LEARNING AREA **MATHEMATICS**

GRADE **1**

module

7

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;	7, 22, 24, 27, 30, 35				
	1.2 counts forward and backwards in:	10, 11, 32, 33				
	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;	7, 8, 24, 26, 27, 30, 31				
	1.4 orders, describes and compares whole numbers to at least 2-digit numbers;	8				
	1.5 solves money problems involving totals and change in rands and cents;	28				
	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;	29				

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:	9, 10, 11, 27				
	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;					
	1.8 performs mental calculations involving addition and subtraction for numbers to at least 10;	11, 12, 13, 16, 22 25				
	1.9 uses the following techniques:	8				
	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;					
	1.10 explains own solutions to problems.	25				

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 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:*** 2.2 copies and extends simple number sequences to at least 100; 2.3 creates own patterns; 2.5 identifies, describes and copies geometric patterns in natural and cultural artifacts of different cultures and times.	12, 32, 33 34 34				
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; 3.2 describes, sorts and compares physical two-dimensional shapes and three-dimensional objects according to: 3.2.1 size; 3.2.2 objects that roll or slide; 3.2.3 shapes that have straight or round edges;	17, 18, 19, 20 21				

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)
	3.5 describes one three-dimensional object in relation to another (e.g. 'in front' or 'behind').	16, 17, 18				
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:*** 4.1 describes the time of day using vocabulary such as 'early', late morning', 'afternoon' and 'night';	4, 5, 6				
	4.2 compares events in terms of the length of time they take (longer, shorter, faster, slower);	1				
	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).	14, 15, 23				
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.');	21				
	5.5 constructs pictographs where stickers or stamps represent individual elements in a collection of objects.	3, 21				

For the Educator:

p. 1 – 3: <u>The clock for the week</u>

Learners must listen carefully to the poem on p. 1. Ensure that they can say the names of the days in the correct order. Ask questions about the activities that describe each day in the poem.

They need to cut out the names of the days of the week, ordinals and pictures on p. 2 and paste them in the correct spaces as directed on the clock on p. 3.

The completed clocks can be mounted on cardboard. String can be threaded through the holes and the clocks can be displayed in the classroom.

- ☻ Listen to the poem.
- ☻ Listen again and say the poem together.
- ☻ Decorate the page.

Sunday is the first day.
of every week.
of every year.

The second day is **Monday**.
wake up early so
and off to school we go.

The third day is **Tuesday**.
porridge for me and you
and some fruit juice too.

The fourth day is **Wednesday**.
I'll straighten your tie
and dish up some pie!

The fifth day is **Thursday**.
the sun will shine
the day is fine.

The sixth day is **Friday**.
there's a cake to bake
for goodness sake!
And then its the seventh day
it's **Saturday**.
no school today!

Sunday, Monday and **Tuesday**
Wednesday, Thursday and
Friday.
S A – T U R – D A Y !
HIP – HIP – HOORAY!
G.J.

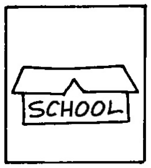
LO 4.2	

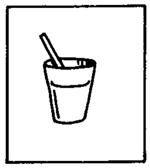
My clock for the week

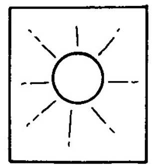
- Cut out.
- Paste on page 3.
- Listen again to the poem so that you will know where to paste the pictures.
- Decorate your clock with pretty patterns.

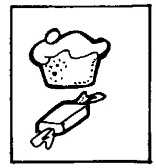
Sunday	Monday	Tuesda y	
Wedne sday	Thursda y	Friday	
Saturda y	first	second	
third	fourth	fifth	sixth

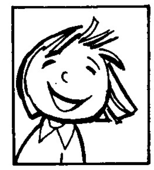
seve
nth

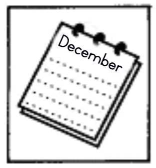




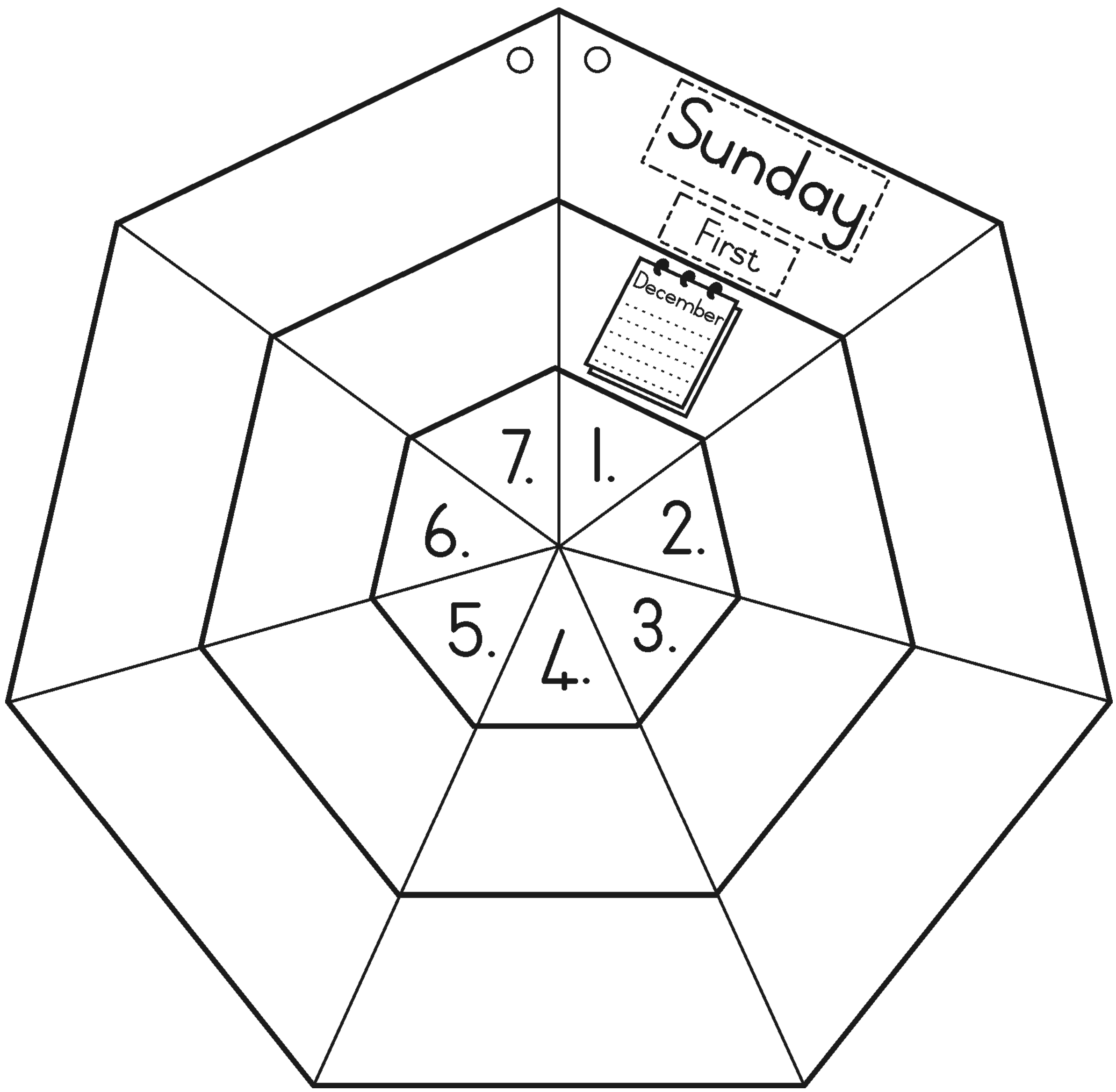








My clock for the week



LO	

5.5	

☻ Complete the following sentences.
☻ Let your clock of the week help you.

1. Today is ....

2. Tomorrow is ....

3. Yesterday was ....

4. .... and .... are weekend.

5. There are .... days in a week.

6. The first day of the week is ....

7. The last day of the week is ....

8. .... comes after Monday.

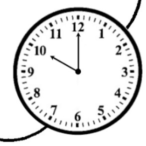
9. .... comes after Thursday.

10. .... comes before Monday.

11. .... comes before Thursday.

LO 4.1	

My clock for the day



☻ Read.

1. The sun rises - It is morning.

2. The school closes. It is afternoon.

3. The sun sets. It is evening.

4. The moon and the stars come out. It is night-time.

LO 4.1	

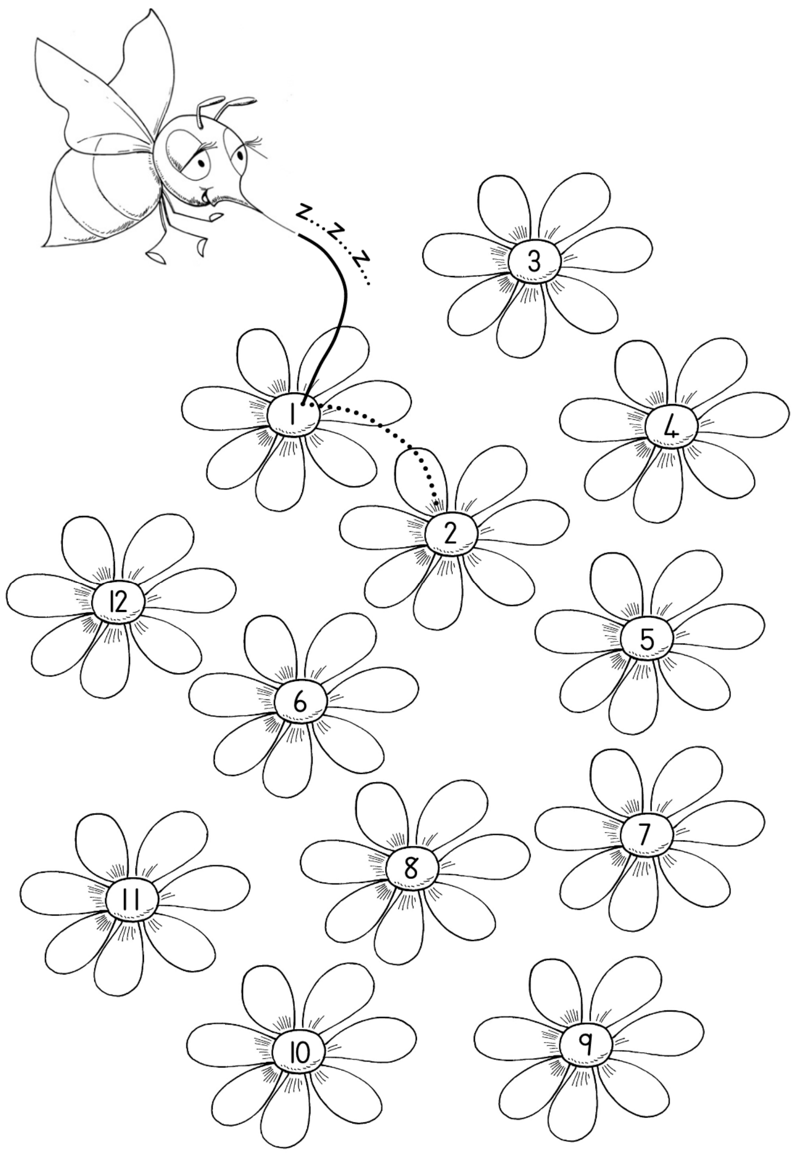
☻ Draw your own pictures to match the time of day/night.

1.	2.
3.	4.

LO	

4.1

- ☻ Follow the path of the bee to every flower.
- ☻ Count the flowers.
- ☻ Write the number and number name.



12 twelve

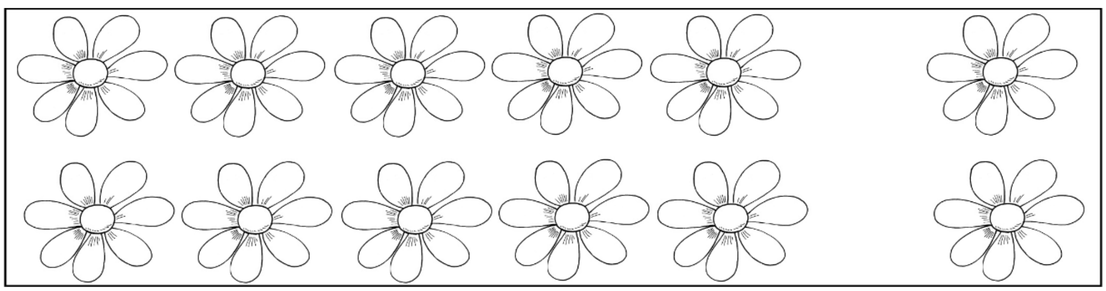
12

LO		LO	

☻ Complete the sentences

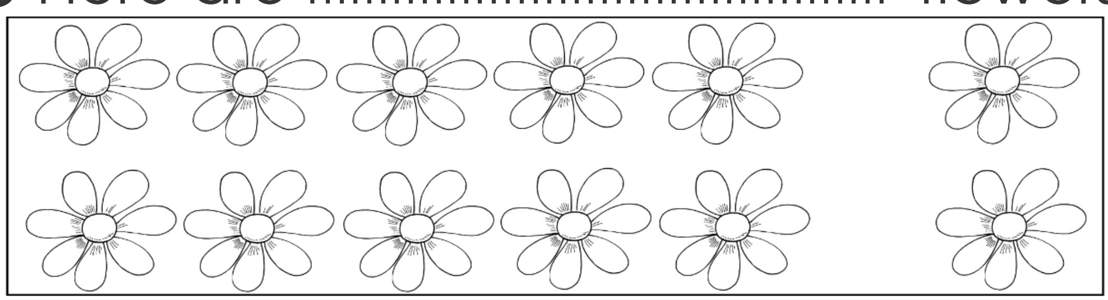
1. 12 comes after ....
2. 12 is one more than ....
3. 2 more than ten is ....
4. 2 less than 12 is ....

☻ Here are .... flowers.



☻ Halve the 12 flowers.
The half of 12 is ....

☻ Here are .... flowers.

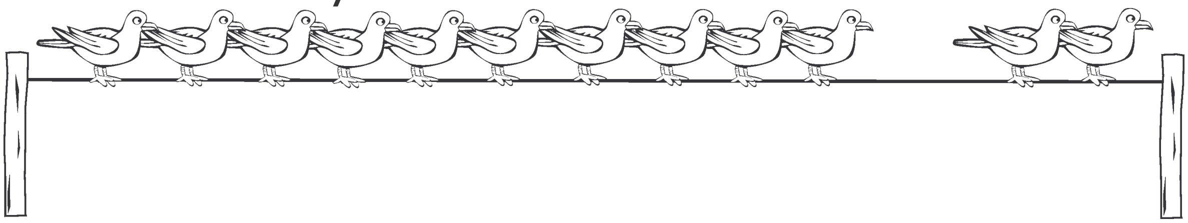


☻ Draw the same number. (Double.)

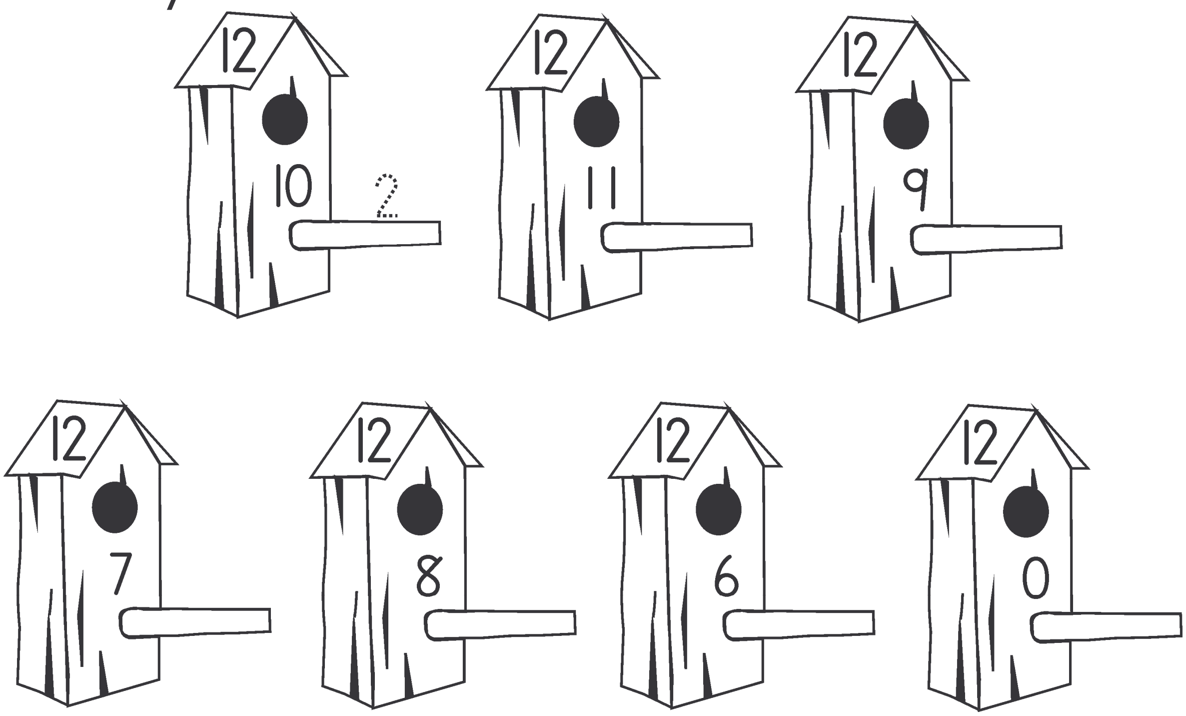
12 doubled is ....

LO 1.3		LO 1.4		LO 1.9	

- I have 12 doves.
- Here they are.



- Some fly to their nests. How many stay outside?



- Write the sums to make 12.

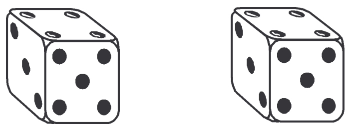
10 + 2 = 12 ....

....

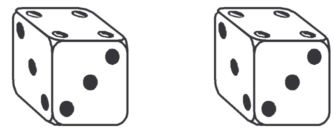
....

LO 1.7	

☻ Think with dice.

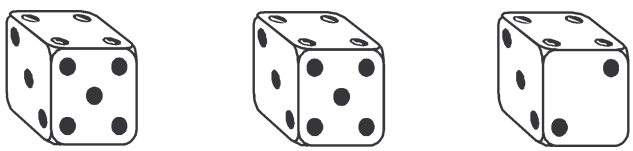


5 + 5 = ...

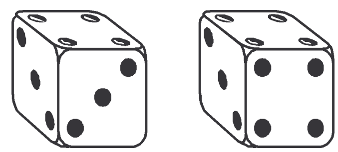


3 + 3 = ...

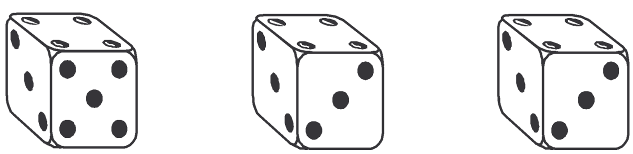
☻ Write the number sentences and the answers.



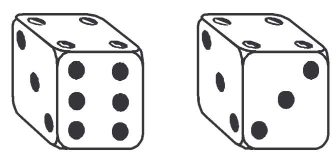
.... + ... +
.... = ...



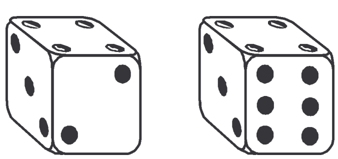
.... +
.... =
....



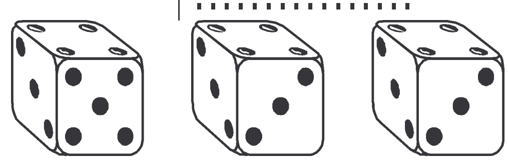
.... + ... +
.... = ...



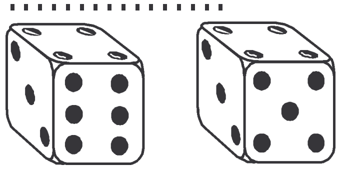
.... +
.... =
....

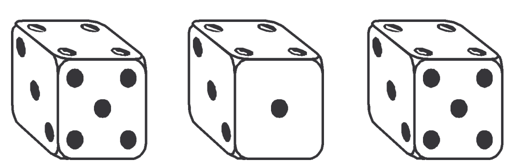


.... +
.... =
....



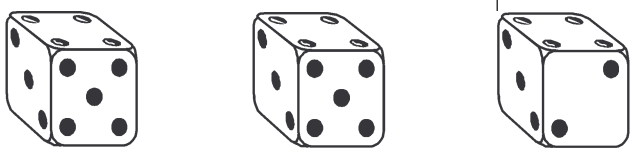
.... + ... +
.... = ...

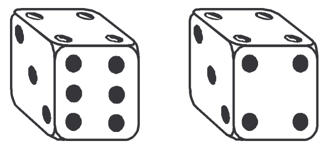




.... + ... = ...

.... + ... + ... = ...





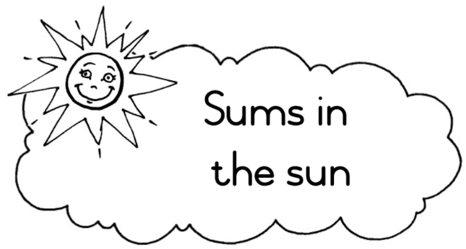
.... + ... + ... = ...

.... + ... = ...

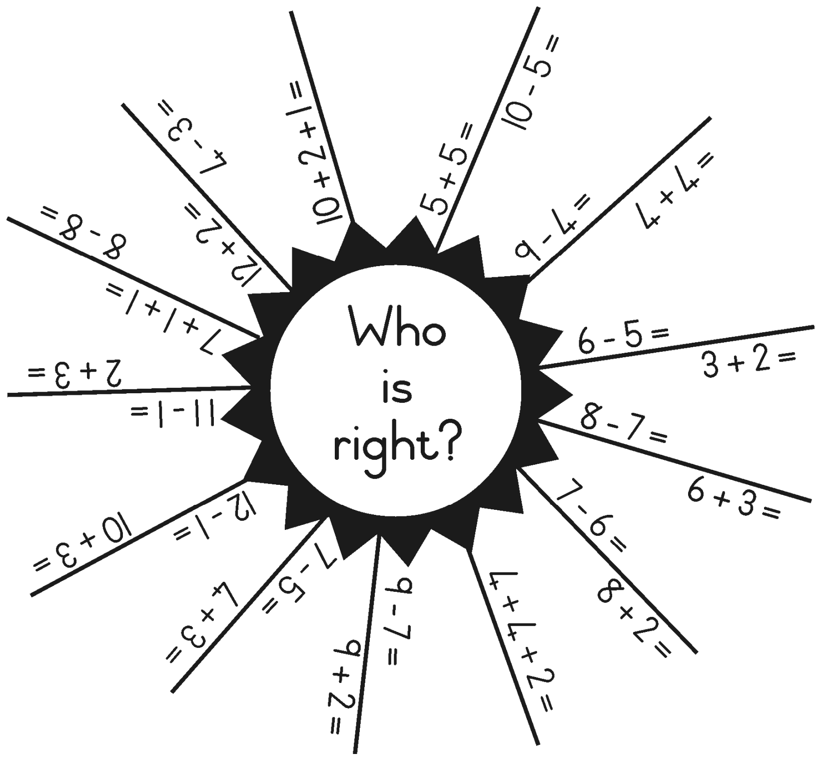
☻ Count:

3^{+3}, 6^{+3}, ..., ..., ..., ..., ..., ..., ..., 36

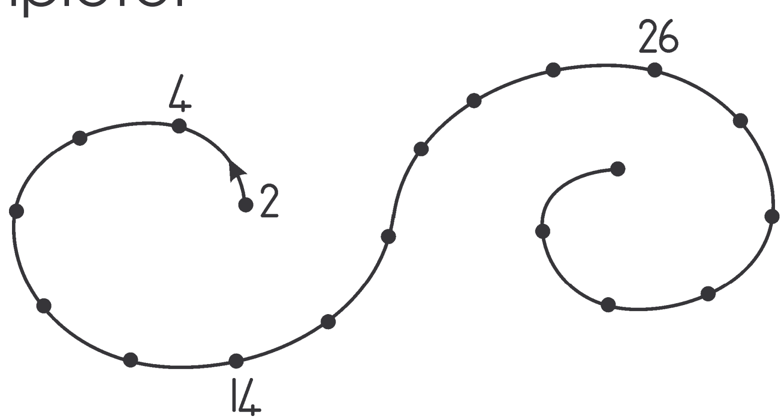
LO		LO	



☻ Work with a friend.



☻ Complete.



☻ Count backwards.

38, 36, ..., ..., ...,
..............., ..., ..., 22

LO 1.2		LO 1.7		LO 1.8	

Build triangles with numbers

☻ Bonds of 8 are . . . .

8	8	8
7	5	6 .....

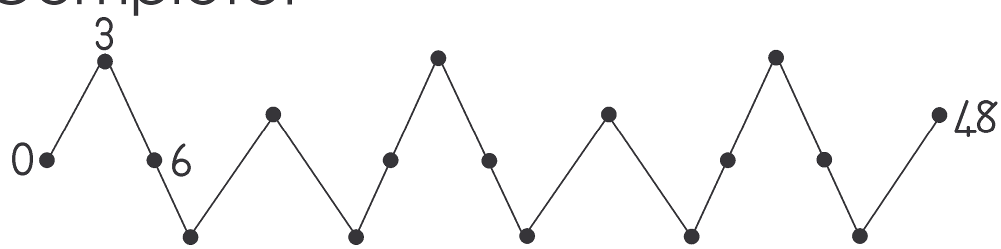
8	8	8
2	4	3 .....

☻ Bonds of 9 are . . . .

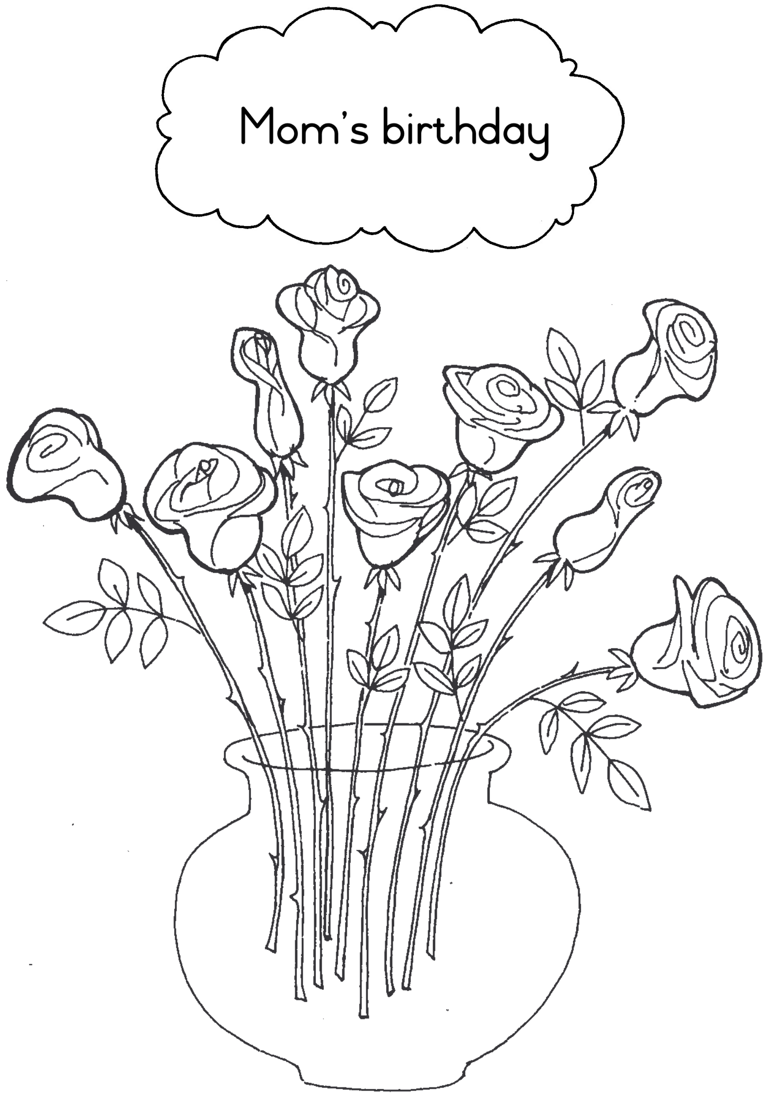
9	9	9
8	1	3 .....

9	9	9
6	8	5 .....

☻ Complete.



LO		LO	



☻ Mom has .... red roses. Two break off.

Now there are .... roses left.

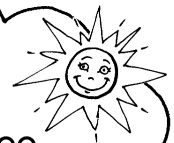
☻ She has .... roses left over. She gives three away.

Now there are only . roses left.

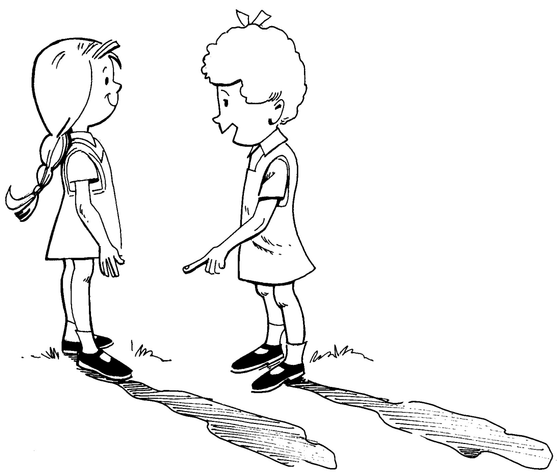
☻ Would you like to draw the roses?

LO 1.8	

Do this page on a
lovely warm sunshine
day



- ☻ Work with a friend.
- ☻ Stand outside in the sun at 12  .



- ☻ See how long your shadow is.
- ☻ Ask your friend to measure the length of your shadow with his/her feet.
- ☻ He/she says, "The length of your shadow is .... feet.
- ☻ (Now let your friend stand and you measure his/her shadow.)

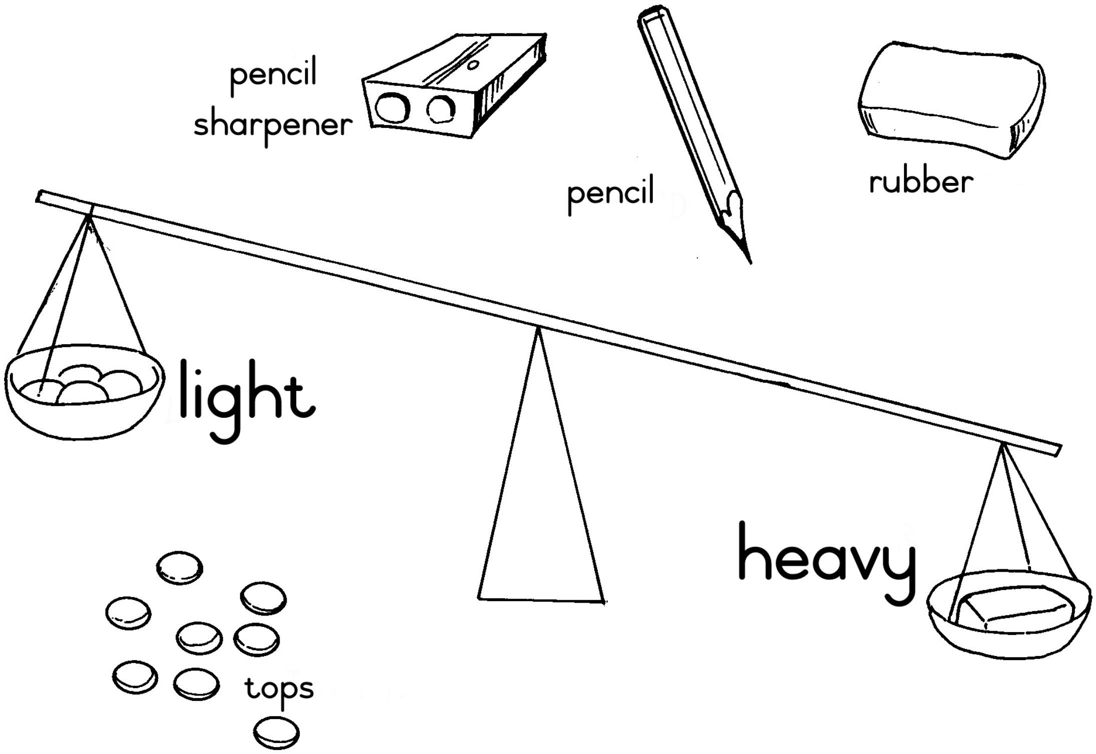
- ☻ Do the same one hour lat 

☻ Now my shadow is......................... .
longer/shorter

☻ Find out why?

LO 4.5	

☻ Use the balance and measure . . . .



1. .... tops are heavier than my rubber.

2. 5 tops are .... than my pencil.
lighter/heavier

3. The rubber is .... than my pencil.
lighter/heavier

4. My pencil is as heavy as
   ....

5. My pencil sharpener is
   .... than my rubber.
   lighter/heavier

6. .... tops
   measure the same as my pencil.
   They have the same mass.

LO 4.5	

- ☻ There are many flowers in my garden. 3 are long and 7 are short. There are flowers in my garden.

- ☻ I picked a bunch of flowers. I gave 3 to Ann and 6 to Granny. I picked flowers.

- ☻ I packed a basket of apples. I ate 3 apples. 5 apples were left over. There were .... apples in the basket.

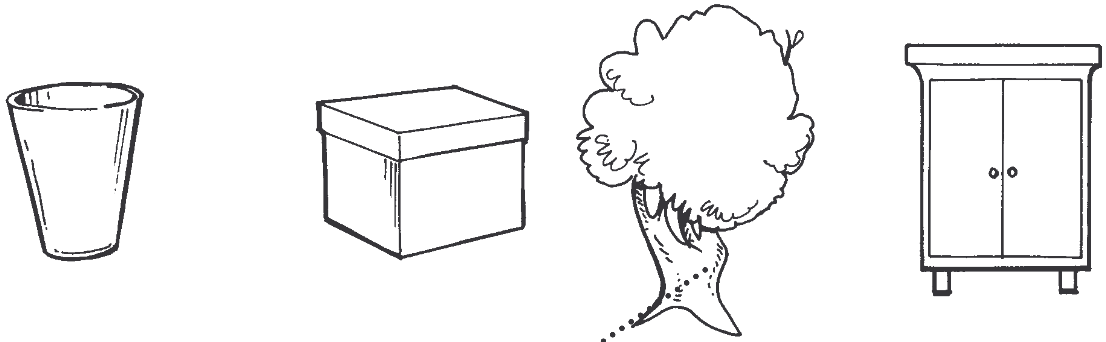
- ☻ Draw an apple:

from the top:	from the side:	from the bottom:

LO 1.8		**LO 3.5**	

☻ Everything has a shape.

☻ Can you see what these shapes are?



cupboard	tree	glass	tin

☻ Join the shape to its name.

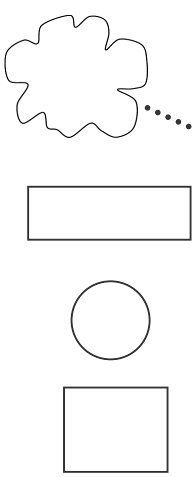
☻ What do these look like from the top?

☻ Guess – will their shapes be the same?

Yes or no?

☻ Give a reason for your answer.

☻ This is what they look like from the top. Join them.



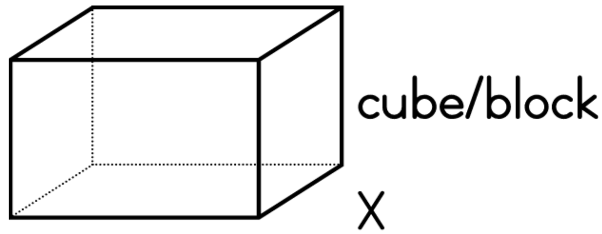
glass

tree

tin

cupboard

LO 3.1		LO 3.5	



☻ Draw the cube/block from the top.

☻ Draw the cube/block from the x.

☻ Draw the cube/block from the bottom.

☻ Discuss the shapes of the cube´s/block´s faces which you have drawn.

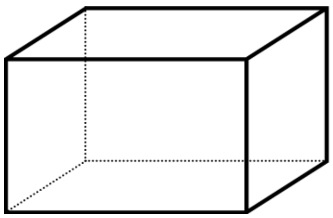
☻ Choose one and colour it.

The faces are all the same shape. ☐

The faces are all different. ☐

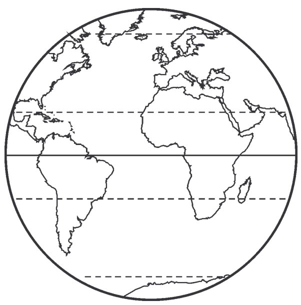
LO 3.1		**LO 3.5**	

More shapes

☻ 

This is a cube.
It looks like a

....

☻ 

This is a sphere.
It looks like a

....

☻ Find these shapes in the classroom.

☻ Complete.

The .... can roll.

The .... cannot roll.

The .... has corners.

The .... has no corners.

LO 3.1	

☻ Draw:

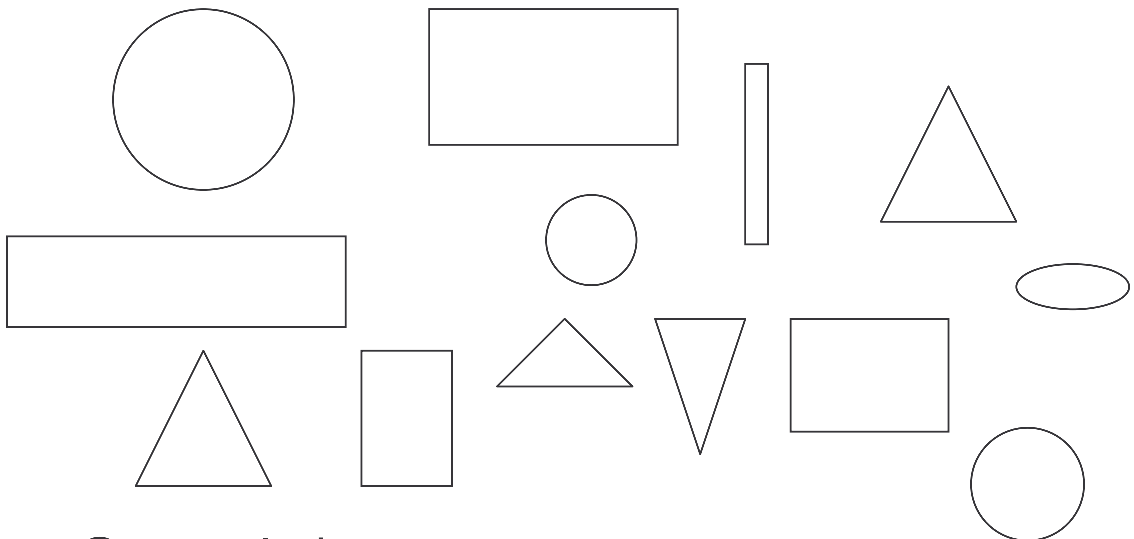
a big cube a small cube

a big sphere a small sphere

LO 3.1

Shapes and graphs

☻ Colour all the same shapes in the same colour.



☻ Complete.

circles								
triangles								
rectangles								
squares								

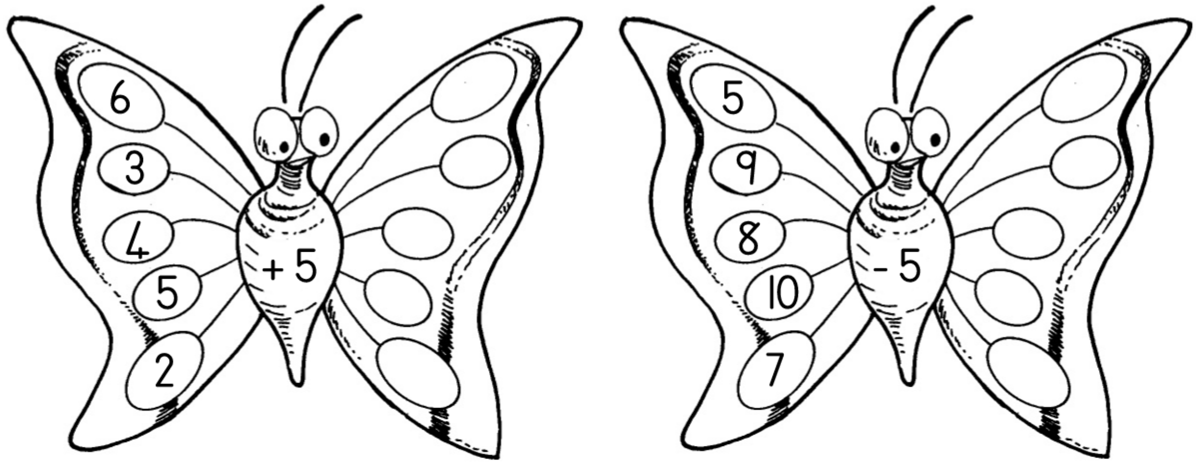
	1	2	3	4	5	6	7

☻ There are more .... than ....

☻ There are less .... than ....

LO 3.2		**LO 5.2**		**LO 5.5**	

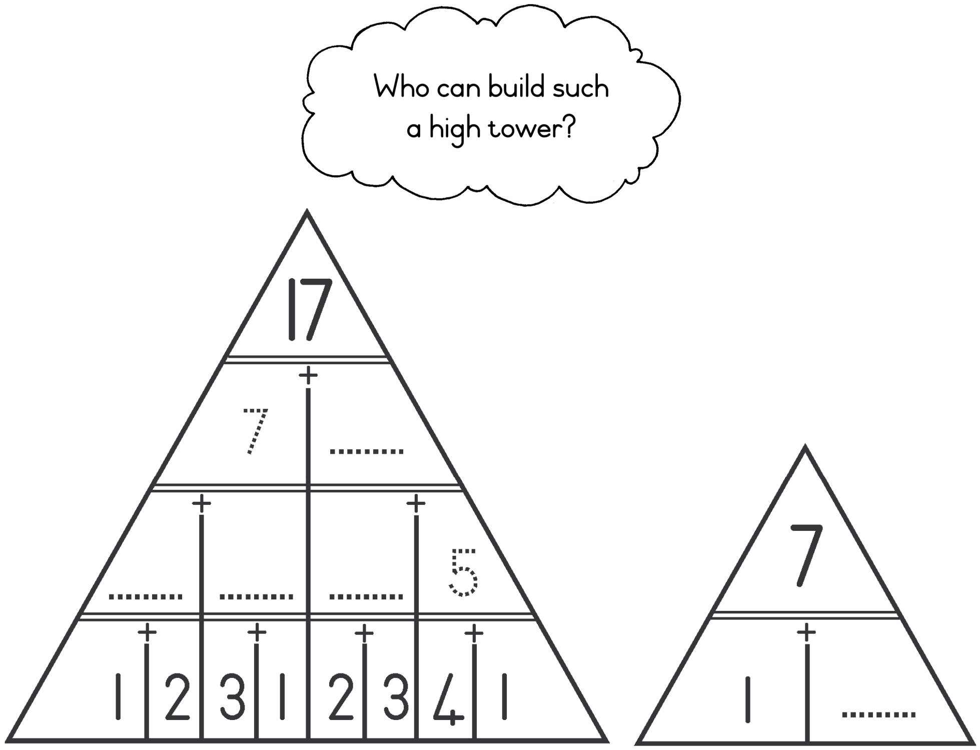
☻ Complete.



☻ Draw 50 butterflies.

☻ Count the butterflies.

LO 1.1		LO 1.8	



☻ Tower 7 is

....

high or low

☻ Tower 17 is

....

high or low

☻ Tower 7 is

.... than tower 17.

higher or lower

☻ Tower 17 is

.... than tower 7.

higher or lower

- Complete both towers. The “+” sign will help you.
- Choose one and colour in.


Easy!

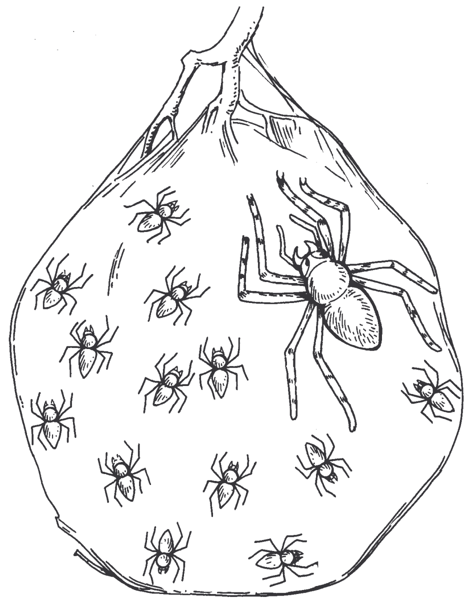

Not so easy!


Oops!

LO 4.5	

A mother and her babies

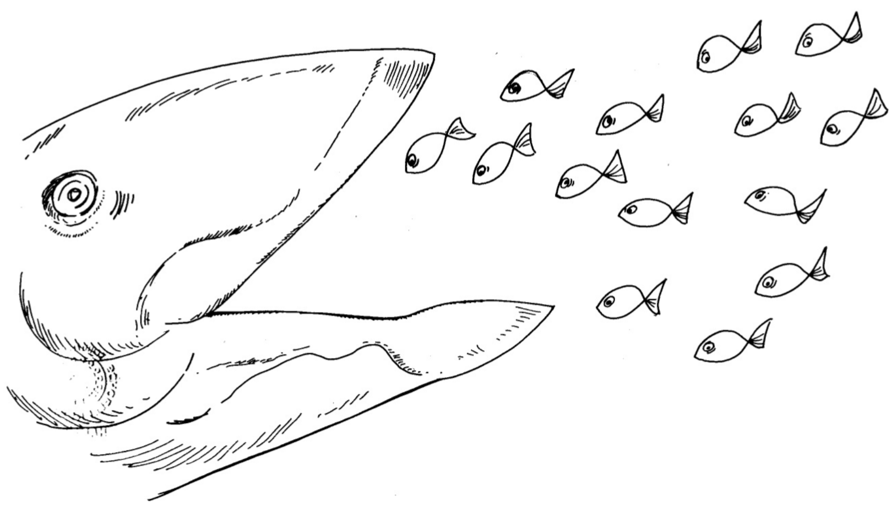
☻ Count the babies.



13 thirteen ....

☻ There are .... babies.

☻ Count the babies.

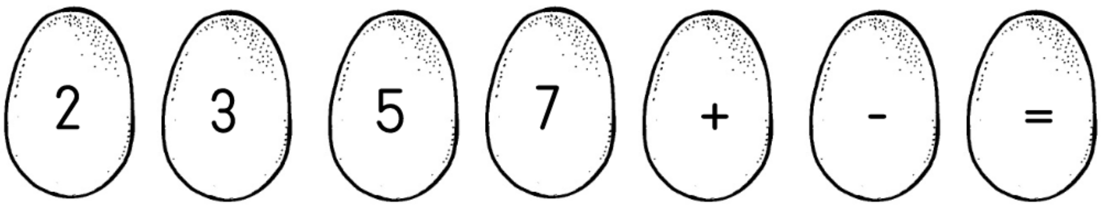


14 fourteen ....

☻ There are .... fish.

LO 1.1		LO 1.3	

- Write your own number sentence.
- Write them under the nests which have their answers.
- Only use these numbers and signs.
- Tell a friend how you did your sums.



3 + 5 –
....

....

....

....

....

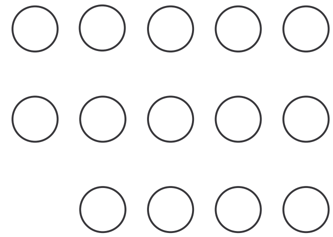
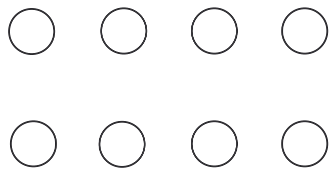
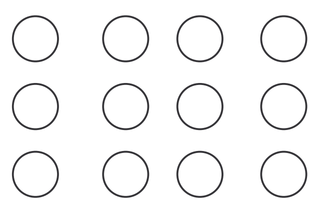
....

....

....

LO 1.8		LO 1.10	

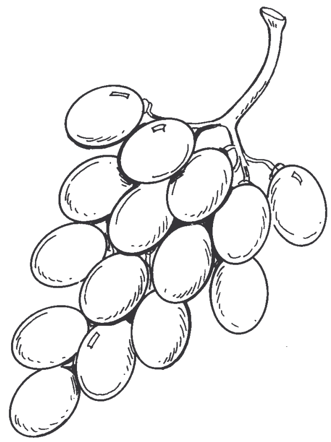
☻ Complete:

14	fourteen	
		
		10
eleven		
		

LO 1.3	

☻ Count the grapes on the bunch.

15



15

fifteen

fifteen

☻ Complete:

10 + 1

10 + 3

10 + 5 =

10 + 4 =

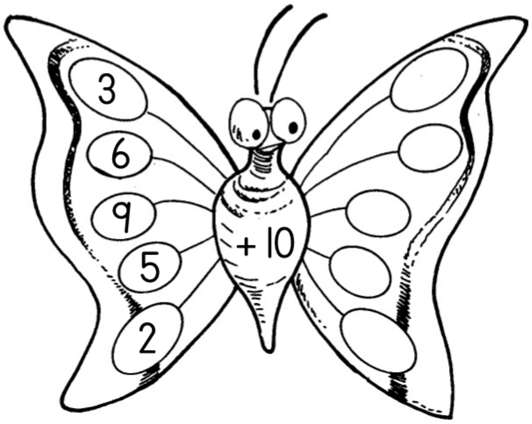
11 - =

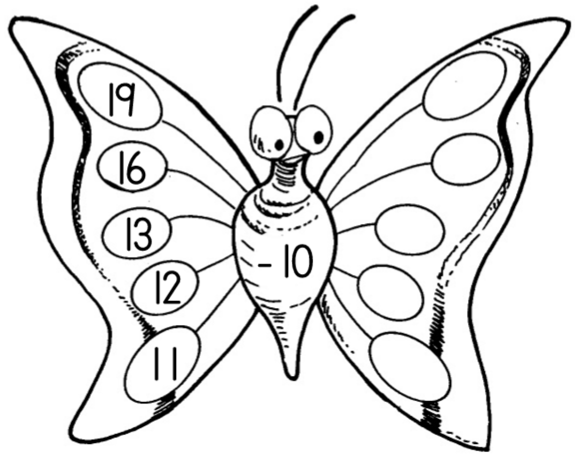
13 - =

15 - =

14 - =

☻ Try these . . . .





LO 1.1		**LO 1.3**		**LO 1.7**	

☻ In my purse I have:

.......................c

I buy  .

It is 20c.

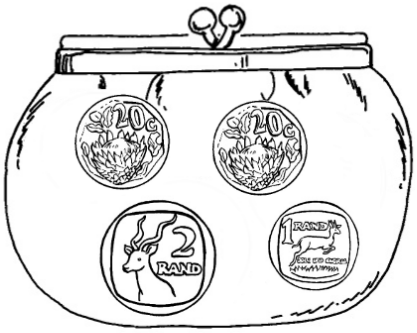
Now I have ....  .c left.

.......................c

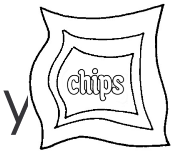
I buy a .

It is 90c.

Now I have ....c left



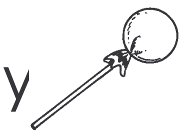
........................c

I buy 
.

It is R1-40.

Now I have
R................left.

........................c

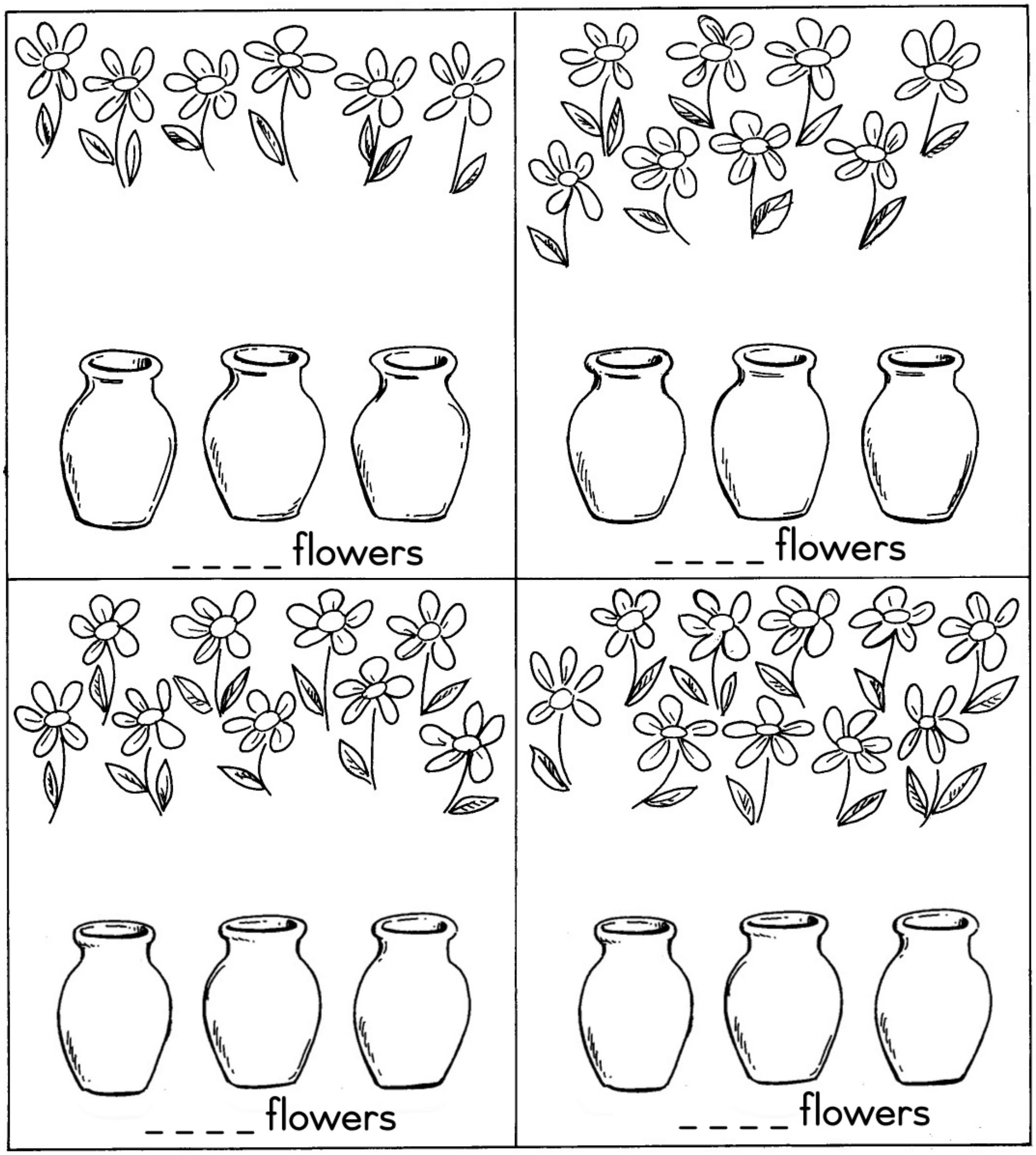
I buy 
.

It is 50c.

Now I have
R................left.

LO 1.5	

- ☻ Divide these flowers equally into the vases.
- ☻ Tell a friend how you did this.



LO	

1.6

☻ Draw 16 spiders.

16 S..

☻ Draw seventeen ants.

17 ....

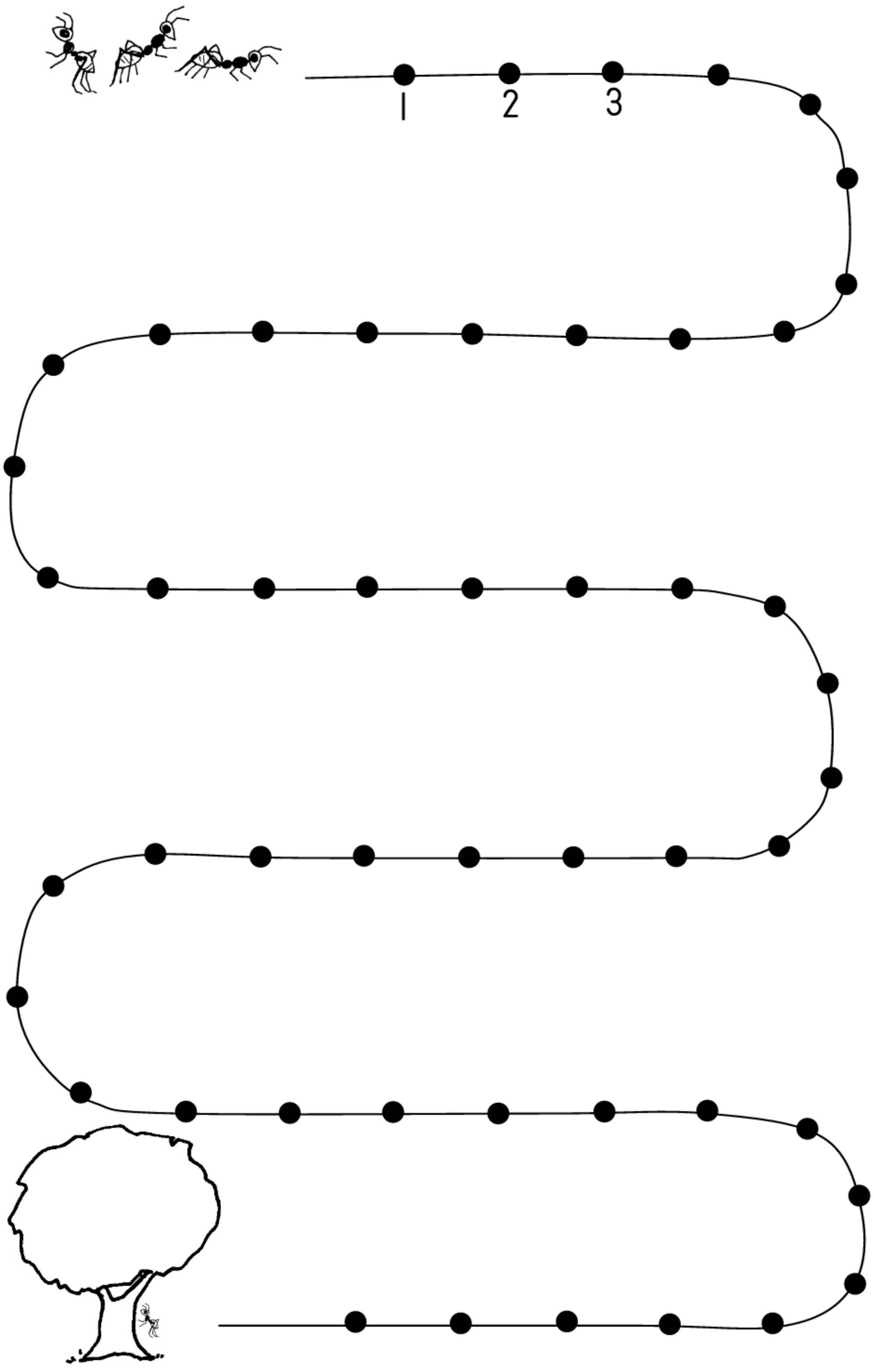
LO 1.1		LO 1.3	

One more, one less

	One more		One less
eleven 11	....	11	....
13	....	13	....
15	16 sixteen	15	....
14	....	14	....
16	.... seventeen	16	....
12	....	12	....

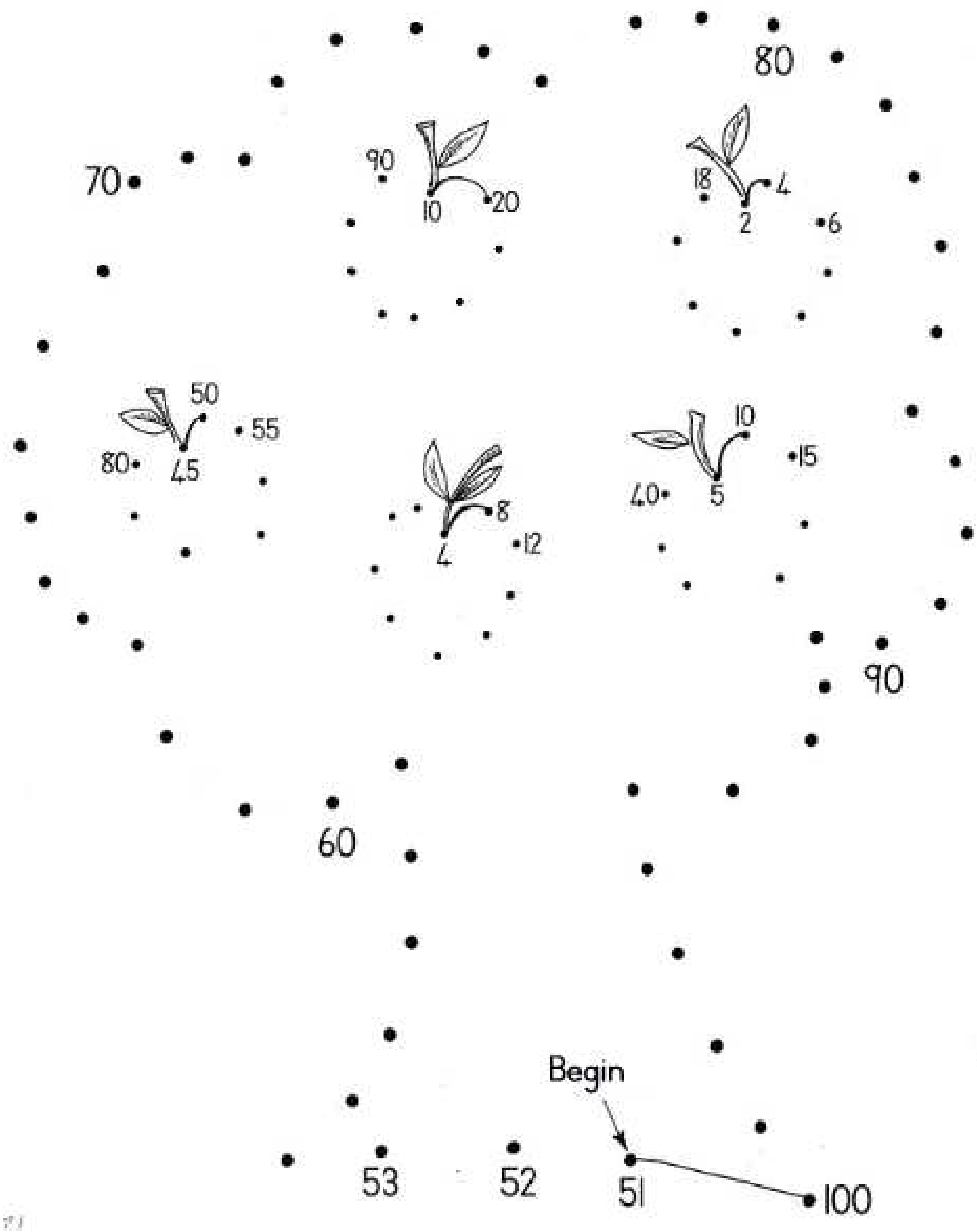
LO 1.3

☻ Complete the numbers along the footpath.



LO 1.2		LO 2.2	

☻ Complete the pictures. Begin with the tree and then do the apples.

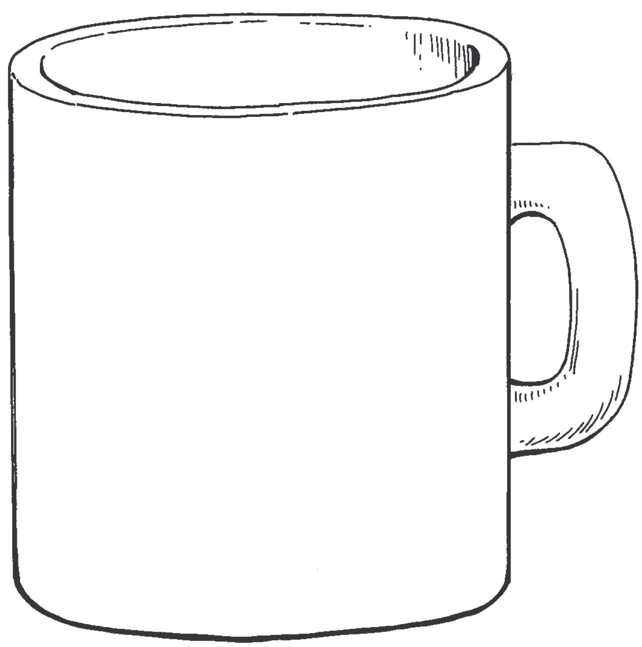


LO		LO	

1.2		2.2	

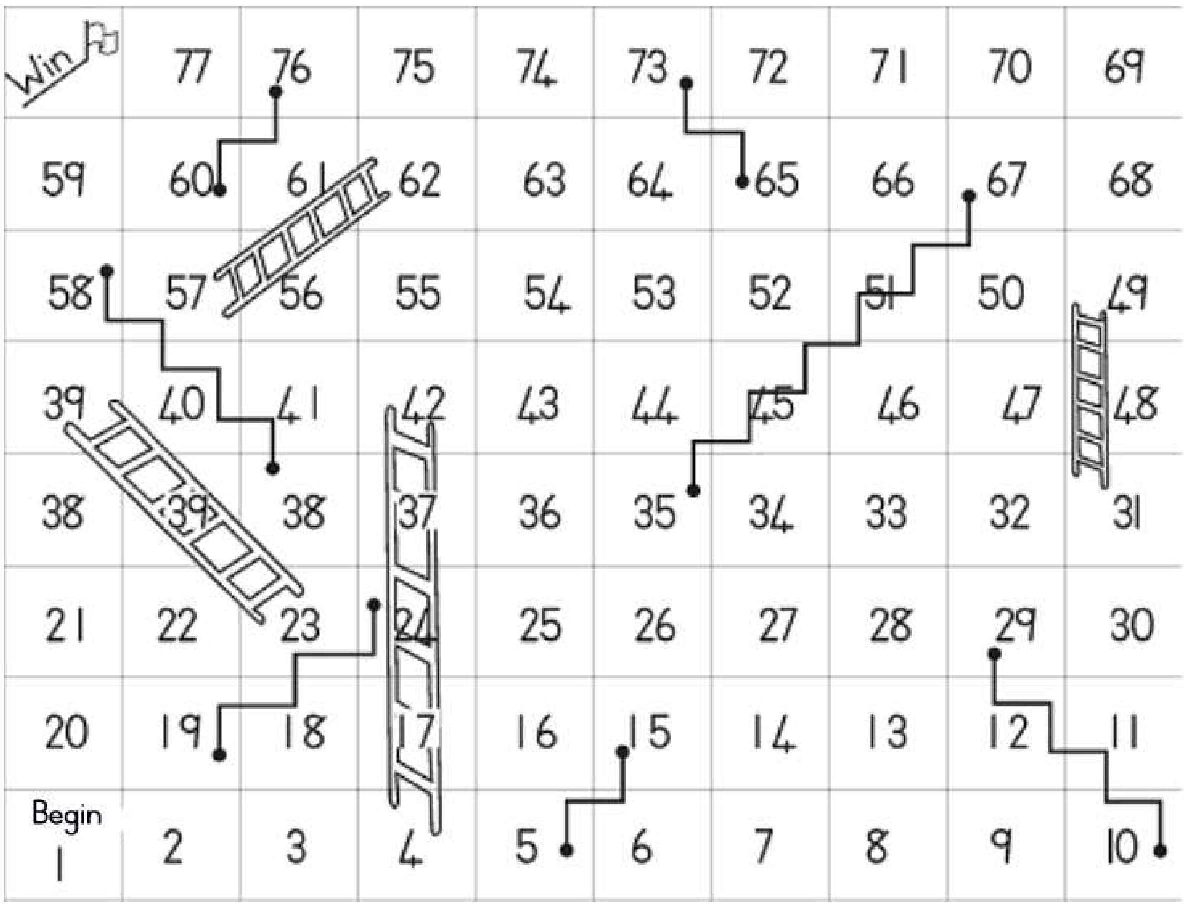
☻ Colour in the patterns on Thandi and Themba's mugs.

☻ Design your own ethnic patterns for your own mug.



LO 2.3		LO 2.5	

- Play <u>Ladders and Steps</u> with a friend.
- Use a dice.
- Climb up the ladder ↑.
- Run down the steps ↓.



LO 1.1	