Grade 1	Mathematics	Term 1	Lesson 1

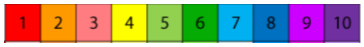
Teachers

The first 3 days in Grade 1 are earmarked for the learners to do a Readiness Assessment (RA). Once the RA is observed/ marked and the marks have been recorded you will be able to identify the teaching and learning gaps.The onus is on the teacher to be vigilant and to plan for the remediation of these learning gaps. Stay focused and reteach, revise and allow for good practise activities to work at these learning deficits. Allow learners to use concrete apparatus and to talk about their learning. In this way you can check if the learners understand the knowledge and can demonstrate the skills learnt. Practice is key. Acknowledge all efforts big or small. Keep encouraging learners to do their best. Be mindful that you are responsible to teach for understanding so that the learners can progress to the next level. Foster positive mindsets as this builds confidence which is necessary for their potential to develop fluency in Maths.

Whole Class Activity: Counting integrated with Mental Maths (5min + 10 min) and consolidation of concepts taught (20 min).

Introduce action songs and rhymes, e.g. One, two, three, four, five, once I caught a fish alive…; Five green bottles…, etc.

- Count forwards and backwards from 1 to 10 (avoid meaningless chorus chanting- **counting is the foundation** to understanding number sequence, 1 more, 1 less and comparison of numbers and leads to a strengthened sense of number.



- Count the body parts e.g. fingers on the right hand/ left hand; etc.

Mental Maths: Remediate where applicable the Readiness Assessment knowledge **and skill gaps before Grade 1work is taught**. Know the Grade R skills and knowledge, assess, reteach, revise if lacking as the Grade 1 content builds on the mastery of the Grade R work. Ask at least 10 short mental questions (see examples below) every day observe the learners well to assess mental maths skills.

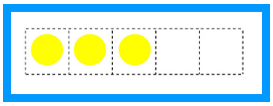
Be creative, design more questions to allow learners to explore maths vocabulary and numberwork. Simply change the numbers as the number range increases.

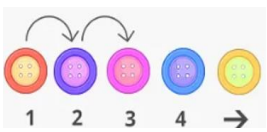
- I have 2 eyes, how many eyes do you have?
- How many eyes do we have altogether?
- There are 2 boys how many eyes do they have altogether?
- Two friends have _____ eyes altogether/ in total.
- If I have one crayon and my friend gives me another crayon. How many crayons do I have now?
- I have a green apple and Len has a red apple. How many do we have in total.
- Mom gives you one lollipop and she has one left. How many lollipops did she have at first.
- If there are 2 blue crayons and I share the crayons with a friend. How many will each have.
- Show a flashcard representing numeral 2, ask the learners to show 2 fingers, 2 eyes, 2 ears, 2 legs, 2 arms.
- Ask each to show numeral 2 on their minature number line that is pasted on the desk/ wall.
- Name the first 2 days of the school week.
- What is 1 less than 2?
- How many wheels does a bicycle have?
- What is more 2 or 1?
- What day is today… yesterday was…tomorrow will be…?

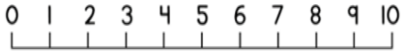
- Count on; one, two, ___.
- 1 more than one is_____.
- 1 more than two is _____
- 1 less than two is _____.

- There are 2 red apples on the table. Nomsa puts one more apple on the table. How many apples are on the table altogether?
- How many wheels does a tricycle have?
- How many corners does a triangle have? *(This can be demonstrated)*
- Luvo has 2 blue and 1 red crayon. How many crayons does he have altogether?
- There is one red sweet and 2 blue sweets in the packet. How many sweets are there altogether?
- Show a flash card representing 3. Ask learners to show 3 fingers on their right hands/ left hands/ hold up 3 crayons/ pack out 3 counters.
- I have 3 oranges. I eat one/ two. How many oranges do I have left.
- If there are 3 birds on the washing line. One flies away. How many birds are left?
- What is 1 less than 3?
- One egg of the 3 cracked. How many are not cracked?

Below are ideas to enhance the counting and the mental calculation skills.







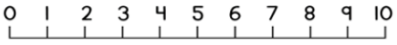
Further **whole class** activities for approxiamately 20 min daily are detailed below.
It is however recommended that the **differentiated group work focus** on further revision work and the remediation as informed by the **error analysis of the Baseline Assessment** administered. Teachers must know what the learners have /have not mastered before they progress with new work.

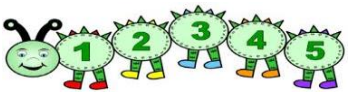
Foci for Day 1-5

Resources: Counters (bottle tops,buttons, beads) abacus, number line 0-5/10), classwork book, Maths Rainbow Workbook, flard cards, ten frames, etc.

Revision: Skills and Knowledge ***Practise will help to consolidate number sense***.

Numbers 1 to 5





DBE Workbook

- Count objects to 5
- Count in 1s, count on and backwards.
- More and less; big, small
- Compare numbers: more, less. 1 more, 1 less.
- One -to- one correspondence to determine more and less.
- Number concept 2 and 3
- Problem solving to 3
- Pack out 2, 3 objects, show on number line and match numerals and number names.
- Bonds of 3. (Shake and break game)
- Time

Day 1:

Number Concept Development

Count in 1s to 5

Mental Maths: Do the first 5 mental calculations on Page 1.

Time: Days of the week, current month, birthdays of the week, weather chart.
(today is, tomorrow will be, yesterday was…)

Solve Problems in context to 2

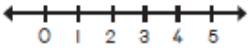
Vocabulary: more, less; many, fewer

Number concept: 2 two

Counting:

- Practise counting rhymes and songs, for rote learning.
- Count body parts, eyes, ears, hands, arms, etc.
- Count in the number names in the correct order.

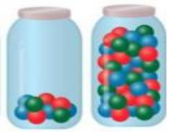
Problem Solving *(Do at least 2 to 3 with the whole class daily.)*



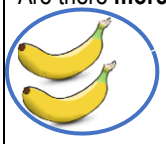
- Mary has is two big buttons and one small one small button. How many buttons does she have altogether?
- How many wheels will 2 bicycles have?
- If I take one book from the bag and there are two books left in the bag. How many books were there from the start?

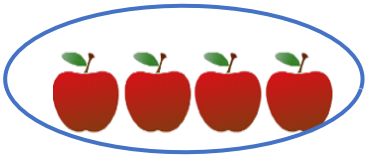
Concept development: more, less;

- Show examples and ask: which is more; which is less- learners develop this concept by comparing and *not* counting. They compare the quantities to answer.
- Show containers/ sets with many objects and with few objects. Ask which container has less or more marbles.
- This is part of the precounting stage where learners will compare the quantities and show **more** and **less.**
- Continue to practise, use more examples and question the learners to ascertain the understanding of **more** and **less.**

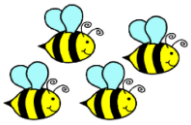


Which group has **more**?
Are there **more** apples or bananas?

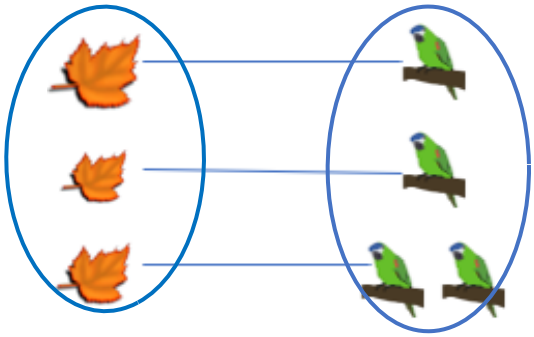




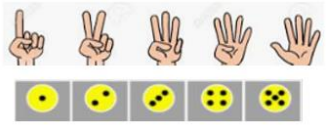
Which group has **more**?
Are there **more** balloons or bees?



Practise: which set has **more or less via** one-to-one correspondence. E.g. compare the leaves and the birds. There are more birds than leaves.



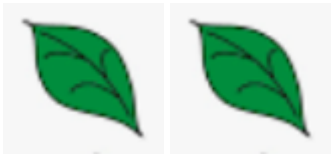
one-to-one correspondence



Group work × 2

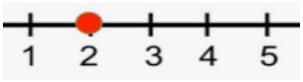
- Introduce **2 two** - count 2 eyes, ears, hands, etc. Match the numeral **2** and number name, '**two'**).
- Pack out 2 of any objects (have a variety of apparatus for learners to pack out).

2 two



2 two

Show 2 on the number line.

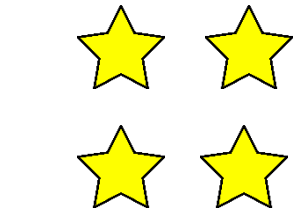


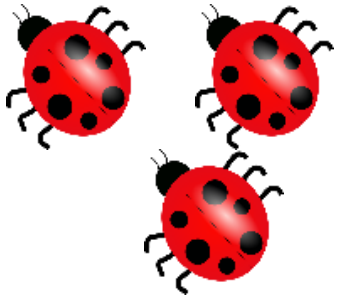
5 frame

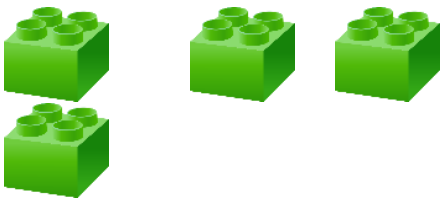
Possible groupwork activities:

- Number puzzles
- Maths games
- Tops and tails
- Matching objects and numbers
- Comparing more and less
- Pack out two objects, fold page to match sorting tray and draw the twos; more and less that was packed.
- Cutting and pasting 2 objects
- Threading beads, etc.
- Consult the DBE Work book for added revision activities.

1. Circle the objects in the box that is more.

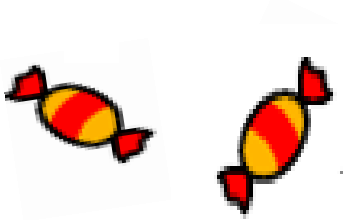
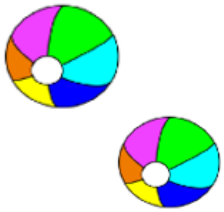
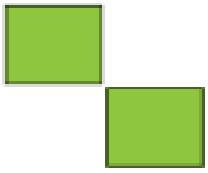






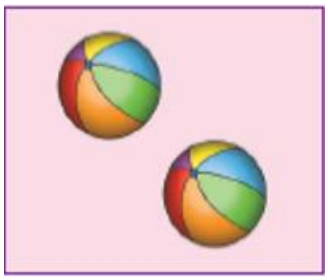
Practical Activities for learners – provide the objects/ counters, to pack out.

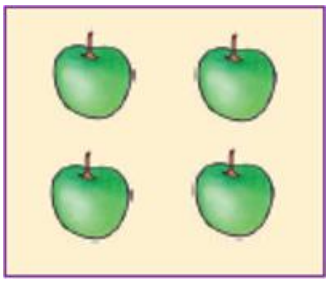
2. Pack out the two objects in the boxes on the right hand side.

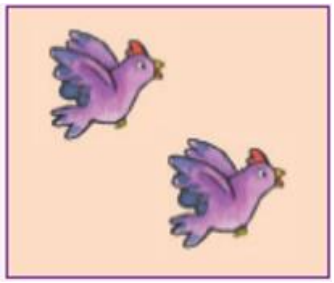
	
	
	
	
	
	

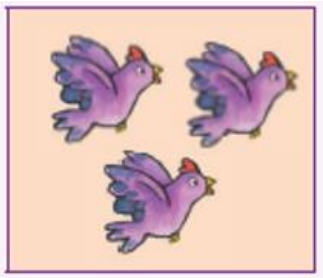
2 2 2 2

3. Cut out all the boxes with 2 objects and paste these in the bottom box.









Day 2
Number Concept Development
Count in 1s to 5 
Mental Maths: Do at least 5 mental calculations as detailed on page 1.
Time: Days of the week, current month, birthdays of the week, weather chart, (today is, tomorrow will be, yesterday was…)
Solve Problems in context to 2 ***(revision)***
Vocabulary: revise **more, less**
Number concept: revise 2

Counting:

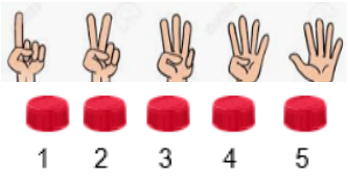
- Practise fun action songs and rhymes to encourage counting.
- Counting body parts, eyes, ears, hands, arms, etc.
- Counting number names in the correct order.

Problem Solving

- I have 2 sweets in my pocket. If I eat one, how many sweets are left?
- There are 2 birds on the washing line. One bird flew away. How many are there now?
- There is 1 apple in the box. Mom puts 1 more in the box. How many apples are there now?

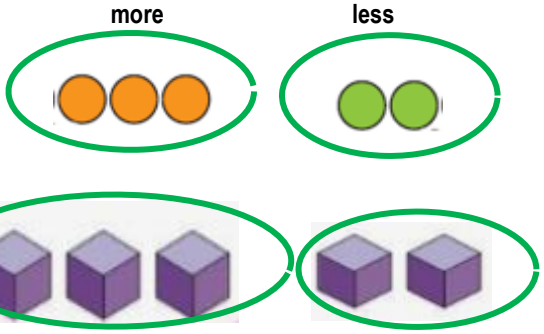
Concept Development
Revise: more and less

- Count forwards on fingers - number increases.
- Learners must see the connection of the 5 fingers on the left / right hand, the 5 bottle tops and the 5 buttons.

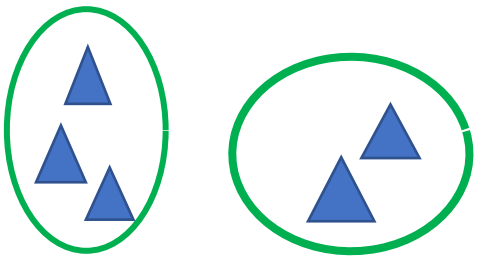


- Counting with understanding is important as it is the conceptual idea on which all other number concepts are based.
- Count the fingers to show the difference between more and less.

Number pattern grows.



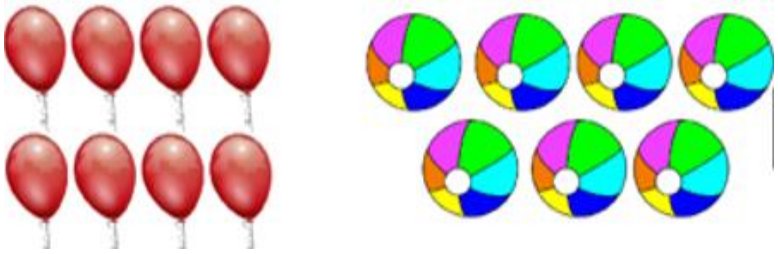
- Counting the same set several times and in a different order develops the learner's understanding about the number in a set stays the same unless items are added or taken away.

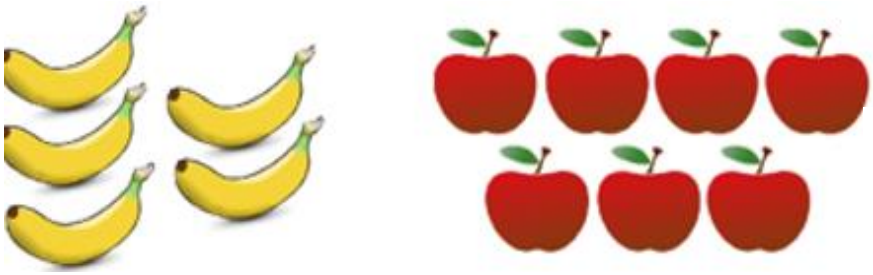


Group work × 2 groups

- Revise 2 two. Count 2 eyes, ears, hands, etc. – match the numeral (2) and number name (two).
- Pack out 2 of any objects - provide a variety.
- Revise more and less.

1. More. Tick the group which has **more** objects in each row.





Day 3:
Number Concept Development

Count in 1s, to 5 

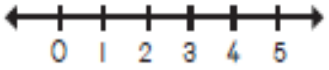
Mental Maths: Do at least 5 of the mental calculations detailed on page 1.
Time: Days of the week, current month, birthdays of the week, weather chart.
(today is, tomorrow will be, yesterday was…)
Solve Problems in context to 3.
Vocabulary: big, small
Number concept: 3 three

Counting:

- Practise fun action songs and rhymes to encourage counting.
- Count body parts, eyes, ears, hands, arms, fingers etc.
- Count number names in the correct order.

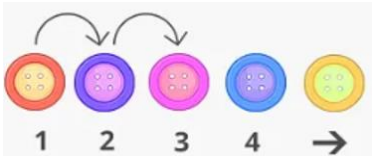
Problem Solving

- I have 2 sweets in my pocket. I buy one more sweet, how many sweets do I have now?
- Sam has 1 marble. He wins 2 more. How many marbles does he have now?
- How many wheels does one tricycle and a bicycle have altogether.



Concept Development
Revise: more and less, teach big and small
Practise counting of fingers and check how the number increases.

- **Provide learners with objects to pack out and count.**
- **They pack out at least 5 bottle tops/ buttons** matching each spoken number with only one object.
  Demonstrate the following:



Numbers incease to the right

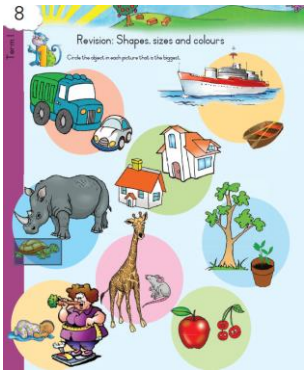
Counting with understanding is important as it is the conceptual idea on which all other number concepts are based.

- The meaning attached to counting is key for the conceptual idea of the number.
- Ask 5 learners to line up and touch count the learners, use chairs, books, bags, etc. and count these.

Count the fingers to show the difference between more and less.
Monitor and observe who can 'touch count' the objects packed out and who struggles. Use bottle tops /counters for this purpose.
Learners must see the connection of the 5 fingers on the left / right hand, the 5 bottle tops and the 5 buttons.

Vocabulary: big, small

- Ask learners to curl up as **small** as a ball. To open their arms and show a **big** body; etc.
- Show **big** and **small** objects in the classroom (tables, chairs, books, cupboards, etc.)
- Have a picture discussion - show the biggest and smallest (DBE Work book Pg.16)
- Discuss the big and small objects in the picture.



1. Group work × 2

- Introduce 3 three via a story e.g. Goldilocks and the three bears. Refer to the 3 bears, 3 bowls, 3 chairs, 3, beds, 3 spoons, etc. emphasise 3 and show the number three and number name, 'three'.
- Allow learners to pack out 3 of any objects, (have a variety of apparatus for learners to pack out). Match the objects, number symbols and number name.

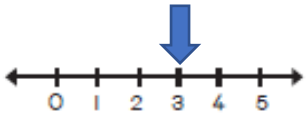
3 three

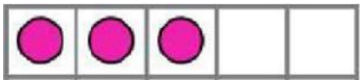
3 three

3 three

				**3 three**

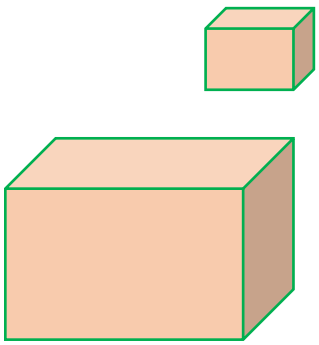
Show 3 on the number line.



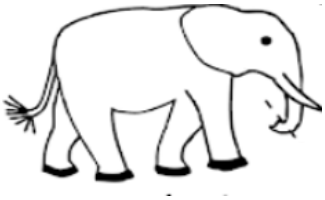


5 frame

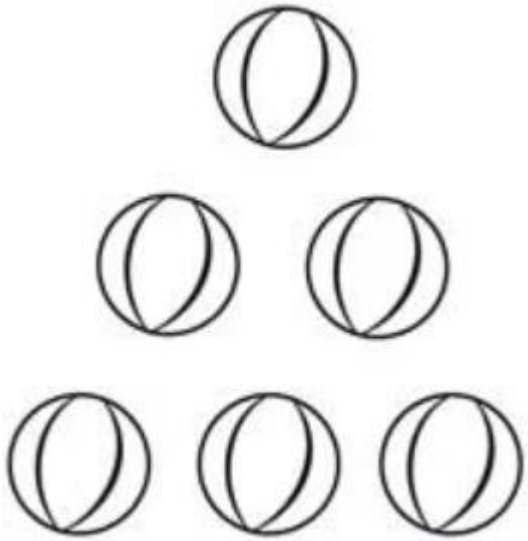
Activity: Circle all the small objects.

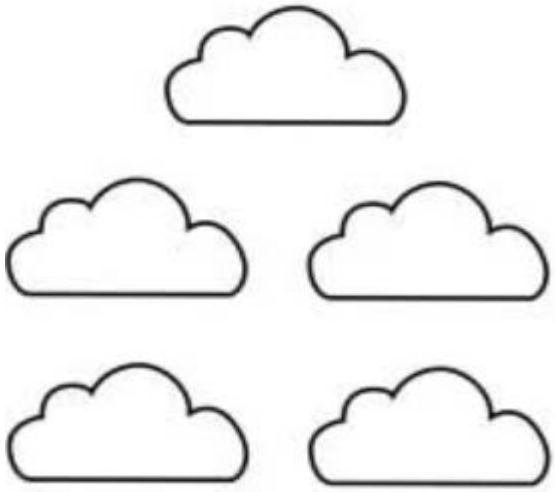


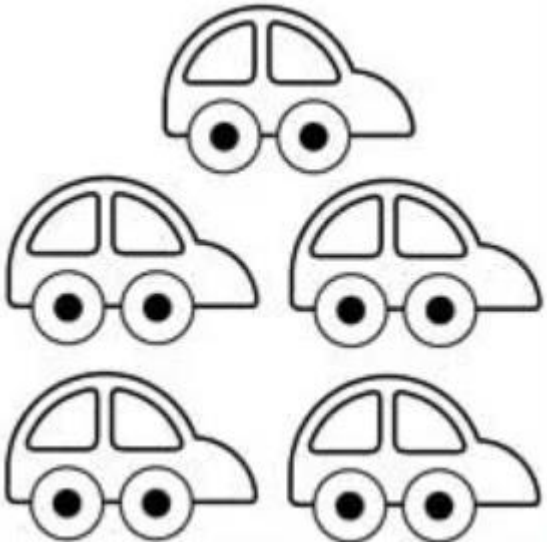
1. Match big and small.

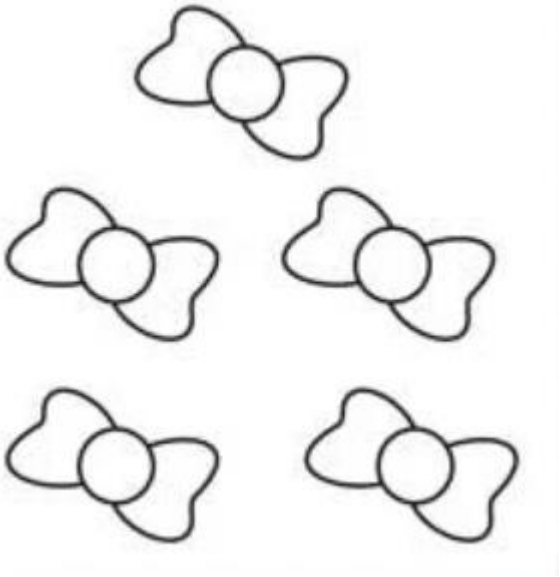


2. Colour in 3 three objects in each box.

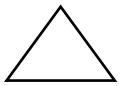








3 3 3

Activity: Draw the big objects in the boxes on the right hand side. Or have sets of big and small pictures for learners to pack out and show their understanding.	
	
	
	
	

Day 4

Number Concept Development

Count in 1s to 5 

Mental Maths: Ask at least 5 mental calculations as detailed on page 1.

Time: Days of the week, current month, birthdays of the week, weather chart, (today is, tomorrow will be, yesterday was…)

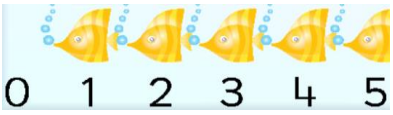
Solve Problems in context to 3 ***(revision)***

Vocabulary: revise big, small; more, less

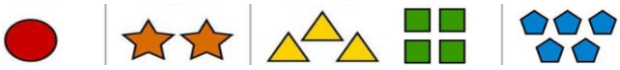
Number concept: revise 2, 3

Counting:

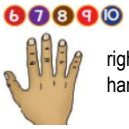
- Practise fun action songs and rhymes to encourage counting.
- Count body parts, eyes, ears, hands, arms, fingers, etc.
- Count number names in the correct order.



Below are ideas to enhance the counting and the mental skills.



left hand 



right hand

Problem Solving

- There are 3 oranges on the tree. If we pick 2. How many will be left on the tree?
- There are 3 cups and 2 saucers. How many saucers are missing?
- Luvo has 1 pen. He buys another 2. How many pens does he have altogether?

Concept Development

Revise: big, small; more, less

Number 2, 3,

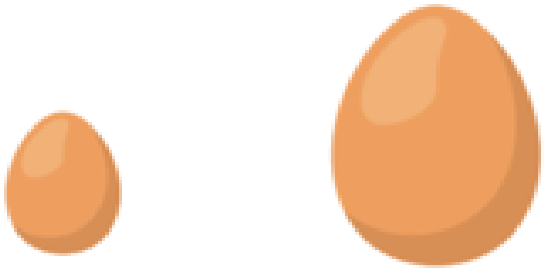
Number Bonds of 3

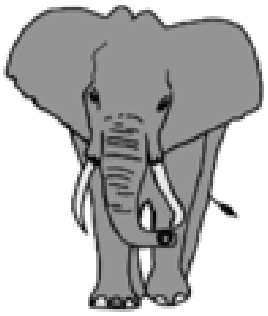
Introduce the Shake and Break game to show the bonds of 3.
(2 and 1; 1 and 2 ; 3 and 0, 0 and 3)

Day 5

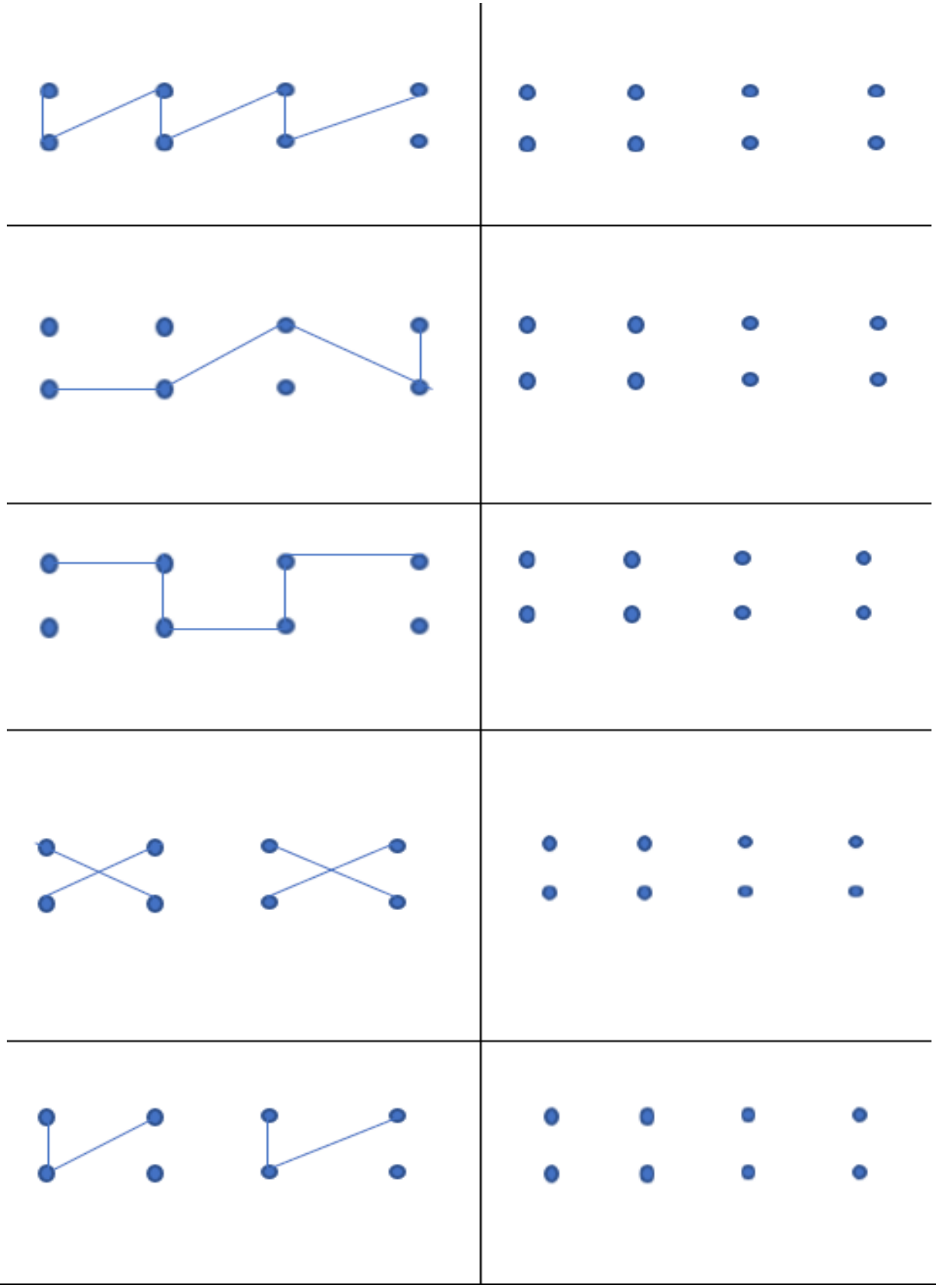
- **Revise the work taught and complete any outstanding activities.**
- **Consult the DBE Workbook for more revision activities.**
- **Remediate or reteach any learning gaps the learners may have experienced as noted when you marked the books or posed questioned for clarity and understanding.**
- **Combinations of 3.**

1. Circle the small picture in each box.





2. Draw exactly the same pattern as in the first block.



3. Match the picture with the number.

	2
	3
	2
	3

Teachers

The aim is to teach Maths for understanding and to develop the learner numerically. The onus is on the teacher to provide the opportunity for much practise, teach well and remediate the learning gaps. Be sure to document your findings and keep track of the learners progress at all times. Keep the parents updated and involved as well. Good relationships will build confidence support and stimulate the child's love for learning.

Use the DBE Rainbow Workbook 1 for more practice activities on pages 2-8.