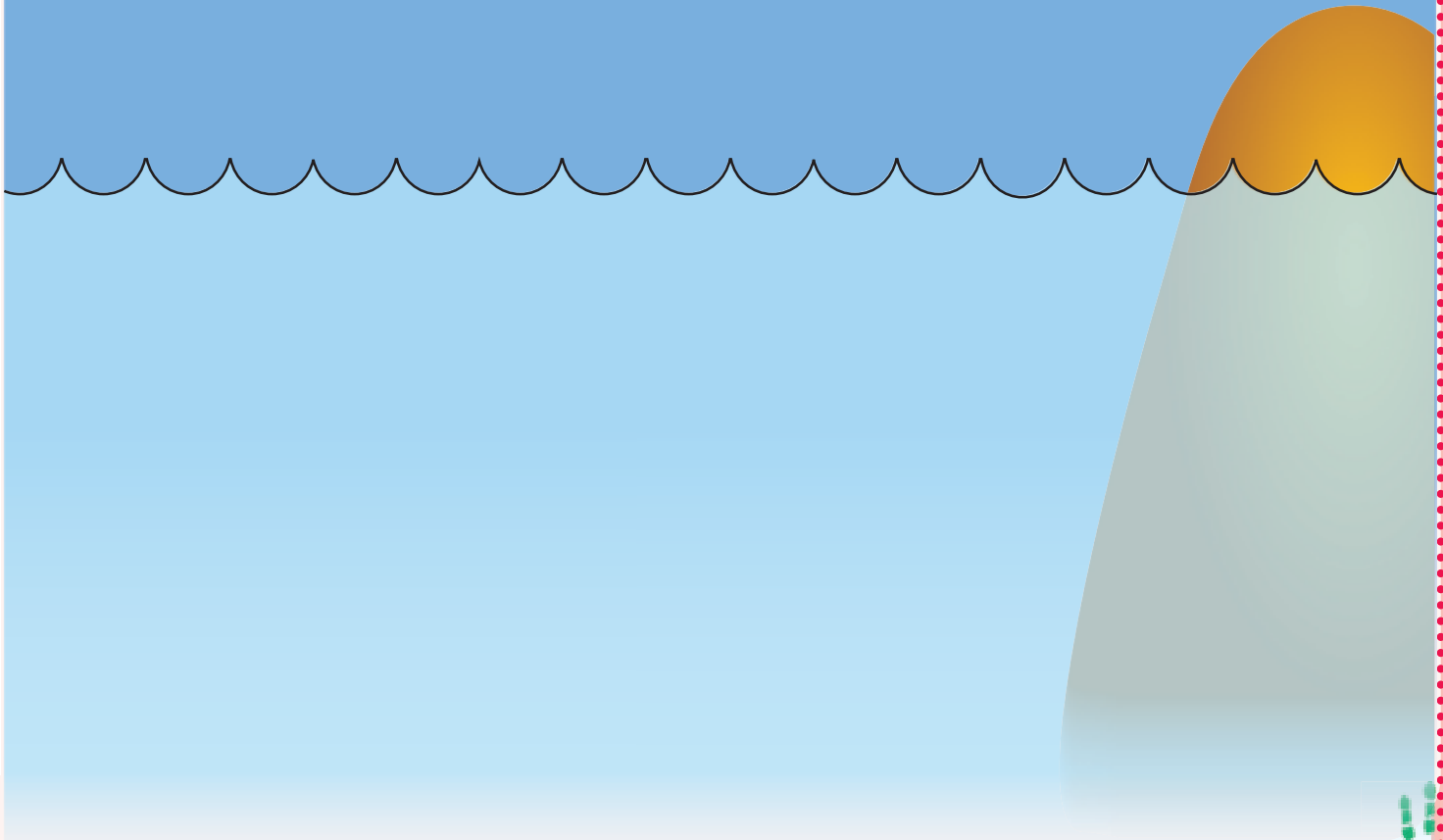
Trace and colour the starfish red and the dolphin blue.







Discuss and paste pictures of the water creatures.





Follow the numbers to help the diver find the treasure.





Count and make an X in the box with less than.

<input checked="" type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>



Which sound do you hear at the beginning of each word?

k



kick



kettle



king



kitten



key



kudu



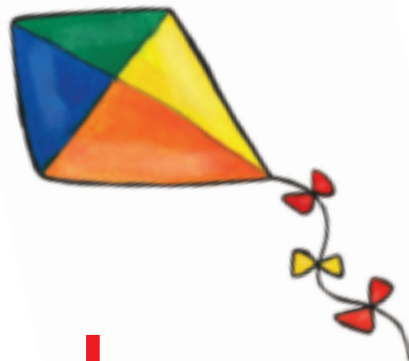
My name is:



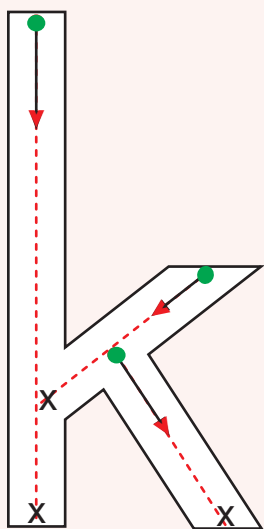


Sound, trace and circle.

k



kite



k

k

b

h

k

k

k

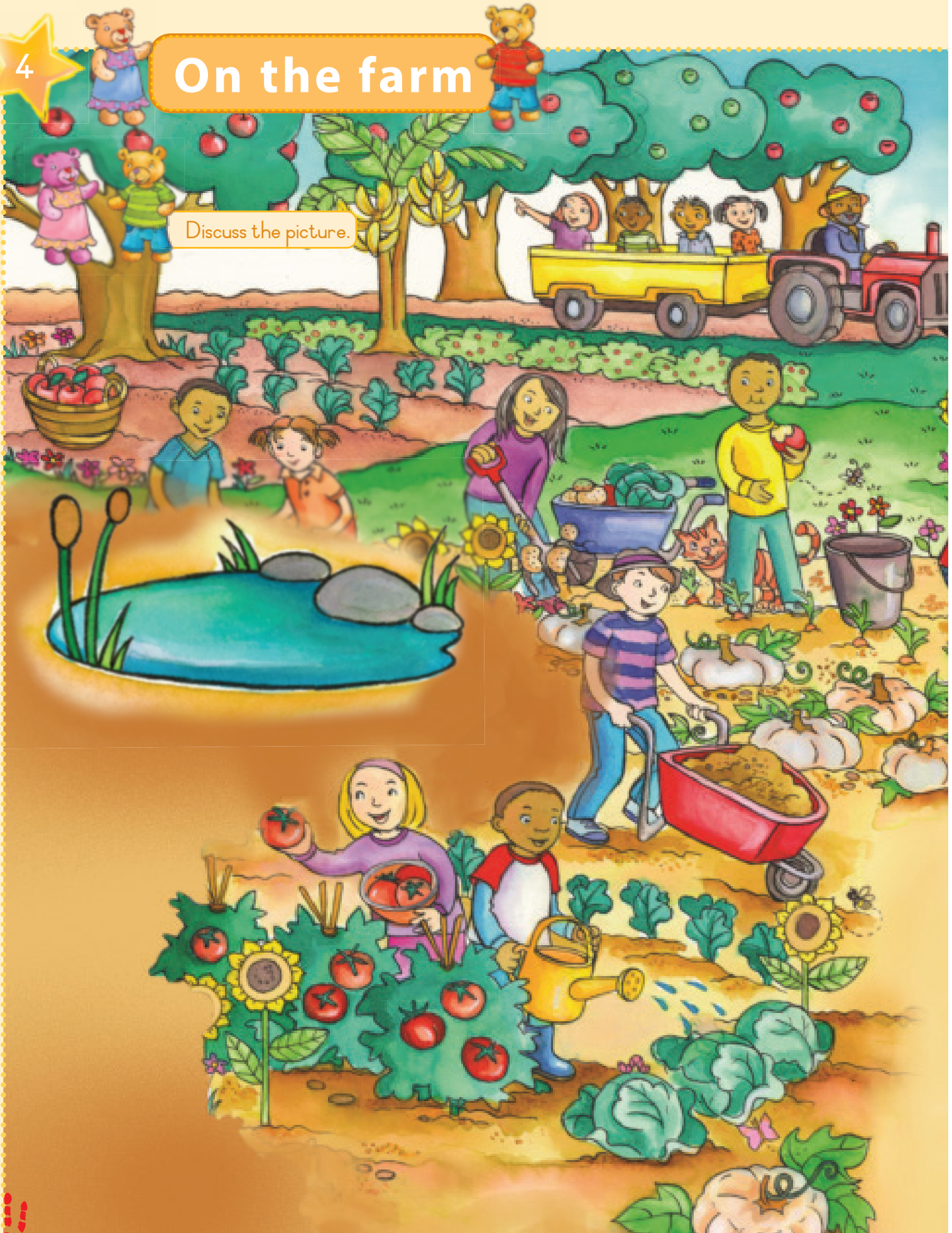
k

k

# On the farm

Discuss the picture.

Term 3 – Week 6–10





Complete the pattern.



TEACHER: Sign









Date















Discuss.

fruit	
	
apple	orange
	
grapes	banana
	
pineapple	pear
	
paw paw	peach

vegetables	
	
beans	cabbage
	
peas	spinach
	
potato	carrots
	
mealie	pumpkin

4.2



Paste the fruit and vegetables in the correct columns.

fruit	vegetables

TEACHER: Sign

Date



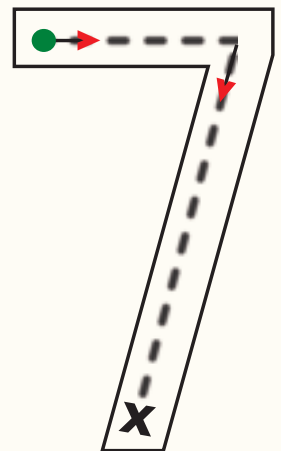
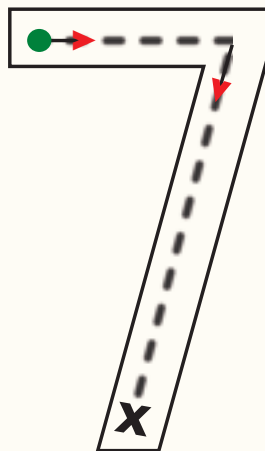
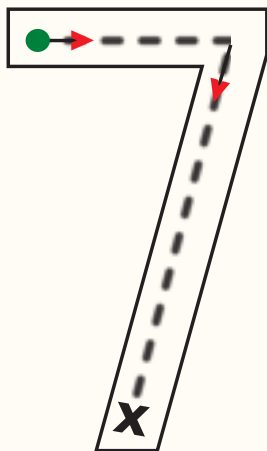


Colour 7 shapes in each row and trace 7.

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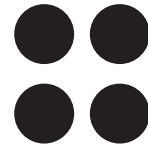
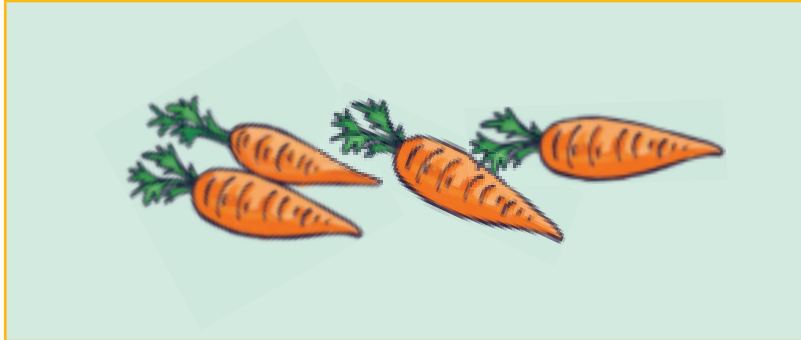
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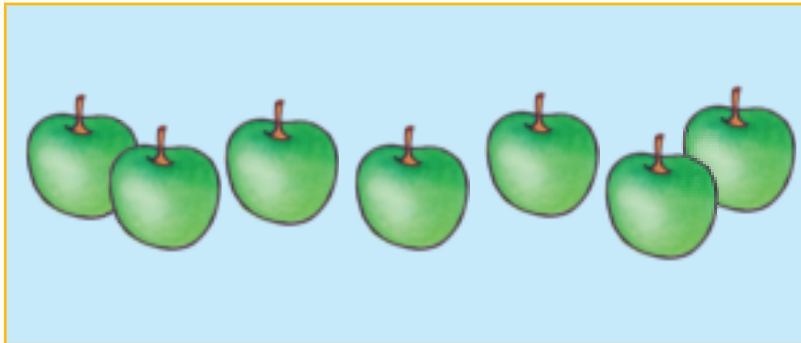




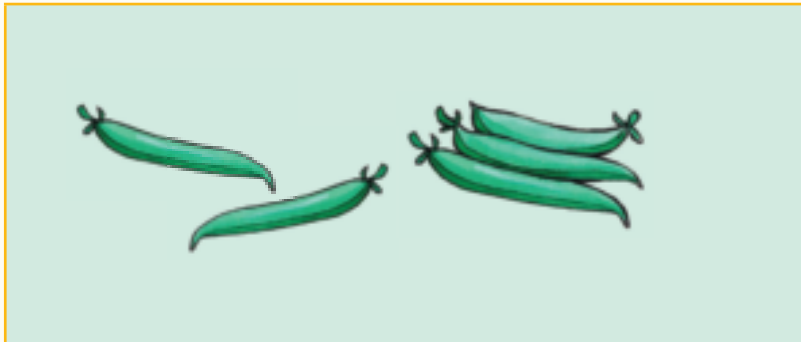
Draw the matching number of dots and trace.



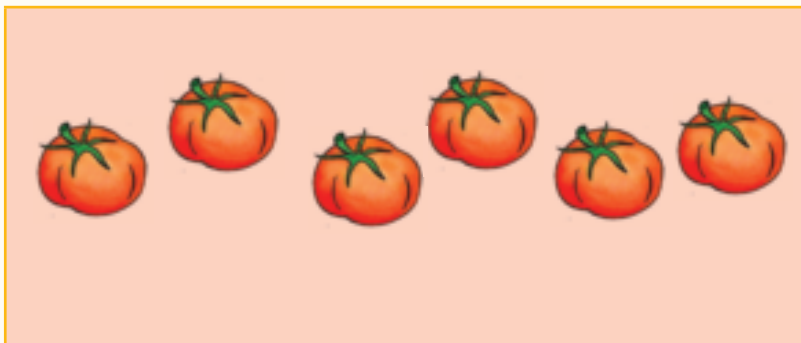
4



7



5

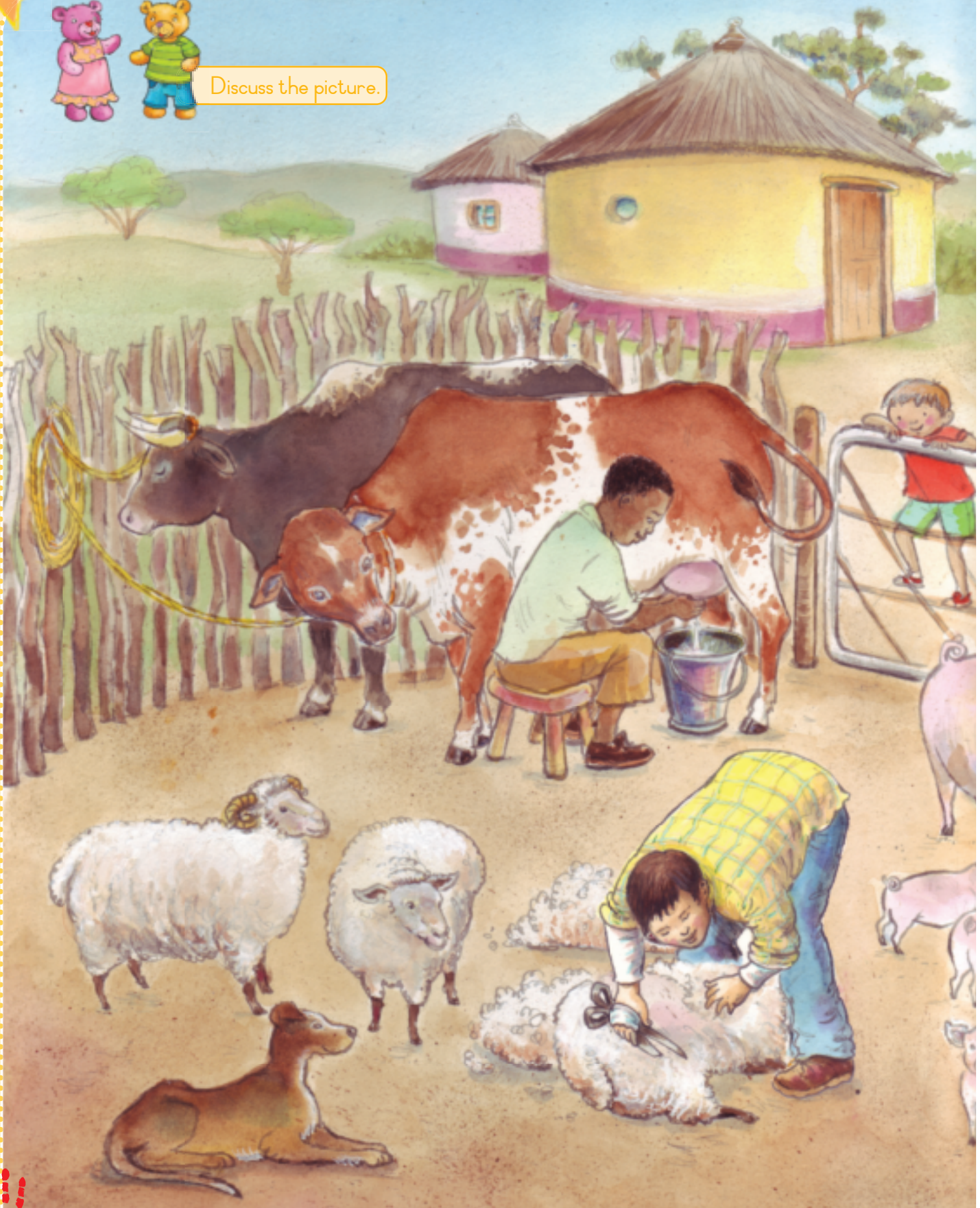


6

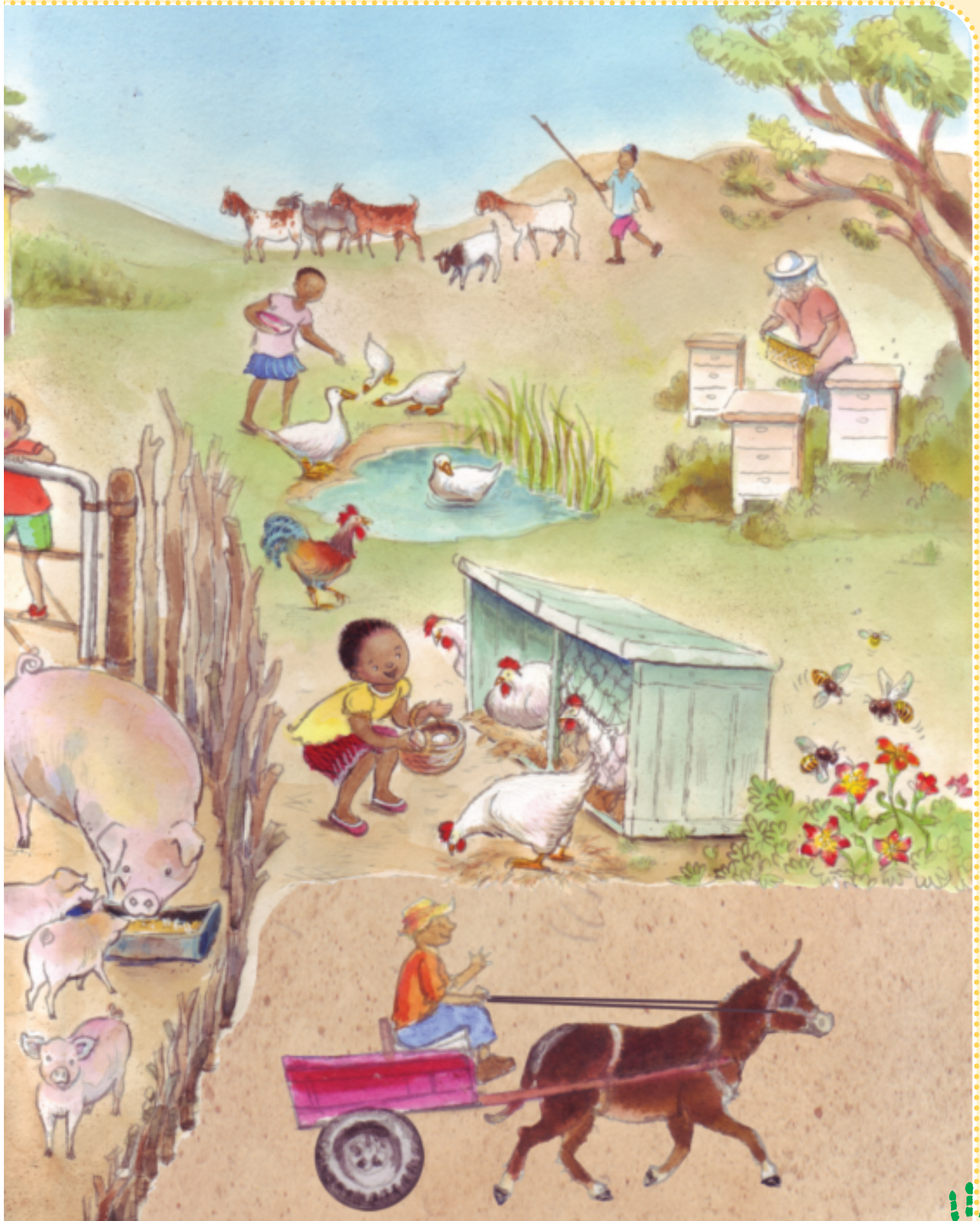




Discuss the picture.

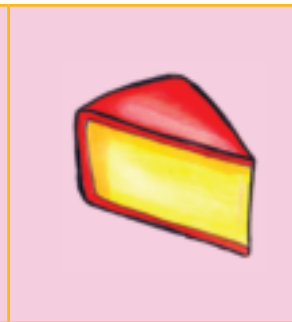
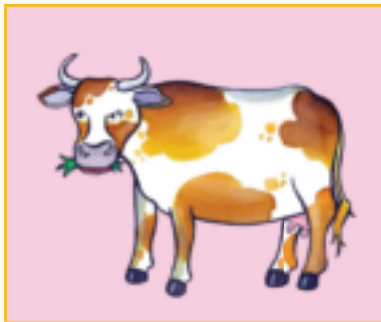
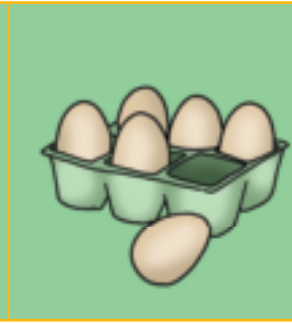
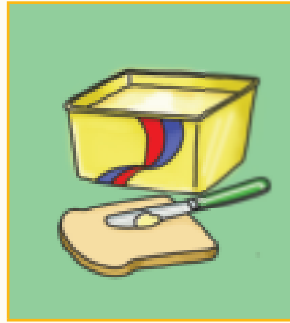








Circle the products we get from the creatures in the first box.



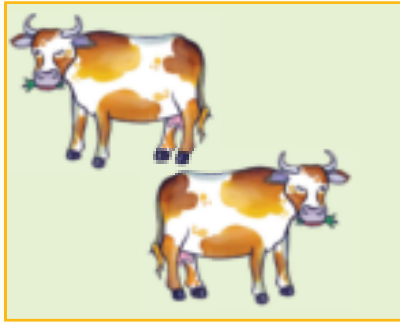
4.7



How many altogether?



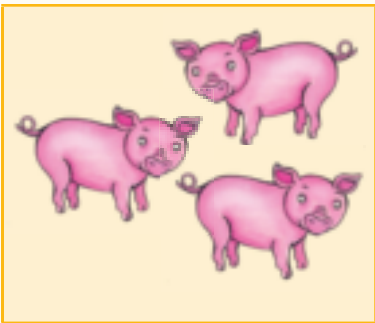
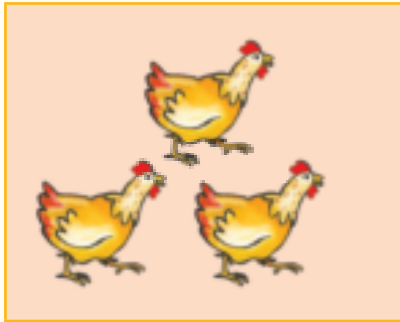
and



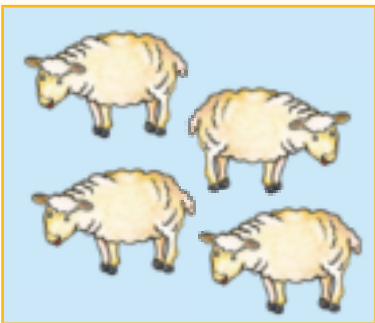
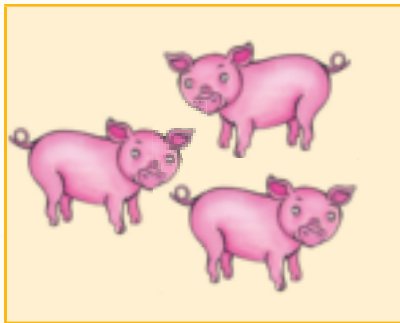
3



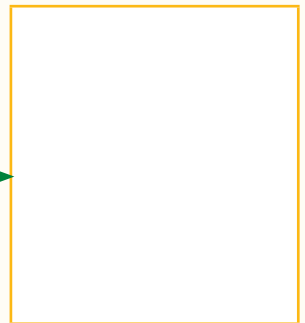
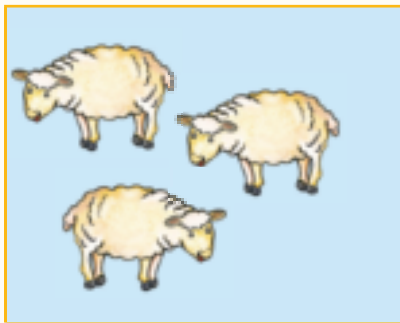
and



and



and



My name is:

TEACHER: Sign

Date

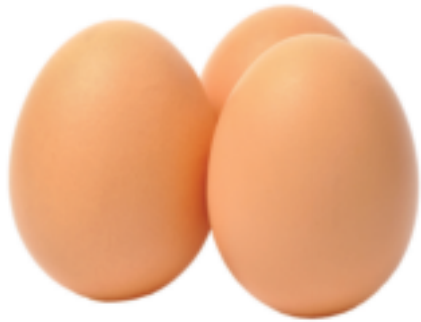






Which sound can you hear at the beginning of each word?

e



eggs



elbow



envelope



elephant



eskimo

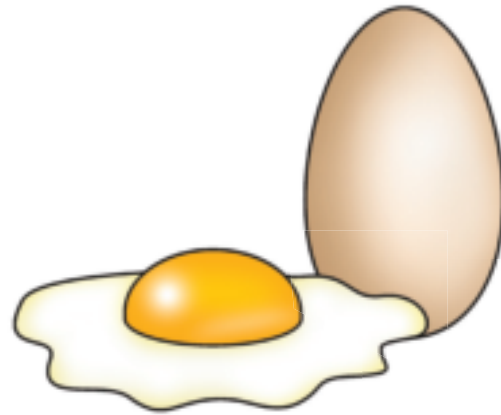


emerald

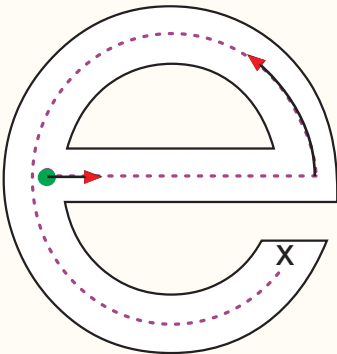


Sound, trace and circle.

e



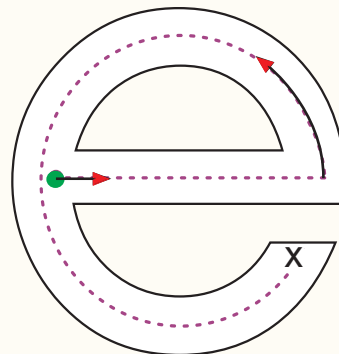
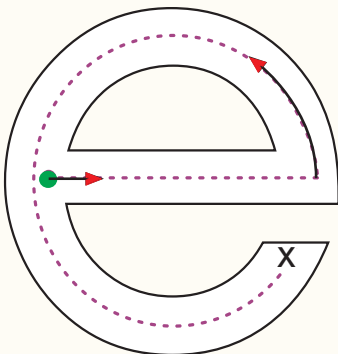
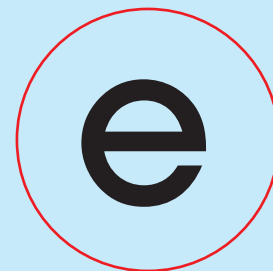
e gg



c

e

o



5

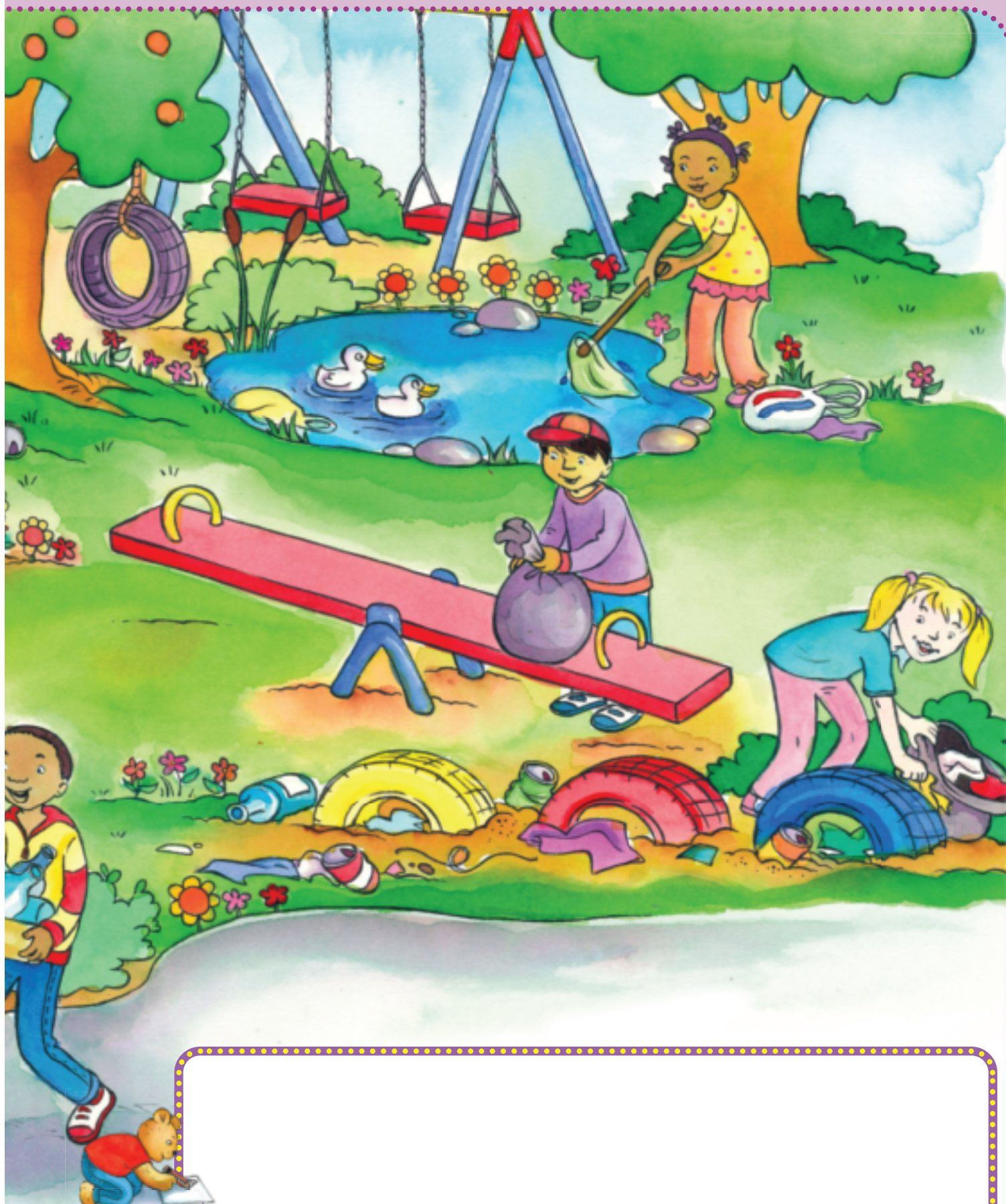
# Healthy environment

Discuss the picture.

Term 3 – Week 6–10







My name is:

TEACHER: Sign

Date

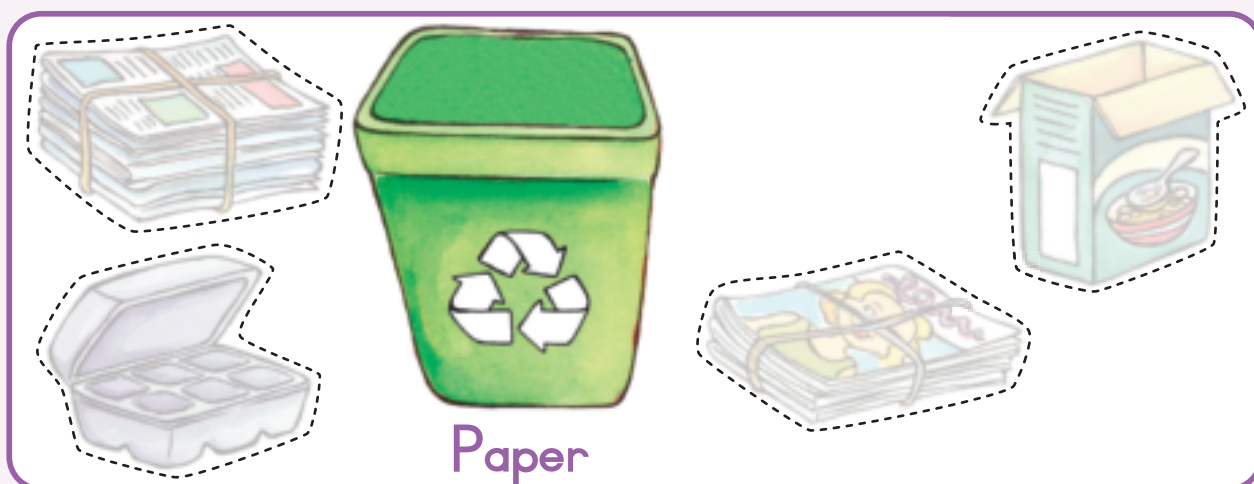




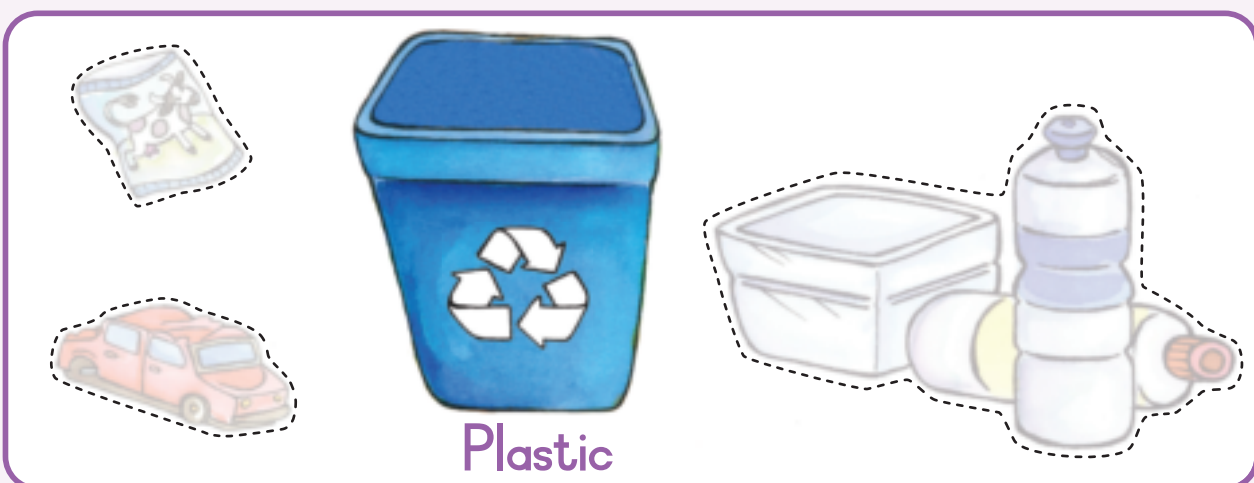
Paste the stickers correctly.



Glass



Paper



Plastic

5.2



Trace, count and colour the correct number of objects.

--	--

--	--

--	--

--	--



Which sound do you hear at the beginning of each word?

# h



horse



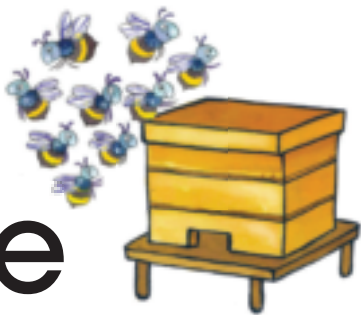
honey



hand



house



hive



heart



My name is:

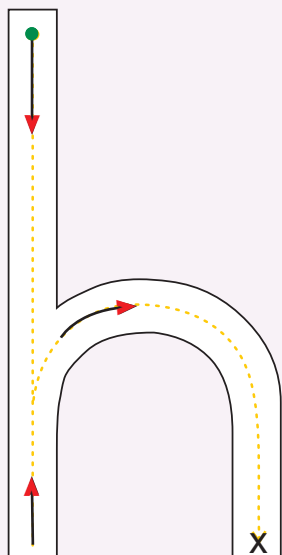


Sound, trace and circle.

# h



hat



k

h

b

h

# h

h

h

h

h

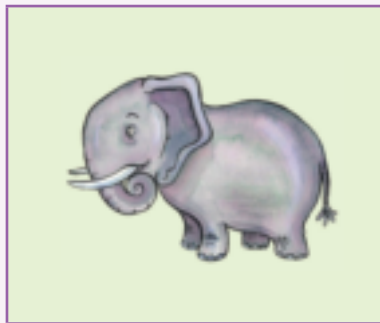




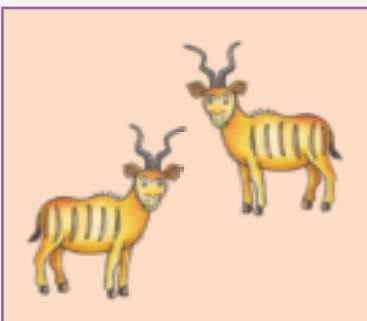
How many altogether?



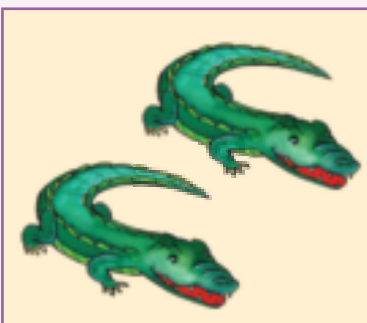
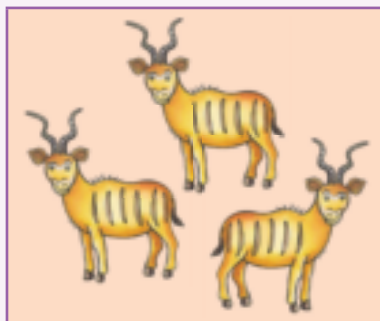
and



2



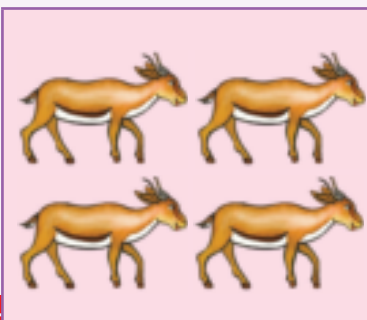
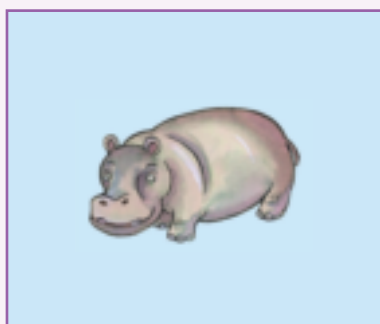
and



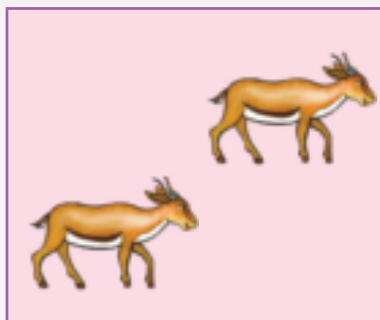
and



and



and



5.6



Discuss and colour.



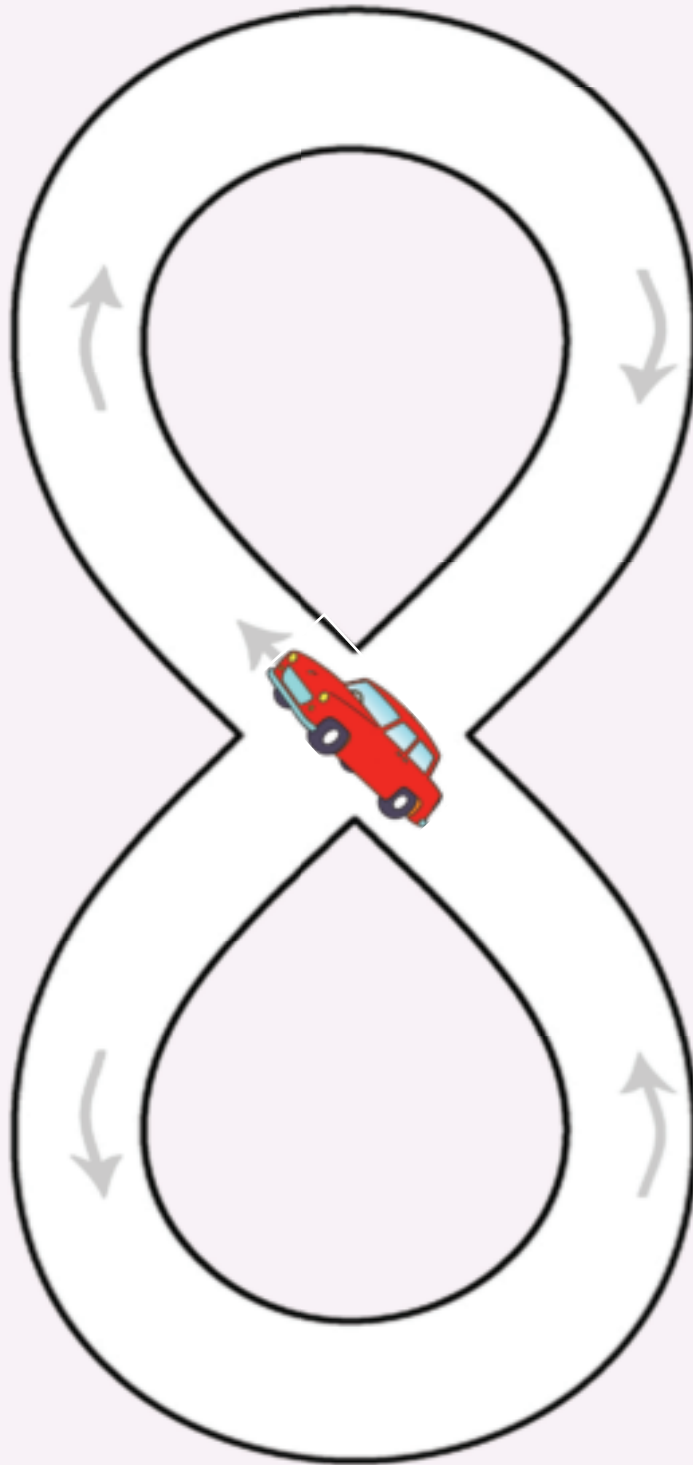
TEACHER: Sign

Date





Follow the arrows to make a path.







Cut and match.



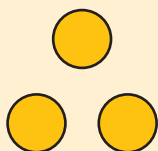
1



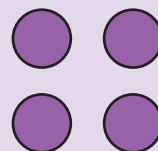
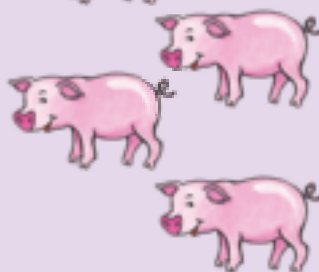
2



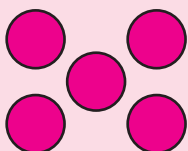
3



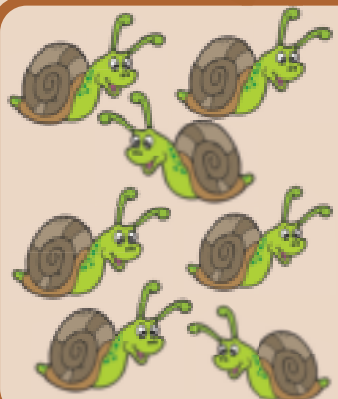
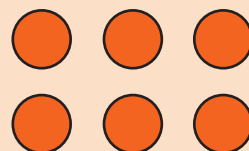
4



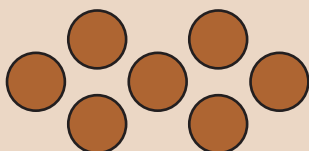
5



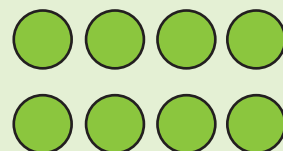
6



7



8





a



apple

n



nest

p



pan

m



mouse

o



octopus

d



dog

t



train

s

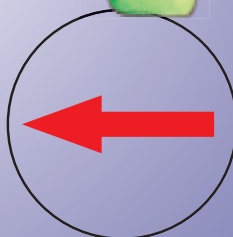
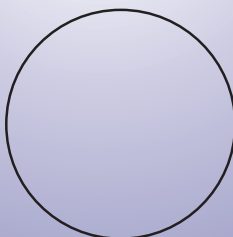
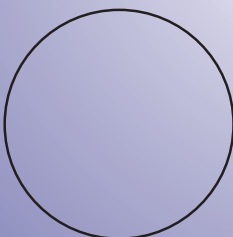
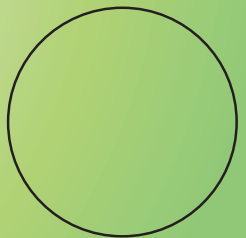


sun

5.9



Draw the arrow to complete the code.

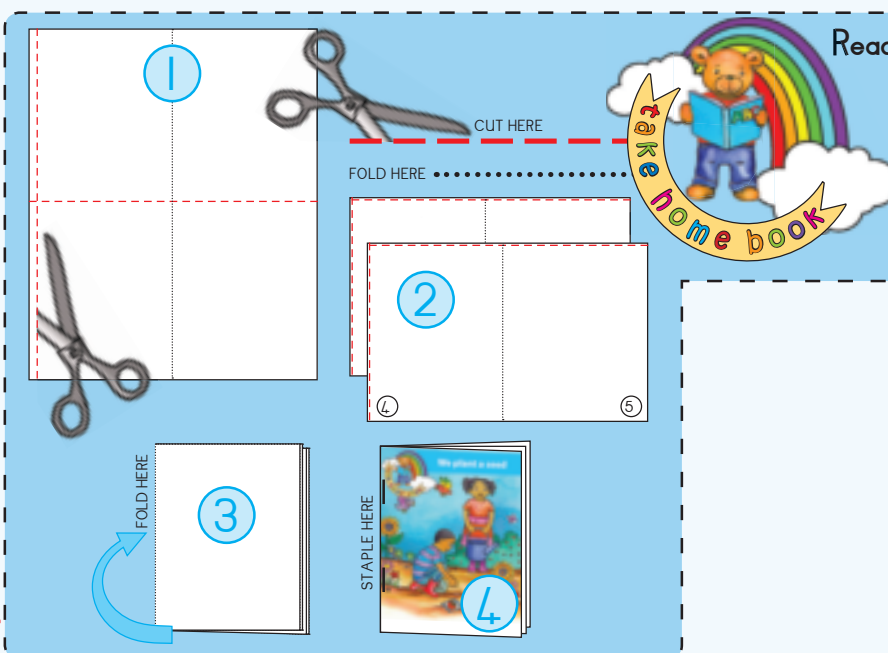




Shuffle the cards and pack it out on the table face down. Now turn around two cards at a time. If they match you can put them aside. See who can finish by packing away the most matching cards first. Then use your memory cards and play snap with your friends.



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



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 glue the page to the back cover to make a pocket. Keep your cut outs here so that it doesn't get lost.



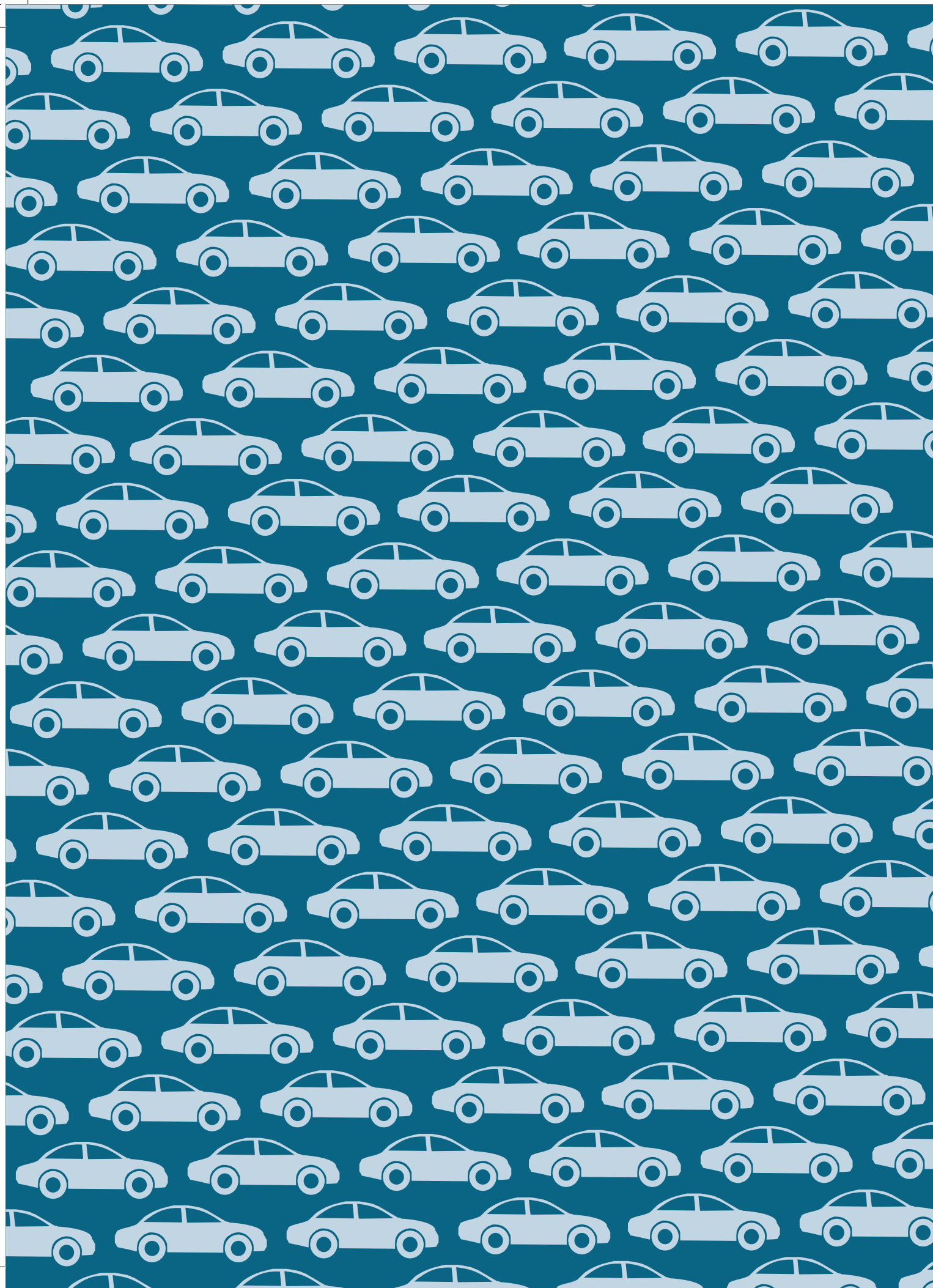
GLUE HERE

GLUE HERE

GLUE HERE

GLUE HERE









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



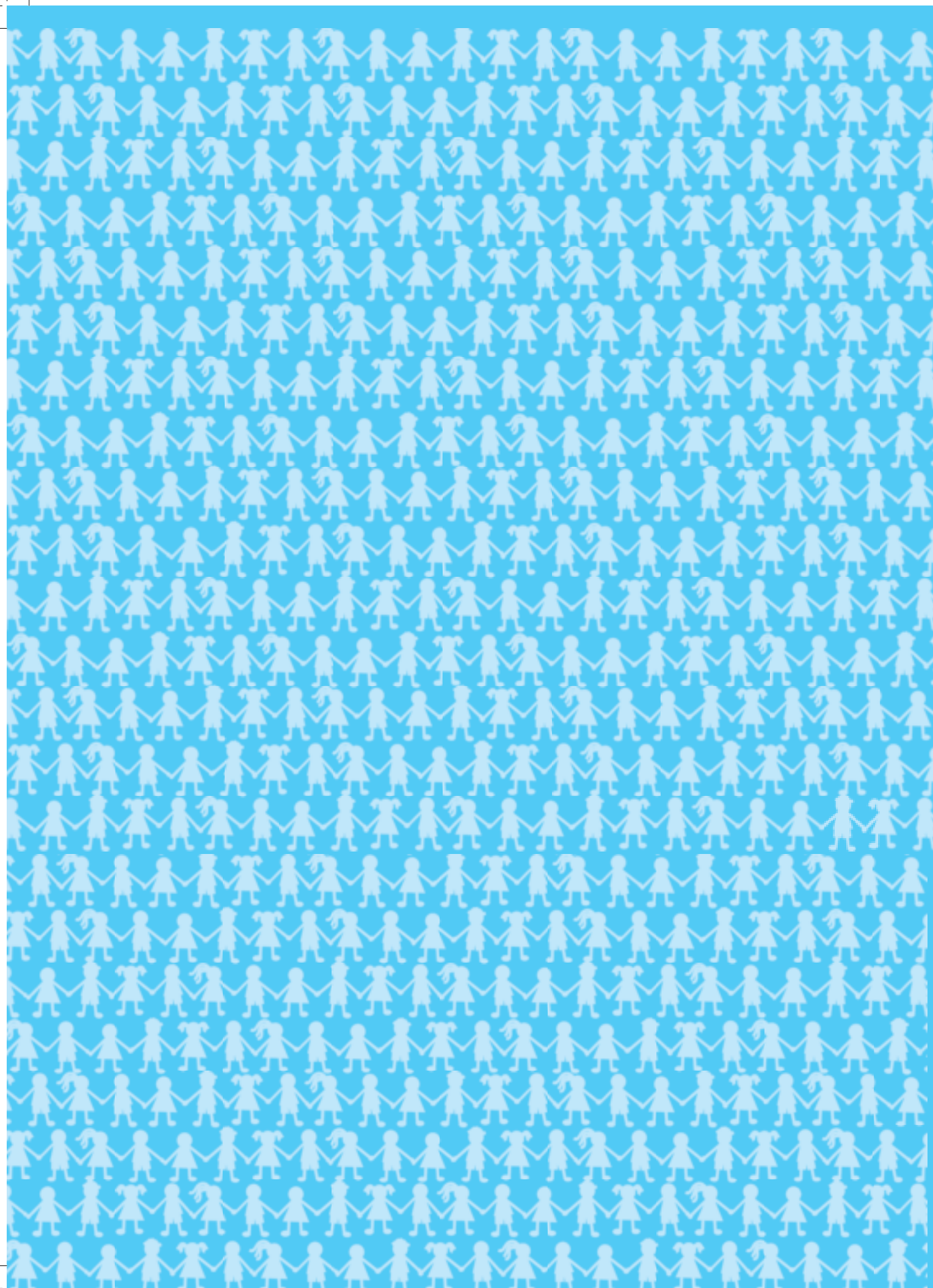
Everyone came to see  
the garden.

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

⑧ play with her friends.



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



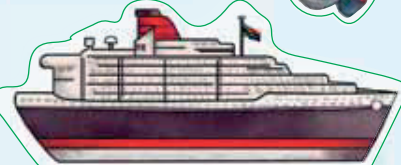
Sara takes her medicine.

7

# STICKERS



3



12



13

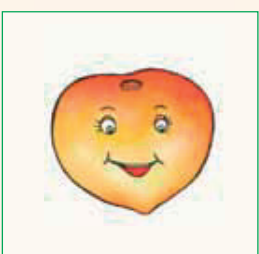
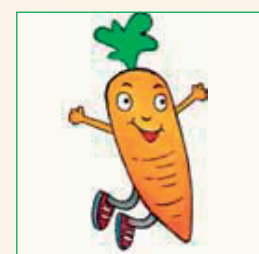
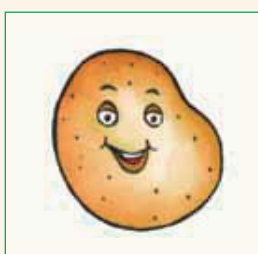
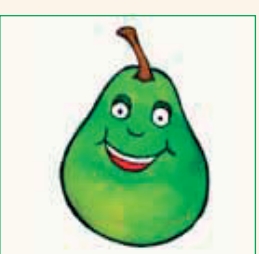
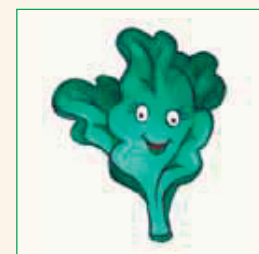
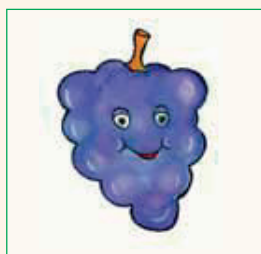
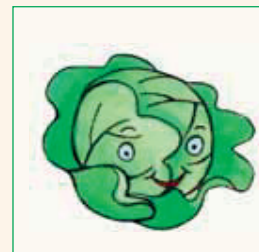
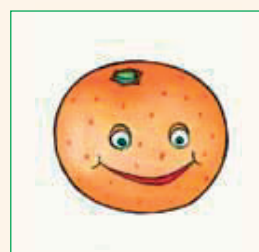




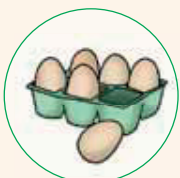
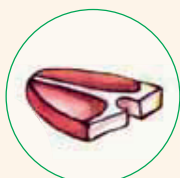
31



33



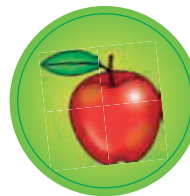
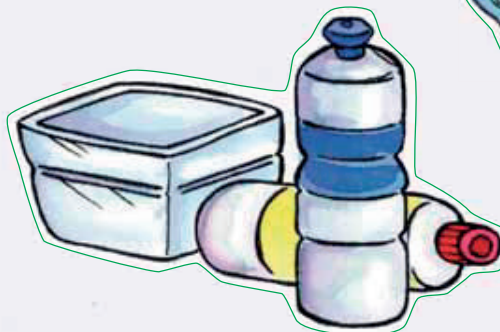
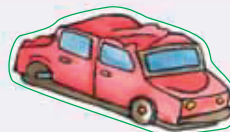
13





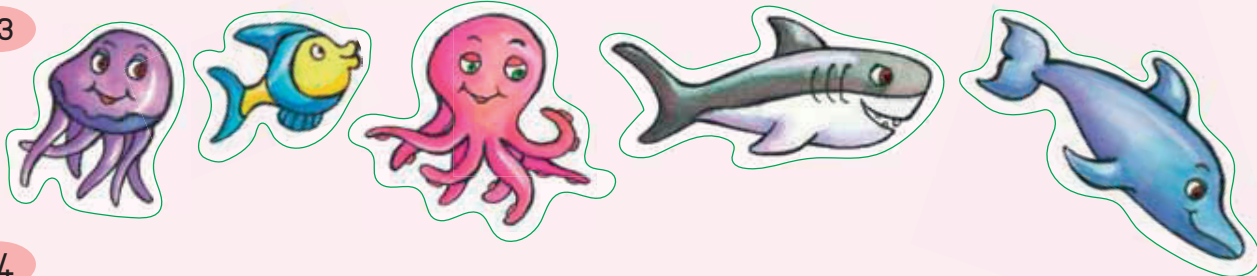


44

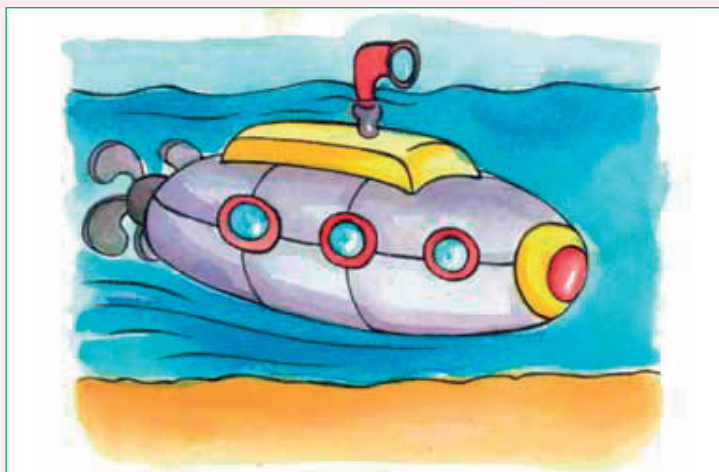
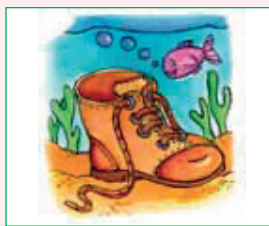
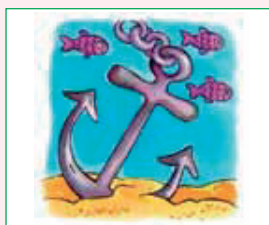
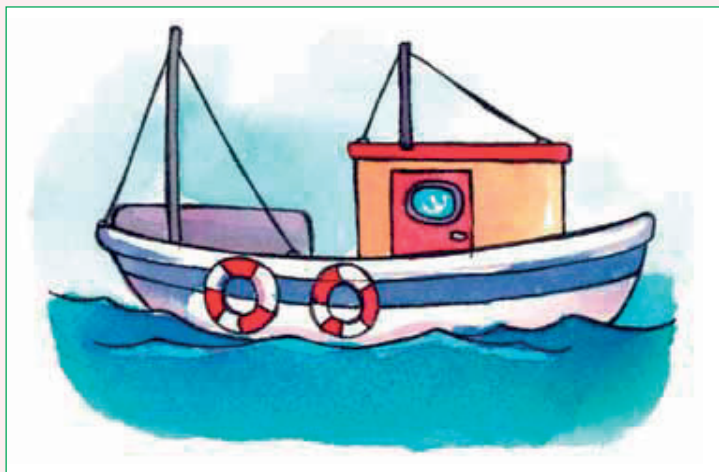




23



24



25

