

Foundation Phase

MATHEMATICS

LESSON PLANS

GRADE 2

TERM 4



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT2030
GROWING GAUTENG TOGETHER

GDE

Developed for the Gauteng Department of Education.

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MANAGEMENT NOTES

1. CORE METHODOLOGY

We have included a section called CORE METHODOLOGY which is given at the front of the lesson plans for the term. This tells you how to use each of the components of the lesson plans and how they fit together to create a well scaffolded maths lesson each day.

2. MATHEMATICS PACK CONTENT

Each pack comprises the following:

1. **Contents page:** This provides details of the lesson number, lesson topic, a brief description of the topic content and links to the DBE Workbooks for particular lessons when these apply.
2. **Resources for this term:** A stock list of the mathematical resources required in the lesson plan set for the duration of the term. Refer to this list to make sure you have the necessary resources for the term.
3. **Term plan:** This provides an overview of key teaching and assessment activities for the term.
4. **Lesson plan outline:** This provides an overview of the structure of each lesson plan, setting out the sequence in which content and activities are presented in each lesson. It also provides guidelines for the timing and use of the lesson plans. *You need to read this as you prepare until you are fully familiar with the general lesson plan structure, pace and content.*
5. **Assessment schedules and mark record sheets:** These provide the content, planning and recording sheets for the continuous assessment activities that should be done in the course of the term.
6. **Lesson plans:** The term pack contains forty mathematics lesson plans (and accompanying assessments) that have been developed for each Foundation Phase grade.

Note: There are also plans for general revision in the first week of school that you should work through with your learners before starting with the lesson plans. This provides an opportunity for you to reflect on the previous term's work. We suggest that you write observation notes based on your observations of the learners while you work through the revision activities.

7. **Learner's material packs:** The learner's materials comprise six activity components: Mental mathematics, classwork, homework, assessments, enrichment activity cards and lesson vocabulary lists. The contents of these components have been extracted from the lesson plans and presented at the end of each pack for easy reference and photocopying purposes.

3. CURRICULUM ALIGNMENT

Each lesson has been carefully designed to align with the CAPS requirements. The lesson plans also integrate activities contained in the DBE Mathematics Workbooks.

4. SEQUENCE ADHERENCE

The content in each lesson has been carefully sequenced, it is therefore important that lessons are not skipped. Should you miss a mathematics lesson for any reason, you should continue the next day from where you last left

MANAGEMENT NOTES

off. Do not miss a lesson. You may need to speed up the pace of delivery to catch up the lesson schedule – by covering the lesson concept content of two consecutive days in one day. To do this you could cut out or cut back on some of routine activities like mental maths or homework reflection to save time until you are back on track with the dated delivery of the plans.

5. LESSON PREPARATION: KEY STEPS

The lesson plans provide a detailed lesson design for you to follow. However, to deliver the lessons successfully **you must do the necessary preparation yourself**. This entails a number of key steps that range from ensuring that you have a good understanding of the term focus through to checking the detailed preparation of resources needed for every lesson.

1. **Term focus:** Start by looking at the CAPS document and *orientating* yourself to the CAPS content focus for the term. It is important that you are clear about the content focus as this will frame everything you do in your mathematics lessons during the term.
2. **Prepare resources:** The resources needed for each lesson are listed in each lesson plan. It is very important that you *check what is required for each lesson ahead of time* so that you have all your resources ready for use every day. (E.g. counters, number boards, paper cut-outs, examples of shapes, etc.)
 - **Your lessons will not succeed if you have not prepared properly for them.**
 - If you do not have all the necessary resources readily available, see how best you can improvise e.g. get learners to collect bottle tops or small stones to be used for counting or make your own flard cards/number boards using pieces of card board and a marker pen.
 - Collect empty cooldrink cans, cereal boxes, washing powder boxes, plastic bottles etc. for the *shop activity* long in advance so that you have all the necessary goods to “stock your shop”.
 - Use newspapers and magazines to cut out pictures that could be used in your teaching. If you have access to the internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
3. **Written classwork and homework activities:** When preparing your lessons, *check the class work and homework activity requirements*. In some instances you will need to write information or draw some diagrams on the board for the learners to copy and do as part of their classwork activities. In other cases, you will need to photocopy the activities in the learners’ material pack and to give a copy to each learner to complete as part of the classwork activity during the lesson. The same applies to homework activities. Also make sure that you mark the homework activities – use peer and individual marking and check homework yourself as often as you can.
4. **Lesson topic:** Think carefully about what it is that you will teach your learners in this lesson. *Prepare a short introduction* to the topic so that you can explain it in simple terms to your learners.
5. **Lesson vocabulary lists:** You will notice that the lesson vocabulary words have been listed in the teacher’s notes for each lesson plan. They are also provided in a glossary of lesson vocabulary (with full explanations and diagrams) at the end of the lesson plan set. *Go through the lesson vocabulary each day as you prepare for the lesson*. These words are important as they are the language of mathematics that each learner needs to learn and understand in order to build a solid foundation and understanding of this subject. It is important to explain these words to your learners and practice using them with your learners during the lesson. Lesson vocabulary words will be translated into the LoLT of your school and made available to you.

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6. **Mental maths:** This start-up activity should not take more than 10-5 min. Counting should take about 5 min and the mental maths questions about 10 min. The purpose of this activity is to focus the learners on numeracy and to drill basic numeric concepts so that they can be easily recalled in other higher level work. ***Each day you need to prepare the full set of questions before the lesson starts.*** (Orally, write them on the board, make flashcards, make a chart or photocopy.) This is a mental activity for the learners. Once a week learners should do it in written form so that there is some record of your daily mental maths activities. Learners should also not use concrete material to work out the answers. If learners need to, let them use their fingers as a concrete aid during mental maths, but make a note of who they are and then spend time with them during remediation to help them with the basic skills. Mental maths skills improve hugely from Grade 1 to Grade 3. In Grade 1 learners might only manage 5 questions, especially when they have to write the answers, but by Grade 3 learners should manage 10 questions with written answers easily.
7. **Concept development:** This is the heart of the lesson – you will use this time to explain new mathematics content and skills to your learners. ***Make sure you have prepared for the teaching of the concepts before you teach.*** Also make sure that you have prepared all of the resources needed for the lesson so that you have them and you know how to use them effectively. This preparation needs to be done in advance so that you do not waste time during the lesson. Follow the activities in the lesson plan. ***Prepare yourself*** to assist learners with any questions they might have during the lesson.
8. **Lesson pace:** Once you have introduced the new concept, work through ***Activity 1*** of the lesson. Allow sufficient time for the learners to complete the activity - it is important that each learner works through the first activity. Then immediately move on to the next activity, provide a reasonable time for the learners to complete Activity 2, but do not wait for the last learner to finish before moving on. It is important to manage the pace of the lesson carefully, otherwise you will not manage to cover all the lesson content.
9. **Classwork activity:** This is an opportunity for learners to consolidate new concepts by doing classwork activities that provide them with the time to practice their maths and problem solving skills. It is important that you ***prepare yourself for the classwork activity*** – you need to assist learners as they do the classwork. Plan the timing of the lesson so that learners can go over the classwork together and do corrections in the lesson.
10. **Remediation activities:** Each day you should ***be prepared to identify learners*** that need some additional practice to consolidate their learning. Remediation activities have been built into each lesson to be used as needed. While the rest of the class are busy working through the classwork activities, you should spend some time with those that need extra support and help them to work through the remediation activities.
11. **Enrichment activities:** If learners successfully complete the daily classwork activities ahead of the rest of the class ***be prepared*** to give them the enrichment activities.
12. **Homework:** ***Prepare*** to allocate a few minutes at the end of each lesson to discuss the homework for the day – make sure that learners understand what it is that they have to do. Read over the word problems with the class if there is time to help them to cope with the problems when they go home to do the work.
13. **Lesson reflection:** Briefly jot down “*what worked well*” and “*what did not work so well*” in your lesson observation books so that you have a record for the next time you implement the same lesson/content again. The reflection can be ***used as a guide your preparation*** for general teaching, remediation and enrichment activities.

CORE METHODOLOGY

*Each day, the lesson plans give all of the following information. In the plans, each section simply has a heading to indicate the start of a new section. You need to **read this outline** to find out about the **core methodology** of the lesson plans and how they all work together to set the pace, sequence and content and resource requirements of the lessons.*

Topic	Each lesson has a topic with specific detail about the day's lesson.
Curriculum knowledge	The CAPS topics list gives all of the content related to the day's lesson. The curriculum references can be located in the Term 4 expansion of content in the CAPS document.
Lesson Vocabulary	A list of all mathematical terms used in the lesson is given here. This list has been compiled into a lesson vocabulary list for the fourth term which is provided as a learner resource at the back of the lesson plan pack. The list will be translated into the LoLT of your school. You should make sure that learners refer to their vocabulary list and use the terms as often as possible so that they start to build up their mathematical language proficiency.
Prior Knowledge	The prior knowledge section gives information about content that learners should have learned in earlier grades that will be built on in this lesson. • You need to read through this section when you do your lesson preparation. • There is no time allocation to this part of the plan because it does not form part of the day's lesson. • Although this information does not form part of the day's lesson it may help you to assist learners who struggle to understand the content of the lesson because you can use it to help you diagnose learners' needs in relation to content they do not yet know that may be preventing them from understanding today's lesson. • Remediation may be needed on prior knowledge that you notice is not properly in place.
Assessment	An indication of the assessment activity for the day is given here. • On-going formal assessment should be done virtually every day in your class. This means you will record a mark for a few learners for a certain criterion from the curriculum each day. • Decide how many learners to assess each day so that you assess your whole class in the time allocated to each assessment activity. • Rubrics to be used to guide you in giving ratings for formal assessments are given in the assessment schedule. Each day you need to use the appropriate rubric for the assessment activity of that day. • A mark record sheet that you can use to record your term marks is given in the assessment schedule. Each of the assessment tasks for the term has been broken up into several smaller assessment activities.

CORE METHODOLOGY

Mental Maths – 15 minutes	This is the first activity of the lesson. We recommend that you take at most 15 minutes to do the mental maths activity. There are two parts to the mental maths activity, a counting activity and some mental maths questions. Mental maths is not a concrete activity (as the title suggests). If there are learners who need concrete aids to complete the mental maths activities we suggest that you allow them to use their fingers to count on. • Observe which learners struggle with mental activities and make sure you spend time with them to assist them to reach the required level of competence by offering remediation activities using concrete aids. • The memo for the ten mental maths questions are given in the answer column in the lesson plans. There is a mental maths pack at the end of the lesson plans set, which you can use if you wish to photocopy these activities for your learners. We recommend that learners only do written mental maths once a week and orally on all other days. (It would be far better to do all ten questions per day but if you find that your children struggle to finish these in 10 minutes, do a minimum of 5 questions.)
Homework / Corrections – 15 minutes	This is the second activity of the lesson. We recommend that you take 15 minutes to remediate and correct the previous day's homework. Read out answers to all of the homework questions. Learners/peers mark the work. Choose one or two activities that you realise were problematic to work through in full with the whole class. In this part of the lesson you may reflect on the previous day's work. Allow learners the opportunity to write corrections as needed.
Lesson Content – Concept Development – 30 minutes	This is the third activity of the lesson. We recommend that you should actively teach your class for 30 minutes – going through examples interactively with your learners. • Resources needed for the lesson are listed so that you know what resources to prepare. • Concepts covered in the lesson are given in a list that links to the CAPS topics. • Activities on the content that you will teach with worked examples and suggested explanations are given that you should go through with your class. • When you prepare to teach this lesson you need to make sure that you understand all of the mathematics that you will teach and that you can explain it fully and well to your class.
Remediation	Optional as required. You need to decide, based on your observation of the learners while you are teaching the lesson content, whether to use this content and with which learners. It will be done with a smaller group of learners/individual learners while the rest of the class is working through the classwork activity.

CORE METHODOLOGY

Enrichment	Optional as required: Activities that you can use for enrichment opportunities for learners who have completed the lesson activities are provided in a set of enrichment activity cards at the end of the lesson plan set. Learners should work on these cards independently or with their peers who have also completed the classwork. Ideally you should photocopy the enrichment cards and laminate them so that they can be used as a resource, not only this year but in the future as well. You may need to explain some of the activities to the learners who use them. You should tell them to ask you questions if they have any.
Classwork Activity – 25 minutes	This is the fourth activity of the lesson. We recommend that you allocate 25 minutes to the classwork activity. Here you find a set of activities that you will allow your learners to work through to consolidate what they have learned in the body of the lesson. You could go over one or two of the classwork activities orally with the whole class before allowing the class to complete the activities on their own. • Learners do most of the activities in their maths books (an exercise book for learner maths writing activities). Some activities are done in the DBE workbook. • You should allow the learners opportunities to do these activities alone, in pairs and in groups so that they experience working alone as well as with their peers. • Wrap up the lesson each day by giving the learners the answers to the classwork and allow time for corrections to be written if and when necessary. There is a Classwork activity pack at the end of the lesson plans set. The pack presents the classwork activities for every day, with several days per page, so that learners can cut out the classwork activity and paste it into their homework books. Learners will have to write their working as they do the classwork activities on a daily basis. This will help promote learner's writing.
Homework Activity – 5 minutes	This is the fifth and final activity of the lesson. We have allocated 5 minutes to give you time to tell the learners about the homework each day. Here you find a set of activities on the day's content that you can set for your class to do for homework, to consolidate the maths that you have taught them today. Homework also promotes learner writing and development of their mathematical knowledge. There is a homework pack at the end of the lesson plans set, similar to the classwork pack.
Reflection	Each day there is a reminder to you that you should note your thoughts about the day's lesson. You will use these notes as you plan and prepare for your teaching.

OVERVIEW

Pg	Lesson	Date	Lesson name	DBE	Resources required	Date completed
Week 1						
27	Lesson 1		Revision	-	Counters, Base ten blocks' blocks, flard cards	
28	Lesson 2		Revision	-		
29	Lesson 3		Revision	-	Counters	
39	Lesson 4		Revision	-	Analogue clocks, slates, objects in classroom	
Week 2						
31	Lesson 5		Numbers – place value	-	Base ten blocks, flard cards, (see printable resources Term 3) slates/whiteboards	
33	Lesson 6		Numbers - place value	Worksheet 97 (p 72 & 73)	Base ten blocks, number name cards 90 - 100 (see printable resources), slates/white boards	
35	Lesson 7		Numbers – place value	Worksheet 98 (p 74 & 75)	Unifix blocks.	
37	Lesson 8		Numbers - Place Value	Worksheet 100 (p 78 & 79)	Slates/whiteboards.	
39	Lesson 9		2-D shapes	-	Slates/whiteboards.	
Week 3						
41	Lesson 10		2-D shapes	Worksheet 99 (p 76 & 77)	A4 paper – 1 sheet per group, old magazines.	
43	Lesson 11		Symmetry	Worksheet 124 (p 128 & 129)	Old magazines, slates/white boards.	
45	Lesson 12		Symmetry	Worksheet 127 (p 134 & 135), 128 (p 136)	Slates/whiteboards.	
47	Lesson 13		Addition – rounding off		Slates/white board, base ten blocks (remediation).	
49	Lesson 14		Addition and subtraction – breaking down numbers		Base ten blocks, flard cards (see printable resources Term 3).	

OVERVIEW

Pg	Lesson	Date	Lesson name	DBE	Resources required	Date completed
Week 4						
51	Lesson 15		Addition and subtraction – breaking down numbers	Worksheet 102 (p 82 & 83)	Base ten blocks (remediation).	
53	Lesson 16		Addition and subtraction	Worksheet 104 (p 86 & 87), 105 (p 88 & 89)	Slates/whiteboards.	
55	Lesson 17		Addition and subtraction – doubling & halving and near doubles	Worksheet 117 (p 114 & 115)	Base ten blocks	
57	Lesson 18		Written Assessment 1 Task 1 today			
63	Lesson 19		Money	-	Slates/white boards, cut-out money (see printable resources)	
Week 5						
65	Lesson 20		Money	Worksheet 108 (p 94 & 95), 109 (p 96 & 97)	Money cut-outs, A4 paper per group	
67	Lesson 21		Number patterns of 5s & 10s to 200		Slates/white boards	
69	Lesson 22		Number patterns of 2s to 200	Worksheet 116 (p 112 & 113)	Slates/white boards	
71	Lesson 23		Number patterns of 3s to 200		100 board (see DBE workbook)	
73	Lesson 24		Number patterns of 4s to 200	Worksheet 112 (102 & 103)	Slates/whiteboards	
Week 6						
75	Lesson 25		Length	Worksheet 119 (p 118 & 119)	Objects in the classroom, metre stick	
77	Lesson 26		Capacity	-	Empty 1l, 2l, 2,5l, 3l, 5l containers, slates/white boards, old newspaper adverts for products (Spar, Checkers, etc).	
79	Lesson 27		Repeated addition leading to multiplication	-	Counters, slates/white boards	

OVERVIEW

Pg	Lesson	Date	Lesson name	DBE	Resources required	Date completed
81	Lesson 28		Repeated addition leading to multiplication	-	Counters, slates/white boards	
83	Lesson 29		Grouping and sharing	-	Counters (50 per pair of learners)	
Week 7						
85	Lesson 30		Grouping and sharing	Worksheet 110 (p 98)	Counters, slates/white boards	
87	Lesson 31		Fractions – sharing and grouping things equally	Worksheet 118 (p 116 & 117)	Circles cut from scrap paper (4 per group), unifix blocks	
89	Lesson 32		Fractions - name fraction parts	Worksheet 122 (p124 & 125)	Circles cut from scrap paper (1 per group), fraction circles and fraction squares (see printable resources).	
91	Lesson 33		Written Assessment 2 Task 2 today			
97	Lesson 34		Fractions	Worksheet 123 (p 126 & 127)	Shapes drawn on the board, slates/white boards	
Week 8						
99	Lesson 35		Fractions	Worksheet 126 (p 132 & 133), 125 (p 130 – 131)	Slates/white boards, counters. Make a drawing of the table (below) on the board OR on 4 pieces of chart paper (make it big enough for the learners to see!)	
101	Lesson 36		3-D objects	-	Beads (round), unifix blocks, magazines, examples of ball, box and cylinder shaped objects.	
103	Lesson 37		3-D objects	Worksheet 106 (p 90 & 91)	Different sized spheres, prisms and cylinders	
105	Lesson 38		Mass	Worksheet 120 (p 120 & 121)	Pictures of/products with a mass of 250g, 500g, 1 kg and 2 kg, bathroom scale, objects with a mass of 1 kg, 5 kg, 10 kg and 20 kg	
107	Lesson 39		Geometric patterns	-	Pictures of leopard, zebra, giraffe skin and a brick wall, dishcloth, onion, magazines (see printable resources)	

OVERVIEW

Pg	Lesson	Date	Lesson name	DBE	Resources required	Date completed
Week 9						
109	Lesson 40		Geometric patterns	-	Plastic geometric shapes	
111	Lesson 41		Time	Worksheet 115b (p 110 & 111)	Analogue clock (see printable resources Term 3)	
113	Lesson 42		Time	Worksheet 115 (p 108 – 109)	Slates/white boards, Analogue clock (see printable resources Term 3)	
115	Lesson 43		Data	-	Slates/whiteboards, unifix blocks	
117	Lesson 44		Data	Worksheet 107 (p 92 & 93)	Slates/white boards	
Week 10						
	Revision		Revision			
	Revision		Revision			
	Revision		Revision			

RESOURCE LIST TERM 4

This is a list of the mathematical resources that you will need in this term. You need to make sure that you have them for the lessons for which they are recommended. If you do not have them speak to your coach about it so that GPLMS can do an audit of the resources not present in your school.

1. Number cards (names 90 – 100)
2. Money cut out – Coins
3. Money cut-out - Notes
4. Fractions circles and rectangles
5. Geometric patterns (Lesson 39)
6. Poster – Addition and Subtraction
7. Poster – Inverse Operations and the Commutative Property
8. Poster – Multiplication and Division
9. Poster – Equal sign and Place Holders
10. Poster – Doubling and Halving
11. Poster – Sharing and grouping

Resources for each day of teaching

There are also other resources such as informal resources (such as 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 which is given in the lesson plans each day to see which resources are needed for that day. Prepare yourself so that you have the necessary resources for the lessons on a daily basis.

Number cards

ninety

ninety-one

ninety-two

ninety-three

ninety-four

ninety-five

ninety-six

ninety-seven

ninety-eight

ninety-nine

one hundred

Money cut-outs - Coins



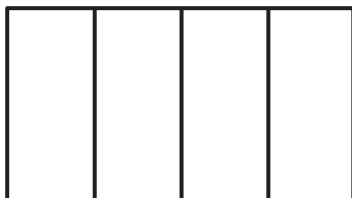
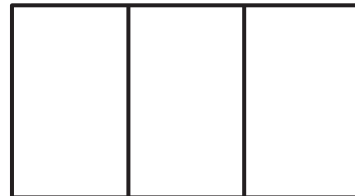
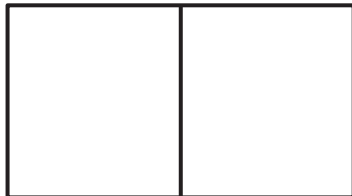
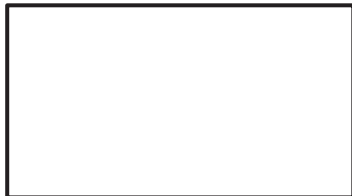
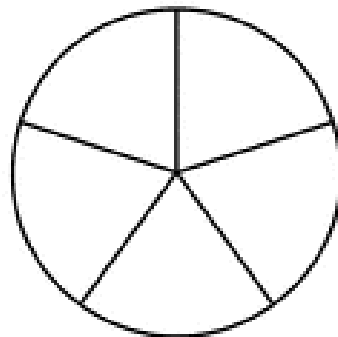
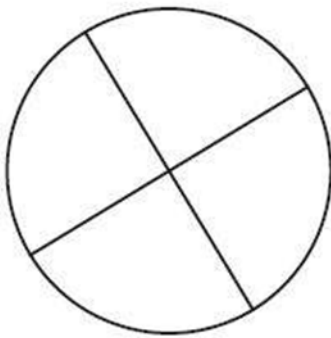
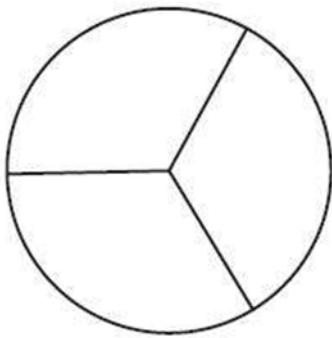
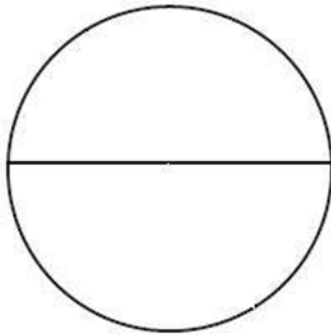
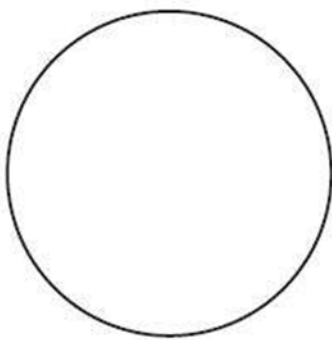
Bank Notes R10, R20



Bank notes R50, R100, R200

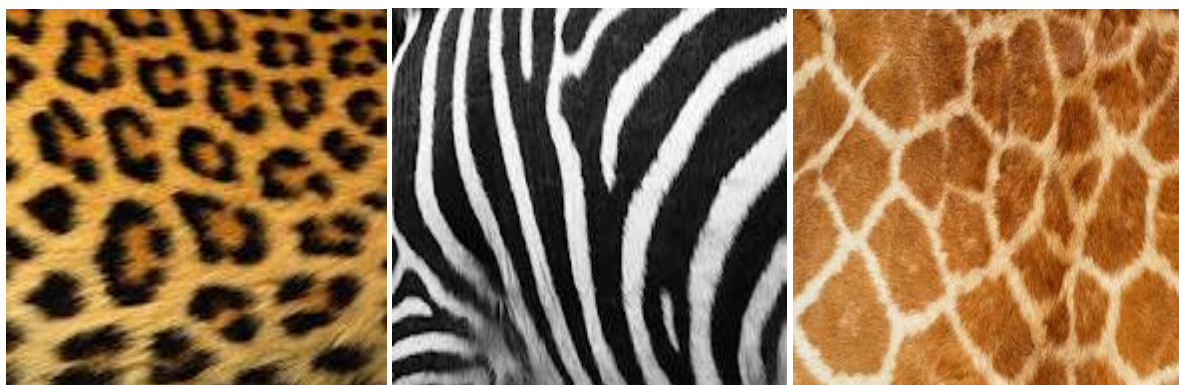


Fraction circles and rectangles

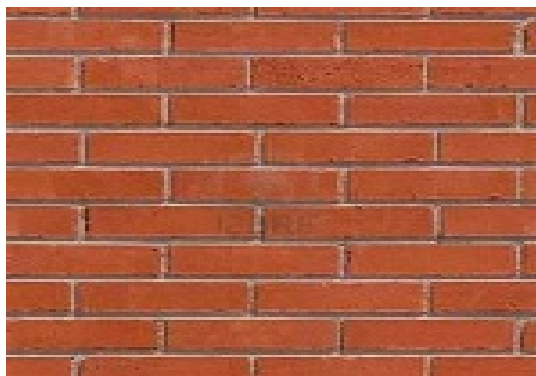
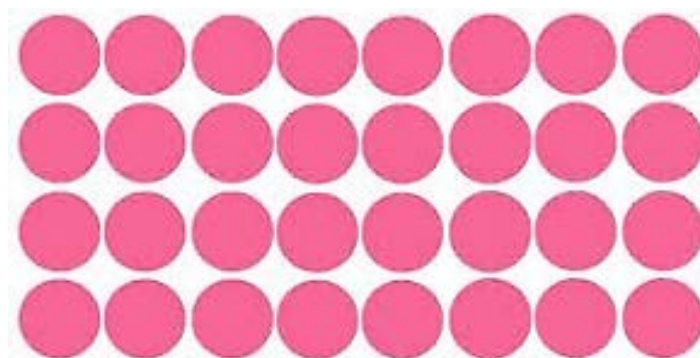


Geometric Patterns: Lesson 39

Activity 1



Activity 2



Addition +

Sum

Add

both

More than

Total

Additional

Plus

Extra

Altogether

And

In all

Subtraction -

Minus

Less

Remains

Left over

Fewer

Subtract

Take away

Change

Inverse operations

Opposite

Reverse operations

Addition and subtraction are inverse operations.



Multiplication and division are inverse operations.



Commutative property

In addition and multiplication, numbers may be added or multiplied together in any order.



$$3 + 2 = 5$$



$$2 + 3 = 5$$



$$2 \times 3 = 6$$



$$3 \times 2 = 6$$

Multiplication $\times$

Times How many times

Twice as much Three times as much

Doubled Tripled

By Of Groups of

Division $\div$

Divide Evenly Split up between

Each Grouping

Goes into Shared between

Divided among

How many times

Equal =

Total

Equal

Same as **Result**

Are

Equivalent to

Is

Place holders, _



$$1 + 1 = \square$$

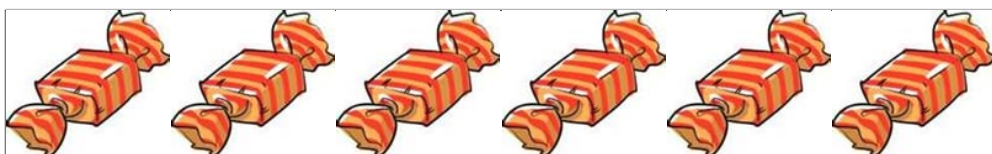
$$1 + 1 = \heartsuit$$

$$_ + 2 = 5$$

$$2 + \triangle = 5$$

Double/Doubling

Double these sweets



6



6



6

$6 + 6 = 12$ OR Double 6 is 12

Half/ Halving

Halve these cupcakes



There are two groups of 3 in 6 and so half of 6 is 3.

Sharing

Share 6 sweets between 2 boys.



Each boy will get 3 sweets.

Grouping

Put these cakes into groups of two each.



I can make 3 groups which have 2 cupcakes in each group.

ASSESSMENT

1. TERM PLAN

The term plan gives an overview of how the assessment programme fits into the weekly lesson plans

Week	Activities	Assessment	Comment
	Revision Lesson plans week 1	Revision week no formal assessment	The revision lesson plans give you an opportunity to revise and continue to assess baseline knowledge and skills of your learners. Make notes of your observations so that you can refer to them when you teach these concepts in the term.
	Lesson plans week 2	Oral and Practical: Counting	- Go through the prior knowledge information given each day so that you can remediate learner errors and misconceptions. - Teach daily according to the plans, preparing well the day before you teach. - Take note of the formal assessment requirements of the lesson and record the marks of the learners progressively through the term. - Ensure that learners complete the set classwork and homework activities every day.
	Lesson plans week 3	Oral and Practical: Counting	
	Lesson plans week 4	Oral and Practical: Counting Written Number, operations and relationships	
	Lesson plans week 5	Oral and Practical: Counting	
	Lesson plans week 6	Practical Length Assessment Task 1 completed this week Oral and practical: Counting	
	Lesson plans week 7	Oral and practical: Counting Written Number and operations, patterns and measurement	
	Lesson plans week 8	Oral and practical: Counting	
	Lesson plans week 9	Practical Length Oral and practical: Counting Assessment Task 2 completed this week.	
	Lesson plans week 10 Revision	End of Term	Use the 3 days to recap key maths ideas that your learners need to consolidate.

2. ASSESSMENT TASK 1**Activity 1 and 2: Oral and practical**

- Number, operations and relationships
- Observation
- Assess a group of learners every day.

Activity 1:

Counts to 200 (use a range of 150 – 200 for your assessment)

Level	Criterion
1	Cannot count verbally
2	Counts verbally with constant assistance
3	Counts verbally with some assistance
4	Counts verbally but makes 2 errors
5	Counts verbally but makes 1 error
6	Counts verbally independently
7	Independently and consistently counts verbally between up to 200 and beyond

Activity 2: 21 Oct – 1 November

Count forwards and backwards in 5s and 10s between 150 and 200.

Level	Criterion
1	Cannot count verbally forwards and backwards in 5s
2	Cannot count verbally forwards and backwards in 10s
3	Counts verbally forwards without assistance but NOT backwards in 5s
4	Counts verbally forwards without assistance but NOT backwards in 10s
5	Counts verbally forwards and backwards with no assistance in 5s and 10s up to 200 but makes some errors
6	Counts verbally forwards and backwards independently in 5s and 10s up to 200
7	Independently and consistently counts verbally forwards and backwards independently in 5s and 10s up to 200 and beyond

Activity 3: Practical

- Measurement
- Observation checklist
- **Length (Lesson 25)**

Observation checklist	✓ or x	
Estimate the length of objects in metres.		To assign levels, count the number of positive observations 1 ✓ level 1 2 ✓ level 2 3 ✓ level 3 4 ✓ level 4 5 ✓ level 5 6 ✓ level 6 7 ✓ level 7
Measure the length of three or more objects.		
Order the length of three or more objects.		
Compare the length of three or more objects.		
State the unit when giving the length, e.g. the table is 1 m long.		
Use length language to talk about the comparison, e.g. shorter and longer.		
Use length language to talk about the comparison, e.g. taller and wider.		

Activity 4: Written Assessment 1

- Number, operations and relationships, Space and shape
- The copy of the learners' assessment (and memo) is given in Lesson 18.
- **Lesson 18**

Question 1: 2 marks	Assign levels according to the following totals		
Question 2: 1 mark	Marks	Percentage	Level
Question 3: 1 mark	1 – 3	0-29	1
Question 4: 2 mark	5 – 6	30-39	2
Question 5: 1 mark	7 – 9	40-49	3
Question 6: 2 mark	10 – 12	50-59	4
Question 7: 4 marks	13 – 15	60-69	5
Question 8: 2 marks	16 – 18	70-79	6
Question 9: 1 mark	19 - 20	80-100	7
Question 10: 2 marks			
Question 11: 1 marks			
Question 12: 1 mark			
Total marks: 20			

3. ASSESSMENT TASK 2**Activity 1 and 2: Oral and practical**

- Number, operations and relationships
- Observation
- Assess a group of learners every day.

Activity 1:

Count forwards and backwards in 2s and 3s between 150 and 200.

Level	Criterion
1	Cannot count verbally forwards and backwards in 2s
2	Cannot count verbally forwards and backwards in 3s
3	Counts verbally forwards without assistance but NOT backwards in 2s
4	Counts verbally forwards without assistance but NOT backwards in 3s
5	Counts verbally forwards and backwards with no assistance in 2s and 3s up to 200 but makes some errors
6	Counts verbally forwards and backwards independently in 2s and 3s up to 200
7	Independently and consistently counts verbally forwards and backwards in 2s and 3s up to 200 and beyond

Activity 2:

Count forwards and backwards in 4s from 4 to 200.

Level	Criterion
1	Cannot count verbally forwards and backwards in 4s
2	Needs constant assistance to count verbally forwards and backwards in 4s
3	Counts verbally forwards without assistance but NOT backwards in 4s up to 200
4	Counts verbally forwards and backwards with no assistance in 4s up to 200 but makes 2 errors
5	Counts verbally forwards and backwards with no assistance in 4s up to 200 but makes 1 error
6	Counts verbally forwards and backwards independently in 4s up to 200
7	Independently and consistently counts verbally forwards and backwards independently in 4s up to 200 and beyond

Activity 3: Practical

- Patterns and Algebra
- Observation checklist
- **Geometric patterns (Lesson 40)**

Observation checklist	✓ or x	
Copy simple patterns in nature, modern day life and our cultural heritage		To assign levels, count the number of positive observations 1 ✓ level 1 2 ✓ level 2 3 ✓ level 3 4 ✓ level 4 5 ✓ level 5 6 ✓ level 6 7 ✓ level 7
Extend simple patterns in nature, modern day life and our cultural heritage		
Copy and extend simple in nature, modern day life and our cultural heritage		
Describe patterns in words		
Create own geometric patterns with physical objects		
Create own geometric patterns by drawing lines, shapes or objects		
Describe own patterns in words		

Activity 4: Written Assessment 2

- Number, operations and relationships, measurement
- The copy of the learners' assessment (and memo) is given in Lesson 33.
- **Lesson 33**

Question 1: 1 mark Question 2: 3 marks Question 3: 1 mark Question 4: 1 mark Question 5: 1 mark Question 6: 1 mark Question 7: 2 marks Question 8: 2 marks Question 9: 2 marks Question 10: 3 mark Question 11: 3 marks Total marks: 20	Assign levels according to the following totals		
	Marks	Percentage	Level
	1 – 3	0-29	1
	5 – 6	30-39	2
	7 – 9	40-49	3
	10 – 12	50-59	4
	13 – 15	60-69	5
	16 – 18	70-79	6
	19 - 20	80-100	7

Term 4: Grade 2 Suggested Mark Record Sheet

Learner Name	Surna15		Assessment Task 1					Task Level	Assessment task 2				Task Level	Term Level
			Activities						Activities					
			1	2	3	5			1	2	3	4		
			Oral	Oral	Practical Lesson 2	Written Lesson 18		Oral	Oral	Practical Lesson 40	Written Lesson 33			

Lesson 1: Revise Number

Teacher's notes

CAPS Topics: 1.1 Count objects, 1.2 Count forwards and backwards, 1.3 Number symbols and number names, 1.4 Describe, compare and order numbers, 1.16 Mental mathematics

Concepts and skills for today

- Count out 180 objects reliably, saying the names in sequence.
- Recognise, identify, read and write number symbols 0 to 180.
- Recognise, identify, read and write number names 0 to 75.
- Compare and order whole numbers up to 75.
- Decompose two-digit numbers into multiples of tens and units/ones up to 75.

Lesson vocabulary: Number symbols, number names, greatest, smallest, smaller, bigger

Prior knowledge

- In Grade 2 Term 3 learners should have learnt to work with numbers according to the statements under concepts and skills for today.

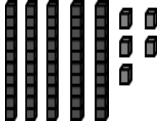
Mental maths – 10 minutes

Practise number bonds up to 20.

Warm up activity – 20 minutes

Draw a number line from 100 to 150 on the board in 10s. Remove some numbers from the number line and ask learners to fill in the missing numbers. (Extend the number line up to 190 progressively.)

Lesson content – concept development – 30 minutes

Activity: Resources- Counters, Base ten blocks' blocks, flard cards	Observation	Comments
• Give learners 55 counters to count. Note if learners count in ones or tens. • Give learners base ten blocks to count. <i>How many blocks do you count?</i>  Note if they count 10, 20, 30, 40, 50 ... 51, 52, 53, 54, 55 Give learners some flard cards. Ask them to show you 75. <i>How would you break the seventy - five into tens and units?</i>  <i>We can say 75 is the same as 70 and 5.</i> Do the same with 73, 56, 38, 68 and 49 Write 74 on the board. Ask the learners to give you a number smaller and then greater than the number. Do the same with 48, 69, 54 and 69, and any numbers up to 75.	Can learners: – Count objects to 180 in ones – Count objects to 180 in groups – Decompose two-digit numbers up to 75 – Order and compare whole numbers up to 75	<i>Make notes in your observation book</i>

Add any revision activities on number that you feel you need to revise before introducing the fourth term's work.

Classwork activity (Group/independent work) – 30 minutes

Do the following activity in your maths book.

1. Give two numbers smaller than 71, but bigger than 65. (Any two numbers between 66 and 70 e.g. 52 and 58)
2. Break 74 into tens and units. ($70 + 4$)
3. Write the numbers from the smallest to the greatest: 59, 62, 41, 73, 51 (41, 51, 59, 62, 73)
4. Complete: $60 + 9 = \square$ (69)

Lesson 2: Revise Addition and Subtraction

Teacher's notes

CAPS Topics: 1.7 and 1.13 Addition and subtraction, 1.16 Mental mathematics

Concepts and skills for today

- Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 75.
- Add up to 75.
- Subtract from 75.

Lesson vocabulary: Addition, subtraction, solutions, add, subtract, take away, plus

Prior knowledge

- In Grade 2 Term 3 learners should have learnt to add up to 50 and subtract from 50.

Mental maths – 10 minutes

Practise number bonds up to 20.

Warm up activity – 20 minutes

Draw a number line from 110 to 160 on the board in 5s. Remove some numbers from the number line and ask learners to name the missing numbers. You should draw different segments of the number line every day until you reach 180.

Lesson content – concept development – 30 minutes

Activity:	Observation	Comments
Give learners word problems to answer mentally. Use questions such as: 1. There are thirty-five children on the bus. Another eighteen get on. <i>How many children are on the class?</i> (53) 2. Twenty-nine children got off the bus. <i>How many children are left on the bus?</i> (24)	Can learners: – Solve addition and subtraction problems mentally up to 75 – Solve addition and subtraction problems using number lines up to 75	<i>Make notes in your observation book</i>
Give another word problem and ask the learners to draw a number line to solve it. Use questions such as: 1. There are 41 children in the bus. Twenty children got off at the first stop. Fifty children get on at the second stop. <i>How many children are there now on the bus?</i> (71)		

Add any revision activities on number that you feel you need to revise before introducing the fourth term's work.

Classwork activity (Group/independent work) – 30 minutes

Calculate the following:

- | | |
|-----------------------------|-----------------------------|
| 1. $24 + 15 = \square$ (39) | 5. $\square - 15 = 50$ (65) |
| 2. $\square - 2 = 71$ (73) | 6. $27 + 33 = \square$ (60) |
| 3. $\square + 18 = 51$ (33) | 7. $30 + \square = 70$ (40) |
| 4. $3 + \square = 69$ (66) | 8. $74 - 23 = \square$ (51) |

Lesson 3: Revise Grouping and Sharing

Teacher's notes

CAPS Topics: 1.9 Grouping and sharing, 1.2 Counting forwards and backwards, 1.16 Mental mathematics

Concepts and skills for today

- Solve word problems in context and explain own solutions to problems that involve equal sharing and grouping up to 50 with answers that may include remainders.

Lesson vocabulary: Group, grouping, left over, sharing, number line, remainders

Prior knowledge

- In Grade 2 Term 3 learners should have learnt to work with grouping and sharing up to 40.

Mental maths – 10 minutes

Practise number bonds up to 20.

Warm up activity – 20 minutes

Draw a number line from 120 to 170 on the board in 2s. Remove some numbers from the number line and ask learners to fill in the missing numbers. You will extend this number every day until you reach 180.

Lesson content – concept development – 30 minutes

Activity: Resources - Counters	Observation	Comments
- Give learners 44 counters. Ask learners to put the counters into groups of 2. - Ask learners: <i>How many groups of two counters do you have?</i> (22) - Give learners 50 counters. Ask learners: <i>How many groups of 5 counters can you make?</i> (10) - Do the same for groups of 3 and groups of 4.	Can learners: - Group with whole numbers up to 30 - Share with whole numbers up to 30	<i>Make notes in your observation book</i>
- Give each pair of learners 31 counters. Ask them to share the counters equally between each pair. - Ask learners: <i>How many counters do you each have?</i> (Answer: 15 and there is one left) - Ask the learners: <i>Why is there 1 left over?</i> (Answer: That would not be sharing equally/ sharing equally means we all have to have the same amount). Note that this can also be linked to fractions. Discuss and illustrate a half. Learners might answer as follows: <i>Each will get 15 and a half counters.</i>		

Add any revision activities on number that you feel you need to revise before introducing the fourth term's work.

Classwork activity (Group/independent work) – 30 minutes

Do the following activity in your Maths book (use drawings if you want to).

- Share 32 apples amongst two children. *How many apples does each child get?* (16)
- Share 39 balls amongst three children. *How many balls does each child get?* (13)
- 49 sweets shared between two children. *Do you have any sweets left?* (24 and 1 left or one half)
- Put thirty-eight sweets in three packets. *Do you have any sweets left?* (12 and 2 left or two thirds).

Lesson 4: Revise Space and Shape OR Measurement

Teacher's notes

CAPS Topics: 1.2 Counting forwards and backwards, 3.1 Position, orientation and views, 4.1 Time, 4.4 Capacity, 1.16 Mental mathematics

Concepts and skills for today

- Match different views of the same everyday object.
- Follow directions to move around the classroom.
- Tell 12-hour time in hours, half hours and quarter hours on analogue clocks.
- Estimate, measure compare, order and record the capacity of objects by measuring in litres.

Lesson vocabulary: Hours, half hours, quarter hours, calculate, analogue clocks, compare, order, view, directions

Prior knowledge

- In Grade 2 Term 3 learners should have learnt to measure with non-standard units, tell time in hours and half hours as well as how match different views of the same object and to follow directions.

Mental maths – 10 minutes

Practise number bonds up to 20.

Warm up activity – 20 minutes

Draw a number line from 130 to 181 on the board in 3s. Remove some numbers from the number line and ask learners to fill in the missing numbers.

Lesson content – concept development – 30 minutes

Activity: Resources - Analogue clocks, slates, objects in classroom	Observation	Comments
Revising different views, time (lessons 25 – 27 term 3), position and direction (lesson 41 term 3)	Can learners:	<i>Make notes in your observation book</i>
• Show the learners the different views of an item from your class. Ask the learners to identify the view e.g. top, front or side view of the object. • Show learners different times in hours, half hours and quarter hours on analogue clocks. They can write the times on their slates, e.g. Ask them: <i>What is the time?</i> They say: It is quarter to 5 and show it on their slates. • Divide the learners into small groups and give each group a chance to follow directions to move around the class, e.g. 2 steps forward, backwards, sideways.	– Identify the different views of an object – Tell time in hours and half hours – Move around the class following directions	

Add any revision activities on number that you feel you need to revise before introducing the fourth term's work.

Classwork activity (Group / independent work) – 30 minutes

1. Draw the side view of a house.
2. Draw the top view of a car
3. Draw a front view of a door
4. Draw clocks to show the following times: 6 o'clock, half past 12 and quarter past 6.

Date:

Lesson Topic: Numbers – place value**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.3 Number symbols and number names 1.4 Describe, order and compare numbers 1.5 Place value 1.6 Problem solving techniques

Lesson vocabulary: Order, tens, units, compare, recognise, smallest, biggest, breaking down, between, place value.

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Identify, recognise and read number symbols 1 to 100.
- Write number symbols 1 to 20
- Identify, recognise, read and write number names 1 to 10.
- Describe, compare and order up to 20 objects and numbers to 20.
- Recognise the place value of numbers 11 to 19.
- Use techniques like concrete apparatus, pictures and number lines when solving problems.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 2s from any multiple between 0 and 200, e.g. 122, 124, 126

Mental maths activity - 10 minutes

	Give the numbers between:	Answer		Give the number between:	Answer
1.	10 and 15	11 , 12 ,13 ,14	6.	95 and 99	96 , 97 , 98
2.	50 and 52	51	7.	98 and 100	99
3.	70 and 74	71 , 72 , 73	8.	12 and 15	13 , 14
4.	45 and 47	46	9.	0 and 5	1 , 2 , 3 , 4
5.	25 and 28	26 , 27	10.	63 and 66	64 , 65

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

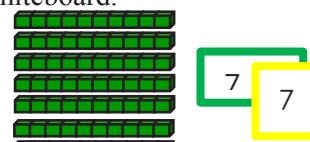
Resources: Base ten blocks, flard cards, (see printable resources Term 3) slates/whiteboards

Concepts

- Identify, recognise, read and write number symbols 0 to 200.
- Identify, recognise, read and write number names 0 to 100.
- Describe, compare, order numbers and recognise place value in numbers up to 99.
- Use apparatus such as counters, number lines and techniques such as breaking down of numbers when solving problems.

Activity 1: Work in groups of four.

- Give each group base ten blocks and flard cards and each learner a slate/ whiteboard.
- Write the number 77 on the board.
- Ask the learners to use their base ten blocks to show the number.
- Ask the learners to use their flard cards to show the number.



- Ask the learners to write the number name on their slates/whiteboards (seventy-seven)
- Repeat with numbers 63 and 80.
- Ask: *Which one of these three numbers (77, 63, 80) is the biggest?* (80)

Activity 2: Use base ten blocks

- Ask the learners to use the base ten blocks to show number 68.
- Ask them to count up to 68, but in tens and then on in units, e.g. 10, 20, 30, 40, 50, 60, 61, 62, 63, 64, 65, 66, 67, 68.
- Ask: *How many tens and units are there in number 68?* (six tens and eight units)
- Repeat with numbers 72, 58 and 69.
- Ask: *Which of these four numbers (68, 72, 58, 69) is the smallest?* (58)

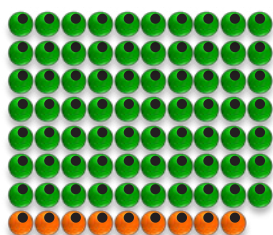
Remediation: Give the learners base ten blocks. Demonstrate with the learners: 46, 47, 48, 49, 50. (10 units = 1 ten) Ask them to show you 76, 77, 78, 79, 80. Ask questions such as: *What number comes before 49? What number comes after 50? How could we say this in tens and units?*

Enrichment: See Enrichment Activity Cards

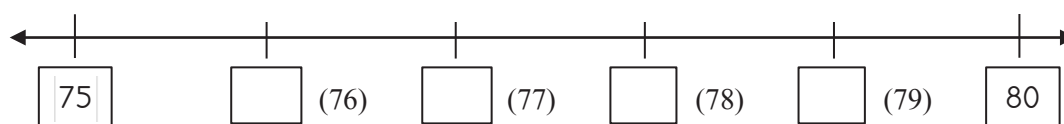
4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Draw a picture using tens and units and write the number name for 79. (seventy-nine)



2. Fill in the missing numbers on the number line:

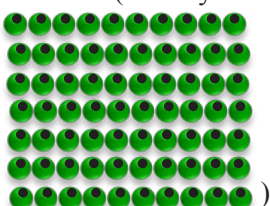


3. Arrange these numbers from the smallest to the biggest: 71, 80, 69, 75, 66 (66, 69, 71, 75, 80)
4. Complete the following:
 $70 + 7 = \underline{\quad\quad} \quad (77) \quad 70 + \underline{\quad\quad} = 75 \quad (5) \quad \underline{\quad\quad} + 2 = 72 \quad (70)$
5. How many tens are there in 68? (6)
6. How many units are there in 68? (8)

5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Write down the number name for 79. (seventy-nine)
2. Draw only the tens in 79. (



3. Write down two numbers bigger than 71, but smaller than 75. (72/ 73/ 74)
4. Which number is 2 more than 69? (71)

Reflection on lesson:

Date:

Lesson Topic: Numbers – place value**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.3 Number symbols and number names 1.4 Describe, order and compare numbers 1.5 Place value 1.6 Problem solving techniques

Lesson vocabulary: More, less, compare, tens, units, number range, place value, smallest

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Identify, recognise and read number symbols 1 to 100.
- Write number symbols 1 to 20
- Identify, recognise, read and write number names 1 to 10.
- Describe, compare and order up to 20 objects and numbers to 20.
- Recognise the place value of numbers 11 to 19.
- Use techniques like concrete apparatus, pictures and number lines when solving problems.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 2s from any multiple between 0 and 200, e.g. 132, 130, 128

Mental maths activity - 10 minutes

	Which is the smallest number?	Answer		Which is the smallest number?	Answer
1.	45 , 47 , 40	40	6.	90 , 99 , 50	50
2.	90 , 88 , 100	88	7.	45 , 50 , 38	38
3.	12 , 21 , 2	2	8.	14 , 12 , 9	9
4.	14 , 41 , 4	4	9.	15 , 41 , 2	2
5.	0 , 2 , 12	0	10.	2 , 0 , 100	0

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Base ten blocks, number name cards 90 - 100 (see printable resources), slates/white boards

Concepts

- Identify, recognise, read and write number symbols 0 to 200.
- Identify, recognise, read and write number names 0 to 100.
- Describe, compare and order numbers to 99.
- Recognise place value of numbers 11 to 99.
- Use apparatus such as counters and techniques such as breaking down of numbers when solving problems.

Activity 1: Work in groups of four.

- Give each group base ten blocks, number name cards and each learner a slate/whiteboard.

- Ask them to show number 95, using their base ten blocks.
- Use the number name cards to show the number name for 95.
- Count to 90 in tens and then on in units, e.g. 10, 20, 30, 40, 50, 60, 70, 80, 90, 91, 92, 93, 94, 95.
- Now show the number that is 2 more than 95 (97) and the number that is 2 less than 95 (93). Count these numbers in tens and units.
- Compare the three numbers (93, 95, 97). Discuss the pattern (2s) and use units to show the pattern.

Activity 2: Learners are told to draw 30 circles on your slate and then to draw a square around each group of 10.

- Ask: *How many tens do you have?* (3)
- Draw 52 dots on your slate. Group them into tens and units. *How many tens are there?* (5)
How many units are there? (2)
- Draw 93 on your slate using tens and units.

Remediation: Give the learners 53 blocks. Let them count the blocks by counting in tens and then on in units, e.g. 10, 20, 30, 40, 50, 51, 52, 53. Repeat using other numbers in the number range 11 – 99.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. If I have 86 counters, *how many tens will I be able to make?* (8 tens) How many units will I have? (6 units)
2. Complete the following:
 - a. $53 = \underline{\quad}$ tens and $\underline{\quad}$ units (5 tens and 3 units)
 - b. $94 = \underline{\quad}$ units and $\underline{\quad}$ tens (4 units and 9 tens)
 - c. 4 units and 8 tens = $\underline{\quad}$ (84)
 - d. 3 tens and 5 tens = $\underline{\quad}$ (80)
3. *Which number has more tens?* 56 or 84 $\underline{\quad}$ (84)
4. *Which number has more units?* 89 or 98 $\underline{\quad}$ (89)
5. Write these numbers in order from the biggest to the smallest: 7 tens and 6 units, 6 tens and 0 units, 9 units and 8 tens (60, 76, 89)

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 97, pgs. 72 & 73.

Reflection on lesson:

Date:

Lesson Topic: Numbers – place value**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.3 Number symbols and number names 1.4 Describe, order and compare numbers 1.5 Place value 1.6 Problem solving techniques

Lesson vocabulary: Place value, smallest to biggest, biggest to smallest, biggest, tens, units

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Identify, recognise and read number symbols 1 to 100.
- Write number symbols 1 to 20
- Identify, recognise, read and write number names 1 to 10.
- Describe, compare and order up to 20 objects and numbers to 20.
- Recognise the place value of numbers 11 to 19.
- Use concrete apparatus, pictures and number lines when solving problems.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 2s from any multiple between 0 and 200, e.g. 166, 168, 170

Mental maths activity - 10 minutes

	Which is the biggest number?	Answer		Which is the biggest number?	Answer
1.	40 , 45 , 12	45	6.	41 , 71 , 31	71
2.	12 , 21 , 2	21	7.	15 , 51 , 52	52
3.	47 , 74 , 87	87	8.	12 , 21 , 29	29
4.	54 , 12 , 2	54	9.	10 , 100 , 0	100
5.	50 , 60 , 40	60	10.	15 , 51 , 5	51

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Unifix blocks.

Concepts

- Identify, recognise, read and write number symbols 0 to 200.
- Identify, recognise, read and write number names 0 to 100.
- Describe, compare and order numbers to 99.
- Recognise place value of numbers 11 to 99
- Use counters, number lines and breaking down and building up of numbers when solving problems.

Activity 1: Work in groups of four. Give each group 99 unifix blocks.

- Ask them to make tens, by stacking ten units at a time. *Are there any blocks left?* (yes, 9 blocks) *What do we call the left over blocks?* (units)
- Ask them to use their tens and units blocks and pack out the number 58. *How many tens and how many units did you use?* (5 tens and 8 units)

- Ask them to count up to 58, counting in tens and then on in units. (10, 20, 30, 40, 50, 51, 52, 53, 54, 55, 56, 57, 58)
- Count backwards, in the same way – units and then tens (58, 57, 56, 55, 54, 53, 52, 51, 50, 40, 30, 20, 10)

Activity 2: Each group is asked to count out a random number of unifix blocks between 70 and 99. Each group should have a different number, e.g. 76, 91, 84, 89, 90 etc.

- Ask each group to give their number orally to the rest of the class, but in tens and units, e.g. 7 tens and 6 units. The rest of the groups then orally give the number (76) to the teacher. Write these numbers on the board.
- Ask them to help you to re-arrange and write these numbers on the board from the smallest number to the biggest number.
- Repeat the exercise with each group making a new number. This time re-arrange the numbers from the biggest to the smallest.

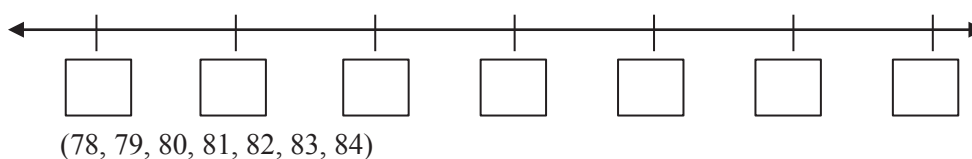
Remediation: Ask the learners to show the following numbers, using their unifix blocks – 81, 82, 83, 88, 89, 91. Remind them that 10 unit blocks will make a ten. Ask: *What will you do to make it one more/less? Which number comes before 91, 88, etc.?*

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

- Write these numbers using digits:
 - 8 tens and 0 units, (80)
 - 8 tens and 4 units, (84)
 - 8 tens and 1 unit, (81)
 - 7 tens and 9 units, (79)
 - 8 tens and 2 units, (82)
 - three units and 8 tens (83)
- Fill in these numbers on the number line from the smallest to the biggest: 80, 84, 81, 79, 82, 83.



- Draw unifix blocks to show 94. (9 tens and 4 units)
- Write the number name for 94. (ninety-four)
- Give two numbers that are smaller than 94, but bigger than 88. (89 / 90 / 91 / 92 / 93)

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

- DBE Worksheet 98, pgs. 74 & 75

Reflection on lesson:

Date:

Lesson Topic: Numbers – place value**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.3 Number symbols and number names 1.4 Describe, order and compare numbers 1.5 Place value 1.6 Problem solving techniques

Lesson vocabulary: Place, value, more than, less than, before, after, between, biggest to smallest, smallest to biggest

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Identify, recognise and read number symbols 1 to 100.
- Write number symbols 1 to 20
- Identify, recognise, read and write number names 1 to 10.
- Describe, compare and order up to 20 objects and numbers to 20.
- Recognise the place value of numbers 11 to 19.
- Use concrete apparatus, pictures and number lines when solving problems.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 2s from any multiple between 0 and 200, e.g. 144, 146, 148

Mental maths activity - 10 minutes

	What is 1 more than:	Answer		What is 1 more than:	Answer
1.	24	25	6.	79	80
2.	45	46	7.	40	41
3.	12	13	8.	25	26
4.	99	100	9.	63	64
5.	62	63	10.	0	1

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates/whiteboards.

Concepts

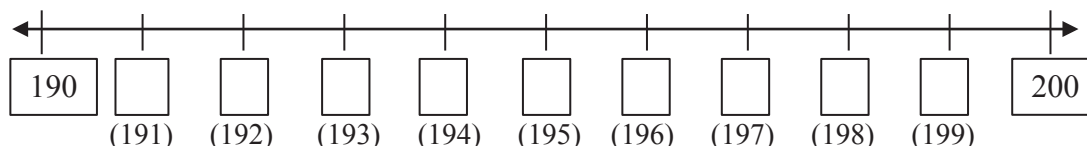
- Identify, recognise, read and write number symbols 0 to 200.
- Identify, recognise, read and write number names 0 to 100.
- Describe, compare and order numbers to 99.
- Recognise place value of numbers 11 to 99.
- Use apparatus like counters, number lines and breaking down and building up of numbers when solving problems.

Activity 1: Work in groups of four.

- Give each group base ten blocks and each learner a slate/white board.
- Give each group a different number between 90 and 99, e.g. 94

- Ask them to write the number and the number name on their slates/white boards, e.g. 94 ninety-four.
- Each group then packs out their number, using base ten blocks.
- Ask the learners to write a number sentence using tens and units on their slates/white boards, e.g. $90 + 4 = 94$
- Repeat this with a different number between 80 and 89.

Activity 2: Draw a 190 – 200 number line on the board.



- Fill in the 190 and the 200.
- Give each group a chance to come to the board and fill in the next missing number.
- Ask the following questions, giving each group a chance to give the answer:
 - *Which number is one less than 193?* (192)
 - *Which number comes after 190?* (191)
 - *Which number is between 195 and 197?* (196)
 - *Which number is 2 less than 200?* (198)
 - *Which number 5 more than 192?* (197)
 - *Which number is the biggest number on the number line?* (200)

Remediation: Ask the learners to use base ten blocks to show these numbers: 60, 100. Ask questions: *How many 10s make 50? How many 10s make 100? How can we make 150/200? Revisit 10 units = 1 ten. Ask learners to show you 51, 102 etc. using base ten blocks.*

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Arrange these numbers from the smallest to the biggest: 102, 120, 200, 122 (102, 120, 122, 200)
2. Arrange these numbers from the biggest to the smallest: 181, 118, 182, 128 (182, 181, 128, 118)
3. Fill in the missing numbers:
 - a) $40 + 8 = \underline{\quad}$ (48)
 - b) $80 + \underline{\quad} = 89$ (9)
 - c) $\underline{\quad} + 5 = 95$ (90)
4. Use these numbers to make your own sums: 97, 68, 85, 90 (remember to show the tens and units) (Answers will vary: e.g. $90 + 7 = 97$, $60 + 8 = 68$, $80 + 5 = 85$, $90 + 0 = 90$)

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 100, pgs. 78 & 79

Reflection on lesson:

Date:

Lesson Topic: 2-D Shapes**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 3.3 2-D shapes

Lesson vocabulary: 2-D shapes, circles, rectangles, triangles, squares, shape, size, round sides, straight sides, less, sort, compare

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Recognise and name 2-D shapes – circles, triangles and squares.
- Describe, sort and compare 2-D shapes in terms of: size, colour, straight sides and round sides.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 2s from any multiple between 0 and 200, e.g. 188, 190, 192

Mental maths activity - 10 minutes

	What is 1 less than:	Answer		What is 1 less than:	Answer
1.	15	14	6.	1	0
2.	56	55	7.	100	99
3.	42	41	8.	65	64
4.	30	29	9.	62	61
5.	12	11	10.	55	54

2. Homework– 15 minutes

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

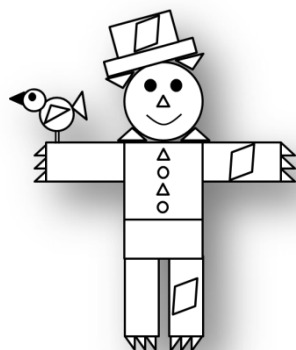
3. Lesson content – concept development – 30 minutes

Resources: Slates/white boards.

Concepts

- Recognise and name 2-D shapes – circles, triangles, squares and rectangles.
- Describe, sort and compare 2-D shapes in terms of: size, shape, straight sides and round sides.

Activity 1: Draw this picture or a similar one on the board.



- Ask the learners to identify and name all the different shapes they can see. (rectangles, triangles, circles)
- When identifying the shapes, they should use sentences like: the hat is made from two rectangles, etc.

Activity 2: Give each learner a slate/white board. Ask them to draw lines to divide the slate/board into four equal pieces/quarters.

- Draw an example of a grid on the board.
- Write the words circle, triangle, rectangle and square on the board.
- Ask the learners to copy the words and to draw the shapes, each one in its own block.

Circle 	Triangle 
Square 	Rectangle 

- Ask them to draw a smaller shape of the same next to each to the other one.
- Ask them to colour the shape with round sides.
- Ask these questions: *What is the difference between a circle and a triangle?* (A circle has round sides and a triangle has straight sides)
- *What is the same between a triangle and a rectangle?* (both these shapes have straight sides)
- *What is the difference between a triangle and a rectangle?* (a triangle has 3 sides and a rectangle has 4 sides)

Remediation: Show the learners a circle, triangle, square and rectangle. You can use objects in your classroom, e.g. the cover of a book or a page in their Maths book or the face of a watch. Ask them to identify the shapes with round edges and straight sides. They can trace the outside edges with their fingers. Ask them to draw a circle, triangle, square and rectangle.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Find the following words in the word search and colour each word in a different colour:
circle, triangle, square, rectangle

i	i	t	h	a	p	m	l	y	z
d	e	r	t	r	i	r	g	z	m
u	t	i	v	e	i	a	t	b	p
l	n	a	a	c	i	r	c	l	e
f	k	n	x	t	i	z	t	q	s
g	d	g	z	a	w	d	k	l	q
y	d	l	n	n	p	j	f	d	u
f	y	e	e	g	a	c	t	q	a
c	i	r	c	l	e	r		c	r
e	a	j	a	e	a	j	r	l	e

2. Draw and label the shapes that you have identified in the word search.

5. Homework activity – 5 minutes

No homework

Date:

Lesson Topic: 2-D Shapes**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 3.3 2-D shapes

Lesson vocabulary: Describe, sort, compare, 2-D shapes, circles, rectangles, triangles, squares, shape, size, round sides, straight sides, less, more.

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Recognise and name 2-D shapes – circles, triangles and squares.
- Describe, sort and compare 2-D shapes in terms of: size, colour, straight sides and round sides.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 5s from any multiple between 0 and 200, e.g. 125, 130, 135

Mental maths activity - 10 minutes

	What is 1 less than:	Answer		What is 1 more than:	Answer
1.	100	99	6.	99	100
2.	91	90	7.	88	89
3.	45	44	8.	52	53
4.	12	11	9.	61	62
5.	3	2	10.	20	21

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: A4 paper – 1 sheet per group, old magazines.

Concepts

- Recognise and name 2-D shapes – circles, triangles, squares and rectangles.
- Describe, sort and compare 2-D shapes in terms of: size, colour, shape, straight sides and round sides.

Activity 1: Work in pairs.

- Give each pair an A4 paper (recycled) and some pages from magazines.
- Show the learners how to fold the paper into four quarters.
- Write the names of the shapes on the board for them to copy onto their papers. One name per quarter. Circle, rectangle, square and triangle.
- Ask them to cut pictures from their magazines of objects that show the four shapes that they have on their papers. Learners may also draw objects that show the four shapes. They need to find as many pictures as possible and/or include as many drawings as possible.

Activity 2: Each pair gets a chance to go to the front of the class to show and explain the pictures to the rest of the class.

- They have to include the following in their explanations:
 - Shape
 - Size
 - Colour
 - Sides – straight or round.(One object may include several shapes or maybe just one of the shapes learners are looking for).

Remediation: Show the learners a circle, triangle, square and rectangle. Ask them to identify the shapes with round edges and straight sides. They can trace the outside edges with their fingers. Ask them to identify one of each shape in the classroom.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 99, pgs. 76 & 77

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 103, pgs. 84 & 85

Reflection on lesson:

Date:

Lesson Topic: Symmetry**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 3.4 Symmetry**Lesson vocabulary:** Line of symmetry, 2-D geometrical shapes, non-geometrical shapes, horizontal, vertical, more than**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 5s from any multiple between 0 and 200, e.g. 145, 140, 135

Mental maths activity - 10 minutes

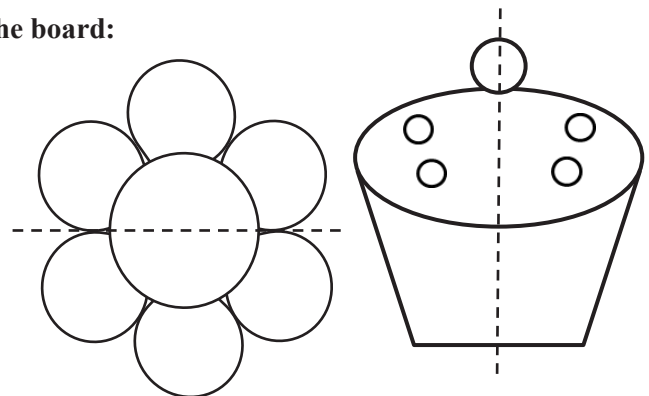
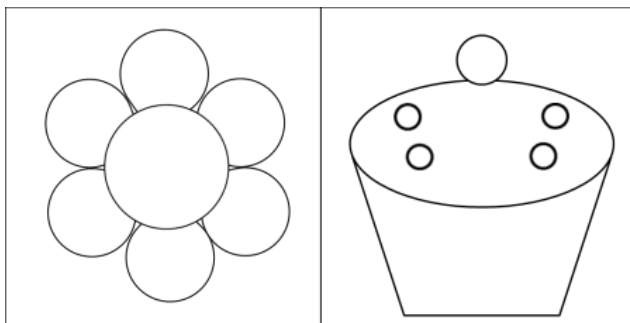
	What is 2 more than:	Answer		What is 2 more than:	Answer
1.	89	91	6.	10	12
2.	50	52	7.	50	52
3.	12	14	8.	45	47
4.	20	22	9.	56	58
5.	32	34	10.	23	25

2. Homework– 15 minutes

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

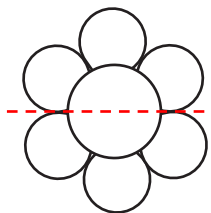
3. Lesson content – concept development – 30 minutes**Resources:** Old magazines, slates/white boards.**Concepts**

- Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.

Activity 1: Draw these pictures or similar ones, on the board:

- Draw a line of symmetry through the picture of the flower and the cupcake.
- Explain to the learners that when you draw a line of symmetry, the two sides of the picture or object must look exactly the same.

- Also explain to them that the line of symmetry is not necessarily a vertical line. It can be a horizontal (or sloping) line as well.



Activity 2: Give each learner an old magazine.

- Ask the learners to find a symmetrical picture of a person's face. (or draw a face)
- Learners cut out the face and fold it vertically in half.
- Now open the picture and cut on the fold.
- The face will now be in two halves that look exactly the same.
- Discuss this as an example of symmetry.

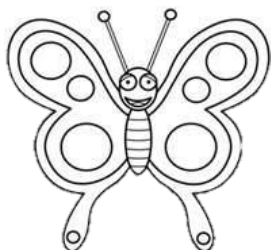
Remediation: Ask the learners to draw a picture of a cupcake on their slates/white boards. Now let them draw a line of symmetry. Let them draw a picture of a house and do the same. After each picture discuss the characteristics of symmetry.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Draw a line of symmetry through each of the following pictures:



2. Colour each side of the picture a different colour.
3. Complete these pictures by drawing the exact other half.



4. Draw in the line of symmetry.

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 124, pgs. 128 & 129

Reflection on lesson:

Date:

Lesson Topic: Symmetry**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 3.4 Symmetry**Lesson vocabulary:** Line of symmetry, 2-D geometrical shapes, non-geometrical shapes, horizontal, vertical, less than**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 5s from any multiple between 0 and 200, e.g. 95, 100, 105

Mental maths activity - 10 minutes

	What is 2 less than:	Answer		What is 2 less than:	Answer
1.	100	98	6.	13	11
2.	50	48	7.	24	22
3.	12	10	8.	35	33
4.	40	38	9.	38	36
5.	45	43	10.	66	64

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Slates/whiteboards.**Concepts**

- Recognise and draw line of symmetry in 2-D geometrical and non-geometrical shapes.

Activity 1: Draw the following shapes on the board:

- Ask the learners to copy these shapes on their slates/white boards.
- Ask them to draw lines of symmetry for their shapes
- (They have to use horizontal lines for two of the pictures and vertical lines for the other two of the pictures.)
- Allow the learners to compare their pictures with one another and discuss their different answers.
- Discuss with the whole class:
 - *For which shape can we use a vertical line to show the line of symmetry?* (all of the shapes)

- *For which shape can we use a horizontal line to show the line of symmetry? (all of the shapes BUT NOT the triangle)*
- *For which shape can we use a sloping line to show the line of symmetry? (the triangle and the circle)*
- *Which shapes have more than one line of symmetry? (all of the shapes)*
- *Which shape has the MOST lines of symmetry? (the circle)*
- *Which shape has the LEAST lines of symmetry? (the rectangle – it has 2 lines of symmetry)*
- *Which shapes has 4 lines of symmetry (the square)*
- *Which shapes has 3 lines of symmetry (the triangle)*
- *Any other observations? Discuss.*

Remediation: Ask the learners to draw a picture of a square on their slates/white boards. Discuss the properties of symmetry. Now let them draw a line of symmetry. Let them draw any other picture which is suitable, e.g. a t-shirt or a pair of shorts, and show the line of symmetry.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 127, pgs. 134 & 135.

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 128, pg. 136.

Reflection on lesson:

Date:

Lesson Topic: Addition – rounding off**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.7, 1.13 Addition and subtraction 1.12 Techniques (methods or strategies)**Lesson vocabulary:** Addition, symbols, rounding off, nearest ten, more, less**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving addition, subtraction with answers up to 20.
- Use techniques like concrete apparatus, drawing pictures, building up and breaking down of numbers and number lines.
- Add to 20, subtract from 20.
- Use appropriate symbols (+, -, =, $\square$)

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 5s from any multiple between 0 and 200, e.g. 105, 100, 95

Mental maths activity - 10 minutes

	What is 3 less than:	Answer		What is 3 more than:	Answer
1.	100	97	6.	15	18
2.	45	42	7.	25	28
3.	12	9	8.	36	39
4.	30	27	9.	12	15
5.	42	39	10.	40	43

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Slates/white board, base ten blocks (remediation).**Concepts**

- Solve word problems in context and explain own solutions to problems involving addition, with answers up to 99.
- Use concrete apparatus such as number lines and techniques such as building up and breaking down of numbers.
- Add to 99
- Use appropriate symbols (+, =, $\square$)

Activity 1: Draw a 0 – 10 and a 10 – 20 number line on the board.

- Circle the 0 and the 10 in colour.
- Ask: *Is the 8 closer to the 10 or the 0?* (10) Plot the answer on the number line and discuss the answer.
- Circle the 10 and 20 in colour. Ask: *Is the 17 closer to the 10 or the 20?* (20) Plot the answer on the number line and discuss the answer.

- Give each learner a slate/whiteboard. Ask the learners to draw a 10 – 20, a 20 – 30, a 30 – 40 and a 40 – 50 number line on their boards. Ask lots of questions like the following:
- *Is 16 closer to 10 or 20? (20); Is 29 closer to 20 or 30? (30) ; Is 37 closer to 30 or 40? (40); Is 48 closer to 40 or 50? (50)*
- Each time ask the learners ‘why’ they chose that answer.

Activity 2: Do the following on the board.

- Explain that they are going to do an addition sum, where one of the numbers will change to the nearest 10. Write $58 + 19 = \square$ on the board:
- The sum can be written as: $58 + 19 = 58 + 20 - 1$ (The 19 has been rounded off to the closest 10). $58 + 20 \rightarrow 78 - 1 = 77$
- Do this example as well: $52 + 19 = \square$
 $50 + 19 + 2 = \square$ (52 has been rounded off to the closest 10)
 $69 + 2 = \square$

Remediation: Give the learners base ten blocks to show: $47 + 18$. Count out 47 and 18. Change the 18 to 20 and remember to take away 2 at the end. Add the 47 and 20. Take the 2 away. Repeat with $29 + 19 =$ and $29 + 10 =$

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

- Between which two tens are the following numbers? E.g. 37 = 30 and 40
 - 65 _____ (60 and 70)
 - 55 _____ (50 and 60)
 - 48 _____ (40 and 50)
- Which ten is closest to this number? E.g. 56 60
 - 72 _____ (70)
 - 29 _____ (30)
 - 87 _____ (90)
- What should I add to or subtract from this number to get to the closest 10? E.g. $38 + 2 = 40$
 - 49 _____ ($49 + 1 = 50$)
 - 65 _____ ($65 + 5 = 70$)
 - 53 _____ ($53 - 3 = 50$)
- Calculate by counting up or down to the nearest ten: $68 + 19 = \square$ ($68 + 20 - 1$ / $70 + 19 - 2$)
- Noluthando had 25 sweets. Silo gave her 18 sweets. How many sweets does she have now? ($25 + 20 - 2$ / $30 + 18 - 5$ / $20 + 18 + 5$)

5. Homework activity – 5 minutes

Do the following questions in your homework book.

- Between which two tens are the following numbers? E.g. 37 = 30 and 40
 - 76 = _____ (70 and 80)
 - 89 _____ (80 and 90)
- Which ten is closest to this number? E.g. 56 60
 - 91 _____ (90)
 - 42 _____ (40)
- What should I add to or subtract from this number to get to the closest 10? E.g. $38 + 2 = 40$
- 83 _____ ($83 - 3 = 80$)
- 76 _____ ($76 + 4 = 80$)
- Noluthando had 53 sweets. She got 32 sweets from Silo. How many sweets does she have now? ($53 + 30 + 2$ / $50 + 32 + 3$)

Reflection on lesson:

Date:

Lesson Topic: Addition – breaking down numbers**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.7, 1.13 Addition and subtraction 1.12 Techniques (methods or strategies)

Lesson vocabulary: Techniques, addition, breaking down, calculations, two-digit numbers, more

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving addition, subtraction with answers up to 20.
- Use concrete apparatus like number lines, drawing pictures, use techniques like building up and breaking down of numbers
- Add to 20, subtract from 20.
- Use appropriate symbols (+, -, =, □)

Assessment

Formal Task 1 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 5s from any multiple between 0 and 200, e.g. 70, 75, 80

Mental maths activity - 10 minutes

	What is 3 more than:	Answer		What is 3 more than:	Answer
1.	77	80	6.	43	46
2.	66	69	7.	20	23
3.	52	55	8.	38	41
4.	64	67	9.	89	92
5.	12	15	10.	75	78

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

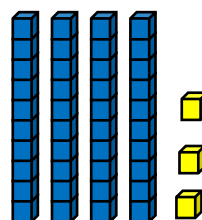
Resources: Base ten blocks, flard cards (see printable resources Term 3).

Concepts

- Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 99.
- Use concrete apparatus and techniques like building up and breaking down of numbers.
- Add to 99
- Use appropriate symbols (+, -, =, □)

Activity 1: Revise the following with the learners on the board.

- Write 43 on the board.
- Show the learners 43 (4 tens and 3 units) with base ten blocks.
- Show the learners 43 using flard cards.



Activity 2: Do these examples in the board.

- Breaking down a number into smaller parts makes calculation easier.
- Break down numbers into tens and ones/units to add them.
- Adding two-digit numbers by breaking down both numbers.

$$43 + 36 = \square$$

$$\begin{aligned} 43 + 36 &= (40 + 3) + (30 + 6) \\ &= (40 + 30) + (3 + 6) \\ &= 70 + 9 \\ &= 79 \end{aligned}$$

Activity 3: Do this example on the board:

- Adding two-digit numbers by breaking down both numbers.

$$46 + 28 = \square$$

$$\begin{aligned} 46 + 28 &= (40 + 6) + (20 + 8) \\ &= (40 + 20) + (6 + 8) \\ &= 60 + 14 \\ &= 74 \end{aligned}$$

Remediation: Recap activities 2 and 3 using base ten blocks. Make sure you discuss and show each step. Make up some other similar questions if the learners still need help with this method of breaking down when adding.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your Maths book.

Add using the “breaking down” strategy to add.

1. $24 + 17 =$ (41)
2. $36 + 48 =$ (84)
3. $57 + 21 =$ (78)
4. $61 + 32 =$ (93)

5. Homework activity – 5 minutes

No homework

Reflection on lesson:

Date:

Lesson Topic: Subtraction – breaking down numbers**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.7, 1.13 Addition and subtraction 1.5 Place value 1.12 Techniques (methods or strategies)

Lesson vocabulary: Addition, subtraction, breaking up, spider diagram, less than

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving addition, subtraction with answers up to 20.
- Use concrete apparatus e.g. number lines, drawing pictures and techniques like building up and breaking down of numbers and
- Add to 20, subtract from 20.
- Use appropriate symbols (+, -, =, $\square$)

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 5s from any multiple between 0 and 200, e.g. 200, 195, 190

Mental maths activity - 10 minutes

	What is 3 less than:	Answer		What is 3 less than:	Answer
1.	65	62	6.	35	32
2.	15	12	7.	59	56
3.	78	75	8.	90	87
4.	20	17	9.	100	97
5.	52	49	10.	27	24

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Base ten blocks (remediation).

Concepts

- Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 99.
- Use techniques like concrete apparatus, building up and breaking down of numbers.
- Add to 99, subtract from 99.
- Use appropriate symbols (+, -, =, $\square$)

Activity 1: Do this example on the board. Subtracting, breaking down both numbers. Work through each step and explain what you do as you go through the steps.

$$46 - 33 = \square$$

$$\begin{aligned}
 46 - 33 &= (40 + 6) - (30 + 3) \\
 &= (40 - 30) + (6 - 3) \\
 &= 10 + 3 \\
 &= 13
 \end{aligned}$$

Activity 2: Do this example on the board. Subtracting breaking down both numbers.

$$87 - 56 = \square$$

$$\begin{aligned} 87 - 56 &= (80 + 7) - (50 + 6) \\ &= (80 - 50) + (7 - 6) \\ &= 30 + 1 \\ &= 31 \end{aligned}$$

Activity 3: Do this example on the board. Subtracting, by breaking up both numbers. You could ask certain learners to come to the board and solve the problem at each step.

$$78 - 43 = \square$$

$$\begin{aligned} 78 - 43 &= (70 + 8) - (40 + 3) \\ &= (70 - 40) + (8 - 3) \\ &= 30 + 5 \\ &= 35 \end{aligned}$$

Remediation: Recap activities 1, 2 and 3 using base ten blocks. Make sure you discuss and show each step. Make up other similar questions for the learners if they need more practice with this method. Make sure they can explain to you what they have to do in each step.

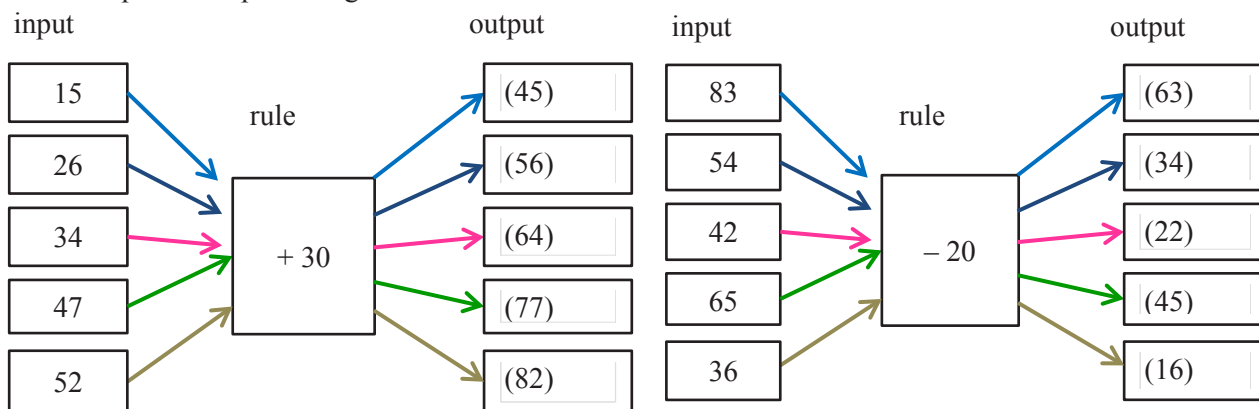
Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Calculate by breaking up both numbers
 - a) $56 - 23 =$
 - b) $87 - 34 =$

2. Complete the spider diagrams:



5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 102, pgs. 82 & 83.

Reflection on lesson:

Date:

Lesson Topic: Addition and Subtraction**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.7, 1.13 Addition and subtraction 1.6 Problem solving 1.12 Techniques (methods or strategies)

Lesson vocabulary: Number sentence, unknown number, addition facts, subtraction facts, more, less

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving addition, subtraction with answers up to 20.
- Use techniques like concrete apparatus, drawing pictures, building up and breaking down of numbers and number lines.
- Add to 20, subtract from 20.
- Use appropriate symbols (+, -, =, $\square$)

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 10s from any multiple between 0 and 200, e.g. 110, 120, 130

Mental maths activity - 10 minutes

	What is 3 less than:	Answer		What is 3 more than:	Answer
1.	45	42	6.	12	15
2.	100	97	7.	70	73
3.	36	33	8.	85	88
4.	49	46	9.	50	53
5.	78	75	10.	89	92

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates / White boards.

Concepts

- Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 99.
- Use concrete apparatus and techniques like building up and breaking down of numbers.
- Add to 99, subtract from 99.
- Use appropriate symbols (+, -, =, $\square$)

Activity 1: Do the following on the board with your learners: (It is important to go through each step carefully and also to highlight the relationship between addition (+) and subtraction (–) as inverse operations.)

$43 + 36 = \square$ $43 + 36 = (40 + 3) + (30 + 6)$ $= (40 + 30) + (3 + 6)$ $= 70 + 9$ $= 79$	$46 - 33 = \square$ $46 - 33 = (40 + 6) - (30 + 3)$ $= (40 - 30) + (6 - 3)$ $= 10 + 3$ $= 13$
---	---

Activity 2: Learners complete these on their slates/white boards using the method from activity 1.

1. $54 + 17 = \square$

$$\begin{aligned}
 54 + 17 &= (50 + 4) + (10 + 7) \\
 &= (50 + 10) + (4 + 7) \\
 &= 60 + 11 \\
 &= 71
 \end{aligned}$$

2. $78 - 48 = \square$

$$\begin{aligned}
 78 - 48 &= (70 + 8) - (40 + 8) \\
 &= (70 - 40) + (8 - 8) \\
 &= 30 + 0 \\
 &= 30
 \end{aligned}$$

Remediation: Do the following examples with your learners. Know that $\square$ stands for an unknown number. $57 - 34 = \square$, $80 - 30 = \square$, $62 - \square = 48$, $13 - 6 = 15 - \square$, $\square - 18 = 24$. Say and write corresponding subtraction facts to a given addition fact and vice versa. For example: $73 + 17 = 90$ implies that $90 - 17 = 73$. Make use of base 10 blocks.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in DBE Workbook.

1. DBE Worksheet 104, pgs. 86 & 87

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 105, pgs. 88 & 89.

Reflection on lesson:

Lesson Topic: Addition – doubling and halving and near doubles**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.7, 1.13 Addition and subtraction 1.6 Problem solving 1.12 Techniques (methods or strategies)

Lesson vocabulary: Doubling and halving, doubles, near doubles, halves

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving addition, subtraction with answers up to 20.
- Use techniques like concrete apparatus, drawing pictures, building up and breaking down of numbers, doubling and halving and number lines.
- Add to 20, subtract from 20.
- Use appropriate symbols (+, -, =, $\square$)

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 10s from any multiple between 0 and 200, e.g. 110, 100, 90

Mental maths activity - 10 minutes

	Double these numbers	Answer		Halve these numbers	Answer
1.	25	50	6.	20	10
2.	45	90	7.	40	20
3.	50	100	8.	22	11
4.	38	76	9.	28	14
5.	24	48	10.	52	26

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

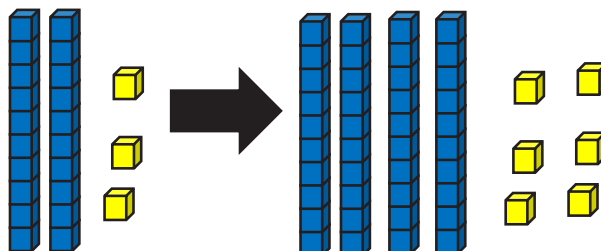
Resources: Base ten blocks

Concepts

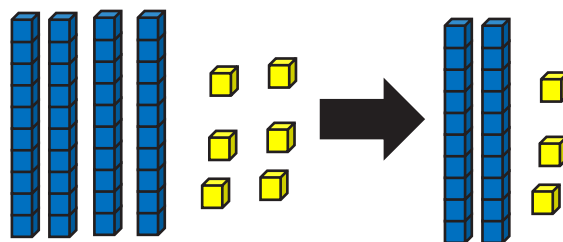
- Solve word problems in context and explain own solutions to problems involving addition and subtraction with answers up to 99.
- Use concrete apparatus, doubling and halving and building up and breaking down of numbers.
- Add to 99
- Use appropriate symbols (+, =, $\square$)

Activity 1: Revise doubling and halving with the learners. Draw the following on the board/use base ten blocks:

- Double 23 is 46



- Half of 46 is 23



Activity 2: Do this example on the board: Use halving to break down a number.

- $69 + 12$
 $= 69 + (6 + 6)$
 $69 + 6 \rightarrow 75 + 6 = 81$
- Do at least two more examples in the same way, e.g.
- $55 + 18$ ($55 + 9 + 9 = 73$)
- $47 + 16$ ($47 + 8 + 8 = 63$)

Activity 3: Do this example on the board: Identify near doubles when adding.

- $34 + 35$
- Explain that it is double 34 plus 1 or double 35 minus 1.
- $34 + 34 + 1$
- Learners may record their strategies using arrows
- $34 + (30 + 4) + 1$
- $34 + 30 \rightarrow 64 + 4 \rightarrow 68 + 1 = 69$
- Do at least two more examples in the same way, e.g.
- $56 + 57$ ($56 + 56 + 1 = 113$)
- $81 + 82$ ($81 + 81 + 1 = 163$)

Remediation: Do the following activities using base ten blocks. Use halving to break down a number. $44 + 12 = \square$ $44 + 6 + 6 = 56$ Identify near doubles: $14 + 15 = \text{double } 14 + 1$.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

- What is half of:
 - $26 \underline{\hspace{1cm}}$ (13)
 - $90 \underline{\hspace{1cm}}$ (45)
 - $164 \underline{\hspace{1cm}}$ (82)
- Fill in the missing number: E.g. $16 + 17 = \text{Double } 16 + 1 = 33$
 - $7 + 8 = \underline{\hspace{1cm}}$ (Double $7 + 1 = 15$)
 - $12 + 13 = \underline{\hspace{1cm}}$ (Double $12 + 1 = 25$)
- Calculate the following using halving to break down a number.
 $72 + 16 = \square$ ($72 + 8 + 8 = \square$ $72 + 8 \rightarrow 80 + 8 = 88$)
- Identify near doubles. Calculate the following:
 $35 + 36 = \square$ ($35 + 35 + 1 = 70 + 1 = 71$)

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

- Complete DBE Worksheet 117, pgs. 114 & 115.

Reflection on lesson:

Mathematics Assessment Task 1**Grade 2**

Surname:	Boy Girl
Name:	
Date of birth:	
School:	
Province:	
EMIS no:	

TOTAL MARKS : 20**Question 1****(2)**

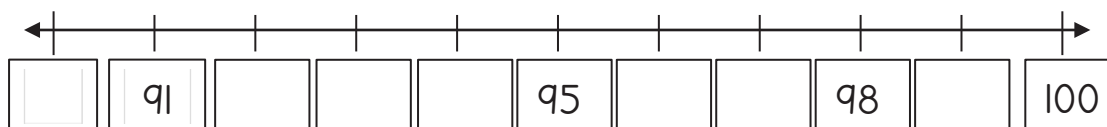
Draw a picture for the number 78, showing tens and units.

Question 2**(1)**

Write the number name for 69.

Question 3**(1)**

Complete the labeling of the number line.



Question 4

(2)

Subtract by breaking up both numbers: $87 - 56 =$ **Question 5**

(1)

Write these numbers from the smallest to the biggest.

88	86	83	85	84	87
----	----	----	----	----	----

Use these blocks to provide your answer.

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Question 6

(2)

Circle any two numbers that are smaller than 95, but bigger than 91.

89	90	91	92	93	94	95	96
----	----	----	----	----	----	----	----

Question 7

(4)

Complete the following:

a. 9 tens + 6 units	=
b. 7 units + 8 tens	=

Question 7

(4)

Complete the following:

a. 9 tens + 6 units	=
b. 7 units + 8 tens	=
c. 85 =	___ tens + ___ units
d. 70 =	___ tens + ___ units

Question 8

(2)

Add these two numbers by breaking down both the numbers.

$$43 + 36 = \square$$

Question 9

(1)

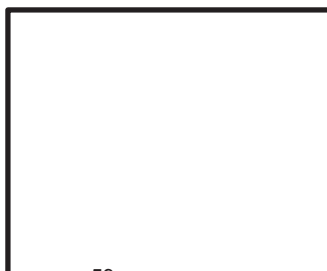
Between which two tens is the number 86?

Between _____ and

Question 10

(2)

Draw a shape in the first block that only has round sides. In the second block draw a shape with only straight sides.



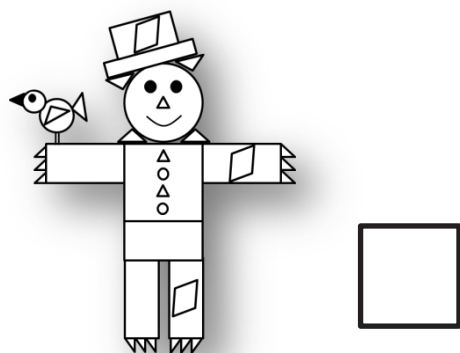
a. Round sides

b. Straight sides

Question 11

(1)

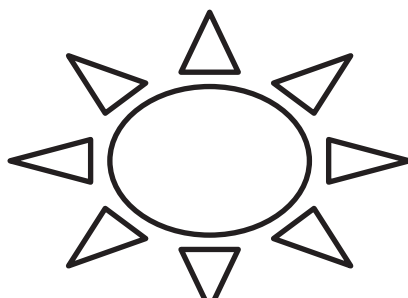
How many triangles are there in this picture? Count them and write the answer in the block.



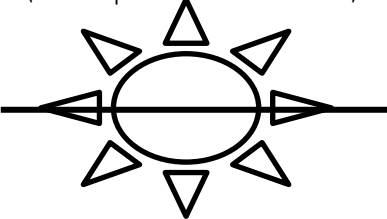
Question 12

(1)

Draw a horizontal line to show symmetry in this picture.



Grade 2 Lesson 18 Written Assessment I MEMO

Question	Marks
1. (1 mark for tens and 1 mark for units) 7 tens and 8 units	(2)
2. (1 mark per correct answer) sixty-nine	(1)
3. (1 mark for the fully correct answer) 90, 91, 92, 93, 94, 95, 96, 97, 98, 99	(1)
4. (1 mark for the working 1 mark for the correct answer) $87 - 56 = (80 + 7) - (50 + 6)$ $= (80 - 50) + (7 - 6)$ $= 30 + 1$ $= 31$	(2)
5. (1 mark per correct answer) 83, 84, 85, 86, 87, 88	(1)
6. (1 mark per correct answer – circle any two of the following) 92 / 93 / 94	(2)
7. (1 mark per correct answer) a. 96 b. 87 c. 8 tens + 5 units d. 7 tens + 0 units	(4)
8. (1 mark for the working 1 mark for the correct answer) $43 + 36$ $= (40 + 30) + (3 + 6)$ $= 70 + 9$ $= 79$	(2)
9. (1 mark for the correct answer) 80 and 90	(1)
10. (1 mark per correct answer) (only one shape of each type) a. round sides  or oval b. straight sides  (or other with only straight sides)	(2)
11. (1 mark per correct answer) 22	(1)
12. (1 mark per correct answer) 	(1)

Date:

Lesson Topic: Money**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.11 Money**Lesson vocabulary:** Money, rands, cents, totals, change, amount, calculate, more**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Recognise and identify the South African currency – coins: 5c, 10c, 20c, 50c, R1, R2, R5 notes: R10 and R20
- Solve money problems involving totals and change to R20 and in cents up to 20c.

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 10s from any multiple between 0 and 200, e.g. 125, 135, 145

Mental maths activity - 10 minutes

	Which is more:	Answer		Which is more:	Answer
1.	51 or 15	51	6.	78 or 87	87
2.	12 or 21	21	7.	98 or 89	98
3.	100 or 10	100	8.	55 or 45	55
4.	75 or 57	75	9.	25 or 52	52
5.	30 or 50	50	10.	56 or 65	65

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Slates/white boards, cut-out money (see printable resources)**Concepts**

- Recognise and identify the South African currency – coins: 5c, 10c, 20c, 50c, R1, R2, R5 notes: R10, R20 and R50.
- Solve money problems involving totals and change in cents up to 90c and rands to R99.

Activity 1: Draw a money box on the board.

- Give each learner a slate/white board.
- Draw different amounts of money inside the money box.
- Ask the learners to write the amount of money that is inside on their slates/white boards. Then hold it up for you to check.
- If the answer is wrong, give them another chance to calculate the amount.
- Examples to use: R14, 10, 110c, R55, R87, 50, 30c, etc.

Activity 2: Give the learners the cut-out money to use for this activity.

- Write different amounts on the board.
- Learners use their cut-out money to pack the amount on their desks.
- Ask the learners questions each time: *Which note that you've used was the biggest/smallest?*

Date:

- Which coin was the biggest/smallest?
- How many notes/coins did you use?
- Can you use any other coins/notes to make up the same amount?

Remediation: Give learners items with prices on, e.g. R55, R12, R1, 20, R20, 50. Ask the learners which notes and or coins they will use to pay for these items?

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Tick the coins that will give you the following: (multiple answers)

	 ☐  ☐  ☐  ☐  ☐  ☐  ☐  ☐
	 ☐  ☐  ☐  ☐  ☐
 	 ☐  ☐  ☐  ☐  ☐  ☐  ☐  ☐  ☐  ☐

2. Draw the following amounts using coins and notes: (multiple answers)
R21, 25 R37, 30

5. Homework activity – 5 minutes

No homework

Reflection on lesson:

Date:

Lesson Topic: Money**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.11 Money**Lesson vocabulary:** Problem solving, change, costs, between, currency, rands, cents, notes, coins**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Recognise and identify the South African currency – coins: 5c, 10c, 20c, 50c, R1, R2, R5 notes: R10 and R20
- Solve money problems involving totals and change to R20 and in cents up to 20c.

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 10s from any multiple between 0 and 200, e.g. 200, 190, 180

Mental maths activity - 10 minutes

	Give the number between:	Answer		Give the number between:	Answer
1.	56 and 58	57	6.	12 and 14	13
2.	91 and 95	92 , 93 , 94	7.	50 and 53	51 , 52
3.	25 and 27	26	8.	98 and 100	99
4.	40 and 43	41 , 42	9.	89 and 91	90
5.	35 and 38	36 , 37	10.	24 and 27	25 , 26

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Money cut-outs, A4 paper per group**Concepts**

- Recognise and identify the South African currency – coins: 5c, 10c, 20c, 50c, R1, R2, R5 notes: R10, R20 and R50.
- Solve money problems involving totals and change in cents up to 90c and rands to R99.

Activity 1: Work in groups of four.

- Give each group a money problem to solve. (See examples below)
- These problems should be numbered and written on a piece of paper to ensure the other groups don't see or hear their problem. (See example of problems below)
- They may use their cut-outs to help them solve the problem.
- They number and write the answers to each problem on a piece of paper.
- Swop the problems amongst the groups.
- All the answers are numbered and written on their papers.

Date:

Examples of problems:

1. I have R30, 00. I go to the shop to buy bread and milk for R28, 50. How much change will I get? (R1, 50)
2. I want to buy a hat for R16, 25 and a pair of shoes for R78, 90. How much money do I need to save to be able to buy these items? (R95, 15)
3. A packet of chips costs R 1, 75. How much will 5 packets of chips be? (R8, 75) How many packets can I buy with R12, 00) (6 packets)
4. My sister has R57, 50. I have R63, 20. How much more money do I have than my sister? (R5, 70)

Activity 2: Discuss each problem with the class and each group now has a chance to give their answers.

- If there is a group with a wrong answer, ask one of the other groups with the correct answer to come and do it on the board.
- Repeat this with all the problems.

Remediation: Let the learners use their cut-out money. Ask them to show you two amounts, using their cut-outs. Let them make their own problem using their own amounts. Then they work out the answer.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 109, pgs. 96 & 97

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 108, pgs. 94 & 95.

Reflection on lesson:

Date:

Lesson Topic: Number patterns – 5s and 10s to 200**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 2.2 Number patterns**Lesson vocabulary:** Number patterns, forwards, backwards, multiple, copy, extend, describe, sequences, less, more, demarcation**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Copy, extend and describe simple number sequences to at least 20.
- Sequence should show counting forwards and backwards in 1s from any number between 1 and 20.

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 3s from any multiple between 0 and 200, e.g. 99, 102, 105

Mental maths activity - 10 minutes

	What is 4 more than:	Answer		What is 4 less than:	Answer
1.	52	56	6.	60	56
2.	20	24	7.	10	6
3.	65	69	8.	59	55
4.	32	36	9.	63	59
5.	55	59	10.	95	91

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Slates/white boards**Concepts**

- Copy, extend and describe simple number sequences to at least 200.
- Sequences should show counting forwards and backwards in 5s and 10s from any multiple between 0 and 200.

Activity 1: If you do not have a ready-made number line, draw a 10s number line on the board before the lesson starts. It should go from 0 – 200 like the one below:

0 10 20 30 40 50 60 70 80 90 100 110 120 130 140 150 160 170 180 190 200

- Count forward from 0 in 10s on the number line using hoops. Get all of the learners to participate in the counting and you show the hoops by drawing them in above the line while you count.
- The learners have to understand that the hoops jump to every 10th number on the number line. (Show how this relates to the demarcations on the number line.)
- Use the same number line to show counting forwards in 5s from 0. (If possible use a different

Date:

- The learners have to realise that when you count in 5s, the hoops jump to every 5th number on the number line. Now rub out the hoops, so you can do some other counting.
- After this, count together in 10s, but instead of starting at 0, start at 5.
- Ask: *Can you remember when we count in tens which number do we jump to on the number line?* (the 10th number)
- Let them find 5 on the number line and then count on to the 10th number from 5. That will be 15. Repeat this until you reach 95.
- Now you could count forwards in 10s, starting at 6. Rub out the hoops whenever you need to.
- Ask them to now count backwards in 10s from 200 to 0.
- While they count you make the hoops on the number line from 200 to 0.
- Repeat this activity, counting forwards and backwards in 5s from 5 to 200, and so on.

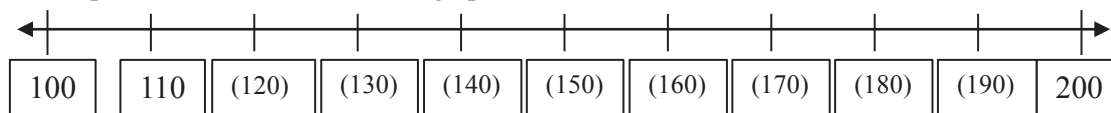
Remediation: Give learners a bead number line, or draw it on the board. Place it on a strip of paper and ask the learners to make the interval markings after every ten beads. Repeat with 5s. Remove the beads and then write the numbers on the number line.

Enrichment: See Enrichment Activity Cards

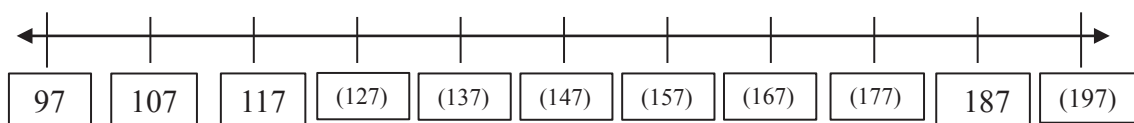
4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

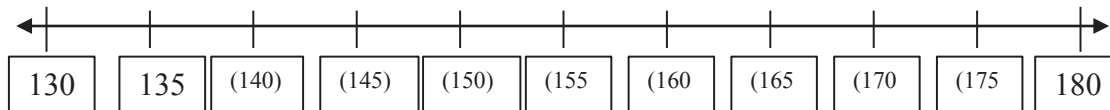
1. Complete the number line counting upwards in 10s.



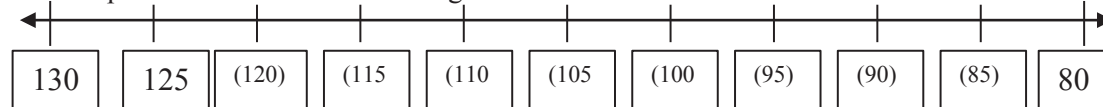
2. Complete the number line counting up in 10s.



3. Complete the number line counting up in 5s.



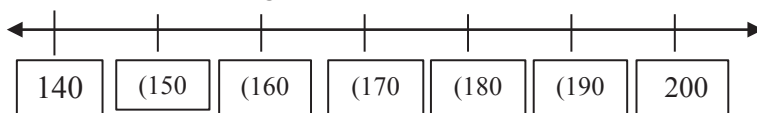
4. Complete the number line counting down in 5s.



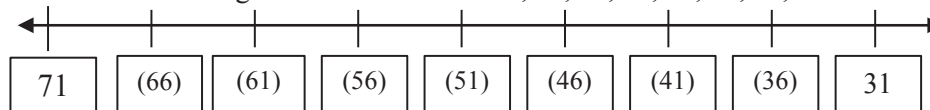
5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Show the following on the number line: 150, 160, 170, 180, 190



2. Show the following on the number line: 71, 66, 61, 56, 51, 46, 41, 36



Reflection on lesson:

Date:

Lesson Topic: Number patterns – 2s to 200**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 2.2 Number patterns**Lesson vocabulary:** Number patterns, forwards, backwards, multiple, copy, extend, describe, sequences, more, less, odd number, even number**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Copy, extend and describe simple number sequences to at least 20.
- Sequences should show counting forwards and backwards in 2s from any number between 2 and 100.

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 3s from any multiple between 0 and 200, e.g. 103, 106, 109

Mental maths activity - 10 minutes

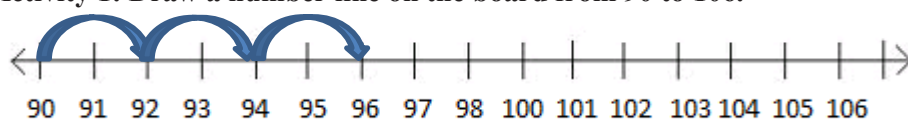
	What is 4 more than:	Answer		What is 4 less than:	Answer
1.	54	58	6.	25	21
2.	39	43	7.	62	58
3.	21	25	8.	44	40
4.	20	24	9.	58	54
5.	16	20	10.	100	96

2. Homework– 15 minutes

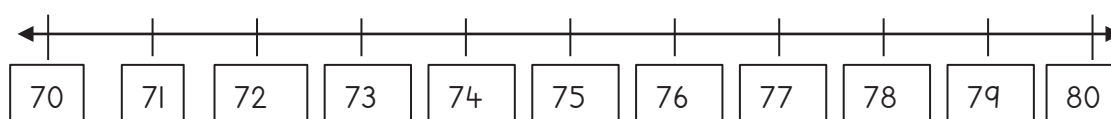
Reflection/remediation based on previous day's work/homework.

3. Lesson content – concept development – 30 minutes**Resources:** Slates/white boards**Concepts**

- Copy, extend and describe simple number sequences to at least 200.
- Sequences should show counting forwards and backwards in 2s from any multiple of 2 between 0 and 200.

Activity 1: Draw a number line on the board from 90 to 106.

- Show the learners counting in 2s on the number line using hoops.
- The learners have to understand that the hoops jump to every 2nd number on the number line.

Activity 2: Give each learner a slate/white board and ask them to draw a 70 – 80 number line on it in 1s.

- Ask if they can remember when we count in twos which number do we jump to on the number line. (the 2nd number)
- While they count in twos they have to make hoops on the number line.
- Tell them that these numbers are even numbers. If a number has a 2, 4, 6, 8 or 0 at the back, we call it an even number.
- Let them now circle 71 on the number line and then count in twos again, starting at 71.
- Tell the learners, that these are odd numbers. If a number has a 1, 3, 5, 7 or 9 at the back it is a odd number.

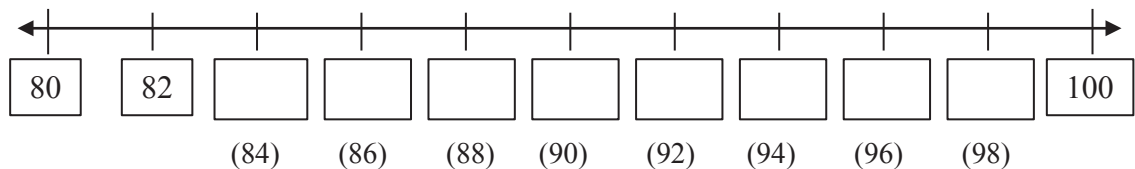
Remediation: Give each learner a white board. Ask them to draw a number line from 0 – 20 on the board in 1s. Ask the learners to draw a square around 2, 4, 6, 8, 10, 12, 14, 16, 18, 20. Do they notice a pattern? Discuss the pattern.

Enrichment: See Enrichment Activity Cards

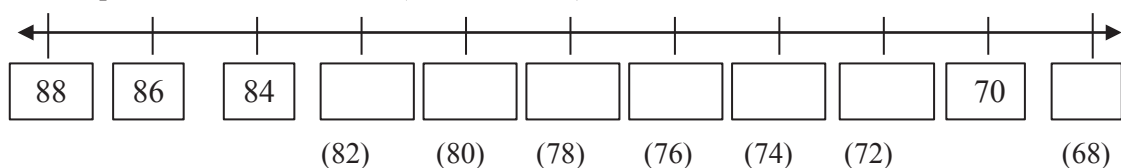
4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

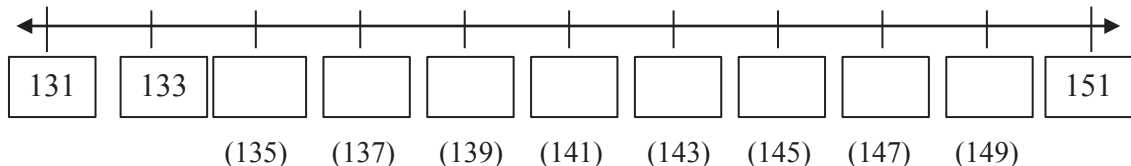
1. Complete the 2s number line: (Even numbers)



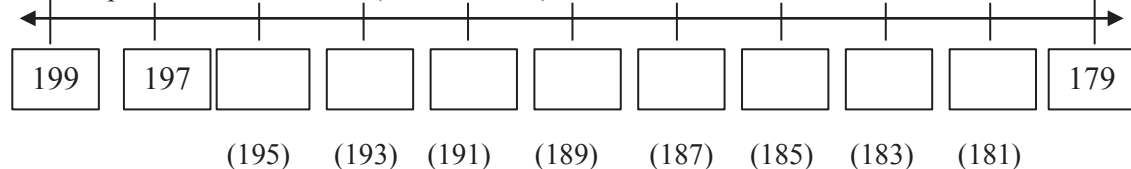
2. Complete the 2s number line: (Even numbers)



3. Complete the number line: (Odd numbers)



4. Complete the number line: (Odd numbers)



5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 116, pgs. 112 & 113.

Reflection on lesson:

Date:

Lesson Topic: Number patterns – 3s to 200**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 2.2 Number patterns**Lesson vocabulary:** Number patterns, forwards, backwards, multiple, copy, extend, describe, sequences, more, less**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Copy, extend and describe simple number sequences to at least 20.
- Sequences should show counting forwards and backwards in 1s from any number between 1 and 100.

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 3s from any multiple between 0 and 200, e.g. 200, 197, 194

Mental maths activity - 10 minutes

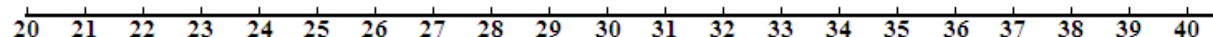
	What is 5 more than:	Answer		What is 5 less than:	Answer
1.	25	30	6.	30	25
2.	56	61	7.	46	41
3.	59	64	8.	78	73
4.	10	15	9.	99	94
5.	35	40	10.	100	95

2. Homework– 15 minutes

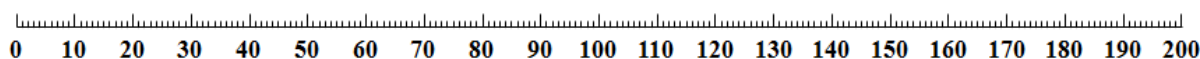
Reflection/remediation based on previous day's work/homework.

3. Lesson content – concept development – 30 minutes**Resources:** 100 board (see DBE workbook)**Concepts**

- Copy, extend and describe simple number sequences to at least 200.
- Sequences should show counting forwards and backwards in 3s from any multiple of 3 between 0 and 200.

Activity 1: Before the lesson draw a number line on the board from 20 to 40.

- Show the learners counting in 3s on the number line, starting at 21, using hoops.
- The learners have to understand that the hoops jump to every 3rd number on the number line.

Activity 2: Before the lesson draw a 10s number line on the board from 0 - 200.

- Now ask the learners to count forwards in 3s from 103 to 147.
- Work together to locate 103 on the number line and carefully count up in 3s from there to 147.

- While they count you make the hoops on the number line.
- Repeat this activity, counting forwards and backwards in 3s from 151 to 200.

Remediation: Give each learner a 1 – 100 board. Count from 0 – 3, 3 – 6, 6 – 9, 9 – 12, then 30 – 33, 67 – 70, and so on. Discuss how we are counting in 3s. Using the board, count backwards from 15 to 0 in 3s. Discuss patterns of 3.

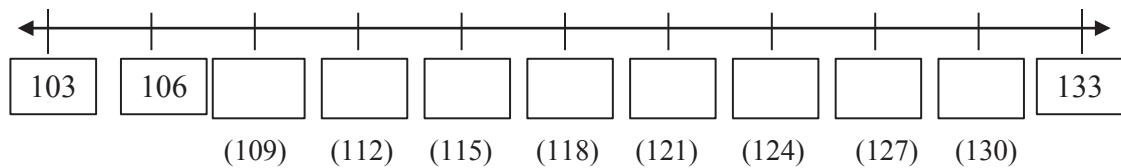
Enrichment: See Enrichment Activity Cards:

4. Classwork activity (Group/independent work) – 25 minutes

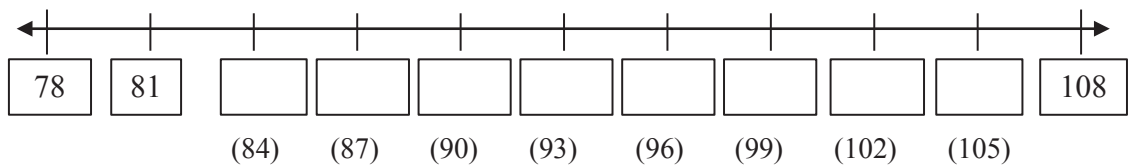
Do the following questions in your maths book.

Complete the number lines:

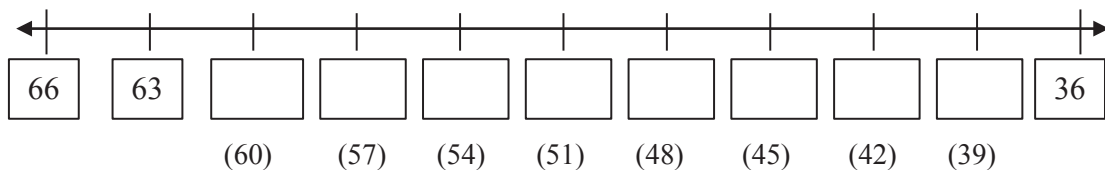
1.



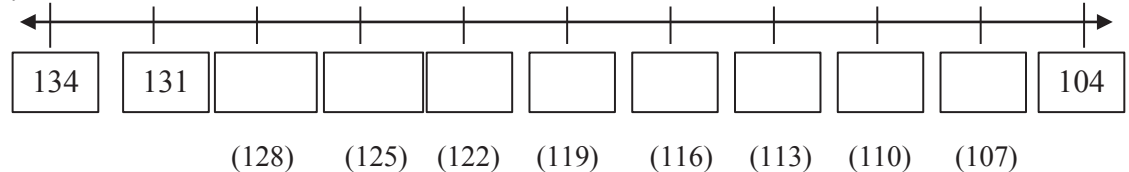
2.



3.



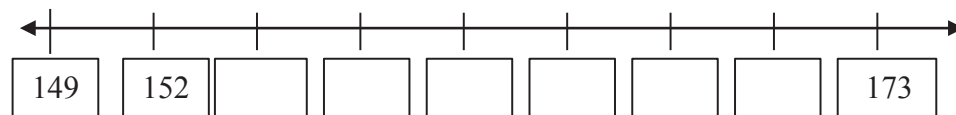
4.



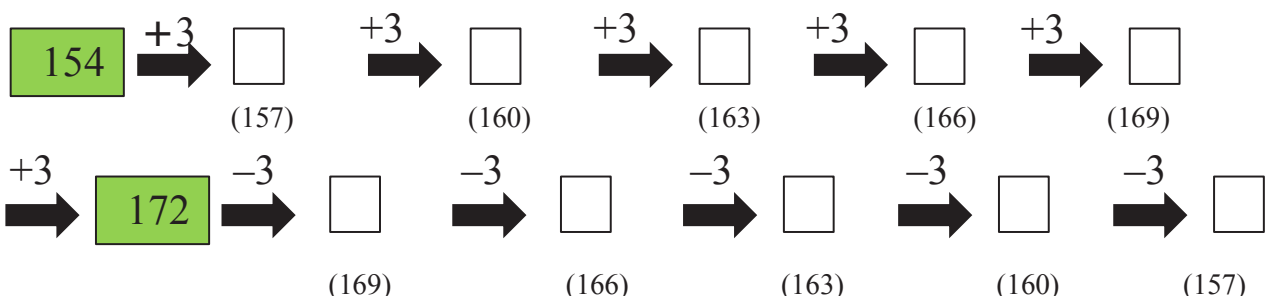
5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Show the following on the number line: 155, 158, 161, 164, 167, 170



2. Complete the following:



Date:

Lesson Topic: Number patterns – 4s to 200**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 2.2 Number patterns**Lesson vocabulary:** Number patterns, forwards, backwards, multiple, copy, extend, describe, sequences, more, less**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Copy, extend and describe simple number sequences to at least 20.
- Sequences should show counting forwards and backwards in 1s from any number between 1 and 100.

Assessment

Formal Task 1 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 100, 96, 92, ..

Mental maths activity - 10 minutes

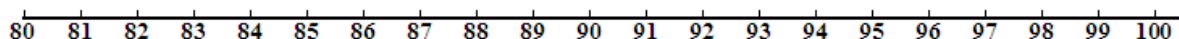
	What is 10 more than:	Answer		What is 10 less than:	Answer
1.	90	100	6.	100	90
2.	89	99	7.	15	5
3.	54	64	8.	25	15
4.	50	60	9.	90	80
5.	31	41	10.	36	26

2. Homework– 15 minutes

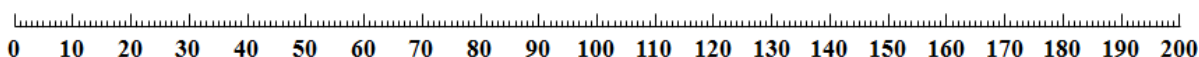
Reflection/remediation based on previous day's work/homework.

3. Lesson content – concept development – 30 minutes**Resources:** Slates/whiteboards**Concepts**

- Copy, extend and describe simple number sequences to at least 200.
- Sequences should show counting forwards and backwards in 4s from any multiple of 4 between 0 and 200.

Activity 1: Before the lesson draw a number line on the board from 80 to 100.

- Show the learners counting in 4s on the number line using hoops, starting at 80.
- The learners have to understand that the hoops jump to every 4th number on the number line.

Activity 2: Before the lesson draw a 10s number line on the board from 0 – 200.

- Refer to the longer number line.
- Ask: *Can you remember when we count in fours which number do we jump to?* You may refer to the number line on the board.

- Now let the learners choose which number to start from, and show how to count on in 4s from there.
- Do this for a few different numbers, counting forwards from some and backwards from some.

Remediation: Give learners a bead number line, or draw it on the board. Place it on a strip of paper and ask the learners to make the interval markings after every four beads. Remove the beads and then write the numbers on the number line.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in DBE Workbook.

1. Complete worksheet 112, pgs. 102 & 103.

5. Homework activity – 5 minutes

No homework

Reflection on lesson:

Date:

Lesson Topic: Length**Teacher's notes****CAPS Topics:** 1.2 Count forwards and backwards 1.16 Mental Mathematics 4.2 Length**Lesson vocabulary:** Length, measure, measurement, metre stick, metre, compare, hand span, paces, standard and non-standard measures**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Estimate, measure, compare, order and record length using non-standard measures e.g. hand spans, paces, pencil lengths, counters, etc.

Assessment

Formal Task 1 Activity 3: Practical Assessment today. Record a mark for every learner in the class.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 3s from any multiple between 0 and 200, e.g. 173, 170, 167

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$12 + 6 =$	18	6.	$0 + 30 =$	30
2.	$10 + 8 =$	18	7.	$12 + 4 =$	16
3.	$15 + 2 =$	17	8.	$13 + 5 =$	18
4.	$2 + 18 =$	20	9.	$16 + 4 =$	20
5.	$11 + 3 =$	14	10.	$5 + 10 =$	15

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Objects in the classroom, metre stick**Concepts**

- Estimate, measure, compare, order and record length using metres as the standard unit of length.

Activity 1: Revise measuring the length of objects using hand spans.

- Ask the learners to measure the length of their desks, using their hands.
- Give each learner a chance to give their measurement.
- Ask the learners why all the measurements are not the same. (Because everyone in the class does not have hands that are the same size.)
- Explain to them that when we use hands or feet etc. we call it a non-standard measure because the sizes differ.

Activity 2: Use a metre stick for this activity.

- Show the metre stick to the learners and tell them that this stick is one metre long.
- When we use this stick to measure objects we will get an accurate measurement. It is a standard measure.
- Use the metre stick to measure different objects in the classroom e.g. height of door, length of desk.
- Some of the learners may be asked to come and help you.

- Write all the measurements on the board.
- Now measure the same object, using the metre stick.
- Compare all the different readings.
- Ask: *Which measurement is the most accurate?* (the metre stick)
- If time allows you can measure another object in the class in the same way, but this time use paces and the metre stick.

Remediation: Learners trace their hands on a piece of paper and cut it out. Use cut-out hand spans to measure various objects in the class, for e.g. the window, teacher's desk, length of the carpet, etc. Remind the learners that it is important to remember that we always use the same hand when measuring the length of an object. After each object discuss how hands are not the same size and therefore we get different answers. Explain the importance of metres as a standard unit of measurement.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 119, pg. 118

5. Homework activity – 5 minutes

Do the following questions in DBE Workbook.

1. Complete DBE Worksheet 119, pg. 119.

Reflection on lesson:

Date:

Lesson Topic: Capacity**Teacher's notes****CAPS Topics:** 1.2 Count forwards and backwards 1.16 Mental Mathematics 4.4 Capacity**Lesson vocabulary:** Capacity, standard measures, calibration lines, litres**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Estimate, measure, compare, order and record the capacity of containers by using non-standard measures e.g. spoons and cups.

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 94, 98, 102

Mental maths activity - 10 minutes

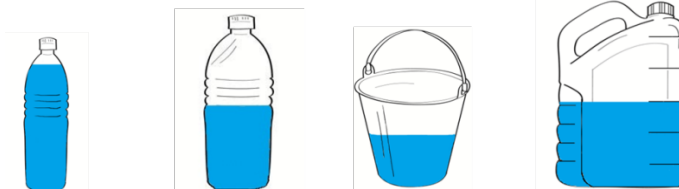
	Calculate:	Answer		Calculate:	Answer
1.	$18 - 4 =$	14	6.	$3 - 0 =$	3
2.	$20 - 2 =$	18	7.	$13 - 3 =$	10
3.	$12 - 3 =$	9	8.	$10 - 5 =$	5
4.	$11 - 6 =$	5	9.	$12 - 5 =$	7
5.	$15 - 5 =$	10	10.	$17 - 3 =$	14

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Empty 1ℓ, 2ℓ, 2,5ℓ, 3ℓ, 5ℓ containers, slates/white boards, old newspaper adverts for products (Spar, Checkers, etc).**Concepts**

- Estimate, measure, compare, order and record the capacity of objects by measuring in litres using: bottles with a capacity of 1 litre, a measuring jug which has numbered calibration lines in litres.
- Compare, order and record the capacity of commercially packaged objects whose capacity is stated in litres, e.g. 2 litres of milk, 1 litre of cool drink, 5 litres of paint.

Activity 1: Before the lesson draw these pictures and write the sentences on the board:

- This container can hold 5 litres of water.
- This container can hold 2 litres of water.
- This bucket can hold 4 litres of water.
- This container can hold 1 litre of water.

- Ask the learners to match the number of the sentence with the pictures.

Activity 2: Learners work in groups of five. Give each group pictures or empty containers, similar to these.



- Ask the learners to discuss in their groups how much each container can hold, according to the label on the container.
- Ask the learners to place these containers in order, from the container that holds the most to the container that holds the least.
- Learners discuss their sorted containers to check that their sorting was correct.

Remediation: Give the learners magazines/pamphlets. Ask them to find an example of containers that will hold: 1 litre, 2 litres and 5 litres. Ask: *Do all the: 1 litre containers have the same shape, 2 litre containers have the same shape, 5 litre containers have the same shape?* Talk about what each container holds, e.g. the 1 litre container holds milk and the 2 litre container holds fruit juice.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

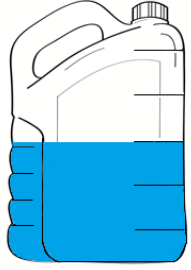
Do the following questions in your maths book.

1. Use the old adverts to cut out five containers with different capacities. Stick the pictures in your maths book. Write the capacity of each container under the picture. (answers vary)
2. Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres altogether? (7 litres)
3. Jabu buys one half litre of coke and Vusi buys 1 litre of coke. How many litres of coke do they have together? (1.5 litres)

5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Write the following from the least to the most and draw a picture to show your answer: 2 litres, 5 litres, 4 litres, 1 litre, 3 litres. (1 litre, 2 litres, 3 litres, 4 litres, 5 litres)
2. Estimate about how much water can each container hold.

This container can hold  	This container can hold  	This bucket can hold  	This container can hold 
(1 litre)	(2 litres)	(4 litres)	(5 litres)

Reflection on lesson:

Date:

Lesson Topic: Repeated addition leading to multiplication**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.8, 1.14 Repeated addition leading to multiplication

Lesson vocabulary: Repeated addition, multiplication, number sentence, groups

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving repeated addition with answers up to 20.
- Use appropriate symbols +, =, $\square$

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 144, 140, 136

Mental maths activity - 10 minutes

	Double:	Answer		Half:	Answer
1.	15	30	6.	16	8
2.	25	50	7.	100	50
3.	23	46	8.	34	17
4.	49	98	9.	64	32
5.	35	70	10.	78	39

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, slates/white boards

Concepts

- Solve word problems in context and explain own solutions to problems involving repeated addition and to multiplication with answers up to 50.
- Multiply numbers 1 to 10 by 2, 5, 3 and 4.
- Use appropriate symbols +, x, =, $\square$

Activity 1: Divide the class into groups of four.

- Give each group 50 counters and each learner a slate/ white board.
- Ask each group to take 20 counters and to make groups of 2.
- Write a repeated addition number sentence on your slate/whiteboard. ($2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$)
- Now write a multiplication number sentence on your slate/white board. You can refresh their memories by asking: "*How many groups are there? (10) How many in each group? (2)* We can write it as: $10 \times 2 = 20$.

Activity 2: Ask each group to take 21 counters and to make groups of 3.

- Write a repeated addition number sentence on your slate/whiteboard. ($3 + 3 + 3 + 3 + 3 + 3 + 3 = 21$)

Remediation: Give each learner 10 counters. Let them sort them into groups of two. Count how many there are by counting in twos. Let them write $2 + 2 + 2 + 2 + 2 = 10$. Count the twos in the sum again. “How many groups are there?” (5) “How many in each group?” (2) We write it as $5 \times 2 = 10$. Repeat this with 12 and 14 counters.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Complete this table. Some of the answers are filled in to help you check your answers.

x	1	2	3	4	5	6	7	8	9	10
2	2									
3					15					
4										
5							35			

2. Complete DBE Worksheet 114, pgs. 106 & 107.

5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Write the following as a repeated addition number sentences:

4 groups of 3 _____ ($3 + 3 + 3 + 3 = 12$)

2. Write the following repeated addition number sentence as a multiplication number sentence:

$5 + 5 + 5 + 5 + 5 + 5 + 5 =$ _____ ($7 \times 5 = 35$)

3. Complete the following:

a. $3 \times 4 =$ _____ (12)

b. $7 \times 2 =$ _____ (14)

c. $10 \times 3 =$ _____ (30)

Reflection on lesson:

Date:

Lesson Topic: Repeated addition leading to multiplication**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.8, 1.14 Repeated addition leading to multiplication

Lesson vocabulary: Word problems, solve, altogether

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving repeated addition with answers up to 20.
- Use appropriate symbols +, =, $\square$

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 124, 128, 132

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate	Answer
1.	$6 + 11 =$	17	7	$12 - 2 =$	10
2.	$15 - 12 =$	3	7.	$15 + 3 =$	18
3.	$7 + 10 =$	17	8.	$13 - 10 =$	3
4.	$10 - 7 =$	3	9.	$2 + 12 =$	14
5.	$13 + 5 =$	18	10.	$16 - 6 =$	10

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates/white boards, counters

Concepts

- Solve word problems in context and explain own solutions to problems involving repeated addition and to multiplication with answers up to 50.
- Multiply numbers 1 to 10 by 2, 5, 3 and 4.
- Use appropriate symbols +, x, =, $\square$

Activity 1: Write the following word problem on the board.

- Jonah has 8 bags of potatoes. He has 3 potatoes in each bag. How many potatoes does he have altogether?
- Draw 8 groups of 3 on the board.
- Discuss and solve the problem ($3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 24$) or ($8 \times 3 = 24$).

Activity 2: In pairs. Give the learners the following word problem. Ask them to solve it, using their counters and to write a multiplication number sentence.

- Mom has 6 plates. On each plate are 2 cupcakes. How many cupcakes are there altogether? ($6 \times 2 = 12$)

Activity 3: The learners (in pairs) use a repeated addition or a multiplication number sentence for the following word problem:

- On Monday I ate 5 oranges, on Tuesday I ate 5 oranges, on Wednesday I ate 5 oranges and on Thursday I ate 5 oranges. How many oranges did I altogether this week? ($5 + 5 + 5 + 5 = 20$ or $4 \times 5 = 20$)

Remediation: Give each learner 20 counters. Let them pack it in groups of four. Count how many there are by counting in fours. Let them write $4 + 4 + 4 + 4 + 4 = 20$. Count the fours in the sum again. *How many groups are there?* (5) *How many in each group?* (4) We write it as $5 \times 4 = 20$.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

- Write a repeated addition number sentence for the following: Dad took three screws out of his one pocket. He took another three screws from his other pocket. He then took another three screws from his shirt pocket and another three screws from his bag. How many screws does dad have altogether? ($3 + 3 + 3 + 3 = 12$)
- Write a multiplication number sentence for the following: My teacher likes to send us to the office to show off our good work. This morning she sent 5 groups of 4 children each to the office. How many children did she send altogether? ($5 \times 4 = 20$)
- Complete DBE Worksheet 113, pgs. 104 and 105.

5. Homework activity – 5 minutes

Do the following questions in your homework book.

- Write the following as a repeated addition and then as multiplication number sentence:
 - 3 groups of 5 (Answers: $5 + 5 + 5 = 15$ and $3 \times 5 = 15$)
 - 6 groups of 3 (Answers: $3 + 3 + 3 + 3 + 3 + 3 = 18$ and $6 \times 3 = 18$)
- Use a multiplication number sentence to answer this word problem:

I have lots of toy cars. I sorted them into groups with the same colours: 4 red cars, 4 yellow cars, 4 green cars, 4 black cars, 4 orange and 4 white cars. How many toy cars do I have altogether?
(Answer: $6 \times 4 = 24$)

Reflection on lesson:

Date:

Lesson Topic: Grouping and sharing**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.9 Grouping and sharing leading to division

Lesson vocabulary: Grouping, sharing, division, divide, equally

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders.

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 88, 84, 80

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate	Answer
1.	$14 + 2 =$	16	6.	$20 + 0 =$	20
2.	$5 + 13 =$	18	7.	$13 + 6 =$	19
3.	$10 + 6 =$	16	8.	$5 + 15 =$	20
4.	$11 + 5 =$	16	9.	$10 + 6 =$	16
5.	$5 + 13 =$	18	10.	$12 + 8 =$	20

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters (50 per pair of learners)

Concepts

- Solve word problems in context and explain own solutions to problems involving equal sharing and grouping up to 50 and with answers that may include remainders.

Activity 1: Give each pair of learners 50 counters.

- Ask the learners to count out 20 counters into a separate pile.
- Ask them to share the counters equally between the two of them.
- Ask each pair how many counters each one of them got. (e.g. 10 each)
- Also ask if there were any counters left over. (none)

Activity 2: Continue in pairs. Now use all 50 counters.

- Share the counters equally between them.
- How many counters did each learner get?* (25 each)
- How many groups did you make?* (2)
- Are there any counters left?* (no)

Activity 3: Continue in pairs

- *How many counters did each learner get?* (16)
- *How many groups did you make?* (2)
- *Are there any counters left?* (Yes – 1)

Remediation: Mandy has 20 oranges. She shares them out, making 4 groups. How many oranges are there in each group? (5). Use counters to solve this problem.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book. Draw pictures to show your answer.

1. Share 20 counters equally between 2 friends. Each friend gets ____ (10) counters and ____ (0) left over.
2. Share 51 sweets equally between 5 friends. Each friend gets ____ (10) sweets and ____ (1) left over.
3. Share 15 blocks equally between 4 children. Each friend gets ____ (3) sweets and ____ (3) left over.

5. Homework activity – 5 minutes

No homework

Reflection on lesson:

Date:

Lesson Topic: Grouping and sharing**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.9 Grouping and sharing leading to division

Lesson vocabulary: Grouping, share, equally, divide

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving equal sharing and grouping with whole numbers up to 20 and with answers that may include remainders.

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 3s from any multiple between 0 and 200, e.g. 56, 59, 62

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$70 - 10 =$	60	6.	$50 - 10 =$	40
2.	$100 - 20 =$	80	7.	$70 - 20 =$	50
3.	$20 - 20 =$	0	8.	$30 - 10 =$	20
4.	$60 - 20 =$	40	9.	$60 - 30 =$	30
5.	$100 - 30 =$	70	10.	$100 - 50 =$	50

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, slates/white boards

Concepts

- Solve word problems in context and explain own solutions to problems involving equal sharing and grouping up to 50 and with answers that may include remainders.

Activity 1: Let the learners work in pairs. Give each pair 30 counters and a slate/white board.

- Ask the learners to draw three circles on their slates.
- Take your counters and divide it equally between the three circles.
- How many counters are there in each circle?* (10)
- We can say: 30 counters divided into 3 groups is 10.
- Take 20 counters and divide it equally between the three circles.
- How many counters are there in each circle?* (6)
- Are there any counters left?* (2)
- We can say: 20 counters divided into 3 groups is 6, with 2 remaining.

Activity 2: Write the following on the board. Ask the learners to write their answers on their slates. Encourage the learners to use counters.

- Share 12 by 2 (6)

- Share 40 by 10 (4)

Remediation: Give each learner 15 counters. Ask them to make three equal groups. They can divide them into the three groups one by one until they have none left. Ask them how many there are in each group. (5) Ask them now how much three groups of five is. (15)

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. How much is: 4 groups of 3 _____ (12)
2. How much is: 8 groups of 2 _____ (16)
3. How much is: 10 groups of 5 _____ (50)
4. Share 20 equally between 5: _____ (4)
5. Share 40 by 10: _____ (4)
6. Share 36 by 4: _____ (9)

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 110, pg. 98.

Reflection on lesson:

Date:

Lesson Topic: Fractions: Sharing and grouping things equally**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.10 Sharing leading to fractions 1.17 Fractions

Lesson vocabulary: Sharing, fractions, halves, quarters, thirds

Prior knowledge

In Grade 2, Term 3 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.
- Use and name fractions including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form.
- Write fractions as half, 2 thirds

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 3s from any multiple between 0 and 200, e.g. 97, 94, 91

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate	Answer
1.	$\underline{\quad} + 19 = 20$	1	6.	$\underline{\quad} - 5 = 12$	17
2.	$\underline{\quad} - 12 = 8$	20	7.	$\underline{\quad} + 5 = 19$	14
3.	$\underline{\quad} + 15 = 20$	5	8.	$\underline{\quad} - 9 = 9$	18
4.	$\underline{\quad} - 20 = 0$	20	9.	$\underline{\quad} + 10 = 18$	8
5.	$\underline{\quad} + 12 = 20$	8	10.	$\underline{\quad} - 4 = 15$	19

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

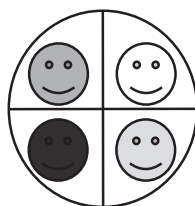
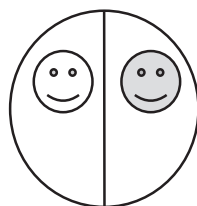
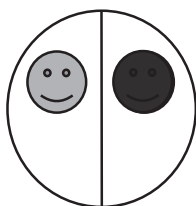
Resources: Circles cut from scrap paper (4 per group), unifix blocks

Concepts

- Solve word problems in context and explain own solutions to problems involving equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.
- Use and name fractions including halves, quarters, thirds and fifths.
- Write fractions as half, 2 thirds

Activity 1: Divide the learners in groups of four. Give each group 3 circles cut from any scrap paper.

- Share the three circles equally between the four of you in the group.
- You may use your scissors to cut the circles to help you or you may fold and tear the paper.
- *How much does each friend get?* (Each learner will get one half and one quarter / Each learner will get three quarters)
- You can draw these on the board to explain the answers to them:



(Each child will get one half and one quarter.)



(Each child will get three quarters.)

Activity 2: Give each learner one more circle cut from scrap paper.

- As a group they divide the circle into fifths.
- Illustrate this on the board after + - 5 minutes.
- Discuss what a fifth means, i.e. 5 equal parts.

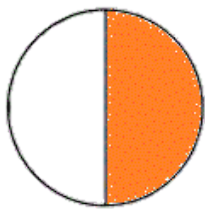
Remediation: Use unifix blocks – seven towers with three blocks in each. Each tower is a ‘chocolate’. Share the seven chocolates bars amongst three friends so that they all get the same amount of chocolate bars and there is nothing left. (Each child will get two and one third chocolate bars.)

Enrichment: See Enrichment Activity Cards

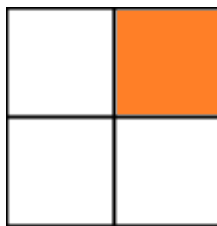
4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

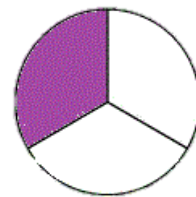
1. What fraction is coloured?



(one half)

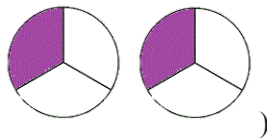


(one quarter)



(one third)

2. Solve the following. Draw a picture to show your answer.
Two biscuits are shared equally amongst three friends. How much does each one get?



(Answer: two thirds each)

3. Complete DBE Worksheet 121, pgs. 122 & 123

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 118, pgs. 116 & 117

Reflection on lesson:

Date:

Lesson Topic: Fractions: Name the fraction parts**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.10 Sharing leading to fractions 1.17 Fractions

Lesson vocabulary: Sharing, fractions, squares and circles,

Prior knowledge

In Grade 2, Term 3 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.
- Use and name fractions including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form.
- Write fractions as half, 2 thirds

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 3s from any multiple between 0 and 200, e.g. 85, 88, 91

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate	Answer
1.	$12 + \underline{\quad} = 20$	8	6.	$1 + \underline{\quad} = 17$	16
2.	$15 + \underline{\quad} = 19$	4	7.	$20 + \underline{\quad} = 20$	0
3.	$7 + \underline{\quad} = 14$	7	8.	$10 + \underline{\quad} = 17$	7
4.	$14 + \underline{\quad} = 18$	4	9.	$15 + \underline{\quad} = 17$	2
5.	$17 + \underline{\quad} = 20$	3	10.	$10 + \underline{\quad} = 16$	6

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Circles cut from scrap paper (1 per group), fraction circles and fraction squares (see printable resources).

Concepts

- Use and name fractions including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form.
- Write fractions such as half, 2 thirds.

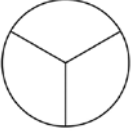
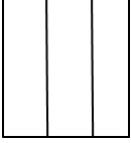
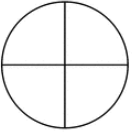
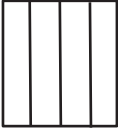
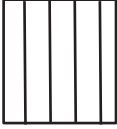
Activity 1: Learners work in groups of four.

- Give each learner a circle cut out of scrap paper.
- Ask them to fold the circle to make two equal parts.
- Tell them that if a shape is equally divided into two parts we say it is divided into halves.
- Point to the first half and say one half, point to the second half and say half.

Activity 2: Give each group a set of fraction circles and fraction squares.

- Find the following fraction parts from the sets that you have been given.
- Colour one part in each diagram.
- Write the name for the fraction part that you have shaded each time.

Date:

Fraction circles	Fraction squares	
Find a circle with three equal parts. 	Find a square with three equal parts. 	These shapes are equally divided into three parts. We call them thirds.
Find a circle with four equal parts. 	Find a square with four equal parts. 	These shapes are equally divided into four parts. We call them quarters.
Find a circle with five equal parts. 	Find a square with five equal parts. 	These shapes are equally divided into five parts. We call them fifths.

Remediation: Ask the learners to draw a square and a rectangle. Ask them to divide each shape into the following: halves – point to one half and say one half, thirds – point to one third and say one third, quarters – point to one quarter and say one quarter, fifths – point to one fifth and say one fifth,

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Match the fraction words and the shapes.



One half



One third



One quarter



One fifth

2. Draw the shape and colour the fraction.
- A triangle. Colour one third.
 - A square. Colour one quarter.
 - A rectangle. Colour one fifth.

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 122, Pgs. 124 & 125.

Mathematics Assessment Task 2**Grade 2**

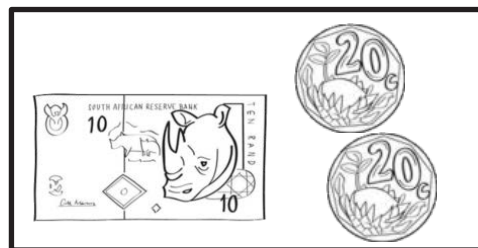
Surname:	Boy Girl
Name:	
Date of birth:	
School:	
Province:	
EMIS no:	

TOTAL MARKS : 20**Question 1****(1)**

Draw coins to show R12,85.

Question 2**(3)**

Look at the pictures of the money inside the two boxes. Write a number sentence and an answer to show how much money there is altogether.

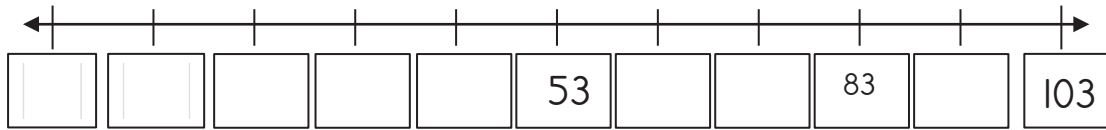


_____ + _____ = _____

Question 3

(1)

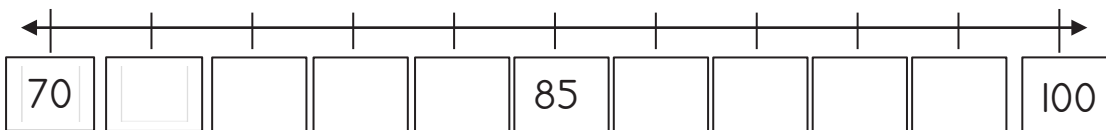
Complete the 10s number line.



Question 4

(1)

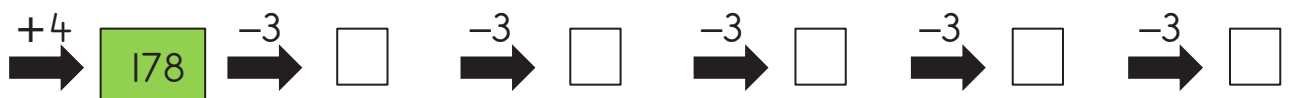
Complete the 3s number line.



Question 5

(1)

Complete the following:



Question 6

(1)

Circle the container that can hold the most water.



Question 7

(2)

Write the following as a repeated addition number sentence.

- a. 6 groups of 4

- b. 3 groups of 5

Question 8

(2)

Write the following as a multiplication number sentence.

- a. 2 groups of ten _____

- b. 5 groups of three _____

Question 9

(2)

Write a multiplication number sentence to answer the word problem.

Mom baked cupcakes. She made 4 with red icing, 4 with yellow icing, 4 with pink icing, 4 with green icing, 4 with purple icing and 4 with orange icing. How many cupcakes did she make altogether?

She made _____ cupcakes altogether.

Question 10

(3)

Draw pictures to show your answer.

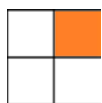
Share 29 counters equally between 3 friends.

Each friend gets counters. There are left over.

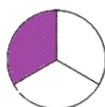
Question 11

(3)

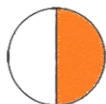
What fraction is coloured?



a. _____



b. _____



c. _____

(These words might help: half, quarter, fifth, third)

Date:

Lesson Topic: Fractions**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.10 Sharing leading to fractions 1.17 Fractions**Lesson vocabulary:** Fractions, half, thirds, quarters, fifths, sixths, smallest**Prior knowledge**

In Grade 2, Term 3 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.
- Use and name fractions including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form.
- Write fractions as half, 2 thirds

Assessment

Formal Task 2 Activity 1: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 65, 69, 73

Mental maths activity - 10 minutes

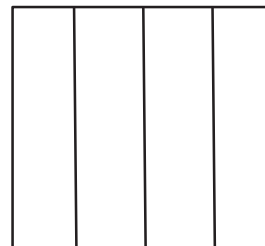
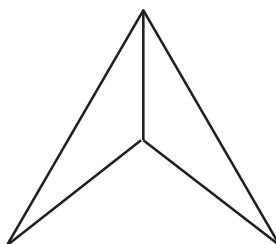
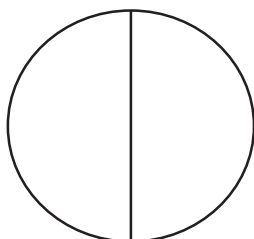
	Put the numbers in sequence from smallest to biggest:	Answer		Put the numbers in sequence from smallest to biggest:	Answer
1.	45, 40, 38	38, 40, 45	6.	15, 25, 5	5, 15, 25
2.	27, 39, 10	10, 27, 39	7.	45, 78, 60	45, 60, 78
3.	12, 38, 59	12, 38, 59	8.	12, 10, 1	1, 10, 12
4.	56, 65, 45	45, 56, 65	9.	13, 56, 89	13, 56, 89
5.	78, 80, 98	78, 80, 98	10.	100, 89, 98	89, 98, 100

2. Homework– 15 minutes

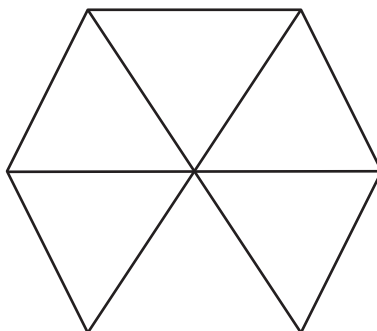
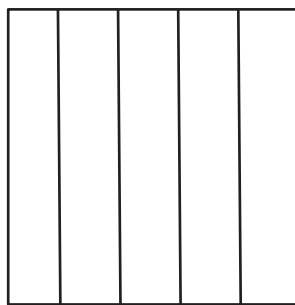
Reflection/remediation based on previous day's work/homework.

3. Lesson content – concept development – 30 minutes**Resources:** Shapes drawn on the board, slates/white boards**Concepts**

- Solve word problems in context and explain own solutions to problems involving equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.
- Use and name fractions including halves, quarters, thirds and fifths.
- Write fractions as half, 2 thirds

Activity 1: Before the lesson, draw the following shapes on the board.

Date:



Give the explanations to the learners and ask them questions such as:

- e.g. *What do we call each part of a shape that is divided into 4 equal parts?*
- *When a shape is divided into two equal parts, it is called ____ (halving).*
- *Each part of two equal sized parts is called one ____? (is called a half)*
- *When a shape is divided into three equal parts, each part is called ____? (a third)*
- *When a shape is divided into four equal parts, each part is called ____? (a quarter)*
- *When a shape is divided into five equal parts, each part is called ____? (a fifth)*
- *When a shape is divided into six equal parts, each part is called ____? (a sixth)*

Listen to your learner's responses to make sure that they are able to identify and speak about the fraction parts into which the different shapes have been divided.

Activity 2: Ask the learners to copy the shapes from the board onto their slates/white boards.

- Ask them to shade the following on their shapes: one half, two thirds, three quarters, four fifths and three sixths.
- After each fraction let them show you which parts they have shaded by holding up their slates/boards.
- Explain to the learners that when you colour, for example three fifths, you may colour any three parts. They don't necessarily have to be next to one another or the first three parts.

Remediation: Ask learners to draw 6 rectangles. One if left as it is and the others are: divided into halves, divided into thirds, divided into quarters, divided into fifths and divided into sixths. Ask the learners to shade the parts of each shape and tell you the name of the shaded fraction.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 123, pgs. 126 and 127.

5. Homework activity – 5 minutes

No homework

Reflection on lesson:

Date:

Lesson Topic: Fractions**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.10 Sharing leading to fractions 1.17 Fractions

Lesson vocabulary: Fraction circle, fraction square, biggest, halves, quarters, thirds and fifths

Prior knowledge

In Grade 2, Term 3 the learners should have learnt how to:

- Solve word problems in context and explain own solutions to problems involving equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.
- Use and name fractions including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form.
- Write fractions as half, 2 thirds

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 117, 113, 109

Mental maths activity - 10 minutes

	Sequence the numbers from biggest to smallest:	Answer		Sequence the numbers from biggest to smallest:	Answer
1.	45, 60, 35	60, 45, 35	7	14, 58, 10	58, 14, 10
2.	40, 30, 66	66, 40, 30	7.	16, 21, 30	30, 21, 16
3.	50, 65, 80	80, 65, 50	8.	18, 90, 88	90, 88, 18
4.	41, 32, 78	78, 41, 32	9.	54, 69, 38	69, 54, 38
5.	10, 58, 98	98, 58, 10	10.	52, 63, 14	63, 52, 14

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates/white boards, counters. Make a drawing of the table (below) on the board OR on 4 pieces of chart paper (make it big enough for the learners to see!)

Concepts

- Solve word problems in context and explain own solutions to problems involving equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$.
- Use and name fractions including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form.
- Write fractions as half, two thirds

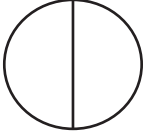
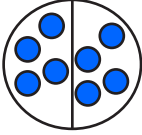
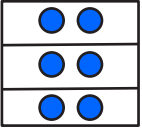
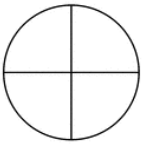
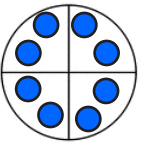
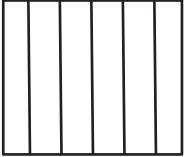
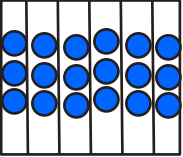
Activity 1: Before the lesson draw the table (below) on the board before the lesson starts.

Only write the heading row in full and the first two columns in full before the class.

The answers in columns 3 and 4 you will complete while you discuss the solutions with the class.

- Give each group of learners 20 counters.
- Learners must draw each shape on their slates as you discuss that row in the table. When you have completed one row, they rub out the drawing and draw the next one.

- The answers in columns 3 and 4 you will complete while you discuss the solutions with the class.
- Use counters to find the fraction parts

Single shape whole	A number of counters as the whole	What fraction have we found?	How many counters?
a. Halves using a fraction circle 	Eight counters 	One half of the counters (four)	We have eight counters. One half of the counters is four counters.
b. Thirds using a fraction square 	Six counters 	One third of the counters (two)	We have six counters. One third of the counters is two counters.
c. Quarter using a fraction circle 	Eight counters 	One quarter of the counters (two)	We have eight counters. One quarter of the counters is two counters.
d. Sixths using a fraction square 	18 counters 	One sixth of the counters (three)	We have 18 counters. One sixth of the counters is three counters.

Remediation: Gogo gives Sandile eight apples. Sandile makes fruit salad with one quarter of the apples. How many apples did she use? You can do this concretely or ask learners to make a drawing. Question: *How many apples did she use?* Keyword: One quarter of. Numbers: eight apples and one quarter. Drawing (using fraction circles) One quarter of the apples is two.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in DBE Workbook.

1. Complete DBE Worksheet 126, pgs. 132 and 133.

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 125, pgs. 130 and 131.

Reflection on lesson:

Date:

Lesson Topic: 3-D Objects**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 3.2 3-D objects**Lesson vocabulary:** 3-D object, box, ball, cylinder, sphere, prism, describe, sort, compare, size, shape.**Prior knowledge**

In Grade 2, Term 3 the learners should have learnt how to:

- Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres), box shapes (prisms)
- Describe, sort and compare 3-D objects in terms of: size, colour, objects that roll and objects that slide.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Count forwards and backwards in 4s from any multiple between 0 and 200, e.g. 117, 121, 125

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$__ + 12 = 18$	6	7.	$__ + 15 = 17$	2
2.	$__ + 6 = 10$	4	7.	$__ + 1 = 12$	11
3.	$__ + 14 = 15$	1	8.	$__ + 6 = 12$	6
4.	$__ + 10 = 20$	10	9.	$__ + 14 = 20$	6
5.	$__ + 16 = 20$	4	10.	$__ + 3 = 15$	12

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Beads (round), unifix blocks, magazines, examples of ball, box and cylinder shaped objects.**Concepts**

- Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres), box shapes (prisms), cylinders
- Describe, sort and compare 3-D objects in terms of size and shape.

Activity 1: Draw/show learners the following pictures.

Any kind of ball/ball shape

Any kind of box/box shape

Any kind of cylinder



- Ask the learners to name the shapes as you draw them or show them the picture.

- Which of the three shapes is the *biggest*? (Identify and discuss)
- Which of the three shapes is the *smallest*? (Identify and discuss)

Activity 2: Give each learner a unifix block and a round bead.

- Ask them to take out a pencil.
- They put all three these items on their desks.
- Ask them to show you the item on their desk that resembles a box. (unifix block)
- Ask them to show you which of their items resembles a cylinder? (pencil)
- Ask them which item is left on their desk and what does it resemble? (a bead – resembles a ball).

Remediation: Use the same items (unifix block, bead and pencil) and ask the learners to feel the sides of each object. The unifix block has straight sides; the bead has round sides and the pencil has round sides, but is flat at the bottom.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

1. Do the following activity in your maths book.

Name the shape.	Draw the same object, only smaller.	Find a similar picture in a magazine and stick it here or draw an object in your classroom that is the same shape:
 (prism)		
 (sphere)		
 (cylinder)		

5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Find something in your house that looks like a ball, a box and a cylinder. Draw and label it in your book.
2. Draw the same picture next to it, but it has to be smaller.

Date:

Lesson Topic: 3-D Objects**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 3.2 3-D objects**Lesson vocabulary:** Spheres, cylinders, prisms, roll, slide, roll and slide**Prior knowledge**

In Grade 2, Term 3 the learners should have learnt how to:

- Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres), box shapes (prisms)
- Describe, sort and compare 3-D objects in terms of: size, colour, objects that roll and objects that slide.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 132, count on in ones to 200.

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$\underline{\quad} - 10 = 70$	80	7.	$\underline{\quad} + 30 = 70$	40
2.	$\underline{\quad} + 10 = 70$	60	7.	$\underline{\quad} - 20 = 50$	70
3.	$\underline{\quad} - 10 = 40$	50	8.	$\underline{\quad} + 50 = 50$	0
4.	$\underline{\quad} + 20 = 80$	60	9.	$\underline{\quad} - 30 = 40$	70
5.	$\underline{\quad} - 50 = 20$	70	10.	$\underline{\quad} + 90 = 100$	10

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Different sized spheres, prisms and cylinders**Concepts**

- Recognise and name 3-D objects in the classroom and in pictures – ball shapes (spheres), box shapes (prisms), cylinders
- Describe, sort and compare 3-D objects in terms of: size, objects that roll and objects that slide.

Activity 1: Take the learners outside to where there is a flat, smooth surface or to the hall.

- Take different sized balls/ball shaped, boxes/box shaped items and cylinders out with you.
- Divide the class into three groups.
- Let each group sit in a circle.
- Give each group a mixture of different sized objects. (the objects that you took outside with you)
- Ask the learners to choose which of the objects they think they can roll.
- *What are these objects called?* (spheres)
- Take the balls/ball shaped objects out and roll it to one another, one at a time.
- Ask the learners to choose which of the objects they think can slide.
- *What are these objects called?*(prisms)
- Take the boxes/box shaped objects out and slide it to one another, one at a time.
- Ask the learners which shape do they think can slide and roll.

Date:

- *What are these objects called?* (cylinders).
- Take the cylinders and first slide and then roll it to one another, one at a time.

Activity 2: Ask each group to take their objects back to class.

- When back in class each group will sort their objects according to which can roll, slide and roll and slide.
- Make three groups in the front of the class.
- Ask if there are any objects in the class that can be added to these three groups of objects.

Remediation: Use the same items and ask the learners to look at the sides of each object. Give them the opportunity to roll, slide and roll and slide each object again until they understand the concept.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following activities in your maths book.

1. Draw pictures of the items that were used for the class activity in the correct block. Say if the object can slide, roll or slide and roll.

Object	Draw the object:	Roll / Slide / Roll and slide
Prisms		
Spheres		
Cylinders		

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 106, pgs. 90 & 91

Reflection on lesson:

Date:

Lesson Topic: Mass**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 4.3 Mass**Lesson vocabulary:** Mass, kilogram (kg), grams (g), heavier, lighter, bathroom scale, kitchen scale, balancing scale**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Estimate, measure, compare, order and record mass using non-standard measures and a balancing scale e.g. blocks, bricks, etc.
- Use language to talk about the comparison e.g. light, heavy, lighter, heavier.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 180, count backwards in ones to 133.

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$\underline{\quad} + 2 = 10$	8	7	$\underline{\quad} - 3 = 15$	18
2.	$\underline{\quad} - 3 = 17$	20	7.	$\underline{\quad} + 7 = 12$	5
3.	$\underline{\quad} + 0 = 20$	20	8.	$\underline{\quad} - 16 = 4$	20
4.	$\underline{\quad} - 15 = 3$	18	9.	$\underline{\quad} + 20 = 20$	0
5.	$\underline{\quad} + 12 = 20$	8	10.	$\underline{\quad} - 0 = 15$	15

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Pictures of/products with a mass of 250g, 500g, 1 kg and 2 kg, bathroom scale, objects with a mass of 1 kg, 5 kg, 10 kg and 20 kg**Concepts**

- Written tasks to consolidate the following, including reading pictures of: products with mass written on them, bathroom scales where the needle points to a numbered gradation line.

Activity 1: Show learners products/pictures with a mass of 250g, 500g, 1 kg and 2 kg.

- Ask them the following questions:
- *Which product has a mass of 1 kg?*
- *Which product has a mass of less than 1 kg?*
- *Which product has a mass of more than 1 kg?*
- *Is the product left lighter or heavier than 1 kg?*

Activity 2: Use a bathroom scale to find the mass of the following:

- An object with a mass of 1 kg
- An object with a mass of 5 kg
- An object with a mass of 10 kg
- An object with a mass of 20 kg
- Ask questions like: *Which object has the least/most mass?*
- *Which object has a mass of more than 5 kg/less than 10 kg?*

Remediation: Use a bathroom scale. (You need to prepare various products and objects that have a mass of 1 kg, 5 kg and 10 kg.) Ask one learner to place the first product on the bathroom scale. Ask that learner what its mass is by reading the scale. Find the mass of the rest of the products/objects. Ask the learners to sort the objects from the lightest to the heaviest.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

- Look at the balancing scales and say if the pictures shown are true or false:



True	False
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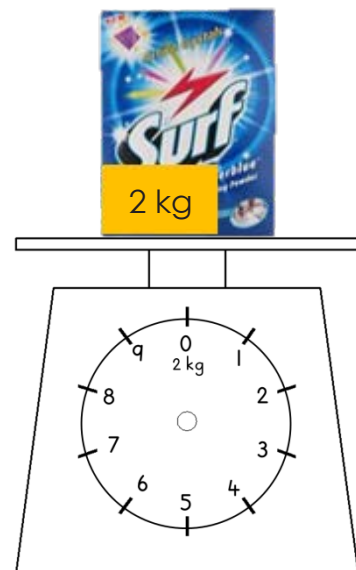
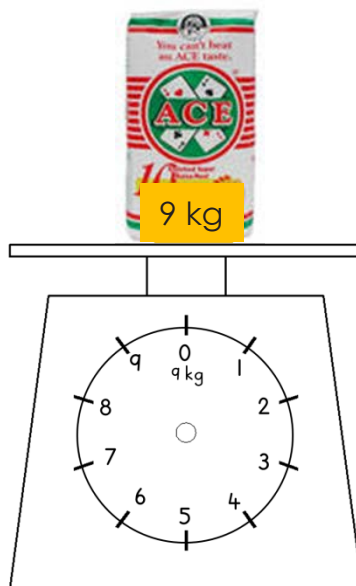
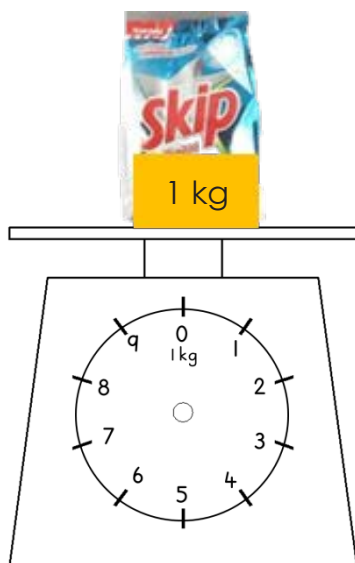


True	False
------	-------



True	False
------	-------

- Draw the arms on the kitchen scales to show the mass of these products:



5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

- DBE Worksheet 120, pgs. 120 and 121.

Date:

Lesson Topic: Geometric patterns**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 2.1 Geometric patterns

Lesson vocabulary: Geometric patterns, lines, everyday life, nature, cultural heritage

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.
- Create and describe own geometric patterns with physical objects and by drawing lines, shapes or objects.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 90, count on in twos to 134.

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$14 + 6 =$	20	6.	$12 - 4 =$	8
2.	$20 - 5 =$	15	7.	$16 - 15 =$	1
3.	$16 + 2 =$	18	8.	$14 + 3 =$	17
4.	$10 - 3 =$	7	9.	$10 + 3 =$	13
5.	$15 + 4 =$	19	10.	$10 - 6 =$	4

2. Homework– 15 minutes

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

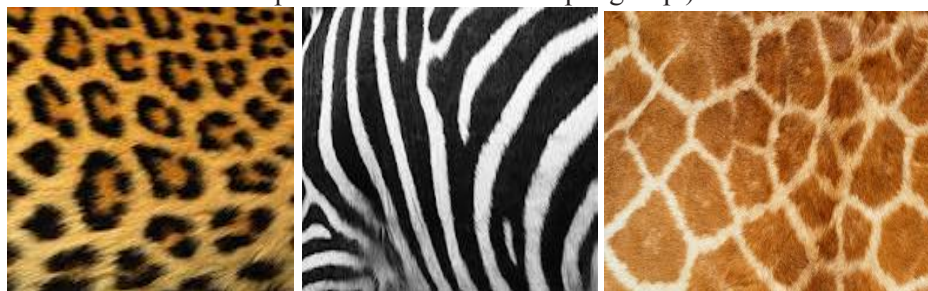
3. Lesson content – concept development – 30 minutes

Resources: Pictures of leopard, zebra, giraffe skin and a brick wall, dishcloth, onion, magazines (see printable resources)

Concepts

- Identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

Activity 1: Show learners pictures of the following: Patterns in nature (These could be copied onto the board OR use the printable resource – one per group.)

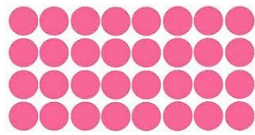
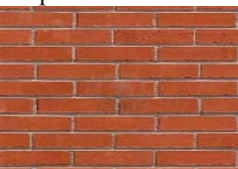


- Ask them if they can guess where we will find patterns like these. (In nature - animals)

Date:

Activity 2: Patterns in everyday life

- Ask: *How can we describe patterns that we see around us?*
- There are different ways to describe the patterns we see around us.
- Most patterns around us are made up of lines, shapes or objects.
- What we see is what is repeated, e.g. Repeated dots, lines, any kind of shape.
- Show them some more examples of modern everyday life objects where we see patterns, like:

Dishcloths – straight lines that cross each other. 	Cutting across an onion – curved lines/circles that increase in size. 	Dots – same size and evenly spread. 
Bricks in a wall or in paving – shapes that are the same size. 	Patterns in our cultural heritage. 	

Remediation: Ask learners to draw/copy a geometric pattern based on a real life object/picture.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

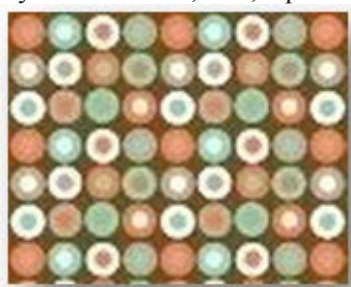
Do the following questions in your maths book.

1. Match the animal to the animal print.



2. Describe the following patterns. Use the key words to help you.

a. Key words: circle, size, equal



(circles that are the same size and evenly spread)

b. Key words: lines, straight, cross



(straight lines that cross one another)

5. Homework activity – 5 minutes

No homework

Date:

Lesson Topic: Geometric patterns**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 2.1 Geometric patterns

Lesson vocabulary: Geometric patterns, shape, direction

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Identify, describe in words and copy geometric patterns in nature, from modern everyday life and from our cultural heritage.
- Create and describe own geometric patterns with physical objects and by drawing lines, shapes or objects.

Assessment

Formal Task 2 Activity 3: Practical Assessment today. Record a mark for every learner in the class.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 180, count backwards in twos to 122.

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$\underline{\quad} - 15 = 3$	18	6.	$\underline{\quad} - 9 = 2$	11
2.	$\underline{\quad} - 3 = 12$	15	7.	$\underline{\quad} - 13 = 5$	18
3.	$\underline{\quad} - 18 = 2$	20	8.	$\underline{\quad} - 15 = 1$	16
4.	$\underline{\quad} - 5 = 10$	15	9.	$\underline{\quad} - 12 = 3$	15
5.	$\underline{\quad} - 14 = 5$	19	10.	$\underline{\quad} - 7 = 4$	11

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Plastic geometric shapes

Concepts

- Identify, describe in words and copy geometric patterns in nature, from everyday life and from our cultural heritage.

Activity 1: This is an extension on the previous lesson.

- Show and explain the following patterns to your learners:
- Different shapes that are the same colour. (Use plastic shapes to show the pattern).



- Patterns made by the same shape facing in different directions – paving bricks.



- Some other objects with patterns: soccer balls, leaves, cups and plates, flowers, etc.



Remediation: Give learners plastic shapes and ask them to make a pattern with different shapes. Then ask them to make a pattern with one shape, but in different positions.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

- Look at the patterns in these pictures and say whether they are from nature, modern everyday life or our cultural heritage.

	(Modern everyday life)		(Nature)
	(Cultural heritage)		(Nature)
	(Modern everyday life)		(Cultural heritage)

- Draw a pattern that can be found in nature.

5. Homework activity – 5 minutes

Do the following activities in your homework book.

- Draw a pattern where there are circles that increase in size.
- Draw a pattern where the shapes are the same size.

Date:

Lesson Topic: Time**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 4.1 Time**Lesson vocabulary:** Time, minutes, hours, half an hour, quarter of an hour, three quarters of an hour, halve, double, analogue clock, length of time**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Talk about the passing of time.
- Telling the time: use language to say when something happens e.g. morning, afternoon, night, early, late, the days of the week and months of the year.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 132, count on in 3s to 198.

Mental maths activity - 10 minutes

	Double:	Answer		Halve:	Answer
1.	25	50	7	66	33
2.	30	60	7.	100	50
3.	12	24	8.	12	6
4.	50	100	9.	50	25
5.	33	66	10.	80	40

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Analogue clock (see printable resources Term 3)**Concepts**

- Tell 12-hour time in hours, half hours and quarter hours on analogue clocks.
- Use clocks to calculate length of time in hours or half hours.

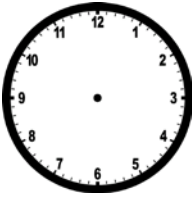
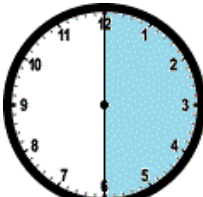
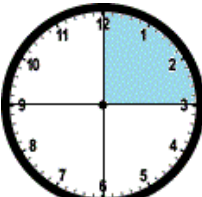
Activity 1: Draw clocks on the board or on chart paper showing the following times before the lesson.

- 7 o'clock, quarter past 7, half past 7, quarter to 8 and 8 o'clock.
- Ask the learners the following questions:
- *What time does each clock on the board show?* (7 o'clock, quarter past 7, half past 7, quarter to 8, 8 o'clock.)
- *How long is it from 7 o'clock to 8 o'clock?* (an hour)
- *How long is it from quarter past 7 to quarter to 8?* (half an hour)
- *How long is it from 7 o'clock to quarter to 8?* (three quarters of an hour/45 minutes)

Activity 2: Draw these diagrams of clocks onto the board before the lesson

- Discuss these times with the learners. Ask for different answers.
- Write the notes as you discuss the drawings with the learners.

Date:

One hour	Half an hour	Quarter of an hour
 I can in an hour. takes about an hour to do.	 I can in half an hour. takes about half an hour to do.	 I can in quarter of an hour. takes about a quarter of an hour to do.

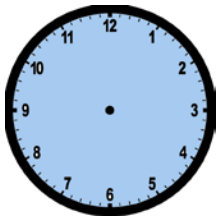
Remediation: Draw clocks and ask the learners to read the time on the clocks. Ask learners questions such as: *Is an hour more or less than a quarter of an hour? Is a quarter of an hour more, less or the same as 15 minutes?*

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Look at the clocks. How many minutes do the shaded parts of the clocks show?

			
(15 minutes)	(30 minutes)	(45 minutes)	(60 minutes/1 hour)

2. What is the time on these clocks?

			
(5 o'clock)	(quarter past 1)	(quarter to 4)	(9 o'clock)

5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 115b, pgs. 110 and 111

Date:

Lesson Topic: Time**Teacher's notes****CAPS Topics:** 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 4.1 Time**Lesson vocabulary:** Before, after, past, to**Prior knowledge**

In Grade 1 the learners should have learnt how to:

- Talk about the passing of time.
- Tell the time: use language to say when something happens e.g. morning, afternoon, night, early, late, the days of the week and months of the year.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 172, count on in 1s to 200.

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$15 + 10 =$	25	6.	$10 - 3 =$	7
2.	$15 - 5 =$	10	7.	$12 + 2 =$	14
3.	$3 + 11 =$	14	8.	$15 - 4 =$	11
4.	$12 - 3 =$	9	9.	$15 + 0 =$	15
5.	$11 + 4 =$	15	10.	$12 - 3 =$	9

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Slates/white boards, Analogue clock (see printable resources Term 3)**Concepts**

- Tell 12-hour time in hours, half hours and quarter hours on analogue clocks.
- Use clocks to calculate length of time in hours or half hours.

Activity 1: Give each learner a slate/white board. Ask them to draw clocks to show the following times:

- 15 minutes after 6 o'clock. (quarter past 6)
- 15 minutes before 10 o'clock. (quarter to 10)
- 30 minutes after 11 o'clock. (half past 11)
- 60 minutes after 1 o'clock. (2 o'clock)
- 30 minutes before 8 o'clock. (half past 7)

Activity 2: Ask the learners the following time questions:

- Which takes longer to do? Counting in 2s to 20 or measuring the length of the classroom with hand spans? (counting in 2s to 20)
- Which takes shorter to do? Going to the shop or picking up your toys? (picking up your toys)
- Which month is the shortest? (February)
- Which has the most minutes in it? Half an hour or an hour? (An hour)

Remediation: Give the learners the following times to draw on their white boards: 6 o'clock, quarter to 7, half past 6 and 7 o'clock. Ask them to draw the times in order from the earliest to the latest. (6 o'clock, half past 6, quarter to 7, 7 o'clock)

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

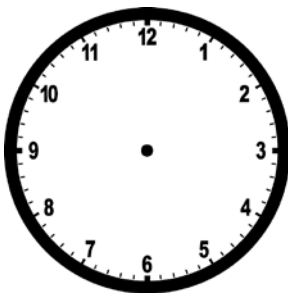
Do the following questions in your maths book.

1. Draw pictures of what you can do in:

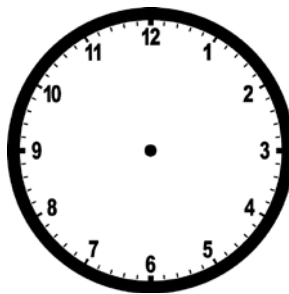
15 minutes	30 minutes	45 minutes	60 minutes

2. What is the time? Draw the arms in the clocks.

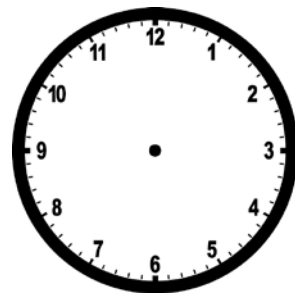
30 minutes before 11 o'clock



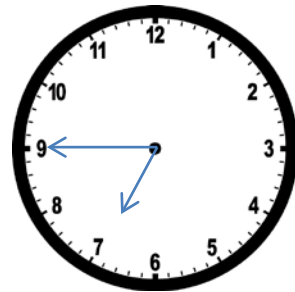
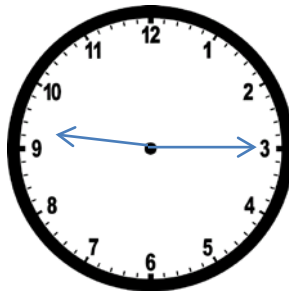
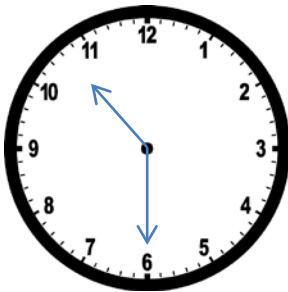
15 minutes after 9 o'clock



45 minutes before 7 o'clock



3. What is the time shown on the three clocks below?



5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 115, pgs. 108 and 109.

Reflection on lesson:

Date:

Lesson Topic: Data**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 5.6 Analyse and interpret data

Lesson vocabulary: Data, pictograph, sort, information, results

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Analyse data from representations provided.
- Represent data in pictographs.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 180, count backwards in 3s to 150.

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$5 + \underline{\quad} = 17$	12	6.	$10 + \underline{\quad} = 17$	7
2.	$16 + \underline{\quad} = 20$	4	7.	$12 + \underline{\quad} = 20$	8
3.	$2 + \underline{\quad} = 10$	8	8.	$14 + \underline{\quad} = 19$	5
4.	$6 + \underline{\quad} = 15$	9	9.	$10 + \underline{\quad} = 20$	10
5.	$13 + \underline{\quad} = 19$	6	10.	$1 + \underline{\quad} = 12$	11

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

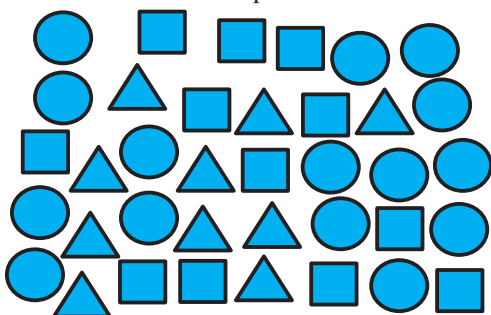
Resources: Slates/whiteboards, unifix blocks

Concepts

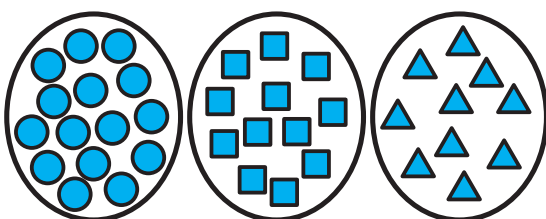
- Analyse data from representations provided.
- Represent data in a pictograph with one-to-one correspondence.

Activity 1: Draw these on the board:

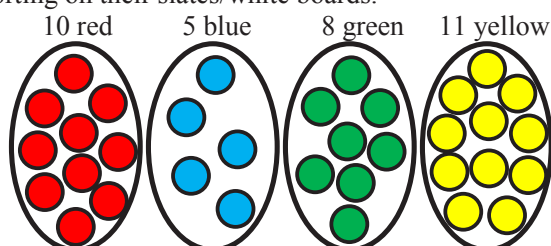
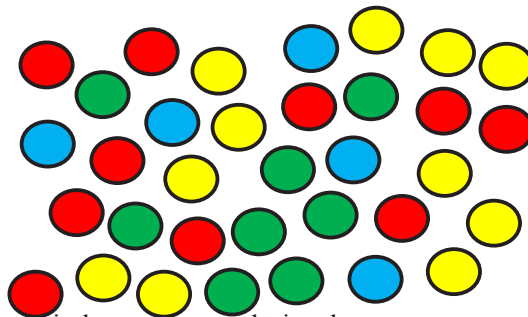
Different kinds of shapes



- Ask the learners to sort the shapes according to shape: circles, squares and triangles.
- Ask the learners to sort the circles according to colour: red, blue, green and yellow.
- Ask the learners to make drawings of their sorting on their slates/white boards.



10 red, 5 blue, 8 green and 11 yellow circles



Activity 2: Use the information from activity one to draw a pictograph on the board.

Example (using the circles)

Key =  one circle

red 	blue 	green 	yellow 

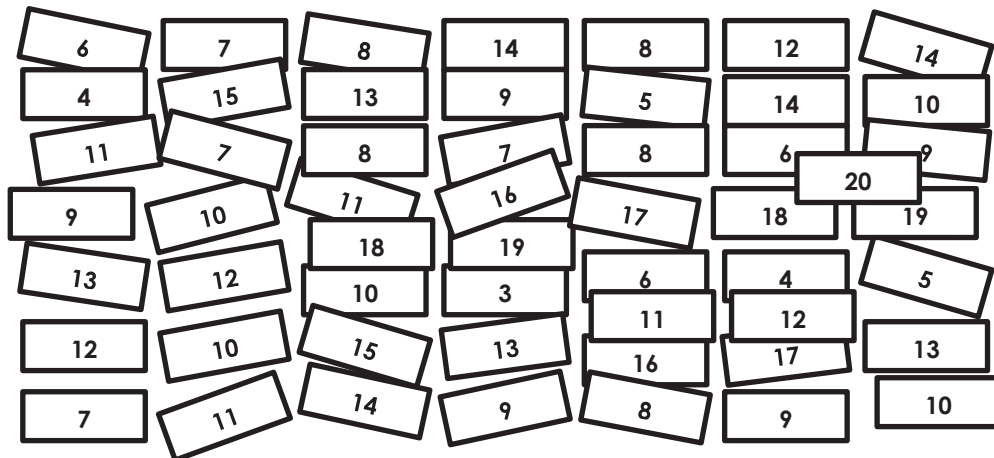
Remediation: Give learners unifix blocks in different colours and different amounts. Ask them to sort them according to colours. Pack the blocks in the same way as you would draw a pictograph.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

- Sort these number cards according to number:



How many of each number is there?

6 __ (3) 4 __ (2) 11 __ (4) 9 __ (5) 13 __ (4) 12 __ (4) 7 __ (4) 15 __ (2) 10 __ (5) 12 __ (3) 8 __ (5)
13 __ (3) 18 __ (2) 14 __ (4) 16 __ (2) 19 __ (2) 3 __ (1) 5 __ (2) 17 __ (2) 20 __ (1)

5. Homework activity – 5 minutes

Do the following questions in your homework book.

- These are the results from your class activity. Use the information to make a pictograph.
6 - 3, 4 - 2, 11 - 4, 9 - 5, 13 - 4, 12 - 4, 7 - 4, 15 - 2, 10 - 5, 12 - 3, 8 - 5, 13 - 3, 18 - 2, 14 - 4, 16 - 2, 19 - 2, 3 - 1, 5 - 2, 17 - 2, 20 - 1.

- Remember the

Key =

Date:

Lesson Topic: Data**Teacher's notes**

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.16 Mental Mathematics 5.6 Analyse and interpret data

Lesson vocabulary: Data, pictograph, key, most, least, one-to-one correspondence, represent data

Prior knowledge

In Grade 1 the learners should have learnt how to:

- Analyse data from representations provided.
- Represent data in pictographs.

Assessment

Formal Task 2 Activity 2: Assess a group of learners today.

1. Mental maths**Counting – 5 min**

- Ask the learners to start at 100, count on in 4s to 200.

Mental maths activity - 10 minutes

	Calculate:	Answer		Calculate:	Answer
1.	$18 - \underline{\quad} = 13$	5	6.	$19 - \underline{\quad} = 8$	11
2.	$20 - \underline{\quad} = 5$	15	7.	$17 - \underline{\quad} = 14$	3
3.	$12 - \underline{\quad} = 6$	6	8.	$16 - \underline{\quad} = 10$	6
4.	$15 - \underline{\quad} = 10$	5	9.	$20 - \underline{\quad} = 2$	18
5.	$20 - \underline{\quad} = 3$	17	10.	$3 - \underline{\quad} = 0$	3

2. Homework– 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates/white boards

Concepts

- Analyse data from representations provided.
- Represent data in a pictograph with one-to-one correspondence.

Activity 1: Draw a pictograph on the board. (10 rows by 6 columns)

- Ask the learners to copy the pictograph on their slates/white boards.
- Ask them to add the key.

Key =

- Tell the learners that they are going to make a pictograph for the stationery that they have in their pencil bags.
- Discuss what picture to use for the key. (pencil)
- Discuss which objects they are going to count. (pencils, glue, eraser, sharpener, scissors and rulers)
- Guide the learners where to draw the pictures.
- Give them enough time to count all their stationery.
- Discuss the pictographs afterwards, to see who has the most and least of the specific objects.

Remediation: Give learners unifix blocks in different colours and different amounts. Ask them to sort them according to colours. Draw a pictograph and record the findings. Then discuss with the learners how they are going to make a pictograph with varying amounts of 5 different items available in the classroom. They then count and record the items on a pictograph. Discuss with the learners the most and least of the 5 different items.

Enrichment: See Enrichment Activity Cards

4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your DBE Workbook.

1. Complete DBE Worksheet 107, pgs. 92 and 93.

5. Homework activity – 5 minutes

No homework.

Reflection on lesson:

Mental Mathematics Grade 2

Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Give the numbers between: • 10 and 15 __, __, __, __ • 50 and 52 __ • 70 and 74 __, __, __ • 45 and 47 __ • 25 and 28 __, __, __ • 95 and 99 __, __, __ • 98 and 100 __ • 12 and 15 __, __ • 0 and 5 __, __, __, __ • 63 and 66 __, __	Which is the smallest number? • 45, 47, 40 __ • 90, 88, 100 __ • 12, 21, 2 __ • 14, 41, 4 __ • 0, 2, 12 __ • 90, 99, 50 __ • 45, 50, 38 __ • 14, 12, 9 __ • 15, 41, 2 __ • 2, 0, 100 __	Which is the biggest number? • 40, 45, 12 __ • 12, 21, 2 __ • 47, 74, 87 __ • 54, 12, 2 __ • 50, 60, 40 __ • 41, 71, 31 __ • 15, 51, 52 __ • 12, 21, 29 __ • 10, 100, 0 __ • 15, 51, 5 __	What is 1 more than: • 24 __ • 45 __ • 12 __ • 99 __ • 62 __ • 79 __ • 40 __ • 25 __ • 63 __ • 0 __	What is 1 less than: • 15 __ • 56 __ • 42 __ • 30 __ • 12 __ • 1 __ • 100 __ • 65 __ • 62 __ • 55 __

Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
What is 1 less than: • 100 ____ • 91 ____ • 45 ____ • 12 ____ • 3 ____ What is 1 more than: • 99 ____ • 88 ____ • 52 ____ • 61 ____ • 20 ____	What is 2 more than: • 89 ____ • 50 ____ • 12 ____ • 20 ____ • 32 ____ • 10 ____ • 50 ____ • 45 ____ • 56 ____ • 23 ____	What is 2 less than: • 100 ____ • 50 ____ • 12 ____ • 40 ____ • 45 ____ • 13 ____ • 24 ____ • 35 ____ • 38 ____ • 66 ____	What is 3 less than: • 100 ____ • 45 ____ • 12 ____ • 30 ____ • 42 ____ What is 3 more than: • 15 ____ • 25 ____ • 36 ____ • 12 ____ • 40 ____	What is 3 more than: • 77 ____ • 66 ____ • 52 ____ • 64 ____ • 12 ____ • 43 ____ • 20 ____ • 38 ____ • 89 ____ • 75 ____

Lesson 15	Lesson 16	Lesson 17	Lesson 18	Lesson 19
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
What is 3 less than: • 65 ____ • 15 ____ • 78 ____ • 20 ____ • 52 ____ • 35 ____ • 59 ____ • 90 ____ • 100 ____ • 27 ____	What is 3 less than: • 45 ____ • 100 ____ • 36 ____ • 49 ____ • 78 ____ What is 3 more than: • 12 ____ • 70 ____ • 85 ____ • 50 ____ • 89 ____	Double these numbers • 25 ____ • 45 ____ • 50 ____ • 38 ____ • 24 ____ Halve these numbers • 20 ____ • 40 ____ • 22 ____ • 28 ____ • 52 ____	Assessment Task 1	Which is more: • 51 or 15 ____ • 12 or 21 ____ • 100 or 10 ____ • 75 or 57 ____ • 30 or 50 ____ • 78 or 87 ____ • 98 or 89 ____ • 55 or 45 ____ • 25 or 52 ____ • 56 or 65 ____

Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Give the number between: • 56 and 58 ____ • 91 and 95 ___, ___, ____ • 25 and 27 ____ • 40 and 43 ___, ____ • 35 and 38 ___, ____ • 12 and 14 ____ • 50 and 53 ___, ____ • 98 and 100 ____ • 89 and 91 ____ • 24 and 27 ___, ____	What is 4 more than: • 52 ____ • 20 ____ • 65 ____ • 32 ____ • 55 ____ What is 4 less than: • 60 ____ • 10 ____ • 59 ____ • 63 ____ • 95 ____	What is 4 more than: • 54 ____ • 39 ____ • 21 ____ • 20 ____ • 16 ____ What is 4 less than: • 25 ____ • 62 ____ • 44 ____ • 58 ____ • 100 ____	What is 5 more than: • 25 ____ • 56 ____ • 59 ____ • 10 ____ • 35 ____ What is 5 less than: • 30 ____ • 46 ____ • 78 ____ • 99 ____ • 100 ____	What is 10 more than: • 90 ____ • 89 ____ • 54 ____ • 50 ____ • 31 ____ What is 10 less than: • 100 ____ • 15 ____ • 25 ____ • 90 ____ • 36 ____

Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Calculate: • $12 + 6 =$ _____ • $10 + 8 =$ _____ • $15 + 2 =$ _____ • $2 + 18 =$ _____ • $11 + 3 =$ _____ • $0 + 30 =$ _____ • $12 + 4 =$ _____ • $13 + 5 =$ _____ • $16 + 4 =$ _____ • $5 + 10 =$ _____	Calculate: • $18 - 4 =$ _____ • $20 - 2 =$ _____ • $12 - 3 =$ _____ • $11 - 6 =$ _____ • $15 - 5 =$ _____ • $3 - 0 =$ _____ • $13 - 3 =$ _____ • $10 - 5 =$ _____ • $12 - 5 =$ _____ • $17 - 3 =$ _____	Double: • 15 _____ • 25 _____ • 23 _____ • 49 _____ • 35 _____ Half: • 16 _____ • 100 _____ • 34 _____ • 64 _____ • 78 _____	Calculate: • $6 + 11 =$ _____ • $15 - 12 =$ _____ • $7 + 10 =$ _____ • $10 - 7 =$ _____ • $13 + 5 =$ _____ • $12 - 2 =$ _____ • $15 + 3 =$ _____ • $13 - 10 =$ _____ • $2 + 12 =$ _____ • $16 - 6 =$ _____	Calculate: • $14 + 2 =$ _____ • $5 + 13 =$ _____ • $10 + 6 =$ _____ • $11 + 5 =$ _____ • $5 + 13 =$ _____ • $20 + 0 =$ _____ • $13 + 6 =$ _____ • $5 + 15 =$ _____ • $10 + 6 =$ _____ • $12 + 8 =$ _____

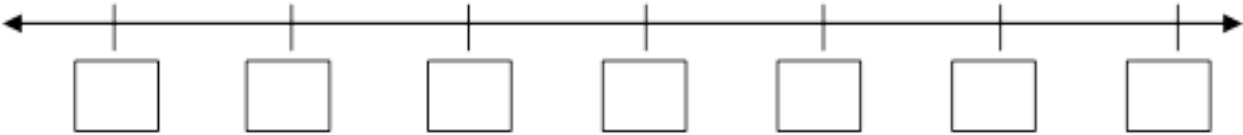
Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Calculate: • $70 - 10 = \underline{\quad}$ • $100 - 20 = \underline{\quad}$ • $20 - 20 = \underline{\quad}$ • $60 - 20 = \underline{\quad}$ • $100 - 30 = \underline{\quad}$ • $50 - 10 = \underline{\quad}$ • $70 - 20 = \underline{\quad}$ • $30 - 10 = \underline{\quad}$ • $60 - 30 = \underline{\quad}$ • $100 - 50 = \underline{\quad}$	Calculate: • $\underline{\quad} + 19 = 20$ • $\underline{\quad} - 12 = 8$ • $\underline{\quad} + 15 = 20$ • $\underline{\quad} - 20 = 0$ • $\underline{\quad} + 12 = 20$ • $\underline{\quad} - 5 = 12$ • $\underline{\quad} + 5 = 19$ • $\underline{\quad} - 9 = 9$ • $\underline{\quad} + 10 = 18$ • $\underline{\quad} - 4 = 15$	Calculate: • $12 + \underline{\quad} = 20$ • $15 + \underline{\quad} = 19$ • $7 + \underline{\quad} = 14$ • $14 + \underline{\quad} = 18$ • $17 + \underline{\quad} = 20$ • $1 + \underline{\quad} = 17$ • $20 + \underline{\quad} = 20$ • $10 + \underline{\quad} = 17$ • $15 + \underline{\quad} = 17$ • $10 + \underline{\quad} = 16$	Assessment Task 2	Put the numbers in sequence from smallest to biggest: • 45, 40, 38 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 27, 39, 10 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 12, 38, 59 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 56, 65, 45 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 78, 80, 98 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 15, 25, 5 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 45, 78, 60 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 12, 10, 1 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 13, 56, 89 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$ • 100, 89, 98 $\underline{\quad}$, $\underline{\quad}$, $\underline{\quad}$

Lesson 35	Lesson 36	Lesson 37	Lesson 38	Lesson 39
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Sequence the numbers from biggest to smallest: • 45, 60, 35 __, __, __ • 40, 30, 66 __, __, __ • 50, 65, 80 __, __, __ • 41, 32, 78 __, __, __ • 10, 58, 98 __, __, __ • 14, 58, 10 __, __, __ • 16, 21, 30 __, __, __ • 18, 90, 88 __, __, __ • 54, 69, 38 __, __, __ • 52, 63, 14 __, __, __	Calculate: • __ + 12 = 18 • __ + 6 = 10 • __ + 14 = 15 • __ + 10 = 20 • __ + 16 = 20 • __ + 15 = 17 • __ + 1 = 12 • __ + 6 = 12 • __ + 14 = 20 • __ + 3 = 15	Calculate: • __ - 10 = 70 • __ + 10 = 70 • __ - 10 = 40 • __ + 20 = 80 • __ - 50 = 20 • __ + 30 = 70 • __ - 20 = 50 • __ + 50 = 50 • __ - 30 = 40 • __ + 90 = 100	Calculate: • __ + 2 = 10 • __ - 3 = 17 • __ + 0 = 20 • __ - 15 = 3 • __ + 12 = 20 • __ - 3 = 15 • __ + 7 = 12 • __ - 16 = 4 • __ + 20 = 20 • __ - 0 = 15	Calculate: • 14 + 6 = __ • 20 - 5 = __ • 16 + 2 = __ • 10 - 3 = __ • 15 + 4 = __ • 12 - 4 = __ • 16 - 15 = __ • 14 + 3 = __ • 10 + 3 = __ • 10 - 6 = __

Lesson 40	Lesson 41	Lesson 42	Lesson 43	Lesson 44
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Calculate:	Double:	Calculate:	Calculate:	Calculate:
• $\underline{\quad} - 15 = 3$	• 25 $\underline{\quad}$	• $15 + 10 = \underline{\quad}$	• $5 + \underline{\quad} = 17$	• $18 - \underline{\quad} = 13$
• $\underline{\quad} - 3 = 12$	• 30 $\underline{\quad}$	• $15 - 5 = \underline{\quad}$	• $16 + \underline{\quad} = 20$	• $20 - \underline{\quad} = 5$
• $\underline{\quad} - 18 = 2$	• 12 $\underline{\quad}$	• $3 + 11 = \underline{\quad}$	• $2 + \underline{\quad} = 10$	• $12 - \underline{\quad} = 6$
• $\underline{\quad} - 5 = 10$	• 50 $\underline{\quad}$	• $12 - 3 = \underline{\quad}$	• $6 + \underline{\quad} = 15$	• $15 - \underline{\quad} = 10$
• $\underline{\quad} - 14 = 5$	• 33 $\underline{\quad}$	• $11 + 4 = \underline{\quad}$	• $13 + \underline{\quad} = 19$	• $20 - \underline{\quad} = 3$
• $\underline{\quad} - 9 = 2$	Halve: • 66 $\underline{\quad}$	• $10 - 3 = \underline{\quad}$	• $10 + \underline{\quad} = 17$	• $19 - \underline{\quad} = 8$
• $\underline{\quad} - 13 = 5$	• 100 $\underline{\quad}$	• $12 + 2 = \underline{\quad}$	• $12 + \underline{\quad} = 20$	• $17 - \underline{\quad} = 14$
• $\underline{\quad} - 15 = 1$	• 12 $\underline{\quad}$	• $15 - 4 = \underline{\quad}$	• $14 + \underline{\quad} = 19$	• $16 - \underline{\quad} = 10$
• $\underline{\quad} - 12 = 3$	• 50 $\underline{\quad}$	• $15 + 0 = \underline{\quad}$	• $10 + \underline{\quad} = 20$	• $20 - \underline{\quad} = 2$
• $\underline{\quad} - 7 = 4$	• 80 $\underline{\quad}$	• $12 - 3 = \underline{\quad}$	• $1 + \underline{\quad} = 12$	• $3 - \underline{\quad} = 0$

Classwork

Classwork Lesson 5	Monday	Date:
1. Draw a picture using tens and units and write the number name for 79. 2. Fill in the missing numbers on the number line: 3. Arrange these numbers from the smallest to the biggest: 71, 80, 69, 75, 66 4. Complete the following: $70 + 7 = \underline{\hspace{2cm}}$ $70 + \underline{\hspace{2cm}} = 75$ $\underline{\hspace{2cm}} + 2 = 72$ 5. How many tens are there in 68? 6. How many units are there in 68?		
Classwork Lesson 6	Tuesday	Date:
1. If I have 86 counters, how many tens will I be able to make? <u> </u> How many units will I have? <u> </u> 2. Complete the following: a. $53 = \underline{\hspace{1cm}}$ tens and <u> </u> units b. $94 = \underline{\hspace{1cm}}$ units and <u> </u> tens c. 4 units and 8 tens = <u> </u> d. 3 tens and 5 tens = <u> </u> 3. Which number has more tens? 56 or 84 <u> </u> 4. Which number has more units? 89 or 98 <u> </u> 5. Write these numbers in order from the biggest to the smallest: 7 tens and 6 units, 6 tens and 0 units, 9 units and 8 tens		

Classwork Lesson 7	Wednesday	Date:
1. Write these numbers using digits: a. 8 tens and 0 units, _____ b. 8 tens and 4 units, _____ c. 8 tens and 1 unit, _____ d. 7 tens and 9 units, _____ e. 8 tens and 2 units, _____ f. three units and 8 tens _____ 2. Fill in these numbers on the number line from the smallest to the biggest: 80, 84, 81, 79, 82, 83.  3. Draw unifix blocks to show 94. 4. Write the number name for 94. _____ 5. Give two numbers that are smaller than 94, but bigger than 88. _____		
Classwork Lesson 8	Thursday	Date:
1. Arrange these numbers from the smallest to the biggest: 102, 120, 200, 122 2. Arrange these numbers from the biggest to the smallest: 181, 118, 182, 128 3. Fill in the missing numbers: a) $40 + 8 =$ _____ b) $80 +$ _____ $= 89$ c) _____ $+ 5 = 95$ 3. Use these numbers to make your own sums: 97, 68, 85, 90		

Classwork Lesson 9**Friday****Date:**

1. Find the following words in the word search and colour each word in a different colour: circle, triangle, square, rectangle

i	i	t	h	a	p	m	l	y	z
d	e	r	t	r	i	r	g	z	m
u	t	i	v	e	i	a	t	b	p
l	n	a	a	c	i	r	c	l	e
f	k	n	x	t	i	z	t	q	s
g	d	g	z	a	w	d	k	l	q
y	d	l	n	n	p	j	f	d	u
f	y	e	e	g	a	c	t	q	a
c	i	r	c	l	e	r		c	r
e	a	j	a	e	a	j	r	l	e

2. Draw and label the shapes that you have identified in the word search.

Classwork Lesson 10**Monday****Date:**

DBE Worksheet 99, pgs. 76 n 77

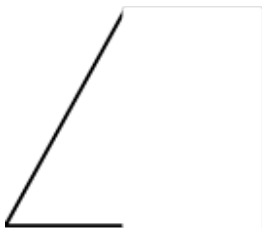
Classwork Lesson 11**Tuesday****Date:**

1. Draw a line of symmetry through each of the following pictures:



2. Colour each side of the picture a different colour.

3. Complete these pictures by drawing the exact other half.



4. Draw in the line of symmetry.

Classwork Lesson 12	Wednesday	Date:
Complete DBE Worksheet 127, pgs. 134 n 135.		
Classwork Lesson 13	Thursday	Date:
1. Between which two tens are the following numbers? E.g. $37 = 30$ and 40 a) 65 _____ b) 55 _____ c) 48 _____ 2. Which ten is closest to this number? E.g. 56 60 a) 72 _____ b) 29 _____ c) 87 _____ 3. What should I add to or subtract from this number to get to the closest 10? E.g. $38 + 2 = 40$ a) 49 _____ b) 65 _____ c) 53 _____ 4. Calculate by counting up or down to the nearest ten: $68 + 19 =$ 5. Noluthando had 25 sweets. Silo gave her 18 sweets. How many sweets does she have now?		
Classwork Lesson 14	Friday	Date:
Add using the "breaking down" strategy to add. 1. $24 + 17 =$ 2. $36 + 48 =$ 3. $57 + 21 =$ 4. $61 + 32 =$		

Classwork Lesson 15	Monday	Date:																						
1. Calculate by breaking up both numbers a) $56 - 23 =$ b) $87 - 34 =$ 2. Complete the spider diagrams: input <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>15</td></tr> <tr><td>26</td></tr> <tr><td>34</td></tr> <tr><td>47</td></tr> <tr><td>52</td></tr> </table> rule <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>$+ 30$</td></tr> </table> output <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> input <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>83</td></tr> <tr><td>54</td></tr> <tr><td>42</td></tr> <tr><td>65</td></tr> <tr><td>36</td></tr> </table> rule <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>$- 20$</td></tr> </table> output <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>			15	26	34	47	52	$+ 30$						83	54	42	65	36	$- 20$					
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<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Classwork Lesson 16</td> <td style="width: 17%; padding: 5px;">Tuesday</td> <td style="width: 50%; padding: 5px;">Date:</td> </tr> <tr> <td colspan="3" style="padding: 5px;">DBE Worksheet 104, pgs. 86 n 87</td> </tr> </table>			Classwork Lesson 16	Tuesday	Date:	DBE Worksheet 104, pgs. 86 n 87																		
Classwork Lesson 16	Tuesday	Date:																						
DBE Worksheet 104, pgs. 86 n 87																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;">Classwork Lesson 17</td> <td style="width: 17%; padding: 5px;">Wednesday</td> <td style="width: 50%; padding: 5px;">Date:</td> </tr> <tr> <td colspan="3" style="padding: 10px;"> 1. What is half of: a. 26 _____ b. 90 _____ c. 164 _____ 2. Fill in the missing number: E.g. $16 + 17 = \text{Double } 16 + 1 = 33$ a. $7 + 8 =$ _____ b. $12 + 13 =$ _____ 3. Calculate the following using halving to break down a number. $72 + 16 =$ 4. Identify near doubles. Calculate the following: $35 + 36 =$ </td> </tr> </table>			Classwork Lesson 17	Wednesday	Date:	1. What is half of: a. 26 _____ b. 90 _____ c. 164 _____ 2. Fill in the missing number: E.g. $16 + 17 = \text{Double } 16 + 1 = 33$ a. $7 + 8 =$ _____ b. $12 + 13 =$ _____ 3. Calculate the following using halving to break down a number. $72 + 16 =$ 4. Identify near doubles. Calculate the following: $35 + 36 =$ 																		
Classwork Lesson 17	Wednesday	Date:																						
1. What is half of: a. 26 _____ b. 90 _____ c. 164 _____ 2. Fill in the missing number: E.g. $16 + 17 = \text{Double } 16 + 1 = 33$ a. $7 + 8 =$ _____ b. $12 + 13 =$ _____ 3. Calculate the following using halving to break down a number. $72 + 16 =$ 4. Identify near doubles. Calculate the following: $35 + 36 =$ 																								

Classwork Lesson 19	Friday	Date:
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1. Tick the coins that will give you the following:

	 ☐  ☐  ☐  ☐
	 ☐  ☐  ☐  ☐
 ☐  ☐	 ☐  ☐  ☐  ☐  ☐  ☐  ☐

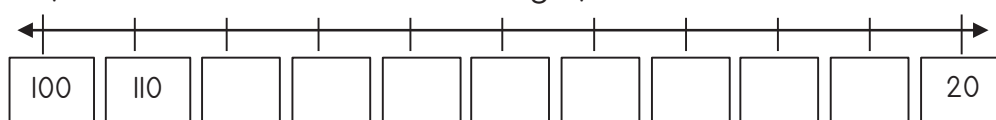
2. Draw the following amounts using coins and notes: R21, 25; R37, 30

Classwork Lesson 20	Monday	Date:
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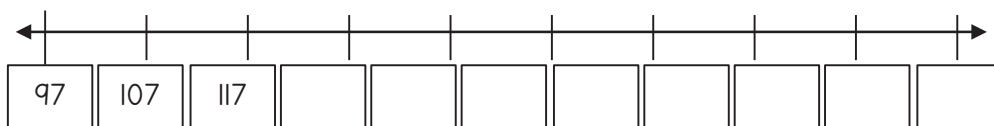
Complete DBE Worksheet 109, pgs. 96 n 97

Classwork Lesson 21	Tuesday	Date:
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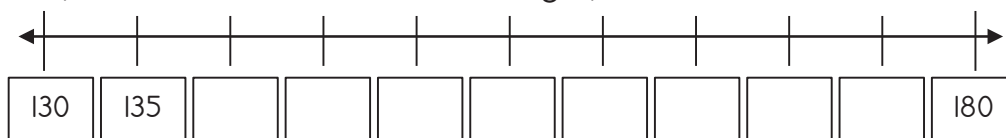
1. Complete the number line counting upwards in 10s.



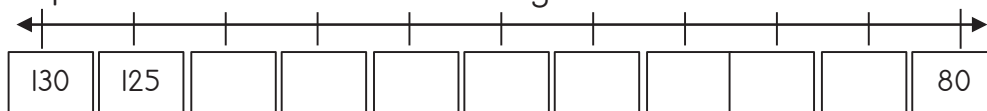
2. Complete the number line counting up in 10s.



3. Complete the number line counting up in 5s.

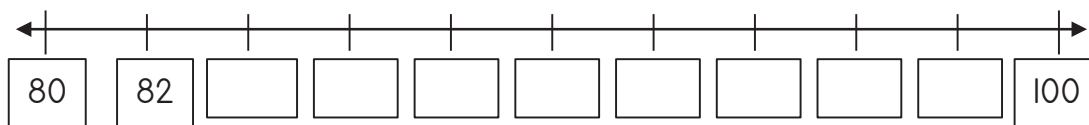


4. Complete the number line counting down in 5s.

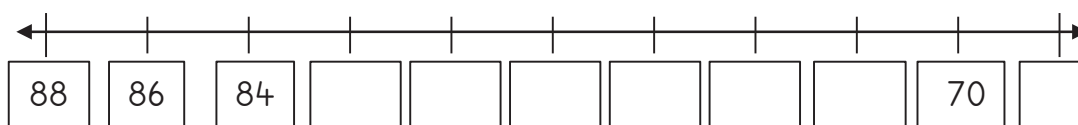


Classwork Lesson 22**Wednesday****Date:**

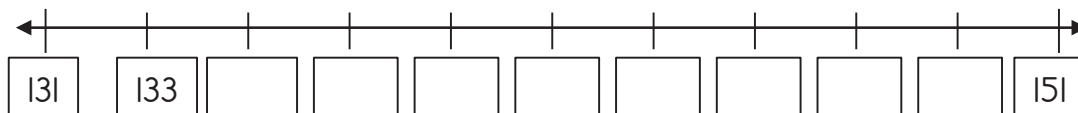
1. Complete the 2s number line:



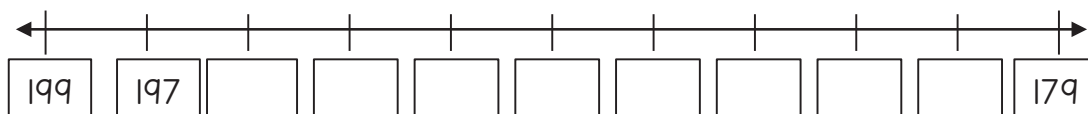
2. Complete the 2s number line:



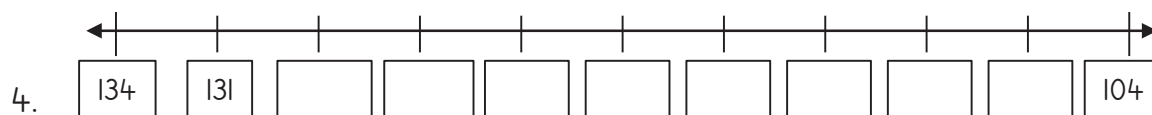
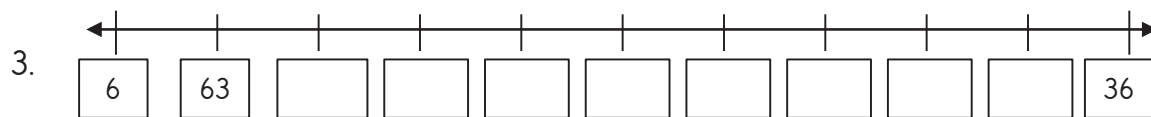
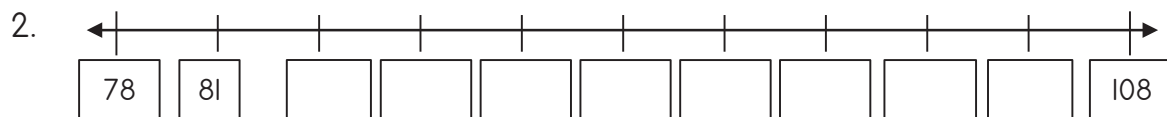
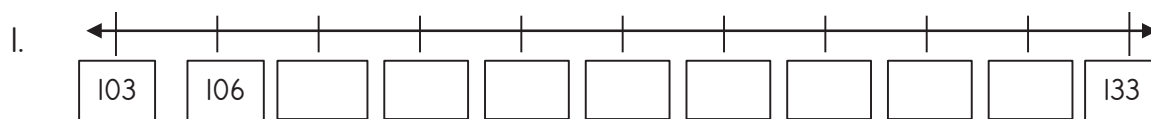
3. Complete the number line:



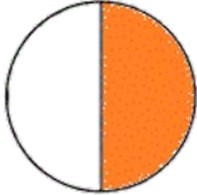
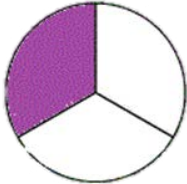
4. Complete the number line:

**Classwork Lesson 23****Thursday****Date:**

Complete the number lines:

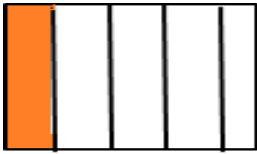


Classwork Lesson 24					Friday		Date:			
Complete worksheet 112, pgs. 102 ñ 103.										
Classwork Lesson 25					Monday			Date:		
Complete DBE Worksheet 119, pg. 118										
Classwork Lesson 26					Tuesday			Date:		
1. Use the old adverts to cut out five containers with different capacities. Stick the pictures in your maths book. Write the capacity of each container under the picture.										
2. Mom buys 2 litres of milk and Dad buys another 5 litres. How many litres altogether?										
3. Jabu buys one half litre of coke and Vusi buys 1 litre of coke. How many litres of coke do they have together?										
Classwork Lesson 27							Wednesday		Date:	
1. Complete this table. Some of the answers are filled in to help you check your answers.										
x	1	2	3	4	5	6	7	8	9	10
2	2									
3					15					
4										
5							35			
2. Complete DBE Worksheet 114, pgs. 106 ñ 107.										
Classwork Lesson 28						Thursday		Date:		
1. Write a repeated addition number sentence for the following: Dad took three screws out of his one pocket. He took another three screws from his other pocket. He then took another three screws from his shirt pocket and another three screws from his bag. How many screws does dad have altogether?										
2. Write a multiplication number sentence for the following: My teacher likes to send us to the office to show off our good work. This morning she sent 5 groups of 4 children each to the office. How many children did she send altogether?										
3. Complete DBE Worksheet 113, pgs. 104 and 105.										

Classwork Lesson 29	Friday	Date:
Draw pictures to show your answer. 1. Share 20 counters equally between 2 friends. Each friend gets _____ counters and _____ left over. 2. Share 51 sweets equally between 5 friends. Each friend gets _____ sweets and _____ left over. 3. Share 15 blocks equally between 4 children. Each friend gets _____ sweets and _____ left over.		
Classwork Lesson 30	Monday	Date:
1. How much is: 4 groups of 3 _____ 2. How much is: 8 groups of 2 _____ 3. How much is: 10 groups of 5 _____ 4. Share 20 equally between 5: _____ 5. Share 40 by 10: _____ 6. Share 36 by 4: _____		
Classwork Lesson 31	Tuesday	Date:
1. What fraction is coloured?  _____  _____  _____ 2. Solve the following. Draw a picture to show your answer. Two biscuits are shared equally amongst three friends. How much does each one get? 3. Complete DBE Worksheet 121, pgs. 122 n 123		

Classwork Lesson 32**Wednesday****Date:**

1. Match the fraction words and the shapes.



One half



One third



One quarter



2. Draw the shape and colour the fraction.

a. A triangle. Colour one third.

b. A square. Colour one quarter.

c. A rectangle. Colour one fifth.

Classwork Lesson 34		Friday	Date:
Complete DBE Worksheet 123, pgs. 126 and 127.			
Classwork Lesson 35		Monday	Date:
Complete DBE Worksheet 126, pgs. 132 and 133.			
Classwork Lesson 36		Tuesday	Date:
I. Do the following activity in your maths book.			
Name the shape.	Draw the same object, only smaller.	Find a similar picture in a magazine and stick it here or draw an object in your classroom that is the same shape:	
			
			
			
Classwork Lesson 37		Wednesday	Date:
I. Draw pictures of the items that were used for the class activity in the correct block. Say if the object can slide, roll or slide and roll.			
Object	Draw the object:	Roll / Slide / Roll and slide	
Prisms			
Spheres			
Cylinders			

Classwork Lesson 38

Thursday

Date:

1. Look at the balancing scales and say if the pictures shown are true or false:



True False

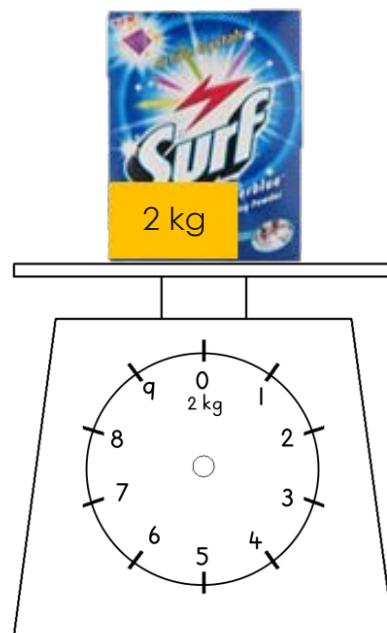
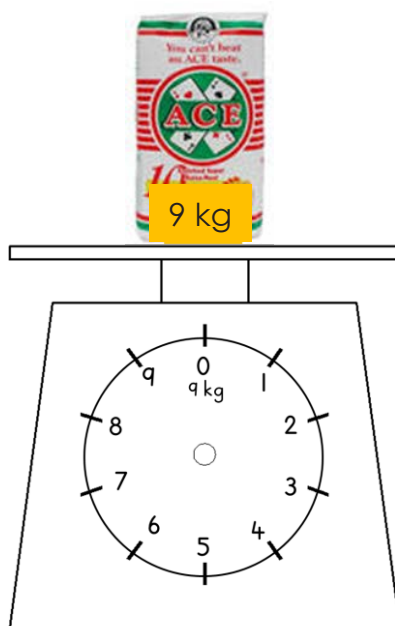
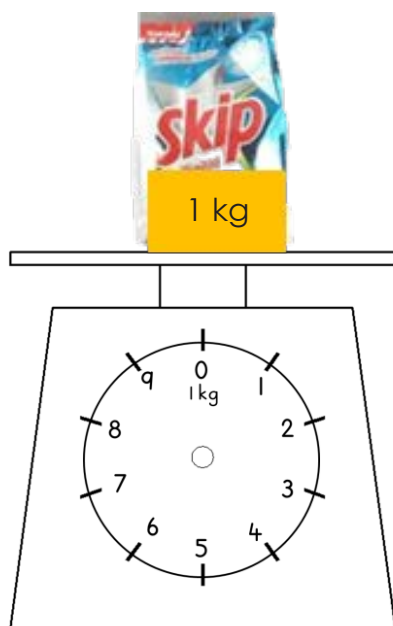


True False



True False

2. Draw the arms on the kitchen scales to show the mass of these products:



Classwork Lesson 39		Friday	Date:
1. Match the animal to the animal print.			
			
			
			
2. Describe the following patterns. Use the key words to help you.			
a. Key words: circle, size, equal		b. Key words: lines, straight, cross	
			

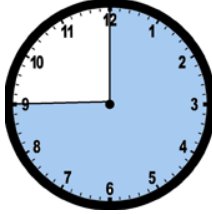
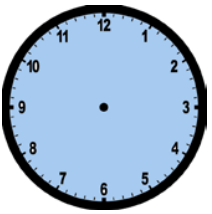
Classwork Lesson 40		Monday	Date:
1. Look at the patterns in these pictures and say whether they are from nature, modern everyday life or our cultural heritage.			
			
			
			
2. Draw a pattern that can be found in nature.			

Classwork Lesson 4I

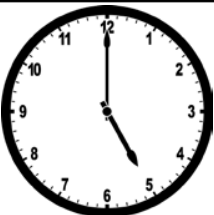
Tuesday

Date:

1. Look at the clocks. How many minutes do the shaded parts of the clocks show?

2. What is the time on these clocks?

Classwork Lesson 42**Wednesday****Date:**

1. Draw pictures of what you can do in:

15 minutes

30 minutes

45 minutes

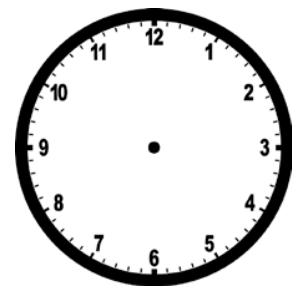
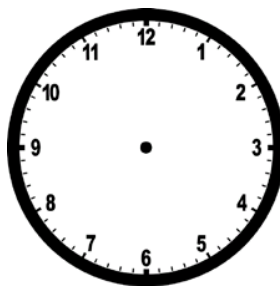
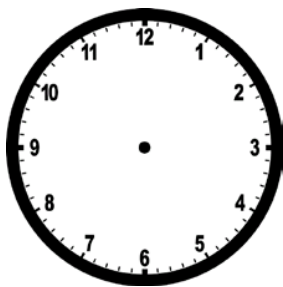
60 minutes

2. What is the time? Draw the arms in the clocks.

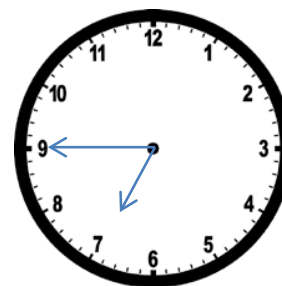
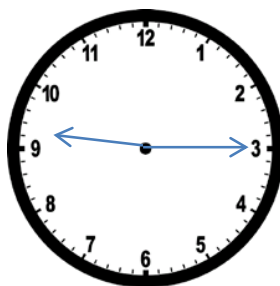
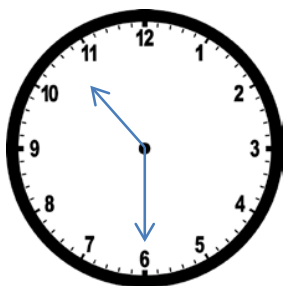
30 minutes before 11 o'clock

15 minutes after 9 o'clock

45 minutes before 7 o'clock

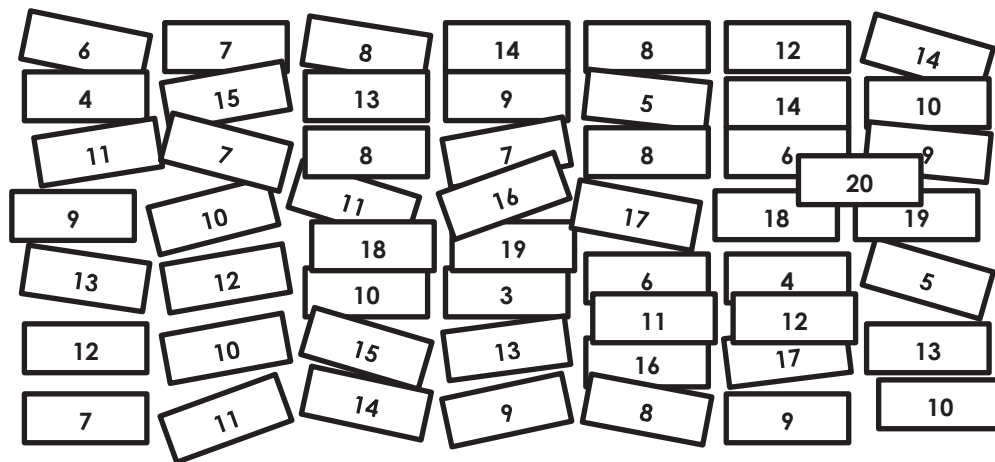


3. What is the time shown on the three clocks below?



Classwork Lesson 43**Thursday****Date:**

1. Sort these number cards according to number:



How many of each number is there?

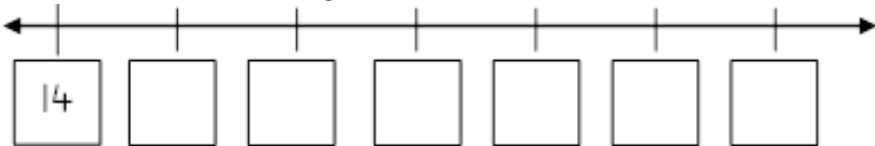
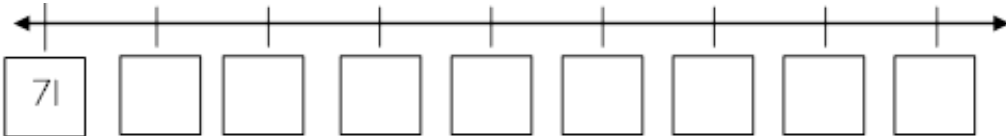
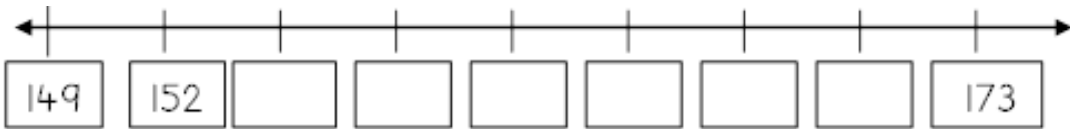
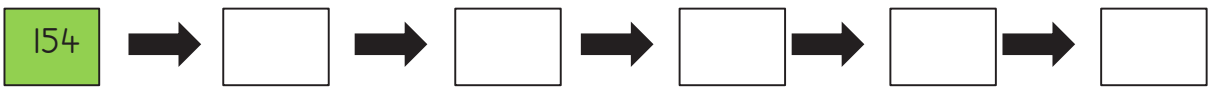
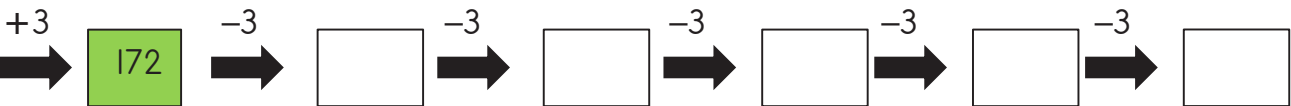
6 ____ 4 ____ 11 ____ 9 ____ 13 ____ 12 ____ 7 ____ 15 ____ 10 ____ 12 ____ 8 ____ 13 ____
 18 ____ 14 ____ 16 ____ 19 ____ 3 ____ 5 ____ 17 ____ 20 ____

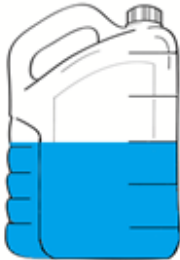
Classwork Lesson 44**Friday****Date:**

Complete DBE Worksheet 107, pgs. 92 and 93.

Homework

Homework Lesson 5	Monday	Date:
1. Write down the number name for 79. 2. Draw only the tens in 79. 3. Write down two numbers bigger than 71, but smaller than 75. 4. Which number is 2 more than 69?		
Homework Lesson 6	Tuesday	Date:
DBE Worksheet 97, pgs. 72 ñ 73.		
Homework Lesson 7	Wednesday	Date:
DBE Worksheet 98, pgs. 74 ñ 75		
Homework Lesson 8	Thursday	Date:
DBE Worksheet 100, pgs. 78 ñ 79		
Homework Lesson 10	Monday	Date:
DBE Worksheet 103, pgs. 84 ñ 85		
Homework Lesson 11	Tuesday	Date:
DBE Worksheet 124, pgs. 128 ñ 129		
Homework Lesson 12	Wednesday	Date:
Complete DBE Worksheet 128, pg. 136.		
Homework Lesson 13	Thursday	Date:
1. Between which two tens are the following numbers? E.g. $37 = 30$ and 40 a. $76 =$ _____ b. 89 _____ 2. Which ten is closest to this number? E.g. 56 60 a. 91 _____ b. 42 _____ 3. What should I add to or subtract from this number to get to the closest 10? E.g. $38 + 2 = 40$ 4. 83 _____ 5. 76 _____ 6. Noluthando had 53 sweets. She got 32 sweets from Silo. How many sweets does she have now? _____		

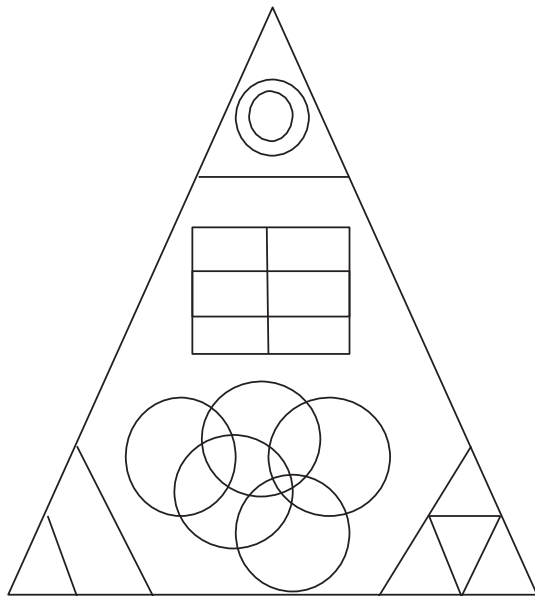
Homework Lesson 15	Monday	Date:
DBE Worksheet 102, pgs. 82 ñ 83.		
Homework Lesson 16	Tuesday	Date:
DBE Worksheet 105, pgs. 88 ñ 89.		
Homework Lesson 17	Wednesday	Date:
Complete DBE Worksheet 117, pgs. 114 ñ 115.		
Homework Lesson 20	Monday	Date:
Complete DBE Worksheet 108, pgs. 94 ñ 95.		
Homework Lesson 21	Tuesday	Date:
1. Show the following on the number line: 150, 160, 170, 180, 190 		
2. Show the following on the number line: 71, 66, 61, 56, 51, 46, 41, 36 		
Homework Lesson 22	Wednesday	Date:
Complete DBE Worksheet 116, pgs. 112 ñ 113.		
Homework Lesson 23	Thursday	Date:
1. Show the following on the number line: 155, 158, 161, 164, 167, 170 		
2. Complete the following:  		

Homework Lesson 25	Monday	Date:	
Complete DBE Worksheet 119, pg. 119.			
Homework Lesson 26	Tuesday	Date:	
1. Write the following from the least to the most and draw a picture to show your answer: 2 litres, 5 litres, 4 litres, 1 litre, 3 litres. (1 litre, 2 litres, 3 litres, 4 litres, 5 litres) 2. Estimate about how much water can each container hold.			
This container can hold 	This container can hold 	This bucket can hold 	This container can hold 
Homework Lesson 27	Wednesday	Date:	
1. Write the following as a repeated addition number sentences: 4 groups of 3 _____ 2. Write the following repeated addition number sentence as a multiplication number sentence: $5 + 5 + 5 + 5 + 5 + 5 + 5 =$ _____ 3. Complete the following: a. $3 \times 4 =$ _____ b. $7 \times 2 =$ _____ c. $10 \times 3 =$ _____			
Homework Lesson 28	Thursday	Date:	
1. Write the following as a repeated addition and then as multiplication number sentence: a. 3 groups of 5 b. 6 groups of 3 2. Use a multiplication number sentence to answer this word problem: I have lots of toy cars. I sorted them into groups with the same colours: 4 red cars, 4 yellow cars, 4 green cars, 4 black cars, 4 orange and 4 white cars. How many toy cars do I have altogether?			

Homework Lesson 30	Monday	Date:
Complete DBE Worksheet 110, pg. 98.		
Homework Lesson 31	Tuesday	Date:
DBE Worksheet 118, pgs. 116 ñ 117		
Homework Lesson 32	Wednesday	Date:
Complete DBE Worksheet 122, Pgs. 124 ñ 125.		
Homework Lesson 35	Monday	Date:
Complete DBE Worksheet 125, pgs. 130 and 131.		
Homework Lesson 36	Tuesday	Date:
1. Find something in your house that looks like a ball, a box and a cylinder. Draw and label it in your book. 2. Draw the same picture next to it, but it has to be smaller.		
Homework Lesson 37	Wednesday	Date:
Complete DBE Worksheet 106, pgs. 90 ñ 91		
Homework Lesson 38	Thursday	Date:
DBE Worksheet 120, pgs. 120 and 121.		
Homework Lesson 40	Monday	Date:
1. Draw a pattern where there are circles that increase in size. 2. Draw a pattern where the shapes are the same size.		
Homework Lesson 41	Tuesday	Date:
Complete DBE Worksheet 115b, pgs. 110 and 111		
Homework Lesson 42	Wednesday	Date:
Complete DBE Worksheet 115, pgs. 108 and 109.		
Homework Lesson 43	Thursday	Date:
1. These are the results from your class activity. Use the information to make a pictograph. 6 - 3, 4 - 2, 11 - 4, 9 - 5, 13 - 4, 12 - 4, 7 - 4, 15 - 2, 10 - 5, 12 - 3, 8 - 5, 13 - 3, 18 - 2, 14 - 4, 16 - 2, 19 - 2, 3 - 1, 5 - 2, 17 - 2, 20 - 1.		
Key =		
2. Remember the		

Enrichment Activity 19.1

Count the different shapes.



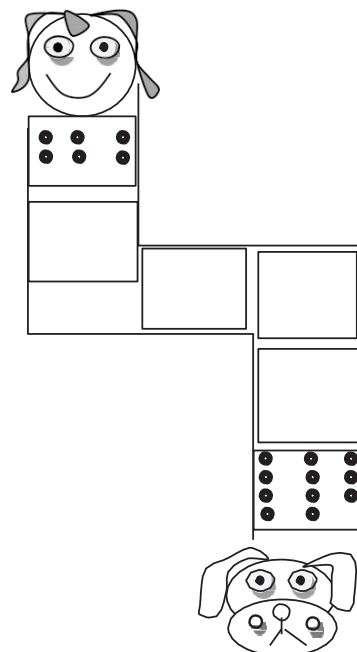
How many  are there?

How many  are there?

How many  are there?

Enrichment Activity 19.2

Help Sarah to find her lost dog by filling in the correct number of dots on each counter.



Enrichment Activity 19.3

Work out the sums and complete the crossword puzzle by filling in the number names:

Down

1. $4 \times 4 =$

2. $6 + 5 =$

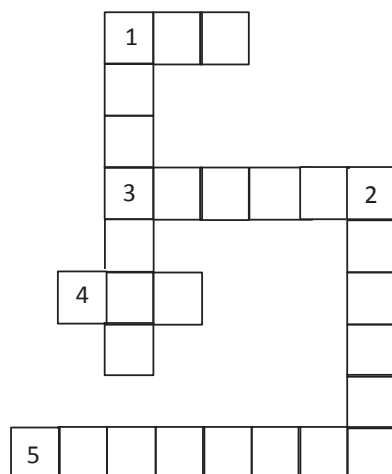
Across

1. $3 \times 2 =$

3. $6 \times 2 =$

4. $5 \times 2 =$

5. $12 + 7 =$



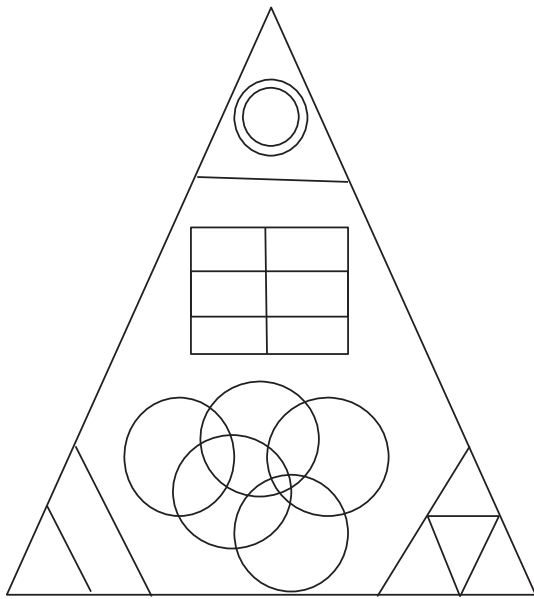
Enrichment Activity 19.4

Complete the following patterns.

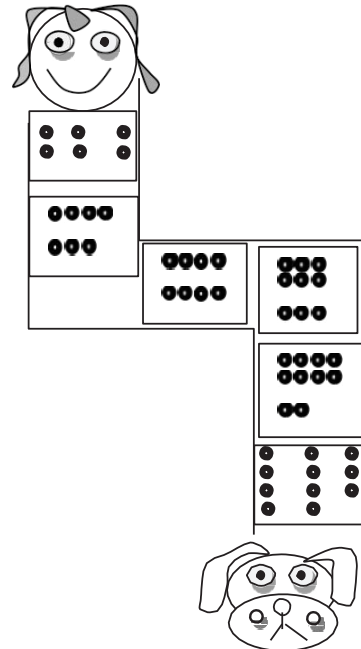


Enrichment Activity 19.1 Answers

Count the different shapes.

How many  are there? (9)How many  are there? (6)How many  are there? (7)**Enrichment Activity 19.2****Answers**

Help Sarah to find her lost dog by filling in the correct number of dots on each counter.

**Enrichment Activity 19.3****Answers**

Work out the sums and complete the crossword puzzle by filling in the number names:

Down

1. $4 \times 4 =$

2. $6 + 5 =$

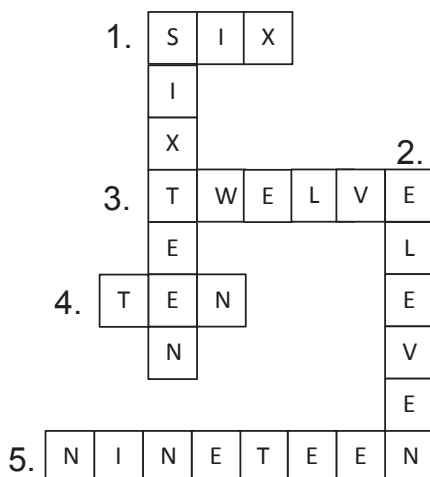
Across

1. $3 \times 2 =$

3. $6 \times 2 =$

4. $5 \times 2 =$

5. $12 + 7 =$

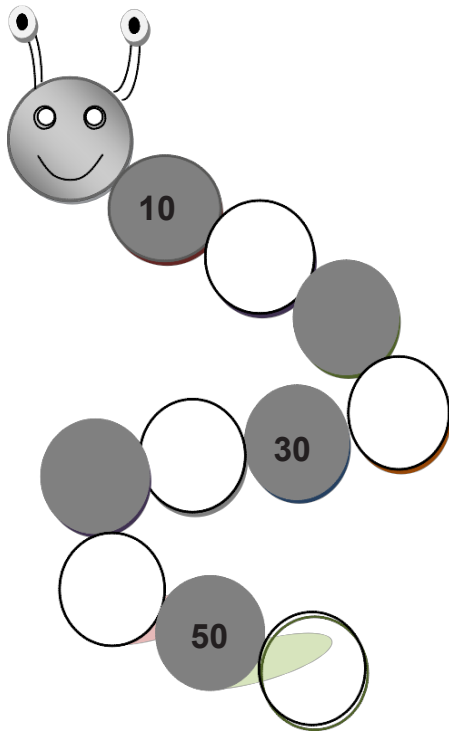
**Enrichment Activity 19.4****Answers**

Complete the following patterns.



Enrichment Activity 20.1

Figure out the pattern to complete the worm.

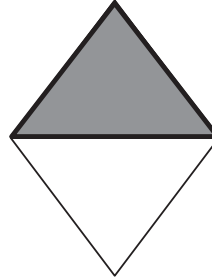


Enrichment Activity 20.2

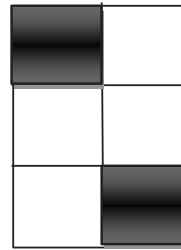
Which fraction of the shape is coloured? Choose the correct answer.



Half
Quarter
Third



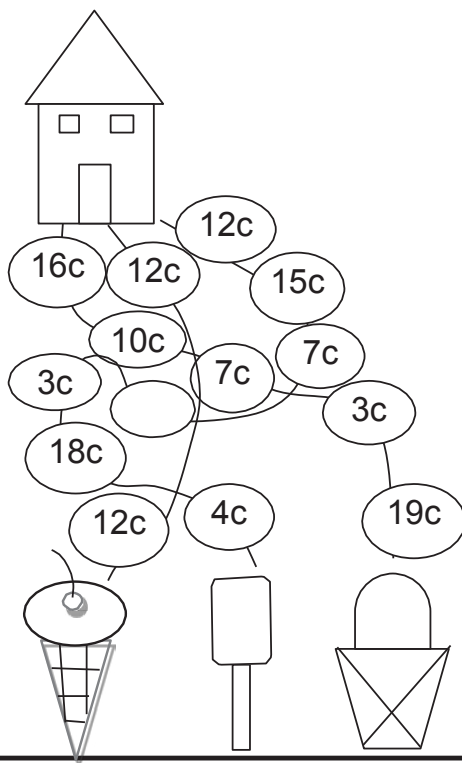
Half
Third
Quarter



Half
Third
Fourth

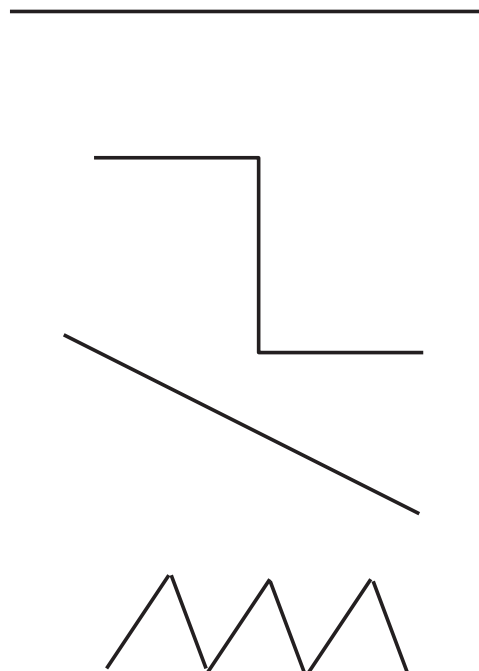
Enrichment Activity 20.3

Follow the paths and then circle the ice-cream that is the cheapest.



Enrichment Activity 20.4

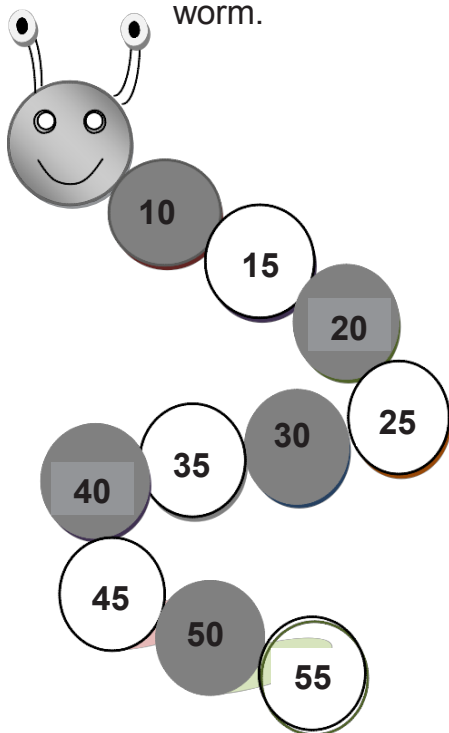
Circle the line that is the longest. You may use a ruler to measure the lines.



Enrichment Activity 20.1

Answers

Figure out the pattern to complete the worm.



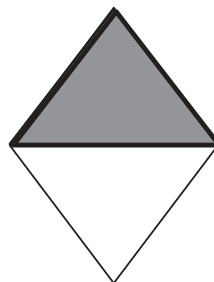
Enrichment Activity 20.2

Answers

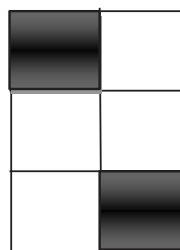
Which fraction of the shape is coloured?



Third
Quarter
Half



Quarter
Third
Half

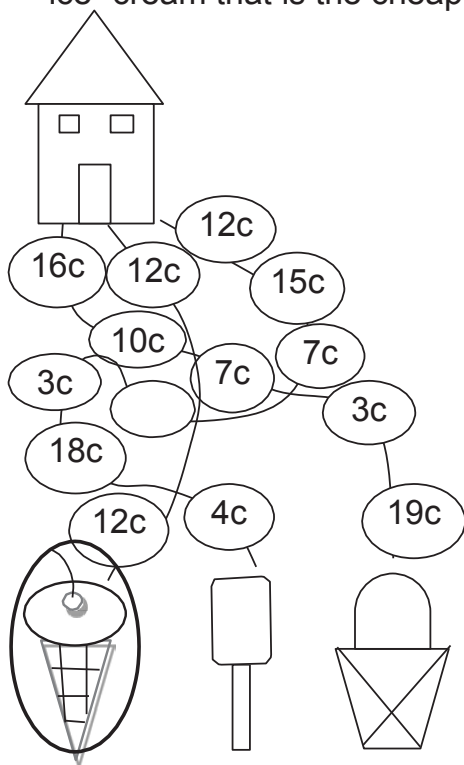


Half
Sixth
Third

Enrichment Activity 20.3

Answers

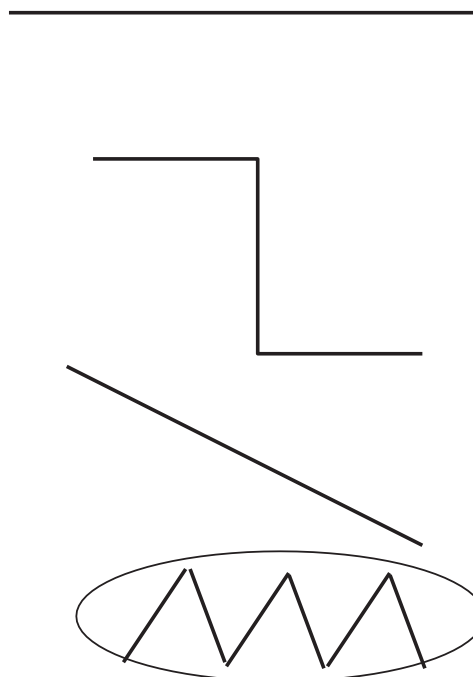
Follow the paths and then circle the ice-cream that is the cheapest.



Enrichment Activity 20.4

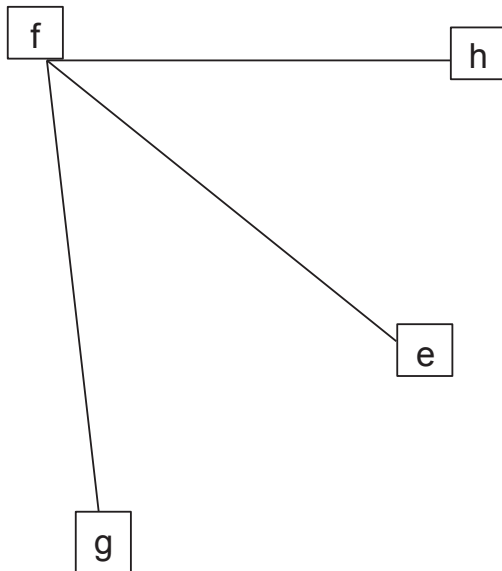
Answers

Circle the line that is the longest. You may use a ruler to measure the lines.



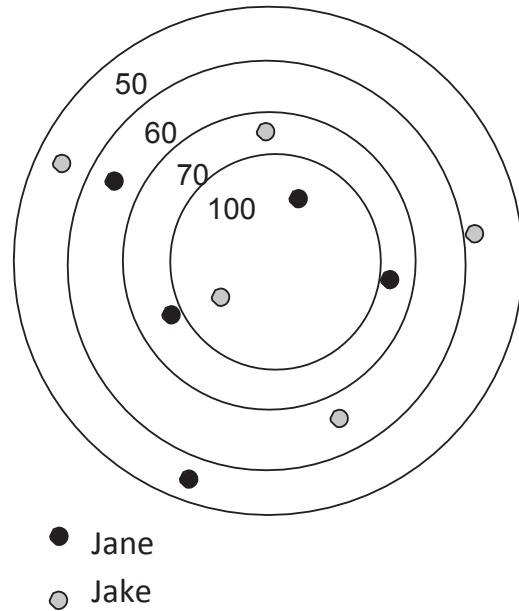
Enrichment Activity 21.1

Which line will be the longest? E to F or F to G or F to H?



Enrichment Activity 21.2

Jane and Jake are playing marbles. Add their scores to see who is winning.



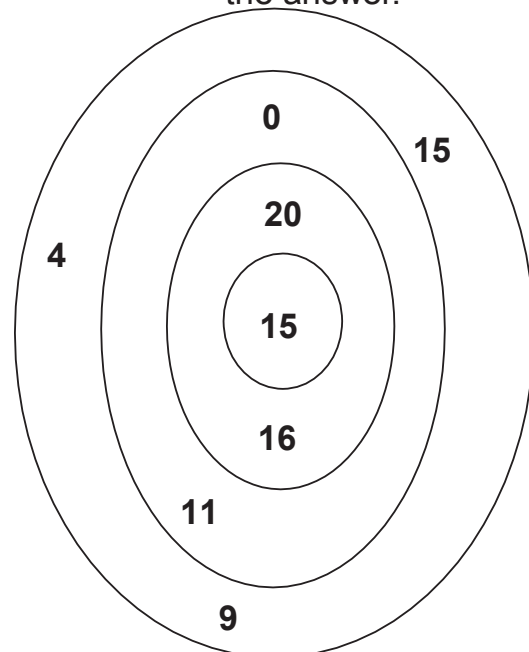
Enrichment Activity 21.3

Divide this square into 6 smaller rectangles.



Enrichment Activity 21.4

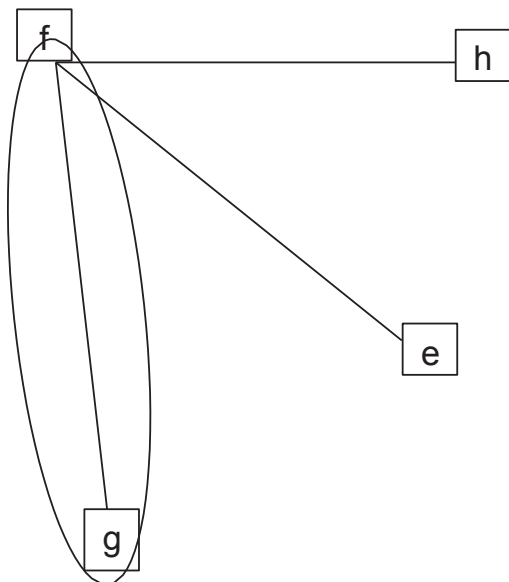
Use the numbers and figure out how many sums you can make with 20 as the answer.



Enrichment Activity 21.1

Answers

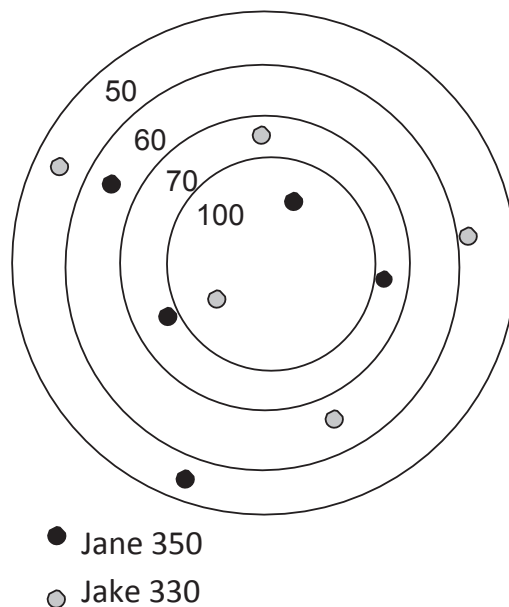
Which line will be the longest? E to F or F to G or F to H?



Enrichment Activity 21.2

Answers

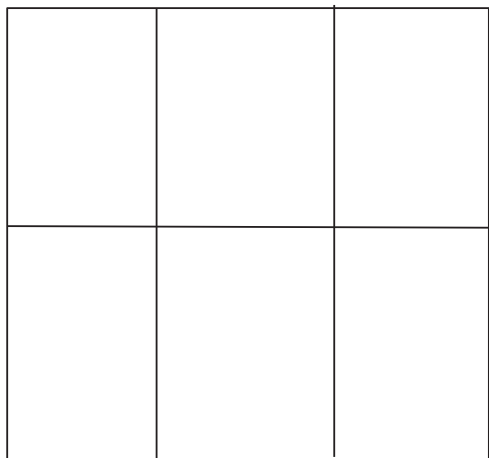
Jane and Jake are playing marbles. Add their scores to see who is winning.



Enrichment Activity 21.3

Answers

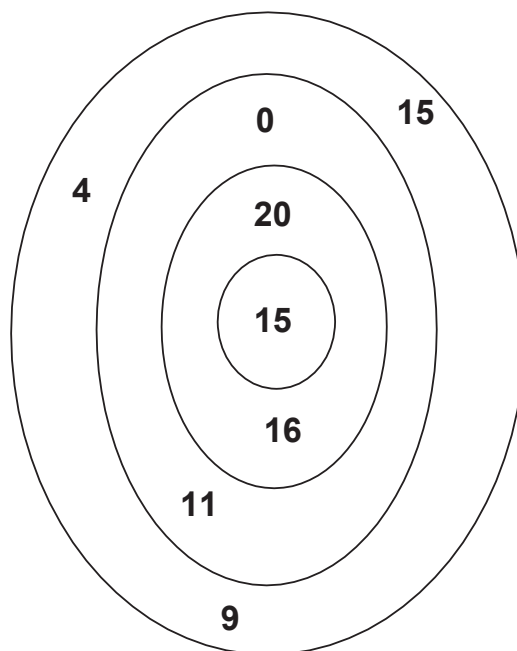
Answers can vary. This is one possible answer.



Enrichment Activity 21.4

Answers

You can make 4 sums.



Enrichment Activity 22.1

Match the sums in block A with the answers in block B.

Blocks A
$5 \times 4 =$
$20 \times 2 =$
$16 + 3 =$
$12 + 6 =$
$60 + 3 =$
$10 \times 7 =$
$40 \times 0 =$
$27 + 1 =$
$14 + 9 =$

Blocks B
40
18
0
63
23
28
70
20
19

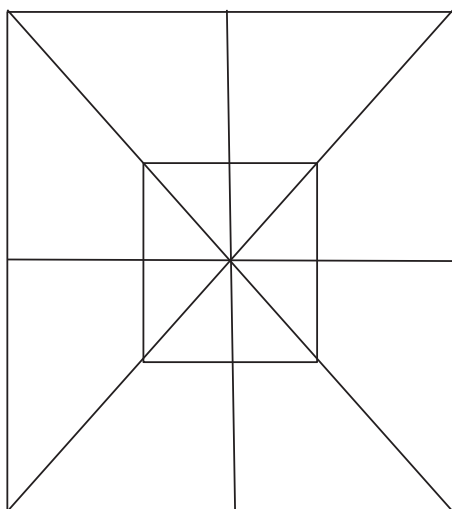
Enrichment Activity 22.2

Try to work out the sums in these blocks.

+	8	1	50
2			
4			
6			
8			
10			

Enrichment Activity 22.3

How many  do you see?



- 12 triangles
- 26 triangles
- 33 triangles
- 20 triangles

Enrichment Activity 22.4

Match the numbers with the number names.

Numbers
20
10
90
19
12
14
40

Number names
Twelve
Nineteen
Twenty
Ninety
Ten
Forty
Fourteen

Enrichment Activity 22.1 Answers

Match the problems in block A with the answers in block B.

Blocks A	Blocks B
$5 \times 4 =$	40
$20 \times 2 =$	18
$16 + 3 =$	0
$12 + 6 =$	63
$60 + 3 =$	23
$10 \times 7 =$	28
$40 \times 0 =$	70
$27 + 1 =$	20
$14 + 9 =$	19

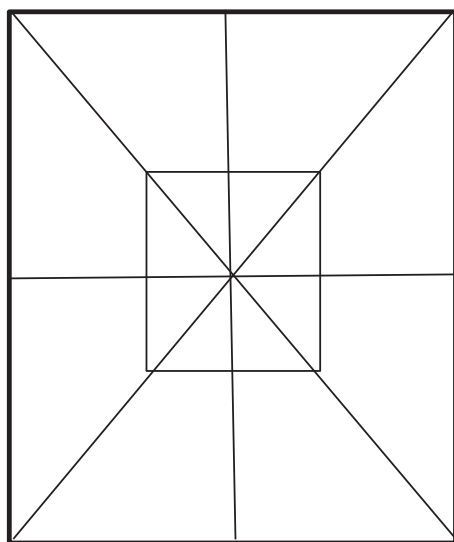
Enrichment Activity 22.2 Answers

Try to work out the sums in these blocks.

+	8	1	50
2	10	3	52
4	12	5	54
6	14	7	56
8	16	9	58
10	18	11	60

Enrichment Activity 22.3 Answers

How many  do you see?



- 12 triangles
- 26 triangles
- 33 triangles
- 20 triangles

☐

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Enrichment Activity 22.4 Answers

Match the numbers with the number names.

Numbers	Number names
20	Twelve
10	Nineteen
90	Twenty
19	Ninety
12	Ten
14	Forty
40	Fourteen

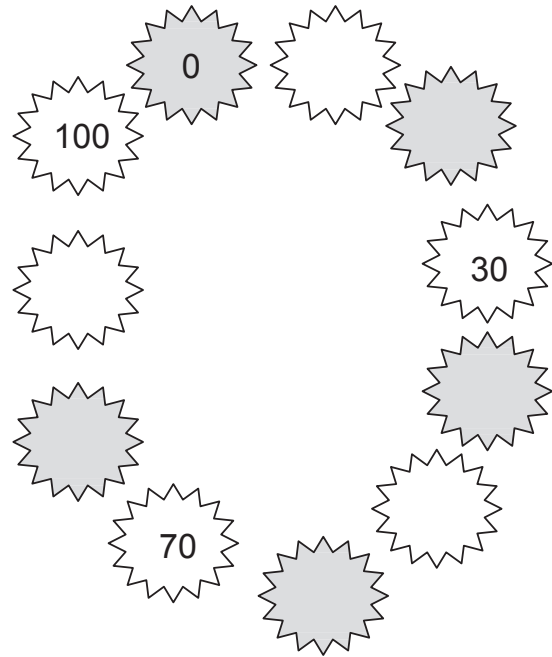
Enrichment Activity 23.1

Complete the following table by working out the sums

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

Enrichment Activity 23.2

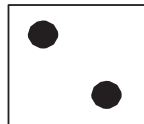
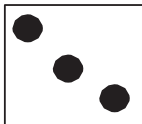
Complete the pattern:



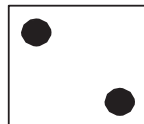
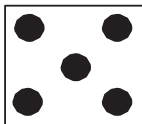
Enrichment Activity 23.3

Multiply the dots on the dominoes and fill in the answers:

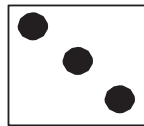
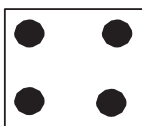
How much will it be? _____



How much will it be? _____

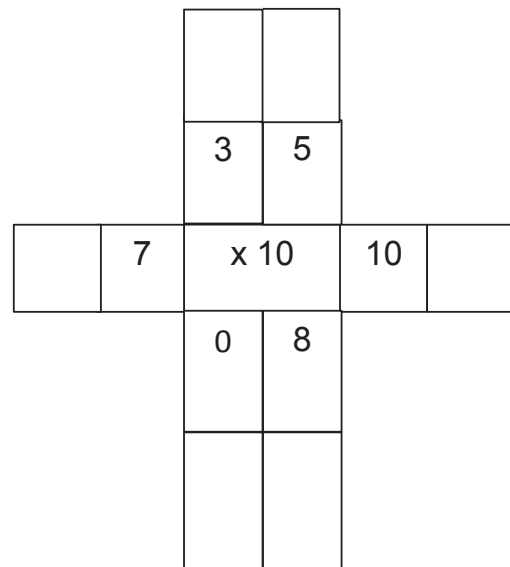


How much will it be? _____



Enrichment Activity 23.4

Multiply the inner number with the outer numbers.



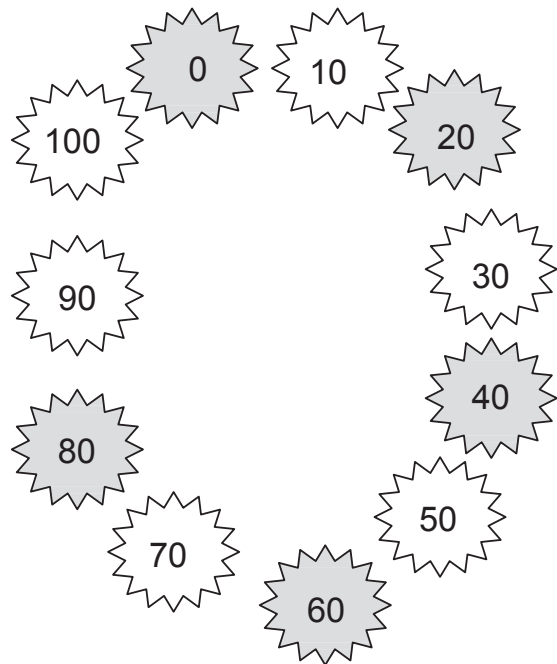
Enrichment Activity 23.1 Answers

Complete the table by working out the sums.

x	5	4	2
1	5	4	2
2	10	8	4
3	15	12	6
4	20	16	8
5	25	20	10
6	30	24	12
7	35	28	14
8	40	32	16
9	45	36	18
10	50	40	20

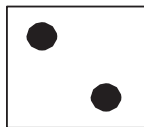
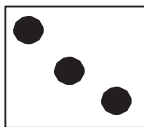
Enrichment Activity 23.2 Answers

Complete the pattern:

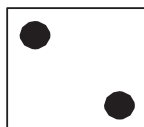
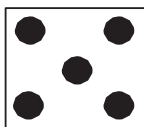
**Enrichment Activity 23.3 Answers**

Multiply the dots on the dominoes and fill in the answers:

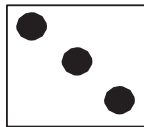
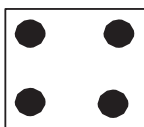
How much will it be? (6)



How much will it be? (1)



How much will it be? (12)

**Enrichment Activity 23.4 Answers**

Multiply the inner number with the

		30	50		
		3	5		
70	7	x 10		10	100
		0	8		
		0	80		

Enrichment Activity 24.1

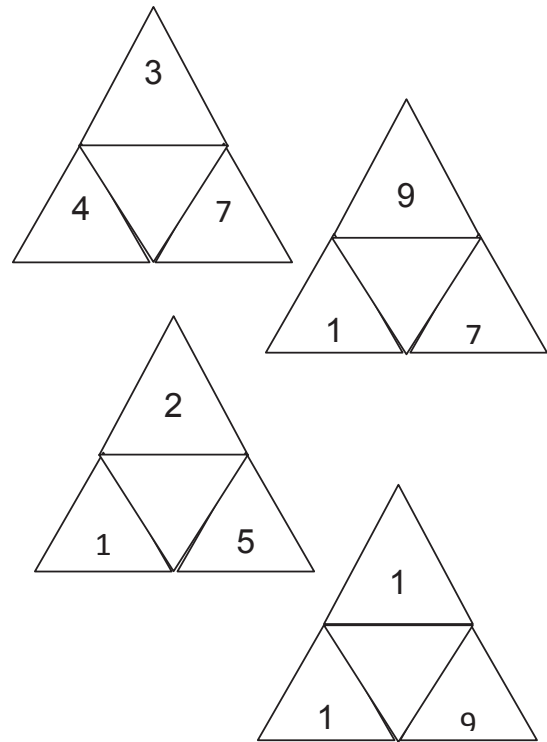
Calculate the following:

Four starburst shapes are arranged in a 2x2 grid. Each starburst contains an addition problem on the left and its answer on the right.

- Top-left: $14 + 1 =$
- Top-right: 20
- Bottom-left: $13 + 20 =$
- Bottom-right: 14
- Bottom-left: $17 + 3 =$
- Bottom-right: 26
- Bottom-left: $19 + 7 =$
- Bottom-right: 33

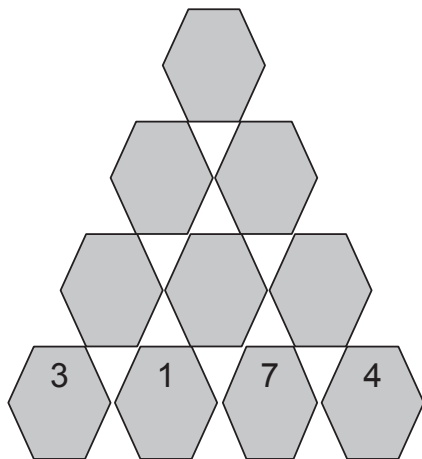
Enrichment Activity 24.2

Add the numbers to find the number in the middle



Enrichment Activity 24.3

The number in each hexagon is made up by adding the numbers in the two hexagons below it. Calculate the missing numbers.



Enrichment Activity 24.4

Calculate each row of the puzzle. Fill in the answers. Calculate each column of the puzzle.

4	+	2	=	
+		+		+
3	+	7	=	
=		=		=
	+		=	

Enrichment Activity 24.1

Answers

Calculate the following and draw a line to the answer.

$14 + 1 =$

20

$13 + 20 =$

15

$17 + 3 =$

26

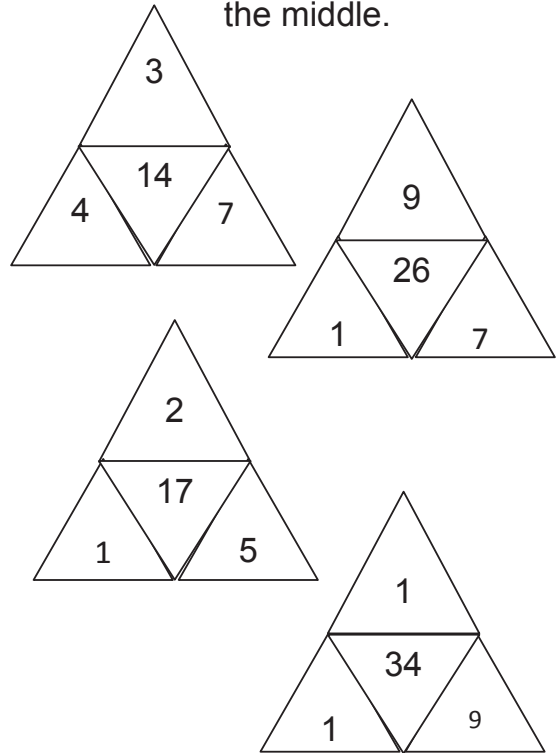
$19 + 7 =$

33

Enrichment Activity 24.2

Answers

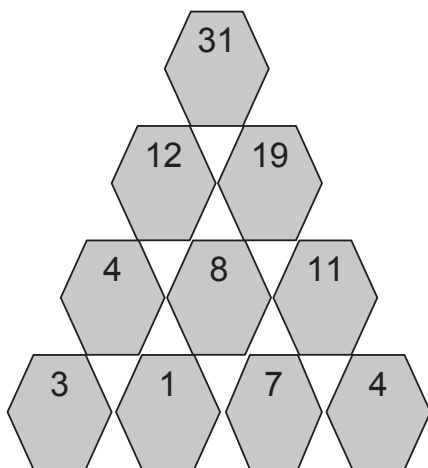
Add the numbers to find the number in the middle.



Enrichment Activity 24.3

Answers

The number in each hexagon is made up by adding the numbers in the two hexagons below it. Calculate the missing numbers.



Enrichment Activity 24.4

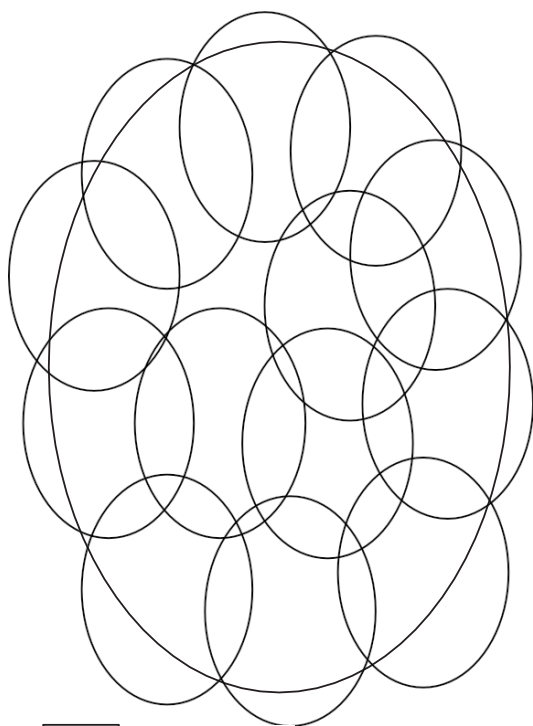
Answers

Calculate each row of the puzzle. Fill in the answers. Calculate each column of

4	+	2	=	6
+		+		+
3	+	7	=	10
=		=		=
7	+	9	=	16

Enrichment Activity 25.1

How many ovals do you see?



12

24

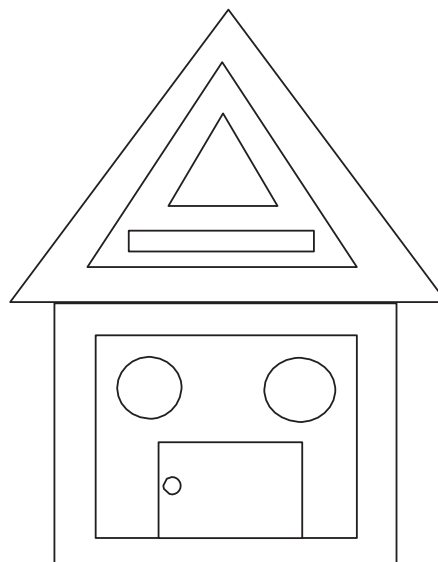
14

Enrichment Activity 25.2

Colour all the  red.

Colour all the  yellow.

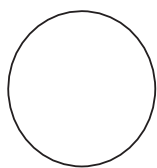
Colour all the  blue.



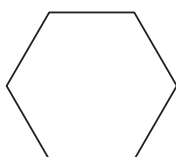
Enrichment Activity 25.3

Name the different shapes:



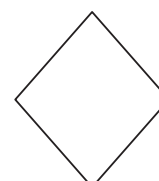
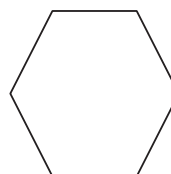
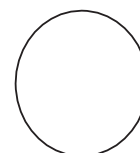
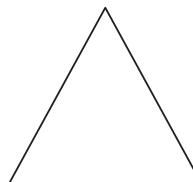






Enrichment Activity 25.4

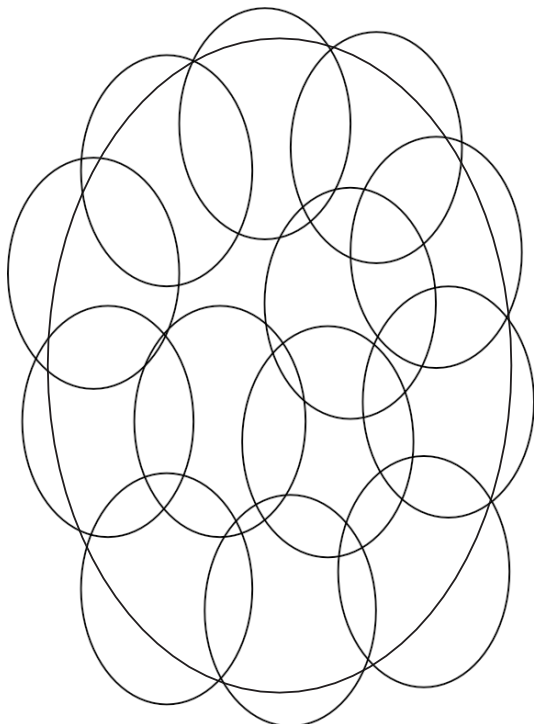
Use these shapes and draw something that you like.



Enrichment Activity 25.1

Answers

How many ovals do you see?



12

24

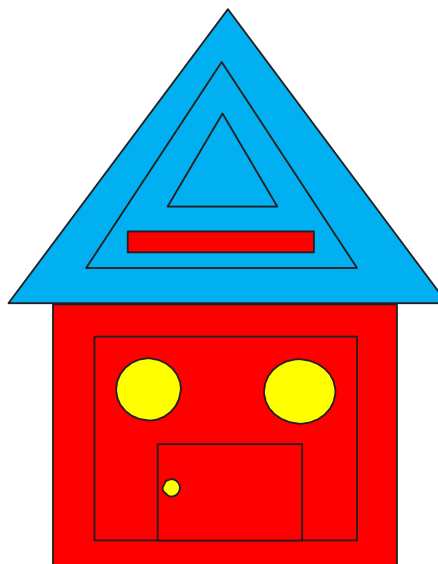
14

Enrichment Activity 25.2 Answers

Colour all the ☐ red.

Colour all the ☐ yellow.

Colour all the ☐ blue.

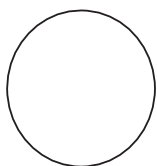


Enrichment Answers 25.3

Name the different shapes:



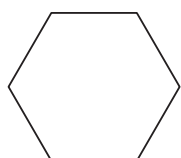
Square



Circle



Triangle

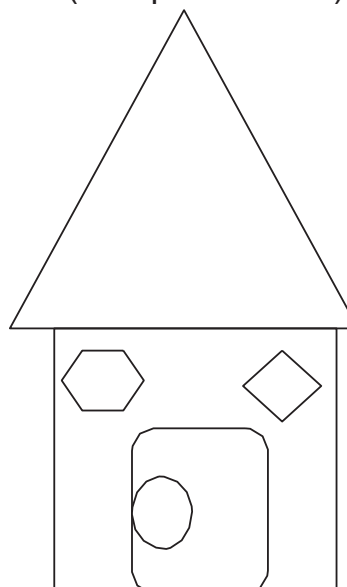


Hexagon

Enrichment Answers 25.4

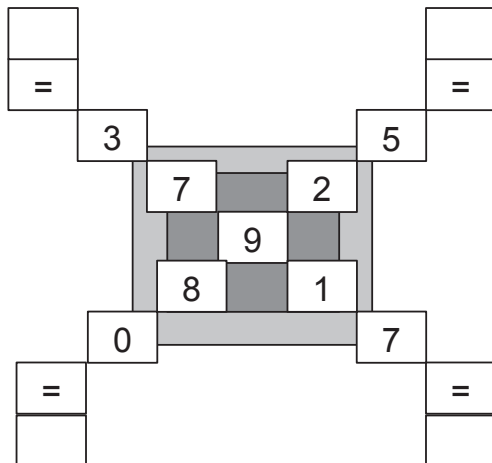
Use these shapes and draw something that you like.

(Multiple answers)



Enrichment Activity 26.1

Add each row of numbers to get an answer.



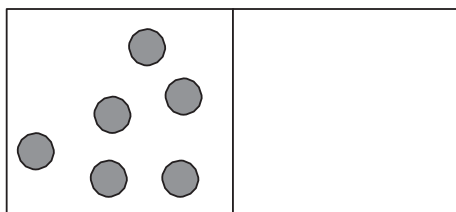
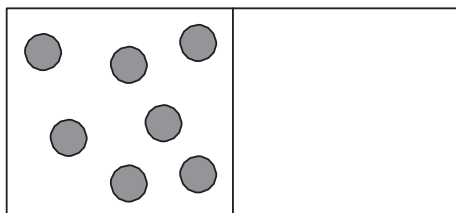
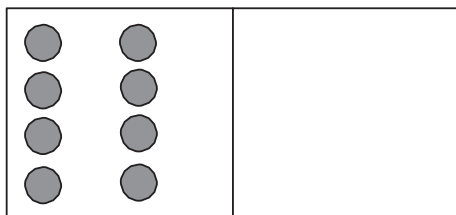
Enrichment Activity 26.2

Write the number names for each of the following numbers.

- 8 _____
- 2 _____
- 3 _____
- 7 _____
- 9 _____
- 10 _____
- 15 _____
- 12 _____
- 30 _____
- 25 _____
- 100 _____

Enrichment Activity 26.3

Count and draw 10 more counters on the right hand side:



Enrichment Activity 26.4

Which number is the most? Circle the biggest number in each pair.

10 or 100

12 or 21

15 or 51

16 or 61

31 or 13

17 or 72

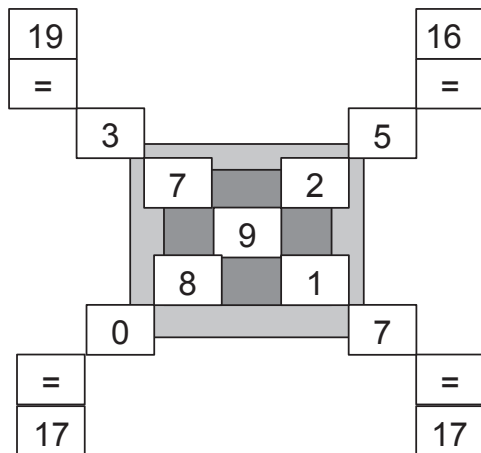
20 or 21

52 or 25

10 or 1

Enrichment Activity 26.1**Answers**

Add each row of numbers to get an answer.

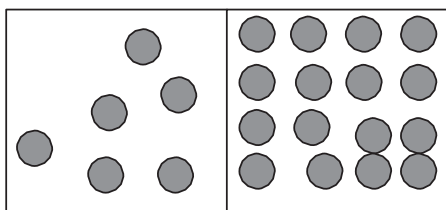
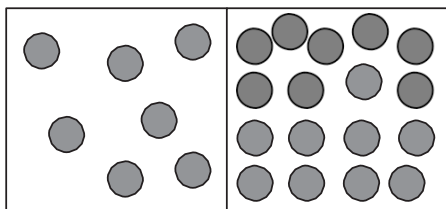
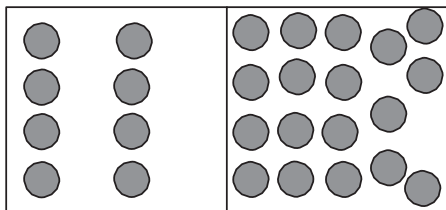
**Enrichment Activity 26.2****Answers**

Write the number names for each of the following numbers.

- | | |
|------------------------|-----------------------|
| 8 <u>Eight</u> | 2 <u>Two</u> |
| 3 <u>Three</u> | 7 <u>Seven</u> |
| 9 <u>Nine</u> | 10 <u>Ten</u> |
| 15 <u>Fifteen</u> | 12 <u>Twelve</u> |
| 30 <u>Thirty</u> | 25 <u>Twenty-five</u> |
| 100 <u>One hundred</u> | |

Enrichment Activity 26.3**Answers**

Count and draw 10 more counters on the right hand side:

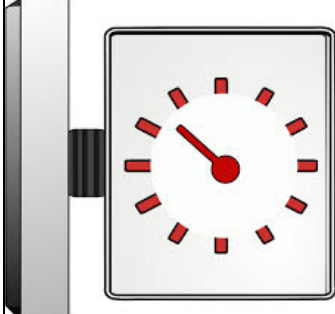
**Enrichment Activity 26.4****Answers**

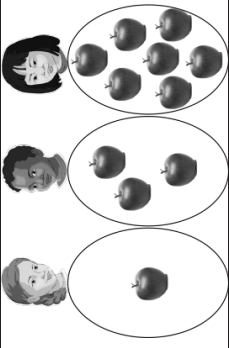
Which number is the most? Circle the biggest number in each pair.

- | | | |
|-----------|----|------------|
| 10 | or | <u>100</u> |
| 12 | or | <u>21</u> |
| 15 | or | <u>51</u> |
| 16 | or | <u>61</u> |
| <u>31</u> | or | 13 |
| 17 | or | <u>72</u> |
| 20 | or | <u>21</u> |
| <u>52</u> | or | 25 |
| <u>10</u> | or | 1 |

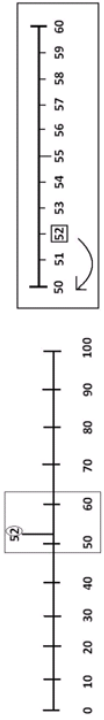
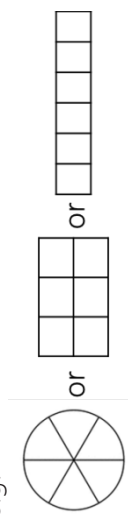
Lesson Vocabulary Grade 2 Term 4

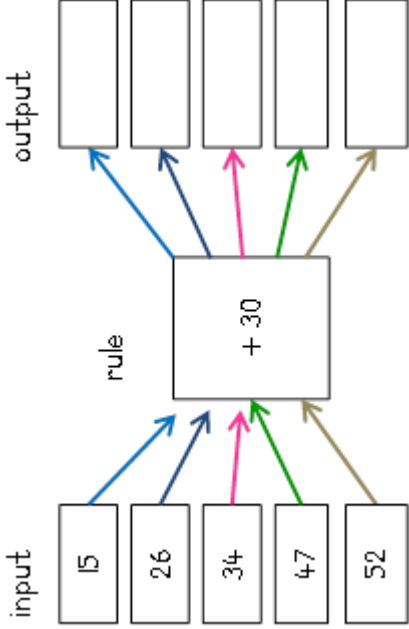
Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
Addition facts	The basic sums of single digit numbers.		
after (a number)	The number that comes next in a pattern. E.g. 5 comes after 4 if you are counting up.		
altogether	Take everything together. e.g. If you have 3 flowers in one hand and 2 flowers in the other hand you have 5 flowers altogether. 		
amount	"How much" of something. Similar to number. E.g. I have an amount of money but I have a number of eggs in my basket.		
change (money)	When you pay for something and you give more money than is needed, you get some money back. This money you get back is called change. e.g. You give a shop keeper R10,00 to pay for a pen that costs R2,50. The shop keeper will give you R7.50 change.		
Bathroom scale	A scale that is used to measure mass. It is put on the ground and you stand on it and then you can read your mass. 		
Before (time)	A time/event that comes earlier than another time. E.g. you eat breakfast before you come to school.		

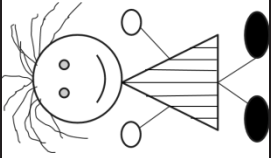
Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
Calibration lines	A scale is marked with little lines that are called calibrations. This bathroom scale has calibrations in kilograms. 		
costs	The amount you have to pay for things you want to buy. E.g. if one chocolate costs R5,00 then two chocolates will cost R10,00.		
currency	Another word for money		
gram	A gram is a smaller unit used to measure mass. There are 1 000 grams in 1 kilogram.		
hand span	The length between your fingers when they have been stretched out a little.  e.g.		
Information	A meaningful collection of facts or data.		
Kitchen scale	A scale that is used to measure mass. You put it on a counter and some goods in the scale and then you can read the mass of the goods. e.g. you can find the mass of butter when you are cooking. 		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
Left over	What remains when you have subtracted. E.g. If I have 10 marbles and I give away 4 then I have 6 marbles left over.		
Length of time	An amount of time that has passed. E.g. the length of your maths lesson is 90 minutes.		
Less	When there are fewer of something. E.g. I have 4 oranges and you have 6 oranges. I have less oranges than you have.		
Line of symmetry	See symmetry		
Least	The smallest number.		
Measurement	The measure of the size of something. You can get measurements of lots of different things. E.g. the measurement of the height of the classroom door is about 2 metres.		
Metre stick	A ruler or measuring stick that is one metre in length.		
minute	A unit of time – there are 60 minutes in an hour. There are 60 seconds in a minute.		
most	The highest number.  E.g. the third child has the most apples.		
Nearest ten	When you round off numbers you see what number they are near to. When you round off to the nearest ten, you look for the ten that the given number is closest to. E.g. 59 is closer to 60 than to 50. 60 is the nearest ten to 59.		
Number range	A set or group of numbers		
number sentence	When you write a mathematical expression of a problem,		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
	you write it using a number sentence. E.g. If I have 5 sweets and you have 7 sweets how many sweets do we have altogether? The number sentence expressing this is: $5 + 7 = \underline{\quad}$ or $5 + 7 = 12$.		
number pattern/ numeric pattern	A number / numeric pattern is another name for a number sequence or pattern.		
One-to-one correspondence	When one thing can be matched to another thing. E.g. if there are three children and 3 sweets there is a one-to-one correspondence between children and sweets.		
pace(s)	A pace is a step that you take. The length of a pace is used to measure the lengths of other things, such as the length of your classroom. E.g. 		
Prism	The mathematical name for a box shape. See box.		
Quarter of an hour	The length of time when an hour is divided into four equal parts. Each part is 15 minutes. There are 15 minutes in a quarter of an hour. There are 45 minutes in three quarters of an hour.		
recognise	Know what something looks like.		
Represent data	Make a drawing to show the data that you have collected. E.g. A graph such as a pictograph is used to represent		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
result	data.		
rounding off	The answer. When you want to simplify a situation you can round off a number – this means you make it a number that ends in zero. e.g. 52 rounded off to the nearest ten is 50. 		
sequence / sequencing events	Things that happen (events) can be put in date/time order, when you are given their dates/times. This is called sequencing the events. E.g. The sequence of events in your day could be: Eat breakfast, go to school, do your homework, eat supper, go to bed. (this does not include all the events of a full day)		
sixth / sixths	A fraction that is made by finding six equal sized parts of the whole. e.g. 		
small, smaller, smallest (shape)	Shapes come in different sizes and can be ordered according to their size. E.g. The first circle is small, the second circle is smaller, the third circle is the smallest. 		
Sort (shapes)	Put things in order. E.g. These circles have been 		

Maths word	Diagram/explanation		LoLT translation	Diagram/explanation (LoLT)
	sorted from biggest to smallest.			
Spider diagram	A diagram which gives input and output numbers and tells you what to do to turn the input into output. E.g. in this spider diagram you have to add 30 to all the given input numbers to get the output. 			
sphere	A round 3-D object. The mathematical name for a ball. See ball shape.			
Subtraction facts	The difference between numbers.			
techniques	Ways of doing things. E.g. there are techniques for adding, such as breaking down and building up.			
Unknown number	A number whose value you do not know and you need to find.			

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
vertical	Going up and down. e.g. The lines on the girl's dress are vertical. They go from top to bottom. 		



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