

Grade 1
Mathematics
Example of Lesson Plans
Term 3
Week 1



BRAINBOOSTERS
learning is child's play

Warm up activity: Mental maths

Learners answer questions prompted by the teacher that relates to number ordering i.e. what number comes before 11, after 12 etc. Learners do not shout out answers but hold up the number card (numbers 11-15). The teacher repeats the question, then says and shows the correct answer. During this time the teacher gets feedback of which learners are struggling and learners get instant feedback if they are correct or wrong. (Use this activity to discuss different mental maths strategies with learners).



Counting: find a suitable story about counting/numbers or use a puppet i.e.: Dinah Donkey

1. COUNTING ALL OBJECTS IN 1'S UP TO 40:

Teacher uses the puppet called Dinah Donkey and a bottle with 40 black discs. Teacher explains that Dinah wants to estimate how many discs are in the bottle. Learners first estimate and then count the discs in 1's with the teacher.

2. RECOGNITION OF NUMBERS 31-40:

Then link their existing knowledge about numbers to recognise numbers 31-40. Do the interactive method with learners on p. 17 and use the discs and flard cards.

3. COUNT ON IN 1'S FROM 30 - 40:

Teacher then tells learners that Dinah can't remember how to count on from 30 – 40 in 1's. Can they help her? Learners use p. 17 in the BB Learner book and discs. E.g.: Learners count 31, 32, 33 etc. and add one disc as they say it out loud.

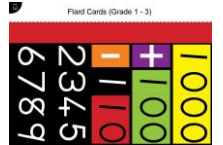
4. NUMBER LINE:

Teacher asks learners if they can show Dinah how to use the number line on p.6 to count on in 1's from number 31. Learners use their finger as they skip count on the number line and count out loud.

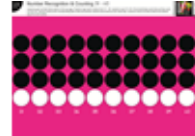
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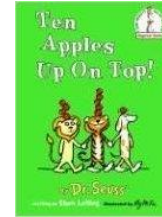


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Introduction:

Ten Apples up on Top by Dr. Seuss is another fun and engaging counting tale that can be used to practice adding within ten or working on the number bonds of ten. This story links existing knowledge with new knowledge to be acquired in the presentation.



Presentation:

Moving from the introduction, the learners can solve a number of addition sums i.e. Jack has 9 cows. How many cows must he add to have 13 in total: $9 + ? = 13$?

The teacher poses real-life problems to the learners and the learners to do the calculations by using the wordsum page in the BB learner book. Learners use their counting skills as a strategy to calculate the answers mentally or by using their fingers or discs to add or subtract. Learners wait until teacher asks everyone to hold up their money cut-out as the answer card. Teacher assists those learners who need help.

Conclusion:

Learners do any one of the pages (p. 1&2) in the DBE learner book. Teacher and learners discuss the resource that they can use to do the pages i.e. the problems by using their discs, the counting strip, the addition and subtraction page (p. 12 & 13), numberline or fingers.

After completing their activities for the day, learners play the number name game p. 26 of the BB learners book.



Warm up activity: Mental maths

Learners answer questions prompted by the teacher that relates to number ordering i.e. what number comes before 11, after 12 etc. Learners do not shout out answers but hold up the number card (numbers 11-15). The teacher repeats the question, then says and shows the correct answer. During this time the teacher gets feedback of which learners are struggling and learners get instant feedback if they are correct or wrong. (Use this activity to discuss different mental maths strategies with learners).



Counting and number recognition: learners sing the count in 5's song:

<https://www.youtube.com/watch?v=uDSWMitMff4&t=20s>

1. RECOGNITION OF NUMBERS 31-40:

Learners revise number recognition (number 31-40) using the interactive method on p. 17 and use the flard cards on p. 13.

2. COUNTING ALL OBJECTS IN 1'S FROM 1 TO 40:

Learners revise counting in 1's from 1 to 40 with black discs on the Interactive counting chart p. 2 in the BB learner book.

3. COUNT ON IN 1'S FROM 31 – 40

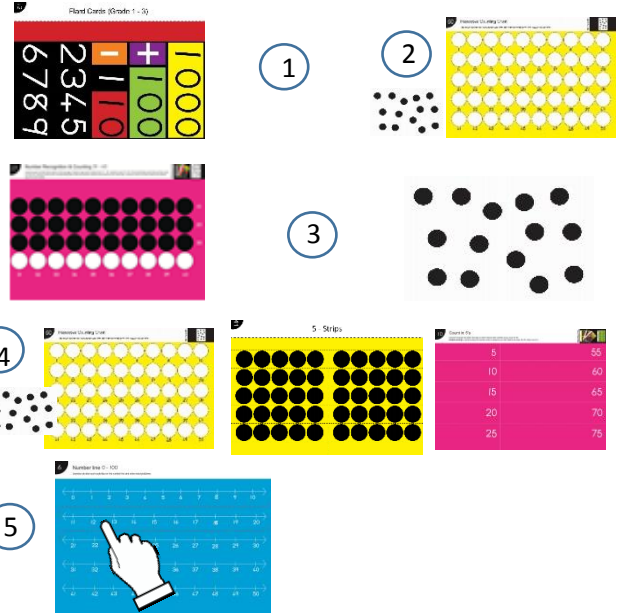
Learners use p. 17 in the BB Learner Book and discs to count on in 1's from e.g. Learners count 31, 32, 33 etc. and add one disc as they say it out loud.

4. COUNT IN 5's UP TO 40

As learners are already familiar with counting in 5's they use their interactive counting page (p. 2) to place discs on numbers 5, 10, 15, 20, 25, 30, 35 and 40. They then use the cut-out '5's-strips' on p. 10 and p. 11 in their BB Learner Book as they count out loud and placing the '5's- strips' on the page.

5. NUMBER LINE:

Teacher asks learners if they can use the number line on p.6 to count in 5's. Learners use their fingers as they skip count in multiples of 5 and count out loud.



Introduction:

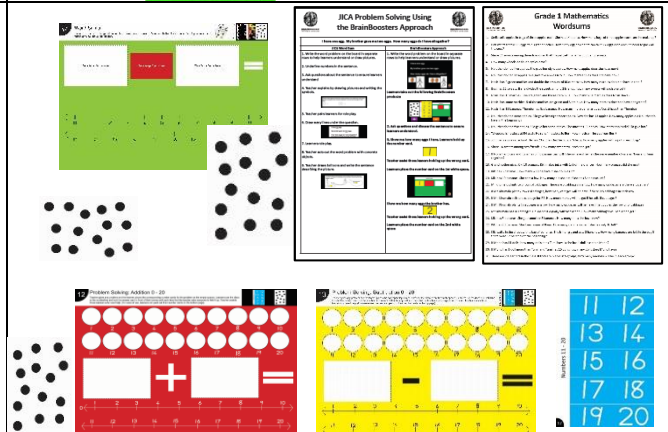
The teacher asks questions about the story 'Ten Apples' read the day before. The learners then listen to the story again.



Presentation: Solving change problems

Moving from the introduction, the learners can solve a number of addition sums i.e. Jack sees 9 cows and some sheep. If there are 13 animals in total, how many sheep does he see: $9 + ? = 13$?

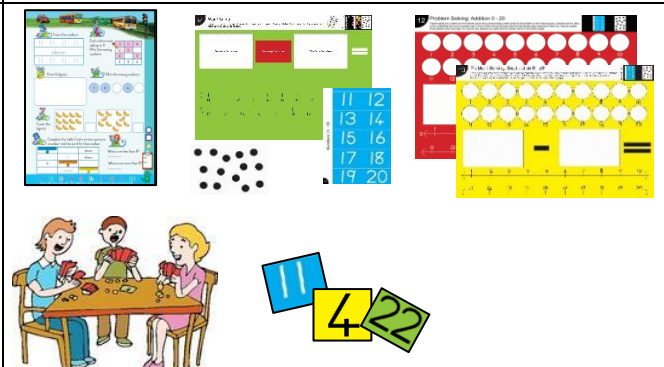
The teacher poses real-life problems to the learners and the learners do the calculations by using the wordsum page in the BB learner book. Learners use their counting skills as a strategy to calculate the answers mentally or by using their fingers or discs to add or subtract. Learners wait until teacher asks everyone to hold up their money cut-out as the answer card. Teacher assists those learners who need help.



Conclusion:

Learners do p. 3 in the DBE learner book. Teacher and learners discuss the resource that they can use to do the problems by using their black discs, the counting strip, the addition and subtraction page (p. 12/ 13), numberline or fingers.

After completing their activities for the day, learners play snap with their numbers cards (0-40)



Warm up activity: Mental maths

Learners answer questions prompted by the teacher that relates to number ordering i.e. what number comes before 11, after 12 etc. Learners do not shout out answers but hold up the number card (numbers 11-15). The teacher repeats the question, then says and shows the correct answer. During this time the teacher gets feedback of which learners are struggling and learners get instant feedback if they are correct or wrong. (Use this activity to discuss different mental maths strategies with learners).



Counting and number recognition: learners sing the count in 10's song: <https://www.youtube.com/watch?v=K0pZHpvG0y4>

1. RECOGNITION OF NUMBERS 31-40:

Learners revise number recognition (number 31-40) using the interactive method on p. 17 and use the discs, flard cards on p. 13.

2. COUNTING ALL OBJECTS IN 1'S FROM 1 TO 40:

Learners revise counting in 1's from 1 to 40 with black discs on the Interactive counting chart p. 2 in the BB learner book.

3. COUNT ON IN 1'S FROM 31 – 40

Teacher then tells learners that Dinah can't remember how to count on from 30 – 40 in 1's. Can they help her? Learners use p. 17 in the BB Learner Book and discs. E.g. Learners count 31, 32, 33 etc. and add one disc as they say it out loud.

4. COUNT IN 10'S UP TO 40

As learners are already familiar with counting in 10's they use their interactive counting page (p. 2) to place discs on numbers 10-40. They then use the cut-out '10-strips' on p. 12 and p. 13 in their BB Learner Book as they count out loud and placing the '10- strips' on the page.

5. NUMBER LINE:

Teacher asks learners if they can use the number line on p.6 to count in 10's from any given number. Learners use their fingers to skip count in multiples of 10 as they count out loud.

Introduction:

Learners listen to the story '12 Ways to Get to 11' read by the teacher. This is a fun book that helps learners see that there are lots of different ways to make up a number.



Presentation: Solving change problems

Moving from the introduction, the learners can solve a number of addition i.e. how many cows did Jack initially have if he got 4 as a gift from Thabo and now has 13 in total : ? + 4 = 13.

The teacher poses real-life problems to the learners and the learners do the calculations by using the wordsum page in the BB learner book. Learners use their counting skills as a strategy to calculate the answers mentally or by using their fingers or discs to add or subtract. Learners wait until teacher asks everyone to hold up their money cut-out as the answer card. Teacher assists those learners who need help.

Conclusion:

Learners do p. 12 in the DBE learner book. Teacher and learners discuss the resource that they can use to do the problems by using their black discs, the counting strip, the addition and subtraction page (p. 14), numberline or fingers.

After completing their activities for the day, learners play addition or subtraction dice games.

Warm up activity: Mental maths

Learners answer questions prompted by the teacher that relates to number ordering i.e. what number comes before 11, after 12 etc. Learners do not shout out answers but hold up the number card (numbers 11-15). The teacher repeats the question, then says and shows the correct answer. During this time the teacher gets feedback of which learners are struggling and learners get instant feedback if they are correct or wrong. (Use this activity to discuss different mental maths strategies with learners).



Counting and number recognition: learners sing the count in 2's song:

https://www.youtube.com/watch?v=hae10bsW_CM

1. RECOGNITION OF NUMBERS 31-40:

Learners revise number recognition (number 31-40) using the interactive method on p. 17 and use the flard cards on p. 13.

2. COUNTING ALL OBJECTS IN 1'S FROM 1 TO 40:

Learners revise counting in 1's from 1 to 40 with black discs on the Interactive counting chart p. 2 in the BB learner book.

3. COUNT ON IN 1'S FROM 31 – 40

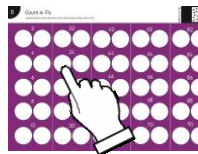
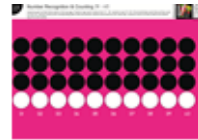
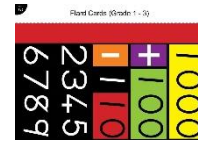
Teacher then tells learners that Dinah can't remember how to count on from 30 – 40 in 1's. Can they help her? Learners use p. 17 in the BB Learner Book and discs. E.g. Learners count 31, 32, 33 etc. and add one disc as they say it out loud.

4. COUNT IN 2's UP TO 40

As learners are already familiar with counting in 2's, they use their interactive counting page (p. 8) to place discs on numbers 2-40.

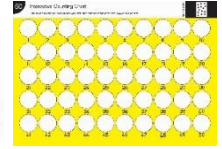
5. NUMBER LINE:

Teacher asks learners if they can use the number line on p.6 to count in 2's from any given number on p. 6. Learners use their fingers to skip count in the multiples of 2 as they count out loud.



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Introduction:

Learners did the story '12 Ways to Get to 11' the day before. The learners answer questions about the number 12 as an introduction to the following presentation:



Presentation: Solving change problems

Moving from the introduction, the learners can solve a number of addition i.e Jack has 9 cows. How many cows must he add to have 13 in total: $9 + ? = 13$.

The teacher poses real-life problems to the learners and the learners to do the calculations by using the wordsum page in the BB learner book. Learners use their counting skills as a strategy to calculate the answers mentally or by using their fingers or discs to add or subtract. Learners wait until teacher asks everyone to hold up their money cut-out as the answer card. Teacher assists those learners who need help.

Conclusion:

Learners do p. 13 in the DBE learner book. Teacher and learners discuss the resource that they can use to do the problems by using their black discs, the counting strip, the addition and subtraction page, numberline or fingers.

After completing their activities for the day, learners play any number card and dice game.

Warm up activity: Mental maths

Learners answer questions prompted by the teacher that relates to number ordering i.e. what number comes before 11, after 12 etc. Learners do not shout out answers but hold up the number card (numbers 11-15). The teacher repeats the question, then says and shows the correct answer. During this time the teacher gets feedback of which learners are struggling and learners get instant feedback if they are correct or wrong. (Use this activity to discuss different mental maths strategies with learners).



Counting and number recognition: learners sing any of the counting songs learned this week.

1. RECOGNITION OF NUMBERS 31-40:

Learners revise number recognition (number 31-40) using the interactive method on p. 17 and use the flard cards on p. 13.

2. COUNTING ALL OBJECTS IN 1'S FROM 1 TO 40:

Learners revise counting in 1's from 1 to 40 with black discs on the Interactive counting chart p. 8 in the BB learner book.

3. COUNT ON IN 1'S FROM 31 – 40

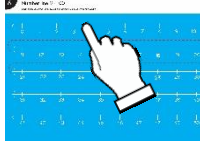
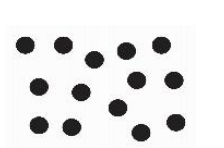
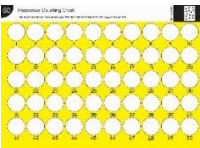
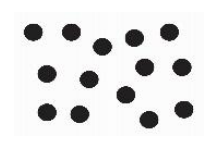
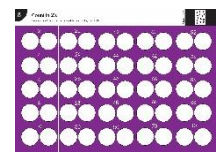
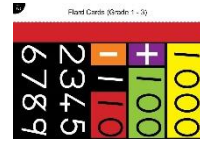
Teacher then tells learners that Dinah can't remember how to count on from 30 – 40 in 1's. Can they help her? Learners use p. 17 in the BB Learner book and discs. E.g. Learners count 31, 32, 33 etc. and add one disc as they say it out loud.

4. COUNT IN ANY OF THE MULTIPLES FROM ANY GIVEN NUMBER UP TO 40

As learners are already familiar with counting in multiples 2, 5 & 10, they use their interactive counting page (p. 2) to place discs on any number given by the teacher and count in any of the multiples as prompted by the teacher.

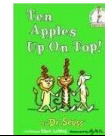
5. NUMBER LINE:

Teacher asks learners if they can use the number line on p.6 to count in any of the multiples from any given number and then use their fingers to skip count out loud.



Introduction:

Learners listen again to any of the stories read this week. The learners answer questions about the number 12 as an introduction to the lesson presentation to follow.



Presentation: Solving change problems

Moving from the introduction, the learners can solve a number of addition sums i.e. Jack has 9 cows. How many cows must he add to have 13 in total: $9 + ? = 13$

The teacher poses real-life problems to the learners and the learners to do the calculations by using the wordsum page in the BB learner book. Learners use their counting skills as a strategy to calculate the answers mentally or by using their fingers or discs to add or subtract. Learners wait until teacher asks everyone to hold up their money cut-out as the answer card. Teacher assists those learners who need help.

Conclusion:

Learners do p. 14 in the DBE learner book. Teacher and learners discuss the resource that they can use to do the problems by using their black discs, the counting strip, the addition and subtraction page (p. 17), numberline or fingers.

After completing their activities for the day, learners play any number game of the BB learner book.

