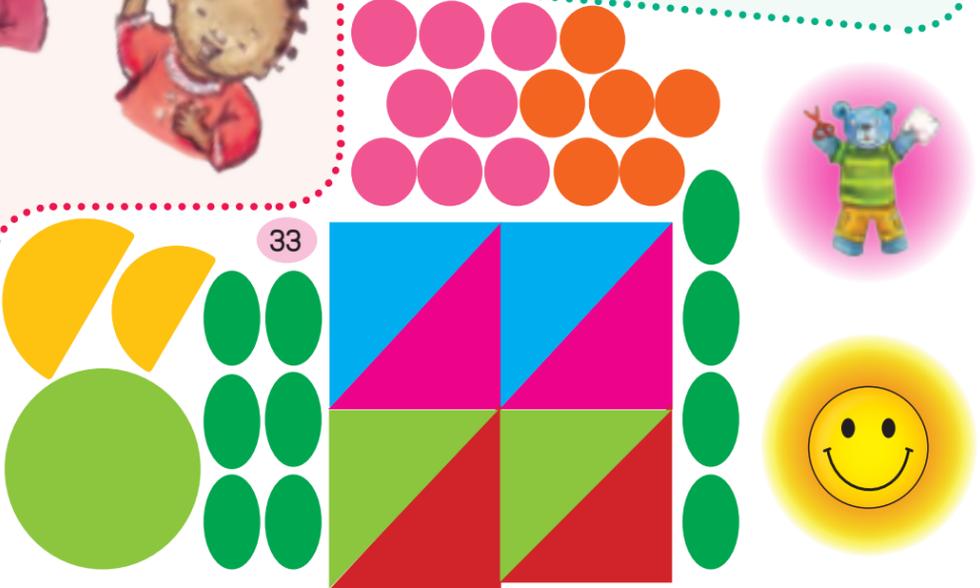
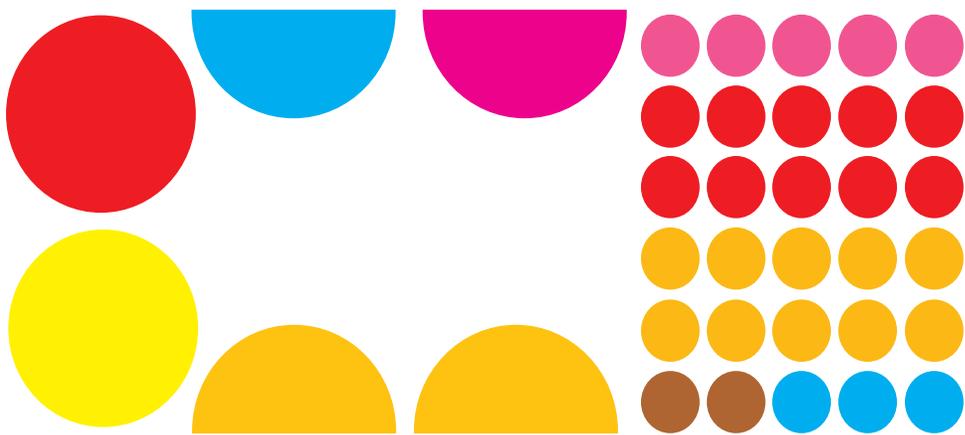
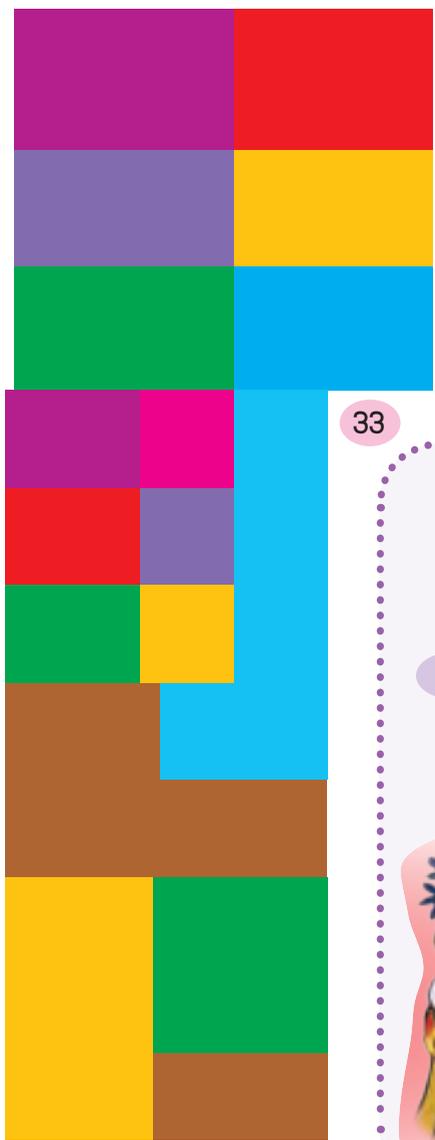


STICKERS

GRADE R BOOK2



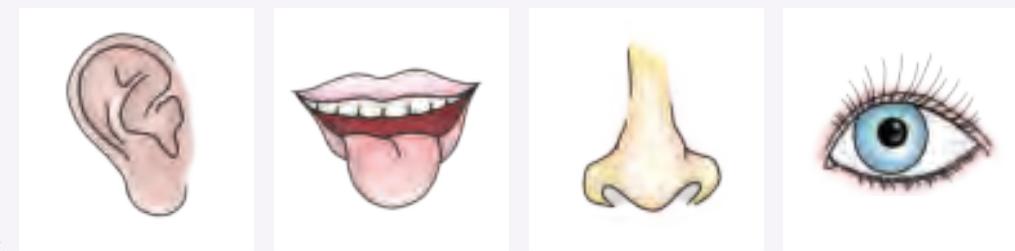


33

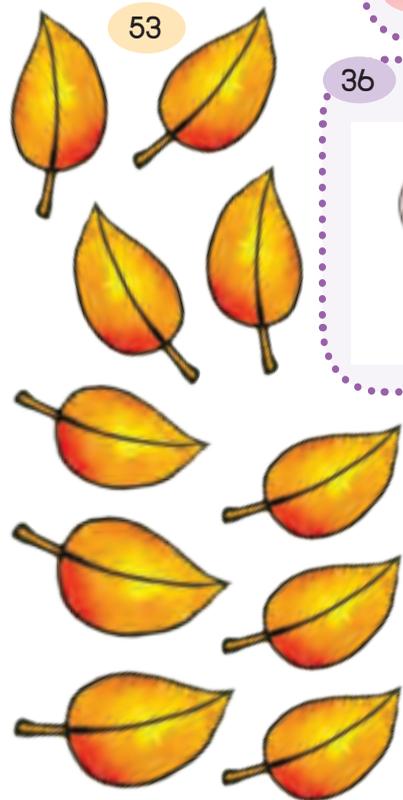


35

36



53



50-51



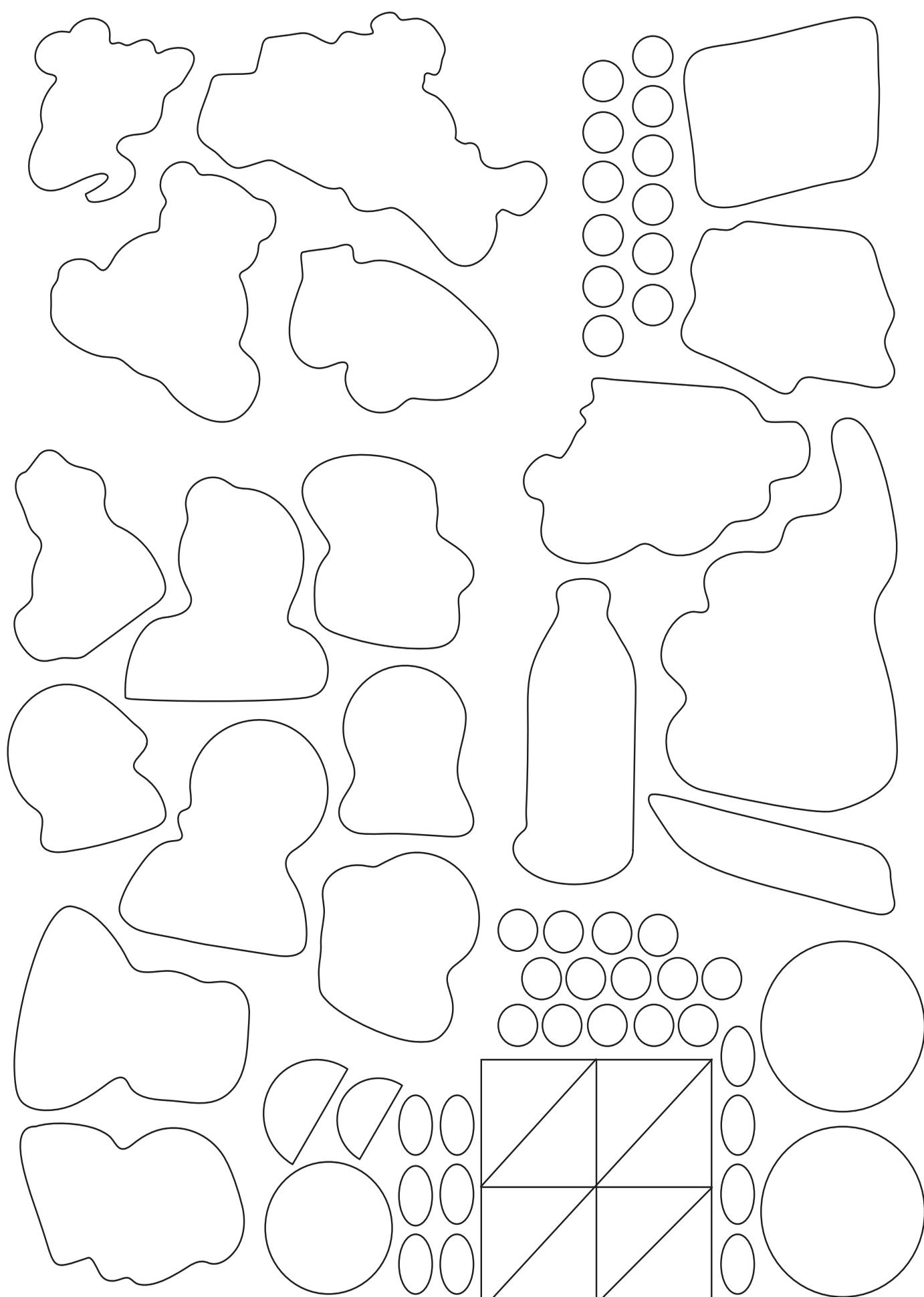
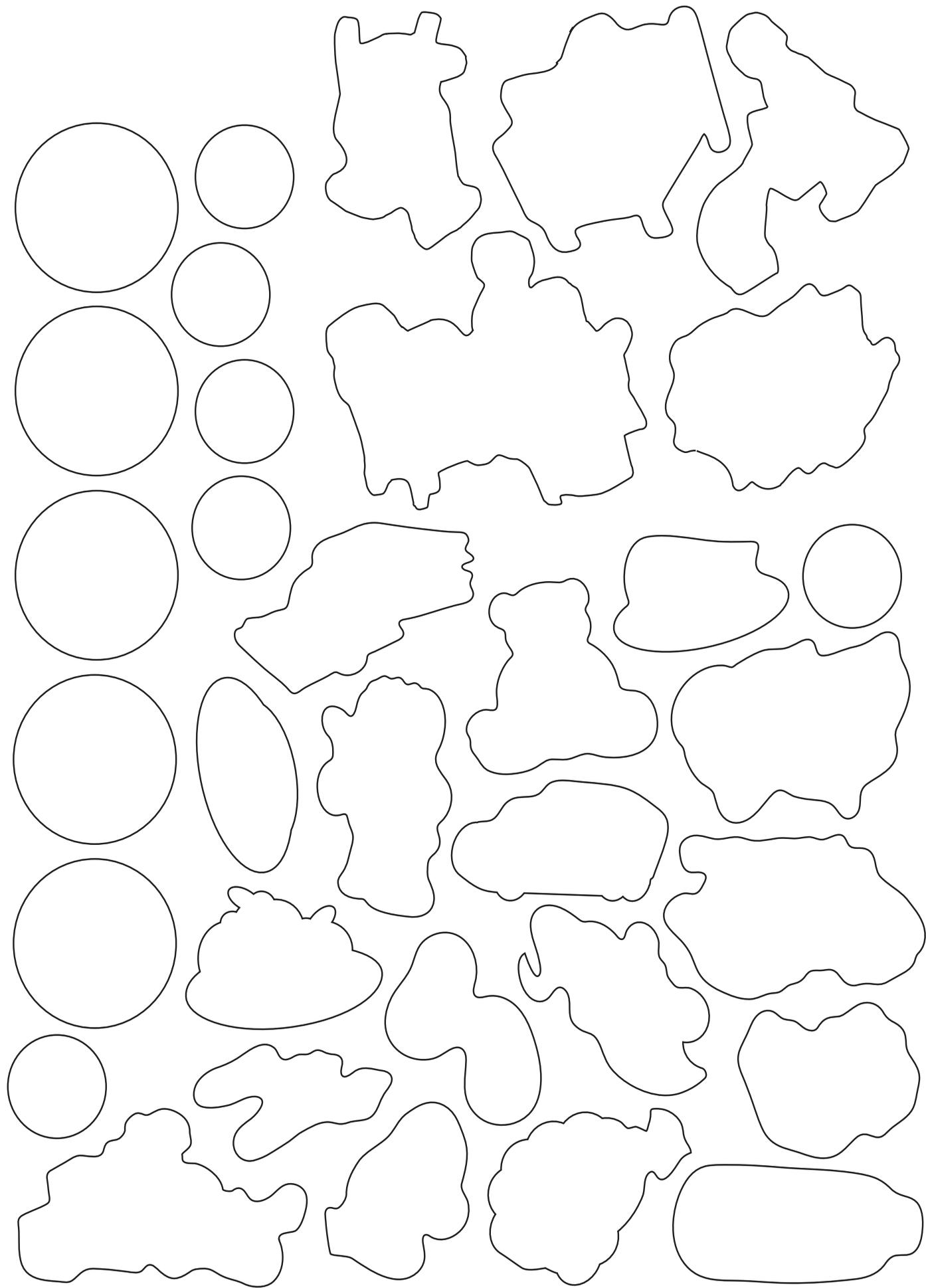
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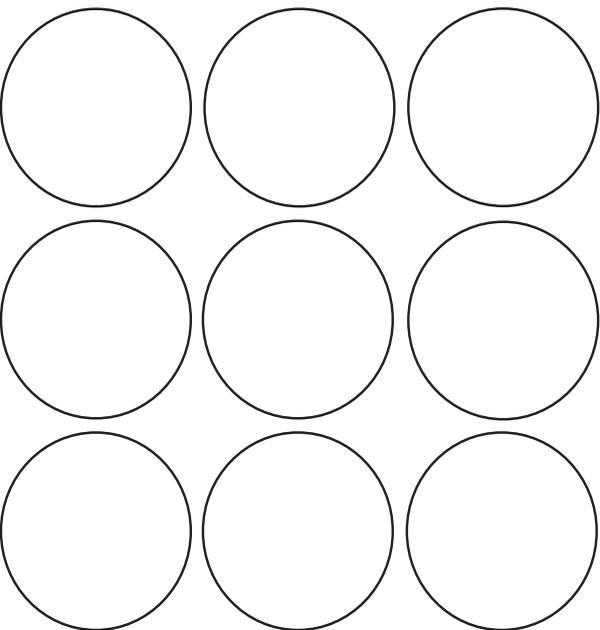
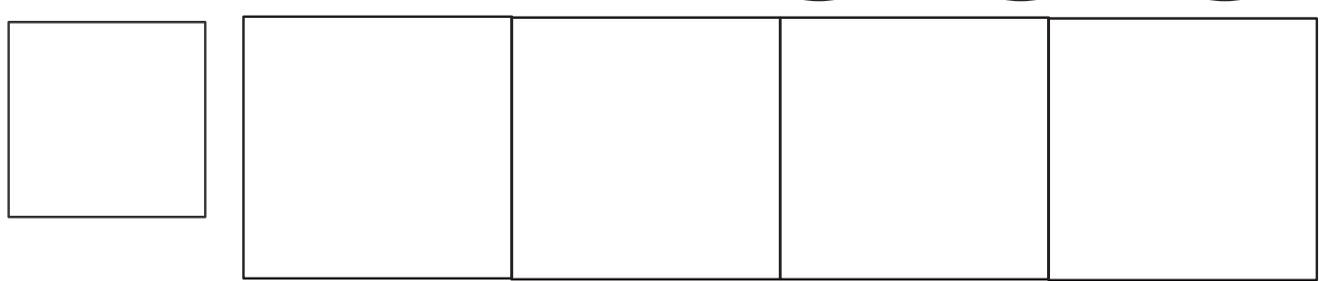
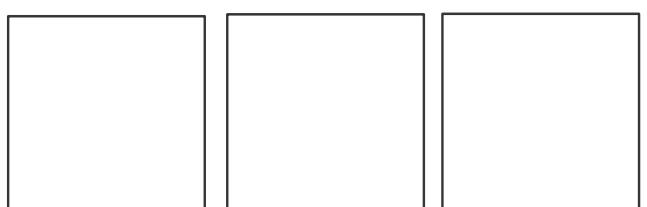
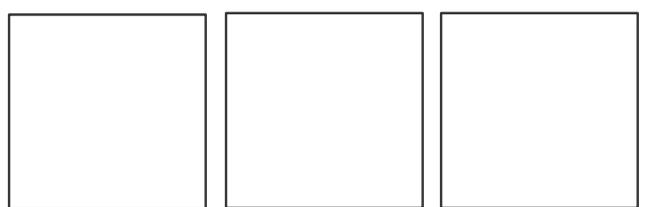
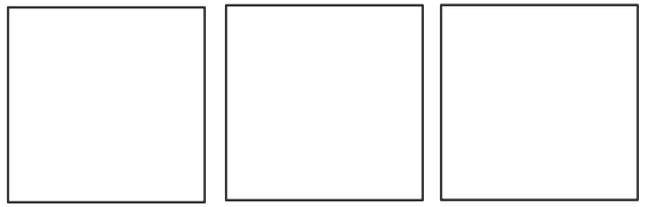
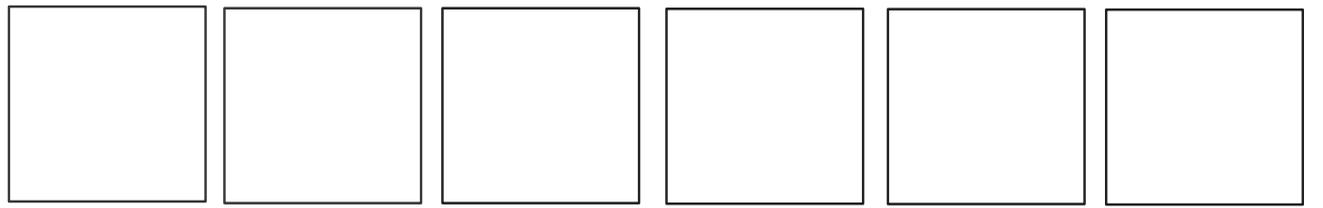
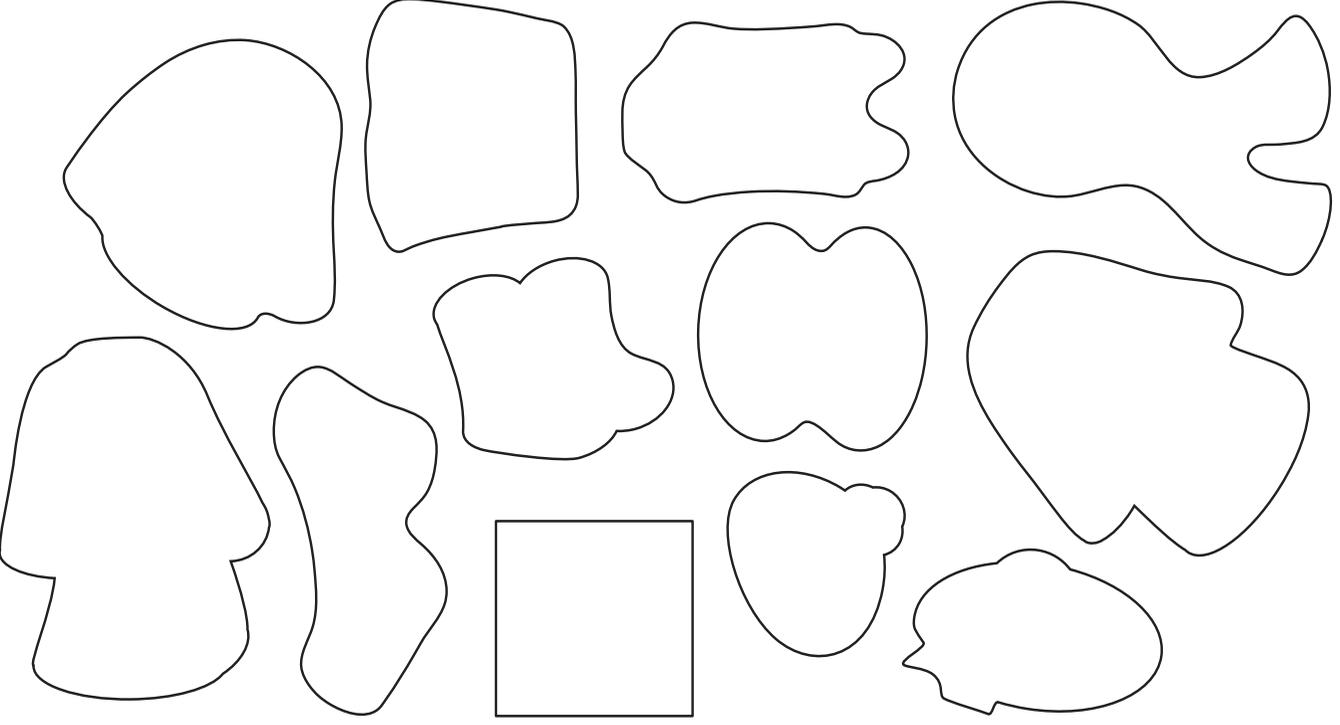
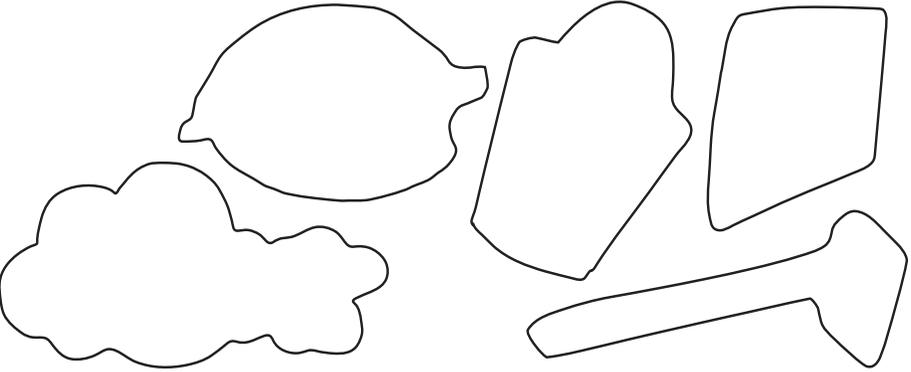
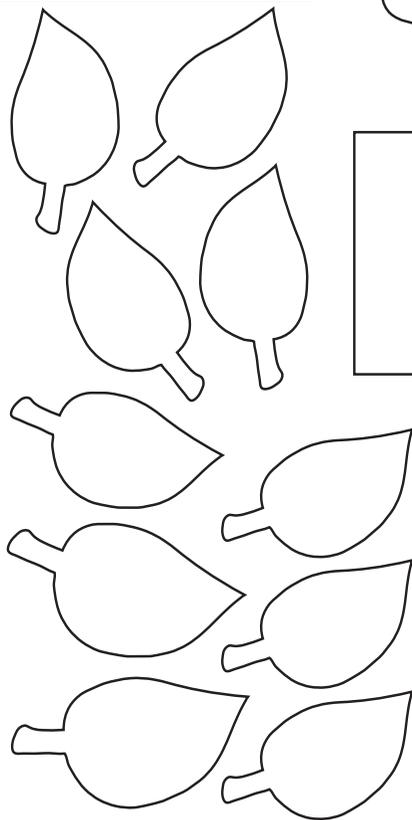
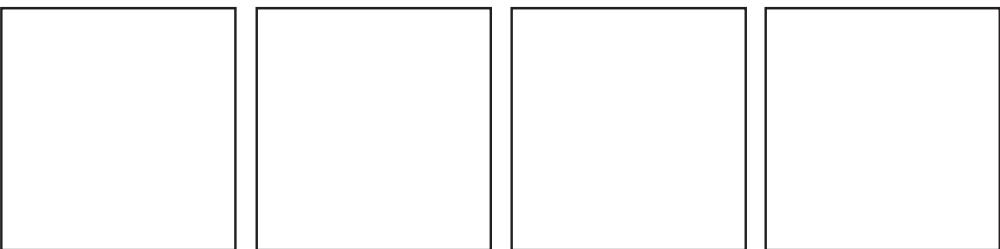
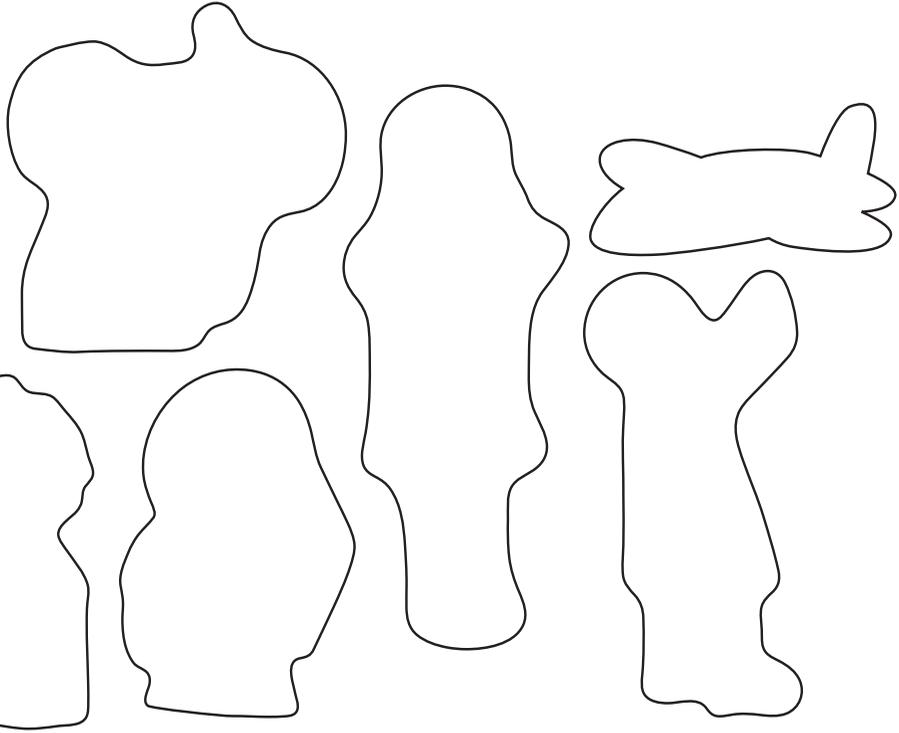
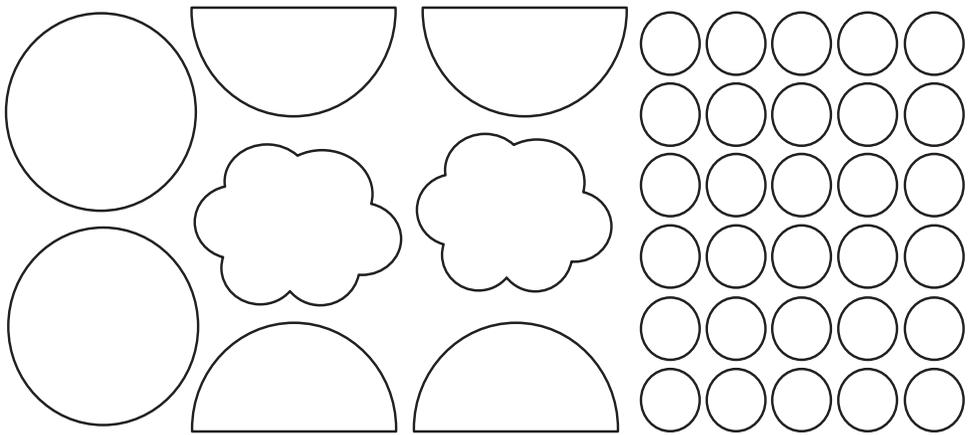


47



46





Grade **R** INTEGRATED

- Literacy
- Numeracy
- Life Skills

W o r k b o o k

in ENGLISH

1	My home	2
2	Safety	14
3	My family	24
4	Senses	34
5	Weather	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

2

Term 2



My Home

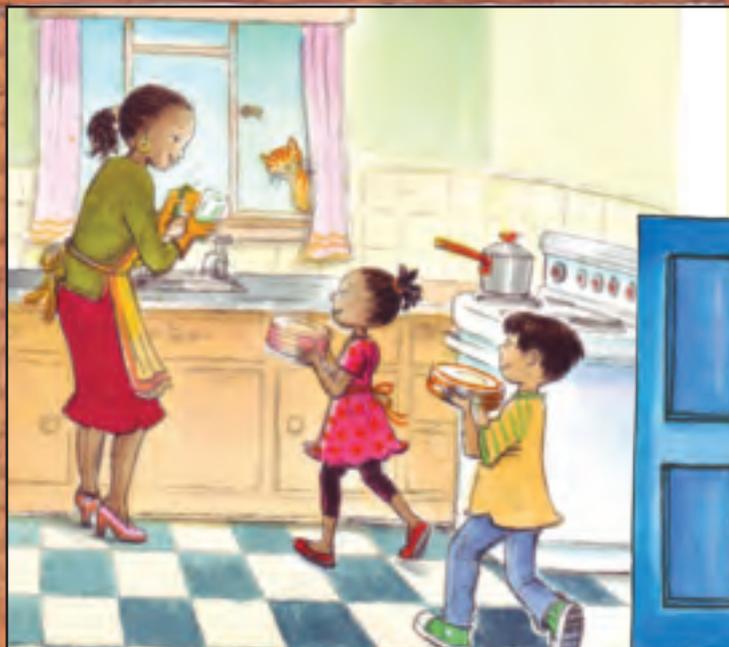


Paste the stickers in the correct spaces.



Let's talk

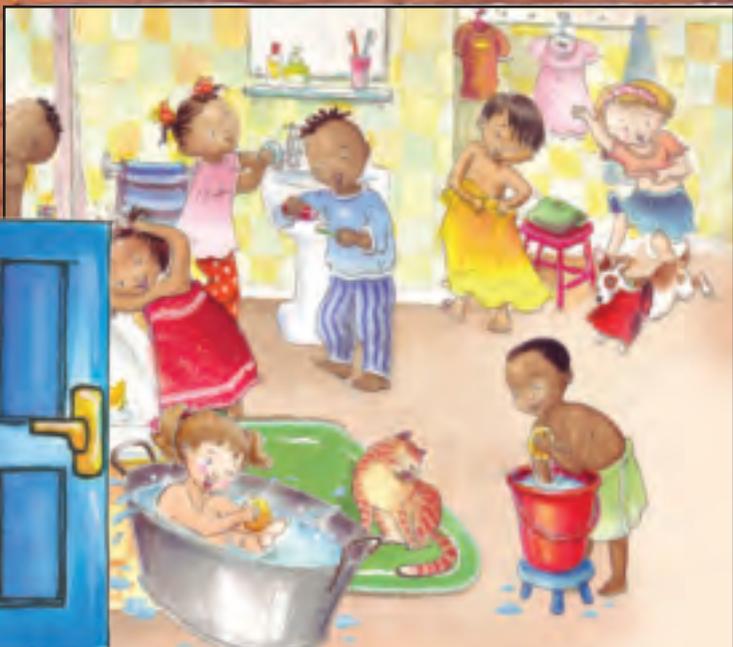
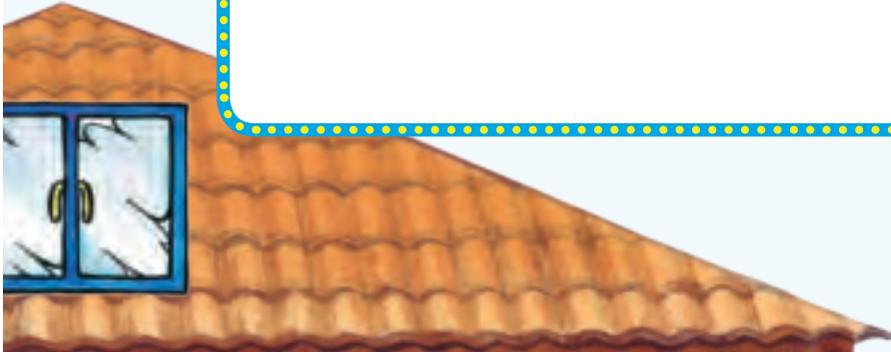
Paste in the stickers and then talk about what these children are doing. How do you help at home? What do you do at home that is fun?





My name is:

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



TEACHER: Sign Date





Let's write

Tidy up this room. Use the stickers and put the toys in the box, the clothes in the cupboard and the food in the fridge.



toy box



cupboard



1.2

Paste the stickers in the correct spaces.



fridge



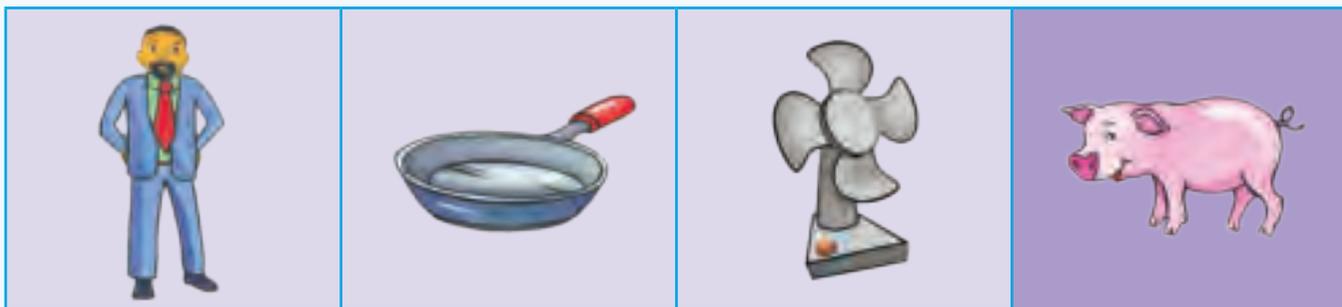
TEACHER: Sign _____ Date _____





Let's read

Say what each picture is. Listen to the sounds and then say why the picture in the last block in each row sounds different. Then cut out the matching pictures from the cutout page and match them to these.

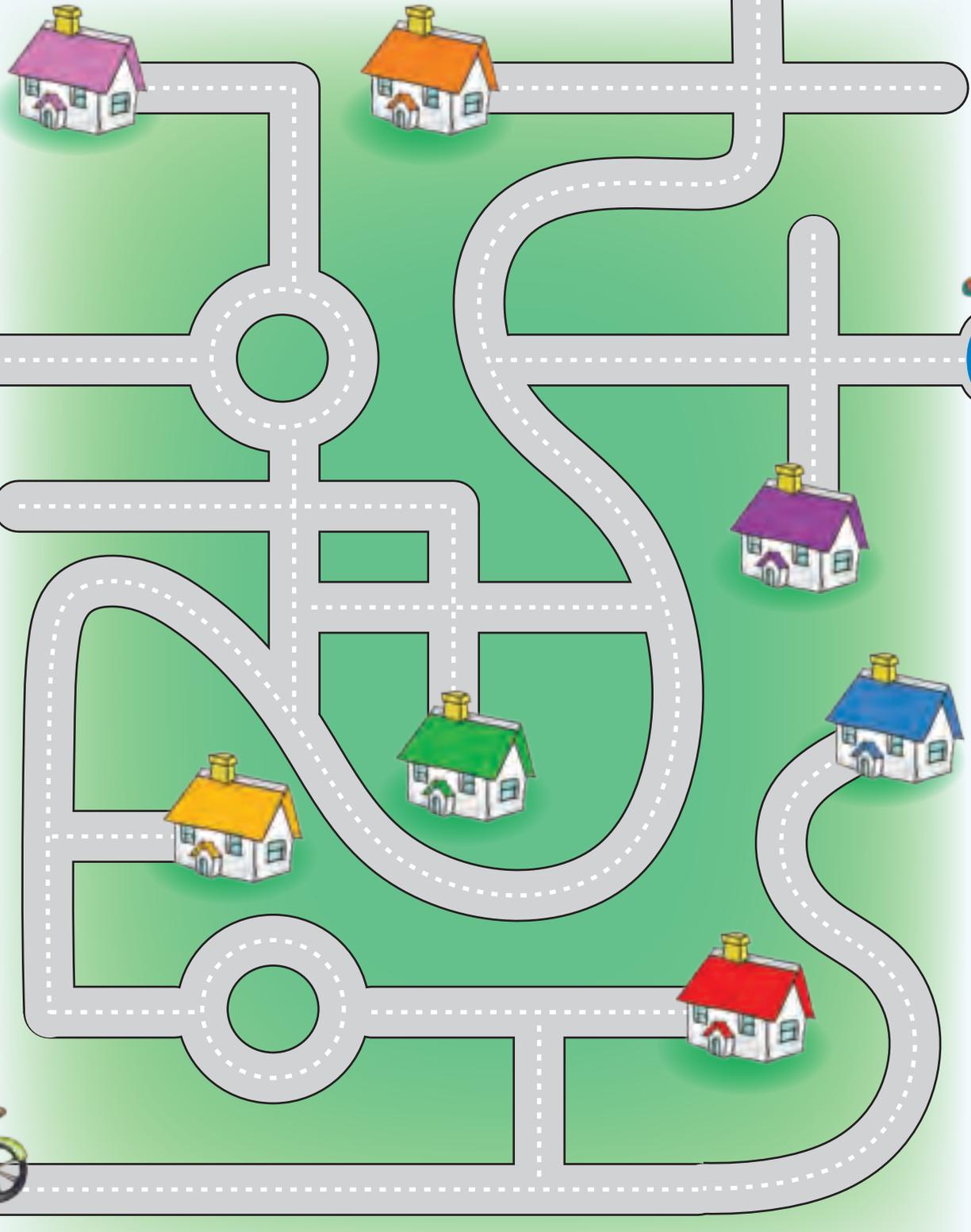


1.4



Let's do

Use different colours and help each of the children to get home safely.



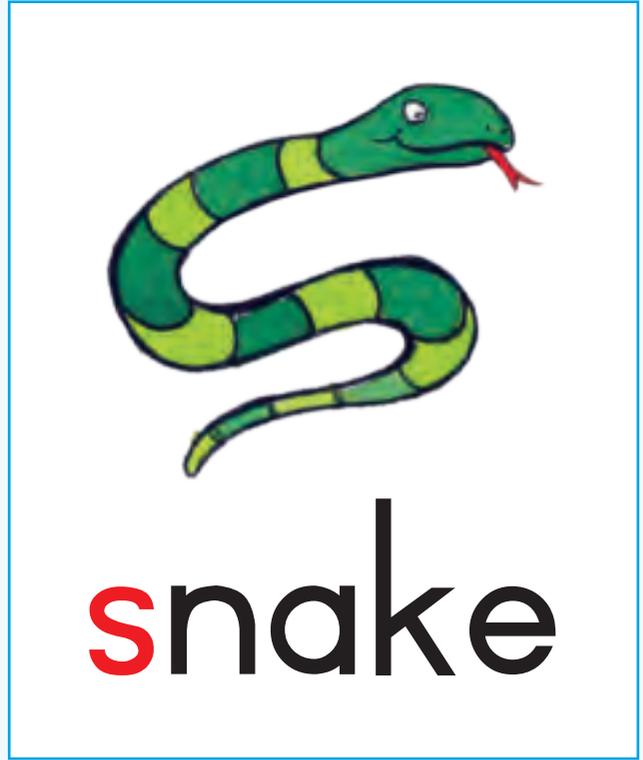
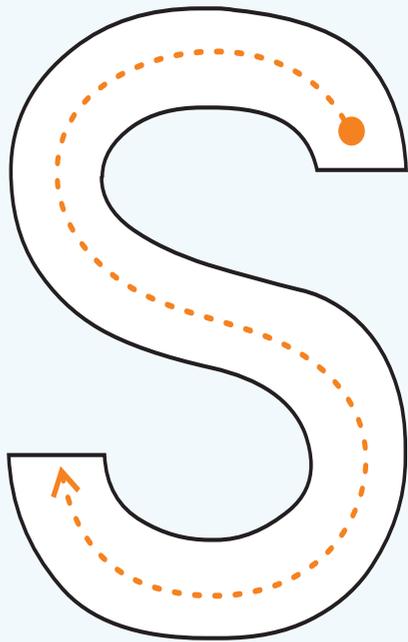
TEACHER: Sign Date



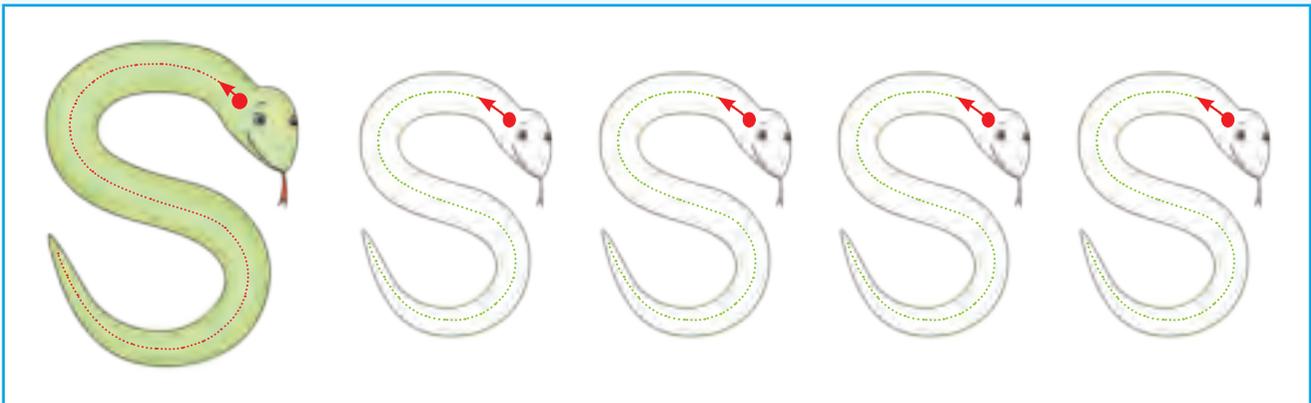


Let's write

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

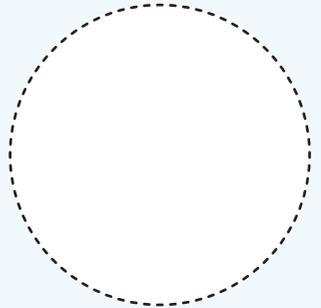


Trace the snakes to form the letter S.



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

Large empty rectangular box for writing a name.





Let's write Fill in the letter **S** and listen to the sound as you say the words aloud.



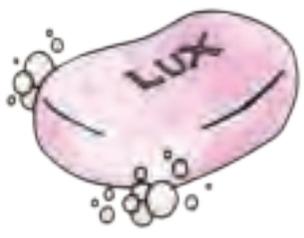

 s o c k **s**



 s t a r **s**



 s a l t



 s o a p



 s u n



 s e a l

TEACHER: Sign Date

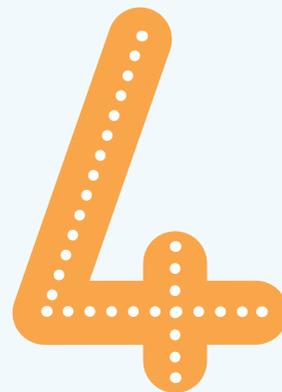
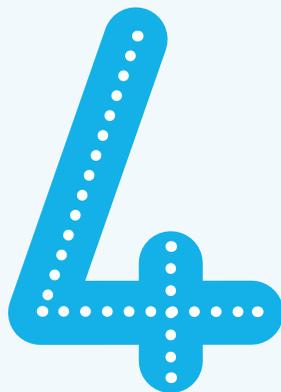
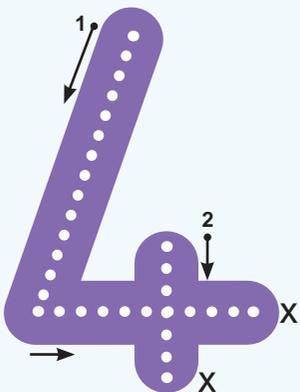




Let's count

Circle the blocks that have 4 items in them.
Clap your hands 4 times when you see 4 items.

 Practise the number 4.



1.8



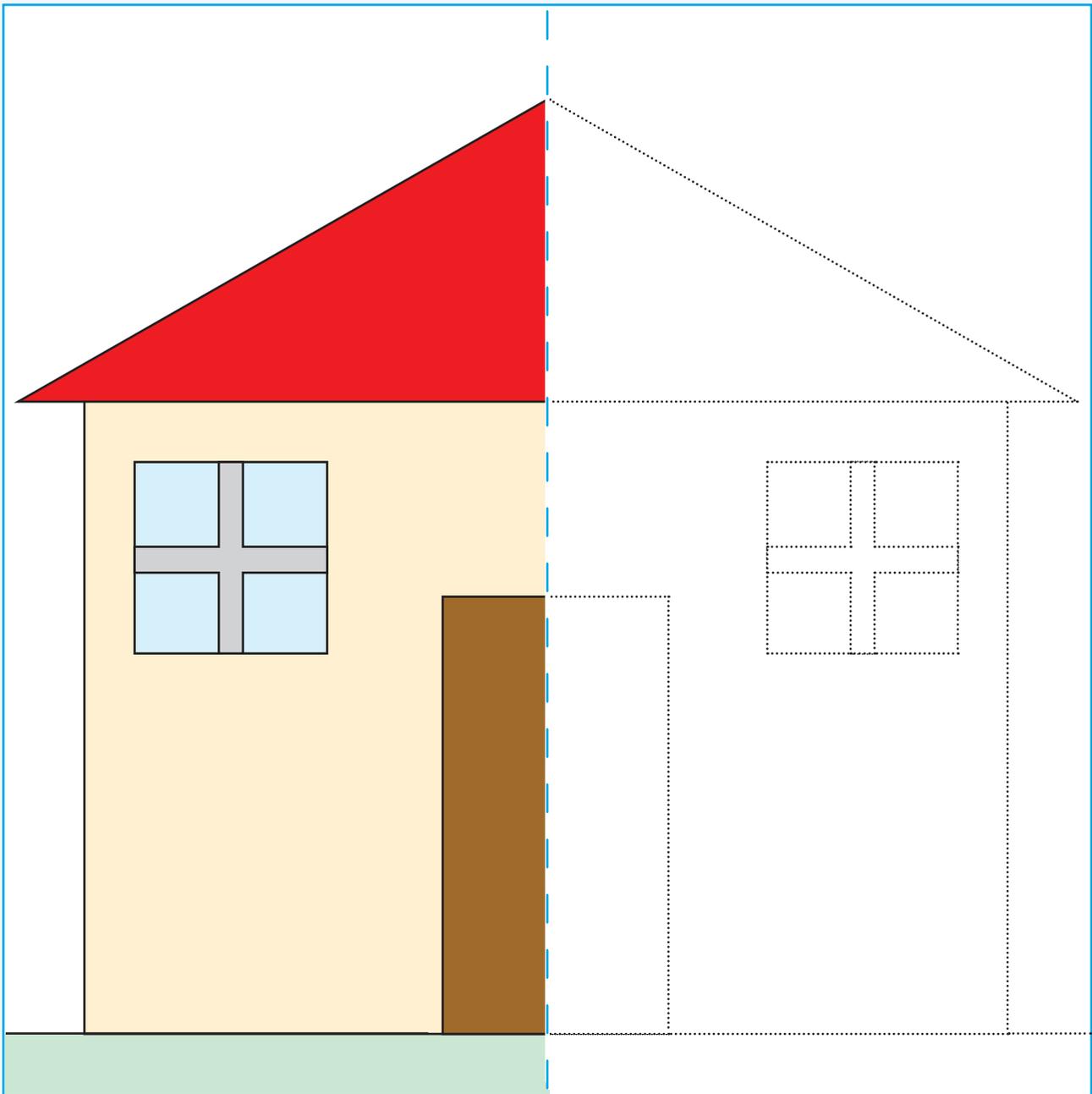
My name is:

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



Let's write

Trace and colour the other part of the picture.



TEACHER: Sign

Date



Let's sing



This Is The Way

This is the way we wash our clothes,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early **Monday** morning.

This is the way we iron our clothes,
Iron our clothes, iron our clothes,
This is the way we iron our clothes,
So early **Tuesday** morning.

This is the way we sweep the floor,
Sweep the floor, sweep the floor,
This is the way we sweep the floor,
So early **Wednesday** morning.

This is the way we wash the pots,
Wash the pots, wash the pots,
This is the way we wash the pots,
So early **Thursday** morning.

This is the way we clean the house,
Clean the house, clean the house,
This is the way we clean the house,
So early **Friday** morning.

This is the way we bake our cakes,
Bake our cakes, bake our cakes,
This is the way we bake our cakes,
So early **Saturday** morning.

This is the way we go to church,
Go to church, go to church,
This is the way we go to church,
So early **Sunday** morning.



Let's talk



Talk about the jobs
you do at home.



Let's do

Paste the stickers in the correct places on the box.

Paste the stickers in the correct spaces.

on top

inside

in front

next to



My name is:

Large empty box for writing a name, with a decorative border.

TEACHER: Sign Date





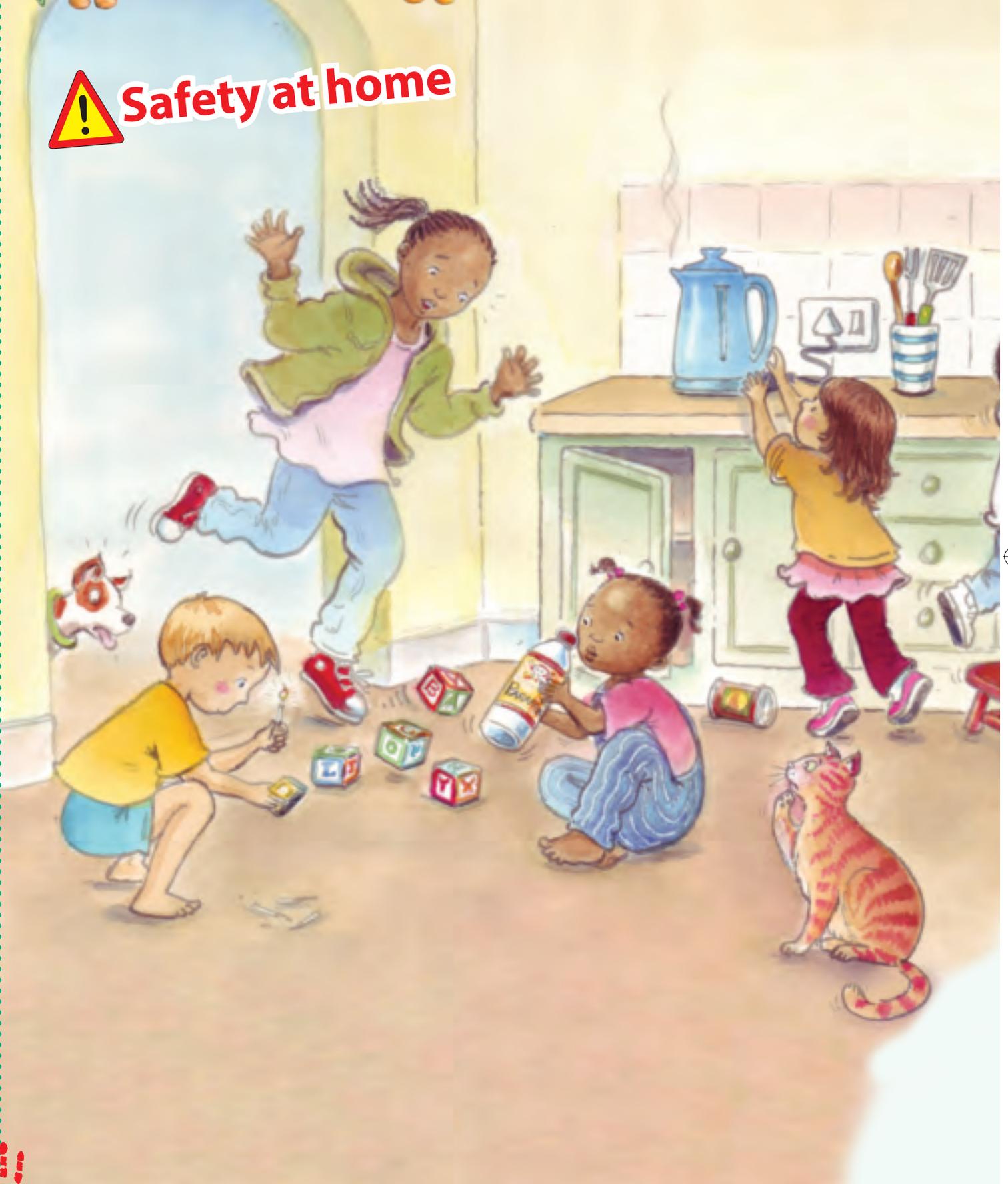
2

Safety



Safety at home

Term 2 – Week 1–5

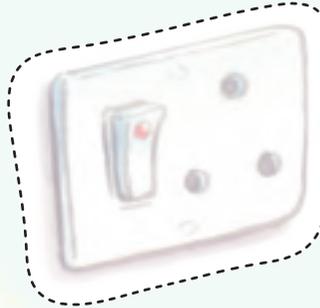
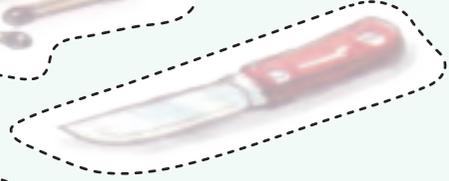




Let's talk

Look at these stickers and say what you must do with these items to stay safe.

Paste the stickers in the correct spaces.



Let's talk

Look at the picture and say what these children are doing that is dangerous.

Put a red sticker to show what they are doing that is unsafe.

What do you do at home that is unsafe?

What do you do outside the home when playing that is unsafe?



TEACHER: Sign

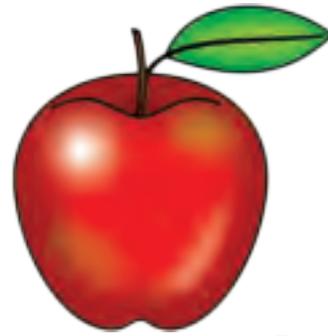
Date





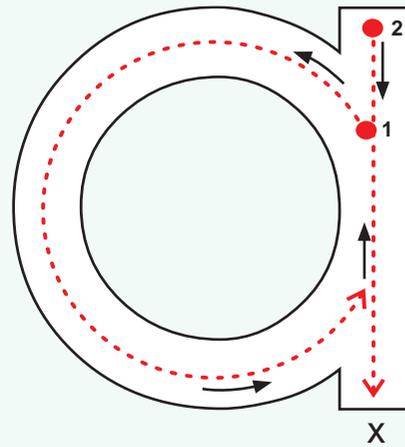
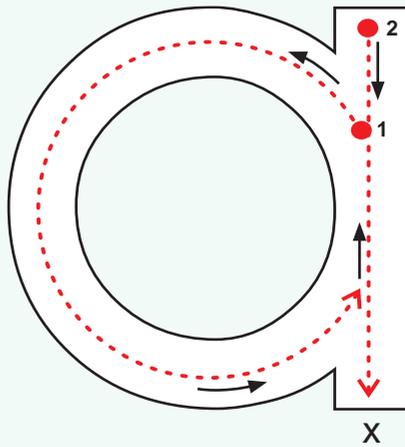
Let's write

a

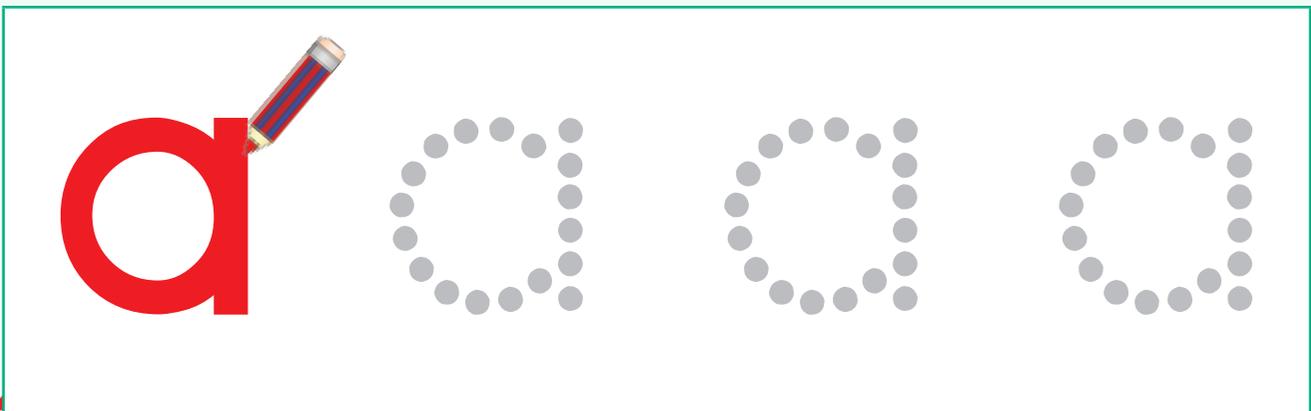


apple

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

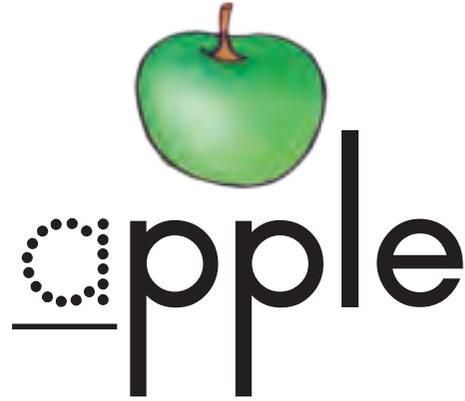
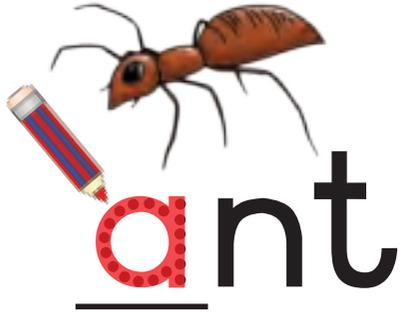


Trace the letters.

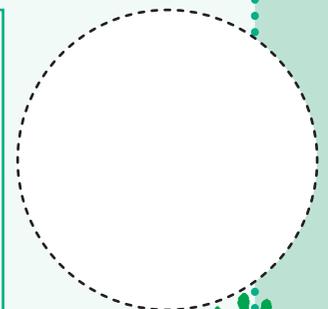




Let's write

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

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

TEACHER: Sign Date



Let's do

Trace the circles and then colour the robot in the correct colours.



Let's talk

Tell your friend what these signs mean.



2.4



Let's do

Your teacher will write your parent's phone number in this space. Now press the numbers on the phone.

Empty boxes for writing a phone number.

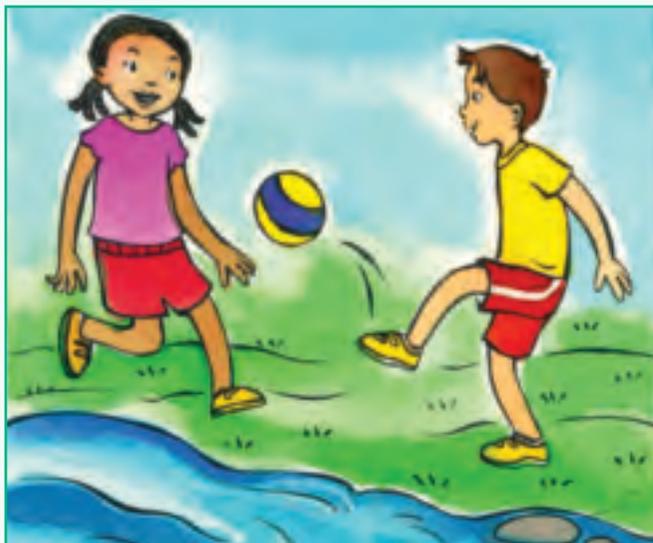
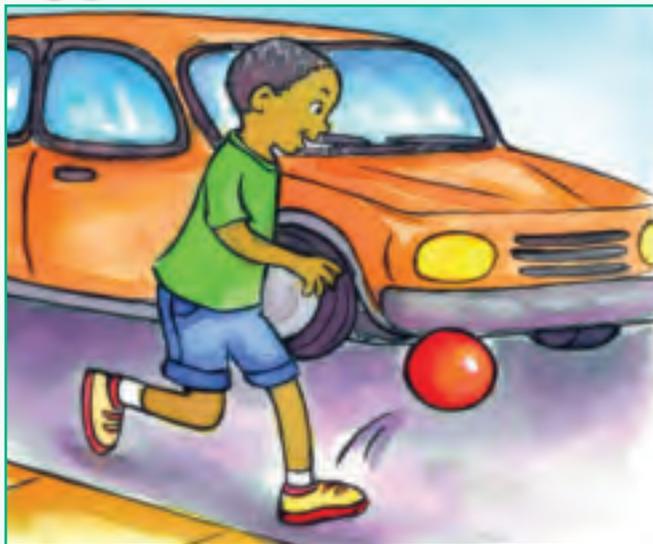


Safety outside



Let's talk

Look at these pictures. Talk about why it is unsafe to play in these places.



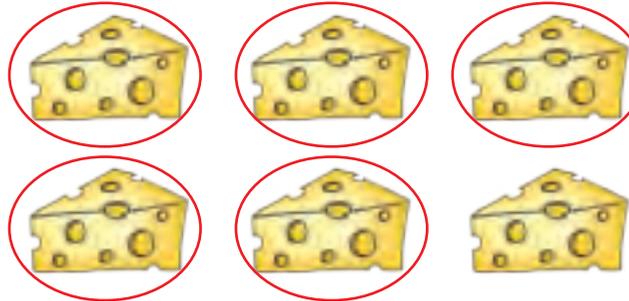
TEACHER: Sign _____ Date _____





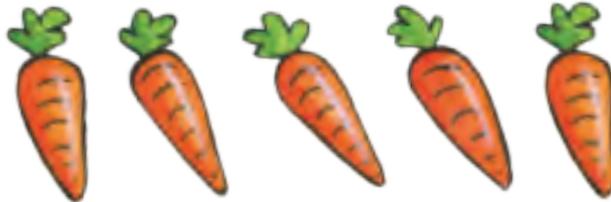
Let's count

The mouse wants 5 pieces of cheese. Circle the correct number and trace the number.



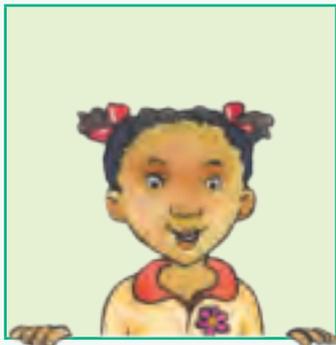
5

The rabbit wants 5 carrots. Circle the correct number and trace the number.



5

The girl wants 5 cupcakes. Circle the correct number and trace the number.



5

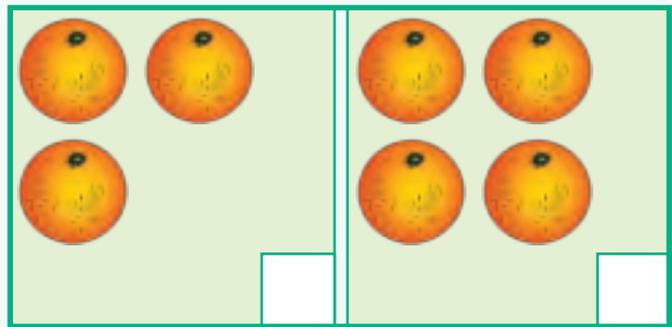
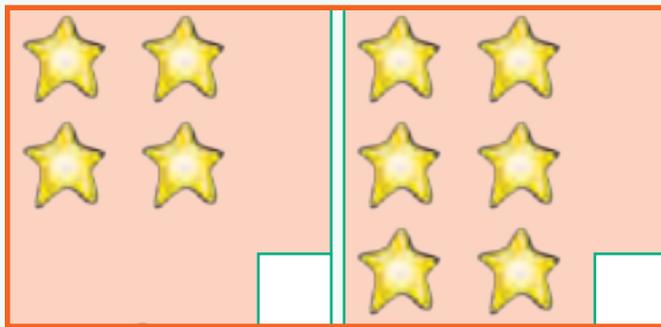
Practise the number 5.





Let's count

Count the items in each box. Say which box has more than the other.



Let's write

Find and circle the picture that is the same as the picture in the first box.



2.7



Let's write

Trace the **a** and the **s**.



Let's write

Do the words start with an **a** or with an **s**? Trace the correct letter.



Let's count

Count how many animals there are in each row.
Then colour the dots and trace the number.

--	--

--	--

--	--

--	--

--	--

TEACHER: Sign Date





My Family



Paste the stickers in the correct spaces.

Term 2 – Week 6–10





My name is:

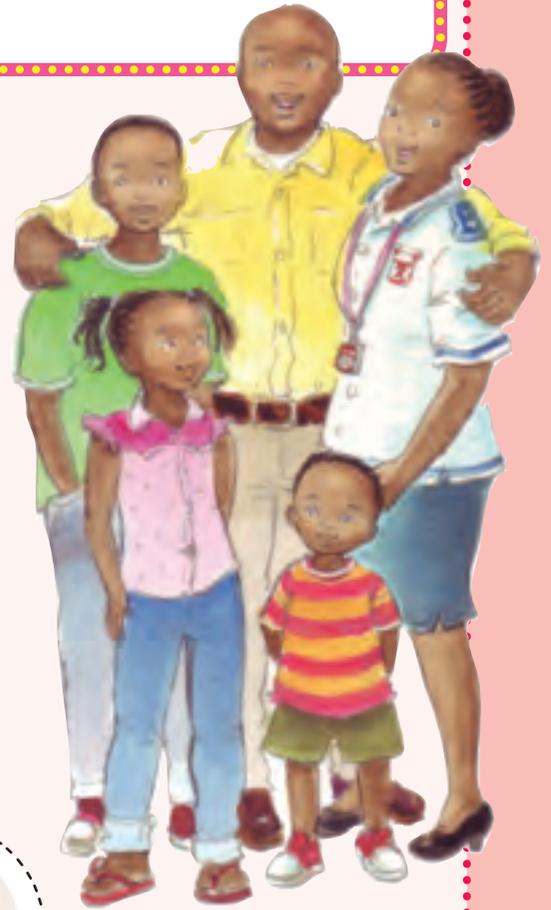
Large empty rectangular box with a dotted border for writing a name.



Let's talk

Look at the picture and say what people are in this family.

Talk about your family?
How many brothers and sisters do you have?



TEACHER: Sign Date

3.1



Let's do

Draw a picture of you with your family.
Write your name.



My name is:

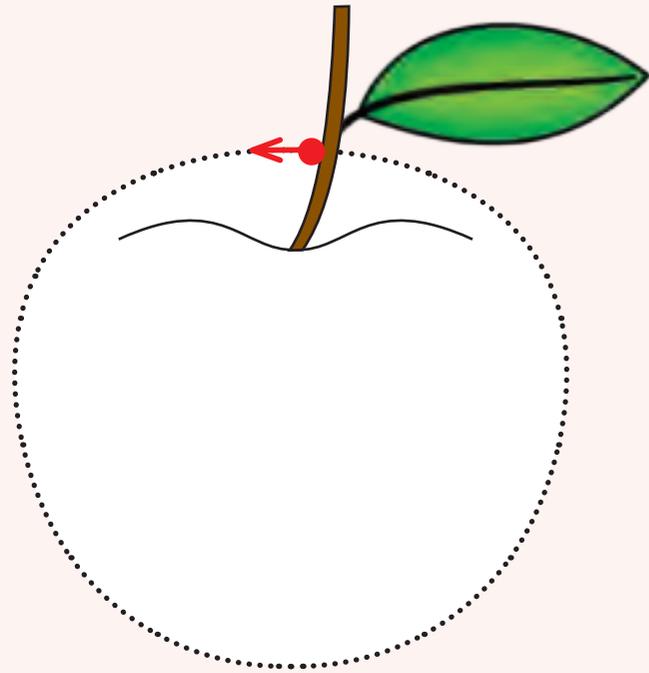
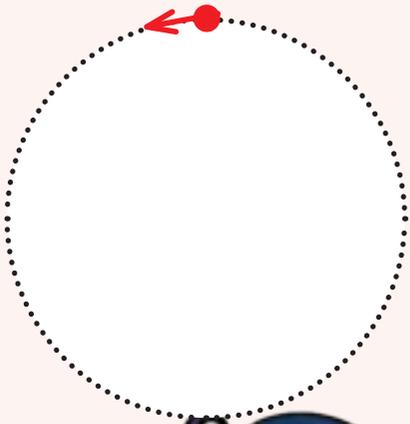
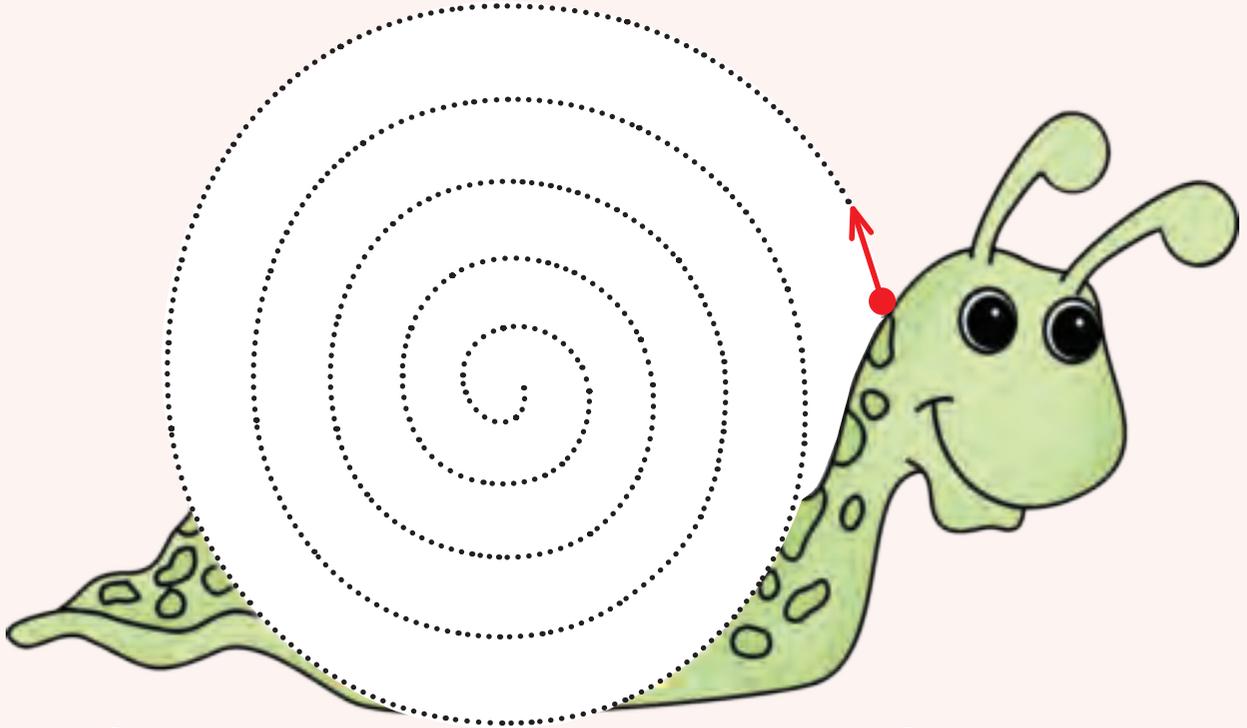


3.2



Let's write

Trace the dotted lines and then colour the pictures.



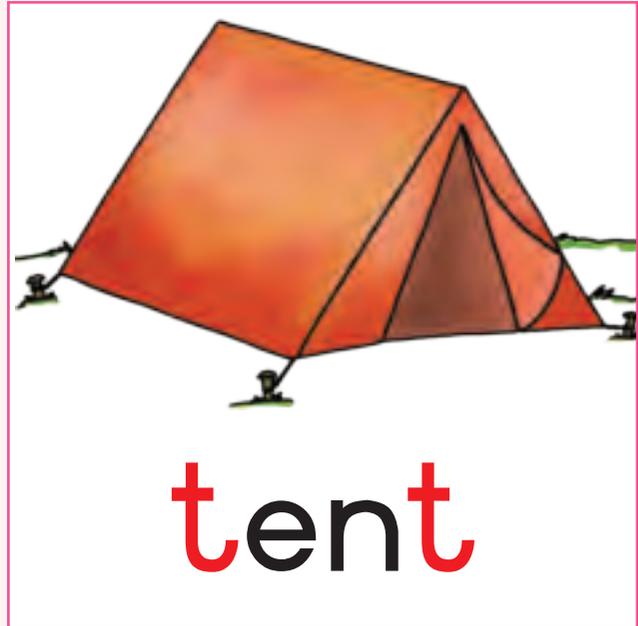
TEACHER: Sign

Date

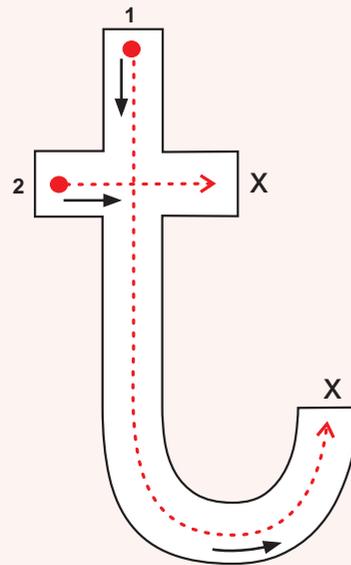
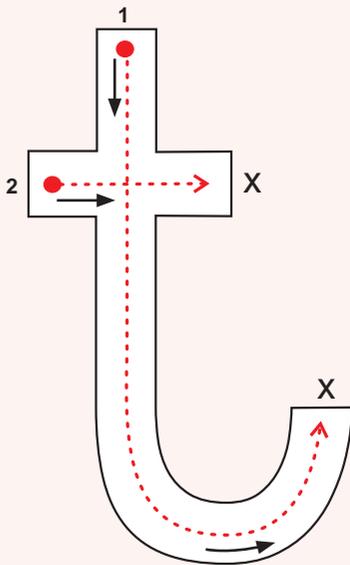


Let's write

t



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



Trace the letters.

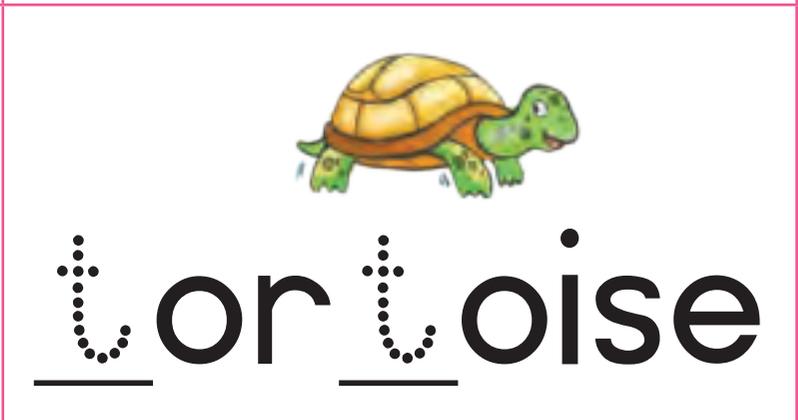


3.4



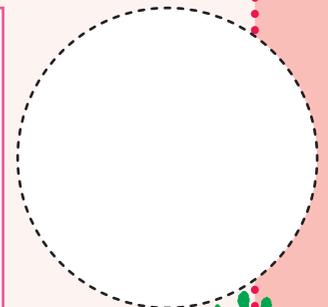
Let's write

Fill in the letter **t** 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.



TEACHER: Sign

Blank box for teacher's signature.

Date

Blank box for the date.





Let's count

Draw a line to match the pictures with the correct number.
Then trace the number. Use your fingers to show each number.

1			
2			
3			
4			
5			





Let's do

Cut out and build the puzzle.



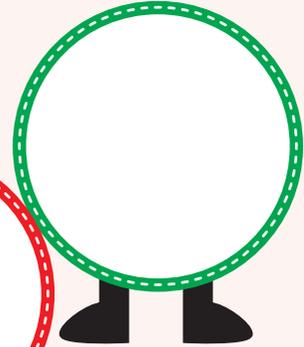
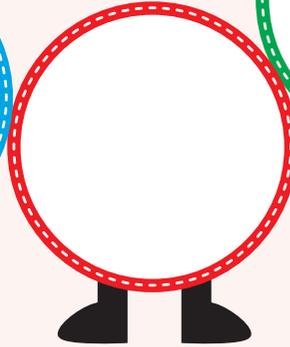
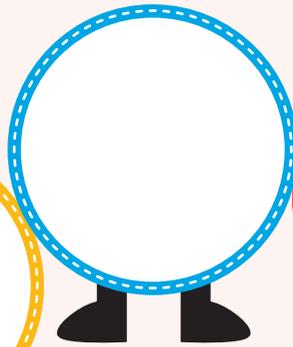
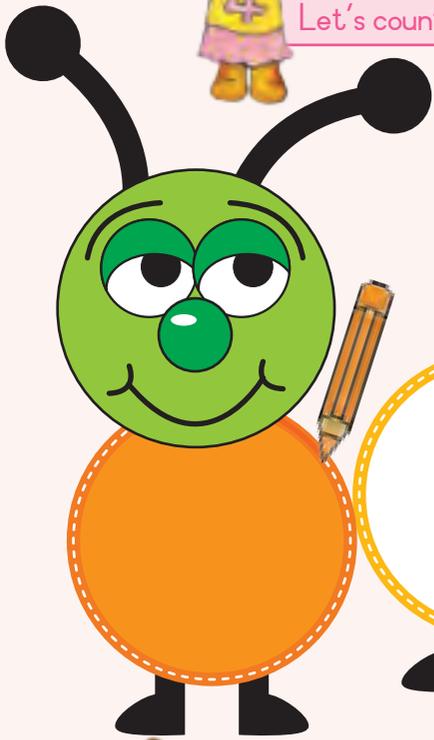




Let's count

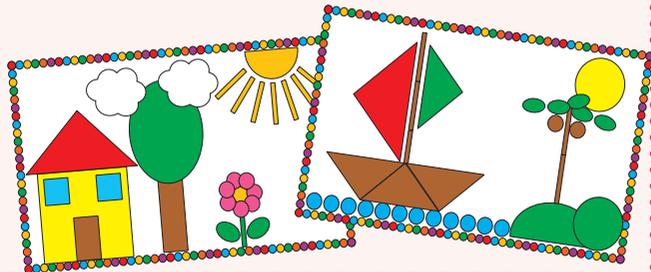
Trace the circles and then colour them in the correct colour.

Paste the stickers in the correct spaces.



Let's read

Now use your shape stickers and make your own picture.



TEACHER: Sign

Date



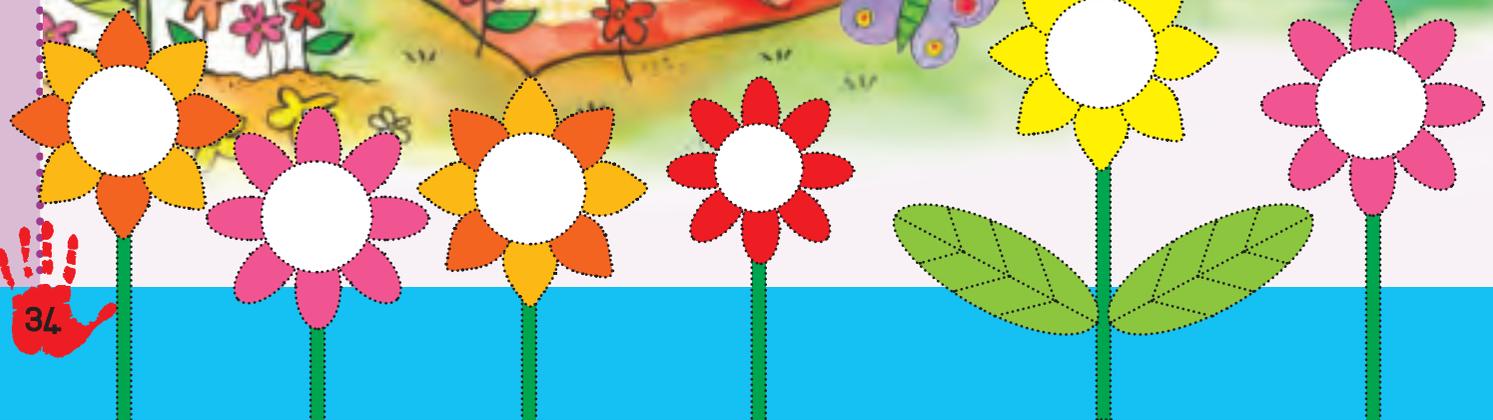
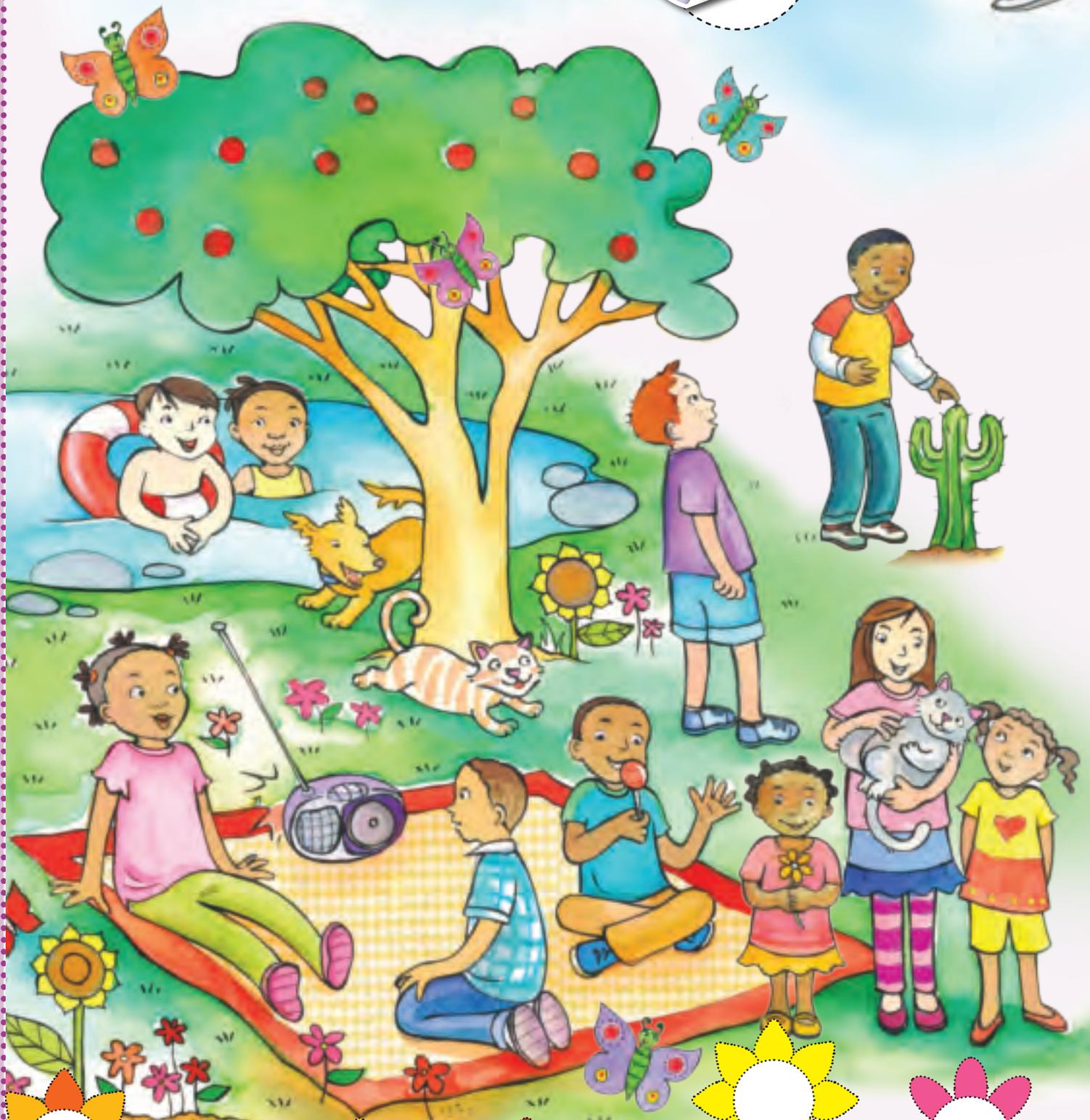


My senses



Paste the stickers in the correct spaces.

Term 2 – Week 6–10





taste



see



smell



listen

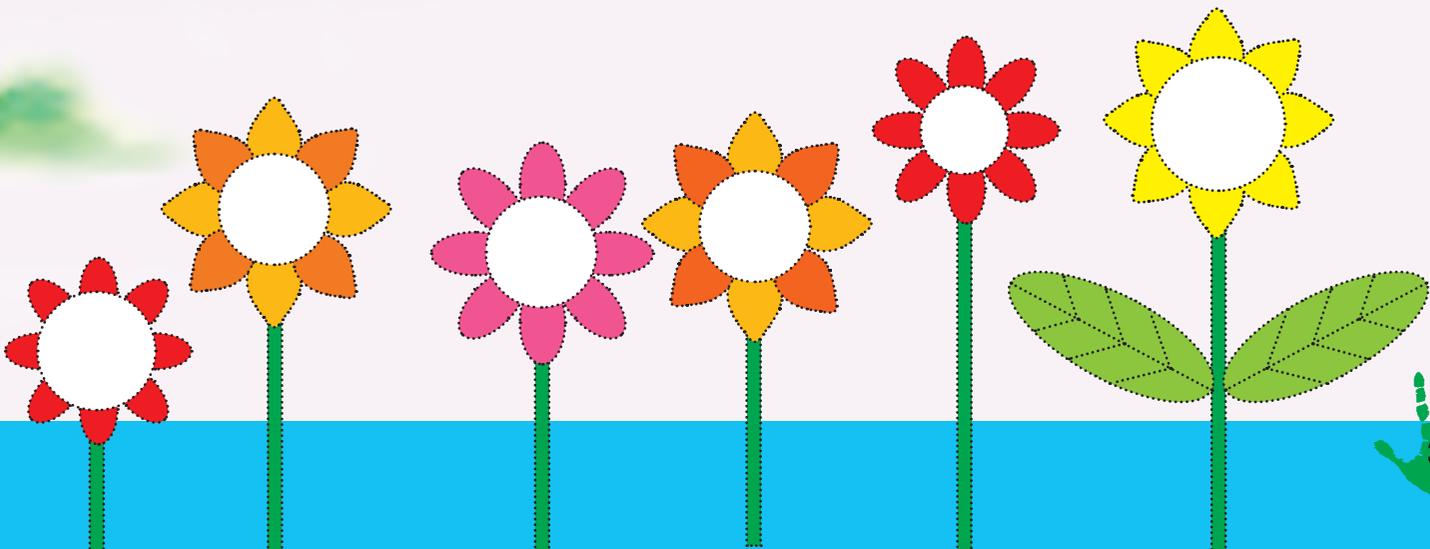


touch



Let's talk

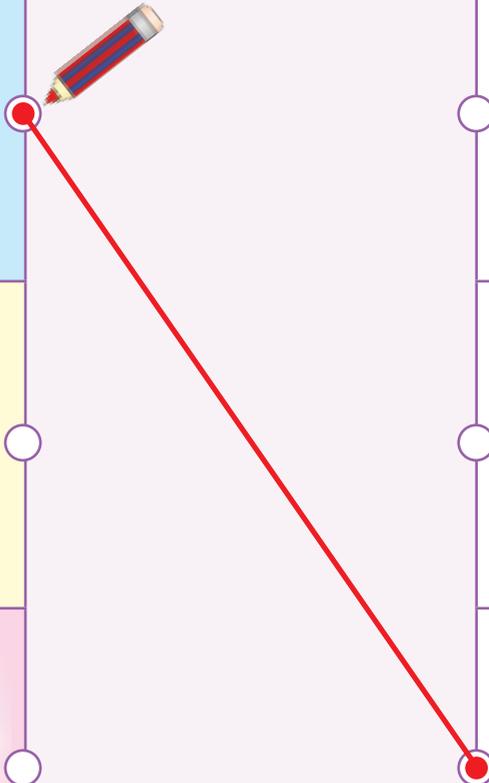
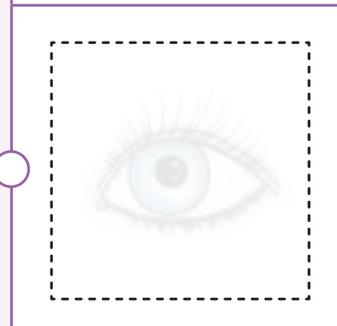
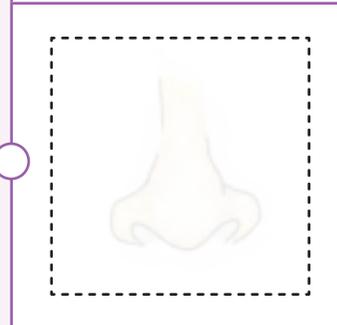
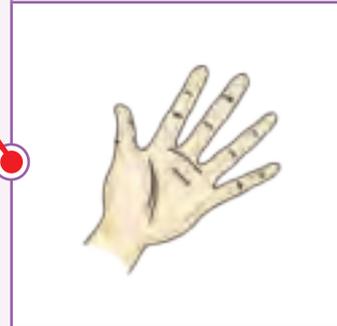
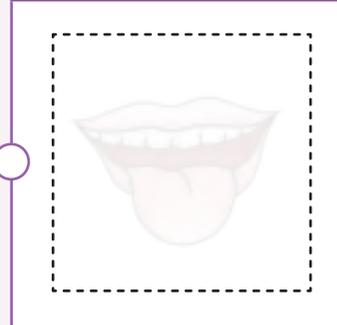
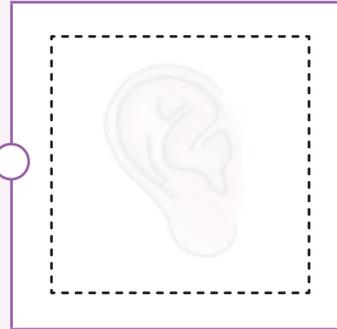
Look at the picture and talk about what the children are doing. Point to the children who are smelling, listening, looking and tasting.





Let's write

Paste in the correct sticker and then draw a line to match the action to the senses you will use.



4.2



My name is:



Let's do

What noise does it make? Make the sound then circle the things that make loud noises.



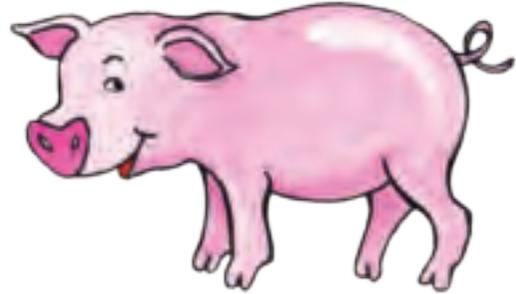
TEACHER: Sign

Date



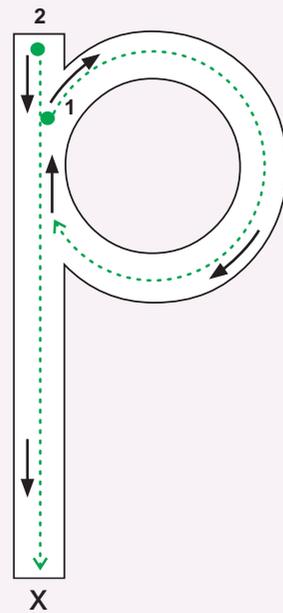
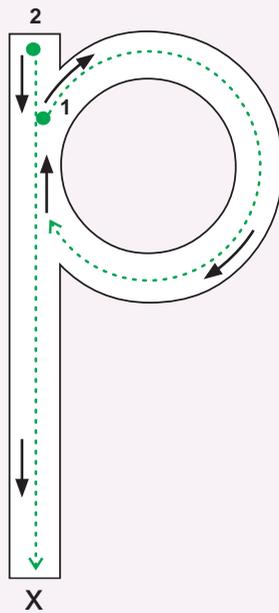
Let's write

p



pig

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



Trace the letters.

p



p

p

p

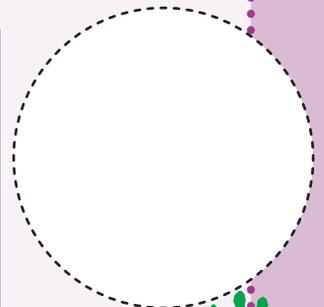


Let's write

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

 <p>pan</p>	 <p>pot</p>
 <p>pen</p>	 <p>paint</p>
 <p>pencil</p>	 <p>pear</p>

Write your name and then clap it according to the beat.
Now paste in a sticker for good work.



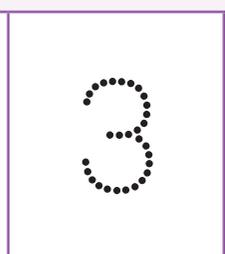
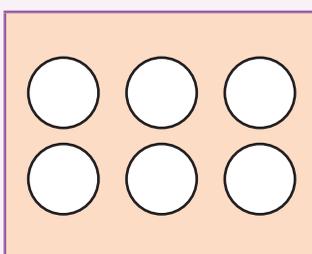
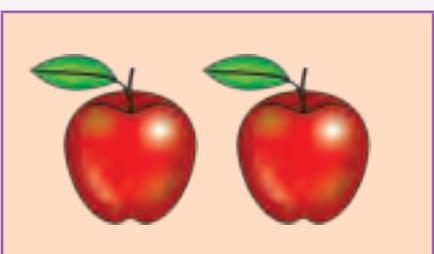
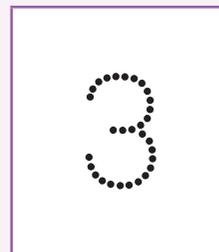
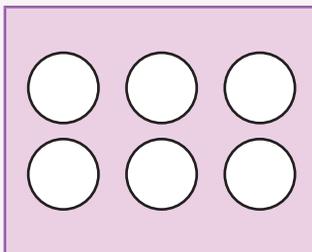
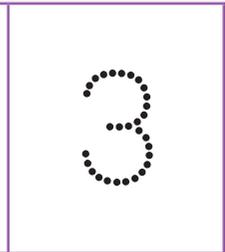
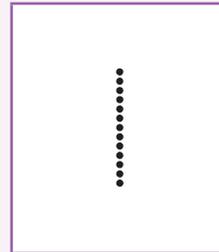
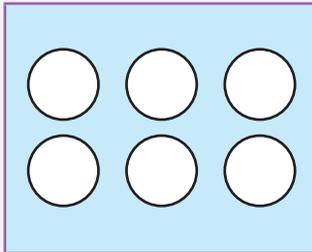
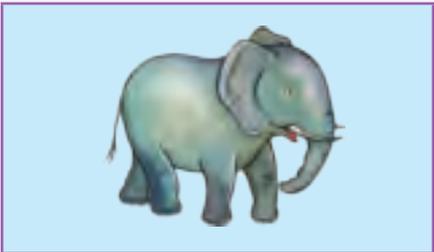
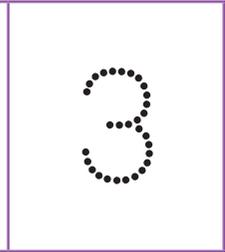
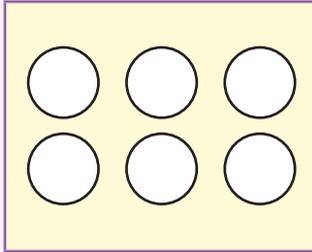
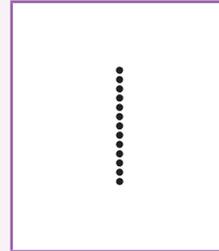
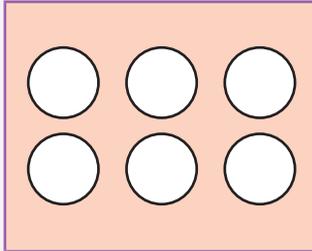
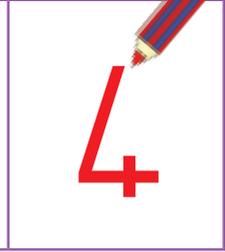
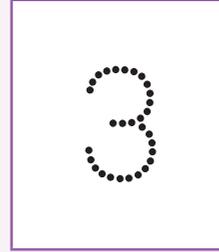
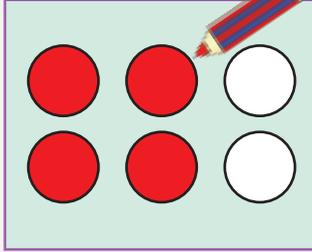
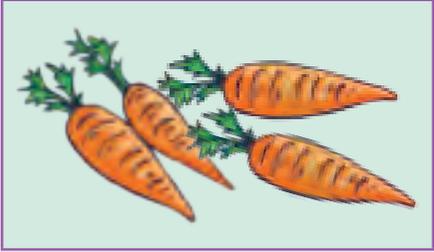
TEACHER: Sign Date



Let's count

Count these items and colour the correct number of dots. Then trace the correct number.

Term 2 - Week 6-10



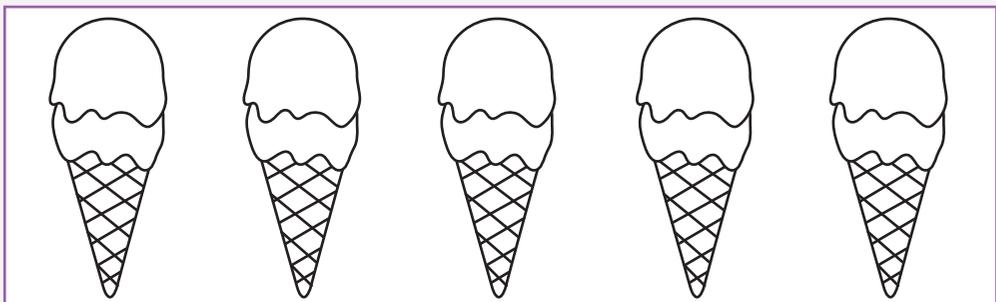
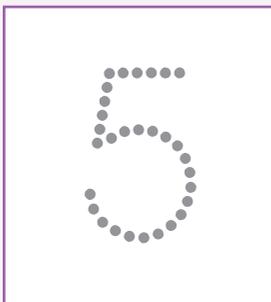
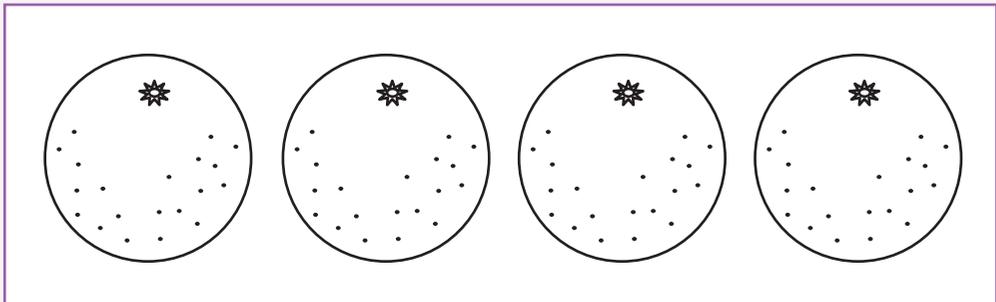
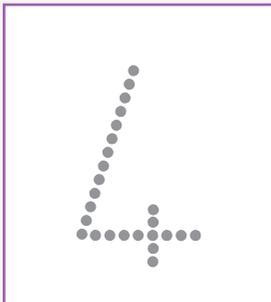
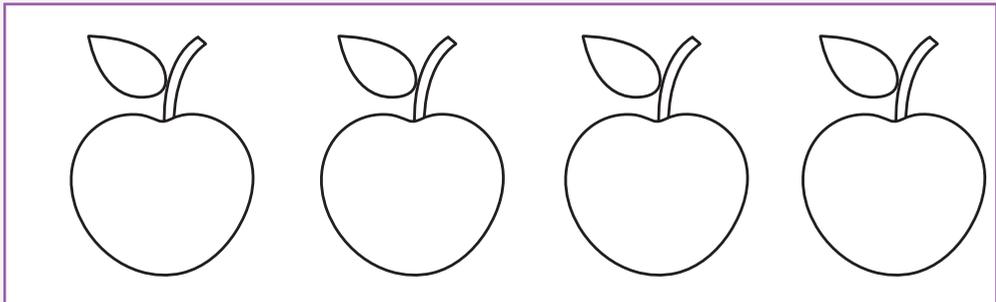
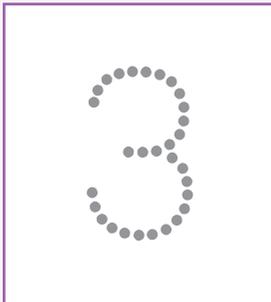
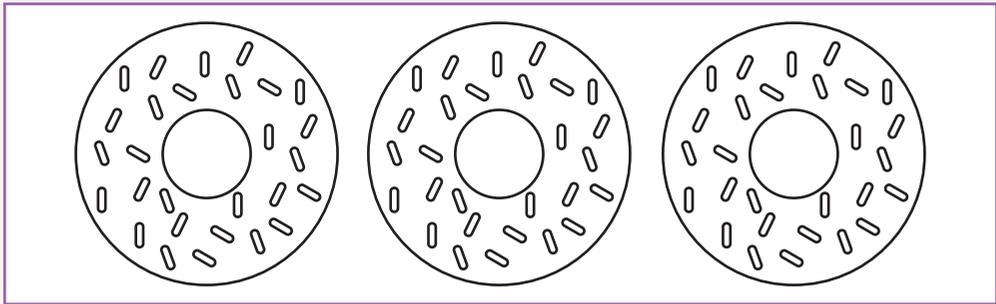
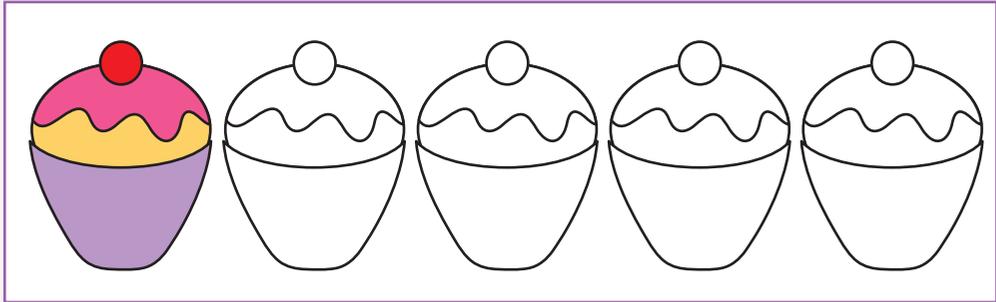
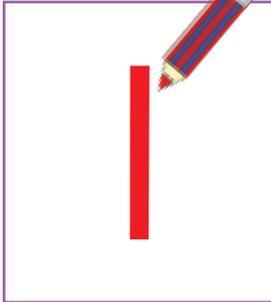
4.6



Let's count

Trace the number.

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



TEACHER: Sign

Date

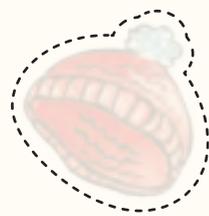
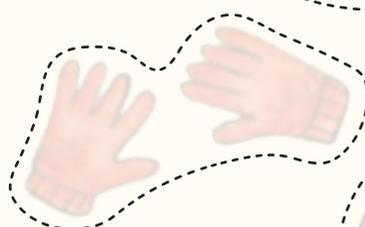




The weather



Look at the weather in each picture and then select the correct stickers to show what you need to wear when the weather is like this.



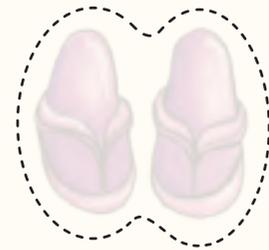
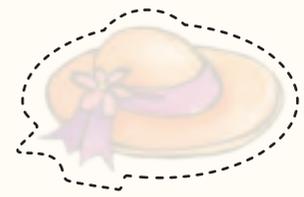
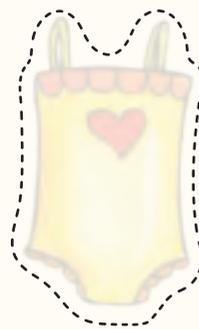
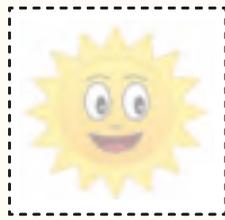


Paste the stickers in the correct spaces.



Let's do

Now paste a weather symbol sticker to show what the weather is like in each picture.



Let's talk

Look at the pictures and talk about what you see.
 What weather is shown in each picture?
 What is today's weather?
 What are you wearing?

TEACHER: Sign Date



5.1



Let's write



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

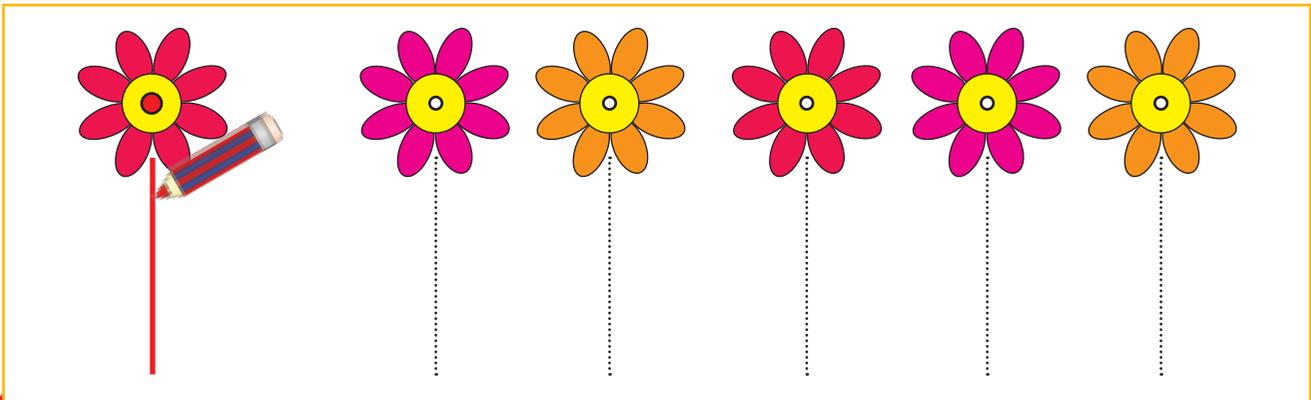


X

X

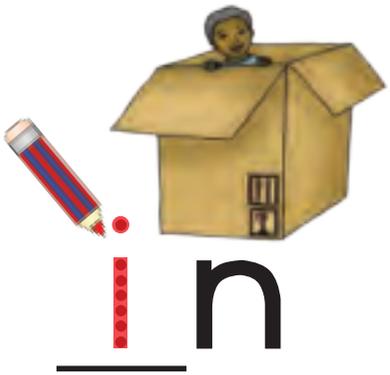
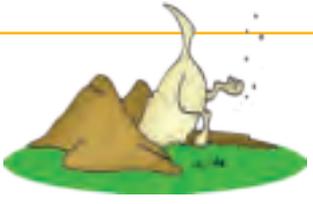
X

Draw stems for the flowers.



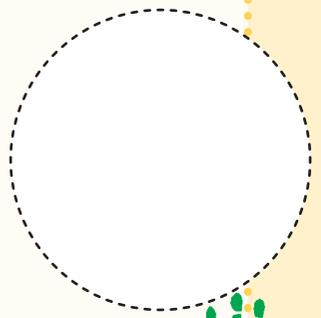


Let's write Fill in the letter **i** and listen to the sound as you say the words aloud.

 <p>in</p>	 <p>ink</p>
 <p>di_g</p>	 <p>pi_g</p>
 <p>insect</p>	 <p>igloo</p>

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

Empty rectangular box for writing a name.



TEACHER: Sign _____ Date _____





My name is:

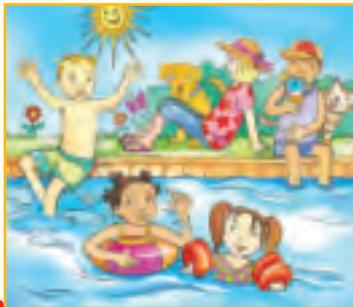


Let's sing



Sung to the tune of
"Oh my darling, Clementine".

Paste the
stickers
in the correct
spaces.



The weather song

What's the weather, what's the
weather, what's the weather
like today?

Tell us Joey, tell us Anna, what's
the weather like today?

Is it cloudy?

Is it rainy?

Is it rainy out today?

Is it windy?

Is it snowy?

What's the weather like today?

Is it sunny? Is it sunny?

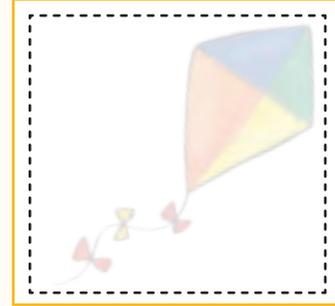
Is it sunny out today?

Yes it's sunny, yes it's sunny,

Yes it's sunny out today.

Let us all go into the garden,

Let us all go out to play.



5.4



Let's write

What's the weather like this week?

Paste a sticker in the correct space to show what the weather is like each day this week. Then paste a smiley face to show which weather you like and paste a sad face to show which weather you don't like. How many days were hot? How many days were cold? How many days were windy? How many days were cloudy?

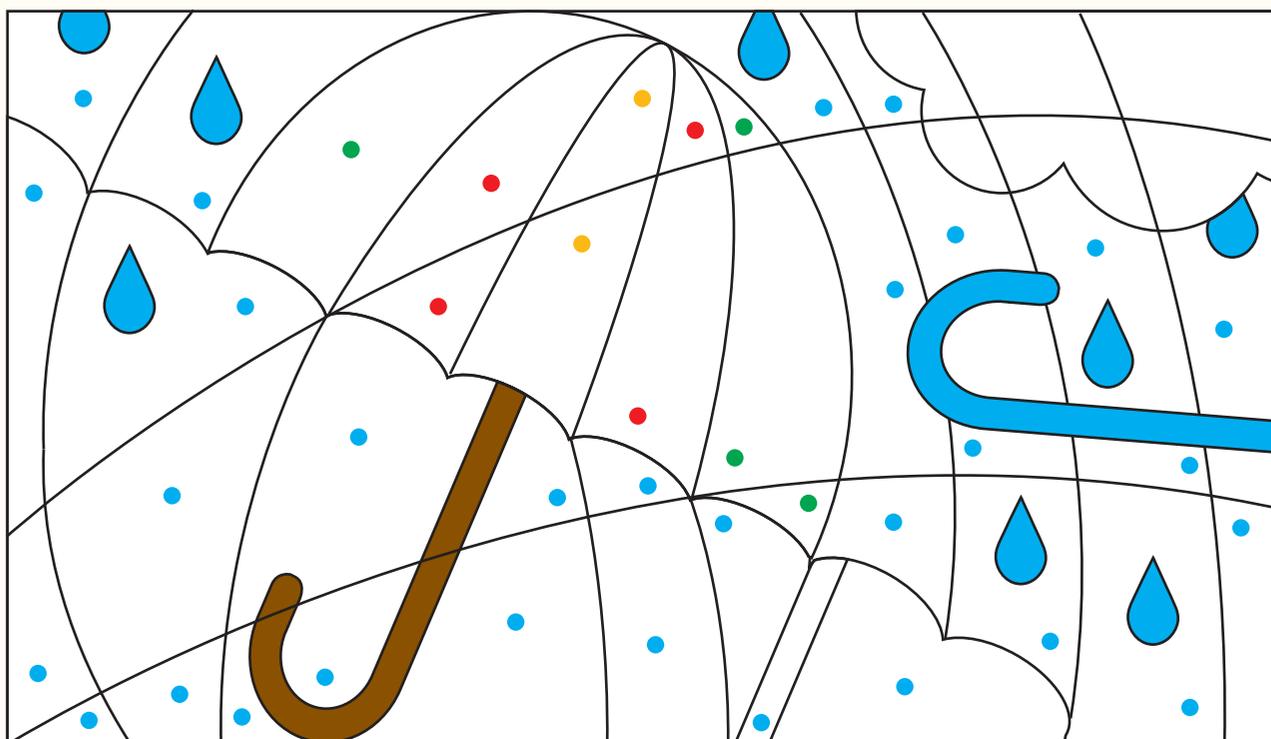
Paste the stickers in the correct spaces.

Monday	Tuesday	Wednesday	Thursday	Friday



Let's write

Colour the shapes the colour of the dots to see what the picture is.



TEACHER: Sign Date

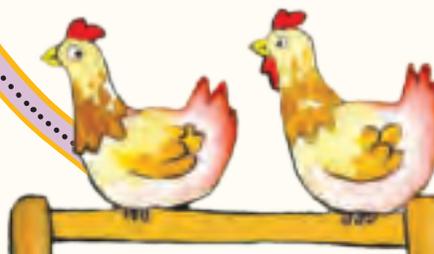
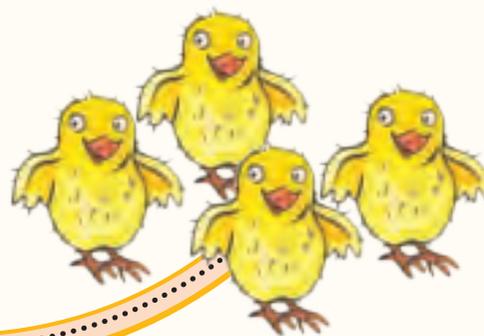
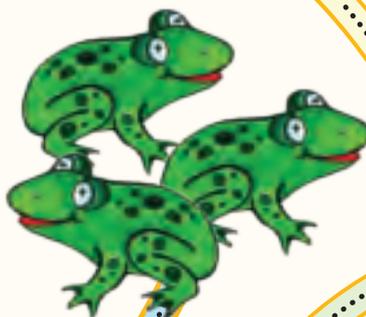




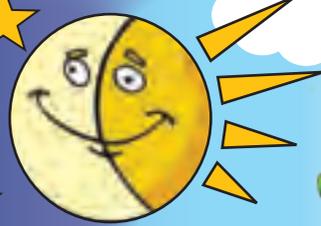
Let's count

Trace the number. Use your fingers to show each number and then follow the dotted lines to find the correct number of items.

1	
2	
3	
4	
5	



5.6



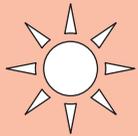
Let's read

Look at the picture and say what these children are doing. Say whether we do these things in the day time or at night. Then colour in the sun if you do it in the day and the moon if you do this at night.

The girl is sleeping.



The children are waiting for a bus.



The girl is swimming.



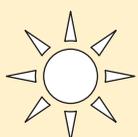
The boy is watching television.



The girls are at school.



The boys are playing soccer.



morning

afternoon



night



TEACHER: Sign

Date



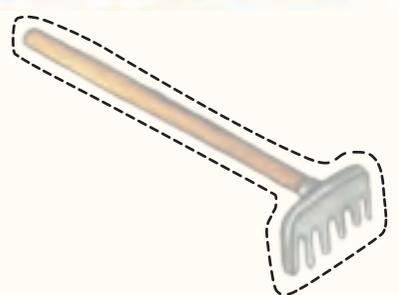
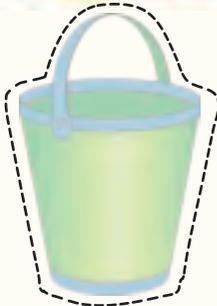
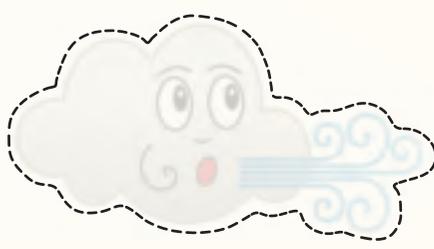
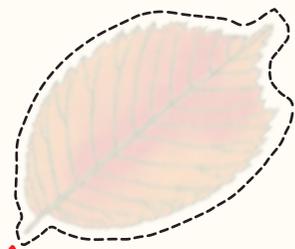
5.7



Let's talk

Look at the picture and talk about what you see.
How do we know it's Autumn?

Paste the stickers in the correct spaces.



5.8



Let's write

Cut out the chart and attach a hand. Turn it to show what season it is. Tell your friend what you like about each season.





Let's do

Cut out the chart and attach a hand. Then turn it to show the different times of the day. Tell your friend what you do at that time.

Term 2 – Week 6–10



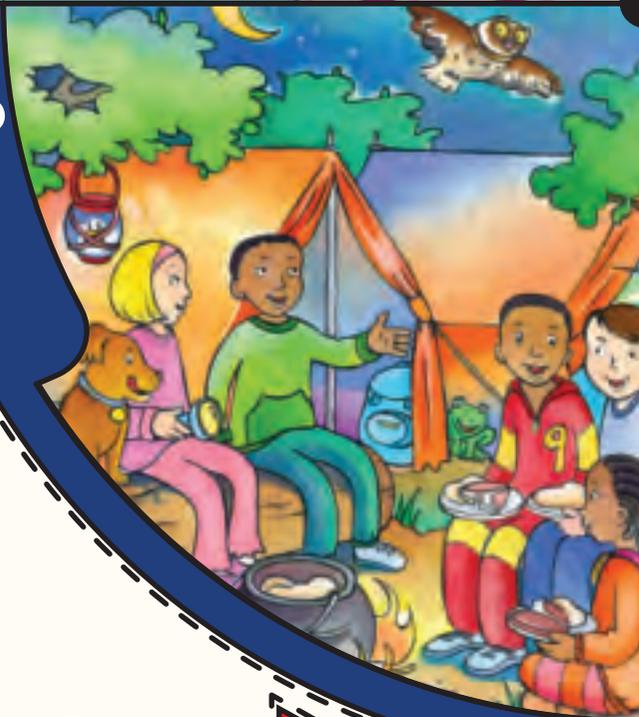
Morning



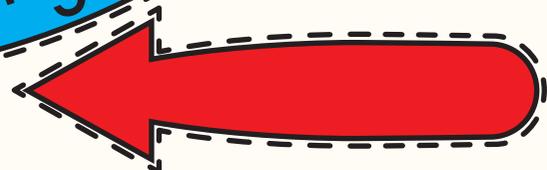
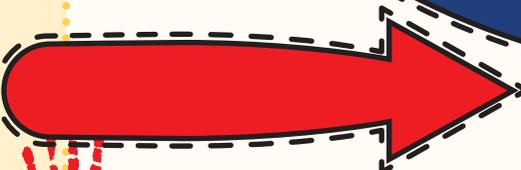
Afternoon



Night



Evening



5.10



Let's write

Colour this picture and say what season it is.



Paste the leaf stickers to complete your picture.



My name is:

Blank space for writing the student's name.

TEACHER: Sign

Blank space for teacher's signature.

Date

Blank space for the date.



Cut outs



Picture dominoes:

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

Puzzle:

Use the backs of the picture dominoes and build the puzzle. It helps to build the outside border first.

Matching cards:

Cut out the cards on the black dotted lines and then match the cards with the blocks on page 14.

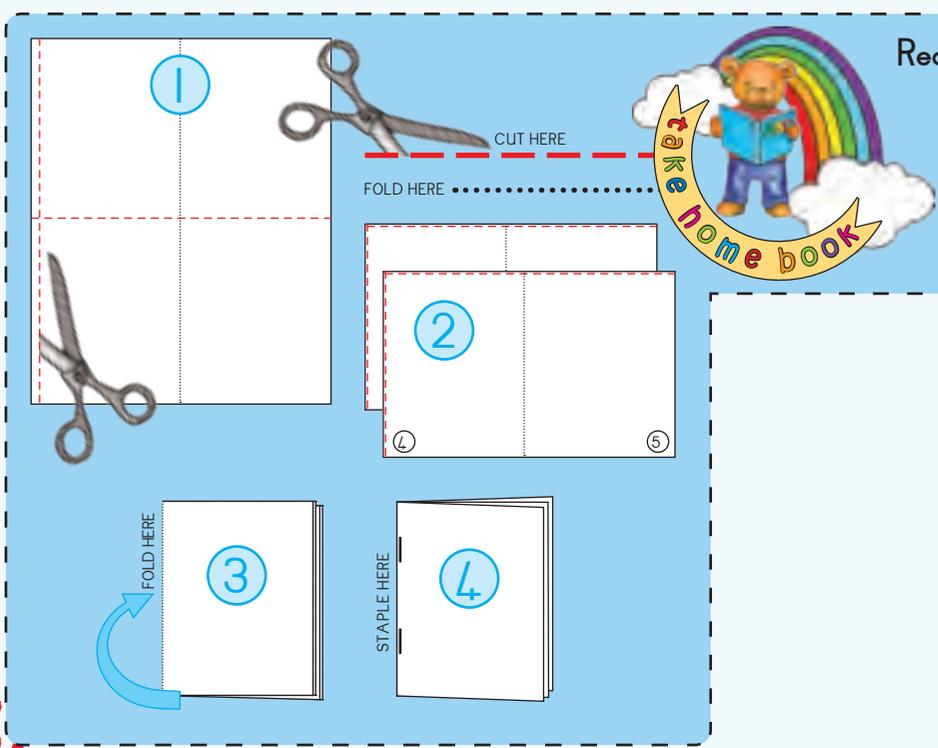
Memory game:

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



Reading books:

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





MY CUT OUTS



Let's do

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



GLUE HERE

GLUE HERE

GLUE HERE

GLUE HERE





Mrs Angie Motshekga,
Minister of Basic
Education

These Reception year (Grade R) Rainbow Workbooks form part of the Department of Basic Education's strategy to boost South African children's school performance. Research shows that for every year that children are exposed to stimulating activities before Grade 1, they perform better academically in later years – throughout their primary and secondary schooling. Hence this strong focus on learning in Grade R.

The Foundation Phase curriculum requires that Grade R learners are given the opportunity to develop their pre-reading, pre-writing and pre-mathematics skills and outlines the skills they will need to get a solid educational foundation so that they find it easier to learn in Grade 1 and beyond.

The Grade R workbooks therefore aim to assist children in developing these skills and the key initial concepts they need to lay a solid foundation for learning. They are packed with opportunities for children to develop and practise the skills that will prepare them for formal schooling.

Before children formally learn to read they need to find out how to hold a book and turn its pages, and to understand how books work. They need to understand the relationship between the words and pictures in a book and to realise that words on a page are made up of sounds and have meaning. Similarly, before children learn to write, they need to develop their fine motor coordination, to practise the formation of shapes and then to move on to forming letters. These are precisely the skills that these workbooks aim to develop.

We know that all children do not learn at the same pace the Grade R workbooks make it possible for teachers to work at the learner's individual pace and, where necessary, to go backwards and forwards in the book, in line with each child's unique development. The activities will also assist teachers in identifying barriers that children may have in learning so that these can be addressed before the child starts formal schooling.

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



Mr Enver Surty,
Deputy Minister
of Basic Education



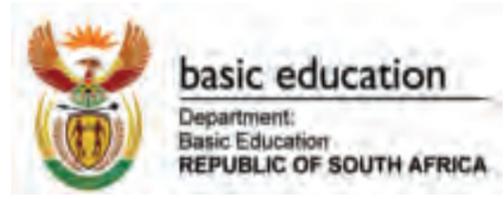
ENGLISH HOME LANGUAGE
GRADE R – BOOK 2
TERM 2
ISBN 978-1-4315-0700-9
THIS BOOK MAY
NOT BE SOLD.



Grade R WORKBOOK 2



Name: Class:



ENGLISH HOME LANGUAGE

Book 2
Term 2



Alphabet

Aa



Numbers



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

Shapes and colours



circle 	oval 	triangle
red	yellow	blue
square 	rectangle 	
green	orange	

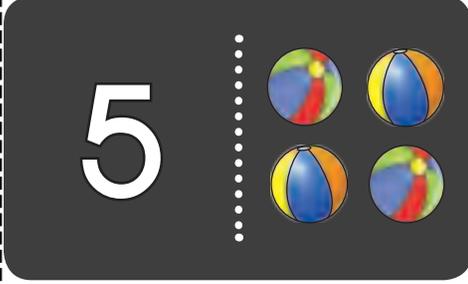
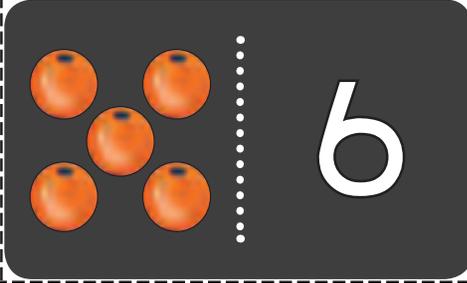
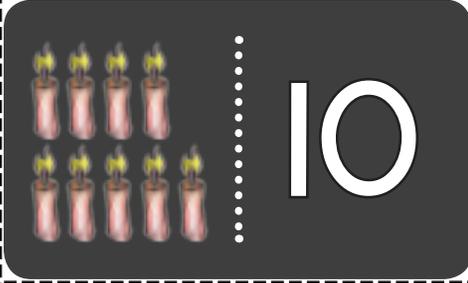
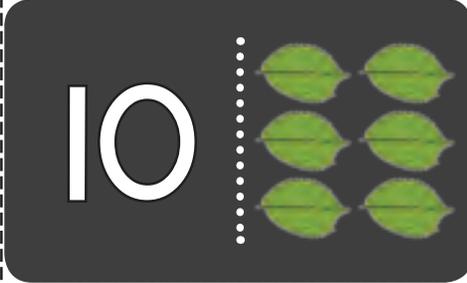
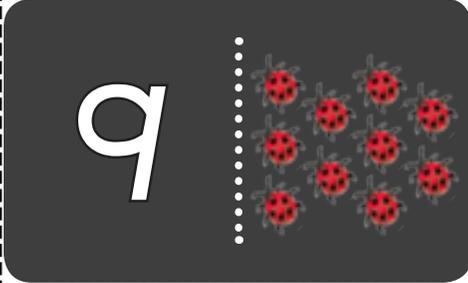
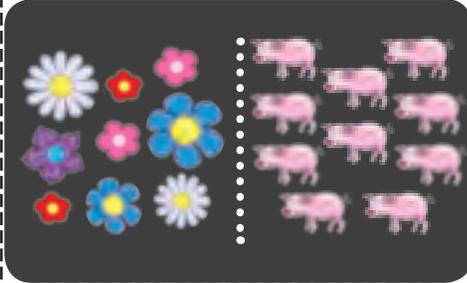
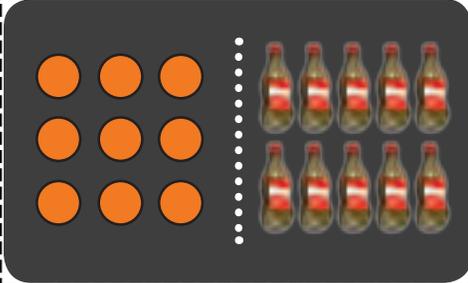
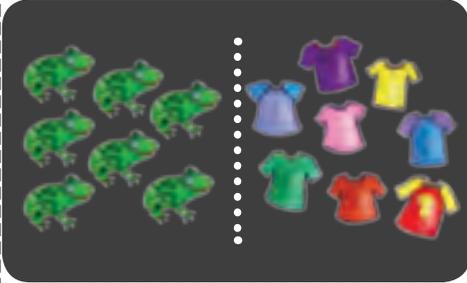
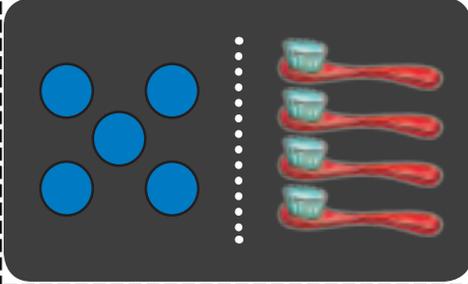
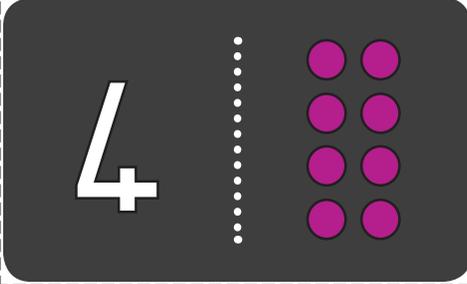
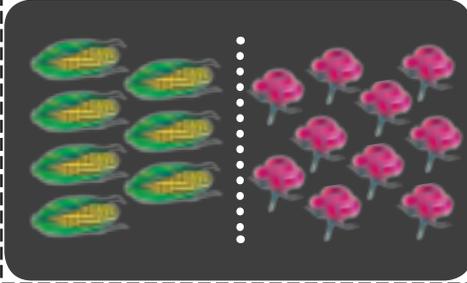
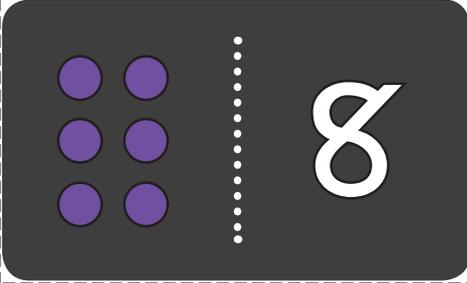
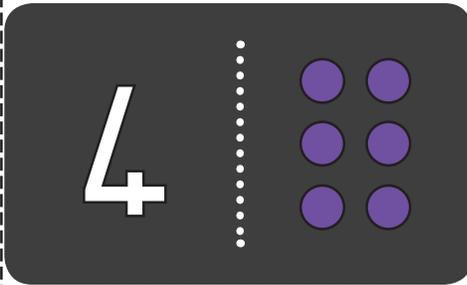
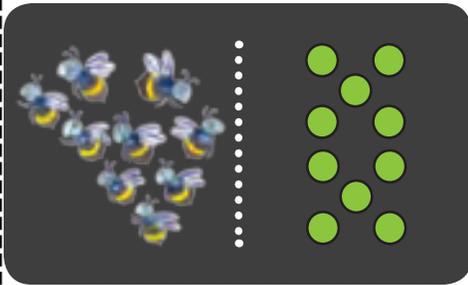
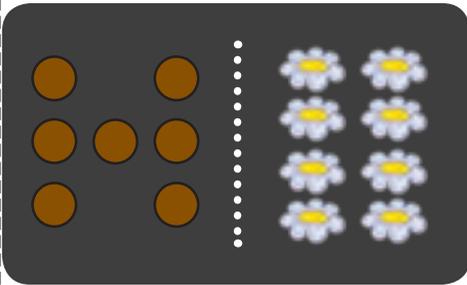


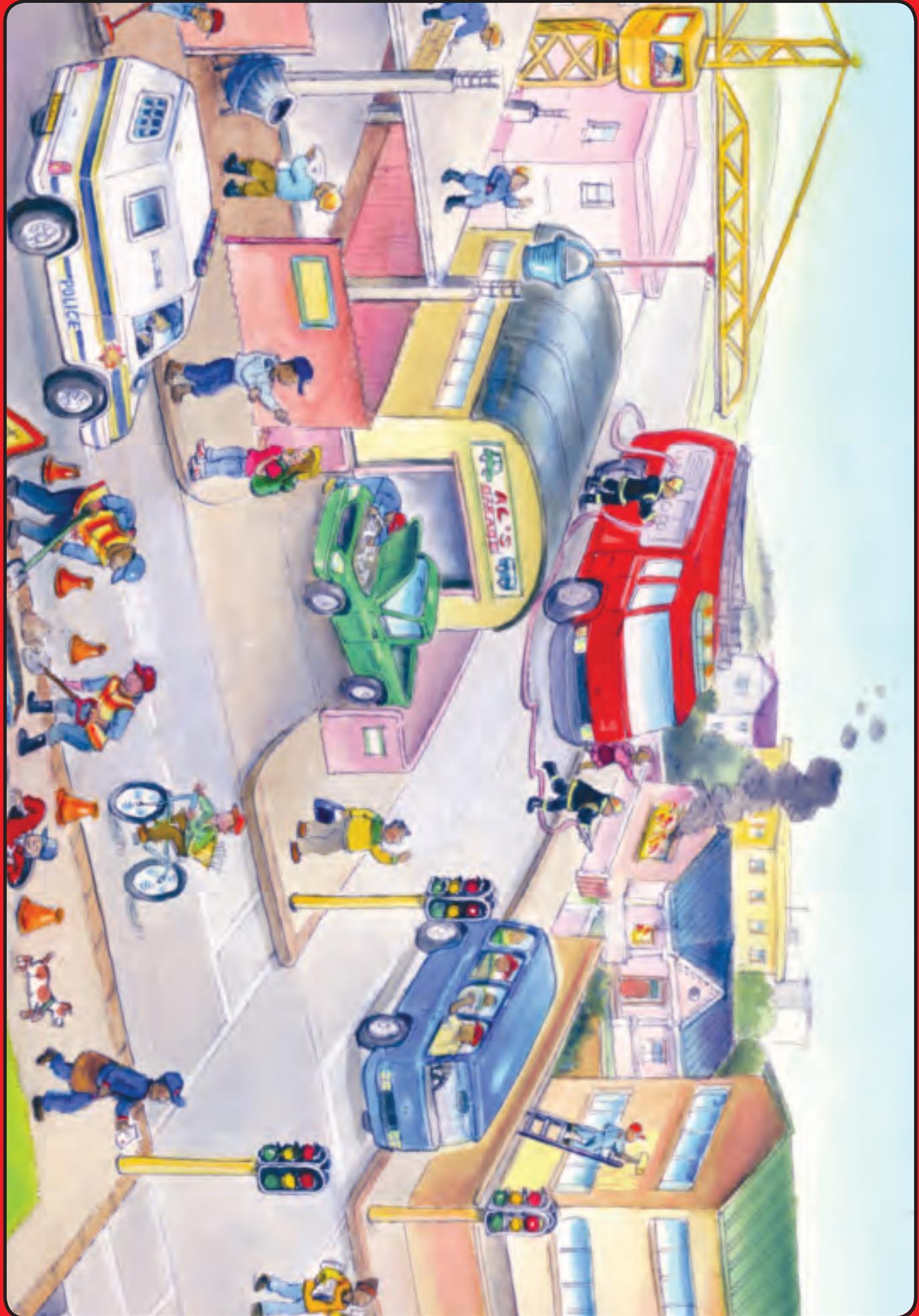
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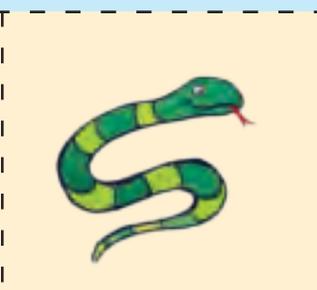
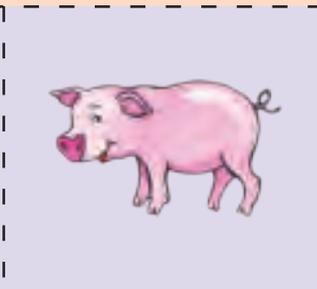
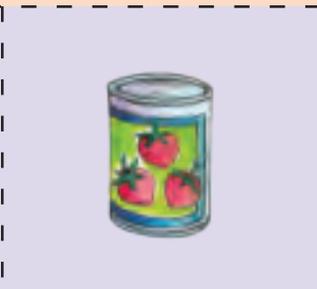
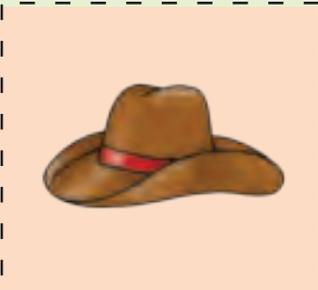
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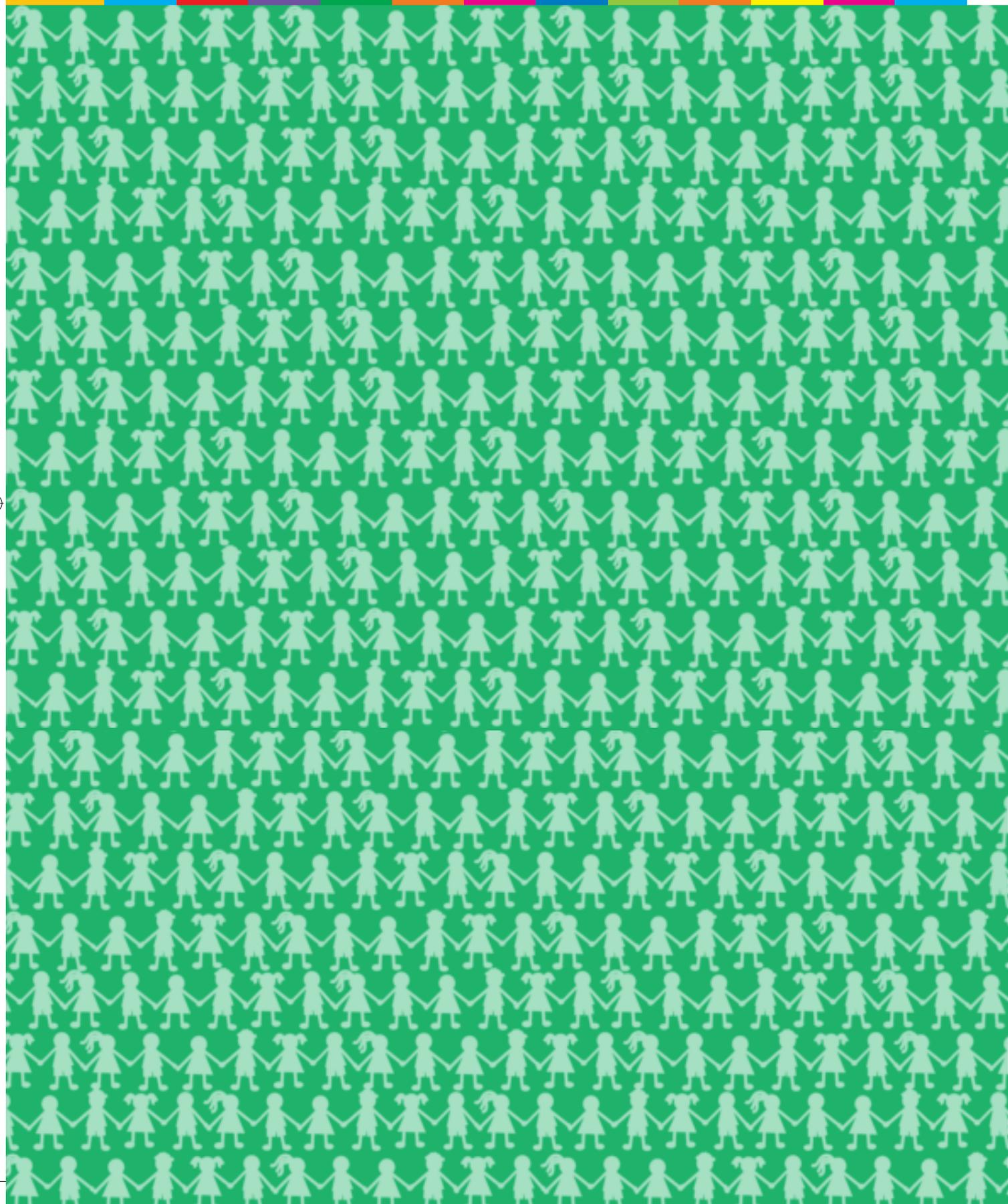
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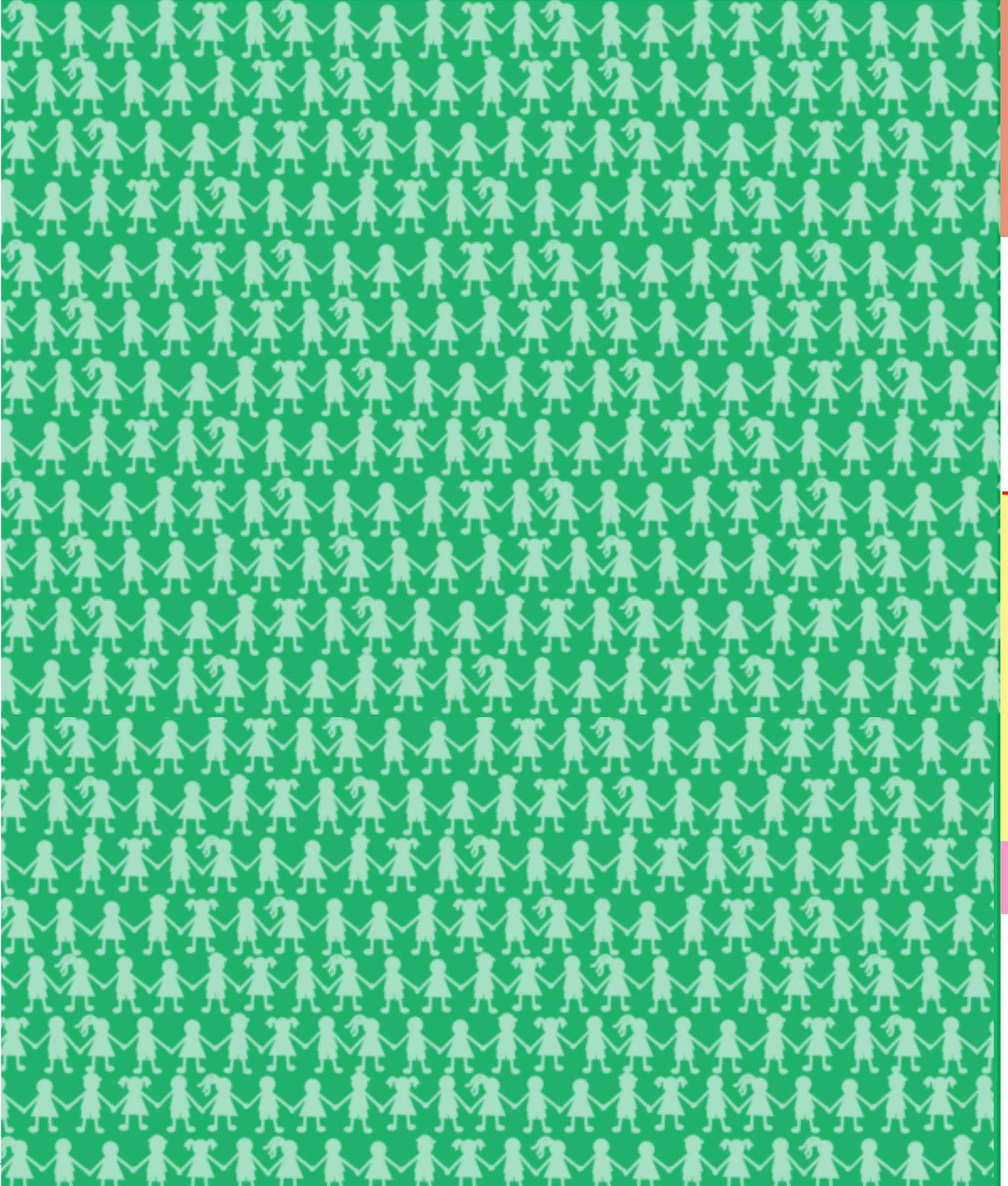


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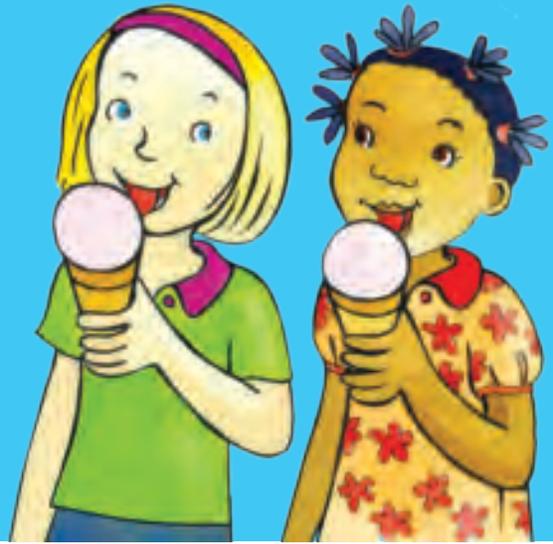






We eat.

4



We eat ice cream.

5



Anne is 6.

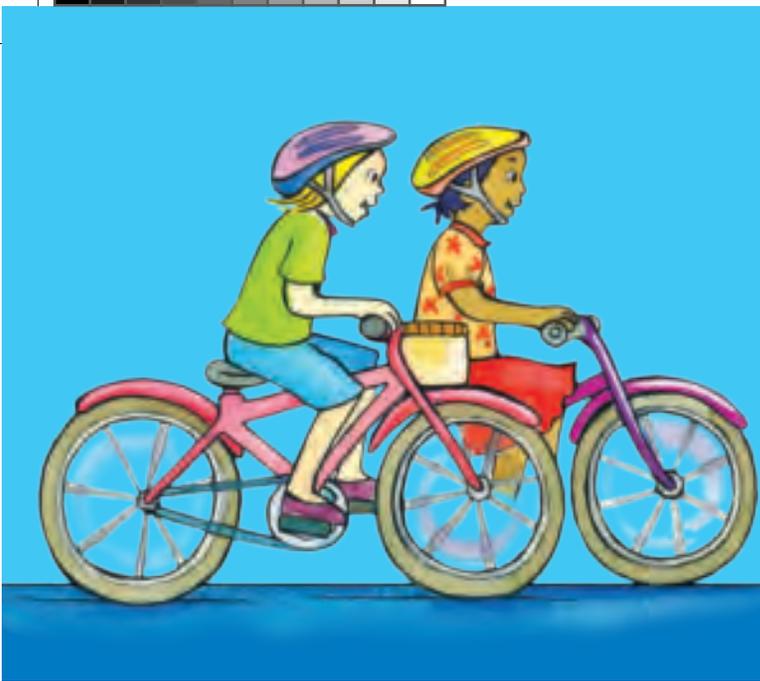
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Nomsa and Anne.

1





We ride.

6



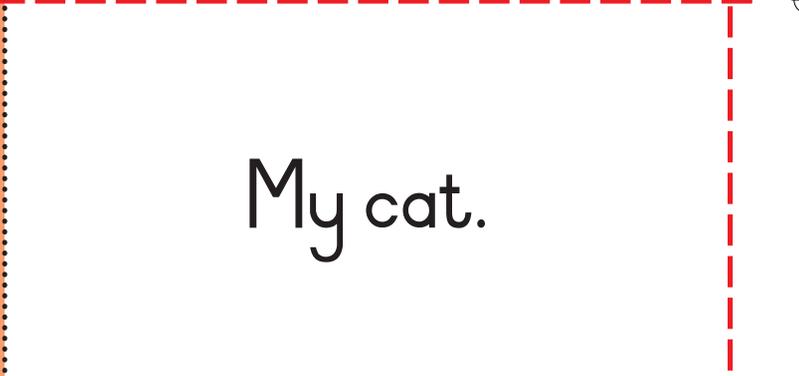
We read.

3



We play.

2



My cat.

7