



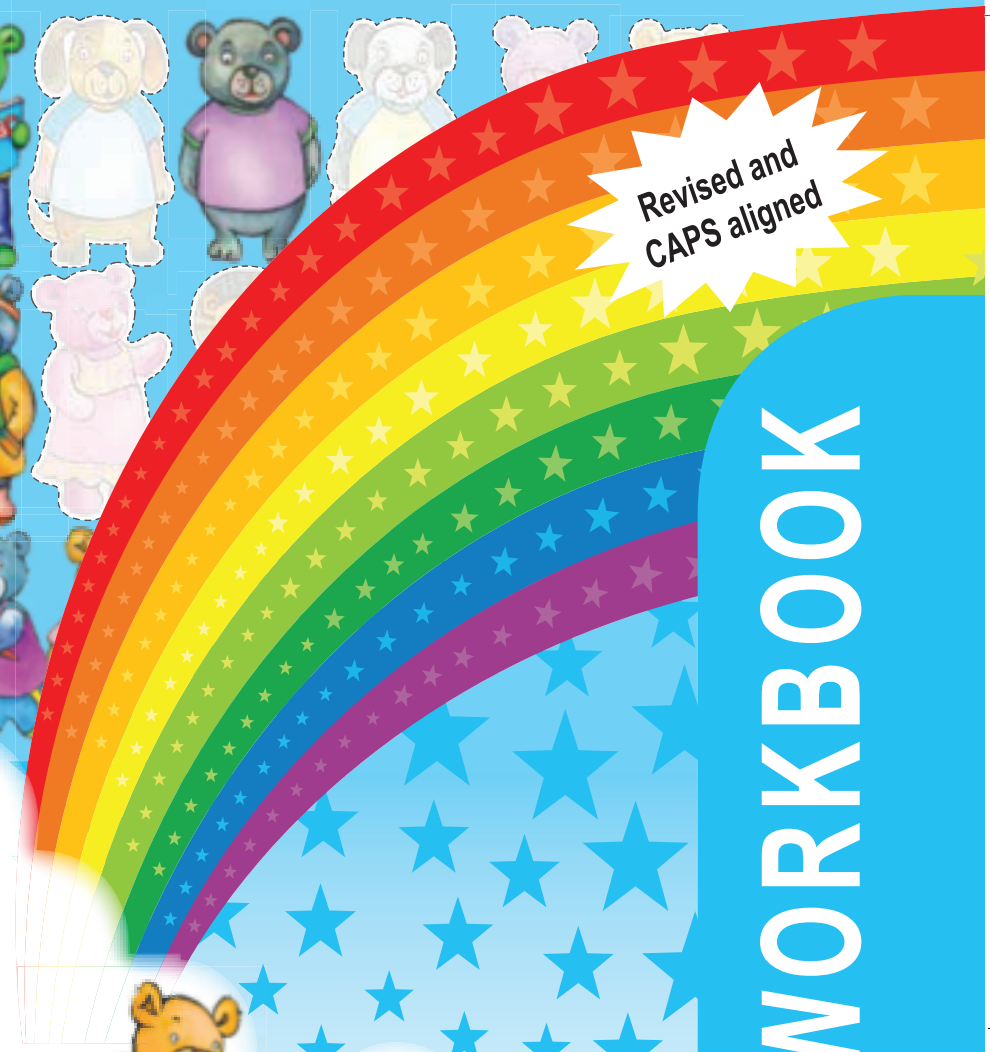
ENGLISH  
GRADE R – BOOK 1  
TERM 1  
ISBN 978-1-4315-0689-7  
THIS BOOK MAY NOT BE SOLD.  
7th Edition



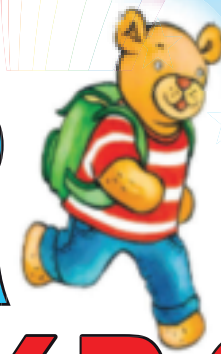
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Revised and  
CAPS aligned



# Grade R WORKBOOK 1



Name:

Class:



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

ENGLISH WORKBOOK

Book 1  
Term 1







Mrs Angie Motshekga,  
Minister of Basic  
Education



Mr Enver Surty,  
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.



Alphabet

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



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This book may not be sold.







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GLUE HERE

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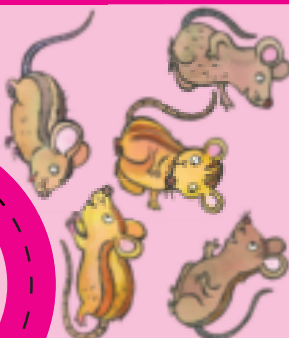
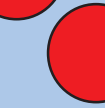
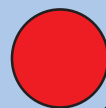
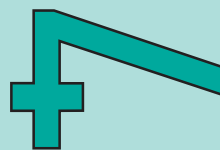
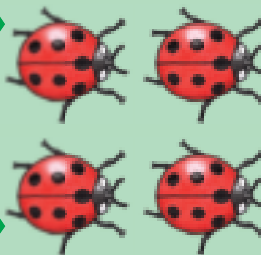
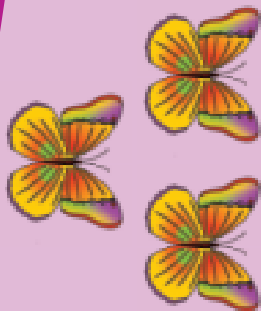
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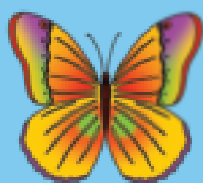
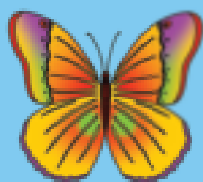
GLUE HERE



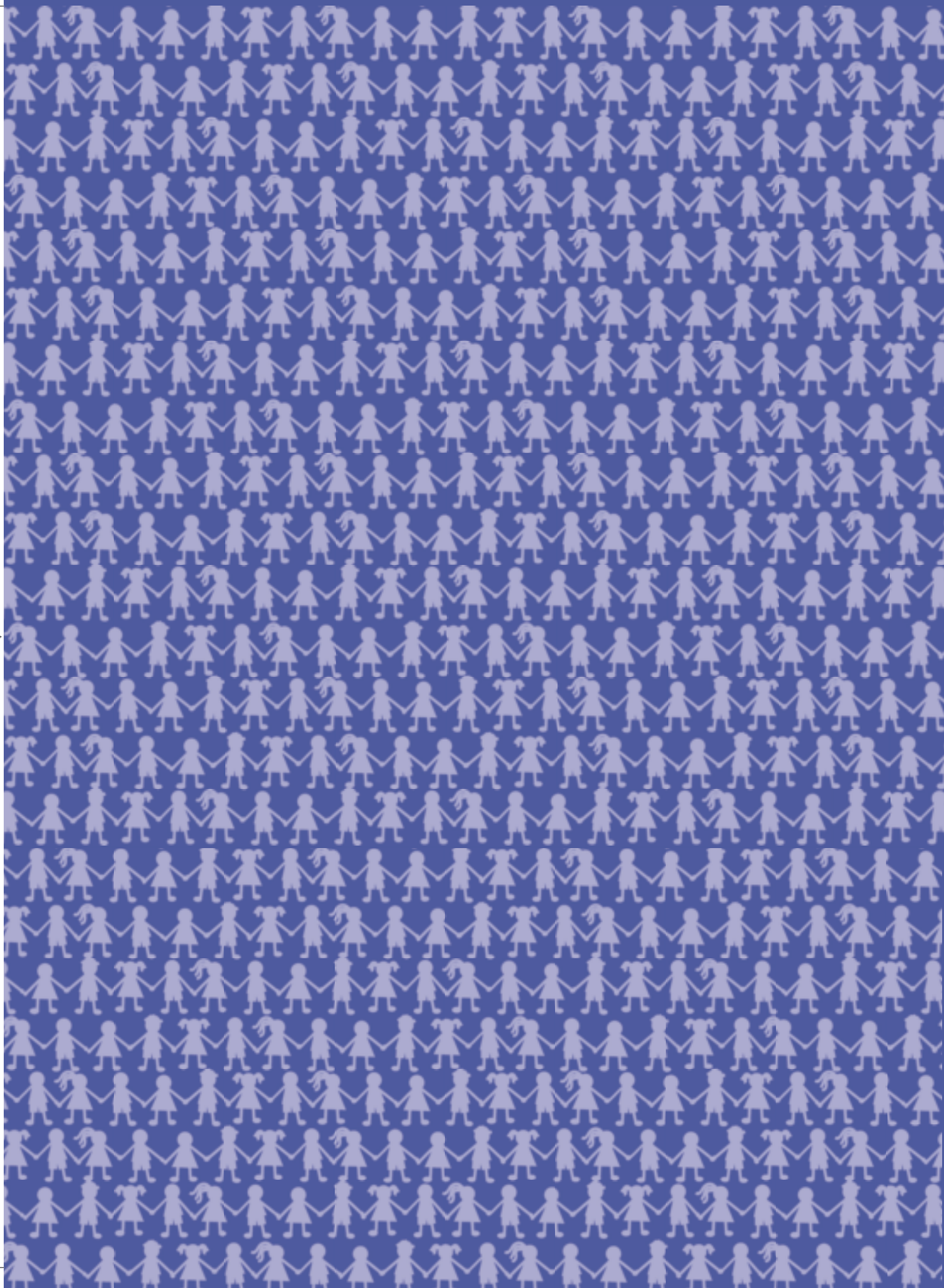


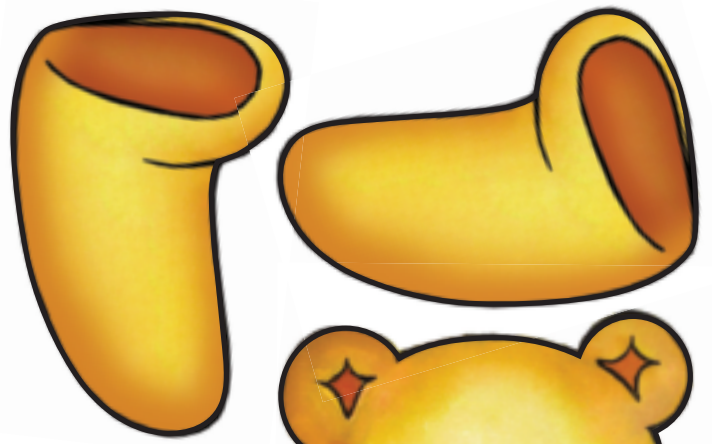
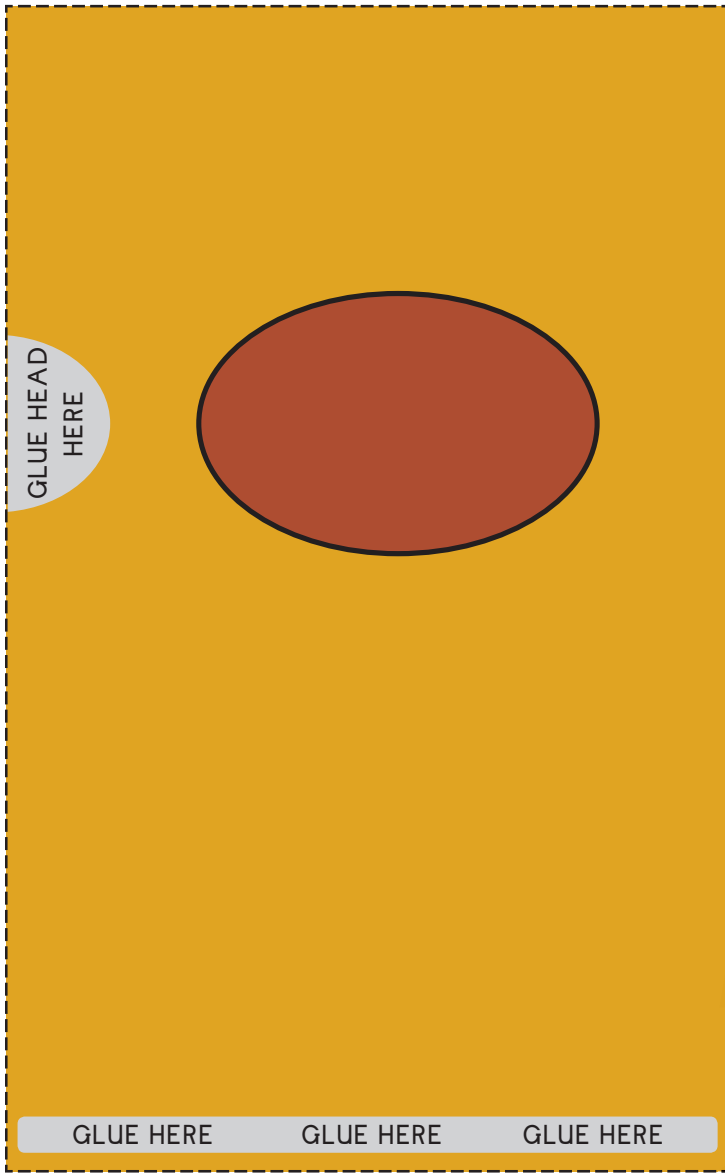




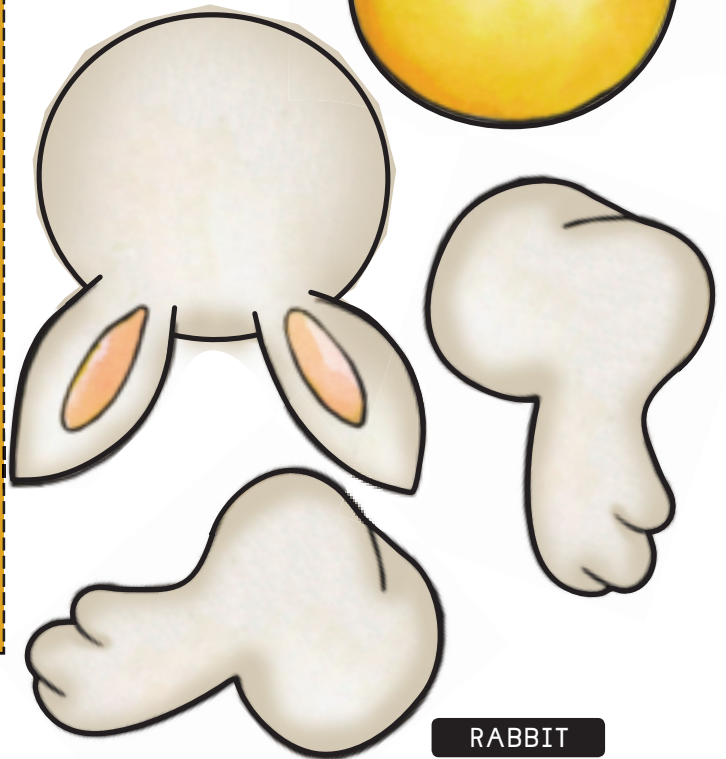




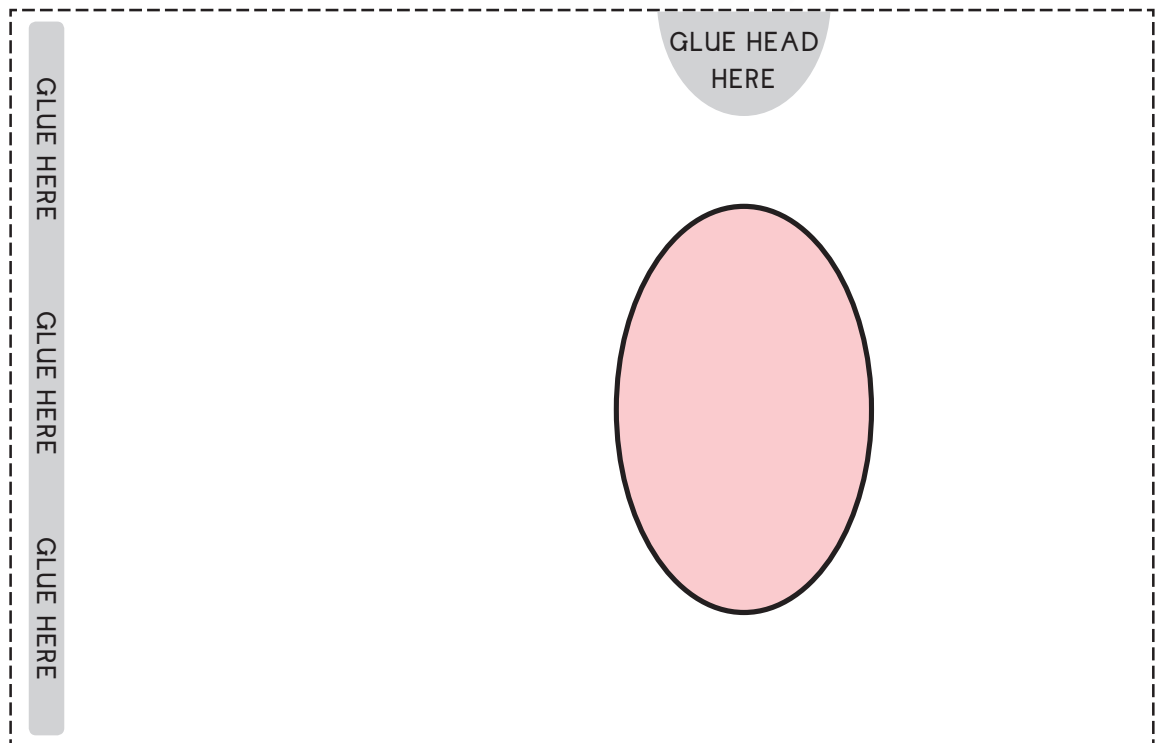




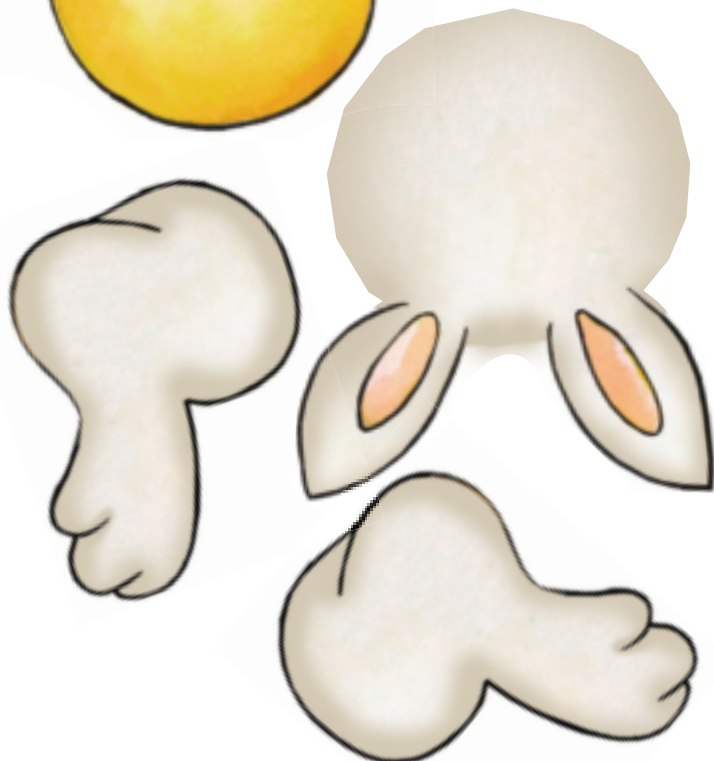
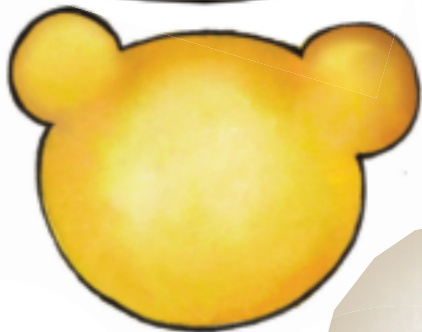
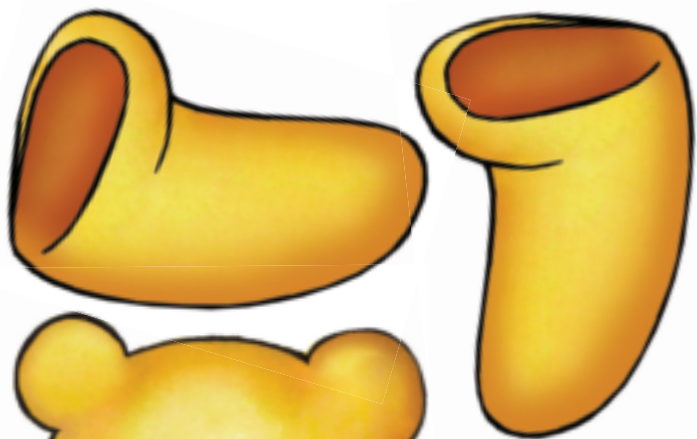
TEDDY BEAR



RABBIT







# STICKERS

GRADE R BOOK1

8



6



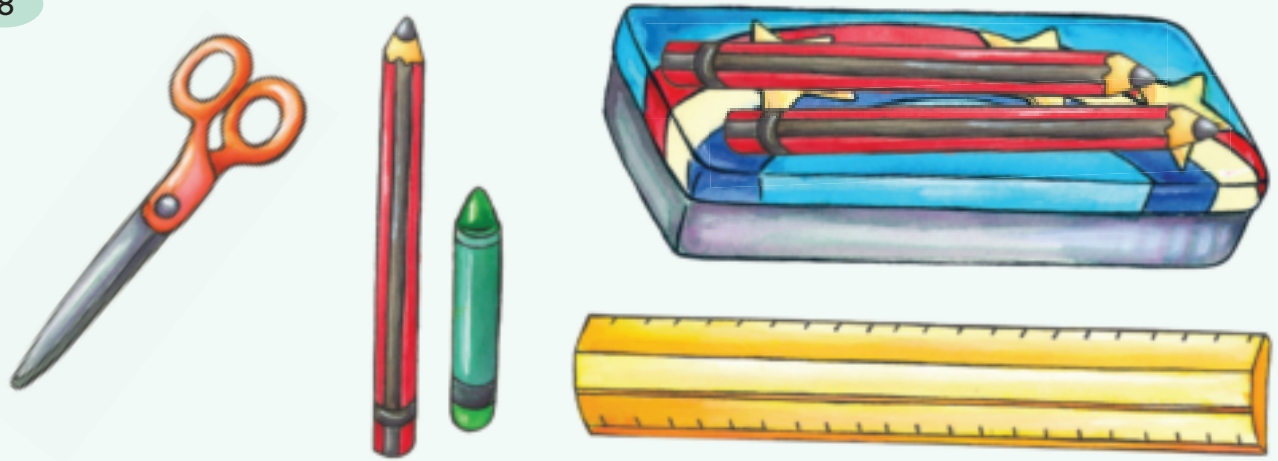
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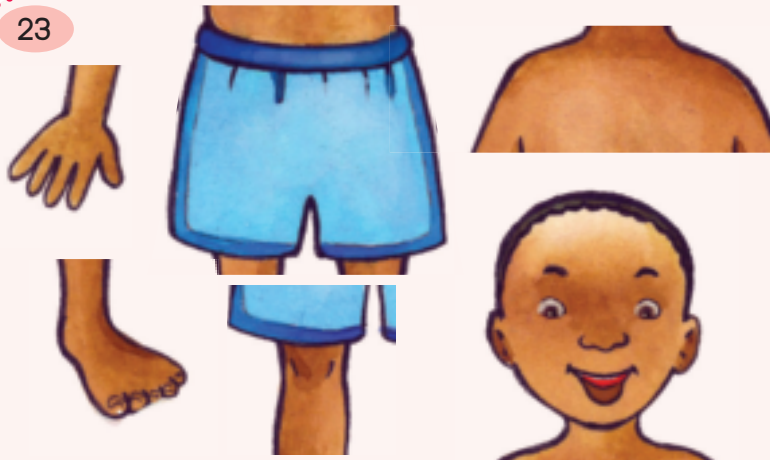
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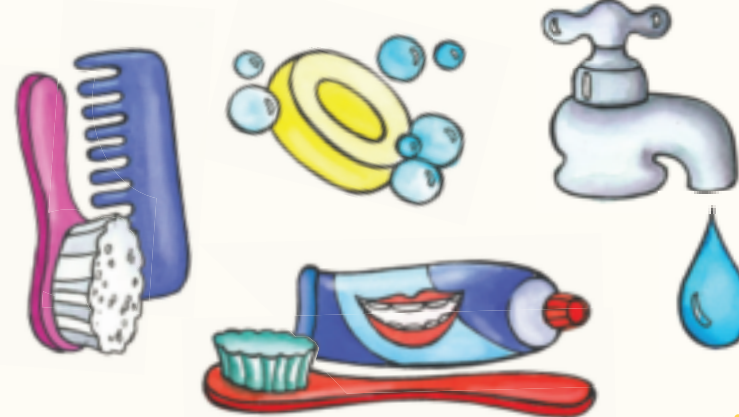
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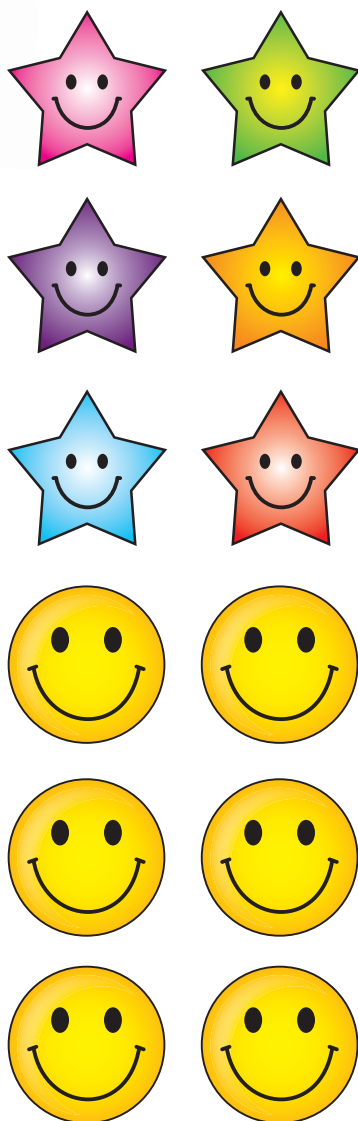
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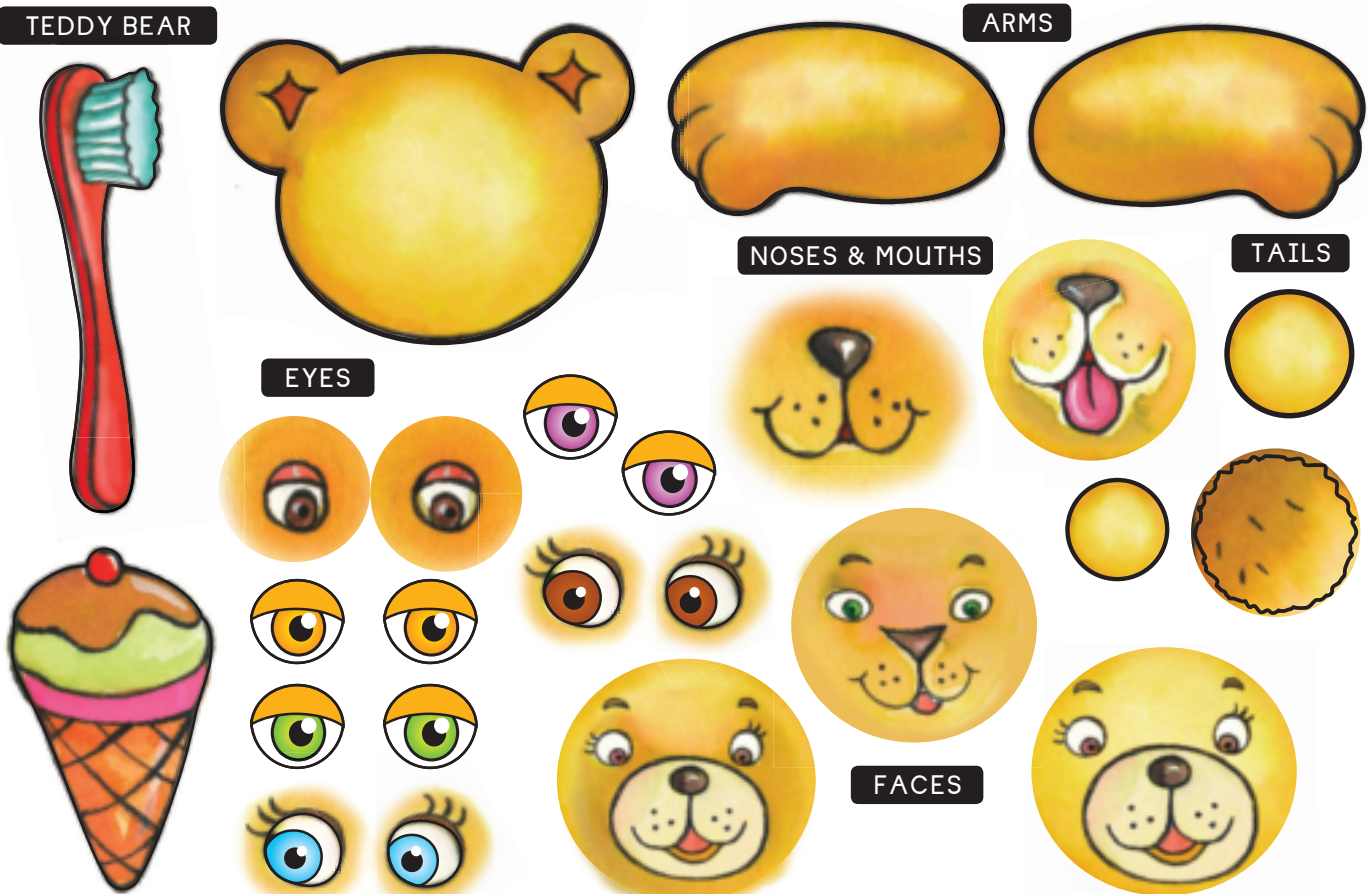
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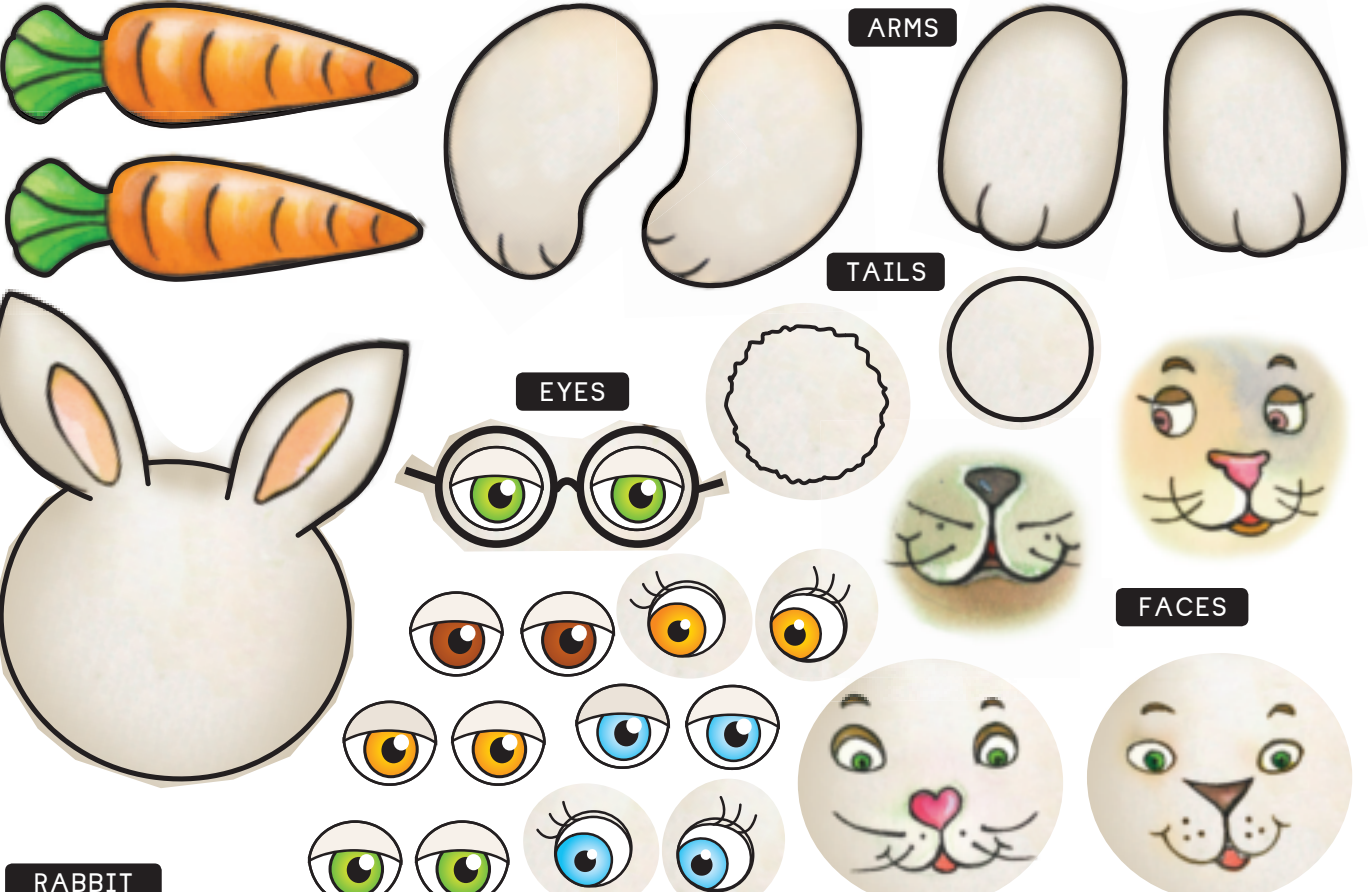
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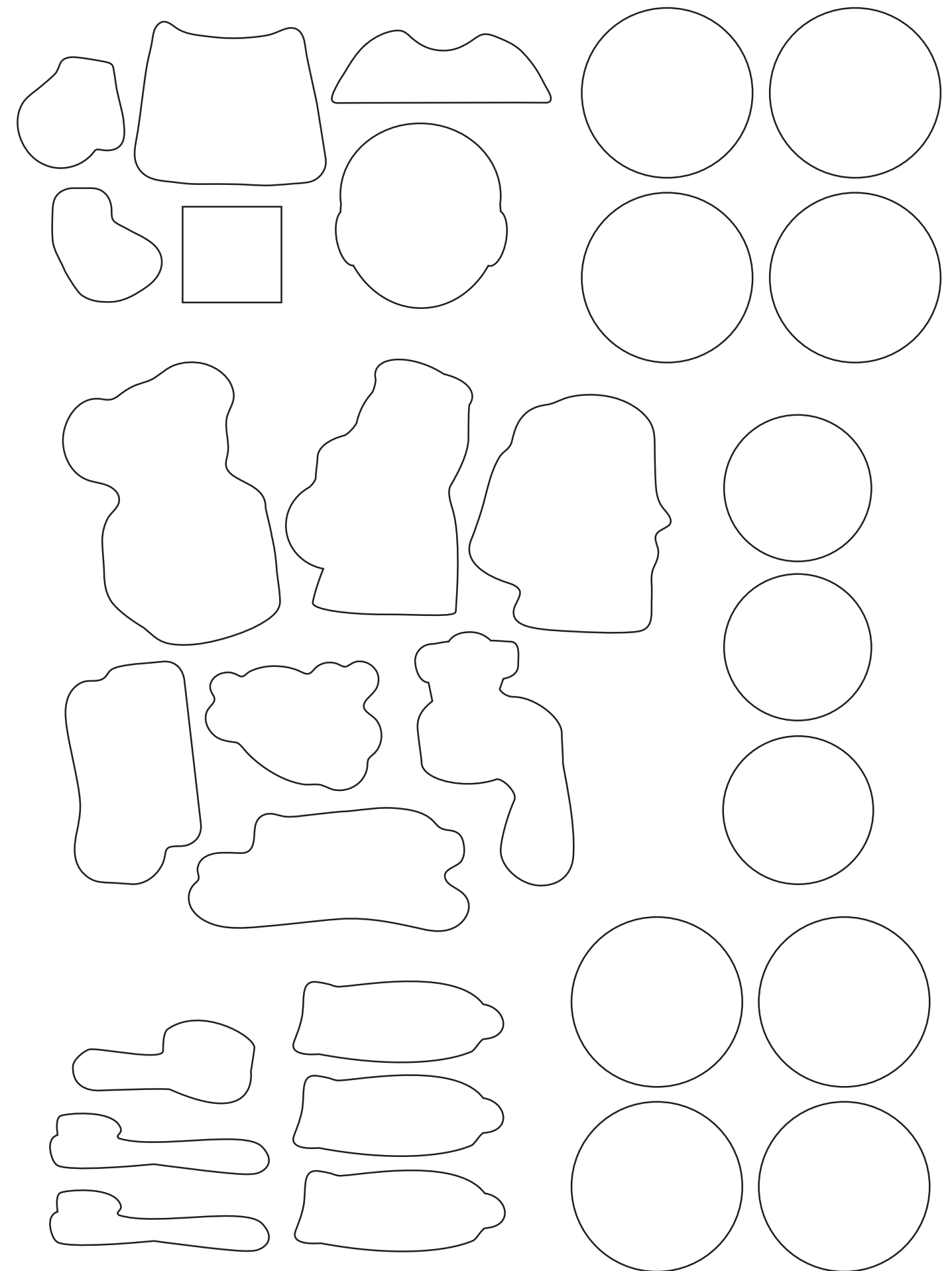
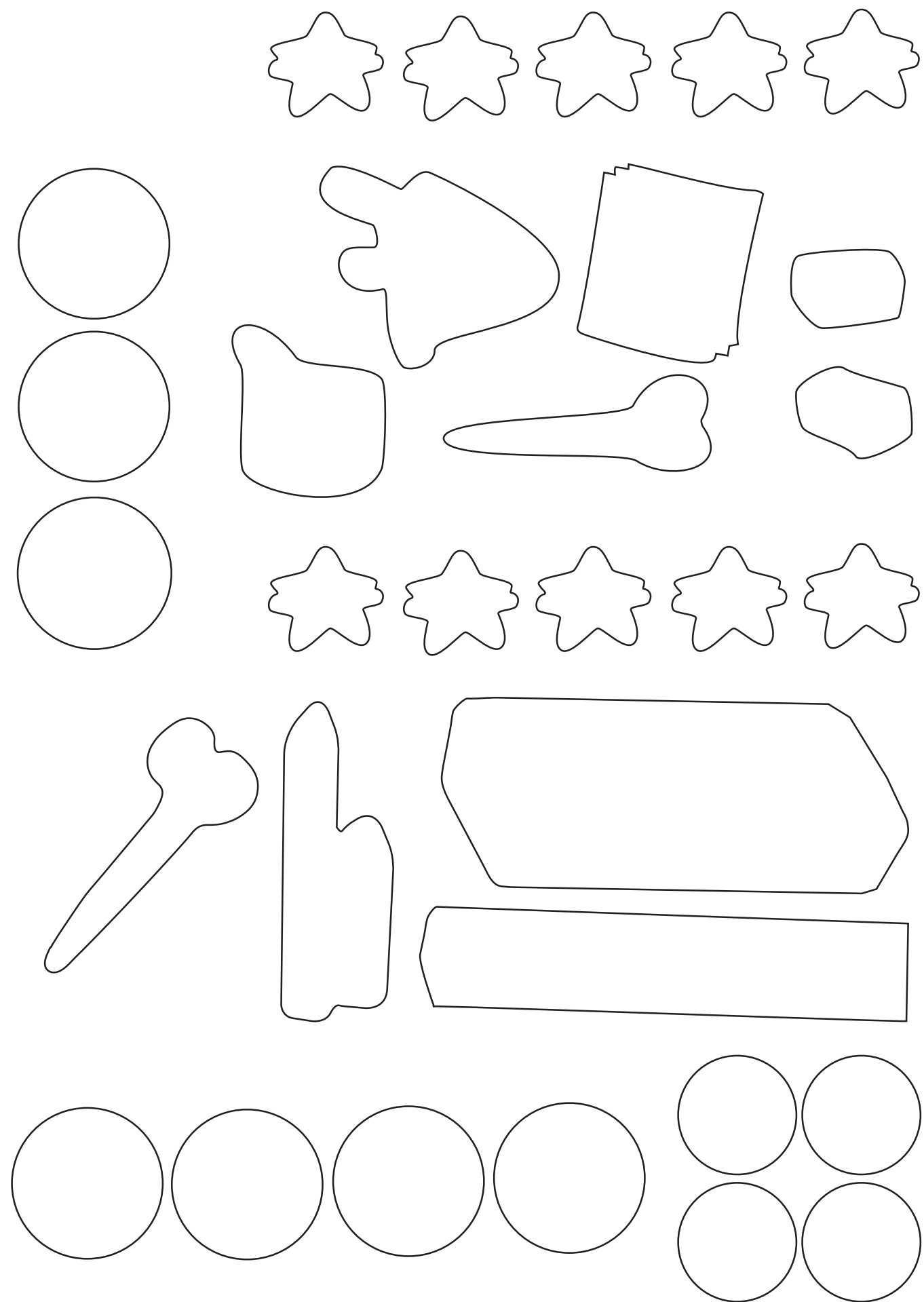


TEDDY BEAR

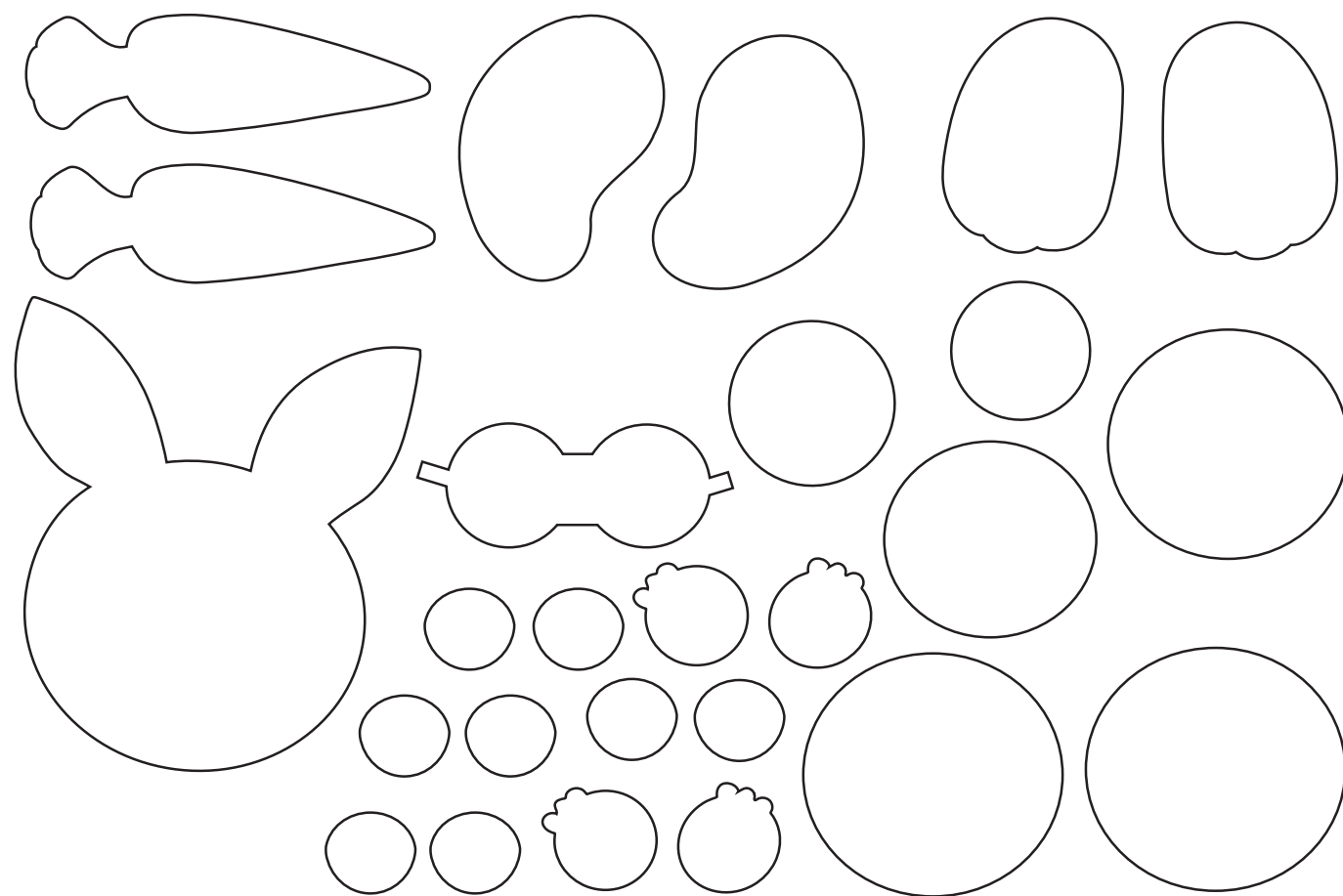
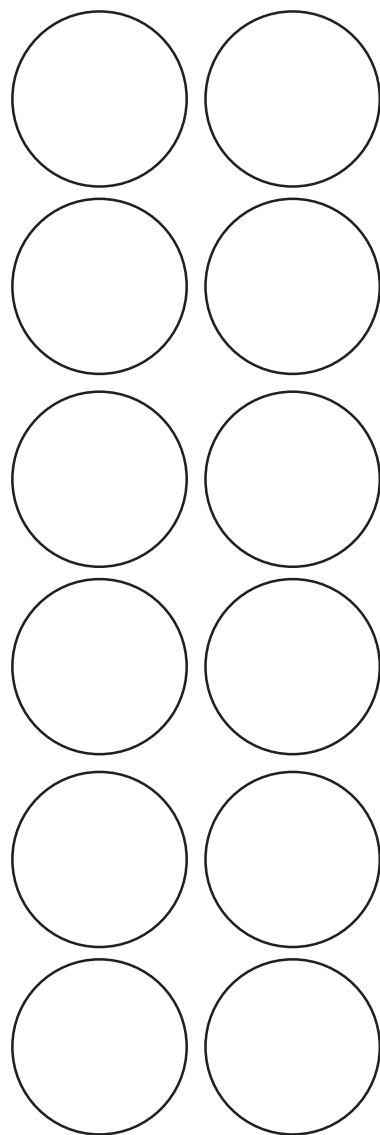
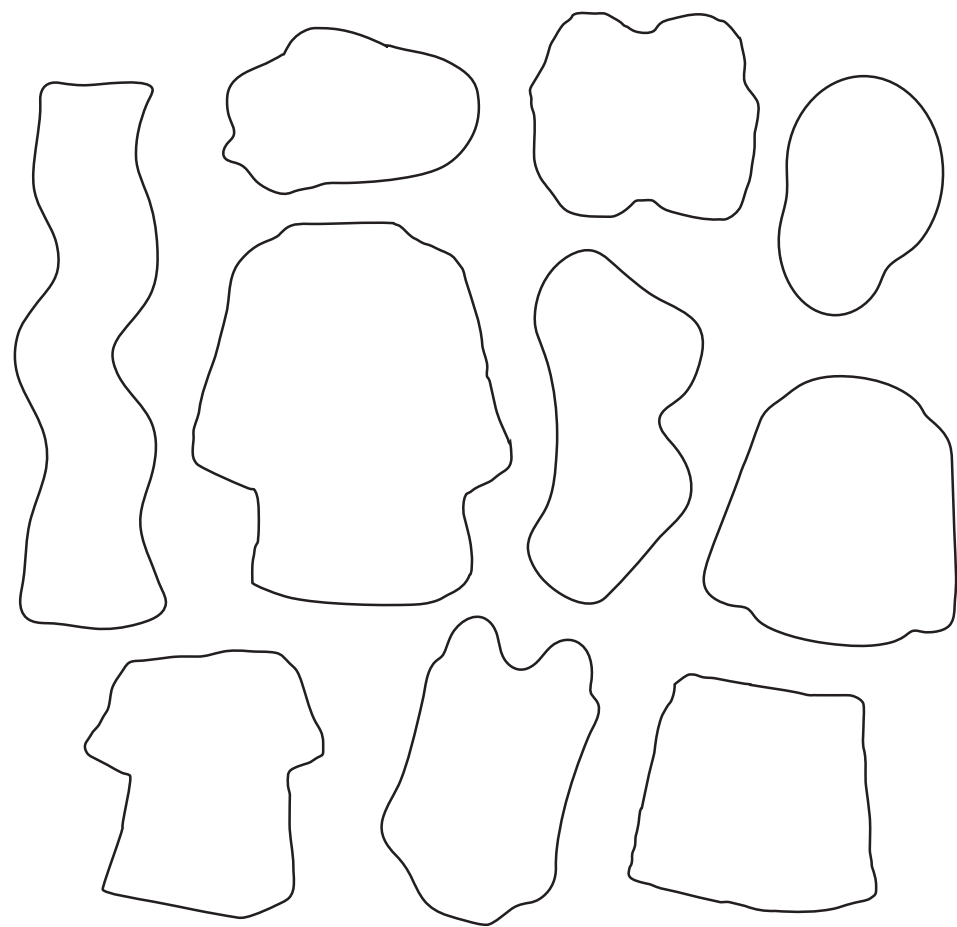
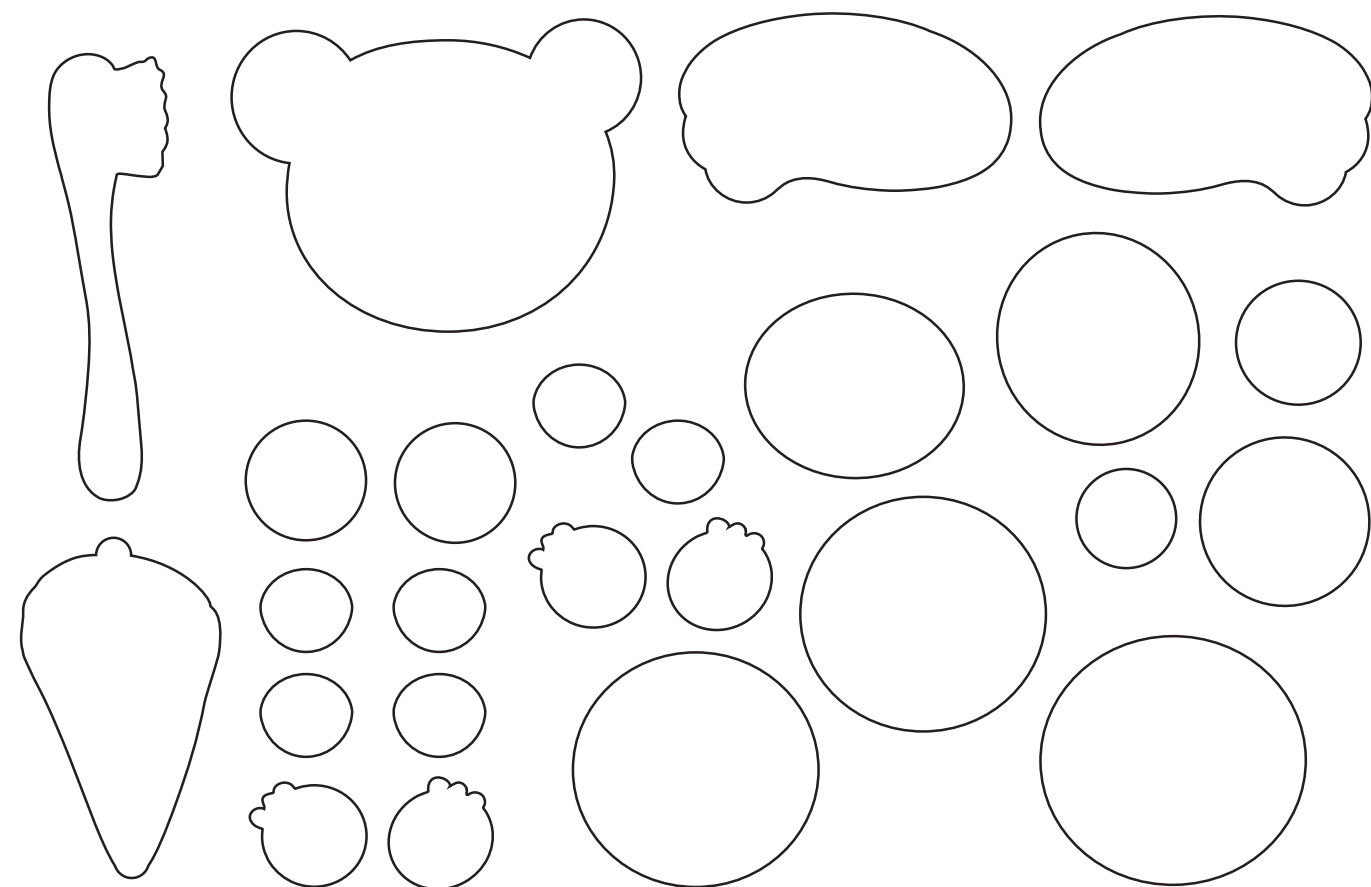
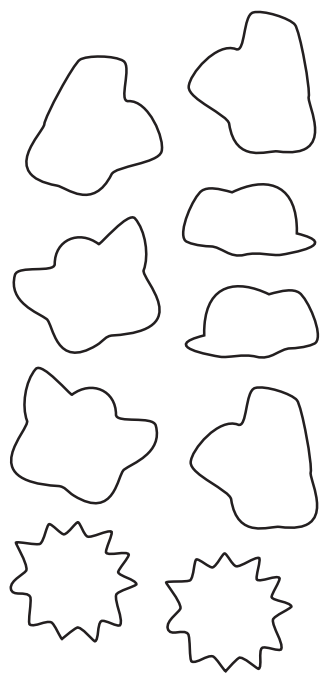
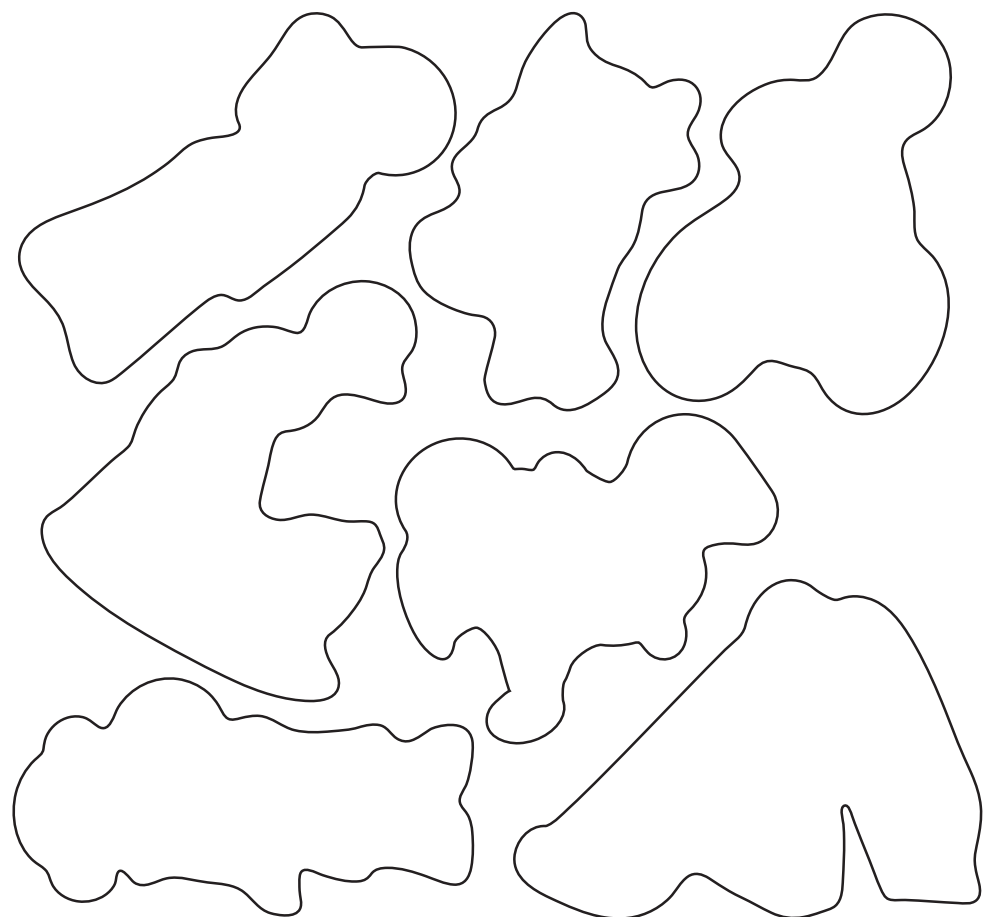


RABBIT









# Grade R

## INTEGRATED

- Literacy
- Numeracy
- Life Skills

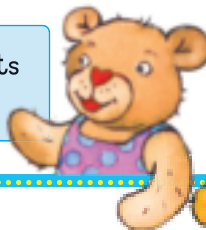
## W o r k b o o k

in ENGLISH

|   |                        |    |
|---|------------------------|----|
| 1 | About Me .....         | 2  |
| 2 | In the classroom ..... | 12 |
| 3 | My body .....          | 22 |
| 4 | Healthy living .....   | 32 |
| 5 | Friends .....          | 42 |



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



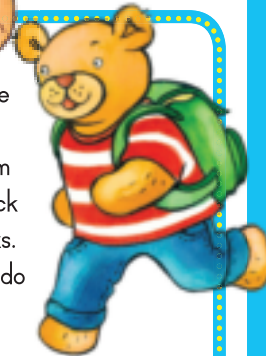
### To the Educator:

Learners need to practise their work before they attempt to complete the activities in their workbooks. For example:

- When learners are required to circle the correct answer, let them first place a marker on the correct answer. They should then check with the teacher that it is correct before they write in their books.
- When the activity requires learners to trace something, let them do it with their fingers first before they do it in writing.

**Please note:** Learners are all at different developmental stages.

If you see that some learners still need attention to develop their fine motor skills, let them practice their work in their lined exercise books until they are confident enough to write in their workbooks.



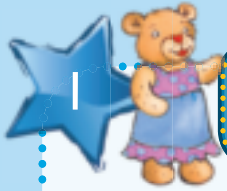
# ENGLISH

Book



Term 1

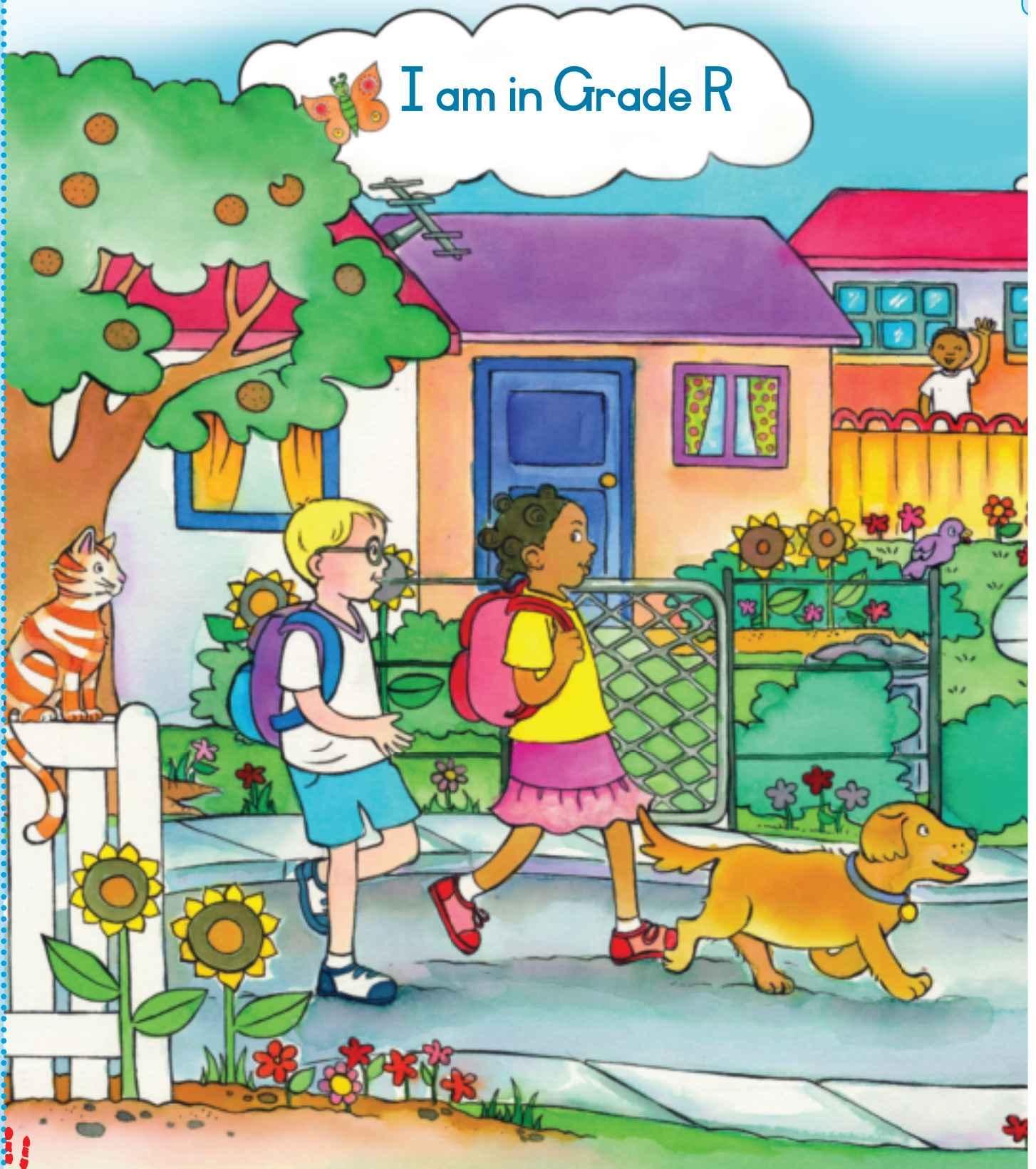




# About Me



I am in Grade R





My name is:



I am a

boy

boy



girl

I am a

girl

TEACHER: Sign

Date

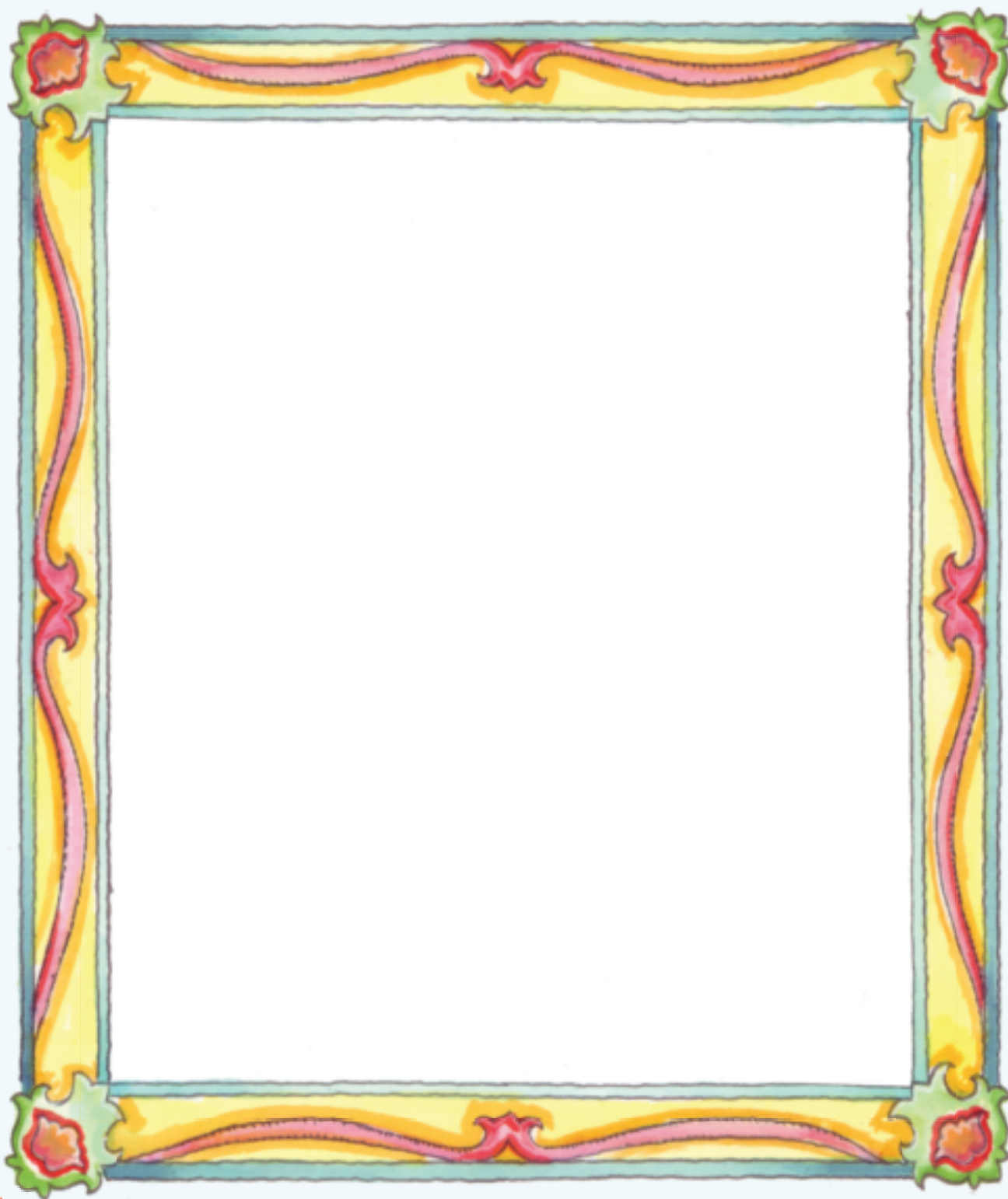






Let's do

Draw a picture of yourself.



1.2



My name is:



Let's do

Colour the correct number of candles to show how old you are.



I am

5

6

7

years old.

TEACHER: Sign

Date







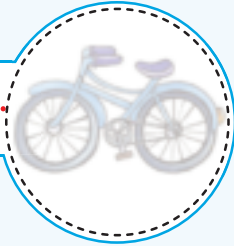
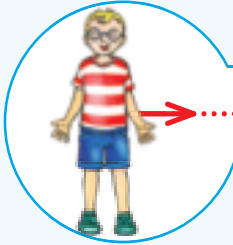
Let's write

Paste the stickers in the correct places. Then, trace the line with your finger and then with a crayon.

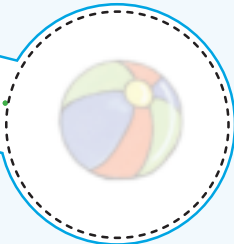
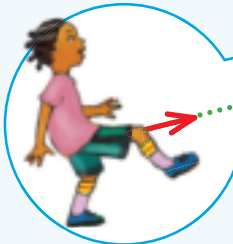
Paste the stickers in the correct spaces.



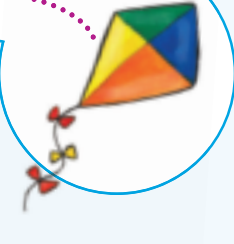
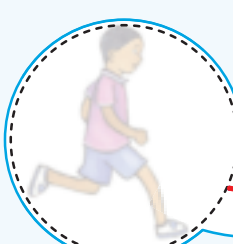
Help the boy to find his bike.



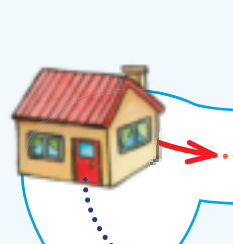
Help the girl to kick the ball.



Trace the string to the kite.



Drive the car to school and then back home.



For extra practice, let learners trace over their lines a few times using different colours.



# How much I weigh

Let's write



kg

# How tall I am

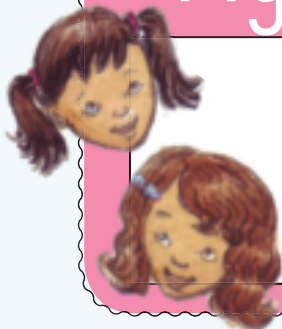
cm



# My eye colour

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

# My hair colour



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







Let's do

Paste in a star sticker to show what you like to do.

Paste the stickers in the correct spaces.

I like to:

dance



read a story



play with my friends



play with a ball



build with blocks



sing





1.6



Let's write

Draw a picture of what you like to do.



My name is:

TEACHER: Sign

Date





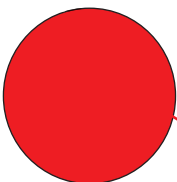







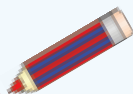
My name is:



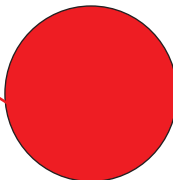





Let's write

Match the pictures.

|   |
|---|
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|   |
|---|
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Let's count

Circle the blocks that have 1 item.  
Clap your hands once for each item you see.



Practise the numbers.

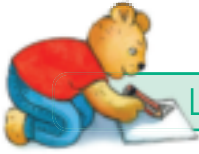




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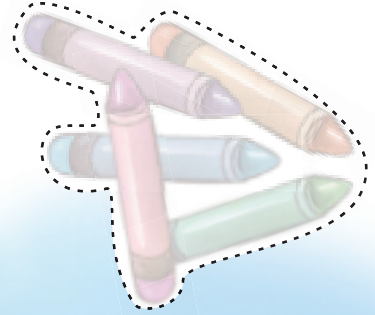
# In the classroom

Paste the stickers in the correct spaces.



Let's write

Look at the picture and talk about what the children are doing?  
What do you like to do?





My name is:

Blank space for writing a name.



TEACHER: Sign

Blank space for teacher's signature.

Date

Blank space for date.

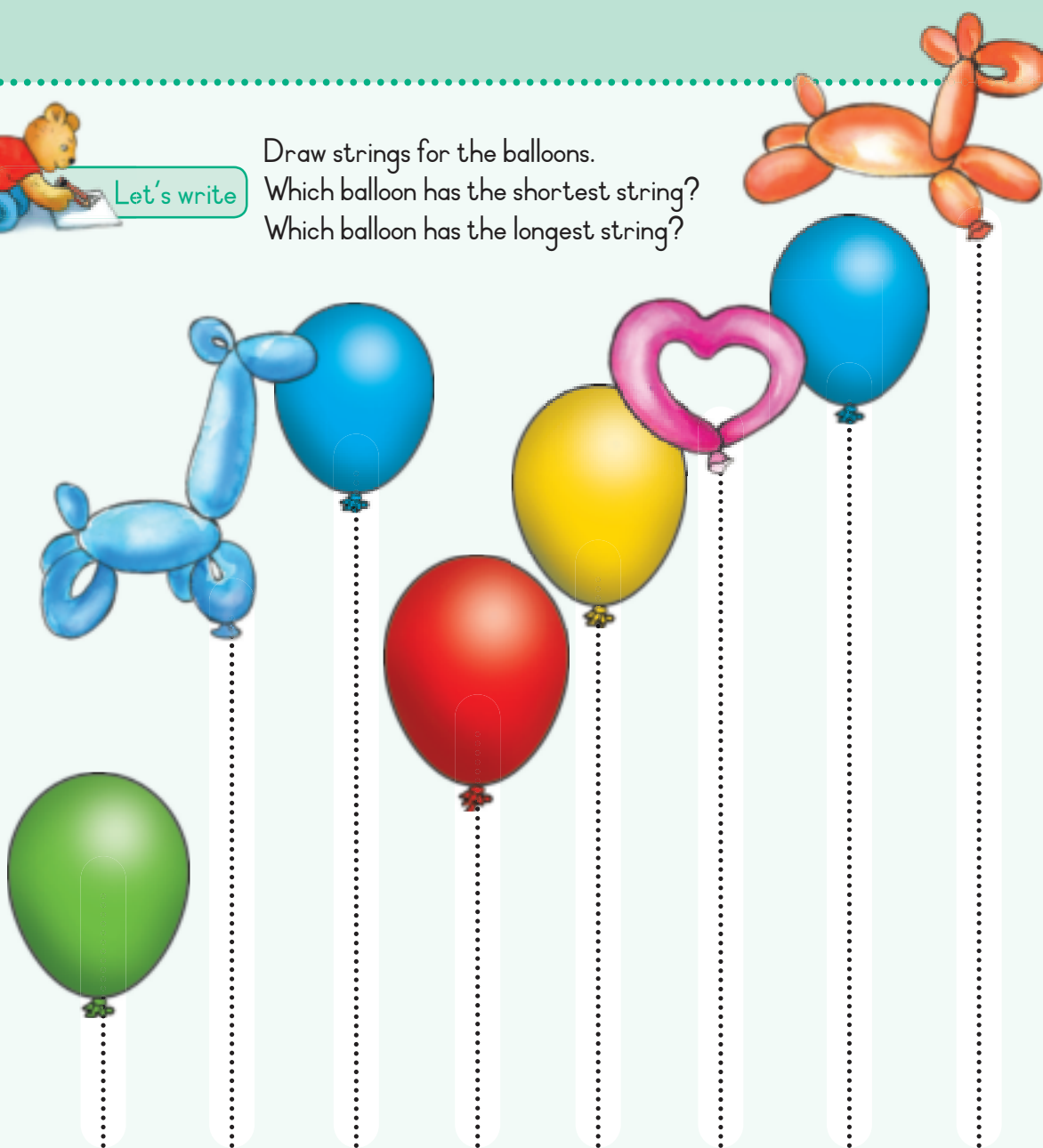




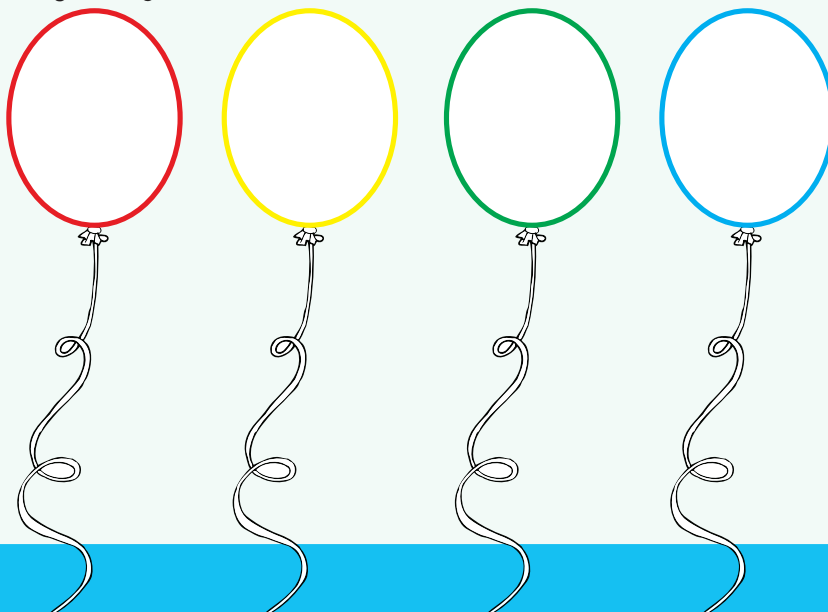


Let's write

Draw strings for the balloons.  
Which balloon has the shortest string?  
Which balloon has the longest string?



Colour the balloons in red, yellow, green and blue.





Let's write

Find the faces that show the same emotion as the emotion in the first picture.

|  |  |
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|  |  |
|  |  |
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Let's do

Where is this boy looking? Without moving your head, move your eyes so that you look in the same direction that the boy is looking.

|  |  |  |  |
|--|--|--|--|
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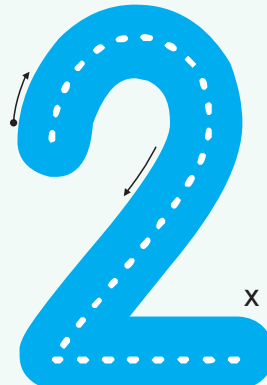
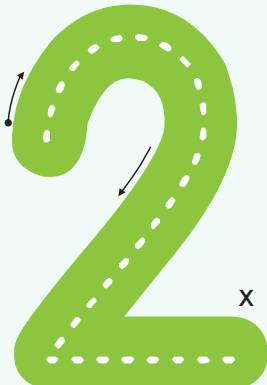
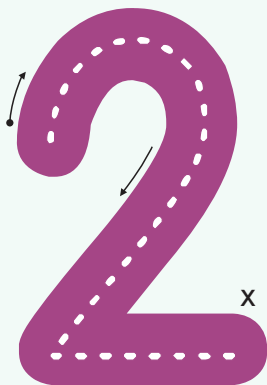


Let's count

Circle the blocks that have 2 items in them.  
Clap twice each time you see 2 items.



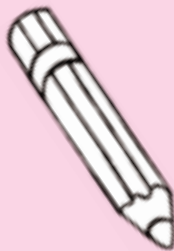
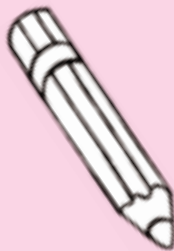
Practise the number 2.





Let's write

Colour 2 items in each row.



My name is:

TEACHER: Sign

Date



Let's do

What do you carry in your school bag?  
Paste in the stickers to pack the bag.



eraser



sharpener



crayons



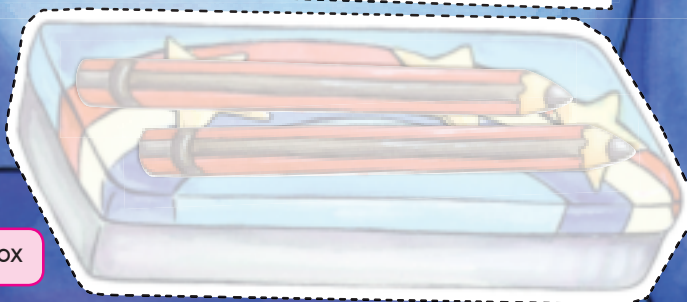
scissors



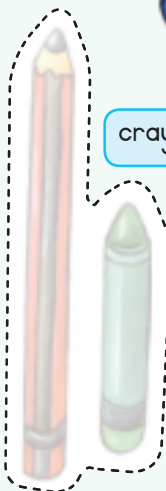
lunch box



ruler

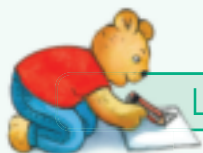


pencil box



crayon

pencil



Let's write

Write your name  
on the school bag.

Name: \_\_\_\_\_





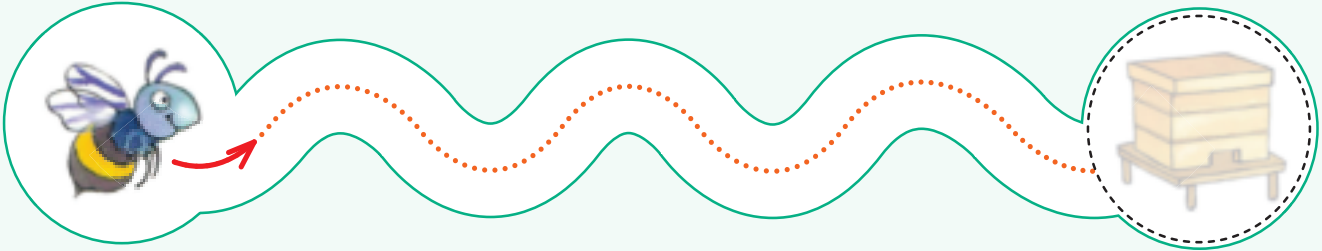
Let's write

Paste the stickers in the correct places. Then, trace the line with your finger and then with a crayon.

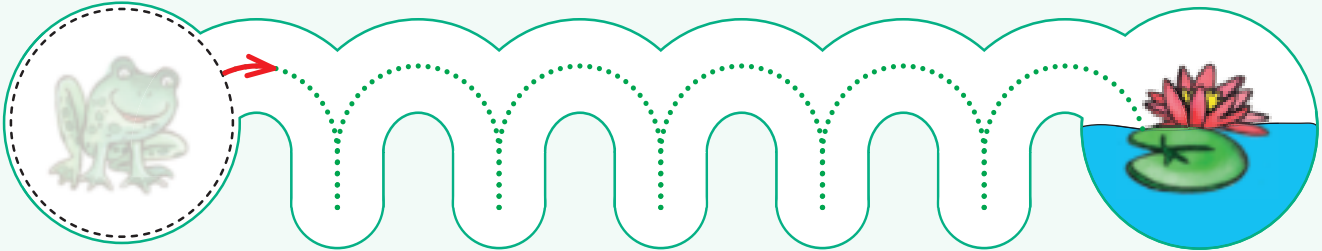
Paste the stickers in the correct spaces.



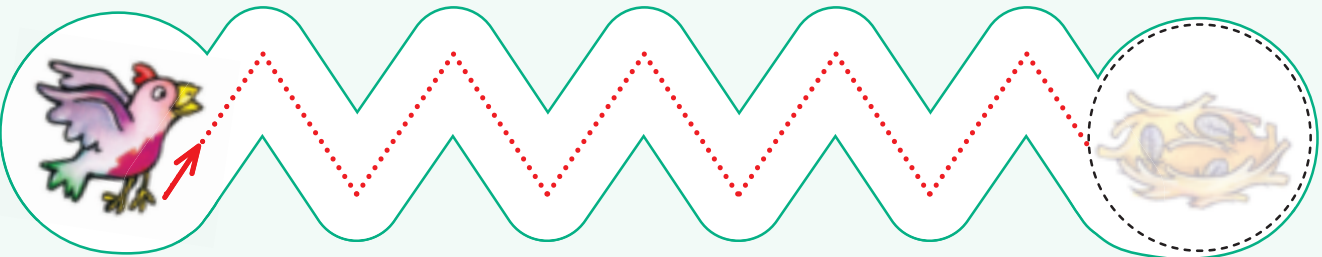
Help the bee find its hive.



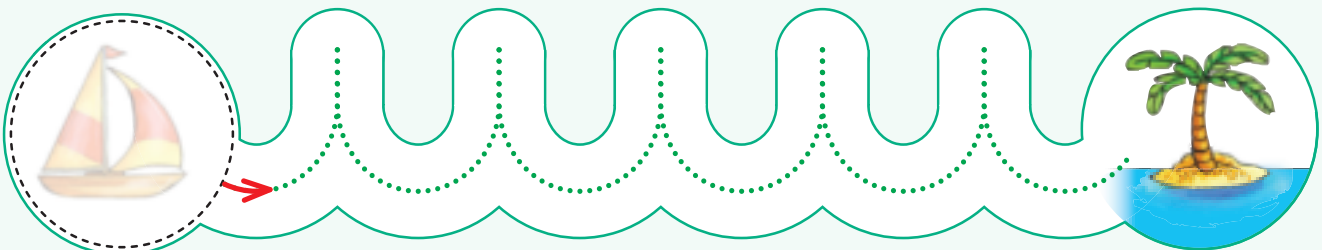
Help the frog find the pond.



Help the bird find its nest.



Help the boat to get to the island.



For extra practise, let learners trace over their lines a few times using different colours.



Let's do

Paste in a star sticker to show what you like to do at school.

Paste the  
stickers  
in the correct  
spaces.

I like to:

paint



draw



walk with a friend



read a story



count



cut out pictures





Let's write

Draw a picture of what you like to do at school.



My name is:

TEACHER: Sign

Date





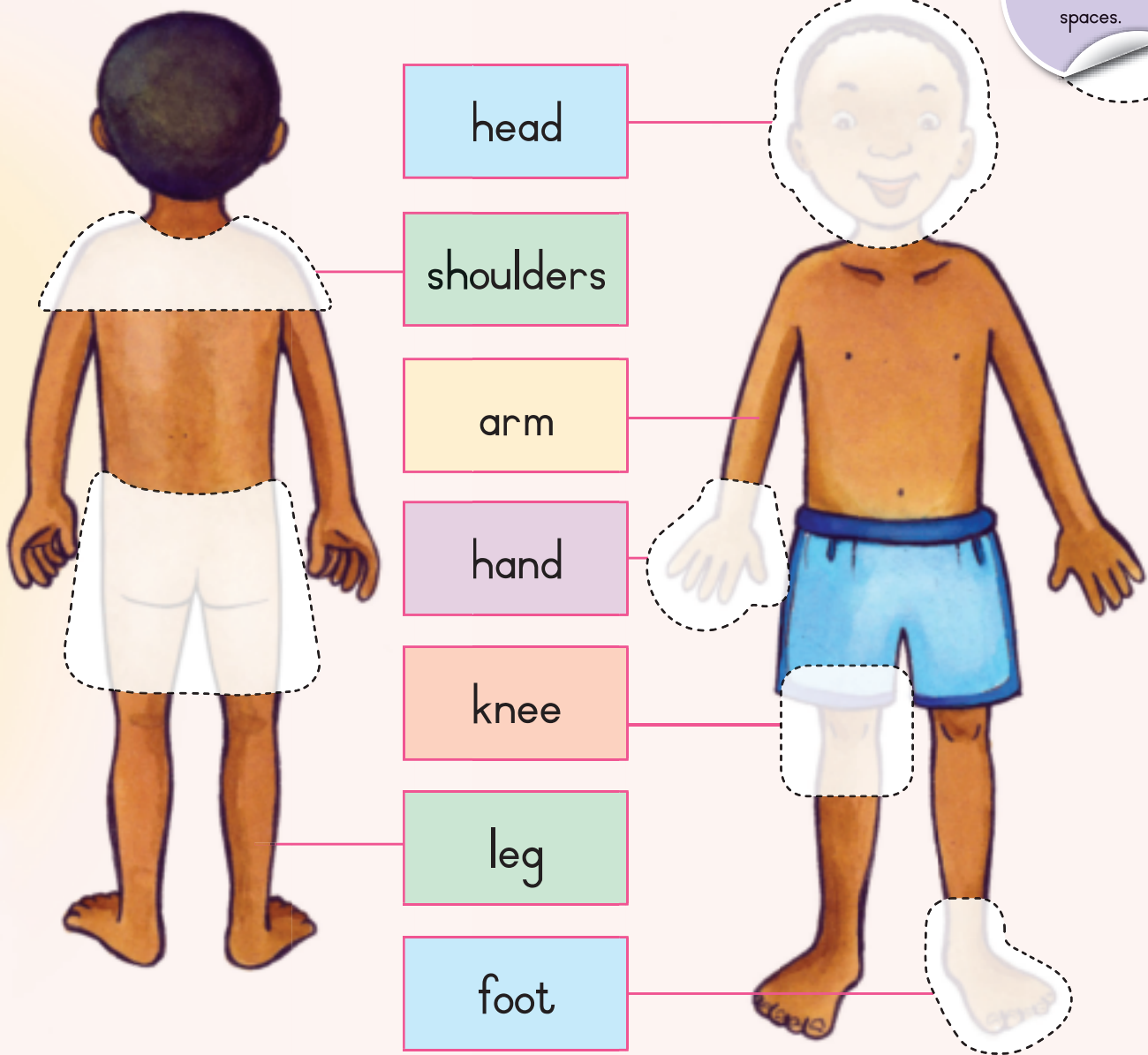
# My body

## Let's talk

Look at the picture and talk about what the children are doing.



Paste the  
stickers  
in the correct  
spaces.



My name is:



Let's talk

Point to your head, shoulders, knees and toes.

Now point to them in the picture.

What body parts do you have one of?

What body parts do you have two of?

TEACHER: Sign

Date



Let's write

Point to your head, arms, legs and body. Draw yourself.

Write your name and clap the beat.



My name is:



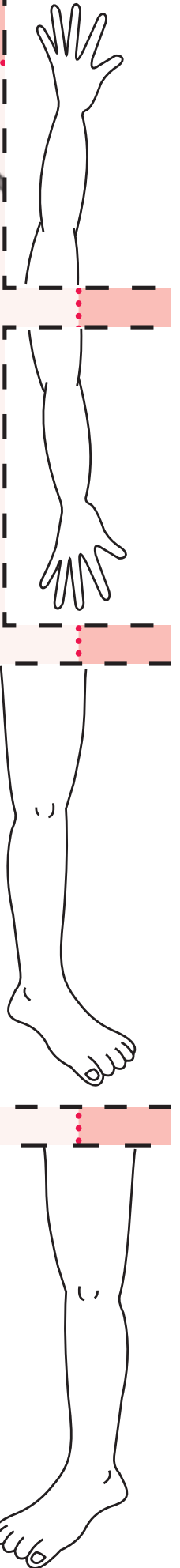
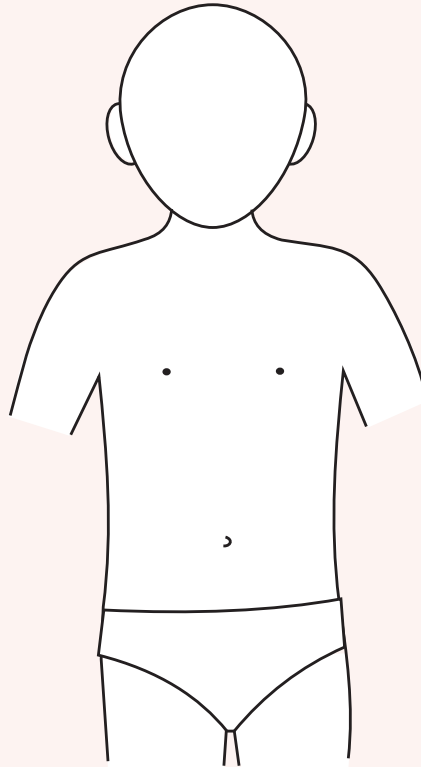


3.2



Let's write

Cut out and then paste in the arms and legs to complete this picture. Then colour in your picture.



Let's sing



Heads, shoulders,  
knees and toes,  
knees and toes.  
Heads, shoulders,  
knees and toes,  
knees and toes.  
Eyes and ears and  
mouth and nose.  
Heads, shoulders,  
knees and toes,  
knees and toes.



TEACHER: Sign

Date



Let's do

Stand like the boy and the girl in these pictures.  
Show your right hand and then your left hand.  
Stamp your right foot and then your left foot.

boy



left hand



right hand

back

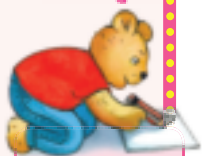


left foot



right foot

3.4



My name is:

girl

front



right hand



left hand



right foot



left foot

TEACHER: Sign

Date



Paste the  
stickers  
in the correct  
spaces.



Let's write

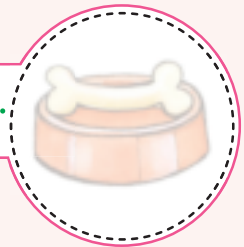
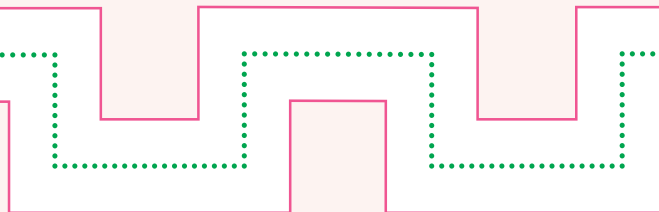
Paste in the stickers in the correct places. Then, trace the line with your finger and then with a crayon.



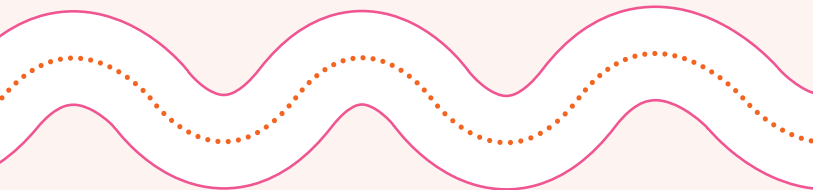
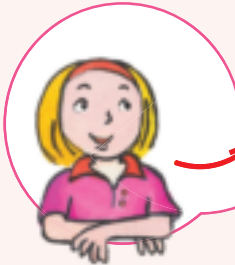
Help the baby find his teddy bear.



Help the dog to find its bone.



Help Ann to find her book.



Help the baby to crawl to her mother.

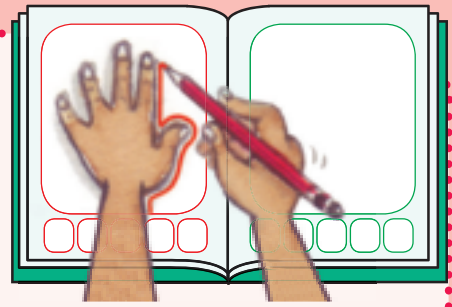


For extra practise, let learners trace over their lines a few times using different colours.



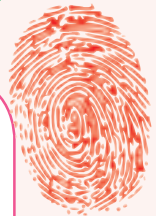
Let's write

Trace your weaker hand and then count your fingers.



Then use some lipstick or paint to fill in your finger prints.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|





Let's do

Do what these children are doing.

hands on hips



touch your knees



touch the opposite foot



touch the opposite shoulder



cross your arms



touch your tummy



touch your nose



touch your toes



put up two arms



touch your head



touch your shoulders



put out your arm







My name is:



Let's write

Circle the picture that does not belong in each row.  
Tell your friend why this picture does not belong.



4

# Healthy living

Paste the  
stickers  
in the correct  
spaces.

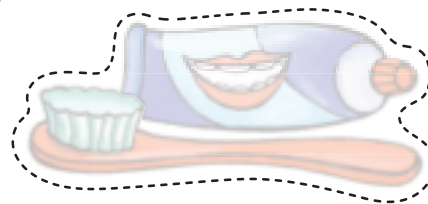
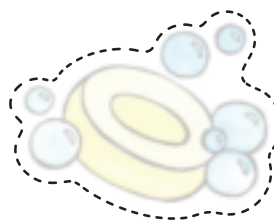






Let's talk

Look at the picture and say what each child is doing to be clean.



My name is:

TEACHER: Sign

Date





Let's write

Trace the line to find out what these children do to stay clean.



4.2



Let's write

Draw a picture of what you do to stay clean.



My name is:

TEACHER: Sign

Date



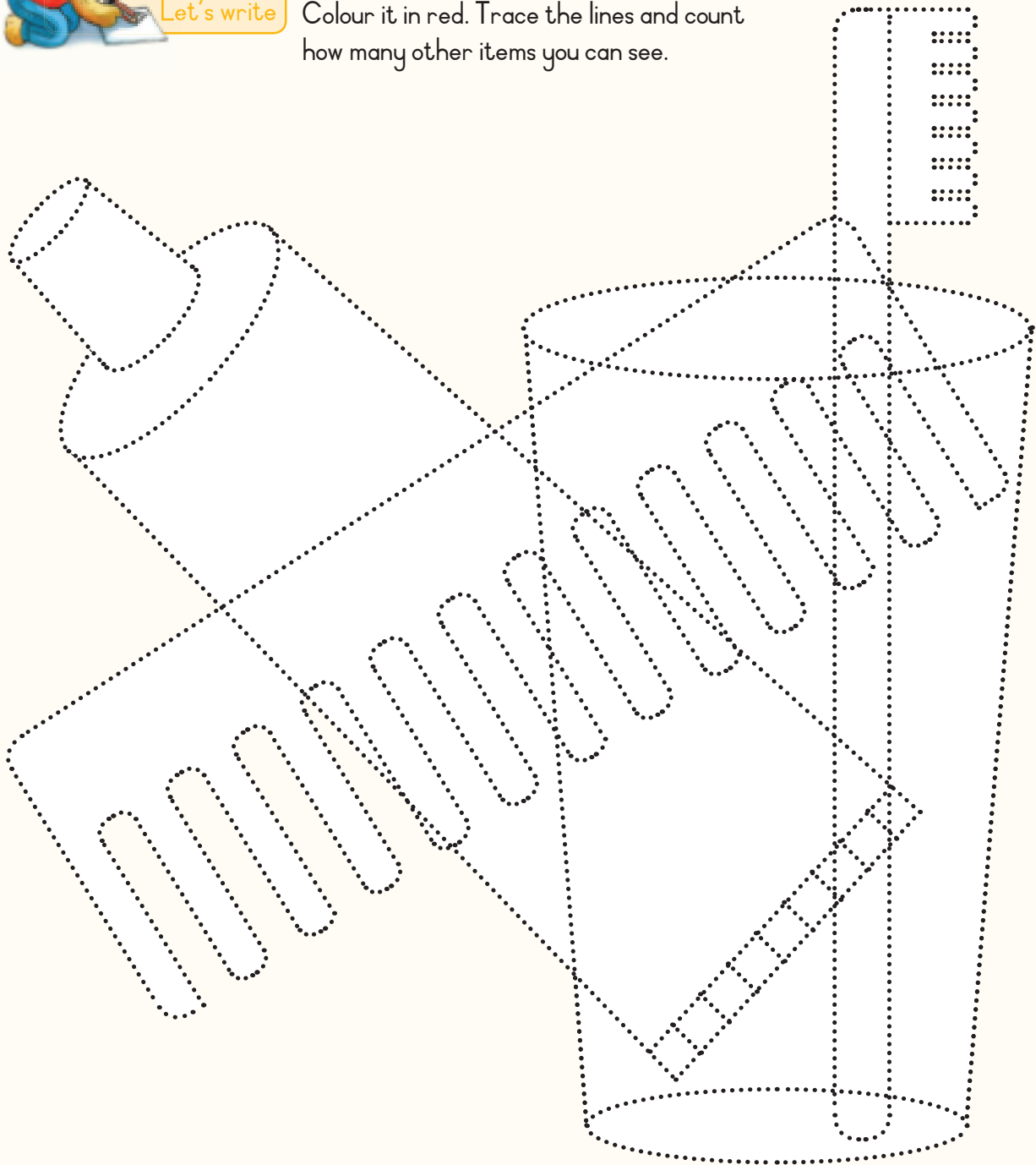


My name is:



Let's write

Can you find the toothpaste in this picture?  
Colour it in red. Trace the lines and count  
how many other items you can see.







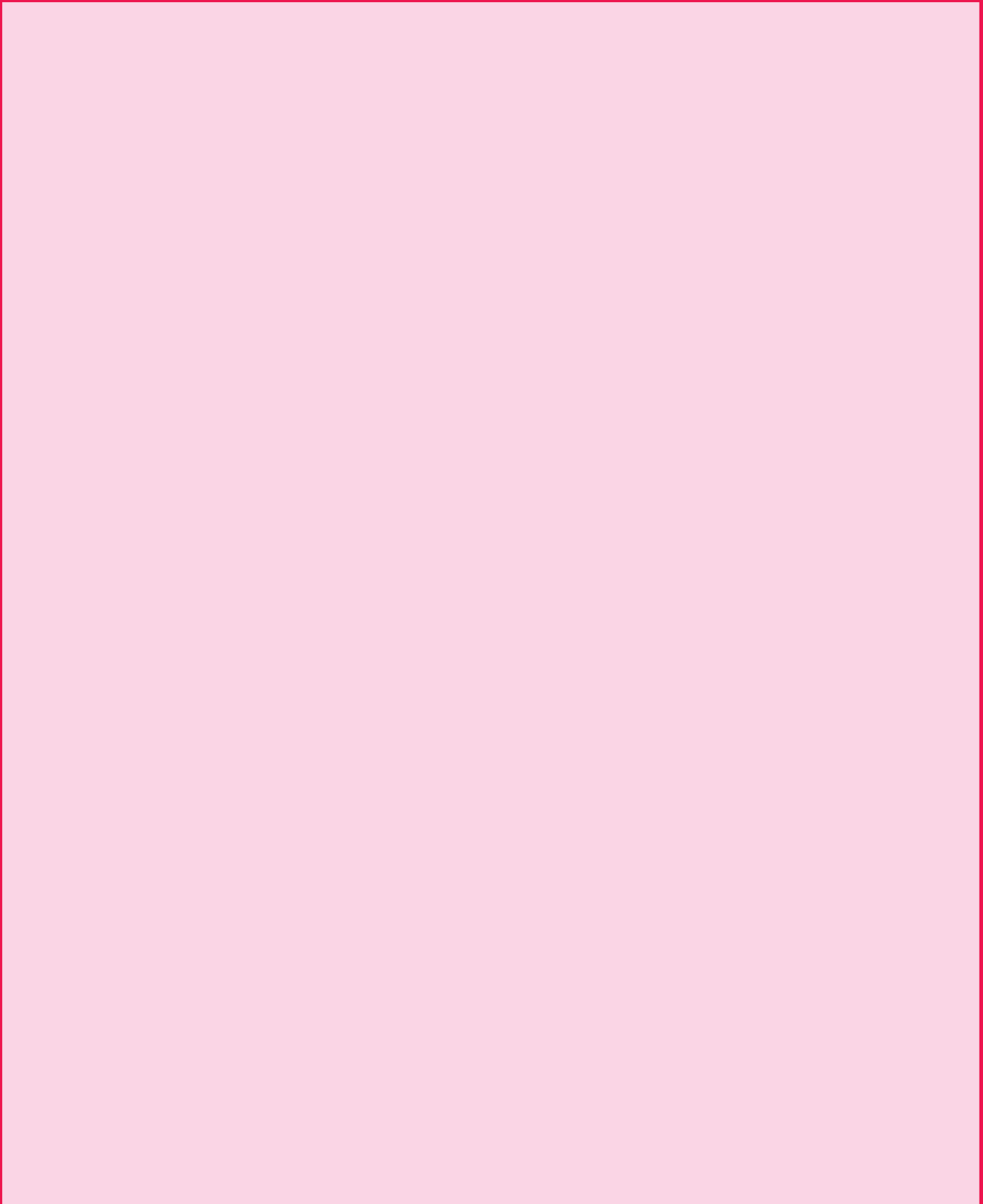
Let's write

Cut out the puzzle and put it together again.





4.5





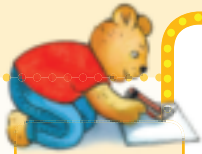
Let's do

Cut out these pictures on the dotted lines and then sequence them.





4.7

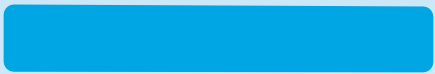


My name is:



Let's do

Sequence these numbers.



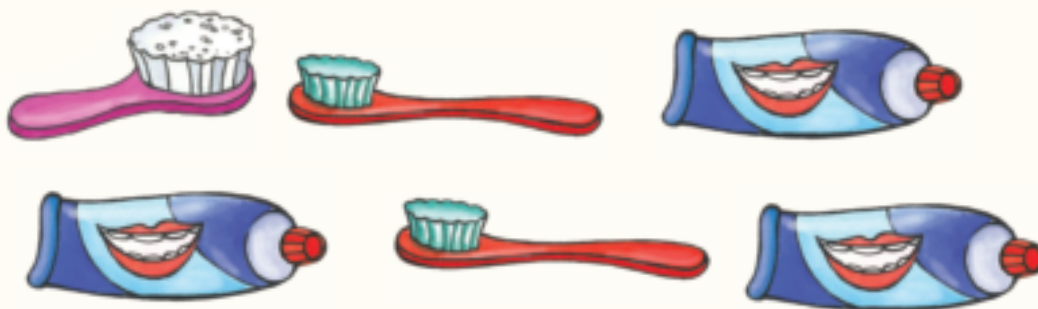
4.8








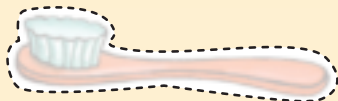



Let's count

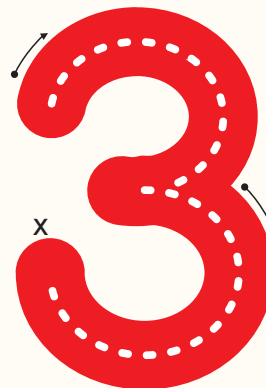
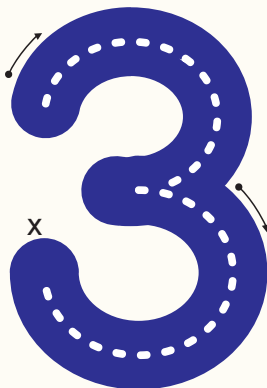
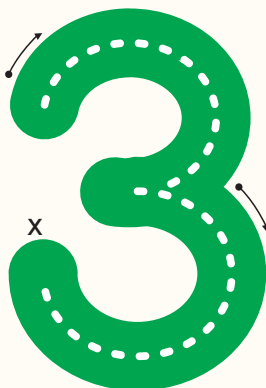
Paste the stickers in the correct places.  
Count how many of each item there is.

Paste the  
stickers  
in the correct  
spaces.



|  |   |   |
|--|---|---|
|   |    |    |
|  |   |   |
|  |  |  |
|  |  |   |

 Practise the number 3.

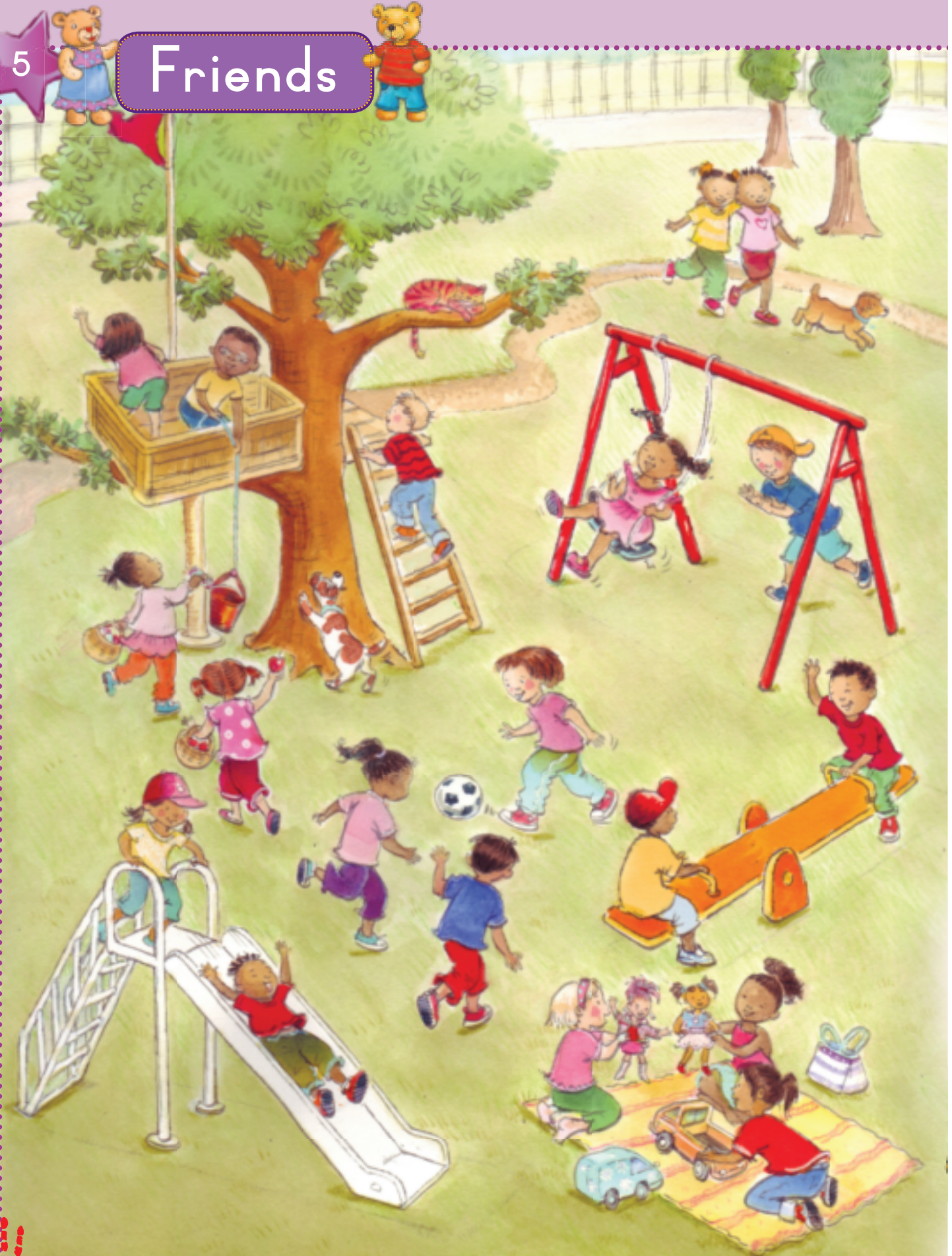


TEACHER: Sign

Date

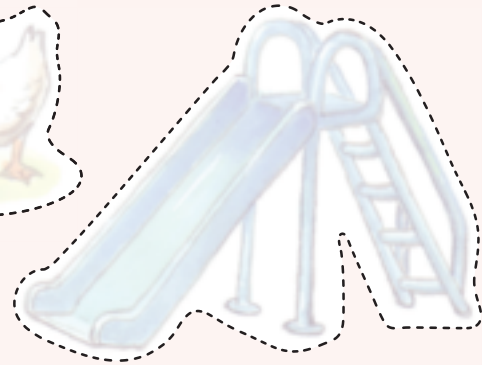


# Friends





Paste the  
stickers  
in the correct  
spaces.



Let's talk

Do you have a good friend?  
What makes a good friend?  
What do you play with your friend?



My name is:

TEACHER: Sign

Date



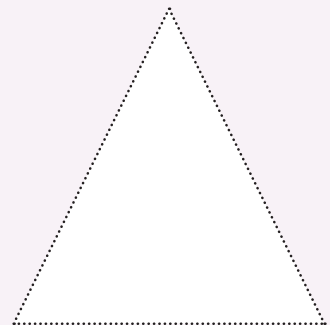
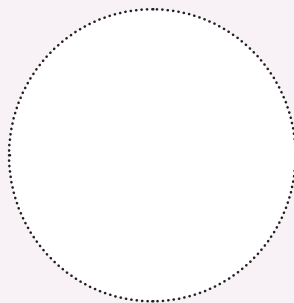
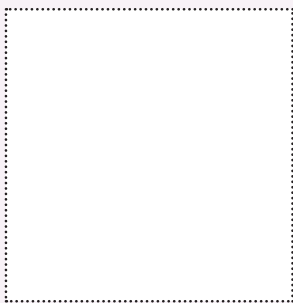
Let's write

Circle the picture that looks the same as the first picture in each row.



Let's write

Trace the shapes and colour them in the same colours as the pictures.





Let's do

Do what these children are doing.

sit



jump



skip



run



hop



dance



roll



walk







Let's write

Colour this picture.  
Copy the colours from  
the small picture.

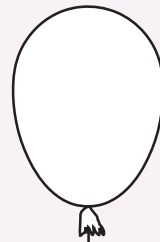
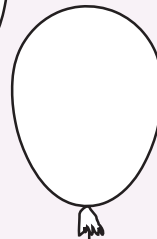
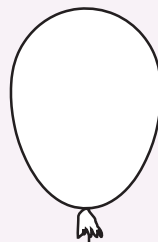
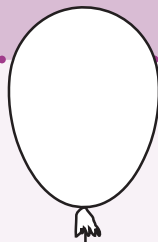


5.4



Let's do

Trace the lines to find their favourite clothes and then colour the balloon to match.



My name is:

A large rectangular box with a dotted border for writing a name.

TEACHER: Sign

Date



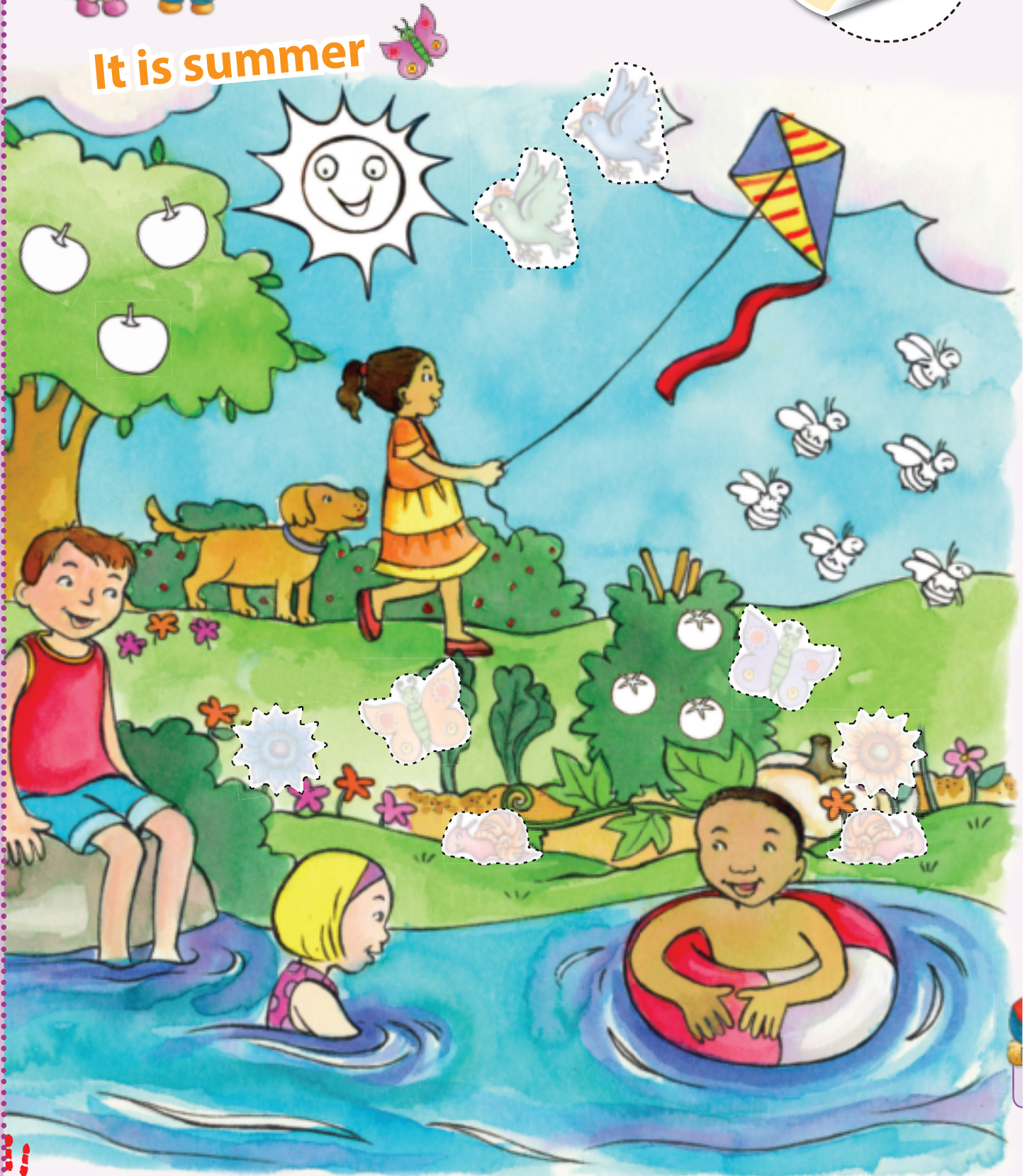


Let's talk

What do you like to do in summer?  
What do you wear when it is hot?

Paste the  
stickers in the  
correct spaces.  
Colour 3 apples,  
3 bees, 3 tomatoes  
and the sun.

# It is summer





5.6



Let's write

Circle the pictures that show what you like in the summer.



Write your name and clap the beat.



My name is:

TEACHER: Sign

Date

5.7

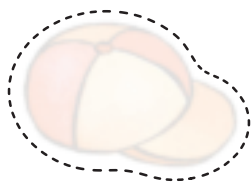
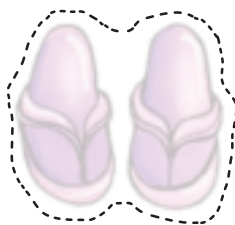
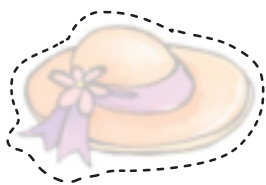


Let's do

Look at the pictures and talk about how the weather is different. Say what the children are doing and what they are wearing.

Paste the stickers in the correct spaces.

hot





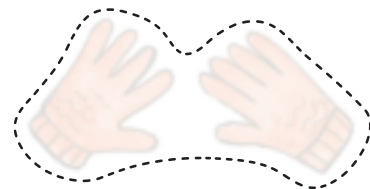
5.8



Let's do

Circle the clothes you wear in hot weather in **red**, and those you wear in cold weather in **blue**.

cold



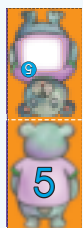
TEACHER: Sign

Date





# Cut outs



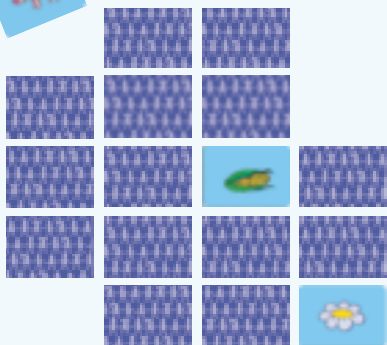
## Finger puppets:

Choose 1 animal and write the first letter of your name on its t-shirt. Then write the first letters of 4 of your friends' names on the others.



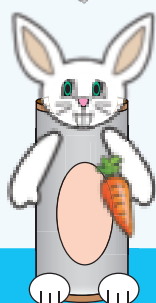
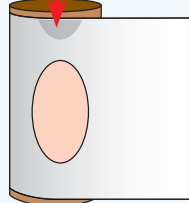
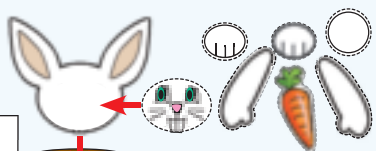
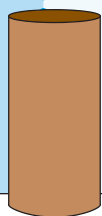
## Picture dominoes:

Cut out the cards on the black dotted lines and then match the numbers to the correct pictures.



## Memory Game:

Shuffle the cards and pack them out face down on the table. Then, turn 2 cards at a time and see if they match. If they do, put them aside. If they don't put them back. See if you can remember where you put them. The first one to find all the matching pairs is the winner. You can also play snap with these cards.

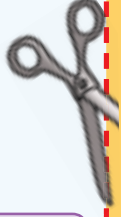


## Toilet roll animals:

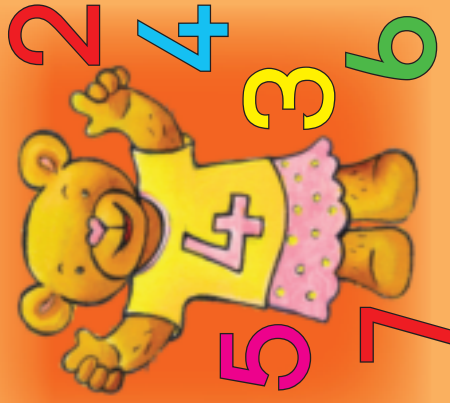
Find some empty toilet rolls. Cut out the rectangles and then glue the large rectangular pieces around the toilet rolls to cover the tubes. Now cut out the heads and stick it on the rolls at the top. Use the animal stickers and paste the faces on the heads as you like it. Paste the arms, legs and tail of each animal on the rolls. You can also draw and make your own animals.



Make some zig zag books.  
Cut on the solid lines and  
fold on the dotted lines.



# Numbers

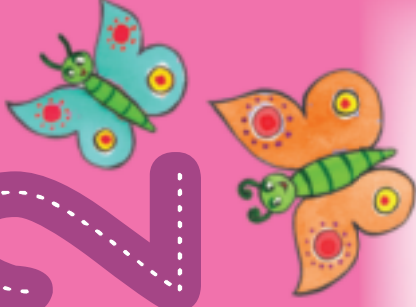


1



one

2



two

3



three

# Pets



dog

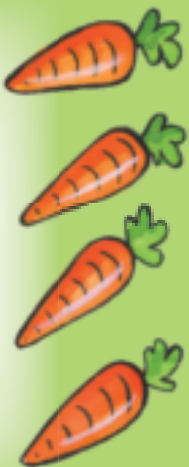


cat



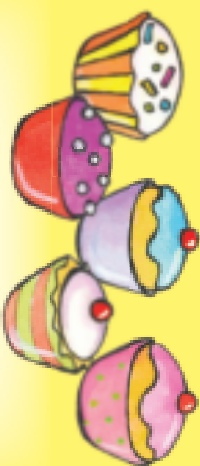
fish

4



four

5



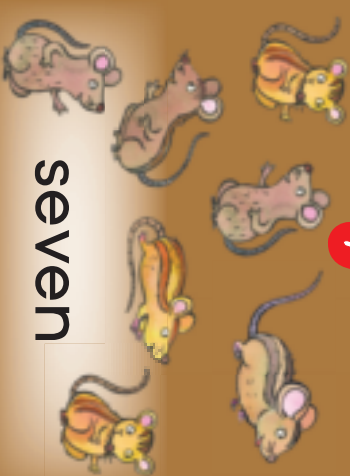
five

6



six

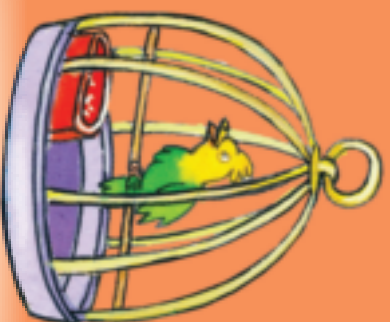
7



seven



lizard



bird



hamster



rabbit





# 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 they don't get lost.

GLUE HERE

GLUE HERE

GLUE HERE

GLUE HERE