



## Topic: Pyramids

**Resources for each team:** instruction cards 460 and 461 and the construction material needed for them; additional construction material of the same type; a large green plate; two envelopes containing the folded instruction cards.



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### Activities:

1. The teacher distributes to each team the construction material and envelopes with the cards inside.
2. The teacher shows the children a 'four-brick', names it and explains that this brick is so called because there are four buttons on it. He then asks each child to find, pick up and show that kind of brick.
3. The teacher shows the children an 'eight-brick', names it and asks: "Why is this brick called that?". The children respond and he asks them to find and show that kind of brick.
4. The teacher explains that one child from the team will work with the instruction card, and the other with the construction materials. The roles will later be reversed.
5. The child with the card is to take it out of the envelope and, without showing it to their partner, study it. At the same time, their partner is to place the green plate and box of construction material ready to use.
6. The child with the instruction card lists, in turn, the type, color and number of the bricks needed to construct a model (For example: "Three red eights. Two yellow fours...") The other child must find and take these bricks from the box. During this activity, the child with the bricks may not ask, "Are these the bricks I need?". The child giving instructions may not comment on whether or not the correct bricks were selected.
7. The teacher explains that the child with the instruction card must give their partner step-by-step instructions to build the model illustrated on the card by describing: the type, color, number and location of the bricks. (For example: "Put a red eight on the green plate. Next to it put a brick of the same type so that their short sides touch...")
8. The children carry out their respective jobs. When the model has been constructed, the two children compare the resulting construction with the one on the card.
9. The teacher explains that their work is finished if the construction matches that shown on the card. (Note: the colours may differ from those on the card).
10. The children swap roles and, on the green plate, build the second model.
11. The children, with their teacher, conclude that to achieve the desired goal (in this case building a model) it is equally important both to give precise, comprehensive and consistent instructions and to carry them out correctly.

