FOUNDATIONS FOR LEARNING

QUARTERLY ASSESSMENT ACTIVITIES FOR LITERACY & NUMERACY

GRADES 1-3

LAYING SOLID FOUNDATIONS FOR LEARNING

education
Department:
Education
REPUBLIC OF SOUTH AFRICA

QUARTERLY ASSESSMENT ACTIVITIES

LITERACY AND NUMERACY

GRADES 1 - 3

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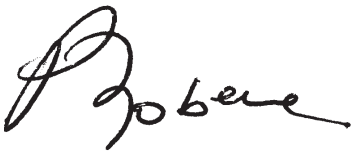
LETTER FROM THE DEPUTY DIRECTOR-GENERAL

Dear Teacher

In April 2008, the Department of Education provided you with Assessment Frameworks for the Foundation and Intermediate Phases, which contained "milestones" for each grade. These milestones indicate the expected level of achievement by the end of each term. The milestones have now been written into manageable units to assist you to develop the required assessment tasks per term, with a rubric provided for the last assessment task per term.

In this document you will find assessment activities that are based on the rubric for the last assessment task for each term to help you assess your learners. These assessment activities are by no means prescriptive but will hopefully be a useful resource to you. Please feel free to adapt them to suit the nature and needs of your learners.

Kind regards



Ms Palesa Tyobeka

Deputy Director-General: General Education and Training

Date: 26 February 2009

GRADE 1

LITERACY & NUMERACY

GRADE 1: LITERACY

TERM 1

Checklist for 4th Assessment task : Term 1			
Name of learner:		**Date:**	
Is the learner able to:		**Yes**	**No**
Oral	1. Respond to simple instructions?		
	2. Sequence pictures of a story?		
	3. Tell own news?		
Phonics	4. Identify at least 3 vowel and 5 consonant sounds?		
	5. Blend three letter words?		
Reading	6. Predict what the story is about from looking at pictures in the book?		
	7. Recognise at least 25 sight words?		
	8. Read aloud prepared reading from group reading book?		
Handwriting	9. Write letters and numbers from left to right, starting at the margin?		
Writing	10. Copy one sentence of news from the board correctly?		
	11. Draw a picture about the news?		

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Choose 5 learners every day to tell the class their 'news'. Tell them the day before that it will be their turn the next day, and that they must think about what they are going to say. Be specific as to what they must talk about e.g. what they ate for supper, what they saw on the way home from school, what Mom was wearing, etc.
2. Choose one learner's news and write the sentence on the board. The whole class copies this sentence and draws a picture for it.
3. Tell learners a story, showing them pictures as you tell the story. Ask a few learners each day to sequence the pictures in the correct order.
4. Play "Simon Says" where you give the instruction and the learners must respond. If they make a mistake, they sit down until one or two learners are left and they are the winners. If the same learners always sit down first, give them other instructions during the day to see if they can respond to instructions e.g. put your book on my table.
5. Working in a group of about 8, each learner has a box with the letter sounds (c, t, a, etc.) they have learnt during the term. They put them out in front of them and point to the letter as you say the sound.
6. Using the sounds, learners build 3 letter words. They tell you a sentence using the word they built.
7. During the formal handwriting lesson assess correct letter formation, starting at the margin, holding the pencil in the correct grip and not pressing too hard.

8. Before beginning the reading group, play a game using flash cards of the 25 new words learnt during the term e.g. flash the words to the group and the first one to read the word gets the card. At the end, the winner is the learner with the most cards. Play it again and let the winner flash the cards to the group.
9. Working with one group at a time, show the learners the picture on the cover of a book and ask predictive questions e.g. what do you think this story will be about?
10. In the group learners take turns to read two or three sentences aloud from their reading book. When someone else is reading aloud, learners follow the words in their book.

TERM 2

Holistic rubric for 4th Assessment task : Term 2				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: **Oral** 1. Listen to a story and identify the main idea? 2. Answer questions? 3. Describe where an object is using the correct vocabulary? **Phonics** 4. Identify the letter-sound relationship of all the single sounds? 5. Build up three letter words using the single sounds? **Reading** 6. Recognise at least 25 new sight words? 7. Read aloud own level prepared reading from group reading book? 8. Answer questions based on the passage read by the learner? 9. Use known phonics to decode unknown words when reading? **Handwriting** 10. Form all the lower case letters correctly? **Writing** 11. Write words on own using sounds learnt? 12. Compile a list of words according to instructions e.g. a list of colours?	Only able to any four of the criteria	Only able to achieve any five to seven of the criteria	Only able to achieve any eight to ten correct	Able to achieve all twelve criteria

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Read a short story to the class and every time they hear a particular sound e.g. 's', they clap their hands. Do this a few times, choosing a different sound to be identified – either using the same story, or telling a different story.
2. Read the story again and ask prepared questions at the end where learners will indicate what the story is about i.e. the main idea.

3. Working in a group of about 8, each learner has a box with the letter sounds (c, t, a, etc.) they have learnt so far. They put them out in front of them and point to the letter as you say the sound.
4. Using the sounds, learners build 3 letter words. They tell you a sentence using the word they built. Then on their own, they write 5 3-letter words in their books and draw the pictures.
5. Learners are given a piece of paper on which they write a list of words according to instructions. Give each group a different set of words to write e.g. colours, shapes, number words, months of the year, etc.
6. During both the formal handwriting lesson, and informal writing activities (e.g. the list of words) observe the formation of all lower case letters.
7. Play a game where learners describe the position of an object and the others must guess what the object is. E.g. It is on the shelf near the window. There are many of them, they are rectangular, in a pile and covered with brown paper. (a book)
8. Before beginning the reading group, play a game using flash cards of the 25 new words learnt during the term e.g. place a random selection of 10 words on the floor. These are stepping stones over the river. Learners stand next to the word, read it and if correct, move to the next word. If wrong, they fall in the water! Give them another chance later.
9. Use the following reading rubric when assessing reading.

Rubric for assessing reading				
	1 **Seldom**	**2** **Sometimes**	**3** **Often**	**4** **Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills (known phonics) when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills (known phonics) when reading from an unseen selected text suitable for the grade.				
5. Can answer questions based on reading from a seen prepared passage at own level.				
6. Can answer questions based on reading from an unseen selected text suitable for the grade.				

TERM 3

Rating Scale for Assessment Task 4 : Term 3		
Name:	**Date:**	
Is the learner able to:	**Rating**	**Comments**
1. Listen for, and repeat, details in a story?		
2. Listen to a story and answer open-ended questions?		
3. Identify simple consonant blends at the end of a word e.g. si-ng?		
4. Build 4 letter words using consonant blends e.g. fl-at, ra-ng?		
5. Recognise at least 25 new sight words?		
6. Look at a picture or poster and interpret information e.g. everyone is happy?		
7. Read aloud own level prepared reading from group reading book?		
8. Read aloud a few unseen sentences using new sight words?		
9. Write both lower and upper case letters correctly?		
10. Write at least two sentences of own news?		
11. Use own 'dictionary' to write, or find, new words?		
12. Write a message on a card, including their name?		

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Select 2 or 3 poems with similar themes and read them to the class:
   - Let the learners repeat the poems;
   - Ask questions based on the poems – Who is the poem about? Do you think it is funny/sad/exciting? Why?;
   - Ask how the poems make them feel – sad, happy?; and
   - Show them a poster/picture and ask interpretive questions e.g. are these children happy or sad? How do you know? Would they like the poems we read? How do you know?etc.
2. Learners write their own news of at least two sentences. They must use capital letters and full stops correctly. If they do not know how to write a word, they find the correct place in their dictionaries i.e. the initial sound of the word, and you write the word for them. They copy it correctly when writing their news.
3. During the formal handwriting lesson learners write a Mother's Day (or Father's Day) card. They copy the sentence off the board and write their own name correctly. Check that the letters are formed correctly and the spacing is good. Learners illustrate their card.
4. Learners complete a worksheet where they:
   - Identify and put a ring around the consonant blend at the end of words. Make sure some of the words do not end with a consonant blend!
   - Fill in the missing consonant blend and draw the picture to indicate that they know what the word means.

5. Before beginning the reading group, play a game using flash cards of the 25 new words learnt during the term e.g. flash the cards and when they see a stated word they clap (clap when they see 'elephant'), or spread the cards out and, taking turns, ask learners to point to a stated word.
6. Use the following reading rubric when assessing reading.

Rubric for assessing reading				
	1 Seldom	**2 Sometimes**	**3 Often**	**4 Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills (known phonics) when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills (known phonics) when reading from an unseen selected text suitable for the grade.				
5. Can answer questions based on reading from a seen prepared passage at own level.				
6. Can answer questions based on reading from an unseen selected text suitable for the grade.				

TERM 4

Holistic rubric for 4th Assessment task : Term 4				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: **Oral** 1. Talk about personal experiences? 2. Participate in discussions? **Phonics** 3. Recognise the consonant digraphs (sh, ch, th) at the end of words? 4. Recognise silent 'e' (fairy/magic e) in words? 5. Build four letter words from sounds learnt? **Reading** 6. Recognise at least 25 new sight words? 7. Read aloud own level prepared reading from group reading book? 8. Answer questions on passage read? 9. Read aloud unseen paragraph containing new words learnt? 10. Use decoding skills when reading unfamiliar words? **Handwriting** 11. Write words with correct spacing and letter formation? **Writing** 12. Write at least three sentences of own news? 13. Write at least three sentences of a creative story? 14. Write a story with a beginning, a middle and an end?	Only able to achieve any five of the criteria	Only able to achieve any six to nine of the criteria	Only able to achieve any ten to twelve of the criteria	Able to achieve all fourteen criteria

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Choose 5 learners every day to tell the class their 'news'. Tell them the day before that it will be their turn the next day, and that they must think about what they are going to say. Be specific as to what they must talk about e.g. what they ate for supper, what they saw on the way home from school, what Mom was wearing, etc.
2. Learners write their news on a piece of paper. They write at least 3 sentences, using capital letters and full stops correctly and draw a picture of their news. Staple all the pieces of paper together to make a class news book.

3. Have a 'mystery box' with one thing inside that appeals to the senses (material dipped in perfume, clump of cotton wool, piece of sandpaper, peanut butter jar etc). Pass box around and ask each learner to guess what it is. There are no right or wrong answers. Write some of the words learners use when describing the object/how the feel, etc. on the board. Discuss the activity by encouraging learners to describe their feelings, or why they thought the object was a specific thing, etc.
4. Learners then write a creative story, using the words on the board or in their dictionaries or sounding out words. They must write at least three sentences, showing the sequence of events e.g. First I…., Then I…… Last …….
5. Learners complete a worksheet where they:
   - Identify and underline the consonant digraphs at the end of words. Make sure some of the words do not end with a consonant digraph!
   - Fill in the missing magic 'e' sound for the given pictures e.g. ☺ f – c - ; ♫ n – t -.etc.
   - Build 4 letter words from the sounds given, and draw pictures to show they know the meaning of the words.
6. Before beginning the reading group, play a game using flash cards of the 25 new words learnt during the term e.g. place a random selection of 10 words on the floor. This is a ladder to the prize. Learners stand next to the word, read it and if correct, move to the next word. If wrong, they fall off the ladder! Give them another chance later. If they read all correctly, they get a prize e.g. a star.
7. Use the following reading rubric when assessing reading.

Rubric for assessing reading				
	1 Seldom	**2 Sometimes**	**3 Often**	**4 Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition/decoding skills (known phonics) when reading from a seen, prepared passage at own level.				
4. Uses word recognition/decoding skills (known phonics) when reading from an unseen selected text suitable for the grade.				
5. Can answer questions based on reading from a seen prepared passage at own level.				
6. Can answer questions based on reading from an unseen selected text suitable for the grade.				

GRADE 1: NUMERACY

TERM 1

Holistic rubric for 3rd Assessment task : Term 1				
	1 Not achieved	**2 Partial achievement**	**3 Satisfactory achievement**	**4 Outstanding achievement**
Is the learner able to: 1. Pack out objects next to the symbol 1-6 correctly? 2. Identify objects 1st to 6th in order? 3. Count out objects to 10? 4. Count to 20 on the number line? 5. Estimate up to 6 objects? 6. Recognise addition (+), subtraction (-) and equals (=) signs? 7. Solve problems using concrete objects and drawings with numbers up to 10? 8. Explain how they solved a problem?	Only two correct	Three to four correct	Five to seven correct	All eight correct

Activities for the Assessment Task

Activity 1: Oral

Working with groups of about 8 learners at a time, complete the following activities:

- Prepare 10 containers each one with a different number of counters. Let the learners choose a container and count out the number of objects in the container.
- Place some counters in the middle of the group. Let the learners look at the counters for a moment, then cover them up. Each learner estimates how many counters there are and writes the number down. Count the number of counters and find out whose estimate was the closest, who estimated too few and who estimates too many, and by how much? Do this regularly throughout the year.
- Hold up flash cards with different symbols written e.g. numbers 1 to 10, +, - and =. As you flash the cards ask different learners to say the correct word.

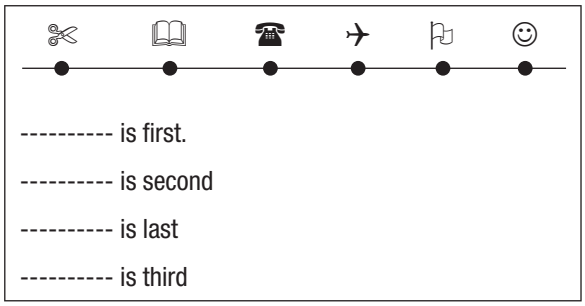
Activity 2: Practical

- Let the girls line up, shortest to tallest at the door. Ask the boys to say who is first in the line, second, third, fourth, fifth and sixth. Tell the girls to turn around and face the other way. Ask the boys who is first, second, etc. Repeat the activity with the boys lining up, and the girls answering the questions.
- Using chalk, draw a number line from 0 to 20 on the veranda. Give each learner a chance to jump from 0 to 20, counting as they jump.

- Have a set of cards with numerals 1 - 6, number words one to six and pictures of 1 - 6 objects (or 1 to 6 dots). Hand out the cards and ask learners to find their two partners (numeral, number word and objects). Play the game till everyone has had a chance to participate.

Activity 3: Written

- Learners complete a worksheet where they have to join the number with the correct name, or picture, by drawing a line.
- Place pictures on a number line. Learners complete the worksheet by drawing the correct picture in the space provided.



- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

A farmer has 2 cats, 4 pigs and 3 cows. How many animals does he have to feed?

For extension you can ask how many ears there are/ how many legs there are/ how many mouths there are.

TERM 2

Holistic rubric for 3rd Assessment task : Term 2				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: 1. Identify the numbers 1 to 10? 2. Identify the number words one to ten? 3. Count out objects to 20? 4. Add two single digit numbers? E.g. 2 + 6 = ? 5. Subtract two single digit numbers? E.g. 7 - 3 = ? 6. Double numbers between 1 and 10? 7. Halve numbers between 1 and 10? 8. Identify the numerosity (profile) of single digit numbers? E.g. 7 is 1 less than 8 but 1 more than 6 9. Solve problems involving sharing and grouping within the 1 - 10 number range, using concrete objects? 10. Solve problems and explain solutions using concrete objects and drawings with numbers up to 20?	Only two correct	Three to five correct	Six to eight correct	All ten correct

Activities for the Assessment Task

Activity 1: Oral

- Give each learner something different to count e.g. *count how many windows there are, how many desks, how many pencils in the box, how many steps to the next classroom, etc.* If learners work in pairs, they check each other!
- Point to numbers on a number line or number chart (100 square). They must correctly identify the number.
- Learners count out a number of objects (or beads on an abacus). They then identify the number on their own number line by placing a counter on top of the correct number.
- Each learner tells you something different about a stated number. E.g. 7 : is 1 more than 6, is 1 less than 8, 3 + 4, etc.

Activity 2: Practical

- Have a set of cards with numerals 1 - 10, number words one to ten and pictures of 1 - 10 objects (or 1 to 10 dots). Hand out the cards and ask learners to find their two partners (numeral, number word and objects). Play the game till everyone has had a chance to participate.
- Give each learner some counters. Tell them they are going to work in pairs doubling numbers. Taking turns, one learner puts out some counters and the partner puts out the same number. They then say “double 4 is 8”etc.

- Working in pairs, tell them they are going to halve numbers. One learner puts out some counters and they count how many there are. They then share the counters – one for you, one for me - i.e. each getting half the number.

Activity 3: Written

- Give learners a counting chart with only a few numbers on. They must complete the chart by correctly filling in the missing numbers. E.g.

		3				7			
	12							19	

- Learners complete a worksheet where they have to join the number with the correct name, or picture, by drawing a line.
- Give learners a worksheet (or work card, or write on the board) of addition and subtraction number sentences which they must complete.

  NB: do not give these just as number sentences – use a variety of activities such as flow charts, tables, ladders, etc.
- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

1. Mom baked some biscuits and her children ate them all! If each of her 3 children ate 3 biscuits, how many biscuits did mom bake?
2. Dad bought 10 sweets for my sister and I to share. How many did we each get?
3. Mom drank 3 glasses of water before lunch. She must drink 8 glasses before she goes to bed. How many glasses of water must Mom still drink?

TERM 3

Checklist for 3rd Assessment task : Term 3			
Name of learner:		**Date:**	
		Yes	**No**
1	Counts out objects to 34		
2	Recognises numbers on a number chart to 50		
3	Identifies the numerosity (profile) of numbers 1 to 20 e.g. double 10 is 20		
4	Adds numbers 1 - 5 to any number 1 to 20		
5	Subtracts numbers 1 - 5 to any number 1 to 20		
6	Completes repeated addition sums of 2		
7	Recognises 'nearly doubles' e.g. 4 + 4 =, 4 + 5 =, 4 + 3 =		
8	Completes sums with two different operations correctly using numbers 1 to 10		
9	Solves addition, subtraction and multiplication word problems using concrete objects with numbers up to 20		
10	Explains own thinking when solving problems		

Activities for the Assessment Task

Activity 1: Oral

- Tell learners to close their eyes and listen while you clap a number. Once you have clapped a number, choose a learner to tell you what the number is. Do not allow learners to put up their hands, but rather choose learners to answer as you are then able to assess who knows the answer. Repeat this activity over several days until all learners have been assessed.
- Learners count out a number of objects (or beads on an abacus). They then identify the number on the number chart.
- Ask learners to identify the correct number on the number chart using the clues you give e.g. this number is 1 more than 49, this number is double 3, this number is 1 less than 36, etc.
- Each learner tells you something different about a stated number. E.g. 12 : is 1 more than 11, is 1 less than 13, double 6, etc.

Activity 2: Practical

- Prepare 10 containers each one with a different number of counters between 10 and 34. Let the learners choose a container and count out the number of objects in the container. If learners work in pairs, they check each other!
- Working with a group of about 8 learners at a time, let each learner choose their own number between 5 and 20, and write it on a piece of paper. Taking turns, they roll the dice and add the number onto their own number, then take the number away from their own number, writing number sentences (sums) each time. Do this till everyone in the group has had a turn to roll the dice. This can also be a written activity.
- Working with a group, let each learner choose a number between 0 and 6. Taking turns they tell the rest of the group what double their number is, as well as the 'nearly doubles' i.e. my number is 5, so double 5 is 10, and nearly double is 4 + 5 = 9 (1 less than 10) and 5 + 6 = 11 (1 more than 10). This can also be a written activity.

Activity 3: Written

- Give each learner a strip of 10 random numbers from 0 to 20 and a die. The learners throw their dice, adding and subtracting the dice number to each of the numbers on the strip. e.g. *throw 4*, then this number is added to each of the 10 numbers on the strip, then taken away from each of the 10 numbers. This makes a total of 20 sums the learners must write.
- Learners complete a worksheet of repeated addition sums, using repeated addition of 2. Allow learners to use concrete aids, draw pictures etc. when completing these sums.
- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

1. Mom, Dad, my brother and I each have a bicycle. How many wheels are there?
2. Kim has coloured crayons in her bag. She gives 2 to Jenny and 5 to Simon. Now she has 3 left. How many coloured crayons did Kim have in her bag in the beginning?

TERM 4

Holistic rubric for 3rd Assessment task : Term 4				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: 1. Count to 100 using an abacus (or concrete objects)? 2. Count to 100 on the number line? 3. Count in multiples of 2, 5 and 10? 4. Identify the numerosity (profile) of numbers up to 34? E.g. 25 is 20 + 5 or 30 - 5 or 21 + 4 etc. 5. Add any single digit number to numbers from 1 to 34? 6. Subtract any single digit number from numbers 1 - 34? 7. Add and subtract 10 to any whole 10? E.g. 20 + 10 = ? 30 - 10 = ? 8. Solve problems involving sharing and grouping within the 1 - 34 number range, using concrete objects, drawings, numbers? 9. Solve word problems involving any of the four operations (+, -, x, ÷)? 10. Explain own thinking when solving word problems?	Only two correct	Three to five correct	Six to eight correct	All ten correct

Activities for the Assessment Task

Activity 1: Oral

- Each learner has a number square 1 to 100 and counters. They place a counter on top of 1 and say “one”, 2 and say “two” and so on till they have counted to 100 and all the squares have a counter on. You may find it easier to do this activity in a small group rather than the whole class at the same time.
- Using an abacus (or counters), learners count in ones as you push the beads across one at a time. Each time you stop, ask a learner to point to the number on the number line.
- Class counts in 2’s till you clap your hands (e.g. at 16) and then answers the following kind of questions:
  - What number did we stop at? 16
  - How many 2’s did we count? 8
  - If 8 twos are 16, how much are 9 twos?
  - If 8 twos are 16, how much are 7 twos? 6 twos? etc.

Activity 2: Practical

- Call some learners to stand in front of the class. Count in 2's pointing to their eyes as the class counts. Ask questions e.g. how many learners in the row? How many eyes? How much are xx 2's? Change the number of learners in the row till everyone has had an opportunity to stand in front of the class.
- Repeat the activity, counting in 5's as learners hold up their hands (5 fingers) one at a time. You can also do this activity for counting in 10's, and learners hold up both hands (10 fingers). Remember to always ask relevant questions.
- Ask 3 learners to stand in front of the class and hold up 10 fingers each. Ask the following type questions :
  - how many fingers can you see?
  - if I want 40 fingers, how many more do I need?
  - how many learners are needed?
  - now there are 40 fingers, how many more fingers are needed if I want 50 fingers?
  - how many more learners are needed?
  - What must I do if I now want 20 fingers only? Etc.

Activity 3: Written

- Give learners worksheets to complete where they have to fill in the missing numbers on a number line, counting in 1's, 2's, 5's and 10's
- Give learners a worksheet (or work card, or write on the board) of addition and subtraction sums which they must complete.
  NB: do not give these just as number sentences – use a variety of activities such as flow charts, tables, ladders, etc.
- Learners write 10 sums where the answer is a number between 1 and 34 e.g. write 10 sums where the answer is 17.
- Give learners 5 numbers which they must add 10 to and take 10 away from, writing the correct number sentence for each.
- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

1. Sipho has 25 nails in 5 bottles. If each bottle has the same number of nails in it, how many nails are in each bottle?
2. Mom buys 3 bags of apples. If there are 10 apples in each bag, how many apples did Mom buy?
3. I am 7 years old and my sister is 13 years old. How old will my sister be when I am 13 years old?

GRADE 2

LITERACY & NUMERACY

GRADE 2: LITERACY

TERM 1

Checklist for 4th Assessment task: Term 1			
Name of learner:		**Date:**	
Is the learner able to :		**Yes**	**No**
Oral	1. Listen to a story and answer questions related to the story?		
	2. Participate in a discussion and ask questions?		
	3. Tell own news?		
	4. Talk about solutions to word problems especially during Numeracy?		
Phonics	5. Recognise vowel digraphs in words e.g. 'oo' in room, 'ee' in green?		
	6. Build words using vowel diagraphs?		
Reading	7. Use pictures to predict what the story is about?		
	8. Recognise at least 25 new sight words?		
	9. Read aloud prepared reading at own level from group reading book?		
	10. Answer questions based on passage read?		
	11. Read simple instructions in the classroom?		
Handwriting	12. Write letters and numbers using correct formation, starting at the margin?		
	13. Write a sentence of at least four words legibly?		
Writing	14. Write at least three sentences of own news and illustrate?		
	15. Write a story of at least three sentences?		
	16. Write at least one sentence which can be read by another learner?		
	17. Write a list e.g. a list of words with vowel diagraphs?		

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Select a relevant picture story book to read to your learners:
   - Show the cover and ask what they think the story is about and where it takes place
   - Ask predictive questions such as "Do you think the story will be happy/exciting/sad?"
   - After reading the story, ask literal questions based on the content of the story
   - Using the story, learners give personal accounts of similar experiences e.g. how their mother protected them.
   - Discuss the story, looking for unusual words and write these on the board.
   - Identify words in the story containing known vowel digraphs e.g. green, room.
   - Choose some learners to write these phonetic words on the board.

- Display the picture book, and learners respond by writing their own story of at least 3 sentences, using the words written on the board if possible.
- Learners illustrate their story.

2. During Numeracy, learners will solve a problem and discuss their solution to the problem.
3. Working in pairs, learners build words using individual letter cards. They copy these words into their books.
4. Learners complete a worksheet
   - Fill in the missing sounds and drawing the pictures
   - Write 5 words under each list: e.g. ee, oo, sh, th, ck
   - Look in your reading book and find 2 words with ee, 2 words with th etc.
5. During the formal handwriting lesson assess
   - correct letter formation, starting at the margin, holding the pencil in the correct grip and not pressing too hard
   - ability to copy a sentence correctly.
6. Learners tell their news in the morning, and then write their own news of at least 3 sentences and illustrate it. During group reading, this news is used as unseen reading, making sure no one reads their own news.
7. Play a game using flash cards of the 25 new words learnt during the term e.g. place a random selection of 10 words on the floor. These are stepping stones over the river. Learners stand next to the word, read it and if correct, move to the next word. If wrong, they fall in the water! Give them another chance later.
8. Every day write a new instruction which is placed somewhere in the classroom (preferably on the walls). Learners look for the instruction, read it, and tell you where it is and what it says.
9. Use the following reading rubric when assessing reading:

Rubric for assessing reading				
	1 Seldom	**2 Sometimes**	**3 Often**	**4 Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills when reading from an unseen selected text suitable for the grade.				
5. Reads with expression observing punctuation from a seen, prepared passage at own level.				
6. Uses the pictures to predict what the reading is about.				
7. Can answer questions based on reading from a seen prepared passage at own level.				
8. Can answer questions based on reading from an unseen selected text suitable for the grade.				

TERM 2

Holistic rubric for 4th Assessment task : Term 2				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: **Oral** 1. Listen to a poem and identify details? 2. Answer questions based on the poem? 3. Tell personal news without repetition? 4. Discuss solutions to word problems especially during Numeracy? **Phonics** 5. Recognise 'magic e' (silent e) in words e.g. bake, time, hope? 6. Build words using the sounds learnt? **Reading** 7. Recognise at least 25 new sight words? 8. Read aloud prepared reading at own level from group reading book? 9. Answer higher order questions based on the passage read by the learner? 10. Read aloud unseen paragraph containing new words learnt? **Handwriting** 11. Use handwriting tools, such as ruler and rubber, effectively? 12. Transcribe words correctly? **Writing** 13. Write own story of at least one paragraph? 14. Read own writing to a partner? 15. Use a personal 'dictionary' to find words, or record new words?	Only five correct	Six to nine correct	Ten to thirteen correct	All fifteen correct

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities:

1. Select 2 or 3 poems with similar themes and read them to the class:
   - Let the learners repeat the poems.
   - Ask questions based on the poems – Who is the poem about? Do you think it is funny/sad/exciting? Why?
   - Ask questions to compare the poems – What is the same? What is different? Which poem has a lot of rhymes?
   - Ask how the poems make them feel – sad, happy?
2. Using the idea from one of the poems, learners write their own story of at least one paragraph. There should be at least 3 sentences with capital letters and full stops. If needed, write unknown words in the learner's own dictionary. Once the stories have been written, learners read their story to a friend, and listen to the friend's story.
3. Choose 5 learners a day to tell their news to the class in the morning. Tell them the day before that it will be their turn the next day, and that they must think about what they are going to say.
4. During Numeracy, learners will solve a problem and discuss their solution to the problem.
5. Learners compile lists of magic 'e' words, using their readers, newspapers, charts in the classroom, etc.
6. Working in pairs, learners build words using individual letter cards. They copy these words into their books and illustrate them.
7. During the formal handwriting lesson assess:
   - correct letter formation, starting at the margin, holding the pencil in the correct grip and not pressing too hard
   - using a ruler and rubber effectively
   - ability to copy a sentence correctly.
8. Play a game using flash cards of the 25 new words learnt during the term e.g. flash the words to the group and the first one to read the word gets the card. At the end, the winner is the learner with the most cards. Play it again and let the winner flash the cards to the group.
9. Use the following reading rubric when assessing reading:

Rubric for assessing reading				
	1 Seldom	**2 Sometimes**	**3 Often**	**4 Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills when reading from an unseen selected text suitable for the grade.				
5. Can answer questions based on reading from a seen prepared passage at own level.				
6. Can answer questions based on reading from an unseen selected text suitable for the grade.				

TERM 3

Rating Scale for Assessment Task 4 : Term 3		
Name:	**Date:**	
Is the learner able to:	**Rating**	**Comments**
1. Listen to a story and answer open-ended questions?		
2. Role play different situations e.g. read their news as a news presenter on TV?		
3. Interview an adult visitor to the class using a list of prepared questions?		
4. Discuss solutions to word problems especially during Numeracy?		
5. Recognise at least 5 new vowel blends learnt?		
6. Build words using sounds learnt?		
7. Recognise at least 25 new sight words?		
8. Read aloud prepared reading at own level from group reading book?		
9. Answer higher order questions based on passage read?		
10. Give an opinion about what was read?		
11. Use correct letter formation when transcribing words and sentences from the board and writing strips?		
12. Participate in a discussion to choose a topic to write about?		
13. Write at least one paragraph about the chosen topic?		
14. Read aloud stories written by other learners?		

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities

1. Working in groups of 4, give each group a picture of a person who will come to the classroom to be interviewed e.g. a doctor, a fireman, a professor, a teacher. They:
   - Discuss what the picture is about and decide on the topic they want to use when they interview this person i.e. something specific, not just general.
   - Use this topic to write a list of questions to be asked in a logical order.
   - Role-play the interview as a talk show on television i.e. someone is dressed up as the doctor, the others ask the questions and the person being interviewed answers the questions.
   - Write a paragraph about the process – what they did, how they chose the questions, whether the interview went well, etc.
   - Once all the paragraphs have been written, they are placed in a folder and read by the other groups.
2. Read a suitable story to the class:
   - Every time they hear a stated word e.g. elephant, they clap their hands.
   - Every time they hear the main character's name, they click their fingers.
   - Every time they hear a word with a stated vowel blend e.g. toy, coin, etc. they blink their eyes.
   - Ask learners to provide a different ending for the story.

3. During Numeracy, learners will solve a problem and discuss their solution to the problem.
4. During the formal handwriting lesson hand out writing strips and assess:
   - correct letter formation, starting at the margin, holding the pencil in the correct grip and not pressing too hard
   - using a ruler and rubber effectively
   - ability to copy a sentence correctly.
5. Learners complete a worksheet where they:
   - Use given vowel blends to build words e.g. ea : bead.
   - Use these words in a sentence e.g. I made Mom a bead necklace.
   - Fill in the correct phonetic sound e.g. c—n ⑩, n--se 🚘 etc.
6. Play a game using flash cards of the 25 new words learnt during the term e.g. place the flash cards face down in the centre of the group. Taking turns, one learner turns over the top card and reads the word. If it is correct, they keep the card. At the end, the winner is the learner with the most cards.
7. Use the following reading rubric when assessing reading:

Rubric for assessing reading				
	1 Seldom	**2 Sometimes**	**3 Often**	**4 Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills when reading from an unseen selected text suitable for the grade.				
5. Reads with expression observing punctuation from a seen, prepared passage at own level.				
6. Reads with expression observing punctuation from an unseen selected text suitable for the grade.				
7. Can answer questions based on reading from a seen prepared passage at own level.				
8. Can answer questions based on reading from an unseen selected text suitable for the grade.				

TERM 4

Holistic rubric for 4th Assessment task : Term 4				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: **Oral** 1. Listen for the detail in a story, answer higher order questions and justify answers? 2. Tell personal news using descriptive language? 3. Discuss solutions to word problems especially during Numeracy? **Phonics** 4. Recognise at least 5 new sounds? 5. Use phonetic knowledge to build words, specially during creative writing? **Reading** 6. Recognise at least 25 new sight words? 7. Read aloud prepared reading at own level from group reading book? 8. Answer higher order questions based on passage read? 9. Express whether a story was liked and justify answer? 10. Read independently from a variety of available texts? **Handwriting** 11. Copy text using correct letter formation, spacing and punctuation? **Writing** 12. Experiment with words when writing own news or story? 13. Use correct grammatical structure in written stories? 14. Draft, write and publish own story for others to read?	Only five correct	Six to nine correct	Ten to twelve correct	All fourteen correct

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities:

1. Use the principles of the Language Experience approach to provide a context for oral and written work e.g.:
   - Divide the class into 4 groups and give each group a packet containing something soft/hard/cold/rough etc. – for example, each packet can have an empty fruit juice box in it.

- Let each member of the group feel what is in the bag, without looking in the bag.
- Learners use words to describe what they are feeling. Write these words on the chalk board.
- Learners discuss what they did and how they felt.
- Learners write a poem or story about their experience, using the words written on the board, or from their own dictionaries. Phonetic words should be correctly spelled.
- The next day learners edit what they have written, correcting spelling, punctuation, etc. adding to, or changing the text as needed.
- Sentences must be grammatically correct i.e. complete sentences with capital letters, full stops, etc.
- In groups, every learner has an opportunity to read their poems/stories aloud to the group.

2. Learners listen to a story on the radio, a tape, a video etc. They answer questions, say if the story was enjoyed and justify answers.
3. During Numeracy, learners will solve a problem and discuss their solution to the problem.
4. Choose 5 learners a day to tell their news to the class in the morning. Tell them the day before that it will be their turn the next day, and that they must think of some interesting words to use when telling their news.
5. Learners make their own phonic book of 6 pages (3 x A4 paper folded in half). At the top of each page they write one of the double sounds they know e.g. oo, oa, ai, er, etc. They can decide what their book should look like, but each page must be different e.g. one page may have pictures cut out of magazines for the sound, another may have words cut out from a newspaper, another may have sentences with the sound underlined, etc.
6. During the formal handwriting lesson, learners are given a card with three sentences which they must copy using the correct letter formation, punctuation and spacing.
7. Learners read independently and are able to answer questions and give opinions about what they read.
8. Use the following reading rubric when assessing reading.

Rubric for assessing reading				
	1 **Seldom**	**2** **Sometimes**	**3** **Often**	**4** **Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills when reading from an unseen selected text suitable for the grade.				
5. Reads with expression observing punctuation from a seen, prepared passage at own level.				
6. Reads with expression observing punctuation from an unseen selected text suitable for the grade.				
7. Can answer questions based on reading from a seen prepared passage at own level.				
8. Can answer questions based on reading from an unseen selected text suitable for the grade.				

GRADE 2: NUMERACY

TERM 1

Holistic rubric for Assessment task 3: Term 1				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: 1. Fill in a number chart correctly? 2. Complete a given number line counting in 1's? 3. Name odd and even numbers? 4. Write the number names for 11 to 19? 5. Count in 2, 5, 10? 6. Complete repeated addition sums using multiples of 2, 5 and 10? 7. Double and halve numbers to 34? 8. Complete a given number pattern? 9. Correctly complete sums with more than one operation? 10. Solve a variety of word problems using numbers to 34 and explain reasoning?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct

Activities for the Assessment Task

Activity 1: Oral

- Ask the class to stand behind their chairs. Chose one learner to start counting from 2 and continue counting in 2's around the class. As a learner says the number they sit down.
- Tell learners that you are going to clap a number, but that each clap means 5 e.g. 3 claps = 15. Once you have clapped a number, choose a learner to tell you what the number is. Do not allow learners to put up their hands, but rather choose learners to answer as you are then able to assess who knows the answer. Repeat this activity over several days until all learners have been assessed.

Activity 2: Practical

- Have a set of number cards 1 - 34. Give each learner one card and ask them to arrange themselves, holding their cards so that the rest of the class can see the numbers, in order from 1 to 10.
- Repeat this activity starting and ending at any number in the 1 - 34 number range e.g. from 3 to 15, from 11 to 29, from 1 to 34, etc.
- Ask learners with even numbers to put their hands on their heads, and those with odd numbers to put their hands on their knees.
- Make sure every learner has a chance to participate in the activity. If you have a very large class, you may need to repeat this activity over a number of days.

- Now give out number cards 10 to 90 and ask learners to arrange themselves in the correct order. Repeat the activity until every learner has been assessed. Remember, you can do this over a number of days.
- Give each learner a number chart and ask them to place a counter on the number which is double/half the number you call out, e.g. you say double 5, learners place a counter on 10. Walk around and observe who has the correct number.
- Working in pairs, repeat the activity with learners taking turns to say a number and the other placing the counter. They check each other during the activity.

Activity 3: Written

- Give each learner a number chart with some numbers written in and some numbers missing. Learners must complete the chart by correctly filling in the missing numbers. They then tick (✓) all the even numbers and cross (✗) all the odd numbers.
- Give learners a work sheet where they:
  - write the words for given numerals 11 to 19 e.g.11 eleven
  - complete sums containing more than one operation e.g. 3 + 6 - 4 = ?
  - complete repeated addition sums e.g. 5 + 5 + 5 = ?
  - write the number which is double/half of the given number.
- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

Granny bought 13 sausages and put them on a plate. Her three grandchildren ate them all. How many did each child eat?

There are a number of correct answers for this problem e.g. big brother ate 10, the second child ate 3 and the youngest did not get any! This is, therefore, a good problem to assess the learners' thinking.

TERM 2

Rating scale for Assessment Task 3: Term 2		
Name:	**Date:**	
Is the learner able to:	**Rating**	**Comments**
1. Count in multiples of 10 to 200 with understanding?		
2. Build up two-digit numbers using flard cards (expanded notation cards)? E.g. 20 + 6 = 26		
3. Decompose two-digit numbers as expanded notation using flard cards? E.g. 26 = 20 + 6		
4. Add and subtract two two-digit numbers, where both are whole tens, using flard cards? E.g. 30 + 10 = ? 30 + 20 = ? 50 - 10 = ? 50 - 20 = ?		
5. Use flard cards to add and subtract two two-digit numbers where one number is a whole ten? E.g. 24 + 10 = ? 34 - 10 = ?		
6. Complete written addition and subtraction number sentences of two two-digit numbers where both numbers are whole tens?		
7. Identify the numerosity of numbers to 50 by writing own number sentences? E.g. 39 = 30 + 9 = 40 - 1 = 35 + 4 = 29 + 10 = 49 - 10 etc.		
8. Identify patterns in number work? E.g. 2 + 1 = ? 21 + 1 = ? 31 + 1 = ? Or 51 - 2 = ? 41 - 2 = ? 31 - 2 = ? Or 2 + 2 + 2 = ? 12 + 2 + 2 = ? 22 + 2 + 2 = ?		
9. Solve word problems involving all four operations (+, -, x, ÷) with numbers up to 50, using any or all of the following: concrete objects, drawings, number squares, numerals, number sentences		
10. Explain own thinking when solving problems.		

Activities for the Assessment Task

Activity 1: Oral

Repeat these activities over several days until all learners have been assessed.

- Using an abacus, let one learner at a time push any number of rows of beads across. The class has to say how many beads have been moved i.e. if 4 rows have been pushed across, the class says 40.
- Class counts in 10's till you clap your hands (e.g. at 40) and then answers the following kind of questions:
  - What number did we stop at? 40
  - How many 10's did we count? 4
  - If 4 tens are 40, how much are 5 tens?
  - If 4 tens are 40, how much are 3 tens? 6 tens? etc.
- Using a number square (100 square), count in 10's starting at different numbers e.g. 2, 6, etc.

Activity 2: Practical

- Working with a group of about 8 learners at a time, let them set out their flard cards (expanded notation cards). Using the cards, ask learners to do the following :
  - Make the number 26. Show me the numbers which make 26 (a 20 and a 6). Point to number 26 on the number line.
  - Make the number 33. Show me the numbers which make 33 (a 30 and a 3). Show me 33 on the abacus. Do this a few times, using different numbers.
  - Put the number 50 in front of you. Add 10 and show me the new number.(60)
  - Put the number 70 in front of you. Take away 10 and show me the new number (60). Do this a few times, using different numbers.
  - Make the number 29. Show me the numbers which make 29. Now add 10 to 29 and show me the new number (39). Which number changed? (20 became 30). Why did this number change? (because 10 more than 20 is 30). Do this till everyone has had a chance to answer the questions.
  - Make the number 41. Show me the numbers which make 41. Now make 41 ten less and show me the new number (31). Which number changed? (40 became 30) Why did this number change? (because 30 is 10 less than 40). Do this till everyone has had a chance to answer the questions.

Activity 3: Written

- Give learners a worksheet where they:
  - complete addition and subtraction sums of two 2-digit numbers, where both numbers are whole tens. e.g. 20 + 10 = ☐, 30 + 20 = ☐, 40 = 20 + ☐, 20 - 10 = ☐, 30 - 20 = ☐, 50 = 70 - ☐ Etc.
  - write 5 sums where the answer is ☐ (choose numbers between 20 and 50)
  - complete the sums and identify the pattern e.g.

    * 2 + 1 =, 12 + 1 =, 22 + 1 =, 32 + 1 = etc (pattern: adding 1 to a number ending with 2 always gives a number ending with a 3)

    * 6 - 2 =, 16 - 2 =, 26 - 2 =, 36 - 2 = etc. (pattern: taking 2 away from a number ending with 6 always gives a number ending with 4)

NB: do not give these just as number sentences – use a variety of activities such as flow charts, tables, ladders, etc.

- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

Mom baked 17 cakes. She sold 9 of them. Then she baked some more and now has 26 cakes for sale. How many more cakes did she bake?

TERM 3

Checklist for 3rd Assessment task : Term 3			
Name of learner:		**Date:**	
		Yes	**No**
1	Recognises numerals and number words to one hundred.		
2	Counts in 2's starting at any number		
3	Extends a given number pattern using multiples of 10 e.g. 3 + 3 = 6, 30 + 30 = 60, 300 + 300 = 600		
4	Extends a given number pattern using single digit and two-digit numbers working over the ten e.g. 27 + 5 = ? 37 + 5 = ? 47 + 5 = ? Or 42 - 4 = ? 32 - 4 = ? 22 - 4 = ?		
5	Completes written addition and subtraction number sentences of two two-digit numbers where one number is a whole tens e.g. 37 + 10 = ? 59 + 20 = ? 94 - 10 = ? 88 - 20 = ?		
6	Builds a whole ten when adding i.e. 9 + 4 → 9 + 1 = 10 + 3 = 13, 19 + 4 → 19 + 1 = 20 + 3 = 23		
7	Builds a whole ten when subtracting i.e.14 - 6 → 14 - 4 = 10 - 2 = 8, 54 - 6 → 54 - 4 = 50 - 2 = 48		
8	Reads analogue and digital time in hours and minutes		
9	Solves word problems involving all four operations (+, -, x, ÷) with numbers up to 100, using any or all of the following: concrete objects, drawings, flard cards, number squares,number sentences		
10	Explains own thinking when solving problems.		

Activities for the Assessment Task

Activity 1: Oral

Repeat these activities over several days until all learners have been assessed.

- Working in groups of about 8 learners, group sits in a circle and tallest learner chooses a number. Starting with the learner to the left of the leader, each one counts in 2's five times, starting with the next correct number. E.g. start with 87: 1st learner counts 89, 91, 93, 95, 97 and stops. Next learner counts 99, 101, 103 etc. until everyone has had a chance to count.
- Play a game to complete the pattern. Choose 8 learners to stand at the board. You say the 1st number e.g. 3 + 3, and learners write the 10x pattern on the board 3 + 3 = 6, 30 + 30 = 60, 300 + 300 = 600, and the 1st one finished correctly is the winner. Once everyone has had a chance to write on the board, all the winners stand and write the given pattern on the board. The 1st one finished gets a reward i.e. is the leader, goes to play first, gets a star etc.

Activity 2: Practical

- Have numerals and the matching number words written on cards. Let learners choose a card and when all the cards have been handed out, learners find their 'partner'. Play the game until everyone has had a chance to play.
- Using the same cards, learners play a memory game, either in pairs or with 4 players. All cards are placed face down. Each one gets a chance to turn over two cards. If the cards match (number and number name), the player collects the cards and has another turn. If the cards do not match, they are turned face down again and another player has a chance to turn over two cards. Learners try to remember where the cards are in order to turn over a matching pair.

- Working with a group of about 8 learners at a time, let them set out their flard cards (expanded notation cards). Using the cards, ask learners to do the following :
  - Put the number 30 in front of you. Add 10 and show me the new number. (40) Write the number sentence showing what you did i.e. 30 + 10 = 40.
  - Put the number 60 in front of you. Take away 10 and show me the new number (50). Write the number sentence showing what you did i.e. 60 - 10 = 50. Do this a few times, using different numbers.
  - Make the number 23. Show me the numbers which make 23. Now add 10 to 23 and show me the new number (33). Write the number sentence showing what you did.
  - Make the number 75. Show me the numbers which make 75. Now make 75 ten less and show me the new number (65).
  - Write the number sentence showing what you did. Do this a few times, using different numbers.

Activity 3: Written

- Give learners a worksheet where they must complete and extend the pattern e.g.

- 25 + 5 =	26 + 5 =	27 + 5 =	_ + 5 =	_ + 5 =
- 27 + 4 =	37 + 4 =	_ + 4 =	_ + 4 =	67 + 5 =
- 72 - 3 =	62 - 3 =	52 - 3 =	_ - 3 =	_ - 3 = etc.

- Each learner is given a die which they throw to get their number (e.g. 6). This number is added onto 9, 19, 29, ….. 69. and 8, 18, 28, ……. 78, etc. to get the answer. However, the learner must first build the whole 10 before completing the sum. For example, if a 6 is thrown, the sums would be : 9 + 6 is 9 + 1 → 10 + 5 = 15, 19 + 1 → 20 + 5 = 25 etc. The die can be thrown a few times and the new number used to complete the number sentence.
- Provide pictures of clocks which learners must complete showing the correct analogue or digital time from the information given.
- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

Granny is coming to visit for 12 days. If she packs a black skirt, a red skirt and a white skirt, how many different blouses must she bring if she wants to wear a different outfit every day?

TERM 4

Holistic rubric for 3rd Assessment task : Term 4				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: 1. Use repeated addition leading to multiplication? E.g. 5 + 5 + 5 = 3 x 5 = 15 2. Calculate multiplication of 2 single-digit numbers? E.g. 6 x 5 = ? 9 x 2 = ? 3. Write two-digit numbers as expanded notation? E.g. 47 = 40 + 7 or 47 = 20 + 20 + 7 or 47 = 30 + 17 etc. 4. Add 2 two-digit numbers using expanded notation? E.g. 27 + 35 → 20 + 30 → 50 + 7 → 57 + 5 → 62 or 27 + 35 → 27 + 30 → 57 + 5 = 62 5. Subtract 2 two-digit numbers using expanded notation e.g. 72 – 36 → 72 - 30 → 42 - 6 → 36 or 72 - 36 → 72 - 10 - 10 - 10 → 42 - 2 → 40 - 4 → 36 6. Build three-digit numbers using flard cards? 7. Recognise a 3-D object from different positions? 8. Solve problems using sharing and grouping where the remainder is a fraction? 9. Solve word problems involving all four operations (+, -, x, ÷) with numbers up to 100, using any or all of the following: concrete objects, drawings, flard cards, number squares, number sentences? 10. Explain own thinking when solving problems?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct

Activities for the Assessment Task

Activity 1: Oral

Repeat these activities over several days until all learners have been assessed.

- Show flash cards with multiplication sums e.g. 6 x 5, 2 x 10, etc. Learners must say the correct repeated addition and give t he answer e.g. 6 x 5 : 5 + 5 + 5 + 5 + 5 + 5 is 30
- Show flash cards with repeated addition. Learners must say the correct multiplication and give the answer e.g. 2 + 2 + 2: 3 x 2 is 6

- Say a 2-digit number and ask 5 learners to give different expanded notations using numbers which are whole tens. e.g. 39: 30 + 9; 20 + 10 + 9; 10 + 10 + 10 + 9; 40 - 1; 20 + 20 - 1 etc. Choose another number and give 5 more learners an opportunity to show their understanding. Carry on till everyone has had an opportunity to provide an answer.

Activity 2: Practical

- Working with a group of about 8 learners at a time, let them set out their flard cards (expanded notation cards). Using the cards, ask learners to do the following :
  - Make the number 76. Show me the numbers which make 76 (a 70 and a 6). Point to number 76 on the number line.
  - Make the number 176. Show me the numbers which make 176 (a 100, a 70 and a 6). Do this a number of times, each time starting with a 2-digit number and then making it a 3-digit number.
- Place a 3-D object on the floor (or a desk). Learners look at it from 3 different angles, each time drawing the object as seen. Display the drawings around the classroom.

Activity 3: Written

- Give learners a worksheet or workcard of addition of two 2-digit numbers. Learners must complete the sums using expanded notation and working horizontally.
- Give learners a worksheet or workcard of subtraction of two 2-digit numbers. Learners must complete the sums using expanded notation and working horizontally.
- Working with groups of about 8 learners at a time, provide them with the following word problems, allow them to solve the problems on their own and then ask the learners to explain their thinking when solving the problems.

Word problems

1. A farmer wants to plant 36 trees in 4 equal rows. How many trees will he plant in each row?
2. Greg has 52 marbles. Shaun has 29 marbles. How many marbles does Greg have to lose to have as many marbles as Shaun? (the answer can be reached through adding or through subtracting – either is correct).

GRADE 3

LITERACY & NUMERACY

GRADE 3: LITERACY

TERM 1

Holistic rubric for 4th Assessment task : Term 1				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: **Oral** 1. Talk about personal experiences/news using descriptive language & gestures? 2. Participate in discussions and asks questions while showing respect for others? 3. Use appropriate language when speaking to others? **Phonics** 4. Recognise "silent e" in words – orally and builds words with sounds learnt? **Reading** 5. Read aloud in a guided reading group with teacher using correct punctuation? 6. Recognise at least 25 new sight words? 7. Answer questions on passage read? 8. Predict when reading unfamiliar texts? 9. Read a book with the teacher to the whole class and describe the main idea? 10. Read simple instructions? **Handwriting** 11. Write legibly using correct letter formation? **Writing** 12. Write about 5 sentences on a topic? 13. Write sentences using words from sounds learnt? 14. Write an instruction to a friend? 15. Build own dictionary?	Only able to achieve any five of the criteria	Only able to achieve any six to nine of the criteria	Only able to achieve any ten to thirteen of the criteria	Able to achieve all fifteen criteria

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Choose 5 learners a day to bring something special to talk about – a photograph, an object, special clothing, a toy, etc. Tell them the day before that it will be their turn the next day, and that they must think about descriptive words to use. Give each learner an opportunity to tell the class about their special object. The 5 learners for the following day must each ask one of the speakers a question about what was said during the talk, using appropriate language and showing respect for the speaker.
2. Learners may choose any one of the talks they heard and write 5 sentences about it. The sentences must have capital letters and full stops in the correct places. Learners underline at least 2 words containing a silent 'e' sound. The handwriting must be legible with correct letter formation used.
3. Learners identify words (or objects) in the classroom which have the silent 'e'. Choose learners to write these words on the chalkboard and let the class sound them out.
4. Learners write 5 sentences, using words with a silent 'e'.
5. Working in pairs, each learner writes an instruction. Once all the instructions have been written and given to the partner, chose one pair at a time while the rest of the class observes. The partner reads the instruction and carries out the action. The rest of the class must guess what the written instruction said.
6. Play a game using flash cards of the 25 new words learnt during the term e.g. place a random selection of 10 words on the floor. These are stepping stones over the river. Learners stand next to the word, read it and if correct, move to the next word. If wrong, they fall in the water! Give them another chance later.
7. Use the following reading rubric when assessing reading:

Rubric for assessing reading				
	1 **Seldom**	**2** **Sometimes**	**3** **Often**	**4** **Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills when reading from an unseen selected text suitable for the grade.				
5. Reads with expression observing punctuation from a seen, prepared passage at own level.				
6. Predicts what the unseen reading passage is about.				
7. Can answer questions based on reading from a seen prepared passage at own level.				
8. Can answer questions based on reading from an unseen selected text suitable for the grade.				

TERM 2

Holistic rubric for 4th Assessment task : Term 2				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: **Oral** 1. Listen to and compose own riddles and jokes? 2. Participate in group class discussions? 3. Give solutions to problems, especially word problem in numeracy? **Phonics** 4. Recognise 5 new letter blends eg. ow (cow), ou (found), aw (draw), au (autumn), or (fork)? 5. Build and sound words orally or in written tasks? **Reading** 6. Recognise at least 25 new sight words? 7. Read aloud in teacher guided reading group at own level? 8. Use comprehension skills to answer questions about the passage orally or in written tasks? 9. Read a book with teacher to the class? 10. Read fiction or non-fiction books independently? 11. Use table of contents, index and page no. to find information? **Handwriting** 12. Transcribe words correctly? **Writing** 13. Write about 10 sentences on personal experiences/news? 14. Participate in a discussion on a given topic and write about it? 15. Do creative writing of about 10 sentences? 16. Read and edit own work by correcting spelling, punctuation etc.? 17. Use correct grammatical structures when writing? 18. Read own writing to others? 19. Builds own dictionary - using initial & second letter of words eg act, ant, ask? 20. Recognise and uses verbs/ adverbs?	Only able to achieve any six of the criteria	Only able to achieve any seven to twelve of the criteria	Only able to achieve any thirteen to seventeen of the criteria	Able to achieve all twenty criteria

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Use the principles of the Language Experience approach to provide a context for oral and written work e.g.
   - Divide the class into 4 groups and give each group a packet containing something soft/hard/cold/rough etc. – for example, each packet can have cotton-wool in it.
   - Let each member of the group feel what is in the bag, without looking in the bag.
   - Learners use words to describe what they are feeling. Write these words on the chalk board.
   - Learners discuss what they did and how they felt.
   - Learners write a poem or story about their experience, using the words written on the board, or from their own dictionaries.
   - The next day learners edit what they have written, correcting spelling, punctuation, etc. adding to, or changing the text as needed.
   - Sentences must be grammatically correct i.e. complete sentences with capital letters, full stops, verbs etc.
   - In groups, every learner has an opportunity to read their poems/stories aloud to the group.
2. Every day give 8 to 10 learners an opportunity to tell a joke, or ask a riddle to the rest of the class. Use the morning News time, a few minutes before and after playtime, and the story time at the end of the day.
3. During Numeracy, learners will solve a problem and discuss their solution to the problem.
4. Call 8 learners to the board. Show them which sound they must use (one of the sounds learnt during the term) to write a word. The first one to write a correct word is the winner. Once everyone has had a chance, let all the winners stand at the board. Show them the sound to use and the first one to write a correct word gets a reward.
5. Copies 5 sentences from a work-card/worksheet/board and fills in the missing sound e.g. Dr - an - tumn picture (Draw and autumn picture).
6. Writes own news of at least 10 sentences on a piece of paper. Learner must underline 3 verbs and 3 adverbs used and draw a picture of the news. Staple all the news sheets together and make a book for the reading corner. During story time at the end of the day, use this book to read to the class, encouraging learners to read the text with you.
7. Every day observe 8 learners reading independently. Learners must identify the 5 new sounds in the passage read and write them in their books.
8. At the beginning of the group reading session, play a game using flash cards of the 25 new words learnt during the term. Give every learner an opportunity to read the words correctly.
9. Use the following reading rubric when assessing reading:

Rubric for assessing reading				
	1 Seldom	**2 Sometimes**	**3 Often**	**4 Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills when reading from an unseen selected text suitable for the grade.				
5. Reads with expression observing punctuation from a seen, prepared passage at own level.				
6. Reads with expression observing punctuation from an unseen, prepared passage at own level.				
7. Can answer questions based on reading from a seen prepared passage at own level.				
8. Can answer questions based on reading from an unseen selected text suitable for the grade.				
9. Is able to use the table of contents, index and page no. to find information.				

TERM 3

Rating scale for 4th Assessment task: Term 3		
Name of learner:	**Date:**	
Is the learner able to :		**Rating**
Oral	• Tell a story – beginning, middle, end using descriptive language? • Listen in detail to stories and answers open-ended questions? • Give solutions word problems especially in numeracy?	
Phonics	• Build and sound words at level of phonetic knowledge? • Use homophones eg. fly / fly?	
Reading	• Interpret information from posters, adverts etc.? • Evaluate graphical text for design features? • Recognise at least 25 new sight words? • Read aloud to partner using own or others' writing? • Read book with teacher (shared reading) and give own opinion of story? • Reads independently from a variety of texts eg. Newspaper?	
Handwriting	• Copy written text with correct letter formation? • Write with increasing speed?	
Writing	• Write about personal experiences in different forms: diary, a letter? • Use conjunction to join sentences? • Give writing a title? • Use mind maps to record? • Read own writing to class? • Build own word bank/dictionary? • Recognise and uses nouns?	

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Learners listen to you reading general news or events from a newspaper. Working with 6 learners at a time, 2 retell the beginning of the story, 2 tell the middle part and 2 tell the ending. Ask open-ended questions about what was read. This can be done over a few days, or at the beginning and end of each day, till everyone has had a chance to participate.
2. During Numeracy, learners will solve a problem and discuss their solution to the problem.
3. Choose an advertisement or poster relevant to your learners :
   - Ask questions which require learners to interpret the information presented using what? Where? Why? When?
   - Discuss the advertisement/poster for design (attractive, colourful, size, etc.) and purpose (informative, details clear, etc)
   - Discuss how learners can use the information. Learners record the discussions using a mind-map.

- Learners use their mind-maps, dictionaries, phonetic knowledge, etc. to write a letter to the Principal telling him/her about the information they found in the advertisement/poster.
- Learners read their letters aloud to the group during group reading time.

4. Learners complete a worksheet where they:
   - Build words using new phonics learnt during the term.
   - Use conjunctions to join sentences.
   - Write sentences showing the meaning of the homophones given e.g. The bird can fly. The fly sat on the food.
   - Circle the nouns in sentences e.g. the boy has a new shirt.
   - Copy a paragraph using correct letter formation.
5. At the beginning of the group reading session, play a game using flash cards of the 25 new words learnt during the term. Give every learner an opportunity to read the words correctly.
6. Learners read independently and are able to answer questions and give opinions about what they read.
7. Learners participate in shared reading, deciding on a title for the passage read and giving an opinion on what was read.

TERM 4

Holistic rubric for 4th Assessment task: Term 4				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: **Oral** 1. Listen to stories in detail and answer open-ended questions? 2. Express feelings about text and give reasons? 3. Make oral presentations eg. news, show and tell etc.? 4. Discuss solutions to a problem using higher order thinking skills? **Phonics** 5. Build and sound words at level of phonetic knowledge? 6. Use both the letter sound and letter name to spell words? **Reading** 7. Use visual cues to read and analyse text for values and attitudes? 8. Recognise at least 25 new sight words? 9. Use self-correcting strategies when reading? 10. Read with fluency and expression? 11. Answer higher order questions on passage read to draw conclusions? 12. Give opinion of story and reason? 13. Play word games, word search? 14. Read independently from a variety of text eg. Magazine? **Handwriting** 15. Use handwriting tools effectively? 16. Complete a writing task in a set time? **Writing** 17. Draft and writes own story of about two paragraphs? 18. Use some narrative devices when writing eg. Dialogue? 19. Sequence information and put it under headings? 20. Make own book and contribute to class book collection? 21. Build own word bank/dictionary? 22. Recognise and use adjectives?	Only able to achieve any seven of the criteria	Only able to achieve any eight to thirteen of the criteria	Only able to achieve any fourteen to twenty of the criteria	Able to achieve all twenty-two criteria

Activities for the Assessment Task

Most of these activities will be done over a period of days, assessing about 8 learners per day, till everyone has been assessed. These tasks must form part of your daily teaching and learning activities.

1. Choose 5 learners a day to bring something special to talk about – a photograph, an object, special clothing, a toy, etc. Tell them the day before that it will be their turn the next day, and that they must think about descriptive words to use. Give each learner an opportunity to tell the class about their special object. The 5 learners for the following day must each ask one of the speakers a question about what was said during the talk, using appropriate language and showing respect for the speaker.
2. Learners may choose any one of the talks they heard and write is as a story in 2 paragraphs, using dialogue as one of the narrative devices. This is done over a few days to allow learners to edit their writing from a draft form to a final version. Collect all the stories, staple them together and place in the reading corner. Learners may use this for independent reading.
3. Learners listen to a song on CD, tape, radio, etc. They:
   - Listen for the main idea and details.
   - Answer open-ended questions about what they heard.
   - Express an opinion about the song, giving reasons.
   - Write own title for the song.
   - Read written text of the song while listening to it again.
   - Analyse the text for values and attitudes.
4. During Numeracy, learners will solve a problem and discuss their solution to the problem.
5. Learners complete a worksheet where they:
   - Rewrite a sentence, adding adjectives for nouns in a sentence.
   - Fill in the missing phonetic sounds.
   - Sequence jumbled sentences.
   - Sort out information under correct headings e.g. sort out words into things on a shopping list, things needed for school etc.
   - Complete a word search activity.
   - Answer comprehension question based on a given passage.
   - Rewrite a passage using the correct letter formation in a set time.
6. At the beginning of the group reading session, play a game using flash cards of the 25 new words learnt during the term. Give every learner an opportunity to read the words correctly. Learners can spell the words using the letter names rather than the letter sounds.
7. Use the following reading rubric when assessing reading.

Rubric for assessing reading				
	1 Seldom	**2 Sometimes**	**3 Often**	**4 Always**
1. Reads fluently from a seen, prepared passage at own level.				
2. Reads fluently from an unseen selected text suitable for the grade.				
3. Uses word recognition skills and self correcting strategies when reading from a seen, prepared passage at own level.				
4. Uses word recognition skills and self correcting strategies when r eading from an unseen selected text suitable for the grade.				
5. Reads with expression observing punctuation from a seen, prepared passage at own level.				
6. Reads with expression observing punctuation from an unseen, prepared passage at own level.				
7. Can answer higher-order questions based on reading from a seen prepared passage at own level.				
8. Can answer higher order questions based on reading from an unseen selected text suitable for the grade.				
9. Identifies adjectives in the passage read.				
10. Gives an opinion of the story and justifies answer.				

GRADE 3: NUMERACY

TERM 1

Holistic rubric for 3rd Assessment task: Term 1				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: 1. Count in multiples of 10 starting at any number? 2. Recognise the pattern of counting in 10 on a number chart? 3. Explain the pattern of multiples of 10 in relation to other multiples? 4. Complete addition number sentences using 9? E.g. 5 + 9 = 5 + 10 - 1 = 15 - 1 = 14 5. Complete subtraction number sentences using 9? E.g. 24 - 9 = 24 - 10 + 1 = 14 + 1 = 15 6. Add two numbers by completing the '10' first? e.g. 6 + 7 = 6 + 4 +3 = 10 + 3 = 13 7. Identify the numerosity (profile) of numbers to 34 by writing own number sentences? 8. Find one line of symmetry in circles, squares, rectangles and triangles? 9. Solve problems using grouping and sharing where the answer is a fraction? 10. Solve word problems, using all four operations and numbers up to 200, and explain reasoning?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct

Activities for the Assessment Task

Activity 1: Oral

- Using an abacus, let one learner at a time push any number of rows of beads across. The class has to say how many beads have been moved i.e. if 4 rows have been pushed across, the class says 40.
- Class counts in 10's till you clap your hands (e.g. at 40) and then answers the following kind of questions:
  - What number did we stop at? 40
  - How many 10's did we count? 4
  - If 4 tens are 40, how much are 5 tens?
  - If 4 tens are 40, how much are 3 tens? 6 tens? etc.

- Using a number square (100 square), count in 10's starting at different numbers e.g. 2 (12, 22, 32, 42,etc.) or 6, (16, 26, 36, 46, etc.). As learners say the number they place a counter on the number. Ask what the pattern is. Ask why the numbers always come below each other when we count in 10's. Ask if this is always true. For example, when we use a calendar, do the multiples of 10 come below each other? Why?

Activity 2: Practical

- Learners must show you the correct number of fingers for the number you say e.g. the number is 40 - learners must get into groups of 4 and each show you 10 fingers; the number is 60 – learners must get into groups of 6 and each show you 10 fingers. Each time ask how many learners are needed to make the number i.e. the number is 40 – why do you need 4 learners?
- Each learner uses their own number chart (100 square) and places counters on the numbers indicating how to count in 9's using their knowledge of 10. For example, you call out 7 and counters are placed on 7. Ask how much 7 + 9 is. Counters are placed on the number 10 more (17), and on the number one less than 10 more (16). When asked, learners should be able to tell you that 9 is one less than 10, so if I add 9, I can add 10 then take one away. Repeat this using any numbers up to 100.
- Do the same for subtracting 9 from a number – number less 10, plus 1 (I add 1 because I am not taking 10 away, it is too many, I only need to take 9 away!)
- Give learners different shapes cut out of paper. They fold the paper in half, cut on the fold line, then match the two halves to find out if they had the correct line of symmetry. Encourage learners to find other lines of symmetry in the shapes.

Activity 3: Written

- Learners choose any 10 numbers between 10 and 50 to use for adding and subtracting 9. They write the number sentences, showing their working over the 10. e.g. 28 + 9 : 28 + 10 → 38 - 1 = 37, or 18 - 9 : 18 -10 → 8 + 1 = 9
- Learners write 10 sums where the answer is the number given e.g. 10 sums where the answer is 46.
- Give each learner a strip of 10 random numbers, using numbers ending with 6 - 9 (27, 39, etc.) and a die. The learners throw their dice, adding and subtracting the dice number to each of the numbers on the strip. e.g. throw 4, then this number is added to each of the 10 numbers on the strip, then taken away from each of the 10 numbers. Each time the '10' must be completed as part of the sum i.e. 27 + 4 : 27 + 3 → 30 + 1 = 31. This makes a total of 20 sums the learners must write.
- Working with groups of about 8 learners at a time, provide them with a word problem, allow them to solve the problem on their own and then ask the learners to explain their thinking when solving the problem.

Word problem

1. Granny bought 35 sausages and put them on a plate. Her three grandchildren shared them equally and ate them all. How many did each child eat?
2. Mommy weighs 69kg. If she loses 21kg she will weigh the same as my sister. How much does my sister weigh?

TERM 2

Rating scale for 3rd Assessment Task: Term 2		
Name:	**Date:**	
Is the learner able to:	**Rating**	**Comments**
1. Use flard cards to decompose 3-digit numbers?		
2. Write the expanded notation for 3-digit numbers? E.g. 357 = 300 + 50 + 7		
3. Add and subtract whole tens and whole hundreds using flard cards? E.g. 358 + 60 = ? 358 + 200 = ? 358 - 20 = ? 358 - 200 = ?		
4. Count in multiples of 2, 5, 9, 10 and 11 and answers questions? E.g. If 4 x 5 is 20, how much is 5 x 5? (one more five) 3 x 5? (one less five) 8 x 5? (double 4 times five)		
5. Correctly complete multiplication number sentences using 2, 5, 9, 10 and 11?		
6. Complete number sentences correctly using repeated addition of 20, 25, 50 and 100? E.g. 200 + 25 + 25 + 25 = ?		
7. Correctly complete number sentences using repeated subtraction of 20, 25, 50 and 100? E.g. 400 - 100 - 100 - 100 = ?		
8. Calculate division of two digit numbers by one digit numbers correctly? E.g. 25 ÷ 5 = ?		
9. Break up two-digit numbers into different combinations, orally and written? E.g. 98 = 90 + 8, or 98 = 50 + 40 + 8, or 98 = 25 + 25 + 25 + 25 - 2		
10. Solve word problems using the four operations with numbers to 500, and explain how the problem was solved?		

Activities for the Assessment Task

Activity 1: Oral

- Class counts in 10's till you clap your hands (e.g. at 40) and then answers the following kind of questions:
  - What number did we stop at? 40
  - How many 10's did we count? 4
  - If 4 tens are 40, how much are 5 tens?
  - If 4 tens are 40, how much are 3 tens? 6 tens? etc.
- Do the same with multiples of 2 and 5.
- Point to a number on the number chart (or number line) and let 5 learners tell you different combinations for that number. Chose a different number and let another 5 learners tell you combinations for the number. Repeat till everyone in the class has had a turn.
- Ask learners some simple word problems which they can work out in their heads e.g. There are two nests in the tree. In each nest there are six baby birds. How many baby birds are there?

Activity 2: Practical

- Working with a group of about 8 learners at a time, let them set out their flard cards (expanded notation cards). Using the cards, ask learners to do the following:
  - Make the number 126. Show me the numbers which make 126 (a 100, a 20 and a 6). Point to number 126 on the number line.
  - Make the number 233. Show me the numbers which make 233 (a 200, a 30 and a 3). Show me 233 on the number line. Do this a few times, using different numbers. Learners can also write the expanded notation once they have done it practically.
  - Put the number 350 in front of you. Add 10 and show me the new number.(360)
  - Put the number 670 in front of you. Take away 10 and show me the new number (660). Do this a few times, using different numbers.
  - Make the number 429. Show me the numbers which make 429. Now add 10 to 429 and show me the new number (439). Which number changed? (20 became 30). Why did this number change? (because 10 more than 20 is 30). Do this till everyone has had a chance to answer the questions.
  - Make the number 641. Show me the numbers which make 641. Now make 641 ten less and show me the new number (631). Which number changed? (40 became 30) Why did this number change? (because 30 is 10 less than 40). Do this till everyone has had a chance to answer the questions.
  - Make the number 248. Show me the numbers which make 248. Now add 100 to 248 and show me the new number (348). Which number changed? (200 became 300). Why did this number change? (because 100 more than 200 is 300). Do this till everyone has had a chance to answer the questions.
  - Make the number 943. Show me the numbers which make 943. Now show me the number that is 200 smaller (743). Which number changed? (900 became 700) Why did this number change? (because 700 is 200 less than 900). Do this till everyone has had a chance to answer the questions.

Activity 3: Written

- Give learners worksheets, workcards or work written on the board where they have to:
  - Fill in the missing multiple on a number line e.g. 2, 4, -, -, 10, -, 14 or -, -, 15, 20, -, -, 35
  - Fill in the missing output numbers on a flow chart where the operator is a x5, or x2, etc
  - Write the expanded notation for 3-digit numbers e.g. 356 = 300 + 50 + 6; or 300 + 50 + 6 = 356; or fill in the missing number 356 = 300 + -- + 6; or --- + 50 + 6 = 356 etc.
  - Complete number sentences correctly using repeated addition of 20, 25, 50 and 100? E.g. 200 + 25 + 25 + 25 = ?
  - Correctly complete number sentences using repeated subtraction of 20, 25, 50 and 100? E.g. 400 - 100 - 100 - 100 = ?
  - Calculate division of two digit numbers by one digit numbers correctly? E.g. 25 ÷ 5 = ?
- Let learners chose their own 2-digit number and then write 10 number sentences where their number is the answer.
- Working with groups of about 8 learners at a time, provide them with at least two word problems, allow them to solve the problems on their own and then ask the learners to explain their thinking when solving the problem.

Word problems

1. Mr Brown sells 40 eggs to the shop. At the shop the eggs are packed into egg boxes that take 6 eggs each. How many egg boxes did the shop use?
2. The Grade 3 learners are going on a trip and the bus costs R150 to hire. There are 46 learners in the class.
   a) If they each bring R4, will there be enough money, or too little? How much too much, or how much too little?
   b) Each learner brings 50c for a present for the bus driver. How much money will there be for the present?

TERM 3

Holistic rubric for 3rd Assessment task: Term 3				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: 1. Decompose three-digit numbers using flard cards? 2. Use expanded notation of three-digit numbers in a variety of ways (both addition and subtraction)? 3. Complete multiplication number sentences by using the associative property of multiplication? E.g. 3 x 4 = 4 x 3 4. Double odd and even numbers up to 500? 5. Halve odd and even numbers up to 500? 6. Recognise a three-dimensional object from different angles? E.g. a book from the top, from the side, from the corner, etc. 7. Solve division problems, both grouping and sharing, where there is a remainder? 8. Solve division problems, both grouping and sharing, where the remainder is a fraction? 9. Solve money problems where rands are converted to cents? 10. Solves word problems, including all four operations using numbers to 750, and explains how the solution was reached?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct

Activities for the Assessment Task

Activity 1: Oral

- Sit with the learners in a circle. Throw a ball to a learner and give an instruction e.g. double even numbers, or double odd numbers, or halve even numbers or halve odd numbers. The learner who catches the ball begins by choosing any even/odd number, and, starting from the learner's left, learners double/halve the previous number. When you throw the ball to a new learner, give a new instruction and repeat the game.
- Give simple oral word problems e.g. the school buys 5 trays of peaches. Each tray has 25 peaches in it. How many peaches did the school get? Or There were 80 balloons at the soccer match. 20 were red and 20 were green. The rest were yellow. How many yellow balloons were there?

Activity 2: Practical

- Let learners use paper money they made for a previous lesson. Working in pairs and taking turns to be the banker, they exchange their cents for rands. Each time they exchange money, they must record the transaction e.g. I gave the banker R2 and he gave me 200c, or 4 50c pieces, or 10 20c pieces.
- Working with a group of about 8 learners at a time, let them set out their flard cards (expanded notation cards). Use the cards as for Term 2 to assess learners' ability to decompose three-digit numbers.
- Place a 3-D object on the floor (or a desk). Learners look at it from 3 different angles, each time drawing the object as seen. Display the drawings around the classroom.

Activity 3: Written

- Give learners a worksheet or workcard of addition of two 3-digit numbers. Learners must complete the sums using expanded notation and working horizontally.
- Give learners a worksheet or workcard of subtraction of two 3-digit numbers. Learners must complete the sums using expanded notation and working horizontally.
- Give learners pictures of 5 objects shown from different angles. Learners must identify the objects.
- Working with groups of about 8 learners at a time, provide them with the following word problems, allow them to solve the problems on their own and then ask the learners to explain their thinking when solving the problems.

Word problems

1. A farmer plants equal rows of trees. If he plants 8 rows with 12 trees in each row, how many trees did the farmer plant?
2. Our class of 52 learners is going to the museum. If each car can take 5 learners, how many cars will our teacher need to organize so that everyone can go to the museum?
3. One of the mother's bakes 182 biscuits which are shared equally between the 52 learners. How many biscuits does each learner get?
4. Dad has to repair some pipes at home. He spends R87 on pipes, R54 on a new tap, R38 on screws and R13 on tape. How much change does Dad get for R200?

TERM 4

Holistic rubric for 3rd Assessment task: Term 3				
	1 **Not achieved**	**2** **Partial achievement**	**3** **Satisfactory achievement**	**4** **Outstanding achievement**
Is the learner able to: 1. Recognise and order numbers to 1000? 2. Decompose three-digit numbers to 999 in a variety of ways? E.g. 498 = 400 + 90 + 8 or 200 + 200 + 50 + 40 + 8 or 300 + 150 + 48 3. Correctly add and subtract a two-digit number and a three-digit number working over the ten/hundred? E.g. 597 + 28 = ? 326 - 48 = ? 4. Add two three-digit numbers correctly? 5. Subtract two three-digit numbers correctly? 6. Build multiplication tables of 2, 3, 4, 5, 9, 10, 11 up to 100? E.g. 20 x 3 = 60, 3 x 20 = 60 7. Calculate division of two-digit numbers by one-digit numbers? E.g. 70 ÷ 5 = ? 8. Read and interpret data from a simple table? 9. Solve problems using grouping and sharing where the answer is a fraction or a remainder? 10. Solve word problems using the four operations with numbers to 1000 (using number charts, number lines, etc. if needed) and explain how the problem was solved?	Any two correct	Any three to five correct	Any six to eight correct	All ten correct

Activities for the Assessment Task

Activity 1: Oral

- Sit in a circle and choose one learner to start building the 2 times table. This learner says the first number (1 times 2 equals 2), the next learner says the next multiple (2 times 2 equals 4) and so on till everyone has had a turn. Choose a new leader and do the same thing with the 5 and 10 times multiplication tables. You can also include other multiples your class knows.
- Show the following table and let the learners tell you what should be in the blank spaces:
  Muhle and Thandi each want to buy a roll and juice from the Tuck Shop. Juice and a roll costs R4. How much will it cost the two of them to buy a roll and juice for the following number of days?

No of days	1	2	4	5	10	11
Cost	R8					

Activity 2: Practical

- Make 4 sets of cards with random numbers from 1 to 1000. Divide the class into 4 groups and give each group one set of cards. When you say "GO!" the leader hands out the cards to the group and they arrange themselves in ascending order. The first group in the correct order is the winner. Once you have played this a few times, ask the class to get into one long number line – in the correct order.
- Working with a group of 8 learners at a time, tell them a 3-digit number. They take turns to decompose the number orally.

Activity 3: Written

- Give learners a worksheet where they:
  - Add and subtract a two-digit number and a three-digit number working over the ten/hundred, working horizontally and showing their working. E.g. 597 + 28 = ? 326 - 48 = ?
  - Add two three-digit numbers e.g. 398 + 200 = 408 + 350 =
  - Subtract two three-digit numbers e.g. 567 - 300 = 973 - 570 =
  - Complete multiplication patterns e.g. 2 x 3 4 x 3 8 x 3 16 x 3 etc.
  - Calculate division of two-digit numbers by one-digit numbers e.g. 70 ÷ 5 = ?

    NB: do not give these just as number sentences – use a variety of activities such as flow charts, tables, ladders, etc.
- Working with groups of about 8 learners at a time, provide them with word problems, allow them to solve the problems on their own and then ask the learners to explain their thinking when solving the problems.

Word problems

1. Mom baked 171 cakes. She sold 90 of them. Then she baked some more and now has 195 cakes for sale. How many more cakes did she bake?
2. A builder orders 950 bricks. When he starts building he finds that he uses 150 bricks for one wall. How many walls can he build with the bricks he ordered?
3. Mrs Smith and her 3 friends ordered 11 pizzas. They shared them equally. How much pizza did each person get?

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Vocabulary Cha
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