



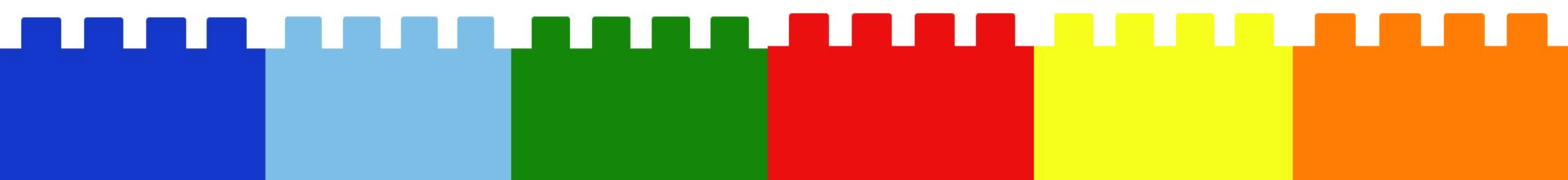
Week 10



# SIX BRICKS Teacher Support Activities

# Term 4 – Week 1

View the next page below!











### **Life Skills**

#### **Beginning Knowledge and Personal** and Social Well-being:

• Different types of birds

#### **Creative Arts:**

• Spatial awareness through movement with effects

## **Birds and Reptiles**

- secret.
- find others in the same category.
- bird/reptile.
- Groups show each other and talk about their builds.

• Teacher prepares some picture cards of different birds and reptiles. Learners each get a card, and they must keep their bird/reptile a

• Learners make the sounds and movements of their bird/reptile to

• Once each learner has found the rest of their bird/reptile group,

each joins their bricks together and builds their favourite





### Life Skills

#### **Creative Arts:**

Keeping a steady beat with changes in • tempo whilst clapping or moving in time to music

### Let's Move

- Teacher assigns a colour brick to each movement instruction.
- Red: Stretch as high as you can
- · Green: Kneel on the ground
- · Light blue: Stretch your arms out wide
- Orange: Bend down
- Dark blue: Wash the windows
- perform with her Six Bricks.
- drums slower or faster.

• Teacher beats a rhythm on a drum as she shows learners which action to

• Learners need to move to the rhythm and change the speed as the teacher







### Life Skills

**Beginning Knowledge and Personal** and Social Well-Being:

Recognise the South African Flag

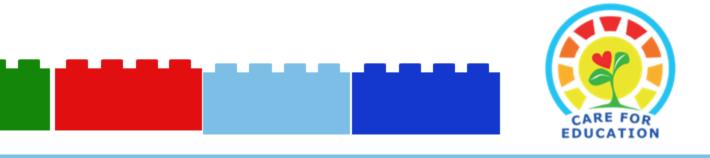
# **Our National Flag**

- flag.
- smaller pieces. This will form the base of the flag.
- Let us first draw the flag on the base.



• Using all our Six Bricks in the classroom, let us build our national

• Teacher makes available a big cardboard box, or tapes together





# Week 1 **FERM 4** -

## Life Skills

#### Physical Education:

 Physical movement; perceptual-motor; coordination; balance; spatial orientation; laterality; sports and games.

### Let's Do

- items like chairs, ropes, boxes, hoops, etc.
- obstacle course than the one they created.
- together for a three-legged race.
- •

• Learners are divided into four groups, each with a Six Bricks cube.

• Each group designs an obstacle course from one end to the other, using

• At the end of the obstacle course, each group hides their Six Bricks cube.

• The teacher then swaps the groups so that each group is now at a different

· Learners work in pairs within their teams, with each pair's legs tied

The first team to have all their pairs complete the course wins.



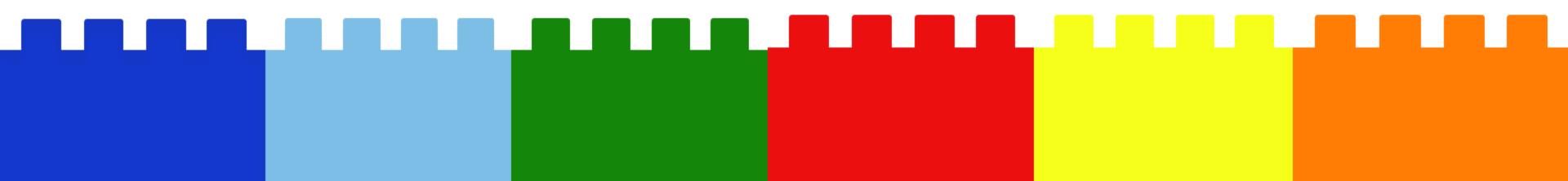




# SIX BRICKS Teacher Support Activities

# **Term 4 – Week 2**

View the next page below!











# Grade R

### Language

#### Listening and Speaking:

- Talks about pictures in posters, themes charts, books
- Uses language to develop concepts

### **Birds and Reptiles**

- the story exciting.
- associated with which bird or reptile.
- slithering; dark blue watering hole.
- brick when their animal is mentioned.

• Learners gather on the carpet with the set of their Six Bricks. • Teacher tells a story about birds and reptiles, use your Six Bricks to make

• Show them page 2 and 3 in the DBE Workbook, discuss which brick can be

• Example: red - parrot in the tree; light blue - chameleon hiding; green -

crocodile swimming; yellow - ducklings quacking; orange - snake

· Encourage the learners to listen carefully and pick up the correct coloured







### Language

#### Listening and Speaking:

• Listens to instructions and responds appropriately

#### **Physical Education:**

Physical movement, perceptual-motor, coordination, balance, special orientation, laterality, sports and games

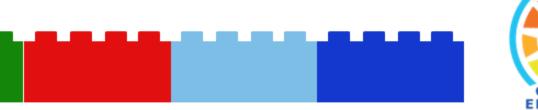
- few metres away from them.
- Teacher shows a brick, and learners follow the action command.
- The first learner to reach the teacher is the winner.
- front.



• Learners all stand in a row next to each other outside and the teacher stands a

• Teacher explains the different road commands and allocates a colour brick to each road command. E.g. stop=red; go=green; turn left=dark blue, etc.

Learners takes turns being the traffic officers and giving instructions at the







### Language

#### Listening and speaking:

- Participates in discussions.
- Listens to a complex sequence of instructions and responds appropriately.

### News from a friend

- Divide the class into small groups of 4-5 learners.
- learner from the group.
- Each group reads the letter together, taking turns.
- events described in the letter.
- continuation of the story.

• Each group sits with a set of Six Bricks and copy the letter from one

• Groups use the bricks to represent different parts of the letter. For

Example, they can stack or arrange the bricks to show the sequence of

• Groups can use the remaining bricks to create a new ending or







### Language

#### Listening and Speaking:

• Listens to a complex sequence of instructions and responds appropriately

# **Past and Present Tense**

- tense words.
- belongs in.
- Learners run and place the card in the correct square.
- Learners continue until all the cards have been placed.

• In groups of 4, each group gets a stack of cards with past and present

• Teacher builds 2 large squares with the two different coloured bricks. E.g. red square for past tense and green for present tense.

• Learners work together in their groups to decide which square each word



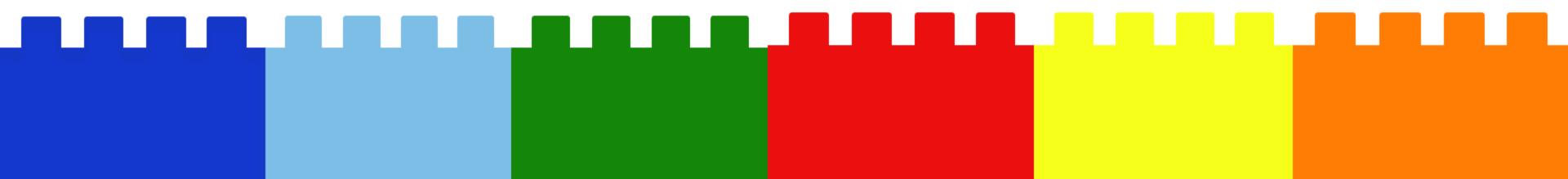




# SIX BRICKS Teacher Support Activities

# Term 4 – Week 3

View the next page below!











# **Grade** R

### **Mathematics**

#### Number operations and **Relationships:**

• Recognises, identifies and reads number symbols.

### Number 1 - 7

- set of number cards (1-7)
- cards.
- number 4.

• Divide the class into small groups of 4, each group should have a

Explain that each brick will be used to build a tower, and the height of the tower will depend on the numbers drawn from the number

• Each group takes a turn drawing a number card from their set. After drawing a card, the group counts out the corresponding number of bricks. E.g. If they draw card with the number 4, they will stack







### **Mathematics**

#### Numbers, Operations and Relationships:

Describe and compares collection of objects according to most, least, the smallest

### **Position and View**

- (out of their partner's sight).
- "SNAP" wins the counter.
- Learners play a few rounds.

• Learners work in groups of 4-6 with their bricks piled in their lap

• Each learner pulls out a random brick and holds it in the air.

• If any learner pulls out the same colour, the first one to shout out

• Learners then tally up their counters to see who got the most.







### **Mathematics**

#### Space and Shape:

 Describe the position of one object in relation to another, recognize and match different views of the same everyday objects; observe and build given 3-D objects

# **3-D Objects**

- them and bricks randomly placed in front of them.
- they have been connected.

- Learners then swap around.

• Learners work in pairs sitting opposite each other with a screen between

• Learner no.1 selects any 2 bricks and joins them together, explaining how

• Learner no.2 selects any 2 bricks he/she thinks could be the same, connects them, and holds them above the screen for learner no.1 to see. • Learner no.1 compares their model and comments on any changes to make, learner no.2 makes changes and shows learner no.1.









### **Mathematics**

#### Space and Shape:

Recognise and match different views, recognise and draw line of symmetry in 2-D shapes

# Symmetry

- Learners work in pairs.
- the desk.
- divider.
- Learners then swap around.

• Learners place a pencil/ruler between them as a divider on

• Once learner no.1 has finished building something on his/her side, learner no.2 builds the other half of the shape (mirror image) on her/his side of the desk directly against the

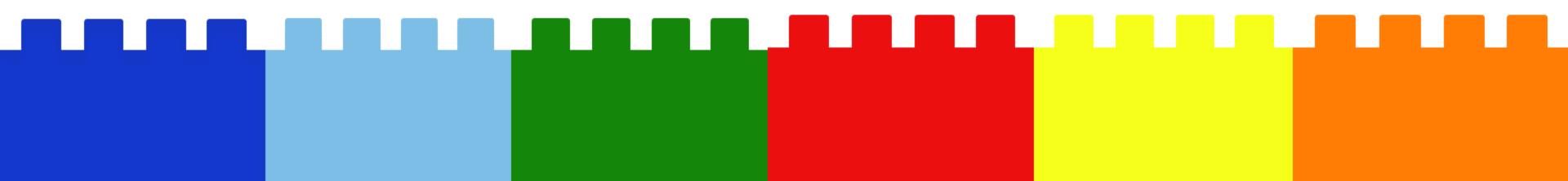




# SIX BRICKS Teacher Support Activities

# Term 4 – Week 4

View the next page below!











# **Grade** R

### Life Skills

**Beginning Knowledge and Personal** and Social Well-being:

Dinosaurs

DBE Workbook 4 page: 17 - 19

### Dinosaurs

- dinosaurs could be herbivores or carnivores).
- eats and what sounds it makes.
- Have some fun playing with your dinosaurs together.

· Have a brief discussion about dinosaurs and ask the learners what they know about dinosaurs; look at pictures and toy dinosaurs, share few fun facts about dinosaurs. (E.g. Dinosaurs lived millions of years ago, some dinosaurs were very big, and some were very small,

• Work with your friend and use your bricks to build your own dinosaur. • Give your dinosaur a name and tell others where it lives and what it









# 4 Week **FERM 4**

### Life Skills

**Beginning Knowledge and Personal** and Social Well-being:

• Picture Maps

### Finding the way

- large piece of paper.
- garden etc.
- find certain places.

• A map is a picture of a place that helps us find where things or places are. • Go outside in groups of four, draw a simple outline of the playground on a

Use your bricks to show where certain things are in the playground, e.g. red brick = jungle gym; yellow brick = swings; green brick = vegetable

• Give instructions to the other groups to follow directions on your map to







# Life Skills

Beginning Knowledge and Personal and Social Well-being:

• Ways we communicate

#### **Physical Education:**

Locomotion/non locomotion; perceptual motor; rhythm; coordination; balance; special orientation

# Communication and Advertising

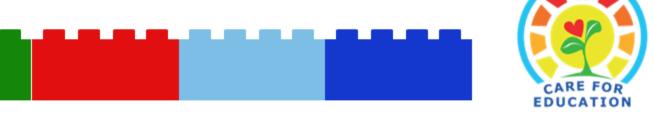
- dustbins etc.
- people who would be interested.
- you can buy it.

• Use your bricks to design and build a robot that can help you with your chores at home, e.g. making your bed; doing dishes; taking out the

Design a poster to advertise and communicate this new invention to

• Information to be included in your poster: Name & price of robot; a picture of your robot; describe the robot; who will be using this invention; where

Demonstrate how your robot moves; dance to advertise your robot.







### Life Skills

**Beginning Knowledge and Personal** and Social Well-being:

Disasters and what we should do.

# Lightning

- Go to an open play area, everyone with their bricks.
- from the clouds.

• Warm up with some stretching, e.g. reach for the sky - stretch up high to touch the clouds in the sky; touch your toes - bend down like rain falling

• Use your bricks to create some weather movements along the ground, e.g. create the shape of the cloud with the bricks; use the bricks to show raindrops falling from the cloud; make a swaying and twisting line of bricks to represent the wind; make a zig-zag line of bricks to represent lightning.

Move your body along the shapes you have created on the ground.

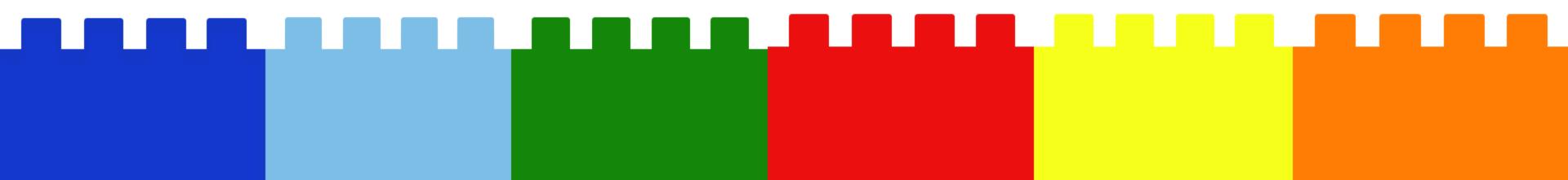




# SIX BRICKS Teacher Support Activities

# **Term 4 – Week 5**

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# **Grade** R

#### Language

#### Phonics:

Recognises aurally and visually some initial consonants and vowels especially at the beginning of words

DBE Workbook 4 Page 18 - 19

# The Letter C

- their finger.
- with the letter C.
- picture that starts with C.

• The teacher demonstrates how to build the letter C using Six Bricks. • Learners build their own letter C using their Six Bricks. Trace the letter with

• Working in pairs each pair receives a magazine. The learners must look through the magazine and find 4 pictures of things, objects, etc, that begin

• Learners cut out the 4 pictures. Do a show & tell of pictures, naming the







#### Language

#### Reading and viewing:

Gives an opinion on what was read. Answers open-ended questions based on the passage read.

## Comprehending what we hear or read

- Using a non-permanent maker or a label, learners write/stick these question words on the bricks.
- ask the learners about the story using the question words.
- questions using the question words on the bricks.

• Each brick colour represents a question word: green=who, yellow=where, light blue=what/which, orange=why, dark blue=when, red=how.

• Teacher reads a short story to the learners. Then holding up each brick,

• Teacher can read another short story. Learners then ask comprehension







#### Language

#### Listen and Speaking:

• Uses terms such as noun, adjectives, verb, pronoun, contraction

### Contractions

- to show where letters are left out.
- ٠ one word. E.g. Do not - Don<sup>I</sup>t.
- not, are not, you are).

• Contractions are short forms of two words combined, using an apostrophe

Using board or a piece of paper, learners write out the two words that the teacher presents. The learners then replace the vowel (or letter) in the two words with one of the Six Bricks acting as the apostrophe, to make

Give the learners these words to put an apostrophe: (is not, he is, has





### Language

#### Phonics:

Recognises and uses prefixes (such as un-, re-)

### **Prefixes and Suffixes**

- in front of them.
- the word has a suffix.
- suffix is.



• Each learner has a green brick (for prefixes) and a red brick (for suffixes)

• Teacher explains that he/she is going to say certain words. The learner must hold up the green brick if the word has a prefix and/or a red brick if

 The following words can be called out: <u>un</u>happy; play<u>ful</u>, <u>un</u>kind; good<u>ness</u>; wonder**ful**; <u>re</u>write; care**less**; helpful; <u>pre</u>school; <u>dis</u>miss; quick**ly**.

· Learner holds up the correct colour brick and must state what the prefix or



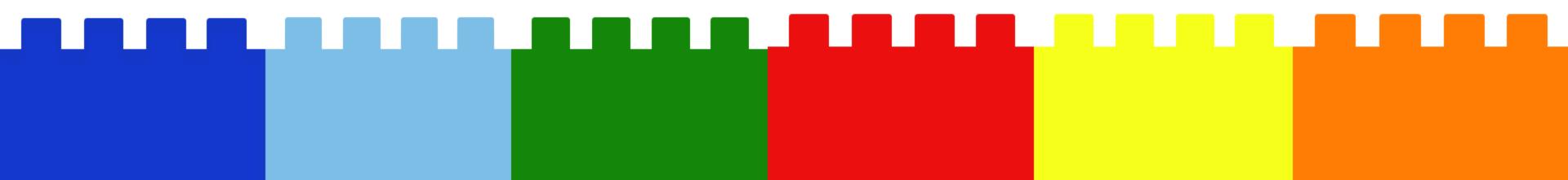




# SIX BRICKS Teacher Support Activities

# Term 4 – Week 6

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# Grade R

### **Mathematics**

#### Space and Shape:

Recognise, identify and name 2D shapes.

- - blue bricks.
- circles etc.
- Six Bricks.

# **2D Shapes**

Divide the learners into groups; they should bring all their Six Bricks. • Sort the bricks into colours. Instructions to the lesson: place all red bricks in a line; place all the yellow bricks in an upright position; place all the green bricks in a zigzag line; what shapes can you build with the light

• Teacher shows the class flash cards of different 2D shapes, e.g. triangles,

• Encourage children in the groups to build each of these shapes using their







### **Mathematics**

#### Space and Shapes:

- Position and orientation of views
- Language of position

# **Space and Shape**

- Teacher prepares number of models using 3-6 of their Six Bricks.
- The model should be simple enough for the children to draw.
- The teacher places the models at the front of the class one by one.
- The children come up to the front of the class and look at the models in a particular way, e.g. from the top, from the bottom, etc.
- Children need to draw the model from the perspective that they looked at it.
- Class discusses the importance of different perspectives.





### **Mathematics**

#### Measurement:

• Estimate, measure and compare

### Measurement

- desk, the doorframe, etc.
- Build the ruler using your Six Bricks.
- Measure the length of the Six Bricks ruler. •
- •

· Identify a few items in the classroom that can be measured, e.g. the

Can you measure the items, but use the cm size of the ruler to work out the size? Can you use an equation to see if the two are the same? E.g. If the Six Bricks ruler you built is 18cm and you measured that the door is 10 brick rulers long, then 10 groups of 18 will equal how many cm?







### **Mathematics**

#### Measurement:

Recognise and build symmetrical patterns

### Measurement

- · Children work in pairs; they each need a set of Six Bricks.
- page in half to make two halves.
- the middle line on the page.
- · You can extend this activity by adding additional bricks.
- horizontal or even at an angle.

• On a piece of paper, draw a line down the centre of the page or fold the

• The first child builds a design using the Six Bricks on the half of the page. • The second child must build the symmetrical design by copying alongside

• Extend the activity by shifting the point of view, the line could be vertical,



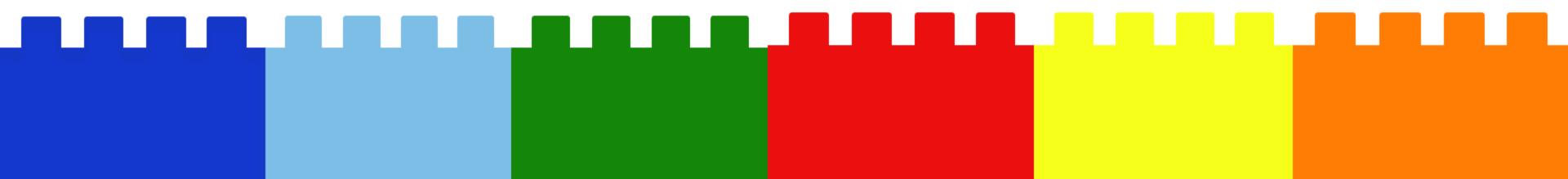




# SIX BRICKS Teacher Support Activities

# **Term 4 – Week 7**

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# Grade R

### Life Skills

#### **Beginning Knowledge, Personal** and Social Well-being

• Emotional health, and relationships with other people and our environment, including values and attitudes.

## It's Olympics Time

- Group in groups of 5. ٠
- ٠
- Place one brick on the far end of the toilet paper. •
- ٠ brick.
- ٠ winners.

Take rolls of 1 ply toilet paper and roll out on the floor (1.5m).

Use the roll to roll up the paper as fast as you can to collect the

The first group to collect the first stack of Six Bricks are the







# Life Skills

#### Beginning Knowledge, Personal and Social Well-being:

 Natural science concepts: life and living, energy and change, matter and materials, planet earth and beyond

## **Day or Night**

- Split the bricks into hot colours and cold colours.
  Teacher gives some clues on events leading up to night or day
- Teacher gives some clues o (birds that start singing).
- Learners vote by throwing their hot or cold brick into a pile.
- Hot = Day, Cold = Night.







### Life Skills

Beginning Knowledge, Social and Personal Well-being:

• Foods we eat

- Draw up a food-group chart. •
- •
- Group into groups of six. •
- the meal element.

## **Food We Eat**

Link each food group to one of the Six Bricks colours.

Look at different pictures of meals and build towers based on





## Life Skills

**Beginning Knowledge, Personal and** Social Well-being:

• Natural science concepts: life and living, energy and change

# Animals that gives us food

- by cows.
- clouds (milk).
- shapes and sizes (meat).
- and other times, I am sweet (yogurt).

• Each colour brick has a riddle about a food group that is produced

• Yellow: I can be enjoyed hot or cold, runny like water but white like

• Red: I am delicious on a braai or in an oven, I come in different

• Dark blue: I am thick but also runny, sometimes I taste a little sour

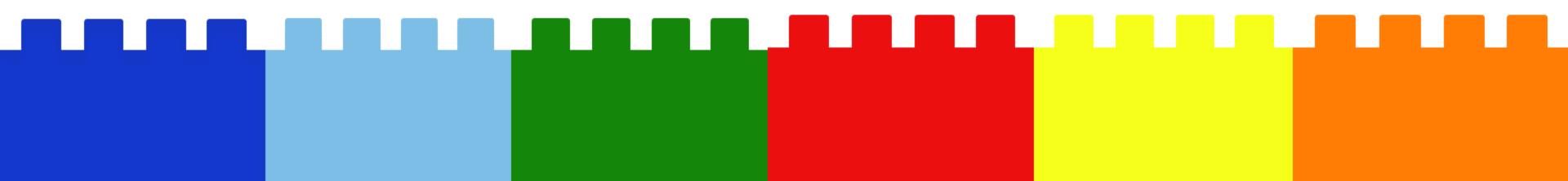






## **Term 4 – Week 8**

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# **Grade** R

#### Language

#### Listening and Speaking:

- Listens without interrupting
- Participates in discussions and asks questions
- Looks carefully at pictures and talks about common experiences

### We love soccer

- Groups tell the class about their builds.
- Builds are placed in a sequence.

• Learners work in 8 groups with each receiving one picture.

• Each group discusses what is happening in their picture and uses their bricks together with extra materials to build the scene.

• In pairs learner retell the story using the builds to prompt them.







#### Language

#### Listening and Speaking:

- Listens without interrupting, taking turns to speak in whole class and group sessions.
- Participates in classroom discussions

DBE Workbook link page126.

## **Bubu the baby Elephant gets lost**

- tortoise, giraffe.
- Each group is allocated a different animal.
- Groups discuss characteristics of their animal.

- own words.

• In groups learners identify the different animals in the story e.g. buck,

• Learners build their animal out of bricks and describe it to the class.

• Animals are placed in sequence according to order of events in the story.

• Learners use the animals as prompts to help them retell the story in their







#### Language

#### Shared Reading:

• Uses visual clues i.e. The cover of book to predict what the story is about, expressing a personal response.

## We all celebrate

- Learners are divided into pairs.
- Using their bricks each learner makes a 'gift' for their partner.
- while using appropriate language.
- gifts.

• The teacher leads a discussion on the different celebrations described.

• The learners mime wrapping the gifts and give them to their 'friends'

• The friends try to guess their gifts, receiving clues if necessary.

• Learners explain why they gave the gift they did and show other pair their









#### Language

#### Listening and Speaking:

- Participates in group and class discussions, suggests topics, and contributes ideas
- Tells a short story with a simple plot and different characters.

## Grasshoppers

- depicted.
- grasshopper.

- Tell the story. •

• Working in pairs, learners discuss the parts of a grasshopper as

• Learners use their bricks, together with extra materials to build a

• Think of a name for your grasshopper and give it a super-power. • Imagine what would happen if all the grasshoppers were to meet.

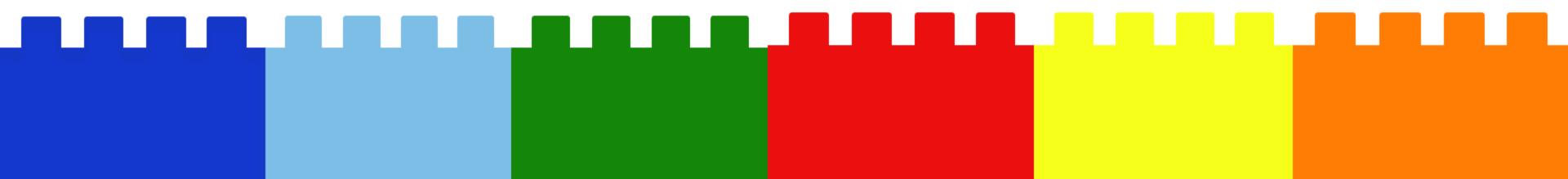






## **Term 4 – Week 9**

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# Grade R

# 0 Week **FERM 4** -

#### **Mathematics**

#### Numbers, Operations and **Realtionships:**

- Recognise, identify and read number symbols 1 to 10
- Uses various problems solving techniques

## **Matching and Counting**

- Find a friend and bring your bricks.
- Build a tower according to the roll of the dice.
- studs on your bricks.
- See if you can balance ten bricks.

Take turns to roll the dice and then match the dots and cover the





## **Position and view**

#### **Mathematics**

#### Space and Shape:

- Viewing objects from different orientation
- Drawing simple views of objects

- brick.

0

• Each learner uses one brick, a piece of blank paper and a pencil. • Group the learners in pairs; ask the learners to feel and describe the

• Ask learners to draw the top of the brick without showing the sides (birdseye view - as if they were looking at the brick from the air like a bird).





#### **Mathematics**

Number Operations and Relationships:

- Use concrete apparatus as a problem-solving technique
- Grouping and sharing leading to division

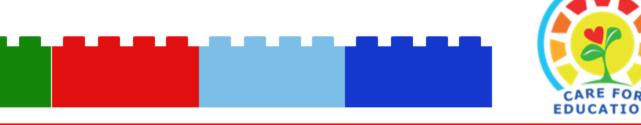
- in all.
- being taught.
- E.g. halves, thirds or quarters.



#### **Fractions**

• Learners work in pairs, combining their sets of Six Bricks - 12 bricks

· Learners group the bricks according to the various fractions that are







#### **Mathematics**

Numbers, Operations and Relationships:

• Use concrete apparatus as a problem-solving technique

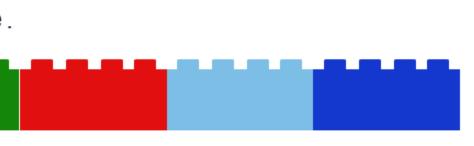
#### Name the Fractions

- Each team will need a blank piece of paper and a pencil.
- blue bricks grouped represent a 3/6 fraction.
- create a bigger fraction.
- DBE Workbook 126 127 Page.

• Learners work in groups of 4-6, combining their sets of Six Bricks.

• Ask learners to build fractions using their Six Bricks, using colour bricks to differentiate a denominator from a numerator. E.g. 3 red bricks and 6

• Ask learners to create 10 different fractions and write them on a paper. • You could also make two groups to combine their bricks at the end to

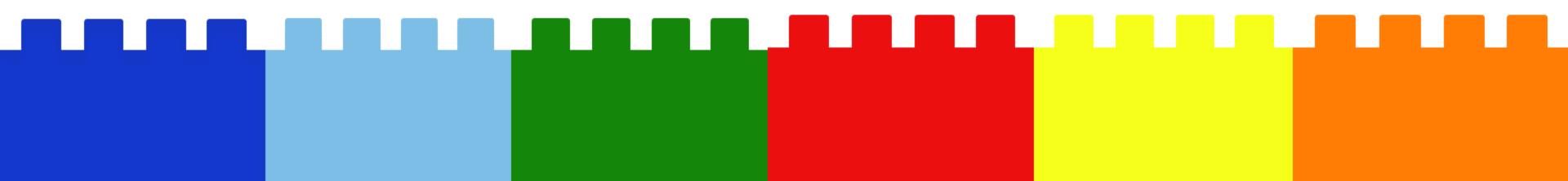






## **Term 4 – Week 10**

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# Grade R

#### Life Skills

#### **Physical Education:**

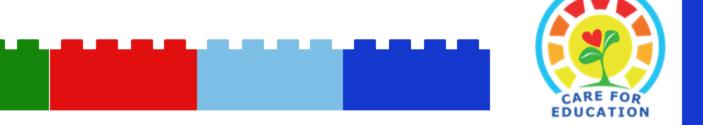
• Physical movement, perceptualmotor, coordination, balance, special orientation, laterality, sports and games.

- ٠
- ٠
- ٠ straws.
- ٠ it is inside the maze.



Learners combine their sets of Six Bricks and build one big maze. Teacher gives leaners each a straw and round plastic ball. Learners take turns to blow their balls around the maze using the

Learners are not allowed to touch the balls with their hands once





### Life Skills

#### **Physical Education:**

Locomotor: Walk, run and skip using signals to change from walking to running or skipping

## Let us play

- Each learner uses one brick and tries this trick.
- on your back, on your tummy or under your chin.
- balanced on the back.
- brick.

• Balance the brick on your head while you walk around the room.

• Crawl forwards and backwards or sideways while you balance the brick

• Wheelbarrow walk your friend around the play space, while the brick is

• Show some other exciting moves you can do with your body and the









#### **Life Skills**

#### **Beginning Knowledge Personal** and Social Well-being:

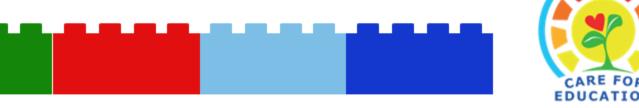
• Life at night.

#### **Creatures of Night**

- etc.
- write a sentence describing it.
- In groups, learners show and talk about their builds. •

• The teacher talks to the learners about nighttime animals, a bat, an owl,

• Further explains that because these animals wait to emerge until it get cool after the sun has set, we also refer them as nocturnal animals. • Learners use their bricks to build one of the animals of the night and







### Life Skills

#### Beginning Knowledge personal and Social Well-being:

Topic: Animals that work for us

## Animals that work for us

- such as a guide dog, hunting dog, etc.
- dog they have selected and how it benefits others.

• While many dogs are household pets and frequently reside in our homes, they also provide a variety of vital functions, including assisting the police to find criminals, assisting the blind in navigating their surroundings, etc. • Teacher encourages the learners to construct a dog and select its breed,

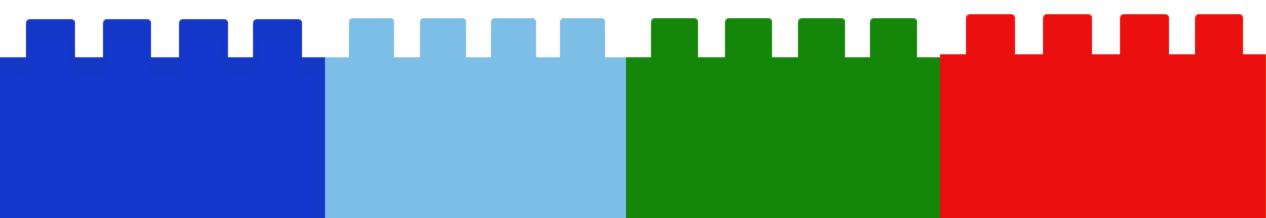
• The learners work in groups, presenting to one another facts regarding the







## **Term 4 – Week 11**







# Happy Holidays

ERM 3 - Week 11

### Thank you for being an amazing play champion

# **Play Champions**



#### Imagination is more important than knowledge.

#### -Albert Einstein-



