

GRADE 1

# Mathematics

Teacher Toolkit:  
CAPS Aligned Lesson Plans

2021 TERM 1



# A MESSAGE FROM THE NECT

---

## NATIONAL EDUCATION COLLABORATION TRUST (NECT)

### Dear Teachers

This learning programme and training is provided by the National Education Collaboration Trust (NECT) on behalf of the Department of Basic Education (DBE)! We hope that this programme provides you with additional skills, methodologies and content knowledge that you can use to teach your learners more effectively.

### What is NECT?

In 2012 our government launched the National Development Plan (NDP) as a way to eliminate poverty and reduce inequality by the year 2030. Improving education is an important goal in the NDP which states that 90% of learners will pass Maths, Science and languages with at least 50% by 2030. This is a very ambitious goal for the DBE to achieve on its own, so the NECT was established in 2015 to assist in improving education.

The NECT has successfully brought together groups of people interested in education so that we can work collaboratively to improve education. These groups include the teacher unions, businesses, religious groups, trusts, foundations and NGOs.

### What are the learning programmes?

One of the programmes that the NECT implements on behalf of the DBE is the 'District Development Programme'. This programme works directly with district officials, principals, teachers, parents and learners; you are all part of this programme!

The programme began in 2015 with a small group of schools called the Fresh Start Schools (FSS). The FSS helped the DBE trial the NECT Maths, Science and language learning programmes so that they could be improved and used by many more teachers. NECT has already begun this scale-up process in its Provincialisation Programme. The FSS teachers remain part of the programme, and we encourage them to mentor and share their experience with other teachers.

Teachers with more experience using the learning programmes will deepen their knowledge and understanding, while some teachers will be experiencing the learning programmes for the first time.

Let's work together constructively in the spirit of collaboration so that we can help South Africa eliminate poverty and improve education!

[www.nect.org.za](http://www.nect.org.za)



# CONTENTS

---

<b>About the Lesson Plans and Resources</b>	3
<b>Lesson Plan Outline</b>	6
<b>Week 1: Revision Lesson Activities</b>	9
<b>Week 2</b>	18
Lesson 1: Zero and one	18
Lesson 2: The number 2	21
Lesson 3: The number 3	24
Lesson 4: Compare and order numbers 1 to 3	27
<b>Week 3</b>	30
Lesson 5: The number 4	30
Lesson 6: The number 5	33
Lesson 7: Numbers 1 to 5	36
Lesson 8: Addition up to 4	39
<b>Week 4</b>	42
Lesson 9: Addition up to 5	42
Lesson 10: Counting on – add up to 5	45
Lesson 11: Breaking down and building up numbers to 5	48
Lesson 12: Addition doubles – 1 to 5	51
<b>Week 5</b>	54
Lesson 13: Addition up to 5	54
Lesson 14: Subtraction up to 4	57
Lesson 15: Subtraction up to 5	60
Lesson 16: Counting back – subtract up to 5	63
<b>Week 6</b>	66
Lesson 17: Add and subtract – number bonds and family facts	66
Lesson 18: Numbers 6 to 10 – recognition	69
Lesson 19: Number patterns to 10	72
Lesson 20: Numbers 11 to 15 – recognition	75
<b>Week 7</b>	78
Lesson 21: Patterns of 10	78
Lesson 22: Numbers 16 to 20 – recognition	81
Lesson 23: Number patterns to 1 to 15	84
Lesson 24: 3-D – balls and boxes	87

<b>Week 8</b>	90
Lesson 25: Size of 3-D objects	90
Lesson 26: 3-D – building objects	93
Lesson 27: Length	96
Lesson 28: Length	99
<b>Week 9</b>	102
Lesson 29: Geometric patterns	102
Lesson 30: Data – sort objects	105
Lesson 31: Data – sort objects	108
Lesson 32: Mass	111
<b>Week 10</b>	114
Lesson 33: Mass – heavy and light	114
Lesson 34: Capacity	117
Lesson 35: Position	120
Lesson 36: Position – follow directions	123
<b>Week 11</b>	126
Lesson 37: Grouping	126
Lesson 38: Sharing	129
Lesson 39: Passing time	132
Lesson 40: Telling time	135

# ABOUT THE LESSON PLANS AND RESOURCES

---

The lesson plans and resources in this book are part of the Teacher Toolkit for Mathematics Grade 1 Term 1. The other documents in the toolkit are:

- a CAPS Aligned Planner, Tracker and Assessment Resources

**A variety of printable resources that you can copy for yourself and/or your learners are included at the end of the lesson plans in this book. They include:**

- Resource sheets:** These comprise a variety of teaching and learning aids that are needed in certain lessons. The specific resource sheet, and the number of copies needed, is noted in the relevant lesson plan and in the tracker so that you can prepare them in advance.
- Mental mathematics challenge cards:** A pack of eight mental mathematics challenge cards (solutions are provided) are included to allow for routine weekly mental mathematics activities that you can record.
- Enrichment activity cards:** A pack of 32 enrichment activity cards (solutions are provided) are included for learners who complete the day's classwork activities ahead of the class.

## A. About the lesson plans

The lesson plans give detailed information about how to teach a CAPS-aligned lesson every day. By following the lesson plans, you will ensure that you cover the content and assessment tasks specified in the curriculum and give your learners the best possible chance of developing the knowledge and skills required for Mathematics in this grade.

### 1. Curriculum alignment

The lessons are sequenced according to the topics in the CAPS and weighted according to requirements given there, and the programme of assessment is accommodated. Every lesson shows the CAPS content and skill being focussed on in the lesson.

### 2. Links to the DBE workbooks

Links are given in the lessons to all appropriate DBE worksheets. Note that the pages referred to are all from the 2017 edition of the DBE workbook. This changes very little from year to year, but if you use a different edition of the workbook, you should check that the worksheet on the same page in this different edition is still appropriate for your purpose.

Bilingual learner material is provided in the LoLT of the school in accordance with the Foundation Phase language policy.

### 3. Broad overview of the content of the lesson plans

Each lesson plan provides a set of steps to guide you in delivering the lesson. In addition, it contains learner activities that will help learners develop the concepts and skills set for the lesson. These include the required daily mental mathematics activity, whole class oral activities led by the teacher, classwork and homework activities, as well as answers for these. All the classwork and homework activities are given in the lesson plans, learners must either copy these into their books or teachers can photocopy the activity.

### 4. Assessment

The programme of assessment suggested in the lesson plans and tracker is adaptable and can be adjusted to comply with the CAPS as amended by Circular S1 of 2017 and provincial responses to this. The lesson plans and tracker provide a number of resources to support both formal and informal assessment in this programme, as noted below:

- Oral and practical activities which you can use to assess learners as you observe and interact with them in class are provided in the tracker. Rubrics and checklists with criteria for this assessment are provided in the tracker, at the end of the table for

the week in which the assessment is suggested.

- There is an item bank of written assessment questions, with marking memos in the tracker. Items that are relevant to a specific lesson are noted in the resource's column for the lesson in the tracker.
- A complete overview of the programme of assessment for the term is given in the tracker. This shows you when it is suggested you carry out both formal (and informal) assessment tasks which are oral, practical and written. This will assist you in planning and monitoring your assessment programme.
- There is also recommended mark record sheet in the tracker. This has been drawn up to assist you as you record your marks on SA SAMS.

## 5. *Managing the lesson programme*

A set of orientation activities on eight different topics aligned with the CAPS baseline assessment requirements is provided for the start of the term. You should use all or a selection of these activities in the first week of term before the formal teaching of the numbered lesson plans begins.

The formal curriculum for Term 1 of Grade 1 is covered in a set of 40 numbered, fully developed lesson plans, paced to cover a 50-day teaching term. There are four such lesson plans each week for ten weeks of the term. There is no formal numbered lesson plan for the fifth lesson each week; instead, it is assigned for you to use for a variety of purposes. You can use this time to catch up, remediate or consolidate the content covered in the week's formal lessons. Learners can complete the worksheets from the DBE workbook related to topics taught in the week if they did not manage to do them in the course of the week.

Each lesson is designed to last 90 minutes. If your school's timetable has different period lengths, you will have to adjust the amount of work done in each lesson to accommodate this. However, each school should allow seven hours for Mathematics each week, and it should be possible to fit in all the work for the week, even if the lengths of periods are not the same as in the lesson plans.

## 6. *Sequence adherence and pacing*

Each lesson and its contents have been carefully

sequenced. It is therefore important that lessons are not skipped. Should you miss a Mathematics lesson for any reason, you should continue the next day from where you last left off. Do not leave a lesson out. You may need to speed up the pace of delivery to catch up a missed lesson by covering the lesson concept content of two consecutive days in one day. To do this you could cut out or cut back on some of the routine activities like mental mathematics or homework reflection to save time until you are back on track with the expected delivery of the plans. You need to prepare very well as this will help you to manage the full set of lessons at the appropriate pace.

## 7. *Lesson preparation*

The lesson plans provide a detailed lesson design for you to follow. However, to deliver the lessons successfully **you must do the necessary preparation yourself**. The information below outlines some key aspects of preparation.

- a) **Term focus:** Start by looking at the CAPS document and **orientating** yourself to the CAPS content focus for the term. It is important that you are clear about the content focus, as this will frame everything you do in your Mathematics lessons during the term.
- b) **Prepare resources:** The resources needed for each lesson are listed in each lesson plan and in the tracker. It is very important that you check what is required for each lesson ahead of time, so that you have all your resources ready for use every day (e.g. counters, number boards, paper cut-outs, examples of shapes, etc.).
  - **Your lessons will not succeed if you have not prepared properly for them.**
  - If you do not have all the necessary resources readily available, see how best you can improvise, e.g. get learners to collect bottle tops or small stones to be used for counting, or make your own flard cards/number boards using pieces of cardboard and a marker pen.
  - Collect empty cool drink cans, cereal boxes, washing powder boxes, plastic bottles, etc. for the **shop activity** in the week long in advance, so that you have all the necessary goods to stock your shop.
  - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the Internet, search for and



print out pictures that you may need to use as illustrations in your lessons.

c) **Prepare for the written classwork and homework activities:**

When preparing your lessons, check the lesson activity requirements. In some instances you will need to write information or draw some diagrams on the board that you will use while you do the interactive whole-class-teaching component of the lesson. Also mark the homework activities as often as you can, so that you can give useful feedback to the learners each day, and be aware of any difficulties learners are having as soon as they become apparent.

d) **Prepare to teach the concepts and skills associated with the lesson topic:**

Think carefully about what it is that you will teach your learners in the lesson. Prepare a short introduction to the topic, so that you can explain it in simple terms to your learners. Make sure you have prepared for the teaching of the concepts before you teach – you need to be able to explain new Mathematics content and skills to the learners. Be sure you have gone through the oral teaching activities provided in the lesson plans. Also make sure that you have thought about how to use the resources in the lesson effectively. This preparation needs to be done in advance, so that you do not waste time during the lesson. Be sure you are familiar with the sequence of activities in the lesson plan. Prepare yourself to assist learners with any questions they might have during the lesson. Also give some thought to how you will accommodate learners with barriers to learning.

e) **Lesson pace:** Think about how much time you will spend on each activity. It is important to plan how you will manage the pace of the lesson carefully; otherwise you will not manage to cover all the lesson content. Not all learners work at the same pace. You need to determine the pace – be guided by the average learner and the recommendations in the lesson plans. Be careful

not to slow down to the pace of the slowest learners as this will disadvantage the other learners.

f) **Organisation of learners:** Think about how you will organise learners when they do the classwork activities. Will they work alone, in pairs or in small groups? How will you organise the pairs or groups if you choose to use them? You need to organise the learners quickly at the beginning of the lesson, so that you do not waste too much time on this.

g) **Inclusive education:** Consider the needs of any learners with barriers to learning in your class, and how best you can support them. The DBE has published some excellent materials to support you in working with learners with learning barriers. Two such publications are:

- Directorate Inclusive Education, Department of Basic Education (2011) *Guidelines for Responding to Learner Diversity in the Classroom Through Curriculum and Assessment Policy Statements*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation).
- Directorate Inclusive Education, Department of Basic Education (2010) *Guidelines for Inclusive Teaching and Learning. Education White Paper 6. Special needs education: Building an inclusive education and training system*. Pretoria. [www.education.gov.za](http://www.education.gov.za), [www.thutong.doe.gov.za/InclusiveEducation](http://www.thutong.doe.gov.za/InclusiveEducation).

# LESSON PLAN OUTLINE

Lesson Plan Outline	
<p>Each lesson plan has several components. Information about each is given in the table below. This information tells you how to use each of the components of the lesson plans and how they fit together to create a well-paced and properly scaffolded Mathematics lesson each day. You need to read this outline as you prepare each lesson until you are fully familiar with the general lesson plan components, pace and structure.</p>	
<b>Lesson topic</b>	Each lesson has a topic with specific detail about the day's lesson.
<b>CAPS topics</b>	The CAPS content related to the day's lesson is given here, together with the reference number for this content in the expansion of content section in the CAPS document for this term. You are encouraged to look at the CAPS to read about the selected curricular topics for the day.
<b>Lesson vocabulary</b>	A list of all mathematical terms used in the lesson is given here. Go through the lesson vocabulary each day as you prepare for the lesson. These terms are important, as they are the language of Mathematics that each learner needs to learn and understand in order to build a solid foundation and understanding of this subject. It is important to explain these words to your learners and to practise using them with your learners during the lesson.
<b>Prior knowledge</b>	<p>The prior knowledge section gives information about content that learners should have learnt in earlier grades that will be built on in this lesson.</p> <ul style="list-style-type: none"> <li>You need to read through this section when you do your lesson preparation.</li> <li>No time is allocated to this part of the plan because it does not form part of the teaching of the day's lesson.</li> <li>The information about prior knowledge may help you to assist learners who struggle to understand the content of the lesson because there are gaps in the prior knowledge on which the lesson is based. You can use the information about prior knowledge to help you identify such gaps and to diagnose learners' needs in relation to content they do not yet know that may be preventing them from understanding the day's lesson.</li> <li>Remediation may be needed on prior knowledge that you notice is not properly in place.</li> </ul>
<b>Assessment</b>	<p>A reminder to refer to the tracker for the formal oral, practical or written assessment activity for the day is given here.</p> <ul style="list-style-type: none"> <li>On-going formal oral and practical assessment should be done virtually every day in your class. This means you will record a mark for a few learners for a certain criterion from the curriculum each day. Decide how many learners to assess every day, so that you assess your whole class in the time allocated to each assessment activity.</li> <li>Rubrics and checklists to guide you in giving ratings for the oral and practical assessments are given in the tracker at the end of the tracker table for each week. Each day you need to use the appropriate rubric or checklist for the assessment activity of that day.</li> <li>Written test items and their memos are provided in the tracker. Links to these items are given in the resources column of the tracker to show you in which lesson they should best be used.</li> <li>A <i>Suggested Assessment Record Sheet</i> that you can use to record your term marks is given in the tracker. This sheet aligns with the SA SAMS.</li> </ul>
<b>Remediation</b>	<p><b>Optional as required.</b> You could use these activities to assist slower learners. You need to decide, based on your observation of the learners while you are teaching the lesson content, whether to use this content and with which learners. It will be done with a smaller group of learners/individual learners while the rest of the class is working through the Classwork activity.</p>

## Lesson Plan Outline

<b>Enrichment</b>	<p><b>Optional as required.</b> You could use these activities as extra work for fast learners or others interested in doing them.</p> <p>Activities that you can use for enrichment opportunities for learners who have completed the lesson activities are provided in a set of enrichment activity cards at the end of the lesson plan set. Ideally, you should photocopy the enrichment cards, paste them onto cardboard and laminate them, so that they can be used as a resource, not only this year, but in the future as well.</p> <p>Learners should work on these cards independently or with their peers who have also completed the classwork. They may work through the cards in any order. You may need to explain some of the activities to the learners who use them. You should tell them to ask questions if they have any.</p> <p>All learners who show an interest in the enrichment activities should be encouraged to work through the cards.</p>
<b>Mental mathematics (15 minutes)</b>	<p>This is the first component of the lesson. We recommend that you take at most 15 minutes to do the mental mathematics activity. There are two parts to the mental mathematics activity, a counting activity and a set of questions to drill recall and basic mathematical strategies.</p> <p>Mental mathematics is not a concrete activity (as the title suggests). However, if there are learners who need concrete aids to complete the mental mathematics activities, we suggest that you allow them to use their fingers to count on.</p> <ul style="list-style-type: none"> <li>• Observe which learners struggle with mental activities, and make sure you spend time to assist them to reach the required level of competence by offering remediation activities using concrete aids.</li> <li>• The answers to the ten mental mathematics questions are given in the answer column in the lesson plans.</li> <li>• It would be far better to do all ten questions per day, but if you find that your learners struggle to finish these in ten minutes, do a minimum of five questions.</li> </ul> <p>There is a set of mental mathematics challenge cards at the end of the lesson plans. Learners write the answers to the questions given on these cards. We recommend that learners only do written mental mathematics once a week and oral mental mathematics on all the other days. You can use this work to obtain a mental mathematics activity mark each week.</p>
<b>Correction/reflection on homework (15 minutes)</b>	<p>This is the second component of the lesson. We recommend that you take 15 minutes to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Let learners/peers mark the work. Also try to check homework yourself as often as you can.</p> <p>Choose one or two activities that you realise were problematic to work through in full with the whole class. In this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.</p>
<b>Lesson content – concept development (30 minutes)</b>	<p>This is the third component of the lesson. It is the body of the lesson, in which learners are introduced to the new work planned for the day. We recommend that you actively teach your class for 30 minutes – going through the activities interactively with your learners.</p> <ul style="list-style-type: none"> <li>• Activities on the content that you will teach with worked examples and suggested explanations are given. These activities have been carefully sequenced and scaffolded so that they support the teaching of the concepts for the day. You should work through each of these with your class.</li> <li>• It is important to manage the pace of the lesson carefully, otherwise you will not manage to cover all the lesson content. Once you have introduced the new concept, work through Activity 1 of the lesson with the whole class (or with learners in groups). Then immediately move on to the next activity, and provide a reasonable time for the learners to complete Activity 2, but do not wait for the last learner to finish before moving on. If there are further activities, continue pacing yourself in this way, so that you work through all of the activities in each lesson. A few activities are marked as <i>optional</i> – these need only be done if you have sufficient time.</li> </ul>

## Lesson Plan Outline

<b>Classwork activity (25 minutes)</b>	<p>This is the fourth component of the lesson. We recommend that you allocate 25 minutes to classwork. You could go over one or two of the classwork activities orally with the whole class before allowing the class to complete the activities independently (individually or in groups).</p> <ul style="list-style-type: none"><li>• Learners do most of the activities in their Mathematics books (an exercise book for learner Mathematics writing activities). Some activities are done in the DBE workbook.</li><li>• You should allow the learners opportunities to do these activities alone, in pairs and in groups so that they experience working alone as well as with their peers.</li><li>• Wrap up the lesson each day by giving the learners the answers to the classwork, and allow time for corrections to be written if and when necessary.</li></ul>
<b>Homework activity (5 minutes)</b>	<p>This is the fifth and final component of the lesson. We have allocated five minutes to give you time to tell the learners about the homework each day. Here you find a set of activities on the day's content that you can set for your class to do for homework. This is to consolidate the Mathematics that you have taught them that day. Homework also promotes learner writing and development of their mathematical knowledge.</p>
<b>Reflection</b>	<p>Each day there is a reminder to note your thoughts about the day's lesson. You will use these notes as you plan and prepare for your teaching.</p>

# WEEK 1: REVISION LESSON ACTIVITIES

The lesson activities given below are for you to use on the first few days of school when the learners are still settling down and you are not quite ready to start the formal CAPS lesson plans that follow. These revision lesson activities will help you to keep learners occupied in a meaningful way at the beginning of the term and to make observation notes on their mathematical knowledge development. The observation notes that you make will inform your intervention strategies. It will also help you get to know the learners.

Activities are provided relating to eight CAPS topics. You do not need to use all of these activities.

- Choose the ones that you think would be best for your learners to work on in order to revise/recap on work done in the previous year.
- You can do it in the order of your choice.
- For some of the activities you need to work with your learners interactively while learners can do the others independently or in groups.

Keep a notebook where you write your observations on learners' knowledge.

## The CAPS baseline framework

No.	Topic	Skills / Knowledge	Notes for the teacher <i>Observe if the learner can:</i>
1.	Numbers, Operations and Relationships	Draw 5 objects	<i>Draw 5 apples.</i>
2.	Numbers, Operations and Relationships	Count One to one correspondence number names and number symbols	<i>Count one by one / in groups? Note the learner's level of counting.  Check on the correct 'touch counting' skill – can the learner verbally match the correct number name while counting to counters and give the correct total</i>
3.	Numbers, Operations and Relationships	Sharing equal numbers	<i>Problem solve: share equally. One-to-one correspondence.</i>
4.	Numbers, Operations and Relationships	Compare numbers	<i>Problem solve: compare nos. subtract to find the difference -how many more than, etc.</i>
5.	Numbers, Operations and Relationships	Recognise, identify, number symbols and number names	<i>Recognise 5, know the quantity- 5 counters.</i>
5.1		Number symbol & number name	
5.2		Identify the biggest number	<i>Circle the biggest number.</i>
6.	Numbers, Operations and Relationships	Know, recognise and match number symbols and number names.	<i>Order/ sequence and match number symbols dot cards and number names.</i>
7.	Numbers, Operations and Relationships	Recognise and identify ordinal numbers	<i>Determine position.</i>
8.	Space and Shape	Describe position of one object in relation to the table.	<i>Identify on top of, under the table</i>
8.1		Position in relation to table.	<i>Recognise and identify the position of the 3D objects in relation to the table</i>
8.2			
9.	Patterns, Functions and Algebra	Copy and draw	<i>Copy the pattern.</i>
9.1			
9.2		Create and draw	<i>Listen to the instruction and create own pattern.</i>
10.	Space and Shape	Recognise, identify names of shapes.	
10.1			<i>Recognise, identify and name 2D shapes (circle, triangle, and rectangle)</i>
10.2			
10.3			
11.	Measurement	Compare length: long and short	<i>Compare length</i>

## Topic 1: Number concept

### Concepts and skills for today

- Count objects up to **5**.
- Compare objects up to **10** using **more, less, equal to**.
- Read number symbol **1**.

### Warm-up activity

Give the learners the opportunity to familiarise themselves with the Mathematics teaching and learning resources in your classroom by letting them play with some of them for about ten minutes in their groups. These may include:

- Counting manipulatives such as counters, stones, etc.
- Space and shape manipulatives such as shapes, blocks, cubes, etc.

After learners have played with the manipulatives in their groups, call them to attention as a class to revise number names and number concept: Try to call on individual learners to answer your questions – although at times more than one might answer.

- Hold up your hands – empty. Ask: **How many counters do I have in my hand?** (0, or none, or no counters)
- Hold up 1 counter. Ask: **How many counters do I have in my hand?** (1)
- Hold up 2 counters. Ask: **How many counters do I have in my hand?** (2)
- Continue in order up to 5 counters.
- Now hold up different numbers of counters (between 0, 1 and 5) asking each time how many counters you have in your hand.

Spend five minutes with your learners packing the learning resources away. Ask the learners why they think we should pack the learning resources away neatly and look after them well. Discuss. It is important to develop the responsibility of learners from an early age.

### Activities

Give learners the following activities using concrete resources that you give to them and ask learners to give you oral explanations of what they did.

Activity	Can the learners	Observation
1. Let learners count out real objects up to <b>5</b> , e.g. stones, flowers, counters, etc.	<ul style="list-style-type: none"><li>• Count objects up to <b>5</b>?</li></ul>	
2. Ask one learner to show you <b>4</b> counters. Ask another learner to show you <b>4</b> counters. Ask: <b>Who has more counters?</b> <b>Who has less counters?</b> <b>Do you have the same number of counters?</b> <b>Yes. The number I have is equal to the number s/he has.</b> (Repeat with different learners and different numbers of counters.)	<ul style="list-style-type: none"><li>• Compare objects up to <b>10</b> using <b>more, less, equal to</b>?</li></ul>	
3. Show the learners the number <b>1</b> picture card. Ask: <b>What is the number symbol on the card?</b>	<ul style="list-style-type: none"><li>• Read the number symbol <b>1</b>?</li></ul>	

## Topic 2: Sorting shapes and patterns

---

### Concepts and skills for today

- Count objects up to **5** and read the number symbol **2**.
- Sort objects according to one attribute (shapes). Note that they do not have to give you the shape names.
- Copy a pattern.

### Warm-up activity

First, give the learners ten minutes to cut pictures from old magazines and newspapers with a pair of scissors. Help learners to hold the scissors and to cut in a straight line. After that let them cut up the paper freely in any way. Secondly, spend five minutes with your learners showing them how to hold a pair of scissors when giving them to another person (pass scissors from person to person). (If you do not have enough pairs of scissors for this Classwork activity you could prepare some cut-outs from old magazines for the groups to use in the following activity.)

In groups, allow the learners to sort the shapes that they have cut into categories of their choice. They might choose types of shape, colour, number, etc. Once they have finished their sorting, ask questions such as:

- **What did you chose to guide your sorting?** (Answers will vary)
- **How many (cars) did you find?** (cars/other categories chosen for sorting – learners give the numbers they found)
- **Is there another way you could sort your group’s cut-outs? If so, how?**

Be sure to ask each group at least one question and try to allow as many as possible individual learners to respond.

### Activities

Give learners the DBE workbooks. Briefly discuss with them how to take care of a book. This follows on the discussion on responsibility.

Activity	Can the learners	Observation
1. Ask the learners to count the animals on DBE worksheet 5 (the first page only, p. 10).	<ul style="list-style-type: none"><li>• Count objects up to <b>5</b>?</li></ul>	
2. Ask the learners to find the cut-out circles, squares, triangles and diamonds at the back of the DBE workbook and put (not paste) them into the spaces (DBE worksheet 4, pp. 8 and 9).	<ul style="list-style-type: none"><li>• Sort objects according to one attribute (shape)?</li></ul>	
3. Draw a pattern: circle, square, circle, square on the board and ask learners to use the shapes in the above activity to copy the pattern.	<ul style="list-style-type: none"><li>• Copy a pattern?</li></ul>	
4. Show the learners the number <b>2</b> picture card. Ask: <b>What is the number symbol on the card?</b>	<ul style="list-style-type: none"><li>• Read the number symbol <b>2</b>?</li></ul>	



## Topic 3: More or less

---

### Concepts and skills for today

- Count objects up to **10**.
- Compare given objects using words such as **more** or **less**, **fewer than** and **more than**.
- Copy a pattern.
- Read the number symbol **3**.

### Warm-up activity

Learners have been working with their DBE workbooks in previous lessons. Revise for ten minutes with the learners how we should look after a book, how we page through it, and where to find the worksheet number. Note that if the number is higher than the numbers they can read, you need to support the learners. You can use the worksheet numbers on a daily basis for number recognition. Spend five minutes discussing why we should look after our books.

Give each group of learners 10 counters. Allow learners to help you count out the correct number – while they are doing this they demonstrate their ability to count to ten. Once each group has 10 counters, call on pairs of groups to count out different numbers of counters in order to compare the numbers they have counted by asking the following questions:

- Ask one group to count out 4 counters and put them forward on their desk. Ask another group to count out 3 counters. Ask:
  - **Which group has more counters?**
  - **Which group has less counters?**
  - **Did group X count out more than group Y?**
  - **Did group X count out fewer than group Y?**
- Repeat these questions referring to different numbers in the number range 0–5 and by allowing different groups to count out. Extend the number range if you think you could challenge the learners without going beyond the general capacity of the learners.

### Activities

**Note** how the learners count objects when they do these activities. Do they use their fingers to point?

Activity	Can the learners	Observation
1. Go to DBE worksheet 5 (p. 10). Ask learners to count the animals.	<ul style="list-style-type: none"><li>• Count objects up to <b>10</b>?</li></ul>	
2. Ask the learners to look at the snails. Ask: <b>How many snails?</b> Point to the dogs. Ask: <b>How many dogs?</b> Ask: <b>Which is more? Which is less?</b> <b>How do you know?</b> Do the same with less, comparing different groups of shapes.	<ul style="list-style-type: none"><li>• Compare objects using the words <b>more</b> or <b>less</b>?</li></ul>	
4. Show the learners the number <b>3</b> picture card. Ask: <b>What is the number symbol on the card?</b>	<ul style="list-style-type: none"><li>• Read the number symbol <b>3</b>?</li></ul>	



## Topic 4: Sort colours

---

### Concepts and skills for today

- Count objects up to **10**.
- Compare given objects using words such as **more** or **less**.
- Sort objects according to one attribute (colour).
- Read the number symbol **4**.

### Warm-up activity

Revise the primary colours (red, blue and yellow) with your learners. Ask learners to point out some red objects in the class, then some that are blue and some yellow. Count the numbers of red, blue and yellow shapes that you can see in the class. (Prepare the class before this activity if necessary by putting some different coloured objects in clearly visible positions.)

Write the number of each category of shapes on the board (e.g. Red = 3; Blue = 4; Yellow = 5). Ask the class questions such as the following:

- **Are there more red shapes than yellow shapes?**
- **Are there less red shapes than yellow shapes?**
- *Repeat similar questions using other colour combinations.*

Now go to DBE worksheet 8 and ask learners to show you the red, blue and yellow objects. What other colour can you also see on this page? (Green)

### Activities

**Note** how the learners count objects when they do these activities. Do they use their fingers to point?

Activity	Can the learners	Observation
1. Go to DBE worksheet 8 (p. 17). Ask learners to show you the <b>red</b> paint. Ask them how many <b>red</b> objects there are. Do the same with <b>blue, green</b> and <b>yellow</b> .	<ul style="list-style-type: none"><li>• Count objects up to <b>10</b>?</li></ul>	
2. Look at the <b>blue</b> paint. Are there more or less objects that are <b>blue</b> than <b>not blue</b> .	<ul style="list-style-type: none"><li>• Compare objects using the words <b>more</b> or <b>less</b>?</li></ul>	
3. Show the learners the number <b>4</b> picture card. Ask: <b>What is the number symbol on the card?</b>	<ul style="list-style-type: none"><li>• Read the number symbol <b>4</b>?</li></ul>	

## Topic 5: Position and direction

---

### Concepts and skills for today

- Describe position.
- Use ordinal numbers to show order, place or position.
- Follow directions.
- Read the number symbol 5.

### Warm-up activity

Ask the learners if they like playing games. Discuss. Tell learners that they are going to play a game outside. Explain to the learners that there are rules that must be followed when they go outside to play games.

Explain to the learners how to play *Simon says*. Take the class outside to an open space. Play *Simon says* using words such as *on top of*, *in front of*, *behind*, *left*, *right*, *up*, *down* and *next to*. Give instructions such as:

- **Jabu please go and stand next to Busi.** (Call on various learners from the class.)
- **... please go and walk down those steps.**
- **... stand on top of this pile of sand.**
- **... stand to the left of ...** .
- **... stand to the left of ...** .
- Etc.

### Activities

Give learners the following activities using concrete resources, and ask learners to give you oral explanations of what they did.

Activity	Can the learners	Observation
1. Talk about the <i>Simon says</i> game that you played at the beginning of the lesson. What were the learners doing?	<ul style="list-style-type: none"><li>• Follow directions?</li></ul>	
2. Go to DBE worksheet 6 (p. 12) – <i>Positions</i> . Ask: <b>Which fish did we circle?</b> (The third fish/fish in the middle/the fish right of the second fish, etc.) Ask similar questions for the rest of the activity.	<ul style="list-style-type: none"><li>• Describe position?</li><li>• Use ordinal numbers?</li></ul>	
3. Show the learners the number 5 picture card. Ask: <b>What is the number symbol on the card?</b>	<ul style="list-style-type: none"><li>• Read the number symbol 5?</li></ul>	

## Topic 6: Shape and sizes

---

### Concepts and skills for today

- Count objects up to **10**.
- Describe, sort and compare three-dimensional objects according to size.
- Use appropriate language to talk about length e.g. **short, long** and **tall**.
- Use appropriate language to talk about mass e.g. **heavy** and **light**.

### Warm-up activity

Tell the learners they are going to talk about pictures today. Ask them what we should do when we want to say something in the class (put up your hand). Tell learners that we should always take turns to speak and respect each other when we speak.

Prepare a collection of objects of different sizes that you can show to the class.

- Give each group of learners three or four objects.
- Ask them to discuss the objects – they should think about things such as the size, mass, etc. of the objects.
- After they have had time to discuss the objects in groups allow different groups to report back to the class about their objects.
- Allow each group to report on at least one object or pair of objects and encourage them to use the vocabulary of length and mass given above.

### Activities

Give learners the DBE workbooks for these activities.

Activity	Can the learners:	Observation
1. Ask learners to go to DBE worksheet 8 (p. 16) – <i>Shapes and sizes</i> . Ask learners to point to the <b>truck</b> and <b>car</b> . Ask: <b>Which one is big and which one is small?</b> Do the same with all the other pictures.	<ul style="list-style-type: none"><li>• Describe three-dimensional objects according to size?</li></ul>	
2. Look at the boats. Compare their lengths. Point out <i>short</i> and <i>long</i> . Look at the giraffe and the mouse. Point out <i>tall</i> and <i>short</i> . Etc.	<ul style="list-style-type: none"><li>• Use language to talk about length e.g. <b>short, long</b> and <b>tall</b>?</li></ul>	
3. Look at the hippo and dog. Compare their masses. Point out <i>heavy</i> and <i>light</i> . Etc.	<ul style="list-style-type: none"><li>• Use language to talk about mass e.g. <b>heavy</b> and <b>light</b>?</li></ul>	

## Topic 7: Count, compare and add

---

### Concepts and skills for today

- Count objects up to **10**.
- Compare given objects using words such as **more**, **less** or **equal to**.
- Recognise, identify and read numbers.
- Solve verbally stated addition problems.

### Warm-up activity

Allow the learners some time to make the dice at the back of the DBE workbook. Put the learners into groups, and make sure each group has completed the task of making the dice. Before starting the activity talk to learners about appropriate behaviour when working in groups. Share the basic rules of group work with your learners.

### Activities

Give learners the DBE workbooks for these activities.

Activity	Can the learners	Observation
1. In groups the learners should throw the pairs of dice. They then count the total number of dots that comes up on each throw. They compare the numbers on the two dice using the words <i>more than</i> , <i>less than</i> or <i>equal to</i> . Every learner in the group should have a turn to throw and count the dots and compare the numbers they have counted.	<ul style="list-style-type: none"><li>• Count objects up to <b>10</b>?</li><li>• Compare objects using the words <b>more than</b>, <b>less than</b> or <b>equal to</b>?</li></ul>	
2. Ask the learners to add the dots they see on the two dice when they have landed. Note that if the answer goes beyond <b>10</b> you need to assist them with it or allow them to leave it out. It could be a challenge for some learners. Use the dots to make up story sums. Assist them as needed.	<ul style="list-style-type: none"><li>• Add objects up to <b>10</b>?</li></ul>	

## Topic 8: Patterns

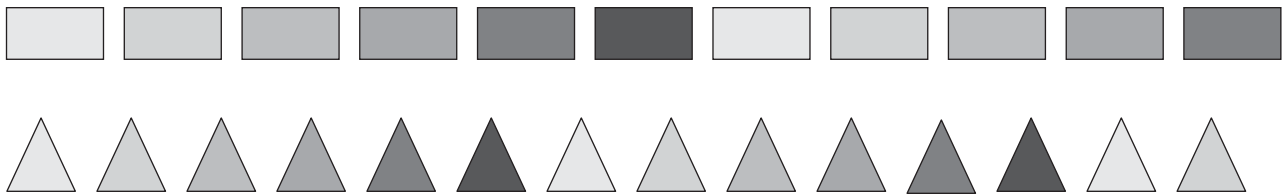
### Concepts and skills for today

- Write the numbers 1, 2, 3, 4 and 5 in the air.
- Match colours.
- Trace patterns.

### Warm-up activities

Tell the learners that today they need to listen carefully. You will call out a number between **1** and **5** and then they will have to write it in the air. Ask learners what they should do to ensure that they are able to hear everything you say. Also ask learners what they should do if they didn't hear you.

Draw a few patterns on the board using coloured chalk – such as the following:



Ask learners to:

- Say what shape (and in what colour) will come next in the pattern.
- Come to the board and draw in the next shape.
- Make up a new pattern using shapes and colours which they draw on the board.
- Ask as many different learners as possible to be involved in the activity.

### Activities

Give learners the DBE workbooks for these activities.

Activity	Can the learners	Observation
1. Ask learners to go to DBE worksheet 3 (p. 6). They need to match the colours. Ask: <b>Where is the green shirt? Where are the green shorts?</b> Do the same for the other colours. Ask them to go to DBE worksheet 1 (p. 3). Here they need to match the pictures. Ask questions to see if they can match the pictures correctly. Ask learners to explain their matches if necessary.	<ul style="list-style-type: none"> <li>• Match colours?</li> <li>• Match shapes?</li> </ul>	
2. Ask the learners to go to DBE worksheet 2 (p. 5). Learners need to trace over the pattern. Check that they can trace the pattern neatly. Allow them more opportunities to trace a pattern by allowing them to work on the following worksheets: DBE worksheet 3 (p. 7) DBE worksheet 6 (p. 13) DBE worksheet 7 (p. 15)	<ul style="list-style-type: none"> <li>• Trace a pattern?</li> </ul>	

# WEEK 2

## LESSON 1: ZERO AND ONE

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.16 Mental mathematics, 1.3 Number symbols and number names

**Lesson vocabulary:** Number symbol and number name

**Prior knowledge:**

Learners should have been taught how to:

- Identify, recognise and read number symbols 1 to 10.
- Identify, recognise and read number names one to ten.
- Estimate and then count out **10** objects reliably.

**Concepts:**

- Identify, recognise, read and write number symbol 1
- Identify, recognise, read and write number name –one

**Resources:** Number symbol and number name cards (0 zero; 1 one), counting objects, old magazines/newspapers, number tracing card (see *Printable Resources*)

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 9 (pp. 18 and 19)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Learners can make the number symbol and the number name using little stones. Learners then trace over their number symbol and number name with a finger. Stress the starting point and direction of writing the symbol and the number. Get learners to talk about many different examples of single objects, e.g. one book/one pencil, etc.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. For example:

*One, two, three, four, five;*

*Once I caught a fish alive;*

*Six, seven, eight, nine, ten;*

*Then I let it go again*

#### 1.2 Recall and strategies (10 minutes)

Number range 1 to 5. Prepare cards with different numbers of pictures of objects on them. Show learners a card, and they must count the objects they see. Ask questions like: **If I cover three of the objects, how many can you see?**

### 2. Correction/reflection on homework (15 minutes)

Use a few minutes to explain what is expected when learners get homework. Learners had no homework, but reflection/remediation based on previous work should be done.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

---

- Ask learners to look at their empty desks.
- Ask: **What do you have in front of you?** (Nothing).
- Place a number of objects on the learners' tables (e.g. – a pencil, a pen and a ruler).
- Ask the learners to pick out one object.
- Ask: **What can you tell me about your pencil?** (Learners may answer with a broad range of suggestions – you need to guide them to focus on the *number value* shown by the pencil. It is on its own/there is only one/ it is a single pencil.) Ask learners to put the pencil away.
- Ask: **How many pencils do you have in front of you?** (None).
- Explain to learners that when we have no pencils, we have zero pencils.
- Ask learners to take out one pencil again and ask: **Now, what can you tell me about the one pencil?** (Learners may say many things. Guide them to compare the numbers 0 and 1. It is more than zero/it is one more than zero.)
- Do this with a few different examples.

## Activity 2: Learners work in groups

---

- Put the number zero symbol card on the board.
- Point to the number symbol, and explain to the learners how we write the number zero symbol. Stress the starting point and direction when writing the symbol.

0

- The learners write the number symbol in the air, on the desk with their fingers and on their scrap paper/ whiteboards; they trace the number symbol in their workbook and then write it in their workbook.
- Then put the number one symbol card on the board.

1

- Point to the number symbol and explain to the learners how we write the number one symbol. Stress the starting point and direction when writing the symbol.
- The learners write the number symbol in the air, on the desk with their fingers and on their scrap paper/ whiteboards; they trace the number symbol in the workbook and then write it in the workbook.

## Activity 3: Whole class activity

---

- Put the number zero and number one number name cards on the board.

zero

one

- Point to the number word (zero) and read it to the class.
- Ask the class to read the number word with you. Ask a few learners to read the number word for you.
- Point to the number word (one) and read it to the class.
- Ask the class to read the number word with you. Ask a few learners to read the number word for you.
- Learners will begin learning to recognise and read the number words zero and one. They should know how to write these words by the end of Term 1.

4. **Classwork activity (25 minutes) (See next page)**

5. **Homework activity (5 minutes) (See next page)**

6. **Reflection on lesson**

## Term 1 Lesson 1: Zero and one

---

### Classwork

1. Trace over the number name zero and the number symbol 0 to practise the formation. (Learners do this using the number tracing card.)
2. Tear little bits of paper from the magazine/newspaper, and collage the number symbol 1 and the word one in your Mathematics book.

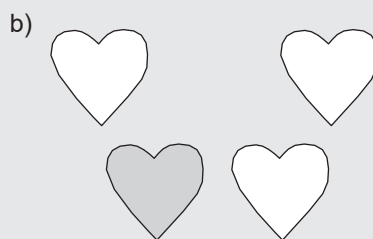
A collage is a picture made by pasting many cut-out pictures together on a page to make a new picture using the cut-outs. Learners can use any cut-outs they wish to make a collage. The final collage will be a large '1' symbol made by pasting cut-out pictures into the outline of a '1' symbol. Here is an example:



3. Cut out one picture from the magazine, and paste it next to the collage.
4. Cut out more pictures of single objects or draw pictures.

### Homework

1. Colour one shape each time:



(Any shape can be coloured, not necessarily the one that is shaded above.)

2. Copy these words:

- a) zero
- b) one



## LESSON 2: THE NUMBER 2

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.3 Number symbols and number names

**Lesson vocabulary:** Number symbol 2 and number name two

**Prior knowledge:**

Learners should have been taught how to:

- Identify, recognise and read number symbols 1 to 10.
- Identify, recognise and read number names one to ten.
- Estimate and then count out **10** objects reliably.

**Concepts:**

- Identify, recognise, read and write number symbol 2
- Identify, recognise, read and write number name –two

**Resources:** Number symbol and number name cards (2 two), counting objects, old magazines/newspapers, number tracing card (see *Printable Resources*)

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 10 (pp. 20 and 21)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Learners can make the number symbol and the number name using little stones. Learners then trace over their number symbol and number name with a finger. Stress the starting point and direction of writing the symbol and the number. Get learners to talk about many different examples of two objects, two eyes/two ears, etc.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. For example:

*One, two, buckle my shoe;*

*Three, four, shut the door;*

*Five, six, pick up sticks;*

*Seven, eight, lay them straight;*

*Nine, ten, a big fat hen!*

#### 1.2 Recall and strategies (10 minutes)

Hold up some of your fingers. Learners count your fingers. The learners say the number and write the number symbol in the air with their fingers.

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

---

- Place a number of objects on the learners' tables.
- You need a handful of objects per group for this activity.
- Ask the learners to put out two objects, e.g. **Put out two pencils.**
- Ask learners to place one pencil on the left hand side of their desk, and the other pencil on the right hand side of their desk.
- Ask: **What do you notice about the pencil on the left?** (It is one pencil/it is on its own/it is a single pencil.)
- Repeat with the pencil on the right.
- Ask learners to put the pencils next to each other.
- Ask: **What can you tell me about the pencils now?** (There are two pencils/there is more than one pencil/one and one makes two/two is one more than one.)
- Do this with a few different examples.

## Activity 2: Learners work in groups

---

- Draw 2 objects on the board.
- Point to the drawn objects and ask: **How many objects can you count?** (2).
- Put the number two symbol card on the board.
- Point to the number symbol, and explain to the learners how we write the number symbol. Stress the starting point and direction when writing the symbol.

# 2

- The learners write the number symbol in the air, on the desk with their fingers and on their scrap paper/whiteboards; they trace the number symbol in their workbook and then write it in their workbook.

## Activity 3: Whole class activity

---

- Put the number two number name card on the board.

# two

- Point to the number word (**two**) and read it to the class.
- Ask the class to read the number word with you. Ask a few learners to read the number word for you.
- Learners will begin learning to recognise and read the number word **two**. They should know how to write this word **by the end of Term 1**.

4. **Classwork activity (25 minutes) (See below)**

5. **Homework activity (5 minutes) (See below)**

6. **Reflection on lesson**

## Term 1 Lesson 2: The number 2

---

### Classwork

1. Tear little bits of paper from the magazine/newspaper, and collage the number symbol 2 and the word two in your Mathematics book.
2. Cut out two pictures of the same type of object from the magazine, and paste them next to the collage.
3. Trace over the number name two and the number symbol 2 to practise the formation. (Learners do this using the number tracing card.)

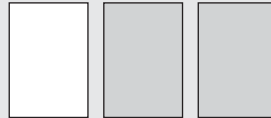
### Homework

1. Write the symbol 2
2. Write the word two
3. Colour two shapes each time:

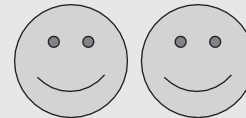
a)



b)



c)



(Any two shapes can be coloured, not necessarily the ones that are shaded above.)

## LESSON 3: THE NUMBER 3

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.3 Number symbols and number names

**Lesson vocabulary:** Number symbol 3 and number name three

**Prior knowledge:**

Learners should have been taught how to:

- Identify, recognise and read number symbols 1 to 10.
- Identify, recognise and read number names one to ten.
- Estimate and then count out **10** objects reliably.

**Concepts:**

- Identify, recognise, read and write number symbol 3
- Identify, recognise, read and write number name –three

**Resources:** Number symbol and number name cards (3 three) as suggested in Lesson 1 Resources, counting objects, magazines/newspapers, number tracing card (see *Printable Resources*)

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 11 (pp. 22 and 23)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Learners can make the number symbol and the number name using little stones. Learners then trace over their number symbol and number name with a finger. Stress the starting point and direction of writing the symbol and the letters. Get learners to talk about many different examples of three objects, e.g. three books/three pencils, etc.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

## 1. Mental mathematics

### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. For example:

*The ants go marching one by one, hurray! hurray!*

*The ants go marching one by one, hurray! hurray!*

*The ants go marching one by one*

*Then they stop and play their drums.*

*Oh, we're oh so glad that the ants could come today!*

(Continue with additional verses – The ants go marching two by two...)

### 1.2 Recall and strategies (10 minutes)

Write a number name or number symbol from 0 to 2 on the board. Learners must say the number and write the number with their fingers in the air.

## 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

## 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

---

- You need a handful of objects per group for this activity.
- Place a number of objects on the learners' tables.
- Ask the learners to put out **three** objects, e.g. **Put out three pencils.**
- Ask: **What can you tell me about the pencils?** (There are three pencils/there is one and one and one/there are two pencils on the left and one on the right/there are three pencils on the left and zero on the right.)
- Ask: **What can you tell me about the number three?** (It is **1** more than **2**, it is **2** more than **1**, it is **3** more than **zero**.)
- Do this with a few different examples.

## Activity 2: Learners work in groups

---

- Draw **3** objects on the board.
- Point to the drawn objects and ask: **How many objects can you count?**(3).
- Put the number three symbol card on the board.
- Point to the number symbol, and explain to the learners how we write the number symbol. Stress the starting point and direction when writing the symbol.

# 3

- The learners write the number symbol in the air, on the desk with their fingers and on their scrap paper/whiteboards; they trace the number symbol in their workbook and then write it in their workbook.

## Activity 3: Whole class activity

---

- Put the number three number name card on the board.

# three

- Point to the number word (**three**) and read it to the class.
- Ask the class to read the number word with you. Ask a few learners to read the number word for you.
- Learners will begin learning to recognise and read the number word **three**. They should know how to write this word **by the end of Term 1**.

4. **Classwork activity (25 minutes) (See below)**

5. **Homework activity (5 minutes) (See below)**

6. **Reflection on lesson**

## Term 1 Lesson 3: The number 3

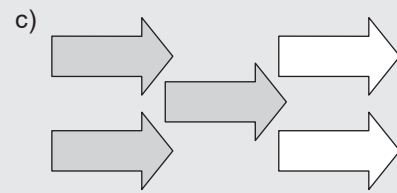
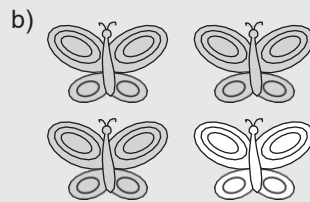
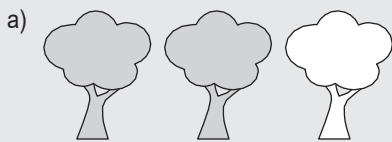
---

### Classwork

1. Trace over the number name three and the number symbol 3 to practise the formation. (Learners do this using the number tracing card.)
2. Tear little bits of paper from the magazine/newspaper, and collage the number symbol 3 and the word three in your Mathematics book.
3. Cut out three pictures of the same type of object from the magazine, and paste them next to the collage.

### Homework

1. Write the symbol 3
2. Write the word three
3. Colour three shapes each time:



(Any two shapes can be coloured, not necessarily the ones that are shaded above.)

## LESSON 4: COMPARE AND ORDER NUMBERS 1 TO 3

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.4 Describe, compare and order numbers

**Lesson vocabulary:** Many, few, most, least, more than, less than, the same as, just as many as, different, smaller than, greater than, smallest, greatest

**Prior knowledge:**

Learners should have been taught how to:

- Estimate and then count out **10** objects reliably.
- Describe, compare and order a collection of objects up to **10**.

**Concepts:**

- Describe and compare a collection of objects and numbers. (1–3)
- Describe and order a collection of objects and numbers. (1–3)

**Resources:** Counters, number symbol cards, flashcards (*more, less, the same as*)

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 13 (pp. 28 and 29)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Ask one learner to hold up two pencils. Ask the second learner to hold up three pencils. Ask the learners: **Who has less pencils? Who has more pencils?** Do the same with crayons. Ask the learners to put out one, two and three pencils in order from most to least and then from least to most.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. For example:

*One potato, two potatoes;*

*Three potatoes, four;*

*Five potatoes, six potatoes;*

*Seven potatoes, MORE!*

#### 1.2 Recall and strategies (10 minutes)

Show learners pictures in magazines, books, posters and cards. Learners must count the objects, say the number and write the number with their fingers in the air.

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in pairs

---

- You need a handful of objects per group for this activity.
- Give each learner three counters.
- Ask one of the learners in each pair to take away one counter.
- Ask questions such as: **What can you tell me about your counters?** (I have three counters/She has two counters/I have more counters than her/She has less counters than me.)
- Ask questions like: **How many more counters do you have?** (I have one more) **How many less counters do you have?** (I have one less.)
- Point to the flash cards to encourage learners to use the new language (*more than/less than*).
- Vary the number of counters each learner has (up to **3** each), and repeat the above steps a few times. Get learners to tell you which flashcard you must point to.

## Activity 2: Learners work in groups

---

- You need a handful of objects per group for this activity.
- Make sure each learner has two counters.
- Ask: **What can you tell me about your counters?** (We both have two counters/We each have the same number of counters.)
- Point to the appropriate flashcards as learners use the terminology (the same as).
- Vary the number of counters each learner has (up to **3** each), and repeat the above steps a few times. Get learners to tell you which flashcard you must point to.

## Activity 3: Learners work in pairs

---

- Give each pair of learners the number symbol cards 0–3.
- Each learner selects a card and places it on their desk in front of them.
- Each pair of learners compares their cards, using the appropriate terminology (e.g. **3** is *more than 2* or **0** is *less than 1* etc.)
- Learners must order the cards from most to least and then least to most.
- Ask questions like, **What can you tell me about your cards?** to encourage learners to use the appropriate terminology (*most, least, more than, less than*).

4. **Classwork activity (25 minutes) (See next page)**

5. **Homework activity (5 minutes) (See next page)**

6. **Reflection on lesson**



## Term 1 Lesson 4: Compare and order numbers 1 to 3

### Classwork

1. Tick the boxes that have the same number of counters.

•	•• • (✓)	•	•• • (✓)
---	-------------	---	-------------

2. Tick the boxes that have more counters than the first box.

•	•• • (✓)	•	•• • (✓)
---	-------------	---	-------------

3. Tick the boxes that have less counters than the first box.

•• •	•• •	•• (✓)	• (✓)
---------	---------	--------	-------

4. Draw one more shape on the right-hand side.

△△    (△△△)

5. Draw one less shape on the right-hand side.

△△    (△)

6. Write these numbers in the correct order from smallest to biggest.

2	1	3		(1)	(2)	(3)
---	---	---	--	-----	-----	-----

### Homework

1. Rewrite these numbers from biggest to smallest and draw the counters.

2	1	3	(3)	(2)	(1)
			(•••)	(••)	(••)

2. Rewrite these numbers from smallest to biggest and draw the counters.

3	1	2	(1)	(2)	(3)
			(••)	(••)	(•••)

# WEEK 3

## LESSON 5: THE NUMBER 4

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.16 Mental mathematics, 1.3 Number symbols and number names

**Lesson vocabulary:** Number symbol 4 and number name four

**Prior knowledge:**

Learners should have been taught how to:

- Identify, recognise and read number symbols and number names 1 to 10.
- Estimate and then count out 10 objects reliably.

**Concepts:**

- Identify, recognise, read and write number symbol 4
- Identify, recognise, read and write number name –four

**Resources:** Number symbol and number name cards (4 four) as suggested in *Lesson 1 Resources*, counting objects, magazines/newspapers

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 14 (pp. 30 and 31)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Learners can make the number symbol and the number name using little stones. Learners then trace over their number symbol and number name with a finger. Stress the starting point and direction of writing the symbol and the number. Get learners to talk about many different examples of four objects, e.g. four books/four pencils, etc.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. For example:

*Five little ducks went out one day*

*Over the hill and far away*

*Mother Duck said Quack, quack, quack, quack.*

*But only four little ducks came back*

*Four little ducks went out one day... continue...*

#### 1.2 Recall and strategies (10 minutes)

Show the learners two strings of beads at a time. Ask learners to count the beads. Ask questions like **What can you tell me about the strings of beads?** (That string has more beads/that string has less beads/that string has one more bead/that string has one less bead.)

### 2. Corrections/reflection on homework – 15 minutes

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

---

- You need a handful of objects per group for this activity.
- Place a number of objects on the learners' tables.
- Ask the learners to put out four objects, e.g. **Put out four pencils.**
- Ask: **What can you tell me about the pencils?** (There are four pencils/there is one and one and one and one/there are two pencils on the left and two on the right/there are three pencils on the left and one on the right/there are four pencils on the left and zero on the right.)
- Ask: **What can you tell me about the number four?** (It is **1 more than 3**, it is **2 more than 2**, it is **3 more than 1**, it is **4 more than zero**, it is **1 less than 5**.)
- Do this with a few examples.

## Activity 2: Learners work in groups

---

- Draw 4 objects on the board.
- Point to the drawn objects and ask: **How many objects can you count?**(4).
- Put the number four symbol card on the board.
- Point to the number symbol, and explain to the learners how we write the number symbol. Stress the starting point and direction when writing the symbol.

# 4

- The learners write the number symbol in the air, on the desk with their fingers and on their scrap paper/whiteboards; they trace the number symbol in their workbook and then write it in their workbook.

## Activity 3: Whole class activity

---

- Put the number four number name card on the board.

# four

- Point to the number word (**four**) and read it to the class.
- Ask the class to read the number word with you. Ask a few learners to read the number word for you.
- Learners will begin learning to recognise and read the number word **four**. They should know how to write this word by the **end of Term 1**.

4. **Classwork activity (25 minutes) (See below)**

5. **Homework activity (5 minutes) (See below)**

6. **Reflection on lesson**

## Term 1 Lesson 5: The number 4

---

### Classwork

1. Trace over the number name four and the number symbol 4 to practise the formation. (Learners do this using the number tracing card.)
2. Tear little bits of paper from the magazine/newspaper, and collage the number symbol 4 and the word four in your Mathematics book.
3. Cut out four pictures of the same type of object from the magazine, and paste them next to the collage.

### Homework

1. Write the symbol 4
2. Write the word four
3. Draw four more triangles in each row.

a) $\triangle$	( $\triangle \triangle$ $\triangle \triangle$ )
b) $\triangle \triangle$	( $\triangle \triangle$ $\triangle \triangle \triangle$ )
c) $\triangle \triangle \triangle$	( $\triangle \triangle$ $\triangle \triangle \triangle$ )

## LESSON 6: THE NUMBER 5

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.16 Mental mathematics, 1.3 Number symbols and number names

**Lesson vocabulary:** Number symbol 5 and number name five

**Prior knowledge:**

Learners should have been taught how to:

- Identify, recognise and read number symbols 1 to 10.
- Identify, recognise and read number names one to ten.
- Estimate and then count out **10** objects reliably.

**Concepts:**

- Compare numbers 0 to 5 and say which is *more than* or *less than*
- Practically solve problems using concrete apparatus and pictures, and explain solutions to problems involving addition and subtraction with answers up to five

**Resources:** Number symbol and number name cards (5 five) as suggested in *Lesson 1 Resources*, counting objects, magazines/newspapers, beads

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 17 (pp. 36 and 37)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Ask the learners to give you five objects, such as five counters/five books/five suitcases. Ask the learners to count the objects again, and take note of how the learners are counting the objects. Learners can make the number symbol and the number name using little stones. Learners then trace over their number symbol and number name with a finger. Stress the starting point and direction of writing the symbol and the letters.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. For example:

*Five little cookies in the bakery shop;*

*Shining bright with sugar on the top;*

*Along comes (child's name) with a coin to pay;*

*S/he buys a cookie and takes it away.*

Continue with four, three, two and one...

#### 1.2 Recall and strategies (10 minutes)

Learners stand in rows of five. Ask questions like: **Who is first in the row? Who is second, third, fourth and fifth? Who is last?** Give each learner a bead. Let learners roll the beads together from a straight line starting point. Ask: **Whose bead came first? Whose came second? Whose came last?**

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

---

- You need a handful of objects per group for this activity.
- Place a number of objects on the learners' tables.
- Ask the learners to put out five objects, e.g. **Put out five pencils.**
- Ask: **What can you tell me about the pencils?** (There are five pencils/there is one and one and one and one and one/there are five pencils on the left and none on the right/there are three pencils on the left and two on the right, etc.)
- Ask: **What can you tell me about the number five?** (It is **1 more than 4**, it is **2 more than 3**, it is **3 more than 2**, it is **4 more than 1**, it is **5 more than zero**.)
- Do this with a few examples.

## Activity 2: Learners work in groups

---

- Draw **5** objects on the board.
- Point to the drawn objects and ask: **How many objects can you count?** (5).
- Put the number five symbol card on the board.
- Point to the number symbol, and explain to the learners how we write the number symbol. Stress the starting point and direction when writing the symbol.

# 5

- The learners write the number symbol in the air, on the desk with their fingers and on their scrap paper/whiteboards; they trace the number symbol in their workbook and then write it in their workbook.

## Activity 3: Whole class activity

---

- Put the number five number name card on the board.

# five

- Point to the number word (**five**) and read it to the class.
- Ask the class to read the number word with you. Ask a few learners to read the number word for you.
- Learners will begin learning to recognise and read the number word **five**. They should know how to write this word by the **end of Term 1**.

4. **Classwork activity (25 minutes) (See below)**

5. **Homework activity (5 minutes) (See below)**

6. **Reflection on lesson**

## Term 1 Lesson 6: The number 5















---

### Classwork

1. Draw five pictures of the same type of object.
2. Trace over the number name five and the number symbol 5 to practise the formation. (Learners do this using the number tracing card.)
3. Tear little bits of paper from the magazine/newspaper, and collage the number symbol 5 and the word five in your Mathematics books.

### Homework

1. Write the symbol 5.
2. Write the word five.
3. Colour five shapes in each row.

a)		(   )
b)		(        )
c)		(   )

## LESSON 7: NUMBERS 1 TO 5

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.9 Grouping and sharing leading to division, 1.3 Number symbols and number names

**Lesson vocabulary:** Number symbols 1 to 5 and number names one to five, order, smallest, highest, before, after, between, match

**Prior knowledge:**

Learners should have been taught how to:

- Identify, recognise and read number symbols 1 to 10.
- Identify, recognise and read number names one to ten.

**Concepts:**

- Identify, recognise, read and write number symbols 1 to 5
- Identify, recognise, read and write number names one to five

**Resources:** Strings of 5 beads for each learner, number symbol and number name cards (0–5) counting objects

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 18 (pp. 38 and 39)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Ask the learners to give you an object, such as: one bead, two shapes, three blocks, four Unifix cubes, and five balls. Learners then build the number symbols and number names with counters, stones or any other concrete resource available.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. (Use previous examples.)

#### 1.2 Recall and strategies (10 minutes)

Give each learner **5** beads on a string. Ask the learners to separate some of the beads by using their fingers.

Ask them to explain what they see (**3** beads and **2** beads make **5** beads/**1** bead and **4** beads make **5** beads).

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)



## Activity 1: Learners work in groups

---

- You need a handful of objects per group for this activity.
- Place a number of objects on the learners' tables.
- Ask the learners to put out e.g. one bead, two pencils, three crayons, four counters and five Unifix cubes.
- Ask the learners to then draw one bead, two pencils, three crayons, four counters and five Unifix cubes on their scrap paper/whiteboards
- Point to the learners' drawings and ask: **How many beads, pencils, crayons, counters, Unifix cubes do you count?**

## Activity 2: Learners work in groups

---

- Point to the number symbols 0, 1, 2, 3, 4 and 5, and ask the learners: **What is this number? Can you find/point to one of your drawings that matches this number?**
- Point to the number names zero, one, two, three, four and five. Ask the learners to write the number names in the air, to build the number names with small stones, to write the number names on scrap paper/whiteboards, and to write the number names in their workbooks.
- Ask learners to match the objects or their drawings of objects to each number name.

## Activity 3: Learners work in groups

---

- Give learners number symbol cards 1–5 randomly. Ask learners to place number symbol cards in order from smallest to highest.
- Ask questions such as:
  - **Which number is after 2?**
  - **Which number is before 2?**
  - **Which number is between 2 and 4?**
- Repeat with number names and drawings.

4. **Classwork activity (25 minutes) (See next page)**












5. **Homework activity (5 minutes) (See next page)**

6. **Reflection on lesson**

## Term 1 Lesson 7: Numbers 1 to 5

### Classwork

1. Draw 1 more square in each row:

- a)  (□)
- b)  (□ □)
- c)   (□ □ □)
- d)    (□ □ □ □)
- e)     (□ □ □ □)
















2. Trace the number names (Learners do this using the resource)

one      two      three      four      five

3. Trace the symbols (Learners do this using the resource)
















1      2      3      4      5

4. Circle the correct number

A		(1)	2	3	4	5
B	  	1	2	(3)	4	5
C	    	1	2	3	4	(5)
D	 	1	(2)	3	4	5
E	   	1	2	3	(4)	5

### Homework

Fill in the missing number symbols and number names, and draw the pictures.

a)	1	(one)	
b)	(2)	(two)	 
c)	(3)	three	  
d)	4	(four)	   
e)	(5)	five	    

## LESSON 8: ADDITION UP TO 4

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.7 Addition and subtraction

**Lesson vocabulary:** How many, altogether, and, makes, more than/less than/the same amount as

**Prior knowledge:**

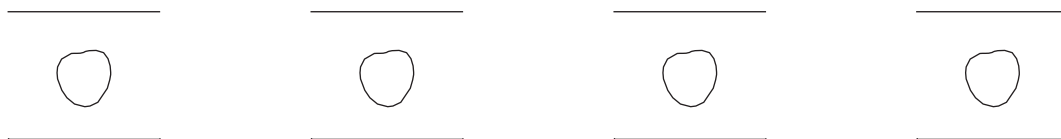
Learners should have been taught how to:

- Use concrete apparatus and physical number ladders to solve addition and subtraction story sums in context.
- Explain own solutions to problems involving addition and subtraction with answers up to 10.

**Concepts:**

- Practically solve problems using concrete apparatus and pictures and explain solutions to problems involving addition and subtraction with answers up to four

**Resources:** Counters, cards (four cards with the same picture on each one, e.g. one apple drawn on each card), small stones



**DBE workbook activities relevant to this lesson:**

- DBE worksheet 15 (pp. 32 and 33)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Learners work with counters in pairs. They arrange counters to find the bonds of 4, e.g.  $\bullet + \bullet\bullet\bullet$ ;  $\bullet\bullet + \bullet\bullet$ ;  $\_ + \bullet\bullet\bullet\bullet$ ;  $\bullet\bullet\bullet + \bullet$  etc.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. Let learners provide suggestions.

#### 1.2 Recall and strategies (10 minutes)

Show learners two pictures of different amounts of objects. Ask learners, **What can you tell me about the pictures?** Learners must count the objects in the pictures and compare them using the words *more than/less than/the same amount as*.

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Whole class activity

---

- You need a handful of stones/other counters per group for this activity.
- Ask learners to place their stones in front of them on their desks. The learners use the stones as you use the cards.
- **Ask the learners to count the stones (four).**
- **Model the counting by holding up the cards.**
- Place one card on the board. Learners put **1** stone in front of them.
- Ask: **How many apples do you see?** (one).
- Add two more apples (cards for the teacher/stones for the learners).
- Ask: **How many apples do you see now?** (three).
- Ask: **How did you get your answer?** (I counted all the stones/I had **one** stone, and then I counted **two** more, which makes **three**.)
- Repeat with other combinations of numbers (e.g. 0 apples + 4 apples = 4 apples).

## Activity 2: Learners work in pairs

---

- Repeat Activity 1, but this time, allow learners to work independently in their pairs without modelling the sum for them. They show each other one sum at a time, taking turns.
- Walk around the class to check that learners can demonstrate how to add pairs of numbers together.
- Encourage learners who seem interested to add number that go beyond 5 but do not force this.
- Ask learners to tell you what they are doing:
- For example (if they are using stones), ••• • (Learners say **three** stones and **one** stone makes **four** stones).
- Ask learners to show you (and each other) as many different sums as they can.

4. **Classwork activity (25 minutes) (See next page)**

5. **Homework activity (5 minutes) (See next page)**

6. **Reflection on lesson**

## Term 1 Lesson 8: Addition up to 4

---

### Classwork

1. Complete the following:

a)	• and ••• makes (4)
b)	•• and (2) makes ••••
c)	• and (3) makes ••••
d)	••• and • makes (4)
e)	••• and (1) makes ••••

2. Draw more counters to make 4.

a)	•	(••••)
b)	•••	(••••)
c)	••	(••••)
d)		(••••)

3. Themba has 2 green apples and 2 red apples. How many apples does he have now?  
(•••• 2 and 2 makes 4)

### Homework

1. How many do you have?

- a) • and •• makes\_ (3)
- b) •• and (1) makes •••
- c) • and • makes (2)
- d) • and (3) makes ••••

# WEEK 4

## LESSON 9: ADDITION UP TO 5

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.16 Mental mathematics, 1.12 Techniques (methods or strategies), 1.13 Addition and subtraction

**Lesson vocabulary:** How many, altogether, and, makes, add

**Prior knowledge:**

Learners should have been taught how to:

- How to add and subtract up to 5 using concrete apparatus and pictures.

**Concepts:**

- Estimate and then count out 5 objects reliably
- Compare numbers 5, and say which is more or less
- Practically solve problems using concrete apparatus and pictures, and explain solutions to problems involving addition and subtraction with answers up to five
- Number bonds to 5

**Resources:** Counters, 1–5 number symbol cards

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 20 (pp. 42 and 43)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Give learners five counters. Ask the learners to show you the following on their tables to revise the meaning of the words *more* and *less*:

Show me <b>1 less than 5 (4 counters)</b>	Place <b>2</b> counters on the table. Show me <b>3 more. (5)</b>
Show me <b>2 less than 5 (3 counters)</b>	Place <b>4</b> counters on the table. Show me <b>1 more. (5)</b>
Show me <b>3 less than 5 (2 counters)</b>	Place <b>3</b> counters on the table. Show me <b>2 more. (5)</b>

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. Let learners suggest rhymes/songs/games.

#### 1.2 Recall and strategies (10 minutes)

Give learners 1–5 number cards. Ask them to choose any two cards. Ask: **What can you tell me about your numbers?** (This number is smaller/this number is bigger/This is **2** more than that number, etc.)

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in pairs

---

- Give each pair of learners 5 counters.
- Write the following numbers on the board: 3, 2, 5, 4, 1.
- Ask the learners to show each other (in their pairs) the number with their counters.
  - 3 (○○○)      2 (○○)      5 (○○○○○)      4 (○○○○)      1 (○)

## Activity 2: Learners work in pairs

---

- Ask: **What can you tell me about the number five?**
- Learners tell each other as many different sums as they can make using 5 as the total. For example:
  - one and four gives us ... (five)
  - two and three gives us ... (five)
  - three and two gives us ... (five)

## Activity 3: Whole class activity

---

- Draw the following on the board  
□ and □□□□ makes □      □□ and □□□ makes □      □□□ and □□ makes □
- Ask the learners what must be written in the box, and learners use their counters to solve the problems.
- Ask learners to explain what they have done (assist by modelling the language in order to introduce the number sentence to the learners).
  - 1 and 4 makes 5      2 and 3 makes 5      3 and 2 makes 5

## Activity 4: Whole class activity

---

- Tell learners to fold their page in half and to throw five counters onto the page.
- Learners must see how many counters land on either side of the fold line and write a sum using the two numbers.
- Learners record what they see as a number sentence on their scrap paper/whiteboards/in their maths exercise book.
  - •••      •••      2 and 3 makes 5
  - •••••      0 and 5 makes 5
  - •••••      •      4 and 1 makes 5
  - •      •••••      1 and 4 makes 5

4. **Classwork activity (25 minutes) (See below)**

5. **Homework activity (5 minutes) (See below)**

6. **Reflection on lesson**

## Term 1 Lesson 9: Addition up to 5

---

### Classwork

1. Count and write how many.

a)  $\begin{array}{c} \bullet \bullet \\ \bullet \bullet \bullet \end{array}$  (5)

b)  $\begin{array}{c} \bullet \bullet \bullet \\ \bullet \bullet \end{array}$  (5)

c)  $\begin{array}{c} \bullet \bullet \bullet \\ \bullet \bullet \end{array}$  (5)

2. Draw one more.

$\begin{array}{c} \bullet \bullet \\ \bullet \bullet \end{array} \left\{ \begin{array}{c} \bullet \bullet \\ \bullet \bullet \bullet \end{array} \right\}$

3. Draw two more.

$\bullet \bullet \bullet (\bullet \bullet \bullet \bullet \bullet)$

4. Draw three more.

$\bullet \bullet (\bullet \bullet \bullet \bullet \bullet)$

5. Write a number sentence for:

a)  $\bullet \bullet \bullet$  and  $\bullet \bullet$  makes  $\underline{\quad}$  (5)      So,  $\underline{\quad}$  (3) and  $\underline{\quad}$  (2) is (5)

b)  $\bullet \bullet$  and  $\bullet \bullet \bullet$  makes  $\underline{\quad}$  (5)      So,  $\underline{\quad}$  (2) and  $\underline{\quad}$  (3) is (5)

c)  $\bullet$  and  $\bullet \bullet \bullet \bullet$  makes  $\underline{\quad}$  (5)      So,  $\underline{\quad}$  (1) and  $\underline{\quad}$  (4) is (5)

6. Solve the following by making a drawing and writing a number sentence

a) Nosisi has 2 green marbles and 3 red marbles.

*How many marbles does she have? (5 marbles  $\bullet \bullet \bullet \bullet \bullet$ )*

c) Nosisi has 1 blue marble and 4 green marbles.

*How many marbles does Nosisi have? (5 marbles  $\bullet \bullet \bullet \bullet \bullet$ )*

### Homework

1. Write a number sentence for:

a)  $\bullet \bullet \bullet \bullet$  and  $\bullet$  makes  $\underline{\quad}$  (5)      So, (4) and (1) makes (5)

b)  $\bullet \bullet \bullet$  and  $\bullet \bullet$  makes  $\underline{\quad}$  (5)      So, (3) and (2) makes (5)



## LESSON 10: COUNTING ON – ADD UP TO 5

### Teacher's notes

**CAPS topics:** 1.1 Count objects, 1.9 Grouping and sharing leading to division, 1.12 Techniques (methods or strategies), 1.13 Addition and subtraction

**Lesson vocabulary:** More than, how many, altogether, and, makes, counting on, addition, more than, the same as

**Prior knowledge:**

Learners should have been taught how to:

- Identify, recognise, read and write the number symbols 1 to 5 and the number names one to five

**Concepts:**

- Use the following techniques when solving addition and subtraction problems and explain solutions to problems: concrete apparatus, number lines
- Practise number bonds 1–5

**Resources:** Counters (2 different colours), number symbol and number name cards (0–5)

**DBE workbook activities relevant to this lesson:**

- N/A

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Doing addition by counting all. Ask: **What is one more than 4?** Learners will count out **4** counters, then count out **1** counter, then count all **5** counters. Do more examples of this. Work towards getting learners to count on instead of counting all.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Introduce learners to numbers by using number rhymes, songs and games. (Use previous examples.)

#### 1.2 Recall and strategies (10 minutes)

Give each learner 1–5 number cards. Ask them to choose one card. Ask questions like, **Can you give me a number that is one more? Can you give me a number that is one less? What can you tell me about this number?** Learners must use the language of *more than*, *less than* and *the same as* and also describe numbers as (e.g.) 5 is 1 more than 4.

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

---

- Place **five** red counters and **five** blue counters on the learners' desks.
- Ask the learners to give you **three** red counters and **two** blue counters.
- Ask learners: **What can you tell me about what you see?** (I counted **3** red counters and then I counted **2** blue counters, and together that makes **5** counters.)
- Encourage learners to count on by telling them to **Count out three counters. Now hold that number in your head, and count on two more** (1, 2, 3 ... 4, 5).
- Model the use of the language of addition by following up with questions like: **So what will 3 and 2 be when we add the numbers together? (3 and 2 makes 5).**
- Do more examples like this. For example take 1 red counter and 4 blue counters or no red counters and 5 blue counters. Talk about the addition sentences that you can make. ( $1 + 4 = 5$ ;  $0 + 5 = 5$  etc.)

## Activity 2: Whole class activity

---

- Draw a number line numbered from 0 to 5 on the floor.
- Ask learners: **Where do you think I should start if I want to count up to 5?** (Learners might say on 1, but show them that you count the steps that you take. This means that when you start on **1** you will step onto **2 after you count 1. To land on 1 when you count you need to start at 0.**) Help learners to understand that you must start counting from zero.
- Ask a few learners to show the counting in steps along the number line on the floor from 0 to 5.
- Ask a learner to stand at 0 on the number line – then to walk 3 steps up to the number 3 and then to walk another 2 steps up to the number 5.
- Ask learners to point to 3 on the number line, and then to count on to five: 4, 5.
- Ask: *What have we shown on the number line?* (That  $3 + 2 = 5$ ).
- Do a few examples like this (using the pairs 1 and 4 and 0 and 5).

4. **Classwork activity (25 minutes) (See next page)**

5. **Homework activity (5 minutes) (See next page)**

6. **Reflection on lesson**

## Term 1 Lesson 10: Counting on – add up to 5

### Classwork

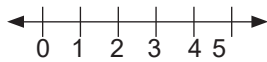
1. Draw more counters to make 5:

- a)  $\square \square \square \square$  1 more ( $\square \square \square \square \square$ )  
b)  $\square \square \square$  2 more ( $\square \square \square \square \square$ )  
c)  $\square \square$  3 more ( $\square \square \square \square \square$ )  
d)  $\square$  4 more ( $\square \square \square \square \square$ )

2. Complete the following:

- a) 2 more than 3 is  $\square$  (5)  
c) 1 more than 4 is  $\square$  (5)

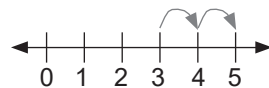
3. Show the number sentence on a number line.



a) 3 more than 2 is  $\square$  (5)



b) 4 more than 1 is  $\square$  (5)



### Homework

Draw the following:

- a) 1 more than 3 is  $\square$  ( $\bullet \bullet \bullet \bullet 4$ )  
b) 2 more than 2 is  $\square$  ( $\bullet \bullet \bullet \bullet 4$ )

# LESSON 11: BREAKING DOWN AND BUILDING UP NUMBERS TO 5

## Teacher's notes

**CAPS topics:** 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.13 Addition and subtraction

**Lesson vocabulary:** Break down numbers, number sentence, number bonds, number facts, addition, subtraction

**Prior knowledge:**

Learners should have been taught how to:

- Add and subtract up to 5 using concrete apparatus, number lines and pictures.
- Practise the bonds up to 5.

**Concepts:**

- Use the following techniques when solving addition and subtraction problems (0–5), and explain solutions to problems: concrete apparatus, number lines
- Practise number bonds to 5

**Resources:** Counters, number symbol cards, beads

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 25 (pp. 54 and 55)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity.

**Remediation:** Practice the concept by first breaking down numbers smaller than five. Give the learners 5 counters. Say: **Show the combinations that will give you an answer of 3 (2 and 1 is 3 etc.). Show the combinations that will give you an answer of 4 (3 and 1 is 4, etc.). Show the combinations that will give you an answer of 5 (4 and 1 is 5 or 1 and 4 is 5, etc.).**

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

## 1. Mental mathematics

### 1.1 Counting (5 minutes)

Learners count from 1–10 using a number board. Learners must point to the numbers as they say them. Ask learners to count on to 10 from different starting points e.g. 3, 7, 5, etc. Learners count from 10–1 using the number board.

### 1.2 Recall and strategies (10 minutes)

Give each learner **five** beads. Ask questions like: **Move one bead to the right. How many are left? If we take another bead to the right, how many do we have on the left? Move three beads to the right, how many are left?**

## 2. Correction/reflection on homework (15 minutes)

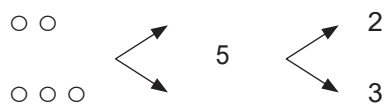
Reflection/remediation based on previous day's work/homework.

## 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

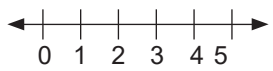
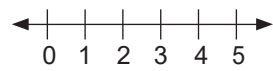
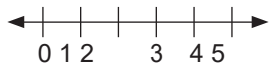
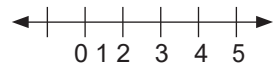
- Give the learners five counters and ask them, **How many different ways can you break the number 5 down?**
  - ○ ○ ○ ○      3 and 2 is 5
  - ○ ○ ○ ○      2 and 3 is 5
  - ○ ○ ○ ○      1 and 2 and 2 is 5, etc.

## Activity 2: Learners work in pairs

- Give them the number cards.
- Ask them to show you all the combinations that will give you five e.g. 1 4, 2 3, 1 2 2, etc.
- Ask the learners to draw the combinations e.g. ○ ○ ○ ○ ○
   


## Activity 3: Whole class activity

- Use counters and number lines to do the following activities with the learners.
- Encourage them to give you as many number sentences as they can, with an answer of five.
- Learners can add pairs of number – for example  $2 + 2 = 4$ .
- Learners can also combine three numbers at a time – for example  $1 + 2 + 2 = 5$ .
- Draw the sums on the board using number lines and counters to demonstrate the addition, especially when more than two numbers are combined.

<b>3 and 2 is 5</b> ○ ○ ○ ○ ○ 	<b>1 and 4 is 5</b> ○ ○ ○ ○ ○ 
<b>1 and 2 and 2 is 5</b> ○ ○ ○ ○ ○ 	<b>3 and 1 and 1 is 5</b> ○ ○ ○ ○ ○ 

- Classwork activity (25 minutes) (See next page)
- Homework activity (5 minutes) (See next page)
- Reflection on lesson

## LESSON 12: ADDITION DOUBLES – 1 TO 5

### Teacher's notes

**CAPS topics:** 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.13 Addition and subtraction

**Lesson vocabulary:** Double, plus, before/after, more than, less than, the same as, in between, number bonds

**Prior knowledge:**

Learners should have been taught how to:

- Build up and break down numbers up to five.
- Practise the bonds up to 5.

**Concepts:**

- Use the following techniques when solving addition and subtraction problems (0–5) and explain solutions to problems: concrete apparatus, number lines
- Practise number bonds to 5

**Resources:** Counters, picture of butterfly, Unifix cube

**DBE workbook activities relevant to this lesson:**

- DBE worksheet 26 (pp. 56 and 57)

**Assessment:** Refer to the tracker for today's formal/informal oral, practical or written assessment activity..

**Remediation:** Give the learners Unifix cubes or counters. Tell them to show you **2**. Tell them to double it. Tell them, **We can say 2 and 2 is 4 or double 2 is 4**. Show this on a number line. Do the same with double 1.

**Enrichment:** See enrichment activity cards – learners can use any cards from the back of this book.

### 1. Mental mathematics

#### 1.1 Counting (5 minutes)

Learners count from 1–10 using a number board. Learners must point to the numbers as they say them.

Ask learners to count on to 10 from different starting points e.g. 3, 7, 5, etc. Learners count from 10–1 using the number board.

#### 1.2 Recall and strategies (10 minutes)

Point to a number on the number board, and ask learners to tell you what number comes before/after it. In the same way, develop the language of *more than* (point to a number that is more than 4), *less than* (point to a number that is less than 3), *the same as* (point to a number that is the same as 1 and 2 added together) and *in between* (point to the number that is in between 3 and 5), etc.

### 2. Correction/reflection on homework (15 minutes)

Reflection/remediation based on previous day's work/homework.

### 3. Lesson content – concept development (30 minutes)

## Activity 1: Learners work in groups

---

- Ask learners to put out **one** counter.
- Ask: **What do you see?** (**one** counter).
- Ask learners to put out another counter.
- Ask: **What do you see now?** (**two** counters/**1** and **1** makes **2**).
- Put the counters together again to start a new display.
- Ask learners to put out **two** counters.
- Ask: **What do you see?** (**two** counters).
- Ask learners to put out another **two** counters.
- Ask: **What do you see now?** (**4** counters/**2** and **2** makes **4**).
- Ask learners what they noticed in the two activities that were done. (We added the same number of counters each time.)
- Explain to learners that *double* means two of the same thing (e.g. twin learners).
- Put the counters together again to start a new display.
- Now ask learners to put down **one** counter and then another **one** and say: **Double 1 is...**
- Learners put down **two** counters and then another **two** and say: **Double 2 is...**

## Activity 2: Whole class activity

---

- Ask the learners to draw one dot, then double it and say, **Double 1 is 2.**
- Ask the learners to draw two dots, then double them and say, **Double 2 is 4.**

4. **Classwork activity (25 minutes) (See next page)**

5. **Homework activity (5 minutes) (See next page)**

6. **Reflection on lesson**

## Term 1 Lesson 40: Telling time

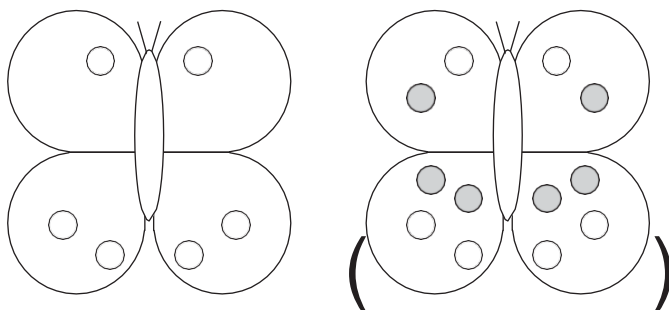
## Term 1 Lesson 12: Addition doubles – 1 to 5

### Classwork

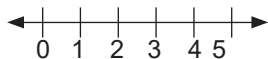
1. Complete the following by drawing the counters and filling in the numbers.

- a) Double 1 is  $\square$  (2)       $\square$  (1) plus  $\square$  (1) is  $\square$  (2)      (○ ○)  
 b) Double 2 is  $\square$  (4)       $\square$  (2) plus  $\square$  (2) is  $\square$  (4)      (○ ○ ○ ○)

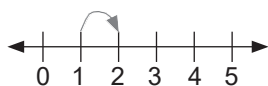
2. Double the dots on the wings.



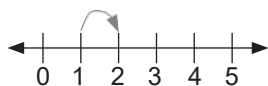
3. Show the following on the number lines.



a) Double 1 is 2



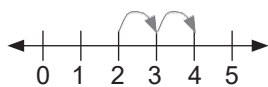
b)  $1 + 1 = 2$



c) Double 2 is 4



d)  $2 + 2 = 4$



### Homework

1. Draw a butterfly in your homework book.

- a) Draw 2 dots on one of the top wings and 1 dot on one of the bottom wings.  
 b) Now double the dots.

2. Draw another butterfly.

- a) Draw 1 dot on one of the top wings and 2 dots on one of the bottom wings.  
 b) Now double the dots.

