

Revised and
CAPS aligned

Grade

3



Life Skills in ENGLISH

Book 1
Terms 1 & 2

ISBN 978-1-4315-0274-5



LIFE SKILLS IN ENGLISH
GRADE 3 – BOOK 1
TERMS 1 & 2

ISBN 978-1-4315-0274-5

THIS BOOK MAY NOT BE SOLD.

8th Edition

Workbooks available in this series:

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(In all official languages)
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(In English and Afrikaans)
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(In all official languages)

Name:

Class:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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Mrs Angie Motshekga,
Minister of Basic
Education



Mr Enver Surty,
Deputy Minister
of Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.



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Grade

3



Life Skills
in **ENGLISH**
Book I



This book belongs to:



1

About me



Let's write

Each one of us is different and we are all special.
Fill in this identity document about yourself. Design a stamp for the ID.
When you have done this, show your card to your friend.

What are the similarities and what are the differences between you and your friend?



Identity document

Name: _____

Age: _____

Date of Birth:

_____ year _____ month _____ day

Place of birth:

Girl or boy:

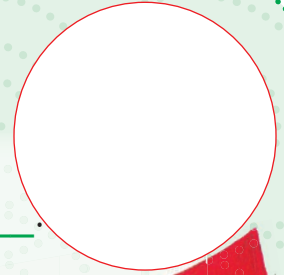
Home language:

Colour of hair:

Height: _____ cm

Colour of eyes:

Signature



Draw a picture of yourself.



Let's talk

Now think about your life so far.

How far back can you remember?

Can you remember your second birthday?

Can you remember starting school?

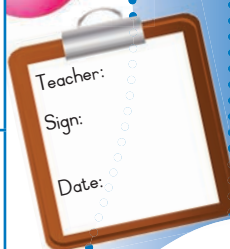


Let's write

Fill in this timeline about your life.



I was born in	I began to talk in	I started school in	I came to grade 3 in
month			
year			
20 _____	20 _____	20 _____	20 _____



My school

Your teacher will help you to draw a timeline for your school.

We have started it for you. Your teacher will tell you about other important events that you can add.



Let's do

What year did your school open?	What year did your principal come to the school?		



Let's write

What is the history of your school? Find out the answers to the questions and write them in the spaces in the first column. Then draw pictures to show the history.

What year did your school open?	Draw a picture of your school.
Who was the first principal?	

What is the school motto.

Draw the school badge.

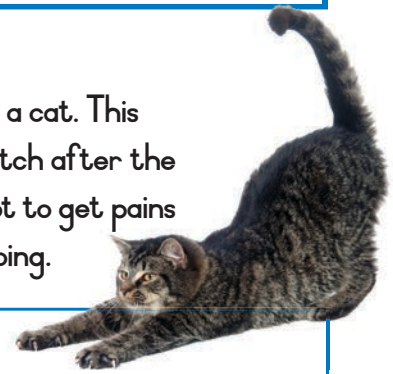
Mention something special about the school. Perhaps there was a special learner or special achievement.

Draw a picture to show something special about the school.



Do it outside

Before you do an activity outside, first stretch like a cat. This will make it easier for your body to move. Also stretch after the activity to relax and cool down. This will help you not to get pains in your muscles. Now do what these children are doing.



Your teacher will call your name and throw the ball to you. Catch the ball before it falls.

Now try to catch the ball in a bag when your friend throws it to you.

Throw the ball to your friend and see if he or she can catch it in the bag.

Stretch like a cat to relax.



All about me



Let's talk

Think of something interesting that happened to you in your past and tell your friend so that he or she can get to know you better.



When I was 5
I went to the sea.

When I was 4
I fell off a wall.



Let's talk

Tell your friend how this person changed from being a baby to being an old woman.



baby



toddler



schoolchild



teenager



adult



elderly person

Date:



Let's sing

Work in a group. Make up a song and a dance.
In your group, write the words of the song in the space below.
Then show your class how you sing the song while you dance.



Teacher:
Sign:
Date:



Bigger and older



Let's talk

Talk about how older children and older adults are different from you.

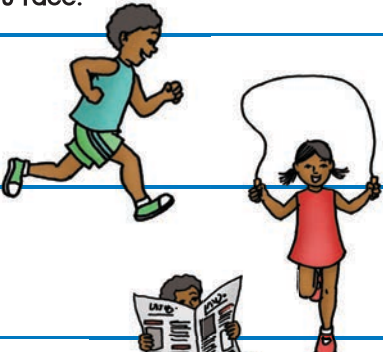
























As time passes people get older. Their hair colour changes, their voices change, they get more muscles and they become wiser.

How do people change as they get older?



Let's write

Which of the following things do you do differently to the way your parents do them?
Tick (✓) the correct face.

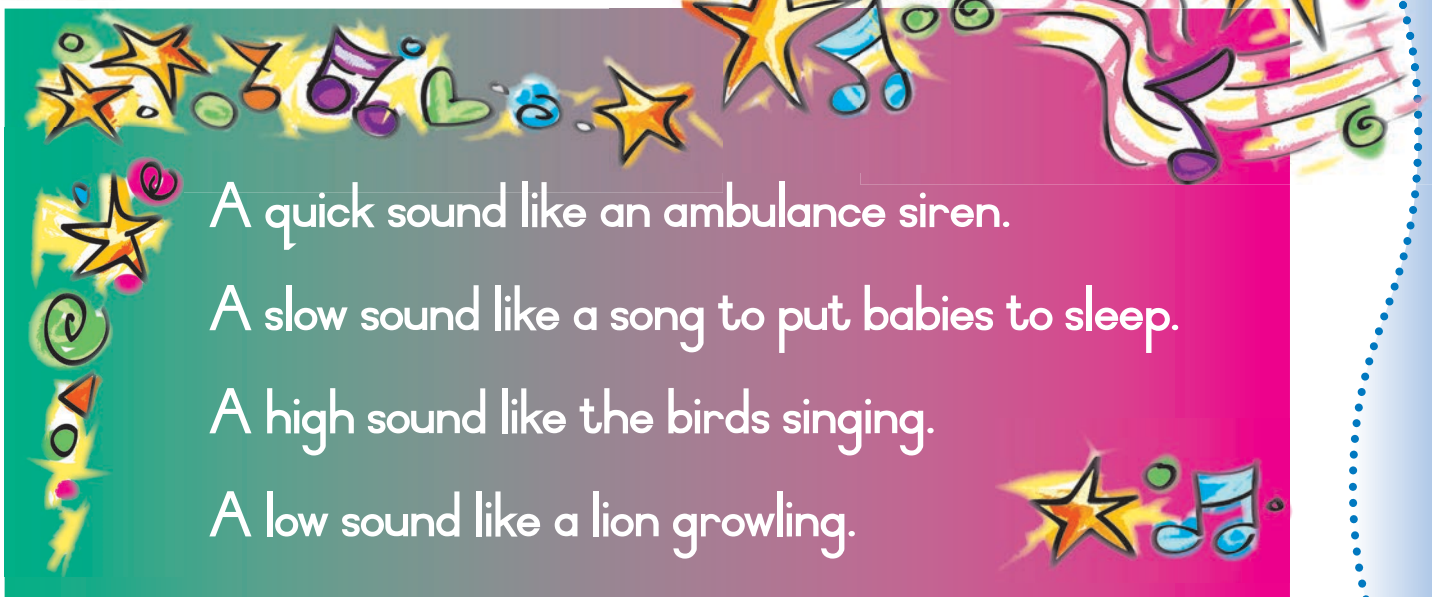
	Me		My parents	
Run without getting tired. 				
Skip. 				
Read a newspaper. 				
Drive a car. 				
Play in a tree. 				



Let's sing

Let's get ready to sing.
Make these sounds.

Date:



Do it outside

Can you catch a ball?

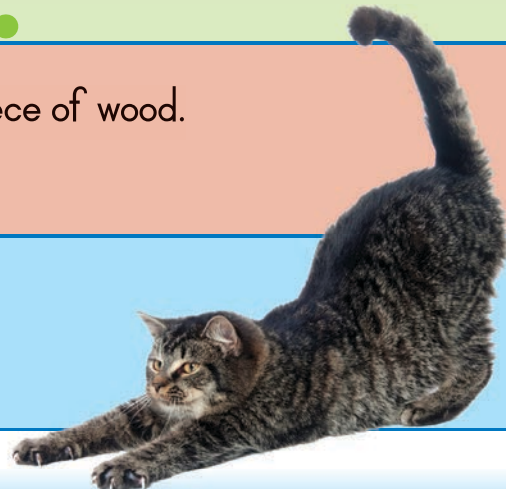
Throw a tennis ball into the air and catch it with both hands.

Throw it up and then clap your hands before you catch the ball.

Bounce the tennis ball
on the ground.

Now make a bat using rolled up paper or a piece of wood.
Use it to bounce the ball on the ground.

Now stretch like a cat.





Feelings



Let's talk

Look at these pictures and say how these children feel.
Have you ever felt like this? Fill in how each child feels.
Use these words to help you.

sad

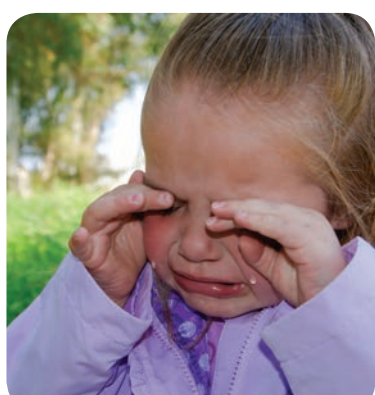
happy

sorry

afraid

proud

angry



Do it outside

Play a game of mini tennis practising your fore- and backhand shots.



Date:



Let's talk

What makes you happy?

What makes you sad?

What makes you afraid?

What makes you angry?



Let's write

Write a diary entry for a day that you felt happy. Describe what happened to you.

Dear Diary

Write a diary entry for a day that you felt sad. Say what happened to make you sad.

Dear Diary





6

What I enjoy most



Let's write

Tell your group what activities you enjoy doing most. Then write the names of the activities in the spaces in the mind map.

Blank space for writing an activity.



Blank space for writing an activity.



Blank space for writing an activity.

WHAT I
ENJOY
DOING

Blank space for writing an activity.



Blank space for writing an activity.



Blank space for writing an activity.

Date:



Let's write

Now use your mind map to write a paragraph on what you enjoy doing and why you enjoy these activities.

What I enjoy most	



Let's do

Use your play dough to make a happy and sad face.



Let's talk

Ask 5 friends what they like to do. Colour in 1 block each time they like an activity.

5					
4					
3					
2					
1					
	Singing	Reading	Painting	Sport	Mathematics



What is the most popular activity?

Teacher: _____

Sign: _____

Date: _____



Feelings



Let's talk

Look at each of these pictures and talk about how you can help these children to do the right thing. Tick the correct response.

	Can't you watch where you're going!	
	Oh sorry! Let me help you pick these up!	
	Ouch! Here's your ball.	
	Ouch! Go and play somewhere else!	
	It's mine and you can't have any.	
	Come, let's share the chocolate.	



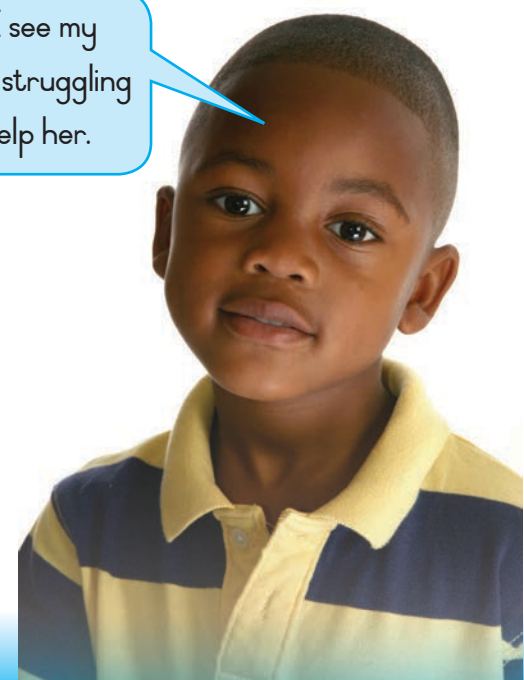
Let's write

What do good friends do?



If I do something wrong I apologise.

If I see my friend struggling I help her.



Write 4 more things that good friends do.





Let's talk

Look at these pictures. Talk about what you see in each one. Then pick one picture and make up a role play showing what happened.



Now write a role play about the picture you selected. Fill in the name of the characters in the first column.



Do it outside

Try doing these things.

- Run around the field. When your teacher says "change" you must turn around and run the other way.
- Now bounce the ball and move forward at the same time.



Just checking



Let's write

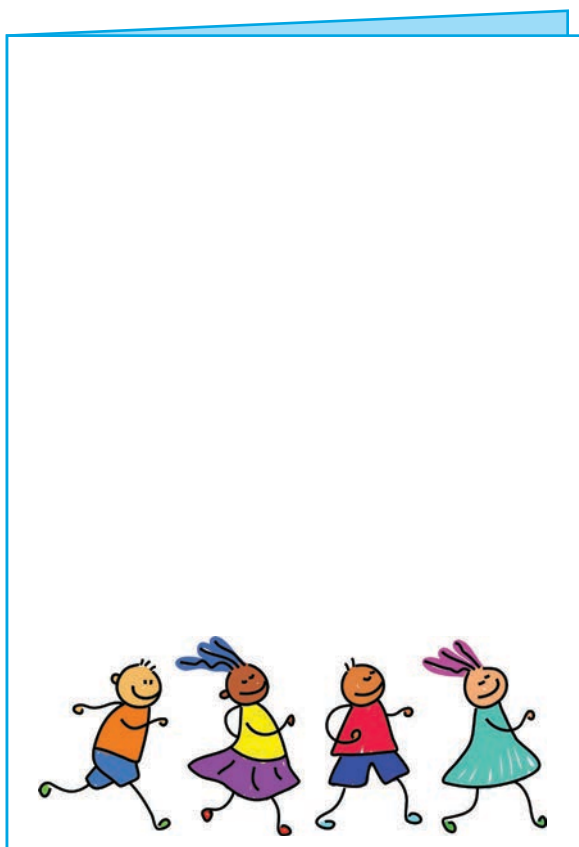
Check yourself.

	✓	✗
I am a good friend.		
I care about my friends.		
I am friendly to the children in my class.		
Most of the children in my class like me.		
I am always polite to people.		



Let's do

Make a card for someone you like. Draw a picture on the outside and then write a special message inside.





Let's write

Date:

Draw a picture of friends, or your teacher, or family members who are special to you. Write their names.



Special people in my life



Now write a description of these people and why they are so special.





Let's talk

Talk about what is happening in this picture.



Do you know where your school First Aid box is?

Say where. In _____

Keep calm.

It is usually not a reason to panic.
Remember not to touch the blood of another person.

Have you ever had a nosebleed?

What should you do if your nose starts bleeding?

What to do if your nose bleeds

1

Sit forward with your head down.

2

Pinch your nose closed for 2 minutes and breathe through your mouth.

3

Put something cold on the back of your neck such as a wet towel or some ice cubes wrapped in a towel.

4

Do not blow your nose for a while after the bleeding has stopped.

5

If the bleeding does not stop after 15 minutes, see a doctor or a nurse.



Treating cuts



Let's read

We can't see germs but they are everywhere. If we cut ourselves we need to keep the wound clean so that we do not get infected by germs.



Let's talk

Explain to your friends how to clean a cut.
Give a demonstration of what you must do.

How to stop bleeding from a cut

Never touch another person's blood.

If you are helping someone always wear gloves.

Stop the bleeding by lifting the wound above the level of the heart.

Try to stop the bleeding by pressing a clean dressing on the wound.

If the wound is deep and keeps on bleeding, see a doctor or go to the clinic.

Find out what emergency number you can call. Telephone: _____





Let's read

If you touch something hot, you will burn yourself.
What should you do if someone gets burned?

1

Rinse the burn under cold water for about 10 minutes.
This helps to cool the skin.

2

Uncover the burn.
If clothing is stuck to the skin, don't take it off.

3

Leave the burn open and watch that it does not get worse.

4

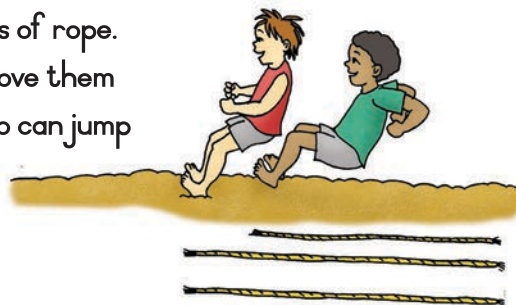
If the burn is deep or bigger than the palm of
your hand see a doctor immediately.



Do it outside

Do long jump.

Take three sticks or three pieces of rope.
After jumping between them, move them
wider and wider apart to see who can jump
the furthest.



Mark how far you can jump.

See if your friend can jump further than you.



Let's move

Make a wheelbarrow.

Take turns with
your friend to be
a wheelbarrow.



Then take turns to
swing a rope so your
friends can skip.



Let's talk

What is happening in these pictures?
How else can people get burned?



Write down important rules to remember when you need help with:

A bleeding nose

Cuts

Burns





11

Keeping my body safe

Worksheet
Term 1 – Week 6



Let's talk

We need to look after our bodies.

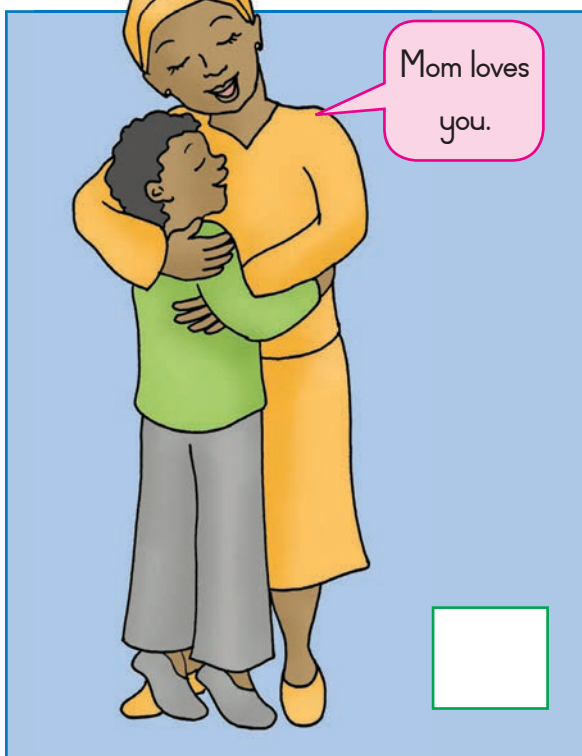
We get "yes" feelings when we like something and want it to continue.

We get "no" feelings when something makes us feel uncomfortable and we want it to stop.



Let's write


Fill in a ✓ if the picture is a safe activity or a ✗ if it is showing an unsafe activity. Then write a sentence below each picture to say why you think it is safe or unsafe.








I don't like you.



Date:

Now you look pretty.



Saying no

It is not always easy to say no, but you must say no when someone makes you feel uncomfortable.

If someone gives you the "no" feeling and makes you feel uncomfortable, talk about it to an adult that you can trust.



Let's write

Choose 3 people you can trust and explain why you trust them.



Write down how you would report a bad experience to someone you can trust.



Teacher: _____

Sign: _____

Date: _____

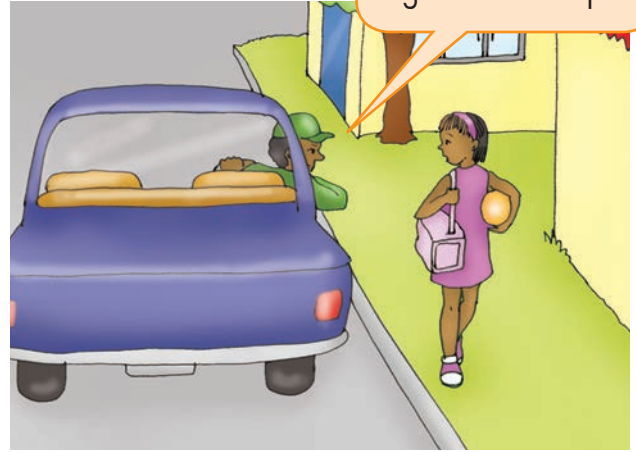
Looking after myself



Let's talk

Look carefully at these pictures. See if you can tell the story. Fill in the last speech bubble.

Come, I will take you to the shop.



No, leave me alone!



What happened?



Let's talk

Discuss how the girl felt, what she did and what you would do in a similar situation.



Let's write

Write down five safety rules.
Begin each one with:

Children should never ...



Let's do

Make a mask to show an emotion.

Decide what emotion you would like your mask to show.

Draw it on rough paper.

Cut it out.

Cut out the eyes.

Decorate it with coloured paper.



Do it outside

Get ready to race.

Crouch in the correct starting position.

Listen to your teacher say:

"On your marks! Ready! Go!"

Then make an obstacle course.





Let's talk

We are all responsible for keeping our bodies healthy.
What are these children doing that is good for their bodies?



What are some of the unhealthy things that people do?

Did you know that smoking is very bad for our bodies?

Did you know that if someone smokes near to you it is bad for your body?

How does smoking harm our bodies?



Let's write

Mark each statement with a tick ✓ or a cross ✗ to indicate whether it is **true** or **false**.

	Cigarettes taste nice.
	If I sit near someone who is smoking it can harm my body.
	Smoking can make your teeth yellow.
	Smoking causes mouth disease.
	You can get a bad cough from smoking.
	Smoking can cause cancer.



Health rules

I must brush my teeth after eating and before I go to sleep.



I must brush my hair before going to school.

I must keep my nails short and clean.

I must brush my nails after playing in the sand.

I must wash my hands after going to the toilet and before I touch food.

I must throw my dirty tissues into a rubbish bin.



Fun

What should they wear to keep safe? Match the pictures by drawing a line from the pictures in the top row to the correct pictures in the bottom row.



Fun



Get active and play a game of mini cricket.

Your teacher will play some music. Listen to it and then afterwards tap the tune on your desk with your fingers.



Rights and responsibilities



Let's read

Sometimes children have to help their families with work.

But children should not have to work as hard as adults.

Children must have time to play and go to school.



Look at these pictures. Tick the jobs that are suitable for children.

Then write a sentence below each picture to say why you think it is suitable or unsuitable for children.



Anna sells vegetables all day and so she can't go to school.



After school Lisa waters the vegetable garden.



Peter carries bricks because he works for a builder.



Jabu and Bongi help to wash up.



Let's talk

What tasks do you do at home?

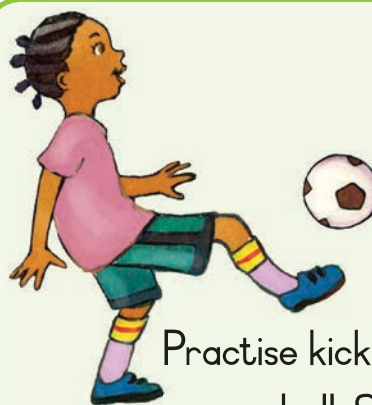
What tasks do you do at school to help your teacher?



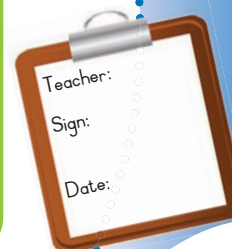
Do it outside

Make up a mime about doing different jobs. Your group must guess what jobs you are doing.

Tie your legs together and then race.



Practise kicking a soccer ball. See how far you can kick the ball.



Teacher:
Sign:
Date:

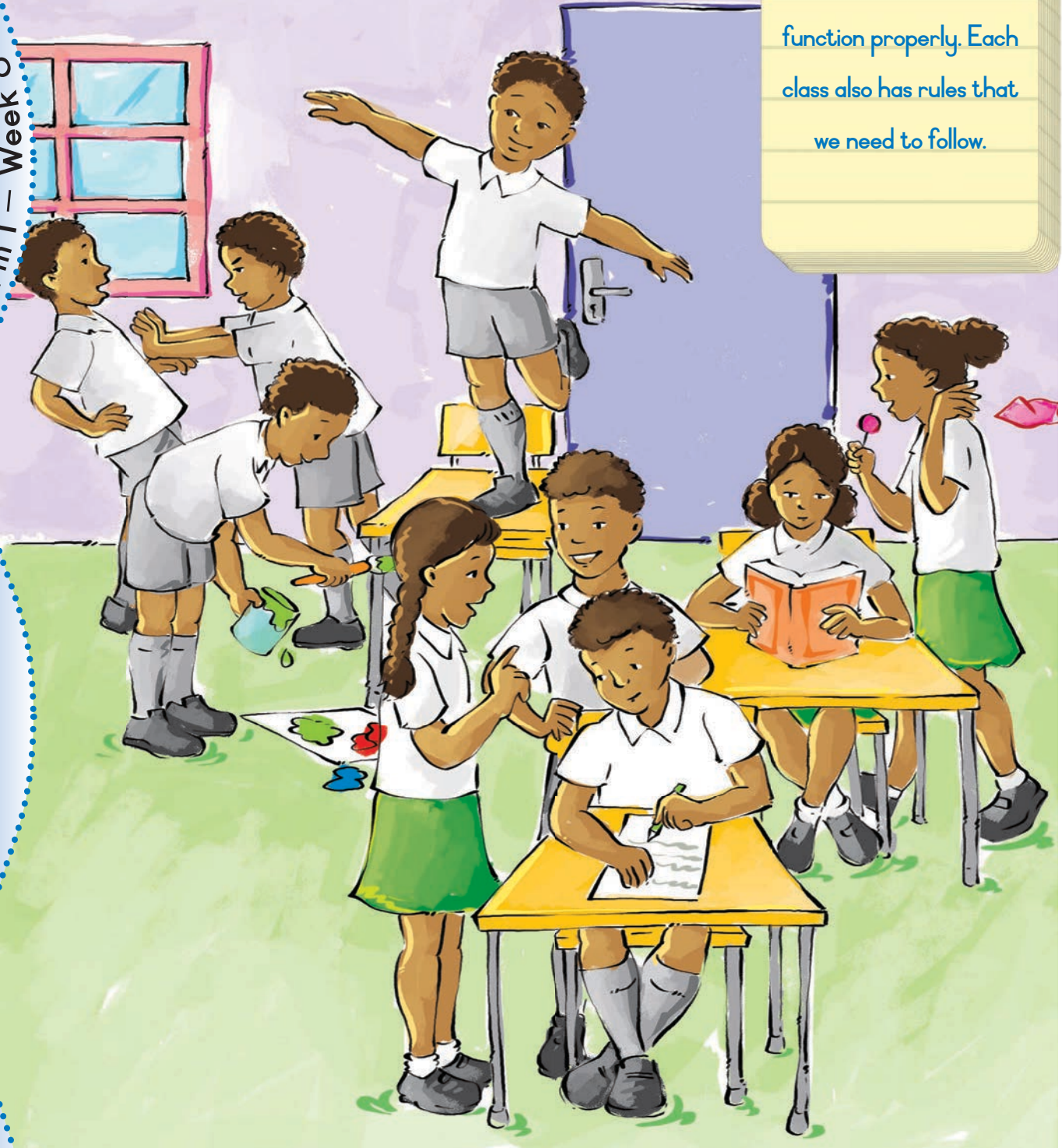
Rights and responsibilities



Let's talk

Tell your friend what rules these children are breaking.

Every school has rules so that the school can function properly. Each class also has rules that we need to follow.





Let's write

Write four rules for your class.

Date:



A large spiral-bound notebook with several blank lines for writing rules.



Let's talk

Read these rights and responsibilities and talk to your friend about what each one means.

RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

Equity Treat every person equally and fairly. Do not discriminate. 	Human Dignity Respect everyone. Be kind and caring. 	Life All life is precious. Treat all life with respect. 	Family Honour and respect your parents. Be kind and loyal to your family.
Education Attend school, learn and work hard. Adhere to the school's rules. 	Work Help your family with work in your home. Children must not be forced to get a job. 	Freedom and security Do not hurt, bully or intimidate others, and do not let others do so. Solve disagreements in a peaceful way. 	Property Respect the property of others. Do not damage property and do not steal.
Religion, belief and opinion Respect the beliefs and opinions of others. 	Safety Look after the earth. Do not waste water and electricity. Look after animal and plant life. Keep your home and community clean and safe. 	Citizenship Be a good and loyal South African citizen. Obey the laws, and ensure others do as well. 	Freedom of expression Do not spread lies and hatred. Ensure others are not insulted or have their feelings hurt.

Teacher: _____
 Sign: _____
 Date: _____

Religious and other special days



Look at these pictures. What do you know about any of these religions? Select one of these religions. Find out more about it. Prepare a presentation for the class. Try to bring books or pictures to illustrate your presentation.



Hinduism



Islam



Judaism



Christianity

We must respect people from all religions.

What is your religion? _____

What is your best friend's religion? _____

Just checking

Date:



Let's write

Fill in this card about yourself.

My name _____

My surname _____

My birthday _____

My grade _____

My school _____

My phone number _____

My address _____

An emergency phone number _____

My favourite sport _____

My favourite colour _____

My best friend _____

What makes me happy _____

What makes me sad _____

What makes me angry _____

What I am good at _____

Term 1 – Week 8 – Worksheet

Teacher: _____
Sign: _____
Date: _____



Healthy eating habits



Let's talk

Look at each of the food groups and talk to your friend about them.
What foods are in each group?
Why is each group of food good for us?

Proteins

Proteins build new cells
so that our bodies can grow.



Vitamins

Vitamins and minerals help
our bodies to fight infections
and to remain healthy.



Do it outside

Ask your teacher to show you how to
play "broken telephone".
Afterwards practice throwing a ball.

Carbohydrates

These foods give us energy.



Diary

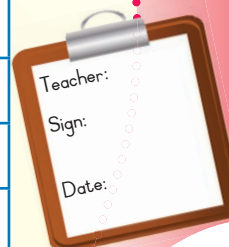
Dairy foods make our bones stronger, especially when we are still young and our bones are growing.



Let's write

Make a list of foods you ate yesterday. In the last column, say whether the foods are protein, carbohydrate, fruit or vegetables.

The foods I ate yesterday	Food type





Our eating habits



Let's talk

Ask four friends what they like to eat. Look at the different foods and add a tick (✓) if they like the food, and a cross (✗) if they don't like the food.

Fill in the names of your friends.





Let's write

Look at the table you have filled in and then answer these questions.

Which food did your friends like the least?

Do you think your friends have healthy eating habits?

Why do you think so?



Fun

Ask your teacher to show you how to play broken telephone.



Date:



Let's write

Make a list of the kinds of foods we should eat every day.

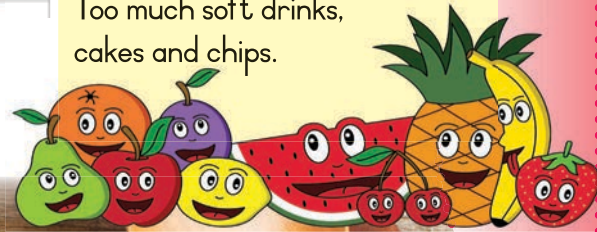
What should we avoid?

Too much salt because it can give us high blood pressure when we are older.

Too much sugar because it can give us diabetes when we are older.

Too much sugar also causes overweight.

Too much soft drinks, cakes and chips.



Let's write

Write a recipe for your favourite food.

Recipe for _____

What ingredients do I need?

What method should I follow?

Teacher:
Sign:
Date:



Healthy eating habits

Let's write

Thabo and Nomsa are on their way to the Sunshine Café. They need to buy some food to cook for supper. Help them to make up a menu of good foods.



Do it outside

Take turns to swing a rope so that your friend can skip.



Date:



Let's write

Write the items they should buy and their prices in the shopping list below.
How much did Thabo and Nomsa pay for the food items they bought?

SHOPPING LIST	PRICE



Let's write

How healthy are your eating habits?
Colour in a smiley face for each healthy habit.

My eating habits

	Yes	No
I usually eat in front of the TV.		
I love fruits and vegetables.		
I love fatty foods such as chips.		
I don't like water, I like cold drinks.		
I don't eat vegetables.		
I chew my food properly.		
I have breakfast before I go to school.		

Count how many smiley faces you have coloured in. _____





Let's do

Eating well

Draw or paste pictures of food to show a healthy meal.



Let's read

Rules for good eating

Always wash your hands before you touch food.

Don't leave food uncovered.

Don't eat old or rotten food.

Use vegetable peels to make compost for the garden.

Grow your own vegetables.

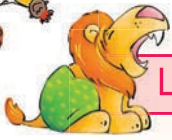


Let's do

Draw a picture to show one of these rules.

A large, empty rectangular box with a green border, intended for a child to draw a picture illustrating one of the rules for good eating.

Insects

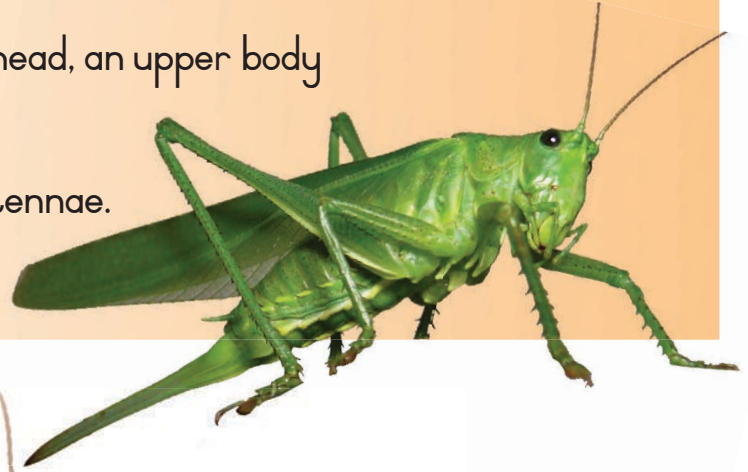


Let's talk

Talk about the different body parts of insects.

Insects have three body parts: a head, an upper body and a lower body.

They also have six legs and two antennae.



Let's do

Label this insect.

Draw a line from each label to the correct part of the insect.

Lower body

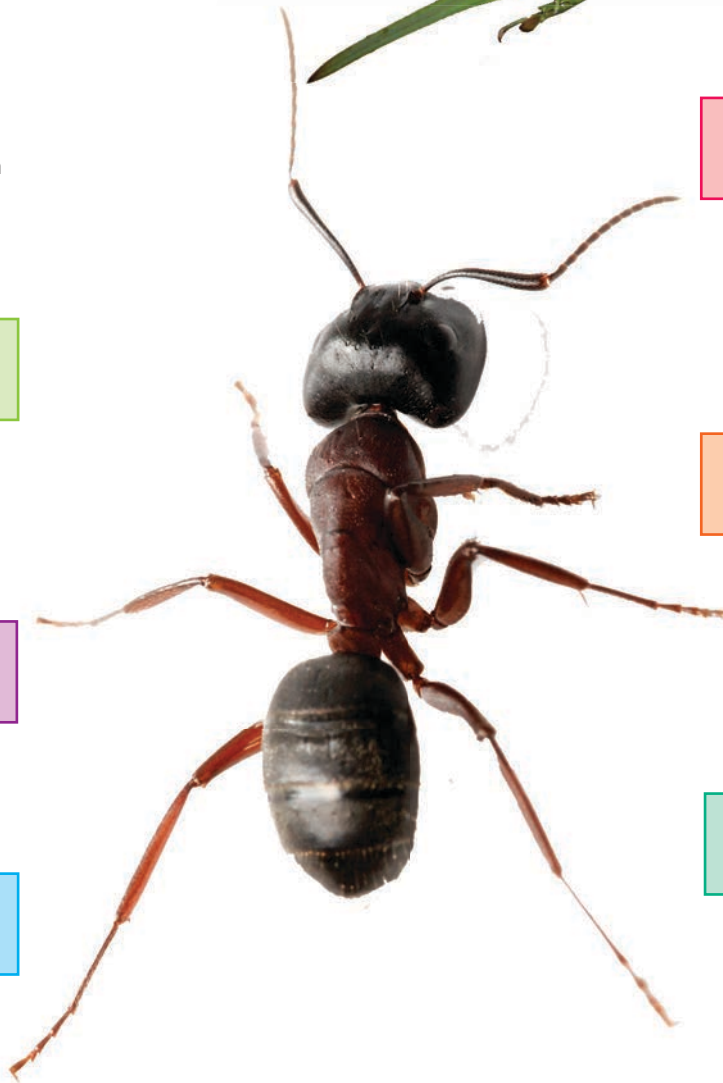
Head

Leg

Antenna

Eye

Upper body



Do it outside

Buzz like a bee, fly like a butterfly and then jump like a grasshopper.
You are now ready for a game of soccer!



Let's do

Date:

Draw a line to match each name with the correct insect.
Say which insects are harmful and which are helpful to us.



Bee

Mosquito

Fly

Ant

Locust

Butterfly

Ladybird

Moth



Let's write

Now fill in the missing words.

_____ make honey.

_____ pollinate flowers.

_____ spread malaria.

_____ spread disease.

_____ eat farmers' crops.



Teacher:

Sign:

Date:

More about insects

Let's talk

Look at these pictures and tell your friend why bees are useful to us.



Bees spread pollen. This is necessary for fruit to grow.



Bees produce honey.

Let's write

Write the name of each insect in the space that has been provided.



This _____ sucks up the nectar from the flower.



_____ have strong back legs to jump.

Date:



_____ use their
antennae to communicate with each other.



_____ spread pollen from plant
to plant.



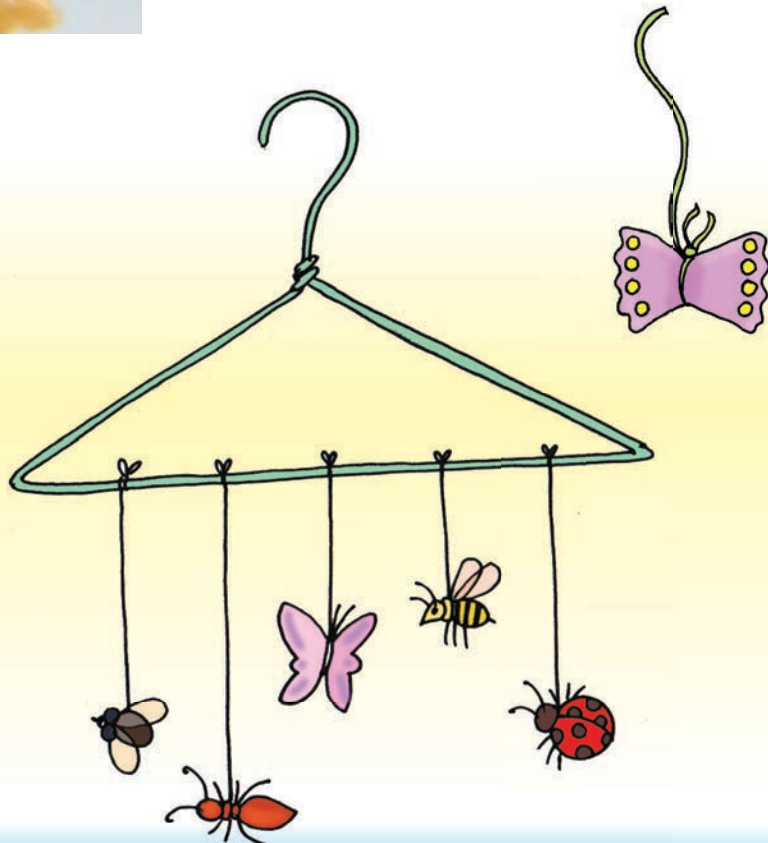
_____ spread germs.



Let's do

Make an insect mobile.

- Bring coat hangers from home.
- Cut out the insects on the cut-out page in the back of the book.
- Hang them onto a coat hanger.

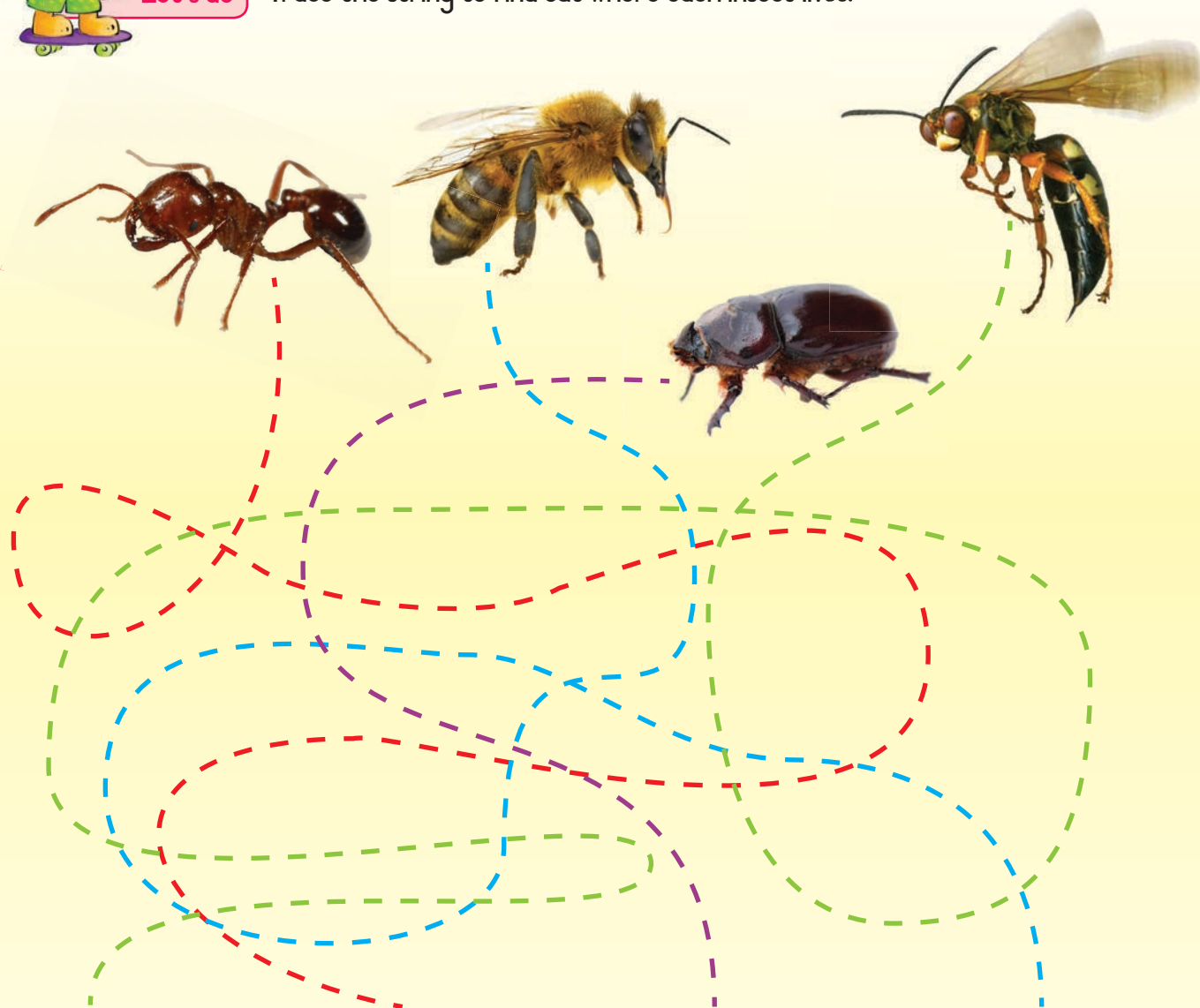


Insect homes



Let's do

Trace the string to find out where each insect lives.

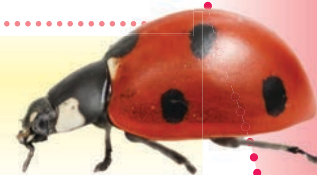


Date:



Let's do

Walk around the school grounds and see how many different kinds of insects you can find.



Let's write

What insects did you see outside? Choose one and write its name here.



What type of food does this insect eat?

Does your insect move slowly or quickly?

Is your insect useful? Why do you say so?

In what way is your insect harmful? What can you do when it harms you?



Fun

Now design and draw your own insect and give it a name.





Let's do

Show off your craft

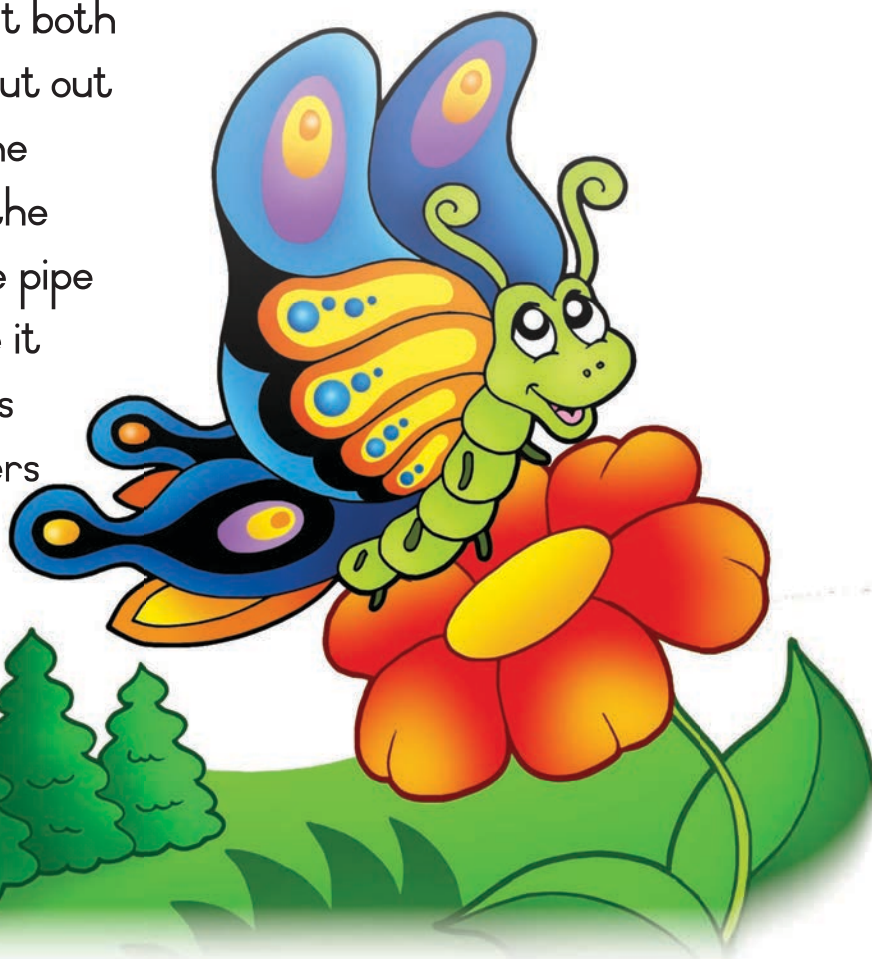
Make your own butterfly

You will need:

- A4 paper
- Wax crayons
- A pair of scissors
- Glue
- A pipe cleaner
- An empty toilet roll



Draw a butterfly, showing its long, thin body and two wings. Decorate your butterfly's wings with patterns of different colours. Make sure that both wings look the same. Cut out the butterfly. Stick the butterfly's body onto the toilet roll. Now fold the pipe cleaner double and use it to make the butterfly's feelers. Stick the feelers onto the butterfly's head.





Do it outside

Try these games.

Date:



Station 1:

Basket ball: Bounce the ball while running in a zigzag pattern.



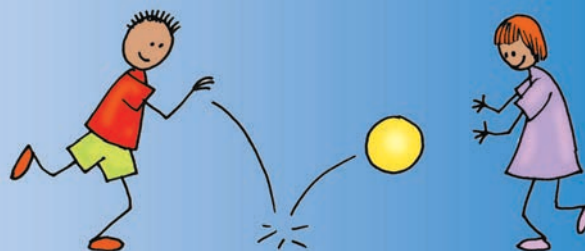
Station 2:

Hockey: Use a hockey stick to move the ball towards the goal.



Station 3:

Netball: Bounce the ball to your friend while running.



Station 4:

Rugby: Run with the ball and pass it on.



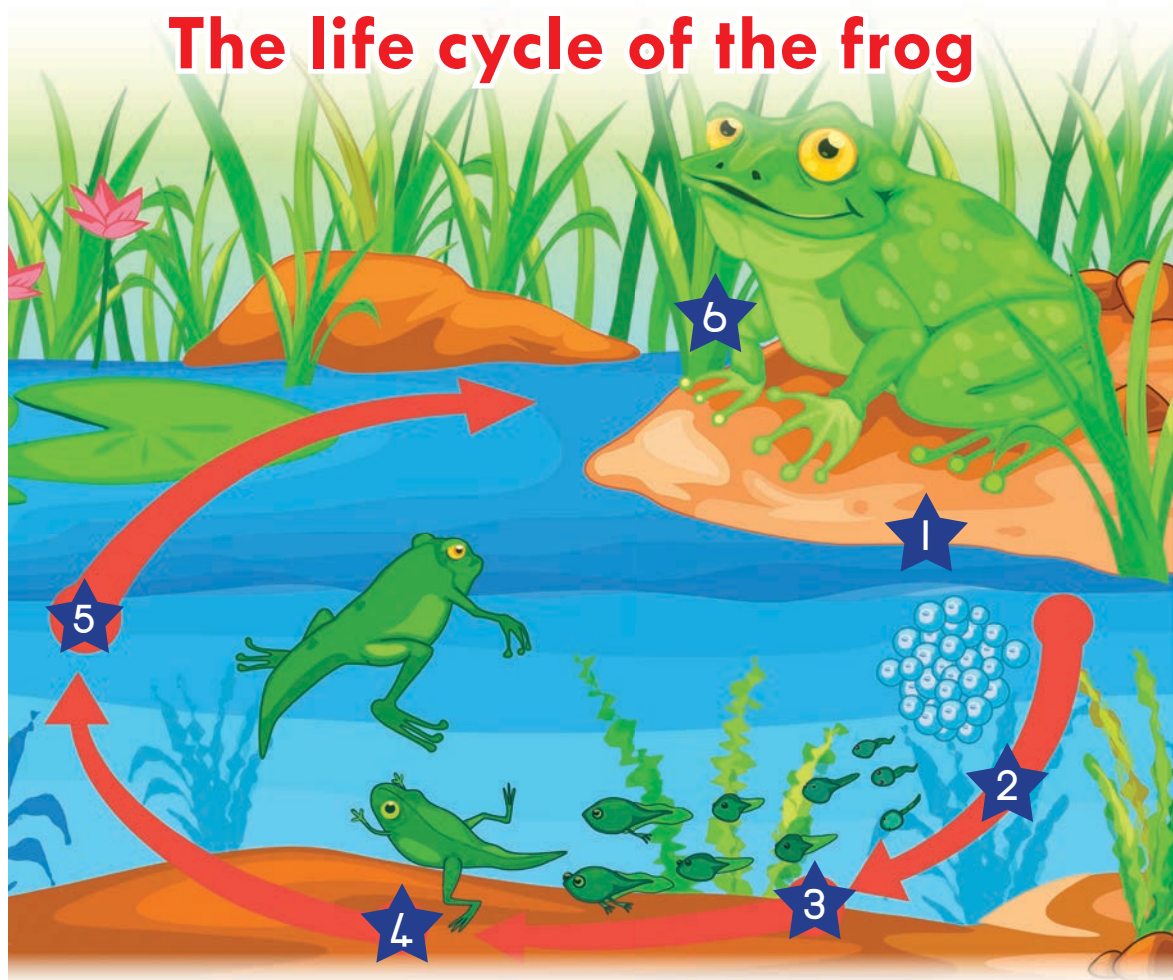
Station 5:

Soccer: Dribble the ball towards the goal.



Life cycles

A life cycle shows the different stages of development. The stages follow a specific sequence. Look at the life cycle of the frog and the butterfly and talk about the different stages.



Let's talk

Look at the picture and tell your friend how the frog changes throughout its life cycle.

- 1 Two frogs mate in order to fertilise the eggs.
- 2 The female frog lays the eggs. Tadpoles hatch from the eggs.
- 3 A young tadpole has external gills and a tail fin.
- 4 The tadpole grows legs.
- 5 The tail begins to disappear.
- 6 The mature frog has developed lungs and lost its gills.

Date:



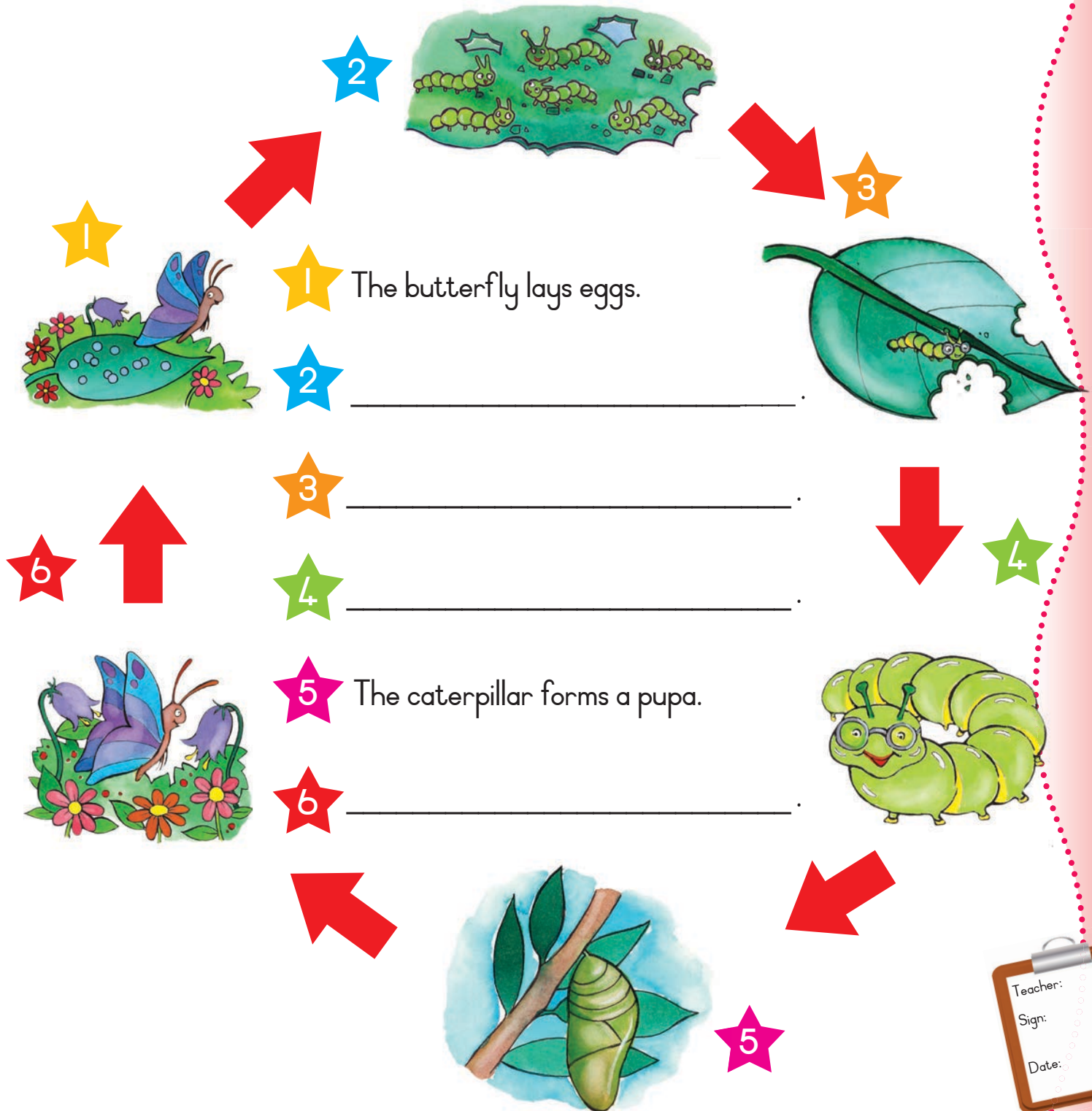
Let's do

Now look at the life cycle of the butterfly.

Fill in what happens in each stage of the life cycle. We have helped you with two stages.



The life cycle of the butterfly



Teacher: _____
Sign: _____
Date: _____

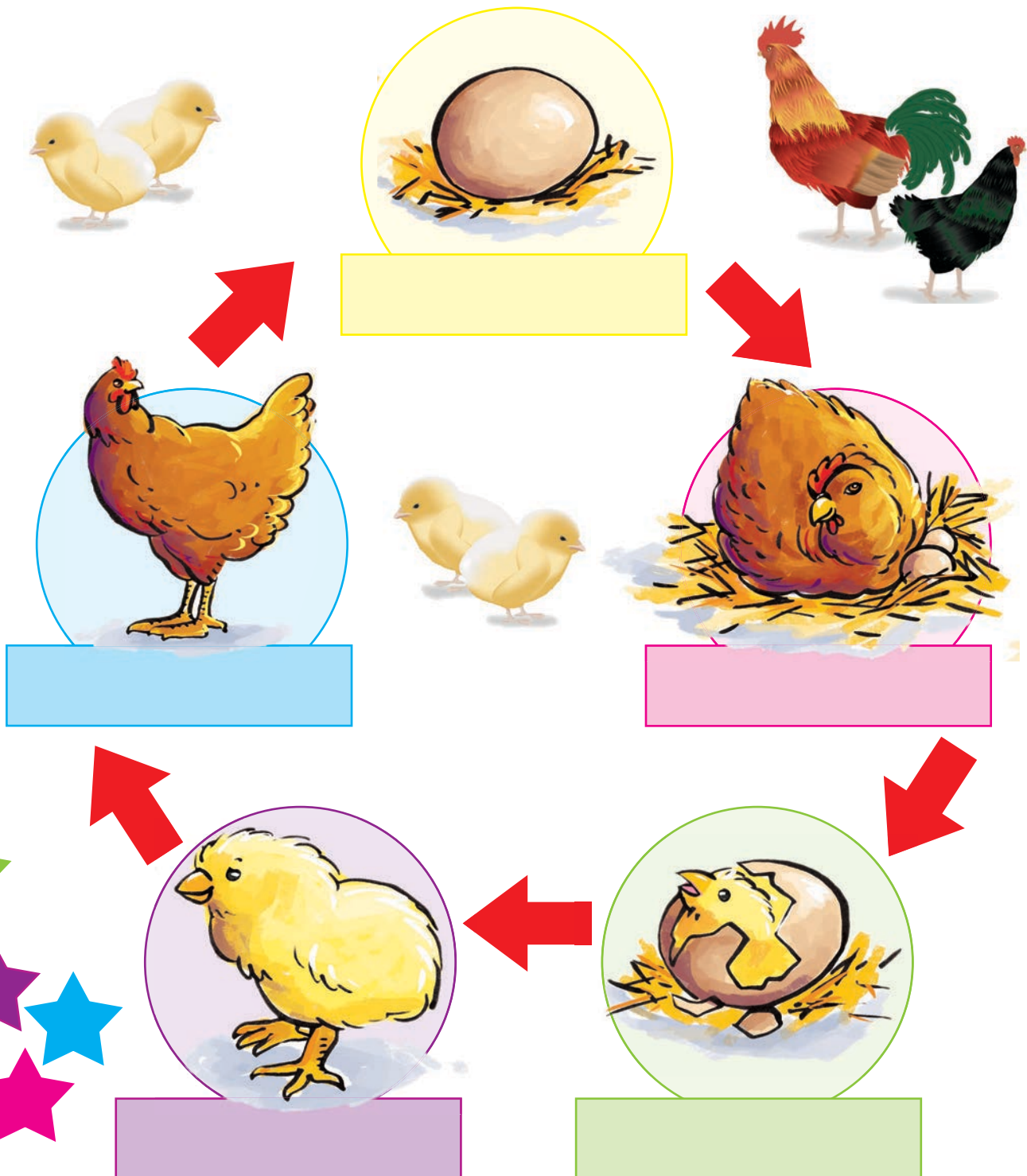
Life cycles



Let's talk

Look at the pictures and talk to your friend about the life cycle of the chicken. Then write what happens at each stage.

The life cycle of the chicken





Let's do

Date:

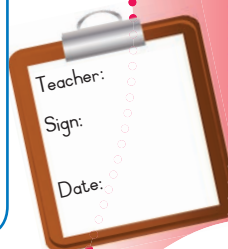
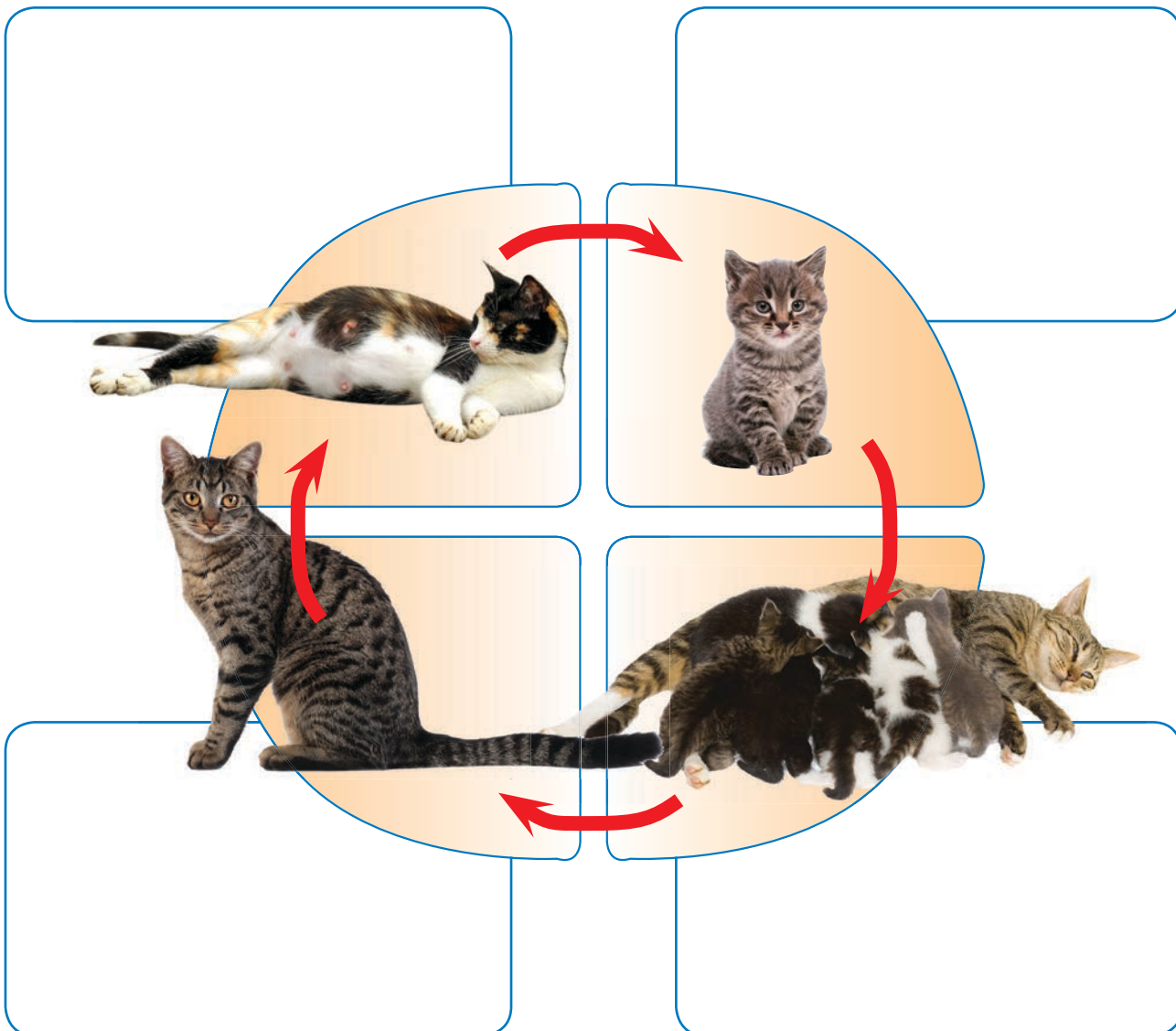
Now design your own life cycle.

Label each of the pictures in the story wheel to show the life cycle of the cat.
Use the headings below to help you.

Number the stages 1–4 and use them for your story wheel.

	A kitten is born.		A mature cat
	A mother cat is pregnant for 9 weeks.		A mother cat suckling her kittens

The life cycle of the cat



My pet



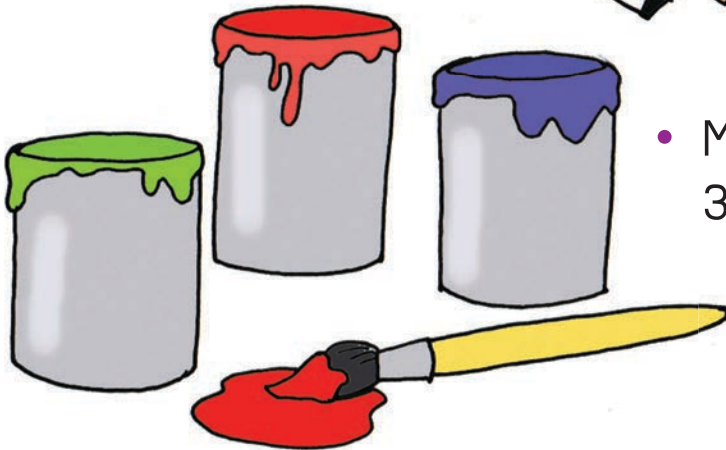
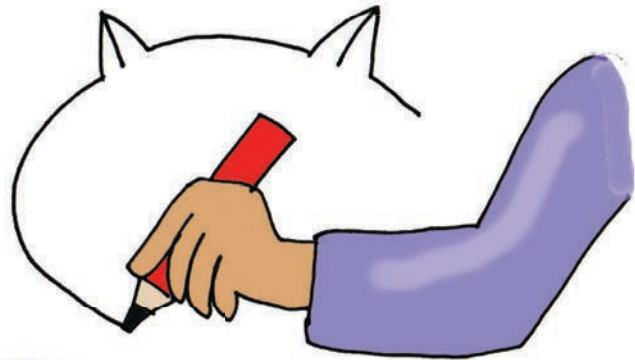
Let's do

Make a pet mask.

You will need: A4 paper
A pencil
Powder paint and water
Ear buds

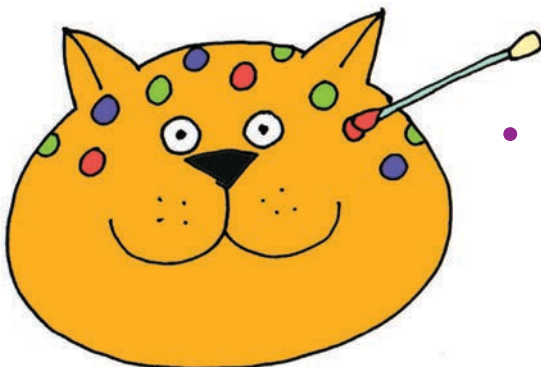


- Draw the outline of a cat's face on the paper.



- Mix some paint to make about 3 different colours.

- Use an ear bud for each colour.



- Make different coloured dots to decorate the cat's face.



Date:



Let's talk

Tell your friend about your pet or somebody else's pet that you know.
Say how you need to care for it.



Let's write

Draw four things you need to do to care for your pet.
Then write a caption below each drawing.

A large pink rectangular box for drawing. At the bottom, there is a horizontal line for writing a caption.A large green rectangular box for drawing. At the bottom, there is a horizontal line for writing a caption.A large orange rectangular box for drawing. At the bottom, there is a horizontal line for writing a caption.A large purple rectangular box for drawing. At the bottom, there is a horizontal line for writing a caption.A clipboard with a silver clip at the top. The paper has three lines for writing: "Teacher:", "Sign:", and "Date:". There are small circles next to each line.

Looking after our environment



Let's talk

Look at this poster and talk to your friends about what it tells us.



Look at the recycling logo.

Where have you seen a logo like this?

Please recycle us!



Do it outside

Can you make up a dance using hoops and ribbons?





Let's read

How can we help to keep the environment clean?

We need to remember the three **R**s.



Reduce: We should reduce our littering.

Re-use: We should re-use as many things as we can before
throwing them away.

Recycle: We need to find ways of using paper, bottles and tins.



Let's write

In the table below, write the names of
items that can be recycled.

We've started each list for you.



Recycle glass	Recycle plastic	Recycle paper	Make compost
Old bottles	Plastic bags	Newspapers	Vegetable peels

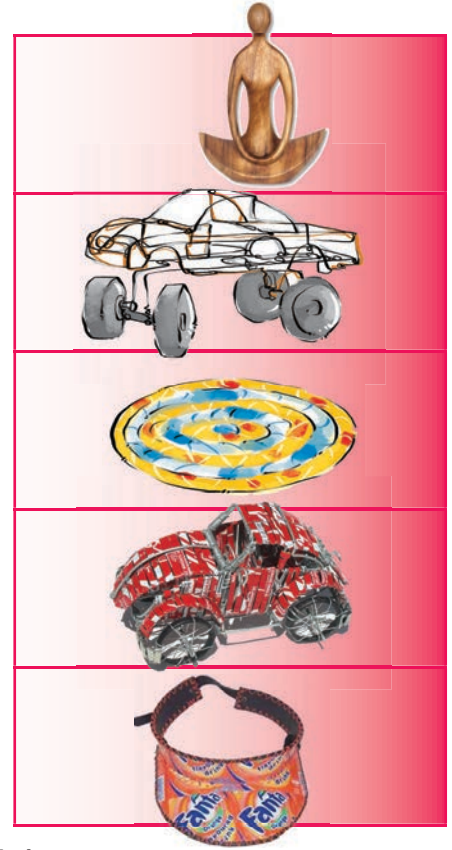


Recycling



Let's write

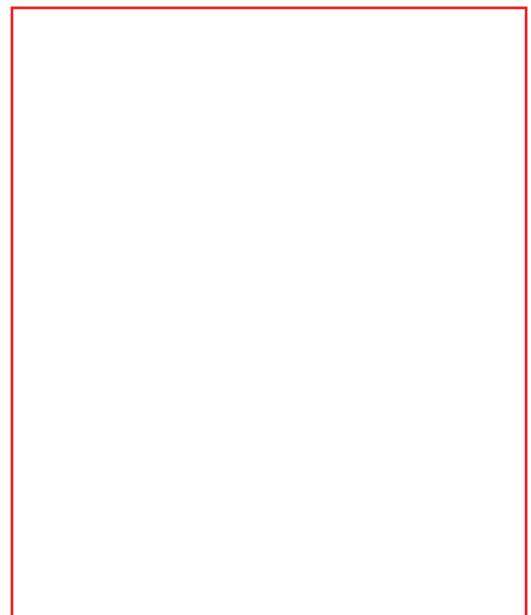
Draw a line from each of the items on the left to an item on the right, to show how they can be used to make useful things.



Now design and label something that you can make using recycled objects.

Name of object
Made from

Draw a picture of your object



Date:



Let's write

Think of things that can make good compost. Write each of the words below into the correct column to complete the table. You may also think of some items of your own and sort them into the correct columns.

plastic bags

vegetable peels

nails

cool drink cans

eggshells

Things that won't decay	Things that will decay



Let's do

Make a poster to stop littering.
Draw a picture and write a message.

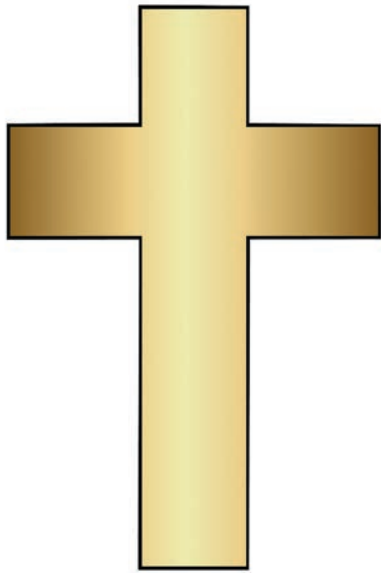


Religious and other special days

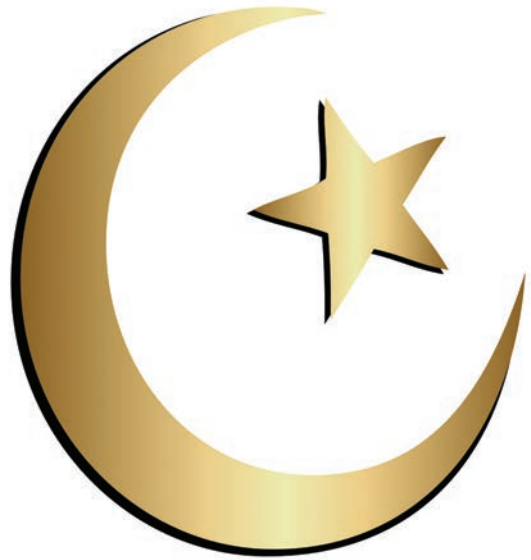


Let's talk

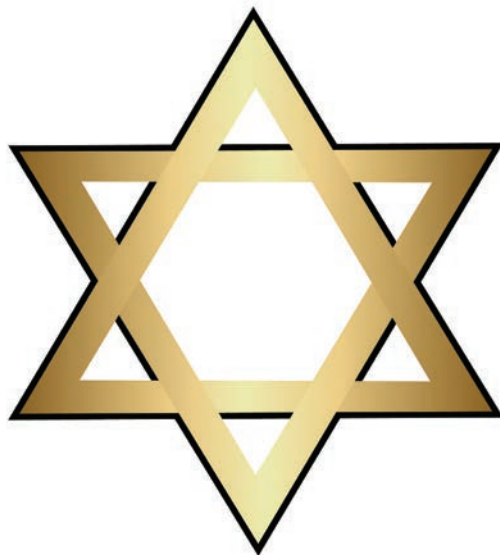
Talk to your friend about which religions use these symbols. Say which one belongs to your religion. If you don't see your symbol, draw it for your friend.



The cross is the Christian symbol.



The crescent moon and star form the symbol of Islam.



The Judaic symbol is the Star of David. King David was a king of the Israelites.



The Hindu symbol is the om sign, which is written in the old Sanskrit language of India.



Different places of worship



Let's do

Draw a line to connect each religion with its place of worship.
Write the name of the building under each picture.

temple

synagogue

mosque

church

Religion

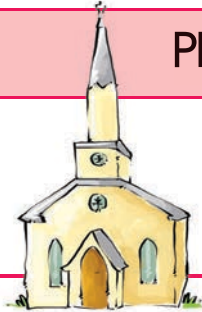
Islam

Hinduism

Christianity

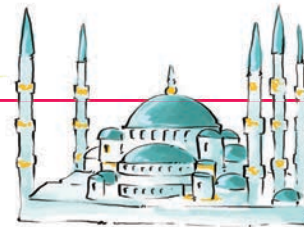
Judaism

Place of worship











Let's do

Ask four friends what symbol shows their religion.
Copy it next to their names.

Friend's names

Their symbols

Teacher:
Sign:
Date:



CERTIFICATE

for completing the Grade 3

Life Skills Book 1

awarded to

Fill in your name.

Date _____

Teacher _____

Dictionary

A
a

Handwriting practice lines for the letter A.

G
g

Handwriting practice lines for the letter G.

B
b

Handwriting practice lines for the letter B.

H
h

Handwriting practice lines for the letter H.

C
c

Handwriting practice lines for the letter C.

I
i

Handwriting practice lines for the letter I.

D
d

Handwriting practice lines for the letter D.

J
j

Handwriting practice lines for the letter J.

E
e

Handwriting practice lines for the letter E.

K
k

Handwriting practice lines for the letter K.

F
f

Handwriting practice lines for the letter F.

L
l

Handwriting practice lines for the letter L.

Dictionary

M
m

S
s

N
n

T
t

O
o

U
u

P
p

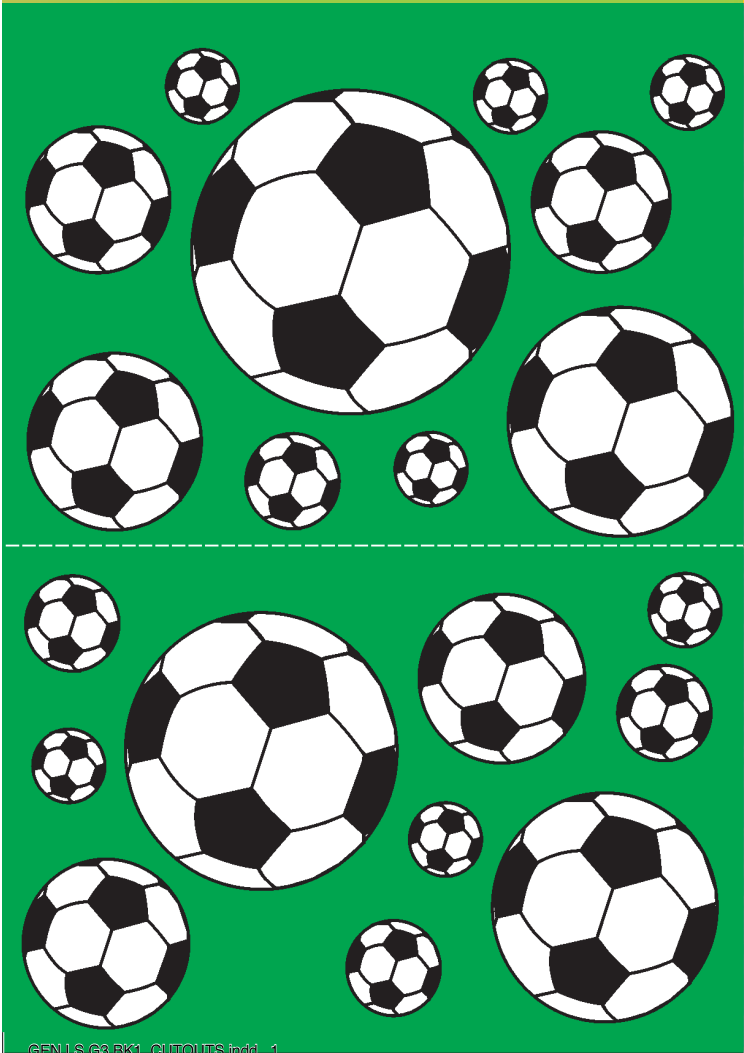
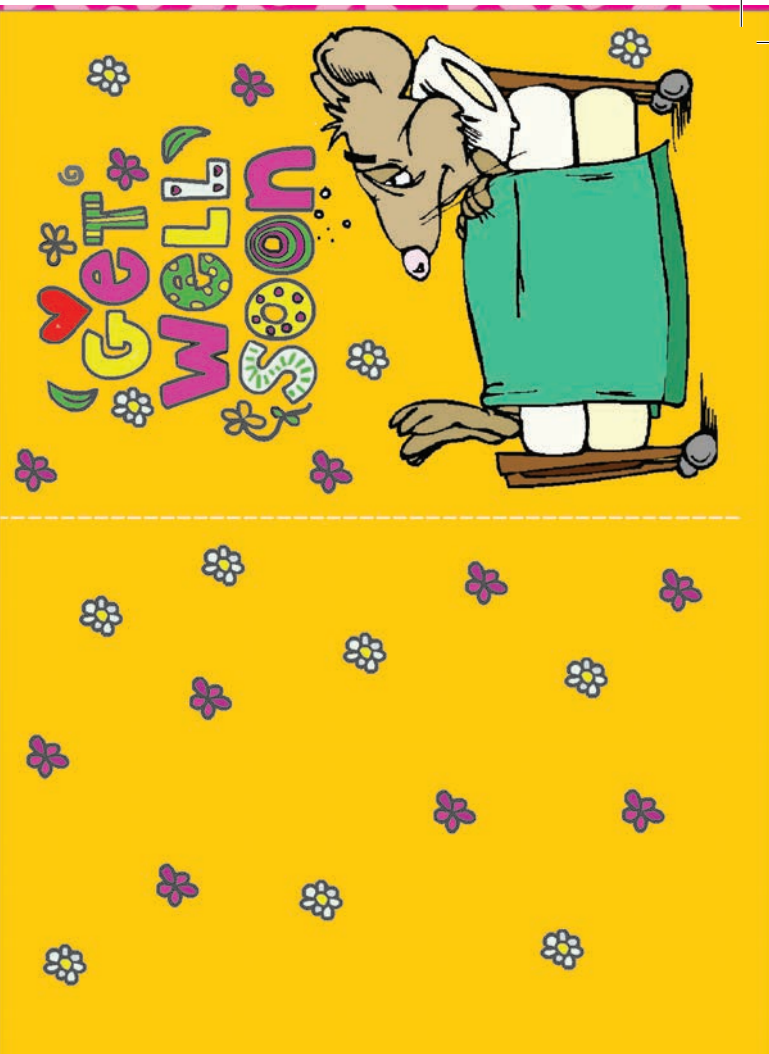
V
v

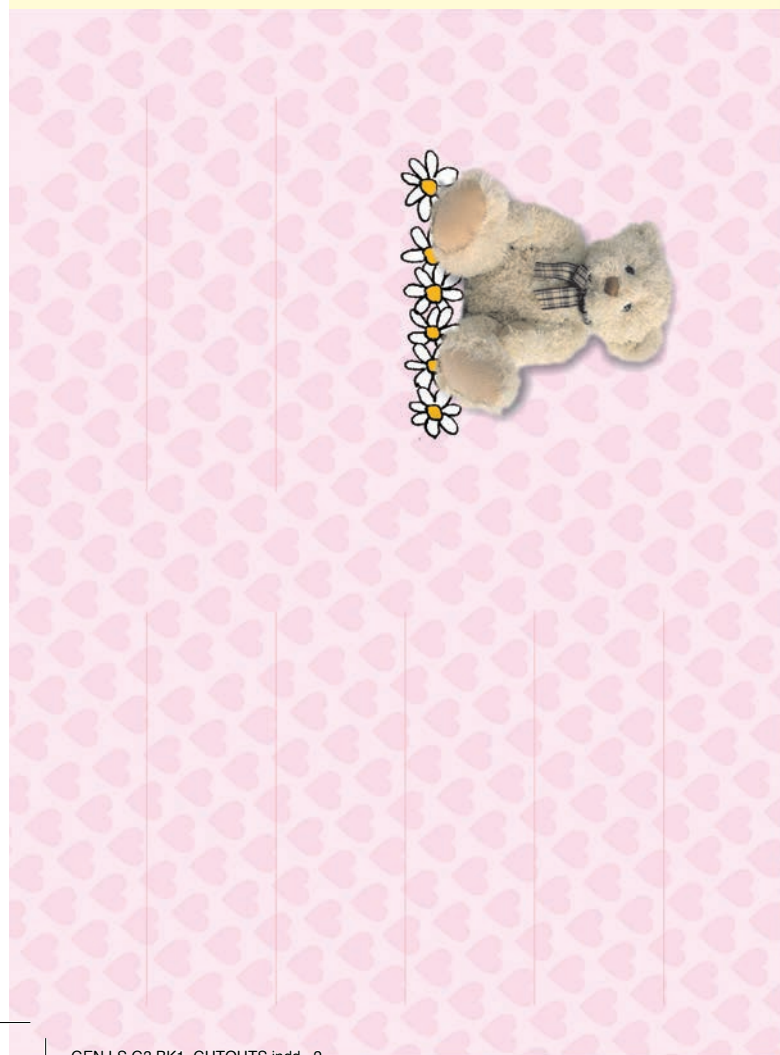
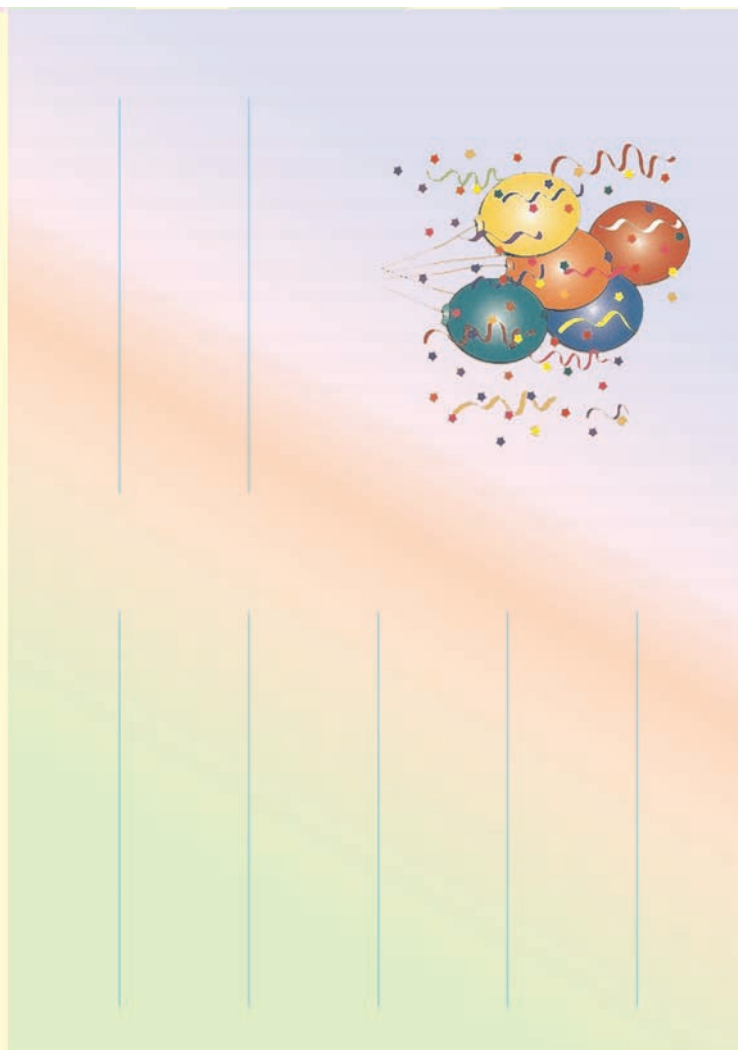
Q
q

W
w

R
r

X-Z
x-z





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