GPLMS

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

GRADE 3

Mathematics

Term 3

How to use this mathematics lesson pack

Purpose

This lesson plan pack is intended to support Foundation Phase mathematics teachers to prepare and deliver quality lessons to their learners. This is the lesson plan pack tor Term 3 containing fully planned mathematics lessons (and an assessment programme) for each day of the term.

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.

Term 3 Note: ANA preparation and implementation

The ANA tests are to be written in the third term. With this in mind, all lesson plans and assessments for the year have included questions on the curriculum work which is tested in the ANA. On-going thorough teaching of the curriculum content over the course of the year is the best possible preparation you can give your learners for the ANA. However, with a view to further supporting your ANA preparation, the second written assessment for Term 3 is a longer test, with questions on most of the content that has been covered in the year to date. This test is one of the term assessments but it also serves the purpose of revision for the ANA. After your learners have written the test you should take time to review the errors that they made. Build up your learner's confidence and knowledge by spending time on remediating the errors that you have identified. This will help your learners when they write the ANA. Two days in the term have been set aside for ANA. There are no lessons planned for these days so that you have some flexibility implementing the lesson plans during this period.
The department website where you can find past papers, exemplars and general ANA guidelines is:
http://www.education.gov.za/Curriculum/AnnualNationalAssessment/tabid/424/Default.aspx

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.

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 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.

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.
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.
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. **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.
9. **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.
10. **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.
11. **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.
12. **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.

Page	Lesson	Date	Lesson name	DBE	Date completed
62	**Lesson 21**	13 – Aug	Geometric Patterns	-	
64	**Lesson 22**	14 – Aug	Geometric patterns		
66	**Lesson 23**	15 – Aug	Data **Practical Activity**	Worksheet 96 (pgs. 66 & 67)	
68	**Lesson 24**	16 - Aug	Groups of ten – patterns and number lines	DBE Worksheet 79 (Page 30 & 31).	
70	**Lesson 25**	19 – Aug	Groups of ten – number lines for addition	DBE Worksheet 79 (Page 30 & 31).	
72	**Lesson 26**	20 – Aug	Twos – multiplication and division	Worksheet 81 (pgs. 34 & 35)	
74	**Lesson 27**	21 – Aug	Threes – multiplication and division	Worksheet 84 (pgs. 40 & 41)	
76	**Lesson 28**	22 – Aug	Fives – multiplication and division	Worksheet 79 (pgs. 30 & 31)	
78	**Lesson 29**	23 - Aug	Fours – multiplication and division	Worksheet 85 (pgs. 42 & 43)	
80	**Lesson 30**	**26 – Aug**	**Written Assessment 2**		
88	**Lesson 31**	27 – Aug	3-D objects	Worksheet 90 (pgs. 52 & 53)	
90	**Lesson 32**	28 – Aug	3-D objects	Worksheet 72 (pgs. 16 & 17)	
92	**Lesson 33**	29 – Aug	Fraction: Name the fraction parts	Worksheet 91 (pgs. 54 & 55)	
94	**Lesson 34**	30 – Aug	Fractions: Share and group things equally		
96	**Lesson 35**	02 – Sept	Fractions: Share and group things equally	Worksheet 92 (pgs. 56 & 57)	
98	**Lesson 36**	03 – Sept	2-D shapes: straight or round sides	-	
100	**Lesson 37**	04 – Sept	2-D shapes: straight or round sides	-	
102	**Lesson 38**	**05 - Sept**	**Written Assessment 3**	**Number, operations and relationships, patterns, fractions**	
106	**Lesson 39**	06 – Sept	Money	Worksheet 95a (pgs. 62 & 63)	
108	**Lesson 40**	09 – Sept	Money problems	Worksheet 95b (p 64)	
110	**Lesson 41**	10 – Sept	Length	-	
112	**Lesson 42**	11 – Sept	Length	-	
		12 – Sept	ANA	-	
		13 - Sept	ANA		

Term 3 plan

Week	Activities	Assessment	Comment
15 July – 19 July	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.
22 July – 26 July	Lesson plans week 2	22 July – 1 August Oral 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.
29 July – 2 Aug	Lesson plans week 3	22 July – 1 August Oral Counting 2 August: Practical Space and shape	
5 Aug – 8 Aug	Lesson plans week 4	7 August: Written Test 1 Number, operations and relationships	
12 Aug – 16 Aug	Lesson plans week 5	5 August – 14 August Oral Counting **Assessment Task 1 completed this week** 15 August: Practical Data handling 16-23 August Oral Counting	
19 Aug – 23 Aug	Lesson plans week 6	16-23 August Oral and practical Counting	
26 Aug – 30 Aug	Lesson plans week 7	27 August – 4 Sept Oral and practical Counting 26 August: Written Test 2 Number and operations, patterns and measurement **Assessment Task 3 completed this week.**	
2 Sep – 6 Sep	Lesson plans week 8	27 August – 4 Sept Oral Counting 5 Sept: Written Test 3 Number and operations, patterns and measurement **Assessment Task 3 completed this week.**	
9 Sep – 13 Sep	Lesson plans week 9	**ANA tests written during this week**	
16 Sep – 20 Sep	Lesson plans week 10 Revision	End of Term – Friday 20 September	Use the 4 days to recap key maths ideas that your learners need to consolidate. Reflect on the learners' work this term to make your choices for revision topics.

Lesson plan outline

*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 more about each aspect 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 3 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 third 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.
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.
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.
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 to 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.

Teacher resources Term 3

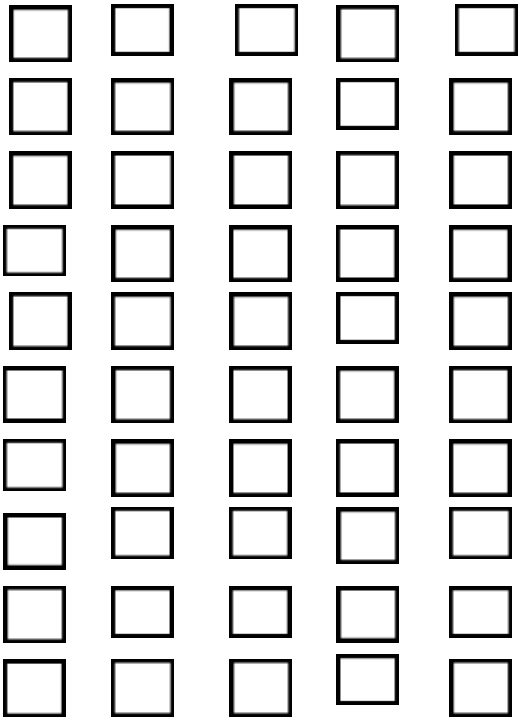
This is a list of the mathematical resources that you will need in this term. You need to make sure that you have them for the lessons for which they are recommended. If you do not have them speak to your coach about it so that GPLMS can do an audit of the resources not present in your school.

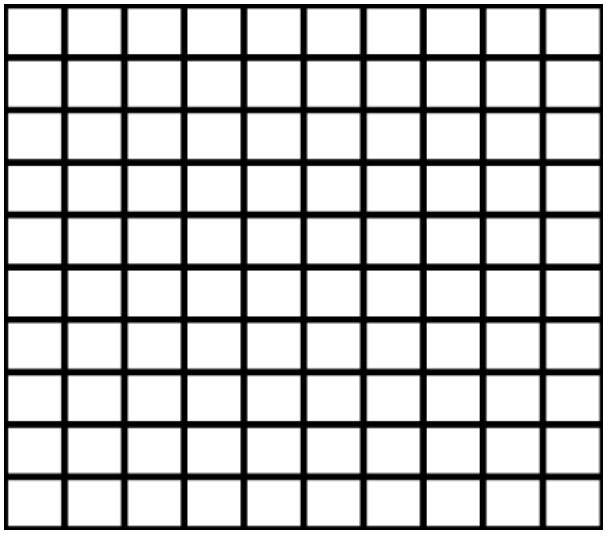
1. Counters
2. Abacus
3. Unifix cubes
4. Base ten blocks / Dienes' blocks (make your own using the printable we have provided if you don't have these)
5. Flard cards (place value cards): units, tens and hundreds (DBE workbook)
6. 1-100 number board (DBE workbook)
7. 101-200 number board (DBE workbook)
8. 501-600 number board (see the printable we have provided if you don't have these)
9. 601-700 number board (see the printable we have provided if you don't have these)
10. 701-800 number board (see the printable we have provided if you don't have these)
11. 10-1 000 number board (see the printable we have provided if you don't have these)
12. Flash cards with the number names and symbols for ordinal numbers up to 31 (1^{st}, 2^{nd}, 3^{rd}, 4^{th}, 5^{th}, …, 30^{th}, 31^{st}) (make your own)
13. Multiplication table (up to 10x10) (see printable we have provided if you don't have one)
14. Fraction strips (to eighths) (see printable we have provided if you don't have these)
15. Fraction circles (to eighths) (see printable we have provided if you don't have these)
16. 2-D shapes plastic (or make your own using cardboard – triangles, squares, rectangles and circles)
17. 3-D shape drawings (see printable we have provided if you don't have one of your own)
18. 3-D objects (ball shapes, box shapes (prisms), pyramids, cylinders, cones – collect your own if necessary)
19. 3-D shape nets (DBE workbook)
20. Map of South Africa (lesson 17)
21. Money cut-outs (DBE workbook)
22. Ruler
23. Clock templates (see printable we have provided if you don't have one of your own)
24. Year Calendar (find your own)

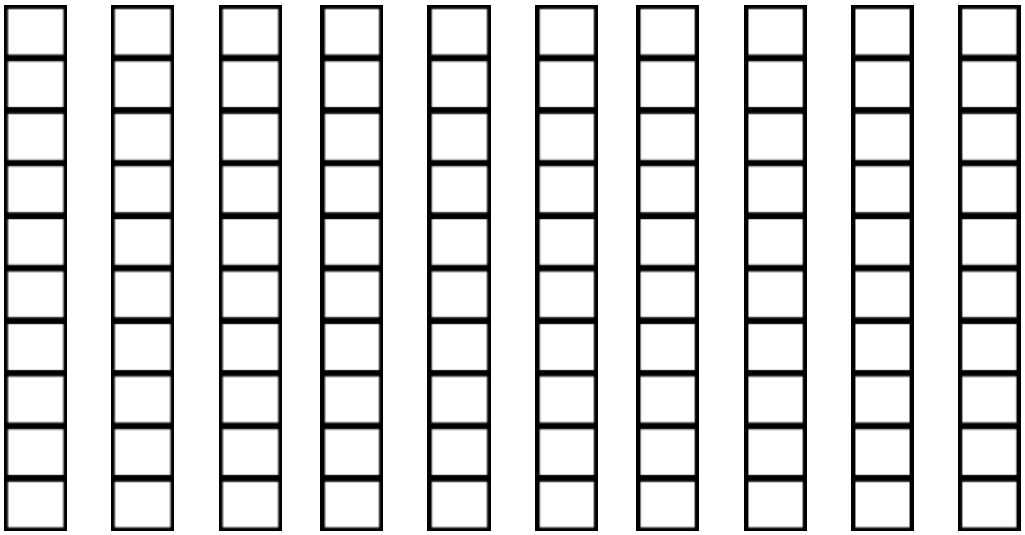
Resources for each day of teaching

There are also 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.

Base ten blocks







501-600 Number board

501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	570
571	572	573	574	575	576	577	578	579	580
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	600

601-700 number board

601	602	603	604	605	606	607	608	609	610
611	612	613	614	615	616	617	618	619	620
621	622	623	624	625	626	627	628	629	630
631	632	633	634	635	636	637	638	639	640
641	642	643	644	645	646	647	648	649	650
651	652	653	654	655	656	657	658	659	660
661	662	663	664	665	666	667	668	669	670
671	672	673	674	675	676	677	678	679	680
681	682	683	684	685	686	687	688	689	690
691	692	693	694	695	696	697	698	699	700

701-800number board

701	702	703	704	705	706	707	708	709	710
711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768	769	770
771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790
791	792	793	794	795	796	797	798	799	800

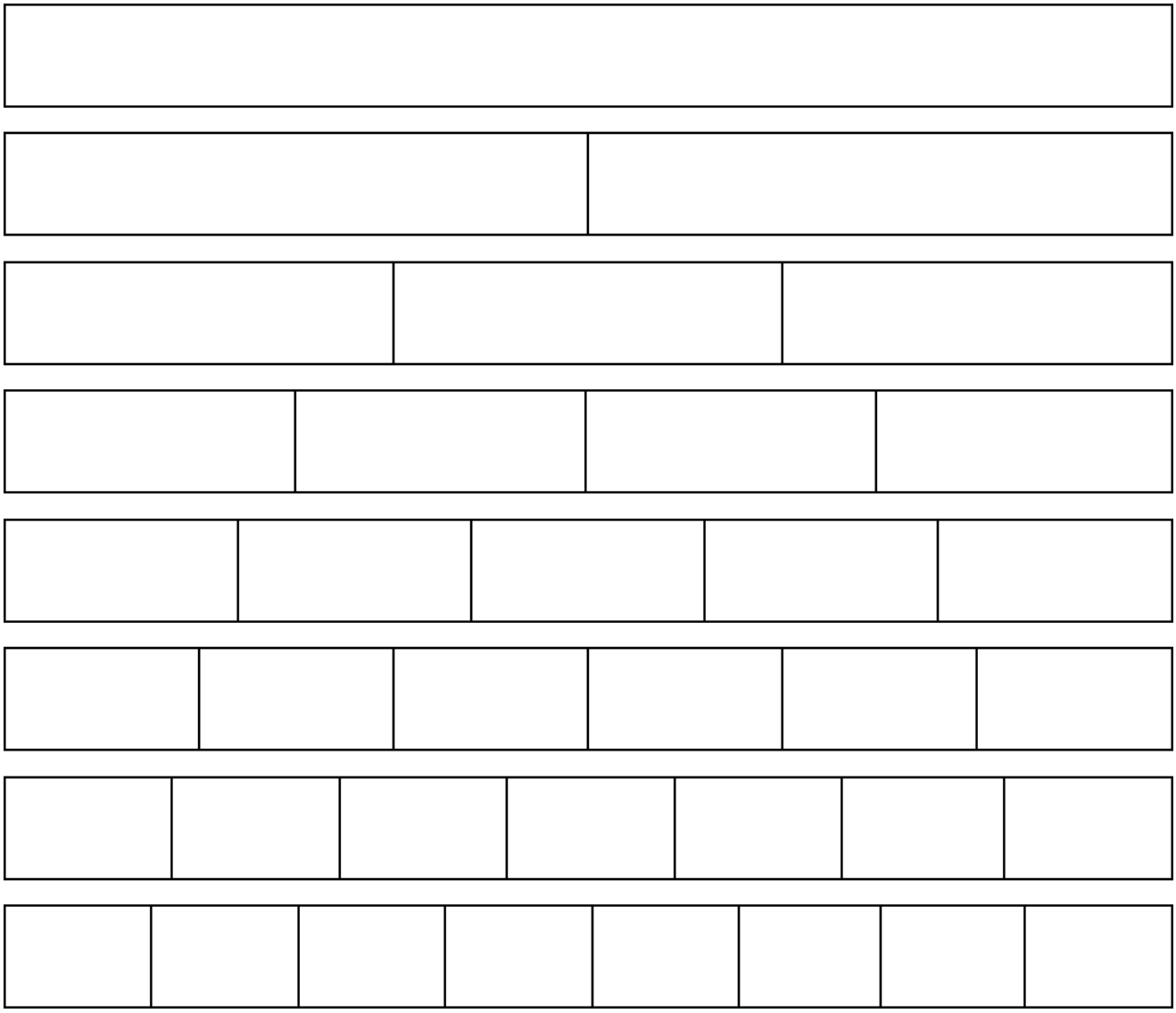
10 – 1 000

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1000

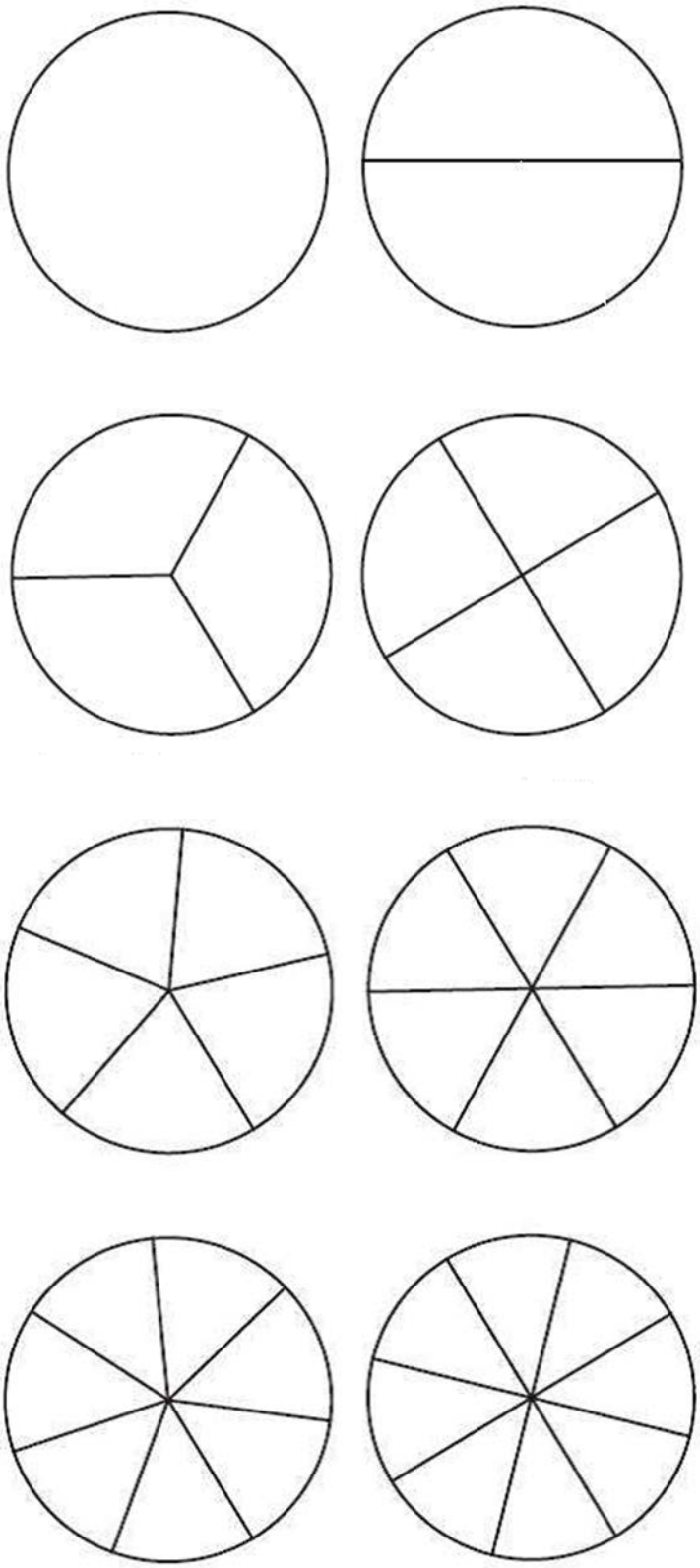
Multiplication table

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

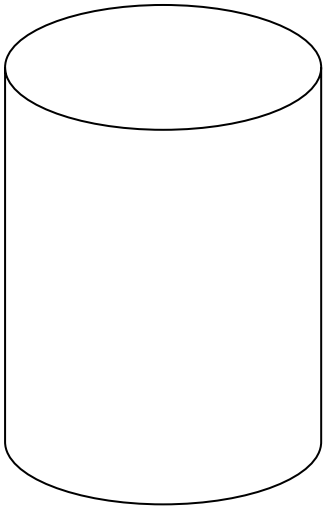
Fraction strips

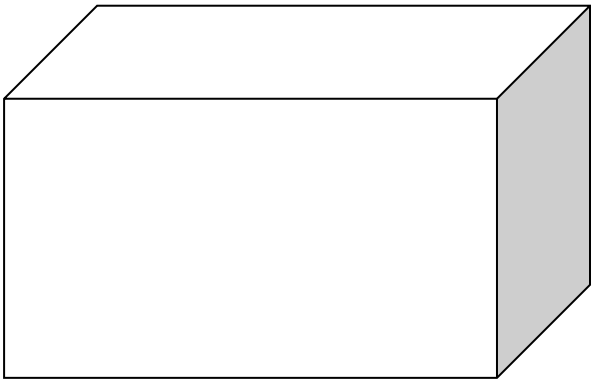


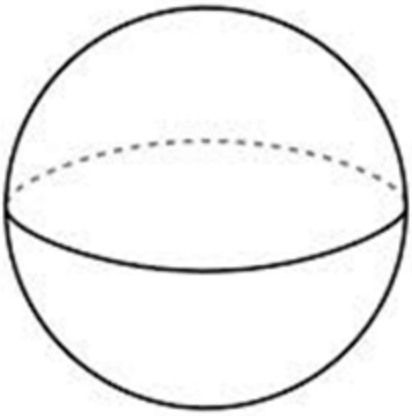
Fraction circles

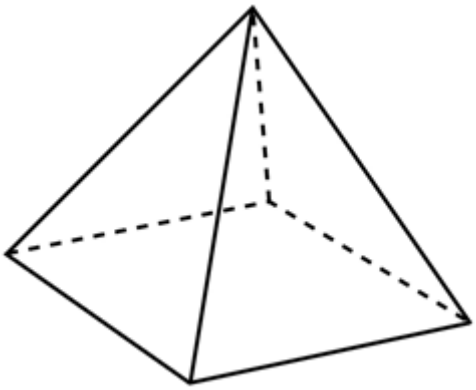


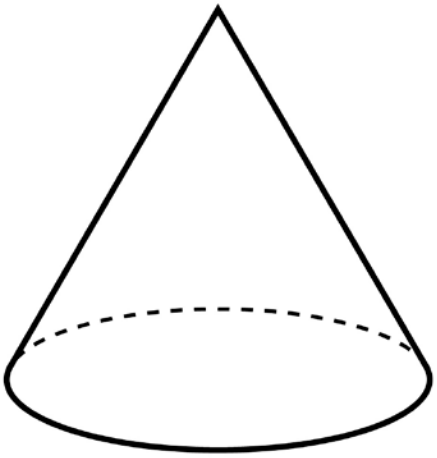
3-D shape drawings



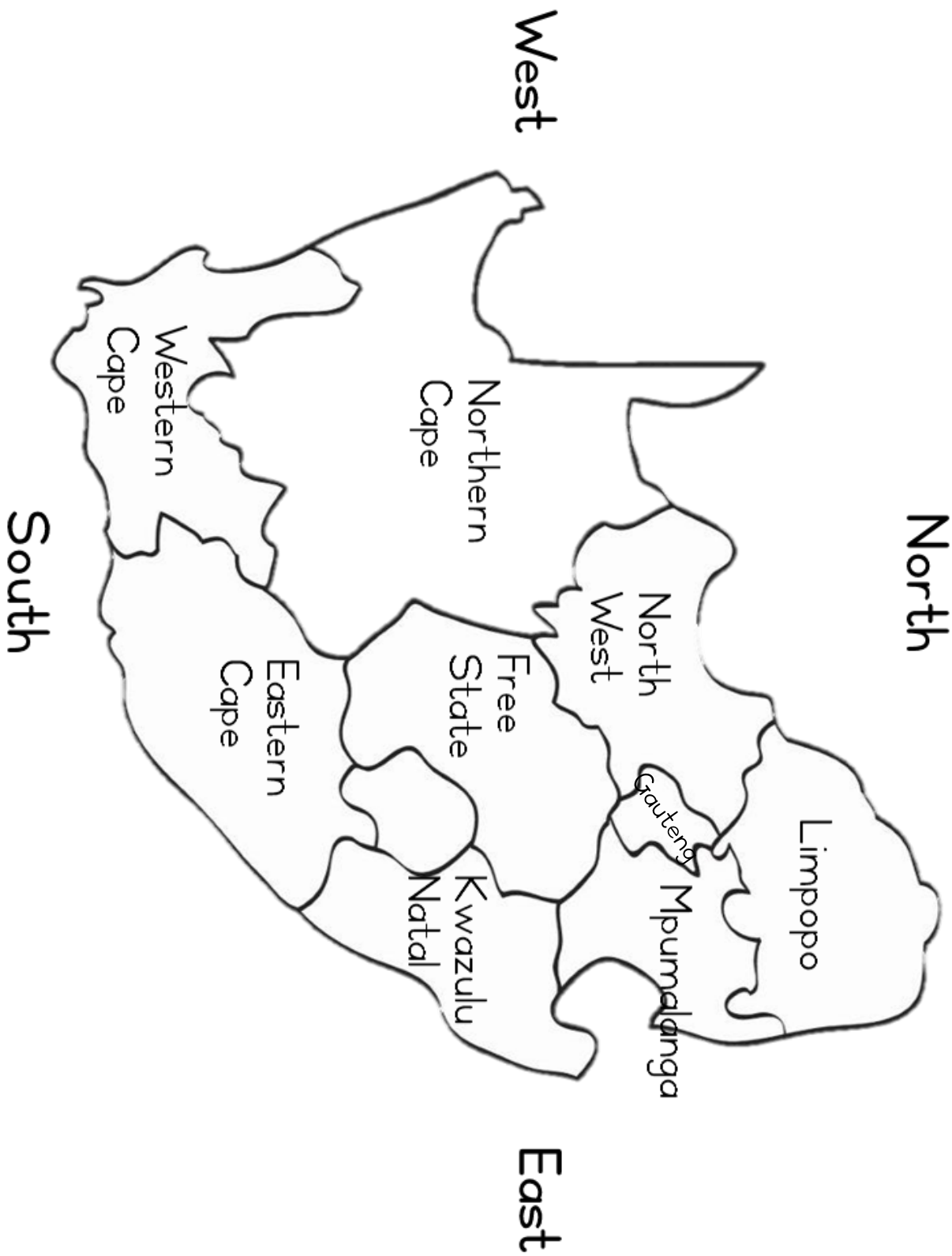




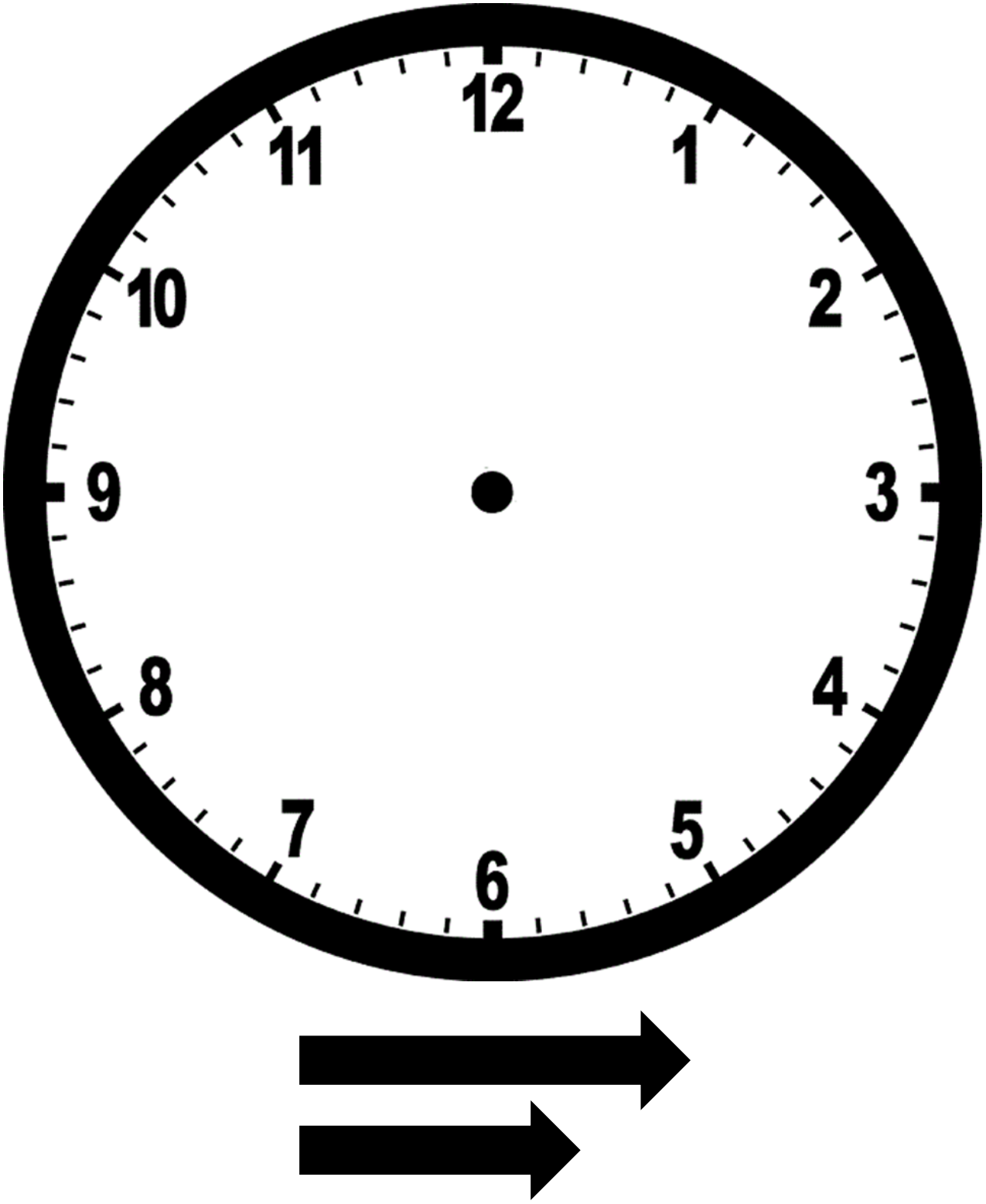




Map of South Africa



Clock template



Assessment Task 1

Activity 1 and 2: Oral and practical

- Number, operations and relationships
- Observation
- Note that you will not be able to assess your learners in one day, so you should assess a group of learners each day until they have all been observed. You can do this as a fun activity so the counting does not become too repetitive.

Activity 1: 22 Jul – 1 Aug

- Count objects to 400 in groups

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 **0 and 400** and beyond **7**

Activity 2: 5 Aug – 14 Aug

- Count forwards and backwards in 2s from 2 to 400.
- Count forwards and backwards in 5s from 5 to 400.
- Count forwards and backwards in 10s from 10 to 400.

Level	Criterion
1	Cannot count verbally forwards and backwards in 2s, 5s and 10s
2	Needs constant assistance to count verbally forwards and backwards in 2s, 5s and 10s
3	Counts verbally **forwards** without assistance but NOT backwards in 2s, 5s and 10s up to 400
4	Counts verbally forwards and backwards with no assistance in 2s, 5s and 10s up to 400 but makes 2 errors
5	Counts verbally forwards and backwards with no assistance in 2s, 5s and 10s up to 400 but makes 1 error
6	Counts verbally forwards and backwards independently in 2s, 5s and 10s up to 400
7	Independently and consistently counts verbally forwards and backwards independently in 2s, 5s and 10s up to 400 and beyond

Activity 3: Practical

- Space and Shape

Activity 3: 2 Aug **Position and direction** (Lesson 15)		
Observation checklist		**✔ or x**
• Locates starting point in grid		
• Able to follow instruction to move up		
• Able to follow instruction to move down		
• Able to follow instruction to move to the left		
• Able to follow instruction to move to the right		
• Completes all three paths correctly		
• Able to give instructions for own path to peer		
To assign levels, count the number of positive observations		**Level**
The ticks can be for any of the above criteria. The number of ticks determines the level.	1 ✔	1
	2 ✔	2
	3 ✔	3
	4 ✔	4
	5 ✔	5
	6 ✔	6
	7 ✔	7

Activity 4: Written Assessment 1

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

Lesson 18 – 07 Aug	**Assign levels according to the following totals**		
	Marks	Percentage	Level
Question 1: 4 marks Question 2: 1 mark Question 3: 1 mark Question 4: 1 mark Question 5: 2 marks Question 6: 2 marks Question 7: 3 marks Question 8: 4 marks Question 9: 4 marks Question 10: 3 marks **Total marks: 25**	0-7	0-29	1
	8-9	30-39	2
	10-12	40-49	3
	13-14	50-59	4
	15-17	60-69	5
	18-19	70-79	6
	20-25	80-100	7

Assessment Task 2

Activity 1 and 2: Oral and practical

- Number, operations and relationships
- Observation
- Note that you will not be able to assess your learners in one day, so you should assess a group of learners each day until they have all been observed. You can do this as a fun activity so the counting does not become too repetitive.

Activity 1: 16 Aug – 23 Aug

- Count objects to 750 in groups

Level	Criterion
1	• Cannot count verbally **1**
2	• Counts verbally with constant assistance **2**
3	• Counts verbally with some assistance **3**
4	• Counts verbally but makes 2 errors **4**
5	• Counts verbally but makes 1 error **5**
6	• Counts verbally independently **6**
7	• Independently and consistently counts verbally in twos between **0 and 80** and beyond **7**

Activity 2: 27 Aug – 4 Sept

- Count forwards and backwards in 2s from 0 to 700.
- Count forwards and backwards in 3s from 0 to 700.
- Count forwards and backwards in 4s from 0 to 700.
- Count forwards and backwards in 5s from 0 to 700.
- Count forwards and backwards in 50s from 0 to 1 000.
- Count forwards and backwards in 100s from 0 to 1 000.

Level	Criterion
1	Cannot count verbally in 2s, 3s, 4s, 5s, 50s, and 100s
2	Counts verbally in 2s, 3s, 4s, 5s, 50s, and 100s but with constant assistance
3	Counts verbally in 2s, 3s 4s, 5s, 50s, and 100s with some assistance with some of the counting sequences
4	Counts verbally in 2s, 3s 4s, 5s, 50s, and 100s but makes a few careless errors
5	Counts verbally in 2s, 3s 4s, 5s, 50s, and 100s but makes 1 or 2 careless errors
6	Counts verbally independently in 2s, 3s 4s, 5s, 50s, and 100s with no errors
7	Independently and consistently counts verbally in 2s, 3s 4s, 5s, 50s, and 100s beyond the specified number ranges

Activity 3: Practical

- Data handling

Activity 3: 15 August **Bar graph** (Lesson 23)		
Observation checklist		**✔ or x**
• Sort data into given categories		
• Tally data items in a table		
• Find data totals and record in table		
• Represent data on a bar graph		
• Use a scale to draw a bar graph		
• Label the bards on a bar graph		
• Answer questions about data on bar graph		
To assign levels, count the number of positive observations		**Level**
The ticks can be for any of the above criteria. The number of ticks determines the level.	1 ✔	1
	2 ✔	2
	3 ✔	3
	4 ✔	4
	5 ✔	5
	6 ✔	6
	7 ✔	7

Activity 4: Written Assessment 2

- Number, operations and relationships, Patterns, Fractions
- The copy of the learners' assessment (and memo) is given in Lesson 30.

Lesson 30 – 26 Aug	**Assign levels according to the following totals**		
	Marks	Percentage	Level
Question 1: 3 marks Question 2: 2 marks Question 3: 1 mark Question 4: 3 marks Question 5: 3 marks Question 6: 2 marks Question 7: 4 marks Question 8: 2 marks Question 9: 1 mark Question 10: 1 mark Question 11: 2 marks Question 12: 2 marks Question 13: 5 marks Question 14: 1 mark Question 15: 1 mark Question 16: 1 mark Question 17: 6 marks Total marks: 40	0-11	0-29	1
	12-15	30-39	2
	16-19	40-49	3
	20-23	50-59	4
	24-27	60-69	5
	28-31	70-79	6
	32-40	80-100	7

Assessment Task 3

Activity 1: Oral/practical

- Number, operations and relationships
- Observation

Observe a counting activity of your choice in the number range 0-750

Activity 2: Oral/practical

- Number, operations and relationships
- Observation

Observe a counting activity of your choice in the number range 0-1 000

Activity 3: Practical

- Time

Observe your learners' as they tell the time in hours, half hours and quarter hours. Design a rubric that you will use to assess the activity.

Activity 4: Written Assessment 3

- Number, operations and relationships, Patterns, Fractions
- The copy of the learners' assessment (and memo) is given in Lesson 38.

Lesson 38 – 5 Sept	**Assign levels according to the following totals**		
	Marks	Percentage	Level
Question 1: 7 marks Question 2: 2 marks Question 3: 2 marks Question 4: 2 marks Question 5: 1 mark Question 6: 1 mark	1-4	0-29	1
	5	30-39	2
	6-7	40-49	3
	8	50-59	4
	9-10	60-69	5
Total marks: 15	11	70-79	6
	12-15	80-100	7

Term 3: Grade 3 Mark Record Sheet

Learner Name	Surname	Assessment Task 1				Task Level	Assessment task 2				Task Level	Assessment task 3				Task Level	Term level
		Activities					Activities										
		1	2	3	4		1	2	3	4		1	2	3	4		
		Oral (22 Jul – 1 Aug)	Oral (5 – 14 Aug)	Practical (Lesson 15: 2 Aug)	Written (Lesson 18 – 7 Aug)		Oral (16 Aug – 23 Aug)	Oral (27 Aug - 4 Sept	Practical (Lesson 24: 15 Aug)	Written (Lesson 30 – 26 Aug)		Oral/Practical - own	Oral - own	Practical - own	Written (Lesson 38 – 5 Sept)		

Date:

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 500 objects out reliably, saying the names in sequence.
- Recognise, identify and read number symbols to 1 000 and names 0 to 250.
- Compare and order whole numbers up to 500.
- Decompose three-digit numbers into multiples of hundreds, tens and units/ones up to 500.

Lesson vocabulary: Number symbols 1 to 1 000, number names one to two hundred and fifty, greatest, smallest, smaller, bigger, compare, order, decompose, 3- digit numbers

Prior knowledge

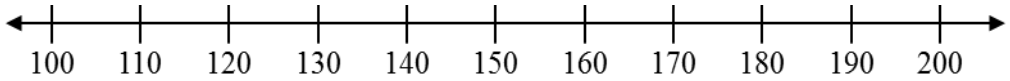
- In Grade 3Term 2 learners should have learnt to work with numbers up to 1 000 as above.

Mental maths – 10 minutes

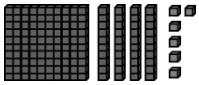
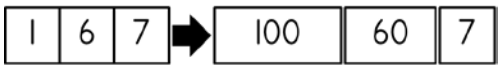
Do number bonds up to 30 with your learners.

Warm up activity – 20 minutes

Draw a number line from 100 to 200 on the board. Ask your numbers where to place numbers on this number line, such as 102, 125, 146, 170, 185 and so on.



Lesson content – concept development – 30 minutes

Activity& resources: Base ten blocks, flard cards	**Observation**	**Comments**
• Give learners 146 counters to count. Note if learners count in ones, tens or hundreds. • Give learners base ten blocks to count. How many blocks do you count?  Note if they count 100, 110, 120, 130, 140, …141, 142, 143…	Can learners: – Count objects to 500 in groups? – Decompose three-digit numbers up to 500? – Order and compare whole numbers up to 500.	*Make notes in your observation book.
Give learners some flard cards. Ask them to show you 167. *How would you break the one hundred and sixty seven into hundreds, tens and units?*  *We can say 167 is the same as 100 and 60 and 7.* Do the same with 127, 232, 463, 369 and 494.		
Write 350 on the board. Ask the learners to give you a number smaller then and greater than the number. Do the same with 248, 352, 454 and 379.		

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

Classwork activity (Group/independent work) – 30 minutes

Do the following activity in your maths book.

1. Give two numbers smaller than 481 but bigger than 450. (Any 2 numbers between 451 and 480)
2. Break 358 into hundreds, tens and units. (300 + 50 + 8)
3. Write these numbers from the smallest to the greatest: 440, 322, 331, 432, 341 (322, 331, 341, 432,440)
4. Complete: 400 + 90 + 8 = ☐ (498)

Reflection on Lesson:

Date:

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 400.
- Add up to 400.
- Subtract from 400.

Lesson vocabulary: Number symbols 1 to 1 000, number names one to two hundred and fifty, greatest, smallest, smaller, bigger, addition, subtraction

Prior knowledge

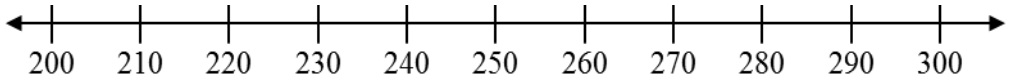
- In Grade 3Term 2 learners should have learnt to add up to 400 and subtract from 400.

Mental maths – 10 minutes

Practise number bonds up to 30.

Warm up activity – 20 minutes

Draw a number line from 200 to 300 on the board. Ask your learners where to place numbers on this number line, such as 209, 255, 234, 280, 275 and so on.



Lesson content – concept development – 30 minutes

Activity: Oral Word Problems	**Observation**	**Comments**
Give another word problem. We are 364 children on the train. One hundred and twenty-nine got off at the first stop. *How many children are left in the bus?* (235) Learners may use drawings to help them to solve the problem.	Can learners: - Solve addition and subtraction problems up to 400?	*Make notes in your observation book.
There are two hundred and ninety children in the hall. Another fifty-three arrive. *How many children are in the hall?*(343) Two hundred and thirty-seven children leave to play cricket. *How many children are in the hall now?* (106)		

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

Classwork activity (Group/independent work) – 30 minutes

Calculate the following:

1. 154 + 302 = ☐ (456)
2. 465 – 223 = ☐ (242)
3. 170 + ☐ = 398 (228)
4. ☐ - 35 = 284 (319)

Reflection on lesson:

Date:

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 numbers problems in context and explain own solutions to problems that involve equal sharing and grouping up to 75 with answers that may include remainders.

Lesson vocabulary: Group, grouping, left over, sharing, remainders, number problems.

Prior knowledge

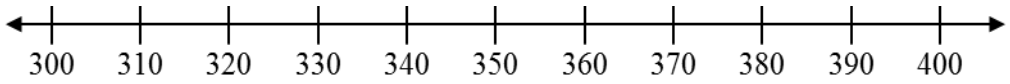
- In Grade 3 Term 2 learners should have learnt to work with grouping and sharing up to 75.

Mental maths – 10 minutes

Practise number bonds up to 30.

Warm up activity – 20 minutes

Draw a number line from 300 to 400 on the board. Ask your learners where to place numbers on this number line, such as 319, 325, 244, 380, 389 and so on.



Lesson content – concept development – 30 minutes

Activity& resources: Counters	**Observation**	**Comments**
• Give learners 48 counters. Ask them to put the counters into groups of 6. • Ask learners: *How many groups of six counters will you have*? (8) • Give learners 52 counters. Ask learners: *How many groups of 4 counters can you make?*(13) • Use the same counters. Ask them how many groups of 3 counters they can make. (17 and 1 left)	Can learners: – Group with whole numbers up to 75? Can learners: – Share with whole numbers up to 75?	*Make notes in your observation book.
• Give each pair of learners 63 counters. Tell them to share the counters between them in their pairs. • Ask learners: *How many counters do you each have*? (Answer: 31 and there is one left) • Ask the learners: *Why is there 1 left over*? (Answer: 63 is an odd number and cannot be shared equally between two people. Sharing equally means we all have to have the same amount) Note that this can also be linked to fractions. Learners might answer each will get 21 and a half counters.		

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

Classwork activity (Group/independent work) – 30 minutes

Make drawings to show and then give the answer.

1. 65 sweets shared between two children. *Do you have any sweets left?* (32 each and 1 left)
2. Put seventy-one sweets in three packets. *Do you have any sweets left?* (2)

Reflection on lesson:

Date:

Lesson 4: Revise – Measurement, time and data handling

Teacher's notes

CAPS Topics:1.2 Counting forwards and backwards, 4.1 Time, 4.2 Length, 4.3 Mass, 5.5Represent data, 1.16 Mental mathematics

Concepts and skills for today

- Estimate, measure, compare, order and compare length using non-standard and standard measures.
- Estimate, measure, compare, order and record mass using a balancing scale and non-standard measures e.g. blocks, bricks, etc.
- Tell 12-hour time in hours, half hours, quarter hours and minutes.
- Represent data in tables.
- **Lesson vocabulary:** Numbers 0-500, time, half hours, hours, quarter hours, minutes, hand spans, balancing scale, data, tables, estimate, measure, compare, order, non-standard /standard measures,

Prior knowledge

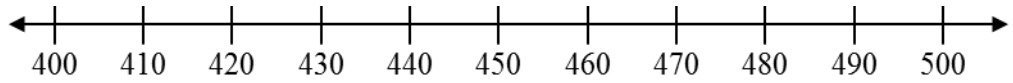
- In Grade 3 Term 2 learners should have learnt about capacity and representing data in tables.

Mental maths – 10 minutes

Practise number bonds up to 30.

Warm up activity – 20 minutes

Draw a number line from 400 to 500 on the board. Ask your numbers where to place numbers on this number line, such as 405, 438, 467, 422, 488 and so on.



Lesson content – concept development – 30 minutes

Activity	Observation	Comments
Revise comparing and ordering length using standard units. See term 2, lesson 34.	Can learners: – Compare and order length – Compare and order mass – Tell 12-hour time – Represent data in pictograph with one-to-one correspondence?	*Make notes in your observation book.
• Revise comparing and ordering mass using kilograms. See term 2, lesson 43 and 44. • Revise telling 12- hour time in hours, half hours, quarter hours and minutes. Show learners clocks and let them write the times on their slates. Ask: "*What is the time?"* They say/show: It is quarter past two. These are the favourite colours in our class. y stands for yellow, b for blue, g for green, o for orange and r for red.  Represent data in pictograph with one-to-one correspondence – • Collect data on other themes from learners in the class and let them draw other pictographs to represent the data.		

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

Classwork activity (Group/independent work) – 30 minutes

Complete a table in your classwork book.

1. Draw clocks and show the following times: quarter to 2, half past 8, quarter past11.

Reflection on lesson:

Date:

Lesson 5: Revise Money

Teacher's notes

CAPS Topics:1.11 Money 1.13 Addition and subtraction, 1.16 Mental mathematics

Concepts and skills for today

- Add up to 400.
- Subtract from 400.
- Recognise and identify the South African coins and bank notes
- Solve money problems involving totals and change in rands and cents.

Lesson vocabulary: Money, bank notes, coins, change, rands, cents, totals.

Prior knowledge

- In Grade 3 Term 2 learners should have learnt to solve money problems involving rands and cents.

Mental maths – 10 minutes

Practise number bonds up to 30.

Warm up activity – 20 minutes

Draw your own number line from 500 to 600 on a slate. Fill in the numbers in multiples of 10.

Lesson content – concept development – 30 minutes

Activity	Observation	Comments
See Term 2, lessons 16, 17 and 18 • I have R20 in my purse. I go the shop and buy sweets for R18. *How much money do I have left in my purse?* (R2) • Dad gave me R12, 50 and mom gave me R3, 50 to spend at the shop. *How much money do I have to spend?* (R16) • I have saved up R44. I want to buy a toy that costs R58. *How much money do I still have to save?*(R14) • 3 ten Rand notes and 7 R2 coins will give me ___? (R44)	Can learners: – Add up to 400 and subtract from 400? – Solve money problems involving rands and cents?	*Make notes in your observation book.

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

Classwork activity (Group/independent work) – 30 minutes

Do these in your classwork books.

1. Write as rands and cents:
   154 cents (R1,54)
   302 cents (R3,02)
2. Take R1,25 away from R4, 00. (R2,75)
3. I save R2,50 every week for 5 weeks in a row. How much money did I save altogether? (R12,50)
4. If I share R25 among 5 children, how much will they each child get? (R5)

Reflection on lesson:

Date:

Lesson Topic: Numbers 500 – 600

Teacher's notes

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

Lesson vocabulary: Describe, compare, whole numbers, smaller than, greater than, bigger than, more than, fewer than, equal to, smallest, smaller than, greatest, number symbol.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Describe and compare whole numbers up to 50 using smaller than, greater than, more than, fewer than and is equal to, as well as smallest to greatest and greatest to smallest.
- Identify, recognise, write and read number symbols 0 to 150 and number names 0 to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 1s from any number between 0 and 500.

Mental maths activity - 10 minutes

	Order these numbers from biggest to smallest:	**Answer**		Arrange these numbers from biggest to smallest:	**Answer**
1.	501, 387, 498, 500	501, 500, 498, 387	6.	278,298, 325, 165	325, 298, 278, 165
2.	411, 300, 365, 422	422, 411, 365, 300	7.	554, 545, 523, 532	554, 545, 532, 523
3.	324,321, 252,298	324, 321, 298, 252	8.	212,154,189, 221	221, 212, 189, 154
4.	378, 315, 398, 387	398, 387, 378, 315	9.	203, 403, 409, 201	409, 403, 203, 201
5.	414,456, 502, 400	502, 456, 414, 400	10.	154, 145, 114, 169	169, 154, 145, 114

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates, number boards (501-600 – make your own large board on cardboard to use when you do the activity with the class), counters

Concepts

- Describe and compare whole numbers up to 600 using smaller than, greater than, more than, fewer than and is equal to, as well as smallest to greatest and greatest to smallest.
- Identify, recognise, write and read number symbols 0 to 600.

Activity 1

This is an individual activity. Give each learner a 501 - 600 number board.

- Ask them to place counters on the:
  - following numbers: 512, 520, 502, 501, 521
  - numbers that are between 515 and 520 (516, 517, 518, 519)
  - numbers that are between 599 and 596 (598, 597)
- Find the numbers that are 1 more than 534 and 539 (535, 540)

- Find the numbers that are equal to 5 hundred + 8 tens+ 4 (584) and
- 5 hundreds + 9 tens + 9 (599)

Activity 2

- Ask the learners to:
  - Take five counters and place them on any five numbers on their number board.
  - Share these numbers with the class.
- Give learners any five numbers. They place their counters on these numbers.
- Learners write these numbers on their slates/whiteboards from the smallest to the biggest.
- Write the same numbers from the biggest to the smallest.

Remediation: Ask the learners to place a counter on number 538 on the number board. (Remind them not to say "five thirty-eight", but "five hundred and thirty-eight".) Ask them to show you on the number board where the numbers are that are bigger than 583 and smaller than 583.
Problem solving: *I have a number between 520 and 530.The number ends with a 2. What is my number?* (522)
Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	550
571	572	573	574	575	576	577	578	579	570
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	600

1. Circle any five numbers that are less than 576. (Any numbers between 575 to 501)
2. Put a cross on+ five numbers that are more than 576. (Any numbers between 577 and 600)
3. Write these numbers from the smallest to the biggest: 515, 555, 505, 551, 550 (505, 515, 550, 551, 555)
4. Write these numbers from the biggest to the smallest: 599, 509, 519, 590, 501 (599, 590, 519, 509, 501)
5. Draw and complete this number line: 530 to 540 (530, 531, 532, 533, 534, 535, 536, 537,538, 539, 540). Circle the number that is 2 more than 532. Circle the number that is equal to 536.
6. Complete DBE Worksheet 65b (Page 3)

5. Homework activity – 5 minutes

Do the following in your DBE workbook.

1. DBE Worksheet 65a (Page 2)

6. Reflection on lesson:

Date:

Lesson Topic: Numbers 500 – 600 - place value

Teacher's notes

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

Lesson vocabulary: Describe, compare, whole numbers, between, before, after, number symbol, number name, place value, more than, less than, order, decompose, 3-digit numbers, multiple, hundreds, tens and ones/units, numeral.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Describe and compare whole numbers up to 50 using smaller than, greater than, more than, fewer than and is equal to, as well as smallest to greatest and greatest to smallest.
- Identify, recognise, write and read number symbols 0 to 150 and number names 0 to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 1s from any number between 0 and 600.

Mental maths activity - 10 minutes

	Answer the following:	**Answer**		Answer the following:	**Answer**
1.	What is 1 more than 136?	137	6.	What is 3 less than 45?	42
2.	What is 5 more than 154?	159	7.	What is 2 less than 71?	69
3.	What is 2 more than 130?	132	8.	What is 4 less than 154?	150
4.	What is 2 more than 211?	213	9.	What is 5 less than 180?	175
5.	What is 3 more than 145?	148	10.	What is 10 less than 200?	190

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

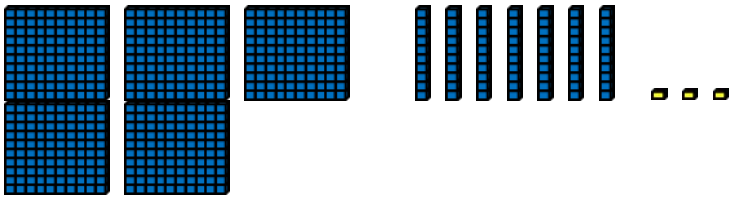
Resources: Slates, base ten blocks (if you don't have enough for all of your learners then you need to make one set for yourself to demonstrate with – see printable teacher resource), flard cards (see DBE workbook), number cards (560-570)

Concepts

- Describe and compare whole numbers up to 600 using before, after and between.
- Identify, recognise, write and read number symbols 0 to 600.
- Identify, recognise, read and write number names 0 to 600.
- Decompose three-digit numbers up to 600 into multiples of hundreds, tens and ones/units.

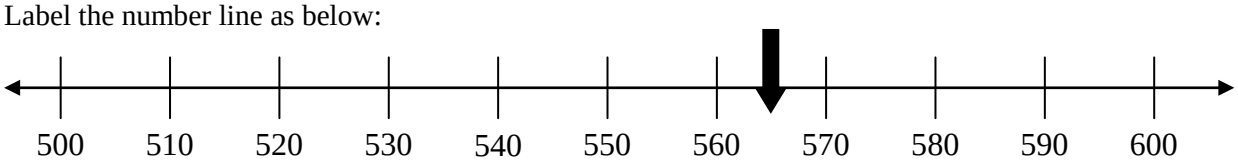
Activity 1: This is a class activity. Write '573' on the board. Ask learners to:

- Read the number. (Five hundred and seventy-three)
- Write the numeral on your slate. (573)
- Show the number using your base ten blocks. (5 hundreds and 7 tens and 3 units)



- Show the number using your flard cards. | 500 | | 70 | | 3 |
- Repeat the sequence of questions using other numbers in the range, e.g. 594,(500 and 90 and 4) 501,(500 and 1) 583,(500 and 80 and 3) 519.(500 and 10 and 9)

Activity 2: Draw a 500 - 600 number line on the board before the lesson
Label the number line as below:



- Ask learners to come up to the board and help you to place 565 on the number line. After the learner places the number on the number line ask the learner why he/she placed it there. (It is very important to get children to verbalise their thinking at this stage.)
- Do the same with the following numbers: 565, 594, 501, 564, 583, 519

Activity 3: Number cards in this activity are optional. If you have not got them, just write the numbers from 560 to 570 on the board in a jumbled order and ask the learners to write the numbers in order from smallest to biggest on their slates.
Give learners number cards for the numbers 560 to 570.

- Place/write the number cards/ numbers in the correct order.
- Optional – if you have time - Repeat the activity with other numbers between 500 and 600.)

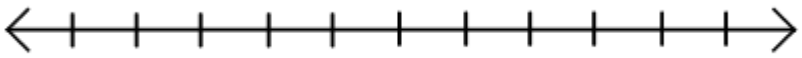
Remediation: Counting: give learners base ten blocks to count up to 90 in tens (10, 20, 30 ,40, 50 60, 70, 80, 90). Count up to 600 in 100s, using base ten blocks (100, 200, 300, 400, 500, 600). Learners show number 563, using their base ten blocks. Ask them to show you the number that is one smaller (562) and the one that is one more (564)

Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1. Write a number sentence and the answer for five 100 blocks and two 10 blocks and 9 blocks. (500 + 20 + 9 = 229)
2. Write a number sentence and the answer for 500 and 80 and 6. (500 + 80 + 6 = 586)
3. Draw and complete a 560 – 570 number line using this blank number line.



   a) Circle all the numbers that are before 565. (564, 563, 562, 561, 560)
   b) Make a cross over all the numbers that are after 565. (567, 568, 569, 570)
4. Write 328 in words. (three hundred and twenty-eight)
5. Write 472 in words. (four hundred and seventy-two)
6. Complete DBE Worksheet 66 a (Page 4)

5. Homework activity – 5 minutes

Do the following in your DBE Workbook.

1. Complete DBE Worksheet 66b (Page 5)

6. Reflection on lesson:

Date:

Lesson Topic: Numbers 600 – 700 – place value

Teacher's notes

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

Lesson vocabulary: Describe, compare, whole numbers, between, before, after, number symbols, number names, place value, order, decompose, 3-digit numbers, multiple, hundreds, tens and ones/units.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count forwards and backwards from 0 – 200.
- Describe and compare whole numbers up to 50 using smaller than, greater than, more than, fewer than and is equal to, as well as smallest to greatest and greatest to smallest.
- Identify, recognise, write and read number symbols 0 to 150 and number names 0 to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 10s from any given multiple between 0 and 600, e.g. 330, 340, 350 ….

Mental maths activity - 10 minutes

	Give a number between:	**Answer**		Give a number between:	**Answer**
1.	458 and 460	459	6.	535 and 533	534
2.	78 and 80	79	7.	398 and 400	399
3.	104 and 102	103	8.	289 and 291	290
4.	498 and 496	497	9.	478 and 476	477
5.	487 and 489	488	10.	189 and 191	190

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates, base ten blocks (see lesson 7), flard cards (see lesson 7).

Concepts

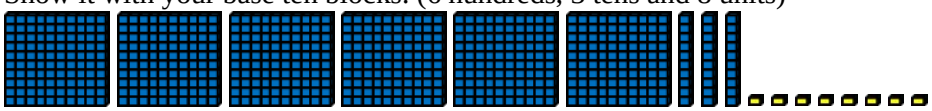
- Describe and compare whole numbers up to 700 using before, after, between.
- Identify, recognise, write and read number symbols 0 to 700.
- Identify, recognise read and write number names 0 to 600.
- Decompose three-digit numbers to 700 in multiples of hundreds, tens and ones/units.

Activity 1

This is a class activity.

Write number 638 on the board. Ask learners to:

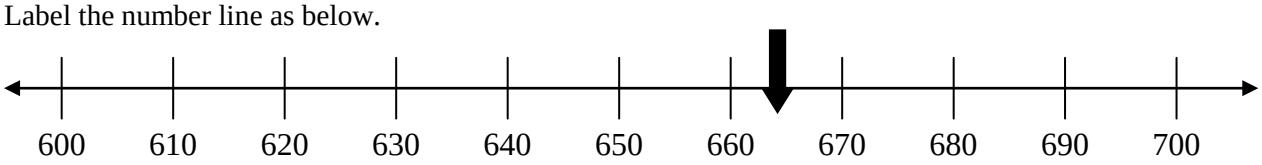
- Read the number. (six hundred and thirty-eight)
- Write the number on your slate/whiteboard. (638)
- Show it with your base ten blocks. (6 hundreds, 3 tens and 8 units)



Date:

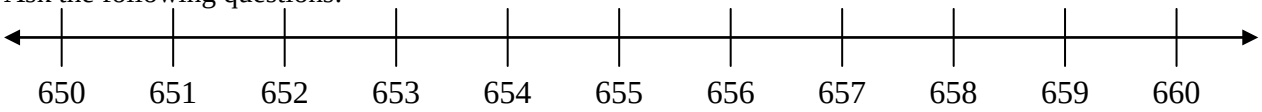
- Show the number using your flard cards. | 600 | 30 | 8 |
- Repeat the sequence of questions using other numbers in the range, e.g. 624 (600 and 20 and 4), 681 (600 and 80 and 1)

Activity 2: Draw a number line on the board before the lesson starts to save time
Label the number line as below.



- Ask the learners to show you where 665 will be on the number line.
- They also find the following numbers in the number line: 688, 622, 699, 601

Activity 3: Rub out the numbering on the number line from Activity 2 and re-do the numbering for this activity (650-570) during the lesson.
Ask the following questions:



- *Which number is before 653?* (652)
- *Which number comes after 657?* (658)
- *Which two numbers are between 651 and 654?* (625, 653)

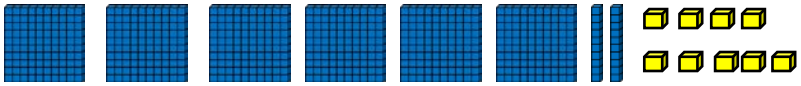
Remediation: Give learners base ten blocks to use to count up to 100 (10, 20, 30, 40, 50, 60, 70, 80, 90, 100). Count in hundreds up to 700 using base ten blocks (100, 200, 300, 400, 500, 600, 700). Learners use base ten blocks to show you 628. Now they have to show the number that is one smaller than 628 (627) and one bigger than 628. (629)

Enrichment: See Enrichment Activity Cards

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

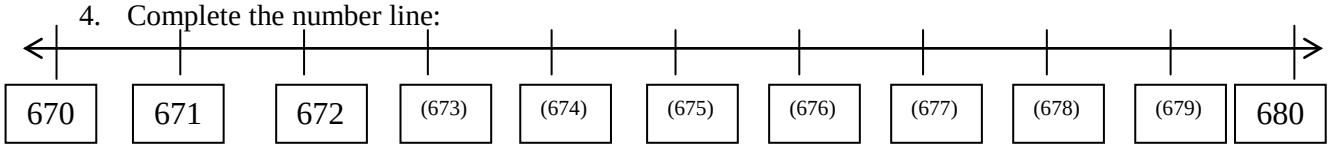
Do the following questions in your maths book.

1. Show the following numbers using base ten blocks and then write a number sentence for each: The first one has been done for you.
   a. 629



600 20 + 9 = 629

   b. 648 (600 + 40 + 8 = 648) and
   c. 662 (600 + 60 + 2 = 662)
2. Write a number sentence and answer for the following: 600 and 80 and 3 (600 + 80 + 3 = 683), 90 and 600 and 8. (600 + 90 + 8 = 698)
3. Write 493 in words. (four hundred and ninety-three)
4. Complete the number line:



5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 69 (Pages 10 & 11)

6. Reflection on lesson:

Date:

Lesson Topic: Numbers 700 -780

Teacher's notes

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

Lesson vocabulary: Describe, compare, whole numbers, smaller than, greater than, more than, fewer than, equal to, smallest, greatest, number symbol, number, ordinal numbers, order, place, position, first, second, third ….thirtieth, 1st, 2nd, 3rd ….. 31st

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Counting forwards and backwards from 0 – 200.
- Describe and compare whole numbers up to 50 using smaller than, greater than, more than, fewer than and is equal to, as well as smallest to greatest and greatest to smallest.
- Identify, recognise, write and read number symbols 0 to 150 and number names 0 to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 10s from any given multiple between 0 and 600, e.g. 255, 265, 275 …

Mental maths activity - 10 minutes

	Order these numbers from the smallest to the biggest.	**Answer**		Order these numbers from the smallest to the biggest.	**Answer**
1.	478, 487, 477, 488	477, 478, 487, 488	6.	382, 328, 338, 383	328, 338, 382, 383
2.	546, 456, 465, 455	455, 456, 465, 546	7.	384, 283, 483, 538	283, 384, 483, 538
3.	383, 387, 378, 373	373, 378, 383, 387	8.	503, 513, 533, 535	503, 513, 533, 535
4.	299, 301, 298, 300	298, 299, 300, 301	9.	444, 455, 433, 344	344, 433, 444, 455
5.	198, 158, 164, 129	129, 158, 164, 198	10.	233, 235, 212, 221	212, 221, 233, 235

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates, number boards (701-800), counters, 3 sets of flashcards (You need to make these for yourself on cardboard - word names: first –thirty first, Numeric form: 1st - 31st and letter of the alphabet: a-z)

Concepts

- Order a given set of numbers up to 600.
- Use ordinal numbers to show order, place and position, including abbreviated form up to 31st.

Activity 1

Use the 701 – 800 number board in the class work activity to answer the following questions.

- *What is the seventh number on the board?* (707), the *seventeenth number?* (717), the *twenty seventh number*? (727)
- *What is the fifteenth number after 710?* (725)
- *What is the twenty first number after 710?* (731)
- *740 is the ___ number after 720*? (thirtieth)
- Do a few more examples reinforcing the concepts of first to thirtieth.

Date:

Activity 2

- Revise ordinal numbers in numeric form 1st-3st Arrange flashcards as shown below on the board with prestik and ask learners to match the ordinal numbers with their numeric symbols.

in sequence **randomly**

Activity 3

Draw this table on the chalkboard and complete it with the learners using the 701-800 number board

For all these questions count from 710:		
Number	**Ordinal Number**	**Numeric form**
(732)	twenty second	(22nd)
(741)	(thirty first)	31st
728	(eighteenth)	(18th)
(730)	(twentieth)	20th
(727)	seventeenth	(17th)

Remediation: Organise cards with a-z, ordinal number and numeric symbols as follows:

Group	Letters	Ordinals	Numeric symbols
1	a-j	first-tenth	1st-10th
2	k-t	eleventh-twentieth	1th-20th
3	u-z	twenty first-twenty sixth	21st-26th

Learners match 3 sets of cards from Group 1, then group 2 and finally group three below. Match all three groups

Enrichment: See Enrichment Activity Cards

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

Do the following questions based on the 701-800 number board in your maths book

701	702	703	704	705	706	707	708	709	710
711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768	769	770
771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790
791	792	793	794	795	796	797	798	799	800

1. Circle the twelfth number in. (712)
2. 731 is the ___(thirty first) number.
3. We can also write this as the ___(31st) number.
4. ___(t) is the twentieth letter of the alphabet.
5. The fifteenth letter of the alphabet is ___(o).
6. Complete DBE Worksheet 111 (Page 98 & 99)

5. Homework activity – 5 minutes

In your homework book draw a 720 – 730 number line and show the following:

1. Circle the number that is two less than 723 (721)
2. Circle the numbers between 721 and 724 (722, 723)
3. Circle this number: 700 and 5 and 20 (725)
4. Circle the answer for this number sentence: 700 + 20 + 9 (729)
5. Circle this number: 7 hundreds and 2 tens and 8 units (728)

6. Reflection on lesson:

Date:

Lesson Topic: Numbers 700- 750 – place value

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 1.5 Place value 1.16 Mental Mathematics

Lesson vocabulary: Order, describe, compare, whole numbers, smaller than, greater than, more than, fewer than, equal to, smallest, biggest, greatest, number symbol, number name, place value, decompose, 3-digit numbers, hundreds, tens and ones/units, numeral.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Describe and compare whole numbers up to 50 using smaller than, greater than, more than, fewer than and is equal to, as well as smallest to greatest and greatest to smallest.
- Identify, recognise, write and read number symbols 0 to 150 and number names 0 to 50.

Assessment

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

1. Mental Maths

Counting – 5 min

- Count forwards and backwards in 100s between 0 and 700, e.g. 200, 300, 400 ….

Mental maths activity - 10 minutes

	Put these numbers in order from the biggest to the smallest number:	**Answer**		Put these numbers in order from the biggest to the smallest number:	**Answer**
1.	478, 487, 477, 488	488, 487, 478, 477	6.	382, 328, 338, 383	383, 382, 338, 328
2.	546, 456, 465, 455	546, 465, 456, 455	7.	384, 283, 483, 538	538, 483, 384, 283
3.	383, 387, 378, 373	387, 383, 378, 373	8.	503, 513, 533, 535	535, 533, 513, 503
4.	299, 301, 298, 300	301, 300, 299, 298	9.	444, 455, 433, 344	455, 444, 433, 344
5.	198, 158, 164, 129	198, 164, 158, 129	10.	233, 235, 212, 221	235, 233, 221, 212

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates, base ten blocks (see lesson 7), flard cards (see lesson 7).

Concepts

- Describe and compare whole numbers up to 750 using before, after, between.
- Identify, recognise, write and read number symbols and names to 750.
- Decompose three-digit numbers to 750 in multiples of hundreds, tens and ones/units.

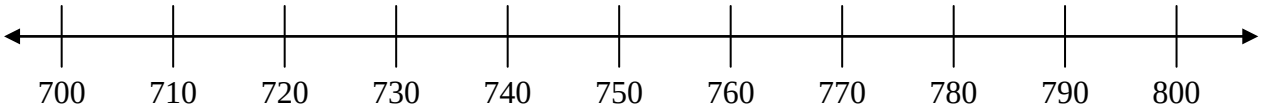
Activity 1

This is a class activity. (Refer to Lesson 8 for guidelines for learner solutions). Write the number 725 on the board. Ask learners to:

- Say the number. (seven hundred and twenty-five)
- Write the numeral on your slate. (725)
- Show the number with your base ten blocks.
- Show the number with your flard cards.
- Repeat the exercise with number 781 or other 3-digit numbers between 700 and 750.

Date:

Activity 2: Draw a number line on the board before the lesson starts to save time
Draw a 700 – 800 number line on the board. (Demarcations in 10's : 700, 710, 720 ….800).



Ask the learners to:

- show where 743 will be on the number line.
- Find these numbers on the number line: 718, 788, 735, 790

Activity 3: Rub out the numbering on the number line from Activity 2 and re-do the numbering for this activity during the lesson. That way you don't have to re-draw the number line.
(re-number from 720-230, demarcations in units – see lesson 8 for a number line labelled in this way)

Learners draw a 720 – 730 number line on their slates/white boards and show you the following:

- The number that comes before 722. (721)
- The number that comes after 728. (729)
- The two numbers between 723 and 726. (724, 725)
- The number before 728. Write the answer in words. (seven hundred and twenty-seven)
- The number after 727. Write the answer in words. (seven hundred and twenty-eight)

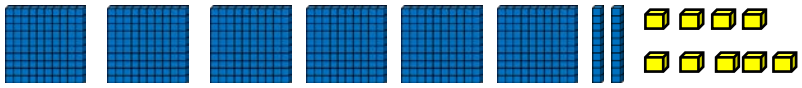
Remediation: Give learners base ten blocks to use to count in tens up to 100. (10, 20, 30, 40, 50, 60, 70, 80, 90, 100) Now count up to 800 in 100s using base ten blocks. (100, 200, 300, 400, 500, 600, 700, 800) Learners use the base ten blocks to show 714. Then show the number that is one smaller than 714 (713) and one bigger than 714. (715)

Enrichment: See Enrichment Activity Cards

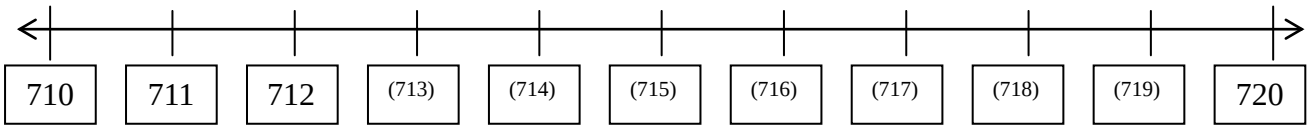
4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Show the following numbers using base ten blocks and then write a number sentence for each: The first one has been done for you.
   a. 629



   600 20 + 9 = 629
   b. 606 (600 + 6 = 606) and
   c. 670 (600 + 70 = 670)
2. Write a number sentence and then an answer for these: 700 and 10 and 4 (700 + 10 + 4 = 714), 20 and 700 and 9. (700 + 20 + 9 = 729)
3. Draw and complete the number line:



4. Write down all the numbers on the number line that comes before 714. (713, 712, 711, 710)
5. Write down all the numbers on the number line that comes after 716. (717, 718, 719, 720)
6. Write the number that is between 712 and 714 in words (seven hundred and thirteen).

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson:

Date:

Lesson Topic: Number: Rounding off to the nearest ten

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.3 Number symbols and number names 1.6 Problem solving techniques: Rounding off in tens 1.16 Mental Mathematics

Lesson vocabulary: Describe, compare, whole numbers, smaller than, greater than, more than, fewer than, equal to, smallest, greatest, number symbol.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Describe and compare whole numbers up to 50 using smaller than, greater than, more than, fewer than and is equal to, as well as smallest to greatest and greatest to smallest.
- Identify, recognise, write and read number symbols 0 to 150 and number names 0 to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 1s from any number between 0 and 600.

Mental maths activity - 10 minutes

	Answer the following:	**Answer**		Answer the following:	**Answer**
1.	What is 1 more than 436?	437	6.	What is 3 less than 545?	542
2.	What is 1 less than 502?	501	7.	What is 4 more than 471?	475
3.	What is 2 more than 336?	338	8.	What is 4 less than 354?	350
4.	What is 2 less than 302?	300	9.	What is 10 more than 540?	550
5.	What is 3 more than 445?	448	10.	What is 10 less than 400?	390

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

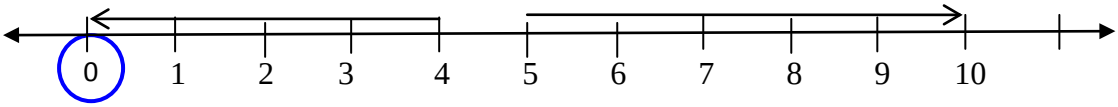
Resources : 0-200 number board, counters

Concepts

- Use the following technique when solving problems and explain solutions to problems: rounding off to tens.

Activity 1: Draw the number line with demarcations before the lesson (not the arrows)

Whole class Activity: Tell the learners that they are going to learn how to round off numbers so that they can calculate quickly.

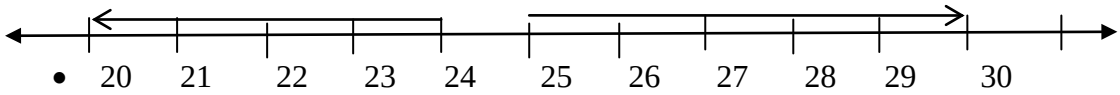


- Tell the learners that when we round off numbers to the nearest ten, the numbers less than 4 will be rounded off to 0 and the numbers from 5-10 will be rounded off to 10.
- Draw the arrows on the number line on the board as shown above.
- Ask learners to look at a few numbers on the number line to see if they can round them off'
- If I round off these numbers to the nearest 10 what will they be? 4 (0), 8(10), 3(0), 7(10), 5 (10), 2(0), 0(0)

Date:

Activity 2: Rub off the markers and arrows and re-use your number line on the board.

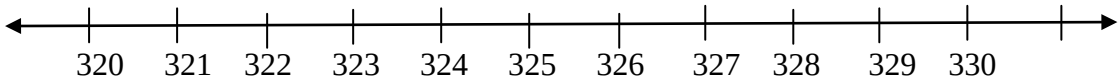
- Tell the learners that when we look at numbers that have more than one digit, we need to first look at between which two multiples of ten the number is. *Revise a few numbers:*
  47 is between (40) and (50), 52 is between (50) an (60), 99 is between (90) and (100)
- We then look at the units digit and round off to the nearest ten.
- Draw a 20-30 number line on the board.



- 20 21 22 23 24 25 26 27 28 29 30
- Ask learners to round off these numbers: 24 (20), 28(30), 23(20), 27(30), 25 (30), 22(0),
- Do other examples with numbers between 50 and 60 and 90 and 100.

Activity 3: Rub off the markers and arrows and re-use your number line on the board.
Tell the learners that when we round three digit numbers to the nearest ten, we still need to look at which two multiples of ten the number is between. *Revise a few numbers:*
247 is between (240) and (250), 452 is between (450) an (460), 199 is between (190) and (200)

Draw a 320-330 number line on the board.



320 321 322 323 324 325 326 327 328 329 330

Ask learners to look at a few numbers on the number line to see if they can round them off'
If I round off these numbers what will they be? 324 (320), 328(330), 321(320), 326(330), 325 (330), 322(320),
Do the same with a 450-460 number line. Remind learners that we need to look at the tens on either side of the number.

Remediation: Use 0-100 boards and 101-200 number boards to help learners to find between which two tens a number is

Enrichment: See Enrichment Activity Cards

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

1. Do the following questions in your DBE Worksheet 77 (Pages 26 and 27)
2. Write down all the numbers which can be rounded off to 30 (25, 26, 27, 28, 29, 30, 31, 32, 33, 34)
3. Write down all the numbers which can be rounded off to 240 (235, 236, 237, 238, 239. 240, 241, 242, 243, 244)

5. Homework activity – 5 minutes

Do the following in your homework book.

1. Write down all the numbers which can be rounded off to 30 (25, 26, 27, 28, 29, 30, 31, 32, 33, 34)
2. Write down all the numbers which can be rounded off to 240 (235, 236, 237, 238, 239. 240, 241, 242, 243, 244)
3. Round off to the nearest 10

467	504	155	401	698	649
(470)	(510)	(160)	(410)	(700)	(650)

4. Neo has R44.Nearly how many R10 notes could he have? (4)
5. Neo has R77. Nearly how many R10 notes could he have? (8)
6. Neo has R778.Nearly how many R10 notes could he have? ((78)

6. Reflection on lesson:

Date:

Lesson Topic: Addition and subtraction 0 - 800 – building up and breaking down numbers

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.7, 1.13 Addition and subtraction 1.16 Mental Mathematics 1.6 Problem Solving Techniques

Lesson vocabulary: Addition, subtraction, add, building up, breaking down, solution, calculate, digit.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99, using the 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 100s between 0 and 700, e.g. 700, 600, 500 …

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	5 + ...=19	14	6.	8 + ... =20	12
2.	11 + ... =16	5	7.	7 + ... = 17	10
3.	2 + ... = 16	14	8.	9 + ... =19	10
4.	17 + ... =17	0	9.	13 + ...=16	3
5.	8 + ... =19	11	10.	2 + ... =17	15

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Base ten blocks (see lesson 7), flard cards (see lesson 7)

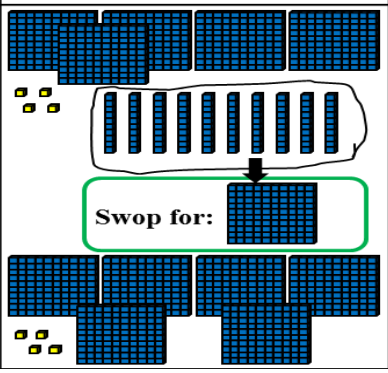
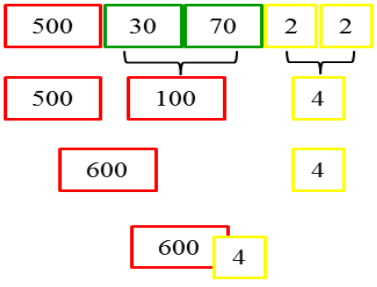
Concepts

- Add to and subtract from 800, using appropriate symbols, +, -, =, ☐
- Solve word problems in context and explain own solutions to problems.
- Use techniques like building up and breaking down numbers when solving problems and explain solutions to problems.

Activity 1: Revise with your learners.

- Show 573 using base ten blocks and flard cards.
- Show 451 using base ten blocks and flard cards.
- Do another 1 or 2 examples if necessary. .

Activity 2: This is a whole class activity where you use breaking down of numbers, base ten blocks and flard cards to add three digit numbers to two digit numbers:

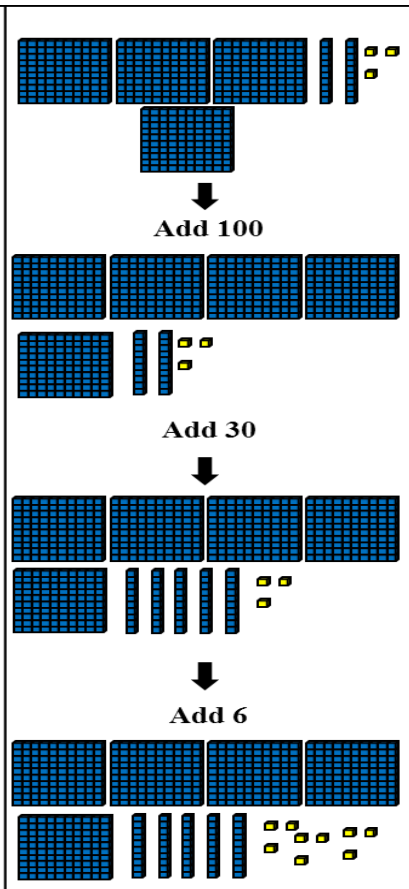
Number	Base ten blocks	Place value cards
532 + 72 **= 500 + 30 + 2 + 70 + 2** **= 500 + (30 + 70) + (2 + 2)** **= 500 + 100 + 4** **= 604**		

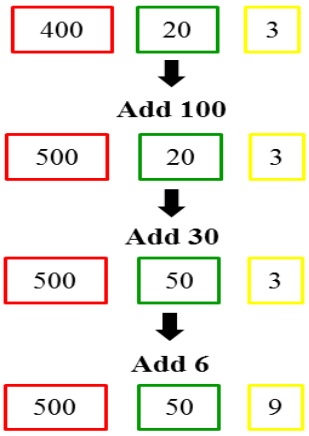
Date:

Activity 3

Using breaking down of numbers, base ten blocks and flard cards to add three digit numbers to three digits numbers.

423 + 136
= (423) + (100 + 30 + 6)
= (423 + 100) + (30 + 6)
= (523 + 30) + 6
= 553 + 6
= 559





Remediation: Use base ten blocks to work with two digit numbers eg. 54 + 39= to show how the ones are swopped for a ten. Repeat using different numbers (e.g. 58+47=…., 36+48=…, 37+37=…) until the concept is established.
Then progress onto calculations where ten tens are swopped for one hundred eg 56+55=…., 48+53=…., 64+57=…

Problem solving: *Mrs. Jasmine lent R700 to Mrs. Andre. Mrs. Jasmine now has R100 left. How much money did Mrs. Jasmine have to start off with?* (R800)

Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1. DBE Worksheet 74a (Page 20)
2. DBE Worksheet 74b (Page 21)
3. Jabulile read 425 pages. Buhle read 46 pages. How many pages did Buhle and Jabulile read altogether? (471)

5. Homework activity – 5 minutes

Do the following questions in your DBE workbook.

1. DBE Worksheet 73 (Page 18 & 19)

6. Reflection on lesson:

Date:

Lesson Topic: Addition and subtraction up to 800 using number line

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.7, 1.13 Addition and subtraction 1.16 Mental Mathematics , 1.6 Problem Solving Techniques

Lesson vocabulary: Addition, subtraction, symbol, halve, word problem.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99, using the 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 100s between 0 and 700, e.g. 600, 500, 400 ….

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	17 – 3 + 6 =	20	6.	15 – 3 + 8 =	20
2.	19 – 1 + 0 =	18	7.	20 – 3 + 0 =	17
3.	13 –10 + 3 =	6	8.	18 – 5 + 2 =	15
4.	20 – 9 + 5 =	16	9.	16 – 3 + 1 =	14
5.	18 – 5 + 4 =	17	10.	17 – 17 + 9 =	9

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Draw number lines on the board today.

Concepts

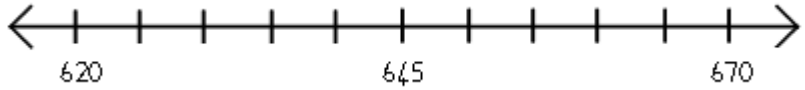
- Add to and subtract from 800, using appropriate symbols, +, -, =, ☐
- Solve word problems in context and explain own solutions to problems.
- Use number lines when solving problems and explaining solutions to problems.

Activity 1: Revise number bonds to 30. Learners give the answers orally.

- 15 + ☐ = 30 (15), 17 + ☐ = 30 (13), 21+ ☐ = 30 (9), 30 + ☐ = 30 (0), 12+ ☐ = 30 (18)

Activity 2: Using a number line to show addition

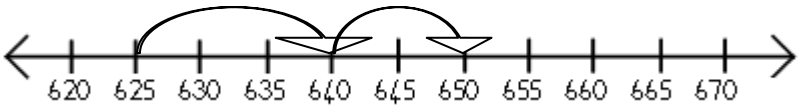
Draw this number line on the board before the class. Only label the numbers as shown.



Ask the learners to assist you interactively as you:

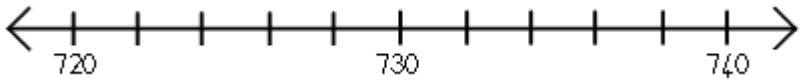
- Label all of the missing numbers
- Show 625 + 15 + 10 = ___ (6500) on the number line – see below:

Date:



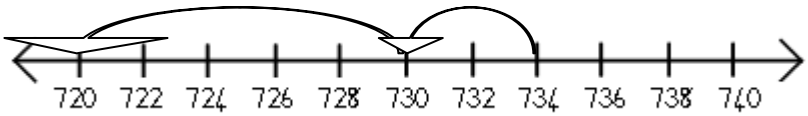
- Rub out the arrows that mark the addition and do the following three further addition questions with your learners: 640 + 20 = ___; 620 + 35 + 15 = ___ and 625 + 25 + 20= ___
- In each case, show the arrows above the number line to indicate the addition.

Activity 3: Using a number line to show subtraction.
Rub out all of the number line markings and arrows from the previous activity and reliable the number line in this way:



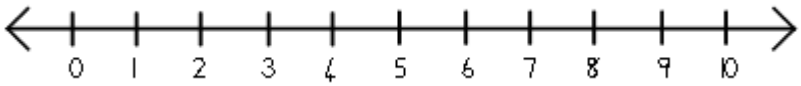
Ask the learners to assist you interactively as you:

- Label all of the missing numbers
- Show 734 – 4 – 10 = ___(720) on the number line – see below:



- Show three more examples of subtraction on the number line, showing the arrows.
- E.g. 740 – 5 – 5 = ___; 732 – 6 – 4 = ___; 736 – 10 – 2 = ___.

Remediation: Use number lines marked in units or tens to show addition/subtraction using a number line in a lower number range. E.g. show 3 + 3 + 2 = ___ (8) ; 1 + 5 + 2 = __ (8) etc.

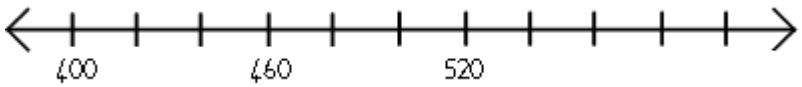


Then use a number line marked in tens and so on to extend the learners understanding of the use of a number line to show addition/subtraction.
Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1. Draw this number line into your maths book:

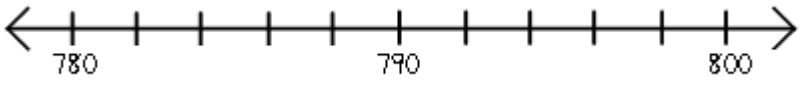


2. Finish labelling all of the demarcations on the number line. (400, 420, 440, 460, 480, 500, 520, 540, 560, 580, 500)
3. Use arrows to show the following addition on your number line (above the number line): 420 + 40 + 20 = ___ (480)
4. Use arrows to show the following subtraction on your number line (below the number line): 580 – 40 – 60 = ___ (480)

5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Draw and complete the labelling of this number line:



2. Illustrate this on your number line:
    a. Above: 786 + 10 + 4 = ___ (800)
    b. Below: 798 – 6 – 8 = ___ (784)

6. Reflection on lesson:

Date:

Lesson Topic: Addition and subtraction - doubles and near doubles

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards, 1.13 Addition and subtraction 1.16 Mental Mathematics, 1.6 Problem solving techniques

Lesson vocabulary: Addition, subtraction, doubles, doubling, near double, 3-digits

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200. Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99, using the 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 2s from any given multiple between 0 and 600, e.g. 453, 455, 457 ….

Mental maths activity - 10 minutes

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

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Base ten blocks, flard cards, unifix

Concepts

- Add to and subtract from 800, using appropriate symbols, +, -, =, ☐
- Use the following techniques when solving problem and explain solutions to problems adding three digits to three digits: doubling

Activity 1: Revise doubles and near doubles with the learners.

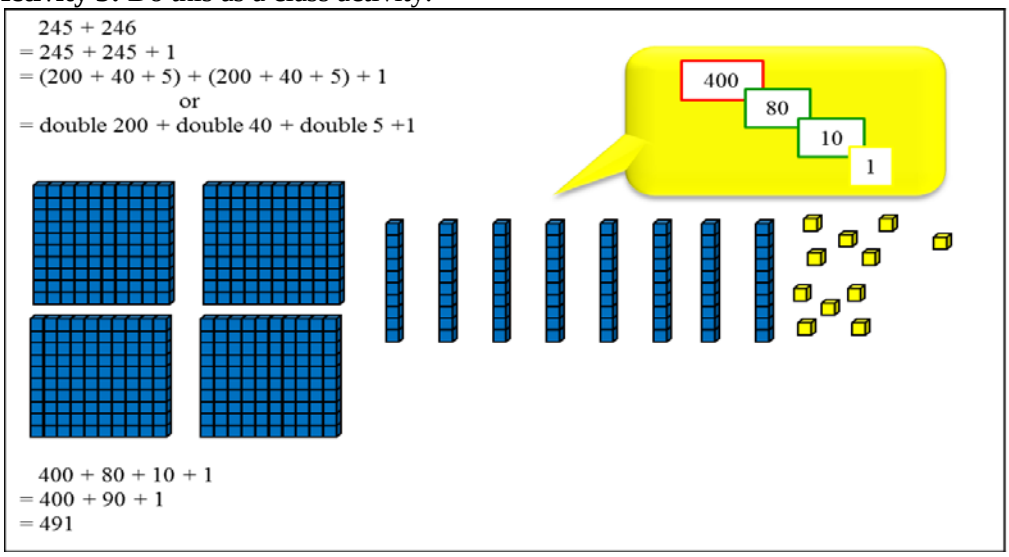
- Give them unifix blocks to double: double 6 is 12 or 6 + 6 = 12, double 4 is 8 or 4 + 4 = 8.
- Let learners use near doubles to add: 4 + 5: double 4 + 1 = 9 or 4 + 4 + 1 = 9.
- Give double number sentences for these: 22 + 23 = double 22 + 1, 35 + 36 = double 35 + 1.

Activity 2: Which number is easier to double and what is the answer if we double it?

- 26 and 26? *(25...double 25 is 50)*
- 51 and 50? *(50...double 50 is 100)*
- 30 and 29? *(30...double 30 is 60)*
- 100 or 101? *(100...double 100 is 200)*

Date:

Activity 3: Do this as a class activity.



Do the following examples with the learners using the steps reflected in the table above
134+135 = ... 346+345=..... 354 + 355 =.....

Remediation: Ask learners to show you the following by using base ten blocks and place value cards: 34 + 35 = (double 34 + 1, double 30 + double 4 + 1) , 35 + 36 = (double 35 + 1, double 30 + double 5 + 1)
Problem solving: *I have 200 marbles and my friend has 225. How many marbles do we have altogether?*

Enrichment: See Enrichment Activity Cards

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

Do the following in your maths book.

1. Write a number sentence for the following: 200 and double 30 and 9 (200 + 30 + 30 + 9 = 269)
2. Write a number sentence for the following: 10 and 300 and double 6 + 1 (300 + 10 + 6 + 6 + 1 = 317)
3. *What is 40 and 40?* E.g. Double 40 is 80. *What is 400 and 400?* (Double 400 is 800)
4. Copy and complete the following table. The first row has been done for you.

25 + 25 =	double 25	25 + 26 =	double 25 + 1
51 + 51 =	(double 51)	51 + 50 =	(double 50 + 1)
74 + 74 =	(double 74)	74 + 75 =	(double 74 +1)
39 + 39 =	(double 39)	41 +40 =	(double 40 + 1)

5. Homework activity – 5 minutes

Do the following in your maths book.

1. Write a number sentence for the following: 500 and 2 and double 30 (500 + 30 + 30 + 2 = 562)
2. How will you write: 20 and 20 _____ (double 20)
3. 20 + 21 _____ (double 20 + 1)
4. Complete the table below. The first row has been done for you.

25 + 25 =	double 25	25 + 26 =	double 25 + 1
95 + 95 =	(double 95)	95 + 96 =	(double 95 + 1)
81 + 81 =	(double 81)	81 + 82 =	(double 81 + 1)

6. Reflection on lesson:

Date:

Lesson Topic: Position and direction

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics, 3.1 Position, orientation and views.

Lesson vocabulary: Left, right, up, down, straight, forwards, backwards, grid.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Describe the position of one objects in relation to another e.g. on top of, in front of, behind, left, right, up, down, next to.
- Follow directions to move around the classroom and to place one object in relation to another.

Assessment

Formal Task 1 Activity 3: Assess the whole class in the practical activity today

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 5s from any given multiple between 0 and 600, e.g. 555, 550, 545 …

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	__ + 10 = 19	9	6.	__ - 10 = 9	19
2.	__ + 10 = 20	10	7.	__ - 10 = 0	10
3.	__ + 10 = 10	0	8.	__ - 10 = 3	13
4.	__ + 10 = 15	5	9.	__ - 10 = 10	20
5.	__ + 10 + 13	3	10.	__ - 10 = 1	11

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Blindfolds (optional activity)

Concepts

- Follow directions from one place to another using a grid.

Activity 1

Do this is a whole class activity which is done outside.

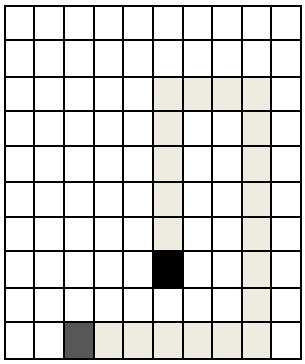
- Let the learners stand in a line next to one another on the field. Ask them to face you.
- Tell them to take 5 steps forward and then to stop.
- Remain facing forward; take 3 steps to the left.
- Take 7 steps backwards and stop.
- Sit down where you are.
- All the boys stand up and take 10 steps forwards and 4 steps to the left. Sit down.
- The girls stand up and take 9 steps forwards, 4 steps to the left and 1 step forward. Sit down.
- What have you noticed? (We are in a line again)

Explain to the class that following these instructions is like following instructions to make a path in a grid – this leads into the classwork activity. They need to understand how to move up/down; right/left.

- Go back into class for the remainder of the lesson

Date:

Activity 2
Draw a grid on the board. Indicate a starting point (dark block) and show how to make the path on the grid: Move 5 blocks up, 3 to the right, 7 blocks down and 6 to the left. Where are you? (grey block)



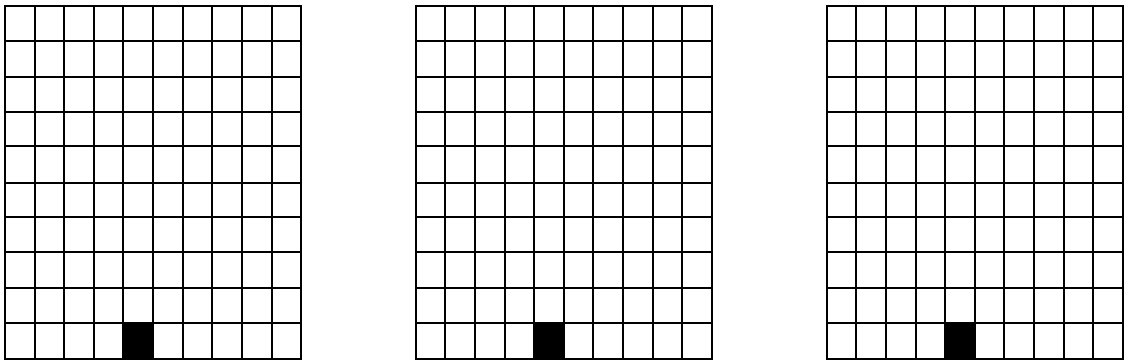
Activity 3: (Optional only after classwork and practical assessment has been completed)
Learners go outside and make groups of two (pairs).

- One of the pair has to be blindfolded.
- The other one moves to somewhere within hearing distance on the field.
- Start giving your friend directions to get back to where you are.
- Learners swop blindfolds and repeat the exercise.

Remediation: Learners work in pairs facing each other. Place one beanbag and one book on their tables between them. Each learner takes turns to tell the other one what to do, e.g. move the beanbag to be on the left of the book, move the book so that it is at the top of the beanbag, etc.
Enrichment: See Enrichment Activity Cards

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

Do the following in your maths book.



1. Use the grids to colour the paths. Use a new grid for each question.
    a. Start at the black block. Go 3 blocks up. Go 4 blocks right. Go 2 blocks up. Go 6 blocks left. Go 2 blocks down. Draw a face in the block where you stopped..
    b. Start at the black block. Go 2 blocks left. Go 9 blocks up. Go 6 blocks right. Go 4 blocks down. Draw a star in the block where you stopped..
    c. Start at the black block. Go 5 blocks right. Go 5 blocks up. Go 5 blocks left. Go 5 blocks up. Draw a circle in the block where you stopped..
    d. Work in pairs. Each learner selects one of the grids (above). Describe to your partner the path that was taken.

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson:

Date:

Lesson Topic: Position and directions: Map of school

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics
3.1 Position, orientation and views.

Lesson vocabulary: Maps, view (aerial/top), directions, left, right, across, opposite, straight.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Follow directions to move around the classroom and to place one object in relation to another.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 2s from any given multiple between 0 and 600, e .g. 526, 528, 530 …

Mental maths activity - 10 minutes

	Answer the following:	**Answer**		Answer the following:	**Answer**
1.	What is 1 more than 544?	545	6.	What is 3 less than 387?	384
2.	What is 1 less than 552?	551	7.	What is 4 more than 517?	521
3.	What is 2 more than 526?	528	8.	What is 4 less than 539?	535
4.	What is 2 less than 541?	539	9.	What is 10 more than 539?	549
5.	What is 3 more than 439?	442	10.	What is 10 less than 409?	399

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Map of your school (top view), counters. (You need to get the copy of your school map at the office. They will have a map diagram of the school for safety purposes in the office. Make a copy that you can give to learners or draw on the board for them to copy).

Concepts

- Read, interpret and draw informal maps
- Find objects on maps.
- Follow directions from one place to another on an informal map.

Activity 1

Give each learner a map (top view) of the school, discuss it and ask the following questions:

- Which way to hold the map.
- Where is our classroom? How do we know this?
- If we look out of the door, whose class is on our left hand side?
- If we look out of the door whose class is on our right hand side?
- What is across from our class?
- What is at the behind our class?

- Where is the office?
- What is opposite the office?
- Where are the toilets?
- Show me the Gr R or Gr 1 classrooms.
- Show me the sports fields.
- Where is the school gate?

Activity 2
Continue using the map of the school for the next few questions:

1. *If you walk out of your classroom, which way will you turn to go to the toilet and how will you get there?* (various answers e.g. turn left then walk....then turn left again)
2. At break if you are playing on the field and the bell goes w*hich way will you turn to come back to class?* (various answers)

Remediation: Learners use the map of the school. Ask them to place counters on the *office, classrooms, sports fields* and *Gr R/1 classrooms*. Give learners green counters and ask them to place it on all the trees.
Enrichment: See Enrichment Activity Cards

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

Do the following activities in your maths book.

Use the map of the school to do number 1-4. (Use the map from the classwork activity.)

1. Colour the office brown, the classrooms red, the Grade R/1 classrooms yellow, the sports facilities/field orange and the trees green.
2. Draw a green line to show how you would walk from the gate to our class.
3. Draw a red line to show how you would walk from our class to the toilet.
4. Draw a purple line to show how you would walk from the toilet to the sports fields.
5. Draw a little map of your classroom and show the following: where you are sitting, who is sitting on your left and right hand sides and who is sitting behind you. Label the picture using the words: left hand side, right hand side, behind.

5. Homework activity – 5 minutes

Do the following activities in your homework book.

When you are at home

1. Which way do you turn from your room to go to the kitchen?
2. Which way do you turn from your room to go to the bathroom?
3. Explain how you would walk from the front door to the bathroom. Use words like, turn left, turn right, and go straight.

6. Reflection on lesson:

Date:

Lesson Topic: Position and directions

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics, 3.1 Position, orientation and views.

Lesson vocabulary: Map, left hand side, right hand side, compass directions (north, south, east, west).

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Follow directions from one place to another on an informal map.

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 given multiple between 0 and 600, e.g. 523, 528, 533 …

Mental maths activity - 10 minutes

	Order these numbers from the biggest to the smallest:	**Answer**		Order these numbers from the smallest to the biggest:	**Answer**
1.	551, 529, 534, 515	551, 534, 529, 515	6.	489, 498, 456, 554	456, 489, 498, 554
2.	516, 514, 519, 515	519, 516, 514, 115	7.	516, 514, 519, 515	115, 514, 516, 519
3.	482, 493, 475, 497	497, 493, 482, 475	8.	482, 493, 475, 497	475, 482, 493, 497
4.	525, 550, 255, 252	550, 525, 255, 252	9.	525, 550, 255, 252	252, 255, 525, 550
5.	486, 387, 278, 468	486, 468, 387, 278	10.	486, 387, 278, 486	278, 387, 468, 486

2. Homework/Corrections – 15 minutes

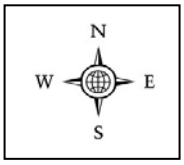
Reflection/remediation based on previous day's work/homework.

3. Lesson content – concept development – 30 minutes

Resources: Map of South Africa (see printable teacher resource – one per learner)

Concepts

- Read and interpret maps.

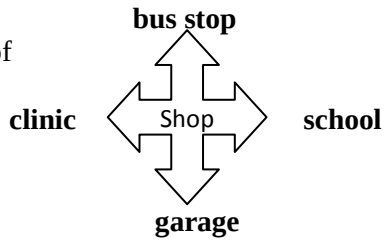


Activity 1

- Discuss and find East and West- the sun rises in the east and sets in the west.
- Show learners a compass and discuss the four cardinal directions and how to find North on the compass. (see compass next to SA map below)
- Show the class a map of South Africa. Guide them to colour the provinces according to the following: Gauteng – red, Limpopo – blue, KZN – grey, Eastern Cape – green, Western Cape – brown, Mpumalanga – purple, North West – pink, Northern Cape – orange, Free State- yellow
- Answer the following questions on the South African map:
- *Which province on the map is to the north of Gauteng, which is coloured in red?* (Limpopo)
- *Which province on the map is to the west of Gauteng?* (North West)
- *Which province on the map is to the east of Gauteng?* (Mpumalanga)
- *Which province on the map is right at the south of South Africa?* (Western Cape)
- *Which is the biggest province?* (Northern Cape)

Date:

Remediation: Give learners a simple map and discuss directions of places in relation to one another e.g.

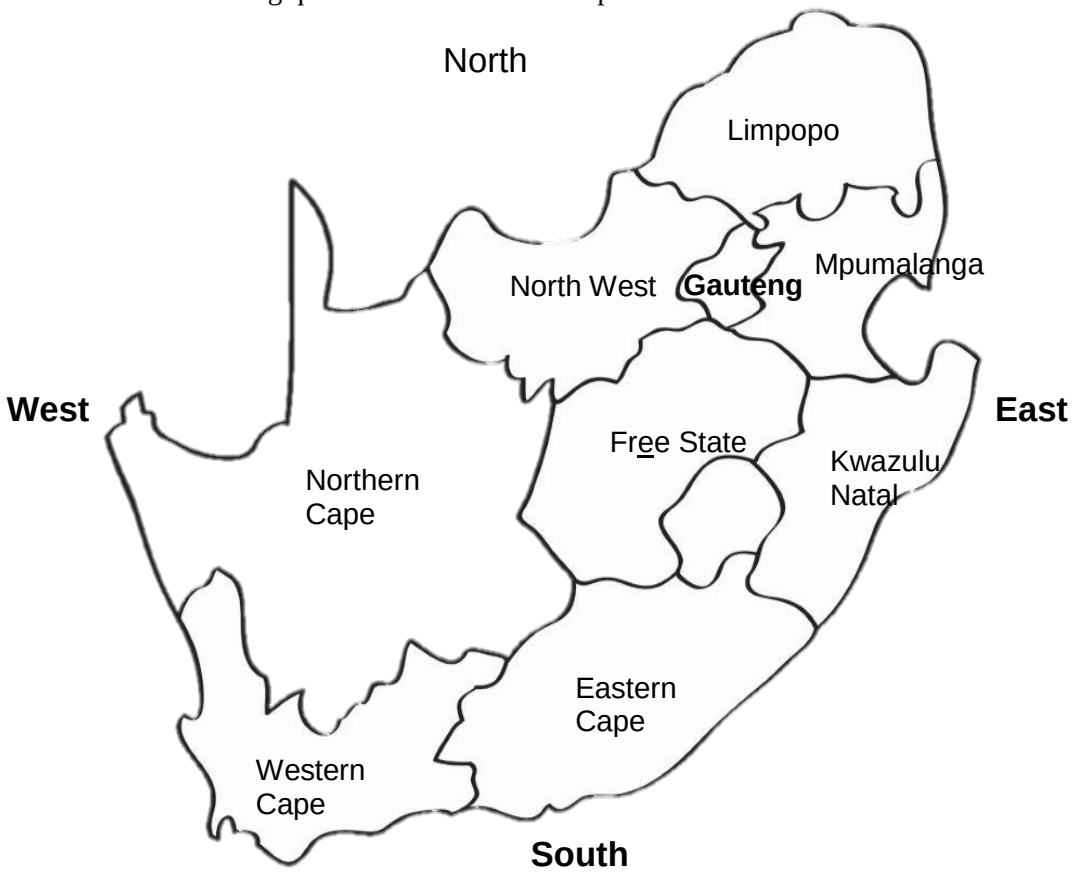


Enrichment: See Enrichment Activity Cards

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

Do the following activities in your maths book.

Answer the following questions based on the map:



1. Name the provinces that are around Gauteng. (Limpopo, Mpumalanga, North West, Free State)
2. If I drive west from Mpumalanga to the Northern Cape, through which province would I go? (Gauteng and Free State)
3. If I drive from south from Limpopo to Kwazulu Natal, through which province would I go? (Mpumalanga)
4. If I travel from the Free State, to the Western Cape, which two provinces I can go through. (Northern Cape or Eastern Cape)

5. Homework activity – 5 minutes

Do the following in your homework books.

At home, draw a picture of the house that you live in. Show the front door and the street. Carefully watch the sun rise and sun set and mark which is *east* and *west* on your drawing. Then fill in *north* and *south.*

6. Reflection on lesson:

Mathematics Assessment Task 1 Grade 3

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

Total Marks: 25

Question 1 (4)

Colour any 4 numbers that are greater than 576.

576	584	577	675	567	745	547	677

Question 2 (1)

Put these numbers in order from the biggest to the smallest.

599	509	519	590	501	591	559

Question 3 (1)

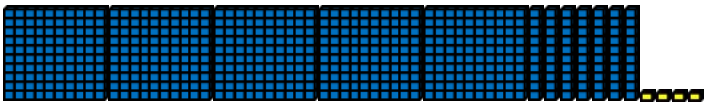
Draw a picture of four hundred and seventy-two.

Question 4 (1)

Write 499 in words.

Question 5 (2)

Write a number sentence and answer for the following:



Question 6 (2)

Write a number sentence and answer for the following:

6.1 6 tens + 3 units + 2 hundreds =

_____

6.2 4 hundreds + 5 units + 0ten =

_____

Question 7 (3)

Use the number board to help you with the following questions.

701	702	703	704	705	706	707	708	709	710
711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768	769	770
771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790
791	792	793	794	795	796	797	798	799	800

7.1 Write down a number that is bigger than 765, but smaller than 768.

_____

7.2 Write down the number name for the twenty ninth number.

_____

7.3 The number _____ comes after the 30th number.

Question 8 (4)

Break down both numbers to add.

532 + 72 =

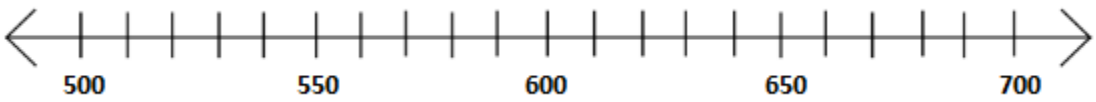
Question 9 (4)

Complete the table, using doubles and near doubles.

25 + 25 =	double 25	25 + 26 =	double 25 + 1
51 + 51 =		51 + 52 =	
74 + 74 =		74 + 75 =	

Question 10 (3)

I had 568 marbles. I won 122 marbles. Use a number line to work out how many marbles I have now.



Grade 3 Lesson 18 Written Assessment 1 MEMO

<table>
<tr><th>Question</th><th>Marks</th></tr>
<tr><td>1. (1 mark per correct answer) (any FOUR of these need to be shaded)
584, 577, 675, 745, 647</td><td>(4)</td></tr>
<tr><td>2. (1 mark for numbers all in the correct order)
599, 591, 590, 559, 519, 509, 501</td><td>(1)</td></tr>
<tr><td>3. (1 mark per correct answer)
DRAW (using base ten blocks/other) to show:
four hundreds, seven tens and two ones</td><td>(1)</td></tr>
<tr><td>4. (1 mark per correct answer)
four hundred and ninety-nine</td><td>(1)</td></tr>
<tr><td>5. (1 mark per correct answer)
500 + 70 + 4 = 574</td><td>(2)</td></tr>
<tr><td>6. (1 mark per correct answer)
6.1. 200 + 60 + 3 = 263
6.2. 400 + 0 + 5 = 405</td><td>(2)</td></tr>
<tr><td>7. (1 mark per correct line)
7.1. 766 or 767
7.2 Seven hundred and twenty-nine
7.3 731</td><td>(3)</td></tr>
<tr><td>8. (1 mark per correct answer) (accept any correct working – allocate marks to steps in an appropriate way)
604</td><td>(4)</td></tr>
<tr><td>9. (1 mark per correct answer)
<table><tr><td>25 + 25 =</td><td>double 25</td><td>25 + 26 =</td><td>double 25 + 1</td></tr><tr><td>51 + 51 =</td><td>Double 51</td><td>51 + 52 =</td><td>Double 51 + 1</td></tr><tr><td>74 + 74 =</td><td>Double 74</td><td>74 + 75 =</td><td>Double 74 + 1</td></tr></table></td><td>(4)</td></tr>
<tr><td>10. (1 mark per correct answer)
Learners must label number line (1) and show hoops on number line (1)
568 + 122 = 690 correct answer (1)</td><td>(3)</td></tr>
</table>

Date:

Lesson Topic: Map work

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics, 3.1 Position, orientation and views.

Lesson vocabulary: Compass directions (north, south, east, west), right, left, straight, turn.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Follow directions to move around the classroom and to place one object in relation to another.

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 given multiple between 0 and 600, e.g. 532, 527, 522 …

Mental maths activity - 10 minutes

	Answer the following:	**Answer**		Answer the following:	**Answer**
1.	What is 1 more than 641?	642	6.	What is 5 less than 485?	480
2.	What is 1 less than 650?	649	7.	What is 4 more than 563?	567
3.	What is 5 more than 329?	334	8.	What is 4 less than 461?	457
4.	What is 2 less than 589?	587	9.	What is 10 more than 389?	399
5.	What is 3 more than 498?	501	10.	What is 10 less than 341?	331

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Posters from Gr 3 Language lessons: Sports day and Game Reserve posters.

Concepts

- Read and interpret informal maps or drawings
- Find objects on informal maps/drawings.

Activity 1: Put the large full colour poster of the Sports Day up on the board.

Date:

Allow the learners to refer to their A4 drawings of the poster while you discuss the following questions together as a group:

- Find a partner and describe the route a child getting the number "5" put onto his shirt would follow to get from where he is back to the stands without crossing the racing track. Use works such as right, left, straight, turn.
- Where is the child sitting and crying?
- Where is the braai?
- Where is the board to show the scores?
- Discuss other people taking other routes identified by learners.

Remediation: Revise terms left and right, in front/behind, etc. Use concrete objects and place them in different positions in relation to each other. Use the poster from the classwork activity to discuss more positions and routes. E.g. Describe the positional relationships between the boy getting the number 5 and the teacher = the boy is standing in front of the teacher.

Enrichment: See Enrichment Activity Cards

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

Use your A4 copy of the "Game Reserve" poster for this activity. Draw a compass cross in on the bottom right hand corner. (Revise animal and bird names if necessary)

1. The lion is to the ____ of the warthogs? (east)
2. The truck is to the ____ of the zebras? (east)
3. What animal/bird is to the south of the leopard in the tree? (lion, monkey)
4. What animal/bird is to the north of the guinea fowl? (zebra, giraffe, wildebeest, birds)
5. Draw a dotted line to show the path from the lion to the zebra.
6. Make a circle around the ground hornbill.

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson

Date:

Lesson Topic: Map work

Teacher's notes

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 3.1 Position, orientation and views

Lesson vocabulary: Maps, view (top/aerial), orientation, position, direction, left, right, forward, past, turn.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Follow directions to move around the class.

Assessment

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

1. Mental maths

Counting - 5 minutes

- Count forwards and backwards in 10s between 100 and 500, e.g. 530, 540, 550 …

Mental maths activity - 10 minutes

	Calculate the following:	Answer		Calculate the following:	Answer
1.	15 - __ = 9	6	6.	19 - __ = 13	6
2.	11 - __ = 1	10	7.	18 - __ = 7	11
3.	19 - __ = 5	14	8.	20 - __ = 12	8
4.	13 - __ = 4	9	9.	14 - __ = 3	11
5.	12 - __ = 0	12	10.	15 - __ = 15	0

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Map (see lesson and teacher resource)

Concepts

- Read, interpret and draw informal maps, or aerial (top) views of a collection of objects.
- Find objects on maps.
- Give and follow directions on an informal map

Activity 1: Whole class activity.
Show learners the map by referring to the classwork activity. Discuss questions and answers related to the map.

1. What kind of map is this? (a road map)
2. What will we use this map for? (to find a shop or a house)
3. *Why are there traffic lights in at specific places on the map?* (there are main roads crossing one another)
4. Write numbers on the houses.
5. Ask the learners to show you a place on the map where they can draw a school *(check each child's space quickly to ensure that the site chosen is appropriate, e.g. not on a road*)).

6. Ask: *Why is this a good place for a school?*
7. Ask the learners to draw a school on that selected spot. Remind them to keep the drawing small so that it fits in the space that they have chosen.
8. Now ask the learners to find spaces on the map in which to draw the following: A library, a clinic and a post office,

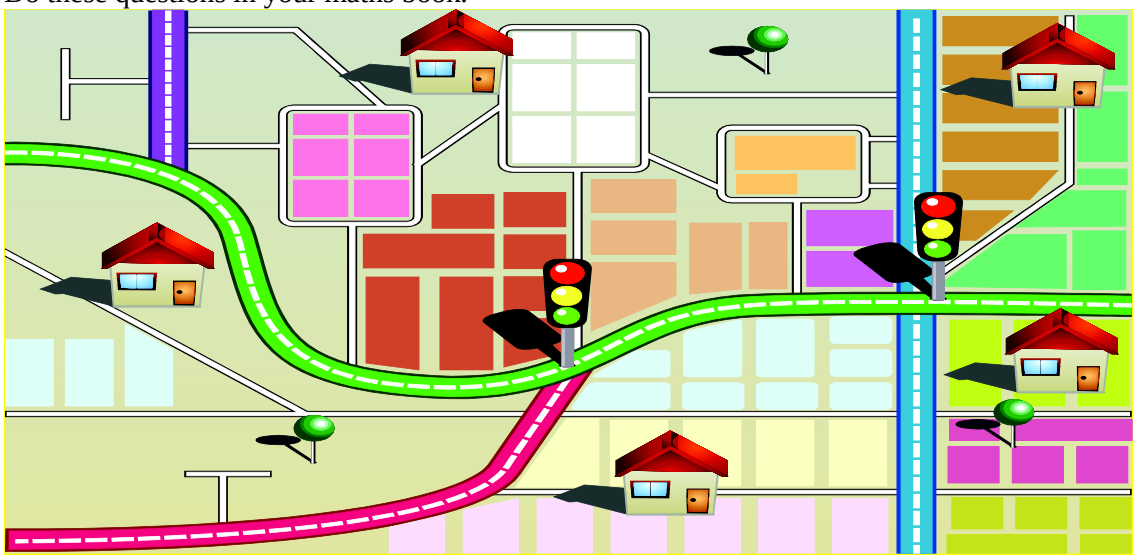
Activity 2: Learners work in pairs using the same maps used in Activity 1 above.
Each learner decides which house on the map is his/hers. Then, *using your own maps, take turns to describe the directions to the following places to your partner:*

1. Colour your house yellow.
2. From your house to the school; from the library to your house
3. From school to the clinic; from clinic to the shopping centre

Remediation: Take children outside and revise concepts of 'left', right', 'forward', ' turn', by instructing learners to walk 10 steps forward, turn left, walk three steps forward, turn to the right , walk four steps forward. Repeat with different instructions until the terminology is established.
Enrichment: See Enrichment Activity Cards

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

Do these questions in your maths book.



1. Draw one more traffic light on your map. Explain why you drew it there?
2. Draw your own road map in your book and show the following on your map: Traffic lights, school, hospital, police station and anything else you may find on a map (a river, sports fields etc.).

5. Homework activity – 5 minutes

Do the following in your DBE Workbook.

1. DBE Worksheet 68 (Pages 8 & 9)

6. Reflection on lesson:

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 pattern, physical objects, predictable, increasing, regular pattern, copy, extend, describe.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Identify, describe in words and copy geometric patterns in nature, from modern everyday life and from our cultural heritage.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 10s between 100 and 600, e.g. 510, 500, 490 …

Mental maths activity - 10 minutes

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

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Plastic spoons, cups (etc. bring objects from home or find some in your classroom), learner's stationery (or books, objects to use to make patterns)

Concepts

- Copy, extend and describe in words, and create own simple patterns made with physical objects and drawings of lines, shapes or objects
- Simple patterns where the number or size of shapes in each stage changes in a predictable way, i.e. regular increasing patterns.

Activity 1

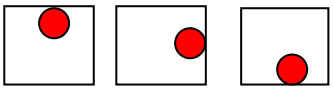
This is a practical lesson to do in groups of four. Use plastic spoons, cups, plastic squares and counters. (These objects should be brought from home.)

- Give each group some or all of the objects.
- Ask them to use the spoons to make a pattern with identical groups, where each group has only one kind of object but the position of the object in a group changes. Identical groups are repeated. E.g.

Date:

- Use the cups to make a pattern by using one shape or object, but having the position of the shape or object change in a regular way. E.g.

- Use the squares and beads (may be more than one) to design your own pattern. Idea: use the square and place the bead in a different position in the square. E.g.



Activity 2
Learners remain in groups of four. They are now going to use their stationery.

- Ask them to duplicate the patterns that they did in activity 1 using their stationery.
- Allow them to discuss the pattern in their groups.
- Each group gets a chance to show and describe their patterns in words to the rest of the class.
- Ask the learners to be "judges". They are now going to choose the best pattern from all the groups. They also have to explain why they chose that specific pattern.

Remediation: Use the objects that were used during the class activity. Start the patterns for the learners and let them complete it.

Enrichment: See Enrichment Activity Cards

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

Do the following in your maths book.

1. Draw the pattern that your group made with the cups. Describe the pattern.
2. Draw the pattern that your group made with the spoons. Describe your pattern.
3. Draw the pattern that was the one voted the best. Describe the pattern.
4. Design your own pattern, using triangles.

5. Homework activity – 5 minutes

Do the following in your homework book.

1. Design a colourful and beautiful carpet for our classroom.
    - You may use any shapes and colours.
    - Remember to extend the pattern you started with.
    - You may use more than one pattern in your design.

6. Reflection on lesson:

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 pattern, physical objects, predictable, increasing patterns, copy, extend, describe, size, shapes, predictable, regular pattern.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Identify, describe in words and copy geometric patterns in nature, from modern everyday life and from our cultural heritage.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 100s between 0 and 800, e.g. 150, 250, 350 ….

Mental maths activity - 10 minutes

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

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Empty boxes, Old books, newspapers, magazines.

Concepts

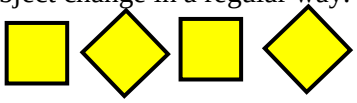
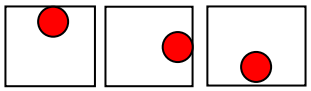
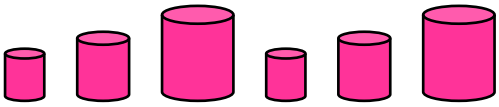
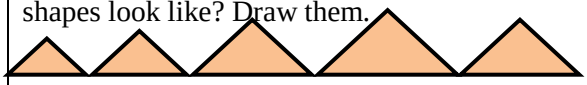
- Copy, extend and describe in words, and create own simple patterns made with drawings of lines, shapes or objects
- Simple patterns where the number or size of shapes in each stage changes in a predictable way, i.e. regular increasing patterns.

Activity 1: DRAW the patterns given in the table below on your board before the lesson starts. You will need to refer to these drawings when you explain the different kinds of patterns. (You don't have to write the explanations – you will talk about these.)

Use the table below, which provides three different types of patterns, to teach learners how to

- Identify,
- Describe,
- Extend, and
- Develop their own patterns

Date:

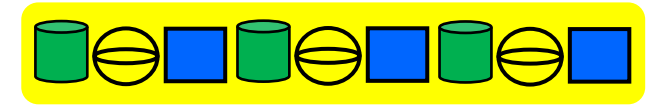
Type of Pattern and Example	Questions or Instructions to learners
Patterns with one shape/object, but the **colours** of the shape or object changes in a regular way. 	Patterns can be made by using one shape or object, but having the **position** of the shape or object change in a regular way.  Make your own pattern with a different shape and your own colours.
Patterns with identical groups, where each group has only one kind of object but the **position** of the object in a group changes. Identical groups are repeated. 	Describe the pattern. (A square with a circle inside. The circles is at the top, right, bottom, left, top) What will the next three shapes look like? Draw them.  Make your own pattern with a different shape and your own colours.
Patterns with a single kind of shape, that **increases** or **decreases** in size. 	Describe the pattern. What will the next three shapes look like? Draw them.  Make your own pattern with a different shape and your own colours.

Remediation: Concrete: Find real life objects that are similar to the ones on the geometric patterns illustrated in the lesson. Show the first step of the pattern. Ask the learners to copy this pattern using the objects you have collected for this purpose. Extend your pattern. Make a new pattern, copy it and extend it. Use other real life objects (e.g. Empty boxes, Old books, newspapers, magazines.) to lay out other patterns and discuss them.
Enrichment: See Enrichment Activity Cards

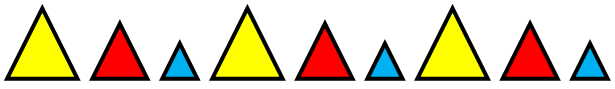
4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1. Extend the patterns:



_____



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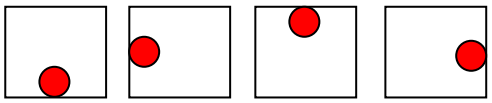


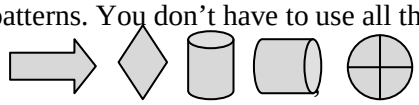
_____

2. Cut and paste pictures from a magazine to make your own pattern. Describe the pattern.

5. Homework activity – 5 minutes

Do the question in your homework book.

1. Use any of these shapes to make two different patterns. You also have to describe your patterns. You don't have to use all the shapes in your two patterns.



6. Reflection on lesson:

Date:

Lesson Topic: Data

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics, 5.4 Collect and organise data 5.5 Represent data 5.6 Analyse and interpret data

Lesson vocabulary: Data, organise, table, bar graph, axes, label, graph title, list, tally table, analyse.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Analyse data from representations provided.
- Draw at least one pictograph with one-to-one correspondence.

Assessment

Formal Task 2 Activity 3. Assess the whole class in the practical activity today.

1. Mental maths

Counting – 5min

- Count forwards and backwards in 3s from any given number between 0 and 700, e.g. 700, 697, 694 …

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	20 -11=	9	6.	19-11=	8
2.	15-11=	4	7.	17-11=	6
3.	18-11=	7	8.	13-11=	2
4.	12-11=	1	9.	11-11=	0
5.	16-11=	5	10.	14-11=	3

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Empty boxes, old books, newspapers, magazines.

Concepts

- Re-organise data provided in a list or tally or table in a bar graph.
- Represent data in a bar graph and analyse data on bar graph.

Activity 1: Learners work in groups of four.

- Give each group some empty boxes, old books, newspapers, magazines
- Discuss all the different objects, what they are all made of and the use of the different objects.
- Explain to the learners, that although all the objects are made from paper, they have different uses.
- Each group now sort their objects and begins with the classwork activity that you will assess.

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

Each group will record their tallies and totals and draw their own bar graph to represent their data and answer the questions that follow.

1. Draw a table to record your tallies and totals of their data.

Types of paper products	**Number of products (tally)**	**Total number**
Empty boxes		
Old books		
Newspaper		
Magazines		

Date:

Empty Boxes	**Old Books**	**Newspaper**	**Magazines**

2. Draw a bar graph to show your data.
3. . .....is the most
4. .....is the least.
5. Write a sentence about what you can see in the graph about the
   - magazines and the old books.
   - newspaper and the empty boxes.
6. **OPTIONAL when completed practical assessment activity:** DBE Worksheet 96 (Pages 66 & 67)

Remediation: Give the learners a container with colour counters. First tell them to sort it according to the colours. Tell them to draw a pictograph by giving them a template and key. Ask them how many counters are there of each colour: blue, green, yellow and red.
Enrichment: See Enrichment Activity Cards

5. Homework activity – 5 minutes

Do the following activities in homework book.

1. Collect all of the cutlery in your kitchen and sort it into spoons, knives and forks. Count how many of each you have.

Cutlery	**Number**
Table spoons	
Knives	
Forks	
Teaspoons	

2. Draw a table for your data.

3. Draw a bar graph to represent your data. Use the scale on the axis to get the correct length of the bar.

Table spoons													
Knives													
Forks													
Teaspoons													

0 2 4 6 8 10 12 14 16 18 20 22 24 26

4. Write a sentence that tells us something about the number of
   - forks and knives
   - tablespoons and teaspoons
   - forks and tablespoons
   - anything else that is interesting about the data

6. Reflection on lesson:

Date:

Lesson Topic: Groups of ten – patterns and number lines

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards, 1.8, 1.16 Mental Mathematics, 2.2 Number patterns

Lesson vocabulary: Number sequences fives, tens, forwards, backwards, intervals, multiple, fives, tens.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving repeated addition and multiplication with answers up to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 5s from any given multiple between 0 and 700. E.g. 105, 110, 115, …

Mental maths activity - 10 minutes

	Calculate the following:	Answer		Calculate the following:	Answer
1.	73 – 10 =	63	6.	571 – 10 =	561
2.	173 – 10 =	163	7.	587 – 100 =	487
3.	86 – 10 =	76	8.	587 – 300 =	287
4.	286 – 10 =	276	9.	587 – 500 =	87
5.	71 – 10 =	61	10.	587 – 87 =	500

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: 0-1000 number boards (see teacher resource)

Concepts

- Show counting forwards in 10s , 20s, 25s and 50s from any number between 0 and 800 on a number line and mentally

Activity 1

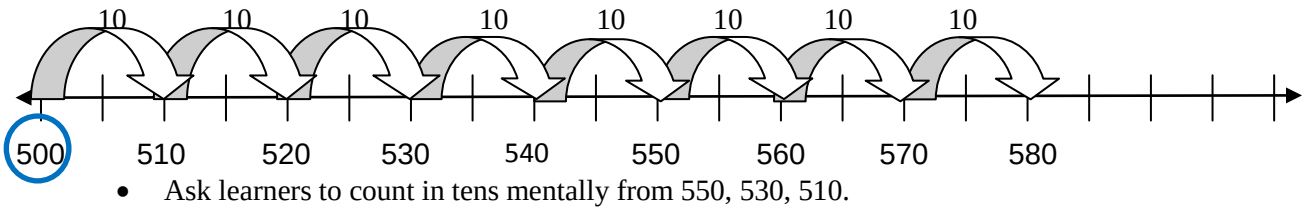
This is a class activity. Learners use their 0-1 000 number boards.

- Count forwards in 20s from 440 (440, 460, 480, 500, 520---1000)
  - Do the same beginning from 640 and 300.
- Count backwards in 20s from 840 (840, 820, 800, 780, …..0)
  - Do the same beginning from 620 and 300.
- Count forwards in 25s beginning from 0 (0, 25, 75, 100,….400)
  - Do the same beginning from 500 and 575
- Count backwards in 25s from 1000-800 (1000, 975, 950, 925…800)
  - Do the same beginning from 525 and 775.

Activity 2: Draw the number line for this activity on the board before the lesson starts.

- Draw an empty number line on the board. Write 500 as the starting number onto it.
- Draw jumps and write the 10 above the number line and the multiples below the number line as you take each jump of 10.

Date:



- Ask learners to count in tens mentally from 550, 530, 510.
- Count in 20s from 500 – 580, pointing to the multiples on the number line. (500, 520, 540, 560, 580)
- Now start at 500 and count in in 25s, and then in 50s
- Rub out the marking of the number line and now put in labels from 0-500, marked in 50s.
    - Count in 25s from 200 to 400
    - Count in 50s from 200 to 500
    - Count in 50s from 0 to 500

Activity 3: Use the 10-1 000 number board for this activity

- Ask learners to look at the 10-1 000 number boards and count orally from any given number in 10s e.g. start at 530
    - Do the same by starting from 640, 770 and 800
- Count orally from any given number in 20s, eg start at 320
    - Do the same by starting from 150, 400, 670
- Count orally from any given number in 25s e.g. start at 50
    - Do the same by starting from 200, 350, 820
- Count orally from any given number in 50s e.g. start at 600
    - Do the same by starting from 200, 350, 580

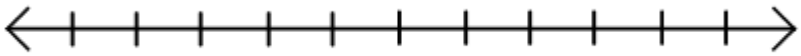
Remediation: Give learners the bead number line. Ask them to place it on a long strip of paper. Ask them to make interval markings after every ten beads. Remove the beads. Write the intervals on the number line.

Enrichment: See Enrichment Activity Cards

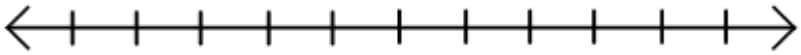
4. Classwork activity (Group/independent work) – 25 minutes

Answer the following questions in your maths book.

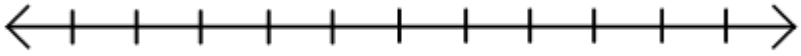
1. Complete these patterns of10:
    a. 670,680 ___, ___, ___, 530. (690, 700, 710, 720)
    b. 483, 493, ___, ___, ___, ___, 543. (503, 513, 523, 533)
    c. 670,680___, ___, ___, 740. (690, 700, 710, 720, 730)
    d. 634, 424, ___, ___, ___, ___, 563. (614, 604, 594, 584, 574)
2. Draw a number line starting at 600 and going to 700. On the number line show how you would count in tens from 600 up to 700.



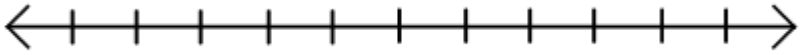
3. Draw a number line starting at 550 and going to 650. On the number line show how you would count in 20s from 550 to 650.



4. Draw a number line starting at 550 and going to 650. On the number line show how you would count in 20s from 550 to 650.



5. Draw a number line starting at 500 and going to 1 000. On the number line show how you would count in 50s from 500 to 1 000.



5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson

Date:

Lesson Topic: Groups of ten - number lines for Addition

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards, 1.8, 1.16 Mental Mathematics, 2.2 Number patterns

Lesson vocabulary: Number sequence, fives, tens, forwards, backwards, interval, multiple, fives, tens.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving repeated addition and multiplication with answers up to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 25s from any given multiple between 0 and 700. E.g. 125, 150, 155, …

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	670+10=	680	6.	670-10=	760
2.	670+20=	690	7.	670-20=	650
3.	670+30 =	700	8.	670-40 =	630
4.	670+50=	720	9.	670-70=	600
5.	670+80=	750	10.	670-80=	590

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

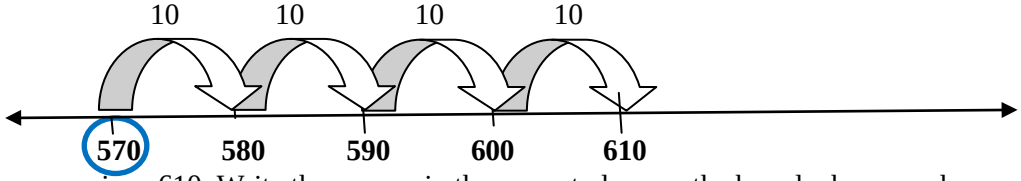
Resources: Draw number lines on the board for today's lesson.

Concepts

- Recall addition and subtraction facts.
- Show counting forwards in 10s from any multiple number 0 and 700 on a number line and mentally

Activity 1: Draw a number line on the board before the lesson to use in your class discussion.
This is a class activity where you show learners how to add on a number line by taking jumps of 10.

- Write 570+40=... on the board.
- Draw an empty number line on the board. Write 570.
- How many 10s are there in 40? (4). How many jumps of 10 will we take to add 40? (4)
- Draw jumps and write the 10 above the number line and the multiples of 10 below the number line as you count aloud and take each jump of 10.



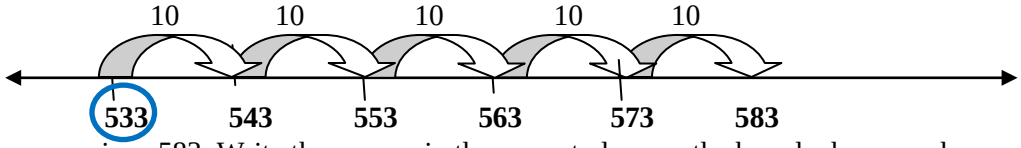
- The answer is ....610. Write the answer in the correct place on the board where you have written 570 + 40 =.....
- Do the same for 520 + 70 = ... and 480 + 50 =.....

Date:

Activity 2

This is a class activity where you show learners how to add on a number line by taking jumps of 10 on non-multiples..

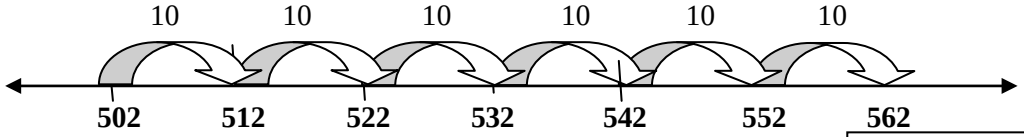
- Write 533+50=... on the board. Draw an empty number line on the board. Write 533.
- Ask: How many 10s are there in 50? (4). How many jumps of 10 will we take to add 50? (5)
- Draw jumps and write the 10 above the number line and the multiples of 10 below the number line as you take each jump of 10.



- The answer is ....583. Write the answer in the correct place on the board where you have written 533+50=...
- Do the same for 627 + 30 ... and 679 + 50 =.....

Activity 3

- Ask learners to look at the number lines and see if they can work out the number sentence.



Ask questions and write down each symbol as you get the responses from the children. *Where do we begin?* (502). *Are the numbers are getting bigger or smaller?* (Bigger). So will this be addition or subtraction? (Addition). *Where do we write the addition sign?* (Next to the 502). *How many did we add? Let's count the jumps* (All count together with you while you point to the '10' above the jumps). 10, 20, 30, 40, 50, 60. *Let's write that down. What is the answer?* 562. *Where do we write that?* (After the equals sign).

Chalkboard
502 + 60 = 562

- Draw number lines and do the same for 465+50=515 and 702+71=773

Remediation: Revise counting in 10s with multiples and non-multiples, first on the number board and then orally. Revise aspects of Lesson 23 that the learner might be struggling with.

Enrichment: See Enrichment Activity Cards

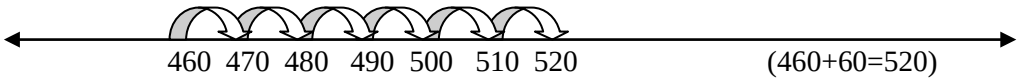
4. Classwork activity (Group/independent work) – 25 minutes

Use number lines to work out the following addition sums in your maths book.

1. 560+50=..... (610) 2. 678+42=..... (720) 3. 765+60=.....(825)

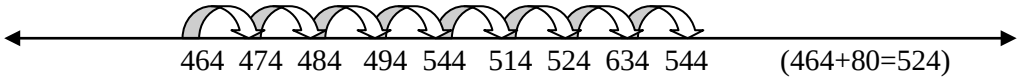
Copy theses number lines and write the number sentences for each number line.

4.



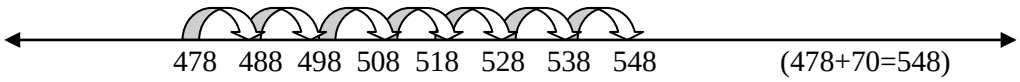
(460+60=520)

5.



(464+80=524)

6.



(478+70=548)

5. Homework activity – 5 minutes

Do the following activities in your homework book.

1. Complete DBE Worksheet 79 (Page 30 & 31).

6. Reflection on lesson

Date:

Lesson Topic: Twos – Multiplication and division

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.8, 1.14 Repeated addition leading to multiplication, 1.9 Grouping and sharing leading to division, 1.15 Division, 1.16 Mental Mathematics

Lesson vocabulary: Twos, multiplication, multiply, total, divide, division, group, number sentence.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving repeated addition and multiplication with answers up to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 2s from any given number between 0 and 700, e.g. 521, 523, 525 …

Mental maths activity - 10 minutes

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

2. Homework/Corrections – 15 minutes

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

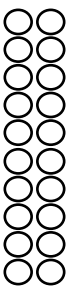
3. Lesson content – concept development – 30 minutes

Resources: Multiplication table (make yourself a large one on cardboard as a classroom poster), Counters (optional/remediation)

Concepts

- Recall multiplication facts for 10 times tables with answers up to 100
- Solve number problems in context and explain own solution to problems involving multiplication with answers up to 75, using appropriate symbols x, =, □
- Multiply 2 to a total of 100.
- Divide numbers to 99 by 2, using appropriate symbols ÷, =, □

Activity 1 – Revise using arrays



- Draw an array on the board – with columns and 10 rows.
- How many circles are in each row? (2)
- Let us count: 2, 4, 6, 8, 10, 12, 14, 16, 18 and 20.
- Let us write an addition number sentence: (2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20).
- A multiplication number sentence? (2 x 10 = 20/10 x 2 = 20)
- The inverse of multiplication is division. What would a division number sentence look like? (20 ÷ 2 = 10).

Date:

Activity 2 - The multiplication table.

- The focus is on the language, which allows a mental image for grouping. (E.g. one 2 is two, two 2s are 4 etc.)

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Activity 3 – Word problems

A vegetable garden has 4 rows of plants. Each row has 2 plants. *How many plants are there in the garden?*

- Let us write it as an addition number sentence: (2 + 2 + 2 + 2 = ☐)
- We can say there are 4 rows with 2 plants in each row. Draw a picture if necessary.
- Let us write it as a multiplication number sentence: 4 x 2 = ☐

Activity 4 - Division

- If I put 62 shoes into pairs, how many pairs of shoes will I have?
- *Let us write this as a number sentence* 62 ÷ 2 = 31
- *Do the same by making stories for putting different numbers of items into pairs: 26 (13), 38 (19), 44 (22), 48 (24)*

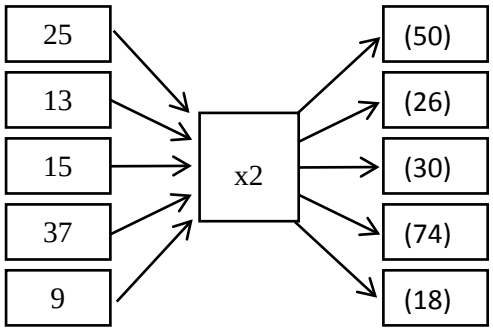
Remediation: A vegetable garden has 13 rows of plants. Each row has 2 plants. How many plants are there in the garden? Pack it out with counters. Number sentence: 13 x 2 = 26. A vegetable garden has 16 rows of plants. Every row has the same number of plants. If there is a total of 32 plants, how many plants are there in each row? Number sentence: 32 ÷ 16 = 2

Enrichment: See Enrichment Activity Cards

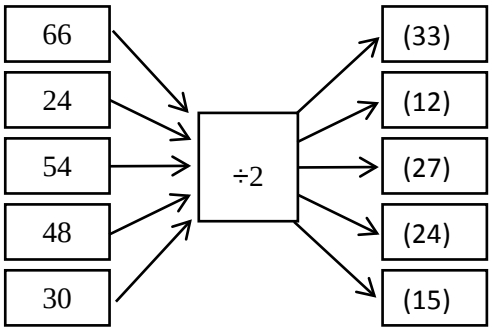
4. Classwork activity (Group/independent work) – 25 minutes

Complete the spider diagrams in your maths books. Your teacher will do the first spider diagram with you.

1.



2.



3. The manager has to order tyres for 35 bicycles. If each bicycle needs two tyres, how many tyres must the manager order? (35 x 2 = 70)
4. If two learners fit into a car how many cars with take 24 learners,? (24 ÷ 2 = 12)
5. Complete DBE Worksheet 83a (Page 38).

5. Homework activity – 5 minutes

Do the following questions in GDE Workbook.

1. Complete DBE Worksheet 81 (Pages 34 & 35).

6. Reflection on lesson:

Date:

Lesson Topic: Threes – multiplication and division

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.8, 1.14 Repeated addition leading to multiplication, 1.9 Grouping and sharing leading to division, 1.15 Division, 1.16 Mental Mathematics

Key words: Threes, multiplication, multiply, total, divide, division, group, number sentence, symbol.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving repeated addition and multiplication with answers up to 50.

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 between 0 and 600, e.g. 532, 535, 538 …

Mental maths activity - 10 minutes

	What is the answer for....	**Answer**		What is the answer for....	**Answer**
1.	3 x 10 =	30	6.	2 x 10 =	20
2.	9 x 10 =	90	7.	10 x 10 =	100
3.	0 x 10 =	0	8.	5 x 10 =	50
4.	8 x 10 =	80	9.	7 x 10 =	70
5.	4 x 10 =	40	10.	6 x 10 =	60

2. Homework/Corrections – 15 minutes

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

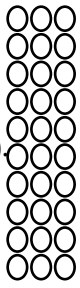
3. Lesson content – concept development – 30 minutes

Resources: Multiplication table (see lesson 26), Counters (optional/remediation)

Concepts

- Count forwards and backwards in 3s from between 0 and 600, e.g. 532, 535, 538
- Recall multiplication facts for 10 times tables with answers up to 100
- Solve number problems in context and explain own solution to problems involving multiplication with answers up to 75, using appropriate symbols x, =, □
- Multiply 3 to a total of 100.
- Divide numbers to 99 by 3, using appropriate symbols ÷, =, □

Activity 1 – Revise using arrays



- Draw the array on the board
- (OPTIONAL: ask learners to pack the counters out on their desks.
- Ask learners to write an addition number sentence: (3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 30).
- Ask learners to write a multiplication number sentences: (3 x 10 = 30 / 10 x 3 = 30)
- Ask learners to write a division number sentence: (30 ÷ 3 = 10).

Date:

Activity 2 - The multiplication table

- The focus is on the language, which allows a mental image for grouping. (E.g. one 3 is three, two 3s are six etc.)

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Activity 3 – Word problems

A vegetable garden has 4 rows of plants. Each row has 3 plants. *How many plants are there in the garden?* (4 x 3 = 12)

OOO
OOO
OOO
OOO

- Let us write it as an addition number sentence: (3 + 3 + 3 + 3 = 12)
- Let us write it as a multiplication number sentence: 4 x 3 = ☐
- Use the same array to tell another story. (One tricycle has 3 wheels. Four tricycles have 12 wheels).

Activity 4 - Division

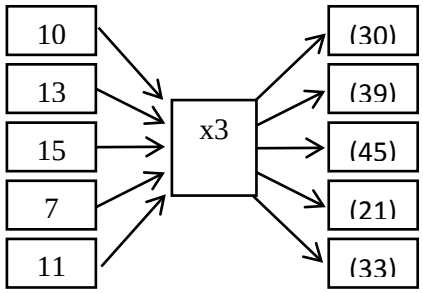
- If I have 42 biscuits and I put them into packets of 3, how many packets will I make?
- *Let us write this as a number sentence* 42 ÷ 3 = 14
- Tell a story about the division number sentence (Mum shares 42 buttons among 3 children. Each child gets 14 buttons).
- *Do the same for 27, 39,48, 54*

Remediation: A vegetable garden has 10 rows of plants. Each row has 3 plants. How many plants are there in the garden? Pack it out with counters. Number sentence: 3 x 10 = 30.
Enrichment: See Enrichment Activity Cards

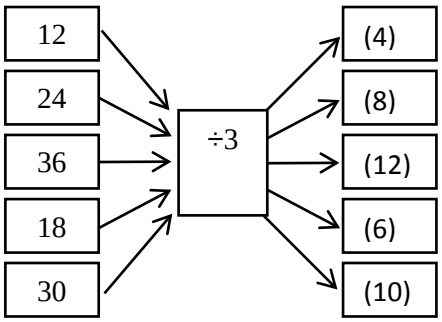
4. Classwork activity (Group/independent work) – 25 minutes

Do the following questions in your maths book.

1.



2.



3. The nursery school teacher has to order tyres for 9 tricycles. If each tricycle needs three tyres, how many tyres must the nursery school teacher order? (9 x 3 = 27)
4. Write a story about 10 x 3 = 30
5. Write a story about 15 ÷ 3 = 5

5. Homework activity – 5 minutes

Do the following questions in your DBE workbook. Complete DBE Worksheet 84 (Pages 40 & 41).

6. Reflection on lesson:

Date:

Lesson Topic: Fives- multiplication and division

Teacher's notes

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards, 1.8, 1.14 Repeated addition leading to multiplication, 1.9 Grouping and sharing leading to division, 1.15 Division, 1.16 Mental Mathematics

Lesson vocabulary: Fives, multiplication, multiply, total, divide, division, group, number sentence, symbol.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving repeated addition and multiplication with answers up to 50.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 5s from any given multiple between 0 and 700. E.g. 105, 110, 115, …

Mental maths activity - 10 minutes

	Double the following:	Answer		Halve the following:	Answer
1.	8	16	6.	20	10
2.	10	12	7.	80	40
3.	0	0	8.	100	50
4.	50	20	9.	0	0
5.	40	18	10.	16	8

2. Homework/Corrections – 15 minutes

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

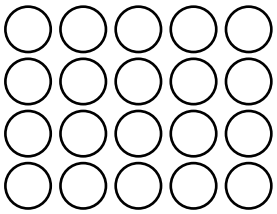
3. Lesson content – concept development – 30 minutes

Resources: Multiplication table (see lesson 26), Counters (optional/remediation)

Concepts

- Count forwards and backwards in 5s from any given multiple between 0 and 700. E.g. 105, 110, 115, …
- Calculation strategies – doubling and halving.
- Solve number problems in context and explain own solution to problems involving multiplication with answers up to 75, using appropriate symbols x, =, □
- Multiply 5 to a total of 100.
- Divide numbers to 99 by 5, using appropriate symbols ÷, =, □

Activity 1 - Revise using arrays:



- Draw the 4 x 5 array on the board.
- Let us count in 5s: 5, 10, 15, 20.
- Addition number sentence: 5 + 5 + 5 + 5 = 20
- Multiplication number sentence: 4 x 5 = 20 or 5 x 4 = 20
- Division number sentence: 2 ÷ 5 = 4 or 20 ÷ 4 = 5.

Date:

Activity 2 - The multiplication table

Let learners use the multiplication board to build up their 5 times tables, e.g. one 5 is five, two 5s are 10 etc.

X	2	3	4	5	6	7	8	9	10
1				5					10
2				10					20
3				15					30
4				20					40
5				25					50

Activity 3 - Word problems: Multiplication

- My dad planted 5 fruit trees in a row. He planted 6 rows. *How many fruit trees did he plant?*
- Let us write it as an addition number sentence: 5 + 5 + 5 + 5 + 5 + 5 = ☐ (30)
- Let us write it as a multiplication number sentence: 6 x 5 = ☐ (30)

Activity 4 – Word problems: Division

- If you had 30 peaches and you put them into groups of 5 how many groups would you make?
- *How many groups will there be?* (6)
- Let us write it as a division number sentence: 30 ÷ 5 = 6. There are 6 rows.
- Do the same with 40 (8), 50 (10), 75(15) counters.

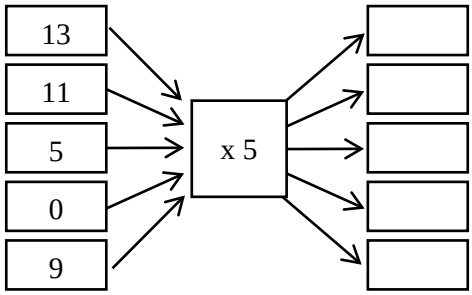
Remediation: A vegetable garden has 2 rows of plants. Each row has 5 plants. How many plants are there in the garden? Arrange the counters on your desk and let us count: 5, 10.
Number sentences: Repeated addition: 5 + 5= 10
Multiplication: 2 x 5 = 10. A vegetable garden has 2 rows of plants. Every row has the same number of plants. If there are a total of 15 plants, how many plants are there in each row? Arrange the counters on your desk to check. Number sentences: Repeated subtraction: 15 – 5 – 5 – 5 = 0.
Division: 15 ÷ 3 = 5

Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1.



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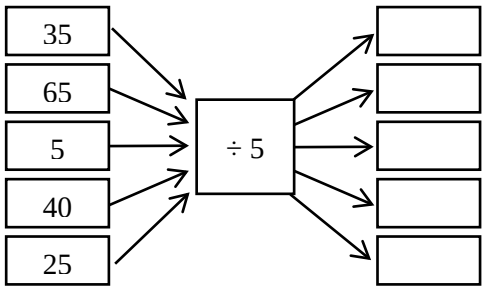


3. Complete DBE Worksheet 78 (Pages 28 & 29)

5. Homework activity – 5 minutes

Do the following in your homework book.

Complete DBE Worksheet 79 (Pages 30 & 31)

6. Reflection on lesson:

Date:

Lesson Topic: Fours – multiplication and division

Teacher's notes

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards, 1.2 Count forwards and backwards 1.8, 1.14 Repeated addition leading to multiplication, 1.9 Grouping and sharing leading to division, 1.15 Division, 1.16 Mental Mathematics

Lesson vocabulary: Fours, multiplication, multiply, divide, division, total, group, number sentence, symbol.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Solve word problems in context and explain own solution to problems involving repeated addition and multiplication with answers up to 50.

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 number between 0 and 600, e.g. 442, 446, 450

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	10 x 10 =	100	6.	100 ÷ 10 =	10
2.	8 x 10 =	80	7.	80÷ 10 =	8
3.	4 x 10 =	40	8.	40÷ 10 =	4
4.	6 x 10 =	60	9.	60÷ 10 =	6
5.	3 x 10 =	30	10.	30÷ 10 =	3

2. Homework/Corrections – 15 minutes

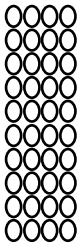
Reflection/remediation based on previous day's work/homework.

3. Lesson content – concept development – 30 minutes

Resources: Multiplication table, counters (optional/remediation)

Concepts

- Recall multiplication and division facts for 10 x tables up to divisible by 10
- Solve number problems in context and explain own solution to problems involving multiplication with answers up to 75, using appropriate symbols x, =, ☐
- Divide numbers to 99 by 4, using appropriate symbols ÷, =, ☐



Activity 1 – Revise using arrays

- Draw an array with 4 circles and 10 rows on the board.
- Ask '*How many counters are in each row?*' (4)
- *Let us write an addition number sentence?* (4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 40).
- *What will a multiplication number sentence look like?* (4 x 10 = 40 or 10 x 4 = 40)
- The inverse of multiplication is division. *What would a division number sentence look like?* (40 ÷ 4 = 10).

Date:

Activity 2 - The multiplication table

- Learners use their fingers to show one 4 is four, two 4s are eight etc.

×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Activity 3 – Word problems

A vegetable garden has 5 rows of plants. Each row has 4 plants.

- Let us write it as an addition number sentence: 4 + 4 + 4 + 4 +4 = ☐
- We can count: 4, 8, 12, 16, 20 plants
- Let us write it as a multiplication number sentence: 5 x 4 = ☐

Do the same for 4 rows with 5 plants in each row.

oooo
oooo
oooo
oooo
oooo

Activity 4 – Division

If I have 68 cups and I put them into groups of four, how many groups will I make?

- *Write this as a number sentence:*
- 68 ÷ 4 = 17
- Make groups of four with other numbers, and try to make a story for each one with the learners: 60 (15), 52 (13), 28 (7)

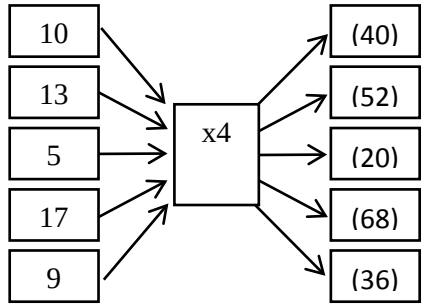
Remediation: A vegetable garden has 4 rows of plants. Each row has 15 plants. How many plants are there in the garden? Arrange the counters to check the answer. Multiplication number sentence: 4 x 15 = 60. A vegetable garden has 17 rows of plants. Every row has the same number of plants. If there are a total of 68 plants, how many plants are there in each row? Division number sentence: 64 ÷ 4 = 17.

Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1.



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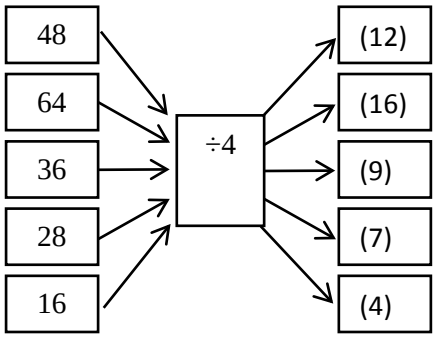


3. Samuel has 68 sweets. He has four times as many sweets as Moeketsi. How many sweets does Moeketsi have? (68 ÷ 4 = 17)
4. A vegetable garden has 4 rows of plants. Each row has 15 plants. How many plants are there in the garden? (4 x 15 = 60)
5. Write a story for 4 x 6 = 20
6. Write as story for 24 ÷ 4 = 6
7. Complete DBE Worksheet 85 (Pages 42 & 43)

5. Homework activity – 5 minutes

No homework

6. Reflection on lesson:

Mathematics Assessment Task 2 Grade 3

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

Total Marks: 40

Question 1 (3)

1.1 Write the names for these numbers.

89 _____ 53

_____

1. 2 Write the number.

Seventy-two_____

Question 2 (2)

A vegetable garden has 9 rows of plants. Each row has 3 plants. How many plants are there in the garden?
Draw a picture and write a number sentence.

_____

There are _____ plants in the garden.

Question 3

Colour to show counting on in fours from the number 404 to 420 (1)

401	402	403	404	405	406	407	408	409	410
411	412	413	414	415	416	417	418	419	420
421	422	423	424	425	426	427	428	429	440
431	432	433	434	435	436	437	438	439	450

Question 4 (3)

Tony has 45 sweets. He eats five sweets every day. For how many days can eat sweets?
Draw the picture. Write a subtraction number sentence.

_____

Tony can eat sweets for _____ days.

Question 5 (3)

Complete the following:

454 (+4) _____ (+4) _____ (+4) _____

Question 6 (2)

Share 24 chocolate bars amongst 3 friends so that they all get the same amount of chocolate bar and there is nothing left over.
What fraction will each friend get?

How many chocolate bars will eachfriend get?_____

Question 7 (4)

Fill in the missing fractions in the fraction wall.

1 whole			
1 half		1 half	
1 quarter	1 quarter	1 quarter	1 quarter

Question 8

8.1 How many eights equal a whole? _____

(1)

8.2 How many sixths are there in one half? _____

(1)

Question 9 (1)

Draw the line of symmetry.

Question 10 (1)

Write the next three numbers: 800, 750, 700, _____ , _____ ,

_____

Question 11 (2)

Draw one object with a flat surface and one with a curved surface.

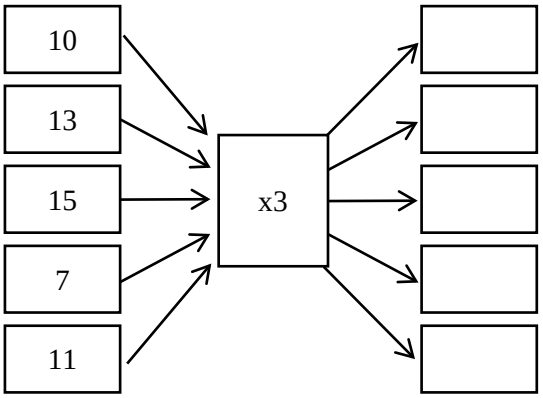
Flat surface	Round surface

Question 12 (2)

Use triangles to draw a pattern. The position(direction) of the triangles need to change in a regular way.

Question 13 (5)

Complete the spider diagram.



Question 14 (1)

What do you call this shape? Circle the correct answer below.

cylinder	cone	sphere	pyramid

Question 15 (1)

What is the time? Make a cross over the incorrect answer.

a.) 8:27

b.)twenty seven minutes past eight

b.) 20:27

c.) twenty seven minutes to eight

Question 16 (1)

Use your ruler to measure this line.

_____

_____

Question 17

Types of shapes	Number of shapes
Triangles	4
Cones	6
Squares	3
Pyramids	1

17.1 Use the information in this table to show the shapes in a bar graph.

(4)

Triangles	Cones	Squares	Pyramids

Answer the questions.

17.2 Which shape is there the least of?

_____

(1)

17.3 How many more cones are there than squares?

_____

(1)

Grade 3 Lesson 30 Written Assessment 2 MEMO

Question	Marks
1. (1 mark per correct answer) 1.1. eighty-nine (1) fifty-three (1) 1.2. 72 (1)	(3)
2. (1 mark for the picture and 1 mark for the correct answer) There are 27 plants in the garden.	(2)
3. (1 mark per correct answer) (these numbers must be shaded in the table) 404, 408, 412, 416, 420	(1)
4. (1 mark per correct answer) 45 – 5 – 5 – 5 – 5 – 5 – 5 – 5 – 5 – 5 = 0 (2) Tony can eat sweets for 9 days (1)	(3)
5. (1 mark per correct answer) 458 462 466	(3)
6. (1 mark per correct answer) 6.1 one third (1) 6.2 they get 8 chocolate bars each (1)	(2)
7. (1 mark per correct line labelled as below) 1 third | 1 third | 1 third 1 fith | 1 fith | 1 fith | 1 fith | 1 fith 1 sixth | 1 sixth | 1 sixth | 1 sixth | 1 sixth | 1 sixth 1 eighth | 1 eighth | 1 eighth | 1 eighth | 1 eighth | 1 eighth | 1 eighth | 1 eighth	(4)
8. (1 mark per correct answer) 8.1. 8 eighths 8.2. 3 sixths	(2)
9. (1 mark for line of symmetry drawn in the correct place) 	(1)
10. (1 mark for the correct answer – all three numbers correct) 650, 600, 550	(1)
11. (1 mark per correct answer)  flat surface (a box shape)  round surface (a ball shape)	(2)
12. (1 mark per correct answer) Any picture where triangles were used (1) in a regular way (1)	(2)
13. (1 mark per correct answer) 30 39 45 21 33	(5)
14. (1 mark per correct answer) cone	(1)
15. (1 mark for correct selection) Select (c) twenty seven minutes to eight	(1)
16. (1 mark per correct answer) 15 cm	(1)
17. (1 mark per correct answer) 17.1 – bars completed in graph to correct height – (1) per bar 17.2 Pyramids (1) 17.3. there are 3 more cone than squares (1)	(6)

Date:

Lesson Topic: 3-D objects

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics, 3.2 3-D objects

Lesson vocabulary: 2-D shapes , 3-D objects, ball shapes/spheres, box shapes/prisms, cylinders, pyramids, cones, surface, face, circles, triangles, squares, rectangles, roll/slide.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Recognise and name 3-D objects in the classroom and 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.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 50s from any number between 0 and 900, e.g. 250, 300, 350 …

Mental maths activity - 10 minutes

	Calculate the following:	Answer		Calculate the following:	Answer
1.	90 ÷ 10 =	9	6.	10÷ 10 =	1
2.	40÷ 10 =	4	7.	80÷ 10 =	8
3.	30÷ 10 =	3	8.	60÷ 10 =	6
4.	20÷ 10 =	2	9.	70÷ 10 =	7
5.	50÷ 10 =	5	10	100÷ 10 =	10

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: 3-D objects: Pyramid, cylinder, prism, cone, sphere (e.g. collect the inside of toilet rolls, ball, small box etc.). Geometrical shapes to be used to build up the surfaces of the 3-D shapes (See DBE workbook cut out 2-D nets, or provide 2-D flat cut-out shapes made from cardboard).

Concepts

- Describe, sort and compare 3-D objects in terms of: 2-D shapes that make up the faces of 3-D objects
- Observe and build given 3-D objects using concrete materials such as 2-D shapes

Activity 1

Revise the following shapes

- Pyramid: All the surfaces are flat, has a pointed top.
- Cylinder: Two flat round surfaces of the same size, one curved face
- Prism: Base and top are the same size and shape, all faces are flat
- Cone: One flat round surfaces, one curved face, and pointed top
- Sphere: Curved all around, one surface

Activity 2

Hold up each 3-D object and discuss the surfaces. You must discuss what kind of shape they are and are they curved or flat?

- *Which shapes make up the surfaces of a box/cube?* (squares, flat)
- *Which shapes make up the surfaces of a cylinder?* (circles and rectangles, circles are flat, rectangle is rounded/curved)

Date:

- *Which shapes make up the surfaces of a pyramid?* (Triangles, square /rectangle/ triangles – all flat)
- *Which shapes make up the surfaces of a cone?* (circles, semicircles – one is curved and one is flat)
- *Which shapes make up the surfaces of a prism?* (rectangles, triangles, rectangles, squares – all flat)

Activity 3
In this part of the lesson learners use 2-D shapes to build up 3-D shapes.
Give learners the following 2-D shapes to use to build their 3-D shapes:

- Six squares- build a cube.
- Four triangles- build a pyramid.
- One square and four triangles - build a pyramid.
- One rectangle and two circles - build a cylinder.
- Two identical triangles and 3 rectangles – build a prism

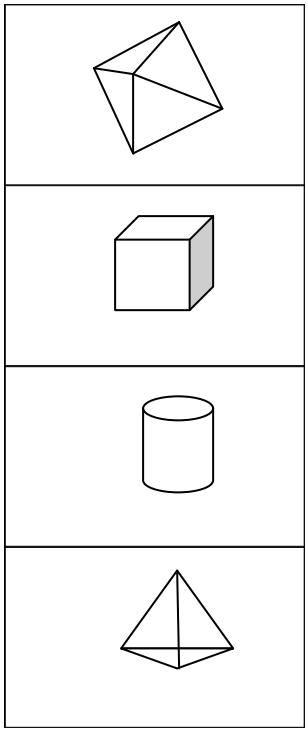
Remediation: Use the models you have made and answer the questions. Take the box and point to a face. *What shape is this?* (a square) Do the same with all the faces. Take the pyramids. Point to the faces and ask learners to identify the shapes. What is the difference between the two pyramids? Take the cylinder. Point to the faces and ask learners to identify the shapes.
Get learners to construct 3-D representations of 2-D shapes (squares, triangles and rectangles)

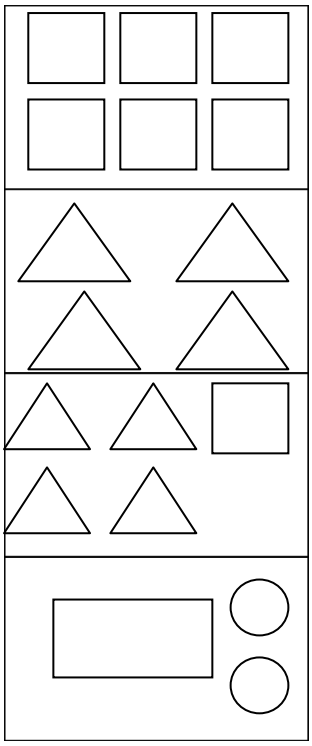
Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1. Draw and name the following shapes: a cube, a sphere, a cylinder, a cone, a pyramid.
2. Match 3-D object with its surfaces.





5. Homework activity – 5 minutes

Do the following questions in your DBE Workbook.

1. DBE Worksheet 90 (Pages 52 & 53).

6. Reflection on lesson:

Date:

Lesson Topic: 3-D objects

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics, 3.2 3-D objects

Lesson vocabulary: 2-D objects, 3-D objects, ball shapes/spheres, box shapes/prisms, cylinders, pyramids, cones, curved, flat, surface, roll/slide, describe, sort , compare.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200. Count forwards and backwards from 0 – 200.
- Recognise and name 3-D objects in the classroom and 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.

Assessment

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

1. Mental Maths

Counting – 5 min

- Count forwards and backwards in 25s from any number between 0 and 1000 (e.g. 0, 25, 50,75…1000)

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	2 x 6 =	12	6.	2 x 7 =	14
2.	3 x 6 =	18	7.	3 x 7=	21
3.	4 x 6 =	24	8.	4 x 7 =	28
4.	5 x 6 =	30	9.	5 x 7 =	35
5.	10 x 6 =	60	10.	10 x 7 =	70

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: 3-D objects in a variety of geometrical shapes e.g. cube, cone, prism, cylinder, pyramids (bring from home)

Concepts

- Recognise and name 3-D objects in the classroom and pictures – ball shapes (spheres), box shapes (prisms), cylinders, pyramids, cones.
- Describe, sort and compare 3-D objects in terms of: flat or curved surfaces
- Describe, sort and compare 3-D objects in terms of: can roll/slide

Activity 1: Revise the following shapes: Pyramid, Cylinder, Prism, Cone & Sphere: (See Lesson 31 Activity 1)

Activity 2: Show learners a variety of 3-D objects.

Ball shapes

Cylinders

Box shapes

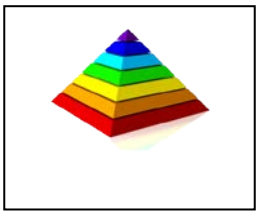
Date:

Revise *curved* and *flat* surfaces with the learners. Ask

1. *Does this ball have a flat or curved surface?* (curved)
2. *Does this box have a flat or curved surface?* (flat)
3. *Does this cylinder have a flat or curved surface?* (curved and flat)
4. *Show me 2 objects with flat surfaces* (cylinder, prism/box shape)
5. *Show me 2 objects with curved surfaces* (cylinder, sphere/ball)
6. *Show me 1 objects with flat **and** curved surfaces* (cylinder/cone)

Activity 2

Show learners two types of **pyramids** (triangular and rectangular bases)

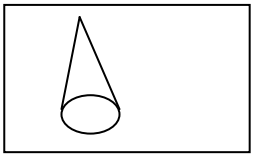


Ask: *Where will we find pyramids in real life?* (Toys, pyramids in Egypt, etc.)

Let learners examine and discuss:

- Number of faces
- Shapes of faces
- Discuss whether the surfaces of a pyramid are flat or curved (flat)

Show learners a **cone**:



Where will we find cones in real life? (Ice-cream cones, party hats, etc.)

Show them that a cone has one flat and one curved surface

Activity 3

Learners work in groups of four. Give each group the following:

- a variety of shapes with curved and flat surfaces e.g. cube, cone, prism, cylinder, pyramids
- a table like the one below.
- Ask learners to experiment with rolling & sliding each object to fill the table.

	Draw the shape	Can it roll?	Can it slide?
cube		(No)	(Yes)
cone		(Yes)	(Yes)
prism		(No)	(Yes)
cylinder		(Yes)	(Yes)
pyramids		(No)	(Yes)
sphere		(Yes)	(No)

Remediation: Begin with shapes that roll. Once this concept has been established proceed to shapes that slide. When 'slide' is understood then only introduce a variety of objects that can slide and or roll.

Enrichment: See Enrichment Activity Cards

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

Do the following questions in your DBE Workbook.

DBE Worksheet 72 (Pages 16 & 17)

5. Homework activity – 5 minutes

1. Complete this table in your homework books:

Shape	Name the shape-e.g. box	Surface
	Cylinder	(2) flat and (1) curved surfaces
	Box/prism	(6) flat and (0) curved surfaces
	Ball/sphere	(0) flat and (1) curved surfaces
	Pyramid	(5) flat and (0) curved surfaces
	Cone	(1) flat and (1) curved surfaces

6. Reflection on lesson:

Date:

Lesson Topic: Fractions: Name the fraction parts

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics 1.17 Fractions

Lesson vocabulary: Fractions, unitary fraction, non-unitary fractions, half, quarter, eighth, third, sixths, fifths, diagrammatic form.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Use and name fractions in familiar contexts including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form and write fractions as 1 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 100s between 0 and 1 000, e.g. 300, 400, 500 …, / 900, 800, 700…

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	4 + 3 + 9 =	16	6.	2 + 9 + 8 =	19
2.	5 + 5 + 6 =	16	7.	9 + 3 + 6 =	18
3.	12 + 2 + 3 =	17	8.	2 + 0 + 18 =	20
4.	3 + 9 + 2 =	14	9.	8 + 4 + 7 =	19
5.	5 + 11 + 3 =	19	10.	6 + 2 + 8 =	16

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Fraction strips and circles (see teacher resource)

Concepts

- Use and name unitary and non-unitary fractions including halves, quarters, eights, thirds, sixths and fifths.
- Recognise fractions in diagrammatic form

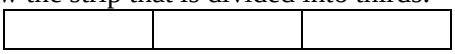
Activity 1: Revise halves

- Give learners fraction strips with halves.
- Show them one whole.
- Show them two halves. *What fraction is this?* (two halves)
- Show them that two halves make one whole.

Date:

Activity 2:
Repeat with thirds, quarters and fifths always referring back to the whole to see the relationship.

- Show the strip that is divided into thirds.



Colour one third.

Colour two thirds.

Colour three thirds.

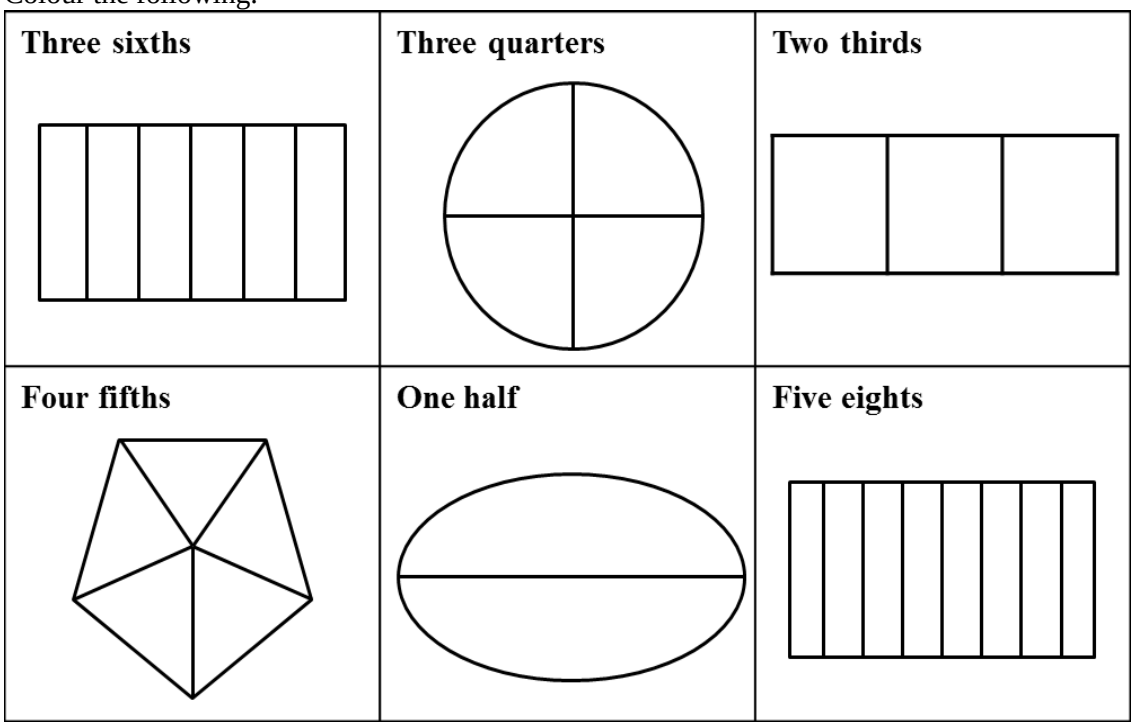
Repeat the exercise with quarters, fifths, sixths and eighths.
Optional: If learners struggle to understand, repeat the whole exercise, using fraction circles.

Remediation: Show the learners the following with fraction strips and circles. Ask how many equal parts there are. If there are five equal parts then these are fifths. Now count the number of fifths. Follow this with three, four, six equal parts.
Enrichment: See Enrichment Activity Cards

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

Do the following activities in your maths book.

1. Colour the following:



2. Draw the following:
    a. Three quarters using a square.
    b. Two thirds, using a rectangle.
    c. Four fifths using a circle.

5. Homework activity – 5 minutes

Do the following activities in your DBE Workbook.

1. DBE Worksheet 91 (Pages 54 & 55)

6. Reflection on lesson:

Date:

Lesson Topic: Fractions: Share and group things equally

Teacher's notes

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

Lesson vocabulary: Fractions, unitary fractions, non-unitary fractions, halves, quarters, eighths, thirds, sixths, fifths, diagrammatic form, share, group.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200, Count forwards and backwards from 0 – 200.
- Use and name fractions in familiar contexts including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form and write fractions as 1 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 5s between 0 and 700, e.g. 525, 530, 535 …

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	___ ÷ 2 = 2	4	6.	___ ÷ 4 = 4	16
2.	___ ÷ 2 = 4	8	7.	___ ÷ 5 = 2	10
3.	___ ÷ 3 = 2	6	8.	___ ÷ 5 = 4	20
4.	___ ÷ 3 = 4	12	9.	___ ÷ 10 = 2	20
5.	___ ÷ 4 = 2	8	10.	___ ÷ 10 = 4	40

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, slates.

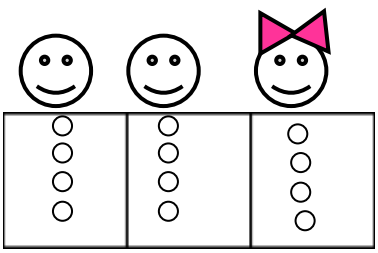
Concepts

- Use and name unitary and non-unitary fractions including halves, quarters, eights, thirds, sixths and fifths.
- Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions e.g.$\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{5}$, etc.

Activity 1

This is an individual activity.

- Give learners 12 counters or stones.
- Tell them to draw faces of children (2 boys and 1girl) to share the counters one at a time equally amongst the four children.
- They use their slates/white boards to write on, e.g.



Date:

Activity 2

Share nine balls among three friends.

- What fraction will each friend get? (1/3)
- How many balls will the friend get? (3)
- What is one third of 9? (3)

Share sixteen balls among two friends.

- What fraction will each friend get? (1/2)
- How many balls will the friend get? (8)
- What is half of 16? (8)

Share 12 counters equally among two boys and one girl.

- *How many counters will each child get?* (4)
- *What fraction will the girl get?* (one third)
- *How many will the girl get? (4)*
- *What fraction did the boys get?* (two thirds)
- *How many will the boys get?* (4+4=8)
- *What is one third of 12?* (4)
- *What is two thirds of 12?* (8)

Repeat the above steps with the following examples:

- Share 12 counters equally among three boys and one girl.
- Share 12 counters equally among one boy and one girl.

Activity 3

- We are five friends; two boys and three girls.
- We share 20 counters equally.
- *What fraction will the boys get?* (2 fifths)
- *How many counters will the boys get?* (4+4=8 counters)
- *What fraction will the girls get?* (3 fifths)
- *How many counters will the girls get?* (4+4+4=12 counters)
- *What is four fifths of 20*? (16)

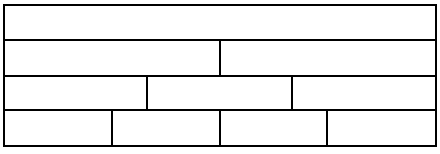
Remediation: Give learners the fraction strips or ask them to draw it in their books. Ask them to name the shaded part: One half, two thirds, three quarters, four fifths, three sixths and five eights. Take 12 counters share into: Halves, thirds, quarters sixths.

Enrichment: See Enrichment Activity Cards

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

Do the following activities in your maths book.

1. We are five friends. We share 25 counters equally. What fraction will each friends get? (one fifth). How many counters will each friend get? (5 counters).
2. I divide 12 marbles equally among John, Neo and Sipho. What fraction will Neo get? (one third). How many marbles will each boy get? (4)
3. I divide 16 marbles equally among John, Mary, Sipho and Cindy. What fraction will the girls, Mary and Cindy get? (two quarters/one half). How many marbles will Mary get? (4)
4. I have 24 marbles. I divide it equally among 6 children. What will two sixths of 24 be? (8)
5. Use the given fraction wall to decide which is more than / less than, equal to.
6.



a. Two thirds.....one half
b. Three quarters.....two thirds
c. Two quarters.....one half
d. One whole.....five quarters

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson:

Date:

Lesson Topic: Fractions: Share and group things equally

Teacher's notes

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

Lesson vocabulary: Fractions, unitary fractions, non-unitary fractions, halves, quarters, eighths, thirds, sixths, fifths, diagrammatic form, share, group.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200, Count forwards and backwards from 0 – 200.
- Use and name fractions in familiar contexts including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form and write fractions as 1 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 5s between 0 and 700, e.g. 525, 530, 535 …

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	10 ÷ 10 =	1	6.	5 x 10 =	50
2.	8 x 10 =	80	7.	20 ÷ 10 =	2
3.	40 ÷ 10 =	4	8.	7 x 10 =	70
4.	9 x 10 =	90	9.	100 ÷ 10 =	10
5.	30÷ 10 =	3	10.	6 x 10 =	60

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, slates.

Concepts

- Use and name unitary and non-unitary fractions including halves, quarters, eights, thirds, sixths and fifths.
- Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary and non-unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{5}$, etc.

Activity 1

Revise concepts. Ask:

- How many halves in a whole? (2)
- Quarters in a whole?(4)
- Quarters in a half? (2)
- Thirds in a whole? (3)
- Fifths in a whole (5)
- Give me any two fractions that are the same size (various eg. two halves and a whole/two quarters and one half/three thirds and four quarters)

Date:

Activity 2
Give learners counters and cups/containers (to contain each person's share) to help them to work these calculations out practically.
Divide the 9 counters equally between two boys and one girl.

- *How many counters will each child get?* (3)
- *What fraction will the girl get?* (one third)
- *How many will the girl get?* (3)
- *What fraction did the boys get?* (two thirds)
- *How many will the boy get?* (6)

We are six friends; one boy and the others are girls. We share 18 counters equally.

- *What fraction will the girls get?* (five sixths)
- *How many will the girl get?* (15)
- *What fraction will the boys get?* (one sixth)
- *How many will the boy get?* (3)

We are four friends; two girls and the others are boys. We share 20 counters equally.

- *What fraction will the girls get?* (two quarters/half)
- *How many will the girls get?* (5+5=10)
- *What fraction will the boys get?* (two quarters/half)
- *How many will the boy get?* (5+5=10)

Remediation: Give learners the fraction strips or ask them to draw these in their books. Ask them to name the shaded part and say what portion is unshaded. E.g. One half is shaded and one half is not , two thirds are shaded and one third is not,

Enrichment: See Enrichment Activity Cards

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

Do the following activities in your maths book.

Make a drawing and answer the questions:
1. Share twenty five balls among five friends. Two are boys and three are girls.
   a) What fraction will the girls get?(3/5)
   b) How many balls will the girls get?(15)
   c) What fraction will the boys get?(2/5)
   d) How many balls will the boys get?(10)

2. Share twelve balls among four friends. Three of the friends are boys.
   a) What fraction will the girls get?(1/4)
   b) How many balls will the girls get?(3)
   c) What fraction will the boys get?(3/4)
   d) How many balls will the boys get?(9)

3. I share 15 marbles equally among John, Mary and Sipho. *What fraction will Mary get?* (one third). *How many marbles will they each get?* (5)
4. I divide 15 marbles equally among John, Mary, Sipho, Neo and Cindy. *What fraction will the girls, Mary and Cindy get?* (two fifths). *How many marbles will John get?* (3)
5. I have 24 marbles. I divide it equally among 6 children. *What will two sixths of 24 be?* (8)

5. Homework activity – 5 minutes

Do the following activities in your DBE Workbook.

1. DBE Worksheet 92 (Pages 56 & 57)

6. Reflection on lesson:

Date:

Lesson Topic: 2-D shapes: straight or round sides

Teacher's notes

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

Lesson vocabulary: Estimate, check, 2-D shapes, straight sides, round/curved sides, describe, compare.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Recognise and name 3-D objects in the classroom and 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.

Assessment

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

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 50s from any number between 0 and 900, e.g. 550, 500, 450 ...

Mental maths activity - 10 minutes

1.	10 ÷10=	10		30 ÷10=	3
2.	9 X 10 =	90		70 ÷10=	7
3.	7 X 10 =	70		5 X 10 =	20
4.	100 ÷10=	10		1 X 10 =	80
5.	3 X 10 =	30		40 ÷10=	4

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Procure/make plastic/cardboard shapes 2-D shapes, prestik (Bostick) to stick shapes on the board

Concepts

- Describe, sort and compare 2-D shapes in terms of: shape, straight sides and round sides.

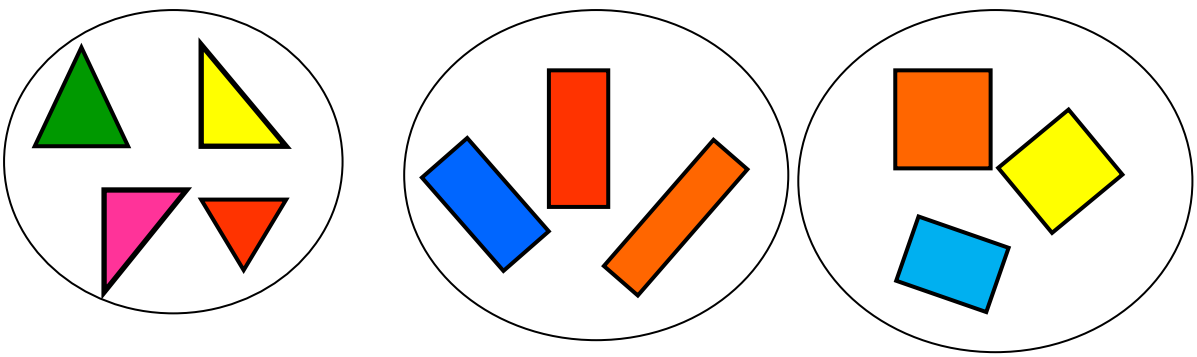
Activity 1

- Revise curved and straight sides by showing the learners different 2-D shapes and pointing to their sides.

Activity 2

Stick cardboard cut-out shapes randomly on the board. Ask:

- *What can you tell me about the sides of all these shapes?* (they are all straight)
- *What shapes are they?* (triangles, rectangles, squares)
- Can someone sort the shapes on the board?
- *How did you sort the shapes* (we put all the rectangles together, all the triangles together and all the, squares together).



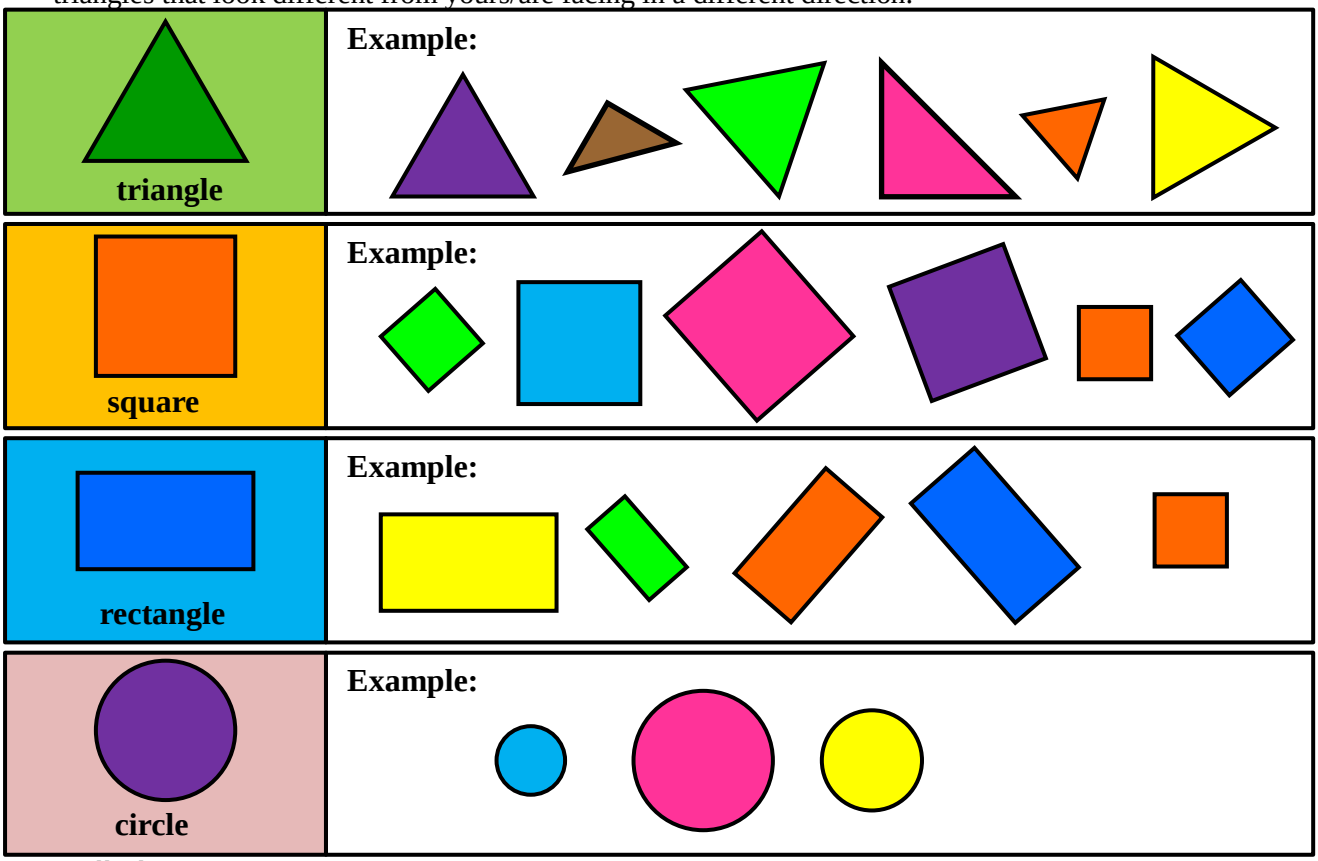
Date:

Rotate the triangle so that they all face different directions. Ask:

- Are the shapes in the circle still triangles? (yes). How do you know? (triangles have three straight sides and three corners)
- Do the same with the rectangles and squares.

Activity 3

Draw the following on the board. Ask learners to come to the board and draw other shapes eg. triangles that look different from yours/are facing in a different direction.



Remediation: Give learners plastic or cardboard shapes. Let them sort the shapes into shapes with round sides and those with straight sides. Use all the same kind of shapes and put them in a line, but all of them in a different orientation (the way it faces).

Enrichment: See Enrichment Activity Cards 6.1 – 6.4

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

Do the following activities in your maths book.

1. Draw a triangle. Draw three more, but in different positions.
2. Draw a rectangle. Draw three more, but in different positions.
3. Draw and name this shape:  (square) It has _____ (straight) sides.
4. Draw and name this shape:  (circle) It has _____ (round) sides.
5. Find and cut triangles of different sizes from a magazine. Stick them in your book, in all different positions.
    a. How many sides does each one have?
    b. Are they straight or round?

5. Homework activity – 5 minutes

Do the following in your homework book.

1. Draw a picture of a tree. You may use one shape with straight sides and one shape with round sides.
2. Draw a picture of a car. You may use two shapes with straight sides and four shapes with round sides.
3. Draw and colour a row of triangles that are all in different positions.

6. Reflection on lesson:

Date:

Lesson Topic: 2-D shapes: Straight or round sides

Teacher's notes

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

Lesson vocabulary: Estimate, check, 2-D shapes, straight sides, round sides.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count forwards and backwards from 0 – 200.
- Recognise and name 3-D objects in the classroom and 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.

Assessment

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

1. Mental maths

Counting – 5 minutes

- Count forwards and backwards in 50s from any number between 0 and 800, e.g. 250, 300, 350 …

Mental maths activity - 10 minutes

	Calculate the following:	Answer		Calculate the following:	Answer
1.	6 ÷ 2=	3	6.	12 ÷ 2=	6
2.	16 ÷ 2=	8	7.	14 ÷ 2=	7
3.	8 ÷ 2=	4	8.	2 ÷ 2=	1
4.	18 ÷ 2=	9	9.	20 ÷ 2=	10
5.	10 ÷ 2=	5	10.	4 ÷ 2=	2

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Paper for drawing on , learners need coloured pencil crayons, slates/white boards, paper, magazines, Procure or make 3-D shapes: cylinder, cone, pyramid, sphere, prism/box (e.g. empty toilet rolls, stiff paper rolled into a cone, , a ball, cereal box etc.). (See DBE Workbook cut out 5)

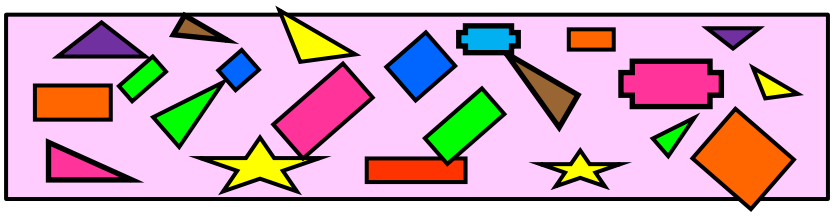
Concepts

- Describe, sort and compare 2-D shapes in terms of: shape, straight sides and round sides.

Activity 1

Learners work in groups of four. Give each group a sheet of paper to draw on.

- Ask learners to draw as many shapes as they can think of with straight sides on the paper.
- Every learner in the group should get a chance to draw a shape.
- Compare each group's shapes to see if there are any other shapes that they didn't think of.
- Add those shapes to your group's picture.
- Give each group a turn to call out one shape and a colour. The whole class now colours that shape (e.g. triangles – red).If a group does not have the shape they draw it in.
- Continue on until all the shapes are coloured in.



Date:

Activity 2: Before the lesson, draw the shapes below on the board
Revise*: If a shape does not have straight sides, what will it have?* (curved sides)
Ask learners to identify the number of straight and curved sides and count them in each of the shapes in the table.

Drawing of Shape	Number of curved and straight sides
	One curved side
	two curved and two straight sides
	one curved and three straight sides

Activity 3
Revise cylinder, cone, pyramid, sphere, prism/box
Ask children to identify the 2-D shapes on the faces of the 3-D objects
In pairs: Touch the shapes and say whether the sides are straight or curved.
Learners must then say how many straight sides and curved sides they have counted.

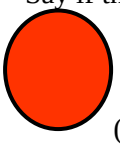
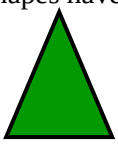
Remediation: Give learners old magazines. Ask them to cut out the following shapes: a triangle, square and a rectangle. Ask them to use their fingers to show you the straight sides. Ask them to now cut out a shape that only has round sides. (Circle)

Enrichment: See Enrichment Activity Cards

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

Do the following activities in your maths book.

1. Say if the following shapes have round or straight sides.

 (round sides)  (straight sides)  (straight sides)

2. Draw as many shapes as you can think of with straight sides.
3. Find pictures in a magazine that has shapes with straight sides and stick them in your book.
4. Find pictures in a magazine that has shapes with round sides and stick them in your book.
5. Draw or find pictures in a magazine that have shapes with round sides **and** curved sides and stick them in your book

5. Homework activity – 5 minutes

Do the following questions in your homework book.

1. Use a crayon to draw a picture using shapes with straight sides.
2. Use another coloured crayon to draw a picture using shapes with round sides.
3. Draw a picture using shapes with round sides **and** curved sides. Use your red crayon to draw the straight sides and your green crayon to draw the round sides.
4. Find something in your room that has only straight sides. (e.g. bed, door, cupboard)
5. Find something in your kitchen that has round sides. (e.g. wall clock, bowl, mat)

6. Reflection on lesson:

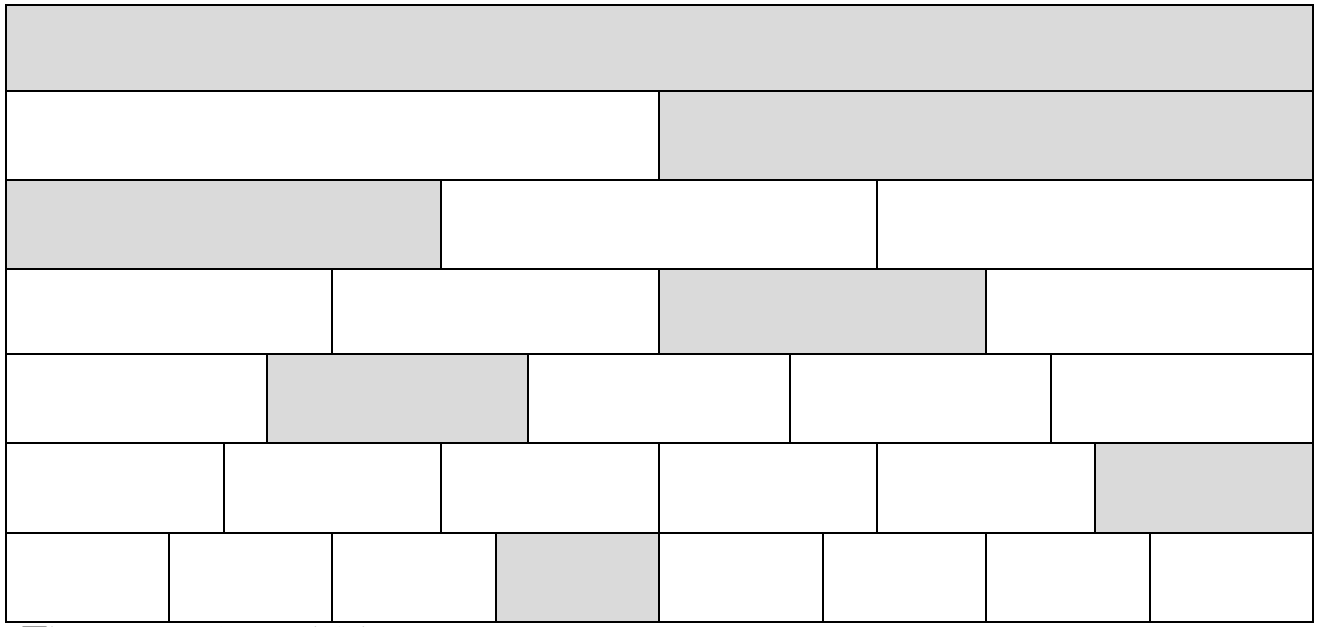
Mathematics Assessment Task 3 Grade 3

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

Total Marks: 15

Question 1 (7)

Write in the fraction part or part that is shaded in each line.



These words might help you:

third, fifth, whole, quarter, sixth, half, eighth.

Question 2

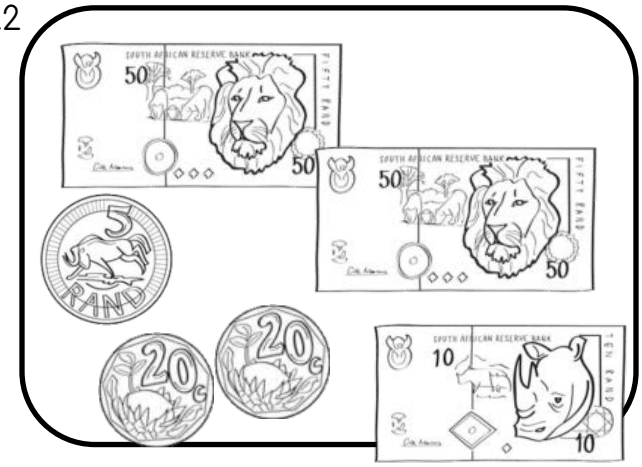
(2)

How much money do I have?

2.1

_____

2.2



_____

Question 3

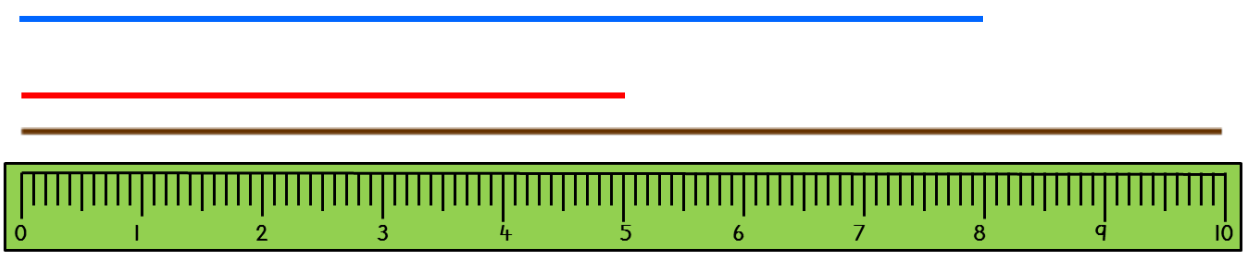
(2)

Travis has a 50c coin and four 20c coins. Toffees cost R1.20. How much change will he get if he pays with all his money? Draw a picture to help you.

Travis will get _____ change.

Question 4

(2)



4.1. How long is the shortest line? _____

4.2. How long is the longest line? _____

Question 5

What is the time?

(1)

_____

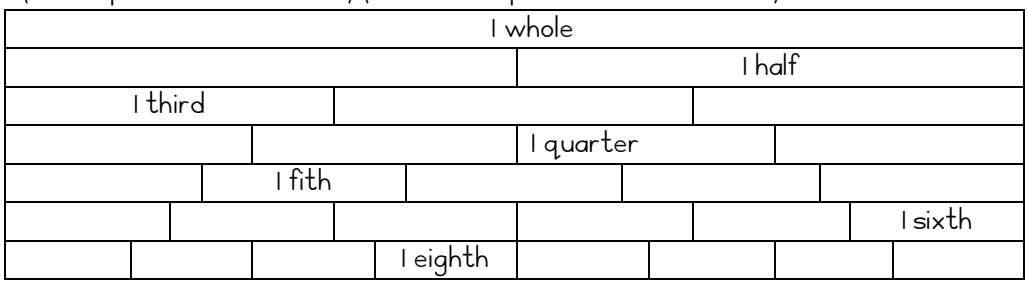
Question 6

(1)

Write the time on the digital clock.

Half past nine

Grade 3 Lesson (after 33) Written Assessment 3 MEMO

Question	Marks
1. (1 mark per correct answer) (the shaded parts must be labelled) 	(7)
2. (1 mark for the picture and 1 mark for the correct answer) 2.1. R2, 40 2.2. R115, 40	(2)
3. (1 mark per correct answer) Working for problem (1) 10c (answer (1) (2 marks if answer correct)	(2)
4. (1 mark per correct answer) 4.1. 5 cm 4.2. 10 cm	(2)
5. (1 mark per correct answer) quarter past seven	(1)
6. (1 mark per correct answer) 09:30	(1)

Date:

Lesson Topic: Money

Teacher's notes

CAPS Topics: 1.1 Count objects 1.2 Count forwards and backwards 1.11 Money 1.16 Mental Mathematics

Lesson vocabulary: Money, coins, bank notes, Rands and cents, total, value, change.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5 and bank notes R10, R20 and R50.
- Solve money problems involving totals and change in cents up to 90c and rand to R99.

Assessment

Formal Tasks 3 Activity 1 and 2. Assess a group of learners today.

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 25s from any given number between 0 and 700, e.g. 750, 725, 700 …

Mental maths activity - 10 minutes

	Calculate			Calculate	
1.	2 ÷ 2=	1	**6.**	7 0 ÷10=	7
2.	10 ÷ 10 =	1	**7.**	5 0÷10=	5
3.	12÷ 2=	6	**8.**	10 ÷ 2=	5
4.	60 ÷ 10=	6	**9.**	18 ÷2=	9
5.	14 ÷ 2=	7	**10.**	50 ÷10=	5

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

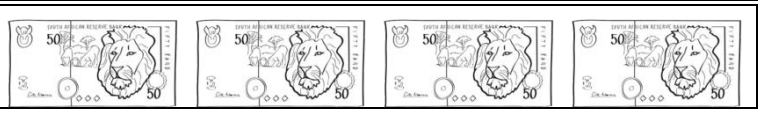
Resources: Paper money cut-outs (coins and notes) (see DBE workbook for money cut-outs)

Concepts

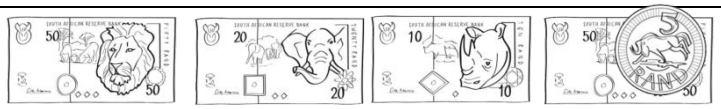
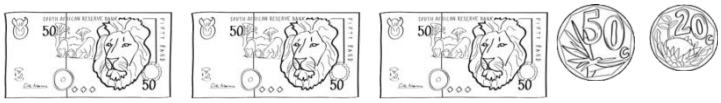
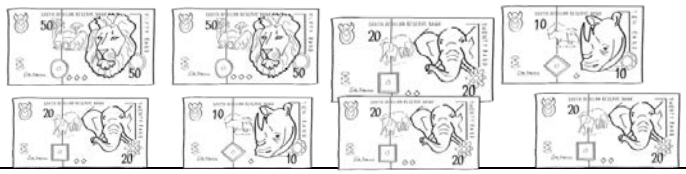
- Recognise and identify the South African coins and bank notes.
- Convert between rands and cents.

Activity 1

Practical activity: Learners work in groups of four. Ask the groups to show you how to make up the following amounts of money using the notes and coins that they have: (Learners might sometimes be limited in their answers because of the coins and notes that they have received.)

Amount	Solutions. (There are other possible solutions.)	
The coins that will make 120c		
The coins that will make 155c		
The notes that will make R200		

Date:

The coins and notes that will make R135	
The coins and notes that will make R150, 70	
The coins and notes that will make R200	

Remediation: Give learners different amounts and kinds of coins and ask them what the totals are. E.g. 50c, 50c, 20c, 20c, 20c, 5c. (165c)

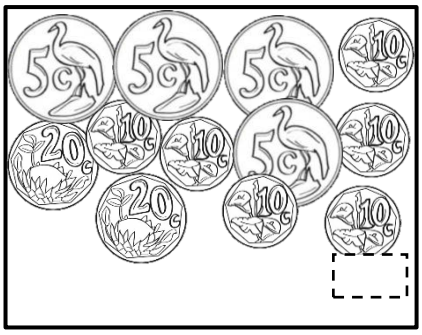
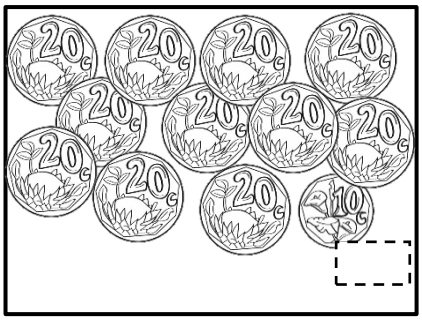
Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

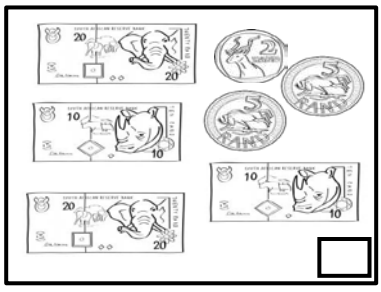
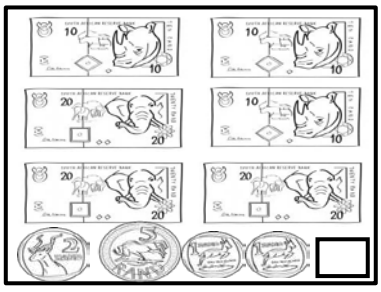
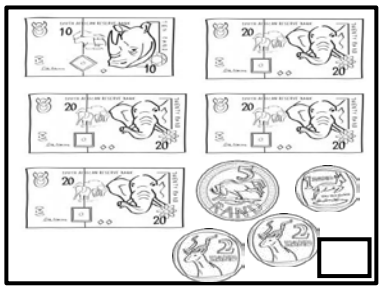
1. Colour the coins that will make: (different answers are possible)

80c (20c, 20c, 20c, 20c) **100c** (20c, 20c, 10c, 10c, 10c, 10c, 10c, 10c) **220c** (20c, 20c, 20c, 20c, 20c, 20c, 20c, 20c, 20c, 20c, 20c)

2. Colour the notes that will make: (different answers are possible)

R52 (R20, R20, R10, R2) **R98** (R20, R20, R20, R10, R10, R10, R5, R2, R1) **R85** (R20, R20, R20, R20, R5)

3. DBE Worksheet 95a (Pages 62 & 63)

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson:

Date:

Lesson Topic: Money problems

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.11 Money 1.16 Mental Mathematics

Lesson vocabulary: Money, coins and notes, Rands and cents, total, value, change, convert.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Recognise and identify the South African coins 5c, 10c, 20c, 50c, R1, R2, R5 and bank notes R10, R20 and R50.
- Solve money problems involving totals and change in cents up to 90c and rand to R99.

Assessment

Formal Tasks 3 Activity 1 and 2. Assess a group of learners today.

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 4s from any given number between 0 and 700, e.g. 24, 31, 35 …

Mental maths activity - 10 minutes

	Calculate			Calculate	
1.	4÷ 2=	2	**6.**	6÷ 2=	3
2.	20÷10=	2	**7.**	60 ÷ 10=	6
3.	8÷ 2=	4	**8.**	10 ÷ 2=	5
4.	8 ÷ 2=	4	**9.**	100 ÷ 10=	10
5.	30÷ 10=	3	**10.**	20÷ 2=	10

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Money cut-outs (notes and notes) (see DBE workbook for money cut-outs)

Concepts

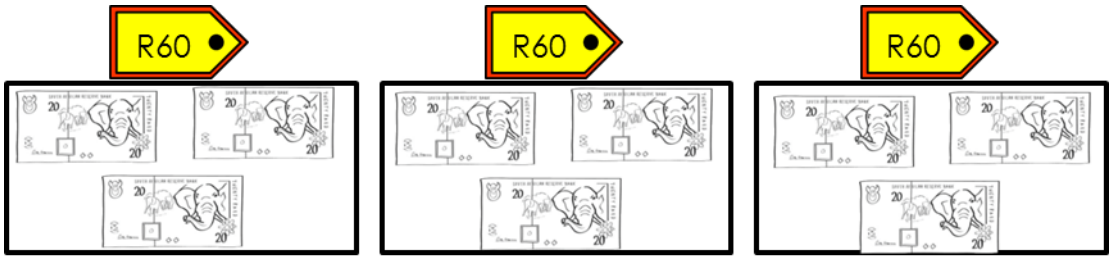
- Solve money problems involving totals and change in rands or cents.
- Convert between rands and cents.

Activity 1

Solve this problem with your learners.

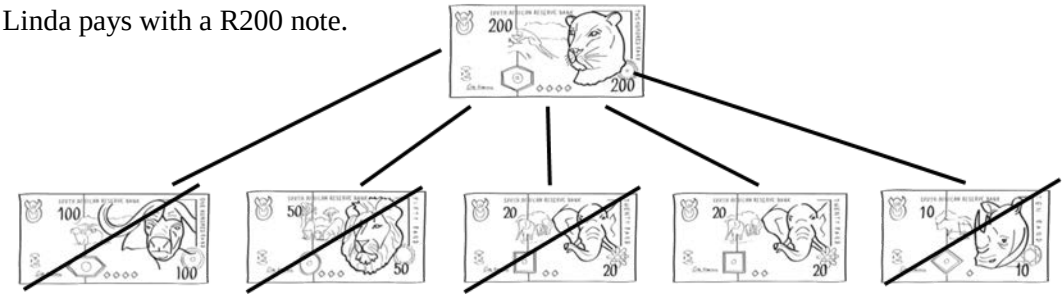
- Linda bought 3 books for R60 each. *How much change will she get if she has R200?*
- Ask the learners the following questions:
- *What is the key word?*
  What is the question?
  What are the numbers?
- Make use of banknotes to show your answer.

Date:



Let us count:
20, 40, 60, 80, 100, 120, 140, 160, 180

Linda pays with a R200 note.



Her change is R20.
Is there another way to show this?

Activity 2

- Ask learners to think about all the ways in which they can make up R500 using only bank notes and to write them down? (E.g. R200 + R200 + R100/ R200 + R100 + R100 + R100. There are many ways to make up R500.)
  If learners struggle to do these abstractly allow them to use cut-out notes.
- Do the same with R75, R280, R390, R840, R1000
- Show 3 different ways in which you can get the following amounts: R1, 50 / R6,00 / R3,75

Remediation:

- Revise notes. Work with notes up to R100.
- Once this is established progress to R300, then R300-R500.
- Do the same with coins which make up R1, R2, R10, R20

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. Travis has a 50c coin and four 20c coins. Toffees cost R1, 20. How much change will he get if he pays with all his money? (10c)
2. Write 525c in rands and cents. (R5,25)
3. One pair of shoes cost R250. How much will two pairs of shoes cost? (R500)
4. DBE Worksheet 95b (Page 64)

5. Homework

Do the following questions in your homework book.

1. Draw coins to show how many different ways you can make up 100c using only coins.
2. Draw notes to show how many different ways you can make up R150 using only bank notes.
3. Write 460c in rands and cents.
4. Write 2378c in rand s and cents.

6. 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, height, width, metres, centimetres, units record.
Prior knowledge
In Grade 2 the learners should have learnt how to:

- Estimate, measure, compare, order and record length using centimetres (either metre sticks or metre lengths of string) as the standard unit of length

Assessment
Formal Tasks 3 Activity 1 and 2. Assess a group of learners today.

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 3s from any given n between 0 and 700, e.g. 624, 627, 630

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	14 – 9 =	5	6.	20 – 9 =	11
2.	19 – 9 =	10	7.	16 – 9 =	7
3.	13 – 9 =	4	8.	11 – 9 =	2
4.	18 – 9 =	9	9.	15 – 9 =	6
5.	12 – 9 =	3	9.	17 – 9 =	8

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

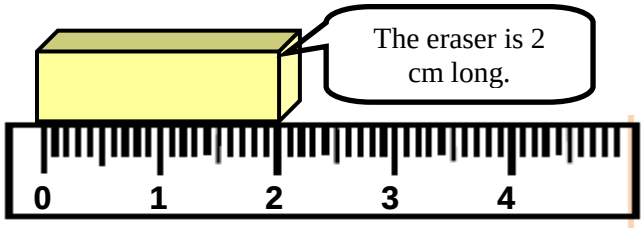
Resources: Ruler, worksheets, cardboard strips cut out in exact measurements of 1cm-10cm (make this for the lesson)

Concepts and skills for today

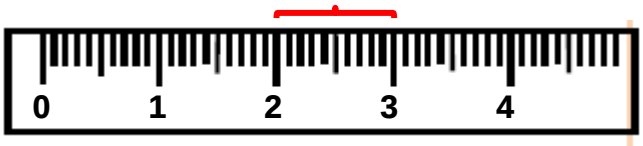
- Estimate, measure and record lengths in centimetres using a ruler.

Activity 1
This is a practical lesson.
Ask learners to:

- show you an estimate of one centimetre with their fingers.
- show you where 1 cm is on their rulers.
  Remind the learners that when measuring in centimetres, we do not line up the object being measured with the start of the ruler; we line it up with the zero on the ruler.



- Ask them to show you 1 cm on other parts of their ruler eg. between 2cm and 3 cm.



- Remind them that cm is short for centimetre

Activity 2.
Draw these lines on a worksheet and ask learners to measure them. Offer assistance as required checking that children are placing the zero on the ruler against the beginning of the line.

1. (5cm)

Date:

(8cm)

2.

(10cm)

3.

Activity 3.
Give the learners various objects in the class to measure with their rulers e.g. schoolbag, pencil etc. Remind them continuously about where to start measuring on the ruler.

Remediation:
Help learners to understand exactly where we read cm on a ruler. Ask them to show you where it says 2cm, 3cm, 5cm, etc on the ruler. Revise where we place something against a ruler when we want to measure it.
Give them cardboard strips cut outs in exact measurements of 1cm up to 10cm randomly and let them measure these.
Enrichment: See Enrichment Activity Cards

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

1. First estimate, then measure the length of these lines. Give learners a 10 cm cut out to use as a frame of refernce for estimation.

Line	Estimation	Measure	Difference
			
The length of my DBE Maths workbook			
The width of my DBE Maths workbook			
My handspan			
My friend's handspan			

5. Homework activity – 5 minutes

Do this inyour homework book.
Ask everybody in your family to line up.

1. _____is the tallest
2. _____ is the shortist
3. Use a tape meaure / ruler to fin out:
    a. I am _____ cm tall
    b. Dad/ Mum/Granny is _____ cm tall
    c. The kitchen chair is _____ cm high.

6. 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, height, width, metres, centimetres, calculate, compare, record

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Estimate, measure, compare, order and record length using metres (either metre sticks or metre lengths of string) as the standard unit of length

Assessment

Formal Tasks 3 Activity 1 and 2: Assess a group of learners today.

1. Mental maths

Counting – min

- Count forwards and backwards in 3s from any number between 0 and 700, e.g. 652, 649, 646

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	__ - 10 = 8	18	6.	__ - 9 = 5	14
2.	__ - 9 = 8	17	7.	__ - 10 = 7	17
3.	__ - 10 = 3	13	8.	__ - 9 = 7	16
4.	__ - 9 = 3	12	9.	__ - 10 = 4	14
5.	__ - 10 = 5	15	10.	__ - 9 = 4	13

2. Homework/Corrections – 15 minutes

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

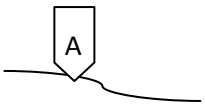
3. Lesson content – concept development – 30 minutes

Resources: Rulers, labelled pieces of string cut to various lengths, work card

Concepts

- Measure, record and compare lengths in centimetres using a ruler.

Activity 1: This is a practical lesson done in groups.
Show learners, a variety of lengths of string, each piece of string is labelled e.g . .
Draw an estimation recording sheet like the one shown below on the chalkboard



String	**I estimate**	**I measure**	**Difference**
A			

- Learners estimate the length of each piece of string and record
- Distribute the pieces of string (one piece per group) among the groups for them to measure
- Write the measurements from the learners in the table.
- Calculate the difference between the estimations and measurements.

Activity 2

Use the table above to ask questions such as:
.....was the longest.
.....was the shortest.
..... and .....are the same length
A and C measure .....cm altogether.

Date:

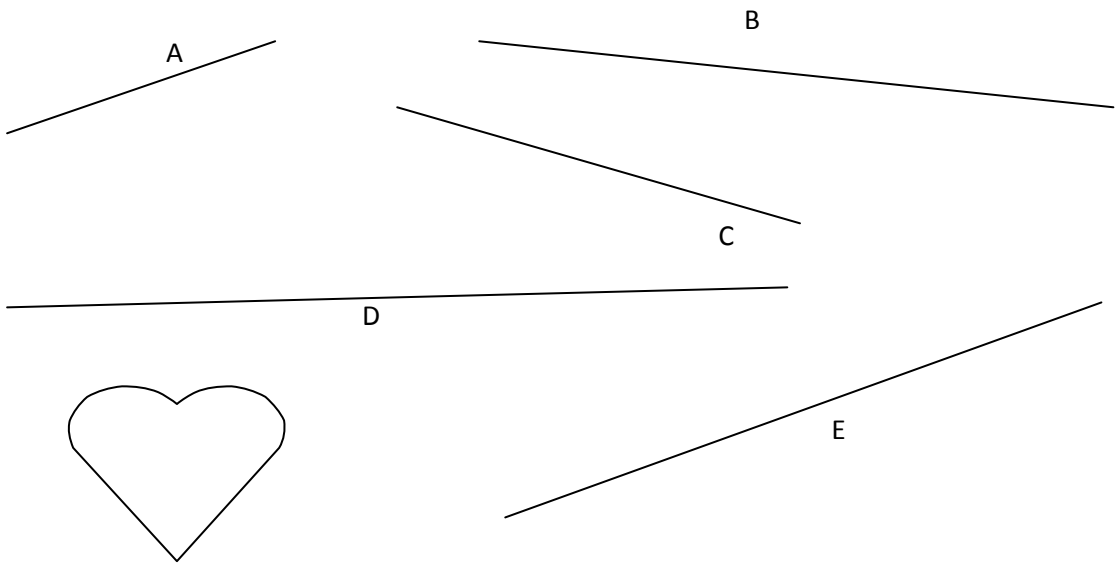
Remediation: Give learners a variety of items of stationery e.g., pencil purse, pen, crayon, scissors. Show the learners an object of 10cm long. Ask them to sort the objects into more than10 cm and less than 10 cm. They then estimate and record their measurements using a table like the one in Activity 1 above.

Enrichment: See Enrichment Activity Cards

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

Answer the following questions in your maths book. (Get the measurements from the printed sheet)

Measuring length



1. A is (.) cm.
2. B is (.) cm.
3. C is (.) cm.
4. D is (.) cm.
5. E is (.) cm.
6. Line (D) is the longest.
7. Line (D) is the shortest.
8. (B) and (E) have the same length.
9. A is (. cm) shorter than D
10. B is (. cm) longer than A
11. The difference between A and (C) is 2 cm.
12. Draw a square where each side measures 6 cm.
13. Use a piece of string to measure the length of the sides of the heart. Use your ruler to work out the measurement in cm.

5. Homework activity – 5 minutes

Do the following activities in your DBE Workbook.

1. DBE Worksheet 114 (Page 104).

6. Reflection on lesson:

Date:

Lesson Topic: Length - Perimeter

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics, 4.5 Perimeter.

Lesson vocabulary: Perimeter, distance, 2-D shapes, 3-D objects, measure.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200

Assessment

No planned assessment today.

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 10s between 0 and 1000, e.g. 376,386,396, … 984, 974, 964…

Mental maths activity - 10 minutes

	Calculate the following:	**Answer**		Calculate the following:	**Answer**
1.	376 +20=	396	6.	268-20=	248
2.	376 -20=	356	7.	578+20=	598
3.	765+20=	785	8.	578-20=	558
4.	765-20=	745	9.	749+20=	769
5.	268+20=	288	10.	749-20=	729

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Cut outs of rectangles, triangles, squares, string, circle/plate (make these before the lesson)

Concepts

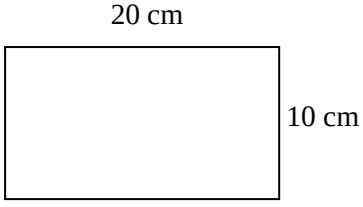
- Investigate the distance around 2-D shapes and 3-D objects using direct comparison or informal units.

Activity 1

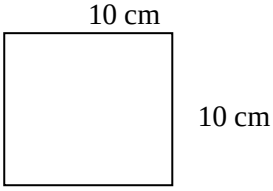
This is a group activity.

Explain that the term *perimeter* means the distance around the sides.

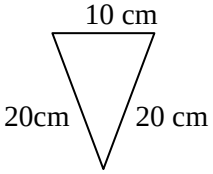
- Ask the learners how they would go about working out the distance around the rectangle.
- Explain to the learners that we would add the side measurements to work out the perimeter.
- Draw a rectangle on the board, measure each side and label the sides –



20 cm+10 cm + 20 cm + 10 cm= 60 cm



10+10+10+10 = 40 cm



20+20+10 =50 cm

- Cut out rectangles, triangles and squares and give one of each to each group. *Make sure the sides measure full centimetres.*
- Let the learners work in their groups to calculate the perimeter of each shape.

Activity 2

- As a class discuss how we can measure the perimeter (distance around an object) of a circle.
- We can use a piece of string.
- Use a circle/plate/cylinder to demonstrate to the learners how one of them can hold the string and the other one places the string around the side of the circle/plate until it meets at the starting point.
- That is the circumference of the circle. To measure the perimeter we need to measure the length of the string.

Remediation: Give the learners a plate and a piece of string. Help them to put the string around the plate and to get to the starting point again. Let the learners now do it in pairs.

Enrichment: See Enrichment Activity Cards

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

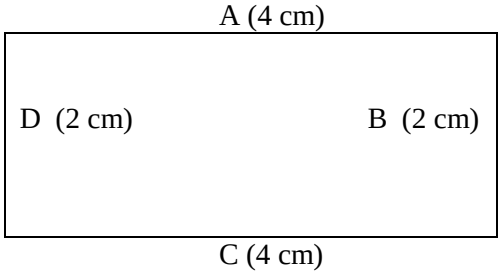
Do the following in your DBE Workbook. Learners need careful guidance to do these activities.

1. Complete DBE Worksheet 94 (Pages 60 & 61)

5. Homework activity – 5 minutes

Do the following activities in your homework book.

1. Trace a matchbox in your book. Measure the sides and label them. Add all the sides and write down the perimeter of the rectangle.
2. Cut out three strips of paper. All need to be the same length. Stick them in your books to make a triangle. Measure the sides and label them. Add all the sides and write down the perimeter of the triangle.
3. Draw a rectangle in your book. Follow the steps in question 1.
4. The perimeter of a rectangle is 12 cm. Write down the measurements of A, B, C and D.



6. Reflection on lesson:

Date:

Lesson Topic: Time

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics
4.1 Time

Lesson vocabulary: Time, 12-hour time, hours, half hours, quarters, minutes, analogue clock

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Tell 12 – hour time in: Hours, half hours, quarters and minutes on analogue clocks.
- Calculate length of time and passing of time.

Assessment

No planned assessment today.

1. Mental maths

Counting – 5 min

- Count forwards and backwards in 3s from any given number between o and 700, e.g. 458, 461, 464...

Mental maths activity - 10 minutes

	Calculate	**Answer**			**Answer**
1.	656+10+10=	676	6.	659 +20=	676
2.	123 +10+10=	143	7.	555+20=	143
3.	634 +10+10=	654	8.	369+20=	654
4.	223 +10+10=	243	9.	546+20=	243
5.	178+10+10=	198	10.	699+20=	198

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Actual or paper plate clocks or pictures of clocks

Concepts

- Tell 12 – hour time in: Hours, half hours, quarters and minutes on analogue clocks.

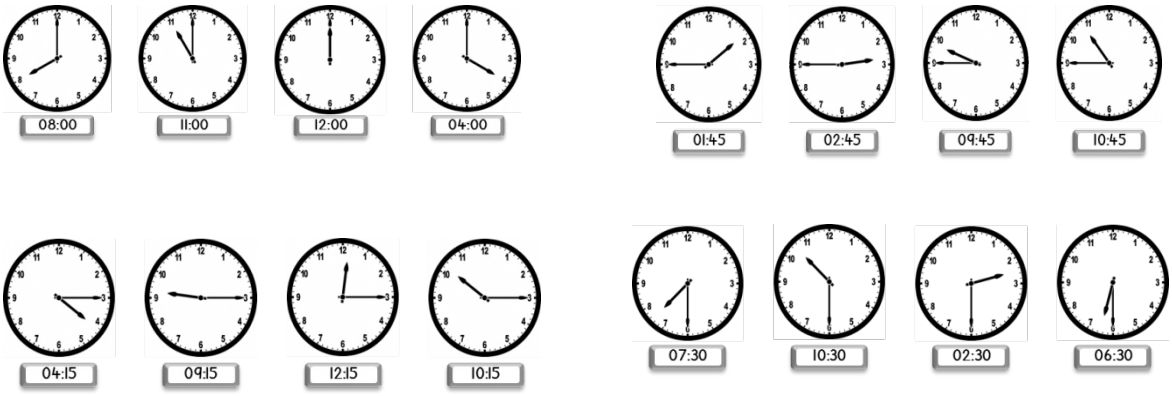
Activity 1 - Revise:

- *How many minutes are there in an hour?* (60 minutes) Let us count: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60
- *How many minutes are there in half an hour?* (30 minutes) Let us count: 5, 10, 15, 20, 25, 30
- *How many minutes are there in a quarter of an hour?* (15 minutes) Let us count: 5, 10, 15

Activity 2: Drawn all of the analogue clocks below on the board before the lesson.
Revise the following with the learners.

- Read the times.
- Only refer to the analogue clocks. (the block below gives the time in digital form which will be covered in the next lesson)

Date:



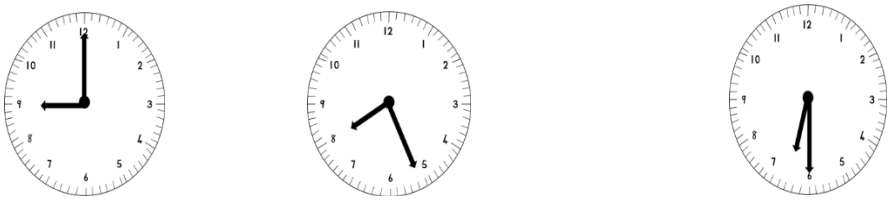
Remediation: Revise 'past' and 'to' with your learners. Draw a clock on the board. If the long hand is in this half, we say 'to'. If the long hand is in this half, we say 'past'. Ask them to show you where 'five past' will be on the clock.

Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1. *What is the time?* Write the time in words.



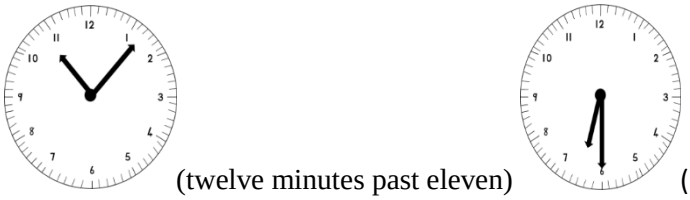
(nine o'clock) (twenty-seven minutes past eight) (half past six)

2. Draw clocks to show the time.
    - Ten o'clock
    - Quarter to twelve
    - Nine minutes to one
    - 17:35

5. Homework activity – 5 minutes

Do the following in your homework book.

1. *What is the time?* Write the time in words.



(twelve minutes past eleven) (half past six)

2. Draw clock faces to show the time.
    - Nine minutes past one
    - Quarter to three
    - Seventeen minutes past five
    - Seventeen minutes to five

6. Reflection on lesson:

Date:

Lesson Topic: Time

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics. 4.1 Time

Lesson vocabulary: Time, 12-hour time, hour (half hour, quarter hour), minutes, analogue clock, digital clock, calendar, am/pm.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count forwards and backwards in tens.
- Tell 12 – hour time in: Hours, half hours, quarters and minutes on analogue clocks and digital clocks.
- Calculate length of time and passing of time.

Assessment

No planned assessment today.

1. Mental maths

Counting – 5 min

- Ask the learners to start at 387, count on in 2s to 601.

Mental maths activity - 10 minutes

	Calculate	**Answer**		Calculate	**Answer**
1.	525 + 20=	545	6.	645 + 30=	675
2.	701+ 20=	741	7.	745+ 30=	775
3.	336+ 20=	356	8.	321+ 30=	351
4.	550+ 20=	570	9.	189+ 30=	219
5.	633+ 20=	653	10.	100+ 30=	130

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Slates, analogue and digital clocks (see teacher resource)

Concepts

- Tell 12 – hour time in: Hours, half hours, quarters and minutes on analogue clocks and digital clocks and instruments that show time e.g. cell phones
- Use clocks to calculate length of time in hours or half hours.

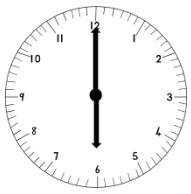
Activity 1

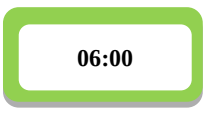
This is a class activity.

- Show learners an analogue clock.
- Ask them: *What do we call this clock?* (an analogue clock)
- Show them a digital clock.
- Ask: *What do we call this clock?* (a digital clock)

Activity 2

Draw 6 o'clock on the board or show it with clocks.





Ask:

- Read the time on each clock.
- How do we write it in analogue and digital time (*6 o'clock and 06.00)*

Do the same for half past seven, a quarter past seven, a quarter to six, six minutes past eight, twenty five to nine.

Activity 3: Ask the learners to solve these problems in pairs.

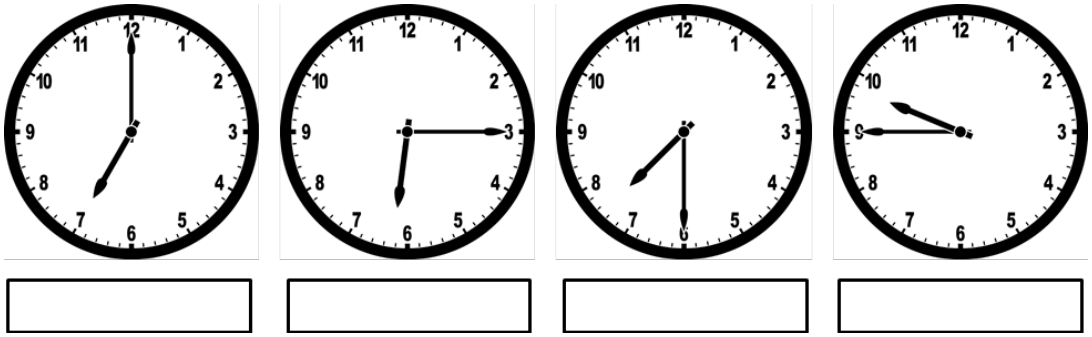
- It is 8 o'clock. At half past 9 it will be is break time. *How long is it until break time?* Learners should draw analogue clocks to show the two times and then calculate the answer. (one and a half hours)
- It is 1 o'clock. At quarter to 3 it is home time. *How long is it until the end of the school day?* Learners should draw digital clocks to show the two times and then calculate the answer. (one hour and forty-five minutes)
- What was the time a quarter of an hour before 10? (9:45 or a quarter to ten)).

Remediation: Ask learners to count in fives on a clock up to 30 minutes. (5, 10, 15, 20, 25, 30) Then give them digital clocks to count on. E.g. 02:05, 02:10 …02:30 Ask learners to count in fives from 30 to 60 minutes. Then give them digital clocks to count on. E.g. 02:30 is half past 2, 02:35 is 25 to 3 ….03:00 is 3 o'clock.
Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

1. What is the time?



2. Write these times on the digital clocks.

Quarter past two (02:15)	Quarter to nine (08:45)	Half past nine (09:30)	Seven o' clock (07:00)
:	:	:	:

3. I left my home at seven this morning and arrived back from school at three o' clock. *For how many hours was I away from my home?* (eight hours)
4. I wake up at six o'clock in the morning. We leave for school at quarter past seven. *How long does it take me to get ready for school in the mornings?* (one hour and fifteen minutes)
5. Mom starts with the washing at nine o'clock in the morning. She finishes with the washing and ironing at half past eleven. *How long does it take her to do the washing and ironing every day?* (two and a half hours)
6. We had a picnic on Sunday from ten o'clock to half past three in the afternoon. *How many hours was the picnic?* (five and a half hours)

5. Homework activity – 5 minutes

Do the following in your homework book.
Complete DBE Worksheet No 106 a (Page 88)

6. Reflection on lesson:

Date:

Lesson Topic: Time

Teacher's notes

CAPS Topics: 1.2 Count forwards and backwards 1.16 Mental Mathematics 4.1 Time.

Lesson vocabulary: Time, 12-hour time, hour (half hour, quarter hour), minutes, calendar, am/pm, analogue clock, digital clock, days, weeks, months.

Prior knowledge

In Grade 2 the learners should have learnt how to:

- Count objects reliably to 200.
- Count forwards and backwards from 0 – 200.
- Tell 12 – hour time in: Hours, half hours, quarters and minutes on analogue clocks and digital clocks.
- Calculate length of time and passing of time.

Assessment

No planned assessment today.

1. Mental maths

Counting – 5 min

- Ask the learners to start at 456, count on in 5s to 601, e.g. 456, 461, 466 ...

Mental maths activity - 10 minutes

	Calculate	**Answer**		Calculate	**Answer**
1.	424 -10 =	414	6.	185-10-10=	165
2.	747-10 =	737	7.	785-10-10=	765
3.	555-10 =	545	8.	432-10-10=	412
4.	688-10 =	678	9.	531-10-10=	511
5.	444-10 =	434	10.	721-10-10=	701

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: 12 month calendar (such as those you get from the grocer store etc.)

Concepts

- Use calendars to calculate and describe lengths of time in days or week or months.

Activity 1

This is a class activity.

- Revise the calendar by discussing what it presents.
- Ask questions about the months of the year, how many days are in each month, how many weeks are in each month and so on.
- There are seven days in a week and either 30 or 31 days in a month.
- Ask learners which month is the exception. (February – it has 28 days and every fourth year it has 29 days. We call that a leap year.)

Activity 2: Draw the calendar month of June (as in the classwork activity) on the board before the lesson starts.

Ask learners the following questions about the calendar:

- *What year is it?* (2013)
- *What month is it?* (June)
- *How many days are there in this month"* (30 days)

- *On what day does the first day of this month fall?* (Saturday)
- *On what day does the last day of this month fall?* (Sunday)
- *How many public holidays are there in June? (1)*
- *For how many days will there be school in June? (9)*

Activity 3: Refer to the calendar provided for the Classwork activity
Ask learners the following questions about describing the length of time.

- *How many days is it from the 12th to the 20th of June?* (8 days)
- *How many weeks do I have to wait for my birthday? Today is the 14th of June and my birthday is on the 21st of June.* (1 week)
- *Today is the 20th of June. My friend went on holiday on the 3rd of June. For how many days have I not seen her?* (17 days)
- *How many full weeks are there in this month?* (4)

Remediation: Give the learners a calendar that is complete as well as some counters. Let them out the counters on the days which you use in your questions. Help them to count on or back, moving their counters to the specific day.

Enrichment: See Enrichment Activity Cards

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

Do the following questions in your maths book.

June 2013						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Youth Day	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Use this calendar to answer the questions:

1. From the 12th to the 21st are _____ (nine) days.
2. From the 9th to the 16th is _____ (one) week.
3. Today is the 30th of June. My birthday was on the 9th. It was _____ (twenty-one) days ago.
4. Today is the 30th of June. Mary's birthday was 11 days ago. It was on the_____(19th).
5. Today is the 30th of June. What day was it exactly two weeks ago? (Youth day)

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson:

Mental Mathematics Grade 3

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Order from biggest to smallest: • 501, 387, 498, 500 ____, ____, ____, ____ • 411, 300, 365, 422 ____, ____, ____, ____ • 324,321, 252,298 ____, ____, ____, ____ • 378, 315, 398, 387 ____, ____, ____, ____ • 414,456, 502, 400 ____, ____, ____, ____ • 278,298, 325, 165 ____, ____, ____, ____ • 554, 545, 523, 532 ____, ____, ____, ____ • 212,154,189, 221 ____, ____, ____, ____ • 203, 403, 409, 201 ____, ____, ____, ____ • 154, 145, 114, 169 ____, ____, ____, ____	Answer the following: • What is 1 more than 136? _____ • What is 5 more than 154? _____ • What is 2 more than 130? _____ • What is 2 more than 211? ____ • What is 3 more than 145? _____ • What is 3 less than 45? _____ • What is 2 less than 71? _____ • What is 4 less than 154? _____ • What is 5 less than 180? _____ • What is 10 less than 200? _____	Give a number between: • 458 and 460 _____ • 78 and 80 _____ • 104 and 102 _____ • 498 and 496 _____ • 487 and 489 _____ • 535 and 533 _____ • 398 and 400 _____ • 289 and 291 _____ • 478 and 476 _____ • 189 and 191 _____	Order from smallest to biggest. • 478, 487, 477, 488 ____, ____, ____, ____ • 546, 456, 465, 455 ____, ____, ____, ____ • 383, 387, 378, 373 ____, ____, ____, ____ • 299, 301, 298, 300 ____, ____, ____, ____ • 198, 158, 164, 129 ____, ____, ____, ____ • 382, 328, 338, 383 ____, ____, ____, ____ • 384, 283, 483, 538 ____, ____, ____, ____ • 503, 513, 533, 535 ____, ____, ____, ____ • 444, 455, 433, 344 ____, ____, ____, ____ • 233, 235, 212, 221 ____, ____, ____, ____	Order from biggest to smallest: • 478, 487, 477, 488 ____, ____, ____, ____ • 546, 456, 465, 455 ____, ____, ____, ____ • 383, 387, 378, 373 ____, ____, ____, ____ • 299, 301, 298, 300 ____, ____, ____, ____ • 198, 158, 164, 129 ____, ____, ____, ____ • 382, 328, 338, 383 ____, ____, ____, ____ • 384, 283, 483, 538 ____, ____, ____, ____ • 503, 513, 533, 535 ____, ____, ____, ____ • 444, 455, 433, 344 ____, ____, ____, ____ • 233, 235, 212, 221 ____, ____, ____, ____

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Answer the following: • What is 1 more than 436? _____ • What is 1 less than 502? _____ • What is 2 more than 336? _____ • What is 2 less than 302? _____ • What is 3 more than 445? _____ • What is 3 less than 545? _____ • What is 4 more than 471? _____ What is 4 less than 354? _____ • What is 10 more than 540? _____ • What is 10 less than 400? _____	Calculate the following: • 5 + _____ = 19 • 11 + _____ = 16 • 2 + _____ = 16 • 17 + _____ = 17 • 8 + _____ = 19 • 8 + _____ = 20 • 7 + _____ = 17 • 9 + _____ = 19 • 13 + _____ = 16 • 2 + _____ = 17	Calculate the following: • 17 – 3 + 6 = _____ • 19 – 1 + 0 = _____ • 13 –10 + 3 = _____ • 20 – 9 + 5 = _____ • 18 – 5 + 4 = _____ • 15 – 3 + 8 = _____ • 20 – 3 + 0 = _____ • 18 – 5 + 2 = _____ • 16 – 3 + 1 = _____ • 17 – 17 + 9 = _____	Calculate the following: • ____ + 3 = 14 • ____ + 9 = 20 • ____ + 19 = 20 • ____ + 7 = 18 • ____ + 4 = 16 • ____ + 7 = 13 • ____ + 10 = 11 • ____ + 12 = 15 • ____ + 9 = 18 • ____ + 8 = 13	Calculate the following: • ____ + 10 = 19 • ____ + 10 = 20 • ____ + 10 = 10 • ____ + 10 = 15 • ____ + 10 + 13 • • ____ - 10 = 9 • ____ - 10 = 0 • ____ - 10 = 3 • ____ - 10 = 10 • ____ - 10 = 1

Lesson 16	Lesson 17	Lesson 18	Lesson 19	
Monday	Tuesday	Wednesday	Thursday	
Date:	Date:	Date:	Date:	
Answer the following: • What is 1 more than 544? _____ • What is 1 less than 552? _____ • What is 2 more than 526? _____ • What is 2 less than 541? _____ • What is 3 more than 439? _____ • What is 3 less than 387? _____ • What is 4 more than 517? _____ • What is 4 less than 539? _____ • What is 10 more than 539? _____ • What is 10 less than 409? _____	Order these numbers from the biggest to the smallest: • 551, 529, 534, 515 ___, ___, ___, ___ • 516, 514, 519, 515 ___, ___, ___, ___ • 482, 493, 475, 497 ___, ___, ___, ___ • 525, 550, 255, 252 ___, ___, ___, ___ • 486, 387, 278, 468 ___, ___, ___, ___ Order these numbers from the smallest to the biggest: • 489, 498, 456, 554 ___, ___, ___, ___ • 516, 514, 519, 515 ___, ___, ___, ___ • 482, 493, 475, 497 ___, ___, ___, ___ • 525, 550, 255, 252 ___, ___, ___, ___ • 486, 387, 278, 486 ___, ___, ___, ___	Assessment Task 1	Answer the following: • What is 1 more than 641? _____ • What is 1 less than 650? _____ • What is 5 more than 329? _____ • What is 2 less than 589? _____ • What is 3 more than 498? _____ • What is 5 less than 485? _____ • What is 4 more than 563? _____ • What is 4 less than 461? _____ • What is 10 more than 389? _____ • What is 10 less than 341? _____	

Lesson 20	Lesson 21	Lesson 22	Lesson 23	Lesson 24
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Calculate the following: • 15 - ____ = 9 • 11 - ____ = 1 • 19 - ____ = 5 • 13 - ____ = 4 • 12 - ____ = 0 • 19 - ____ = 13 • 18 - ____ = 7 • 20 - ____ = 12 • 14 - ____ = 3 • 15 - ____ = 15	Calculate the following: • ____ + 3 = 14 • ____ + 9 = 20 • ____ + 19 = 20 • ____ + 7 = 18 • ____ + 4 = 16 • ____ + 7 = 13 • ____ + 10 = 11 • ____ + 12 = 15 • ____ + 9 = 18 • ____ + 8 = 13	Calculate the following: • 5 + ____ = 13 • 2 + ____ = 16 • 9 + ____ = 18 • 0 +____ = 20 • 3 + ____ = 18 • 12 + ____ = 18 • 11 + ____ = 20 • 10 + ____ = 18 • 15 + ____ = 19 • 13 + ____ = 20	Calculate the following: • 20 – 11 = ____ • 15 – 11 = ____ • 18 – 11 = ____ • 12 – 11 = ____ • 16 – 11 = ____ • 19 – 11 = ____ • 17 – 11 = ____ • 13 – 11 = ____ • 11 – 11 = ____ • 14 – 11 = ____	Calculate the following: • 20 – 11 = ____ • 15 – 11 = ____ • 18 – 11 = ____ • 12 – 11 = ____ • 16 – 11 = ____ • 19 – 11 = ____ • 17 – 11 = ____ • 13 – 11 = ____ • 11 – 11 = ____ • 14 – 11 = ____

Lesson 25	Lesson 26	Lesson 27	Lesson 28	Lesson 29
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Calculate the following: • 670 + 10 = ____ • 670 + 20 = ____ • 670 + 30 = ____ • 670 + 50 = ____ • 670 + 80 = ____ • 670 - 10 = ____ • 670 – 20 = ____ • 670 - 40 = ____ • 670 – 70 = ____ • 670 – 80 = ____	Calculate the following: • 5 x 10 = _____ • 2 x 10 = _____ • 7 x 10 = _____ • 1 x 10 = _____ • 4 x 10 = _____ • 3 x 10 = _____ • 10 x 10 = _____ • 0 x 10 = _____ • 6 x 10 = _____ • 8 x 10 = _____	What is the answer for.... • 3 x 10 = _____ • 9 x 10 =_____ • 0 x 10 =_____ • 8 x 10 =_____ • 4 x 10 =_____ • 2 x 10 =_____ • 10 x 10 =_____ • 5 x 10 =_____ • 7 x 10 =_____ • 6 x 10 =_____	Double the following: • 8 _____ • 10 _____ • 0 _____ • 50 _____ • 40 _____ Halve the following: • 20 _____ • 80 _____ • 100 _____ • 0 _____ • 16 _____	Calculate the following: • 10 x 10 = _____ • 8 x 10 = _____ • 4 x 10 = _____ • 6 x 10 = _____ • 3 x 10 = _____ • 10 x 10 = _____ • 8 x 10 = _____ • 4 x 10 = _____ • 6 x 10 = _____ • 3 x 10 = _____

Lesson 30	Lesson 31	Lesson 32	Lesson 33	Lesson 34
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Assessment Task 2	Calculate the following: • 90 ÷ 10 = _____ • 40÷ 10 = _____ • 30÷ 10 = _____ • 20÷ 10 = _____ • 50÷ 10 = _____ • 10÷ 10 = _____ • 80÷ 10 = _____ • 60÷ 10 = _____ • 70÷ 10 = _____ • 100÷ 10 = _____	Calculate the following: • 2 x 6 = _____ • 3 x 6 = _____ • 4 x 6 = _____ • 5 x 6 = _____ • 10 x 6 = _____ • 2 x 7 = _____ • 3 x 7= _____ • 4 x 7 = _____ • 5 x 7 = _____ • 10 x 7 = _____	Calculate the following: • 4 + 3 + 9 = _____ • 5 + 5 + 6 = _____ • 12 + 2 + 3 = _____ • 3 + 9 + 2 = _____ • 5 + 11 + 3 = _____ • 2 + 9 + 8 = _____ • 9 + 3 + 6 = _____ • 2 + 0 + 18 = _____ • 8 + 4 + 7 = _____ • 6 + 2 + 8 = _____	Calculate the following: • _____ ÷ 2 = 2 • _____ ÷ 2 = 4 • _____ ÷ 3 = 2 • _____ ÷ 3 = 4 • _____ ÷ 4 = 2 • _____ ÷ 4 = 4 • _____ ÷ 5 = 2 • _____ ÷ 5 = 4 • _____ ÷ 10 = 2 • _____ ÷ 10 = 4

Lesson 35	Lesson 36	Lesson 37	Lesson 38	Lesson 39
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Calculate the following: • 10 ÷ 10 = _____ • 8 x 10 = _____ • 40 ÷ 10 = _____ • 9 x 10 = _____ • 30÷ 10 = _____ • 5 x 10 = _____ • 20 ÷ 10 = _____ • 7 x 10 = _____ • 100 ÷ 10 = _____ • 6 x 10 = _____	Calculate the following: • 10 ÷10= _____ • 9 x 10 = _____ • 7 x 10 = _____ • 100 ÷10= _____ • 3 x 10 = _____ • 30 ÷10= _____ • 70 ÷10= _____ • 5 x 10 = _____ • 1 x 10 = _____ • 40 ÷10= _____	Calculate the following: • 6 ÷ 2= _____ • 16 ÷ 2= _____ • 8 ÷ 2= _____ • 18 ÷ 2= _____ • 10 ÷ 2= _____ • 12 ÷ 2= _____ • • 14 ÷ 2= _____ • 2 ÷ 2= _____ • 20 ÷ 2= _____ • 4 ÷ 2= _____	Assessment Task 3	Calculate • 2 ÷ 2 = _____ • 10 ÷ 10 = _____ • 12÷ 2 = _____ • 60 ÷ 10 = _____ • 14 ÷ 2 = _____ • 7 0 ÷ 10 = _____ • 5 0 ÷ 10 = _____ • 10 ÷ 2 = _____ • 18 ÷ 2 = _____ • 50 ÷ 10 = _____

Lesson 40	Lesson 41	Lesson 42		
Monday	Tuesday	Wednesday		
Date:	Date:	Date:		
• Calculate • 4 ÷ 2 = _____ • 20 ÷10 = _____ • 8 ÷ 2 = _____ • 8 ÷ 2 = _____ • 30 ÷ 10 = _____ • 6 ÷ 2 = _____ • 60 ÷ 10 = _____ • 10 ÷ 2 = _____ • 100 ÷ 10 = _____ • 20 ÷ 2 = _____	Calculate the following: • 14 – 9 = _____ • 19 – 9 = _____ • 13 – 9 = _____ • 18 – 9 = _____ • 12 – 9 = _____ • 20 – 9 = _____ • 16 – 9 = _____ • 11 – 9 = _____ • 15 – 9 = _____ • 17 – 9 = _____	Calculate the following: • ____ - 10 = 8 • ____ - 9 = 8 • ____ - 10 = 3 • ____ - 9 = 3 • ____ - 10 = 5 • ____ - 9 = 5 • ____ - 10 = 7 • ____ - 9 = 7 • ____ - 10 = 4 • ____ - 9 = 4		

Lesson 43	Lesson 44	Lesson 45	Lesson 46	
Monday	Tuesday	Wednesday	Thursday	
Date:	Date:	Date:	Date:	
Calculate the following: • 376 + 20 = ____ • 376 - 20 = ____ • 765 + 20 =____ • 765 - 20 = ____ • 268 + 20 =____ • 268 - 20 = ____ • 578 + 20 = ____ • 578 - 20 = ____ • 749 + 20 =____ • 749 – 20 = ____	Calculate • 656 + 10 + 10 = _____ • 123 + 10 + 10 = _____ • 634 + 10 + 10 = _____ • 223 + 10 + 10 = _____ • 178 + 10 + 10 = _____ • 659 + 20 = _____ • 555 + 20 = _____ • 369 + 20 = _____ • 546 + 20 = _____ • 699 + 20 = _____	Calculate: • 525 + 20 = _____ • 701 + 20 = _____ • 336+ 20 = _____ • 550 + 20 = _____ • 633 + 20 = _____ • 645 + 30 = _____ • 745 + 30 = _____ • 321 + 30 = _____ • 189 + 30 = _____ • 100 + 30 = _____	Calculate: • 424 - 10 = _____ • 747 - 10 = _____ • 555 - 10 = _____ • 688 - 10 = _____ • 444 - 10 = _____ • 185 - 10 – 10 = _____ • 785 – 10 – 10 = ____ • 432 - 10 - 10 = _____ • 531 – 10 – 10 = ____ • 721 - 10 - 10 = _____	

Classwork

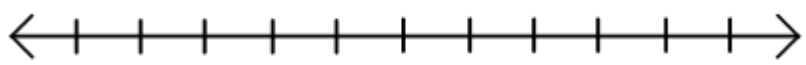
Classwork Lesson 6	Monday	Date:

501	502	503	504	505	506	507	508	509	510
511	512	513	514	515	516	517	518	519	520
521	522	523	524	525	526	527	528	529	530
531	532	533	534	535	536	537	538	539	540
541	542	543	544	545	546	547	548	549	550
551	552	553	554	555	556	557	558	559	560
561	562	563	564	565	566	567	568	569	550
571	572	573	574	575	576	577	578	579	570
581	582	583	584	585	586	587	588	589	590
591	592	593	594	595	596	597	598	599	600

1. Circle any five numbers that are less than 576.
2. Put a cross on five numbers that are more than 576.
3. Write these numbers from the smallest to the biggest: 515, 555, 505, 551, 550
4. Write these numbers from the biggest to the smallest: 599, 509, 519, 590, 501
5. Draw and complete this number line: 530 to 540. Circle the number that is 2 more than 532. Circle the number that is equal to 536.
6. Complete DBE Worksheet 65b (Page 3)

Classwork Lesson 7	Tuesday	Date:

1. Write a number sentence and the answer for five 100 blocks and two 10 blocks and 9 blocks.
2. Write a number sentence and the answer for 500 and 80 and 6.
3. Draw and complete a 560 – 570 number line using this blank number line.

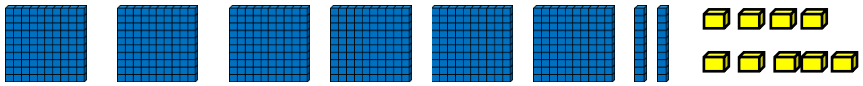


   a. Circle all the numbers that are before 565.
   b. Make a cross over all the numbers that are after 565.
4. Write 328 in words.
5. Write 472 in words.
6. Complete DBE Worksheet 66 a (Page 4)

Classwork Lesson 8	Wednesday	Date:

1. Show the following numbers using base ten blocks and then write a number sentence for each: The first one has been done for you.

a. 629



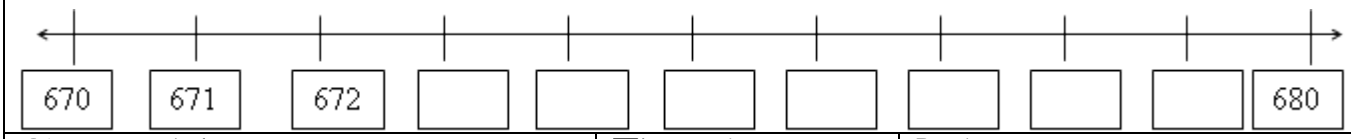
600 20 + 9 = 629

b. 648 and

c. 662 2. Write a number sentence and answer for the following: 600 and 80 and 3, 90 and 600 and 8.

3. Write 493 in words.

4. Complete the number line:



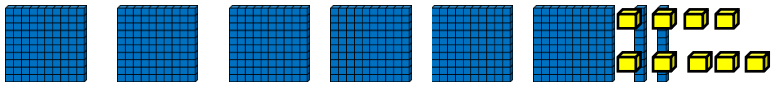
Classwork Lesson 9	Thursday	Date:

701	702	703	704	705	706	707	708	709	710
711	712	713	714	715	716	717	718	719	720
721	722	723	724	725	726	727	728	729	730
731	732	733	734	735	736	737	738	739	740
741	742	743	744	745	746	747	748	749	750
751	752	753	754	755	756	757	758	759	760
761	762	763	764	765	766	767	768	769	770
771	772	773	774	775	776	777	778	779	780
781	782	783	784	785	786	787	788	789	790
791	792	793	794	795	796	797	798	799	800

1. Circle the twelfth number in.
2. 731 is the _____ number.
3. We can also write this as the _____ number.
4. _____ is the twentieth letter of the alphabet.
5. The fifteenth letter of the alphabet is _____.
6. Complete DBE Worksheet III (Page 98 n 99)

Classwork Lesson 10	Friday	Date:

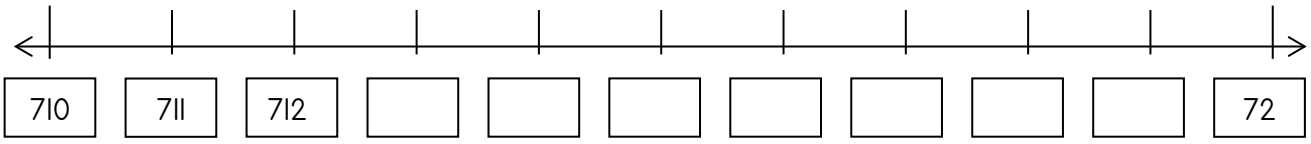
1. Show the following numbers using base ten blocks and then write a number sentence for each: The first one has been done for you.
   a. 629



600 20 + 9 = 629

   b. 606 and
   c. 670

2. Write a number sentence and then an answer for these: 700 and 10 and 4, 20 and 700 and 9.
3. Draw and complete the number line:



4. Write down all the numbers on the number line that comes before 714.
5. Write down all the numbers on the number line that comes after 716.
6. Write the number that is between 712 and 714 in words.

Classwork Lesson 11	Monday	Date:

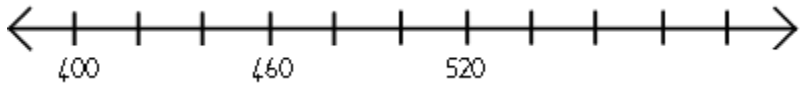
1. Do the following questions in your DBE Worksheet 77 (Pages 26 and 27)
2. Write down all the numbers which can be rounded off to 30.
3. Write down all the numbers which can be rounded off to 240.

Classwork Lesson 12	Tuesday	Date:

1. DBE Worksheet 74a (Page 20)
2. DBE Worksheet 74b (Page 21)
3. Jabulile read 425 pages. Buhle read 46 pages. How many pages did Buhle and Jabulile read altogether?

Classwork Lesson 13	Wednesday	Date:

1. Draw this number line into your maths book:



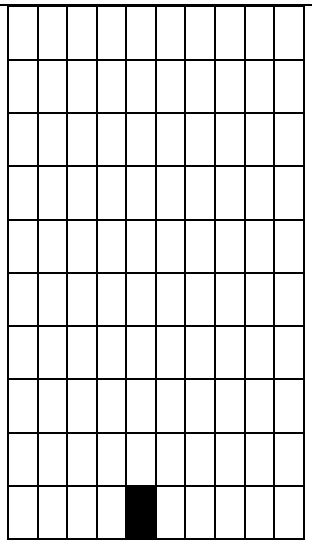
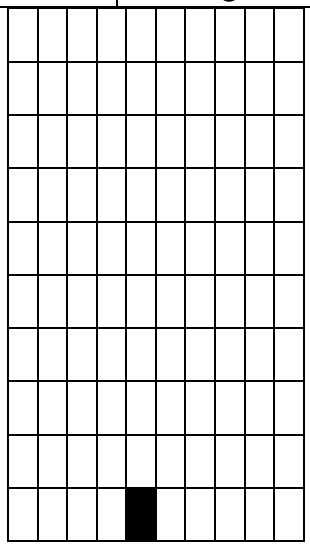
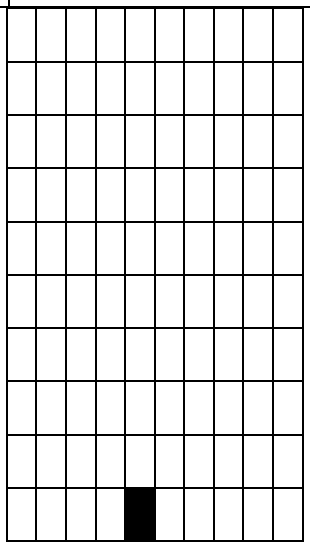
2. Finish labelling all of the demarcations on the number line.
3. Use arrows to show the following addition on your number line (above the number line): 420 + 40 + 20 = _____
4. Use arrows to show the following subtraction on your number line (below the number line): 580 – 40 – 60 = _____

Classwork Lesson 14	Thursday	Date:

1. Write a number sentence for the following: 200 and double 30 and 9
2. Write a number sentence for the following: 10 and 300 and double 6 + 1.
3. *What is 40 and 40?* E.g. Double 40 is 80. *What is 400 and 400?*
4. Copy and complete the following table. The first row has been done for you.

25 + 25 =	double 25	25 + 26 =	double 25 + 1
51 + 51 =		51 + 50 =	
74 + 74 =		74 + 75 =	
39 + 39 =		41 +40 =	

Classwork Lesson 15	Friday	Date:

1. Use the grids to colour the paths. Use a new grid for each question.

a. Start at the black block. Go 3 blocks up. Go 4 blocks right. Go 2 blocks up. Go 6 blocks left. Go 2 blocks down. Draw a face in the block where you stopped..

b. Start at the black block. Go 2 blocks left. Go 9 blocks up. Go 6 blocks right. Go 4 blocks down. Draw a star in the block where you stopped..

c. Start at the black block. Go 5 blocks right. Go 5 blocks up. Go 5 blocks left. Go 5 blocks up. Draw a circle in the block where you stopped..

d. Work in pairs. Each learner selects one of the grids (above). Describe to your partner the path that was taken.

Classwork Lesson 16	Monday	Date:

Use the map of the school to do number 1-4. (map from classwork activity)

1. Colour the office brown, the classrooms red, the Grade R/1 classrooms yellow, the sports facilities/field orange and the trees green.
2. Draw a green line to show how you would walk from the gate to our class.
3. Draw a red line to show how you would walk from our class to the toilet.
4. Draw a purple line to show how you would walk from the toilet to the sports fields.
5. Draw a little map of your classroom and show the following: where you are sitting, who is sitting on your left and right hand sides and who is sitting behind you. Label the picture using the words: left hand side, right hand side, behind.

Classwork Lesson 17	Tuesday	Date:

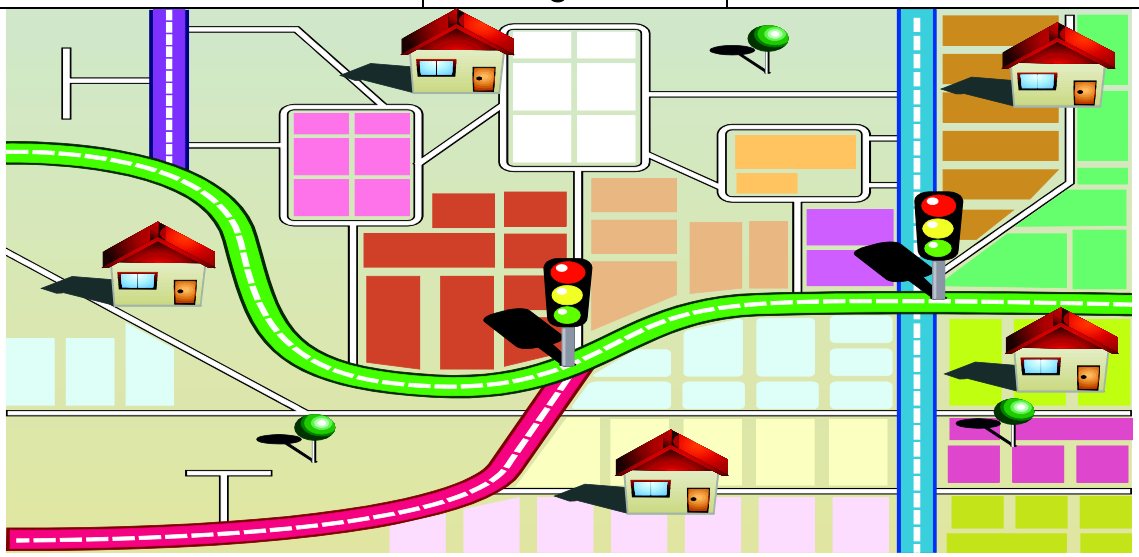
1. Paste the map in your maths book and complete the following:
2. Name the provinces that are around Gauteng.
3. If I drive west from Mpumalanga to the Northern Cape , through which province would I go?
4. If I drive from south from Limpopo to Kwazulu Natal, through which province would I go?
5. If I travel from the Free State, to the Western Cape, which two provinces I can go through.
6.

Classwork Lesson 19	Thursday	Date:

Use your A4 copy of the "Game Reserve" poster for this activity. Draw a compass cross in on the bottom right hand corner.

1. The lion is to the _____ of the warthogs?
2. The truck is to the _____ of the zebras?
3. What is to the south of the leopard in the tree?
4. What is to the north of the guinea fowl?
5. Draw a dotted line to show the path from the lion to the zebra.
6. Make a circle around the ground hornbill.
7.

Classwork Lesson 20	Monday	Date:



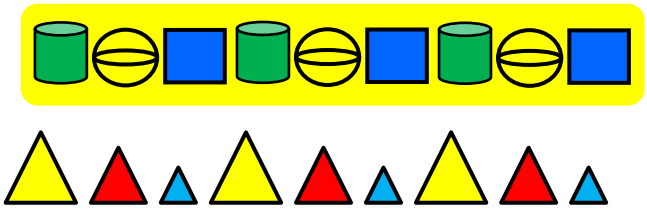
1. Draw one more traffic light on your map. Explain why you drew it there?
2. Draw your own road map in your book and show the following on your map: Traffic lights, school, hospital, police station and anything else you may find on a map.

Classwork Lesson 21	Tuesday	Date:

1. Draw the pattern that your group made with the cups. Describe the pattern.
2. Draw the pattern that your group made with the spoons. Describe your pattern.
3. Draw the pattern that was the one voted the best. Describe the pattern.
4. Design your own pattern, using triangles.

Classwork Lesson 22	Wednesday	Date:

1. Extend the patterns:



2. Cut and paste pictures from a magazine to make your own pattern. Describe the pattern.

Classwork Lesson 23	Thursday	Date:

1. Draw a table to record your tallies and totals of their data.

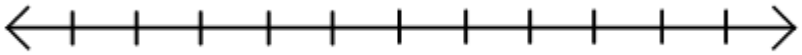
Types of paper products	Number of products (tally)	Total number
Empty boxes		
Old books		
Newspaper		
Magazines		

Empty boxes	Old books	Newspaper	Magazines

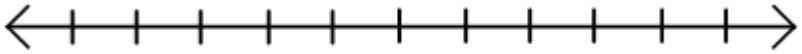
2. Draw a bar graph to show your data.
3. ..... is the most
4. ..... is the least.
5. Write a sentence about what you can see in the graph about the
   - magazines and the old books. • newspaper and the boxes.
6. **OPTIONAL when completed practical assessment activity:**
   DBE Worksheet 96 (Pages 66 n 67)

Classwork Lesson 24	Friday	Date:

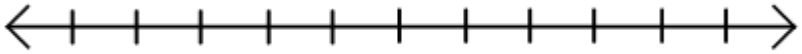
1. Complete these patterns of 10:
   a. 670,680 _____, _____, _____, 530. (690, 700, 710, 720)
   b. 483, 493, _____, _____, _____, _____, 543. (503, 513, 523, 533)
   c. 670,680_____, _____, _____, 740. (690, 700, 710, 720, 730)
   d. 634, 424, _____, _____, _____, _____, 563. (614, 604, 594, 584, 574)
2. Draw a number line starting at 600 and going to 700. On the number line show how you would count in tens from 600 up to 700.



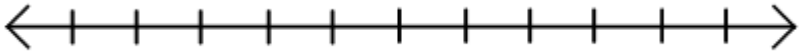
3. Draw a number line starting at 550 and going to 650. On the number line show how you would count in 20s from 550 to 650.



4. Draw a number line starting at 550 and going to 650. On the number line show how you would count in 20s from 550 to 650.



5. Draw a number line starting at 500 and going to 1 000. On the number line show how you would count in 50s from 500 to 1 000.



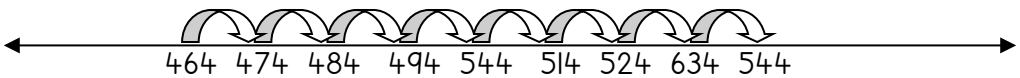
Classwork Lesson 25	Monday	Date:

1. 560+50=..... 2. 678+42=..... 3. 765+60=.....

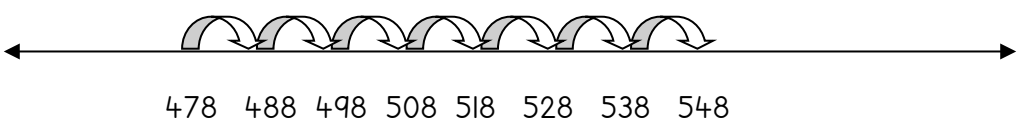
Copy theses number lines and write the number sentences for each number line.

4.

5.

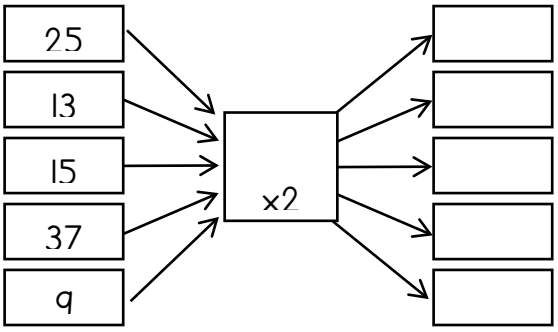


6

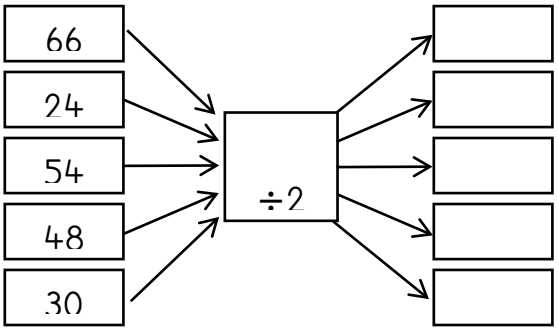


Classwork Lesson 26	Tuesday	Date:

1.



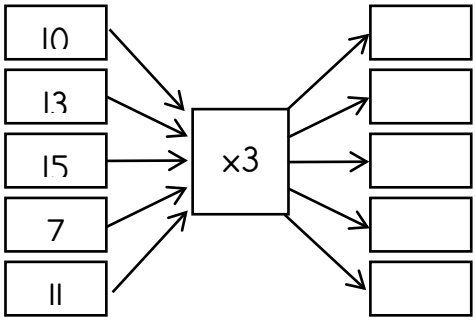
2.



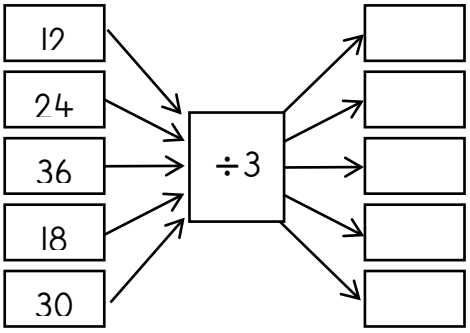
3. The manager has to order tyres for 35 bicycles. If each bicycle needs two tyres, how many tyres must the manager order?
4. If two learners fit into a car how many cars with take 24 learners,?
5. Complete DBE Worksheet 83a (Page 38).

Classwork Lesson 27	Wednesday	Date:

1.



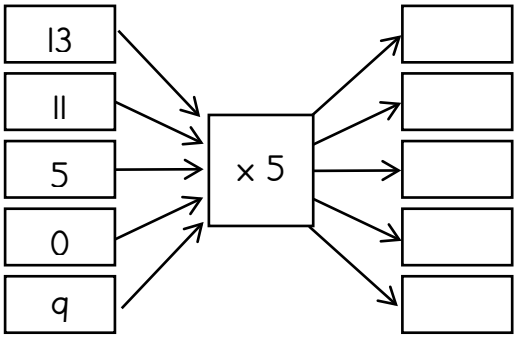
2.



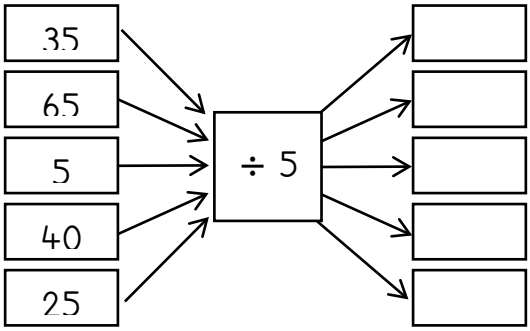
3. The nursery school teacher has to order tyres for 9 tricycles. If each tricycle needs three tyres, how many tyres must the nursery school teacher order?
4. Write a story about 10 x 3 = 30
5. Write a story about 15 ÷ 3 = 5

Classwork Lesson 28	Thursday	Date:

1.



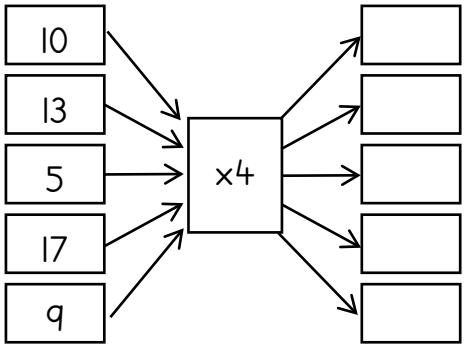
2.



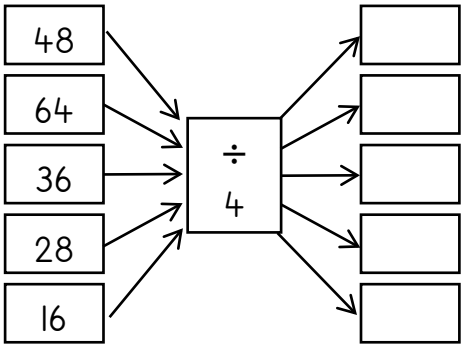
3. Complete DBE Worksheet 78 (Pages 28 en 29)

Classwork Lesson 29	Friday	Date:

1.



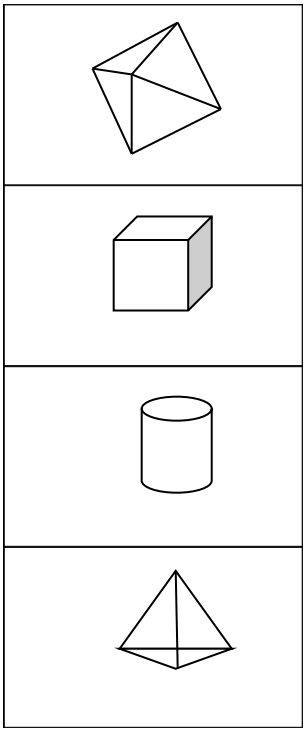
2.

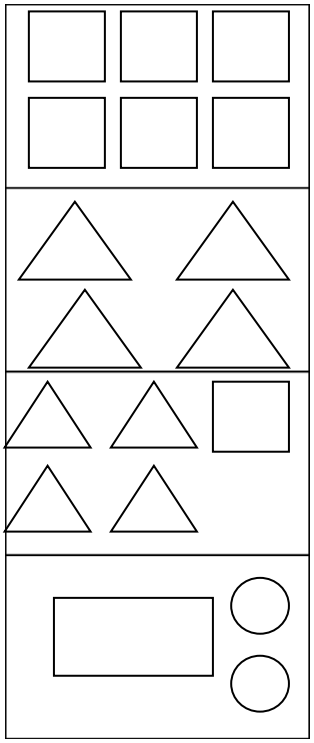


3. Samuel has 68 sweets. He has four times as many sweets as Moeketsi. How many sweets does Moeketsi have?
4. A vegetable garden has 4 rows of plants. Each row has 15 plants. How many plants are there in the garden?
5. Write a story for 4 x 6 = 20
6. Write as story for 24 ÷ 4 = 6
7. Complete DBE Worksheet 85 (Pages 42 ṅ 43)

Classwork Lesson 31	Tuesday	Date:

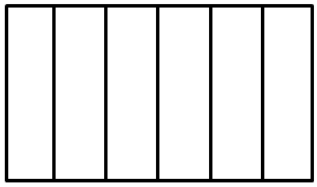
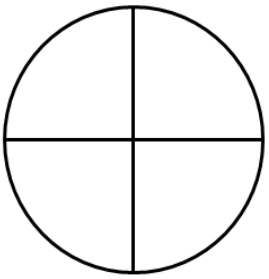
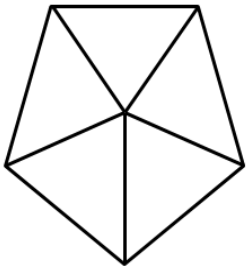
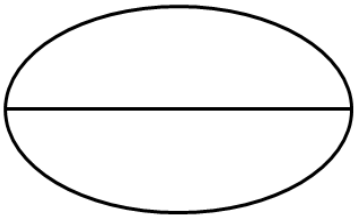
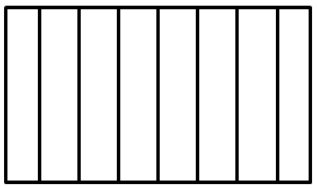
1. Draw and name the following shapes: a cube, a sphere, a cylinder, a cone, a pyramid.
2. Match 3-D object with its surfaces.





Classwork Lesson 32	Wednesday	Date:
DBE Worksheet 72 (Pages 16 ṅ 17)		
Classwork Lesson 33	Thursday	Date:

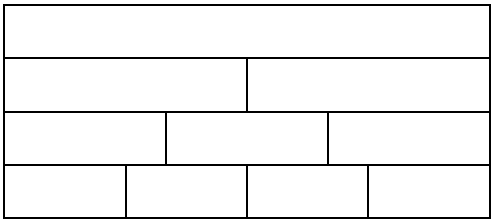
1. Colour the following:

Three sixths 	**Three quarters** 	**Two thirds** 
Four fifths 	**One half** 	**Five eights** 

2. Draw the following:
   a. Three quarters using a square.
   b. Two thirds, using a rectangle.
   c. Four fifths using a circle.

Classwork Lesson 34	Friday	Date:

1. We are five friends. We share 25 counters equally. What fraction will each friends get? How many counters will each friend get?
2. I divide 12 marbles equally among John, Neo and Sipho. What fraction will Neo get? How many marbles will each boy get?
3. I divide 16 marbles equally among John, Mary, Sipho and Cindy. What fraction will the girls, Mary and Cindy get? How many marbles will Mary get?
4. I have 24 marbles. I divide it equally among 6 children. What will two sixths of 24 be?
5. Use the given fraction wall to decide which is more than / less than, equal to:



a. Two thirds.....one half
b. Three quarters.....two thirds
c. Two quarters.....one half
d. One whole.....five quarters

Classwork Lesson 35	Monday	Date:

Make a drawing and answer the questions:

1. Share twenty five balls among five friends. Two are boys and three are girls.
   a. What fraction will the girls get?
   b. How many balls will the girls get?
   c. What fraction will the boys get?
   d. How many balls will the boys get?
2. Share twelve balls among four friends. Three of the friends are boys.
   a. What fraction will the girls get?
   b. How many balls will the girls get?
   c. What fraction will the boys get?
   d. How many balls will the boys get?

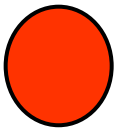
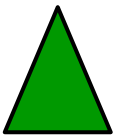
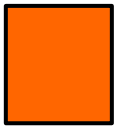
3. I share 15 marbles equally among John, Mary and Sipho. What fraction will Mary get? How many marbles will they each get?
4. I divide 15 marbles equally among John, Mary, Sipho, Neo and Cindy. What fraction will the girls, Mary and Cindy get? How many marbles will John get?
5. I have 24 marbles. I divide it equally among 6 children. What will two sixths of 24 be?

Classwork Lesson 36	Tuesday	Date:

1. Draw a triangle. Draw three more, but in different positions.
2. Draw a rectangle. Draw three more, but in different positions.
3. Draw and name this shape:  _____. It has _____ sides.
4. Draw and name this shape:  _____. It has _____ sides.
5. Find and cut triangles of different sizes from a magazine. Stick them in your book, in all different positions.
   a. How many sides does each one have?
   b. Are they straight or round?

Classwork Lesson 37	Wednesday	Date:

1. Say if the following shapes have round or straight sides.

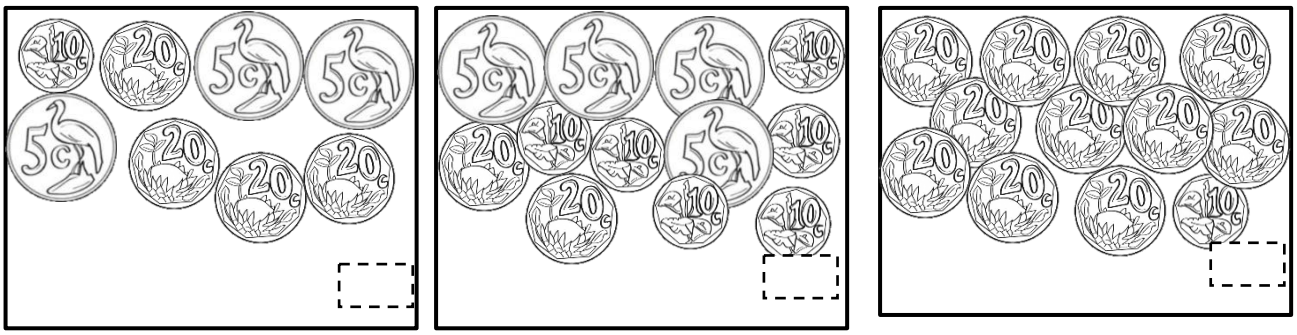
_____ _____ _____

2. Draw as many shapes as you can think of with straight sides.
3. Find pictures in a magazine that has shapes with straight sides and stick them in your book.
4. Find pictures in a magazine that has shapes with round sides and stick them in your book.
5. Draw or find pictures in a magazine that have shapes with round sides **and** curved sides and stick them in your book

Classwork Lesson 39	Thursday	Date:

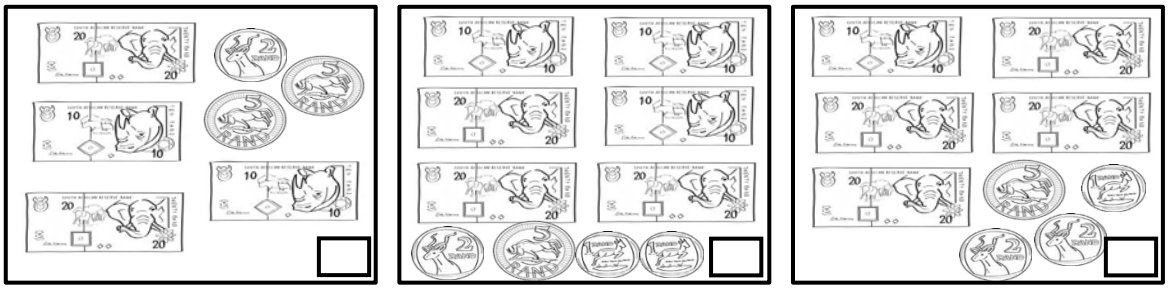
1. Colour the coins that will make: (different answers are possible)

80c **100c** **220c**



2. Colour the notes that will make: (different answers are possible)

R52 **R98** **R85**



3. DBE worksheet 95a (pages 62 and 63).

Classwork Lesson 40	Monday	Date:

Draw pictures to show your answer.

1. Travis has a 50c coin and four 20c coins. Toffees cost R1, 20. How much change will he get if he pays with all his money?
2. Write 525c in rands and cents.
3. 4. One pair of shoes cost R250. How much will two pairs of shoes cost?
5. DBE Worksheet 95b (Page 64)

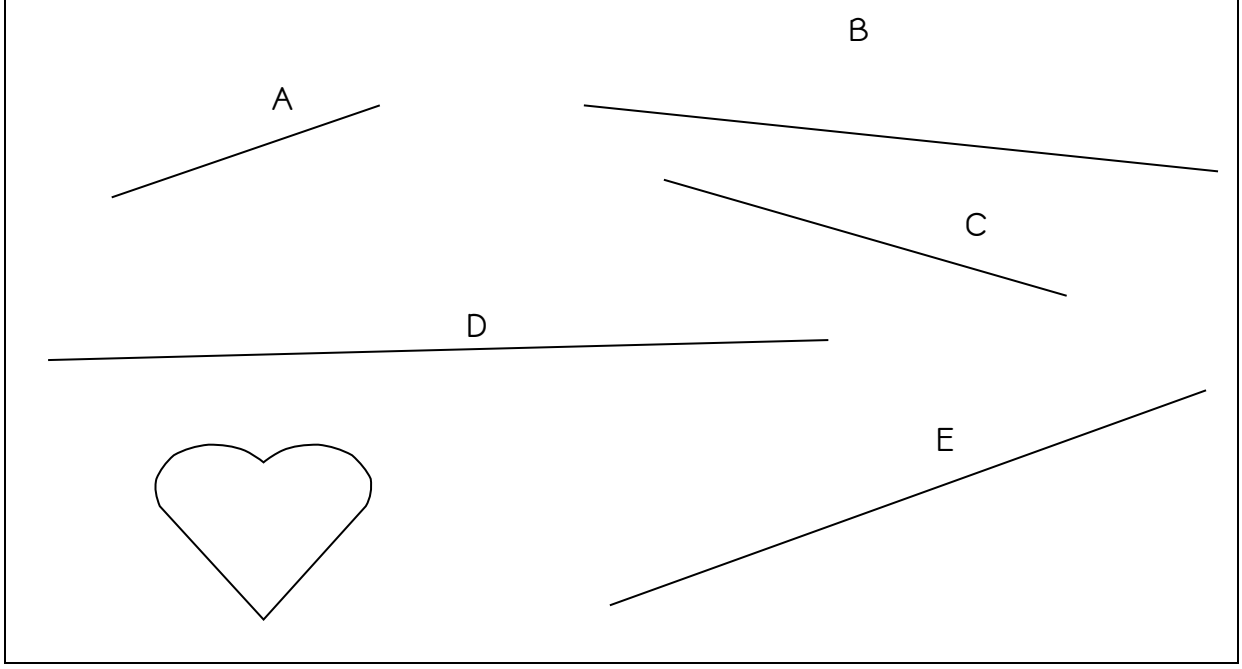
Classwork Lesson 41	Tuesday	Date:

1. First estimate, then measure the length of these lines. Give learners a 10 cm cut out to use as a frame of refernce for estimation.

Line	Estimation	Measure	Difference
			
The length of my DBE Maths workbook			
The width of my DBE Maths workbook			
My handspan			
My friend's handspan			

Classwork Lesson 42	Wednesday	Date:

Measuring length



1. A is ____cm.
2. B is ____cm.
3. C is ____ cm.
4. D is ____cm.
5. E is ____cm.
6. Line _____ is the longest.
7. Line _____ is the shortest.
8. _____ and _____ have the same length.
9. A is _____ shorter than D
10. B is _____ longer than A
11. The difference between A and _____ is 2 cm.
12. Draw a square where each side measures 6 cm.
13. Use a piece of string to measure the length of the sides of the heart. Use your ruler to work out the measurement in cm.

Classwork Lesson 43	Monday	Date:
Complete DBE Worksheet 94 (Pages 60 n 61)		

Classwork Lesson 44	Tuesday	Date:

1. What is the time? Write the time in words.

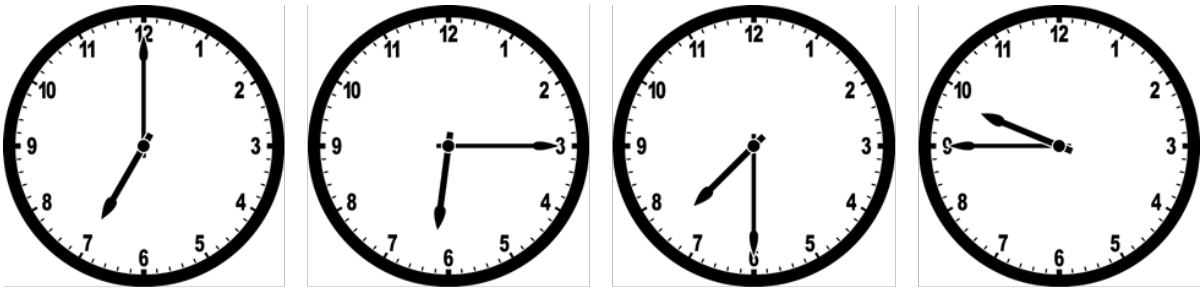


_____ _____ _____

2. Draw clocks to show the time.
   - Ten o'clock
   - Quarter to twelve
   - Nine minutes to one
   - 17:35

Classwork Lesson 45	Wednesday	Date:

1. What is the time?



2. Write these times on the digital clocks.

Quarter past two | Quarter to nine | Half past nine | Seven o' clock

3. I left my home at seven this morning and arrived back from school at three o' clock. For how many hours was I away from my home?
4. I wake up at six o'clock in the morning. We leave for school at quarter past seven. How long does it take me to get ready for school in the mornings?
5. Mom starts with the washing at nine o'clock in the morning. She finishes with the washing and ironing at half past eleven. How long does it take her to do the washing and ironing every day?
6. We had a picnic on Sunday from ten o'clock to half past three in the afternoon. How many hours was the picnic?

Classwork Lesson 46	Thursday	Date:

June 2013						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Youth Day	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Use this calendar to answer the questions:

1. From the 12th to the 21st are _____ days.
2. From the 9th to the 16th is _____ week.
3. Today is the 30th of June. My birthday was on the 9th. It was _____ days ago.
4. Today is the 30th of June. Mary's birthday was 11 days ago. It was on the_____.
5. Today is the 30th of June. What day was it exactly two weeks ago? _____

Homework

Homework Lesson 6	Monday	Date:
Reflection/remediation based on previous day's work/homework.		
Homework Lesson 7	**Tuesday**	**Date:**
Complete DBE Worksheet 66b (Page 5)		
Homework Lesson 8	**Wednesday**	**Date:**
DBE Worksheet 69 (Pages 10 n 11)		
Homework Lesson 9	**Thursday**	**Date:**

Draw a 720 – 730 number line and show the following:

1. Circle the number that is two less than 723
2. Circle the numbers between 721 and 724
3. Circle this number: 700 and 5 and 20
4. Circle the answer for this number sentence: 700 + 20 + 9
5. Circle this number: 7 hundreds and 2 tens and 8 units

Homework Lesson 11	Monday	Date:

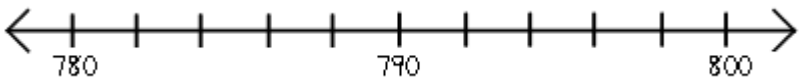
1. Write down all the numbers which can be rounded off to 30
2. Write down all the numbers which can be rounded off to 240
3. Round off to the nearest 10

467	504	155	401	698	649

4. Neo has R44.Nearly how many R10 notes could he have?
5. Neo has R77. Nearly how many R10 notes could he have?
6. Neo has R778.Nearly how many R10 notes could he have?

Homework Lesson 12	Tuesday	Date:
DBE Worksheet 73 (Page 18 n 19)		
Homework Lesson 13	**Wednesday**	**Date:**

1. Draw and complete the labelling of this number line:



2. Illustrate this on your number line:
   a. Above: 786 + 10 + 4 = _____
   b. Below: 798 – 6 – 8 = _____

Homework Lesson 14	Thursday	Date:

1. Write a number sentence for the following: 500 and 2 and double 30
2. How will you write: 20 and 20 _____ 3. 3. 20 + 21

_____

4. Complete the table below. The first row has been done for you.

25 + 25 =	double 25	25 + 26 =	double 25 + 1
95 + 95 =		95 + 96 =	
81 + 81 =		81 + 82 =	

Homework Lesson 16	Monday	Date:

When you are at home

1. Which way do you turn from your room to go to the kitchen?
2. Which way do you turn from your room to go to the bathroom?
3. Explain how you would walk from the front door to the bathroom. Use words like, turn left, turn right, and go straight.

Homework Lesson 17	Tuesday	Date:

At home, draw a picture of the house that you live in. Show the front door and the street. Carefully watch the sun rise and sun set and mark which is east and west on your drawing. Then fill in north and south.

Homework Lesson 20	Monday	Date:

DBE Worksheet 68 (Pages 8 ṅ 9)

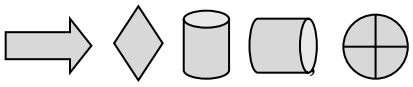
Homework Lesson 21	Tuesday	Date:

1. Design a colourful and beautiful carpet for our classroom.

- You may use any shapes and colours.
- Remember to extend the pattern you started with.
- You may use more than one pattern in your design.

Homework Lesson 22	Wednesday	Date:

1. Use any of these shapes to make two different patterns. You also have to describe your patterns. You don't have to use all the shapes in your two patterns.

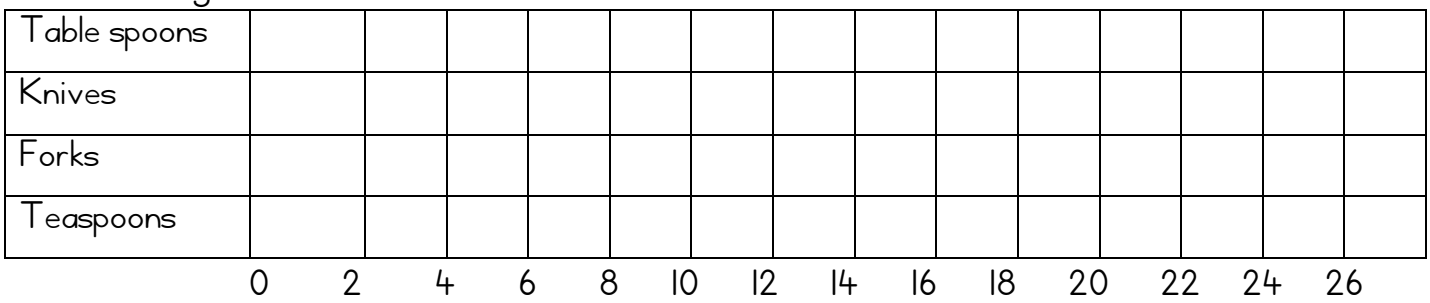


Homework Lesson 23	Thursday	Date:

1. Collect all of the cutlery in your kitchen and sort it into spoons, knives and forks. Count how many of each you have.

Cutlery	Number
Table spoons	
Knives	
Forks	
Teaspoons	

2. Draw a table for your data.
3. Draw a bar graph to represent your data. Use the scale on the axis to get the correct length of the bar.



4. Write a sentence that tells us something about the number of
   - forks and knives
   - tablespoons and teaspoons
   - forks and tablespoons
   - anything else that is interesting about the data

Homework Lesson 25	Monday	Date:
Complete DBE Worksheet 79 (Page 30 ṅ 31).		
Homework Lesson 26	**Tuesday**	**Date:**
Complete DBE Worksheet 81 (Pages 34 ṅ 35).		
Homework Lesson 27	**Wednesday**	**Date:**
Complete DBE Worksheet 84 (Pages 40 ṅ 41).		
Homework Lesson 28	**Thursday**	**Date:**
Complete DBE Worksheet 79 (Pages 30 ṅ 31)		
Homework Lesson 31	**Tuesday**	**Date:**
DBE Worksheet 90 (Pages 52 ṅ 53).		

Homework Lesson 32	Wednesday	Date:

1.

Shape	Name the shape-e.g. box	Surface
		___flat and ___ curved surfaces
		___ flat and ___ curved surfaces
		___ flat and ___ curved surfaces
		___ flat and ___ curved surfaces
		___ flat and ___curved surfaces

Homework Lesson 33	Thursday	Date:

DBE Worksheet 91 (Pages 54 ṅ 55)

Homework Lesson 35	Monday	Date:

DBE Worksheet 92 (Pages 56 ṅ 57)

Homework Lesson 36	Tuesday	Date:

1. Draw a picture of a tree. You may use one shape with straight sides and one shape with round sides.
2. Draw a picture of a car. You may use two shapes with straight sides and four shapes with round sides.
3. Draw and colour a row of triangles that are all in different positions.

Homework Lesson 37	Wednesday	Date:

1. Use a crayon to draw a picture using shapes with straight sides.
2. Use another coloured crayon to draw a picture using shapes with round sides.
3. Draw a picture using shapes with round sides and curved sides. Use your red crayon to draw the straight sides and your green crayon to draw the round sides.
4. Find something in your room that has only straight sides. (e.g. bed, door, cupboard)
5. Find something in your kitchen that has round sides. (e.g. wall clock, bowl, mat)

Homework Lesson 40	Monday	Date:

1. Draw coins to show how many different ways you can make 100c using only coins.
2. Draw notes to show how many different ways you can make R150 using only notes.
3. Write 460c in rands and cents.
4. Write 2378c in rands and cents.

Homework Lesson 41	Tuesday	Date:

Ask everybody in your family to line up.

1. _____ is the tallest

2. _____ is the shortest

3. Use a tape measure / ruler to find out:
   a. I am _____ cm tall.

   b. Dad/ Mum/Granny is _____ cm tall.

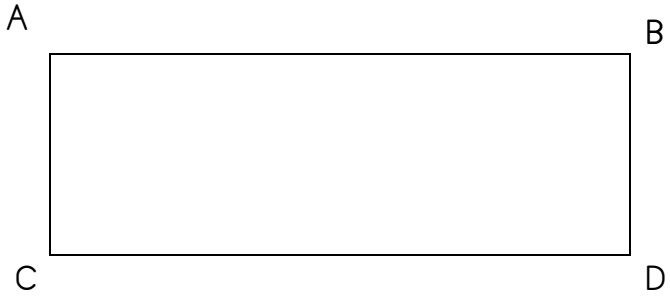
   c. The kitchen chair is _____ cm high.

Homework Lesson 42	Wednesday	Date:

DBE Worksheet 114 (Page 104).

Homework Lesson 43	Monday	Date:

1. Trace a matchbox in your book. Measure the sides and label them. Add all the sides and write down the perimeter of the rectangle.
2. Cut out three strips of paper. All need to be the same length. Stick them in your books to make a triangle. Measure the sides and label them. Add all the sides and write down the perimeter of the triangle.
3. Draw a rectangle in your book. Follow the steps in question 1.
4. The perimeter of a rectangle is 12 cm. Write down the measurements of A, B, C and D.



Homework Lesson 44	Tuesday	Date:

1. What is the time? Write the time in words.

a.  _____

b.  _____

2. Draw clock faces to show the time.
   a) Nine minutes past one
   b) Quarter to three
   c) Seventeen minutes past five
   d) Seventeen minutes to five

Homework Lesson 45	Wednesday	Date:
Complete DBE Worksheet No 106 a (Page 88)		

Enrichment Activity 11.1

Who am I?

If you multiply me by 5, and add 3 you get 28.	When you divide me by 2, you get 5 with a remainder of 1.

Enrichment Activity 11.2

Who has the most money?

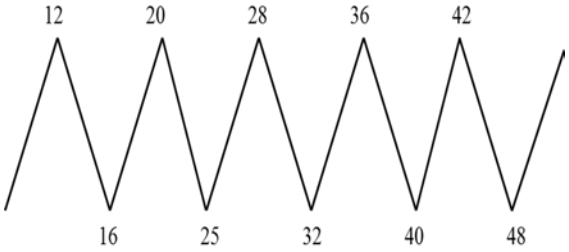
- Sarah has: two 20c coins, one R1 coin and five 5c coins.
- Peter has: ten 10c coins, two 50c coins and six 20c coins.
- Siphiwe has: two R1 coins and six 5c coins.

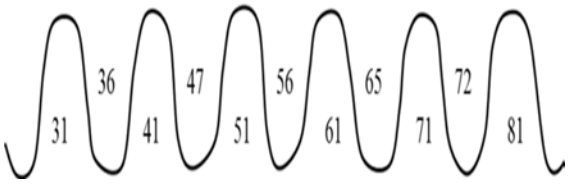
_____ has the most

money.

Enrichment Activity 11.3

Spot the mistake.





Enrichment Activity 11.4

Find the numbers:

Find and colour all the pairs of blocks where two numbers that are next to, or underneath one another, will give you 60.

11	49	23	10
12	20	40	50
33	18	15	33
27	60	45	19
30	30	18	41

Enrichment Activity 11.1 Answers

Who am I?

If you multiply me by 5, and add 3 you get 28.	When you divide me by 2, you get 5 with a remainder of 1.
5	11

Enrichment Activity 11.2 Answers

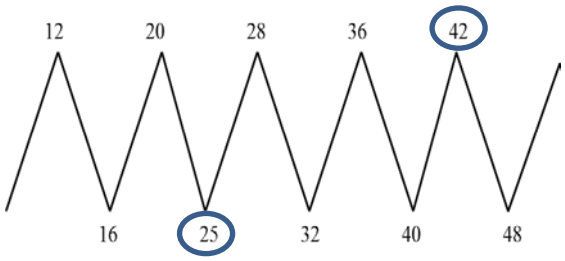
Who has the most money?

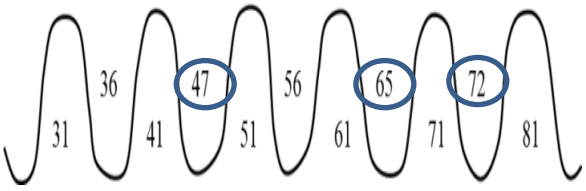
- Sarah has: two 20c coins, one R1 coin and five 5c coins.
- Peter has: ten 10c coins, two 50c coins and six 20c coins.
- Siphiwe has: two R1 coins and six 5c coins.

<u>Peter</u> has the most money.

Enrichment Activity 11.3 Answers

Spot the mistake.





Enrichment Activity 11.4 Answers

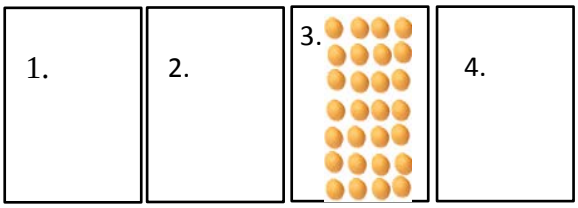
Find the numbers:

Find and colour all the pairs of blocks where two numbers that are next to, or underneath one another, will give you 60.

11	49	23	10
12	20	40	50
33	18	15	33
27	60	45	19
30	30	18	41

Enrichment Activity 12.1

Brain teaser



Box 3 has 28 eggs in it.

Box 1 has half of that.
Box 4 has twice as many as box 1.
Box 2 has half of the amount of eggs than box 4.
How many eggs are there in box 1 and 2 altogether?

Enrichment Activity 12.2

Secret message

a	d	e	h	l	y	m	o	u	v	s	t
34	35	36	44	46	54	55	56	60	61	62	70

1. 17 + 18 = _____ 8. 19 + 42 =__

2. 51 + 5 = _____ 9. 18 + 18 = ____

3. 21 + 33 = _____ 10. 10 + 45 = ____

4. 12 + 44 = _____ 11. 17 + 17 = ____

5. 30 + 30 = _____ 12. 70 + 0 = ____

6. 11 + 35 = _____ 13. 12 + 32 + ____

7. 41 + 15 = _____ 14. 13 + 49 =_____

__

The answers, decoded in order, spell:

Enrichment Activity 12.3

Egyptian numerals 354 look like this:

What would these numbers look like:

121

_____

322

_____

Enrichment Activity 12.4

Find the numbers

Find and colour all the pairs of blocks where two numbers that are next to, or underneath one another, will give you 60.

15	60	0	36
3	1	51	23
0	44	16	37
25	35	29	12
17	50	11	19

Enrichment Activity 12.1 Answers

Brain teaser

1.	2.	3.	4.
14	**14**		**28**

Box 3 has 28 eggs in it.

Box 1 has half of that.
Box 4 has twice as many as box 1.
Box 2 has half of the amount of eggs than box 4.
How many eggs are there in box 1 and 2 altogether?

28

Enrichment Activity 12.2 Answers

Secret message

a	d	e	h	l	y	m	o	u	v	s	t
34	35	36	44	46	54	55	56	60	61	62	70

1. 17 + 18 = ____
2. 51 + 5 = ____
3. 21 + 33 = ____
4. 12 + 44 = ____
5. 30 + 30 = ____
6. 11 + 35 = ____
7. 41 + 15 = ____
8. 19 + 42 = ____
9. 18 + 18 = ____
10. 10 + 45 = ____
11. 17 + 17 = ____
12. 70 + 0 = ____
13. 12 + 32 = ____
14. 13 + 49 = ____

The answers, decoded in order, spell:

Do you love maths?

Enrichment Activity 12.3 Answers

Egyptian numerals 354 looks like this:

What would these numbers look like:

121

322

Enrichment Activity 12.4 Answers

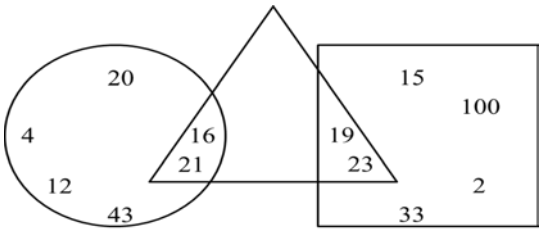
Find the numbers

Find and colour all the pairs of blocks where two numbers that are next to, or underneath one another, will give you 60.

15	60	0	36
45	1	51	23
0	44	16	37
25	35	26	12
17	50	34	19

Enrichment Activity 13.1

What is my number?

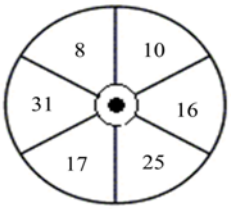


1. This number is in the circle. It is half of 24. _____
2. This number is in the square. If you double it, it becomes 30. _____
3. This number is in the triangle. It is an odd number and is 2 less than 21.

_____

Enrichment Activity 13.2

Playing darts



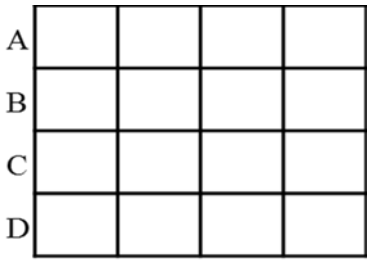
1. What is the highest score using 3 darts? _____
2. Ben's score is 49. Which three numbers did he get?

   _____, _____,

   _____.
3. Sipho's score is 34. Two darts hit the same number. Which number did he get? _____

Enrichment Activity 13.3

How many blocks?



How many blocks are there in:

Row A? _____
Rows C + D? _____
Half of row B? _____
All the rows together?

Enrichment Activity 13.4

Number 24

_____ x 2 = 24

_____ x 3 = 24

_____ x 4 = 24

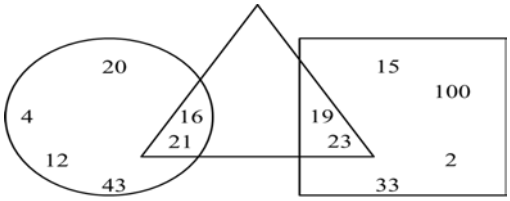
_____ x 6 = 24

_____ x 8 = 24

_____ x 12 = 24

Enrichment Activity 13.1 Answers

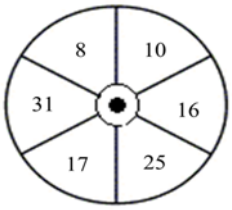
What is my number?



1. This number is in the circle. It is half of 24 ___12___
2. This number is in the square. If you double it, it becomes 30 ___15___
3. This number is in the triangle. It is an odd number and is 2 less than 21 ___19_____

Enrichment Activity 13.2 Answers

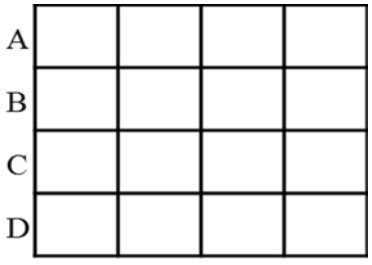
Playing darts



1. What is the highest score using 3 darts? __93__
2. Ben's score is 49. Which three numbers did he get? __31__, ___8__, __10___.
3. Sipho's score is 34. Two darts hit the same number. Which number did he get? __17__

Enrichment Activity 13.3 Answers

How many squares?



How many blocks are there in:

Row A? ___4___
Rows C + D? ___8___
Half of row B? ___2___
All the rows together? ___16___

Enrichment Activity 13.4 Answers

Number 24

___12___ x 2 = 24

___8___ x 3 = 24

___6___ x 4 = 24

___4___ x 6 = 24

___3___ x 8 = 24

___2___ x 12 = 24

Enrichment Activity 14.1

Sms your mom.

Which symbols do you see if you sms your mom this message:

I love you mom.

_____ _____ _____ _____ _____

Enrichment Activity 14.2

What is the message if you type these symbols?

\- : * ? 2 4 + 9923

__ _____ _____

* 6 (2 3 4 9 : + + "

Enrichment Activity 14.3

Add:

All the numbers in the first row._____

All the numbers in the second row._____

All the numbers in the third row._____

Add all three of your answers.

_____

Enrichment Activity 14.4

Some more adding:

Add all of the numbers in the column starting with 1 _____

Add all of the numbers in the column starting with 2 _____

Add all of the numbers in the column starting with 3 _____

Add all three of your answers.

_____

Enrichment Activity 14.1 Answers

Sms your mom.

Which symbols do you see if you sms your mom this message: I love you.

\- " + ? 2) + _

Enrichment Activity 14.2 Answers

What is the message if you type these symbols?

U have soccer after school

Enrichment Activity 14.3 Answers

Add:

All the numbers in the first row __6__
All the numbers in the second row __15__
All the numbers in the third line __24__

All three of your answers added total ___45___

Enrichment Activity 14.4 Answers

<u>Some more adding:</u>

Add all of the numbers in the column starting with1. ___12__
Add all of the numbers in the column starting with2 .___15___
Add all of the numbers in the column starting with3 .___18___
All three of your answers added total 45

Enrichment Activity 15.1

Ordinal numbers:

In the sentence:
The lion and the mouse went for a picnic.
which is the twentieth letter?

_____

In the sentence:
The lion ate the mouse.
which is the eighth letter?

_____

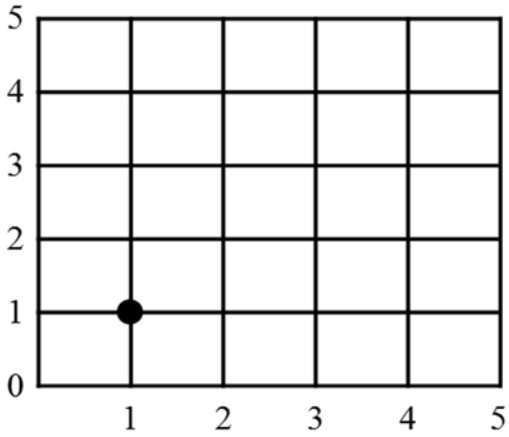
What a lovely snack I had, little mouse!

Make a word with the tenth, twenty-second, seventh and thirteenth letter.

___ ___ ___ ___

Enrichment Activity 15.2

Connect the dots:



Make a dot on 1-1, 3-4, 1-4 and 3-1. Connect the dots. What shape do you get?

_____

Enrichment Activity 15.3

What is the number?

3 hundreds
4 tens more than the hundreds
3 less units than tens

_____

2 hundreds
1 ten more than the hundreds
5 units more than the tens.

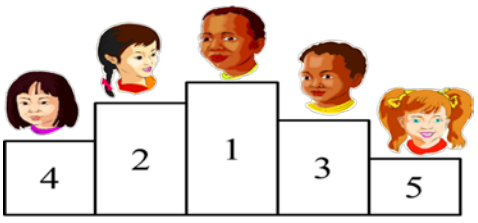
_____

5 hundreds
3 units more than the hundreds
4 tens less than the units

Enrichment Activity 15.4

Where did I come in the race?

1. Imram came first.
2. Mary came second.
3. John came third.
4. Maryke came fifth.
5. I came _____.



Enrichment Activity 15.1 Answers

Ordinal numbers:

The lion and the mouse went for a picnic.

Which is the twentieth letter?

__e__

The lion ate the mouse.

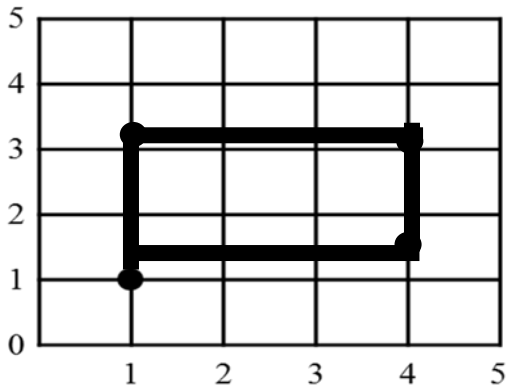
Which is the eighth letter? __a__

What a lovely snack I had, little mouse!

Make a word with the tenth, twenty-second, seventh and thirteenth letter. lion

Enrichment Activity 15.2 Answers

Connect the dots:



Make a dot on 1-1, 3-4, 1-4 and 3-1. Connect the dots. What shape do you get? **rectangle**

Enrichment Activity 15.3 Answers

3 hundreds
4 tens more than the hundreds
3 less units than tens
___374___

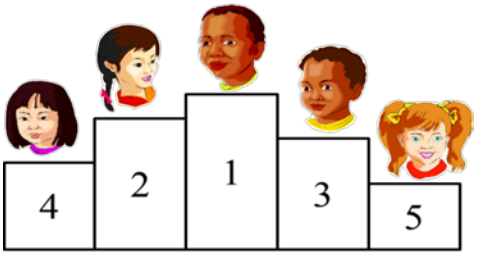
2 hundreds
1 ten more than the hundreds
5 units more than the tens.
___238___

5 hundreds
3 units more than the hundreds
4 tens less than the units
548

Enrichment Activity 15.4 Answers

Where did I come in the race?

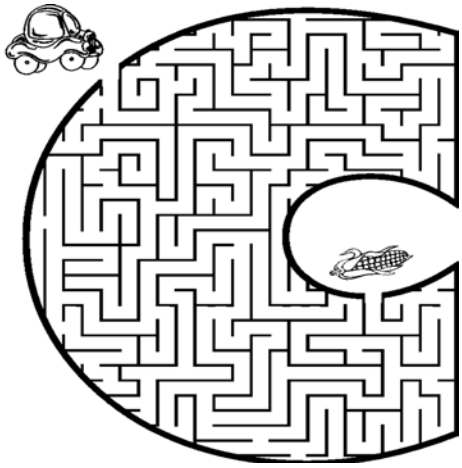
1. Imram came first.
2. Mary came second.
3. John came third.
4. Maryke came fifth.
5. I came ___**fourth**_____.



Enrichment Activity 16.1

Find your way:

Start at the car and find your way through the maze to get to the mealie. Don't cross over any lines.



Enrichment Activity 16.2

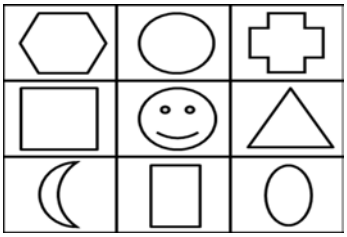
Where is the number name?

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

1	5th
100	1
60	12th

Enrichment Activity 16.3

Who are my friends?



Draw the shape:

On my left.

Below me.

Above me.

On my right.

Enrichment Activity 16.4

Find the shape words:

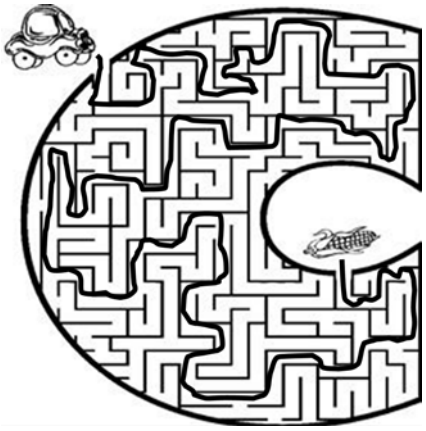
u	k	m	h	v	r	e	v	n	c	r	m	c	d	r
i	h	n	n	w	l	e	l	x	e	u	b	o	i	k
r	v	u	d	c	a	n	d	c	a	z	b	n	m	f
y	w	k	r	o	r	p	t	n	h	q	d	e	a	g
m	u	i	u	k	b	a	h	x	i	h	c	i	r	k
b	c	x	s	d	n	m	b	g	b	l	s	z	y	b
y	f	e	l	g	n	a	i	r	t	w	y	k	p	l
l	j	o	l	z	s	q	u	a	r	e	b	c	g	b
g	y	e	p	e	x	i	r	m	j	x	c	z	b	r
u	f	q	n	u	r	u	m	x	s	b	z	q	d	a

Circle, cone, cube, cylinder, pyramid, rectangle, square, triangle

Enrichment Activity 16.1 Answers

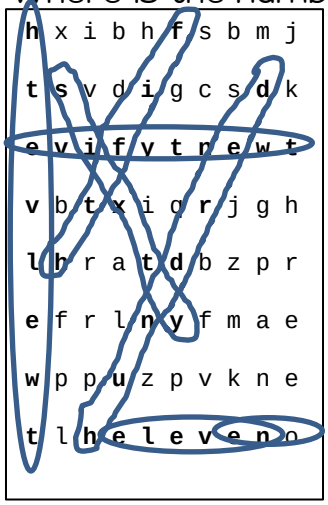
Find your way:

Start at the car and find your way through the maze to get to the mealie. Don't cross over any lines. lines.



Enrichment Activity 16.2 Answers

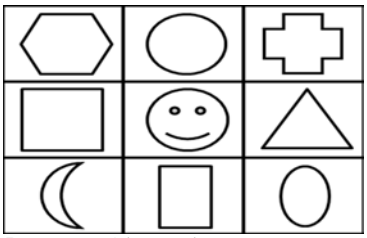
Where is the number name?



11	5th
100	1
60	12th

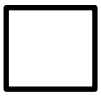
Enrichment Activity 16.3 Answers

Who are my friends?

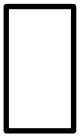


Draw the shape:

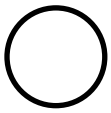
On my right.



Below me.



Above me.

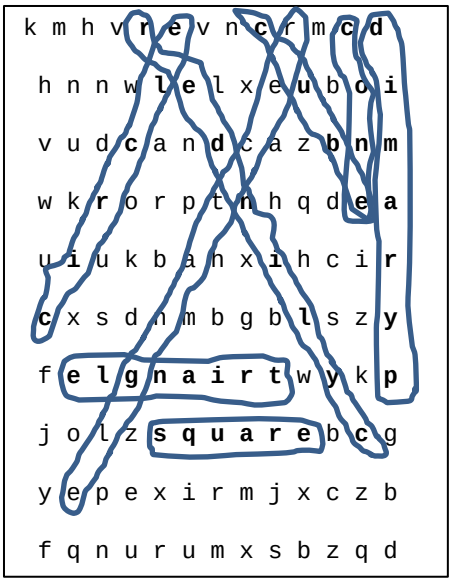


On my left.

Think about these answers – how do you know which side is

Enrichment Activity 16.4 Answers

Find the shape words:



circle	pyramid
cone	rectangle
cube	square
cylinder	triangle

Enrichment Activity 17.1

Complete the Sudoku:

4		1	
1		2	4
	4		1
	1		2

Enrichment Activity 17.2

Money

Order the coins from the coins with the most value to the least value. Only write the numbers

1.	2.	3.	4.	5.
				

Order coins from the coins with the least value to the most value. Only write the numbers.

1.	2.	3.	4.	5.
				

Enrichment Activity 17.3

The following things are on sale:

T-shirt R5,00
Cap R15,00
Socks R3,00
Shoes R20,00
Skirt R10,00
Pants R10,00

I have R50, 00. What can I buy?

Enrichment Activity 17.4

Complete the Sudoku

1	2		
		2	1
2	4		
		4	2

Enrichment Activity 17.1
Answers

Complete the Sudoku:

4	2	1	3
1	3	2	4
2	4	3	1
3	1	4	2

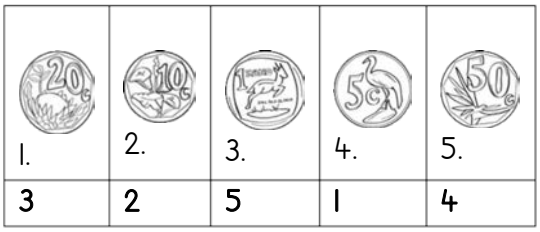
Enrichment Activity 17.2
Answers

Money

Order the coins from the coins with the most value to the least value.

1.	2.	3.	4.	5.
3	4	1	5	2

Order the coins from the coins with the least value to the most value. Only write the numbers.



1.	2.	3.	4.	5.
3	2	5	1	4

Enrichment Activity 17.3
Answers (multiple)

The following things are on sale:

T-shirt R5,00
Cap R15,00
Socks R3,00
Shoes R20,00
Skirt R10,00
Pants R10,00

I have R50, 00. What can I buy?

Example: I can buy a cap, 2 pairs of socks, a t-shirt and a pair of shoes (total R46,00)

Enrichment Activity 17.4
Answers

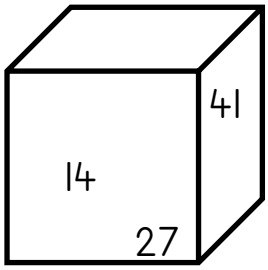
Complete the Sudoku

1	2	3	4
4	3	2	1
2	4	1	3
3	1	4	2

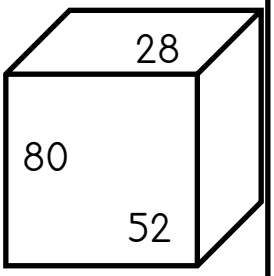
Enrichment Activity 18.1

Jumbled sums:

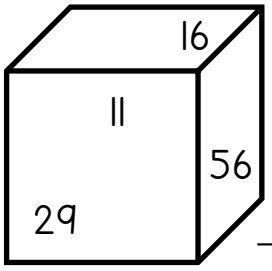
Use the numbers in the boxes to make a sum.



__ + ___ = __



__ + __ = __

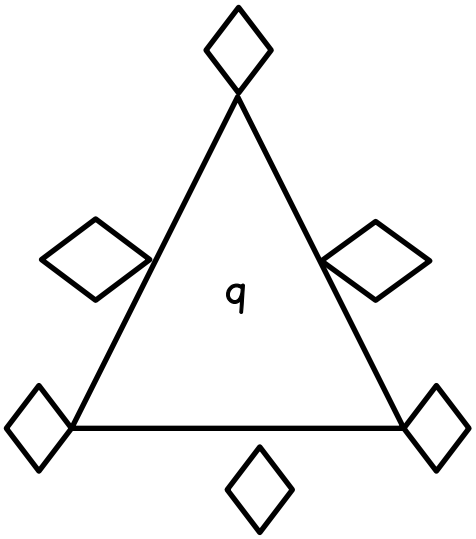


__ +__ + __ =__

Enrichment Activity 18.2

Six numbers:

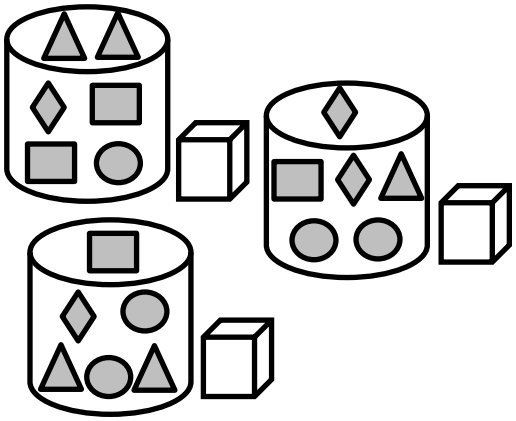
Place the numbers 1 – 6 in the diamonds so that each side of the triangle adds to the total inside the triangle.



Enrichment Activity 18.3

Value

What is the value of each cylinder if a rectangle is 4, a circle is 3, a triangle is 1 and a diamond is10? Write the answer in the box.



Enrichment Activity 18.4

Colour to show the answer

Colour the numbers that will add up to the first number in the block

37	3	15	2	9	7	8	1

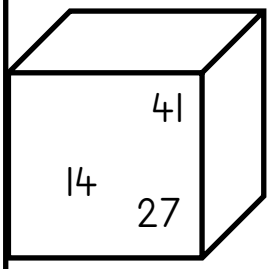
53	18	6	10	14	3	5	2

41	11	9	7	3	10	5	1

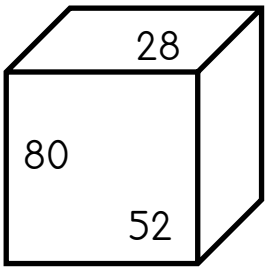
Enrichment Activity 18.1 Answers

Jumbled sums:

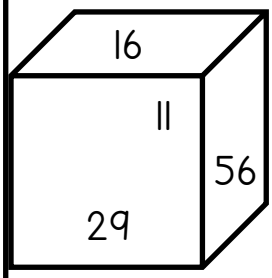
Use the numbers in the boxes to make a sum.



27 + 14 = 41



52 + 28 = 80

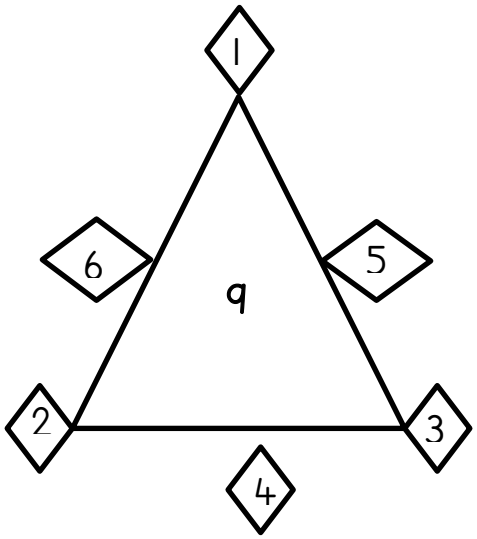


16 + 29 + 11= 56

Enrichment Activity 18.2 Answers

Six numbers:

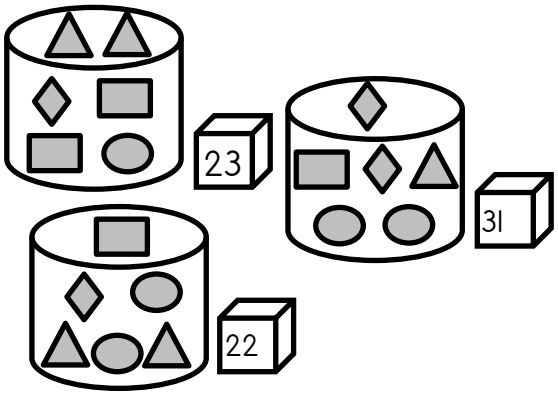
Place the numbers 1 – 6 in the diamonds so that each side of the triangle adds to the total inside the triangle.



Enrichment Activity 18.3 Answers

Value

What is the value of each cylinder if a rectangle is 4, a circle is 3, a triangle is 1 and a diamond is10? Write the answer in the box.



Enrichment Activity 18.4 Answers

Colour to show the answer

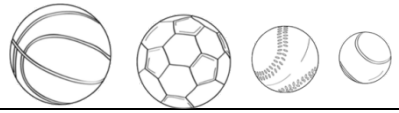
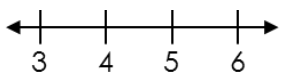
Colour the numbers that will add up to the first number in the block.

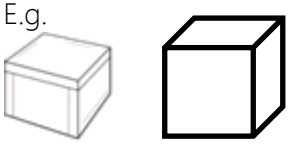
37	3	15	2	9	7	8	1

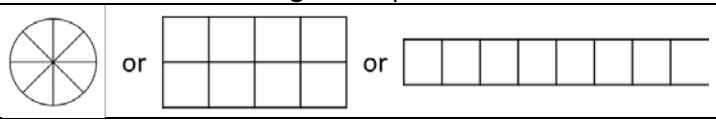
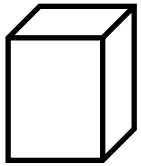
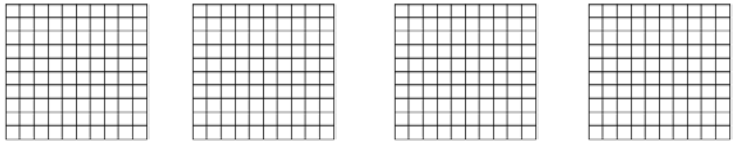
53	18	6	10	14	3	5	2

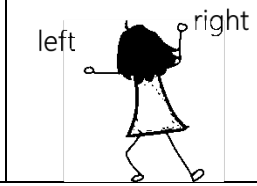
41	11	9	7	3	10	5	1

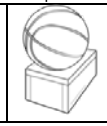
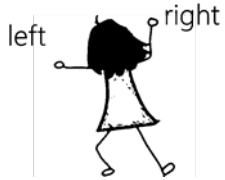
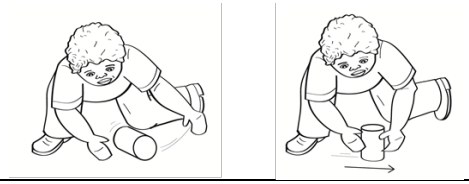
Lesson Vocabulary
Grade 3 Term 3

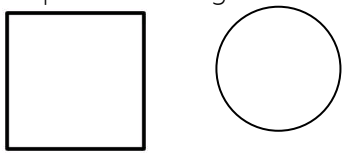
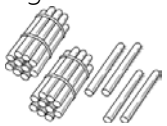
Maths word	Diagram/explanation		LoLT translation	Diagram/explanation (LoLT)
across	Go from one side to another. E.g. you walk across the road. You can draw a line across your page.			
after (a number)	The number that comes next in a pattern. E.g. 5 comes after 4 if you are counting up.			
analyse	To study carefully and think about what something means. In data handling learners have to analyse the data collected – they need to work out what it can tell them.			
ball shapes (spheres)	A 3-dimensional (3D) shape that is perfectly round. Example: 			
big, bigger, biggest (number) / bigger than	When you order numbers you might use words such as big, bigger and biggest. E.g. 5 is bigger than 4. If you have the numbers 45, 46 and 47, then 47 is the biggest of those numbers.			
before	A number that is in front of another number, in the counting sequence. E.g. 5 comes before 6.			
between / in between	A number or numbers in the middle of two numbers. E.g. 4 and 5 are between 3 and 6. 	An object can also be between two other objects. The ball is between the box and the broom. 		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
box shapes / prisms /cube	A box-shaped solid object that has six identical faces. E.g. 		
centimetre	A metric unit used to measure length. A ruler is usually marked in centimetres (cm). 100 cm = 1 metre (m)		
compass directions	The compass directions North, South, East and West are used when you need to find position and direction. 		
convert	To change. E.g. you can convert a number from one form to another.		
curved (see round)	Curves are not straight. Eg. 		
cylinder	A figure that is shaped like a can. It has two flat circular faces (sides) and one curved surface. E.g. 		
day / week	A day is a period of time that is 24 hours long. There are 7 days in a week. The names of the days are Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.		
diagrammatic form	Something which is given in a drawing form. E.g. you can give fractions in diagrammatic form in circles or many other shapes. This is an, in some different diagrammatic forms:		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
			
2-digit/3-digit	A digit is a symbol used to show a number. e.g. 25 is a 2-digit number 356 is a 3-digit number		
distance	The length between two points. If you measure a distance you find out how far it is from one point to another.		
divide / dividing / division	The operation that involves sharing or grouping numbers. E.g. 8 ÷ 2 = 4		
doubling	Multiplying by 2.		
down	The opposite of up. e.g. I put the cup down on the table. This arrow is pointing down. 		
face	The flat surface of a 3-D shape. e.g. You can see three of the faces of this prism (box shape). 		
hundreds	When things or objects come in groups of a hundred. Example:  We can count: 100, 200, 300, 400 We can say: 4 groups of 100, or 100 + 100 + 100 + 100, or 4 x 100		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
interval	The gap between – it could be a time interval or an interval in numbers (the size of the gap in a number pattern. e.g. There is an interval of 1 hour between 3 o'clock and 4 o'clock. The interval in the number pattern 15, 30, 45, 60, … is 15.		
Left / left hand side	Your body has a left side and a right side. The left hand is on the left side of the body. e.g. 		
list	When you write a list you write down things under each other. E.g. a shopping list reminds you what to buy when you go shopping.		
map	A drawing which could be formal or informal. It shows you where things are. It represents an area. E.g. you could have a map of your town, a map of your school or a map of South Africa.		
near double	Something that is close to a double. E.g. 25 is a near double – it is just more than double 12.		
non-unitary fractions	Fractions that are not unitary fractions. They have a numerator which is bigger than 1. e.g. $\frac{4}{5}, \frac{2}{7}, etc$		
numeral	A symbol used to write a number. The numerals we use are the ten digits 0, 1, 2, 3, 4, 5, 6, 7, 8, 9.		
opposite	On the other side. e.g. when you and your friend sit on either side of a desk at school, you are sitting on opposite sides of the desk.		
orientation	Direction.		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
perimeter	The distance around a shape. E.g. the perimeter of the square with sides 2 cm long will be 2 cm + 2 cm + 2 cm + 2 cm = 8 cm. If a shape has curved sides you can use a piece of string to find the perimeter – place the string carefully along the whole border of the shape, then straighten it out and see how much string was needed to go around the shape.		
position	The place where something is compared to other things are around it. E.g. the position of the ball is on top of the box. 		
prism	(see box shape)		
regular pattern	A pattern that increases in the same way. E.g. numeric patterns that get bigger by 15 each time – 15, 30, 45, 60, 75, … this is a regular pattern – you can work out more terms in the sequence because you can identify the rule behind the regular increases in the pattern.		
Right / right hand side	Your body has a left side and a right side. The right hand is on the right side of the body. e.g. 		
roll or slide	This tin rolls on the curved surface but it slides on the flat surface of the can. 		
solution	The answer to a problem/question. E.g. Find the solution means: "find the answer".		
sphere	(see ball shape)		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
straight sides/round sides	A straight side is not curved and a round side is curved. E.g. a square has straight sides and a circle has round sides. 		
surface	The faces of a shape make up its surface – this is the outside area of a 3-D object. A surface can be flat or curved. E.g. A sphere is has one curved surface, a cone has one curved surface and one flat surface (or face).		
symbol	A sign used to write something. E.g. the digits we use to write numbers are symbols. The operation signs are also symbols, of a different kind.		
tens	When things or objects come in groups of ten. Example:  We can count: 10, 20 We can say: 2 groups of 10, or 10 + 10, or 2 x 10		
tens and units/ones	In our number system, the decimal number system, the value of a digit depends on its place, or position, in the number. The place values used in Grade 2 are tens and units. E.g. How many sticks are there?  There are 24 sticks. When you write 24 there is a 2 in the tens place and a 4 in the units/ones place		
time	Time is what a clock measures.		
turn	To rotate (go around) a point. E.g. when you open a door using a round door-handle, you turn the handle. 		

Maths word	Diagram/explanation	LoLT translation	Diagram/explanation (LoLT)
up	The opposite of down. e.g. I pick the cup up from the table. This arrow is pointing up. 		
unitary fraction	A fraction which had a numerator value of 1. E.g. e.g. $\frac{1}{5}, \frac{1}{7}, etc$		
week	(see day)		
word problems	Maths problems which are stated using words and numerals. They also sometimes have diagrams.		