



Mini Monday Pep Talk

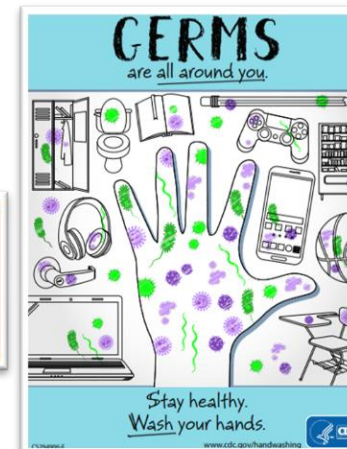
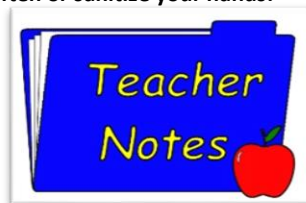
For the teacher

made to
teach



HEALTH CHECKS

- Health checks need to take place every morning.
- The teacher is responsible for the learners emotional and social well-being.
 - Run a quick head to toes check of each child.
 - Children answer questions about any health problems, for example, they show plasters over any cuts and bruises.
 - Ask them what happened/what caused the injury.
- Keep a health record of any signs of illness/injury observed or medication given.
- Daily hygiene routines are to be strictly followed.
- Supervise snack and lunchtime.
- Wash hands with soap and water often or sanitize your hands.
- Toilet routine- Washing of hands.



ESTABLISHING TOILET ROUTINES

- All the learners will be introduced to the toilet routine at the same time.
- The children will hold on to each other's shoulders and will be an imaginary train puffing to the station.
- They will be chanting the sounds that the train makes as they move along.
- At the toilet awareness on first using the toilet, then washing hands, closing the tap and then dry your hands, etc will be developed in this session.



Toilet training basics



Dress your child in clothes that are easy to take off, like pants, shorts or skirts with elastic waistbands.



Watch for signs that your child needs to do a wee or poo, like wriggling or holding hands between their legs. Gently remind your child to use the toilet.



HINTS

Routine activities to continue daily- Learners need STRUCTURE & ROUTINE

- Season and Weather is discussed daily.
- **Birthday Chart: The Importance of having a Birthday Chart**
 - A Birthday Chart with 12 months of the year displayed from left to right.
 - Starting off the day... ..is so important for both you and your learners.
 - Make it part of your daily routine and get your learners excited and involved about celebrating their own birthday.
 - Develop an awareness of the time concept (e.g., months of the year)
 - Do this the entire year whenever there is a birthday.
 - Develop an awareness of reading direction e.g., display a label of each month of the year in one row from left to right.
 - The children can see a real-world example of the sequence of months.
 - Encourage the learners to know their age.
 - They can count down the days to a birthday and it's not just their own birthday they count down to.
 - Repeat these activities on a continuous basis.
- **Date chart: Days of the week, months of the year, Birthday chart**
- **Celebrations**
- **Toilet routine- Washing of hands (sing happy birthday twice)**
(Refer to the Toilet Routine in Week 1)
- **Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.**



TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXT

MORNING CIRCLE / DISCUSSION RING



- During the Discussion Ring “Beginning Knowledge” is also taught as part of Language skills.
- While the approach is informal, it focuses on getting the children to know the basics in Home Language, Stories, Poetry/Rhymes, etc suitable to the Life Skills theme for the week.
- Try to have real objects, models or pictures to talk about (toys, clothing, household goods, animals, plants, rocks, etc).
- The teacher should be descriptive and make links to objects or situations that are familiar to the learner.
- Encourage pupils to discover things for themselves by questioning and using their senses (i.e. taste, sound, feel, smell, etc).
- The teacher must ask questions which encourage them to think and talk (i.e. what does it look like; what does it feel like; does it make a sound; can you taste or lick it? What colour is it? Does it smell? – if so what does it smell like?!)
- The topics chosen for this section should be taken under the Life Skills “Beginning Knowledge and Personal and Social Wellbeing”.
- Information for this section can be found in the CAPS: Life Skills, Home Language and Mathematics documents.
(Resource: Training Manual: Assessment & Life Skills Curriculum Assessment Policy Statements GRADE R –3)



THEME:
TRANSPORT

UTILISATION OF DBE WORKBOOK IS ESSENTIAL



THEME:
JOBS PEOPLE DO

NELSON MANDELA DISTRICT

At School

LIFE SKILLS

The content and concepts of Beginning Knowledge is integrated throughout the Grade R-day in all Subject areas

Discussion

- ✓✗ Orientate learners on school environment.
- ✓✗ Discuss the Name of the school, teacher, and principal.
- ✓✗ Toilets and play areas.
- ✓✗ Rules and routines at school

CLASSROOM RULES and ROUTINES



Creative Arts

- ✓✗ Informal use of art elements shape and colour in drawing and painting in response to weeks' topic (Finger painting)
- ✓✗ Work in different sizes to increase awareness of detail.
- ✓✗ Simple print making techniques using found objects such as bottle tops, stones, etc. (OWN materials)
- ✓✗ Use play dough to model freely: Twisting, Shaping, Rolling
- ✓✗ Craft skills and techniques: Cutting (own scissors) Tearing and Pasting



Performing Arts

- ✓✗ Warming up using everyday activities: such as cleaning my shoes", making my bed.
- ✓✗ Music, voice, and movement; focusing on dynamics, such as loud and soft, strong, and gentle.
- ✓✗ Locomotor movements such as skipping and hopping on the spot- OR demarcated area or lanes painted on tarmac 1 and a half meters apart.
- ✓✗ Listening skills; reacting to signals, cues, stories, rhymes and song, such as ("freeze!", "up!", "down!")
- ✓✗ Dramatizing; Make believe situations, fantasy, and own life experiences Individually or in small groups.
- ✓✗ Directions, levels (high medium and low) Shapes explored through creative movement and stories.
- ✓✗ Dramatization, using an existing indigenous story, poem, nursery rhymes or song as stimulus.
- ✓✗ Use of objects or props creatively in movement, dramatic play and music.



At School

LIFE SKILLS

The content and concepts of Beginning Knowledge is integrated throughout the Grade R-day in all Subject areas

Physical Education

- ✓✗ Walking/ running faster and slower. On the spot/ outside lanes
- ✓✗ Using music or body percussion, identify body parts and move rhythmically as instructions are given, i.e., touch your toes, etc.
- ✓✗ Body parts: using OWN bean bags and learners copy the teacher as to where to place the bean bag i.e., on the spot place the bean bag on the head, place the bean bag on the knees(L/R) while balancing on 1 leg' place the bean bag on the shoulder (L/R) while walking, etc. (lanes, on the spot)
- ✓✗ Balancing: Walking on a line
- ✓✗ Moving sideways L/R at table
- ✓✗ Throw bean bags/ paper balls into containers.



#1: BALANCING

by Deborah Stevens-Smith & Jami Murdock

BENEFITS IN THE CLASSROOM:

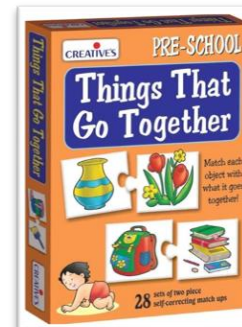
1. Learning balance helps children develop better concentration needed for sitting and paying attention in class.
2. Balancing uses mechanical principles and helps kids understand concepts such as gravity, equilibrium, counterbalance, and other sports skills.
3. It promotes questioning and problem-solving skills to sort out questions like, "Why is this happening?"
4. It develops eye-hand coordination, so children can appropriately place letters and words on a page as they write.
5. Balance develops postural control to develop the strength to sit, not get tired, and focus on the task at hand.



HOME LANGUAGE

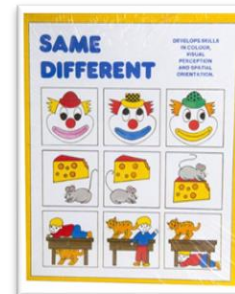
LISTENING AND SPEAKING

- ✓✗ Listens attentively to simple questions and announcements and responds appropriately.
- ✓✗ Listens to simple instructions and acts on them.
- ✓✗ Listens to and repeats rhythmic patterns e.g., clap, clap-clap, clap, and copies correctly
- ✓✗ Listens without interrupting.
- ✓✗ Listens to short stories with enjoyment and joins in choruses at the appropriate time.
- ✓✗ Sings simple songs and does the actions (with help), e.g., 'This is the way I wash my hands, wash my hands, wash my
- ✓✗ Recites simple rhymes and does actions (with help)
- ✓✗ Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term.
- ✓✗ Tells stories and retells other children's stories in own words
- ✓✗ Develops language to develop concepts colour, shape, age, time and sequence
- ✓✗ Identifies and describes similarities and differences
- ✓✗ Matches things that go together and compares things that are different.
- ✓✗ Classifies familiar items such as puts all toys in box, books on shelves, crayons in tins, sorts according to colour etc
- ✓✗ Identifies part from the whole such as names and points to parts of the body
- ✓✗ Ask questions & Gives explanations
- ✓✗ Solves and completes at least five or more jig-saw puzzles
- ✓✗ Recognises and points out common objects in pictures
- ✓✗ Arranges a set of 3 picture to form a story and a logical sequence of events when verbalised and relates the story created
- ✓✗ Completes a puzzle or picture.



Why is speaking and listening so important?

- ▶ Children learn to talk by listening
- ▶ Communication is a life long skill
- ▶ An essential communication skill



Why are 'Speaking and Listening' skills so important?

Speaking and listening are at the heart of children's learning. Children need to be confident communicators and active listeners in order to learn about the world they live in. Language skills are crucial, and children begin to develop these from birth.

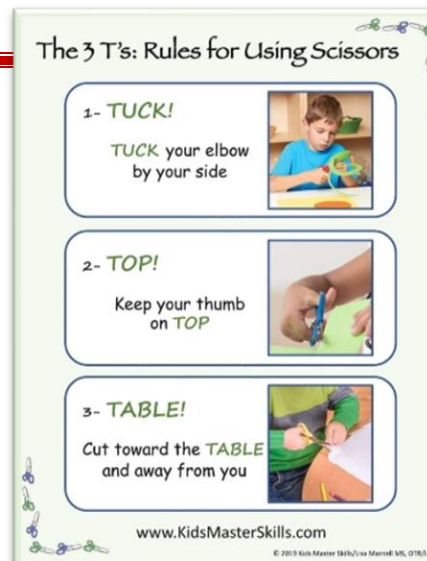
Before children can learn to read and write they need to be confident in their speaking and listening skills.



HOME LANGUAGE

HANDWRITING AND WRITING

- ✓✗ Develops fine-motor skills for strengthening hands: rolls plasticine models with play dough, screws, nuts and bolts, plays the piano in the air, etc.
- ✓✗ Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc.
- ✓✗ Develops fine motor control: Uses scissors to cut fringes on paper mats, etc.
- ✓✗ Develops eye-hand coordination: Plays catch with bean bags, balls and draws with crayons or paints during outdoor play, etc.
- ✓✗ Develops directionality: Moves parts of the body to the left or right, up or down, etc.
- ✓✗ Crosses the midline: Takes the right hand across the midline to touch the left shoulder, etc.
- ✓✗ Forms letters in various ways using the whole body: by using own body to make the letter "I"
- ✓✗ Traces simple outlines of pictures and patterns
- ✓✗ Copies patterns onto pegboard
- ✓✗ Using a range of writing tools: paint brushes, wax crayons, etc during free indoor play or creative arts activities
- ✓✗ "Writes" in sand tray (in the air, on the floor)
- ✓✗ Draws pictures to convey messages during creative art activities such as about a personal experience.
- ✓✗ Copies known letters in own name to represent writing: copies own name.
- ✓✗ "Writes" from left to right and top to bottom
- ✓✗ Contributes ideas for a class news book by means of drawings
- ✓✗ Identifies name in print.

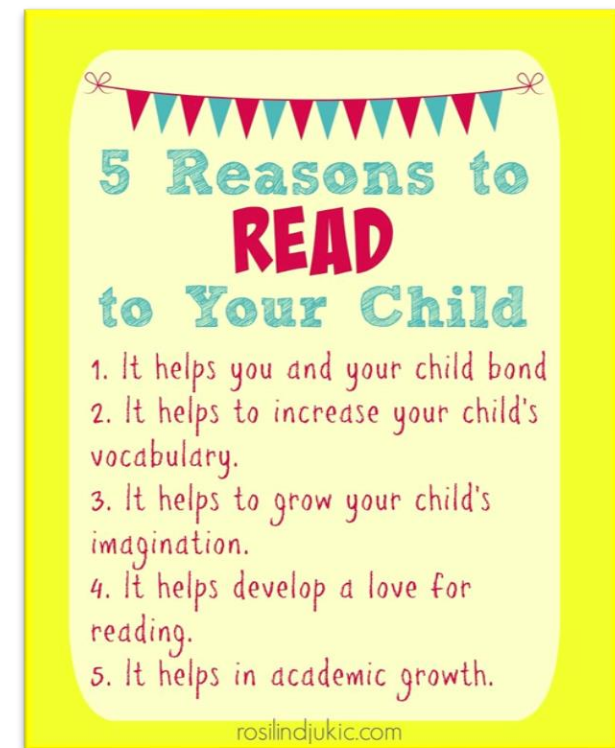


HOME LANGUAGE

READING AND PHONICS

- ✔✘ Participates in directionality activities such as moving the body left to right and top to bottom.
- ✔✘ Uses sequencing skills to order 3 pictures and relate the story created
- ✔✘ Completes a visual picture such as building puzzles, completing pictures.
- ✔✘ Holds the book the right way up and turns pages correctly.
- ✔✘ Uses picture to predict what the story is about: 'reads' pictures and captions showing an understanding that pictures and words are related but different
- ✔✘ Recognises own name and names of at least 5 other children in the class
- ✔✘ Understands that print communicates meaning: a word can represent one's own name.
- ✔✘ Understands that written text words refer to spoken words
- ✔✘ 'Reads' high frequency words: own name, common brand names - SPAR, COKE, and tv programme titles
- ✔✘ 'Reads' enlarged texts such as poems, big books and posters as a whole class with the teacher
- ✔✘ Discusses and describes characters in stories
- ✔✘ Draws pictures capturing the main idea of stories, songs or rhymes
- ✔✘ Sequence pictures in a story
- ✔✘ Responds to stories through movement and drama activities or rings
- ✔✘ Distinguishes aurally between different sounds especially at the beginning of own name
- ✔✘ Identifies whether two given sounds are the same or different: /p/p(same):/p/d/(different)
- ✔✘ Begins to recognise that words are made up of sounds: gives the beginning sound of own name

<https://www.nalibali.org/story-library/audio-stories/english>



MATHEMATICS

Counting objects 1-5

- ✓ Count in ones using: - Concrete apparatus, Body parts, clapping hands, stamping feet, climbing steps.
- ✓ Rote counting: number rhymes and songs (Make use of the MathsUp Application Resources)

Counting forward and counting backward 1-5

- ✓ Incidental counting using number rhymes/songs/counters/body parts and percussion.
- ✓ Counting in ones.

Number symbols and number names

- ✓ Recognise and identify: - number symbols- 1 and number name: one

Describe, compare, and order numbers. Recognizes numbers in familiar context e.g.:

- ✓ Learner should know her/his age
- ✓ Identify numbers in pictures and dot cards
- ✓ Play number card games

Describe, compare, and order numbers

- ✓ Compares which of two given collections of objects are: - Bigger and smaller.

Problem solving techniques

- ✓ Uses the following techniques: - concrete apparatus e.g., counters

Geometric patterns ✓ Identify patterns in clothes, objects and in their environment

- ✓ Copy and complete patterns

Describe position of 3-D objects

- ✓ Introduce the position of two or more objects in relation to the learner: - In and out; Up and down

3-D objects and 2-D shapes

- ✓ Recognise, identifies and name 3-D objects and 2-D shapes in the classroom according to: Shapes (Triangles, circles, rectangles, squares).

Geometric shapes Introduce – circle and triangle.

Symmetry

- ✓ Identify body parts (Under counting): Reinforce the awareness that one's body has 2 sides: the one side and the other side. leading to —left and right.

Time

- ✓ Introduces both concepts of – morning, afternoon and tonight.

Length

- ✓ Introduces concept of: - Tall, taller, tallest and long and short

Collect and Sort physical objects: Collects physical objects of a similar kind e.g. Leaves, shapes

- ✓ Sort physical objects according to size, shape, gender.



Sorting colours



Categorising BIG and small items:

- ✓ Place two pieces of paper in front of your child
- ✓ On top of each piece write 'big' and 'small'
- ✓ Collect different size items and place them in front of your child (e.g. a dish up spoon and a teaspoon, a big leaf and a small leaf, a R5 coin and a 10c coin, etc.)
- ✓ Ask your child to place all the big items on the 'big' page and all the small items on the 'small' page

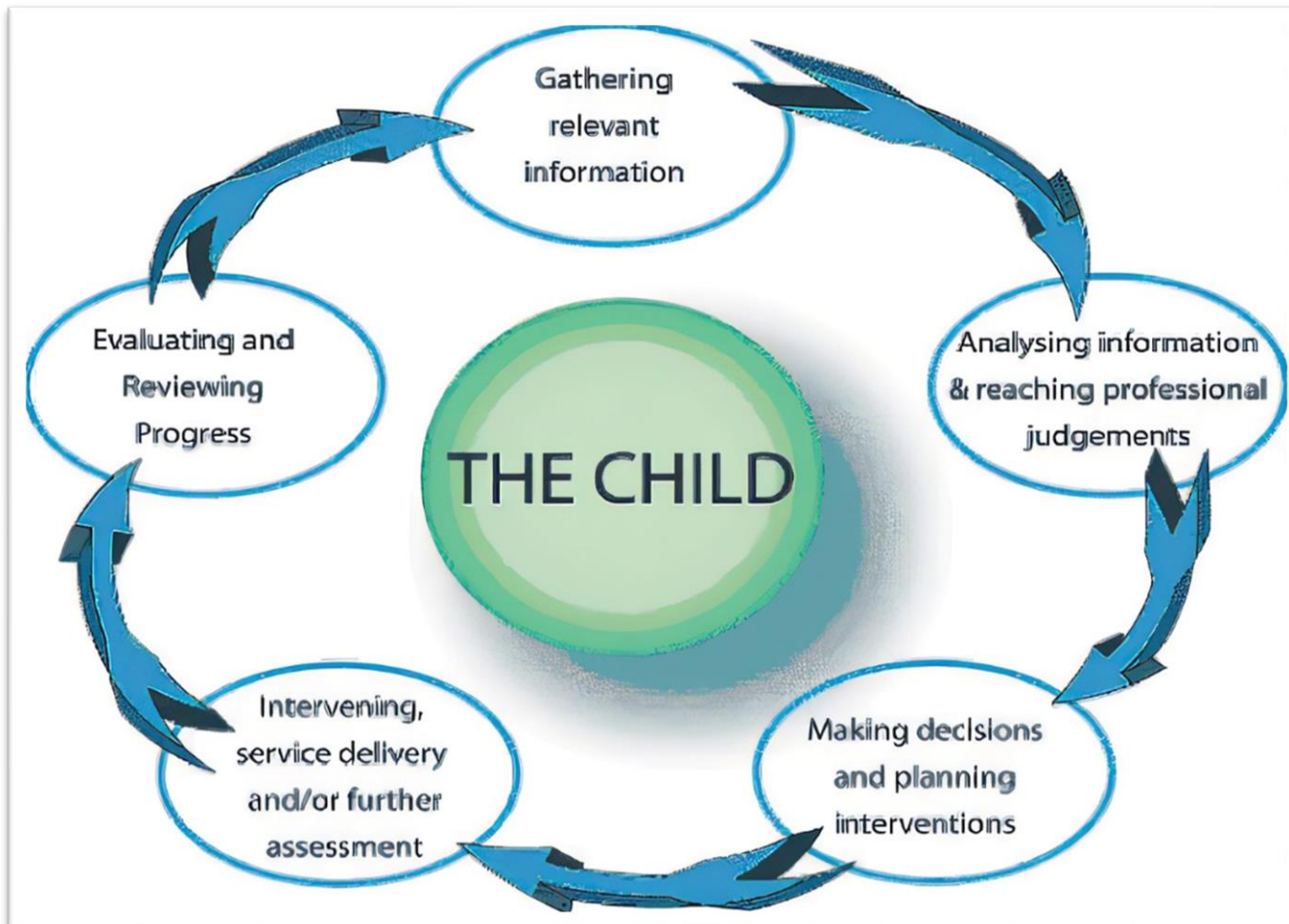


SCHOOL BASED ASSESSMENT

School Based Assessment:

-  Assessment takes place informally through observation with the teacher observing the learners in an ongoing and planned way.
-  This happens during their daily routine, structured and free play activities when they work in small groups or in large groups or individually.
-  Be guided by the SBA guidelines.
-  See the Subject Term Planners

100% continuous and ongoing, focusing on informal, play-based learning experiences.



Classroom Observation

Grade R Baseline Assessment Checklist		Teacher: _____			
Learner: _____		Date observed	Yes, I can	No, I cannot do it yet	I can do it with assistance
LANGUAGE DEVELOPMENT					
- Say my name and surname and age - Use past, present, and future tense - Listen to stories, advertisements, etc. - Listen to and repeat rhymes/poems - Recognize colours and shapes - Ask questions freely - Why, where and how - Answer questions when asked - Repeat sentences of more than 5 words					
EMOTIONAL DEVELOPMENT					
- Describe from parent easily - Obey rules - Show emotions and recognize feelings - Control own anger and negative feelings - Show self-confidence and take risks - Show independence and trust					
SOCIAL DEVELOPMENT					
- Play and communicate with friends - Take turns and share resources - Play games with simple rules - Follow directions and do simple projects - Draw and colour independently - Use the bathroom on time - Get to a time/destination - Respect personal space - Follow group rules - Begin to understand code of conduct - Express what is needed - Select and use resources independently					
PHYSICAL & GROSS MOTOR DEVELOPMENT					
- Write in a straight line - Run freely without stumbling or falling - Walk on a balance beam - catch with hands, not arms - Throw a large ball - Climb and swing - Jump over obstacles - Two and clasp one foot for 10 seconds or longer - Follow a complex and predictable route					
COGNITIVE DEVELOPMENT					
- Complete given tasks - Use an abacus board - Follow simple directions or instructions - Recognize own written name - Count to 10 using concrete objects (fingers) to represent the number - Say the following primary colours: red, yellow, green, blue - Sort, classify and make comparisons - Use a map - Read and construct things using construction blocks - Repeat sentences the teacher says - Describe pictures in their school					
Comments: _____					
Teacher: _____		Signature: _____			

When and how to do the Baseline Assessment:

-  To be done during the **first 2 weeks** of when schools start
-  Baseline activities should **not be a stand-alone** but be integrating with the teaching and learning process.
-  Should be done informally and mostly through observation.
-  **Ensure that all Baseline Assessment completed by end of the week**

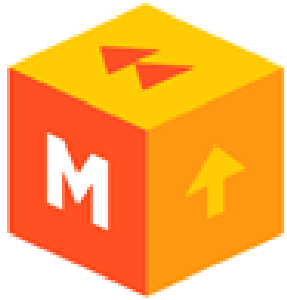
ELECTRONIC RESOURCES AVAILABLE



It is important for teachers to make use of electronic resources.
As teachers we need to upskill ourselves daily on making use of virtual platforms to enrich our teaching and learning.
Teaching is a lifelong learning process!!
Let us make learning fun!!!

Remember to make use of the MathsUp Application Resource. Stories, rhymes and activities can be downloaded and shared during lesson presentations.

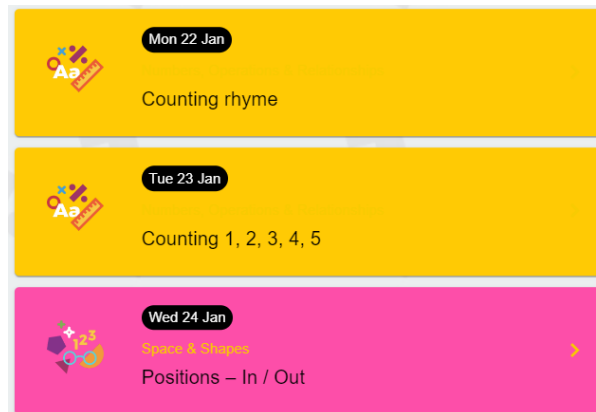
MathsUp@Home



isiXhosa: <https://bit.ly/2ADpz6A>

English: <https://bit.ly/37CCMSi>

Afrikaans: <https://bit.ly/3ebA6V2>



SIX BRICKS

Introduce the Six Bricks Surprise Box/What's in the Box?



- Teachers are reminded to utilise the activity booklet they received during the training.
- You need to indicate on your lesson plan where you have done the Six Bricks activity.
- Ensure that you have an effective storage method for the bricks in your class.
- Bricks need to be easily accessible for the learners

SURPRISE BOX

- Each teacher to create their own Surprise Box.
- This box is to remind you to use the Six Bricks every day.
- Create a surprise activity in the box every day.
- The learners will delight in noticing the changes and anticipating the games.
- This will sharpen their observation skills and working memory.

BE REMINDED THAT THE SURPRISE BOX IS A "LIVING POSTER"

Grade R

TERM 1 - Week 2

Life Skills

Beginning knowledge and personal and social well-being:

- In the classroom.

In the classroom

- Learners talk about what makes them happy, sad, curious, tired surprised, etc
- The teacher asks the learners "show me a happy/sad/tired/surprised face.
- The teacher asks the learners "show me a happy/sad/tired/surprised face
- Learners decide which colour bricks to assign to different emotions like happy/sad/excited/tired/surprised
- Learners will choose a colour brick that represents how they are feeling eg yellow-happy
- Each learner to talk about how they are feeling in relation to bricks chosen

Grade R

TERM 1 - Week 2

Life Skills

Beginning Knowledge and Personal and Social well-being:

- Healthy living

Healthy foods

- Teacher discusses with the children about healthy and unhealthy food.
- Teacher shows children pictures of different foods.
- Teacher places Six Bricks on 6 different tables; green brick for vegetables and fruits, red brick for protein, yellow brick for dairy, orange brick for grains and carbohydrates and blue brick for water.
- In groups, children get a pile of pictures of different foods which they need to sort and place on the corresponding desk.
- Pictures of junk food can be thrown inside the dustbin.

MATHSUP

- ♣ Teachers we have now reached the stage where the MathsUp App that was introduced to all the schools in 2019 to be in integrated into your lesson plan.
- ♣ This APP is to be utilised to enhance and effectively teach Emergent Numeracy and workshops will be held to upskill our teachers on the use thereof.
- ♣ We kindly request you to download and engage with the content.
- ♣ There are wonderful features that can be used: Activities, posters, stories and songs & rhymes

Week 2



Mon 29 Jan

Counting 1 - 5



Tue 30 Jan

Space & Shapes

Making circles



Wed 31 Jan

Space & Shapes

Playing games with circles



Thu 1 Feb

Measurement

Weather



Fri 2 Feb

Matching one-to-one



Weather

On Thursday, tell the learners this story about the weather.

One morning Grandfather said, "I want to go fishing.
"What is the wind like today?"
He stepped outside. There was just enough wind to go fishing. He went out in his boat and caught a lot of fish. The fish were not happy.
The next morning Grandfather wanted to go fishing again.
"What is the wind like today?" he said.
The fish in the sea spoke to the wind. "Please help us Mr Wind. We don't want to be eaten today," they said.
So the wind blew as hard as it could. "Oh dear, it's too windy today," said Grandfather. "I can't go fishing."
The fish in the sea were very happy. "Thank you Mr Wind, you have saved us for today."

Let's check out the Story



Making circles

On Tuesday, prepare for the activity by collecting everyday objects with round edges (circle-shaped) such as a plate, a bowl, a tin, a round lid and a cup.

Show learners the objects and talk about their shape.

Place a piece of paper and one of the objects on the mat. Draw around the edge of the object and ask learners if they know what shape you have made.

Let learners take turns to draw around the edge of other objects. Discuss how the line is curved and that the circle has no corners.

In pairs let learners take turns to draw a circle on their partner's back with their finger and talk about what the shape feels like.



Matching one-to-one

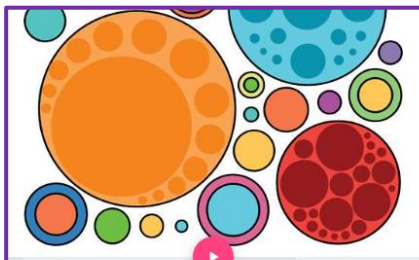
On Friday, start off by saying the counting rhyme from Monday Five brave firefighters to practise counting 1-5.

Sit in a circle with the learners and hold up Poster 10: Supper. Ask learners what they see and what they think is happening in the picture. Use the guiding questions in the "questions" section to discuss the poster.

The poster provides a familiar context. Learners can discuss what happens in their lives and share their thinking while solving problems presented by the questions asked.

The focus of this poster is on counting and matching objects one-to-one. Learners may experience difficulties doing this when counting. Some learners may skip an object. Let learners come up to the poster and touch each object as it is being matched.

Let's check out the Poster



Playing games with circles

On Wednesday, play this fun movement game. Prepare by placing circles of different sizes around the classroom. Draw large chalk circles or place hula hoops in an open space in the classroom.

Show learners the hula hoops or large circles on the floor. Ask learners what the shape is called and to describe them. Let the learners walk around the outside of the circles.

Tell learners that there are many other circles in the classroom. They should look for these as they move in time to the music.

Beat a drum or play some music and let the learners move around the classroom looking for the circles.

When the music stops ask learners to stop, stand inside a hula hoop or circle and show what they have found.



Counting 1 - 5

On Monday, say the rhyme Five brave firefighters to the learners, repeat it a few times until they remember some of the words and get them to join in with you.

Five brave firefighters, standing in a row

One, two, three, four, five, they go

The alarm goes brrriiing!

They all give a shout

And jump up on the engine

To put the fire out

Five children stand next to a row of chairs. The chairs are the fire engine. The teacher shouts 'brrriiing!' and one child jumps onto a chair and pretends to hold a hosepipe. Repeat this for the other four children until all the children are standing on the chairs putting out the 'fire'.

Let's check out the Rhyme



THINK EQUAL

- ♣ There are many schools who have attended the THINK EQUAL training and have received the 24 story books, the Lesson Plans and the resource booklet.
- ♣ All teachers need to indicate on their lesson plans where the 3 lesson per week have been integrated.
- ♣ Schools that are not as yet part of the programme will be trained in 2024.

Remember there are 3 lessons of 30 minutes per week

THESE FEELINGS – HELEN LUMGAIR

LESSON 1 / WEEK 2

OBJECTIVES

- By the end of the WEEK, children should be able to:
- Understand that feelings will come and go
 - Demonstrate strategies for managing feelings

RESOURCES

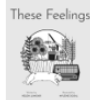
- Book – These Feelings
- Large paper and markers

VOCABULARY

- | | | |
|-----------|-----------|------------|
| • Feeling | • Happy | • Calm |
| • Emotion | • Excited | • Peaceful |
| • Sad | • Angry | |
| • Worried | • Scared | |

ACTION

- Gather the children together.
- Read 'These Feelings'
 - Invite the children to comment on the book and the images
 - Because this is a short book, focus on the images each time you read. Pause on each page and invite the children to look closely at the images and comment on them.
- Tell the children that feelings are also called emotions. We feel emotions inside of our bodies.
- Tell the children that this week, they are going to learn how to name different emotions, and figure out how these emotions feel inside the body!
- Ask children, 'What were some of the emotions you noticed in the book?'
 - Choose 2-3 emotions from the book to focus on (e.g., happy, sad).
 - Write these emotions on the large paper, along with a simple drawing showing what each emotion might look like. Add any emotions named during this WEEK to this list. Display this in the classroom to help the children learn words for different emotions.
 - Go through the listed emotions one at a time. For each emotion, ask children to show you how their face looks when they feel this way. 'Here's what my happy face looks like. Can you show me a happy face? Now let's try a sad face!'
 - Talk about how our voices can also change when we have different emotions. Choose a sentence or a phrase (for example, 'Good morning' or 'Happy Birthday').
 - Ask the children to say it together with different emotions - in a happy way. Then ask them to try saying it in a sad way, an angry way, and a calm/peaceful way.



- Point out how different the same words sound when you show different emotions.
- Explain to the children that next, you are going to play a game called Simon Says (please change the name 'Simon' to a name more familiar to the children if needed).
- In this game, the teacher says 'Simon says: act angry' (or 'act happy' 'act nervous' etc.)
 - The children then act out what being angry looks like.
- Explain to the children that they can use their faces and bodies to show their emotions, just as they did in the previous lesson.
- In between 'Simon Says' instructions, you can ask them questions about those emotions:
 - Ask 'What makes you feel happy/angry/sad?' and give several children a chance to contribute.
 - Please Note: If you have a large class, you can do this in pairs or have the children turn to the person next to them and share.
- Use some of the vocabulary words in the list above.
- Allow the children to take turns being 'Simon' and leading the other children if they wish to do so.
- If time permits, use the movements that the children did in previous lessons to show different emotions (e.g. Simon Says move happily - dance and wave your hands in the air; Simon says move sadly and slowly - with your head down, looking down at the ground; Simon Says move like you're feeling afraid etc.).



LEVEL 2

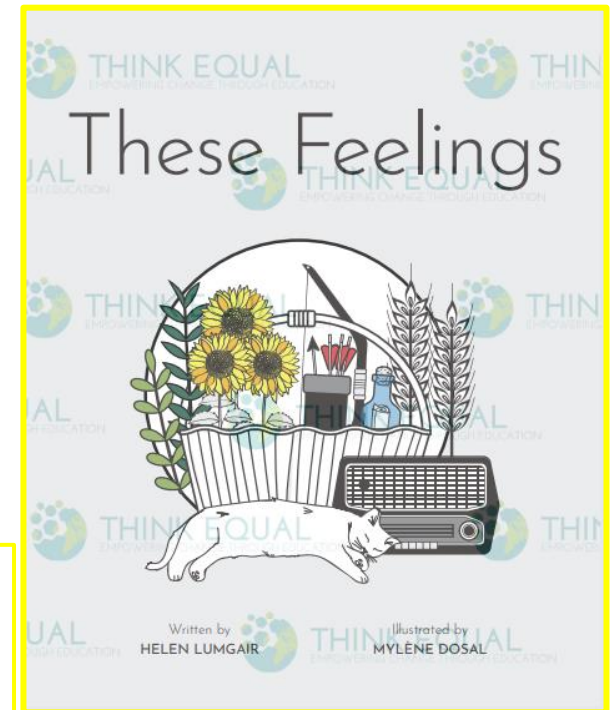
Resource Booklet

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RESOURCE BOOKLET

Think Equal provides resources for many of the lessons in the programme. Please copy images from this booklet for use in the classroom with the children. See below for suggestions on how to best use this booklet:

- In this booklet, you will find the resources organised by WEEK, starting with WEEK 1.
- The name of each resource can be found on the top of the page.
- The 'Resources' section of lesson plans will often include the number of copies needed for each resource and the page number on which to find the resource within this booklet. Please use that to navigate the booklet.
- Resources that appear in more than one lesson will only be included once in the booklet - in the first lesson it appears. Please see the page numbers within the lesson plans to locate repeated resources.
- Please note that each lesson plan suggests the number of resources will be needed. For example, in the resource list within the lesson plans, you will see '1 per child', meaning you will need to ensure each child in the class has this resource.
- Not all lesson plans have resources. Always refer to the lesson plans before teaching a lesson so you are well prepared.
- If you have limited access to a printer, adjust the number of resources to fit your needs.
- Some resources can be drawn by hand, rather than printed. This will save paper and monetary costs of printing. Feel free to draw any simple resources you feel able to recreate.
- Do not cut any of the images in this booklet. They should be copied and reused each year.
- Feel free to reuse resources in lessons if you see fit. These are designed for you to use in a way that works best for your classroom, your supplies and your teaching style.
- Prepare resources prior to teaching.



RESOURCES LISTED TO SUPPORT WEEK 2 FOCUS

Theme: At School

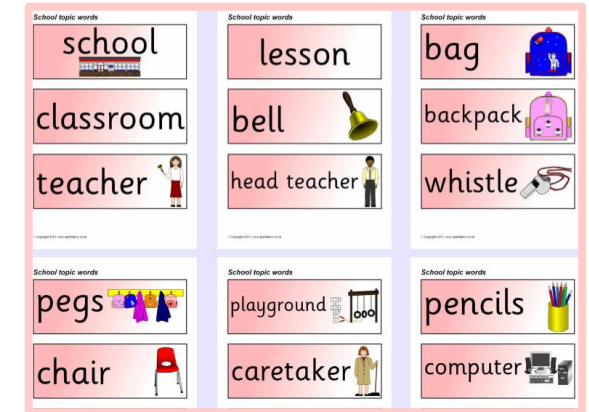


<https://www.sparklebox.co.uk/2621-2625/sb2623.html>

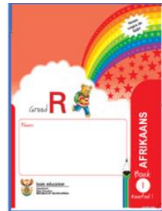
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<https://www.sparklebox.co.uk/wp-content/uploads/1-3276.jpg>

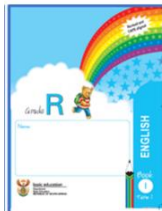


DBE WORKBOOKS



[Afrikaans](https://www.education.gov.za/LinkClick.aspx?fileticket=OIZNjh_Tu5A%3d&tabid=3210&portalid=0&mid=10775)

https://www.education.gov.za/LinkClick.aspx?fileticket=OIZNjh_Tu5A%3d&tabid=3210&portalid=0&mid=10775



[English](https://www.education.gov.za/LinkClick.aspx?fileticket=Q32Ahs86-XY%3d&tabid=3210&portalid=0&mid=10775)

<https://www.education.gov.za/LinkClick.aspx?fileticket=Q32Ahs86-XY%3d&tabid=3210&portalid=0&mid=10775>



[IsiXhosa](https://www.education.gov.za/LinkClick.aspx?fileticket=HjODSt55Z0Y%3d&tabid=3210&portalid=0&mid=10775)

<https://www.education.gov.za/LinkClick.aspx?fileticket=HjODSt55Z0Y%3d&tabid=3210&portalid=0&mid=10775>

QUOTE OF THE WEEK

All kids need is a little help,
a little hope, and someone
who believes in them.

- Magic Johnson



7 DAYS
of PLAY

Before we ever put a
pencil in a child's hands,
those hands should dig, climb,
press, pull, squish, twist,
and pinch a wide array
of environments and a
wide variety of materials.

- Amanda Morgan

