

Lesson Planning Mathematics Grade 3 Term



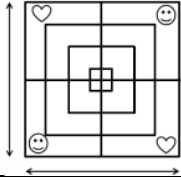
TERM 3 MATHEMATICS		GRADE 3	TEACHER:
WEEK 1	MONDAY	NOTES	
Whole Class: Mental Math (10 min)	Order numbers: before, between, after		
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer.		
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER PATTERNS Counting on & back in multiples of: • 1s from any number between 0 - 450 • 10s from any multiple between 0 - 450 • 5s from any multiple between 0 - 450 • 2s from any multiple between 0 - 450 • 3s from any multiple between 0 - 450 • 4s from any multiple between 0 - 450 • Multiples of 20, 25, 50, 100 to 1000.		
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Addition of 3-digit number with 2-digit number by decomposing both numbers: $524 + 82 = \dots\dots\dots$ $\rightarrow (500 + 20 + 4) + (80 + 2)$ $\rightarrow (500) + (20 + 80) + (4 + 2)$ $\rightarrow (500 + 100) + 6$ $\rightarrow 600 + 6 = 606$		
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate addition of 3-digit number with 2-digit number by decomposing both numbers.		
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book		
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION			

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 1	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	More/less than	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 1-250. <i>Make use of different activities for the consolidation of number symbols and number names.</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE Symmetry: Find the line of symmetry by folding paper/using mirror image. Recognise that the line of symmetry can be horizontal, vertical or diagonal.	
Group work: REVIEW CONCEPTS (10 min)	MULTIPLICATION Quick think multiplication: Use flash cards to consolidate 2x; 5x & 10x tables.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 1	WEDNESDAY	NOTES
Whole Class: Mental Math (10 min)	Make both sides equal	
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	DESCRIBE, COMPARE & ORDER Revise: Order whole numbers up to 450 in ascending and descending order. Compare whole numbers up to 450 using bigger/smaller than/more/less than, equal to. Use symbols $< = >$	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - TIME [CALANDER] Read dates on calendar. Show birthdays, religious feasts, public holidays, school activities, etc on the calendar.	
Group work: REVIEW CONCEPTS (10 min)	DOUBLING Use flash cards to consolidate doubling, eg Double 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 15, 20, 25, 50.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 1	THURSDAY	NOTES
Whole Class: Mental Math (10 min)	Repeated addition or subtraction	
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Write number names and extended notation, eg: three hundred and seventy four = $3H + 7T + 4U$ Name place and number value of each digit Use ten block base and colour to show number.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Recognise and identify South African coins (10c, 20c, 50c, R1, R2, R5) and bank notes (R10, R20, R50, R100, R200). Identify and name coins and notes according to colour, animal, flower, etc.	
Group work: REVIEW CONCEPTS (10 min)	ODD/EVEN NUMBERS Recognise odd/even numbers	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 1	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	Enn and odd numbers	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on number line; order (more/between/less); write in extended notation; odd/even number; halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	FRACTIONS Use a fraction wall to compare fraction. Order fractions from biggest to smallest: third, quarter, fifth, halve. Write a number sentence and the answer, eg $\frac{1}{3}$ of 36 $>$ $36 \div 3 = 12$ Colour a fraction of the group, eg two thirds 	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations. Number range: 0 - 20. Supply a variety of activities for practising number combinations	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

TERM I MATHEMATICS GRADE 3 TEACHER:		
WEEK 2	MONDAY	NOTES
Whole Class: Mental Math (10 min)	Read number names and write number symbols.	
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	GEOMETRIC PATTERNS Copy a geometric pattern (to scale) and colour it symmetrically. Use your ruler. 	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Subtraction of 3-digit number by 2-digit number by decomposing both numbers: $524 + 82 = \dots\dots\dots$ $\rightarrow (500 + 20 + 4) + (80 + 2)$ $\rightarrow (500) + (20 + 80) + (4 + 2)$ $\rightarrow (500 + 100) + 6$ $\rightarrow 600 + 6 = 606$	
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate subtraction of 3-digit number by 2-digit number by decomposing both numbers.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 2	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	Ascending order	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 250 – 400. <i>Make use of different activities for the consolidation of number symbols and number names.</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE 3-D objects: Recognise and name 3-D objects in and around the classroom, as well as in pictures: ball shape (sphere); box shape (prism); cylinder. Describe, sort and compare 3-D objects and 2-D shapes which are part of 3-D objects.	
Group work: REVIEW CONCEPTS (10 min)	DIVISION Quick think division: Use flash cards to consolidate $\div 2$, $\div 5$, & $\div 10$ table.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 2	WEDNESDAY	NOTES
Whole Class: Mental Math (10 min)	Rounding off	
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	COUNT OBJECTS: Group up to 200 objects in order to estimate and count accurately. Encourage grouping as a strategy, eg Group in 10, 20, 25 and 50. How many groups of each? Rearrange and count again. Do you still have the same number of counters?	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - TIME Read analogue time in minutes. Revise: am/pm Revise: 60 minutes = 1 hour; 30 min = half an hour and 15 min = quarter of an hour. Count in 5s pointing to the numbers on an analogue clock. Use "before" and "past".	
Group work: REVIEW CONCEPTS (10 min)	HALVING Use flash cards to consolidate halving, eg Halve 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 15, 20, 25, 50.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 2	THURSDAY	NOTES
Whole Class: Mental Math (10 min)	Identify 2-D shapes and 3-D objects.	
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Name <u>place</u> and <u>number</u> value of each digit. Write 3-digit number in extended notation, eg $438 = 400 + \dots + \dots$	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Recognise the value of money and build totals. Convert rand and cents, eg Write 325c as rand and cent. How many different ways can you build R400 using only notes? Build R23,70 using different notes and coins.	
Group work: REVIEW CONCEPTS (10 min)	DESCENDING ORDER Compare and order a series of numbers in descending order.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 2	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	Build numbers	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}, \frac{1}{3}, \frac{2}{3}, \frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on a number line; order (more/between/less); decompose; odd/even/;halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	ADDITION & SUBTRACTION Change the number to a multiple of 10 and subtract or add units: a) $588 + 9$ $588 + 10 = 598$ b) $598 - 1 = 597$ $588 + 19$ c) $588 + 20 = 608$ $608 - 1 = 607$	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations Number range: 0 - 20 Supply a variety of activities for practising number combinations.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 3	MONDAY	NOTES
Whole Class: Mental Math (10 min)	Trains sums	
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER PATTERNS Counting on & back in multiples of: • 1s from any number between 0 - 550 • 10s from any multiple between 0 - 550 • 5s from any multiple between 0 - 550 • 2s from any multiple between 0 - 550 • 3s from any multiple between 0 - 550 • 4s from any multiple between 0 - 550 • multiples of 20, 25, 50, 100 to 1000.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Addition of 3-digit number with 2-digit number by decomposing the second number: $524 + 82 = \dots\dots\dots$ → $524 + 80 = 604$ → $604 + 2 = 606$	
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate addition of 3-digit number with 2-digit number by decomposing one number.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

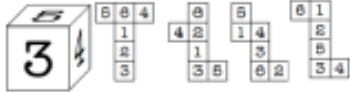
GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 3	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	Digital time	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 0 - 500. <i>Use a number block to recognise number symbols. Match number names to symbols. Write number names. Complete a number block.</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE Position and direction. Educator gives directions and learner follows directions to move around in the classroom and around the school.	
Group work: REVIEW CONCEPTS (10 min)	REPEATED ADDITION Repeated addition using concrete apparatus and number lines. Explain repeated addition leading to multiplication.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 3	WEDNESDAY	NOTES
Whole Class: Mental Math (10 min)	Fractions	
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	DESCRIBE, COMPARE & ORDER Order and compare whole numbers to 550. Answer question set out in different ways, eg 330 are closer to 310 or 350? Use digits 4, 3 and 5 to build the biggest/smallest number What is 10/20/30 more/less than a given number.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - MASS Recognise and name measuring instruments and units to measure mass, eg scale - gram/kilogram. Arrange farm animals from lightest to heaviest according to their mass.	
Group work: REVIEW CONCEPTS (10 min)	DOUBLING Double 2-digit numbers in steps Double 47 = → $(40 + 7)$ $80 + 14 = 94$	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 3	THURSDAY	NOTES
Whole Class: Mental Math (10 min)	Adding, subtracting or multiplying	
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Add multiples of hundreds, tens and units, eg 5 hundreds + 3 hundreds + 3 tens + 2 units $\rightarrow 500 + 300 + 30 + 2 = 832$ 17units = ? [1T + 3U] 345units = ? [3H + 4T + 5U]	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Do calculations with money in steps, subtracting the rands first, then the cents: R85 - R32,60 = R85 - R32,00 = R53 R53 - 60c = R52,40 <i>Understanding of R1 - (10c, 20c, 30c, 40c - 99c) is important.</i>	
Group work: REVIEW CONCEPTS (10 min)	ASCENDING ORDER Compare and order a series of numbers in ascending order.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 3	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	Money calculations	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on a number line; order (more/between/less); decompose; odd/even/;halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	DATA HANDLING Annalise and interpret data in a bar graph. Answer questions about the data in the bar graph.	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations Number range: 0 - 20 Supply a variety of activities for practising number combinations.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 4	MONDAY	NOTES
Whole Class: Mental Math (10 min)	More/less than	
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	GEOMETRIC PATTERNS Copy, extend and describe a geometric pattern using lines, shapes or objects.  Decorate a mug using geometric patterns. 	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Subtraction of 3-digit number by 2-digit number by decomposing the second number: $524 - 65 = \dots\dots\dots$ → $524 - 60 = 464$ → $464 - 5 = 459$	
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate subtraction of 3-digit number by 2-digit number by decomposing both numbers.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

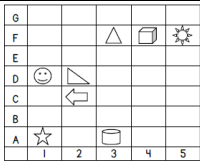
GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 4	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	Write in extended format: HTU	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 0 - 550 <i>Use a number block to recognise number symbols.</i> <i>Match number names to symbols.</i> <i>Write number names.</i> <i>Complete a number block</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE Position, orientation and view: Apply different view to the same everyday object. Be able to name an everyday object when shown an unfamiliar view. Eg. Colour the series of blocks to show the correct number on the dice.	
Group work: REVIEW CONCEPTS (10 min)	REPEATED SUBTRACTION Repeated subtraction using concrete apparatus and number lines. Explain repeated subtraction leading to division.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 4	WEDNESDAY	NOTES
Whole Class: Mental Math (10 min)	Multiply	
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	COUNT OBJECTS: Group up to 400 objects in order to estimate and count accurately. Encourage grouping as a strategy, eg Group in 10, 20, 25 and 50. How many groups of each? Rearrange and count again. Do you still have the same number of counters?	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - TIME Read digital time; write in words; draw the hands on a clock and say if it is am or pm.  Use a clock to measure passing of time in hours, half hours and quarter hours.	
Group work: REVIEW CONCEPTS (10 min)	HALVING Halve 2-digit numbers in steps Halve 86 = → (80 + 6) 40 + 3 = 43	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 4	THURSDAY	NOTES
Whole Class: Mental Math (10 min)	Number Combinations	
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Write number name in extended notation, eg four hundred and twelve = 4H + 1T + 2E. How many counters: • 3 tens = ? • 13 tens = ? • 23 tens = ?	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Bert orders a pizza and a milkshake. He pays with a R50. a) Calculate the cost of the order b) Calculate the difference (change). 	
Group work: REVIEW CONCEPTS (10 min)	ROUNDING OFF Round off to the nearest 10. Use visual aids, eg number line.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 4	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	Make both sides equal.	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on a number line; order (more/between/less); decompose; odd/even/;halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	FRACTIONS Divide 2-D shapes in fractions, eg quarters, thirds, etc. Colour a fraction of a group, eg three fifths  Write a number sentence and an answer: $\frac{1}{4}$ of 48 > $48 \div 4 = 12$.	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations Number range: 0 - 20 Supply a variety of activities for practising number combinations.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 5	MONDAY	NOTES
Whole Class: Mental Math (10 min)	Order numbers: before, between after	
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER PATTERNS Counting on & back in multiples of: • 1s from any number between 0 - 650 • 10s from any multiple between 0 - 650 • 5s from any multiple between 0 - 650 • 2s from any multiple between 0 - 650 • 3s from any multiple between 0 - 650 • 4s from any multiple between 0 - 650 • Multiples of 20, 25, 50, 100 to 1000.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Addition of 3-digit numbers by decomposing both numbers: $323 + 436 = \dots\dots\dots$ → $(300+20+3) + (400+30+6)$ → $(300+400) + (20+30) + (3+6)$ $700 + 50 + 9 = 759$	
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate addition of 3-digit numbers by decomposing both numbers.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 5	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	More/less than	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 0 - 600 <i>Use a number block to recognise number symbols. Match number names to symbols. Write number names. Complete a number block.</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE Position and direction. Study the diagram and answer the questions:	
Group work: REVIEW CONCEPTS (10 min)	MULTIPLICATION Multiply a 3-digit number by a 1-digit number in steps: $146 \times 3 = \square$ $\rightarrow 100 \times 3 = 300$ $\rightarrow 40 \times 3 = 120$ $\rightarrow 6 \times 3 = 18$ $\rightarrow 300 + 120 + 18 = 438$	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 5	WEDNESDAY	NOTES
Whole Class: Mental Math (10 min)	Write in expanded notation	
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	DESCRIBE, COMPARE & ORDER Order and compare whole numbers to 650. Answer question set out in different ways, eg What comes before/between/after? Sort into even/odd numbers. Order a series of numbers in ascending and descending order.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - LENGTH Use your ruler to measure objects in cm. Recognise and name different measuring units of length, eg mm, cm, m, km. Which measuring unit is used for short/longer distances?	
Group work: REVIEW CONCEPTS (10 min)	DOUBLING Double 3-digite numbers in steps Double 132 = → $(100 + 30 + 2)$ $200 + 60 + 4 = 264$	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 5	THURSDAY	NOTES
Whole Class: Mental Math (10 min)	Time: Calculate the time duration	
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Extended notation: • $5H + \dots + \dots = 573$ • $500 + 20 + \dots = 529$ • $505_{\text{ene}} = \dots H + \dots T + \dots U$ • $\dots = 600 + 70 + 5$	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Addition of notes and coins. eg How much money in my piggy bank? How many 10c; 20c; 50c coins in R1; R2, R5, etc.	
Group work: REVIEW CONCEPTS (10 min)	ORDINAL NUMBERS Use ordinal numbers to show order, place or position. Read and write ordinal numbers, including the abbreviations to 31st	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 5	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	Mental Math	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on a number line; order (more/between/less); decompose; odd/even/;halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	ADDITION & SUBTRACTION Addition and subtraction of multiples of 10, eg. • $40 + 70$; • $70 + 80$ • $120 - 30$; • $150 - 60$ Adding or subtracting 10 from 2- and 3-digit number, eg. • $65 + 10$; • $124 + 10$ • $326 - 10$; • $358 - 10$	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations Number range: 0 - 20 Supply a variety of activities for practising number combinations	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 6	MONDAY	NOTES
Whole Class: Mental Math (10 min)	Use symbols to compare $< = >$	
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	GEOMETRIC PATTERNS Copy, extend and describe: • Repeating patterns - shapes are repeated in the same way • Growing pattern - shapes/objects increases in a predicted manner • Size changing pattern - shapes/objects get bigger/smaller	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Subtraction of 3-digit numbers by decomposing both numbers: $763 - 421 = \dots\dots\dots$ $\rightarrow (700+60+3) + (400+20+1)$ $\rightarrow (700-400) + (60-20) + (3-1)$ $300 + 40 + 2 = 342$	
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate subtraction of 3-digit numbers by decomposing both numbers.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 6	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	Find the sums	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 0 - 650 <i>Use a number block to recognise number symbols. Match number names to symbols. Write number names. Complete a number block.</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE 2D-Shapes: Copy the picture using the correct 2-D shapes 	
Group work: REVIEW CONCEPTS (10 min)	DIVISION Divide a 3-digit number by a 1-digit number in steps: $75 \div 3 = \square$ → $60 \div 3 = 20$ → $15 \div 3 = 5$ → $20 + 5 = 25$	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

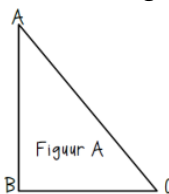
GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 6	WEDNESDAY	NOTES
Whole Class: Mental Math (10 min)	Arrange in descending or ascending order.	
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	COUNT OBJECTS: Group up to 600 objects in order to estimate and count accurately. Encourage grouping as a strategy, eg. Group in 10, 20, 25 and 50. How many groups of each? Rearrange and count again. Do you still have the same number of counters?	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - TIME Timing. Use a calendar to calculate the passing of time in days, weeks or months. Include the conversion of days to weeks and weeks to months.	
Group work: REVIEW CONCEPTS (10 min)	HALVING Halve 3-digit numbers in steps Halve 154 = → (100 + 50 + 4) 50 + 25 + 2 = 77	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3		MATHEMATICS	TEACHER:					
WEEK 6	THURSDAY	NOTES						
Whole Class: Mental Math (10 min)	Add or subtract by counting on or back							
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.							
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Name the <u>place</u> and <u>number</u> value of the underlined digit: <table><tr><td colspan="2">28<u>5</u></td></tr><tr><td>Plekwaarde</td><td>Getalwaarde</td></tr><tr><td></td><td></td></tr></table>	28 <u>5</u>		Plekwaarde	Getalwaarde			
28 <u>5</u>								
Plekwaarde	Getalwaarde							
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Do calculations with money in steps, subtracting the rands first, then the cents: → R76 - R51,40 = → R76 - R51,00 = R25 → R25 - 40c = R24,60.							
Group work: REVIEW CONCEPTS (10 min)	MEASUREMENT: TIME Read time in hours, half hours and quarter hours. Use flash cards.							
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book							
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION								

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 6	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	Identify the numerical value of the underlined digit.	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on a number line; order (more/between/less); decompose; odd/even/;halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW Konzept E & REVIEW (15 min)	DATA HANDLING The learners at our school take part in the following sports. Draw up a bar graph to show the data. a) Give your graph a title. b) Colour the correct number of blocks for each sport played.	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations Number range: 0 - 20 Supply a variety of activities for practising number combinations.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

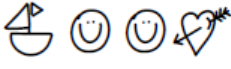
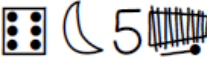
GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 7	MONDAY	NOTES
Whole Class: Mental Math (10 min)	More/less than	
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER PATTERNS Counting on & back in multiples of: • 1s from any number between 0 - 750 • 10s from any multiple between 0 - 750 • 5s from any multiple between 0 - 750 • 2s from any multiple between 0 - 750 • 3s from any multiple between 0 - 750 • 4s from any multiple between 0 - 750 • multiples of 20, 25, 50, 100 to 1000.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Addition of 3-digit numbers by decomposing one number: $323 + 436 = \dots\dots\dots$ → $323 + 400 = 723$ → $723 + 30 = 753$ → $753 + 6 = 759$	
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate addition of 3-digit numbers by decomposing one number.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 7	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	Rounding off	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 0 – 700. <i>Use a number block to recognise number symbols. Match number names to symbols. Write number names. Complete a number block.</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE Position and direction: Map. Start at “Begin” and move 4 blocks NORTH. Where are you now? Move 3 blocks EAST. Where are you now? Move 3 blocks SOUTH. Where are you now? Move 4 blocks WEST. Where are you now? Etc.	
Group work: REVIEW CONCEPTS (10 min)	MULTIPLICATION Multiply a 3-digit number by a 1-digit number in steps: $136 \times 4 = \square$ → $100 \times 4 = 400$ → $30 \times 4 = 120$ → $6 \times 4 = 24$ → $400 + 120 + 24 = 544$	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3		MATHEMATICS	TEACHER:								
WEEK 7	WEDNESDAY	NOTES									
Whole Class: Mental Math (10 min)	Circle pairs of 20 in each row.										
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer.										
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	DESCRIBE, COMPARE & ORDER Order and compare whole numbers to 750. Answer question set out in different ways, eg How much more is 645 than 652? How much less is 635 than 535? Which number is bigger/smaller? Use a number line to compare numbers.										
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - LENGTH Use your ruler to measure the lines of the following figures in cm: <table><tr><th colspan="2">Figuur A</th></tr><tr><td>AB</td><td></td></tr><tr><td>BC</td><td></td></tr><tr><td>AC</td><td></td></tr></table>	Figuur A		AB		BC		AC			
Figuur A											
AB											
BC											
AC											
Group work: REVIEW CONCEPTS (10 min)	DOUBLING Double 3-digite numbers in steps Double 278 = → (200 + 70 + 8) 400 + 140 + 16 = 556										
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book										
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION											

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 7	THURSDAY	NOTES
Whole Class: Mental Math (10 min)	Read the number names and write the number symbols.	
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Answer questions: What does each digit in number 127 represent? How many hundreds in each of the following numbers: 200, 680, 703, 512, 368 How many tens in each of the following numbers: 60, 83, 100, 124.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Let's do shopping! Make a list of items you need to buy and the price of each item. How much money do you have in your purse? Calculate how much your shopping is going to cost and what your change will be.	
Group work: REVIEW CONCEPTS (10 min)	MEASUREMENT Revise different measuring instruments and units as well as the use of each, eg. measure mass on a scale in g or kg; measure length and distance in cm or km etc.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 7	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	Halve and double.	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on a number line; order (more/between/less); decompose; odd/even/; halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	FRACTIONS Make a drawing to show the following fractions, eg Divide 9 oranges into quarters. How many quarters? Compare fractions using $< = >$, eg. three fifths ---- two fifths Colour a fraction of the collections, eg. three quarters of 8 apples.	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations Number range: 0 - 20 Supply a variety of activities for practising number combinations.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 8	MONDAY	NOTES
Whole Class: Mental Math (10 min)	Compare numbers by using symbols: < = >	
Problem Solving (10 min)	STORY SUM: Addition & subtraction Problem solving in context through addition and subtraction. Written: Write a number sentence; show your calculation; write your answer	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	GEOMETRIC PATTERNS Study patterns. How can you make a pattern using letters?  a) ABBC b) ABAC c) ABBA  a) ABCC b) ABCD c) ABAC	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	CALCULATIONS Subtraction of 3-digit numbers by decomposing one number: $725 - 486 = \dots\dots\dots$ → $725 - 400 = 325$ → $325 - 80 = 245$ → $245 - 6 = 249$	
Group work: REVIEW CONCEPTS (10 min)	CALCULATIONS Small group: Consolidate subtraction of 3-digit numbers by decomposing one number.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 8	TUESDAY	NOTES
Whole Class: Mental Math (10 min)	Write the biggest number in each row.	
Problem Solving (10 min)	STORY SUM: Grouping Problem solving in context through grouping. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER SYMBOLS & NUMBER NAMES Recognise, identify, read and write number symbols and number names 0 -750. <i>Use a number block to recognise number symbols. Match number names to symbols. Write number names. Complete a number block.</i>	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	SPACE & SHAPE Build a 3-D object : Work with spheres, prisms and cylinders. Focus on the surface of each object, eg. flat/curved; square/rectangular; etc.	
Group work: REVIEW CONCEPTS (10 min)	DIVISION Divide a 3-digit number by a 1-digit number in steps: $114 \div 6 = \square$ $\rightarrow 60 \div 6 = 10$ $\rightarrow 54 \div 6 = 9$ $\rightarrow 10 + 9 = 19$	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS		TEACHER:
WEEK 8	WEDNESDAY	NOTES
Whole Class: Mental Math (10 min)	Complete patterns.	
Problem Solving (10 min)	STORY SUM: Division Problem solving in context through division which includes division with a remainder. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	COUNT OBJECTS: Group up to 800 objects in order to estimate and count accurately. Encourage grouping as a strategy, eg. Group in 10, 20, 25 and 50. How many groups of each? Rearrange and count again. Do you still have the same number of counters?	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MEASUREMENT - VOLUME Compare, order and record the capacity of commercial object which have the volume in litres printed on the packaging, eg. 2-litre, 1-litre, 5-litre or in milliliter, eg. 500ml, 340ml, 750ml Recognise: 1cup = 250ml; 1 teaspoon = 5ml; 1-litre = 50ml + 250ml + 250ml + 250ml	
Group work: REVIEW CONCEPTS (10 min)	HALVING Halve 3-digit numbers in steps Halve 378 = → (300 + 70 + 8) 150 + 35 + 4 = 189	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 8	THURSDAY	NOTES
Whole Class: Mental Math (10 min)	Calculate the difference.	
Problem Solving (10 min)	STORY SUM: Money Problem solving in context with money which includes totals and change. Written: Write a number sentence; show your calculation; write your answer.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	PLACE VALUE: HTU Understand that 5l is bigger than l5 because 5l = 5 groups of ten and l5 = 1 group of ten.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	MONEY Convert rands and cents, eg Write 526c as rand and cent. Quick think, eg. • R7 - 20c = • R12 - 30c = • R55 - 40c = • R60 - 50c =	
Group work: REVIEW CONCEPTS (10 min)	ROUNDING OFF Round numbers off to the nearest 10. Use visual aids, eg number lines.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		

GRADE 3 TERM 3 MATHEMATICS TEACHER:		
WEEK 8	FRIDAY	NOTES
Whole Class: Mental Math (10 min)	How many wheels?	
Problem Solving (10 min)	STORY SUM: Fractions Solve problems practically and explain solutions which lead to sharing equally as well as problems leading to sharing in fractions, eg. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{3}{4}$ etc.	
Whole Class: NUMBER CONCEPT DEVELOPMENT (10 min)	NUMBER OF THE DAY Complete number pattern; count on/back on a number line; order (more/between/less); decompose; odd/even/; halve and double in steps; round off to the nearest 10; more/less than.	
Whole Class: NEW CONCEPTS & REVIEW (15 min)	ADDITION & SUBTRACTION Practise patterns in addition and subtraction, eg. $35 + 12 = 47$; $135 + 12 = 147$; $235 + 12 = 247$ Addition and subtractions of single digits to multiples of 100, eg. $600 + 4$; $500 + 3$; $700 - 6$; $800 - 5$.	
Group work: REVIEW CONCEPTS (10 min)	NUMBER COMBINATIONS Consolidation of number combinations Number range: 0 – 20 Supply a variety of activities for practising number combinations.	
Independent (30 min)	Individual Written Task / DBE Books Math Term 3 Activity Book	
ASSESSMENT ACTIVITIES ENRICHMENT & INTERVENTION		