

LITERACY SKILLS

Literacy Skills Development

Children's readiness for graphic language must be nurtured - it does not just happen. Their language ability will determine readiness for reading - What I can say, I can write, what I can write, I can read.

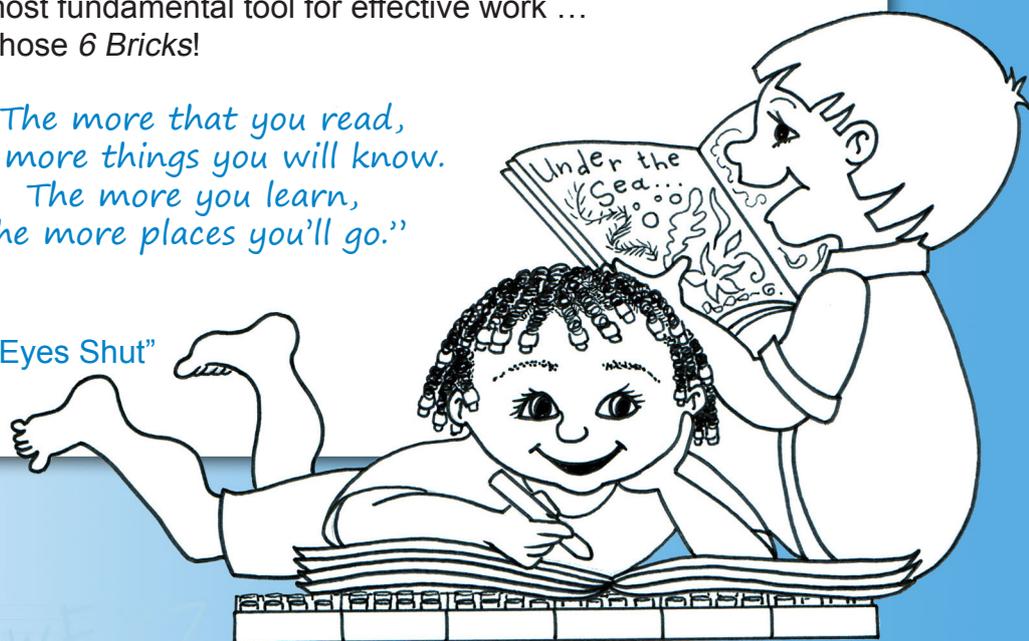
The 6 Bricks activities in this section are designed to:

- enrich the pre-reading programme by encouraging the development of vital reading readiness skills, e.g. visual & auditory discrimination and memory; working memory; visual, auditory & kinesthetic sequential memory; visual-spatial perception; patterning
- consolidate and reinforce necessary skills for successful, fluent reading and comprehension in primary school children
- build effective habits of word attack and word perception abilities
- develop speech, language and vocabulary skills in order to enhance children's understanding of concepts and their ability to confidently express themselves orally and in writing
- prepare the eyes for the skills needed for the task of reading e.g. near / far focusing; fluent eye movements; perceptual efficiency - the ability to move the eyes from left to right and to reverse sweep back to the left
- develop the gross and fine motor skills needed for handwriting
- provide fresh and different materials and ideas for a remedial programme

Children who are deficient in these important skills of reading will be seriously handicapped in the most fundamental tool for effective work ... so get cracking with those 6 Bricks!

*"The more that you read,
the more things you will know.
The more you learn,
the more places you'll go."*

From Dr Seuss -
"I Can Read with my Eyes Shut"



PICK-A-WORD



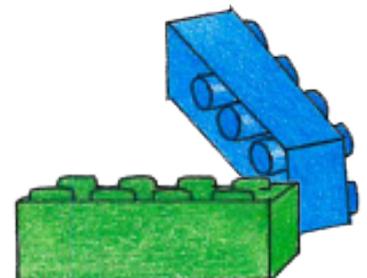
- Children work in groups of 6; place all bricks randomly in the middle of the group.
- Teacher has a jar filled with words on her desk.
- Each team leader comes to the desk to pick out a word and takes it back to show the group.
- The children must work together to build a model of that word, using their bricks.
- These builds must be done quietly and secretly so that the other groups cannot hear what the word is.
- Groups have a look at each other's models and try to guess what their word is, by asking questions that can only be answered with yes or no.
- E.g. Is it an animal? Can we eat it? Does it grow?



WHO HAS GOT THE BRICK?



- Teacher selects one child to leave the classroom while she gives a brick to someone in the class to hold.
- That child then returns to the classroom and must try to guess who has the brick.
- Three yes / no questions may be asked in order to help the child figure out who has the brick. E.g. Is it a boy? Does the person have a red shirt? Etc.
- If the child cannot guess, one clue may be given.
- Play the game a few times to allow different children a turn to be the guesser.



PEG IT!

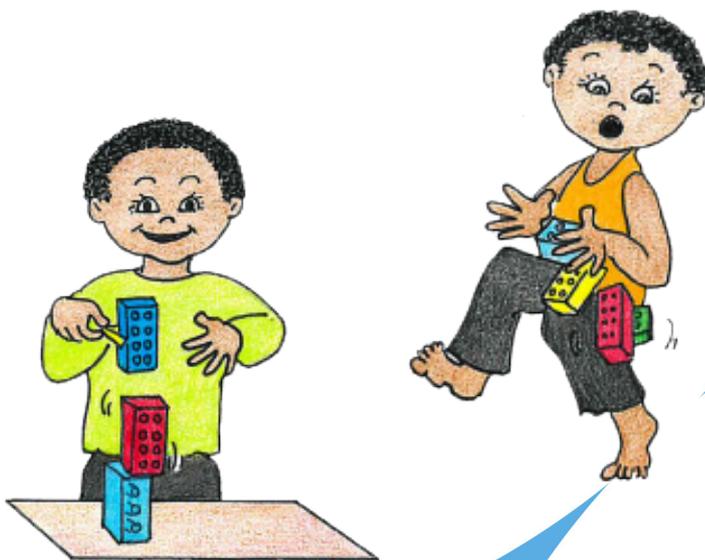
For this exercise the teacher will have to bring clothes pegs to the class.

- Each child spreads their 6 bricks randomly in front of them.
- Each child has a clothes peg.

Q: Can you pick up the light blue brick and place it in front of you, using your peg in your dominant / non-dominant hand?

Q: How quickly can you balance the rest of the bricks on top of that light blue brick - using the peg?

Q: Can you build it vertically?



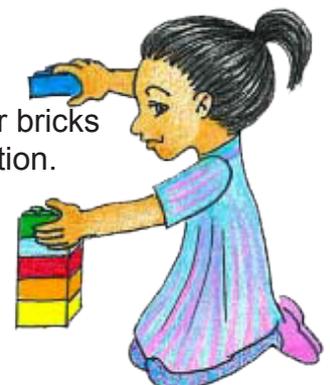
HORIZONTAL AND VERTICAL

- Children work individually with their 6 bricks.
- Teach the children about vertical lines and horizontal lines.
- Children build a horizontal line using all 6 bricks.
- Children build a vertical line using all 6 bricks - flat on their desk / floor.
- Children build a vertical column by:
 - clicking bricks on top of each other
 - placing the bricks on top of each other using the small / long side of the brick. (Children will have to place the bricks carefully - should be able to build 4 bricks easily but building 5 or 6 bricks will be more difficult.)



Variations:

- Children build a pattern using their bricks in either vertical or horizontal position.
- Work in groups of 4 to make larger patterns using vertical and horizontal positions.



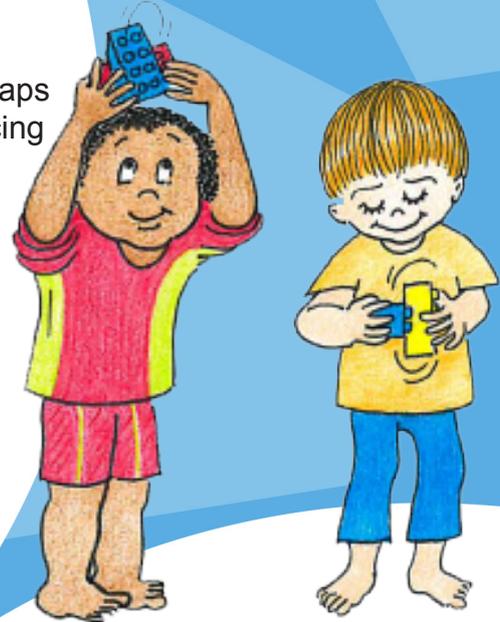
LISTEN, WATCH AND DO



- Children have their 6 bricks randomly placed on their desks in front of them.
- Teacher performs a sound action with 3 of her 6 bricks. E.g. She claps green and red bricks together, then places them on the desk, then taps the orange brick twice on the desk before placing it next to the green and red brick.
- Children repeat the action, remembering which bricks, sounds and actions the teacher performed.

Variations:

- Increase the number of bricks, sounds and actions.



FINGER FUN

- Children work individually with their 6 bricks.
- Children build a cross using any two bricks.

- Q: Can you rotate / turn the bricks with both hands without the model breaking? (horizontally and vertically)
- Q: Can you rotate it backwards?
- Q: Using both hands, can you rotate the bricks behind your back?
- Q: Using both hands, can you rotate the bricks next to your L and R hip?
- Q: Using both hands, can you rotate the bricks above your head?

Variations:

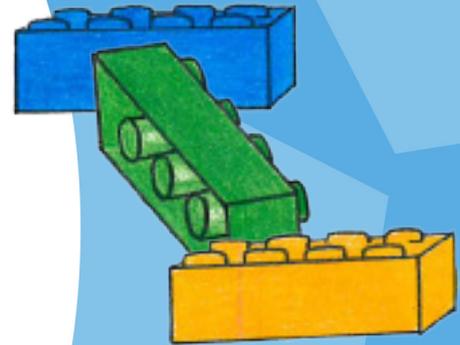
- Using the same pattern as the two bricks, think of a way to add the other 4 bricks to challenge yourself.
- Now when rotating the bricks, the children must be more careful to not break the model.



CARRYING OUT INSTRUCTIONS



- Children have their 6 bricks randomly placed in front of them.
- Teacher calls out instructions and demonstrates:
- e.g. Place your yellow 2 x 4 brick on the desk in front of you, make sure it lies horizontally.
- Teacher shows the action and uses the appropriate vocabulary.
- Place the blue 2 x 4 brick on top of the yellow brick, vertically, only covering the middle 4 studs.



Variations:

- Teacher calls out one or two instructions, without demonstrating and children must listen first and then act.
- Increase the number of instructions for the children to remember and build accordingly.



PREPOSITIONS

Game with spinner / dice.

- Children work in groups of 4.
- Pile all the bricks in the middle.
- Start by placing any brick in the middle of a baseplate / tray.
- Child No. 1 spins the spinner or throws a dice which will show a colour and a position, e.g. yellow, on top.
- The child then finds that colour brick and places it on top of the starting brick.
- The next child spins the spinner, e.g. green, under. That child connects the green brick under the existing model.
- Carry on in this way, each child taking a turn.
- Can you tell a story about the model that is built?



Variations:

- Groups could compete against each other - see who has the highest build after 10 minutes.



BRICK IT

- Children place their 6 bricks in random order, one next to the other on their desk, from L to R.
- Teacher instructs children to: pick up the 3rd brick from the L - what colour is it?
- Describe the brick in detail; replace it.
- Use your RH to pick up the 1st brick on the left - what colour is it?
- Cross your arms over - use both hands at the same time to pick up any 2 bricks.
- Use these 2 bricks to clap your name - how many syllables can you hear?

Variations:

- Cross your arms over - use both hands at the same time - pick up the 1st and the last brick / 3rd and the 5th brick / the green and the red brick, etc.



Mar-ga-ret



LISTEN AND DO

- Each child makes a cube with their 6 bricks. Stand in a circle and listen to directions from the teacher.
- Q: *Can you place the cube on the floor, in front of you?*
- Q: *Can you move the cube so that it is behind you?*
- Q: *Can you move it to your L / R?*
- Q: *Can you pick up your cube and toss it up in the air and catch it?*
- Find a partner and toss your cubes to each other - try with one cube; then try with 2 cubes.
- Q: *How many times can you toss a cube to each other?*



NIFTY NAMES



- Children work in groups of 4; pile their 6 bricks together.

Q: *With what sound does your name start?*

- Each child takes a turn to give the sound of the start of their name.

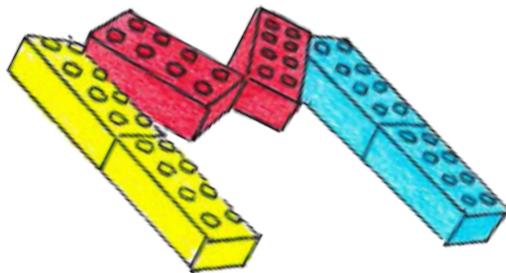
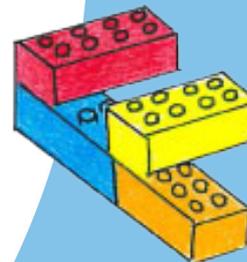
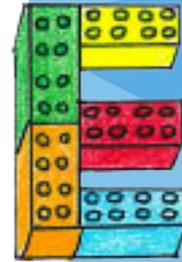
Q: *What is the name of that sound?*

Teacher instructs:

- Decide on a child who will start - all in the group build the first letter of that child's name.

Q: *Why should we build a capital letter?*

- Repeat the exercise with everyone in the group getting a turn to say the letter sound.



RRRR IS FOR RED

- Children have their 6 bricks randomly placed on their desks in front of them.

Q: *Can you use your L / R hand to pick up a brick colour that starts with ... e.g. "y"?*

- Repeat this activity, alternating L / R hands using all the colours: r / b / o / g

Variations:

- Use L / R hand to pick up the colour that rhymes with bed (red); queen (green); glue (blue); fellow (yellow) etc.
- Use L / R hand to pick up the colour that ends with ... e.g. "d".

I SPY WITH MY LITTLE EYE

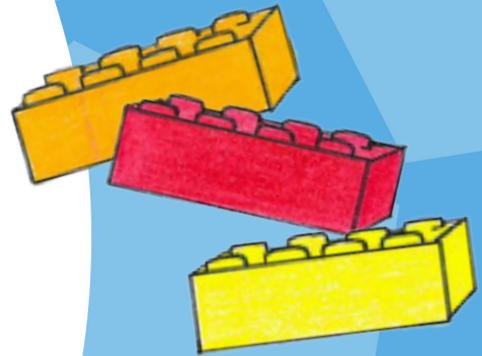


- Teacher hides his / her six bricks around the classroom in positions that the children can see from their desks. This must be done before the children enter the classroom.
- Teacher then asks selected children to find the different coloured bricks using their eyes only. Once they can spot the brick they must put their hands up to indicate that they have located the brick. "I spy with my little eye, the brick that starts with "r"."

Q: Can you describe where the brick is?

Variations:

- Teacher could ask the children to find a sequence of coloured bricks and copy that sequence with their bricks.
- Teacher could make a treasure hunt in which the children must move around to find the bricks.



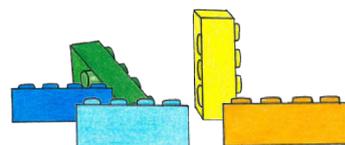
EAT IT!

- Children have their 6 bricks randomly placed on their desks in front of them.
- Teacher asks children to hold up a brick colour that reminds them of a fruit / vegetable.

Q: Which fruit / vegetable is it?

Q: With what sound does that fruit / vegetable start?

Q: Why is that fruit / vegetable good for you - how does it help your body?



FUN WITH RHYME

- Children have their 6 bricks randomly placed on their desks in front of them and teacher instructs them to:
- Hold up your red brick ... give me a word that sounds the same as red. (rhymes)
- Match the brick in your hand to something in the classroom of the same colour.

Q: *Can you think of something in nature that is the same colour as your brick?*

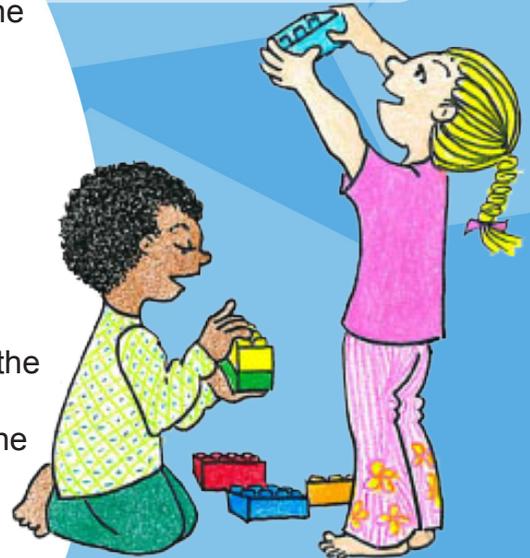
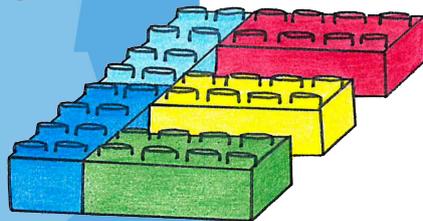
Variations:

- Hold up your red brick Give me 2 words that sound the same as red. (rhymes)
- Think of something at home in your bedroom which is the same colour as this brick.
- Hold up your red brick Give me 3 / 4 rhyming words (bed / said / fed / led)
- Find something inside / outside the classroom which is the same as the brick in your hand.

Q: *Is it exactly the same, or is it a lighter / darker shade of red?*

Q: *Can you give me 3 words that start with the same sound as red?*

Q: *Can you make up a fun sentence in which every word of the sentence starts with the same sound, e.g. "r" (Red rabbits run round and round.)*



BUILDING LETTERS

- Children use their 6 bricks to build the first letter of their name.

Q: *Can you use your bricks to create the initial letter of your name?*

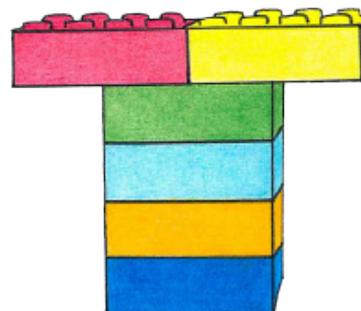
Q: *What is the name of the letter?*

Q: *What sound does it make?*

Q: *How many bricks did you use?*

Q: *How many were left over?*

Q: *Did you build capital letters?*



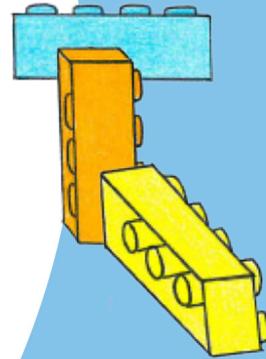
COLOURFUL SENTENCES



- Work with a partner; both children have their 6 bricks randomly spread in front of them.
- Teacher calls out a word, e.g. “car”.
- Child No. 1 makes up a sentence around that word, using bricks for each key word, and building the sentence into a tower; turn tower on its side and “read” L to R.
- No repetition allowed in the sentence.
- Child No. 2 builds the sentence tower and repeats the sentence.
- Swop over.

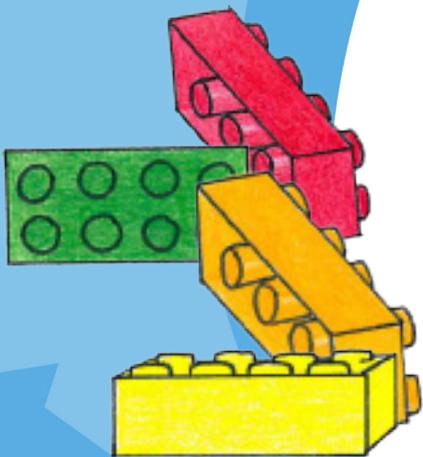
Variations:

- Increase the length of the sentence and bricks.



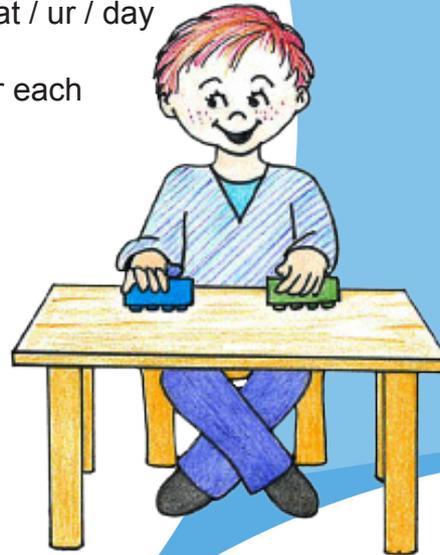
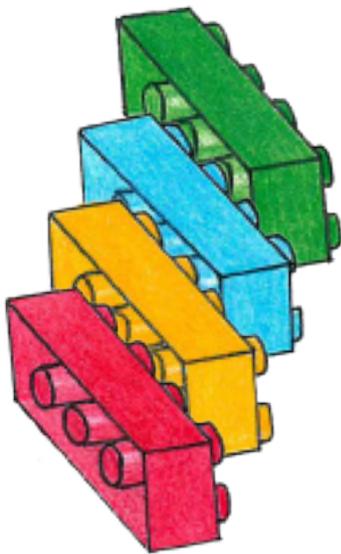
HOW MANY WORDS CAN YOU HEAR?

- Place your 6 bricks in your lap.
- The teacher says: I am going to say a sentence. I want you to listen and place a brick horizontally for every word you hear in the sentence. Let’s try one together: “I sit on the chair.” How many words in that sentence?
- Learners place 5 bricks horizontally on their desk.
- Give other sentences, e.g. “Can you run fast?” (4 bricks), etc.



SYLLABIFICATION

- Place your 6 bricks in your lap.
- The teacher says: Listen carefully to the word I will say. Place a brick on the desk horizontally for every syllable that you hear. E.g. don / key . There are 2 syllables so place 2 bricks on the desk.
- The teacher can check quickly to see if the children have 2 bricks.
- Syllabify other words, e.g. to / ge / ther; Sat / ur / day etc.
- Children could clap two bricks together for each syllable.



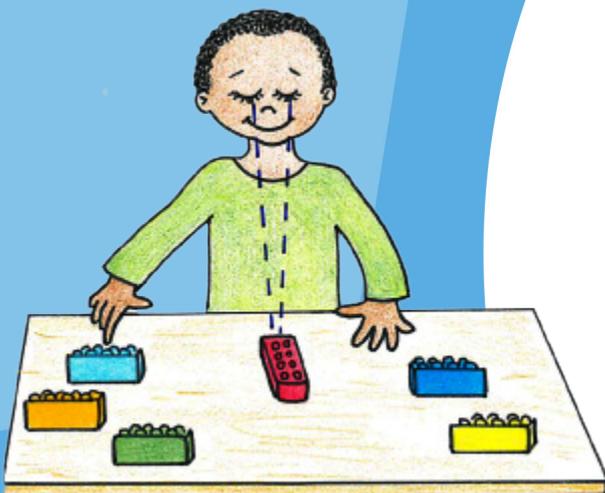
SPOT THAT BRICK

- Children place the red brick at the bottom of their desk, in the middle.
- Children place the remaining 5 bricks at the top, in any order, in a row from L to R.
- Ask the children to keep their eyes on the brick at the bottom.
- Teacher calls out the names of the other colours, e.g. yellow - children must try to locate the yellow brick without looking up.

Q: Can you find the other colours whilst keeping your eyes on the red brick?

Variations:

- Repeat the exercise, this time with the red brick in the middle of the desk, and the other colours down the L and R sides.
- Ask the children to keep their eyes on the red brick in the middle and locate colours on either side.
- The children must pick up the brick that the teacher calls out.



SEQUENCE THE STORY

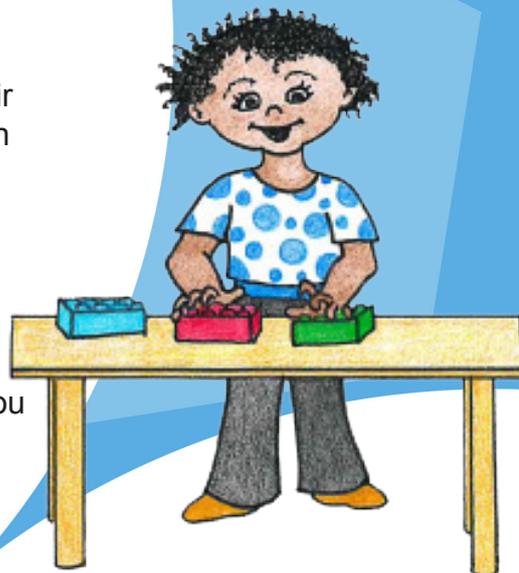
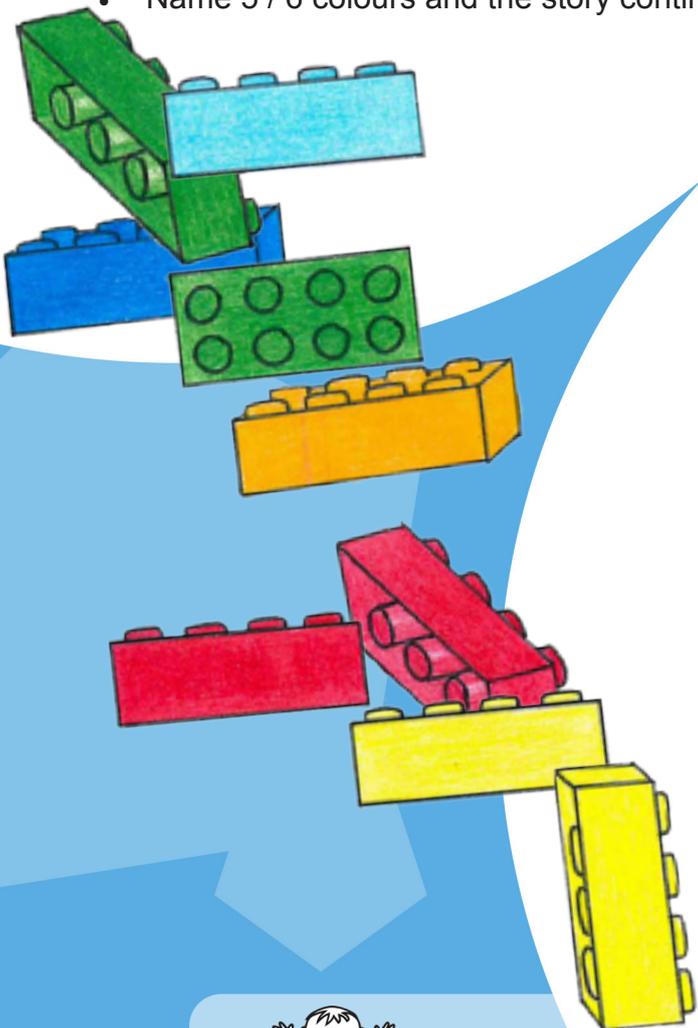
- Children have their 6 bricks randomly placed on their desks in front of them.
- Teacher tells a simple, short story, naming 3 colours in the story.

Mpho put on her green track suit and went outside. She admired the pretty, red roses in the garden. What a lovely day it is, she thought, as she gazed up at the blue sky.

- Each time a colour is mentioned; children must pick up the appropriate brick and place it on their desk. Start at top L and place them next to each other.

Q: *Can you retell the story using your colour bricks to remind you of the sequence of events?*

- Name 4 colours and the story lengthens. Can you work with a partner to tell each other stories?
- Name 5 / 6 colours and the story continues.

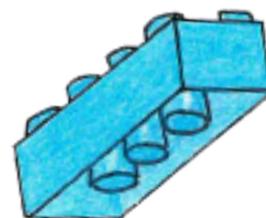


Variations:

- Instead of naming colours, the teacher can use words that are associated with certain colours and the children place those colour bricks from L to R to retell the story.

Masedi had a banana (yellow brick) and a glass of fresh orange juice (orange brick) for breakfast, before running out to play on the grass (green brick).

- 4 children combine their bricks.
- They work on telling a story together, each child contributes 3 colours to the story.
- The story is then told to the class, who use their bricks to place the colours mentioned.
- A volunteer retells the story, using the colour bricks to help him / her remember the sequence.
- [Can link story to current themes]



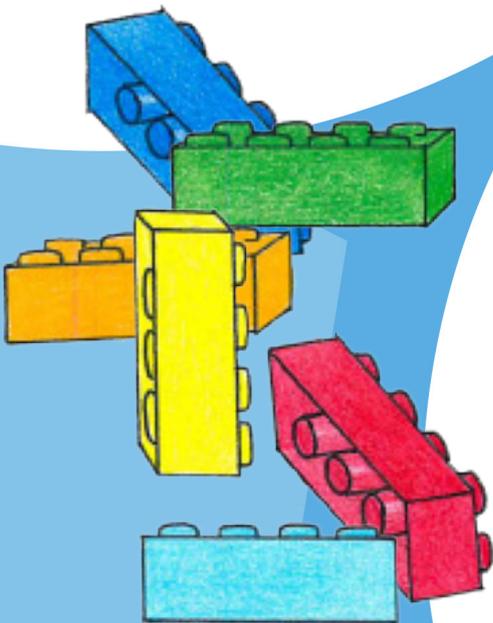
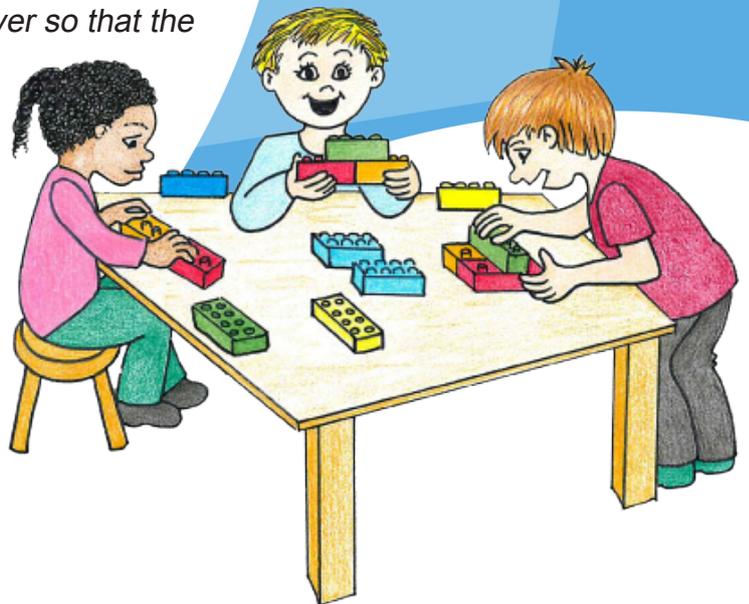
READING COMPREHENSION



- Place the 6 bricks randomly on the desk.
- The teacher writes the following instruction on the board / smart board. He / She must not read this out loud.
- The children may not touch their bricks.
- Ask the children to read the passage through quietly to themselves.

Today we are going to build a bridge using three bricks. Take the orange brick and the red brick and turn them studs down. Place these two bricks next to each other. Now take the green brick. Turn it studs down too. Click the green brick over the other two bricks so that all bricks are clicked together. Now turn your model over so that the studs face up. What have you built?

- Explain to the children that once they have read the passage they can then build the model. They may not engage with any other child.



- The teacher can ask the following questions:

- Q: Look around the classroom at all the models. Are they all the same? (No)
- Q: Have you read the instructions correctly? Let us check. Are the studs facing up?
- Q: Do you have one brick at the bottom?
- Q: Do you have 2 bricks at the top? Are all your bricks connected together?
- Q: Which two coloured bricks did you place next to each other? (red and orange)
- Q: What have you built? (bridge)
- Q: How many bricks did you use? (three)
- Q: What is your bridge used for? (children can give different responses)
- Q: Can you use the word "bridge" in your own sentence?



MIDDLE MATCH



- Work with a partner - children spread their bricks out; place an object in the middle of the desk.
- Partners take turns to instruct:
- Fix your eyes on the object in the middle.
- Touch a yellow brick ... green / red / blue / orange / etc. without taking your eyes off the object in the middle.

Variations:

- Spread the 12 bricks wider - fix your eyes on the object in the middle and find the colours called out by your partner.
- Take turns: No. 1 fixes eyes on object in the middle; No. 2 calls out the colours to touch.
- Use both hands at the same time to touch two bricks of that colour called out.
- Join up with a third person and work with 18 bricks.



COOL COPIES

- Teacher prepares for herself a set of coloured cardboard rectangles, the same colours as her bricks.
- Teacher arranges a shape / pattern on the chalkboard with her 2D bricks.

Variations:

- Children copy by building that 2D image using their bricks.
- Teacher covers her 2D bricks once the children have looked at them for a while.
- Children see if they can build from memory.



FOLLOW THE LEADER



- Teacher places any one of his / her bricks on the table, in a certain way, (on the children's left).
- Children copy her; then arrange the rest of their 6 bricks (regardless of colour) in the exact same way, placing from L to R.
- Teacher changes orientation of any of the bricks and the children copy.
- Teacher changes the position of the 1st bricks.
- Children must do the same to all their bricks.
- Teacher keeps changing the 1st brick and the children follow.



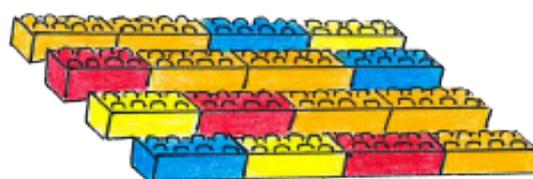
GROUP PATTERN

- Children work in a small group. Teacher asks group to build a repeat pattern and include a space as part of the pattern.

Q: Can you 'body percussion' this pattern?
 Q: How will you show the space as part of your pattern?



- Each group then leads the class as they all "read" and perform their pattern sounds.
- This same exercise can be done using percussion instruments, if available. (triangle, drum; shakers; sticks; tambourine)
- Each group has an instrument.
- Children "read" the pattern and play their instruments when they get to their bricks (L to R).
- Build "a page" of patterns to "read".



PATTERNED PATHWAY

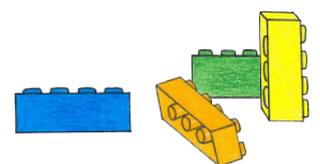
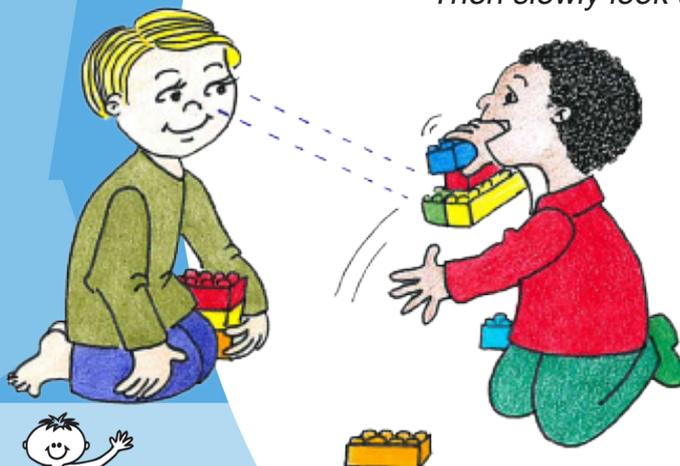


- Children work in groups of 6 - 8, all bring their 6 bricks to the play area.
- Children will have to build a patterned pathway from one point to another.
- Work L to R to practise eye movement.
- One child in the group starts by placing a brick down - the next child adds a brick to the path, etc. bearing in mind that a pattern should emerge.
- Add sound / movement to your pathway.



ANIMAL ANTICS

- Children work in pairs.
- Build any animal using your 6 bricks.
- Child No. 1 tells Child No. 2 a short story as he moves his animal from L to R - Child No. 1 follows the movement with his eyes only or listens to the story.
- *E.g. Mother Cat is looking for her milk. Watch her as she moves from the kitchen table to the back door and quickly back to under the table. Then slowly look under the chair ... etc.*



MODEL DESIGN

- Children use their 6 bricks to build any model. Relate this build to the current theme / concepts being learned.

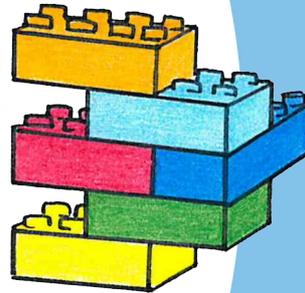
Q: *What have you built? Describe it.*

Q: *Does your model have a name?*

Q: *What can it do?*

Q: *What sound does it make?*

- Tell a story about your model that is: scary, adventurous, happy, sad, in a forest, a beach ... etc.



TELL A TALE

- Work in a group of 4. Combine your 6 bricks to build any model.
- Children sit in a circle - start off with a word / name for the model. E.g. "John ..."; next child adds one / two word/s: "John was a ..."; "John was a brave ..."; "John was a brave cowboy." Etc.
- The game continues until a complete sentence / story (depending on the maturity of the group) about the initial word is given.

Q: *Can you complete a sentence / story?*



STORY CHAIN



- Children work in groups of 4 - 6. The teacher also has his / her 6 bricks.
- Teacher picks up any 2 bricks and joins them in any way.
- Teacher passes them to the next child in the group who adds any two bricks in any way.
- Pass the model on to the next child; he / she adds 2 bricks etc. until the last child in the group has had a turn.

Q: *What is it?*

Q: *Can you describe it?*

Variations:

- Continue with the group by adding another 1 / 2 bricks to the model at a time.
- Each time a child adds bricks to the model they can explain what they are adding and why.



CAN YOU GUESS?

- Work with a partner. Both children have their 6 bricks randomly spread in front of them.
- Both children build a model using all of their 6 bricks. They must decide what it is they have built.
- Take turns to guess what the other has built.
- Give clues or ask questions.

Variations:

- Once you have built your model, write down the name of it on a secret piece of paper.
- With clues and guidance from your partner, see if you can guess exactly what is written on the secret paper.

Group Activity

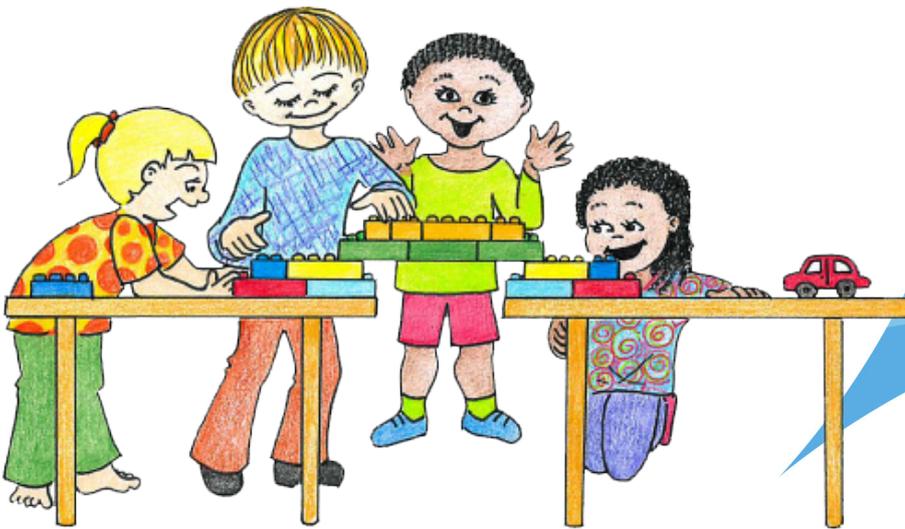
- Children work in groups of 4 - 6. All bring their 6 bricks.
- The whole group decides on a model to build, using all the bricks.
- Each group takes a turn to act out / mime what their model depicts.
- The groups watching try to guess what their model is.



BRIDGE THE GAP



- Children work in groups of 6 - 8, all have their 6 bricks available; each group works at a station where there are 2 desks next to each other.
- The 2 desks should be moved apart so that there is approximately a 20 cm gap between them.
- The teacher instructs children to build a bridge to span that gap.
- Teacher shows the class a toy car which she will use to test the stability of the bridge.



RANGER

- 2 children sit opposite each other, with a screen between them; their 6 bricks are randomly placed in front of them so that neither can see each other's bricks.
- Child No. 1 chooses any 3 bricks, arranges them in a certain way, then explains to child No. 2 which bricks to use and how to arrange them.
- Child No. 2 listens to the instructions and then attempts to carry out the task.

Variations:

- Child No. 2 may not ask any questions.
- Child No. 2 may ask 1 / 2 / 3 questions (children can decide).
- Increase the number of bricks for each level.



BACK TO BACK

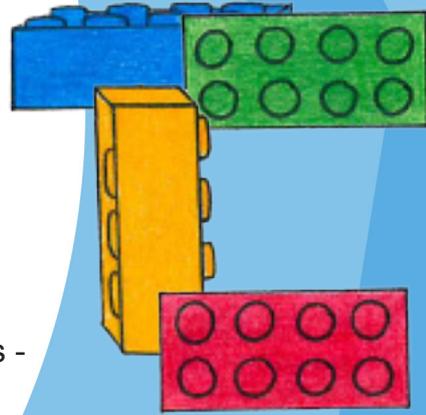
- Children work with a partner.
- Teacher explains the following:
 - Both partners have the same 3 bricks in their hands.
 - Stand back to back.
 - First child builds a model and explains to the second child how to build it.
 - The second child builds the model by listening to the instructions from the first (without looking).
 - No questions may be asked.
- Children then compare and check models.

Q: Did the first child explain well?

Q: Did the second child listen well?

Q: Could you build the same model?

- Children swap roles - second child builds and explains - first child listens and builds.



COLOUR ACTION



- Children work with a partner; sit back to back.
- No. 1 builds a simple model with 3 / 4 bricks, and then tells No. 2 what coloured bricks to find.
- Following that, he / she describes to No. 2 how to build the model.
- As No. 1 describes it, No. 2 must build it, without seeing the model, and may not ask any questions.
- Children will then compare their models.

Q: Did your friend describe the model well?

Q: Did you listen well?

Q: Were you able to interpret your friend's instructions?

Q: Were you able to build the same model as your friend? If not, can you see where you went wrong?

- Allow the children to swap over. No. 2 describes; No. 1 builds.

Variations:

- Add more bricks.
- Allow one or two questions.



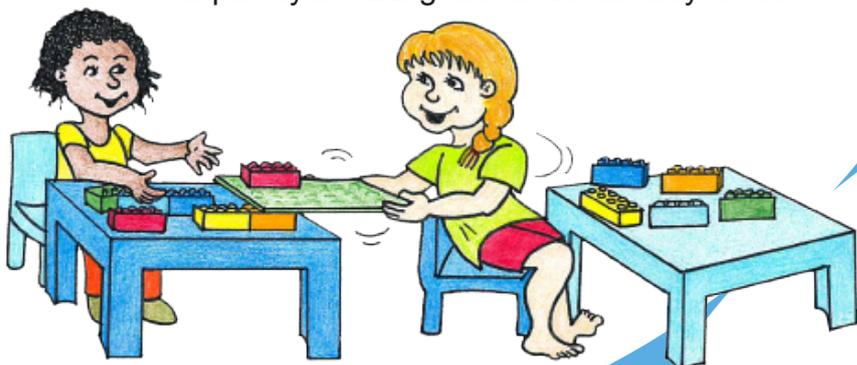
PASS ON



- Children have their bricks randomly placed on their desk in front of them.
- One child in the class will be called on to start.
- The teacher gives the child a baseplate on which to build.
- The child places any 2 of his / her bricks together in any way, and then passes the baseplate to the child behind him / her, who adds 2 bricks to the model.
- The plate is passed from child to child, each child adding two bricks.
- The last child to build attempts to create a story / explanation about the model created.

Variations:

- Increase the number of bricks that each child may add.
- To end the activity, reverse the game. Each child must remove the bricks missing from their stack without completely breaking the model as they do so.



COMMUNICATION TALE 1



- Children work in groups of 4. Place all their bricks together. One person is chosen as the group communicator.
- The teacher builds a house or any model using e.g. 3 red, blue and green bricks. This model is placed outside the classroom where the children cannot see it.
- The group communicator then goes outside the class and looks carefully at the model. He / She comes back to their group and explains verbally how to build the model using oral instructions only.
- The group communicator may not assist with the building of the model. He / She may go in and out of the classroom as many times as required to get his / her group to complete the model.
- The first group to finish correctly is the winner.

COMMUNICATION TALE 2



- The same game as “Communication Tale 1” is played with slight differences.
- The group communicator has his / her hands tied behind their back and may only use oral instructions to explain how to build the model.
- The communicator must stand a certain distance away from the table while explaining.



COMMUNICATION TALE 3

- The same game as “Communication Tale 1” is played with another difference.
- The members of the group are blind-folded.
- The group communicator will have to use oral instructions and explain carefully which bricks to use for the model.
- This will involve giving directional instructions of where to find the correct coloured brick before building.
- Begin with a simple model of 3 or 4 bricks.
- Gradually build up to more bricks and more complex constructions.



COMMUNICATION TALE 4



- This activity is played as stated in “Communication Tale 1”.
- The only difference is that the communicator has to relay the instructions for building the model to a go-between person. i.e. Each team selects a communicator as well as a ‘middle man’.
- The communicator will view the model and come to the ‘middle man’ and give instructions on how to build the model.
- The ‘middle man’ then goes to the rest of the team and provides the instructions.
- The ‘middle man’ may also assist in the building of the model.



QUICK QUIZ

- Children have their 6 bricks on the desk in front of them.
- They listen to a reading of a sentence / paragraph by teacher.

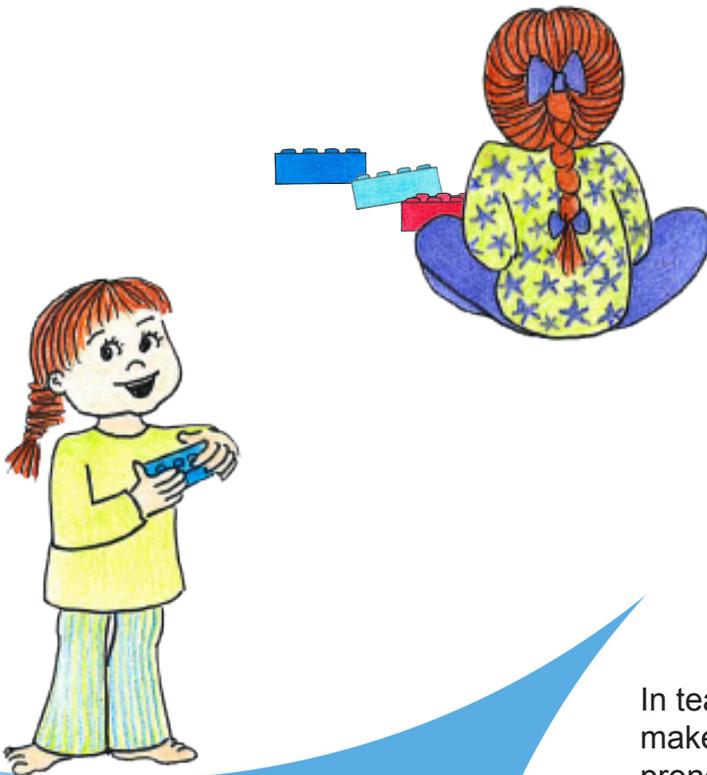
E.g. The boys were playing soccer in their red team shirts. Tom kicked the yellow ball into the back of the net and the crowd cheered happily.

- Q: *Hold up the brick colour that is the same colour as the boy's shirt.*
- Q: *Hold up the brick colour that is the same colour as the ball.*
- Q: *Did the red team score a goal? Hold up a green brick for yes; a red brick for no.*



SPELLBOUND

- Children work in groups of 6.
- Teacher calls out a 3 or 4 letter word using short vowel sounds.
- Groups must build the letters of the word they are spelling.



SOUND BRICKS

In teaching phonological awareness you can make use of sound boxes to help children count, pronounce, blend and segment syllables in spoken language.

- Learners work individually and place their 6 bricks on top of their desk.
- On a piece of paper or on a white/chalk board draw 2 / 3 / 4 boxes. Each box represents one phoneme or one sound. The idea is to stretch out words, identify similar or different sounds and then guess the spelling.
- Below each box place a DUPLO brick.
- For every sound the child hears in the word he / she will move the brick into a box. E.g. The word sheep has 3 sounds (sh - ee - p) so the child will place a brick into 3 boxes and be able to separate or stretch out the word.



Q: *How many sounds (phonemes) can you hear in the word sheep?*

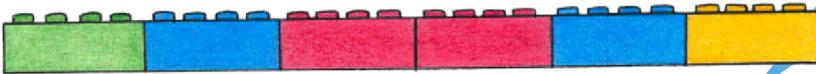
HANGMAN

- Work in pairs or in a group of 3 - 4.
- Place all the bricks together in a pile.
- Each child takes a turn to build a word using the bricks. The rest of the group must decide on which letters to call out to build the word.
- Each coloured brick represents a letter in a word.
- Have a piece of paper and a pencil ready to draw hangman as the partner or group guess letters to make the word.

Example:

Green represents the letter L. Blue represents the letter E. Red is T. Orange is R.

- The children in the group guess which letters could make up the word. If they guess correctly then those bricks are turned over.
- The children in the group continue to guess letters until they have the word or until 'Hangman' has been drawn.



RIDDLE-ME-ROO

- Children work with a partner to build any model they decide on.
- They must work together to think of a short riddle to tell the class, which will give them a clue as to what the model represents.

Example:

*It is small
It has a curly tail ...
It likes to eat veges ...
It rhymes with fig ...
What is it? A pig!*

- Whoever guesses the right answer, gets to go next.



SUPER STORIES

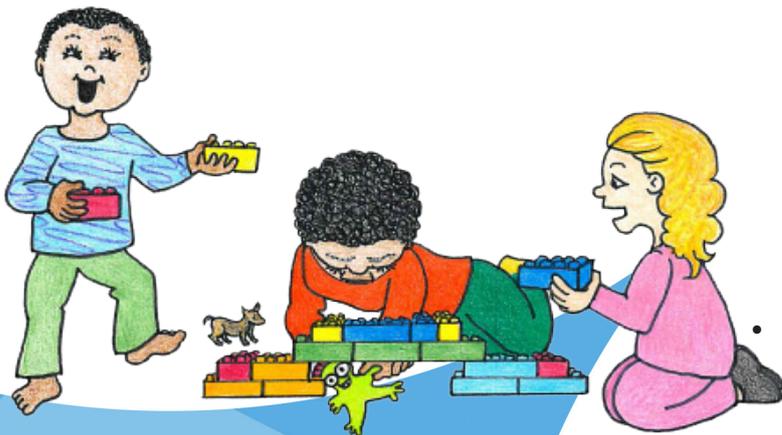


- Teacher reads / tells children a story, e.g: The Three Billy Goats Gruff.
- Children work in groups of 6, with their combined bricks.
- Build the story so as to help you retell it to the class.
- Build the bridge / the goats / the troll etc. Consider the following questions while building:

Q: *Is the bridge strong enough to support the Billy Goats?*

Q: *Is there enough room under the bridge for the Troll? Etc.*

- The children retell the story, using their build as a prop.
- This same activity can be done with any stories the children have learnt.



PLACE THAT BRICK

- Teacher calls out instructions for the children to arrange their bricks in certain ways, in order to reinforce colour recognition and to understand prepositions.

- Place the yellow brick on top of the red brick.
- Put the light blue brick next to the red and yellow brick.
- Put the green brick behind the light blue brick.
- Put the orange brick in front of the light blue brick.
- Put the dark blue brick under the light blue brick.

