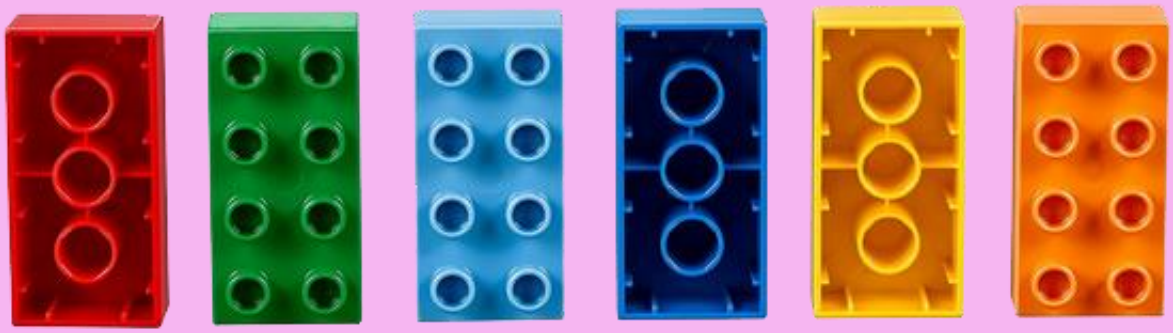


Online Training Course

TEACHER WORKBOOK

for

LEARNING THROUGH PLAY

with Six Bricks

Grade 3

Contents

UNIT ONE

Introduction

The ***Learning Through Play*** Initiative brings fun, creative learning into the classroom, enhancing and enriching the CAPS curriculum and livening up the teaching day with happy smiles & laughter from teachers and learners!

In this training course, we explore playful learning, facilitate discussions and co-create fun techniques & activities for teaching. It is hoped to encourage, support and enable teachers to positively impact learner performance by playing with concrete manipulatives, specifically *Six Bricks,* for this initiative.

We will be relying on your contribution and commitment to the workshop in order to implement the ***Learning Through Play*** ideas, to ensure that teaching and learning is lively, effective and has the possibility to transform educational outcomes.

This Course, Teacher Workbook and Activity Flip Cards aim to help you, the teacher, plan and integrate the *Six Bricks* tool and play-based learning into your daily teaching, ultimately to benefit both teacher & learner.

Each time you learn something new, unique possibilities you were not previously aware of open up before you and as a result, you are changed. This is knowledge. When you have knowledge, you no longer see things the way *they* are, but the way *you* are. This is the process of learning. The more you learn, the more you make new synaptic connections in your brain. In order to remember what you have learned, you have to maintain those connections by repetition, reviewing or reflecting upon that learning.

The fully functional Grade 3 classroom needs to provide an exciting environment in which to learn. The curriculum ensures that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. This means promoting the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

Developing the critical foundations of learning - curiosity, creativity, self-regulation & playfulness - at an early age can be achieved through play. Fun-filled activities with the *Six Bricks* aim to support the addressing of these foundational developmental areas of the child and to encourage the acquisition of life-long learning skills such as executive function and breadth of skills.

UNIT TWO

Ideas for Playing & Learning with Challenges

Below are 5 different challenge ideas, based on Indoor & Outdoor Games and there are strong links to Language & Life Skills in your DBE Workbooks.

Each group of children could work on the same challenge; it will be very interesting to see the different ideas that each group creates. Use the other Challenge ideas throughout the term.

Teacher's Prep:

- *Arrange for the children to sit in groups of 6. They each bring their set of Six Bricks and pool them.*
- *Explain the activity: In your group of 6, discuss and decide upon a fun group name; choose a group Leader.*
- *Teacher will explain the challenge & give the groups some time to create their game - play, explore, try, discuss, plan; design, build & test their design. Use the bricks in your group & the materials from your bag/basket.*
- *Each group will take turns to share their activities with the other groups; ask each other questions.*

Planning & Extra materials Needed:

- At your table of 6, pool your bricks; create a challenge card for each group
- Materials for each group:

1. Ping-pong ball; balloon; netting; scissors
2. Toy character; lengths of wool; scissors
3. Toy character; paper; thin cardboard; silver foil; pipe cleaners; bubble wrap; scissors
4. 8 straws; ping-pong ball; empty toilet rolls; pipe cleaners; scissors
5. Paper plates; wax crayons; paper; thin cardboard; prestik; scissors

Play fuels creativity & imagination – two vital ingredients in enabling us to cope, to find pleasure & to innovate.

Play & opportunities to engage actively in learning strengthens children's creative powers.

Allowing Gr 3 children to engage actively with materials, issues & topics opens the space for inquiry & problem solving.

Play & Learn Challenge #1: Indoor/Outdoor Games: ***A Table Game***

- Create a game of "Table Tennis".
- Use the bricks to build 2 bats.
- Build a wall to use as your "net", or build supports to hold a net, over which the ball must be played.
- Use a ping-pong ball or balloon; use your bats to hit the ball or balloon to & fro over the wall.
- Write up a set of rules for the game and how the scoring will work; invent a cool name for this game.

This challenge links to the DBE Workbook:

- ✓ *Life Skills: Hand-Eye Co-ordination Games: Mini-tennis Bk 1 Page 10*
- ✓ *Language: After School Activities Bk 2 Page 5*

Play & Learn Challenge #2: Indoor/Outdoor Games: ***Swinging at the Park***

- Use your bricks and extra materials provided to design, make & test a swing for your toy character.
- The supports for the swing should be strong & stable.
- The swing should be able to hold the toy character and allow it to swing to & fro, without touching the floor or the supports on the sides.
- Think of a cool name for your swing and make up a "Swinging Song".

This challenge links to the DBE Workbook:

- ✓ *Life Skills: Creative Arts: Bk 2 Page 5*

Play & Learn Challenge #3: Indoor/Outdoor Games: ***Sliding at the Park***

- Use your bricks & extra materials provided to design, make & test a slide for the park.
- The supports for the slide should be strong and stable so that the slide does not collapse.
- Build a set of steps to attach to the slide so that the top may be easily reached.
- The toy character must be able to "climb" the steps and then slide down.
- Think about adding some safety measures to protect the child who uses this slide.
- Think of a cool name for your slide and make up a poem about having fun at the park.

This challenge links to the DBE Workbook:

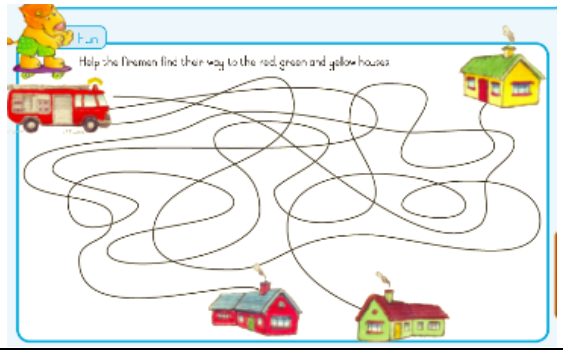
- ✓ *Life Skills: Creative Arts: Bk 2 Page 4, 5*
- ✓ *Language: After School Activities: Bk 2 Page 5*

Play & Learn Challenge #4: Indoor/Outdoor Games: ***Maze Play***

- Use your bricks & extra materials provided to design, make & test a maze for the ping-pong ball to move through.
- The maze should have an entrance & an exit; some tricky, misleading areas to consider overcoming.
- Use a straw to blow the ball along its path to find the route through the maze.
- What other obstacles can you include in your maze for the ball to negotiate? (e.g. a tunnel to go through; a hurdle to overcome …)
- Think of a cool name for your maze; make a list of all the challenges to overcome.

This challenge links to the DBE Workbook:

- ✓ *Language: Firemen Bk 1 Page 21; Find your way Page 23; Find Tumi Page 55*
- ✓ *Language: Hobbies Bk 2 Page 81*
- ✓ *Life Skills: Insect Homes Bk 1 Page 46*



Play & Learn Challenge #5: Indoor/Outdoor Games: ***Hoopla***

- Use your bricks & extra materials provided to design, make & test a game of Hoopla.
- Use the bricks to build some towers.
- Cut the centres out of the paper plates to create hoops. (Children can also have fun decorating their hoops.)
- Stand a certain distance away from the towers and throw the hoops to see how many towers you can ring.
- Think of ways to score points in this game (e.g. can place a value on each tower or hoop); write out the rules & the scoring of the game.
- Think of a cool name for your game.

This challenge links to the DBE Workbook:

- ✓ *Language: My School Bk 1 Page 5; Let's Move Page 20; Fun Page 27*
- ✓ *Life Skills: Try These Games Bk 1 Page 49*

PLAY gives children a chance to practise what they are learning.

– Mr Rogers

Reflection Time

You have been required to PLAY in order to solve these challenges.

How did you feel?

_____

_____

_____

How did you go about completing these tasks?

_____

_____

_____

What did you find challenging?

_____

_____

What skills do you think children would be practising by doing challenges like these?

_____

_____

_____

What developmental areas could you assess during these challenges?

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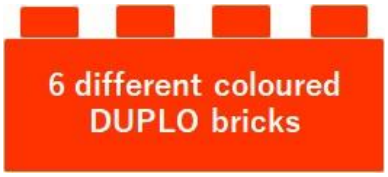
UNIT THREE

What is Six Bricks?

"Children must master the language of things before they can master the language of words".

Friedrich Froebel



The Six Bricks colours are:

- ✓ red, orange, yellow, green, dark blue, light blue
- ✓ different except for 2 shades of blue – light / dark
- ✓ all children receive same 6 colours = no fighting; allows for mixing of the bricks / working in groups; easy to collect own six colours

Six Bricks can be used for learning through play:

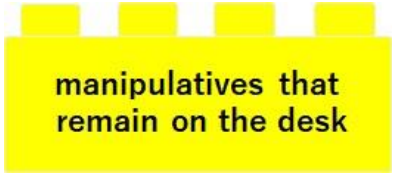
- ✓ Individually or with a partner/groups
- ✓ with a variety of ages
- ✓ as an assessment tool

Six Bricks Activities assists with:

- ✓ critical cognitive skills & caters for holistic development
- ✓ integrated activities designed to cover all learning areas and developmental skills
- ✓ development of executive functions of the brain - working memory; cognitive flexibility & inhibitory control: life-long learning skills

Six Bricks activities can be repeated in different ways, so children are never bored, even though they are repeating skills for consolidation & reinforcement:

- ✓ Six Bricks activities can take 2 - 5 mins. They are short, sharp & engaging activities that wake up the brain, but they should be done every day
- ✓ Children grow and develop at different rates – Six Bricks activities can be adapted to any child's level
- ✓ Six Bricks activities caters for different learning styles - visual; auditory; tactile learners



Six Bricks are:

- ✓ So easy to manage – children keep their Six Bricks on their own table or close by in a visible tub/container or chair bag.
- ✓ A concrete tool readily available to help solve problems

Six Bricks is:

- ✓ cost effective & an easy way to get manipulatives into the hands of every child in the classroom
- ✓ a means to experience colourful, fun, hands-on learning
- ✓ able to create a happy, positive vibe in the classroom which affects both children and teachers.

UNIT FOUR

Key Messages & Activities

1. Children learn best through PLAY

Children are naturally curious and motivated to learn all the time. It is up to us, as teachers, to provide them with the tools for learning, as well as a safe and happy environment in which this learning can take place.

Children learn best by doing. Play is the "work" of children. **No other activity in the child's life is as valuable as play for the purposes of learning.** The Gr 3 programme should incorporate playful learning opportunities. The fact that learners are talking and moving around does not mean that there is no discipline in that classroom. Explain & demonstrate to parents that play is invaluable & the best method to use when teaching young learners.

Through play, children develop their core learning skills:

- self-regulation
- creativity
- curiosity
- playfulness

The handling of concrete material is essential to the young child's concept development. Children need time to explore a variety of tools and activities that will assist them to develop their senses. The Play & Learn activities that you have just completed are a fine example to illustrate playful learning.

2. Learning through PLAY requires Planning

Take an active part in organising the play and learning activities – your input serves as a model for the learners. Quality play & imitation that results in learning does not happen accidentally – planning is key! Play should be guided by the teacher who needs to allow for child agency. Children are capable of initiating their own learning.

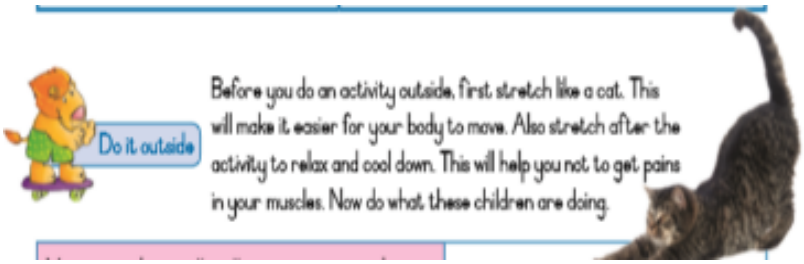
3. This is not extra work; it is nothing new

Six Bricks is a tool, either used to run short, quick activities that will **enhance** and **enrich** the CAPS curriculum and can be easily linked to the DBE workbooks, or longer activities to provide concrete understanding of certain concepts. The activities are play-based and also develop the child's sensory, physical, cognitive, social and emotional skills.

About Me - Reflection Time

- Think about how children will feel after having done some moving around with the bricks.
- Think about the learning that is taking place when children move.
- Think about how this activity allows for child agency & how this *play* fits into your curriculum.

- Make a note of two quick playful movement activities in which each child uses just two bricks, that you could try out immediately in your classroom.
- Jot down some developmental skills that these activities could address.



DBE Workbook Link:
Life Skills Bk 1 Page 20

Learning is not isolated. Playful learning encompasses all learning areas and integrates skills from Mathematics, Languages and Life Skills, and develops the life-long learning skills needed for growth and development into adulthood. Link your Six Bricks activities into your weekly themes & daily planning for an easy integration into all Subjects. Allow the learners to cube their Six Bricks and then to keep them on their desk so that they have quick access to this tool when needed.

Developmental Skills that the activities with Six Bricks will address:

- *Physical* – gross and fine motor: large and fine muscle control; body concept; motor planning; dominance; balance; laterality; proprioception; bilateral integration; cross the midline; hand-eye co-ordination

- *Perceptual* – visual; auditory; tactile discrimination & memory; visual & auditory analysis & synthesis; sequential memory; spatial relationships; foreground; background; visual closure

- *Speech & Language* - listening; language development; vocabulary; express through language; language construction; storytelling; writing & reading

- *Cognitive* – problem evaluating & solving; critical thinking; creativity; paying attention; remembering; interpreting; classifying; spatial reasoning; planning; mathematical concepts

- *Emotional & Social* – listening; self-image; control emotions; empathy; social interaction

These different areas of development cannot be isolated from each other. A developmentally appropriate curriculum ensures successful teaching & learning – knowing & being able to assess the Gr 3 learners in your class makes it possible to plan & present developmentally appropriate themes & activities.

4. In Play, Executive Function is Developed

Executive function and self-regulation skills are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. These skills provide critical support for learning and development. We are born with the potential to develop them through interactions and practice.

The control of cognitive processes includes inhibitory control, working memory, reasoning, task/cognitive flexibility, and problem solving. Executive Function is the brain's ability to take in information, interpret this information and make decisions based on this information.

Group Towers & Games - Reflection Time

- In what way does a tower activity help to develop executive function?

_____

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_____

Think of other Tower Games to play.

UNIT FIVE

5. Perceptual Skills are critical for the whole Foundation Phase

In Gr 3, we need to continue developing perceptual skills as they are a vital part of reading, writing and mathematics. You will notice throughout the training that in all the Six Bricks activities, no matter with what grade or topic we are dealing, there will always be some involvement of the perceptual skills.

Perceptual development is part of cognitive development and involves the accurate observation, organisation and interpretation of information gained from the senses to the brain. The process of perceptual development is very closely linked to motor development. Some aspects of perception are hardwired and start to manifest shortly after birth while others need to be taught or developed. The development of perceptual skills in young learners is vital in laying a foundation for all future development and learning.

From birth through to early childhood, children use their senses to explore and to try to make sense of the world around them. Children (& adults) learn best and retain information when they engage their senses. Think of how a smell can trigger flashback memories in your own life.

Sensory play is therefore critical to brain development – it builds nerve connections in the brain's pathways which can lead to the child's ability to complete more complex learning tasks and supports cognitive growth, language, motor skills, social interaction & problem-solving skills.

Perceptual Skills for the Foundation Phase:

- *Visual Perception:* acquiring & interpreting information through the eyes – accurate visual perception enables the learner to read, write & do mathematics.
- *Visual Discrimination:* the ability to see similarities, differences and details of objects accurately. A learner must be able to see that there is a difference between words such as **h**at and **b**at – there is a small visual difference between these two words but a big difference in meaning.
- *Visual Memory:* the ability to remember what the eyes have seen and the correct sequence in which things have been perceived – an important skill associated with the acquisition of reading.

- *Auditory Perception:* acquiring & interpreting information through the ears – accurate auditory perception enables the learner to give meaning to what is heard.
- *Auditory Discrimination:* the ability to hear & identify similarities & differences in sound. A learner must be able to hear the difference between words such as **h**at and **b**at – there is a small aural difference between these two words but a big difference in the way they are written.
- *Auditory Memory:* the ability to remember what the ears have heard and the correct sequence in which sounds have been perceived.
- *Auditory Foreground & Background:* the ability to isolate important specific sounds from general sounds in the environment.
- *Hand-eye Co-ordination:* the hands & eyes working together when performing a movement like throwing or catching a ball.
- *Body Image:* a complete awareness of one's own body – how it moves & how it functions.
- *Laterality:* showing an awareness of each side of the body – which hand is waving?
- *Dominance:* preferring to use one hand or side of the body – left or right dominant.
- *Crossing the Mid-line:* being able to work across the vertical mid-line of the body – being able to draw a line from one side of the page to the other without changing the tool from one hand to the other or moving the paper.
- *Figure-ground Perception:* being able to focus attention on a specific object or aspect while ignoring all other stimuli; the object of the attention is therefore in the foreground of the perceptual field while all the rest is in the background – the ability to find one word in a sentence.
- *Form Perception:* the ability to recognise forms, shapes, symbols, letters … regardless of position, size or background – can recognise a circle because of its unique shape.
- *Spatial Orientation:* the ability to understand the space around the body, or the relationship between the object and the observer.
- *Tactile Discrimination & Memory:* the ability to gather, understand & remember information through touch - children should have many opportunities to explore concrete objects with their hands.

How to Enhance Perceptual Development

Perceptual activities should be fun and meaningful for the teacher and the learners.

- Give learners plenty of opportunity to complete jigsaw puzzles to develop the skill of analysis & synthesis.
- Talk to learners about what they see in pictures & in books; draw attention to details in the pictures – visual discrimination.
- Threading beads is a fun activity for all learners; Gr 3 learners could thread according to a given pattern – understanding of spatial relationships; sequencing.
- Listening to stories – improves vocabulary and listening skills; attention span. Retelling of stories & including facts in the correct sequence – auditory memory.
- Listening to and singing songs; a game to remember and carry out instructions - promotes auditory memory.
- Identifying sounds in the environment – auditory discrimination & memory. Go on "Listening Walks".
- Building blocks e.g. DUPLO elements make great construction play material. Copying a model/copying from a picture to build something helps learners to understand spatial relationships.

Q: What is perceptual development?

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Q: What **perceptual skills** are developed during the Foundation Phase?

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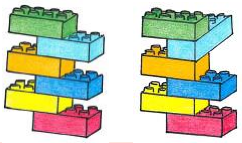
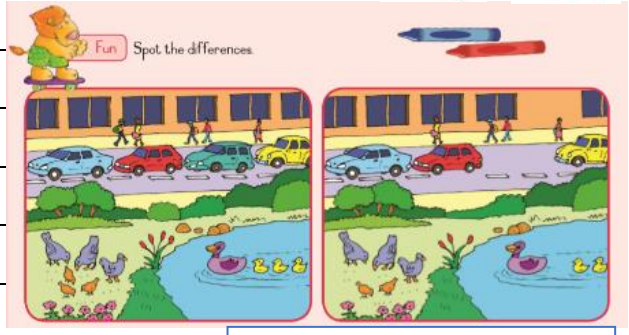
Activities to develop Perceptual Skills & Executive Function - Reflection Time



Copy Cat – Visual Discrimination

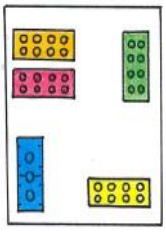
- How does a copying exercise develop visual perception?



Example of DBE Workbook Link:
Language Bk 1 Page 54

Copy Cat – Visual Memory & Memory Play

- Why is it important to practise visual memory?
- How does the *Memory Play* activity aid learning for the child and the teacher?



- How did these visual memory activities challenge working memory, inhibitory control & cognitive flexibility?

Copy Cat – Auditory & Kinaesthetic: Hand Jive

- How does the ability to discriminate between and remember different sounds & sound sequences help a learner to learn to read & spell?

Copy Cat – Listen & Build

- What skills are the learners developing in this activity?

- What difficulties do you foresee your Gr 3 learners having with this activity?

- How would you make it easier for the learner who is not confident? How would you challenge the bright & very confident learner?

Copy Cat – Communication Model

- What skills make for good communication in this model build?

- What would you be able to assess during observation of any of these activities?

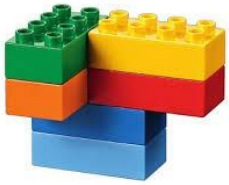
All our knowledge has its origins in our perceptions.

Leonardo da Vinci

UNIT SIX

Create “What’s in the Box?” Activities.

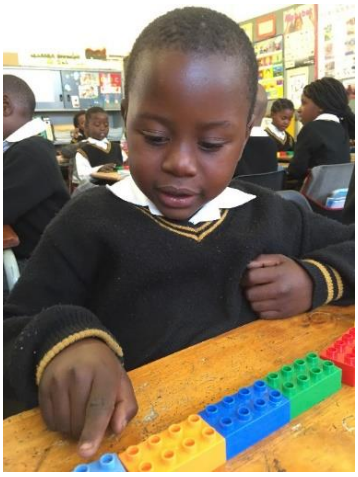
PLAY every day!



6. Concrete first! CPA – Concrete, Pictorial, Abstract

The Six Bricks can easily be integrated into the daily teaching programme where they can be used as the concrete tool when doing CPA. *The DBE workbook should not be used as a tool for teaching. The workbook should be used by learners who are developmentally ready & as the consolidation of the lesson taught. Young children are often inhibited when they have to write or draw, and creativity, an important part of the whole language approach, tends to be lost. All foundation phase learners should first manipulate concrete objects to enable them to grasp new concepts before they attempt any abstract work.*

Manipulatives - Concrete Apparatus



Manipulatives are physical objects/tools that are used in your teaching to engage children in hands-on learning. In your classroom you will have access to many types of manipulatives. These tools can be used to introduce, practise, remediate a concept and encourage children to build their knowledge and understanding. The use of manipulatives is constructivist because children are actively engaged in discovery during the learning process. Teachers must provide opportunities for children to explore the materials/tools and ask questions throughout the learning process.

Manipulatives are effective because:

- they are multisensory
- they represent ideas in more than one way
- they promote communication among learners
- they increase confidence, leading to lessened confusion and deepened understanding

Six Bricks is one of many resources or manipulatives that focuses on the practice of learning through play. For the purpose of this Foundation Phase Initiative, the Six Bricks tool is the initial resource that will be used to help teachers understand the value of learning through play.

Some playful Math activities with the concrete Six Bricks can add a sense of fun to any Math skill that is being practised. Turn tasks into games; change things up and add elements of surprise; incorporate movement – this will be an instant source of energy and will require more engagement. Encourage mathematical conversations to help develop mathematical concepts and increase engagement.

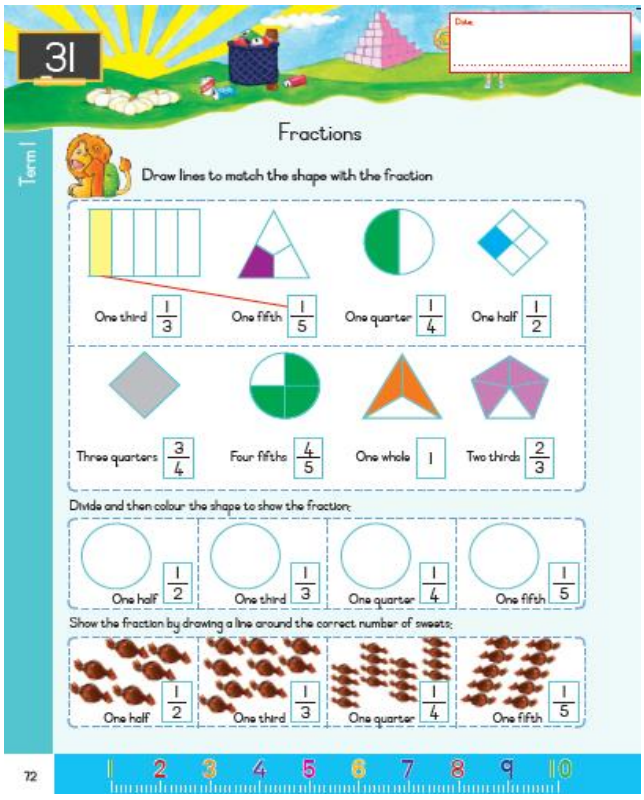
Concrete First

Look at the examples of Math lessons below from the DBE Workbook - on page 23 of this workbook (& the CAPS Links in the Online Repository).

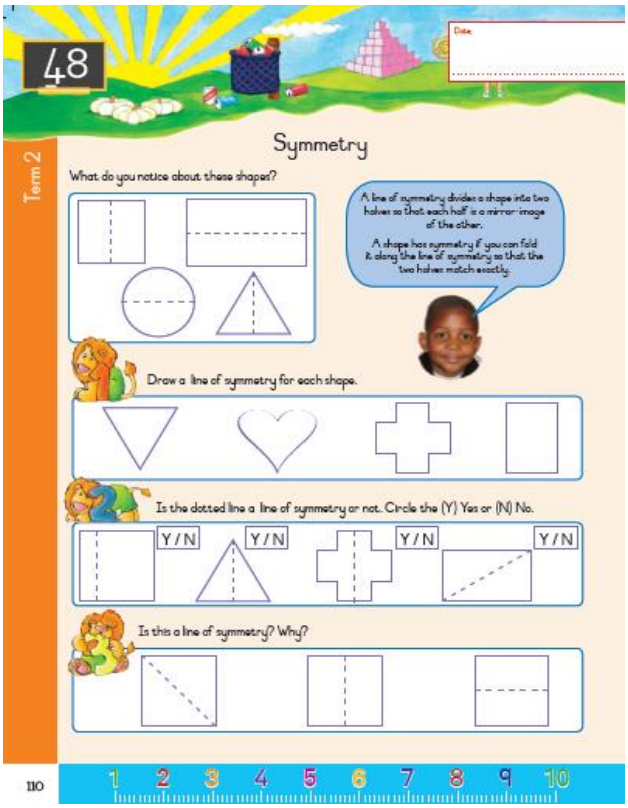
- *Choose one of the concepts.*
- *Work out an activity to introduce or teach the concept in a fun & engaging way, using the bricks as the concrete tool.*
- *Remember CPA. Be prepared to share your activity.*

Fractions, Symmetry, Measurement, Data Collection – Lesson Examples from the DBE Workbooks

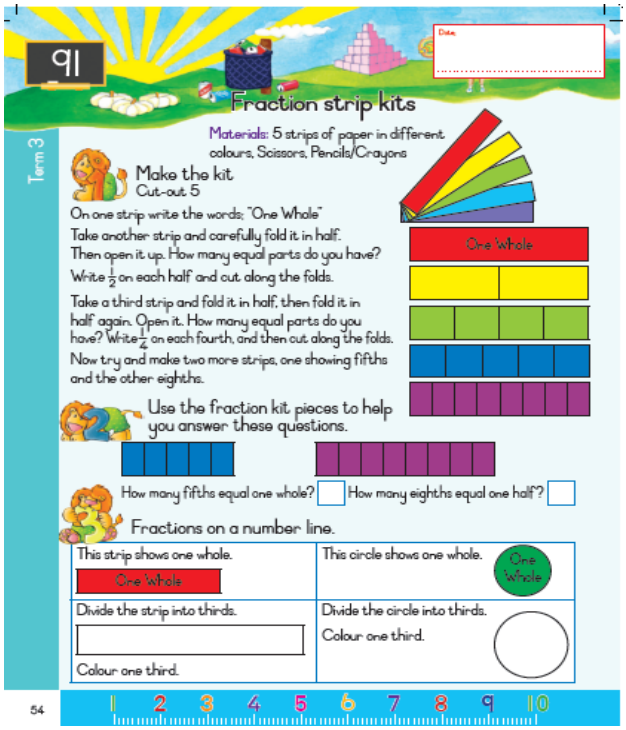
Example of DBE Workbook Link: Mathematics Workbook 1&2: Page 72



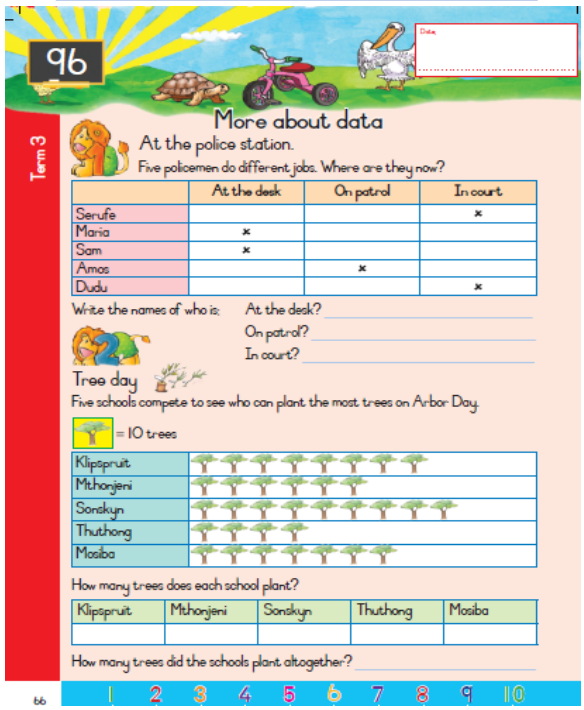
Example of DBE Workbook Link: Mathematics Workbook 1&2: Page 110



Example of DBE Workbook Link: Mathematics Workbook 3&4: Page 54



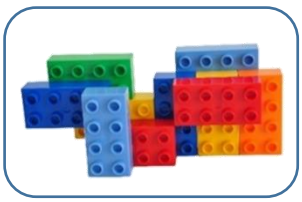
Example of DBE Workbook Link: Mathematics Workbook 3&4: Page 66



3-D Models - Reflection Time

- Can you explain why this is a good example of CPA?
- How could you link this activity to other themes & topics?



7. PLAY! Move! Use your Whole Body to Learn!

Movement and Brain Development

Why should we encourage our children to move?

Storing new memories and learning new skills, whether mental or physical, means creating new connections (synapses) between the many cells (neurons) in our brain. The formation and constant remodelling of such connections is the essence of brain development. Two key elements are required to form new neuronal connections – **nutrition** and **stimulation**.

Our current understanding of the brain points to the fact that this very complex organ is extremely dependant on **body stimulation** for its growth. All senses stimulate the brain – the images we see, the sounds we hear, the touch we perceive, all account for millions of nerve impulses travelling to our brain every second. But out of all the sensory stimuli, the most important is arguably that related to movement and the balancing of our body against the constant pull of gravity. The special sense informing our brain about the relative position, movement and tension in every part of our body is referred to as **proprioception** (Roost, 2016).

We know that movement is essential to learning. It wakes up the brain to learn, allowing the whole body to collect information through the senses. These sensory experiences build neural networks which help brain development.

Body movement is critical to learning because it:

- is integral to our intellectual processes from the moment of conception.
- enables us to take in information about the world through our senses.
- then anchors this information in our neural networks.
- is necessary as we build the skills we need to express our knowledge throughout our lives.

Research reveals that the very same regions in the brain that are responsible for **movement** are the regions that are involved in **higher level thinking**. This suggests that there is a link between giving a child plenty of free play outside involving whole body movement and balancing activities, and his ability to perform higher level thinking such as problem-solving, creating and designing, anticipating outcomes, curbing impulses, and delaying gratification (Major, 2016).

Key to the development of the brain is stimulation through our sense of touch. Whenever touch is included as part of learning, more of the brain gets stimulated, which results in more complex neural networks. Hands-on learning is crucial, and Six Bricks enables fun, playful learning.

Six Bricks activities encompass holistic development and touches on physical, cognitive, social and emotional development. The activities stimulate the brain and because the brain is plastic, it will continue to develop in reaction to our experiences.

The basic motor skills developed through movement are:

***Spatial Orientation**:* the child's ability to perceive the position of one or more objects in relation to themselves and others. The child should be able to indicate what is next to, under, on top, behind and to the side of their body.

Body Awareness: the child's knowledge of the parts of their body which is the centre of their orientation in the world.

Directionality: can only be developed once a child has a well-defined sense of laterality & knowledge of the body parts. It occurs when the child transfers knowledge of the right and left sides of the body (laterality) into space. This allows them to learn the various references of directionality – left, right, up, down, in front, behind. Daily school tasks require considerable directionality – writing in the top left-hand corner of a page; folding the right side of the paper to the left side; getting dressed requires knowledge of directionality – which is the front/back of a jersey; which is the left/right sleeve.

Interhemispheric Integration: the child's ability to integrate both the left and right -hand side of the body when doing movement – midline crossing exercises are vital.

Learners in Gr 3 could still be experiencing lack of skill in some of these areas which could hinder their academic progress. The Gr 3 classroom should still offer opportunities for learners to practise these skills. The following activities are examples of how Six Bricks can be used to provide such opportunities. Never skip your Physical Education lessons – these are perfect opportunities for the Gr 3 learner to continue developing gross motor muscles so necessary for learning. Many of the Six Bricks Activities can actually be turned into complete Physical Education lessons.

It is impossible to educate the mind without involving the body. Learning is thinking & movement integrated.

Toss & Catch & Follow the Leader - Reflection Time

- How can Six Bricks provide opportunities for movement?

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- How do the skills being exercised in these activities have any bearing on learning to read, write & do math?

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- Where do you see activities like these fitting into your curriculum?

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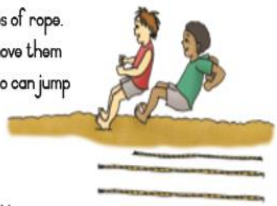
Think of some other Six Bricks movement activities or games.

Do long jump.
Take three sticks or three pieces of rope.
After jumping between them, move them wider and wider apart to see who can jump the furthest.



Mark how far you can jump.

See if your friend can jump further than you.

UNIT SEVEN

8. A Moving Child is a Learning Child

The child's body is the starting point of all learning experiences. If a child has a poor image of their own body and cannot control their body well, they tend to experience learning difficulties later. Children who cannot participate in daily games with friends because they are too clumsy, or incapable of playing by the rules, will often be lonely and unhappy at school. If any of the Gr 3 learners have missed out on prior basic movement experiences, it could hinder their reading and mathematics abilities as they reach the older grades and so the Gr 3 day should also cater for opportunities to move. Physical Education is a part of Life Skills in the CAPS curriculum for the Foundation Phase and it is important for the well-being of each learner – it assists in preparing learners for life and its various possibilities within our rapidly changing society.

How can the teacher enhance the learner's gross motor development?

Learners need space where they can use their entire bodies. If the classrooms are crowded, go outside to find a suitable area. Outdoor play, climbing apparatus, ball play, moving to music are all essential for developing gross motor skills.

What is laterality & why is it important?

Laterality is the inner experience children have that their bodies have two sides – left & right. This knowledge enables children to know which side of the body is moving & when it is moving; they get this sense around about the age of four; by the age of seven, 70% of children should be able to identify two sides of the body. If they reach the age of eight and are still unable to tell the difference between left & right, they could be at a learning disadvantage. Laterality is crucial to writing, spelling & mathematics where the directional sequence of figures is very important. (13 / 31; b / d)

What is dominance & why is it important?

Established dominance is important for readiness to learn at school because it is vital for a learner to use the same hand, foot, & eye when carrying out tasks. If this is not the case, the learner has cross-dominance which can give rise to writing problems due to the lack of eye-hand co-ordination. If this dominance is not established by the time they go to Gr 1, they will experience difficulties with spelling & reading; inversions will occur (e.g. p for b; bad for dab; pat for tap; pool

for loop). These difficulties are also sometimes seen in Gr 3 and should be addressed.

Crossing the Midline

Young children first cross their midline when they are able to roll over, as babies. This ability sometimes only develops fully at about 8 months of age.

It is vitally important to build cross-lateral exercises *(movements in which arms and legs cross over from one side of the body to the other)* into every teaching day.

A child's motor planning *(jumping, bouncing, running)*, auditory *(retaining letters & sounds, listening to the teacher)* and sensory input *(behaviour, attention, focus)* as well as organizational skills used for mathematics, is compromised when we do not allow our children adequate time to develop these critical milestones used for helping the left and right sides of the brain work together.

Movement and play-based activities *(often lacking in schools today)* are the key to helping children who struggle with things like auditory processing; following directions & instructions; everyday tasks; comprehension & the written word.

Using specific types of movement that connects the body with the brain = crossing the midline. It is important to remember that the body is divided left to right; top to bottom & front to back.

Look out for:

Children whose movements are clumsy; cannot do their own buttoning/ shoelaces; cannot kick/throw a ball; unable to walk backwards for 5 metres; cannot stand on one leg for at least 6 seconds; cannot do 5 consecutive hops; cannot run & jump rhythmically; cannot clap hands rhythmically/keep time to music.

A child who has the tendency to touch right elbow to right knee, which means they are struggling to cross the mid-line (L & R brain not working together). The teacher may need to physically help that child to move the R elbow to the L knee & vice versa, until they "get" it.

If the child's right arm doesn't make it over to the left shoulder – then they are not crossing the mid-line. The child should also not be swinging too far back or way over the midline. Daily cross-lateral activities will help Gr 3 strugglers to perform better in all of their subjects.

Cross-Lateral Fun Activities - Reflection Time

- What do you understand by the term "crossing the midline"?

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- What does crossing the midline have to do with reading and writing?

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- How do the activities we have just done help with crossing the midline?

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- How does this link to your curriculum?

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Where does this link to the DBE Workbook? Life Skills Bk 1 Page 29

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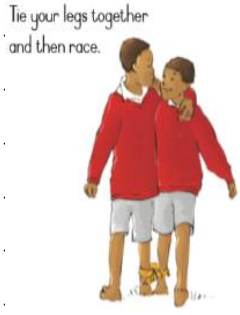

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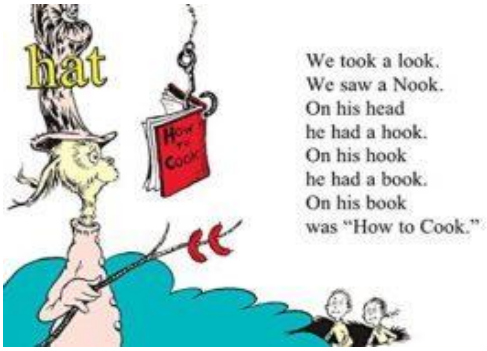
UNIT EIGHT

9. Learners need to PLAY with Words

The young child in the Foundation Phase is led and moulded by his conversation with his teachers and the language they use. The teacher has to take the child's language level into account to be able to communicate effectively. Language is the main way we convey & think of ideas. When we play with words, we play with ideas. When you play with words, you discover the potential of language & your own potential to use language & to communicate. The child's whole education is rooted in his language education which largely shapes him into the person he will be, and so literacy is one of the most important aspects of any learning programme for young learners.



Build a Funny Thing - Write your poem

- Write the Funny Poem that was co-created in the class. Write the poem in a funny shape.

Hot & Cold Creature – Write your story

Use the table below to show your rough draft & then write the story.

The first 2 rows serve as examples.

NOUNS Naming words	ADJECTIVES Describing words	VERBS Action words	ADVERBS Describe how/when/where it moves
Fiery Fred	fierce	flies	speedily
dragon	full of fire	swoops	swiftly

UNIT NINE

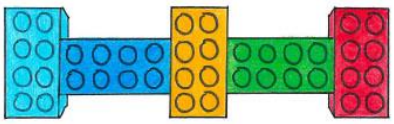
10. Acquire Reading Skills through PLAY!

Make reading FUN!

Reading is a complex cognitive process and learning to read in the Foundation Phase is a huge task for children. Reading incorporates a number of critical skills that will allow a child to participate in and enjoy the activity of reading. The integration of these critical skills is vital to motivate children to become successful readers. Let's lay the foundations for children to become strong, capable and effective readers – let's inculcate a love for reading, by developing the skills in a fun-filled and playful way.

During PLAY and interaction with others, children make many language discoveries, and they learn critical problem-solving skills. These contribute to their ability to comprehend texts and read for meaning. By including play in teaching and learning, children are free to engage at their level and build on their own language discoveries. This provides the building blocks for becoming great readers in the future!

Fun with Patterning - Reflection Time



- What skills can be developed through this activity?

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- Explain how this activity allows the child to direct their own learning.

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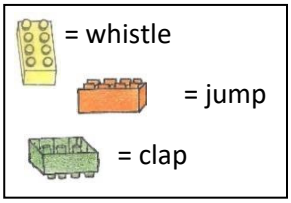
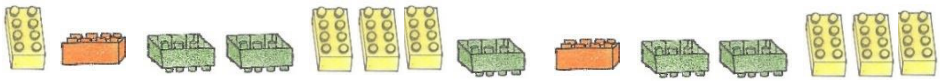
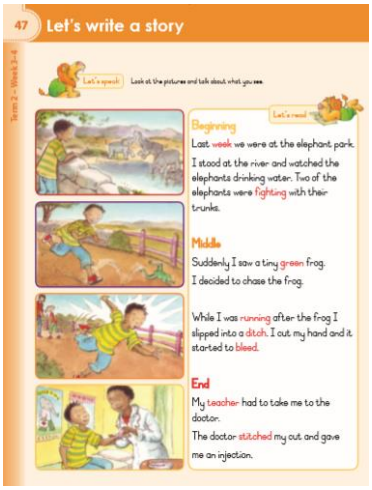
- List some other fun-filled ways to use the bricks for patterning activities.





Story Sequencing

- Create your own story using Six Bricks. Write and illustrate your story.


47 Let's write a story

Let's speak Look at the pictures and talk about what you see.

Let's read

Beginning

Last week we were at the elephant park. I stood at the river and watched the elephants drinking water. Two of the elephants were fighting with their trunks.

Middle

Suddenly I saw a tiny green frog. I decided to chase the frog.

While I was running after the frog I slipped into a ditch. I cut my hand and it started to bleed.

End

My teacher had to take me to the doctor.

The doctor stitched my cut and gave me an injection.

DBE Language Workbook Term 2 Week 3 – 4: *Pages 98, 99*

Let's look at all the reading skills we have covered by doing these playful Six Bricks Activities!

- ***Phonological Awareness***: is largely an oral and auditory skill and refers to a child's awareness that spoken words are made up of sounds. These sounds have many different functions and can be re-arranged to make other words. As an auditory skill it is about replicating and manipulating the sounds of a language, identifying and comparing sound units.

✓ ***Practical Example where PLAY was used to develop this skill***: *When you built a Funny Thing & created words for the poem, you were becoming phonologically aware; when you read your Sound Patterns, you developed auditory perceptual skills which precede reading & writing. Children who are able to differentiate between different sounds can more easily differentiate between different letters and words.*

- ***Phonics***: is the relationship between the written letter symbols and the spoken letters and sounds. These letters and sounds create words. Teaching phonics can be done in different ways. This is a vital part of teaching and learning which will help children speak and say words correctly and will help with spelling.

✓ ***Practical Example where PLAY was used to develop this skill***: *Hand Jive: remembering sequences of sounds.*

- ***Word Perception/Word Recognition:*** is the accurate perception of words & phrases and the understanding & interpretation of the word symbols – reading depends largely on the original impressions or perceptions of the printed page. Teach different methods of word attack.

✓ ***Practical Example where PLAY was used to develop this skill***: *All the Visual & Auditory Discrimination & Memory Activities will develop the ability to perceive & recognise words more easily.*

- ***Reading Fluency***: is the ability to read with accuracy, at the appropriate rate, with expression and phrasing. Fluency can be achieved if the learner is accurate in decoding words, recognises words automatically and understands context and meaning. Fluency is often measured through oral reading but can also be part of silent reading. When assessing fluency, the teachers should look at expression, volume, phrasing and smoothness, not just how quickly a child can read.

✓ ***Practical Example where PLAY was used to develop this skill***: *Patterning – this activity allows a child to practise that left to right eye movement with the reverse sweep back to the left at the end of a line of print.*

- ***Vocabulary Development***: is the knowledge of words, their definitions and context. This is an ongoing process and is part of learning to read and reading for meaning. Vocabulary and comprehension are closely connected skills, and both are critical for reading achievement.

✓ ***Practical Example where PLAY was used to develop this skill:*** *Writing of own poems & stories in a Funny Thing; Hot & Cold Creatures; Game Creations in the Challenges; building of models & describing or discussing the build - all these activities develop new vocabulary; Back-to-Back; Communication Model activities enrich vocabulary.*

- ***Reading Comprehension Strategies***: is the ability of a child to understand the meaning in a text. Reading comprehension skills can be developed and improved through instruction and practice.

✓ ***Practical Example where PLAY was used to develop this skill***: *Patterning – helps with moving the eyes fluently and fluency in reading aids comprehension of text; Story Sequencing - the ability to remember the sequence of the events in the story will aid comprehension.*

- ***Backgrounds of Experience***: There is a close relationship between reading and social factors. Language background; extent of experiences; home conditions – influences of emotional nature & material kind have subtle & direct effects. A variety of experiences, trips, books, pictures, stories told, questions answered, all contribute to the development of reading ability. The child will find it easier to read words he has used frequently in his everyday life and he finds it easier to understand reading material which deals with activities he himself has experienced. A background full of meaning and experience provides clues to the nature of word patterns and enables learners to make maximum use of context in word recognition.

✓ ***Practical Example where PLAY was used to develop this skill:*** *When the children use their bricks and other materials to build models they create their own experiences and understanding of concepts and will be more inclined to write about things they have built and will love to read to others about the stories they have created around their model builds.*

Reading requires a child to use a variety of language cues to make sense of print. A Grade 2 or 3 teacher, has a short window of opportunity to develop, correct and teach these reading skills. The Six Bricks playful activities specifically aim to integrate and practise these critical reading skills, helping to consolidate them for the child in the Foundation Phase.

11. PLAY with Six Bricks Activities Integrates all Subjects

Even though Teachers are following a curriculum, their teaching does not have to be rigid in terms of how they facilitate learning. Playful learning encompasses all subjects and integrates skills from Mathematics, Languages and Life Skills; and develops the life-long learning skills needed for growth and development into adulthood. By using an integrated approach, we achieve all of this and the learner can experience the school day/week as an integrated unit.

Connect your Six Bricks activities into your weekly themes & daily planning for an easy integration into all the learning subjects. *Examples:*

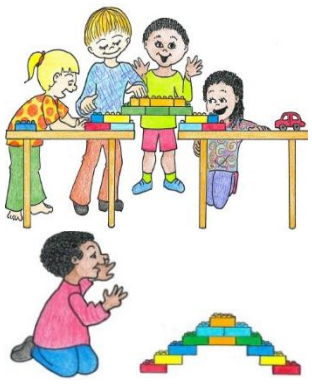
Make Life Skills FUN!

Teachers today have a demanding task of teaching and managing children from diverse and challenging social contexts. They are required to create suitable learning environments that meet these diverse needs. The main task of the Teacher is to prepare children with basic life skills to enable them to live, work and interact in this challenging society.

The teaching of Life Skills includes teaching valued behaviour; reflective skills, like problem solving & critical thinking and personal skills, like self-awareness.

When children acquire new life skills, they are better able to understand the world around them and they are able to develop the tools they need to live a productive and fulfilled life.

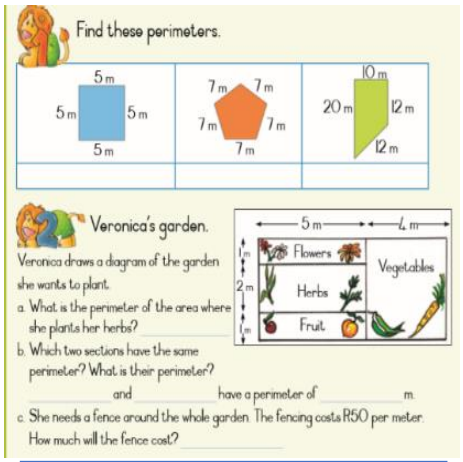
Bridge / Wall Build



- *Bridge*
  - Work in your groups of six and combine your bricks.
  - Build a bridge to span a 20cm gap between two chairs/tables.
  - There should be a way up to the top of the bridge and a way down.
  - Your bridge should be strong enough to support e.g. a bottle of water or a toy car.
  - Teacher allows a certain amount of time for this activity.

- Children stop building when the time is up; each group will have a turn to explain their build.
- *Can you show me the middle of your bridge – is it half-way?*
- *What challenges did you encounter during this exercise?*
- *Did you work well together; did you plan first …?*
- Test the strength of the bridge; measure the length.

- *Wall*
- Work in groups of six and combine your bricks.
- Build a wall to protect a vegetable patch.
- Build your wall at least three bricks high to prevent the dog from jumping into the patch.
- The wall needs to have a corner so that the vegetables can be protected from the wind as well.
- Design a pattern in the wall, so that it is an attractive wall.
- Could you build steps into your wall?
- As an added activity – measure the length of the 2 sides of the wall; the height of the wall; work out area/perimeter etc.



Example of DBE Workbook Link:
Mathematics Workbook 2: Page 60

These builds integrate Mathematics, Language, Speech & Communication and Life Skills as well as challenge the child's cognitive skills.

Belonging to a group is important to young children - when they enter group settings, they are exposed to behaviour, social rules & attitudes that improve social development.

During these activities, the children will need to think, voice their ideas, listen to one another, be polite, agree on the best idea to build the bridge / wall – test – redesign if necessary; show & explain to others. They will have to collaborate.

Children will need to talk about the length and strength of the bridge; angle of the corner in the wall; problem solve how to arrange and where to place the bricks if they want to create a pattern or build steps; discuss how many bricks to use; think of ways to make their bricks go further (by leaving spaces); do measuring exercises.

UNIT TEN

12. Consolidate Mathematical Concepts through the Playing of Games

Make Math FUN!

Mathematics really is the story of how we organise our everyday lives to make sense of what is going on around us. Maths tells us how people trade; how we know what the time is; how we know how far a certain distance is: Maths is a language that uses numbers, symbols and images to communicate thoughts about these things.

Our knowledge of Maths allows us to build, to produce art and even to participate in sports. To understand the world in which they live, children need to be numerate - they need to know basic number facts and how to perform basic operations. They need to know that Maths is flexible and can be applied in many meaningful ways.

Some Playful Maths Activities with Six Bricks can add a sense of fun to any Maths skill that is being practised. Turn tasks into games; change things up and add elements of surprise; incorporate movement – this will be an instant source of energy and will require more engagement. Encourage mathematical conversations to help develop mathematical concepts and increase engagement.

"Mathematics is not a careful march down a well-cleared highway, but a journey into a strange wilderness, where the explorers often get lost."
WS Anglin – Mathematics and History

Oldfield (1991) says that mathematical games are 'activities' which:

- involve a challenge, usually against one or more opponents
- are governed by a set of rules and have a clear underlying structure
- normally have a distinct finishing point
- have specific mathematical cognitive objectives

There are many advantages of using games in a mathematical programme: *Adapted from a summary in an article by Davies (1995)*

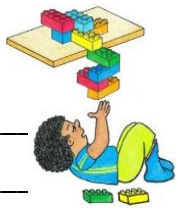
- Games create applications for mathematical skills.
- They motivate children, especially when they choose freely to participate & enjoy playing.
- They provide opportunities for building self-concept and developing positive attitudes towards mathematics, through reducing the fear of failure and error.
- Greater learning can occur through games due to the increased interaction between children, opportunities to test intuitive ideas and problem-solving strategies.
- They can allow children to operate at different levels of thinking and to learn from each other. In a group of children playing a game, one child might be encountering a concept for the first time, another may be developing his/her understanding of the concept, a third consolidating previously learned concepts
- Children's thinking often becomes apparent through the actions and decisions they make during a game, so the teacher has the opportunity to carry out diagnosis and assessment of learning in a non-threatening situation.
- Games provide 'hands-on' interactive tasks for both school and home.
- Children can work independently of the teacher. The rules of the game and the children's motivation usually keep them on task.
- Children from any language background can enjoy games. The basic structures of some games are common to many cultures, and the procedures of simple games can be quickly learned through observation. Children who are reluctant to participate in other mathematical activities because of language barriers will often join in a game, and so gain access to the mathematical learning as well as engage in structured social interaction.

Children are very good at inventing their own games and love to make up their own rules.

Encourage them to make up a set of Math games that will involve the Six Bricks.

Keep these Game ideas, with the rules, in a box where they can access them, e.g. when they have completed their work and they need to keep meaningfully busy whilst waiting for others to complete their work.

Hanging Around; Pyramid Wall Game & First 2 Four: Math Group Games - Reflection Time



- How do these game enhance social-emotional skills?

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- Name some other valuable skills that these games develop.

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Invent your own Math Game using the Six Bricks.

Reflection Sheet - Implementing Play-based Learning with Six Bricks

1. Many of our classrooms have large numbers of children. How can you organise your class so that play doesn't create a huge disruption?	**2.** In play and learning, children want to take control of how they learn. How can you, as a teacher, give more agency to children?	**3.** In play there are some chaotic times. Activities with the bricks may be noisy. How will you cope with this in the classroom?
4. Play is not a frivolous activity – it is serious work for children. When children are at play, how will you know if children are meaningfully engaged?	**5.** The Activities in CAPS are strongly linked to the Six Bricks Activities. What is the benefit of doing quick, 2 – 5 minute Six Bricks activities *daily*?	**6.** Assessment is an important part of teaching and learning. How could you use the bricks to assess the skills of the children in your class?
7. Keeping the bricks safe and readily available takes some planning. How will you prevent the bricks from getting lost or stolen and how will you ensure that they are easily accessible every day?	**8.** Playing every day is the way that children learn. Think about your daily and weekly schedule or timetable. Where best would you be able to slot in the quick, daily Six Bricks activities?	**9.** Collaboration and communication are two key skills needed for life-long learning. How can you encourage greater collaboration around learning through play in your school?
10. Change is sometimes difficult to embrace, especially when it easier just to stick with what you know. How do you feel about adopting a more playful approach in your classroom?	**11.** Parents should be a player in their children's learning. If a parent shows concern about all this "play" with bricks or other resources - how will you answer that parent?	**12.** It is important for school management to support learning through play. What would you say to your principal when you are asked why your class is so noisy?

Choose any 3 questions to answer.

Managing Six Bricks in the Classroom

WHERE do I keep my Six Bricks?

- In the Gr 3 classroom, each child will have their own set of Six Bricks, one of each colour; they cube or stack their bricks when not in use and these brick sets are stored in handy tubs, ready for use.
- It is vital that the children should be able to access their bricks readily and easily, because short, quick activities are done daily.
- At the end of every day's activities, each child should check that their Six Bricks set is complete, before packing it away; children could make up their own tidy-up song to store their Six Bricks.
- How do you, as the teacher, ensure that the children do not steal or take the bricks home?

WHEN do I use my Six Bricks?

- The secret of the success of the activities with Six Bricks lies in the **DAILY repetition** of skills.
- A Six Brick activity can be done at **any time** of the school day – before classes begin; before or during a lesson/task; before/after breaks; just before home time …
- Activities with Six Bricks starts off being teacher-directed but very subtly the learners begin to take charge of their own learning during the course of the year.
- Initially, the activities are short & sharp and designed to wake up the brain & get the body & brain working together.
- As you try out more and more of the activities, you will come up with plenty of your own ideas to also use the Six Bricks in other areas of learning.
- There are also longer games designed to encourage social skills, but get going with the **short, quick activities**, which sometimes only use one or two of the Six Bricks.
- It is these quick activities which we would like the Teachers to understand and get to grips with first … quickly get into the **habit** of doing these **every day**, as part of your routine.
- Six Bricks activities should be included in everyday planning.
- Mental Maths should be done every day: use your Six Bricks for this.
- Learners must be kept "meaningfully busy": use your Six Bricks.
- Assessments and observation: observe learners as they complete a Six Bricks activity.

Gentle Teaching Reminders

Adapted from an excerpt in "Towards Thriving Not Just Surviving", a book about teaching by Carolina Botha, Charl Wolhuter & Deon Vos.

- Our job, as teachers, is to educate, to teach lessons & to prepare learners for life outside the classroom but it is also our purpose to go to the effort of really getting to know the child. Look beyond the "good" or the "bad" behaviour & the academic performance and see the potential & the heart of each child. Know their story.
- Relationships matter. Greet the children by name every morning; make eye contact; create a relationship of trust.
- When you truly connect with children, they will grow to love you; they will care for you; they will work for you. They will not want to disappoint you and you will see the results in their academic achievement. You have the power to unlock potential in each child you teach.
- As a teacher, you need to step up and fulfil a role as pack leader within the first few minutes of the first day of the year.
- Never criticise or scold a child in front of the rest of the class. You will humiliate the learner and be seen as the enemy. Take the learner outside after class & address the situation calmly & unemotionally. Look for reasons to praise rather than to criticise. Sincere praise publicly or privately can make a child feel worthwhile & loved.
- Never raise your voice – shouting is not conducive to creating an enabling learning environment & does not promote a sense of a teacher being in control of their class. Rather change the level on which you address learners – move closer to them. Improving classroom management skills promotes a sense of respect from learners.
- Admit your mistakes and take responsibility for them – apologise. This sets a good example for learners to follow & a good lesson to learn that they need to be responsible for their decisions & actions.
- You may find yourself presenting the same content year after year but for the learners in your class it is their first experience. They deserve the same enthusiasm, passion & effort into planning that you displayed when you first presented the lesson. Live your passion & teach the children well.

Observation during these Six Bricks Activities can assist the Teacher to assess various skills

		About Me	Brick Hunt	Bridge & Wall	F. Thing; Hot/cold	Pattern	Copy Cat	Story Sequ.	CPA Maths	Cross-Lateral	3D Models	Math Games	Towers
Physical	Balance	•								•	•		•
	Body image	•	•				•			•	•	•	•
	Cross midline	•		•	•	•	•	•		•	•	•	•
	Fine motor	•	•	•	•		•	•	•	•	•	•	•
	Gross motor	•				•	•			•	•		•
	Hand-eye co-ordination	•				•	•			•			•
	Hand-foot dominance					•				•			
	Laterality	•	•	•	•	•	•	•	•	•	•	•	•
	Proprioception	•				•				•			•
	Spatial orientation	•	•	•	•	•	•	•		•	•	•	•
	Spatial reasoning		•	•	•	•	•				•	•	•
Mathematical	Colour & shapes awareness	•	•	•	•	•	•	•	•		•	•	•
	Comparing	•	•	•	•	•	•		•		•		•
	Computing			•					•		•	•	•
	Counting	•	•	•		•	•		•		•	•	•
	Estimating			•					•		•	•	•
	Measuring		•	•			•		•		•	•	•
	Number concept			•		•	•		•		•	•	•
	Sequencing & Patterning		•	•	•	•	•	•	•		•	•	•
	Sorting & Matching		•		•	•	•	•	•		•		
Perceptual	Auditory discrimination				•	•	•	•	•		•	•	
	Aud. foregrnd & backgrnd					•	•				•		
	Auditory Memory	•		•	•	•	•	•	•				
	Figure-ground perception		•	•	•	•	•				•		
	Form perception	•	•	•	•		•	•	•			•	
	Observation	•	•	•	•	•	•	•	•	•	•	•	•
	Tactile discrimination	•			•	•	•				•		•
	Tactile memory	•			•	•	•				•	•	•
	Visual discrimination	•	•	•	•	•	•	•			•	•	•
	Visual memory	•	•	•	•	•	•	•	•		•	•	•
Language	Auditory sequential mem.					•	•	•	•				
	Describing	•		•	•	•	•	•	•		•		
	Listening		•	•	•	•	•	•	•		•	•	
	Prepositions		•	•	•	•	•	•					
	Talking	•		•	•	•	•	•	•		•	•	•
	Visual sequential memory		•			•	•	•		•			
	Allows for iteration	•	•	•	•	•	•	•	•	•	•	•	•
Cognitve	Creativity	•		•	•	•	•	•	•	•	•	•	•
	Critical thinking			•	•	•	•	•	•		•	•	•
	Planning & Problem solving	•		•	•	•	•	•	•		•	•	•
	Self-regulatory skills		•	•	•	•	•	•	•	•	•	•	•
	Visualisation		•	•	•	•	•	•			•	•	•
	Working memory	•	•	•	•	•	•	•	•	•	•	•	•
Socio-Emotional	Collaboration			•	•	•	•		•	•	•	•	•
	Consideration	•	•	•	•	•	•		•	•	•	•	•
	Empathy		•	•	•	•	•			•	•	•	•
	Playfulness	•	•	•	•	•	•	•	•	•	•	•	•
	Sharing			•	•	•	•	•	•		•	•	•
	Taking turns	•		•	•	•	•	•	•	•	•	•	•

Observation & Assessment Guideline

Activity: About Me			
The Learner is able to:	Very capable	Still struggles	Unable
Recognise shapes			
Distinguish textures			
Balance while moving			
Tell the difference between left & right			
Use a dominant hand/foot			
Indicate body parts			
Be aware of body in space			
Track with eyes			

Activity: Brick Hunt			
The Learner is able to:	Very capable	Still struggles	Unable
Recognise colours			
Discriminate between different colours			
Observe & remember details			
Recognise similarities & differences			
Compare & discuss similarities & differences			
Correct own mistakes			

Activity: Bridge & Wall			
The Learner is able to:	Very capable	Still struggles	Unable
Work in a group			
Communicate; collaborate			
Listen to others; voice their opinion			
Think critically			
Plan; predict; visualise; design; test			
Estimate; measure			
Explain, discuss; describe			
Control emotions			
Consider others			

Activity: Build a Funny Thing			
The Learner is able to:	Very capable	Still struggles	Unable
Visualise & build a 3-D character			
Use language to name & describe the model			
Create & write poems			
Understand & use rhyming words			
Create shapes with text			
Be creative & imaginative			

Activity: Story Sequencing			
The Learner is able to:	Very capable	Still struggles	Unable
Listen to & remember a story sequence			
Retell the story sequence			
Create, describe & write their own story sequence			
Understand beginning; middle; end; paragraphs			

Activity: Fun with Pattern			
The Learner is able to:	Very capable	Still struggles	Unable
Understand the logic of a pattern			
Recognise patterns in art, music, nature, literature			
Describe a pattern			
Build a pattern			
Order, sequence, number, count			
Make changes to a pattern			
Create visual, auditory & movement patterns			
Recall & repeat visual, auditory & movement patterns			

Activity: Fractions, Symmetry, Data Collection & Measurement			
The Learner is able to:	Very capable	Still struggles	Unable
Sort, collect & categorise information			
Use symbols to represent objects			
Create a graph to record data			
Read a key to interpret data on a graph			
Compare, discuss & analyse data			
Measure & record length/height/width of objects			
Discuss & compare findings			
Understand fractions ½; ¼ ; ¾ …			
Understand symmetry			

Activity: 3-D models			
The Learner is able to:	Very capable	Still struggles	Unable
Discriminate between colours			
Interpret pictorial instruction			
Understand depth			
Distinguish between foreground/background			
Build a 3-D model from a 2-D representation			
Draw shapes from a 3-D model			
Work with a partner			
See similarities & differances			

Activity: Group Towers & Games			
The Learner is able to:	Very capable	Still struggles	Unable
Focus & concentrate on a task			
Persevere			
Exercise patience			
Lose/Win graciously			
Express & control emotions			
Work with a partner			
Cross the midline			
Visualise			
Remember instructions			
Self-regulate			
Take risks			
Be aware of own body in space			

Activity: Copy Cat			
The Learner is able to:	Very capable	Still struggles	Unable
Copy accurately			
Remember a colour sequence			
Listen to, remember & repeat a sequence of sounds			
Listen to, remember & repeat instructions			
Listen to, remember & repeat an auditory pattern			
Observe, remember & repeat a sequence of movements			
Communicate: listen; recall; carry out instructions; describe; explain; give clear instructions			
Use appropriate vocabulary to express instructions clearly			

Activity: Toss & Catch; Follow the Leader			
The Learner is able to:	Very capable	Still struggles	Unable
Co-ordinate eyes, hands & feet			
Throw & catch objects			
Judge distance			
Judge how hard/soft to throw			
Perform actions while moving			
Create own ideas			
Estimate & count			
Understand where their body is in space			
Work with a partner; work in a small group			
Observe & imitate others' actions accurately			
Complete a movement pattern game			

Activity: Cross Lateral Activities			
The Learner is able to:	Very capable	Still struggles	Unable
Cross the front/back midline			
Cross the left/right midline			
Cross the top/bottom midline			
Take turns; observe the rules; regulate behaviour			
Co-ordinate eyes/hands/feet			
Work in a small group/in a team			
Perform actions while moving forward/backward			
March, skip, gallop, hop, twist, run, jump, roll …			
Control/Balance the body; maintain a good posture			

Activity: Hanging Around; Pyramid Wall; First 2 Four			
The Learner is able to:	Very capable	Still struggles	Unable
Work in a group; collaborate; regulate behaviour			
Exercise patience & perseverance			
Take turns; follow rules			
Win/Lose graciously			
Take risks; be creative			
Recognise, count & match numbers			
Add; subtract; measure			
Create own number games using dice			

Activity: Hot/Cold Creature			
The Learner is able to:	Very capable	Still struggles	Unable
Create & design 3-D models			
Use waste materials; use their imagination & be creative			
Apply prior knowledge in phonics			
Prepare a rough draft for a story			
Use language to tell/write/read stories			
Use language structures: nouns, adjectives, verbs, adverbs			
Write sentences; paragraphs; stories			
Read their stories			

Watch and listen to your Gr 3s individually & in groups as they interact with their surroundings and their friends. Look for specific behaviour or ability to better understand what each child knows or can do.

Document the actions & words observed – ongoing & throughout the year.

This observation & assessment style provides the Teacher with the basis for future planning of activities and supports for individuals & groups of children.

Notes and Feedback

In the space provided, please make note of any changes you would like to see in the course. Your feedback is invaluable.

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