

Grade 3 Mathematics Term 1 Lesson 2

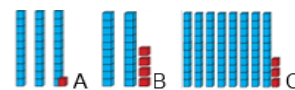
Teachers

We trust that you have studied the error analysis, recorded it, located the skills and knowledge gaps in the CAPS document and are reteaching and remediating where needed. We cannot emphasise enough that you have to be alert stay positive and focus on core teaching. Allow for good practise activities to work at these learning deficits. Provide the concrete/ physical apparatus and give the learners the time to talk about what they have learnt. In this way you can check if the learners understand and can demonstrate the skills learnt. Practice is key. Acknowledge all efforts big or small. Keep encouraging learners to do their best. Be mindful that you are responsible to teach so that the learners can demonstrate by doing, talking and recording their understanding. Only this can influence their progress. Make Maths fun, foster positive mindsets as this builds confidence which is necessary for the learner to develop fluency in Maths.

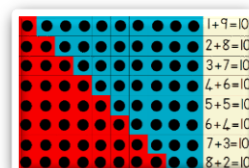
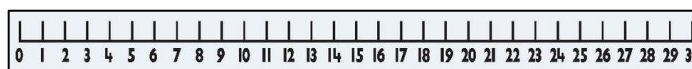
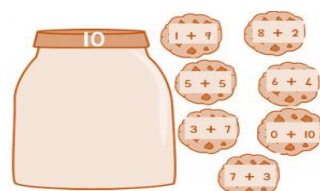
Whole Class Activity: Counting integrated with Mental Maths (5 to 10 min)

MENTAL CALCULATIONS: Remediate where applicable the baseline assessment knowledge and skill gaps before starting Grade 3. Concentrate on the errors when marking learner books. Be sure to cultivate the practice of doing corrections. This is of utmost importance. Ask at least 10 short mental questions every day (see examples below) to strengthen mental calculation skills. Design more questions to explore the numerosity of numbers. Be creative by changing the numbers.

- | | |
|--|---|
| <ul style="list-style-type: none"> On what day was the 1st of January? It is also called _____. What number is below 1 on the counting chart? School started on the 15 February 2021. What will the date be two weeks later? Human Rights Day is on the 21st of March. What month comes after March? There are 31 days in March. How many days are there from the 21st to the 31st of March? How many days are there in the month of February in 2021? How many days are there in the last 3 months of the year? School starts at 8 o'clock. Anne leaves home at half past 7 and arrives at school a half an hour later. How long did it take her to walk to school? Double 9 and add 2. Half 20 and add 5 Write the number names for: 43 _____
21 _____ 54 _____. 4 tens + _____ seven ones / 5 tens + 8 ones _____ What is the smallest number? 9, 19, 29. What is the biggest number? 14, 4, 24. How many halves are there in 6 oranges? Four bicycles. How many wheels? Four hands. How many fingers? Two groups of 10 is equal to? Three groups of 5 is equal to? Mom buys 3 bags of oranges. If there are 6 oranges in each bag. How many oranges are there altogether? | <ul style="list-style-type: none"> Name all the months that have 31 days. Mom buys 10 pairs of socks. How many socks are there? Zandile celebrates her birthday 10 days after May Day which is on the 1st of May. On what date is Zandile's birthday? Youth Day is on the 16th of June. Candice celebrated her birthday a week earlier. On what date is her birthday? $25-5=$ / $14+6=$ / $20-6=$ / $12+8=$ Add the first 2 even numbers between 10 and 20. 8 less than 20 is? 4 less than 20 is? Double the number that is 2 less than 20. Half the number that is 5 more than 15. Peter goes to the shop for his mother. He buys a loaf of bread for R15 and a litre of milk for R12. He pays with R50. How much change does he receive? How many months are there in one year? How many weeks are there in the month of April? How many hours are there in a day? How many minutes in one hour? Which one is the biggest? A, B, C Write the number names: 15 _____ 17 _____ 11 _____ What is the half of 18? What is double 5 plus 10? What is the value of 3 in 31? What is the value of 4 in 24? 20 is 10 more than _____. What is the sum of 18 and 2? |
|--|---|



11 _____



Continue with **whole class** activities for approximately 20 minutes daily as detailed below.

It is recommended that the **differentiated group work must focus** on further revision work and the remediation as informed by the **error analysis of the Baseline Assessment** administered. Teachers must know what the learners have/have not mastered before they progress with new work.

Foci for day 1- 5

Consolidation of concepts taught (20 minutes per day)

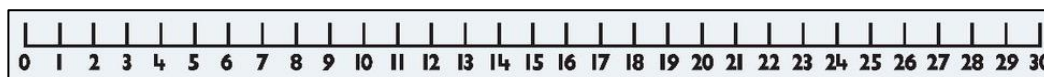
Resources: Counters (straws, buttons, bottle tops,), abacus, number chart, number line, classwork book, Maths Rainbow book, flard cards, base ten blocks/ Dienes-blocks, etc.

Revision:Skills and Knowledge

Numbers 1 to 10 (If the learner knows 10 well then progress to the 2-digit numbers to 15)

- Daily practise will help to consolidate number sense.
- Count objects to 200
- Count forwards in 1s, 2s, 5s,10s, 3s up to 200; count backwards in 1s, 2s,10s 5s, from 200
- Compare numbers: more, less, 1 more, 2 more, 3 more, 5 more, 1 less, 2 less, 3 less, 5 less up to 100
- Arrange numbers from the biggest to the smallest and from the smallest to biggest up to 100.
- Number patterns. Doubling and Halving.
- Addition (+) and subtraction (-) up to 100.
- Combinations up to 20.
- Compare and pack out numbers up to 100.
- Problem solving up to 100(+, -) (× to 50)
- Concentrate on allowing the learner to show +, - on the number line.

DBE
Workbook for
revision



Day 1:

Number, Operations and Relationships: Develop number concept.

Count in 2s, 5s, 10s 3s, 4s up to 200 and do at least ten similar questions as on page 1.

Measurement: Time daily: Days of the week, months of the year, birthdays on the calendar, weather chart.

Vocabulary: Today is? Yesterday was? Tomorrow will be? The day after, the day before was

Problem Solving (in class work books)

- I have 9 bags. There are 2 sweets in each bag. How many sweets are there altogether?
- An apple cost 90c. Patsy has a 50c and two 20c coins. How much money does Patsy have?
- There are 6 athletes in a relay team. How many athletes are there in 5 teams.
- There are 64 children in the school band. 34 are girls. How many are boys?

Developing number concept: Hundreds, Tens and Ones (HTO)

Comparing Numbers. (identify digits in HTO make sure that the learners can interpret the place value chart, which is a useful tool for comparison of numbers. When comparing numbers learners are introduced to > ; < to express the relative values of two numbers.

1.



40 and 5 make 45

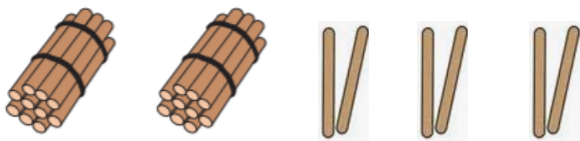
5 more than 40 is 45

$40 + 5 = 45$

40
5

Hundreds, Tens and Ones (HTO) continued for the teacher...

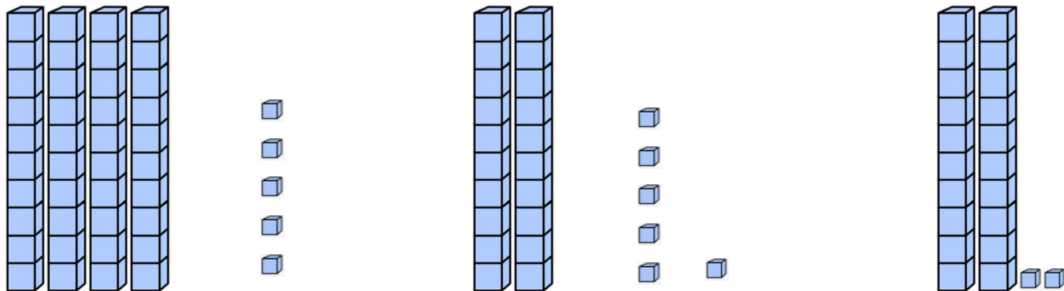
2.



tens	ones
2	6

26 = 2 tens 6 ones

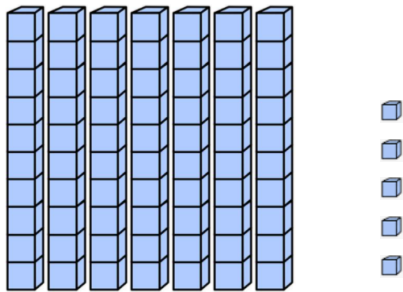
3.



45 is greater than 26.
22 is smaller than 26

The greatest number is 45
The smallest number is 22

4.



tens	ones
7	5

1 more than 75 is 76
10 more than 75 is 85.

2 more than 75 is 77
20 more than 75 is 95.

1 less than 75 is 74
10 less than 75 is 65.

2 less than 75 is 73
20 less than 75 is 55.

tens	ones
5	8

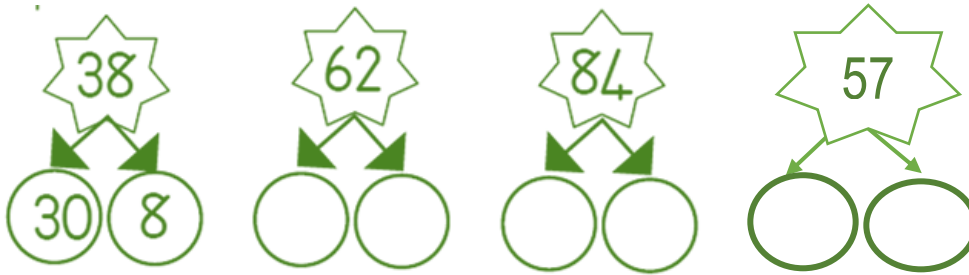
1a. What is the value of the underlined digit?



b. Shade in the smallest number.



c. Show the Tens and Ones



d. Count the fish in the bowl. Half the fish. Double the fish.

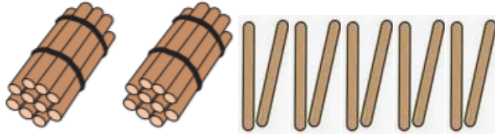


There are _____ fish in the bowl.

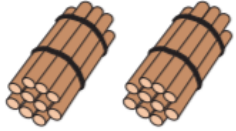
Half of _____ fish =

Double _____ fish =

2a. How many?



Jabu and Betsy collected sticks for counting in groups. The teacher told them to make bundles of 10.



Jabu can make ____ bundles.

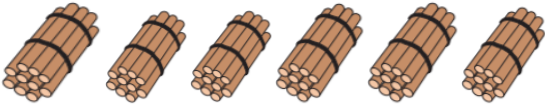
Betsy can make ____ bundles.

How many bundles can Jabu make if he has 40 sticks. Betsy has 10 sticks. How many bundles can she make?

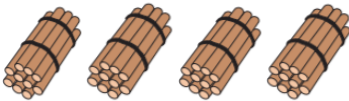


b. Count the bundles and sticks

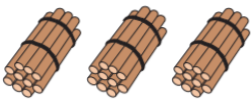
Write the number.



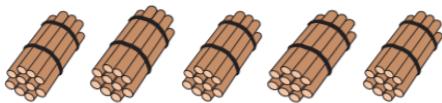
bundles ____ sticks ____



bundles ____ sticks ____



bundles ____ sticks ____



bundles ____ sticks ____

How many bundles and sticks altogether?

bundles ____ sticks ____

How many bundles of 10 sticks can I make if I have:

a) 100 sticks ____

b) 70 sticks ____

c) 90 sticks ____

3a. How many? Complete the table below.

child/ren	1	2	3	7	4	5	6
hands $\times 2$	2	4					
fingers $\times 10$	10	20					
arms and legs $\times 4$	4	8					

b. Compare and arrange whole numbers up to 25.

25

2

18

19

12

22

14

24

☐ Write all the numbers smaller than 19. _____

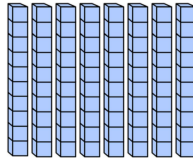
☐ Write all the numbers bigger than 19. Write the number name next to each number.

☐ Arrange the numbers from the biggest to the smallest.

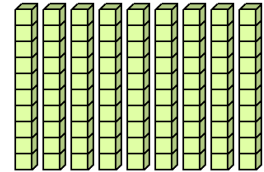
2. Count and write the number of groups.



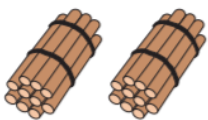
_____ groups of _____ is _____



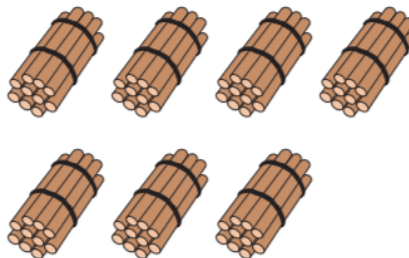
_____ groups of _____ is _____



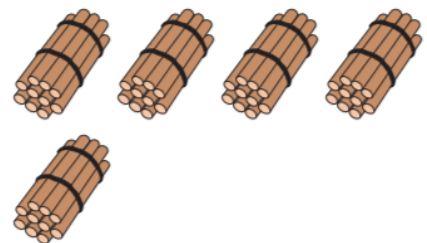
_____ groups of _____ is _____



_____ groups of _____ is _____



_____ groups of _____ is _____



_____ groups of _____ is _____

Day 2

Number, Operations and Relationships: Develop number concept.

Count in 2s, 5s, 10s 3s, 4s up to 150 and do at least ten similar questions as on page 1.

Measurement: Time daily: Days of the week, months of the year, birthdays on the calendar, weather chart.

Vocabulary: Today is? Yesterday was? Tomorrow will be? The day after ..., the day before was ...

Read, write and 3 digit numbers (HTO) and corresponding words.

Problem Solving (in class work books)

- Zondie is 9 years old. Liam is 10 years old and Pam is two years older than Zondie. How old is Pam?
- How old will Liam be in 5 years time?
- Pam's birthday is on the 20th of January and Zondie's birthday is on the 31st of January. What is the difference between the dates?
- Liam's birthday is on the 15th of June. How many months are there from January to June?

Counting

- ☐ Place 30 sticks on the table; Let us count: 1, 2, 3, 4, 5, ..., 27, 28, 29, 30
- ☐ Count and tie 10 sticks together to make bundles – make 3 such bundles with the sticks on the table.
- ☐ Can we count in a faster way?... Count in 10s
- ☐ Make another 7 bundles of sticks
- ☐ Let's count in 10s
- ☐ 10, 20, 30, ..., 70, 80, 90, 100
- ☐ How many tens are there?
- ☐ 10 tens is equal to 100

Ten bundles of 10 sticks = one hundred



ten

twenty

thirty

forty

fifty

sixty

seventy

eighty

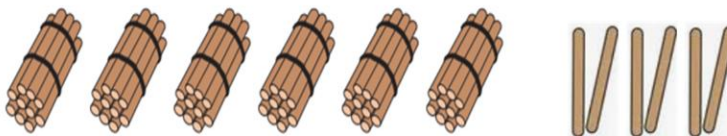
ninety

one hundred

For the teacher:

Prepare 6 bundles of 10 sticks and 6 loose sticks. Do you have to count again from 10? No, at this stage learners should **count on** i.e. 60, 61, 62, 63, 64, 65, 66.

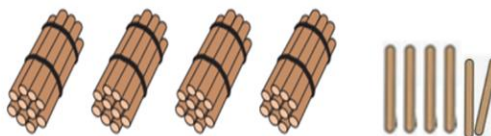
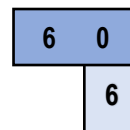
There are 66 sticks altogether. (66)



a.

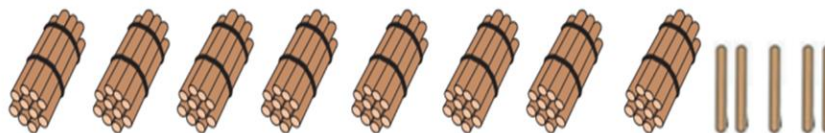
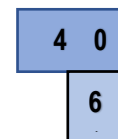
Count on from 60: 61, 62, 63, 64, 65, 66

AND extend the counting to counting in 2s: 102, 104, 106



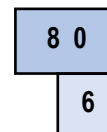
b.

Count: 40, 41, 42, 43, 44, 45, 46



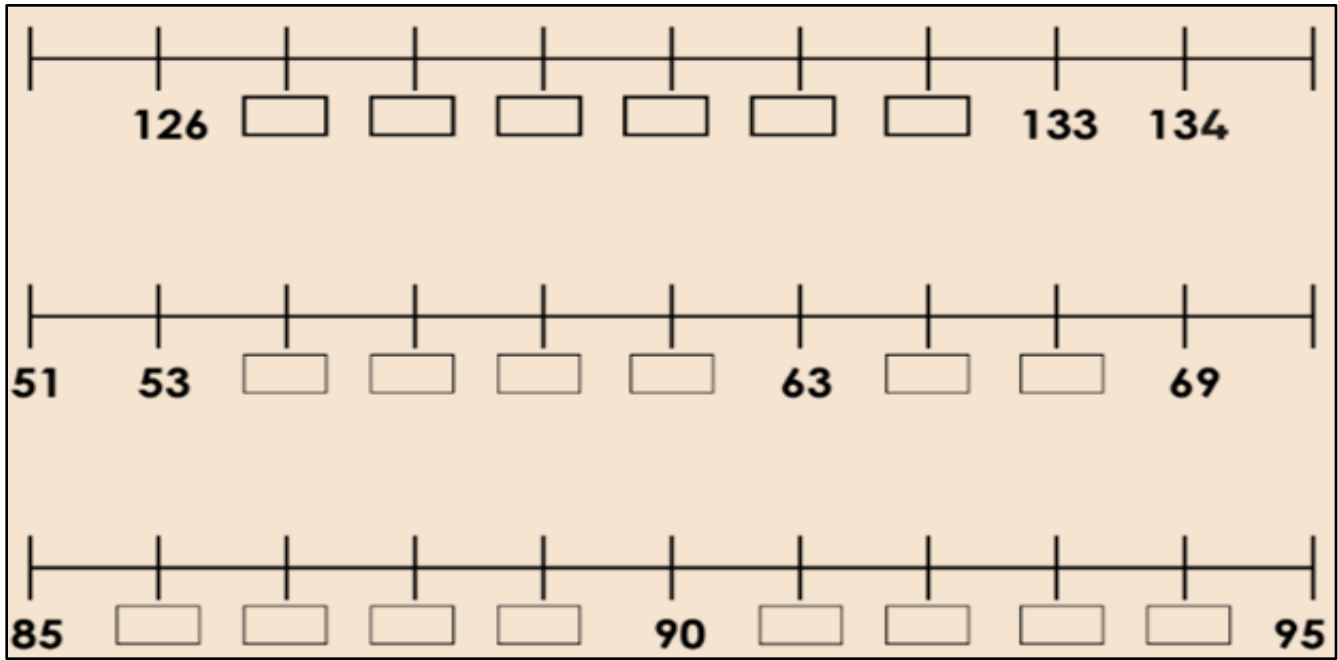
c.

Count: 80, 81, 82, 83, 84, 85, 86



Pack out more e.g.s for learners to see if time permits.

1a. Fill in the missing numbers.



b. Complete the table below. Follow the example given

78	$70 + 8$	7 tens and 8 ones	seventy-eight
43			
69			
54			
35			
99			

c. Shade the two numbers in each row that are equal to 50.

19	9	3	31	7
12	48	41	10	9
31	12	38	24	30
5	9	35	45	10

2a. Complete the tables below.

boys	2	4	6	8	3	5
fingers						

girls	1	3	5	7	4	2
toes						

b. Thenjiwe earns R10 pocket money a day. Work out her earnings.

days	1	2	3	4	5	6
R10						

c. Thando earns R20 pocket money a day. Work out his earnings.

days	1	2	3	4	5	6
R20						

2b. The table below indicates the days in each months of the year for 2021.

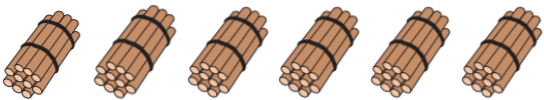
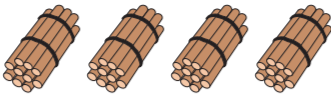
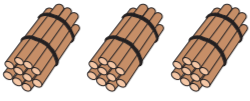
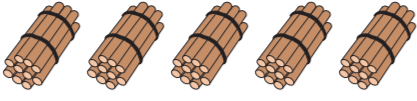
Months	Number of Days	Addition sentence
January	31	$20 + 10 + 1 = 31$
February	28	
March	31	
April	30	
May	31	
June	30	
July	31	
August	31	
September	30	
October	31	
November	30	
December	31	

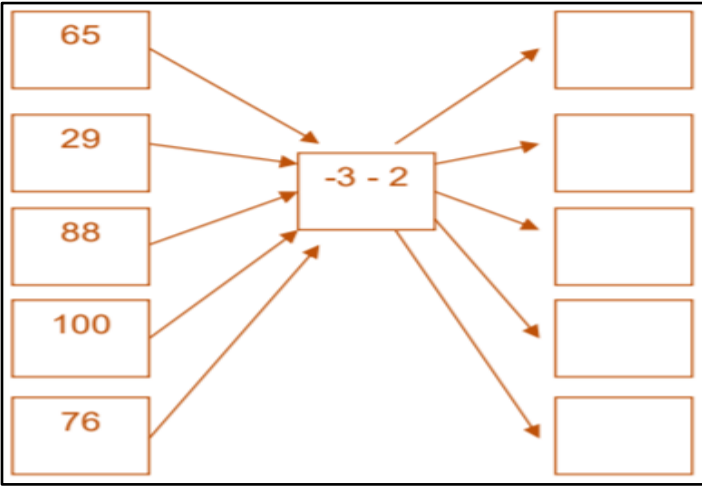
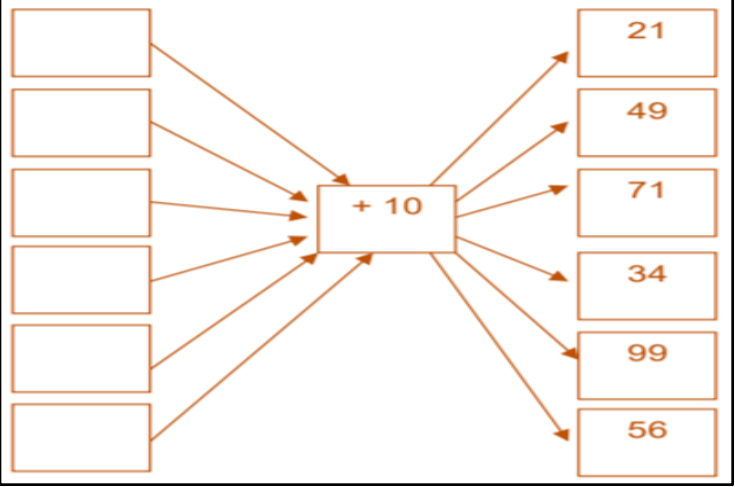
How many months have 31 days?

Add how many months have 30 days?

Which month has the least days?

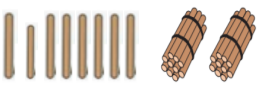
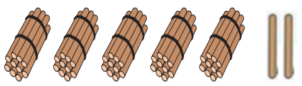
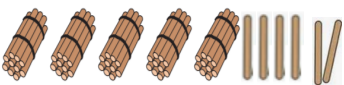
How many days are there in a leap year?

3. Count the bundles and sticks	Write the number and the number name.
	bundles 6 sticks 60 sixty
	bundles ____ sticks ____
	bundles ____ sticks ____
	bundles ____ sticks ____
How many bundles of sticks altogether?	bundles ____ sticks ____
How many bundles of 10 sticks can I make if I have:	
a) 100 sticks _____ b) 70 sticks _____ c) 120 sticks _____	

Calculate the output in your class work book as the example below.	Calculate the input.
 65 - 3 = 62 62 - 2 = 0 29 - 3 =	 + 10 = 29

4. How many?

Pack out your flard/ place value cards and write the number

	20 8	28
		
		
		
		
		
		

b. Write the numbers and compare using > and <.

forty-five	45	<	80
sixty-two	_____		27
seventy-seven	_____		97
fifty -one	_____		15
twenty – nine	_____		92

c. Complete the combination cards below. The first one has been done for you.

13 + 1 = 14	14 - 1 = 13	14 - 13 = 1		14 + 1 = 15	15 - 1 = 14	15 - 14 = 1
13 + _ = 15	15 - _ = 13	15 - _ = 2		14 + _ = 16	16 - _ = 14	16 - _ = 2
13 + _ = 16	16 - _ = 13	16 - _ = 3		14 + _ = 17	17 - _ = 14	17 - _ = 3
13 + _ = 17	17 - _ = 13	17 - _ = 4		14 + _ = 18	18 - _ = 14	18 - _ = 4
13 + _ = 18	18 - _ = 13	18 - _ = 5		14 + _ = 19	19 - _ = 14	19 - _ = 5
13 - _ = 19	19 - _ = 13	19 - _ = 6		14 + _ = 20	20 - _ = 14	20 - _ = 6
13 + _ = 20	20 - _ = 13	20 - _ = 7		14 + _ = 21	21 - _ = 14	21 - _ = 7

Day 3

Numbers, Operations and Relationships: Developing Number Sense

Count in 2s, 5s, 10s, 3s, 4s up to 200 and do at least ten similar mental calculations as noted on page 1.

Problem Solving in context.

Measurement: Time: Days of the week, months of the year, birthdays on the calendar, weather chart.

Vocabulary: greater than, smaller than/ less than ($>$, $<$)

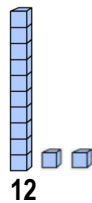
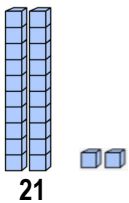
Comparing Numbers within 100.

Problem Solving

- Six of 2 dozen eggs broke. How many did not break?
- If 15 eggs broke, how many eggs did not break if there were 20 eggs at first?
- Nosi has 39 oranges and Silo gave her more oranges. Nosi now has 51 oranges. How many oranges did Silo give her?

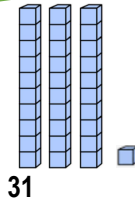
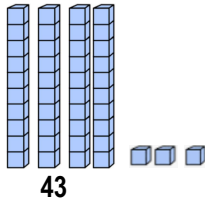
Comparing numbers

- ☐ What can I say about numbers 1 and 5. (1 is smaller than 5 or 5 is greater than 1)
- ☐ By comparing numbers, we can tell which number is greater than the other. E.g., 5 is greater than 1. It is also correct to say that 1 is smaller than 5.
- ☐ Have learners look at 21 and 12 (packed out) as shown.

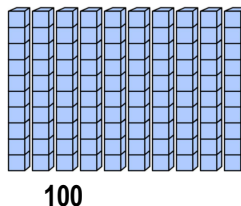
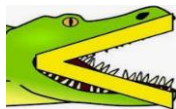
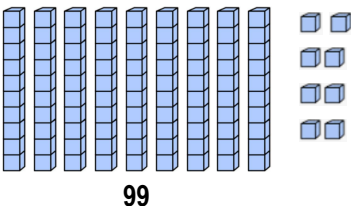


- ☐ Ask learners: what do you notice when you compare the two numbers? (21 is greater/ more than 12 OR 12 is smaller/ less than 21)
- ☐ Learners must be encouraged to use the terms greater than and less/ smaller than.
- ☐ Imagine the mouth of a hungry crocodile – a crocodile always loves to eat more food- it will open its mouth to swallow the number that is greater. So in this case the mouth points to 21. $21 > 12$

I always take the greater number.

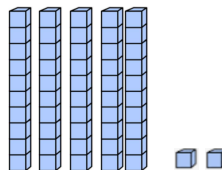
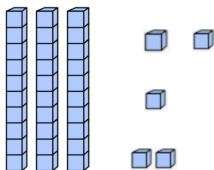


- ☐ Compare 99 and 100. What do we notice when we compare the two numbers
- ☐ (100 is greater/ more than 99 OR 99 is smaller/ less than 100)



We write: $99 < 100$

- ☐ Practise the following example:



1. Fill in the missing numbers and write the number name.

- | | |
|----------------------------------|-------------------|
| a) One more than 50 is 51 | fifty -one |
| b) One less than 49 is | |
| c) 5 more than 30 is | |
| d) 5 less than 25 is | |
| e) 2 more than 30 is | |
| f) 2 less than 50 is | |
| g) 10 less than 60 is | |
| h) 10 more than 80 is | |

2. Fill in > or <

- | | |
|-------------------------------|--------------------------|
| a) 25 52 | b) 19 +1 29 +1 |
| c) 13 31 | d) 20 + 10 20 +20 |
| e) 2 + 2 + 2 + 2 + 2 6 × 2 | f) 15 + 10 15 +20 |
| g) 4 + 4 + 4 + 4 20 - 12 | h) 30 + 5 30 + 10 |
| i) 8 × 2 3 × 9 | j) 10 + 10 +10 20 + 2 |

3. Can you count the pumpkins.



11 columns 10 Rows

$$9 + 8 + 8 + 9 + 10 + 9 + 8 + 9 + 10 + 9 + 7 =$$

Half the number of pumpkins. _____

How many pumkins are ther in the first and last column altogether? _____

Write all the bonds of 10 in your note book.

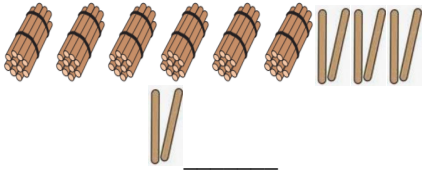
- ☐ Study the first 3 columns and write the addition sentence.
- ☐ How many pumpkins are in the middle column?
- ☐ The difference between the pumpkins in the first and the last column is?
- ☐ Write the addition sentence for the sum of the pumpkins in the first two rows.
- ☐ What is the difference between the 9th and the 10th rows of pumpkins?
- ☐ What number comes after 97?

2. Write the number.

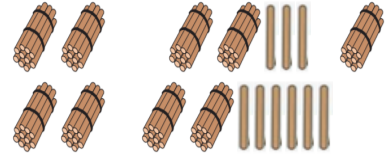


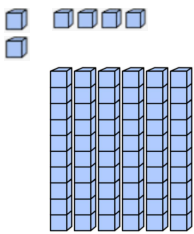


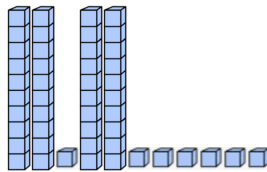


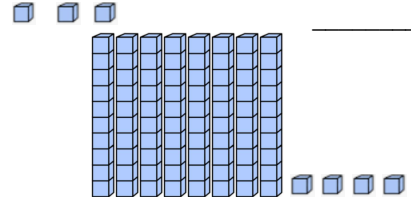












Do the following subtraction sentences on the numberline.

$$20 - 9 =$$



$$20 - 8 =$$



$$20 - 13 =$$



$$20 - 7 =$$



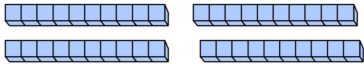
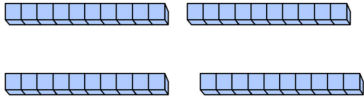
Day 4**Numbers, Operations and Relationships: Developing Number Sense**

Do at least ten similar mental calculations as noted on page 1.

Problem Solving in context to 99**Measurement: Time:** Days of the week, months of the year, birthdays on the calendar, weather chart.**Vocabulary:** smaller than/ less than; greater than; greatest to smallest**NOR: Compare tens and ones ; ordering. Patterns, Functions and Algebra: Number Patterns****Problem Solving**

- Lendle has 20 apples. Diana has 9 apples. Diana has _____ less than Lendle.
- There are 26 pets. Cats, dogs and fish. 8 are cats and 6 are fish. How many dogs are there?
- There are 3 plates. Each plate has 4 cupcakes. How many cupcakes are there altogether?

Comparing tens and ones.

Number	Tens	Ones
47		
49		

47 is 4 tens and 7 ones.

49 is 4 tens and 9 ones.

We look at the tens first.
Both number have 4 tens.



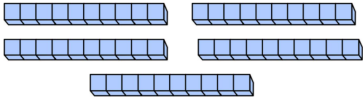
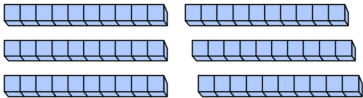
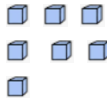
47 is 2 less than 49.

47 is **smaller** than 49.

$$49 - 5 = 64$$

Since both tens are the same, let's compare the ones.
4 ones is smaller than 9 ones.

**Ordering.**☐ Which number is the greatest?☐ Which number is the smallest?☐ Look at 29, 59, 67

Number	Tens	Ones
29		
59		
67		

29 is 2 tens and 9 ones.
 59 is 5 tens and 9 ones.
 67 is 6 tens and 7 ones.

We compare the tens first.



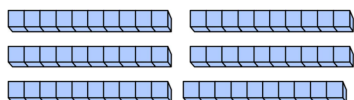
6 tens is the **greatest**.
 2 tens is the **smallest**.

67 is the **greatest** number.
 29 is the **smallest** number.

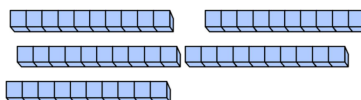
From the greatest to the smallest number, we have **67**, **59**, **29**.

1. Complete the following.

Set A



Set B

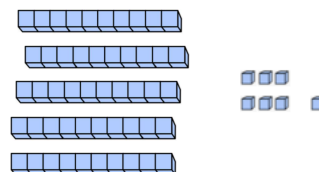
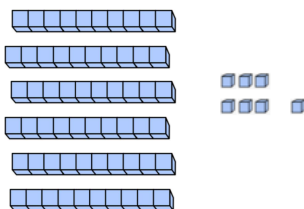


a) Set A has ____ cubes.

b) Set B has ____ cubes.

b) Set ____ has a greater number of cubes.

d) Set ____ has a smaller number of cubes.



a) Set A has ____ cubes.

b) Set B has ____ cubes.

c) Set C has ____ cubes.

d) Set ____ has the greatest number of cubes.

e) The number of cubes in Set A is equal to the number of cubes in Set ____

2. Arrange the three numbers below from the smallest to the greatest.

82

64

68

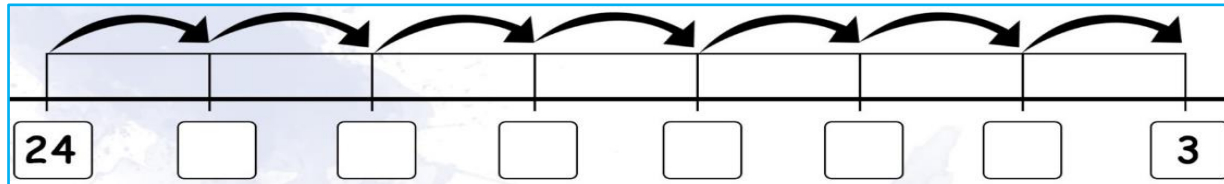
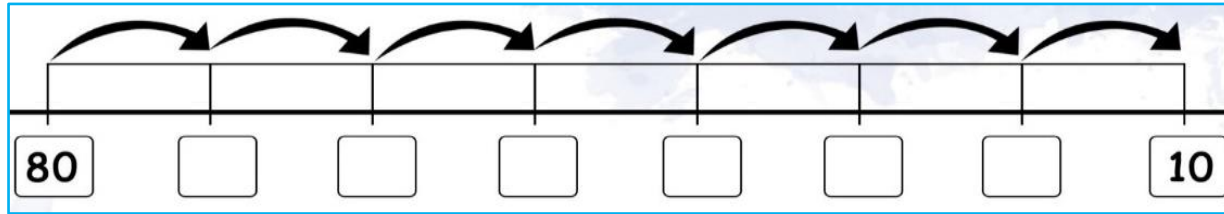
3. Arrange the three numbers below from the greatest to the smallest.

82

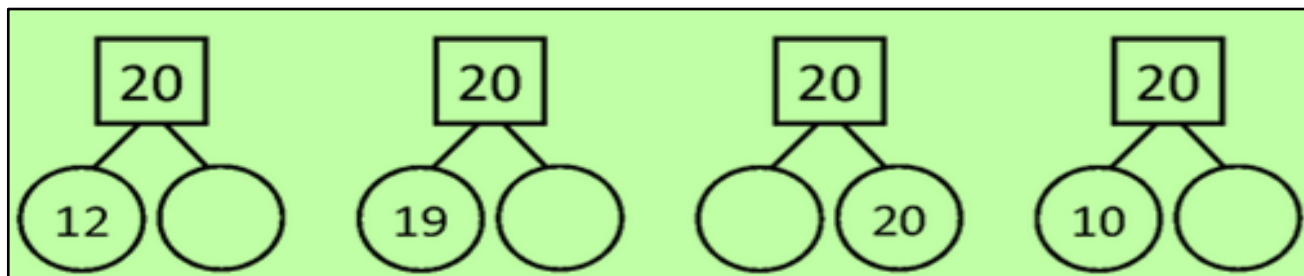
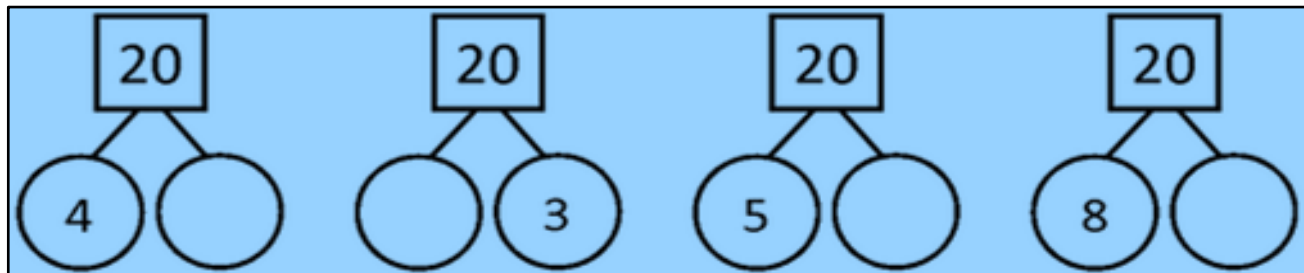
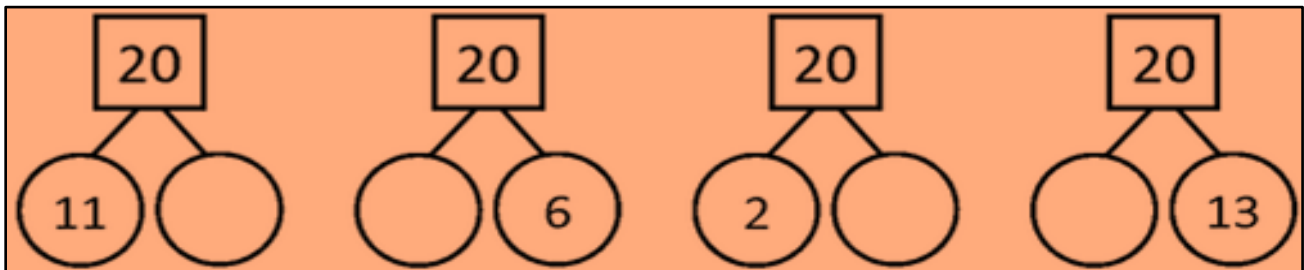
64

68

4. Complete the Number Patterns



5. Write the Subtraction sentences. Practise the bonds of 20



Day 5

Numbers, Operations and Relationships: Developing Number Sense

Do at least ten similar mental calculations as noted on page 1.

Problem Solving in context.

Measurement: Time: Days of the week, months of the year, birthdays on the calendar, weather chart.

Consolidation of NOR and Patterns, Functions and Algebra.

Revise work completed to make sure that the learners have a good understanding before you progress with teaching.

Repeat the word problems for Day 1-4. You may increase the numbers and change the words to suit the class context, e.g. note the number patterns completed on day 4 which you may change.

Written activities in classwork books.

Teacher must have 3 or 4 groups for Maths.

Each group must complete at least 2 written activities per day in their classwork/workbooks.

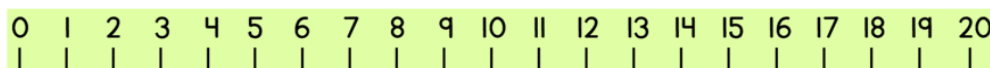
Work at remediating the gaps noted in the baseline assessment as recommended.

Ensure that the learners have mastered the basics so that further teaching will develop good number sense and fluidity in Maths.

Suggested written activities must be related to the work the learner is familiar with. The learner must work independently. See examples below to consolidate concepts revised and be sure to refer to the DBE workbook as well.

1. Practise: Numberline work: find the answer to the number sentences using the numberline.

- a) Complete the number sentences on the number line below and colour in the answer on the ten frames.
- $12 + 7 =$



○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

- b) $16 + 3 =$



○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

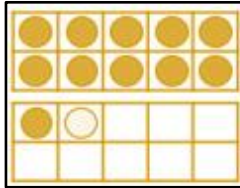
- c) $14 + 5 =$



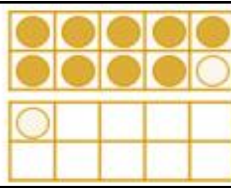
○	○	○	○	○
○	○	○	○	○

○	○	○	○	○
○	○	○	○	○

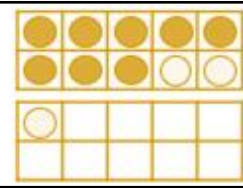
2. Complete the number patterns. Write all the number sentences.



$11 + 1 = 12$



$9 + _ = 11$



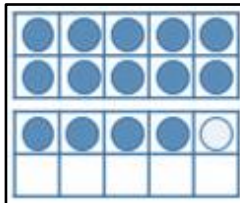
$8 + _ = 11$

Can you write the subtraction number sentence?

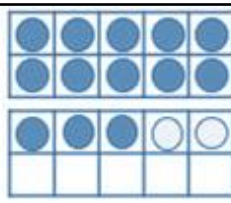
$12 - _ = _$

$11 - _ = _$

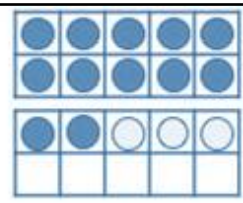
$11 - _ = _$



$14 + 1 = 15$



$13 + _ = 15$



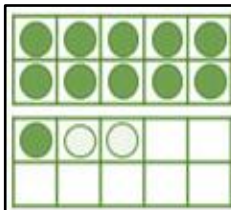
$12 + _ = 15$

Can you write the subtraction number sentence?

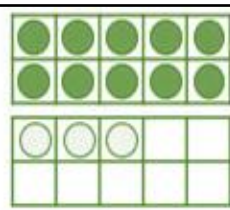
$15 - _ = _$

$15 - _ = _$

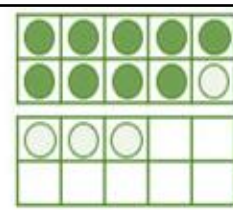
$15 - _ = _$



$11 + 2 = 13$



$10 + _ = 13$



$9 + _ = 13$

Can you write the subtraction number sentence

$13 - _ = _$

$13 - _ = _$

$13 - _ = _$

Teachers

The aim is to teach Maths for understanding and to develop the learner numerically. The onus is on the teacher to provide the opportunity for much practise, teach well and remediate the learning gaps. Be sure to document your findings and keep track of the learners progress at all times. Keep the parents updated and involved as well. Good relationships will build confidence, support and stimulate the child's love for learning.

Use the DBE Rainbow Workbook 1 for more practise activities on Pages 10-13.