LEARNING AREA **MATHEMATICS**

GRADE 1

module

1

NUMBER FUN

MODULE FRAMEWORK EN ASSESSMENT SHEET

LEARNING OUTCOMES (LOs)	ASSESSMENT STANDARDS (ASs)	FORMATIVE ASSESSMENT ASs Pages	(mark out of 4)	LOs (ave out of 4)	SUMMATIVE ASSESSMENT Tasks or tests (%)	Ave for LO (% and mark out of 4)
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS** The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.	***We know this when the learner:***					
	1.1 counts to at least 34 everyday objects reliably;	2, 18, 19				
	1.3 knows and reads number symbols form 1 to at least 100 and writes number names from 1 to at least 34;	20, 21, 22				
	1.4 orders, describes and compares whole numbers to at least 2-digit numbers;	1, 17, 18				
	1.9 uses the following techniques:	13, 14, 15, 16				
	1.9.1 building up and breaking down numbers;					
	1.9.2 doubling and halving;					
	1.9.3 using concrete apparatus (e.g. counters);					
	1.9.4 number-lines.					
LO 2 **PATTERNS, FUNCTIONS AND ALGEBRA** The learner will be able to recognise, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills.	***We know this when the learner:***					
	2.1 copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes).	24				

LEARNING OUTCOMES (LOs)	ASSESSMENT STANDARDS (ASs)	FORMATIVE ASSESSMENT ASs Pages	(mark out of 4)	LOs (ave out of 4)	SUMMATIVE ASSESSMENT Tasks or tests (%)	ASs Pages
LO 3 **SPACE AND SHAPE (GEOMETRY)** The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.	***We know this when the learner:***					
	3.1 reognises, identifies and names two-dimensional shapes and three-dimensional objects in the classroom and in pictures, including:	E-5, 23, 24, 25				
	3.1.1 boxes (prisms) and balls (spheres);					
	3.1.2 triangles and rectangles;					
	3.1.3 circles;					
	3.2 describes, sorts and compares physical two-dimensional shapes and three-dimensional objects according to:	11, 25				
	3.2.1 size;					
	3.2.2 objects that roll or slide;					
	3.2.3 shapes that have straight or round edges;					
	3.5 describes one three-dimensional object in relation to another (e.g. ‘in front’ or ‘behind’);	3, 4, E-5, 23				
	3.6 follows directions (alone and/or as a member of a group or team) to move or place self within the classroom or three-dimensional objects in relation to each other.	E-5, 23				

LEARNING OUTCOMES (LOs)	ASSESSMENT STANDARDS (ASs)	FORMATIVE ASSESSMENT ASs Pages	(mark out of 4)	LOs (ave out of 4)	SUMMATIVE ASSESSMENT Tasks or tests (%)	ASs Pages
LO 4 **MEASUREMENT** The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.	***We know this when the learner:*** 4.5 estimates, measures, compares and orders three-dimensional objects using non-standard measures: 4.5.1 mass (e.g. bricks, sand bags); 4.5.2 capacity (e.g. spoons, cups); 4.5.3 length (e.g. hand spans, footsteps); 4.6 (additional) understands language: 4.6.1 size; 4.6.2 length.	8, 9, 10 6				
LO 5 **DATA HANDLING** The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation.	***We know this when the learner:*** 5.2 sorts physical objects according to one attribute chosen for a reason (e.g. 'Sort crayons into colours.') 5.3 gives reasons for collections being grouped in particular ways.	6, 7, 12 5				

Educator's Page

- This learning unit concentrates on the development of pre-number concepts and the vocabulary needed to understand these. Activities with their related vocabulary such as sorting into the same kind, same colour, same size, and same length help learners understand the same number later on.
- Pages 19 and 21: Learners use one to one correspondence (matching) to determine whether there are "more" , "fewer" "one more", "one less". They do not count how many at this stage. Matching objects on the mat with lots of opportunities to practise must be done before the work sheets are completed, e.g.

  Learners take some red and blue counters. They put them out so that each is partnered off.

  Learners can then see that the two groups are equal, or that one group has "more".

- Activity on page 20: Mat activities with matching, where the number of objects are not the same, are given and learners are asked what they would do to make them the same number, There are two solutions: either add some or take some away. Learners should be encouraged to discover these solutions themselves.
- Counting on the mat rhythmically as far as learners are able to should be done every day.

- Counting objects on the mat/in the classroom should also precede the counting on the work sheets
- Counting Rhymes are fun and help develop number sequence.
- Learners need daily practice in estimating "how many" in small amounts, while gradually increasing the numbers to ± 30.

Hip Hip Hooray!

When I was **1**
I could go for a walk.

When I was **2**
I could eat with a fork

When I was **3**
I could hop, hop, hop.

When I was **4**
I could stop, stop

When I was **5**
I could ride my bike

When I was **6**
I could go on

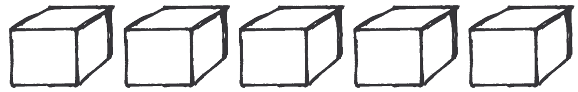
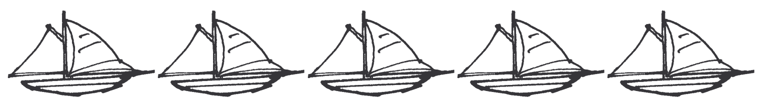
And now I'm **7**
Hip hip hooray!

I'm off to school
To work and play

1 2 3 4 5 6 7

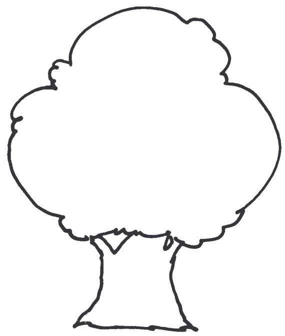
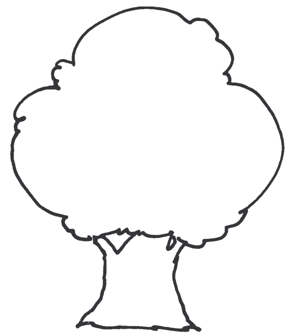
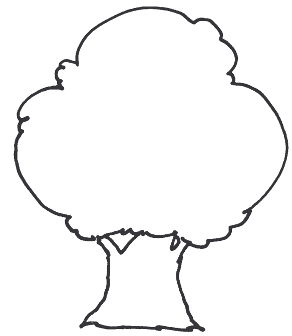
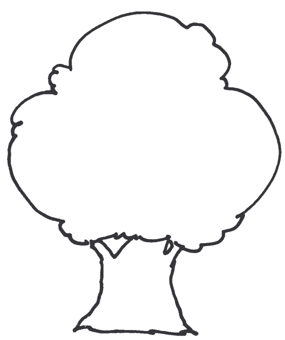
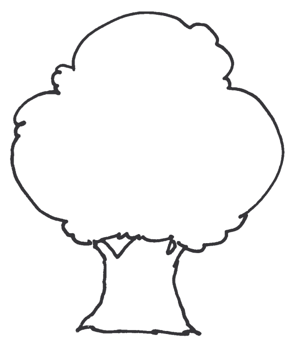
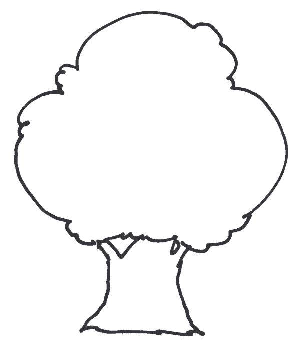
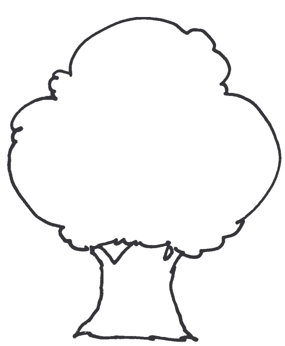
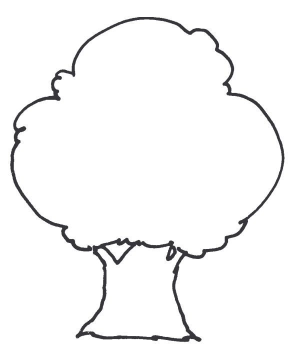
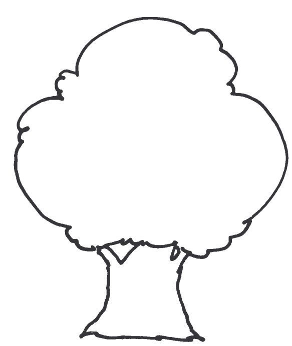
LO 1.4	

☺ I have (Count them)

blocks	
balls	
cars	
rings	
stars	
boats	
books	
pencils	
apples	
muffins	
sweets	
ice creams	

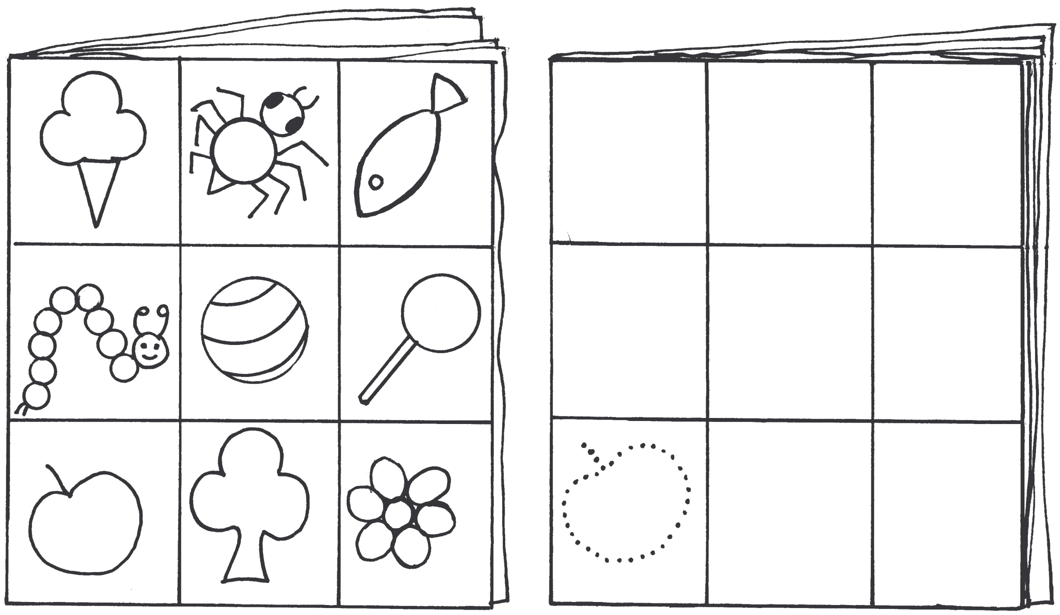
LO 1.1	

☺ What do we know? Draw a ⊙...

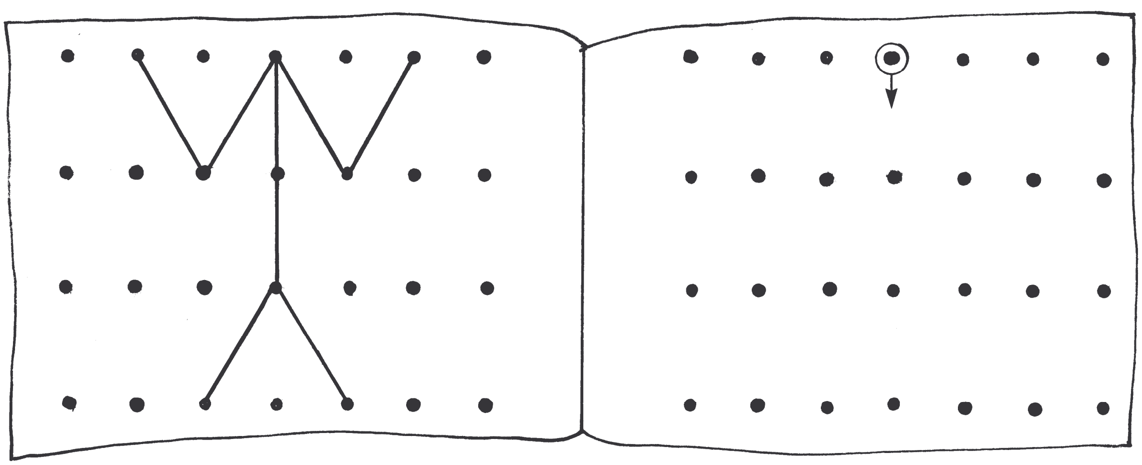
 **on** the tree	 **in** the tree	 **on** top of the tree
 **above** the tree	 **below** the tree	 **under** the tree
 **next** to the tree	 **in front of** the tree	 **behind** the tree

LO 3.5	

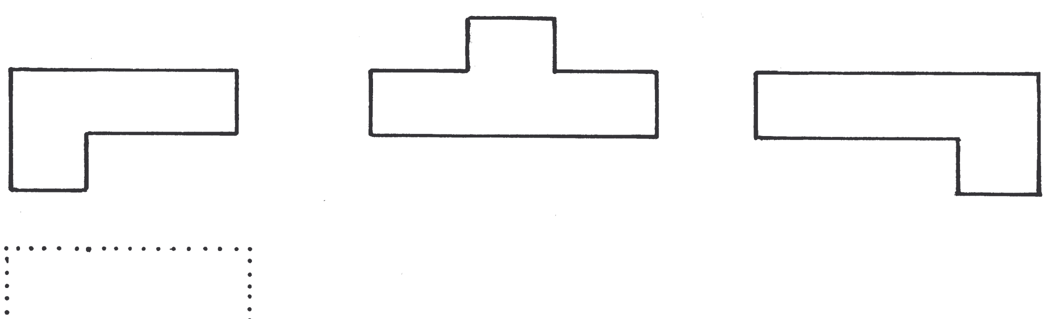
☺ My brother and I have **the same** books. Draw my brother's book.



☺ We draw **the same** pictures.



☺ Draw **the same** shapes. Colour.

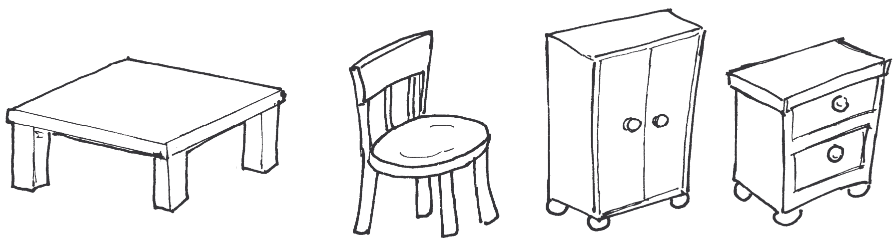


LO 3.5	

☺ **Let's talk about**…

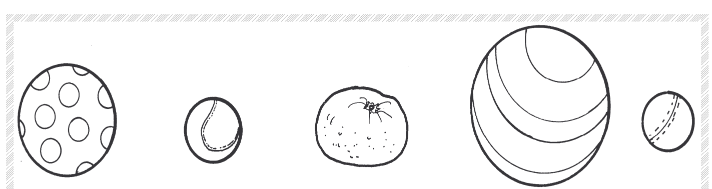
Why do we say these are **the same**? What are they?

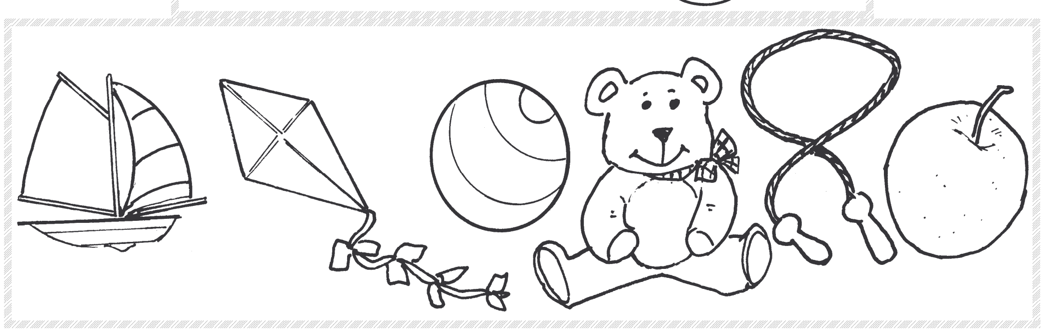
☺ Why are these **the same**?

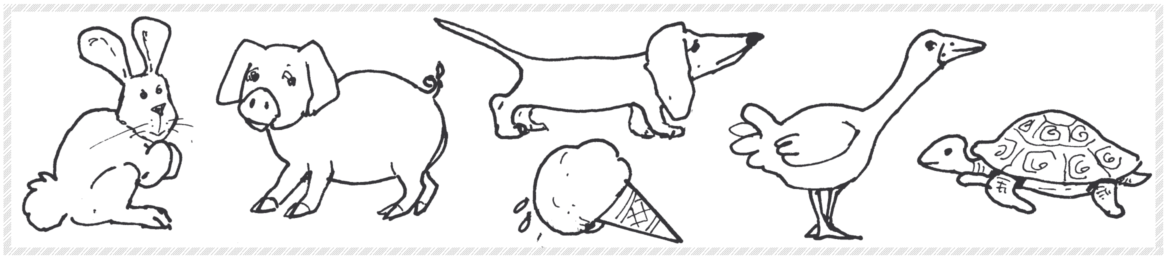


☺ Are these all **the same**? Why not?

Draw a around the one object that is **different.**



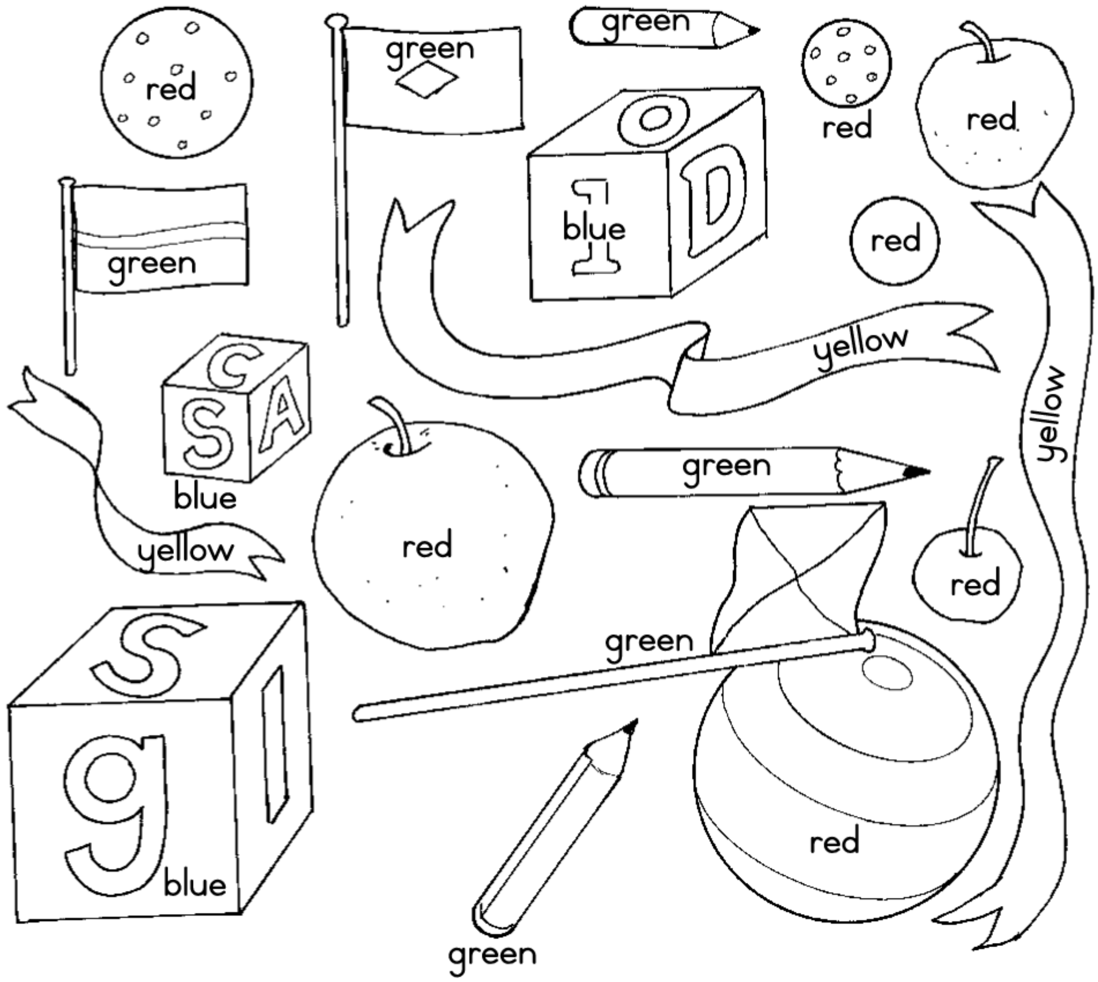




LO 5.3	

☺ I know my colours:

red ○ **blue** ○ **yellow** ○ **green** ○



☺ Draw something:

big	small
long	short

LO 4.6		LO 5.2	

- ☺ Look at page 6

  Page 6 is a picture of my untidy cupboard. Mummy said, "Tidy your cupboard"

  I will sort my things into colours. Talk about **"same**" and **"different**". Give reasons.

- ☺ Red things -draw them

- ☺ Blue things - draw them

- ☺ Green things - draw them

- ☺ Yellow things -draw them

LO 5.2	

- ☺ Look at page 6
- ☺ Draw something …

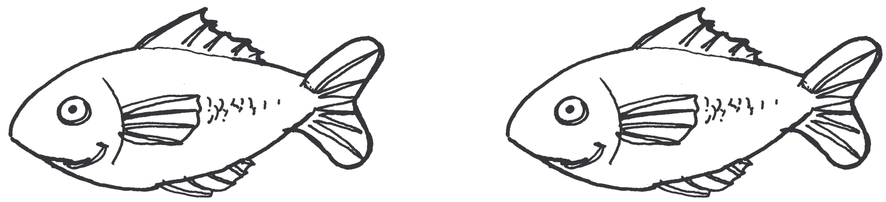
big	bigger	biggest
small	smaller	smallest
long	longer	longest

short	shorter	shortest

LO 4.5	

☺ Let's talk about…

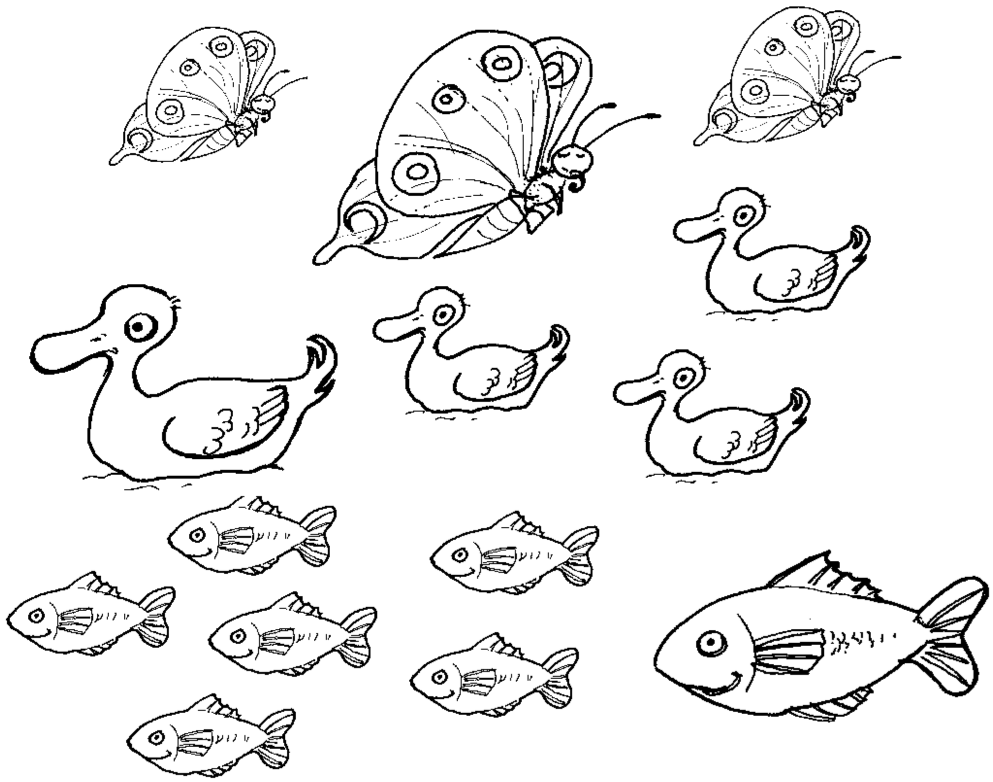
how **big** they are



same size

same size

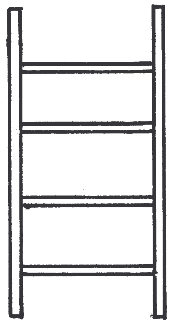
☺ Colour the ones that are of the **same size**



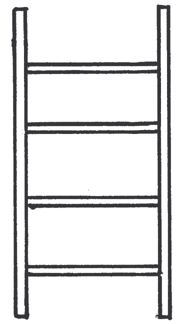
LO 4.5	

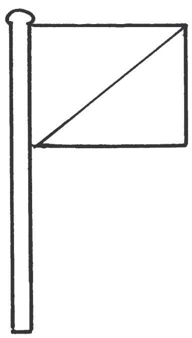
☺ Let's talk about …

how **long** they are

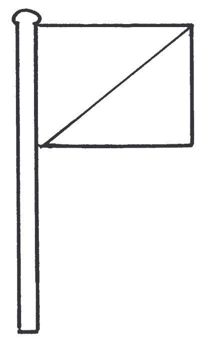


same length

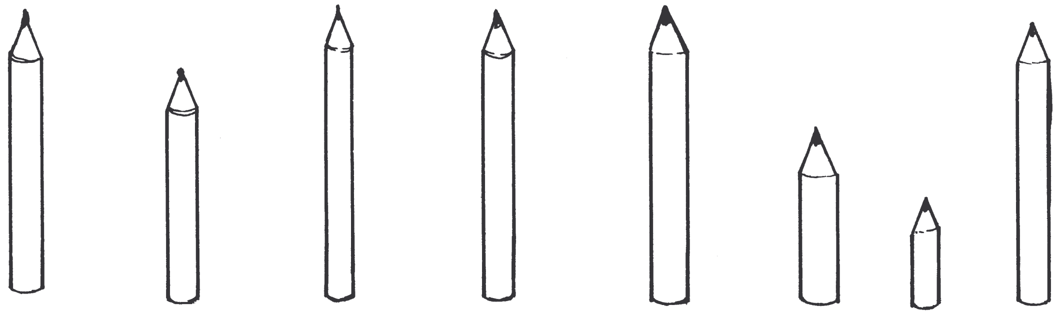




same length

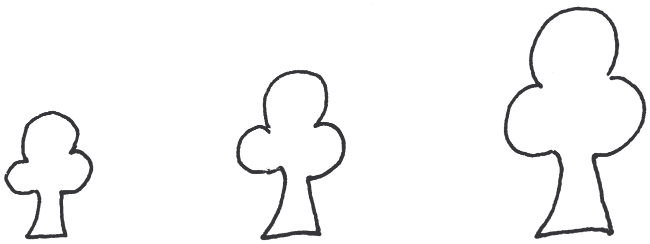


☺ Colour the ones that are of the **same length**:



LO 4.5	

☺ Complete the **patterns.**



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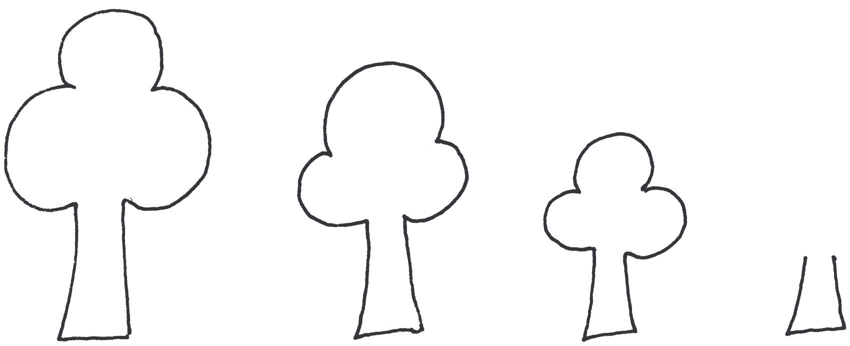

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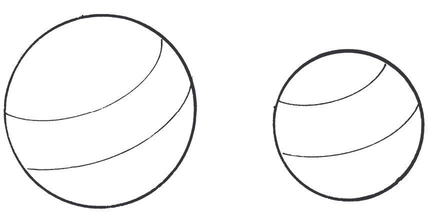

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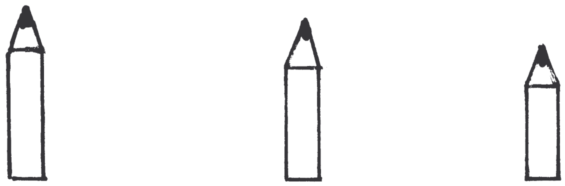
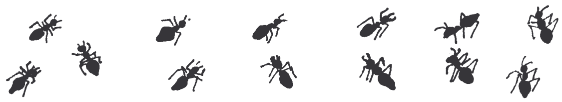


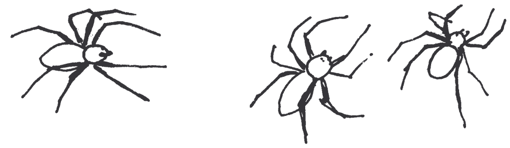
LO 3.2	

☺ I go for a walk.

I see….

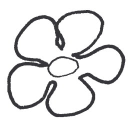
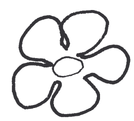
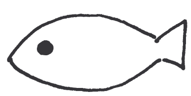
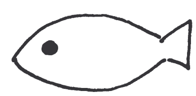
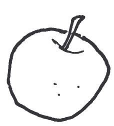
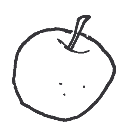
many ants





a few spiders

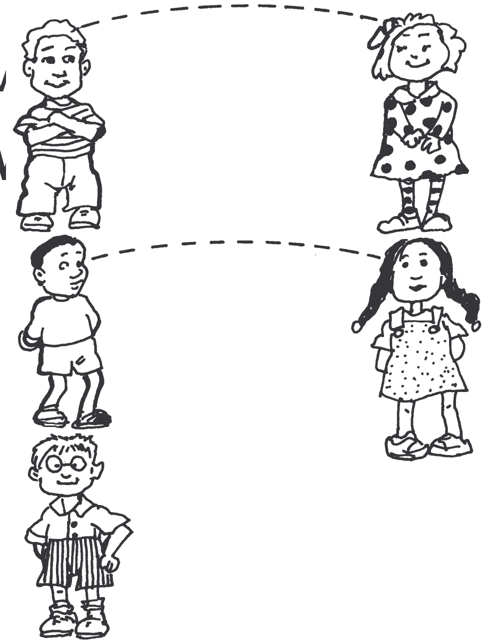
☺ Draw

many 	**a few** 
a few 	**many** 
a few 	**many** 
many ants	**a few** ants

LO 5.2

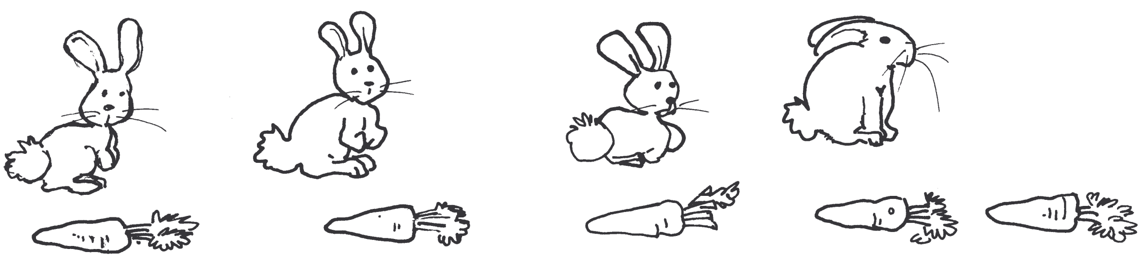
☺ At my party there w

more boys and **few**



I matched them.

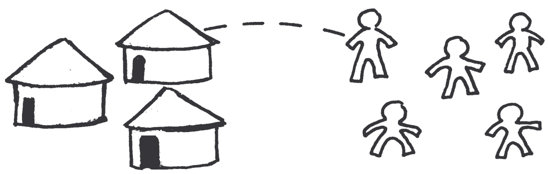
☺ Match the rabbits to the carrots:



more or **fewer**?

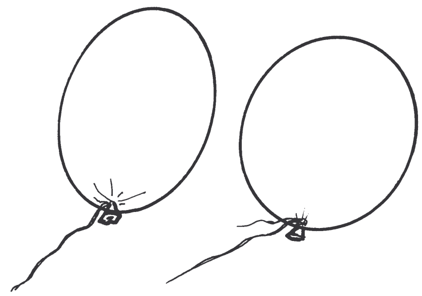
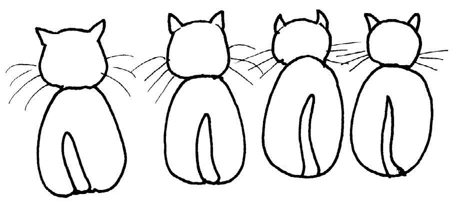
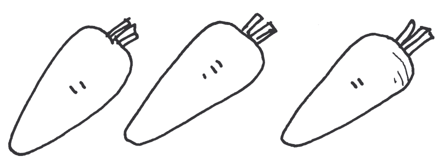
☺ Match

☺ Draw the set with **more**



LO 1.9	

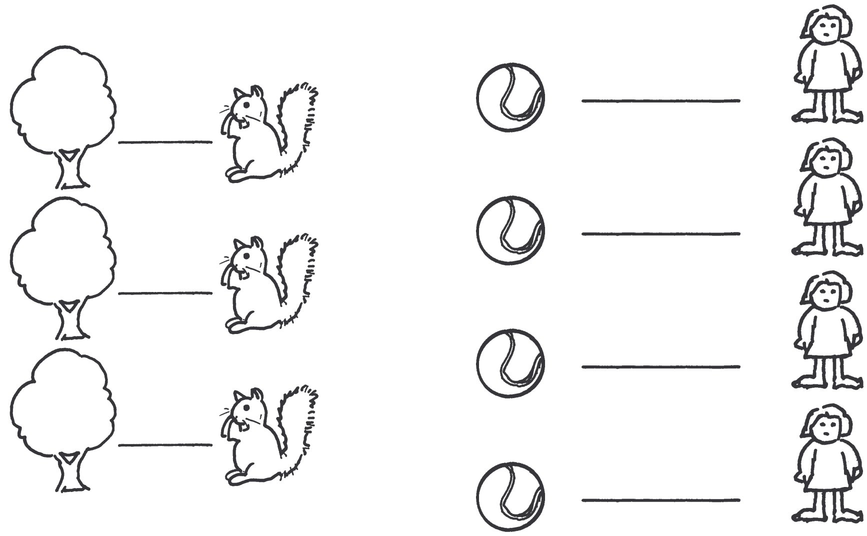
☺ Draw a group with **more** / **fewer** objects.

 **fewer**	**more**
 **more**	**fewer**
 **more**	**fewer**

fewer

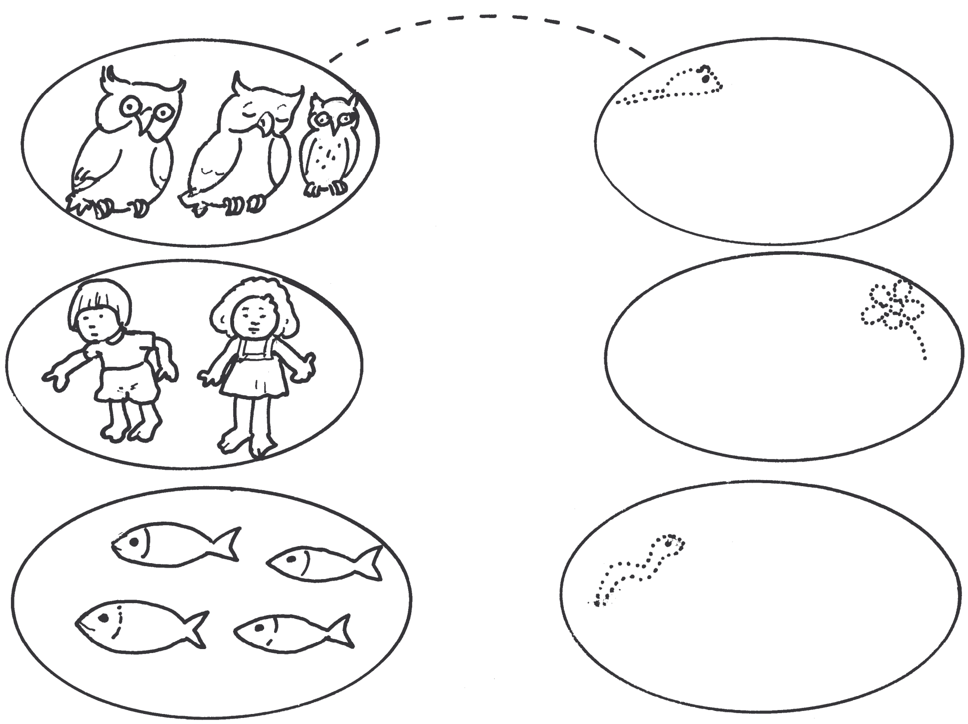
more

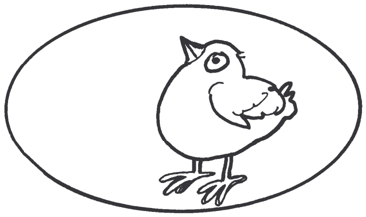
LO

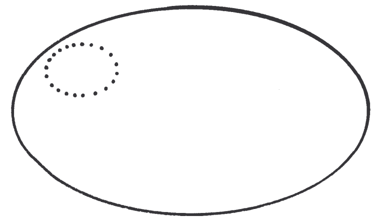


same number

☺ Draw the **same number** of objects.
Match them.

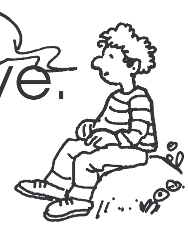




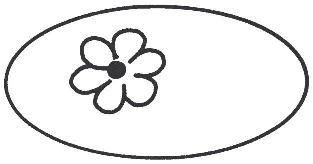


LO 1.9	

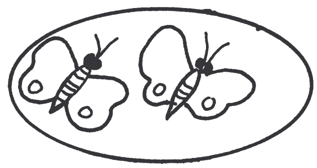
☺ A **problem** to solve.



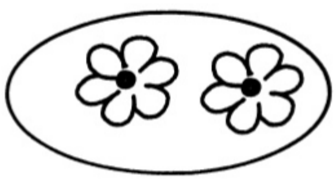
☺ How can you <u>change</u> these groups to make them the **same number**?



same number

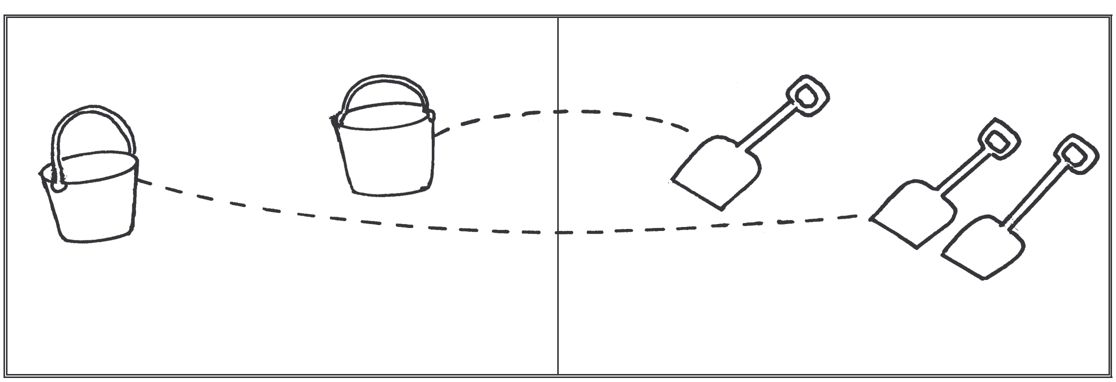


or

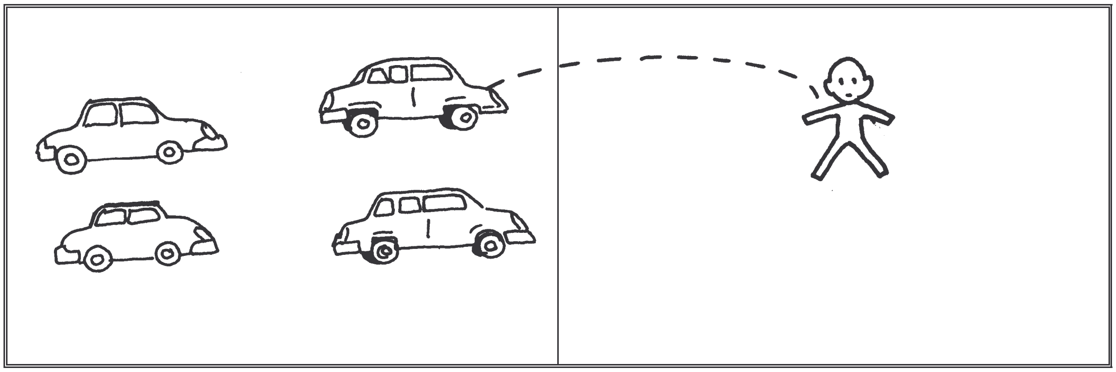


same number

☺ Now solve these problems.



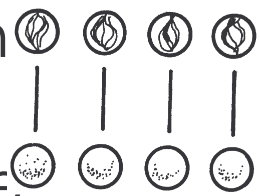
same number



same number

LO	

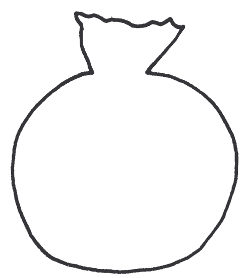
☺ I play ma
with Ron.

☺ Ron h  marbles.

I have marbles.

We have the ....
.... of marbles.

☺ Ron gets  **one more**.

Ron now has	I have
	
one more	**one less**

☺ Ron gets  **one more** again.

Ron now has	I have

one more

one less

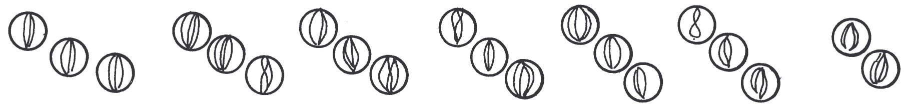
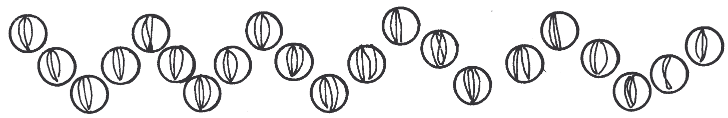
LO 1.4	

A Counting Rhyme

One, **two**, **three**
Look at me.
Four, **five**, **six**
I build my bricks.
Seven, **eight**, **nine**
Soldiers in a line.
And here are **ten**
Fingers in my den.

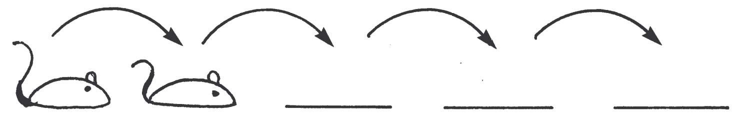
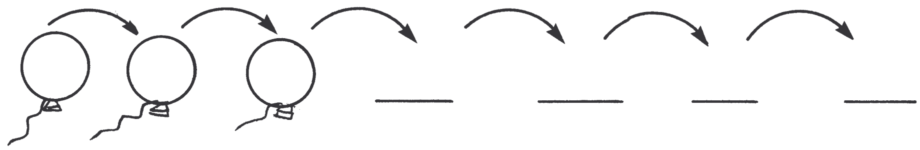
☺ Count. How many...?

red marbles	
blue marbles	

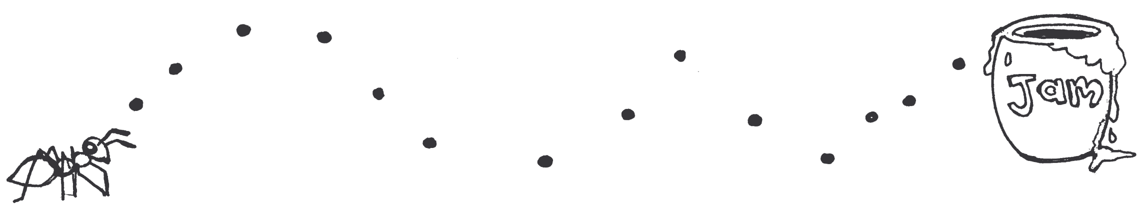
green marbles	
yellow marbles	

LO 1.1		**LO 1.4**	

☺ Draw **one more**. Count.

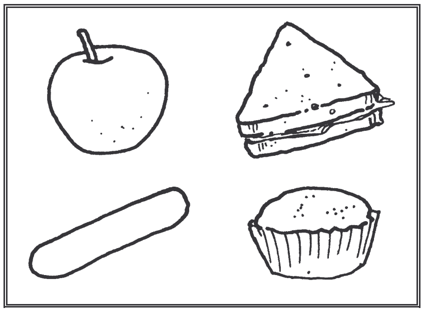
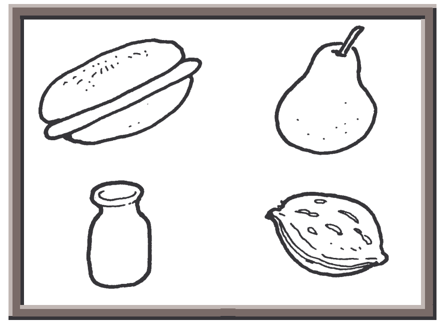
mice	
ballo ons	
trees	
marbl es	
steps	
dots	

☺ Count their steps.

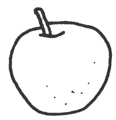
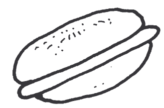
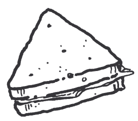
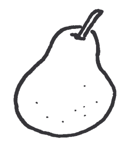
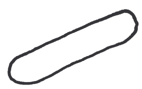


LO 1.1

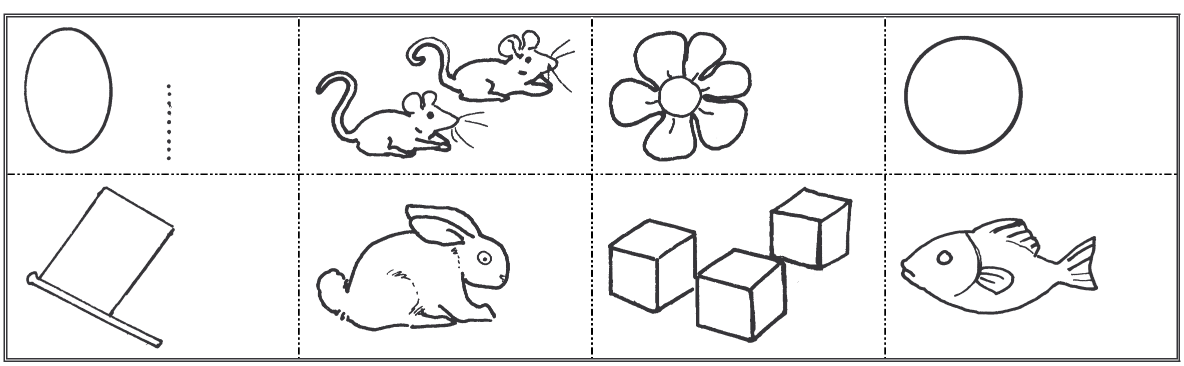
☺ My lunch box Ron's lunch box

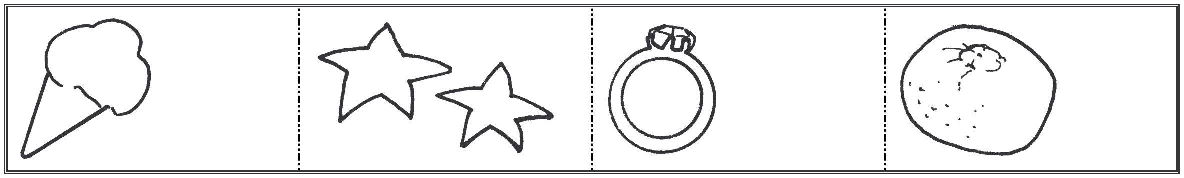
 

☺ I have... Ron has...

one	1		one	1	
one	1		....	....	
one	1		....	....	
....	....		....	....	

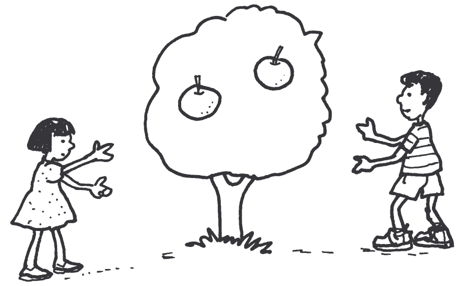
☺ Colour the blocks with **one** object. Write “1”.





LO 1.3	

☺ Tessa and I
go for a walk.



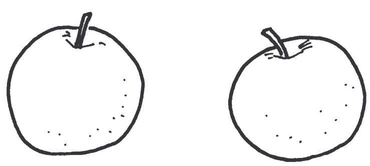
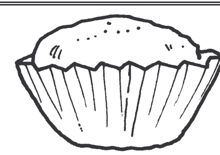
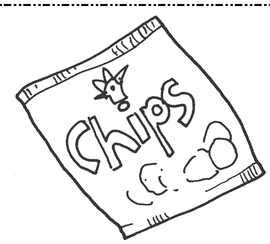
Tessa's **red** apples.

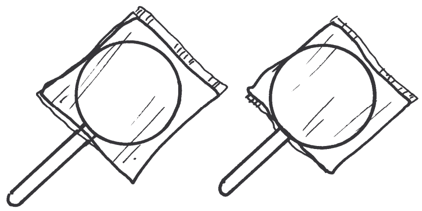
My **green**

apples

We each have **two 2** apples.

☺ Tessa's lunch box

 two 2	 one ....
	 ....



t ....

2

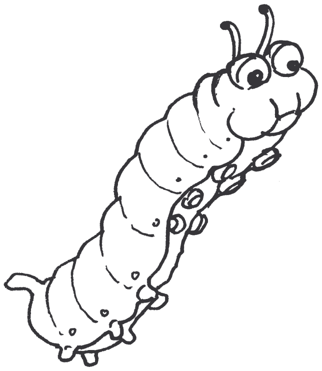
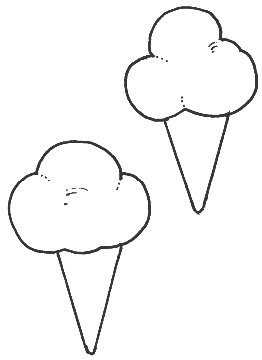
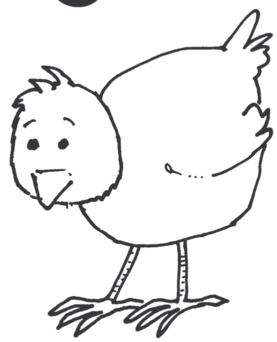
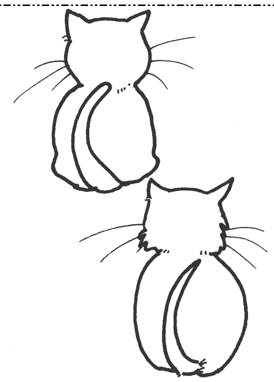
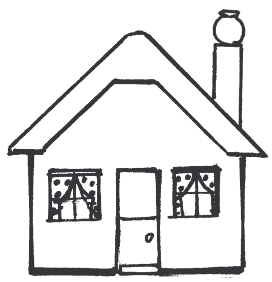
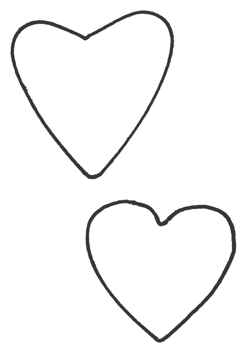
....

....

LO 1.3	

☺ Puzzles to build.

Cut, match and paste.

		
one 1	one 1	one 1
		
two 2	one 1	two 2

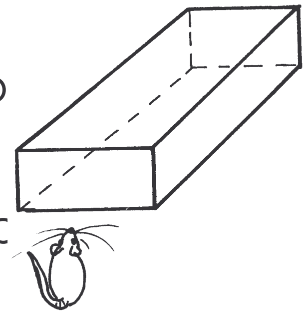
LO 1.3	

Educator's page

- Before doing the activity on p. 28 the learners are asked to bring empty boxes of any kind to school, e.g. cereal boxes, soap powder boxes, tissue boxes, chocolate boxes, etc.
- Ideally each child will have a box to talk about the shapes of the sides (faces), to physically feel each side as they turn the boxes around and view the faces. They use vocabulary such as corners, lines and blocks as they discuss what they see.
- They look around the room for any objects that have the same shapes as the faces. They move around, viewing e.g. a cupboard from different positions, i.e. the front, the back, the side.
- They look in their environment for anything, which has the same shapes as the faces on the boxes.
- Keeping p. 31 in front of them, the teacher will read the story of "Mike the Mouse" to them - each time discussing what Mike sees. If they are unsure, they look at their boxes. They draw the faces on paper, copying it from the teacher's drawings on the board.

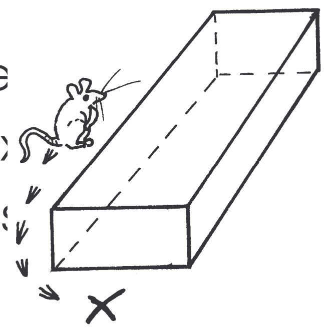
Mike the Mouse

This box has faces.
Mike the mouse stands in front o
He looks at this face of the box.
With your finger follow the lines c
Now draw the face.



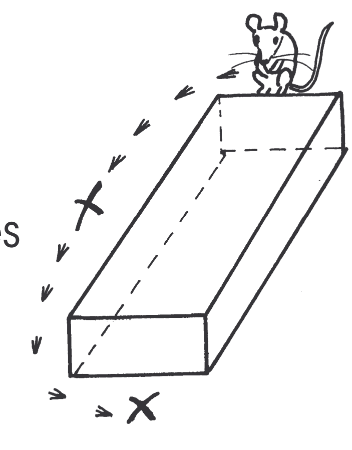
one face

Mike runs round the box to the
He looks at this face of the bo
With your finger follow the line
Draw the face.



one face

Mike runs to the next face.
He stands behind the box.
He looks at this face.
With your finger follow the lines
Draw the face.



one face

Mike runs round the box to the next face.

He looks at the face of the box.

With your finger follow the lines of this face

Draw face.

one face

Mike jumps into the box.

He runs round the bottom of the box from corner to corner.

With your finger follow the lines of this face

Draw face.

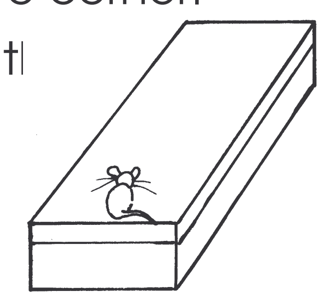
one face

Mike jumps on top of the box.

He runs round the lid from corner to corner.

With your finger follow the lines of t

Draw the face.

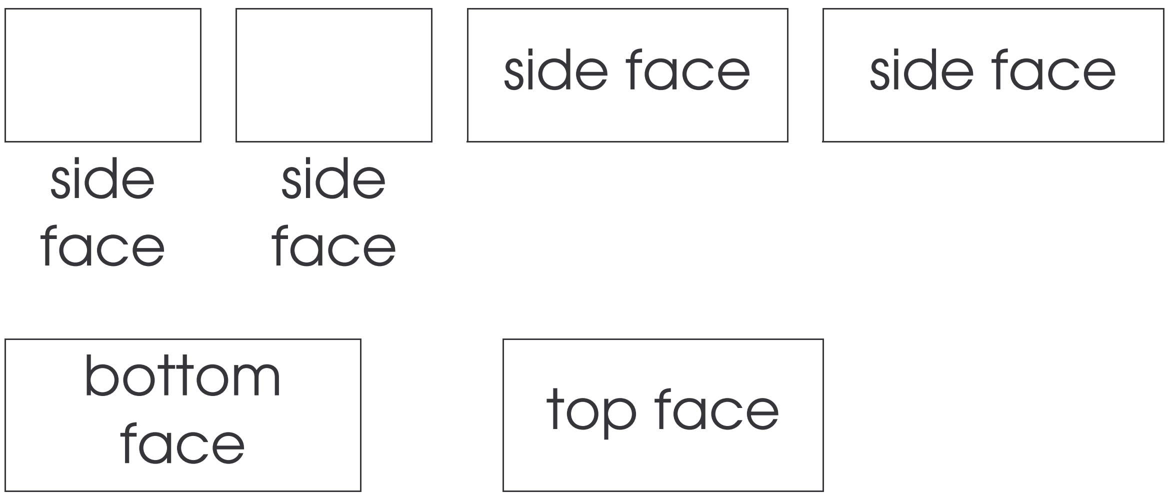


one face

Mike has looked at all the faces of this box. Count them.

There are six faces.

This is what they look like:



- What is the same about them?
- How many corners does each have?
- How many sides does each have?
- These shapes are called **rectangles**
- A rectangle has four straight sides
  Two are long and two are short.
  A rectangle has four corners.
- Draw a rectangle in the air with your finger.

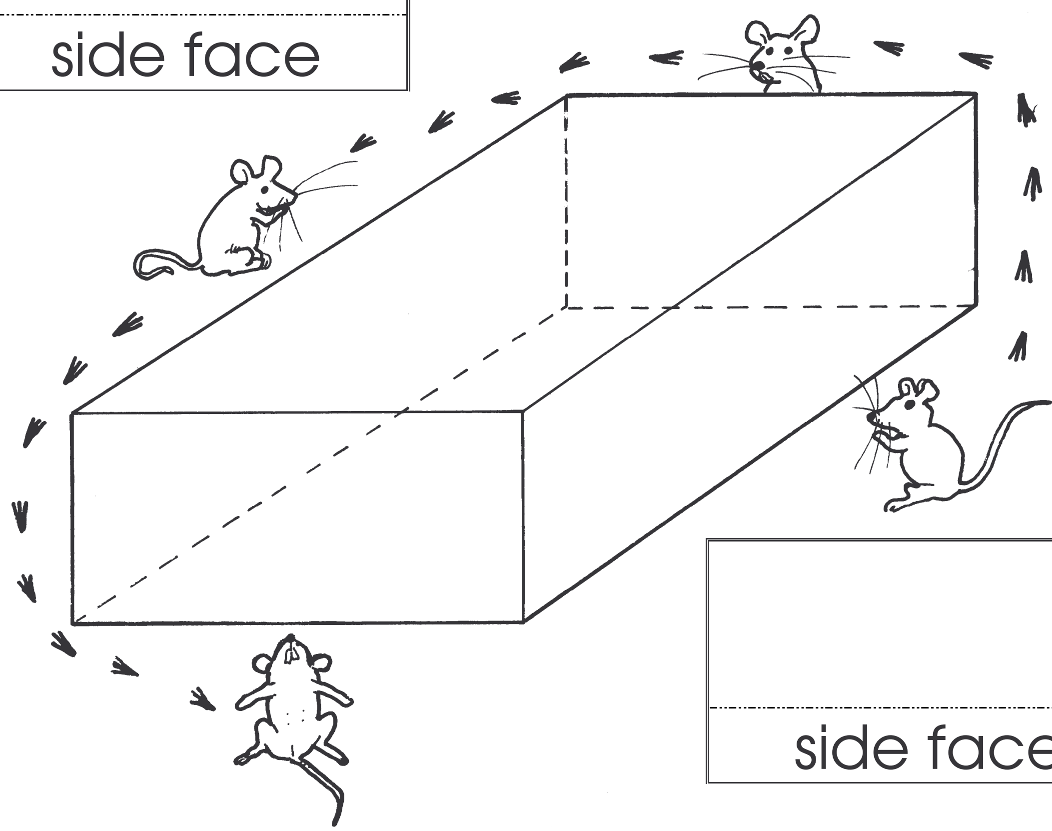
LO 3.1	
LO 3.5	

LO
3.6

top face

back face

side face



side face

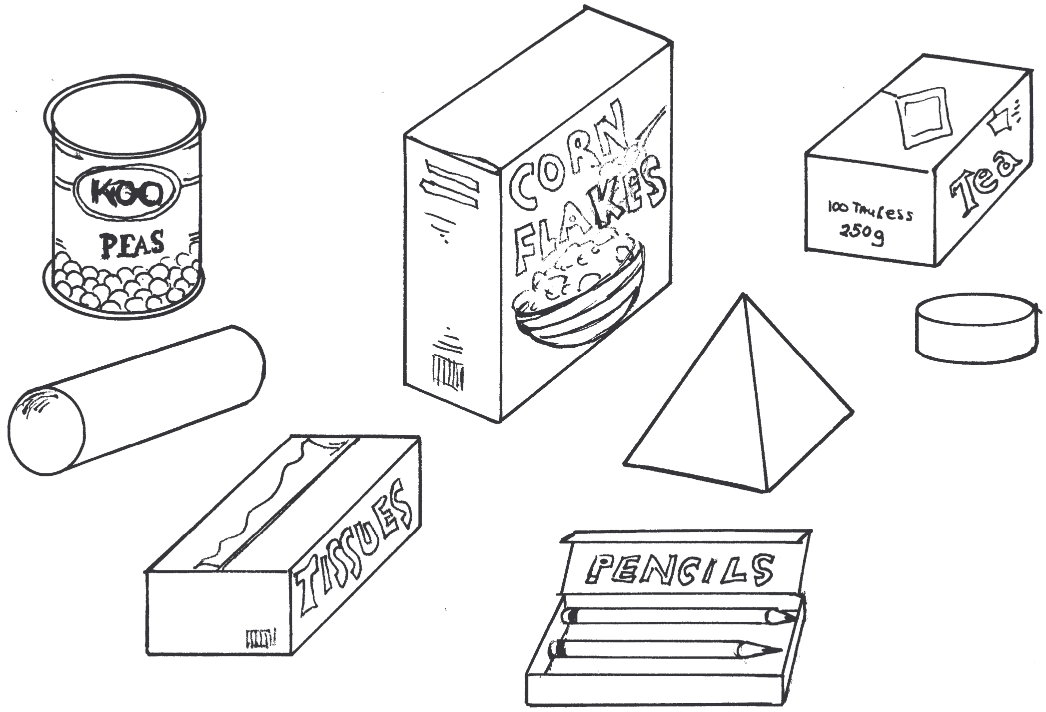
front face

bottom face

LO 3.1	
LO	

3.5	
LO 3.6	

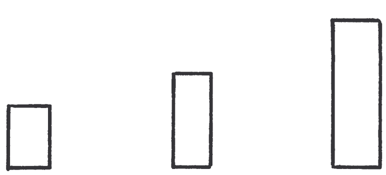
☺ Can you see any faces that are **rectangles**?
Colour them.



☺ Complete the patterns.


....

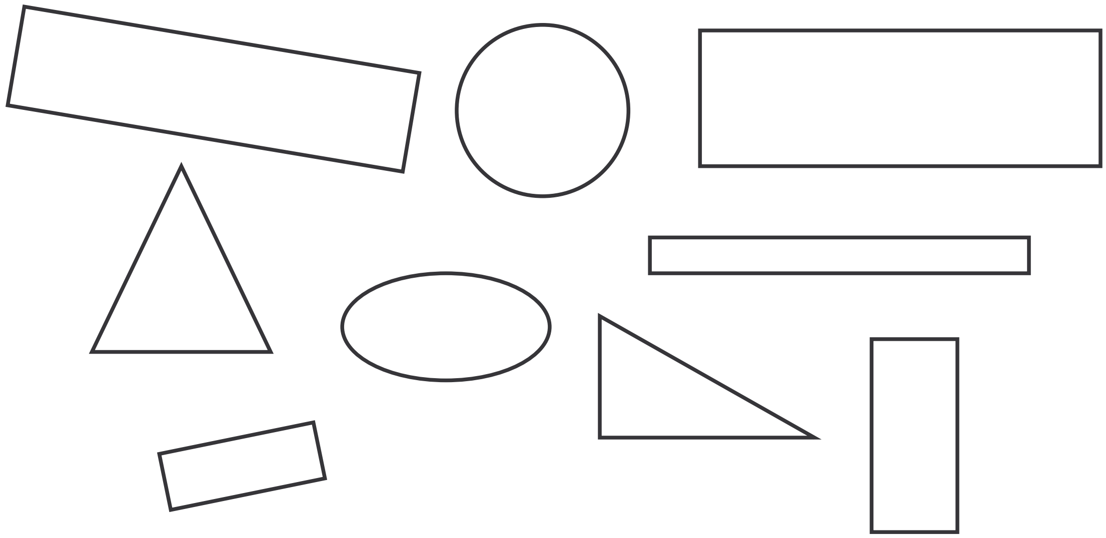
....


....

....

LO 2.1		LO 3.1	

☺ **Rectang** to colour:



☺ Cut out pictures of things that have faces that look like **rectangles**. Paste them here.

LO 3.1		LO 3.2	