

Week 1

Week 2

Week 3

Week 4

Week 5

Click the week you
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SIX BRICKS

Teacher Support Activities

Term 4

Week 6

Week 7

Week 8

Week 9

Week 10

SIX BRICKS

Teacher Support Activities

Term 4 – Week 1

View the next page below!





Grade R

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

- Teacher prepares some picture cards of different birds and reptiles.
- Learners each get a card, and they must keep their bird/reptile a secret.
- Learners make the sounds and movements of their bird/reptile to find others in the same category.
- Once each learner has found the rest of their bird/reptile group, each joins their bricks together and builds their favourite bird/reptile.
- Groups show each other and talk about their builds.





Grade 1

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
- Teacher beats a rhythm on a drum as she shows learners which action to perform with her Six Bricks.
- Learners need to move to the rhythm and change the speed as the teacher drums slower or faster.





Grade 2

Life Skills

Beginning Knowledge and Personal and Social Well-Being:

- Recognise the South African Flag

Our National Flag

- Using all our Six Bricks in the classroom, let us build our national flag.
- Teacher makes available a big cardboard box, or tapes together smaller pieces. This will form the base of the flag.
- Let us first draw the flag on the base.





Grade 3

Life Skills

Physical Education:

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

Let's Do

- 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 items like chairs, ropes, boxes, hoops, etc.
- 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 obstacle course than the one they created.
- Learners work in pairs within their teams, with each pair's legs tied together for a three-legged race.
- The first team to have all their pairs complete the course wins.



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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

- 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 the story exciting.
- Show them page 2 and 3 in the DBE Workbook, discuss which brick can be associated with which bird or reptile.
- Example: red - parrot in the tree; light blue - chameleon hiding; green - crocodile swimming; yellow - ducklings quacking; orange - snake slithering; dark blue - watering hole.
- Encourage the learners to listen carefully and pick up the correct coloured brick when their animal is mentioned.





Grade 1

Language

Listening and Speaking:

- Listens to instructions and responds appropriately

Physical Education:

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

Road Safety

- Learners all stand in a row next to each other outside and the teacher stands a few metres away from them.
- 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.
- Teacher shows a brick, and learners follow the action command.
- The first learner to reach the teacher is the winner.
- Learners takes turns being the traffic officers and giving instructions at the front.





Grade 2

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.
- Each group sits with a set of Six Bricks and copy the letter from one learner from the group.
- Each group reads the letter together, taking turns.
- 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 events described in the letter.
- Groups can use the remaining bricks to create a new ending or continuation of the story.





Grade 3

Language

Listening and Speaking:

- Listens to a complex sequence of instructions and responds appropriately

Past and Present Tense

- In groups of 4, each group gets a stack of cards with past and present tense words.
- 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 belongs in.
- Learners run and place the card in the correct square.
- Learners continue until all the cards have been placed.



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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

- Divide the class into small groups of 4, each group should have a set of number cards (1-7)
- 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 cards.
- 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 number 4.





Grade 1

Mathematics

Numbers, Operations and Relationships:

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

Position and View

- Learners work in groups of 4-6 with their bricks piled in their lap (out of their partner's sight).
- 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 "SNAP" wins the counter.
- Learners play a few rounds.
- Learners then tally up their counters to see who got the most.





Grade 2

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

- Learners work in pairs sitting opposite each other with a screen between them and bricks randomly placed in front of them.
- Learner no.1 selects any 2 bricks and joins them together, explaining how they have been connected.
- 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.
- Learners then swap around.





Grade 3

Mathematics

Space and Shape:

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

Symmetry

- Learners work in pairs.
- Learners place a pencil/ruler between them as a divider on the desk.
- 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 divider.
- Learners then swap around.



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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

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





Grade 1

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- Picture Maps

Finding the way

- 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 large piece of paper.
- Use your bricks to show where certain things are in the playground, e.g. red brick = jungle gym; yellow brick = swings; green brick = vegetable garden etc.
- Give instructions to the other groups to follow directions on your map to find certain places.





[Home page](#)

Grade 2

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

- 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 dustbins etc.
- Design a poster to advertise and communicate this new invention to people who would be interested.
- 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 you can buy it.
- Demonstrate how your robot moves; dance to advertise your robot.





Grade 3

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.
- 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 from the clouds.
- 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.



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Teacher Support Activities

Term 4 – Week 5

View the next page below!





Grade R

The Letter C

Language

Phonics:

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

DBE Workbook 4 Page 18 - 19

- 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 their finger.
- 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 with the letter C.
- Learners cut out the 4 pictures. Do a show & tell of pictures, naming the picture that starts with C.





Grade 1

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

- Each brick colour represents a question word: green=who, yellow=where, light blue=what/which, orange=why, dark blue=when, red=how.
- Using a non-permanent marker or a label, learners write/stick these question words on the bricks.
- Teacher reads a short story to the learners. Then holding up each brick, ask the learners about the story using the question words.
- Teacher can read another short story. Learners then ask comprehension questions using the question words on the bricks.





Grade 2

Language

Listen and Speaking:

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

Contractions

- Contractions are short forms of two words combined, using an apostrophe to show where letters are left out.
- 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 one word. E.g. Do not – Don't.
- Give the learners these words to put an apostrophe: (is not, he is, has not, are not, you are).





Grade 3



Language

Phonics:

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

Prefixes and Suffixes

- Each learner has a green brick (for prefixes) and a red brick (for suffixes) in front of them.
- 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 word has a suffix.
- The following words can be called out: unhappy; playful, unkind; goodness; wonderful; rewrite; careless; helpful; preschool; dismiss; quickly.
- Learner holds up the correct colour brick and must state what the prefix or suffix is.



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Teacher Support Activities

Term 4 – Week 6

View the next page below!





Grade R

Mathematics

Space and Shape:

- Recognise, identify and name 2D shapes.

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 blue bricks.
- Teacher shows the class flash cards of different 2D shapes, e.g. triangles, circles etc.
- Encourage children in the groups to build each of these shapes using their Six Bricks.





Grade 1

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.





Grade 2

Mathematics

Measurement:

- Estimate, measure and compare

Measurement

- Identify a few items in the classroom that can be measured, e.g. the desk, the doorframe, etc.
- Build the ruler using your Six Bricks.
- Measure the length of the Six Bricks ruler.
- 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?





Grade 3

Mathematics

Measurement:

- Recognise and build symmetrical patterns

Measurement

- Children work in pairs; they each need a set of Six Bricks.
- On a piece of paper, draw a line down the centre of the page or fold the page in half to make two halves.
- 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 the middle line on the page.
- You can extend this activity by adding additional bricks.
- Extend the activity by shifting the point of view, the line could be vertical, horizontal or even at an angle.



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Teacher Support Activities

Term 4 – Week 7

View the next page below!





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.
- Take rolls of 1 ply toilet paper and roll out on the floor (1.5m).
- Place one brick on the far end of the toilet paper.
- Use the roll to roll up the paper as fast as you can to collect the brick.
- The first group to collect the first stack of Six Bricks are the winners.





Grade 1

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 (birds that start singing).
- Learners vote by throwing their hot or cold brick into a pile.
- Hot = Day, Cold = Night.





[Home page](#)

Grade 2

Life Skills

Beginning Knowledge, Social and Personal Well-being:

- Foods we eat

Food We Eat

- Draw up a food-group chart.
- Link each food group to one of the Six Bricks colours.
- Group into groups of six.
- Look at different pictures of meals and build towers based on the meal element.





Grade 3

Life Skills

Beginning Knowledge, Personal and Social Well-being:

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

Animals that gives us food

- Each colour brick has a riddle about a food group that is produced by cows.
- Yellow: I can be enjoyed hot or cold, runny like water but white like clouds (milk).
- Red: I am delicious on a braai or in an oven, I come in different shapes and sizes (meat).
- Dark blue: I am thick but also runny, sometimes I taste a little sour and other times, I am sweet (yogurt).



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Teacher Support Activities

Term 4 – Week 8

View the next page below!





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

- 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.
- Groups tell the class about their builds.
- Builds are placed in a sequence.
- In pairs learner retell the story using the builds to prompt them.





Grade 1

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

- In groups learners identify the different animals in the story e.g. buck, tortoise, giraffe.
- Each group is allocated a different animal.
- Groups discuss characteristics of their animal.
- 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 own words.





Grade 2

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

- The teacher leads a discussion on the different celebrations described.
- Learners are divided into pairs.
- Using their bricks each learner makes a 'gift' for their partner.
- The learners mime wrapping the gifts and give them to their 'friends' while using appropriate language.
- 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 gifts.





Grade 3

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

- Working in pairs, learners discuss the parts of a grasshopper as depicted.
- Learners use their bricks, together with extra materials to build a grasshopper.
- Think of a name for your grasshopper and give it a super-power.
- Imagine what would happen if all the grasshoppers were to meet.
- Tell the story.



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Teacher Support Activities

Term 4 – Week 9

View the next page below!





Grade R

Mathematics

Numbers, Operations and Relationships:

- 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.
- Take turns to roll the dice and then match the dots and cover the studs on your bricks.
- See if you can balance ten bricks.





Grade 1

Mathematics

Space and Shape:

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

Position and view

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





Grade 2

Mathematics

Number Operations and Relationships:

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

Fractions

- Learners work in pairs, combining their sets of Six Bricks – 12 bricks in all.
- Learners group the bricks according to the various fractions that are being taught.
- E.g. halves, thirds or quarters.





Grade 3

Mathematics

Numbers, Operations and Relationships:

- Use concrete apparatus as a problem-solving technique

Name the Fractions

- Learners work in groups of 4-6, combining their sets of Six Bricks.
- Each team will need a blank piece of paper and a pencil.
- 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 blue bricks grouped represent a $\frac{3}{6}$ fraction.
- 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 create a bigger fraction.
- DBE Workbook 126 - 127 Page.



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Teacher Support Activities

Term 4 – Week 10

View the next page below!





[Home page](#)

Grade R

Life Skills

Physical Education:

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

Our Maze

- Learners combine their sets of Six Bricks and build one big maze.
- Teacher gives learners each a straw and round plastic ball.
- Learners take turns to blow their balls around the maze using the straws.
- Learners are not allowed to touch the balls with their hands once it is inside the maze.





Grade 1

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.
- Balance the brick on your head while you walk around the room.
- Crawl forwards and backwards or sideways while you balance the brick on your back, on your tummy or under your chin.
- Wheelbarrow walk your friend around the play space, while the brick is balanced on the back.
- Show some other exciting moves you can do with your body and the brick.





Grade 2

Life Skills

Beginning Knowledge Personal and Social Well-being:

- Life at night.

Creatures of Night

- The teacher talks to the learners about nighttime animals, a bat, an owl, etc.
- 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 write a sentence describing it.
- In groups, learners show and talk about their builds.





Grade 3

Life Skills

Beginning Knowledge personal and Social Well-being:

- Topic: Animals that work for us

Animals that work for us

- 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, such as a guide dog, hunting dog, etc.
- The learners work in groups, presenting to one another facts regarding the dog they have selected and how it benefits others.



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Teacher Support Activities

Term 4 – Week 11



Happy Holidays

TERM 3 - Week 11

Thank you for being an amazing play champion

Play Champions

Imagination is more important than knowledge.

-Albert Einstein-

