



Revised and
CAPS aligned



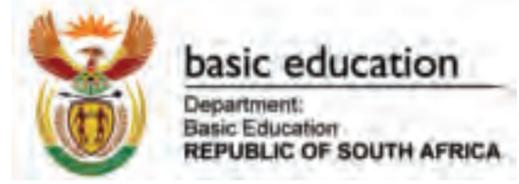
Grade **R**



Name:



ENGLISH
GRADE R – BOOK 2
TERM 2
ISBN 978-1-4315-0700-9
THIS BOOK MAY NOT BE SOLD.
13th Edition



ENGLISH
Book 2
Term 2





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Minister of Basic Education



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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.



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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Grade **R**

INTEGRATED
• Home Language
• Mathematics
• Life Skills



1	Senses	2
2	My family	10
3	My home	20
4	Safety	30
5	Seasons and the weather	44

ENGLISH

Book

2

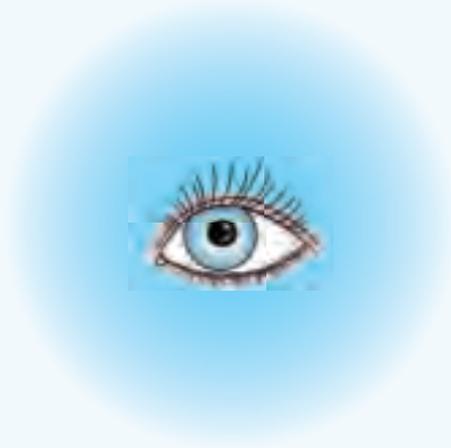
Term 2



My senses

Discuss the picture.





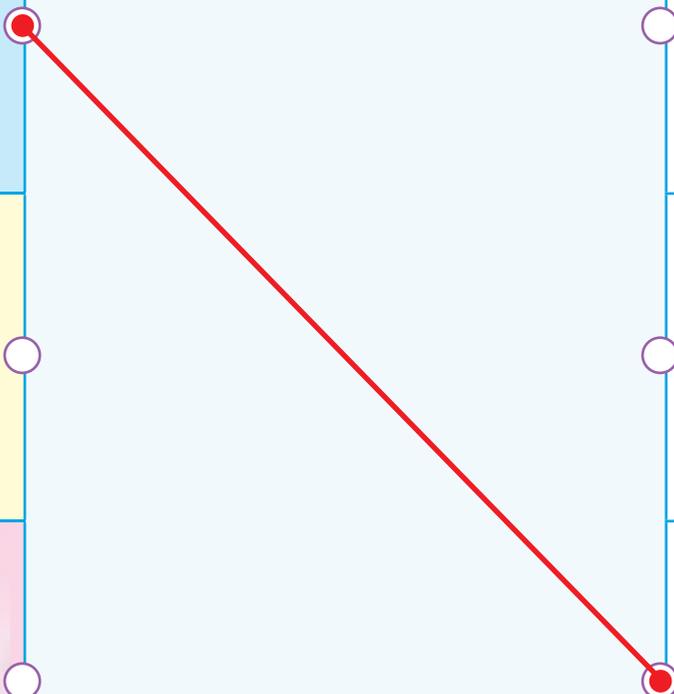
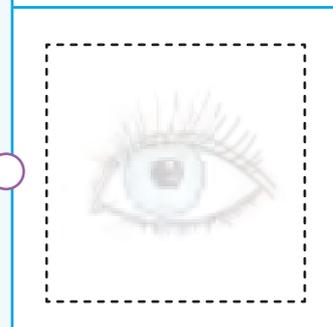
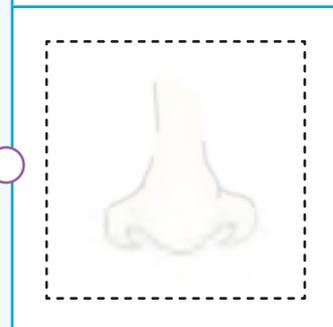
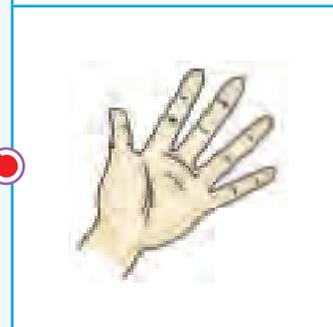
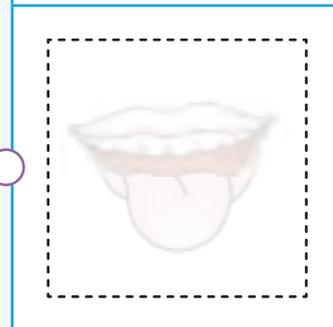
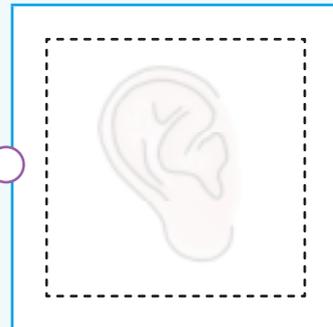
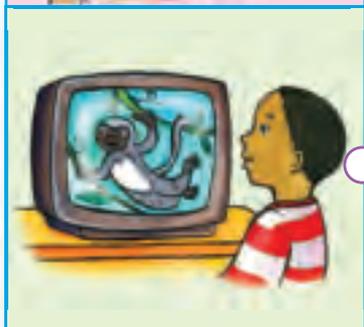
TEACHER: Sign

Date



Paste the stickers and match the senses.

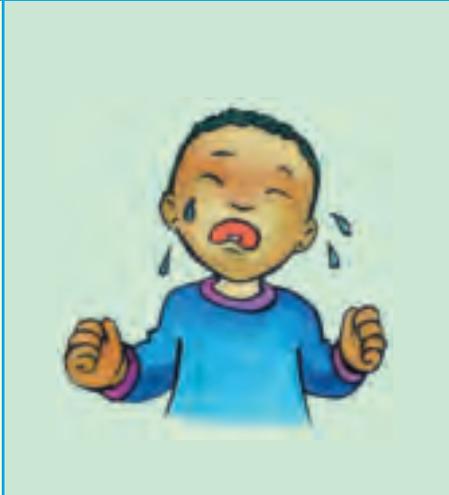
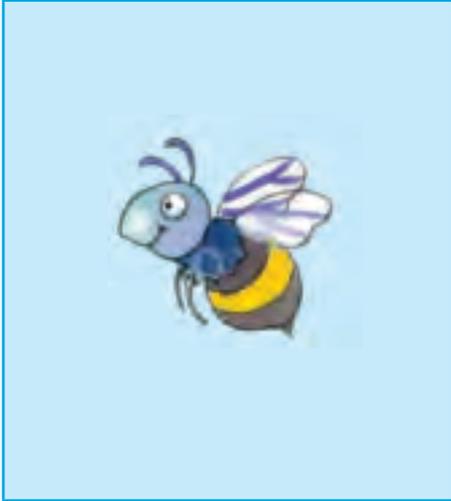
Term 2 – Week 1–5



1.2



Circle the loudest sound in each row.





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

S



sad



saw

6

six



sock



sit



sun

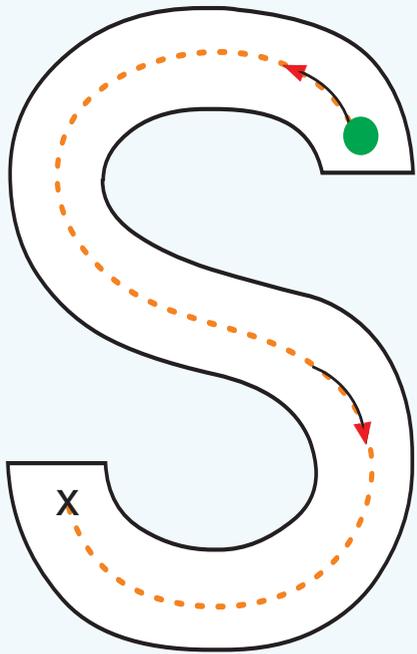
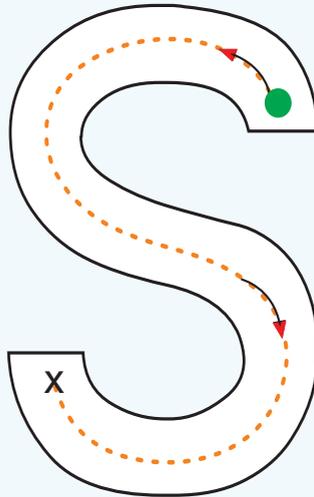
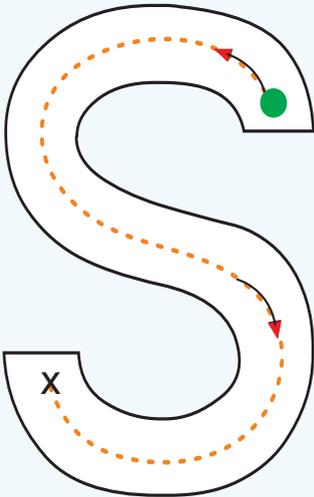


Let's sound and trace.

S

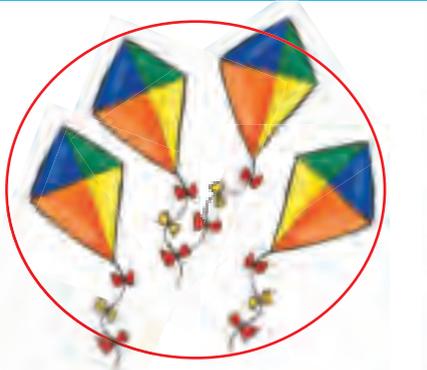
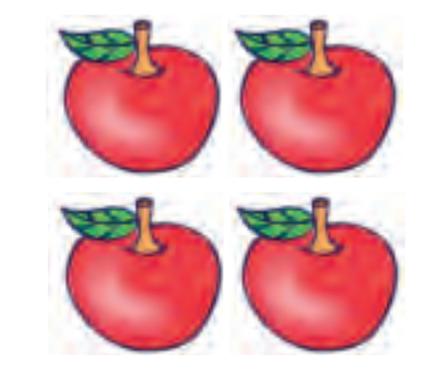


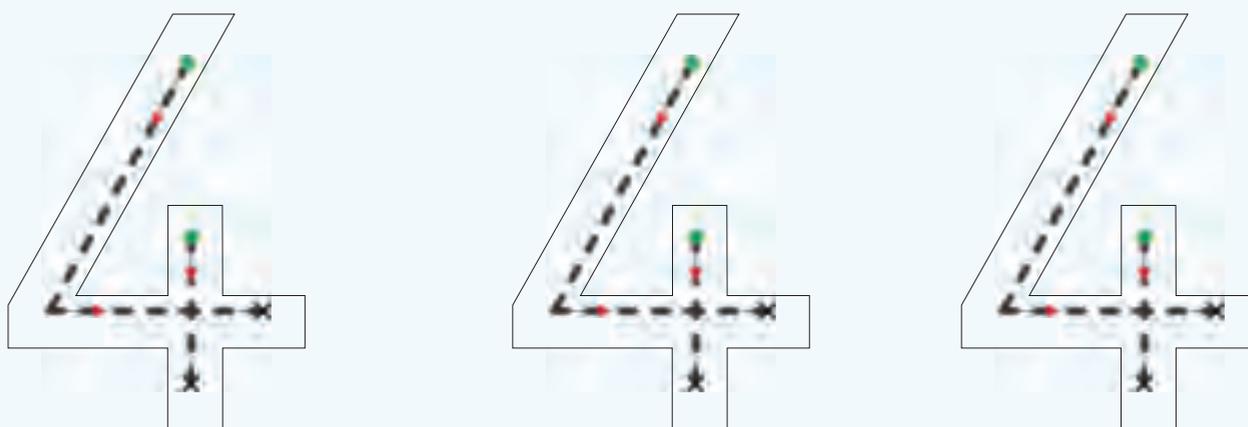
sun





Circle the box with 4 objects in each row. Trace 4.

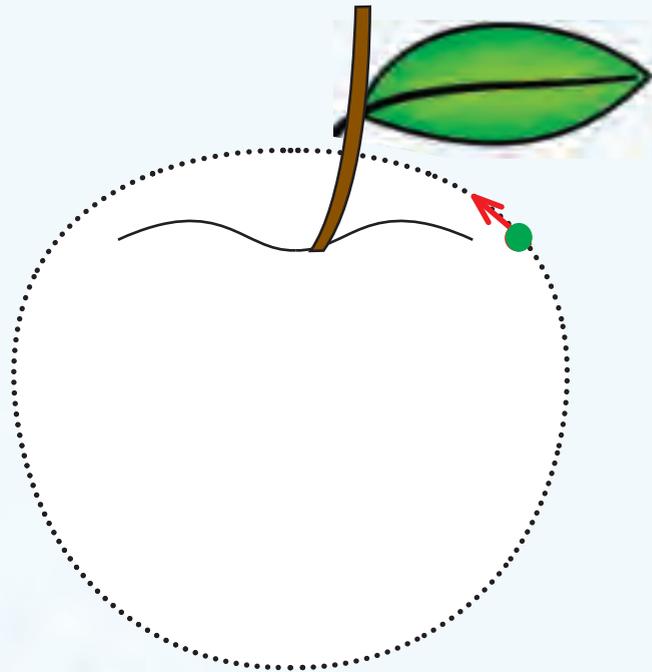
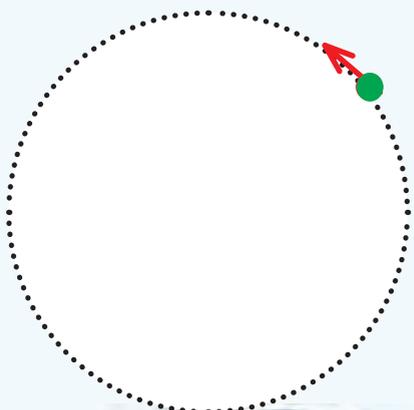
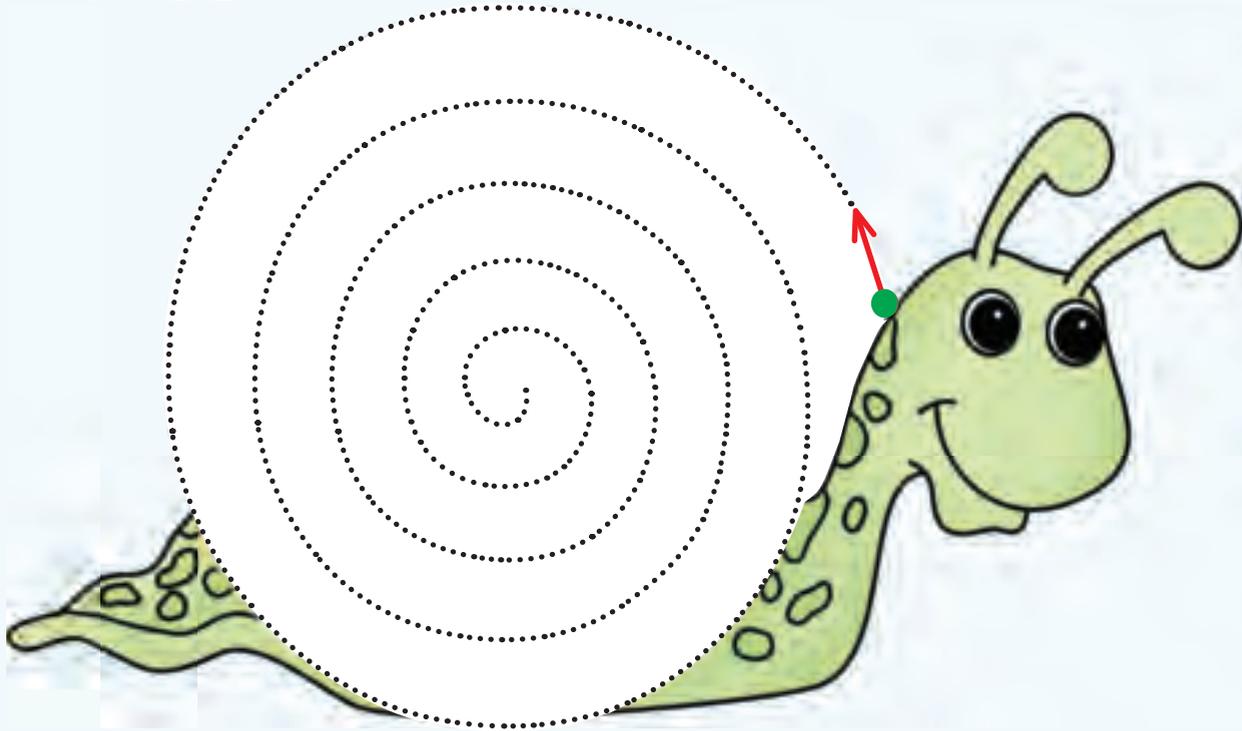
		
		
		



1.6



Trace and colour.



TEACHER: Sign Date

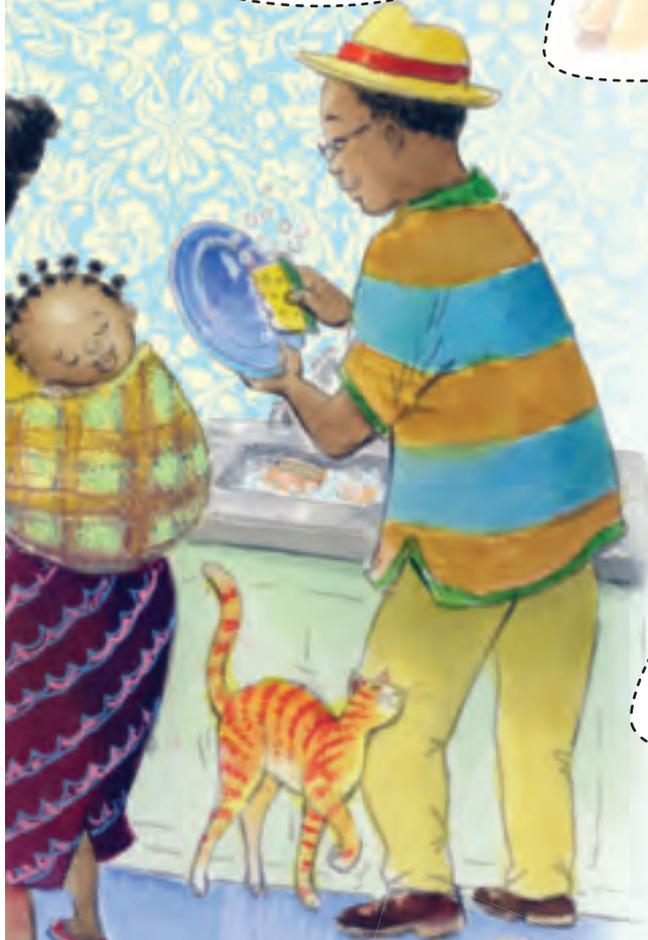
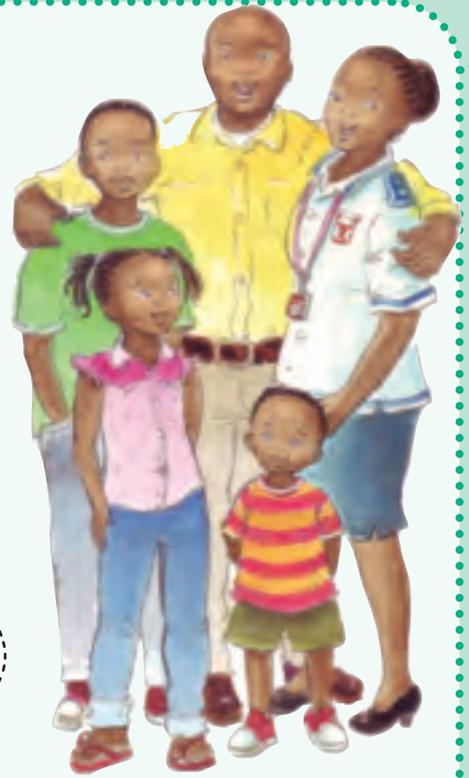


My Family



Discuss the picture and paste the stickers.





TEACHER: Sign

Date





Draw your family.

Term 2 – Week 1–5





TEACHER: Sign

Date





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

a



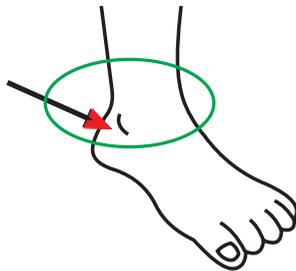
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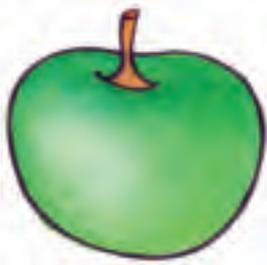
arrow



axe



ankle



apple

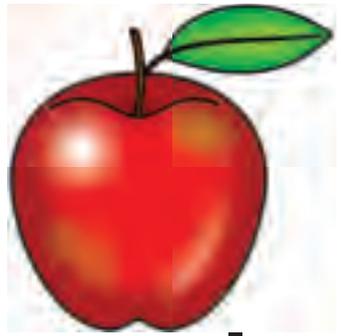


ambulance

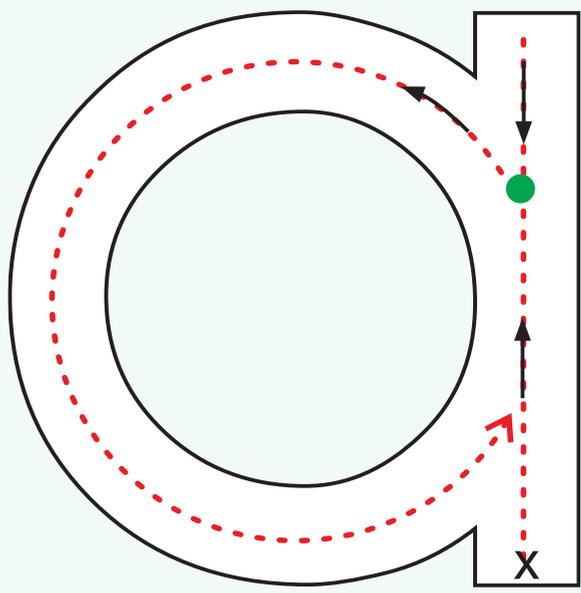
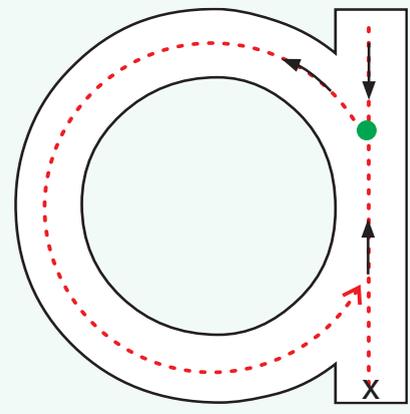
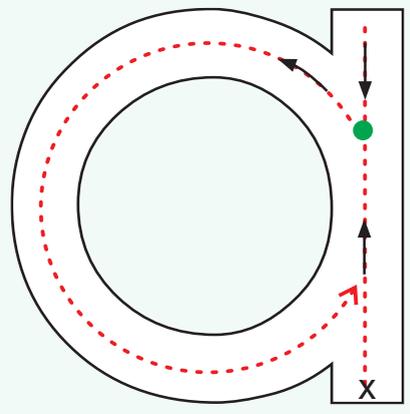


Let's sound and trace.

a

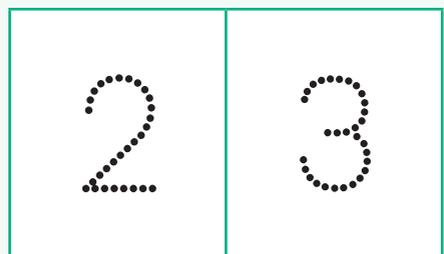
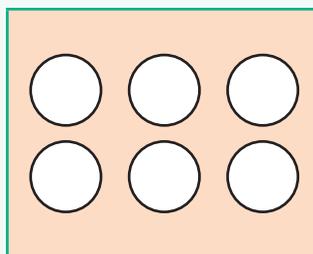
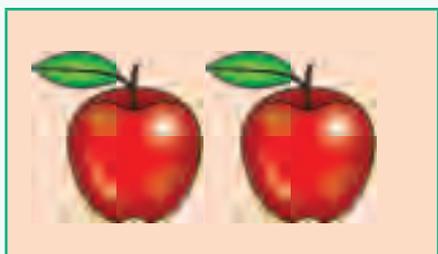
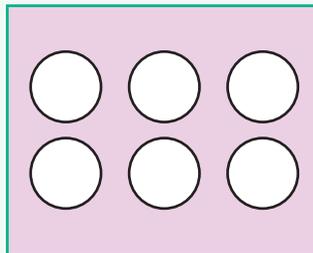
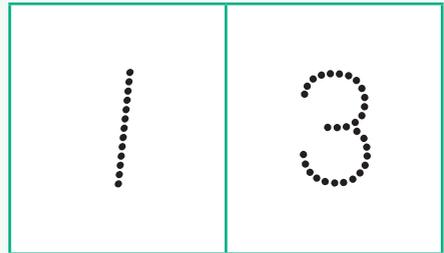
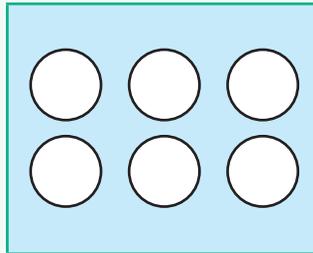
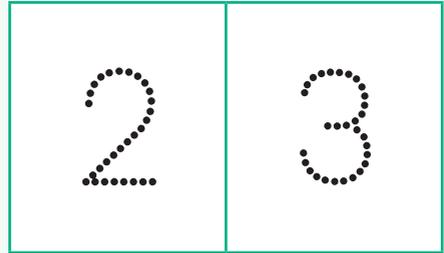
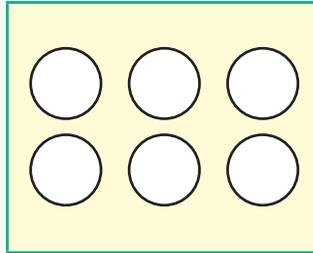
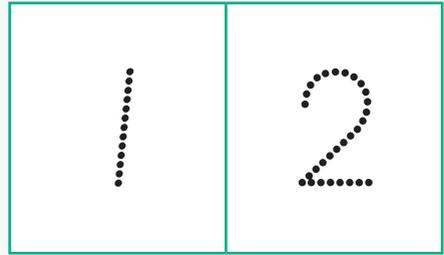
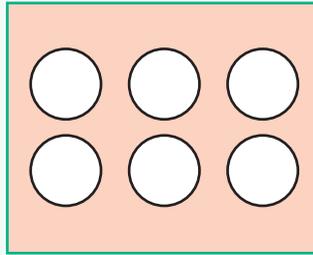
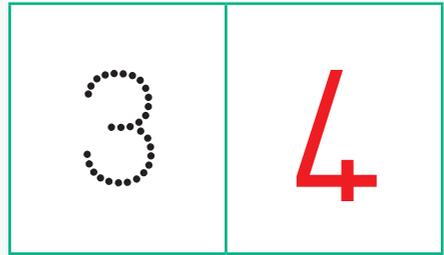
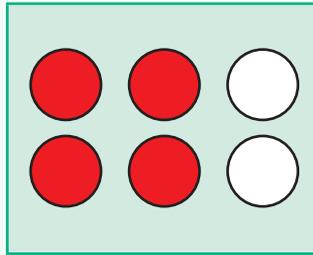


apple





Count the objects, colour the same number of dots and trace the correct number.

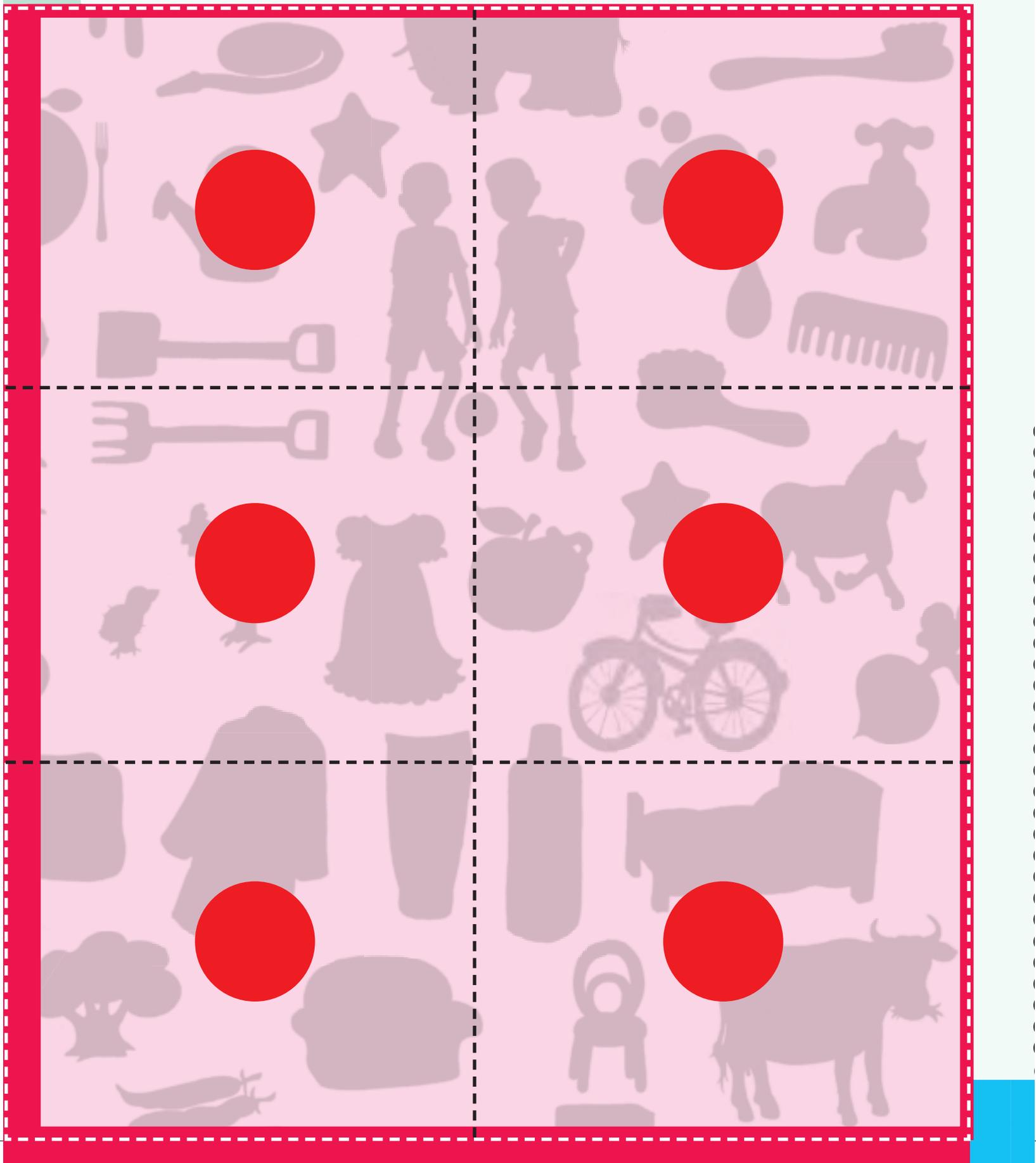




2.5

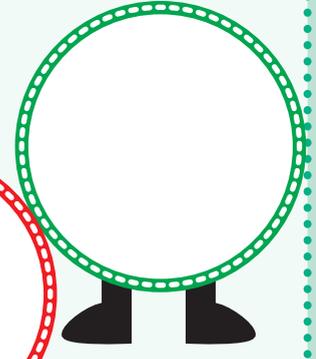
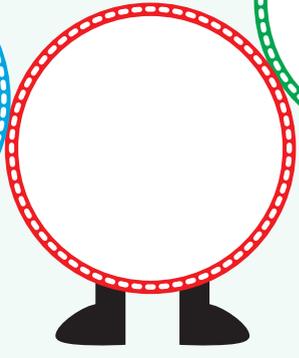
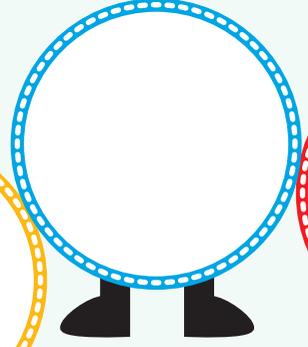
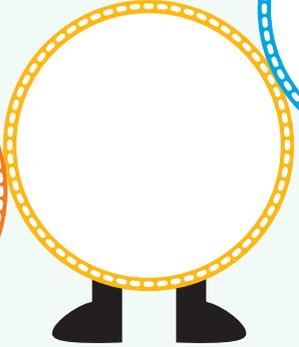
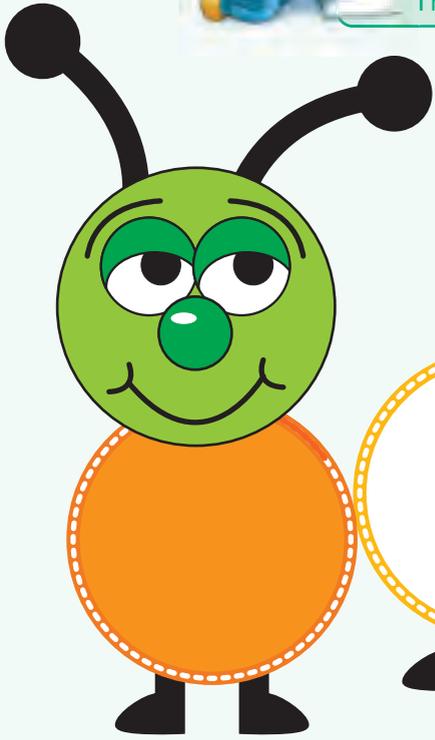
Cut on broken lines and build the puzzle.







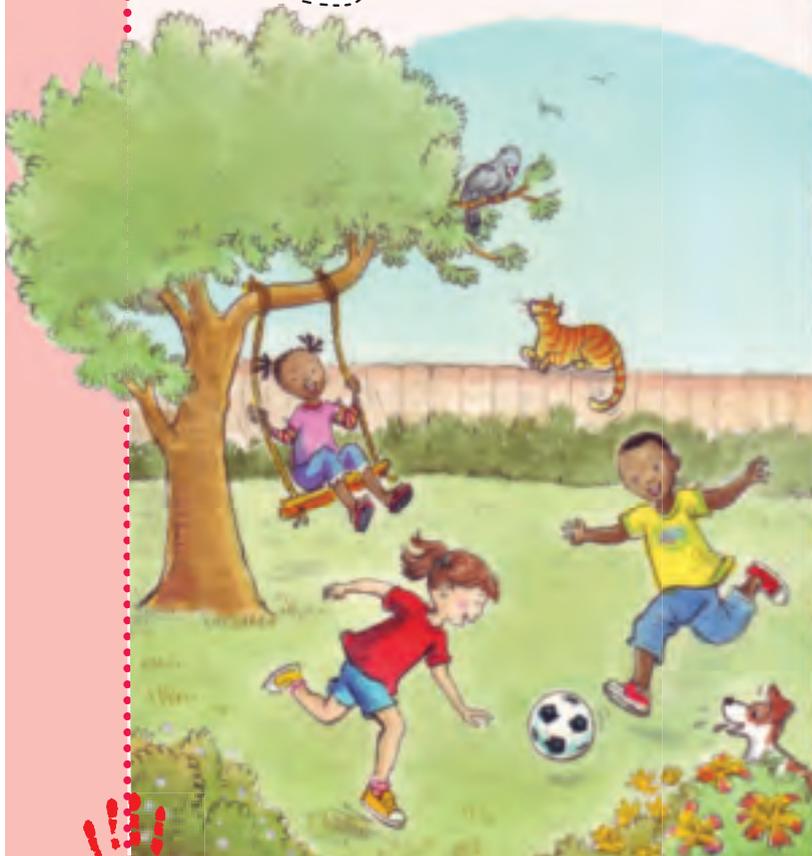
Trace and colour. Create a picture using stickers.



My Home



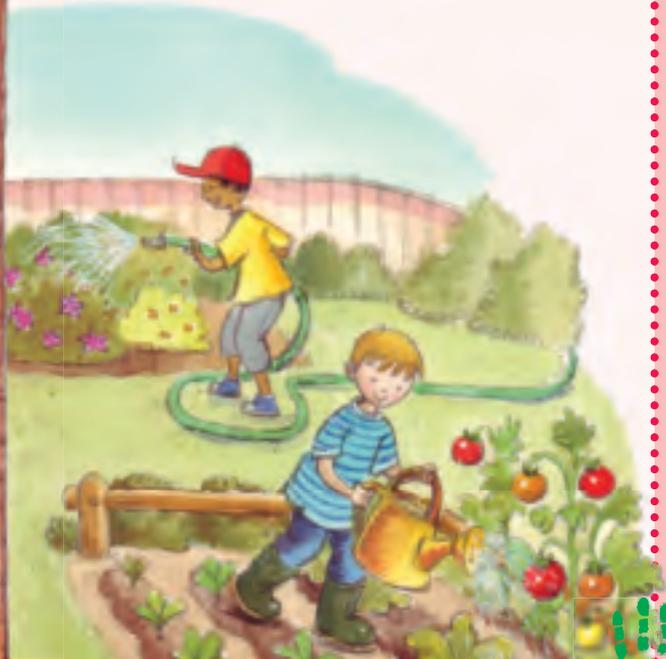
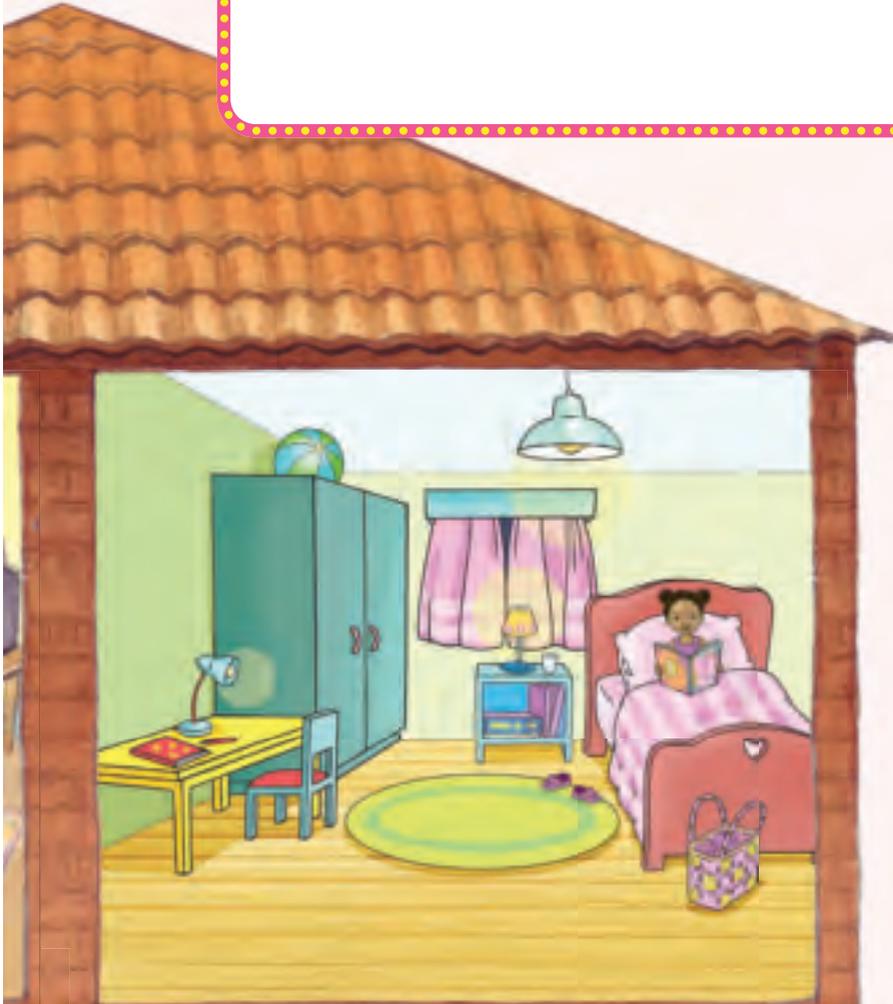
Discuss the picture and paste the stickers.





My name is:

Blank space for writing a name.



TEACHER: Sign Date



3.1



Discuss, sort and paste the stickers.

Term 2 – Week 1–5

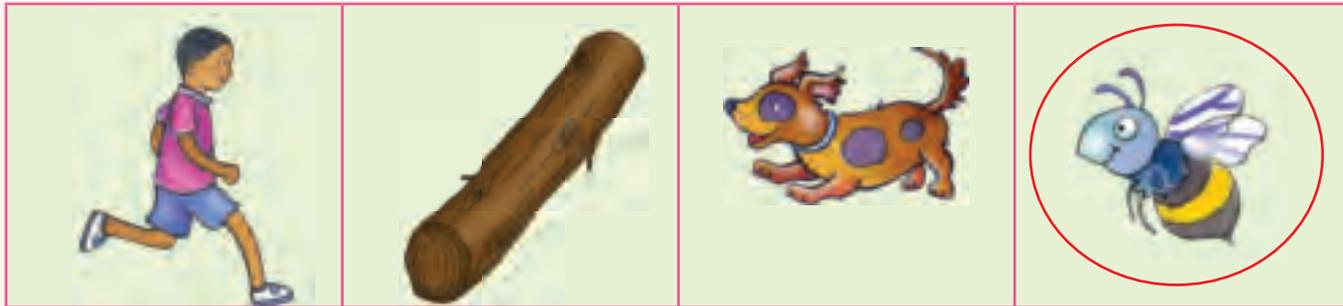




TEACHER: Sign Date

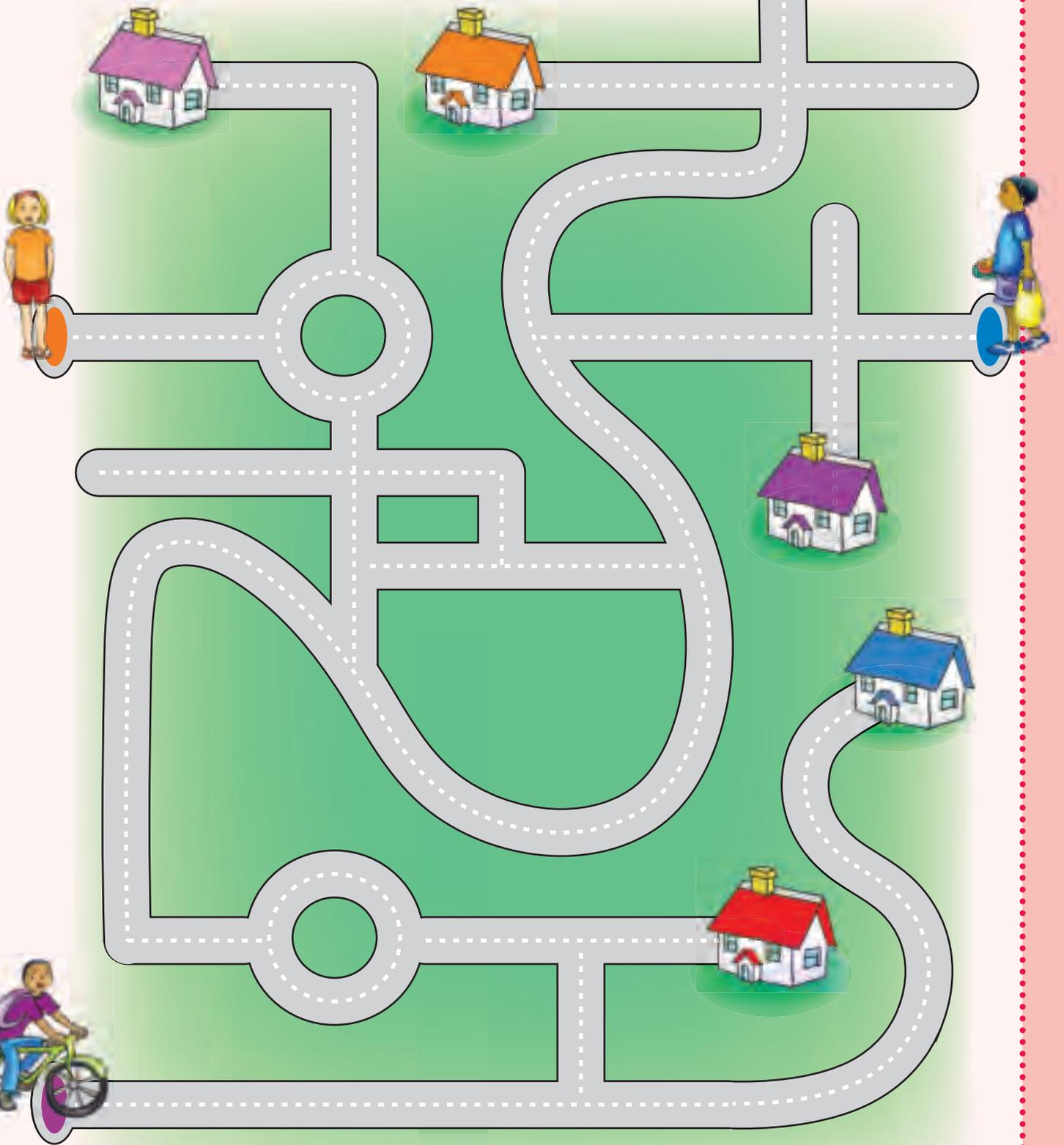


Circle the picture in each row that does not rhyme.





Trace the path home.





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

t



tap



top



tin

ten



toe



tea



My name is:

A large empty rectangular box with a decorative border, intended for writing a name.



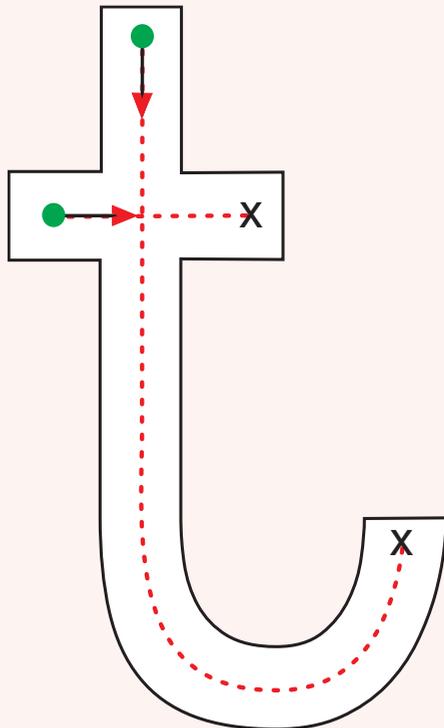
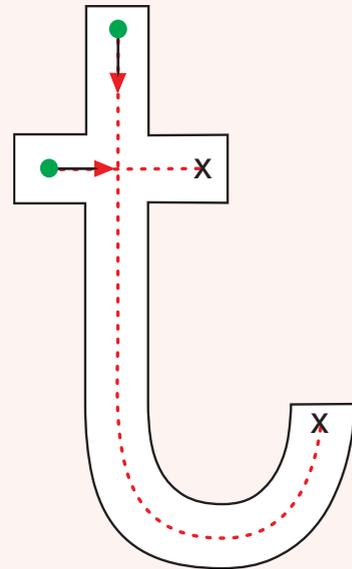
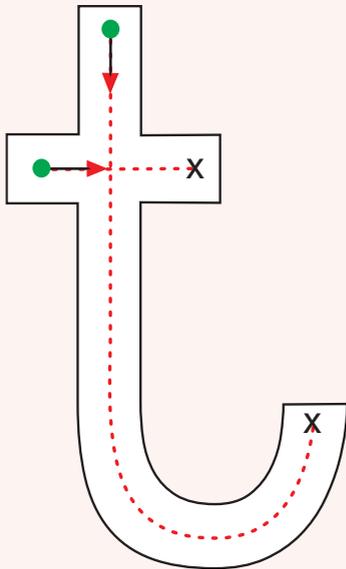


Let's sound and trace.



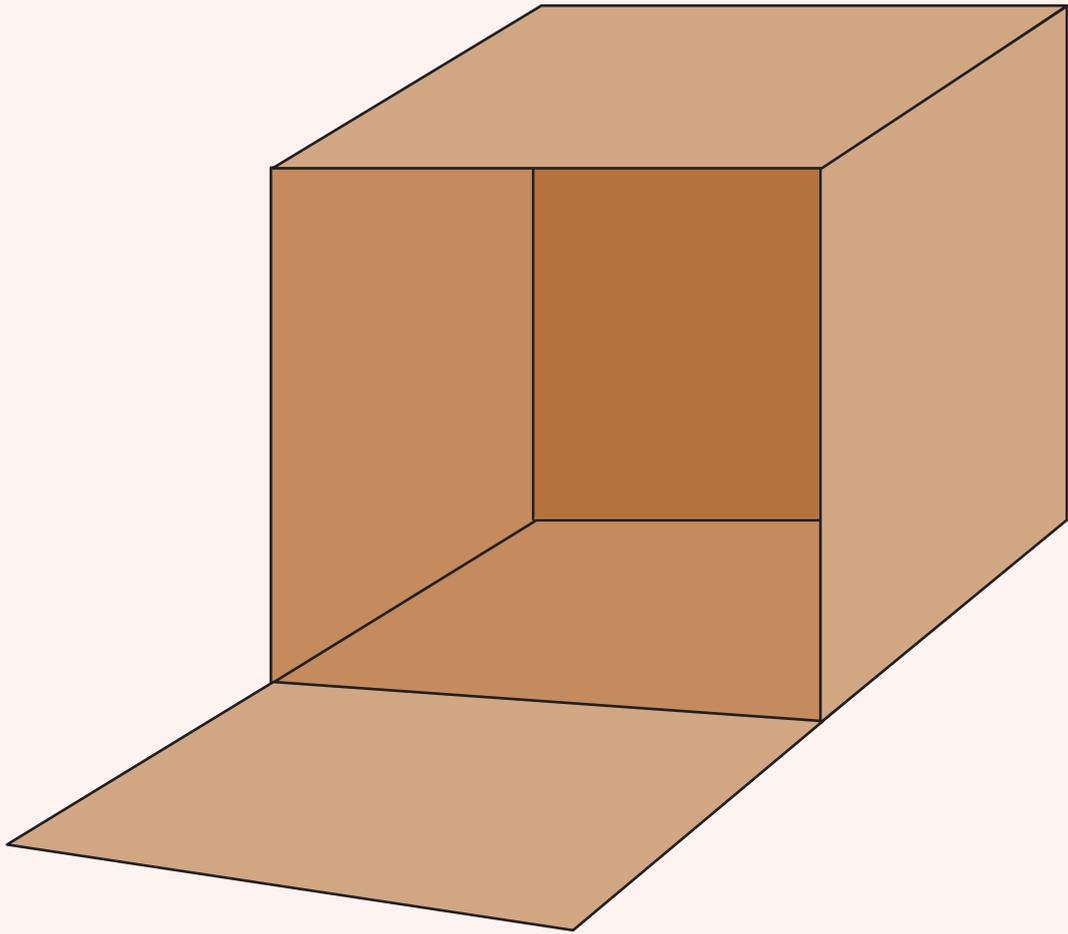
tap

t





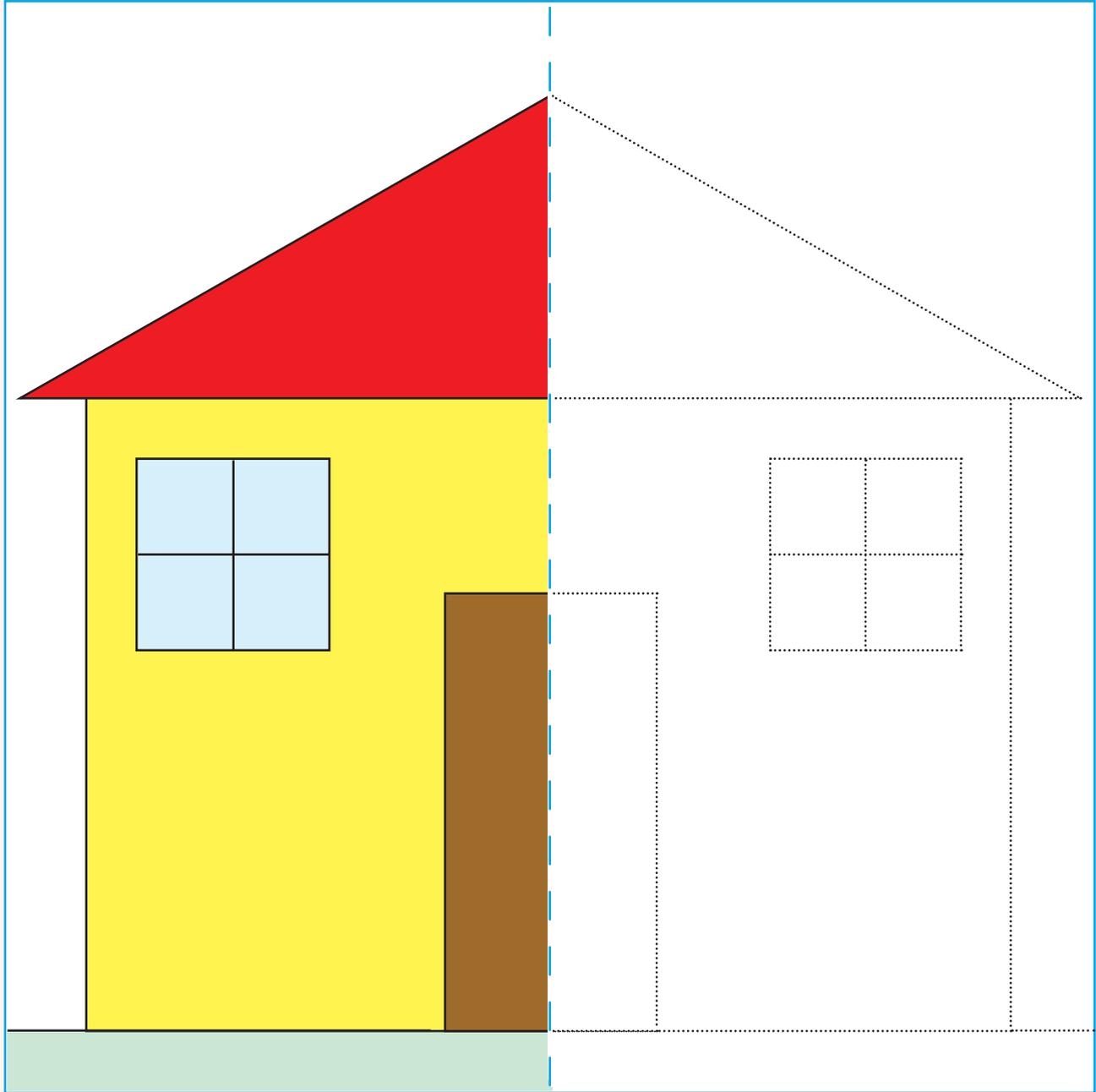
Listen to the instructions and paste the stickers.



3.7



Trace and colour.



TEACHER: Sign Date





Discuss the picture.





TEACHER: Sign

Date

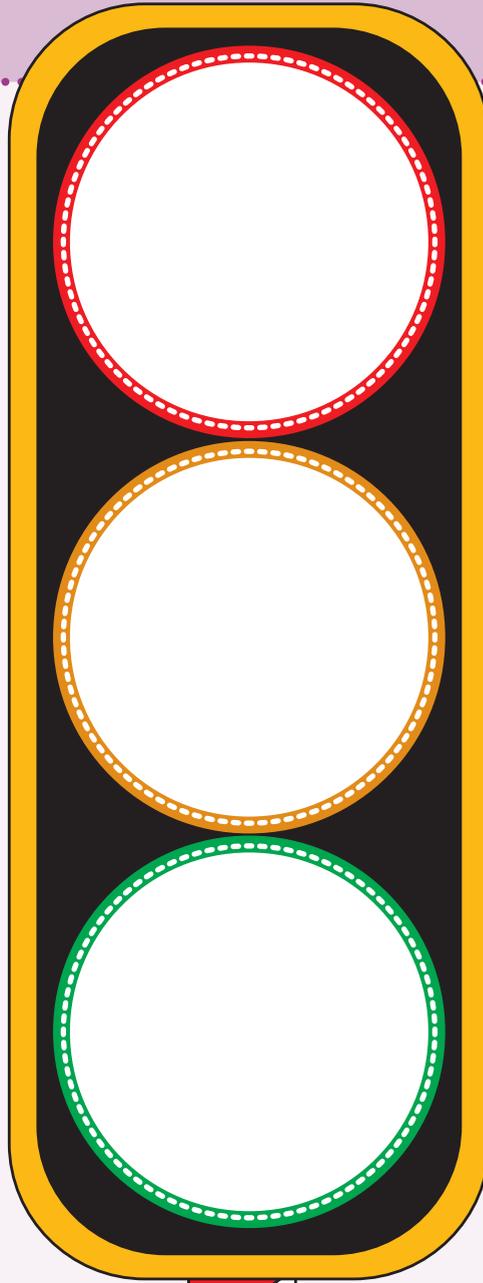




4.1



Trace and colour.



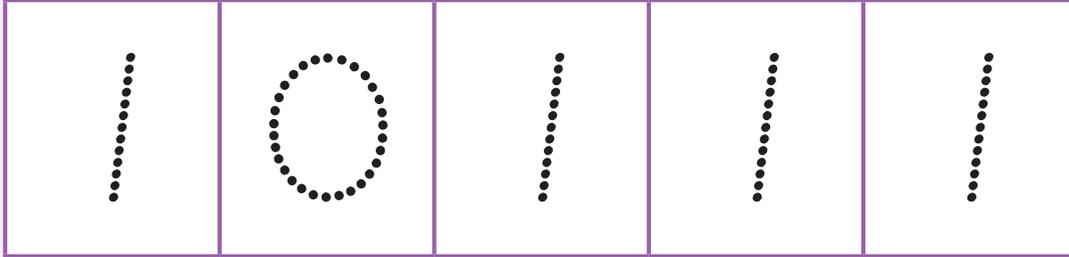
Term 2 – Week 6–10



4.2



Discuss, dial and trace the emergency number.



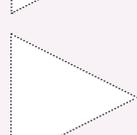
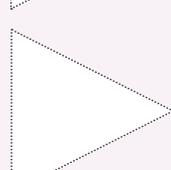
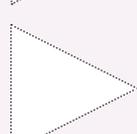
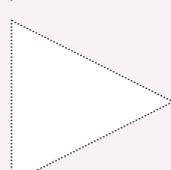
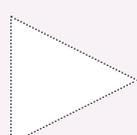
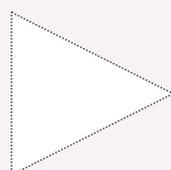
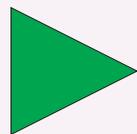
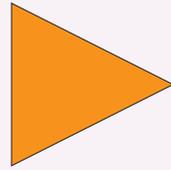
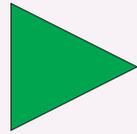
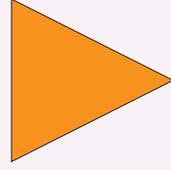
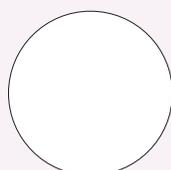
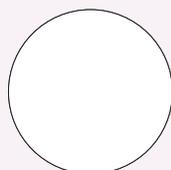
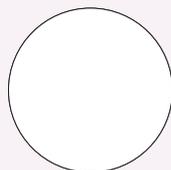
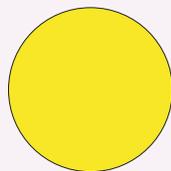
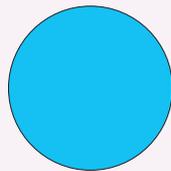
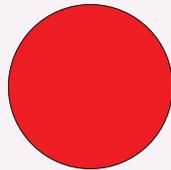
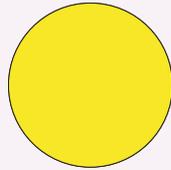
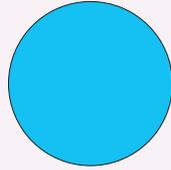
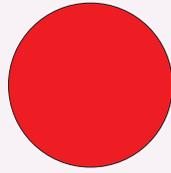
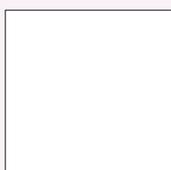
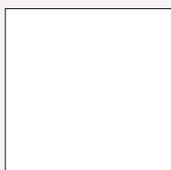
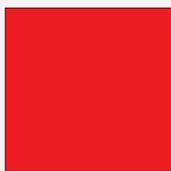
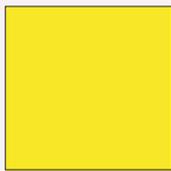
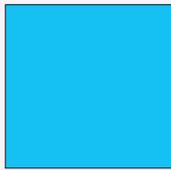
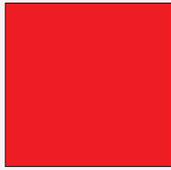
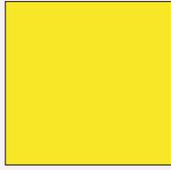
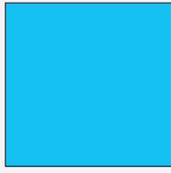
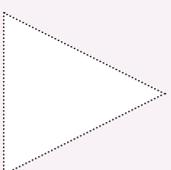
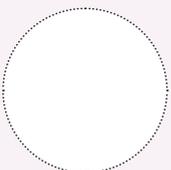
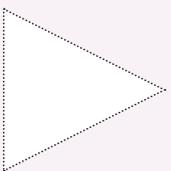
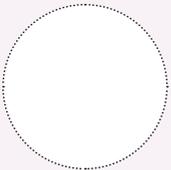
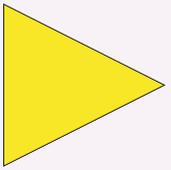
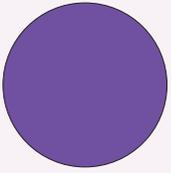
TEACHER: Sign

Date





Complete the patterns.



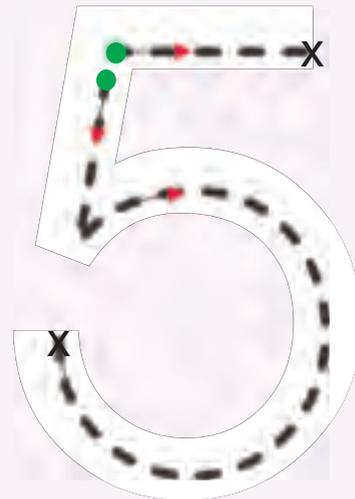
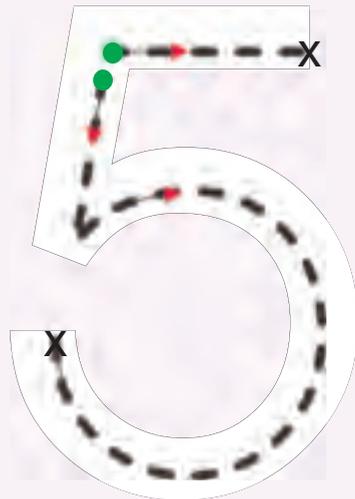
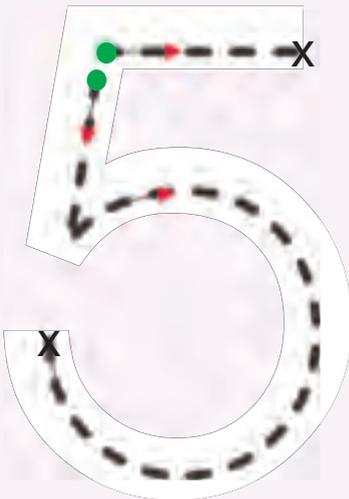
4.4



Draw 5 objects and trace the number.



5



TEACHER: Sign

Date

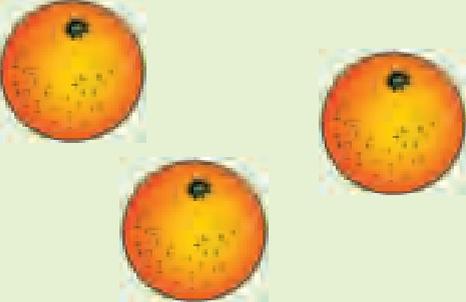
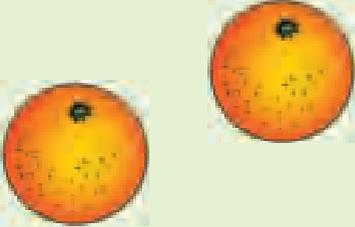


4.5



Tick the box with more objects in each row.

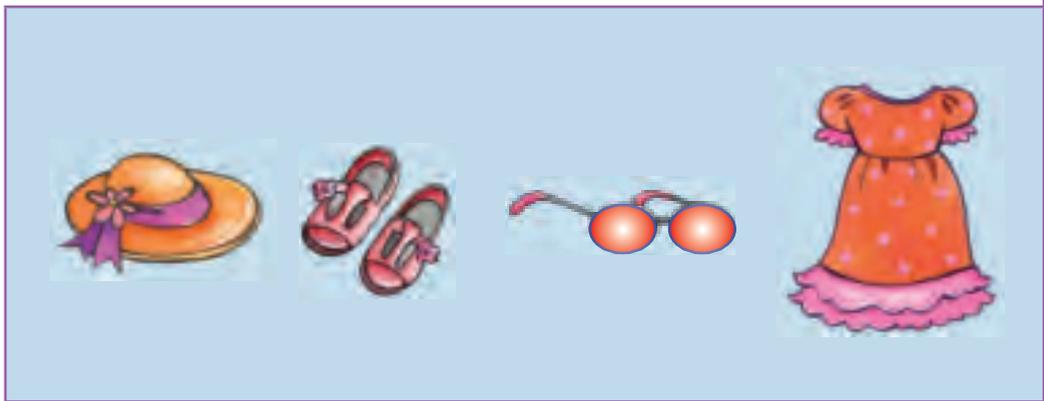
Term 2 – Week 6–10

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

4.6



Circle the item that is the same as the first one in each row.





Trace and circle the beginning sound.

 <p>d s</p>	 <p>d s</p>	 <p>d s</p>
 <p>d s</p>	<p>b</p> <p>d s</p>	 <p>d s</p>
 <p>d s</p>	 <p>d s</p>	 <p>d s</p>



Count, colour the same number of dots and trace the number.

<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	



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

i



in



ink



insect



igloo



My name is:

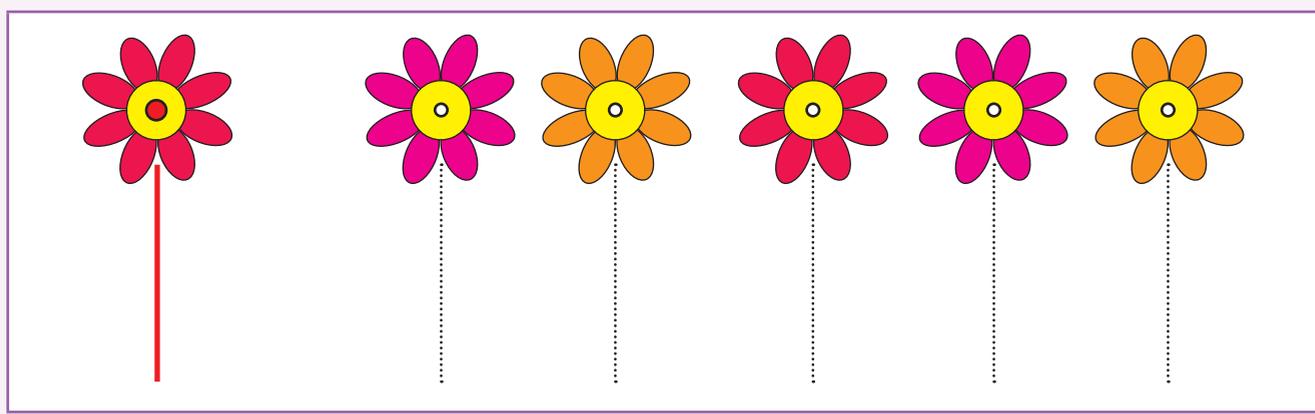
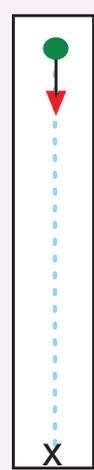
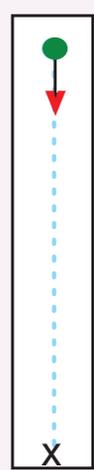
A large, empty rectangular box with a decorative border of yellow and purple dots, intended for a child to write their name.



4.10



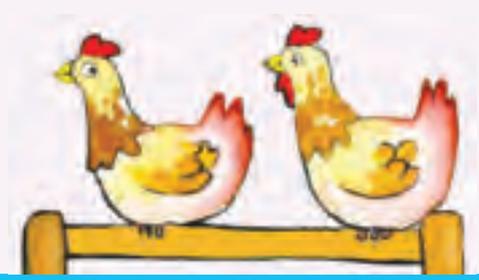
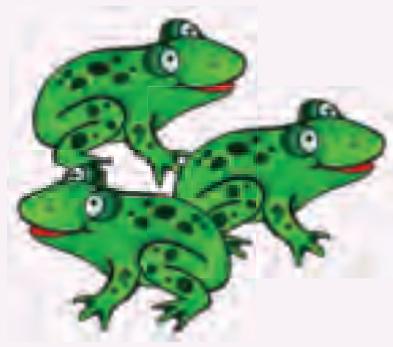
Let's sound and trace.



4.11



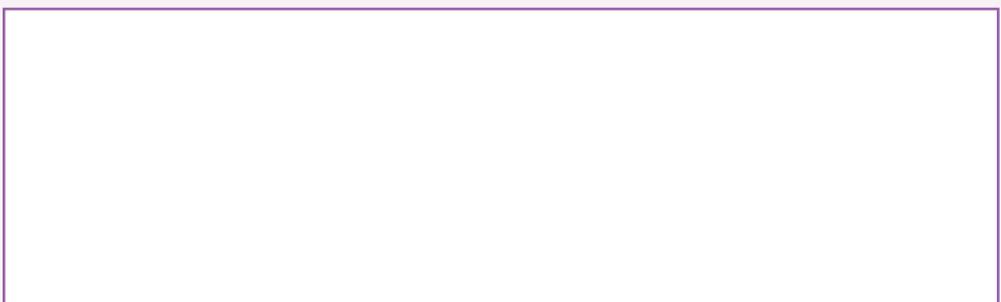
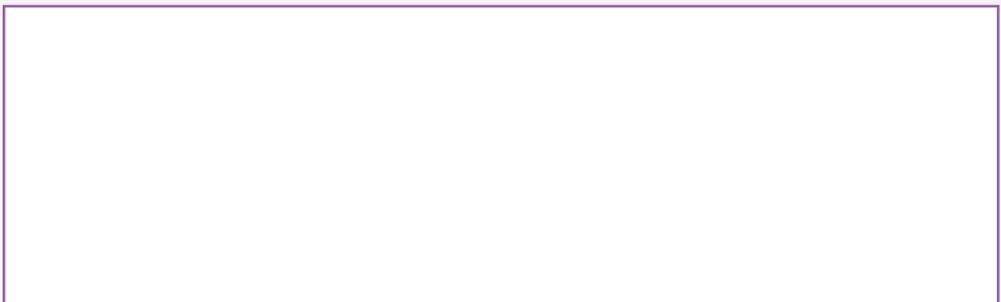
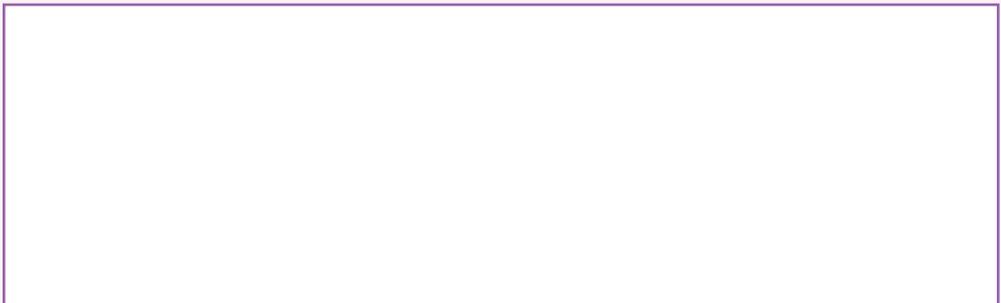
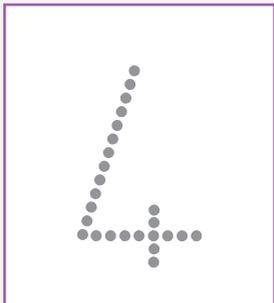
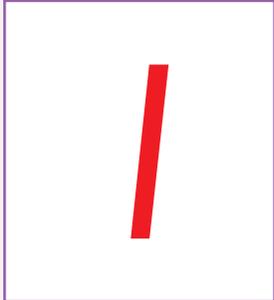
Trace, count and match.



4.12

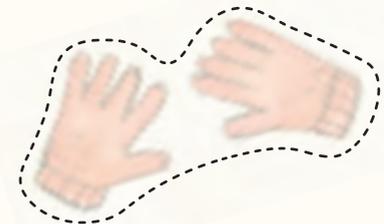
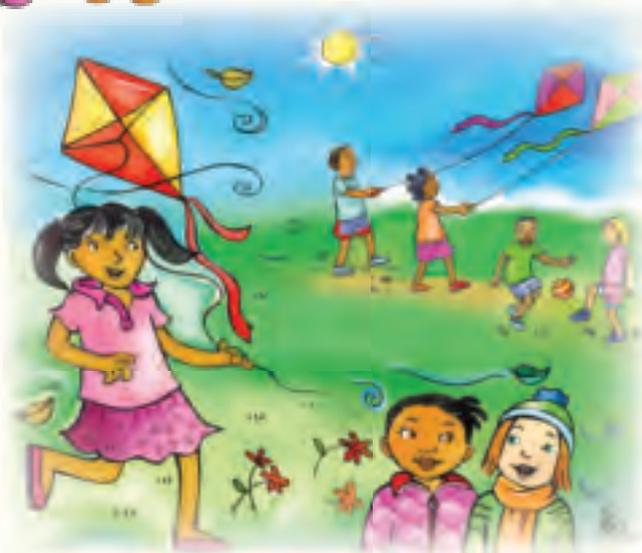


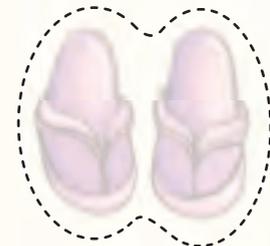
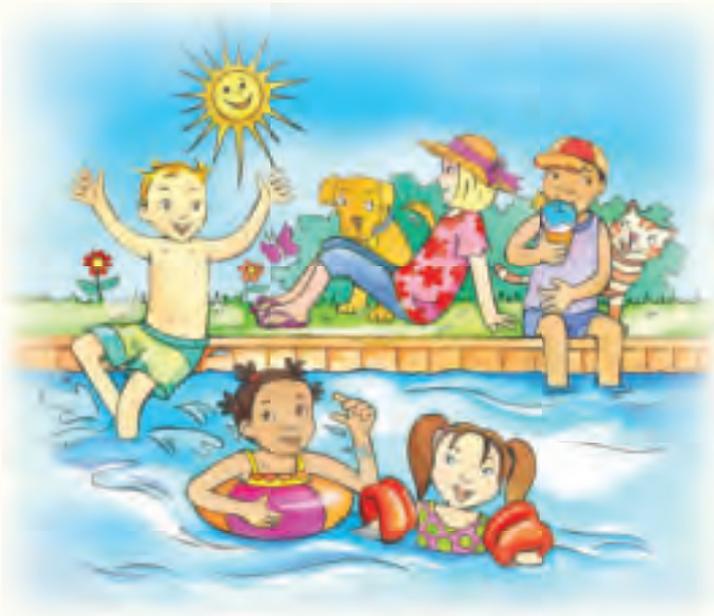
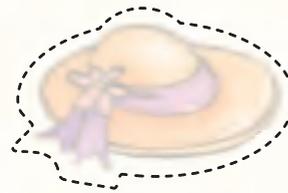
Trace and draw the objects.

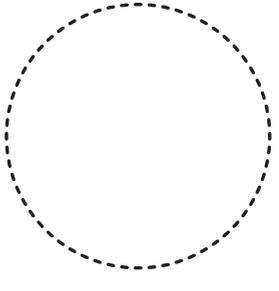
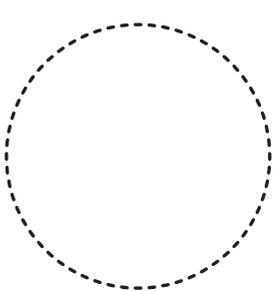
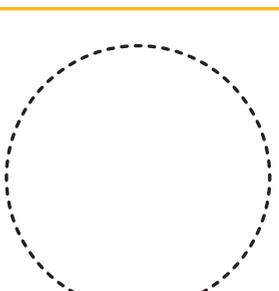
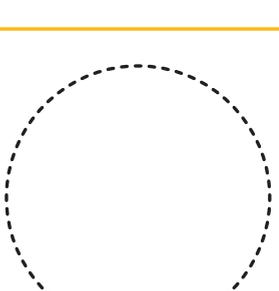
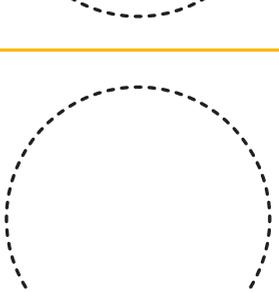
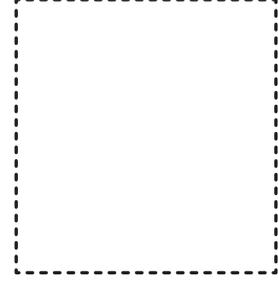
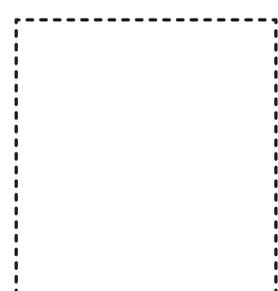
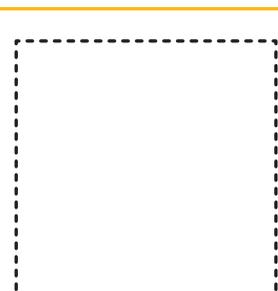
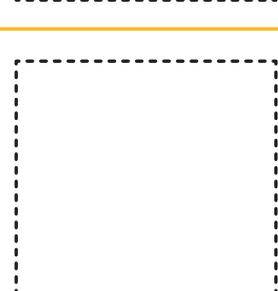
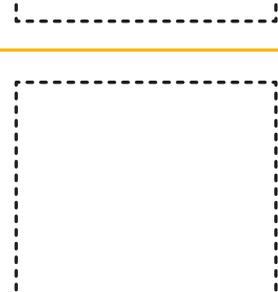


Seasons and the weather

Discuss the picture, paste stickers and match to the weather.



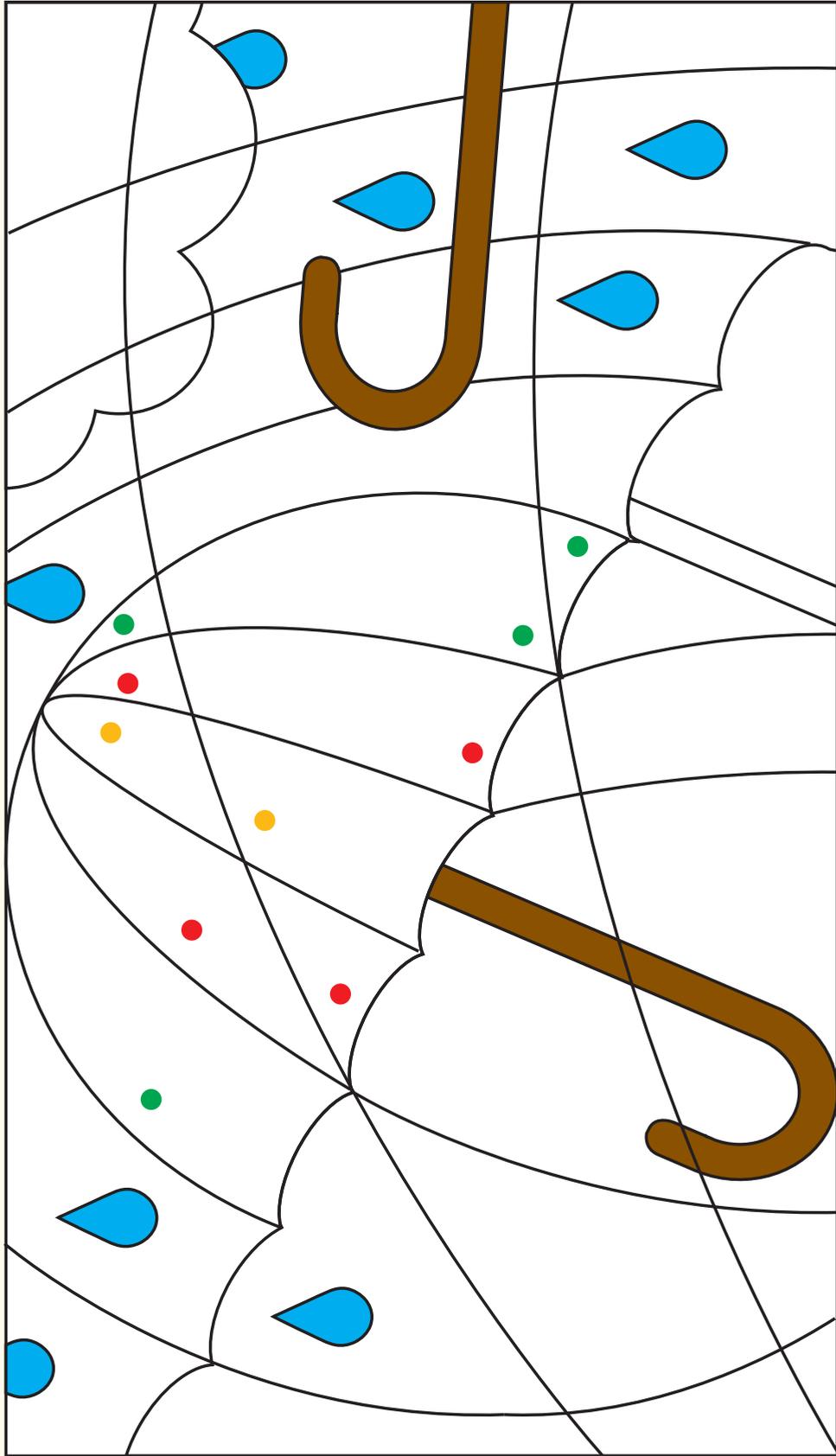


Monday	Tuesday	Wednesday	Thursday	Friday
				
				



Paste the weather sticker for each day. Then paste the face to show how you feel.

Use the dots to colour the umbrella.

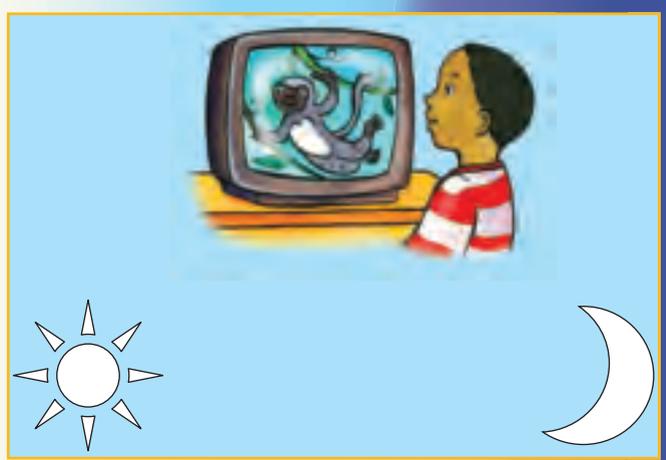
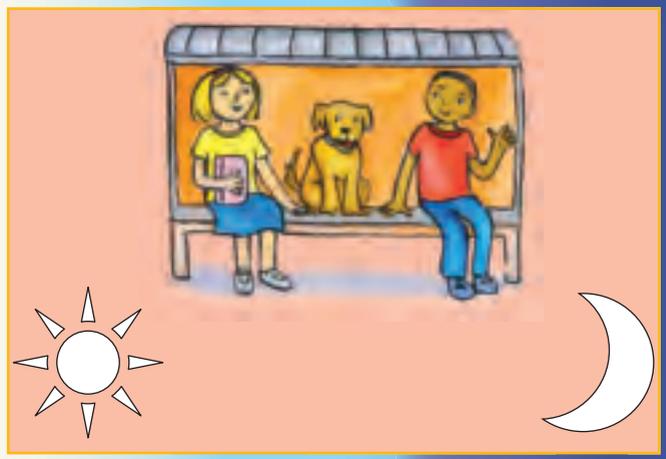




Colour the sun or the moon to show the time.



Term 2 - Week 6-10



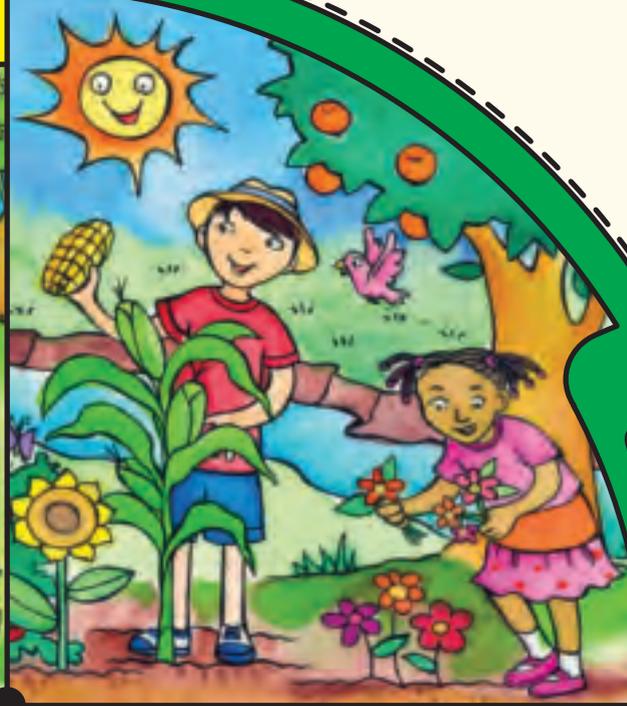


Cut and discuss.

Spring



Summer



Winter



Autumn





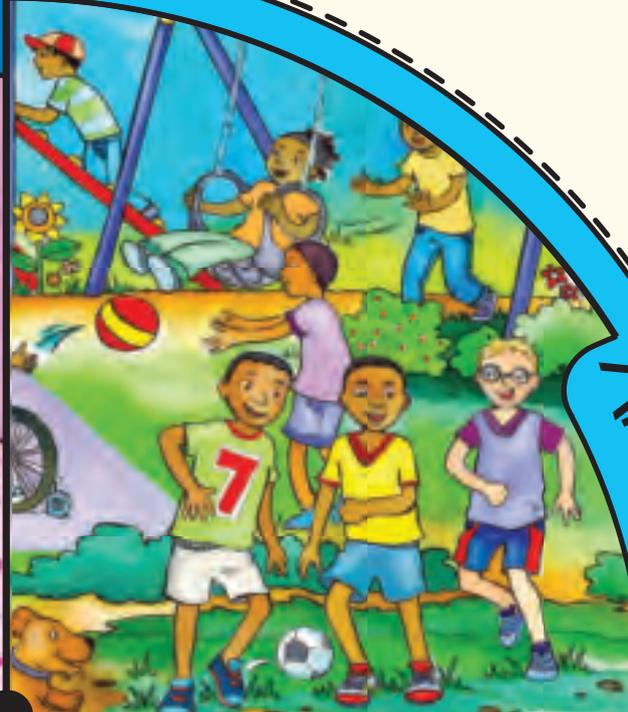
Cut and discuss.



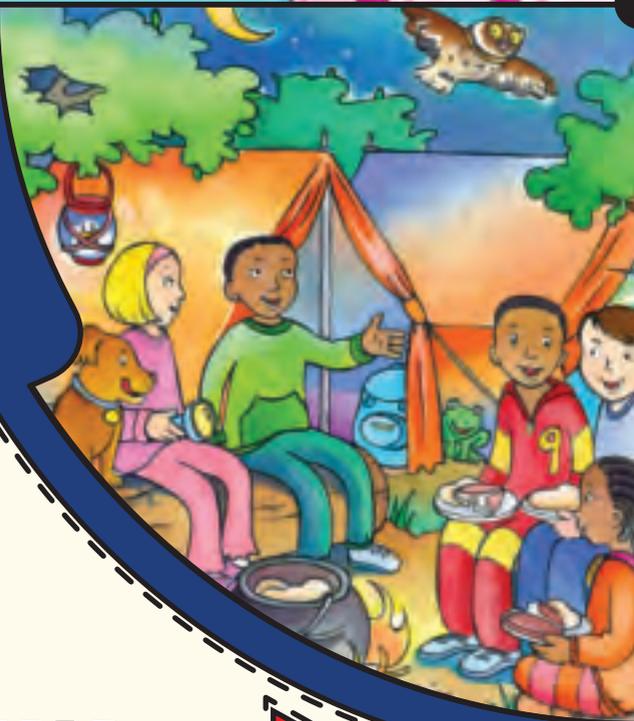
Morning



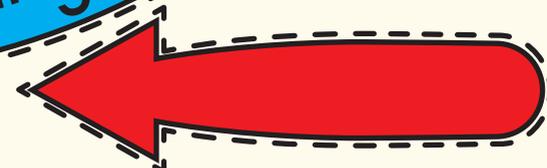
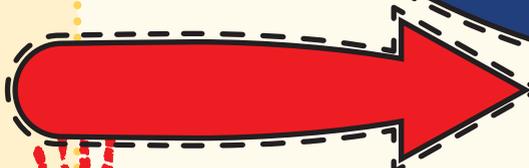
Afternoon



Night



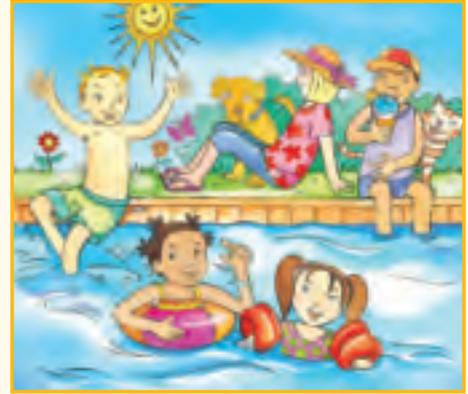
Evening



5.5

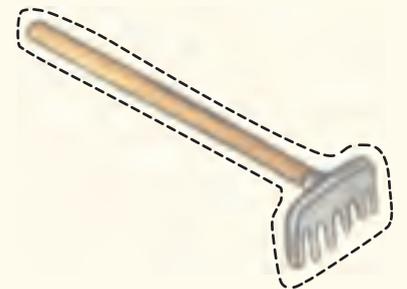
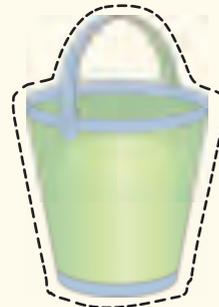
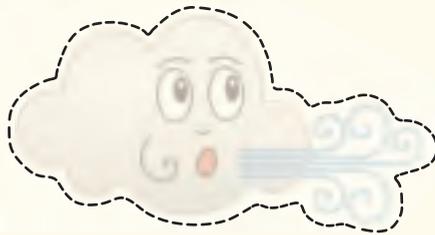
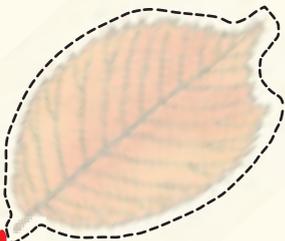


Paste the stickers and match the season.





Colour and paste.

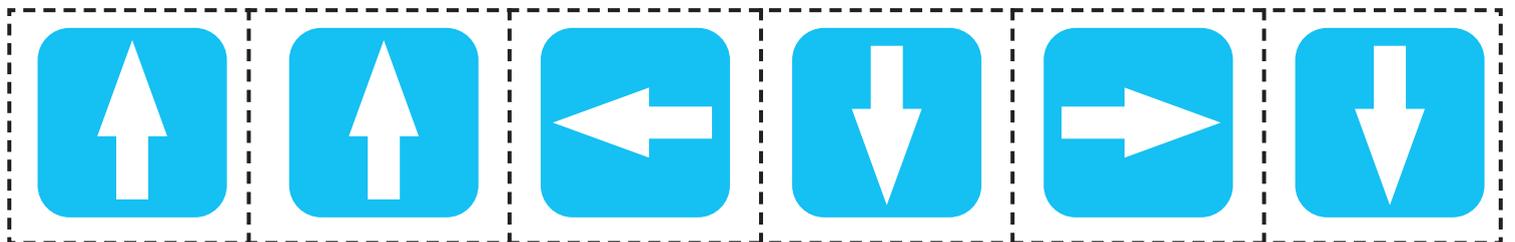


5.7



Cut and paste the arrows to sequence the numbers.

2			3
1			4



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.

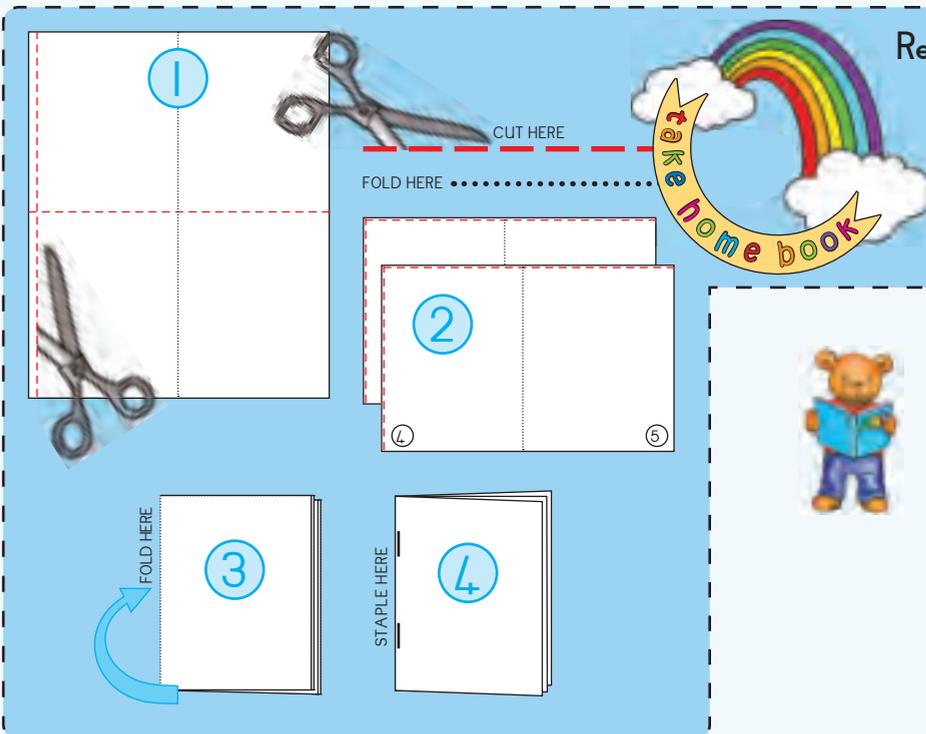
Memory game:

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.

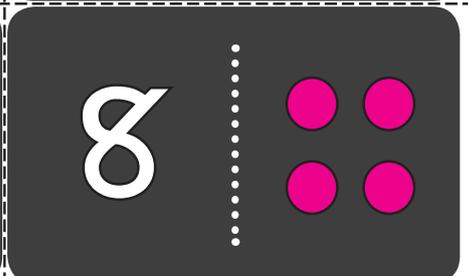
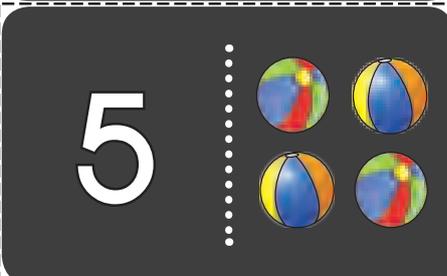
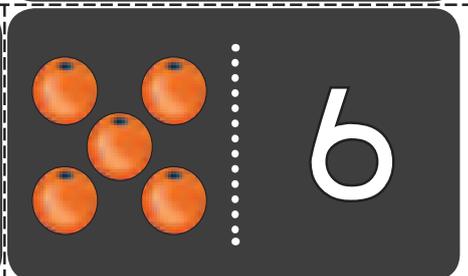
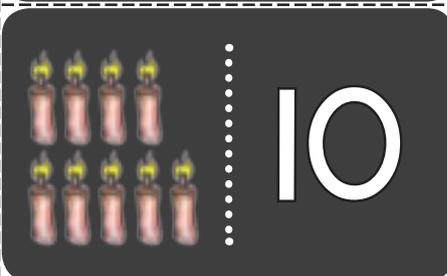
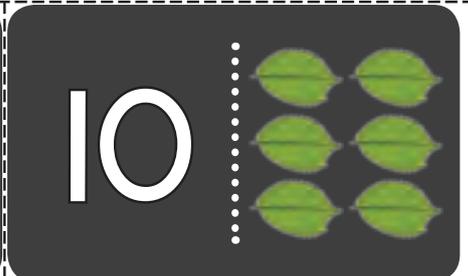
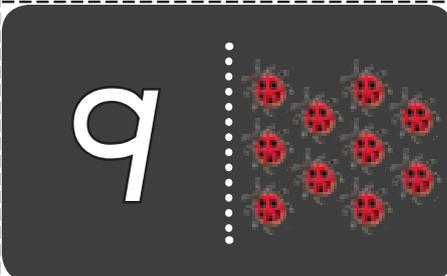
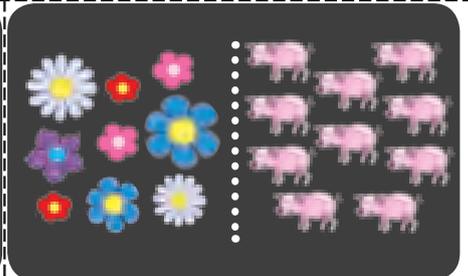
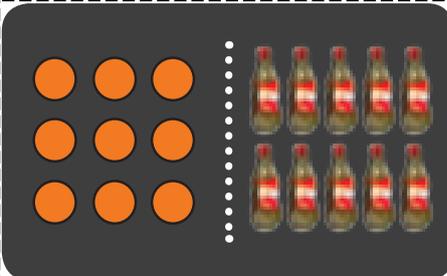
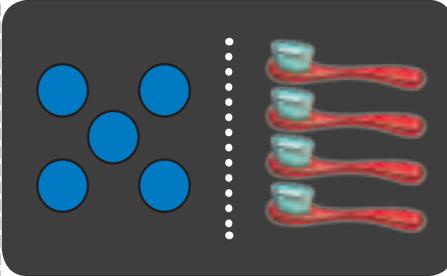
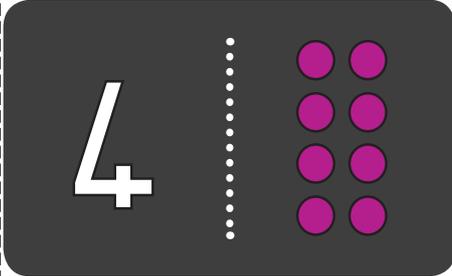
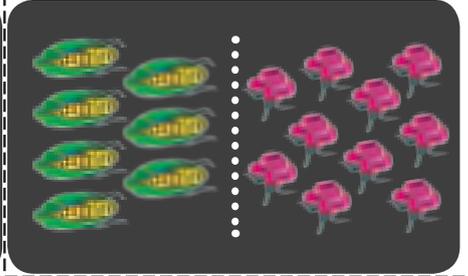
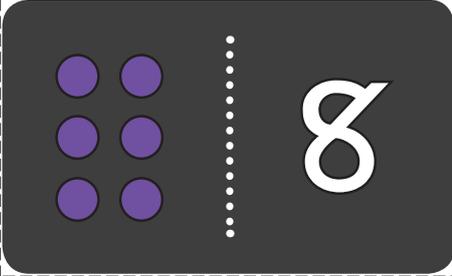
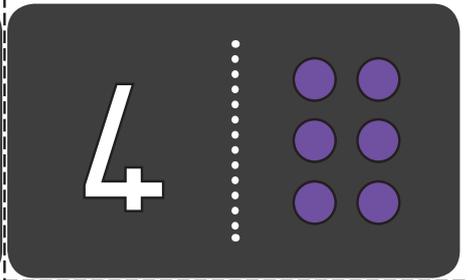
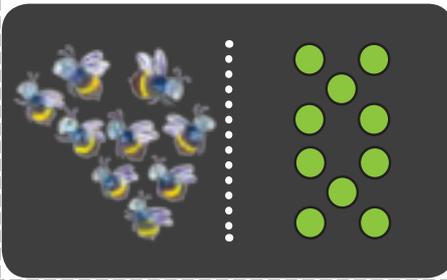
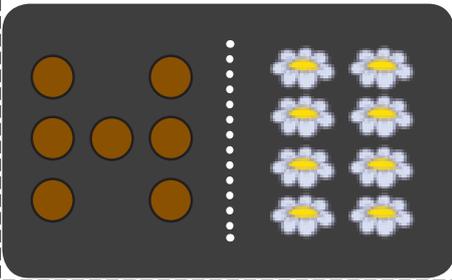
Cut the page off on the dotted line at the top and then glue the page to the back cover to make a pocket. Keep your cut outs here so that it doesn't get lost.

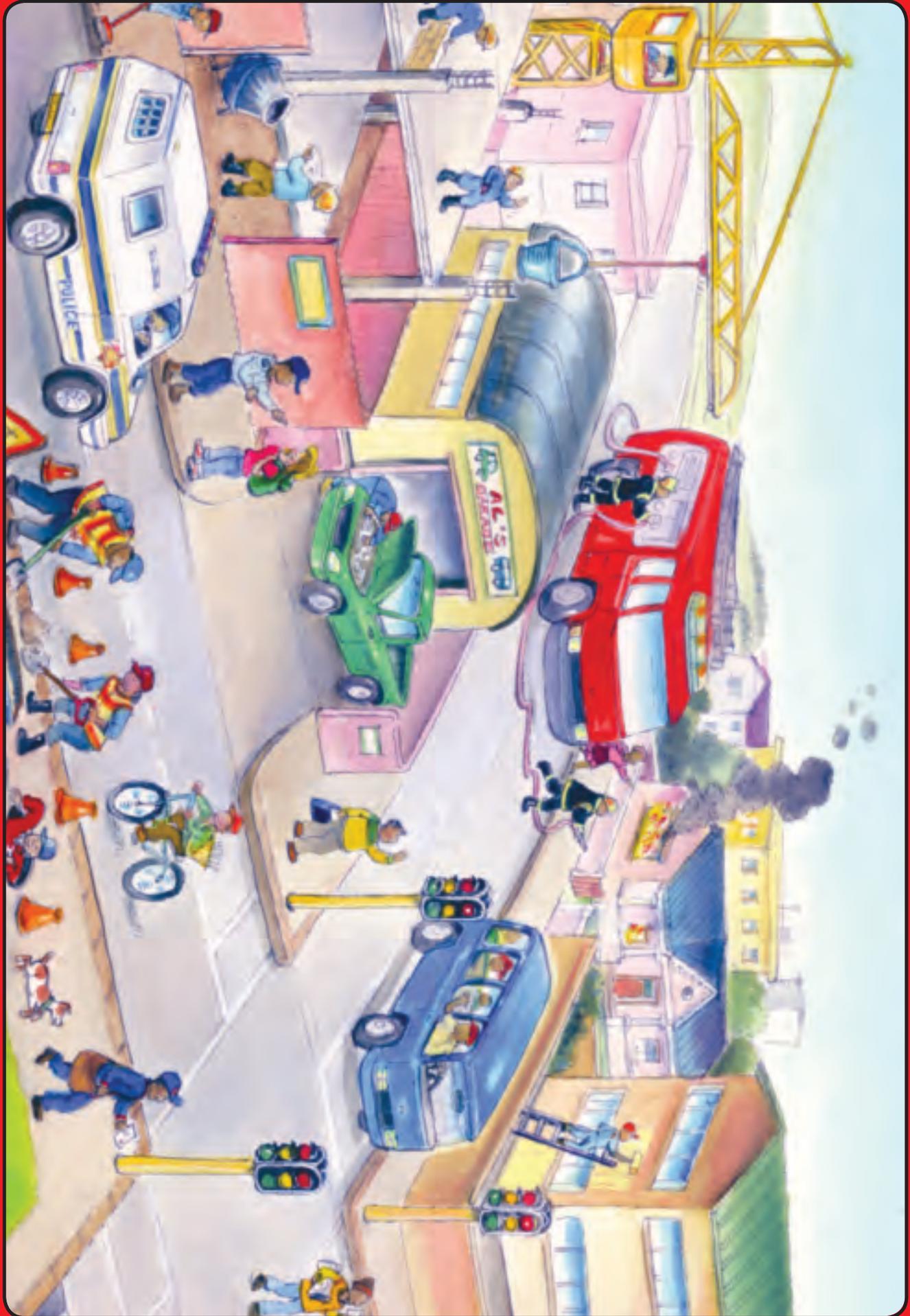
GLUE HERE

GLUE HERE

GLUE HERE

GLUE HERE





11

12

13

14

15

16

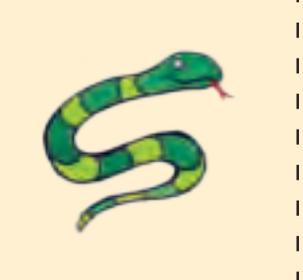
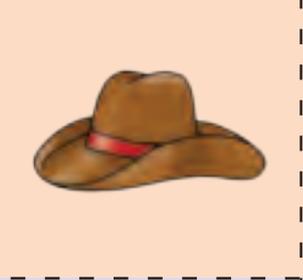
17

18

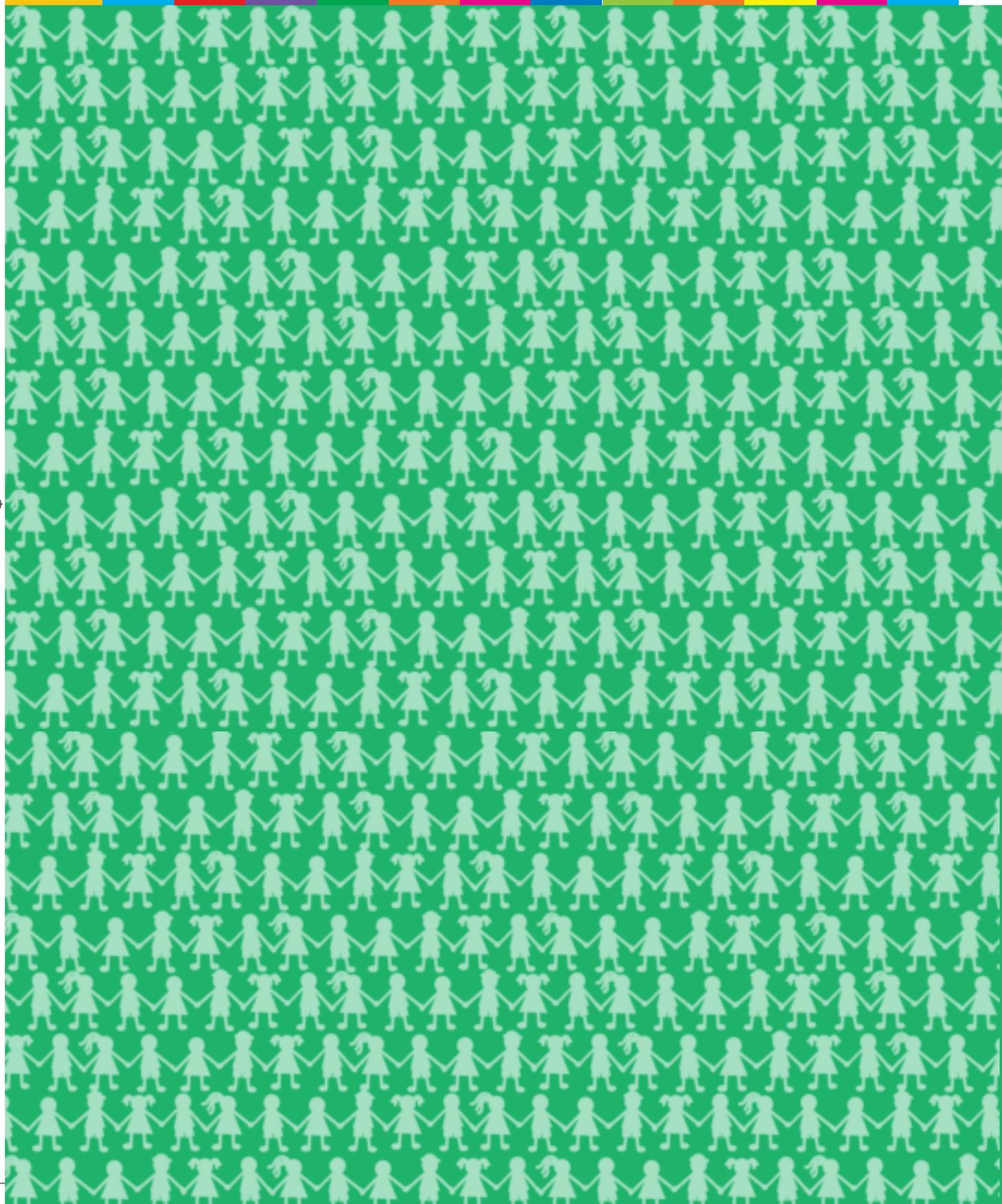
19

20

ENGLISH 6.1.3

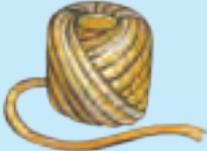


a b c d e f g h i j k l m

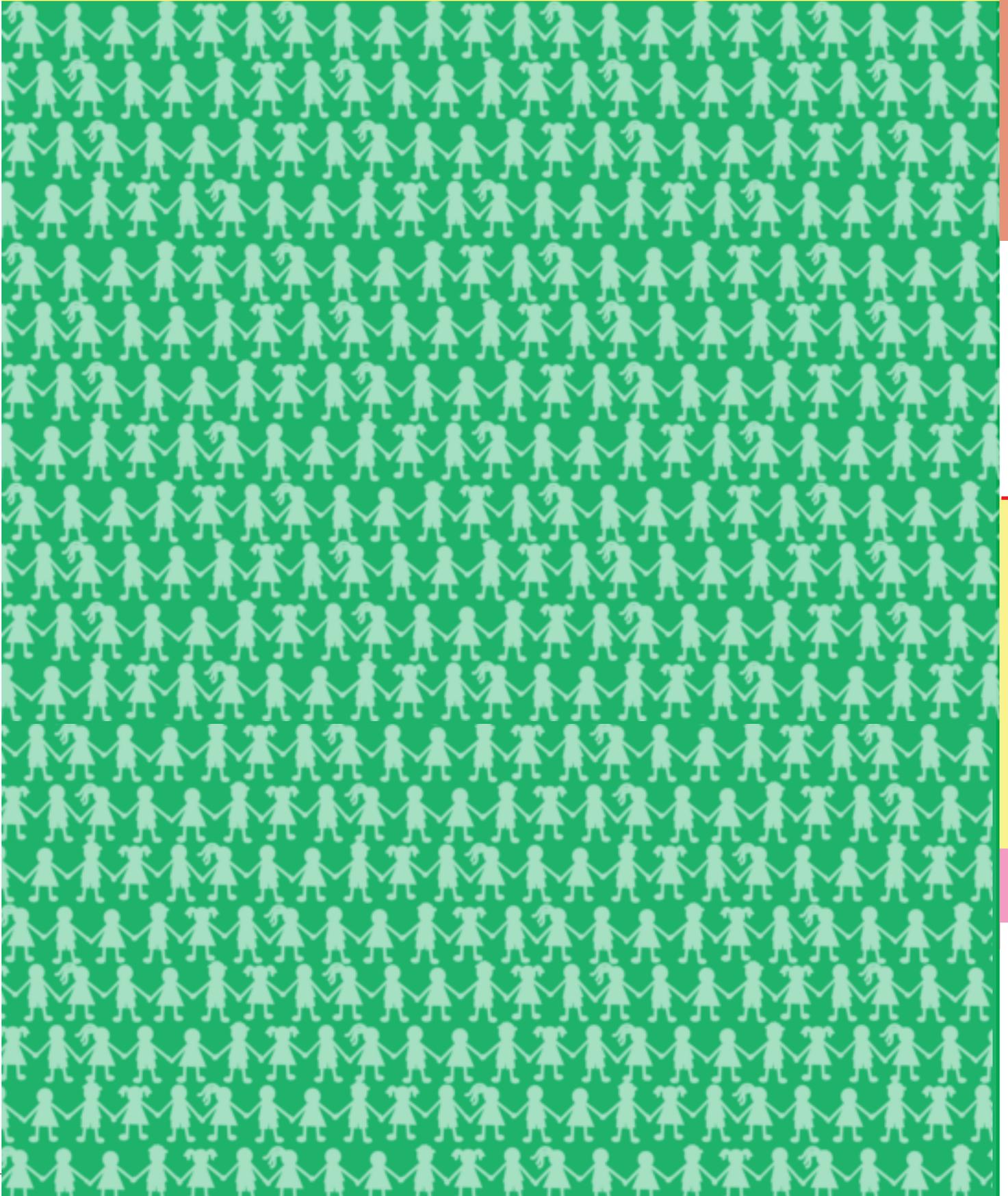




n o p q r s t u v w x y z

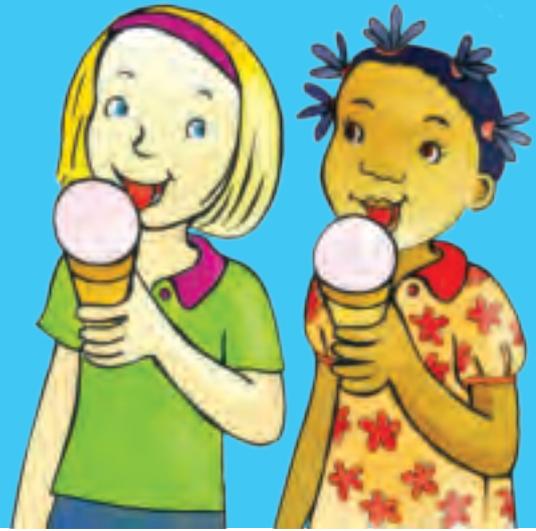






We eat.

4



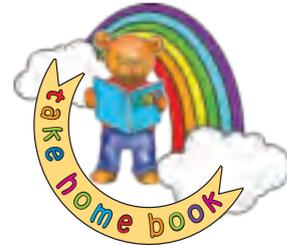
We eat ice cream.

5



Anne is 6.

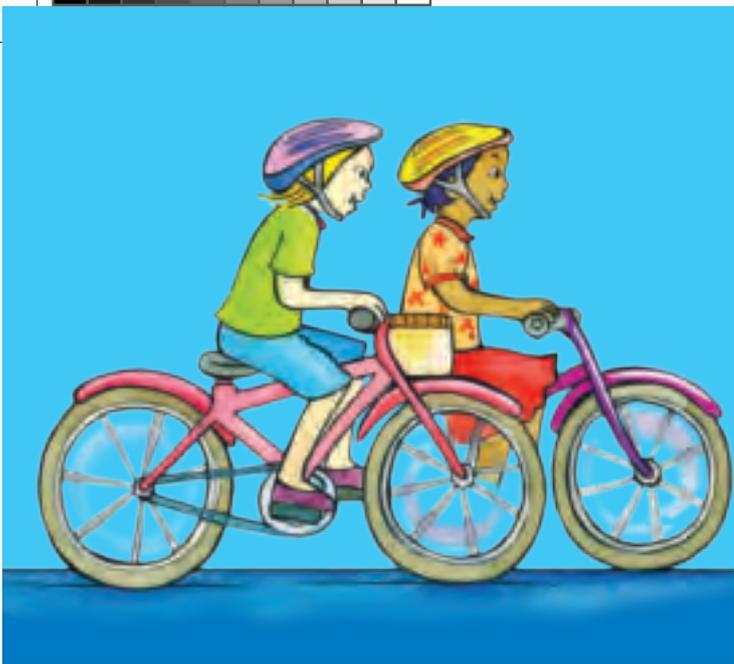
8



Nomsa and Anne.



1



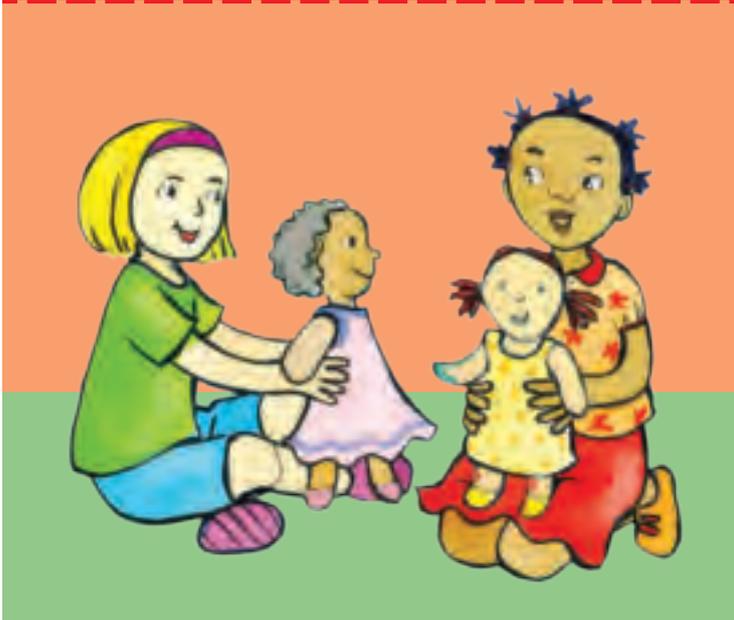
We ride.

6



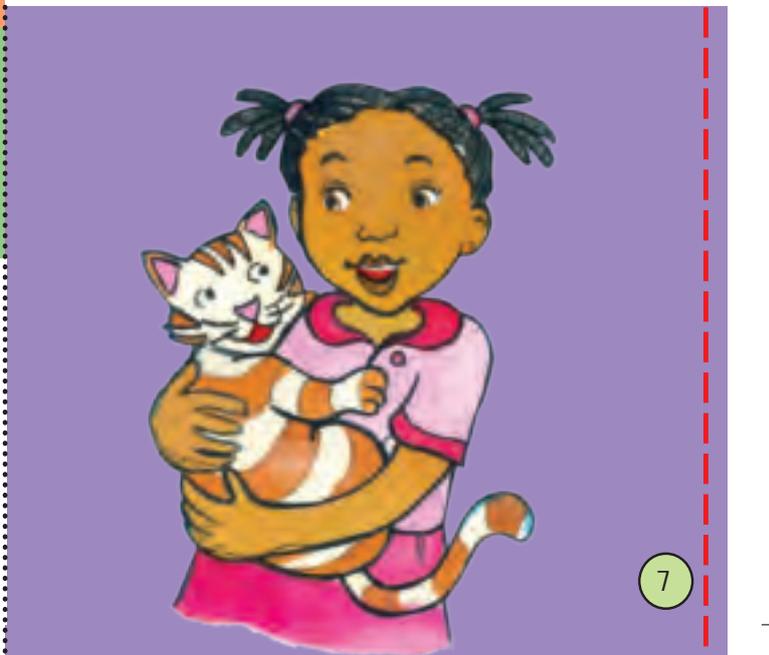
We read.

3



We play.

2



My cat.

7

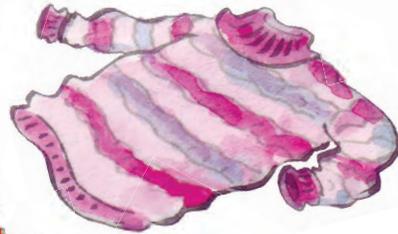
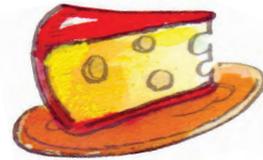
STICKERS

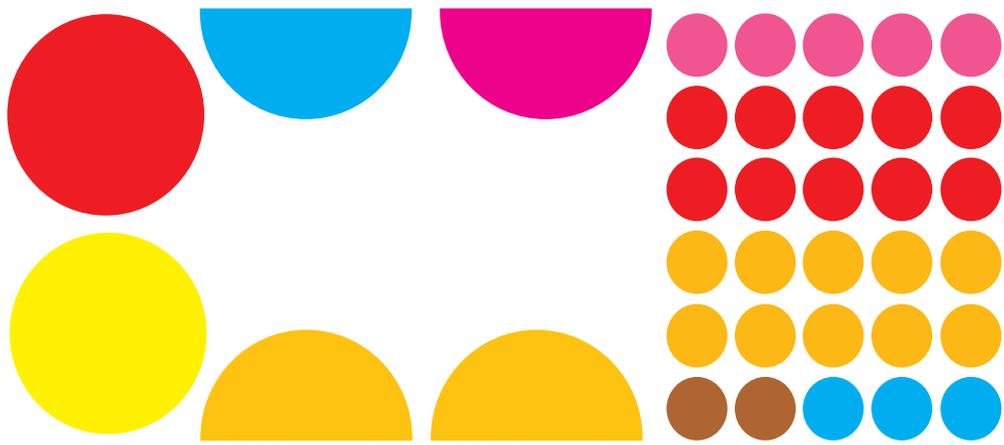
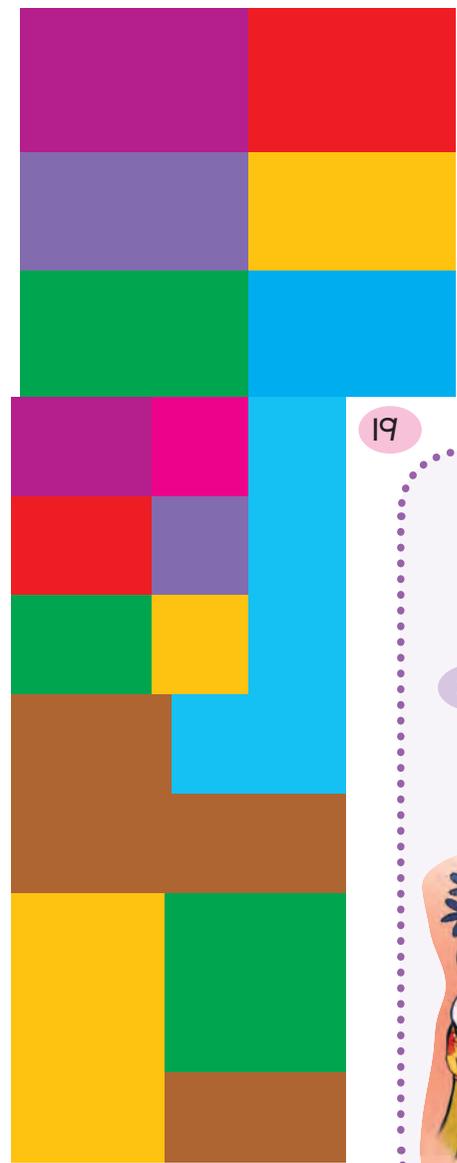
GRADE R BOOK2

20-21



22-23





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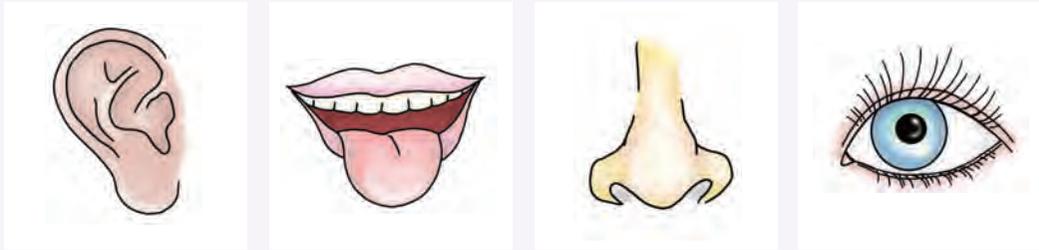


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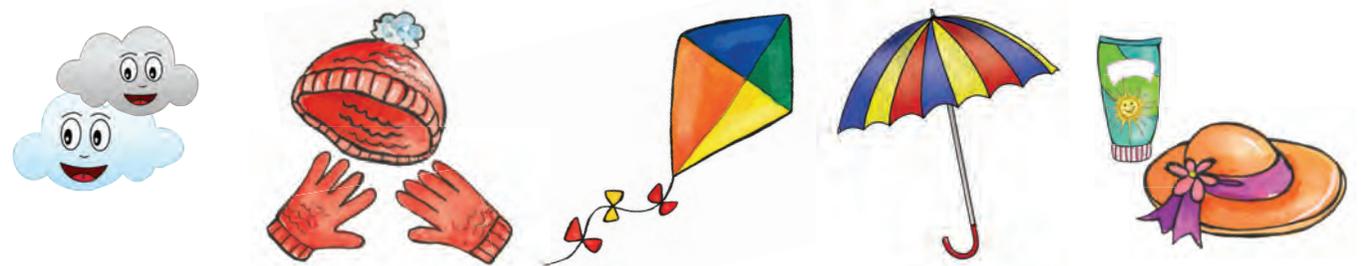
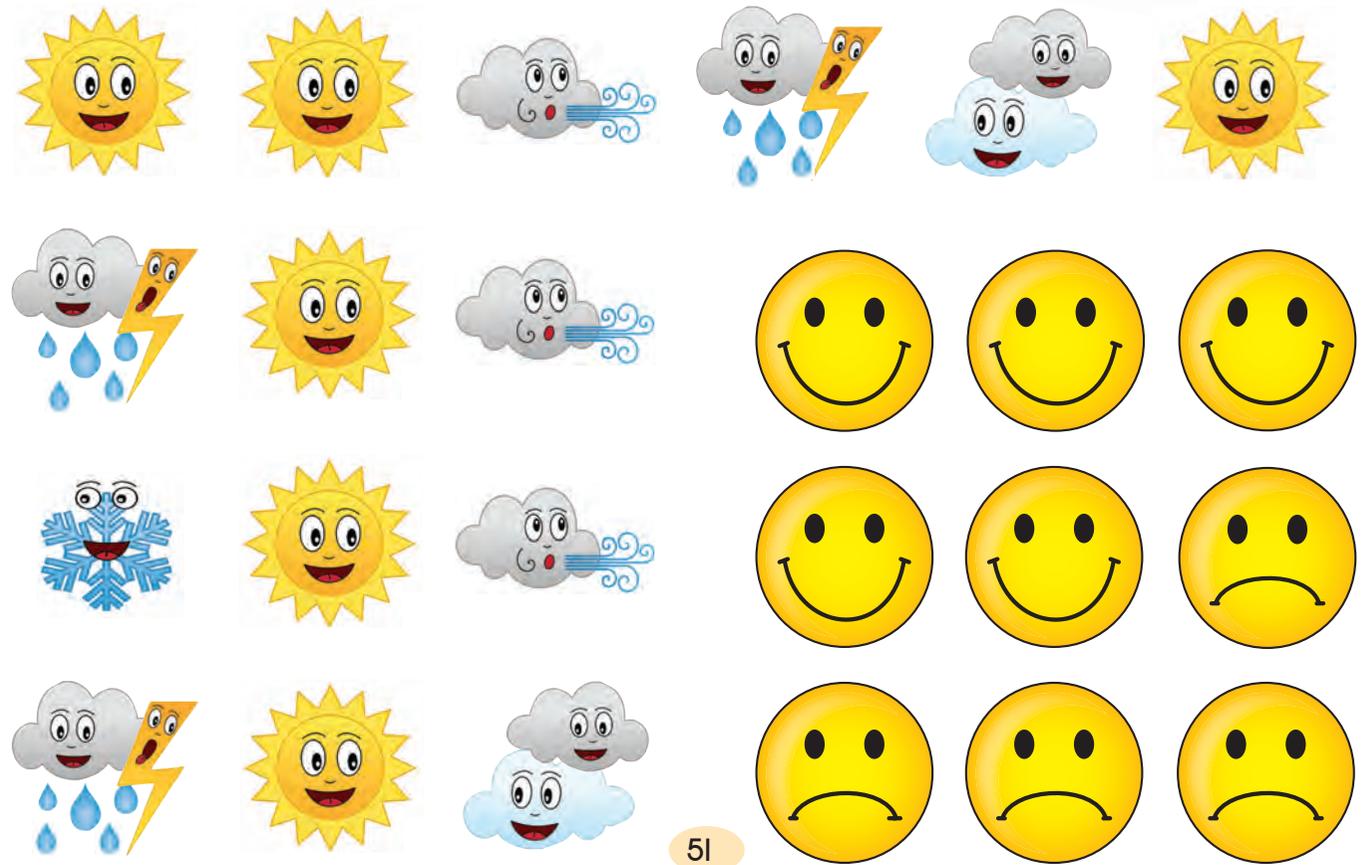
53

4



52

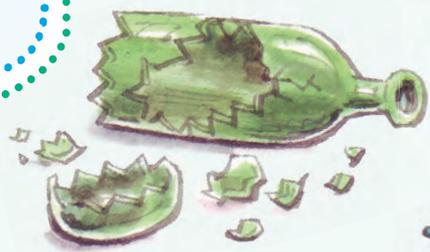
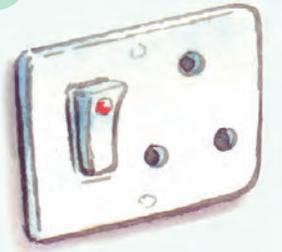
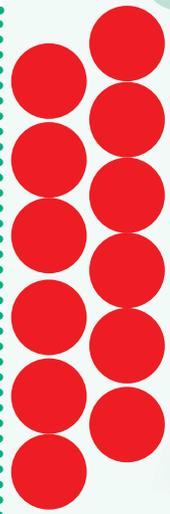




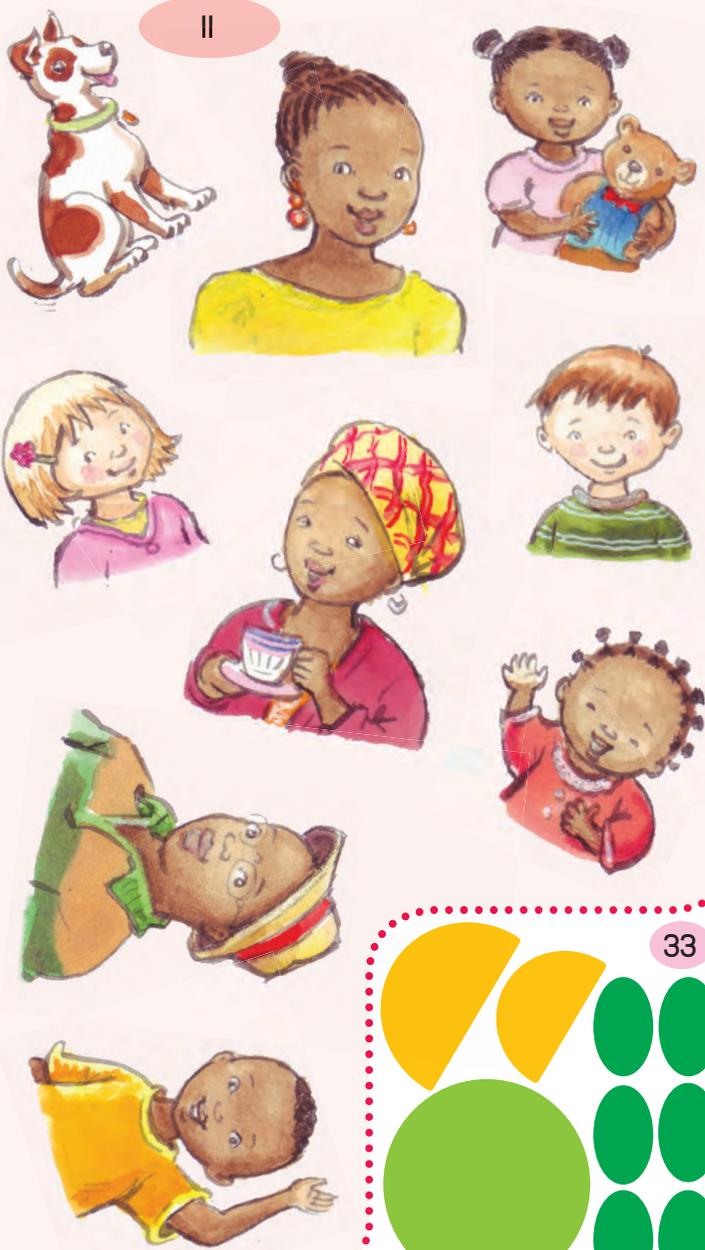


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