

Foundation Phase

MATHEMATICS

LESSON PLANS

GRADE 3

TERM 1



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GGT2030
GROWING GAUTENG TOGETHER

GDE

Developed for the Gauteng Department of Education.

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These materials were developed through funding provided by
the FirstRand Empowerment Foundation.

How to use this mathematics lesson pack

Purpose

This lesson pack is intended to support Foundation Phase mathematics teachers to prepare and deliver quality lessons to their learners. Each Foundation Phase Mathematics teacher will receive a grade-specific lesson pack for each of the four school terms with a fully planned mathematics lesson for each day of the term.

Mathematics pack content

Each pack comprises the following:

1. **Contents page:** This provides details of the lesson number, lesson topic, a brief description of the topic content and links to the DBE Workbooks.
2. **Term plan:** This provides an overview of key lesson and assessment activities.
3. **Lesson plan outline:** This provides an overview of the structure of each lesson plan, setting out the sequence in which content and activities are presented in each lesson.
4. **Lesson plans:** Forty eight mathematics lesson plans have been developed for each Foundation Phase grade, for each term. Note: The first 8 lessons plans (lessons 1 - 8) are contained in the *Orientation Pack* provided in a separate pack for use during the first 8 days of Term One. The rest of the lesson plans are contained in *this* pack. Lesson plan numbering follows on directly from the *Orientation Pack* starting with Lesson Plan 9 and going through to Lesson Plan 48.
5. **Learner's materials:** The learner's materials comprise three components: Mental mathematics, classwork activities and assessment activities. These components have all been extracted from the lesson plans and repeated at the end of each pack for easy reference and photo stating purposes.

Using the lesson plans

Each lesson has been carefully designed to align with the CAPS requirement. The lesson plans also integrate the activities contained in the DBE Mathematics Workbooks.

Sequence adherence

The content in each lesson has been carefully sequenced, it is therefore important that lessons are not skipped. Should you miss a mathematics lesson for any reason, continue the next day from where you last left off, do not skip a lesson. You may need to speed up the pace of delivery to catch up the lesson schedule. To do this you may need to cut some of routine activities like mental maths or homework reflection until you are up to speed again.

Lesson preparation: Key steps

The lesson plans provide a detailed lesson design for you to follow however, to deliver the lessons successful, you must do the necessary preparation. This entails a number of key steps that range from ensuring that you have good understanding of the term focus through to checking the detailed preparation of resources that is needed for every lesson.

1. **Term focus:** Start by looking at the CAPS document and orientating yourself to the CAPS focus for the term e.g. Term One focus. It is important that you be clear about the focus as this will frame everything you do in mathematics during the term.
2. **Prepare resources:** The resources needed for each lesson are listed in each lesson plan. It is very important that you check what is required for each lesson ahead of time so that when the day

comes, you have all your resources ready for use. This includes sets of unifix blocks counters, beads, flard cards, number lines, number grids and numerous other object such as various sized balls, empty match boxes, old newspapers and magazines etc.

- If you do not have all the necessary resources readily available, see how best you can improvise e.g. get learners to collect bottle tops or small stones to be used for counting or make your own flard cards using pieces of card board and a marker pen.
 - Collect empty cooldrink cans, cereal boxes, washing powder boxes, plastic bottles etc. for the *shop activity* long in advance so that you have all the necessary goods to “stock your shop”.
 - If you have access to a computer/internet, use Google to search for and print out pictures that you may need to use as illustrations in your lessons.
 - Don’t get yourself into the position where you find out on the day that each learner needs 20 empty match boxes to build a tower and you have not prepared timeously – your lesson will not succeed.
3. **Photocopy classwork and homework activities:** When preparing your lessons, check the class work and homework activity requirements. In some instances you will need to write information or draw some diagrams on the board for the learners to copy and do as part of their classwork activities. But in many cases, you will need to photocopy the activities in the learners’ material pack and to give a copy to each learner to complete as part of the classwork activity during the lesson. The same applies to homework activities.
 4. **Lesson topic:** Think carefully about what it is that you will teach your learners in this lesson. Prepare a short introduction to the topic so that you can explain in simple terms to your learners what they will be required to do in the lesson.
 5. **Key words/vocabulary lists:** You will notice that the *key words* in each lesson have been listed in the lesson plan. These words are important as they are the language of mathematics that each learner needs to learn and understand in order to build a solid foundation and understanding of this subject. It is important to explain these words to your learners and practice using these words with your learners during the lesson. Key words will be translated in language of teaching and learning (LoLT) and these key words will be translated in vocabulary lists that will be provided for all teachers to use with their learners.
 6. **Concept development:** This is the heart of the lesson – you will use this time to explain new mathematics content and skills to your learners.
 7. **Remediation/enrichment activities:** These activities have been built into each lesson to be used as needed. As you reflect on the previous day’s lesson and /or homework, you will identify those learners that need some additional practice to consolidate their learning. While the rest of the class are busy working through the new class activities, spend some focussed time with those that need extra support and help them to work through the remediation activities. Those that successfully complete the daily class activities ahead of the rest of the class may be given the enrichment exercises to do.
 8. **Classwork activity:** This is an opportunity for learners to consolidate new concepts by doing classwork activities that provide them with the time to practice their problem solving skills.
 9. **Homework:** Allocate few minutes at the end of each lesson to discuss homework – make sure that learners understand what they have to do.
 10. **Lesson reflection:** Briefly jot down “*what worked well*” and “*what did not work so well*” in your lessons so that you have a record for the next lesson/next time you implement the same lesson again.

Page	Topic	Date	Lesson name	DBE	Date completed
1	Term Plan				
2	Lesson Plan Outline				
4	Assessment Schedule				
7	Record of Marks template				
*	Lesson 1		Number concept	Worksheet 3a (p 6) Worksheet 3b (p 8) Worksheet 9 (p 20)	
*	Lesson 2		Place value	Worksheet 4 (p 10)	
*	Lesson 3		Addition and subtraction	Worksheet 5 (p 12) Worksheet 8 (pgs 18 and 19) Worksheet 6 (pgs 14 and 15)	
*	Lesson 4		Repeated addition leading to multiplication	Worksheet 1 (p 2) Worksheet 2 (p 4)	
*	Lesson 5		Shapes and fractions	Worksheet 11 (pgs 24 and 25) Worksheet 7 (p 16)	
*	Lesson 6		3-D objects	Worksheet 12 (p 22)	
*	Lesson 7		Measurement	Worksheet 13 (p 28) Worksheet 14 (p 30) Worksheet 15 (pgs 32 and 33)	
*	Lesson 8		Data Handling	Worksheet 16 (pgs 34 and 35)	
8	Lesson 9		Numbers 0-99	-	
10	Lesson 10		Place value up to 99	Worksheet 18 (pgs 38 and 39)	
12	Lesson 11		Compare and order numbers up to 99	Worksheet 17 (pgs 36 and 37)	
14	Lesson 12		Numbers between a 100 to 200	Worksheet 33 (pgs 76 and 77)	
16	Lesson 13		Capacity/volume	Worksheet 14 (pgs 30 and 31)	
18	Lesson 14		Number 200 to 300	Worksheet 41 (pgs 96 and 97) Worksheet 81 (pgs 34)	
20	Lesson 15		Number 300 to 400	Worksheet 43 (pgs 100 and 101)	

Page	Topic	Date	Lesson name	DBE	Date completed
22	Lesson 16		Number 400 to 500	Worksheet 45 (pgs 104 and 105)	
24	Lesson 17		Tally tables	-	
26	Lesson 18		Bar graph and tables	Worksheet 22 (pgs 50 and 51)	
28	Lesson 19		Addition and subtraction up to 99	Worksheet 20b (Page 44 and 45)	
30	Lesson 20		Add up to 99	-	
32	Lesson 21		Addition up to 99 (Doubling)	Worksheet 61 (pgs 136 and 137)	
34	Lesson 22		Money	Worksheet 26 (pgs 60 and 61)	
36	Lesson 23		Tallies and tables	-	
38	Lesson 24		Fives (equivalent groups) and repeated addition	Worksheet 24 (p54 and 55)	
40	Lesson 25		Fives arrays	-	
42	Lesson 26		Fives - sharing and groups	Worksheet 30 (p 68 to p 70)	
44	Lesson 27		Number patterns in 5	Worksheet 29 question 1a (p 64)	
46	Lesson 28		Twos (equivalent groups) and repeated addition	Worksheet 25 (p56 to 59)	
48	Lesson 29		Twos arrays	-	
50	Lesson 30		Twos - sharing and groups	Worksheet 30 (p 68 to p 71)	
52	Lesson 31		Number patterns in 2	Worksheet 29 question 1b (p 66)	
54	Lesson 32		Threes (equivalent groups) and repeated addition	Worksheet 27 (p 62 and 63)	
56	Lesson 33		Threes arrays	-	
58	Lesson 34		Threes - sharing and groups	-	
60	Lesson 35		Number patterns in 3	Worksheet 29 question 1c (p 65)	
62	Lesson 36		Fours (equivalent groups) and repeated addition	Worksheet 28 (p 64 and 65)	
64	Lesson 37		Fours arrays	-	
66	Lesson 38		Introducing kilograms	Worksheet 15 (pgs 32 and 33) Revision	

Page	Topic	Date	Lesson name	DBE	Date completed
68	Lesson 39		Fours - sharing and groups	Worksheet 30 (p 68 to p 71)	
70	Lesson 40		Number patterns in 4	-	
72	Lesson 41		Calendars	-	
74	Lesson 42		Analogue time	Worksheet 32 (p 74 and 75)	
76	Lesson 43		Time	-	
78	Lesson 44		Sharing leading to fractions	Worksheet 7 (p 16 and 17) Revision	
80	Lesson 45		A fraction can be represented as a part of a set.	Worksheet 31 (p 73)	
82	Lesson 46		Fractions (fractions shapes)	Worksheet 31 (p 73)	
84	Lesson 47		Geometric patterns	-	
	Assessment				
86	Lesson 48		2-D shapes	Worksheet 11 (p 24 and 25) Revision	
	Revision		Revision	Revision	
	Revision		Revision	Revision	
88	Mental Maths Pack				
96	Classwork Activity Pack				
109	Homework Activity Pack				
#	Vocabulary List				

Term 1 plan

Week	Activities	Comment
	Orientation Lesson plans week 1	The orientation lesson plans give you an opportunity to assess baseline knowledge and skills of your learners. Make notes of your observations so that you can refer to them when you teach these concepts in the term.
	Orientation Lesson plans week 2	
	Lesson plans week 3	• Teach daily according to the plans, preparing well the day before you teach. • Go through the prior knowledge information given each day so that you can remediate learner errors and misconceptions. • Take note of the formal assessment requirements of the lesson and record the marks of the learners progressively through the term. • Ensure that learners complete the set classwork and homework activities every day.
	Lesson plans week 4	
	Lesson plans week 5	
	Lesson plans week 6	
	Lesson plans week 7 Assessment Task 1	
	Lesson plans week 8	
	Lesson plans week 9	
	Lesson plans week 10 Assessment Task 2	
	Revision End of Term	Use these 3 days to recap key maths ideas that your learners need to consolidate. Reflect on the learners' work this term to make your choices for revision topics.

NB: **Formal assessment** is called for on an **on-going basis** in the lesson plans. Each day, some marks for some learners will be recorded. (See **assessment schedule** for outline and rubrics to be used in assessing learners.)

Rules for formal written assessments:

Tell the learners that the rules below need to be followed:

1. You must do this task on your own. You may not copy.
2. You need to use your own pencil and eraser.
3. No talking until everybody has finished the task and handed in the work.
4. You may only start when you are told.

The **formal written assessments** are provided in the **assessment schedule**. They can either be written up on the chalkboard or photo-copied.

Lesson plan outline

*Each day, the lesson plans give all of the following information. In the plans, each section simply has a heading to indicate the start of a new section. You need to **read this outline** to find out more about each aspect of the lesson plans.*

Topic	Each lesson has a topic with specific detail about the day's lesson.
Curriculum knowledge	The CAPS topics for the lesson content are given directly under the lesson topic. This gives all of the content related to the day's lesson. Concepts and skills covered in the lesson are written out in full. The curriculum references can be located in the Term 1 expansion of content in the CAPS document.
Key words	A list of all mathematical terms used in the lesson is given here. This list has been compiled into a vocabulary list for the first term which is provided as a learner resource at the back of the lesson plan pack. The list will be translated into the LoLT of your school. You should make sure that learners refer to their vocabulary list and use the terms as often as possible so that they start to build up their mathematical language proficiency.
Prior Knowledge	The "prior knowledge" section gives information about content that learners should have learned in earlier grades that will be built on in this lesson. • You need to read through this section when you do your lesson preparation. • There is no time allocation to this part of the plan because it does not form part of the day's lesson. • Although this information does not form part of the day's lesson it may help you to assist learners who struggle to understand the content of the lesson because you can use it to help you diagnose learners needs in relation to content they do not yet know that may be preventing them from understanding today's lesson. • Remediation may be needed on prior knowledge that you notice is not properly in place.
Assessment	An indication of the assessment activity for the day is given here. • On-going formal assessment should be done virtually every day in your class. This means that you will record a mark for a few learners for a certain criterion from the curriculum. You need to decide how many learners to assess each day in order to assess all learners in the time allocated to each assessment. • Rubrics to be used to guide you in giving ratings for formal assessments are given in the assessment schedule. • A guide for recording your term marks is given in the assessment schedule. Each of the two assessment tasks for the term has been broken up into several smaller assessment activities.
Mental Maths – 15 minutes	This is the first activity of the lesson. As indicated we recommend that you take 15 minutes to go through the mental maths. There are two parts to the mental maths you should let your learners do, a counting activity and some mental maths questions. • The memo for the mental maths is given in the lesson plans. The answers are given in the answer column. There is a mental maths pack at the end of the lesson plans set, which you can use if you wish to photocopy these activities for your learners.

Homework – 15 minutes	This is the second activity for the lesson. We recommend that you take 15 minutes to remediate and correct previous day's homework. Read out answers to all of the homework questions. Learners/peers mark the work. Choose one or two activities that you realise were problematic to work through in full with the whole class. In this part of the lesson you may also reflect on the previous day's work.
Lesson Content – Concept Development – 30 minutes	The “lesson content – concept development” section of the lesson plans gives information on the content that you will teach in this day's lesson. • Worked examples are given that you can go through with your class. • There are also suggested explanations that you can use. • You need to work through this part of the lesson plan fully when you prepare to teach this lesson. You need to make sure that you understand all of the mathematics that you will teach and that you can explain it fully and well to your class. • We recommend that you should actively teach your class for 30 minutes – going through examples interactively with your learners. • Wrap up the lesson each day by giving the learners the answers to the classwork, and then give them the homework activity to do at home.
Remediation/ Enrichment	Activities that you can use for extended opportunities are given in this section of the lesson plans. You need to decide, based on your observation of the learners while you are teaching the lesson content whether to use this content and with which learners.
Classwork Activity – 25 minutes	The “Classwork Activity” section gives a set of activities on the day's content that you can set for your class after you have taught them the content for the day. • Learners do most of the activities in their maths books (an exercise book for learner maths writing activities). • You should allow the learners opportunities to do these activities alone, in pairs and in groups. You will work through some of the activities with the whole class. Learners should experience working alone as well as with their peers. • We recommend that you allocate 25 minutes to the classwork activity. There is a Classwork activity pack at the end of the lesson plans set. The pack presents the classwork activities for every day, with several days per page, so that learners can cut out the classwork activity and paste it into their exercise books. Learners will have to write their working as they do the classwork activities on a daily basis. This will help promote learner's writing.
Homework Activity – 5 minutes	The “Homework Activity” section gives a set of activities on the day's content that you can set for your class to do for homework, to consolidate the maths that you have taught them today. This will also promote learner writing and development of their mathematical knowledge. We have allocated 5 minutes to give you time to tell the learners about the homework each day There is a homework pack at the end of the lesson plans set. The pack presents the homework activities for each day, with several days per page, so that learners can cut out the homework each day and paste it into their exercise books.
Reflection	Each day there is a small block in which you should note your thoughts about the day's lesson. You will use these notes as you plan and prepare for your teaching.

Assessment Grade 3**Assessment Task 1****Activity 1 and 2: Oral**

- Number, operations and relationships
- Observation
- Note that you will not be able to assess your learners in one day, so you should expect to assess learners over time. You can do this as a fun activity so the counting does not become to repetitive.

Activity 1: Count objects to 200 in groups. Observation criteria • Cannot count objects 1 • Count objects one by one 2-3 • Count objects in groups with some support 4-5 • Count objects in groups 6-7	Activity 2: Count forwards and backwards in ones, fives and twos between 0 and 200. Observation criteria • Cannot count 1 • Verbally counts forwards 2-3 • Verbally counts forwards and backwards with some support 4-5 • Verbally counts forwards and backwards 6-7
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Activity 3: Practical

- Measurement and Space and Shape

Observation checklist	✓ or x	
Activity 3: Measurement and capacity (Lesson 13)		
Order and compare the capacity of containers.		1 correct 1
Describe the capacity of the container e.g. the bottle has a capacity of four cups.		2 correct 2-3
Use length language to talk about the comparison, e.g. full and empty.		3 correct 4-5
Ability to record measurements taken.		4 correct 6-7

Activity 4, 5 and 6: Written

- Number and Patterns

Activity 4: Number (Lesson 22) Problem solving: Money Mark classwork and homework activity. Observation criteria Classwork activity: 5 marks Homework activity: 2 marks	Activity 5: Data (Lesson 23) Tallies and tables Mark classwork and homework activity. Observation criteria Classroom activity Question1: 4 marks Question 2: 3 marks	Activity 6: Multiplication (Lesson 28) Repeated addition leading to multiplication. Multiply numbers 1 to 10 by 2. Mark classwork and homework activity. Observation criteria Question 1: 1 mark Question 2: 1 mark Question 3: DBE workbook - Question 3: 1 mark - Question 4: 1 mark - Question5: 3 marks
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Assessment Task 2**Activity 1 and 2: Oral**

- Number, operations and relationships
- Observation
- Note that you will not be able to assess your learners in one day, so you should expect to assess learners over time. You can do this as a fun activity so the counting does not become to repetitive.

Activity 1: Count objects to 200 in groups.	Activity 2: Count forwards and backwards in threes and fours between 0 and 100.
Observation criteria • Cannot count objects 1 • Count objects one by one 2-3 • Count objects in groups with some support 4-5 • Count objects in groups 6-7	Observation criteria • Cannot count 1 • Verbally counts forwards 2-3 • Verbally counts forwards and backwards with some support 4-5 • Verbally counts forwards and backwards 6-7

Activity 3: Practical

- Data handling

Observation checklist	✓ or x	
Activity 3: Measurement and mass (Lesson 38)		
Order and compare the mass of packaged – in kilograms.		1 correct 1
State the unit when giving the mass.		2 correct 2-3
Use length language to talk about the comparison, e.g. more than 1kg or less than 1kg.		3 correct 4-5
Ability to record measurement.		4 correct 6-7

Activity 4: Written

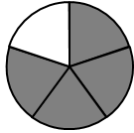
- Number, operations and relationships and Patterns, functions and algebra
- Test – out of 15 marks

1. 4 groups of 2 = ____ (8) Write it as a multiplication number sentence and calculate it. _____ ($4 \times 2 = \square \rightarrow 4 \times 2 = 8$)	(3 marks)
2. Order from the biggest to the smallest : 118, 124, 120, 122 (124, 122, 120, 118)	(1 mark)
3. Share 35 sweets equally between five children. How sweets will each get? (7) (1 mark for the number sentence and 1 mark for the answer)	(2 marks)
4. Extend the patterns:	
a. 102, 104, 106 _____, _____, _____ (108, 110, 112)	
b. 112, 115, 118, _____, _____, _____ (121, 124, 127)	
c. 116, 114, 112, _____, _____, _____ (110, 108, 106)	
d. 6, 11, 16, _____, _____, _____ (21, 26, 31, 36)	(4 marks)
5. What will the next pattern be?	
a.  _____	()

b.  _____ ()
(2 marks)

6. One quarter of 8 counters are _____ (2) (1 mark)

7. What fraction is shaded and what is not?



Shaded: _____ (1 fifth) Not shaded: _____ (4 fifths) (2 marks)

Term 1: Grade 2 Assessment Recording Sheet

Learner Name	Surname	Assessment Task 1		Task Level	Assessment task 2				Task Level	Term Level				
		Activities							Activities					
		1	2	3	4	5	6		1	2	3	4		
		Oral	Oral	Practical/ Written (Lesson 13)	Written (Lesson 22)	Written (Lesson 23)	Written (Lesson 28)		Oral	Oral	Practical (Lesson 38)	Written		

Date:

Lesson Topic: Numbers 0 – 99

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.3 Number symbols and number names and 1.6 Problem-solving techniques

Concepts and skills for today

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Order a given set of selected numbers. Range 99. (Mental Mathematics)
- Count forwards and backwards in ones to 99. (Counting)
- Recognise, identify, read and write numbers symbols 0-99.
- Recognise, identify, read and write numbers names 0-99.

Key words: Number symbols and number names

Prior knowledge

In this lesson we will revise what learners did in Grade 2. Learners have already learnt to:

- Count to at least 200 objects reliably.
- Recognise, identify, read and write numbers symbols 0-200.
- Recognise, identify, read and write numbers names 0-100.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths 15 minutes**Counting - 5 minutes**

Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.

- Count forwards in 1's from any number between 0 and 50.
- Count backwards in 1's from any number between 50 to 0.

Mental maths activity - 10 minutes

Write down the numbers from the smallest to the greatest

		Answer			Answer
1.	8,5,9	5,8,9	6.	39, 9, 29	9, 29, 39
2.	14,11,15	11,14,15	7.	34, 43, 33	33, 34, 43
3.	21, 19, 23	19,21,23	8.	29, 11, 37	11, 29, 47
4.	14, 10, 50	10, 14, 15	9.	50, 38, 47	38, 47, 50
5.	24, 42, 41	24, 41, 42	10.	24, 31, 9	9, 24, 31

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Old paper cut into approximately 10 cm x 4cm pieces, number/flard cards, base ten blocks

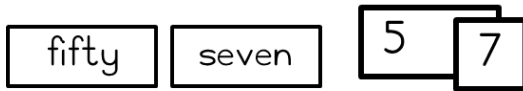
Activity 1

Small group work- learners work in pairs.

- Call out number names for digits '0' – '9' randomly and ask learners to point to the correct symbols.
- Learners then write the number words 'zero'-'nine' on the pieces of paper.
- Call out number names for the tens- '10-90'randomly and ask learners to point to the correct symbols.
- Learners then write the number words 'ten-ninety' on the pieces of paper.
- Call out number names for the teen numbers '11 – 19'randomly and ask learners to point to the correct symbols.

Date:

- Ask pairs to show the number ‘fifty seven’ with the labels they made.
- Place the correct flard cards next to the symbol.



Do the same with the other numbers, e.g. eighty nine, twenty six, seventy seven, seventy, forty, fourteen etc.

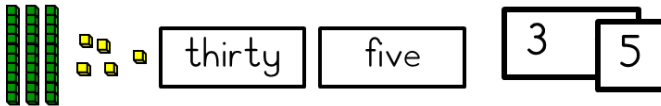
Make sure that you use the ‘ten’ numbers together with the ‘teen’ numbers and look out for children who confuse these.

Remediation/enrichment

Remediation

For children who confuse the tens and the teens begin by revising the teens thoroughly before proceeding with the tens.

Use base ten blocks and unit blocks and flard cards to make teens and tens. E.g.



Enrichment

Write number names for the numbers that are two more than 17, 40, 48, 69

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

Do question 1 and 6 on the board with the learners. Learners then do questions 1– 5 in their maths books.

1. Write the following numbers in words.

46	(forty six)
18	(eighteen)
50	(fifty)
37	(thirty seven)
73	(seventy three)

2. Write the words in numbers.

fifteen	(15)
ninety one	(91)
sixty six	(66)

5. Homework activity – 5 minutes

Learners do the following activity in their maths books as homework.

- Write the following numbers in words.
39(thirty nine)
11 (eleven)
- Write the words in numbers.
Sixty eight (68)

6. Reflection on lesson

Date:

Lesson Topic: Place value up to 99**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.5 Place value and 1.6 Problem-solving techniques**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Counts forwards and backwards in ones to 99. (Counting)
- Compare numbers to 100 and say which is 1, 2, 3, 4, 5 and 10 more or less. (Mental Maths)
- Recognise the place value of numbers to 99.

Key words: Place value, digit and number**Prior knowledge**

- In grade 2 learners learnt to build up and break numbers up to 99. In this lesson we will recap this.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 1's from any number between 49 and 100.
- Count backwards in 1's from. any number between 100 and 49.

Mental maths activity - 10 minutes

Which is the bigger number?

		Answer			Answer
1.	34 or 43	43	6.	67 or 76	76
2.	27 or 72	72	7.	81 or 18	81
3.	44 or 55	55	8.	69 or 96	96
4.	53 or 35	53	9.	85 or 58	85
5.	24 or 42	42	10.	56 or 65	65

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Number/flard cards, **DBE Workbook**, base ten blocks (Remediation only).**Activity 1**

Small group work

- In this lesson you will revise building up and breaking down of numbers up to 99 into tens and units and identification of the value of the digits in two digit numbers.
- Place flard cards (tens and units only) on the learners' desks. Ask the learners to show you 43. Ask the learners to show you 53. Ask the learners what they did to change the 43 into 53 and why. (Possible answer: I swopped the 40 card for a 50 card because I know that 40 is ten less than 50).

Activity 2

Revise breaking down of numbers:

- $53 = 5 \text{ tens and } 3 \text{ units}$

Date:

- $70 = 7 \text{ tens and } 3 \text{ units}$
- $514 = 5 \text{ hundreds and } 1 \text{ ten and } 4 \text{ units}$

Activity 3

Write 72 on the board and ask:

- What does the 7 represent? (7 tens or 70)
- What does the 2 represent? (2 units or 2)
- Do the same with 60, 416, 718

Activity 4

Now ask the learners what number the following will give you:

- 8 tens and 3 units (83)
- 6 tens and 1 unit (61)
- 10 tens and 3 units (133)

Remediation/enrichment

Remediation: For children who struggle with this area of work, do more revision with concrete apparatus. Ask learners to show the following numbers with their base ten blocks: 14, 26, 63, 7 and 99.

Enrichment: Problem solving.

I am thinking about an even number. It has three digits. The number is less than 300. The tens digit is 0. The units digit is an even number, and the hundreds digit is 2. Write down all the numbers I could be thinking about (200, 202, 204, 206, 208).

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

Do question 1 and 3 orally with your learners. Learners do question 1 – 4 in their maths books and question 5 in their **DBE Workbook**.

1. $20 + 6 = \underline{\quad}$ (26) – add on
2. $19 = \underline{\quad} + 9$ (10)
3. Write as tens and units: $45 = \underline{\quad} + \underline{\quad}$
 $45 = \underline{\quad} \text{ tens} + \underline{\quad} \text{ units}$
 $5 \text{ units} + 3 \text{ tens} = \underline{\quad}$
 $3 \text{ tens} + 0 \text{ units} = \underline{\quad}$
 $0 \text{ tens} + 8 \text{ units} = \underline{\quad}$
4. What is the value of the underlined digit:
 - $\underline{7}5 = \underline{\quad} \text{ tens} = 70$ (7)
 - $3\underline{4} = \underline{\quad} \text{ units} = \underline{\quad}$ (4)
5. Complete **DBE Workbook 2 Worksheet 18** (page 38 and 39).

5. Homework activity – 5 minutes

Learners do the following activity in their maths books.

1. Write as tens and units: $92 = \underline{\quad} + \underline{\quad}$ (90 + 2)
2. What is the value of the underlined digit: $\underline{8}5$ (8 tens or 80)

6. Reflection on lesson

Date:

Lesson Topic: Compare and order numbers up to 99

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.4 Describe, compare and order numbers and 1.6 problem-solving techniques

Concepts and skills for today

- Group at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in ones up to 100 (Counting)
- Describe and compare whole numbers up to 99 using smaller than, greater than, more than, less than and is equal to.
- Describe and order whole numbers up to 99 from smallest to greatest, and greatest to smallest.

Key words: Smaller than, greater than, more than, less than, equal, comparing, ordering

Prior knowledge

In grade 2 we have:

- Compared whole numbers up to 99 using smaller than, greater than, more than, less than and is equal to.
- Ordered whole numbers from 0 to 99 from smallest to greatest, and greatest to smallest.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learner's ability to count reliably to at least 200 everyday objects.
- Count forwards in 1s from any number between 10 and 56.
- Count backwards in 1s from. any number between 56 and 10

Mental maths activity - 10 minutes

Which number is one more than...?

		Answer			Answer
1.	16	17	6.	33	34
2.	25	26	7.	78	79
3.	45	46	8.	91	92
4.	66	67	9.	89	90
5.	49	50	10.	100	101

2. Homework/Corrections – 15 minutes

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

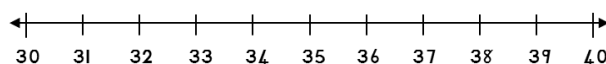
3. Lesson content – concept development – 30 minutes

Resources: DBE Workbook, base ten blocks (remediation only), blank 100 grid

Previously learners revised place value up to 99. In this lesson learners will revise comparing and ordering numbers up to 99.

Activity 1

Draw a number line from 30, 31, 32, ... 40 on the board.



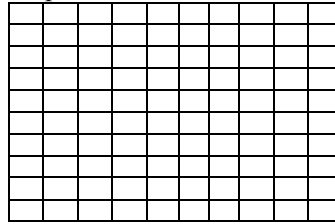
Circle number **34**. Ask the learners to read the number. Ask them then to give you a number that is:

Date:

- Smaller than **34** (Possible answer: 33) and then a number that is bigger than **34** (Possible answer: 35).
- Are those the only two answers? (No, 30, 31 and 32 are smaller than **34** and 36, 37, 38, 39 and 40 are greater than **34**)
- Cover the number line. Write 30 to 40 randomly on the board. Ask the learners to first give you the numbers from the smallest to the greatest (Uncover the number line for learners to check their answers). Then do the same from the greatest to the smallest.

Activity 2

Write 42 and 24 on the board. Ask children to place these numbers on a blank grid.



Ask the learners how they decided on where to put the numbers (their explanations must describe the values of the tens digits and the units digits).

Do the same with 71 and 17, 38 and 83, 45 and 54.

Remediation/enrichment

Remediation: Give learners base ten blocks. Ask them to show you 39 and then 36. Ask them which group is smaller. (Possible answer: 36 blocks, the learner says, because this group has fewer ones/units than that group).

Do the same with the numbers that follow by asking which numbers are bigger or which numbers are smaller

39 and 59

34 and 43

19 and 91

Enrichment: Give five two-digit numbers between 62 and 89. In each number the tens digit must be less than the units digit (67, 68, 69, 78, 79).

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

Do questions 1 and 3 orally with your learners and then ask them to do questions 1 to 5 in their maths books. Those learners that complete their should do the DBE workbook activity.

1. Write the numbers from the smallest to the greatest: 34, 37, 35, 36, 33 (33, 34, 35, 36, 37)
2. Which number is smaller? 92 or 29 (29)
3. Which number is greater? 28 or 82 (82)
4. Which answer is smaller? $30 + 4 = \underline{\quad}$ or $4 + 30 = \underline{\quad}$ (34) (*What do you notice?*)
5. Give two numbers greater than 167 but less than 175. (Any two numbers: 168, 169, 170, 171, 172, 173 and 174)
6. **DBE Workbook 2 Worksheet 17** (pgs 36 and 37).

5. Homework activity – 5 minutes

Learners do the following activity in their maths book.

1. Write the numbers from the greatest to the smallest: 62, 26, 2, 20, 6 (62, 26, 20, 2, 6)
2. Which number is smaller? 73 or 79 (73)
3. Which number is greater? 59 or 50 (59)
4. Which number is greater? 10 tens or 1 hundred (1 hundred)

6. Reflection on lesson

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Date:

Lesson Topic: Numbers between a 100 to 200**CAPS Topic:** 1.1 Count objects 1.2 Count forwards and backwards and 1.6 Problem-solving techniques**Concepts and skills for today**

- Group 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 1s from 0 to 100. (Counting)
- Use a number line to add numbers to 20. (Mental Mathematics)
- Recognise, identify, read and write number symbols from 100 to 200.
- Recognise, identify, read and write number names from 100 to 200.

Key words: number word/names and number symbols**Prior knowledge**

- Identify, recognise, read and write number symbols 0 to 200.
- Identify, recognise, read and write number names 0 to 100.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 1s from any number between 65 to 95.
- Count backwards in 1s from any number between 95 to 65.

Mental maths activity - 10 minutes

Which number is one more than...?

		Answer			Answer
1.	16	17	6.	33	34
2.	25	26	7.	78	79
3.	45	46	8.	91	92
4.	66	67	9.	89	90
5.	49	50	10.	69	70

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Number board (101-200) number/flard cards, old newspapers/ magazines, **DBE Workbook.**

In the previous lesson the learners worked up to 99. In this lesson learners will work with numbers 100 to 200.

Activity 1

Learners work in groups of 2 or 3. Place a number board on each groups' table.

- Ask the learners to count from: 101 to 110, 116 to 124, 129 to 135, 146 to 156 and 189 to 199.
- Ask learners to put a green counter on number 144, then a blue counter on 104, and a red counter on 141. Take note if learners recognise the number symbols.

Date:

- Do the same with 171, 117, 170, 107 and 177 using a different colour for each number. (This helps with checking).

Activity 2

- Write the following number symbols and names randomly on the board. 161, 114, 175, 137, 149, one hundred and sixty one, one hundred and fourteen, one hundred and seventy five, one hundred and thirty seven and one hundred and forty nine.
- Ask the learners to match the number symbols with the number names.
- Ask each learner to show the number using their number/flard cards.

Note: Give those learners who struggle with 114 support because it is read/written as hundreds, units and tens and not like 126 where it is read/written as hundreds, tens and units.

Remediation/enrichment

Remediation: Prepare a handout for each child with the numbers 113, 114, 115...119 and 130,140, 150...190 written randomly on the page. Call these numbers out in no particular order and children point to the relevant number. Then point to the numbers on the board and get children to read the numbers. Ask them to write down what they have read.

Enrichment: Ask the learners to find five numbers between 100 and 200 in a newspaper or magazine. Arrange these numbers in order from smallest to biggest. Write the numbers down in their maths books and then to write the number name next to it.

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

Learners do the following in their maths books and complete the **DBE Worksheet**.

1. Write 126 in words. (One hundred and twenty six)
2. Write the following numbers in number symbols *one hundred and eight* as a number. (108)
3. One hundred and eighteen (118)
4. One hundred and eleven (111)
5. Write the number between 178 and 180 in words. (one hundred and seventy nine)
6. Write the number that is one more than 199 in words. (200)
7. Write the number that is one less than 100 in words. (ninety nine)
8. **DBE Workbook 1Worksheet 33** (page 76 and 77) questions 1 to 3.

5. Homework activity – 5 minutes

Learners do the following in their maths books.

- Write in words.
145 (One hundred and forty five)
106 (one hundred and six)
- Write as a number
One hundred and fifty four (154)
One hundred and twelve (112)
One hundred and one (101)

Note: Remind learners to bring a spoon and two plastic cups (different sizes) from home for tomorrow's lesson.

6. Reflection on lesson

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Date:

Lesson Topic: Capacity/Volume**CAPS Topic:** 1.1 Count objects 1.2 Count forwards and backwards 1.6 Problem-solving techniques and 4.4 Capacity / Volume**Concepts and skills for today**

- Count forwards and backwards in 1s from 0 to 100. (Counting)
- Use a number line to add numbers to 20. (Mental Mathematics)
- Estimate and measure, compare and order the capacity of containers by using non-standard measures e.g. spoons and cups
- Describe the capacity of the container by counting and stating how many of the informal units it takes to fill the container e.g. the bottle has a capacity of four cups

Key words: capacity and volume, compare and order, unit, sequence, record, estimateRemember: '*Capacity*' refers to how much a container (e.g. an ice-cream container) can hold when it is full. '*Volume*' refers to how much space something (e.g. ice-cream) occupies in the container.**Prior knowledge**

- Reading product labels with capacity written on them to sequence products according to capacity.
- Reading markings on jugs where the volume is near to a 1litre or 2 litre gradation line.

Assessment

Formal Task 1 Activity 3. Measurement and capacity.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 10s from any number between 0 and 100 e.g. 2, 12, 22,...
- Count backwards in 10s from any number between 0 and 100.

Mental maths activity - 10 minutes

Use a number line to add the following:

		Answer			Answer
1.	$11 + 2 =$	13	6.	$11 + 4 =$	15
2.	$15 + 1 =$	16	7.	$16 + 4 =$	20
3.	$9 + 3 =$	12	8.	$13 + 3 =$	16
4.	$19 + 1 =$	20	9.	$12 + 4 =$	16
5.	$14 + 3 =$	17	10.	$10 + 10 =$	20

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes.**Resources:** Spoons, clear/see-through cups (2 cups for each group and an extra set for the teacher for demonstration). Various other containers e.g. jugs, 1,2, & 3 litre plastic bottles, margarine containers.

In this lesson learners will do a practical activity which focuses on capacity

Activity 1

Work in small groups (pairs or fours). (Draw the table below on the board for this lesson.)

- Ask the learners to put their apparatus for measuring (spoons, cups, etc) together and show them how to label their containers by numbering them.
- Demonstrate how you measure five spoons of sand into your see-through cup.

- Then ask the learners to measure ten spoons of sand into one of the see-through cups. Ask them to keep this cup with sand aside to use as a point of reference for their follow up estimation and measuring activities.
- Now ask learners to estimate how many spoons of sand they think will fill the second see-through cup. Tell learners to first look at and think about how much 10 spoons of sand looks like before they estimate.
- They record this information in the table below in the “I estimate” column.

Container numbers	How many spoons fill		
	I estimate	I measure	How close was I?
1 (e.g. see-through cup)			
2 (e.g. yellow mug)			
3 (e.g. margarine tub)			
?			

- Thereafter learners fill the empty cup with sand with their spoons and record the actual number of spoons of sand that filled the cup in the appropriate column in the table. Finally calculate how far off they were.
- Continue with each container, estimating, recording, measuring, recording, and calculating how close they were for each of the containers used. Remind children to use their ‘point of reference’ cup for every estimation. The table must be completed horizontally one row at a time.

Note: There is no correct answer in an estimation activity. The important point is that children should improve their estimation skills as they go along and children’s confidence in measuring should be developed through encouragement.

Ensure that every child gets a turn and listen carefully to the group discussions as this will be your assessment of their learning.

Remediation/enrichment

Remediation: Help children who are struggling to improve their skills to use their ‘point of reference’ containers more effectively. Also use smaller containers with less variation in size. Children must also use what they already know to solve a new problem e.g. the correct measurement of a container measured previously in the step.

Enrichment: Ask learners to estimate and measure how many cups of water they need to fill 2 l, 3 l, 4 l and 5 l bottles. Ask them what they observe?

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

Help learners to divide a page in their maths books into four equal parts. Ask the learners to draw a 1 litre bottle in each block. Ask the learners to draw a cup next to the first bottle, two cups next to the second bottle, three cups next to the third bottle and four cups next to the fourth bottle. Ask them to draw up to where they think the cups will fill each bottle.

5. Homework activity – 5 minutes

Learners will take DBE Workbooks home. Make sure that you tell learners how important it is to look after their books and to bring them back to school the next day. Complete **DBE Workbook Worksheet 14** (page 31).

6. Reflection on lesson

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Date:

Lesson Topic: Number 200 to 300**CAPS Topic** 1.1 Count objects, 1.2 Count forwards and backwards and 1.6 Problem-solving techniques**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 1s from 0 to 100. (Counting)
- Use a number line to add numbers to 20. (Mental Mathematics)
- Recognise, identify, read and write number symbols from 200 to 300.
- Recognise, identify, read and write number names from 200 to 300.

Key words: Number symbols, number names and digit, backwards, forwards, greatest, smallest**Prior knowledge**

In previous lessons learners learnt how to:

- Recognise, identify, read and write number symbols up to 200
- Recognise, identify, read and write number names up to 200

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learner's ability to count reliably to at least 200 everyday objects.
- Count forwards in 10s from any number between 100 and 200
e.g. 120, 130, 140..... and 121, 131, 141...
- Count backwards in 10s from any number between 100 and 200.

Mental maths activity - 10 minutes

Write down next numbers in order from the greatest to the smallest

		Answer			Answer
1.	8,5,9	9,8,5	6.	134,136,135	136,135,134
2.	14,11,15	15,14,11	7.	156,158,157	158,157,156
3.	21, 19, 23	23,21,19	8.	134,143,123	143,134,123
4.	12,14,10	14,12,10	9.	179,199,189	199,189,179
5.	67, 50, 82	20,17,12	10.	129,130,131	131,130,129

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Number cards 200-300, number/flard cards, base ten blocks (optional), maths book, **DBE Workbooks**, dice for DBE workbook 1 activity**Activity 1**

Learners work in groups of 4.

- Place 8 to 10 number cards randomly on each groups' table. Ask the learners:
Which group has number 245? (be careful to say the number correctly and not say two forty five) Lift up the card to show the class. Ask the rest of the class if the card is correct. How do they know? Can anybody write the number name on the board. Is this correct?

- Do the same with:
219, and 290
the number that is five more than 160,
just before 300,
ten less than 271,

Activity 3

- Write down a number between 200 and 300 that have:
6 as the units digit (various options e.g. 206, 266, 296)
no tens (various options e.g. 200, 201, 201,)
no units (various options e.g. 200, 210, 220,)

Remediation/ enrichment

Remediation: For learners who struggle to read three digit numbers use number/flard cards. Ask the learner to make the number e.g. *two hundred and sixty eight*. Expand the cards. Point to the hundred and ask learner to write two hundred, point to the tens and ask the learner to write it next to the hundreds, it will now say '*two hundred and sixty*', point to the units and ask the learner to write it next to the tens, it will now say '*two hundred and sixty eight*'. Ask the learner to read the number name. Use base ten blocks if necessary.

Enrichment: Ask the learners to find five numbers between 200 and 300 where the tens are always an even number. Write the numbers in words.

Choose one of the numbers and write a riddle about the number. The clues may not use any of the digits in the number but can use the words hundreds, tens and units.

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

Learners do the following in their maths books.

1. Write 274 in words. (Two hundred and seventy four)
2. Write two hundred and ninety two as a number. (292)
3. Write the number between 241 and 243 in words. (Two hundred and forty two)
4. Write the number that is one more than 215 in words. (Two hundred and sixteen)
5. Write the number that is one less than 297 in words. (Two hundred and ninety six)
6. Complete **DBE Workbook 1 Worksheet 41** (pgs 96-97)

5. Homework activity – 5 minutes

Learners do the following in their maths books.

- Write 208 in words. (Two hundred and eight)
- Write two hundred and sixty four as a number. (264)

6. Reflection on lesson

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Date:

Lesson Topic: Number 300 to 400**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards and 1.6 Problem-solving techniques**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 1s from 0 to 100. (Counting)
- Use a number line to add numbers to 20. (Mental Mathematics)
- Recognise, identify, read and write number symbols from 300 to 400.
- Recognise, identify, read and write number names from 300 to 400.

Key words: Number symbols, number names and digit**Prior knowledge**

In this lesson we will go beyond hundred. Earlier this term learners learnt how to:

- Recognise, identify, read and write number symbols up to 300.
- Recognise, identify, read and write number names up to 300.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 10's from any number between 100 and 300
e.g. 120, 130, 140..... and 121, 131, 141...,...
- Count backwards in 10's from any number between 100 and 300.

Mental maths activity - 10 minutes

Which number is bigger?

		Answer			Answer
1.	244 or 188	188	6.	278 or 287	287
2.	128 or 282	282	7.	198 or 189	198
3.	213 or 243	243	8.	117 or 171	171
4.	63 or 36	63	9.	230 or 213	230
5.	120 or 210	210	10.	107, 177 or 117	177

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Number cards with 300-400 written on them, number/flard cards, base ten blocks (optional), maths book, **DBE** Workbook.

In the previous lesson, learners learnt about number symbols and names you worked up to 300.

In this lesson learners will work with numbers from 300 to 400.

Activity 1

Learners work in groups of 4.

- Place 8 to 10 number cards randomly on each group's table. Ask the learners:
- *Which group has number 367?* (remember to say the number correctly- three hundred and sixty seven)
- Ask the learner to lift up the card. Ask the rest of the class if the card is correct. How do they know? Can anybody write the number name on the board. Is this correct?

Activity 2

- Write the following number symbols and names randomly on the board.
- 309, 311, 319, 343, 367, three hundred and nine, three hundred and eleven, three hundred and nine teen, three hundred and forty three and three hundred and sixty seven.
- Ask the learners to match the number symbols with the number names.
- Then ask the learners to show the number using their number/flard cards. Ask the learners to read the number and as they read the number point to the number name on the board.

Remediation/ enrichment:

Remediation: For learners support who struggled with recognising/reading 309, 311 and 319 use flard cards to make the numbers up first and then reading the numbers that they made up.

Enrichment: Ask the learners to write 245 in words. Ask the learners to explain to a friend what will you do to make it 345. Write 345 in words. How do the two words differ?

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

Learners do the following in their maths books.

1. Write 395 in words. (Three hundred and ninety five)
2. Write three hundred and eleven as a number. (311)
3. Write the number between 387 and 389 in words. (Three hundred and eighty eight)
4. Write the number that is one more than 399 in words. (Four hundred)
5. Write the number that is twenty less than 310 in words. (two hundred and ninety)
6. Write the number that is one less than 454 in words. (Four hundred and fifty three)

Write down a number between 300 and 400 that has

7. 8 as the units digit (various options eg. 308, 398, 378)
8. No tens (various options eg. 304, 307)
9. Units at end with an even number (various options eg. 398, 344, 370)
10. Complete **DBE Workbook Worksheet 43** (page 100 -01)

5. Homework activity – 5 minutes

Learners do the following in their maths books.

- Write 308 in words. (Three hundred and eight)
- Write three hundred and twelve as a number. (312)

6. Reflection on lesson

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Date:

Lesson Topic: Number 400 to 500**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards and 1.6 Problem-solving techniques**Concepts and skills for today**

- Count forwards and backwards in 1s from 0 to 100. (Counting)
- Use a number line to add numbers to 20. (Mental Mathematics)
- Recognise, identify, read and write number symbols from 400 to 500.
- Recognise, identify, read and write number names from 400 to 500.

Key words: Number symbols, number names and digit**Prior knowledge**

In this lesson we will go beyond hundred. Learners have already learnt how to:

- Recognise, identify, read and write number symbols from up to 400.
- Recognise, identify, read and write number names from up to 400.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learner's ability to count reliably to at least 200 everyday objects.
- Count forwards in 10s from any number between 100 and 400
e.g. 283, 293, 303, ...,
- Count backwards in 10s from any number between 400 and 100.

Mental maths activity - 10 minutes

Which number is eleven more than...?

		Answer			Answer
1.	51	61	6.	37	38
2.	43	54	7.	71	72
3.	77	88	8.	40	51
4.	63	74	9.	23	34
5.	48	59	10.	54	65

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes.**Resources:** Number cards 200-300, number cards with 400 to 500 written on them, number/flard cards, base ten blocks (optional), maths book, **DBE Workbook**.

In this lesson learners will work with numbers from 400 to 500

Activity 1

Learners work in groups of 4.

Place 8 to 10 cards on each group's table. Ask the learners:

- Which group has number 450? (remember to say the number correctly and in full).
- Ask the learner to lift up the card. Ask the rest of the class to say the number. Write the number in words on the board, four hundred and fifty, say the words as you speak.

Date:

Activity 2

Write the following number symbols and names randomly on the board:

- 495, 415, 405, 425, 435, four hundred and ninety five, four hundred and fifteen, four hundred and five, four hundred and twenty five and four hundred and thirty five.
- Ask the learners to match the number symbols with the number names. Ask each learner to show the number using their number/flard cards. Ask the learners to read the number and as they read the number point to the number name on the board.
- Is there a way to work out how we write the numbers from the smallest to the greatest? (First we look at the hundreds- all are the same so we next look at the tens. These are all different so we use the tens to help us to order the numbers.
- Write 495, 415, 425, 435, 416 on the board.
Ask the learners if there is a way to work out how we write the numbers from the smallest to the greatest? (First we look at the hundreds- all are the same so we next look at the tens. These are all different except for 415 and 416 which both have the same number of tens.).
Now how will we know which number is bigger from these two numbers?
(We have to look at the units. 416 has 6 units which is more units than 415 which only has 5 units. This means that 416 is more than 415.
Now sequence all the numbers, remembering that 416 is more than 415.

Remediation/enrichment

Remediation: For learners who struggle with this concept, allow them to use their base tens blocks. Comparison with concrete apparatus will clearly show the differences in quantities for each digit.

Enrichment: Find a page in a newspaper that has five 3-digit numbers that are less than 500. Write them in you maths books and write the number name next to each.

Solve this problem:

I am thinking about a number greater than 200. The digit 6 is in the tens place. What is the smallest number I could be thinking about? (Answer 260)

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

Learners do the following in their maths books.

1. Write 413 in words. (Four hundred and thirteen)
2. Write four hundred and fifty as a number. (450)
3. Write the even numbers between 440 and 450 in words. (442, 444, 446, 448)
4. Write the number that is one hundred more than 400 in words. (Five hundred)
5. Write the number that is one less than 500 in words. (Four hundred ninety nine)
6. Write the number that is ten less than 500 in words. (Four hundred ninety)
7. 3 hundreds, 5 tens and 6 units = ... (356)
8. Four units, 6 tens and 3 hundreds = ... (364)
9. 95 = ...hundreds,tens andunits. (0 hundreds, 9 tens and 5 units)
10. Complete **DBE Worksheet 45** (page 104 and 105)

5. Homework activity – 5 minutes

- Learners do the following in their maths books.
- Write 498 in words. (Four hundred and ninety eight)
- Write four hundred and sixty one as a number. (461)
- 5 units, 0 tens and 3 hundreds = (305)
- 35 =hundreds,tens andunits. (0 hundreds, 3 tens and 5 units)

6. Reflection on lesson

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Date:

Lesson Topic: Tally tables**CAPS Topic:** 5.5 Represent data**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 1s from 0 to 100. (Counting)
- Use a number line to add numbers to 20. (Mental Mathematics)
- Group to at least 200 objects to estimate and count reliably.
- Represent data in a table.
- Represent data in a graph

Key words: tally, tally table and frequency, column, estimate, table, record**Prior knowledge**

In Grade 2 learners learnt to:

Make individual pictographs with one-to-one correspondence from data provided in either picture form or tables.

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting in fives to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 20s from any number between 0 and 400 e.g. 0, 20, 40...
- Count backwards in 10s from any number between 400 and 100.

Mental maths activity - 10 minutes

	Double the number:	Answer		Half the number	Answer
1.	10	20	6.	14	7
2.	100	200	7.	140	70
3.	20	40	8.	12	6
4.	40	80	9.	120	60
5.	30	60	10.	400	200

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** n/a

In this lesson learners will focus on data handling.

Activity 1

This is a whole class activity

Ask the learners to think about their favourite colour.

Create a table on the board and make a tally mark as each child names his/her favourite colour.

Favourite colour	Tally	
Red	///	

Date:

Green	/	
-------	---	--

As you mark the children's choices on the table, show them how the 5th person's choice is shown by a cross over the 4 loose tally marks. Discuss why this approach is useful.

Favourite colour	Tally	
Red	### ##	
Green	### ### /	

After you have shown every child's favourite colour with a tally, let them help you to count the tallies. Show learners how we count in fives and ones.

This information is recorded in number symbols in the *frequency* column. Explain what frequency means.

Favourite colour	Tally	Frequency
Red	### ##	10
Green	### ### /	11
Yellow	///	4
Blue	###	5

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

Ask the children to draw a table below in their maths books.

Ask the children to write down the names of the favourite fruits of the children in the class e.g.

Favourite fruit	Tally	Frequency
naartjie		
apple		
banana		
grapes		
Etc.		

Collect data from the class and monitor that the children record the information accurately using tallies and then writing down the frequency of their choices.

5. Homework activity – 5 minutes

Learners are asked to find out the favourite colour of each person at their home and to draw a tally table that shows their findings in the maths books.

6. Reflection on lesson

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Date:

Lesson Topic: Bar graph and tables**CAPS Topic:** 5.5 Represent data**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 1s from 0 to 100. (Counting)
- Use a number line to add numbers to 20. (Mental Mathematics)
- Group to at least 200 objects to estimate and count reliably.
- Represent data in a table.
- Represent data in a graph

Key words: Bar graph, tally, tally table and frequency, horizontal, vertical, label**Prior knowledge**

In the previous lesson, learners:

Made tally tables to show data collected. .

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting in fives to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 20s from any number between 0 and 400 e.g. 0, 20, 40...
- Count backwards in 10s from any number between 400 and 100.

Mental maths activity - 10 minutes

Which number is eleven more than...?

		Answer			Answer
1.	54	65	6.	57	68
2.	47	558	7.	75	86
3.	27	38	8.	2	13
4.	44	55	9.	88	99
5.	28	38	10.	14	25

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources: DBE Workbook** In this lesson learners will focus on data handling.**Activity 1**

This is a whole class activity

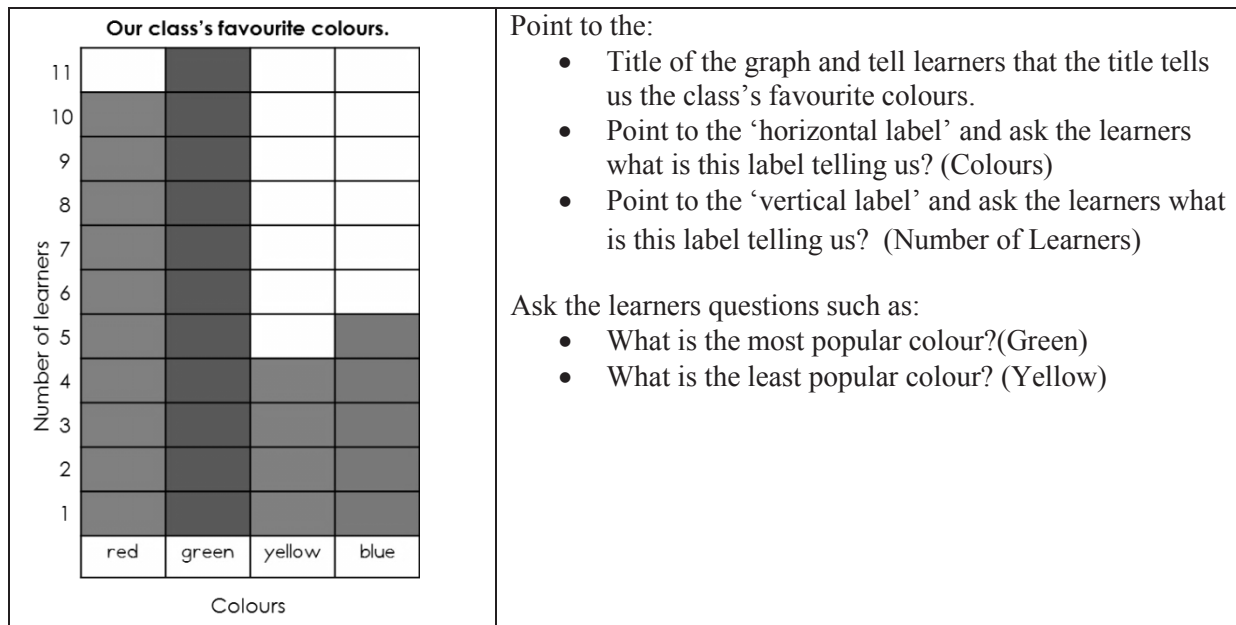
Draw the tally table (below) onto the chalk board. Ask learners what their favourite colours are.

Represent these on the tally table. Remind the learners how tallies are counted. Fill in the *frequency* on the table. Explain that the *frequency* is the total of tallies written in a number.

Favourite fruit	Tally	Frequency
Red	### ###	10
Green	### ### I	11
Yellow	///	4
Blue	###	5

Date:

Show the learners how to draw a bar graph using the table. Show learners how to label a bar graph.



Remediation/enrichment

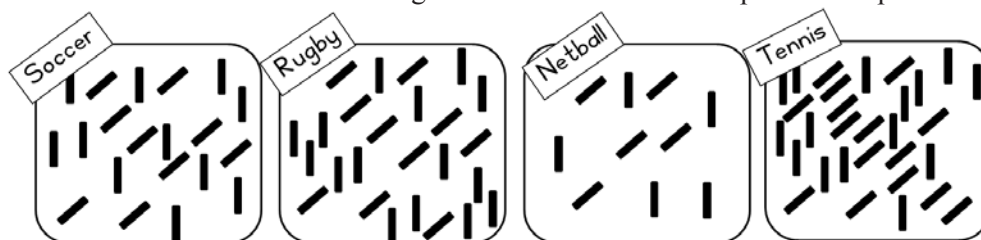
Remediation: Let learners draw tallies. As they draw it let them count. Give learners a bar graph template to complete.

Enrichment: Ask learners to tell you two more things that they can find out from looking at the graph that was not discussed.

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

Using the information in the examples provided ask the learners to draw and complete a tally table in their maths books.

1. You have collected the following information on favourite sports. Complete the tally table.



Check if the tallies are correct and then fill in the frequency.

Favourite sport	Tally	Frequency
Soccer		(20)
Rugby		(25)
Netball		(10)
Tennis		(30)

2. Complete **DBE Worksheet 22** (pgs 50-51)

5. Homework activity – 5 minutes

No Homework

6. Reflection on lesson

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Date:

Lesson Topic: Addition and subtraction up to 99

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.7 Addition and subtraction, 1.12 Techniques (methods or strategies), 1.13 Addition and subtraction

Concepts and skills for today

- Count forwards and backwards in ones to 200. (Counting)
- Order a given set of selected numbers up to 100. (Mental Mathematics)
- Add and subtract from 99 and use appropriate symbols (+, -, = $\square$)
- Building up and breaking down number.

Key words: add, subtract, break down, build up, smallest, greatest.

Prior knowledge

Learners learnt to:

- Use appropriate symbols (+, -, =, $\square$)
- Use the following techniques when performing calculations: Building up and breaking down numbers, number lines and drawings or concrete apparatus.

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 1s from 125 to 155.
- Count backwards in 1s from 155 to 175.

Mental maths activity - 10 minutes

Write down the numbers in order from the smallest to the greatest.

		Answer			Answer
1.	3,5,4	3,4,5	6.	67,65,66	65,66,67
2.	13,12,14	12,13,14	7.	76,78,77	76,77,78
3.	31,33,32	31,32,33	8.	82,81,83	81,82,83
4.	45,47,46	45,46,47	9.	99,97,98	97,98,99
5.	55,57,56	55,56,57	10.	39,38,40	38,39,40

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Base ten blocks, **DBE Workbook**

Learners will learn addition and subtraction strategies (Breaking down of numbers). You will work through the following examples with the learners interactively on the board.

Date:

Activity 1

Write the following on the board and do it step by step with your learners.

$$\begin{aligned}
 36 + 20 &= \\
 &= (30 + 6) + (20 + 0) \\
 &= (30 + 20) + (6 + 0) \\
 &= 50 + 6 \\
 &= 56
 \end{aligned}$$

Ask: "How can we break these numbers into tens and units?"

First let's add the tens and then add the units.

Do some more practice examples on the board with the learners

- $23 + 10 =$
- $40 + 42 =$

Activity 2

Once learners understand the addition strategy do the same with subtraction

$$\begin{aligned}
 68 - 20 &= \\
 &= (60 + 8) - (20 + 0) \\
 &= (60 - 20) + (8 - 0) \\
 &= 40 + 8 \\
 &= 38
 \end{aligned}$$

Break up each number into tens and units

Now first let's subtract the tens and then subtract the units

Do more practice examples on the board with the learners

- $78 - 10 =$
- $55 - 40 =$

Activity 3

Say 'Now let us look at another strategy/method.' Write the following number sentence on the board:

$$58 + 19 = \square$$



$$58 + 20 = 78$$



$$58 + 19 = 77$$

Ask the learners if it is easier to say $58 + 19$ or $58 + 20$ ($58 + 20$).

Do all the steps as shown in example (1) above.

But the number sentence said $58 + 19$. I have added too much, what should I do? We know that 19 is one less than 20 so I can say 78 minus 1 is 77. So my answer is 77.**Remediation/enrichment****Remediation:** Give the learners base ten blocks – tens and units. Tell them that they are going to add 63 and 19. Ask them if it is easier to add 19 and or 20.**Enrichment:** Add or subtract the following mentally. $63 + 20$ ($63 + 20 = 83$), $63 + 18$ ($63 + 18 \rightarrow 63 + 20 \rightarrow 83 - 2 \rightarrow 81$) and $63 - 22 \rightarrow 63 - 20 \rightarrow 43 - 2 \rightarrow 41$)**4. Classwork activity (Group/independent work) – 25 minutes**

Complete question 1, 3 and 5 orally with your learners. Learners complete questions 1-6 in their maths books.

1. $56 + 10 = \square$ (66) Check your answer. ($66 - 10 = 56$)
2. $66 - 50 = \square$ (16) Check your answer ($16 + 50 = 66$)
3. $62 - 30 = \square$ (32) Check your answer. ($32 + 30 = 62$)
4. $35 + 11 = \square$ ($35 + 11 \rightarrow 35 + 10 \rightarrow 45 + 1 \rightarrow 46$)
5. Complete **DBE Worksheet 20b** (pgs 44 and 45)

5. Homework activity – 5 minutes

Learners do the following sums in their maths books.

1. $78 - 10 = (68)$, 2. $38 + 20 = (58)$, 3. $36 + 12 = (48)$

6. Reflection on lesson

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Date:

Lesson Topic: Addition up to 99 – Compensation Strategy

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.7 Addition and subtraction, 1.12 Techniques (methods or strategies), 1.13 Addition and subtraction

Concepts and skills for today

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in tens to 200. (Counting)
- Recall addition and subtraction facts to 20. (Mental Mathematics)
- Add and subtract from 99 and use appropriate symbols (+, -, =, $\square$)
- Building up and breaking down number.
- Use number lines.

Key words: Addition, subtraction, building up, breaking down and number lines., strategy

Prior knowledge

Previously learner have learnt to:

- Add numbers up to 99 using doubling.
- Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99.
- Use appropriate symbols (+, -, =, $\square$)
- Use the following strategies when performing calculations: Doubling and halving

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learner's ability to count reliably to at least 200 everyday objects.
- Count forwards in 1s from 109 to 149.
- Count backwards in 1s from 149 to 109.

Mental maths activity - 10 minutes

Calculate the following:

		Answer			Answer
1.	$9 + 1 =$	10	6.	$12 + 2 =$	14
2.	$8 + 4 =$	12	7.	$14 + 5 =$	19
3.	$4 + 6 =$	10	8.	$18 + 2 =$	20
4.	$8 + 11 =$	19	9.	$17 + 2 =$	19
5.	$10 + 5 =$	15	10.	$6 + 5 =$	11

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Number line

In this lesson learners will learn how to add numbers using building up and breaking down of numbers by subtracting.

Do the following with learners on the board. Add or subtract two-digit numbers by breaking up both numbers.

Date:

$$\begin{aligned}
 43 + 36 &= \square \\
 &= (40 + 3) + (30 + 6) && \text{(Break up the numbers into tens and units)} \\
 &= (40 + 30) + (3 + 6) && \text{(Add the tens and then the units)} \\
 &= 70 + 9 && \text{(Add the tens and units)} \\
 &= 79
 \end{aligned}$$

Also do these with the learners on the board

$$53 + 26 = \quad \quad \quad 71 + 18 =$$

Write the following number sentence on the board.

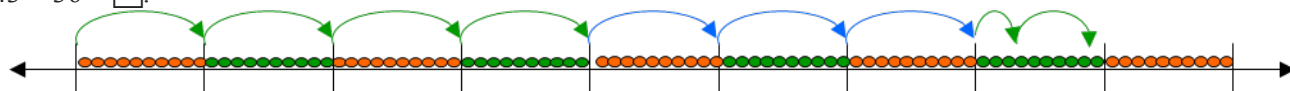
$$\begin{aligned}
 87 - 56 &= \square \\
 &= (80 + 7) - (50 + 6) && \text{Note that the symbol between the brackets is a minus symbol} \\
 &= (80 - 50) + (7 - 6) && \text{Subtract the tens and then the units} \\
 &= 30 + 1 && \text{Add the tens and the units} \\
 &= 31
 \end{aligned}$$

Also do these with the learners on the board

$$73 - 21 = \quad \quad \quad 65 - 20 =$$

Remediation/enrichment**Remediation:** Use concrete apparatus e.g. tens blocks or use the empty number line to help learners to calculate

$$43 + 36 = \square.$$

Show 40 beads add 30 beads. What is $40 + 30$? 70Show 3 beads add 6 beads. What is $3 + 6$? 9. 70 and 9 is 79.**Enrichment:** Add two 2-digit numbers where the units will bridge tens.**4. Classwork activity (Group/independent work) – 25 minutes**

Do question 1 with your learners on the board. Learners do question 1-6 in their maths books.

Note that all steps should be shown by the learner.

1. $43 + 36 = (79)$

Calculation

$$\begin{aligned}
 43 + 36 &= \square \\
 &= (40 + 3) + (30 + 6) \\
 &= (40 + 30) + (3 + 6) \\
 &= 70 + 9 \\
 &= 79
 \end{aligned}$$

Checking strategy

$$\begin{aligned}
 79 - 36 &= \square \\
 &= (70 + 9) - (30 + 6) \\
 &= (70 - 30) + (9 - 6) \\
 &= 40 + 3 \\
 &= 43
 \end{aligned}$$

2. $52 + 27 = \square$ (79). Check your answer. ($79 - 27 = 52$)

3. $78 - 64 = \square$ (14). Check your answer. ($14 + 64 = 78$)

4. $35 + 43 = \square$ (78). Check your answer. ($78 - 43 = 35$)

5. I bought fruit for R47. My friend bought fruit for R32. How much did we pay for the fruit altogether (We paid R79 altogether).

5. Homework activity – 5 minutes

Learners do the following sums in their maths books.

1. $24 + 25 = \square$ (49). Check your answer. ($49 - 25 = 24$)

2. $99 - 47 = \square$ (52). Check your answer. ($47 + 52 = 99$)

6. Reflection on lesson

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Date:

Lesson Topic: Addition up to 99 Doubling and near Doubles

CAPS Topic 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.7 Addition and subtraction, 1.12 Techniques (methods or strategies), 1.13 Addition and subtraction

Concepts and skills for today

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in ones to 200. (Counting)
- Compare numbers to 100 and say which is 1 or 2 more. (Mental Mathematics)
- Add and subtract from 99 and use appropriate symbols (+, -, =, $\square$)
- Double numbers.

Key words: doubles, calculate, altogether, near doubles as an addition strategy

Prior knowledge

In the previous lesson learners learnt to:

- add and subtract up to 99 by filling up the tens.
- Solve word problems in context and explain own solution to problems involving addition and subtraction with answers up to 99.
- Use appropriate symbols (+, -, =, $\square$)
- Use the following techniques when performing calculations: Doubling and halving

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 1's from 101 to 139.
- Count backwards in 1's from 139 to 101.

Mental maths activity - 10 minutes

Which is the bigger number? AND By how much?

		Answer			Answer
1.	34 or 35	35 (1)	6.	79 or 81	81 (2)
2.	34 or 36	36 (2)	7.	92 or 90	92 (2)
3.	56 or 55	56 (1)	8.	73 or 74	74 (1)
4.	76 or 77	77 (1)	9.	66 or 67	67 (1)
5.	88 or 90	90 (2)	10.	45 or 47	47 (2)

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources: DBE Workbook**

In this lesson learners will focus on near doubles as an addition strategy

Ask the learners if they can still remember what doubling is. Ask them: Double 4 is (8). Do the same with 2, 3, 5, 6 to 9.

Date:

Show learners step by step how to add the following:

Doubles

$$\begin{aligned}
 &34 + 34 \\
 &= \text{Double } 34 \\
 &= \text{Double } 30 + \text{Double } 4 \\
 &= 60 + 8 \\
 &= 68
 \end{aligned}$$

Near doubles

$$\begin{aligned}
 &34 + 35 \\
 &= \text{Double } 34 + 1 \\
 &= \text{Double } 30 + \text{Double } 4 + 1 \\
 &= 60 + 8 + 1 \\
 &= 69
 \end{aligned}$$

Do another two examples:

- $42 + 42 = \square$ and $42 + 43 = \square$

Remediation/enrichment**Remediation:** Give learners number/flard cards/ base ten blocks to do the following:

- $10 + 11 = \square$
- $21 + 20 = \square$

Enrichment: Learners do the following word problem. Mum saved R100 last month. She saved R101 this month. How much money did she save?**4. Classwork activity (Group/independent work) – 25 minutes**

Complete question 2 orally with your learners. Learners complete questions 1- 5 in their maths books.

1. Double the following numbers:

a. $3 (6)$

b. $6 (12)$

c. $14 (28)$

d. $20 (40)$

Use near doubles to calculate:

2. $15 + 16 = (15 + 15 + 1 = \text{Double } 15 + 1 = 31)$

3. $30 + 29 = 59 (30 + 30 - 1 (\text{Why?}) = \text{Double } 30 - 1 = 59)$

4. Use doubles or near doubles to calculate:

a. $43 + 43$
 $= (86)$

b. $43 + 44$
 $= (87)$

c. $24 + 25$
 $= (49)$

d. $25 + 26$
 $= (51)$

5. One shop sold 37 kg of mealie meal. The second shop sold 36 kg of mealie meal. How much mealie meal did they sell altogether? (The sold 73 kg of mealie meal altogether.)

5. Homework activity – 5 minutesLearners do the following questions in their maths books and complete **DBE Worksheet 61**.

1. Double 36 (72)
2. Use near doubles to calculate: $32 + 33 = \square$
3. Complete **DBE Worksheet 61** (pgs 136 and 137)

6. Reflection on lesson

Date:

Lesson Topic: Money**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.11 Money**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in ones to 100. (Counting)
- Use building up and breaking down to add and subtract to 20. (Mental Mathematics)
- Recognise and identify the South African coins and bank notes.
- Solve money problems involving totals and change in rand or cents.

Key words: Money, Rands and cents**Prior knowledge**

In Grade 2, learners learnt to:

- Recognise and identify the SA coins and bank notes up to R50.
- Solve money problems involving totals and change in cents up to 90c and Rands to R99.

Assessment

Formal Task 1 Activity 4. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 1s from 41 to 78.
- Count backwards in 1s from 78 to 41.

Mental maths activity - 10 minutes

Calculate:

		Answer			Answer
1.	$6 + \square = 12$	6	6.	$5 + \square = 7$	2
2.	$3 + \square = 4$	1	7.	$9 + \square = 9$	0
3.	$2 + \square = 11$	9	8.	$4 + \square = 9$	5
4.	$1 + \square = 5$	4	9.	$0 + \square = 8$	8
5.	$7 + \square = 14$	7	10.	$8 + \square = 11$	3

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Goods/ products for shop e.g. empty containers (cereal boxes, cooldrink cans, tins, washing powder boxes, plastic milk bottles, etc. pictures and cut outs from supermarket fliers). Range of play coins and notes to the value of R50,00 **DBE Workbook.**

In this lesson learners will apply their addition and subtraction skills to working with money.

Activity 1

Learners work in Pairs.

- Set up a shop in your classroom.

Date:

- Give each pair a range of play coins and notes to the value of R50,00.
- Prepare and mark products as follows: R4,00; R42,50; R5,00; R10; R30,50; R20; R1,00; R7,60; R9,00; R5 and R25,00 (Note that the products do not have to represent real life prices, but it should give the learners the chance to shop within the known number range).
- You will be the shopkeeper.
- Learners will come in groups to shop. Each group should buy products for R50. Each group must make sure that their products do not exceed R50,00.
- Each group should add up the cost of their items and calculate their change.

Ask groups questions such as:

- *What was the total cost of all your products? Do you have enough money to pay for everything? If you do not have enough money, what can you do?*
- *If you can afford everything you want to buy, will you get any change from your R50,00?*
- *How much? How did you calculate that?*

Remediation/enrichment

Remediation: Give learners coins and notes to recognize. Ask learners to show you combinations of Rands and cents that would make up the following amount.

- R70 (Example: Only notes: R50, R10, R5 and R5. Notes and coins: R50, R10, R5, R2, R2, R1)
- R100 (Example: Only notes: R50, R20, R20 and R10. Notes and coins: R50, R20, R20, R5 and R5)
- Practice calculating the total cost of the purchase using breaking down of numbers and doubling as strategies.
- Learners can make purchases to the value of R20,00

Enrichment: Learner work through the **DBE Worksheet 26** (pgs 60 and 61)

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

Do question 1 and 2 with you learners. Learners do question 1-5 in their maths books.

1. Write 325c as Rands and cents (R3,25)
2. In how many different ways can you make R400 using only bank notes? How do you know whether you have all the solutions? (Answer will differ)
3. If a school tracksuit costs R150,00 what will 2 tracksuits cost? (R300)
4. Toffees cost R1,10. Neo has one 50c coin and four 20c coins. With which coins should Neo pay? How much money will he have left?
5. Pedro's granny gave him R5. Which 3 sweets can he buy with his money? Choc chuckle R2,70; gums R1,80; sour worms R1,40; peach treats R1,60; magic mints R2,20; toffee R1,20. (Gums, sour worms, peach treats or sour worms, peach treats, toffees or peach treats, magic mint, toffee. Note that there can be more options).

5. Homework activity – 5 minutes

Learners do the word problems in their maths books.

1. Nora bought three books at R80 each. She paid with R300,00 How much change will she get? ($R300 - R240 = R60$ change)
2. One chewing gum costs 44c. Mavis has R8,00 She wants to buy 20 chewing gums for her party. How much more does she need to save? ($R8,80 - R8,00 = 80c$)

6. Reflection on lesson

Date:

Lesson Topic: Tallies and tables

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 5.4 Collect and organise data

Concepts and skills for today

- Count to at least 200 objects. (Counting)
- Count forwards in backwards in fives up to 50. (Counting)
- Use the relationship between addition and subtraction. (Mental Mathematics)
- Collect data about the class to answer a question posed by the teacher.
- Use tallies to record data in categories provided.

Key words: Tallies, tally table and frequency table, pictograph

Prior knowledge

In the previous lessons learners learnt to:

- Draw bar graphs and tables from tallies.
- Make individual pictograph with one-to-one correspondence from data provided in either picture form or table.

Assessment

Formal Task 1 Activity 5. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 5s from 5 to 50 using tallies.
- Count backwards in 5s from 50 to 5 using tallies.

Mental maths activity – 10 minutes

What number should you add to the number to make it 20?

		Answer			Answer
1.	15	5	6.	13	7
2.	8	12	7.	12	8
3.	7	13	8.	10	20
4.	16	4	9.	19	1
5.	14	6	10.	17	3

2. Homework/Corrections – 15 minutes

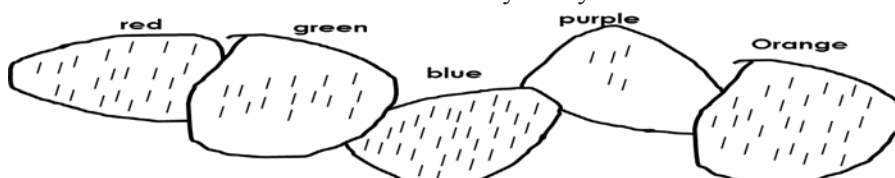
Reflection / remediation based on previous day's work / homework.

3. Lesson content – concept development – 30 minutes

Resources: Number board, number line, **DBE Workbook**

In the previous lesson on learners drew tally marks to represent data. In this lesson learners will focus on using tallies to record data.

Draw the following sketch on the board. Tell the learners that you asked some children what their favourite colours were and this is what they told you:



Date:

Explain to the learners that together you are going to use the information in the sketch to fill in the information on the tally table and to complete the frequency table which will show which are the children's favourite colours.

Children's favourite colours

Colour	Tally	Frequency
Red	()	(20)
Green	()	(15)
Blue	()	(30)
Purple	()	(5)
Orange	()	(25)

Remediation/enrichment

Remediation: Revise counting in fives.

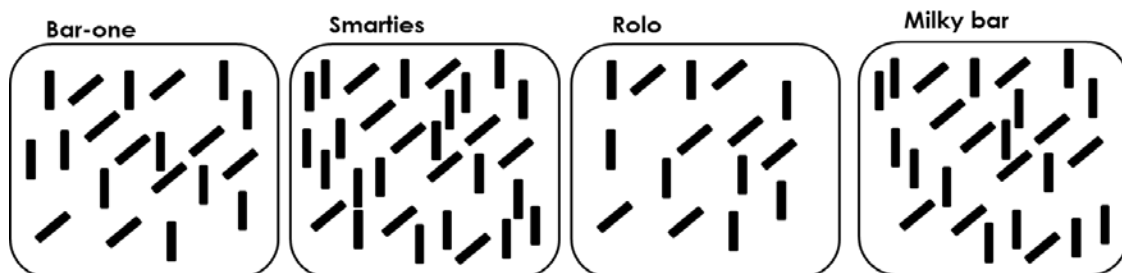
- Now show learners how to count the tallies by giving learners strips of paper and glue to make bundles of five. Ask the learners to paste four sticks next to one another. Then ask them to paste the fifth stick. Count the tallies. E.g. 5, 10, 15, 20, 25, Now ask learners to draw tallies showing: 45, 50 and 25.
- Revise one -to -one correspondence (matching one thing with another one so that every item can have a partner if possible)
- Show learner show every item corresponds with a tally mark and that the 5th item in a group is always shown with a horizontal line over the four vertical lines (like in their paper bundles above).

Enrichment: I collected the following data on children's favourite ice creams: 25 like vanilla, 40 like chocolate, 35 like strawberry and nobody likes lime. Draw a tally table to show this.

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

Learners do the following activity in their maths books.

- Use the information given below to draw a tally table of our favourite chocolates.



- Find out from 10 people in the class who prefers cereal, hot porridge or eggs for breakfast. Draw a tally table to show your results.

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson

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Date:

Lesson Topic: Fives (equivalent groups) and repeated addition

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 5s up to 50. (Counting)
- Order a given set of selected objects up to 100. (Mental mathematics)
- Solve repeated addition problems up to 50 using 5s.
- Multiply numbers 1 to 10 by 5 and use appropriate symbols. ($\times$, $-$, $\square$)

Key words: Repeated addition, groups and fives, multiply

Prior knowledge

In Grade 2 learners learnt how to do repeated addition and multiplication of 5 up to 50. Note that the multiplication symbol was introduced for the first time in Grade 2. In Grade 3 we will look at it in depth.

Assessment

Formal Task 1 Activity 2. Assesses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 5s: 5, 10, 15 ... 50.
- Count backwards in 5s: 50, 45, 40 ... 5.

Mental maths activity - 10 minutes

Which two numbers are after...?

		Answer			Answer
1.	21	22,23	6.	88	89,90
2.	30	31,32	7.	97	98,99
3.	38	39,40	8.	62	63,64
4.	59	60,61	9.	79	80,81
5.	70	71,72	10.	90	91,92

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters/stones, sticks, multiplication board and **DBE Workbook**.

Let learners work in groups of 10.

Give each learner 5 counters/stones, or they can imagine counters or stones, depending on what level they are.

- Ask the first learner: How many counters do you have? (5)
- Ask the second learner the same question. (5) Explain: we can say $5 + 5 = 10$. Two learners have 10 counters altogether. We can also say 2 groups of 5 or we can say 2×5 . Write it on the board.
- Keep on asking learners until you get to 10 learners. Here is an example of what it could look like on the board:

Date:

1 child	5	1 group of 5	$1 \times 5 = 5$
2 children	$5 + 5 = 10$	2 groups of 5	$2 \times 5 = 10$
3 children	$5 + 5 + 5 = 15$	3 groups of 5	$3 \times 5 = 15$
4 children	$5 + 5 + 5 + 5 = 20$	4 groups of 5	$4 \times 5 = 20$
5 children	$5 + 5 + 5 + 5 + 5 = 25$	5 groups of 5	$5 \times 5 = 25$
6 children	$5 + 5 + 5 + 5 + 5 + 5 = 30$	6 groups of 5	$6 \times 5 = 30$
7 children	$5 + 5 + 5 + 5 + 5 + 5 + 5 = 35$	7 groups of 5	$7 \times 5 = 35$
8 children	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 40$	8 groups of 5	$8 \times 5 = 40$
9 children	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 45$	9 groups of 5	$9 \times 5 = 45$
10 children	$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 50$	10 groups of 5	$10 \times 5 = 50$

Ask:What does 4 *groups of 5* mean?

(There are 4 groups and each group has 5).

What can we get in groups of five?

(Fingers on one hand, school days in a week, five peaches in on my plate, R5,...)

What does $4 \times 5 = 20$ mean?(If we take 5 and add it four times we will get 20...
 $5+5+5+5=20$)**Remediation/enrichment**

Remediation: Give learners 6 bundles with 5 sticks in each bundle (Use match sticks and rubber bands to make these). Ask learners what they see. (Possible answer: 6 bundles with sticks.) How many sticks are in each bundle? (5). We can say 6 bundles of 5 sticks or 6 groups of 5 sticks. (Get children to say this out aloud after you.)

Let us add it all together (point while you add) $5+5+5+5+5+5=30$. Point and say: We have 6 groups of 5. Can you see that we have 5, six times (point and count 6 times) .

We can write it as $6 \times 5 = \square$. $6 \times 5 = 30$.

Note: Repeat these steps with 3 groups, 5 groups, 4 groups, etc. Only introduce the 'x' sign when the child understands the concept of multiplication as being repeated addition.

Enrichment: Complete the above table for 11 children and 12 children.

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

Do questions 1a and 3 orally with your learners and questions 1 to 3 in their maths books.

- Write a multiplication number sentence and calculate.
 - $5+5+5+5=20 \rightarrow \dots \times \dots = 20$ ($4 \times 5 = 20$)
 - $5 + 5 + 5 + 5 + 5 + 5 = \square$ ($6 \times 5 = \square \rightarrow 6 \times 5 = 30$)
 - 3 groups of 5 ($3 \times 5 = \square \rightarrow 3 \times 5 = 6$)
- Write the addition number sentence and calculate.

$4 \times 5 = 20$ ($5+5+5+5=20$)
- Calculate the following:
 - $2 \times 5 = \square$ (10)
 - $10 \times 5 = \square$ (50)
 - $8 \times 5 = \square$ (40)
- I have 9 bags. There are 5 sweets in each bag. How many sweets do I have altogether?
($9 \times 5 = \square \rightarrow 9 \times 5 = 45$. I have 45 sweets altogether.)
- DBE Worksheet 24** (pgs 54 and 55)

5. Homework activity – 5 minutes

Learners complete the questions in their maths books

- Use a multiplication number sentence calculate.

$5 + 5 + 5 + 5 = \square$ ($4 \times 5 = \square \rightarrow 4 \times 5 = 20$)
- I have 9 bags. There are 5 sweets in each bag. How many sweets do I have altogether?
($9 \times 5 = \square \rightarrow 9 \times 5 = 45$. I have 45 sweets altogether.)
- Practise counting in 5's at home.

6. Reflection on lesson

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Date:

Lesson Topic: Fives arrays

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 5s up to 50. (Counting)
- Compare numbers up to 100. (Mental mathematics)
- Solve repeated addition problems up to 50 using fives
- Multiply numbers 1 to 10 by 5 and use appropriate symbols. ($\times$, $-$, $\square$)

Key words: Repeated addition, arrays (alternative name) and fives

Prior knowledge

- Solve word problems in context and explains own solution to problems involving repeated addition and to multiplication with answers up to 50.
- In the previous lesson learners learnt about repeated addition, groups and multiplication by 5 up to 50. In this lesson they are going to use arrays to do repeated addition and multiplication.
- Note that in the previous lesson they said for example '4 groups of 5' and in this lesson they are going to use '4 rows of 4' (arrays). Both will help learners to solve word problems more easily.

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 objects.
- Count forwards in 5s: 5, 10, 15, ... 100.
- Count backwards in 5s: 100, 95, 90, ... 5.

Mental maths activity - 10 minutes

Which number is less?

		Answer			Answer
1.	34 or 35	34	6.	54 or 55	54
2.	45 or 47	45	7.	99 or 88	88
3.	13 or 14	13	8.	99 or 98	98
4.	22 or 21	21	9.	70 or 69	69
5.	29 or 30	29	10.	50 or 60	50

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Grid board

A		R	O	W

Remind learners about how they worked out their five times tables on the previous day. Explain to learners that we can also use a grid to work out our tables.

- Draw a grid on the board.
- Show the learners what a row is and ask them to count the rows. (3)
- Ask them to count the squares in each row. (5)
- On the board write an addition number sentences: $5 + 5 + 5 = \square$

Date:

- We can say: 3 rows of 5. How can we write it as a multiplication number sentence? $3 \times 5 = \square$
- What is the answer? (15). Learners check by counting: 5, 10, 15

Do the same with 6×5

Remediation/enrichment

Remediation: Give learners 15 counters. Ask them to take 5 counters and pack them in a row. How many counters do you have? Ask the learners to add another row below the first row. How many counters do you have now? Let us count: 5, 10... Carry on until there are 3 rows. Let us count: 5, 10, 15. How many rows do we have? (3) We can say we have 3 rows of 5. Let us write it as an addition number sentence: $5 + 5 + 5 = \square$. Repeat: we have 3 rows of 5. Let us write it as a multiplication number sentence: 3 (rows) $\times$ 5 (counters) $= \square$

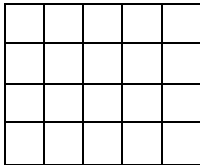
Enrichment: Ask learners to write down three things that come in fives.

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

Learners do the following activity in their maths books.

1. Count the rows. Count the total number of squares in each row. Write a number sentence for each.

a.



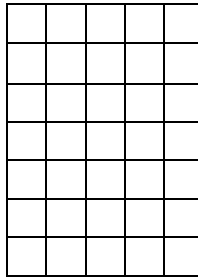
Rows: (4)

Squares per row (5)

Multiplication number sentence:

$$4 \times 5 = \square \rightarrow 4 \times 5 = 20 \text{ (20)}$$

b.



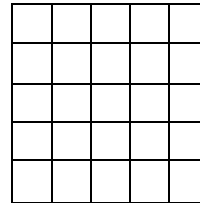
Rows: (7)

Squares per row (5)

Multiplication number sentence:

$$7 \times 5 = \square \rightarrow 7 \times 5 = 35 \text{ (35)}$$

c.



Rows: (5)

Squares per row (5)

Multiplication number sentence:

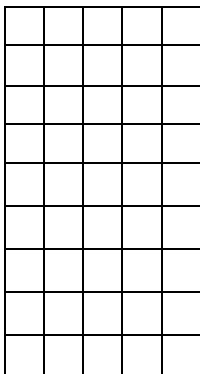
$$5 \times 5 = \square \rightarrow 5 \times 5 = 25 \text{ (25)}$$

2. Mr Tshabalala plants 10 rows of cabbage plants. There are 5 plants in a row. Draw a picture to show how many cabbage plants there are altogether? (10 rows of 5 $\rightarrow 10 \times 5 = 25 \rightarrow 10 \times 5 = 50$. There are 50 cabbage plants altogether.)

5. Homework activity – 5 minutes

Learners complete the following activity in their maths books.

My grandmother tiles her floor. She has 9 rows with 5 tiles in each row. How many tiles does she use?



9 rows of 5

$$9 \times 5 = \square$$

$$9 \times 5 = 35$$

My grandmother uses 50 tiles.

6. Reflection on lesson

Date:

Lesson Topic: Fives - sharing and groups

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.9 Grouping and sharing leading to division, 1.12 Techniques: methods or strategies, 1.15 Division

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 5s up to 100. (Counting)
- Recall addition and subtraction facts up to 20. (Mental mathematics)
- Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50.
- Divide numbers up to 50 by 5 and use appropriate symbols ($\div$, $=$, $\square$)

Key words: Sharing, dividing and fives, remainders

Prior knowledge

In Grade 2 learners learnt about sharing and grouping, leading to division without the division symbol.

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 5s: 5, 10, 15, ... 100.
- Count backwards in 5s: 100, 95, 90, ... 5.

Mental maths activity - 10 minutes

Calculate the following:

		Answer			Answer
1.	$9 - 2 =$	7	6.	$19 - 11 =$	8
2.	$13 - 5 =$	8	7.	$20 - 10 =$	10
3.	$20 - 2 =$	18	8.	$13 - 2 =$	11
4.	$11 - 4 =$	7	9.	$14 - 5 =$	9
5.	$18 - 10 =$	8	10.	$20 - 11 =$	9

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, unifix blocks, **DBE Workbook**

In this lesson the division symbol will be introduced and **division without remainders**.

Learners should work in small groups.

- Ask learners to take 40 counters.
- Ask them to share them amongst 5 friends
- How many groups do we have? (5)
- How many counters/stones does each friend get? (8)
- We can say *40 divided by 5 is 8*.

Date:

- Write this on the board. Explain to learners that the symbol for divided by is $\div$ by writing it on the board. Discuss what it looks like. Children write it in the air. Going back to the board write $40 \div 5$ (ask why 5) $= 8$ below *40 divided by 5 is 8*
- We can write it as $40 \div 5 = \square \rightarrow 40 \div 5 = 8$ (Point to the division symbol and say the following: Instead of using the words 'divide' or 'share', we will use the symbol from now on.)

Write this word problem on the board and guide the learners' thinking by asking questions.

You have 30 sweets. Share it amongst five children. How many sweets does each child get? Are there any remainders

Ask What is the question asking you to do? (share the sweets) Do you have any sweets left? (no)

- What are the numbers? (30 and 5) ..
- What operation will you use? ($\div$) Will you multiply or divide? (divide) Which word helped you to decide this? (share)
- What will the number sentence be? ($30 \div 5 = 6 \rightarrow 30 \div 5 = 6$)
- Read the question again. (There will be no sweets left.)

Division with remainders

- Ask learners to take 31 counters/stones.
- Ask them to share them amongst 5 friends.
- How many counters/stones does each friend get?
- How many counters are left?
- We can say 31 divided by 5 is 6, remainder 1 or we can write it as $31 \div 5 = 6$ remainder 1.

Remediation/enrichment

Remediation: Give learners 17 counters. Ask them to share these equally into five groups. They do this by picking up five counters and then to distributing them equally among the five groups. Then pick up another handful of five counters and again distribute these as above. Continue until a full set of five counters cannot be picked up.

Ask: *How many counters in each group?* (3) *How many groups?* (5) *Are there any counters left?* (yes, 2). We can say 17 counters make 5 groups with 3 counters in each group and 2 counters will be left. To write this as a number sentence let's look at how many counters you started with? (17). Let us write $17 \div$ (*How many groups did you make?*) $5 =$ (*How many counters in each group?*) 3 and (*Are you left with any counters? How many?*) 2 counters are left. I can write it as $17 \div 5 = \square \rightarrow 17 \div 5 = 3$ remainder 2.

Enrichment: Explain to a friend how you will use the multiplication board to divide.

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

Do question 1.a with your learners and the learners do the rest by themselves in their maths books.

1. Calculate the following:

a. $10 \div 5 = \square$ (2)	b. $35 \div 5 = \square$ (7)	c. $25 \div 5 = \square$ (5)	d. $50 \div 5 = \square$ (10)	e. $45 \div 5 = \square$ (9)
f. $46 \div 5 = \square$ (9 rem 1)	g. $11 \div 5 = \square$ (2 rem 1)	h. $34 \div 5 = \square$ (6 rem 4)	i. $53 \div 5 = \square$ (10 rem 3)	j. $46 \div 5 = \square$ (9 rem 1)

2. You have 38 sweets. Share them amongst 5 children. Do you have any sweets left or not?
(Yes. $38 \div 5 = \square \rightarrow 38 \div 5 = 7$ remainder 3)

5. Homework activity – 5 minutes

Learners do the word problem in their maths books.

1. Your mother buys 47 sweets. She shares them amongst 5 children. Does she have any sweets left?
($47 \div 5 = \square \rightarrow 47 \div 5 = 9$ remainder 2. Yes, she has 2 sweets left.)
2. **DBE Worksheet 30a question 1c** (p 68) and **Worksheet 30b question 3c** (p 70)

6. Reflection on lesson

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Date:

Lesson Topic: Number patterns in 5**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 2.2 Number patterns**Concepts and skills for today**

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 5s up to 200. (Counting)
- Use calculation strategies to add and subtract efficiently: put the larger number first in order to count on or count back. (Mental mathematics)
- Copy and extend and describe number sequences of 5 between 0 and 200.

Key words: Number patterns and fives, number sequences, extend, describe**Prior knowledge**

In Grade 2 learners worked with number sequences up to 200.

Assessment

Formal Task 1 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learner's ability to count reliably to at least 200 everyday objects.
- Count forwards in 5s: 100, 105, 110 ... 200.
- Count backwards in 5s: 200, 195, 190 ... 100.

Mental maths activity - 10 minutes

Put the larger number first in order to count back and add one more number to the row

		Answer			Answer
1.	18,19	19,18,17	6.	2,3	3,2,1
2.	12,13	13,12,11	7.	14,15	15,14,13
3.	15, 16	16,15,14	8.	6,7	7,6,5
4.	9,10	10,9,8	9.	19,20	20,19,18
5.	11,12	12,11,10	10.	10,11	11,10,9

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** 1-200 number board, counters, number line, **DBE Workbook**

In the previous lesson learners learnt about multiplying and dividing by 5. In this lesson learner will focus on copying, extending and describing number sequences with 5.

Give learners a 1–200 number board. Ask learners to place a counter on 5, 10, 15, 20, 25 and 30. Ask learners to extend the pattern up to 200. Ask them what they notice. Why was it easy to pack out the rest of the pattern?

Ask learners to remove the counters from their number boards. Ask questions like these based on counting in fives

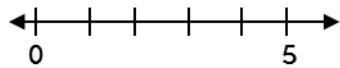
If you are counting forwards what number comes after 50? (55)

- If you are counting backwards what number comes after 130? (125)
- If you are counting forwards what number comes after 100 (105)

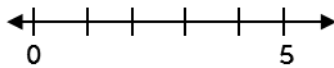
Revise intervals with your learners.

Date:

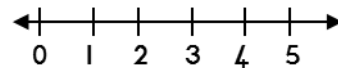
Draw the following number line on the board.



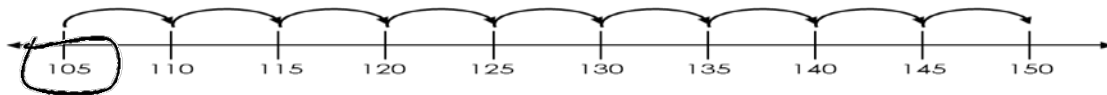
The learners copy it in their maths books. Ask them what will come between 0 and 5.



Learners fill in the numbers.



Draw the following number line on the board. Explain to the learners that they are going to count in fives again, but this time on the number line. Write number 105 below the number line. Ask the children to count on in fives and as they do so you write down the numbers for the intervals below the number. Now ask the children to count again while you draw the jumps.



Ask: If we count forwards what number will come after 135? (140) How did you work that out?
If we count backwards what number will come after 120? (115) How did you work that out?

Remediation/Enrichment

Remediation: Use a number board up to 100. Ask the learners to place a counter on 5. Ask learners to add on five and place a counter on the next number. Continue until 50. Ask the learners if they noticed a pattern? Now ask them to count aloud but this time try to hear themselves counting and look out for a sound pattern. Ask them to fill the number board with counting in fives without counting in ones this time.

Enrichment: How many 5s are there between 85 and 105? (3) How many 5c pieces can I get for 10c (2), 20c (4), 50c (10).

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

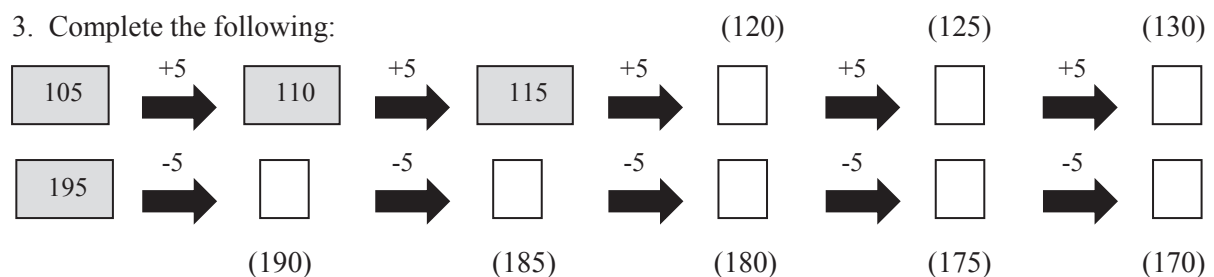
Learners do the following activities in their maths books.

1. Extend the pattern:

- 85, 90, 95, __, __, __ (100, 105, 110)
- 175, 170, 165, __, __, __ (160, 155, 150)

2. Show the following numbers with jumps on a number line: 160, 165, 170, 175, 180

3. Complete the following:



4. Complete **DBE Worksheet 29 Question 1a** (p 66)

5. Homework activity – 5 minutes

Learners complete the following in their maths books.

1. Extend the pattern:

- 125, 130, 135, __, __, __ (140, 145, 150)
- 110, 105, 100, __, __, __ (95, 90, 85)

6. Reflection on lesson

Date:

Lesson Topic: Twos (equivalent groups) and repeated addition

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 2s up to 50. (Counting)
- Order a given set of selected objects up to 100. (Mental mathematics)
- Solve repeated addition problems up to 50 using 2s.
- Multiply numbers 1 to 10 by 2 and use appropriate symbols. ($\times$, $+$, $\square$)

Key words: Repeated addition, groups and twos, multiply, equivalent

Prior knowledge

In Grade 2 learners learnt how to do repeated addition and multiplication of 2 up to 50. Note that the multiplication symbol was introduced for the first time in Grade 2. In Grade 3 we will look at it in depth.

Assessment

Formal Task 1 Activity 6. Written.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 2s: 2, 4, 6 ... 50.
- Count backwards in 2s: 50, 48, 46 ... 2.

Mental maths activity - 10 minutes

Which number is between next two numbers

		Answer			Answer
1.	9 and 11	10	6.	10 and 12	11
2.	2 and 4	3	7.	13 and 15	14
3.	15 and 17	16	8.	9 and 11	10
4.	18 and 20	19	9.	9 and 7	8
5.	19 and 17	18	10.	3 and 5	4

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters/stones, sticks, **DBE Workbook**

Let learners work in groups of 10. Give each learner 2 counters/stones, or they can imagine counters or stones, depending on what level they are.

- Ask the first learner: how many counters do you have? (2)
- Ask the second learner the same question. (2) Explain: we can say $2 + 2 = 4$. Two learners have 4 counters altogether. We can also say 2 groups of 2 or we can say 2×2 . Write it on the board.
- Keep on asking learners until you get to 10 learners. Here is an example of what it could look like on the board:

1 child	2	1 group of 2	$1 \times 2 = 2$
2 children	$2 + 2 = 4$	2 groups of 2	$2 \times 2 = 4$
3 children	$2 + 2 + 2 = 6$	3 groups of 2	$3 \times 2 = 6$
4 children	$2 + 2 + 2 + 2 = 8$	4 groups of 2	$4 \times 2 = 8$
5 children	$2 + 2 + 2 + 2 + 2 = 10$	5 groups of 2	$5 \times 2 = 10$
6 children	$2 + 2 + 2 + 2 + 2 + 2 = 12$	6 groups of 2	$6 \times 2 = 12$
7 children	$2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$	7 groups of 2	$7 \times 2 = 14$
8 children	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 16$	8 groups of 2	$8 \times 2 = 16$
9 children	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 18$	9 groups of 2	$9 \times 2 = 18$
10 children	$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$	10 groups of 2	$10 \times 2 = 20$

Ask	What does 5 <i>groups of 2</i> mean?	(there are 5 groups and each group has 2).
	What can we get in groups of two?	(eyes, ears, two peaches in on my plate, R2,...)
	What does $5 \times 2 = 10$ mean?	(five times there are two... 2 and 2 and 2 and 2 and 2 and altogether that gives us 10)

Remediation: Give learners 7 bundles with 2 sticks in each bundle (Use match sticks and rubber bands to make these). Ask learners what they see. (Possible answer: 7 bundles with sticks.) How many sticks are in each bundle? (2). We can say 7 bundles of 2 sticks or 7 groups of 2 sticks. (Get children to say this out aloud after you.)

Let us add it all together (point while you add) $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$. Point and say: Yes, we have 7 groups of 2. Can you see that we have 2 seven times? We can write it as $7 \times 2 = \square$. $7 \times 2 = 14$.

Note: Repeat these steps with 4 groups, 6 groups, 9 groups, etc. Only introduce the sign when the child understands the concept of multiplication as being repeated addition.

Enrichment: Complete the above table for 11 children and 12 children.

Do questions 1a and 3 orally with your learners and then do questions 1 to 3 in their maths books.

1. Write a multiplication number sentence and calculate.
 $2 + 2 + 2 + 2 = 8 \rightarrow \dots \times \dots = 8$
 $2 + 2 + 2 + 2 + 2 + 2 = \square$ ($6 \times 2 = \square \rightarrow 6 \times 2 = 12$)
3 groups of 2 ($3 \times 2 = \square \rightarrow 3 \times 2 = 6$)
2. Write the addition number sentence and calculate.
 $4 \times 2 = 8$
Calculate the following:
 $2 \times 2 = \square$ (4) b. $5 \times 2 = \square$ (10) c. $10 \times 2 = \square$ (20)
4. I have 10 bags. There are 2 sweets in each bag. How many sweets do I have altogether?
($10 \times 2 = \square \rightarrow 10 \times 2 = 20$. I have 20 sweets altogether.)
5. Complete **DBE Worksheet 25a** (pgs. 56 and 57)

Learners complete the questions in their maths books.

- I have 9 bags. There are 2 sweets in each bag. How many sweets do I have altogether?
- $(18)(9 \times 2 = \square \rightarrow 9 \times 2 = 18)$. I have 18 sweets altogether.)
- Use a multiplication number sentence to calculate
- $2 + 2 + 2 + 2 = \square$ ($4 \times 2 = \square \rightarrow 4 \times 2 = 8$)
- Practise counting in 2's at home.
- **DBE Worksheet 25b** (pgs. 58 and 59)

6. Reflection on lesson

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Date:

Lesson Topic: Twos arrays

CAPS Topic 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 2s up to 50. (Counting)
- Compare numbers up to 100. (Mental mathematics)
- Solve repeated addition problems up to 50 using threes
- Multiply numbers 1 to 10 by 2 and use appropriate symbols. ($\times$, $-$, $\square$)

Key words: repeated addition, arrays/grids and twos

Prior knowledge

- In the previous lesson learners learnt about repeated addition, groups and multiplication by 3 up to 30. In this lesson they are going to use arrays to do repeated addition and multiplication.
- Note that in the previous lesson they said for example '4 groups of 3' and in this lesson they are going to use '4 rows of 3' (arrays). Both will help learners to solve word problems more easily.

Assessment

Formal Task 2 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Count reliably up to at least 200 everyday objects
- Count forwards in 2s: 20, 22, 25, ... 96 (starting at any multiple)
- Count backwards in 2s: 96, 94, 92, ...

Mental maths activity -10 minutes

Calculate following using building up numbers

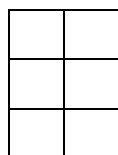
		Answer			Answer
1.	100	101	6.	188	189
2.	123	124	7.	199	200
3.	130	131	8.	176	177
4.	153	154	9.	169	170
5.	167	168	10.	157	158

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Grid board



Remind learners about how they worked out their two times tables on the previous day. Remind learners that we can also use a grid to work out our tables.

- Draw a grid on the board.
- Show the learners what a row is and ask them to count the rows. (3)
- Ask them to count the squares in each row. (2)
- On the board write an addition number sentences: $2 + 2 + 2 = \square$

Date:

- We can say: 3 rows of 2. How can we write it as a multiplication number sentence? $3 \times 2 = \square$
- What is the answer? (6). Learners check by counting: 2, 4, 6

Do the same with 5×2 **Remediation/enrichment**

Remediation: Give learners 8 counters. Ask them to take 2 counters and pack them in a row. How many counters do you have? Ask the learners to add another row below the first row. How many counters do you have now? Let us count: 2, 4. Carry on until there are 4 rows. Let us count: 2, 4, 6, 8. How many rows do we have? (4) We can say we have 4 rows of 2. Let us write it as an addition number sentence: $2 + 2 + 2 + 2 = \square$. Repeat: we have 4 rows of 2. Let us write it as a multiplication number sentence: $4 \text{ (rows)} \times 2 \text{ (counters)} = \square$

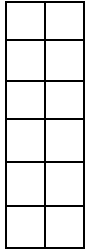
Enrichment: Ask learners to write down three things that come in twos.

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

Learners do the following activity in their maths books.

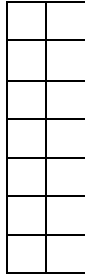
Count the rows. Count the total number of squares in each row. Write a number sentence for each.

a.



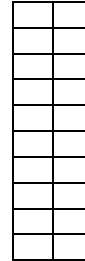
Rows: (6)
Squares per row (2)
Multiplication number sentence:
 $(6 \times 2 = \square \rightarrow 6 \times 2 = 12)$

b.



Rows: (7)
Squares per row (2)
Multiplication number sentence:
 $(7 \times 2 = \square \rightarrow 7 \times 2 = 14)$

c.



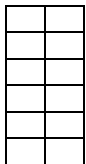
Rows: (10)
Squares per row (2)
Multiplication number sentence:
 $(10 \times 2 = \square \rightarrow 10 \times 2 = 20)$

There are 9 rows of twos. There are 2 trees in a row. How many trees are there altogether? $(9 \text{ rows of } 2 \rightarrow 9 \times 2 = \square \rightarrow 9 \times 2 = 18)$. There are 18 trees altogether.)

5. Homework activity – 5 minutes

Learners complete the following activity in their maths books.

In the egg box there are 6 rows with 2 eggs in each row. How many eggs are in the egg box?



6 rows of 2
 $6 \times 2 = \square$
 $6 \times 2 = 12$
There are 12 taxis in the taxi rank.

6. Reflection on lesson

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Date:

Lesson Topic: Twos - sharing and groups

CAPS Topic 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.9 Grouping and sharing leading to division, 1.12 Techniques (methods or strategies), 1.15 Division

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 2s up to 100. (Counting)
- Recall addition and subtraction facts up to 20. (Mental mathematics)
- Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50.
- Divide numbers up to 50 by 2 and use appropriate symbols ($\div$, $=$, $\square$)

Key words: Sharing, dividing and fives, equal, sharing, grouping

Prior knowledge

In Grade 2 learners did sharing and grouping, leading to division without the division symbol. In this lesson the division symbol will be introduced.

Assessment

Formal Task 2 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 2s: 2, 4, 6, ... 100.
- Count backwards in 2s: 100, 98, 96, ... 2.

Mental maths activity - 10 minutes

Calculate the following:

		Answer			Answer
1.	$11 + 3 =$	14	6.	$11 + 8 =$	19
2.	$20 - 2 =$	18	7.	$18 - 8 =$	10
3.	$14 + 6 =$	20	8.	$12 + 7 =$	19
4.	$20 - 10 =$	10	9.	$12 - 7 =$	5
5.	$19 - 11 =$	8	10.	$5 + 11 =$	16

2. Homework/Corrections – 15 minutes

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

Lesson content – concept development – 30 minutes

Resources: Counters/stones unifix blocks and **DBE Workbook**.

In the previous two lessons learners learnt about multiplying by 2 up to 50. In this lesson we are going to look at division. In groups of two, give learners 36 counters/stones.

Division without remainders

- Ask learners to take 36 counters.
- Ask them to share them amongst 2 friends
- How many groups do we have? (2)
- How many counters/stones does each friend get? (18)

Date:

- We can say 36 divided by 2 is 18. We can write it as $36 \div 2 = \square \rightarrow 36 \div 2 = 18$ (Point to the division symbol and say the following: Instead of using the words 'divide' or 'share', we will use the symbol from now on.)

Write this word problem on the board and guide the learners' thinking by asking questions.

- You have 14 sweets. Share it amongst two children.*
- How many does each child get? Are there any remainders?*

Ask What is the question? (share the sweets) Do you have any sweets left? (no)

- What are the numbers? (14 and 2). Show learners that **two** is written in words.
- What operation will you use? ($\div$) Will you multiply or divide? (divide) Which word helped you to decide this? (share)
- What will the number sentence be? ($14 \div 2 = 7 \rightarrow 14 \div 2 = 7$)
- Read the question again. (There will be no sweets left.)

Division with remainders

- Ask learners to take 31 counters/stones.
- Ask them to share them amongst 2 friends.
- How many counters/stones does each friend get? (15)
- How many counters are left? (1)
- We can say 31 divided by 2 is 15, remainder 1. We can write it as $31 \div 2 = 15$ remainder 1.

Remediation/enrichment

Remediation: Give learners 11 counters. Ask them to share these equally into two groups. They do this by picking up two counters and then distributing them equally among the two groups. Then pick up another handful of five counters and again distribute these as above. Continue until a full set of two counters cannot be picked up.

Ask: How many counters in each group? (2) How many groups? (5) Are there any counters left? (1). We can say 11 counters will make 2 groups with 5 counters in each group and 1 counter will be left. To write this as a number sentence let's look at how many blocks you started with? (11). Let us write $11 \div$ (How many groups did you make?) $5 =$ (How many counters in each group?) 5 and (Are you left with any counters? How many?) 1 counters are left. I can write it as $11 \div 2 = \square \rightarrow 11 \div 2 = 5$ remainder 1.

Enrichment: Explain to a friend how you will use the multiplication board to divide.

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

Do question 1.a. with your learners and the learners do the rest by themselves in their maths books.

1. Calculate the following:

a. $10 \div 2 = \square$ (5)	b. $36 \div 2 = \square$ (18)	c. $26 \div 2 = \square$ (13)	d. $50 \div 2 = \square$ (25)	e. $46 \div 5 = \square$ (23)
f. $47 \div 2 = \square$ (23 rem 1)	g. $11 \div 2 = \square$ (5 rem 1)	h. $35 \div 5 = \square$ (17 rem 1)	i. $49 \div 2 = \square$ (24 rem 1)	j. $25 \div 2 = \square$ (12 rem 1)

2. You have 49 sweets. Share it amongst 2 children. Do you have any sweets left or not? (Yes. $49 \div 2 = \square \rightarrow 29 \div 2 = 24$ remainder 1)

5. Homework activity – 5 minutes

Learners do the word problem in their maths books.

- Your mother buys 31 oranges. She divides it into 2 bags. Does she have any oranges left? ($31 \div 2 = \square \rightarrow 31 \div 2 = 1$ remainder 1. Yes, she has 1 orange left.)
- Complete **DBE worksheet 30a question 1a** (p 68), **question 2a** (p 69) and **Worksheet 30b question 4b** (p 71)

6. Reflection on lesson

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Date:

Lesson Topic: Number patterns in 2**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 2.2 Number patterns**Concepts and skills for today**

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards in backwards in 2s up to 200. (Counting)
- Use calculation strategies to add and subtract efficiently: put the larger number first in order to count on or count back. (Mental mathematics)
- Copy and extend and describe number sequences of 2 between 0 and 200.

Key words: Number patterns and fives, larger, count on, count back, number sequences, copy, extend, describe**Prior knowledge**

In Grade 2 learners worked with number sequences up to 200.

Assessment

Formal Task 2 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 2s: 100, 102, 104 ... 200.
- Count backwards in 2s: 200, 198, 196 ... 100.

Mental maths activity - 10 minutes

Calculate the following:

		Answer			Answer
1.	$1 + 9$	10	6.	$11 + 9$	20
2.	$13 - 3$	10	7.	$12 + 6$	18
3.	$11 - 2$	9	8.	$3 + 9$	12
4.	$3 + 13$	16	9.	$19 - 8$	11
5.	$15 - 3$	12	10.	$18 - 7$	11

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Counters/stones, sticks, 1–200 number board **DBE Workbook**

In the previous lesson learners learnt about multiplying and dividing by 2. In this lesson the focus will be on copying, extending and describing number sequences with 2.

Give learners a 1–200 number board. Ask learners to place a counter on 2, 4, 6, 8, 10, 12, 14, 16, 18 and 20. Ask learners to extend the pattern up to 200. Ask them what they notice. Why was it easy to pack out the rest of the pattern?

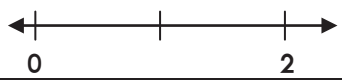
Ask learners to remove the counters from their number boards. Ask questions like these based on counting in fives

- If you are counting forwards what number comes after 150? (52)
- If you are counting backwards what number after 130? (128)
- If you are counting forwards what number comes after 100 (102)

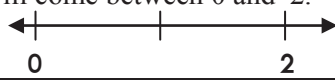
Date:

Revise intervals with your learners.

Draw the following number line on the board.



The learners copy it in their maths books. Ask them what will come between 0 and 2.

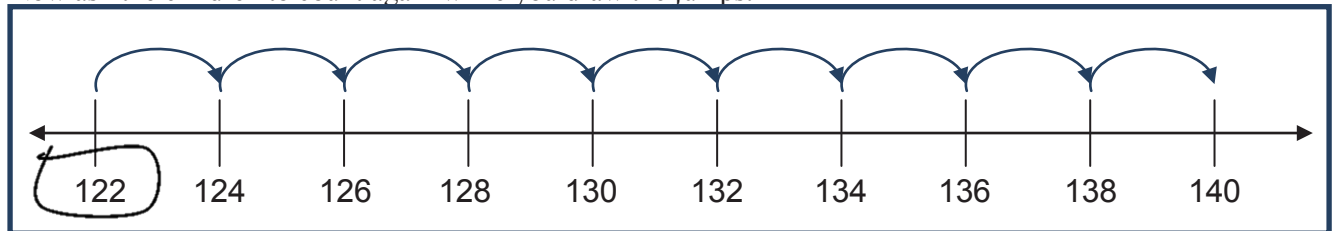


Learners fill in the numbers.



Draw the following number line on the board. Tell the learners that they are going to count in two again, but this time on the number line. Write number 122 below the number line. Ask the children to count on in twos and as they do so you write down the numbers for the intervals below the number.

Now ask the children to count again while you draw the jumps.



Looking at the number line ask:

- If we count forwards what number will come after 132? (134) How did you work it?
- If we count backwards what number will come after 124? (122) How did you work it out?

Remediation: Use a number board up to 100. Ask the learners to place a counter on 2. Ask learners to add on two and place a counter on the next number. Continue until 50. Ask the learners if they noticed a pattern? Now ask them to count aloud but this time to listen to themselves counting and look out for /create a sound pattern (you may need to sing along with them for them to notice.). Ask them to fill the number board with counting in twos without counting in ones this time.

Enrichment: How many 2's are there between 62 and 75? (6). How many 2c pieces can I get for 10c (5), 20c (10), 20c (10).

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

Learners do the following activities in their maths books.

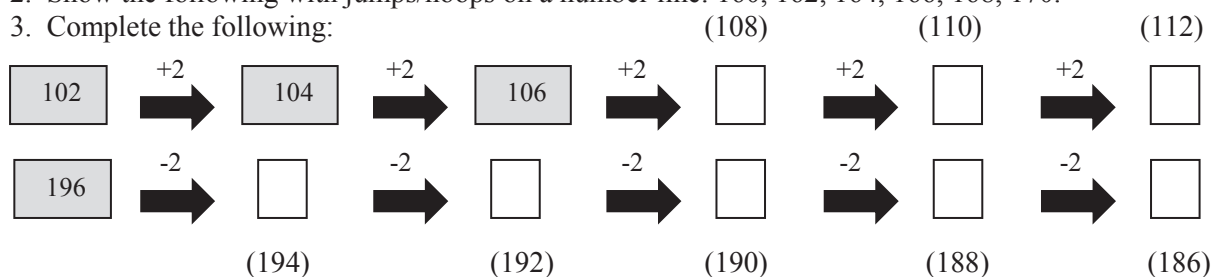
1. Extend the pattern:

96, 98, 100, __, __, __ (102, 104, 106)

170, 172, 174, __, __, __ (176, 178, 180)

2. Show the following with jumps/hoops on a number line: 160, 162, 164, 166, 168, 170.

3. Complete the following:



5. Homework activity – 5 minutes

Learners complete the following in their maths books.

Extend the pattern:

- 128, 130, 132, __, __, __ (134, 136, 138)
- 114, 112, 110, __, __, __ (108, 106, 104)

6. Reflection on lesson

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Date:

Lesson Topic: Threes (equivalent groups) and repeated addition

CAPS Topic 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 3s up to 30. (Counting)
- Order a given set of selected objects up to 100. (Mental mathematics)
- Solve repeated addition problems up to 30 using 3s.
- Multiply numbers 1 to 10 by 3 and use appropriate symbols. ($\times$, $-$, $\square$)

Key words: Repeated addition, groups and threes, multiply

Prior knowledge

In Grade 2 learners learnt how to do repeated addition and multiplication of 3 up to 48. Note that the multiplication symbol was introduced for the first time in Grade 2. In Grade 3 we will look at it in depth.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 3 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 3s: 3, 6, 9 ... 48.
- Count backwards in 3s: 48, 45, 42 ... 3.

Mental maths activity - 10 minutes

Double these numbers

		Answer			Answer
1.	2	4	6.	3	10
2.	4	8	7.	8	16
3.	7	14	8.	7	14
4.	9	18	9.	6	12
3.	3	6	10.	10	20

2. Homework/corrections – 13 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters/stones, sticks, **DBE Workbook**

Learners should work in groups of 10. Give each learner 3 counters/stones, or they can imagine counters or stones, depending on what level they are.

- Ask the first learner: how many counters do you have? (3)
- Ask the second learner the same question. Explain: we can say $3 + 3 = 6$. Two learners have 6 counters altogether. We can also say 2 groups of 3 or we can say 2×3 . Write it on the board.
- Keep on asking learners until you get to 10 learners. Here is an example of what it could look like on the board:

Date:

1 child	3	1 group of 3	$1 \times 3 = 3$
2 children	$3 + 3 = 6$	2 groups of 3	$2 \times 3 = 6$
3 children	$3 + 3 + 3 = 9$	3 groups of 3	$3 \times 3 = 9$
4 children	$3 + 3 + 3 + 3 = 12$	4 groups of 3	$4 \times 3 = 12$
5 children	$3 + 3 + 3 + 3 + 3 = 15$	5 groups of 3	$5 \times 3 = 15$
6 children	$3 + 3 + 3 + 3 + 3 + 3 = 18$	6 groups of 3	$6 \times 3 = 18$
7 children	$3 + 3 + 3 + 3 + 3 + 3 + 3 = 21$	7 groups of 3	$7 \times 3 = 21$
8 children	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 24$	8 groups of 3	$8 \times 3 = 24$
9 children	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 27$	9 groups of 3	$9 \times 3 = 27$
10 children	$3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 30$	10 groups of 3	$10 \times 3 = 30$

Ask

What does 4 *groups of 3* mean?

(there are 4 groups and each group has 3).

What can we get in groups of three?

(sides/corners in a triangle, wheels in a tricycle, peaches in on my plate, ...)

What does $4 \times 3 = 12$ mean?(If we take 3 and add it four times we will get 12...
 $3+3+3+3=12$)**Remediation/enrichment**

Remediation: Give learners 6 bundles with 3 sticks in each bundle (Use match sticks and rubber bands to make these). Ask learners what they see. (Possible answer: 6 bundles with sticks.) How many sticks are in each bundle? (3). We can say 6 bundles of 3 sticks or 6 groups of 3 sticks. (Get children to say this out aloud after you.)

Let us add it all together (point while you add) $3+3+3+3+3+3=18$. Point and say: We have 6 groups of 3. Can you see that we have 3, six times (point and count the '3' six times).

We can write it as $6 \times 3 = \square$. $6 \times 3 = 30$.

Note: Repeat these steps with 3 groups, 3 groups, 4 groups, etc. Only introduce the 'x' sign when the child understands the concept of multiplication as being repeated addition.

Enrichment: Complete the above table for 11 children and 12 children.

4. Classwork activity (group/independent work) – 23 minutes

Do questions 1a and 3 orally with your learners and then ask them to do questions 1 to 3 in their maths books.

- Write a multiplication number sentence and calculate.
 - $3+3+3+3=12 \rightarrow \dots \times \dots = 12$ ($4 \times 3 = 12$)
 - $3 + 3 + 3 + 3 + 3 + 3 = \square$ ($6 \times 3 = \square \rightarrow 6 \times 3 = 18$)
 - 7 groups of 3 ($7 \times 3 = \square \rightarrow 7 \times 3 = 21$)
 - Write the addition number sentence and calculate.

$5 \times 3 = 15$
 - Calculate the following:

a. $2 \times 3 = \square$ (6) b. $10 \times 3 = \square$ (30) c. $8 \times 3 = \square$ (24)
 - I have 7 books. There are 3 stickers in each book. How many stickers do I have altogether? ($7 \times 3 = \square \rightarrow 7 \times 3 = 21$. I have 21 sweets altogether.)
3. **Complete DBE Worksheet 27** (pgs 62-63)

5. Homework activity – 5 minutes

Learners complete the questions in their maths books

- Use a multiplication number sentence calculate.

$3 + 3 + 3 + 3 + 3 = \square$ ($5 \times 3 = \square \rightarrow 5 \times 3 = 15$)
- I have 9 bags. There are 3 sweets in each bag. How many sweets do I have altogether? ($9 \times 3 = \square \rightarrow 9 \times 3 = 27$. I have 27 sweets altogether.)
- Practise counting in 3's at home.

6. Reflection on lesson

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Date:

Lesson Topic: Threes arrays

CAPS Topic 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 3s up to 100. (Counting)
- Compare numbers up to 100. (Mental mathematics)
- Solve repeated addition problems up to 50 using threes
- Multiply numbers 1 to 10 by 3 and use appropriate symbols. ($\times$, $-$, $\square$)

Key words: repeated addition, arrays and threes, multiply

Prior knowledge

In the previous lesson learners learnt about repeated addition, groups and multiplication by 3 up to 30. In this lesson they are going to use arrays to do repeated addition and multiplication.

Note: In the previous lesson they said for example '4 groups of 3' and in this lesson they are going to use '4 rows of 3' (arrays). Both will help learners to solve word problems more easily.

Assessment:

Formal Task 2 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 3s: 30, 33, 36, ... 99 (starting at any multiple).
- Count backwards in 3s: 99, 96, 93, ... 3.

Mental maths activity - 10 minutes

Calculate following using building up numbers

		Answer			Answer
1.	$5 + 8 =$	$5 + 5 + 3 = 13$	6.	$2 + 13 =$	$2 + 8 + 5 = 15$
2.	$6 + 7 =$	$6 + 4 + 3 = 13$	7.	$9 + 5 =$	$9 + 1 + 4 = 14$
3.	$8 + 8 =$	$8 + 2 + 6 = 16$	8.	$8 + 7 =$	$8 + 2 + 7 = 15$
4.	$4 + 11 =$	$4 + 6 + 5 = 15$	9.	$3 + 11 =$	$3 + 7 + 4 = 14$
5.	$5 + 12 =$	$5 + 5 + 7 = 17$	10.	$8 + 3 =$	$8 + 2 + 1 = 11$

2. Homework – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Grid board

Remind learners about how they worked out their three times tables on the previous day. Remind learners that we can also use a grid to work out our tables.

- Draw a grid on the board.
- Revise what a row is and ask them to count the rows. (4)

Date:

- Ask them to count the squares in each row. (3)
- On the board write an addition number sentences: $3 + 3 + 3 + 3 = \square$
- We can say: 4 rows of 3. How can we write it as a multiplication number sentence? $4 \times 3 = \square$
 - What is the answer? (12). Learners check by counting: 3, 6, 9, 12,

Do the same with 3×3 and 8×3

Remediation/enrichment

Remediation: Give learners 12 counters. Ask them to take 3 counters and pack them in a row. How many counters do you have? Ask the learners to add another row below the first row. How many counters do you have now? Let us count: 3, 6. Carry on until there are 4 rows. Let us count: 3, 6, 9, 12. How many rows do we have? (4) We can say we have 4 rows of 3. Let us write it as an addition number sentences: $3 + 3 + 3 + 3 = \square$. Repeat: we have 4 rows of 3. Let us write it as a multiplication number sentence: $4 \text{ (rows)} \times 3 \text{ (counters)} = \square$

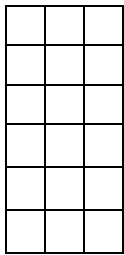
Enrichment: Ask learners to write down three things that come in twos.

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

Learners do the following activity in their maths books.

1. Count the rows. Count the total number of squares in each row. Write a number sentence for each.

a.



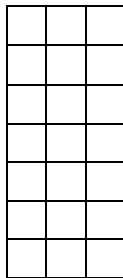
Rows: (6)

Squares per row (3)

Multiplication number sentence:

$$(6 \times 3 = \square \rightarrow 6 \times 3 = 18)$$

b.



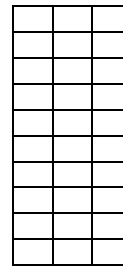
Rows: (7)

Squares per row (3)

Multiplication number sentence:

$$(7 \times 3 = \square \rightarrow 7 \times 3 = 21)$$

c.



Rows: (10)

Squares per row (3)

Multiplication number sentence:

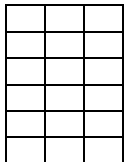
$$(10 \times 3 = \square \rightarrow 10 \times 3 = 30)$$

2. There are 9 rows of trees. There are 3 trees in a row. How many trees are there altogether? (9 rows of 3 $\rightarrow 9 \times 3 = \square \rightarrow 9 \times 3 = 27$. There are 27 trees altogether.)

5. Homework activity – 5 minutes

Learners complete the following activity in their maths books.

There are 6 rows with 3 taxis in each row at the taxi rank. How many taxis are in the taxi rank?



6 rows of 3

$$6 \times 3 = \square$$

$$6 \times 3 = 18$$

There are 18 taxis in the taxi rank.

6. Reflection

Date:

Lesson Topic: Threes - sharing and groups

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.9 Grouping and sharing leading to division, 1.12 Techniques (methods or strategies), 1.15 Division

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 3s up to 100. (Counting)
- Recall addition and subtraction facts up to 20. (Mental mathematics)
- Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50.
- Divide numbers up to 50 by 3 and use appropriate symbols ($\div$, $=$, $\square$)

Key words: Sharing, dividing and fives

Prior knowledge

In Grade 2 learners did sharing and grouping, leading to division without the division symbol. In this lesson the division symbol will be introduced.

Assessment:

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.

- Count forwards in 3s: 3, 6, 9, ... 99.
- Count backwards in 3s: 99, 96, 93, ... 3.

Mental maths activity (10 minutes)

Which number is before and which number is after number,,,?

		Answer			Answer
1.	120	119, 121	6.	182	181, 183
2.	134	133, 135	7.	199	198, 200
3.	145	144, 146	8.	100	99, 101
4.	167	166, 168	9.	179	178, 180
5.	172	171, 173	10.	188	187, 189

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, unifix blocks, DBE Workbook

In the previous two lessons learners learnt about multiplying by 3 up to 50. In this lesson learners will focus on division.

In groups of three give learners 36 counters/stones.

Division without remainders

- Ask learners to take 36 counters.
- Ask them to share them amongst 3 friends
- How many groups do we have? (3)
- How many counters/stones does each friend get? (12)

Date:

- We can say 36 divided by 3 is 12. We can write it as $36 \div 3 = \square \rightarrow 36 \div 3 = 12$ (Point to the division symbol and say the following: Instead of using the words 'divide' or 'share', we will use the symbol from now on.)

Write this word problem on the board and guide the learners' thinking by asking questions.

You have 30 sweets. Share it amongst three children.

How many does each child get? Are there any remainders

- Ask What is the question ask you to do? (share the sweets) Do you have any sweets left? (no)
- What are the numbers? (30 and 5). Show learners that **five** is written in words.
 - What operation will you use? ($\div$) Will you multiply or divide? (divide) Which word helped you to decide this? (share)
 - What will the number sentence be? ($30 \div 5 = 6 \rightarrow 30 \div 5 = 6$)
 - Read the question again. (There will be no sweets left.)

Division with remainders

- Ask learners to take 31 counters/stones.
- Ask them to share them amongst 3 friends.
- How many counters/stones does each friend get?
- How many counters are left?
- We can say 31 divided by 3 is 10, remainder 1. We can write it as $31 \div 3 = 10$ remainder 1.

Remediation/enrichment

Remediation: Give learners 17 counters. Ask them to share these equally into three groups. They do this by picking up three counters and then to distributing them equally among the three groups. Then pick up another handful of three counters and again distribute these as above. Continue until a full set of three counters cannot be picked up.

Ask: How many counters in each group? (5) How many groups? (3) Are there any counters left? (yes, 2). We can say 17 counters will make 3 groups with 5 counters in each group and 2 counters will be left.

To write this as a number sentence let's look at how many counters you started with? (17). Let us write $17 \div$ (How many groups did you make?) $3 =$ (How many counters in each group?) 5 and (A3e you left with any counters? How many?) 2 counters are left. I can write it as $17 \div 3 = \square \rightarrow 17 \div 3 = 5$ remainder 2.

Enrichment: explain to a friend how you will use the multiplication board to divide.

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

Do question 1.a with your learners and the learners do the rest by themselves in their maths books.

1. Calculate the following:

a. $12 \div 3 = \square$ (4)	b. $36 \div 3 = \square$ (12)	c. $24 \div 3 = \square$ (8)	d. $48 \div 3 = \square$ (16)	e. $39 \div 3 = \square$ (13)
f. $47 \div 3 = \square$ (15 rem 2)	g. $11 \div 3 = \square$ (3 rem 2)	h. $34 \div 5 = \square$ (11 rem 1)	i. $49 \div 2 = \square$ (16 rem 1)	j. $25 \div 3 = \square$ (8 rem 1)

2. You have 49 sweets. Share it amongst 3 children. Do you have any sweets left or not?
(Yes. $49 \div 3 = \square \rightarrow 49 \div 3 = 16$ remainder 1)

5. Homework activity – 5 minutes

Learners do the word problem in their maths books.

You have 44 marbles. You share it amongst 3 friends. Do you have any marbles left?
($44 \div 3 = \square \rightarrow 44 \div 3 = 14$ remainder 2. Yes, I have 2 marbles left.)

6. Reflection on lesson

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Date:

Lesson Topic: Number patterns in 3**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 2.2 Number patterns**Concepts and skills for today**

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards in backwards in 3s up to 200. (Counting)
- Use calculation strategies to add and subtract efficiently: put the larger number first in order to count on or count back. (Mental mathematics)
- Copy and extend and describe number sequences of 3 between 0 and 200.

Key words: Number patterns and fives**Prior knowledge**

- In Grade 2 learners worked with number sequences up of 3 between 0 and 200.

Assessment:

Formal Task 2 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 3s: 100, 103, 106, ...198.
- Count backwards in 3s: 198, 195, 192 ... 100.

Mental maths activity - 10 minutes

Which number is two more than this number?

		Answer			Answer
1.	100	102	6.	176	178
2.	121	123	7.	198	200
3.	134	136	8.	166	168
4.	135	137	9.	189	191
5.	155	157	10.	171	173

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Number board, number line, DBE workbook

In the previous lesson learners learnt about multiplying and dividing by 3. In this lesson the focus will be on copying, extending and describing number sequences with 3.

Give learners a 1–200 number board. Ask learners to place a counter on 3, 6, 9, 12, 15, 18, 21 and 24. Ask learners to extend the pattern up to 200. Ask them what they notice. Why was it easy to pack out the rest of the pattern?

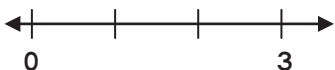
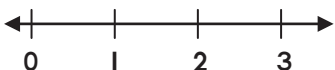
Ask those learners that feel that they can work without counters to remove them from their number boards. Ask these questions based on counting in threes.

If you are counting forwards what number will come after 51? (54)

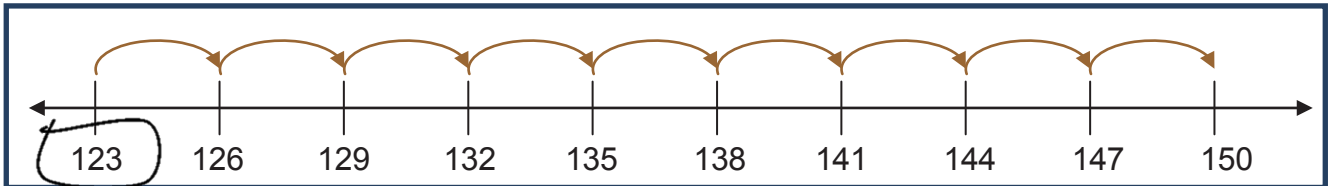
- If you are counting backwards what number will come after 108? (105)
- If you are counting forwards what number will come after 123? (126)

Date:

Revise intervals with your learners.

Draw the following number line on the board.	The learners copy it in their maths books. Ask them what will come between 0 and 3	Learners fill in the numbers.
		

Draw the following number line on the board. Tell the learners that they are going to count in threes again, but this time on the number line. Write number 123 below the number line. Ask the children to count on in threes and as they do so you write down the numbers for the intervals below the number. Now ask the children to count again while you draw the jumps.



Ask

- If we count forwards what number will come after 13? (134) How did you work that out?
- If we count backwards what number will come after 120? (118) How did you work that out?

Remediation: Use a number board up to 100. Ask the learners to place a counter on 5. Ask learners to add on five and place a counter on the next number. Continue until 50. Ask the learners if they noticed a pattern? Now ask them to count aloud but this time to listen to themselves counting and look out for a sound pattern. Ask them to fill the number board with counting in fives without counting in ones this time.

Enrichment: How many 3's are there between 84 and 102? (6)
There are 24 wheels. How many tricycles?

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

Learners do the following activities in their maths books.

1. Extend the pattern:

- 93, 96, 99, __, __, __ (102, 105, 108)
- 168, 171, 174, __, __, __ (177, 180, 183)

2. Show the following with hoops on a number line: 160, 163, 166, 169, 172.

3. Complete the following:

102	+3	105	+3	108	+3	(111)	+3	(114)	+3	(117)
198	-3		-3		-3		-3		-3	
		(195)		(192)		(189)		(186)		(183)

4. DBE worksheet 29 Question 1c (p65)

5. Homework activity – 5 minutes

Learners complete the following in their maths books.

1. Extend the pattern:

- 127, 130, 133, __, __, __ (136, 139, 142)
- 108, 105, 102, __, __, __ (99, 96, 93)

6. Reflection on lesson

Date:

Lesson Topic: Fours (equivalent groups) and repeated addition

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 4s up to 30. (Counting)
- Order a given set of selected objects up to 100. (Mental mathematics)
- Solve repeated addition problems up to 30 using 4s.
- Multiply numbers 1 to 10 by 4 and use appropriate symbols. (x, -, $\square$)

Key words: Repeated addition, groups and fours, multiply

Prior knowledge

In Grade 2 learners learnt how to do repeated addition and multiplication of 4 up to 48. Note that the multiplication symbol was introduced for the first time in Grade 2. In Grade 3 we will look at it in depth.

Assessment

Formal Task 2 Activity 1. Asses a group of learners today.

1. Mental maths**2. Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 4s: 4,8, 12 ...48.
- Count backwards in 4s: 48, 44, 40 ... 4.

Mental maths activity - 10 minutes

Calculate the following

		Answer			Answer
1.	$11 + 2 =$	13	6.	$19 - 9 =$	10
2.	$10 - 3 =$	7	7.	$16 - 7 =$	9
3.	$10 - 6 =$	4	8.	$14 - 8 =$	6
4.	$20 - 14 =$	6	9.	$13 - 8 =$	3
3.	$12 + 8 =$	20	10.	$18 + 2 =$	20

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, sticks, **DBE Workbook**

Learners should work in groups of 10. Give each learner 4 counters/stones, or they can imagine counters or stones, depending on what level they are.

- Ask the first learner: how many counters do you have? (4)
- Ask the second learner the same question. (4) Explain: we can say $4 + 4 = 8$. Two learners have 8 counters altogether. We can also say 2 groups of 4 or we can say 2×4 . Write it on the board.
- Keep on asking learners until you get to 10 learners. Here is an example of what it could look like on the board:

Date:

1 child	4	1 group of 4	$1 \times 4 = 4$
2 children	$4 + 4 = 8$	2 groups of 4	$2 \times 4 = 8$
3 children	$4 + 4 + 4 = 12$	3 groups of 4	$3 \times 4 = 12$
4 children	$4 + 4 + 4 + 4 = 16$	4 groups of 4	$4 \times 4 = 16$
5 children	$4 + 4 + 4 + 4 + 4 = 20$	5 groups of 4	$5 \times 4 = 20$
6 children	$4 + 4 + 4 + 4 + 4 + 4 = 24$	6 groups of 4	$6 \times 4 = 24$
7 children	$4 + 4 + 4 + 4 + 4 + 4 + 4 = 28$	7 groups of 4	$7 \times 4 = 28$
8 children	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 32$	8 groups of 4	$8 \times 4 = 32$
9 children	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 36$	9 groups of 4	$9 \times 4 = 36$
10 children	$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 40$	10 groups of 4	$10 \times 4 = 40$

Ask

What does 5 groups of 4 mean?

(there are 5 groups and each group has 4).

What can we get in groups of four?

(sides/corners in a square /rectangle, wheels of a car, peaches in on my plate, legs in a chair/dog...)

What does $5 \times 4 = 20$ mean?

(If we take 4 and add it five times we will get 20...

 $4+4+4+4+4=20$)**Remediation/enrichment**

Remediation: Give learners 3 bundles with 4 sticks in each bundle (Use match sticks and rubber bands to make these). Ask learners what they see. (Possible answer: 3 bundles with sticks.) How many sticks are in each bundle? (4). We can say 3 bundles of 4 sticks or 3 groups of 4 sticks. (Get children to say this out aloud after you.)

Let us add it all together (point while you add) $4+4+4=12$. Point and say: We have 3 groups of 4. Can you see that we have 4, three times (point and count the '3' six times).

We can write it as $3 \times 4 = \square$. $3 \times 4 = 12$.

Note: Repeat these steps with 2 groups, 7 groups, 10 groups, etc. Only use the 'x' sign when the child understands the concept of multiplication as being repeated addition.

Enrichment: Complete the above table for 11 children and 12 children.

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

Do questions 1a and 4 orally with your learners and then ask them to do questions 1 to 4 in their maths books.

- Write a multiplication number sentence and calculate.
 - $4+4+4+4+4=20 \rightarrow \dots \times \dots = 20$ ($5 \times 4 = 20$)
 - $4 + 4 + 4 + 4 + 4 = \square$ ($5 \times 4 = \square \rightarrow 5 \times 4 = 20$)
 - 7 groups of 4 ($7 \times 4 = \square \rightarrow 7 \times 4 = 28$)
- Write the addition number sentence and calculate.

$6 \times 4 = 24$
- Calculate the following:
 - $2 \times 4 = \square$ (8)
 - $10 \times 4 = \square$ (40)
 - $8 \times 4 = \square$ (32)
- There are 8 dogs. Each dog has 4 legs. How many legs altogether?

($8 \times 4 = \square \rightarrow 8 \times 4 = 32$. I have 32 sweets altogether.)
- Complete DBE Worksheet 28** (pgs 64-65)

5. Homework activity – 5 minutes

Learners complete the questions in their maths books

- Use a multiplication number sentence calculate.

$4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = \square$ ($9 \times 4 = \square \rightarrow 9 \times 4 = 36$)
- I have 10 bags. There are 4 sweets in each bag. How many sweets do I have altogether?

($10 \times 4 = \square \rightarrow 10 \times 4 = 40$. I have 40 sweets altogether.)
- Practise counting in 4's at home.

6. Reflection on lesson

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Date:

Lesson Topic: Fours arrays

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.8 Repeated addition leading to multiplication, 1.12 Techniques (methods or strategies), 1.14 Repeated addition leading to multiplication

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 4s up to 50. (Counting)
- Compare numbers up to 100. (Mental mathematics)
- Solve repeated addition problems up to 50 using fours
- Multiply numbers 1 to 10 by 4 and use appropriate symbols. (x, -, □)

Key words: repeated addition, arrays/grids, fours, multiply

Prior knowledge

- In the previous lesson learners learnt about repeated addition, groups and multiplication by 4 up to 40. In this lesson they are going to use arrays to do repeated addition and multiplication.
- **Note** that in the previous lesson they said for example '4 groups of 4' and in this lesson they are going to use '4 rows of 4' (arrays). Both will help learners to solve word problems more easily.

Assessment

Formal Task 2 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 4s: 40, 44, 48, ... 100 (starting at any multiple).
- Count backwards in 4s: 100, 96, 92, ... 4.

Mental maths activity -10 minutes

Put number in the box to make 100

		Answer			Answer
1.	$\square + 70 = 100$	30	6.	$90 + \square = 100$	10
2.	$\square + 50 = 100$	50	7.	$\square + 30 = 100$	70
3.	$20 + \square = 100$	80	8.	$\square + 80 = 100$	20
4.	$40 + \square = 100$	60	9.	$\square + 20 + 100$	80
5.	$60 + \square = 100$	40	10.	$10 + \square = 100$	90

2. Homework/Corrections – 15 minutes

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

Lesson content – concept development – 30 minutes

Resources: Grid board

Remind learners that for homework they had to do repeated addition, groups and multiplication by 4. Today we are going to do more examples like those.

Ask learners in what other way they can work out our tables (grids)

- Draw a grid on the board.

Date:

- Ask the learners to show what a row is and ask them to count the rows. (5)
- Ask them to count the squares in each row. (4)
- On the board write an addition number sentences: $4+4+4+4+4 = \square$
- We can say: 5 rows of 4. How can we write it as a multiplication number sentence? $5 \times 4 = \square$
- What is the answer? (20). Learners check by counting: 4, 8, 12, 16, 20

Do the same with 7×4 and 9×4

Remediation/enrichment

Remediation: Give learners 20 counters. Ask them to take 4 counters and pack them in a row. How many counters do you have? (4) Ask the learners to add another row below the first row. How many counters do you have now? Let us count: 4, 8. Carry on until there are 5 rows. Let us count: 4, 8, 12, 16, 20. How many rows do we have? (5.) We can say we have 5 rows of 4. Let us write it as an addition number sentences: $4 + 4 + 4 + 4 + 4 = \square$. Repeat: we have 5 rows of 4. Let us write it as a multiplication number sentence: 5 (rows) $\times$ 4 (counters) $= \square$

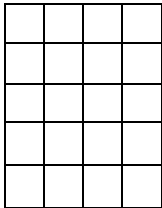
Enrichment: Ask learners to write down three things that come in fours.

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

Learners do the following activity in their maths books.

1. Count the rows. Count the total number of squares in each row. Write a number sentence for each.

a.



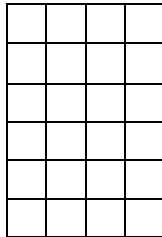
Rows: (5)

Squares per row (4)

Multiplication number sentence:

$$(5 \times 4 = \square \rightarrow 5 \times 4 = 20)$$

b.



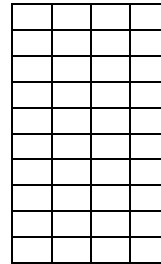
Rows: (6)

Squares per row (3)

Multiplication number sentence:

$$(6 \times 4 = \square \rightarrow 6 \times 4 = 24)$$

c.



Rows: (10)

Squares per row (4)

Multiplication number sentence:

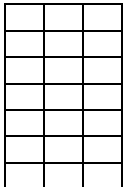
$$(10 \times 4 = \square \rightarrow 10 \times 4 = 40)$$

2. There are 8 rows of suckers in the sweet stand. There are 4 suckers in a row. How many suckers are there altogether? (8 rows of 4 $\rightarrow 8 \times 4 = \square \rightarrow 8 \times 4 = 32$. There are 32 suckers altogether.)

5. Homework activity – 5 minutes

Learners complete the following in their maths books.

There are 7 rows with 4 bottles of cold drink in each row in the fridge. How many bottles of cold drink are in the fridge?



7 rows of 4

$$7 \times 4 = \square$$

$$7 \times 4 = 28$$

There are 28 bottles of cool drink in the fridge.

6. Reflection on lesson

Date:

Lesson Topic: Introducing kilograms**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 4.3 Mass**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 4s up to 200 (Counting)
- Use calculation strategies to add and subtract efficiently using the relationship between addition and subtraction. (Mental mathematics)
- Compare, order and record the mass of commercially packaged objects which have their mass stated in kilograms.
- Measure their own mass in kilograms using a bathroom scale.

Key words: heavy, heavier, heaviest, light, lighter, lightest, kilogram, scale, mass,**Prior knowledge**

In Grade 2 learners learnt about mass using non-standard units.

Assessment

Formal Task 2 Activity 3. Measurement and mass

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 4s: 4, 8, 12, ... 40.
- Count backwards in 4s: 48, 44, 40, ... 4.

Mental maths activity - 10 minutes

Think about the number 19 and work out -

		Answer			Answer
1.	4 less than 19	15	6.	3 less than 19	16
2.	6 less than 19	13	7.	16 less than 19	3
3.	11 less than 19	8	8.	10 less than 19	9
4.	18 less than 19	1	9.	17 less than 19	2
5.	12 less than 19	7	10.	9 less than 19	10

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Brick, light object, kilogram object, products more than 1kg. DBE workbook.

Focus on getting children to use mathematical language.

Divide the class into groups.

- Give each group two one-kilogram product with different densities (e.g. a 1 kilogram packet of rice, a 1kg packet of flour/oats) a heavy object (e.g. brick), two light object (e.g. feather, counter, small maths book).
- Ask: *Which item do you think is the heaviest/ lightest?*
- Look at the rice and the brick. What can you say about their masses by just looking at them?
- Look at the rice and the oats. *What can you say about their masses by just looking at them?*

Date:

Next let learners lift the items to get a sense of their masses. Ask:

- *Now, which item do you think is the heaviest/ lightest? Were you right the first time?*
- Show me something heavier than the book (accept a variety of responses). Show me any two items that you think have the same mass.
- Show me three objects that are heavier than the book.
- Show me three objects that are lighter than the rice.

Look at the 1-kg products and products more than 1 kg. Ask the learners:

The washing powder box is bigger. Does this mean that it weighs more than the rice?

Show the learners the label on the package to compare the mass of packages of different products (such as rice, sugar, mealie meal, flour or washing powder) that are sold in 1-kg amounts. Place these on a balance scale to see that although the size of the packages may differ, they have the same mass. Learners practice with a variety of items describing their masses as they measure them.

Remediation/enrichment

Remediation: Give the learners a **balancing scale** and a variety of products from the kitchen (e.g. apples, boiled eggs, carrots, potatoes) to compare. Learners experiment with determining the relative masses of the items e.g. one apple balances with two boiled eggs, the potato is heavier than the apple but lighter than the carrot. Encourage the use of language to facilitate understanding.

Enrichment: List ten product or objects that weigh more than your school bag.

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

Note that the class activity will be a practical activity that includes a drawing.

1. **Revise DBE Worksheet 15** (pgs 32 and 33)
2. Give learners a range of packages of different items to sequence from heaviest to lightest, where they sequence according to the mass stated on the package, e.g. 2 kg rice, 1 kg sugar, 5 kg mealie meal, 10 kg samp. Ask the learners to order these packages from the ‘heaviest to the lightest.’ (Give learners a bathroom scale to weigh heavier objects. Learners can weigh themselves as well, but be aware that this might be a sensitive issue for some learners.)
3. Make two drawings:
 - a. Draw a balance scale to show that 3 kg is heavier than 1 kg.
 - b. Draw an object on each side of a balance scale to make it true.
 - c. Draw a balance scale to show that 2 kg is lighter than 5 kg.

5. Homework activity – 5 minutes

No homework.

6. Reflection on lesson

Date:

Lesson Topic: Fours - sharing and groups

CAPS Topic: 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.6 Problem-solving techniques, 1.9 Grouping and sharing leading to division, 1.12 Techniques (methods or strategies), 1.15 Division

Concepts and skills for today

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in 4s up to 100. (Counting)
- Recall addition and subtraction facts up to 20. (Mental mathematics)
- Solve and explain solutions to practical problems that involve equal sharing and grouping up to 50.
- Divide numbers up to 50 by 4 and use appropriate symbols ($\div$, $=$, $\square$)

Key words: Sharing, dividing, fours, remainders

Prior knowledge

In Grade 2 learners did sharing and grouping, leading to division without the division symbol. In this lesson the division symbol will be introduced.

Assessment

Formal Task 1 Activity 1. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 4s: 4,8, 12, ...100.
- Count backwards in 4s: 100, 96,92, ...4

Mental maths activity - 10 minutes

Write down first two numbers after number

		Answer			Answer
1.	99	100,101	6.	34	35,36
2.	156	157,158	7.	89	90,91
3.	175	176,177	8.	165	166,167
4.	189	190,191	9.	179	180
5.	190	191,192	10.	143	144,145

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Counters, unifix blocks, **DBE Workbook**

In the previous two lessons you have learnt about multiplying by 4 up to 50. In this lesson the focus will be on division.

In groups of four give learners 32 counters/stones.

Write this word problem on the board and guide the learners' thinking by asking questions.

You have 40 sweets.Share it amongst four children. .

How many does each child get? Are there any remainders

Ask What is the question asking you to do? (share the sweets) Do you have any sweets left? (no)

- What are the numbers? (40 and 4).

Date:

- What operation will you use? ($\div$) Will you multiply or divide? (divide) Which word helped you to decide this? (share)
- What will the number sentence be? ($40 \div 4 = 10 \rightarrow 40 \div 45 = 10$)
- Read the question again. (There will be no sweets left.)

Division without remainders

- Ask learners to take 32 counters.
- Ask them to share them amongst 4 friends
- How many groups do we have? (4)
- How many counters/stones does each friend get? (8)

We can say 32 divided by 4 is 8. We can write it as $32 \div 4 = \square \rightarrow 32 \div 4 = 8$ (Point to the division symbol and say the following: Instead of using the words 'divide' or 'share', we will use the symbol from now on.)

Division with remainders

Ask learners to take 33 counters/stones.

Ask them to share them amongst 4 friends.

How many counters/stones does each friend get?

How many counters are left?

We can say 33 divided by 4 is 8, remainder 1. We can write it as $33 \div 4 = 8 \text{ remainder } 1$.

Remediation: Give learners 23 counters. Ask them to share these equally into four groups. They do this by picking up four counters and then distributing them equally among the four groups. Then pick up another handful of four counters and again distribute these as above. Continue until a full set of four counters cannot be picked up.

Ask: How many counters in each group? (5) How many groups? (4) Are there any counters left? (yes, 3). We can say 23 counters will make 5 groups with 4 counters in each group and 3 counters will be left.

To write this as a number sentence let's look at how many counters you started with? (23). Let us write $23 \div$ (How many groups did you make?) $5 =$ (How many counters in each group?) 4 and (Are you left with any counters? How many?) 3 counters are left. I can write it as $23 \div 4 = \square \rightarrow 23 \div 4 = 5 \text{ remainder } 3$.

Enrichment: Make up your own division word problem.

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

Do question 1.a with your learners and the learners do the rest by themselves in their maths books

1. Calculate the following:

a. $12 \div 4 = \square$ (3)	b. $36 \div 4 = \square$ (9)	c. $24 \div 4 = \square$ (6)	d. $48 \div 4 = \square$ (12)	e. $40 \div 4 = \square$ (10)
f. $47 \div 4 = \square$ (11 rem 3)	g. $11 \div 4 = \square$ (2 rem 3)	h. $34 \div 4 = \square$ (8 rem 2)	i. $50 \div 4 = \square$ (12 rem 2)	j. $25 \div 4 = \square$ (6 rem 1)

2. You have 49 balls. Share it amongst 4 children. Do you have any balls left or not? (Yes. $49 \div 4 = \square \rightarrow 49 \div 4 = 12 \text{ remainder } 1$)

5. Homework activity – 5 minutes

Learners do the word problem in their maths books.

- The teacher has 45 pencils. She shares it amongst 4 friends. Does she have any pencils left?
($45 \div 4 = \square \rightarrow 45 \div 4 = 11 \text{ remainder } 1$. Yes, she has 1 pencil left.)
- DBE Worksheet 30** (pgs 68-71) – Revise all questions.

6. Reflection on lesson

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Date:

Lesson Topic: Number patterns in 4**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 2.2 Number patterns**Concepts and skills for today**

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards in backwards in 4s up to 200. (Counting)
- Use calculation strategies to add and subtract efficiently: put the larger number first in order to count on or count back. (Mental mathematics)
- Copy and extend and describe number sequences of 4 between 0 and 200.

Key words: Number patterns and fours, sequences**Prior knowledge**

In Grade 2 learners worked with number sequences up to 200 by counting forwards and backwards, coping, extending, describing and creating own number patterns.

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 4s: 100, 104, 108, ...200.
- Count backwards in 4s: 200, 196, 192 ... 100.

Mental maths activity - 10 minutes

Which number is bigger?

		Answer			Answer
1.	156 or 165	165	6.	189 or 198	198
2.	25 or 52	52	7.	165 or 166	166
3.	79 or 97	97	8.	155 or 154	155
4.	121 or 120	121	9.	176 or 167	176
5.	189 or 190	190	10.	99 or 199	199

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

Resources: Number board, number line.

In the previous lesson learners learnt about multiplying and dividing by 4. In this lesson the focus will be on copying, extending and describing number sequences with 4.

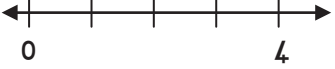
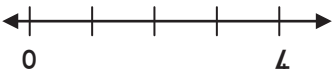
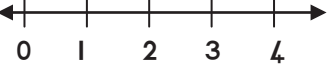
- Give learners a 1–200 number board. Ask learners to place a counter on 4, 8, 12, 16 and 20. Ask learners to extend the pattern up to 200. Ask them what they notice. Does this pattern remind them about any other patterns they have already done? (Some learners may realize the relationship to the 2's pattern.). Why was it easy to pack out the rest of the pattern?
- Ask learners to remove the counters from their number boards. Ask questions like these based on counting in fours

If you are counting forwards what number comes after 56? (60)

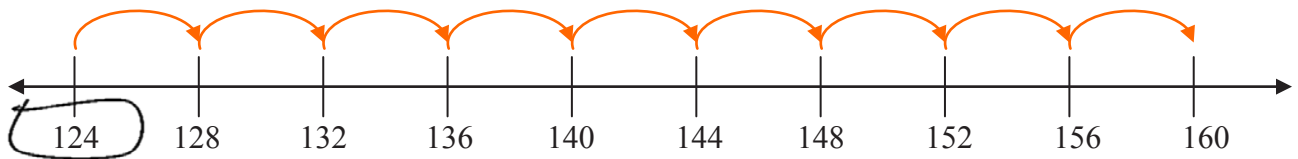
- If you are counting backwards what number after 132? (128)
- If you are counting forwards what number comes after 96 (100)

Date:

Revise intervals with your learners.

Draw the following number line on the board.	The learners copy it in their maths books. Ask them what will come between 0 and 4.	Learners fill in the numbers.
		

Draw the following number line on the board. Tell the learners that they are going to count in fours again, but this time on the number line. Write number 124 below the number line. Ask the children to count on in fours and as they do so you write down the numbers for the intervals below the number. Now ask the children to count again while you draw the jumps.



Ask

- If we count forwards what three numbers will come after 132? How did you work that out?
- If we count backwards what three numbers will come after 120? How did you work that out?

Remediation: Use a number board up to 100. Ask the learners to place a counter on 4. Ask learners to add on four and place a counter on the next number. Continue until 40. Ask the learners to describe the pattern? Now ask them to count aloud but this time to listen to themselves counting and look out for a sound pattern. Ask them to fill the number board with counting in fours without counting in ones this time.

Enrichment: How many 4's are there between 84 and 103? (4)
200 legs. How many chairs? .
Complete this pattern. 11, 15, 19, 23 ____, ____, ____

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

Learners do the following activities in their maths books.

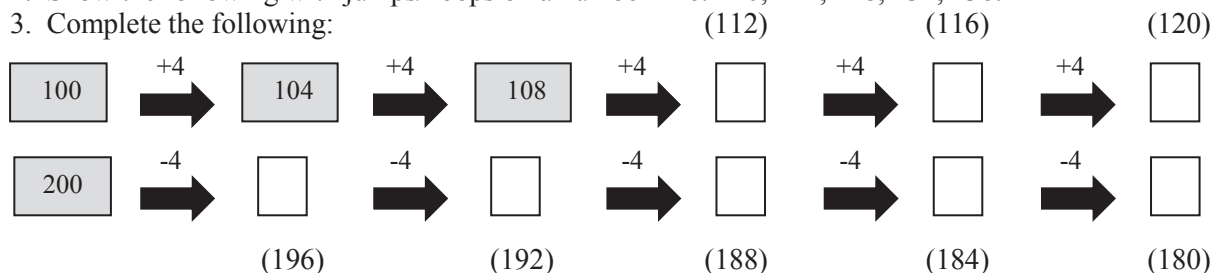
1. Extend the pattern:

a. 112, 116, 120, ____, ____, ____ (124, 128, 132)

b. 116, 112, 108, ____, ____, ____ (104, 100, 96)

2. Show the following with jumps/hoops on a number line: 120, 124, 128, 132, 136.

3. Complete the following:



5. Homework activity – 5 minutes

Learners complete the following in their maths books.

1. Extend the pattern:

a. 92, 94, 96, ____, ____, ____ (100, 104, 108))

b. 200, 196, 192, ____, ____, ____ (188, 184, 180)

6. Reflection on lesson

Date:

Lesson Topic: Calendars**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 4.1 Time**Concepts and skills for today**

- Group to at least 200 objects to estimate and count reliably. (Counting)
- Count forwards and backwards in ones up to 200. (Counting)
- Recall addition and subtraction facts to 20. (Mental mathematics)
- Read dates on calendar.
- Place birthdays, religious festivals, public holidays, historical events, school events on a calendar.

Key words: Calendar, religious festivals, public holiday, birthdays and historical events**Prior knowledge**

- Use calendars to calculate and describe length of time in days or weeks.
- Place birthdays, religious festivals, public holidays, historical events, school events on a calendar.

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 1's from 59 to 159.
- Count backwards in 1's from 159 to 59.

Mental maths activity - 10 minutes

Calculate following

		Answer			Answer
1.	$10 + 10 =$	20	6.	$19 - 8 =$	11
2.	$20 - 10 =$	10	7.	$18 - 8 =$	10
3.	$13 + 3 =$	16	8.	$17 + 2 =$	19
4.	$15 + 5 =$	20	9.	$12 + 6 =$	18
5.	$16 + 4 =$	20	10.	$11 - 7 =$	4

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** 2013 Calendar, old calendars, **DBE Workbook**

Learners will learn how to place birthdays, religious festivals, public holidays, historical events, school events on a calendar

Divide the class into groups - give each group a year calendar

- Revise all the public holidays.
- In groups learners circle their dates of birth on the calendar.

Date:

- While the learners are doing this, write all the public and historical days on the board. Add any other religious festivals that relates to learners in your school.

Public holidays 2013

1 January	New Year's Day
21 March	Human Rights Day
29 March	Good Friday (Friday before Easter Sunday)
1 April	Family Day (Monday after Easter Sunday)
27 April	Freedom Day
1 May	Workers' Day
16 June	Youth Day
17 June	Public holiday
9 August	National Women's Day
24 September	Heritage Day
16 December	Day of Reconciliation
25 December	Christmas Day
26 December	Day of Goodwill

Source: <http://www.info.gov.za/aboutsa/holidays.htm>**Public Holidays**

Ask learners to use a different colour to circle the days as you discuss them

Ask learners question such as:

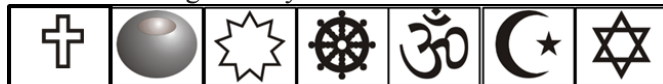
- What happens on the 27 of April?
Show me the date on the calendar.
- What happens on the 9th of August?
Show me the date on the calendar.
- Which religious day is important for your family? Show it on the calendar and share it with your friends.
How many days between Christmas and new year?

Remediation: Give learners a monthly calendar, example April. Ask them the following.

How many days are there in April? How many Sundays/Tuesdays are there in April? What is the date on the second Sunday in April? Tell me something about the 12th of April? (it comes after the 11th/before the 13th/ it is a Friday).

Show me the 19th of April. On what day is this? Which religious festival is in this month?

Enrichment: Give learners the main Religious group symbols of South Africa. Ask them to find out at least one religious day for each.



Christianity, African religion, Baha'i faith, Buddhism, Hinduism, Islam, Judaism

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

Learners do the following questions in their maths books.

You will need a 2013 calendar to answer the following questions.

- What do you notice when a public holiday is on a Sunday? (The Monday is a public holiday.)
- Is there any public holidays on a Sunday in 2013? (16 June 2013)
- On what day is the 14th of November? What day is before the 14th and what day is after the 14th of November? (Thursday, Wednesday – 13th of November, Friday – 15th of November)
- Highlight your special day on the calendar. Why is it special to you? (Learners answers will vary.)
- Mona's birthday is exactly two weeks after yours. Write down the date of her birthday,

5. Homework activity – 5 minutes

No homework today.

Remind learners to look after their books when they take them home. Encourage them to share the activity with their family members or friends.

6. Reflection on lesson

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Date:

Lesson Topic: Analogue Time**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 4.1 Time**Concepts and skills for today**

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Give a reasonable estimate of a number of objects that can be checked by counting. Count forwards and backwards. (Counting)
- Count forwards and backwards in: The intervals specified in Grade 2 with increased number ranges. (Counting)
- Add or subtract multiples of 10 from 0 up to 100. (Mental mathematics)
- Tell 12 – hour time in: Hours, half hours, quarters and minutes.

Key words: Analogue time, hours, half hours, quarter hours, minutes**Prior knowledge**

In Grade 2 Term 4 the learners learnt to:

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

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 5s from 5 to 200.
- Count backwards in 5s from 5 to 100.

Mental maths activity - 10 minutes

If we are counting in 10's on a number line, how many jumps do we need to get to 100?

		Answer			Answer	
1.	10	(20, 30, 40....100)	9	6.	60	4
2.	30		7	7.	50	5
3.	40		6	8.	0	10
4.	90		1	9.	20	8
5.	70		3	10.	100	0

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Clock, **DBE Workbook** and cardboard, split pins and a paper plates (see Remediation).**Draw clocks on the board to show the following times:**

quarter past two	half past eight	quarter to ten	half past two
quarter to four	quarter past nine	12 o' clock	
half past six (check that you have drawn this correctly)			

Date:

- Ask the learners to read the time.
- Ask the learners what they can tell you about the clock that you have drawn. (2 clocks are at a quarter to, 2 clocks are at a quarter past, 3 clocks are on half past, 2 clocks set just after 2 o' clock, only one clock is set at the o' clock)
- Sequencing of time: Give learners 8 numbered cards(1st-8th) and some presstick. Ask them to come up, one at a time, to place the card under the correct drawing in the sequence

(1 st) quarter past two	(2 nd) half past two	(3 rd) quarter to four	(4 th) half past six
(5 th) half past eight	(6 th) quarter past nine	(7 th) quarter to ten	(8 th) 12 o' clock

- Ask the learners to tell you the difference in minutes and hours between the first and second clock and then the first and third clock in each line. E.g. 1st and 2nd clock 15 minutes and 1st and 3rd clock 45 minutes.

Remediation/enrichment

Remediation: Begin by revising the o' clock. Use your demonstration clock to show learners that the short hand remains on the twelve. Set various times and the learners read. Follow this with learners setting the time on their own clock faces (made with cardboard, split pins and a paper plates) as you call out various times.

Follow this with half past. Use a real clock to show that as the long hand moves to half past, the short hand too begins its journey to the next hour.

Continue with the steps as for o' clock. Do the same for quarter past. Then for a quarter to.

Enrichment:

- At what time does your favourite TV programme begin?
- How long is your school day?
- How long is the break?
- At what time does school end?

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

Do questions 3 to 5 in the maths books.

1. Draw four clocks on the board, showing the following times: quarter past four, half past eleven, quarter to two and half past six. Ask the learners to read the times out loud to you.
2. Make cards and write the following on it: quarter past four, half past eleven, quarter to two and half past six. Ask the learners to match these cards to the clocks on the board.
3. Tell the learners to copy the clocks that are on the board into their maths books and then write a sentence about each clock, e.g. The time shown on this clock is half past eleven.
4. Tell the learners to draw a clock showing quarter past two in their maths books. Ask the learners to write the time below the clock (quarter past two). Ask them how many minutes before 3 o'clock.(45 minutes)
5. Do the same with half past two. Write the time. (half past two) How many minutes before 3 o'clock? (30 minutes)

5. Homework activity – 5 minutes

Do all the questions in your DBE workbook.

1. **DBE Worksheet 32** (pgs74-75)

6. Reflection on lesson

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Date:

Lesson Topic: Time**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 4.1 Time**Concepts and skills for today**

- Group up to at least 200 objects to estimate and count reliably. (Counting)
- Give a reasonable estimate of a number of objects that can be checked by counting. Count forwards and backwards. (Counting)
- Count forwards and backwards in: The intervals specified in Grade 2 with increased number ranges. (Counting)
- Use calculation strategies to add and subtract efficiently by putting the larger number first in order to count on or count back. (Mental mathematics)
- Tell 12 – hour time in: Hours, half hours, quarters and minutes on analogue clocks and digital clocks and instruments that show time e.g. cell phones

Key words: Analogue time and digital time, hours, half hours, quarters and minutes**Prior knowledge**

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

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners' ability to count reliably to at least 200 everyday objects.
- Count forwards in 2s from 2 to 50.
- Count backwards in 2s from 50 to 2.

Mental maths activity - 10 minutes

Listen carefully for the larger number then count on from the larger number.

		Answer			Answer
1.	$2 + 12 =$	$12 + 2 = 14$	6.	$17 + 2 =$	$17 + 2 = 19$
2.	$3 + 11 =$	$11 + 3 = 14$	7.	$11 + 9 =$	$11 + 9 = 20$
3.	$12 + 5 =$	$12 + 5 = 17$	8.	$4 + 16 =$	$16 + 4 = 20$
4.	$7 + 9 =$	$9 + 7 = 16$	9.	$3 + 31 =$	$31 + 3 = 34$
5.	$5 + 9 =$	$9 + 5 = 14$	10.	$32 + 2 =$	$32 + 2 = 34$

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Clocks- analogue and a digital clock

In the previous lesson we learnt how to tell 12 – hour time in hours, half hours, quarters and minutes on analogue clocks. In this lesson we are going to continue telling time but will add digital clocks and other instruments that show time, e.g. Cell phones.

Date:

- When we talk about time, what does a.m. (before midday) and p.m.(after midday) mean?
- Revise analogue time. Ask questions such as
- How many minutes in an hour? (60). What do we mean when we say 4 o' clock?(That the time is exactly on the hour- not before or after). Show me 4 o' clock on this clock.
- How many minutes in half an hour?(30). When we read time, how do we say half an hour from the full hour or the o'clock? (half past). On this clock show any time that shows *half past* and read the time to me. (e.g. half past three). Do the same for *quarter past* and *quarter to*.
- Ask if any children can read the time on cell phones, microwave ovens, etc. Discuss digital clocks by covering the following points
- Digital clocks work in 24 hour cycles- day +night. So we see any hour only once. On an analogue clock we have 12 hours for a.m. and 12 hours for p.m. but on the digital clock these are put together and we have 24 hours.
- Explain to the learners that if you had two watches, one analogue and one digital, and they needed to show 8 o' clock in the morning this is how it would look. (First show this on actual clocks and then draw a clock face showing 8 o' clock for the analogue clock and write 08:00 to show digital time next to it.)
- Use an analogue and digital clocks to show every hour and ask children to have a go at helping you to complete a table on the board from 00:00 to 12:00.
- Then say *Now that we 12 o' clock at midday who can guess how we write the next hour? Remember that this clock goes up to 24 hours.* If no one comes up with an appropriate response show the 13:00 and keep going for the rest of the times.

Remediation/ Enrichment**Remediation:** Do the same activity in stages.

Make sure that the children get the first 12 hours right and only then progress to the second 12 hours.

Enrichment: The movie started at 3 o' clock and ended at 4:30. How many minutes was the movie?**4. Classwork activity (Group/independent work) – 25 minutes**

Write the time in another way in your maths books.

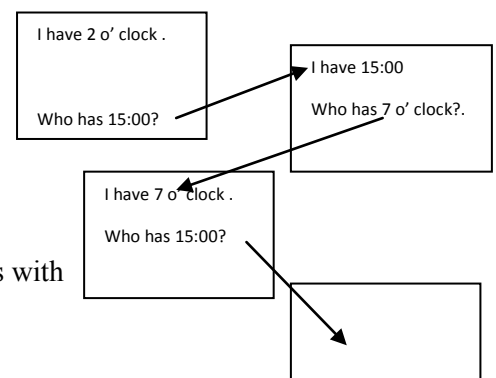
Write these time in digital time

1. 7:00 a.m.
2. 7:00 p.m.
3. 3:00 p.m.
4. 3:00 a.m.

Write these times in analogue time

1. 05:00
2. 14:00
3. 24:00
4. 19:00

Learners play the "I have...who has" game in groups of 4. Use sets with 8- 12 cards per group.

**5. Homework activity**

No homework.

6. Reflection on lesson

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Date:

Lesson Topic: Sharing leading to fractions**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.17 Fractions**Concepts and skills for today**

- Count forwards and backwards in: 100's up to at least 500. (Counting)
- Order a given set of selected numbers up to 200.(Mental mathematics)
- Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{5}$ etc.
- Use and name fractions in familiar contexts including halves, quarter, eights, thirds, sixths, fifths.

Key words: Sharing and fractions, halves, quarters, three quarters,**Prior knowledge**

- Use and name fractions in familiar contexts including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form and write fractions as 1 half, 2 thirds.

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 2s from 100 to 200.
- Count backwards in 2s from 200 to 2.

Mental maths activity - 10 minutes

What is the number that comes before number...?

		Answer			Answer
1.	121	120	6.	123	122
2.	134	133	7.	199	198
3.	156	155	8.	145	144
4.	178	177	9.	165	164
5.	190	189	10.	200	199

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Cones, sharing circles, **DBE Workbook**, hula hoops, worksheet

In this lesson we are going to learn how to solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{5}$ etc.

Take your learners outside and do the following activities.

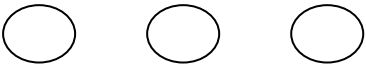
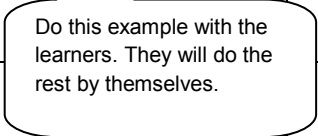
- Divide the class into groups of even numbers (all groups do not have to be the same size). Give each group two hula hoops. Ask the groups to divide themselves into two smaller equal groups, by stepping inside the hoops one at a time. When they are finished ask them to describe what they had just done. (Our group has 6 children. If we divided ourselves equally

Date:

between the 2 hoops, there are 3 children in each hoop. We can also say that one half of our group is 3.)

- Take the groups learners back to the class. Learners work in pairs. Give each pair a worksheet with sharing circles and 12 counters as shown below.
- Ask each pair to take twelve counters and share them equally. Remind learners about how they shared counters when they did grouping by discussing sharing into three equal portions with them. (They need to pick up the exact number of counters that they will need to make a complete row for sharing, for example for the row with three circles they will pick up three counters and share these before picking up the next three counters.)

Let the learners do the rest of the worksheet by themselves.

Name:		Date:
Share twelve counters equally in each row.	Write a sentence to show what you have found.	Write a sentence which describe each of the fractions you made.
		
	If I make three equal portions I will get three (thirds).	One third of twelve is ...(3) Two thirds of 12 is ...(8) Three thirds of twelve is (12)
		
		
		

Remediation/ Enrichment

Remediation: Work with smaller numbers e.g. 6 shared into thirds and 4 shared into quarters.

Enrichment: Mary had R48. She gave a quarter to her mum, half to her teacher and kept the rest. How much each did mum, teacher and Mary get?

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

Do questions 1 to 5 in the writing books.

1. Revise **DBE Worksheet 7** (pgs 16-17)

5. Homework activity – 5 minutes

Do questions 1 to 3 in your writing book.

1. Draw 4 sharing circles in your writing book and label each one accordingly. (1 fourth, etc.)
2. Share 24 beads amongst the 4 circles.
3. Copy the sentence and fill in the missing words: One fourth of the counters is __ (6). Two fourths of the counters is __ (12). Three fourths of the counters is __ (18). Four fourths of the counters is __ (24).

6. Reflection on lesson

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Date:

Lesson Topic: A fraction can be represented as part of a set**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.17 Fractions**Concepts and skills for today**

- Count forwards and backwards in: 100s up to at least 500. (Counting)
- Compare numbers up to 100 and say which is 1, 2, 3, 4, 5, and 10 more or less up to 200. (Mental mathematics)
- Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{5}$ etc.
- Use and name fractions in familiar contexts including halves, quarter, eights, thirds, sixths, fifths.
- Key words:** Sharing and fractions, halves, quarter, eights, thirds, sixths, fifths.

Prior knowledge

- Use and name fractions in familiar contexts including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form and write fractions as 1 half, 2 thirds.

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learners ability to count reliably to at least 200 everyday objects.
- Count forwards in 3s from 3 to 30.
- Count backwards in 3s from 30 to 3.

Mental maths activity - 10 minutes

What is two less than these numbers?

		Answer			Answer
1.	36	34	6.	140	138
2.	45	43	7.	167	165
3.	98	96	8.	154	152
4.	100	98	9.	172	170
5.	120	118	10.	190	188

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources: DBE Workbook**

In the previous lesson we learnt how to solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{5}$ etc. and to use and name fractions in familiar contexts including halves, quarter, thirds, sixths and twelfths.,

In this lesson we are going to extend our existing knowledge of fractions and learn that a fraction can be represented as part of a set.

Date:

- Do the following activities with your children. There are three girls and two boys. (Remember to carefully select the total number of children in the group first.) What fraction are boys? (Two fifths are boys.) What fraction are girls? (Three fifths are girls.)
- There are two girls and one boy. How many children are there? (three) What fraction are boys? One third is boys. What fraction are girls? Two thirds are girls.
- There are 5 boys and 3 girls. How many children are there? (eight) What fraction are boys? Five eighths are boys. What fraction are girls? Three eighths are girls.

Remediation/enrichment**Remediation:**

Give the learners two green and four orange beads. Ask them the following questions:

- How many beads are there? (Six)
- What fraction is green? (Two sixths are green.)
- What fraction is orange? (Four sixths are orange.)

Give the learners four green and four orange beads. Ask the following questions:

- How many beads are there? (Eight)
- What fraction is green? (Four eighths are green.)
- What fraction is orange? (Four eighths are orange.)

Give the learners one green and three orange beads. Ask the following questions:

- How many beads are there? (Four)
- What fraction is green? (One quarter is green.)
- What fraction is orange? (Three quarters are orange.)

Enrichment: DBE Worksheet 31 (p 73)**4. Classwork activity (Group/independent work) – 25 minutes**

Do questions 1 and 2 with the learners. They do questions 3 and 4 in your maths books.

1. Draw /show/tell the learners that there is 1 boy and 2 girls. How many children are there? (3) How many boys are there? (1) What fraction are boys? (one third is boys) How many girls are there? (2) What fraction are girls? (two thirds are girls)
2. Draw /show/tell the learners that there are 12 boys and 3 girls. Ask the following questions: How many children are there? (15) How many boys are there? (12) What fraction are boys? (four fifths) How many girls are there? (3) What fraction are girls? (one fifth)
3. Repeat question one with
4. Draw 4 green and 2 orange beads in your book. Fill in the answers: How many beads are there? (6) What fraction is green? (four sixths) What fraction is orange? (two sixths)
5. Draw eight squares. Colour four in . What fraction did you colour? (one half/ four eighths/ two quarters)

5. Homework activity – 5 minutes

Do questions 1 to 3 in your maths book.

1. Draw four green and four orange beads in your book. Answer the questions: How many beads are there? ____ (8). What fraction is green? ____ (one half/four eighths/two quarters). What fraction is orange? ____ (one half/four eighths/two quarters)
2. Draw six circles. Colour three. What fraction did you colour? (one half/three sixths)

6. Reflection on lesson

Date:

Lesson Topic: Fractions (fractions shapes)**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 1.17 Fractions**Concepts and skills for today**

- Use doubling and near doubles as a calculation strategy.
- Solve and explain solutions to practical problems that involve equal sharing leading to solutions that include unitary fractions e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{2}{5}$ etc.
- Begin to recognise that two halves or three thirds make one half and two quarters are equivalent.
- Use and name fractions in familiar contexts including halves, quarter, eights, thirds, sixths, fifths and recognise fractions in diagrammatic form.

Key words: Sharing and fractions, halves, quarter, eights, thirds, sixths, fifths**Prior knowledge**

- Use and name fractions in familiar contexts including halves, quarters, thirds and fifths.
- Recognise fractions in diagrammatic form and write fractions as 1 half, 2 thirds.

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Count reliably to at least 200 everyday objects.
- Count forwards in 3s from 3 to 30.
- Count backwards in 3s from 30 to 3.

Mental maths activity - 10 minutes

Use what you know about doubling to work these out.

		Answer			Answer
1.	$10+10=$	20	6.	$20+21=$	21
2.	$10+11=$	21	7.	$50+50=$	100
3.	$10+9=$	19	8.	$50+49=$	99
4.	$20+20=$	20	9.	$50+51=$	101
5.	$20+19=$	39	10.	$100+101=$	201

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes**Resources:** Paper, **DBE Workbook**, make one large fraction wall for display after the lesson.

In this lesson we will extend our knowledge of fractions by introducing the idea of equivalent fractions by building a fraction wall.

Give learners 8 strips of paper of the same size. (You could give them a ruled A5 piece of paper for them to cut into equal sized strips.)

Date:

Row 1	1 whole			
2	$\frac{1}{2}$		$\frac{1}{2}$	
3	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
3.1				
3.2				
4				
4.1				
4.2				

Rows 3b and 3 are only for discussion purposes. Do not include these in your display Fraction Wall.

Use the illustration on the left with these steps.

Ask learners to stick the first strip (Row 1) into their maths books. Label this 'one whole'

Take the 2nd strip (Row 2). Fold in the middle. Label each piece ' $\frac{1}{2}$ '. Stick into maths books.

Discuss the relationships (by looking at the vertical dividing lines between the two eg. two halves make one whole and one whole makes two halves.

Encourage learners to verbalise their thoughts by using the correct vocabulary.

Take another piece Row 3a and fold into 4 pieces, stick in maths books and label.

Discuss relationships eg two quarters make one half, Four quarters make one whole. Talk about different quarters that would make half eg. Row 3 and Row 3b.

Do the same with eighths.

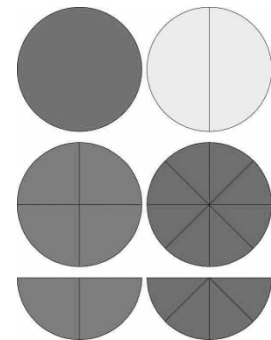
Remember to use a variety of shapes when you illustrate fractions eg. circles, squares otherwise learners will believe that fractions can only be illustrated with rectangles.

Remediation:

Make fraction circles like those illustrated.

Do the same activity as above but focusing only on wholes, halves and quarters.

Learners physically place the cut outs on the whole shape to establish relationships.



Enrichment: DBE Worksheet 31 (p 73)

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

Do questions 1 on the board and questions 4 to 6 in your maths books.

1. A circle, divided in quarters of which two quarters are coloured. Which fraction is coloured? (one half/two quarters) which fraction is not coloured? (one half/two quarters)
2. A rectangle, divided into sixths of which four sixths are coloured. Which fraction is coloured? (four sixths/two thirds) Which fraction is not coloured? (two sixths/one third)
3. A circle, divided into fifths of which four fifths are coloured. Which fraction is coloured? (four fifths) Which fraction is not coloured? (one fifth)
4. A rectangle, divided into thirds of which two thirds are coloured. Which fraction is coloured? (two thirds) Which fraction is not coloured? (one third)
5. A circle, divided into eighths of which three eighths are coloured. Which fraction is coloured? (three eighths) Which fraction is not coloured? (five eighths)

5. Homework activity – 5 minutes

Do question 1 in your maths book.

1. Draw a fraction board in your book. Colour the following fractions: one half, one third, three quarters, five fifths, two sixths and three eighths.

6. Reflection on lesson

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Date:

Lesson Topic: Geometric patterns

CAPS Topic: Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 2.1 Geometric patterns

Concepts and skills for today

- Add or subtract multiples of 10 from 0 up to 100. (Mental mathematics)
- Copy, extend and describe in words simple patterns made with physical objects, drawings of lines, shapes or objects.
- Simple patterns in which shapes, or groups of shapes are repeated in exactly the same way.
- Create own geometric patterns using physical objects and by drawing lines, shapes or objects.

Key words: geometric patterns, lines, shapes, objects.

Prior knowledge

Identify, describe in words and copy geometric patterns in nature, from modern life and our cultural heritage.

Assessment

Formal Task 2 Activity 2. Asses a group of learners today.

1. Mental maths**Counting - 5 minutes**

- Oral counting activity to develop learner's ability to count reliably to at least 200 everyday objects.
- Count forwards in 4s from 4 to 40.
- Count backwards in 4s from 48 to 4.

Mental maths activity - 10 minutes

What is the missing number?

		Answer			Answer
1.	$100 - \square = 20$	80	6.	$100 - \square = 50$	50
2.	$50 + \square = 90$	40	7.	$\square + 40 = 100$	60
3.	$20 + \square = 80$	60	8.	$\square + 80 = 90$	10
4.	$40 + \square = 100$	60	9.	$\square - 30 = 70$	100
5.	$\square - 10 = 90$	100	10.	$20 - \square = 10$	10

2. Homework/Corrections – 15 minutes

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

3. Lesson content – concept development – 30 minutes

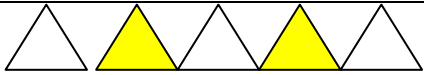
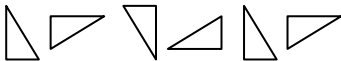
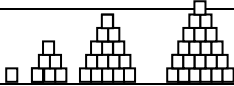
Resources: Relevant apparatus, geometric pattern cards and strips.

In this lesson we are going to learn how to identify copy, extend and describe in words simple patterns made with physical objects, drawings of lines, shapes or objects.

- Do practical activities with learners first with concrete apparatus and then with the geometric pattern cards and strips. Lay out the apparatus/pattern cards and ask learners to describe what they notice.

Date:

- After you have gone through all the patterns ask learners what they think the next three items will be.
- Repeat the steps with drawings. Ask learners to draw the next three items in the pattern. It will be necessary for you to provide at least three examples of each type of pattern.

Patterns	Possible Responses and Explanations
	The same shape is used but the colours change in a regular and predictable way.
	The same shape is used but the size changes in a regular and predictable way. They can get bigger or smaller.
	The same shape is used but the orientation/direction it points to changes in a regular and predictable way
	The items in each group are the same shape but position of the items change in a regular and predictable way.
	The same shape is used but the number of shapes changes in a regular and predictable way.

Remediation/enrichment

Remediation: Find real life objects that are similar to the ones on the geometric pattern cards. Show the first step of the pattern. Ask the learners to copy this pattern with their cards. Extend your pattern. Ask the learners to copy it with their cards.

Enrichment: Give learners the geometric pattern cards. Ask them to make their own pattern using at least nine cards. Ask them to make a drawing of it.

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

Draw examples of the following patterns and ask learners to copy extend these in their maths books.

1. A pattern using one object, but having the colours of the object change in a regular way on the board.
2. A pattern using one shape or object but having the position of the shape or object change in a regular way.
3. A pattern using identical groups of shapes or objects that are repeated, where the size of the shape in each group changes in a regular, predictable way, e.g. the size of the shape gets bigger or smaller on the board..
4. A pattern using identical groups, where each group has only one kind of object but the position of the object in a group changes and these identical groups are repeated,
5. Ask learners to draw their own patterns in their books and describe them eg yellow triangle, blue triangle, yellow triangle, blue triangle,

5. Homework activity – 5 minutes

Do question 3 in your maths book.

1. Find 3 different objects (2 of each) in your kitchen, like glasses, plates and bowls.
2. Use your objects to make a pattern.
3. Copy and extend your pattern in your book.

6. Reflection on lesson

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Date:

Lesson Topic: 2-D shapes**CAPS Topic:** 1.1 Count objects, 1.2 Count forwards and backwards, 1.16 Mental mathematics, 3.3 2-D shapes**Concepts and skills for today**

- Count forwards and backwards in: 100's up to at least 500. (Counting)
- Use calculation strategies to add and subtract efficiently by using number lines.(Mental mathematics)
- Describe, sort and compare 2-D shapes: circles, triangles, squares and rectangles in terms of shapes, straight sides and round sides.
- Key words:** 2 -D shapes, two dimensional shapes: circles, triangles, squares, rectangles straight sides, round sides.

Prior knowledge

- Recognise and name 2-D shapes like circles, triangles, squares and rectangles.
- Describe, sort and compare 2-d shapes in terms of size, colour, shape, straight and round sides.

Assessment

No assessment today.

1. Mental maths**Counting - 5 minutes**

- Count reliably to at least 200 everyday objects.
- Count forwards in 4s from 4 to 40.
- Count backwards in 4s from 48 to 4.

Mental maths activity - 10 minutes

Which numbers are between these numbers?

		Answer			Answer
1.	131 and 135	132,133,134	6.	112 and 116	113,114,115
2.	123 and 126	124,125	7.	191 and 188	189,190
3.	174 and 170	171,172,173	8.	179 and 183	180,181,182
4.	199 and 196	198,197	9.	170 and 166	167,168,169
5.	99 and 102	100,101	10.	113 and 117	114,115,116

2. Homework / Corrections – 15 minutes

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

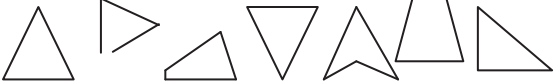
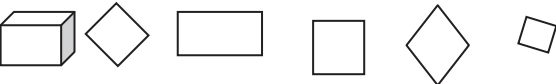
3. Lesson content – concept development – 30 minutes**Resources:** Cardboard for handouts (see Remediation) **DBE Workbook**

In this lesson we are going to learn how to describe, sort and compare 2-D shapes: circles, triangles, squares and rectangles in terms of shapes, straight sides and round sides.

- Ask learners
- Who can tell me what a circle is?
- Can you draw it on the board for me? (discuss the drawing focusing on the criteria
- Draw examples and non examples of circles (see table below).

Date:

- Ask learners about each example- why they are or are not circles. Encourage learners to develop skill in using the mathematical vocabulary themselves.
- Do the same for each of the other shapes.

	Which shapes are circles?
	Which shapes are triangles?
	Which shapes are squares?
	Which shapes are rectangles? <i>Note that a square fits the criteria for a rectangle. This means that it is a special type of a rectangle. While you are not expected to teach this, the information is important if learners raise this in a discussion.</i>

Remediation: Give learners a cardboard handout with different sized, coloured and positioned shapes. This allows learners to see different triangles, squares and rectangles placed in different positions. (You may want to use some examples from the table above to create the handout.) Ask them to cut out, sort and group shapes according to whether they are triangles, rectangles, squares or circles. Now ask the learners to sort the shapes according to whether they have straight or round sides.

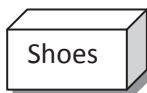
Enrichment: Ask learners to find two real objects that have the shapes discussed eg.



circle



triangle



rectangle



square

Classwork activity (Group/independent work) – 25 minutes

Do questions 3 to 5 in your maths books.

1. Revise **DBE Worksheet 11** (pgs 24-25)
2. Draw five of each shape. They must all look different.
triangles
rectangles
circles
squares

5. Homework activity

No homework.

6. Reflection on lesson

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Mental Mathematics Grade 3

Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Write down the numbers from the smallest to the greatest 8, 5, 9 _____, _____, _____	Which is the bigger number? 34 or 43 _____	Which number is one more than...? 16 _____	Which number is one more than...? 16 _____	Use a number line to add the following: 11 + 2 = _____
14, 11, 15 _____, _____, _____	27 or 72 _____	25 _____	25 _____	15 + 1 = _____
21, 19, 23 _____, _____, _____	44 or 55 _____	45 _____	45 _____	9 + 3 = _____
14, 10, 50 _____, _____, _____	53 or 35 _____	66 _____	66 _____	19 + 1 = _____
24, 42, 41 _____, _____, _____	24 or 42 _____	49 _____	49 _____	14 + 3 = _____
39, 9, 29 _____, _____, _____	67 or 76 _____	33 _____	33 _____	11 + 4 = _____
34, 43, 33 _____, _____, _____	81 or 18 _____	78 _____	78 _____	16 + 4 = _____
29, 11, 37 _____, _____, _____	69 or 96 _____	91 _____	91 _____	13 + 3 = _____
50, 38, 47 _____, _____, _____	85 or 58 _____	89 _____	89 _____	12 + 4 = _____
24, 31, 9 _____, _____, _____	56 or 65 _____	100 _____	69 _____	10 + 10 = _____

Lesson 14	Lesson 15	Lesson 16	Lesson 17	Lesson 18
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Write down next numbers in order from the greatest to the smallest 8, 5, 9 _____ 14, 11, 15 _____ 21, 19, 23 _____ 12, 14, 10 _____ 67, 50, 82 _____ 134, 136, 135 _____ 156, 158, 157 _____ 134, 143, 123 _____ 179, 199, 189 _____ 129, 130, 13 _____	Which number is bigger? 244 or 188 _____ 128 or 282 _____ 213 or 243 _____ 63 or 36 _____ 120 or 210 _____ 278 or 287 _____ 198 or 189 _____ 117 or 171 _____ 230 or 213 _____ 107, 177 or 117 _____	Which number is eleven more than...? 51 _____ 43 _____ 77 _____ 63 _____ 48 _____ 37 _____ 71 _____ 40 _____ 23 _____ 54 _____	Double the number: 10 _____ 100 _____ 20 _____ 40 _____ 30 _____ Half the number 14 _____ 140 _____ 12 _____ 120 _____ 400 _____	Which number is eleven more than...? 54 _____ 47 _____ 27 _____ 44 _____ 28 _____ 57 _____ 75 _____ 2 _____ 88 _____ 14 _____

Lesson 19	Lesson 20	Lesson 21	Lesson 22	Lesson 23
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Write down the numbers in order from the smallest to the greatest. 3, 5, 4 _____, _____, _____ 13, 12, 14 _____, _____, _____ 31, 33, 32 _____, _____, _____ 45, 47, 46 _____, _____, _____ 55, 57, 56 _____, _____, _____ 67, 65, 66 _____, _____, _____ 76, 78, 77 _____, _____, _____ 82, 81, 83 _____, _____, _____ 99, 97, 98 _____, _____, _____ 39, 38, 40 _____, _____, _____	Calculate the following: $9 + 1 =$ _____ $8 + 4 =$ _____ $4 + 6 =$ _____ $8 + 11 =$ _____ $10 + 5 =$ _____ $12 + 2 =$ _____ $14 + 5 =$ _____ $18 + 2 =$ _____ $17 + 2 =$ _____ $6 + 5 =$ _____	Which is the bigger number? AND By how much? 34 or 35 _____ 34 or 36 _____ 56 or 55 _____ 76 or 77 _____ 88 or 90 _____ 79 or 81 _____ 92 or 90 _____ 73 or 74 _____ 66 or 67 _____ 45 or 47 _____	Calculate: $6 + \square = 12$ $3 + \square = 4$ $2 + \square = 11$ $1 + \square = 5$ $7 + \square = 14$ $5 + \square = 7$ $9 + \square = 9$ $4 + \square = 9$ $0 + \square = 8$ $8 + \square = 11$	What number should you add to the number to make it 20? 15 _____ 8 _____ 7 _____ 16 _____ 14 _____ 13 _____ 12 _____ 10 _____ 19 _____ 17 _____

Lesson 24	Lesson 25	Lesson 26	Lesson 27	Lesson 28
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Which two numbers are after...?	Which number is less?	Calculate the following:	Put the larger number first in order to count back and add one more number to the row	Which number is between the next two numbers
21 _____, _____	34 or 35 _____	$9 - 2 =$ _____	18, 19 _____, _____, _____	9 and 11 _____, _____
30 _____, _____	45 or 47 _____	$13 - 5 =$ _____	12, 13 _____, _____, _____	2 and 4 _____
38 _____, _____	13 or 14 _____	$20 - 2 =$ _____	15, 16 _____, _____, _____	15 and 17 _____
59 _____, _____	22 or 21 _____	$11 - 4 =$ _____	9, 10 _____, _____, _____	18 and 20 _____
70 _____, _____	29 or 30 _____	$18 - 10 =$ _____	11, 12 _____, _____, _____	19 and 17 _____
88 _____, _____	54 or 55 _____	$19 - 11 =$ _____	2, 3 _____, _____, _____	10 and 12 _____
97 _____, _____	99 or 88 _____	$20 - 10 =$ _____	14, 15 _____, _____, _____	13 and 15 _____
62 _____, _____	99 or 98 _____	$13 - 2 =$ _____	6, 7 _____, _____, _____	9 and 11 _____
79 _____, _____	70 or 69 _____	$14 - 5 =$ _____	19, 20 _____, _____, _____	9 and 7 _____
90 _____, _____	50 or 60 _____	$20 - 11 =$ _____	10, 11 _____, _____, _____	3 and 5 _____

Lesson 29	Lesson 30	Lesson 31	Lesson 32	Lesson 33
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Calculate following using building up numbers	Calculate the following:	Calculate the following:	Double these numbers	Calculate following using building up numbers
100 _____	$11 + 3 =$ _____	$1 + 9 =$ _____	2 _____	$5 + 8 =$ _____
123 _____	$20 - 2 =$ _____	$13 - 3 =$ _____	4 _____	$6 + 7 =$ _____
130 _____	$14 + 6 =$ _____	$11 - 2 =$ _____	7 _____	$8 + 8 =$ _____
153 _____	$20 - 10 =$ _____	$3 + 13 =$ _____	9 _____	$4 + 11 =$ _____
167 _____	$19 - 11 =$ _____	$15 - 3 =$ _____	3 _____	$5 + 12 =$ _____
188 _____	$11 + 8 =$ _____	$11 + 9 =$ _____	3 _____	$2 + 8 + 5 =$ _____
199 _____	$18 - 8 =$ _____	$12 + 6 =$ _____	8 _____	$9 + 1 + 4 =$ _____
176 _____	$12 + 7 =$ _____	$3 + 9 =$ _____	7 _____	$8 + 2 + 7 =$ _____
169 _____	$12 - 7 =$ _____	$19 - 8 =$ _____	6 _____	$3 + 7 + 4 =$ _____
157 _____	$5 + 11 =$ _____	$18 - 7 =$ _____	10 _____	$8 + 2 + 1 =$ _____

Lesson 34	Lesson 35	Lesson 36	Lesson 37	Lesson 38
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Which number is before and which number is after number „,“?	Which number is two more than this number?	Calculate the following	Put number in the box to make 100	Think about the number 19 and work out
120 _____, _____	100 _____	$11 + 2 =$ _____	$\square + 70 = 100$	4 less than 19 _____
134 _____, _____	121 _____	$10 - 3 =$ _____	$\square + 50 = 100$	6 less than 19 _____
145 _____, _____	134 _____	$10 - 6 =$ _____	$20 + \square = 100$	11 less than 19 _____
167 _____, _____	135 _____	$20 - 14 =$ _____	$40 + \square = 100$	18 less than 19 _____
172 _____, _____	155 _____	$12 + 8 =$ _____	$60 + \square = 100$	12 less than 19 _____
182 _____, _____	176 _____	$19 - 9 =$ _____	$90 + \square = 100$	3 less than 19 _____
199 _____, _____	198 _____	$16 - 7 =$ _____	$\square + 30 = 100$	16 less than 19 _____
100 _____, _____	166 _____	$14 - 8 =$ _____	$\square + 80 = 100$	10 less than 19 _____
179 _____, _____	189 _____	$13 - 8 =$ _____	$\square + 20 = 100$	17 less than 19 _____
188 _____, _____	171 _____	$18 + 2 =$ _____	$10 + \square = 100$	9 less than 19 _____

Lesson 39	Lesson 40	Lesson 41	Lesson 42	Lesson 43
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
Write down first two numbers after number 99 _____, _____	Which number is bigger? 156 or 165 _____	Calculate following $10 + 10 =$ _____	If we are counting in 10's on a number line, how many jumps do we need to get to 100? 10 _____	Listen carefully for the larger number then count on from the larger number. $2 + 12 =$ _____
156 _____, _____	25 or 52 _____	$20 - 10 =$ _____	30 _____	$3 + 11 =$ _____
175 _____, _____	79 or 97 _____	$13 + 3 =$ _____	40 _____	$12 + 5 =$ _____
189 _____, _____	121 or 120 _____	$15 + 5 =$ _____	90 _____	$7 + 9 =$ _____
190 _____, _____	189 or 190 _____	$16 + 4 =$ _____	70 _____	$5 + 9 =$ _____
34 _____, _____	189 or 198 _____	$19 - 8 =$ _____	60 _____	$17 + 2 =$ _____
89 _____, _____	165 or 166 _____	$18 - 8 =$ _____	50 _____	$11 + 9 =$ _____
165 _____, _____	155 or 154 _____	$17 + 2 =$ _____	0 _____	$4 + 16 =$ _____
179 _____, _____	176 or 167 _____	$12 + 6 =$ _____	20 _____	$3 + 31 =$ _____
143 _____, _____	99 or 199 _____	$11 - 7 =$ _____	100 _____	$32 + 2 =$ _____

Lesson 44	Lesson 45	Lesson 46	Lesson 47	Lesson 48
Monday	Tuesday	Wednesday	Thursday	Friday
Date:	Date:	Date:	Date:	Date:
What is the number that comes before number...?	What is two less than these numbers?	Use what you know about doubling to work these out.	What is the missing number?	Which numbers are between these numbers?
121 _____	36 _____	$10 + 10 =$ _____	$100 - \square = 20$	131 and 135 _____
134 _____	45 _____	$10 + 11 =$ _____	$50 + \square = 90$	123 and 126 _____
156 _____	98 _____	$10 + 9 =$ _____	$20 + \square = 80$	174 and 170 _____
178 _____	100 _____	$20 + 20 =$ _____	$40 + \square = 100$	199 and 196 _____
190 _____	120 _____	$20 + 19 =$ _____	$\square - 10 = 90$	99 and 102 _____
123 _____	140 _____	$20 + 21 =$ _____	$100 - \square = 50$	112 and 116 _____
199 _____	167 _____	$50 + 50 =$ _____	$\square + 40 = 100$	191 and 188 _____
145 _____	154 _____	$50 + 49 =$ _____	$\square + 80 = 90$	179 and 183 _____
165 _____	172 _____	$50 + 51 =$ _____	$\square - 30 = 70$	170 and 166 _____
200 _____	190 _____	$100 + 101 =$ _____	$20 - \square = 10$	113 and 117 _____

Classwork

Classwork Lesson 9	Monday	Date:
1. Write the following numbers in words. 46 18 50 37 73 2. Write the words in numbers. fifteen ninety one sixty six		
Classwork Lesson 10	Tuesday	Date:
1. $20 + 6 = \underline{\quad}$ – add on 2. $19 = \underline{\quad} + 9$ 3. Write as tens and units: $45 = \underline{\quad} + \underline{\quad}$ $45 = \underline{\quad}$ tens + $\underline{\quad}$ units $5 \text{ units} + 3 \text{ tens} = \underline{\quad}$ $3 \text{ tens} + 0 \text{ units} = \underline{\quad}$ $0 \text{ tens} + 8 \text{ units} = \underline{\quad}$ 4. What is the value of the underlined digit: • $75 = \underline{\quad} \text{ tens} = 70$ • $34 = \underline{\quad} \text{ units} = \underline{\quad}$ 5. Complete DBE Workbook 2 Worksheet 18 (page 38 and 39).		
Classwork Lesson 11	Wednesday	Date:
1. Write the numbers from the smallest to the greatest: 34, 37, 35, 36, 33 2. Which number is smaller? 92 or 29 3. Which number is greater? 28 or 82 4. Which answer is smaller? $30 + 4 = \underline{\quad}$ or $4 + 30 = \underline{\quad}$ (What do you notice?) 5. Give two numbers greater than 167 but less than 175. 6. DBE Workbook 2 Worksheet 17 (pgs 36 and 37).		
Classwork Lesson 12	Thursday	Date:
1. Write 126 in words. 2. Write the following numbers in number symbols one hundred and eight as a number. 3. One hundred and eighteen 4. One hundred and eleven 5. Write the number between 178 and 180 in words. 6. Write the number that is one more than 199 in words. 7. Write the number that is one less than 100 in words. 8. DBE Workbook 1 Worksheet 33 (page 76 and 77) questions 1 to 3.		

Classwork Lesson 13	Friday	Date:
Help learners to divide a page in their maths books into four equal parts. Ask the learners to draw a 1 litre bottle in each block. Ask the learners to draw a cup next to the first bottle, two cups next to the second bottle, three cups next to the third bottle and four cups next to the fourth bottle. Ask them to draw up to where they think the cups will fill each bottle.		
Classwork Lesson 14	Monday	Date:
1. Write 274 in words. 2. Write two hundred and ninety two as a number. 3. Write the number between 241 and 243 in words. 4. Write the number that is one more than 215 in words. 5. Write the number that is one less than 297 in words. 6. Complete DBE Workbook 1 Worksheet 41 (pgs 96-97)		
Classwork Lesson 15	Tuesday	Date:
Learners do the following in their maths books. 1. Write 395 in words. 2. Write three hundred and eleven as a number. 3. Write the number between 387 and 389 in words. 4. Write the number that is one more than 399 in words. 5. Write the number that is twenty less than 310 in words. 6. Write the number that is one less than 454 in words. Write down a number between 300 and 400 that has 7. 8 as the units digit (various options eg. 308, 398, 378) 8. No tens (various options eg. 304, 307) 9. Units at end with an even number (various options eg. 398, 344, 370) 10. Complete DBE Workbook Worksheet 43 (page 100 -01)		
Classwork Lesson 16	Wednesday	Date:
1. Write 413 in words. 2. Write four hundred and fifty as a number. 3. Write the even numbers between 440 and 450 in words. 4. Write the number that is one hundred more than 400 in words. 5. Write the number that is one less than 500 in words. 6. Write the number that is ten less than 500 in words. 7. 3 hundreds, 5 tens and 6 units = ... 8. Four units, 6 tens and 3 hundreds = ... 9. 95 = ...hundreds,tens andunits. 10. Complete DBE Worksheet 45 (page 104 and 105)		

Classwork Lesson 17**Thursday****Date:**

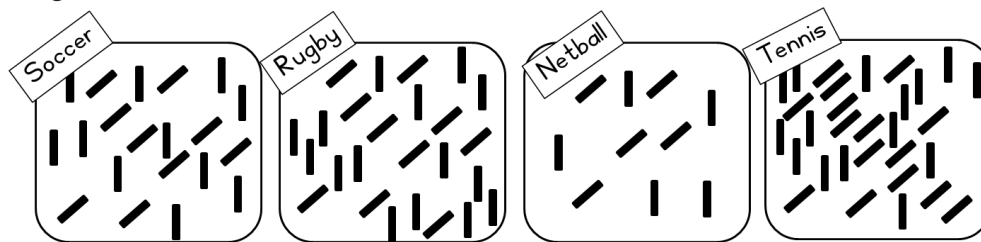
Ask the children to write down the names of the favourite fruits of the children in the class e.g.

Favourite fruit	Tally	Frequency
Naartjie		
Apple		
Banana		
Grapes		
Etc.		

Collect data from the class and monitor that the children record the information accurately using tallies and then writing down the frequency of their choices.

Classwork Lesson 18**Friday****Date:**

1. You have collected the following information on favourite sports. Complete the tally table.

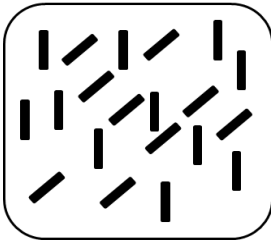
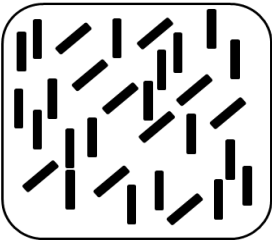
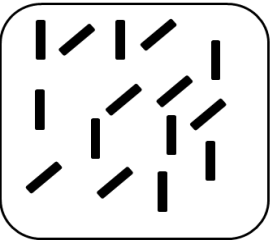
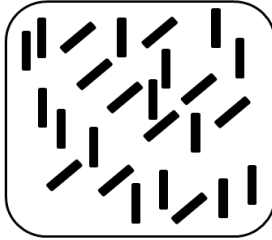


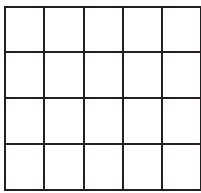
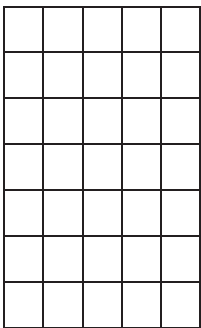
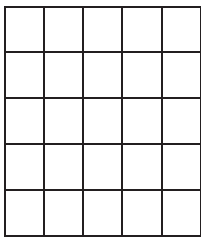
Check if the tallies are correct and then fill in the frequency.

Favourite sport	Tally	Frequency
Soccer	### ### ### ###	
Rugby	### ### ### ### ###	
Netball	### ###	
Tennis	### ### ### ### ### ###	

2. Complete **DBE** Worksheet 22 (pgs 50-51)

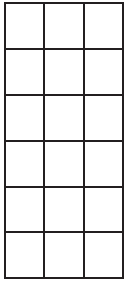
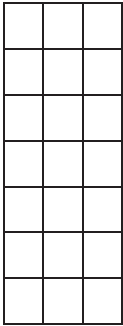
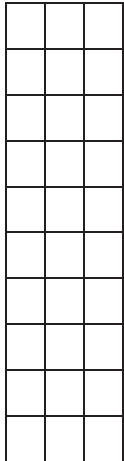
Classwork Lesson 19	Monday	Date:
1. $56 + 10 = \square$ Check your answer. 2. $66 - 50 = \square$ Check your answer. 3. $62 - 30 = \square$ Check your answer. 4. $35 + 11 = \square$ 5. Complete DBE Worksheet 20b (pgs 44 and 45)		
Classwork Lesson 20	Tuesday	Date:
1. $43 + 36 = (79)$ Calculation $43 + 36 = \square$ $= (40 + 3) + (30 + 6)$ $= (40 + 30) + (3 + 6)$ $= 70 + 9$ $= 79$ Checking strategy $79 - 36 = \square$ $= (70 + 9) - (30 + 6)$ $= (70 - 30) + (9 - 6)$ $= 40 + 3$ $= 43$ 2. $52 + 27 = \square$ Check your answer. 3. $78 - 64 = \square$ Check your answer. 4. $35 + 43 = \square$ Check your answer. 5. I bought fruit for R47. My friend bought fruit for R32. How much did we pay for the fruit altogether.		
Classwork Lesson 21	Wednesday	Date:
1. Double the following numbers: a. 3 b. 6 c. 14 d. 20 Use near doubles to calculate: 2. $15 + 16 =$ 3. $30 + 29 =$ 4. Use doubles or near doubles to calculate: a. $43 + 43 =$ b. $43 + 44 =$ c. $24 + 25 =$ d. $25 + 26 =$ 5. One shop sold 37 kg of mealie meal. The second shop sold 36 kg of mealie meal. How much mealie meal did they sell altogether?		

Classwork Lesson 22	Thursday	Date:
1. Write 325c as Rands and cents . 2. In how many different ways can you make R400 using only bank notes? How do you know whether you have all the solutions? 3. If a school tracksuit costs R150,00 what will 2 tracksuits cost? 4. Toffees cost R1,10. Neo has one 50c coin and four 20c coins. With which coins should Neo pay? How much money will he have left? 5. Pedro's granny gave him R5. Which 3 sweets can he buy with his money? Choc chuckle R2,70; gums R1,80; sour worms R1,40; peach treats R1,60; magic mints R2,20; toffee R1,20.		
Classwork Lesson 23	Friday	Date:
1. Use the information given below to draw a tally table of our favourite chocolates. Bar-one  Smarties  Rolo  Milky bar 		
2. Find out from 10 people in the class who prefers cereal, hot porridge or eggs for breakfast. Draw a tally table to show your results.		
Classwork Lesson 24	Monday	Date:
1. Write a multiplication number sentence and calculate. a. $5+5+5+5=20$x.....=20 b. $5 + 5 + 5 + 5 + 5 + 5 = \square$ c. 3 groups of 5 2. Write the addition number sentence and calculate. $4 \times 5 = 20$ 3. Calculate the following: a. $2 \times 5 = \square$ b. $10 \times 5 = \square$ c. $8 \times 5 = \square$ 4. I have 9 bags. There are 5 sweets in each bag. How many sweets do I have altogether? 5. DBE Worksheet 24 (pgs 54 and 55)		

Classwork Lesson 25	Tuesday	Date:																						
1. Count the rows. Count the total number of squares in each row. Write a number sentence for each. a.  Rows: _____ Squares per row _____ Multiplication number sentence: _____ $4 \times 5 = \square \rightarrow 4 \times 5 = 20$ b.  Rows: _____ Squares per row _____ Multiplication number sentence: _____ $7 \times 5 = \square \rightarrow 7 \times 5 = 15$ c.  Rows: _____ Squares per row _____ Multiplication number sentence: _____ $5 \times 5 = \square \rightarrow 5 \times 5 = 25$																								
Classwork Lesson 26	Wednesday	Date:																						
1. Calculate the following: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%;">a. $10 \div 5 = \square$</td> <td style="width: 20%;">b. $35 \div 5 = \square$</td> <td style="width: 20%;">c. $25 \div 5 = \square$</td> <td style="width: 20%;">d. $50 \div 5 = \square$</td> <td style="width: 20%;">e. $45 \div 5 = \square$</td> </tr> <tr> <td>f. $46 \div 5 = \square$</td> <td>g. $11 \div 5 = \square$</td> <td>h. $34 \div 5 = \square$</td> <td>i. $53 \div 5 = \square$</td> <td>j. $46 \div 5 = \square$</td> </tr> </table> 2. You have 38 sweets. Share them amongst 5 children. Do you have any sweets left or not?			a. $10 \div 5 = \square$	b. $35 \div 5 = \square$	c. $25 \div 5 = \square$	d. $50 \div 5 = \square$	e. $45 \div 5 = \square$	f. $46 \div 5 = \square$	g. $11 \div 5 = \square$	h. $34 \div 5 = \square$	i. $53 \div 5 = \square$	j. $46 \div 5 = \square$												
a. $10 \div 5 = \square$	b. $35 \div 5 = \square$	c. $25 \div 5 = \square$	d. $50 \div 5 = \square$	e. $45 \div 5 = \square$																				
f. $46 \div 5 = \square$	g. $11 \div 5 = \square$	h. $34 \div 5 = \square$	i. $53 \div 5 = \square$	j. $46 \div 5 = \square$																				
Classwork Lesson 27	Thursday	Date:																						
1. Extend the pattern: a. 85, 90, 95, _____, _____, _____ b. 175, 170, 165, _____, _____, _____ 2. Show the following numbers with jumps on a number line: 160, 165, 170, 175, 180 3. Complete the following: <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 5px;">105</td> <td>➔⁺⁵</td> <td style="border: 1px solid black; padding: 5px;">110</td> <td>➔⁺⁵</td> <td style="border: 1px solid black; padding: 5px;">115</td> <td>➔⁺⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> <td>➔⁺⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> <td>➔⁺⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">195</td> <td>➔⁻⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> <td>➔⁻⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> <td>➔⁻⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> <td>➔⁻⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> <td>➔⁻⁵</td> <td style="border: 1px solid black; padding: 5px;"> </td> </tr> </table> 4. Complete DBE Worksheet 29 Question 1a (p 66)			105	➔ ⁺⁵	110	➔ ⁺⁵	115	➔ ⁺⁵		➔ ⁺⁵		➔ ⁺⁵		195	➔ ⁻⁵		➔ ⁻⁵		➔ ⁻⁵		➔ ⁻⁵		➔ ⁻⁵	
105	➔ ⁺⁵	110	➔ ⁺⁵	115	➔ ⁺⁵		➔ ⁺⁵		➔ ⁺⁵															
195	➔ ⁻⁵		➔ ⁻⁵		➔ ⁻⁵		➔ ⁻⁵		➔ ⁻⁵															

Classwork Lesson 28	Friday	Date:																																																				
1. Write a multiplication number sentence and calculate. $2 + 2 + 2 + 2 = 8 \rightarrow \dots \times \dots = 8$ $2 + 2 + 2 + 2 + 2 + 2 = \square$ 3 groups of 2 2. Write the addition number sentence and calculate. $4 \times 2 = 8$ Calculate the following: $2 \times 2 = \square$ b. $5 \times 2 = \square$ c. $10 \times 2 = \square$ 4. I have 10 bags. There are 2 sweets in each bag. How many sweets do I have altogether? 5. Complete DBE Worksheet 25a (pgs. 56 and 57)																																																						
Classwork Lesson 29	Monday	Date:																																																				
1. Count the rows. Count the total number of squares in each row. Write a number sentence for each. a. <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> Rows: Squares per row Multiplication number sentence: b. <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> Rows: Squares per row Multiplication number sentence: c. <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> Rows: Squares per row Multiplication number sentence: There are 9 rows of twos. There are 2 trees in a row. How many trees are there altogether?																																																						

Classwork Lesson 30	Tuesday	Date:																						
1. Calculate the following: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%; padding: 5px;">a. $10 \div 2 = \square$</td> <td style="width: 20%; padding: 5px;">b. $36 \div 2 = \square$</td> <td style="width: 20%; padding: 5px;">c. $26 \div 2 = \square$</td> <td style="width: 20%; padding: 5px;">d. $50 \div 2 = \square$</td> <td style="width: 20%; padding: 5px;">e. $46 \div 5 = \square$</td> </tr> <tr> <td style="padding: 5px;">f. $47 \div 2 = \square$</td> <td style="padding: 5px;">g. $11 \div 2 = \square$</td> <td style="padding: 5px;">h. $35 \div 5 = \square$</td> <td style="padding: 5px;">i. $49 \div 2 = \square$</td> <td style="padding: 5px;">j. $25 \div 2 = \square$</td> </tr> </table>			a. $10 \div 2 = \square$	b. $36 \div 2 = \square$	c. $26 \div 2 = \square$	d. $50 \div 2 = \square$	e. $46 \div 5 = \square$	f. $47 \div 2 = \square$	g. $11 \div 2 = \square$	h. $35 \div 5 = \square$	i. $49 \div 2 = \square$	j. $25 \div 2 = \square$												
a. $10 \div 2 = \square$	b. $36 \div 2 = \square$	c. $26 \div 2 = \square$	d. $50 \div 2 = \square$	e. $46 \div 5 = \square$																				
f. $47 \div 2 = \square$	g. $11 \div 2 = \square$	h. $35 \div 5 = \square$	i. $49 \div 2 = \square$	j. $25 \div 2 = \square$																				
2. You have 49 sweets. Share it amongst 2 children. Do you have any sweets left or not?																								
Classwork Lesson 31	Wednesday	Date:																						
1. Extend the pattern: 96, 98, 100, _____, _____, _____ 170, 172, 174, _____, _____, _____																								
2. Show the following with jumps/hoops on a number line: 160, 162, 164, 166, 168, 170.																								
3. Complete the following: <table style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center; width: 15%;">102</td> <td style="text-align: center; width: 10%;">+2 ➡</td> <td style="text-align: center; width: 15%;">104</td> <td style="text-align: center; width: 10%;">+2 ➡</td> <td style="text-align: center; width: 15%;">106</td> <td style="text-align: center; width: 10%;">+2 ➡</td> <td style="text-align: center; width: 15%;">□</td> <td style="text-align: center; width: 10%;">+2 ➡</td> <td style="text-align: center; width: 15%;">□</td> <td style="text-align: center; width: 10%;">+2 ➡</td> <td style="text-align: center; width: 15%;">□</td> </tr> <tr> <td style="text-align: center;">196</td> <td style="text-align: center;">-2 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-2 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-2 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-2 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-2 ➡</td> <td style="text-align: center;">□</td> </tr> </table>			102	+2 ➡	104	+2 ➡	106	+2 ➡	□	+2 ➡	□	+2 ➡	□	196	-2 ➡	□	-2 ➡	□	-2 ➡	□	-2 ➡	□	-2 ➡	□
102	+2 ➡	104	+2 ➡	106	+2 ➡	□	+2 ➡	□	+2 ➡	□														
196	-2 ➡	□	-2 ➡	□	-2 ➡	□	-2 ➡	□	-2 ➡	□														
Classwork Lesson 32	Thursday	Date:																						
1. Write a multiplication number sentence and calculate. a. $3+3+3+3=12 \rightarrow \dots \times \dots = 12$ b. $3 + 3 + 3 + 3 + 3 + 3 = \square$ c. 7 groups of 3																								
2. Write the addition number sentence and calculate. $5 \times 3 = 15$																								
3. Calculate the following: $2 \times 3 = \square$ b. $10 \times 3 = \square$ c. $8 \times 3 = \square$																								
4. I have 7 books. There are 3 stickers in each book. How many stickers do I have altogether?																								
5. Complete DBE Worksheet 27 (pgs 62-63)																								

Classwork Lesson 33	Friday	Date:																						
1. Count the rows. Count the total number of squares in each row. Write a number sentence for each. a.  Rows: Squares per row Multiplication number sentence: b.  Rows: Squares per row Multiplication number sentence: c.  Rows: Squares per row Multiplication number sentence: 2. There are 9 rows of trees. There are 3 trees in a row. How many trees are there altogether?																								
Classwork Lesson 34	Monday	Date:																						
1. Calculate the following: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">a. $12 \div 3 = \square$</td> <td style="padding: 5px;">b. $36 \div 3 = \square$</td> <td style="padding: 5px;">c. $24 \div 3 = \square$</td> <td style="padding: 5px;">d. $48 \div 3 = \square$</td> <td style="padding: 5px;">e. $39 \div 3 = \square$</td> </tr> <tr> <td style="padding: 5px;">f. $47 \div 3 = \square$</td> <td style="padding: 5px;">g. $11 \div 3 = \square$</td> <td style="padding: 5px;">h. $34 \div 5 = \square$</td> <td style="padding: 5px;">i. $49 \div 2 = \square$</td> <td style="padding: 5px;">j. $25 \div 3 = \square$</td> </tr> </table> 2. You have 49 sweets. Share it amongst 3 children. Do you have any sweets left or not?			a. $12 \div 3 = \square$	b. $36 \div 3 = \square$	c. $24 \div 3 = \square$	d. $48 \div 3 = \square$	e. $39 \div 3 = \square$	f. $47 \div 3 = \square$	g. $11 \div 3 = \square$	h. $34 \div 5 = \square$	i. $49 \div 2 = \square$	j. $25 \div 3 = \square$												
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f. $47 \div 3 = \square$	g. $11 \div 3 = \square$	h. $34 \div 5 = \square$	i. $49 \div 2 = \square$	j. $25 \div 3 = \square$																				
Classwork Lesson 35	Tuesday	Date:																						
1. Extend the pattern: a. 93, 96, 99, _____, _____, _____ b. 168, 171, 174, _____, _____, _____ 2. Show the following with hoops on a number line: 160, 163, 166, 169, 172. 3. Complete the following: <table style="width: 100%;"> <tr> <td style="text-align: center;">102</td> <td style="text-align: center;">+3 ➡</td> <td style="text-align: center;">105</td> <td style="text-align: center;">+3 ➡</td> <td style="text-align: center;">108</td> <td style="text-align: center;">+3 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">+3 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">+3 ➡</td> <td style="text-align: center;">□</td> </tr> <tr> <td style="text-align: center;">198</td> <td style="text-align: center;">-3 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-3 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-3 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-3 ➡</td> <td style="text-align: center;">□</td> <td style="text-align: center;">-3 ➡</td> <td style="text-align: center;">□</td> </tr> </table>			102	+3 ➡	105	+3 ➡	108	+3 ➡	□	+3 ➡	□	+3 ➡	□	198	-3 ➡	□	-3 ➡	□	-3 ➡	□	-3 ➡	□	-3 ➡	□
102	+3 ➡	105	+3 ➡	108	+3 ➡	□	+3 ➡	□	+3 ➡	□														
198	-3 ➡	□	-3 ➡	□	-3 ➡	□	-3 ➡	□	-3 ➡	□														

Classwork Lesson 36	Wednesday	Date:																																																																																								
1. Write a multiplication number sentence and calculate. a. $4 + 4 + 4 + 4 + 4 = 20$ x.....=20 b. $4 + 4 + 4 + 4 + 4 = \square$ c. 7 groups of 4 2. Write the addition number sentence and calculate. $6 \times 4 = 24$ 4. Calculate the following: a. $2 \times 4 = \square$ b. $10 \times 4 = \square$ c. $8 \times 4 = \square$ 4. There are 8 dogs. Each dog has 4 legs. How many legs altogether? 4. Complete DBE Worksheet 28 (pgs 64-65)																																																																																										
Classwork Lesson 37	Thursday	Date:																																																																																								
1. Count the rows. Count the total number of squares in each row. Write a number sentence for each. a. <table border="1" style="border-collapse: collapse; text-align: center; width: 100px; height: 100px;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> Rows: Squares per row Multiplication number sentence: b. <table border="1" style="border-collapse: collapse; text-align: center; width: 100px; height: 100px;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> Rows: Squares per row Multiplication number sentence: c. <table border="1" style="border-collapse: collapse; text-align: center; width: 100px; height: 100px;"> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </table> Rows: Squares per row Multiplication number sentence: There are 8 rows of suckers in the sweet stand. There are 4suckers in a row. How many suckers are there altogether?																																																																																										

Classwork Lesson 38	Friday	Date:																						
1. Revise DBE Worksheet 15 (pgs 32 and 33) 2. Give learners a range of packages of different items to sequence from heaviest to lightest, where they sequence according to the mass stated on the package, e.g. 2 kg rice, 1 kg sugar, 5 kg mealie meal, 10 kg samp. Ask the learners to order these packages from the 'heaviest to the lightest.' (Give learners a bathroom scale to weigh heavier objects. Learners can weigh themselves as well, but be aware that this might be a sensitive issue for some learners.) 3. Make two drawings: a. Draw a balance scale to show that 3 kg is heavier than 1 kg. b. Draw an object on each side of a balance scale to make it true. c. Draw a balance scale to show that 2 kg is lighter than 5 kg.																								
Classwork Lesson 39	Monday	Date:																						
1. Calculate the following: <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="padding: 5px;">a. $12 \div 4 = \square$</td> <td style="padding: 5px;">b. $36 \div 4 = \square$</td> <td style="padding: 5px;">c. $24 \div 4 = \square$</td> <td style="padding: 5px;">d. $48 \div 4 = \square$</td> <td style="padding: 5px;">e. $40 \div 4 = \square$</td> </tr> <tr> <td style="padding: 5px;">f. $47 \div 4 = \square$</td> <td style="padding: 5px;">g. $11 \div 4 = \square$</td> <td style="padding: 5px;">h. $34 \div 4 = \square$</td> <td style="padding: 5px;">i. $50 \div 4 = \square$</td> <td style="padding: 5px;">j. $25 \div 4 = \square$</td> </tr> </table> 2. You have 49 balls. Share it amongst 4 children. Do you have any balls left or not?			a. $12 \div 4 = \square$	b. $36 \div 4 = \square$	c. $24 \div 4 = \square$	d. $48 \div 4 = \square$	e. $40 \div 4 = \square$	f. $47 \div 4 = \square$	g. $11 \div 4 = \square$	h. $34 \div 4 = \square$	i. $50 \div 4 = \square$	j. $25 \div 4 = \square$												
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f. $47 \div 4 = \square$	g. $11 \div 4 = \square$	h. $34 \div 4 = \square$	i. $50 \div 4 = \square$	j. $25 \div 4 = \square$																				
Classwork Lesson 40	Tuesday	Date:																						
1. Extend the pattern: a. 112, 116, 120, _____, _____, _____ b. 116, 112, 108, _____, _____, _____ 2. Show the following with jumps/hoops on a number line: 120, 124, 128, 132, 136. 3. Complete the following: <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 5px;">100</td> <td style="padding: 0 10px;">$+4$ ➡</td> <td style="border: 1px solid black; padding: 5px;">104</td> <td style="padding: 0 10px;">$+4$ ➡</td> <td style="border: 1px solid black; padding: 5px;">108</td> <td style="padding: 0 10px;">$+4$ ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> <td style="padding: 0 10px;">$+4$ ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> <td style="padding: 0 10px;">$+4$ ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">200</td> <td style="padding: 0 10px;">-4 ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> <td style="padding: 0 10px;">-4 ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> <td style="padding: 0 10px;">-4 ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> <td style="padding: 0 10px;">-4 ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> <td style="padding: 0 10px;">-4 ➡</td> <td style="border: 1px solid black; padding: 5px; width: 40px;"></td> </tr> </table>			100	$+4$ ➡	104	$+4$ ➡	108	$+4$ ➡		$+4$ ➡		$+4$ ➡		200	-4 ➡		-4 ➡		-4 ➡		-4 ➡		-4 ➡	
100	$+4$ ➡	104	$+4$ ➡	108	$+4$ ➡		$+4$ ➡		$+4$ ➡															
200	-4 ➡		-4 ➡		-4 ➡		-4 ➡		-4 ➡															

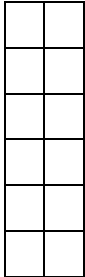
Classwork Lesson 41	Wednesday	Date:
You will need a 2013 calendar to answer the following questions. 1. What do you notice when a public holiday is on a Sunday? 2. Is there any public holidays on a Sunday in 2013? 3. On what day is the 14th of November? What day is before the 14th and what day is after the 14th of November? 4. Highlight your special day on the calendar. Why is it special to you? 5. Mona's birthday is exactly two weeks after yours. Write down the date of her birthday.		
Classwork Lesson 42	Thursday	Date:
1. Draw four clocks on the board, showing the following times: quarter past four, half past eleven, quarter to two and half past six. Ask the learners to read the times out loud to you. 2. Make cards and write the following on it: quarter past four, half past eleven, quarter to two and half past six. Ask the learners to match these cards to the clocks on the board. 3. Tell the learners to copy the clocks that are on the board into their maths books and then write a sentence about each clock, e.g. The time shown on this clock is half past eleven. 4. Tell the learners to draw a clock showing quarter past two in their maths books. Ask the learners to write the time below the clock (quarter past two). Ask them how many minutes before 3 o'clock. Do the same with half past two. Write the time. (half past two) How many minutes before 3 o'clock?		
Classwork Lesson 43	Friday	Date:
Write these time in digital time 1. 7:00 a.m. 2. 7:00 p.m. 3. 3:00 p.m. 4. 3:00 a.m. Write these times in analogue time 1. 05:00 2. 14:00 3. 24:00 4. 19:00 Learners play the "I have...who has" game in groups of 4. Use sets with 8- 12 cards per group. <pre> graph TD A["I have 2 o'clock . Who has 15:00?"] --> B["I have 15:00 Who has 7 o'clock?."] B --> C["I have 7 o'clock . Who has 15:00?"] C --> D[" "] </pre>		

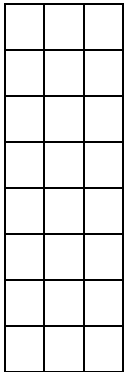
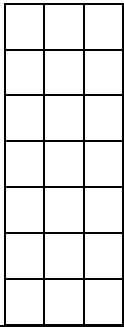
Classwork Lesson 44	Monday	Date:
1. Revise DBE Worksheet 7 (pgs 16-17)		
Classwork Lesson 45	Tuesday	Date:
1. Draw /show/tell the learners that there is 1 boy and 2 girls. How many children are there? How many boys are there? What fraction are boys? How many girls are there? What fraction are girls? 2. Draw /show/tell the learners that there are 12 boys and 3 girls. Ask the following questions: How many children are there? How many boys are there? What fraction are boys? How many girls are there? What fraction are girls? 3. Repeat question one with 4. Draw 4 green and 2 orange beads in your book. Fill in the answers: How many beads are there? What fraction is green? What fraction is orange? Draw eight squares. Colour four in. What fraction did you colour?		
Classwork Lesson 46	Wednesday	Date:
1. A circle, divided in quarters of which two quarters are coloured. Which fraction is coloured? Which fraction is not coloured? 2. A rectangle, divided into sixths of which four sixths are coloured. Which fraction is coloured? Which fraction is not coloured? 3. A circle, divided into fifths of which four fifths are coloured. Which fraction is coloured? Which fraction is not coloured? 4. A rectangle, divided into thirds of which two thirds are coloured. Which fraction is coloured? Which fraction is not coloured? 5. A circle, divided into eighths of which three eighths are coloured. Which fraction is coloured? Which fraction is not coloured?		
Classwork Lesson 47	Thursday	Date:
1. A pattern using one object, but having the colours of the object change in a regular way on the board. 2. A pattern using one shape or object but having the position of the shape or object change in a regular way. 3. A pattern using identical groups of shapes or objects that are repeated, where the size of the shape in each group changes in a regular, predictable way, e.g. the size of the shape gets bigger or smaller on the board.. 4. A pattern using identical groups, where each group has only one kind of object but the position of the object in a group changes and these identical groups are repeated, 5. Ask learners to draw their own patterns in their books and describe them eg yellow triangle, blue triangle, yellow triangle, blue triangle,		
Classwork Lesson 48	Friday	Date:
1. Revise DBE Worksheet 11 (pgs 24-25) 2. Draw five of each shape. They must all look different. Triangles, rectangles, circles, squares		

Homework

Homework Lesson 9	Monday	Date:
Write the following numbers in words. 39 11 Write the words in numbers. Sixty eight		
Homework Lesson 10	Tuesday	Date:
1. Write as tens and units: $92 = \underline{\quad} + \underline{\quad}$ 2. What is the value of the underlined digit: 85		
Homework Lesson 11	Wednesday	Date:
1. Write the numbers from the greatest to the smallest: 62, 26, 2, 20, 6 2. Which number is smaller? 73 or 79 3. Which number is greater? 59 or 50 4. Which number is greater? 10 tens or 1 hundred		
Homework Lesson 12	Thursday	Date:
Write in words. 145 106 Write as a number One hundred and fifty four One hundred and twelve One hundred and one		
Homework Lesson 13	Friday	Date:
Complete DBE Workbook Worksheet 14 (page 31).		
Homework Lesson 14	Monday	Date:
Write 208 in words. Write two hundred and sixty four as a number.		
Homework Lesson 15	Tuesday	Date:
Write 308 in words. Write three hundred and twelve as a number.		
Homework Lesson 16	Wednesday	Date:
Write 498 in words. Write four hundred and sixty one as a number. 5 units, 0 tens and 3 hundreds = $\underline{\quad}$ 35 = $\underline{\quad}$ hundreds, $\underline{\quad}$ tens and $\underline{\quad}$ units.		

Homework Lesson 17	Thursday	Date:																																																												
Find out the favourite colour of each person at your home and to draw a tally table that shows there findings in the maths books.																																																														
Homework Lesson 19	Monday	Date:																																																												
78 - 10 = _____, 2. 38 + 20 = _____, 3. 36 + 12 = _____																																																														
Homework Lesson 20	Tuesday	Date:																																																												
1. 24 + 25 = _____. Check your answer. 2. 99 - 47 = _____. Check your answer.																																																														
Homework Lesson 21	Wednesday	Date:																																																												
1. Double 36 2. Use near doubles to calculate: 32 + 33 = _____ 3. Complete DBE Worksheet 61 (pgs 136 and 137)																																																														
Homework Lesson 22	Thursday	Date:																																																												
1. Nora bought three books at R80 each. She paid with R300,00 How much change will she get? 2. One chewing gum costs 44c. Mavis has R8,00. She wants to buy 20 chewing gums for her party. How much more does she need to save?																																																														
Homework Lesson 24	Monday	Date:																																																												
1. Use a multiplication number sentence calculate. 5 + 5 + 5 + 5 = _____ 2. I have 9 bags. There are 5 sweets in each bag. How many sweets do I have altogether? 3. Practise counting in 5's at home.																																																														
Homework Lesson 25	Tuesday	Date:																																																												
My grandmother tiles her floor. She has 9 rows with 5 tiles in each row. How many tiles does she use?																																																														
<table border="1"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>																																																													_____ rows of _____ _____ x _____ = _____ My grandmother uses _____ tiles.	
Homework Lesson 26	Wednesday	Date:																																																												
1. Your mother buys 47 sweets. She shares them amongst 5 children. Does she have any sweets left? 2. DBE Worksheet 30a question 1c (p 68) and Worksheet 30b question 3c (p 70)																																																														

Homework Lesson 27	Thursday	Date:
1. Extend the pattern: a. 125, 130, 135, _____, _____, _____ b. 110, 105, 100, _____, _____, _____		
Homework Lesson 28	Friday	Date:
I have 9 bags. There are 2 sweets in each bag. How many sweets do I have altogether? Use a multiplication number sentence to calculate $2 + 2 + 2 + 2 =$ _____ Practise counting in 2's at home. DBE Worksheet 25b (pgs. 58 and 59)		
Homework Lesson 29	Monday	Date:
In the egg box there are 6 rows with 2 eggs in each row. How many eggs are in the egg box?  _____ rows of _____ $\times$ _____ = _____ There are _____ taxis in the taxi rank.		
Homework Lesson 30	Tuesday	Date:
Your mother buys 31 oranges. She divides it into 2 bags. Does she have any oranges left? Complete DBE worksheet 30a question 1a (p 68), question 2a (p 69) and Worksheet 30b question 4b (p 71)		
Homework Lesson 31	Wednesday	Date:
128, 130, 132, _____, _____, _____ 114, 112, 110, _____, _____, _____		
Homework Lesson 32	Thursday	Date:
1. Use a multiplication number sentence calculate. $3 + 3 + 3 + 3 + 3 =$ _____ 2. I have 9 bags. There are 3 sweets in each bag. How many sweets do I have altogether? 3. Practise counting in 3's at home.		

Homework Lesson 33	Friday	Date:
There are 6 rows with 3 taxis in each row at the taxi rank. How many taxis are in the taxi rank?  _____ rows of _____ _____ x _____ = _____ There are _____ taxis in the taxi rank.		
Homework Lesson 34	Monday	Date:
You have 44 marbles. You share it amongst 3 friends. Do you have any marbles left?		
Homework Lesson 35	Tuesday	Date:
1. Extend the pattern: a. 127, 130, 133, _____, _____, _____ b. 108, 105, 102, _____, _____, _____		
Homework Lesson 36	Wednesday	Date:
1. Use a multiplication number sentence calculate. $4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 =$ _____ 2. I have 10 bags. There are 4 sweets in each bag. How many sweets do I have altogether? 3. Practise counting in 4's at home.		
Homework Lesson 37	Thursday	Date:
There are 7 rows with 4 bottles of cold drink in each row in the fridge. How many bottles of cold drink are in the fridge?  _____ rows of _____ _____ x _____ = _____ There are _____ bottles of cool drink in the fridge.		
Homework Lesson 39	Monday	Date:
1. The teacher has 45 pencils. She shares it amongst 4 friends. Does she have any pencils left? 2. DBE Worksheet 30 (pgs 68-71) – Revise all questions.		

Homework Lesson 40	Tuesday	Date:
1. Extend the pattern: a. 92, 94, 96, _____, _____, _____ b. 200, 196, 192, _____, _____, _____		
Homework Lesson 42	Thursday	Date:
1. DBE Worksheet 32 (pgs74-75)		
Homework Lesson 44	Monday	Date:
1. Draw 4 sharing circles in your writing book and label each one accordingly. (1 fourth, etc.) 2. Share 24 beads amongst the 4 circles. 3. Copy the sentence and fill in the missing words: One fourth of the counters is _____. Two fourths of the counters is _____. Three fourths of the counters is _____. Four fourths of the counters is _____.		
Homework Lesson 45	Tuesday	Date:
1. Draw four green and four orange beads in your book. Answer the questions: How many beads are there? _____. What fraction is green? _____ What fraction is orange? _____ 2. Draw six circles. Colour three. What fraction did you colour?		
Homework Lesson 46	Wednesday	Date:
1. Draw a fraction board in your book. Colour the following fractions: one half, one third, three quarters, five fifths, two sixths and three eighths.		
Homework Lesson 47	Thursday	Date:
1. Find 3 different objects (2 of each) in your kitchen, like glasses, plates and bowls. 2. Use your objects to make a pattern. 3. Copy and extend your pattern in your book.		



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