

**MATHEMATICS**

**Grade 1**

**English**

**Teacher's**

**Resource**

**Pack**

**2020 TERM 1**



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# Printable Resources

## Printable resource sheets

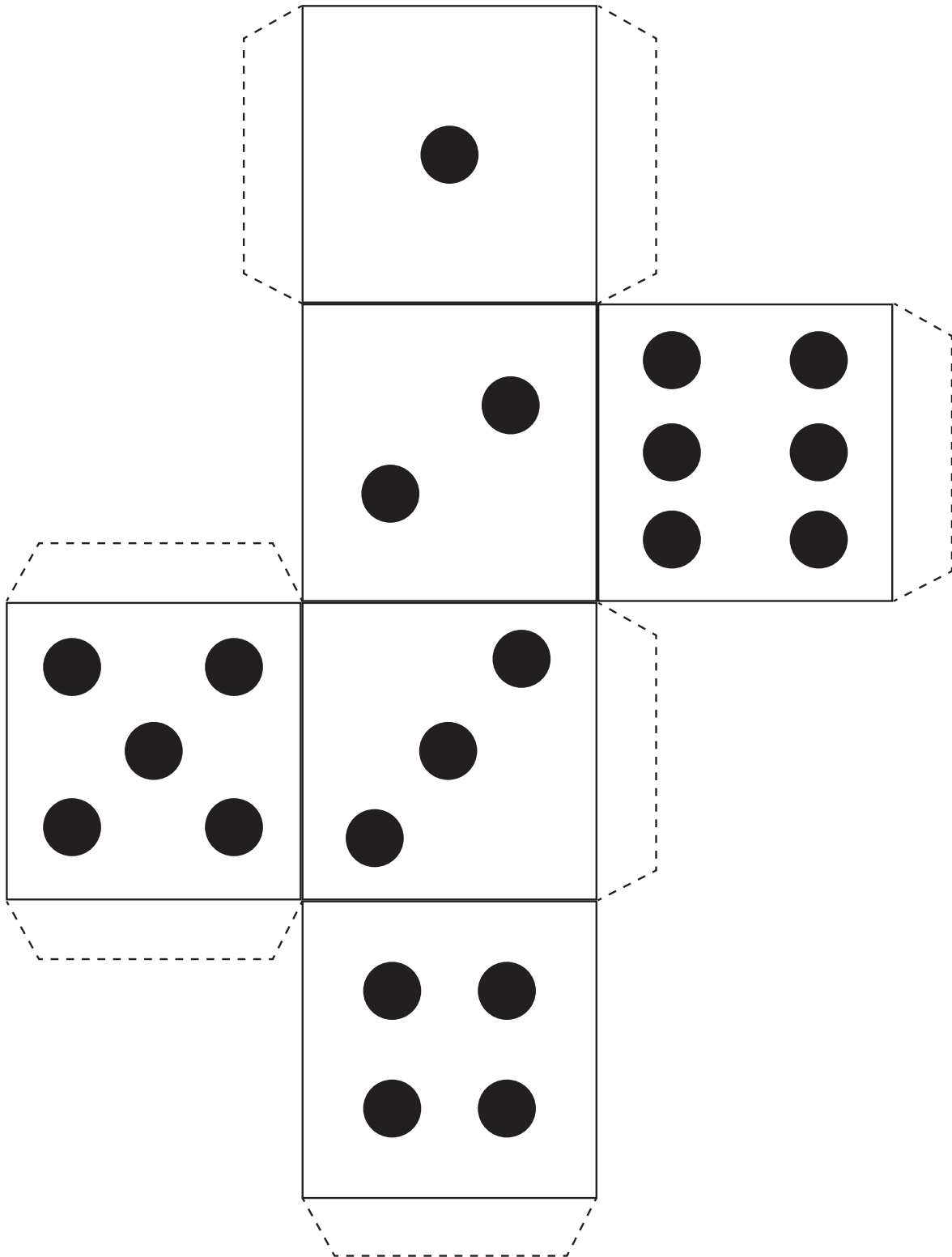
*This is a list of the mathematical resources that you will need this term. You need to make sure that you have them for the lessons for which they are recommended.*

1. Dice printable	2
2. Arrow cards	3
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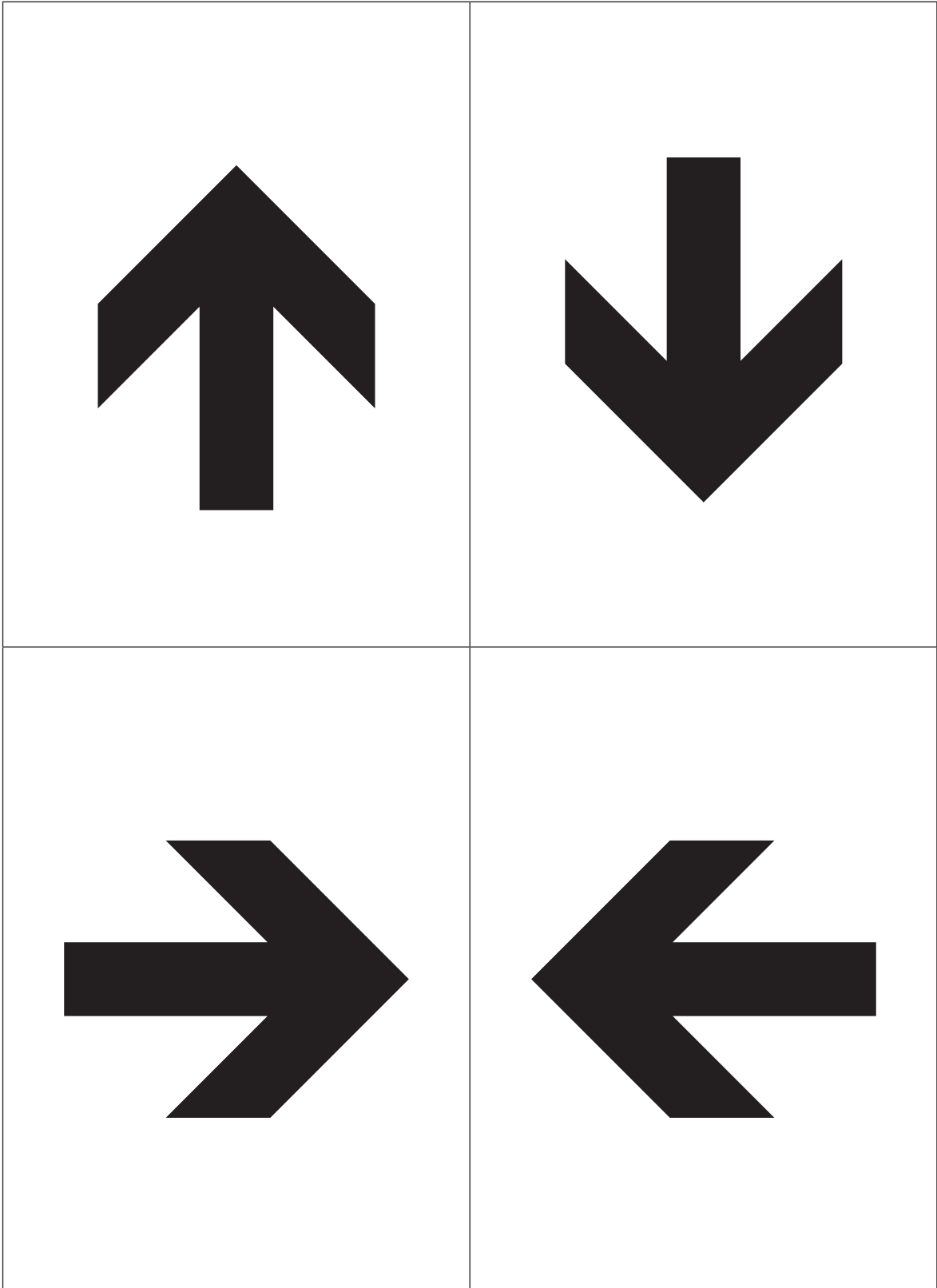
### RESOURCES FOR EACH DAY OF TEACHING

There are also other resources such as informal resources (old magazines, pieces of string, scrap paper, etc.) that you may need in certain lessons. You should have a careful look at the list of resources needed for each lesson; this list is given in the lesson plans each day. Prepare yourself, so that you have the necessary resources for the lessons on a daily basis.

# I Dice printable (week 1 baseline assessment activity 7)



## 2 Arrow cards (Lesson 2)



### 3 Position vocabulary cards (Lesson 3)

above

below



in front  
of

behind

to the  
left of

to the  
right of

next to

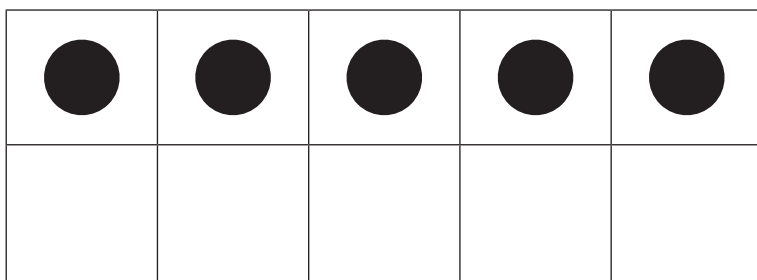
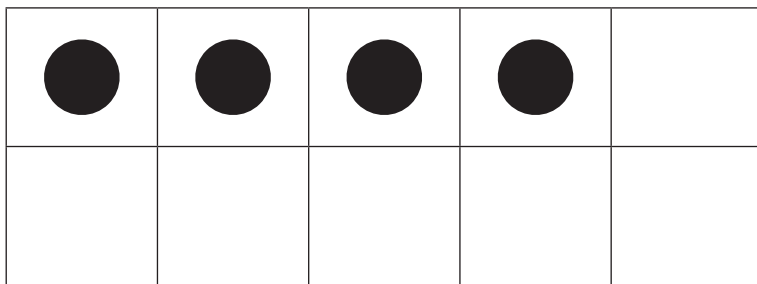
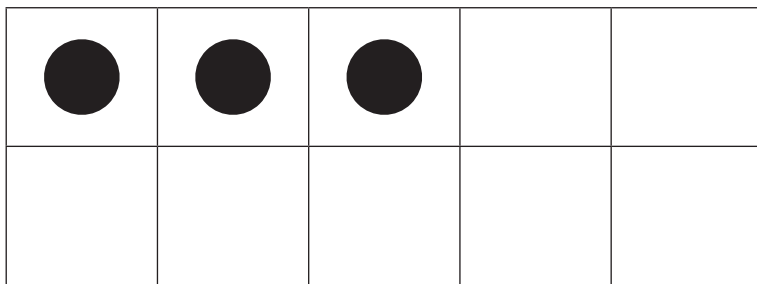
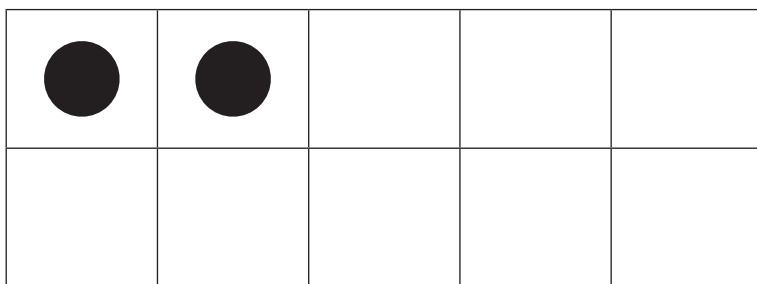
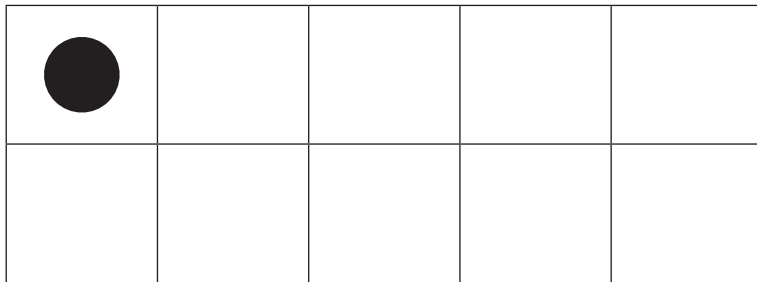
4 Number and number name cards (Lesson 6 and other)

0	zero
1	one
2	two
3	three
4	four
5	five

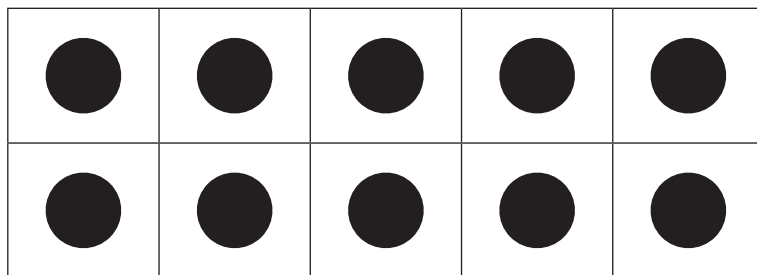
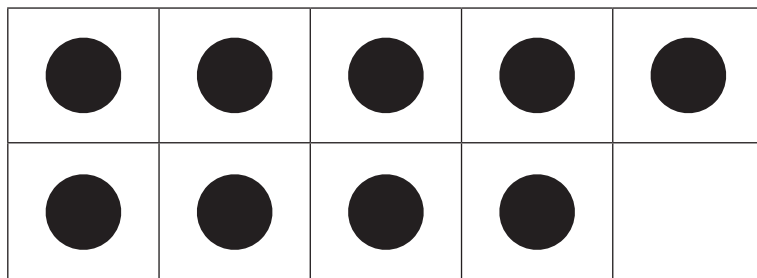
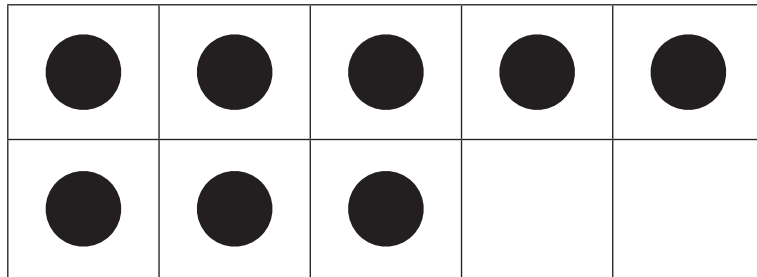
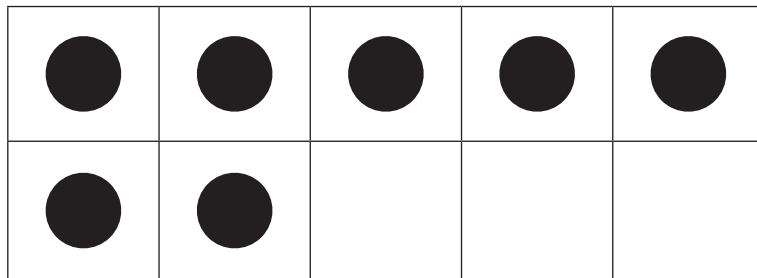
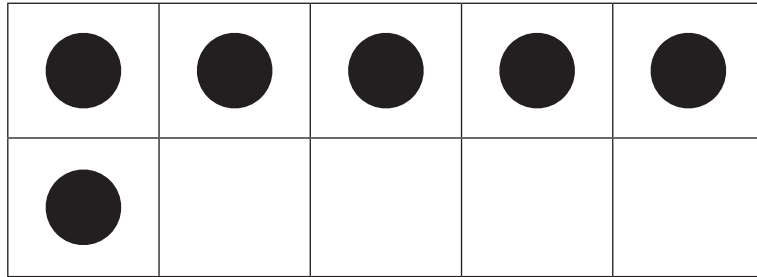
4 Number and number name cards (Lesson 14 and others)

6	six
7	seven
8	eight
9	nine
10	ten

## 5 Number picture cards (ten frame cards) (Lesson 23 and others)



## 5 Number picture cards (ten frame cards) (Lesson 23 and others)



## 6 Number cut outs

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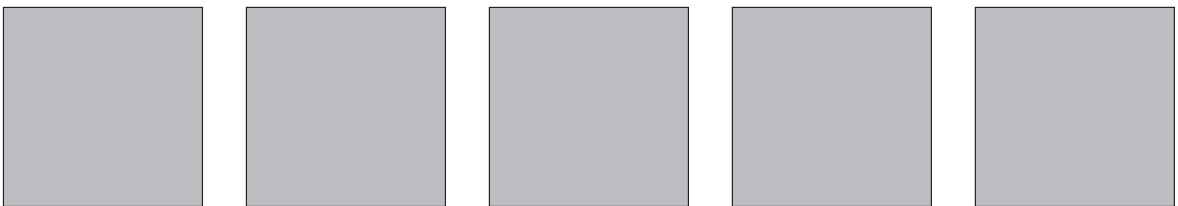
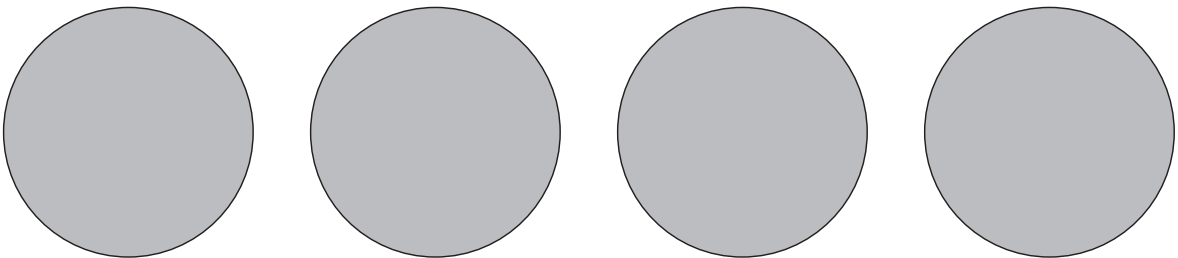
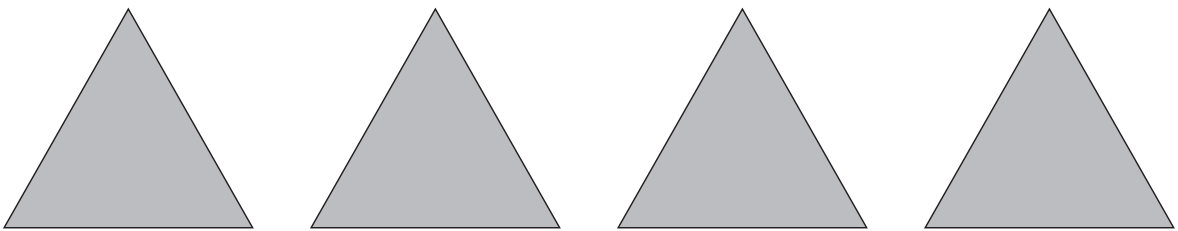
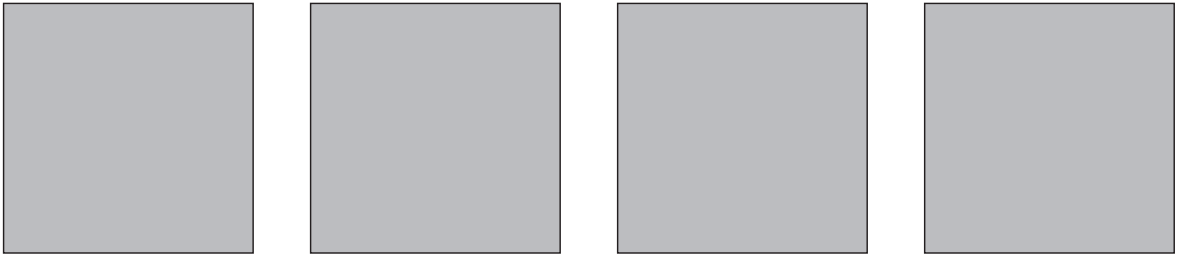
1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	6	7	8	9	10

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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



## 7 Shape cut-outs



# Written Assesments

## Assessment for learning

Grade	
Subject	Maths
Week	
Lesson	
1. Lesson objective	
2. Success Criteria	<p>a) The learner can ...</p> <p>b) The learner can ...</p> <p>c) The learner can ...</p>
3. Oral Dialouge	
4. Written	
5. Homework	
6. Assesment	

## Reflection template

Reflection

Unit \_\_\_\_\_

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the unit? If not, how will you get back on track?

What will you change next time? Why?

## Reflection template

Reflection

Unit \_\_\_\_\_

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all the work set for the unit? If not, how will you get back on track?

What will you change next time? Why?

## Term 1 Assessment Plan

The assessment for the term is designed into the lesson plans. Oral, practical and written assessment activities sequenced into the plans and located in the numbered lesson sequence.

The assessment that will be found in the lesson plans is the following:

1. Week 2 - Lesson 7
  - a. Written: Number concept (10 marks)
  - b. Practical: Position and direction (7 marks)
  
2. Week 4 - Lesson 16
  - a. Written: Numbers 1 to 5 (18 marks)
  - b. Oral: Counting numbers (7 marks)
  
3. Week 5 - Lesson 21
  - a. Written: Addition (15 marks)
  
4. Week 6 - Lesson 27
  - a. Written: Bonds (15 marks)
  
5. Week 7 - Lesson 34
  - a. Written: Number lines and operations (17 marks)
  - b. Oral: Number patterns (7 marks)
  
6. Week 8 - Lesson 38
  - a. Written: Ordinal numbers (18 marks)
  
7. Week 9 - Lesson 44
  - a. Written: Space and shape (12 marks)
  - b. Practical: Space and shape (7 marks)
  
8. Week 10 - Lesson 48
  - a. Written: Geometric patterns (19 marks)

The mark sheet on the following page can be used to record the marks achieved by learners for the various assessment activities throughout the term and to calculate the final marks to be entered into SA SAMS for the Term 1 Assessment Task.

## Suggested formal assessment mark record sheet

GRADE I MATHEMATICS TERM I: Marksheet																
TASK/ TOPIC/ COMPONENT	Number: Written	Number: Written	Number: Oral	Number: Written	Number: Written	Number: Written	Number: Written	Number: Written	TOTAL FOR NUMBER	Patterns: Oral	Patterns: Written	TOTAL FOR PATTERNS	Space and shape: Practical	Space and shape: Written	Space and shape: Practical	Term Total
Week	2	4	4	5	6	7	8			7	10		2	9	9	
(Out of) marks	10	18	7	15	15	17	18	100	7	19	26	7	12	7	26	
LEARNER NAME AND SURNAME																

# Written Assessment Lesson 7

Colour as many ○ as the number of pictures



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○



○ ○ ○ ○ ○

# Written Assessment Lesson 16

1 Match the pictures to the number of coloured dots by drawing a line.

Five turkey-like birds and two chickens are on the left. On the right, there are two rows of five circles each. The top row has two black circles followed by three white circles. The bottom row has three black circles followed by two white circles. A line is drawn from the first turkey to the first circle in the bottom row.

A truck, two goats, and three lizards are on the right. On the left, there are three rows of five circles each. The top row has one black circle followed by four white circles. The middle row has three black circles followed by two white circles. The bottom row has two black circles followed by three white circles.

Three t-shirts, a sofa, and two cars are on the left. On the right, there are three rows of five circles each. The top row has two black circles followed by three white circles. The middle row has three black circles followed by two white circles. The bottom row has two black circles followed by three white circles.



2 Match the number symbols to the number of coloured dots by drawing a line.

4	
2	
1	
5	

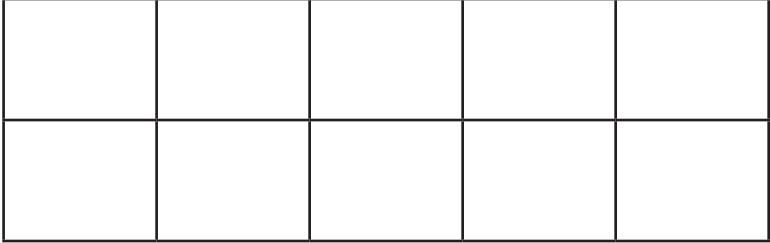
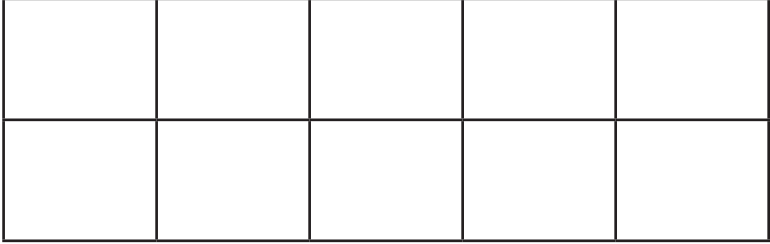
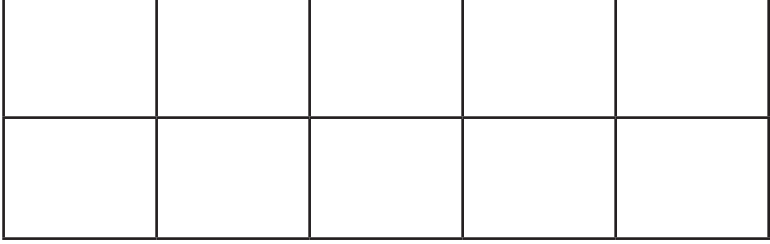
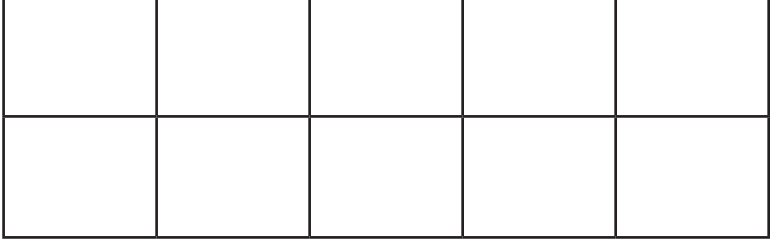
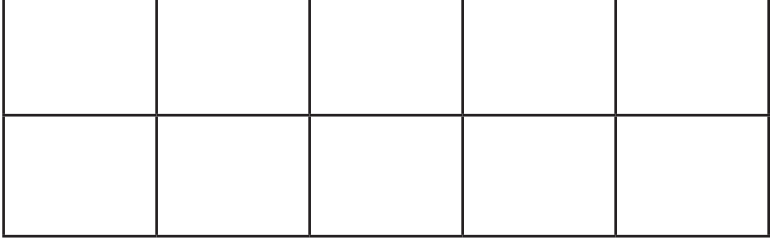
	3
	1
	4
	5
	2

3. Write the numbers from smallest to biggest.

5, 3, 4	
3, 1, 2	
4, 3, 2	
5, 1, 3	
4, 1, 2	

## Written Assessment Lesson 21

1 Draw dots in the ten frame to show the number.

9	
6	
10	
8	
7	

2 Match the number name and the number symbol by drawing a line.

7

nine

10

six

8

ten

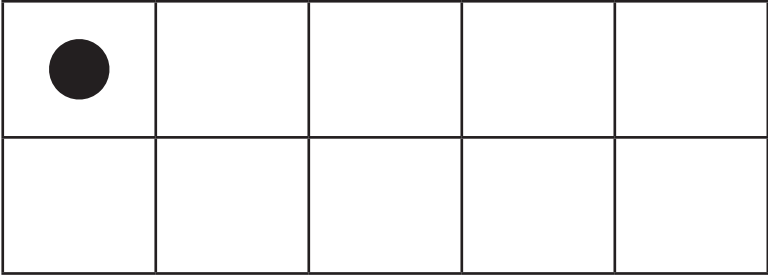
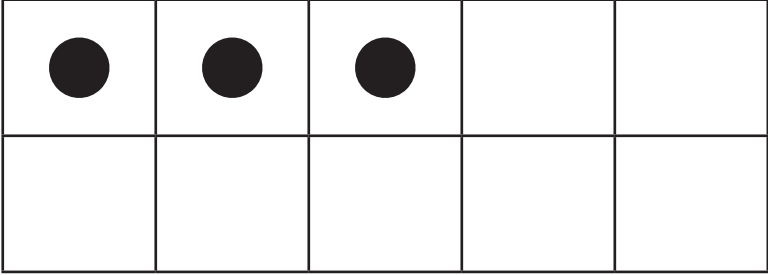
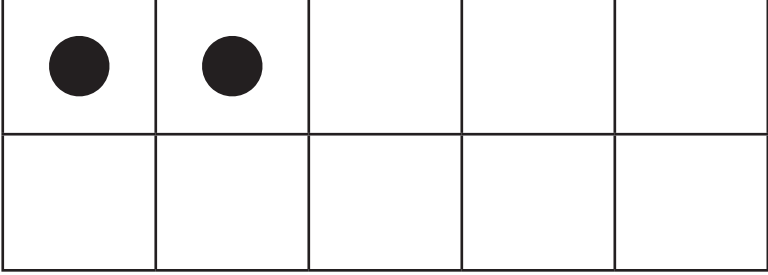
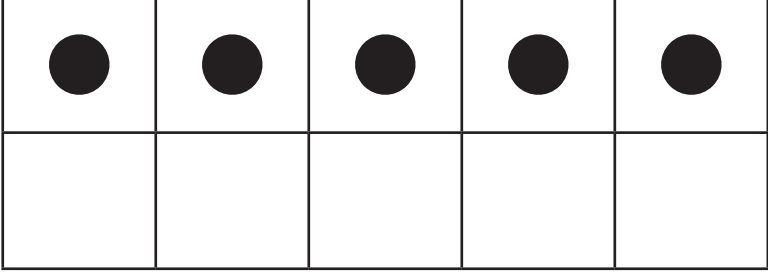
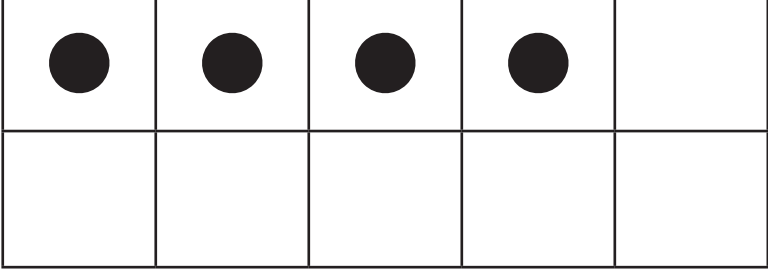
6

eight

9

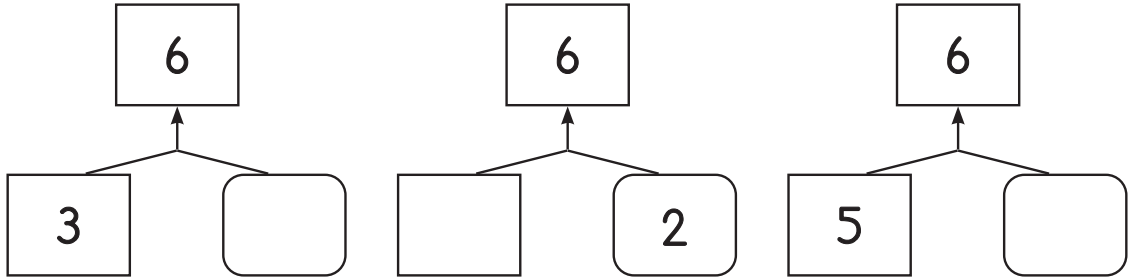
seven

3 Draw more dots in the ten frame to match the number.

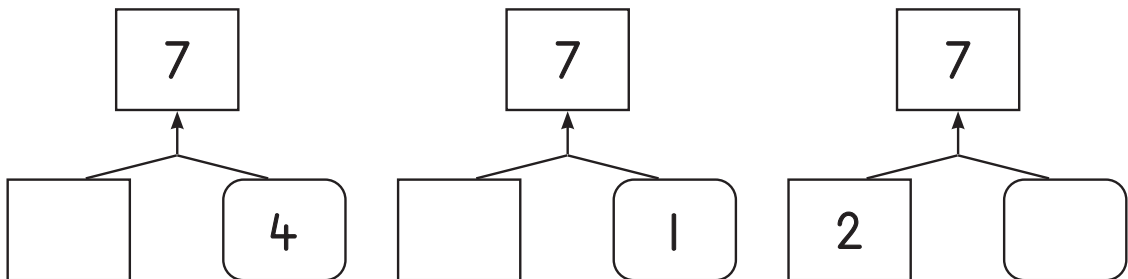
	<p>9</p>
	<p>6</p>
	<p>10</p>
	<p>8</p>
	<p>7</p>

## Written Assessment Lesson 27

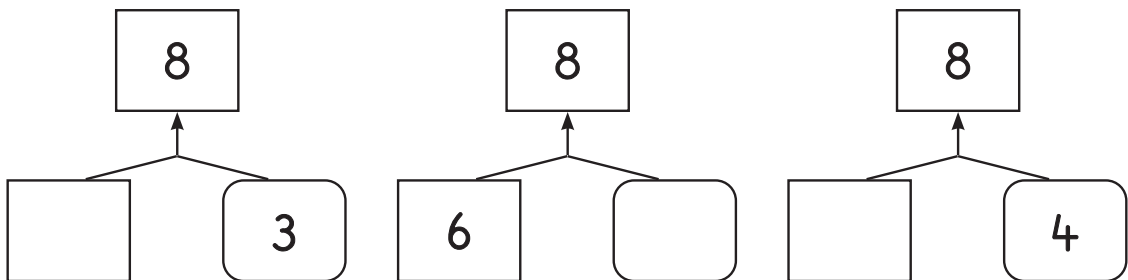
1 Fill in the missing numbers to make 6.



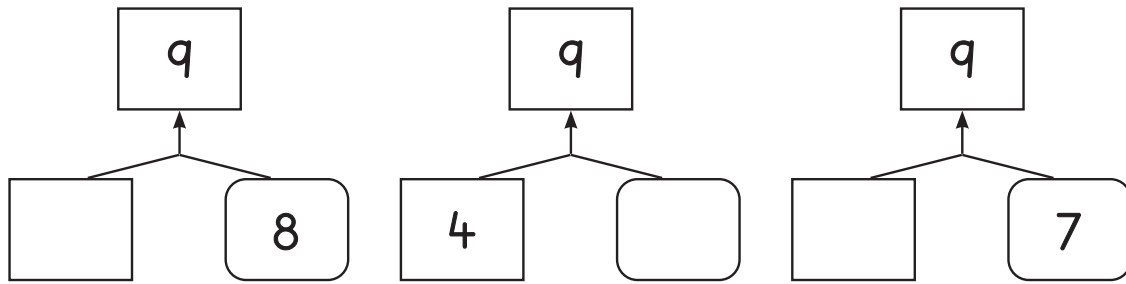
2 Fill in the missing numbers to make 7.



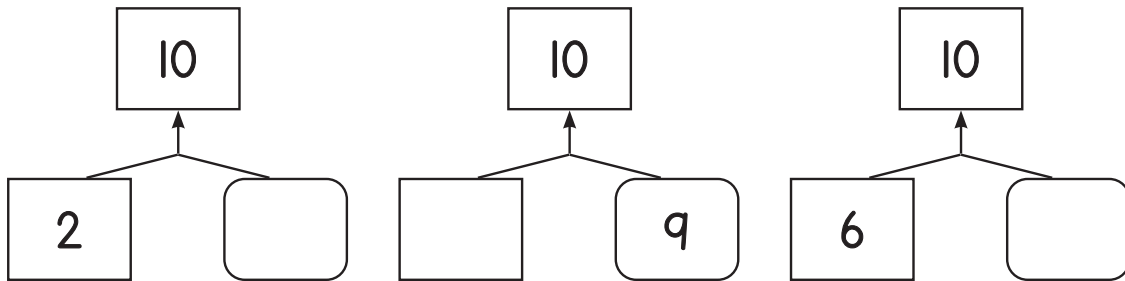
3 Fill in the missing numbers to make 8.



4 Fill in the missing numbers to make 9.



5 Fill in the missing numbers to make 10.



**Enrichment:**

Velangesihle has 3 apples.

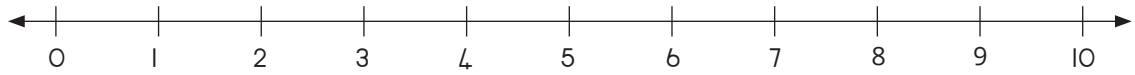
He gets 4 more apples.

How many apples does Velangesihle have now?

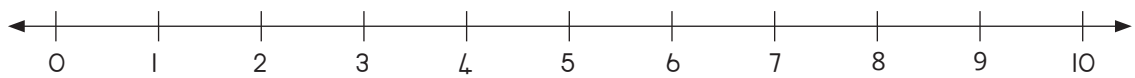
## Written Assessment Lesson 34

1 Draw hops on a number line to show the following:

a 4, 6, 8



b 2, 4, 6



2 Write the numbers from biggest to smallest.

a	10, 1, 7	_____, _____, _____
b	5, 3, 6	_____, _____, _____
c	4, 0, 10	_____, _____, _____

3 Fill in the missing numbers.

a

3	2

b

9	
	5

c

10	
1	

d

2	4

e

8	
8	

f

7	
	2

g

6	3

h

10	
	0

i

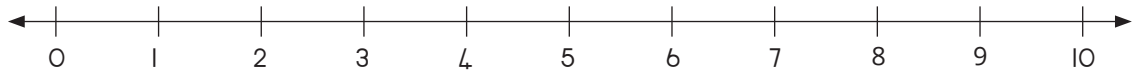
7	
6	

j

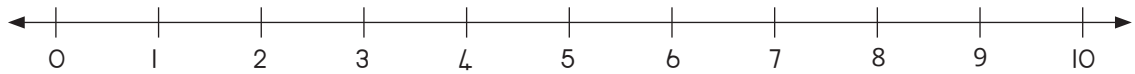
6	2



- 4 Circle the number that is 4 less than 9.

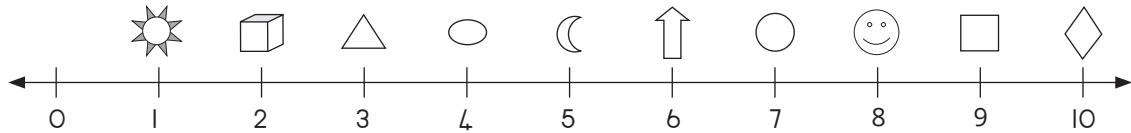


- 5 Circle the number that is 5 more than 2.



# Written Assessment Lesson 38

1 Look at the number line and answer the following. Start on the left.

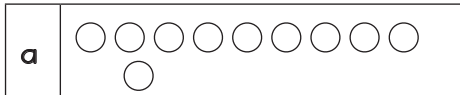


Circle the correct answer.

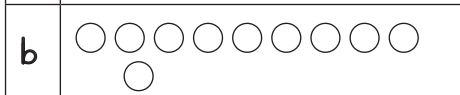
Which is second?			Which is ninth?		
Which is last?			Which is fourth?		
Which is sixth?			Which is eighth?		
Which is seventh?			Which is first?		
Which is fifth?			Which is third?		

2 Colour the correct circle or circles.

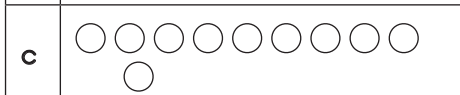
a The third circle from the right.



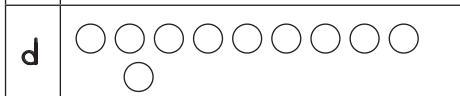
b Three circles from the right.



c The fourth circle from the left.



d Four circles from the left.



- e Five circles from the bottom.
- f The fifth circle from the bottom.
- g Two circles from the top.
- h The second circle from the top.

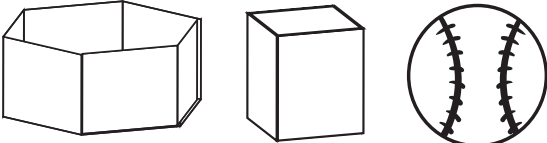

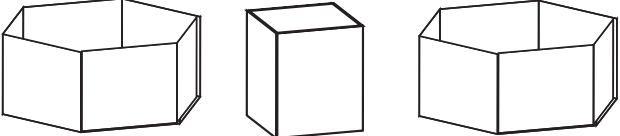

e	f	g	h
○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○ ○ ○ ○

# Written Assessment Lesson 44

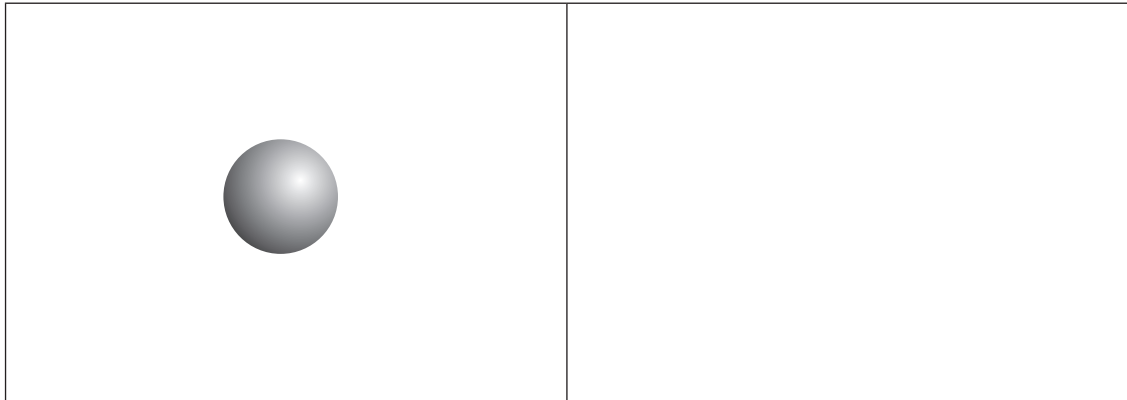
1 Draw the objects.

<p>Draw a ball.</p>	
<p>Draw a box.</p>	

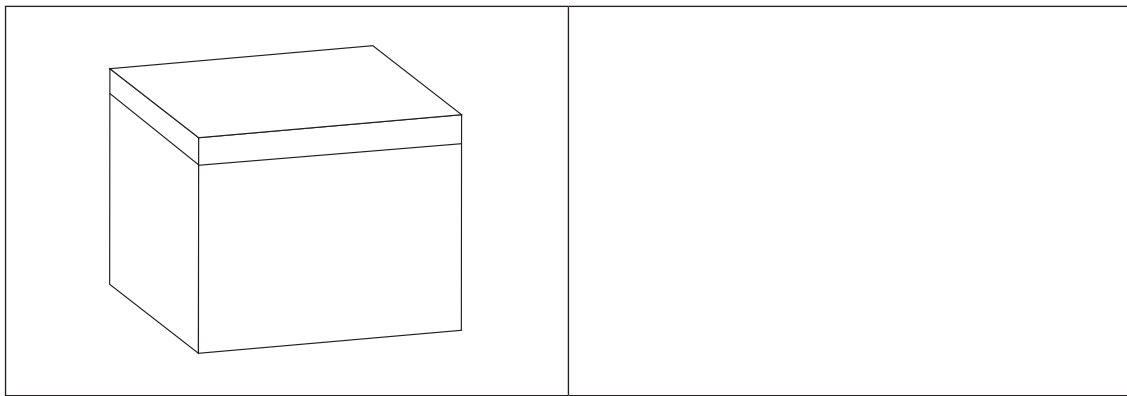
2 Can you build a tower with all these objects? Write yes or no.

a		
b		
c		
d		



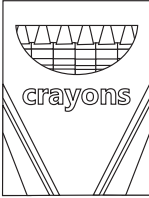

3 Draw a ball that is bigger.



4 Draw a box that is smaller.

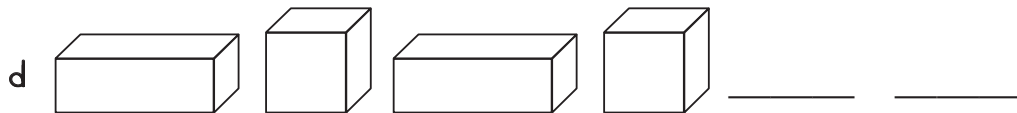
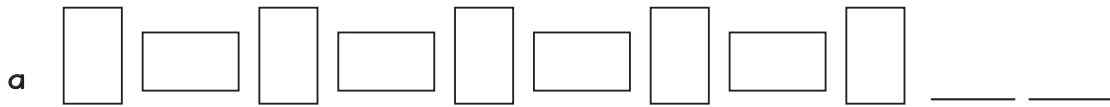


5 Can these objects slide or roll? Circle the correct word.

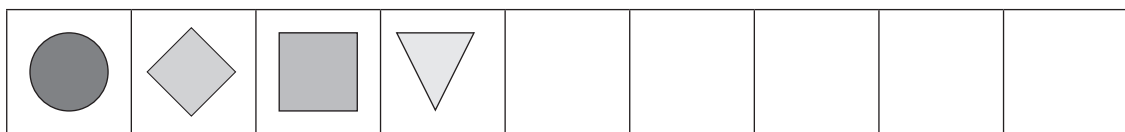
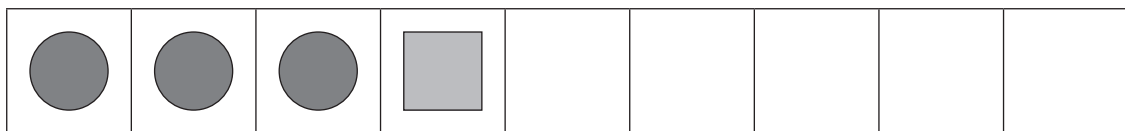
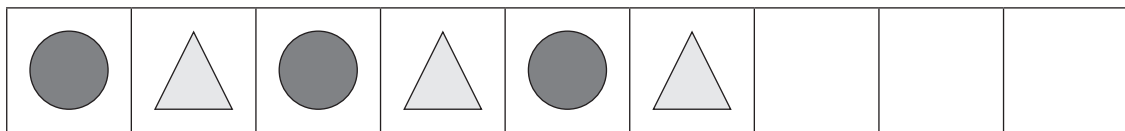
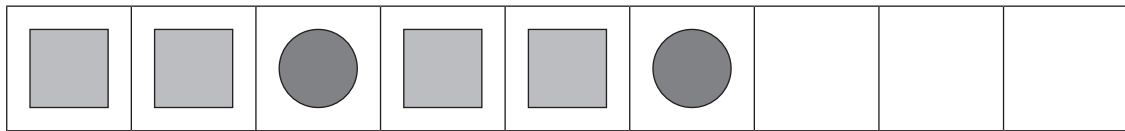
	slide/roll
	slide/roll
	slide/roll
	slide/roll

# Written Assessment Lesson 49

1 Extend the pattern.



2 Complete the patterns.



3 Count the shapes that are the same.

