

**MATHEMATICS**

**Grade 1**

**English**

**Learner**

**Activity**

**Book**

**2020 TERM 4**



# Introduction

This resource pack has forty numbered daily activities for classwork and homework. The activities correspond to the activities in the lesson plans. The daily lesson should be followed by classwork and then homework.

Answers to the activities can be written in this book.

These resources are bilingual. We hope that presenting the activities in two languages will help learners to learn the maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these maths activities, they will cover the whole curriculum. Hopefully these activities will be a fun way to help them acquire this maths knowledge.



# Contents

Introduction	iii
Contents	v
Term 4 Lesson 1 Find the missing number (1)	1
Term 4 Lesson 2 Find the missing number (2)	3
Term 4 Lesson 3 Addition and subtraction	5
Term 4 Lesson 4 Assessment	6
Term 4 Lesson 5 Numbers up to 99 (1)	7
Term 4 Lesson 6 Numbers up to 99 (2)	10
Term 4 Lesson 7 Numbers up to 99 (3)	12
Term 4 Lesson 8 Ordering and comparing numbers (1)	15
Term 4 Lesson 9 Ordering and comparing numbers (2)	16
Term 4 Lesson 10 Assessment	17
Term 4 Lesson 11 One hundred	18
Term 4 Lesson 12 Ordering numbers up to 100 (1)	22
Term 4 Lesson 13 Ordering numbers up to 100 (2)	24
Term 4 Lesson 14 Building up and breaking down 100	26
Term 4 Lesson 15 Addition and subtraction of 10s	29
Term 4 Lesson 16 Assessment	32
Term 4 Lesson 17 Addition and subtraction (1)	33
Term 4 Lesson 18 Addition and subtraction (2)	35
Term 4 Lesson 19 Addition and subtraction (3)	36
Term 4 Lesson 20 Assessment	38
Term 4 Lesson 21 Addition and subtraction word problems (1)	39
Term 4 Lesson 22 Addition and subtraction word problems (2)	40
Term 4 Lesson 23 South African money	41
Term 4 Lesson 24 Doubling	43
Term 4 Lesson 25 Working with money	45
Term 4 Lesson 26 Money calculations	47
Term 4 Lesson 27 Assessment	49

Term 4 Lesson 28 Data handling (1)	49
Term 4 Lesson 29 Data handling (2)	53
Term 4 Lesson 30 Assessment	55
Term 4 Lesson 31 Time (1)	56
Term 4 Lesson 32 Time (2)	58
Term 4 Lesson 33 Time (3)	60
Term 4 Lesson 34 Time (4)	63
Term 4 Lesson 35 Assessment	65
Term 4 Lesson 36 Grouping	66
Term 4 Lesson 37 Sharing	68
Term 4 Lesson 38 Halving	70
Term 4 Lesson 39 Assessment	72
Term 4 Lesson 40 Getting ready for Grade 2	73
Hundred Board (many lessons)	77
Place value table (many lessons)	79
Weather calendar (Lesson 28)	81
Printed tens – learner size (many lessons)	83
Tens number cards (lesson 12–14)	85
1 to 100 number cards (lesson 3, 11–14)	87
Money cut-outs – coins (lessons 23–26)	93
Money cut-outs – notes (lessons 23–26)	95

# Term 4 Lesson 1

## Find the missing number (I)

### CLASSWORK

Find the missing number in the number bond tables.

Write the number sentence that you used to solve the problem on the line.

a  $7 + \square = 15$

15	
7	

\_\_\_\_\_

b  $\square + 6 = 11$

11	
	6

\_\_\_\_\_

c  $9 + \square = 12$

12	
	9

\_\_\_\_\_

d  $8 + \square = 14$

14	
8	

\_\_\_\_\_

e  $\square + 9 = 18$

18	
	9

\_\_\_\_\_

f  $9 + \square = 16$

16	
9	

\_\_\_\_\_

## HOMEWORK

Find the missing number in the number bond tables.

Write the number sentence that you used to solve the problem on the line.

a  $5 + \square = 13$

13	
5	

\_\_\_\_\_

b  $\square + 6 = 12$

12	
	6

\_\_\_\_\_



# Term 4 Lesson 2

## Find the missing number (2)

### CLASSWORK

Find the missing number in the number bond tables.

Write the number sentence that you used to solve the problem on the line.

a  $14 - \square = 6$

14	
	6

---

b  $\square - 7 = 5$

7	5

---

c  $16 - \square = 9$

16	
	9

---

d  $\square - 3 = 8$

3	8

---

e  $\square - 9 = 4$

9	4

---

f  $15 - \square = 8$

15	
	8

---

## HOMEWORK

Find the missing number in the number bond tables.

Write the number sentence that you used to solve the problem on the line.

a  $16 - \square = 8$

16	
8	

\_\_\_\_\_

b  $\square - 8 = 4$

8	4

\_\_\_\_\_

# Term 4 Lesson 3

## Addition and subtraction

### CLASSWORK

Play the addition and subtraction card games. Your teacher will explain the rules.

### HOMEWORK

Find the missing number in the number bond tables.

Write the number sentence that you used to solve the problem on the line.

a  $16 - \square = 9$

16	
	9

\_\_\_\_\_

b  $\square - 4 = 7$

4	7

\_\_\_\_\_

c  $\square + 5 = 13$

13	
	5

\_\_\_\_\_

# Term 4 Lesson 4

## Assessment

# Term 4 Lesson 5

## Numbers up to 99 (I)

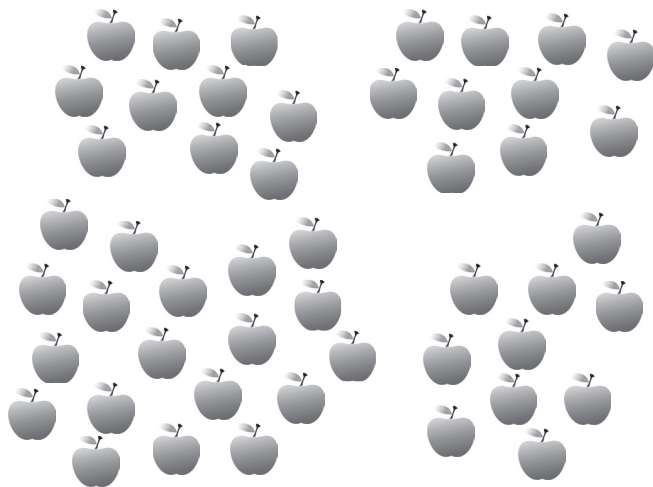
### CLASSWORK ACTIVITY I



How many tens?	How many ones?
tens	ones

### CLASSWORK

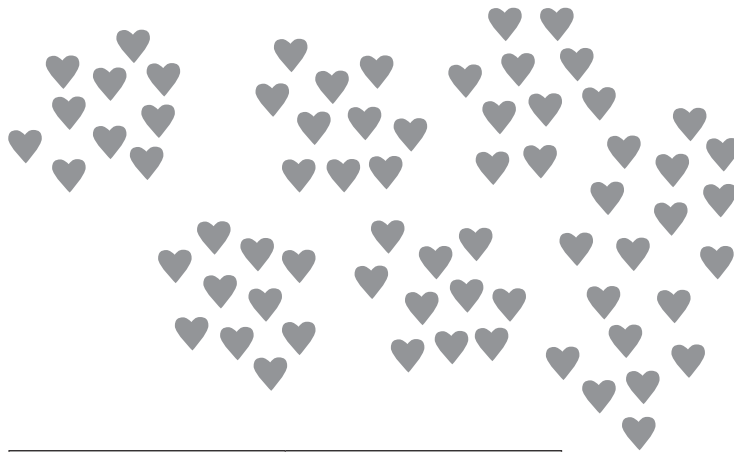
I How many apples?



How many tens?	How many ones?
tens	ones

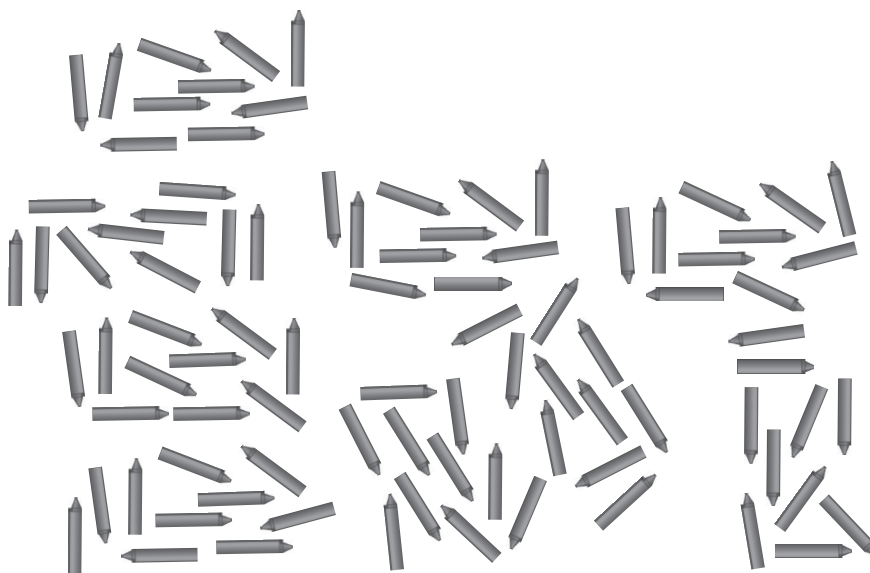
2 Count using groups of 10.

a

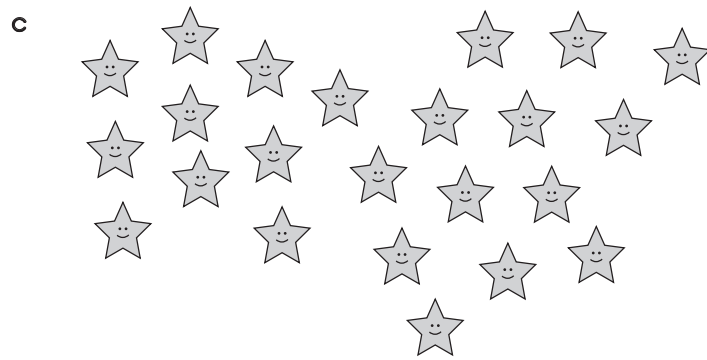


How many tens?	How many ones?
tens	ones

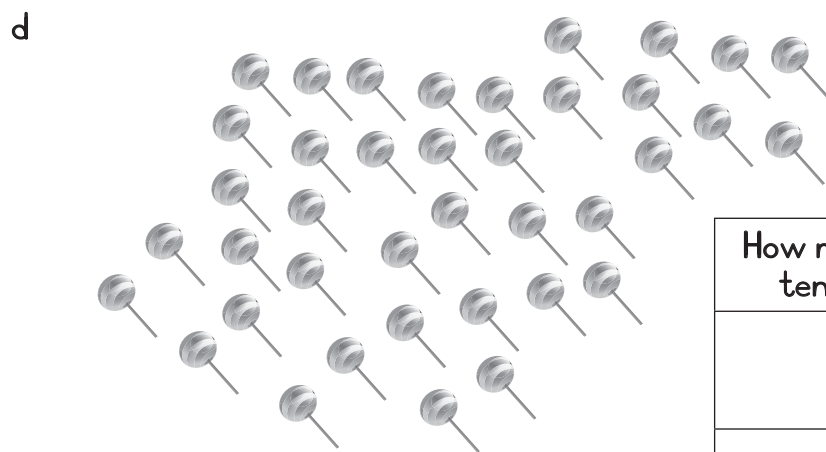
b



How many tens?	How many ones?
tens	ones



How many tens?	How many ones?
tens	ones



How many tens?	How many ones?
tens	ones

### HOMEWORK

1 How many tens and how many ones?

		How many tens?	How many ones?	What is the number?
a				
b				

# Term 4 Lesson 6

## Numbers up to 99 (2)

### CLASSWORK

How many? Record what you found.

a

Tens	Ones
_____ tens	_____ ones
_____	

b

Tens	Ones
_____ tens	_____ ones
_____	

c

Tens	Ones
_____ tens	_____ ones
_____	

d

Tens	Ones
_____ tens	_____ ones
_____	

e

Tens	Ones
_____ tens	_____ ones
_____	

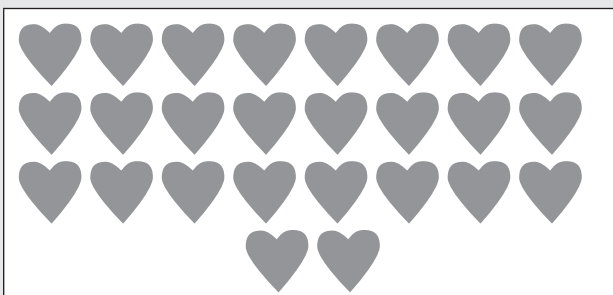
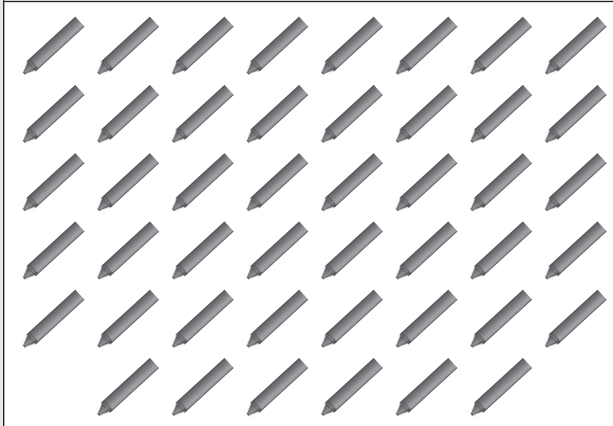
f

Tens	Ones
_____ tens	_____ ones
_____	



HOMEWORK

How many tens and how many ones?

		Number of tens	Number of ones	Total number
a				
b				

# Term 4 Lesson 7

## Numbers up to 99 (3)

### CLASSWORK ACTIVITY 2

tens	ones
+	=

tens	ones
+	=

tens	ones
+	=

tens	ones
+	=

tens	ones
+	=

tens	ones
+	=

## CLASSWORK

1 How many tens and how many ones?

**a**

63	
_____	_____
tens	ones

**c**

40	
_____	_____
tens	ones

**e**

79	
_____	_____
tens	ones

**b**

95	
_____	_____
tens	ones

**d**

37	
_____	_____
tens	ones

**f**

50	
_____	_____
tens	ones

2 Write the number.

**g**

2 tens	1 ones
8 tens	3 ones

**i**

**h**

6 tens	4 ones
9 tens	6 ones

**j**

HOMEWORK

How many tens and how many ones?

**a**

45	
_____ tens	_____ ones

**c**

73	
_____ tens	_____ ones

**b**

89	
_____ tens	_____ ones

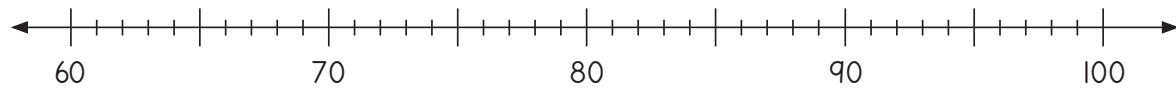
**d**

50	
_____ tens	_____ ones

# Term 4 Lesson 8

## Ordering and comparing numbers (I)

### CLASSWORK



Show on the number line:

- a 1 more than 89
- b 1 less than 71
- c 3 more than 65
- d 2 less than 93
- e 4 more than 78
- f 5 less than 81

### HOMEWORK

Show on the number line:

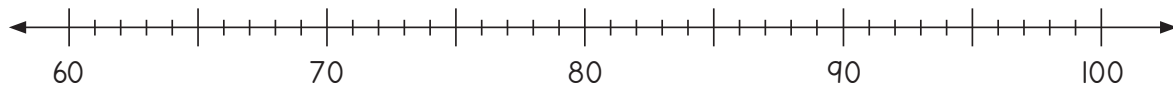
- a 3 more than 62
- b 2 less than 98
- c 1 more than 88
- d 3 less than 76



# Term 4 Lesson 9

## Ordering and comparing numbers (2)

### CLASSWORK



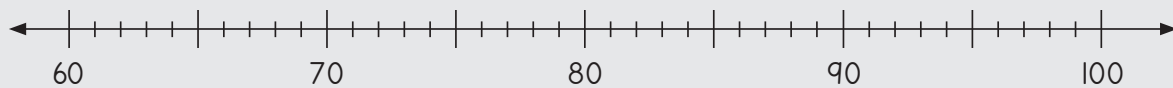
Show on the number line:

- a 2 more than 64
- b 3 less than 76
- c 5 less than 85
- d 2 less than 92
- e 3 more than 75
- f 4 less than 96

### HOMEWORK

Show on the number line:

- a 3 less than 68
- b 2 more than 72
- c 2 more than 97
- d 3 less than 84



# Term 4 Lesson 10

## Assessment

# Term 4 Lesson 11

## One hundred

### CLASSWORK

Fill in the missing numbers.

a

1	2	3	4	5
		13	14	15
21	22	23	24	25
31	32		34	35
41	42		44	45

b

		9	10
17		19	20
	28	29	30
37	38		
47		49	



c

23	24	25	26
33	34	35	36
43			46
53	54	55	56
63	64	65	66
73	74		
83	84	85	86
93			96

d

11	12		14
21	22		24
31	32		34
41	42		44
51	52		54
61	62		64

e

29	30	31	32
39	40		42
49		51	
59			62
69			
79	80		

f

55	56		58
65		67	68
75	76	77	
	86	87	88
95		97	98

## HOMEWORK

Fill in the missing numbers:

64		66			69	70
74			77			80

# Term 4 Lesson 12

## Ordering numbers up to 100 (I)

### CLASSWORK

Fill in the missing numbers:

24		26	27	
100			97	96
	15	20		30
40		20		0
55	65	75		
78	76			70
63		65	66	
	89		87	86

HOMEWORK

Fill in the missing numbers:

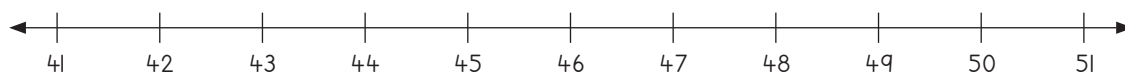
The image shows two horizontal number sequences. Each number is contained within a rounded rectangular box, and the boxes are connected by horizontal lines. The first sequence starts with 40, followed by an empty box, then 60, 70, another empty box, 90, and a final empty box. The second sequence starts with 5, followed by 10, 15, an empty box, another empty box, a third empty box, and ends with 35.

# Term 4 Lesson 13

## Ordering numbers up to 100 (2)

### CLASSWORK ACTIVITY 1

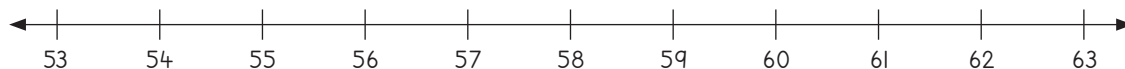
a 46 is  more than 42



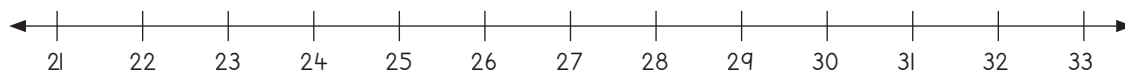
b 50 is  more than 48



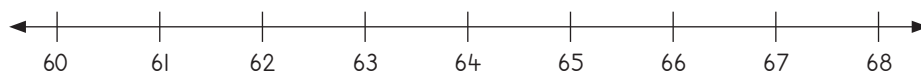
c 54 is  less than 58



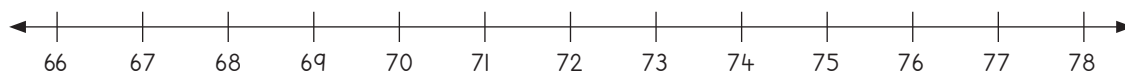
d  is 5 less than 27



e  is 3 less than 64

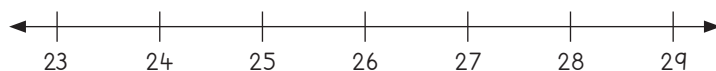


f  is 5 more than 72

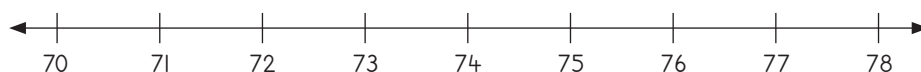


### CLASSWORK ACTIVITY 2

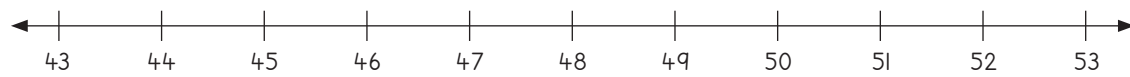
1 29 is  more than 23



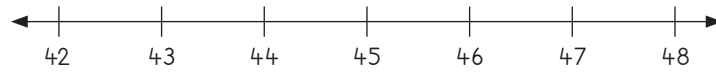
2 77 is  more than 72



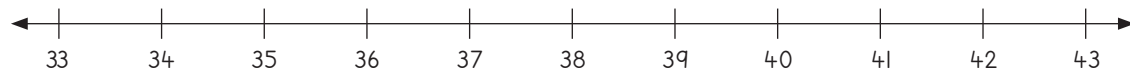
3 44 is  less than 51



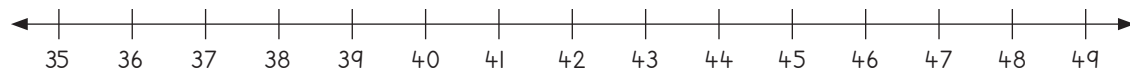
4  is 5 less than 48



5  is 7 less than 41



6  is 6 more than 42



## CLASSWORK

Play the board game. Your teacher will explain the rules.

## HOMEWORK

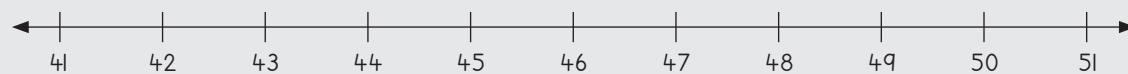
Circle the correct number on the number line:

is 6 more than 61



What is the difference?

43 is  less than 50

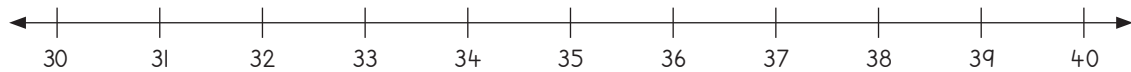


# Term 4 Lesson 14

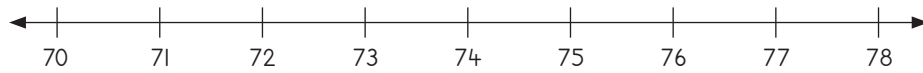
## Building up and breaking down 100

### CLASSWORK ACTIVITY I

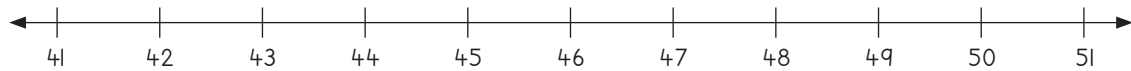
1 40 is  more than 30



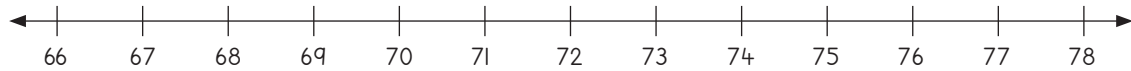
2 71 is  less than 78



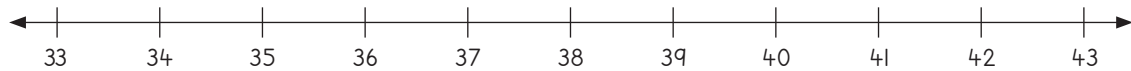
3 42 is  less than 51



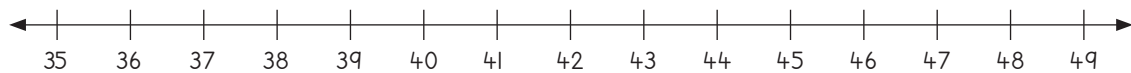
4  is 8 more than 68



5  is 9 less than 43

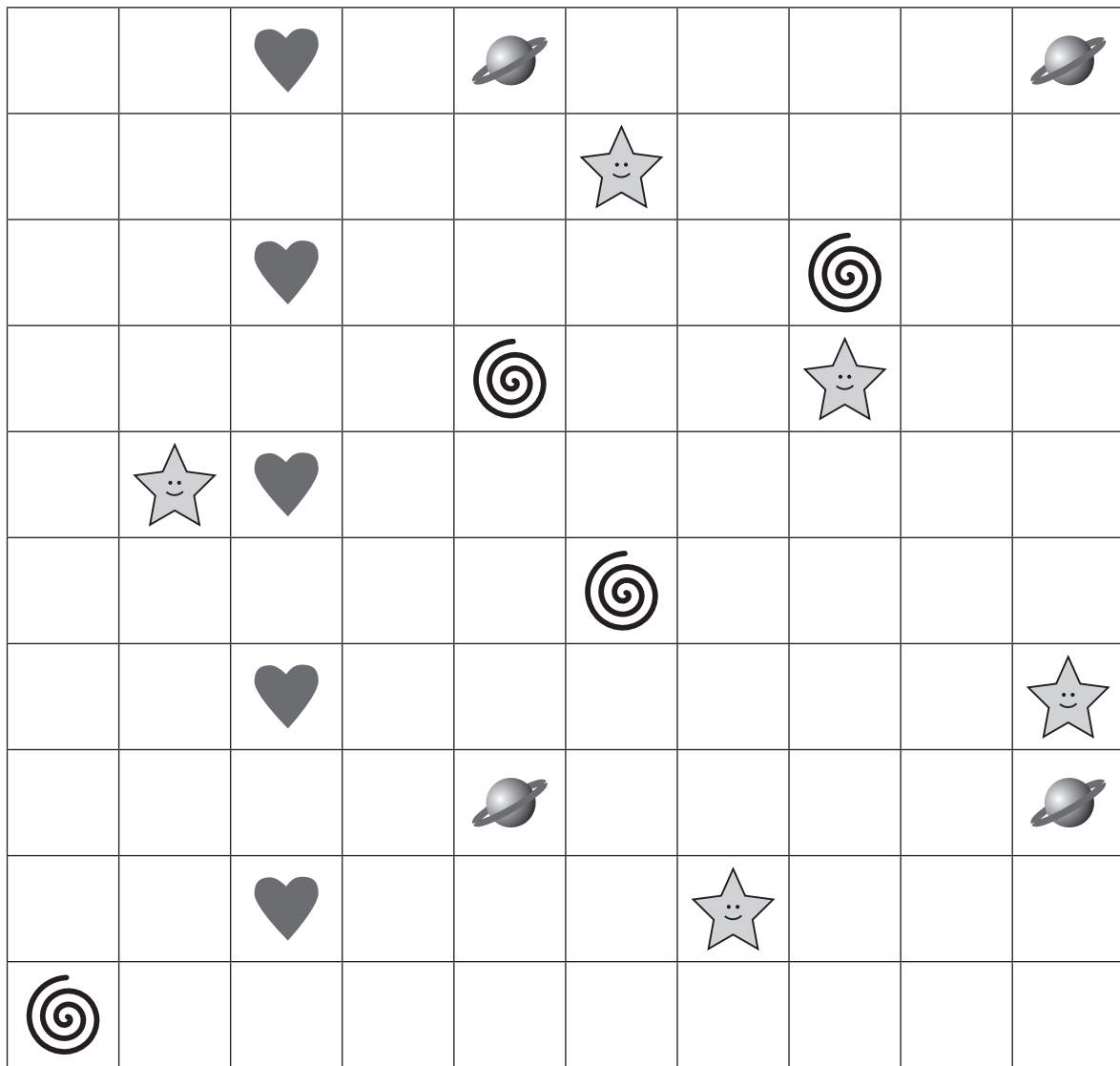


6  is 10 less than 48





CLASSWORK ACTIVITY 3



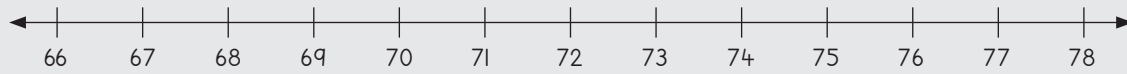
CLASSWORK

Play the board game. Your teacher will explain the rules.

### HOMEWORK

Circle the correct number on the number line:

a  is 10 less than 77 (67)



b 62 is  more than 54 (8)



# Term 4 Lesson 15

## Addition and subtraction of 10s

### CLASSWORK ACTIVITY I

34	
_____ tens	_____ ones
_____ + _____ = _____	

75	
_____ tens	_____ ones
_____ + _____ = _____	

93	
_____ tens	_____ ones
_____ + _____ = _____	

### CLASSWORK

1 Write the missing numbers in the table:

**a**

56	
_____ tens	_____ ones
_____ + _____ = _____	

**b**

45	
_____ tens	_____ ones
_____ + _____ = _____	

**c**

94	
_____ tens	_____ ones
_____ + _____ = _____	

**d**

39	
_____ tens	_____ ones
_____ + _____ = _____	

2 Calculate the missing numbers:

**a**  $80 + 5 = \underline{\hspace{2cm}}$

**b**  $85 - 5 = \underline{\hspace{2cm}}$

**c**  $20 + 9 = \underline{\hspace{2cm}}$

**d**  $29 - 20 = \underline{\hspace{2cm}}$

**e**  $97 - 7 = \underline{\hspace{2cm}}$

**f**  $97 - 90 = \underline{\hspace{2cm}}$

**g**  $\underline{\hspace{2cm}} = 30 + 2$

**h**  $32 = 30 + \underline{\hspace{2cm}}$

## HOMEWORK

Write the missing numbers in the table:

<b>a</b>	17	
	_____ tens	_____ ones
	_____ + _____ = _____	
<b>b</b>	51	
	_____ tens	_____ ones
	_____ + _____ = _____	
<b>c</b>	92	
	_____ tens	_____ ones
	_____ + _____ = _____	

# Term 4 Lesson 16

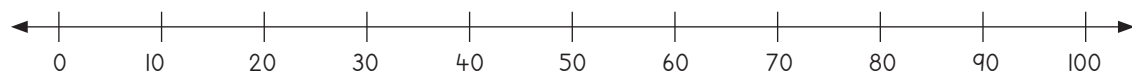
## Assessment

# Term 4 Lesson 17

## Addition and subtraction (I)

### CLASSWORK ACTIVITY 1

$10 + 40 = \underline{\hspace{2cm}}$



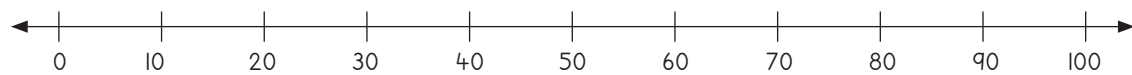
$20 + 50 = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \text{ tens} + \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

$60 + 30 = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \text{ tens} + \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

$70 + 30 = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \text{ tens} + \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

### CLASSWORK ACTIVITY 2

$40 - 30 = \underline{\hspace{2cm}}$



$100 - 50 = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \text{ tens} - \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

$80 - 20 = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \text{ tens} - \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

$100 - 90 = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \text{ tens} - \underline{\hspace{2cm}} \text{ tens} = \underline{\hspace{2cm}} \text{ tens}$

### CLASSWORK

Calculate:

a  $50 + 20 =$  \_\_\_\_\_

b  $20 + 30 =$  \_\_\_\_\_

c  $40 + 30 =$  \_\_\_\_\_

d  $10 + 90 =$  \_\_\_\_\_

e  $50 - 10 =$  \_\_\_\_\_

f  $80 - 30 =$  \_\_\_\_\_

g  $60 - 40 =$  \_\_\_\_\_

h  $100 - 10 =$  \_\_\_\_\_

### HOMEWORK

Calculate:

a  $70 + 30 =$  \_\_\_\_\_

b  $30 + 50 =$  \_\_\_\_\_

c  $40 + 20 =$  \_\_\_\_\_

d  $80 + 10 =$  \_\_\_\_\_



# Term 4 Lesson 18

## Addition and subtraction (2)

### CLASSWORK

Calculate:

a  $52 + 4 =$  \_\_\_\_\_

b  $65 + 3 =$  \_\_\_\_\_

c  $47 + 2 =$  \_\_\_\_\_

d  $78 + 1 =$  \_\_\_\_\_

e  $33 + 5 =$  \_\_\_\_\_

f  $64 - 3 =$  \_\_\_\_\_

g  $97 - 6 =$  \_\_\_\_\_

h  $53 - 1 =$  \_\_\_\_\_

i  $46 - 2 =$  \_\_\_\_\_

j  $78 - 5 =$  \_\_\_\_\_

### HOMEWORK

Calculate:

a  $67 + 2 =$  \_\_\_\_\_

b  $44 + 5 =$  \_\_\_\_\_

c  $78 - 2 =$  \_\_\_\_\_

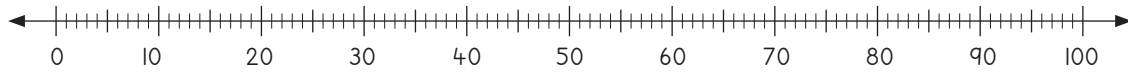
d  $55 - 3 =$  \_\_\_\_\_

# Term 4 Lesson 19

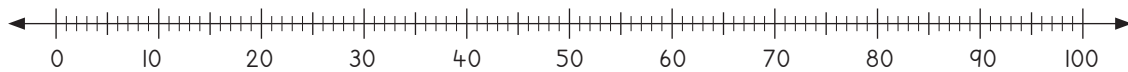
## Addition and subtraction (3)

### CLASSWORK ACTIVITY 1

$24 + 30 = \underline{\hspace{2cm}}$



$41 + 50 = \underline{\hspace{2cm}}$

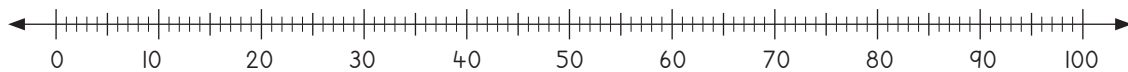


### CLASSWORK ACTIVITY 2

$95 - 20 = \underline{\hspace{2cm}}$



$77 - 40 = \underline{\hspace{2cm}}$



### CLASSWORK

Calculate:

**a**  $47 + 10 = \underline{\hspace{2cm}}$

**b**  $63 + 30 = \underline{\hspace{2cm}}$

**c**  $29 + 40 = \underline{\hspace{2cm}}$

**d**  $76 + 20 = \underline{\hspace{2cm}}$

e  $58 + 30 =$  \_\_\_\_\_

f  $61 - 30 =$  \_\_\_\_\_

g  $84 - 60 =$  \_\_\_\_\_

h  $97 - 40 =$  \_\_\_\_\_

i  $39 - 20 =$  \_\_\_\_\_

j  $72 - 50 =$  \_\_\_\_\_

## HOMEWORK

Calculate:

a  $52 + 20 =$  \_\_\_\_\_

b  $25 + 40 =$  \_\_\_\_\_

c  $86 - 30 =$  \_\_\_\_\_

d  $63 - 20 =$  \_\_\_\_\_

# Term 4 Lesson 20

## Assessment

# Term 4 Lesson 21

## Addition and subtraction word problems (I)

### CLASSWORK ACTIVITY 1

There are 6 children on the playground. 8 children joined them and they all started playing together. How many children are there now?

### CLASSWORK ACTIVITY 2

There were 12 eggs. 5 of them were used to bake biscuits. How many eggs are there now?

### CLASSWORK

There are 7 boys on the bus. There are 8 more girls than boys. How many girls are there?

### HOMEWORK

Add or subtract without using bottle tops.

a  $8 + 6 =$  \_\_\_\_\_

b  $13 - 5 =$  \_\_\_\_\_

c  $7 + 4 =$  \_\_\_\_\_

# Term 4 Lesson 22

## Addition and subtraction word problems (2)

### CLASSWORK ACTIVITY 1

Thompho is in the seventh position from the front in a queue. There are 4 children behind her. How many children are there in the queue?

### CLASSWORK ACTIVITY 2

There are 13 people in a queue at the bus stop. I am in the fifth position from the back. How many people are there in front of me?

### CLASSWORK

There are 6 girls and 13 boys in a playground. How many more boys than girls are there?

### HOMEWORK

Add or subtract without using bottle tops.

a  $14 - 7 =$  \_\_\_\_\_

b  $9 + 4 =$  \_\_\_\_\_

c  $16 - 9 =$  \_\_\_\_\_

# Term 4 Lesson 23

## South African money

### CLASSWORK

1 Circle all the:






R1 coins

R2 coins













R5 coins
















2 Draw a line to match the amount of money to the picture.

a	R1	
b	10c	
c	R20	
d	R5	
e	R2	

3 Tick the coins in each block that will give you R10.






	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	<input type="checkbox"/>

4 Tick the coins in each block that will give you R20.

	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

HOMEWORK

Draw a line to match the amount of money to the picture.

a	R10	
b	50c	
c	R5	
d	R1	
e	20c	



# Term 4 Lesson 24

## Doubling

### CLASSWORK

1 Write down the doubles. The first one is done for you.

<b>a</b>	2 is	double 1	$1 + 1$
<b>b</b>	8 is		
<b>c</b>	4 is		
<b>d</b>	10 is		
<b>e</b>	6 is		
<b>f</b>	12 is		
<b>g</b>	14 is		

2 Answer the following:

**a** Double R6 is \_\_\_\_\_

**b** Double R8 is \_\_\_\_\_

c Double R14 is \_\_\_\_\_

d Double R3 is \_\_\_\_\_

e Double R11 is \_\_\_\_\_

f Double R15 is \_\_\_\_\_

### HOMEWORK

1 Answer the following:

a Double R2 is \_\_\_\_\_

b Double R10 is \_\_\_\_\_

c Double R8 is \_\_\_\_\_

2 Double:

a 12 is \_\_\_\_\_

b 8 is \_\_\_\_\_

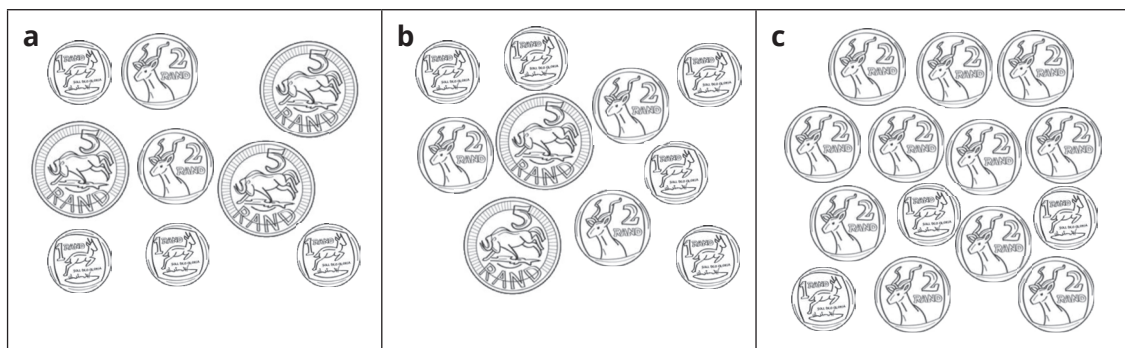
c 4 is \_\_\_\_\_

# Term 4 Lesson 25

## Working with money

### CLASSWORK

1 Circle the coins that will make up R10.



2 Calculate the following:

a  $10c + 10c + 10c =$  \_\_\_\_\_

b  $R5 + R10 =$  \_\_\_\_\_

c  $R10 + R10 =$  \_\_\_\_\_

d  $R5 + R5 + R1 + R2 =$  \_\_\_\_\_

3 Solve the following.

a I have a 20c coin. My friend has three 10c coins. Who has more money?

b I have two R5 coins. My friend has a R1 and R5 coin. Who has less money?

### HOMEWORK

Calculate:

a  $10c + 10c =$  \_\_\_\_\_

b  $10c + 20c =$  \_\_\_\_\_

c  $R5 + R2 + R5 =$  \_\_\_\_\_

d  $R2 + R10 + R2 + R2 =$  \_\_\_\_\_

e  $R10 + R1 + R5 + R2 =$  \_\_\_\_\_

# Term 4 Lesson 26

## Money calculations

### CLASSWORK

- 1 I have R15. I buy a bag of sweets for R11. Make a drawing to show how much money I have left.



- 2 Calculate:

a  $20c - 10c =$  \_\_\_\_\_

b  $20c - 20c =$  \_\_\_\_\_

c  $R15 - R4 =$  \_\_\_\_\_

d  $R14 - R7 =$  \_\_\_\_\_

- 3 Calculate:

a  $R20 - R2 - R8 =$  \_\_\_\_\_

b  $R5 - R4 =$  \_\_\_\_\_

c  $30c - 10c =$  \_\_\_\_\_

d  $R20 - R5 =$  \_\_\_\_\_

e  $R15 - R5 - R5 - R2 =$  \_\_\_\_\_

HOMEWORK

Calculate:

a  $40c - 10c =$  \_\_\_\_\_

b  $R15 - R10 =$  \_\_\_\_\_

c  $R10 - R1 - R1 - R2 =$  \_\_\_\_\_






d  $20c - 10c - 10c =$  \_\_\_\_\_

# Term 4 Lesson 27

## Assessment

# Term 4 Lesson 28






## Data handling (I)

types of weather	tally marks	total number of tally marks
		
		
		
		
		

CLASSWORK

1 Use the data from the January calendar to draw the pictograph.

Types of weather

12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
					

Key: \_\_\_\_\_ = one day

2 Complete:

a There were \_\_\_\_\_ sunny days in January.

b There were \_\_\_\_\_ windy days in January.

c Most days in January were \_\_\_\_\_.

d How many more sunny days than rainy days were there? \_\_\_\_\_



- e I enjoy \_\_\_\_\_ days.
- f There were \_\_\_\_\_ rainy days in January.
- g There were \_\_\_\_\_ cloudy days in January.
- h Only one day in January was \_\_\_\_\_.
- i How many less windy days than rainy days were there? \_\_\_\_\_
- j I do not enjoy \_\_\_\_\_ days.

HOMEWORK

Number of shapes

5				
4				
3				
2				
1				
	Star	Ball	Triangle	Square

1 How many squares are there? \_\_\_\_\_

2 How many stars are there? \_\_\_\_\_

3 How many more stars are there than squares? \_\_\_\_\_

4 How many less circles are there than triangles? \_\_\_\_\_

# Term 4 Lesson 29

## Data handling (2)

### CLASSWORK

#### We Like Apples

5			□
4			□
3	□		□
2	□	□	□
1	□	□	□
	Red apples	Yellow apples	Green apples














Key. □ = one learner.

Answer the questions using the pictograph:

- How many learners like green apples? \_\_\_\_\_
- How many learners like red apples? \_\_\_\_\_
- How many learners like yellow apples? \_\_\_\_\_
- How many more learners like green apples than yellow apples? \_\_\_\_\_
- How many more learners like red apples than yellow apples? \_\_\_\_\_
- Which apple is the most popular? \_\_\_\_\_
- Which apple is the least popular? \_\_\_\_\_

HOMEWORK

Fruit

5				
4				
3				
2				
1				
	Apple	Banana	Orange	Strawberry

Answer the questions using the pictograph:

- How many learners like bananas? \_\_\_\_\_
- How many less oranges are there than bananas? \_\_\_\_\_
- How many more apples are there than strawberries? \_\_\_\_\_
- Which is the favourite fruit? \_\_\_\_\_
- Which is the least favourite fruit? \_\_\_\_\_

# Term 4 Lesson 30

## Assessment

# Term 4 Lesson 31

## Time (I)

### CLASSWORK

1 Draw a picture to show which takes a longer/shorter time.

	Compare	A longer time	A shorter time
a	Walking to the shop and Driving to the shop		
b	Making a cup of tea and Making dinner		
c	Drawing one square and Drawing lots of squares		

2 Draw a picture of something you take a long time to do.

3 Draw a picture of something you take a short time to do.

### HOMEWORK

Draw something:

a You did yesterday.

b You did today.

c You will do tomorrow.

# Term 4 Lesson 32

## Time (2)

### CLASSWORK

- 1 Write the days of the week in order.

Wednesday                      Friday                      Saturday                      Monday  
   Sunday                      Tuesday                      Thursday

- 2 Draw a picture of what you did on Sunday.

- 3 Write the months of the year in order.

March                      December                      July                      January                      May  
   September                      February                      October                      June  
   August                      April                      November



- 4 Draw a picture of something that happens in one of the months.

### HOMEWORK

Use the words below to help you fill in the missing words.

July

January

September

December

- a I start school in \_\_\_\_\_.
- b It is cold in \_\_\_\_\_.
- c Flowers start blooming in \_\_\_\_\_.
- d It is very hot in \_\_\_\_\_.

# Term 4 Lesson 33

Time (3)

## CLASSWORK

1 Draw a picture to show what you did before school.

2 Draw a picture of what you will do after school.

3 Write the names of each of the days of the week.

4 Draw a picture to show what you do on each day of the week.

5 Write the names of each of the months of the year.

6 In which month of the year were you born?

- 7 Draw a picture of a special event that happens in one of the months of the year.

#### HOMEWORK

What do you do in the morning? Draw a picture of one of the things you do in the morning.

# Term 4 Lesson 34

## Time (4)

### CLASSWORK

1 Fill in the missing words. After that, draw a picture in your classwork book.

a I started big school in \_\_\_\_\_.

b I will complete Grade I in \_\_\_\_\_.

2 My favourite month of the year:

a Draw a picture of something you like that happens in one of the months.

b Write the name of the month above your picture.

- c What will you do on Saturday? Draw a picture.

### HOMEWORK

Write **true** or **false**:

- a Monday comes after Tuesday. \_\_\_\_\_
- b March comes before April. \_\_\_\_\_
- c December is the first month of the year. \_\_\_\_\_
- d Friday is in between Thursday and Saturday. \_\_\_\_\_

# Term 4 Lesson 35

## Assessment

# Term 4 Lesson 36

## Grouping

### CLASSWORK

1 Solve the following:

a ●●●●●●●●●●

How many groups of 3 can you make from 9? \_\_\_\_\_

b ●●●●●●●●●●

How many groups of 5 can you make from 10? \_\_\_\_\_

c ●●●●●●●●●●●●●●●●

How many groups of 3 can you make from 15? \_\_\_\_\_

d ●●●●●●●●●●●●●●●●

How many groups of 2 can you make from 14? \_\_\_\_\_

2 Draw a picture to solve the problems:

a Thompho has 20 balloons. She puts 4 balloons in each bunch. How many bunches will she make?

b Ntombi has 9 books. She puts 3 books in a pile. How many piles will she make?



## HOMEWORK

Solve the following:

a ●●●●●●●●●●●●●●

How many groups of 2 can you make from 12? \_\_\_\_\_

b ●●●●●●●●●●●●●●

How many groups of 4 can you make from 12? \_\_\_\_\_

c ●●●●●●●●●●●●●●

How many groups of 12 can you make from 12? \_\_\_\_\_

# Term 4 Lesson 37

## Sharing

### CLASSWORK

1 Solve the following:



Share 16 pencils among 8 children. How many pencils will each child get?

\_\_\_\_\_



Share 6 flowers between 2 children. How many flowers will each child get?

\_\_\_\_\_



Share 12 books among 3 children. How many books will each child get?

\_\_\_\_\_




Share 10 balls among 5 children. How many balls will each child get?

\_\_\_\_\_

2 Draw a picture to solve the problems:

a Share 10 sweets among 5 friends. How many sweets will each friend get?

b Share 16 flowers between 2 people. How many flowers will each person get?

c  Share 20 balls among 5 children. How many balls will each child get?

\_\_\_\_\_

d  Share 5 flowers among 5 children. How many flowers will each child get?

\_\_\_\_\_

### HOMEWORK

Solve the following:

a 

Share 8 pencils among 4 children. How many pencils will each child get?

\_\_\_\_\_

b 

Share 6 pencils between 2 people. How many pencils will each person get?

\_\_\_\_\_

# Term 4 Lesson 38

## Halving

### CLASSWORK

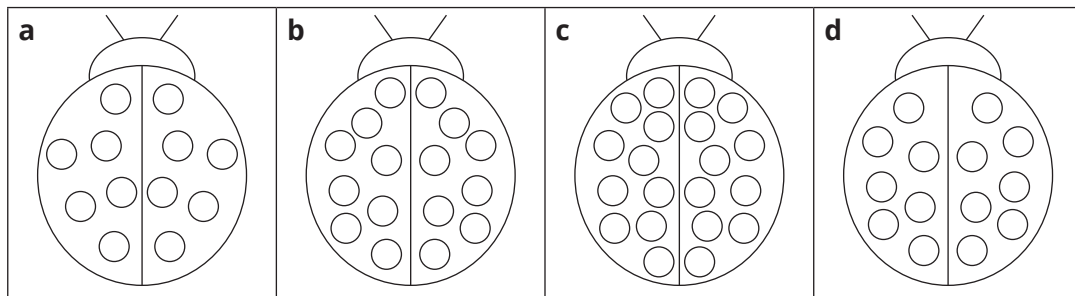
1 Use the beetles to help you to calculate half:

a Half of 12 is \_\_\_\_\_

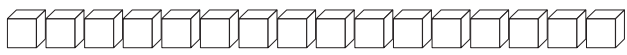
b Half of 16 is \_\_\_\_\_

c Half of 20 is \_\_\_\_\_

d Half of 14 is \_\_\_\_\_



2 Use the blocks to help you to calculate half:

a  Half of 16 is \_\_\_\_\_

b 

Half of 20 is \_\_\_\_\_

c 

Half of 18 is \_\_\_\_\_

d  Half of 10 is \_\_\_\_\_

3 Complete the following:

a Half of 8 is \_\_\_\_\_

b Half of 12 is \_\_\_\_\_

c Half of 2 is \_\_\_\_\_

d Half of 4 is \_\_\_\_\_

### HOMEWORK

1 Use the blocks to help you to calculate half:

a  Half of 14 is \_\_\_\_\_

b  Half of 12 is \_\_\_\_\_

2 Complete the following:

a Half of 10 is \_\_\_\_\_

b Half of 6 is \_\_\_\_\_

# Term 4 Lesson 39

## Assessment

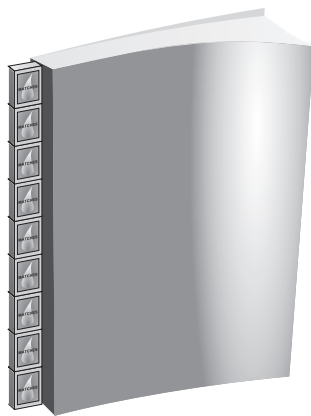
# Term 4 Lesson 40

## Getting ready for Grade 2

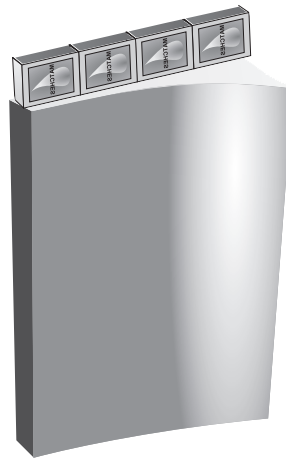
### MEASUREMENT

1 What is the length of this book?

2 What is the width of this book?



The book is \_\_\_\_\_  
match boxes long.



The book is \_\_\_\_\_  
match boxes wide.

### USING TEN FRAMES

Play the number building game. Your teacher will explain the rules.

ADDITION AND SUBTRACTION

Calculate using ten frames and bottle tops.

		<b>Answer</b>			<b>Answer</b>
<b>a</b>	$15 + 3 =$  _____		<b>b</b>	$17 - 4 =$  _____	

ADDITION WITH CARRYING AND SUBTRACTION WITH BORROWING

Play the card game. Your teacher will explain the rules.

LARGE NUMBERS

Play the board game. Your teacher will explain the rules.

ADDING AND SUBTRACTING WITH 2 DIGIT NUMBERS

Solve the following problems:

**a**  $57 - 30 =$  \_\_\_\_\_

**b**  $40 + 50 =$  \_\_\_\_\_

**c**  $32 - 30 =$  \_\_\_\_\_

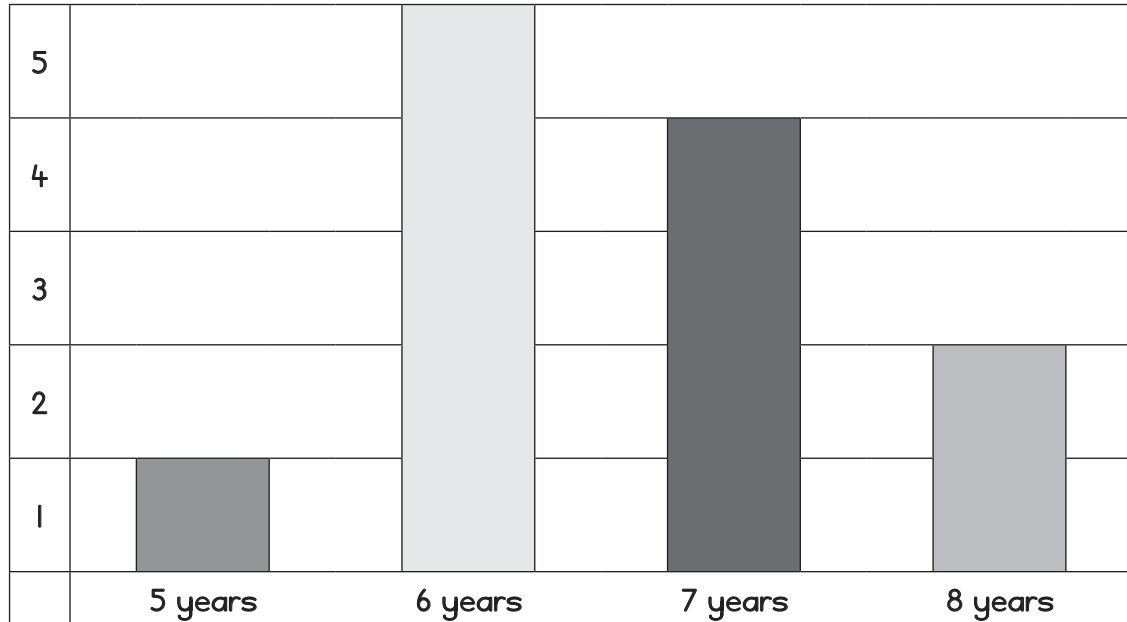
**d**  $43 + 40 =$  \_\_\_\_\_

**e**  $79 - 9 =$  \_\_\_\_\_



## DATA HANDLING

The ages of learners in a class



- a How many learners are 5 years old? \_\_\_\_\_
- b How many learners are 8 years old? \_\_\_\_\_
- c How many learners are 6 years old? \_\_\_\_\_
- d How many learners are 7 years old? \_\_\_\_\_
- e How many more 6 year olds are there than 5 year olds? \_\_\_\_\_
- f How many less 8 year olds are there than 7 year olds? \_\_\_\_\_



## Hundred Board (many lessons)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



















## Place value table (many lessons)

Tens	Ones



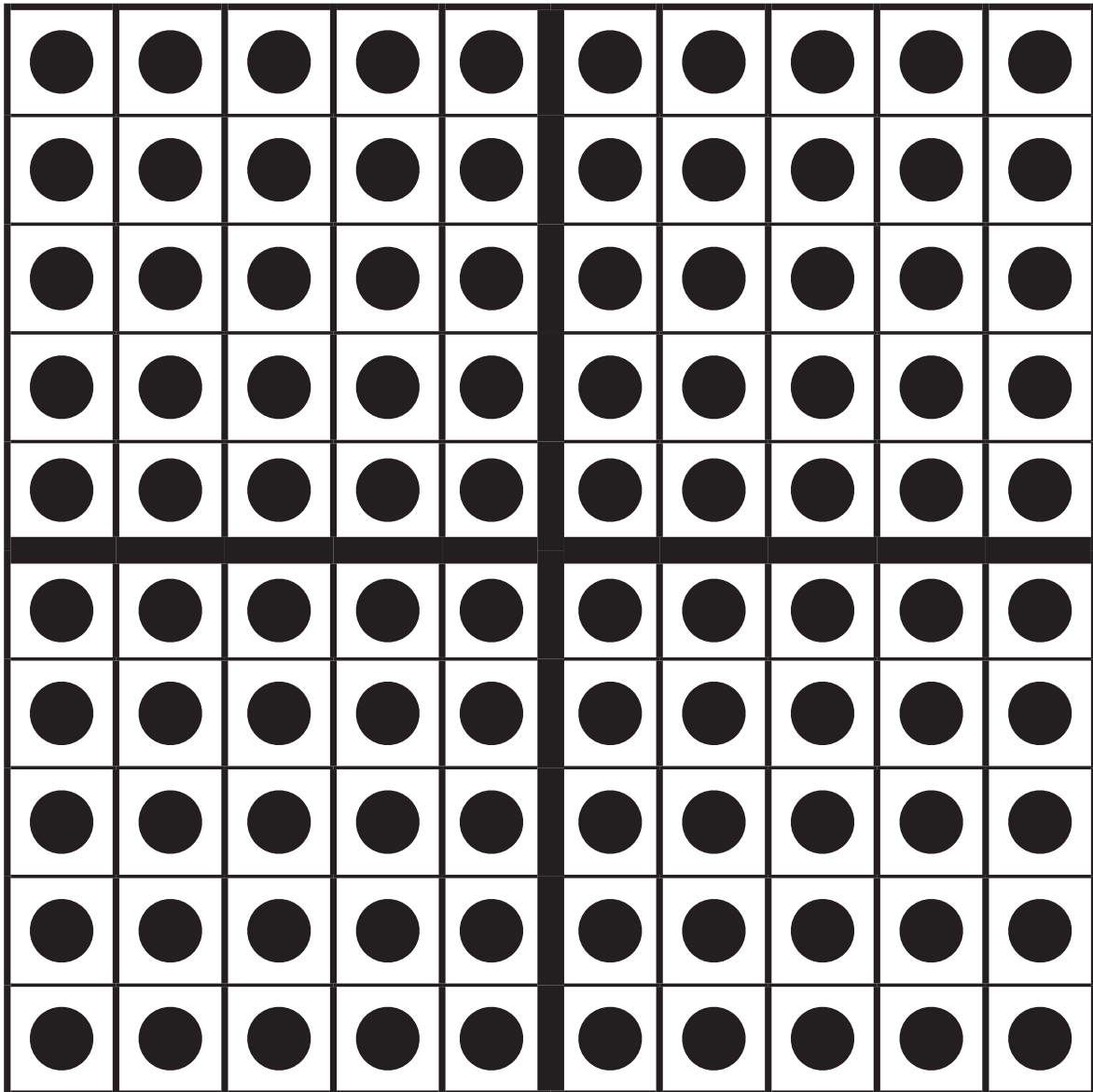
## Weather calendar (Lesson 28)

January						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 	2 	3 	4 	5 
6 	7 	8 	9 	10 	11 	12 
13 	14 	15 	16 	17 	18 	19 
20 	21 	22 	23 	24 	25 	26 
27 	28 	29 	30 	31 		





## Printed tens – learner size (many lessons)





## Tens number cards (lesson 12-14)

10	20
30	40
50	60
70	80
90	100



## 1 to 100 number cards (lesson 3, 11-14)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30



31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60
61	62	63	64	65





66	67	68	69	70
71	72	73	74	75
76	77	78	79	80
81	82	83	84	85
86	87	88	89	90
91	92	93	94	95
96	97	98	99	100



# Money cut-outs – coins (lessons 23–26)





# Money cut-outs – notes (lessons 23–26)



