

Mini Monday Pep Talk

For the teacher

Mini Monday
pep talk:

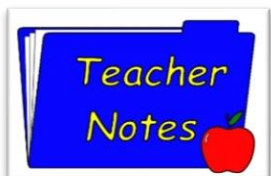
spoiler alert:
 IT'S NOT YOUR JOB TO
 DO IT *all* OR ALWAYS
 HOLD IT *together*.
 IT'S YOUR JOB TO TAKE
 CARE OF YOURSELF, BE
kind TO OTHERS, AND
 DO YOUR *best*. AND
 THAT WILL BE *enough*.

@DANLIGHTILLUSTRATIONS



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.



Days of the week

My body

LIFE SKILLS

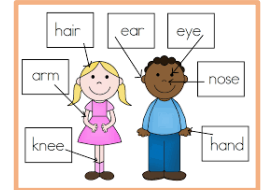
The content and concepts of Beginning Knowledge is integrated throughout the Grade R-day in all Subject areas

Discussion

- ✓✗ Know the days of the week.
- ✓✗ Days of the week
- ✓✗ What we do on different days
- ✓✗ Yesterday, today and tomorrow



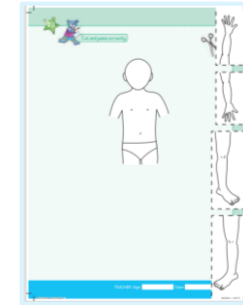
- ✓✗ Identify and name body parts - include how many of each
- ✓✗ Functions of different body parts
- ✓✗ Who may or may not touch my body
- ✓✗ What my body needs to keep healthy



Creative Arts

Days of the week and My body

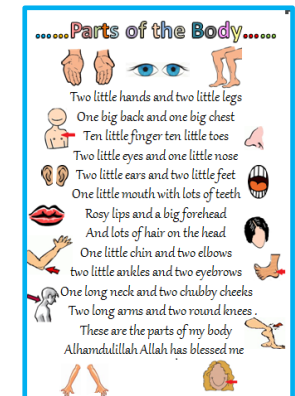
- ✓✗ Informal use of art elements shape and colour in drawing and painting in response to weeks' topic (Finger painting)
- ✓✗ Work in different sizes to increase awareness of detail
- ✓✗ Interpreting body parts in drawing and painting
- ✓✗ Craft skills and techniques: Cutting (own scissors)
- ✓✗ Craft skills and techniques: Pasting & Tearing
- ✓✗ Use play dough to model freely: Shaping, Twisting, Rolling



Performing Arts

Days of the week and My body

- ✓✗ Body awareness. Exploring space and direction such as large, small, high, low, far, near
- ✓✗ Music, voice and movement; focusing on dynamics, such as loud and soft, strong and gentle
- ✓✗ Indigenous songs, rhythmic games, and rhymes – Using different dynamics (loud, soft, strong, gentle) with clapping and stamping
- ✓✗ 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
- ✓✗ Creating and imitating sound effects in stories, such as bees (buzz) etc.
- ✓✗ 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.



My body

- ✓✗ Locomotor movements such as skipping and hopping on the spot
- ✓✗ Interpretation of indigenous & other songs using dynamics-soft/loud
- ✓✗ Creating and imitating sound effects in stories, such as bees (buzz) etc.



Days of the week

My body

Days of the week and My body

- ✓✗ Body parts: sing songs and rhymes while learning the body parts, i.e. head shoulders, neck, chest, etc.
- ✓✗ Walking backwards and forwards
- ✓✗ 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.
- ✓✗ Throwing and catching OWN bean bags (newspaper ball)
- ✓✗ 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
- ✓✗ Balancing: on low level objects
- ✓✗ Body parts-running, falling face down, lying on the ground...rolling onto their backs and on their side's L/R
- ✓✗ Moving sideways L/R at table
- ✓✗ Throw bean bags/ paper balls into containers.
- ✓✗ Catching OWN newspaper ball



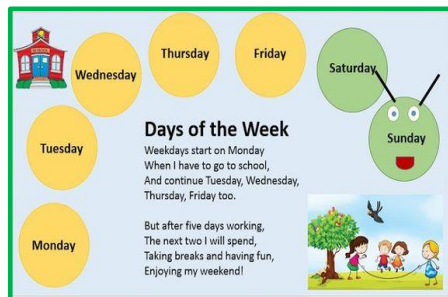
HOME LANGUAGE

LISTENING AND SPEAKING

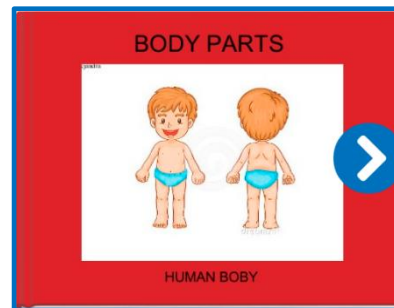
Days of the week

Days of the week

- ✓✗ Listens to and repeats rhythmic patterns e.g., clap, clap-clap, clap, and copies correctly
- ✓✗ Listens without interrupting. <https://slideplayer.com/slide/5699417/>
- ✓✗ Listens to short stories with enjoyment and joins in choruses at the appropriate time.
- ✓✗ 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
- ✓✗ 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
- ✓✗ Remembers what the eyes have seen in a memory game.
- ✓✗ Completes a puzzle or picture



<https://www.storyjumper.com/book/read/19621408/BODY-PARTS#>



My Body

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.



How we can develop Speaking...

From the very earliest stages parents are teaching their children to communicate - through playing, chatting, singing, commenting and questioning parents are modelling speaking all the time. Here are some ways to develop your child's speaking skills:

- Make time to talk to your child
- Encourage your child to talk
- Listen patiently
- Actively encourage longer conversations.
- Asking questions
- Be a good role model



How we can develop Listening...

Speaking and listening go hand in hand. Listening skills are important for all sorts of reasons. Here are some ways to develop your child's listening skills:

- Story tapes, songs and rhymes in the car and elsewhere
- Ask them to follow clear simple instructions
- Give them the opportunity to make choices
- Take turns in conversations with them and encourage them to listen to your contribution.
- Play language games - like 'I-Spy', '20 questions', 'What am I?'
- Enjoy telling jokes and encourage the re-telling of them.
- Take time to answer your child's questions - model being a good listener!

My body

- ✓✗ Listens attentively to simple questions and announcements and responds appropriately.
- ✓✗ Listens to simple instructions and acts on them.
- ✓✗ Listens to and recalls in order simple word sequences such as big, beg, bag. Start with three words, build up to four or more so that the memory of what the ears have heard is developed
- ✓✗ Plays games such as 'Where is it?' Find an object hidden in a classroom among other items
- ✓✗ 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 hands...

HOME LANGUAGE

HANDWRITING AND WRITING

Days of the week

My Body

Days of the week and My body

Emergent Handwriting:

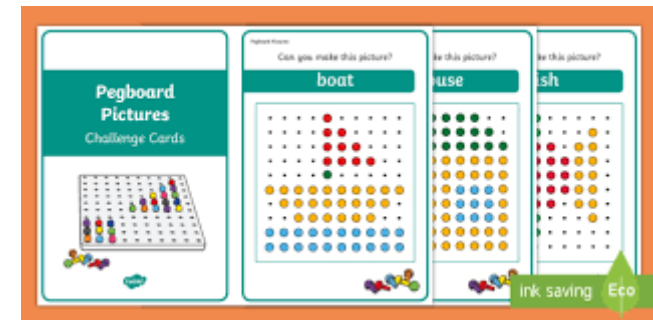
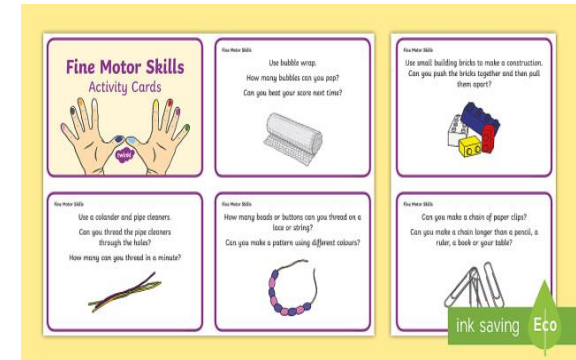
- ✓✗ Develops fine-motor skills for strengthening hands: rolls plasticine models with play dough, screws, nuts and bolts, plays the piano in the air, etc.
- ✓✗ Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc.
- ✓✗ Develops fine motor control: Uses scissors to cut fringes on paper mats, etc. <https://www.twinkl.ae/resource/t-l-51980-fine-motor-skills-activity-cards>
- ✓✗ 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
- ✓✗ Traces simple outlines of pictures and patterns
- ✓✗ Copies patterns onto pegboard <https://www.twinkl.co.za/resource/pegboard-picture-cards-t-tp-2548554>
- ✓✗ 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)

Emergent Writing:

- ✓✗ 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.

Handwriting:

- ✓✗ Forms letters in various ways using the whole body: by using own body to make the letter "I"



HOME LANGUAGE

READING AND PHONICS

Days of the week

My Body

Days of the week and My body

Emergent Reading Skills

- ✓✗ Develops correct eye movement such as following a swinging ball moved from left to right
- ✓✗ 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
- ✓✗ Uses memory skills to recall items seen such as letters, shapes or concrete objects
- ✓✗ 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
- ✓✗ Pretends to read and adopts a 'reading voice'
- ✓✗ Recognises own name and names of at least 5 other children in the class

Begins to make meaning of written text

- ✓✗ Recognises own name/names of at least 5 other children in class
- ✓✗ Understands that print communicates meaning: a word can represent one's own name
- ✓✗ Understands that written text words refer to spoken words

Shared Reading

- ✓✗ '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

Independent Reading

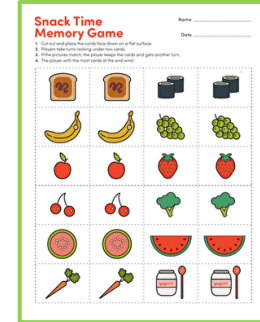
- ✓✗ 'Reads' books independently for pleasure in the classroom reading corner

Phonological/Phonemic Awareness

- ✓✗ 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)

Relates sounds to letters and words

- ✓✗ Begins to recognise that words are made up of sounds: gives the beginning sound of own name



My body

Phonological/Phonemic Awareness

- ✓✗ Can identify that oral sentence are made up of individual words: clap each word in a sentence where all words only have one syllable (Ben is good)

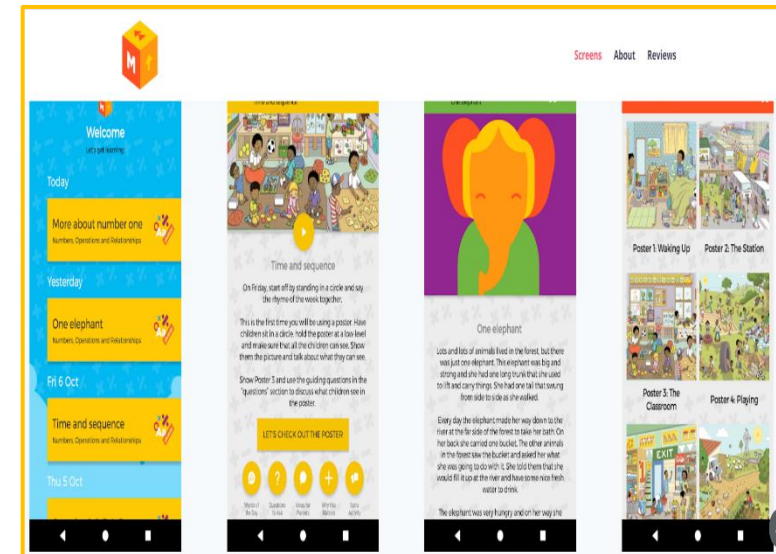
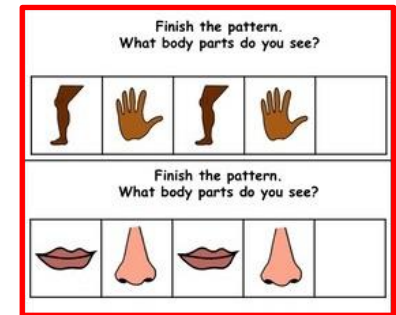
MATHEMATICS

Days of the week

My Body

Counting

- **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. <https://www.youtube.com/watch?v=SV6iC34a46w>
- **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: - Biggest and smallest
 - ✓ Orders more than two given collections of objects: - Biggest to smallest and Smallest to biggest and equals
- **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
 - ✓ Next to and between
- **3-D objects and 2-D shapes**
 - ✓ Recognise, identifies and name 3-D objects and 2-D shapes in the classroom according to: Objects that **roll** and that **slide**
 - ✓ **Primary colours:** red, blue, yellow, green **Shapes:** (Triangles, circles, rectangles, square)
 - ✓ Sorts according to **similarities and differences:** - size - colour - shape
- **Geometric shapes** Introduce – circle, triangle and square
- **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
 - ✓ Using Rhymes and Songs
 - ✓ during Creative Art ✓ Above to be done during physical development
- **Time**
 - ✓ Introduces both concepts of – morning, afternoon and tonight
 - ✓ day/night and dark/light
- **Length**
 - ✓ Introduces concept of: - Tall, taller, tallest and long and short
 - ✓ Height chart with hands/feet
- **Collect and Sort physical objects:** Collects physical objects of a similar kind e.g. Leaves, shapes
 - ✓ Sort physical objects according to size, shape, gender.
- **Data presentation**
 - ✓ Learners count number of boys and girls in a group, blocks, shapes
 - ✓ Complete a graph (CAPS p98)



CONTINUES ASSESSMENT (INFORMAL)

OBSERVATION IN GRADE R

- Assessment in Grade R mainly takes place through OBSERVATION by the educator.
- In Grade R, learners' progress is observed and monitored during regular and daily learning activities, through observations, discussions, question-and-answer sessions and practical activities that the learner does independently, or in a pairs or groups.
- During the lesson you should walk around in the classroom, speak to the learners, and watch their behaviour and how they
- Focus on a small group of learners or individual learners.
- Important information about your learners' progress can be gathered by listening to and watching them as they work and play.
- The educator can observe how the learners do their tasks, what they are struggling with and how they work together.
- These observations can be written down as a record of the learners' progress.
- Observation notes are written in your notebook or can be recorded on a record sheet
- PLANNING FOR It is advisable to put these observations in a book or file for safe keeping.
- These valuable observations are also used to make the necessary adjustments and changes to the learning activities to help individual children in your class.



Guidelines for writing Anecdotal Records

- Start with a statement; setting, date, time of day, name and age of child.
- Describe the child's behavior NOT what you think of the behaviors.
- Use details of the child's actions and comments. Include other's responses.



HOW DO WE ASSESS IN GRADE R?

- It is impossible for the Grade R educator to assess all the learners every day.
- You should divide the class into five groups. If there are 25 learners there will be five groups of 5. If there are 40 learners, there will be 5 groups of 8 learners.
- There should be mixed ability groups.
- Choose a few assessment activities on which you will concentrate until the whole class has been assessed (e.g. one or more from each of Language, Mathematics and Life Skills).
- Choose different ways to do the activities and give time to practice before you do the assessment.
- Decide how you are going to assess the learners, whether it is through observation, conversation (discussions, questions) practical activities such as drawings.
- For each activity decide which group you are going to watch/observe.
- As you observe the learners, write down on the recording sheets. Use a pencil.
- Concentrate on the next group of learners on the following day.
- After a week all the learners have been assessed.
- Those learners that still find the activity difficult should be given another chance..

✓	I can
●	I am almost there
X	I need help

Class list with activities		Listens without interrupting, taking turns to speak	Tells stories and retells the stories of other children in own words	Sings songs, recites rhymes and performs actions with the whole class	Recites poems and rhymes and adds own ideas	Participates in discussions and asks questions	Understands to develop concepts in all subject areas such as quantify, direction, time, sequence, colour, age	Identifies and describes similarities and differences	Looks carefully at pictures and talks about common experiences
Names:									
1	Amanda Els	✓	●	✓	X	X	✓	✓	X
2	Bennie Ferreira	✓	●	✓	✓	✓	✓	✓	X
3	Carin Koekemoer	✓	✓	✓	✓	✓	✓	✓	●
4	Doen Schoeman	✓	✓	✓	✓	✓	✓	✓	●
5	Eric Naude	✓	✓	✓	✓	✓	✓	✓	●
6	Freddie Gouws	✓	✓	✓	X	✓	✓	✓	●
7	Gawie Potgieter	✓	✓	✓	X	✓	✓	✓	✓
8	Hendriet Ackerman	X	✓	✓	X	✓	✓	✓	✓
9	Isak Sauls	X	✓	X	X	✓	✓	✓	✓
10	Josina Meyer	X	✓	✓	✓	✓	✓	✓	✓
11	Johan Koen	✓	✓	✓	✓	✓	✓	✓	✓
12	Klaas Voster	✓	✓	✓	✓	✓	✓	✓	✓
13	Liam Nel	✓	✓	✓	✓	✓	✓	✓	✓



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.

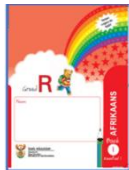
isiXhosa: <https://bit.ly/2ADpz6A>
English: <https://bit.ly/37CCMSi>
Afrikaans: <https://bit.ly/3ebA6V2>

MathsUp@Home



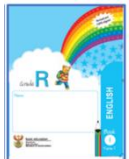
RESOURCES LISTED

DBE WORKBOOKS



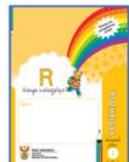
[Afrikaans](#)

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>



[isiXhosa](#)

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

SIX BRICKS

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



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"

- 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

Home page

Grade R

Life Skills

Beginning Knowledge and Personal and Social Wellbeing:

- Healthy Living: Good basic hygiene practices.

Creative arts:

- Creates and constructs 3D.

Healthy Living

- Teacher ask learners to choose their favourite colour brick.
- Teacher reveals that each colour has a specific topic around good hygiene.
- Teacher explains the different topics and asks learners to choose one topic. E.g. yellow = healthy food, red = good toilet habits, orange = washing regularly and green = cleaning teeth.
- In groups learners discuss about the topic they chose.
- Learners may build something using their bricks with their combined groups that represent their topic and can be placed on the theme table.

TERM 1 – Week 5

Home page

Grade R

Language

Listening and Speaking:

- Participates in discussions and asks questions.

Phonics:

- Begins to recognise that words are made up of sounds, e.g. the beginning letter of their name.

Build the first letter of your name

- Look at your name tag and trace the first letter of your name.
- Use your Six Bricks and build the first letter of your name.
- Look around the classroom; is there anybody else who has the same first letter as yours? Do your models look the same?
- All those whose names start with the same letter get into groups.
- Which models look the same; is there anything else in the classroom that has the same beginning letter as your name?

TERM 1 – Week 6

Home page

Grade R

Mathematics

Numbers, operations and relationships:

- Count concrete objects
- Estimate and count to at least 10 everyday objects reliably.

Measurement:

- Learners sequence the events that happen.

Number sequence

- Learners cut out pictures on p.g.47 in the DBE book and then sequence them.
- Learners assign different colored bricks to each picture.
- Learners build any number using their Six Bricks.

TERM 1 – Week 6

MATHSUP

- Teachers we have now reached the stage where the MathsUp App that was introduced to all the schools in 2019 to be 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 5 Days of the Week

Mon 19 Feb

Reinforcing Number One

Tue 20 Feb

Measurement
Day and Night

Wed 21 Feb

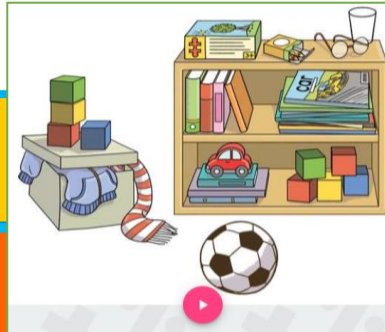
Patterns, Functions & Algebra
Body rhythms / percussion

Thu 22 Feb

Space & Shapes
Shapes: Squares

Fri 23 Feb

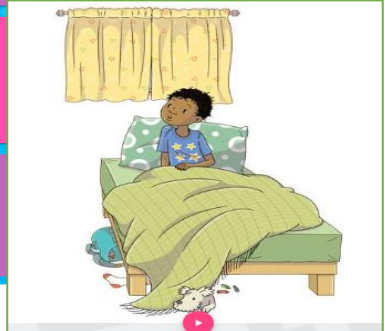
Patterns, Functions & Algebra
Finding patterns



Reinforcing Number One

On Monday, sing "One little elephant balancing". Place a long piece of string on the mat. Learners sing and pretend to be elephants balancing as they walk along the string.

Point out that there is only space for one elephant at a time to walk along the string.
Play the "I spy" game for learners to find one object in the classroom.



Day and Night

On Tuesday, the activity focuses on learning about the concept of time measurement.

To prepare for this activity pack some night clothes – pyjamas, dressing gown, slippers to take to school.
When it's time for maths, sit in the circle with the learners wearing your night clothes.

Sing this song:

Are you sleeping?
Are you sleeping?
Brother dear? Sister dear?
Now it's time to wake up
Now it's time to wake up
Ding, ding, ding
Ding, ding, ding

Finding patterns

On Friday, start by standing in a circle and letting learners take turns to make a movement pattern such as

hop, hop, jump,
hop, hop, jump



Body rhythms / percussion

On Wednesday, the learners will use their own bodies to create and copy sound patterns. This is body percussion.

Clap a pattern with your hands and fingers:

clap clap
click; click;
clap, clap,
click; click;

Continue with the pattern. The learners can join in once they think they know the pattern.

Ask the learners what part of the pattern they are repeating.

Start a pattern:

slap stomp stomp
slap stomp stomp

Ask learners what comes next and let them join in as you repeat the pattern.
Finally let learners sit with a partner and create their own percussion pattern to do together.

Questions to Ask Words of the Day Extra Activity Ideas for Parents Why this Matters



Shapes: Squares

On Thursday, start with an activity that gets learners talking about the shape of objects.

You will need to collect objects such as a wooden block, ball, toilet roll cylinder, tin, and some small boxes of different sizes.

Sit in a circle and place all the objects on the mat with some different colour size containers. Play a "follow my instructions" game. For example: "Put the thing that has four sides in the red container", or "Put the thing that has straight/curved sides under the blue container".

Focus on the number of corners, edges and sides of the objects. Give learners the objects to hold and ask them to describe what it looks and feels like.

Introduce learners to words that describe the object such as "the ball looks like a circle" or "the block looks like a square".

Questions to Ask Words of the Day Extra Activity Ideas for Parents Why this Matters

Week 6 My body

Mon 26 Feb

Counting 1-5

Tue 27 Feb

Measurement
Light and dark

Wed 28 Feb

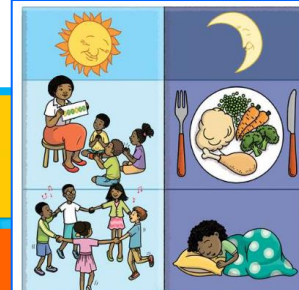
Space & Shapes
Midline Symmetry

Thu 29 Feb

Space & Shapes
Positions and Directions

Fri 1 Mar

Space & Shapes
Directions



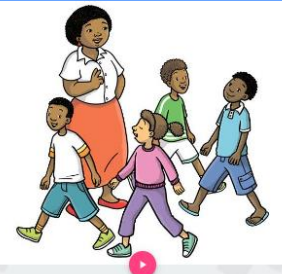
Light and dark

On Tuesday, cut out pictures of everyday things we do during the day and at night. Make a poster with one half black and the other half white. Draw a picture of the moon on the 'night' side, and a picture of the sun for the 'day' side.

Start by singing "Twinkle, twinkle, little star" with the learners.

Then learners take turns to choose a picture and put it on the day or the night side of the poster. Talk about when it is light and when it is dark, and why it is dark – because at night the part of the earth where we are living is turned away from the sun. Discuss the sun rising and setting – and daylight and night time.

Questions to Ask Words of the Day Extra Activity Ideas for Parents Why this Matters



Counting 1-5

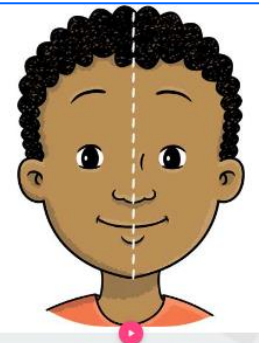
On Monday, learners can start to count from one to five. Pat your thighs as you count out 5 beats and learners walk forward 5 steps counting

one, two, three, four, five.

Tell learners that at the count of 5, they will all say, "Stop" and stand still where they are.
Then start the beats and counting again – this time the learners take their steps backwards. On the count of 5 they all say, "Stop" and stand still where they are.

Repeat this a few times and then for the final round, tell everyone that at the count of 5, they should turn around and run back as quickly as they can to where they all started the game.

Questions to Ask Words of the Day Extra Activity Ideas for Parents Why this Matters



Midline Symmetry

On Wednesday, match learners about the activity where you draw around the learners on a piece of paper and see that the two halves of our bodies are the same.

Ask learners about body parts that come in pairs. Put them into pairs. Ask them to look at their partner's face and tell you some parts of our faces that there are two of. Then, switch over and the other learner looks and names the parts of our faces that there are one of.

Start a fun rhyme pointing to the body parts as you chant (swap a slowly rhythm)

One forehead
One nose
One chin
One neck

Then the opposite way

One neck
One chin...
Two eyes, two ears
Two arms, two legs

For more fun, try repeating this chant faster and faster.

Questions to Ask Words of the Day Extra Activity Ideas for Parents Why this Matters



Directions

On Friday, start off by sitting in a circle with the learners.

Talk about the fact that you are all sitting in a circle. Ask them to stand up and to walk around in this circle. Now ask them to follow you around the classroom in a line. As you go, tell them where you are going. For example, "I am walking between two tables. I am walking behind the desk, etc."

Now hold up Poster 4: Playing. Ask learners what they can see. Use the guiding questions in the "questions" section to discuss what learners see in the poster.

The focus of this poster activity is on the concepts of position and direction. Discuss and encourage learners to share their ideas about where objects and people are and how and where they are moving.

Questions to Ask Words of the Day Extra Activity Ideas for Parents Why this Matters



Positions and Directions

On Thursday, start off by setting out a simple obstacle course in the classroom or outside in the playground, e.g. a plank across two chairs, a table, a hoop, a large cardboard box, a piece of material etc.

Give instructions for the learners to climb over, under, walk around, sit on, hop between etc.

Encourage learners to describe their movements as they move through the obstacle course.

Now let the learners give instructions to each other to follow. Let the learners add two new things to the obstacle course and then give instructions to each other.

Questions to Ask Words of the Day Extra Activity Ideas for Parents Why this Matters

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 lessons per week have been integrated.
- Schools that are not as yet part of the programme will be trained in 2024.

Week 6

Remember there are 3 lessons of 30 minutes per week

TED THE TIGER TAMER – KIM NORMANTON

LESSON 1 / WEEK 5

OBJECTIVES

By the end of the WEEK, children should be able to:

- Name different emotions
- Link emotions to feelings inside the body
- Use 'Take a Break, Make a Plan' as a tool to calm their bodies and brains and make positive choices

RESOURCES

- Book - Ted the Tiger Tamer
- Classroom Mood Meter

VOCABULARY

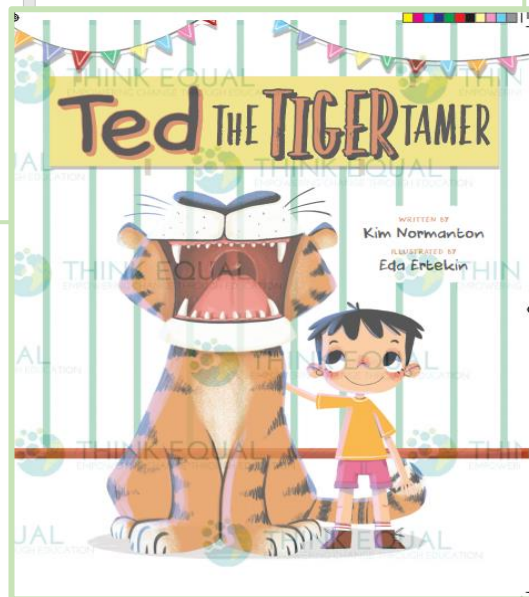
- Emotions
- Tiger
- Tame

ACTION

- Gather the children together.
- Ask the children to think about what they've learned about emotions and the way emotions feel inside their bodies. Invite 2-3 children to share. Encourage and accept all answers.
 - If they don't offer the idea, remind them of the book 'The Weather Inside Me!' and ask children if they can compare different emotions to different types of weather inside their bodies.
- Tell the children that sometimes, emotions can also feel like an animal.
- Ask them to close their eyes (if comfortable to do so) and imagine a tiger. If they are not familiar with a tiger, show them an image from the book 'Ted the Tiger Tamer'.
- Ask them to think about how a tiger might act if it's feeling angry, or 'red' on the Mood Meter.
- Agree that a tiger might roar, growl or show its teeth.
- Invite the children to roar like a tiger.
- Ask the children to think about how a tiger might act if it's feeling calm and peaceful, or 'green' on the Mood Meter.
- Tell the children you're going to read a story about a little boy named Ted who felt like he had a tiger inside his body that came out when he felt angry.
- Read 'Ted the Tiger Tamer'.
- After reading, invite the children to share any thoughts on the story.
- Ask the children if they think Ted really had a tiger inside of him (No - it was his imagination).
- Ask the children how they think Ted felt when his tiger appeared. Use the Mood Meter to help name the emotion.
- Ask the children to think about the word 'tame'. What do they think this means?



- Invite all ideas. Then agree that to 'tame' means to control something - and to be tame is to be able to be calm, to listen and make good choices.
- When Ted 'tamed' his tiger, he was actually controlling his emotions.
- Tell the children that you're going to sing a tiger song to understand how the tiger might have felt in its body.
- Tell them that when you sing the Tiger song (or chant if you prefer), they will pretend to be tigers doing different things. Ask them to listen to your words and act out what they hear.
- Sing the following song to any tune you like (or create a chant):
 - Sleeping, sleeping, all the tigers are sleeping (children pretend to be asleep)
 - Then they woke up, and they were angry tigers! (children roar and act as angry tigers for a few seconds)
 - Sleeping, sleeping, all the tigers are sleeping (children pretend to sleep again)
 - Then they woke up, and they were calm tigers! (children act as calm tigers) (Allow the children to act as calm tigers for a few seconds)
 - Sleeping, sleeping, all the tigers are sleeping (children pretend to sleep again)
 - Repeat as time permits with different emotions (sad, excited, frightened, calm, etc.)
- Gather the children together again and connect this to the story.
- To end the lesson, say: 'When Ted didn't control his tiger, he had trouble making good choices. He needed to learn how to control, or 'tame' his tiger so that he could make safe choices!'
- Tell the children that in the next lesson, they will learn new ways control big emotions.



Week 5

THE SECRET ADVENTURES OF ANONYMOUSE – NATALIE LYNN REKSTAD & SOPHIE NOELLE LYNN

LESSON 1 / WEEK 6

OBJECTIVES

By the end of the WEEK, children should be able to:

- Perform acts of kindness around the school and classroom
- Demonstrate an understanding that small acts of kindness can inspire other acts of kindness

RESOURCES

- Book - The Secret Adventures of Anonymouse
- Kindness Garden Sign (pg. 18)
- Kindness Seeds and Flowers (pg. 19)
- Large paper and marker

VOCABULARY

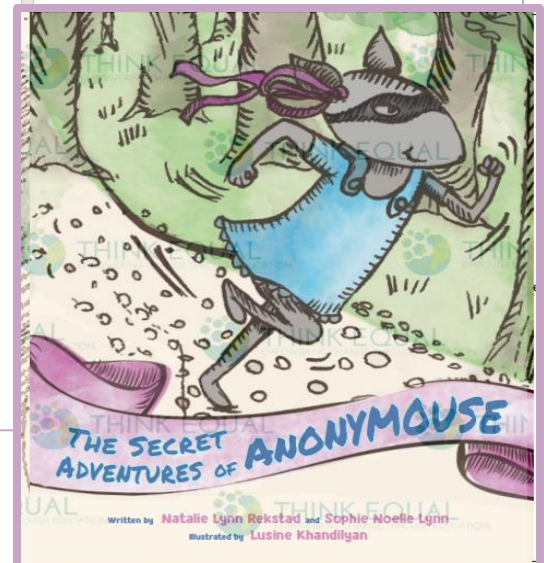
- Anonymous
- Secret
- Kindness
- Deeds
- Act
- Leaf

ACTION

- Gather children together.
- Read the book 'The Secret Adventures of Anonymouse'.
- After reading, ask the children what they think a 'good deed' is. Agree that a 'good deed' is an act of kindness.
 - Ask: 'Why do you think Sophie Mouse keeps her good deeds a secret?'
 - Give the children time to share their thoughts (if children do not point this out, share that she did not want a reward for her good deeds. She was doing good things out of kindness for others.)
- Ask children if they can guess what the word 'anonymous' means.
 - Explain to them that the word anonymous means that we don't know who someone is. This describes Sophie - she didn't want others to know her who she is.
- Ask the children to help you make a list all the kind things Sophie Mouse had done. If possible, draw simple pictures to show Sophie Mouse's actions.
 - Please Note: Be sure to save the list to use during LESSON 2 for this week.
- Ask the children to think of things they might be able to do in secret (anonymously) for someone else.
 - Encourage them with examples:
 - 'How could you put a smile on someone's face?'
 - 'Is there something special you could make for someone to find - like a picture?'
 - 'Do you know anyone who likes toys, but may not have many?'



- 'Do you know anyone who likes flowers, and might be happy if you gave them a flower?'
- Tell the children: 'If you are kind to others, they will be kind to others also and kindness will grow, just like a tree!'
- Next, show the children the Kindness Garden Sign. Tell them that they are going to plant a garden of kindness that will grow as their kind acts grow!
 - Please Note: If you completed Think Equal LEVEL 1, this will be a repeated activity.
- Put the Kindness Garden Sign on a wall. Tell the children that as they do kind acts for others, seeds will be planted. As the garden grows, so will the seeds!
 - If possible, create a garden display on the wall with the Kindness Garden Sign. As the children do kind acts during the week, give each child a Kindness Seed and invite them to decorate it and 'plant' it in the garden (tape it to the wall). At the end of each week, place Kindness Flowers above the Kindness Seeds so the children can see their garden 'grow'!



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 'Resource' 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 use the page numbers within the lesson plans to locate repeated resources.
- Please note that each lesson also suggests the number of resources to be needed. For example, in the resource list within the lesson plans, you will see '2 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 as 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 to 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 out any of the images in this booklet. They should be copied and used each year.
- Feel free to reuse resources in lessons if you see fit. These are designed for you to use in the way that works best for your classroom, your supplies and your teaching style.
- Prepare resources prior to teaching.

QUOTE OF THE WEEK

