

Week 1

Week 2

Week 3

Week 4

Week 5

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# SIX BRICKS

Teacher Support

Term 1

Week 6

Week 7

Week 8

Week 9

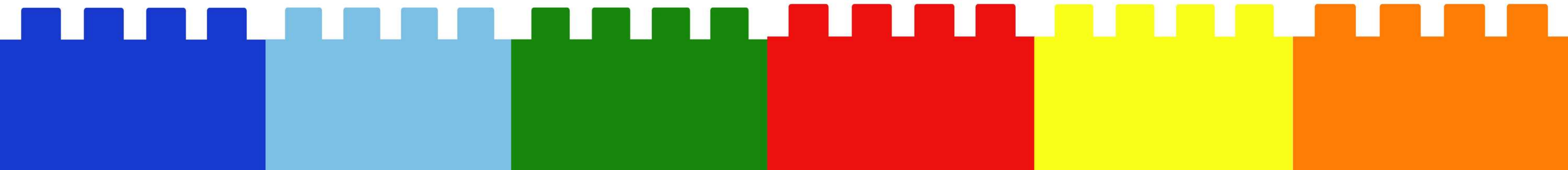
Week 10

# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 1**

View the next page below!





# Grade R

## Repeated patterns

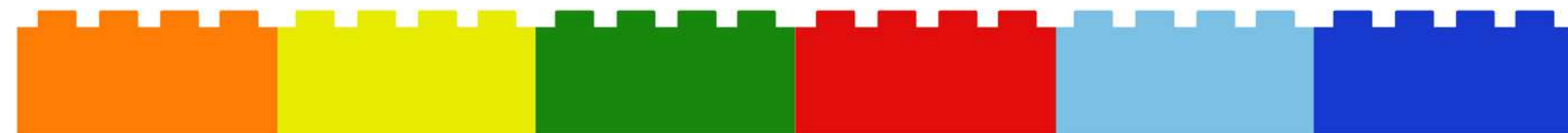
### Mathematics

#### Patterns, functions and algebra:

##### Copy and extend:

- Simple patterns using physical objects

- Teacher creates a pattern using 3 bricks and asks the learners to copy it.
- Ask the learners to extend the pattern.
- In pairs; work with a partner to create an interesting pattern that reads from left to right.
- Transfer the visual pattern to sound – use your body to make those sounds.
- Copy each other's patterns.





# Grade 1

## Mathematics

### Numbers, operations and relationships:

- Describe, compare and order objects up to 20.

## Counting forward and backward

- Line up your Six Bricks, short-end to short-end horizontally on your desk in front of you.
- Ask learners to count forward from left to right using their index finger, touching each brick as they go. Then count backwards from 6th to 1st.
- Ask learners to put their fingers on the first and the last brick and swop their places.
- Ask learners to move the third brick forward and the second brick backward.
- In pairs; learners combine their bricks and count forward from left to right and backward 12<sup>th</sup> to 1<sup>st</sup>.





# Grade 2

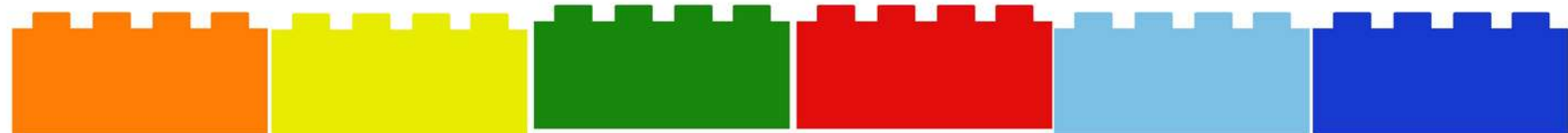
## Mathematics

### Numbers operations and relationship:

- Number concept development: Count physical objects.

## Let us count body parts

- Learners pick their favourite colour brick.
- Let's count. Touch each item and see how many you have. E.g. how many eyes? Tap-twice. Do this with eyes, shoes, ears, buttons.
- In groups of 6. Let us count the total number of eyes we have altogether in groups of 6 (12).
- Together, the learners build a tower using the two from each of their sets of Six Bricks.





# Grade 3

## Mathematics

### Data Handling:

- Collect and organize objects
- Analyse and interpret data

## Repeating patterns

- Close your eyes and shuffle your bricks around; pick up one brick and open your eyes.
- Look around the room and find friends that have the same colour brick as you and form a colour group.
- In groups, learners estimate (guess) how many there are in a group.
- Count each of the bricks one by one.
- What is the difference between the estimated number and the actual number.

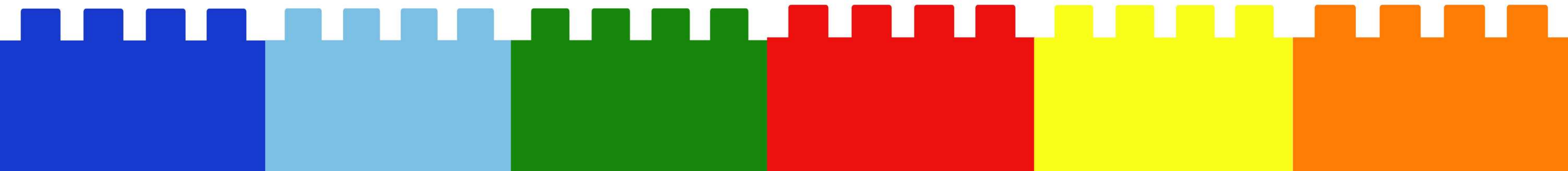


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 2**

View the next page below!





# Grade R

## Life Skills

### Beginning Knowledge and Personal and Social well-being:

- Healthy living

## Healthy foods

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







# Grade 1

## Life Skills

### Beginning Knowledge and Personal & Social wellbeing:

- Creative arts

## We are all different

- Discuss with the class about what makes us special, and what make us different.
- Ask the children to pick up their favourite colour brick.
- Let them look around and identify who has the same brick as they do (who is the same) and who has the different brick (who is different to me). Discuss with the children about what makes a good friend.
- Ask the children to use their bricks to build a friend; encourage them to use extra materials.
- Encourage each child to share who their friend is and what makes them special.





# Grade 2

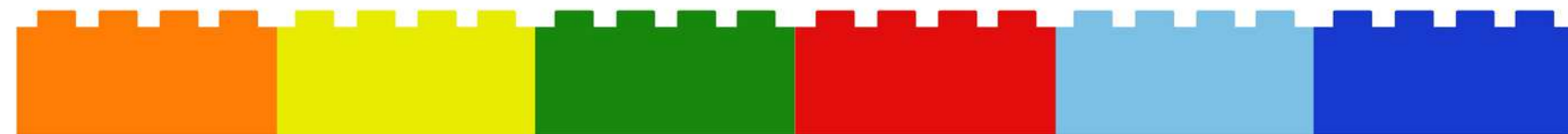
## Life Skills

### Beginning Knowledge and Personal and Social well being:

- Myself and others
- Emotional health, and relationships with other people and our environment.

## Build a friend

- Read a poem about a friend.
- Briefly discuss the qualities of a good friend.
- Build your friend and add some extra materials to dress your friend.
- What is your friend's name; where does he/she live; what kind of person is your friend? See questions in Workbook page 10.
- Make up a funny poem about you friend and write a sentence about your friend.





# Grade 3

## Life Skills

### Beginning Knowledge and Personal and Social well-being:

- Feelings
- Emotional health, and relationships with other people and our environment.

## How do I feel today

- Each colour represents a feeling:  
dark blue=sorry, light blue=sad, green=afraid, yellow=happy, red=angry  
orange=proud.
- Each child picks a brick to describe how they feel as they walk into the classroom.
- Pair up, show your friend a “feeling-face”. Guess what they are feeling and show the colour brick.
- Can you imitate all the feelings? Can you collect all the feelings?

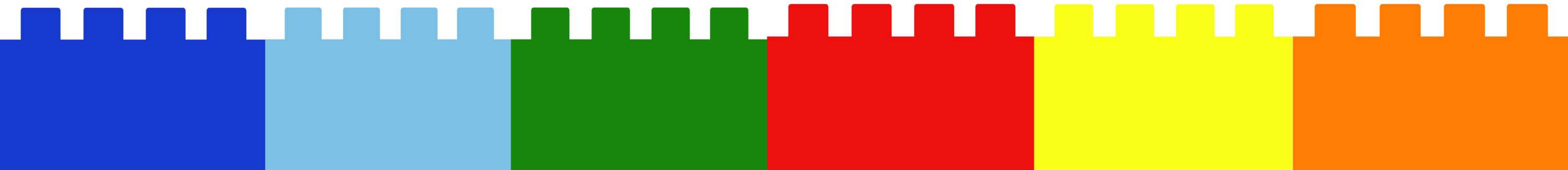


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 3**

View the next page below!





# Grade R

## Language

### Listening and Speaking:

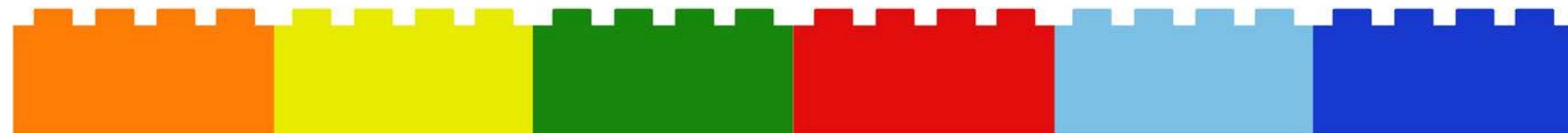
- Names and points to parts of the body.

### Handwriting:

- Develops eye-hand coordination by placing, e.g. catching and throwing.

## My Body

- Build a cube with your Six Bricks.
- Balance the cube on your head; on your shoulder; on the back of one hand; on your foot.
- Where else on your body can you balance the cube?
- Hold the cube behind your back/in front of you while you twist it forwards and backwards; at your side; between your knees.
- What other tricks can your body do with the cube?
- Throw the cube up into the air and catch it again. Can you do it 5 times?





# Grade 1

## Language

### Listening and Speaking:

- Listens to instructions and responds appropriately
- Uses term: capital letter

### Phonics:

- Identifies letter-sound relationships of single letter: s

### Handwriting:

- Copies and writes short words

## Playing Together

- Work with your partner and combine your bricks.
- Build a big “s” shape and run your finger along the shape to feel the “s”.
- Now using your bricks, build a snake that can move.
- Give your snake a name that starts with a capital letter “S”.
- Ask the teacher to write the name on a piece of paper, copy it, and attach it to your snake.





# Grade 2

## Language

### Listening and Speaking:

- Listens to a complex sequence of instructions and responds appropriately.
- Make up own rhymes

### Paired reading:

- Reads aloud to a partner

### Handwriting:

- Copies and writes different formats of writing

## Important Dates

- Work with a partner and combine your bricks.
- Build a birthday cake for a friend. Decorate it with any materials that you can find.
- Make up a special birthday song that you can sing when you show everyone the birthday cake you have made.
- Write a birthday message for your friend. Read it to your partner.





# Grade 3

## Language

### Listening and Speaking:

- Listens for the main idea and for detail in stories and answers open-ended questions
- Expresses feelings about a text and gives reasons.
- Tells a short story with a simple plot and different characters.

## A Strange Visitor at our School

- Work in groups of 5. All read a story on DBE Eng Workbook 1 page 30.
- Each learner in a group builds one of the characters in the story. (Bongi; Sam; teacher; goat; dog).
- Using your models as props, retell the story, acting out the events of the story.
- Make sure you retell the story in the right sequence.



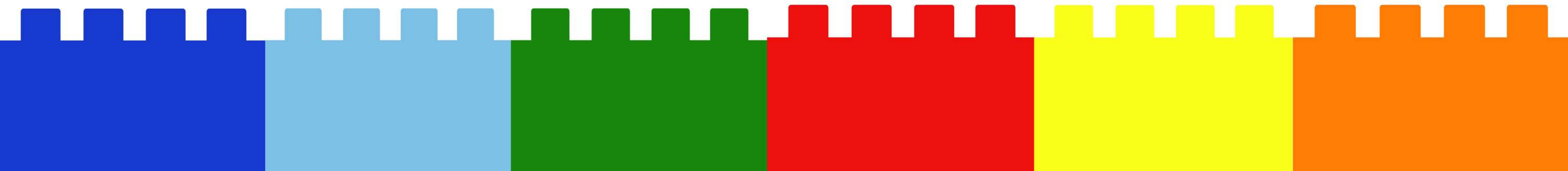


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 4**

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# Grade R

## Mathematics

### Space and Shape (Geometry):

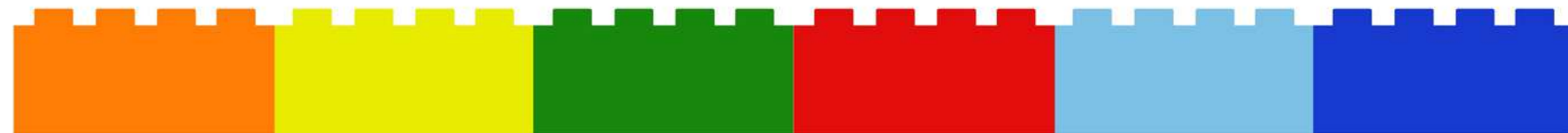
- Symmetry: Recognise symmetry in own body.

#### 3-D Objects:

- Recognise and name 3-D objects: box shape
- Use 3-D objects to construct

## My Body

- Build a cube with your Six Bricks.
- Hold the cube next to your right ear/next to your left ear.
- Hold the cube on your right knee/on your left knee.
- Hold your cube on your right foot/on your left foot.
- Balance the cube on your right/left shoulder.
- Break the cube up into loose bricks.
- Build the shape that you see on page 14 of DBE Workbook.





# Grade 1

## Mathematics

### Numbers, operations and relationships:

#### Count with whole numbers:

- Count concrete objects

#### Number Symbols and Number Names:

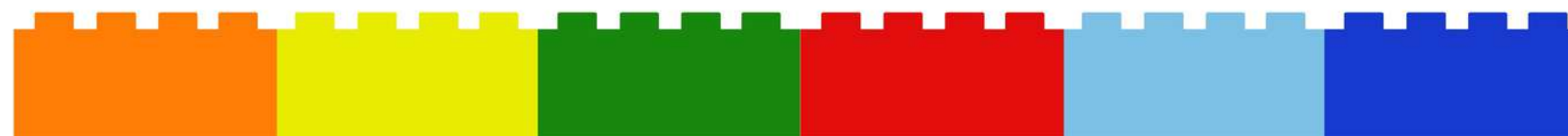
- Recognise, identify and reads number symbol.

#### Describe, compare and order numbers:

- Use ordinal numbers to show order, place or position.

## Positions and Numbers

- Arrange the class into groups of 6; each learner takes 6 bricks of one colour.
- Do the activity in the DBE ENG Numeracy Workbook 1 page: 12
- Now arrange your bricks to show the position of each animal, e.g. stack all bricks on top of each other the same way, except for where you want to indicate the position – arrange that brick differently.
- Gather your own colours back again and build the number 4 with your bricks.
- Play with 4 bricks – see how many different combinations you can make with the bricks.





# Grade 2

## Mathematics

### Numbers, operations and relationships:

#### Count with whole numbers:

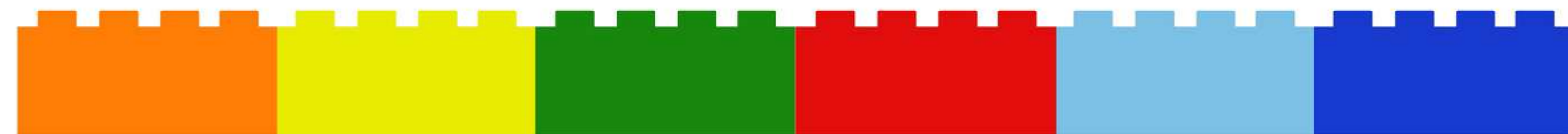
- Count concrete objects
- Count forward and backwards

#### Solve problems in context:

- Repeated addition leading to multiplication

## Repeated addition of 2

- Work in groups of four and combine your bricks.
- Make groups of 2 with all the bricks.
- Count in 2s to see how many bricks there are.
- Use the groups of 2 bricks to work out the answers to the number sentences in DBE Numeracy Workbook 1 page: 60 and 61.





# Grade 3

## Mathematics

### Measurement:

- Length: informal measuring: estimate, measure, compare, order and record length using non-standard measures.

## Measuring Length

- Work with a partner to design and build a measuring tool with your bricks; give your tool a special name.
- Teacher gives each pair of learners a task card in which they have to measure the length of certain items in and around the classroom.
- Estimate before you measure using your measuring tool and then record your estimation and your measurement.

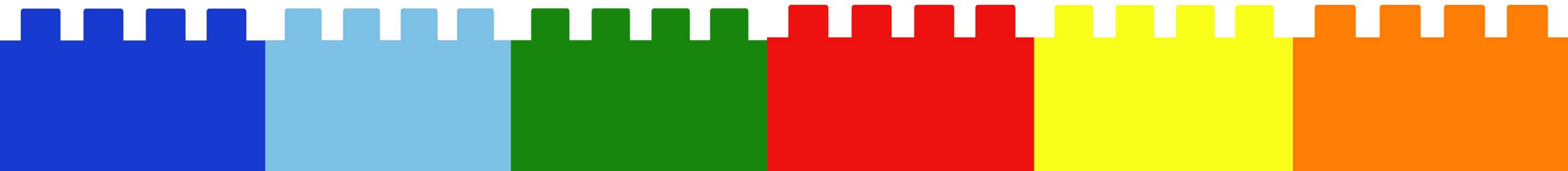


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 5**

View the next page below!





# Grade R

## Healthy Living

### Life Skills

#### Beginning Knowledge and Personal and Social Wellbeing:

- Healthy Living: Good basic hygiene practices.

#### Creative arts:

- Creates and constructs 3D.

- 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.





# Grade 1

## Life Skills

### Physical Education:

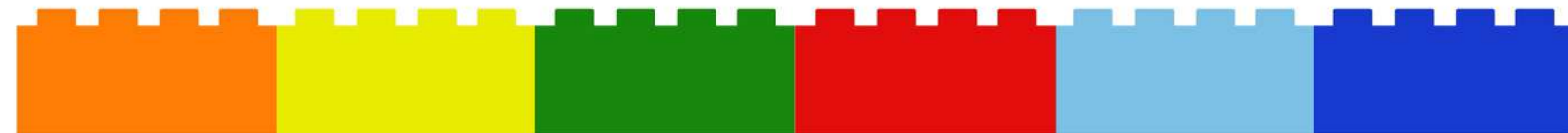
- Rhymes and sings while performing body actions.

### Creative Arts:

- Locomotor movements: Walking, skipping and running.

## Let's sing and dance

- Learners work in pairs to build a microphone using their Six Bricks.
- Pretend you are singers on a TV show.
- Make up a song and dance.
- Treat the other groups to a show.







# Grade 2

## Life Skills

### Beginning Knowledge and Personal and Social well-being:

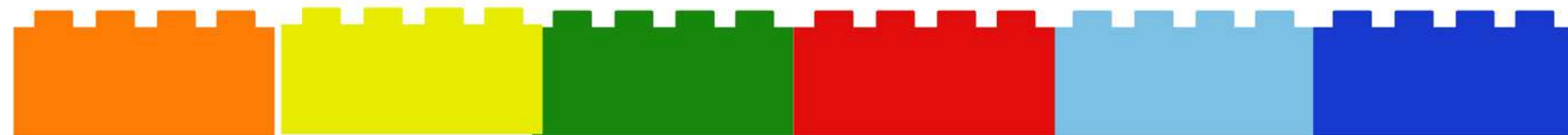
- Everyone is special

### Writing:

- Writes about personal experiences.

## The people around us

- Learners work in small groups and combine all their bricks.
- Teacher selects one learner to start; the selected learner covers their eyes and ears.
- The rest of the group work together in secret to build a special gift for their peer.
- Learners swap roles until each learner has had a chance to receive a special gift.
- Learners individually write a few sentences about the gift they received.





# Grade 3

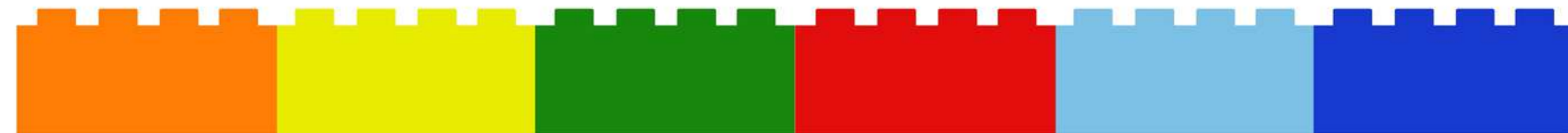
## Life Skills

### Beginning Knowledge and Personal and Social well-being:

- About me: feelings

## Looking after myself

- Teacher assigns an emotion to each colour brick for the day.
- Children remember the association e.g., red = anger, yellow = happiness, blue = sadness, etc.
- Teacher holds up any brick and the learners show the expression or feeling in their body language.

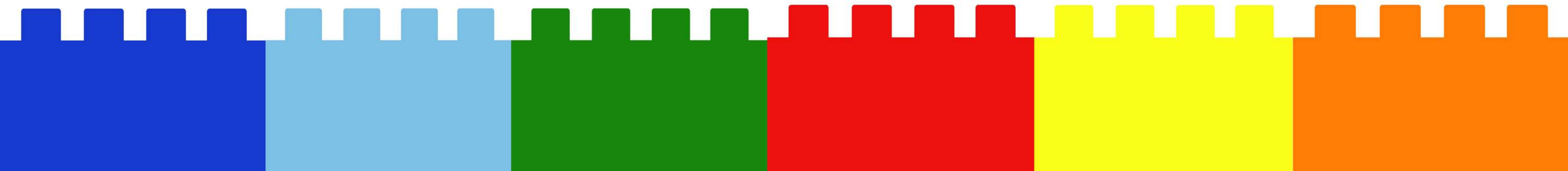


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 6**

View the next page below!





# Grade R

## Language

### Listening and Speaking:

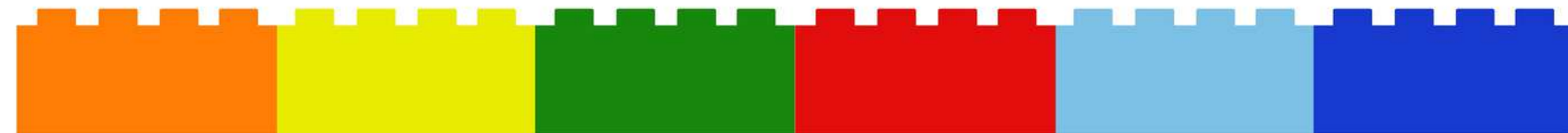
- Participates in discussions and asks questions.

### 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?





# Grade 1

## Language

### Listening and Speaking:

- Builds some conceptual vocabulary; follow a short sequence of instructions.

### Shape and Space:

- Recognise and match different views of the same object.

## The Letter "D"

- Teacher places one of her bricks down in a certain way (at an angle, upside down, etc.).
- Below the brick, the teacher places the remaining bricks in a row in different ways, one brick in a row must be placed in the same way as the brick at the top.
- Learners look at the bricks and decide which one is positioned the same as the one at the top.
- Learners then work with a partner and take turns to do the activity together.





# Grade 2

## Language

### Listening and Speaking:

- Follows a short sequence of instruction.

## Exercise and Sport

- Work with a partner.
- Learner 1 must use all their Six Bricks to build half a butterfly.
- Learner 2 must use all his/her Six Bricks to mirror what their friend built in order to complete the butterfly.
- Learners check their models, discussing similarities and differences.
- In groups of six, three learners build half of something (e.g. a house) using 18 bricks, and the remaining three learners must mirror their build.
- Learner 1 explains to learner 2 how to build a person using the bricks; learner 2 listens and follow instructions and builds.





# Grade 3

## Language

### Listening and Speaking:

- Follows a short sequence of instructions, gives simple instructions.

## Crack the Code

- The teacher hides a treasure inside or outside the classroom.
- Teacher draws a map/set of instructions of how to find the treasure.
- A code using Six Bricks must accompany the map.
- E.g. red brick = move forward, orange brick = move back, dark blue brick = turn left, yellow brick = turn right, green brick = tag another team member in and light blue = count out to 100 before you proceed.
- Group members read out the instructions and follow the map/set of instructions.

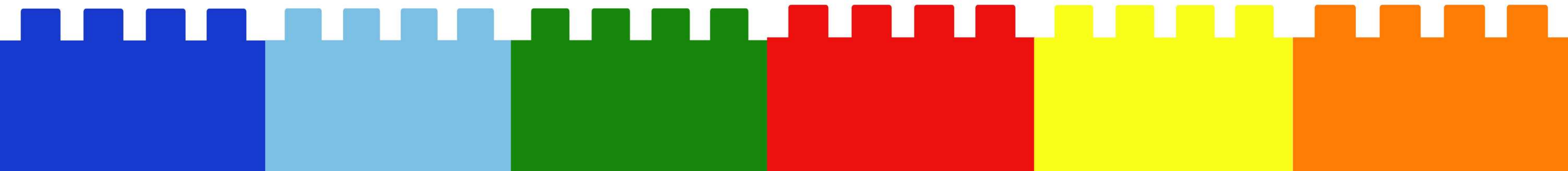


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 7**

View the next page below!







# Grade R

## Mathematics

### Numbers, Operations and Relationships:

- Counting up to 10

DBE Workbook 1 – page 57

## Fun Picture

- Ask the learners to work in pairs and look at the picture on their workbook. Let them discuss what is happening in the picture with their partner.
- Ask learners to match their Six Bricks to the transport vehicles shown on the picture by colour and let them place the colour brick on the vehicle of the same colour.
- Let them then count the total number of wheels each vehicle has.
- Challenge the learners to count all the wheels they can see in the picture.





# Grade 1

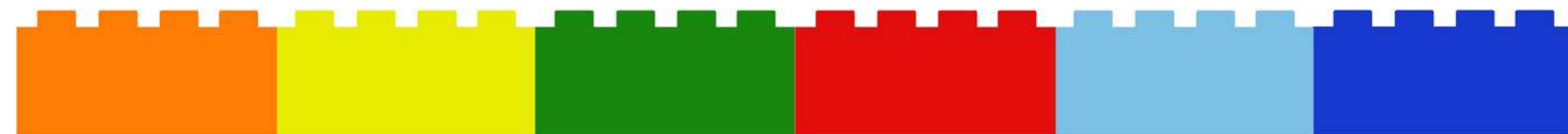
## Mathematics

### Numbers, operations and Relationships:

- Counting and building objects together

## Building towers

- Learners work in small groups of 4, bringing all their sets of Six Bricks together.
- Ask the learners to work together in building a tower using all their Six Bricks.
- The tower must be built short-side to long-side of the Six Bricks, starting with the short side, using up all their bricks. The brick studs must alternate, with the first brick facing to the left and the next one facing to the right.
- Learners must first predict if their tower will be able to stand if they build this way before starting to build.
- Ask the learners to count if they had used up all their bricks for their tower.





# Grade 2

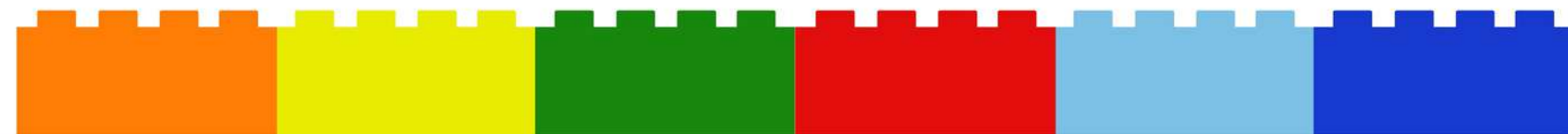
## Multiplication

### Mathematics

#### Numbers, Operations and Relationships:

- Grouping of pairs of objects in groups

- Learners work individually with their own set of Six Bricks.
- Ask the learners to place all their bricks on their table with studs facing up. They should then count the number of stud pairs on all their bricks in total.
- Ask the learners to group pairs of studs in 4 groups of 2, 5 groups of 2, 6 groups of 2. 7 groups. 8 groups, 9 groups, 11 groups and 12, and count and write down the total of how many studs in each of the groupings.





# Grade 3

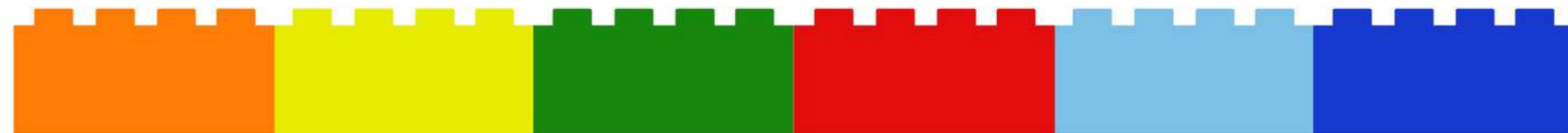
## Mathematics

### Numbers, Operations and relationship:

- Matching shapes with fractions

## Fractions

- Learners work individually with **one** of their Six Bricks on their table next to each other, with studs facing up.
- Ask the learners to count the number of studs each brick has. Ask them to identify how many pairs of studs there are on the brick.
- You can then ask the learners to now work on their own to cover 2 pairs of studs and write down the resulting fraction –  $\frac{2}{4}$ , and then follow with covering 3 pairs –  $\frac{3}{4}$ , and write it down. Lastly, they cover all four pairs of studs and write down the fraction –  $\frac{4}{4}$ .

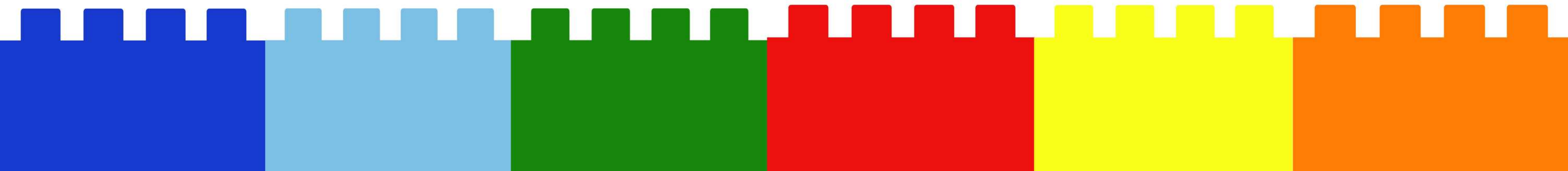


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 8**

View the next page below!





# Grade R

## Life Skills

### Beginning knowledge, personal and social well-being:

- My Body

## Language

### Listening and speaking:

- Names and points to body parts

## My Body

- Sing a song, *Head, Shoulders, Knees and Toes*.
- Learners decide which colour bricks to assign to different body parts. E.g. head = green, shoulders = red, etc.
- Teacher holds the colour brick, and the learners pick up the same colour brick while pointing to and naming the body part of which the brick is assigned to.





[Home page](#)

# Grade 1

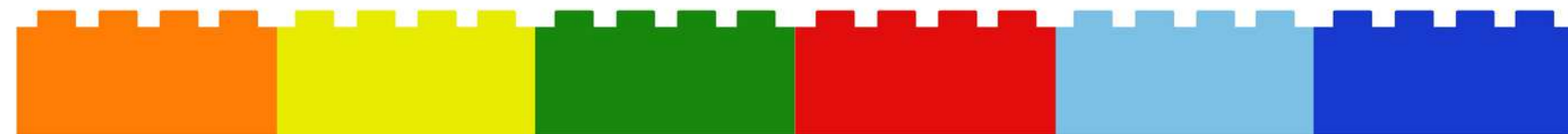
## Life Skills

### Beginning knowledge, personal and social well-being:

- The weather I like

## The weather I like

- Teacher and the learners discuss about the weather they like most.
- Pick up the brick/bricks that best describe your favourite weather.
- Find friends in the classroom that like the same weather as you.
- Group yourselves together and build something you like to do during your favourite weather.





# Grade 2

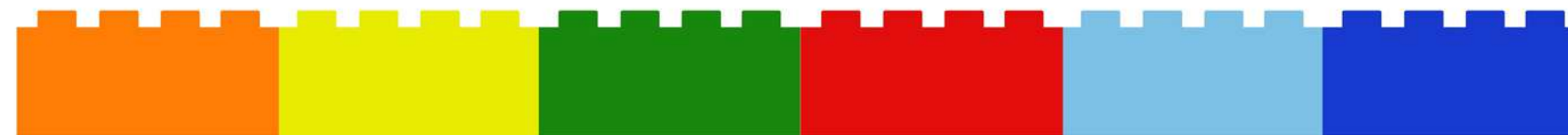
## Life Skills

### Beginning knowledge, personal and social well-being:

- Perishable and non-perishable products

## Perishable foods & perishable products

- Learners discuss items that need to be kept cool to prevent them from rotting.
- Choose the foods that can be kept in a cabinet without needing to be kept cold.
- In groups build perishable and non-perishable food using your bricks.
- Talk about ways in which we can protect food against insects such as flies and ants.
- Cut out pictures from page 31 DBE workbook 1 and paste them to the cabinet.







# Grade 3

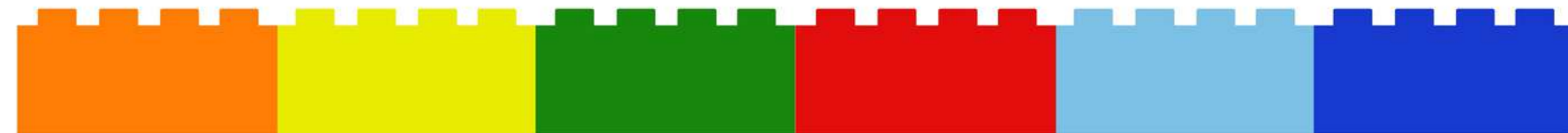
## Life Skills

Beginning knowledge,  
personal and social well-  
being:

- Rights and responsibilities

## Rights and responsibilities

- Teacher discusses the rights and responsibilities of children.
- In groups, tell each other what rules the children are breaking.(see DBE Workbook page 22)
- Use a green brick for good rules and a red brick for the poor rules in the classroom.
- Play a game where each learner acts out a good rule or a bad rule, and other learners place the brick on the board to represent the rule.
- Learners write down the rules of the classroom.

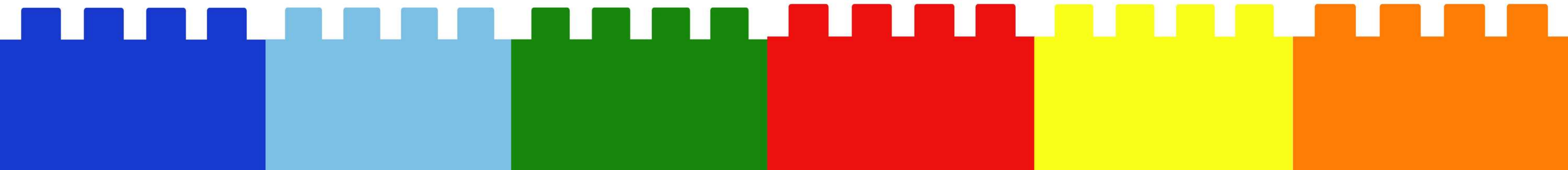


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 9**

View the next page below!





# Grade R

## Language

### Listening and Speaking:

- Listens without interrupting, taking turns to speak.
- Participates in discussions and asks questions
- Looks carefully at pictures and talks about common experiences

## Healthy living

- Learners work in small groups to look at the picture and associate their different colour bricks with the various fruits depicted.(see DBE Workbook page....)
- Learners discuss the possible shape, texture, and taste of each fruit.
- Using their bricks learners build models of different fruits.





# Grade 1

## Language

### Listening and Speaking:

- Participates in discussions, taking turns to speak and respecting others in the group.
- Sequences pictures of a story communicating through retelling the sequence of ideas.

## Safety at home

- Learners work in pairs to match their bricks to corresponding coloured objects in the picture and make up a story about what is happening. (DBE Workbook page ...)
- Learners use their bricks to help them remember the sequence of their story when relating it to another group.
- Other learners retell the story using their bricks as prompts.





# Grade 2

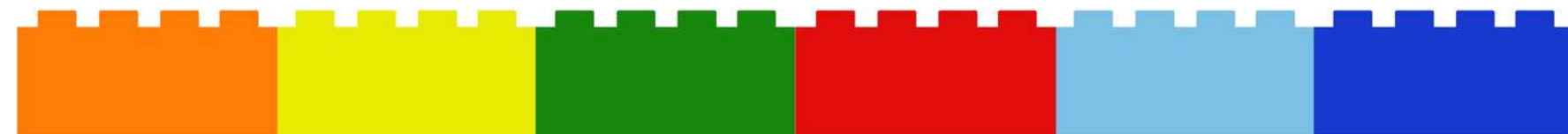
## Language

### Listening and Speaking:

- Listens without interrupting, showing respect for the speaker and taking turns to speak

## We try to eat well

- In small groups learners look at the picture and associate their different colour bricks with what they see.
- Learners think of as many as possible healthy foods the colour of each of their bricks.
- Learners discuss the possible shape, texture, and taste of the various foods mentioned.
- Using their bricks, learners build models of healthy foods.





# Grade 3

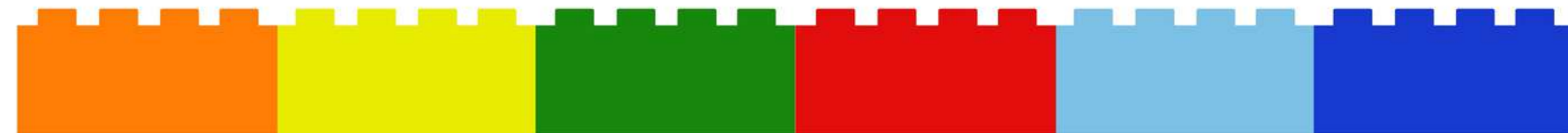
## Language

### Listening and Speaking:

- Listens without interrupting, showing respect for the speaker and asking questions for clarification.

## A family Story: 'The Clay Pot'

- In pairs, learners discuss the story and use their different colour bricks to help them sequence the events.
- Each learner creates a story using their bricks to represent different parts of the story.
- Learners retell each other's stories using their bricks to help them remember the sequence of events.

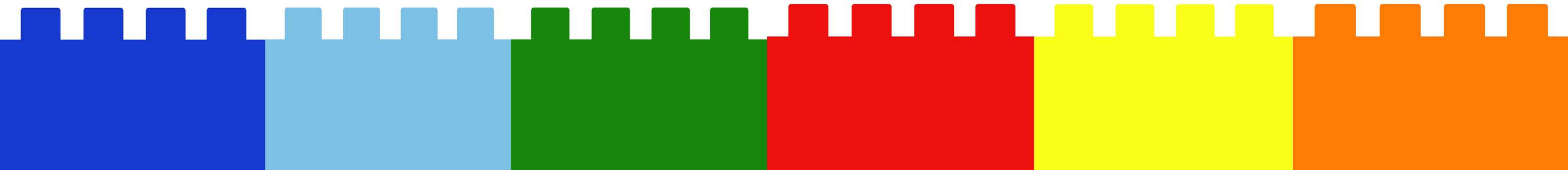


# SIX BRICKS

Teacher Support Activities

**Term 1 – Week 10**

View the next page below!





[Home page](#)

# Happy Holidays

TERM 1- Week 10

Thank you for being an amazing play champion

## Play Champions

“Education is the movement from darkness to light”

**-Allen Bloon-**

