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Minister of Basic
Education



Mr Enver Surty,
Deputy Minister
of Basic Education

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

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

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

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

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

Workbooks available in this series:

- Literacy / Home Language Grades 1-6
  (In all official languages)
- Mathematics Grades 1-3
  (In all official languages)
- Mathematics Grades 4-9
  (In English and Afrikaans)
- Lifeskills Grades 1-3
  (In all official languages)
- First Additional Language Grades 1-3
  (In English, Afrikaans, Sepedi and isiZulu)
- First Additional Language Grades 4-6
  (In English and Afrikaans)

Rainbow WORKBOOKS

LIFE SKILLS IN ENGLISH
GRADE 3 – TERMS 1&2
ISBN 978-1-4315-0274-5

THIS BOOK MAY
NOT BE SOLD.

Grade 3



Life Skills in ENGLISH Book 1

Terms 1&2

Name:

Class:

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

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

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

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

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January
February
March
April
May
June
July
August
September
October
November
December

Grade 3



Life Skills in ENGLISH Book 1



This book belongs to:

About me



Let's write

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

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



Identity document

Name:

_____.

Age:

_____.



Girl or boy:

_____.

Colour of hair:

_____.

Colour of eyes:

_____.

Draw a picture of yourself.

Let's talk

Now think about your life so far.

How far back can you remember?

Can you remember your birthday?

Can you remember starting school?





Let's write

Fill in this timeline about your life.

			
I was born in	I began to talk in	I started school in	I came to grade 2 in
20_____	20_____	20_____	20_____

Teacher:

Sign:

Date:

My birthday is: _____

2

My school

Let's do

Your teacher will help you to draw a timeline for your school. We have started it for you. Your teacher will tell you about other important events that you can add.

What year did your school open?	What year did your principal come to the school?		
20____	20____	20____	20____
20____	20____	20____	20____

Let's do

Who are all the people in your school? Talk about who they are and then fill in the correct word next to each picture. Talk to your friend about what they do at school. Use the words on the left to help you.

cleaners

teachers

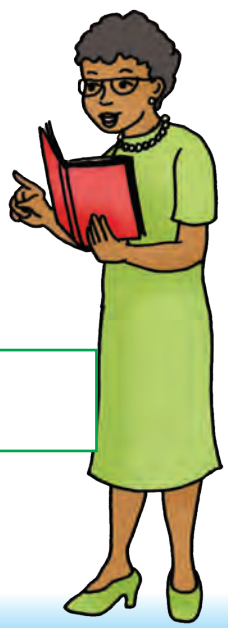
principal

children



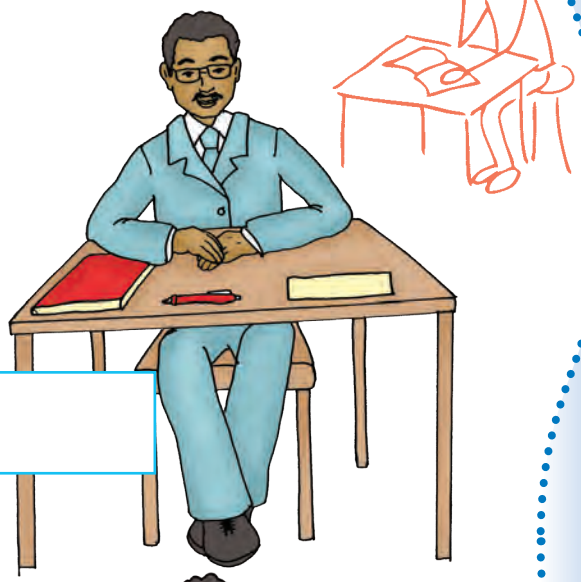














Let's move

Your teacher will call your name and throw the ball to you. Catch the ball before it falls.	
Now try to catch the ball in a bag when your friend throws it to you.	
Throw the ball to your friend and see if he or she can catch it in the bag.	
Stretch like a cat to relax.	



All about me

Let's talk

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



Let's talk

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

 baby	 toddler	 schoolchild
 teenager	 adult	 elderly person



Let's move





Stamp your feet in these patterns.

L = Left  R = Right 



Teacher:

Sign:

Date:

4

Bigger and older

Let's talk

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

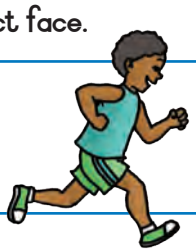
As time passes people get older. Their hair colour changes, their voice changes, they get more muscles and they become wiser.

How do people change as they get older?



Let's write

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

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

Let's sing

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

A quick sound like an ambulance siren.

A slow sound like a song to put babies to sleep.

A high sound like the birds singing.

A low sound like a lion growling.

Let's move

Can you catch a ball?

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

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

Bounce the tennis ball on the ground.

Now stretch like a cat.



Teacher:

Sign:

Date:

Feelings

Let's talk

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

sad	happy	sorry	afraid
	proud	angry	













Let's talk

What makes you happy?

What makes you sad?

What makes you afraid?

What makes you angry?



Let's write

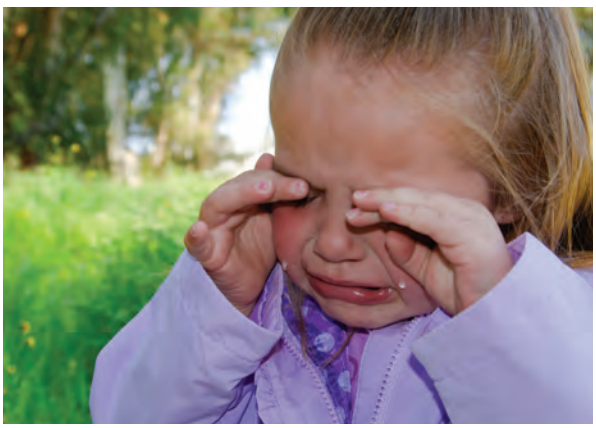
Draw a line to match the words that mean the same.





happy	frightened	angry	sad
cross	joyful	scared	unhappy





Teacher:

Sign:

Date:

6

The things I like

Let's write Colour in the stars if you like doing these things.



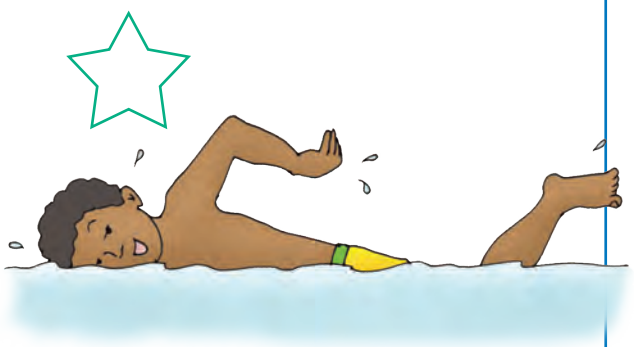
I like reading.



I like drawing.



I like writing.



I like swimming.



I like soccer.



I like painting.

Let's draw

Draw two pictures to show what you like.



I like _____.	I like _____.





Let's write

Colour in the stars if you can do these things well.

I can run fast. ☆

I can draw well. ☆

I am good at sums. ☆

I can read well. ☆

Let's draw

Draw 2 pictures of other things you are good at.



Teacher:

Sign:

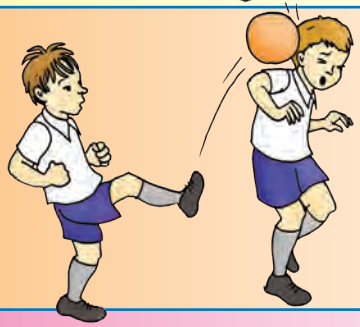
Date:

Feelings



Let's talk

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

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



Let's write What do good friends do?





Write 2 more things that good friends do.





Let's talk Look at these pictures. Talk about what you see in each one. Then pick one picture and do a role play about it. Give your story an ending.








Let's move Try doing these things.

- Run around the field. When your teacher says "change" you must turn around and run the other way.
- Throw a ball up into the air and catch it with both hands.
- Bounce a ball on the ground while standing in one spot.
- Now bounce the ball and move forward at the same time.



Teacher:
Sign:
Date:

8

Just checking



Let's write

Check yourself.

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



Let's do

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







Let's write

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



Special people in my life



Teacher:

Sign:

Date:

9

Health education



Let's talk

Talk about what is happening in this picture.



Have you ever had a nosebleed?

What should you do if your nose starts bleeding?

What to do if your nose bleeds

1. Sit forward with your head down.





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

3. Put something cold on the back of your neck.





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



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

Treating cuts





Let's read

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



How to clean a cut

Never touch another person's blood.

If you are helping someone always wear gloves.



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

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



If the wound is deep and keeps on bleeding, see a doctor.

Teacher:

Sign:

Date:

Burns

Let's talk

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









Let's read

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

1. Keep the burn under cold water for at least 10 minutes.
   This helps to cool the skin.
2. Uncover the burn.
   Don't take off clothing if it is stuck to the skin.
3. Put a clean dressing on the burn to keep it clean.
4. If the burn is deep or bigger than the palm of your hand see a doctor immediately.

Let's move

Do long jump.

Mark how far you can jump.

See if your friend can jump further than you.



Let's move

Make a wheelbarrow.

Take turns with your friend to be a wheelbarrow.



Teacher:
Sign:
Date:

11

Keeping my body safe



Let's talk

We need to look after our bodies.

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

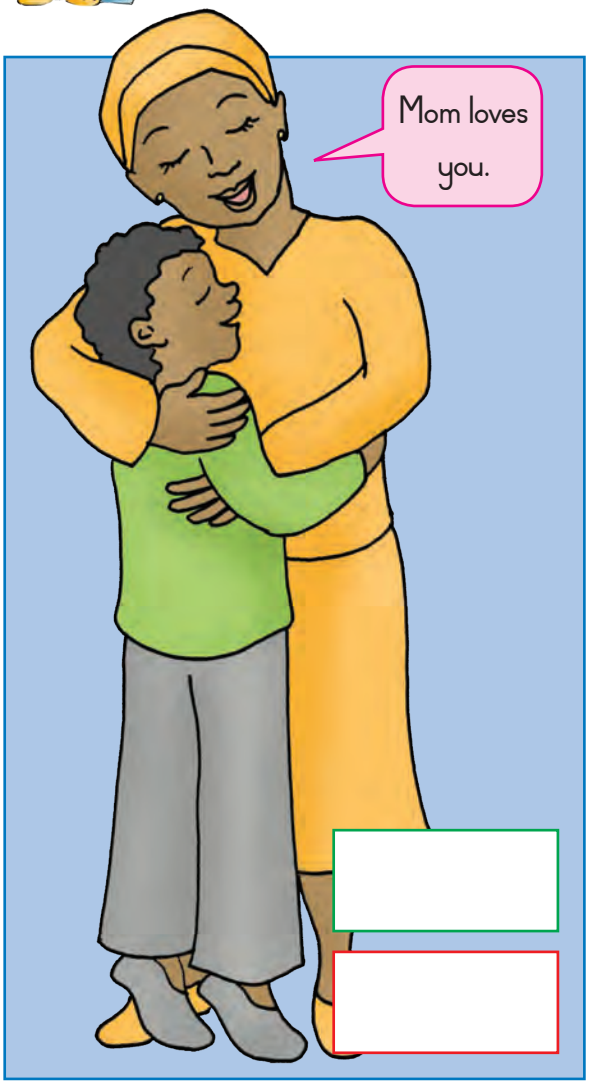
We get "no" feelings when something makes us feel uncomfortable and we want it to stop.



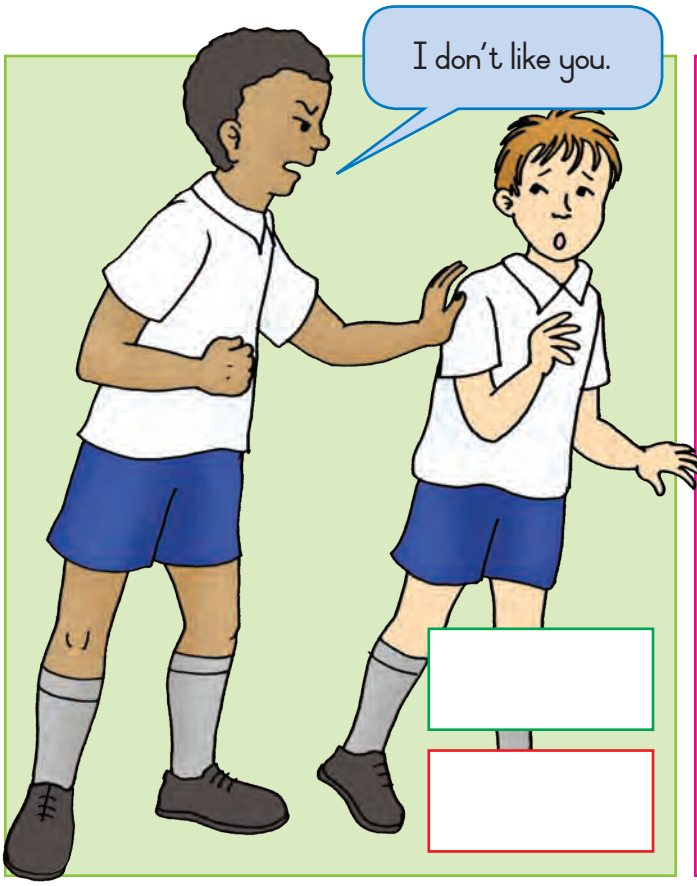


Let's write

Write yes or no next to each picture, and say what you would tell the other person.









Saying no

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

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



Let's write Make a list of people you can trust.



Teacher:

Sign:

Date:

12

Looking after myself

Let's talk

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











Let's write

Write down five safety rules.
Begin each one with:

Children should never ...



Let's do

Make a mask to show an emotion.

Decide what emotion you would like your mask to show.

Draw it on rough paper.

Cut it out.

Cut out the eyes.

Decorate it with coloured paper.



Let's move

Get ready to race.

Crouch in the correct starting position.

Listen to your teacher say:

"On your marks! Ready! Go!"

Then make an obstacle course.





Teacher:
Sign:
Date:

13 Keeping my body safe



Let's talk

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






What are some of the unhealthy things that people do?

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

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

How does smoking harm our bodies?



Let's write

Mark each statement with a tick ✔ or a cross ✘ to indicate whether it is true or false.

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

Health rules

I must brush my hair before going to school.

I must brush my nails after playing in the sand.

I must wash my hands after going to the toilet.

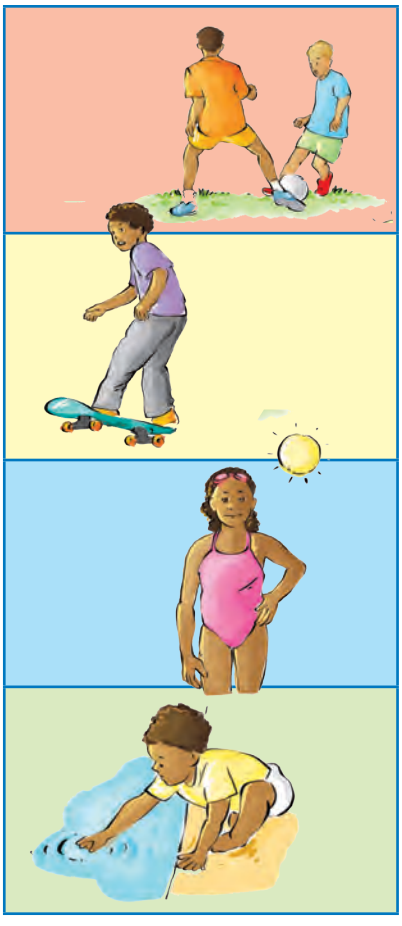
I must throw my dirty tissues into a rubbish bin.



Fun

What should they wear to keep safe? Match the pictures by drawing a line from the pictures on the left to the correct pictures on the right.





Teacher:

Sign:

Date:

Rights and responsibilities

Let's read



Sometimes children have to work because their families are poor.

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

Children must have time to play and go to school.

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



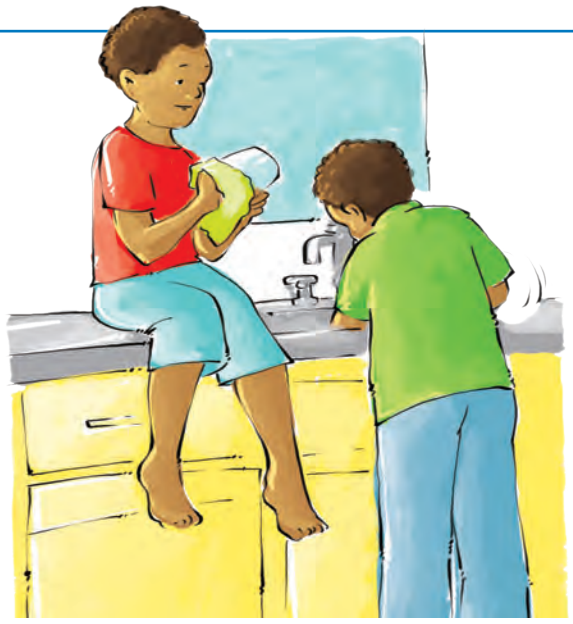
Anna sells vegetables all day and so she can't go to school.



After school Lisa waters the vegetable garden.



Peter carries bricks because he works for a builder.



Jabu and Bongi help to wash up.



Let's talk

What tasks do you do at home?

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





Let's move

Try these games.



Make a train.



Tie your legs together and then race.

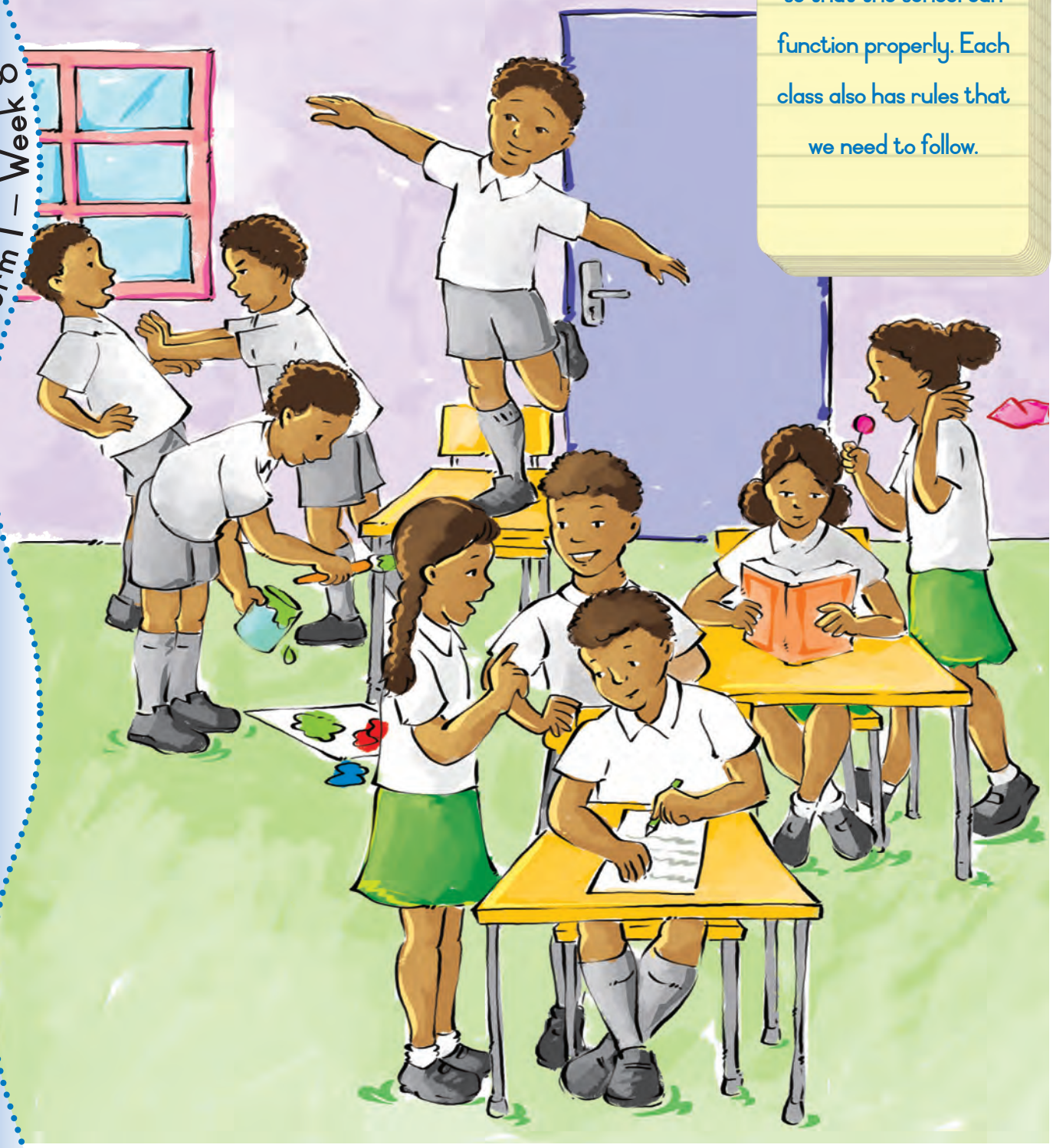


Rights and responsibilities

Let's talk

Tell your friend what rules these children are breaking.

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





Let's write Write four rules for your class.









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

RESPONSIBILITIES OF THE YOUTH OF SOUTH AFRICA

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



Religious and other special days



Look at these pictures.
What do you know about any of these religions?



Hinduism



Islam



Judaism



Christianity

We must respect people from all religions.

What is your religion? _____

What is your best friend's religion? _____

Just checking



Let's write Fill in this card about yourself.

My name _____

My surname _____

My birthday _____

My grade _____

My school _____

My phone number _____

My address _____

_____

_____

_____

An emergency phone number _____

My favourite sport _____

My favourite colour _____

My best friend _____

What makes me happy _____

What makes me sad _____

What makes me angry _____

What I am good at _____

Teacher:

Sign:

Date:

Healthy eating habits

Let's talk

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

Proteins

Proteins build new cells for our bodies to grow.





Vitamins and minerals

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

Carbohydrates

These foods give us energy.





Fats

We need fats for heat and energy.



Let's write Tick (✔) the statement that is true about the food you eat.

I always eat healthy foods.	
I sometimes eat healthy foods.	
I seldom eat healthy foods.	

We all need water to live.

Teacher:

Sign:

Date:

Our eating habits



Let's talk

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

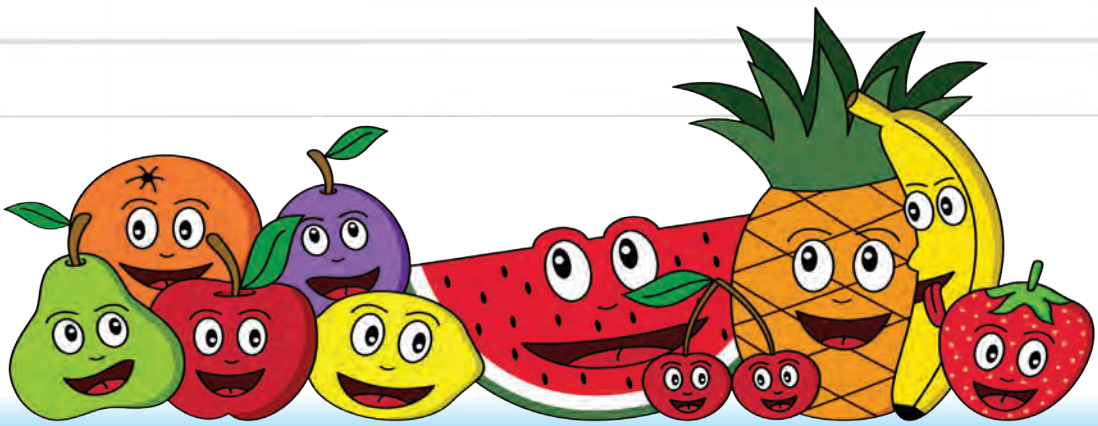
Fill in the names of your friends.





Let's write

Write down all the foods you ate yesterday. Then tick (✔) those that are healthy foods.





Let's write

Now complete the graph to see what your friends' favourite foods are. Count the ticks under each food and then colour in the same number of blocks in this graph. See the example we have given you to show that 3 friends like ice cream.

Ice cream				
Hamburger				
Apples				
Chips				
Spinach				
Pizza				
Yogurt				
Eggs				
Pasta				





Let's write

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

Which food did your friends like the least?
Do you think your friends have healthy eating habits?
Why do you think so?

Teacher:

Sign:

Date:

19

Healthy eating habits

Let's write

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



Let's write

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

SHOPPING LIST	PRICE



Let's write

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

My eating habits

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

Count how many smiley faces you have coloured in. _____

Teacher:
Sign:
Date:

20

Eating well



Let's do

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

Let's read

Rules for good eating

Always wash your hands before you touch food.

Don't leave food uncovered.

Don't eat old food.

Use vegetable peels to make compost for the garden.

Grow your own vegetables.

Let's do Draw a picture to show one of these rules.



Teacher:

Sign:

Date:

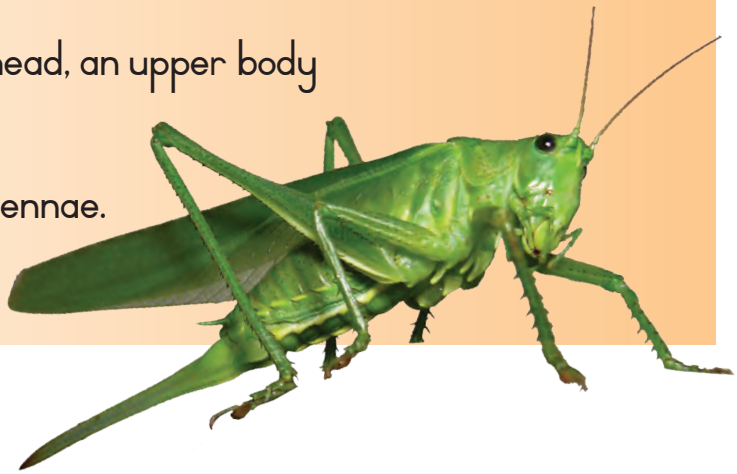
Insects



Let's talk Talk about the different body parts of insects.

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

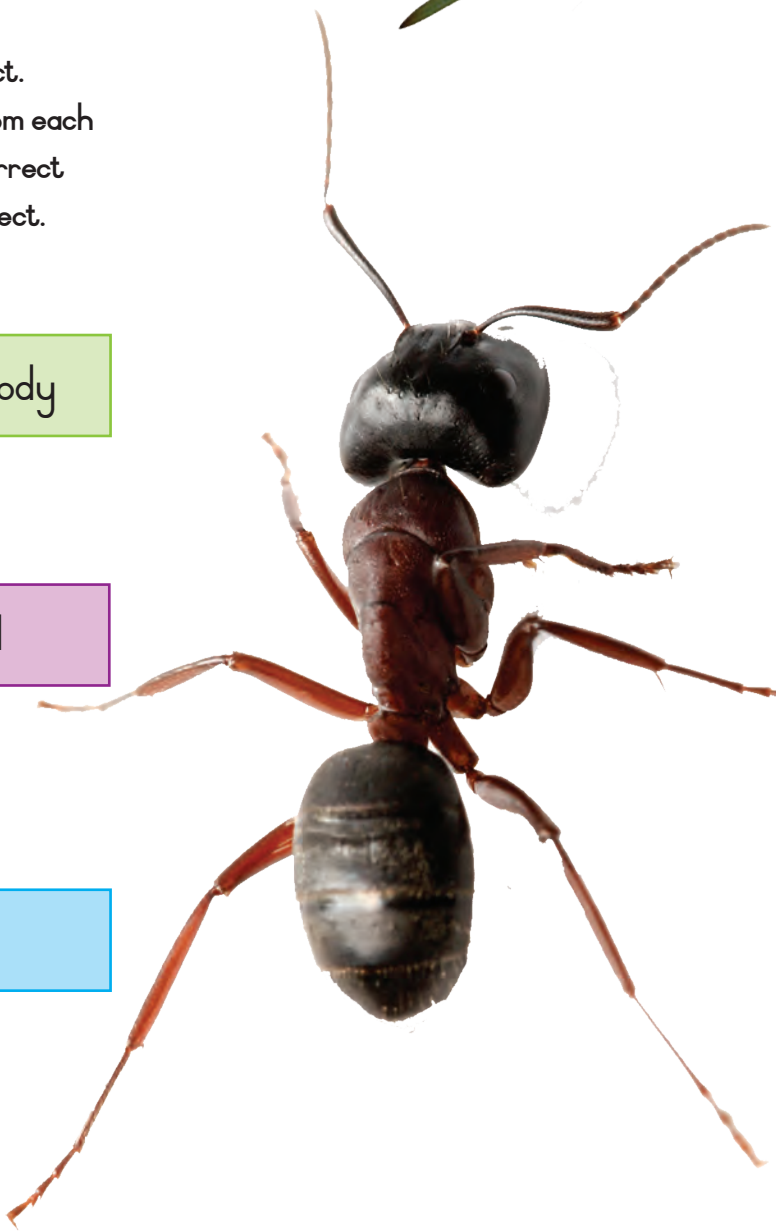
They also have six legs and two antennae.





Let's do

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



Antenna

Lower body

Eye

Head

Leg

Upper body

Let's write

Draw a line to match each name to the correct insect.
Then say which insects are harmful and which are helpful.









Bee

Mosquito

Fly

Ant

Locust

Butterfly

Ladybird

Moth









Let's write

Now fill in the missing words.



_____ make honey.

_____ pollinate flowers.

_____ spread malaria.

_____ spread disease.

_____ eat farmers' crops.

Teacher:

Sign:

Date:

More about insects

Let's talk Look at these pictures and tell your friend why bees are useful to us.



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



Bees produce honey.

Let's write Write the name of each insect in the space that has been provided.



This _____ sucks up the nectar from the flower.





_____ use their antennae to communicate with each other.

_____ spread pollen from plant to plant.



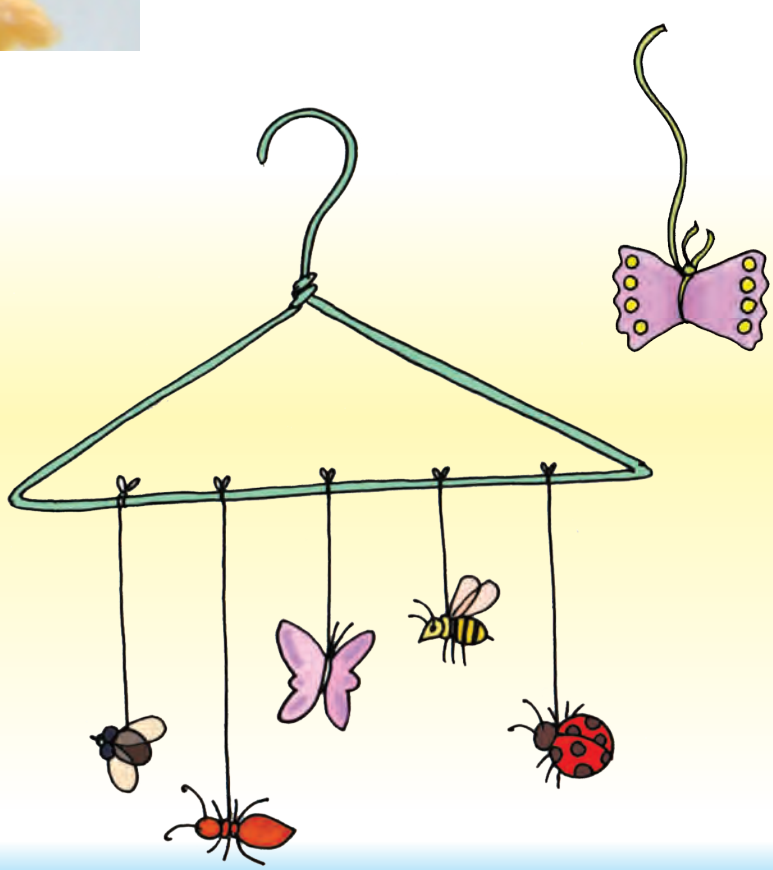
_____ spread germs.



Let's do

Make an insect mobile.

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



Teacher:

Sign:

Date:

23

Insect homes

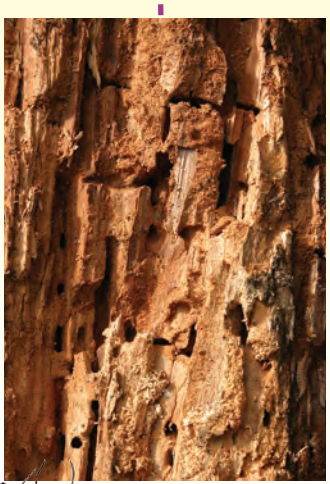


Let's do Trace the string to find out where each insect lives.















Let's do

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





Let's write



What insects did you see outside? Choose one and write its name here.
What type of food does this insect eat?
Does your insect move slowly or quickly?
Is your insect useful or harmful? Why do you say so?





Let's do

Now design your own insect and give it a name.



24

Show off your craft

Let's do

Make your own butterfly

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



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





Let's move Try these games.



Station 1:

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



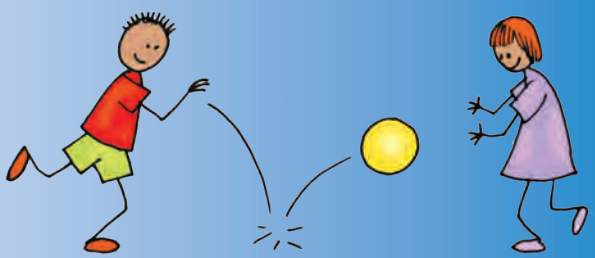
Station 2:

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



Station 3:

Netball: Bounce the ball to your friend while running.



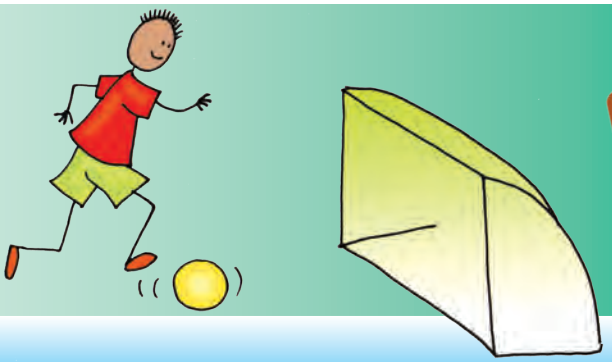
Station 4:

Rugby: Run with the ball and pass it on.



Station 5:

Soccer: Dribble the ball toward the goal.

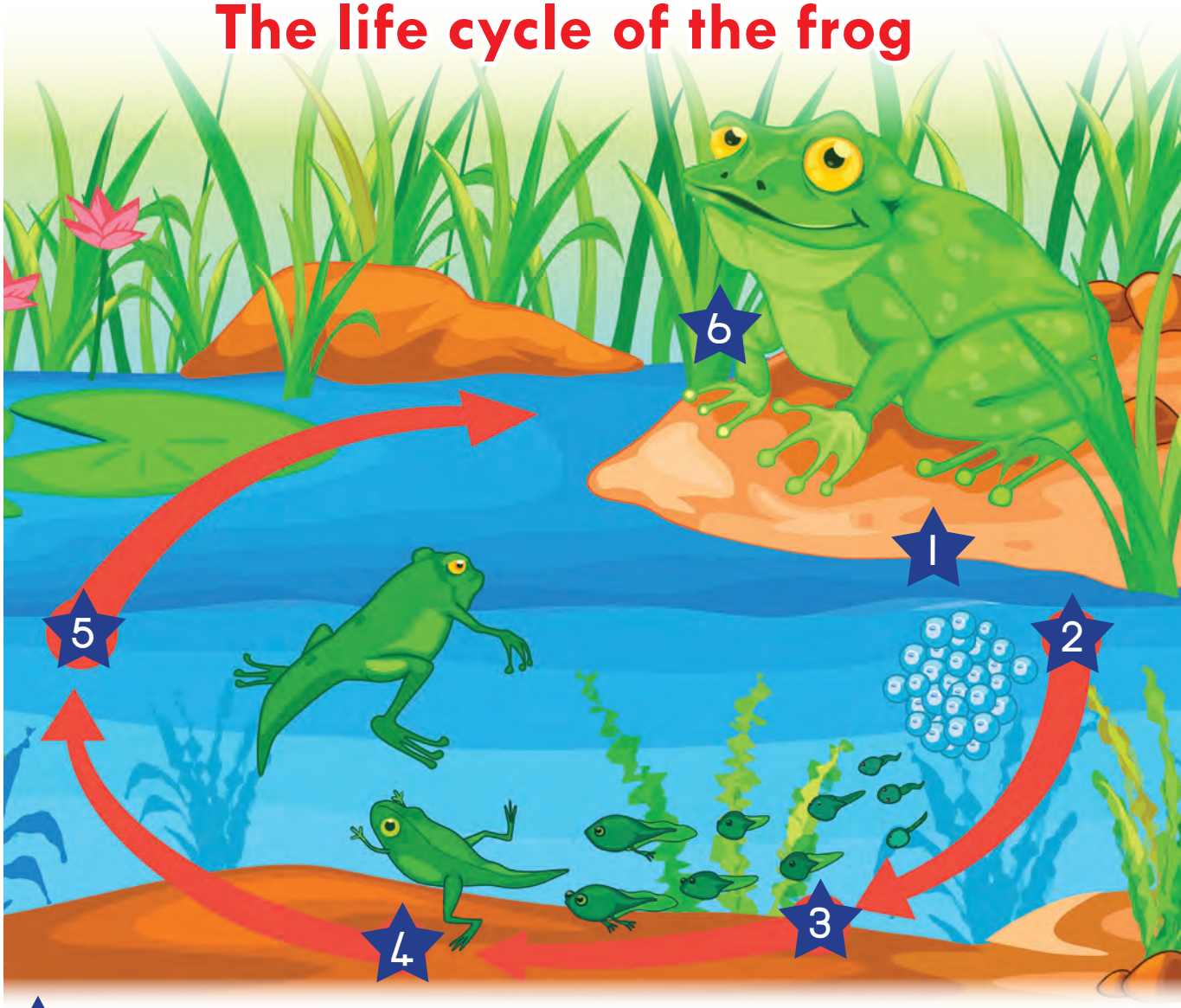


Life cycles

Let's talk

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

The life cycle of the frog



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

Let's do

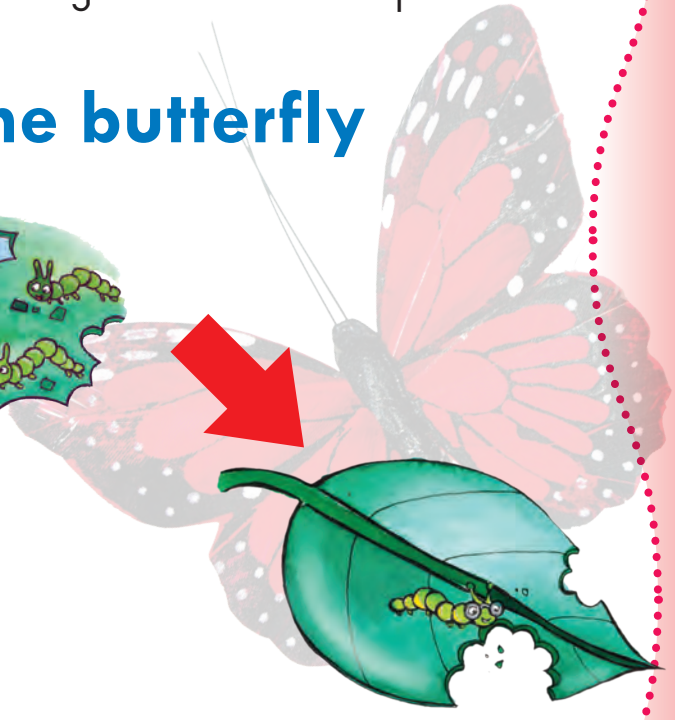
Cut out the correct pictures from the cut-out page to show the life cycle of the butterfly.

A life cycle shows the different stages of development that follow a specific sequence. Look at the life cycle of the frog and the butterfly and talk about the different stages. Draw a line to match each stage with the correct picture.

The life cycle of the butterfly









1 Eggs hatch

2 Baby

3 A big caterpillar

4 The caterpillar forms a pupa

5 A beautiful butterfly

6 The butterfly lays eggs











Teacher:

Sign:

Date:

Life cycles

Let's talk

Look at the pictures and talk to your friend about the life cycle of the chicken.

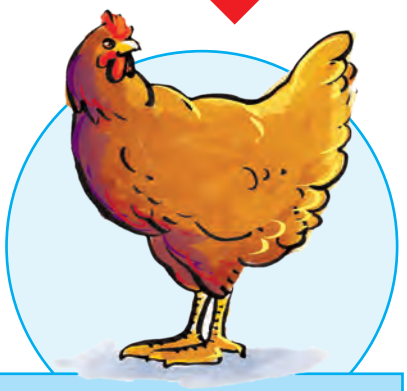
The life cycle of the chicken





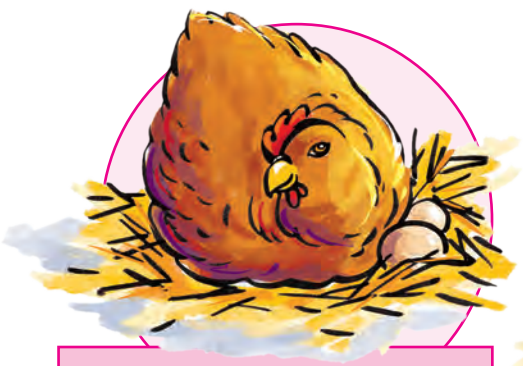
Hen lays eggs





Mature chicken





Hen sits on eggs



Chick hatches



Chick grows bigger

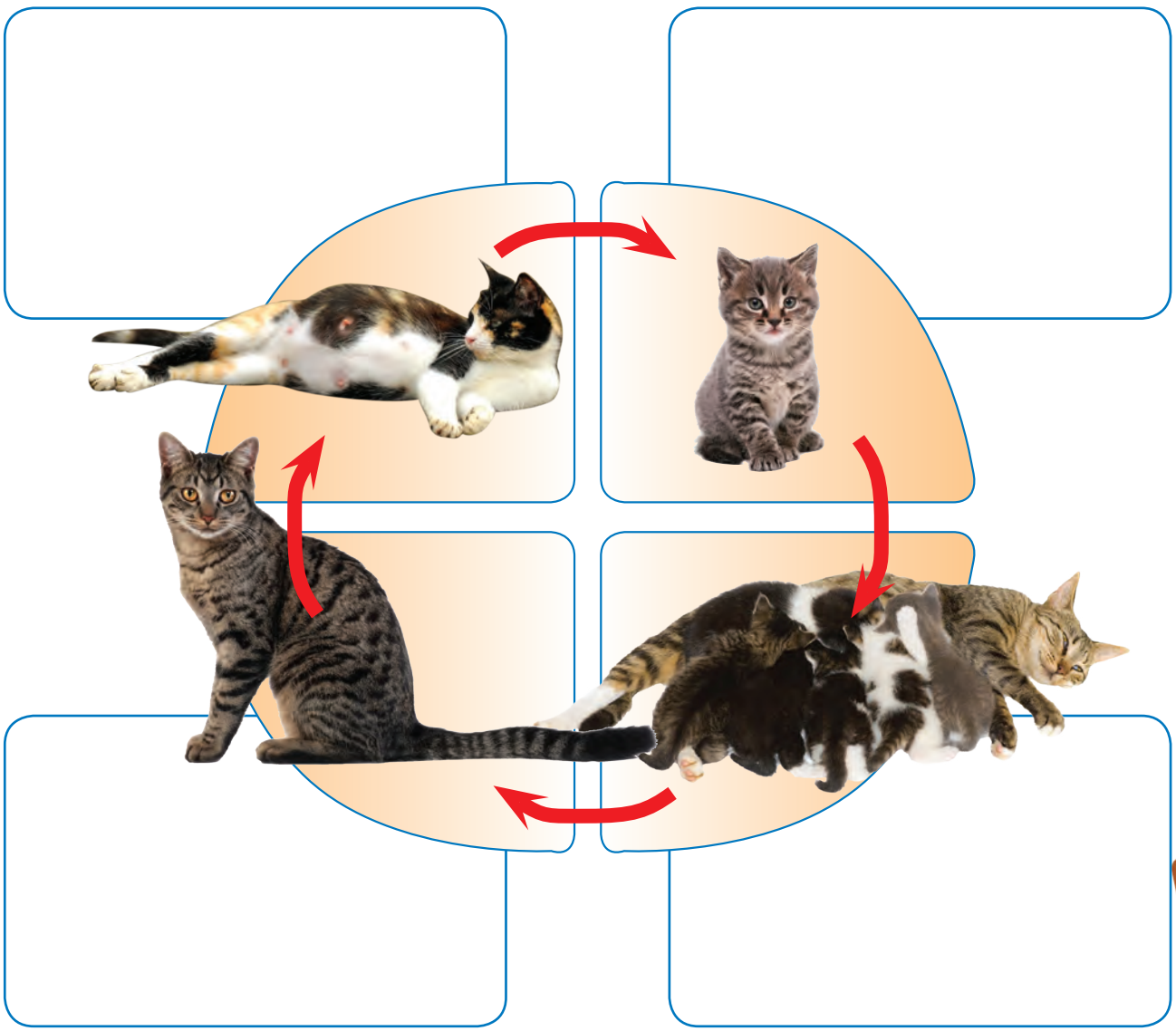


Now design your own life cycle.
Label each of the pictures in the story wheel to show the life cycle of the cat.
Use the headings below to help you.

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

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

The life cycle of the cat



Teacher:
Sign:
Date:

Show your skills

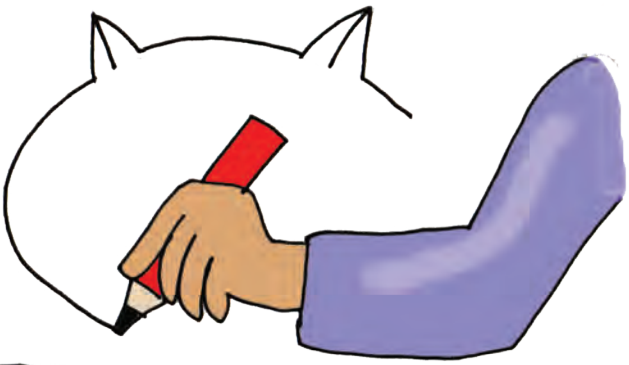


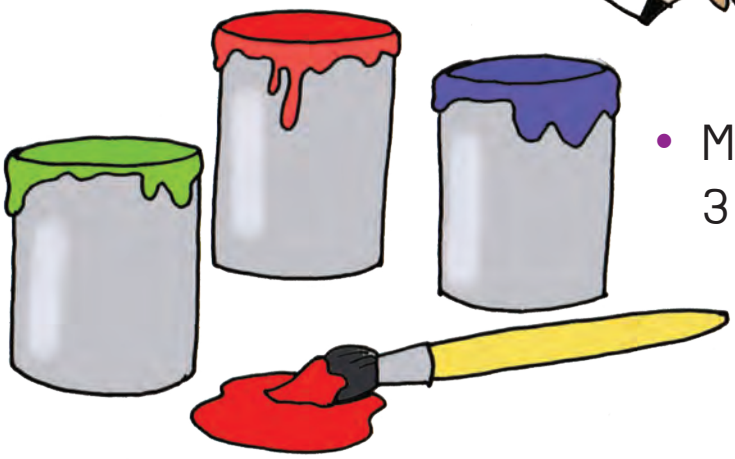
Let's do Make a pet cat.



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

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

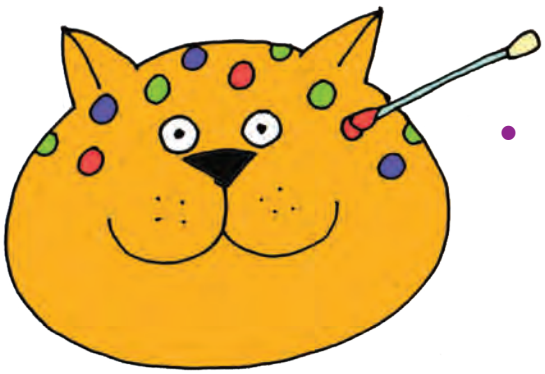




- Mix some paint to make about 3 different colours.



- Use an ear bud for each colour.



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



Let's talk

Tell your friend about your pet cat.
Say how you need to care for it.



Let's do

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

Teacher:

Sign:

Date:

Looking after our environment

Let's talk

Look at these posters and talk to your friends about what they tell us.

Look at the recycling logo.
Where have you seen a logo like this?



Let's read

How can we help keep the environment clean?

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

Reduce: We should reduce our littering.

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

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



Let's write

In the table below, write the names of items that can be recycled.
We've started each list for you.

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

Teacher:

Sign:

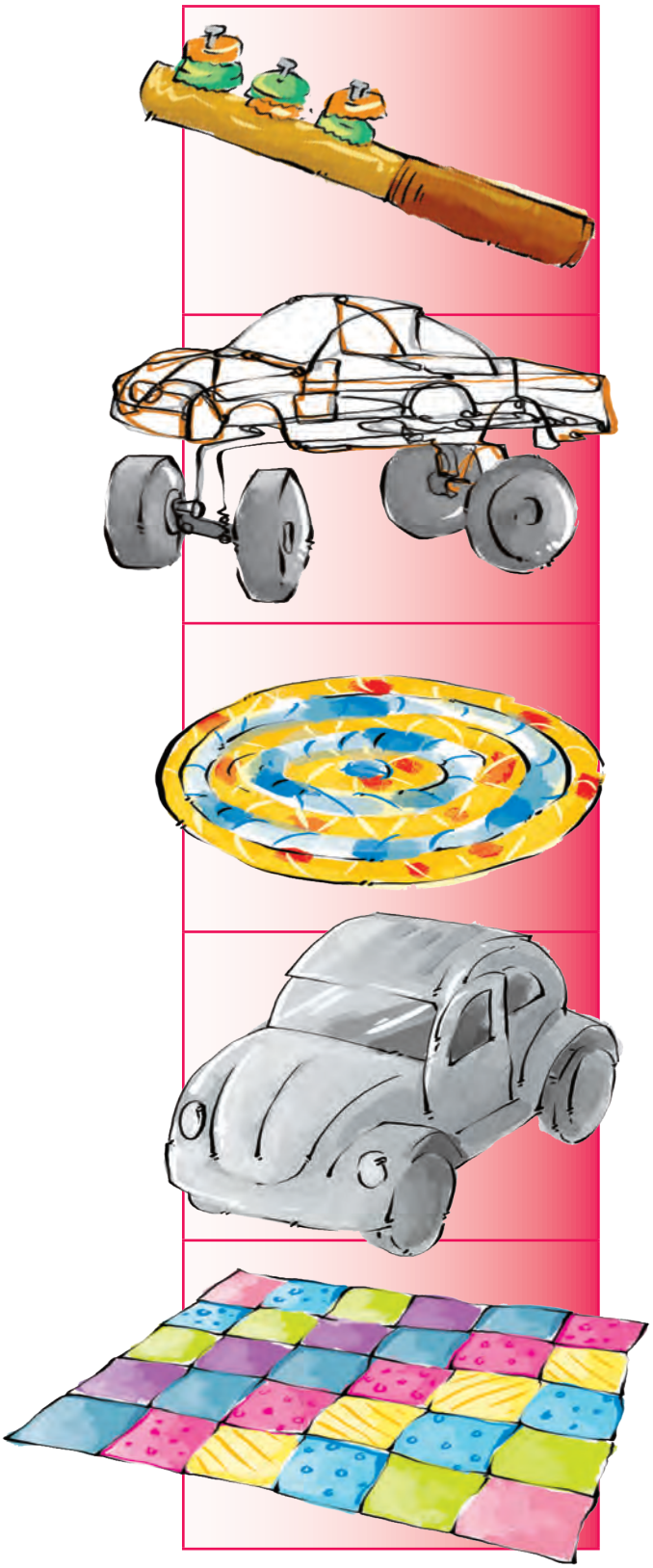
Date:

Recycling

Let's write

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







Let's write

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

plastic bags | vegetable peels | nails | cool drink cans | eggshells

Things that won't decay	Things that will decay



Let's do

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

Teacher:

Sign:

Date:

Religious and other special days

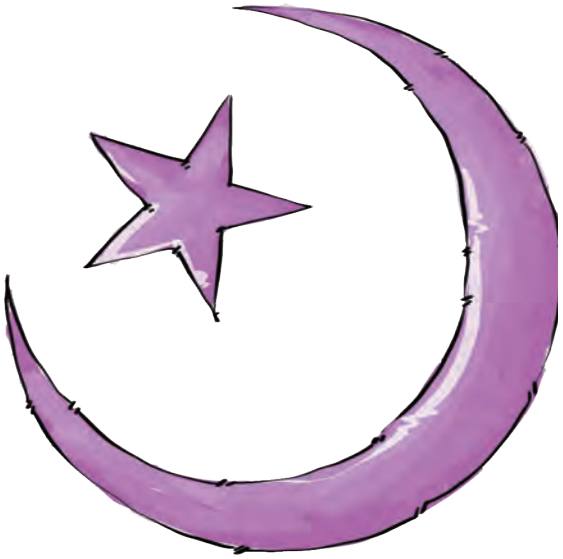


Let's talk

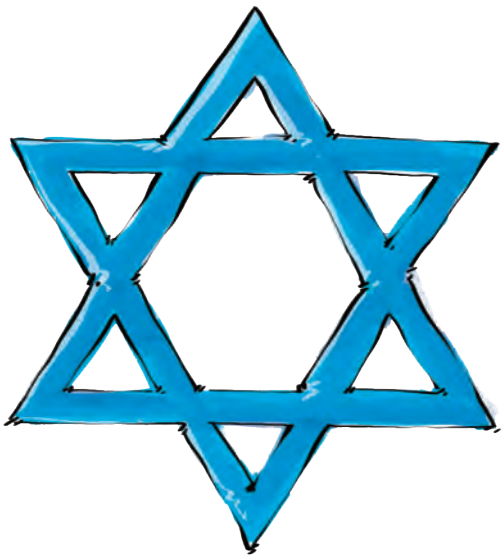
Talk to your friend about what religions use these symbols. Say which one belongs to your religion. If you don't see your symbol, draw it for your friend.



The cross is the Christian symbol. Jesus, the Son of God, died on a cross for our sins.



The crescent moon and star form the symbol of Islam. Moslems pray 5 times every day.



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



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

Different places of worship

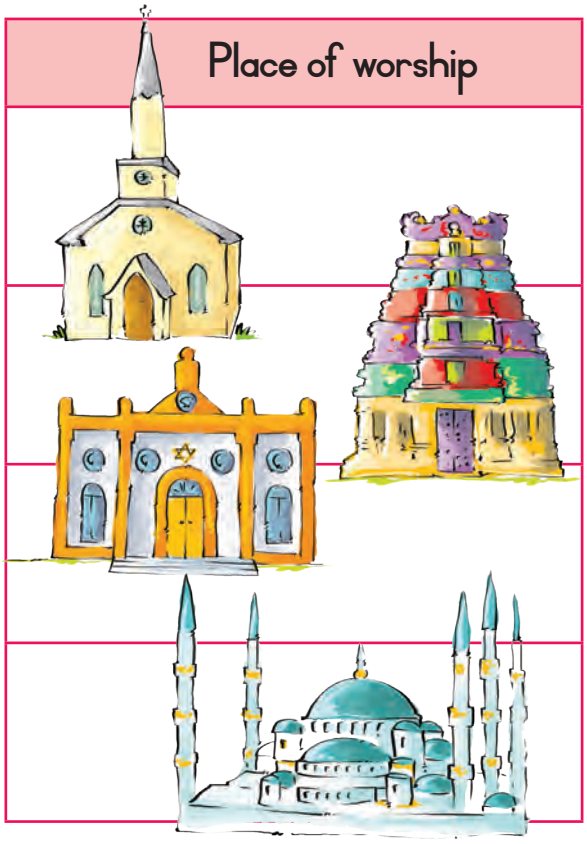


Let's do

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

temple	synagogue	mosque	church

Religion	Place of worship
Islam	
Hinduism	
Christianity	
Judaism	





Let's do

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

Friend's names	Their symbols

Teacher:

Sign:

Date:

Just checking

Let's write

Make a list of the foods you have eaten since yesterday morning. In the box on the right, add a tick (✔) next to each healthy food.

Food eaten since yesterday.	Is it healthy?

Let's write

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



Let's do

Draw a picture of your favourite food and say from which food type it is.

From what food type is it? _____

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

S s

N n

T t

O o

U u

P p

V v

Q q

W w

R r

X - Z

x - z




get well soon







