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SIX BRICKS

Teacher Support

Term 2

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Teacher Support Activities

Term 2 – Week 1

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Grade R

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- My Senses

DBE Workbook page 2-4

My Senses

- Teacher leads a discussion about our different senses.
- Each of the 5 senses on page 3 of DBE Workbook are allocated a different colour brick.
- In pairs learners look at the picture in DBE Workbook page 2 and 4 and choose which brick can be associated with the senses being used in each picture.
- Teacher holds up a different picture and asks all learners to hold up a brick that can be associated with each.
- Learners continue the activity in small groups coming up with their own words.





Grade 1

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- My Family

My Family

- Teacher leads a discussion about how families differ; in groups learners tell each other about their family.
- Learners match their bricks to the clothing different family members depicted are wearing.
- Learners look at the different tasks and discuss who does what in their home.
- In pairs learners use their bricks together with found materials to build a family member.
- Learners make up a poem or a song about the item or person they have created.





Grade 2

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- The Seasons

Let us count body parts

- The teacher leads a discussion about seasons, in small groups learners look at the pictures and discuss how seasons differ.
- Learners associate different colour bricks with different seasons and explain why they have done so.
- Using the group's bricks together with found materials, learners build either an animal or a bird that migrates or hibernates during autumn/ winter.
- DBE Workbook page 40: learners play hopscotch using their bricks.





Grade 3

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- Healthy eating habits

DBE Workbook page 36

Healthy Eating Habits

- Teacher leads a discussion about healthy foods.
- Learners hold up either a green brick to indicate they like a food depicted or a red brick to indicate they do not.
- Teacher completes the table according to which bricks are held up.
- Learners discuss whether the data collected shows most learners have healthy eating habits.
- In small groups learners use their bricks to build models of healthy food.



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Teacher Support Activities

Term 2 – Week 2

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Grade R

Literacy

Listening and Speaking:

- Builds some conceptual vocabulary
- Follows simple classroom instructions

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.
- Learners use their Six Bricks to build their favourite foods.





Grade 1

Literacy

Listening and Speaking:

Follows a short sequence of instructions.

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

Literacy

Listening and Speaking:

- Builds oral vocabulary
- Plays language games

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

Literacy

Listening and Speaking:

- Engages in conversation as a social skill, accepting and respecting the way others feel.

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?



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Teacher Support Activities

Term 2 – Week 3

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Grade R

Mathematics

Numbers, Operations and Relationship:

- Match colours
- Counting objects

Matching Colours

- Ask the learners to take their Six Bricks stack in their hands.
- Once they are done with the 'My Home' activity on their DBE workbook, ask them to match each of their Six Bricks to the colours at their home.
- They can also count how many items of one or two colours they can see in the home picture.
- Challenge the learners to count more matching items for all the colours they can see in the picture.





Grade 1

Mathematics

Numbers, Operations and relationships:

- Number senses and recognition

Building Objects

- Ask each learner to have two bricks in their hands – one red and one green.
- Teacher calls out any number between 1 and 8.
- Learners use one brick to cover the number of studs on the other brick.
- Learners write down the number of studs that they covered.





Grade 2

Mathematics

Space Shape and Algebra:

- Identification of shapes

Important Dates

- Teacher asks the learners to pick up 1 brick.
- Teacher asks learners to look carefully at the brick and identify and mention different shapes they see on the brick.
- In groups, learners are asked to choose one shape they see on the brick and try to build it.
- Learners then draw their chosen shapes and are also encouraged to draw the shapes they see from the other groups.





Grade 3

Mathematics

Measurement:

- Measuring in centimetres
- Estimation of distance

Measuring

- Learners work individually or in pairs, using a ruler to measure the length, width and depth of a brick.
- Record their measurement on paper.
- How long do you think the length of 2 bricks (placed short-end to short-end) will be?
- Check your estimated answer by measuring with a ruler.
- Do the same with 3/4/5/6 bricks.



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Teacher Support Activities

Term 2 – Week 4

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Grade R

Life Skills

Beginning Knowledge and Personal and Social well-being:

- Physical Education:
physical movement, perceptual motor, balance, special orientation, laterality

My Home

- Learners work in groups of 6-8 and combine their bricks.
- Teacher creates a starting point and an end point 'home' for each group.
- The first learner in each group throws the dice to start the pathway home.
- Learners gather the number of bricks on the dice and start building the pathway home.
- The next learner throws the dice and learners start adding to the pathway.
- Learners continue until they reach home.





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Grade 1

Life Skills

Beginning Knowledge and Personal and Social Well-being:

My body

Language:

Listening and Speaking

- Responds physically to simple oral instructions

My body

- Learners work in groups of 6.
- Learners combine 4 sets of Six Bricks in the middle of the group.
- Teacher calls out different body parts and learners touch each body part.
- Teacher calls out a colour and the body part and learners reach for that colour and touch the called body part e.g. (Green - head).
- The learner with the most bricks at the end of the game is the winner.





Grade 2

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- Animals

Physical Education:

- Physical movement
- Laterality

Wild Animals

- Learners work in groups of 6 and use a set of Six Bricks to create a cube.
- The learners attach six different animal pictures and attach them on each side of the cube.
- The learners roll the cube and then make the sound and movement for the animal the cube lands on.
- The learners take turns rolling the cube and making the animal sounds and movements.





Grade 3

Life Skills

Physical Education:

- Physical movement, coordination, special orientation, sports, and games.

Outside Games

- Teacher signals to start the game, the 'innies' move any of the bricks lying outside the hoops to the inside, and the 'outies' move any of the bricks inside the hoops to the outside.
- Learners may only move one brick at a time.
- After a certain length of time, teacher signals the game to stop.
- Learners count to see which team has the most bricks.
- The team with the most bricks wins the round.
- Learners play three rounds to determine a winner.



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Teacher Support Activities

Term 2 – Week 5

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Grade R

Letter Sounds

Language

Listening and Speaking:

- Listening to and repeats rhythmic patterns and copies correctly.

Writing:

- Copies patterns, words and letters.

- Teacher builds a patterned sequence.
- Teacher uses body percussion to explain the pattern e.g. click, jump, click, jump.
- Teacher ask the learners to copy the pattern as they 'read' the bricks.
- Learners build their own pattern and make up sound patterns.
- Learners perform their sound patterns for the class.





Grade 1

Language

Listening and Speaking:

- Building some conceptual vocabulary.

Writing:

- Develops directionality left to right and top to bottom.

Matching Letters

- Learners work in groups of 4.
- Learners use their bricks to build a left to right sequence.
- The other learners in the group copy the sequence and then place their sequence underneath the first learner's sequence.
- All learners close their eyes, except the first learner, who makes change to some of their peers' sequences.
- Learners open their eyes and see who can spot the changes first.
- The activity continues until all learners had a chance to lead the group.





Grade 2

Language

Listening and Speaking:

- Makes own rhymes, continues to build an oral vocabulary using topic chosen.

Writing:

- Contributes to a story; writes simple poem.

The Storm

- Learners hold a brick in each hand.
- Teacher reads the story about a thunderstorm and hail.
- Learners use their bricks and bodies to make the appropriate sounds as the teacher reads.
- Learners can create and write their own rhymes/stories and act them out with their peers.





Grade 3

Language

Listening and Speaking:

- Follows and gives instructions; plays language games.

Imperatives

- Learners find a space around the classroom.
- Learners build a cube with their Six Bricks.
- Teacher explains the rule of the game, 'Simon says'.
- Teacher starts giving learners instructions e.g., 'Simon says put your cube on your left foot.'
- Only do what "Simons says".
- Teacher repeats the game for a few rounds and selects learners to give instructions to their peers.



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Teacher Support Activities

Term 2 – Week 6

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Grade R

Mathematics

Space and shape:

- Describe the position of one object in relation to another.
- Follow directions to move objects in shape.

Language of position

- Teacher places an empty box in a position so that all children can see inside in the box.
- The teacher places different coloured bricks in the following positions in and around the box while stating the position of the brick: on top of, in front of, behind, left, right, inside, outside, next to ...
- Work in pairs, each taking a chance to give their partner instructions on placing a brick on and around their desks using: on top of, under, left, right, next to, below.





Grade 1

Mathematics

Numbers, Operations & Relationships:

Count forwards and backwards in 1s
Describe, Compare and Order Whole Numbers:

Describe and compare collections of objects according to most, least, the same as

Numbers 1 - 10 with addition

- Learners work in pairs and use five of their Six Bricks (5x2 =10 bricks).
- Ask the learners to work together with their bricks to see how many different combinations they can use to add their bricks together.
- One learner will put some or all of their 5 bricks on the desk. The 2nd learner will also put some or all of their bricks on the desk. Both learners then count to find the sum.
- E.g. $5 + 2 = 7$, $4 + 5 = 9$, etc.
- Give the learners time to explore different combinations.

DBE Workbook 1 Page 86 - 91






Grade 2

Mathematics

Measurement:

- Informal measurement – length-estimate, compare and order length using non-standard measurement.

Length

- Learners work in pairs. Each learner must build a 3-brick ruler with their bricks (see picture). 
- In pairs, learners will measure the length of various objects in the classroom or outside.
- When measuring, they will work out 'how many bricks long/wide' the object is. To do this, the learners will count in 3s.
- E.g. the length of the desk is 9 bricks long or the width of the step is 4 bricks long.
- Learners write their measurements down and then compare them when the class comes together again.






Grade 3

Mathematics

Space and Shape:

- Recognise and draw a line of symmetry in 2D shapes

Symmetry

- Learners work in pairs at their desks or on a flat surface.
- One learner places a ruler in the middle of their desk or draws a chalk line. This will form their line of symmetry. 
- One learner lays out their bricks along the line of symmetry. Their partner must copy and mirror their brick design on the other side of the line of symmetry.
- Each partner takes turns to either build or copy.



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Teacher Support Activities

Term 2 – Week 7

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Grade R

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- **Weather**

Physical Education

- Locomotion
- Rhythm
- Spatial Orientation

Seasons and The Weather

- Show the learners pictures of trees in each season: trees with blossoms: summer: green trees; autumn: trees with red and gold leaves; winter: bare leaves and discuss the differences for each season.
- Divide the class into four groups, each group is given a season – use the bricks to build a tree to show that season; add extra materials to help show which season the tree is in.
- Each group makes up a song to sing and dance about their tree and perform it for each other.





Grade 1

Life Skills

Beginning knowledge, personal and social well-being:

- Keeping my body safe

Physical Education:

- Locomotion
- Coordination
- Balance

Links to: Gr 1 Life Skills Eng Workbook 1
Page 56 & 57

Keeping my Body Safe and Healthy

- Look at Page 56 of the DBE Workbook.
- Place the green brick on 'yes' feelings and a red brick on the 'no' feelings.
- Place a different colour brick in different areas of the play space.
- Teacher calls out a movement and a colour and learners move in that way towards the brick. E.g. "Side-step-green!"
- Keep calling out ways to move, and different colours to move towards.
- Learners can also take turns to be the leader and call out the instructions for the group.





Grade 2

Life Skills

Beginning Knowledge and Personal and Social Well-being:

- Animal Homes

Creative Arts:

- Visual Arts

Animals that carry their homes

- After the learners have done the lessons on the tortoise & the snail, encourage them to use their bricks to build a model of a tortoise or a snail.
- Add play dough/plasticine to this lesson and let the learners use this with their model build of the tortoise or the snail.
- E.g. Build the snail's body and foot with the play dough and use the bricks to create the shell.
- Use your body to show how the tortoise and the snail move.





Grade 3

Life Skills

Creative Arts

- Visual Arts
- Gr 3 DBE Life Skills Eng

Numeracy Workbook 1 Page: 60 & 61

Religions

- Look at the religious symbols on Page 60 of the DBE LS Workbook.
- Work with a partner and see if you can use your bricks to build these symbols.
- Work in a group of four & combine your bricks.
- Design and build a special place of worship.



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Teacher Support Activities

Term 2 – Week 8

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Grade R

Language

Phonics:

- Begins to recognize that words are made up of sounds and identify initial sounds of words.
- Begins to form letters using finger painting, paint brushes and wax crayons.

Beginning Sounds

- Each of the groups should be assigned a colour brick. Group 1 could be green, group 2 red.
- Whichever colour the group is assigned is the only colour brick they need. They should have at least 6 of the colour – so 6 yellow, 6 green, etc.
- The group should then identify the beginning sound of the colour brick they have – “g” for “green”.
- Learners build the letter using the bricks.





Grade 1

Language

Listening & Speaking:

- Listens to instructions and announcements and responds appropriately

Phonics

- Identifies letter-sound relationships of all single letters
- Recognises common consonant digraphs at the beginning and end of a word (e.g. sh, ch and th)

Which one is it “x” or “cks”

- The teacher writes the words “Six Bricks” on the board.
- Point out that there are two combinations of letters that make up the same sound in the word Six Bricks – the x at the end of the word Six and the cks combination at the end of bricks.
- The teacher gives the following instructions: They all end with the same sound, but you need to help me figure out the spelling of the end sound. If it is an “x”, hold up your green brick. If it is a cks word, hold up your orange brick.
- Here are some words the teacher can call out: fox, socks, locks, box, sticks, six, bricks, tax, max, stacks, etc.





Grade 2

Language

Listening and speaking:

- Listens to stories and expresses feelings about the story
- Listens to instructions and announcements and responds appropriately
- Talks about personal experiences and feelings
- Answers closed and open-ended questions

Build your news

- The teacher begins by asking if anyone would like to share some news from the week.
- Now the children should discuss what news is and the different ways in which news can be presented.
- In groups, find someone to interview – this could be someone else in the classroom, the teacher or from one of the other classes.
- Once they have conducted their interview, they should come and build a model of the story they got from the person they interviewed using their Six Bricks and then present it to the class. .





Grade 3

Language

Listening & Speaking:

- Listens to a simple recount, for example, the teacher telling about a trip to the zoo.
- With help from the teacher, gives a simple recount of a story

Writing:

- Writes a paragraph of 4–6 sentences on a familiar topic
- Uses the writing process, drafting, writing, editing and publishing.

Let's write a story

- After reading the story, the children should be split into groups of between 4 and 6. (The Lion and the Mouse).
- Each child needs a set of Six Bricks. Extra materials can be used in this activity.
- The group should choose a character from the story and they should build that character using their bricks and the additional materials.
- Once their model is built, they should introduce their models to each other and tell a different ending to the story from the one the teacher told them.
- Encourage the groups to write the stories up so that they can be shared with the rest of the class.





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Teacher Support Activities

Term 2 – Week 9

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Grade R

Mathematics

Numbers, Operations and Relationships:

- Recognise, identify and reads numbers

Trace, count and match

- Number 1 – 5.
- Each learner draws each number on the floor with the chalk and walks, jumps, stomps or claps on the outlines of these numbers.
- Each of the learners build a number using one set of Six Bricks.
- Trace over the bumpy bricks with your finger.
- Learners walk around and find groups of objects, leaves, stones and sticks.
- Match the objects to the number representation.





Grade 1

Mathematics

Numbers, Operations and Relationship:

- Recognise, identify and reads numbers.

Groups of 5 up to 10

- Learners count each finger, 5 (this is one group of 5) now do the same with your second hand.
- How many groups of 5 do you have?
- In groups of 5, learners combine their sets of Six Bricks.
- Place each colour together in groups of 5, e.g. 5 yellow bricks = 1 group of 5.
- How many groups of five do you have in your group?





Grade 2

Mathematics

Numbers, Operations and Relationships:

- Count concrete objects.
- Solves and explain solutions to practical problems that involve equal sharing and grouping.

Grouping and sharing

- In groups, learners sort the bricks into their colour piles.
- Each learner receives a colour note with some instructions.
- Collect 4 green bricks, 4 yellow bricks and 4 orange bricks.
- Take the groupings and complete the following: $- x - x - = -$ Now share the bricks equally between yourself and a friend.





Grade 3

Mathematics

Space, Shape and Algebra:

- 3-D Objects: Recognise and match different views of the object.

3-D Objects

- In pairs, each learner builds a model using 4 bricks.
- The teacher shouts out different prepositions and learners place their model accordingly. E.g. Place your model **behind** you.
- Learners stand with their model in front of them.
- Teacher calls out various positions and learners move their own body to those positions according to where the model is.



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Teacher Support Activities

Term 2 – Week 10

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Grade R

Life Skills

Creative Arts:

- Music, voice and movement

Physical education:

- Rhythm and movement

The weather

- As learners sing :
- Is it sunny? (hold yellow brick above head).
- Is it cloudy? (cover eyes with an orange brick).
- Is it rainy out today? (holding both blue bricks flutter your hands downwards like rain drops).
- Is it snowy? (wrap arms around the body and shiver).
- Is it windy? Throw the green brick up and catch it as you blow out.





Grade 1

Life Skills

Creative Arts:

- Keeping my body healthy

Keeping my body healthy

- Using our Six Bricks, let's associate a colour brick with food.
- Yellow (bread) Red (sweets) Blue (cooldrink) Green (vegetables) etc.
Learners choose their favourite food to eat.
- After the whole class is done choosing let's discuss.
- Did you choose healthy/unhealthy food? Is the food good or bad for your body.





Grade 2

Life Skills

Beginning Knowledge and personal and social well being:

- Keeping my body healthy

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

Life Skills

Beginning Knowledge and Social well being:

Recycling: which households can be recycled?

Reduce, recycle and re-use

- In groups of 4, learners combine all their bricks and builds either a bucket/container/box.
- Each group container represents things we can recycle, e.g glass, plastic, paper etc.
- Learners go outside and pick up things we can recycle.
- Learners take turns to throw what they have picked up outside inside the containers.



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Teacher Support Activities

Term 2 – Week 11

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[Home page](#)

Happy Holidays

TERM 2 - Week 11

Thank you for being an amazing play champion

Play Champions

“Play” is the answer to the question,
“How does anything new ever come about”

-Jean Piaget-

