The Foundations for Learning Campaign is a call to schools, teachers, communities and learners to focus on reading, writing and numeracy.

Foundations for Learning

A campaign for YOU!

Dear Grade 3 Teacher

Over the past few weeks we have received many messages from readers expressing sheer delight at the simplicity and value of these supplements and asking if we will be producing one for Grade 3. Well, here it is! I hope you will find it useful in creating a stimulating environment for learning in your Grade 3 class! Your Grade 3 learners are at the stage where they enjoy "showing off" their newly acquired reading, writing and calculating skills and I wish you well as you continue to keep them interested. Please let us know how you are using the ideas in your classroom.

You may write to Jenny Joshua, the Director: Foundations for Learning Campaign at: Joshua.j@doe.gov.za or Private Bag 895, Pretoria, 0001.

Palesa Tyobeka
Deputy Director-General: General Education and Training
Department of Education

Just to sum it up

The Foundations for Learning Campaign is a four-year campaign intended to focus on improving the reading, writing and numeracy abilities of all South African children.

The campaign is in response to studies that have shown that over a number of years South African children were not able to read, write and count at expected levels, and were unable to complete tasks that showed key skills in literacy and numeracy.

All primary schools will be expected to increase average learner performance in Literacy (Languages) and Numeracy (Mathematics) to no less than 50% — showing an improvement of between 15% and 20% — in the four years of the campaign.

The Foundations for Learning Campaign will end with a national evaluation at the end of 2011 to assess the literacy and numeracy levels of Grade 3 and 6 learners and to evaluate the impact of the campaign.

Contents

Inside this Grade 3 focused supplement, you will find:

Pages 2 and 7
Sight word flashcards

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Daily teacher activities during **Literacy Time**

Pages 4 and 5
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Assessment in Grade 3

At the end of Grade 3 all learners are assessed on their skills and knowledge. Grade 3 is the end of the Foundation Phase, so this assessment is vital as it provides teachers with an indication of the overall performance and ability of the learner, as well as evaluating whether the learner is ready to move to the next phase.

But what is assessment?
Assessment is a continuous process of identifying, gathering and interpreting information about the performance of learners. It involves four steps:

- Generating and collecting evidence of achievement
- Evaluating this evidence against the outcomes of the curriculum
- Recording the findings of this evaluation
- Using this information to understand and assist the learner's development and to improve the process of learning and teaching.

Turn to pages 3 and 6 for more on assessment.

Remember that the future lies in your hands! Help to lay a solid foundation for learning for a bright, South African future.

Grade 3 teaching and learning time
The minimum contact teaching time for Grade 3 is 25 hours a week. This works out to five hours per day.

The formal teaching allocation for **Literacy** and **Numeracy** in the Grade 3 classroom is:

	Time allocation per day	Total per week
Literacy	2 hours	10 hours
Numeracy	1 hour and 45 minutes	8 hours and 45 minutes

Look out for our free resources – Sight word flashcards, a Maths boardgame and Flard Cards – as outlined in the Gazette

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Do you know all these words?

These 220 words are the most frequently found words in books that children read. These words should be mastered by the end of Grade 3. By learning these words, children gain a good base for reading. Most of these words don't follow "normal" spelling rules, they are not easily decodable, so to improve fluency they must be learnt as sight words and recognised automatically. Remember, though, that it's better to teach the words in sentences rather than in isolation, as then learners understand the meaning of the word in context.

a	best	do	full	hold
about	better	does	funny	hot
after	big	don't	gave	how
again	black	done	get	hurt
all	blue	down	give	I
always	both	draw	go	if
am	bring	drink	goes	in
an	brown	eat	going	into
and	but	eight	good	is
any	buy	every	got	it
are	by	fall	green	its
around	call	far	grow	jump
as	came	fast	had	just
ask	can	find	has	keep
at	carry	first	have	kind
ate	clean	five	he	know
away	cold	fly	help	laugh
be	come	for	her	let
because	could	found	here	light
been	cut	four	him	like
before	did	from	his	little

Adapted from the English-zone.com

* These words can be used for First Additional Language or Home Language instruction

Daily teacher activities during Literacy Time

In Grade 3 learners are expected to engage in the following daily literacy activities:

Reading for enjoyment

Everyone, including the teacher, reads a book of their choice for 30 minutes a day. Books can be brought from home or selected from a group of books reserved especially for this time. It is a good idea to have this as a set time each day. After break is a good time because it helps learners to settle down and re-focus.

Assessment and Literacy

In an Outcomes Based Education classroom, learners are expected to be busy at different levels and with different activities. The teacher is either working with a small group or an individual learner. With all this activity going on, it is often difficult to make time for assessment.

So how do we find the time to assess?

The first aspect to remember is that assessment should not interrupt classroom routine; rather it should be integrated into regular class work. Learners should also become more involved in the assessment process; they should be given regular feedback that allows them to improve their skills and abilities. Assessment measures what learners can do and provides evidence of their abilities.

This model of assessment is called **Continuous Assessment**. This form of assessment comprises 100% of the assessment programme for Grades R-8.

The Foundations for Learning documents provide teachers with the minimum expectations for each learner at the end of each term, for each grade. These are then used to assess a learner's performance and provide steps on further assistance.

Total time: 2 hours

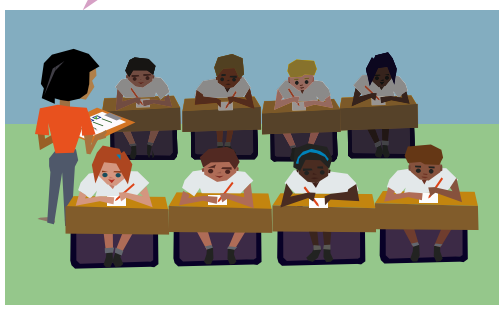
Looking more closely at assessment

Informal assessments

These provide an overview of what has been learnt. Informal or daily assessment monitors learners' progress. This is done through observations, discussions, learner-teacher conferences and other informal classroom interactions.

Observations

These are anecdotal records of a teacher's observations of the learner's performance in the classroom. These can also be part of the teacher's formal assessment – she observes specific criteria, for example, does the learner hold a writing tool correctly.



Reading records and conferencing

These are a learner's individual reading assessments. A teacher can complete these while listening to the learner read. Sight vocabulary, fluency and comprehension skills can be assessed during this time. In this way the teacher is able to assess the development of each individual learner and better plan for future tasks.

Formal assessments

These provides teachers with a systemic way of evaluating how well learners are progressing. Formal assessment must be recorded. These include projects, oral presentations and performances.

Recording and reporting

Recording and reporting learner performance in the Foundation Phase are done in two ways: with codes and comments.

The codes are as follows:

Rating code	Description of competence
4	Outstanding/excellent achievement
3	Satisfactory achievement
2	Partial achievement
1	Not achieved

Comments are then used to qualify the performance.

In Grade 3 learners must be formally assessed on four assessment tasks in Literacy, per term, making it a total of 16 for the year. These are included in the Foundations for Learning: Assessment Framework for the Foundation Phase.

Throw, Read and Keep

A game for 2-4 players

You will need:

- A gameboard (use cardboard and a Koki pen to make a gameboard like the picture below.)
- Make flashcards from the words on pages 2 and 7
- A die

How to play:

- Place a flashcard face down on each block of the gameboard.
- Leave the remaining cards in a pile.
- Each player takes a turn to throw the die and read the card in the appropriate block. If a player throws 3, then they pick up and read a card from the block.
- If the player can read the card, they keep it and replace it with another card from the pile. If they cannot read the card, it remains where it is.
- The game ends when the cards are finished. The player with the most cards is the winner.

Throw, read and keep	
⚀	⚁
⚂	⚃
⚄	⚅

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Pull-out poster

Snakes and Ladders

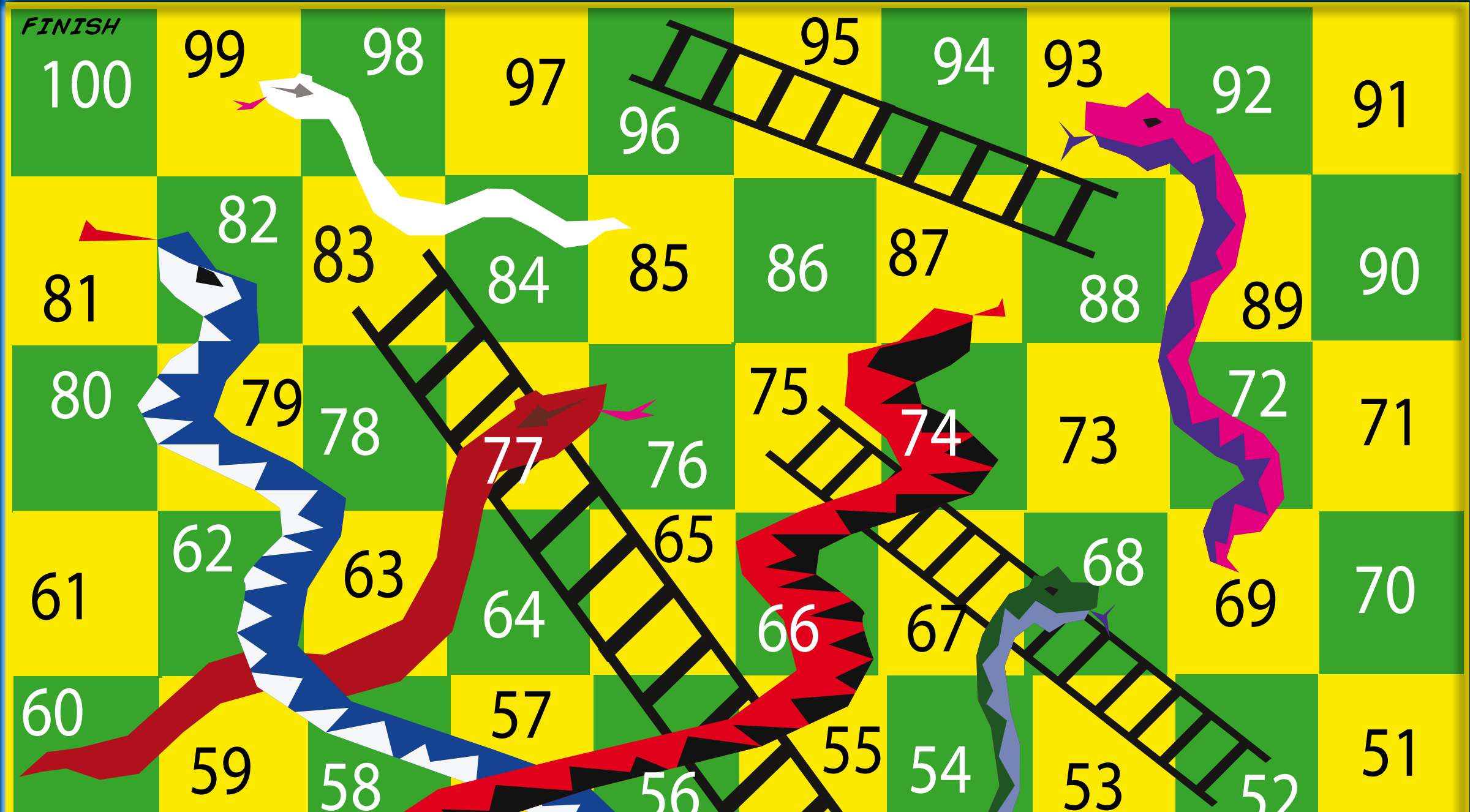
A numeracy game for 2-4 players

You will need:

- A die
- Counters (buttons, flat discs, beads, etc) — one per player; make sure each one is different.

How to play:

- The aim of the game is to be the first player to reach 100.
- To start the game, each player must throw a 6 first, then throw again and move forward from square number 1.
- When a counter lands on the square at the bottom of a ladder, it is moved **up** to the square at the top of the ladder.
- When a counter lands on the head of the snake, it must be moved **down** the snake's body to the square at its tail.
- When a player lands on a square already occupied by another player's counter, the first player must return to number 1.
- If a play throws a 6, they get another throw.
- The game ends when a player's counter lands exactly on 100. If the throw is higher, the player must move forward to 100 and then back the number of moves remaining in the throw.



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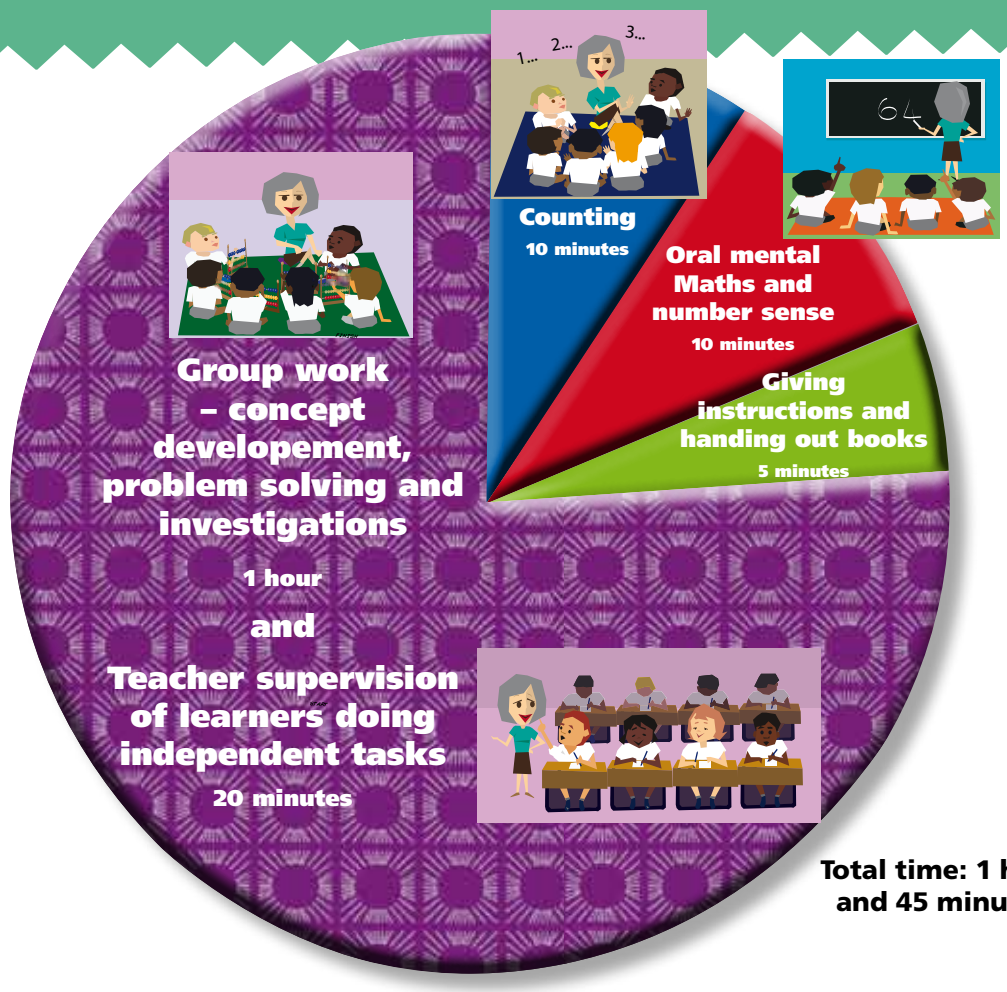
Daily teacher activities during Numeracy Time

In Grade 3 learners are expected to engage in the following daily numeracy activities:



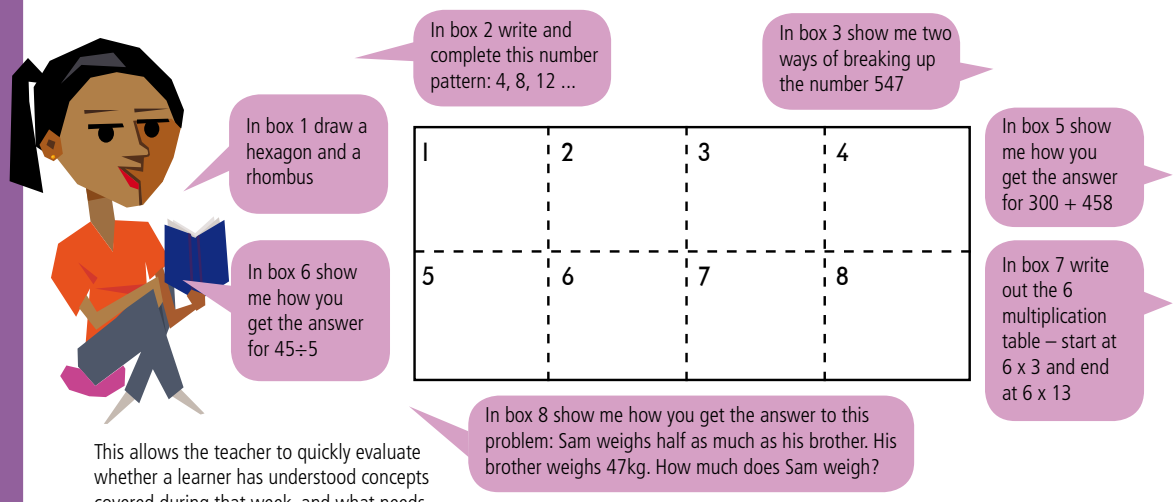
Total time: 1 hour and 45 minutes

Assessment for numeracy

Informal assessments

These monitor learners' progress. Here is a great idea for a quick informal assessment activity:

Give each learner a blank piece of paper and get them to fold the paper into fourths or eights. They then number the boxes. Now give learners instructions to complete a task on each block. These tasks can be taken directly from the Assessment Tasks in the Foundations for Learning document, or you could use tasks that have been covered during the week at school.



This allows the teacher to quickly evaluate whether a learner has understood concepts covered during that week, and what needs to be re-covered.

Observations

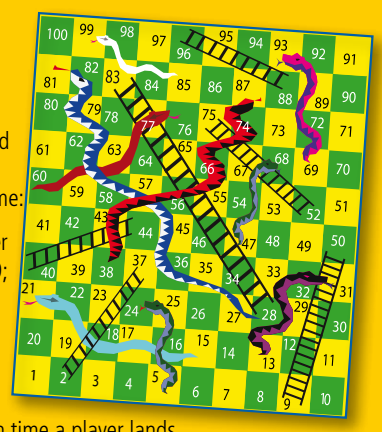
These are formal records of a teacher's observations of the learner's performance during whole and small group work time. The teacher can complete checklists based on outcomes or tasks being assessed. These can then be ticked off, dated and comments can be added.

Formal assessments

These provide teachers with a systemic way of evaluating how well learners are progressing. Formal assessment should be recorded. These include projects, oral presentations and performances.

Numeracy fun games and activities – what to do with your Snakes and Ladders gameboard and Flard Cards

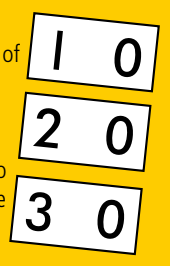
Snakes and Ladders



This game helps learners with counting, number recognition and basic addition. Here are some extension ideas for using the game:

- Get learners to name number patterns, for example: 3, 6, 9; 4, 8, 12, etc.
- Make addition, subtraction, multiplication or division flashcards. Place them in a pile next to the game. Each time a player lands on an even number they need to pick up a card and solve the problem.
- Write word problems on flashcards and each time a player lands on an odd number they pick up a card and solve the problem.

Flard Cards



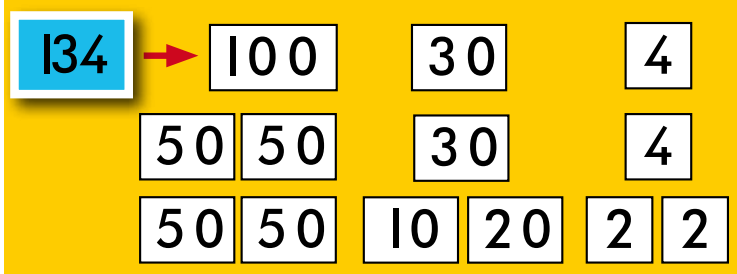
These cards are used to help learners understand the concept of place value.

Here are some ideas:

- Once learners have the individual Flard Cards, get them to spread them out. As a beginning activity, they can sort the cards into their place values.
- Now they can order the cards from smallest to largest.
- Once learners are familiar with the cards, call out a number and ask them to build it up – so they can make up the number 65 using the cards. They need to begin to understand that they need the number 60 and the number 5.

- Once this concept is understood, learners can build up or break down a number. So call out 134 and they should be able to break it up into the different parts.

- As an extension exercise, learners can also use the Flard Cards to break up the numbers into different combinations.



In Grade 3 learners must be formally assessed on three assessment tasks in Numeracy, per term, making it a total of 12 for the year. These are included in the Foundations for Learning: Assessment Framework for the Foundation Phase.

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live	open	shall	they	went
long	or	she	think	were
look	our	show	this	what
made	out	sing	those	when
make	over	sit	three	where
many	own	six	to	which
may	pick	sleep	today	white
me	play	small	together	who
much	please	so	too	why
must	pretty	some	try	will
my	pull	soon	two	wish
myself	put	start	under	with
never	ran	stop	up	work
new	read	take	upon	would
no	red	tell	us	write
not	ride	ten	use	yellow
now	right	thank	very	yes
of	round	that	walk	you
off	run	the	want	your
old	said	their	warm	
on	saw	them	was	
once	say	then	wash	
one	see	there	we	
only	seven	these	well	

Flard Cards

Flard Cards are used to teach learners how to build up and break down numbers (expanded notation). The cards can also be used to help learners with the addition and subtraction of large numbers.

STOP! Before cutting out this page – make a copy!

You will need:

- Cardboard
- Glue
- A pair of scissors
- Clear plastic or access to laminating facilities
- A box, tin or re-sealable plastic bag in which to store the cards

What to do:

- Cut along the outer border of the cards.
- Paste onto cardboard and either cover in plastic or laminate.
- Now cut along the dotted lines to get your Flard Cards.
- See page 6 for ideas on how to use these cards.

Note: In Grade 3, learners are expected to develop expanded notation of numbers up to 1 000. The cards on this page go up to 90 000, therefore, this is a resource that can be used in the Intermediate Phase too.

Tip: It's a good idea to first make copies of this page for each of your learners. You can also enlarge the page and make larger display cards for use as a teaching resource.

1	2	3	4	5	6	7	8	9	0
1	0	2	0	3	0	4	0	5	0
6	0	7	0	3	0	0	0	+	0
1	0	0	2	0	0	3	0	0	0
4	0	0	5	0	0	6	0	0	0
7	0	0	8	0	0	9	0	0	0
1	0	0	0	2	0	0	0	−	0
4	0	0	0	5	0	0	0	8	0
6	0	0	0	7	0	0	0	9	0
8	0	0	0	9	0	0	0	x	=
1	0	0	0	0	2	0	0	0	0
3	0	0	0	0	4	0	0	0	0
5	0	0	0	0	6	0	0	0	0
7	0	0	0	0	8	0	0	0	0

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