MATHEMATICS

GRADE 4 TERM 4

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.

2021

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CONTENTS

ABOUT THE PLANNER AND TRACKER

This 2021 Revised Recovery Curriculum and Assessment Planner and Tracker 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) 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 an 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.

PURPOSE OF PLANNER AND TRACKER

1) To mediate the amendments of the trimmed and re-organised 2021 Annual Teaching Plan including School-Based Assessments for Mathematics Grade 4.
2) To ensure that meaningful teaching continues during the remaining teaching time as per the school calendar for TERM 4.
3) To assist teachers with guided pacing and sequencing of curriculum content and assessment.
4) To enable teachers to cover the core skills and knowledge in each grade within the available time.
5) To assist teachers with planning for the different forms of assessment.
6) To ensure learners are adequately prepared for the subsequent year/s in terms of skills, knowledge, attitudes and values.

PREAMBLE

It must be emphasized that term 1, term 2 and term 3 content coverage by teachers were impacted by COVID-19. Schools were particularly disrupted by the fact that learners only attended school for 50% of the time and had to endure variations of the rotation system implemented in the schools. Disruption in schools has also meant disruption in different forms of assessment, so it has been hard to fully pin down exactly how much the school closures and transitions in and out of virtual learning have affected students' mathematical learning, but the evidence so far doesn't bode well.

Curriculum coverage in term 1, 2 and 3, must be viewed and implemented in term 4, in the light of some contextual realities that includes the following:

1) 2020 was an abnormal year in terms of content coverage. Learners have progressed to a higher grade level without learning all the core skills required for that grade.
2) Some learners were not in school for most of 2020 and perhaps part of 2021.
3) Mathematics is almost always formally learned at school. Many of our parents are often less well-equipped to help their children with mathematics, at a time when parent support can be even more crucial to student progress. This means that the burden falls directly on our teachers.

4) Broader stress and trauma related to the pandemic may worsen existing mathematics anxiety in some students, and mathematics anxiety can exacerbate students' other stress while in class.

Awareness of the above challenges and the consequent assumptions that emerge out of it, is crucial for the implementation of the Revised ATPs emphasizing the recovery of skills not yet mastered in mathematics. This Planner and Tracker is in alignment with the theme of recovery of skills not learnt and covers the following:

1) aims to ensure that the critical skills, knowledge, values and attitudes outlined in the ATPs are covered over this time period.
2) Curriculum Reorganisation and Trimming for this term purports to reduce the envisaged curriculum to manageable core content , skills, knowledge, attitudes and values to enhance deep and meaningful learning.
3) Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning.
4) The Planner and Tracker clearly define the core knowledge, skills, attitude to be taught and assessed more specifically to guide and support teachers.
5) It also aligns curriculum content and assessment to the available teaching time. Entrench assessment for learning as a Pedagogical Approach to address the learning losses.
6) Be used as planning tool to inform instruction during the remaining school terms.

ADJUSTED SCHOOL CALENDAR

SCHOOL TERMS	DATES	TEACHING DAYS
Term 1	15 February - 23 April	50(10 weeks)
Term 2	3 May – 9 July	50(10 weeks)
Term 3	26 July – 01 October	50(10 weeks)
Term 4	**11 Oct - 15 Dec**	**48(10 weeks)**

NOTES:

- TEACHING APPROACH in this term assumes that ALL learners are attending schools and the Rotation system may not be implemented meaning that schools may implement normal timetable.
- NECT TERM 4 Planner and Tracker has 48 teaching and learning days, of which 15 days are used for formative and summative Assessment days.
- NECT Term 4 Planner and Tracker focuses on Deep learning through assessment for learning - There is no time for assessment that does not inform the way forward. Teachers should consolidate, revise and remediate through error analysis that leads to skills mastery.

MANAGING TIME ALLOCATED IN THE TRACKER

- The tracker for each term contains details of work to be covered over 60 lessons per term, six per week for ten weeks.
- The CAPS prescribes **six hours** of Mathematics per week in Grade 4.
- Each school will organise its timetable differently, so the programme of lessons is based on work in the Learner's Book and DBE workbook, which should take just over an hour per day to complete.

- You might have to divide the sessions in the programme slightly differently to accommodate the length of the lessons at your school.
- Depending on the pace at which your learners work, and how much support is needed,
- you might also have to supplement the set activities by using other resources to ensure that the full six hours allocated to teaching Mathematics is used constructively.
- The breakdown of work to be done each week corresponds to the 'annual teaching plan and programme of assessment' drawn up by the Provincial Department of Education; however, the tracker gives a more detailed outline of what should be taught each day.
- This tracker is designed for a term that is 10 weeks long.
- In most weeks, one lesson is set aside for you to catch up on work not done in the previous five lessons, or to provide remedial support or enrichment.
- The formal teaching programme, the project, some revision, and the term test should be completed by the end of Week 9.

REMEMBER: The teacher should employ group teaching based on principles of differentiation – cater for the needs of every learner by making sure every learner masters the fundamental skills in mathematics. The teacher is also mindful to plan well for effective assessment for learning to inform the remediation and teaching, through the skills mastery approach applied in this Planner and Tracker.

LINKS TO THE DBE WORKBOOKS

The tracker gives links to worksheets in the DBE workbooks relevant to the content described for each day. The worksheets are referred to by worksheet number and page number. These workbooks should be used in conjunction with the Learner's Book activities. You should review the suggested worksheets before each lesson and decide how best to use them – for teaching, revision, extension or consolidation, in class or for homework.

TEACHING TIME

Since there are 6 hours allocated for Mathematics per week, the following is a suggested plan for daily lessons.

WEEK: 6 hours	
Consolidation of Concepts – skills mastery and other New Concept – class activity	 10 min 50 min

CONTENT COVERAGE

TERM 4	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days:	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 3 days
Hours per week	5 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs.	6 hrs	3 hrs.
Hours per topic	9 hrs.		6 hrs.	12 hrs.		6 hrs.		6 hrs.	6 hrs	3 hrs.
Topics, concepts and skills	PERIMETER AND AREA **Perimeter** • Measure perimeter using rulers or measuring tapes **Measurement of area** • Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units		CAPACITY/VOLUME **Practical Measuring** • Estimate and practically measure 3-D objects using measuring instruments such as: – measuring spoons – measuring cups, – measuring jugs • Record, compare and order capacity and volume of 3D objects in millilitres (ml) and litres (l) **Calculations and problem- solving** • Solve problems in contexts involving capacity/volume • Convert between millilitres and litres limited to examples with whole numbers and fractions	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT **NUMBER SENTENCES** • Write number sentences to describe problem situations **SOLVING PROBLEMS** • Solve problems in contexts involving whole numbers and fractions, including: – financial contexts – measurement contexts – fractions, including grouping and equal sharing – comparing two or more quantities of the same kind (ratio) – comparing two quantities of different kinds (rate)		REVISION	REVISION		FORMAL ASSESSMENT TASK **TEST** All Term 3 and Term 4 topics	FORMAL ASSESSMENT TASK **TEST** All Term 3 and Term 4 topics

CORE QUESTIONS	DID ALL LEARNERS MASTER TERM 1 and 2 SKILLS?	DID ALL LEARNERS MASTER TERM 3 SKILLS?	NEW CONCEPTS/CONTENT

RECOMMEN-DATION	1. Implement at least two Skills Mastery (SM) formative assessments every week. 2. Consolidation of Concepts – 10 minutes – twice a week apply 5-item SM assessments. 3. Teacher – can use SM as individual, pair, small group, or whole class activity. 4. Aim – to consolidate, remediate and work towards mastery. 5. Record – monitor learners who have learning gaps in the REFLECTION section of the Tracker	NEW CONCEPTS/CONTENT

WEEKLY PLANNER AND TRACKER

RECOMMENDATION

BASELINE TERM 4: Implement DBE Baseline assessments or see exemplar in Planner and Tracker or any similar diagnostic – Based on term 1, 2 and 3 core skills. Teachers are encouraged to use the exemplar, based on what content they have completed. Meaning teachers can select different items in the diagnostic for their purposes.

WHEN: Day 1, allow learners to complete individually and/or work with ability groups based on your classroom context. Day 2 is set aside for remediation purposes.

NUMBER OF ITEMS: Grade 4 = 20 items – depending on your context and ability groups

ITEM BANK: Items can also be drawn from previous:

1) BASELINE/READINESS assessment, 2) Assessment Resources in this TRACKER or 3) the DBE Item Bank and 4) PREPARATION: Test, Marking Guideline/s, Marksheet and apparatus.

11 – 15 October 2021

Week 1					
Lesson	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
1		Baseline: (Revision, consolidation of term 1,2 & 3 skills)			
2		Baseline: Remediation – error analysis			
3	PERIMETER AND AREA Perimeter: Measure perimeter using rulers or measuring tapes	Find perimeters	Bk 2 No. 127 (pp.146 & 147)		
4	PERIMETER AND AREA Measurement of area: Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units	Find areas of regular and irregular shapes	Bk 2 No. 128 (pp. 148)		
5	PERIMETER AND AREA Measurement of area: Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units	Find areas of regular and irregular shapes	Bk 2 No. 128 (pp. 149)		
6	PERIMETER AND AREA Measurement of area: Find areas of regular and irregular shapes by counting squares on grids in order to develop an understanding of square units	Find areas of regular and irregular shapes counting squares	Bk 2 No. 129 (pp. 150)		

Notes for the teacher.

1. The Baseline Assessment can be administered one-on one or to a group of at least 5 learners at a time – it is an assessment FOR learning.
2. The onus is on the teacher to prepare substantial activities for the rest of the learners while the Baseline Assessment is being administered.
3. Prepare well - study the Baseline Assessment i.e. familiarise yourself with the apparatus and templates that must be used.

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Find perimeters • Find areas of regular & irregular shapes • Find area by counting squares	What will you change next time? Why?
	Struggling Learners Names:
	HOD: **Date:**

18 - 22 October 2021

Week 2					
Lesson	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**

7	PERIMETER AND AREA Perimeter: Measure perimeter using rulers or measuring tapes	Find perimeters	Bk 2 No. 129 (pp. 151)		
8	CAPACITY/VOLUME Practical Measuring Estimate and practically measure 3-D objects using measuring instruments such as:– measuring spoons– measuring cups,– measuring jugs Record, compare and order capacity and volume of 3D objects in (ml) and litres (l)	Finding volume counting cubes	Bk 2 No. 130 (pp. 152 & 153)		
9	CAPACITY/VOLUME Practical Measuring Estimate and practically measure 3-D objects using measuring instruments such as:– measuring spoons– measuring cups,– measuring jugs Record, compare and order capacity and volume of 3D objects in (ml) and litres (l)	Finding volume counting cubes	Bk 2 No. 131 (pp. 154 & 155)		
10	CAPACITY/VOLUME Practical Measuring Estimate and practically measure 3-D objects using measuring instruments such as:– measuring spoons– measuring cups,– measuring jugs Record, compare and order capacity and volume of 3D objects in (ml) and litres (l)	Finding volume counting cubes	Bk 2 No. 132 (pp. 156 & 157)		
11	CAPACITY/VOLUME Practical Measuring Estimate and practically measure 3-D objects using measuring instruments such as:– measuring spoons– measuring cups,– measuring jugs Record, compare and order capacity and volume of 3D objects in (ml) and litres (l)	Estimate capacity Measure capacity using spoons, cups, jugs	Bk 2 No. 65 (pp. 2 & 3)		
12	Assessment Activity: Consolidate and revise – assess learners fraction understanding, remediate for understanding – use SM Activities				

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Find perimeters • Find volume by counting cubes • Estimate capacity • Measure capacity using spoons, cups and jugs	What will you change next time? Why? **Struggling Learners Names?**
	HOD: **Date:**

25 – 29 October 2021

Week 3					
Lesson	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
13	CAPACITY/VOLUME Practical Measuring Estimate and practically measure 3-D objects using measuring instruments such as:– measuring spoons– measuring cups,– measuring jugs Record, compare and order capacity and volume of 3D objects in (ml) and litres (l)	Estimate capacity Measure and compare capacity and volume	Bk 2 No. 66a (pp. 4 & 5)		
14	CAPACITY/VOLUME Practical Measuring Estimate and practically measure 3-D objects using measuring instruments such as:– measuring spoons– measuring cups,– measuring jugs Record, compare and order capacity and volume of 3D objects in (ml) and litres (l)	Estimate capacity Measure and compare capacity and volume Identifying appropriate measuring units	Bk 2 No. 66b (pp. 6 & 7)		
15	CAPACITY/VOLUME Calculations and problem- solving Solve problems in contexts involving capacity/volume Convert between millilitres and litres limited to examples with whole numbers and fractions	Finding capacity in real contexts Converting litres to millilitres	Bk 2 No 67a (pp. 8 & 9)		
16	CAPACITY/VOLUME Calculations and problem- solving Solve problems in contexts involving capacity/volume Convert between millilitres and litres limited to examples with whole numbers and fractions	Solving capacity problems in real contexts	Bk 2 No 67b (pp. 10 & 11)		
17	CAPACITY/VOLUME Calculations and problem- solving Solve problems in contexts involving capacity/volume Convert between millilitres and litres limited to examples with whole numbers and fractions	Solving capacity problems using fractions	Bk 2 No 68 (pp. 12 & 13)		
18	Assessment Activity: Consolidate and revise – assess learners fraction understanding, remediate for understanding – use SM Activities				
Reflection					

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO:	What will you change next time? Why?
• Estimate capacity • Measure capacity • Compare capacity and volume • Identify appropriate measuring units • Calculate capacity in real contexts • Converting from litres to ml and vice versa • Solve capacity problems using fractions	**Struggling Learners names:**
	HOD: **Date:**

1 – 5 November 2021

Week 4					
Day	**ATP Content**	**CAPS content, concepts, skills**	**DBE workbook**	**Resources**	**Date**
19	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES Write number sentences to describe problem situations	Finding number sentences	Bk 1 No. 6a (pp. 14 & 15) No. 6b (pp. 16 & 17)		
20	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES Write number sentences to describe problem situations	Finding number sentences using properties of maths	Bk 1 No. 29 (pp. 84 & 85 No. 30b (pp. 88 & 89)		
21	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)	Solve fraction problems in a variety of contexts	Bk 2 No 75 (pp. 26 & 27) No. 122 (pp. 136 & 137)		
22	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)	Using a budget to solve money problems	Bk 2 No 97 (pp. 76 & 77)		
23	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES	Solving problems with measuring contexts	Bk 2 No. 112 (pp. 114 & 115)		

	SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)				
24	Assessment Activity: Consolidate and revise – assess learners fraction understanding, remediate for understanding – use SM Activities				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Write down number sentences • Finding number sentences using properties of maths • Solve fraction problems in a variety of contexts • Using a budget to solve money problems • Solving problems with measuring contexts	What will you change next time? Why? **Struggling Learners Names**: **HOD:** **Date:**

8 – 12 October 2021

Week 5					
Day	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
25	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)	Using grouping and sharing to solve problems	Bk 1 No. 59 (pp. 152 & 153) Bk 2 No 124 (pp. 140 & 141)		
26	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)	Using ratios and division to solve money problems	Bk 2 No 126 (pp. 144 & 145)		

27	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)	Using ratios and division to solve money problems	Bk 2 No 142 (pp. 176 & 177)		
28	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)	Solving problems in context	Bk 1 No 58 (pp. 150 & 151)		
29	USE ALL FOUR BASIC OPERATIONS TO SOLVE PROBLEMS IN CONTEXT NUMBER SENTENCES SOLVING PROBLEMS- Solve problems in contexts involving whole numbers and fractions, including:– financial contexts– measurement contexts– fractions, including grouping and equal sharing– comparing two or more quantities of the same kind (ratio)– comparing two quantities of different kinds (rate)	Using rate and ratio to solve problems	Bk 1 No 60 (pp. 154 & 155) No. 61 (pp. 156 & 157)		
30	Complete and consolidate the week's assessment and work. **FORMAL ASSESSMENT- PROJECT**				

Reflection

DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Using grouping and sharing to solve problems • Using ratios and division to solve money problems • Using ratios and division to solve money problems • Solving problems in context • Using rate and ratio to solve problems	What will you change next time? Why? **Struggling Learner names:** **HOD:** **Date:**

15 – 19 November 2021

Week 6					
Day	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
31	Consolidation assessment 1				
32	Remediation				
33	Skills Mastery assessments 11 and 12				
34	Consolidation assessment 2				
35	Remediation				
36	Assessment activity: remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? ARE THEY ABLE TO: • Order lengths of different sizes • Calculate distances in km • Solve time problems • Identify and name polygons • Draw 2-D shapes	What will you change next time? Why? **Struggling Learners Names:** **HOD:** **Date:**

22 – 26 November 2021

Week 7					
Day	**ATP Content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
37	Consolidation assessment 3				
38	Remediation				
39	Skills Mastery assessments – selected items from term 3				
40	Consolidation assessment 4				
41	Remediation				
42	Assessment activity: remediation of concepts which some learners have not fully understood and enrichment cards for the learners who are on track				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? WHAT ARE THEY ABLE TO MASTER:	What will you change next time? Why? **Struggling Learners Names:**

	HOD: **Date:**

29 November – 3 December 2021

Week 8					
Day	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
43	Revision and consolidation				
44	Revision and consolidation				
45	Revision and consolidation				
46	Revision and consolidation				
47	Revision and consolidation				
48	Revision and consolidation				

Reflection	
DID ALL THE LEARNERS LEARN THE WEEKLY SKILLS? WHAT SKILLS ARE THEY ABLE TO MASTER:	What will you change next time? Why? Struggling Learners Names:
	HOD: **Date:**

6 – 10 December 2021

Week 9					
Day	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
49	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
50	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
51	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
52	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
53	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
54	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				

Reflection	
	What will you change next time? Why?
	HOD: **Date:**

13 – 15 December 2021 (three day week)

Week 10					
Day	**ATP content**	**concepts, skills**	**DBE workbook**	**Resources**	**Date**
55	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
56	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
57	FORMAL ASSESSMENT TASK TEST – term 3 and 4 concepts				
58					
59					
60					

Reflection	
Identify some skills that need revising during the next term in 2022	What will you change next time? Why? **Struggling Learners Names:**

ASSESSMENT RATIONALE AND RESOURCES

Assessment Term Plan

The assessment term plan gives an overview of

1) how the formal and informal assessment programme fits into the weekly lesson plans.
2) How the skills mastery assessments fit into the weekly lesson plans

Note:

- There is one FORMAL Assessment tasks: 1) Test.
- NOTE: SBA weighs 80% and Term 4 Test weighs 20%
- The Skills mastery assessments – aimed at consolidating, revising and remediating skills already covered this year - are added at the end of the document.
- FOUR Consolidating assessments have been included for teachers to use during the end of term two-week REVISION PROGRAMME.

Written assessment tasks are to be selected and marked by teachers in appropriate lessons according to the lesson plans. Teachers may wish to group the items or use them individually.

Week	**Skills Mastery Activities (Tuesdays and Thursdays)**	**Formative Assessment Activities: Aimed to enhance Revision Programme**

1	Baseline Assessment	Baseline Assessment
2	**Tuesday** Skills mastery Assessment 1 **Thursday** Skills mastery Assessment 2	
3	**Tuesday** Skills mastery Assessment 3 **Thursday** Skills mastery Assessment 4	
4	**Tuesday** Skills mastery Assessment 5 **Thursday** Skills mastery Assessment 6	
5	**Tuesday** Skills mastery Assessment 7 **Thursday** Skills mastery Assessment 8	
6	**Lesson 3** Skills mastery Assessment 9 Skills mastery Assessment 10	**Lesson 1 and 2:** Consolidation Assessment 1 plus Remediation **Lesson 4 and 5:** Consolidation Assessment 2 plus Remediation
7	**Lesson 3** Skills mastery Assessment 11 Skills mastery Assessment 12	**Lesson 1 and 2:** Consolidation Assessment 1 plus Remediation **Lesson 4 and 5:** Consolidation Assessment 2 plus Remediation
8		TEACHERS REVISION PROGRAMME
9		FORMAL ASSESSMENT TASK – Test
10		**FORMAL ASSESSMENT TASK – Test**

Exemplar Written Baseline Assessment ITEMS with marking memos.

The exemplar items can be used as a baseline diagnostic pre-assessment, but can be used, later in the term, as a post-assessment to monitor learning.

The skills mastery items can be used as a secondary formative assessment, both to monitor progress in learning skills and mastery of skills. For example, the teacher can select 5 items from the first three Skills Mastery Assessments (a selection from 15 items) and use it for end of week assessments. End-of-week days have been planned for this purpose, as well as for consolidating the learning of the week's content.

- Written formative assessments is to be done in addition to oral and practical assessment to carry out meaningful continuous assessment throughout the term, aimed at learning skills
- You need to plan when you will do a written assessment. We suggest you do it at the end-of week.

- The questions provided in the exemplar and Skills Mastery Assessments are taken from past written assessment papers and assessments generally, that were previously in the lesson plans. We suggest you use selected items as smaller written assessment tasks. This aligns better with the curriculum objective of continuous assessment.
- There is one lesson "slot" per week that is assigned for you to catch up or consolidate the lesson plan content covered in the week's lessons. This lesson should also be used for the purpose of carrying out written assessment tasks or to complete oral or practical tasks for that week.

ITEM BANK FOR BASELINE: EXEMPLAR

Surname:		
Name:	**Boy** **Girl**	
Date of birth	**Date:** _____	_____ **30**

INSTRUCTIONS TO LEARNERS:

1. Time: 30 minutes.
2. Answer all the questions.
3. Write neatly and show all your calculations.
4. No calculators may be used.

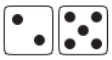
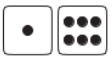
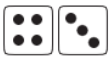
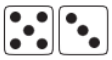
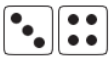
SECTION A

Question 1

MULTIPLE CHOICE

Circle the letter of the correct answer.

1.1 Which pair of dice does not fit with the others? (1)

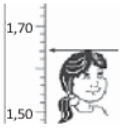
A.  B.  C.  D.  E. 

1.2 How many white tiles are there on a chessboard?

(1)

A. 64 B. 32 C. 24 D. 56 E. 72

1.3 How tall is Jackie?



(1)

A. 1,64 cm B. 1,57 cm C. 1,73 cm D. 1,62 c m E. 1,67 cm

1.4 This analogue clock shows the time at night. What will a digital clock show for the same time? (1)

A. 10:02 B. 10:10 C. 10:12 D. 22:02 E. 22:10

SECTION B

Question 1

1.1 Write these numbers in order from the biggest to the smallest: (1)

6 021 6 201 6 001 6 012 6 120 6 010

_____

1.2 What is the place value of the underlined digit in 1**3**425? (1)

_____

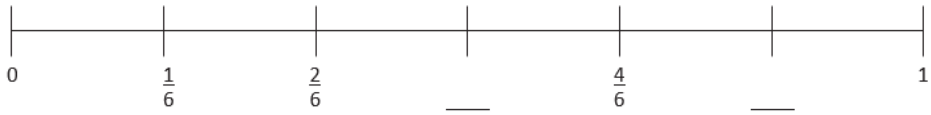
1.3 Round 9 021 off to the nearest 100. (1)

_____

Question 2

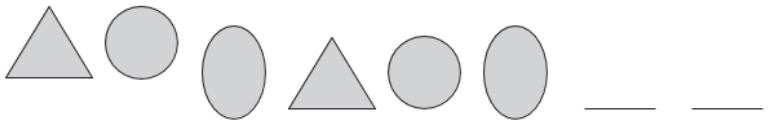
2.1 Complete the patterns: (1)

a.



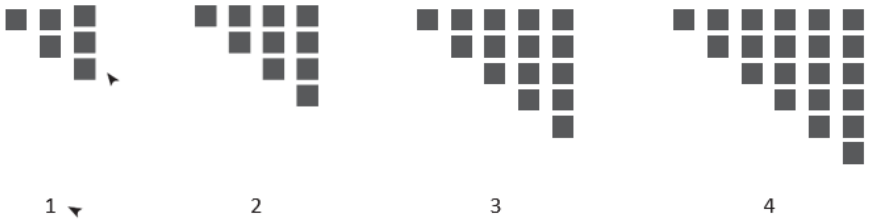
b. 39; 44; 49; ____; ____ (1)

c.



(1)

e. Look at the pattern of the squares below:

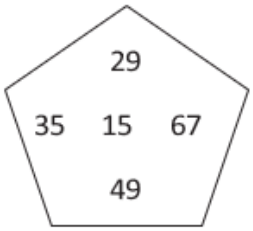


1 2 3 4

Now complete the table. (2)

Pattern number	1	2	3	4	5	6
Number of squares	6	10	15	21		

2.2 Circle the multiples of 7 in the pentagon. (1)



Question 3

Calculate using any method. You must show all your steps in your calculations.

a. 4 749 + 4 687 (2)	b. 4 458 – 766 (2)
c. 79 × 26 (3)	d. 347 ÷ 5 (3)

Question 4

Use the fraction wall to help you.

1 whole									
$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$			
$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$
$\frac{1}{5}$		$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$		
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$
$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$
$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$
$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$
$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$

4.1 Fill in <, > or =

a. $\frac{3}{8}$ _____ $\frac{1}{4}$ (1)

b. $\frac{5}{8}$ _____ $\frac{3}{5}$ (1)

4.2 Work out the answer: (1)

$\frac{1}{6} + \frac{2}{6} + \frac{1}{6} =$ _____

4.3 Complete the fraction:

$\frac{4}{8} = \frac{\square}{2}$ (1)

SOLUTIONS AND MEMORANDUM

Note: The last column in the memorandum shows the cognitive level for each question in the test.

The levels are:

K: Knowledge: straight recall; use of mathematical facts and vocabulary; rounding off

RP: Routine procedure: perform well-known procedures; simple applications

C: Complex procedure: problems involving complex calculations and/or higher order reasoning

P: Problem solving non-routine problems: higher order understanding and processes.

More information about these levels can be found in the CAPS (p. 296).

Expected answer		Marks	Content area	Cognitive level
SECTION A				
Question 1				
1.1	D ✓	1 mark each **(5)**	1	K
1.2	B ✓		1	C
1.3	A ✓		4	RP
1.4	E ✓		4	C
			4	P
SECTION B				
Question 1				
1.1	6 201, 6 120, 6 021, 6 012, 6 010, 6 001 ✓	1 mark each **(3)**	1	K
1.2	3 000 ✓		1	K
			1	K
Question 2				
2.1 a	$\frac{3}{6}, \frac{5}{6}$ ✓	1 mark for getting both correct or no mark **(1)**	1	K
2.1 b	54; 59 ✓	1 mark for getting both correct or no mark **(1)**	2	RP
2.1 c	 ✓	1 mark for getting both correct or no mark **(1)**	2	RP
2.1 d	24 ✓	1 mark for the correct answer **(1)**	2	C
2.1 e	28 squares in pattern 5 ✓ 36 squares in pattern 6 ✓	1 mark each **(2)**	2	C
2.2	35; 49 ✓	1 mark for getting both correct or no mark **(1)**	1	K

Question 3				
a	(4 000 + 700 + 40 + 9) + (4 000 + 600 + 80 + 7) = (4 000 + 4 000) + (700 + 600) + (40 + 80) + (9 + 7) ✓ = 8 000 + 1 300 + 120 + 16 = 9 436 ✓	1 mark for working out and 1 mark for the correct answer **(2)** **Please note that other strategies can be used**	1	RP

Expected answer		Marks	Content area	Cognitive level
b	$\begin{array}{r} {}^{3}4\,{}^{1}\cancel{5}\cancel{8} \\ -\ 766 \\ \hline 3\,692 \end{array}$ ✓✓	1 mark for working out and 1 mark for the correct answer **(2)** **Please note that other strategies can be used**	1	RP
c	(70 + 9) × 26 = (70 × 26) + (9 × 26) ✓ = (70 × 20) + 70 × 6) + (9 × 20) + (9 × 6) = 1 400 + 420 + 180 + 54 = 1 820 + 234 ✓ = 2 054 ✓	2 marks for working out and 1 mark for the correct answer **(3)** **Please note that other strategies can be used**	1	RP
d	347 ÷ 5 = (300 ÷ 5) + (40 ÷ 5) + (7 ÷ 5) ✓ = 60 + 8 + 1 rem. 2 ✓ = 69 rem. 2 ✓	2 marks for working out and 1 mark for the correct answer **(3)** **Please note that other strategies can be used**	1	RP

Question 4				
4.1 a	> ✓	1 mark each **(4)**	1	RP
4.1 b	> ✓		1	RP
4.2	$\frac{4}{6}$ ✓		1	RP
4.3	$\frac{1}{2}$ ✓		1	RP

SKILLS MASTERY ASSESSMENTS

Rationale

- A Skills Mastery Assessment (SMA) is one in which there is an iterative revisiting of skills, topics, subjects or themes throughout the year.
- SMA is not simply the repetition of a topic taught. It requires the deepening of it, with each successive encounter building on the previous one.
- SMA is critical in today's educational environment, especially in mathematics, where we must consistently give our learners the opportunity to revisit and practice skills they have already learned aimed at mastery.
- The traditional practice is to incorporate consolidating, revising or reviewing, through homework, morning work, small group instruction, and even after school math classes. Through SMA we are going to continuously review skills and concepts with our students.
- It makes sense that we would continue to assess their understanding on those same skills by changing the context of the question using C-P-A-W (Concrete – Pictorial – Abstract -Worded)

- When we first teach and assess a skill, many of our students have yet to master it. By incorporating a SMA activity into your classroom, you are providing your students with the opportunity to demonstrate their growth and understanding on a regular basis.
- These regular SMAs help you see where your students are always struggling. You can use the results to guide your small group instruction and customize your lessons and activities to meet the needs of your students, not just the covering of curriculum.

Implementation

- In every lesson plan there are 10 minutes set aside for consolidation and revision, meaning one could apply SMA every day for 10 minutes, before teaching a new concept for that day.
- Each SMA is using a five-item design to ensure teachers can complete it in 10 minutes.
- As a minimum, this Planner and Tracker, recommends the use of Tuesdays and Fridays, but teachers could use every day.
- Each Tuesday and Thursday you are encouraged to take 10 minutes and give a SMA to the whole class, or groups. Learners should be able to take about 5 minutes to complete – then the teacher must remediate by addressing errors, misconceptions and misunderstandings.
- Teachers could also use the data from the SMA to help plan small group lessons for the next week.
- Teachers could also pull different students for different skills until the teacher felt confident that the learners were more confident in their responses. Then next week, repeat….new set of SMAs, similar skills being assessed, new data for small group instruction.
- These daily SMAs should be seen as a progress monitoring tool as well. This will prove to be effective in letting teachers know how their most struggling students are progressing.

SKILLS MASTERY SKILLS PER 5-ITEM ASSESSMENT

SM Assessment 1	**Word names for numbers** **Addition: fill in the missing digits** **Multiply a two-digit number by a larger number: complete the missing steps**
SM Assessment 2	**Write numbers in order from smallest to biggest** **Understand kilograms/converting** **Counting large numbers** **Word sum** **Identify which fraction is biggest**
SM Assessment 3	**Odd numbers – identify through objects** **Identify digital time and analogue time.** **Rounding off to the nearest 100** **Numbers divisible by 1, 2, 3, 4, 5, 6** **Symmetry**
SM Assessment 4	**Write an addition sum to match the picture** **Add and subtract Fractions** **Decimals – number line**

	Multiples of 7 **Number patterns – Growing pattern**
SM Assessment 5	**Add and subtract whole numbers up to millions** **Estimate metric measurement** **Geometric pattern**
SM Assessment 6	**Length – measure an object** **Covert cm/mm** **Identify the 3D object** **Symmetry** **Write in digital time.**
SM Assessment 7	**Complete the addition or subtraction sentence** **Choose numbers with a particular sum** **Subtraction patterns over increasing place values** **Find the next shape in a repeating pattern** **Find start and end times** **Fill in bigger >, smaller < or equal =**
SM Assessment 8	**Fill in the missing number** **Multiples of 7** **Fill in bigger >, smaller < or equal =**
SM Assessment 9	**Properties of division** **Add, subtract, multiply or divide two whole numbers** **3D objects** **Fraction wall**
SM Assessment 10	**Multiply whole numbers using number lines** **Identify number lines and answer the questions** **Division** **Shapes**
SM Assessment 11	**Multiply whole numbers** **Multiply whole numbers using number lines** **Addition patterns over increasing place values**
SM Assessment 12	**Mass and Capacity** **Nets of three-dimensional figures** **Complete the addition or subtraction sentence**

SKILLS MASTERY EXEMPLARS

Skills Mastery (SM) Assessment 1

Number	Assessment
1.	Which pair of dice does not fit with the others? (A)  (B)  (C)  (D)  (E) 
2.	How tall is Jackie?  A. 1,64cm B. 1,57m C. 1,73m D. 1,62m E. 1,67m
3.	**a.** $3 \times (4 + 6) =$ _____ $100 - 4 \times 4 =$ _____ **b.** $3 \times 3 + 8 \div 4 =$ _____ $(7 - 3) \times 3 + 2 =$ _____
4.	Subtract from whole thousands. **a.** $2\,000 - 1 =$ _____ **b.** $5\,000 - 20 =$ _____
5.	**Write the following in words and say if it an even or odd number:** a. 1 478 b. 8 735

SM Assessment 2

Number	Assessment
1.	Write these numbers in order from the biggest to the smallest: 6 021 6 201 6 001 6 012 6 120 6 010 _____
2.	**a.** 2 kg = _____ g; 11 kg 600 g = _____ g **b.** 5 L 200 ml = _____ ml; 3 m = _____ cm
3.	**Circle the number that is:** a. 4 000 more than 3 415: 3 815; 7 145; 7 415; 7 541; 7 514 b. 3 000 more than 6 201: 8 201; 9 201; 9 210; 6 501; 8 210 c. 500 more than 5 126: 5 526; 1 126; 8 126; 5 626; 7 400

4. **a.** Amanda put 48 photographs into an online photo album.
On each page she could fit nine photos.
How many photos were on the last page?

How many pages were full?

5. Which fraction is the biggest?

A $\frac{1}{4}$

B $\frac{1}{6}$

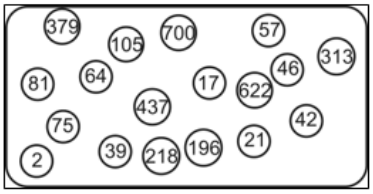
C $\frac{1}{5}$

D $\frac{1}{8}$

SM Assessment 3

Number Assessment

1. How many odd numbers bigger than **46** and less than **622** is in the block below?



A 5
B 8
C 7
D 12

2. This analogue watch shows the time after sunset on a particular day. What will a digital watch show for the same time? (

A. 10:02 B. 10:10 C. 10:12 D. 22:02 E. 22:10

3. Round 9 021 off to the nearest 100:

_____

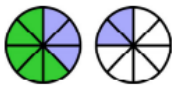
4.

number	divisible by 1	divisible by 2	divisible by 3	divisible by 4	divisible by 5	divisible by 6
80						
75						

5. Draw as many different symmetry lines as you can into this shape.

SM Assessment 4

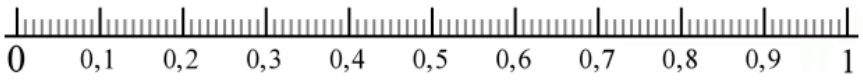
Number Assessment

1. Write an addition to match the picture: 

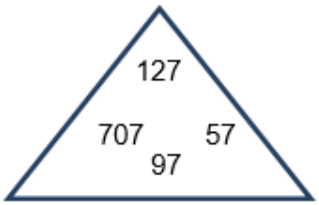
2. Add and subtract. Give your final answer as a whole number or as a mixed number if possible.

a. $\frac{4}{5} + \frac{3}{5} =$	**b.** $1\frac{1}{6} - \frac{2}{6} =$

3. Mark the following decimals on the number line: 0,55 0,08 0,27 0,80



4. Draw a circle around the number in the triangle that is a multiple of 7.



5. Complete the following number patterns:

1 780; 1 815; 1 850; _____; 1 920

24; 29; 36; 45; _____

SM Assessment 5

Number Assessment

1. **Calculate. Make use of the example to guide you.**

a. 23 + 25
= double 23 + 2
= 46 + 2
= 48

b. 36 + 38

2. **Halve the following numbers:**

a. 28
= half 20 + half 8
= 10 + 4
= 14

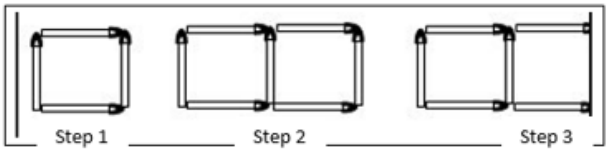
b. 64

3. **Subtract the following by breaking down the number to be subtracted.**

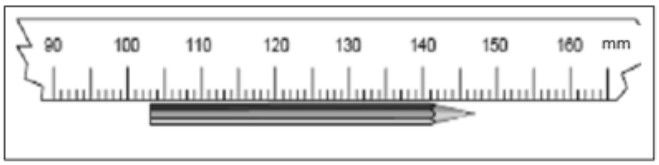
Example: Calculate 8 936 – 3 425
8 936 – 3 000 → 5 936 – 400 → 5 536 – 20 → 5 516 – 5 = 5 511

9 954 – 3 512 = _____

4. How many matches are needed to build the 4th step? _____ (1)



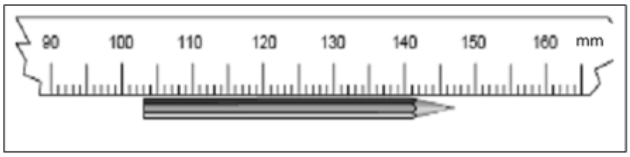
5. What is the length of the pencil? _____ (1)



SM Assessment 6

Number Assessment

1. What is the length of the pencil? _____ (1)



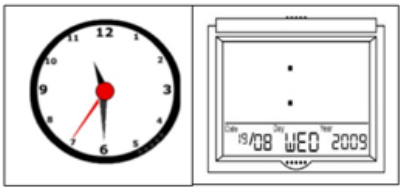
2. Convert the following:

5 ½ cm = _____ mm

637 mm = cm mm

4. How many lines of symmetry does the following figure have? _____

5. The time on the watch indicates the time in the morning. The digital clock indicates the 24h time. Write the time on the digital clock. (1)



SM Assessment 7

Number Assessment

1. There are 3 red and 5 yellow marbles in a bag.

   (a) What fraction of the marbles is red? _____

   (b) What fraction of the marbles is yellow? _____

2. How many wheels do 12 bicycles and 12 tricycles have altogether? (1)

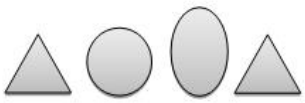
_____

3. Complete the patterns:

   a.

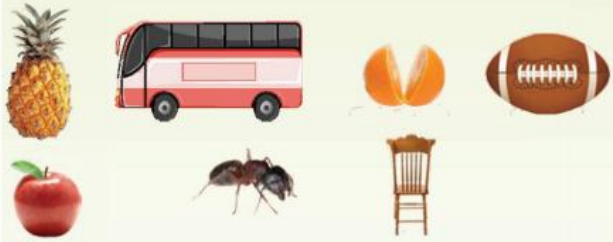
   b. 39; 44; 49; ___; ____

4.



_____ _____

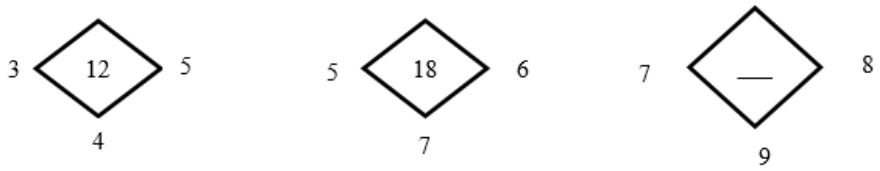
5. Circle the lightest object.



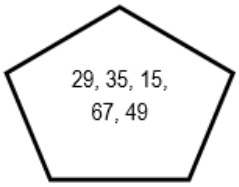
SM Assessment 8

Number | Assessment

1. Fill in the missing number on the third diagram.



2. Circle the multiples of 7 in the pentagon.



3. Calculate using any method. You must show all your steps in your calculations.

$4\,749 + 4\,687$

4. Fill in with < > or =.

a. $\frac{3}{8}$ $\frac{1}{4}$

b. $\frac{5}{8}$ $\frac{3}{5}$

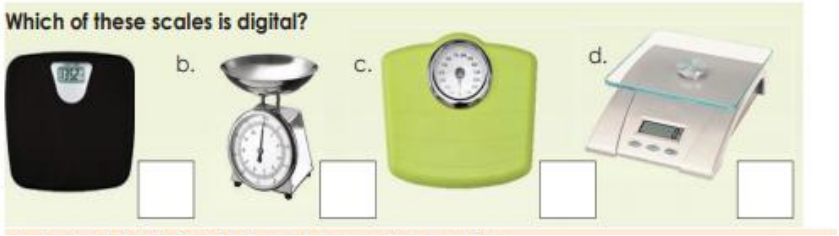
5. Tumi is baking a cake and she has a full 2,5 kg bag of flour. She only needs 500 g of flour for her recipe. How much flour will be left over?

SM Assessment 9

Number

Assessment

1. **Which of these scales is digital?**



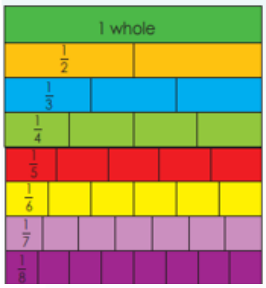
3.

3. Divide and colour the shapes according to the information given.

a.  $\frac{3}{4}$	c.  $\frac{6}{8}$
b.  $\frac{4}{6}$	d.  $\frac{5}{6}$

4.

Use the fraction wall to help you. Fill in > , < or = .



a.	$\frac{1}{3}$	☐	$\frac{1}{4}$
b.	$\frac{4}{7}$	☐	$\frac{2}{5}$
c.	$\frac{2}{8}$	☐	$\frac{1}{4}$
d.	$\frac{2}{5}$	☐	$\frac{1}{2}$
e.	$\frac{4}{8}$	☐	$\frac{3}{4}$
f.	$\frac{4}{5}$	☐	$\frac{1}{1}$

5.

Write which part of the fraction is coloured and which part is not.

a.

Fraction coloured: $\frac{2}{10}$

Fraction not coloured: $\frac{8}{10}$

b.

Fraction coloured: ☐

Fraction not coloured: ☐

SM Assessment 10

Number Assessment

1.

Look at the number line and answer the questions below:

a. How many red groups do you have from 0 – 5 000? ☐

b. What is the size of each group? ☐

2.

Complete the table. If you need more space for your picture, use a separate sheet of paper to draw it.

	How many do you have in a group?	How many objects are left over that do not fit into a group?	A picture	Division sum
Divide 10 objects into 5 groups.				

3. **Quick recall.**

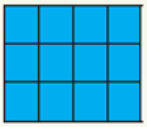
100 ÷ 2 =	500 ÷ 5 =	900 ÷ 9 =	200 ÷ 2 =	400 ÷ 4 =
300 ÷ 3 =	600 ÷ 3 =	800 ÷ 4 =	500 ÷ 2 =	600 ÷ 6 =

4. A necklace is made using red and blue beads in the ratio 4:2. If there are 60 beads in the necklace:

i) How many are red? _____

ii) How many are blue? _____

5. **What is the total distance around these shapes.**



a. _____ units.

b. _____ units.

SM Assessment 11

Number Assessment

1. **Arrange the numbers from smallest to biggest (ascending order).**

99 0909 999 900 19 919 191 991

2. **Look at the numbers in the box.**

67	90	55	716	221	294
11	513	876	910	728	

Highlight the even numbers.

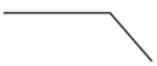
3. **Write the answers to the sums.**

20 + 400 + 8 = _____

310 + forty + 200 = _____

4. **Draw the next shapes in the patterns.**

_____

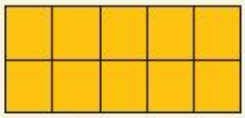
5. 

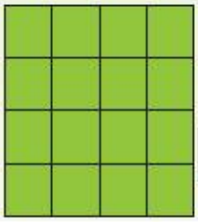
Length = _____

SM Assessment 12

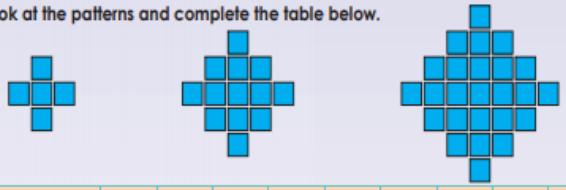
Number Assessment

2. **How many square units are there in each of these shapes?**

a.  ____ square units

b.  ____ square units

3. **Look at the patterns and complete the table below.**

a. 

Pattern	1	2	3	4	5	6	7	8	9	10
Blocks										

4. **Write the following as litres only (Remember you will need to round off to the nearest litre.)**

Example: 1 876 ml ≈ 2 ℓ

a. 3 546 ml b. 2 876 ml c. 9 234 ml

5. **Look at the pictures and answer the questions below. Note that the pictures are not to the same scale.**

1. **Which container do you think contains the largest amount of liquid?**

CONSOLIDATION (REVISION) ASSESSMENTS FOR END OF TERM

These two revision assessments can be divided into four assessments for revision purposes

GRADE 4: 20 Item Consolidation Assessment 1 **TERM 3 & 4**

1. **Write the numbers in digits.** (5)

1.1. seventy-four _____

1.2. two hundred and sixty-seven _____

1.3. four hundred and eighteen _____

1.4. nine hundred and nine _____

1.5. one thousand, three hundred and six _____

2. **Write the numbers in words.** (5)

2.1. 38 _____

2.2. 111 _____

2.3. 305 _____

2.4. 578 _____

2.5. 1 360 _____

3. **Arrange the numbers from biggest to smallest (descending order).** (2)

051 505 55 550 050 500 515 555

_____

4. **Arrange the numbers from smallest to biggest (ascending order).** (2)

99 0909 999 900 19 919 191 991

_____

5. **Look at the numbers in the box.** (4)

67	90	55	716	221	294
11	513	876	910	728	

5.1. Highlight the even numbers.

5.2. What do you know about even numbers?

_____

6. **Write the answers to the sums.** (6)

6.1. 20 + 400 + 8 = _____

6.2. thirteen + 80 = _____

6.3. 310 + forty + 200 = _____

6.4. 5 + 700 + 40 = _____

6.5. 72 + 300 + 10 + 4 = _____

6.6. twelve + 6 + three hundred + twenty = _____

11. **Look at the shapes in question 10 above. Colour the 2D shapes red and the 3D objects blue.** (1)

12. **Fill in the lines of symmetry.** (1)

12.1. 

12.2. 

13. **Circle the correct words to complete the sentences.** (2)

13.1. The triangle has a diagonal / vertical / horizontal line of symmetry.

13.2. The letter B has a diagonal / vertical / horizontal line of symmetry.

15. **Measure the lines in mm.** (3)

15.1. _____ Length = _____

15.2.  Length = _____

15.3.  Length = _____

16. **Match the sentences in column A with the answers in column B.** (3)

Column A	Column B
16.1. I would measure the length of my classroom in ...	mm
16.2. I would measure the length of my eraser in ...	km
16.3. I would measure the distance from Cape Town to Port Elizabeth in ...	m

7.	**Round off 394 to the:** (1) 7.1. nearest 10 _____ 7.2. nearest 100 _____	17.	**Use your ruler to draw lines measuring:** (1) 17.1. 24 mm ☐ 17.2. 1,5 cm ☐
8.	**Complete the number patterns.** (3) 8.1. 582 587 592 ____ ____ ____ ____ 8.2. 840 837 834 ____ ____ ____ ____ 8.3. 9 15 21 ____ ____ ____ ____	18.	**Complete the number chain.** (3) 239 → −9 → ☐ → −9 → ☐ → −9 → ☐ ☐ ← −9 ← ☐ ← −9 ← ☐ ← −9 ←
9.	**Draw the next shapes in the patterns.** (2) 9.1. ◁△▷ _____ 9.2. ↓↑↓ _____		

MEMORANDUM

1.1.	74	(1)
1.2.	267	(1)
1.3.	418	(1)
1.4.	909	(1)
1.5.	1 306	(1)
2.1.	thirty-eight	(1)
2.2.	one hundred and eleven	(1)
2.3.	three hundred and five	(1)
2.4.	five hundred and seventy-eight	(1)
2.5.	one thousand three hundred and sixty	(1)
3.	555 550 515 505 500 55 051 050	(2)
4.	19 99 191 900 0909 919 991 999	(2)
5.1.	90 716 294 876 910 728	$(6 \times \frac{1}{2} = 3)$
5.2.	The last digit is a multiple of 2.	(1)
6.1.	428	(1)
6.2.	93	(1)
6.3.	550	(1)
6.4.	745	(1)
6.5.	386	(1)
6.6.	338	(1)
7.1.	390	$(\frac{1}{2})$
7.2.	400	$(\frac{1}{2})$