



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.

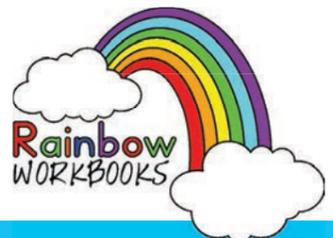
The workbooks integrate the teaching of literacy, numeracy and life skills across 20 themes using fun and engaging ways to capture young learners' interest and attention. We hope that your learners will enjoy working through the workbook activities as they grow and learn, and that you, as their teacher,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



Mrs Angie Motshekga,
Minister of Basic Education



Mr Enver Surty,
Deputy Minister of Basic Education



ENGLISH HOME LANGUAGE
GRADE R – BOOK 4
TERM 4
ISBN 978-1-4315-0722-1
THIS BOOK MAY NOT BE SOLD.



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



Revised and
CAPS aligned



Grade R WORKBOOK 4

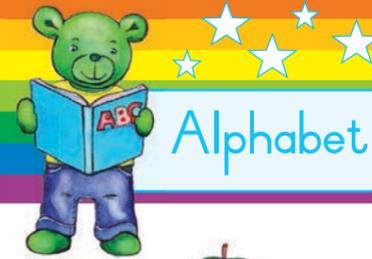
Name: Class:



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



ENGLISH HOME LANGUAGE
Book 4
Term 4



Nkosi sikelel' iAfrika
 Maluphakanyisw' uphondo lwayo,
 Yizwa imithandazo yethu,
 Nkosi sikelela, thina lusapho lwayo.

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

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

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

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



Published by the Department of Basic Education
 222 Struben Street
 Pretoria
 South Africa

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 Third edition published in 2015

ISBN 978-1-4315-0722-1

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This book may not be sold.

Grade R INTEGRATED

- Literacy
- Numeracy
- Life Skills

W o r k b o o k

in ENGLISH

1	Dinosaurs	2
2	Birds and reptiles	12
3	Wild Animals	22
4	Sport	32
5	Celebrations	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

4

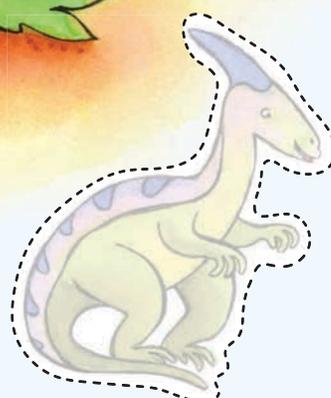
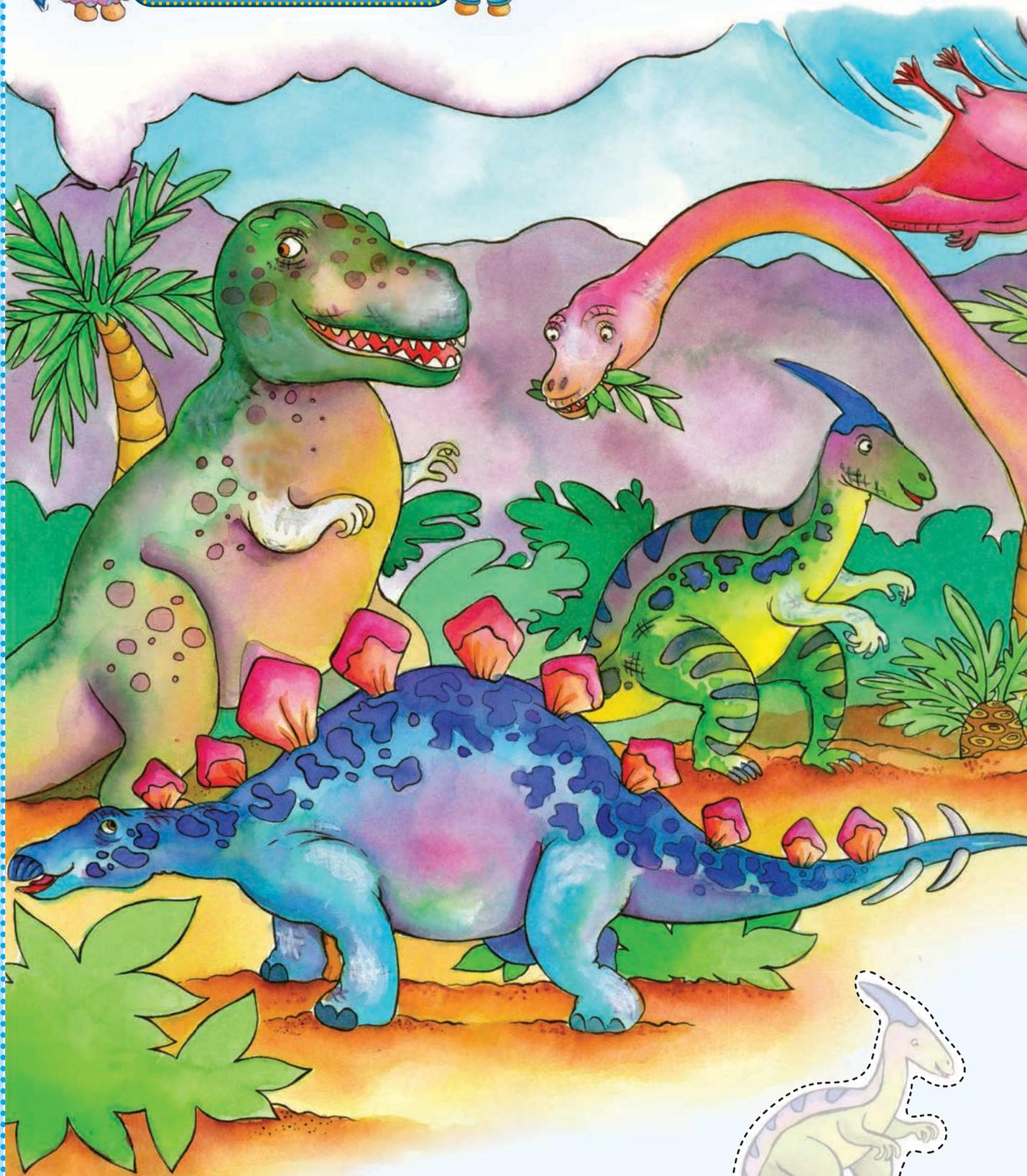
Term 4



Dinosaurs



Term 4 – Week 1–5



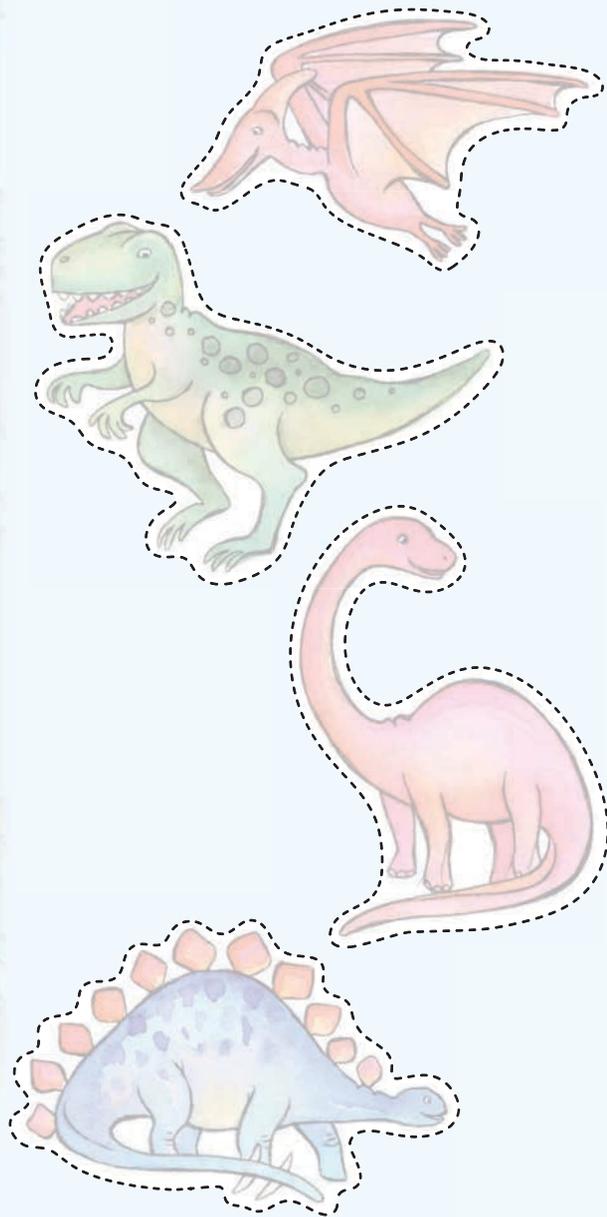
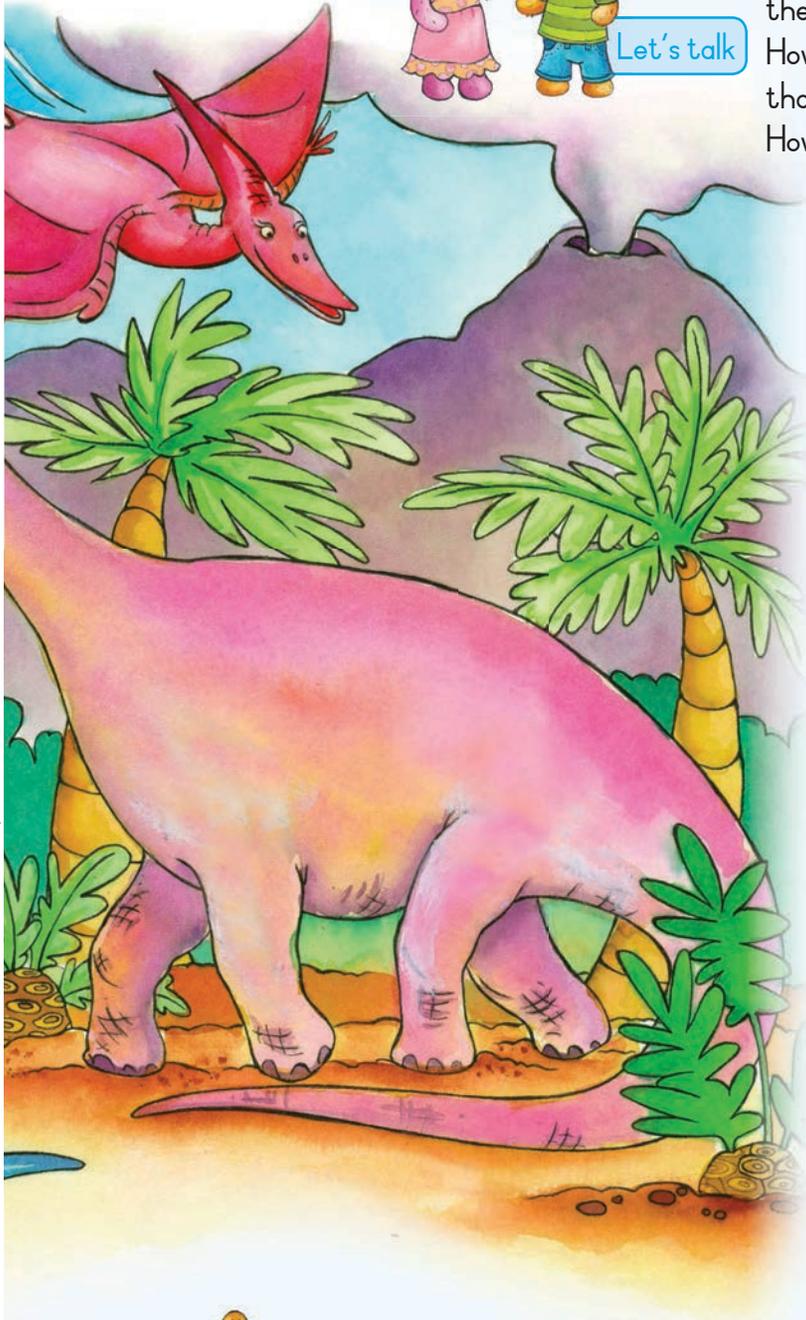


Paste the stickers in the correct spaces.



Let's talk

Look at the picture and talk about the different dinosaurs you see.
 How do we know about these animals that lived so long ago?
 How did dinosaurs live?



My name is:

A large rectangular box with a blue and yellow dotted border, intended for writing a name.





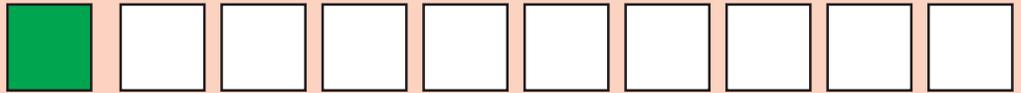
Let's count

Trace the number and then colour the shapes so that there are 8 coloured shapes in each row.

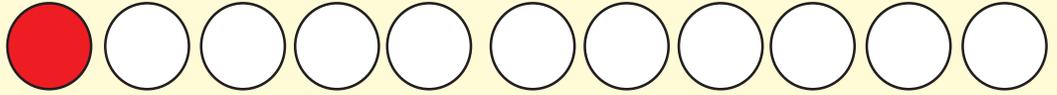
8



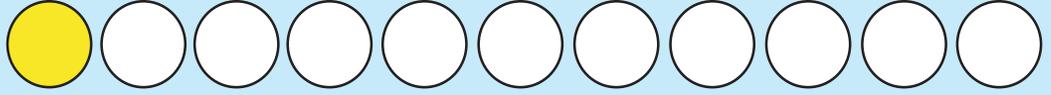
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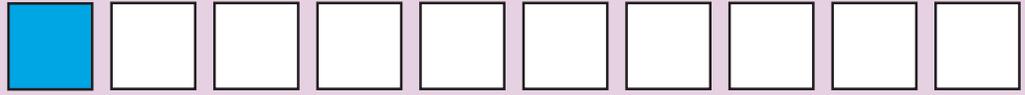
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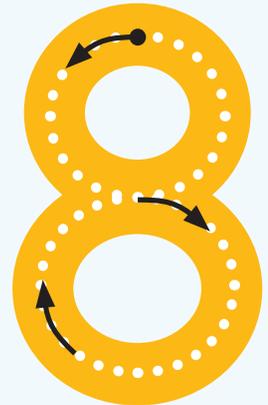
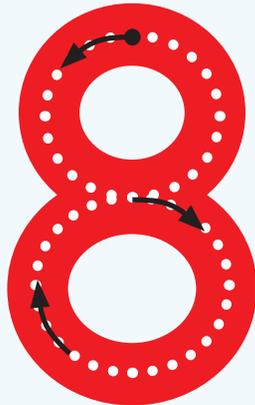
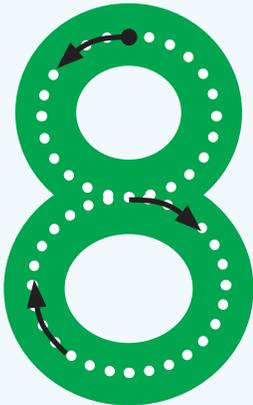
8



8



Practise the number 8.

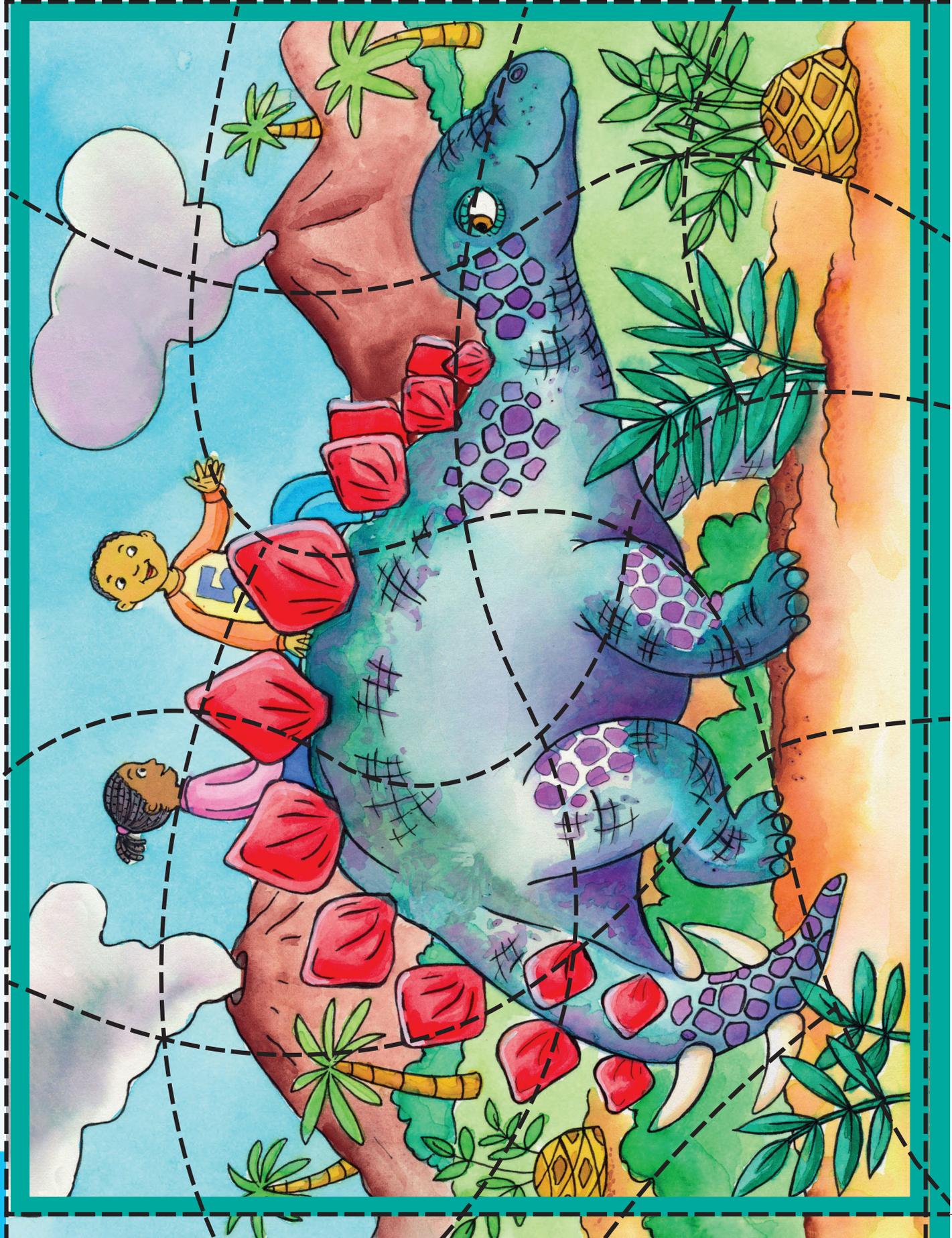


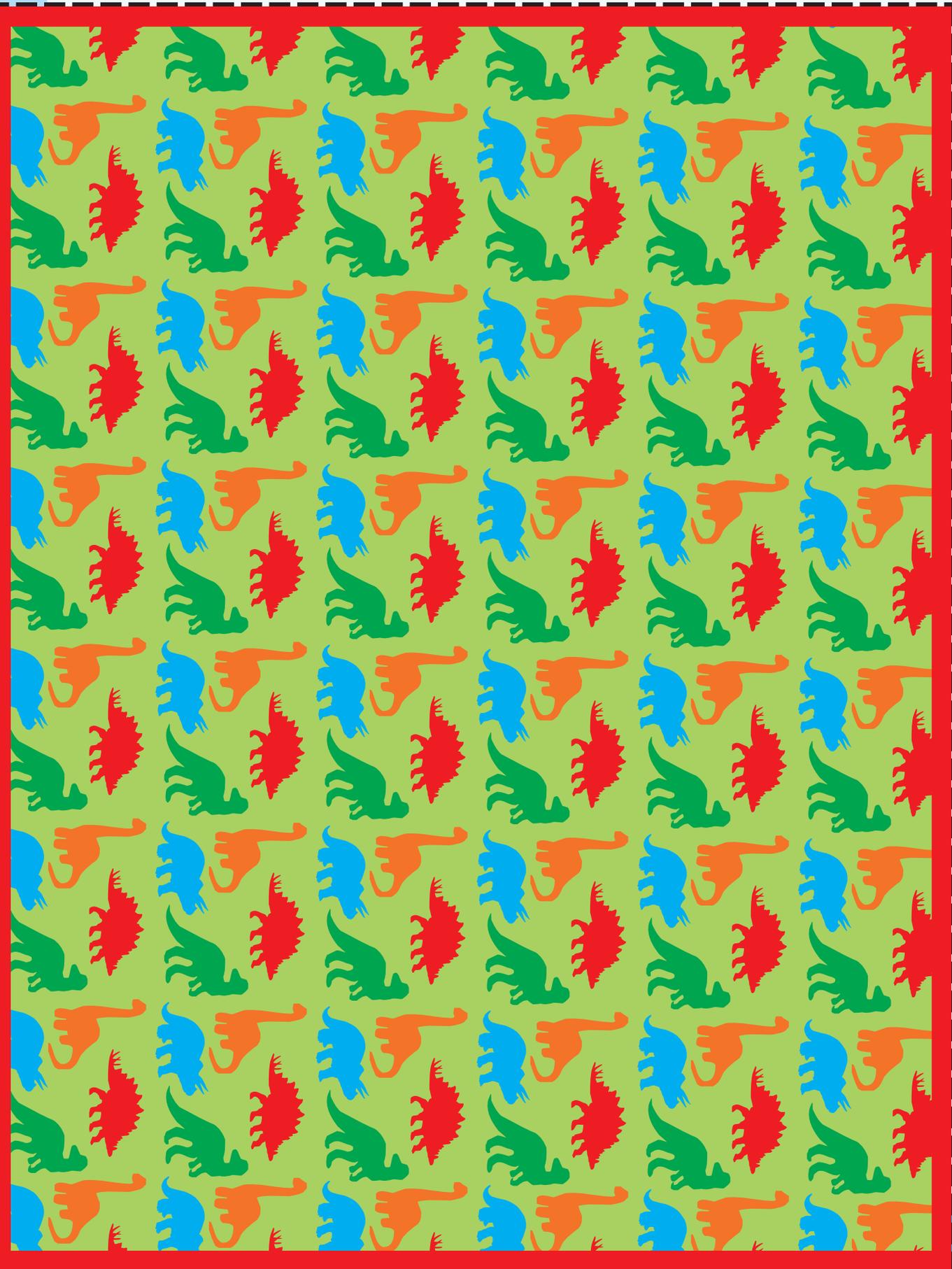
1.2



Let's do

Cut out the puzzle and then try to build it again.



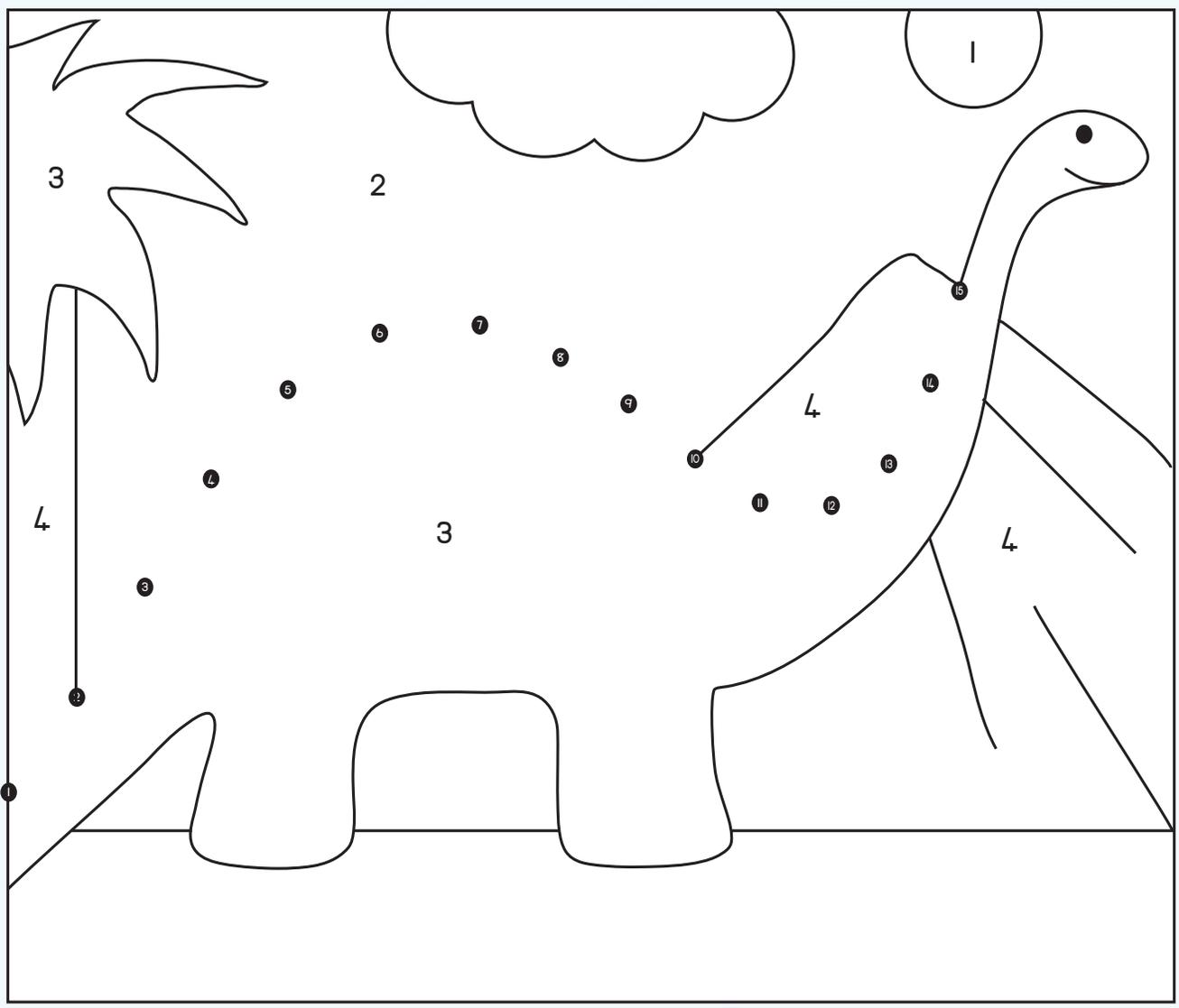


1.3



Let's do

Join the dots to complete the picture of a dinosaur. Then use the numbers to help you colour the picture using the following colours.



Let's do

Use the cut-outs from the back of the book to make a dinosaur. You will need to fold a paper plate in half to form the body. Then stick on the head, legs and tail.



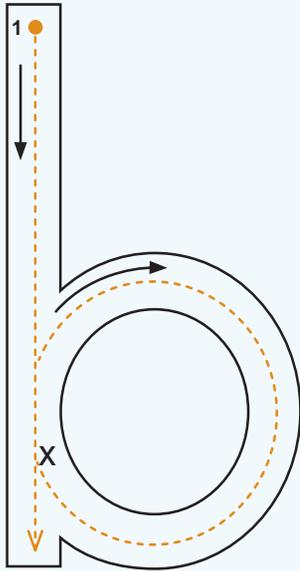


Let's write

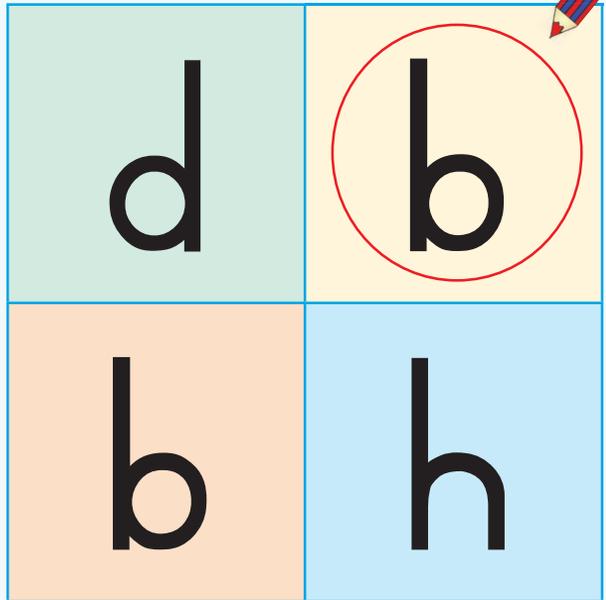
b



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



Find and circle the letter **b** in the box.

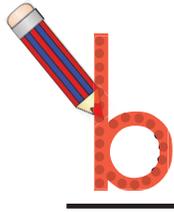


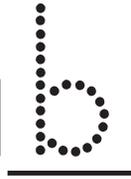
Trace the letters.

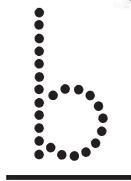
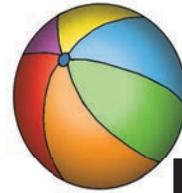




Let's write

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

bath


 a
 
 y

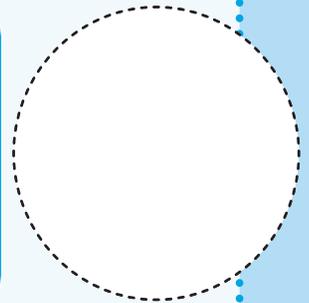

 rush


 all


 us


 alloon

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





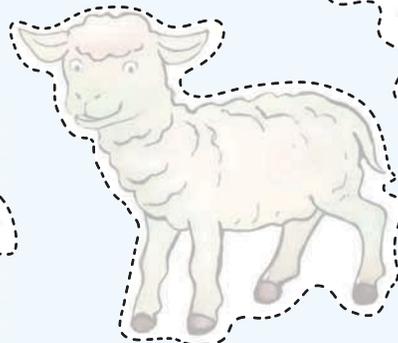
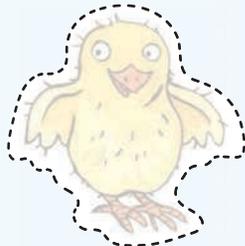
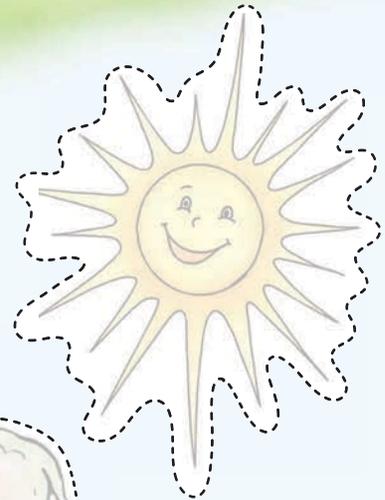
Let's talk

Look at the picture and talk about what you see.
How do we know it's spring?
What are the children wearing?
How do the plants look?

Paste the stickers in the correct spaces.



It is Spring





My name is:

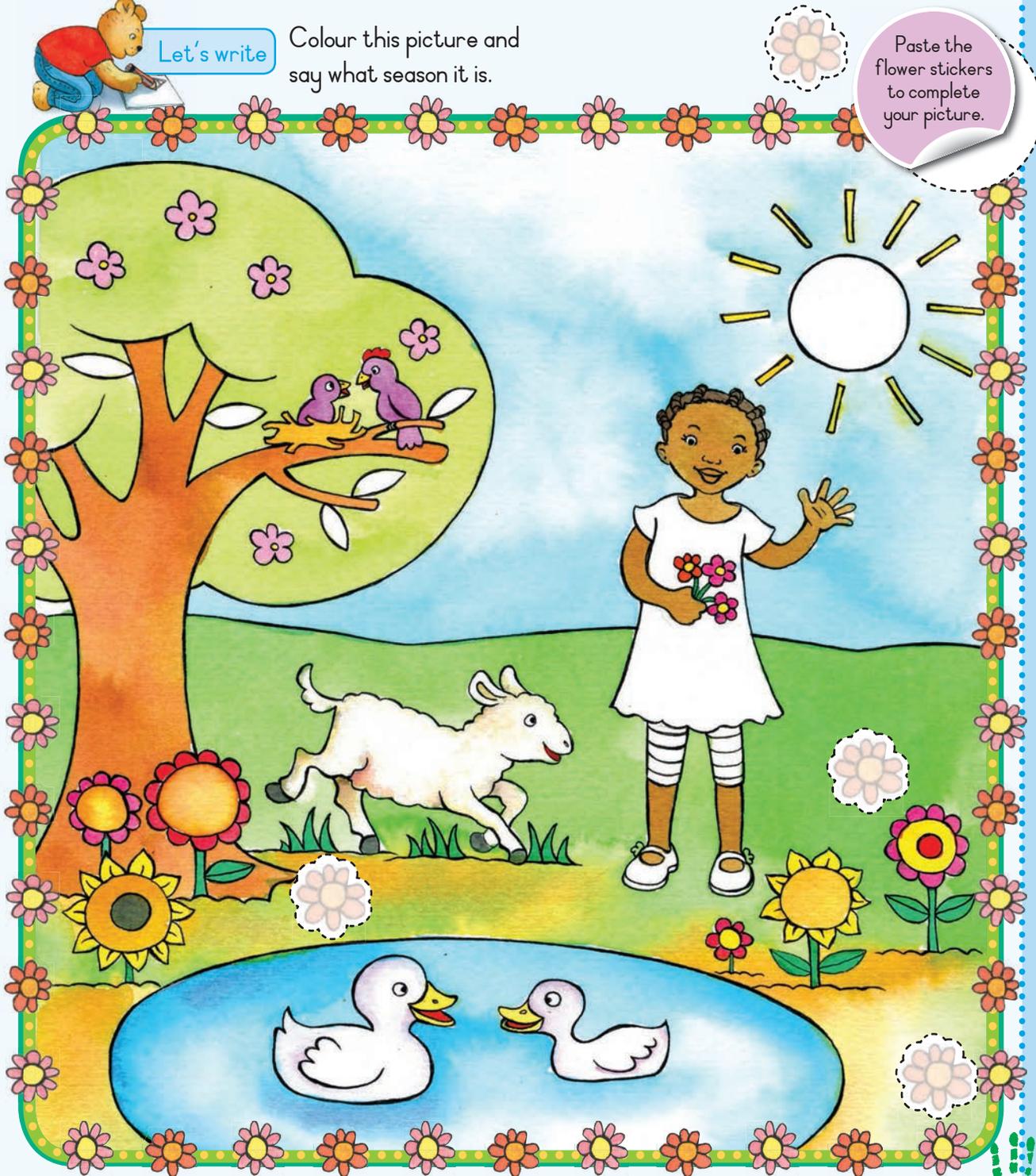
A large empty rectangular box with a decorative border, intended for the child to write their name.



Let's write

Colour this picture and say what season it is.

Paste the flower stickers to complete your picture.

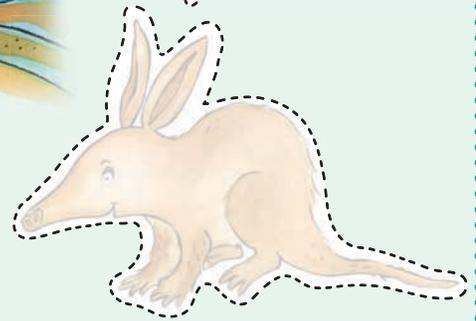
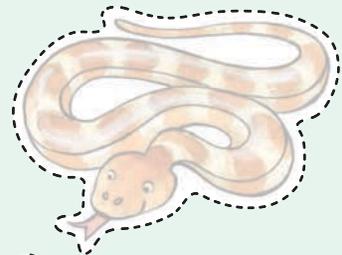
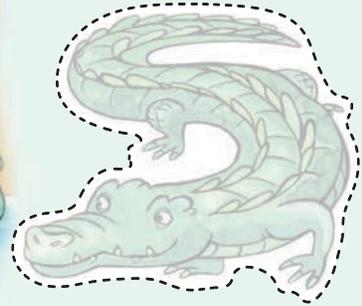
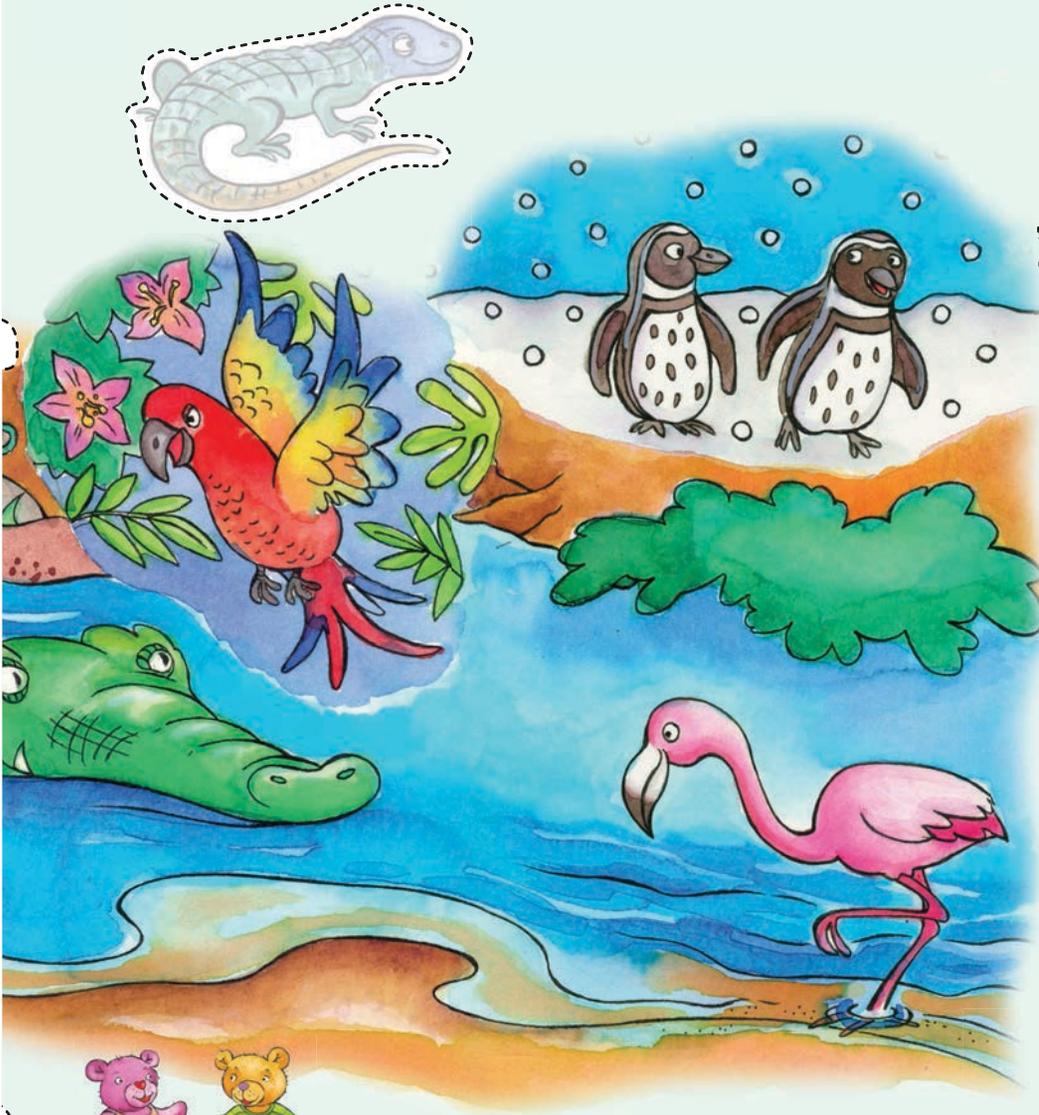




Birds and reptiles



Paste the stickers in the correct spaces.



Let's talk

Look at the picture and talk about the different kinds of animals you can see.
Which animals have feathers?
How do they feel?
Which animals have scales?
How do they feel?
Which animals can fly?
Which animals can swim?
How many eggs can you see?



2.



Let's do

Paste one parrot in the middle in the middle.

Paste one parrot in the middle block of the top row.

Paste one parrot in the bottom right-hand corner

Paste the stickers in the correct spaces.



Let's do

Clap these words.



butterfly



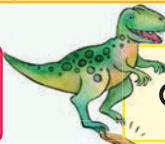
elephant

but ter fly

e le phant



crocodile



dinosaur



octopus

cro co dile

di no saur

oc to pus

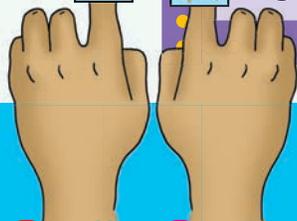


Let's sing

Cut out the dicky birds at the back of the book and use them to act out this song.



Two little dicky birds sitting on the wall
 one named Peter and one named Paul.
 Fly away Peter, Fly away Paul.
 Come back Peter, Come back Paul.



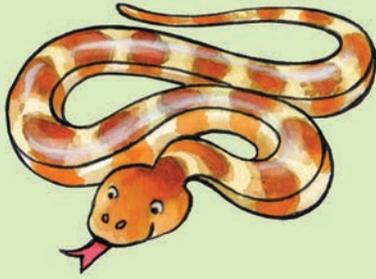
2.2



Let's do

Cut out these cards. Sort them into two groups, one group for birds and one group for reptiles. Say what each animal name starts with.

These cards are reversible.



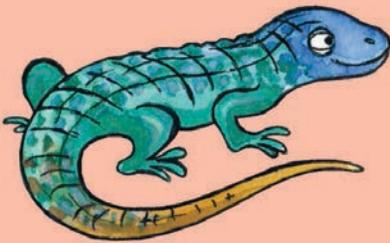
snake



crocodile



cameleon



lizard



penguin



ostrich



duck



eagle



dove

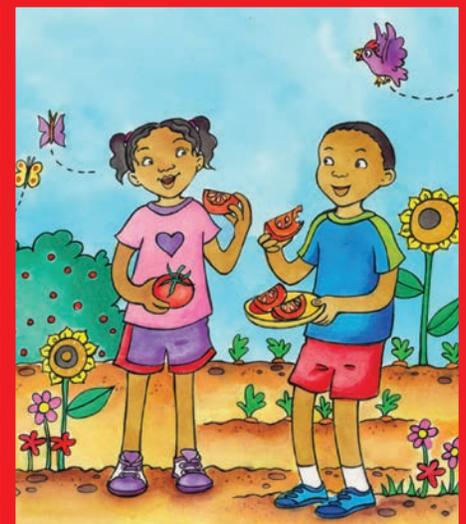
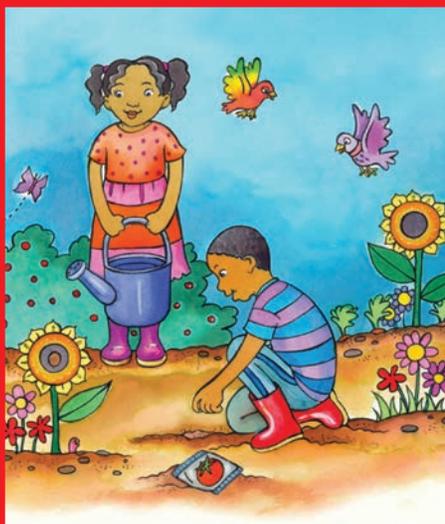
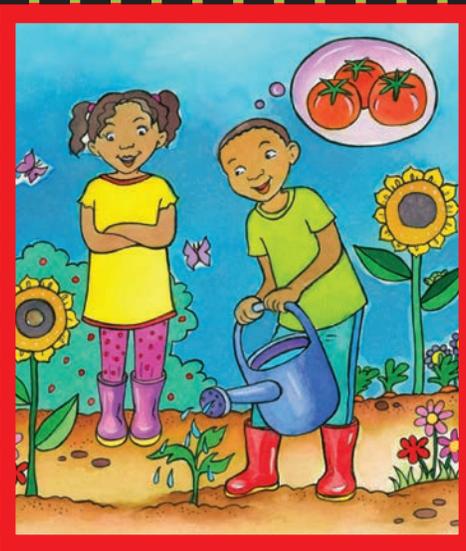
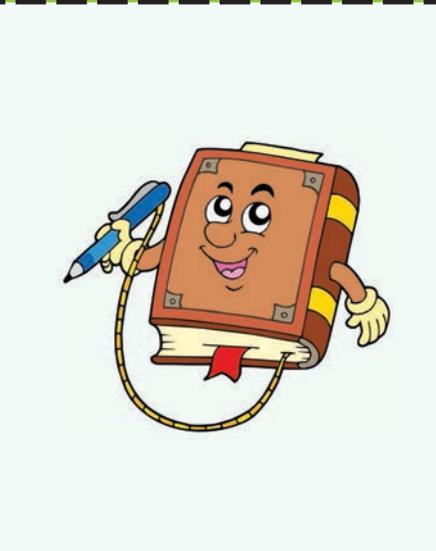
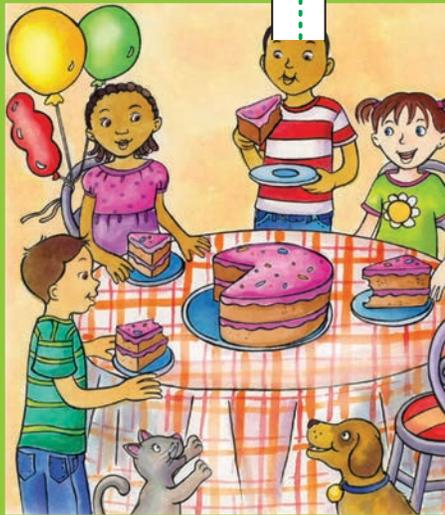
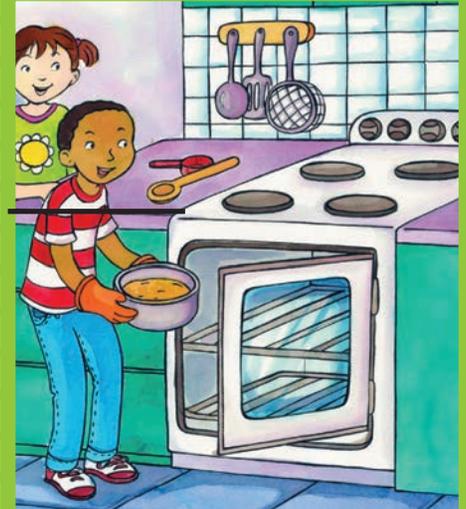
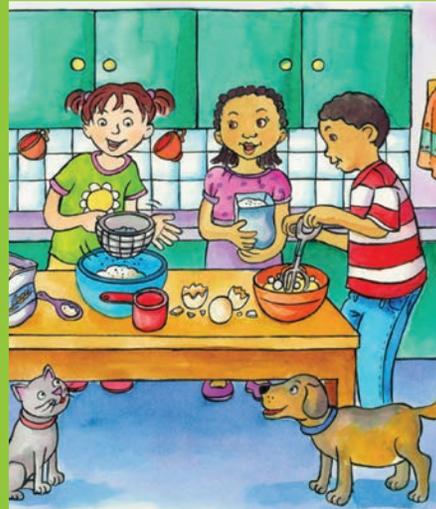
2.3



Let's do

These cards tell 2 stories. Cut them out. Put the cards for the first story with the green frame in the right order. Then do the same with the cards for the second story using the cards with the red frames. Tell your friend the stories.

These cards are reversible.



2.4



My name is:

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



Let's do



Which parrot is in front?
Which parrot is behind?



Which parrot is on top?
Which parrot is on the bottom?

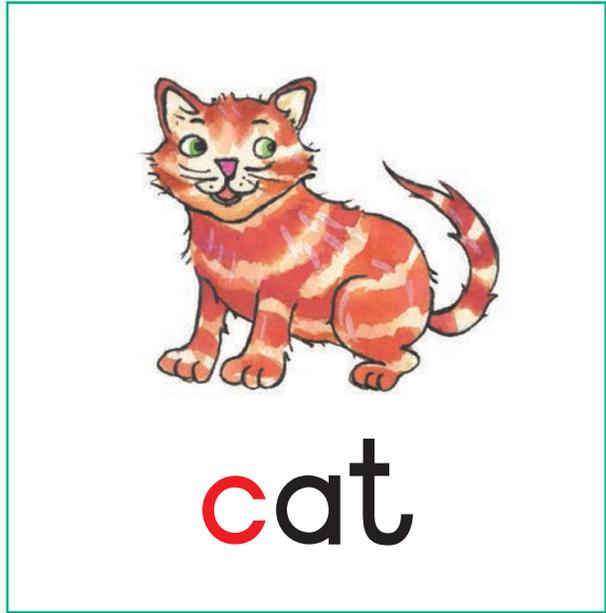
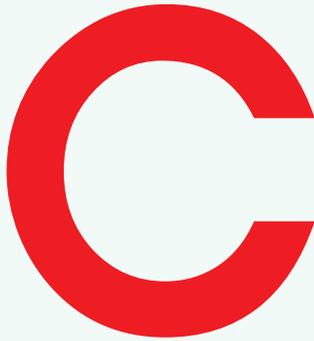


What colour is the parrot on the middle?
What colour is the parrot on your left-hand side?
What colour is the parrot on your right-hand side.

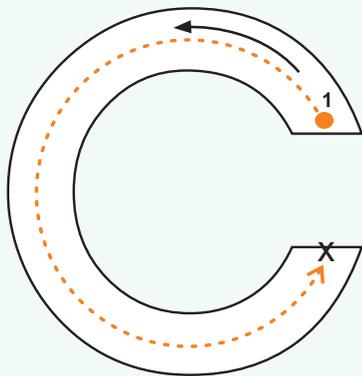




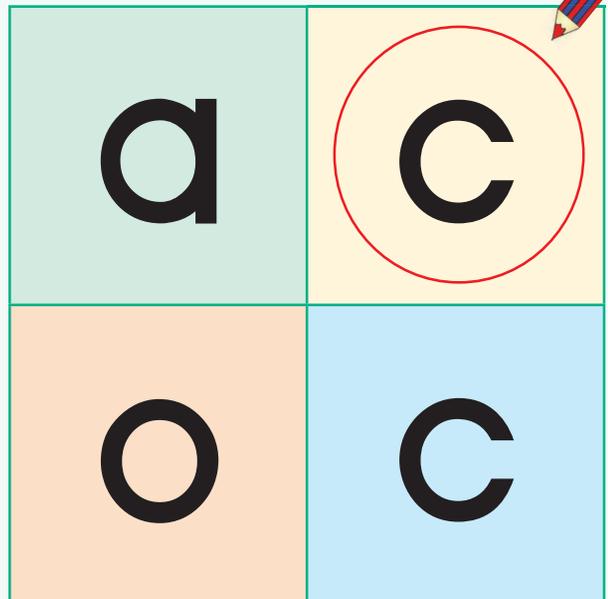
Let's write



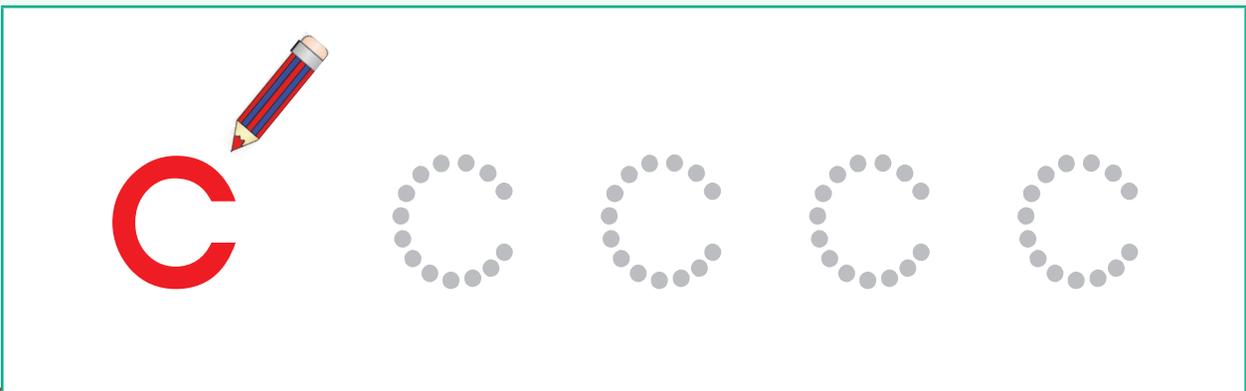
Trace the letter with your finger and then with a crayon. Start at the dot.



Find and circle the letter **C** in the box.



Trace the letters.

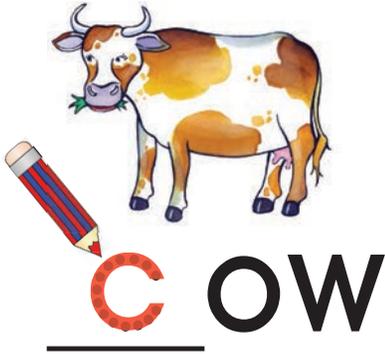


2.6



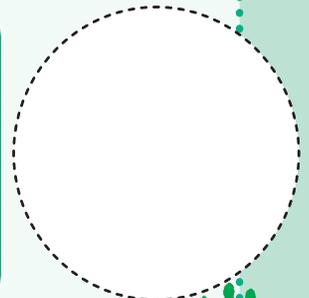
Let's write

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



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

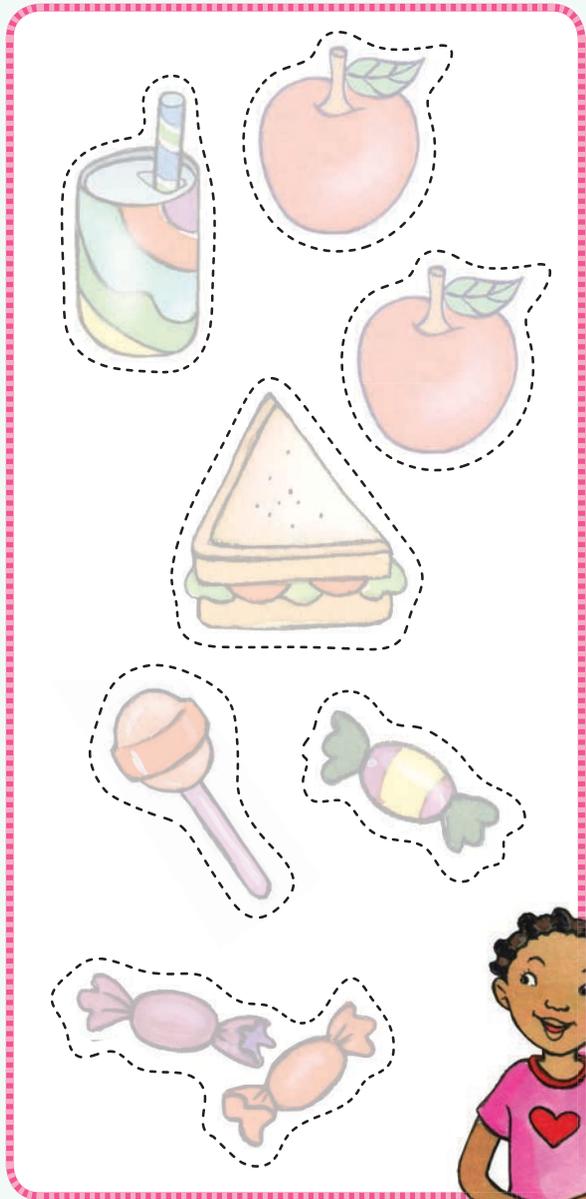
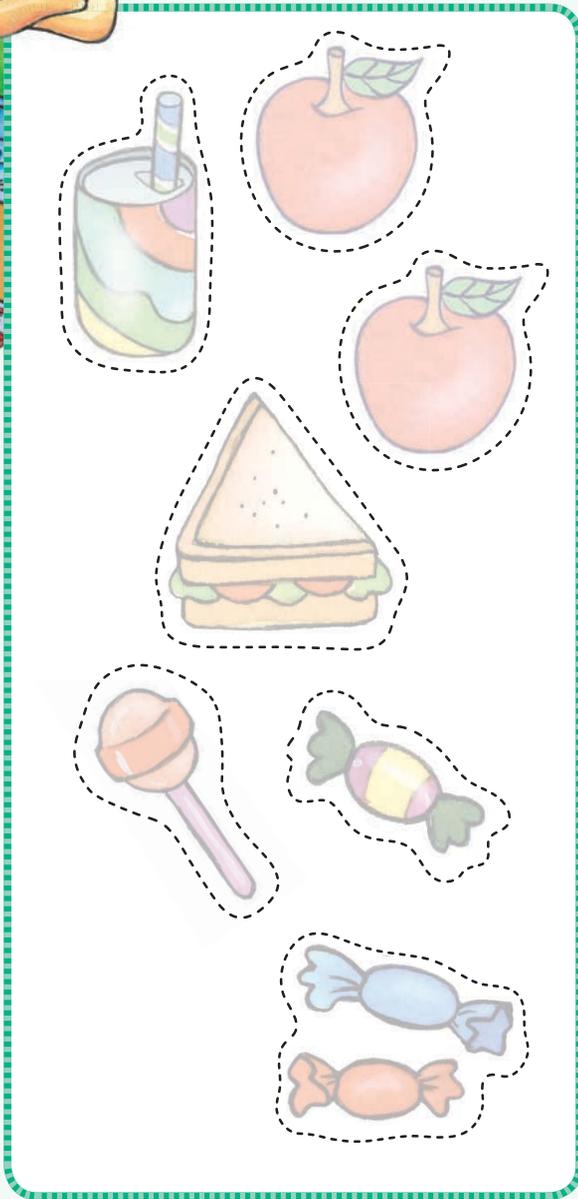
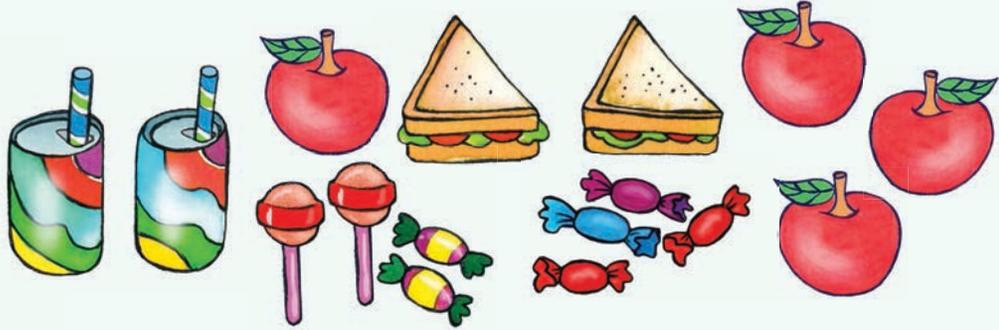
Blank rectangular area with a dotted border for writing a name and pasting a sticker.





Let's count

Share these objects equally between the children.
Paste the stickers to share the food equally.

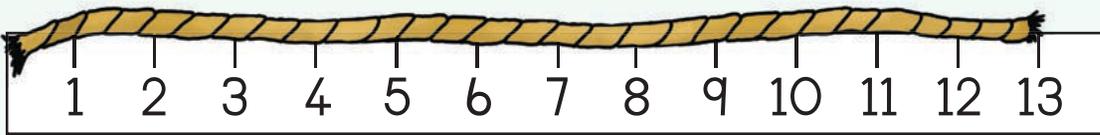
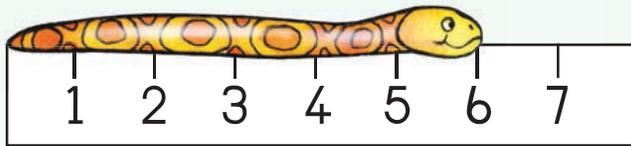
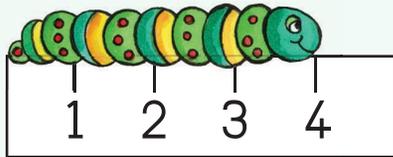
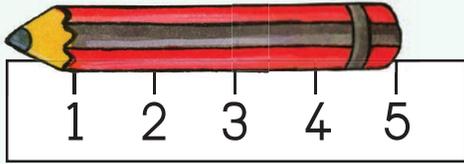


2.8



Let's count

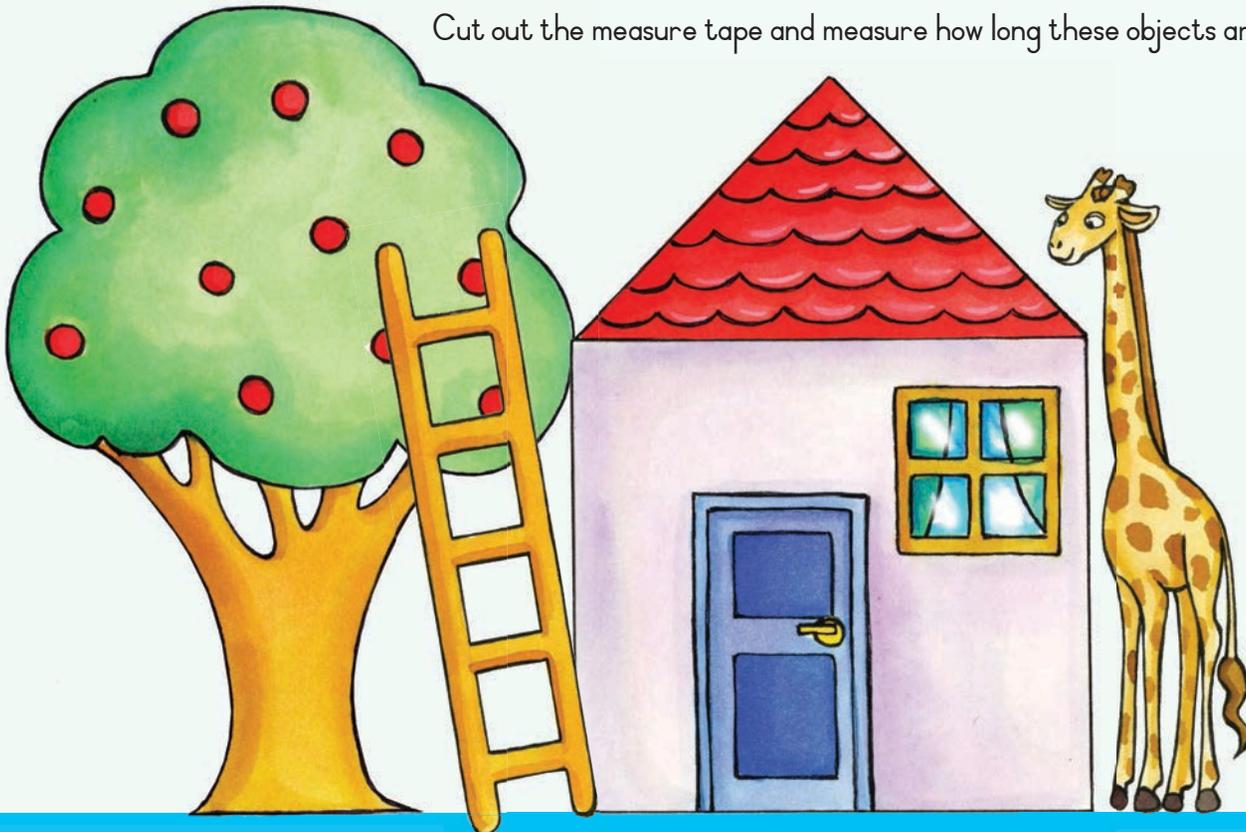
How long are these objects?



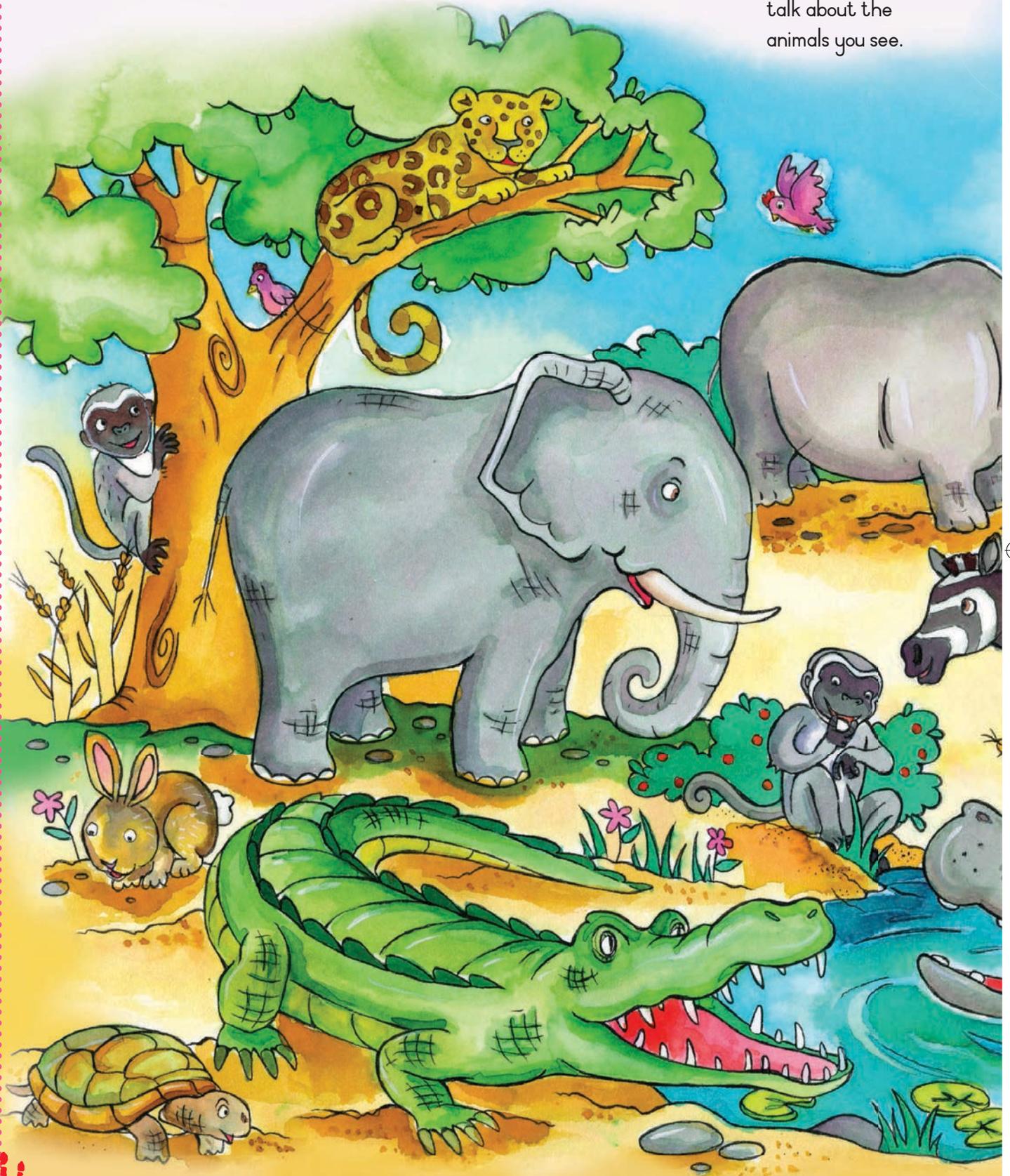
Which picture is longest and which is shortest?



Cut out the measure tape and measure how long these objects are.



Look at the picture and talk about the animals you see.



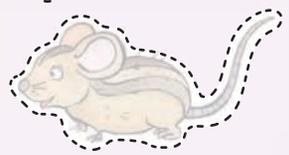
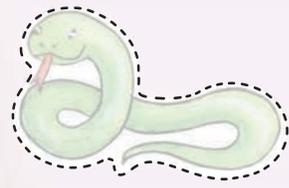
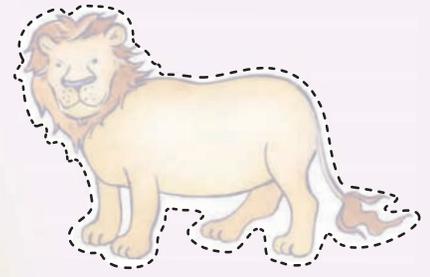
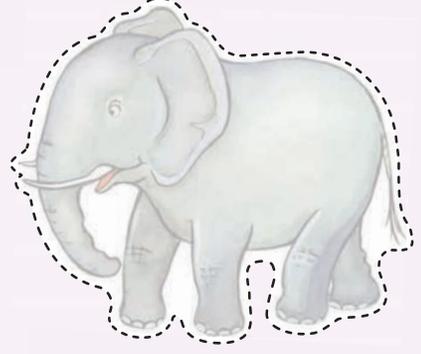
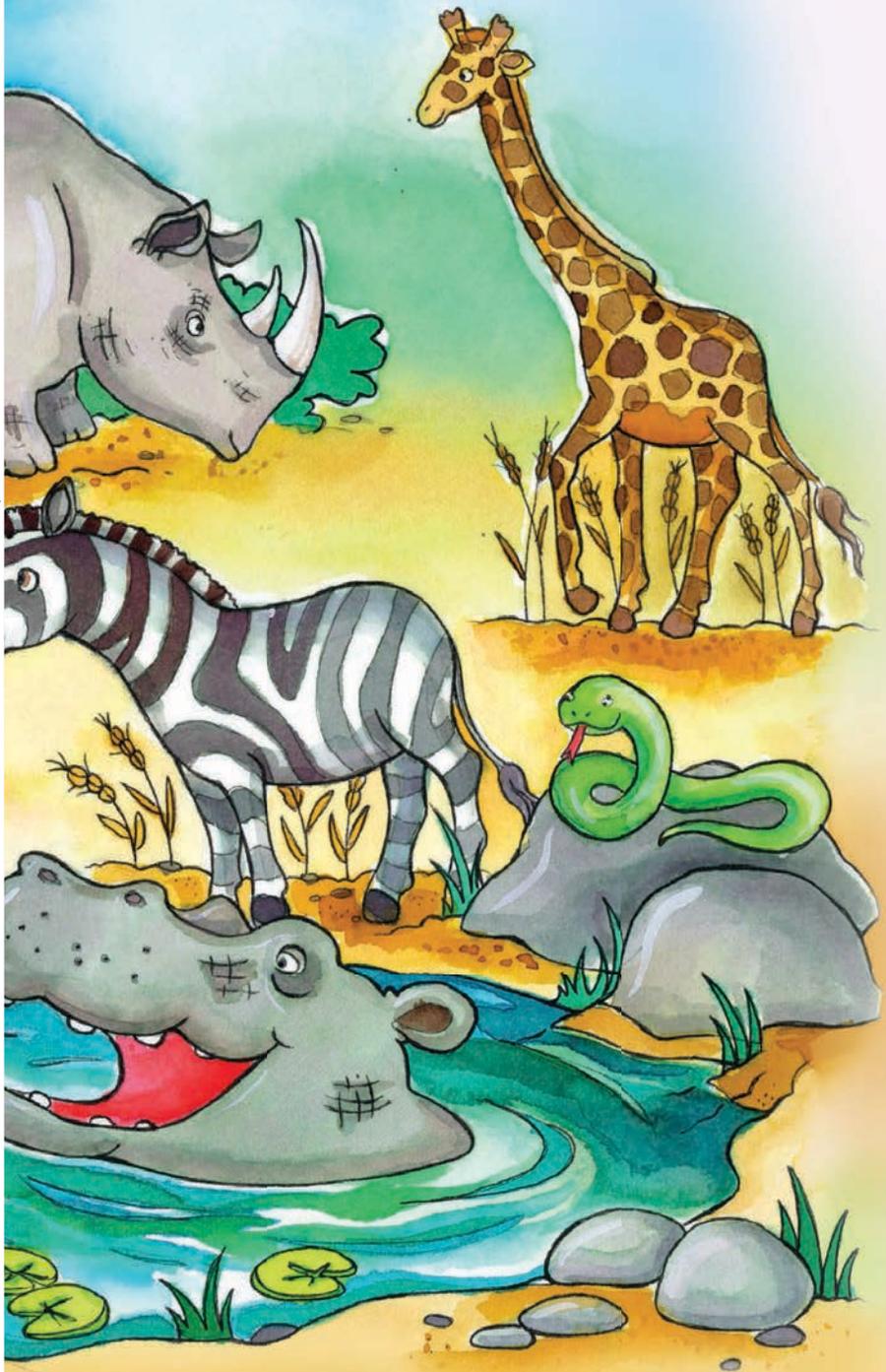


Paste the stickers in the correct spaces.



Let's talk

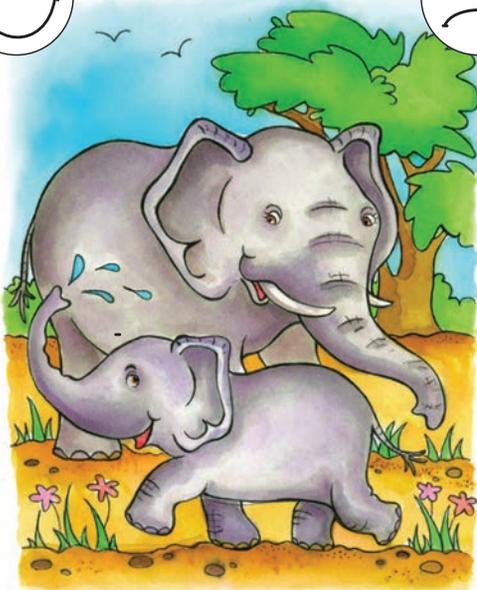
Make the sounds that these animals make. Which animals make loud sounds and which make soft sounds?



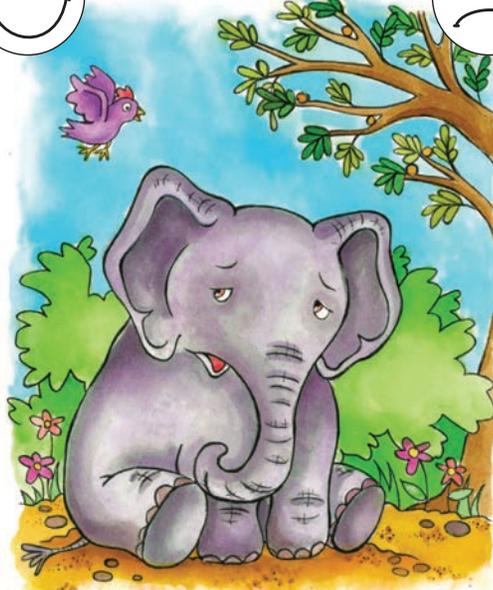


Let's read

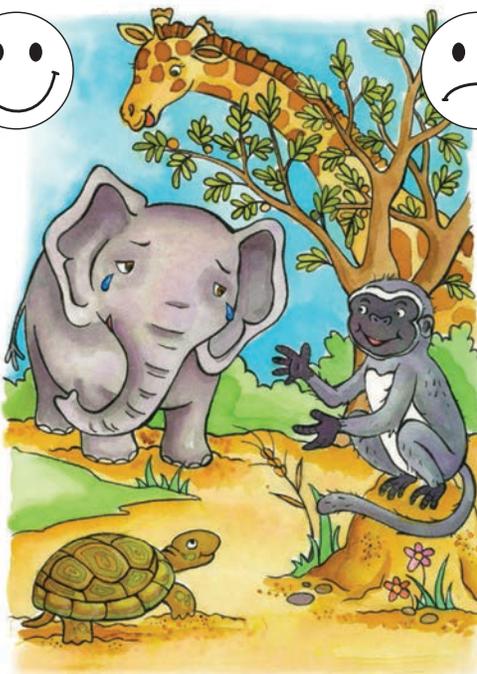
Tell the story. Colour in the face to show how the baby elephant feels in each picture.



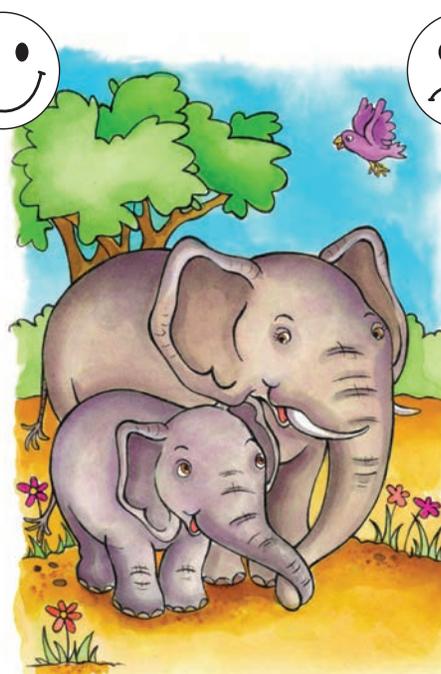
It is nice with mama.



I am lost.



Help me find my mama.



I am back with mama.

3.2



Let's count

Look at the pictures and tell your friend which box in each row has more objects in it? Then count the number of objects in each box and trace over the correct number.

	5	6
--	---	---

	7	9
--	---	---

	7	8
--	---	---

	3	5
--	---	---

	6	8
--	---	---

	1	4
--	---	---

	4	5
--	---	---

	3	5
--	---	---

	4	6
--	---	---

	4	9
--	---	---

	6	7
--	---	---

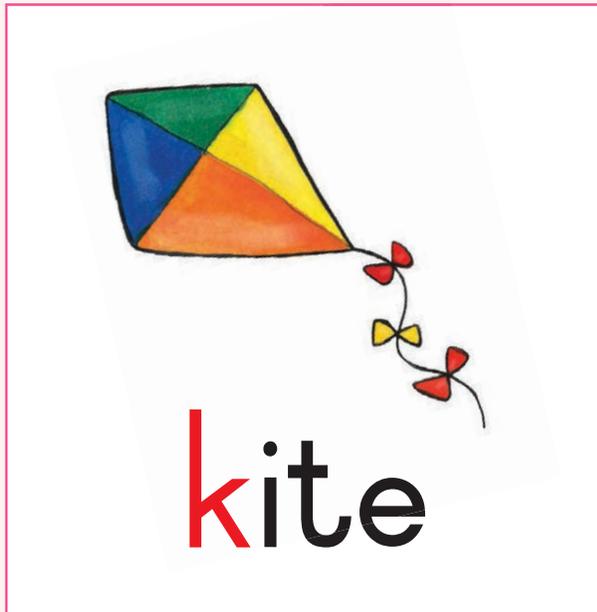
	8	9
--	---	---



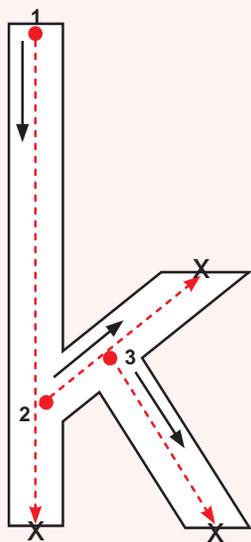


Let's write

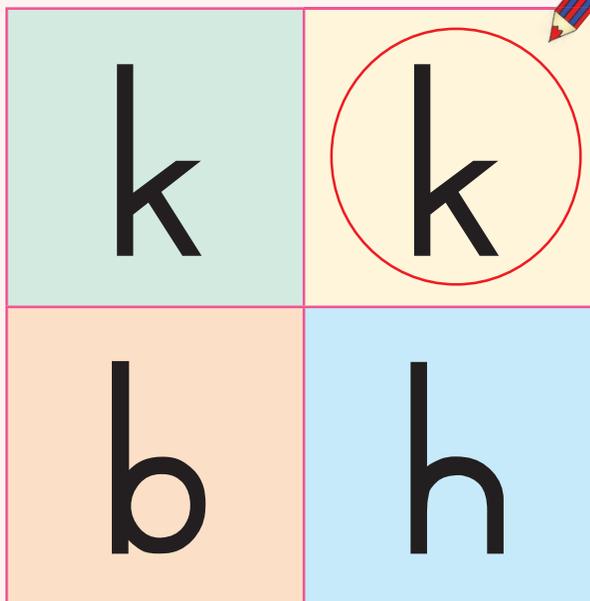
k



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



Find and circle the letter **k** in the box.



Trace the letters.

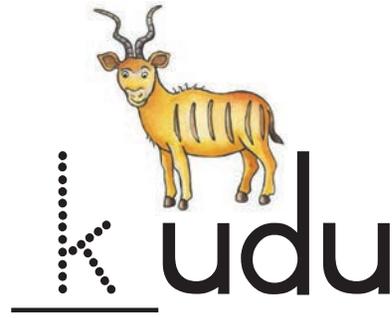
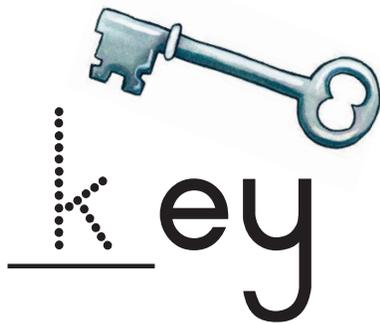
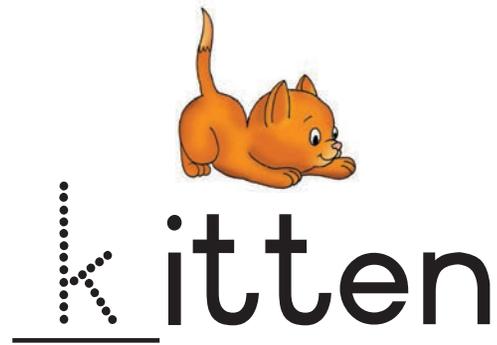


3.4



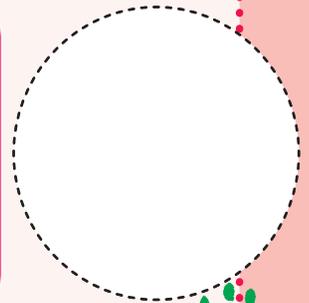
Let's write

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



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

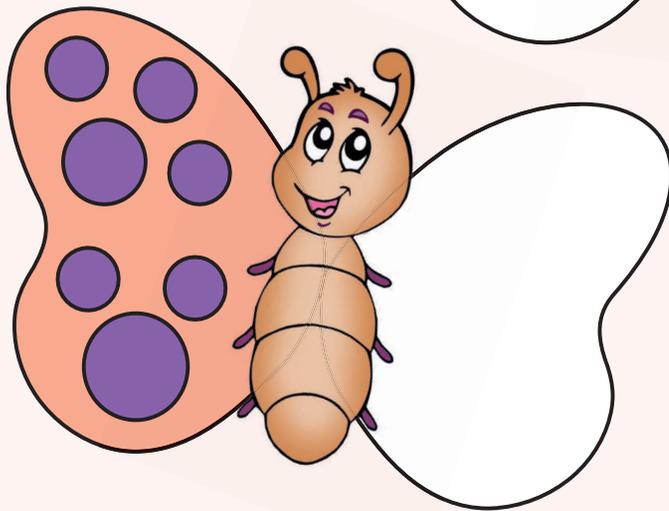
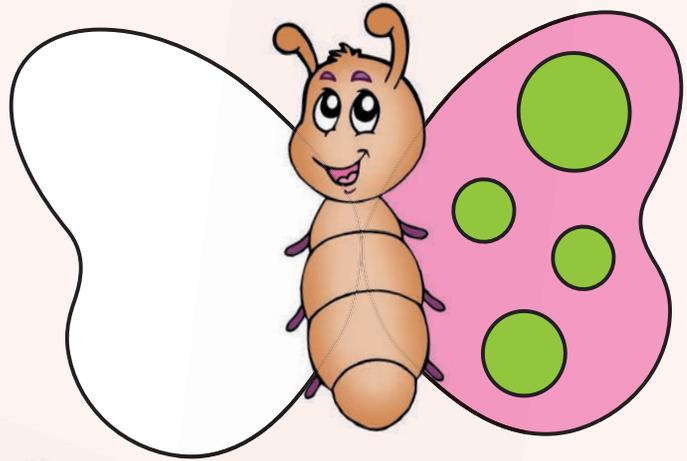
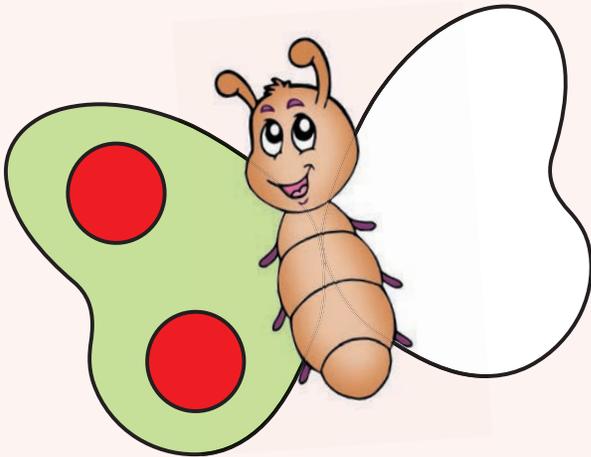
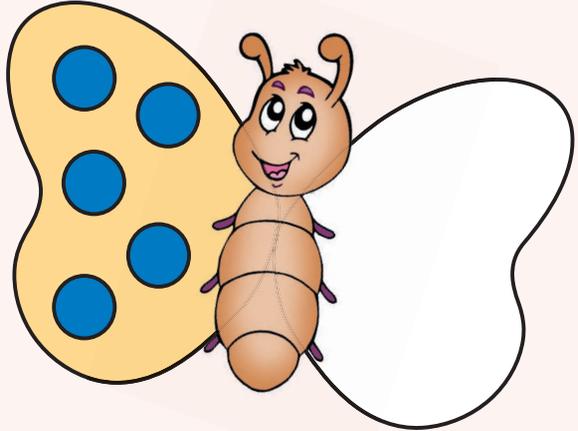
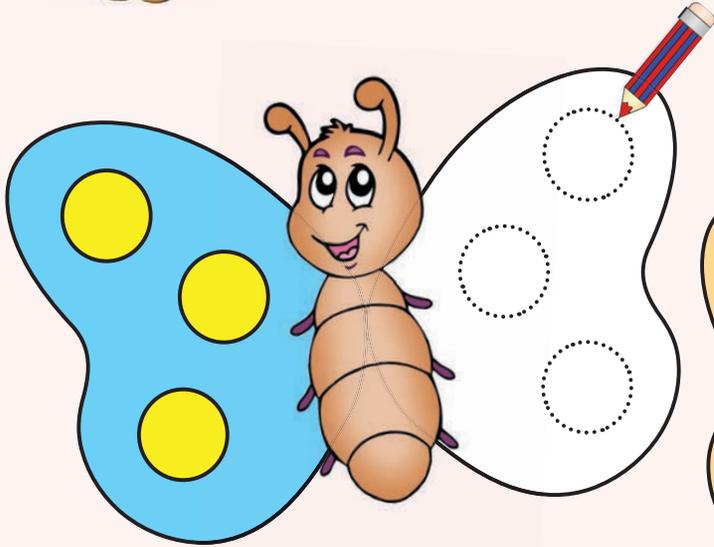
Blank rectangular box for writing a name and pasting a sticker.





Let's count

Complete drawing these butterflies.
Draw dots so that both wings are the same.
Which butterfly has the most dots?



36



Let's count

Cut out these cards and then match the number to the word. You can also sort the cards into animal cards and sports cards.

These cards are reversible.



	2
	● ●

	3
	● ● ●

	4
	● ● ● ●

	5
	● ● ● ● ●

	6
	● ● ● ● ● ●

	7
	● ● ● ● ● ● ●

	8
	● ● ● ● ● ● ● ●

	9
	● ● ● ● ● ● ● ● ●



Let's do

Cut out the cards on the dotted lines. See how quickly you can match the pictures and the letters.

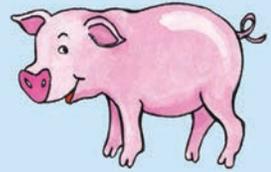
These cards are reversible.

i



ink

p



pig

k



king

d



dog

c



cat

n



nest

e



elf

s



snail



My name is:



Let's write

Say what these pictures are and listen to the sound.
Then trace the missing letter in each word.



c **a** t



m **a** t



h **a** t



m **a** n



p **a** n



c **a** n



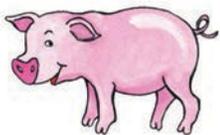
d **a** g



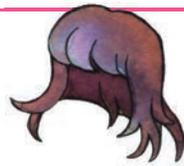
l **a** g



f r **a** g



p **a** g



w **a** g

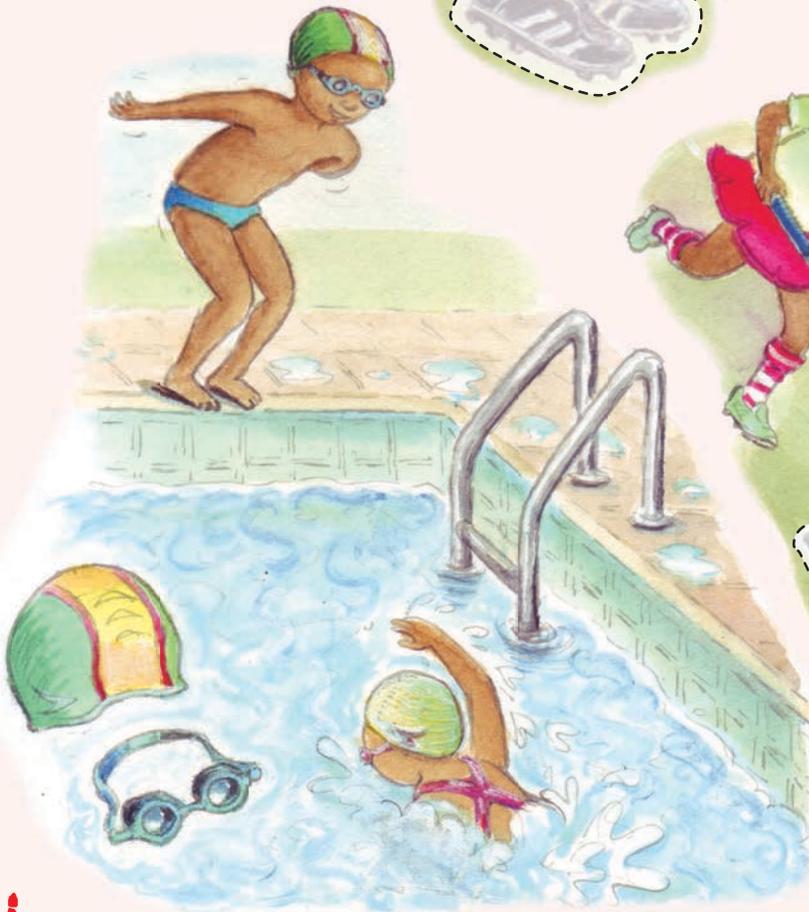
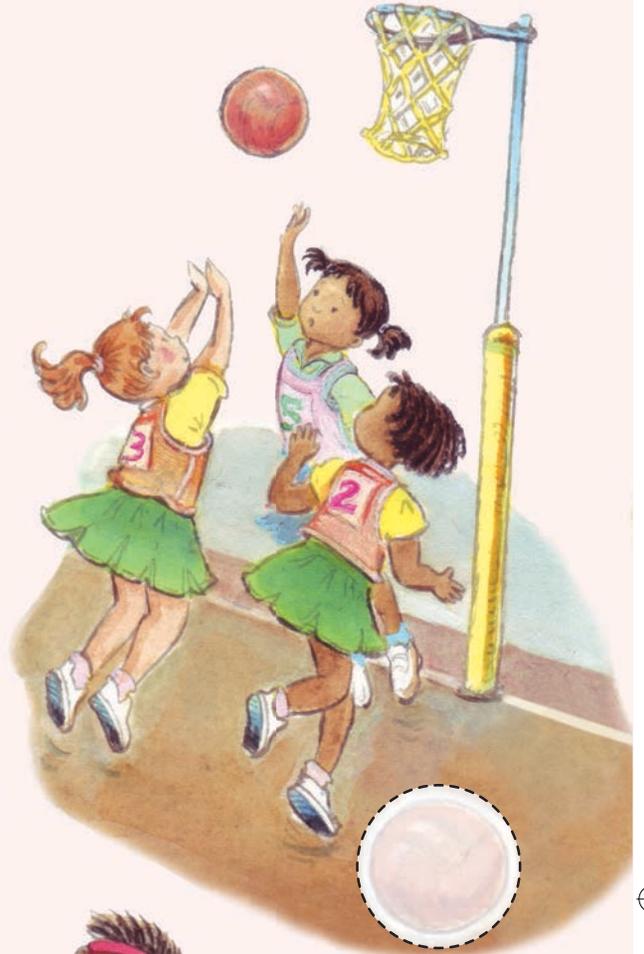


d **a** g

4

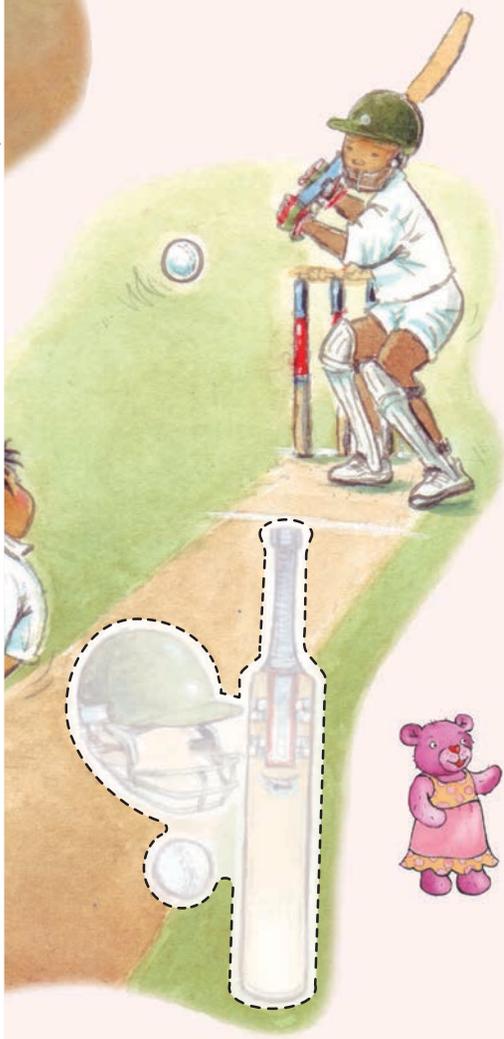


Sport





Paste the stickers in the correct spaces.



Let's talk

What sports can you see in these pictures?
 What sports do you like?
 Do you know the rules for any of these sports?
 Why do we have rules in sport?
 Why is playing sport good for us?

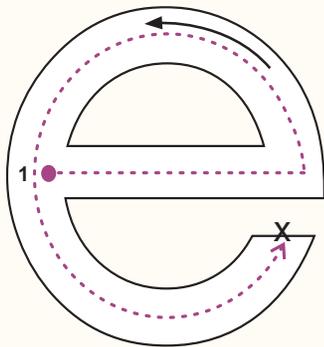




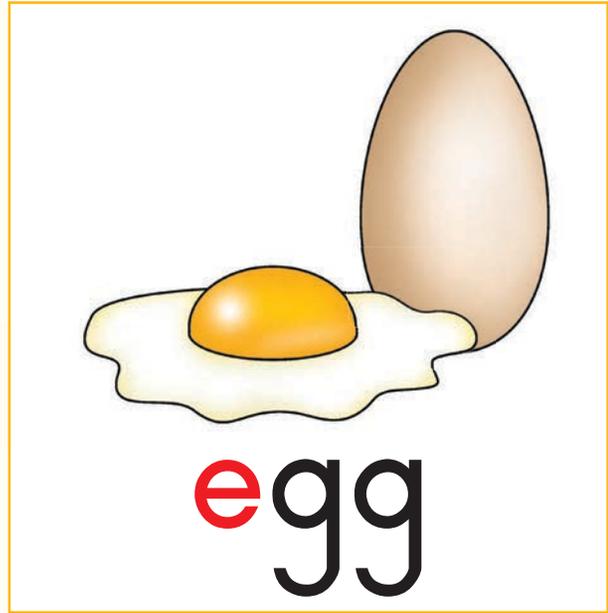
Let's write

e

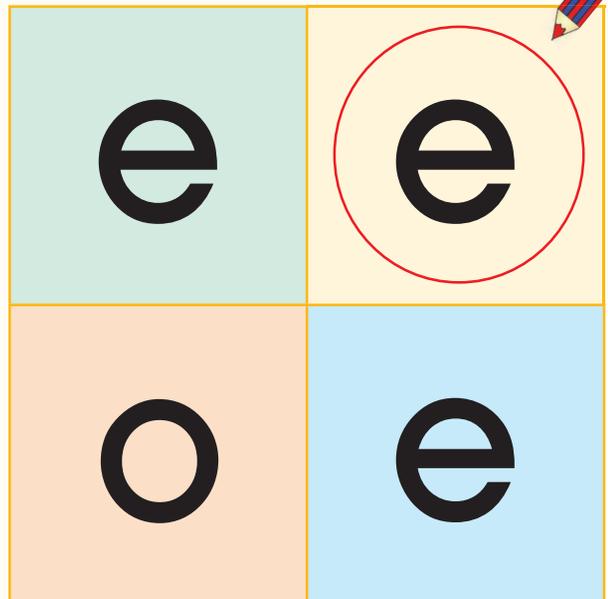
Trace the letter with your finger and then with a crayon. Start at the dot.



Trace the letter.



Find and circle the letter e in the box.



4.2



Let's write

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

elf

elephant

eggs

eggplant



Let's write

Find and circle the pictures that start with the **e** sound.

L.3



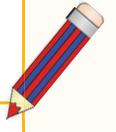
Let's count

Count how many objects there are and then trace the correct number. Say which box in each row has the most objects?

Term 4 – Week 6-10

8	9

7	9



3	6

6	7

1	2

2	3

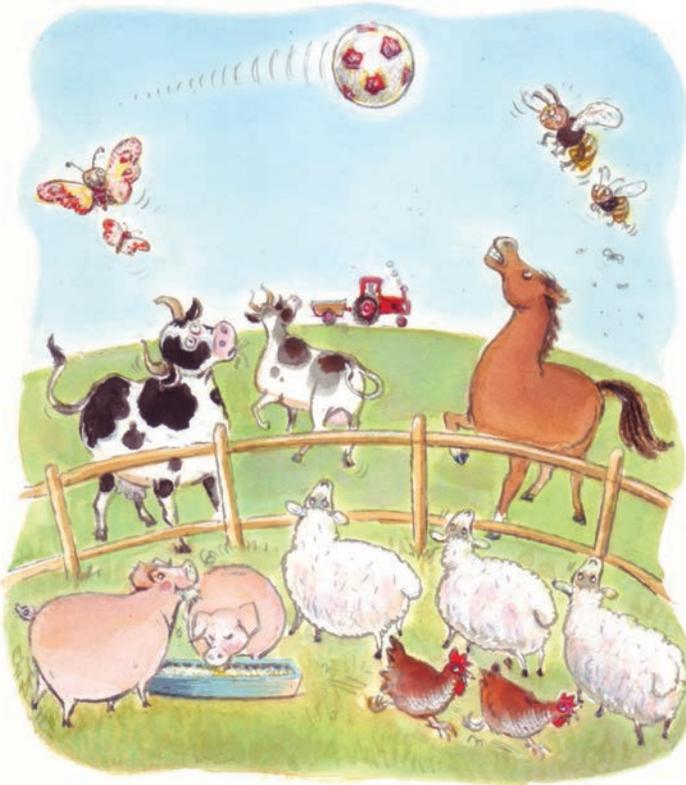
7	8

9	8

8	9

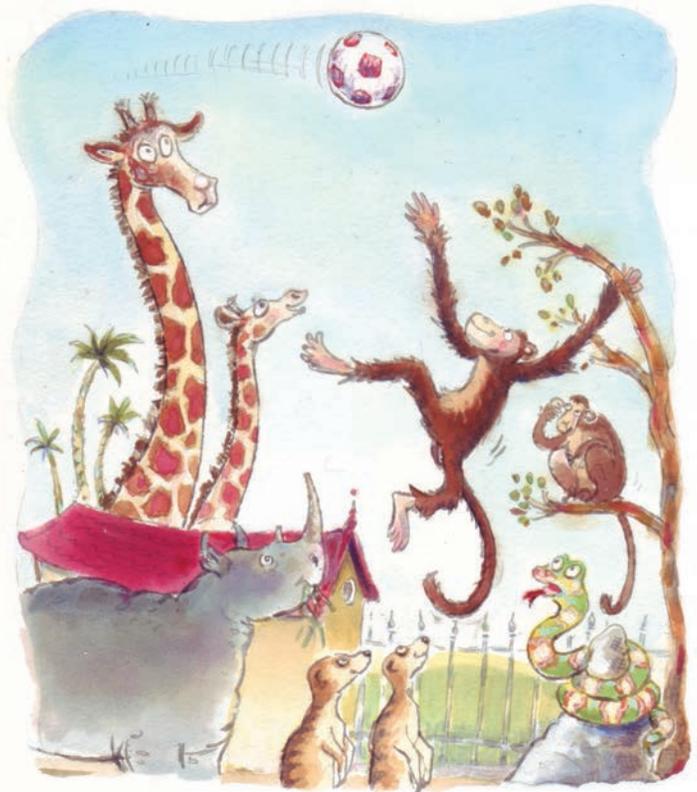
7	8





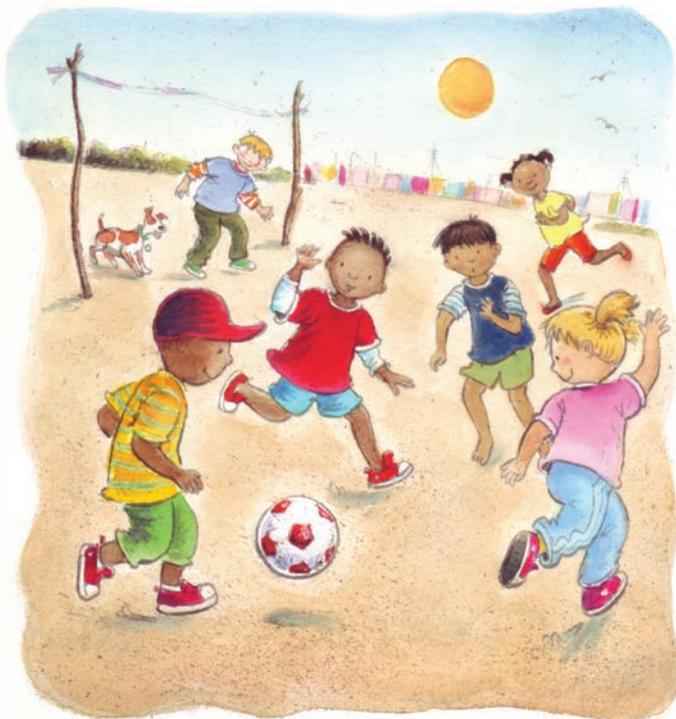
The ball goes over the farm.

4



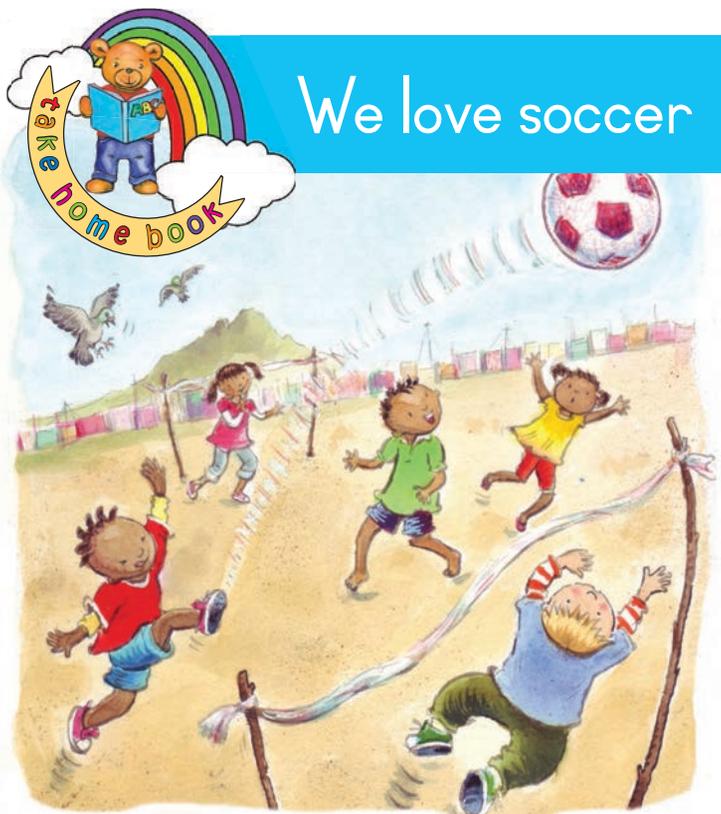
The ball goes over the zoo.

5



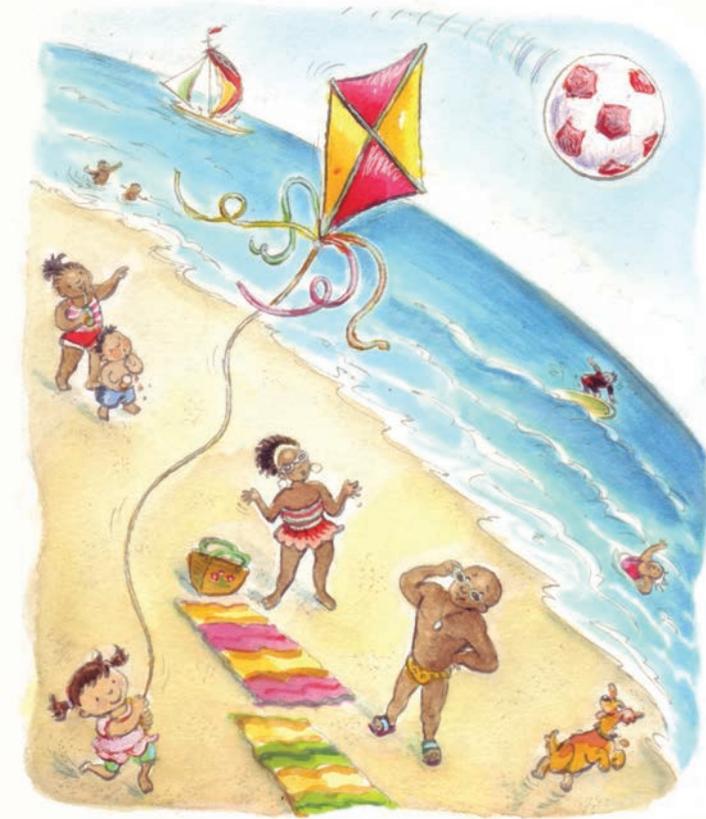
Sam gives the children their ball. They all play soccer together.

8



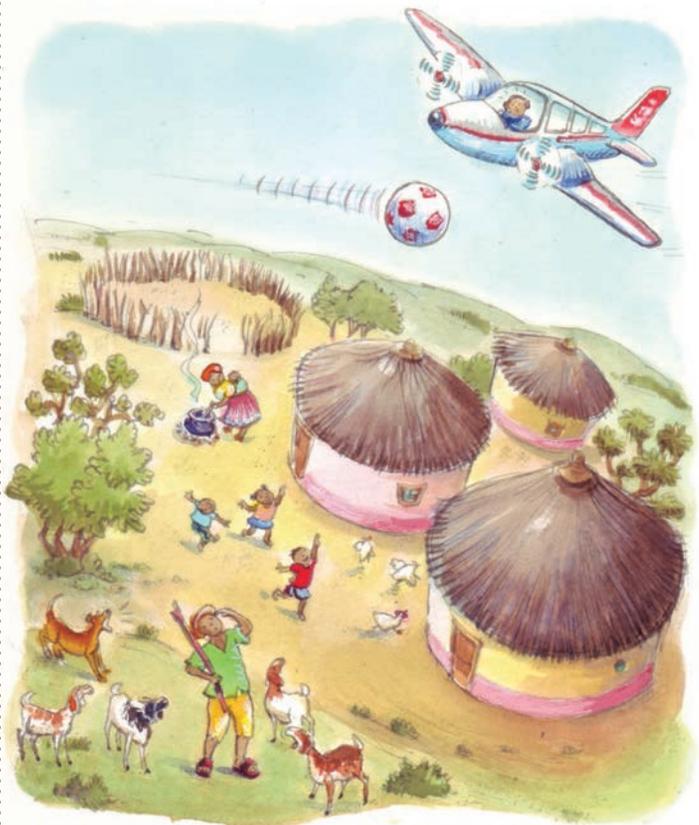
Jabu kicks the ball very hard.

1



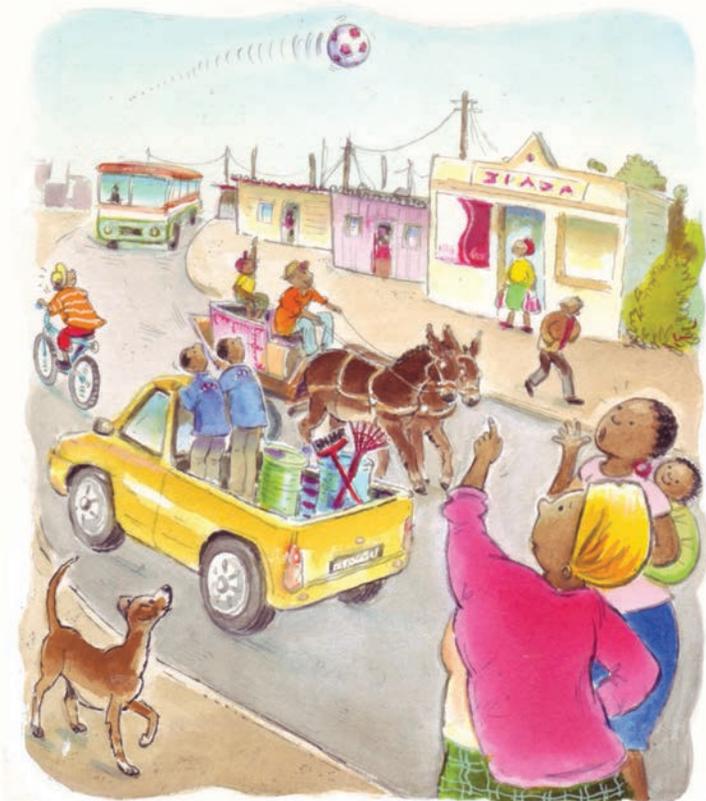
The ball goes over
the beach.

6



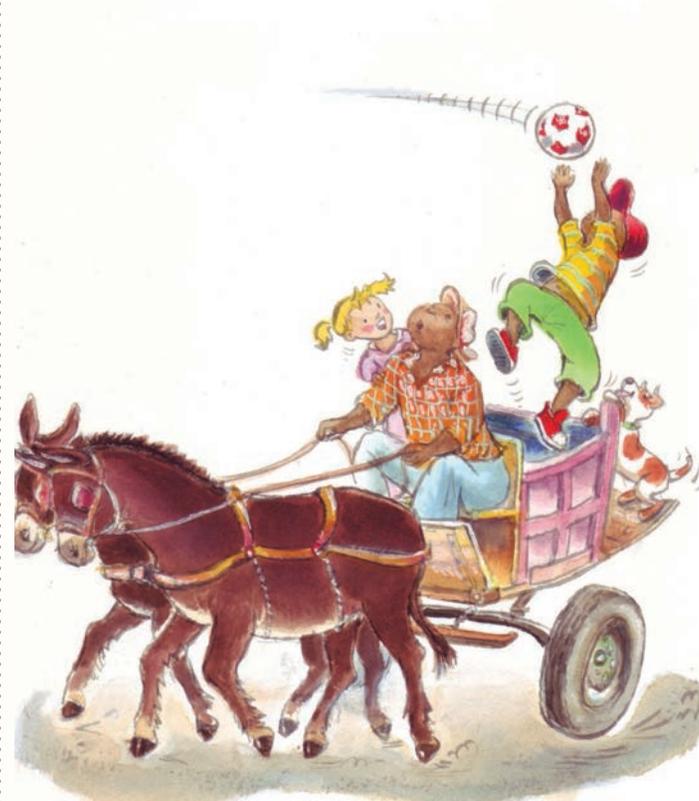
The ball goes over
the village.

3



The ball goes up. It goes over the
fence and over the road.

2



Sam catches the ball.

7

4.6



Let's count

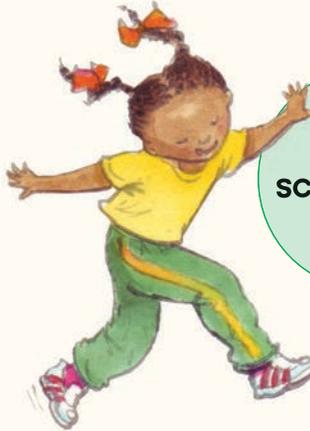
See how many goals each child scored. Draw a line from the child to the correct number. Trace the numbers. Then count backwards from 9 to 1.



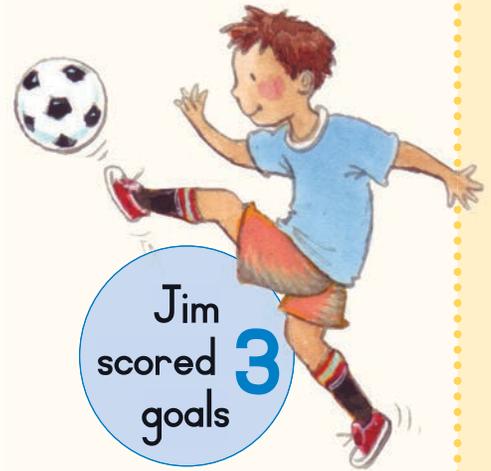
Jabu scored 9 goals.



Ann scored 5 goals



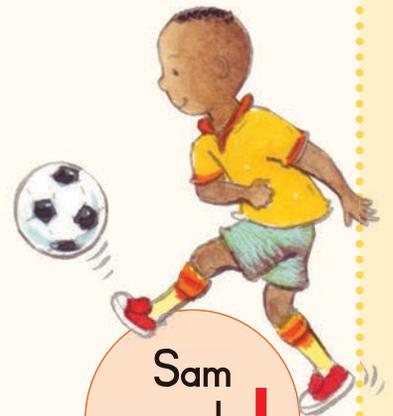
Lindi scored 4 goals



Jim scored 3 goals

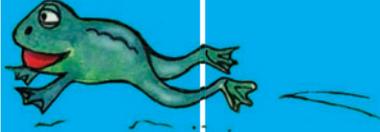
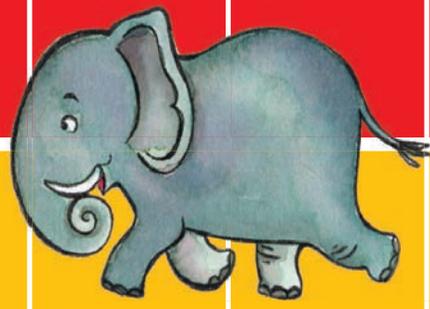
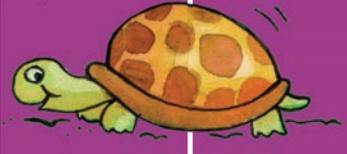
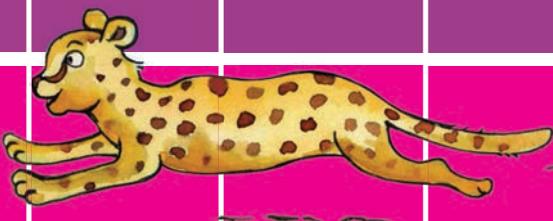
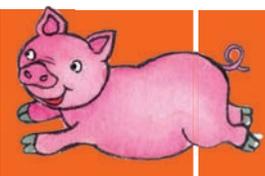


Lulu scored 2 goals



Sam scored 1 goal.



<input type="text"/>						
<input type="text"/>						
<input type="text"/>						
<input type="text"/>						
<input type="text"/>						
<input type="text"/>						
<input type="text"/>						



Let's talk

Look at the picture of the animal race. Tell your friend which animal is first, second, third, fourth, fifth, sixth and last. Now fill in the number for each animal from one to eight.

Which animal is the fastest and which animal is the slowest?

Which animal is the biggest and which is the smallest?

Which animal is the heaviest and which one is the lightest?

4.8



Let's count

Trace the number.

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

6

7

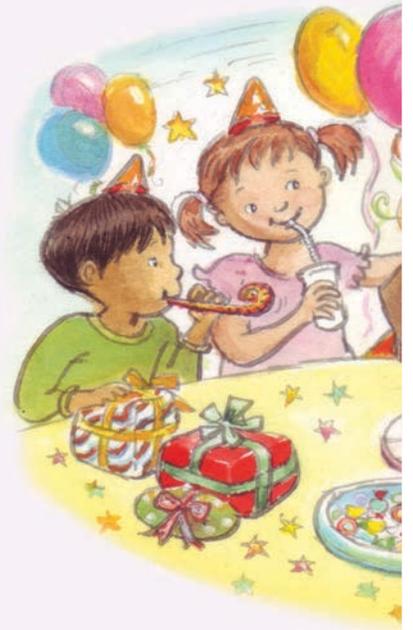
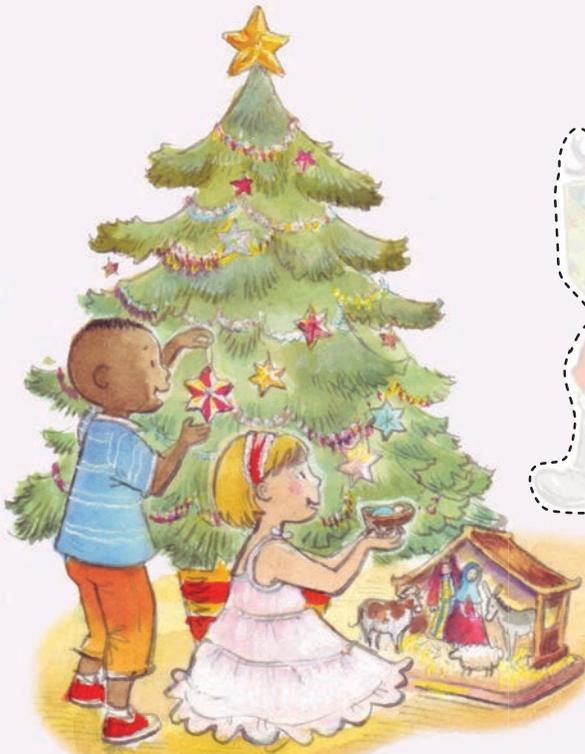
8

9

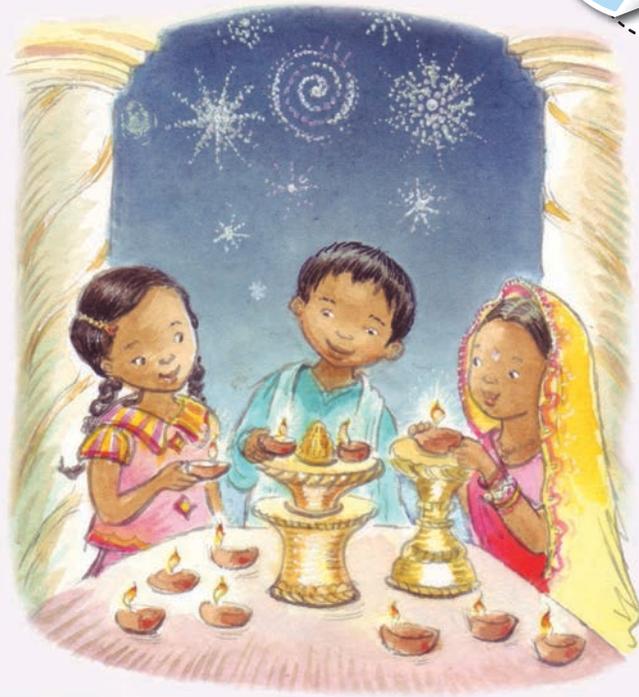
10



Celebrations



Paste the stickers in the correct spaces.



Let's talk

Look at the pictures and say which of these celebrations you know about.

What is your favourite celebration?

How do you celebrate your birthday?

What celebrations do other children in your class have?



5.1

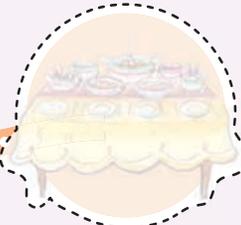


Let's do

Show these children the way to their celebration.

Paste the stickers in the correct spaces.

Term 4 – Week 6-10



5.2

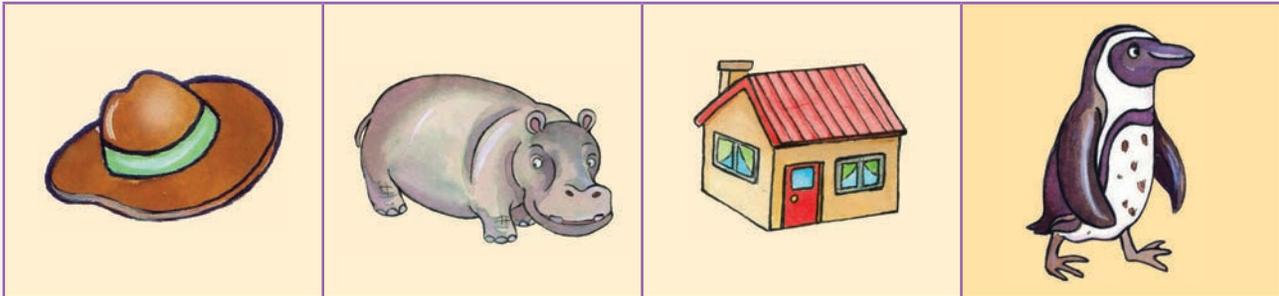
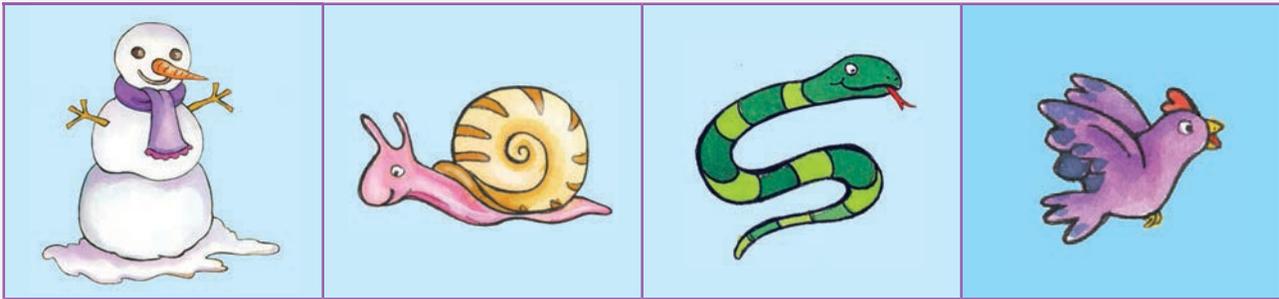
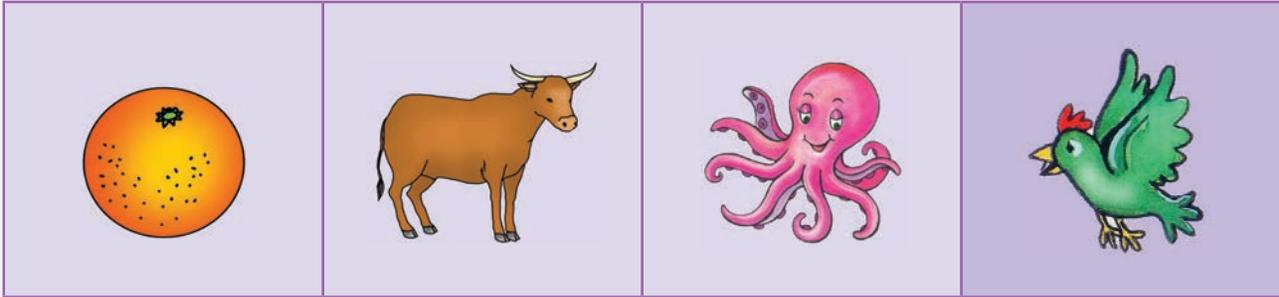


Let's do

Say the names of each of the pictures in each row.
Then say which names in each row end with the same sound.



Which pictures start with the same sound?





My name is:



Let's do Use your stickers to complete the party.



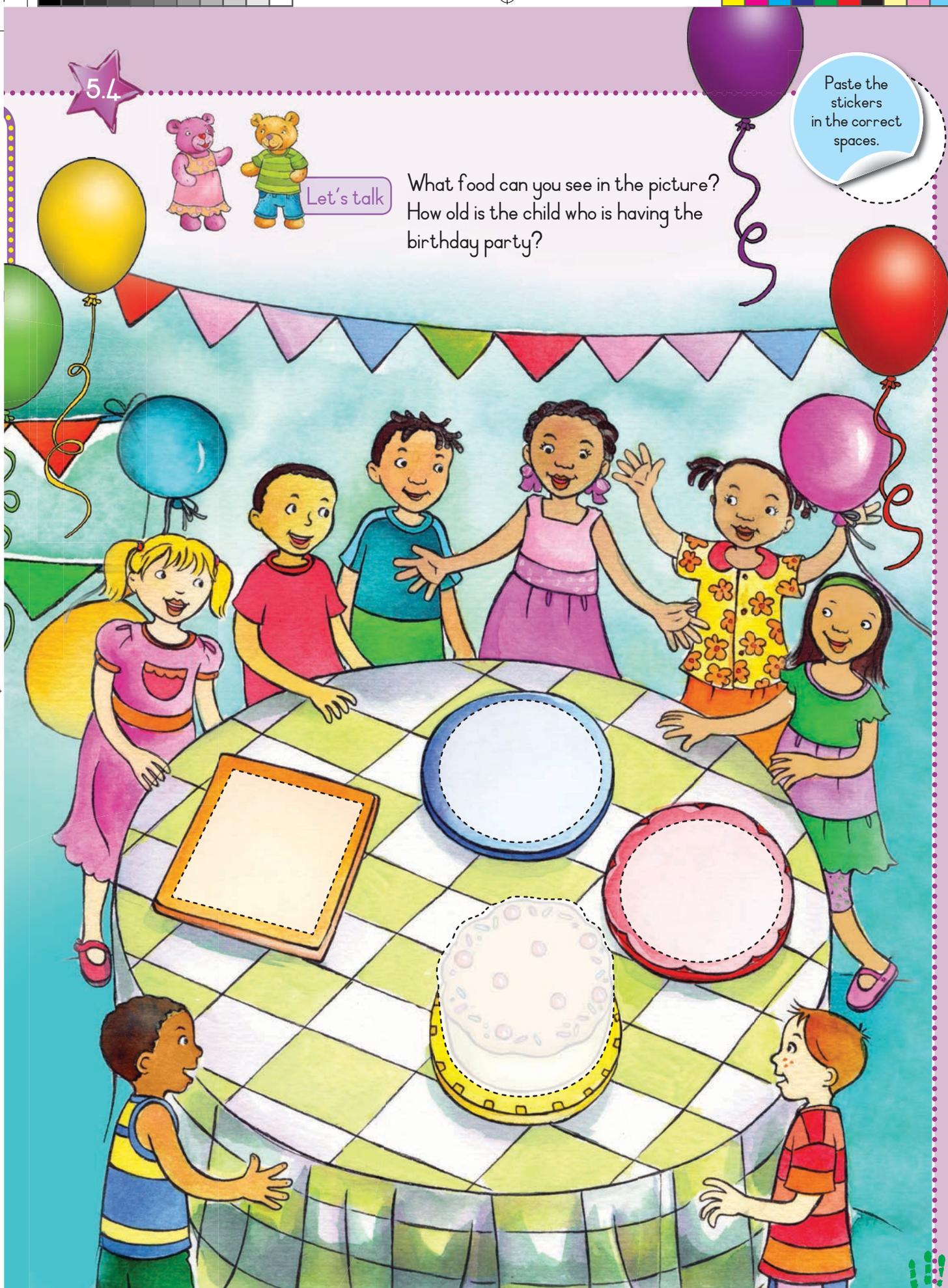
5.4



Let's talk

What food can you see in the picture?
How old is the child who is having the birthday party?

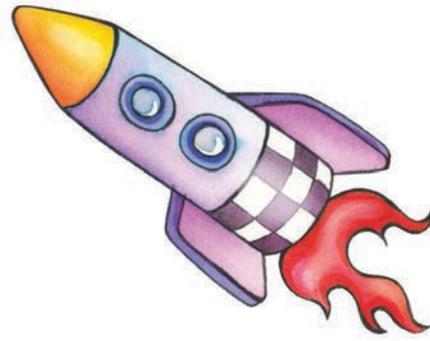
Paste the stickers in the correct spaces.





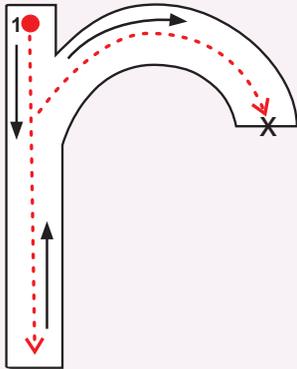
Let's write

r

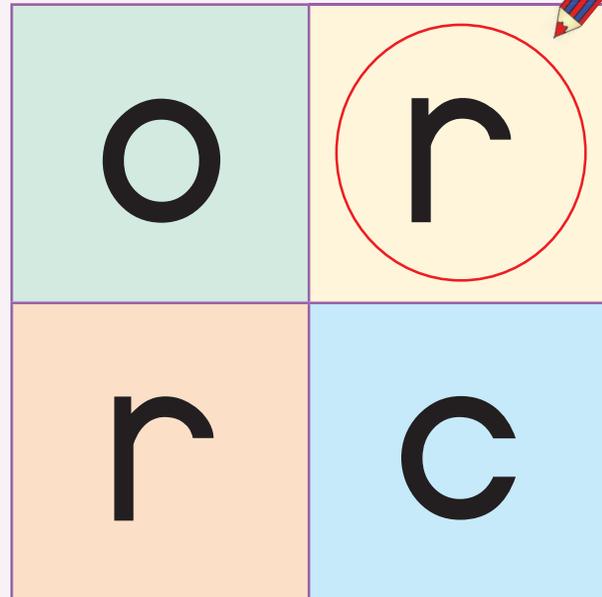


rocket

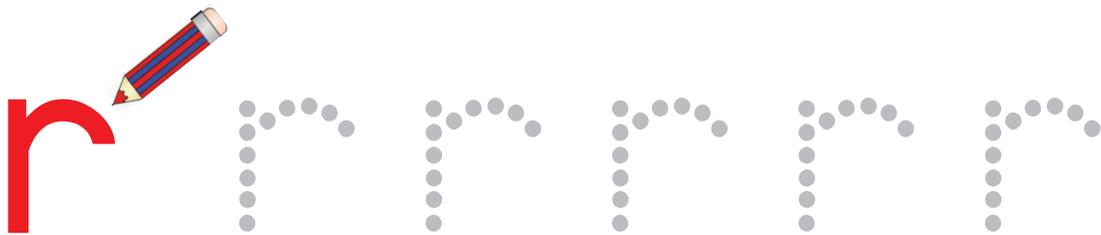
Trace the letter with your finger and then with a pencil. Start at the dot.



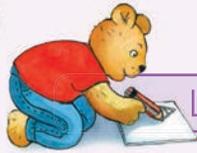
Find and circle the letter **r** in the box.



Trace the letters.

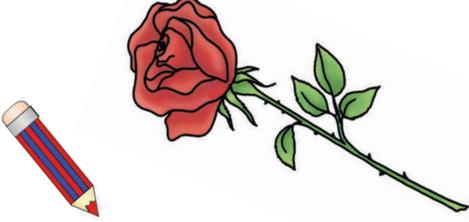


5.6



Let's write

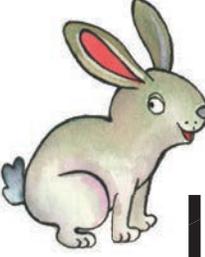
Fill in the letter **r** and listen to the sound as you say the words aloud.



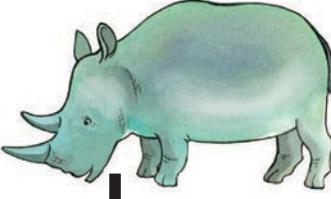
 r ose



 r ainbow



 r abbit

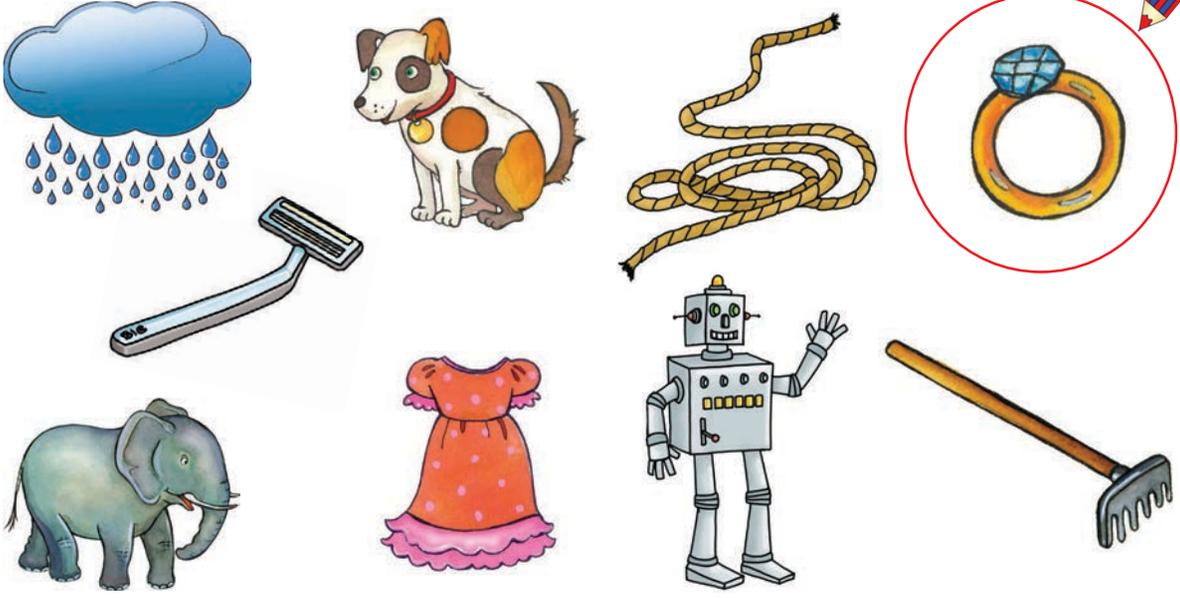


 r hino



Let's write

Find and circle the pictures that start with the **r** sound.

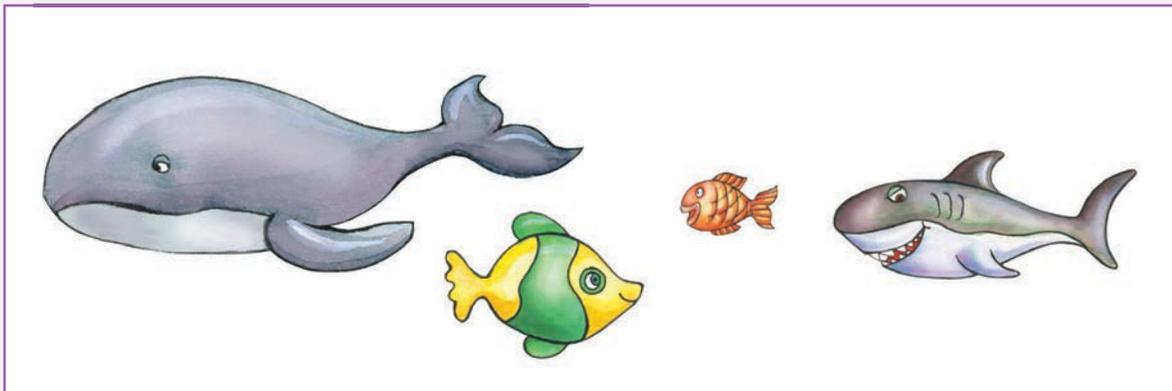
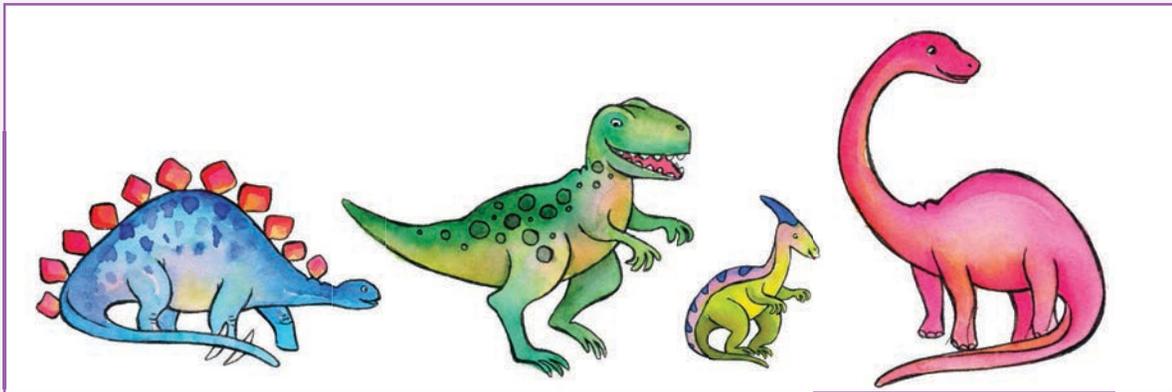
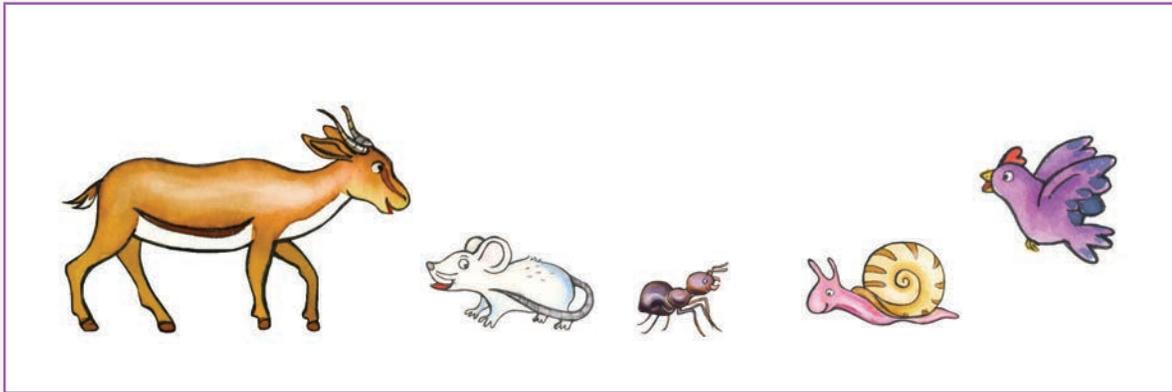
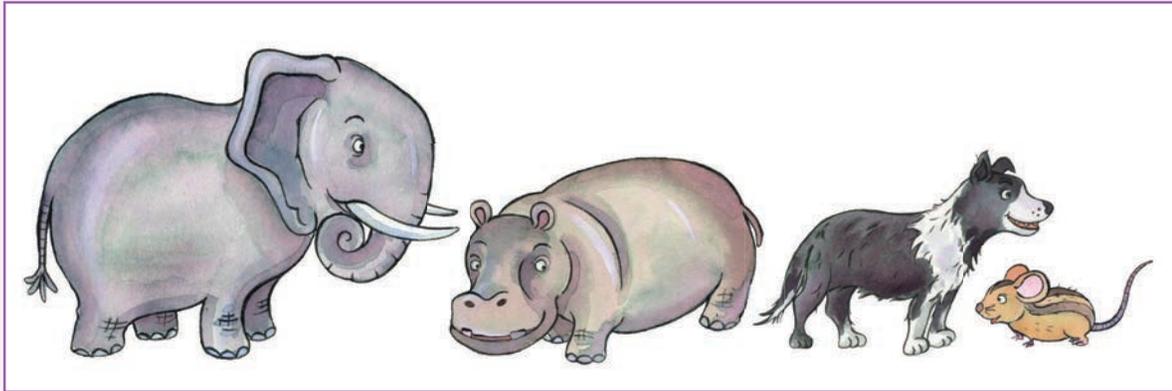



5.7



Let's count

Make a red circle around the biggest animal and a blue circle around the smallest animal in each row.

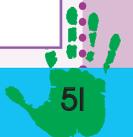
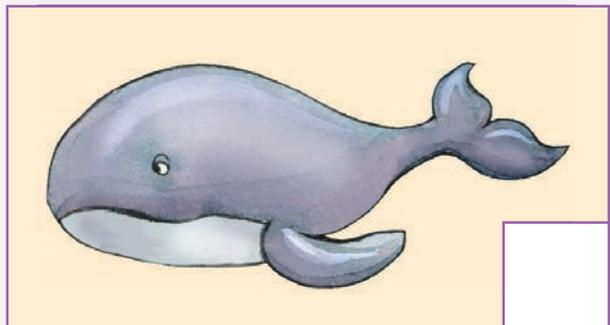
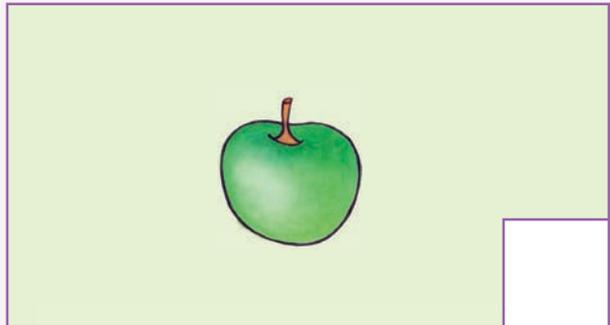
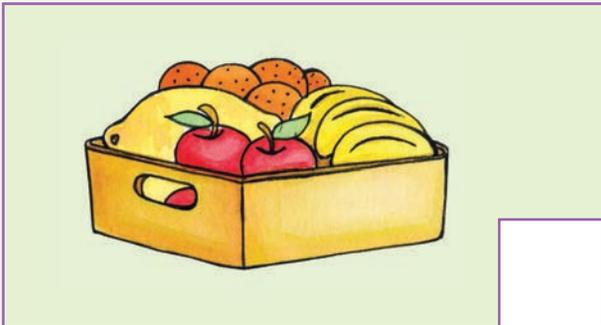


5.8



Let's count

Tick the heavier object in each row.





Let's count

Trace the number and then colour the shapes so that there are 9 in each row.

9 

1 2 3 4 5 6 7 8 9 

9

9

9

9

 Practise the number 9.



5.10

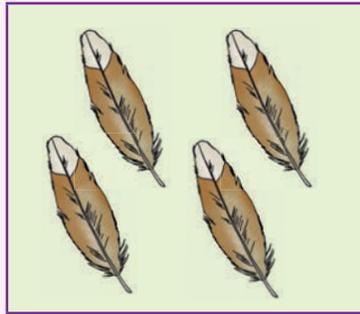


Let's count

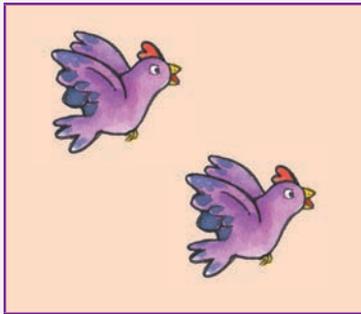
Add these objects together and trace the answer in the last block.



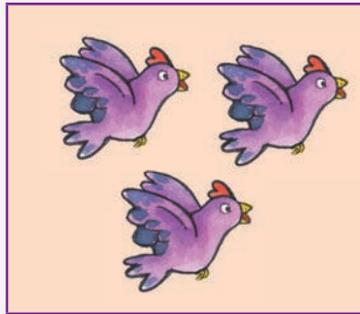
+



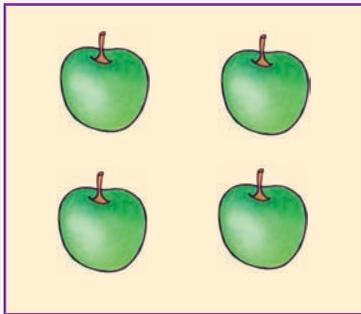
=



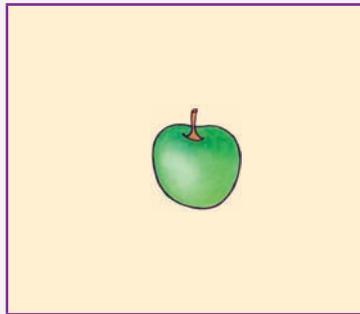
+



=



+



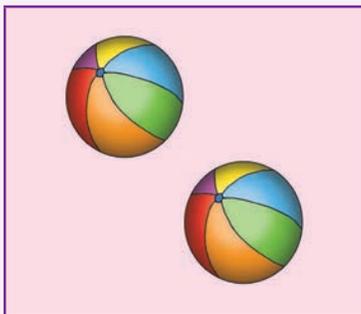
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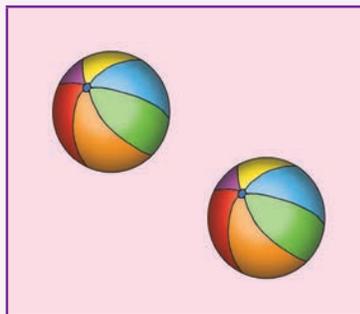
+



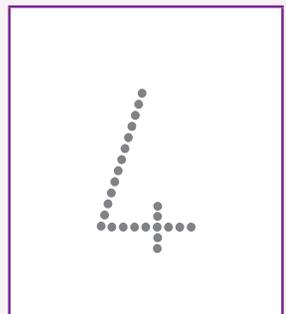
=



+



=





Cut-outs



Puzzle:

Cut out the puzzle on the black lines. Now put these pieces together to form the picture.



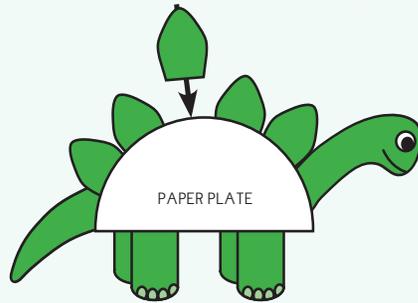
Two little dicky birds:

Cut out the birds, fold and glue to make finger puppets. Use these two little dicky birds to act out the poem on page 14.



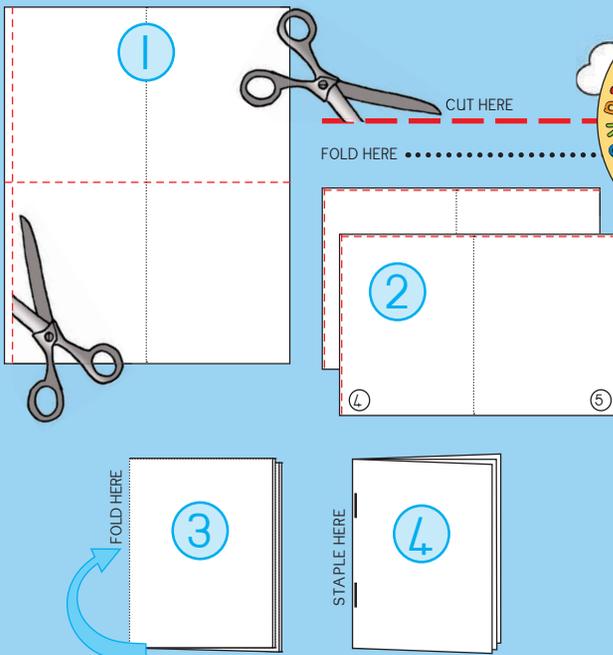
Sequence cards:

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



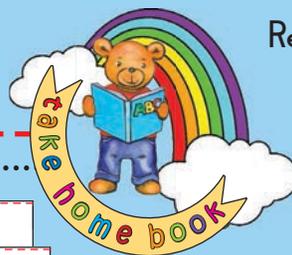
Make a Dinosaur:

Cut out the dinosaur legs, head and tail on the black lines. Fold a paper plate in half. Now put these pieces together to form a dinosaur like in the picture.



Reading books:

Follow the instructions and make this cut out book. Take it home and read it to your friends and family.





MY CUTOUTS



Let's do

Cut the page off on the dotted line at the top and then glue the page to the back cover to make a pocket. Keep your cut outs here so that it doesn't get lost.



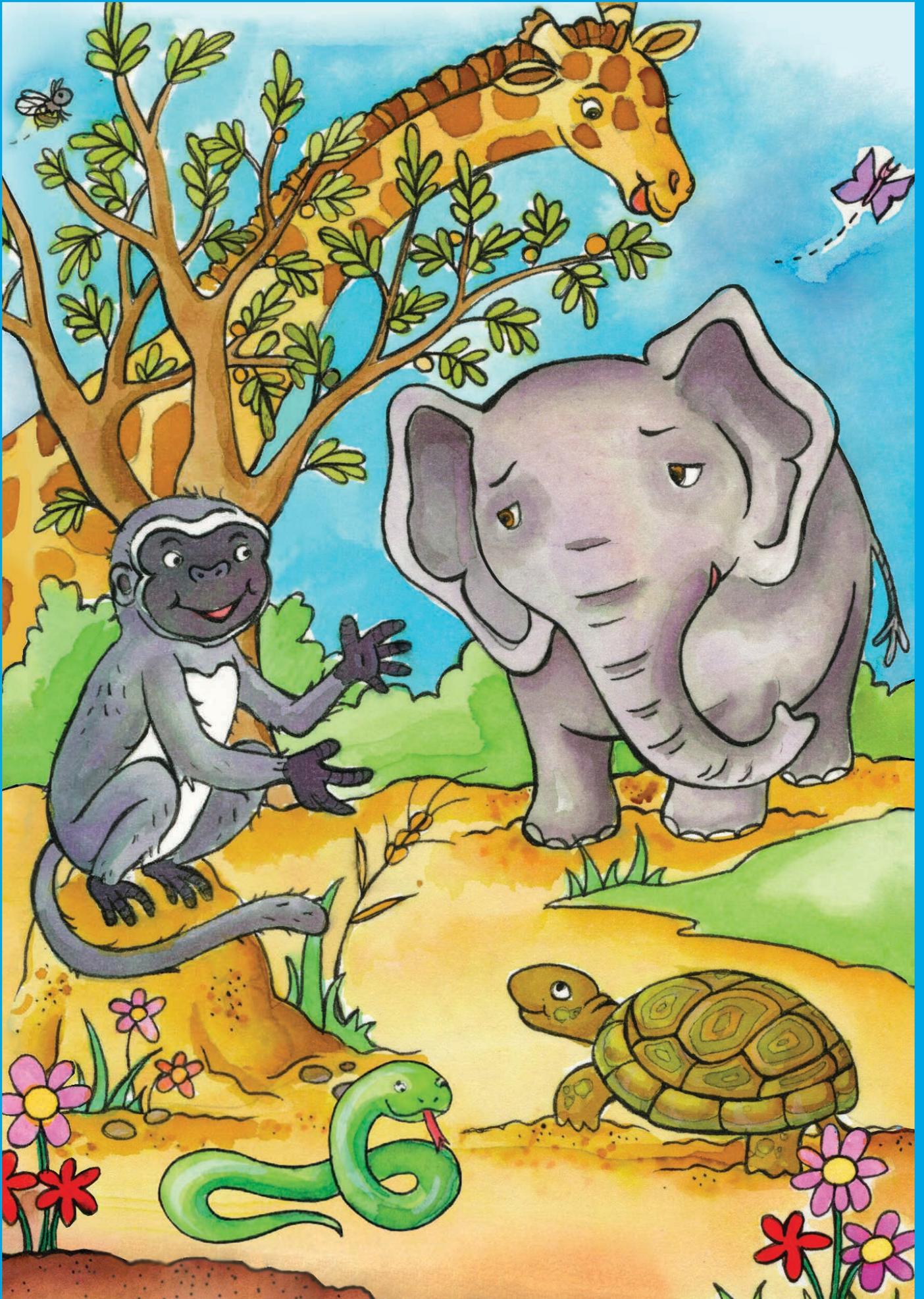
GLUE HERE

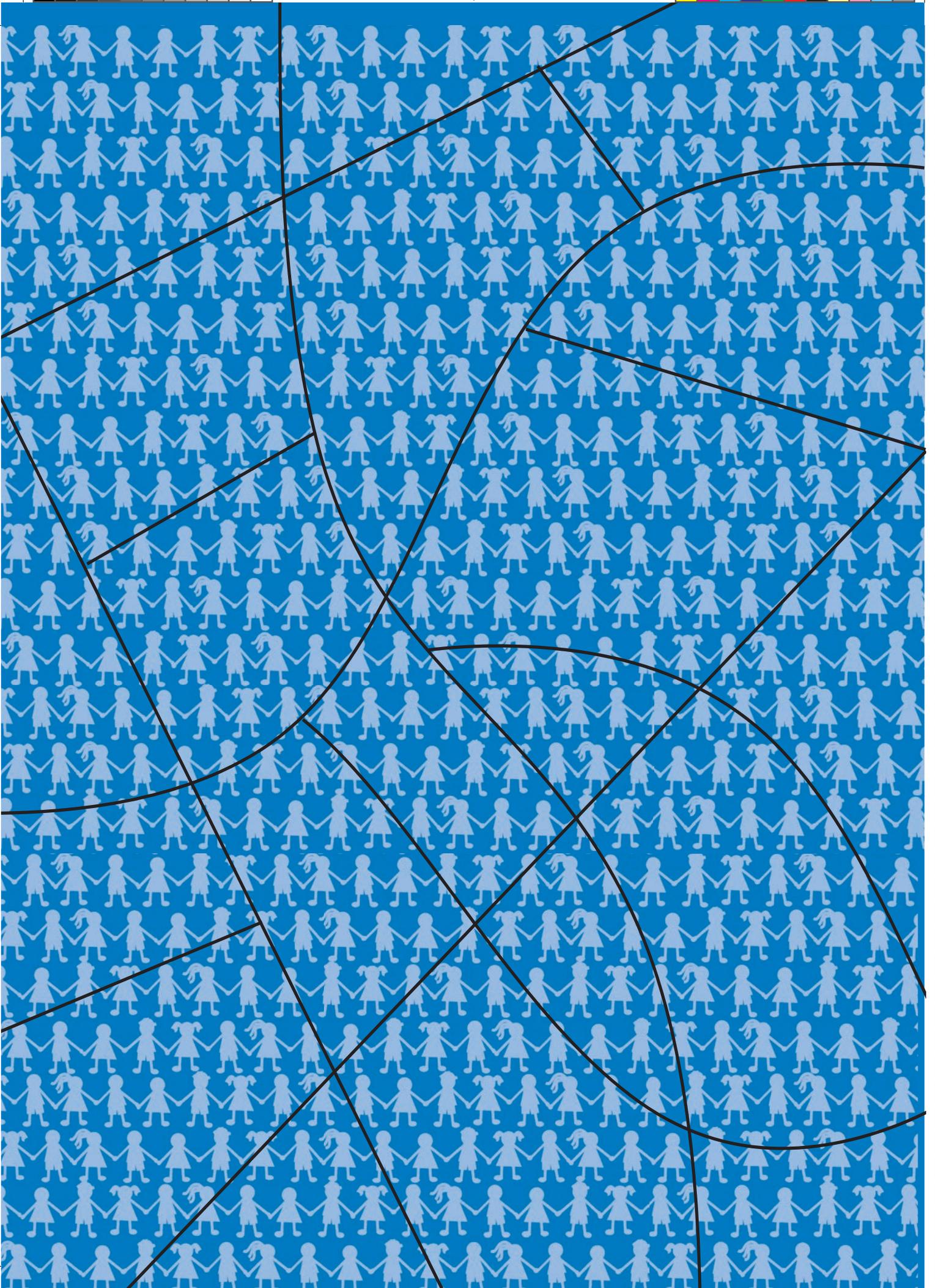
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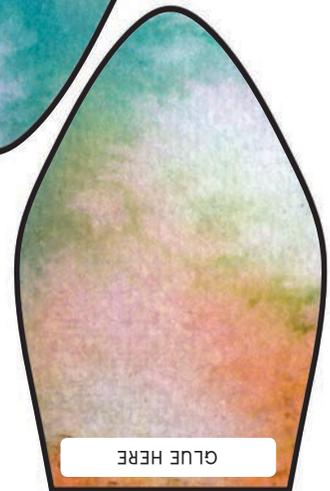
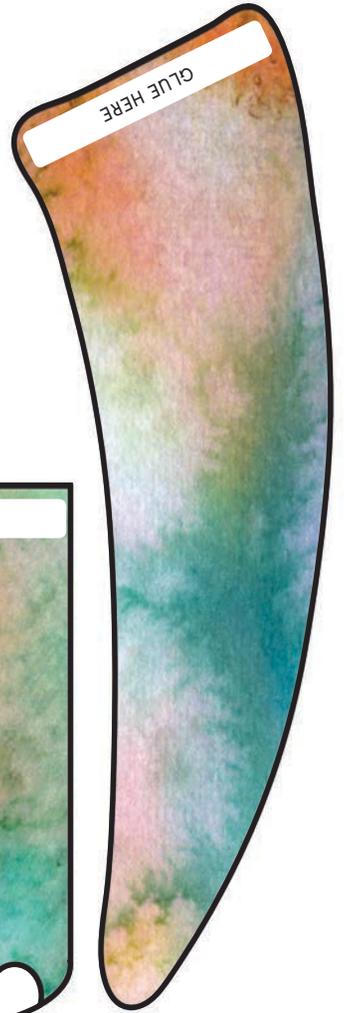
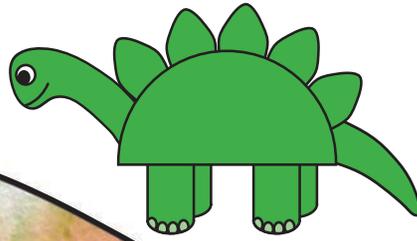
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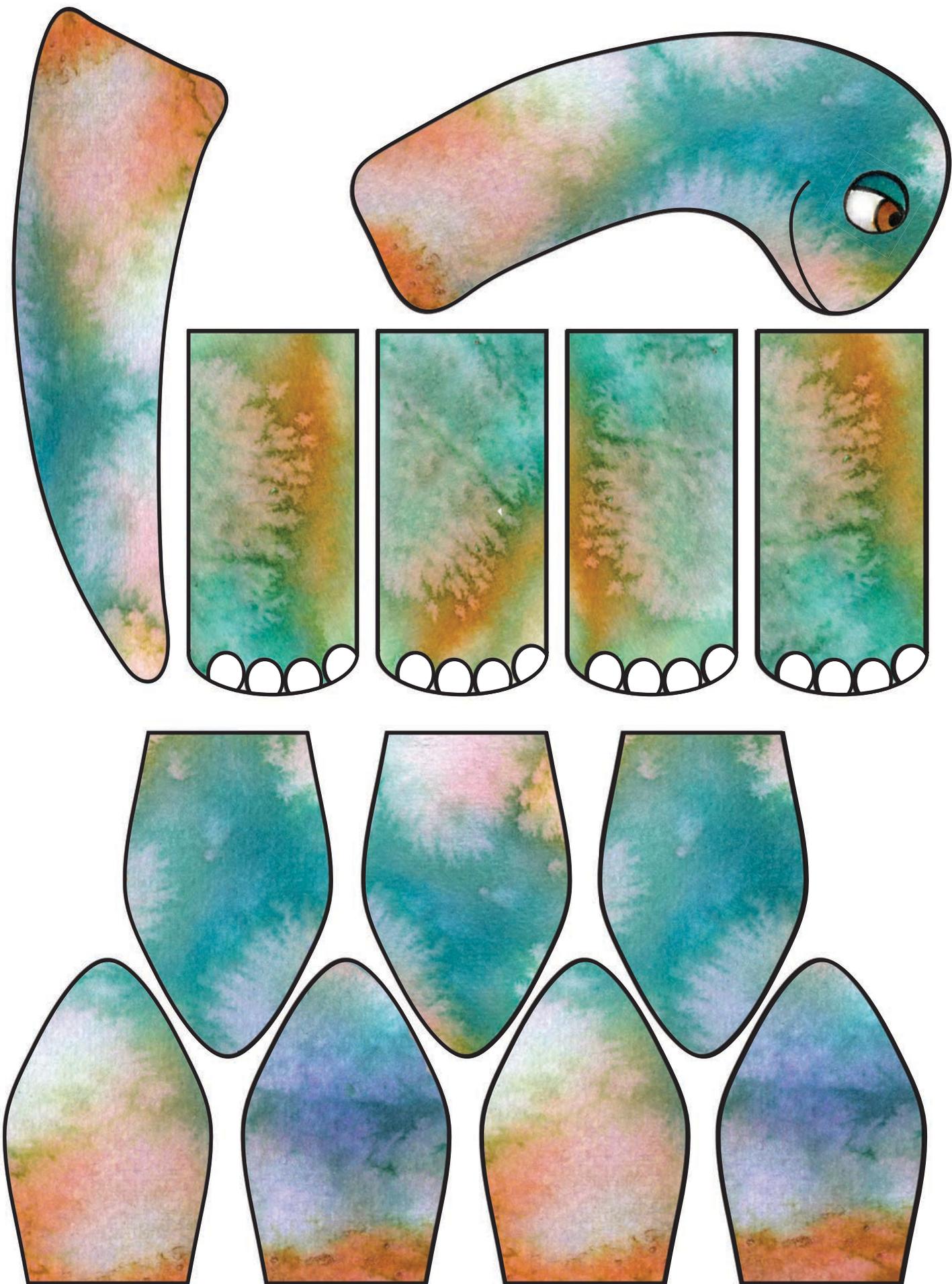
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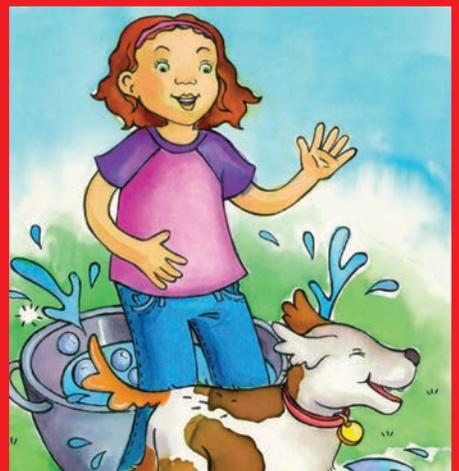
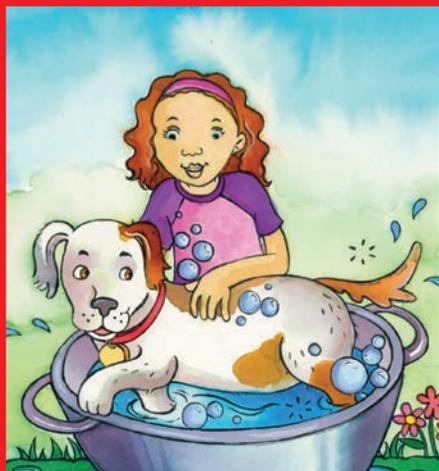
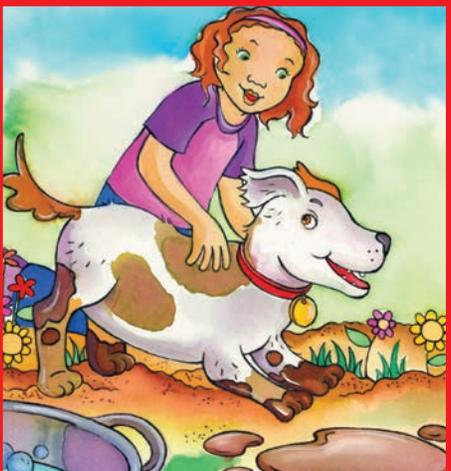
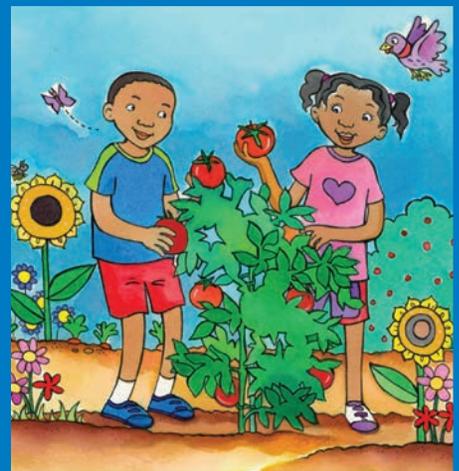
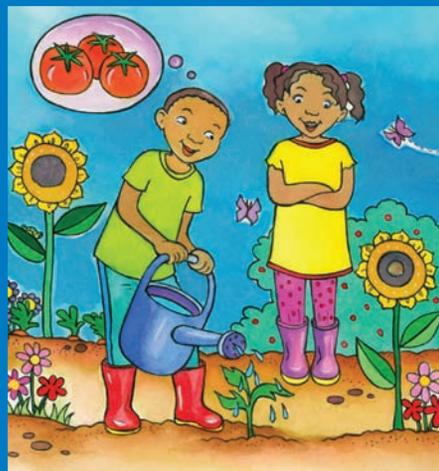
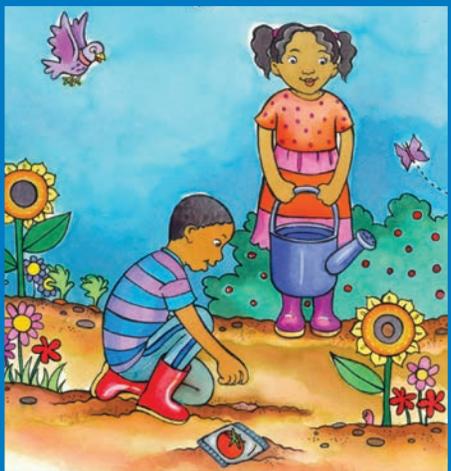
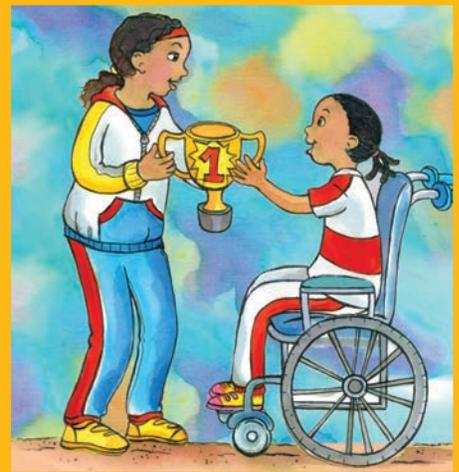
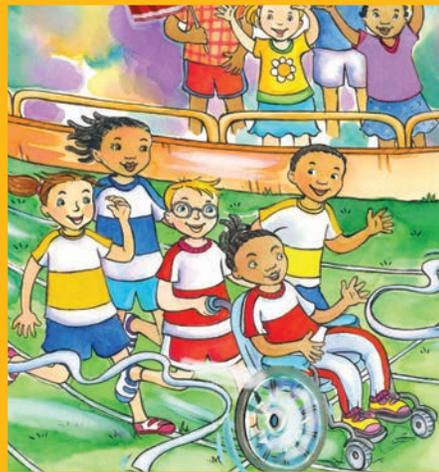
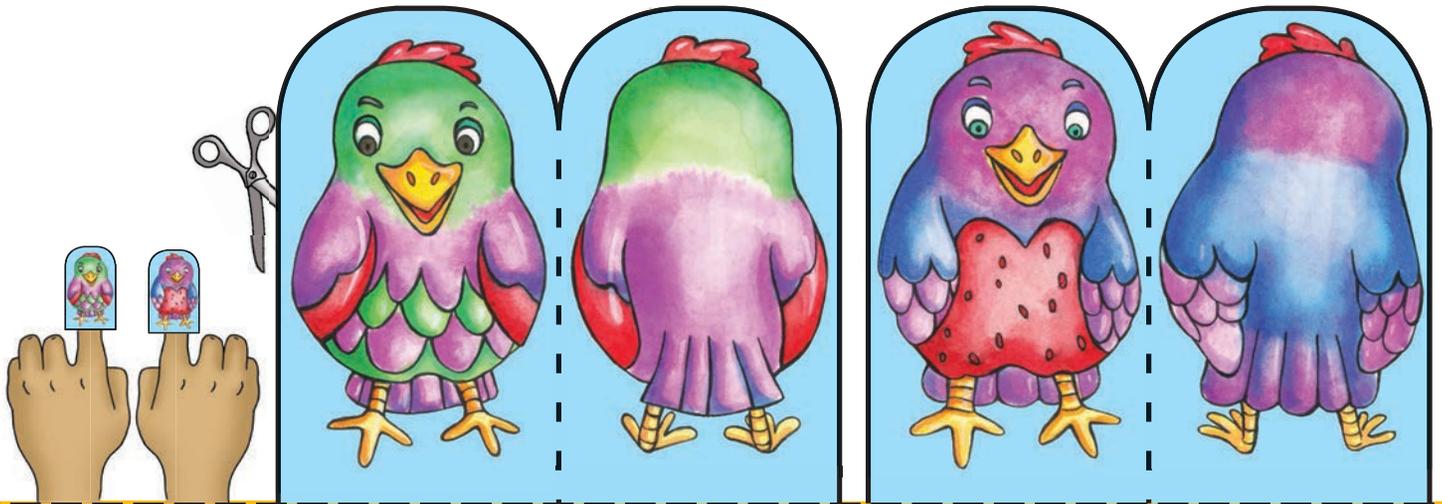


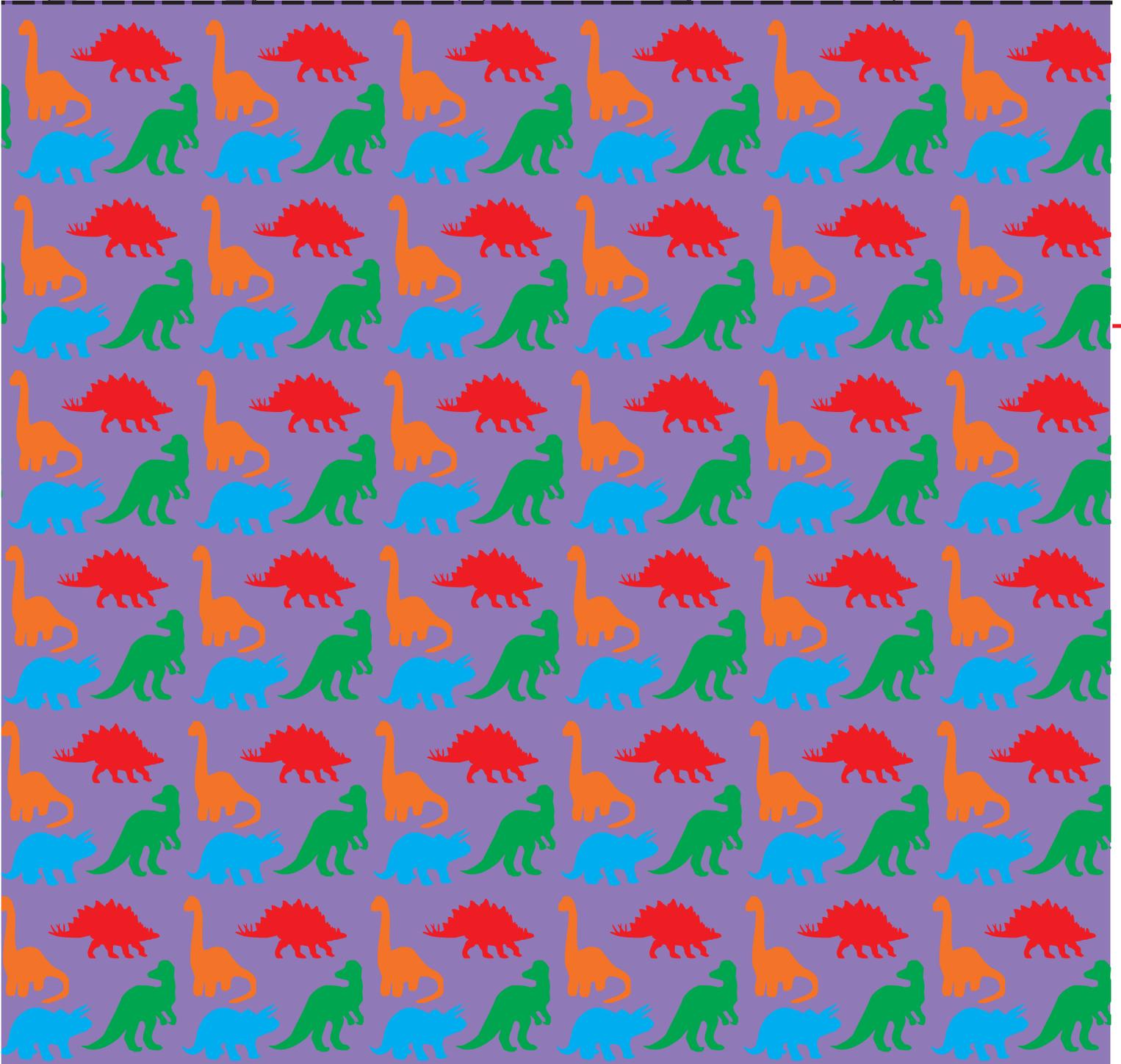
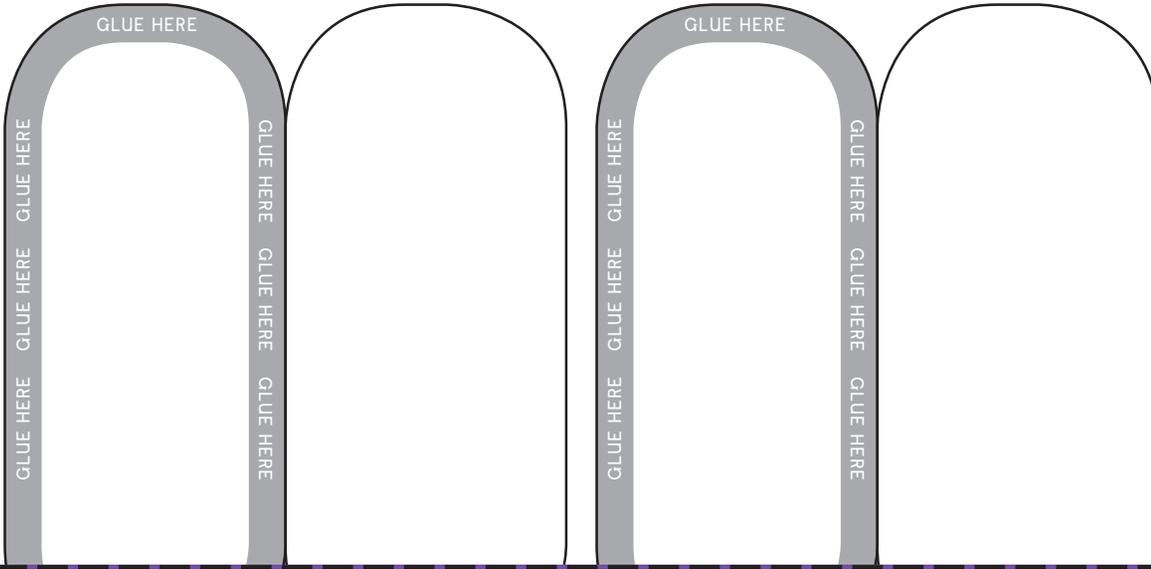


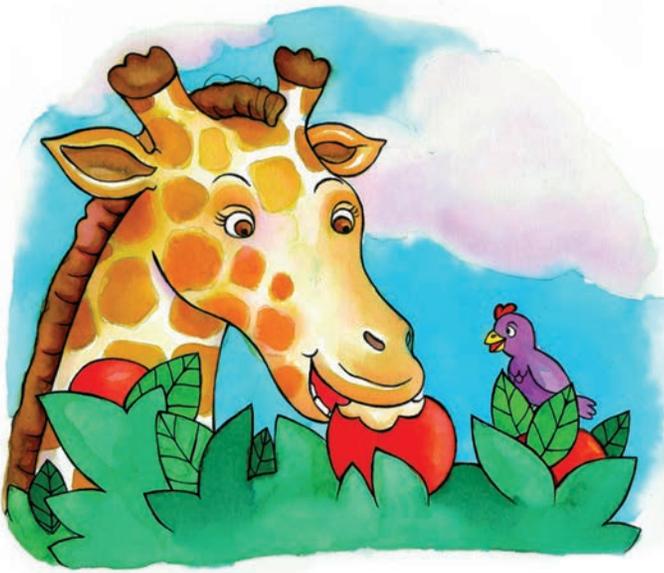






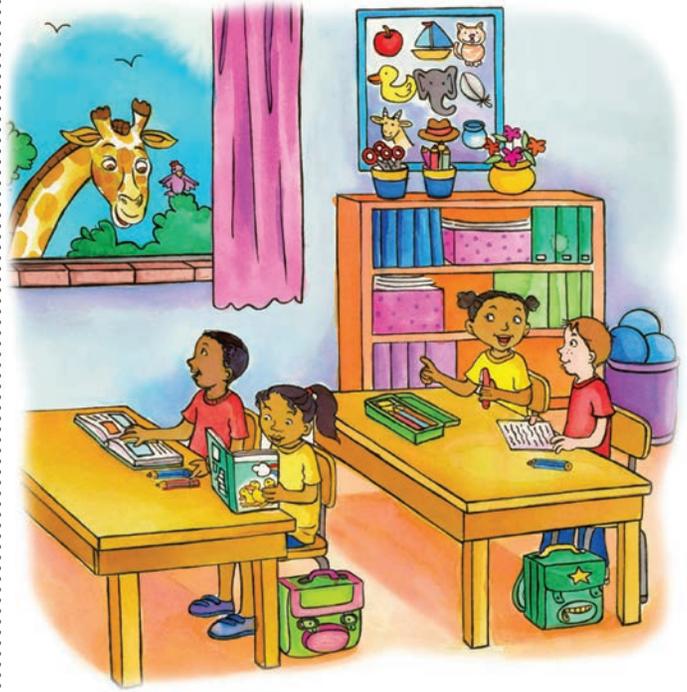






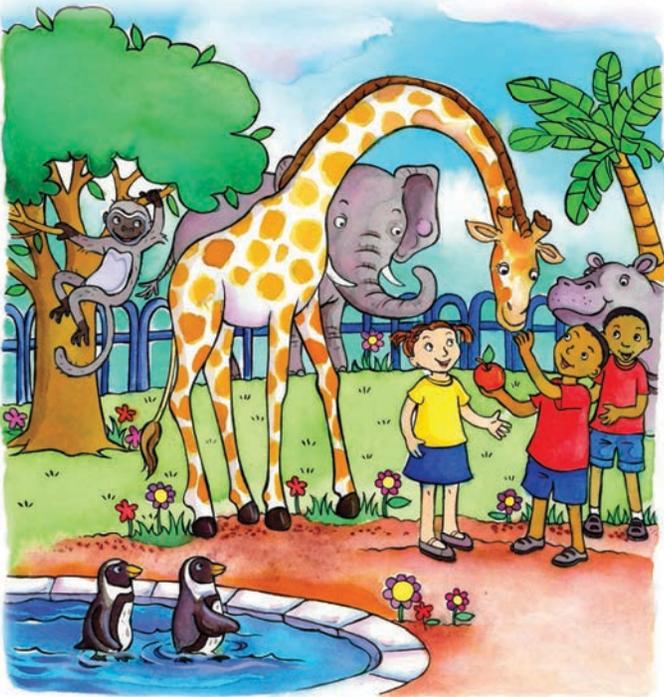
I am so hungry.
These apples are good.

4



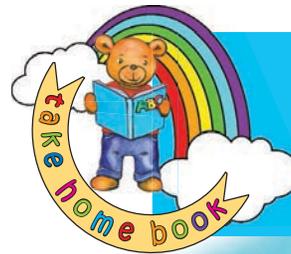
What's going on here?
I wish I could fit
into the class.

5

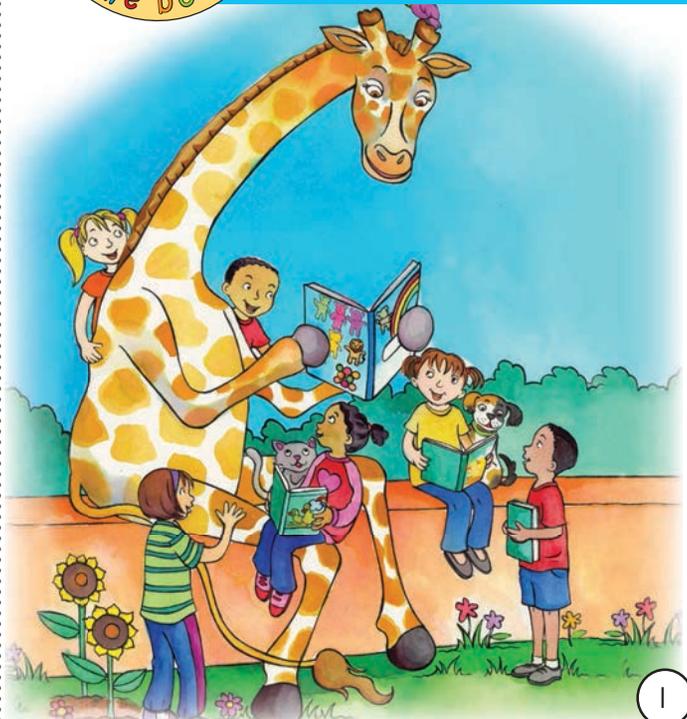


Today we all visit Jerry at
the zoo. Have a happy day
Jerry.

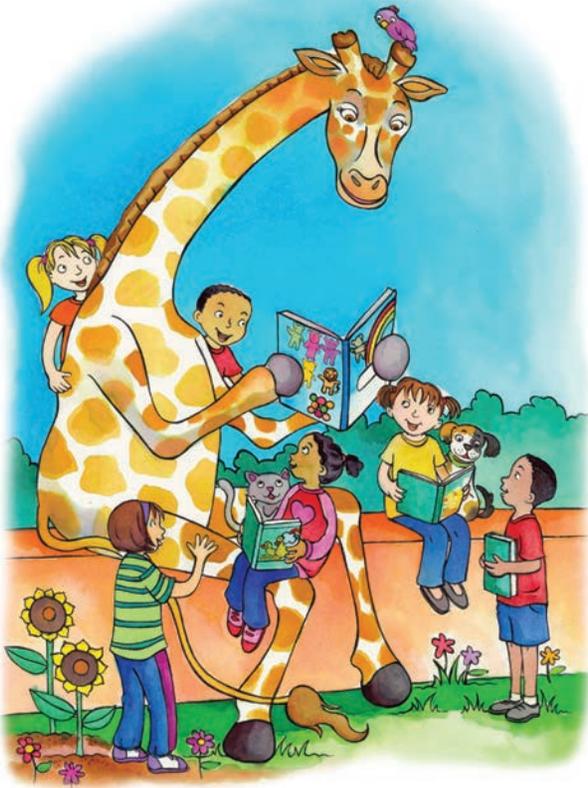
8



Jerry goes
to school.

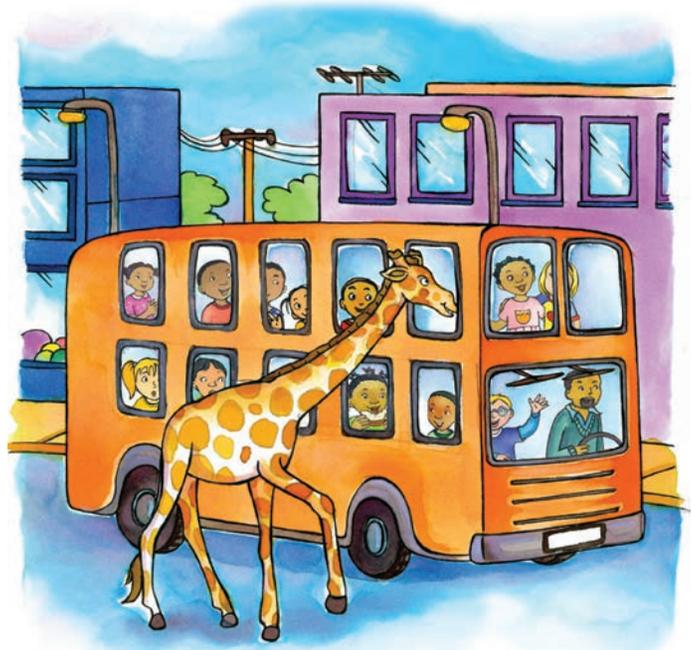


1



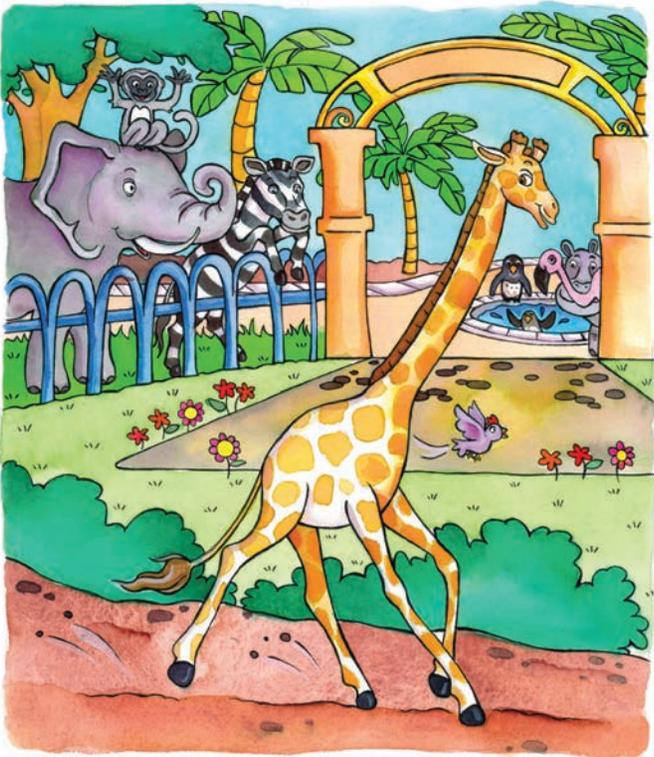
I wish I could
read and write.

6



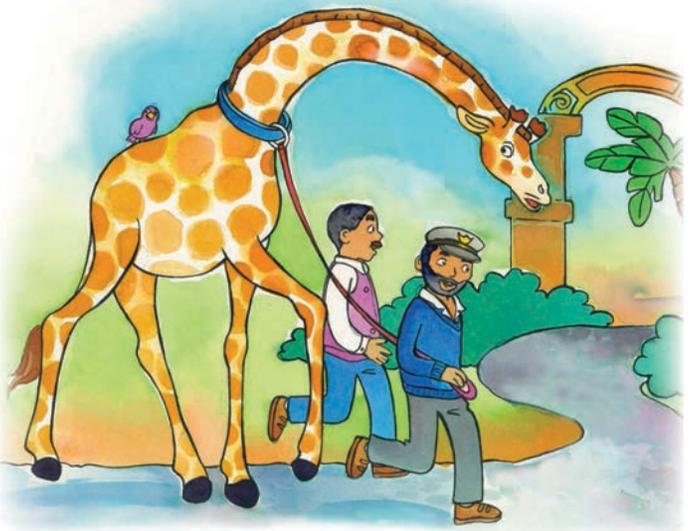
What's this?
Can I eat it?

3



I want to go to school.

2



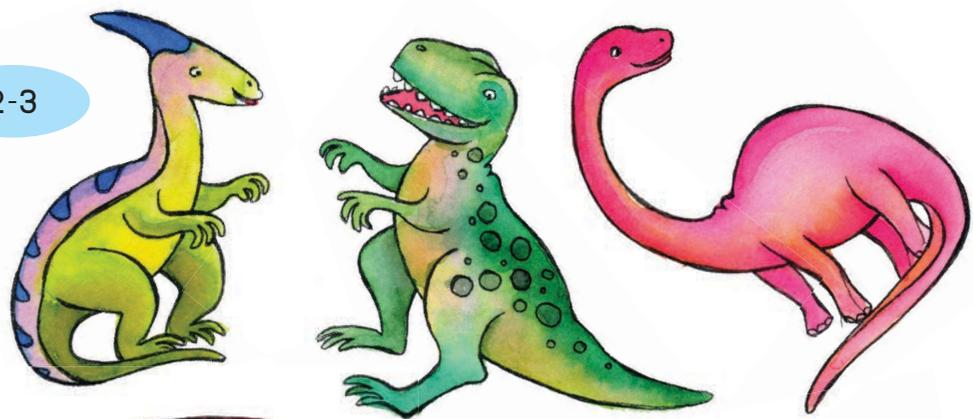
It's home time Mr Jerry.
Come with us.

7

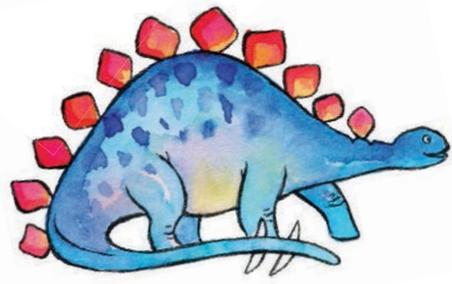
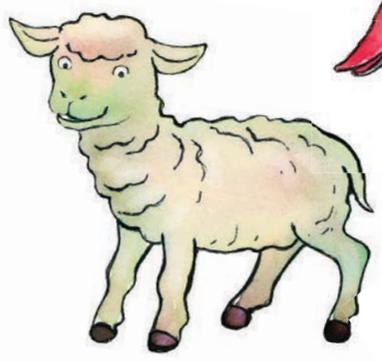


STICKERS
GRADE R BOOK 4

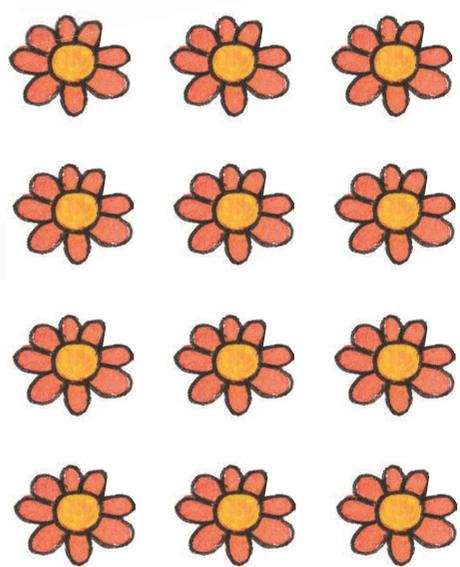
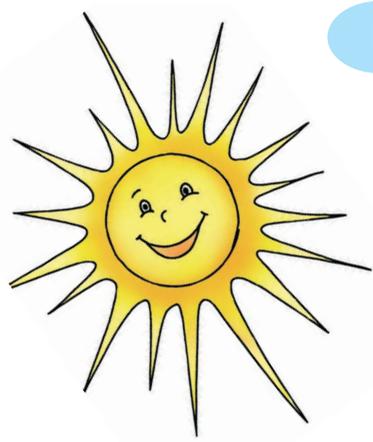
2-3



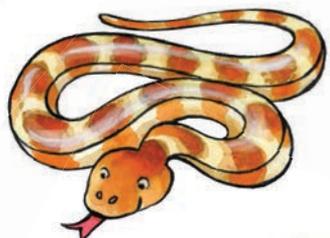
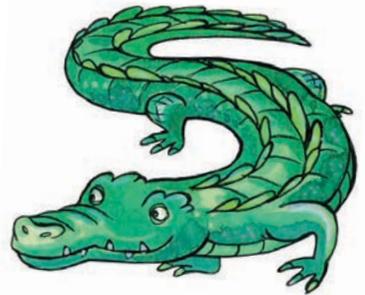
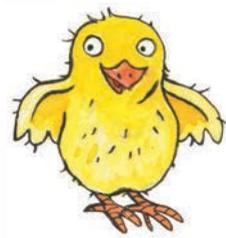
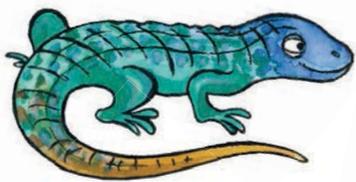
10



11



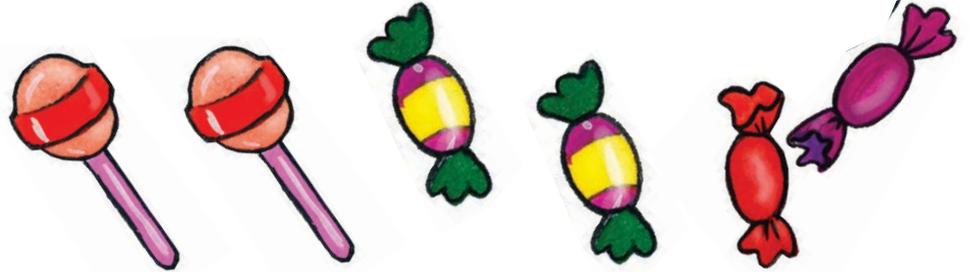
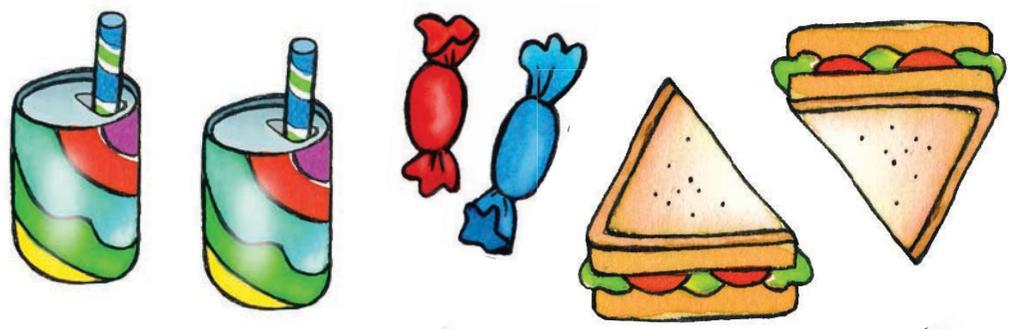
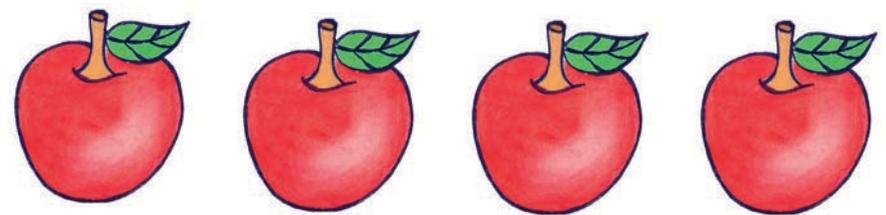
12-13



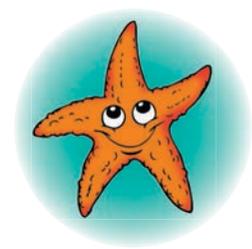
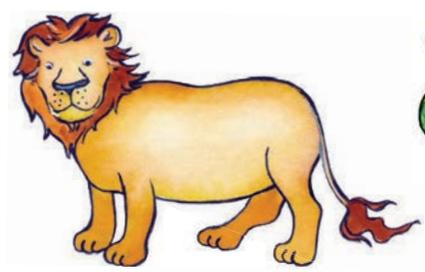


14

20



23





46-47

