

### WHAT AN AMAZING RESOURCE FOR GRADE R TEACHERS!

One of the most exciting parts of the CAPS Premium Programme is the colour cards.

SO many possibilities! SO many ways to use them during the day!

There are Language cards and Mathematics cards. Below is an overview of the cards, some ideas of how to use them (we know you will think of lots of other ideas) and answers to some FAQ.

#### How does it all work?

The cards, which are received in the folders, build up to form a collection.

This is a collection **FOR THE TEACHER** not the child. With that in mind it would be a good idea to collect the cards from the folders at the beginning of the term. If the cards are laminated they can be used for a few years.

#### Why don't the children all get identical cards? Can I choose which cards we get?

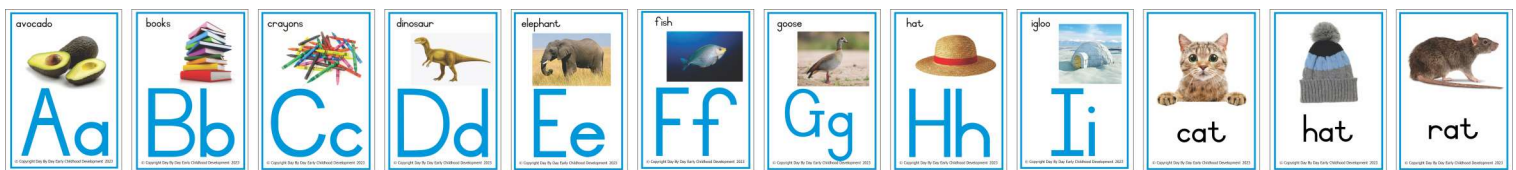
A good analogy is a range of Lego figures, the ones in the packets that you can't see into. On the packet it shows the range, you know what the whole range looks like, you know you are going to get one of them, but you don't know which one. You can collect them all but you can also play with the ones you have without having the whole collection.

- The sets of cards are placed in the folders at random.
  - We don't exchange sets of cards or break up sets.
  - However, if you feel you need specific cards, then extra sets can be purchased.
  - A 'set' refers to the set of cards packed in a bag and found inside each folder.
- Below is the whole range of cards and some of the ways they can be used.

### LANGUAGE CARDS

The Language cards are comprised of letters, colours and rhyming words.

The letters used in the 1ST TERM CARDS correspond to letters covered in the LESSON PLANS and LANGUAGE ACTIVITY BOOK, a, b, c, d, e, f, g, h, i.



Name	Topic: About me	Day 5					
L51: Identify whether two given sounds are the same or different.							
7	6	5	4	3	2	1	Name

arms **Aa**

Colour in only the things that begin with an 'a' sound.

**Aa Aa Aa**

Cross out the letter that looks and sounds different. **aaba**

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Name	Topic: At school	Day 1					
L42: Distinguish between the shape of different letters and words.							
7	6	5	4	3	2	1	Name

bag **Bb**

Colour in only the things that begin with a 'b' sound.

**Bb Bb Bb**

Circle the two letters that look and sound the same. **bbcca**

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Name	Topic: Shapes around us	Day 4					
L43: Identify whether two given sounds are the same or different.							
7	6	5	4	3	2	1	Name

insect **Ii**

Colour in only the things that begin with a 'I' sound.

**Ii Ii Ii Ii**

Cross out the letter that looks and sounds different. **iiij**

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Name	Topic: Books	Day 4					
L47: Write from left to right and top to bottom.							
7	6	5	4	3	2	1	Name

**Aa Aa Aa**

**Bb Bb Bb**

**Cc Cc Cc**

**Dd Dd Dd**

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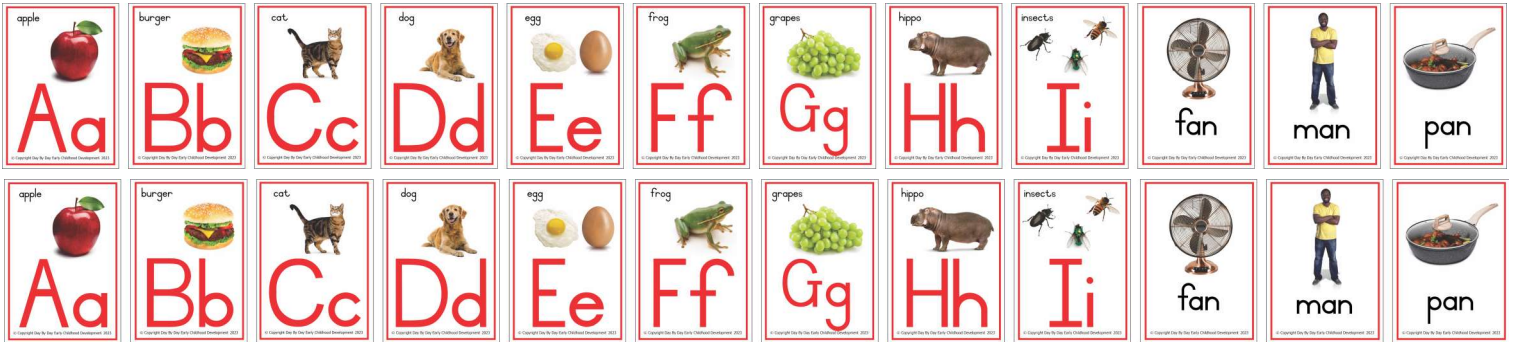
## 1ST TERM

4 sets to collect in 4 colours. 12 rhyming words.



In addition to the lesson plan activities you could:

- Use two sets of the same colour, turn them face down and play a **MEMORY GAME** or a game of **SNAP**.
  - This could be repeated another day using a different colour or just using the word cards.



- Play a **COLOUR SORTING GAME** by painting a paper plate in each colour. Use the a set of letter cards in each colour, mix them up and let the children in turn choose a card, say the sound and the word and sort the card onto the matching plate.

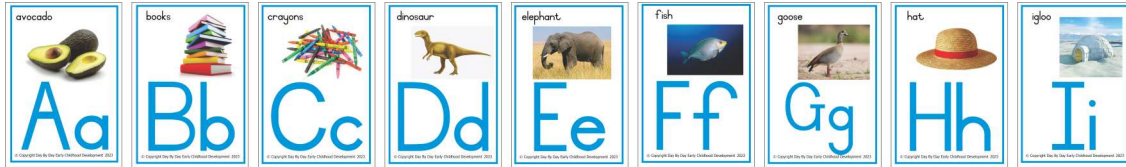


## Transition and routine times

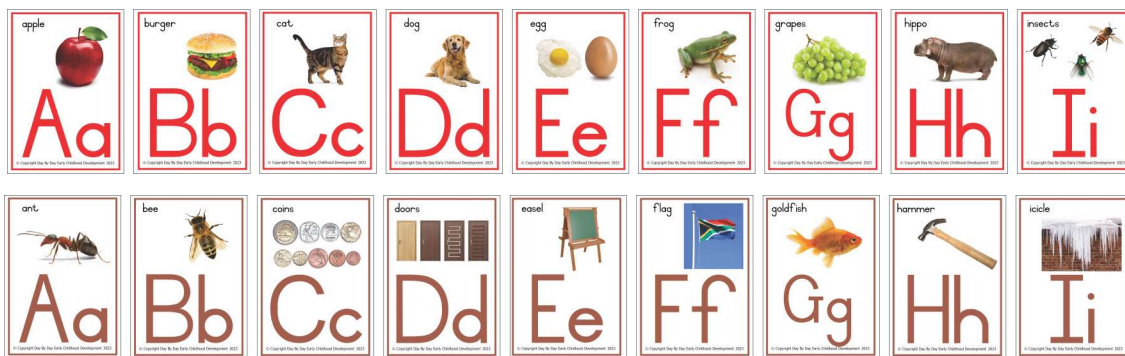
Use the cards to divide into groups or get into line.

### To get into line:

- Show each child in turn a letter card, they tell you the sound and the word and then get into line.



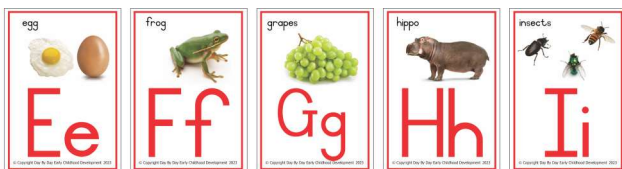
- To make two lines use two different colours. Turn the cards face down, each child in turn chooses a card, tells you the sound and the word and gets into line according to the colour chosen.



- Give each child a card. You can focus on four or five letters or on the colour. Hold up a card and ask the children to look at their card and see if they have the same letter (or colour). If they have, they bring you the card and get in the line.

### To divide into groups:

- For five groups of four children choose five letters in four colours. Each child chooses a card. Divide into groups according to the letter chosen.
- For four groups, increase the number of letters and divide according to colour. Adapt to meet your requirements.



### Taking turns:

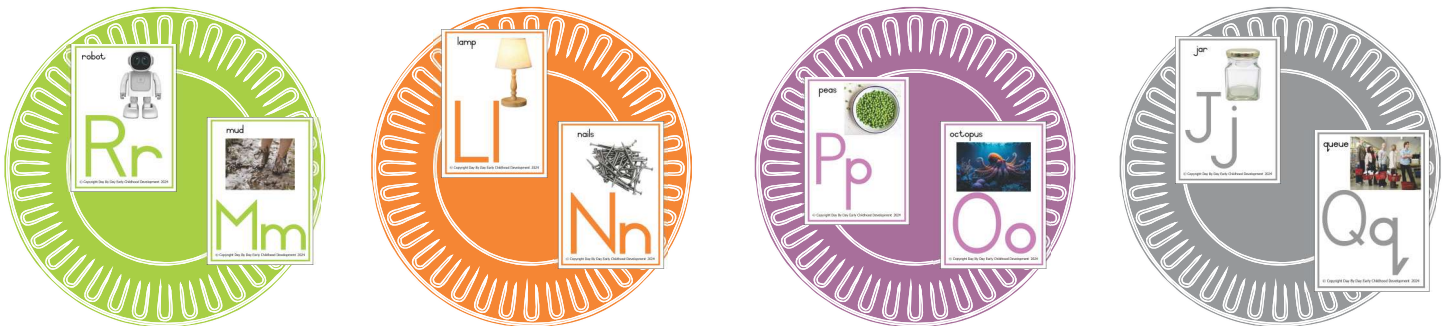
- Choose a card for each child and write their name on the back in pencil. Use two containers, one with the cards in and an empty one. A child chooses a card at random and reads the name on the back to tell you who's turn it is to choose a song, choose a book, put up the weather icon, etc. The card then goes into the 'used' container.

All these ideas can be extended as the other cards are added term by term. The letters used in the **2ND TERM CARDS** correspond to letters covered in the LESSON PLANS and LANGUAGE ACTIVITY BOOK. 4 sets to collect in 4 colours. 12 rhyming words.



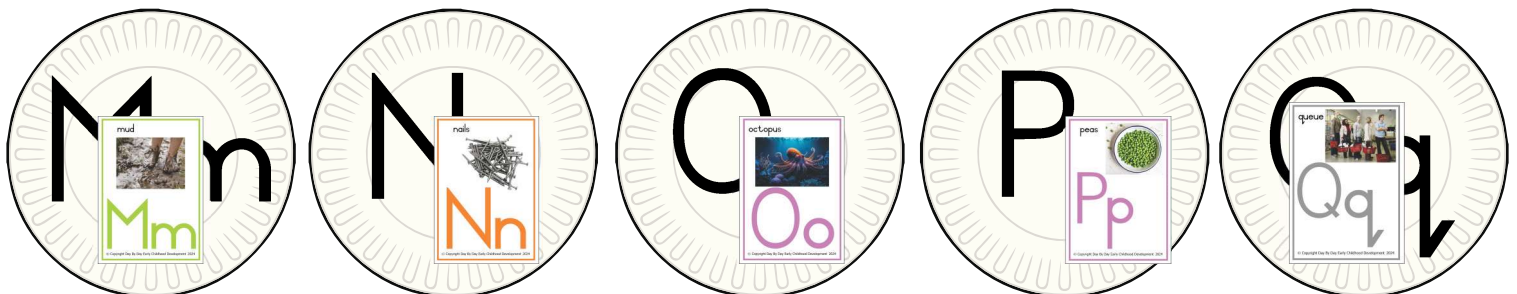
### COLOUR SORTING GAME

Combine the cards to extend the colour sorting game. Paint four more plates and sort by various colour combinations at a time.



### LETTER SORTING GAME

Prepare paper plates with a letter written on each in black. Use just the 1st term letters, just the 2nd term letters or combine the cards. Start with a few letters and extend the game each time you play. Give each child a card in turn, they say the sound and the word and sort the card onto the matching plate.



The letters used in the **3RD TERM CARDS** correspond to letters covered in the LESSON PLANS and LANGUAGE ACTIVITY BOOK. 4 sets to collect in 4 colours. 16 rhyming words.



### COLOUR SORTING GAME

Combine the cards to extend the colour sorting game. Paint four more plates and sort by various colour combinations at a time.

### LETTER SORTING GAME

Extend the letter sorting game to include the 3rd term letter cards. Start with a few letters and extend the game each time you play. Give each child a card in turn, they say the sound and the word and sort the card onto the matching plate.

### LETTER LINE

Make a letter line on the floor or the wall. Give each child a card in turn (using all the letters) and have them match their card to the letter in the line.

### WORD CARDS

A few ideas:

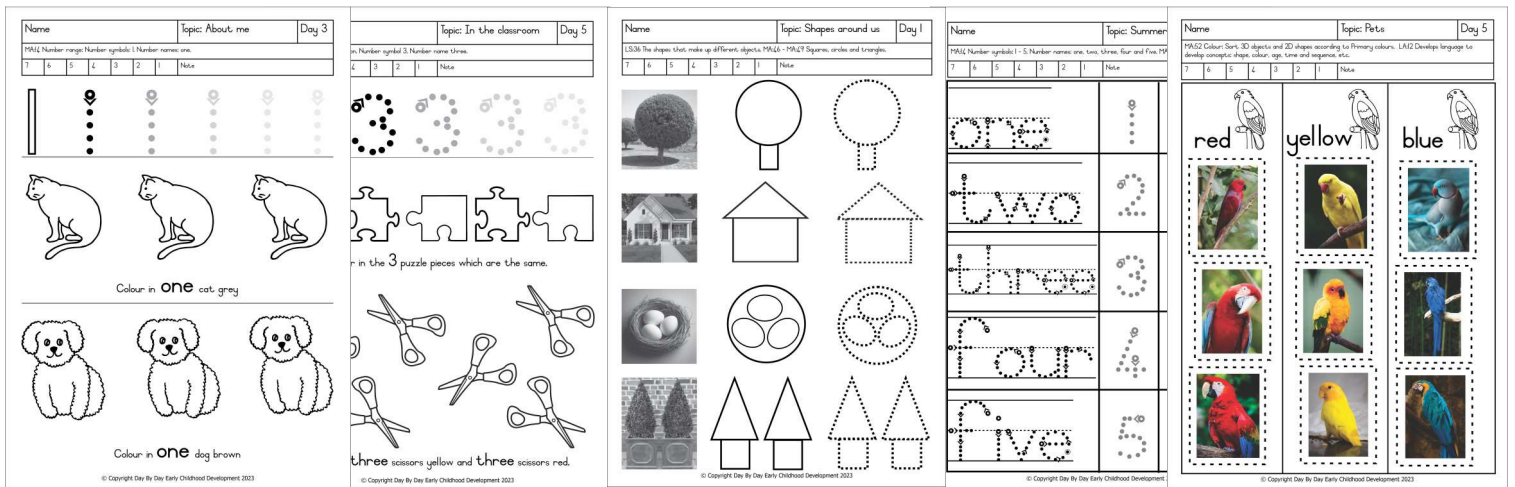
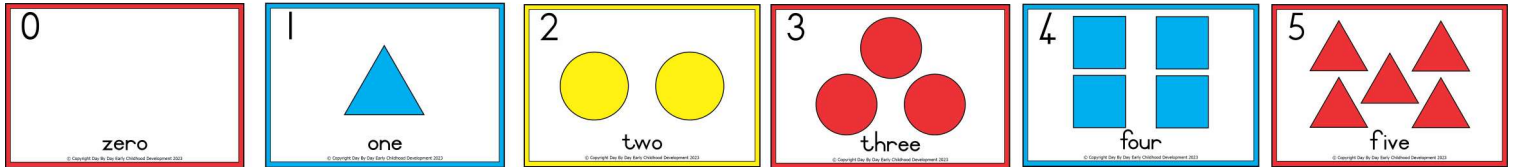
- Choose two or three sets of rhyming words. Keep one from each set and give the children the others, e.g. keep pin and hand out bin, tin and fin. Show the children your card and have them say the word. Who has a word that rhymes with pin? The children say the word on their card. This activity can be used to: divide into groups, get into a line or as a small group activity, changing the cards around and playing a couple of rounds. Ask the children to think of other words that sound the same.
- Use two sets of identical cards, mix them up and give each child a card. They find the child with the same card as theirs.
  - Use two sets of identical cards to play a memory game.

## MATHEMATICS CARDS

Which numbers, shapes and colours are covered and when?

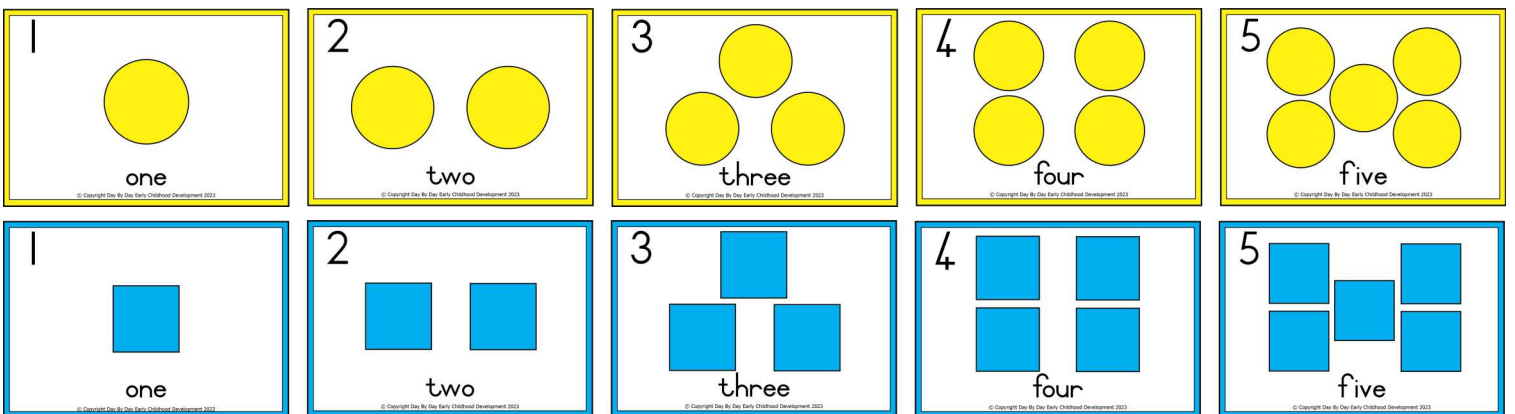
The numbers, shapes and colours used in the **1ST TERM CARDS** correspond to those covered in the **LESSON PLANS** and **MATHEMATICS ACTIVITY BOOK**.

0, 1, 2, 3, 4, 5. Red, yellow and blue. Square, circle and triangle.



In addition to the lesson plan activities you could:

- Use two sets of two colours (20 cards), turn them face down and play a **MEMORY GAME** or a game of **SNAP**.



### COUNTING CARDS

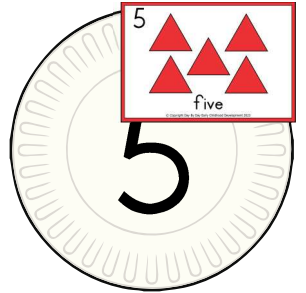
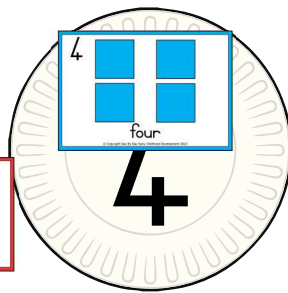
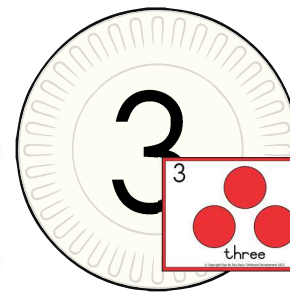
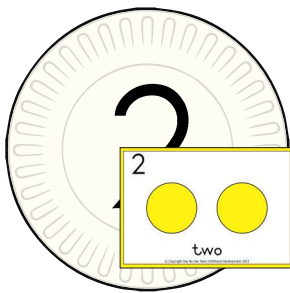
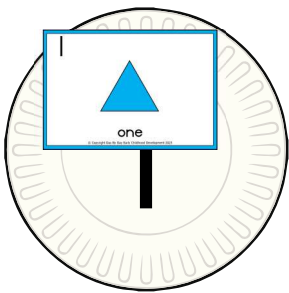
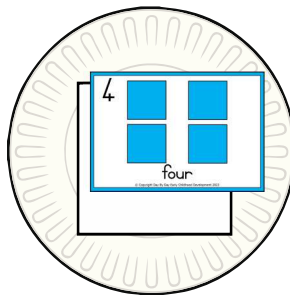
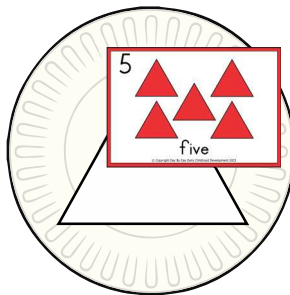
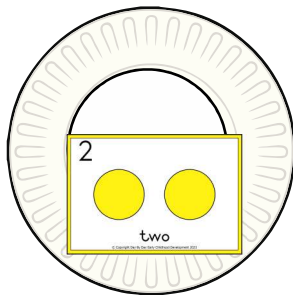
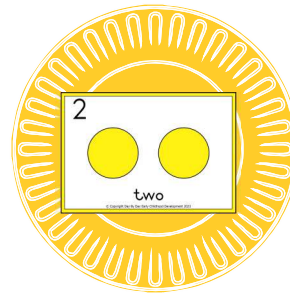
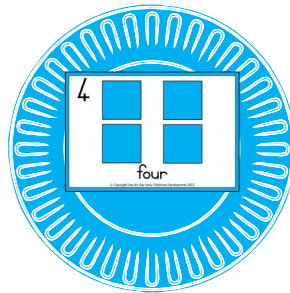
- Sit in small groups and give each child cards 1 - 5 and 15 blocks, pegs or counters. Ask them to find the number 3 card and then count out 3 objects onto the card. Repeat with the other cards.

### COLOUR AND SHAPE RECOGNITION

- Sit in small groups and place a mixture of shapes and colours of cards in the centre. Allow at least two cards per child. In turn, ask each child to find a specific card, e.g. yellow circles or red squares. This activity would be about the shapes and colours, not counting.
- When the children are familiar with that concept, you can be even more specific and ask them to look for numbers as well, e.g. 4 yellow circles or 5 blue squares.

## SORTING ACTIVITIES

- Prepare five paper plates numbered 1 - 5 in black.
  - Three paper plates painted red, yellow and blue.
  - Three paper plates with a circle, square or triangle drawn on in black.
- If you are sorting by number, put out the number plates, mix up some cards and have the children line up. Give each child in turn a card to sort onto the correct plate.
- If you are sorting by colour be sure to have a good mix of coloured cards and put out the colour paper plates.
  - If you are sorting by shape also make sure there is a good mix and put out the shape plates.
- Another way would be to have the children sort in small groups, giving the group at least two cards each.



## ROUTINES AND TRANSITION TIMES

All the ideas shown for the LANGUAGE CARDS can be adapted and used for the MATHEMATICS CARDS.

## ART ACTIVITY, DRAWING OR PLAYDOUGH

Make sure to laminate these cards first. Give each child two cards, e.g. 3 blue squares and 2 red triangles.

- Ask them to paint a picture using those shapes and colours.
- Prepare cut out shapes from red, yellow and blue paper. The children make a picture by pasting down the shapes and colours on their cards.
  - At the playdough table have them look at the number and roll a ball to place on each shape.
    - Have them roll a sausage and cut it into that number of pieces.

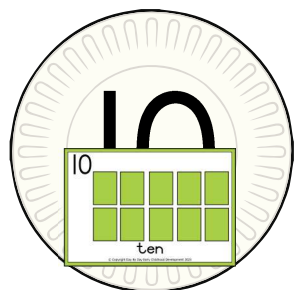
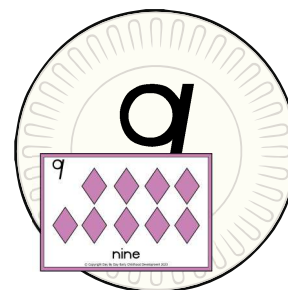
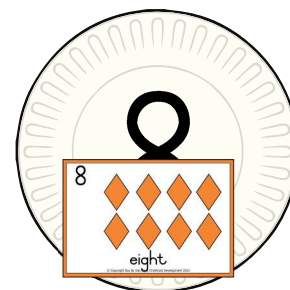
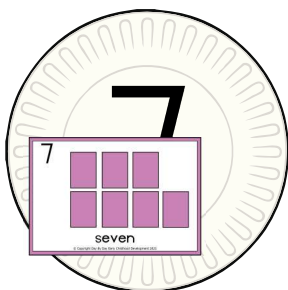
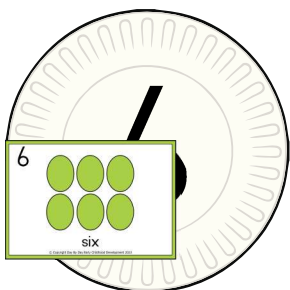
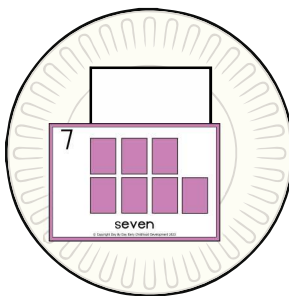
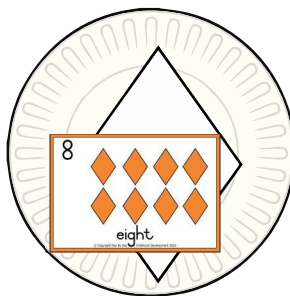
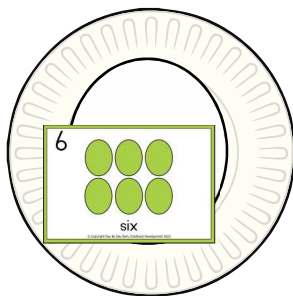
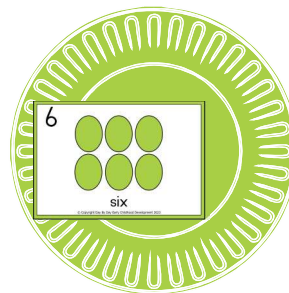
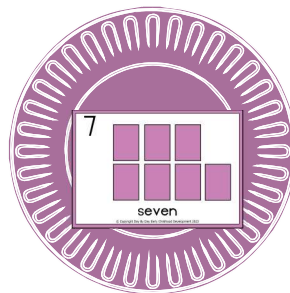
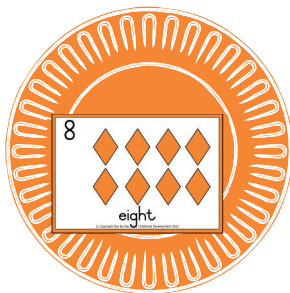




## SORTING ACTIVITIES

All the games can be extended when you add the cards from the 2ND TERM.

- Prepare five paper plates numbered 6 - 10 in black.
- Three paper plates painted orange, purple and green.
- Three paper plates with an oval, rectangle and diamond drawn on in black.
- If you are sorting by number, put out the number plates, mix up some cards and have the children line up. Give each child in turn a card to sort onto the correct plate.
- During the 3rd term use numbers 0-7. During the 4th term use numbers 0-10. This is a just a guide and corresponds to the activities in the Mathematics books.
- If you are sorting by colour be sure to have a good mix of coloured cards and put out the colour paper plates. You could use all six colours or any combination.
- If you are sorting by shape also make sure there is a good mix and put out the shape plates. Again you can use all six shapes or any combination.
- Another way would be to have the children sort in small groups, giving the group at least two cards each. During the 3rd and 4th terms try being more specific about the sorting, e.g. prepare extra plates that combine colours and shapes (e.g. purple rectangles or red squares) or colours and numbers (e.g. green number 8 or yellow number 4).



### Why are there no Mathematics cards in the 3rd term?

Because the basics are covered with the 1st and 2nd term cards. To add more cards would add to the average cost of the folders.

### Why are there no cards at all in the 4th term?

By this stage the activities are about revising and repeating what has been learnt during the year. We hope you will enjoy using this resource in your class!

The numbers, shapes and colours used in the **2ND TERM CARDS**, together with the **1ST TERM CARDS** correspond to those covered in the LESSON PLANS and MATHEMATICS ACTIVITY BOOKS for the remainder of the year.

