LEARNING AREA **MATHEMATICS**

GRADE 1

module 5

NUMBER FUN

MODULE FRAMEWORK EN ASSESSMENT SHEET

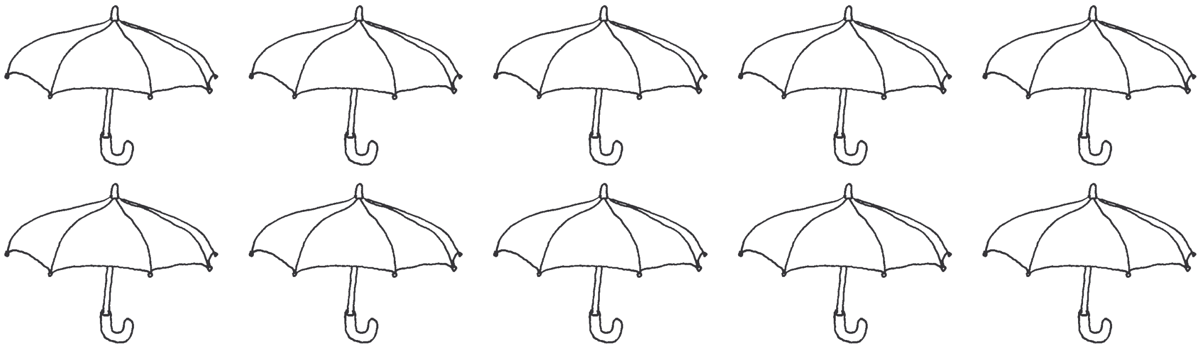
LEARNING OUTCOMES (LOS)	ASSESSMENT STANDARDS (ASS)	FORMATIVE ASSESSMENT ASs Pages	(mark out of 4)	LOs (ave out of 4)	SUMMATIVE ASSESSMENT Tasks or tests (%)	Ave for LO (% and mark out of 4)
LO 1 **NUMBERS, OPERATIONS AND RELATIONSHIPS** The learner will be able to recognise, describe and represent numbers 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;	1, 17				
	1.2 counts forward and backwards in:	22, 23				
	1.2.1 ones from any number;					
	1.2.2 tens from any multiple of 10 between 0 and 100;					
	1.3 knows and reads number symbols form 1 to at least 100 and writes number names from 1 to at least 34;	1				
	1.4 orders, describes and compares whole numbers to at least 2-digit numbers;	23				
	1.5 solves money problems involving totals and change in rands and cents;	10, 16, 25				
	1.6 solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders;	10				

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)
	1.7 can perform calculations, using appropriate symbols, to solve problems involving:	2, 3, 7, 8, 9,11, 12, 18, 21, 22, 24				
	1.7.1 addition and subtraction with whole numbers and solutions to at least 34;					
	1.7.2 repeated addition with whole numbers and with solutions to at least 34;					
	1.7.3 estimation;					
	1.9 uses the following techniques:	3, 7, 8, 9, 13, 14, 15, 17, 19				
	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);	4				
	2.2 copies and extends simple number sequences to at least 100;	16, 23				
	2.3 creates own patterns.	5				

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 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 recognises, identifies and names two-dimensional shapes and three-dimensional objects in the classroom and in pictures, including: 3.1.1 boxes (prisms) and balls (spheres); 3.1.2 triangles and rectangles; 3.1.3 circles; 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.	4, 5 20				
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).	18				

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 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:*** 5.5 constructs pictographs where stickers or stamps represent individual elements in a collection of objects.	11				

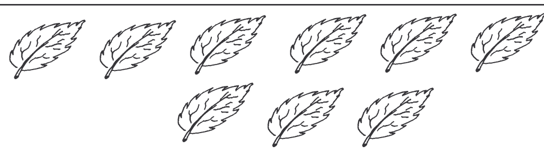
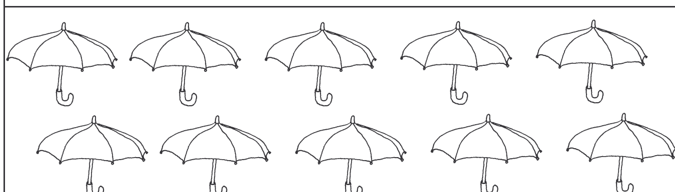
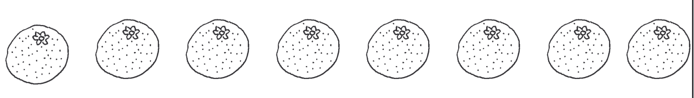
- Count the umbrellas.
- Colour them.



10 10 10 10

ten ten ten

- Fill in:

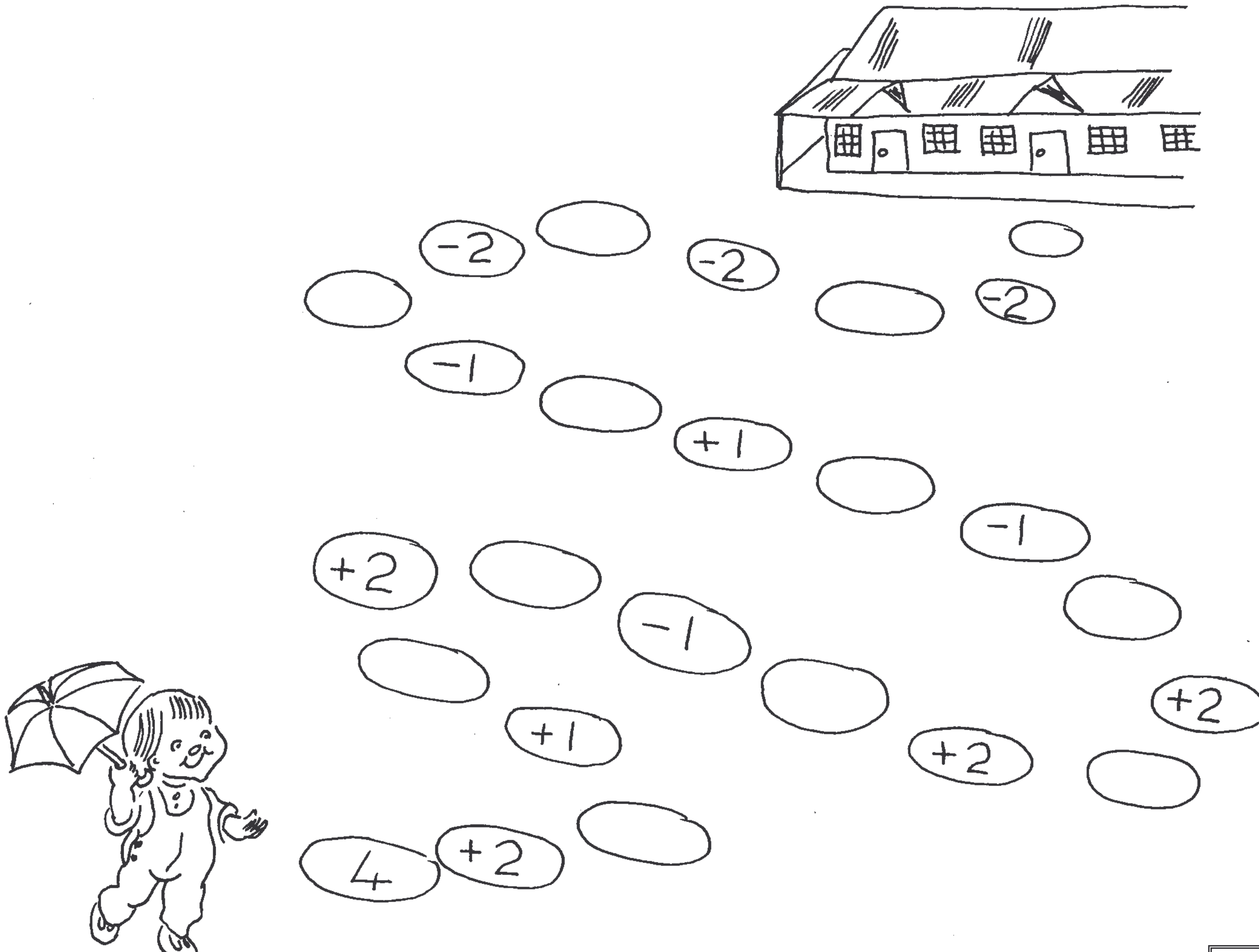
	8	eight
		nine
	10	
		eight

7

LO

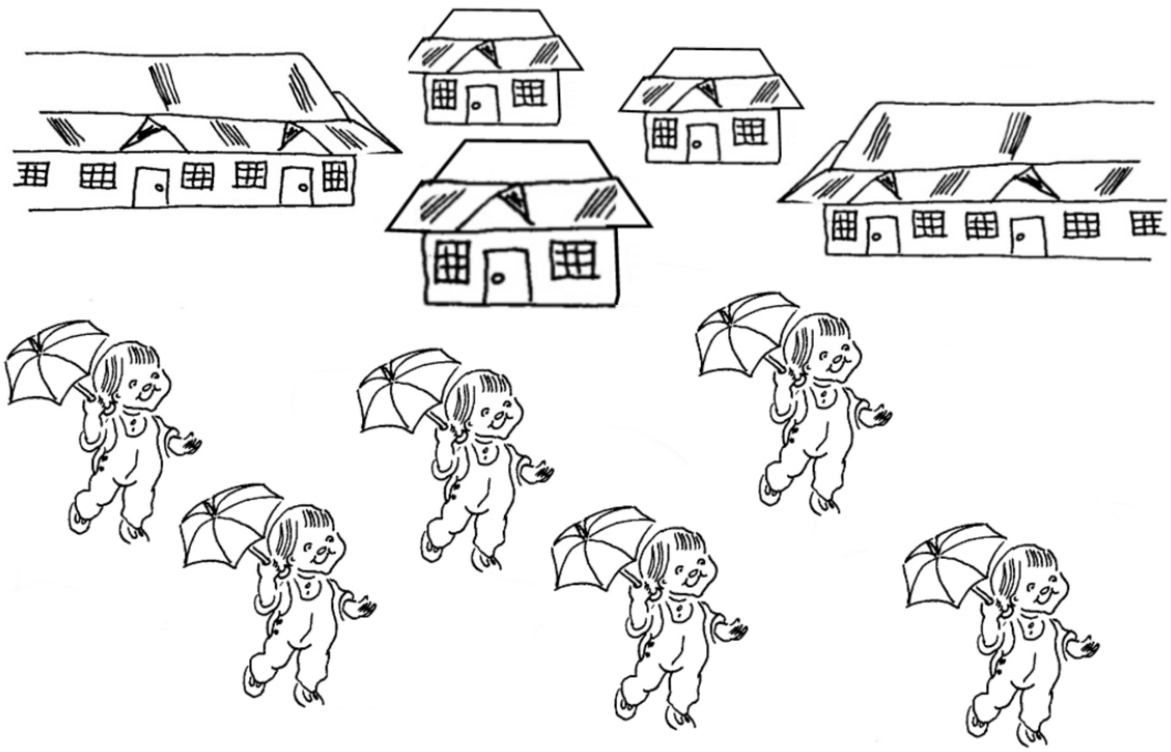
LO

☻ Walk to school with me:



LO

☻ Count:



☻ Double the number of houses

☻ Halve the number of windows

☻ .... umbrellas ; 2 blow away. . umbrellas remain behind.

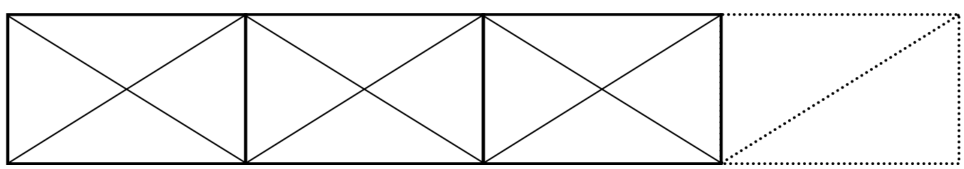
☻ ? .... shoes = ...pairs.

☻ Six children have .... eyes.

LO 1.7		LO 1.9	

- Use O s s to build a picture of your own.
- Draw your picture.

- The fence around the school looks like this:



- Make it longer.

This shape is a triangle
A triangle has ....
corners.

- How many triangles can you find in the fence?

.... triangles.

☻ Colour the triangles. Use a different colour for each one.

LO 2.1		**LO 3.1**	

- Draw your own pattern:
- Only use Δs and s.

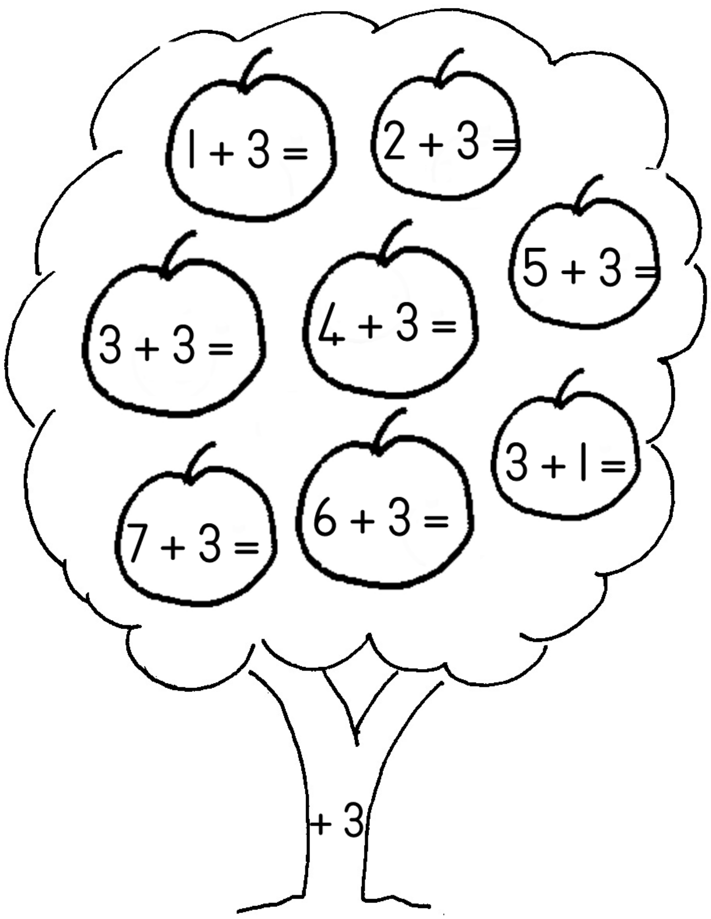
- Draw your own pattern:
- Only use s and s and Δs.

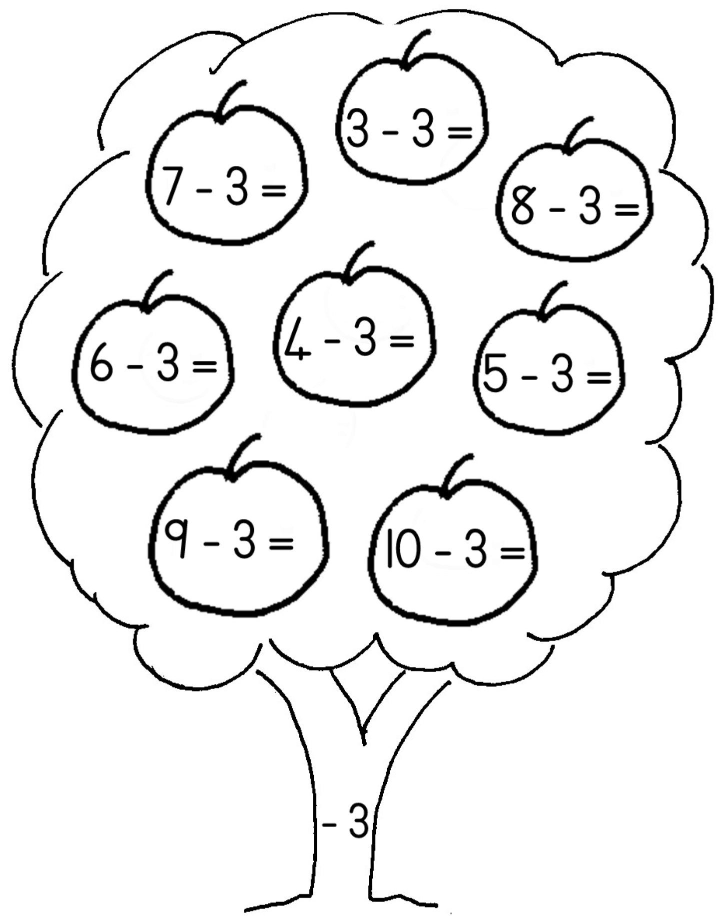
- Draw your own pattern:
- Only use s and Δs.

- Look for pictures that show a Δ and paste them in this space.

LO 2.3		LO 3.1	

☻ Complete the number sentences.





☻ Quick thinkin Use counters or
...cture.

There are 7 apples on the tree. I pick 3.

Now there are . apples.

☻ You have six apples. Put an equal amount in each of two baskets.

Each basket has apples.

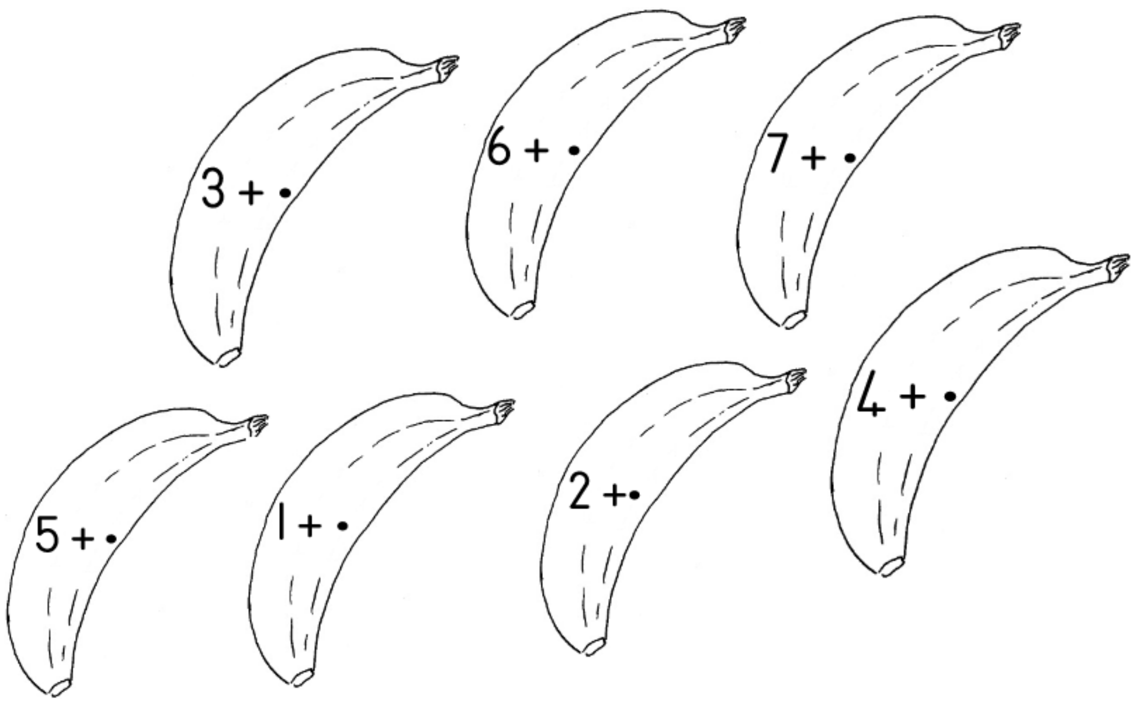
☻ John picks 3 apples. Peter picks 3 apples. Charley picks 3 apples.

They have apples in the basket.

LO		**LO**	

1.7		1.9	

☻ Friends of 7



☻ Complete:

3 + 4 = ...	7 – 1 = ...
6 + 1 = ...	7 – 6 = ...
2 + 5 = ...	7 – 5 = ...
7 + 0 = ...	7 – 2 = ...
5 + 2 = ...	7 – 4 =.............

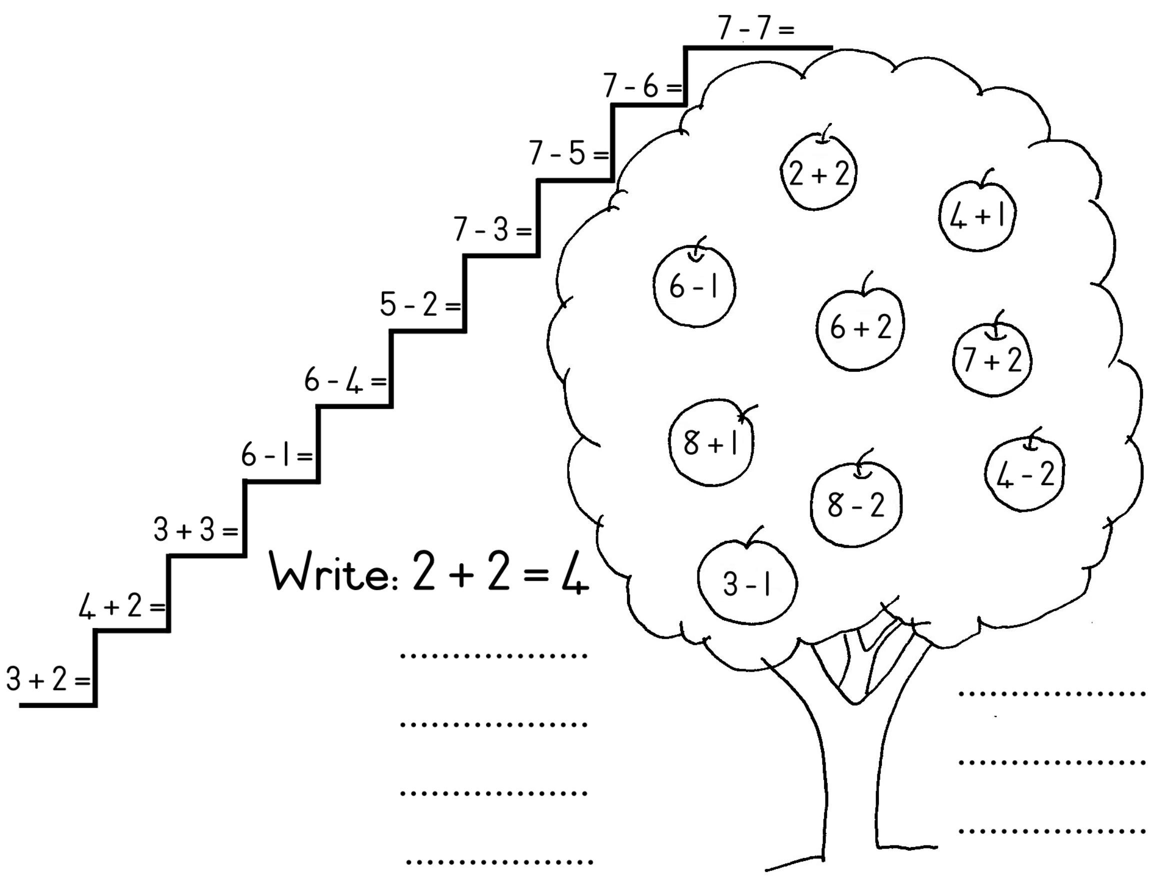
LO 1.7		LO 1.9	

☻ Breaking up 7:

7 = 1 + 6	7 = ... + ...
7 = ... + ...	7 = ... + ...
7 = ... + ...	7 = ... + ...
7 = ... + ...	7 = ... + ...

☻ Climb to the top of the tree. Pick the apples.

☻ Complete the number sentences.



Write: 2 + 2 = 4

....

....

....

....

....

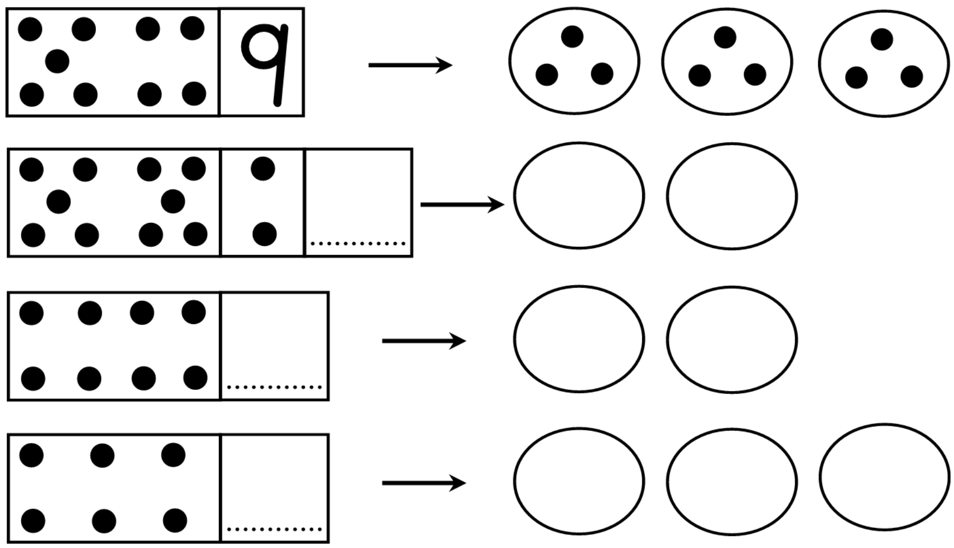
....

....

....

LO 1.7		LO 1.9	

- Divide equally:



- Find the prices of 3 products in a newspaper. Paste them here.

- Which product is the most expensive?
- Which product is the cheapest?
- Use a pocket

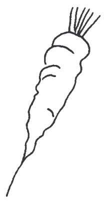
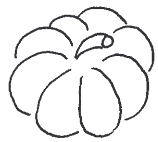
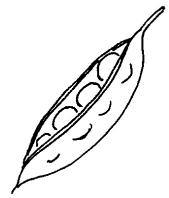
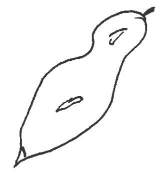
√
×

calculator to find out what it will cost to buy everything?

R. . . . .

LO 1.6		LO 1.5	

☻ We eat healthy food: Ask your friends what they eat.

	carrot	pumpki n	peas	sweet potato
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

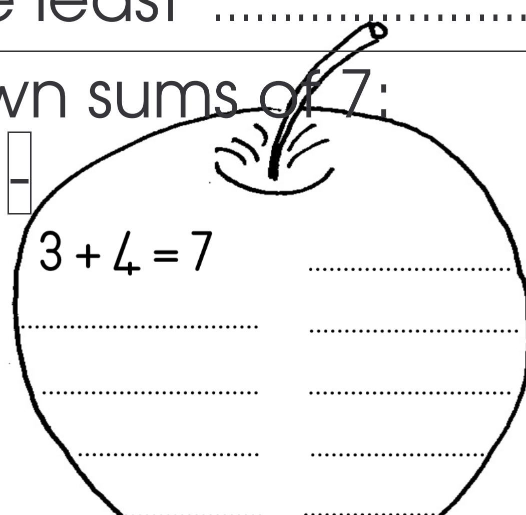
☻ What we like more ....

☻ What we like less ....

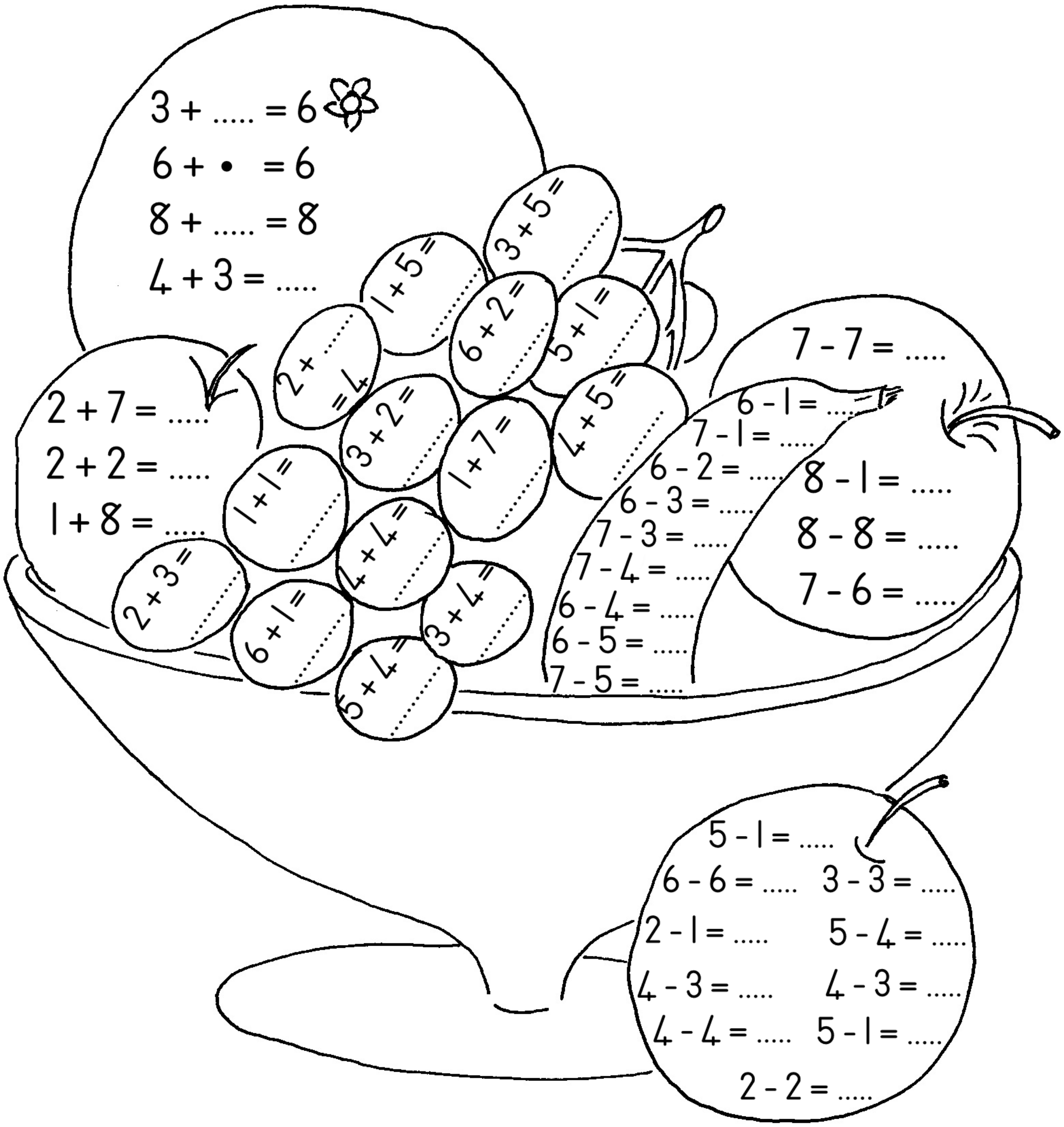
☻ What we like least ....

☻ Write your own sums of 7:

☻ Use $\boxed{+}$ and $\boxed{-}$



LO		LO	



- ☻ Estimate how many sums you have to do before you can eat the fruit?

  .... sums.

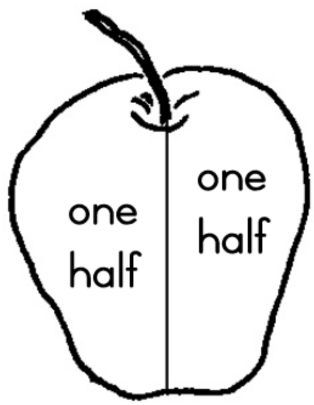
- ☻ Count the sums.   sums.

- ☻ Did you estimate correctly?
  Yes or No.

LO 1.7	

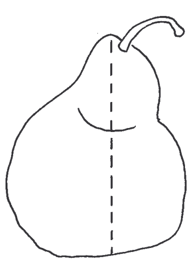
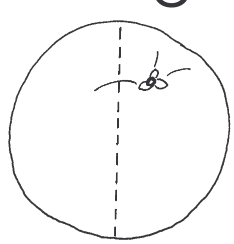
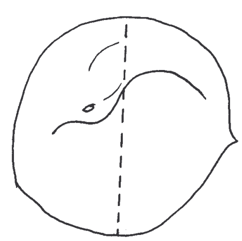
☻ Here you have one apple.

☻ I cut it in half.



☻ Now I have .... halves.

☻ Do the same with:

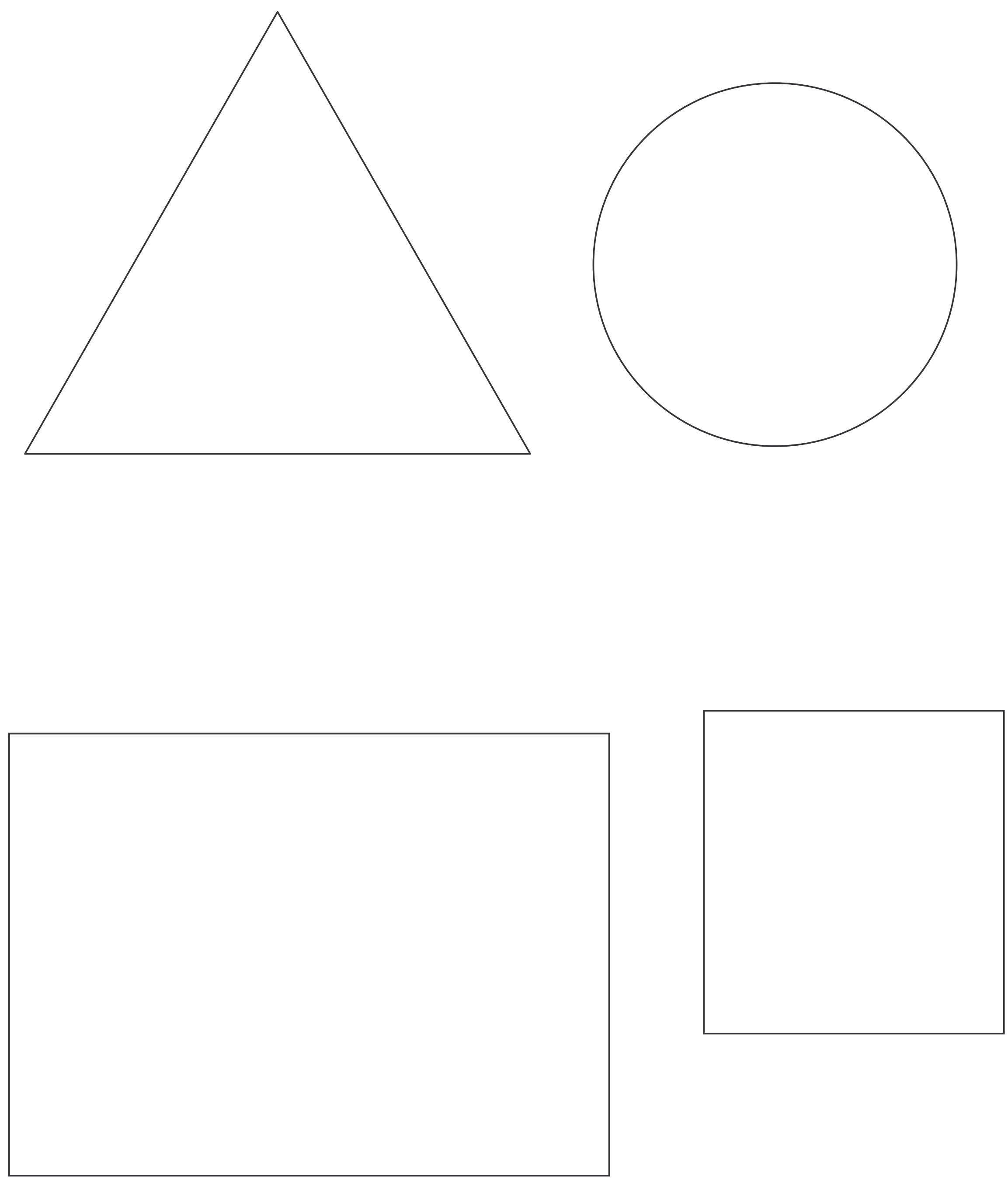
one pear	one orange	one peach
		
.... halves	....	....

halves halves

☻ Two halves are equal to .... whole.

LO 1.9	

- Colour these shapes and cut them out.
- Fold them in half.
- Cut along the fold.
- Paste them alongside each other on page 15.



LO
1.9

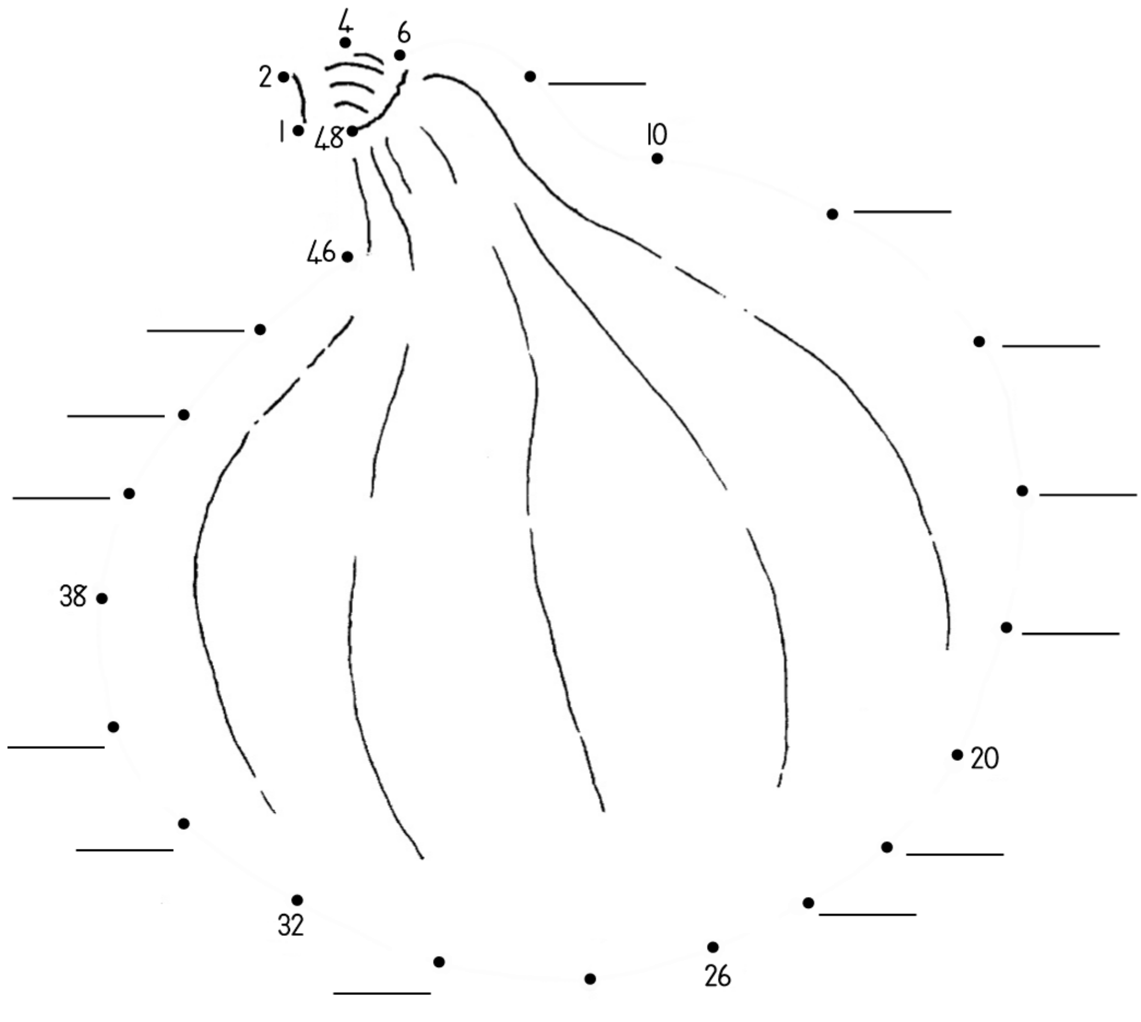
- ☻ Paste your shapes here.

- ☻ What do you notice?

halves are equal to one whole.

LO 1.9	

- Fill in the numbers: Begin with 2, 4,

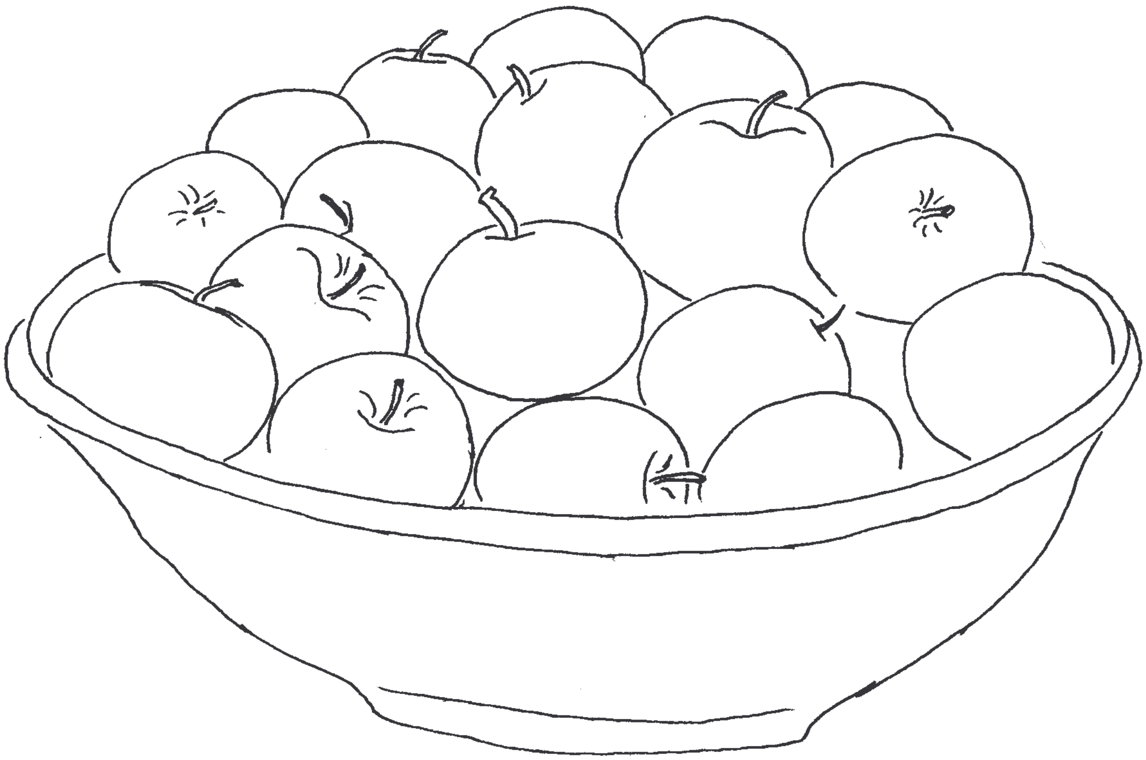


- One pumpkin costs R4,00.
- Two pumpkins cost R ....
- Three pumpkins cost R ....
- How much do I pay if I buy the following?
  3 apples at R5,00
  1 pumpkin at R4,00

2 oranges at R1,00
The total price of everything is R

LO 1.5		**LO 2.2**	

☻ Estimate and count.



☻ Estimate ....

☻ Count ....

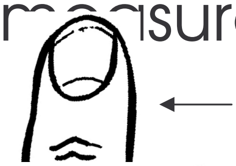
☻ Halve: 1 0 ....
1 2........
8.........
4.........

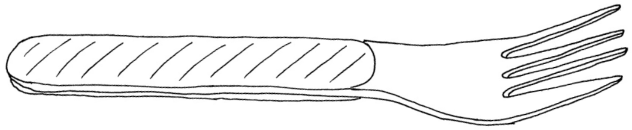
☻ Double: 3 ....
6..............
8..............
4..............

LO 1.1		LO 1.9	

☻ Use your thumb to measure:

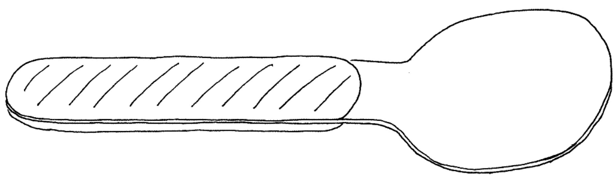
my thumb



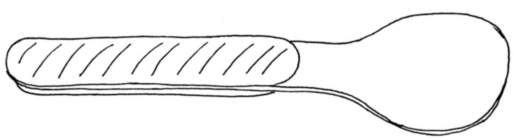


.... thumbs

.... thumbs



.... thumbs

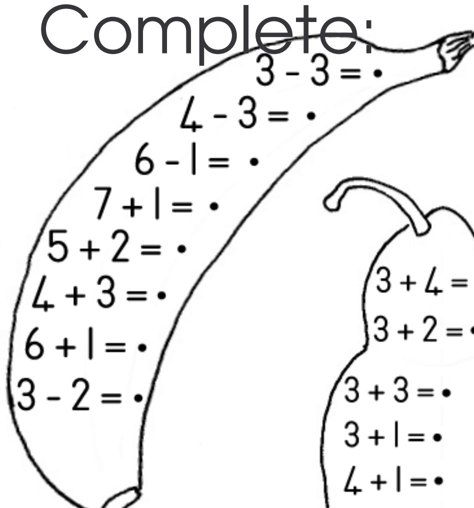


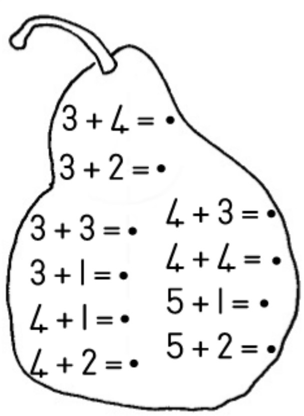
.... thumbs

The longest one is . thumbs.

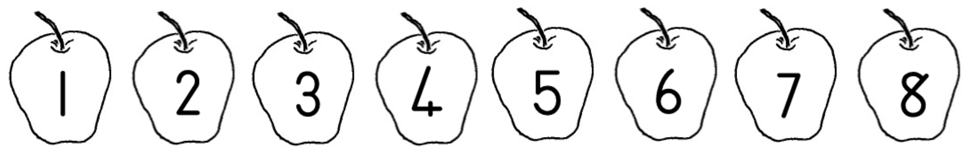
The shortest is .....thumbs.

☻ Complete:





LO 1.7		LO 4.5	



☻ Breaking up 8:

8 = 1 + 7

8 = ... + ...

8 = ... + ...

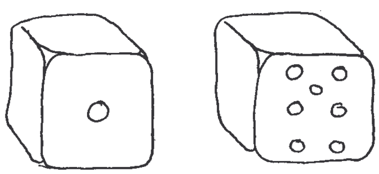
8 = ... + ...

8 = ...
+

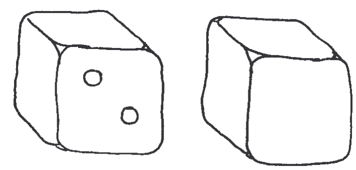
8 = ...
+

8 = ...
+

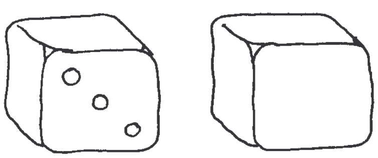
☻ Throw the dice for partners of 8.



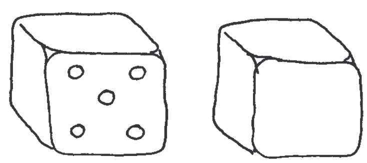
1 + 7 = 8



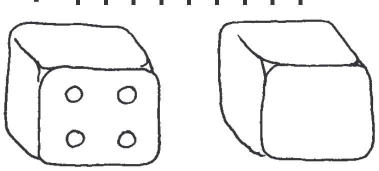
2 + ... = 8



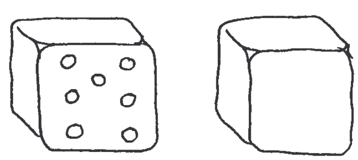
3 + ... = 8



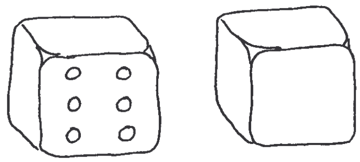
5 + ... = 8



4 + ... = 8



7 + ... = 8

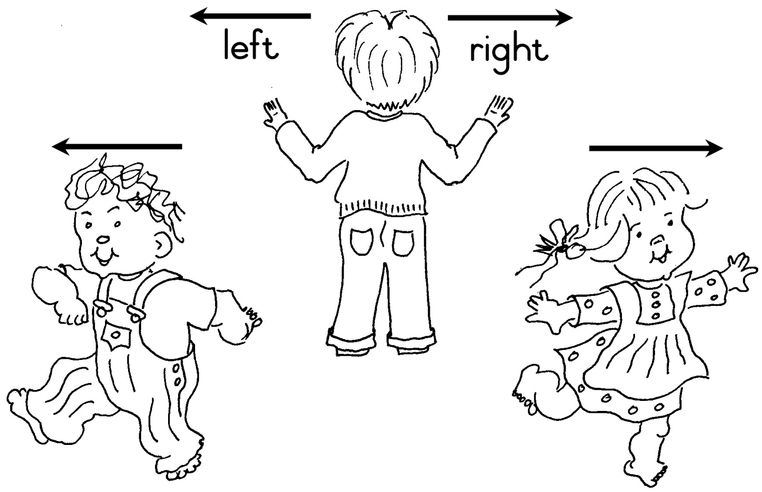


6 + ... = 8

LO 1.9	

Direction

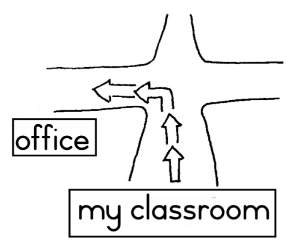
☻ What is ....



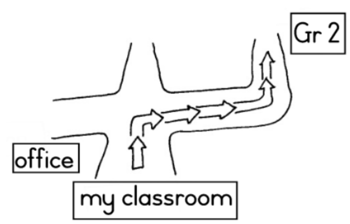
☻ He walks to the left.

☻ She walks to the right.

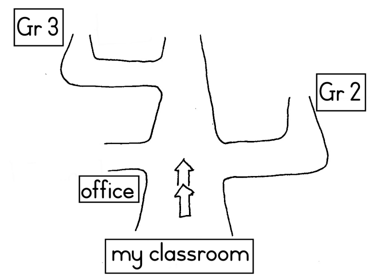
☻ I walk to the office.
I turn to the ......
(left or right?)



☻ I walk to the Grade 2 classroom.
I turn to the ....
Then I turn ....



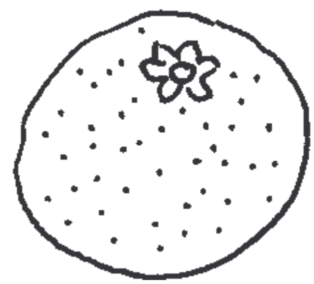
Use arrows to show how you go to the Grade 3 classroom. I turn.......... at the second passage. Then I turn ....



LO	

☻ Take an orange:

☻ Peel it carefully. Estimate and count the sections.



.... estimate.

.... count.

☻ Draw:

half an orange	a whole orange

☻ Complete the number sentences.

3 + 4 ....=
.

5 + 3 ....=
.

6 + 2 ....=
.

8 + 0 ....=
.

7 – 2 = ...

7 – 6 = ...

8 – 1 = ...

8 – 2 = ...

6 – 4 = ...

6 – 2 = ...

5 – 3 = ...

7 + 1 ....=

5 – 2 = ...

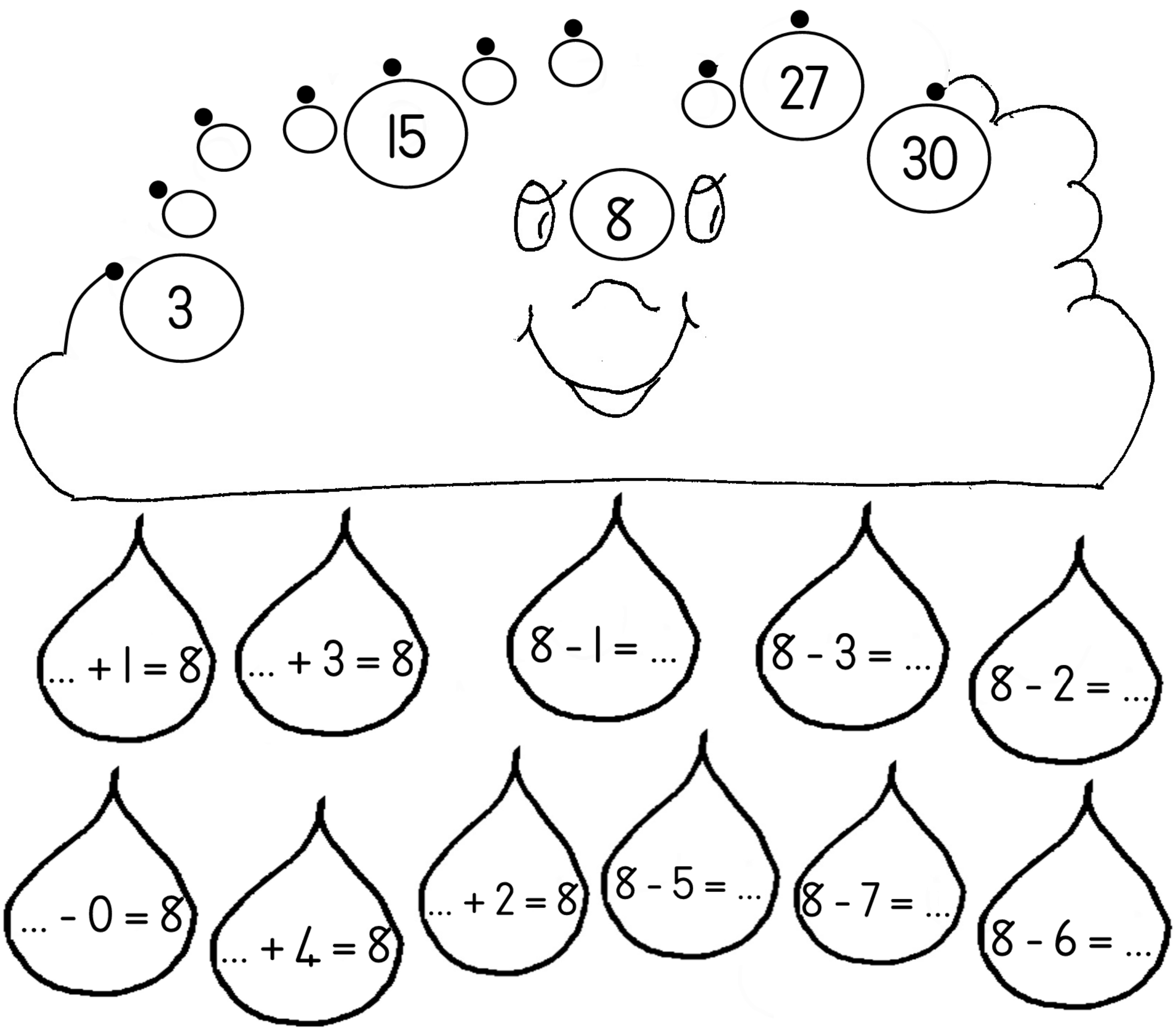
4 + 2 ....=

1 + 5 ....=

1 + 3 = ...

LO 1.7	

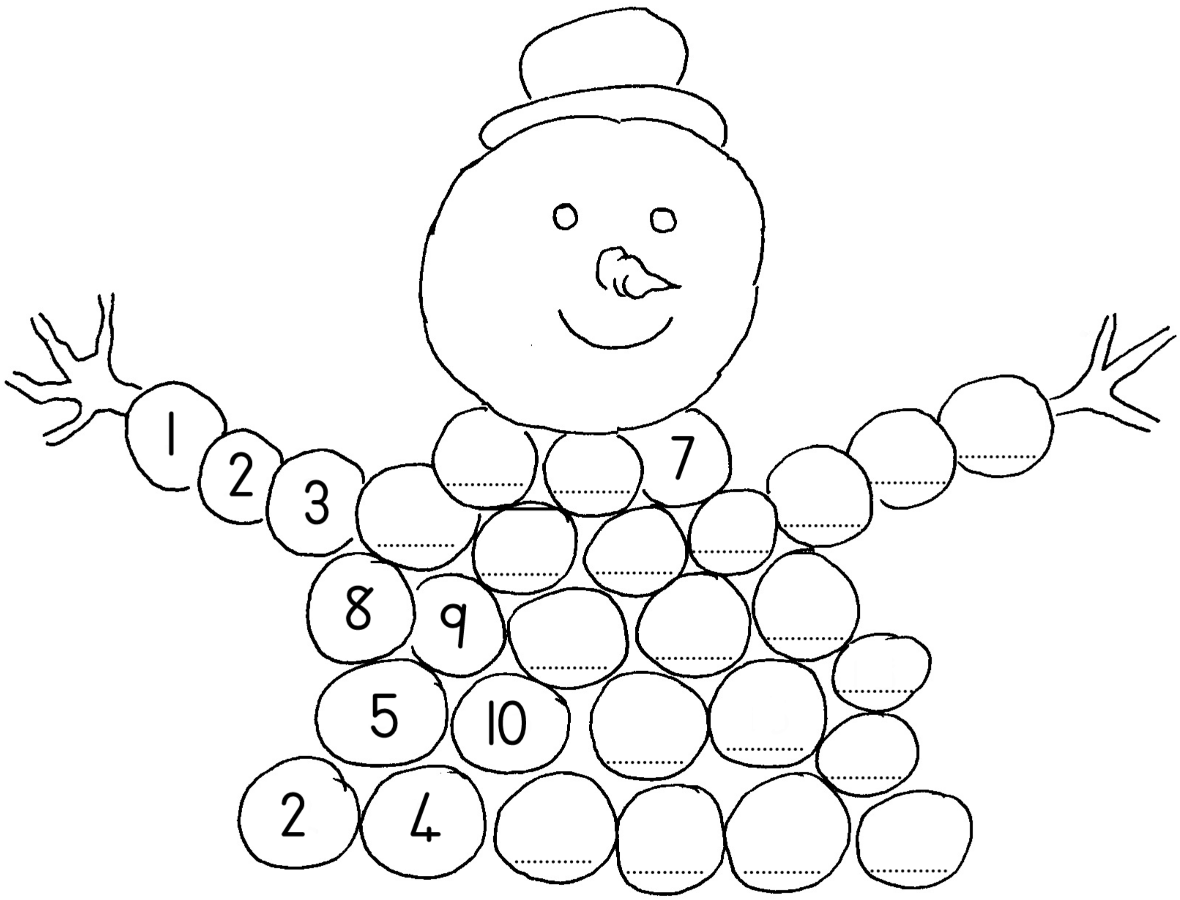
- Count in 3s:
- Complete the sums with 8.



- Before 8 we have...............
- After 8 we have ....
- Between 9 and 7 we have .
- Double 8...................................
- Halve 8.......................................

LO 1.2		LO 1.7	

☻ Add and build a snowman.



☻ What comes before:

.... 1 1

.... 1 2

.... 1 0

.... 9

☻ What comes after:

1 1 ....

1 2............

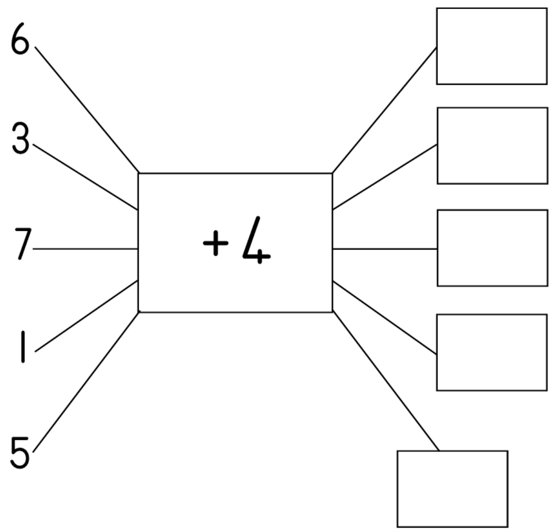
1 0............

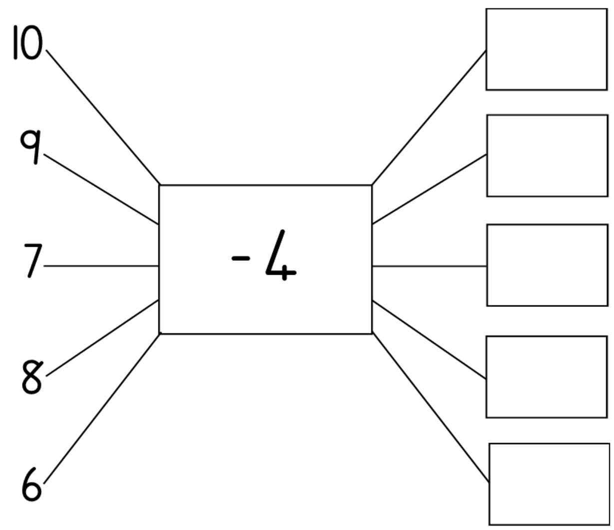
7............

.... 8 6.............

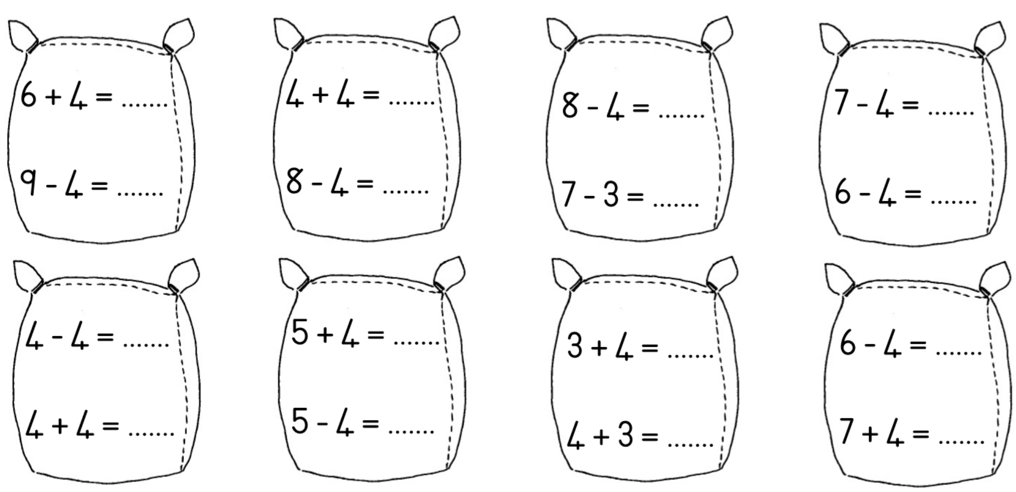
LO 1.2		LO 1.4		LO 2.2	

☻ Quick thinking:





6 + 4 = ...	6 – 4 = ...
3 + 4 = ...	7 – 4 = ...
2 + 4 = ...	8 – 4 = ...
1 + 4 = ...	9 – 4 = ...
5 + 4 = ...	10 – 4 = ...

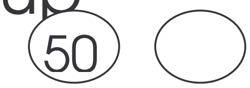


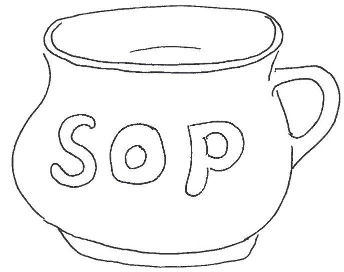
☻ One bag of flour weighs 2 kg.

☻ All of the bags together weigh kg.

LO 1.7	

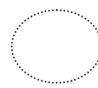
- We cook soup:
- One cup of soup costs 50c.





- I sell 2 cups of soup.
- I get R ....

- I sell 4 cups of soup.
- I get R ....



- We bake pancakes.
  One pancake costs 20c.

- I sell 2 pancakes.
  Now I have .... c.

- ☻ I sell 3 more pancakes for c
- ☻ Now I count all my money.

  Soup R ....; pancakes R .... ;

  Altogether I have R ..

LO	