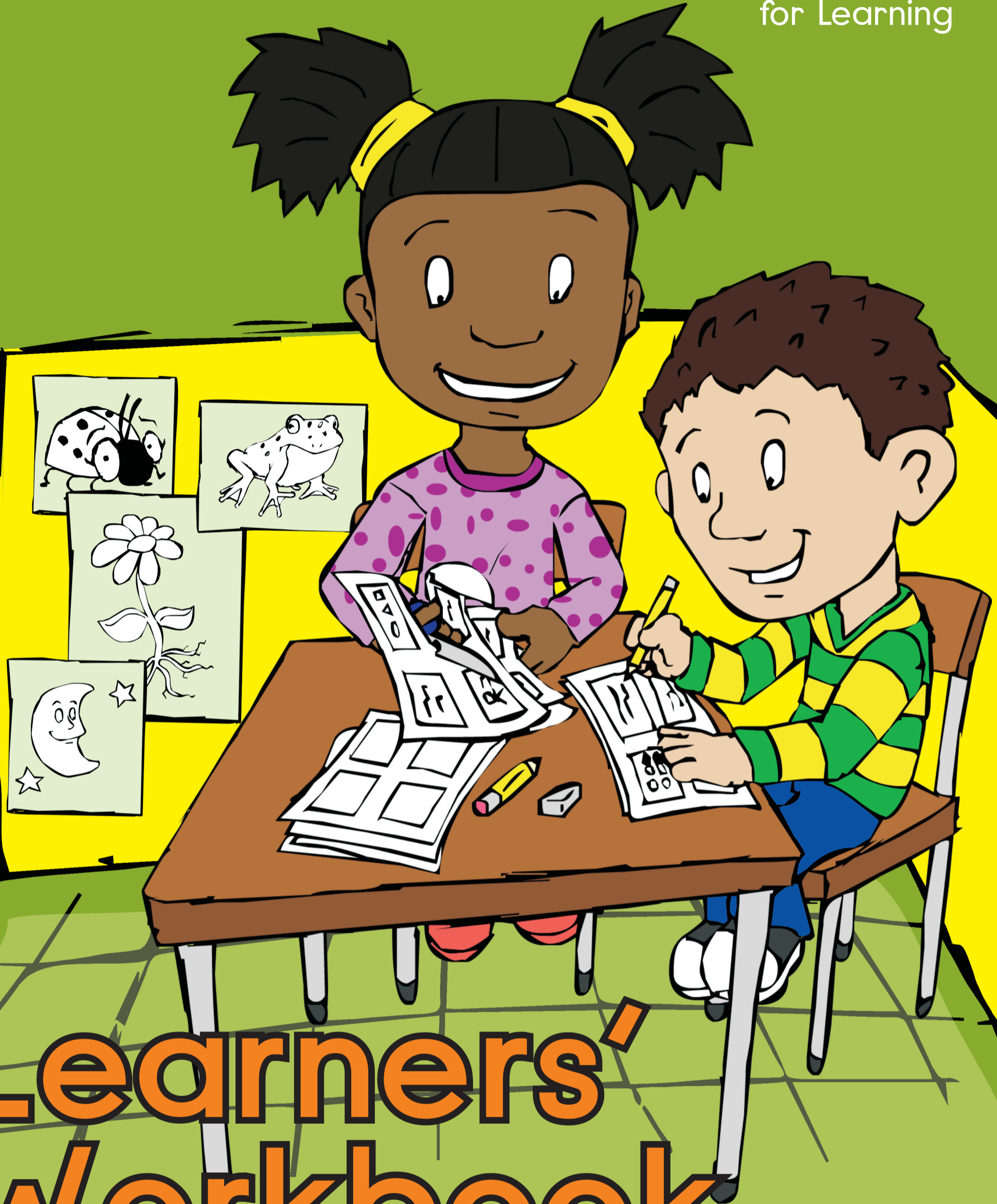


Laying Solid Foundations
for Learning



Learners! Workbook

English



Grade R



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Contents

Laying Solid Foundations for Learning
Learner Workbook



Theme	Page
My body	2-3
My senses	4-5
My family	6-7
Keeping clean and fit	8-9
Healthy eating	10-11
Friends	12-13
This is what I wear	14-15
Shapes and colours	16-17
Opposites	18-19
Gardens and bugs	20-21
The weather	22-23
Keeping safe	24-25
The sky	26-27
People who help us	28-29
Helping hands	30-31
New life	32-33
This is where I live	34-35
Feelings	36-37
Our lovely land	38-39
On the move	40-41
Awards	42-44



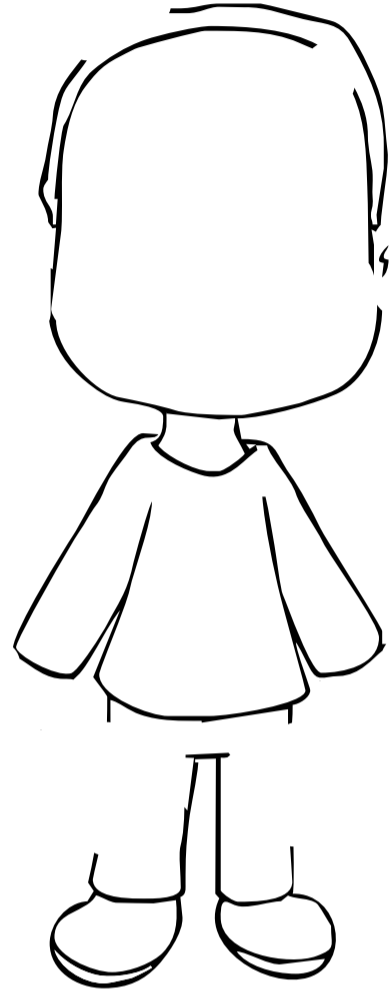
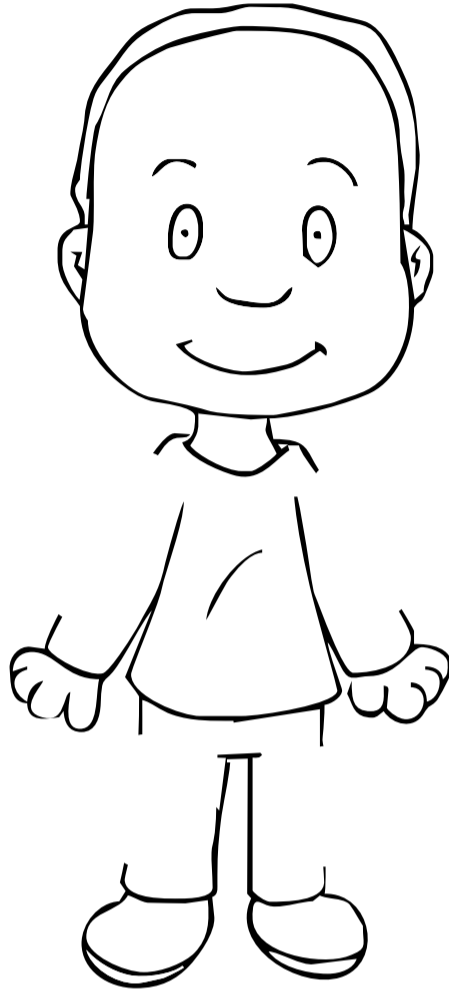
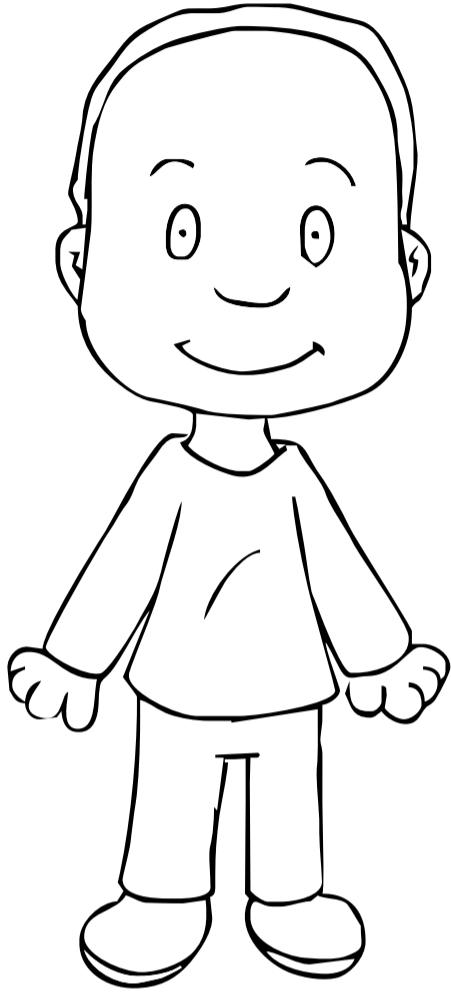
Teacher instruction:

Discuss the first image. Get learners to name the various parts of the body. They can also point to their own body when they name the parts of the body.

On the second picture learners need to complete the missing details, it must look the same as the first image.

On the last picture, there is more detail missing. Learners make it look like the other two. This activity is great for body image and visual closure.

My body is special



Teacher instruction:

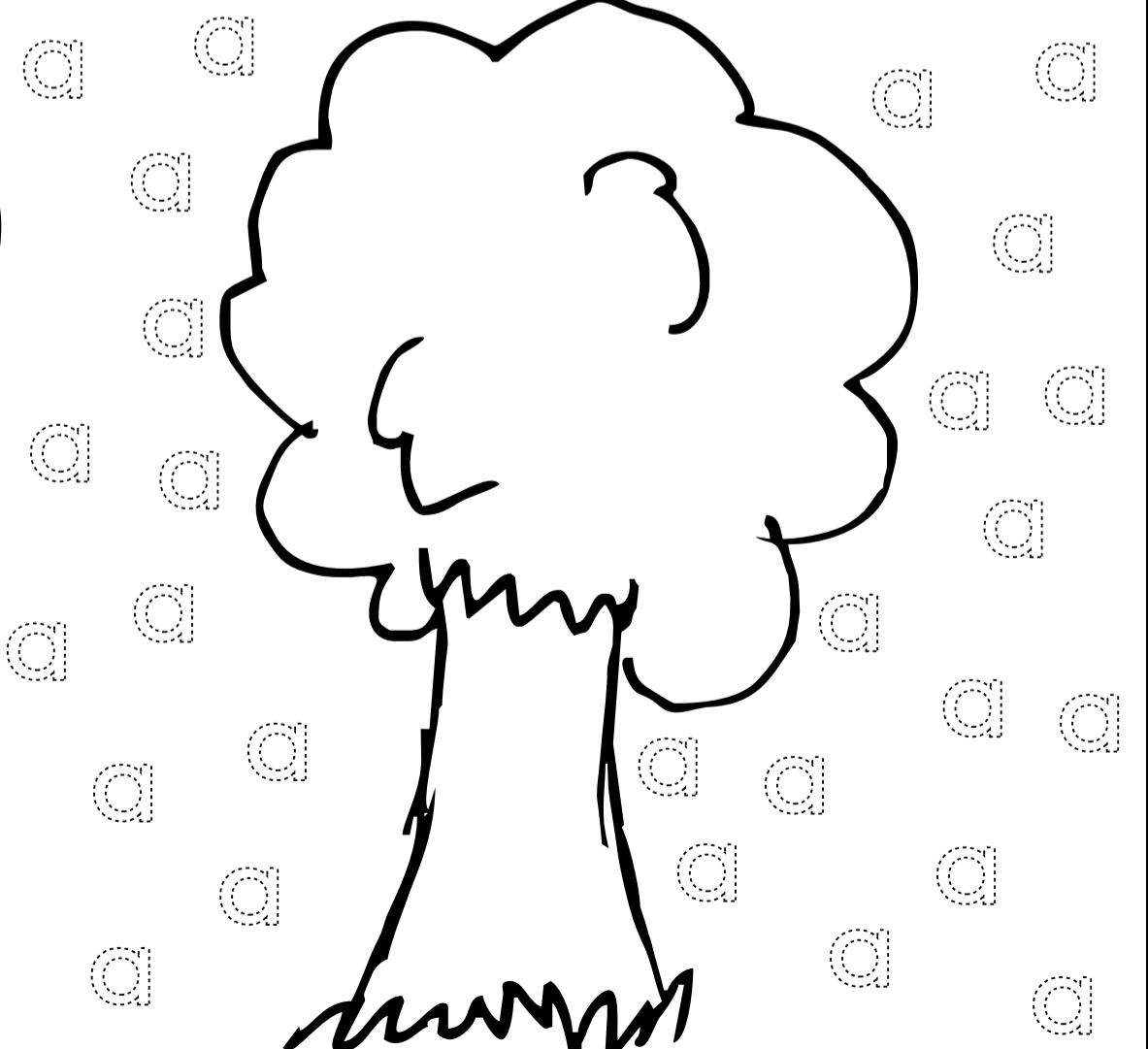
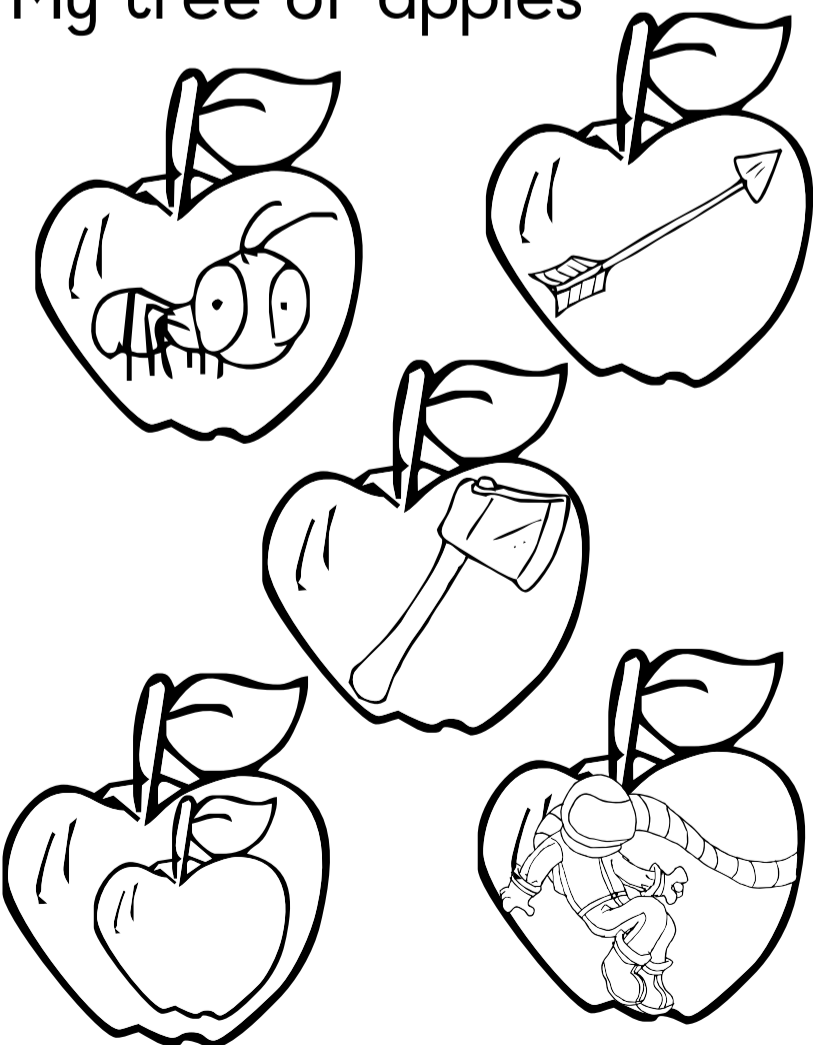
Revise the 'a' sound. Learners cut out the apples and paste them onto the apple tree.

Discuss the initial sound of all the pictures on the apples.

Revise the correct letter formation for 'a'.

Learners then use coloured pencils or crayons to trace the dotted letters around the page.

My tree of apples



Teacher instruction:

Ask learners to name the two shapes on the page.
In the first row learners colour the circles red and the squares blue. Can they see the pattern?
Ask them to make the pattern longer. Help learners complete the other rows in the same way.
This is a visual sequencing exercise.

Complete the shape patterns

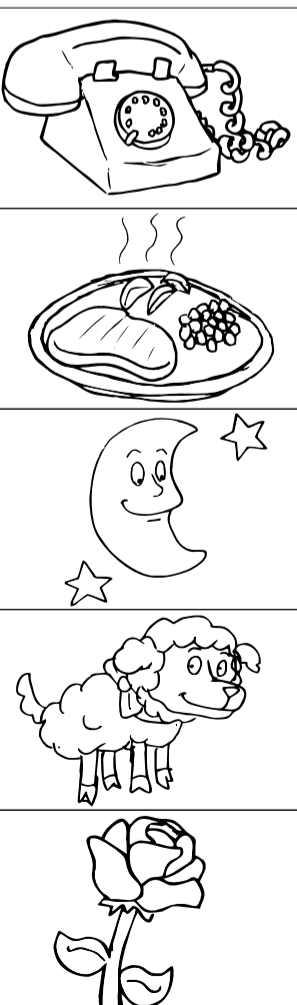
Four rows of shape patterns for completion. Each row consists of a sequence of shapes followed by a horizontal line for continuation.

- Row 1: Square, Circle, Square, Circle, Square, Circle, followed by a line.
- Row 2: Square, Square, Circle, Circle, Square, Square, followed by a line.
- Row 3: Square, Circle, Circle, Square, Circle, Circle, Square, followed by a line.
- Row 4: Circle, Circle, Square, Circle, Circle, Square, followed by a line.

Teacher instruction:

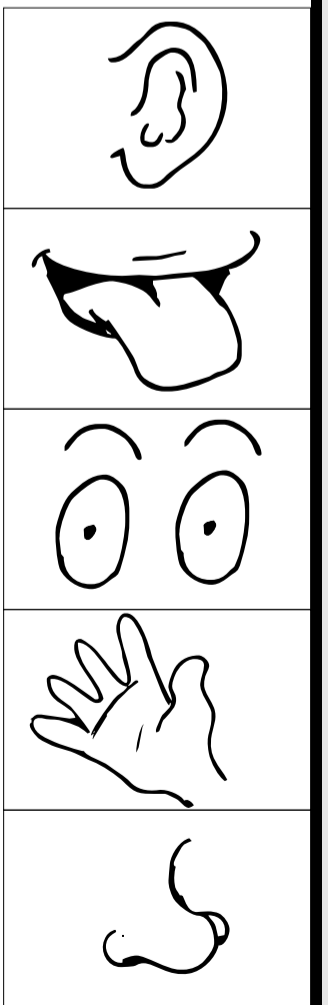
Ask learners to match the item on the left with the correct sense on the right.
Learners trace the pattern, starting at the left and working to the right.
This is a fine-motor co-ordination and directionality activity.

Writing patterns



Five rows of tracing patterns for writing practice:

- Row 1: A series of five connected arches.
- Row 2: A series of five connected zig-zag lines.
- Row 3: A series of five connected square waves.
- Row 4: A series of five connected diagonal zig-zag lines.
- Row 5: A series of five connected inverted arches.

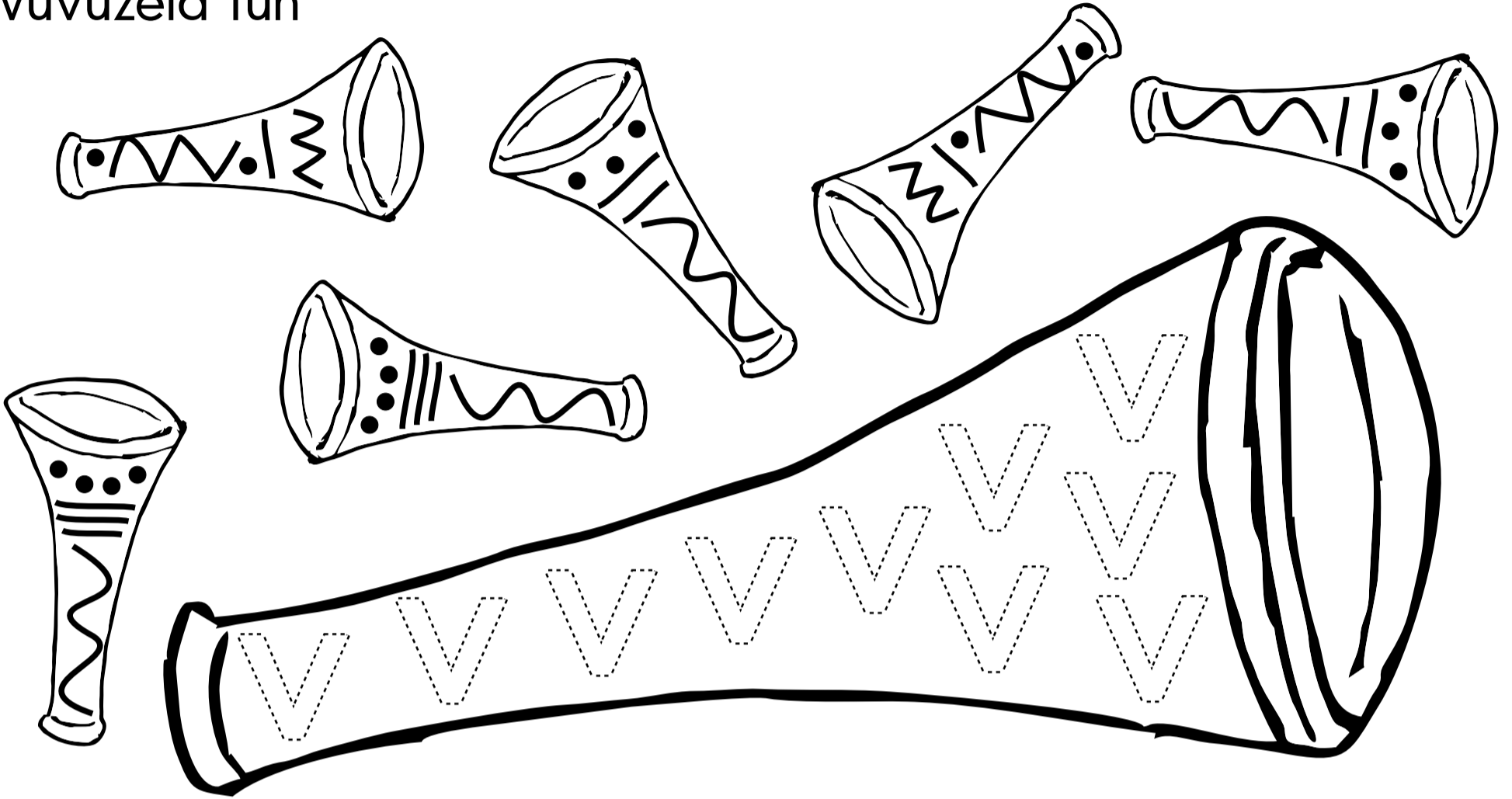


Teacher instruction:

Ask learners what they see on the page. What sound do they hear at the beginning of the word vuvuzela?
How many vuvuzelas can they count? Can they find the pair of vuvuzelas that match? They colour in the matching pair.

On the large vuvuzela at the bottom of the page learners practise tracing the letter 'v'.
This is a visual and auditory discrimination activity. It is also a fine-motor co-ordination exercise.


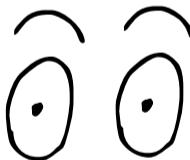




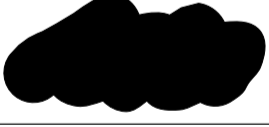

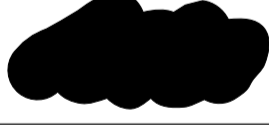





Vuvuzela fun



Teacher instruction:

Ask learners to name the five senses. Then ask them to look at each picture in the first column, e.g. the ball, the bear.
Ask what they do with the item. Then ask whether they can feel it, hear it, see it, smell it or taste it.
They colour in the blocks that show which senses they experience the item with. The first row has been completed for you.
This is a reasoning and fine-motor co-ordination exercise.

My senses

Teacher instruction:

Teacher instruction: Learners work their way through the maze and circle as many 3s as they can find. Encourage them to first find and trace the path through the maze with their finger, then to use a crayon or pencil. As they go along the path, ask learners to keep to the centre of the path and to try not to touch the sides.

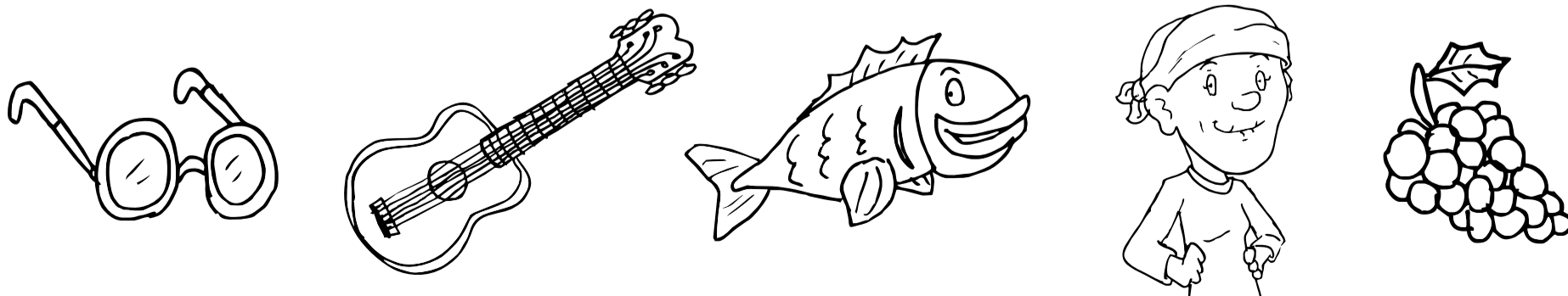
Find and circle number 3

A maze puzzle where the path is formed by the number 3. The path starts at the left side and ends at the bottom right. The maze contains various numbers: 1, 2, and 3. An arrow points to the start and another to the end.

Teacher instruction:

Ask learners to say the beginning sound of the pictures. Ask learners to trace the shape of the letters with their fingers. Learners can name the pictures at the bottom of the page. Which ones begin with the 'g' sound? What do the others begin with? Learners can then cut out the small pictures beginning with 'g' and paste them in the blocks.

Gg



Teacher instruction:

Ask learners to name the members of the family pictured below.
 Point out the labels below each picture. Can they read the labels?
 Read the sentences on the left. Ask learners to find the matching picture, using the label on the picture to help them.
 Then learners draw a line to join each sentence to the correct member of the family.

Match the names

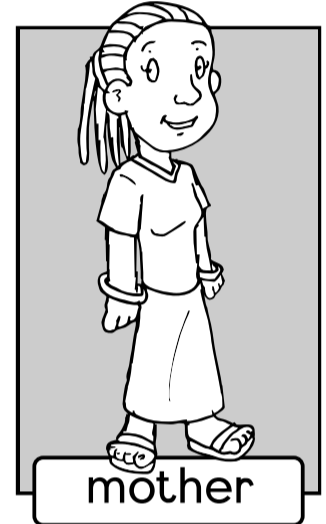
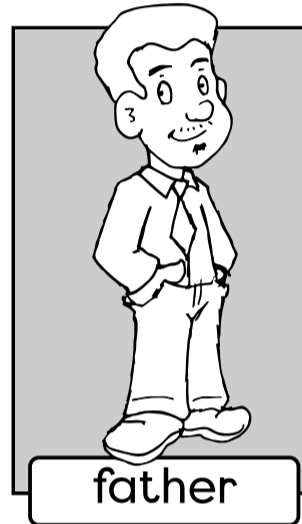
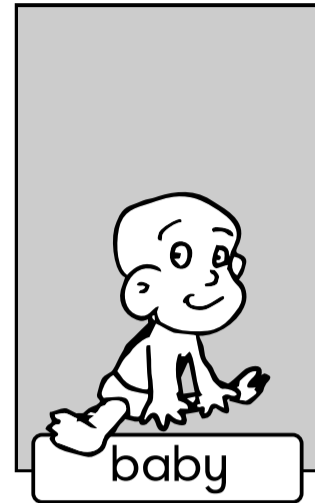
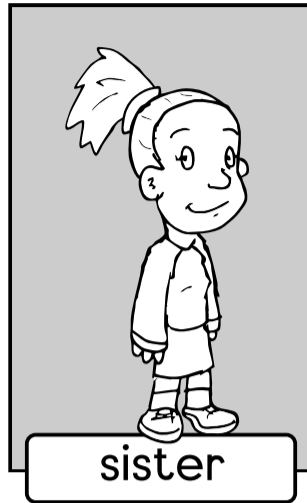
I am the mother.

I am the father.

I am the brother.

I am the sister.

I am the baby.



Teacher instruction:

Ask learners if they can find each of the family members in the mixed-up picture below. Ask them to find the mother.
 They must outline her shape using their finger. Now they can colour her in green. Ask learners to find the father. Again, using their finger, they outline his body.
 They can colour him in red. Learners do the same with the brother, sister and baby, using different colours.
This is a visual figure-ground activity.

Find the family



Teacher instruction:


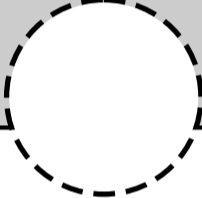
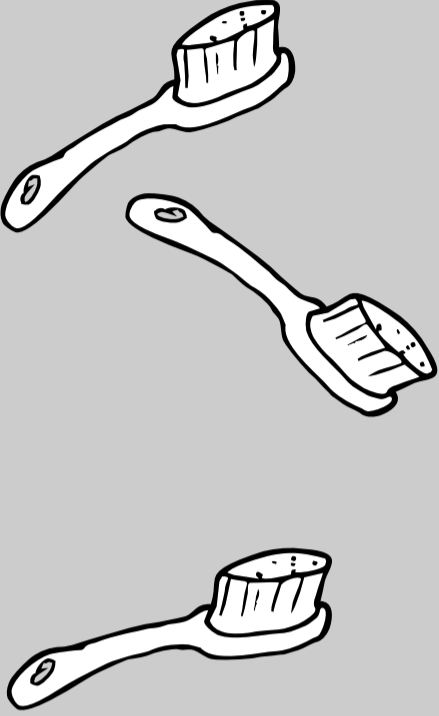
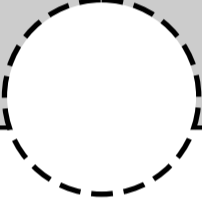
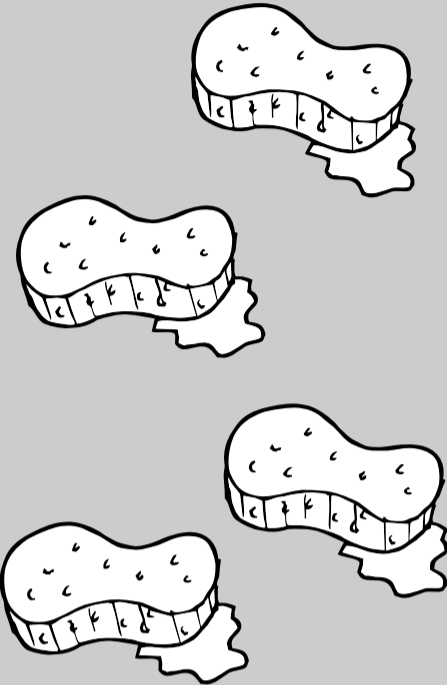
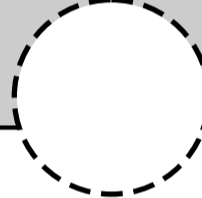

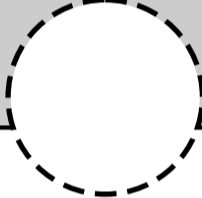
Begin by getting learners to count to 4. They can clap their hands, jump, and snap their fingers four times, etc.

Learners count the number of items in each frame and say how each is used.

They use counters to work out how many more are needed to make 4 and draw the missing items in each frame. Finally, they write the number 4 in the circle below each frame.

This is a visual observation and counting activity.

The number 4

 	 	 	 
--	--	---	--

Teacher instruction:

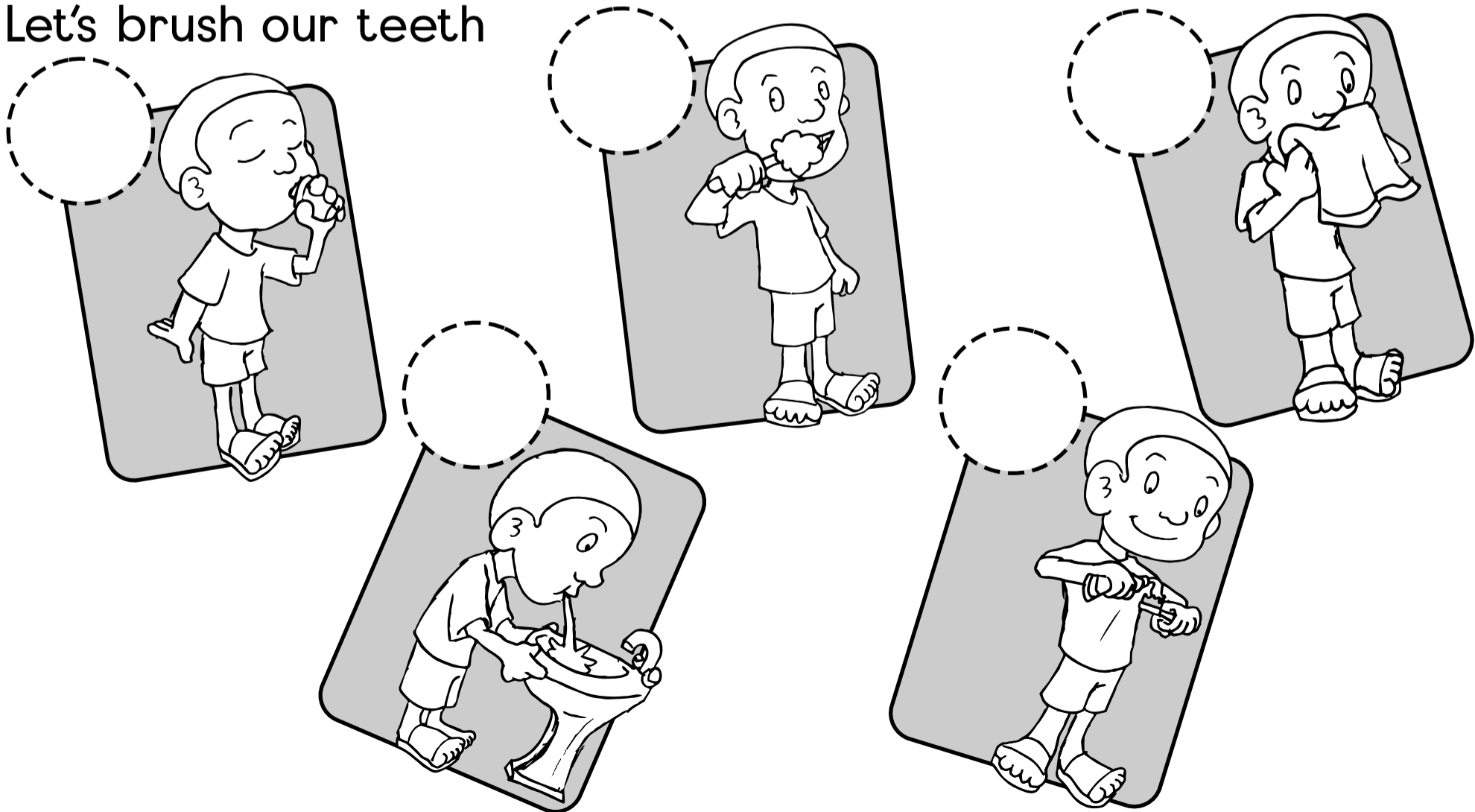
Learners describe the steps they take when brushing their teeth. They say what they do first, second, third etc.

Learners look at the pictures below and arrange them in the correct order.

Learners number the pictures in the correct order and then cut them out and paste them onto paper in the correct sequence.

This is a sequencing and ordinal numbering (first, second etc) activity.

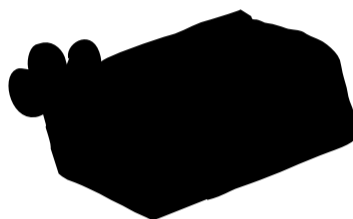
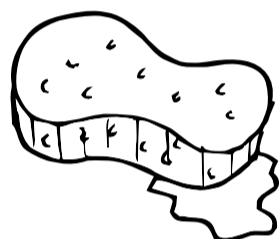
Let's brush our teeth



Teacher instruction:

Ask learners what items they use to keep clean. Where on their body do they use each item?
 Ask learners to enact the use of these items, e.g. they pretend to brush their teeth, wash their face etc. Learners then match each item to its shadow.
 As an extension activity, get learners to match the words at the bottom of the page to the correct item.
This is a visual discrimination activity.

Match the pictures and the shadows



soap

toothbrush

comb

sponge

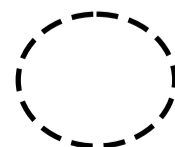
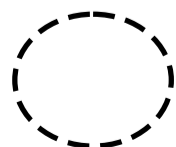
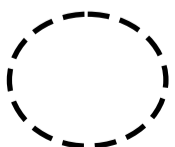
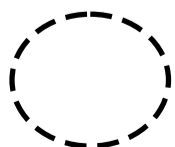
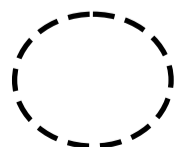
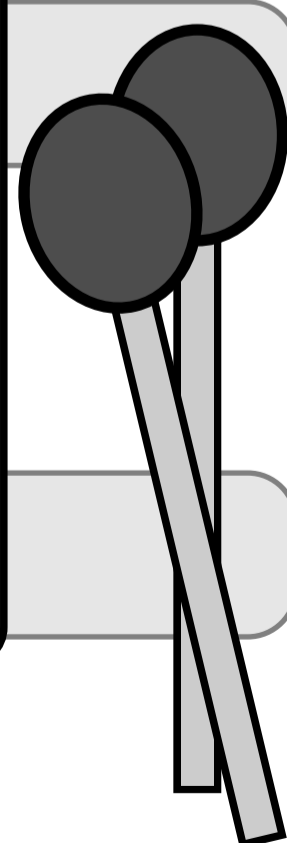
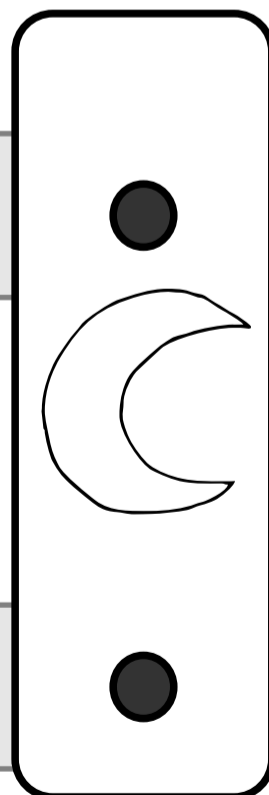
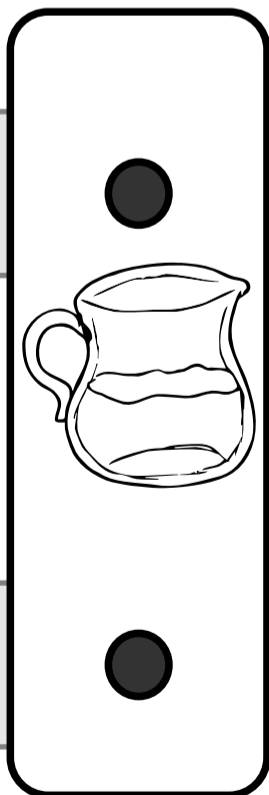
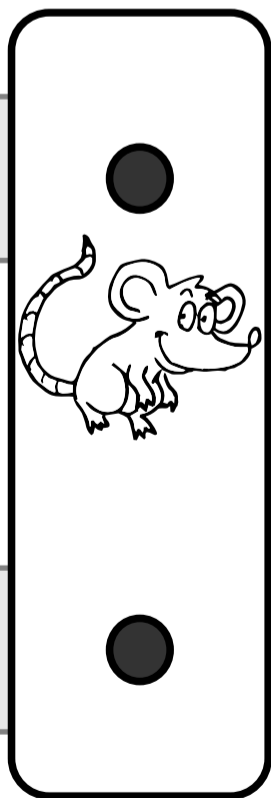
toothpaste

shampoo

Teacher instruction:

Revise the sounds made by the letters 'j' and 'm'. Ask learners for words that begin with these sounds. Then ask them to name the pictures on the marimba. If the item begins with the letter 'm' then learners colour the marimba key blue, if it starts with the letter 'j' they colour the marimba key red. Once they have completed the activity, assign a sound to the coloured keys, e.g. blue = clap hands and red = stamp feet. They can then follow the keys on the marimba from left to right, making the appropriate sounds. In the blocks below each key they write the letters 'm' or 'j'. *This is a visual and auditory discrimination activity.*

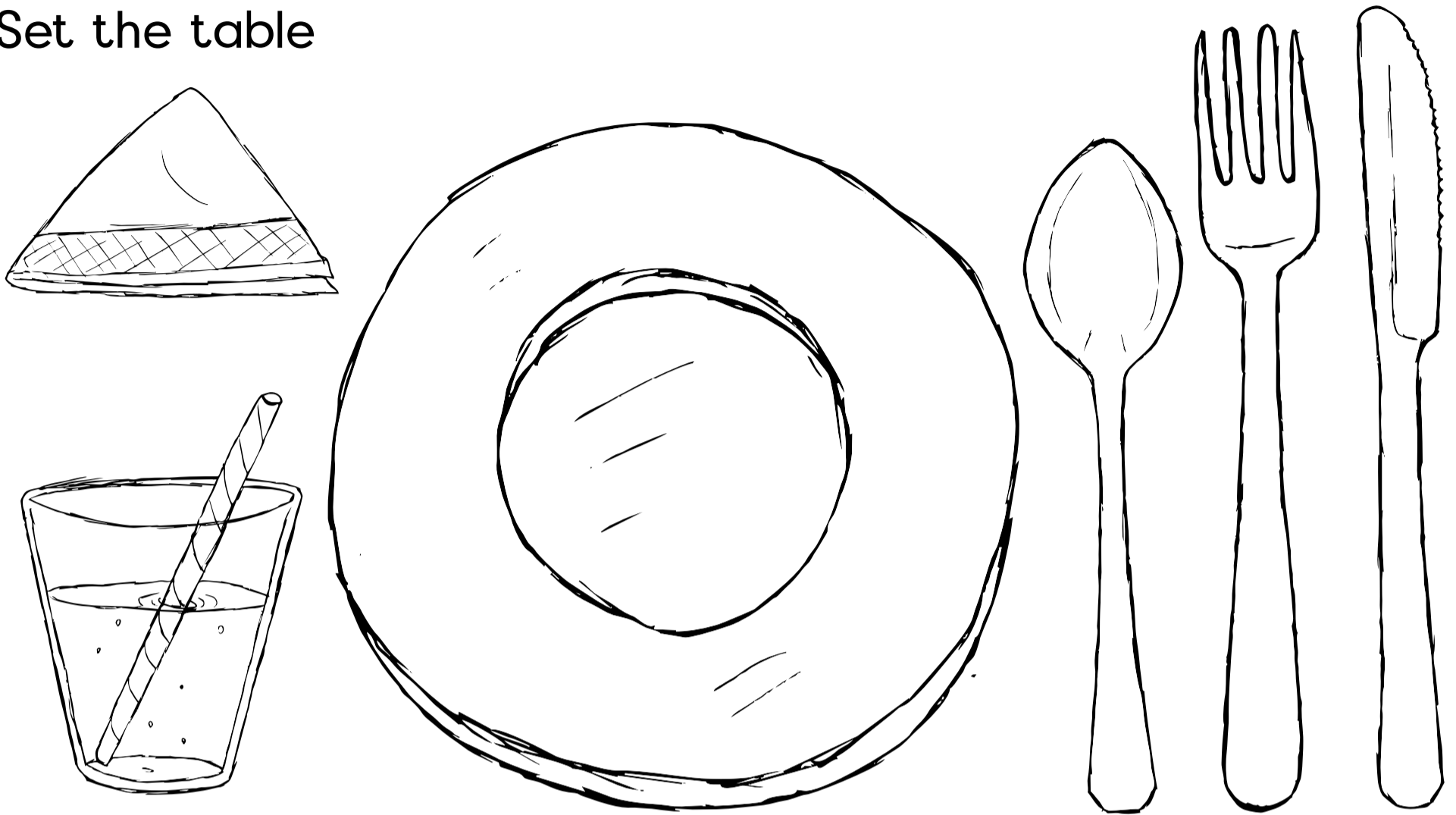
Marimba magic



Teacher instruction:

Ask learners who helps to set the table at home. What do they use to set the table?
Discuss the placement of the fork, knife, spoon, glass, plate and serviette. Discuss each utensil and what we use it for.
Learners can then colour each item below, cut it out and paste it in the correct setting on a piece of paper.
Settings may vary from learner to learner.

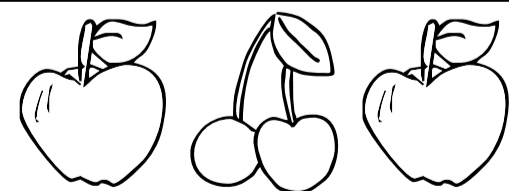
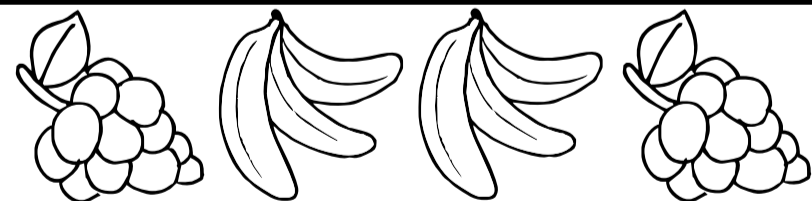
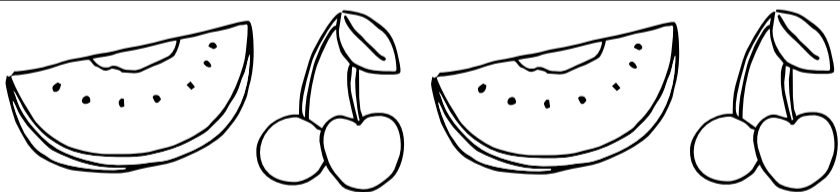
Set the table



Teacher instruction:

Get learners to name the food items pictured below.
They can also sort these into fruits and vegetables, healthy and unhealthy foods, and into the different food groups.
Talk about the pattern in each set. What do they notice?
Can they colour in the pictures so they make a pattern? Learners can extend the pattern by drawing and colouring in more food items in the same sequence.

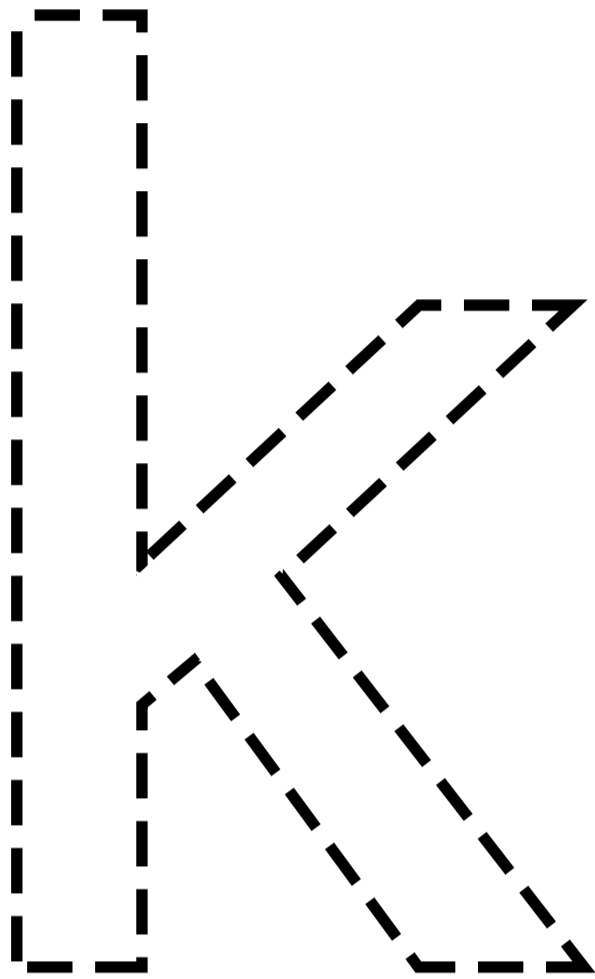
Looking at patterns



Teacher instruction:

Revise the sound made by the letter 'k'. Ask learners to tell you names of items that begin with 'k'.
 Look at each picture in the keys below. Break down the word for each picture. Read each one by sounding out the sound groups, for example: k-i-te.
 See if learners can complete the word before you reach the last sound. Learners must draw a line to match the word and the picture.
 Learners should also notice that the keys themselves match – each pair is slightly different. Finally, learners trace the letter 'k' in Kulekane Kudu.

Match the keys



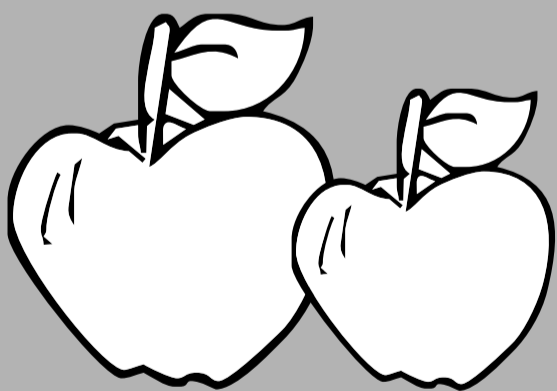
kangaroo	
kite	
kettle	
king	

Teacher instruction:

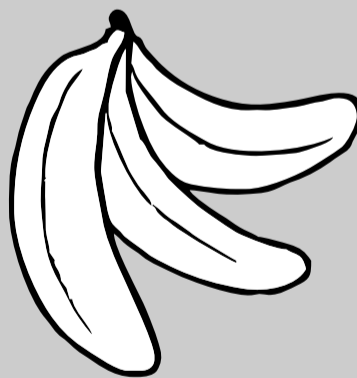
Discuss fruits and vegetables. What is the difference between them? Are they healthy or unhealthy? Why?
 Look at the food items in the table below. Ask learners to name each one. Read the sentences with the learners.
 They must colour in the pictures according to the sentences. Learners re-read the sentences.
 Each block can be cut out and pasted onto paper to make a mini book.

I like it

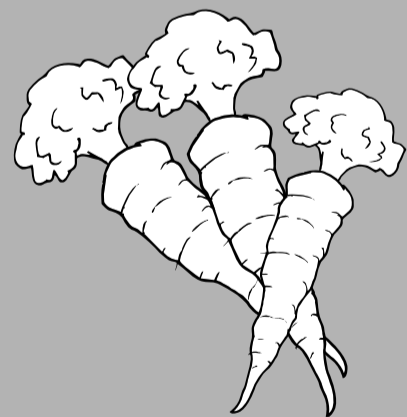
I like red apples



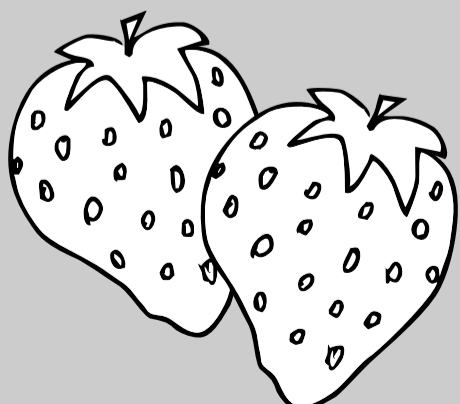
I like yellow bananas



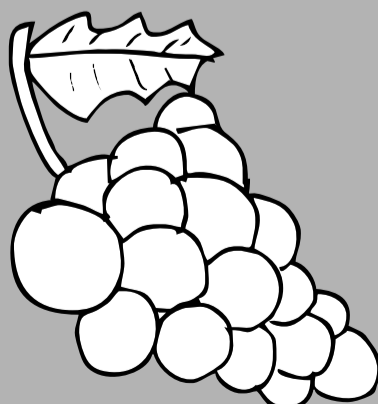
I like orange carrots



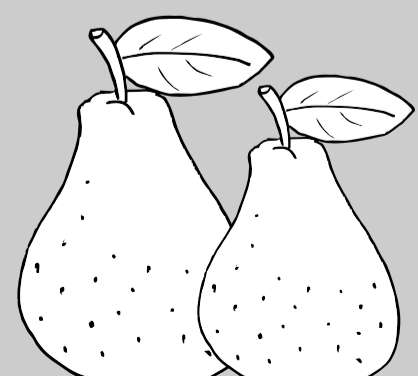
I like pink strawberries



I like purple grapes



I like green pears



Teacher instruction:

Discuss with learners what they think makes someone a good friend.
Are they a good friend? What makes them so? Learners write their name in the centre of the badge below and decorate it.
The badge can be cut out and attached with a safety pin to each learner's locker or star chart. Every time they show an act of kindness, add a star to their badge.
This is a life skills and fine-motor co-ordination activity.

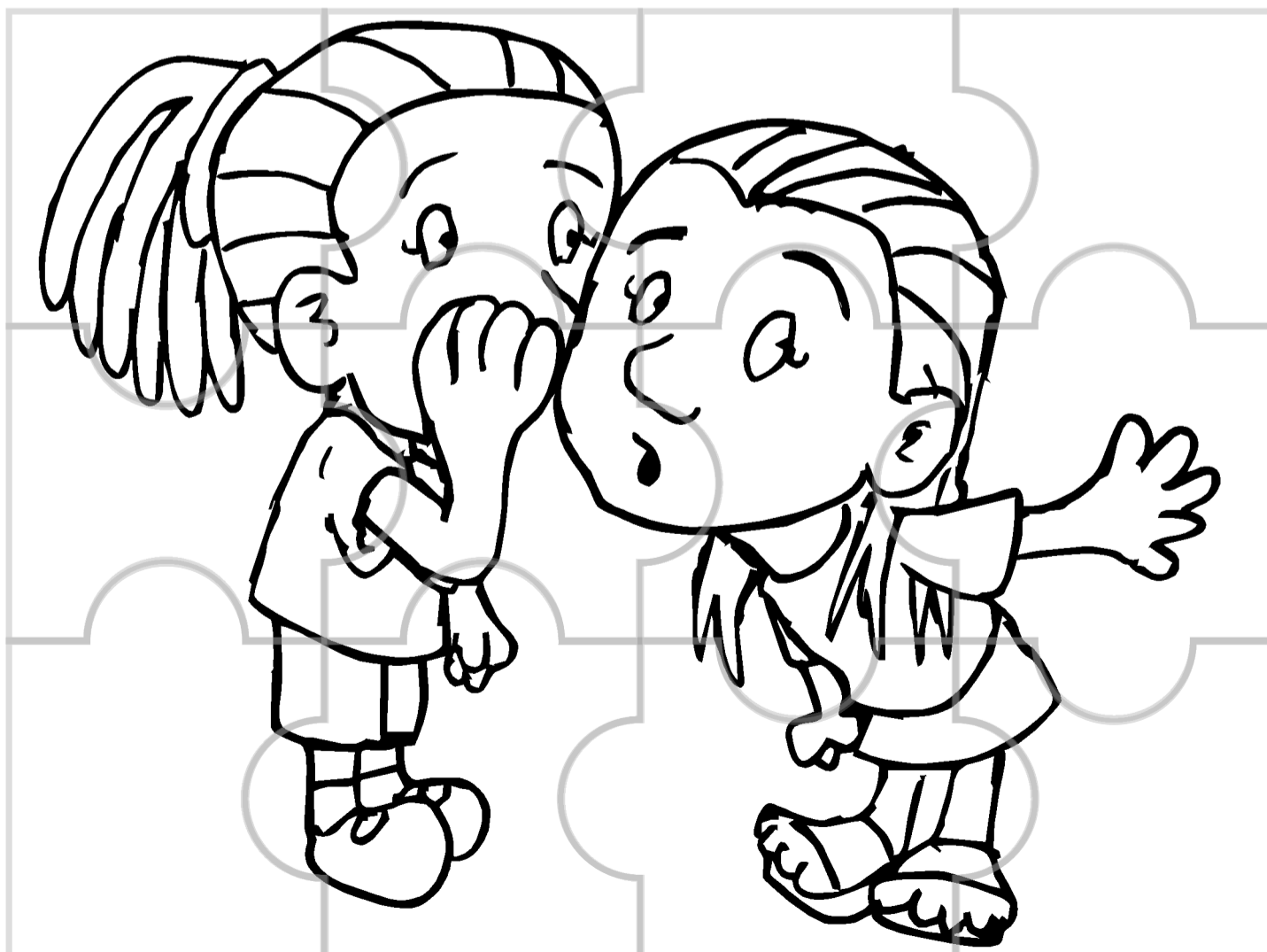
I am a good friend



Teacher instruction:

Ask learners to give you three qualities of a good friend. How does a good friend make you feel?
Talk about the picture in the puzzle. What does it show? Learners colour in the picture.
Next help them to cut out the whole puzzle and each individual puzzle piece. Learners have fun making up their puzzle.
This is a visual discrimination and figure-ground activity. It is also a fine-motor co-ordination activity.

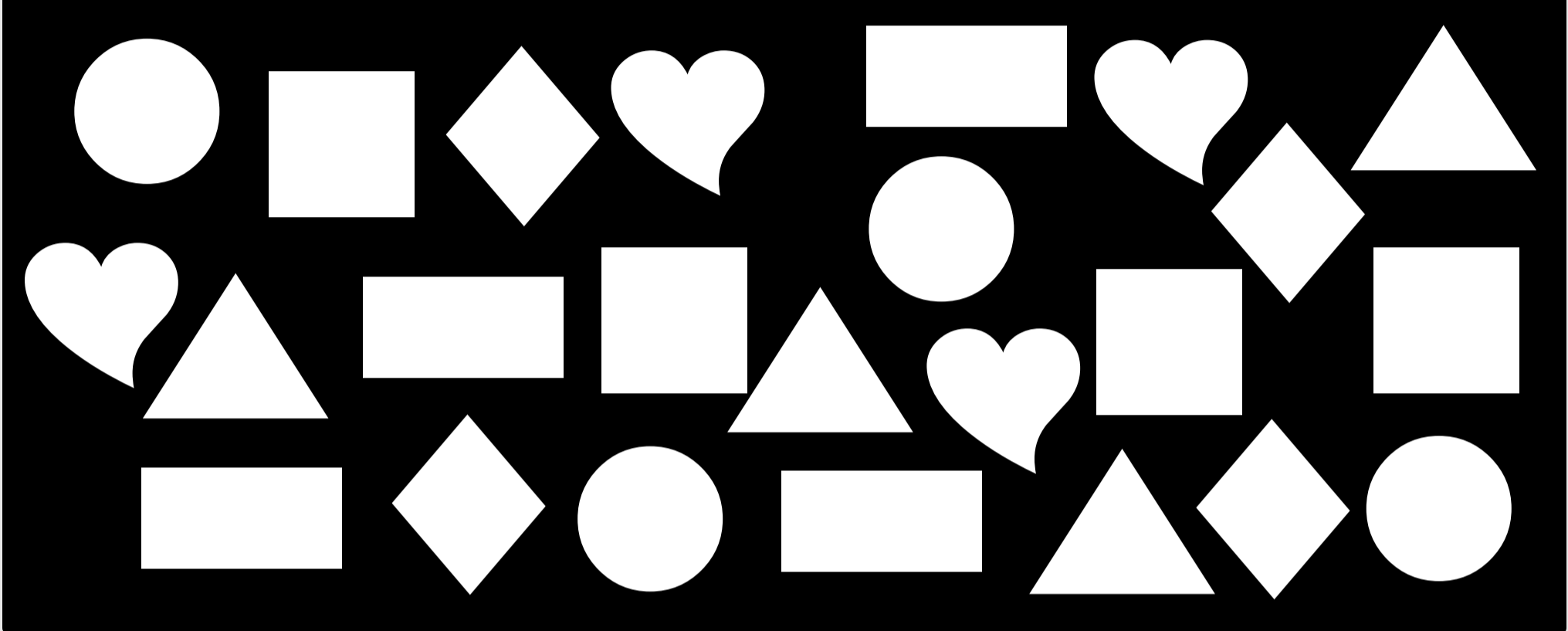
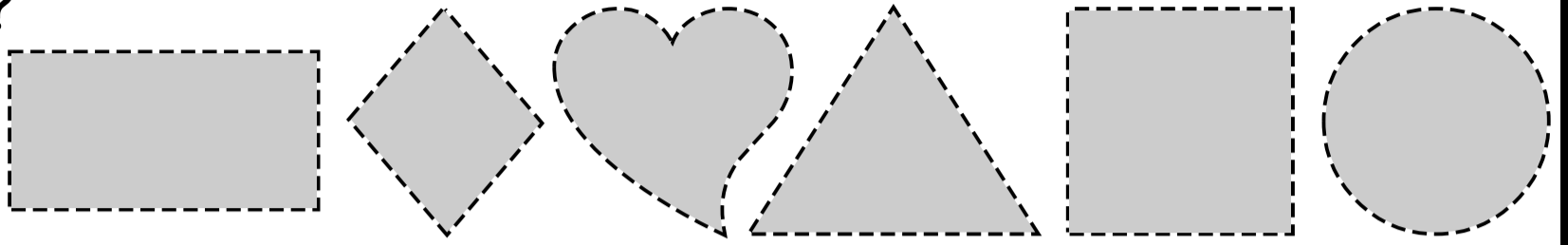
What a puzzle!



Teacher instruction:

Ask learners to name and describe each shape. Begin with the circle: ask learners to colour it in blue. Go through each shape and get learners to colour it in a different colour. Learners then colour in the matching shapes in the big block below in the same colour as the larger shapes above. They count how many of each shape there are and write the number on each large shape. *This is a visual discrimination and counting activity. It is also a fine-motor co-ordination activity.*

How many?



Teacher instruction:

Revise the sound made by the letter 'n'. Ask learners to give you words that begin with this sound. Provide learners with newspaper, pairs of scissors and glue. They should search through newspaper article headlines to find all the letters in their name. They cut these out and paste them in the block below. Have name flashcards available to help learners who need to refer to them. Learners can then practise writing the letter 'n' in the lines below.

Newspaper name

o n

Teacher instruction:

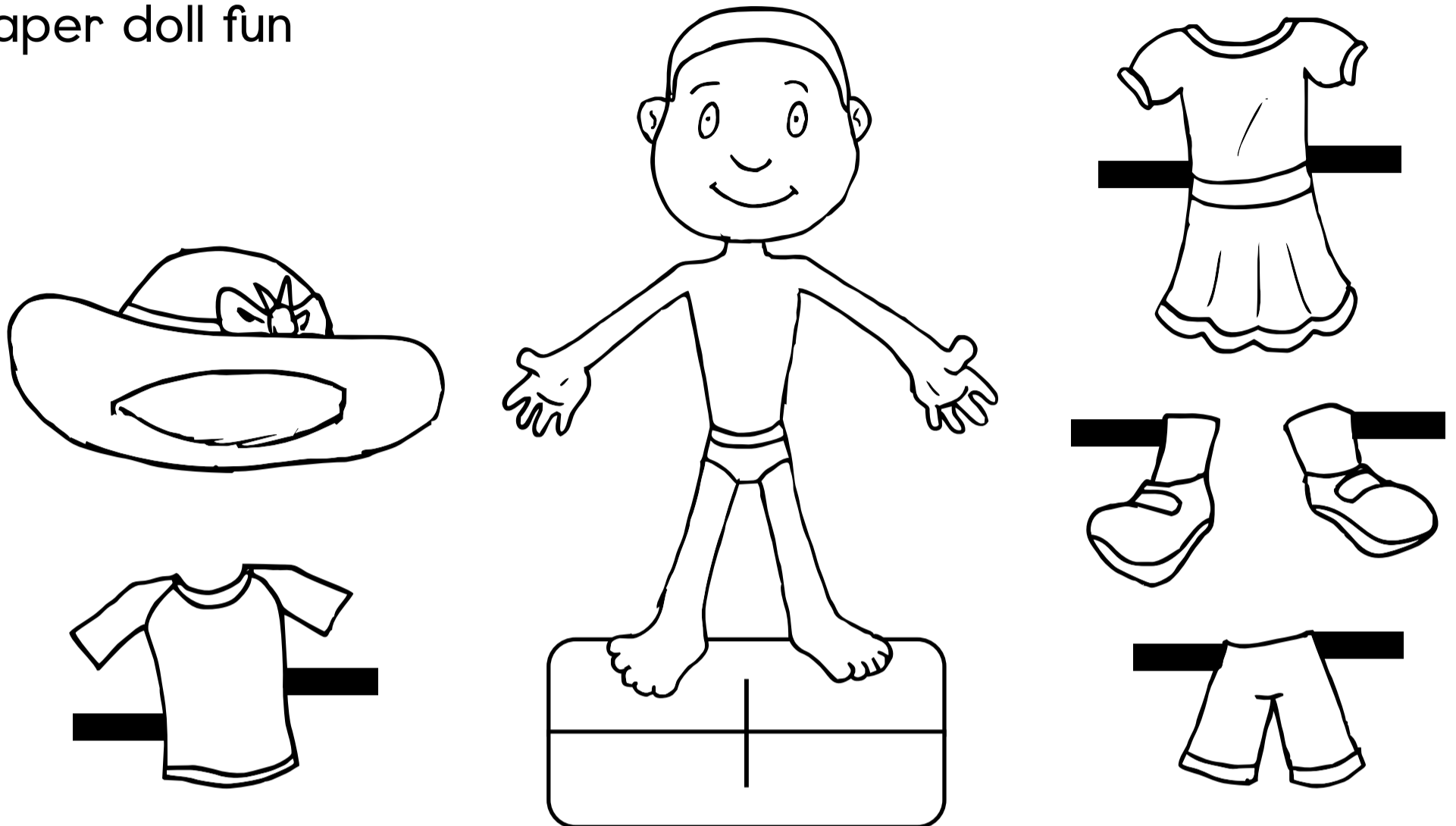
Talk about the type of clothing included below. Learners colour in all the clothing and the doll.

They can also decide on the gender of the doll. All the items can then be cut out, including the tabs. Re-enforce all pieces by gluing them onto thin cardboard.

The rectangular strip will make the doll stand. Cut the slits as indicated by the lines. Slide the rectangular stand into the base of the doll. Learners can then dress their doll.

They can also use the clothes as templates to create more. *This is a fine-motor co-ordination activity.*

Paper doll fun



Teacher instruction:

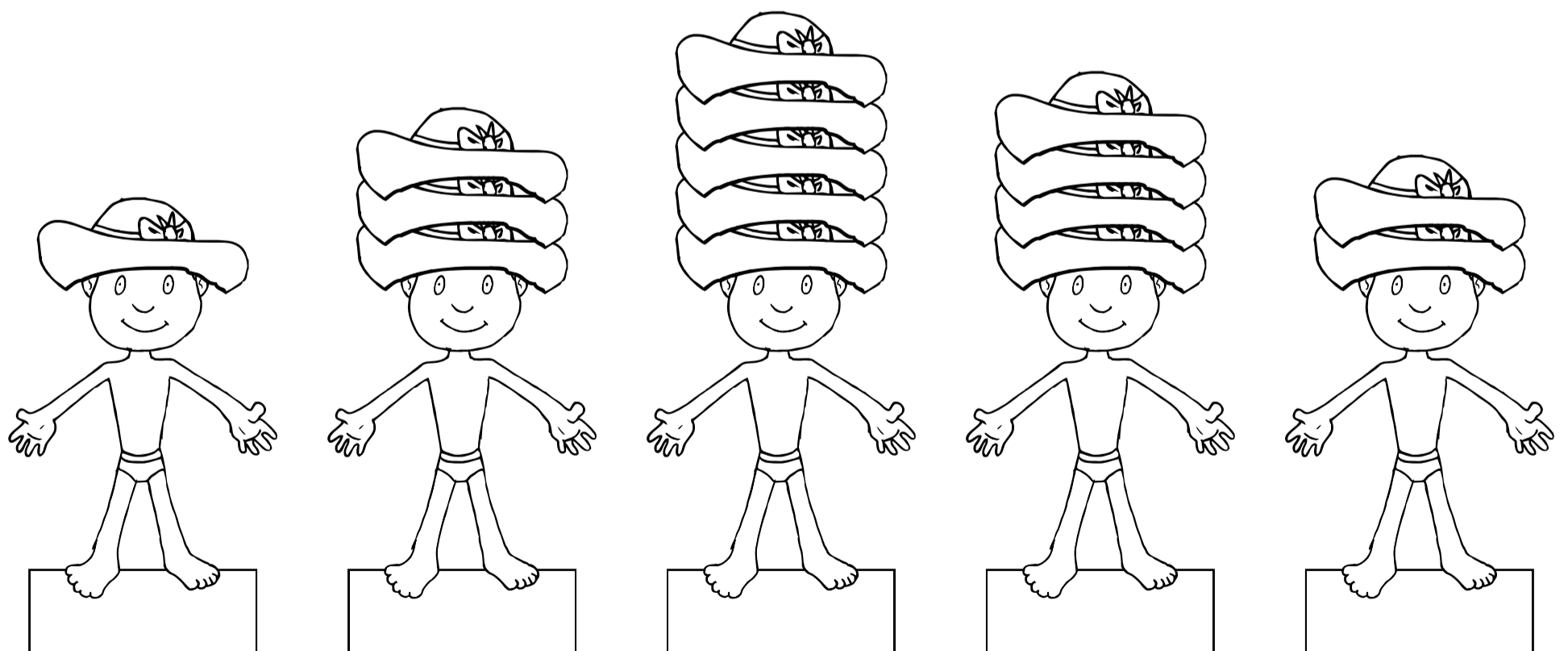
Begin by revising the value of numbers 1 to 5. Learners count to five.

Ask how many fingers are on each hand and count them. Learners can count the hats each figure is wearing.

They then write the number and word in the box below each figure. They can use the labels at the bottom of the worksheet to help them.

This is a visual discrimination and counting activity.

Count the hats



1 - one

2 - two

3 - three

4 - four

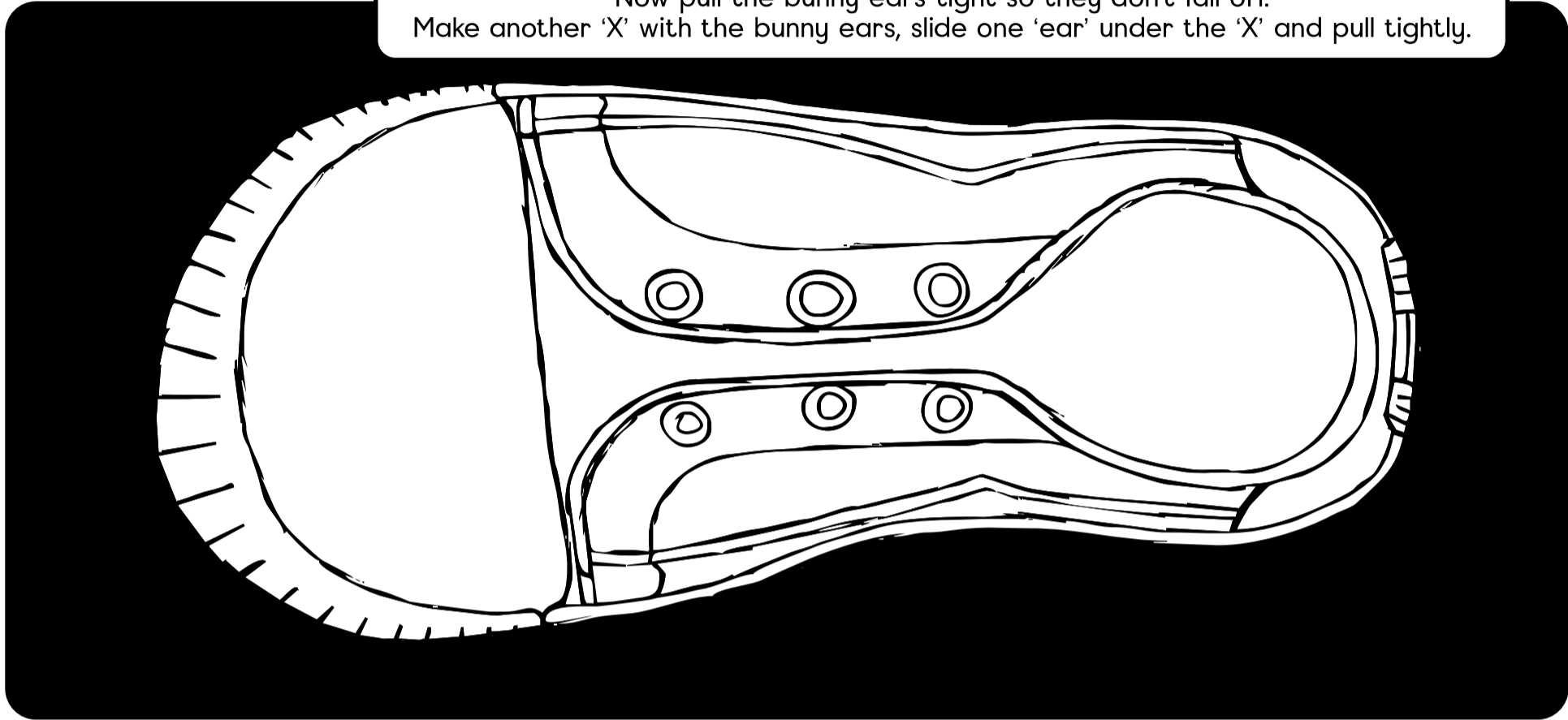
5 - five

Teacher instruction:

Are your learners able to tie their shoelaces? Here is their chance to improve this skill. First let learners decorate the shoe. They then cut out the shoe and paste it onto thin cardboard to make it stronger and more durable. Make holes for the laces for each learner. Help them thread shoelaces or string through the holes. Use the idea of making 'bunny ears' (below) to help learners with this essential skill. *This is a fine-motor co-ordination skill.*

Tie the laces

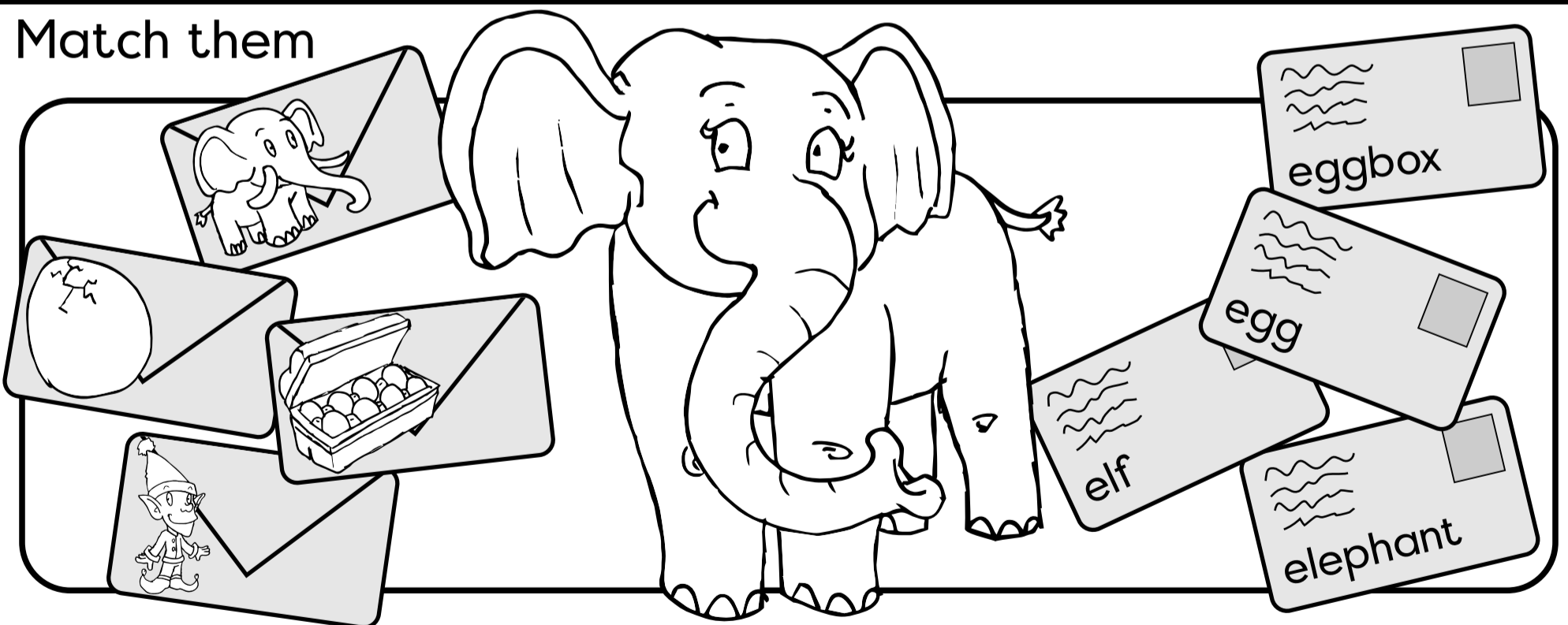
How to tie your laces:
Loop each shoe lace to make 'bunny ears'.
Take the laces and cross them over to make an 'X'.
Now, slide one ear through the bottom of the 'X' and pull tight.
Now pull the bunny ears tight so they don't fall off.
Make another 'X' with the bunny ears, slide one 'ear' under the 'X' and pull tightly.



Teacher instruction:

Learners must help the elephant sort out which postcard goes into which envelope! First revise the letter 'e' and the sound it makes. Look at each picture on each envelope. Get learners to say each name slowly, emphasising each syllable. Now read the words on the postcards. Learners must match the postcards to their correct envelope. They can then colour in the elephant. Learners practise writing the letter 'e' on the lines below. *This is an auditory discrimination and auditory sequencing activity.*

Match them



o e

Teacher instruction:

Revise the shapes and colours covered in this theme. Read the text in each block and get learners to read the text back to you.

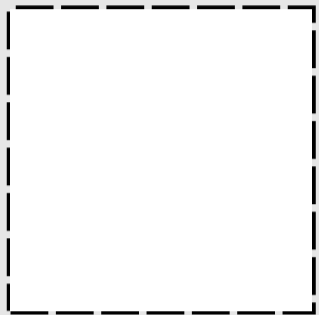
They can then colour in the shapes as described.

The blocks can then be cut out and pasted onto folded sheets, to make a little book of shapes and colours.

This is a visual discrimination and auditory memory activity.

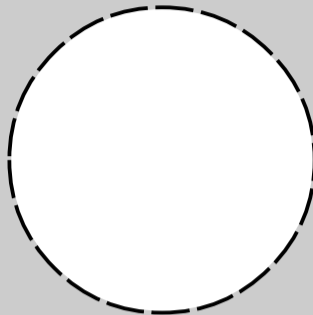
Let's colour

This is a square



It is red

This is a circle



It is blue

This is a rectangle



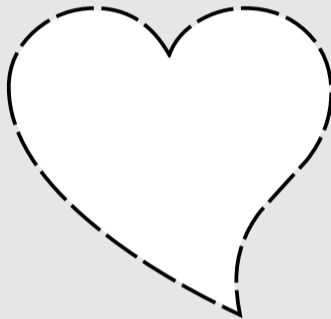
It is yellow

This is a triangle



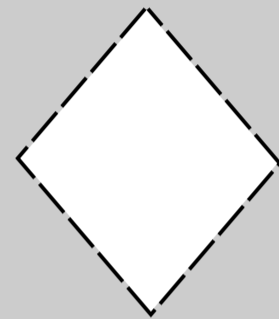
It is orange

This is a heart



It is pink

This is a diamond



It is purple

Teacher instruction:

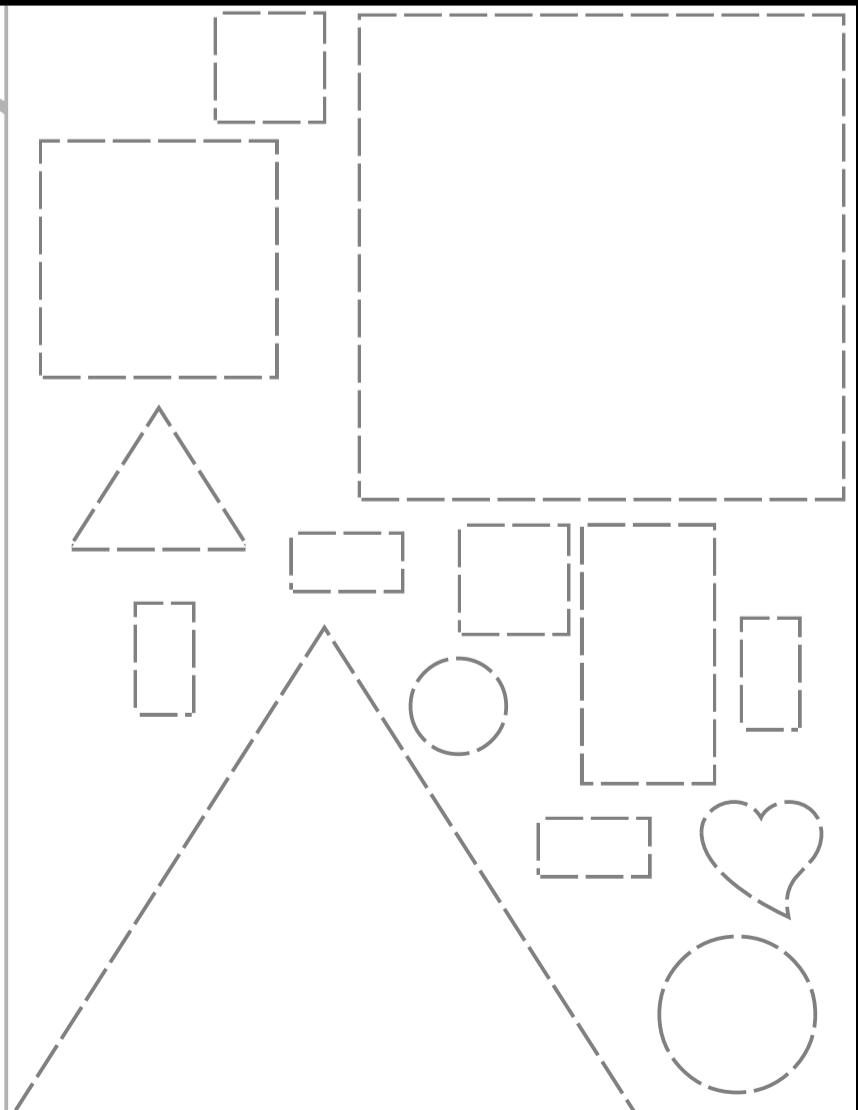
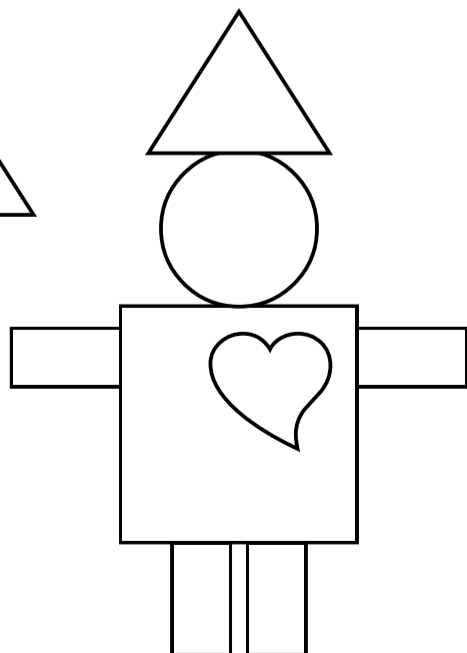
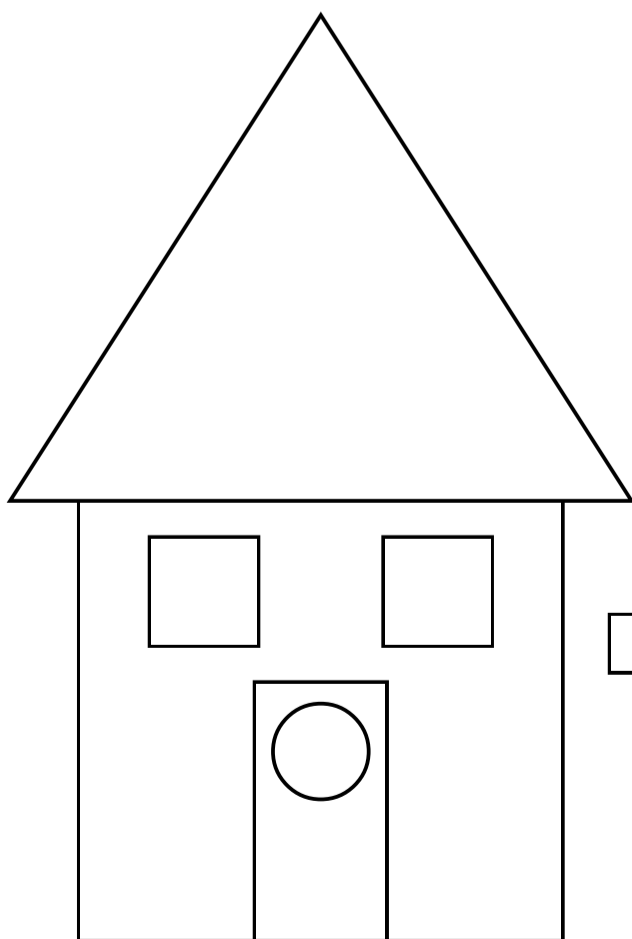
Learners examine the picture on the left. Ask what shapes the picture is made up of. Get learners to count the squares, the circles, rectangles etc.

Call out instructions to colour in the house, e.g. colour the roof blue, the walls red.

Learners then carefully cut out each shape and assemble them to recreate the picture on the left.

This is a visual memory, auditory discrimination and figure ground activity.

Copy the shape



Teacher instruction:

Count to 6. Get learners to jump, hop, clap six times. Learners trace the numbers 1 to 6 in the air, on the table and on the carpet.
 Revise the names of the colours. Read the key and help learners to match the numbers and colours.
 They can then work their way through the table, colouring in each block according to the key.
 Learners can then see what picture they have made. *This is a fine-motor co-ordination exercise.*

Copy the shape

	5	2	2	3	2	2	5		
	5	2	2	3	2	2	5		
	5	5	5	3	5	5	5		
	5	5	5	3	5	5	5		
	5	6	4	6	4	6	4		
	5	4	6	4	6	4	5		
	5	5	4	4	4	5	5		
	5	5	5	5	5	5	5		

1 - orange

2 - yellow

3 - red

4 - green

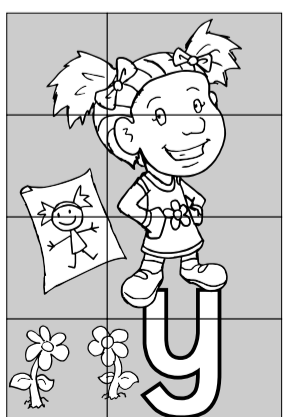
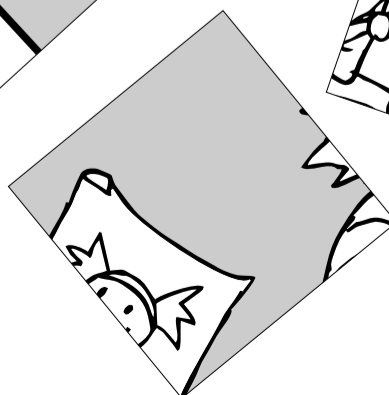
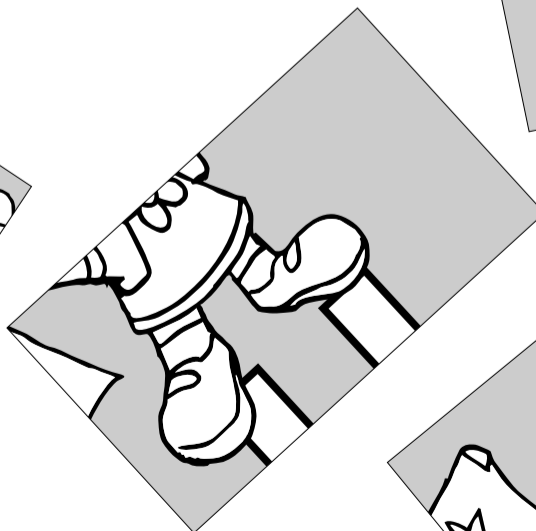
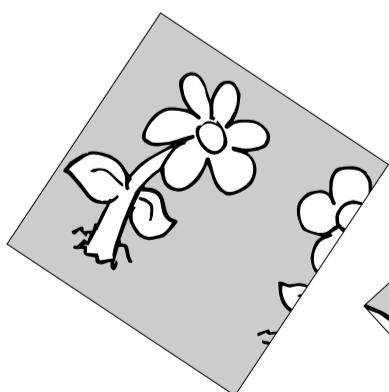
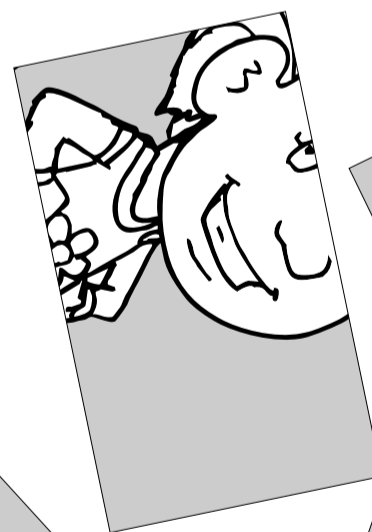
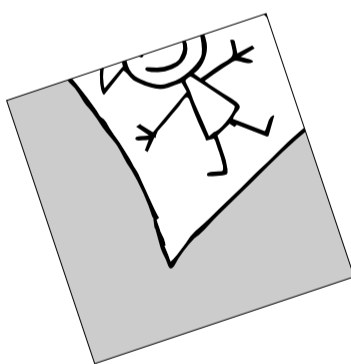
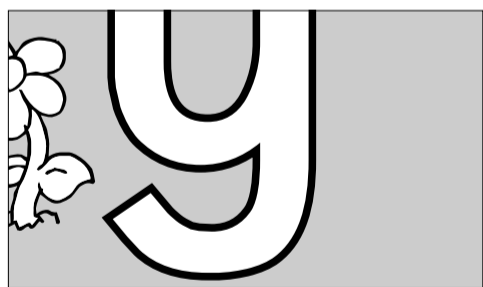
5 - blue

6 - purple

Teacher instruction:

Revise the letter y and the sound it makes. Learners cut out the puzzle pieces and assemble them to make the picture.
 The puzzle can be pasted into their books. They then trace the letter 'y' with their finger before using crayons.
 This is a visual discrimination and figure ground activity.
 It is also a fine-motor co-ordination exercise.

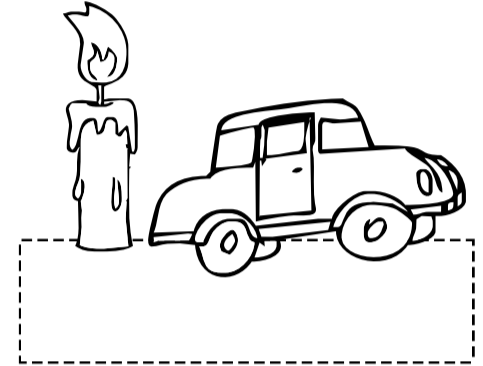
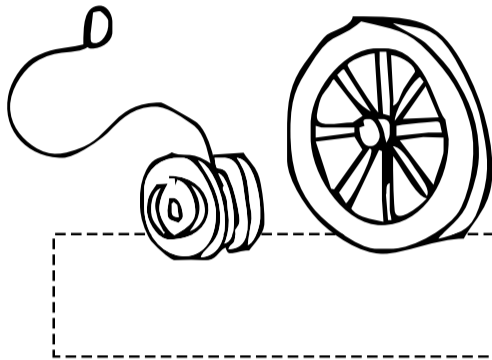
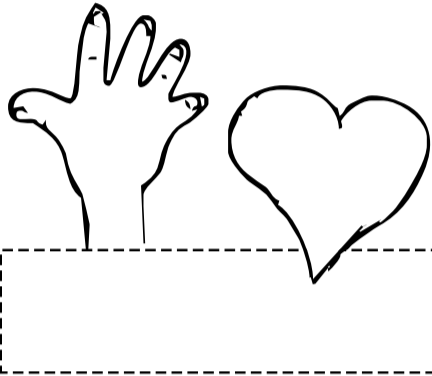
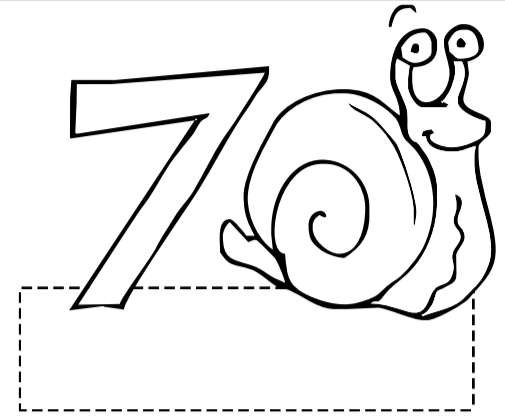
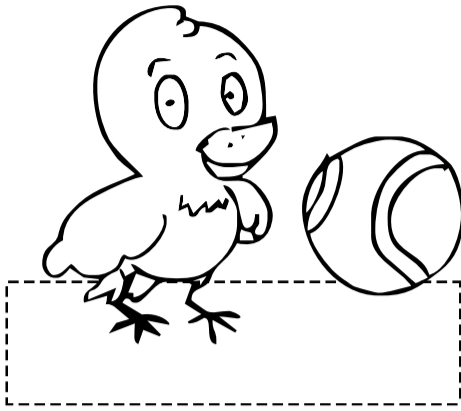
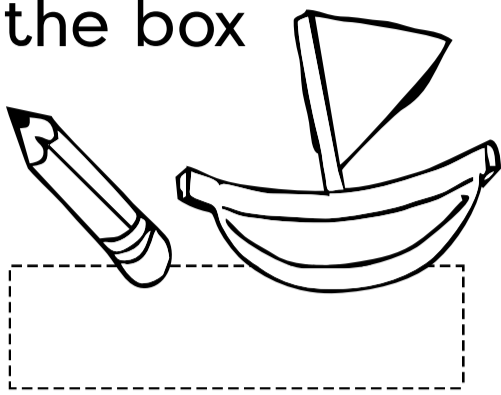
Build the puzzle



Teacher instruction:

Get learners to look at the two pictures above each box.
 If they begin with the same sound they can draw an X in the box. If they don't begin with the same sound, they leave it blank.
 At the bottom of the page learners can practise writing the letter 'x'.
This is an auditory discrimination activity.

X the box

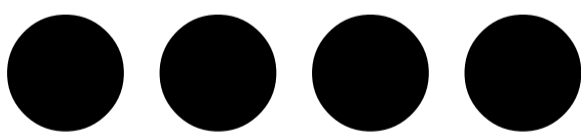


o X

Teacher instruction:

Revise numbers 1 to 6 and shapes (circle, square, rectangle, triangle, diamond and heart).
 Learners count the number of shapes in the block on the left and then draw an X on the matching number.
 Learners trace each number with their finger, crayon or pencil.
This is a counting activity.

X the number



3 4 5 1



4 6 3 2



1 5 2 6



4 1 3 5



2 3 6 1



6 5 2 1

Teacher instruction:

Talk about each picture below. Learners match each picture to its opposite.
 They then need to match the labels at the bottom to each picture.
 Read the words with learners and they can match one at a time.
This is a visual discrimination activity.

Match them



clean

long

wet

full

fast

dirty

short

dry

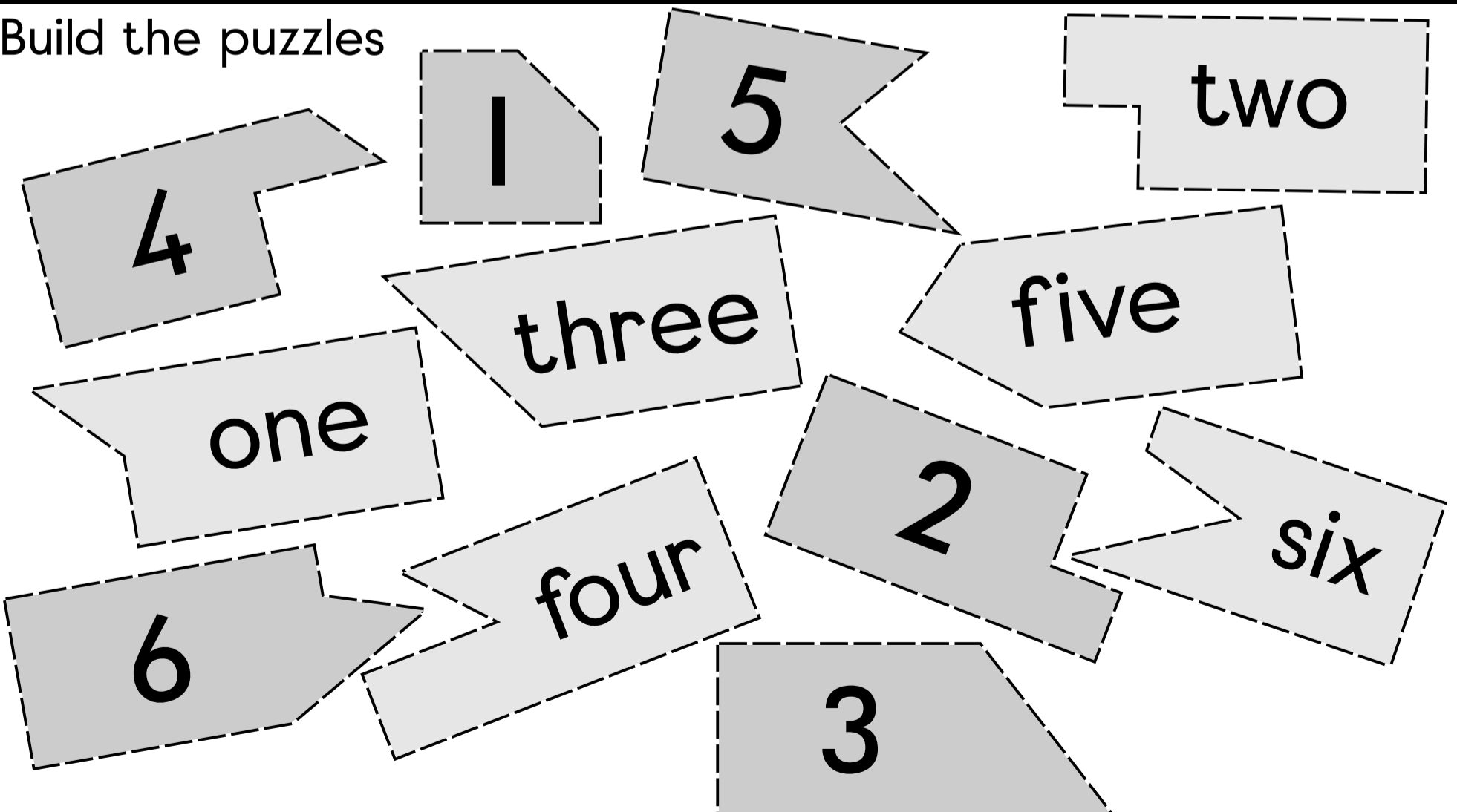
empty

slow

Teacher instruction:

Learners carefully cut out each of the puzzle pieces.
 They then assemble them.
 Make sure learners are able to read the numeral and number.
This is a visual discrimination and fine-motor skill activity.

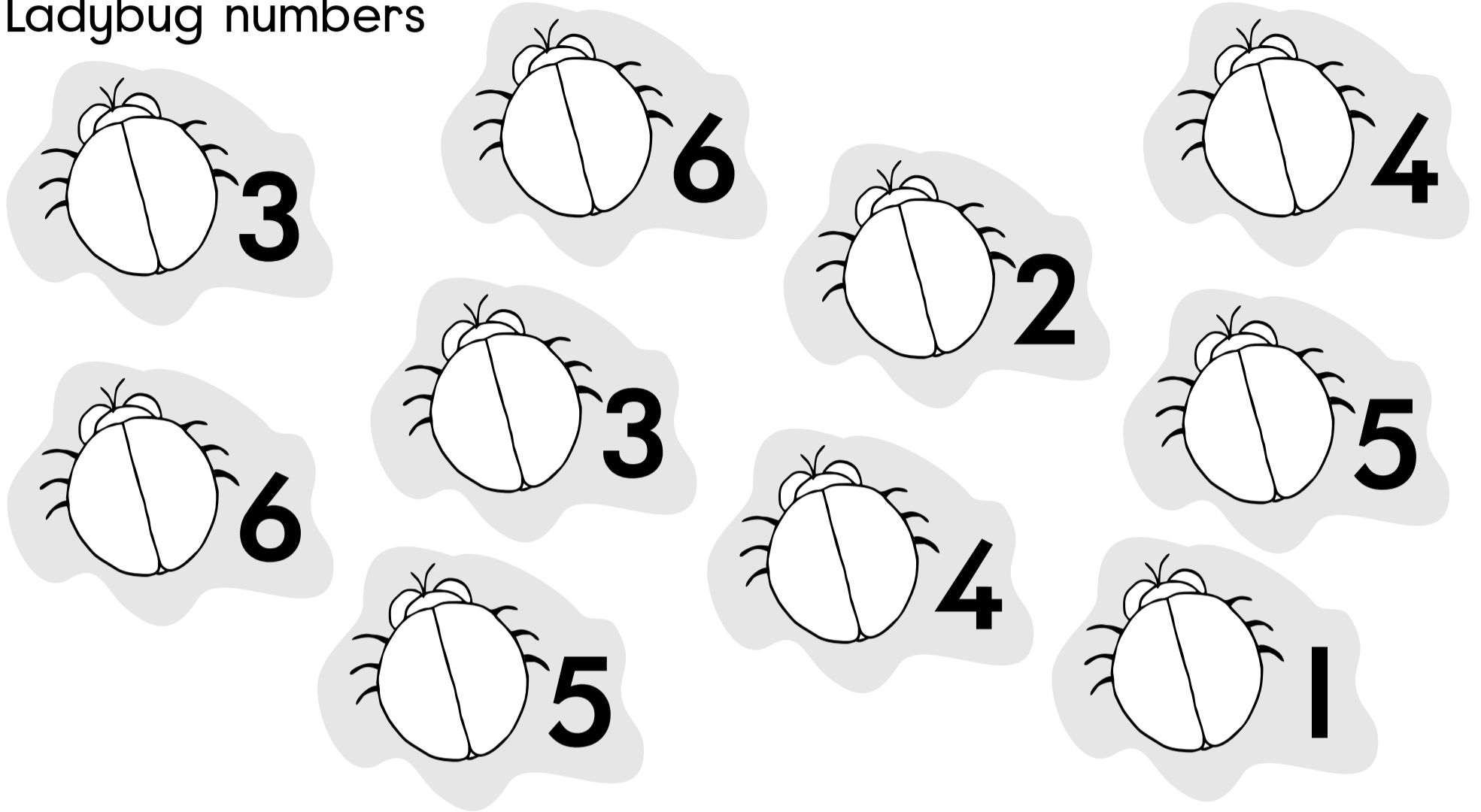
Build the puzzles



Teacher instruction:

Discuss the ladybird's body. Point out how the wings fold down onto its back. Make sure learners see that the top part of the ladybug, as seen in the pictures, is divided into two. Learners must look at the number next to the ladybug and draw that number of dots on the ladybird's back. Talk about the different groupings they can make for each number, e.g. for 5 there could be 2 dots on one side and 3 on the other, or 4 and 1 or 5 and 0. *This is a reasoning activity.*

Ladybug numbers



Teacher instruction:

Look at the picture in each block. Cut out the 'windows' at the bottom of the page. Glue each window with a capital letter 'W' onto a picture with a lower case 'w'. Open the window, if the picture begins with a 'w' then learners write the letter 'w' on the outer window. *This is a fine-motor control activity.*

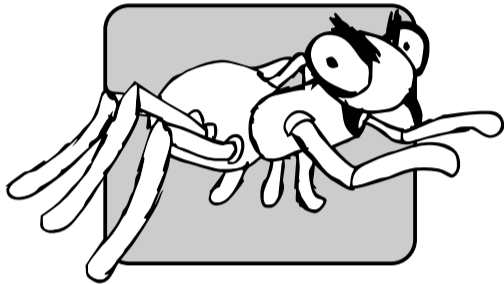
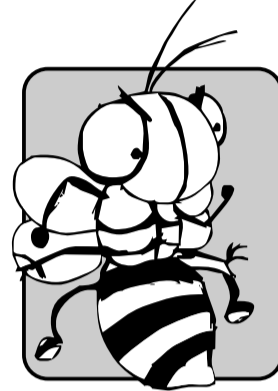
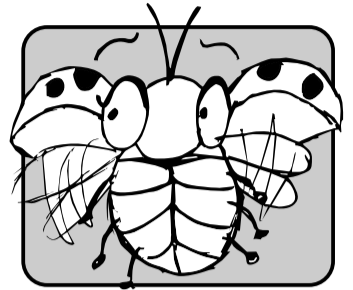
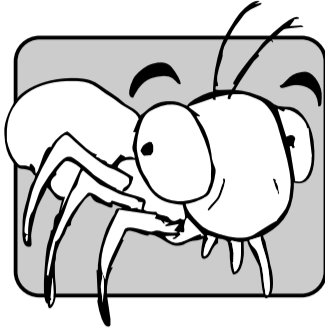
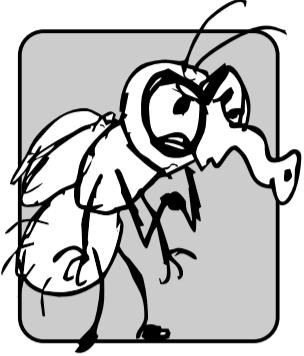
Open up

W W W W W W W		W W W W W W W		W W W W W W W		W W W W W W W	
W W W W W W		W W W W W W		W W W W W W		W W W W W W	

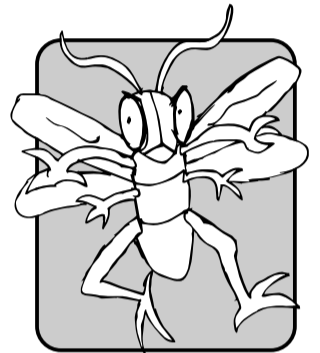
Teacher instruction:

Get learners to identify each insect below.
As learners say its name, emphasise the initial sound.
Read out all the labels below. Look at the initial letter and say its sound.
Learners draw a line from the insect to the label.

Bug match



grasshopper



ant

spider

ladybug

fly

bee

Teacher instruction:

Revise the parts of a plant. Talk about the flower below. Ask learners to name the different parts.
Allow learners to examine a real plant with its roots still intact. Discuss the functions of each part.
Learners cut out the labels and paste them in the correct place on the flower.
This is a fine-motor co-ordination and reasoning activity.

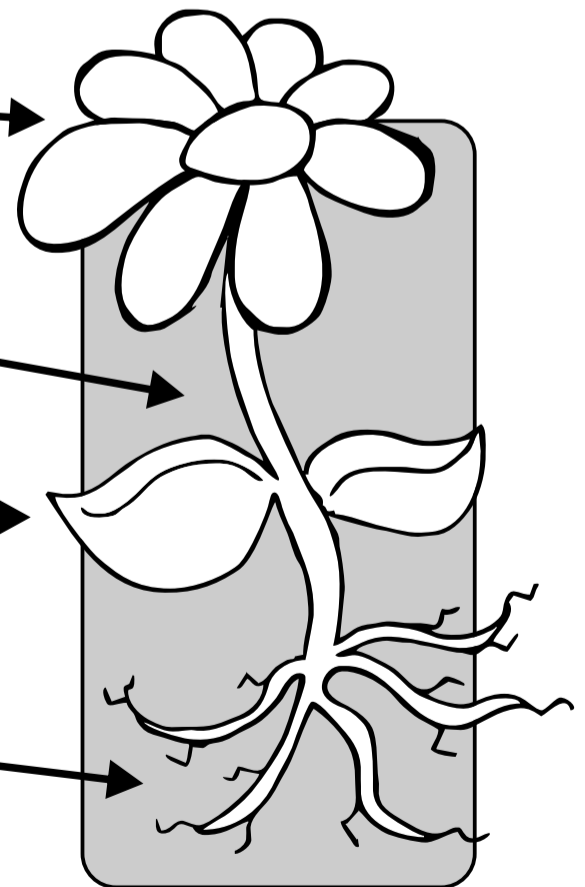
Label the flower

[Empty label box]

[Empty label box]

[Empty label box]

[Empty label box]



root

stem

leaf

flower

Teacher instruction:

Discuss each item of clothing.

Ask: When do we wear this?

How do we wear it? Let learners place a button on the correct outfit.

This is a good reasoning and visual discrimination exercise.

What do we wear when ...?

it is hot				
it is rainy				
it is cold				
it is windy				

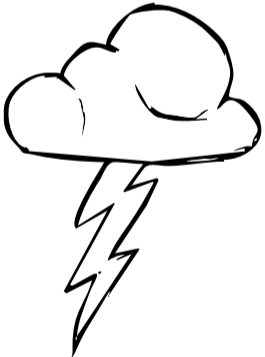

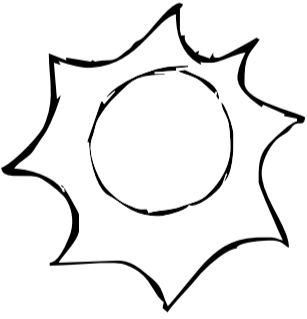



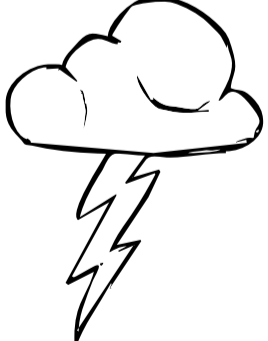
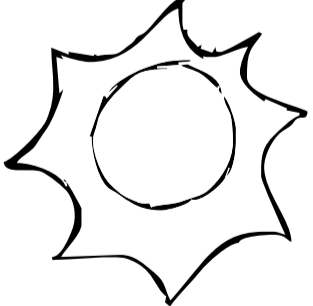




Teacher instruction:

Learners play a memory game. Cut out each card. Instruct learners to place all the cards face down.

They must find matches by turning over two cards at a time. If the pair matches they keep the cards.

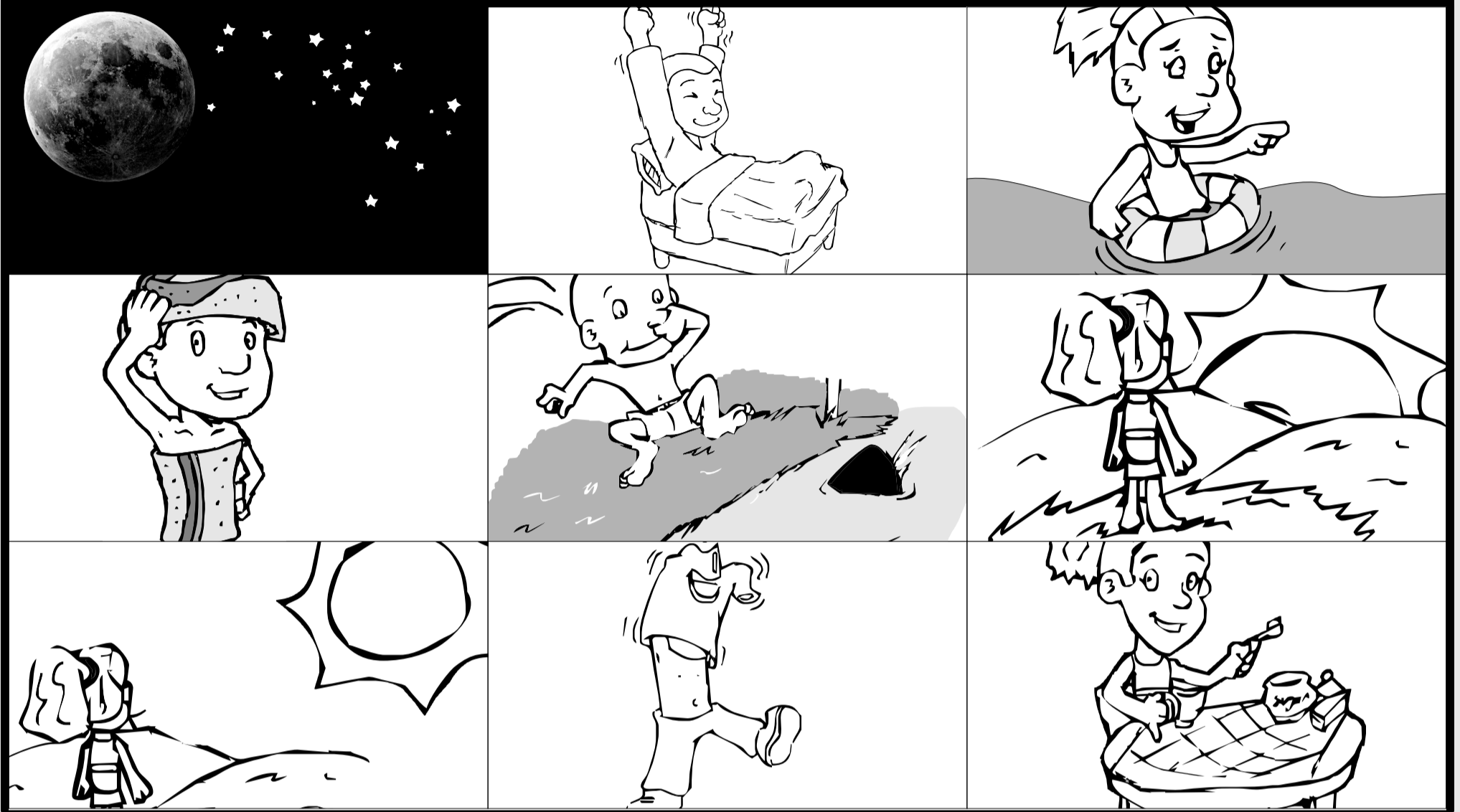
If not, they turn the cards back over in the same place as before.

This is a good visual memory exercise.

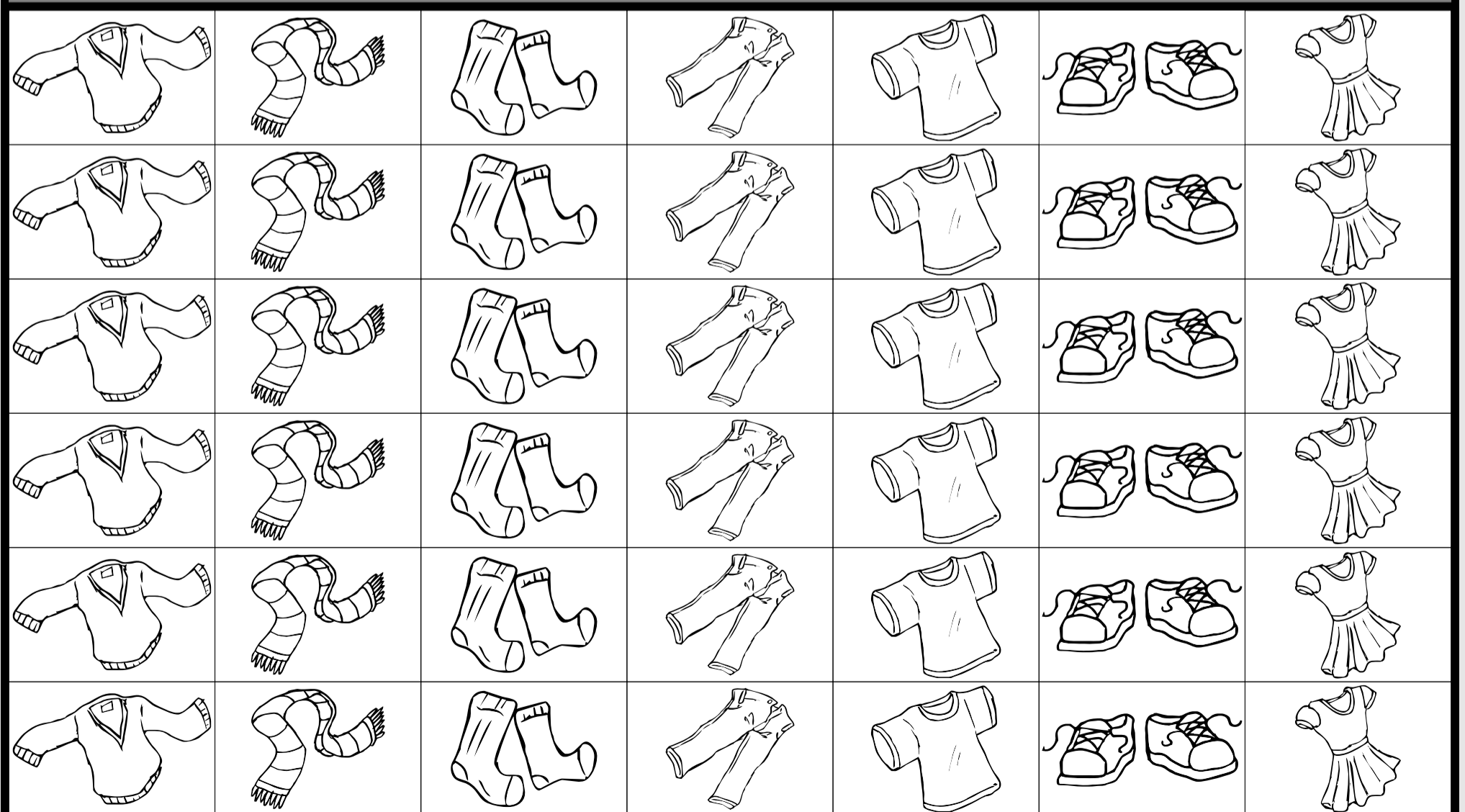
Teacher instruction:

Ask learners to arrange each row of pictures in the correct order.
 Ask: What comes first/next/after/last/in the morning/afternoon/night?
 This a good reasoning and visual sequencing exercise.



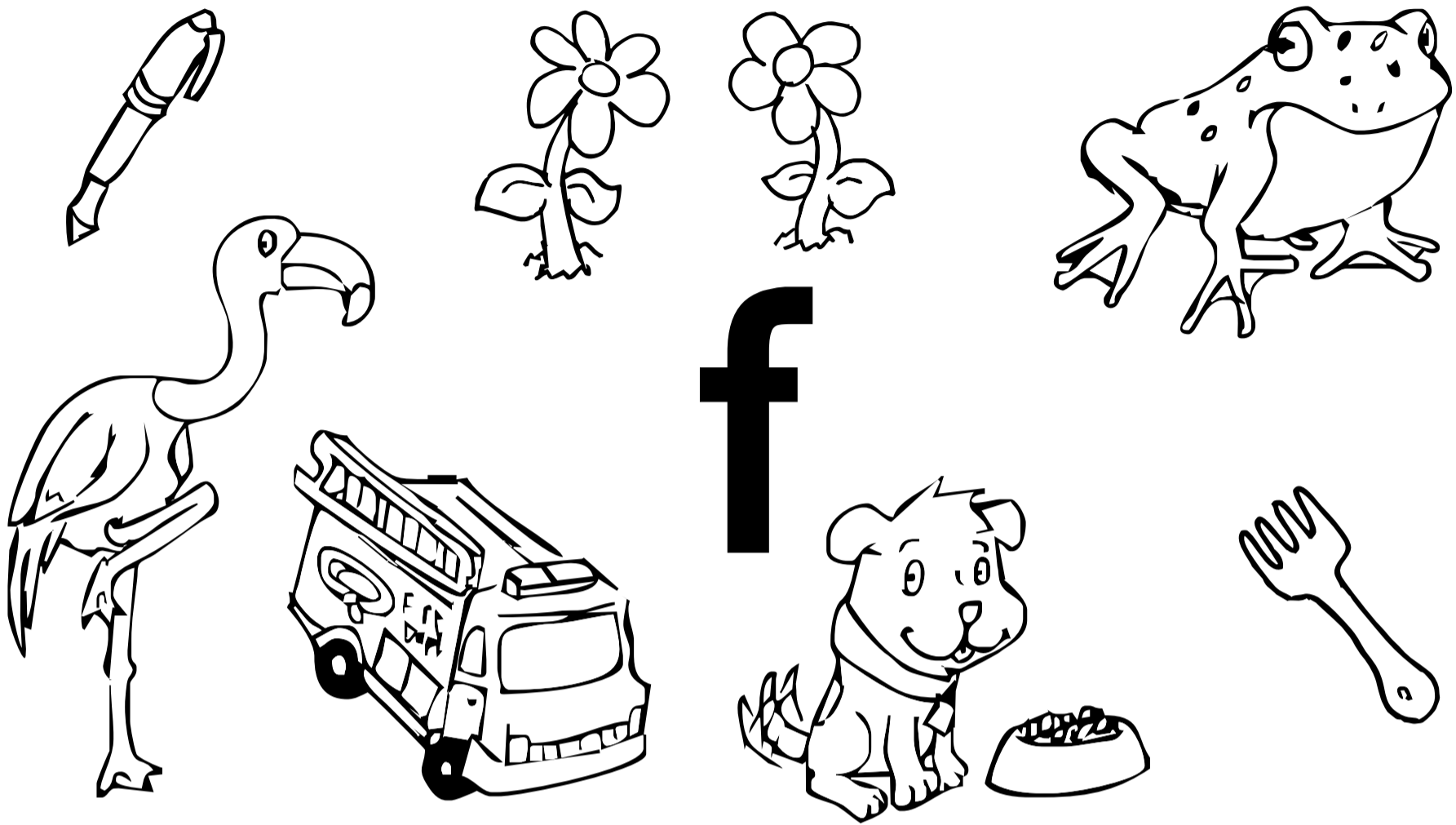
Teacher instruction:

Cut out the cards. Use them to make a pictogram.
 Help learners to count how many of them are wearing each of the various items.
 Then, using one-to-one correspondence, let them match each clothing card to the learners wearing the same item.



Teacher instruction:

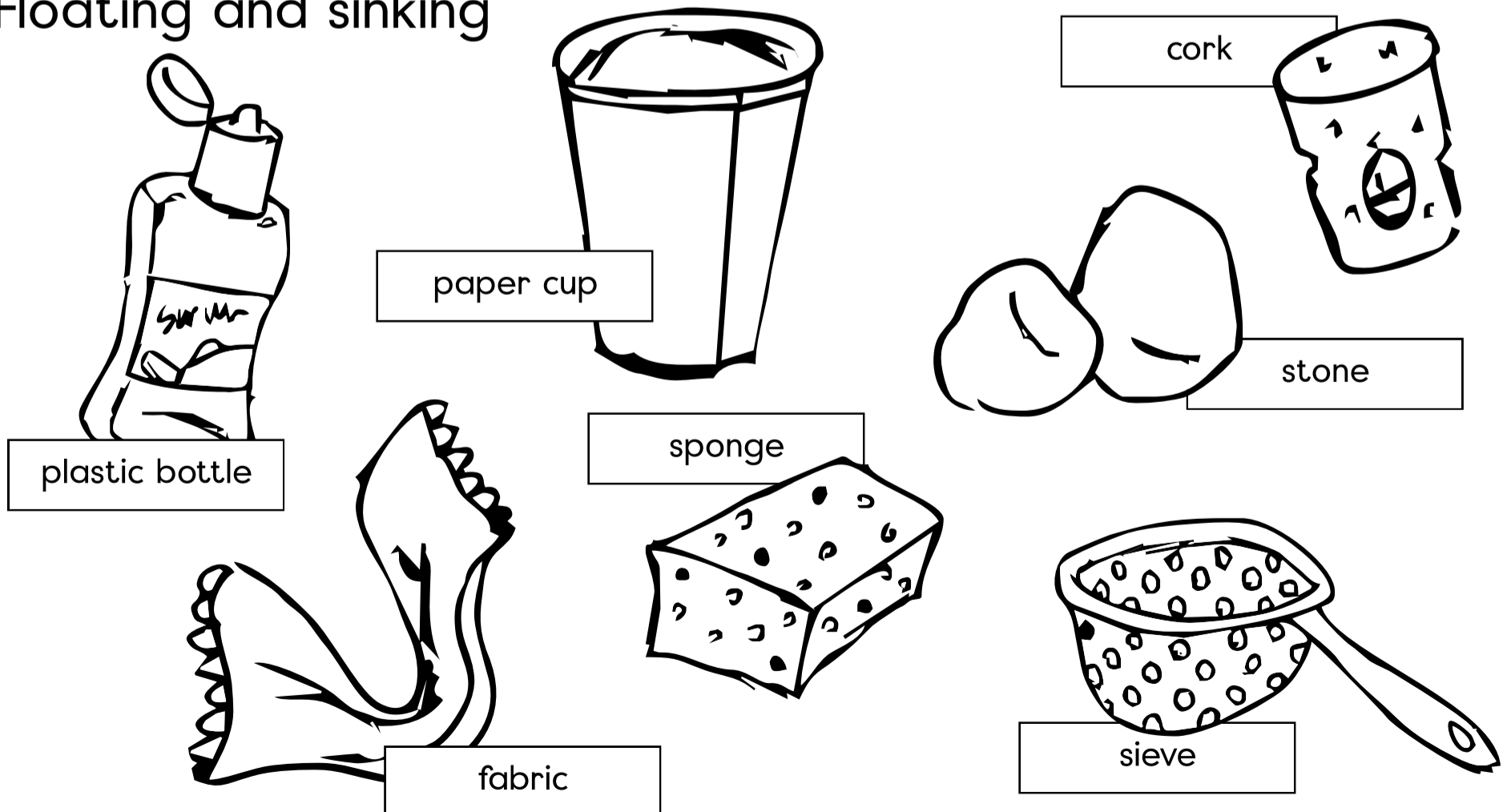
Ask learners to circle the pictures that begin with the 'f' sound.
Let them find and draw other items in the classroom that begin with 'f', and add them to the worksheet.
This is an auditory discrimination exercise.



Teacher instruction:

Use this as a follow-up activity to the floating and sinking experiment described in the Daily Planner.
Let learners draw a cross through the items that float and circle those that sink.
This is a reasoning exercise.
Also use this activity to assess learners' observations of the practical activity.

Floating and sinking



Teacher instruction:

This is a pre-reading activity with strong life skill links. Young learners should be able to identify warning signs in their environment. Let learners look at each of these danger signs and discuss their meaning. Talk about where we find these signs. This is a reasoning and visual literacy exercise.

Danger!

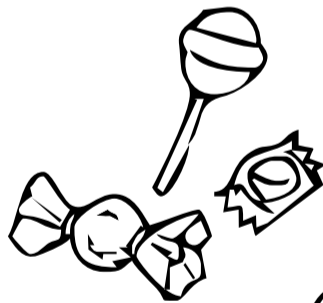


Teacher instruction:

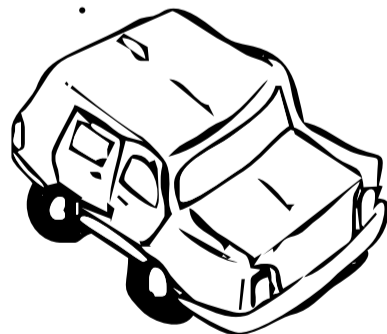
This is a pre-reading activity with strong life skill links. Talk about stranger danger and how to keep safe in these situations. This is a reasoning and visual literacy exercise.

No!

NO, thank you. I do not want a



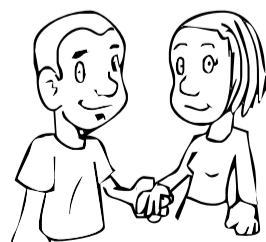
NO, thank you. I do not want a ride in your



NO. Do not touch me like that.



I will **tell**



I will



1 0 1 1 1



Teacher instruction:

My sky book. Let learners fold the page in half (vertically).
They can either draw a picture or cut one from a magazine to complete each page.
Finish the sentence for them.
Let them take home their books to read to their caregivers.

My sky book

My name is

day

night

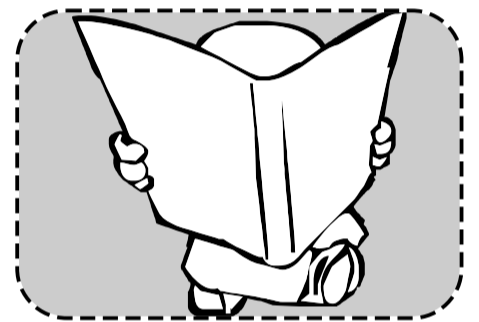
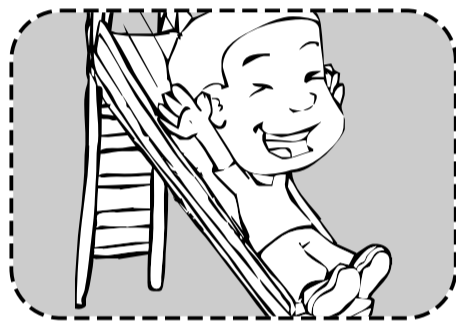
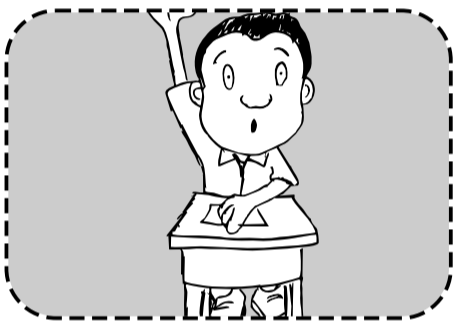
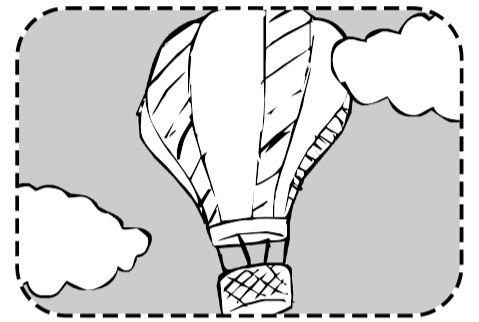
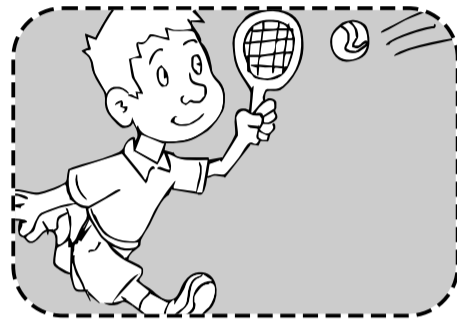
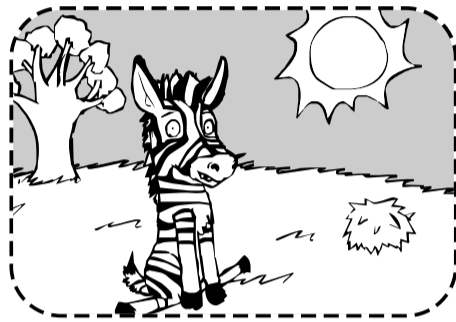
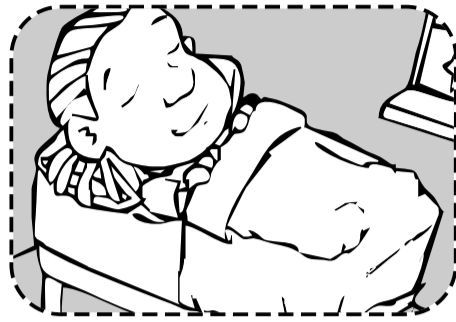
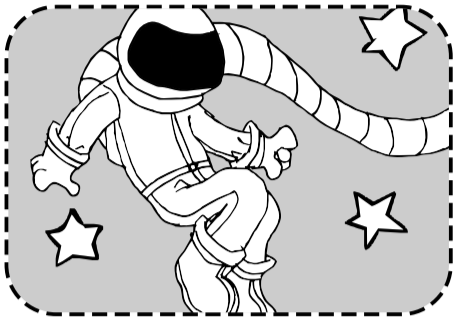
I see a

I see a

Teacher instruction:

Discuss each scene on the cards.
Ask learners to cut out each picture and sort them into day and night piles.
Learners can combine their cards and play day and night Snap!
This is a visual discrimination exercise.

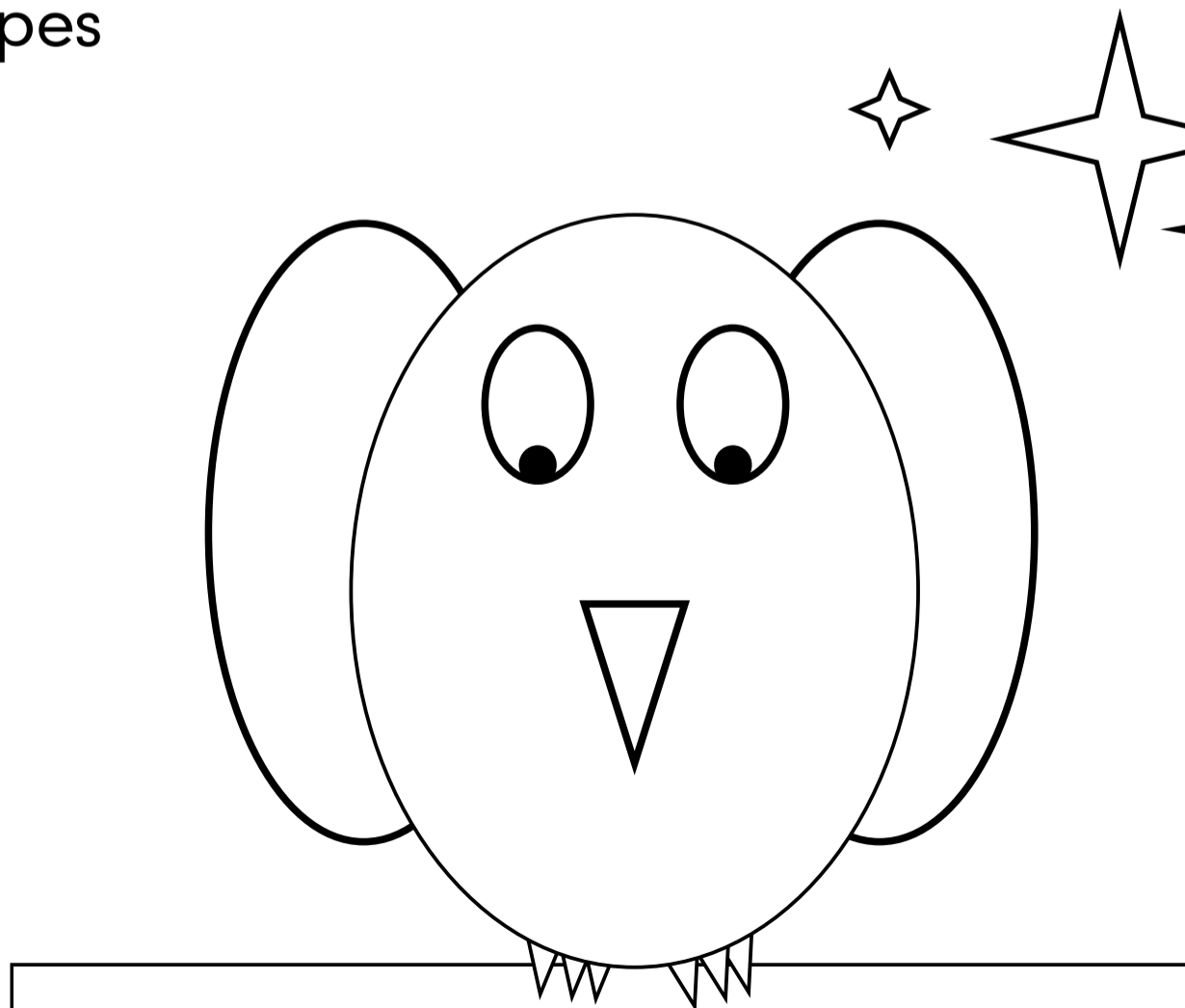
Day and night



Teacher instruction:

Ask learners to identify the different shapes in the picture.
This is a visual discrimination exercise.

Hidden shapes



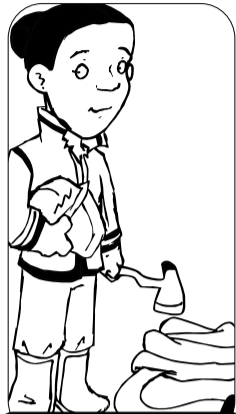
Teacher instruction:

Discuss each community worker on the cards.
 Ask learners to describe what each of these people do and where they work.
 Learners can cut out their cards, combine them and play Snap! with a partner.
This a visual discrimination exercise.

Good citizens



cleaner



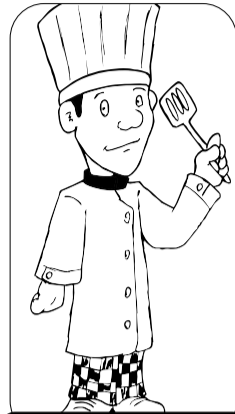
fire-fighter



postal worker



police officer



chef



vet



doctor



teacher



librarian



pilot



painter



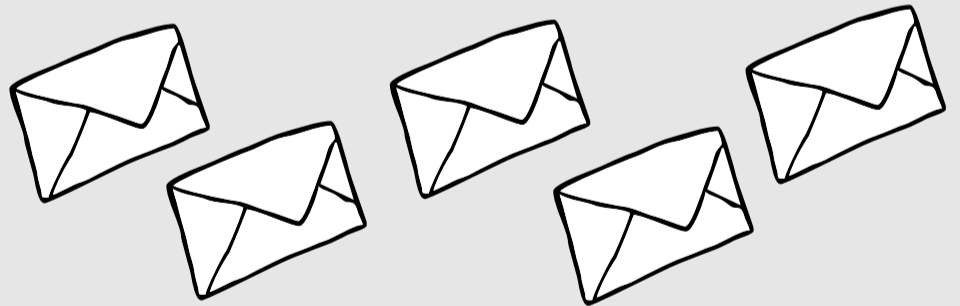
Your turn now!
 How do you help?

Teacher instruction:

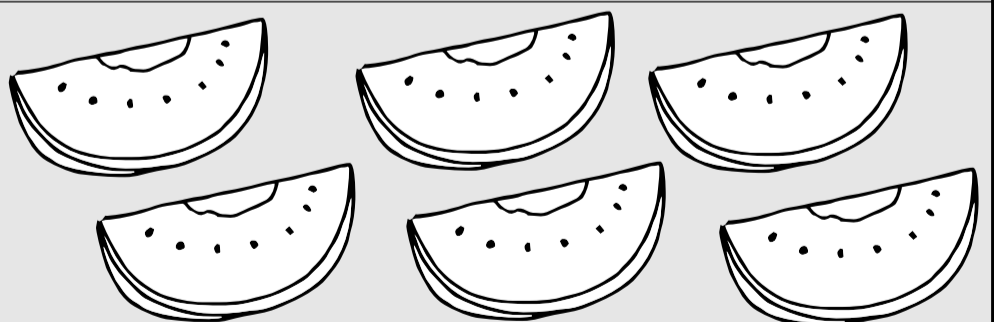
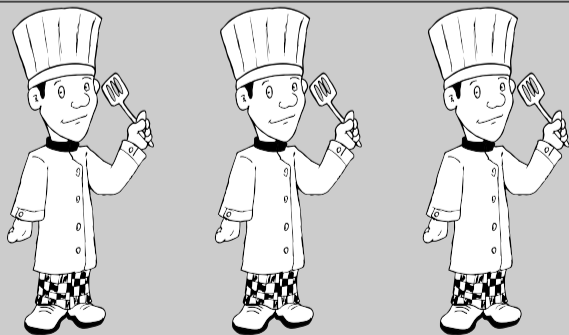
Ask the learners to share the items in the right-hand block equally with the people in the left-hand block.
 Ask them after they have completed each one whether the people each have the same number of items and whether there are any left over.
This a visual discrimination exercise.

Even and odd

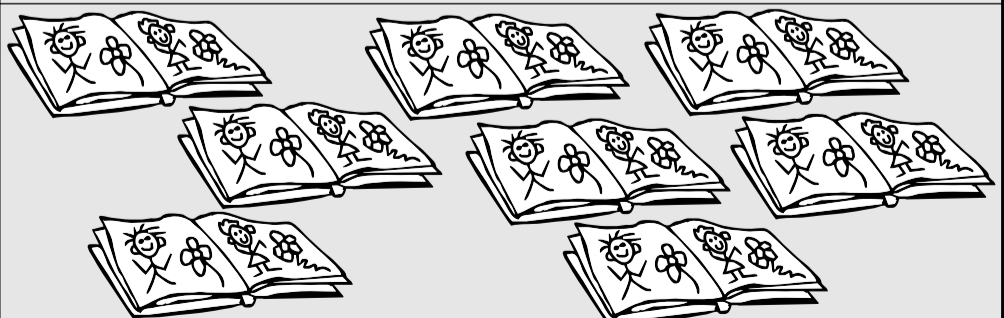
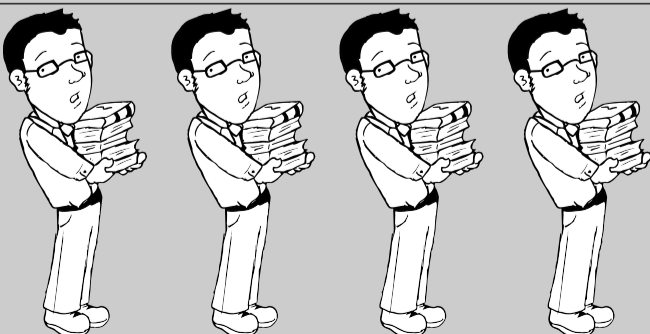
2 two



3 three



4 four



Teacher instruction:

Learners take their fingerprints.
They must be sure to make a print of each finger in the correct box.
This is a fine-motor and visual sequencing exercise.

Fingerprints

right hand

thumb

point finger

middle finger

ring finger

baby finger

left hand

thumb

point finger

middle finger

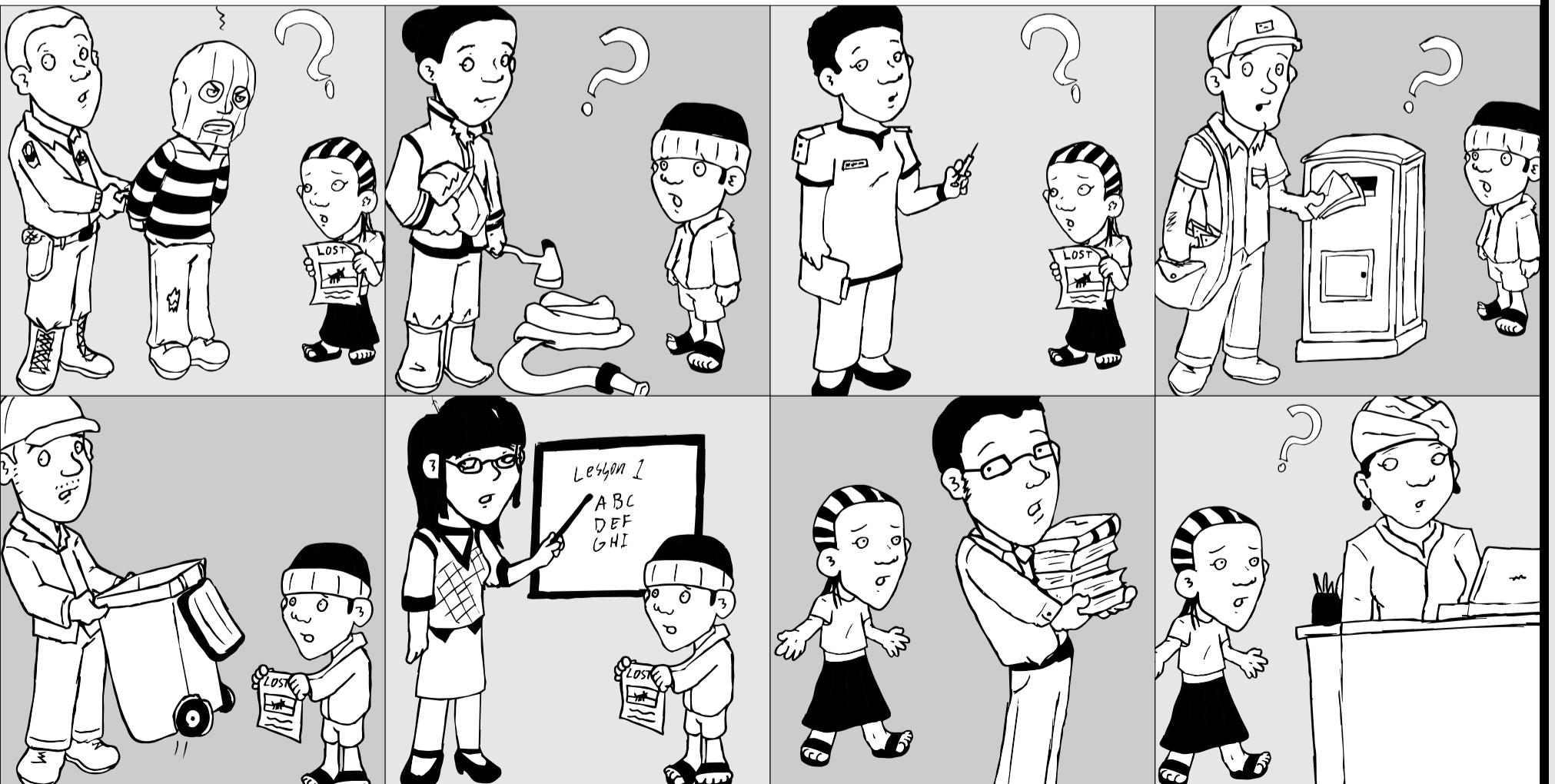
ring finger

baby finger

Teacher instruction:

Read Our goat Godfrey to the learners.
Then let them cut out the cards and sequence them in the correct order.
This is a reasoning and visual sequencing exercise.

Our goat Godfrey



Teacher instruction:

Learners talk about the ways in which they can show ubuntu.
On each link of the necklace they draw a picture to show ubuntu.
They colour in the star and cut out the pieces, linking them together to make a necklace.
This is a fine motor exercise.

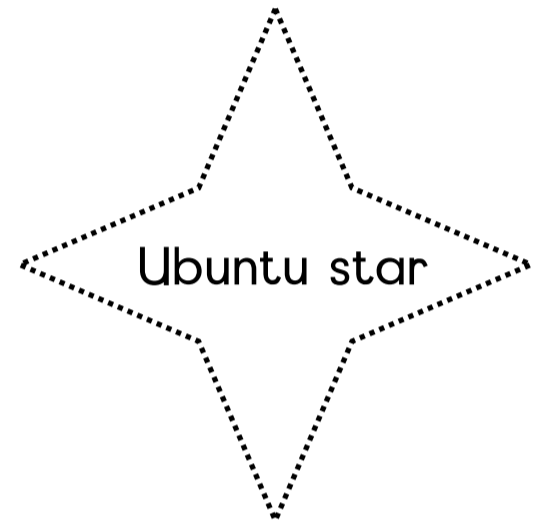
Ubuntu necklace

cleaning the board

picking up litter

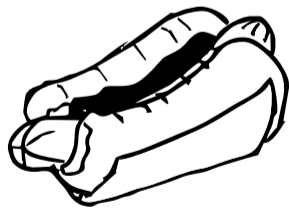
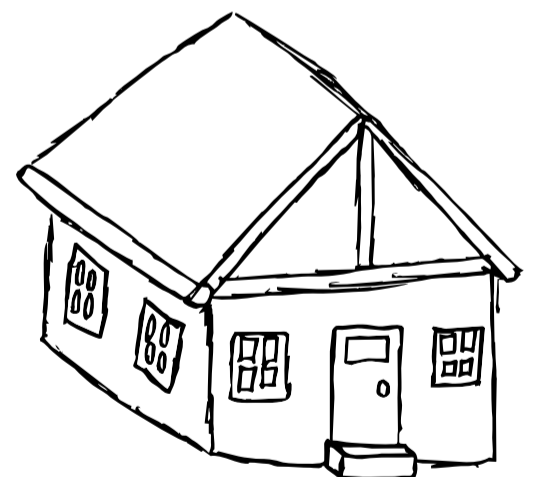
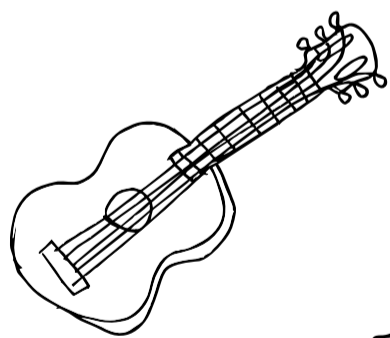
walking the dog

Bathing my little sister/brother

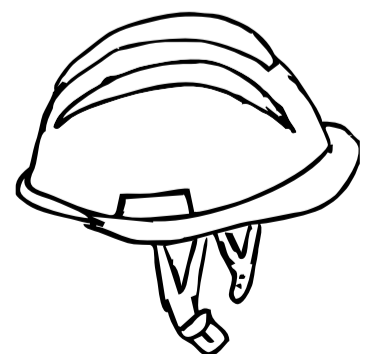
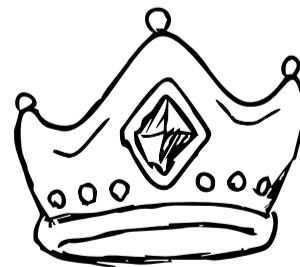
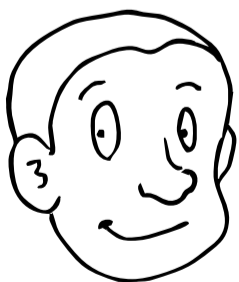


Teacher instruction:

Ask learners to 'read' each picture.
Then ask them to say what sound each picture begins with.
Next let them place a button on each picture that begins with an 'h' sound.
This is an auditory analysis and discrimination exercise.

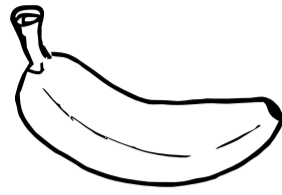
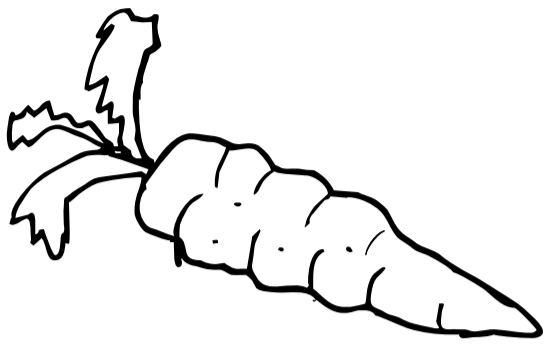


h

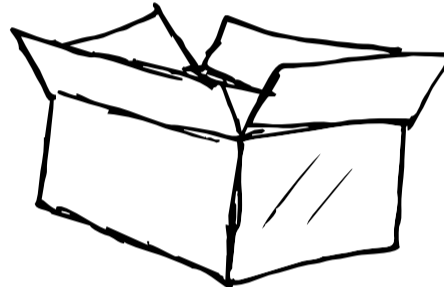
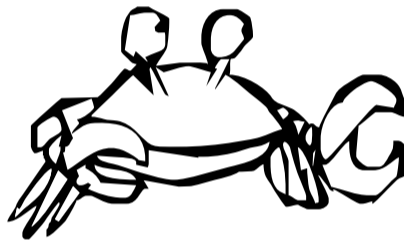
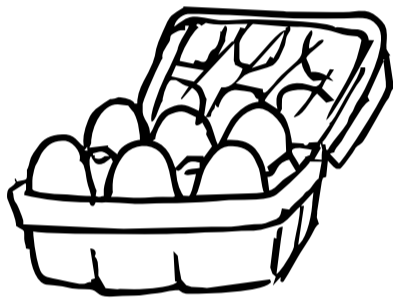
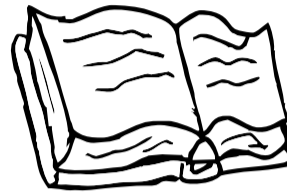


Teacher instruction:

Ask learners to say the word for each picture.
Then ask them to say the sound each word begins with.
Next let them place a button on each picture that begins with a 'b' sound.
This is an auditory analysis and discrimination exercise.



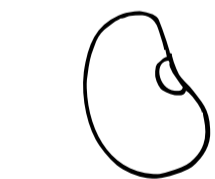
b



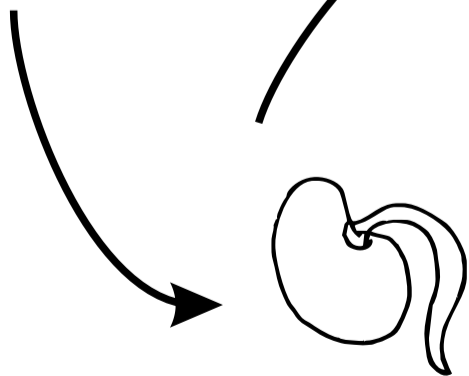
Teacher instruction:

Ask learners to 'read' each picture.
Then ask them to sequence the pictures in the correct order.
Staple the book together for them.
This is an observation and sequencing exercise.

The sprouting bean



this is a seed

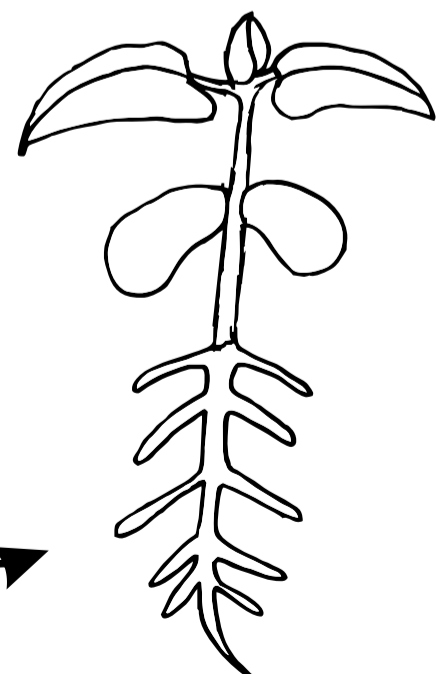


the root grows first



the first leaves emerge

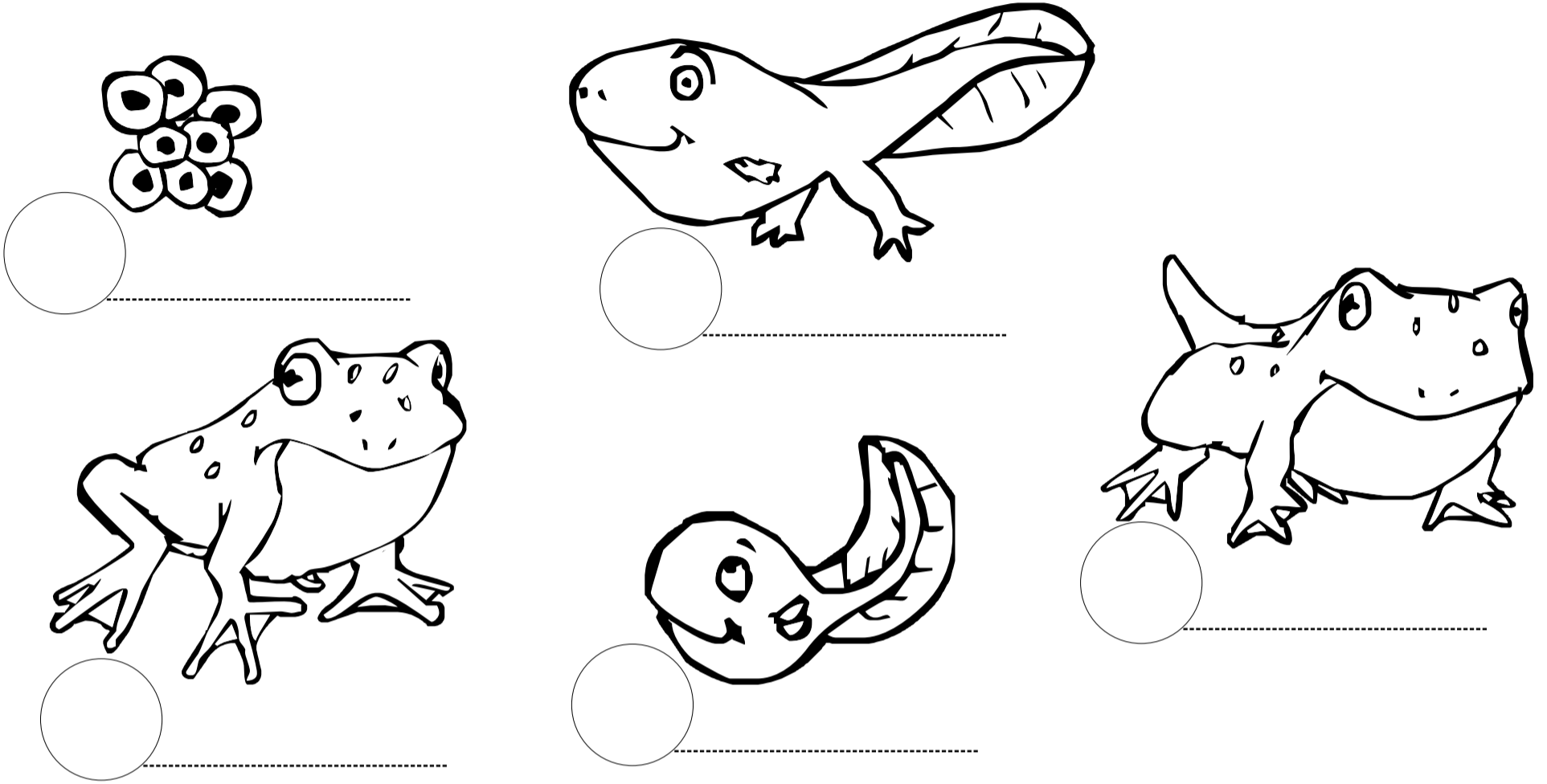
the stem is straight



Teacher instruction:

Ask learners to 'read' each picture.
Then ask them to sequence the pictures in the correct order.
Help them to label and **number** the pictures.
This is an observation and sequencing exercise.


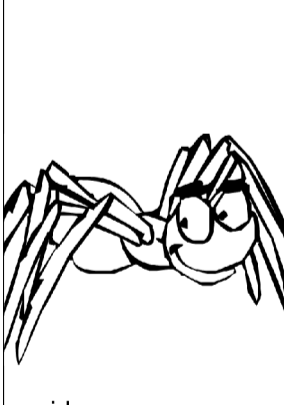
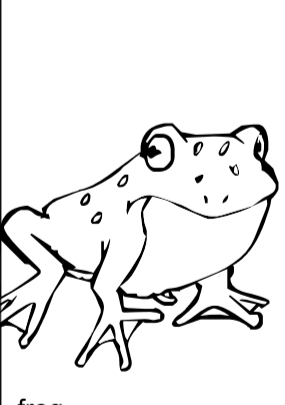


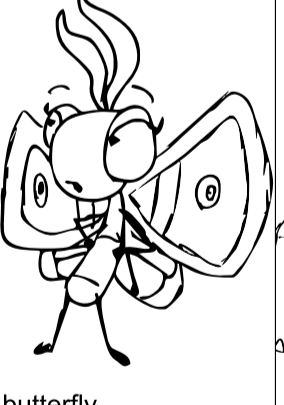
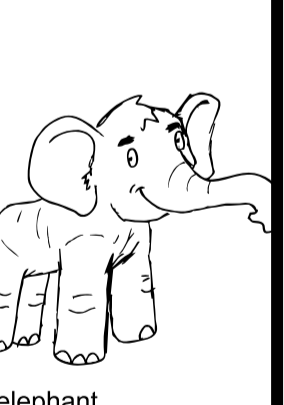
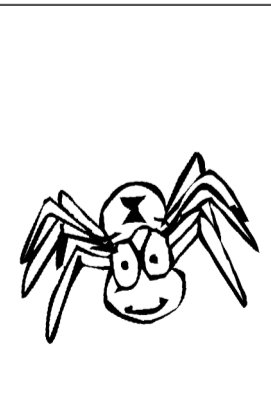


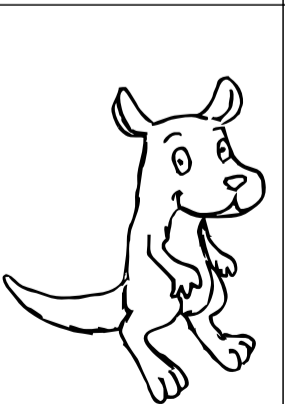
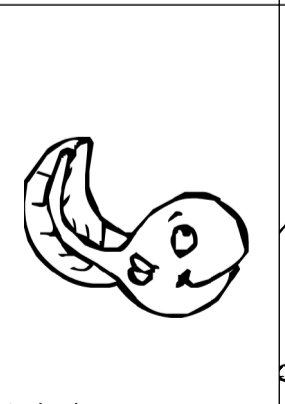

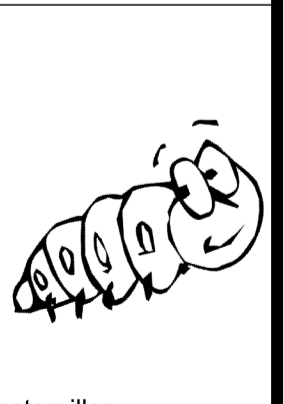
The life cycle of the frog



Teacher instruction:

Ask learners to 'read' each picture.
Then ask them to match the baby animal to the parent.
Help them use the baby names.
This is a visual discrimination exercise.

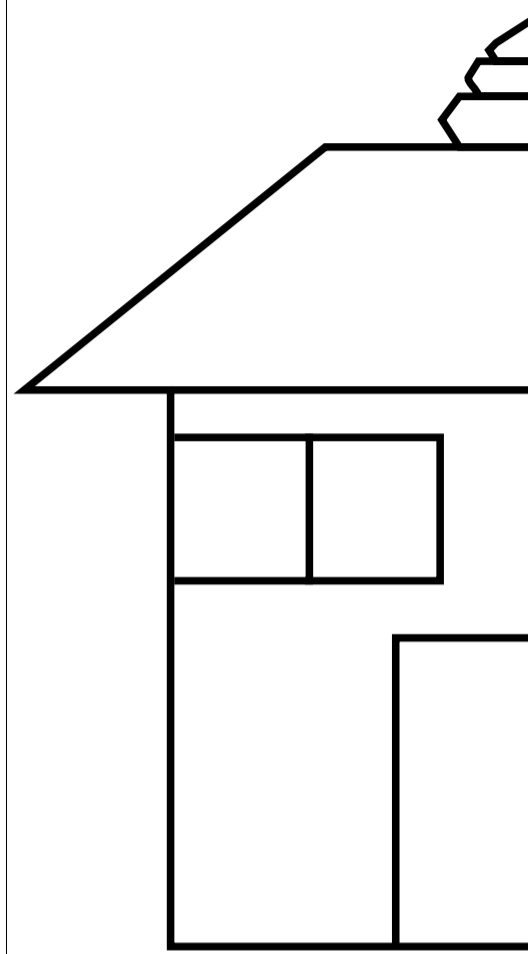
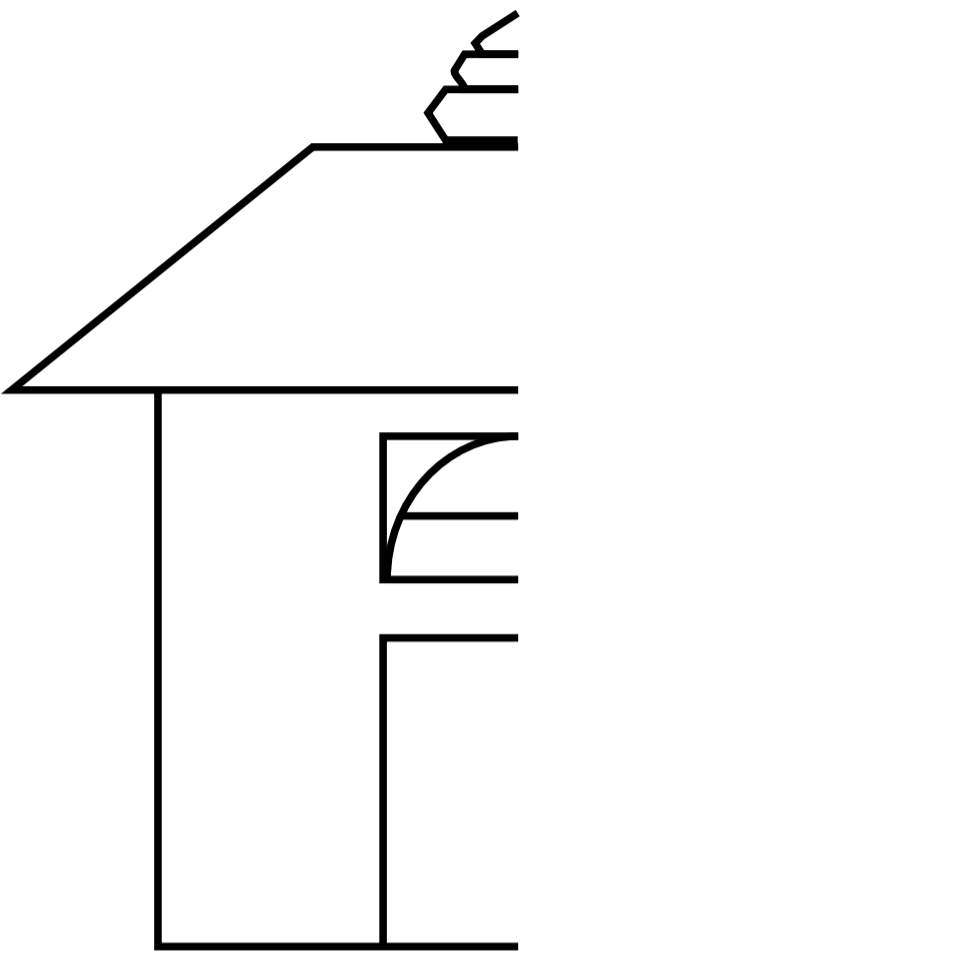
Whose baby am I?

 bear	 spider	 frog	 owl	 kangaroo	 butterfly	 elephant
 spiderling	 cub	 chick	 joey	 tadpole	 calf	 caterpillar

Teacher instruction:

Ask learners to complete the other side of the house.
They can use a little mirror to help them.
They can then add the flowers, sun and trees to the pictures.
This is a visual memory and closure exercise.

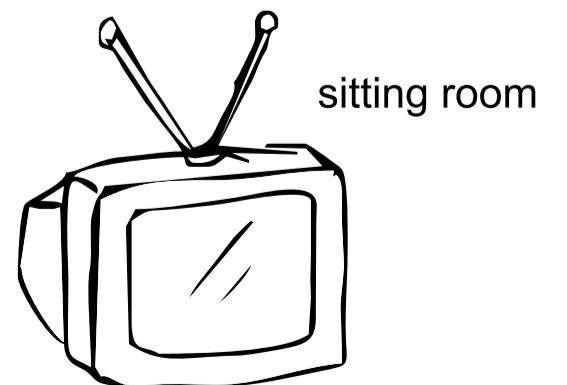
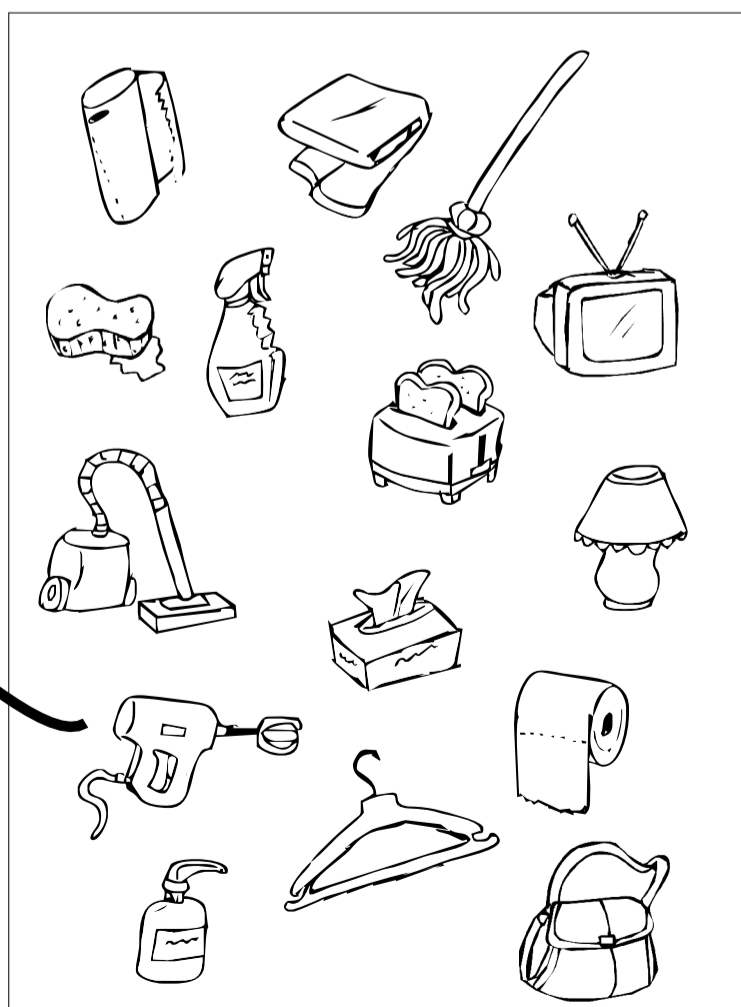
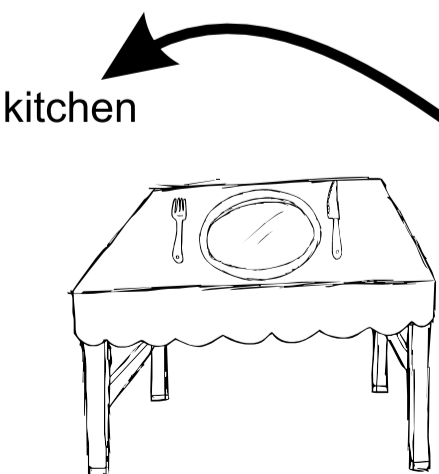
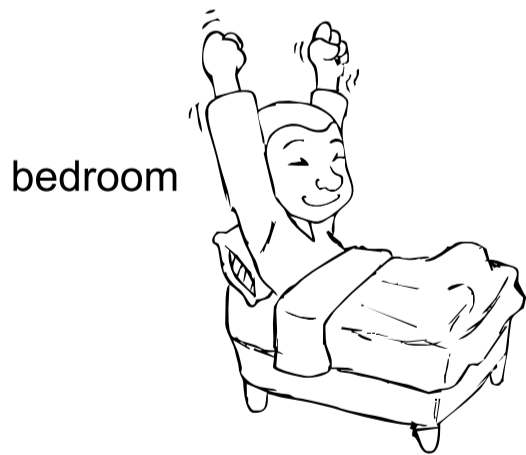
Build the house



Teacher instruction:

Ask learners to match the different household items to the correct room, using a crayon.
This is a visual discrimination and fine motor exercise.

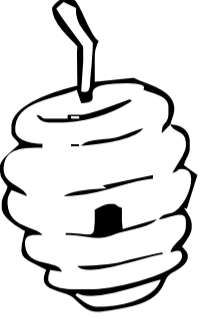

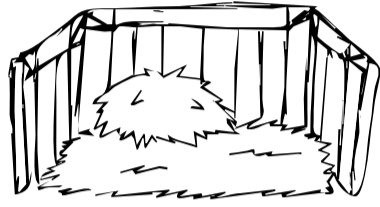

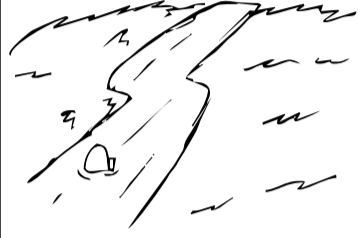
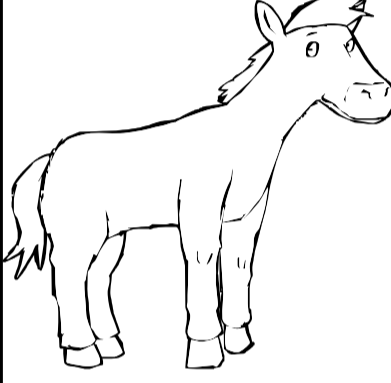




Where does this belong



Teacher instruction:

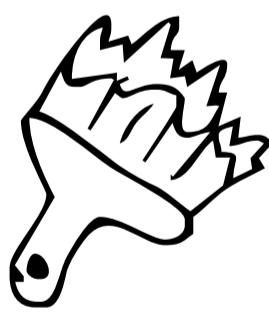
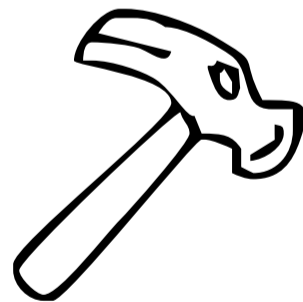
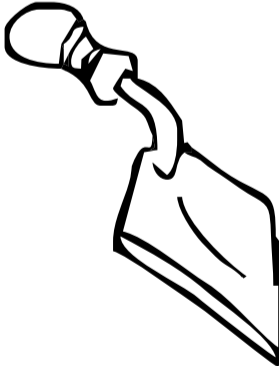

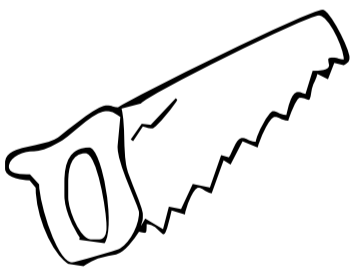
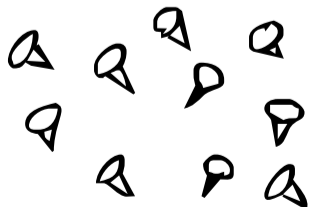
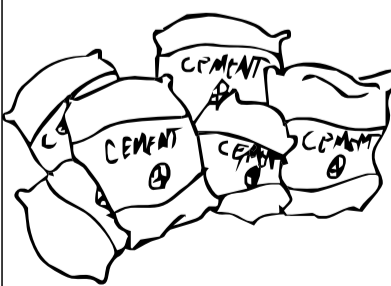

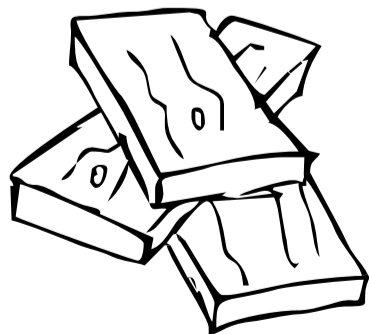
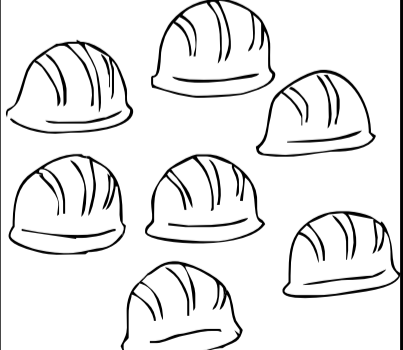
Ask learners to 'read' each picture.
Then ask them to match the animal to its home.
Help them use the correct names of the homes.
This is a visual discrimination exercise.

Where do I live?

Teacher instruction:

Ask learners to 'read' each picture and to count the tools and materials.
Then let them match the tools and materials.
Next let them cut out the cards and practise addition and subtraction story sums using the cards to facilitate their calculations.

Teacher instruction:

Ask learners to 'read' each picture.
Then ask them to match the feeling to the word.
This is a visual discrimination exercise.

How do you feel?

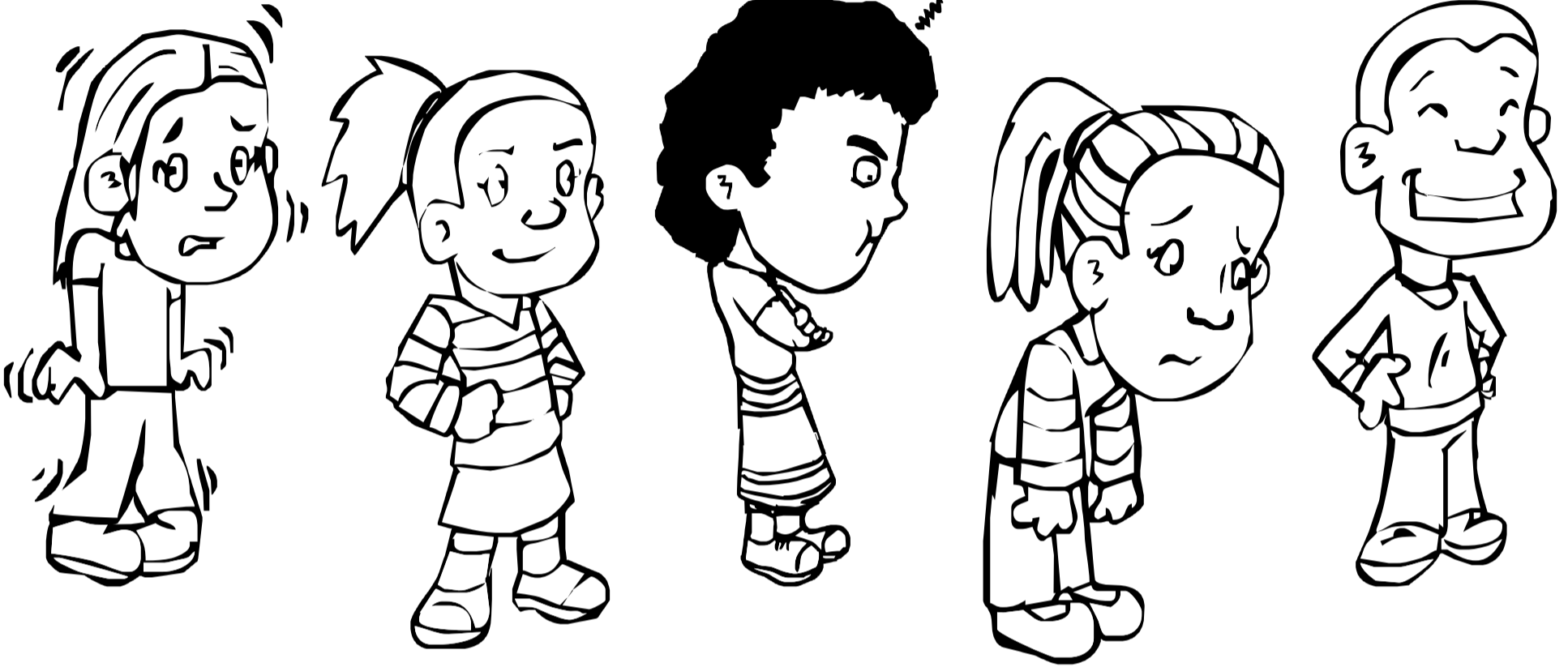
happy

angry

proud

scared

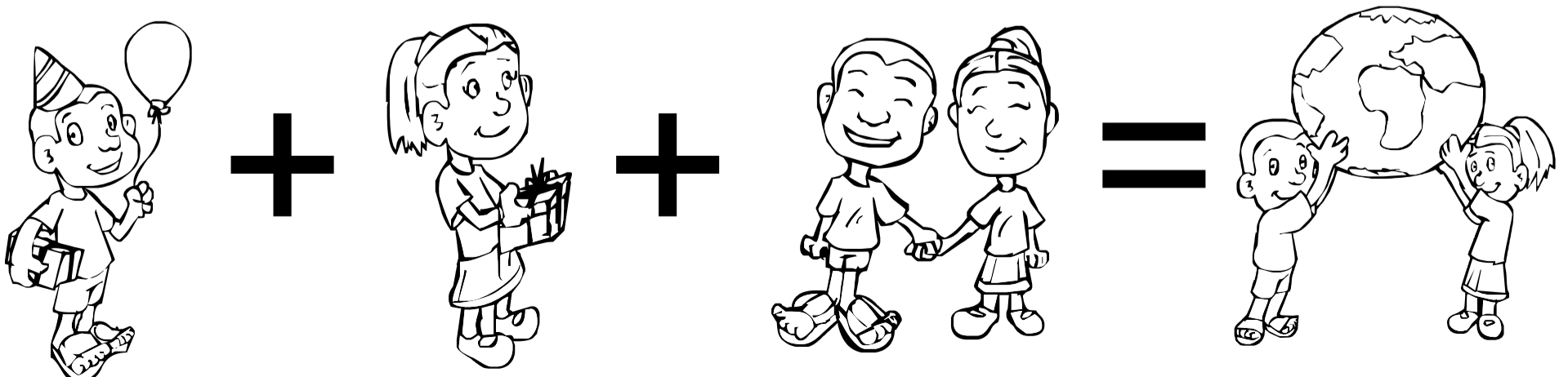
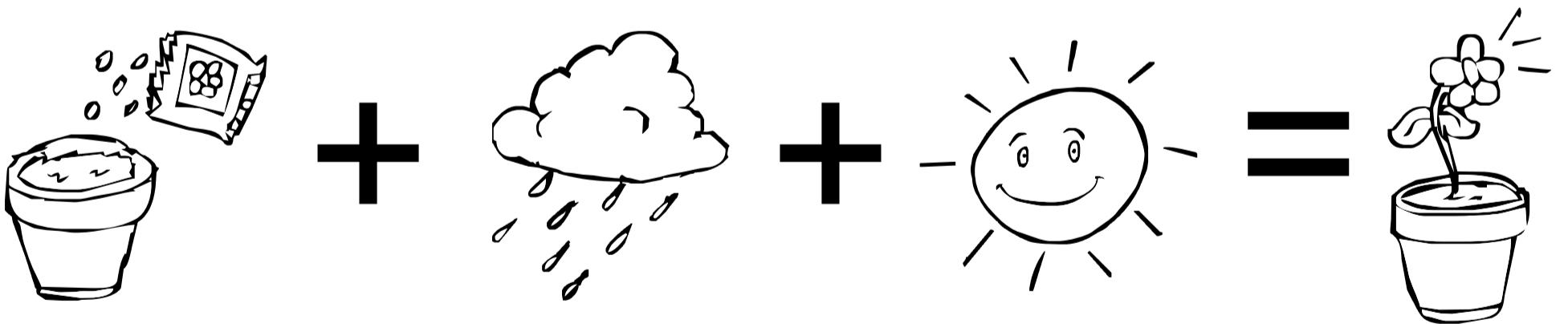
sad



Teacher instruction:

Ask learners to 'read' each sentence. Then ask them how the children in the second sentence are feeling.
Talk about how planting plants is good for the Earth. Ask them if they have ever planted something.
What happened? How did they feel?
This is a reasoning and visual discrimination exercise.

Tell the story



Teacher instruction:

Say the rhyme "Mother Duck went out one day". Ask learners to 'read' the story. Count the ducklings on each line and let learners write the number in the block.

Then ask them how Mother Duck felt.

This is a visual discrimination and counting exercise.

How do you feel?

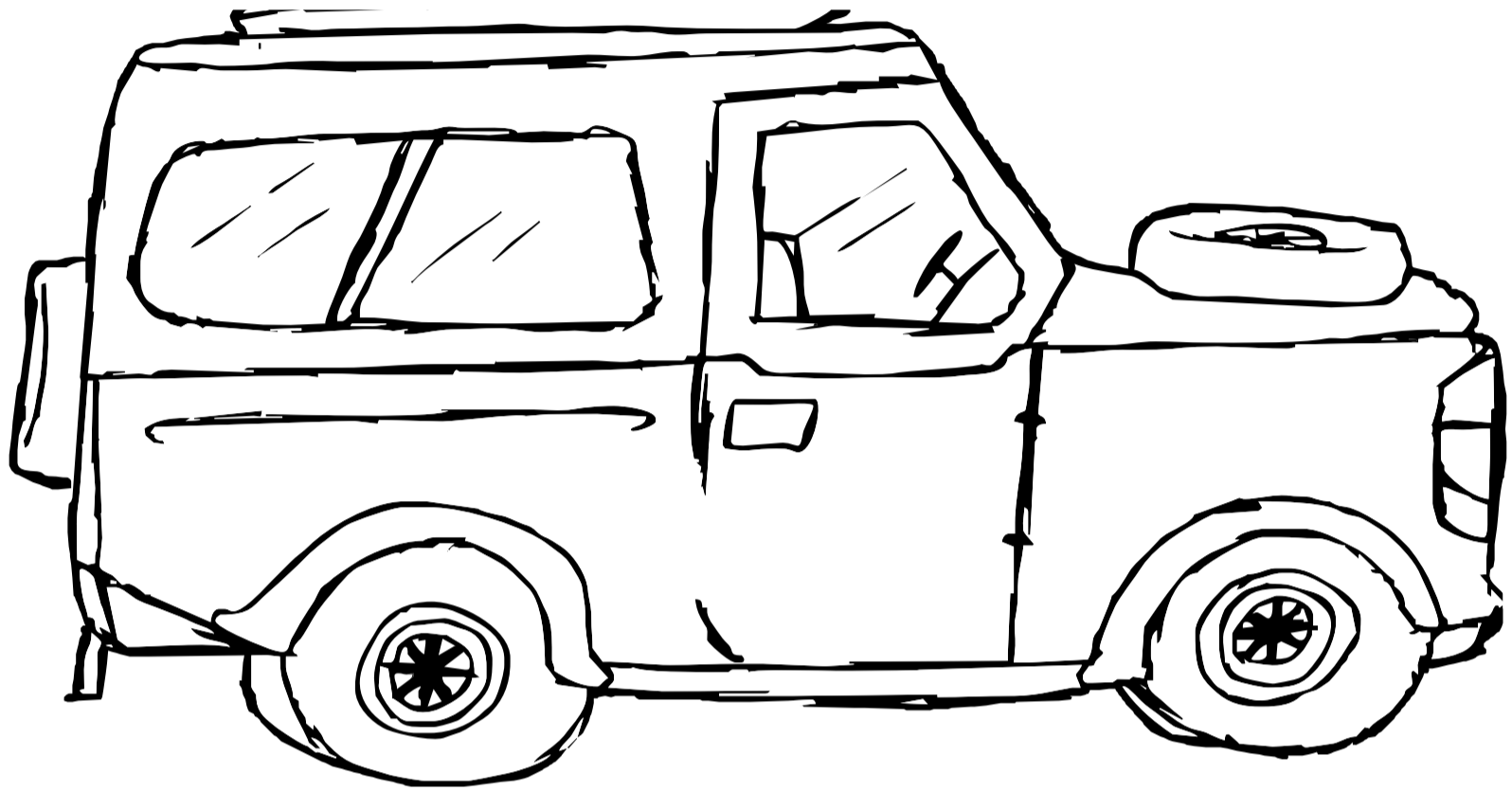
The worksheet contains five rows of ducks. Each row has a mother duck and a certain number of ducklings. To the right of each row is a dashed square box for writing. Curved arrows connect the rows in a circular path, indicating a sequence of reading or counting.

Row	Number of Ducklings	Number to Write
1	5	
2	4	
3	3	
4	2	
5	1	

Teacher instruction:

Ask learners to make a ladder from three straws. They need two long sides.
The rungs must be cut into equal lengths. Learners glue their ladder to the side of the Land Rover.
They need to draw items on the roof-carrier that begin with the letter 'l'.
This is an auditory discrimination and measurement exercise.

Make a ladder and pack the luggage



Teacher instruction:

Ask learners to colour in the lion. They glue a piece of felt onto the nose.
Let them trace the 'l' shape. Repeat for the capital 'L'.
Let learners slow-speak each picture to identify the initial sound and then circle all the objects that begin with 'l'.
This is an auditory discrimination exercise.

The lion has a long nose



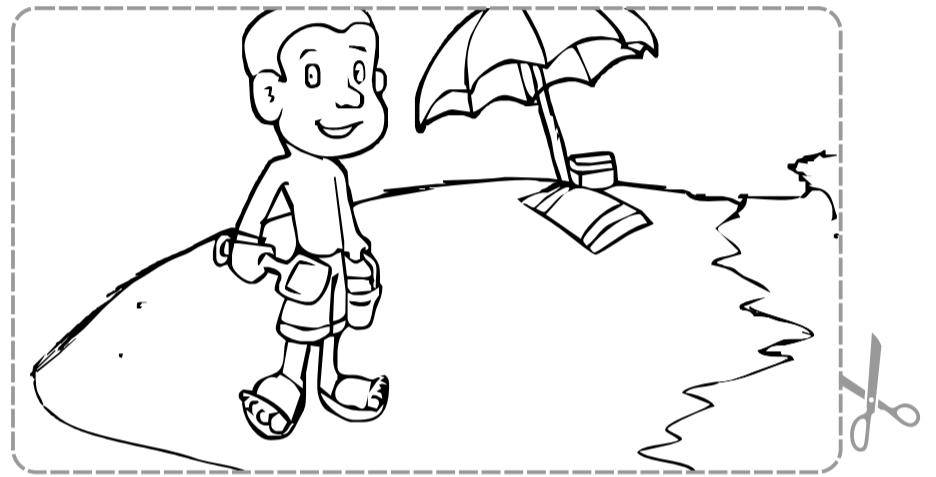
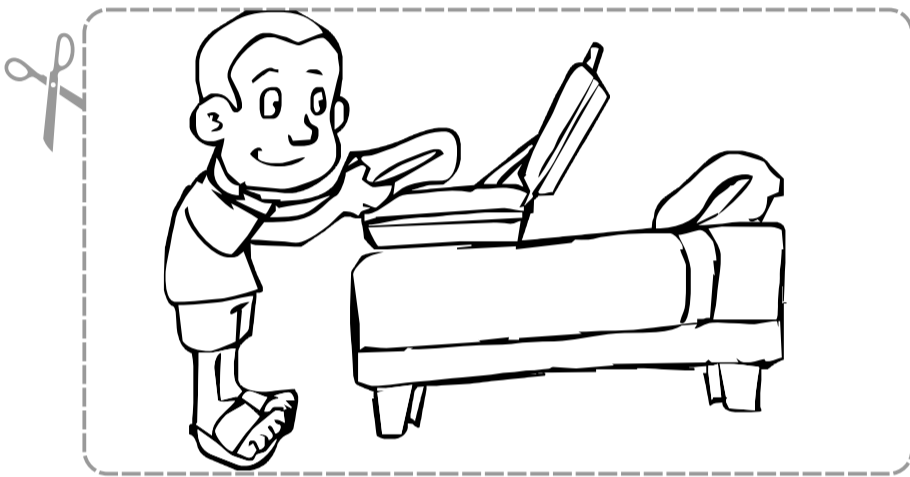
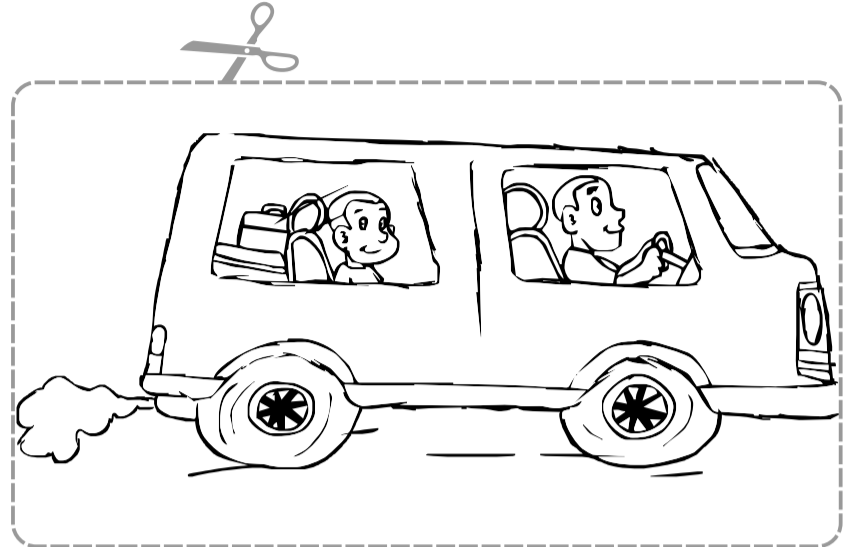
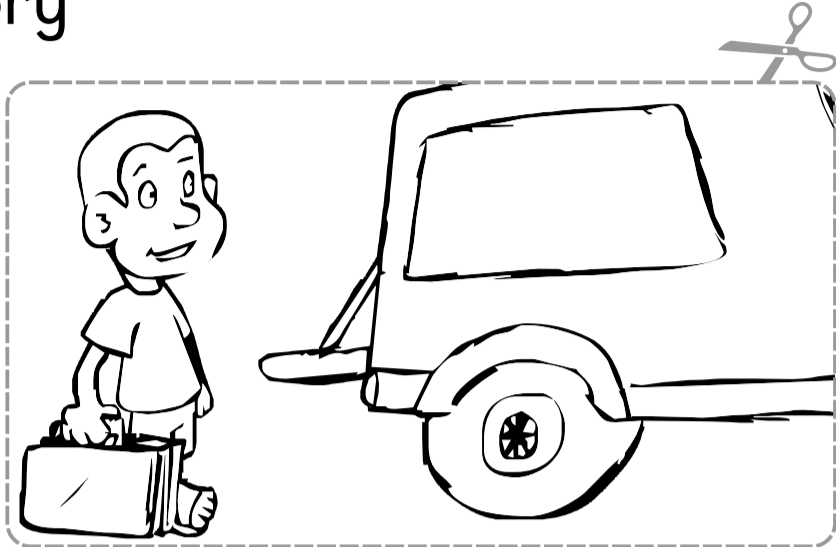
Teacher instruction:

Learners cut out the pictures and sequence them in the correct order so that the pictures tell the story.

Learners can 'read' the story.

This is a good reasoning and sequencing exercise.

Story



Teacher instruction:

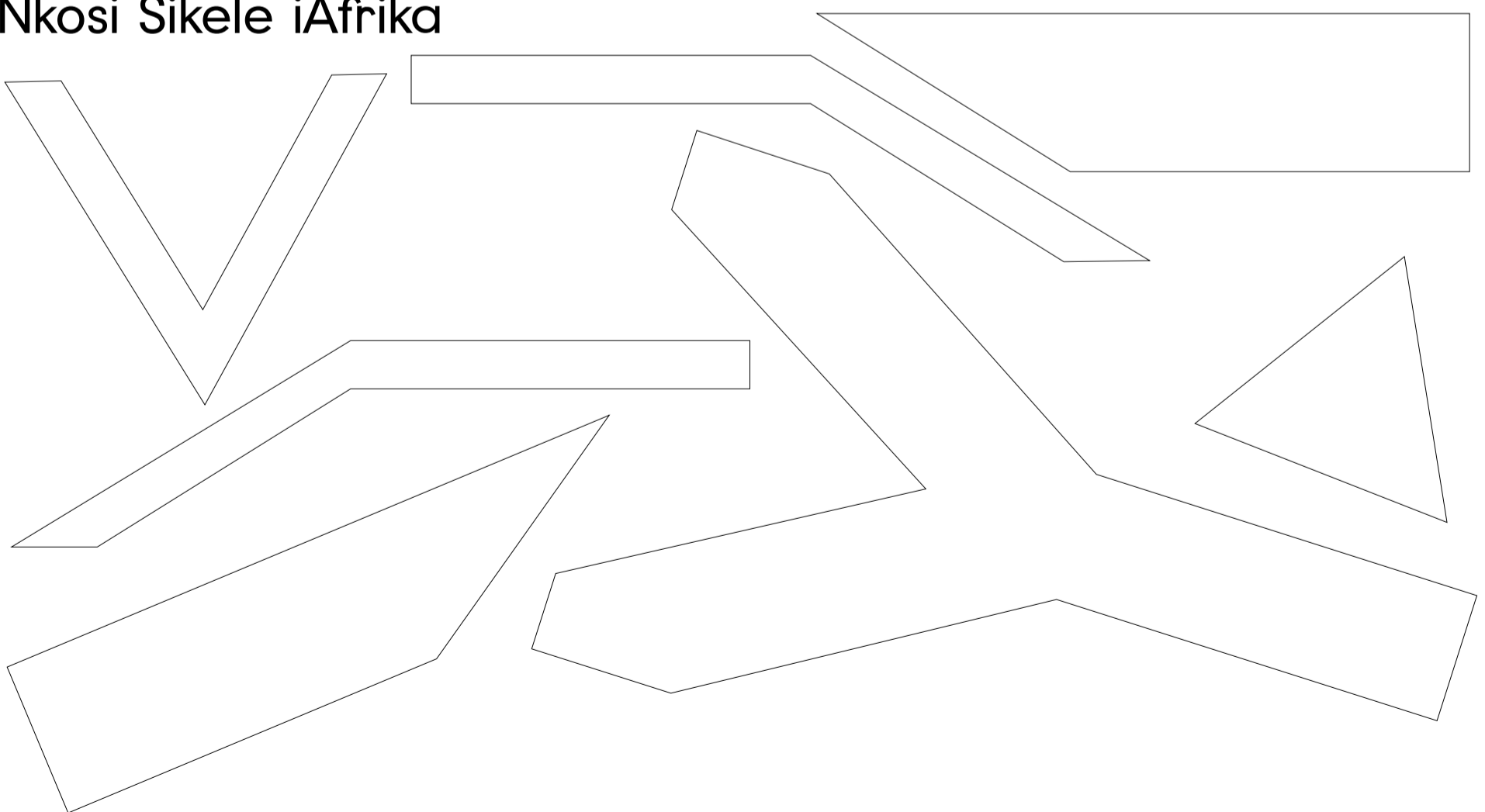
Learners must cut out the shapes and put them together to make the flag.

Then ask them to colour in the flag using the correct colours.

They can refer to poster 19 for the colour.

This is a good visual discrimination exercise.

Nkosi Sikele iAfrika

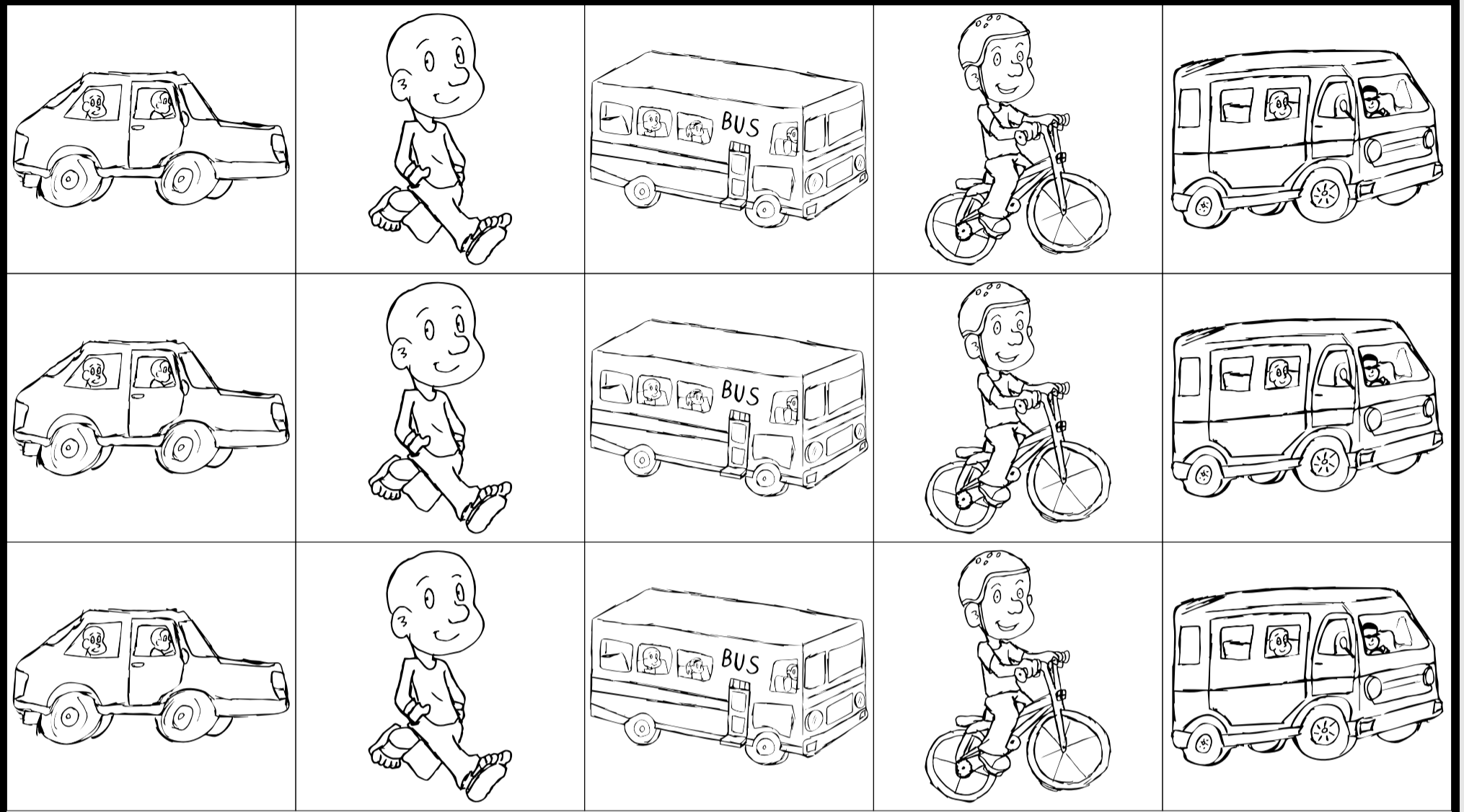


Teacher instruction:

Cut out the cards.

Use them to make a pictogram.

Help learners count the different ways in which they all get to school.



Teacher instruction:

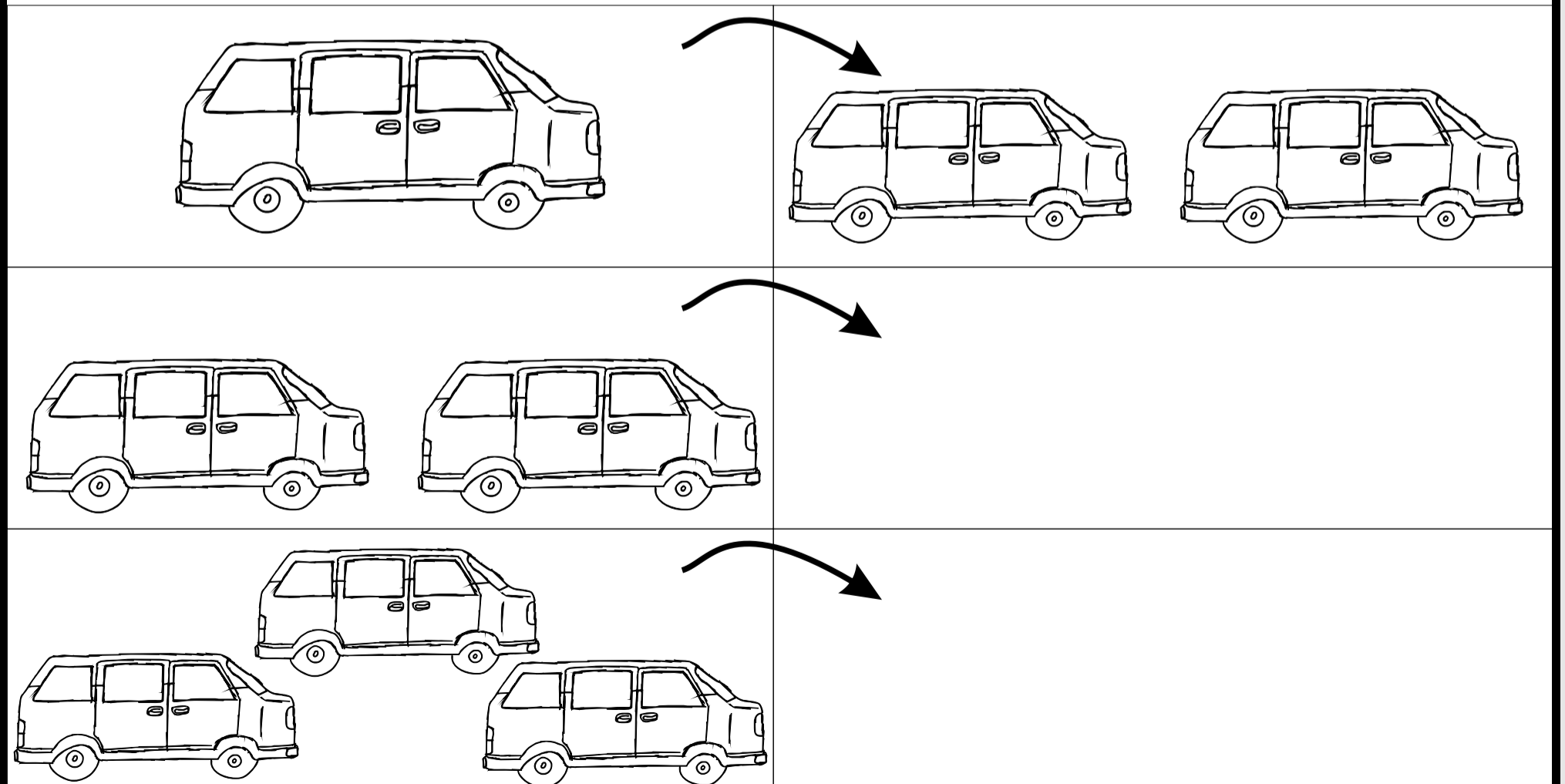
Learners count the taxis in the first block. They then draw double that number in the second block.

Ask them to draw "twice as many" or "twice as much".

The first one has been done for you.

Work through each example with the learners and let them use counters to solve the problem before they begin drawing.

Doubling



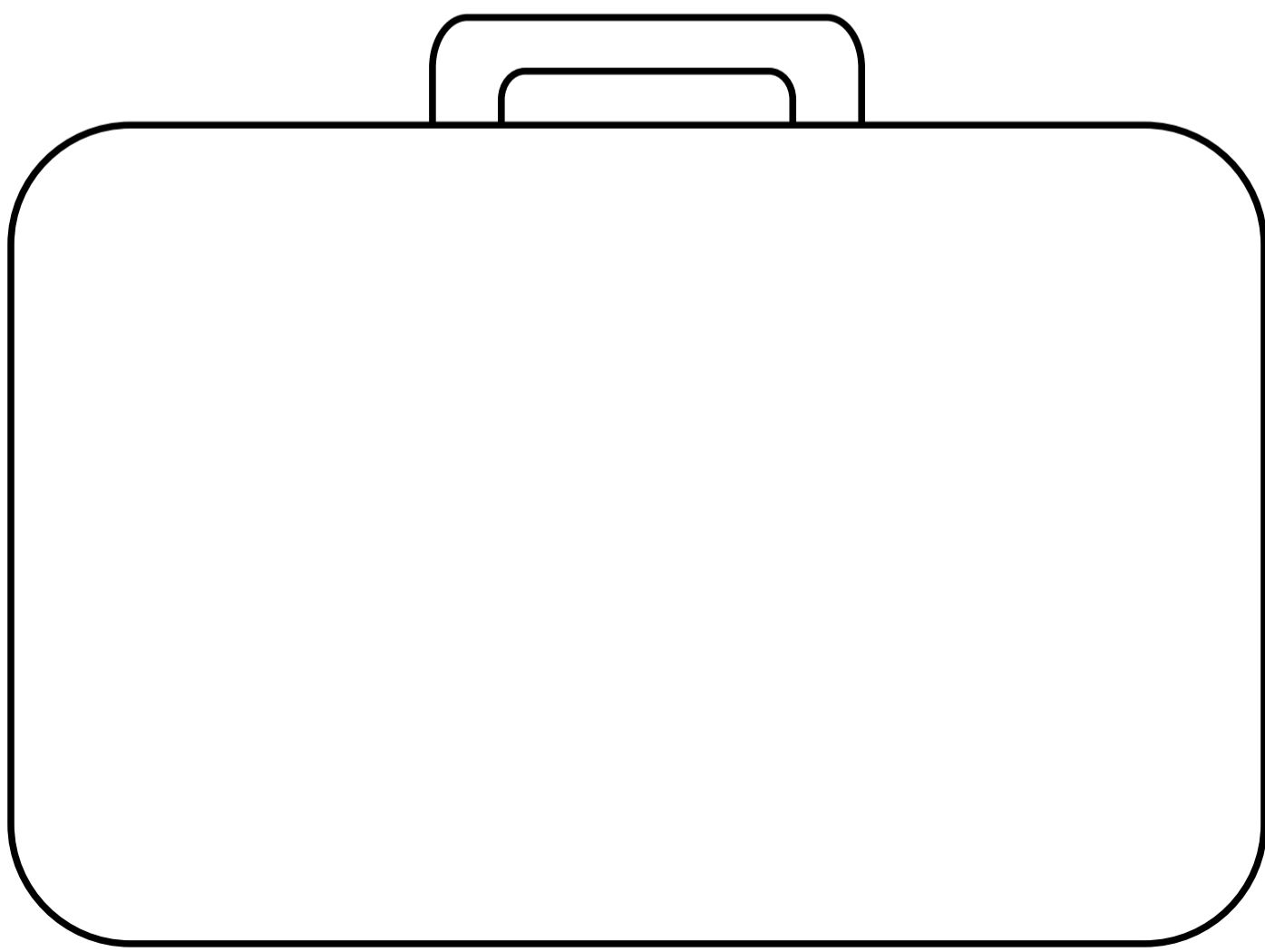
Teacher instruction:

Learners count the taxis in the first block. They then draw half that number in the second block.
 Explain that the taxi rank on the right has half the number of taxis as that on the left.
 The first one has been done for you. Provide lots of practical work first and then work through each example with the learners.
 Let them use counters to solve the problem before they begin drawing.

Halving

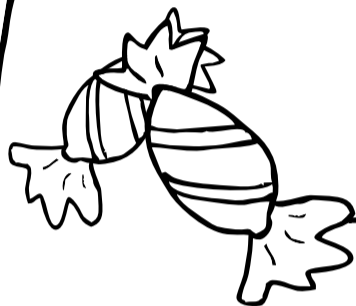
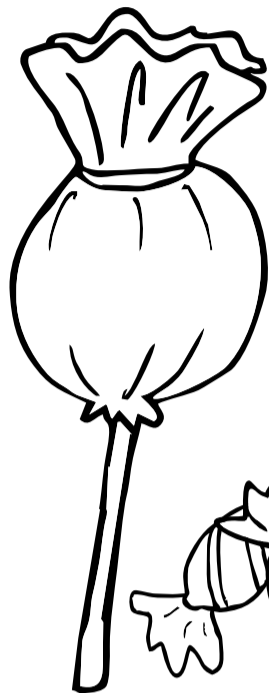
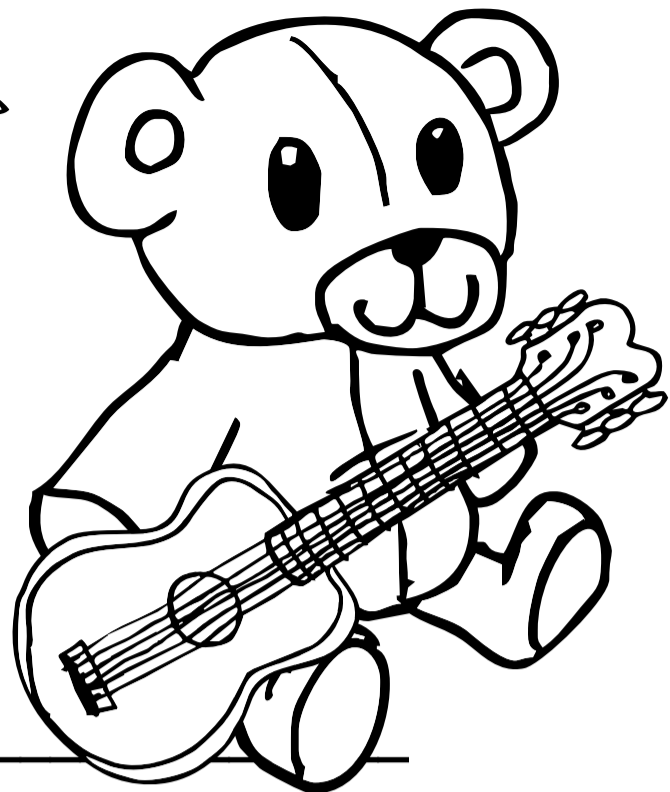
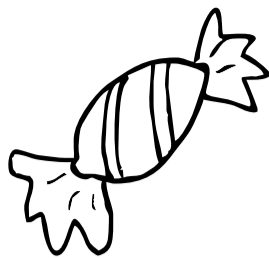
Teacher instruction:

Learners 'pack' the suitcase with items they would take on a journey with them.
This is a fine motor exercise.

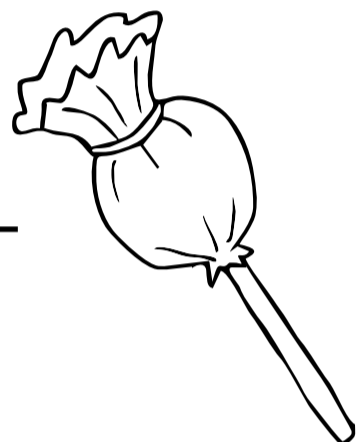


Date: _____

This week's thank you award goes to:



for

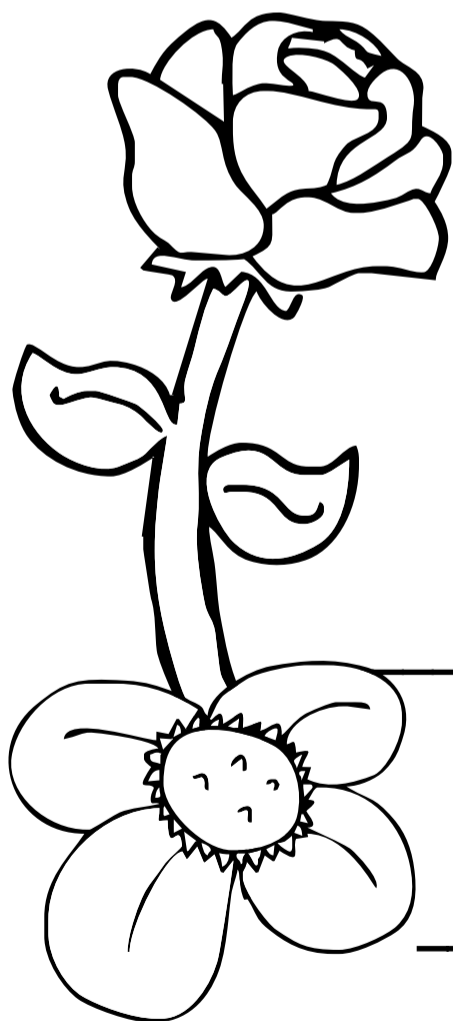
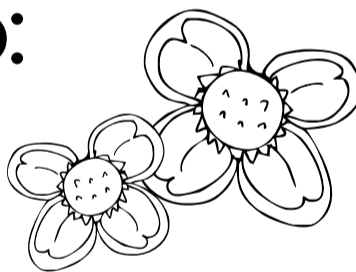


Well done!

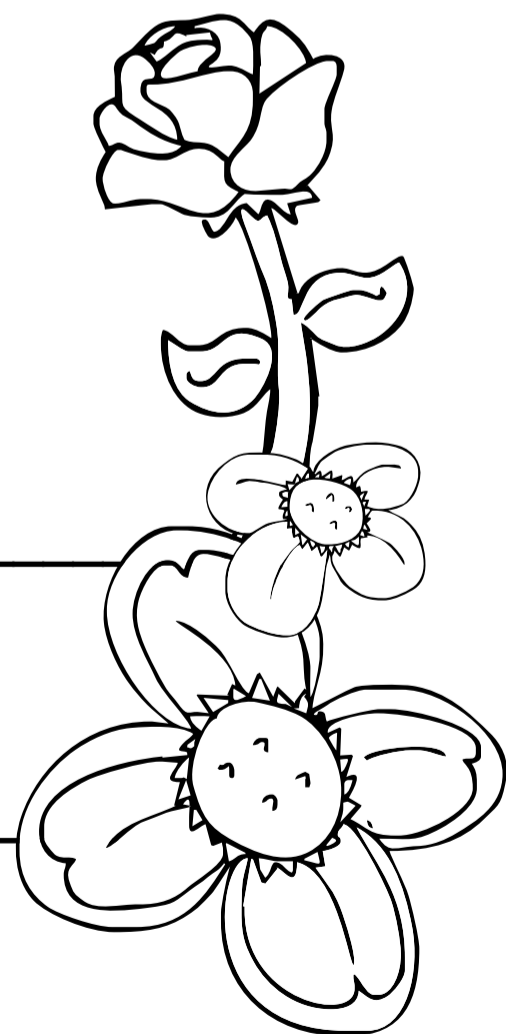
Signed: _____

Date: _____

This week's special award goes to:



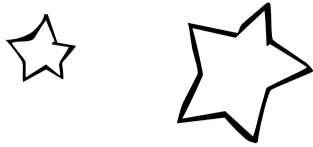
for



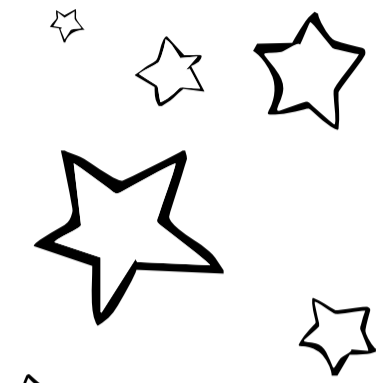
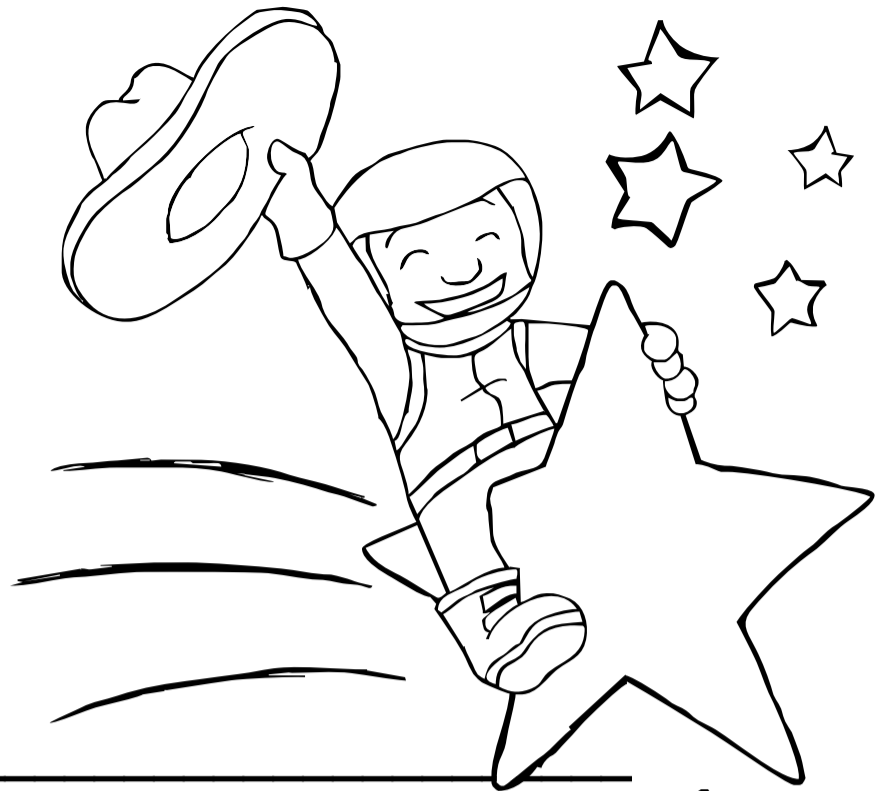
Well done!

Signed: _____

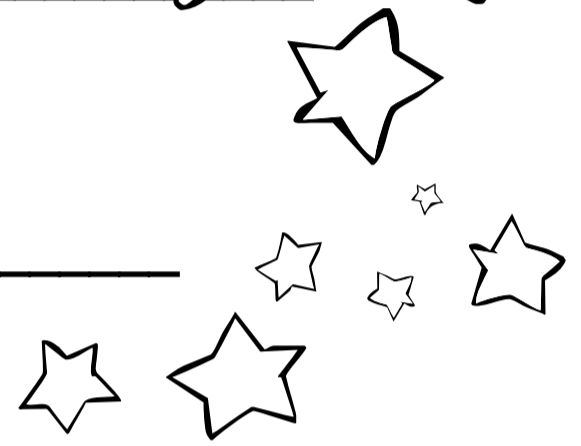
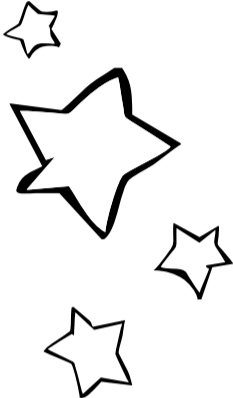
Date: _____



This week's star award goes to:



for

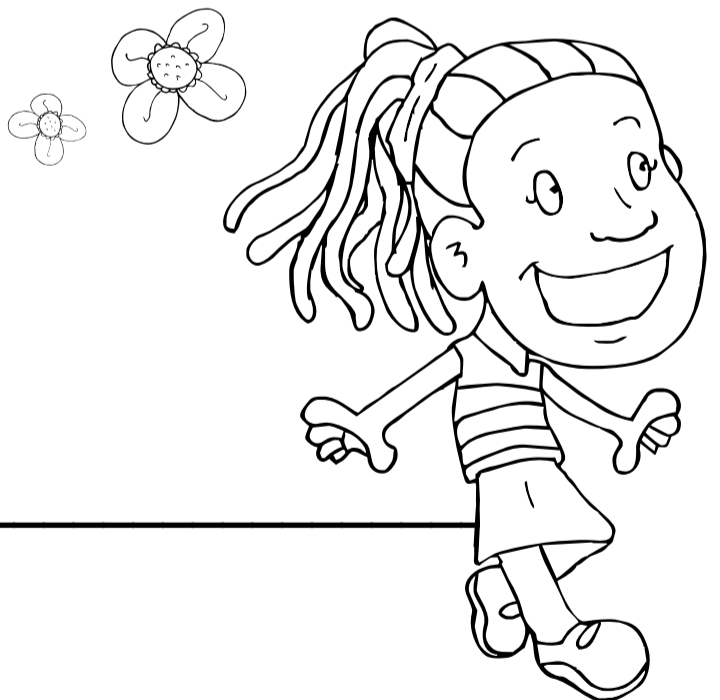


Well done!

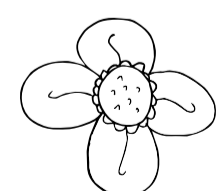
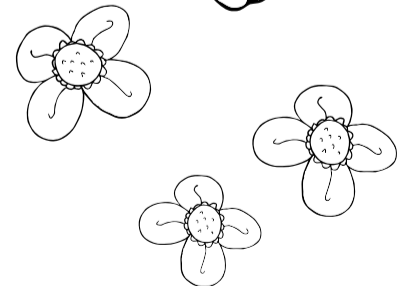
Signed: _____

Date: _____

This week's happy award goes to:

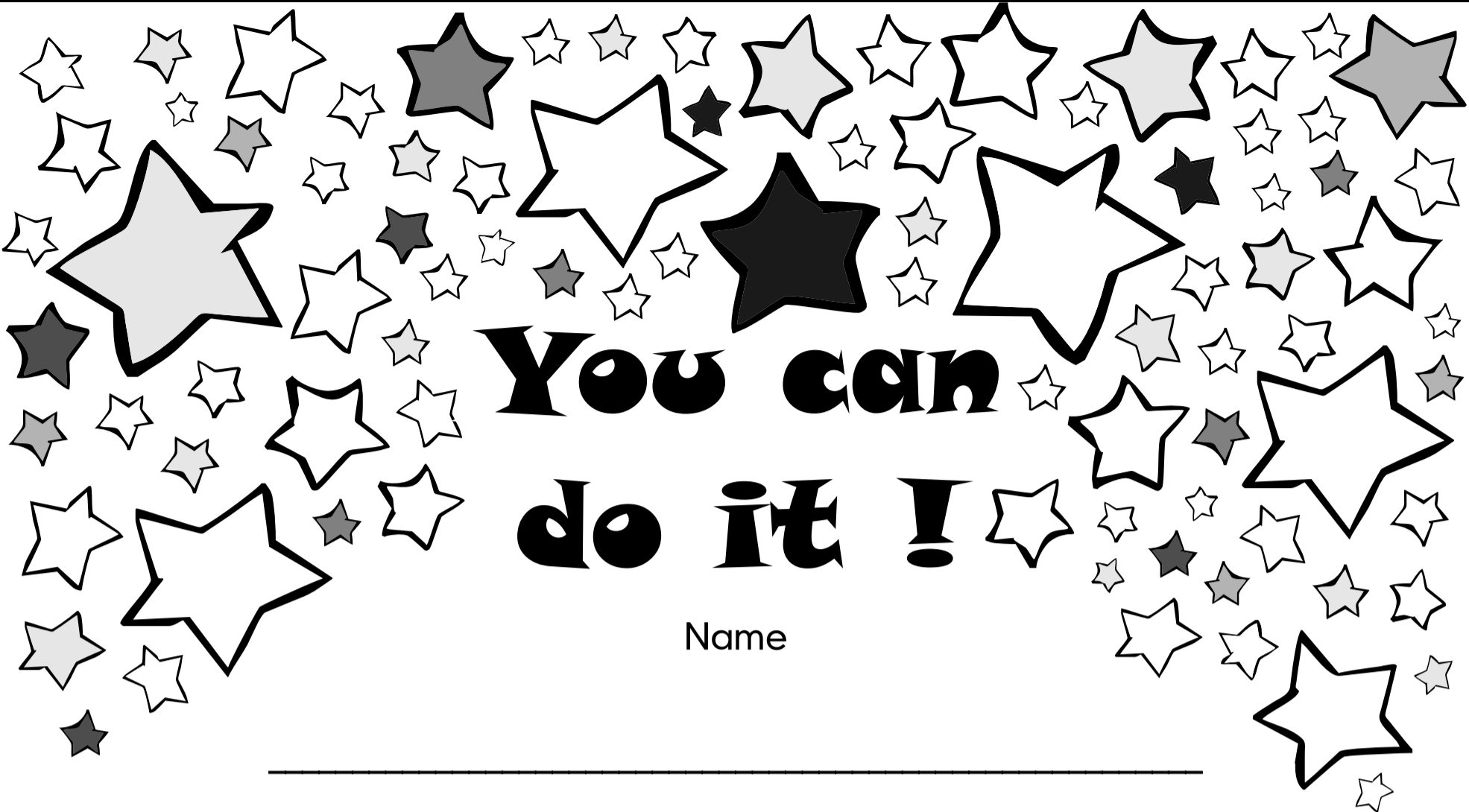


for



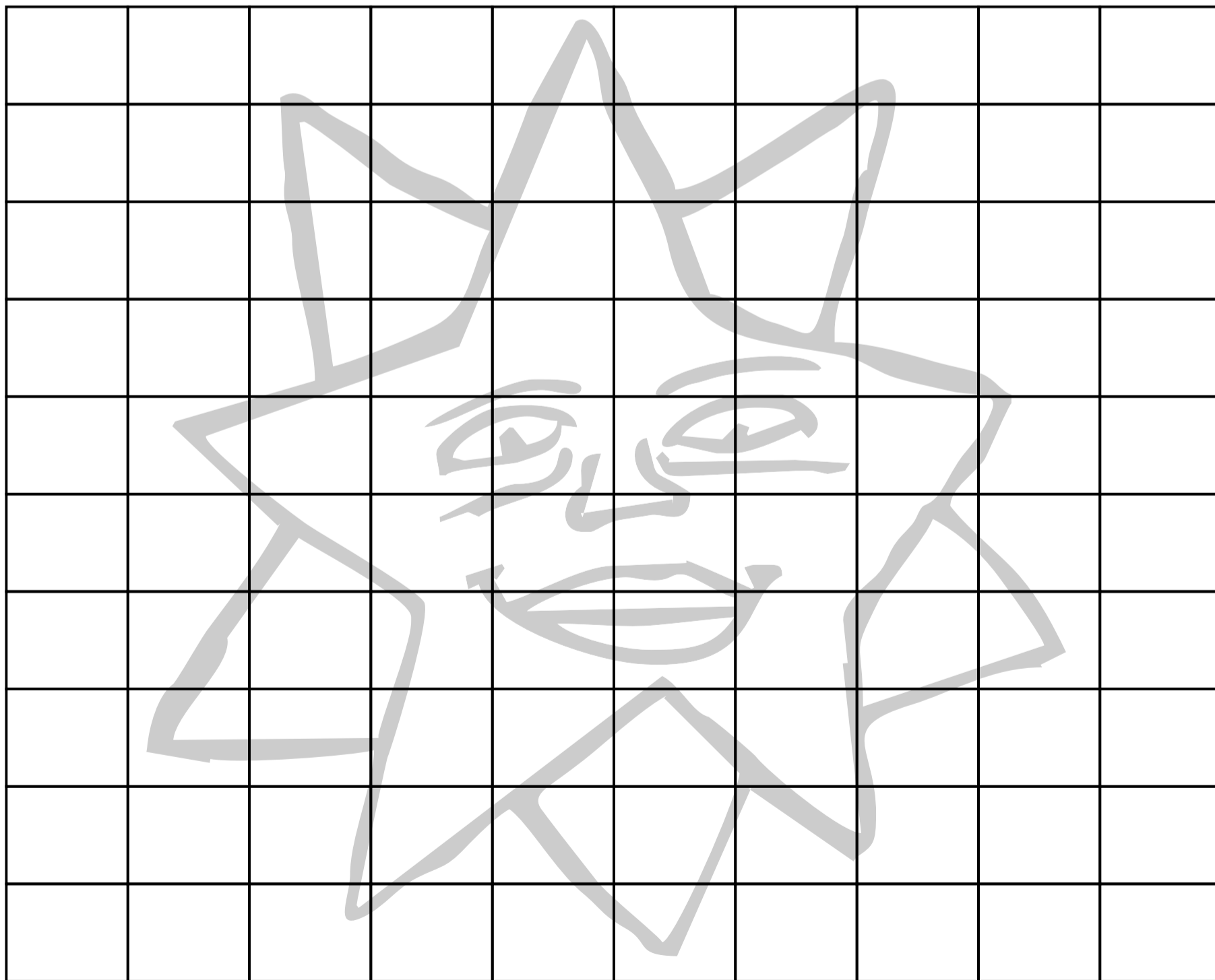
Well done!

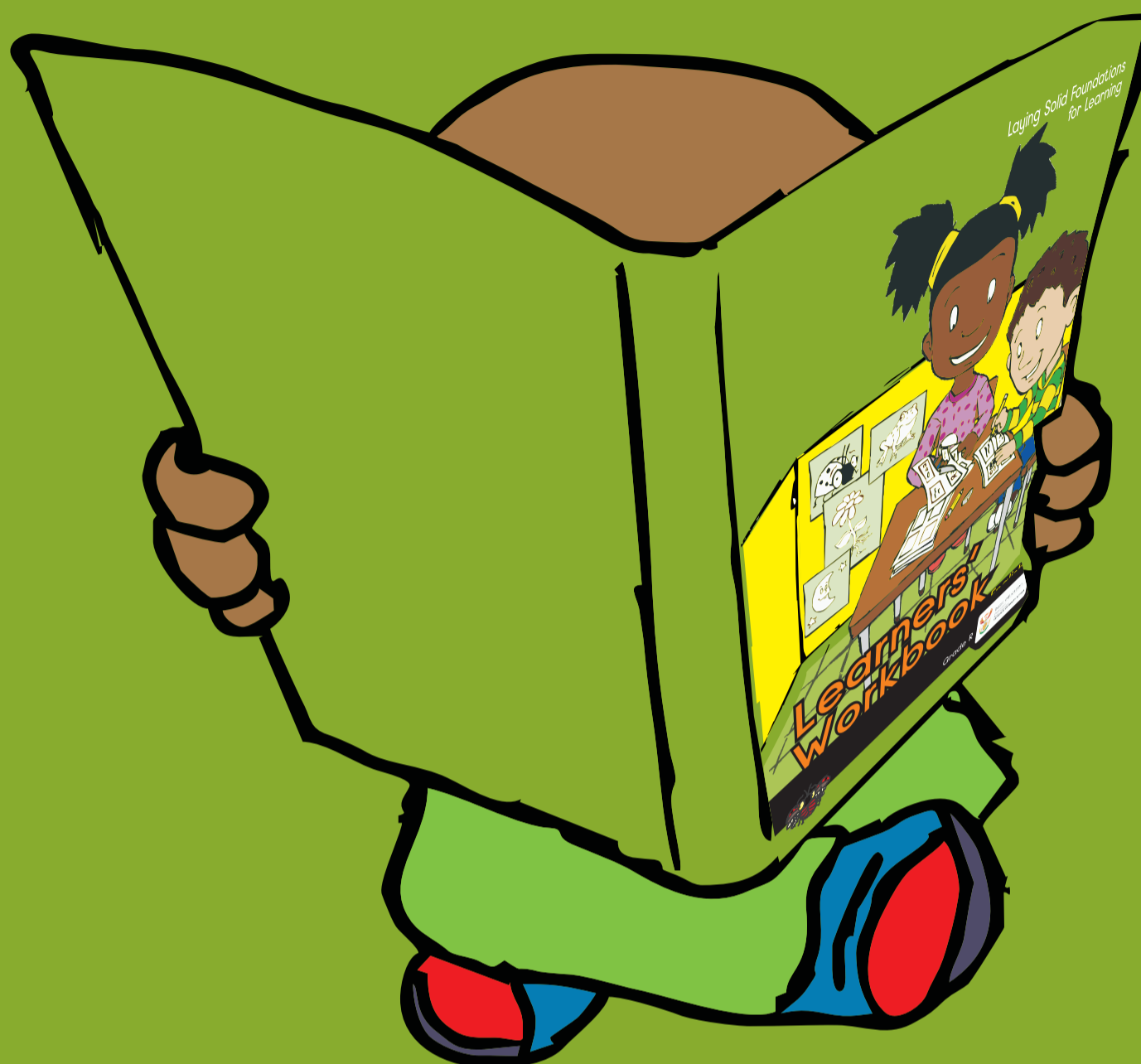
Signed: _____



Name

for





The *Laying Solid Foundations for Learning Learners' Workbook* contains a variety of ready-to-use worksheets for you to use with your learners to support teaching and learning.

Inside you will find:

- 80 interactive worksheets
- Four worksheets per theme
- 20 themes of four worksheets each
- Learner certificates to reward learners

The *Laying Solid Foundations for Learning Learners' Workbook* is part of the *Laying Solid Foundations for Learning Grade R Kit*, brought to you by the Department of Basic Education. The other titles in this pack include:

- The *Laying Solid Foundations for Learning Teacher's Guide*
- The *Laying Solid Foundations for Learning Lesson Plan and Assessment Book*
- The *Laying Solid Foundations for Learning Big Storybook*
- The *Laying Solid Foundations for Learning Posters*
- The *Laying Solid Foundations for Learning Learners' Resource Book*
- The *Laying Solid Foundations for Learning Teacher Training DVD*

For further information please contact:

The ECD Directorate
Sol Plaatje House
123 Schoeman Street
Pretoria
8000

Tel: 012 312 5435 / 5104 / 6223