

WEEK 4

GRADE 1 LESSON PLAN – TERM 3 WEEK 4

LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS

- Learners count physical objects using one-to-one correspondence reliably in the number range 0-3

e.g. shoes or steps to the toilet



- Learners count forwards and backwards in ones from any given number in the number range 0 – 60. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete)
e.g. 41, 42, 43,... ; 45,44,43,...
- Learners count in ones from any given number:
e.g. Count from 22- 45; Count from 45 back to 10.

- Learners count forwards and backwards in tens from any given number in the number range 0 - 60.
- Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) Learners count in tens from a whole ten.
e.g. 10,20,30.....;

➔INSTRUCTION: Put your counter on 60. Now count backwards to 50.How many steps did you take? Can you see a pattern? Continue In this way. Can you guess which number you will land on?

➔Write down the pattern as you go along e.g.
60, 50, 40...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	●

- The learners read the symbols on number cards, a number grid or a number line.
e.g.

36	37	38	39
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- Learners write any number name in the number range 1-20
e.g. **15 fifteen**

- Learners order whole numbers 0-34 in an **ascending and descending** order Learners may use a number grid or a number line.
e.g.(11, 20, 14,19) → (11,14,19,20) smallest to biggest
(14, 17, 1, 20) → (20,17,14,1)biggest to smallest
- Learners describe the position of numbers 0 – 34 using before, after, between.
e.g.What comes before 20?; What comes after 18?; What comes between 17 and 19?

17	18	19	20
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- Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line.
e.g. What is one more than 13?

2 more than	
23	
18	
30	
27	

1 less than	
23	
18	
30	
27	

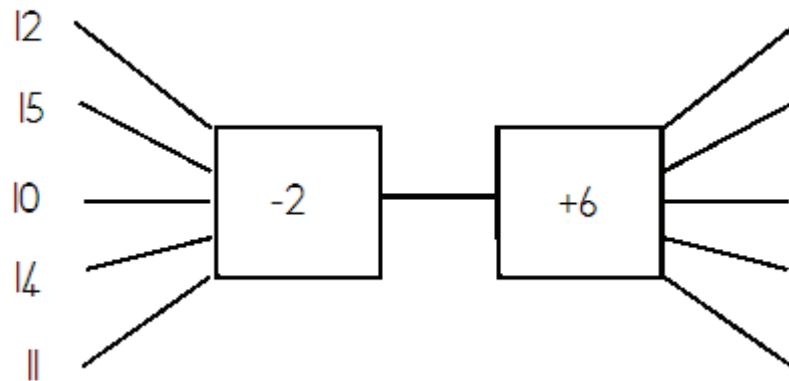
- Learners solve money problems in the range 0-10. Using R1, R2, R5 and 10c; 5c.
- Learners calculate change.
→ Practical group work on mat.
e.g. Use “play money” to buy sweets and calculate change. I have R6 my sweets cost R5, how much change will I get?






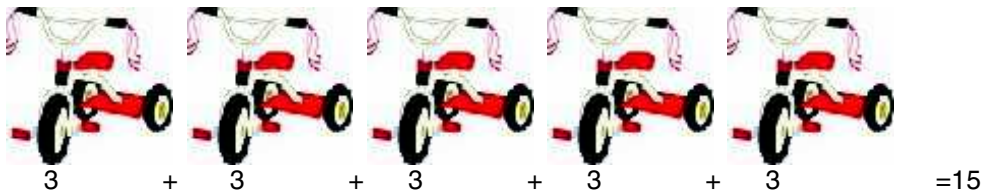
$$R6 - R5 =$$

- Learners solve and explain practical problems involving equal sharing and grouping with and without remainders.
e.g. Learners sit in groups of 2 or 3, then the teacher gives each group a certain amount of counters. Learners must share them equally among the group members. Teacher asks how many each learner has and if there are any remainders.

- Learners perform addition and subtraction with whole numbers in the range 0-20 using +, - and =.



- Learners may use counters or the abacus (concrete apparatus), drawings and number lines (semi-concrete apparatus).
 - Learners build up the whole ten when adding and subtracting in the range 0-20
e.g. $7+4 = 7 + 3 + 1$ 
 $14 - 6 = 14 - 4 - 2$ 
 - Learners may use an abacus or coloured beads on a string e.g. 10 red & 10 blue beads

 - Learners use repeated addition to calculate solutions in the number range 0-20. Learners may use concrete apparatus or drawings.



- Learners estimate the answers to addition and subtraction problems in the range 0-20. Learners compare the calculated answer with the estimated answer.
e.g. I have 12 crayons, I lose 3 and two get broken. How many whole crayons do I have?
I have 7 marbles, my brother gives me 4 and I win 3. How many do I have now?
- Learners perform **mental calculations** with addition and subtraction with answers to at least 7. The teacher uses flash cards with number symbols to represent the number combinations

$7+2=$	$10-5=$	$5+5=$	$9-3=$	$2+8=$
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- Learners **break down** numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete).
→ Mat work: Learners break up numbers in different ways
e.g. $10 = \blacksquare + \blacksquare + \blacksquare + \blacksquare + \blacksquare + \blacksquare + \blacksquare + \blacksquare$
- Learners **build up** numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete).
→ Mat work: Give learners 9 counters, ask how many more they will need to make 15

- Learners **double** numbers with answers in the number range 1 -20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).

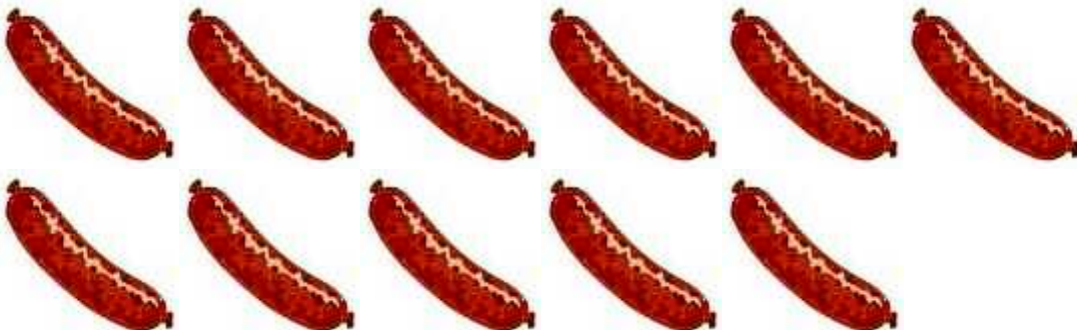
Double		
5 *****	5 *****	10
3 ***		
4 ****		
6 *****		
2 **		

- Learners **halve** numbers without a remainder (**even numbers**) in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).

Halve		
12*****	5 *****	5 *****
8*****		
14*****		
10*****		
6*****		

- Learners halve numbers with a remainder (**odd numbers**) in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).

e.g. Share 11 sausages between 2 boys. How many will each boy get? Draw your answer.
Are there any left over?



What will you do with the remainder?



e.g. cut it in half.

- Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.

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- Learners explain solutions to problems in the number range 0– 20.
 - Learners check each other's solutions to problems in the number range 0– 20

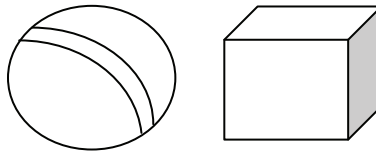
LO 2 PATTERNS, FUNCTIONS AND ALGEBRA

- Learners copy and extend simple number sequences in the range 0-60.
Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus).
- Learners create and write own number patterns. Learners may use number lines or grids.
- Learners describe a given/own number pattern.

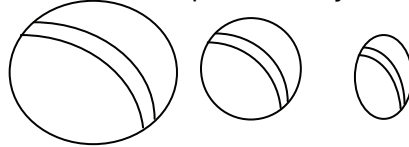
12	16	20						
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- Learners **copy and describe** familiar geometrical patterns observed in objects and pictures in and around the classroom.

LO 3 SPACE AND SHAPE



- Learners recognise, identify and name **3-D objects** in the classroom.
- Learners describe, sort and compare **3-D objects** according to size.



- Learners observe and build a model with any re-usable waste material. Learners may use toilet rolls, boxes and plastic containers of different sizes.
e.g build a house using boxes.



1. Learners draw the identical left or right images of a simple picture.
e.g. Draw the right side of the ship.

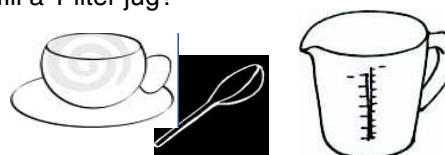


- Learners describe the position of an object in relation to another in a simple picture using left, right, underneath, above, in front of, behind, inside, on top.
- Learners place an object e.g. a ball in different positions in relation to themselves.
e.g. Place a book in front of you, now move it to the left side of you, now hold it above your head.

LO4 MEASUREMENT

- Learners talk about own experiences using vocabulary yesterday, today and tomorrow.
- **Capacity**-Learners **estimate and measure the capacity of different containers**. Learners use cups, spoons & mugs
→ Practical e.g. How many spoons / cups do I use to fill a 1 liter jug?

- Learners compare the capacity of containers and order them from most to least or from least to most.



Word sums

1. There are 6 boys on a rugby field, 3 join them, how many boys are there?
2. There are 10 girls on a netball court 4 go home, how many are left?
3. I have 8 balls, I want to share them between 4 children, how many will each child get?
4. If 3 children each have 4 sweets, how many do they have altogether?

Resources: Counters, abacus, number grid(100 block), flard cards, flash cards with number symbols and number names.

Reflections:

Barriers:

WEEK 5

GRADE 1 LESSON PLAN – TERM 3 WEEK 5

LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS

- Learners count physical objects using one-to-one correspondence reliably in the number range 0-34

e.g. jump 25 times or touch your toes 20 times



- Learners count forwards and backwards in ones from any given number in the number range 0 – 60. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete)
e.g. 41, 42, 43,... ; 45,44,43,...
- Learners count in ones from any given number:
e.g. Count from 22- 45; Count from 45 back to 10.

- Learners count forwards and backwards in tens from any given number in the number range 0 - 60.
- Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) Learners count in tens from a whole ten.
e.g. 10,20,30.....; 60, 50, 40...
- INSTRUCTION: Discover you own patterns counting in 10's and write them down.
e.g. 6, 16, 26,; 54, 44, 34,

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

FAT 2: Oral/Practical in small groups – use a rubric

2. The teacher shows numbers in any order 0-60 and learners recognise and name numbers.
3. Learners read the symbols on number cards or a number grid.
e.g.

36	37	38	39
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- Learners write any number name in the number range 1-20
e.g. **13 thirteen**

FAT 2: Oral/Practical in small groups – use a rubric

The teacher gives learners 6 number cards in the number range 0 to 34. The learners order the numbers from the smallest to the biggest number and from the biggest to the smallest number and read the numbers they have packed out.

32	17	26	3	11	20
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Smallest to biggest						
Biggest to smallest						

Use the same number cards. Learners say what number comes before/after and 1 more/ 1 less etc.

1 more than	
32	
17	
26	
3	
11	
20	

What comes before	
	32
	17
	26
	3
	11
	20

- Learners order whole numbers 0-34 in an **ascending and descending** order Learners may use a number grid or a number line.
e.g.(11, 20, 14,19) → (11,14,19,20) smallest to biggest
(14, 17, 1, 20) → (20,17,14,1)biggest to smallest
- Learners describe the position of numbers 0 – 34 using before, after, between.
e.g.What comes before 20?; What comes after 18?; What comes between 17 and 19?

17	18	19	20
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- Learners solve money problems in the range 0-10. Using R1, R2, R5 and 10c , 5c.
Learners calculate different combinations of coins.
e.g. Practical group work on mat, use “play money” to do calculations with various combinations of coins. Pick up R5, a R1 and a R2. How much is that? Pick up 3 R2 coins. How much is that?
-

- Learners solve and explain practical problems involving equal sharing and grouping with and without remainders.
eg Mommy buys 9 sweets. She tells us to share them between 3 of us. How many do we each get?
A shop-keeper has 9 apples. He needs to pack them into packs of 4. How many packs will he have? How many apples are left over?
- Learners build up the whole ten when adding and subtracting in the range 0-20
e.g. $9+5 = 9 + 1 + \square$ and $14 - 5 = 14 - 4 - \square$
Learners may use an abacus or coloured beads on a string e.g. 10 red & 10 blue
- Learners perform addition and subtraction with whole numbers in the range 0-20
using +, - and =.
- Learners may use counters or the abacus (concrete apparatus), drawings and number lines (semi-concrete apparatus).
eg Teacher shows flashcards on the carpet. Learners write down the sum and the answer on slates or whiteboards.

$$9 - 4 =$$

$$5 + 6 =$$

FAT 2: Oral/Practical and written in small groups – use a rubric

- The teacher asks word problems in the number range 0 to 20. (Repeated addition).
- Learners may use concrete apparatus or drawings to calculate answers.

1. There are 5 tricycles. How many wheels do you see?



$$3+3+3+3+3=$$

2. There are 4 tins. In each tin are 5 pencils. How many pencils are there altogether?



$$5+5+5+5=$$

- Learners **double** numbers with answers in the number range 1 -20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
Use the elephants above to double numbers eg Put 7 pegs on the each ear. How many altogether?
- Learners **halve** numbers without a remainder (**even numbers**) in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
Continue to use the elephants for the halving of numbers. Teacher tells the learners to pick up 18 pegs. How many will go on each ear?
- Learners halve numbers with a remainder (**odd numbers**) in the number range 1 – 20.
- Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
The teacher now tells the learners to pick up 15 pegs. How many will go on each ear? What do you notice now?
- Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.
- Learners explain solutions to problems in the number range 0– 20.
Mom needs 8 potatoes for supper. She only has 5. How many is she short of?
Learners write a sum and an answer on their slate or whiteboard.
Learners check each other's solutions to problems in the number range 0 - 20

LO 2 PATTERNS, FUNCTIONS AND ALGEBRA

FAT 2: Oral/Practical in small groups – use a rubric

- The teacher gives learners number strips with different number patterns in the number range 0 - 60. Learners copy and extend the number pattern.

e.g.

12	15	18							
----	----	----	--	--	--	--	--	--	--

15	20	25							
----	----	----	--	--	--	--	--	--	--

30	28	26							
----	----	----	--	--	--	--	--	--	--

3	13	23				
---	----	----	--	--	--	--

- Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus).

- Learners create and write own number patterns. Learners may use number lines or grids.
- Learners describe a given/own number pattern.
- Learners **copy and describe** familiar geometrical patterns observed in objects and pictures in and around the classroom.
- Worksheet: Find the rectangles in the classroom:



LO 3 SPACE AND SHAPE

- Learners recognise, identify and name **3-D objects** in the classroom. Correlate with activity above. Look for shapes in the classroom.
- Learners describe, sort and compare **3-D objects** according to size. The teacher gives the learners different size objects. Learners work in a small group and order objects from biggest to smallest and smallest to biggest.
- Learners observe and build a model with any re-usable waste material. Learners may use toilet rolls, boxes and plastic containers of different sizes. Teacher discusses with learners what to build and she obtains ideas from them. e.g. on the theme for the week.
- Learners draw the identical left or right images of a simple picture. e.g. Draw the right side of the face.



- Learners describe the position of an object in relation to another in a simple picture using left, right, underneath, above, in front of, behind, inside, on top.



- Learners place an object e.g. a book in different positions in relation to themselves. e.g. Put your book in front of you, behind you, under you etc

LO4 MEASUREMENT

- Learners talk about own experiences using vocabulary yesterday, today and tomorrow.
 - **Capacity**-Learners **estimate and measure the capacity of different containers.** Worksheet. Choose the correct object for the activity.
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To take medicine:



- Learners compare the capacity of containers and order them from most to least or from least to most



LO5 DATA HANDLING

- Learners collect **objects** from the classroom or their environment according to **one attribute**.
- Learners sort objects from the classroom or their environment.
- Learners give reasons for grouping collections in a particular way
- Learners draw a picture of their collected objects.
- Learners construct pictographs to show correspondence between collected data and representation. Learners may use stamps, stickers, or drawings to construct the pictograph.
- Learners describe, explain and answer questions about the grouping.

Word sums

1. Sipho has 9 marbles. He loses 3 in a game. He then wins back 2. How many marbles does he have now?



2. Lebo has 12 marbles. They are blue, yellow and green. 5 are blue and 4 are green.
How many marbles are yellow?

Resources: Counters, abacus, number grid(100 block), flard cards, flash cards with number symbols and number names. Slates or whiteboards. Apparatus for capacity e.g. cups, spoons, jugs & bottles.

Reflections:

Barriers:

WEEK 6

GRADE 1 LESSON PLAN – TERM 3 WEEK 6

LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS

- Learners count physical objects using one-to-one correspondence reliably in the number range 0-34



e.g. clap your hands 30 times or stamp your foot 34 times

- Learners count forwards and backwards in ones from any given number in the number range 0 – 60. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete)
e.g. 41, 42, 43,... ; 60,59,58,...
- Learners count in ones from any given number:
e.g. Count from 42- 60; Count from 65 back to 30.

- Learners count forwards and backwards in tens from any given number in the number range 0 - 60.
- Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) Learners count in tens from a whole ten.
e.g. 10,20,30.....; 60, 50, 40...

➔INSTRUCTION: Arrange the given numbers in patterns:

Smallest to biggest and Biggest to smallest

40	10	60	30	50	20
Smallest to biggest					
Biggest to smallest					

The teacher shows numbers in any order 0-60 and learners recognise and name numbers.

- The learners read the symbols on number cards, a number grid or a number line.
e.g.

36	37	38
46	47	48

- Learners write any number name in the number range 1-20
e.g.18 eighteen

- Learners order whole numbers 0-34 in an ascending and descending order Learners may use a number grid or a number line.
e.g.(11, 20, 14,19) → (11,14,19,20) smallest to biggest
(14, 17, 1, 20) → (20,17,14,1) biggest to smallest
- Learners describe the position of numbers 0 – 34 using before, after, between.
e.g.What comes before 20?; What comes after 18?; What comes between 17 and 19?

17	18	19	20
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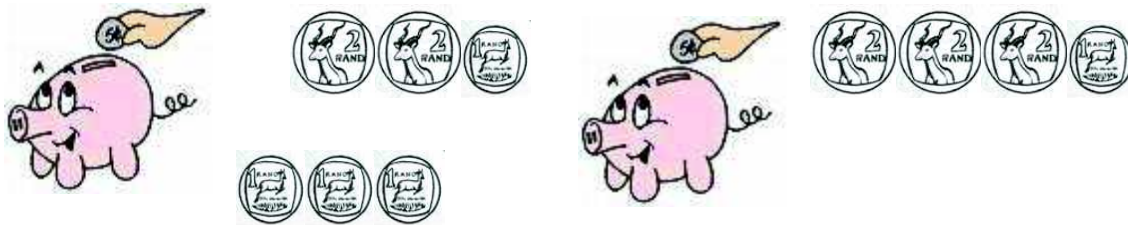
- Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line.

e.g. What is two more than 23? What is two less than 31?

2 more than	
21	
16	
30	
17	

2 less than	
27	
19	
32	
29	

- Learners solve money problems in the range 0-10. Using R1, R2, R5, 10c and 5c.



Peter

Sally

- How much money do Peter and Sally each have in their piggy banks?
- Who has more money saved?
- How much more money must each save to reach R10?

- Learners solve and explain practical problems involving equal sharing and grouping with and without remainders.

→ 10 soccer boots are lying next to the soccer field. How many boys must put on their soccer boots?



- Learners perform addition and subtraction with whole numbers in the range 0-20

Using +, - and =

- Learners may use counters or the abacus (concrete apparatus), drawings and number lines (semi-concrete apparatus).

- Worksheet: Match the sum to the balloon.

The answers will be on the balloons. Learners draw a line to the balloon.



$7+3=$	10
$4+5=$	
$9+2=$	
$14-4=$	
$3+3+1=$	
$15-2-3=$	
$18-8=$	
$2+2+6=$	
$20-7=$	

- Learners build up the whole ten when adding and subtracting in the range 0-20
e.g. $9+6 = 9 + 1 + \square$ and $15 - 7 = 15 - 5 - \square$
Learners may use an abacus or coloured beads on a string e.g. 10 red & 10 blue
- Learners use repeated addition to calculate solutions in the number range 0-20. Learners may use concrete apparatus or drawings.
 - If you see Thembi and her 2 friends playing hop-scotch. How many legs will you see? If two more friends join them, how many legs will there be?



- Learners estimate the answers to addition and subtraction problems in the range 0-20. Learners compare the calculated answer with the estimated answer.
 - In my piggy bank I have R3, R5 and R2. I take out R2 to buy a sweet.
How much do you think I have left?
Learners write down a quick estimation before calculating the sum.
- Learners perform mental calculations with addition and subtraction with answers to at least 7. The teacher uses flash cards with number symbols to represent the number combinations
→ A small group of learners play "fishing". All the flashcards are placed face down. Learners must turn the card over and give the answer as quickly as possible. If correct they can keep the card. If they make a mistake or go too slowly, they put the card back. The player with the most cards at the end wins.

$3+4= \square$

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- Learners break down numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete).



$$\underline{\quad} + \underline{\quad} = 6$$



$$\underline{\quad} + \underline{\quad} = 8$$

- Learners build up numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete).



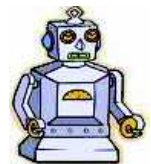
I only have 3 sweets. Please buy enough so I'll have 20.

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- Learners double numbers with answers in the number range 1 -20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
 - Learners halve numbers without a remainder (even numbers) in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
 - Learners halve numbers with a remainder (odd numbers) in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
 - Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.

➔ The teacher tells learners that the robot is a doubling/ halving machine.

The learners use number cards (or concrete objects if necessary)

Any numbers that go into the robot, come out either doubled or halved.



- Learners explain solutions to problems in the number range 0– 20.
- Learners check each other's solutions to problems in the number range 0– 20

→ Draw enough sweets for 3 girls to have 3 each.



LO 2 PATTERNS, FUNCTIONS AND ALGEBRA

- Learners copy and extend simple number sequences in the range 0-60. Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus).

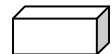
→ Complete the grid.

	8		
17			
		29	30
		49	
			60

- Learners create and write own number patterns. Learners may use number lines or grids.
- Learners describe a given/own number pattern.
- Learners copy and describe familiar geometrical patterns observed in objects and pictures in and around the classroom.
- Learners go for a walk around the school grounds. They look for shapes in the environment or in the school building, climbing equipment etc.

LO 3 SPACE AND SHAPE

- Learners recognise, identify and name 3-D objects in the classroom e.g. a box
- Learners describe, sort and compare 3-D objects according to size.



The learners collect a few objects and bring them into the classroom.

They work in a small group and discuss size of the objects they have brought.

- Learners observe and build a model with any re-usable waste material. Learners may use toilet rolls, boxes and plastic containers of different sizes.
- Learners draw the identical left or right images of a simple picture.



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- Learners complete symmetrical picture but the activities should be getting more difficult

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- Learners describe the position of an object in relation to another in a simple picture using left, right, underneath, above, in front of, behind, inside, on top.
 - Learners place an object e.g. a ball in different positions in relation to themselves.
 - Teacher can combine this activity as a Listening skills activity as well. The teacher gives 3 instructions to the learner and he must remember the order of instructions.
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LO4 MEASUREMENT

- Learners talk about own experiences using vocabulary yesterday, today and tomorrow.
- Capacity-Learners estimate and measure the capacity of different containers. Learners use cups, spoons & mugs e.g. How many spoons / cups do I use to fill a 2 liter bucket or bottle.
- Practical worksheet

How many cupfuls of water does the pot hold?

Count the cups.



- How many cupfuls does a teapot hold?
Count the cups.



- Learners compare the capacity of containers and order them from most to least or from least to most.



Word sums

1. There are some boys playing soccer. 4 come and play with them. Now there are 10. How many boys were playing there at first?
 2. There are 12 girls playing skipping. They are in 2 teams. How many are there in each team?
-

Resources: Counters, abacus, number grid(100 block), flard cards, flash cards with number symbols and number names. Equipment for capacity activities.

Reflections:

Barriers:

WEEK 7

GRADE 1 LESSON PLAN – TERM 3 WEEK 7

LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS

- Learners count physical objects using one-to-one correspondence reliably in the number range 0-34

e.g. nod your head 32 times or count crayons in your pencil bag.

- Learners count forwards and backwards in ones from any given number in the number range 0 – 60. Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete)

e.g. 41, 42, 43,... ; 45,44,43,...

- Learners count in ones from any given number:
e.g. Count from 22- 45; Count from 45 back to 10.

- Learners count forwards and backwards in tens from any given number in the number range 0 - 60.

- Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete) Learners count in tens from a whole ten.

e.g. 10,20,30.....; 50, 40, 30...

- The learners read the symbols on number cards, a number grid or a number line.
e.g.

36	37	38
----	----	----

- Learners write any number name in the number range 1-20
e.g. **17 seventeen**

- Learners order whole numbers 0-34 in an **ascending and descending** order Learners may use a number grid or a number line.

e.g.(11, 20, 14,19) → (11,14,19,20) smallest to biggest

(14, 17, 1, 20) → (20,17,14,1)biggest to smallest

- Learners describe the position of numbers 0 – 34 using before, after, between.

17	18	19	20
----	----	----	----

e.g.What comes before 20?; What comes after 18?; What comes between 17 and 19?

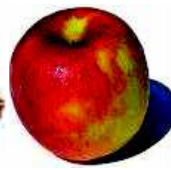
- Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line.
e.g. What is one more than 13?

- Learners solve money problems in the range 0-10. Using R1, R2, R5 and 10c , 5c.

- Learners calculate change.

e.g. Practical. Learners can now do shop activities independently. Buying and selling while the teacher continues with another group. Use “play money” to buy a variety of groceries and calculate change.

This lady is shopping. Help her add up what she buys.



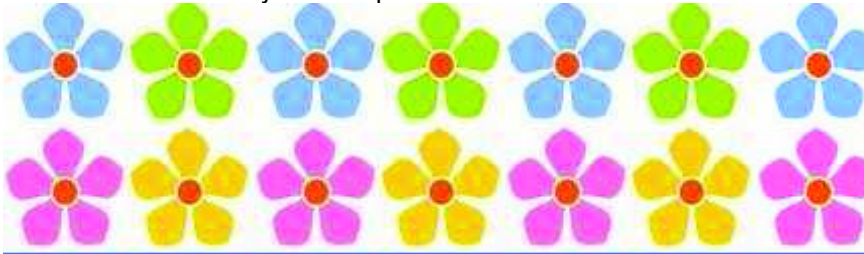
R4

R1

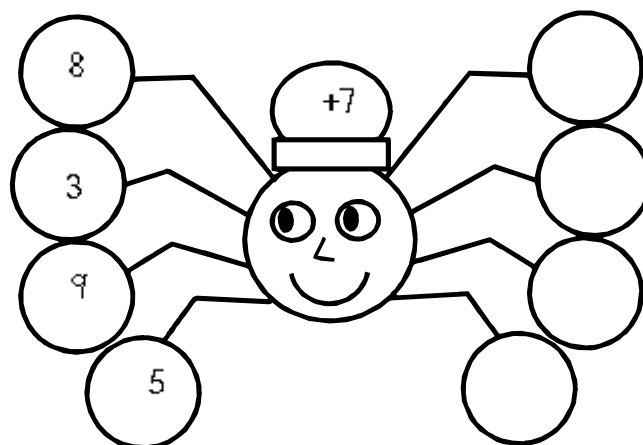
R5

How much change will she get if she pays with R10?

- Learners solve and explain practical problems involving equal sharing and grouping with and without remainders.
 1. Share the party food between the children.
There are 6 cupcakes for 4 children.
There are 3 sausage rolls for 2 children.
 2. A lady has 14 flowers that she wants to put into 2 vases.
How many will she put into each vase?

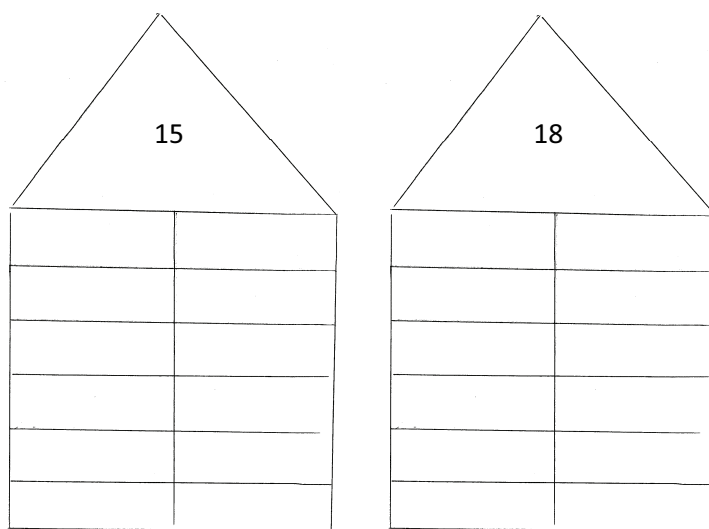


- Learners perform addition and subtraction with whole numbers in the range 0-20 using +, - and =.
- Learners may use counters or the abacus (concrete apparatus), drawings and number lines (semi-concrete apparatus).



- Learners build up the whole ten when adding and subtracting in the range 0-20
e.g. $9+7 = 9 + 1 + \square$ and $18 - 9 = 18 - 8 - \square$
Learners may use an abacus or coloured beads on a string e.g. 10 red & 10 blue
- Learners use repeated addition to calculate solutions in the number range 0-20. Learners may use concrete apparatus or drawings.
 1. There are 9 bicycle riders about to take part in a race.
 2. How many wheels will there be parked at the starting line?
- Learners estimate the answers to addition and subtraction problems in the range 0-20. Learners compare the calculated answer with the estimated answer.
 - ➔ The teacher shows the learners a handful of buttons.
 - Learners must guess how many buttons there are.
 - They write down their estimation. All count together once everybody has written down an estimation.
- Learners perform **mental calculations** with addition and subtraction with answers to at least 7. The teacher uses flash cards with number symbols to represent the number combinations
 - ➔ Learners play the game of "Quick draw". The teacher flashes the sum.
 - The first learner to say the correct answer keeps the card.
 - The learner with the most cards at the end wins.
- ➔ Daily Speed tests. 10 sums of addition and subtraction to 7.
The teacher times the learners and they have a limited time to complete the sums.
Keep a record of progress. Can be used in a data-handling, make a graph.
- Learners **break down** numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete).

Learners do number houses.



-
- Learners **build up** numbers in the range 1-20. Learners use counters (concrete) and drawings (Semi-concrete).



E.g. Count how many ice creams there are.

Please draw more to make sure that there are enough ice-creams for 15 boys.

Write a + sum and a minus sum to tell the story.

- Learners **double** numbers with answers in the number range 1 -20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete)
- Learners **halve** numbers without a remainder (**even numbers**) in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
- Learners halve numbers with a remainder (**odd numbers**) in the number range 1 – 20. Learners may use counters or the abacus (concrete apparatus), or drawings, number lines (semi-concrete).
- Learners use concrete apparatus when counting, building up, breaking down, doubling and halving numbers.



➔ Learners explain how they can share an odd number equally.

It is recommended that halving of odd numbers are done in concrete only.

- Learners explain solutions to problems in the number range 0– 20.
- Learners check each other's solutions to problems in the number range 0– 20

E.g. There are 15 balloons at a party, 9 pop. How many are left?



-
- 4 children have 3 sweets each. How many sweets do they have altogether?



LO 2 PATTERNS, FUNCTIONS AND ALGEBRA

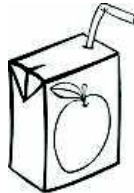
- Learners copy and extend simple number sequences in the range 0-60. Learners may use the abacus (concrete apparatus), or number lines and number grids (semi-concrete apparatus).
- Learners create and write own number patterns. Learners may use number lines or grids.
- Learners describe a given/own number pattern.
- Learners **copy and describe** familiar geometrical patterns observed in objects and pictures in and around the classroom.

LO 3 SPACE AND SHAPE

- Learners recognise, identify and name **3-D objects** in the classroom.

Worksheet: Match the object to the shape:

Eg



- Learners describe, sort and compare **3-D objects** according to size.
- Learners observe and build a model with any re-usable waste material. Learners may use toilet rolls, boxes and plastic containers of different sizes.
- Learners draw the identical left or right images of a simple picture.



- Learners describe the position of an object in relation to another in a simple picture using left, right, underneath, above, in front of, behind, inside, on top.
- Learners place an object e.g. a ball in different positions in relation to themselves.

LO4 MEASUREMENT

- Learners talk about own experiences using vocabulary yesterday, today and tomorrow.
- **Capacity**-Learners **estimate and measure the capacity of different containers**. Learners use cups, spoons & mugs e.g. How many spoons / cups do I use to fill a 2 liter bucket or bottle.
- Learners compare the capacity of containers and order them from most to least or from least to most.

LO5 DATA HANDLING

- Learners collect **objects** from the classroom or their environment according to **different shapes**.

➔ **The teacher collects as many different balls as possible eg soccer, rugby, tennis, golf.**

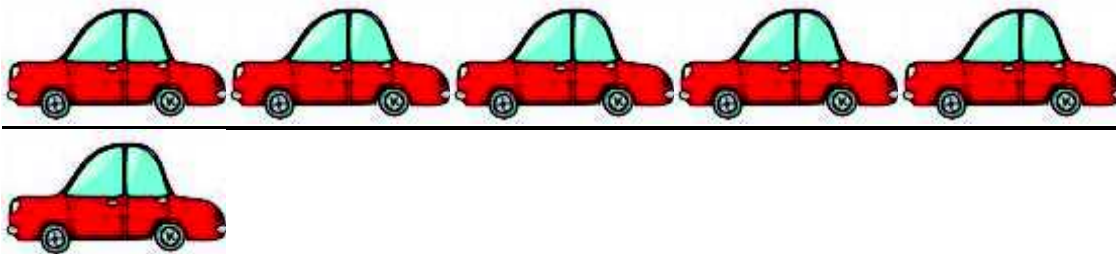


- Learners sort objects from the classroom or their environment.
- Learners give reasons for grouping collections in a particular way
- Learners draw a picture of their collected objects.
- Learners construct pictographs to show correspondence between collected data (boxes and balls) and representation. Learners may use stamps, stickers, or drawings to construct the pictograph.
- Learners describe, explain and answer questions about the grouping.
Learners draw a graph representing the different balls.

Word sums

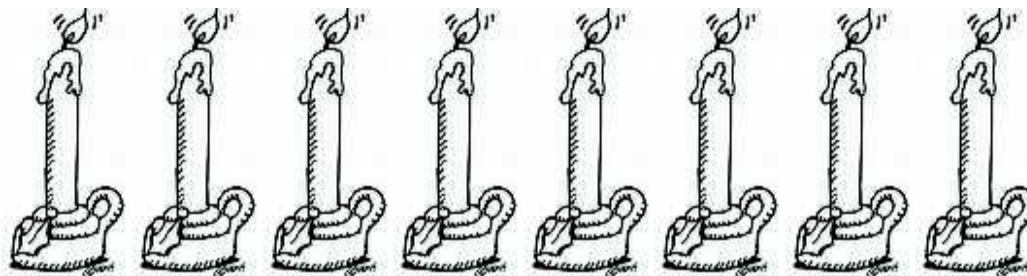
1. Siphwe is having a party. There are 6 cars parked outside.

How many wheels do the cars have?



2. There are 8 candles, 2 are green, 2 are blue.

How many yellow candles are there?



Resources: Counters, abacus, number grid(100 block), flard cards, flash cards with number symbols and number names. Balls.

Reflections:

Barriers:

WEEK 8

GRADE 1 LESSON PLAN – TERM 3 WEEK 8

LO1 NUMBERS, OPERATIONS AND RELATIONSHIPS

- Learners count physical objects using one-to-one correspondence reliably in the number range 0-34
e.g. Learners count buttons on their dresses, shirts, pages of their reading books and 3 rows on the abacus.

Worksheet	
Shirt buttons	18
Book's pages	20
Beads	30

FAT 3: Written- use a rubric

- Learners fill in the missing numbers on a number grid or number line, counting forwards in 1's.
e.g.

1		3			6			9	
	12		14			17			20
				25			28		
31		33				37			
					46			49	

- **Learners count backwards in ones e.g. 24; 23; 22;...; ...; ...; ...; ...; ...; ...; ...**
Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete)

- Learners count in ones from any given number:

e.g. Count from 22- 45; Count from 45 back to 10.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

FAT 3: Written- use a rubric

- Learners fill in the missing numbers on a number line or grid in multiples of 10. ✎
- Learners count in tens from a whole ten.
e.g. 10,20,30.....; 50, 40, 30

Learners may use the abacus or counters (concrete apparatus) or the number line and the number grid (semi-concrete).

...

FAT 3: Oral/ Practical in small groups – use a rubric

The teacher shows numbers on a number grid in the number range 0 - 60. Learners read the number symbols.

- The learners read the symbols on number cards, a number grid or a number line.
e.g.

31	32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----	----

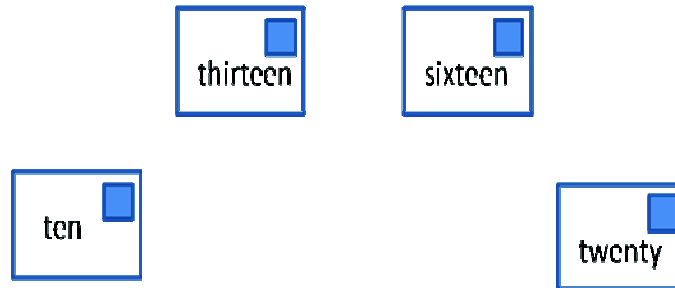
FAT 3: Written – use a rubric

- Learners write number names next to the corresponding number symbols in the number range one to twenty. ✎

e.g. Fill in the missing number names.

Symbol	Number Name
15	fifteen
2	
10	
20	
18	
7	

- Learners help the postman to find the correct post-boxes. They read the number names, on the letters post it and colour the post-boxes. Learners then write the number names of all the letters posted.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

- Learners compare numbers 0 – 34 using more than, less than, biggest, smallest. Learners may use a number grid or a number line.
e.g.
 1. What is one more than 16?
 2. Father has 16 puppies. He bought 1 more. How many puppies does father have now?
- Learners work with a partner in their groups. They pack out concrete objects to find the solution and then complete their work sheets.

1 more than 16 is 17



FAT 3: Written – use a rubric

Learners fill in the missing numbers. ✍

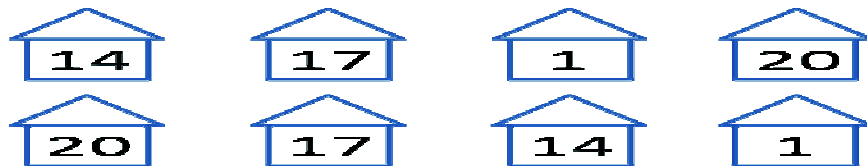
12	27	16	34	21	5
Smallest to biggest					
Biggest to smallest					

Use the same number cards. Learners say what number comes before/after and 1 more/ 1 less etc.

2 more than	
29	
18	
22	
30	
15	
8	

What comes after	
16	
24	
4	
31	
9	
28	

- Learners order whole numbers 0-34 in an **ascending and descending** order. Learners may use a number grid or a number line.
e.g. (11, 20, 14, 19) → (11, 14, 19, 20) smallest to biggest
(14, 17, 1, 20) → (20, 17, 14, 1) biggest to smallest
- Learners sort the numbers from the biggest to the smallest.



- Learners describe the position of numbers 0 – 34 using before, after, between.
e.g. What comes before 20?; What comes after 18?; What comes between 17 and 19?

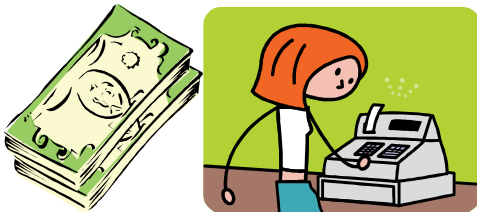
17	18	19	20
----	----	----	----

FAT 3: Oral/ Practical and written in small groups – use a rubric

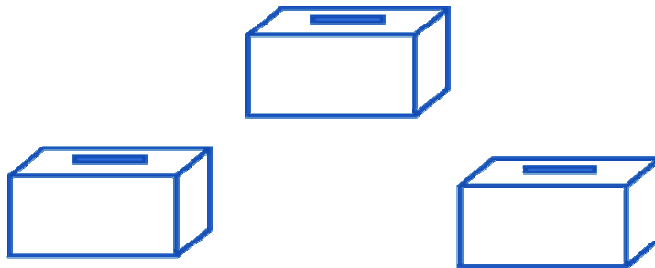
- Teacher uses shopping flyers. Learners pack out play or real money to buy a specific item on the shopping flyer.
- Learners calculate how much money they must pay for two or more of the items.
- Learners calculate the change.



HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.



- Learners solve money problems in the range 0-20. Using R1, R2, R5, R10 and 10c , 5c.
- Learners calculate savings
- Practical group work :Learners use “play money” to calculate their savings in there money boxes. They record how much money each group saved.



FAT 3: Oral/ Practical and written in small groups – use a rubric

- The teacher asks word problems in the number range 0 - 20. Learners may use concrete apparatus or draw to solve the problems. (+ and -).
 1. I have 16 sweets. Mommy gives me 3 more sweets. How many sweets do I have?
 2. I have 18 sweets. I eat 5 sweets. How many sweets are left?

HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.

FAT 3: Written – use a rubric

- Learners complete calculations involving addition and subtraction in the number range 0 -10

FAT 3: Oral/ Practical and written in small groups – use a rubric

- The teacher asks word problems involving equal sharing and grouping with and without remainders in the range 0 – 20.
- Learners work in partners. Learners record their findings on their worksheets

1. I share 18 toffees amongst 3 friends. How many toffees does each friend get?



2. I share 19 balloons amongst 4 friends. How many balloons does each one get and how many balloons are left.

3. There are 3 packets with 6 sweet in each packet. How many sweets are there altogether?



HINT: Learners draw or write their calculations in their class workbooks, on slates or white boards.

- Learners share 10 cakes between themselves.



FAT 3: Oral/ Practical in small groups – use a rubric

- The teacher asks word problems involving repeated addition in the range 0 – 20. Learners may use concrete apparatus or drawings.

E.g. Learners circle groups and complete repeated addition.



1. There are 5 tricycles. How many wheels do you see?
2. There are 4 tins. In each tin are 5 pencils. How many pencils are there altogether?

FAT 3: Written in small groups – use a rubric

- Learners perform **mental calculations** with addition and subtraction with answers to at least 7.. Teacher shows cards and learners write down the answers.


e.g.

$$4 + 3 = \square$$

$$6 - 2 = \square$$

- Learners estimate the answers to addition and subtraction problems in the range 0-20. Learners compare the calculated answer with the estimated answer.

FAT 3: Written – use a rubric

- Learners build up and break down any number in the number range 1 to 20. 
Learners use counters (concrete) and drawings (Semi-concrete).

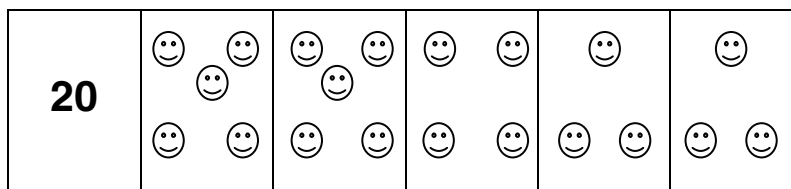
e.g.

$$5 + 10 + \square = 17$$

$$19 = 10 + \square$$

- Learners **break down** numbers in the range 1-20.

E.g. Group work: Each group is given a number symbol and the same amount of stickers. Learners break up the number to fit into the five carriages.



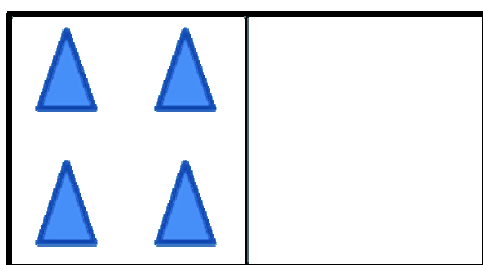
FAT 3: Wwritten in small groups – use a rubric

- The learners double any number from 1 to 10.
- The learners halve any number between 1 and 20.

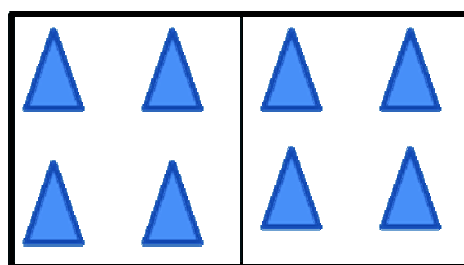
The learners may use counters, the abacus, drawings or the number line.

HINT: The learners write in their class workbooks, on slates or white boards.

- Group work: The teacher gives each group a set of domino cards. Learners have to double each set and write the number sentence.



_____ + _____ = _____



4 + 4 = 8

- Learners explain solutions to problems in the number range 0– 20.
- Learners check each other's solutions to problems in the number range 0– 20

LO 2 PATTERNS, FUNCTIONS AND ALGEBRA

- Learners complete the number pattern on a number grid.

1	2		4	5	6	7	8	9	
11	12		14	15	16	17	18	19	
21	22		24	25	26	27	28	29	
31	32		34	35	36	37	38	39	
41	42		44	45	46	47	48	49	

e.g. 3; 13; 23;...;...; ...;...

FAT 3: Written – use a rubric

- The teacher gives a number pattern in the number range 0 - 60. The learners copy and complete the pattern. e.g. 35, 38, 41, ..., ..., ..., ...

FAT 3: Written – use a rubric

- Learners create and write their own number pattern in the number range 0 - 60.

Learners may use number lines or grids.

FAT 3: Oral/ Practical in small groups – use a rubric

The learners describe their own or a given number pattern

- e.g: Learners fill in the missing numbers. Can they see a pattern when they double the numbers?

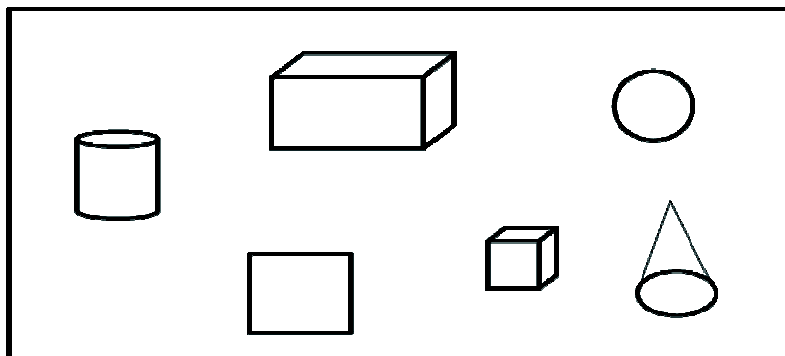
$$1 + 1 = \boxed{2} \quad \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \end{array} \quad \text{Double 1 is } \boxed{2}$$

$$2 + 2 = \boxed{} \quad \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} \quad \text{Double 2 is } \boxed{}$$

- Learners **copy and describe** familiar geometrical patterns observed in objects and pictures in and around the classroom.

LO 3 SPACE AND SHAPE



- Learners recognise, identify and name **3-D objects** in the classroom.
- Learners describe, sort and compare **3-D objects** according to size.
- Mark all the shapes with round edges blue and the ones with straight edges yellow.



- Learners describe the position of an object in relation to another in a simple picture using left, right, underneath, above, in front of, behind, inside, on top.
- Learners place an object e.g. a book in different positions in relation to themselves.

LO4 MEASUREMENT

- Learners talk about own experiences using vocabulary yesterday, today and tomorrow.
- **Capacity**-Learners **estimate and measure the capacity of different containers**. Learners use cups, spoons & mugs e.g. How many spoons / cups do I use to fill a 2 liter bucket or bottle.
- e.g. Practical group work. Work with a partner. Learners estimate how many cupfuls fill each container. They guess how many cups of water are needed to fill each container. Learners as a group complete the work sheet and draw the containers in order, from the one that holds the most to the one that holds the least.

container	my guess	how many cups
 1L		
 500 mL		

- Learners compare the capacity of containers and order them from most to least or from least to most

LO5 DATA HANDLING

FAT 3: Oral/ Practical in small groups – use a rubric

- Learners collect objects with straight edges and objects with round edges in the classroom.




straight edge



round edge

- Learners sort the objects according to objects with straight edges and objects with round edges

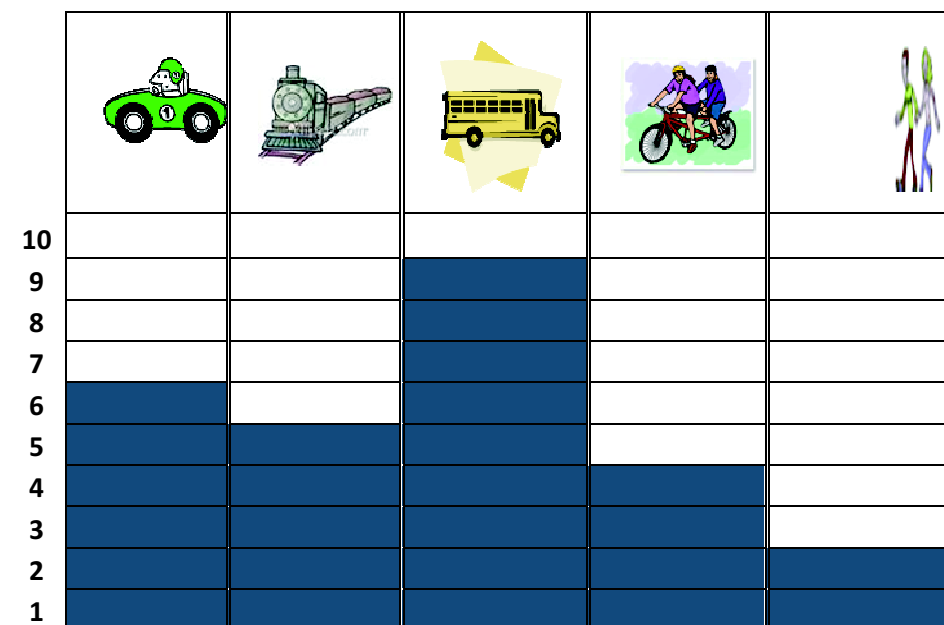
FAT 3: Written – use a rubric

- Learners make a pictograph to show the number of objects with straight edges and the number of objects with round edges. 
Learners may use stamps, stickers, or drawings to construct the pictograph.

FAT 3: Oral/ Practical in small groups – use a rubric

Learners answer questions about the graph.

- Learners answer questions about the following graph.
 - How many learners walk to school?
 - How many learners cycle to school?
 - What is the difference between the number of learners that travel by train and by bus?

How do you get to school?

Word sums**Join**

A builder builds 6 houses. The next day he built 13 huts on a farm. How many homes did he build?

Separate

Jabo picks 12 flowers for his sister. She gives 5 to her friend. How many flowers does she have left?

Halving

Mother bakes 20 cookies. She shares them equally between Thembi and her friend. How many cookies does each child get?

Resources: Counters, abacus, number grid(100 block), flard cards, flash cards with number symbols and number names.

Reflections:

Barriers: