

MATHEMATICS

Grade 1

**English/
Sepedi**

**Teacher's
Resource
Pack**

2020 TERM 1

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Printable Resources

Printable resource sheets

Matlakala a didirišwa a go gatišega

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.

Le ke lenaneo la didirišwa tša mmetse tšeo o tlogo di hloka mo kotareng ye. O swanetše go netefatša go re o na le tšona ge o swaragane le dithutišo tšeo di loketšego go šomišwa le tšona.

1	Dice printable	2
2	Position vocabulary cards	3
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4	Number and number name cards	11
5	Dikarata tša palo le paloina	12
6	Number and number name cards	13
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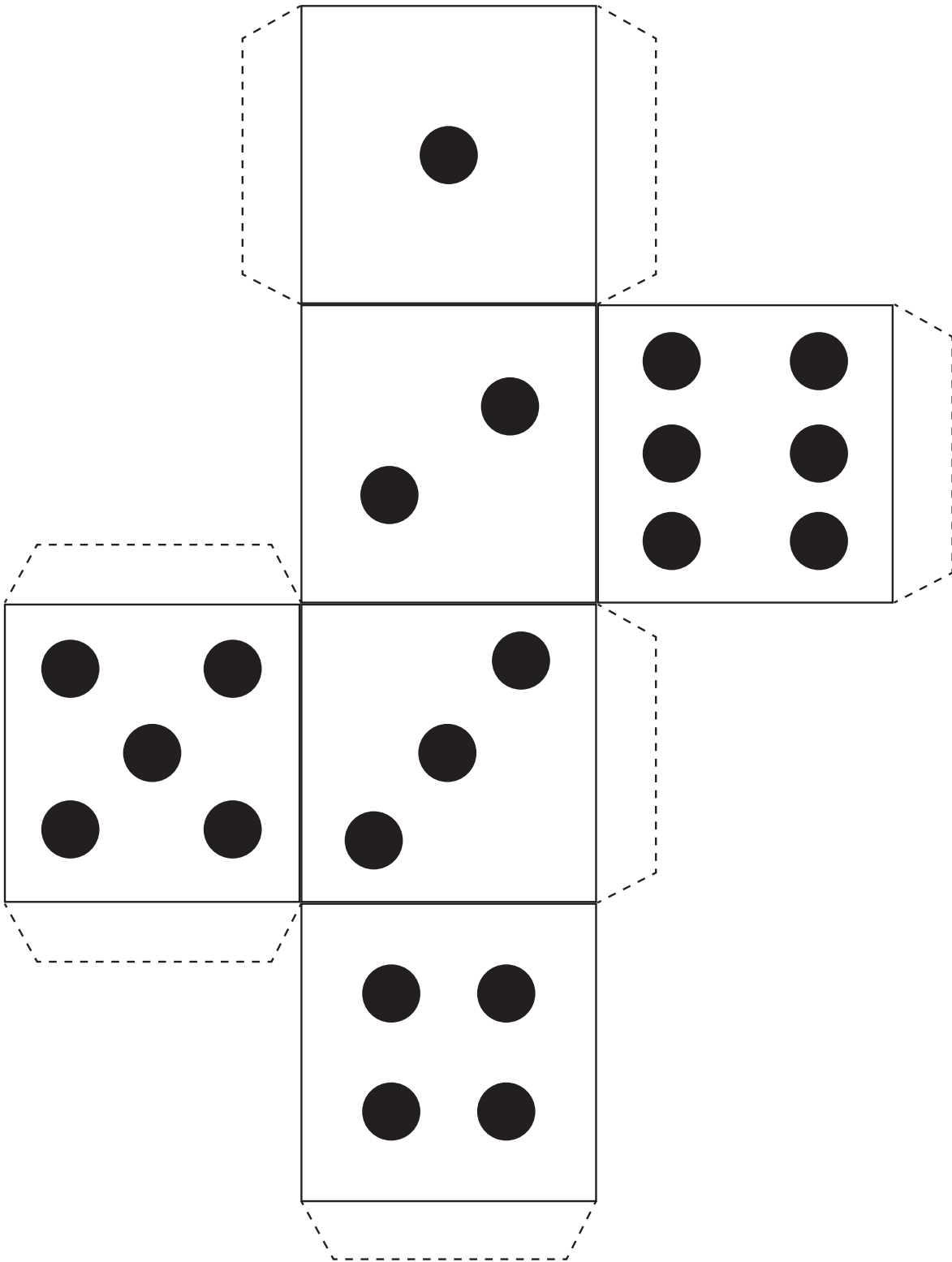
RESOURCES FOR EACH DAY OF TEACHING

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.

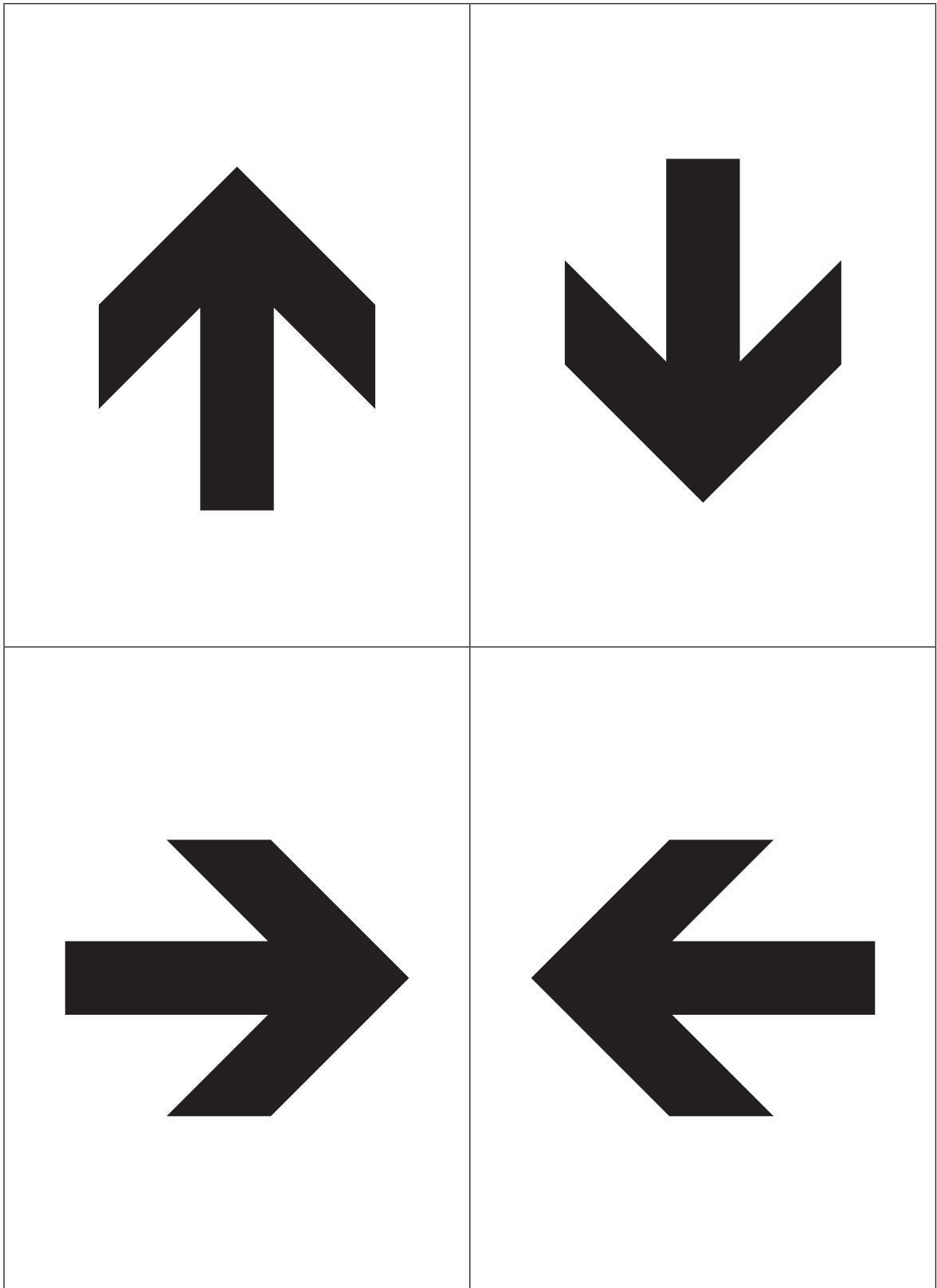
DIDIRIŠWA TŠA TŠATŠI KA TŠATŠI TŠA GO RUTA

Go na le didirišwa tše dingwe gape tšeo di sego molaong (dimakasine tša kgale, diripana tša dithapo, ditshetlana tša pampiri, bjj.) tšeo o ka di hlokago go dithutišo tše dingwe. O swanetše go ntšha mahlo dinameng go lenaneo la didirišwa tšeo o di hlokago go thutišo ye nngwe le ye nngwe; lenaneo le le filwe ka peakanyong ya dithutišo tša letšatši le lengwe le le lengwe. Itokiše, gore o kgone go ba le didirišwa tšeo di hlokegago tša dithutišo letšatši le lengwe le le lengwe.

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

3 Dikarata tša tlotlontšu ya boemo (Thuto ya 3)

godimo

ka tlase

pele ga

morago

go la
nngele ga

go la go
ja la

kgauswi
le

4 Number and number name cards English (lesson 6 and other)

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

4 Dikarata tša palo le paloina (Thuto ya 6 le tše dingwe)

0	lefeela
1	tee
2	pedi
3	tharo
4	nne
5	hlano

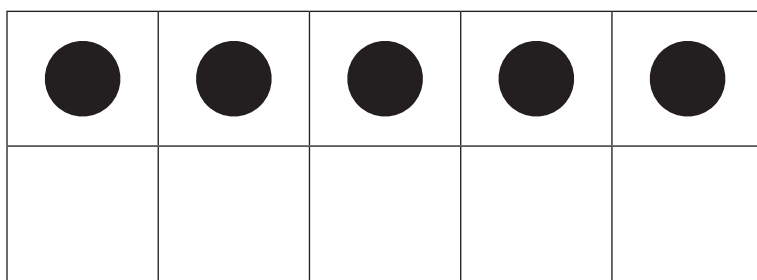
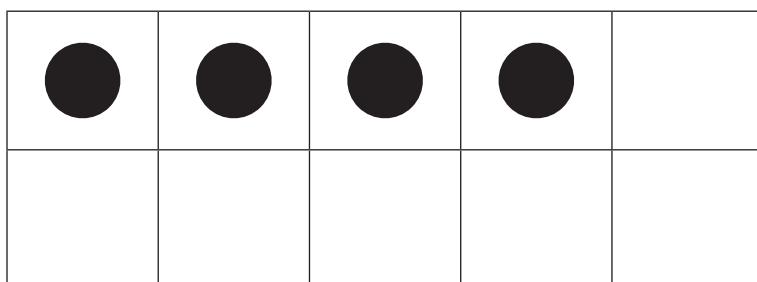
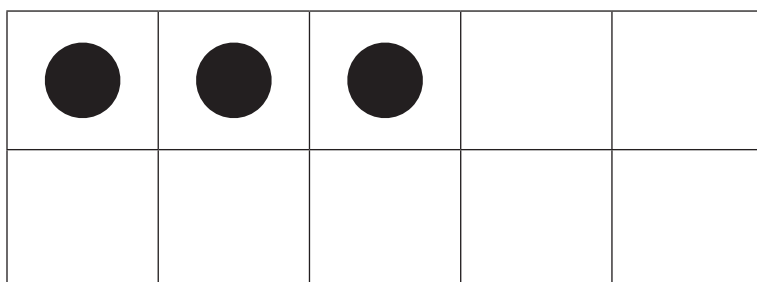
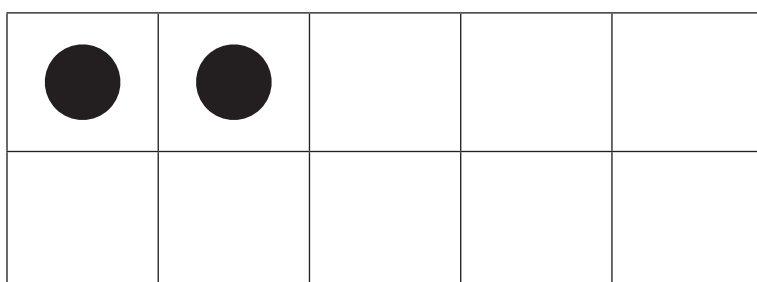
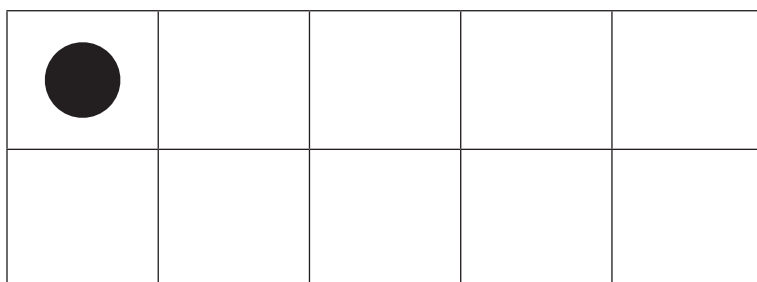
4 Number and number name cards (lesson 14 and others)

6	six
7	seven
8	eight
9	nine
10	ten

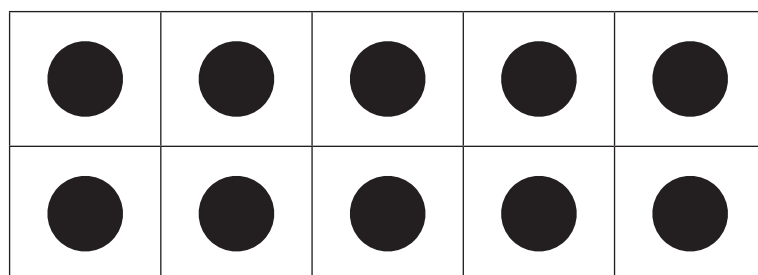
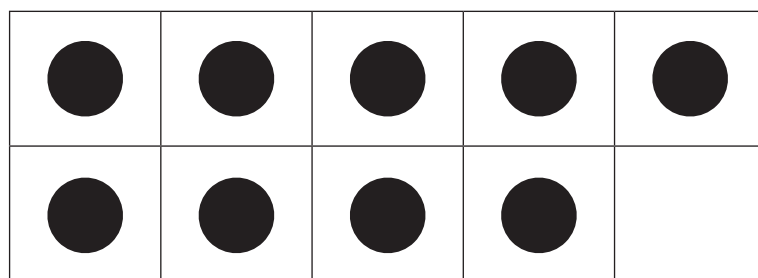
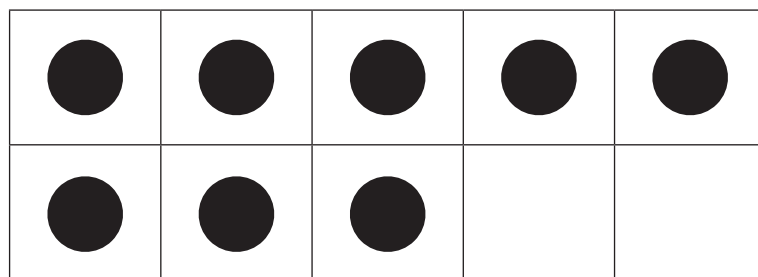
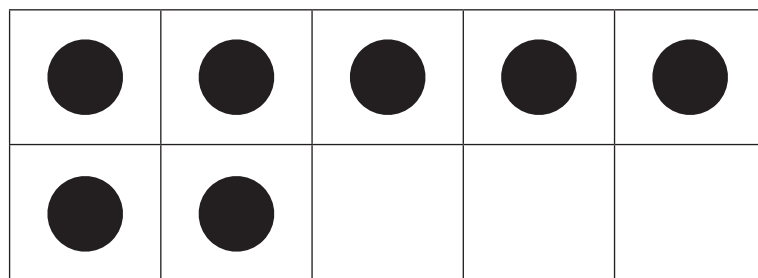
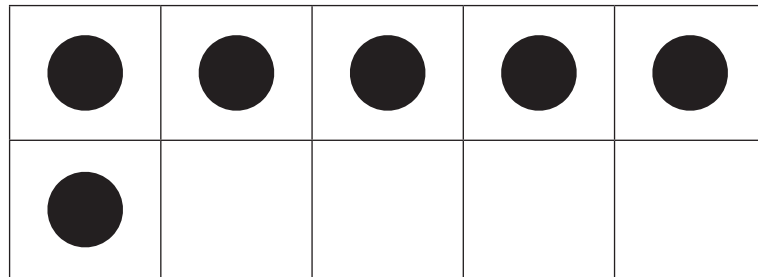
4 Dikarata tša palo le paloina (Thuto ya 14 le tše dingwe)

6	tshela
7	šupa
8	seswai
9	senyane
10	lesome

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

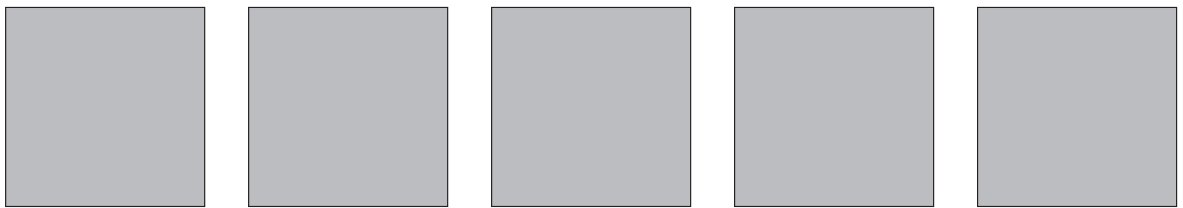
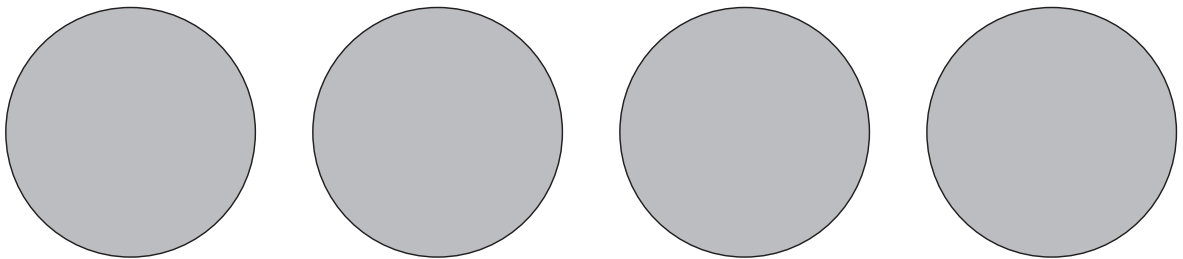
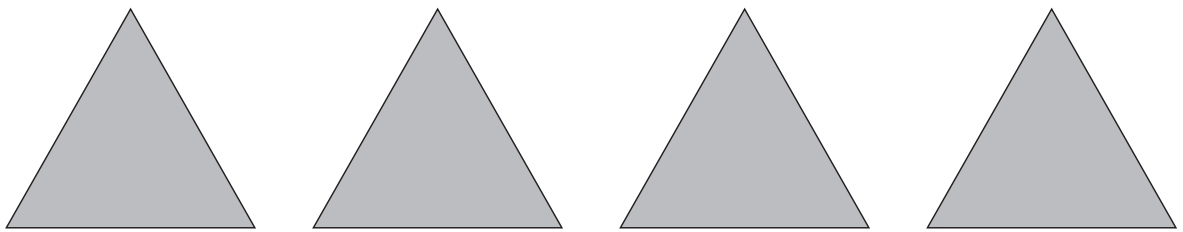
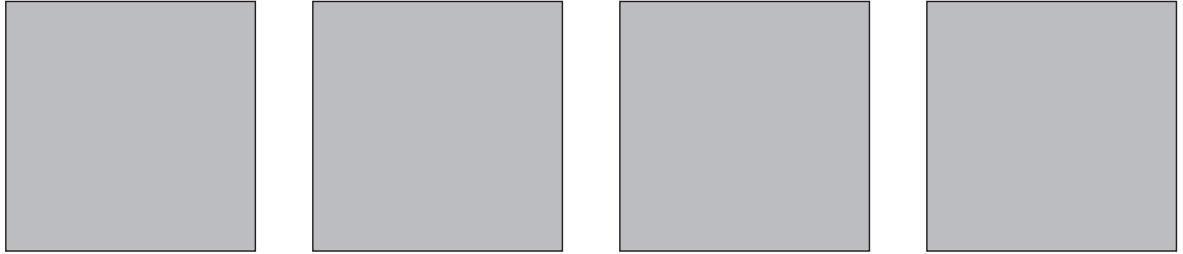
1	2	3	4	5	6	7	8	9	10
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1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

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

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

7 Shape cut-outs



Written Assessments

Assessment for learning

Grade	
Subject	Maths
Week	
Lesson	
1. Lesson objective	
2. Success Criteria	a) The learner can ... b) The learner can ... c) The learner can ...
3. Oral Dialogue	
4. Written	
5. Homework	
6. Assessment	

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?

Written Assessments

Dikelo tša go ngwalwa

Term I 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 I Assessment Task.

Suggested formal assessment mark record sheet

GRADE 1 MATHEMATICS TERM 1: Marksheet TASK/TOPIC/COMPONENT	Term Total:																			
	TOTAL FOR SPACE AND SHAPE																			
	Space and shape: Practical																			
	Space and shape: Written		9																	
	Space and shape: Practical		9																	
	TOTAL FOR PATTERNS		2																	
	Patterns: Written																			
	TOTAL FOR NUMBERS		7	10																
	Patterns: Oral		7																	
	Number:Written																			
	Number:Written		8																	
	Number:Written		7																	
	Number:Written		6																	
	Number:Written		5																	
	Number: Oral		4																	
	Number:Written		4																	
	Number: Written		2																	
		Week																		
	(Out of) marks		10																	
	LEARNER NAME AND SURNAME																			

Written Assessments

Written Assessment Lesson 7

Kelo ya go ngwalwa Thuto ya 7

Colour as many ○ as the number of pictures.

Khalara ○ ka bontši tša go lekana le palo ya diswantšho.



Written Assessment Lesson 16

Kelo ya go ngwalwa Thuto ya 16

- 1 Match the pictures to the number of coloured dots by drawing a line.
Nyalanya diswantšho le palo ya marontho ao a khalarilwego ka go thala mothalo.

A box containing three ostriches and two chickens. To the right 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 ostrich to the first circle in the bottom row.

A box containing a truck, two goats, and three lizards. To the left 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.

A box containing three t-shirts, a sofa, and two cars. To the right 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.
 Nyalanya diswantšho le palo ya marontho ao a khalarilwego ka go thala mothalo.

4	
2	
1	
5	

	3
	1
	4
	5
	2

3. Write the numbers from smallest to biggest.
 Ngwala dipalo go tloga go ye nnyanenyane go ya go ye kgolo kudu.

5, 3, 4	(3, 4, 5)
3, 1, 2	(1, 2, 3)
4, 3, 2	(2, 3, 4)
5, 1, 3	(1, 3, 5)
4, 1, 2	(1, 2, 4)

Written Assessment Lesson 21

Kelo ya go ngwalwa Thuto ya 21

- 1 Draw dots in the ten frame to show the number.
Thala marontho ka foreiming ya lesome go laetša palo.

9	<table border="1" style="width: 100%; height: 100%;"> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>										
6	<table border="1" style="width: 100%; height: 100%;"> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>										
10	<table border="1" style="width: 100%; height: 100%;"> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>										
8	<table border="1" style="width: 100%; height: 100%;"> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>										
7	<table border="1" style="width: 100%; height: 100%;"> <tbody> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>										

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

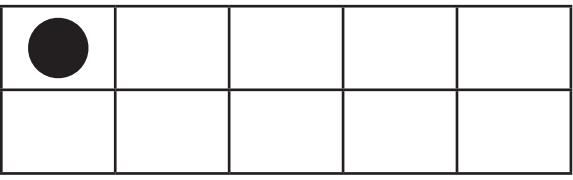
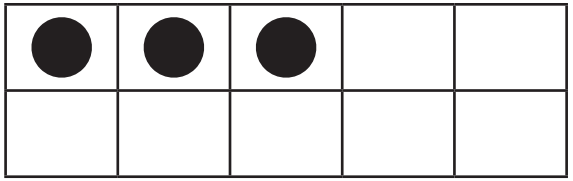
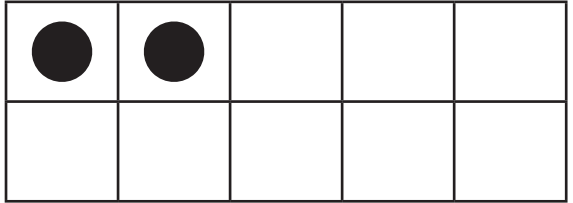
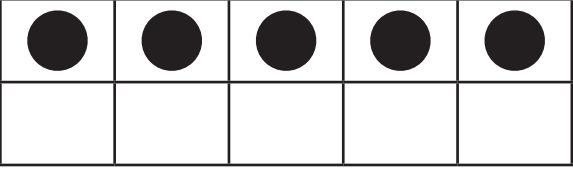
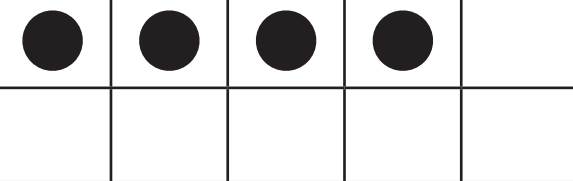
7	nine
10	six
8	ten
6	eight
9	seven

- 2 Nyalanya paloina le sekapalo ka go thala mothalo.

7	senyane
10	tshela
8	lesome
6	seswai
9	šupa

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

Thala marontho a mangwe gape ka foreiming ya lesome go nyalanya le palo ya ka lepokising.

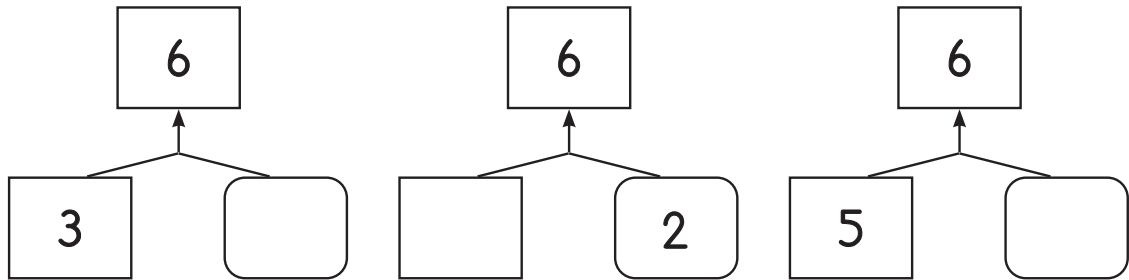
	1	and le	make di dira	9
	3	and le	make di dira	6
	2	and le	make di dira	10
	5	and le	make di dira	8
	4	and le	make di dira	7

Written Assessment Lesson 27

Kelo ya go ngwalwa Thuto ya 27

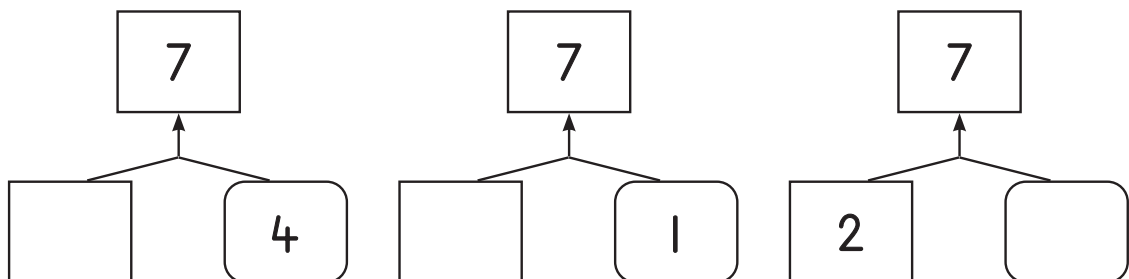
- 1 Fill in the missing numbers to make 6.

Tlatša dipalo tšeo di tlogetšwego go dira 6.



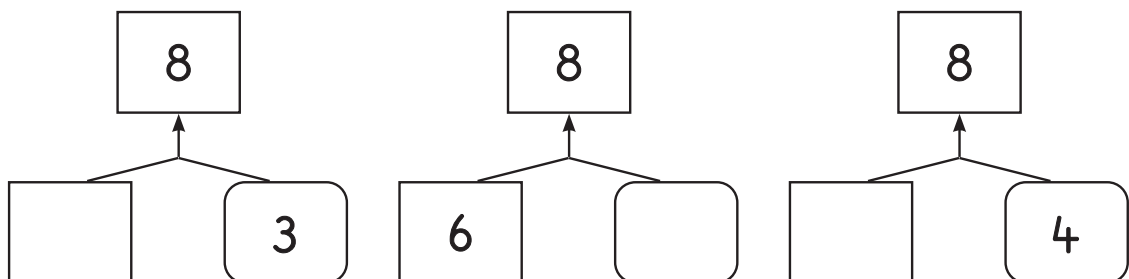
- 2 Fill in the missing numbers to make 7.

Tlatša dipalo tšeo di tlogetšwego go dira 7.



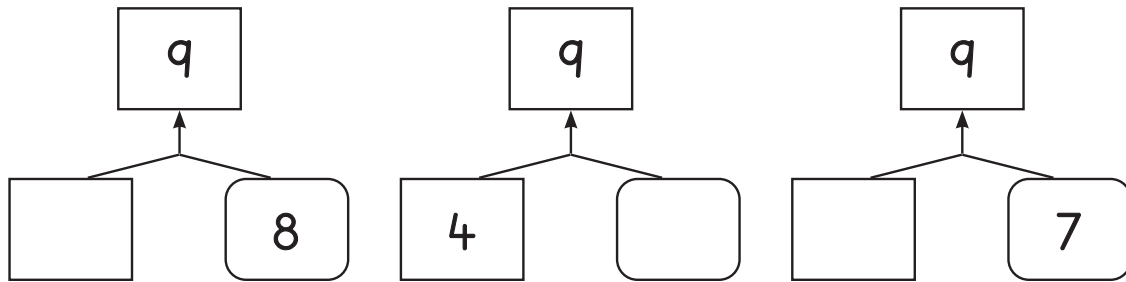
- 3 Fill in the missing numbers to make 8.

Tlatša dipalo tšeo di tlogetšwego go dira 8.



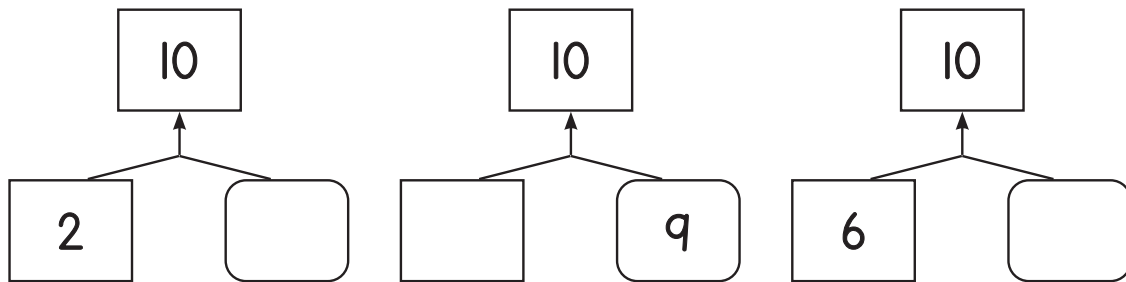
- 4 Fill in the missing numbers to make 9.

Tlatša dipalo tšeo di tlogetšwego go dira 9.



- 5 Fill in the missing numbers to make 10.

Tlatša dipalo tšeo di tlogetšwego go dira 10.



Enrichment:

Mošomo wa tlaleletšo:

<p>Velangesihle has 3 apples. He gets 4 more apples. How many apples does Velangesihle have now?</p>	<p>Dipolelo o na le diapole tše 3. O hwetša diapole tše dingwe tše 4. Na Dipolelo o na le diapole tše kae gabjale?</p>
--	--

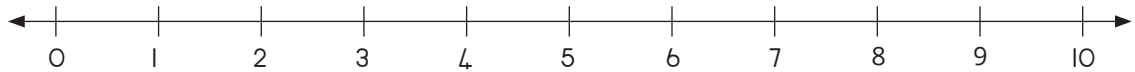
Written Assessment Lesson 34

Kelo ya go ngwalwa Thuto ya 34

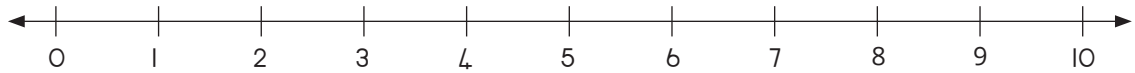
1 Draw hops on a number line to show the following:

Thala mefofo mo mothalopalong go laetša dipalo tše di latelago:

a 4, 6, 8



b 2, 4, 6



2 Write the numbers from biggest to smallest.

Ngwala dipalo go tloga go ye kgolo kgolo go ya go ye nnyanenyane.

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

3 Fill in the missing numbers.

Tlatša dipalo tšeo di tlogetšwego.

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

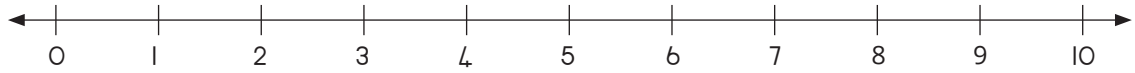
7	
6	

j

6	2

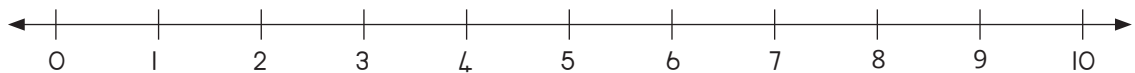
- 4 Circle the number that is 4 less than 9.

Thala sediko go dikologa palo yeo e lego tlase ka 4 go fetwa ke 9.



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

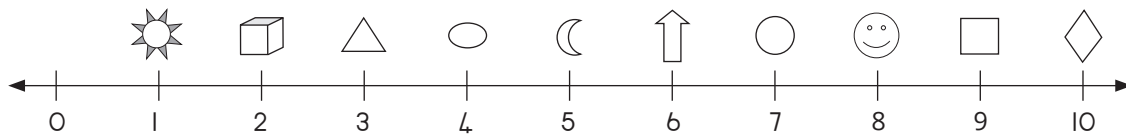
Thala sediko go palo yeo e lego godimo ka 5 go fetwa ke 2.



Written Assessment Lesson 38

Kelo ya go ngwalwa Thuto ya 38

- I Look at the number line and answer the following. Start on the left.
 Lebelela mothalopalo o arabe tše di latelago. Thoma go la ngele.



Circle the correct answer.

Thala sediko go karabo ya maleba.

Which is second? Ke sefe sa bobedi?			Which is ninth? Ke sefe sa bosenyane?		
Which is last? Ke sefe sa mafelelo?			Which is fourth? Ke sefe sa bone?		
Which is sixth? Ke sefe sa botshelela?			Which is eighth? Ke sefe sa boseswai?		
Which is seventh? Ke sefe sa bošupa?			Which is first? Ke sefe sa mathomo?		
Which is fifth? Ke sefe sa bohlangano?			Which is third? Ke sefe sa boraro?		

Written Assessment Lesson 44

Kelo ya go ngwalwa Thuto ya 44

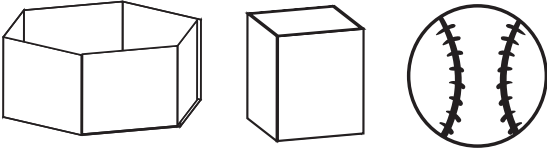

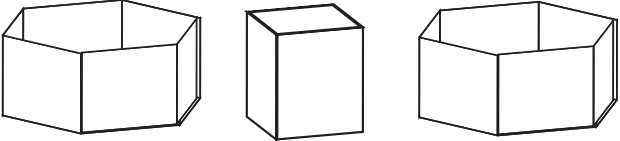

1 Draw the objects.

Thala dilo.

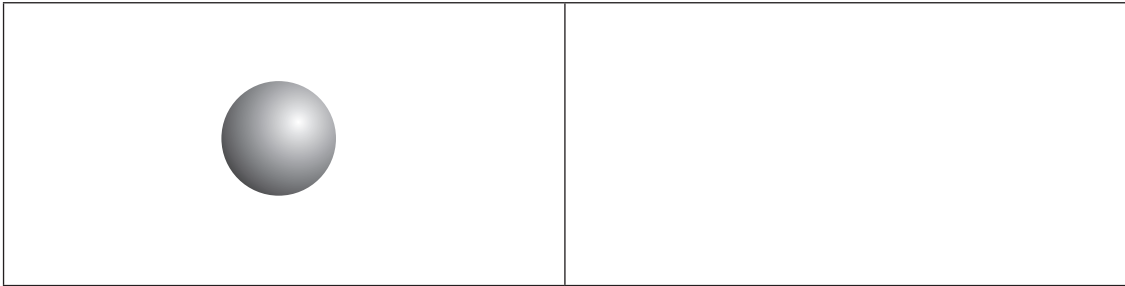
<p>Draw a ball. Thala kgwele.</p>	
<p>Draw a box. Thala lepokisi.</p>	

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

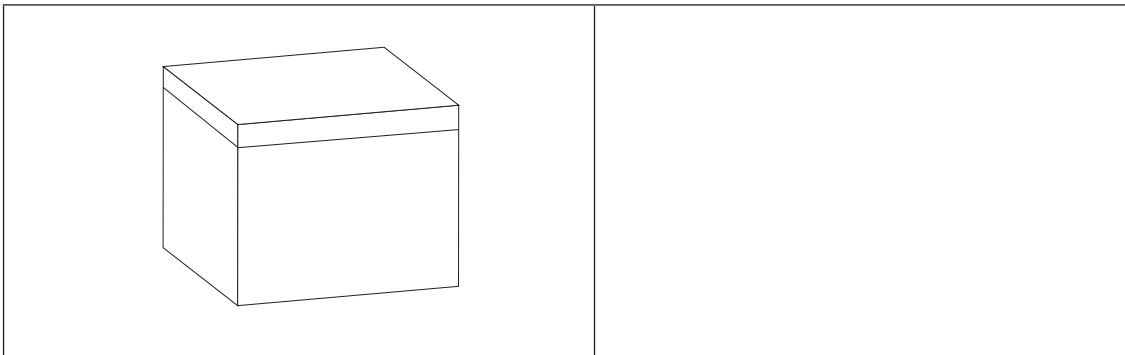
Na o ka aga tora ka dilo ka moka tše di latelago? Ngwala ee goba aowa.

a		
b		
c		
d		



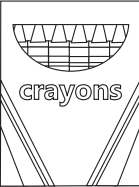

- 3 Draw a ball that is bigger.
Thala kgwele ye kgolo.



- 4 Draw a box that is smaller.
Thala lepokisi le lennyane.



- 5 Can these objects slide or roll? Circle the correct word.
Na dilo tše di ka kgokologa goba di ka thelela? Thala sediko go karabo ya maleba.

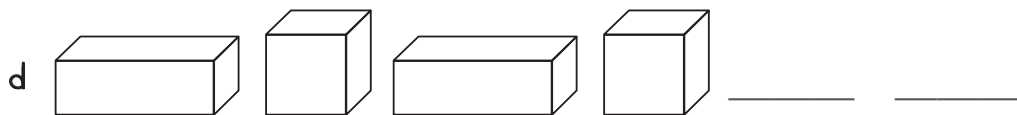
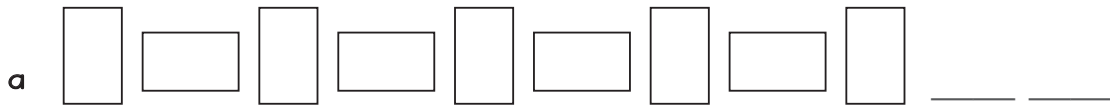
	slide/roll thelela/ kgokologa
	slide/roll thelela/ kgokologa
	slide/roll thelela/ kgokologa
	slide/roll thelela/ kgokologa

Written Assessment Lesson 49

Kelo ya go ngwalwa Thuto ya 49

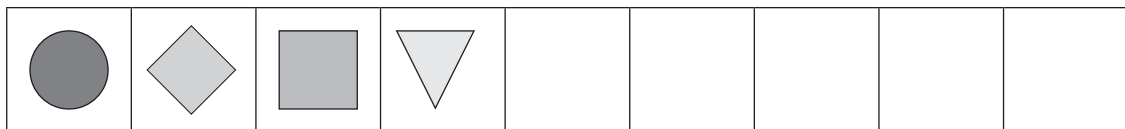
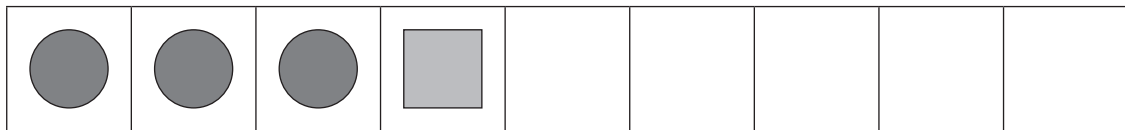
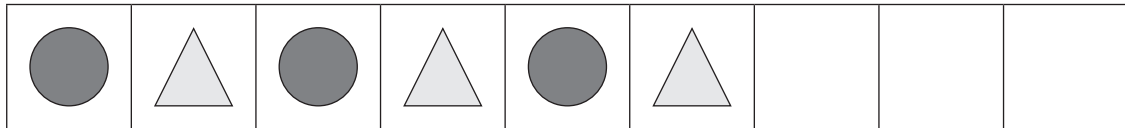
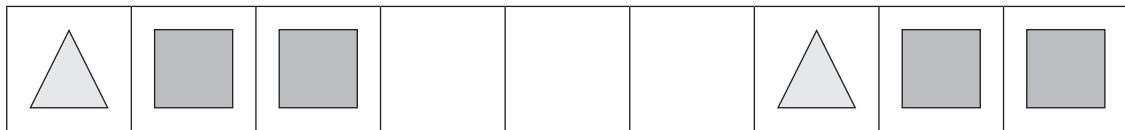
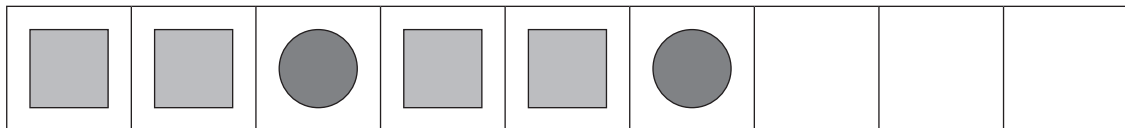
1 Extend the pattern.

Katološa paterone.



2 Complete the patterns.

Feleletša dipaterone.



- 3 Count the shapes that are the same.
 Balela dibopego tšeo di swanago.
