READ, WRITE, CALCULATE

Training: Grade 1, Term 1, Session 2
Agenda: Part 1

Maths

01 Overview of Term 1
02 Building it up
03 Main objectives of Term 1
04 Week-by-week

Term 1: Weeks 1-5

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductory Activities</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Match, sort, count, compare up to 5</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Numbers up to 5</td>
<td>Oral &amp; Practical</td>
</tr>
<tr>
<td>4</td>
<td>Comparing numbers up to 5</td>
<td>Oral &amp; Practical</td>
</tr>
<tr>
<td>5</td>
<td>Number bonds of 5</td>
<td>Written</td>
</tr>
</tbody>
</table>
# Term 1: Weeks 6-10

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Match, sort, count, compare up to 10</td>
<td>Written</td>
</tr>
<tr>
<td>7</td>
<td>Match, sort, count, compare up to 10</td>
<td>Written</td>
</tr>
<tr>
<td>8</td>
<td>Bonds 6-9</td>
<td>Oral &amp; Practical</td>
</tr>
<tr>
<td>9</td>
<td>Bonds of 10</td>
<td>Oral &amp; Practical</td>
</tr>
<tr>
<td>10</td>
<td>Position &amp; Direction; Ordinal numbers</td>
<td>Written</td>
</tr>
</tbody>
</table>

## NOTES

---

---

---

---

---

---
Bala Wande
Grade 1, Term 1
Training
Permie Isaac
Building it up
Term 1 Activities and Sequencing

Number Sense
Number sense is the ability to understand and work with numbers. The ability to contradict incorrect number information is one sign that the concept has been achieved. The ability to work meaningfully with numbers is a sign that number sense is in place.

Recognise shapes
In maths, we work with shapes and we need to know their names. Counting and sorting shapes gives a context for developing number sense.

Order and compare numbers
Knowledge of a number in terms of size (more than or less than another number) is an indication number sense.

Number patterns
Number patterns are evident when some numbers are placed in a sequence – the ability to recognize and reason about pattern rules build number sense and reasoning skills.

Understand bonds
Bonds are different ways of making up numbers – they give us a way to talk or write amounts in different ways.

Recognise and write numerals
Learn the socially accepted way of communicating about numbers.

MATHS
MAIN OBJECTIVES

READ
WRITE
CALCULATE
Main objectives of Term 1

**Use a ten frame and counters to structure numbers**

**Teacher:** Observe learners working with the counters and ten frames.

**Monitor:** Are learners counting in ones when they put counters in a ten frame? Are they starting to subitise?

**Break numbers into bonds**

**Teacher:** Observe learners and interact with them to ask questions that call on them to break and re-make numbers.

**Monitor:** Can learners break a number into all of its bonds? Can learners talk about numbers using bonds?

**Compare numbers**

**Teacher:** Observe learners while you ask them about comparing numbers using ‘more than’ and ‘less than’.

**Monitor:** Can learners correctly say whether a number is more than or less than another number? How much more/less? (This term: 1 or 2)

---

**MATHS WEEK-BY-WEEK**

READ  WRITE  CALCULATE

---

*Bala Wande: Calculating with Confidence*
Key teaching practice in Week 1

**Bala Wande**
Term 1

How to use the Bala Wande ten frame Class register
Key teaching practice in Week 1

The ten-frame class register

Take time to familiarize learners with how to complete the ten-frame class register.

This should be done every day.

It is a fun whole class activity and leads to a counting activity that you will do with the whole class.
Bala Wande
Grade 1, Term 1 Training
Permie Isaac
WEEK 2

Mental Maths
Copy me!
Actions - claps/ clicks/ stamps/ hops/ jumps

Whole Class activity
Match and sort counters
Match, sort and compare numbers
Counting from 1 - 5
Games
1, 2, 3 Show

What to look out for:
Ensure that learners match and move counters accurately
Encourage recognition of numbers instantly
Use vocabulary more than and less than correctly

Assessment:
Written assessment - Numbers, operations and relationship

Mental Maths – Copy me!

Bala Wande
Mental Maths Week 2 Day 1 and 2

Copying numbers - stamping and clapping

1.6.1
Mental Maths Video: Reflection

Bala Wande
Menta Maths Week 2 overview

Matching, sorting, ordering and Comparing numbers

01 What mathematical skill is this exercise developing in the learners?

02 Why is it important not to say how many times you perform the actions?

Whole Class Activity: Week 2

01 What resource is used by the teacher throughout the week?

02 Why is it important to encourage learners to see that matching one counter to one animal is important?

03 How is counting structured in these lessons?

<table>
<thead>
<tr>
<th>Usuku</th>
<th>Umsebenzi wesifundo</th>
<th>Iziqhobo zezifundo</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thatsa uze uhlile izibaliso ezimfanekisweni</td>
<td>Incwadi yemsebenzi yabafundikho, laphawo elibonisa efuma (unclustered 1), izibaliso</td>
</tr>
<tr>
<td>2</td>
<td>Thatsa uze uhlile izibaliso ezimfanekisweni ukuse uhlile izibaliso</td>
<td>Incwadi yemsebenzi yabafundikho, laphawo elibonisa efuma (unclustered 1), izibaliso</td>
</tr>
<tr>
<td>3</td>
<td>Theleka amanani ukuya ku-5</td>
<td>Incwadi yemsebenzi yabafundikho, izibaliso, amakhezi amanani (1 ukuya ku-5)</td>
</tr>
<tr>
<td>4</td>
<td>Ukuba uqalale ku-1 uye ku-5</td>
<td>Incwadi yemsebenzi yabafundikho, izibaliso, amakhezi amanani (1 ukuya ku-5), izibaliso</td>
</tr>
<tr>
<td>5</td>
<td>Uzukunisa navawo isitshwala eyakwenzisa</td>
<td>Incwadi yemsebenzi yabafundikho</td>
</tr>
</tbody>
</table>
Game: 1, 2, 3, Show

Bala Wande
Whole Class Activities Week 2 Day 3

More than or less than

1.7.3

Game: 1, 2, 3, Show

Bala Wande
Whole Class Activities Week 2 Day 3

More than or less than

1.7.3

01 How did the teacher introduce the game to the class?

02 What are the important things that learners must keep saying during the game?

03 How does the teacher ensure that this happens?
Key teaching practice in Week 2

The ten frame

The ten frame introduces a structured way of counting.

It aids in developing the skill of comparing numbers using structured representations.

It builds an understanding of the concepts of “less than” and “more than”.

NOTES
WEEK 3

Bala Wande
Whole Class Activities Week 3 overview

The numbers 0-5

Mental Maths
How many do you see? Show with fingers, number cards, dot cards

Whole Class activity
Identify and write number symbols 0-5
Building on structured way of counting. Matching and sorting counters to ten frame

Games
Who has the bigger number?
Matching numbers memory game

What to look out for:
Encourage recognition of numbers instantly on fingers, dot cards and ten frame without counting

Assessment:
Written assessment - Numbers, operations and relationships

---

Mental Maths: How many?

Bala Wande
Mental Maths Week 3 Day 1 and 2

Showing numbers using fingers

1.9.1
Mental Maths: How Many?

01 What mathematical skill is this exercise developing in the learners?

02 How does the mental maths progress over the week?

Whole Class Activity: Reflection

01 What steps does the teacher use to practise writing number symbols?

02 What are other ways assist learners to write number symbols?
Let's Play: Matching numbers memory game

**Umdlalo: Umdlalo okhumbuzayo otshatisa amanani**
Game: Matching numbers memory game

1. **Sebenzisa amakhadi akho amanani aqala ku-0 aye ku-5 kunye namakhadi amachokoza ukuze udlale lo mdlalo.**
   Use your 0 to 5 number cards and dot cards to play this game.

---

**Game: Reflection**

01. What concept is the focus this week?

02. How does this game consolidate the concept taught this week?

03. How else does this game benefit the learners?

04. What steps would you take to ensure that this game benefits struggling learners?
Key activities in Week 3

- Comparing more or fewer objects
- Say number names 0 to 5
- Write number symbols 0 to 5
- Understand that numbers can be seen and thought of in different ways

NOTES

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**WEEK 4**

**Mental Maths**
- Show me the same, 1 more, 2 more, 1 less or 2 less
- Show with fingers and bead strings

**Whole Class activity**
- Consolidating the ability to identify and write number symbols 0 to 5
- Writing number names 0 to 5 by tracing
- Deepen learners' understanding of the relative size of numbers

**Games**
- Building towers

**What to look out for:**
- Can learners say the number of structured objects without counting?
- Are learners able to use the vocabulary 1 more than an 1 less than, bigger than and smaller than?

**Assessment:**
- Written assessment - Numbers, operations and relationships

---

**Mental Maths Video: Reflection**

**Bala Wande**

**Mental Maths Week 4 Day 1**

**Showing numbers using fingers and bead string**

19
Whole Class Activity

01 What resources are being used this week for whole class teaching?

02 How does using the multifix blocks compare to using loose counters for this activity?

03 What is the vocabulary that learners must be encouraged to use this week?

Lets play!: Building Tower Game
Let’s play!
Building Tower Game

01 What does this game reinforce?

02 How would you modify this game to make it easier?

03 How would you modify this game to make it more challenging?

Key teaching practice in Week 4

Comparing numbers

Learners should understand that there are bigger and smaller numbers.

Amounts can be the same as, more than or less than other amounts.

While learners are counting talk with them using vocabulary of comparison.
Bala Wande
Grade 1, Term 1 Training
Permie Isaac
Number bonds to 5

Mental Maths: Bunny Ears

Showing bonds of 3 with bunny ears
Mental Maths: Bunny Ears

01 What is this Bunny ears game introducing?

02 What is the common mistake that learners are making in this game?

03 What important thing does the teacher do to highlight different combinations?

---

Whole Class Activity

01 What is the concept being taught this week?

02 What are the different ways that this concept is represented?

03 Why is it important to use these different representations?
Game: How many am I hiding?

Bonds of 3 and 4

01 What is the benefit of playing this game?
02 Why is it important that the teacher must monitor the learners while they are playing the game?
03 What do you notice about the engagement of the learners?
Let’s play: Crossing the river

01 What concept does this game reinforce?

02 Why is not a good idea to use a dice to play the game?

03 When would it be appropriate to use a dice to play this game?
Key teaching practice in Week 5

Number bonds to 5

Use vocabulary of number bonds.

Show that numbers can be written in different ways through bond tables and bond diagrams.

WEEK 6

Match, sort, count and compare numbers 6 to 10

Mental Maths
How many do you see?
• Show using fingers, number symbols and dot cards

Whole Class activity
Match, sort, count and compare numbers 6 -10
Identify and write number symbols 6 -10
Identify and write number names 6 -10

Games
Matching numbers memory game

What to look out for:
Are learners able to write number symbols and number names 6 -10?
Are learners able to recognise numbers instantly on a ten frame without counting each counter?

Assessment:
Written assessment - Space and shapes
Mental Maths: How many?

Bala Wande
Mental Maths Week 6 Day 3

Showing numbers 6 to 10 using dot cards and number cards

01 What is the strategy the teacher uses to make sure everyone’s answer has been checked?

02 How can the teacher control the return of the resources in the packs they were using?
Whole class activity

Bala Wande
Whole Class Activities Week 6 overview

Match, sort, count and compare numbers 6 to 10

Whole Class Activity: Reflection

01 How has the lesson progressed from week 2’s lessons?

02 How is this progression reflected in the resources?

03 What is the benefit of using a clustered poster?
Key teaching practice in Week 6

Comparing numbers

Use vocabulary to compare numbers to each other.

As learners are counting objects, talk with them about what they have counted using vocabulary like most, least, more than, less than, the same, just as many.

WEEK 7

Mental Maths
1,2,3 Show
Comparing: Who has many, who has less?

Whole Class activity
Ordering and comparing numbers 6-10
Consolidation of comparison vocabulary

Games
Whose is bigger?

What to look out for:
Are learners confidently identifying quantities up to 10?
Are learners able to use comparison vocabulary?

Assessment:
Written assessment - Patterns
Game: Whose is bigger?

Umdlalo: Lelikabani elikhulu?
Game: Whose is bigger?

Kufuneka ube nabdlali aba-2, iseti ezi-2 zamakhadi aneenombolo eziqala ku-0 ziye ku-10.
You need 2 players, 2 sets of cards numbered 0 to 10.

01 How has the “Whose is bigger?” game progressed?

02 What is the benefit of modifying games the learners already know?
Whole Class Activity: Week 7

01 The teacher should teach the lesson on week 7 day 2.

02 Break up in groups of 5.

03 1 should be a teacher and 4 should be learners?

---

Whole Class Activity: Day 2

01 What was challenging about the lesson? What worked well in the lesson?

02 What do you foresee will be the challenge when the learners are doing this lesson in the classroom?

03 How will you deal with this challenge?
Whole Class Activity: Day 4

01 What representation of numbers is used in this activity?

02 How does a number line support the comparison of numbers?

Key teaching practice in Week 7

Continue to compare numbers

Use and encourage learners to use vocabulary more than and less than correctly.

Use vocabulary bigger than, smaller than, the same and biggest and smallest correctly.
Mental Maths: I wish I had…

01 What is the main conceptual focus of this game?

02 What other concepts does it also consolidate?

03 How would you modify this game to make it more challenging?
Lets play! Can we get 7?

Whole Class Activity

01 How many different ways have bonds been represented this week?

02 What is the benefit of each representation?
Whole Class Activity

01 What resource is used by the teacher through the week?

02 Why is it important to encourage learners to see that matching one counter to one animal is important?

03 How is counting structured in these lessons?

Key teaching practices in Week 8 - Explore number bonds by:

- Breaking trains of multifix blocks into 2 parts.
- Recording the break in a cherry diagram.
- Recording the number bonds into part-part-whole diagrams.
- Writing a number sentence.
Mental Maths: Fizz pop!

Bonds of 10

Bala Wande
Mental Maths Week 9 overview

What to look out for:
Although the birds in trees story focuses on the bonds of 10, it also provides an opportunity for revision of the vocabulary more, less, the same.

Assessment:
Ongoing informal assessment for learning
Fizz pop!

01. What is important about the pace of this game?

02. What strategy would you use to ensure that all learners are participating?

Whole class activity

Bala Wande
Whole Class Activities Week 9 Day 2

Ten in stories

28.2
Whole Class Activity

01 What is the benefit of using stories to teach concepts?

02 What do you notice about the interaction of the children from the beginning to the end of the video?

03 What do you think is the cause of this?

Game: First to 10

Bala Wande
Whole Class Activities Week 9 Day 3

Let’s make 10
First to 10

01 Why did the teacher correct the filling in of the ten frame?

02 What does this game consolidate?

03 How does someone win the game?

Key teaching practice in Week 9

The ten frame is a very useful manipulative for helping learners to focus on the structure of the number.

The river crossing game introduces the idea of the number track which we will build on when we introduce the number line.
WEEK 10

Mental Maths: Teacher says

Whole Class activity
Position and direction
Ordinal numbers

Games
None this week

What to look out for:
Learners must use the vocabulary correctly

Assessment:
Ongoing informal assessment for learning

Mental Maths: Teacher says

Bala Wande
Mental Maths Week 10 overview

Ordinal numbers and some work on 3-D object

1.30
Teacher says

01 What mathematical skill is this activity developing in the learners?

02 What do you think is the learner’s main challenge in this activity?

03 What other game consolidates direction and positioning?

Whole class activity

Bala Wande
Whole Class Activities Week 10 overview

Ordinal numbers and some work on 3-D objects
Whole class activity

01 Why is it important everyone can see a picture from the same direction when teaching position?

02 What is the vocabulary that the learners are using in the lesson?
### Whole class Activity

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Why did the teacher use a multicoloured tower?</td>
</tr>
<tr>
<td>02</td>
<td>What is the benefit of asking learners to build their own tower?</td>
</tr>
<tr>
<td>03</td>
<td>How can the teacher ensure that every learner has spoken about their tower?</td>
</tr>
</tbody>
</table>

### Key teaching practices in Week 10

The vocabulary should be integrated into the school day example:

- **Put the pencil behind their pencil box**
- **Fetch the book that is on top of the table**
- **Pick up the paper that is under the desk**
- **Say hello to the person behind them**

---

44
Bala Wande
Calculating with Confidence